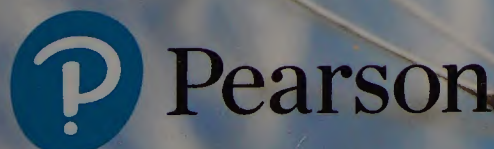


FIFTH EDITION

# Focus on Grammar 2

Irene E. Schoenberg

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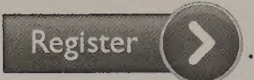




# FOCUS ON GRAMMAR 2

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FIFTH EDITION

# Focus on Grammar 2

Irene E. Schoenberg



## **Focus on Grammar 2: An Integrated Skills Approach, Fifth Edition**

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# WELCOME TO FOCUS ON GRAMMAR

## FIFTH EDITION

BUILDING ON THE SUCCESS of previous editions, *Focus on Grammar* continues to provide an integrated-skills approach to engage students and help them understand, practice, and use English grammar. Centered on thematic instruction, *Focus on Grammar* combines comprehensive grammar coverage with abundant practice, critical thinking skills, and ongoing assessment, helping students accomplish their goals of communicating confidently, accurately, and fluently in everyday situations.

## New in the Fifth Edition

### New and Updated Content

*Focus on Grammar* continues to offer engaging and motivating content that appeals to learners from various cultural backgrounds. Many readings and activities have been replaced or updated to include topics that are of high interest to today's learners.

### Updated Charts and Redesigned Notes

Clear, corpus-informed grammar presentations reflect real and natural language usage and allow students to grasp the most important aspects of the grammar. Clear signposting draws attention to common usage, the difference between written and spoken registers, and common errors.

### Additional Communicative Activities

The new edition of *Focus on Grammar* has been expanded with additional communicative activities that encourage collaboration and the application of the target grammar in a variety of settings.

### Expanded Writing Practice

Each unit in *Focus on Grammar* now ends with a structured “From Grammar to Writing” section. Supported by pre-writing and editing tasks, students engage in activities that allow them to apply the target grammar in writing.

### New Assessment Program

The new edition of *Focus on Grammar* features a variety of new assessment tools, including course diagnostic tests, formative and summative assessments, and a flexible gradebook. The assessments are closely aligned with unit learning outcomes to inform instruction and measure student progress.

### Revised MyEnglishLab

The updated MyEnglishLab offers students engaging practice and video grammar presentations anywhere, anytime. Immediate feedback and remediation tasks offer additional opportunities for successful mastery of content and help promote accuracy. Instructors receive instant access to digital content and diagnostic tools that allow them to customize the learning environment to meet the needs of their students.



# The *Focus on Grammar* Approach

At the heart of the *Focus on Grammar* series is its unique and successful four-step approach that lets learners move from comprehension to communication within a clear and consistent structure. The books provide an abundance of scaffolded exercises to bridge the gap between identifying grammatical structures and using them with confidence and accuracy. The integration of the four skills allows students to learn grammar holistically, which in turn prepares them to understand and use English more effectively.

**STEP 1: Grammar in Context** integrates grammar and vocabulary in natural contexts such as articles, stories, dialogues, and blog posts. Students engage with the unit reading and theme and get exposure to grammar as it is used in real life.

**STEP 2: Grammar Presentation** presents the structures in clear and accessible grammar charts and notes with multiple examples of form and meaning. Corpus-informed explanations and examples reflect natural usage of the target forms, differentiate between written and conversational registers whenever appropriate, and highlight common errors to help students avoid typical pitfalls in both speaking and writing.

**STEP 3: Focused Practice** provides numerous and varied contextualized exercises for both the form and meaning of the new structures. Controlled practice ensures students' understanding of the target grammar and leads to mastery of form, meaning, and use.

**STEP 4: Communication Practice** provides practice with the structures in listening exercises as well as in communicative, open-ended speaking activities. These engaging activities provide ample opportunities for personalization and build students' confidence in using English. Students also develop their critical thinking skills through problem-solving activities and discussions.

Each unit now culminates with the **From Grammar to Writing** section. Engaging and motivating writing activities encourage students to apply grammar in writing through structured tasks from pre-writing that contain writing models to editing.

## Recycling

Underpinning the scope and sequence of the *Focus on Grammar* series is practice that allows students to use target structures and vocabulary many times, in different contexts. New grammar and vocabulary are recycled throughout the book. Students have maximum exposure, leading them to become confident in using the language in speech and in writing.

## Assessment

Extensive testing informs instruction and allows teachers and students to measure progress.

- **Unit Reviews** at the end of every unit assess students' understanding of the grammar and allow students to monitor their own progress.
- **Diagnostic Tests** provide teachers with a valid and reliable means to determine how well students know the material they are going to study and to target instruction based on students' needs.
- **Unit Review Tests, Mid- and End-of-Term Review Tests, and Final Exams** measure students' ability to demonstrate mastery of skills taught in the course.
- The **Placement Test** is designed to help teachers place students into one of the five levels of the *Focus on Grammar* course.



## The Importance of Context

A key element of *Focus on Grammar* is presenting important grammatical structures in context. The contexts selected are most relevant to the grammatical forms being introduced. Contextualized grammar practice also plays a key role in improving fluent use of grammar in communicative contexts. It helps learners to develop consistent and correct usage of target structures during all productive practice.

## The Role of Corpus

The most important goal of *Focus on Grammar* has always been to present grammar structures using natural language. To that end, *Focus on Grammar* has incorporated the findings of corpus linguistics,\* while never losing sight of what is pedagogically sound and useful. By taking this approach, *Focus on Grammar* ensures that:

- the language presented reflects real, natural usage
- themes and topics provide a good fit with the grammar point and elicit the target grammar naturally
- findings of the corpus research are reflected in the syllabus, readings, charts, grammar notes, and practice activities
- examples illustrate differences between spoken and written registers, and formal and informal language
- students are exposed to common errors in usage and learn how to recognize and avoid errors in their own speech and writing

## Focus on Grammar Efficacy

The fifth edition of *Focus on Grammar* reflects an important efficacy initiative for Pearson courses—to be able to demonstrate that all teaching materials have a positive impact on student learning. To support this, *Focus on Grammar* has been updated and aligned to the **Global Scale of English** and the **Common European Framework** (CEFR) to provide granular insight into the objectives of the course, the progression of learning, and the expected outcomes a learner will be able to demonstrate upon successful completion.

To learn more about the Global Scale of English, visit [www.English.com](http://www.English.com).

## Components

**Student Books with Essential Online Resources** include access codes to the course audio, video, and self-assessment.

**Student Books with MyEnglishLab** offer a blended approach with integration of print and online content.

**Workbooks** contain additional contextualized practice in print format.

**Digital Teacher's Resources** include printable teaching notes, GSE mapping documents, answer keys, audio scripts, and downloadable tests. Access to the digital copy of the student books allows teachers to project the pages for whole-class instruction.

**FOG Go app** allows users to access the student book audio on their mobile devices.

\* A principal resource has been Douglas Biber et al, *Longman Grammar of Spoken and Written English*, Harlow: Pearson Education Ltd., 1999.



# The Focus on Grammar Unit

*Focus on Grammar* introduces grammar structures in the context of unified themes. All units follow a four-step approach, taking learners from grammar in context to communicative practice. Thematic units add a layer to learning so that by the end of the unit students will be able to discuss the content using the grammar points they have just studied.

## STEP 1

## GRAMMAR IN CONTEXT

**Before You Read** activities create interest and elicit students' knowledge about the topic.

**Vocabulary** exercises help students improve their command of English.

### UNIT 1

#### Present of Be: Statements SPORTS

**OUTCOMES**

- Use the verb *be* in simple present statements
- Recognize details in a short description
- Recognize important information in a conversation about people
- Talk about sports and famous athletes
- Write sentences about a candidate

## STEP 1 GRAMMAR IN CONTEXT

### BEFORE YOU READ

Look at the photos. Work with a partner. Answer the questions.

1. What are three popular sports in your country?
2. What's your favorite sport?

#### MOST POPULAR SPORTS IN THE WORLD



### READ

Read this article about Ana and soccer.

#### Ana and Soccer

Hi, I'm Ana Silva. I'm from São Paulo, Brazil. I'm a soccer fan. Soccer is the number-one sport in my country. It's the number-one sport in the world. It is popular in Africa, Asia, Europe, South America, and North America. But the name "soccer" is not popular all over the world. Only people in the

United States and Canada call the sport "soccer." People in the rest of the world call it "football."

This is a photo of me with my cousins Julia and Marco. They are with me at a soccer game. Julia is in the middle. She's a student at the University of São Paulo. Marco is in high school. He's in his last year. We are all soccer fans. We're athletes, too. I'm a soccer player, but Julia and Marco are not. They're tennis players. But we all love soccer. Of course we love soccer—we are Brazilians!



### AFTER YOU READ

**A VOCABULARY** Complete the sentences. Circle the correct answers.

1. Ronaldo is her favorite soccer player. His photo is on her wall. She's a fan / student of Ronaldo.
2. That hockey team is new. It's only / over two years old.
3. All the students in our school like hockey. It is a popular / bad sport here in Canada.
4. Ahmed is good at all sports. He's a very good athlete / friend.
5. This is a photo of my friends and me. Jon is on the left. Natalie is on the right. I'm in the world / in the middle.
6. Ten of my classmates love sports. The rest of / The name of my classmates are not interested in sports.

**B COMPREHENSION** Read the statements. Check (✓) True or False.

- |                                                      | True                     | False                    |
|------------------------------------------------------|--------------------------|--------------------------|
| 1. In the photo, Ana is with her brother and sister. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ana is from Brazil.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Brazil is in São Paulo.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Football is the number-one sport in Brazil.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Julia and Marco aren't soccer players.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ana and her cousins aren't soccer fans.           | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then say two things about Ana and her cousins and two things about soccer.

Go to MyEnglishLab for more vocabulary practice.

Present of Be: Statements

5

Engaging, high-interest **readings** in a variety of genres present the target structures in natural and realistic contexts. As students read, they encounter the form, meaning, and use of the grammar.

**Comprehension** and **Discussion** activities focus on the meaning of the text and draw students' attention to the target structures.

**NEW!**



## STEP 2 GRAMMAR PRESENTATION

**Grammar Charts** present the structures in a clear, easy-to-read format.

### STEP 2 GRAMMAR PRESENTATION

#### SIMPLE PRESENT: AFFIRMATIVE AND NEGATIVE STATEMENTS

| Affirmative Statements |      |          | Negative Statements |                   |                   |
|------------------------|------|----------|---------------------|-------------------|-------------------|
| Subject                | Verb |          | Subject             | Do not / Does not | Base Form of Verb |
| I                      |      |          | I                   |                   |                   |
| You*                   | eat  |          | You                 | do not            |                   |
| We                     | like | noodles. | We                  | don't             | eat               |
| They                   |      |          | They                |                   | like              |
| He                     | has  |          | He                  | does not          | have              |
| She                    |      |          | She                 |                   |                   |
| It                     |      |          | It                  | doesn't           |                   |

\* You can be singular or plural.

#### ADVERBS AND EXPRESSIONS OF FREQUENCY

| Adverbs of Frequency |              |       | Adverbs of Frequency with Be |     |              |
|----------------------|--------------|-------|------------------------------|-----|--------------|
| Subject              | Adverb       | Verb  | Subject                      | Be  | Adverb       |
| I                    |              |       | I                            | am  |              |
| You                  |              |       | You                          |     |              |
| We                   | usually      | cook  | We                           | are | usually      |
| They                 | almost never |       | They                         |     | almost never |
| He                   |              | cooks | He                           | is  |              |
| She                  |              |       | She                          |     |              |
| It                   |              | rains | It                           |     |              |

| Adverbs of Frequency |      | Expressions of Frequency |  |
|----------------------|------|--------------------------|--|
| always               | 100% | every day.               |  |
| almost always        |      | twice a week.            |  |
| frequently           |      | three times a month.     |  |
| usually              |      | several times a year.    |  |
| often                |      | once in a while.         |  |
| sometimes            | 50%  |                          |  |
| rarely/seldom        |      |                          |  |
| almost never         |      |                          |  |
| never                | 0%   |                          |  |

**NEW!**

The newly designed **Grammar Notes** highlight the main point of each note, making navigation and review easier. Simple corpus-informed **explanations** and **examples** ensure students' understanding.

#### GRAMMAR NOTES

##### 1 Count and Non-Count Nouns

There are count nouns and non-count nouns.

Nouns such as *apple*, *table*, and *menu* are **count nouns**. We call them count nouns because we can count them.

Nouns such as *milk*, *juice*, and *sugar* are **non-count nouns**. We call them non-count nouns because we cannot count them.

Some nouns can be both **count** and **non-count** nouns.

**USAGE NOTE** In informal speaking, some non-count nouns are used as count nouns.

**BE CAREFUL!** Do not add *-s* or *-es* to a non-count noun.

I ate **one pear** and **two apples**.

We need **milk, juice, and sugar**.

He bought **three cakes** for the party. (*count noun*)  
He ate **some cake**. (*non-count noun*)

I'd like **two coffees** and **two sodas**.  
(= I'd like two cups of coffee and two cans of soda.)

I need **milk**.  
**NOT** I need **milks**.

##### 2 Indefinite Articles A, An

Use *a* or *an* to talk about a person or thing for the first time, or when it is not clear which person or thing you mean.

Use *a* or *an* before a singular count noun.

Remember to use *a* before a **consonant sound**.

Remember to use *an* before a **vowel sound**.

**BE CAREFUL!** Do not put *a*, *an*, or a number before a non-count noun.

I bought **a pear** and **an apple**.

A: Do you want a **steak**?  
B: No. I want a **small** pasta dish.

A: Did you eat an **appetizer**?  
B: Yes. I had an **avocado** salad.

I want **rice**.  
**NOT** I want **a rice**.

##### 3 Definite Article The

Use *the* when it is clear which person or thing you mean.

You can use *the* before singular count nouns, plural nouns, and non-count nouns:

• singular count nouns

• plural nouns

• non-count nouns

**The restaurant** is open.  
(Both the speaker and listener know which restaurant.)

A: Do you have any **napkins**?  
B: Yes. **The napkins** are over there.  
(the napkins that A asked about)

**The soup** is delicious.

**NEW!**

**Clear signposting** provides corpus-informed notes about common usage, differences between spoken and written registers, and common errors.

#### PRONUNCIATION NOTE

©1892

##### Regular Past Tense

Regular simple past verbs end in three sounds: /d/, /t/, or /ɪd/.

|        |                                           |
|--------|-------------------------------------------|
| • /d/  | He <b>arrived</b> late.                   |
| • /t/  | They <b>worked</b> at a hotel.            |
| • /ɪd/ | She <b>waited</b> for him at the airport. |

**Pronunciation Notes** are now included with the grammar presentation to highlight relevant pronunciation aspects of the target structures and to help students understand authentic spoken English.

**NEW!**

Articles with Count and Non-Count Nouns; Some / Any 311



## STEP 3

## FOCUSED PRACTICE

**Discover the Grammar** activities develop students' recognition and understanding of the target structures before they are asked to produce them.

### STEP 3 FOCUSED PRACTICE

#### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1-3**  
A student is people watching in her psychology class. Underline all the uses of the present progressive.

I'm in my psychology class. This semester we're studying child psychology. Today's class is almost over. Julia and Maria are closing their books. Our teacher is returning a test. Bob has a smile on his face. He always gets a good grade. Ryan isn't smiling. Maybe his grade is low. Shoko is texting under the table. Jon isn't listening to the teacher. He's thinking about lunch. I can hear his stomach. It's making noises.

**B** Write the base form of the underlined words in A.

1. study
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

#### EXERCISE 2 AFFIRMATIVE AND NEGATIVE STATEMENTS

**GRAMMAR NOTES 1-3** Complete the sentences with the present progressive forms of the verbs in parentheses.

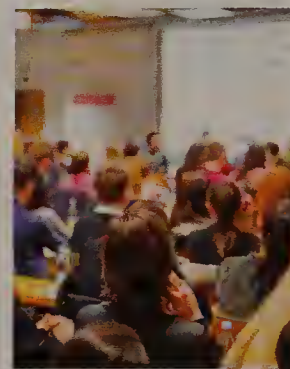
1. I'm tired of studying. I'm taking (take) a break and \_\_\_\_\_ (look) around.
2. Julie and Maria \_\_\_\_\_ (play) games, and Bob \_\_\_\_\_ (text) someone.
3. Shoko and Ryan \_\_\_\_\_ (do) homework, and Jon \_\_\_\_\_ (read) the paper.
4. It \_\_\_\_\_ (rain) outside now. People \_\_\_\_\_ (use) umbrellas.
5. Some people \_\_\_\_\_ (stand) at the door. They \_\_\_\_\_ (wait) for the rain to stop.
6. I \_\_\_\_\_ (not / do) homework. I'm looking at the people in the library.
7. It \_\_\_\_\_ (not / snow) now. It \_\_\_\_\_ (rain).
8. They \_\_\_\_\_ (not / study) at this moment. They \_\_\_\_\_ (relax).
9. This semester, Hugo \_\_\_\_\_ (take) five courses. He \_\_\_\_\_ (work) hard.
10. This week in psychology class, we \_\_\_\_\_ (learn) about the behavior of three-year-old children.

**Controlled practice activities** lead students to master form, meaning, and use of the target grammar.

#### EXERCISE 2 ADVERBS OF MANNER

**GRAMMAR NOTES 1-2** Complete each sentence. Change the adjectives in parentheses to adverbs.

1. The audience listened carefully (careful).
2. He spoke \_\_\_\_\_ (quick).
3. Sally writes \_\_\_\_\_ (good).
4. They speak Spanish \_\_\_\_\_ (fluent).
5. He spoke \_\_\_\_\_ (clear).
6. He drove \_\_\_\_\_ (fast).
7. Did he drive \_\_\_\_\_ (dangerous)?
8. Did they sing \_\_\_\_\_ (bad)?
9. The movie began \_\_\_\_\_ (slow).
10. It rained \_\_\_\_\_ (hard) last night.
11. She woke up \_\_\_\_\_ (early).
12. He stayed up \_\_\_\_\_ (late).



#### EXERCISE 3 LINKING VERBS

**GRAMMAR NOTE 3** Match the beginnings of the sentences with the endings.

- |                      |                                           |
|----------------------|-------------------------------------------|
| 1. She looks         | a. awful. I hate heavy metal music.       |
| 2. He looks          | b. happy. I guess he gave a good talk.    |
| 3. The soup tastes   | c. sick. Does she have a fever?           |
| 4. Her speech was    | d. good. Are they baking cookies?         |
| 5. This CD sounds    | e. great. People clapped for a long time. |
| 6. Their home smells | f. terrible. Don't eat it.                |

#### EXERCISE 4 ADVERBS OF MANNER AND ADJECTIVES

**GRAMMAR NOTES 1-3** Complete the conversations. Circle the correct answers.

1. A: How was the debate?  
B: Good. Both sides spoke good / well.
2. A: How was the food at the reception after the debate?  
B: It tasted bad / badly.

Adverbs of Manner 395

**Editing** exercises allow students to identify and correct typical mistakes.

#### EXERCISE 6 EDITING

**GRAMMAR NOTES 1-7**  
Correct the paragraph. There are eight mistakes. The first mistake is already corrected. Find and correct seven more.

In the United States, people usually start ~~start-usually~~ the New Year holiday on New Year's Eve. Many people plans celebrations weeks in advance. My cousin always invite friends to a party. My parents usually goes to a restaurant with friends. Many people watch an event on TV just before midnight. On New Year's Day, people usually am relax from the night before. My brother watches football games on TV, and my sister is go to her friend's home. I sleeps all day long and not do anything.



Go to MyEnglishLab for more focused practice.



## STEP 4 COMMUNICATION PRACTICE

**Listenings** in a variety of genres allow students to hear the grammar in natural contexts.

### STEP 4 COMMUNICATION PRACTICE

#### EXERCISE 7 LISTENING

**34 02** **A** Listen to a quiz show about animals. Read the questions. Choose the correct answers.

- The first question asks, "Which land animal has the longest gestation period?"  
A gestation period is \_\_\_\_\_.  
(a) the time the baby is inside its mother      b. the time the baby learns to walk
- The second question asks, "Which animal is \_\_\_\_?"  
a. the fattest      b. the fastest
- The third question asks, "Which animal is \_\_\_\_?"  
a. the loudest      b. the proudest
- The last question asks, "Which animal is \_\_\_\_?"  
a. the smallest      b. the deadliest

**34 02** **B** Listen again. What were the answers to the four questions in the quiz show? Choose from the words in the box.

ant      cheetah      cow      horse      monkey      peacock  
bear      cockroach      elephant      lion      mosquito      tiger

Question 1: the Asian \_\_\_\_\_

Question 2: the \_\_\_\_\_

Question 3: the howler \_\_\_\_\_

Question 4: the \_\_\_\_\_

**C** Work with a partner. Say two statements about animals using the superlative. Your partner decides if they are true or false. Take turns.

EXAMPLE: A: The Asian elephant is the loudest land animal.  
B: That's not true. The howler monkey is the loudest land animal.



In the **listening activities**, students practice a range of listening skills. A **new step** has been added in which partners complete an activity that relates to the listening and uses the target grammar.

**NEW!**

Engaging **communicative activities** (conversations, discussions, presentations, surveys, and games) help students synthesize the grammar, develop fluency, and build their problem-solving skills.

#### EXERCISE 7 WHAT DO I REALLY MEAN?

**ROLE PLAY** How we speak gives a different meaning to a sentence. Work with a partner. Say the following sentences in the ways in the box or choose your own ways. Your partner guesses how you're talking.

angrily      decisively      questioningly      sadly      sarcastically

- I love English grammar.

EXAMPLE: A: I love English grammar.  
B: You're speaking sarcastically.  
A: You're right.

- The speech was great.
- The movie was wonderful.
- I love to exercise.
- It's mine, all mine.



#### EXERCISE 8 WHAT AM I DOING?

**GAME** Work in groups. Choose a verb and an adverb from the list. Act it out in front of your group. They say what you're doing.

##### Verbs

dance      sing  
drive      speak  
eat      walk  
listen

##### Adverbs

badly      quietly  
carefully      quickly  
nervously      slowly  
noisily



398 Unit 32

Go to [MyEnglishLab](#) for more communication practice.



# FROM GRAMMAR TO WRITING

A **From Grammar to Writing** section, now in every unit, helps students to confidently apply the unit's grammar to their own writing.

**NEW!**

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read about a student's pet. Then complete the chart with information about your pet or a pet you know about. Work with a partner. Use the chart to tell your partner about the animal.



I have a beautiful parakeet. His feathers are bright green. His name is Chichi. He is two years old. He lives in a cage in my living room. Sometimes he flies around the room. Chichi can sing very beautifully. Chichi couldn't do anything when he was younger. But now he can sit on my finger and eat from my hand. He can't speak, but I'm happy about that. I tell him all my secrets, and he doesn't tell anyone. That's a wonderful quality. I love my Chichi.

|                | Student's Pet               | My Pet |
|----------------|-----------------------------|--------|
| Kind of animal | bird/parakeet               |        |
| Description    | green feathers              |        |
| Name           | Chichi                      |        |
| Age            | two years old               |        |
| Home           | cage                        |        |
| Abilities      | sit on finger/eat from hand |        |

**B WRITE** Write a paragraph about a pet. Use the paragraph in A and your chart. Use *can*, *can't*, *could*, or *couldn't*.

**C CHECK YOUR WORK** Read your paragraph in B. Underline *can*, *can't*, *could*, or *couldn't* and the verb that follows. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ... ?

- ☐ follow *can*, *can't*, *could*, and *couldn't* with the base form of the verb
- ☐ use *can* for the present and *could* for the past
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.

The **Before You Write** task helps students generate ideas for their writing assignment. They typically contain writing models for students to analyze and emulate.

In the **Write** task, students are given a writing assignment and guided to use the target grammar.

**Check Your Work** includes an Editing Checklist that allows students to proofread and edit their compositions.

In **Revise Your Work**, students are given a final opportunity to improve their writing.

158 Unit 13

Go to MyEnglishLab for more writing practice.

## UNIT REVIEW

**Unit Reviews** give students the opportunity to check their understanding of the target structures. Students can check their answers against the Answer Key at the end of the book. They can also complete the Review on MyEnglishLab.

## UNIT 25 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct answers.

- Do you want to start / starting a business?
- I hope to sell / selling my business next year.
- She decided to return / returning to school.
- She hopes to become / becoming a pilot.
- She enjoys to fly / flying and to see / seeing the world.

**B** Complete the sentences with the correct forms of the verbs in parentheses.

- She doesn't want \_\_\_\_\_ (work) \_\_\_\_\_ evenings.
- Her boss refuses \_\_\_\_\_ (change) \_\_\_\_\_ her hours.
- She's thinking about \_\_\_\_\_ (quit) \_\_\_\_\_ her job and \_\_\_\_\_ (go) \_\_\_\_\_ back to school.
- Her English keeps \_\_\_\_\_ (improve) \_\_\_\_\_.

**C** Write sentences. Put the words in parentheses in the correct order.

- \_\_\_\_\_ (helping / people / she / enjoys)
- \_\_\_\_\_ (to / graduate / in June / expect / we)
- \_\_\_\_\_ (to / trying / study / are / they)
- \_\_\_\_\_ (avoids / and / he / eating / candy / ice cream)

**D** Correct the paragraph. There are six mistakes.



**MyEnglishLab** delivers rich online content to engage and motivate **students**.

**Unit 4 Grammar Video Presentation**

Watch the video.

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**Gradebook**

FOG 3 5e Class

| Students           | Score      | Grade    | Completed | Low attempt |
|--------------------|------------|----------|-----------|-------------|
| John Smith         | 7%         | F        | 81/565    | 0/0         |
| Kevin Ross         | 49%        | C        | 6/565     | 0/0         |
| Ann Jones          | 100%       | A        | 64/565    | 0/0         |
| John Richardson    | 33%        | E        | 73/565    | 0/0         |
| Patrick Fitzgerald | 2%         | F        | 167/565   | 0/0         |
| Monica Newton      | 97%        | A        | 89/565    | 0/0         |
| <b>Summary</b>     | <b>53%</b> | <b>D</b> |           |             |

Export gradebook for: XML, Excel, Moodle, Student Management

ALWAYS LEARNING PEARSON

**Unit 4 Focused Practice A**

Choose the correct words to complete each sentence. Click on the light bulb icon to review the Grammar Chart and Grammar Notes.

1. A: Did you play Pacman?  
B: Yes, I use to play Pacman?  
A: When used to play Pacman?  
B: I play every day I it after school in the video arcade

2. A: When you were a kid, CDs?  
B: No, I listen to?  
A: We to vinyl records

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**MyEnglishLab** provides students with:

- rich interactive practice in grammar, reading, listening, speaking, and writing
- immediate and meaningful feedback on wrong answers
- remediation activities
- grade reports that display performance and time on task

**NEW!**

With **MyEnglishLab**, teachers can:

- view student scores by unit and activity
- monitor student progress on any activity or test
- analyze class data to determine steps for remediation and support

**MyEnglishLab** also provides teachers with:

- a digital copy of the student book for whole-class instruction
- downloadable assessments, including the placement test, that can be administered on MyEnglishLab or in print format
- printable resources including teaching notes, suggestions for teaching grammar, GSE mapping documents, answer keys, and audio scripts



# Scope and Sequence

## PART 1 *Be: Present and Past*

| UNIT                                                                          | GRAMMAR                                                                                                                                                                                                                                          | READING                                                                                                                                                                                  |
|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br><b>Present of <i>Be</i>: Statements</b><br>Page 4<br>THEME Sports | <ul style="list-style-type: none"> <li>Can use the verb <i>be</i> in simple present affirmative and negative statements</li> <li>Can use contractions in speaking and writing</li> </ul>                                                         | Personal Story: <i>Ana and Soccer</i><br><ul style="list-style-type: none"> <li>Can determine the general meaning of a short, simple personal description with visual support</li> </ul> |
| <b>2</b><br><b>Present of <i>Be</i>: Questions</b><br>Page 15<br>THEME School | <ul style="list-style-type: none"> <li>Can ask a range of <i>yes/no</i> and <i>wh-</i> questions with <i>be</i> in the simple present</li> <li>Can construct short answers to questions in the simple present</li> </ul>                         | Conversation Transcript: <i>Are We Late?</i><br><ul style="list-style-type: none"> <li>Can understand details in a conversation in a classroom setting</li> </ul>                        |
| <b>3</b><br><b>Past of <i>Be</i></b><br>Page 28<br>THEME A First Day          | <ul style="list-style-type: none"> <li>Can make simple past statements with <i>be</i></li> <li>Can ask simple past <i>yes/no</i> and <i>wh-</i> questions with <i>be</i></li> <li>Can use a range of common time markers for the past</li> </ul> | Narrative: <i>Sarah's First Day</i><br><ul style="list-style-type: none"> <li>Can identify specific information in a narrative article</li> </ul>                                        |

## PART 2 Nouns, Adjectives, and Prepositions

|                                                                                                   |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b><br><b>Count Nouns and Proper Nouns</b><br>Page 42<br>THEME Photographs and Photographers | <ul style="list-style-type: none"> <li>Can use <i>a/an</i> with singular count nouns</li> <li>Can use common regular and irregular nouns in the plural form</li> <li>Can identify and use proper nouns</li> </ul> PRONUNCIATION Plural Noun Endings | Biography: <i>A Photographer and a Photo</i><br><ul style="list-style-type: none"> <li>Can identify specific information in a short biography</li> </ul>                                              |
| <b>5</b><br><b>Descriptive Adjectives</b><br>Page 54<br>THEME Interesting and Unusual Places      | <ul style="list-style-type: none"> <li>Can place adjectives in the correct position before nouns</li> <li>Can use the appropriate articles with adjectives that come before count nouns</li> </ul>                                                  | Information Article: <i>Cappadocia, a Place of Mystery</i><br><ul style="list-style-type: none"> <li>Can identify key details in an article about a location and its geographical features</li> </ul> |
| <b>6</b><br><b>Prepositions of Place</b><br>Page 63<br>THEME Locations                            | <ul style="list-style-type: none"> <li>Can use a range of prepositions of place</li> <li>Can use <i>on</i>, <i>at</i>, and <i>in</i> for specific addresses and locations</li> </ul>                                                                | Magazine Article: <i>The American Museum of Natural History</i><br><ul style="list-style-type: none"> <li>Can recognize important details in a descriptive passage</li> </ul>                         |



**LISTENING****SPEAKING****WRITING****VOCABULARY**

A conversation about athletes

- Can identify key details about people in conversations that are conducted clearly and slowly

- Can discuss likes and dislikes

- Can describe something in a simple list of points

- Can write personal information about a friend or colleague, using notes for guidance

athlete  
fan (n)  
in the middle  
only  
popular  
the rest of

A conversation about classmates

- Can recognize and describe basic information about people in conversations that are conducted clearly and slowly

- Can ask simple questions to find out more about someone

- Can use brief, everyday expressions to ask for and give personal details

- Can write a detailed list of questions about a familiar place

excuse me  
office  
on time  
right (adj)  
room (n)

A series of phone messages

- Can extract key factual information from a recorded phone message

- Can communicate in routine tasks that require simple, direct exchanges of information, such as descriptions of the weather and everyday activities

- Can write a paragraph about a personal experience (first day of school)

afraid (of)  
difficult  
nervous  
principal (n) **AWL**  
surprise (n)

A lecture about art

- Can identify important details in a brief lecture about a famous artist

- Can give a brief presentation about people, places, or things

- Can write short, basic descriptions of people, places, or things

all over  
occasion  
public (n)  
striking (adj)  
to be born

A telephone conversation

- Can recognize details in a conversation about a vacation if delivered slowly and clearly

- Can share information about known places

- Can offer opinions and comment on statements provided by one's peers

- Can write a detailed paragraph about a location that has personal significance

climate  
comfortable  
dry  
safe (adj)  
unusual

A recorded description

- Can infer information about a location by recognizing important details in a recorded description

- Can give directions to help one's peers find information on a map or brochure

- Can write a short invitation to a party or event, including important details like time and location

app  
dinosaur  
huge  
interested  
locate **AWL**  
tour (n)

**AWL** = Academic Word List item



# PART 3

## Imperatives and the Simple Present

| UNIT                                                                                                                | GRAMMAR                                                                                                                                                                                                                                                                               | READING                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>7</b><br><b>Imperatives; Suggestions with <i>Let's</i>, <i>Why don't we</i>...</b><br>Page 76<br>THEME Long Life | <ul style="list-style-type: none"> <li>Can use verbs in the imperative</li> <li>Can make offers and suggestions with <i>why not/why don't you/we</i>...</li> <li>Can make suggestions with <i>let's</i> and <i>let's not</i></li> </ul>                                               | Health Article: <i>Secrets to a Long Life</i><br><ul style="list-style-type: none"> <li>Can recognize an author's opinions in a short passage about an academic topic</li> </ul>                             |
| <b>8</b><br><b>Simple Present: Affirmative and Negative Statements</b><br>Page 86<br>THEME Holidays                 | <ul style="list-style-type: none"> <li>Can use the simple present in a range of situations</li> <li>Can use adverbs of frequency in the correct position in a sentence</li> <li>Can use expressions of frequency as time markers</li> </ul> PRONUNCIATION Third-Person Singular Verbs | Anthropology Article: <i>New Year Traditions Around the World</i><br><ul style="list-style-type: none"> <li>Can identify language related to customs, cultures, and traditions in a short article</li> </ul> |
| <b>9</b><br><b>Simple Present: <i>Yes/No</i> Questions and Short Answers</b><br>Page 98<br>THEME Roommates          | <ul style="list-style-type: none"> <li>Can ask <i>yes/no</i> questions in the simple present</li> <li>Can construct short answers to <i>yes/no</i> questions in the simple present</li> </ul>                                                                                         | Questionnaire: <i>Roommate Questionnaire</i><br><ul style="list-style-type: none"> <li>Can understand responses to a questionnaire on a familiar topic</li> </ul>                                            |
| <b>10</b><br><b>Simple Present: <i>Wh-</i> Questions</b><br>Page 109<br>THEME Dreams                                | <ul style="list-style-type: none"> <li>Can ask <i>wh-</i> questions in the simple present</li> <li>Can use <i>who</i> and <i>whom</i> to ask about the subject or the object of a sentence</li> </ul>                                                                                 | Radio Show Transcript: <i>Dreams</i><br><ul style="list-style-type: none"> <li>Can identify the main points in a written transcript of a radio show</li> </ul>                                               |

# PART 4

## *There Is/There Are*; Possessives

|                                                                                                                             |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>11</b><br><b><i>There is/There are</i></b><br>Page 122<br>THEME Places to Shop                                           | <ul style="list-style-type: none"> <li>Can use <i>there is</i> and <i>there are</i> to introduce people or things into a conversation, or to talk about a location or time of an event</li> <li>Can ask <i>yes/no</i> questions with <i>there + be</i></li> </ul> | Guidebook Excerpt: <i>The Dubai Mall</i><br><ul style="list-style-type: none"> <li>Can identify details that describe a specific location in a travel brochure or guide</li> </ul>   |
| <b>12</b><br><b>Possessive Nouns and Adjectives; Pronouns; Questions with <i>Whose</i></b><br>Page 135<br>THEME Possessions | <ul style="list-style-type: none"> <li>Can use possessive adjectives, nouns, and pronouns</li> <li>Can use an apostrophe to show possession with a variety of nouns</li> <li>Can form questions with <i>whose</i> to ask about possessions</li> </ul>             | Conversation Transcript: <i>Whose Composition Is This?</i><br><ul style="list-style-type: none"> <li>Can identify the main facts in a conversation in a classroom setting</li> </ul> |



| LISTENING                                                                                                                                     | SPEAKING                                                                                                                                                          | WRITING                                                                                          | VOCABULARY                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>A product advertisement</p> <p>■ Can follow the main points in a recorded advertisement</p>                                                | <p>■ Can discuss what to do and where to go, and make arrangements to meet</p> <p>■ Can give basic advice about everyday topics, using simple language</p>        | <p>■ Can write an advertisement for a hotel, using a model for guidance</p>                      | <p>advice<br/>dead<br/>island<br/>nap (n)<br/>pray<br/>secret</p>                                               |
| <p>A conversation about holidays</p> <p>■ Can take detailed notes on a short conversation, listing both main ideas and supporting details</p> | <p>■ Can work with one's peers to prepare a short presentation about a holiday or custom</p> <p>■ Can describe habits and routines</p>                            | <p>■ Can write a paragraph about a favorite holiday or tradition, using notes for support</p>    | <p>at the stroke of<br/>culture <b>AWL</b><br/>eve<br/>get together<br/>look ahead<br/>tradition <b>AWL</b></p> |
| <p>A conversation about roommates</p> <p>■ Can identify a speaker's likes and dislikes in a simple conversation</p>                           | <p>■ Can answer simple questions in a face-to-face survey</p> <p>■ Can use a limited range of fixed expressions to describe objects, possessions, or products</p> | <p>■ Can write a simple email that provides personal information and asks routine questions</p>  | <p>bother (v)<br/>easygoing<br/>messy<br/>outgoing<br/>private (adj)<br/>stay up</p>                            |
| <p>A conversation about dreams</p> <p>■ Can identify key details in a conversation about dreams</p>                                           | <p>■ Can give and elicit personal information about sleep habits, taking turns with a partner</p>                                                                 | <p>■ Can ask for personal details in written form and use the material to write an interview</p> | <p>author (n) <b>AWL</b><br/>guest<br/>nightmare<br/>remember<br/>unfortunately</p>                             |
| <p>A conversation about a place</p> <p>■ Can provide directions to someone, based on information heard in a prior conversation</p>            | <p>■ Can gather information about a place from a partner or group, summarize it, and present it to others</p>                                                     | <p>■ Can write a short description of a favorite place to shop</p>                               | <p>aquarium<br/>including (prep)<br/>indoor<br/>join<br/>luxury<br/>parking space</p>                           |
| <p>A conversation about possessions</p> <p>■ Can identify ownership of possessions in a conversation that's delivered slowly and clearly</p>  | <p>■ Can describe an everyday object in detail, also indicating who owns it</p> <p>■ Can ask and answer questions about possessions</p>                           | <p>■ Can write a detailed paragraph that describes people in one's family</p>                    | <p>back (prep)<br/>composition<br/>excellent<br/>grade (n) <b>AWL</b><br/>recognize</p>                         |

**AWL** = Academic Word List item



# PART 5

## Modals: Ability and Permission

| UNIT                                                                                                     | GRAMMAR                                                                                                                                                                                                                                                                                                     | READING                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>13</b><br><b>Ability: <i>Can</i> or <i>Could</i></b><br>Page 150<br>THEME Animals and Their Abilities | <ul style="list-style-type: none"> <li>Can use <i>can</i> and <i>can't</i> to refer to present ability or lack of ability and possibility</li> <li>Can express ability or lack of ability in the past using <i>could</i> and <i>couldn't</i></li> </ul> PRONUNCIATION Stress on <i>Can</i> and <i>Can't</i> | Scientific Article: <i>A Genius Parrot</i><br><ul style="list-style-type: none"> <li>Can confirm the validity of important information in a short non-fiction article</li> </ul>               |
| <b>14</b><br><b>Permission: <i>Can</i> or <i>May</i></b><br>Page 160<br>THEME Special Diets              | <ul style="list-style-type: none"> <li>Can give, deny, or ask about permission with <i>can</i> and <i>may</i></li> <li>Can use <i>Can I</i> or <i>May I</i> to ask for permission</li> </ul>                                                                                                                | Magazine Article: <i>Vegetarians and Vegans</i><br><ul style="list-style-type: none"> <li>Can use information in a short article to categorize items based on their characteristics</li> </ul> |

# PART 6

## Present Progressive

|                                                                                                                   |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>15</b><br><b>Present Progressive: Affirmative and Negative Statements</b><br>Page 172<br>THEME People Watching | <ul style="list-style-type: none"> <li>Can use the present progressive to refer to situations happening now or in the extended present</li> <li>Can use common time expressions with the present progressive</li> </ul>                            | Online Article: <i>People Watching</i><br><ul style="list-style-type: none"> <li>Can confirm whether certain actions or conditions are true, based on information in an online article</li> </ul> |
| <b>16</b><br><b>Present Progressive: Yes/No and Wh- Questions</b><br>Page 183<br>THEME Movies                     | <ul style="list-style-type: none"> <li>Can use <i>yes/no</i> and <i>wh</i>-questions in the present progressive to ask for information about something happening now or in the extended present</li> </ul>                                         | Conversation Transcript: <i>A Very Funny Movie</i><br><ul style="list-style-type: none"> <li>Can identify the reason for specific actions in a movie or conversation</li> </ul>                   |
| <b>17</b><br><b>Simple Present and Present Progressive; Non-Action Verbs</b><br>Page 194<br>THEME Smartphones     | <ul style="list-style-type: none"> <li>Can determine when to use the simple present and when to use the present progressive</li> <li>Can use a variety of non-action verbs to describe emotions, experiences, thoughts, and preferences</li> </ul> | Technology Article: <i>Smartphone Mania</i><br><ul style="list-style-type: none"> <li>Can identify specific information in an article about technology</li> </ul>                                 |

# PART 7

## Simple Past

|                                                                                            |                                                                                                                                                                                                                                                            |                                                                                                                                                   |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>18</b><br><b>Simple Past: Statements with Regular Verbs</b><br>Page 208<br>THEME Travel | <ul style="list-style-type: none"> <li>Can refer to past events using common regular past simple forms</li> <li>Can use common time markers such as <i>ago</i> and <i>yesterday</i> to denote the past</li> </ul> PRONUNCIATION Regular Past Tense Endings | Personal Messages: <i>Greetings from Brazil</i><br><ul style="list-style-type: none"> <li>Can understand short, simple personal emails</li> </ul> |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|

PART 7 CONTINUES ▼



| LISTENING                                                                                                                                                | SPEAKING                                                                                                                                                                              | WRITING                                                                                                       | VOCABULARY                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <p>A conversation about dolphins</p> <p>■ Can identify abilities of animals in a short conversation</p>                                                  | <p>■ Can offer one's opinions or beliefs about a common topic to a partner or group</p> <p>■ Can exchange information on animals and their behavior</p>                               | <p>■ Can write a paragraph about a pet, using notes for guidance</p>                                          | <p>genius<br/>intelligent <b>AWL</b><br/>invent<br/>professor<br/>surprised (adj)</p>          |
| <p>A conversation between a doctor and a patient</p> <p>■ Can identify foods that a patient can or cannot have due to allergies or adverse reactions</p> | <p>■ Can tell a peer or medical professional what one can or cannot eat</p> <p>■ Can communicate simple rules and regulations</p>                                                     | <p>■ Can write a note that describes the dietary restrictions of oneself or of others</p>                     | <p>dairy<br/>in common<br/>nutritious<br/>recipe<br/>substitute <b>AWL</b></p>                 |
| <p>A telephone conversation between friends</p> <p>■ Can use the information from a phone call to describe the location of people or objects</p>         | <p>■ Can describe basic activities or events that are happening at the time of speaking</p>                                                                                           | <p>■ Can write a short narrative about what is currently happening in one's life or immediate environment</p> | <p>bored<br/>departure<br/>detective <b>AWL</b><br/>psychologist <b>AWL</b><br/>suit</p>       |
| <p>A telephone conversation about family</p> <p>■ Can identify a speaker's current location and describe what he or she is doing</p>                     | <p>■ Can rehearse a structured conversation with a partner, using prompts for guidance</p> <p>■ Can discuss basic activities or events that are happening at the time of speaking</p> | <p>■ Can write a telephone conversation between friends about seeing a famous person</p>                      | <p>catch a cold<br/>cough<br/>fever<br/>scene<br/>still (adv)</p>                              |
| <p>A series of phone messages</p> <p>■ Can identify a speaker's main purpose in a phone call or recorded message</p>                                     | <p>■ Can express a variety of likes and dislikes to one's peers</p> <p>■ Can collaborate with peers to prepare for and participate in a debate</p>                                    | <p>■ Can write a short fictional story about everyday events, using an illustration as a prompt</p>           | <p>connect<br/>constantly <b>AWL</b><br/>feature (n) <b>AWL</b><br/>improve<br/>waterproof</p> |
| <p>A conversation about a trip to Japan</p> <p>■ Can confirm the length of time that someone did something in a conversation about travel</p>            | <p>■ Can give a description of everyday topics, such as past habits, plans, and experiences</p> <p>■ Can ask and answer simple questions about the past</p>                           | <p>■ Can write a detailed email about a vacation</p>                                                          | <p>cancel<br/>freeze<br/>land (v)<br/>miss (v)<br/>pick up</p>                                 |

**AWL** = Academic Word List item



| UNIT | GRAMMAR | READING |
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▼ PART 7 CONTINUED

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|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>19</b><br><b>Simple Past: Statements with Irregular Verbs</b><br>Page 220<br>THEME You Never Know | <ul style="list-style-type: none"> <li>■ Can refer to past events using common irregular verbs in the simple past</li> <li>■ Can use <i>was</i> or <i>were</i> + <i>born</i> to tell when or where people were born</li> </ul>  | Chinese Folktale: <i>You Never Know What Will Happen</i><br><ul style="list-style-type: none"> <li>■ Can place information from a literary text in chronological order</li> </ul> |
| <b>20</b><br><b>Simple Past: Questions</b><br>Page 231<br>THEME Writers                              | <ul style="list-style-type: none"> <li>■ Can form <i>yes/no</i> and <i>wh</i>-questions with the simple past</li> </ul>                                                                                                         | Biography: <i>The Great William Shakespeare</i><br><ul style="list-style-type: none"> <li>■ Can confirm facts about places and dates in a short biographical article</li> </ul>   |
| <b>21</b><br><b>Simple Past: Review</b><br>Page 242<br>THEME Biographies                             | <ul style="list-style-type: none"> <li>■ Can use both regular and irregular verbs in the simple past</li> <li>■ Can form <i>yes/no</i> questions, <i>wh</i>- questions, and negative statements with the simple past</li> </ul> | Biography: <i>A Loyal Friend</i><br><ul style="list-style-type: none"> <li>■ Can confirm facts about places and dates in a short biographical article</li> </ul>                  |

## PART 8 The Future

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                           |
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| <b>22</b><br><b><i>Be going to</i> for the Future</b><br>Page 258<br>THEME City and Campus Planning | <ul style="list-style-type: none"> <li>■ Can use <i>be going to</i> to state facts about the future, make predictions, and discuss future plans</li> <li>■ Can use the present progressive to talk about future plans</li> <li>■ Can use <i>be going to</i> with common future time markers</li> </ul> PRONUNCIATION <i>Going to</i> and <i>Gonna</i> | Letters to the Editor: <i>Why We Go to College</i><br><ul style="list-style-type: none"> <li>■ Can recognize opinions expressed in letters to the editor</li> </ul>                       |
| <b>23</b><br><b><i>Will</i> for the Future</b><br>Page 272<br>THEME The Future                      | <ul style="list-style-type: none"> <li>■ Can use <i>will</i> to talk about future facts, to make predictions and promises, and to ask for or refuse to do something</li> </ul>                                                                                                                                                                        | Magazine Article: <i>The World in 2050</i><br><ul style="list-style-type: none"> <li>■ Can answer questions based on information in a short article about future possibilities</li> </ul> |

PART 8 CONTINUES ▼



**LISTENING**
**SPEAKING**
**WRITING**
**VOCABULARY**

|                                                                                                                                                                          |                                                                                                                                                                                                           |                                                                                                          |                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <p>A story about the past</p> <p>■ Can confirm important details from an oral story about past events</p>                                                                | <p>■ Can use time markers to tell a story that has a sequence of events</p>                                                                                                                               | <p>■ Can write a short descriptive story</p>                                                             | <p>appear</p> <p>border (v)</p> <p>fight (v)</p> <p>ride (v)</p> <p>run away</p> <p>unlucky</p> |
| <p>A conversation about a movie</p> <p>■ Can take detailed notes during a conversation, using them to answer detailed <i>wh</i>- questions based on that information</p> | <p>■ Can take turns with a partner, asking questions about their favorite book, play, or movie</p> <p>■ Can ask and answer questions about the life of a famous writer</p>                                | <p>■ Can write a series of questions and answers about the life of a famous person</p>                   | <p>exact</p> <p>jealousy</p> <p>mystery (n)</p> <p>play (n)</p> <p>pride (n)</p>                |
| <p>A conversation about a quiz show</p> <p>■ Can answer <i>wh</i>- questions based on information in a short conversation</p>                                            | <p>■ Can take turns with a partner or group, asking questions about famous people and past events</p> <p>■ Can discuss one's childhood in detail and prompt similar responses from others</p>             | <p>■ Can write a short autobiographical passage, using a series of <i>wh</i>- questions for guidance</p> | <p>admire</p> <p>base on</p> <p>notice</p> <p>routine</p> <p>statue</p>                         |
| <p>A conversation about a building</p> <p>■ Can follow a slow-paced conversation about a location or place and provide key details about it</p>                          | <p>■ Can describe future plans and intentions using a variety of time markers</p> <p>■ Can discuss a life-changing event with a partner or small group</p>                                                | <p>■ Can write a letter or email that expresses and defends an opinion on a controversial topic</p>      | <p>against</p> <p>announce</p> <p>gain</p> <p>increase</p> <p>in my opinion</p> <p>tuition</p>  |
| <p>A conversation between a TV news reporter and two people</p> <p>■ Can identify who the main speaker is referring to in a conversation with multiple participants</p>  | <p>■ Can make predictions about future events, providing an opinion or rationale for each prediction</p> <p>■ Can offer suggestions or solutions to help others with everyday problems and complaints</p> | <p>■ Can write a paragraph that offers detailed predictions about future events</p>                      | <p>disappear</p> <p>majority</p> <p>memory</p> <p>robot</p> <p>spend time</p>                   |

**AWL** = Academic Word List item



| UNIT | GRAMMAR | READING |
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▼ PART 8 CONTINUED

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|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>24</b><br><b>May or Might for Possibility</b><br>Page 285<br>THEME The Weather | <ul style="list-style-type: none"> <li>■ Can use <i>might</i> and <i>may</i> to express likelihood in the present and the immediate future</li> <li>■ Can use <i>will</i> and <i>won't</i> to express what is certain and what is impossible</li> <li>■ Can use <i>be going to</i> to ask questions about future possibility</li> </ul> | News Report: <i>The Weather Forecast</i><br><ul style="list-style-type: none"> <li>■ Can identify detailed information in a weather report</li> </ul>                                           |
| <b>25</b><br><b>Gerunds and Infinitives</b><br>Page 295<br>THEME Careers          | <ul style="list-style-type: none"> <li>■ Can use gerunds and infinitives after certain verbs</li> </ul>                                                                                                                                                                                                                                 | Magazine Article: <i>The Right Career for You</i><br><ul style="list-style-type: none"> <li>■ Can match people with their characteristics based on information in a magazine article</li> </ul> |

## PART 9

### Count / Non-Count Nouns; Much / Many; Quantifiers

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>26</b><br><b>Articles with Count and Non-Count Nouns; Some / Any</b><br>Page 308<br>THEME Restaurants and Food | <ul style="list-style-type: none"> <li>■ Can use indefinite articles to refer to general subjects and definite articles to refer to specific subjects</li> <li>■ Can use <i>some</i> and <i>any</i> as quantifiers with count and non-count nouns</li> </ul> PRONUNCIATION Indefinite Articles                                 | Restaurant Review: <i>Kassandra's Food Reviews</i><br><ul style="list-style-type: none"> <li>■ Can understand recommendations in restaurant reviews</li> </ul>                                          |
| <b>27</b><br><b>How much and How many; Quantifiers</b><br>Page 322<br>THEME Desserts                              | <ul style="list-style-type: none"> <li>■ Can ask for information about quantity with <i>how much/many</i></li> <li>■ Can use <i>a lot</i>, <i>a few</i>, and <i>a little</i> to refer to quantities with nouns</li> <li>■ Can describe quantities using (not) <i>any</i>, <i>a lot</i>, <i>much</i>, or <i>many</i></li> </ul> | Conversation Transcript: <i>International Desserts</i><br><ul style="list-style-type: none"> <li>■ Can identify the quantities of things that were listed in a short conversation about food</li> </ul> |
| <b>28</b><br><b>Too many and Too much; Enough + Noun</b><br>Page 335<br>THEME The Right Place to Live             | <ul style="list-style-type: none"> <li>■ Can express sufficiency and insufficiency with <i>enough</i> and <i>too</i></li> <li>■ Can use <i>too many</i> and <i>too few</i> with plural count nouns and <i>too much</i> and <i>too little</i> with non-count nouns</li> </ul>                                                   | Blog Post: <i>Dream Locations</i><br><ul style="list-style-type: none"> <li>■ Can identify important details about specific locations or cities</li> </ul>                                              |



**LISTENING**
**SPEAKING**
**WRITING**
**VOCABULARY**

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| <p>A conversation about a trip</p> <p>■ Can distinguish what actions a speaker takes when he or she is debating among several possibilities</p> | <p>■ Can explain why certain objects or actions might be necessary in certain situations</p> <p>■ Can explain reasons and possibilities for different situations and events</p> <p>■ Can discuss possible or tentative plans with a partner or small group</p> | <p>■ Can write a weather report that makes predictions about the present and future</p>                                       | <p>commute (n)</p> <p>flood (v)</p> <p>highway</p> <p>mild</p> <p>predict (v)</p> <p>storm (n)</p>                        |
| <p>A lecture about design</p> <p>■ Can identify how a speaker feels about his or her job after listening to a short lecture</p>                 | <p>■ Can discuss career interests with a partner or in small groups</p> <p>■ Can use a short questionnaire to elicit information from others and then communicate that information to one's peers</p>                                                          | <p>■ Can write a paragraph about future career goals and aspirations, detailing how these goals will be achieved</p>          | <p>career</p> <p>chef</p> <p>compete</p> <p>deadline</p> <p>lawyer</p> <p>salary</p>                                      |
| <p>A conversation about party preparations</p> <p>■ Can recognize a great number of details in a conversation about everyday topics</p>         | <p>■ Can use simple phrases to order a meal</p> <p>■ Can offer recommendations to others about food and restaurants</p>                                                                                                                                        | <p>■ Can write a review of a restaurant that includes information about its prices, food quality, atmosphere, and service</p> | <p>atmosphere</p> <p>delicious</p> <p>main course</p> <p>menu</p> <p>reservation</p> <p>service (n)</p>                   |
| <p>A conversation about a recipe</p> <p>■ Can list the ingredients in a recipe that was discussed in a conversation about food</p>              | <p>■ Can work with others to answer items on a quiz about desserts</p> <p>■ Can research and discuss how much of an item is needed to make a specific kind of food</p>                                                                                         | <p>■ Can write a simple conversation between a shopper and a clerk, referring back to a list of items</p>                     | <p>ingredient</p> <p>in season</p> <p>neighborhood</p> <p>prepare</p> <p>pretty good</p> <p>taste</p>                     |
| <p>A conversation about real estate</p> <p>■ Can recognize and recall specific details about apartments described in a conversation</p>         | <p>■ Can describe the pros and cons of living in the city versus the suburbs</p> <p>■ Can provide a list of criticisms about one's hometown or city</p>                                                                                                        | <p>■ Can write a letter to a newspaper or blog that describes a major problem in one's hometown or city</p>                   | <p>cosmopolitan</p> <p>crime</p> <p>pollution</p> <p>traffic</p> <p>transportation <sup>AWL</sup></p> <p>unemployment</p> |

<sup>AWL</sup> = Academic Word List item

# PART 10

## Modals: Advice and Necessity

| UNIT                                                                                                                      | GRAMMAR                                                                                                                                                                                                                                                                                                          | READING                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>29</b><br><b>Advice: <i>Should</i> and <i>Had better</i></b><br>Page 348<br>THEME Dos and Don'ts of the Business World | <ul style="list-style-type: none"> <li>Can use <i>should</i>, <i>shouldn't</i>, or <i>ought to</i> to offer or ask for advice and suggestions</li> <li>Can give strong advice with <i>had better (not)</i></li> </ul>                                                                                            | Business Article: <i>Global Business</i><br><ul style="list-style-type: none"> <li>Can identify important customs or habits that predominate in different cultures</li> </ul>                                       |
| <b>30</b><br><b>Necessity: <i>Have to</i> and <i>Must</i></b><br>Page 361<br>THEME Rules at School                        | <ul style="list-style-type: none"> <li>Can express obligation and necessity in the present with <i>have to</i> and <i>must</i> and in the past with <i>had to</i></li> <li>Can express a lack of necessity with <i>(not) have to</i></li> <li>Can deny permission in the present with <i>must not</i></li> </ul> | Conversation Transcript: <i>The First Day of Class</i><br><ul style="list-style-type: none"> <li>Can understand requirements for a history class described in a conversation from the first day of class</li> </ul> |

# PART 11

## Comparisons

|                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>31</b><br><b>The Comparative</b><br>Page 376<br>THEME Cities                                                                              | <ul style="list-style-type: none"> <li>Can make comparisons with regular, shorter adjectives + <i>-er</i></li> <li>Can make comparisons with <i>more</i> + longer adjectives</li> <li>Can use the irregular comparative forms of common adjectives like <i>good</i> and <i>bad</i></li> </ul>        | Magazine Article: <i>A Tale of Two Portlands</i><br><ul style="list-style-type: none"> <li>Can identify details that describe and distinguish two different places</li> </ul>                              |
| <b>32</b><br><b>Adverbs of Manner</b><br>Page 391<br>THEME Public Speaking                                                                   | <ul style="list-style-type: none"> <li>Can form basic adverbs by adding <i>-ly</i> to certain adjectives</li> <li>Can use a variety of linking verbs to connect a subject and an adjective</li> <li>Can use <i>well</i> as an adverb and an adjective</li> </ul>                                     | Magazine Article: <i>Public Speaking</i><br><ul style="list-style-type: none"> <li>Can accurately identify instructions and advice given in an article about self-improvement</li> </ul>                   |
| <b>33</b><br><b>Adjective + <i>Enough</i>; <i>Too</i> and <i>Very</i>; <i>As</i> + Adjective + <i>As</i></b><br>Page 401<br>THEME Complaints | <ul style="list-style-type: none"> <li>Can use <i>too</i> and <i>very</i> to strengthen adjectives</li> <li>Can use <i>too</i> to mean <i>more than necessary</i></li> <li>Can use <i>enough</i> to mean the right amount of something</li> <li>Can compare nouns with <i>as . . . as</i></li> </ul> | Magazine Article: <i>Nothing Is Good Enough for Maria</i><br><ul style="list-style-type: none"> <li>Can identify the author's opinion in a short article that discusses complaining</li> </ul>             |
| <b>34</b><br><b>The Superlative</b><br>Page 415<br>THEME Animals Around the World                                                            | <ul style="list-style-type: none"> <li>Can form the superlative of regular adjectives with <i>-est</i></li> <li>Can form the superlative with <i>most</i> + longer adjectives</li> <li>Can form irregular superlatives of adjectives and adverbs such as <i>best</i> and <i>worst</i></li> </ul>     | Scientific Article: <i>The Penguin</i><br><ul style="list-style-type: none"> <li>Can use the information in a short article to categorize things based on their descriptions or characteristics</li> </ul> |



| LISTENING | SPEAKING | WRITING | VOCABULARY |
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|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <p>A conversation about a business trip</p> <p>■ Can recognize and recall specific details about someone else's travel or work plans</p>          | <p>■ Can describe cultural and business customs in one's home country and around the world</p> <p>■ Can explain the meaning of different body language in one's home country</p> | <p>■ Can write one or two paragraphs that provide someone with advice on how to do business in one's home country</p> | <p>confusion</p> <p>head for</p> <p>insult (v)</p> <p>reception</p> <p>timing (n)</p>             |
| <p>A conversation about academics</p> <p>■ Can identify what things a speaker must do in order to achieve his or her academic or career goals</p> | <p>■ Can describe rules and requirements at different schools</p> <p>■ Can discuss and determine ways to solve common problems that occur in schools</p>                         | <p>■ Can write a paragraph about the different types of rules at a school</p>                                         | <p>average (n)</p> <p>due (adj)</p> <p>fail</p> <p>midterm</p> <p>outline (n)</p> <p>pass (v)</p> |

|                                                                                                                                                           |                                                                                                                                                                           |                                                                                                                            |                                                                                                               |
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| <p>A conversation about a city</p> <p>■ Can identify what changes are happening in a speaker's hometown or current environment</p>                        | <p>■ Can describe the similarities and differences between popular locations</p> <p>■ Can compare and contrast the transportation systems of two major cities</p>         | <p>■ Can write a paragraph that compares and contrasts the different ways one can get around a major city</p>              | <p>coast (n)</p> <p>diverse <b>AWL</b></p> <p>personality</p> <p>population</p> <p>wonder (v)</p>             |
| <p>A presentation about public speaking</p> <p>■ Can identify and recall specific instructions in a talk or a lecture given at a slow, clear pace</p>     | <p>■ Can use tone to communicate different levels of emotion, such as excitement or anger</p> <p>■ Can describe the way someone is performing an action</p>               | <p>■ Can write a paragraph about a talent, providing specific examples of the actions one does well</p>                    | <p>applause</p> <p>appreciate <b>AWL</b></p> <p>audience</p> <p>fact</p> <p>joke (n)</p> <p>serious</p>       |
| <p>A conversation about two employees</p> <p>■ Can infer information about the characteristics of people who are being discussed in a conversation</p>    | <p>■ Can offer criticisms of plans about things to do during one's free time</p> <p>■ Can explain why something isn't sufficient or appropriate for a given situation</p> | <p>■ Can write a paragraph that contains complaints about a store</p>                                                      | <p>according to</p> <p>in her eyes</p> <p>point of view</p> <p>point out</p> <p>sincerely</p> <p>solution</p> |
| <p>A quiz show about animals</p> <p>■ Can, after listening to a speaker, recall detailed information and distinguishing characteristics about animals</p> | <p>■ Can conduct a survey, reporting the results to one's peers</p> <p>■ Can discuss the characteristics of different animals in detail</p>                               | <p>■ Can write a paragraph that provides a thorough description of animals encountered at a zoo or in one's local area</p> | <p>centimeter</p> <p>extinct</p> <p>inch</p> <p>kilogram</p> <p>pound (n)</p> <p>species</p>                  |

**AWL** = Academic Word List item

# About the Author

**Irene E. Schoenberg** has taught ESL for more than two decades at Hunter College's International English Language Institute and at Columbia University's American Language Program. She holds a master's degree in TESOL from Columbia University. She has trained ESL and EFL teachers at Columbia University's Teachers College, the New School University, and Hunter College's English Language Institute. She has given workshops and academic presentations at conferences, English language schools, and universities in Brazil, Canada, Chile, Dubai, El Salvador, Guatemala, Japan, Mexico, Nicaragua, Peru, Taiwan, Thailand, Vietnam, and throughout the United States. She is the author of *Talk about Trivia*; *Talk about Values*; *Speaking of Values 1: Conversation and Listening*; *Topics from A to Z*, Books 1 and 2; and *Focus on Grammar 2* (editions 1–5). She is the co-author with Jay Maurer of the *True Colors* series and *Focus on Grammar 1* (editions 1–4) and is one of the authors of *Future 1: English for Results* and *Future 3: English for Results*.



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*Continued on page 463*

# *Be*: Present and Past

UNIT

1

## **Present of *Be*: Statements**

SPORTS

UNIT

2

## **Present of *Be*: Questions**

SCHOOL

UNIT

3

## **Past of *Be***

A FIRST DAY



**OUTCOMES**

- Use the verb *be* in simple present statements
- Recognize details in a short description
- Recognize important information in a conversation about people
- Talk about sports and famous athletes
- Write sentences about a classmate

**OUTCOMES**

- Ask and answer *yes/no* and *wh-* questions in the simple present
- Answer questions about details in a conversation
- Recognize main ideas and details in a conversation about two people
- Ask questions about a person and a place
- Write a list of questions about a place

**OUTCOMES**

- Use the verb *be* in the simple past
- Ask and answer questions about the past with *was/were*
- Correct false statements from an article
- Recognize detailed information in phone messages
- Talk about the weather
- Talk about the first day of school
- Write a paragraph about your first day of school

# Present of *Be*: Statements

## SPORTS

### OUTCOMES

- Use the verb *be* in simple present statements
- Recognize details in a short description
- Recognize important information in a conversation about people
- Talk about sports and famous athletes
- Write sentences about a classmate

### STEP 1

### GRAMMAR IN CONTEXT

### BEFORE YOU READ

Look at the photos. Work with a partner. Answer the questions.

1. What are three popular sports in your country?
2. What's your favorite sport?

### MOST POPULAR SPORTS IN THE WORLD



Basketball



Cricket



Ice hockey



Soccer



Tennis

### READ



01/01 Read this article about Ana and soccer.

## Ana and Soccer

Hi, I'm Ana Silva. I'm from São Paulo, Brazil. I'm a soccer fan. Soccer is the number-one sport in my country. It's the number-one sport in the world. It is popular in Africa, Asia, Europe, South America, and North America. But the name "soccer" is not popular all over the world. Only people in the



United States and Canada call the sport “soccer.” People in the rest of the world call it “football.”

This is a photo of me with my cousins Julia and Marco. They are with me at a soccer game. Julia is in the middle. She’s a student at the University of São Paulo. Marco is in high school. He’s in his last year. We are all soccer fans. We’re athletes, too. I’m a soccer player, but Julia and Marco are not. They’re tennis players. But we all love soccer. Of course we love soccer—we are Brazilians!



## AFTER YOU READ

**A VOCABULARY** Complete the sentences. Circle the correct answers.

1. Ronaldo is her favorite soccer player. His photo is on her wall. She’s a fan / student of Ronaldo.
2. That hockey team is new. It’s only / over two years old.
3. All the students in our school like hockey. It is a popular / bad sport here in Canada.
4. Ahmed is good at all sports. He’s a very good athlete / friend.
5. This is a photo of my friends and me. Jon is on the left. Natalie is on the right. I’m in the world / in the middle.
6. Ten of my classmates love sports. The rest of / The name of my classmates are not interested in sports.

**B COMPREHENSION** Read the statements. Check (✓) *True* or *False*.

|                                                      | True                     | False                    |
|------------------------------------------------------|--------------------------|--------------------------|
| 1. In the photo, Ana is with her brother and sister. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ana is from Brazil.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Brazil is in São Paulo.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Football is the number-one sport in Brazil.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Julia and Marco aren’t soccer players.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ana and her cousins aren’t soccer fans.           | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then say two things about Ana and her cousins and two things about soccer.

PRESENT OF *BE*: STATEMENTS

## Affirmative Statements

| Singular      |     |            |
|---------------|-----|------------|
| Subject       | Be  |            |
| I             | am  |            |
| You           | are |            |
| Mike<br>He    | is  |            |
| Carrie<br>She |     |            |
| Hockey<br>It  |     | a student. |
|               |     | a sport.   |

| Plural                    |     |          |
|---------------------------|-----|----------|
| Subject                   | Be  |          |
| Marco and I<br>We         | are | cousins. |
| You and Julie<br>You      |     |          |
| Ivona and Boris<br>They   |     |          |
| Seoul and Tripoli<br>They |     | cities.  |

## Negative Statements

| Singular |          |                |
|----------|----------|----------------|
| Subject  | Be + not |                |
| I        | am not   | from Istanbul. |
| You      | are not  |                |
| He       | is not   |                |
| She      | is not   |                |
| It       | is not   | new.           |

| Plural  |          |           |
|---------|----------|-----------|
| Subject | Be + not |           |
| We      | are not  | in Seoul. |
| You     | are not  |           |
| They    | are not  |           |

## Contractions

| Affirmative Contractions |                    |  |
|--------------------------|--------------------|--|
| I am → I'm               | we are → we're     |  |
| you are → you're         | you are → you're   |  |
| he is → he's             | they are → they're |  |
| she is → she's           |                    |  |
| it is → it's             |                    |  |

| Negative Contractions    |                            |             |
|--------------------------|----------------------------|-------------|
| I am not → I'm not       | we are not → we're not     | we aren't   |
| you are not → you're not | you are not → you're not   | you aren't  |
| he is not → he's not     | they are not → they're not | they aren't |
| she is not → she's not   |                            |             |
| it is not → it's not     |                            |             |



# GRAMMAR NOTES

## 1 Present Forms of Be

The present of *be* has three forms: *am*, *is*, and *are*.

- *am*
- *is*
- *are*

I **am** a student.  
He **is** from São Paulo.  
They **are** athletes.

## 2 Negative Statements

Use *not* after a form of *be* to make a negative statement.

- *am not*
- *is not*
- *are not*

I **am not** from Turkey.  
Seattle **is not** in Canada.  
We **are not** hockey players.

## 3 Contractions

Use **contractions** (short forms) in speaking and informal writing.

I'm from Mexico. I'm **not** from Ecuador.  
She's from Morocco. She **isn't** from Egypt.  
They're from Brazil. They **aren't** from Argentina.

There are two negative contractions for *is not*.

It's **not** difficult. It **isn't** difficult.

There are two negative contractions for *are not*.

We're **not** single. We **aren't** single.

**BE CAREFUL!** There is only one negative contraction for *am not*.

I'm **not** from Ecuador.  
**NOT** I ~~amn't~~ from Ecuador.

## 4 Subjects and Verbs

All sentences have a **subject** and a **verb**.

| SUBJECT         | VERB                      |
|-----------------|---------------------------|
| I               | <b>am</b> from São Paulo. |
| Julia           | <b>is</b> a soccer fan.   |
| My cousin and I | <b>are</b> soccer fans.   |

**BE CAREFUL!** You cannot make a sentence without a subject. You cannot make a sentence without a verb.

Julia **is** a soccer fan.  
**NOT** ~~is a soccer fan.~~ (No subject)  
**NOT** ~~Julia a soccer fan.~~ (No verb)

## 5 Subjects, Nouns, and Subject Pronouns

The **subject** is a **noun** or a **pronoun**. Subject pronouns replace subject nouns.

SUBJECT NOUN  
**Marco Silva** is a student.  
SUBJECT PRONOUN  
**He** is from São Paulo.

**BE CAREFUL!** You cannot put a subject pronoun right after a subject noun.

**Marco is** from São Paulo.  
**NOT** Marco ~~he~~ is from São Paulo.

**EXERCISE 1 DISCOVER THE GRAMMAR**

**GRAMMAR NOTES 1-3** Read the paragraph. Underline the forms of *be*.

Mourad is from Casablanca. It's the largest city in Morocco. Mourad is a big soccer fan. He isn't a soccer player, but he loves the game. His sister and two brothers are soccer players. They're all excited about the World Cup.

**EXERCISE 2 AFFIRMATIVE STATEMENTS**

**GRAMMAR NOTE 1** Complete the sentences with *am*, *is*, or *are*.

1. Soccer is popular all over the world.
2. Football \_\_\_\_\_ popular in the United States and Canada.
3. Football and soccer \_\_\_\_\_ different sports.
4. Aaron Rodgers and Lionel Messi \_\_\_\_\_ great athletes.
5. Aaron Rodgers \_\_\_\_\_ a great football player.
6. Lionel Messi \_\_\_\_\_ a great soccer player.
7. I \_\_\_\_\_ a football fan. I love football.
8. My cousins and I \_\_\_\_\_ soccer fans. We love soccer.





### EXERCISE 3 AFFIRMATIVE AND NEGATIVE STATEMENTS

**GRAMMAR NOTES 1–3** Complete the paragraphs with affirmative or negative forms of *am*, *is*, or *are*. More than one answer is sometimes possible.

Parminder Nagra is 1. a talented actor.  
She and Keira Knightley are 2. the stars of  
the 2002 movie *Bend It Like Beckham*. It is 3.  
a comedy. In the movie, Parminder is 4. a  
young Indian girl in England. She is 5. a  
good soccer player, and she loves soccer. But her  
parents are 6. traditional. They  
are not 7. (not) happy. They do not want her to play  
soccer. They say, “Soccer is not 8. (not) for girls.  
Marriage is not 9. for girls. Look at your sister.  
Your sister is not 10. (not) a soccer player, and she  
is not 11. about to marry.” Parminder says, “I  
am not 12. (not) my sister.”



### EXERCISE 4 SUBJECT PRONOUNS AND AFFIRMATIVE CONTRACTIONS

**GRAMMAR NOTES 3, 5** Change the underlined words to pronouns and contractions of *be*.

1. Cricket is popular in India. Cricket is <sup>It's</sup> the number-one sport there.
2. Mr. Patel is a cricket fan. Mr. Patel is a soccer fan, too.
3. Soccer is a great sport. Soccer is popular all over the world.
4. My partner and I are on a soccer team.
5. Ms. Cameron is an English teacher. Ms. Cameron is a basketball coach, too.
6. Basketball and baseball are great sports. Basketball and baseball are exciting games.
7. My favorite sport is basketball. Basketball is fun to watch.
8. My cousin and I are at a basketball game in this photo. My cousin and I are in the middle of the row.

## EXERCISE 5 AFFIRMATIVE OR NEGATIVE STATEMENTS

GRAMMAR NOTES 1–4 Write true sentences with the correct simple present forms of *be*.

1. I 'm or 'm not a tennis player.
2. My mother \_\_\_\_\_ a baseball fan.
3. My father \_\_\_\_\_ a soccer fan.
4. Soccer \_\_\_\_\_ popular in my country.
5. Soccer \_\_\_\_\_ popular all over the world.
6. My friends and I \_\_\_\_\_ cricket fans.
7. Tennis and ping-pong \_\_\_\_\_ my favorite sports.
8. I \_\_\_\_\_ a good tennis player.
9. I \_\_\_\_\_ a good cricket player.
10. My parents \_\_\_\_\_ good athletes.

## EXERCISE 6 EDITING

GRAMMAR NOTES 1–5 Read the sentences about a soccer movie. There are seven mistakes. The first mistake is already corrected. Find and correct six more.

1. "The Beautiful Game"<sup>is</sup> a movie about soccer.  
^
2. It a documentary.
3. Soccer players from all over Africa in the movie.
4. One boy he is good at soccer.
5. The boy goes to the United States. His parents is happy and unhappy.
6. His mother says, "I'm happy. His future good."
7. She says, "I unhappy. He isn't near us."



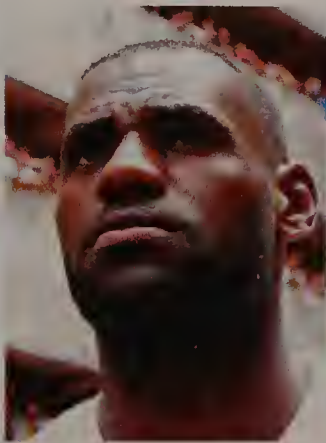
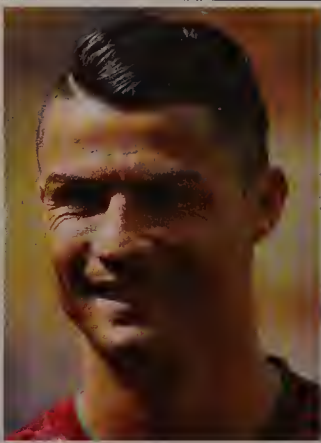
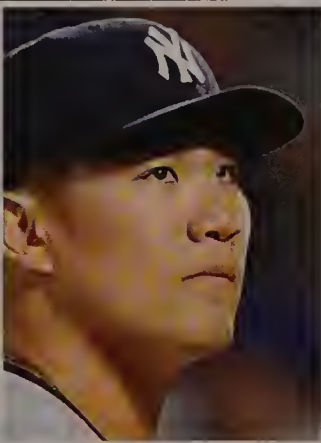
## EXERCISE 7 LISTENING

▶ 01/02

**A** Study the chart. Then listen to a conversation about athletes. Write the sport and country of origin for each of these famous athletes. Use the words in the boxes.

**Sport:**      baseball      basketball      golf      soccer      tennis

**Country:**      Argentina      Brazil      Japan      Portugal      Romania      United States

| Name    |  |  |  |  |
|---------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|         | LeBron James                                                                       | Lionel Messi                                                                       | Cristiano Ronaldo                                                                   | Masahiro Tanaka                                                                      |
| Sport   | Basketball                                                                         |                                                                                    |                                                                                     |                                                                                      |
| Country | United States                                                                      |                                                                                    |                                                                                     |                                                                                      |

| Name    |  |  |  |  |
|---------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|         | Michelle Wie                                                                        | Alex Morgan                                                                         | Marta Vieira da Silva                                                                | Simona Halep                                                                          |
| Sport   |                                                                                     |                                                                                     |                                                                                      |                                                                                       |
| Country |                                                                                     |                                                                                     |                                                                                      |                                                                                       |

▶ 01/02

**B** Listen again and check your answers in A.

**C** Work in pairs. Use the information in the chart in A to talk about the athletes.

EXAMPLE: A: LeBron James is a basketball player from the United States.

B: Lionel Messi is ...

## EXERCISE 8 TRUE OR FALSE?

**A GAME** Prepare for the game in B. Complete the sentences. Write three true sentences and one false sentence.

1. a. My favorite athlete is \_\_\_\_\_.
- b. He/She is \_\_\_\_\_.
2. a. My cousin and I are \_\_\_\_\_.
- b. We are \_\_\_\_\_.

**B** Work in a group. Read your sentences to the group. The group guesses the false sentence. Take turns.

EXAMPLE: **A:** My favorite athlete is Serena Williams. She's from South Africa. My cousin and I are tennis players. We are tennis fans, too.

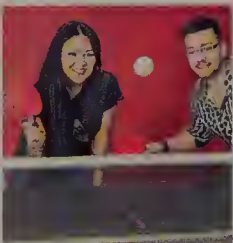
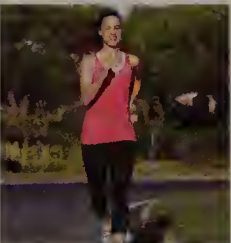
**B:** Serena Williams isn't from South Africa.

**A:** That's right. She's from the United States.

## EXERCISE 9 PING-PONG IS BORING!

**A DISCUSSION** Prepare for the discussion in B. Complete the chart with one or more words about each sport. Use the words in the box or your own ideas.

boring    dangerous    exciting    fun    interesting    popular in my country    relaxing

|                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |  |
| ping-pong                                                                           | volleyball                                                                          | running                                                                             | swimming                                                                             | skateboarding                                                                         | snowboarding                                                                          |
| Fun                                                                                 |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |

**B** Work in a group. Talk about each sport in A.

EXAMPLE: **A:** Ping-pong is fun.

**B:** I agree. It's exciting, too.

**C:** I'm not a big ping-pong fan. I think it's boring.

**A:** OK. Volleyball is next. So, what do you think?

**C** Tell the class three things you agree on.

EXAMPLE: We agree on three things. First, ... Second, we think that ... Third, ...



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Look at the chart. Complete the “You” column. Then work with a partner. Talk about yourself. Then listen and take notes about your partner.

|                            | Example                                                                          | You | Your Partner |
|----------------------------|----------------------------------------------------------------------------------|-----|--------------|
| Name                       | Tom Cummins<br>Nickname: Tommy                                                   |     |              |
| City, Country              | Toronto, Canada                                                                  |     |              |
| A sport in your country    | Hockey: very popular in Canada                                                   |     |              |
| Your family and this sport | My two brothers: hockey players and hockey fans                                  |     |              |
| You and sports             | Not a hockey player, not a big hockey fan<br><br>My favorite sport: snowboarding |     |              |

**B WRITE** Write eight sentences about your partner. Use your notes in A. Use the verb *be* in every sentence.

EXAMPLE: My partner’s name is Tom Cummins.  
His nickname is Tommy. . .

**C CHECK YOUR WORK** Read your sentences in B. Underline all examples of the verb *be*. Use the Editing Checklist to check your work.

### Editing Checklist

Did you . . . ?

- ☐ use *am* with *I*, *is* with *he/she/it*, and *are* with *you/we/they*
- ☐ a subject and verb in every statement

**D REVISE YOUR WORK** Read your sentences again. Can you improve your writing? Make changes if necessary.

# UNIT 1 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with *am*, *is*, or *are*.

1. My brother and I \_\_\_\_\_ baseball fans.
2. Our favorite sport \_\_\_\_\_ baseball.
3. I \_\_\_\_\_ a good baseball player.
4. My brother \_\_\_\_\_ a good baseball player, too.
5. We \_\_\_\_\_ athletes.

**B** Complete the sentences with *'m*, *'s*, or *'re*.

1. I \_\_\_\_\_ from Korea.
2. She \_\_\_\_\_ from Brazil.
3. We \_\_\_\_\_ basketball fans.
4. He \_\_\_\_\_ a good basketball player.
5. We \_\_\_\_\_ from Ohio, and LeBron James is from Ohio, too.

**C** Rewrite the sentences. Change the underlined words to pronouns and contractions of *be*.

1. Lionel Messi is not in Argentina now. \_\_\_\_\_
2. Soccer and baseball are exciting sports. \_\_\_\_\_
3. My partner and I are not baseball fans. \_\_\_\_\_
4. Ms. Nagra is the star of a movie. \_\_\_\_\_

**D** Correct the paragraph. There are six mistakes.

My father and mother are from India, but they're in Canada now. My parents are doctors. My father a sports doctor, and my mother she is a family doctor. My parents and I love sports. My father are a soccer fan, and my mother a baseball fan. I'm a soccer fan. My father and I am fans of Lionel Messi and Nuno Gomes. My sister no is good at sports. She's not a sports fan. She loves movies.

Now check your answers on page 445.



# Present of *Be*: Questions

## SCHOOL

## OUTCOMES

- Ask and answer *yes/no* and *wh-* questions in the simple present
- Answer questions about details in a conversation
- Recognize main ideas and details in a conversation about two people
- Ask questions about a person and a place
- Write a list of questions about a place

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. Are you usually on time for school? For work? For parties? For family dinners?
2. Who in your family is often late?

## READ

02.01 Read this conversation about the first day of an English class.

## Are We Late?

AVA: Excuse me. Where's room 2?

AL: It's right here, next to the office.

AVA: Thanks. Are we late for class?

AL: No, we're right on time.

AVA: Whew! That's good. I hate to be late on the first day. Is the teacher here?

AL: Yes, he is.

AVA: How is he? Is he a good teacher?

AL: I think so. I'm Al. What's your name?

AVA: Ava.

AL: Nice to meet you. Are you new here?

AVA: Yes, I am.

AL: Where are you from? Are you from Latin America?

AVA: No, I'm from Spain. Hey, your English is so good! ... Where are *you* from?



AL: I'm from Michigan.

AVA: Michigan? But that's in the United States.

Are you in the right class?

AL: Yes, I am.

AVA: Why are you here? Who are you?

AL: I'm not a new student. I'm a new *teacher*. I'm *your* new teacher.

AVA: Oh...!

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box. Use a capital letter when necessary.

excuse me    office    on time    right    room

- |                                                        |                              |
|--------------------------------------------------------|------------------------------|
| 1. A: _____, where's the elevator?                     | B: It's around the corner.   |
| 2. A: Your class is in _____ 102, next to the stairs.  | B: Thanks.                   |
| 3. A: Room 202 is _____ over there, near the elevator. | B: Oh, I see it. Thanks.     |
| 4. A: We're _____. We're not late or early.            | B: Good.                     |
| 5. A: Where's the director's _____?                    | B: It's on the second floor. |

**B COMPREHENSION** Read the questions. Choose the correct answers.

- |                                      |                                   |                         |
|--------------------------------------|-----------------------------------|-------------------------|
| 1. Are Ava and Al on time for class? |                                   |                         |
| a. Yes, they are.                    | b. No, they're late.              | c. No, they're early.   |
| 2. Where is Ava from?                |                                   |                         |
| a. Argentina                         | b. Michigan                       | c. Spain                |
| 3. Where is Michigan?                |                                   |                         |
| a. in the United States              | b. in Argentina                   | c. in Spain             |
| 4. Are Ava and Al students?          |                                   |                         |
| a. She isn't a student, but he is.   | b. She's a student, but he isn't. | c. Yes, they are.       |
| 5. What is true?                     |                                   |                         |
| a. Al is in the wrong class.         | b. Al isn't a good teacher.       | c. Al is Ava's teacher. |

**C DISCUSSION** Work with a partner. Compare your answers in B. Why do you think your answers are correct?



# PRESENT OF *BE*: QUESTIONS

## Yes/No Questions: Singular

| Be  | Subject |            |
|-----|---------|------------|
| Am  | I       | in room 2? |
| Are | you     |            |
| Is  | he      |            |
|     | she     |            |
|     | it      |            |

## Short Answers: Singular

| Yes  |          | No  |                            |
|------|----------|-----|----------------------------|
| Yes, | you are. | No, | you're not.<br>you aren't. |
|      | I am.    |     | I'm not.                   |
|      | he is.   |     | he's not.<br>he isn't.     |
|      | she is.  |     | she's not.<br>she isn't.   |
|      | it is.   |     | it's not.<br>it isn't.     |

## Yes/No Questions: Plural

| Be  | Subject |          |
|-----|---------|----------|
| Are | we      | on time? |
|     | you     |          |
|     | they    |          |

## Short Answers: Plural

| Yes  |           | No  |                              |
|------|-----------|-----|------------------------------|
| Yes, | you are.  | No, | you're not.<br>you aren't.   |
|      | we are.   |     | we're not.<br>we aren't.     |
|      | they are. |     | they're not.<br>they aren't. |

## Wh- Questions

| Wh- Word | Be  | Subject |           |
|----------|-----|---------|-----------|
| Where    | are | you     | from?     |
| Why      |     |         | here?     |
| What     | is  | your    | name?     |
| How      |     | he?     |           |
| Who      |     | she?    |           |
| When     | am  | I       | in class? |

## Short Answers

|                     |
|---------------------|
|                     |
| Michigan.           |
| I'm the teacher.    |
| Al.                 |
| Good.               |
| A student.          |
| From 8:00 to 11:00. |

## Long Answers

|                                     |
|-------------------------------------|
|                                     |
| I'm from Michigan.                  |
| I'm here because I'm the teacher.   |
| My name is Al.                      |
| He's a good teacher.                |
| She's a student.                    |
| You're in class from 8:00 to 11:00. |

# GRAMMAR NOTES

## 1 Yes/No and Wh- Questions

Yes/no questions usually have a yes or no answer.

A: Is he a student?

B: **Yes**, he is. or **No**, he isn't.

Wh- questions ask for information.

A: **Who** is he?

B: He's the teacher.

## 2 Yes/No Questions: Form

Use *am*, *is*, or *are* before the subject in *yes/no* questions.

| BE  | SUBJECT |               |
|-----|---------|---------------|
| Am  | I       | in English 2? |
| Is  | she     | a student?    |
| Are | we      | late?         |

## 3 Yes/No Questions and Answers

We usually give **short answers** to *yes/no* questions, but we can also give **long answers**.

A: Are you a new student?  
 B: **Yes. or Yes, I am.**  
 A: Are you a new student?  
 B: **Yes, I'm new. or Yes, I'm a new student.**

**BE CAREFUL!** Do not use contractions in short answers with *yes*.

Yes, I am.  
**NOT** Yes, ~~I'm~~.  
 Yes, he is.  
**NOT** Yes, ~~he's~~.

**USAGE NOTE** When we do not know the answer to a question, we say, "I don't know."

A: Is he a new student?  
 B: **I don't know.**

**USAGE NOTE** When someone asks a *yes/no* question that we think is true, we can say, "Yes, I think so."

A: Is he a new student?  
 B: **Yes, I think so.**

**USAGE NOTE** If we think an answer is not true, we can say, "No, I don't think so."

A: Is he a new student?  
 B: **No, I don't think so.**

## 4 Wh- Question Words

**Wh- question words** ask about the following:

- *Who* → people
- *What* → things
- *Where* → places
- *When* → time
- *How* → in what way
- *Why* → reason

| QUESTIONS                      | SHORT ANSWERS           |
|--------------------------------|-------------------------|
| <b>Who</b> are they?           | <b>My classmates.</b>   |
| <b>What</b> is in your bag?    | <b>My phone.</b>        |
| <b>Where</b> is our classroom? | <b>In room 2.</b>       |
| <b>When</b> is lunch?          | <b>At noon.</b>         |
| <b>How</b> is school?          | <b>Good.</b>            |
| <b>Why</b> are you late?       | <b>My bus was late.</b> |

In **long answers** to questions that start with *why*, use *because* before the reason.

A: **Why** are you late?  
 B: I'm late **because** my bus was late.

## 5 Wh- Questions: Form

Use a **wh- word** before *is* or *are* in *wh-* questions.

| WH- WORD     | BE         |            |
|--------------|------------|------------|
| <b>What</b>  | <b>is</b>  | your name? |
| <b>Where</b> | <b>are</b> | the books? |

**USAGE NOTE** We often use **contractions** (short forms) with *wh-* words + *is* in speaking and informal writing. We don't usually write contractions with *wh-* words + *are*.

**What's** your name?  
**How's** your class?



## 6 Wh- Questions and Answers

We usually give **short answers** to *wh-* questions, but we can also give long answers.

A: Where are you from?

B: **Mexico.** (*short answer*)

A: Where are you from?

B: **I'm from Mexico.** (*long answer*)

**USAGE NOTE** When we don't know the answer to a *wh-* question, we say, "I don't know."

A: Where is he from?

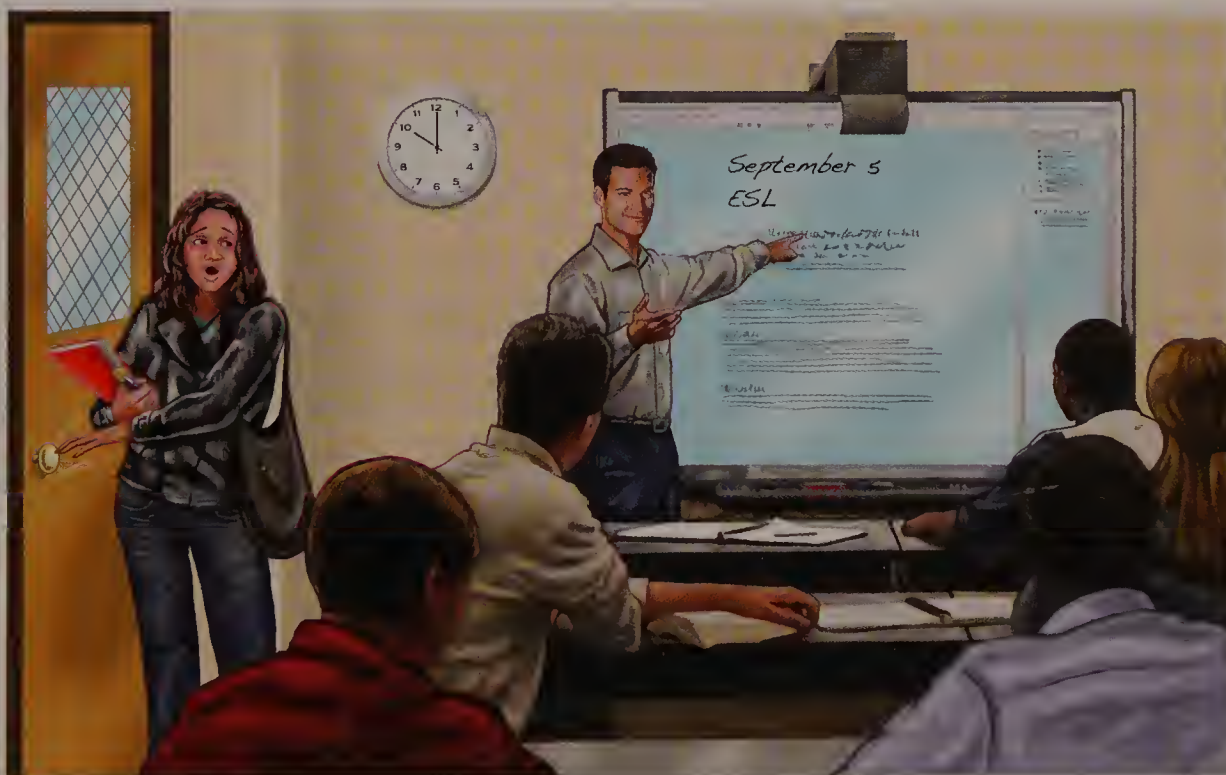
B: **I don't know.**

Go to MyEnglishLab to watch the grammar presentation.

### STEP 3 FOCUSED PRACTICE

#### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1-6** Look at the picture. Circle the correct answers.



1. Are the students hungry?  
a. Yes, it is.                      b. Yes, she is.                      ☒ c. I don't know.
2. What time is it?  
a. It's September.                b. It's ten o'clock.                c. It's late.
3. Is the teacher a man?  
a. Yes, he is.                      b. No, he's not.                      c. Yes, she is.
4. Is the door open?  
a. Yes, she is.                      b. No, it isn't.                      c. Yes, it is.

5. Is the student at the door early?
  - a. Yes, she's early.
  - b. No, she's late.
  - c. Yes, he is.
6. Is the student at the door unhappy?
  - a. No, they aren't.
  - b. I think so.
  - c. Yes, he is.
7. Where is the teacher?
  - a. Near the board.
  - b. At the door.
  - c. In September.
8. What month is it?
  - a. It's September.
  - b. Yes, it is.
  - c. It's late.

## EXERCISE 2 YES/NO QUESTIONS

**GRAMMAR NOTE 2** Write *yes/no* questions about the statements in parentheses.

1. (The office is on this floor.) Is the office on this floor?
2. (We are in the right building.) \_\_\_\_\_
3. (You are a new student.) \_\_\_\_\_
4. (Our teacher is from Canada.) \_\_\_\_\_
5. (It's ten o'clock.) \_\_\_\_\_
6. (Your classmates are friendly.) \_\_\_\_\_
7. (Two students are absent today.) \_\_\_\_\_
8. (I'm in the right room.) \_\_\_\_\_
9. (This exercise is easy.) \_\_\_\_\_

## EXERCISE 3 YES/NO QUESTIONS AND SHORT ANSWERS

**GRAMMAR NOTES 2-3** Write *yes/no* questions. Put the words in parentheses in the correct order. Then write true short answers with *yes, no, I don't know, I think so, or I don't think so*. Use contractions when possible.

1. (you / Are / usually early)
 

A: Are you usually early?

B: Yes, I am. or No, I'm not.
2. (your watch / fast / Is)
 

A: \_\_\_\_\_

B: \_\_\_\_\_



3. (from Italy / your jacket / Is)

A: \_\_\_\_\_

B: \_\_\_\_\_

4. (on this floor / the restroom / Is)

A: \_\_\_\_\_

B: \_\_\_\_\_

5. (your name / Is / easy to pronounce)

A: \_\_\_\_\_

B: \_\_\_\_\_

6. (different cities / Are / from / you and your classmates)

A: \_\_\_\_\_

B: \_\_\_\_\_

7. (busy / Are / your classmates / now)

A: \_\_\_\_\_

B: \_\_\_\_\_

## EXERCISE 4 WH- QUESTIONS

**GRAMMAR NOTES 4-5** Read the answers. Then write *wh-* questions with the words in parentheses.

1. A: (Who) Who's Al Brown? or Who is Al Brown?

B: Al Brown is the teacher.

2. A: (Where) \_\_\_\_\_

B: The computers are in room 304.

3. A: (What) \_\_\_\_\_

B: Today's date is September 3.

4. A: (Why) \_\_\_\_\_

B: We're late because we were in the wrong classroom.

5. A: (Why) \_\_\_\_\_

B: Diane is the teacher today because Al isn't here.

6. A: (How) \_\_\_\_\_

B: My computer class is great.

## EXERCISE 5 YES/NO AND WH- QUESTIONS AND ANSWERS

### GRAMMAR NOTES 1-6

Read this paragraph about Hao. Then complete the questions and answers.



Hao is a student in level 2. He's in his grammar class now. His grammar class is in room 201. His teacher is Diane. She's a wonderful teacher. The classroom is small, but comfortable. The students are great. They're from six different countries: China, Korea, Japan, Saudi Arabia, Argentina, and Italy.

1. A: Is Hao in level 2?  
B: Yes, he is.
2. A: \_\_\_\_\_ Hao's grammar class?  
B: It's in \_\_\_\_\_.
3. A: \_\_\_\_\_?  
B: Diane.
4. A: \_\_\_\_\_?  
B: It's small, but \_\_\_\_\_.
5. A: \_\_\_\_\_?  
B: \_\_\_\_\_ great.
6. A: \_\_\_\_\_ six different countries?  
B: Yes, \_\_\_\_\_.
7. A: Where \_\_\_\_\_?  
B: China, Korea, Japan, Saudi Arabia, \_\_\_\_\_, and \_\_\_\_\_.

## EXERCISE 6 QUESTIONS AND ANSWERS

**A** GRAMMAR NOTES 1-6 Read Alejandra's post on SmartGirl's blog. Write simple present questions with the words in parentheses. Then write short answers.





Alejandra Suarez

Hey SmartGirl,

I have a great boyfriend, Oscar. He's fun and intelligent. We're a good match. But there's one problem. He's always late. He's late to school. He's late to work. He's late for me. Always.

Why?

Alejandra

1. (Oscar / fun)  
A: Is Oscar fun?  
B: Yes, he is.
2. (Oscar / smart)  
A: \_\_\_\_\_  
B: \_\_\_\_\_
3. (Alejandra and Oscar / a good pair)  
A: \_\_\_\_\_  
B: \_\_\_\_\_
4. (Who / always late)  
A: \_\_\_\_\_  
B: \_\_\_\_\_



**B** Read SmartGirl's answer. Write simple present yes/no questions with the words in parentheses. Answer the questions with "Yes, I think so," "No, I don't think so," or "I don't know."



SmartGirl

Hey Alejandra,

OK, so your guy is great, but late. And you hate to wait. Why is he always late? Maybe he thinks, "I'm late. That means I'm important." Maybe he doesn't know it's a problem for you. He thinks it's no big deal. Tell him it is a big deal to you. Maybe he's just bad at planning his time. Try to help him.

Good luck.

SmartGirl

- |                                                                                                        |                                                           |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| 1. (Oscar / great)<br>A: <u>Is Oscar great?</u><br>B: <u>No, I don't think so. or Yes, I think so.</u> | 3. (Oscar / bad at planning time)<br>A: _____<br>B: _____ |
| 2. (Oscar / a bad boyfriend)<br>A: _____<br>B: _____                                                   | 4. (SmartGirl's answer / good)<br>A: _____<br>B: _____    |

## EXERCISE 7 EDITING

**GRAMMAR NOTES 1-6** Read the conversations. There are ten mistakes. The first mistake is already corrected. Find and correct nine more.

- |                                                                   |                                                |
|-------------------------------------------------------------------|------------------------------------------------|
| 1. A: Are you in the office?<br>I am<br>B: Yes, I'm.              | 6. A: Is they in room 102?<br>B: I don't know. |
| 2. A: Is easy?<br>B: No, it's hard.                               | 7. A: Where you from?<br>B: I'm from Peru.     |
| 3. A: He Korean?<br>B: No, he's isn't.                            | 8. A: How your class is?<br>B: It's very good. |
| 4. A: Excuse me. Where's the office?<br>B: Yes, it's in room 305. | 9. A: What your nickname?<br>B: Susie.         |
| 5. A: Is this English 3?<br>B: Yes, I think.                      |                                                |

**EXERCISE 8 LISTENING**

- ▶ 02|02 **A** Listen to a conversation between Elena and Hugo. Check (✓) the people and countries that they talk about.

**People**

- ☐ Elena  
☐ Elena's classmates  
☐ Hao  
☐ Hugo's classmates  
☐ Hugo's cousins  
☐ Hugo's teacher  
☐ school director

**Countries**

- ☐ Canada  
☐ Chile  
☐ England  
☐ Korea  
☐ Portugal  
☐ Saudi Arabia  
☐ South Korea

- ▶ 02|02 **B** Listen again and answer the questions.

1. Is Hugo happy with school? \_\_\_\_\_
2. How's Hugo's teacher? \_\_\_\_\_
3. Where are his classmates from? \_\_\_\_\_
4. What are Hugo and Elena good at? \_\_\_\_\_
5. What is Hao good at? \_\_\_\_\_

- C** Work with a partner. Change the questions in B to questions about your partner, your teacher, and your classmates.

EXAMPLE: **A:** Are you happy with school?

**B:** Yes, I am, but English isn't easy. How about you?

**A:** I'm ...

**EXERCISE 9 ARE THE ANSWERS AT THE BACK?**

- A Q & A** Work with a partner. Answer these questions about your textbook.

1. Where is a world map?  
EXAMPLE: It's on page 430.
2. Where is a map of the United States and Canada?
3. Are the answers to all the questions at the back of the book?
4. Where is the Glossary of Grammar Terms?
5. What's on page 42?



6. Is the Unit 1 Review on page 50?
7. What's the title of your book?
8. Is the cover of the book red?

**B** Write five new questions with your partner.

*Is the cover interesting?*

*Is the photo on page...?*

**C** Work in groups. Take turns. Ask and discuss the questions in B.

EXAMPLE: A: Is the cover interesting?

B: No, I don't think so.

C: I disagree. The colors are nice.

## EXERCISE 10 HI, I'M...

**ROLE PLAY** Work in pairs. Imagine you and your partner are at a school party. Give yourself a new name, a new country, and a new occupation. Introduce yourself to your partner.

EXAMPLE: A: Hi, I'm Prince Harry.

B: Nice to meet you. I'm Princess Elsa. Are you from around here?

A: No, I'm from England. What about you?

## EXERCISE 11 WHAT IS ULS?

**A Q & A** Work with a partner. Read the ad for University Language School. Write five *wh*- questions and five *yes/no* questions.

*What's ULS?*

*Where is ULS?*

**B** Work with another pair of partners. Read the ad again, and close your books. Ask and answer your questions from A. Take turns.

EXAMPLE: A: Where is ULS?

C: It's in New York.

B: What can you learn at ULS?

D: English.

**LEARN  
ENGLISH  
AT ULS!**

Register *now*  
for English classes at  
University Language School

**PLACEMENT TEST:**  
September 1 in Room 203

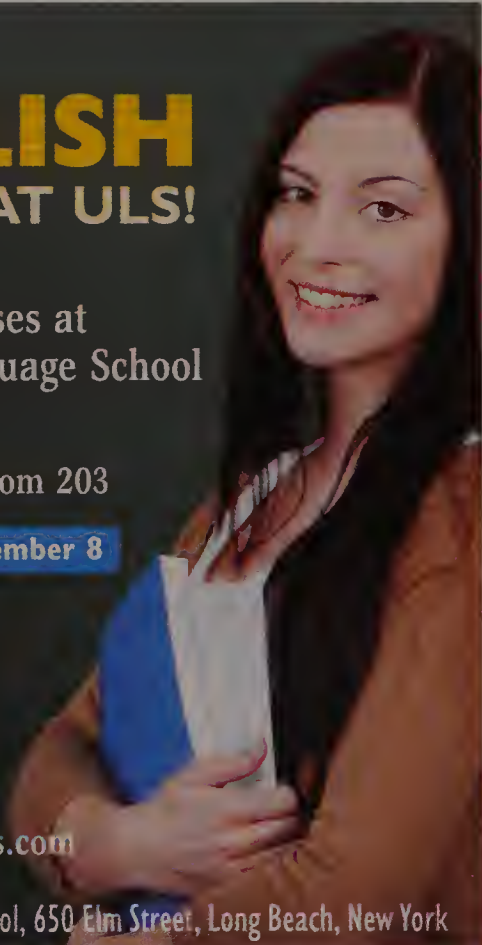
**Classes begin September 8**

**DIRECTOR:**  
Jim Reilly

**PHONE:**  
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University Language School, 650 Elm Street, Long Beach, New York



**A BEFORE YOU WRITE** Work with a partner. Ask and answer questions about your school. Use the ideas below or your own ideas. Take turns.

### School Calendar

- the next school holiday
- the winter break
- the last day of class

### School Staff

- your teacher
- the school director
- office assistant

### Places in the School

- the school library
- the computer room
- the registration office
- the cafeteria
- the rest rooms
- the staircase

EXAMPLE: A: Is May 23 the last day of class?

B: Yes, it is. Who's the school director?

A: I don't know. Where's the ... ?

**B WRITE** Write simple present questions with the verb *be* about your school. Use your ideas from A.

**C CHECK YOUR WORK** Read your questions in B. Underline the verb *be* in your questions. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ... ?

- ☐ use *is* with *he/she/it* and *are* with *you/we/they*
- ☐ put *am, is, or are* before the subject in *yes/no* questions
- ☐ use a *wh-* word before *is* or *are* in *wh-* questions

**D REVISE** Read your questions again. Can you improve your writing? Make changes if necessary.



# UNIT 2 REVIEW

Test yourself on the grammar of the unit.

**A** Complete A's questions. Circle the correct words.

- |                                                    |                  |
|----------------------------------------------------|------------------|
| 1. A: <u>Where's</u> / <u>What's</u> the library?  | B: In room 3.    |
| 2. A: <u>Who's</u> / <u>How's</u> your class?      | B: It's great.   |
| 3. A: <u>What's</u> / <u>How's</u> your name?      | B: Jin-Hee Lee.  |
| 4. A: <u>Is</u> / <u>Are</u> you from Seoul?       | B: Yes, I am.    |
| 5. A: <u>Is</u> / <u>Are</u> it cold in Seoul now? | B: No, it isn't. |

**B** Complete the short answers.

- |                                 |                |
|---------------------------------|----------------|
| 1. A: Are you home?             | B: Yes, _____. |
| 2. A: Is your nickname JD?      | B: No, _____.  |
| 3. A: Are they late?            | B: No, _____.  |
| 4. A: Are we in the right room? | B: Yes, _____. |
| 5. A: Am I late?                | B: No, _____.  |

**C** Write questions. Use the words in parentheses and the simple present of *be*.

- |                              |       |
|------------------------------|-------|
| 1. (What / today's date)     | _____ |
| 2. (Where / the men's room)  | _____ |
| 3. (Why / he / absent)       | _____ |
| 4. (When / your first class) | _____ |
| 5. (Who / your teacher)      | _____ |

**D** Correct the questions. There are five mistakes.

1. She your teacher?
2. What your name?
3. Where your class?
4. Is Bob and Molly good friends?
5. Why you late?

Now check your answers on page 445.

Past of *Be*

## A FIRST DAY

## OUTCOMES

- Use the verb *be* in the simple past
- Ask and answer questions about the past with *was/were*
- Correct false statements from an article
- Recognize detailed information in phone messages
- Talk about the weather
- Talk about the first day of school
- Write a paragraph about your first day of school

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. How was your first day at school?
2. Were you happy? Were you nervous? Were you excited?

## READ



03:01 Read this article about Sarah's first day at a new school.

## Sarah's First Day

The first day at a new place is sometimes difficult and sometimes scary. We're often afraid of new people and places. Sometimes we're nervous and excited at the same time. How was your first day at a new school? Do you remember it? Was it good? Were you nervous? Was it difficult? Were your classmates friendly?

There is a wonderful children's book called *First Day Jitters*<sup>1</sup> by Julie

<sup>1</sup> *jitters*: a nervous, uneasy feeling





Danneberg. It's about Sarah Jane Hartwell's first day at a new school. Sarah **was** frightened. She **was** nervous. Mr. Hartwell said, "Sarah. Wake up. It's time for school."

Sarah said, "I'm sick. My hands are cold. I don't want to go to a new school."

Mr. Hartwell **was** kind and patient.<sup>2</sup> He drove Sarah to school. The school principal took Sarah to the classroom. The children **were** all there. They **weren't** nervous. They **were** happy. Sarah **was not** happy, but the principal smiled and said, "Don't worry, Sarah."

Then the principal turned to the class and said, "Class, I want you to meet your new teacher, Mrs. Sarah Jane Hartwell."

Young children like the story. They like the surprise ending. They also like to learn that sometimes teachers are nervous, too.

<sup>2</sup> *patient*: calm, slow to get angry

## AFTER YOU READ

**A VOCABULARY** Complete the paragraph with the words from the box.

afraid of      difficult      nervous      principal      surprise

1. Last year, Ms. Rogers was the \_\_\_\_\_.
2. She was never in her office. It was \_\_\_\_\_ to find her.
3. She wasn't kind to the students or the teachers. Many teachers and children were \_\_\_\_\_ her.
4. She complained a lot. Children were \_\_\_\_\_ when they were in her office.
5. One day, she was gone. It was a \_\_\_\_\_, but no one was sad. In fact, it was a very good thing since our new principal is great.

**B COMPREHENSION** All the statements are false. Correct them. There is more than one correct answer.

1. People are never afraid of new places and new things.
2. *First Day Jitters* is a book for teenagers.
3. Sarah was in school before the children.
4. Sarah was a new student.
5. Teachers are never nervous.

**C DISCUSSION** Work with a partner. Compare your answers in B. Then discuss: Was the ending of the story a surprise to you?

**PAST OF BE: AFFIRMATIVE STATEMENTS**

| Singular  |      |           |             |
|-----------|------|-----------|-------------|
| Subject   | Be   |           | Time Marker |
| I         | was  | a student | last year.  |
| You       | were |           |             |
| He<br>She | was  |           |             |
| It        |      | in Asia   |             |

| Plural            |      |             |                |
|-------------------|------|-------------|----------------|
| Subject           | Be   |             | Time Marker    |
| We<br>You<br>They | were | in New York | two weeks ago. |

**PAST OF BE: NEGATIVE STATEMENTS**

| Singular        |                     |           |             |
|-----------------|---------------------|-----------|-------------|
| Subject         | Be + not            |           | Time Marker |
| I               | was not<br>wasn't   | at school | last night. |
| You             | were not<br>weren't |           |             |
| He<br>She<br>It | was not<br>wasn't   |           |             |

| Plural            |                     |         |             |
|-------------------|---------------------|---------|-------------|
| Subject           | Be + not            |         | Time Marker |
| We<br>You<br>They | were not<br>weren't | at work | last week.  |

**PAST OF BE: YES/NO QUESTIONS**

| Singular |                 |          |             |
|----------|-----------------|----------|-------------|
| Be       | Subject         |          | Time Marker |
| Was      | I               | in class | yesterday?  |
| Were     | you             |          |             |
| Was      | he<br>she<br>it |          |             |

| Plural |         |          |             |
|--------|---------|----------|-------------|
| Be     | Subject |          | Time Marker |
| Were   | we      | in class | last week?  |
|        | you     |          |             |
|        | they    |          |             |

**SHORT ANSWERS**

| Singular |                 |       |     |                 |          |
|----------|-----------------|-------|-----|-----------------|----------|
| Yes      | Subject         | Be    | No  | Subject         | Be + not |
| Yes,     | you             | were. | No, | you             | weren't. |
|          | I               | was.  |     | I               | wasn't.  |
|          | he<br>she<br>it |       |     | he<br>she<br>it |          |

| Plural |         |       |     |         |          |
|--------|---------|-------|-----|---------|----------|
| Yes    | Subject | Be    | No  | Subject | Be + not |
| Yes,   | you     | were. | No, | you     | weren't. |
|        | we      |       |     | we      |          |
|        | they    |       |     | they    |          |



## PAST OF BE: WH- QUESTIONS

| Wh- questions |      |                    | Long Answers                         |  |
|---------------|------|--------------------|--------------------------------------|--|
| Wh- Word      | Be   |                    |                                      |  |
| What          | was  | your first job?    | I was a server.                      |  |
| Where         |      | the restaurant?    | It was in New York.                  |  |
| When          |      | that?              | It was in 2005.                      |  |
| How           |      | the job?           | It was fun.                          |  |
| Who           | were | the other servers? | They were my brothers and my cousin. |  |
| Why           |      | you in New York?   | My parents were there.               |  |

## GRAMMAR NOTES

### 1 Past Forms of Be

The past of *be* has two forms: *was* and *were*.

- *was*
- *were*

I **was** excited.

They **were** happy.

### 2 Negative Statements

Use **not** after a form of *was* or *were* to make a negative statement.

- *was not*
- *were not*

I **was not** in school.

We **were not** late.

### 3 Contractions

In informal writing and speaking, use the contractions *wasn't* and *weren't* in negative statements and negative short answers.

- *wasn't*
- *weren't*

He **wasn't** at the interview.

No, he **wasn't**.

They **weren't** in class.

No, they **weren't**.

### 4 Yes/No Questions

To ask a yes/no question, put *was* or *were* before the subject.

**Was** **he** a student?

**Were** **they** nervous?

## 5 Wh- Questions

Use a **wh- question word** before *was* or *were* in *wh-* questions.

**When was** he a salesman?  
**Where were** they students?  
**How was** your first day at school?

**USAGE NOTE** The answer to *Who was ...?* can be singular or plural.

Who **was** absent yesterday? Suna **was**.  
Who **was** absent on Monday? Suna and Paul **were**.

## 6 Time Markers

**Time markers** say when something happened. Examples of past time markers are: *yesterday*, *last week*, *two years ago*, and *in the past*.

Time markers are often at the **end of statements**.

We were in class **yesterday**.  
John wasn't in class **last week**.

Time markers are sometimes at the **beginning of statements**.

**Yesterday**, we were in class.  
**Last week**, he wasn't in class.

Time markers are at the **end of a question**.

Were you in high school **two years ago**?  
Were they servers **in the past**?

**BE CAREFUL!** Do not put a time marker in the middle of a statement or question.

We were in class **yesterday**.  
**NOT** We were ~~yesterday~~ in class.  
Were they servers **in the past**?  
**NOT** Were they ~~in the past~~ servers?

**BE CAREFUL!** Use **ago** after a time period in the past. Do not use *before* + a time period.

Were you in high school **two years ago**?  
**NOT** Were you in high school ~~before two years~~?



**EXERCISE 1 DISCOVER THE GRAMMAR**

**A** **GRAMMAR NOTES 1–6** Read this article about the first jobs of famous people. Underline *was*, *wasn't*, *were*, and *weren't*.



**A** first job is very exciting. A first boss and a first paycheck are hard to forget. But a first job is not always the job of your dreams. Here are the first jobs of some famous people.

- In the past, Chris Rock, the comedian, was a busser at a restaurant.
- George Clooney was a shoe salesman.
- Lady Gaga and Madonna weren't always singers. Many years before they were famous, they worked in restaurants: Madonna was a server and Lady Gaga was a busser.
- Patrick Dempsey, the actor, was a juggler.

So maybe you're not happy with your job today. Maybe it isn't the job you really want. Don't feel bad. Just keep looking.

**B** Look at the article in A again. Answer the questions. Circle the correct answers.

1. Were Chris Rock and Lady Gaga jugglers?  
a. Yes, they were.      **(b.)** No, they weren't.
2. Was George Clooney a busser?  
a. Yes, he was.      b. No, he wasn't.
3. Who was a server?  
a. Madonna was.      b. Lady Gaga was.
4. Who was a shoe salesman?  
a. Patrick Dempsey was.      b. George Clooney was.

## EXERCISE 2 WAS AND WERE

GRAMMAR NOTE 1 Complete the sentences with *was* or *were*.

1. My first day at school was fun. The students \_\_\_\_\_ friendly, and the teacher \_\_\_\_\_ great.
2. Pablo and Maria \_\_\_\_\_ absent on the first day of school. They \_\_\_\_\_ in a different class.
3. Our first test \_\_\_\_\_ difficult, and it \_\_\_\_\_ long.
4. My first-grade teacher \_\_\_\_\_ a young, new teacher. She \_\_\_\_\_ tough, and my classmates and I \_\_\_\_\_ afraid of her.
5. My first job \_\_\_\_\_ in a restaurant. I \_\_\_\_\_ a server. The other servers \_\_\_\_\_ helpful. The job \_\_\_\_\_ great. I'm a doctor now. My first days at work in the hospital \_\_\_\_\_ scary. I \_\_\_\_\_ nervous and unsure of everything.

## EXERCISE 3 AFFIRMATIVE AND NEGATIVE FORMS

GRAMMAR NOTES 1-3 Complete the sentences with *was*, *wasn't*, *were*, or *weren't*. Use contractions.

1. My first day at school was great. The students were helpful and kind.
2. My first day at work \_\_\_\_\_ good. My boss was angry and my co-workers weren't helpful.
3. My two interviews \_\_\_\_\_ long. They were over two hours.
4. His interview \_\_\_\_\_ long. It was only fifteen minutes.
5. My first month at work was very easy. There was very little work. I \_\_\_\_\_ busy, and the work \_\_\_\_\_ hard.
6. *First Day Jitters* was Julie Danneberg's first book. It \_\_\_\_\_ a big success, and it's still popular today.
7. The weather was terrible on my first day of school. It \_\_\_\_\_ cold and windy.
8. In July, the classroom \_\_\_\_\_ hot. The air conditioner was broken.
9. Yesterday the classroom \_\_\_\_\_ hot. The air conditioner was good.
10. My first months in college \_\_\_\_\_ very difficult. I was up until 1 a.m. every night.



## EXERCISE 4 WORD ORDER OF QUESTIONS AND ANSWERS

**A GRAMMAR NOTES 1-3, 5-6** Complete the conversation. Put the words in parentheses in the correct order. Use a capital letter when necessary.

ANA: Hey, look at this. It's a photo of me on my first day at work at Lacey's.

CHAD: \_\_\_\_\_ *When were you there* \_\_\_\_\_?  
1. (when / you / there / were)

ANA: \_\_\_\_\_  
2. (was / it / five years ago)

CHAD: So, \_\_\_\_\_? Do you remember it?  
3. (your first day / how / was / at work)

ANA: Uh-huh. \_\_\_\_\_ I was nervous,  
4. (it / hard / was)  
\_\_\_\_\_, and \_\_\_\_\_  
5. (busy / were / my co-workers) 6. (afraid of / was / my boss / I)  
\_\_\_\_\_  
7. (wasn't / sure of anything / I)

CHAD: And now?

ANA: I like my job. What about you? \_\_\_\_\_?  
8. (your first day / was / how / at work)

CHAD: Great! \_\_\_\_\_ My boss was  
9. (I / relaxed / was / and happy)  
wonderful. But \_\_\_\_\_  
10. (wasn't / my second month / good)

ANA: Why?

CHAD: My boss and a co-worker were let go. \_\_\_\_\_  
11. (my new boss and new co-worker / helpful / weren't)  
\_\_\_\_\_, but now it's OK.  
12. (was / for a few weeks / hard / it)

03/02 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 5 PRESENT AND PAST OF BE

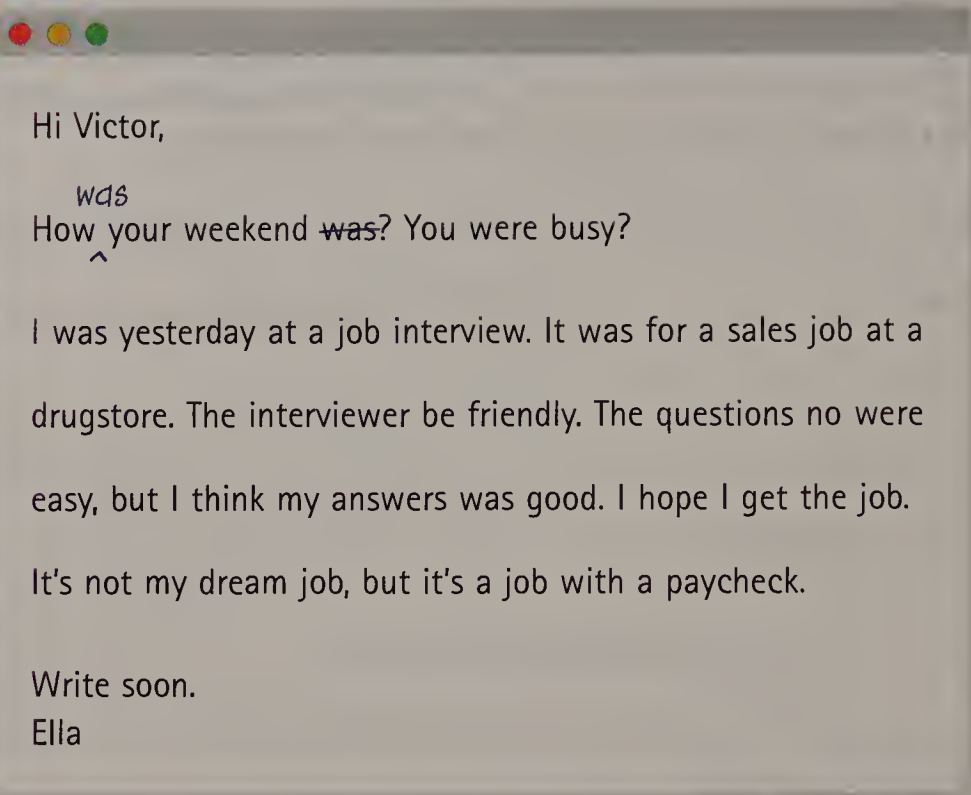
**GRAMMAR NOTE 1** Complete the sentences with *is*, *are*, *was*, or *were*.

- The weather was terrible on the first day of our vacation. Now the weather is great.
- My father \_\_\_\_\_ the CEO of his company today. He \_\_\_\_\_ an assistant in 2001.
- Bob and Steve \_\_\_\_\_ absent yesterday, but they \_\_\_\_\_ in class now.
- The class \_\_\_\_\_ easy at first. Now it \_\_\_\_\_ very hard.
- She \_\_\_\_\_ a great manager now, but she \_\_\_\_\_ terrible the first month on the job.
- We \_\_\_\_\_ nervous on our first plane trip, but now we \_\_\_\_\_ relaxed.

EXERCISE 6 EDITING

GRAMMAR NOTES 1-6

Read the email. There are six mistakes. The first mistake is already corrected. Find and correct five more.



Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

03/03 A Listen to five phone messages. Who is each message from? Check (✓) the correct column.

|    | Friend                   | Family Member            | Business Contact         |    | Friend                   | Family Member            | Business Contact         |
|----|--------------------------|--------------------------|--------------------------|----|--------------------------|--------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |    |                          |                          |                          |

03/03 B Listen again. Discuss each statement. Then check (✓) True, False, or No Information.

|                                            | True                                | False                    | No Information           |
|--------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. Ella's interview was at a drugstore.    | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Emiko was at a party with Ella.         | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ella and Emiko are classmates.          | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Mr. Hess is Ella's friend.              | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ella's parents were out with Aunt Mona. | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Dave was in Ottawa on a vacation.       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Dave was stuck in Ottawa.               | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Dave wasn't at the party for Emiko.     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |



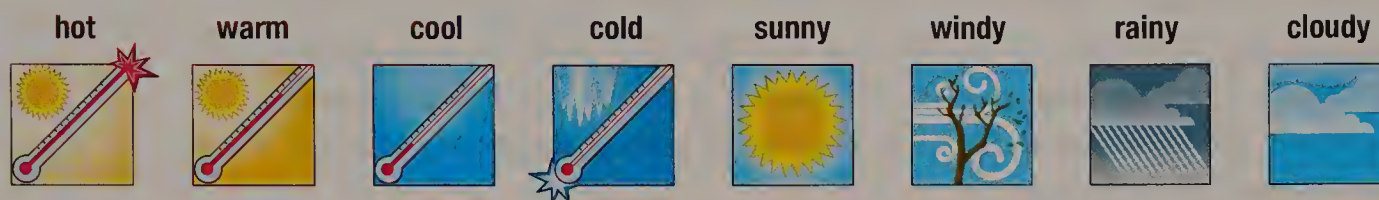
**C** Work with a partner. Make guesses about the people in the messages in A.

EXAMPLE: I think Ella and Dave are close friends because ...

I think Ella's interview was good because ...

## EXERCISE 8 HOW'S THE WEATHER?

**A GUIDED CONVERSATION** Prepare for the conversation in B. Study the weather words.



**B** Imagine it is the second day of your vacation in a new city. A friend calls you. Use the chart below to have a conversation about the weather.

EXAMPLE: A: Hi, Maria. How's Bangkok?

B: It's great.

A: How's the weather?

B: Well, it's cloudy today, but yesterday it was sunny and warm.

| City           | Yesterday |  | Today |
|----------------|-----------|--|-------|
| Bangkok        |           |  |       |
| Beijing        |           |  |       |
| Budapest       |           |  |       |
| Istanbul       |           |  |       |
| City           | Yesterday |  | Today |
| Rio de Janeiro |           |  |       |
| Seoul          |           |  |       |
| Vancouver      |           |  |       |
| Washington     |           |  |       |

## EXERCISE 9 ON THE FIRST DAY OF CLASS ...

**GAME** Work in groups. Say one true thing and one false thing about the first day of class. The next person repeats the true statement and corrects the false statement. Use *was*, *wasn't*, *were*, and *weren't* in your sentences. Take turns.

EXAMPLE: A: On the first day of class, Boris was late and it was warm and sunny.

B: Boris was late, but it wasn't warm and sunny. It was cool and cloudy.

A: Right! Your turn.

B: Ali and Iota were absent, and the classroom was dirty.

C: ...

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read about Mario's first day at a school. Then work with a partner. Think about a first day at one of your schools. Your partner asks you five questions about your first day. Write notes on your answers in the chart.

### Mario's First Day

My first day at high school was ten years ago. It was a bad day for me. The weather was awful. It was rainy, and my bus was late. My umbrella was broken. I'm usually early, but I was late that day. All the students were there. My clothes and books were wet. My hair and shoes were wet. I was very unhappy. My teacher was unhappy, too. I wasn't late again.

|                      | Mario's First Day at School                        | Your First Day at School |
|----------------------|----------------------------------------------------|--------------------------|
| What school was it?  | <i>High school</i>                                 |                          |
| When was it?         | <i>10 years ago</i>                                |                          |
| How was the weather? | <i>Awful</i>                                       |                          |
| How was your day?    | <i>Bad day!</i>                                    |                          |
| Why?                 | <i>Umbrella broken, late, wet, teacher unhappy</i> |                          |

**B WRITE** Write a paragraph about your first day at a school. Use the paragraph in A and your chart. Use *was*, *were*, *wasn't*, or *weren't*.

**C CHECK YOUR WORK** Read your paragraph in B. Underline examples of the past of *be*. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use *was* with *I/he/she/it* and *were* with *you/we/they*
- ☐ use past time markers at the beginning or end of sentences
- ☐ use *ago* after time periods

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.



# UNIT 3 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the questions. Use *was* or *were*.

1. When \_\_\_\_\_ your interview?
2. Where \_\_\_\_\_ your interview?
3. \_\_\_\_\_ you nervous?
4. How \_\_\_\_\_ the questions?
5. \_\_\_\_\_ she at a job interview, too?

**B** Match the questions and answers.

- |                                      |                      |
|--------------------------------------|----------------------|
| _____ 1. How was the weather?        | a. Yes, I was.       |
| _____ 2. Who was there?              | b. Jon and Sri.      |
| _____ 3. Were they home all evening? | c. Warm and sunny.   |
| _____ 4. Were you late last week?    | d. No, they weren't. |

**C** Complete the conversation with *was*, *wasn't*, *were*, or *weren't*.

A: How \_\_\_\_\_ your weekend?  
1.

B: Great. I \_\_\_\_\_ at the park all day Saturday.  
2.

A: \_\_\_\_\_ you with Ali?  
3.

B: Yes, I \_\_\_\_\_. We \_\_\_\_\_ together all day Saturday and Sunday.  
4. 5.

A: Ali \_\_\_\_\_ in class this morning. Where \_\_\_\_\_ he?  
6. 7.

B: I don't know.

**D** Correct the paragraph. There are four mistakes.

John is at a job interview yesterday. It were for a job at a bank. The questions no were easy, but John's answers were good. He was happy. It a good day for John.

Now check your answers on page 445.

# Nouns, Adjectives, and Prepositions

UNIT

4

## Count Nouns and Proper Nouns

PHOTOGRAPHS AND PHOTOGRAPHERS

UNIT

5

## Descriptive Adjectives

INTERESTING AND UNUSUAL PLACES

UNIT

6

## Prepositions of Place

LOCATIONS





# PART

# 2

## OUTCOMES

- Use count nouns, proper nouns, and common irregular nouns
- Recognize details in a short biography
- Recognize main ideas and details in a short lecture
- Talk about favorite people, places, and things
- Write a paragraph about a family member

## OUTCOMES

- Use adjectives to describe nouns
- Recognize details in an article about a place
- Recognize details in a conversation about an interesting place
- Talk about interesting places, using adjectives
- Write a paragraph about an interesting place

## OUTCOMES

- Describe locations with prepositions of place
- Recognize important details in a short article
- Locate places on a map from recorded descriptions
- Give directions to help others find places
- Write a short invitation to a party or an event



# Count Nouns and Proper Nouns

## PHOTOGRAPHS AND PHOTOGRAPHERS

### OUTCOMES

- Use count nouns, proper nouns, and common irregular nouns
- Recognize details in a short biography
- Recognize main ideas and details in a short lecture
- Talk about favorite people, places, and things
- Write a paragraph about a family member

### STEP 1

### GRAMMAR IN CONTEXT

### BEFORE YOU READ

Look at the black and white photo. Work with a partner. Answer the questions. Make guesses and give your opinion.

1. Who are the people?  
Where are they?
2. What year was it?

### READ



04/01

Read this article about Henri Cartier-Bresson and one of his photographs.



## A Photographer and a Photo

Henri Cartier-Bresson was a photographer and an artist. He was born in France in 1908 and died in 2004. At that time, he was almost ninety-six years old. Cartier-Bresson





traveled the world. He was in West Africa, the United States, India, China, Egypt, and Russia. His photos are from all over the world.

Cartier-Bresson is famous for “street” photography. Street photographs are about people in the street or other public places such as parks and beaches. They are sometimes about a special moment in time.

Look at this photo by Cartier-Bresson. It’s a photo of a woman and a man on a special occasion. They are both wearing fine clothes. The woman is wearing a big hat with many flowers. The man is wearing a suit. The man is looking at the woman. They are in Harlem, in New York City. It’s 1947. People say photos by Cartier-Bresson are striking. What do you think? Is this a striking photo?

## AFTER YOU READ

**A VOCABULARY** Match the words in **bold** with their meanings.

- Henri Cartier-Bresson was **born** in France.  
a. came into the world                      b. lived
- His photos are from **all over** the world.  
a. some parts of                              b. everywhere in
- It’s open to **the public**.  
a. everyone                                  b. only some people
- His photos are **striking**.  
a. dangerous and hurtful                  b. unusual and attractive
- It’s a big **occasion**.  
a. special day                                b. usual day

**B COMPREHENSION** Read the statements. Check (✓) *True* or *False*.

- |                                                                     | True                     | False                    |
|---------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Henri Cartier-Bresson was almost 69 years old when he died.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Almost all of Cartier-Bresson’s photos were of Europe.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cartier-Bresson was in many countries during his life.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Cartier-Bresson is famous for “holiday” photography.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Street photography shows people in places like parks or beaches. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Harlem is not in New York.                                       | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Compare your answers in B. Change the false statements to true ones. Then look at the black and white photo on page 42 again. Do you like it? Why or why not?

## STEP 2 GRAMMAR PRESENTATION

### COUNT NOUNS AND PROPER NOUNS

#### Singular Nouns

He is a **photographer**.

He is **an** artist.

#### Plural Nouns

They are **photographers**.

They are **artists**.

#### Irregular Plural Nouns

| Singular | Plural   |
|----------|----------|
| a man    | men      |
| a woman  | women    |
| a child  | children |
| a foot   | feet     |
| a tooth  | teeth    |
| a person | people   |

#### Proper Nouns

**Harlem** is in New York City.

The singer **Harry Belafonte** was born in **Harlem**.

### GRAMMAR NOTES

#### 1 Nouns

**Nouns** are the names of:

- people
- places
- animals
- things

**Cartier-Bresson** was a photographer.

He was born in **France**.

A **bird** is in the photo.

His **camera** is in his hands.

#### 2 Singular Count Nouns

**Count nouns** are nouns that **you can count**: *one photo, two photos, three photos*.

Use **a** before **singular count nouns** that begin with a **consonant sound** like /n/, /b/, or /h/.

She's **a** nurse.

He's **a** baker.

It's **a** house.

Use **an** before singular count nouns that begin with a **vowel sound**.

She's **an** artist.

He's **an** engineer.

It's **an** umbrella.

**BE CAREFUL!** Use **a** before a **u** that sounds like *yew*.

This is **a** unit about nouns.

**BE CAREFUL!** Use **an** before an **h** that is silent.

It's **an** hour too early. (*Hour sounds like our.*)



### 3 Plural Count Nouns

To form the **plural** of most **count nouns**, add **-s** or **-es**.

Some nouns have **irregular** plurals.

Some nouns such as *clothes*, *glasses*, *jeans*, and *scissors* are always plural.

|                  |                      |
|------------------|----------------------|
| one <b>park</b>  | three <b>parks</b>   |
| one <b>watch</b> | three <b>watches</b> |

|                  |                  |
|------------------|------------------|
| one <b>man</b>   | two <b>men</b>   |
| one <b>tooth</b> | two <b>teeth</b> |

My **jeans** are blue.

**BE CAREFUL!** Do not put *a* or *an* before plural nouns.

They are friends.  
**NOT** They are **a** friends.

### 4 Proper Nouns

Names of specific people and places are **proper nouns**. Begin these nouns with a capital letter.

**Harlem** is in **New York City**.  
**Harry Belafonte** is a singer.

**BE CAREFUL!** Do not put *a* or *an* before proper nouns.

Harry Belafonte was born in Harlem.  
**NOT** **A** Harry Belafonte was born in **a** Harlem.

## PRONUNCIATION NOTE

### Plural Noun Endings

When **nouns** are plural, the **ending** can have one of three sounds: **/s/**, **/z/**, or **/ɪz/**.

- **/s/**
- **/z/**
- **/ɪz/**

|          |
|----------|
| students |
| teachers |
| buses    |

## REFERENCE NOTES

For information on **non-count nouns** and *the* (the definite article), see Unit 26 on page 310.

For a list of **spelling and pronunciation rules for plural nouns**, see Appendices 8 and 10 on page 434.

For a list of **irregular nouns**, see Appendix 9 on page 434.

For a list of **rules of capitalization**, see Appendix 20 on page 439.

**EXERCISE 1****DISCOVER THE GRAMMAR****A GRAMMAR NOTES 1-4**

Read the conversation. Underline all the proper nouns and count nouns.

MIKE: So Doug, who's that with you in the photo?

DOUG: That's me with friends from college.

MIKE: Where are they now?

DOUG: Well, the woman next to me, Jasmine, is in Brazil.

MIKE: Really?

DOUG: Uh-huh. She's a teacher there. And the guy on the left, Bob, is here in New York. He's an accountant.

MIKE: Who's the other woman?

DOUG: That's Amy. She's a street photographer. She always has a camera with her. What a life! She travels all over the world. Last month, she was in India. Before that, she was in Central America. Now her photos are in a show at the library here.

MIKE: I'd love to see them.

DOUG: Them? Or her?

**B Look at the conversation in A again. Find these nouns and write them.**

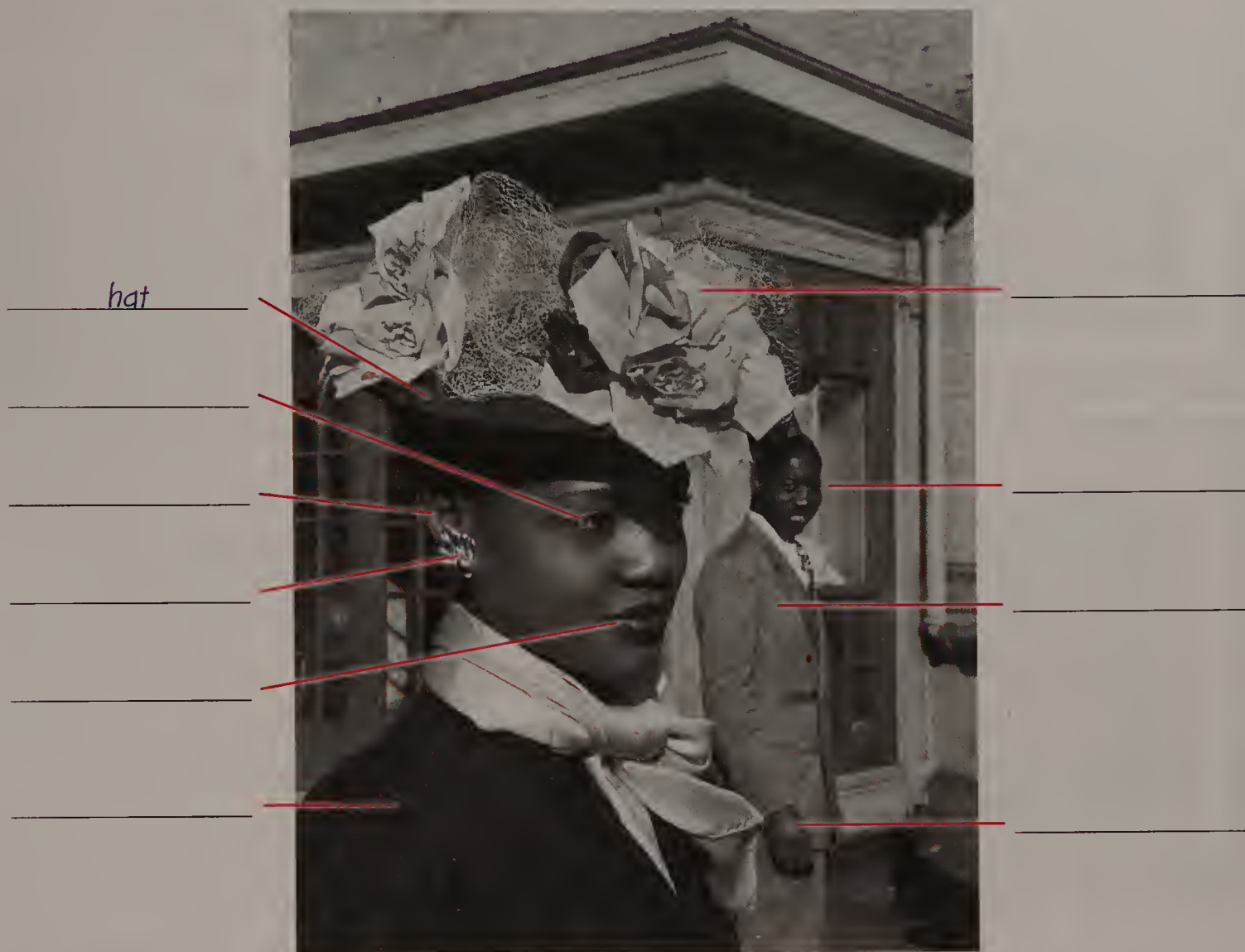
- One noun that begin with a vowel sound: accountant
- Three singular nouns that begin with a consonant sound:  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- Two proper nouns: \_\_\_\_\_, \_\_\_\_\_
- Two plural nouns: \_\_\_\_\_, \_\_\_\_\_

**EXERCISE 2 A AND AN****A GRAMMAR NOTE 2 Write a or an before each word.**

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| 1. <u>a</u> man  | 5. _____ flower | 9. _____ lip    |
| 2. _____ hand    | 6. _____ suit   | 10. _____ woman |
| 3. _____ hat     | 7. _____ eye    |                 |
| 4. _____ earring | 8. _____ ear    |                 |



**B** Look at the photo, *Harlem, 1947*. Label the parts of the photo with the words from A.



### EXERCISE 3 A, AN, AND Ø

**GRAMMAR NOTES 1–3** Complete the sentences with *a* or *an*. Write Ø (no article) before plural nouns.

1. Henri Cartier-Bresson was a photographer.
2. Cartier-Bresson and Ansel Adams were Ø photographers.
3. Cartier-Bresson was \_\_\_\_\_ artist, too.
4. All good photographers are \_\_\_\_\_ artists.
5. Adams was \_\_\_\_\_ pianist before he was \_\_\_\_\_ photographer.
6. Adams was also \_\_\_\_\_ environmentalist.
7. Adams was born in California. Photography began for Adams with \_\_\_\_\_ trip to Yosemite National Park.
8. Adams said, “It’s easy to take \_\_\_\_\_ photograph, but hard to make \_\_\_\_\_ masterpiece.”

## EXERCISE 4 REGULAR AND IRREGULAR PLURAL NOUNS

**GRAMMAR NOTE 3** Complete the sentences with the plural form of the nouns in the box. See Appendix 8 (Regular Plural Nouns: Spelling Rules) and Appendix 9 (Irregular Nouns) on page 434 for help.

|                 |         |      |        |        |        |
|-----------------|---------|------|--------|--------|--------|
| artist          | class   | eye  | flower | man    | person |
| <del>city</del> | country | fish | life   | museum | watch  |

1. San Francisco and Los Angeles are cities in California.
2. Brazil and France are \_\_\_\_\_.
3. The Louvre and the Prado are \_\_\_\_\_.
4. Seiko and Rolex are kinds of \_\_\_\_\_.
5. Your photos of \_\_\_\_\_ in the water are striking.
6. There are two \_\_\_\_\_, a man and a woman, in the photo *Harlem, 1947*.
7. The woman in *Harlem, 1947* has a hat with \_\_\_\_\_.
8. Her face is beautiful, especially her \_\_\_\_\_.
9. Many \_\_\_\_\_ and photographers live in New York City.
10. The \_\_\_\_\_ of famous artists are interesting to read about.
11. I'm taking two photography \_\_\_\_\_ at The New School in New York.
12. Six \_\_\_\_\_ and four women are in my "Street Photography" class.

## EXERCISE 5 PROPER NOUNS

**GRAMMAR NOTE 4** Change small letters to capital letters where necessary. See Appendix 20 (Capitalization and Punctuation Rules) on page 439 for help.

MIKE: Hi, are you <sup>Amy</sup>~~amy~~ lin?

AMY: Yes, I am.

MIKE: I'm mike cho. I work with Doug.

AMY: Nice to meet you, mike.

MIKE: It's nice to meet you. Your photos are great.

AMY: Thanks. So, mike, are you from phoenix?

MIKE: No, I'm not. I'm from san francisco. I'm here for the Labor Day holiday.

AMY: Oh, san francisco is beautiful. I was there last year.



MIKE: Doug says you travel a lot.

AMY: Yes, I do. I was in india last year, and the year before that I was in almost every country in Central America.

MIKE: That's great.

AMY: Do you travel?

MIKE: When I can. I was in mexico last november during the thanksgiving vacation, and I was in canada with my family for a week last summer.

AMY: Any photos?

MIKE: No. My dad's brother sam is the photographer in our family.



## EXERCISE 6 PLURAL NOUN ENDINGS

▶ 04|03

**A PRONUNCIATION NOTE** Listen and complete each sentence with the correct word from the box. Then listen again and check the noun ending sounds that you hear.

artists    books    boxes    classes    glasses    ~~photos~~    scissors

- |                                                                      | /s/                      | /z/                                 | /IZ/                     |
|----------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|
| 1. The <u>photos</u> are ready.                                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Her art _____ are from 10:00 to 1:00.                             | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Be careful. The _____ are sharp.                                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. The _____ are full of old photos.                                 | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. The paintings are by different _____.                             | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. I need my _____ to see the names of the artists.                  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. I have some interesting _____ about African art in that bookcase. | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

▶ 04|03 **B** Listen again and repeat the sentences.

## EXERCISE 7

### EDITING

#### GRAMMAR NOTES 1-4

Read the sentences. There are eight mistakes. The first mistake is already corrected. Find and correct seven more.

*Matisse and His Doves, 1944*



1. Henri Cartier-Bresson's photos are often of famous <sup>people</sup> ~~person~~.
2. This is photo of Henri Matisse.
3. Henri Matisse was great artist.
4. Before Matisse was artist, he was lawyer.
5. Matisse's paintings are in museum all over the world.
6. In this photo, Matisse is in the south of france.
7. We see four bird outside their cages.

Go to MyEnglishLab for more focused practice.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 8 LISTENING

04/04 **A** Listen to a talk about a famous artist. Then circle the correct answers.

- |                              |                                          |                          |
|------------------------------|------------------------------------------|--------------------------|
| 1. Born:                     | <input checked="" type="radio"/> a. 1928 | b. 1958                  |
| 2. Place of birth:           | a. Transylvania                          | b. Pennsylvania          |
| 3. Father's occupation:      | a. a photographer                        | b. a construction worker |
| 4. First job after college:  | a. a photographer                        | b. a commercial artist   |
| 5. Famous things he painted: | a. soup cans                             | b. paint cans            |
| 6. Person he painted:        | a. Jack Kennedy                          | b. Jackie Kennedy        |



**B** Listen again. Make up the beginnings of three sentences about the artist. Then work with a partner. Say the beginnings of your sentences. Your partner finishes the sentences. Take turns.

EXAMPLE: A: He was a famous . . .

B: painter and photographer.

B: He was born in . . .

A: . . .

**C** Work in groups. Close your books. Take turns. Say things about the artist. Continue as long as you can.

EXAMPLE: A: He was a famous painter and photographer.

B: He was born in . . .

## EXERCISE 9 A FEW OF MY FAVORITE THINGS

**A PRESENTATION** Prepare for your presentation in B. Draw a picture or find photos of places, people, or things you like. Choose pictures that show at least one proper noun, one singular noun, and one plural noun.

**B** Work in groups. Talk about your pictures. Take turns. When it's your turn to listen, write down your classmates' favorite people, places, and things.

EXAMPLE: This is a photo of my favorite park. It's Yosemite Park in California.

And this is a photo of my good friend. Her name is Margot Stram.

This is a photo of my car.



**C** Discuss: Do you and your classmates like the same things?

## EXERCISE 10 WHAT'S IN YOUR BAG?

**A GAME** Work in groups. You have ten minutes. Look around the room or find things in your pockets, handbags, and book bags. Try and list one thing for each letter of the alphabet. The group with the most things wins.

EXAMPLE: A: an apple

B: a book

C: a comb

**B** Look at one other group's things. Can you name everything?

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read about a photo. Then find a photo of one of your relatives. Complete the chart about your photo.

This is a photo of my grandmother, Chanda Patel. She was born in India in 1935. She's in Los Angeles now. She was an artist. In this photo, she's in a park. There are flowers and trees in the park. My grandmother is old. She is over eighty years old, but I think she's still a striking woman.



|                         | Chanda Patel       | Person in my photo: |
|-------------------------|--------------------|---------------------|
| Relative                | <i>grandmother</i> |                     |
| Date and place of birth | <i>India, 1935</i> |                     |
| Profession              | <i>artist</i>      |                     |
| Age of person in photo  | <i>over 80</i>     |                     |
| Place of photo          | <i>in a park</i>   |                     |

**B WRITE** Write a paragraph about your photo. Use the paragraph in A and your chart. Use count nouns and proper nouns. Use capital letters when necessary. See Appendix 20 on page 439 for help.

**C CHECK YOUR WORK** Read your paragraph. Underline count nouns and proper nouns. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use *a* before singular count nouns that begin with consonant sounds
- ☐ use *an* before singular count nouns that begin with vowel sounds
- ☐ use  $\emptyset$  before plural count nouns
- ☐ add *-s* or *-es* to plural count nouns
- ☐ use a capital letter for proper nouns

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.



# UNIT 4 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Use *a*, *an*, or  $\emptyset$  (no article).

1. This is \_\_\_\_\_ photo of my best friend.
2. He is \_\_\_\_\_ actor.
3. He is \_\_\_\_\_ from Ireland.
4. His friends are \_\_\_\_\_ actors, too.
5. They are \_\_\_\_\_ servers, too.

**B** Complete the sentences with the words from the box. Use the plural form.

city      clothes      fish      person      watch

1. My favorite \_\_\_\_\_ are Venice and Rio de Janeiro.
2. The two \_\_\_\_\_ in the photograph show midnight.
3. The woman is wearing \_\_\_\_\_ from the 1950s.
4. We take photos of the \_\_\_\_\_ in the sea with our underwater camera.
5. We see three \_\_\_\_\_ in the photo: a man and two women.

**C** Add capital letters where necessary.

A: Hi, are you the photographer?

B: Yes, I'm Amy lin.

A: Nice to meet you. I'm ali Mohammed.

B: Are you from london?

A: Yes, I am. I'm here for your thanksgiving Day holiday.

**D** Correct the paragraph. There are six mistakes.

Melanie Einzigh is artist and an photographer. She was born in Minnesota, but lives in New york. Einzigh captures moments in time. Her photograph are striking. They are in museum in San francisco, Chicago, and Princeton.

Now check your answers on page 445.

# Descriptive Adjectives

## INTERESTING AND UNUSUAL PLACES

**OUTCOMES**

- Use adjectives to describe nouns
- Recognize details in an article about a place
- Recognize details in a conversation about an interesting place
- Talk about interesting places, using adjectives
- Write a paragraph about an interesting place

**STEP 1 GRAMMAR IN CONTEXT****BEFORE YOU READ**

Look at the photo of the rock formations. Work with a partner. Answer the questions.

1. What words describe the rock formations?

beautiful   dangerous   exciting   relaxing   scary   unusual   usual

2. Are there unusual rock formations in your country? Where?

**READ**

▶ 05/01 Read this article about an interesting place.

## Cappadocia, a Place of Mystery

This place is like another world, but it is here on Earth. What is this place? It's Cappadocia, in Turkey. Why is it so different? What's so **unusual** about it? Beautiful **underground** cities and formations of rock make it a very **special** place.

Cappadocia has a **long** history. Many people lived in the **underground** cities to be safe from enemies.<sup>1</sup> These cities were big.

<sup>1</sup> *enemies*: people who want to hurt you



Underground cities



Rock formations



One city, Derinkuyu, had room for more than 30,000 people.

Today only a few people live in **cave** homes in these cities. But many people from all over the world visit them. From above, Cappadocia looks like another world.

The climate in Cappadocia changes. The weather is **comfortable** during the **long**, dry summers, but **cold** and **snowy** in the winters. In the **late** spring and fall, the weather is usually **great**.

Awesome **underground** cities, **beautiful** formations, and an **interesting** history—these things make Cappadocia a **special** place to see.

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

climate      comfortable      dry      safe      unusual

1. Be careful. It is not \_\_\_\_\_ to walk there.
2. Bring water. It is hot and \_\_\_\_\_ there.
3. My shoes are \_\_\_\_\_. I can walk in them for hours.
4. I bought a(n) \_\_\_\_\_ bowl. It's very different from other bowls.
5. The \_\_\_\_\_ changes each season.

**B COMPREHENSION** Circle the correct words to complete the sentences.

1. Cappadocia has amazing formations of rock / snow.
2. Underground cities were dangerous / safe places to stay.
3. Cave homes were unusual / usual in Cappadocia long ago.
4. Cappadocia has a short / long history.
5. Cappadocia is dry / wet in the summer.

**C DISCUSSION** Work with a partner. Compare your answers in B. Then tell your partner three things about Cappadocia.

## DESCRIPTIVE ADJECTIVES

## Adjective After Be

| Noun      | Be  | Adjective |
|-----------|-----|-----------|
| The room  | is  | small.    |
| The rooms | are |           |

## Adjective Before Noun

|          | Adjective | Noun   |
|----------|-----------|--------|
| It is a  | small     | room.  |
| They are |           | rooms. |

## GRAMMAR NOTES

## 1 Adjectives: Meaning and Placement

Adjectives describe nouns.

NOUN ADJECTIVE  
Cappadocia is beautiful.

Adjectives can come **before** a noun.

ADJECTIVE NOUN  
It's a big room.

NOT It's a ~~room~~ big.

Adjectives can also come **after** the verb *be*.

BE ADJECTIVE  
The room is big.

When two adjectives come after *be*, we use **and** or **but** to connect them. *And* adds information. *But* shows a contrast or a surprise.

I am hungry **and** tired.  
He was happy **but** tired.

**BE CAREFUL!** Do not add *-s* to adjectives. They have the **same form** before singular and plural nouns.

It was a hot summer.  
They were hot summers.  
NOT They were ~~hots~~ summers.

A **noun** can also describe a noun. Like adjectives, these modifying nouns have the **same form** before singular and plural nouns.

MODIFYING NOUN NOUN  
Our hotel room was big. (*singular*)  
Our hotel rooms were big. (*plural*)

## 2 A or an Before an Adjective

When an adjective comes before a singular count noun, use **a** or **an** before the adjective.

Use **a** before the adjective if it begins with a **consonant sound**.

It's a beautiful place.  
It's a modern hotel.

Use **an** before the adjective if it begins with a **vowel sound**.

It's an unusual place.  
It's an old city.

## 3 Adjective Endings

Some adjectives end in **-ing**, **-ed**, or **-ly**. Don't confuse them with verbs or adverbs.

It's interesting.  
We're tired.  
They're friendly.



**EXERCISE 1 DISCOVER THE GRAMMAR**

**A GRAMMAR NOTES 1–3** Maria is visiting Turkey. Read her travel blog about her hotel in Cappadocia. Underline the adjectives.



This area is magical. Where am I? I'm at Gamirasu Cave Hotel in the center of Cappadocia. The hotel is in a small, traditional village. It's in a cave. In the past, it was a home. Now it's a hotel. My room is fun. It's old, but has a modern bathroom. The rooms are not expensive. The price of the room includes a delicious breakfast and dinner. The service is good too—the people are helpful and friendly. Also, it's easy to visit all of Cappadocia from the hotel. It was a great choice.

**B** How does Maria describe each of the following?

1. the village: small, \_\_\_\_\_
2. the bathroom: \_\_\_\_\_
3. the price of the rooms: \_\_\_\_\_
4. the breakfast and dinner: \_\_\_\_\_
5. people: \_\_\_\_\_, \_\_\_\_\_
6. the choice of hotel: \_\_\_\_\_

**EXERCISE 2 PLACEMENT OF ADJECTIVES**

**GRAMMAR NOTES 1–3** Complete the telephone conversation. Put the words in parentheses in the correct order. Use a capital letter at the start of a sentence.

LISA: Where are you?

BEN: \_\_\_\_\_ We're at an outdoor market \_\_\_\_\_ in Cappadocia.  
1. (market / at / we're / outdoor / an)

\_\_\_\_\_  
2. (the / awesome / carpets / are)

LISA: Are they for sale?

BEN: Yes, they are. \_\_\_\_\_  
3. (reasonable / prices / the / are)

LISA: How's the weather?

BEN: \_\_\_\_\_  
4. (warm / it's / and / sunny)

LISA: You're lucky. \_\_\_\_\_ here.  
5. (cold / windy / and / it's)

How are you and Al?

BEN: \_\_\_\_\_  
6. (tired / happy / we're / but)

### EXERCISE 3 SENTENCES WITH ADJECTIVES

**GRAMMAR NOTES 1-3** Complete the sentences with the words in parentheses. Add the correct form of the verb *be*. Add *a* or *an* if necessary.

1. We are at Gamirasu Cave Hotel. \_\_\_\_\_  
*It is a comfortable hotel*  
(It / comfortable / hotel)

\_\_\_\_\_ (The rooms / not / expensive)

2. Our guide says, " \_\_\_\_\_  
(Topdeck / good / restaurant)

in Cappodacia. \_\_\_\_\_  
(the food / delicious)

and \_\_\_\_\_  
(the waiters / friendly / and / helpful)

3. \_\_\_\_\_  
(Yesterday / we / at / outdoor / market)

\_\_\_\_\_ (The vegetables / fresh / and / delicious)

### EXERCISE 4 EDITING

**GRAMMAR NOTES 1-3** Read the conversation. There are six mistakes. The first mistake is already corrected. Find and correct five more.

RITA: Is that a <sup>new lamp</sup> ~~lamp~~ new?

TED: Yes, it is. It's from Turkey.

RITA: The colors are beautifuls.

TED: Thanks. I got it at old market in Cappadocia near our hotel.

RITA: Were there many things interesting to buy?

TED: Yes. These bowls colorful are from the market, too.

RITA: The colors unusual. I like them a lot.

TED: Here. This one is for you.





## EXERCISE 5 LISTENING

05/02

**A** Listen to the telephone conversation between Sun Hi and her friend Russ. What are they talking about? Circle the correct answer.

- a. Russ and Sun Hi's vacation      b. Sun Hi's visit to a national park      c. unusual places

05/02

**B** Listen to the conversation again. Complete the sentences. Circle the correct words. Explain your answer to a partner.

- Sun Hi says Mesa Verde is awesome / awful.
- The homes in the mountains are very cold / old.
- Spruce Tree House was home to 130 people / 80 people.
- The hotel is clean / nice.
- The weather is warm / cold.
- The park is crowded / not crowded.

05/02

**C** Work with a partner. Listen again. Sun Hi uses the words in the box to talk about her vacation. What does she say? Ask questions. Take turns.

|         |            |           |            |
|---------|------------|-----------|------------|
| awesome | cold       | different | reasonable |
| clean   | convenient | huge      | unusual    |

EXAMPLE: A: What's awesome?

B: Sun Hi says Mesa Verde National Park is awesome. What's clean?

A: She says ...

## EXERCISE 6 MY FAVORITE PLACE

**A Q & A** Prepare for a Q & A exercise in B. Work with a partner. Find adjectives on the left that can describe the nouns on the right.

## Adjectives

|             |             |             |
|-------------|-------------|-------------|
| cheap       | delicious   | modern      |
| cold        | expensive   | safe        |
| comfortable | friendly    | traditional |
| crowded     | hot         | unfriendly  |
| dangerous   | interesting | unusual     |

## Nouns

|                |
|----------------|
| climate        |
| food           |
| people         |
| shops          |
| transportation |

EXAMPLE: A: Let's see. You can say a cold climate and a hot climate. Anything else?

B: I think you can also say a comfortable climate.

**B** Work with a partner. Ask and answer questions about places that you know well. Take turns. Use the nouns and adjectives from the chart in A and your own ideas.

EXAMPLE: A: I know about Mesa Verde.

B: What is it?

A: It's a national park in Colorado.

B: How's the climate?

A: Summers are hot, but winters are cold.

B: Is the food delicious?

A: ...

## EXERCISE 7 POSITIVE OR NEGATIVE?

**A WORD PLAY** Work in small groups. Complete the chart. Add *a* or *an* and as many adjectives as you can.

| A / AN                | ADJECTIVE                      | NOUN              |
|-----------------------|--------------------------------|-------------------|
| <i>a</i><br><i>an</i> | <i>huge</i><br><i>unusual</i>  | <b>city</b>       |
| <i>a</i><br><i>an</i> | <i>big</i><br><i>expensive</i> | <b>restaurant</b> |

| A / AN | ADJECTIVE | NOUN         |
|--------|-----------|--------------|
|        |           | <b>hotel</b> |
|        |           | <b>park</b>  |

**B** Write your phrases from A on the board. Then read other groups' phrases and talk about them. Are they positive (good)? Are they negative (bad)? Are they both positive and negative (good and bad)?

| POSITIVE (+)               | NEGATIVE (-)             | BOTH (+/-)         |
|----------------------------|--------------------------|--------------------|
| <i>an interesting city</i> | <i>an expensive city</i> | <i>a huge city</i> |
|                            |                          |                    |
|                            |                          |                    |
|                            |                          |                    |

EXAMPLE: A: I think "a huge city" is both good and bad.

B: I agree. A huge city is good when you need a job.

A: But sometimes huge cities are dangerous. That's bad.



## FROM GRAMMAR TO WRITING

### A BEFORE YOU WRITE

Read about Jeju Island. Then complete the chart about an interesting place you know. Tell your partner about your place. Is your place like Jeju Island?

Jeju Island is a beautiful island in South Korea. Many Koreans go to this island on their honeymoon. The people are friendly. The climate is warm and comfortable, but windy. There are awesome beaches, high mountains, and cold, dark caves. One unusual thing to see is the hardworking, older women of Jeju Island. They dive in the water and they, not the men, catch the fish.

|                  |                                                       |           |
|------------------|-------------------------------------------------------|-----------|
| LOCATION         | Jeju Island,<br>South Korea                           | My place: |
| CLIMATE          | warm, comfortable,<br>windy                           |           |
| PLACES<br>TO SEE | awesome beaches<br>high mountains<br>cold, dark caves |           |
| PEOPLE           | friendly<br>hardworking, older<br>women divers        |           |

**B WRITE** Write a paragraph about an interesting place you know. Use the paragraph in A and your chart. Use adjectives.

**C CHECK YOUR WORK** Read your paragraph. Underline the adjectives. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ remember not to add -s to adjectives
- ☐ put an adjective right before a noun, not right after a noun
- ☐ use *a* or *an* before an adjective + count noun
- ☐ use *and* or *but* to connect two adjectives

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your paragraph? Make changes if necessary.

# UNIT 5 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Add *a*, *an*, or  $\emptyset$  ( $\emptyset$  = no article).

1. San Francisco is \_\_\_\_\_ big city.
2. We like to visit \_\_\_\_\_ cities.
3. Miami has \_\_\_\_\_ hot, humid summers.
4. It is \_\_\_\_\_ interesting place.
5. The Grand Canyon has \_\_\_\_\_ beautiful rock formations.

**B** Circle the correct words to complete each sentence.

1. We are at a hotel small / a small hotel.
2. The hotel has an interesting garden / a interesting garden.
3. Our hotel room is big and comfortable / a big and comfortable.
4. The people here are kinds and helpful / kind and helpful.
5. It was a great choice / great choice.

**C** Put the words in parentheses in the correct order.

1. (museum / I'm / the / at / new) \_\_\_\_\_.
2. (things / interesting / It has) \_\_\_\_\_ to see.
3. (bowls / unusual / It has) \_\_\_\_\_ from long ago.
4. (has / It / carpets / beautiful) \_\_\_\_\_ too.
5. (place / is / The museum / a / great) \_\_\_\_\_.

**D** Correct the paragraph. There are five mistakes.

The Grand Canyon National Park in Arizona is a awesome place to visit. Almost five million people visit the park every year. It is a park beautiful. The weather is good in the late spring and summer, but the park crowded is during those months. There are seven differents places to stay in the park. I like El Tovar. It is a old hotel with a great view.

Now check your answers on page 445.



# Prepositions of Place

## LOCATIONS

## OUTCOMES

- Describe locations with prepositions of place
- Recognize important details in a short article
- Locate places on a map from recorded descriptions
- Give directions to help others find places
- Write a short invitation to a party or an event

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. What's your favorite museum?
2. Where is it?
3. Why do you like it?



## READ

06/01 Read this article about the American Museum of Natural History.



## The American Museum of Natural History

Two teens are in front of the four-foot-long (one-meter-long) jaw of a dinosaur. A little boy is next to a 94-foot (29-meter) whale. Three young women are near the Star of India—a very big, blue gem.<sup>1</sup> I'm in a room with butterflies in front of me, in back of me, and above me. Butterflies are everywhere. Where are we? We're all at the American Museum of Natural History. This awesome museum is located in New York City on Central Park West between 77th Street and 81st Street. It's home to an amazing collection.

Do you like to study animals and plants? Are you interested in dinosaurs and butterflies? Do you want to find out more about beautiful gems or the stars in



<sup>1</sup> gem: a stone used to make jewelry

the sky? If you do, this museum is for you. It's huge. There are four floors and a lower level. The 94-foot (29-meter) whale and the blue sapphire are on the first floor. The dinosaur skeleton<sup>2</sup> is on the fourth floor. There are free tours and a free app with a GPS. For a special visit, you can spend a night at the museum and sleep under the whale.

So the next time you're in New York City, visit the American Museum of Natural History. Go to AMNH.org and read about the different sections, but choose only one or two parts to see. Save the rest for other visits.

<sup>2</sup> *skeleton*: all the bones of a human or animal

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

app    dinosaur    huge    interested    located    tour

1. The museum is \_\_\_\_\_ on Central Park West across the street from Central Park.
2. Blue whales are \_\_\_\_\_. Some blue whales are 100 feet (30 meters) long and weigh 200 tons (181 metric tons).
3. She is \_\_\_\_\_ in the Star of India because she works at a jewelry store.
4. The \_\_\_\_\_ was one hour. The guide was very good.
5. You can download a(n) \_\_\_\_\_ for the American Museum of Natural History.
6. The \_\_\_\_\_ lived between 230 and 65 million years ago.

**B COMPREHENSION** Answer the questions.

1. In what city is the American Museum of Natural History? \_\_\_\_\_
2. Between what streets is the museum? \_\_\_\_\_
3. Where is the Star of India? \_\_\_\_\_
4. Where is the big dinosaur? \_\_\_\_\_
5. What two things can you find on the first floor? \_\_\_\_\_

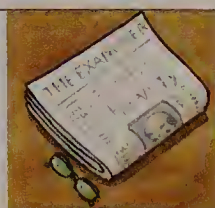
**C DISCUSSION** Work with a partner. Say three false things about the American Museum of Natural History. Your partner corrects you.



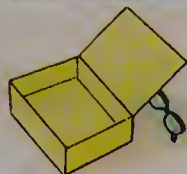
## PREPOSITIONS OF PLACE



The glasses are **between** the book and the watch.



The glasses are **next to** the newspaper.



The glasses are **behind** the box.



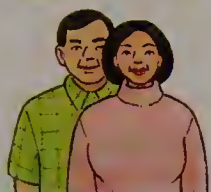
The glasses are **under** the table.



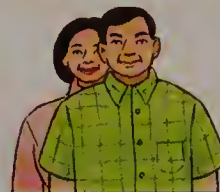
The glasses are **in** his pocket.



The glasses are **on** the table **near** the window.



The man is **on the left**. He is **in back of** the woman.



The man is **on the right**. He is **in front of** the woman.

## GRAMMAR NOTES

## 1 Prepositions of Place

Prepositions of place tell **where something is**. Below are some common **one-word prepositions**.

- *at*
- *behind*
- *between*
- *in*
- *inside*
- *near*
- *on*
- *outside*
- *over*
- *under*

Two students are **at** the door.

Ali is **behind** Olga.

Our classroom is **between** room 205 and 209.

We're **in** room 207.

Our jackets are **inside** the closet.

Our school is **near** the museum.

The paintings are **on** the second floor.

My friend is **outside** the museum.

The sign **over** the door says, "Exit."

A book bag is **under** the bench.

## 2 Prepositions of Place with Two or More Words

Some prepositions of place have two or more words.

- *across from*
- *in back of*
- *in front of*
- *next to*

The museum is **across from** a park.

A garden is **in back of** the art museum.

A fountain is **in front of** the art museum.

A bookstore is **next to** the art museum.

### 3 Common Prepositional Phrases

Prepositional phrases have three or more words.

- *on the right*
- *on the left*
- *in the middle*
- *in the world*
- *on the corner of*

My father is **on the right**.

My uncle is **on the left**.

I am **in the middle**.

The Star of India is the biggest sapphire **in the world**.

An art store is **on the corner of** Main Street and Mott Avenue.

### 4 Prepositions of Place Before Work, Home, and School

Use *at* before *work*.

Use *at* or no preposition before *home*.

Use *at* or *in* before *school*.

I'm **at** work now.

I'm **at home**. **or** I'm **home**.

I'm **at school**. **or** I'm **in school**.

**BE CAREFUL!** We can say "I'm in school," and "I'm at school," but *in* and *at* can mean something very different. *In* means inside. *At* means at that location.

I'm **in** the car. (*I'm inside the car.*)

I'm **at** the car. (*I'm outside, next to the car.*)

### 5 Prepositions in Addresses

For prepositions in **addresses**, use *in*, *on*, and *at*.

Use *in* before a country, a state, a province, or a city.

Use *on* before a street, an avenue, a road, or the floor of a building.

Use *at* for the number of the building.

He's **in** Canada. (*country*)

He's **in** British Columbia. (*province*)

He's **in** Vancouver. (*city*)

My apartment is **on** Tenth **Avenue**.

It's **on** the third **floor**.

We're **at** 78 Main Street.

**BE CAREFUL!** Use **ordinal numbers** (*first, second, third*) with streets and avenues and the floors of a building. Do not use cardinal numbers (*one, two, three*).

It's on **Seventh** Street. It's on the **fourth** floor.

**NOT** It's on ~~Seven~~ Street. It's on the ~~four~~ floor.

**BE CAREFUL!** Remember to use *the* before the ordinal number for the floor of a building.

I live **on the** fourth floor.

**NOT** I live ~~on fourth~~ floor.

**USAGE NOTE** In informal conversation, when we say that a building is on the corner of two streets, we often drop the words *Street* or *Avenue*.

It's on the corner of Main and Fourth.

## REFERENCE NOTE

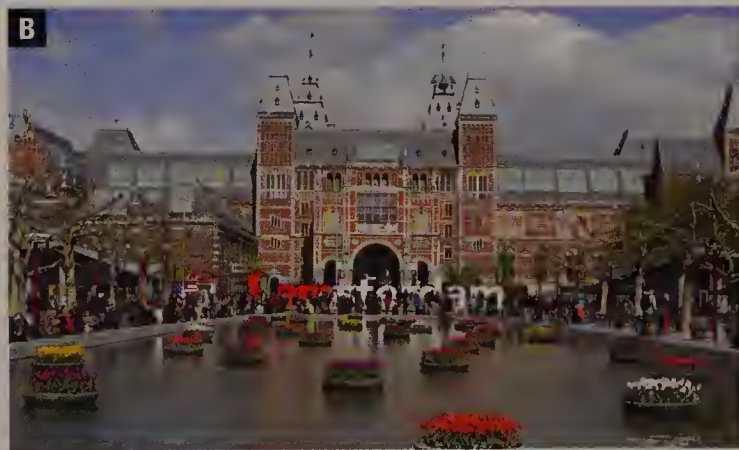
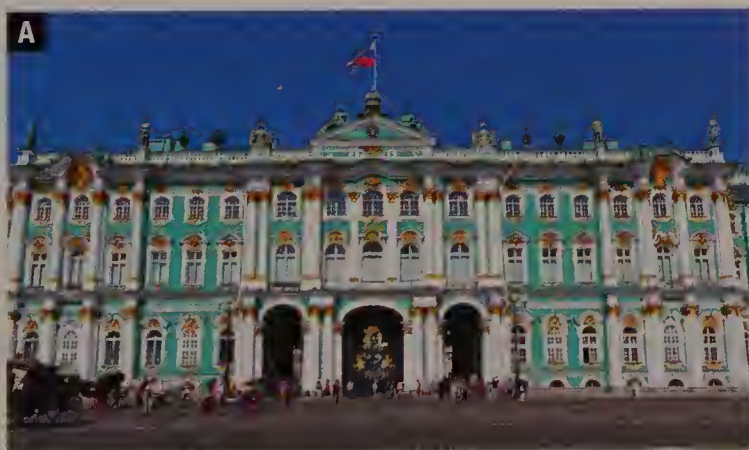
For lists of **ordinal numbers** (*first, second, third, etc.*) and **cardinal numbers** (*one, two, three*), see Appendix 4 on page 432.



**EXERCISE 1 DISCOVER THE GRAMMAR**

**GRAMMAR NOTES 1-2, 5** Read about these museums. Underline the prepositions of place. Then match the descriptions with the photos below.

- C 1. The National Anthropology Museum of Mexico is in a park in Mexico City. It has things from the Olmec, Maya, and Aztec cultures. Before you enter the museum, you walk under a huge concrete umbrella.
- \_\_\_\_\_ 2. This red brick museum is in Amsterdam, Holland. It's the Rijksmuseum and it's located at Museumstraat 1. In front of the museum, you can see a beautiful canal. The museum has a collection of Dutch and other European art.
- \_\_\_\_\_ 3. The State Hermitage was a palace, but now it is a museum. This green and white section of the museum is on the bank of the Neva River. It is in St. Petersburg in Russia.
- \_\_\_\_\_ 4. The Guggenheim Museum Bilbao is in Bilbao, Spain. The architect was Frank Gehry. The curves of the building catch the light. It is located on the bank of the Nervión River. Inside the museum, there is a huge area with views of Bilbao's water and the hills of the Basque country.





## EXERCISE 2 PREPOSITIONS FOR PLACES ON A MAP

GRAMMAR NOTES 1–3, 5 Look at the map. Complete the sentences with the words from the box. You can use some words more than once.



at      between      next to      on      on the      on the corner of      under

1. Tiny Toys is on Third Avenue.
2. Paul's Hair Salon is next to Sam's Shoes.
3. Da Vinci's Bakery is on the corner of Third Avenue and Fifth Street.
4. Café Z is between DJ Drugstore and Tiny Toys.
5. Paul lives on 25 Second Avenue.
6. His apartment is on the fourth floor.
7. Café Z and DJ Drugstore are on the corner of Joe's Gym.
8. Fred's Flowers is on the corner of Second Avenue and Fifth Street.
9. Star Restaurant is between Fred's Flowers and Paul's Hair Salon.
10. Harvest Bank is on 15 Second Avenue.



### EXERCISE 3 MORE PREPOSITIONS OF PLACE

**GRAMMAR NOTES 1-5** Complete the sentences with the words from the box. You can use some words more than once.

at      between      in      in front of      on

1. My best friend lives in an apartment in Lakeville.
2. He lives \_\_\_\_\_ 435 East Water Street.
3. He lives \_\_\_\_\_ the third floor.
4. His apartment is \_\_\_\_\_ a library and a bank.
5. The bank is \_\_\_\_\_ the corner of Lexington Avenue and 77th Street.
6. We need a taxi. . . . Look! There's a taxi \_\_\_\_\_ that bus.
7. My friend isn't \_\_\_\_\_ work today.
8. He's \_\_\_\_\_ home because it's a holiday.

### EXERCISE 4 EDITING

**GRAMMAR NOTES 1-5** Read the conversations. There are six mistakes. The first mistake is already corrected. Find and correct five more.

1. A: Where's the museum?  
B: It's <sup>on</sup> ~~in~~ Five Avenue between Eight and Ninth Streets.
2. A: Excuse me, are the dinosaurs the third floor?  
B: I'm not sure. Ask at the Information Booth.  
A: Where's the Information Booth?  
B: It's in front the stairs.
3. A: Is Jeff at the museum?  
B: No. He's in home right now.



## EXERCISE 5 LISTENING

06:02

**A** Look at the world map in Appendix 2 on page 430. Listen to the descriptions. Find each country on the map and write its name.

1. k o r e a

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

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

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

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

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

06:02

**B** Listen again and check your answers.

**C** Work with a partner. Look at the world map in Appendix 2 again. Write sentences about a country's location. Use the prepositions *between*, *near*, *next to*, and *in*. Ask your classmates to guess the country.

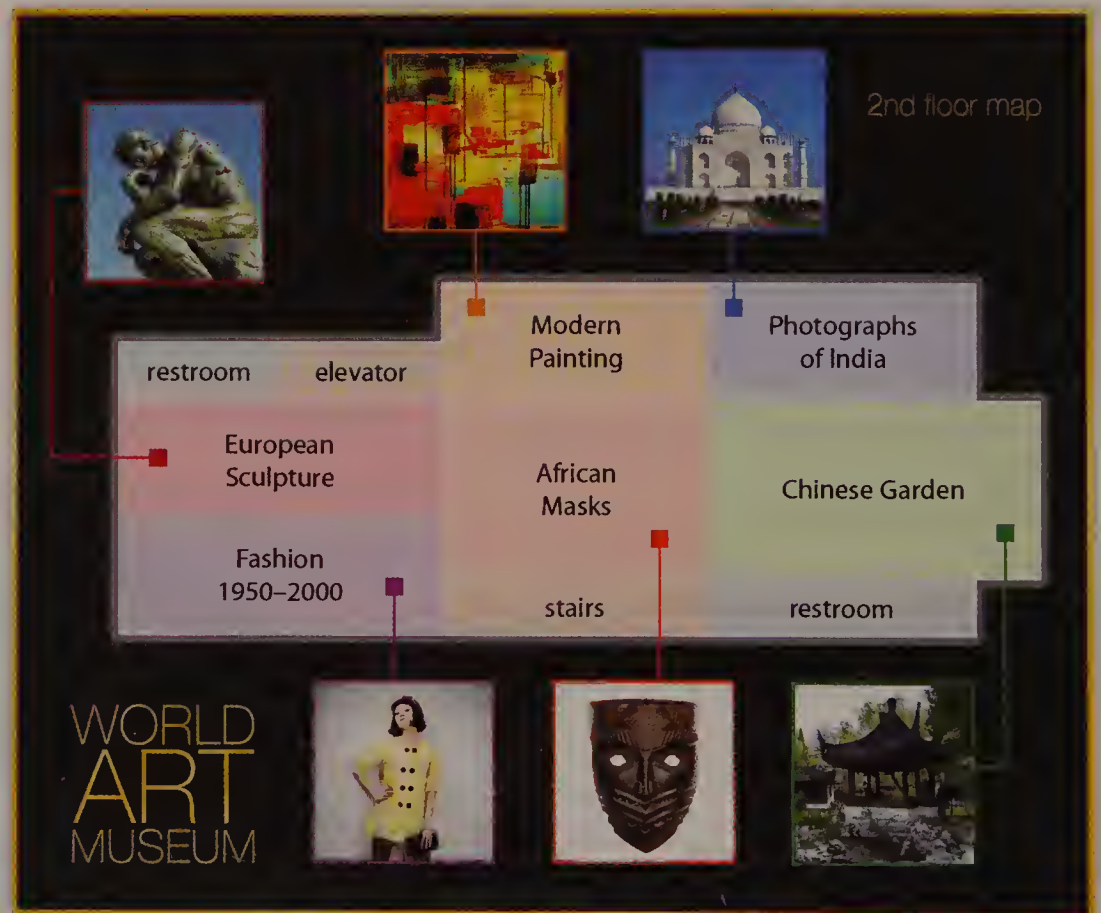
EXAMPLE: A: This country is between Mexico and Canada. What country is it?

B: It's the United States.

A: Right.

EXERCISE 6  
IT'S ON THE  
SECOND FLOOR

**GAME** Work in a group. Study the World Art Museum map. Ask and answer questions about places on the map. Try to use as many prepositions as possible in your answers. Take turns.



EXAMPLE: A: Where is the Chinese garden?

B: It's on the second floor.

C: It's next to a restroom.

D: It's between a restroom and the Photographs of India.



## EXERCISE 7 WHERE IS IT?

**A BRAINSTORMING** The class decides on a well-known place in your city. Then work in a group. Use prepositions to describe the location of the place.

EXAMPLE: **Central Park:**

A: It's between Fifth Avenue and Central Park West.

B: It's across from the American Museum of Natural History on the West Side.

C: And it's in Midtown.

D: It's between 60th Street and 110th Street.

**B** Write your group's sentences on the board. Compare the sentences of the different groups. Decide which group has the best description and the most correct sentences.

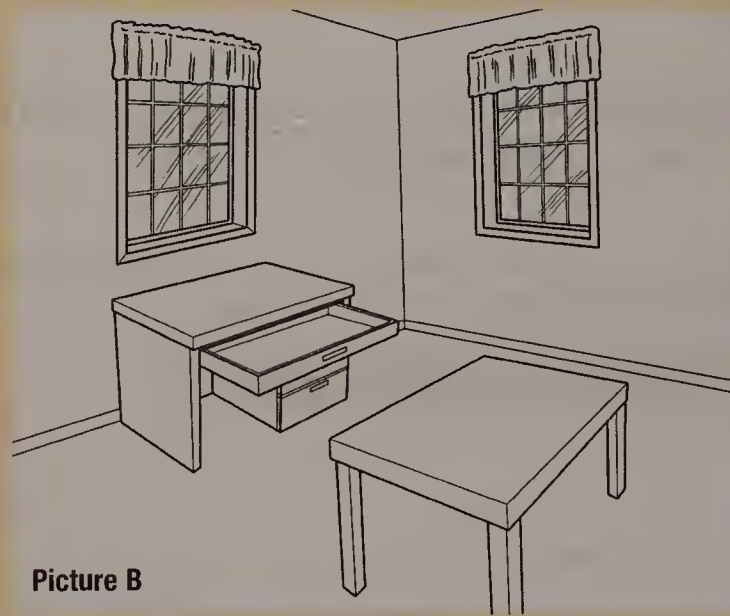
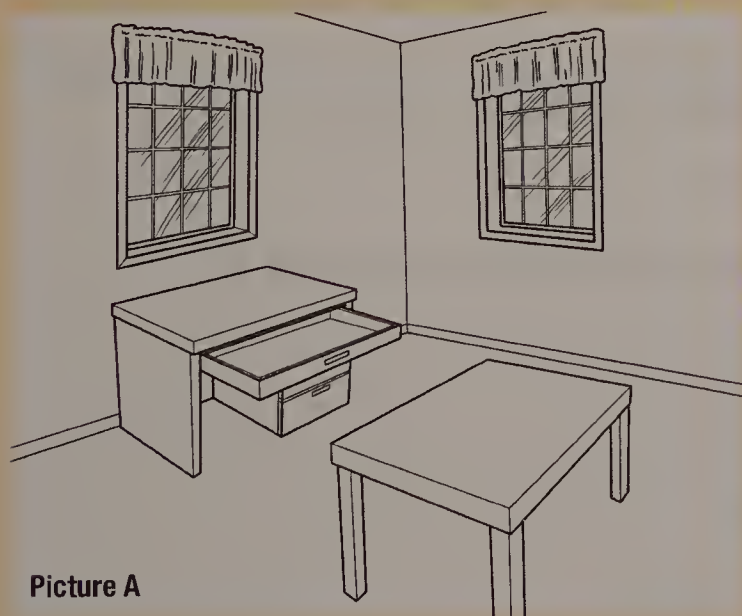
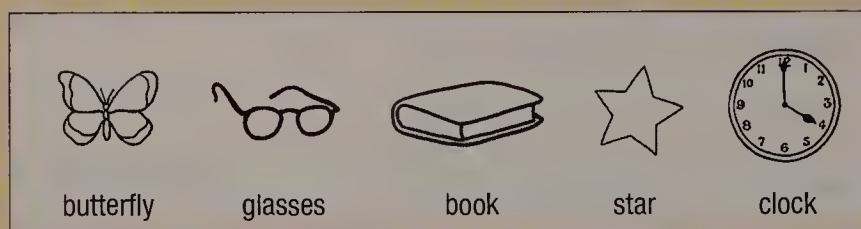
EXAMPLE: A: I think there's a mistake in Group 2's last sentence. The grammar is correct, but the park is not between 60th Street and 110th Street. It's between 59th Street and 110th Street.

B: Oh, you're right. Thanks.

A: And I think there's a grammar mistake in...

## EXERCISE 8 WHERE'S THE BUTTERFLY?

**A PICTURE DISCUSSION** Add the things in the box to picture A. Do not show your picture to your partner.



**B** Work with a partner. Use prepositions to tell your partner about your picture. Do not show the picture. Your partner draws your picture in picture B. Then compare your pictures.

EXAMPLE: In my picture, the butterfly is under the table. The book is inside the desk. The glasses are on the table. The star is next to the glasses. The clock is on the wall on the right above the desk.

## FROM GRAMMAR TO WRITING

### A BEFORE YOU WRITE

Read George's invitation to his wife's birthday. Then complete the chart with information about a party you are planning.

**GEORGE RAMI** shared a message

You're invited to a birthday party for Martha at 12 p.m. on Sunday, June 18 at Bridgeport Café.

Bridgeport Café is at 2 Market Street. It's on the corner of Market and Pine Street. It's across from Pine Park. The party is on the second floor.

Shh! It's a surprise! Hope to see you there!

|               | George's invitation    | Your invitation |
|---------------|------------------------|-----------------|
| Party for     | <i>Martha</i>          |                 |
| Type of party | <i>Birthday</i>        |                 |
| Given by      | <i>George</i>          |                 |
| Location      | <i>Bridgeport Café</i> |                 |
| Address       | <i>2 Market Street</i> |                 |
| Date          | <i>Sunday, June 18</i> |                 |
| Start time    | <i>Noon</i>            |                 |

**B WRITE** Write an invitation to your party. Use George's message in A and your chart to help you. Use prepositions of place.

**C CHECK YOUR WORK** Read your message. Underline the prepositions. Then use the Editing Checklist to check your work.

#### Editing Checklist

Did you ...?

- ☐ use *to* after *next*
- ☐ use *from* after *across*
- ☐ use *of* after *in front* and *in back*
- ☐ use *on* before a street
- ☐ use *at* before a building number

**D REVISE** Read your message again. Can you improve your writing? Make changes if necessary.



# UNIT 6 REVIEW

Test yourself on the grammar of the unit.

**A** Look at the picture. Complete the sentences with the words from the box.

behind in front of next to on under

1. The book is \_\_\_\_\_ the table.
2. The glasses are \_\_\_\_\_ the table.
3. The cup is \_\_\_\_\_ the book.
4. The watch is \_\_\_\_\_ the book.
5. The pencil is \_\_\_\_\_ the book.



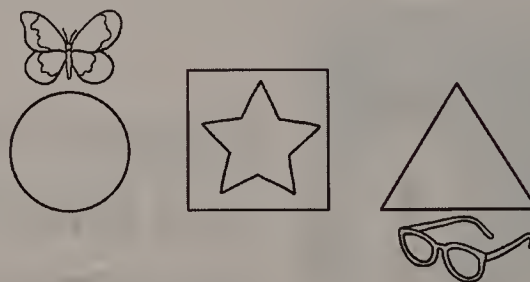
**B** Complete the sentences. Circle the correct answers.

1. Al's at / on work. His office is on / across the street from the big bank.
2. His apartment is in / at 235 West Second Street. It's on / between the corner of Second and Oak Avenue.

**C** Look at the picture of a circle, a square, and a triangle. Complete the sentences with the words from the box. You can use some words more than once.

above inside in the on the under

1. The circle is \_\_\_\_\_ left. The square is \_\_\_\_\_ middle.  
The triangle is \_\_\_\_\_ right.
2. The star is \_\_\_\_\_ the square. The butterfly is \_\_\_\_\_ the circle.  
The glasses are \_\_\_\_\_ the triangle.



**D** Correct the conversation. There are five mistakes.

- |                                  |                                        |
|----------------------------------|----------------------------------------|
| A: Is Jon on school?             | B: No. He's in home.                   |
| A: Where does he live?           | B: He lives at Oak Street at New City. |
| A: Does he live in an apartment? | B: Yes. He lives in the third floor.   |

Now check your answers on page 446.

# Imperatives and the Simple Present

UNIT

7

**Imperatives; Suggestions with *Let's, Why don't we...* ?**

LONG LIFE

UNIT

8

**Simple Present: Affirmative and Negative Statements**

HOLIDAYS

UNIT

9

**Simple Present: *Yes/No* Questions and Short Answers**

ROOMMATES

UNIT

10

**Simple Present: *Wh-* Questions**

DREAMS





**OUTCOMES**

- Make offers and suggestions
- Give directions, orders, advice, and requests
- Recognize the advice given in a short article
- Recognize important details in a radio ad
- Discuss what to do and where to go, and make arrangements to meet
- Give advice about everyday problems
- Write an ad for a place to stay

**OUTCOMES**

- Talk about habits, routines, feelings, and thoughts
- Talk about how often something happens with adverbs of frequency
- Recognize details in a short article about customs
- Recognize details in a conversation about cultural traditions
- Talk about customs and traditions
- Write a paragraph about a holiday or tradition

**OUTCOMES**

- Ask and answer *yes/no* questions in the simple present
- Answer questions about a questionnaire
- Recognize important details in a conversation
- Complete a questionnaire and discuss results
- Ask and answer questions about objects, interests, likes, and dislikes
- Write an email about yourself

**OUTCOMES**

- Ask for information, using *wh-* questions in the simple present
- Answer questions about information in a talk show transcript
- Answer questions about details in a conversation
- Talk about dreams and sleep habits
- Ask questions about someone's life and write an interview transcript with the answers

# Imperatives; Suggestions with *Let's, Why don't we...?* LONG LIFE

## OUTCOMES

- Make offers and suggestions
- Give directions, orders, advice, and requests
- Recognize the advice given in a short article
- Recognize important details in a radio ad
- Discuss what to do and where to go, and make arrangements to meet
- Give advice about everyday problems
- Write an ad for a place to stay

## STEP 1

## GRAMMAR IN CONTEXT

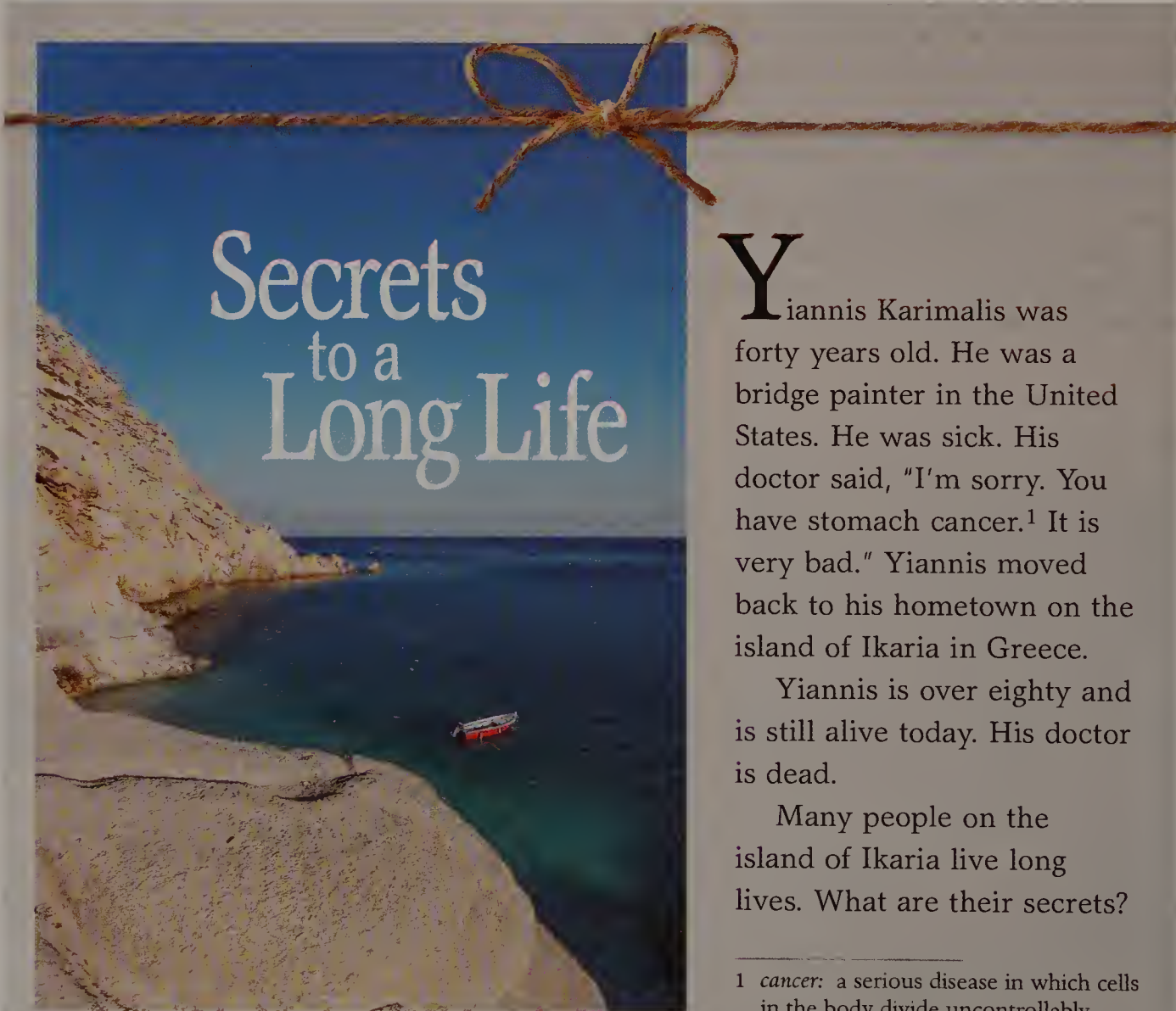
## BEFORE YOU READ

Work with a partner. Answer the questions.

1. Who is the oldest person you know? How old is he or she?
2. What do you think is important for a long life?

## READ

07:01 Read this article. Then read the conversation between Joe and Mary.



## Secrets to a Long Life

Yiannis Karimalis was forty years old. He was a bridge painter in the United States. He was sick. His doctor said, "I'm sorry. You have stomach cancer.<sup>1</sup> It is very bad." Yiannis moved back to his hometown on the island of Ikaria in Greece.

Yiannis is over eighty and is still alive today. His doctor is dead.

Many people on the island of Ikaria live long lives. What are their secrets?

<sup>1</sup> *cancer*: a serious disease in which cells in the body divide uncontrollably



Scientist Dan Buettner studies the lifestyle<sup>2</sup> of older people in different parts of the world. As a result of his studies in Ikaria, he offers this advice:

- Eat a lot of green vegetables, fresh fruit, olive oil, fish, and Greek honey.
- Drink herbal tea and goat milk.
- Don't worry.
- Take naps.
- Walk. Don't use a car, a bus, or a train.
- Call friends often.
- Pray.

<sup>2</sup> lifestyle: the way you live

### Conversation:

**JOE:** Interesting article. But I don't have time to nap or think about the food I eat.

**MARY:** Come on, Joe, these suggestions are easy to follow. Let's try some of them.

**JOE:** I have a better idea. Let's move to Ikaria!

**MARY:** Um, why don't we just take a trip to Greece?

**JOE:** Stop right there. I'm looking up flights to Ikaria.

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

advice      dead      island      nap      pray      secret

1. You look very tired. Why don't you take a(n) \_\_\_\_\_?
2. Don't tell him. It's a(n) \_\_\_\_\_.
3. The plant is \_\_\_\_\_. Throw it away.
4. The doctor's \_\_\_\_\_ to Mark was, "Walk more. Eat less."
5. Some people \_\_\_\_\_ in a church, mosque, or temple, but you can do it anywhere.
6. Why don't we visit a Greek \_\_\_\_\_ on our next vacation?

**B COMPREHENSION** What advice does Dan Buettner give in "Secrets of a Long Life"? Read the statements. Check (✓) *True*, *False*, or *No Information*.

|                                 | True                     | False                    | No Information           |
|---------------------------------|--------------------------|--------------------------|--------------------------|
| 1. Don't eat oil.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Don't sleep during the day.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Don't listen to your doctor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Take walks.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Drink juice.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Look at the article. Study the advice. Close your book. Tell your partner the secrets of a long life. Take turns.

## THE IMPERATIVE

## Affirmative Statements

| Base Form of Verb |          |
|-------------------|----------|
| Walk              | to work. |

## Negative Statements

| Don't | Base Form of Verb |        |
|-------|-------------------|--------|
| Don't | take              | a bus. |

## SUGGESTIONS

## Affirmative Statements

| Let's | Base Form of Verb |            |
|-------|-------------------|------------|
| Let's | use               | olive oil. |

## Negative Statements

| Let's | Not | Base Form of Verb |         |
|-------|-----|-------------------|---------|
| Let's | not | use               | butter. |

## Suggestions for You and Another Person

| Why don't we | Base Form of Verb |                 |
|--------------|-------------------|-----------------|
| Why don't we | go                | on a bike tour? |

## Suggestions for Another Person

| Why don't you | Base Form of Verb |              |
|---------------|-------------------|--------------|
| Why don't you | get               | the cameras? |

## RESPONSES TO SUGGESTIONS

## Agree

|                                                      |
|------------------------------------------------------|
| That's a good idea. <b>or</b> Good idea.             |
| That sounds good to me. <b>or</b> Sounds good to me. |

## Disagree

|                               |
|-------------------------------|
| Why don't we ... instead?     |
| Sorry, I can't. I need to ... |

## GRAMMAR NOTES

## 1 Imperatives: Uses

We use the **imperative** to give **directions, orders, advice, warnings, and requests.**

- give directions and instructions
- give orders
- give advice
- give warnings
- make polite requests

**Turn** right.

**Stand** there.

**Use** olive oil. **Don't use** butter.

**Be** careful! It's hot.

Please **call** before noon.



## 2 Affirmative and Negative Forms

The imperative uses the **base form of the verb**.

**Take** the train.

To make a negative imperative statement, use **don't + base form** of the verb.

**Don't worry.**

**Don't be** late.

## 3 The Subject of an Imperative Statement

In an imperative statement, the **subject is always you**, but we usually don't say it or write it. The subject can be singular or plural.

Be careful. (*one person*)

Be careful. (*two or more people*)

## 4 Please with Imperatives

Use **please** to make orders, warnings, and requests more polite.

**Please stand** there.

**Please be** careful.

*Please* can come **at the beginning** or **the end** of the sentence.

**Please call** before noon.

**Call** before noon, **please**.

## 5 Suggestions with Let's and Let's not

Use **Let's** or **Let's not + base form** for suggestions that include you and another person.

**Let's go.**

**Let's not eat** there.

## 6 Suggestions with Why don't we ... ? and Why don't you ... ?

Use **Why don't we + base form** to make a suggestion for you and another person.

**Why don't we go** to the gym?

Use **Why don't you** to make a suggestion or give advice to another person.

**Why don't you look** on the Internet?

**IN WRITING** Remember to put a question mark (?) at the end of sentences with *Why don't we* and *Why don't you*.

**Why don't we meet** at the gym?

**Why don't you drink** herbal tea?

**EXERCISE 1 DISCOVER THE GRAMMAR****A GRAMMAR NOTES 1-6** Match each sentence with its purpose.

- |                                                                |                              |
|----------------------------------------------------------------|------------------------------|
| <u>d</u> 1. Take the number 4 bus to the gym.                  | a. Advice for someone        |
| _____ 2. Be careful. Don't take more than two pills a day.     | b. Polite request            |
| _____ 3. Please don't use your phone in the doctor's office.   | c. Warning                   |
| _____ 4. Stop!                                                 | <del>d.</del> Directions     |
| _____ 5. Why don't we get goat milk for a change?              | e. Order                     |
| _____ 6. Why don't you eat honey? It's good for a sore throat. | f. Suggestion for you and me |

**B** Read the sentences in A again. Circle three affirmative imperative forms and two negative imperative forms. Underline two suggestions.**EXERCISE 2 IMPERATIVES AND SUGGESTIONS****GRAMMAR NOTES 1-6** Complete the conversations. Circle the correct words.

1. A: Let's to buy / (buy) chicken.  
 B: I don't like chicken. And I'm tired of cooking. Why don't we eat / eats out today?
2. A: Please not get / don't get more broccoli. It isn't good.  
 B: OK. How about kale?
3. A: Let's no take / not take the train to school. Let's walk. The weather is great.  
 B: But it's late. Let's to walk / walk after school.
4. A: Let's call / calls Roberto and invite / to invite him to dinner.  
 B: Good idea. What's his number?
5. A: Why don't you take / takes some time off? You look tired.  
 B: Don't be worry / worry. I'm fine.

**EXERCISE 3 AFFIRMATIVE AND NEGATIVE STATEMENTS****GRAMMAR NOTES 1-6** Complete the sentences. Use the affirmative or negative imperative forms of the verbs in parentheses.

1. The bread is still hot. Wait a few minutes. Don't eat (eat) it now.
2. It's cold here. Please \_\_\_\_\_ the window. (close)



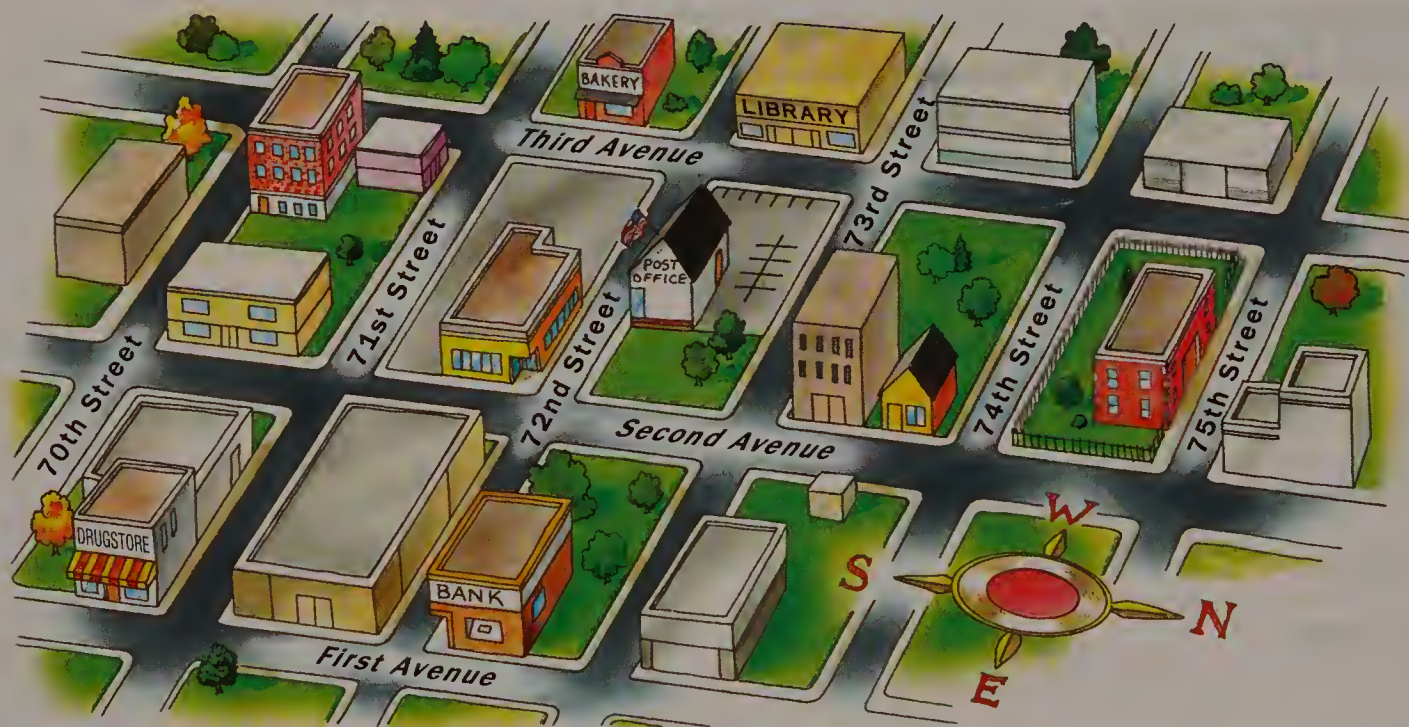
3. It's a secret. Please \_\_\_\_\_ your brother about my plan.  
(tell)
4. For information about Dan Buettner, \_\_\_\_\_ the Internet.  
(check)
5. Let's \_\_\_\_\_ to the store. It's not far and we need the exercise.  
(walk)
6. Let's \_\_\_\_\_ those doughnuts. They're not very healthy.  
(buy)
7. Please \_\_\_\_\_ me directions to the gym. I want to go there today.  
(give)
8. \_\_\_\_\_ this herbal tea. It's delicious.  
(try)
9. \_\_\_\_\_ a nap now. Help me prepare dinner.  
(take)
10. \_\_\_\_\_ that island in July. The weather is usually awful then.  
(visit)

## EXERCISE 4 IMPERATIVES FOR DIRECTIONS

**A GRAMMAR NOTES 1-2** Joe is giving Mary directions to Olivia's gym. Read their conversation. Then look at the map and put an X on the gym.

**MARY:** Excuse me. . . . Where's Olivia's Gym?

**JOE:** Um, sure. . . . The gym is on Second Avenue between 70th and 71st Street. We're on Third Avenue at 73rd Street. Walk down Third Avenue to 71st Street. That's two blocks from here. Turn left at 71st Street. Walk one block to Second Avenue. Then turn right on Second Avenue. It's right there, on your right.



**B** Look at the map again. You are at the drugstore. Complete the directions to the library.

Walk down 71st Street to \_\_\_\_\_

## EXERCISE 5 EDITING

**GRAMMAR NOTES 1-6** Read the conversation. There are six mistakes. The first mistake is already corrected. Find and correct five more.

**JOE:** Let's ~~to~~ go to the movies.

**MARY:** Why we don't go to the park first? It's a beautiful day.

**JOE:** OK. But first let have lunch. I'm hungry.

**MARY:** I'm hungry, too. Why don't we have a fruit salad with yogurt and nuts?

**JOE:** Good idea.

**MARY:** But you don't use those apples. They're bad. Throws them away.

**JOE:** OK.

**MARY:** And why you don't add honey to the yogurt? It's delicious that way.

**JOE:** You're right. This is really good.

Go to **MyEnglishLab** for more focused practice.

### STEP 4

### COMMUNICATION PRACTICE

## EXERCISE 6 LISTENING

07:02

**A** Listen to the ad. What is it for? Circle the correct letter.

a. a spa

b. exercise classes

c. healthy meals

07:02

**B** Listen again. Complete the chart.

|                      |                   |
|----------------------|-------------------|
| Name of business     | Mia's Health Spot |
| Kind of class        |                   |
| Breakfast foods      |                   |
| Drinks               |                   |
| Kind of massage      |                   |
| Number of free weeks |                   |



**C** Work with a partner. Imagine you are at Mia's Health Spot. Name a time. Your partner makes a suggestion with *Let's* or *Why don't we*. Take turns.

EXAMPLE: A: It's 6:00 a.m.

B: Let's take a yoga class. The yoga class is always fun.

A: Sounds good to me.

B: It's 7:00.

A: Why don't we . . .

## EXERCISE 7 GIVE ADVICE

**PROBLEM SOLVING** Work with a partner. Imagine you have a small problem. For example, you're thirsty, tired, or bored. Tell your partner your problem. Your partner makes a suggestion starting with *Why don't you* . . . Agree or disagree. Tell why. Take turns.

EXAMPLE: A: I'm thirsty.

B: Why don't you have a soda?

A: Soda? That's not healthy.

B: Well, why don't you have some water?

A: OK. That's a good idea.

## EXERCISE 8 LET'S WORK OUT

**CONVERSATION** Work with a partner. You want to do something healthy today. Student A, make a suggestion. Student B, disagree and make another suggestion. Give a reason why. Take turns.

EXAMPLE: A: Let's work out at the gym.

B: Why don't we take a walk instead? I don't want to be indoors.

A: OK. Let's take a walk in Woods Park.

B: Woods Park? Let's not walk there. Let's walk in . . .

## EXERCISE 9 PUT YOUR ARMS IN THE AIR!

**A PRESENTATION** Prepare an exercise routine for your classmates. Use the ideas in the box or your own ideas.

Hop on one foot.

Put your arms in the air.

Touch your toes.

Jump up and down.

Touch your knees.

Wave your arms.

**B** Lead your class. They follow your instructions.

EXAMPLE: OK, everyone. Put your arms in the air. Good. Now wave your arms like this.  
No, Lia, not like that, like this. OK. Now . . .

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read this ad for a hotel on the island of Ikaria. Write the imperative verbs on the lines below. Then compare answers with a partner.



**Spiro's**  
"Hotel for Life"

For a great vacation, come to Spiro's "Hotel for Life" on the beautiful island of Ikaria. Enjoy a comfortable room with an awesome view of the beach. Eat three delicious and healthful meals in our dining room or on your terrace. Swim in our pool. Jog on the beach. Relax in our Jacuzzi. Everything is there for you. Don't delay. Book a room today.

come

**B WRITE** Write an ad for your own hotel. It can be anywhere in the world, under the water, or in outer space. Use your imagination. Use the imperative verbs in A and your own verbs.

**C CHECK YOUR WORK** Read your ad. Underline all the imperatives. Then use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use the base form of the verb for the imperative
- ☐ use *don't* + the base form for the negative imperative

**D REVISE** Read your ad again. Can you improve your writing? Make changes if necessary.



# UNIT 7 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct words.

1. Let's get / Let's not get ice cream. It's on sale this week.
2. Why don't we / Let's not invite Bob? He's really nice.
3. Please buy / Don't buy peppers. I don't like them.
4. Let's meet / Let's not meet inside the restaurant. It's cold and windy outside.
5. Touch / Don't touch the wall. The paint is still wet.

**B** Complete the instructions with the imperative forms of the verbs in parentheses. Use the affirmative or negative.

1. \_\_\_\_\_ comfortable clothes to yoga class. We want you to feel good.  
(wear)
2. \_\_\_\_\_ heavy clothes. It's warm in the classroom.  
(wear)
3. \_\_\_\_\_ a mat and water.  
(bring)
4. \_\_\_\_\_ coffee or soda inside the classroom. You can have those drinks after class.  
(bring)
5. Please \_\_\_\_\_ by check or cash. We don't accept credit cards.  
(pay)

**C** Complete the conversations with *Let's*, *don't we*, or *don't you*.

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1. A: _____ go to the gym.            | B: Good idea.                     |
| 2. A: Why _____ take a trip together? | B: OK. Where do you want to go?   |
| 3. A: I'm hungry.                     | B: Why _____ eat a sandwich?      |
| 4. A: _____ visit Grandma Millie.     | B: That sounds like a great idea. |

**D** Correct the sentences. There are six mistakes.

1. Why you don't ask Andrij for help?
2. You look really tired. You take a short nap.
3. Let's to walk to work. Let's not drive.
4. Don't ask Boris to fix the car. Asks Mickey.
5. I'm on a diet, so buy please yogurt. Don't to get sour cream.

Now check your answers on page 446.

# Simple Present: Affirmative and Negative Statements

## HOLIDAYS

## OUTCOMES

- Talk about habits, routines, feelings, and thoughts
- Talk about how often something happens with adverbs of frequency
- Recognize details in a short article about customs
- Recognize details in a conversation about cultural traditions
- Talk about customs and traditions
- Write a paragraph about a holiday or tradition

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. What is a holiday?
2. Do you like holidays? Do you have a favorite holiday?

## READ

08/01 Read this article about New Year traditions around the world.

## New Year Traditions Around the World



People all around the world observe the New Year. Most people don't work or go to school. They frequently get together with family and friends. In some cultures, the New Year is a serious occasion. In other cultures, it is more festive. Every culture does something to mark the beginning of the year, but the New Year comes at different times in different cultures.

The Chinese New Year is a very important time. It lasts fifteen days. Families gather for a big feast. They often eat special food such as long noodles for a long life and a whole fish for a prosperous<sup>1</sup> year. They watch parades, set off firecrackers, and give children red envelopes with money in them. The envelopes are red because red is a lucky color.

In one European country, every December 31 just before midnight, radios and TV stations play a waltz, and everyone dances at the stroke of midnight. It's the country of Strauss, Mozart, Wiener schnitzel, and Sacher torte. Do you know the country? It's Austria.

<sup>1</sup> prosperous: successful and rich





In a country in South America, people often **decorate** their homes and wear something yellow for luck and happiness. **Sometimes** they make a bath of flowers. They also **follow** a Spanish tradition. They **eat** twelve grapes at midnight. Can you guess the country? It's Peru.

Why do people always mark the New Year? It's a time to remember the past, look ahead to the future and wish everyone a happy, healthy, and prosperous year.



## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

at the stroke of    culture    eve    get together    look ahead    tradition

- \_\_\_\_\_ midnight, all over Japan, Buddhist temples ring their bells 108 times.
- Not every \_\_\_\_\_ follows the same calendar, so New Year's Day comes at different times of the year.
- A Cuban New Year \_\_\_\_\_ is to throw water out the window. People want to wash away bad things from the year before.
- In the United States, friends often \_\_\_\_\_ for a party on New Year's Eve.
- New Year's Day is a time of hope for a better future. People everywhere \_\_\_\_\_ to the new year.
- The night before New Year's Day is New Year's \_\_\_\_\_.

**B COMPREHENSION** Match the beginnings of the sentences with the endings.

- |                                                           |                                           |
|-----------------------------------------------------------|-------------------------------------------|
| _____ 1. People in China eat long noodles                 | a. family and friends.                    |
| _____ 2. On New Year's Eve, people in Spain often         | b. dance the waltz.                       |
| _____ 3. People see the New Year                          | c. as a time to look back and look ahead. |
| _____ 4. People often get together with                   | d. for a long life.                       |
| _____ 5. On New Year's Eve at midnight, people in Austria | e. eat twelve grapes at midnight.         |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then tell your partner three things that you remember from the article "New Year Traditions Around the World."

EXAMPLE: The Chinese New Year lasts fifteen days. People frequently get together with their family on New Year's Day. In Peru, ...

**SIMPLE PRESENT: AFFIRMATIVE AND NEGATIVE STATEMENTS**
**Affirmative Statements**

| Subject                 | Verb                      |          |
|-------------------------|---------------------------|----------|
| I<br>You*<br>We<br>They | <b>eat</b><br><b>like</b> | noodles. |
| He<br>She<br>It         | <b>has</b>                |          |

**Negative Statements**

| Subject                | <i>Do not / Does not</i>          | Base Form of Verb                        |          |
|------------------------|-----------------------------------|------------------------------------------|----------|
| I<br>You<br>We<br>They | <b>do not</b><br><b>don't</b>     | <b>eat</b><br><b>like</b><br><b>have</b> | noodles. |
| He<br>She<br>It        | <b>does not</b><br><b>doesn't</b> |                                          |          |

\* You can be singular or plural.

**ADVERBS AND EXPRESSIONS OF FREQUENCY**
**Adverbs of Frequency**

| Subject                | Adverb                                          | Verb          |              |
|------------------------|-------------------------------------------------|---------------|--------------|
| I<br>You<br>We<br>They | <b>usually</b><br><b>almost</b><br><b>never</b> | <b>cook</b>   | on holidays. |
| He<br>She              |                                                 | <b>cooks</b>  |              |
| It                     |                                                 | <b>rains.</b> |              |

**Adverbs of Frequency with Be**

| Subject           | Be         | Adverb                                          |       |
|-------------------|------------|-------------------------------------------------|-------|
| I                 | <b>am</b>  | <b>usually</b><br><b>almost</b><br><b>never</b> | busy. |
| You<br>We<br>They | <b>are</b> |                                                 |       |
| He<br>She<br>It   | <b>is</b>  |                                                 |       |

**Adverbs of Frequency**

|                 |                  |
|-----------------|------------------|
| always          | ↑<br><b>100%</b> |
| almost always   |                  |
| frequently      |                  |
| usually         |                  |
| often           |                  |
| sometimes       | <b>50%</b>       |
| rarely / seldom | ↓<br><b>0%</b>   |
| almost never    |                  |
| never           |                  |

**Expressions of Frequency**

|             |                                                                                                                                     |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Emiko cooks | <b>every day.</b><br><b>twice a week.</b><br><b>three times a month.</b><br><b>several times a year.</b><br><b>once in a while.</b> |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|



# GRAMMAR NOTES

## 1 Simple Present for Things That Happen Again and Again

Use the simple present to talk about **habits**, **regular occurrences**, **customs**, and **routines**.

- habits
- regular occurrences
- customs
- routines

She **drinks** tea every morning.

They **visit** their parents on most holidays.

They **dance** the waltz on New Year's Eve.

He **gets up** at seven.



## 2 Simple Present for Facts

Use the simple present to express **facts**.

It **rains** a lot in San Francisco.

## 3 Simple Present for Feelings, Thoughts, and Possessions

Use the simple present to express **feelings**, **thoughts**, and **possessions** such as *love*, *be*, *need*, *want*, *understand*, *know*, and *have*.

- feelings
- thoughts
- possessions

I **love** you.

We **understand** him.

She **has** a car.

## 4 Affirmative Statements

In **affirmative statements**, use the **base form** of the verb for *I*, *we*, *you*, *they*, and **plural nouns**.

I **cook** on New Year's Eve.

They **play** cards on New Year's Day.

We **wear** traditional clothes on New Year's Day.

Add **-s** or **-es** to the base form of the verb when the subject is *he*, *she*, *it*, or a singular noun.

She **dances** the waltz.

Jon **watches** TV.

It **starts** at 10:00.

**BE CAREFUL!** *Everyone*, *everybody*, *no one*, *nobody*, and *family* are singular.

**Everyone likes** my mother's cooking.

**NOT** Everyone ~~like~~ my mother's cooking.

The **third-person singular affirmative** forms of *have*, *do*, and *go* have irregular spelling and pronunciation.

- has /hæz/
- does /dʌz/
- goes /gouz/

She **has** a new dress for the holiday.

He **does** his homework the day before the holiday.

He **goes** to his uncle's home on New Year's Eve.

## 5 Simple Present of the Verb *Be*

The simple present of the verb *be* is irregular.  
(See Units 1 and 2.)

I **am** tired. He **is** hungry. We **are** tired.

**BE CAREFUL!** Do not use *be* + another simple present verb after the subject.

I am tired. **or** I feel tired.

**NOT** I am ~~feel~~ tired.

**NOT** I ~~am~~ feel tired.

He is from Italy. **or** He comes from Italy.

**NOT** He is ~~comes~~ from Italy.

**NOT** He ~~is~~ comes from Italy.

## 6 Negative Statements

In **negative statements**, use *does not* or *do not* before the base form of the verb.

He **does not work** on New Year's Day.

We **do not go** to school on New Year's Day.

**USAGE NOTE** Use the contractions *doesn't* or *don't* in speaking or in informal writing.

He **doesn't work** on New Year's Day.

We **don't go** to school on New Year's Day.

**BE CAREFUL!** Do not use *no* before the base form of the verb to make a negative statement.

He doesn't work.

**NOT** He ~~no~~ work.

**BE CAREFUL!** When *or* connects verbs in a negative statement, do not repeat *don't* or *doesn't*.

I **don't smoke or drink** coffee.

**NOT** I don't smoke or ~~don't~~ drink coffee.

## 7 Adverbs of Frequency and Their Placement

**Adverbs of frequency** tell **how often** something happens. They include: *always, almost always, frequently, usually, often, sometimes, rarely, seldom, almost never, never*.

Adverbs of frequency usually come **after the verb *be***.

That store **is usually** open on holidays.

It **is rarely** closed.

Adverbs of frequency usually come **before other verbs**.

We **often go** to the park.

We **sometimes have** a picnic.

Some adverbs of frequency can go at the start or the end of a sentence.

**Sometimes** we have a picnic.

We go there very **often**.

**BE CAREFUL!** Don't begin or end a sentence with *never, seldom, rarely, or always* followed by the subject + verb.

I never cook. I always wash the dishes.

**NOT** ~~Never~~ I cook. I wash the dishes ~~always~~.

## 8 Expressions of Frequency

**Expressions of frequency** are time markers. They say **how often** something happens.

Expressions of frequency usually come **at the beginning or at the end** of a sentence.

**Every Sunday**, she bakes a cake.

She bakes a cake **every Sunday**.



## PRONUNCIATION NOTE

08/02

### Third-Person Singular Verbs

The pronunciation of verbs that end in *-s* is /s/ or /z/. The pronunciation of verbs that end in *-es* is /ɪz/.

- verbs ending in /s/
- verbs ending in /z/
- verbs ending in /ɪz/

|         |        |        |           |
|---------|--------|--------|-----------|
| likes   | eats   | cooks  | visits    |
| plays   | buys   | throws | cleans    |
| watches | wishes | uses   | exchanges |

## REFERENCE NOTES

For more information on **non-action verbs** such as *like*, *want*, *have*, see Unit 17 on page 196.

For **spelling and pronunciation rules** for the **third-person singular** in the **simple present**, see Appendices 13 and 14 on page 436.

For more information on the **present tense of the verb *be***, see Unit 1 on page 6 and Unit 2 on page 17.

Go to [MyEnglishLab](#) to watch the grammar presentation.

### STEP 3

### FOCUSED PRACTICE

## EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1–5, 7–8** Read the sentences. Circle the simple present verbs. Underline the adverbs and expressions of frequency.

Songkran is the name of the traditional Thai New Year celebration. Every year, people celebrate Songkran in April. On this holiday, Thais throw water at each other. They often use water guns. Sometimes they use containers. Once in a while, they use garden hoses. Thailand is hot and dry, and the water feels good. Gan loves the holiday. He says, “The water feels great, and Songkron is a lot of fun.”





## EXERCISE 2 AFFIRMATIVE SENTENCES

**GRAMMAR NOTES 1–4** Complete the sentences. Circle the correct answers.

1. My brother live / (lives) in Sydney, Australia. On New Year's Eve, he always watch / watches the New Year celebration at Sydney Harbor. I live in Florida. I see / sees the Sydney fireworks on TV in the United States the following day.
2. In the United States, Canada, and the Netherlands, some people jump / jumps into a cold lake, sea, or ocean on New Year's Day. My cousin belong / belongs to a "polar bear club." He swim / swims in the ocean every New Year's Day. Our family think / thinks he's strange.
3. Denmark has / have an unusual New Year tradition. People visit / visits friends at midnight on New Year's Eve and throw / throws plates at their door. Popular people in Denmark has / have many broken plates at their doorsteps on New Year's Day.
4. In Saudi Arabia, people follow / follows the Muslim lunar calendar. New Year come / comes at different times of the year.

## EXERCISE 3 NEGATIVE SENTENCES

**GRAMMAR NOTE 6** Complete the sentences. Use the simple present forms of the verbs in parentheses. Use contractions.

1. My mother doesn't clean (not / clean) on New Year's Day. She always cleans the house before the holiday.
2. On New Year's Day, we open the door and windows. We \_\_\_\_\_ (not / want) bad things to stay with us.
3. My brother \_\_\_\_\_ (not / go) to bed on New Year's Eve. He stays up all night long.
4. In my family, the women and girls wear traditional clothes, but the men and boys \_\_\_\_\_ (not / wear) traditional clothes.



5. Yael \_\_\_\_\_ to school on New Year's Day. Relatives visit and the family enjoys a delicious meal together.  
(not / go)
6. We \_\_\_\_\_ on New Year's Eve or New Year's Day. We prepare for the holiday on the day of New Year's Eve, and celebrate that night and the whole next day.  
(not / work)

## EXERCISE 4 ADVERBS OF FREQUENCY

**GRAMMAR NOTES 7-8** Write sentences. Put the words in parentheses in the correct order. Start with a capital letter.

1. (often / watches / he / parades)

He often watches parades.

2. (goes / he / rarely / football games / to)

3. (a lot / eat / every Thanksgiving Day / we)

4. (my grandparents / visit / I / every holiday)

5. (that store / always / crowded / is)

6. (we / once in a while / wear / traditional clothes)

## EXERCISE 5 THIRD-PERSON SINGULAR VERBS

**08.03 PRONUNCIATION NOTE** Underline the verb in each sentence. Then listen to each sentence and check (✓) the sound of the verb ending.

- |                                                 | /s/                                 | /z/                      | /ɪz/                     |
|-------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. He <u>cooks</u> for the holidays.            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. He <u>uses</u> a lot of spices.              | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. He <u>buys</u> food at the green market.     | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The food <u>costs</u> a lot of money.        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. She <u>knows</u> about different traditions. | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. She <u>watches</u> the fireworks on TV.      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. She <u>misses</u> her family.                | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. She <u>thinks</u> about the past.            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

## EXERCISE 6

### EDITING

#### GRAMMAR NOTES 1-7

Correct the paragraph. There are eight mistakes. The first mistake is already corrected. Find and correct seven more.

In the United States, people <sup>usually start</sup> ~~start usually~~ the New Year holiday on New Year's Eve. Many people plans celebrations weeks in advance. My cousin always invite friends to a party. My parents usually goes to a restaurant with friends. Many people watch an event on TV just before midnight. On New Year's Day, people usually am relax from the night before. My brother watches football games on TV, and my sister is go to her friend's home. I sleeps all day long and not do anything.

Go to MyEnglishLab for more focused practice.

## STEP 4 COMMUNICATION PRACTICE

## EXERCISE 7 LISTENING

08/04

**A** Listen to a conversation about Independence Day celebrations. Then write the name of the country and the date of its Independence Day.

| Country  | Independence Day | Notes                                           |
|----------|------------------|-------------------------------------------------|
| 1. India | August 15th      | white, green, orange decorations—colors of flag |
| 2.       |                  |                                                 |
| 3.       |                  |                                                 |
| 4.       |                  |                                                 |

08/04

**B** Listen to the conversation again. Take notes about the traditions in the different countries in the chart in A.

**C** Work with a partner. Talk about the traditions in the four countries.

EXAMPLE: **A:** On Independence Day in India, they decorate everything in white, green, and orange.

**B:** That's right. White, green, and orange are the colors of the Indian flag.



## EXERCISE 8 TRADITION, TRADITION

**A DISCUSSION** Work in a group. Talk about traditions in six countries. One student takes notes.

EXAMPLE: **A:** In the Netherlands, some people jump in the sea on New Year's Day.  
**B:** That's right. And in India, students celebrate Teacher's Day. The students perform for their teachers and dress like their teachers.  
**A:** How do you know? You're not from India.  
**B:** My friend is from India.  
**C:** In Saudi Arabia, some people don't eat on our New Year. New Year's Day isn't a big occasion.  
**D:** In Poland, we always eat babka on . . .

**B** Tell the class about the traditions.

## EXERCISE 9 THAT'S NOT TRUE!

**GAME** Work in a group. Say three things about different holidays. Two are true and one is false. The other groups guess the false statement.

EXAMPLE: **GROUP A:** On Labor Day in the United States, most people don't work. On Chinese New Year, children get red envelopes. On Thanksgiving Day, most Americans eat a lot of seafood.  
**GROUP B:** The third sentence is false. Americans eat a lot of *turkey* on Thanksgiving. They don't eat a lot of seafood.

## EXERCISE 10 LET'S CELEBRATE!

**A PRESENTATION** Prepare for a presentation. Tell your partner about your favorite holiday. When is it? What do you do on the holiday? Use ideas from the box to tell about the holiday.

|                    |                  |                          |
|--------------------|------------------|--------------------------|
| clean              | don't work       | get together with family |
| cook               | eat special food | pray                     |
| don't go to school | exchange gifts   | wear traditional clothes |

EXAMPLE: **A:** My favorite holiday is Labor Day. I never work on Labor Day. I get together with my family.  
**B:** Oh. My favorite holiday is Thanksgiving. I don't work. I cook a lot of special food, and I eat the food with my family . . .

**B** Give a presentation about your favorite holiday to the class.

EXAMPLE: I'd like to tell you about Labor Day. On Labor Day, people don't work . . .

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read the information about an Independence Day celebration in the United States. Then choose a holiday that your family celebrates and complete the chart. Work with a partner. Tell your partner about the holiday.

July 4th is Independence Day in the United States. On this holiday, my family usually gets together for a barbecue. My older sister bakes a pie, and my older brother bakes cookies. My aunt doesn't bake anything, but she always helps my mother. They prepare different salads. My father barbecues hamburgers and hot dogs. The holiday is usually fun, but sometimes my brother teases my sister. They act like little children. At the end of the day, we're all tired and full, but happy.

| Independence Day |                              |
|------------------|------------------------------|
| Family Member    | What does he or she do?      |
| sister           | bakes a pie                  |
| brother          | bakes cookies, teases sister |
| aunt and mother  | prepare salads               |
| father           | barbecues                    |

| Your holiday: <span style="background-color: #d3d3d3; border: 1px solid black; display: inline-block; width: 150px; height: 20px;"></span> |                         |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Family Member                                                                                                                              | What does he or she do? |
|                                                                                                                                            |                         |

**B WRITE** Write a paragraph about your holiday. Use the paragraph in A and your chart. Use the simple present tense and adverbs of frequency.

**C CHECK YOUR WORK** Read your paragraph. Underline the simple present and adverbs of frequency. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ add -s or -es to the third-person singular
- ☐ put adverbs of frequency before all verbs except *be*
- ☐ put adverbs of frequency after the verb *be*
- ☐ put expressions of frequency at the start or the end of a sentence

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.



# UNIT 8 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct answers.

1. My father love / loves to celebrate his birthday.
2. He no have / doesn't have brothers, but he has four sisters.
3. He invite / invites all his sisters to our home.
4. We not give / don't give him expensive presents. We give him funny little presents.
5. We have / has a great time.

**B** Complete the sentences with the correct forms of the words in parentheses. Use the correct word order.

1. Students in India \_\_\_\_\_ Teacher's Day on September 5.  
(always / celebrate)
2. A student \_\_\_\_\_ the clothes of a teacher.  
(sometimes / wear)
3. A teacher \_\_\_\_\_ in the class and pretends to be a student.  
(often / sit)
4. Children \_\_\_\_\_ in a school performance.  
(usually / dance)
5. Teachers \_\_\_\_\_ happy on Teacher's Day.  
(usually / be)

**C** Complete the sentences. Circle the correct answers.

1. Everyone think / thinks about workers on this holiday.
2. Most people don't work / doesn't work on this holiday.
3. In the United States, this holiday come / comes at the end of the summer.
4. The name of this holiday is / are Labor Day.

**D** Correct the paragraph. There are six mistakes.

Some people don't enjoys holidays and family gatherings. Bill Jones visits usually his wife's sister on holidays. He likes his wife's sister, but he don't like her husband. Mary Brown doesn't like holidays because she lives far from her family. She have a very important job, but she doesn't have close friends. She usually watches movies and wait for the holiday to be over. Always she is happy to return to work.

Now check your answers on page 446.

# Simple Present: Yes/No Questions and Short Answers

## ROOMMATES

## OUTCOMES

- Ask and answer *yes/no* questions in the simple present
- Answer questions about a questionnaire
- Recognize important details in a conversation
- Complete a questionnaire and discuss results
- Ask and answer questions about objects, interests, likes, and dislikes
- Write an email about yourself

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. Do you live alone or do you have a roommate?
2. Imagine you are looking for a roommate. What do you want to know about the person?

## READ



09/01

Colleges often use questionnaires to help students find the right roommate. Read this roommate questionnaire.

Roommate Questionnaire<sup>1</sup>Name: DanName: Jon

|                                                        | YES                                 | NO                                  | YES                                 | NO                                  |
|--------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. Do you wake up early?                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2. Do you stay up late?                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3. Are you neat?                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4. Does a messy room bother you?                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5. Are you quiet?                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6. Are you talkative?                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7. Are you outgoing?                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8. Are you a private person?                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9. Are you easygoing?                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 10. Does noise bother you?                             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 11. Do you listen to loud music?                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 12. Do you watch a lot of TV?                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 13. Do you study and listen to music at the same time? | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 14. Do you study with the TV on?                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

<sup>1</sup> questionnaire: a list of questions



## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

bother      easygoing      messy      outgoing      private      stay up

1. Is her room always so \_\_\_\_\_? She needs to put things away.
2. Does that smell \_\_\_\_\_ you? I feel a little sick from it.
3. Do you usually \_\_\_\_\_ late? Your lights are always on after midnight.
4. Nothing upsets your brother. Is your sister \_\_\_\_\_, too?
5. Is your friend's daughter always \_\_\_\_\_? She wasn't afraid to talk to anyone at the party.
6. My parents don't say much about themselves. Are your parents \_\_\_\_\_ people, too?

**B COMPREHENSION** Read the questions. Choose the correct answers.

- |                                                         |                           |                           |
|---------------------------------------------------------|---------------------------|---------------------------|
| 1. Do Dan and Jon wake up late?                         | a. Yes, they do.          | b. No, they don't.        |
| 2. Are Dan and Jon neat?                                | a. Yes, they are.         | b. No, they aren't.       |
| 3. Is Dan quiet?                                        | a. Yes, he is.            | b. No, he isn't.          |
| 4. Are Dan and Jon outgoing?                            | a. Dan is, but Jon isn't. | b. Dan isn't, but Jon is. |
| 5. Is Dan a private person?                             | a. Yes, he is.            | b. No, he isn't.          |
| 6. Is Jon easygoing?                                    | a. Yes, he is.            | b. No, he isn't.          |
| 7. Do Dan and Jon dislike loud music?                   | a. Yes, they do.          | b. No, they don't.        |
| 8. Does Dan study and listen to music at the same time? | a. Yes, he does.          | b. No, he doesn't.        |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then discuss: Are Dan and Jon a good match? Give reasons for your answer.

## SIMPLE PRESENT: YES/NO QUESTIONS AND SHORT ANSWERS

| Yes/No Questions |                        |                   | Short Answers |                            |          |
|------------------|------------------------|-------------------|---------------|----------------------------|----------|
| Do/Does          | Subject                | Base Form of Verb | Affirmative   |                            | Negative |
| Do               | I<br>you<br>we<br>they | work?             | Yes,          | you<br>I/we<br>you<br>they | do.      |
| Does             | he<br>she<br>it        |                   |               | he<br>she<br>it            | does.    |
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## GRAMMAR NOTES

## 1 Simple Present: Form of Yes/No Questions

For *yes/no* questions in the **simple present**, use **do** or **does** before the subject. Use the base form of the verb after the subject.

**SUBJECT**

**Do** you need a roommate?

**Does** he have a roommate?

**BE CAREFUL!** Do not use *do* or *does* for *yes/no* questions with *be*.

**Are** you from Ecuador?

**Is** he from France?

**NOT** ~~Do you be~~ from Ecuador?

**NOT** ~~Does he is~~ from France?

## 2 Simple Present: Answers to Yes/No Questions

We usually use **short answers** in conversation, but we can also use **long answers**.

A: Do you need a roommate?

B: **Yes.** or **Yes, I do.** (*short answers*)

or

B: **Yes, I need a roommate.** (*long answer*)

## REFERENCE NOTE

For information on *yes/no* questions with *be*, see Unit 2 on page 17.

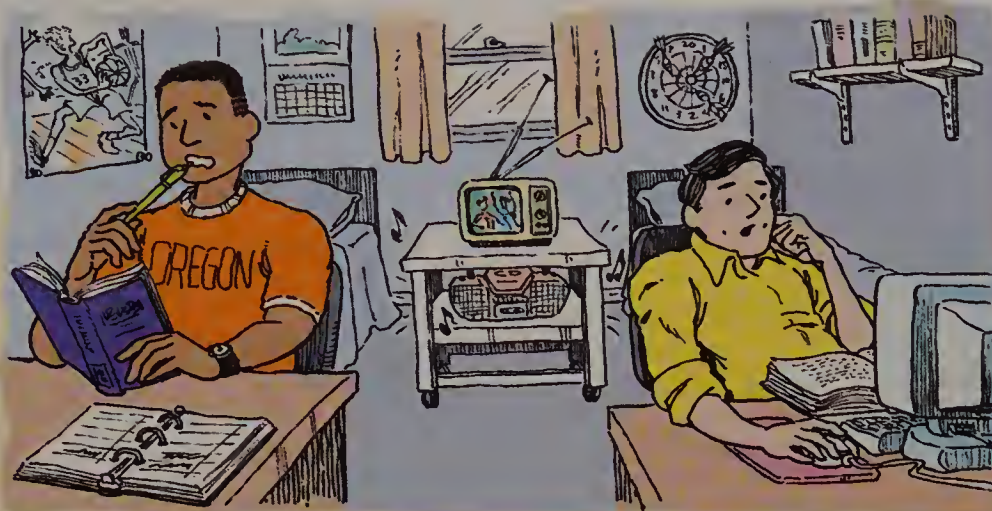


## EXERCISE 1 DISCOVER THE GRAMMAR

## GRAMMAR NOTES 1-2

Read about Dan and Jon.  
Then match the questions  
and answers.

In many ways, Dan and Jon are alike. Both Dan and Jon like music and sports, but Dan likes pop music, and Jon likes hip-hop. Both Dan and Jon like basketball, but Jon likes soccer and Dan doesn't. Dan and Jon are both neat. They don't like a messy room. They both like to go to bed late—after midnight. They watch about two hours of TV at night, and they study with



the TV on. But in one way Dan and Jon are completely different. Dan is talkative, but Jon is quiet. Dan says, "We're lucky about that. It works out nicely. I talk, he listens." Jon says, "Uh-huh."

- b   1. Do Dan and Jon both like music and sports?  
 \_\_\_\_\_ 2. Do Dan and Jon like to go to bed early?  
 \_\_\_\_\_ 3. Does Dan like pop music?  
 \_\_\_\_\_ 4. Is Jon talkative?  
 \_\_\_\_\_ 5. Do Dan and Jon like movies?  
 \_\_\_\_\_ 6. Are Dan and Jon neat?

- a. It doesn't say.  
~~b.~~ Yes, they do.  
 c. Yes, he does.  
 d. No, they don't.  
 e. Yes, they are.  
 f. No, he isn't.

## EXERCISE 2 YES/NO QUESTIONS AND SHORT ANSWERS

GRAMMAR NOTES 1-2 Complete the questions with *Do* or *Does* and the verbs in parentheses. Then complete the short answers.

1. (listen) A: \_\_\_\_\_ *Do* \_\_\_\_\_ you \_\_\_\_\_ *listen* \_\_\_\_\_ to music?  
 B: Yes, \_\_\_\_\_ *we do* \_\_\_\_\_. or Yes, \_\_\_\_\_ *I do* \_\_\_\_\_.  
 2. (have) A: \_\_\_\_\_ your roommate \_\_\_\_\_ a TV?  
 B: No, she \_\_\_\_\_.  
 3. (wake up) A: \_\_\_\_\_ he \_\_\_\_\_ early?  
 B: No, \_\_\_\_\_.

4. (stay up) A: \_\_\_\_\_ they \_\_\_\_\_ late?  
B: Yes, \_\_\_\_\_.
5. (bother) A: \_\_\_\_\_ the TV \_\_\_\_\_ you?  
B: No, \_\_\_\_\_.
6. (have) A: \_\_\_\_\_ your room \_\_\_\_\_ a big window?  
B: Yes, \_\_\_\_\_.
7. (like) A: \_\_\_\_\_ you \_\_\_\_\_ a cool room?  
B: No, \_\_\_\_\_.
8. (have) A: \_\_\_\_\_ the room \_\_\_\_\_ Wi-Fi?  
B: Yes, \_\_\_\_\_.
9. (go) A: \_\_\_\_\_ she \_\_\_\_\_ to parties all the time?  
B: No, \_\_\_\_\_.
10. (need) A: \_\_\_\_\_ we \_\_\_\_\_ more light?  
B: Yes, \_\_\_\_\_.
11. (sell) A: \_\_\_\_\_ they \_\_\_\_\_ lamps on campus?  
B: Yes, \_\_\_\_\_.

### EXERCISE 3 YES/NO QUESTIONS WITH DO AND BE

**GRAMMAR NOTES 1-2** Complete the yes/no questions with *Do*, *Does*, *Am*, *Is*, or *Are*. Then complete the short answers.

1. A: Am I late? B: No, you aren't.
2. A: Does he come home late? B: Yes, he does.
3. A: \_\_\_\_\_ you busy? B: Yes, we \_\_\_\_\_.
4. A: \_\_\_\_\_ they have a lot of work? B: No, \_\_\_\_\_.
5. A: \_\_\_\_\_ they roommates? B: No, \_\_\_\_\_.
6. A: \_\_\_\_\_ they live in a dormitory? B: Yes, \_\_\_\_\_.
7. A: \_\_\_\_\_ she your sister? B: No, \_\_\_\_\_.
8. A: \_\_\_\_\_ you live at home? B: Yes, I \_\_\_\_\_.
9. A: \_\_\_\_\_ your roommate play baseball? B: No, he \_\_\_\_\_.
10. A: \_\_\_\_\_ we in the right room? B: Yes, you \_\_\_\_\_.
11. A: \_\_\_\_\_ you friends? B: Yes, \_\_\_\_\_.
12. A: \_\_\_\_\_ you cook well? B: No, I \_\_\_\_\_.



## EXERCISE 4 YES/NO QUESTIONS AND SHORT ANSWERS

**GRAMMAR NOTES 1-2** Complete the conversation. Write questions with the correct forms of the words in parentheses. Then write short answers with *do*, *does*, *don't*, or *doesn't*.

YURI: So tell me about your new roommate, Edward. Do you like him?  
1. (you / like)

SHEN: Yes, I do. He's a really nice guy.  
2.

YURI: Where is he from? He sounds like a native speaker. \_\_\_\_\_ from  
3. (he / come)  
England?

SHEN: \_\_\_\_\_. He comes from Australia.  
4.

YURI: Cool. What's he studying?

SHEN: Music.

YURI: Oh, he's a music major. \_\_\_\_\_ an instrument?  
5. (he / play)

SHEN: Of course. He plays three instruments: violin, cello, and piano.

YURI: Wow. \_\_\_\_\_ with him?  
6. (you / play)

SHEN: \_\_\_\_\_. I'm not a good musician. But sometimes his cousin plays  
7.  
with him.

YURI: \_\_\_\_\_ family close by?  
8. (he / have)

SHEN: \_\_\_\_\_. His uncle, his aunt, three cousins, and his grandmother are  
9.  
ten minutes away. I was at their home last night.

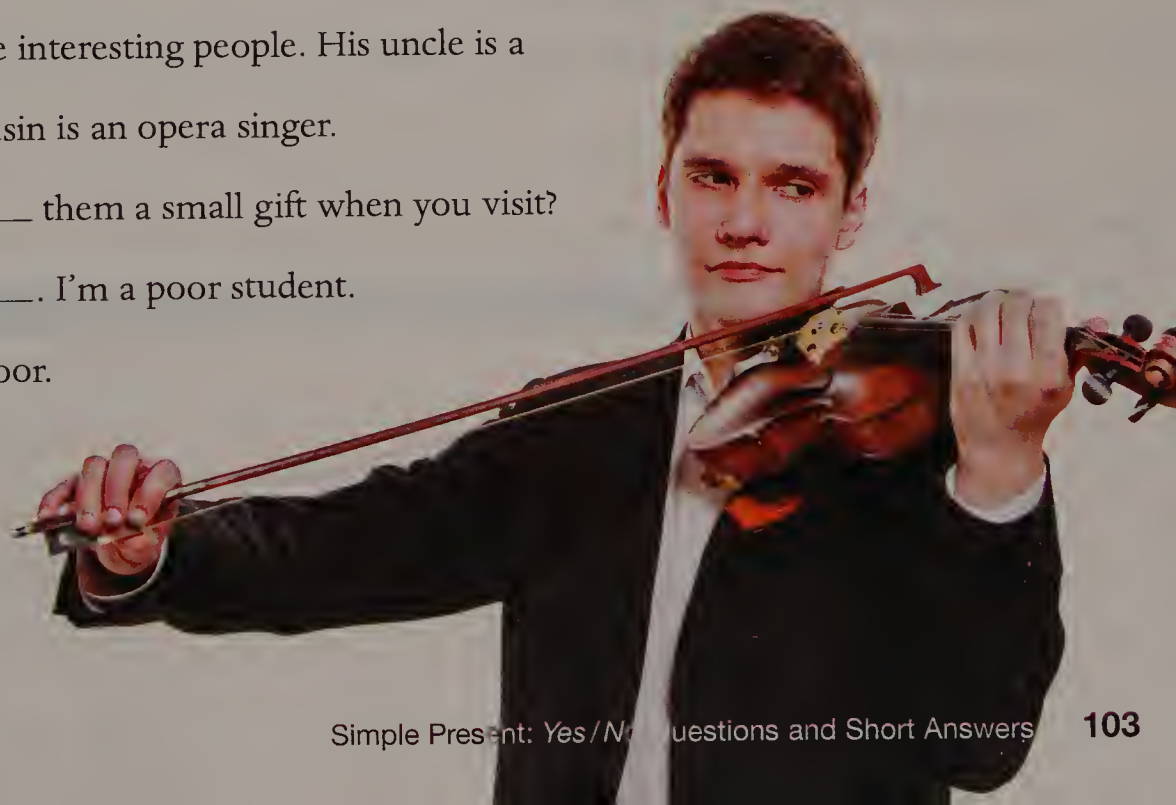
YURI: Really? \_\_\_\_\_ them often?  
10. (you / see)

SHEN: \_\_\_\_\_. They invite us for a meal at least once a month. They all  
11.  
play music, and they're interesting people. His uncle is a  
conductor, and his cousin is an opera singer.

YURI: \_\_\_\_\_ them a small gift when you visit?  
12. (you / bring)

SHEN: \_\_\_\_\_. I'm a poor student.  
13.

YURI: Hey, you're not that poor.



## EXERCISE 5 EDITING

**GRAMMAR NOTES 1–2** Correct the conversations. There are nine mistakes. The first mistake is already corrected. Find and correct eight more.

1. A: Does she <sup>go</sup> ~~goes~~ to school?  
B: Yes, she goes.
2. A: Does he needs help?  
B: Yes, he does.
3. A: Do they are like rock music?  
B: Yes, they do.
4. A: Do she live near the university?  
B: Yes, she lives.
5. A: Does he has a roommate?  
B: Yes, he has.
6. A: Are you friends?  
B: Yes, we do.

Go to [MyEnglishLab](#) for more focused practice.

### STEP 4

### COMMUNICATION PRACTICE

## EXERCISE 6 LISTENING

- ▶ 09/02 **A** Listen to the conversation. Why is Andrea talking to Valentina Gold?

- a. to find a roommate                      b. to work out a problem with her roommate

- ▶ 09/02 **B** Listen to the conversation again and complete the chart with Andrea's answers.

|              | Andrea | Leyla                                  |
|--------------|--------|----------------------------------------|
| Parties      |        | <i>likes parties</i>                   |
| Music        |        | <i>likes rock</i>                      |
| Sports       |        | <i>plays basketball, soccer, swims</i> |
| Study habits |        | <i>studies at night in her room</i>    |



**C** Work with a partner. Discuss: Are Andrea and Leyla a good match? Why or why not?

EXAMPLE: **A:** I think Andrea and Leyla are a bad match because Andrea doesn't like parties, but Leyla likes them.

**B:** Really? I disagree. I think they're a good match because...

## EXERCISE 7 COMPARING HABITS AND PERSONALITY

**A** QUESTIONNAIRE Answer the roommate questionnaire.

### Roommate Questionnaire

Name: \_\_\_\_\_

|                                                        | YES                      | NO                       |
|--------------------------------------------------------|--------------------------|--------------------------|
| 1. Do you wake up early?                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you stay up late?                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are you neat?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does a messy room bother you?                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Are you quiet?                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Are you talkative?                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Does noise bother you?                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Are you outgoing?                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Are you a private person?                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Are you easygoing?                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Do you listen to loud music?                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Do you watch a lot of TV?                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Do you study and listen to music at the same time? | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Do you study with the TV on?                       | <input type="checkbox"/> | <input type="checkbox"/> |

**B** Compare your questionnaire answers with your partner. Are you and your partner a good match?

**C** Work with a partner. Think of one more question for the questionnaire. Ask your partner the question. Then answer it yourself.

EXAMPLE: **A:** What's your question?

**B:** My question is, "Do you keep a lot of stuff?"

**A:** No. I don't like to hold on to things. What about you?

**B:** I keep a lot of stuff. What's your question?

**A:** ...

## EXERCISE 8 FIND SOMEONE WHO ...

**A GAME** Walk around your classroom. Ask your classmates *yes/no* questions in order to fill out the chart. When a classmate answers “yes,” write his or her name in the chart. The first person to complete the chart wins.

EXAMPLE: **A:** Mattias, do you cook well?

**B:** Yes, I do. I cook every day.

**A:** Are you a soccer fan?

**B:** No, ...

| Find someone who ...                     | Name           |
|------------------------------------------|----------------|
| cooks well                               | <u>Mattias</u> |
| is a soccer fan                          | _____          |
| texts every day                          | _____          |
| plays a musical instrument               | _____          |
| is athletic                              | _____          |
| is an only child                         | _____          |
| has more than three brothers and sisters | _____          |
| is interested in science                 | _____          |
| is interested in business                | _____          |
| has a pet                                | _____          |
| listens to the news every day            | _____          |
| is a good dancer                         | _____          |

**B** Report back to the class.

EXAMPLE: Mattias is a good cook. He isn't a soccer fan ...

## EXERCISE 9 ROOM FOR RENT

**ROLE PLAY** Work with a partner. You are Student A. You are looking for a room to rent. Your partner, Student B, has a room to rent. Ask your partner questions about the room. Your partner answers your questions and asks you questions about yourself. You can use the ideas in the boxes.

EXAMPLE: **A:** I have a few questions about the room for rent. First of all, is it near the university?

**B:** Yes. It's only two blocks away.

**A:** Good. Does the room have furniture?

**B:** It has ...

### STUDENT A

a window?  
a closet?  
a bed? a desk?  
Wi-Fi?  
a view?

### STUDENT B

listen to music?  
play an instrument?  
have any pets?



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read this email to you from a future roommate at an English language school. Work with a partner. What do you want to know about Sammy? Write questions.



Hi,

I'm Sammy Morales from Colombia. I am going to be your roommate. I'm excited about our English language school, but I'm also a little nervous. Maybe you feel the same way.

I'm nineteen years old, and I'm from Fusagasugá, a town near Bogotá, Colombia. I come from a large family. I have five brothers and two sisters. Do you have any brothers and sisters?

I love sports and music. How about you? Do you have a favorite music group? Do you have a favorite sport? Please tell me about yourself.

I look forward to meeting you next month.

All the best,  
Sammy

**B WRITE** Write an email to Sammy. Answer Sammy's questions and ask Sammy your questions from A. Use the simple present.

**C CHECK YOUR WORK** Read your email. Underline *yes/no* questions in the simple present. Then use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use *do* in simple present *yes/no* questions with *I, you, we, or they*
- ☐ use *does* in simple present *yes/no* questions with *he, she, or it*

**D REVISE YOUR WORK** Read your email again. Can you improve your writing? Make changes if necessary.

# UNIT 9 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with the words from the box.

Am      Are      Do      Does      Is

1. \_\_\_\_\_ you know his brother?
2. \_\_\_\_\_ his brother messy?
3. \_\_\_\_\_ he have a lot of friends?
4. \_\_\_\_\_ they easygoing?
5. \_\_\_\_\_ I your best friend?

**B** Complete the questions with the correct forms of the words in parentheses.

1. \_\_\_\_\_ a roommate?  
(you / have)
2. \_\_\_\_\_ English fluently?  
(his roommate / speak)
3. \_\_\_\_\_ TV at night?  
(your roommate / watch)
4. \_\_\_\_\_ talkative?  
(be / your roommate)
5. \_\_\_\_\_ in the United States?  
(be / your roommate's parents)

**C** Write questions about an apartment. Use the correct forms of the words in parentheses.

1. (be / the neighbors / noisy) \_\_\_\_\_
2. (the building / have / an elevator) \_\_\_\_\_
3. (be / the apartment / near buses) \_\_\_\_\_
4. (the bedroom / have / two closets) \_\_\_\_\_
5. (be / the bedroom / big) \_\_\_\_\_

**D** Correct the conversations. There are five mistakes.

1. A: Does he have a big TV in his room?      B: Yes, he has.
2. A: Does she needs help?      B: No, she don't.
3. A: Do you are friends?      B: Yes, we aren't.

Now check your answers on page 446.



## Simple Present: *Wh-* Questions DREAMS

### OUTCOMES

- Ask for information, using *wh-* questions in the simple present
- Answer questions about information in a talk show transcript
- Answer questions about details in a conversation
- Talk about dreams and sleep habits
- Ask questions about someone's life and write an interview transcript with the answers

### STEP 1 GRAMMAR IN CONTEXT

#### BEFORE YOU READ

Work with a partner. Answer the questions.

1. Do you dream?
2. Do you remember your dreams?
3. What do you dream about?

#### READ

▶ 10.01

*Ask the Expert* is a radio talk show. Today Mike Stevens is talking to dream expert Ella Lam. Read their conversation about dreams.



## Dreams

**MIKE:** Good afternoon. I'm Mike Stevens. Welcome to *Ask the Expert*. This afternoon my guest is Ella Lam. She's the author of *Sleep and Dreams*. Thank you for coming.

**ELLA:** Thanks, Mike. It's great to be here.

**MIKE:** Ella, we have a lot of questions about dreams. Our first question is from Carolina Gomes. She asks, "*Why do we dream?*"

**ELLA:** Actually, nobody really knows why. But I think dreams help us understand our feelings.

**MIKE:** OK. Our next question is from Jonathan Evans. He asks, "*Who dreams? Does everyone dream?*"

**ELLA:** Yes, everyone dreams. And what's more, scientists believe animals dream, too.

**MIKE:** Wow! That's really interesting. How do we know?

**ELLA:** Machines show when people or animals dream. But, of course, no one knows what animals dream about.

**MIKE:** Interesting. OK. Our next question is from Pablo Ortiz. He writes, "*People don't remember all their dreams. What dreams do they remember?*"

ELLA: People remember their unusual dreams. And, unfortunately, they remember their nightmares.

MIKE: Beata Green says, "I have the same dream again and again. What does that mean?"

ELLA: That dream has special meaning for you. You need to think about it.

MIKE: Here's a question from Samuel Diaz. "When do people dream?"

ELLA: They dream during REM or deep sleep. REM means *rapid*<sup>1</sup> eye movement.

MIKE: I hear REM sleep is important. Why do we need it?

ELLA: It is important. Without it, we can't remember or think clearly.

MIKE: Ron Morgan writes, "Why do I remember my dreams? My roommate doesn't."

ELLA: Well, a University of Iowa professor says, "Creative<sup>2</sup> people remember their dreams."

MIKE: Really? . . . Thank you so much, Ella. We look forward to reading your new book.

1 *rapid*: fast

2 *creative*: able to see things in a new way

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

author      guest      nightmare      remember      unfortunately

1. Who is the \_\_\_\_\_ of *Sleep and Dreams*?
2. What is the name of the \_\_\_\_\_ on tonight's *Ask the Expert*?
3. Do you \_\_\_\_\_ your dreams?
4. A very bad dream is called a(n) \_\_\_\_\_.
5. This book about dreams sounds interesting. \_\_\_\_\_, it's over a thousand pages long, so I don't have time to read it!

**B COMPREHENSION** Answer the questions.

1. Who dreams? \_\_\_\_\_
2. What do animals dream about? \_\_\_\_\_
3. Why do people dream? \_\_\_\_\_
4. What does REM stand for? \_\_\_\_\_
5. Who remembers dreams? \_\_\_\_\_

**C DISCUSSION** Work with a partner. Compare your answers in B. Give reasons for your answers. Then discuss: What else do you want to know about dreams?



## SIMPLE PRESENT: WH- QUESTIONS; SHORT AND LONG ANSWERS

## Wh- Questions

| Wh- Word  | Do/ Does | Subject | Base Form of Verb |
|-----------|----------|---------|-------------------|
| When      | do       | I       | sleep?            |
| Where     | do       | you     |                   |
| Why       | do       | we      |                   |
| What      | do       | they    | need?             |
| Who       | does     | she     | know?             |
| How       | does     | it      | feel?             |
| How often | does     | he      | get up?           |

## Answers

| Short                        | Long                                   |
|------------------------------|----------------------------------------|
| From 10:00 p.m. to 5:00 a.m. | You sleep from 10:00 p.m. to 5:00 a.m. |
| On the futon.                | I sleep on the futon.                  |
| Because we're tired.         | We sleep because we're tired.          |
| Two pillows.                 | They need two pillows.                 |
| My brother.                  | She knows my brother.                  |
| Good.                        | The blanket feels good.                |
| Three times a night.         | He gets up three times a night.        |

## Wh- Questions About the Subject

| Wh- Word | Verb   |                  |
|----------|--------|------------------|
| Who      | sleeps | in that bedroom? |
| Who      | sleeps | in this bedroom? |

## Answers

|                  |
|------------------|
| My brother does. |
| My parents do.   |

## GRAMMAR NOTES

## 1 Wh- Questions

Wh- questions ask for information. They are sometimes called **information questions**.

The form of a Wh- question is usually:

Wh- word + do/does + subject + base form

| WH- WORD | DO/DOES | SUBJECT | BASE FORM |         |
|----------|---------|---------|-----------|---------|
| When     | do      | you     | go        | to bed? |
| What     | does    | he      | dream     | about?  |

## 2 Wh- Questions About a Subject

We use **who** to ask about a person who does something (the subject).

Questions about a **subject** follow this form:

Who + third-person-singular verb

A: **Who** wakes Felix?

B: **Inez** wakes him. (*Inez = the subject*)

**BE CAREFUL!** Do not use **do** or **does** with questions about a subject. Do not use the base form of the verb.

Who wakes Felix?

**NOT** Who ~~does~~ wakes Felix?

**NOT** Who ~~do~~ wakes Felix?

**NOT** Who ~~wake~~ Felix?

### 3 Who and whom

We use **who** (or **whom**) to ask about a person who is the object of the question.

Questions about an **object** follow this form:

**Who(m) + do/does + subject + base form**

A: **Who does Inez wake?**

B: Inez wakes **Felix**. (*Felix = the object*)

**USAGE NOTE** *Whom* can be used instead of *who* in questions about an object, but *whom* is very formal so most people don't use it.

**Who does Dr. Chen visit?**

**Whom does Dr. Chen visit?** (*very formal and not common*)

## REFERENCE NOTE

For more information about *who*, *what*, *where*, *when*, and *why*, see Unit 2 on page 17.

Go to **MyEnglishLab** to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1

#### DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1-2** Night owls like to stay up late at night. Early birds get up early. Read about a night owl and an early bird. Then match the questions and answers.



Felix is a night owl. He hates to get up in the morning. On weekends, he goes to bed at 1:00 a.m. and gets up at noon. Unfortunately for Felix, during the week his first class starts at 8:15, and he needs to get up early.

At 7:00 a.m., Felix's alarm rings. He wakes up, but he doesn't get up. He stays in bed and daydreams. At 7:20, his mom comes in. She has a big smile. She says, "Felix, it's time to get up."

Inez is Felix's mother. She's an early bird. She's up at 6:00 a.m. even when she's on vacation. When she wakes Felix up, he says, "Leave me alone. I'm tired."

Finally, at about 7:30, Felix gets up. He jumps out of bed, showers, and gets dressed. At 7:50, he drinks a big glass of juice and runs to the bus stop. The bus comes at 8:00.

- |                                                 |                                        |
|-------------------------------------------------|----------------------------------------|
| <u>g</u> 1. Who hates to get up in the morning? | a. On weekends.                        |
| ___ 2. How does Felix feel in the morning?      | b. Tired.                              |
| ___ 3. Who does Inez wake up on school days?    | c. At 6:00 a.m.                        |
| ___ 4. Why does Felix run to the bus stop?      | d. Felix's alarm rings.                |
| ___ 5. What does Felix have for breakfast?      | e. A glass of juice.                   |
| ___ 6. When does Felix sleep late?              | f. Because he doesn't want to be late. |
| ___ 7. What happens at 7:00?                    | <del>g</del> Felix does.               |
| ___ 8. When does Inez wake up?                  | h. She wakes Felix up.                 |



## EXERCISE 2 WORD ORDER OF WH- QUESTIONS

**GRAMMAR NOTE 1** Complete the conversations. Read the answers. Then write questions. Put the words in parentheses in the correct order.

1. (do / you / usually get up / When)

A: When do you usually get up?

B: At 7:00 on weekdays.

2. (Where / come from / your guest / does)

A: \_\_\_\_\_

B: She's from Sydney.

3. (at night / they / How / do / feel)

A: \_\_\_\_\_

B: They're never tired at night. They're night owls.

4. (does / Who / he / dream about)

A: \_\_\_\_\_

B: He dreams about me.

5. (What / she / dream about / does)

A: \_\_\_\_\_

B: Actually, she never remembers her dreams.

6. (wake up / your mother / does / What time)

A: \_\_\_\_\_

B: She wakes up at 6:00 a.m.

## EXERCISE 3 WH- QUESTIONS ABOUT THE SUBJECT

**GRAMMAR NOTES 2-3** Complete the conversations. Read B's answers. Then write A's questions. Use the correct forms of the words in parentheses.

1. (Who / daydream)

A: Who daydreams?

B: John does.

2. (Who / have / nightmares)

A: \_\_\_\_\_

B: Her brother Sam does.

3. (Who / get up / before 6:00 a.m.)

A: \_\_\_\_\_

B: Grandma Ilene does.

4. (Who / hate / early morning classes)

A: \_\_\_\_\_

B: Bob, Emiko, and Jill do.

5. (Who / need / more than eight hours of sleep)

A: \_\_\_\_\_

B: Feng does.

## EXERCISE 4 WH- QUESTIONS

**GRAMMAR NOTES 1-3** Read the answers. Then ask questions about the underlined words.

1. Sabrina daydreams.

Who daydreams? \_\_\_\_\_

2. Sabrina daydreams during her math class.

When \_\_\_\_\_

3. Sabrina daydreams about her boyfriend.

Who \_\_\_\_\_

4. Sabrina daydreams during her math class because she doesn't like the class.

Why \_\_\_\_\_

5. Sabrina's boyfriend is 3,000 miles away in Alaska.

Where \_\_\_\_\_

6. Sabrina feels lonely.

How \_\_\_\_\_

7. Sabrina's boyfriend has a good job.

Who \_\_\_\_\_

8. Sabrina's boyfriend works for an oil company.

What \_\_\_\_\_



## EXERCISE 5 WH- QUESTIONS: SUBJECT AND OBJECT

**GRAMMAR NOTES 2-3** Underline and label the subject (S) and object (O) in each sentence. Then write one question about the subject and one question about the object. Begin with *who*.

1. <sup>S</sup> My mother <sup>O</sup> calls me every day.

Q: Who calls you every day?

A: My mother does.

Q: Who does your mother call every day?

A: My mother calls me.

2. In a dream, Jake meets his boss at a party.

Q: \_\_\_\_\_

A: Jake does.

Q: \_\_\_\_\_

A: He meets his boss.

3. In a nightmare, two men push Maya.

Q: \_\_\_\_\_

A: Two men do.

Q: \_\_\_\_\_

A: They push Maya.

4. In my dream, my grandfather visits my friends.

Q: \_\_\_\_\_

A: My grandfather does.

Q: \_\_\_\_\_

A: My friends.

## EXERCISE 6 EDITING

**GRAMMAR NOTES 1-3** There are ten mistakes. The first mistake is already corrected. Find and correct nine more.

1. Where do they <sup>sleep</sup> ~~sleeps~~?

6. Who does you dream about?

2. Why they need two pillows?

7. How he feels about that?

3. Who sleep on the sofa?

8. What you dream about?

4. When does she goes to bed?

9. How long does she sleeps at night?

5. Who wake you?

10. Where he sleep?



**EXERCISE 7 LISTENING**

▶ 10/02

**A** Mia often has the same dream. She tells a doctor about her dream. Listen to their conversation. What is she looking for in the dream?



▶ 10/02

**B** Listen again. Answer the questions. Then work with a partner and compare your answers.

1. What important event does Mia have in her dream?
2. What does the man in the dream say?
3. What does Dr. Fox think Mia has?
4. What are the two paths Dr. Fox talks about?
5. What does Mia's father want her to study?

*She has an important test.*

**EXERCISE 8 SNORING, DREAMING, AND SLEEP**

**A PRESENTATION** Prepare for a presentation in B. Answer the questions. Then work with a partner. Ask your partner the questions.

|                                                                | You | Your Partner |
|----------------------------------------------------------------|-----|--------------|
| Are you an early bird or a night owl?                          |     |              |
| What time do you go to bed?                                    |     |              |
| What days do you sleep late?                                   |     |              |
| Does anyone wake you up? If so, who?                           |     |              |
| Do you dream? If so, what do you dream about?                  |     |              |
| Do you walk or talk in your sleep?                             |     |              |
| Do you snore?                                                  |     |              |
| Do you need a lot of sleep? Do you ever have trouble sleeping? |     |              |



**B** Tell the class about your partner's sleep habits. The class asks your partner more questions.

EXAMPLE: **A:** Ali is a night owl. He usually goes to bed at 2:00 a.m.

**B:** Ali, what do you do at night?

**C:** I usually read at night.

**D:** Are you tired in the morning?

**C:** I'm always tired in the morning!

## EXERCISE 9 DREAMS

**INFORMATION GAP** Work with a partner. Student A, follow the instructions below. Student B, follow the instructions on page 445.

### STUDENT A

- Student B has a dream again and again. Find out about the dream. Ask Student B the questions below. Write down his or her answers.

1. Where are you in your dream? \_\_\_\_\_
2. Who do you see? \_\_\_\_\_
3. Is the person big? Little? \_\_\_\_\_
4. Are you big? Little? \_\_\_\_\_
5. What does the person say? \_\_\_\_\_
6. What do you do? \_\_\_\_\_

- You have a dream again and again. Read about your dream below. Student B will ask you questions about this dream. Answer Student B's questions.

You are on an airplane. The pilot comes to you. He says, "I need your help." You go with the pilot. You fly the plane. You land the plane. Everyone claps. You feel good. You wake up.

- Talk about your dreams. What do they mean?



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read the interview between Todd Jones and Ella Lam, best-selling author of the book *Sleep and Dreams*. Then work with a partner. Imagine your partner is famous. Ask your partner questions about his or her life. Take notes. Then switch roles.

**TODD:** How is your life different now that you are famous?

**ELLA:** People think I'm smarter.

**TODD:** What do you do in your free time?

**ELLA:** I travel. I was in South Africa last month, and next month I plan to go to Thailand.

**TODD:** Where do you live?

**ELLA:** I live in New York City.

**TODD:** Do you dream?

**ELLA:** Yes, I do. And I remember my dreams. Sometimes, I write them down.

**TODD:** What do you dream about?

**ELLA:** I dream about horses. I...

**B WRITE** Write an interview between you and your partner. Use the interview in A and your notes. Use the simple present for all your questions.

**C CHECK YOUR WORK** Read your interview. Underline simple present questions. Use the Editing Checklist to check your work.

### Editing Checklist

Did you...?

- ☐ use a *wh-* word + *do/does* + subject + base form for most simple present *wh-* questions
- ☐ remember NOT to use *do/does* in questions about a subject
- ☐ remember to use *do/does* in questions about an object

**D REVISE YOUR WORK** Read your questions and answers again. Can you improve your writing? Make changes if necessary.

# UNIT 10 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the *wh*- questions with the words from the box.

how      when      where      who      why

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1. A: _____ does she snore?      | B: I don't know why.            |
| 2. A: _____ do they get up?      | B: At about 9:00 or 10:00.      |
| 3. A: _____ sleeps in that room? | B: Their uncle does.            |
| 4. A: _____ do you feel?         | B: Sleepy.                      |
| 5. A: _____ do you buy sheets?   | B: At Bloom's department store. |

**B** Write questions with the correct forms of the words in parentheses.

- |                                       |       |
|---------------------------------------|-------|
| 1. (What / you / dream about)         | _____ |
| 2. (What time / your mother / get up) | _____ |
| 3. (What time / you / go to bed)      | _____ |
| 4. (Where / your brother / sleep)     | _____ |
| 5. (Who / snore / in your family)     | _____ |

**C** Read the statement and answers. Then write the questions.

John meets his uncle at the diner on Saturdays.

- |             |                  |
|-------------|------------------|
| 1. A: _____ | B: John does.    |
| 2. A: _____ | B: His uncle.    |
| 3. A: _____ | B: At the diner. |
| 4. A: _____ | B: On Saturdays. |

**D** Correct the questions. There are six mistakes.

- |                               |                                        |
|-------------------------------|----------------------------------------|
| 1. Where you live?            | 4. How they feel about sleeping pills? |
| 2. Why he daydreams in class? | 5. Who does you dream about?           |
| 3. When does she gets up?     | 6. What time he wake up?               |

Now check your answers on page 446.



# *There Is / There Are;* Possessives

UNIT

11

***There is / There are***

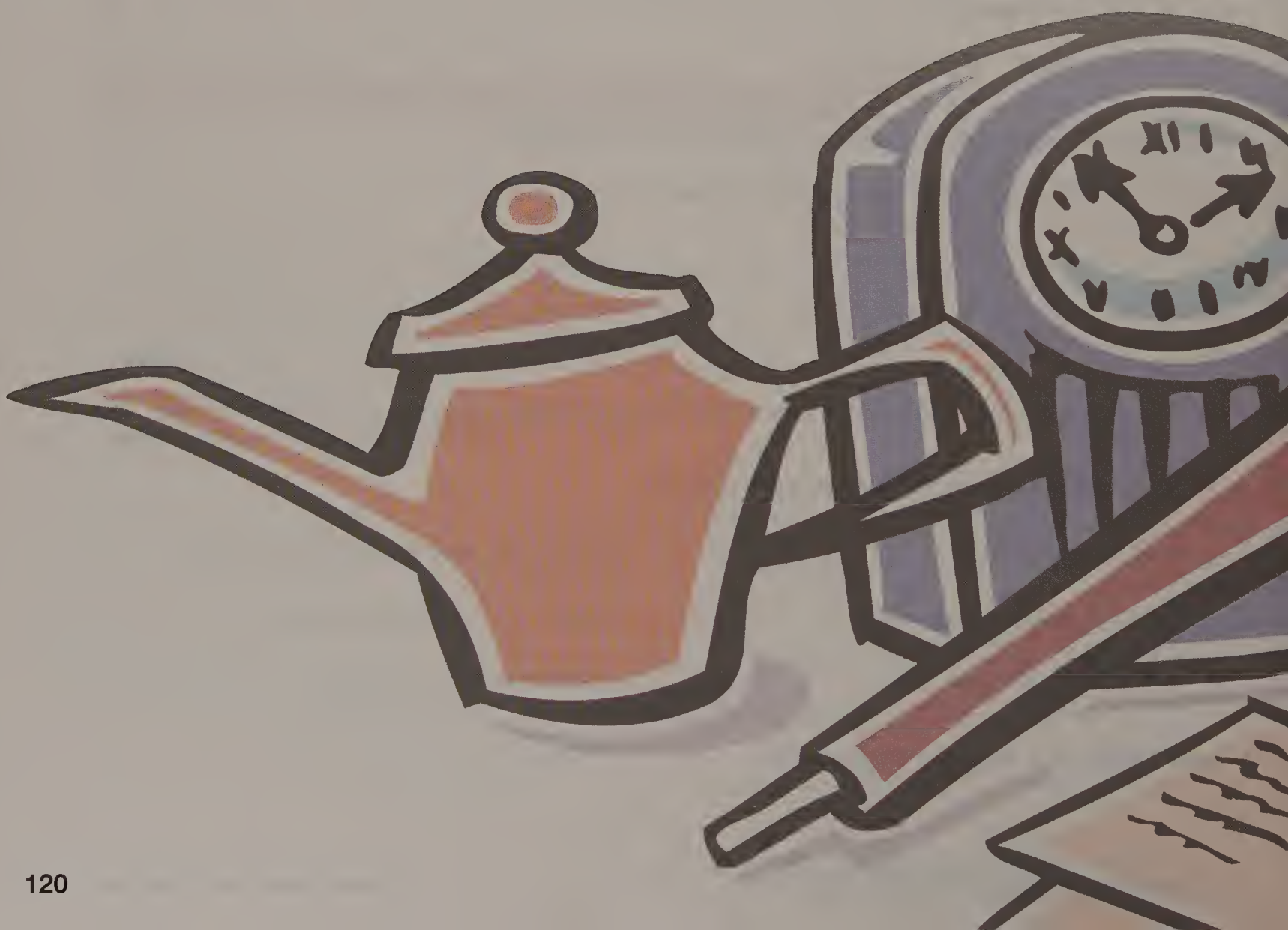
PLACES TO SHOP

UNIT

12

**Possessive Nouns and Adjectives;  
Pronouns; Questions with *Whose***

POSSESSIONS

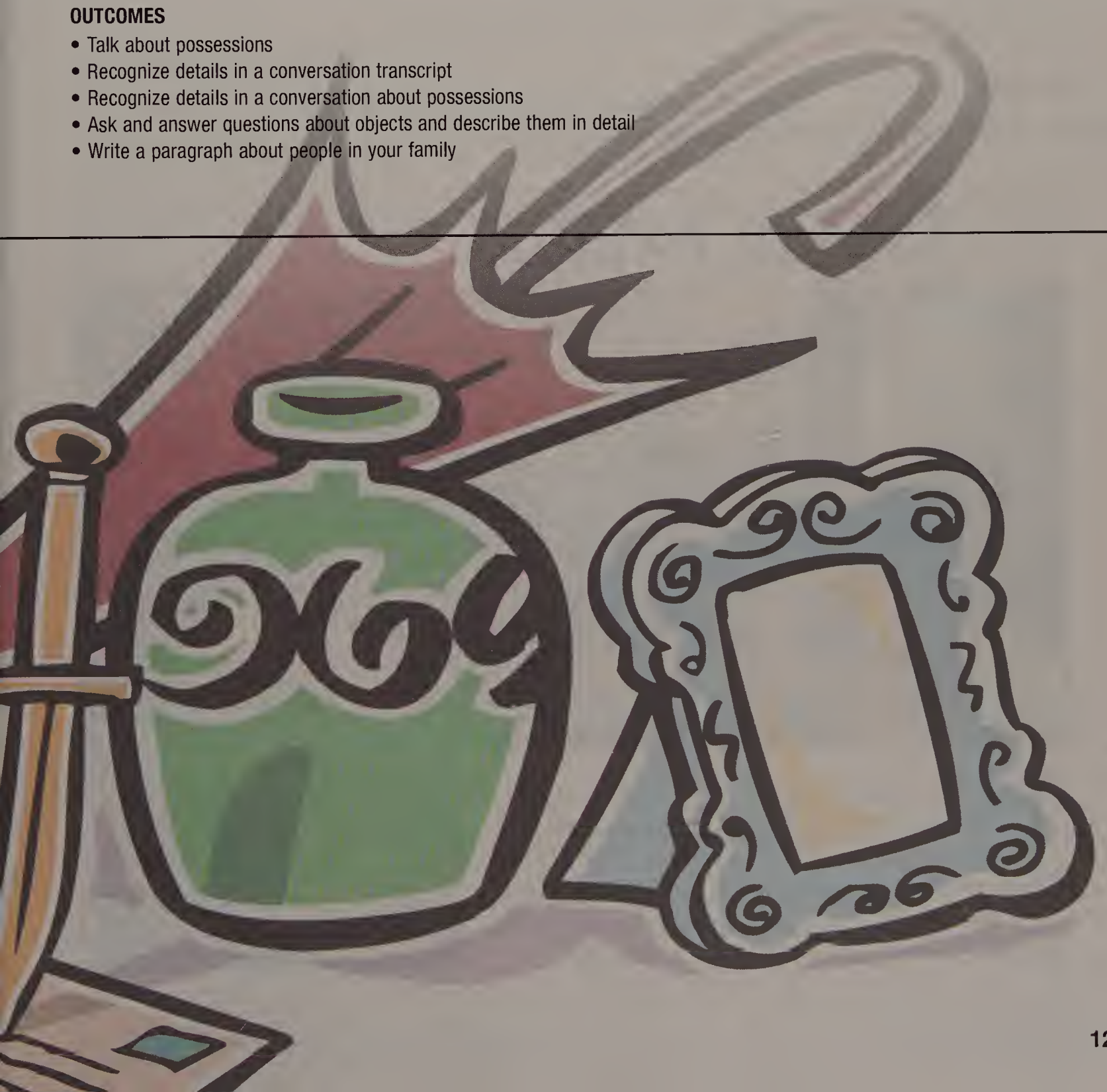


**OUTCOMES**

- Use *there is/are* to introduce people or things
- Use *there is/are* to tell the location of people or things or the time of events
- Recognize details in a short article about a famous place
- Recognize details about a place in a conversation
- Talk about places in your town
- Write a paragraph about a place to shop

**OUTCOMES**

- Talk about possessions
- Recognize details in a conversation transcript
- Recognize details in a conversation about possessions
- Ask and answer questions about objects and describe them in detail
- Write a paragraph about people in your family





## There is / There are

### PLACES TO SHOP

## OUTCOMES

- Use *there is/are* to introduce people or things
- Use *there is/are* to tell the location of people or things or the time of events
- Recognize details in a short article about a famous place
- Recognize details about a place in a conversation
- Talk about places in your town
- Write a paragraph about a place to shop

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Discuss the questions.

1. Do you like shopping malls? Why or why not?
2. Where is the nearest mall? Do you go there? Why or why not?

## READ

▶ 11:01 Read this page from a guidebook about the Dubai Mall.

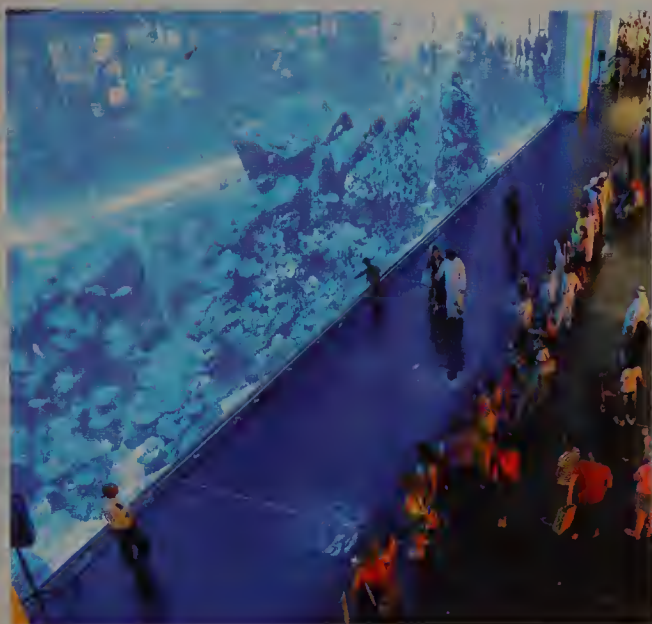
## The Dubai Mall



For a wonderful time, join the 750,000 weekly shoppers at the Dubai Mall. There are more than 1,200 stores including “Candylicious,” the world’s largest candy store. But the mall has a lot more than just the stores. There’s a luxury hotel, twenty-two cinema screens, and 120 restaurants and cafés.







Are there things for kids to do? Yes, lots. There's an aquarium, an underground zoo, and an ice rink<sup>1</sup> on the first level. And on the second level, there's the Sega indoor theme park.

What about parking? There are 14,000 parking spaces. And it's easy to find your car. Your parking ticket includes a computer system to help you locate<sup>2</sup> your car.

So make your plans now. There isn't a better place to shop.

1 ice rink: a place where people can skate on ice

2 locate: find

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

aquarium   including   indoor   join   luxury   parking spaces

1. He drives a(n) \_\_\_\_\_ car with leather seats and a great stereo system.
2. There are \_\_\_\_\_ for only a few cars, so you may need to leave your car at home.
3. There's a(n) \_\_\_\_\_ garage, so your car stays cool when it is hot outside.
4. There are hundreds of different fish in the \_\_\_\_\_.
5. Please \_\_\_\_\_ us for a tour of the new shopping center.
6. The total bill comes to a thousand dollars \_\_\_\_\_ tax.

**B COMPREHENSION** Complete the sentences. Circle the correct words.

1. Candylicious is a huge store for sweet / spicy treats.
2. There aren't any restaurants / museums at the Dubai Mall.
3. There are / aren't activities for children at the Dubai Mall.
4. There's a car-locating system / car wash at the Dubai Mall.
5. There's a hotel / an apartment building at the Dubai Mall.
6. Every week, there are more than 7,500 / 750,000 shoppers at the Dubai Mall.

**C DISCUSSION** Work with a partner. Compare your answers in B. Explain why you think your answers are correct. Then answer the question: Would you like to go to the Dubai Mall? Why or why not?

## THERE IS / THERE ARE

## Affirmative Statements

| There | Be  | Subject         | Place/Time         |
|-------|-----|-----------------|--------------------|
| There | is  | a restaurant    | on this level.     |
|       |     | a movie         | at 6:30.           |
| There | are | two restaurants | near the entrance. |
|       |     | shows           | at 7:00 and 9:00.  |

## Negative Statements

| There | Be + not | Subject      | Place/Time           |
|-------|----------|--------------|----------------------|
| There | isn't    | a restaurant | on the second level. |
| There | aren't   | any movies   | at 8:00.             |

## Yes/No Questions

| Be  | There | Subject       | Place             |
|-----|-------|---------------|-------------------|
| Is  | there | a pizza place | on Second Street? |
| Are | there | any banks     | nearby?           |

## Contractions

|               |   |              |
|---------------|---|--------------|
| there is      | → | there's      |
| there is not  | → | there isn't  |
| there are not | → | there aren't |

## Short Answers

| Affirmative |            | Negative |               |
|-------------|------------|----------|---------------|
| Yes,        | there is.  | No,      | there isn't.  |
|             | there are. |          | there aren't. |

## GRAMMAR NOTES

## 1 There is / There are

*There is* and *There are* **introduce** people or things into a conversation or a piece of writing.

We use ***there is*** to tell about the existence of:

- a person
- a thing

**There is a salesperson** near the door.

**There is a shoe store** at the mall.

We use ***there are*** to tell about the existence of:

- people
- things

**There are two women** in the store.

**There are restaurants** on the third level.

**USAGE NOTE** We often use ***there are*** to tell about the number of people or things that exist.

There are **14,000** parking spaces at the mall.  
There are **two** Thai restaurants in that mall.

**USAGE NOTE** It is very common to use the contraction ***there's*** with singular nouns. However, we almost never use the contraction ***there're*** with plural nouns.

**There's** a salesperson near the door.

**There are** two women in the store.

**NOT** ~~There're~~ two women in the store.

*There* in *there is* and *there are* is different from *there* on its own. ***There*** on its own is an adverb of place. It means "in that place."

**There are** two salespeople **there**.

## 2 There is/There are for Location or Time

We often use *there is* or *there are* to tell the **location** of people or things or the **time** of events.

- location
- time

There's an aquarium **on the first floor**.

There are concerts **on Friday and Saturday nights**.

## 3 Negative Forms

In the negative, use *there isn't* and *there aren't*.

**There isn't** a school in the mall.

**There aren't** any malls near our home.

**USAGE NOTE** We don't often use the full forms *there is not* or *there are not*.

## 4 Yes/No Questions

Begin *yes/no* questions with *Is there* or *Are there*. | **Is there** a mall nearby?

## 5 Agreement

When two nouns follow *there is* or *there are*, the verb usually agrees with the **first noun**.

**There's a shoe store** and two hair salons.

**There are two hair salons** and a shoe store.

## 6 There is and It is, He is, and She is; There are and They are

We often use *there is* or *there are* the first time we introduce people or things. We use *he*, *she*, *it*, or *they* to tell more about the people or things.

**There's a Thai restaurant** across the street. **It's** next to the shoe store.

**There's a salesman** over there. **He's** next to the cash register.

**There are three little girls** in the dress store.

**They're** excited about all the beautiful dresses.

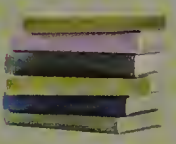
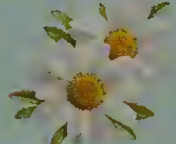
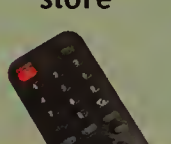
## REFERENCE NOTE

For more information about *any*, see Unit 27 on page 324.



**EXERCISE 1 DISCOVER THE GRAMMAR**

**A GRAMMAR NOTES 1-5** Look at the mall directory. Write *T* (True) or *F* (False) for each statement.

| BURLINGTON MALL DIRECTORY |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |
|---------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| THIRD LEVEL               | House of Kebab                                                                      | Chinese food                                                                        | Burgers                                                                             | Sushi bar                                                                            | Café                                                                                  | Restrooms                                                                             |
|                           |    |    |    |    |    |    |
| SECOND LEVEL              | Women's clothes                                                                     | Shoe store                                                                          | Art supply store                                                                    | Furniture store                                                                      | Children's clothes                                                                    | Cosmetics store                                                                       |
|                           |    |    |    |   |    |    |
| FIRST LEVEL               | Restrooms                                                                           | Gift shop                                                                           | Bookstore                                                                           | Flower shop                                                                          | Electronics store                                                                     | Women's clothes                                                                       |
|                           |  |  |  |  |  |  |

- T   1. There's a flower shop on the first level.
2. There's a café on the second level.
3. There aren't any toy stores.
4. There are five places to eat.
5. There isn't a restroom on the second level.
6. There's a bookstore and an electronics store on the second level.

**B** Look at the mall directory again. Circle the correct answers.

1. A: Are there any office supply stores at the mall?

B: Yes, there are. / (No, there aren't)

2. A: Are there any jewelry stores at the mall?

B: Yes, there are. / No, there aren't.

3. A: Is there an amusement park at the mall?

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

4. A: Is there an art supply store at the mall?

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

## EXERCISE 2 THERE IS/THERE ARE

GRAMMAR NOTES 1-2 Complete the sentences about the Burlington Mall with *There is* or *There are*.

1. There are two women's clothes stores at the mall.
2. \_\_\_\_\_ a good electronics store on the first level.
3. \_\_\_\_\_ a shoe store next to the art supply store.
4. \_\_\_\_\_ a lot of places to eat at the mall.
5. \_\_\_\_\_ restrooms on the first and the third levels.
6. \_\_\_\_\_ a cosmetics store at the mall.

## EXERCISE 3 AFFIRMATIVE AND NEGATIVE STATEMENTS

GRAMMAR NOTES 1-3 Find the incorrect sentences. Rewrite them with the correct word order.

1. There's a mall in the Chinese restaurant. There's a Chinese restaurant in the mall.
2. There's a second level on the shoe store. \_\_\_\_\_
3. There are two women's clothing stores at the mall. \_\_\_\_\_
4. There's an electronics store on the first level. \_\_\_\_\_
5. There isn't a mall at the men's clothing store. \_\_\_\_\_
6. There aren't any classrooms in the desks. \_\_\_\_\_

## EXERCISE 4 AFFIRMATIVE AND NEGATIVE STATEMENTS

A GRAMMAR NOTES 1-3, 6 Complete the conversation. Use *there's*, *there are*, *there isn't*, *there aren't*, *they're*, or *they aren't*.

AL: This pizza place is awful. There aren't any tablecloths, and the placemats are dirty. 1.

KATE: You're right. \_\_\_\_\_ any napkins either. \_\_\_\_\_ a busboy here 2. 3.  
somewhere, but I don't see him now.

AL: Well, I need a knife and fork.

KATE: \_\_\_\_\_ knives and forks on that table. Oh, no. \_\_\_\_\_ clean. 4. 5.

AL: Boy, it's hot in here. \_\_\_\_\_ even a fan. 6.

KATE: Oh, my gosh! You won't believe this.

AL: What is it?

KATE: Well, \_\_\_\_\_ a mouse over there, near the wall! 7.

AL: What? Ugh, \_\_\_\_\_ two mice! Let's leave!  
8.

KATE: What about our food?

AL: Let the mice have it. \_\_\_\_\_ hungry, too!  
9.

▶ 11|02 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 5 THERE IS / THERE ARE, THERE, AND THEY ARE

**A GRAMMAR NOTES 1-2, 6** Complete the conversation. Use *there's*, *there are*, *there*, and *they're*.

NICK: How about some Chinese food?

TINA: Well, there's only one Chinese food restaurant nearby. But it's expensive.  
1.  
\_\_\_\_\_ a lot of other restaurants, though.  
2.

NICK: Today is Sunday. Are they open?

TINA: \_\_\_\_\_ all open seven days a week.  
3.

NICK: Well, \_\_\_\_\_ a nice Mexican place over \_\_\_\_\_.  
4. 5.

TINA: Where?

NICK: Over \_\_\_\_\_ next to the diner.  
6.

TINA: I know the place. It's good and not expensive. Let's go.

▶ 11|03 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 6 THERE IS / THERE ARE AND SUBJECT PRONOUNS

**GRAMMAR NOTES 1-2, 5-6** Complete the sentences. Use *There's* or *There are* in the first sentence. Use *He's*, *She's*, *It's*, or *They're* in the second sentence.

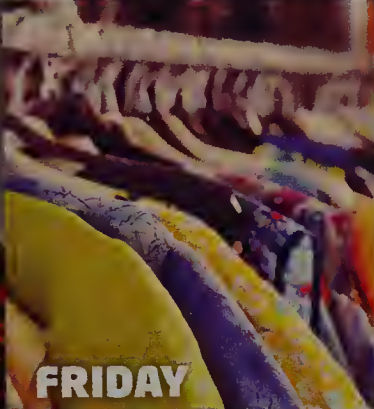
1. There's a good café over there. It's next to the bookstore.
2. \_\_\_\_\_ a salesman behind the counter. \_\_\_\_\_ talking to that woman.
3. \_\_\_\_\_ a lot of wool sweaters. \_\_\_\_\_ in the back of the store.
4. \_\_\_\_\_ a scarf on the floor. \_\_\_\_\_ your new one, isn't it?
5. \_\_\_\_\_ some indoor parking spaces over there. \_\_\_\_\_ near the exit.
6. \_\_\_\_\_ a small mall on Route 4. \_\_\_\_\_ next to the amusement park.
7. \_\_\_\_\_ a lot of people in that line. \_\_\_\_\_ buying tickets for the movie.
8. \_\_\_\_\_ a pizza place and two restaurants here. \_\_\_\_\_ open now.
9. \_\_\_\_\_ a woman in a blue dress. \_\_\_\_\_ the owner of the pizza place.



## EXERCISE 7 YES/NO QUESTIONS AND ANSWERS

GRAMMAR NOTES 1-4, 6 Look at the calendar. Complete the questions with *Is there* or *Are there*. Then write answers.

This week

| <br><b>TODAY</b> | <br><b>FRIDAY</b> | <br><b>SATURDAY</b>      | <br><b>SUNDAY</b>        |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <p><b>Carmen</b><br/>Columbia College<br/>Tonight at 8:00</p>                                     | <p><b>Buyers Flea Market</b><br/>4545 West Street<br/>8:00-5:00<br/><i>Cheap clothing!</i></p>     | <p><b>The Misfits</b><br/>Great Drama with Marilyn Monroe!<br/>Main Street Cinema<br/>4:30, 6:30, 8:30</p> | <p><b>Chicago Symphony Orchestra</b><br/><b>All Beethoven</b><br/>Chicago Cultural Center<br/>8:00 p.m.</p> |

1. A: Is there a performance tonight? What is it?

B: \_\_\_\_\_

2. A: \_\_\_\_\_ any movies or concerts this weekend? When?

B: \_\_\_\_\_

3. A: How many showings of the movie \_\_\_\_\_?

B: \_\_\_\_\_

4. A: \_\_\_\_\_ a flea market? When and where is it?

B: \_\_\_\_\_

## EXERCISE 8 EDITING

GRAMMAR NOTES 1-6 Read the sentences about pizza places. There are eight mistakes. The first mistake is already corrected. Find and correct seven more.

1. Is <sup>there</sup>~~they~~ a pizza place near you?

2. There not are any pizza places on my street. There is one on the next street and four in my town.

3. There be pizza places at almost every mall in the United States. The pizzas come in all shapes and sizes.
4. Are traditional pizzas with mushrooms, pepperoni, and broccoli.
5. There is also pizzas with curry, fish, and coconut.
6. In the United States, they are over 70,000 pizza places. There sell lots of pizzas.
7. Pizzas are popular with everyone. There are popular with both young and old people.

Go to [MyEnglishLab](#) for more focused practice.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 9 LISTENING

 11:04 **A** Listen to the conversation. Then choose the correct answer to each question.

1. Where's the mall?
  - a.** two miles north
  - b.** two miles south
  - c.** two miles west
2. How are the prices at the mall?
  - a.** Everything is expensive.
  - b.** Everything is inexpensive.
  - c.** They vary by store.
3. Is there an Italian restaurant?
  - a.** Yes, there is.
  - b.** No, there isn't.
  - c.** Maybe.
4. Where's the food court?
  - a.** on the second level
  - b.** on the third level
  - c.** on the ground level
5. Why is there traffic on the drive to the mall?
  - a.** People are walking in the road.
  - b.** There's road construction.
  - c.** There's an accident.

**B** Work with a partner. Use the list below to ask questions about the mall in the listening. Your partner answers them.

EXAMPLE: **A:** Is there a department store at the mall?

**B:** Yes, there is. There are two department stores.

- a department store
- a movie theater
- places to eat
- parking spaces
- good prices
- a place to buy towels



## EXERCISE 10 HOW ARE THEY DIFFERENT?

**GAME** Work with a partner. Find ten differences between Picture A and Picture B.

EXAMPLE: In Picture A, there's a shoe repair shop between the bakery and the pizza place. In Picture B, there isn't a shoe repair shop between the bakery and the pizza place. The shoe repair shop is between the pizza place and the flower shop.

### Picture A



### Picture B





## EXERCISE 11 GREAT PLACES TO SHOP

**A DISCUSSION** Work in groups. Talk about good places to shop in your area or online.

EXAMPLE: **A:** There's a great place to get running shoes on 3rd Street.

**B:** Where on 3rd Street?

**A:** It's between Elm and Oak. It's next to the bank.

**C:** How are the prices?

**A:** Not bad.

**B** Tell the class about four places your group likes to shop. Use *there is* or *there are* in your report.

## EXERCISE 12 TIC TAC TOE

**GAME** Walk around the class. Use the phrases in the boxes to ask your classmates questions. Begin with *Is there* or *Are there any*. If a student answers "yes," write his or her name in the box. The first person to have three names across, down, or diagonally calls out "Tic Tac Toe."

EXAMPLE: **ALI:** Is there a big mall near your home?

**BORIS:** Yes, there is. It's on Glendale Avenue. (*Ali writes Boris's name in the box.*)

|                                                                                                                                  |                                                                                                                                             |                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <p>a big mall near your home<sup>1</sup></p>  | <p>a bakery near your home</p>                           | <p>shops on your street</p>  |
| <p>a park near your home</p>                  | <p>two or more credit cards in your purse or pocket</p>  | <p>a pet in your home</p>    |
| <p>a pizza place near your home</p>           | <p>a bus stop near your home</p>                         | <p>flowers in your home</p>  |

<sup>1</sup> near your home: you can walk there in ten minutes or less

## FROM GRAMMAR TO WRITING

### A BEFORE YOU WRITE

Read about a store called "Village Gifts." Underline *there's*, *there are*, and *there aren't*. Then take notes in the chart below about a store that you like to shop at and why. Work with a partner. Tell your partner about the place you shop.

*There's a small store near my home. It's called "Village Gifts." It's on a street with two other small shops. The owners are a husband and wife. Their gifts include unusual crafts from all over the world. There are some great things to buy—colorful pottery from Mexico, beautiful jewelry from Thailand, traditional rugs from China, and baskets from Jamaica. The owners love the things they sell. There's a story behind every item. That's why I like to shop there. There aren't many shops like that.*

### My Store

**B WRITE** Write a paragraph about a place you like to shop. Give reasons why you like to shop there. Use the paragraph in A and your chart. Use *there is* and *there are*.

**C CHECK YOUR WORK** Read your paragraph in B. Underline *there is* and *there are*. Use the Editing Checklist to check your work.

### Editing Checklist

Did you . . . ?

- ☐ use *there is* for singular nouns and *there are* for plural nouns
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.

# UNIT 11 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with *There's*, *There are*, *There isn't*, or *There aren't*.

- \_\_\_\_\_ any restrooms on this level, but there's one on the next level.
- \_\_\_\_\_ a great bakery on Elm Street. It sells delicious cakes and cookies.
- \_\_\_\_\_ three Mexican restaurants on West Street. They're all very good.
- Sorry. \_\_\_\_\_ a pool in this hotel, but there's a fitness center.
- \_\_\_\_\_ a mouse in the corner. Let's get out of here. I don't like mice.
- \_\_\_\_\_ two big malls in that town. I often shop in them.

**B** Circle the correct words to complete the yes/no questions and short answers.

1. **A:** Are there / Are they any soda machines in the building?

**B:** Yes, there are / they are.

2. **A:** Is it / Is she the teacher?

**B:** Yes, she's / she is.

3. **A:** Are there / Are they new students?

**B:** No, they aren't / she isn't.

4. **A:** Are there / Is there a men's room on this floor?

**B:** No, they aren't / there isn't.

**C** Complete the sentences with *There's*, *There are*, *She's*, *It's*, or *They're*.

- \_\_\_\_\_ a new pizza place on Elm Street. \_\_\_\_\_ next to the post office.
- \_\_\_\_\_ a lot of people outside the pizza place. \_\_\_\_\_ in a long line.
- \_\_\_\_\_ a great pizza chef there. \_\_\_\_\_ funny, and her pizzas are delicious.

**D** Correct the paragraph. There are four mistakes.

Visit the new Shopper's Mall on Route 290. There's over 100 stores. There a movie theater, and they are ten great places to eat. Come early. Every morning at 10:30, there are a free show for children. The mall is three miles from the Tappan Bridge on Route 290.

Check your answers on page 446.



# Possessive Nouns and Adjectives; Pronouns; Questions with *Whose*

## POSSESSIONS

### OUTCOMES

- Talk about possessions
- Recognize details in a conversation transcript
- Recognize details in a conversation about possessions
- Ask and answer questions about objects and describe them in detail
- Write a paragraph about people in your family

### STEP 1

### GRAMMAR IN CONTEXT

### BEFORE YOU READ

Work with a partner. Answer the questions.

1. Is your handwriting neat? Is it difficult to read?
2. Look at Michelle and Rick's handwriting.  
Whose handwriting is neat? Whose is messy?

My name is Michelle Young.

My name is Rick M.

### READ

12/01 Read this conversation between a teacher and her students.

## Whose Composition Is This?

TEACHER: Whose composition is this?

BORIS: Is it a good paper?

TEACHER: It's excellent.

BORIS: It's my composition.

YOLANDA: No, that's not your handwriting. It's Kim's composition. Her name is right there. She's absent today.

TEACHER: Thanks, Yolanda. Whose paper is *this*?

BORIS: Is it a good paper?

TEACHER: It's OK.

BORIS: Then it's mine.

JUAN: It's not yours. It's mine. See, my name is on the back.

TEACHER: You're right, Juan. I recognize your handwriting. Here, Boris. *This* is your composition.

BORIS: Is it a good paper?

TEACHER: It needs some work.

BORIS: I don't think it's mine.

TEACHER: Uh... I think it is yours. All the other compositions have a name on them.



## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

back      composition      excellent      grade      recognize

1. He has a new hairstyle and is wearing a new suit. It's hard to \_\_\_\_\_ him.
2. We had to write a \_\_\_\_\_ about a favorite childhood possession. Mine was about my blue blanket.
3. Are the answers in the \_\_\_\_\_ of the book?
4. What was your \_\_\_\_\_ in English? Mine was an A+.
5. Her writing is \_\_\_\_\_. It is clear, organized, and interesting.

**B COMPREHENSION** Write short answers to the following questions.

1. Whose composition is very good? \_\_\_\_\_
2. Who's absent? \_\_\_\_\_
3. Whose composition has a name on the back? \_\_\_\_\_
4. Whose composition needs work? \_\_\_\_\_

**C DISCUSSION** Work with a partner. Compare your answers in B. Then look at the compositions below. Which composition is Kim's, Juan's, and Boris's? Explain your answers.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



POSSESSIVES; PRONOUNS; QUESTIONS WITH *WHOSE*

## Possessive Nouns

| Singular Nouns                                                         | Plural Nouns                                                                                   |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| John's last name is Tamez.<br>Russ's last name is Stram.               | The <b>girls'</b> gym is on this floor.                                                        |
| My <b>mother's</b> name is Rita.<br>The <b>woman's</b> name is Carmen. | My <b>parents'</b> car is in the garage.<br>The <b>women's</b> restroom is on the first floor. |

| Subject Pronoun | Possessive Adjective | Possessive Pronoun |                                                                          |
|-----------------|----------------------|--------------------|--------------------------------------------------------------------------|
| I               | <b>my</b>            | <b>mine</b>        | That is <b>my</b> book.<br>That book is <b>mine</b> .                    |
| You             | <b>your</b>          | <b>yours</b>       | Do you have <b>your</b> key?<br>Do you have <b>yours</b> ?               |
| He              | <b>his</b>           | <b>his</b>         | This is <b>his</b> car.<br>This car is <b>his</b> .                      |
| She             | <b>her</b>           | <b>hers</b>        | That's <b>her</b> house.<br>That house is <b>hers</b> .                  |
| It              | <b>its</b>           |                    | Look at that bird. <b>Its</b> feathers are red and gold.                 |
| We              | <b>our</b>           | <b>ours</b>        | We lost <b>our</b> notes.<br>We lost <b>ours</b> .                       |
| They            | <b>their</b>         | <b>theirs</b>      | They can't find <b>their</b> tickets.<br>They can't find <b>theirs</b> . |

|            | Object Pronoun (Singular) |
|------------|---------------------------|
| Raul likes | <b>me.</b>                |
|            | <b>you.</b>               |
|            | <b>him.</b>               |
|            | <b>her.</b>               |
|            | <b>it.</b>                |

|             | Object Pronoun (Plural) |
|-------------|-------------------------|
| Sarah knows | <b>us.</b>              |
|             | <b>you.</b>             |
|             | <b>them.</b>            |

Questions with *Whose*

| Questions                               | Answers                                                 |
|-----------------------------------------|---------------------------------------------------------|
| <b>Whose</b> book report is long?       | Carmen's.<br>Carmen's book report is long.              |
| <b>Whose</b> eyes are green?            | Igor's.<br>Igor's eyes are green.                       |
| <b>Whose</b> compositions are finished? | Yoko's and Kaori's.<br>Yoko's and Kaori's compositions. |



## GRAMMAR NOTES

### 1 Possessive Nouns and Possessive Adjectives

Possessive nouns and possessive adjectives show that something belongs to someone.

- a possessive noun
- a possessive adjective

This is **Kim's** car. (*the car belongs to Kim*)  
It is **her** car.

### 2 Possessive Nouns

We use an **apostrophe** (') to show possession.

Add an apostrophe (') + **s** to a **singular noun**.

That's **Juan's** composition.

Add an apostrophe (') to a **plural noun** ending in **-s**.

My **parents'** home is near my home.

Add an apostrophe (') + **s** to an **irregular plural noun**.

The **women's** restroom is on the first floor.

**BE CAREFUL!** Remember to say or write the 's ending on possessive nouns.

That's Maria's book.  
**NOT** That's ~~Maria~~ book.

**BE CAREFUL!** A noun + apostrophe (') + **s** may also be a contraction of a noun + **is** in conversation and informal writing.

**Anna's** late. (= *Anna is late.*)

### 3 Possessive Adjectives

A **noun** follows a possessive adjective.

**His sister** is in Busan.

Possessive adjectives replace **possessive nouns**.

A: Where's your **father's** sister?  
B: **His** sister is in Busan.  
A: Where's your **mother's** sister?  
B: **Her** sister is in Seoul.

**BE CAREFUL!** Possessive adjectives agree with the nouns they replace.

A: Where's your **father's** sister?  
B: **His** sister is in Busan.  
**NOT** ~~Her~~ sister is in Busan. (*Sister is feminine, but the possessive adjective agrees with the noun it replaces—father—who is masculine.*)

**BE CAREFUL!** Do not confuse *its* and *it's*. **Its** is a possessive adjective; *it's* = *it is*.

This is my turtle. **Its** name is Tubby.  
**It's** a hot day.

### 4 Possessive Pronouns

A **possessive pronoun** can replace a **possessive adjective** and **noun**.

This isn't **my umbrella**. **Mine** is blue.  
(*My umbrella is blue.*)

**BE CAREFUL!** A noun never follows a possessive pronoun.

This is my hat. This is **mine**.  
**NOT** This is ~~mine~~ hat.

## 5 Whose

Use *whose* to ask questions about possessions.

We often answer questions with *whose* with a possessive noun, a possessive adjective + a noun, or a possessive pronoun.

A: **Whose** car is that?

B: It's **Kim's** car. **or** It's **her** car. **or** It's **hers**.

**BE CAREFUL!** *Who's* sounds like *whose*, but it is short for *Who is*.

**Whose** book is this?

**NOT** ~~Who's~~ book is this?

## 6 Subject Pronouns and Object Pronouns

Remember that all sentences must have a **subject** + a **verb**. (See Unit 1.)

**Kim works.** (Kim = *subject*; works = *verb*)

A sentence can also have a **subject** + a **verb** + an **object**.

|                 |              |                |
|-----------------|--------------|----------------|
| SUBJECT<br>NOUN | VERB         | OBJECT<br>NOUN |
| <b>Kim</b>      | <b>loves</b> | <b>Ron.</b>    |

We can replace a subject noun with a subject pronoun. We can replace an object noun with an object pronoun.

|                    |              |                   |
|--------------------|--------------|-------------------|
| SUBJECT<br>PRONOUN |              | OBJECT<br>PRONOUN |
| <b>She</b>         | <b>loves</b> | <b>him.</b>       |

(*She replaces Kim and him replaces Ron*)

## REFERENCE NOTES

For more about **irregular plural nouns**, see Appendix 9 on page 434.

Go to [MyEnglishLab](#) to watch the grammar presentation.

**EXERCISE 1 DISCOVER THE GRAMMAR**

**GRAMMAR NOTES 1-6** Read the conversation. Then look at the words in bold and put them into the chart below. The first one in each category is done for you.

| Possessive Nouns | Possessive Pronouns | Possessive Adjectives | Object Pronouns |
|------------------|---------------------|-----------------------|-----------------|
| Marco's          | mine                | your                  | it              |
|                  |                     |                       |                 |
|                  |                     |                       |                 |
|                  |                     |                       |                 |

**BEN:** Whose book is on the table next to the printer? Is it **Marco's** book?

**LI:** No, it's **mine**.

**BEN:** Is that **your** translator, too?

**LI:** No, it's **Marco's** translator. **Mine** is in **my** backpack. **His** is over there. He always uses **it** in class.

**BEN:** Where are the workbooks?

**LI:** I put **them** on the bookshelves over there.

**BEN:** I always see **you** and Marco together. Are you friends outside of class?

**LI:** **Marco's** mother and **my** mother are sisters. Marco and I are cousins. We're friends, too.

**EXERCISE 2 POSSESSIVE NOUNS****A GRAMMAR NOTES 1-3**

Read about the Zhang family.  
Underline the possessive  
nouns in the reading.



This is the Zhang family. The older man is Lao Zhang. Lao's wife is Feng. They have two daughters, Hua and Mei. Hua's husband is Gang. They have a son, Bao. Mei's husband is Jinsong. They have a daughter, Ting.



**B** Complete the sentences. Circle the correct answers.

1. Ting's mothers / mother's mother is Ting's grandmother / grandmother's.
2. Hua's sister / sister's daughter is Hua's / Hua niece.
3. Gang's wife / wife's sister is his / her sister-in-law.
4. Bao's uncle / uncle's apartment is in Shanghai.
5. Bao and Ting are cousins / cousin's. Their mothers / mother's are sisters / sister's.
6. Lao Zhang is the families / family's oldest member.

### EXERCISE 3 POSSESSIVE ADJECTIVES

GRAMMAR NOTES 1, 3 Complete the sentences. Use possessive adjectives.

1. My sister studies in Toronto. Her school is on Victoria Street.
2. She goes to Edgewood University. She likes \_\_\_\_\_ classes.
3. Her husband's parents work at the United Nations. \_\_\_\_\_ jobs are interesting.  
\_\_\_\_\_ mother is a translator, and \_\_\_\_\_ father is an interpreter.
4. Right now my brother is in Peru. \_\_\_\_\_ wife is in Belize, and \_\_\_\_\_ children are in the United States with their grandparents.
5. The children have a rabbit. \_\_\_\_\_ fur is soft.
6. Does your brother like \_\_\_\_\_ job? Does he meet interesting people?
7. Do you like \_\_\_\_\_ classes? Are they helpful? Are your classmates friendly?
8. Does your grandmother like \_\_\_\_\_ new apartment? Is she happy there?

### EXERCISE 4 POSSESSIVE PRONOUNS

GRAMMAR NOTES 1, 3-4 Replace the underlined words with possessive pronouns.

1. A: Is that your notebook?  
B: No, it's not mine my notebook. It's his notebook. My notebook is in my book bag.  
a. b. c.
2. A: Is this their house?  
B: No. Their house is in back of the library.  
a.  
A: Whose house is this?  
B: It's our house.  
b.

3. A: Are those your sunglasses?

B: No, they're her sunglasses. My sunglasses are in my bag.  
a. b.

4. A: Is that Jaguar your uncle's car?

B: No. My uncle's car is the Ford. That's his wife's car. Her car is the Jaguar.  
a. b.

## EXERCISE 5 POSSESSIVE ADJECTIVES AND POSSESSIVE PRONOUNS

GRAMMAR NOTES 1, 3-6 Complete the conversations. Circle the correct answers.

1. A: I think you have my umbrella.

B: No. This is (my) / mine umbrella. You / Yours is over there. It's next to her / hers  
a. b. c.  
electronic dictionary.

2. A: Whose gloves are these? Yours or Julie's?

B: They're her / hers. My / Mine are wool.  
a. b.

3. A: Where is their / theirs car?  
a.

B: Their / Theirs car is in the garage.  
b.

A: Is your / yours there, too?  
c.

B: No. Our / Ours is on the street.  
d.

## EXERCISE 6 SUBJECT AND OBJECT PRONOUNS, POSSESSIVES

GRAMMAR NOTES 1, 3-6 Complete the sentences. Circle the correct answers.

1. It's I / my / me / (mine). Please give it to I / my / me / mine.  
a. b.

I / My / Me / Mine need it.  
c.

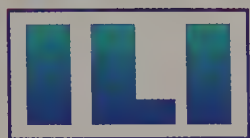
2. I don't think he / him / his is on the train. I don't see he / him / his.  
a. b.

3. Our family is from Edmonton. They / Their / Theirs / Them family is from  
a.

Vancouver, but they / their / theirs / them live in Edmonton now. We live next door  
b.  
to they / their / theirs / them.  
c.

## EXERCISE 7 PRONOUNS AND POSSESSIVE ADJECTIVES

**GRAMMAR NOTES 3–6** Read and complete the article with the correct subject pronoun, object pronoun, possessive pronoun, or possessive adjective.



### International Language Institute NEWSLETTER

#### New Student of the Month



Sandra Gomes

#### GET TO KNOW NEW STUDENTS AT THE ILI

My name is Sandra Gomes. I  
1. am from São Paulo, Brazil. I  
2. am happy to be a student at the International Language Institute. It  
3. is great to learn English and meet people from all over the world. My  
4. parents and brother are in Brazil, but my  
5. sister is here with her  
6. We  
7. share an apartment together. Her  
8. is nice, but her  
9. is far from school. They  
10. each have a bedroom. Her  
11. is bigger than his  
12. . That's fine with us  
13. because we  
14. like small spaces. We  
15. spend a lot of time together in our  
16. apartment. That's because they  
17. both have a TV, a computer, and a lot of friends who visit us  
18. .

## EXERCISE 8 SPELLING OF POSSESSIVE NOUNS

**GRAMMAR NOTES 2, 6** Listen to the sentences. For each sentence, circle the word you hear.

- |            |                |          |
|------------|----------------|----------|
| 1. Maria   | <u>Maria's</u> | Marias   |
| 2. Maria   | Maria's        | Marias   |
| 3. Maria   | Maria's        | Marias   |
| 4. partner | partner's      | partners |
| 5. partner | partner's      | partners |
| 6. partner | partner's      | partners |



## EXERCISE 9 EDITING

**GRAMMAR NOTES 1-6** Correct the conversations. There are seven mistakes. The first mistake is already corrected. Find and correct six more.

1. A: Is that <sup>your</sup> ~~you~~ dictionary?

B: No. It's his dictionary.

A: Who's?

B: Dans.

A: That's not his's. It's Juan's.

2. A: Is Maria sister here?

B: No, she's not.

A: Is Maria here?

B: No, but his brother is.

A: Where is Maria?

B: I think she's with his sister.

Go to MyEnglishLab for more focused practice.

### STEP 4

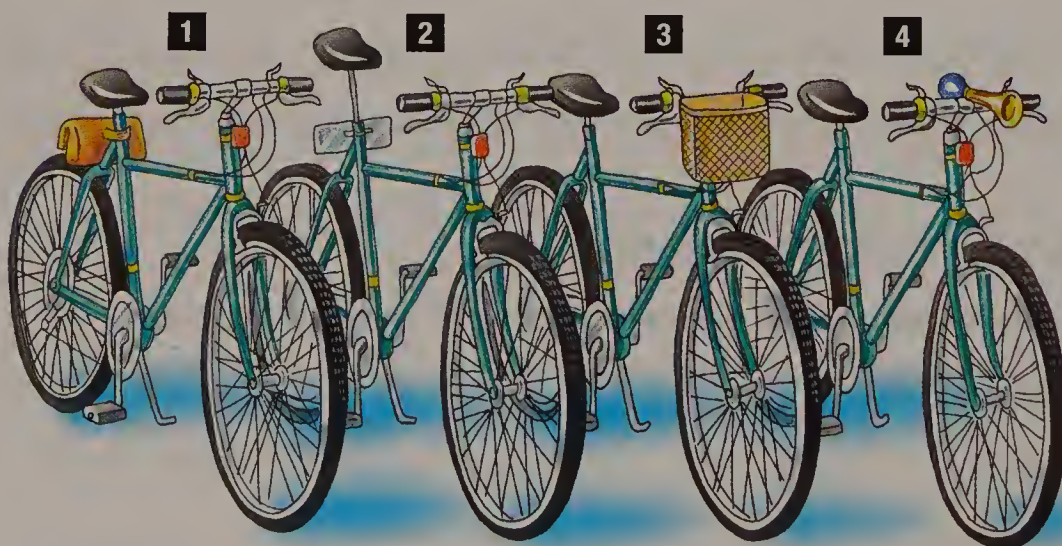
### COMMUNICATION PRACTICE

## EXERCISE 10 LISTENING

**A** Listen to the conversation. What are Boris and Jasmine talking about? Circle the correct letter.

- a. bikes      b. baskets      c. sales

**B** Listen again. Work with a partner. Write the name of the owner of each bicycle on the lines next to the bicycles. Use the names from the box. Then explain your answers.



Amy      Johnny  
Jasmine      Roger and Ted

1. Amy

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

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

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

**C** Work with a partner. Take turns. Ask and questions with *whose* about the bikes.

EXAMPLE: A: Whose bike has a basket?

B: Amy's bike has a basket.

## EXERCISE 11 WHOSE BIRTHDAY IS IN DECEMBER?

**A Q & A** Prepare to ask and answer questions with your classmates. Complete the questions with *Whose* or *Who's*.

1. Whose birthday is in December?
2. Who's good in art?
3. \_\_\_\_\_ name means something?
4. \_\_\_\_\_ a good athlete?
5. \_\_\_\_\_ eyes aren't dark brown?
6. \_\_\_\_\_ a good cook?
7. \_\_\_\_\_ first name has more than eight letters?
8. \_\_\_\_\_ birthday is in the summer?
9. \_\_\_\_\_ a good dancer?
10. \_\_\_\_\_ handwriting is beautiful?

**B** Walk around the room. Ask your classmates *yes/no* questions about the things in A. Take notes.

EXAMPLE: A: Juan, is your birthday in December?  
B: No, it's not. Is yours?  
A: Yes, it is.

**C** Ask your classmates the questions in A. Your classmates look at their notes to find the answer.

EXAMPLE: A: Whose birthday is in December?  
B: Maria's birthday is in December.

## EXERCISE 12 WHOSE IS IT?

**GAME** Work in a large group. Each student in the group puts something that belongs to him or her in a bag. The group then passes the bag to another group. Students in the second group talk about each object. They guess the owner and give a reason why.

EXAMPLE: A: OK. This is a keychain. Whose keychain is this?  
B: I think it's Boris's keychain. There's a tennis racquet on the keychain, and Boris's passion is tennis.  
C: Or Sukana's? She likes tennis, too.  
D: It's a big keychain and Sukana has a big bag. Let's go with Sukana.  
A: Our group thinks it's Sukana's keychain because the keychain has a tennis racket and Sukana likes tennis.

Go to [MyEnglishLab](https://www.MyEnglishLab.com) for more communication practice.

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read about a student's family. On a separate piece of paper, draw each member of the family. Work with a partner. Compare your drawings. Then draw a picture of your own family. Tell your partner about each member of your family.

This is Jorge. He's on the left. Jorge is my sister's husband. He's twenty-five years old and works for a big company. He's a web architect. He enjoys his job. His passion is computers. That's why he has a computer in his hand.

Dahlia is next to Jorge. Dahlia is my sister and Jonathan's wife. She's a jewelry designer. She's twenty-two years old. Her passion is art and jewelry. Her T-shirt and her necklace are her designs.

My mom is next to my sister. She's fifty-three years old. She's a kindergarten teacher. She loves music and has a beautiful voice.

My dad is on the right. He has a band. He's the leader. His passion is music, too. He plays a lot of instruments. He's very talented. He's also a great dad.

**B WRITE** Write about the people in your family. Use the paragraphs in A and your drawings to help you. Use pronouns and possessive adjectives.

**C CHECK YOUR WORK** Read your description in B. Underline the pronouns and possessive adjectives. Then use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use an apostrophe with possessive nouns
- ☐ follow all possessive adjectives with a noun
- ☐ use correct agreement with possessive adjectives
- ☐ check your spelling

**D REVISE YOUR WORK** Read your descriptions of your family again. Can you improve your writing? Make changes if necessary.



# UNIT 12 REVIEW

Test yourself on the grammar of the unit.

**A** Cross out the underlined words. Replace them with *His*, *Her*, *Its*, or *Their*.

1. My parents' car is big.
2. My brother's daughter is a history teacher.
3. That bird is injured. That bird's wing is broken.
4. The students' tests are on the teacher's desk.
5. Our aunt's store is on Main Street.

**B** Complete the conversations. Circle the correct answers.

1. A: You need an umbrella. Take me / mine.

B: I don't want to use your / yours.

A: It's OK. I have you / your rain hat.

2. A: Who's / Whose dictionary is on the floor?

B: It's Ali / Ali's.

**C** Complete the sentences with *Who's* or *Whose*.

1. \_\_\_\_\_ test is this?
2. \_\_\_\_\_ compositions are on the floor?
3. \_\_\_\_\_ in level 3?
4. \_\_\_\_\_ family lives in the countryside?
5. \_\_\_\_\_ the director of your school?

**D** Correct the conversation. There are five mistakes.

A: Who's bag is that on the floor?

B: I think it's Maria.

A: No. Her bag is on her arm.

B: Well, it's not mine bag. Maybe it's Rita.

A: Rita, is that yours bag?

Now check your answers on page 447.

Go to MyEnglishLab to complete the review online.

# Modals: Ability and Permission

UNIT

13

**Ability: *Can* or *Could***

ANIMALS AND THEIR ABILITIES

UNIT

14

**Permission: *Can* or *May***

SPECIAL DIETS



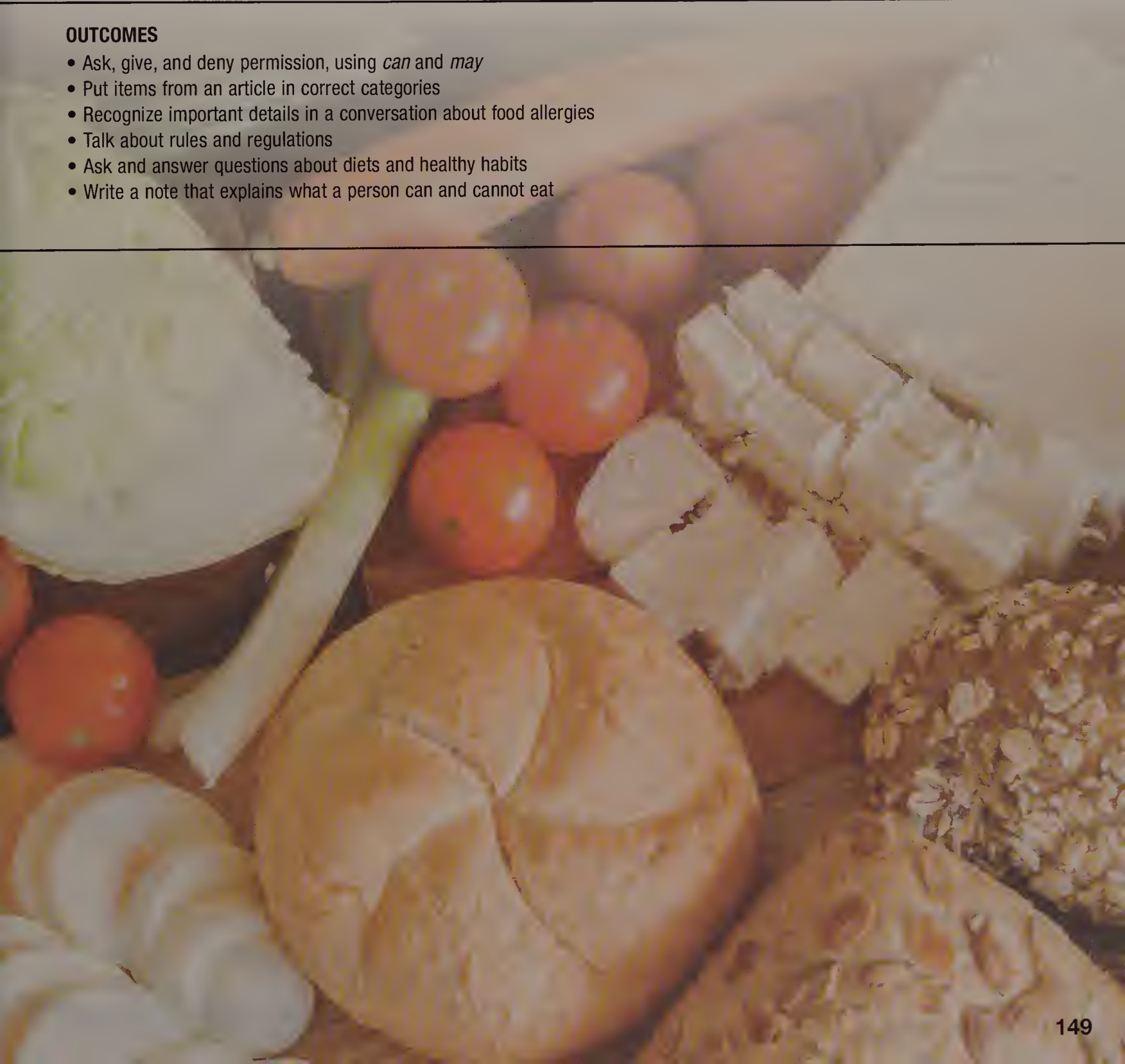


**OUTCOMES**

- Express ability in the present and past
- Recognize true and false statements about information in a short article
- Recognize main ideas and details in a conversation about animals
- Discuss abilities of various animals
- Write a paragraph about a pet

**OUTCOMES**

- Ask, give, and deny permission, using *can* and *may*
- Put items from an article in correct categories
- Recognize important details in a conversation about food allergies
- Talk about rules and regulations
- Ask and answer questions about diets and healthy habits
- Write a note that explains what a person can and cannot eat





**Ability: *Can or Could***  
ANIMALS AND THEIR  
ABILITIES

## OUTCOMES

- Express ability in the present and past
- Recognize true and false statements about information in a short article
- Recognize main ideas and details in a conversation about animals
- Discuss abilities of various animals
- Write a paragraph about a pet

## STEP 1

## GRAMMAR IN CONTEXT

**BEFORE YOU READ**

Work with a partner. Answer the questions.

1. Do you have a pet, for example a dog, a cat, or a bird? Do you know someone who has a pet? What kind? What special things can the pet do?
2. Look at the photo. What do you know about parrots?

**READ**

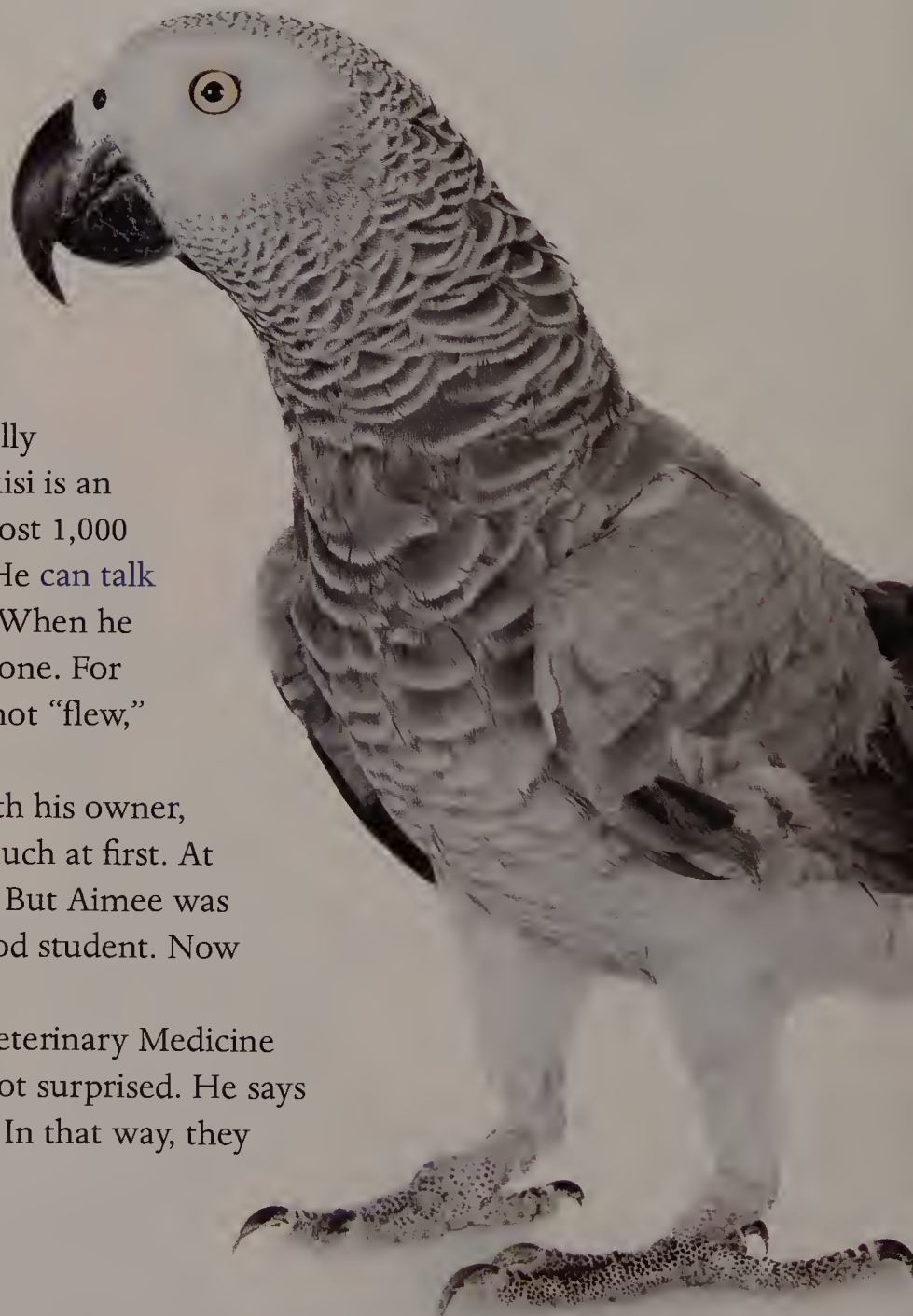
- ▶ 13/01 Read this article about an amazing parrot.

## A Genius Parrot

Everyone knows parrots **can** talk. By “talk,” we mean they **can** repeat words. Most parrots **can’t** really express ideas. N’kisi is different. N’kisi is an African grey parrot. He **can** say almost 1,000 words. He **can** use basic grammar. He **can** talk about the present, past, and future. When he doesn’t know a form, he **can** invent one. For example, he used the word “fied,” not “flew,” for the past tense of the verb “fly.”

N’kisi lives in New York City with his owner, Aimee Morgana. He **couldn’t** talk much at first. At first, he **could** only say a few words. But Aimee was a great teacher, and N’kisi was a good student. Now N’kisi talks to anyone near him.

Donald Broom, a professor of Veterinary Medicine at the University of Cambridge, is not surprised. He says that parrots **can** think at high levels. In that way, they are like apes and chimpanzees.



Les Rance of the Parrot Society says, “Most African greys are intelligent. They can learn to do easy puzzles. They can say ‘good night’ when you turn the lights off at night. They can say ‘good-bye’ when you put a coat on. But N’kisi can do many more things. N’kisi is an amazing bird. He’s not just smart. He’s a genius.”



## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box. Use the correct form.

genius      intelligent      invent      professor      surprised

1. Monkeys and dolphins are very \_\_\_\_\_ animals. They can learn many things.
2. Many people are \_\_\_\_\_ by the abilities of African grey parrots. They can do all sorts of amazing things.
3. Mozart was a(n) \_\_\_\_\_. He could write great music at the age of six.
4. He’s a very good \_\_\_\_\_. You can learn a lot in his class.
5. We need to \_\_\_\_\_ a way you can learn languages while you sleep.

**B COMPREHENSION** Read the statements. Check (✓) *True*, *False*, or *No Information*.

|                                                   | True                     | False                    | No Information           |
|---------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. N’kisi can say more than 1,100 words.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. N’kisi can’t use basic grammar.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. N’kisi can talk about the past and the future. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. N’kisi can understand Italian.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Parrots can’t think at high levels.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. N’kisi could only say a few words at first.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Say two things N’kisi can do. Say two things most African grey parrots can do.



## CAN/CAN'T FOR ABILITY AND POSSIBILITY; COULD FOR PAST ABILITY

## Affirmative Statements

| Subject               | Can/Could                  | Base Form of Verb |
|-----------------------|----------------------------|-------------------|
| I<br>You*<br>He<br>We | <b>can</b><br><b>could</b> | talk.             |

## Negative Statements

| Subject           | Can't/Couldn't                                   | Base Form of Verb |
|-------------------|--------------------------------------------------|-------------------|
| She<br>It<br>They | <b>can't/cannot</b><br><b>couldn't/could not</b> | talk.             |

\* You can be singular or plural.

## Yes/No Questions

| Can/Could | Subject | Base Form of Verb |
|-----------|---------|-------------------|
| Can       | you     | understand?       |
| Could     |         |                   |

## Short Answers

| Affirmative    | Negative         |
|----------------|------------------|
| Yes, I can.    | No, I can't.     |
| Yes, we could. | No, we couldn't. |

## GRAMMAR NOTES

## 1 Can: Meaning and Form

*Can* expresses **present ability** or **possibility**.

*Can* comes before the verb. The verb is always in the base form.

He **can** say 950 words. (*ability*)

We **can** teach your bird to talk. (*possibility*)

## 2 Can: Negative

The **negative** of *can* is **can't**.

I **can't** understand you.

**USAGE NOTE** *Cannot* is a form of the negative. It is not very common.

I **cannot** understand you.

## 3 Can: Yes/No Questions and Answers

Change the order of the subject and *can* to turn a statement into a **yes/no question**.

He **can** speak about the past.

**Can** he speak about the past?

Use **short answers** for a *yes/no* question with *can*.

**Yes, he can.**

## 4 Could: Meaning and Forms

*Could* expresses **past ability**.

I **could** run fast in high school.

*Could not* is the full negative form. The more common form is the contraction, **couldn't**.

I **could not** drive five years ago.

I **couldn't** drive five years ago.



## 5 Could: Yes/No Questions and Answers

Change the order of the subject and *could* to turn a statement into a *yes/no* question.

You ~~could~~ speak English last year.

Could you speak English last year?

Use **short answers** for a *yes/no* question with *could*.

No, I couldn't.

## PRONUNCIATION NOTE

### Stress with Can and Can't

When **can** comes before a base form of the verb, we usually pronounce it /kən/ and stress the verb.

We can **DANCE**.

When **can't** comes before a base form of the verb, we usually pronounce it /kaɪnt/ and stress both *can't* and the verb.

We **CAN'T DANCE**.

Go to [MyEnglishLab](#) to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1-2, 4** Read the sentences in columns A and B. Underline *can*, *can't*, *could*, and *couldn't*. Circle the base form of the verbs. Then match each sentence in column A with the sentence that follows it in column B.

#### Column A

- e 1. N'kisi can (invent) new words.
- \_\_\_ 2. A camel can live up to six months without water.
- \_\_\_ 3. Cheetahs can go from 0 to 96 km/h in three seconds.
- \_\_\_ 4. At first, N'kisi couldn't say much.
- \_\_\_ 5. Dogs can't talk about their love.
- \_\_\_ 6. The bird couldn't fly south for the winter.

#### Column B

- a. He could only say a few words.
- b. They're very fast.
- c. It was hurt.
- d. They can show their feelings in other ways.
- ~~e.~~ He's a smart bird.
- g. A human can only go up to five days.

## EXERCISE 2 CAN AND CAN'T

**GRAMMAR NOTES 1-2** Complete the sentences with *can* or *can't* and the verbs in parentheses.

1. Many parrots can learn  
(learn) to speak. My parrot \_\_\_\_\_  
(say), "You're a genius."
2. My dog \_\_\_\_\_  
(sit), but he \_\_\_\_\_  
(bring) me my shoes. I'm trying to teach him to bring things to me.
3. My cat \_\_\_\_\_  
(catch) mice. He's very good at that. Her cat  
\_\_\_\_\_  
(catch) mice. He just sits and watches them.
4. Her dog \_\_\_\_\_  
(understand) Spanish and English. She speaks to her dog in English, and her husband speaks to the dog in Spanish.
5. Dolphins \_\_\_\_\_  
(help) people in trouble. They are smart and show feelings.

## EXERCISE 3 YES/NO QUESTIONS AND ANSWERS

### A GRAMMAR NOTE 3

Use *can* and the words in parentheses to write *yes/no* questions. Then guess the answer.



1. (an elephant / swim) Can an elephant swim? Yes, it can.
2. (elephants / jump) \_\_\_\_\_
3. (a bear / climb a tree) \_\_\_\_\_
4. (a chimpanzee / use tools) \_\_\_\_\_
5. (chimpanzees / invent games) \_\_\_\_\_
6. (a penguin / fly) \_\_\_\_\_

**B** Check your answers on page 453. Correct any incorrect answers.

## EXERCISE 4 PRESENT AND PAST ABILITIES

**GRAMMAR NOTES 1, 4-5** Complete the sentences with *can*, *could*, or *couldn't* and the verbs in parentheses.

1. Before N'kisi, there was a world famous African grey called Alex. Alex  
\_\_\_\_\_ *could do* \_\_\_\_\_ many amazing things. He \_\_\_\_\_ up to six  
a. (do) b. (count)  
things in a group. He \_\_\_\_\_ colors and materials. Before he died, he  
c. (name)  
\_\_\_\_\_ the sounds of a few letters.  
d. (read)  
Today you \_\_\_\_\_ about Alex and his trainer, Dr. Irene  
e. (read)  
Pepperberg, in a book called *Alex and Me*. You \_\_\_\_\_ Alex in a DVD  
f. (see)  
called *Life with Alex*.
2. Some gorillas are smart. Michael was a smart gorilla. He \_\_\_\_\_ sign  
a. (use)  
language. He \_\_\_\_\_ 600 different gestures. You  
b. (make)  
\_\_\_\_\_ about Michael on the Internet.  
c. (learn)
3. I had two dogs. My dog Charlie was a good watchdog, but he \_\_\_\_\_  
a. (do)  
any tricks. My dog Spot was not a good watchdog, but he \_\_\_\_\_ me  
b. (bring)  
my slippers.

## EXERCISE 5 STRESS WITH CAN AND CAN'T

13/03

**PRONUNCIATION NOTE** Listen and complete the sentences with *can* or *can't* and the verbs.

1. A zebra \_\_\_\_\_ *can see* \_\_\_\_\_ the color blue, but it \_\_\_\_\_ the color orange.
2. You \_\_\_\_\_ a cow upstairs, but you \_\_\_\_\_ a cow downstairs.
3. Dolphins \_\_\_\_\_ with their eyes open, but they \_\_\_\_\_ on dry land.
4. A pet cat \_\_\_\_\_ a black bear, but a cat \_\_\_\_\_ a jaguar.
5. Dogs \_\_\_\_\_ feelings, but they \_\_\_\_\_ them.
6. Elephants \_\_\_\_\_ their trunks to spray water, but they \_\_\_\_\_.



## EXERCISE 6 EDITING

**GRAMMAR NOTES 1–6** Read the conversation. There are seven mistakes. The first mistake is already corrected. Find and correct six more. Add *can* to fix one mistake.

MARICEL: Can you <sup>come</sup> ~~coming~~ to my party? It's next Saturday night. You can to meet my new dog.

BELLA: Yes, I'd love to. How I get to your home?

MARICEL: You can to take the train or a taxi.

BELLA: Can you meet me at the train station?

MARICEL: I'm sorry. I can't. I no can drive. Maybe Bob can meets you. He has a car, and he can to drive.

Go to MyEnglishLab for more focused practice.

### STEP 4

### COMMUNICATION PRACTICE

## EXERCISE 7 LISTENING

▶ 13/04 **A** Listen to a conversation about dolphins. Check (✓) three things the dolphins in Florida could do.

- |                                                     |                                         |                                              |
|-----------------------------------------------------|-----------------------------------------|----------------------------------------------|
| <input type="checkbox"/> catch a ball               | <input type="checkbox"/> paint pictures | <input type="checkbox"/> breathe under water |
| <input checked="" type="checkbox"/> play basketball | <input type="checkbox"/> live on land   | <input type="checkbox"/> talk                |

▶ 13/04 **B** Listen again to the conversation. Circle the correct answers.



- What can all the dolphins at a marine institute in Mississippi do?  
a. play with a piece of paper      b. get fish for a piece of paper
- What does Kelly do with her paper?  
a. hides it under a rock      b. eats it
- Why does Kelly tear her piece of paper?  
a. to play a game with her trainer      b. to get more fish from her trainer

**C** Work with a partner. Ask *yes/no* questions with *can* and *could* about the dolphins in Florida and about Kelly.

EXAMPLES: A: Could the Florida dolphins play basketball?

B: Yes, they could play basketball.

A: Can Kelly plan for the future?

B: Yes, she can.

## EXERCISE 8 FACTS ABOUT ANIMALS

**A GAME** Work in a group. Discuss which animal matches the facts below. Write the letter of your guess on the line next to the statements about the animal.



a. cat



b. frog



c. hippopotamus



d. Spinosaurus



e. ant



f. Dodo Bird



g. crocodile



h. owl

- \_\_\_\_ 1. This animal can't turn its head, but it can see almost 360 degrees because its eyes are on the top and sides of its head.

EXAMPLE: A: This animal can't turn its head, but it can see almost 360 degrees around itself. What do you think? Is it the owl?

B: I don't think owls can see all around. I think it's the ...

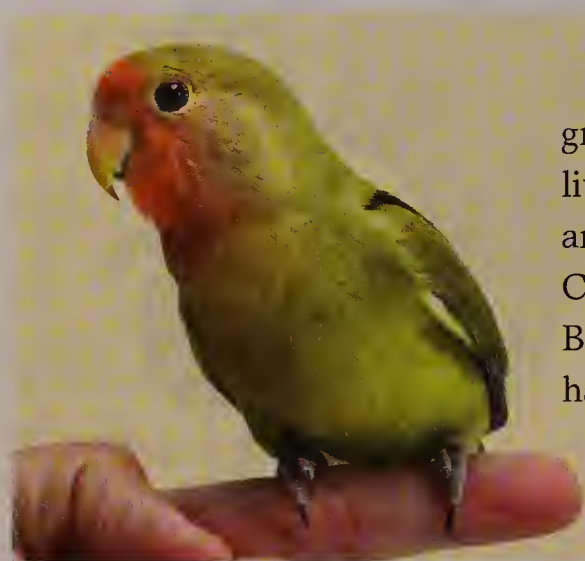
- \_\_\_\_ 2. This huge animal spends sixteen hours a day in water. It can make its own sunscreen.
- \_\_\_\_ 3. This animal lived around ninety-five million years ago. Scientists believed this animal could walk on two legs. They also believed it could swim.
- \_\_\_\_ 4. This animal is active at night and can turn its head 270 degrees, but it can't see things close to its eyes.
- \_\_\_\_ 5. This busy little animal can carry many times its weight.
- \_\_\_\_ 6. This animal lived on an island near Madagascar. It was a bird, but it couldn't fly. It was around until about 330 years ago.
- \_\_\_\_ 7. This animal can jump five times its height. It's a very popular pet.
- \_\_\_\_ 8. This animal can swallow stones. It can survive a long time without food. It has very sharp teeth.

**B** Check your answers on page 453.



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read about a student's pet. Then complete the chart with information about your pet or a pet you know about. Work with a partner. Use the chart to tell your partner about the animal.



I have a beautiful parakeet. His feathers are bright green. His name is Chichi. He is two years old. He lives in a cage in my living room. Sometimes he flies around the room. Chichi can sing very beautifully. Chichi couldn't do anything when he was younger. But now he can sit on my finger and eat from my hand. He can't speak, but I'm happy about that. I tell him all my secrets, and he doesn't tell anyone. That's a wonderful quality. I love my Chichi.

|                | Student's Pet                      | My Pet |
|----------------|------------------------------------|--------|
| Kind of animal | <i>bird/parakeet</i>               |        |
| Description    | <i>green feathers</i>              |        |
| Name           | <i>Chichi</i>                      |        |
| Age            | <i>two years old</i>               |        |
| Home           | <i>cage</i>                        |        |
| Abilities      | <i>sit on finger/eat from hand</i> |        |

**B WRITE** Write a paragraph about a pet. Use the paragraph in A and your chart. Use *can*, *can't*, *could*, or *couldn't*.

**C CHECK YOUR WORK** Read your paragraph in B. Underline *can*, *can't*, *could*, or *couldn't* and the verb that follows. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ follow *can*, *can't*, *could*, and *couldn't* with the base form of the verb
- ☐ use *can* for the present and *could* for the past
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.



# UNIT 13 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with *can*, *could*, *can't*, or *couldn't* and the verbs in parentheses.

1. Last year, I \_\_\_\_\_ much English. Now I \_\_\_\_\_ a lot more.  
a. (understand) b. (understand)
2. Jill doesn't exercise these days, so she \_\_\_\_\_ fast. In high school, she was fast. She \_\_\_\_\_ a mile in seven minutes.  
a. (run) b. (run)
3. I \_\_\_\_\_ five years ago. Now I have a driver's license, and I \_\_\_\_\_ well.  
a. (drive) b. (drive)

**B** Complete the questions and answers. Use *can*, *could*, *can't*, or *couldn't*.

1. A: \_\_\_\_\_ you understand your dreams?  
B: Yes, I \_\_\_\_\_. They're easy to understand.
2. A: \_\_\_\_\_ you write reports last year?  
B: No, I \_\_\_\_\_, but now I can.
3. A: \_\_\_\_\_ Roger speak Korean?  
B: Yes, he \_\_\_\_\_. He can speak other languages, too.

**C** Write *yes/no* questions. Put the words in parentheses in the correct order.

1. \_\_\_\_\_ ?  
(your finger / sit / your bird / could / on)
2. \_\_\_\_\_ ?  
(anything / the parrot / say / can)
3. \_\_\_\_\_ ?  
(your shoe / bring you / your dog / could)
4. \_\_\_\_\_ ?  
(the past and the future / talk about / that bird / can)

**D** Correct the conversation. There are four mistakes.

- A: Can you to get online?
- B: No, I can't. I no could get online last night either.
- A: My brother is good with computers. Maybe he can helps. I can to call him after work.

Check your answers on page 447.

# Permission: *Can* or *May*

## SPECIAL DIETS

## OUTCOMES

- Ask, give, and deny permission, using *can* and *may*
- Put items from an article in correct categories
- Recognize important details in a conversation about food allergies
- Talk about rules and regulations
- Ask and answer questions about diets and healthy habits
- Write a note that explains what a person can and cannot eat

### STEP 1 GRAMMAR IN CONTEXT

#### BEFORE YOU READ

Work with a partner. Answer the questions.

1. Are there any foods that you don't eat? What foods?
2. Why don't you eat them?

#### READ

▶14/01 Read this article about vegetarians and vegans.

## Vegetarians and Vegans

What do Confucius, Leonardo da Vinci, Leo Tolstoy, and Mahatma Gandhi have in common? They were all vegetarians. Vegetarians don't eat meat. But they were not vegans. Vegans don't eat meat, fish, eggs, and dairy products.

Are you thinking, "I could never be a vegan"? Well, there are many nutritious meals you **can prepare** and eat while following a vegan diet. Here is a menu for one day.



For breakfast, you **can have** oatmeal with fruit. You **can't use** regular milk in your cereal, but you **can substitute** soy milk for regular milk. For lunch, you **can have** a hummus and avocado sandwich and a salad. Cut up lettuce, carrots, and tomatoes. Add nuts and a dairy-free dressing. If you're thirsty, you **can make** a fruit smoothie. Put water or soy milk in a blender.<sup>1</sup> Then add bananas and strawberries. For dinner, you **can prepare** spinach lasagna. You **may use** tofu instead of cheese and soy milk instead of cream. Then follow any spinach lasagna recipe.

Most of us know why vegetarians don't eat meat—for health reasons, or because they don't want to kill an animal in order to eat it. But why **can't** vegans **eat** dairy products or eggs? Vegans say when farmers get milk, they hurt the cows. When farmers get eggs, they hurt the hens. Vegans believe that all animals feel pain, pleasure, and love. So they believe it's wrong to eat animals or do anything to hurt them.

<sup>1</sup> *blender*: a machine that mixes food to make liquid

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

dairy      in common      nutritious      recipe      substitute

- Schools are trying to give children \_\_\_\_\_ lunches. They want children to stay healthy and learn good eating habits.
- He can't eat anything with milk in it. \_\_\_\_\_ products upset his stomach.
- Can I have your mother's \_\_\_\_\_ for lasagna, or is it a secret?
- We don't have any sugar at home. We can \_\_\_\_\_ maple syrup for sugar.
- My best friend and I love the same sports, music, and movies. We have a lot \_\_\_\_\_.

**B COMPREHENSION** In the chart below, check the foods that a vegan and a vegetarian can (✓) and can't (X) eat.

|            | apple | cheese | chicken | chocolate | eggs | fish | french fries | hamburger | hummus | ice cream | oatmeal | soy milk |
|------------|-------|--------|---------|-----------|------|------|--------------|-----------|--------|-----------|---------|----------|
| Vegan      |       |        |         |           |      |      |              |           |        |           |         |          |
| Vegetarian |       |        |         |           |      |      |              |           |        |           |         |          |

**C DISCUSSION** Work with a partner. Compare your answers in B. Explain your answers.



## CAN OR MAY FOR PERMISSION

## Statements

| Subject | Can / Can't<br>May / May not | Base Form<br>of Verb |       |
|---------|------------------------------|----------------------|-------|
| You     | can<br>can't                 | use                  | soy.  |
| He      | may<br>may not               | eat                  | eggs. |

## Yes/No Questions

| Can / May  | Subject | Base Form<br>of Verb |             |
|------------|---------|----------------------|-------------|
| Can<br>May | I       | have                 | the recipe? |

## Answers

Yes, you can.  
 Yes, you may.  
 Sure.  
 Of course.  
 I'm sorry. It's not possible.

## GRAMMAR NOTES

## 1 Can and May: Meaning and Form

Use *can* or *may* to give permission. ("It's OK to...")

*Can* and *may* come **before the verb**. The verb is always in the base form.

When you don't give permission, use *can't* or *may not*.

**BE CAREFUL!** There is no contraction for *may not*.

**USAGE NOTE** *Can* is much more common than *may*. We use *may* in formal situations.

You **can** see the doctor now.

You **may** eat nuts.

She **can't** borrow my cookbook. I need it.

You **may not** see the doctor without an appointment.

You **may not** see the doctor without an appointment.

**NOT** You ~~mayn't~~ see the doctor without an appointment.

You **can** eat your ice cream now. (*mother to child*)

You **may** see the doctor now. (*nurse to patient*)

## 2 Can and May: Yes/No Questions and Answers

Use **Can I** or **May I** to ask for permission. *May* is more formal than *can*.

- *Can I...*
- *May I...*

**Can I** come in? (*less formal*)

**May I** come in? (*more formal*)

**USAGE NOTE** We often answer *yes/no* questions with a short affirmative response or a short apology and a reason.

**Yes, you can.** or **Yes, you may.**

or

**No, I'm sorry. The doctor is not ready for you.**

**USAGE NOTE** We often use *Can I* or *May I + help* to offer help to someone.

When we answer, we usually thank someone or say *No thanks* and give a reason.

**Can I help you?** or **May I help you?**

or

**Yes, please.** I'm looking for a vegan cookbook.

or

**No thanks.** I don't need anything right now.

Go to [MyEnglishLab](#) to watch the grammar presentation.

### STEP 3 FOCUSED PRACTICE

#### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1-2** Read the conversation between a patient and a nutritionist. Underline *can*, *can't*, *may*, or *may not* and circle the verbs they go with.

**NUTRITIONIST:** Can I (help) you?

**PATIENT:** Thanks. I have a few questions about the diet you gave me. First of all, can I eat meat?

**NUTRITIONIST:** Yes, you can, but you can only have boiled, grilled, or baked meat.

**PATIENT:** What about fried chicken? Can I have it? I love fried chicken.

**NUTRITIONIST:** Sorry. You may not have any fried food on this diet.

**PATIENT:** Can I eat nuts?

**NUTRITIONIST:** Yes, you may. But you can't have too many. And remember, there are a lot of things on this diet that you can eat. You may eat as many green vegetables as you want, and you can drink as much green tea as you want.

**PATIENT:** That sounds good.

**NUTRITIONIST:** If you have any more questions, you can call me weekdays between 11:00 and 1:00.

## EXERCISE 2 STATEMENTS AND QUESTIONS WITH CAN AND MAY

**A GRAMMAR NOTES 1-2** Complete the conversations with *can* or *may* and the verbs from the box.

drive    eat    have    help    keep    look    ~~return~~    see    take

### Conversation 1 (Can)

DOCTOR: You're doing great.

PATIENT: I feel good too, Dr. Lam. When can I return to work?  
1.

DOCTOR: Next week.

PATIENT: And when \_\_\_\_\_ I \_\_\_\_\_?  
2.

DOCTOR: Wait another week. Take the train next week.

PATIENT: OK.

DOCTOR: But remember. Watch your diet. Don't eat heavy food and dessert.

PATIENT: \_\_\_\_\_ I \_\_\_\_\_ in restaurants?  
3.

DOCTOR: Sure. Just watch what you order.

### Conversation 2 (May)

RECEPTIONIST: \_\_\_\_\_ I \_\_\_\_\_ you?  
4.

PATIENT: Thanks. I'd like to make an appointment with Ms. Stein.

RECEPTIONIST: She's free next Tuesday at 10:00. Here are some booklets about nutrition. You  
\_\_\_\_\_ them home and read them.  
5.

PATIENT: Thanks. Do you want them back?

RECEPTIONIST: No. You \_\_\_\_\_ them.  
6.

### Conversation 3 (Can)

SERVER: Your fish comes with a salad.

BOB: OK. \_\_\_\_\_ I \_\_\_\_\_ the dressing on the side?  
7.

SERVER: Of course.

BOB: And \_\_\_\_\_ we \_\_\_\_\_ the dessert menu?  
8.

BOB'S WIFE: Bob, you're on a diet! You can't have dessert.

BOB: But I \_\_\_\_\_ at the desserts and dream about them.  
9.

 14:02 **B LISTEN AND CHECK** Listen to the conversations and check your answers in A.



## EXERCISE 3 ASKING PERMISSION WITH CAN AND MAY

**A GRAMMAR NOTES 1-2** Complete the conversation. Write questions with *can* or *may*. Use the information in parentheses.

RECEPTIONIST: (May) \_\_\_\_\_ *May I help you?*  
1. (Do you need my help?)

NURAY: Yes, thanks. I'm Nuray Attaturk. I have an appointment with Dr. Lee for 2:00.

RECEPTIONIST: Hi, Ms. Attaturk. (May) \_\_\_\_\_  
2. (I want to see your health insurance card.)

(After Nuray sees Dr. Lee, he gives her a diet to follow.)

DR. LEE: OK, Nuray. Here's your diet. Any questions?

NURAY: (Can) \_\_\_\_\_  
3. (Is it OK to eat snacks?)

DR. LEE: Yes, but you can only have light snacks.

NURAY: (Can) \_\_\_\_\_  
4. (Is it OK to have ice cream?)

DR. LEE: No, you can't, but you can have low-fat yogurt instead.

NURAY: (May) \_\_\_\_\_  
5. (Is it OK to call you with questions?)

DR. LEE: Certainly. But don't worry. Everything is on these papers. Just read the diet and follow the directions. You'll feel better in no time.

NURAY: Thanks, Dr. Lee.

14.03 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 4 EDITING

**GRAMMAR NOTES 1-2** Correct the conversations. There are six mistakes. The first mistake is already corrected. Find and correct five more.

1. A: Can we <sup>pay</sup>~~paid~~ later?

B: Yes, you can pays half now and half next month.

2. A: May I speaks to the doctor?

B: I'm sorry. He's with a patient now. Can you calls back later?

3. A: Can I to use salt?

B: Yes, but not a lot.

4. A: Can I drink coffee or tea?

B: You may drink tea, but you mayn't drink coffee.

**EXERCISE 5 LISTENING**

**A** You are going to listen to a conversation between a doctor and his patient, Sandra. Sandra has a food allergy. Before you listen, work with a partner and answer the questions.

1. Do you have any allergies? What are you allergic to?
2. Do you know people who are allergic to any of the following: cats, dogs, strawberries, soy, nuts, or wheat? Who?
3. What can happen to someone with an allergy?

 14:04 **B** Listen to the conversation. Then listen again. Check (✓) the foods that Sandra can't eat.

- |                               |                                              |                                  |                                |
|-------------------------------|----------------------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> eggs | <input checked="" type="checkbox"/> pad thai | <input type="checkbox"/> peanuts | <input type="checkbox"/> wheat |
| <input type="checkbox"/> milk | <input type="checkbox"/> peanut butter       | <input type="checkbox"/> walnuts |                                |

**C** Work with a partner. Talk about foods that Sandra's cousin can't eat.

EXAMPLE: **A:** Well, let's see. It says she can't eat wheat. So I guess she can't eat most kinds of bread.

**B:** Yes, and she probably can't eat...

**EXERCISE 6 RULES IN A SCHOOL CAFETERIA**

**A DISCUSSION** Work in groups. Prepare for a discussion in B. Make a list of rules for a school cafeteria for children between the ages of six and twelve. Write your list on the board. Use *can* and *can't*.

EXAMPLE: *You can't run in the cafeteria.*  
*You can bring a sandwich from home.*

**B** Read your list to your other groups. Explain your rules.

EXAMPLE: **A:** You can't run in the cafeteria.

**B:** Why not?

**A:** Children can spill their food and make a mess.

## EXERCISE 7 YOU CAN'T EAT PRETZELS AND CHIPS

**ROLE PLAY** Work with a partner. One of you is a patient. The other is a nutritionist. The patient needs a special diet. The nutritionist tells the patient what he or she can and can't eat.

EXAMPLE: A: Hello. How do you feel?

B: I feel good, but my blood pressure is high and I want to lose some weight.  
Can you give me a good diet?

A: Yes, of course. You can eat bread, but you can't eat pretzels and chips.  
They're very salty.

B: Can I have ...?

## EXERCISE 8 PATIENT INFORMATION

**INFORMATION GAP** Work with a partner. Student A follows the instructions below. Student B will follow the instructions on page 456.

### STUDENT A

- Read the information for Dr. Green's patients.
- Student B will ask you questions about this information. Answer Student B's questions. Use *can*, *may*, *can't*, or *may not* to answer the questions.



## Green Clinic

### PATIENT INFORMATION

**Office Hours:** Monday, Wednesday, and Friday between 8:00 and 4:00.

**Calls:** You can call the doctor weekdays between 11:00 and 12:00 at 344-3500.

*Please note:* Dr. Green does not answer calls evenings or weekends. In an emergency, call 344-3580.

#### Learn more:

- Attend free lectures on nutrition on the first Monday of every month.
- Join a support group. For more information, email [nutrisupport@greenhealth.com](mailto:nutrisupport@greenhealth.com).
- See a list of suggested meals at [www.greenhealth.com](http://www.greenhealth.com).

**Questions?** Email Dr. Green at [nutridr@greenhealth.com](mailto:nutridr@greenhealth.com).



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Work with a partner. Read the note from Ana to Maria and Maria's answer. Then discuss: When someone with a special diet visits you, what do you do?

Hi Maria,

My son Jorge would love to go to Rosa's pizza party on Saturday, but he can't eat dairy products. Please don't give him anything with milk or cheese in it. I can give him some food that he can eat at the party.

See you on Saturday,

Ana

Hi Ana,

I'm glad that Jorge can come to the party. I can give him pizza without cheese. My nephew can't eat dairy, either. They can share a cheese-less pizza.

See you Saturday.

Maria

**B WRITE** You or your son or daughter were invited to a party. You (or your child) would like to go, but can't eat the food. Write a note and then write the answer you would like to get. Use the notes in A and your ideas. Use *can* or *can't*.

**C CHECK YOUR WORK** Read your paragraph in B. Underline *can* and *can't*. Then use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use *can* for permission
- ☐ follow *can* or *can't* with the base form of the verb
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.

# UNIT 14 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the paragraph with the correct forms of the words in parentheses.

It's a great diet. You \_\_\_\_\_ whatever you like. You just  
\_\_\_\_\_ a lot. For example, for breakfast you \_\_\_\_\_  
a slice of toast, an egg, and an orange. You can put jelly on the toast, but you  
\_\_\_\_\_ butter. You \_\_\_\_\_ coffee, tea, or milk.

1. (may / eat)

2. (not / can / eat)

3. (can / have)

4. (not / may / use)

5. (may / drink)

**B** Write these questions to a doctor. Use *can* and the words in parentheses.

1. (When / I / return to work) \_\_\_\_\_
2. (When / I / take a shower) \_\_\_\_\_
3. (I / go / to the gym) \_\_\_\_\_
4. (I / ride / my bike) \_\_\_\_\_

**C** Ask questions about what students can and cannot do during a test. Put the words in parentheses in the correct order.

- |                                                      |                                             |
|------------------------------------------------------|---------------------------------------------|
| 1. (can / eat / during the test / we)<br>_____       | 4. (can / drink water / we)<br>_____        |
| 2. (a pencil / may / use / I)<br>_____               | 5. (use / a black pen / I / may)<br>_____   |
| 3. (I / can / during the test / make calls)<br>_____ | 6. (can / a dictionary / we / use)<br>_____ |

**D** Correct the conversation. There are five mistakes.

- |                                         |                                                    |
|-----------------------------------------|----------------------------------------------------|
| A: May I sees a menu?                   | B: Sure. Here you go.                              |
| A: And can we to have some water?       | B: I'll be right back with the water. . . . Ready? |
| A: May I has the chicken?               | B: Of course. A very good choice.                  |
| A: And can you brings me a small salad? | B: Certainly. And may I gets you anything else?    |

Now check your answers on page 447.

# Present Progressive

UNIT

15

## **Present Progressive: Affirmative and Negative Statements**

PEOPLE WATCHING

UNIT

16

## **Present Progressive: *Yes/No* and *Wh-* Questions**

MOVIES

UNIT

17

## **Simple Present and Present Progressive; Non-Action Verbs**

SMARTPHONES





**OUTCOMES**

- Use the present progressive for events happening now and in the extended present
- Identify details in an online article
- Recognize where people are based on a conversation
- Describe what people are wearing and doing
- Write a paragraph about what is happening now

**OUTCOMES**

- Ask and answer questions about situations that are happening now
- Answer questions about details in a conversation
- Recognize where people are and what they are doing based on a conversation
- Ask and answer questions about a movie
- Write a conversation that describes what is happening now

**OUTCOMES**

- Use the simple present and the present progressive
- Describe emotions, experiences, and preferences with non-action verbs
- Recognize details in a short article about technology
- Recognize details of short phone messages
- Discuss reasons for people's actions
- Discuss the ways you prefer to communicate
- Write a description of a picture



# Present Progressive: Affirmative and Negative Statements

## PEOPLE WATCHING

## OUTCOMES

- Use the present progressive for events happening now and in the extended present
- Identify details in an online article
- Recognize where people are based on a conversation
- Describe what people are wearing and doing
- Write a paragraph about what is happening now

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. Do you like to watch people? Why or why not?
2. When you watch people, what questions do you ask yourself about them?
3. Where is a good place to go to observe people? Why?

## READ

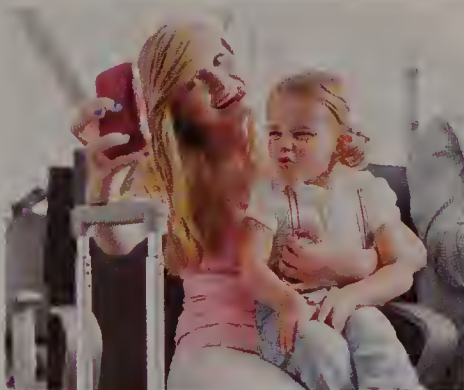
15:01 Read this article about people watching.

## People Watching

You're waiting for a train or a plane, and you're bored. What can you do? You can look at the people around you. I'm at Los Angeles International Airport, and I'm doing that now.



Across from me, I can see two businessmen. They're wearing suits and ties. One man is working on his laptop. The other man is reading a report. Both men are not looking around. They're working hard. They're not traveling for fun. They're traveling for business.



I can also see a mother and her little girl. The little girl is about three years old, and she's sitting on her mother's lap. I'm not certain they're mother and daughter, but I think so. They look alike. They're both wearing jeans. They're having fun. The mother is taking a selfie,<sup>1</sup> and they're both making funny faces.

<sup>1</sup> selfie: a picture you take of yourself



A woman in her thirties is standing in front of the departure and arrival signs. She's wearing a business suit, but she isn't working now. She's talking to someone on the phone. She's smiling. She isn't speaking English. I think she's speaking Korean. Maybe she's talking to her mother. Maybe she's talking to a friend.

It's fun to look at other people. For some people, it's a way to relax. For others, such as writers and artists, it's a way to get ideas.

Writers, artists, photographers, psychologists, and detectives are people watchers. What about you?

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

bored      departure      detective      psychologist      suit

1. The \_\_\_\_\_ is trying to find the murderer. He's questioning the family and neighbors.
2. Most lawyers and bankers wear a \_\_\_\_\_ to work.
3. My son is always angry and is having problems at school. A \_\_\_\_\_ is helping him.
4. We need to check in at the airport two hours before our \_\_\_\_\_.
5. Children are rarely \_\_\_\_\_ on planes. They always have a lot to do and to look at.

**B COMPREHENSION** Complete the sentences. Circle the correct answers.

1. The author of the article is / isn't looking at people at a train station.
2. The businessmen are / aren't resting before their flight.
3. The little girl is / isn't smiling.
4. The woman in her thirties is / isn't enjoying her phone conversation.
5. The woman in her thirties is / isn't speaking English.

**C DISCUSSION** Work with a partner. Look at the reading again. Take turns. Tell your partner three things about the people in the reading.



## PRESENT PROGRESSIVE

## Affirmative Statements

| Subject | Be  | Base Form of Verb + -ing |
|---------|-----|--------------------------|
| I       | am  | relaxing.                |
| He      | is  |                          |
| She     |     |                          |
| It      |     |                          |
| We      | are |                          |
| You     |     |                          |
| They    |     |                          |

## Negative Statements

| Subject | Be  | Not | Base Form of Verb + -ing |
|---------|-----|-----|--------------------------|
| I       | am  | not | sleeping.                |
| He      | is  |     |                          |
| She     |     |     |                          |
| It      |     |     |                          |
| We      | are |     |                          |
| You     |     |     |                          |
| They    |     |     |                          |

## GRAMMAR NOTES

## 1 Present Progressive: For This Moment in Time

Use the present progressive (sometimes called the present continuous) for actions that are or are not happening **at the moment of speaking or writing**.



They're eating.  
They're not drinking.

With this use of the present progressive, we often use these time expressions:

- *now*
- *right now*
- *at the moment*

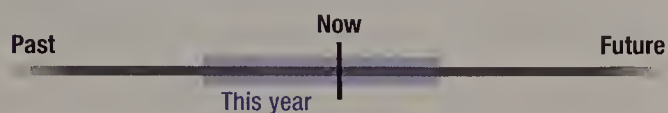
The machine **isn't working now**.  
**Right now**, she's resting.  
**At the moment**, he's talking on the phone.

**BE CAREFUL!** We don't usually use non-action verbs in the present progressive even for something that is happening now.

I **want** some coffee.  
**NOT** I ~~am wanting~~ some coffee.

## 2 Present Progressive: For Extended Periods of Time

Use the present progressive for actions that are happening **at this time**, but may not be happening at this moment.



This year, **he is studying English**.  
(At this moment, he is not studying English.)

With this use of the present progressive, we often use these time expressions:

- *nowadays*
- *these days*
- *this year*

**Nowadays**, people **are traveling** a lot.  
**These days**, the weather **is changing**.  
**This year**, we're **studying** English.

## 3 Present Progressive: Forms

The present progressive always has a form of **be** + the verb in the **-ing** form.

Use **am**, **is**, or **are** and the **verb** + **-ing** to form the present progressive.

I **am watching** people.  
He **is reading**.  
They **are looking** at their phones.

Put **not** after **am**, **is**, or **are** to form the negative.

I **am not watching** people.  
He **is not reading**.  
They **are not looking** at their phones.

**BE CAREFUL!** Do not repeat the verb **be** when the same subject is doing two actions.

They **are singing** and **dancing**.  
**NOT** They are singing and ~~are~~ dancing.

**USAGE NOTE** Use **contractions** in speaking and informal writing.

**She's** holding his hand.  
**I'm** texting.  
We **aren't** listening.

**IN WRITING** If a verb ends in a silent **-e**, drop the final **-e** and add **-ing**.

- *close*
- *smile*
- *make*

She's **closing** the window.  
He's **smiling** at me.  
They're **making** dinner.

## REFERENCE NOTES

For more information on **non-action verbs**, see Unit 17 on page 196.

For a list of **non-action verbs**, see Appendix 15 on page 437.

For a list of **spelling rules for the present progressive**, see Appendix 16 on page 437.

Go to [MyEnglishLab](#) to watch the grammar presentation.

## EXERCISE 1 DISCOVER THE GRAMMAR

### A GRAMMAR NOTES 1, 3

A student is people watching in her psychology class.

Underline all the uses of the present progressive.

*I'm in my psychology class. This semester we're studying child psychology. Today's class is almost over. Julia and Maria are closing their books.*

*Our teacher is returning a test. Bob has a smile on his face. He always gets a good grade. Ryan isn't smiling. Maybe his grade is low. Shoko is texting under the table. Jon isn't listening to the teacher. He's thinking about lunch. I can hear his stomach. It's making noises.*

### B Write the base form of the underlined words in A.

- |                 |          |          |
|-----------------|----------|----------|
| 1. <u>study</u> | 4. _____ | 7. _____ |
| 2. _____        | 5. _____ | 8. _____ |
| 3. _____        | 6. _____ |          |

## EXERCISE 2 AFFIRMATIVE AND NEGATIVE STATEMENTS

GRAMMAR NOTES 1-3 Complete the sentences with the present progressive forms of the verbs in parentheses.

- I'm tired of studying. I'm taking (take) a break and \_\_\_\_\_ (look) around.
- Julie and Maria \_\_\_\_\_ (play) games, and Bob \_\_\_\_\_ (text) someone.
- Shoko and Ryan \_\_\_\_\_ (do) homework, and Jon \_\_\_\_\_ (read) the paper.
- It \_\_\_\_\_ (rain) outside now. People \_\_\_\_\_ (use) umbrellas.
- Some people \_\_\_\_\_ (stand) at the door. They \_\_\_\_\_ (wait) for the rain to stop.
- I \_\_\_\_\_ (not / do) homework. I'm looking at the people in the library.
- It \_\_\_\_\_ (not / snow) now. It \_\_\_\_\_ (rain).
- They \_\_\_\_\_ (not / study) at this moment. They \_\_\_\_\_ (relax).
- This semester, Hugo \_\_\_\_\_ (take) five courses. He \_\_\_\_\_ (work) hard.
- This week in psychology class, we \_\_\_\_\_ (learn) about the behavior of three-year-old children.



### EXERCISE 3 AFFIRMATIVE STATEMENTS

GRAMMAR NOTES 1-3 Circle the correct words to complete the email message.

Hi Antonio,

Remember me? I'm Hye Won Paik from Korea. We were together at the English Language Institute. I work / 'm working for a Korean cosmetics company now. I'm in Madrid this week on business, and I stay / 'm staying at the Hotel Ritz. I meeting / 'm meeting with clients from all over Spain. Right now, I sit / 'm sitting in the hotel lobby and watch / watching people. I think / 'm thinking about you, too. Do you remember the fun we had in English class six years ago? If you're free and in Madrid this week, please write or call.

Your friend from long ago,  
Hye Won

### EXERCISE 4 AFFIRMATIVE AND NEGATIVE STATEMENTS

GRAMMAR NOTES 1-3 Complete the paragraphs with the present progressive forms of the verbs in parentheses.

Hye Won is a director of a cosmetics company. This week she 's traveling on business. She \_\_\_\_\_ with clients in Spain.

It's 8:00 in the evening. Hye Won \_\_\_\_\_ dinner with a client. They \_\_\_\_\_ at Casa Paco, a top restaurant in Madrid. Hye Won and the client \_\_\_\_\_ about business right now. They \_\_\_\_\_ customs in Spain and Korea.

On this business trip, Hye Won \_\_\_\_\_ a week in Madrid and two days in London.

Hye Won loves her job and her lifestyle. She says, "I'm glad I'm not married. I \_\_\_\_\_ my freedom. I \_\_\_\_\_ for a husband at the moment. Maybe later." Hye Won's parents \_\_\_\_\_ to worry, but Hye Won is very happy.

## EXERCISE 5 EDITING

### GRAMMAR NOTES 1, 3

Correct a student's journal. There are seven mistakes. The first mistake is already corrected. Find and correct six more.

*sitting*  
I'm ~~sit~~ in the park. It's a beautiful day. The leaves changing color. Today there are a lot of children in the park. They laughing and are playing. They no are studying. They're lucky. It's hard to study on a beautiful day.

I trying to study for a test. I'm wait for my classmate, Grace.

We like to work together.

Go to MyEnglishLab for more focused practice.

## STEP 4 COMMUNICATION PRACTICE

## EXERCISE 6 LISTENING

- ▶ 15'02 **A** Listen to two telephone conversations. Then find George and Sara in the picture. Write their names next to them.



**B** Listen again to the telephone conversations. Complete the sentences. Then check your answers with a partner's.

1. George is \_\_\_\_\_ in front of Joey's \_\_\_\_\_.
2. George is \_\_\_\_\_ a red \_\_\_\_\_ and \_\_\_\_\_.
3. George is \_\_\_\_\_ a bag of \_\_\_\_\_.
4. Sara is \_\_\_\_\_ in front of \_\_\_\_\_ Bank.
5. Ali is \_\_\_\_\_ in front of \_\_\_\_\_.
6. Sara is \_\_\_\_\_ a black \_\_\_\_\_ and a gray \_\_\_\_\_.

**C** Work with a partner. Take turns. Describe other people in the picture. Use the present progressive. Your partner points to the person.

EXAMPLE: This man is wearing a navy sports jacket. He's standing next to a woman. They're ...

## EXERCISE 7 WHO'S WEARING WHAT?

**A GAME** Work in a group. Prepare for the game in B. Look around your class. Who's wearing the following?

|                     |            |           |               |
|---------------------|------------|-----------|---------------|
| a belt              | a necklace | a sweater | earrings      |
| a blouse            | a ring     | a T-shirt | jeans         |
| a button-down shirt | a scarf    | a watch   | running shoes |
| a dress             | a skirt    | boots     | sandals       |

EXAMPLE: A: Soraya is wearing a green sweater.

B: Mohammed is wearing a button-down shirt.

**B** The class sits in two rows back-to-back. Take turns with the person behind you. Say your name. Can you remember your partner's clothes? Don't look. Tell your partner what he or she is wearing. After you finish, students in one row move to the next seat.

EXAMPLE: A: I'm Mustafa.

B: Hi, Mustafa. I'm Shoko.

A: OK, Shoko, I think you're wearing jeans and a white sweater. Am I correct?

B: That's right. And you're wearing black pants and a black shirt.

A: Actually, my shirt is dark green, not black.



## EXERCISE 8 COMPARING PHOTOS

**CONVERSATION** Work in a group. Ask a classmate from another group to take two photos of your group. In each photo, look or do something different. Look at the two photos and talk about the differences.

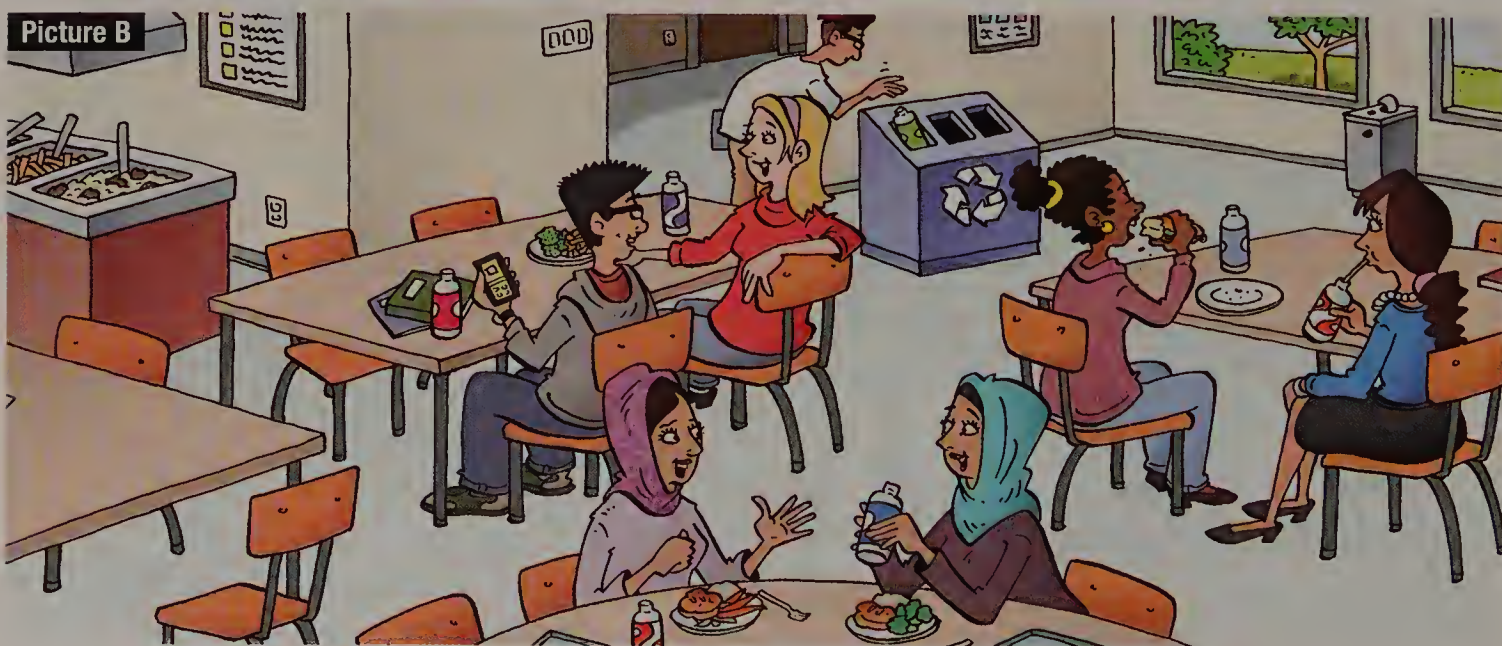
EXAMPLE: A: In the first photo, Juan is holding a notebook, but he isn't holding a notebook in the second photo.

B: And in the first photo, Eleni is wearing a watch. She isn't wearing a watch in the second photo. And look, I'm smiling in this photo, but I'm not smiling in that one.

## EXERCISE 9 FIND THE DIFFERENCES

**GAME** Work with a partner. Find ten differences between picture A and picture B. The first pair to find the ten differences wins.

EXAMPLE: In picture A, the two girls are talking and laughing. In picture B, they aren't talking or laughing. They're eating.



## FROM GRAMMAR TO WRITING

### A BEFORE YOU WRITE

A student is looking at people in a school cafeteria. Read her observations. Then look around your classroom, hallway, or school cafeteria. Take notes about two people. Work with a partner. Tell your partner about the people.

I'm in our school cafeteria. It's 12:30 p.m. Two girls are waiting to pay for their food. One girl is tall. The other is not. The tall girl is wearing black pants and a black T-shirt. The other girl is wearing jeans and a red sweater. The tall girl is carrying a tray with yogurt and a salad. The shorter girl is carrying a tray with a sandwich, a salad, an apple, and cookies. She's talking a lot. The other girl is listening. She isn't saying a word. She isn't smiling. I think they're classmates. I don't think they're friends.

|           | What's the person doing? | What's the person wearing? | What else is happening? |
|-----------|--------------------------|----------------------------|-------------------------|
| Person #1 |                          |                            |                         |
| Person #2 |                          |                            |                         |

**B WRITE** Write a paragraph about the people around you. Use the paragraph in A and your chart. Use the present progressive.

**C CHECK YOUR WORK** Read your paragraph in B. Underline the present progressive verbs. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use the present progressive for things that are happening now or nowadays
- ☐ include a form of *be* + the base form of the verb + *-ing* for the present progressive
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.



ve forms of the verbs from

- .  
corner.  
neir school bus.  
s car.

- \_\_\_\_\_ him. John says texting is faster.  
(call)
- \_\_\_\_\_ a very funny show.  
b. (watch)
- \_\_\_\_\_ to win a race.

One student writing a  
teacher is helps a student. The



# Present Progressive: Yes / No and Wh- Questions

## MOVIES

### OUTCOMES

- Ask and answer questions about situations that are happening now
- Answer questions about details in a conversation
- Recognize where people are and what they are doing based on a conversation
- Ask and answer questions about a movie
- Write a conversation that describes what is happening now

### STEP 1

### GRAMMAR IN CONTEXT

### BEFORE YOU READ

Work with a partner. Answer the questions.

- What kinds of movies do you like?
  - action
  - animation
  - comedy
  - drama
  - horror
  - science fiction
  - other
- Look at the picture on the laptop computer. What kind of movie is this? What do you know about this movie?

### READ

16/01

Ann has a cold. Her co-worker Don is calling her on the phone to see how she is. Read their conversation.

## A Very Funny Movie

ANN: Hello.

DON: Hi, Ann. How are you feeling today? Any better?

ANN: Uh-huh. I'm coughing less.

DON: Good. Is the fever going down?

ANN: Yes, it is. I'm just resting and watching movies.

DON: Oh? What are you watching?

ANN: *My Big Fat Greek Wedding*.

DON: I remember that movie. It was really funny. What's happening now?

ANN: In this scene, Toula's parents and Ian's parents are meeting for the first time.

DON: Where are you watching it? On your computer?

ANN: Yes.



DON: It's amazing. It's still funny after so many years.  
 ANN: I know. But, tell me, what's going on at work?  
 DON: We're working on ten things at the same time.  
 ANN: Is Mr. Brooks going crazy?<sup>1</sup> Who's doing my work?  
 DON: Mr. Brooks is impossible, and I'm doing your work. But not tomorrow.  
 ANN: Why? Are you taking the day off?  
 DON: Yes, I am. I'm catching *your* cold. I guess I need some good movies.

1 going crazy: feeling upset because there are too many things to do

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

catching a cold    coughing    fever    scene    still

1. A: Why are you watching that \_\_\_\_\_ again?  
 B: It's my favorite part of the movie.
2. A: Why are you staying home?  
 B: I feel terrible. I think I'm \_\_\_\_\_.
3. A: Why is he so hot? Does he have a \_\_\_\_\_?  
 B: Yes, he does.
4. A: Do you \_\_\_\_\_ like to go to the movies?  
 B: Yes, I do. Now the movie theater in my area has big, comfortable chairs.
5. A: He's \_\_\_\_\_ and sneezing because he's allergic to those flowers.  
 He isn't sick.  
 B: Oh. Let's put the flowers in another room.

**B COMPREHENSION** Match each question with its answer.

- |                                              |                                           |
|----------------------------------------------|-------------------------------------------|
| _____ 1. Why is Ann staying home?            | a. Yes, she is.                           |
| _____ 2. Is she feeling better today?        | b. No, Don is.                            |
| _____ 3. What kind of movie is Ann watching? | c. He's getting sick.                     |
| _____ 4. What's happening in the movie?      | d. A comedy.                              |
| _____ 5. Is Mr. Brooks doing Ann's work?     | e. She has a cold.                        |
| _____ 6. What's happening to Don?            | f. Toula's and Ian's parents are meeting. |

**C DISCUSSION** Work with a partner. Compare your answers. Then look at the reading. What does Don ask Ann? What does Ann ask Don?

## PRESENT PROGRESSIVE: YES/NO QUESTIONS AND WH- QUESTIONS

## Yes/No Questions

| Be  | Subject           | Base Form of Verb + -ing |
|-----|-------------------|--------------------------|
| Am  | I                 | resting?                 |
| Are | you               |                          |
| Is  | he<br>she<br>it   |                          |
| Are | we<br>you<br>they |                          |

## Short Answers

| Affirmative |                   |      | Negative |                            |      |
|-------------|-------------------|------|----------|----------------------------|------|
| Yes,        | you               | are. | No,      | you're                     | not. |
|             | I                 | am.  |          | I'm                        |      |
|             | he<br>she<br>it   | is.  |          | he's<br>she's<br>it's      |      |
|             | you<br>we<br>they | are. |          | you're<br>we're<br>they're |      |

## Wh- Questions

| Wh- Word | Be  | Subject | Base Form of Verb + -ing |            |
|----------|-----|---------|--------------------------|------------|
| Why      | is  | she     | staying                  | home?      |
| What     | are | you     | watching?                |            |
| Where    |     | they    | showing                  | the movie? |

## Answers

|                           |
|---------------------------|
|                           |
| She's sick.               |
| My Big Fat Greek Wedding. |
| At the Cineplex.          |

## Wh- Questions About the Subject

| Wh- Word | Be | Base Form of Verb + -ing |       |
|----------|----|--------------------------|-------|
| Who      | is | staying                  | home? |
| What     |    | happening?               |       |

## Answers

|                  |
|------------------|
|                  |
| Ann is.          |
| They're singing. |

## GRAMMAR NOTES

## 1 Present Progressive: Yes/No Questions

Yes/no questions in the present progressive ask if something is happening now or nowadays.

To form a yes/no question, reverse the subject and the verb *be*.

He is singing.

Is he singing?



## 2 Present Progressive: Wh- Questions

**Wh-** questions in the present progressive ask for information about something happening now or nowadays.

**Wh-** questions in the present progressive begin with a *wh-* word and use *yes/no* question word order.

**Where** is he working?

**What** are they doing?

**Who** are you meeting?

**IN WRITING** Use *whom* only for very formal written English.

**Whom** is the president meeting?

## 3 Present Progressive: Questions About the Subject

Questions about the **subject** use **statement word order**—noun + verb. They often begin with *Who* or *What*.

**A: Who is resting?**

**B:** Ann is resting.

*(Both the question and the answer have the same word order.)*

When you are forming a question, it is important to know if you are asking about the subject or the object.

Questions about the **subject** follow this form:  
**Wh-** word + *is* + *-ing* form of the verb  
(+ object).

**Who is pushing Maria?**

*(The question is about the subject.)*

Questions about the **object** follow this form:  
**Wh-** word + form of *be* + subject + *-ing* form of the verb.

**A: Who are Billy and Pete pushing?**

**B:** Maria.

*(The question is about the object—Maria.)*

Go to MyEnglishLab to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1–3** Read the questions in the chart. Then answer the questions.

| Column A                 | Column B                   | Column C                   |
|--------------------------|----------------------------|----------------------------|
| What's happening now?    | How are you feeling today? | Is the fever going down?   |
| What's going on at work? | What are you watching?     | Is Mr. Brooks going crazy? |
| Who's doing my work?     | Where are you watching it? | Are you getting sick?      |

- Which column has *yes/no* questions? \_\_\_\_\_
- Which column has questions about the subject? \_\_\_\_\_
- Which column has other *wh-* questions? \_\_\_\_\_

## EXERCISE 2

### YES/NO QUESTIONS

**A** **GRAMMAR NOTE 1** Change each statement to a yes/no question. Write the question on the line for Speaker A.



1. She is buying the tickets online.

A: *Is she buying the tickets online?*

B: \_\_\_\_\_

2. They are sitting in the first row.

A: \_\_\_\_\_

B: \_\_\_\_\_

3. They are watching a horror movie.

A: \_\_\_\_\_

B: \_\_\_\_\_

4. My hat is blocking your view.

A: \_\_\_\_\_

B: \_\_\_\_\_

5. You are enjoying the movie.

A: \_\_\_\_\_

B: \_\_\_\_\_

**B** Write the answer to each question in A. Choose the correct answer from the box below and write the answer on the line for Speaker B.

Yes, I am. Are you?

No, it isn't. I can see the screen.

Yes. It's very scary.

No. They're in the fifth row.

Yes, she is. She always gets tickets online.

## EXERCISE 3 WH- QUESTIONS

**GRAMMAR NOTE 2** Write questions with the correct forms of the words in parentheses. Use the present progressive.

1. A: (What / you / do?) *What are you doing?*

B: I'm getting something to eat.

2. A: (What / he / buy?) \_\_\_\_\_

B: Popcorn. He always eats popcorn at the movies.

3. A: (Where / they / sit?) \_\_\_\_\_  
B: In the fifth row in the center.
4. A: (Why / she / put her coat on that seat?) \_\_\_\_\_  
B: She's saving the seat for her friend.
5. A: (Who / he / wait for?) \_\_\_\_\_  
B: His roommate. They're meeting in front of the movie theater.

## EXERCISE 4

### WH- QUESTIONS ABOUT THE SUBJECT

#### GRAMMAR NOTE 3

The following sentences describe scenes from famous movies. Write questions about the underlined words.



1. Jack and Rose are standing on the top deck of the *Titanic*.  
(*Titanic*, 1997, Drama/Romance)  
Who's standing on the top deck of the Titanic?
2. Jon and Sara are drinking frozen hot chocolate at Serendipity.  
(*Serendipity*, 2001, Fantasy/Romance)  
\_\_\_\_\_
3. E.T. is phoning home.  
(*E.T. the Extra-Terrestrial*, 1982, Fantasy/Science Fiction)  
\_\_\_\_\_
4. Elsa is dancing on the ice and singing, "Let It Go."  
(*Frozen*, 2013, Fantasy/Animation)  
\_\_\_\_\_
5. Michael Corleone is saying, "Keep your friends close, but your enemies closer."  
(*The Godfather: Part II*, 1974, Crime/Drama)  
\_\_\_\_\_



6. Gru and people in the park are exercising to the song, "Happy."  
(*Despicable Me 2*, 2013, Animation/Comedy)

7. Dr. Serizawa is saying, "Let them fight."  
(*Godzilla*, 2014, Thriller/Action)

## EXERCISE 5 YES/NO AND WH- QUESTIONS

**A GRAMMAR NOTES 1-2** Complete Ann and Don's conversation with the correct forms of the words in parentheses. Use the present progressive.

ANN: Hi, Don. How are you feeling? \_\_\_\_\_?  
1. (how / you / feel) 2. (you / feel / any better)

DON: No, I'm not.

ANN: \_\_\_\_\_?  
3. (you / take / the medicine)

DON: Yes, I am. \_\_\_\_\_?  
4. (where / you / call from)

ANN: I'm at an Italian restaurant. Don. Listen to this. Meryl Streep is eating here, too.

DON: No kidding! \_\_\_\_\_?  
5. (who / she / eat / with)

ANN: I think she's with her daughter. I'm not sure.

DON: \_\_\_\_\_?  
6. (people / ask for her autograph)

ANN: No. Nobody's bothering her, but everyone knows she's here.

DON: Well, when you pass her table, say, "Bon appétit!" Say it the same way she said it in the movie *Julie and Julia*.

▶ 16/02

**B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 6 EDITING

**GRAMMAR NOTES 1-3** There are six mistakes. The first mistake is already corrected. Find and correct five more.

1. A: Excuse me, <sup>who's</sup>~~who~~ collecting tickets?

B: He isn't here now. Wait a minute. He'll be right back.

2. A: What you doing?

B: I'm turning off my cell phone.

3. A: Is Dad buy popcorn?

B: Yes, he is.

4. A: What taking him so long?

B: He's waiting in a long line.

5. A: Excuse me, is someone sits here?

B: No, no one sitting here. Have a seat.

Go to MyEnglishLab for more focused practice.

## STEP 4 COMMUNICATION PRACTICE

### EXERCISE 7 LISTENING

▶ 16/03 **A** Listen to the telephone conversation. Answer the questions.

1. Where is Joy?

a. in Chicago

b. in Miami

2. Where is it raining?

a. in Chicago

b. in Miami

3. What are Joy and her family doing today?

a. They're watching movies.

b. They're watching TV.

▶ 16/03 **B** Listen again to the telephone conversation. Complete the chart.

| Who               | Kind of movie    | Where / How                        |
|-------------------|------------------|------------------------------------|
| Joy's mother      | <i>a comedy</i>  | on her iPad on the balcony at home |
|                   | a documentary    |                                    |
| Brian (Joy's son) |                  | at the Cineplex movie theater      |
|                   | an animated film |                                    |
| Joy               |                  |                                    |

**C** Work with a partner. Look at the chart in B. Take turns. Ask questions about the people, the kinds of movies, and the places they're watching them.

EXAMPLE: A: So, where is Joy's mom watching the movie?

B: On the balcony. What about Joy's husband? Is he watching the documentary on his iPad?

## EXERCISE 8 HOME ALONE

**ROLE PLAY** Student B is watching a movie when Student A calls. Student A asks Student B questions about the movie. Work with a partner. Complete the telephone conversation with your partner. Then switch roles.

A: Hi, (name). This is (name). Are you busy?

B: Oh, hi, (name). I'm watching a movie. Let me turn it off.

A: No. Don't turn it off. What are you watching?

B: (name of movie).

A: What's happening?

B: Well, at the moment...

## EXERCISE 9 CHARADES

**GAME** Choose an action from the list below. Act it out in front of the class. Classmates raise their hands as soon as they guess the activity. Students get one point for each correct guess.

EXAMPLE: (Student A performs an action.)

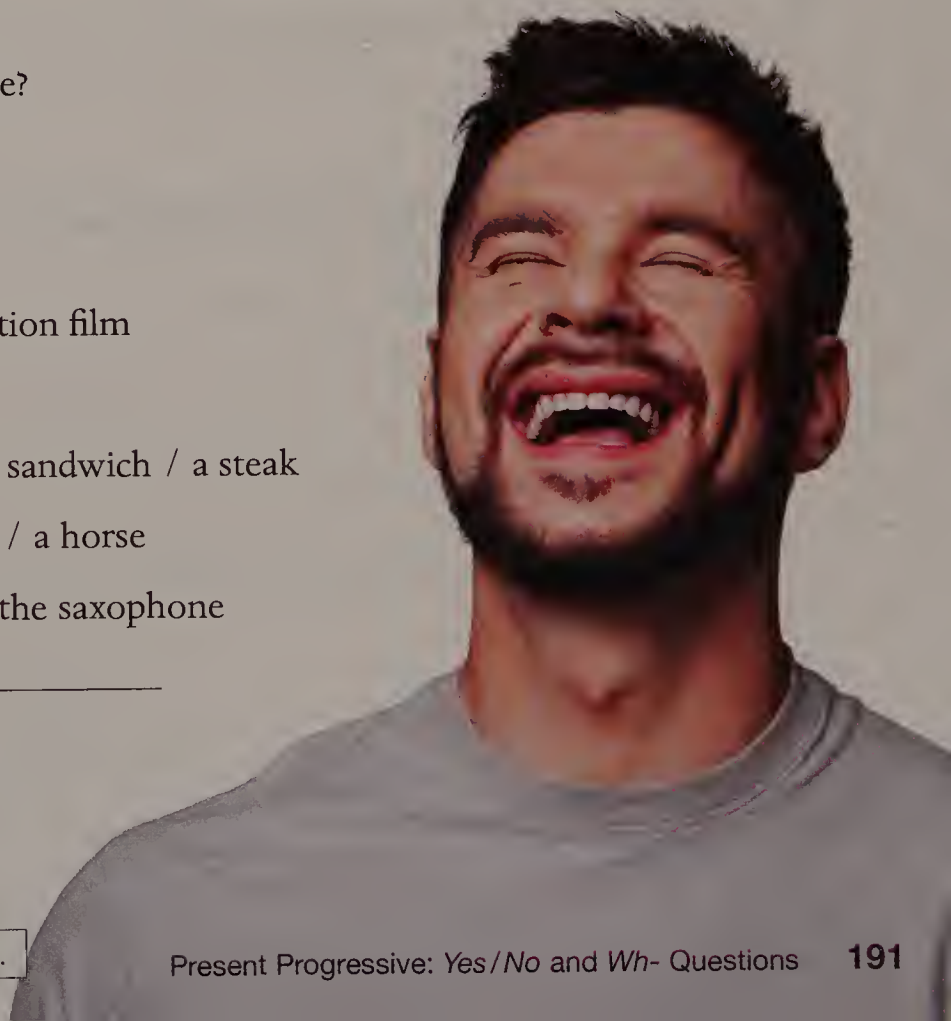
B: Are you watching a horror movie?

A: No, I'm not.

C: Are you watching a comedy?

A: Yes, I am. (Student C gets a point.)

- watch a comedy / a horror movie / an action film
- play soccer / tennis / volleyball
- eat an apple / popcorn / an ice cream / a sandwich / a steak
- ride or drive a car / a bike / a motorcycle / a horse
- play the guitar / the piano / the drums / the saxophone
- Other: \_\_\_\_\_





## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Work with a partner and have a conversation. Begin the conversation with the dialogue below. Your partner is looking at a movie star. Ask more questions about the star. Take notes on your partner's answers. Then switch roles.

A: Hi, (B's name). It's (A's name).

B: Hi, (A's name). How are you? Why are you calling?

A: Guess who I am looking at right now?

B: Who?

A: (name of famous movie star).

B: You're kidding! What's (he or she) doing?

A: Well, (he or she) is...

**B WRITE** Write a telephone conversation between you and your partner about a movie star. Use your notes from your conversation in A. Use the present progressive.

**C CHECK YOUR WORK** Read your telephone conversation. Underline the present progressive verbs. Use the Editing Checklist to check your work.

### Editing Checklist

Did you...?

- ☐ include the verb *be* in all present progressive statements and questions
- ☐ use correct word order for questions
- ☐ include a subject in all questions except questions about a subject
- ☐ check your spelling

**D REVISE YOUR WORK** Read your questions again. Can you improve your writing? Make changes if necessary.

# UNIT 16 REVIEW

Test yourself on the grammar of the unit.

**A** Write present progressive *yes/no* questions with the correct forms of the words in parentheses.

1. (you / work) \_\_\_\_\_
2. (he / buy tickets online) \_\_\_\_\_
3. (they / watch a mystery) \_\_\_\_\_
4. (your cousin / enjoy the movie) \_\_\_\_\_

**B** Write present progressive *wh-* questions with the correct forms of the words in parentheses.

1. (Where / they / go) \_\_\_\_\_
2. (What movie / she / watch) \_\_\_\_\_
3. (Why / Bob / stay home) \_\_\_\_\_
4. (Who / watch / the children) \_\_\_\_\_

**C** Complete the conversations with the correct forms of the words in parentheses. Use the present progressive. Use contractions.

1. A: Why \_\_\_\_\_? \_\_\_\_\_ a funny movie?  
a. (laugh / the kids) b. (watch / they)  
B: No, they \_\_\_\_\_ a game.  
c. (play)
2. A: What \_\_\_\_\_?  
a. (do / you)  
B: I \_\_\_\_\_ a movie. I \_\_\_\_\_ to  
b. (make) c. (plan)  
study film in college.
3. A: What \_\_\_\_\_ outside?  
a. (happen)  
B: They \_\_\_\_\_ a movie about our neighborhood.  
b. (make)

**D** Correct the conversation. There are four mistakes.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| A: What you watching?              | B: We're watching a detective show. |
| A: What happening?                 | B: A boy is missing from his home.  |
| A: The police are looking for him? | B: Yes, they are.                   |
| A: Where they looking?             | B: Everywhere.                      |

Now check your answers on page 448.

# Simple Present and Present Progressive; Non-Action Verbs

## SMARTPHONES

## OUTCOMES

- Use the simple present and the present progressive
- Describe emotions, experiences, and preferences with non-action verbs
- Recognize details in a short article about technology
- Recognize details of short phone messages
- Discuss reasons for people's actions
- Discuss the ways you prefer to communicate
- Write a description of a picture

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. How do you use your phone? Circle your answers.

- |                       |                            |                   |
|-----------------------|----------------------------|-------------------|
| a. to email           | d. to make phone calls     | g. to take photos |
| b. to get directions  | e. to network with friends | h. to text        |
| c. to listen to music | f. to search the Internet  |                   |

2. What three ways do you use your phone the most?

## READ

▶17/01 Read this article about smartphones.

## SMARTPHONE MANIA

Smartphones are everywhere. People under twenty<sup>1</sup> don't know a world without them. They come with many features. They come in different colors and sizes. Some smartphones are waterproof and shockproof.<sup>2</sup>

People use their smartphones for a lot more than talking. Xavier uses his phone all the time, but rarely makes phone calls.

1 under twenty: less than twenty years old

2 waterproof and shockproof: don't break when they fall in water and fall on the ground

He texts and plays games. Right now, he's running late,<sup>3</sup> so he's texting his friend.

It's easy to understand the popularity of these phones. People want to connect with others, and at the same time, they want to be mobile.<sup>4</sup> Smartphones make it possible to do both. Smartphones are big business, and the technology is constantly improving.

3 running late: not on time

4 mobile: able to move around





What about in the future? Nobody knows, but here are the wishes of two people:



Emily says, "I often forget to charge my phone. I want a phone with endless power."



Robert says, "I want my phone to teach me a foreign language while I sleep."

Well, Emily may get her wish a lot sooner than Robert. But, of course, with the speed at which things are changing these days, you never know what the future will bring.

## AFTER YOU READ

**A VOCABULARY** Match the words in **bold** with their meanings.

- I **connect** with Hiro once or twice a week.
  - dance
  - make contact
- That watch is **waterproof**. You can swim with it on.
  - not hurt by water
  - dry
- That new computer comes with a lot of **features**.
  - parts that do many things
  - memory
- He calls her **constantly**. Is he in love?
  - from time to time
  - all the time
- Your work is **improving**.
  - getting better
  - getting worse

**B COMPREHENSION** Complete the sentences. Circle the correct answers.

- Fifteen years ago, almost no one had a \_\_\_\_\_.
  - personal computer
  - cell phone
  - smartphone
- Xavier is texting a friend because he is \_\_\_\_\_.
  - late
  - playing a game
  - tweeting
- People want to get phone calls, but they don't want to \_\_\_\_\_.
  - stay home to get calls
  - be mobile
  - make phone calls
- Emily wants her phone to have \_\_\_\_\_.
  - a beeper
  - power all the time
  - an alarm
- Robert wants to learn a language when he is \_\_\_\_\_.
  - at school
  - at work
  - asleep

**C DISCUSSION** Work with a partner. Compare your answers in B. Then discuss the following question: What is the main reason smartphones are popular?

## SIMPLE PRESENT AND PRESENT PROGRESSIVE

## The Simple Present

|                                         |
|-----------------------------------------|
| I <b>work</b> .                         |
| He <b>works</b> on Mondays.             |
| She <b>doesn't work</b> with me.        |
| They <b>don't work</b> with us.         |
| <b>Does he work</b> with you?           |
| <b>Do you work</b> for a phone company? |

## The Present Progressive

|                                     |
|-------------------------------------|
| I'm <b>working</b> now.             |
| He's <b>working</b> now.            |
| She <b>isn't working</b> with him.  |
| They <b>aren't working</b> with us. |
| <b>Is he working</b> with us?       |
| <b>Are you working</b> now?         |

## NON-ACTION (STATIVE) VERBS

| State of Being | Emotion                         | Sense/<br>Appearance                                   | Need/<br>Preference    | Mental Action                                                                                     | Possession            | Measurement          |
|----------------|---------------------------------|--------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------|-----------------------|----------------------|
| be             | love<br>hate<br>like<br>dislike | hear<br>see<br>feel<br>taste<br>smell<br>sound<br>look | want<br>need<br>prefer | agree<br>disagree<br>guess<br>understand<br>know<br>remember<br>believe<br>think<br>mean<br>worry | have<br>own<br>belong | cost<br>weigh<br>owe |

## GRAMMAR NOTES

## 1 Simple Present

Remember to use the **simple present** to tell or ask about **habits, customs, routines, and facts**. (See Unit 8.)



I **charge** my phone every evening.  
Do you **charge** your phone in the morning?

## 2 Present Progressive

Remember to use the **present progressive** to tell or ask about an action happening **right now** or **these days**. (See Unit 15.)



He's **checking** email now.  
Is Enrique **checking** email?



Jon **is teaching** computer science this year.

## 3 Non-action Verbs

Some verbs do not describe actions. These verbs are called **non-action** or **stative verbs**.

**Non-action verbs** do the following:

- express emotion
- describe sense or appearance
- express a need or preference
- describe a thought
- show possession
- give a measurement
- express a state

We **like** that computer.  
The music **sounds** relaxing.  
I **prefer** email.  
Jennifer **knows** you.  
It **belongs** to me.  
It **costs** two hundred dollars.  
I **am** tired now.

**BE CAREFUL!** We usually do not use non-action verbs in the present progressive (-ing) form.

I **own** a smartphone. It **costs** a lot.  
**NOT** I'm ~~owning~~ a smartphone. It's ~~costing~~ a lot.

**USAGE NOTE** Some non-action verbs can also have an active meaning. When they have an active meaning, they can use the present progressive.

I **have** a new phone. I'm **having** trouble with it.  
I'm **thinking** about my phone. I **think** I need to return it.  
I'm **tasting** the soup. It **tastes** delicious.

## REFERENCE NOTES

For a list of **non-action verbs**, see Appendix 15 on page 437.

For more information about the **simple present**, see Unit 8 on page 88, Unit 9 on page 100, and Unit 10 on page 111.

For more information about the **present progressive**, see Unit 15 on page 174 and Unit 16 on page 185.

Go to **MyEnglishLab** to watch the grammar presentation.



## EXERCISE 1

## DISCOVER THE GRAMMAR

## A GRAMMAR NOTES 1-3

Read the paragraph. Circle the simple present verbs. Underline the present progressive verbs.

B There are five non-action verbs in A. Find them and write the base form of each verb on the lines below.

have  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## EXERCISE 2

SIMPLE PRESENT;  
NON-ACTION VERBS;  
PRESENT PROGRESSIVE

## A GRAMMAR NOTES 1-3

Complete the conversation. Use the simple present or present progressive forms of the verbs in parentheses. Use contractions when possible.

ELI: What are you doing?  
1. (do)

MONA: I check Instagram. Look! That's Joy Lin from high school. She  
2. (check)  
has three kids now. The twins wear pirate costumes,  
3. (have) 4. (wear)  
and the older girl wears a princess dress. The boy looks  
5. (wear) 6. (look)  
like Joy, doesn't he?

ELIA: Yes, I think they all look like Joy.  
7. (think)

MONA: use you use social media a lot?  
8. (use)

Raisa has a new phone with a lot of great features. She likes her phone a lot. Her phone keeps her in touch with<sup>1</sup> her friends. Right now, Raisa is texting friends. They are making plans for the evening. She and her friends often text. They don't talk much on the phone. They also connect through social media. Raisa often adds new friends to her social media sites. Sometimes she doesn't know them very well. Raisa's grandmother, Olga, worries about that. Olga doesn't use social media. She prefers to talk on the phone or connect through email.

<sup>1</sup> in touch with: connected to

ELI: No, not really. I \_\_\_\_\_ to text or email friends. I \_\_\_\_\_  
 9. (prefer) 10. (believe)  
 it's more personal. Also, I \_\_\_\_\_ about my privacy.  
 11. (worry)  
 \_\_\_\_\_ you \_\_\_\_\_ about your privacy?  
 12. (worry)  
 MONA: Sometimes, but I \_\_\_\_\_ to connect with my friends on social media.  
 13. (love)

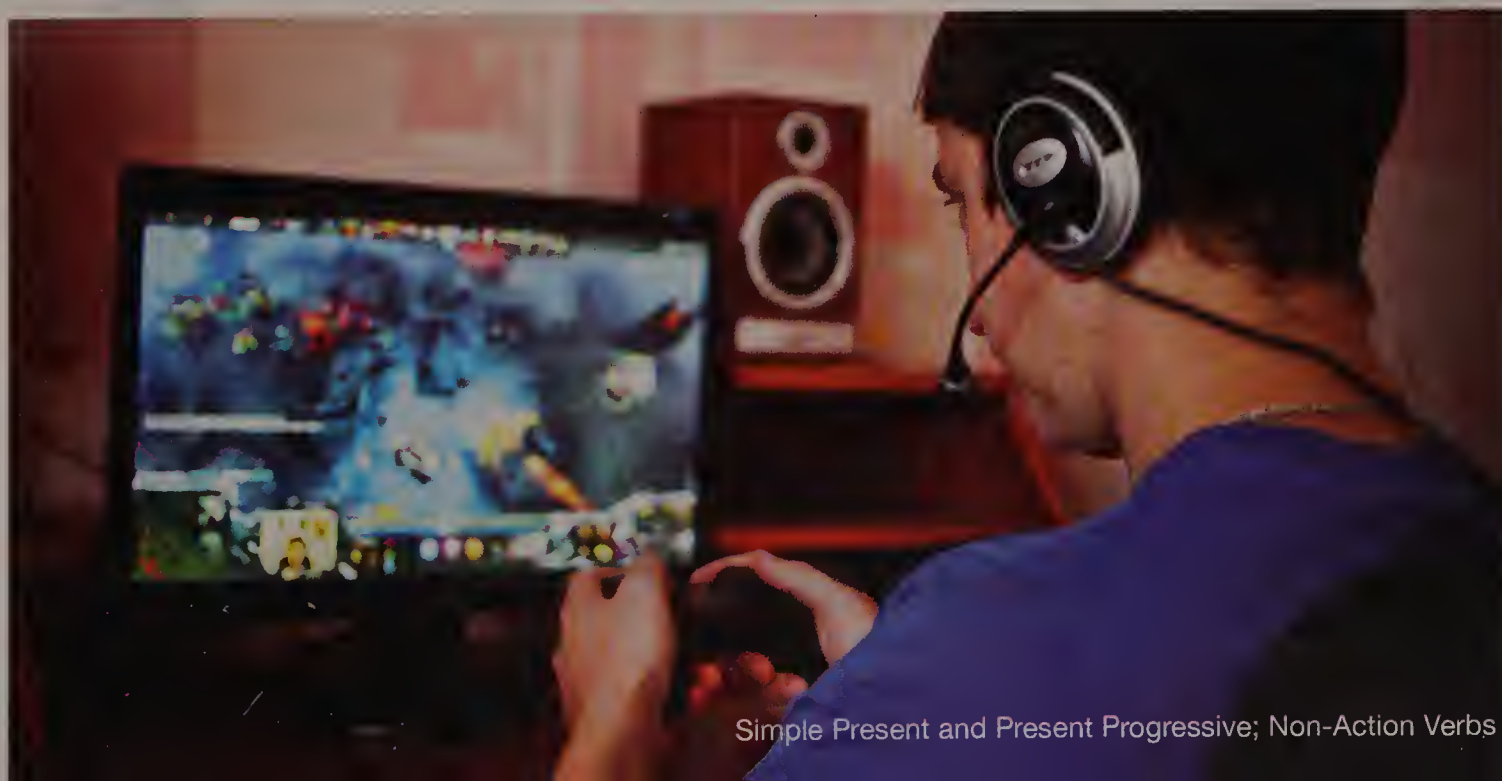
▶ 17/02 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

### EXERCISE 3 SIMPLE PRESENT; NON-ACTION VERBS; PRESENT PROGRESSIVE

**A GRAMMAR NOTES 1-3** Complete the conversation. Use the simple present or present progressive forms of the verbs in parentheses. Use contractions when possible.

JEN: I'm worried about Tim. He isn't doing well in school. He was always a good  
 1. (not / do)  
 student, but this term he \_\_\_\_\_ games or \_\_\_\_\_ friends all  
 2. (play) 3. (text)  
 the time. I \_\_\_\_\_ he \_\_\_\_\_ Spanish. Bob and I  
 4. (think) 5. (fail)  
 \_\_\_\_\_ about getting him a Spanish tutor.  
 6. (talk)  
 RAY: What \_\_\_\_\_ Tim \_\_\_\_\_?  
 7. (want)  
 JEN: I \_\_\_\_\_. Right now, he \_\_\_\_\_ some new game. He  
 8. (not / know) 9. (play)  
 \_\_\_\_\_ those computer games. I \_\_\_\_\_ he  
 10. (love) 11. (think)  
 \_\_\_\_\_ addicted to them.  
 12. (become)  
 RAY: My friend's daughter was like that. Now she \_\_\_\_\_ her own company.  
 13. (own)

▶ 17/03 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.



## EXERCISE 4 SIMPLE PRESENT; NON-ACTION VERBS; PRESENT PROGRESSIVE

**GRAMMAR NOTES 1-3** Complete the paragraphs with the correct forms of the verbs from the box. Use contractions when possible.

answer   ask   know   look   ~~need~~   swim   take   talk   want

Phuong needs<sub>1.</sub> a new phone. He                     <sub>2.</sub> a waterproof phone because he                     <sub>3.</sub> every day. He                     <sub>4.</sub> for a phone with a good camera because he often                     <sub>5.</sub> photos.

Right now, Phuong                     <sub>6.</sub> to a saleswoman. He                     <sub>7.</sub> her a lot of questions. The saleswoman                     <sub>8.</sub> all his questions. She                     <sub>9.</sub> a lot about phones. She's good at her job.

## EXERCISE 5 EDITING

**GRAMMAR NOTES 1-3** Correct the paragraph. There are six mistakes. The first mistake is already corrected. Find and correct five more.

### WHAT'S YOUR OPINION?

Cell phones:  or 



*hate*  
I ~~hates~~ cell phones. My boss is thinking he can call me

anytime, even on weekends. I'm dislike email for the same

reason. People in my company work all the time. There's no "off" time.

Look at John over there. It's his lunchtime, but he answering calls and

checking email. He never is get time to relax. This wasn't possible in my

parents' day. I don't think it's right. Technology great in some ways, but

it's awful in other ways.



## EXERCISE 6 LISTENING

- ▶ 17/04 **A** Listen to Karina's phone messages. Put a check in the box if the call is a business call or a call from a family member.

|           | Business                            | Family                   |
|-----------|-------------------------------------|--------------------------|
| Message 1 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Message 2 | <input type="checkbox"/>            | <input type="checkbox"/> |
| Message 3 | <input type="checkbox"/>            | <input type="checkbox"/> |
| Message 4 | <input type="checkbox"/>            | <input type="checkbox"/> |



- ▶ 17/04 **B** Listen to the messages again. Draw lines from the caller to his or her relationship to Karina to the reason for the call.

| <u>Name of caller</u> | <u>Relationship to Karina</u> | <u>Reason for the call</u>    |
|-----------------------|-------------------------------|-------------------------------|
| Bob                   | aunt                          | wants advice on smartphones   |
| Lydia                 | boss                          | wants a business report       |
| Natalya               | daughter                      | wants Karina's travel plans   |
| Gina                  | assistant                     | wants a ride from the station |

- C** Work with a partner. Make guesses about Karina's life.

EXAMPLE: **A:** I think Karina is a businesswoman. I think she works hard and travels a lot.  
**B:** I agree. I think she is a saleswoman. She has a daughter. I think her daughter is in her teens because she can take the train alone.

## EXERCISE 7 CONSIDER THE POSSIBILITIES

**PROBLEM SOLVING** Work with a partner. Read about things people are doing. Guess why they are doing them.

1. Paul and Ana usually shop at Electronics Plus for their electronics. Today they're shopping at Goodbuys.

EXAMPLE: **A:** Paul and Ana are shopping at Goodbuys today because there is a big sale there.

**B:** That's one possibility. Maybe they're shopping at Goodbuys because Electronics Plus is closed.

2. Maria usually texts friends. Today she's calling and speaking to them.
3. Shoshana is speaking to someone on the phone. She sounds angry. She has a bill in her hand.
4. Ali usually brings his lunch to work. Today he's eating out.
5. Olivia is smiling. She's reading a text.
6. Joaquin usually wears jeans and a T-shirt in class. Today he's wearing a suit.
7. Rosa and Said are waiting in a very long line. It's raining, but they're laughing. Everyone in the line is between thirteen and twenty-two years old.
8. Uri is talking to someone on the phone. His face is turning red.

## EXERCISE 8 PROS AND CONS OF SMARTPHONES

**A DEBATE** Form two groups. Prepare for a debate in B. One group talks about why smartphones are good, and the other group talks about why they are not good. Look at the chart below or use your own ideas.

| Why Smartphones Are Good | Why Smartphones Are Not Good |
|--------------------------|------------------------------|
| many features            | expensive                    |
| immediate information    | noises                       |
| connect anywhere/anytime | you are always available     |
| entertainment/fun        | battery dies                 |
|                          | no privacy                   |

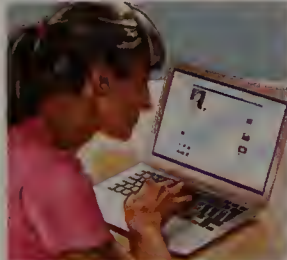
**B** Work with the other group. Have a debate about why smartphones are or are not good.

EXAMPLE: **A:** I think smartphones are great. Everyone in my family has a smartphone, and we do all sorts of things with our phones. My mother emails her friends. My father...

**B:** But those phones are expensive, and the cost is always going up.

## EXERCISE 9 TEXTS, CALLS, OR EMAILS?

**A DISCUSSION** Prepare for a discussion in B. Complete the chart. Make notes about the ways you prefer to communicate or get information and why. Give reasons why.

| Which do you prefer?                                                                                                                         | I prefer . . . |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------------|
|  <p>ebooks or<br/>print books</p>                           |                |
|  <p>phone calls<br/>or texts<br/>or email<br/>messages</p>  |                |
|  <p>smartphones<br/>or laptop<br/>computers</p>            |                |
|  <p>electronic<br/>planners<br/>or paper<br/>planners</p> |                |
|  <p>news on your<br/>computer or<br/>news on TV</p>       |                |

**B** Work in a group. Discuss which forms of communication or media you prefer and why.

EXAMPLE: **A:** Do you like ebooks or print books?

**B:** It depends. I read ebooks for fun because they're easy to carry, but I prefer print textbooks. I remember more when I read a print book.

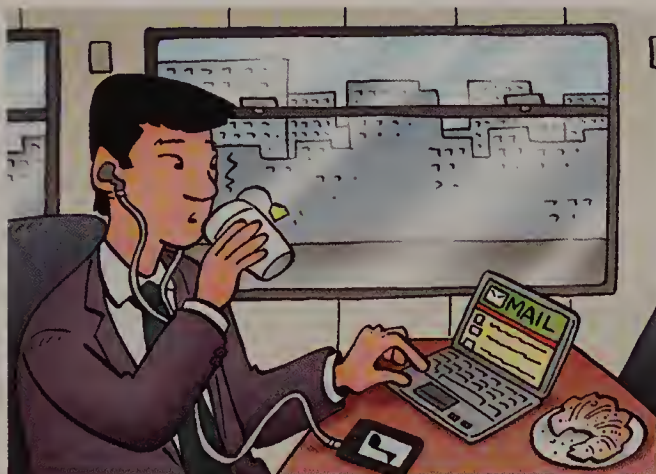
**C:** I prefer ebooks to printed books. I don't have space for books.

Go to [MyEnglishLab](http://MyEnglishLab.com) for more communication practice.



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read about the man in the picture. Then look at the picture of the woman. Make up a story about her. Explain why she's doing the things in the picture. Work with a partner. Tell your partner your story about the woman.



John is on the train. He's going to work. He's reading his mail. He's also having breakfast and listening to music. John is a busy man. He's a vice president of a company. He enjoys his job, but he's busy all the time. He has a wife and three children under four. His family is great, but at home he rarely has time alone. That's why John loves his long train ride to work.



**B WRITE** Write your story about the woman in A. Use the paragraph in A and your ideas. Use the simple present and the present progressive.

**C CHECK YOUR WORK** Read your paragraph. Underline the verbs in the simple present and circle the verbs in the present progressive. Then use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ add -s or -es to the simple present third-person singular (*he, she, it*)
- ☐ use *is, am, are* + the base form of the verb and -ing for the present progressive
- ☐ use the simple present for habits, customs, facts, and with non-action verbs
- ☐ use the present progressive for actions happening now or nowadays

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.

# UNIT 17 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with the simple present forms of the verbs in parentheses. Use the affirmative or negative form.

1. They \_\_\_\_\_ a car.  
(not / own)
2. He \_\_\_\_\_ to drive.  
(not / like)
3. She \_\_\_\_\_ a new bike.  
(have)
4. She \_\_\_\_\_ a lock for it.  
(need)
5. They \_\_\_\_\_ to buy bikes, too.  
(want)

**B** Complete the paragraph with the simple present or present progressive forms of the verbs in parentheses.

John \_\_\_\_\_ his new computer now. He \_\_\_\_\_ the Internet. He \_\_\_\_\_ about his computer. His computer \_\_\_\_\_ a lot of great features. John \_\_\_\_\_ to learn how to use all of them.

1. (use) 2. (surf) 3. (read) 4. (have) 5. (want)

**C** Complete the conversation with the simple present or present progressive forms of the verbs in parentheses.

A: What \_\_\_\_\_ Tom \_\_\_\_\_ right now?  
1. (do)

B: He \_\_\_\_\_ to fix his printer again.  
2. (try)

A: What \_\_\_\_\_ the problem now?  
3. (be)

B: I \_\_\_\_\_.  
4. (not / know)

A: I think he \_\_\_\_\_ a new printer. His printer is very old.  
5. (need)

**D** Correct the conversations. There are five mistakes.

1. A: Where you calling from? B: Downtown. I walk along Second Street.
2. A: Is she play tennis at West Park? B: No, she's not. She no like West Park.
3. A: Does he understands Greek? B: Yes, he does. He was in Greece for a year.

Now check your answers on page 448.

# Simple Past

UNIT

18

## Simple Past: Statements with Regular Verbs

TRAVEL

UNIT

19

## Simple Past: Statements with Irregular Verbs

YOU NEVER KNOW

UNIT

20

## Simple Past: Questions

WRITERS

UNIT

21

## Simple Past: Review

BIOGRAPHIES



**OUTCOMES**

- Talk about past events, using regular verbs in the simple past
- Recognize details in short messages about travel
- Recognize details in a conversation about a trip
- Discuss past events and experiences
- Write an email about a trip or vacation

**OUTCOMES**

- Talk about past events with irregular verbs in the simple past
- Put events from a story in a chronological order
- Recognize details in a recorded story
- Tell a story about the past
- Write a short story from your childhood

**OUTCOMES**

- Ask and answer questions about the past
- Recognize details in a short biography
- Recognize main ideas and details in a conversation about a movie
- Ask questions about movies and plays
- Ask and answer questions about a famous writer
- Write questions and answers about the life of a famous person

**OUTCOMES**

- Talk about past events, using the simple past
- Understand details in a biography
- Answer questions based on a conversation
- Talk about famous people and past events
- Ask and answer questions about childhood
- Write your life story

## OUTCOMES

- Talk about past events, using regular verbs in the simple past
- Recognize details in short messages about travel
- Recognize details in a conversation about a trip
- Discuss past events and experiences
- Write an email about a trip or vacation

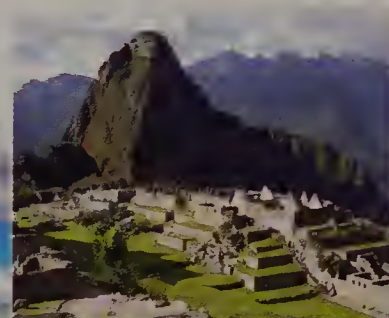
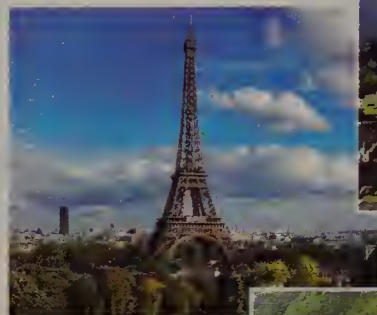
## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Look at the photos. Answer the questions.

1. Do you recognize these tourist attractions? In which countries are they? (Check answers on page 453.)
2. What popular tourist destinations would you like to visit?



## READ



18/01

Read these messages.

## Greetings from Brazil



Hi Dahlia,

You were so right! This city is awesome.

Yesterday morning, Julian and I watched footvolley on Ipanema Beach. The players were great. Then, in the afternoon, we visited Sugarloaf. What a view! In the evening, we enjoyed a delicious meal at a *churrascaria* (a barbecued meat restaurant).

Our flight here was the only bad part of the trip. We *didn't* land until 1:30 in the morning. Someone from the hotel picked us up, and we arrived at the hotel at about 3:00 a.m.

The people at the hotel are helpful, and our room is beautiful. The weather is great. I *didn't* need to pack my umbrella or my jacket.

Say hi to everyone at the office.

Love, Karen



Hi Karen,

I'm glad *you're* having such a great time. It's freezing here. Yesterday it **snowed** all day, and last week it **rained**.

I **stayed** late Monday and Tuesday. I **prepared** everything for the spring conference. Then guess what **happened**? Mr. Grimes **canceled** the conference. There **was** no barbecued meat for me. I **dined** on sandwiches from the vending machines downstairs.

So enjoy every minute of your vacation.

—I really miss you!

Love, Dahlia

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

canceled    freezing    land    miss    picked up

1. Our flight was long. We started off at 9:00 a.m., and we didn't \_\_\_\_\_ until 3:00 p.m.
2. Bruno \_\_\_\_\_ five hotel guests and showed them the historic sites in town.
3. She \_\_\_\_\_ her trip because of the bad storm.
4. It's \_\_\_\_\_ in this room. The air conditioner was on too high.
5. I love to travel, but I \_\_\_\_\_ my comfortable bed at home.

**B COMPREHENSION** Correct these false statements.

1. Karen and Julian played footvolley on Ipanema Beach.
2. Karen and Julian enjoyed a delicious dessert at a restaurant.
3. Karen and Julian arrived at the hotel at 3:00 in the afternoon.
4. Mr. Grimes attended the spring conference.
5. Dahlia stayed late on Tuesday and Wednesday.
6. Dahlia dined on sandwiches from the café downstairs.

**C DISCUSSION** Work with a partner. Compare your answers in B. Then answer these questions. In which city is Karen? Why is she happy to be there? Why is Dahlia unhappy to be at work?



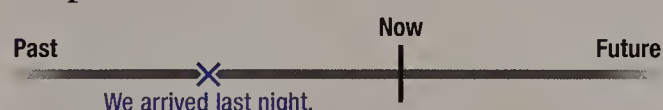
**THE SIMPLE PAST: STATEMENTS WITH REGULAR VERBS**

| Affirmative Statements |                               | Negative Statements |                   |                          |
|------------------------|-------------------------------|---------------------|-------------------|--------------------------|
| Subject                | Base Form of Verb + -ed       | Subject             | Did not           | Base Form of Verb        |
| I                      | landed.<br>arrived.<br>cried. | I                   | did not<br>didn't | land.<br>arrive.<br>cry. |
| He                     |                               | He                  |                   |                          |
| She                    |                               | She                 |                   |                          |
| It                     |                               | It                  |                   |                          |
| We                     |                               | We                  |                   |                          |
| You                    |                               | You                 |                   |                          |
| They                   |                               | They                |                   |                          |

| Past Time Markers   |                      |             |
|---------------------|----------------------|-------------|
| Yesterday           | Ago                  | Last        |
| yesterday           | two days ago         | last night  |
| yesterday morning   | a week ago           | last Monday |
| yesterday afternoon | a month ago          | last week   |
| yesterday evening   | a year ago           | last summer |
|                     | a couple of days ago | last year   |

**GRAMMAR NOTES**
**1 The Simple Past: Meaning**

Use the **simple past** to tell about something that **started and finished** at a **specific time in the past**.



They **visited** Rio de Janeiro last year.

**2 The Simple Past: Forms**

There are **three endings** for regular simple past verbs in affirmative statements: **-ed**, **-d**, and **-ied**.

- **-ed**
- **-d**
- **-ied**

We **landed** in Caracas. (*past of land*)

I **arrived** late. (*past of arrive*)

He **tried** to change his flight. (*past of try*)

The verb form **does not change**. It is the same for all subjects.

**I visited** Seoul in 2015.

**She visited** Mexico City two years ago.

**They visited** Madrid last year.

**Karen visited** Rio de Janeiro last month.

### 3 The Simple Past: Negative Statements

Use **did not** + the base form of the verb in negative statements.

We **did not stay** at a hotel.

**USAGE NOTE** Use **didn't** for negative statements in speaking or informal writing.

We **didn't stay** at a hotel.

### 4 Past Time Markers

We often use the simple past with **past time markers**. These are phrases that tell when something happened in the past.

Some common past time markers are:

- **ago**
- **last week / month / year**
- **yesterday**

She arrived here **two months ago**.

I lived in Colombia **last year**.

I was in Miami **yesterday**.

**Time markers** usually come at **the beginning** or **the end** of a sentence.

The plane landed **two hours ago**.

**Last night**, we watched a travel show.

**BE CAREFUL!** Use **ago** after a **length of time**. Do not use *before* + a length of time.

I visited my uncle one month **ago**.

**NOT** I visited my uncle ~~before one month~~.

You can use **yesterday** before *morning*, *afternoon*, and *evening*.

They called us **yesterday evening**.

**Yesterday morning**, he went to work.

**BE CAREFUL!** We say *last night*, not *yesterday night*.

I visited my cousin **last night**.

**NOT** I visited my cousin ~~yesterday night~~.

## PRONUNCIATION NOTE

### Regular Past Tense Endings

Regular simple past verbs end in three sounds: /d/, /t/, or /Id/.

- /d/
- /t/
- /Id/

He **arrived** late.

They **worked** at a hotel.

She **waited** for him at the airport.

## REFERENCE NOTE

For **simple past spelling** and **pronunciation rules**, see Appendices 17 and 18 on page 438.

**EXERCISE 1 DISCOVER THE GRAMMAR**

**A GRAMMAR NOTES 1-4** Look at the sentences. Underline the simple past affirmative verbs. Circle the simple past negative verbs. Then write the base form of each verb.

Base Form

1. We arrived in Washington, D.C., last Friday. arrive
2. Yesterday afternoon, we walked around the National Zoo. \_\_\_\_\_
3. Some friends invited us for dinner last night. \_\_\_\_\_
4. Ana baked a cheesecake yesterday morning. \_\_\_\_\_
5. The cheesecake didn't look good, but it tasted delicious. \_\_\_\_\_, \_\_\_\_\_
6. Miguel cooked enchiladas. \_\_\_\_\_
7. The enchiladas looked delicious, but they didn't taste good. \_\_\_\_\_, \_\_\_\_\_
8. We visited Dupont Circle with Ana and Miguel. \_\_\_\_\_
9. An hour ago, I called and thanked them for dinner. \_\_\_\_\_, \_\_\_\_\_

**B** Write the five time markers in the sentences in A.

last Friday \_\_\_\_\_  
 \_\_\_\_\_

**EXERCISE 2 AFFIRMATIVE STATEMENTS**

**GRAMMAR NOTES 1-2** Complete the sentences. Use the simple past form of the verbs in the box.

arrive    bake    ~~borrow~~    cancel    hurry    visit    walk    watch

1. We borrowed a guidebook from our friends.
2. His plane \_\_\_\_\_ on time.
3. Yesterday she \_\_\_\_\_ the art museum.
4. He \_\_\_\_\_ a cake for us. It was terrific.
5. I \_\_\_\_\_ slowly because I was tired.
6. The airlines \_\_\_\_\_ many flights because of bad weather.
7. We \_\_\_\_\_ because we didn't want to miss our connecting flight.
8. Two nights ago, they \_\_\_\_\_ a movie.



### EXERCISE 3 NEGATIVE STATEMENTS

**GRAMMAR NOTES 2-3** Underline the verb in the first sentence. Then complete the second sentence with the simple past negative form of the verb.

1. He stayed with friends. He didn't stay at a hotel.
2. I wanted coffee. I \_\_\_\_\_ tea.
3. It rained in the morning. It \_\_\_\_\_ in the afternoon.
4. She only invited you. She \_\_\_\_\_ your whole family.
5. He helped you. He \_\_\_\_\_ me.
6. I watched a movie. I \_\_\_\_\_ the news.
7. He picked her up from the airport. He \_\_\_\_\_ her \_\_\_\_\_ from the train station.

### EXERCISE 4 AFFIRMATIVE AND NEGATIVE STATEMENTS

**GRAMMAR NOTES 1-3** Complete the travel log with the simple past forms of the verbs in parentheses.



Carlos and I arrived in San  
1. (arrive)

Francisco last Wednesday night at 9:00.

The next day, it \_\_\_\_\_, but  
2. (rain)

the weather \_\_\_\_\_ us from  
3. (not / stop)

sightseeing. We \_\_\_\_\_ our  
4. (carry)

umbrellas and \_\_\_\_\_  
5. (visit)

Fisherman's Wharf. Then the rain \_\_\_\_\_, so we \_\_\_\_\_  
6. (stop) 7. (climb)

Telegraph Hill. We \_\_\_\_\_ around there a bit, and then we  
8. (walk)

\_\_\_\_\_ a bus to Baker Beach. We \_\_\_\_\_ the sun set next to  
9. (board) 10. (watch)

the Golden Gate Bridge, and we \_\_\_\_\_ to the ocean waves. I was so  
11. (listen)

tired. I \_\_\_\_\_ to stay out any longer. I \_\_\_\_\_ to go back to  
12. (not / want) 13. (want)

our hotel. On the way home, we \_\_\_\_\_ to have dinner. Chinatown was  
14. (decide)

the perfect spot. We \_\_\_\_\_ a "bird's nest" and red bean soup. It was  
15. (order)

delicious. Everything in San Francisco was amazing.

## EXERCISE 5 PAST TIME MARKERS

GRAMMAR NOTE 4 Complete the conversations. Use *last*, *ago*, or *yesterday*.



### Conversation 1

BEN: Were you away \_\_\_\_\_ *last* \_\_\_\_\_ week?  
1.

SAM: Yes, I was in Mexico City.

BEN: Oh. I was there a couple of months \_\_\_\_\_  
2.

By the way, Ian called me \_\_\_\_\_ night. He  
3.

wants us to meet for lunch.

### Conversation 2

STEVE: Where is Demetrios? I never see him  
anymore!

ALLY: I know. He's always traveling. He was in  
Montreal \_\_\_\_\_ weekend. He  
1.

was in Prague \_\_\_\_\_ month.  
2.

And two months \_\_\_\_\_, he  
3.  
visited his family in Greece.

STEVE: Where is he now?

ALLY: I'm not sure. I called him  
\_\_\_\_\_. I'm waiting for  
4.  
him to return my call.



## EXERCISE 6 SIMPLE PAST AND SIMPLE PRESENT STATEMENTS

GRAMMAR NOTES 1-3 Complete the conversations with the simple past or simple present forms of the verbs in parentheses.

1. A: When do you usually travel?

B: We usually \_\_\_\_\_ *travel* \_\_\_\_\_ in the summer, but last year we \_\_\_\_\_ *traveled* \_\_\_\_\_ in  
(travel) (travel)  
the fall.

2. A: Does John like guided tours?

B: No. He \_\_\_\_\_ most guided tours, but he \_\_\_\_\_ the one  
(not / like) (like)  
yesterday in Chicago.

3. A: When does that restaurant open?

B: It usually \_\_\_\_\_ at 7:00 a.m., but it \_\_\_\_\_ until 7:30  
(open) (not / open)  
yesterday morning.

4. A: Do you travel on business a lot?

B: No, I don't. I usually \_\_\_\_\_ on business, but last month I  
(not / travel)  
\_\_\_\_\_ twice on business.  
(travel)

5. A: When do you start work?

B: I usually \_\_\_\_\_ at 9:00, but I \_\_\_\_\_ at 8:00 this morning  
(start) (start)  
because I was very busy.

6. A: Does Jade always take the bus?

B: She usually \_\_\_\_\_ a bus or train, but last week she \_\_\_\_\_  
(take) (not / use)  
public transportation. She \_\_\_\_\_ a car.  
(rent)

7. A: Where do you have lunch?

B: I usually \_\_\_\_\_ something from home, but last Friday was a co-worker's  
(bring)  
birthday, so five of us \_\_\_\_\_ a delicious meal at Siam Garden.  
(enjoy)

## EXERCISE 7 REGULAR PAST TENSE ENDINGS

18/03 **PRONUNCIATION NOTE** Listen to the sentences. Check (✓) the final sound of each verb.

| Last weekend, ...       | /t/ | /d/ | /ɪd/ |
|-------------------------|-----|-----|------|
| 1. I watched TV.        | ✓   |     |      |
| 2. I rented a bike.     |     |     |      |
| 3. I listened to music. |     |     |      |
| 4. I played footvolley. |     |     |      |
| 5. I visited friends.   |     |     |      |
| 6. I worked.            |     |     |      |



## EXERCISE 8 EDITING

### GRAMMAR NOTES 1-4

Correct the letter. There are six mistakes. The first mistake is already corrected. Find and correct five more.

M

Dear Dahlia,

Paris is unbelievable at night! It's 10 p.m., and I'm writing to you from a café. We arrived here <sup>two days ago</sup> ~~before two days~~. My friend Pierre picks me up. We toured the city during the day, and at night we did walked along the River Seine. Today, we dining in Montmartre, and we visited the Louvre Museum. I not like the food in Montmartre, but I did loved the area. I hope all is well with you. Don't work too hard!

Love,  
Michelle

Go to MyEnglishLab for more focused practice.

## STEP 4

## COMMUNICATION PRACTICE

## EXERCISE 9 LISTENING

18|04

**A** Listen to the conversation. Read the statements. Check (✓) True or False. Then correct the false statements.

- |                                                       | True                     | False                               |
|-------------------------------------------------------|--------------------------|-------------------------------------|
| 1. Marta visited <sup>Japan</sup> <del>Mexico</del> . | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Marta stayed with friends.                         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. Marta stayed at a traditional Japanese inn.        | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. Marta rented a car.                                | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. Marta didn't enjoy her trip.                       | <input type="checkbox"/> | <input type="checkbox"/>            |

Ryokan



**B** Listen again. Complete the sentences with the length of time.

1. Marta was in Japan for \_\_\_\_\_.
2. Marta stayed in a *ryokan* for \_\_\_\_\_.
3. Marta visited Kyoto for \_\_\_\_\_.
4. Marta and her friend talked about Marta's trip for \_\_\_\_\_.

**C** Listen again and take notes. Then work with a partner. Look at the list below. What did Marta tell her friend about each of the following?

EXAMPLE: Marta said she stayed with Japanese friends in Tokyo.

- Japanese friends
- a *ryokan*
- Kyoto
- tour guides and shopkeepers
- a car
- public transportation

## EXERCISE 10 THE LAST TIME I...

**CONVERSATION** Work with a partner. Use the verbs in the box to ask your partner questions. Begin each question with, "When was the last time you..."

|           |          |      |       |       |      |
|-----------|----------|------|-------|-------|------|
| cook      | play     | rent | stay  | walk  | work |
| listen to | practice | shop | study | watch |      |

EXAMPLE: A: When was the last time you cooked pasta?

B: I cooked pasta last week. When was the last time you listened to classical music?

## EXERCISE 11 TRUE OR FALSE?

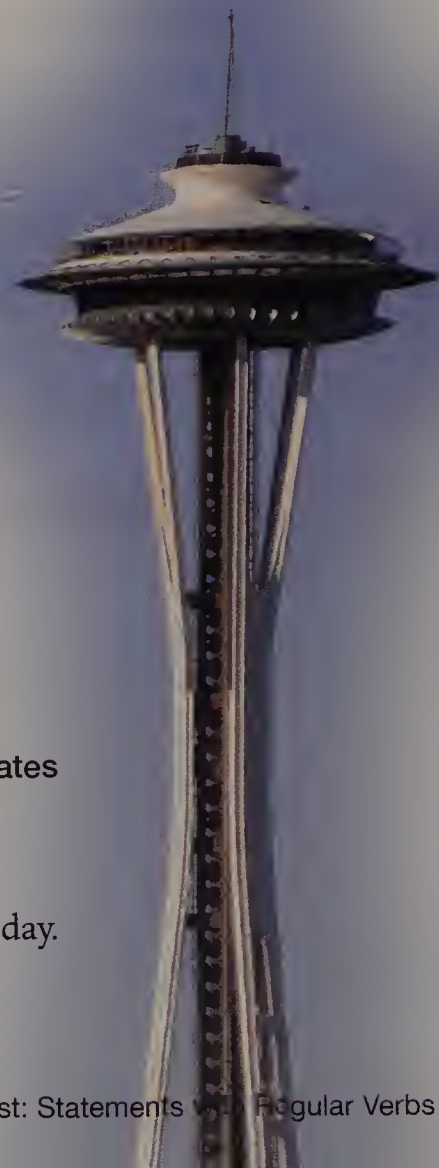
**A GAME** On a piece of paper, write five things that happened on your last trip. Write four things that are true and one that is not true.

1. *On my last trip, I toured Seattle.*
2. *I rented a car.*
3. *I stayed with friends.*
4. *I visited the Space Needle.*
5. *It rained every day.*

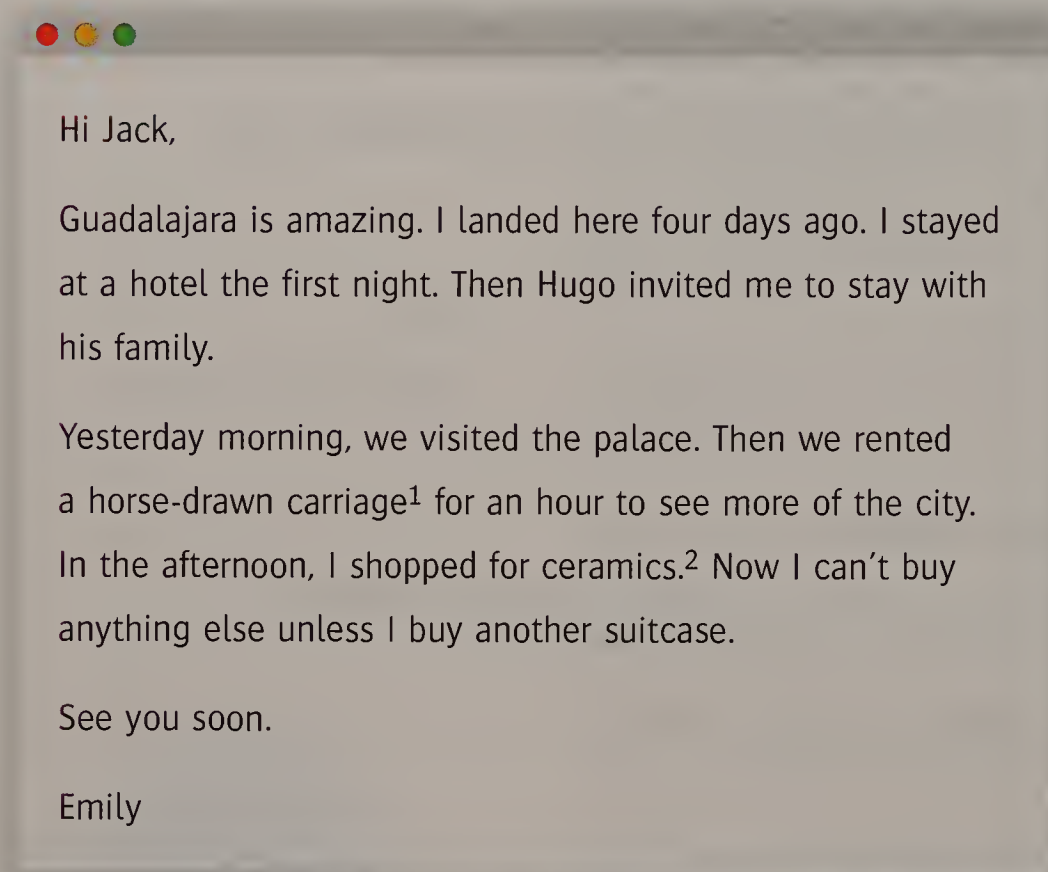
**B** Work in a group. Take turns reading your sentences. Your classmates guess which one is not true.

EXAMPLE: A: On my last trip, I toured Seattle. I rented a car. I stayed with friends. I visited the Space Needle. It rained every day.

B: I think "I rented a car" is not true. You don't drive!



**A BEFORE YOU WRITE** Read Emily's email to Jack. Underline the past tense verbs. Then imagine it's the last day of your trip to an amazing city. Work with a partner. Tell your partner about your trip. Use the underlined verbs or the verbs in the box.



Hi Jack,

Guadalajara is amazing. I landed here four days ago. I stayed at a hotel the first night. Then Hugo invited me to stay with his family.

Yesterday morning, we visited the palace. Then we rented a horse-drawn carriage<sup>1</sup> for an hour to see more of the city. In the afternoon, I shopped for ceramics.<sup>2</sup> Now I can't buy anything else unless I buy another suitcase.

See you soon.

Emily

## Other Travel Verbs

arrive  
enjoy  
like  
travel  
walk  
watch

<sup>1</sup> *horse-drawn carriage*: a vehicle pulled by a horse, often for tourists to ride in

<sup>2</sup> *ceramics*: pots, plates, and other things made of clay

**B WRITE** Write an email to a friend about a trip to a city. Use the email in A and your ideas. Use regular verbs in the simple past and past time markers.

**C CHECK YOUR WORK** Read your email. Underline the past tense verbs. Circle the past tense time markers. Use the Editing Checklist to check your work.

## Editing Checklist

Did you ...?

- ☐ end regular simple past verbs in *-ed*, *-d*, or *-ied*
- ☐ place time markers at the beginning or end of a sentence
- ☐ use an amount of time + *ago*
- ☐ use *last* and *yesterday* correctly

**D REVISE YOUR WORK** Read your email again. Can you improve your writing? Make changes if necessary.



# UNIT 18 REVIEW

Test yourself on the grammar of the unit.

**A** Circle the correct words to complete the sentences.

1. I watch / watched TV last night.
2. We did visit / visited Chile last summer.
3. He picked her up from work an hour ago / before an hour.
4. Last night / A night ago, I stayed home.
5. Our plane didn't land / no landed on time.

**B** Complete the sentences. Use the simple past forms of the verbs in parentheses.

1. I'm helping them now. I \_\_\_\_\_ them last week, too.  
(help)
2. She's staying with me. Last year, I \_\_\_\_\_ with her.  
(stay)
3. It snowed during the night, but it \_\_\_\_\_ in the morning.  
(not / snow)
4. She only asked you. She \_\_\_\_\_ him.  
(not / ask)
5. We wanted to fly first class. We \_\_\_\_\_ to fly coach.  
(not / want)

**C** Complete the sentences with the simple past forms of the verbs from the box. Some sentences are affirmative and other sentences are negative.

cancel    enjoy    play    rain    stay

1. My boss \_\_\_\_\_ the conference. He's trying to save money.
2. She \_\_\_\_\_ late at work. She needed to get home to her children.
3. It \_\_\_\_\_, so I didn't need my umbrella.
4. We \_\_\_\_\_ soccer for three hours. It was a lot of fun.
5. He \_\_\_\_\_ the movie. It was very boring.

**D** Correct the paragraph. There are five mistakes.

Hello from London. Our friends did invited us here for a week. Yesterday we visit Big Ben, and we tour Buckingham Palace. This morning, we watch a cricket match. Later we walked around Piccadilly Circus and are enjoyed coffee and sandwiches at a café.

Now check your answers on page 448.

# Simple Past: Statements with Irregular Verbs

## YOU NEVER KNOW

## OUTCOMES

- Talk about past events with irregular verbs in the simple past
- Put events from a story in a chronological order
- Recognize details in a recorded story
- Tell a story about the past
- Write a short story from your childhood

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. What was a surprise in your life?
2. Some people say, "In life, you never know what will happen." What does that mean?

## READ

19/01

Read this Chinese folktale.

## You Never Know What Will Happen

A long time ago, there lived a poor Chinese peasant.<sup>1</sup> One day, a beautiful horse appeared on his farm. When the peasant's friends saw the horse they said, "How lucky you are!"

The peasant answered, "You never know what will happen."

Two days later, the horse ran away. The peasant's friends came and said, "What a terrible thing. How unlucky you are! The fine horse ran away."

The peasant didn't get excited. He simply said, "You never know what will happen."

Exactly one week later, the horse returned. And it brought three other horses. When the peasant's friends saw the horses they said, "Oh. You are so lucky. Now you have four horses to help you."

The peasant looked at them and once again said, "You never know what will happen."

The next morning, the peasant's only son was in the field.<sup>2</sup> Suddenly one of the horses ran into him, and the boy fell to the ground. He was badly



<sup>1</sup> peasant: a poor farmer or farm worker

<sup>2</sup> field: an area of land



hurt. He lost the use of his leg. Indeed, this was terrible, and many people came to the peasant and expressed their sadness for his son's misfortune.<sup>3</sup> But again, the peasant simply said, "You never know what will happen."



A month after the accident, soldiers rode into the village. They shouted, "There is a problem along the border! We are taking every healthy young man to fight." The soldiers took all the other young men in the village, but they didn't take the peasant's son. All the other young men fought in the border war, and they all died. But the peasant's son lived a long and happy life. As his father said, you never know what will happen.

<sup>3</sup> misfortune: bad luck

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

appeared      border      fought      ran away      rode      unlucky

1. He showed his passport to cross the \_\_\_\_\_ into Mexico.
2. The story was about a(n) \_\_\_\_\_ man. Bad things always happened to him.
3. The angry child \_\_\_\_\_ from home, but his parents found him two hours later.
4. A beautiful red bird \_\_\_\_\_ on the tree outside my bedroom.
5. She \_\_\_\_\_ her bicycle to school. She didn't walk or take the bus.
6. The two countries \_\_\_\_\_ a war over a small piece of land.

**B COMPREHENSION** Number the events in the order they occurred (1 to 6).

- \_\_\_\_\_ A week later, the horse came back with three other horses.
- \_\_\_\_\_ A horse appeared on a peasant's land. Two days later, it ran away.
- \_\_\_\_\_ The next morning, one of the horses ran into the peasant's son and hurt him.
- \_\_\_\_\_ A month later, soldiers rode into the village.
- \_\_\_\_\_ The other young men died. The peasant's son lived a long, happy life.
- \_\_\_\_\_ The soldiers took all the healthy young men to fight, but they didn't take the peasant's son.

**C DISCUSSION** Work with a partner. Compare your answers in B. Then tell the first half of the story in your own words. Your partner tells the second half.



## SIMPLE PAST: STATEMENTS WITH IRREGULAR VERBS

## Affirmative Statements

| Subject | Verb          |             |
|---------|---------------|-------------|
| I       | <b>bought</b> | the horses. |
| You     | <b>rode</b>   |             |
| He      | <b>saw</b>    |             |
| We      |               |             |

## Negative Statements

| Subject | Did not / Didn't                | Base Form of Verb |             |
|---------|---------------------------------|-------------------|-------------|
| I       | <b>did not</b><br><b>didn't</b> | <b>buy</b>        | the horses. |
| You     |                                 | <b>ride</b>       |             |
| He      |                                 | <b>see</b>        |             |
| We      |                                 |                   |             |

## Be: Affirmative Statements

| Subject | Was / Were  |          |
|---------|-------------|----------|
| She     | <b>was</b>  | lucky.   |
| They    | <b>were</b> | unlucky. |

## Be: Negative Statements

| Subject | Was not / Were not |         |
|---------|--------------------|---------|
| I       | <b>was not</b>     | home.   |
| We      | <b>were not</b>    | nearby. |

## Contractions

|                           |
|---------------------------|
| was not → <b>wasn't</b>   |
| were not → <b>weren't</b> |

## GRAMMAR NOTES

## 1 Irregular Past Verbs

Many **common verbs** are **irregular**. They do not add *-ed* to the base form of the verb.

The past tense of irregular verbs often looks different from the base form of the verb.

- *bring* → *brought*
- *come* → *came*
- *eat* → *ate*
- *go* → *went*
- *see* → *saw*

He **brought** a friend to school.

She **came** late.

He **ate** a big lunch.

They **went** to work.

We **saw** three beautiful horses.

## 2 Negative Statements

For **negative statements** in the past, use *did not* + the base form of the verb (except for *be*).

They **did not see** him.

**USAGE NOTE** Use *didn't* for speaking and informal writing.

She **didn't eat** her lunch.

## 3 Past Tense of Be

Remember that the **past tense of *be*** is *was* or *were*. The **negative** is *was not* or *were not*. (See Unit 3.)

I **was** at the library last night.

They **were not** home this morning.

**USAGE NOTE** Use *wasn't* and *weren't* for speaking and informal writing.

It **wasn't** late.

They **weren't** in Mexico City.

#### 4 Was / Were + Born

Use *was* or *were* + *born* to tell when or where people were born.

I **was born** in 1996.

They **were born** in Riyadh.

### REFERENCE NOTES

For a list of **irregular past forms**, see Appendix 19 on page 439.

For more information about **the past of *be***, see Unit 3 on page 30.

For more information about **the simple past**, see Unit 18 on page 210 and Unit 20 on page 233.

Go to **MyEnglishLab** to watch the grammar presentation.

### STEP 3 FOCUSED PRACTICE

#### EXERCISE 1 DISCOVER THE GRAMMAR

**A GRAMMAR NOTES 1-3** Look at the paragraph. Circle the affirmative past tense verbs. Underline *didn't* + the base form of the verb.

I have two brothers. My older brother was a great student. He brought home prizes and won awards. My younger brother felt bored by school. He didn't study and he didn't do well. My parents worried about him. Then, in his second year of high school, he had a great chemistry teacher. He became interested in chemistry. He began to study hard. He's now a chemistry professor at a university. So, you never know what will happen.

**B** Write the past tense verbs that you circled in A in the chart. Then write the base form of each verb next to it.

| Past | Base Form |
|------|-----------|
| was  | be        |
|      |           |
|      |           |
|      |           |

| Past | Base Form |
|------|-----------|
|      |           |
|      |           |
|      |           |



## EXERCISE 2 SIMPLE PRESENT TO SIMPLE PAST

**GRAMMAR NOTES 1–3** Change the verbs in each sentence from the simple present to the simple past.

1. In 2014, Forbes <sup>called</sup> ~~calls~~ Ursula Burns the twenty-second most powerful woman in the world.
2. Ursula Burns does not have an easy childhood.
3. Ursula Burns grows up in a poor section of New York City.
4. Ursula's parents are immigrants from Panama.
5. Her father leaves the family.
6. Ursula is a good student.
7. Ursula studies engineering in college.
8. In 1981, she earns a Master's Degree from Columbia University.
9. After college, in 1981, Ursula Burns gets an internship at Xerox.
10. In 2010, Ursula Burns becomes the Chairwoman and CEO of Xerox.



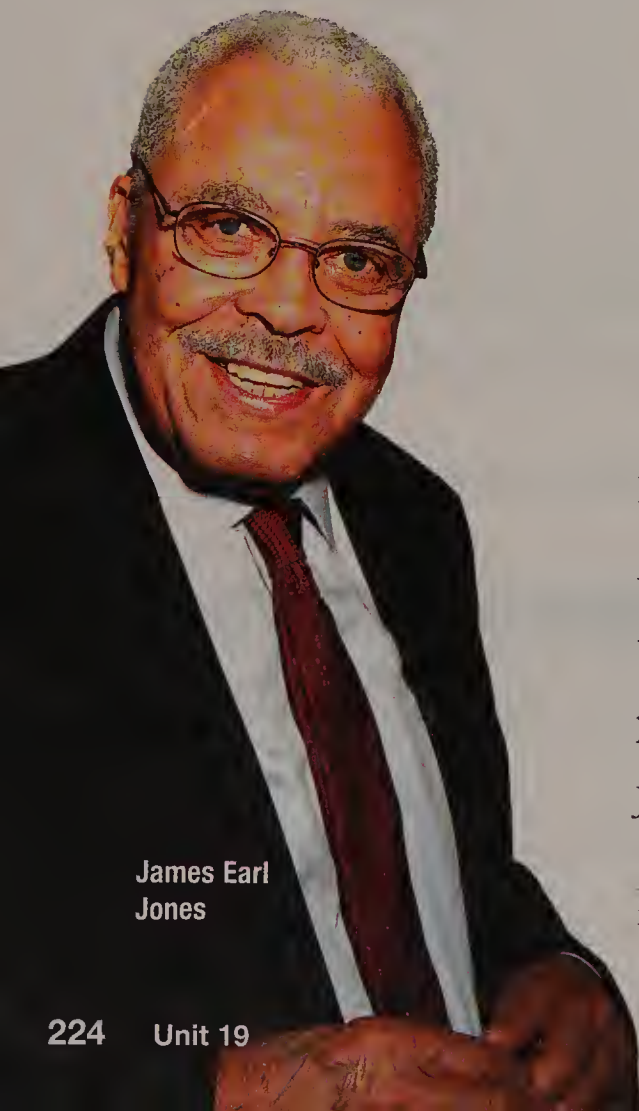
Ursula Burns

## EXERCISE 3 SIMPLE PAST: IRREGULAR VERBS

**GRAMMAR NOTES 1–4** Complete the paragraphs with the simple past forms of the verbs in parentheses. Use contractions when possible.

James Earl Jones was born <sup>1. (be born)</sup> in Mississippi in 1931. At five, his family moved to Michigan. Soon after that, he                      <sup>2. (begin)</sup> to stutter.<sup>1</sup> For many years, he                      <sup>3. (not / say)</sup> more than a few words. In high school, a teacher tried to help him. After Jones                      <sup>4. (write)</sup> a poem, this teacher                      <sup>5. (make)</sup> him read it aloud. Jones                      <sup>6. (know)</sup> the poem by heart, and he

<sup>1</sup> *stutter*: speak with difficulty because you repeat the first sound in a word



James Earl Jones



\_\_\_\_\_ it without stuttering. It \_\_\_\_\_ his first success at public  
 7. (say) 8. (be)  
 speaking. Later Jones \_\_\_\_\_ a scholarship to the University of Michigan. At  
 9. (get)  
 first, he studied medicine, but then he changed to theater.

After college, he \_\_\_\_\_ to New York. He \_\_\_\_\_ money so  
 10. (go) 11. (not / have)  
 he \_\_\_\_\_ all sorts of jobs to pay his bills. After a few years, people  
 12. (do)  
 \_\_\_\_\_ his talent. He \_\_\_\_\_ a famous and admired actor. Maybe  
 13. (see) 14. (become)  
 you know his deep, powerful voice. It is the voice of Darth Vader in the *Star Wars* movies  
 and Mufasa in *The Lion King*.

Jones \_\_\_\_\_ the 2008 Screen Actors Life Achievement Award. His life is  
 15. (win)  
 amazing when you think that as a child, speaking \_\_\_\_\_ his  
 16. (be)  
 biggest challenge.

## EXERCISE 4 SIMPLE PAST: IRREGULAR AND REGULAR VERBS

**GRAMMAR NOTES 1–4** Complete each paragraph with the simple past forms of the verbs from the box. Use contractions when possible.

~~be born~~ become continue love major write

Joanne Kathleen \_\_\_\_\_ *was born* \_\_\_\_\_ in England in 1965. As a young child, she  
 1.  
 \_\_\_\_\_ to read and write. At the age of five, she \_\_\_\_\_ her first  
 2. 3.  
 book called *Rabbit*, and she \_\_\_\_\_ to write many stories throughout her  
 4.  
 childhood. In college, Joanne \_\_\_\_\_ in French and then \_\_\_\_\_ a  
 5. 6.  
 bilingual secretary.

begin end go have marry teach

At twenty-six, she \_\_\_\_\_ to Portugal. She \_\_\_\_\_ English  
 7. 8.  
 there. At this time, she \_\_\_\_\_ working on a story about Harry, a boy with  
 9.  
 special powers. She met a journalist in Portugal. They \_\_\_\_\_ and  
 10.  
 \_\_\_\_\_ a daughter in 1993. Unfortunately, the marriage \_\_\_\_\_  
 11. 12.  
 in divorce.



not / be    not / have    move    sell    try    not / want

She \_\_\_\_\_ 13. to Scotland to be near a sister and finish her book. In Scotland, her life \_\_\_\_\_ 14. easy because she \_\_\_\_\_ 15. much money. She \_\_\_\_\_ 16. to sell her book, but the publishers \_\_\_\_\_ 17. to publish it. She finally \_\_\_\_\_ 18. her book to a publisher for about \$4,000. Her book became a bestseller. Today, her Harry Potter books are famous all over the world, and J. K. Rowling is a very rich woman.

## EXERCISE 5

### EDITING

#### GRAMMAR NOTES 1-4

Correct the sentences. There are eight mistakes. The first mistake is already corrected. Find and correct seven more.

In 1981, Do Won Chang and his wife, Jin Sook, <sup>moved</sup> ~~did move~~ to America from Korea. They don't came with a lot of money. At first, Do Won and his wife has a difficult time. Do Won work at different jobs. He is a janitor and a gas station attendant. At the same time, he also did worked in a coffee shop. In 1984, Do Won and Jin Sook opened their first clothing store. They call it Fashion 21. That store grow into Forever 21. It was a huge success, and today Forever 21 has stores in countries all over the world.

## EXERCISE 6 LISTENING

19/02

**A** Listen to Paul's story. Then complete the sentence below.

The story is about a man who is now \_\_\_\_.

- a. a father                      b. a grandfather



19/02

**B** Listen again. Circle the words that complete the sentence correctly.

1. A grandfather made / gave his grandson a beautiful blanket.
2. When the blanket got old, the boy wanted / didn't want to throw it away.
3. The boy's mother made the blanket into a book bag / shopping bag.
4. When the boy tore / lost the bag, his mother bought / made him a pencil case.
5. The boy lost the pencil case. He found it later / never found it.
6. The boy wrote / read a story about his grandfather's gift.
7. Many years later, the boy's son found the gift / story.

**C** Work with a partner. Here are four titles for the story. Explain how each title connects to the story. Choose your own title for the story.

1. "My Grandfather's Blanket"
2. "The Many Lives of a Special Gift"
3. "How My Son Learned About My Grandfather"
4. "Lost and Found"



## EXERCISE 7 IT WAS A TERRIBLE DAY, BUT THEN...

**A STORY TELLING** Work with a partner. Tell about a terrible day and a wonderful day. Use *First*, *Then*, and *After that*.

EXAMPLE: Yesterday was a terrible day. First, I got up late. Then I broke my glasses. After that, I lost an earring.

I had a wonderful day last Monday. First, I saw my grandmother. Then I went to the park. After that, I watched a video.

**B** Work in a group. Add a surprise ending to your story in A. Change your wonderful day into a terrible day and your terrible day into a wonderful day. Tell your story to your group.

EXAMPLE: Yesterday was a terrible day. First, I got up late. Then I broke my glasses. After that, I lost my necklace. I felt terrible because it was my favorite necklace. But then I got a call from my boss. He liked my work and gave me a promotion. So I went out and bought new glasses and a new necklace and I invited a friend to celebrate with me.

## EXERCISE 8 A MEMORY GAME

**GAME** The whole class sits in a circle. The first student tells one thing he or she did last weekend. The second student tells what the first one did, and then what he or she did. The third student tells what the first and second students did, and what he or she did. Keep playing until everyone has a turn.

EXAMPLE:

Last weekend, I went to the movies.

Last weekend, Ann went to the movies, and I read a book.

Last weekend, Ann went to the movies. Ava read a book, and I gave a concert.



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read this story. Then think about a simple story you know from your childhood. Work with a partner. Tell the story to your partner. Is there a surprise in it?

**S**olomon was a wise king. He lived about 3,000 years ago.  
One day, two women went to King Solomon. One carried a baby and said, "We live nearby and had our babies three days apart. Her baby died in the night, and she changed it for mine. This baby is really mine."

The other woman said, "No! That woman is lying. That's *my* baby."

The two women continued arguing until King Solomon shouted, "Stop!"

He then turned to his guard and said, "Take your sword and divide the baby in two. Give one part to this woman and the other to that one."

The guard pulled out his sword. As he was about to harm the baby, the first woman screamed, "No! Don't do it. Give her the baby. Just don't kill the baby."

King Solomon then said, "Now I know the real mother. Give the baby to the woman who has just spoken."

**B WRITE** Write the story you talked about in A. Use the simple past tense.

**C CHECK YOUR WORK** Read your story. Circle all the past tense verbs. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ add *-ed*, *-d*, or *-ied* to form regular simple past verbs
- ☐ use the correct simple past form for irregular verbs
- ☐ use *did not (didn't)* + the base form for negative statements
- ☐ use past time markers at the start or end of a sentence
- ☐ check your spelling

**D REVISE** Read your story again. Can you improve it? Make changes if necessary. Give your story a title.



# UNIT 19 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with the simple past forms of the verbs in parentheses.

One day, a fox \_\_\_\_\_ 1. (see) some grapes. They \_\_\_\_\_ 2. (be) big and looked delicious. He tried to reach the grapes, but he couldn't. The fox \_\_\_\_\_ 3. (be) very hungry and \_\_\_\_\_ 4. (begin) to get angry. When he still couldn't reach the grapes, he \_\_\_\_\_ 5. (say), "I really \_\_\_\_\_ 6. (want) those grapes."

**B** Complete the sentences. Circle the correct answers.

1. Walt Disney grow up / grew up on a farm with his parents and brothers.
2. He liked cartoons, and he liked to draw. He often draws / drew funny cartoons.
3. He started a company but the business didn't make / didn't made money.
4. He moved to Hollywood and did begin / began a cartoon company.
5. Disney's new company introduced Mickey Mouse. It was / were a huge success.

**C** Complete the sentences with the simple past forms of the verbs from the box. Some sentences are affirmative and other sentences are negative.

leave   lose   run   see   take

1. The concert was terrible. I \_\_\_\_\_ early.
2. He \_\_\_\_\_ his keys. He needs to get a new set of keys.
3. We \_\_\_\_\_ 5 miles (8 kilometers) yesterday. We're practicing for a big race.
4. We \_\_\_\_\_ him in school. Was he sick?
5. It \_\_\_\_\_ him a long time to get to school. There was no traffic.

**D** Correct the sentences. There are four mistakes.

The writer William Sidney Porter born in North Carolina in 1862. He wrote under different names, but he did became best known as O. Henry. His stories were had surprise endings. O. Henry was a very successful writer, but he spended time in prison.

Now check your answers on page 448.



# Simple Past: Questions

## WRITERS

## OUTCOMES

- Ask and answer questions about the past
- Recognize details in a short biography
- Recognize main ideas and details in a conversation about a movie
- Ask questions about movies and plays
- Ask and answer questions about a famous writer
- Write questions and answers about the life of a famous person

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. Who are some famous writers from around the world?
2. Who is William Shakespeare? What do you know about him?

## READ

20/01 Read this magazine article about William Shakespeare.

## THE GREAT William Shakespeare

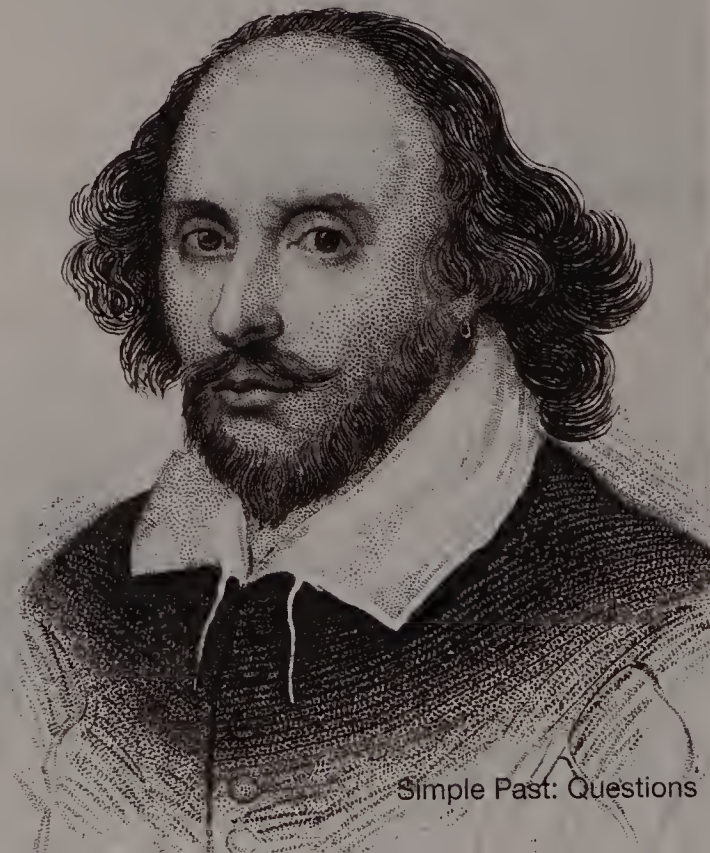
Who is the greatest writer in the English language? Most scholars<sup>1</sup> say William Shakespeare. He wrote thirty-seven plays and hundreds of poems. He wrote great stories about love, jealousy, pride, and ingratitude.<sup>2</sup> He used language in beautiful and unusual ways. People still see and read his plays today. But many parts of Shakespeare's life are a mystery. There are questions about his birth, his death, his education, and the years when he disappeared.

When was Shakespeare born? He was born in 1564 in Stratford-on-Avon, but we don't know the exact date.

When did Shakespeare die? He died in 1616. Some say he died on April 23, but others say on April 26.

<sup>1</sup> scholars: people who study a subject and know a lot about it

<sup>2</sup> ingratitude: not feeling thankful for what someone has done for you



How did Shakespeare learn to write so well? Was his education good enough for him to write those plays? He never attended a university.

Did Shakespeare write the plays himself? Did someone help him? Did someone write them for him? In Shakespeare's time, some people did not put their own name on their writing. They used another person's name. Was Shakespeare really the author of the plays?

Finally, there are Shakespeare's lost years. What did Shakespeare do from 1585 to 1592? Did he work? Did he study? Did he travel? Nobody knows.

People continue to ask these questions, but most Shakespeare scholars believe that Shakespeare wrote all the plays and poems himself.

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

exact      jealousy      mystery      plays      pride

1. We can't find that old book. Its location is a \_\_\_\_\_.
2. When their daughter got her Master's Degree in literature, they looked at her with \_\_\_\_\_.
3. He left his wife out of \_\_\_\_\_. He thought she was in love with another man.
4. When I visited London, I saw three \_\_\_\_\_. The actors were great.
5. What is the \_\_\_\_\_ number of days she was gone?

**B COMPREHENSION** Read the questions. Choose the correct answer.

1. Where was Shakespeare born?  
a. London                      b. Stratford-on-Avon                      c. Oxford
2. When was Shakespeare born?  
a. 1654                      b. 1564                      c. 1465
3. When did Shakespeare die?  
a. 1606                      b. 1516                      c. 1616
4. Did Shakespeare attend a university?  
a. Yes, he did.                      b. No, he didn't.                      c. We don't know.
5. What did Shakespeare do from 1585 to 1592?  
a. He traveled.                      b. He studied.                      c. We don't know.

**C DISCUSSION** Work with a partner. Compare your answers in B. Then look at the article again. Say two things about Shakespeare's life that are surprising.



## THE SIMPLE PAST: YES/NO AND WH- QUESTIONS AND ANSWERS

## Yes/No Questions

| Did | Subject                                   | Base Form of Verb |
|-----|-------------------------------------------|-------------------|
| Did | I<br>you<br>he<br>she<br>it<br>we<br>they | help?             |

## Short Answers

| Affirmative |                                            |      | Negative |                                            |         |
|-------------|--------------------------------------------|------|----------|--------------------------------------------|---------|
| Yes,        | you<br>I<br>he<br>she<br>it<br>you<br>they | did. | No,      | you<br>I<br>he<br>she<br>it<br>you<br>they | didn't. |

## Wh- Questions

| Wh- Word | Did | Subject | Base Form of Verb |
|----------|-----|---------|-------------------|
| What     | did | I       | ask?              |
| Where    |     | you     | go?               |
| When     |     | he      | write?            |
| Why      |     | we      | leave?            |
| Who      |     | you     | call?             |
| How long |     | they    | stay?             |

## Answers

|                                                        |
|--------------------------------------------------------|
|                                                        |
| You asked about his name.                              |
| I went to the library. (To the library.)               |
| He wrote at night, after work. (At night, after work.) |
| We went someplace else.                                |
| We called the doctor. (The doctor.)                    |
| They stayed for an hour. (For an hour.) (An hour.)     |

## Wh- Questions About the Subject

| Wh- Word | Past Form of Verb |                             |
|----------|-------------------|-----------------------------|
| Who      | wrote             | <i>Romeo and Juliet?</i>    |
| What     | happened          | <i>in Romeo and Juliet?</i> |

## Answers

|                             |
|-----------------------------|
|                             |
| William Shakespeare did.    |
| Both Romeo and Juliet died. |

## GRAMMAR NOTES

## 1 Simple Past Yes/No Questions

Yes/no questions in the simple past begin with:

**Did + subject + base form**

We usually give **short answers** to yes/no questions, but we can also give **long answers**.

Remember that we form questions with **the verb be** in a different way. (See Unit 3.)

**Did** you **write** the report?

A: Did you work yesterday?

B: **Yes.** or **Yes, I did.** or **Yes, I worked yesterday.**

A: Did you study?

B: **No.** or **No, I didn't.** or **No, I didn't study.**

**Was** Shakespeare an actor?

**Were** his plays always popular?



## 2 Simple Past Wh- Questions

We usually form **wh- questions** in the simple past in the following way:

**Wh- word + did + subject + the base form**

**What did he write?**

**Why did they go?**

## 3 Wh- Questions About the Subject

We form **wh- questions about the subject** in the following way:

**Who + past tense of the verb**

A: **Who wrote Hamlet?**

B: Shakespeare wrote *Hamlet*.  
(Shakespeare = *the subject*)

**BE CAREFUL!** Do not use *did* with questions about a subject. Do not use the base form of the verb. Use the past tense form.

Who **wrote** *Hamlet*?

**NOT** Who ~~did~~ write *Hamlet*?

Go to MyEnglishLab to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1-3** Underline the base forms of the verbs in the questions. Then match the questions and answers. Write the letter of the answer on the line next to the question.

  d   1. Did you see a play last Sunday?

       2. What did you see?

       3. Who directed the play?

       4. Did you enjoy it?

       5. What was it about?

       6. Did you go with a friend?

       7. Who was the lead actor?

       8. Where did they show the play?

a. It was about young lovers.

b. Jonathan Lass was the director.

c. Yes, I did. It was wonderful, but very sad.

~~d.~~ No. I saw a play on Saturday.

e. No, I didn't. I went alone.

f. I saw *Romeo and Juliet*.

g. The performance was outdoors in Lakeville Park.

h. A new actor, Brad Shaw. He was very good as Romeo.

## EXERCISE 2 SIMPLE PAST YES/NO QUESTIONS

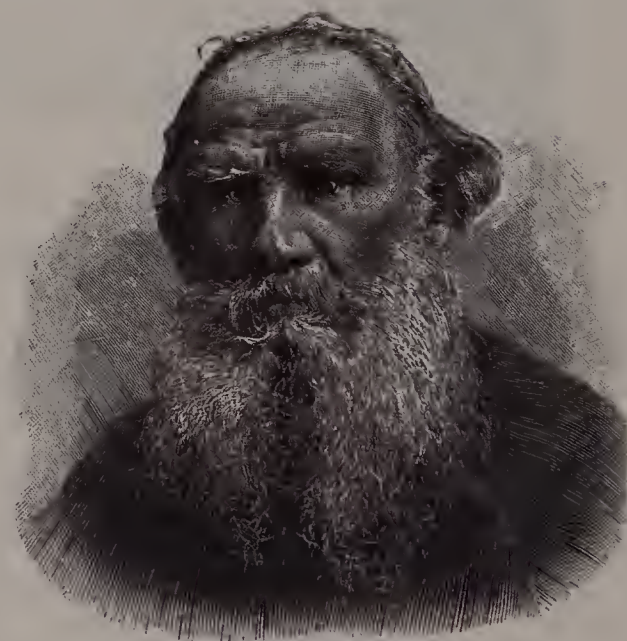
**GRAMMAR NOTE 1** Read the first sentence. Then complete the yes/no question in the simple past. In your question, use the verb from the first sentence.

1. I read all his plays. Did you read them, too?
2. We enjoyed the movie. \_\_\_\_\_ you \_\_\_\_\_ it, too?
3. The movie had good acting. \_\_\_\_\_ it \_\_\_\_\_ a good story?
4. I didn't understand everything. \_\_\_\_\_ she \_\_\_\_\_ everything?
5. We didn't like the ending. \_\_\_\_\_ he \_\_\_\_\_ the ending?
6. I expected a happy ending. \_\_\_\_\_ you \_\_\_\_\_ a happy ending?
7. We saw a review online. \_\_\_\_\_ they \_\_\_\_\_ the review online?
8. The review was by Robert Singh. \_\_\_\_\_ the review good?

## EXERCISE 3 SIMPLE PAST SHORT ANSWERS

**GRAMMAR NOTE 1** Answer the questions about the great Russian writer Leo Tolstoy. Use the simple past. Write affirmative or negative short answers.

1. A: Did Leo Tolstoy write *War and Peace*?  
B: Yes, he did. He finished it in 1869.
2. A: Did you read *War and Peace* last summer?  
B: \_\_\_\_\_. I want to read it this summer.
3. A: Did Tolstoy write the book in Russian and French?  
B: \_\_\_\_\_. He wrote parts of the book in Russian and parts in French.
4. A: Did Tolstoy come from a poor family?  
B: \_\_\_\_\_. His family was very rich. He was part of the upper class, the aristocracy.
5. A: Did Tolstoy write about his life?  
B: \_\_\_\_\_. He kept diaries his whole life. That's why we know so much about him.
6. A: Did he marry?  
B: \_\_\_\_\_. He married Sofia Behrs.
7. A: Did they have any children?  
B: \_\_\_\_\_. They had fourteen children.



Leo Tolstoy

## EXERCISE 4 SIMPLE PAST QUESTIONS

**A GRAMMAR NOTES 1-3** Sherryl Woods is a best-selling romance and mystery writer. Read the interview. Complete the questions with the correct forms of the words in parentheses. Use the simple past.

INTERVIEWER: \_\_\_\_\_ *When did you write* \_\_\_\_\_ your first book?  
1. (When / you / write)

SHERRYL: In 1980. It came out in 1982.

INTERVIEWER: \_\_\_\_\_ to be a writer?  
2. (you / always / want)

SHERRYL: No, I didn't. For many years I wanted to be a graphic artist.

INTERVIEWER: \_\_\_\_\_ always good at writing?  
3. (be / you)

SHERRYL: Well, my first-grade teacher wrote, "Sherryl is good at everything except making up stories."

INTERVIEWER: \_\_\_\_\_ your first-grade teacher?  
4. (you / like)

SHERRYL: I can't remember.

INTERVIEWER: \_\_\_\_\_ to write?  
5. (When / you / start)

SHERRYL: After I graduated from college, I became a journalist.

INTERVIEWER: \_\_\_\_\_ as a journalist?  
6. (How long / you / work)

SHERRYL: I worked for newspapers for fourteen years.

INTERVIEWER: \_\_\_\_\_ writing romance novels?  
7. (Why / you / start)

SHERRYL: I read one and said, "I can do this, too."

INTERVIEWER: \_\_\_\_\_ the most?  
8. (Who / help / you)

SHERRYL: My agent did. She was there for me from the beginning.

INTERVIEWER: \_\_\_\_\_ when your books became popular?  
9. (How / you / feel)

SHERRYL: I felt terrific. I remember the first time I saw someone with my book. I said, "That's my book." The woman looked at me and said, "No, it's not. It's mine." I said, "No, no, no. It's my book. I wrote it."



## EXERCISE 5 EDITING

**GRAMMAR NOTES 1-3** John Steinbeck was a great American writer. Correct the questions and answers about him. There are ten mistakes. The first mistake is already corrected. Find and correct nine more.

Q: When <sup>was</sup> John Steinbeck ~~was~~ born?

A: He born in 1902.

Q: Where he was born?

A: He was born in Salinas, California.

Q: Where did he studied writing?

A: He studied writing at Stanford University.

Q: He graduate from Stanford?

A: No, he didn't.

Q: Does he marry?

A: Yes, he did. He married in 1930.

Q: When he published *Tortilla Flat*?

A: In 1936.

Q: What year did *The Grapes of Wrath* come out?

A: In 1938. It was his best book.

Q: What were it about?

A: It was about a family who lost their farm and became fruit pickers in California.

Q: Did he won many prizes?

A: Yes, he did. He won a Pulitzer Prize and a Nobel Prize in Literature.

Q: When did he died?

A: He died in New York in 1968.



John Steinbeck

**EXERCISE 6 LISTENING**

▶ 20/03

**A** Listen to the conversation between Jon and Elena. Then read the questions. Circle the correct letter.

1. What movie did Jon see last night?  
a. *Romeo and Juliet*                      b. *Shakespeare in Love*
2. Where did the movie take place?  
a. in London                                  b. in Rome
3. When did the movie take place?  
a. in the 1500s                              b. in the 1600s
4. Who was the main character in the movie?  
a. Romeo                                      b. Shakespeare

▶ 20/03

**B** Listen to the conversation again. Take notes. Then work with a partner. Write questions for the following answers.

1. Q: What was the movie about?  
A: Shakespeare's true love.
2. Q: \_\_\_\_\_  
A: A romantic comedy.
3. Q: \_\_\_\_\_  
A: Marc Norm and Tom Stoppard.
4. Q: \_\_\_\_\_  
A: Gwyneth Paltrow and Joseph Fiennes.
5. Q: \_\_\_\_\_  
A: In 1998.
6. Q: \_\_\_\_\_  
A: Romeo and Juliet.
7. Q: \_\_\_\_\_  
A: The families of Romeo and Juliet.
8. Q: \_\_\_\_\_  
A: The two lovers died in each other's arms.

## EXERCISE 7 WHAT WAS THE PLAY ABOUT?

**CONVERSATION** Work with a partner. Tell your partner about a book or a play that you read or saw. Your partner asks questions about it.

EXAMPLE: A: I saw the play *West Side Story*.

B: What was it about?

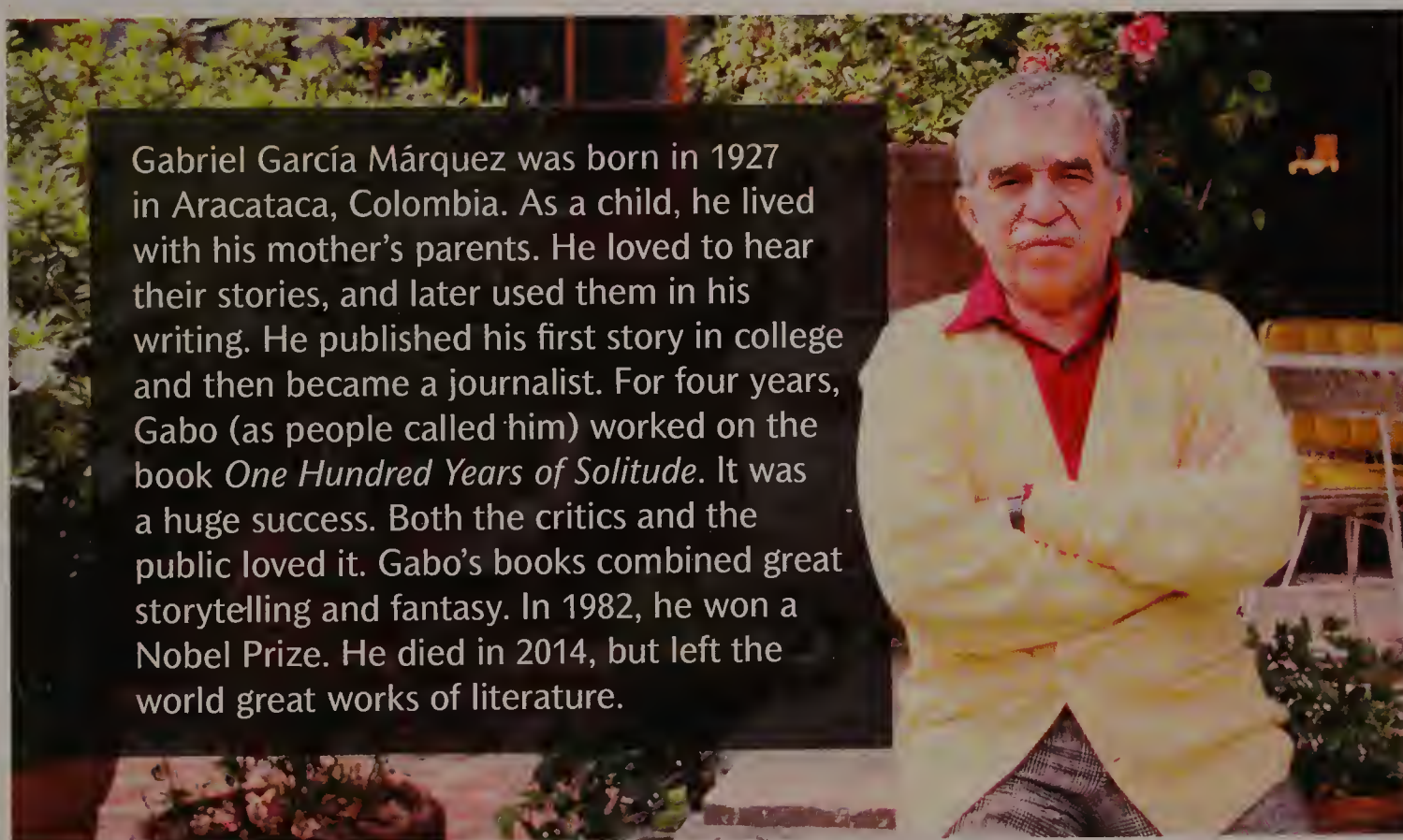
A: It was a play about two people who fell in love.

B: When did it take place?

A: In the 1950s.

## EXERCISE 8 GARCÍA MÁRQUEZ WAS BORN IN ...

**A Q & A** Read about Gabriel García Márquez. Then write four questions about his life.



1. When was Gabriel García Márquez born?

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

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

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

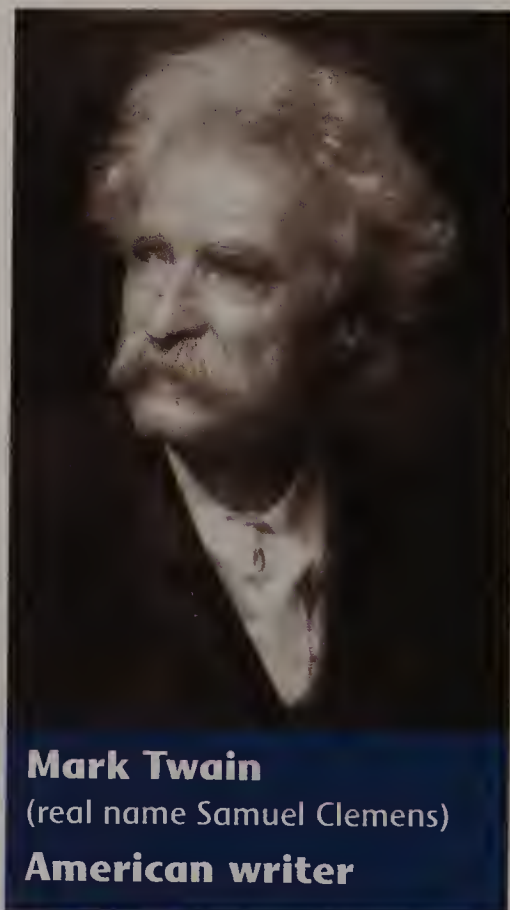
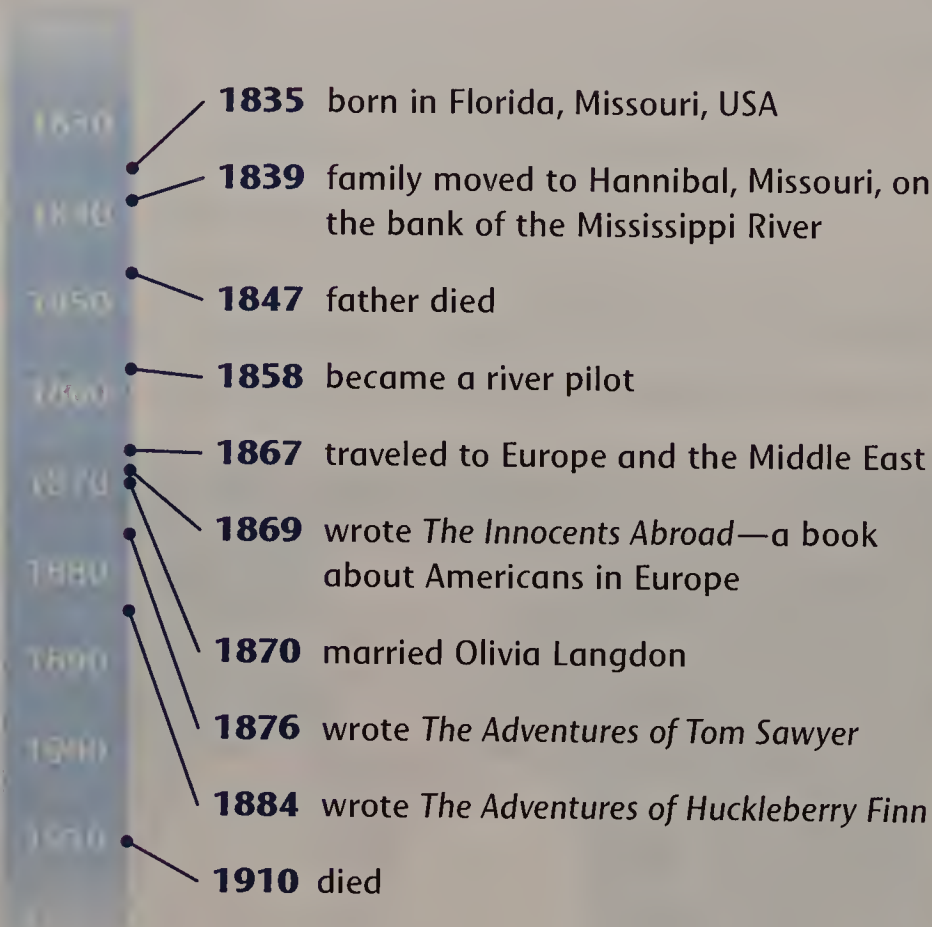
5. \_\_\_\_\_

**B** Work with a partner. Your partner closes his or her book. Ask your partner your questions about Gabriel García Márquez. Then close your book and answer your partner's questions.



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Mark Twain was a famous American writer. Work with a partner. Look at the information about Mark Twain. Ask your partner questions about his life. Take turns.



**B WRITE** Write ten questions and answers about the life of Mark Twain. Use the information in A and your discussion. Use *yes/no* and *wh-* questions in the simple past.

**C CHECK YOUR WORK** Read your questions and answers. Underline the *yes/no* questions and circle the *wh-* questions. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ start *yes/no* questions with *did*, *was*, or *were*
- ☐ form most *wh-* questions with *wh-* question word + *did* + subject + base form of the verb
- ☐ use the past tense for questions about the subject
- ☐ use the correct form with the verb *be*
- ☐ check your spelling

**D REVISE YOUR WORK** Read your questions and answers again. Can you improve your writing? Make changes if necessary.

# UNIT 20 REVIEW

Test yourself on the grammar of the unit.

**A** Write simple past yes/no questions with the correct forms of the words in parentheses.

1. \_\_\_\_\_ (they / go to the theater)
2. \_\_\_\_\_ (we / miss the beginning)
3. \_\_\_\_\_ (you / have good seats)
4. \_\_\_\_\_ (it / have a good ending)

**B** Write the questions that the underlined words answer.

1. A: \_\_\_\_\_  
B: Olivia did her homework before dinner.
2. A: \_\_\_\_\_  
B: John went to Paris last summer.
3. A: \_\_\_\_\_  
B: Ann helped Claudia with her report.
4. A: \_\_\_\_\_  
B: Mia and Lily worked for eight hours.

**C** Write questions in the simple past. Put the words in parentheses in the correct order.

1. \_\_\_\_\_ (last night / what / see / did / you)
2. \_\_\_\_\_ (you / where / see / it / did)
3. \_\_\_\_\_ (the show / how long / was)
4. \_\_\_\_\_ (you / the performance / did / enjoy)
5. \_\_\_\_\_ (who / the star of the show / was)
6. \_\_\_\_\_ (you / go out / did / after the show)

**D** Correct the questions. There are six mistakes.

- |                                |                            |
|--------------------------------|----------------------------|
| 1. Where he did go last night? | 4. Who he met?             |
| 2. What saw he?                | 5. When they left?         |
| 3. Did he enjoyed it?          | 6. Who did pay for dinner? |

Now check your answers on page 449.

# Simple Past: Review

## BIOGRAPHIES

## OUTCOMES

- Talk about past events, using the simple past
- Understand details in a biography
- Answer questions based on a conversation
- Talk about famous people and past events
- Ask and answer questions about childhood
- Write your life story

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

- Think of people you know. Who can you describe in the following ways? Why?
 

|             |             |           |
|-------------|-------------|-----------|
| a. generous | c. powerful | e. loving |
| b. loyal    | d. talented | f. smart  |
- How do you think people describe you?

## READ



Read this article about a very unusual dog.

## A Loyal Friend

Many people say dogs are loving and loyal. For one dog named Hachiko, that description is especially true. He **won** the hearts of people all over the world because of his love for and loyalty to his master.

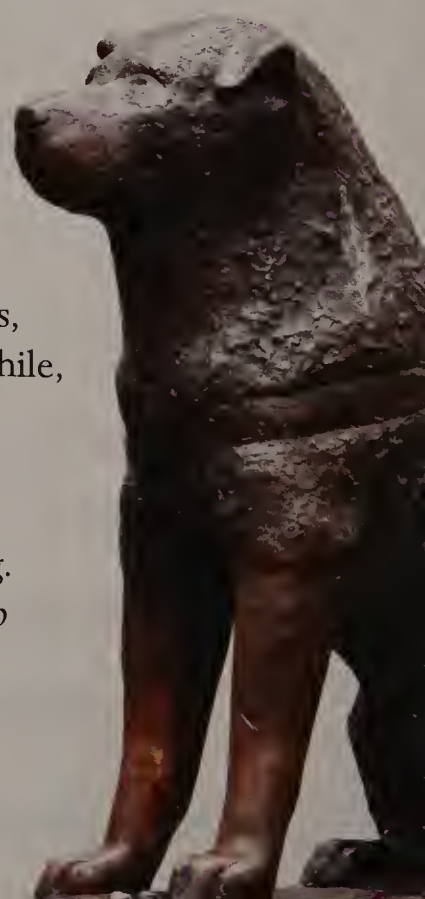
Hachiko **was** an Akita. Akitas are large dogs from Japan. Hachiko **was** born in 1923. His owner, Ueno, **was** a professor at Tokyo University. Every morning, Ueno and Hachiko **walked** to the Shibuya train station together. Every evening, Hachiko **met** Ueno at the station. This routine **continued** for a couple of years. One evening, however, Hachiko **went** to the station, but Ueno **didn't** get off the train. That day, Ueno **was** at work when he suddenly **had** a cerebral hemorrhage<sup>1</sup> and died.

Hachiko **didn't know** what to do. He **looked** everywhere for Ueno. He **was** very sad, and he **missed** his master a lot. Every day for nine years, he **went** to the train station and **waited** for his master's return. After a while, people at the station **noticed** the dog and **began** to bring him food. They **admired** his loyalty. In 1934, they **hired** a well-known sculptor to build a statue of Hachiko. A year later, in 1935, Hachiko **died**.

After Hachiko's death, Ueno's students **wrote** about the amazing dog. In 2004, Lesléa Newman **wrote** and Machiyo Kodaira **illustrated**<sup>2</sup> *Hachiko*

<sup>1</sup> cerebral hemorrhage: bleeding in the brain

<sup>2</sup> illustrated: drew pictures for





*Waits*. This children's book was based on Hachiko's life. It **won** many awards. In 2009, Richard Gere **starred** in a movie based on the book.

These days when people are near the Shibuya train station in Tokyo, they often say, “Let’s meet at the statue of Hachiko.”

One thing is certain. People will never forget Hachiko.

## AFTER YOU READ

**A VOCABULARY** Match the words in **bold** with their meanings.

1. I **noticed** that her hands were red.
  - a. forgot
  - b. saw
2. Her **routine** never changes. She gets up, dresses, and goes to Café Z for breakfast every morning.
  - a. usual way to do things
  - b. map
3. The movie is **based on** the book.
  - a. comes from ideas in
  - b. is different from
4. I **admire** his ability in art. He is a very good sculptor.
  - a. admit
  - b. think highly of
5. There is a stone **statue** of our first president in front of the park.
  - a. figure that looks like a person
  - b. painting that looks like a person

**B COMPREHENSION** Read the questions. Choose the correct answers.

1. What did Hachiko's master do?
  - a. He was a professor.
  - b. He was a train conductor.
2. When was Hachiko born?
  - a. in 1934
  - b. in 1923
3. Where did Hachiko wait for his master every evening?
  - a. at the university
  - b. at the train station
4. What did Hachiko do after Ueno died?
  - a. He waited for Ueno at the train station.
  - b. He looked for Ueno at the university.
5. Why did people admire Hachiko?
  - a. He was loyal and patient.
  - b. He was strong and powerful.
6. What is *Hachiko Waits*?
  - a. a book based on Hachiko's life
  - b. a TV show based on Hachiko's life

**DISCUSSION** Work with a partner. Compare your answers in B.

## THE SIMPLE PAST

Affirmative Statements  
(All Verbs Except Be)

| Subject | Verb   |       |
|---------|--------|-------|
| I       | stayed | home. |
| We      | went   |       |

## Affirmative Statements with Be

| Subject | Verb |          |
|---------|------|----------|
| I       | was  | at home. |
| We      | were |          |

Negative Statements  
(All Verbs Except Be)

| Subject | Did not<br>(Didn't) | Base Form<br>of Verb |            |
|---------|---------------------|----------------------|------------|
| I       | did not<br>didn't   | stay<br>go           | with them. |
| We      |                     |                      |            |

## Negative Statements with Be

| Subject | Verb                |          |
|---------|---------------------|----------|
| I       | was not<br>wasn't   | at work. |
| We      | were not<br>weren't |          |

## Yes/No Questions (All Verbs Except Be)

| Did | Subject | Base Form of Verb |
|-----|---------|-------------------|
| Did | she     | leave?            |
|     | they    |                   |

## Yes/No Questions with Be

| Was / Were | Subject |                  |
|------------|---------|------------------|
| Was        | he      | home last night? |
| Were       | they    |                  |

## Wh- Questions (All Verbs Except Be)

| Wh- Word | Did | Subject | Base Form<br>of Verb |
|----------|-----|---------|----------------------|
| When     | did | you     | arrive?              |
| Where    |     | he      | work?                |
| How      |     | it      | begin?               |
| Why      |     | he      | leave?               |
| Who(m)   |     | they    | help?                |

## Wh- Questions with Be

| Wh- Word | Past Form | Subject |        |
|----------|-----------|---------|--------|
| When     | was       | she     | there? |
| Where    |           | he      | from?  |
| How      | were      | his     | tests? |
| Why      |           | you     | late?  |
| Who(m)   |           | they    | with?  |

Wh- Questions About the Subject  
(All Verbs Except Be)

| Wh- Word        | Past Form |                 |
|-----------------|-----------|-----------------|
| Who             | walked    | to the station? |
| What            | happened  | to him?         |
| How many people | waited    | there?          |

Wh- Questions About the Subject  
with Be

| Wh- Word        | Past Form |                |
|-----------------|-----------|----------------|
| Who             | was       | his friend?    |
| What            |           | his last name? |
| How many people | were      | there?         |

## GRAMMAR NOTES

### 1 Simple Past Statements

Remember that the simple past has **regular and irregular** verbs. Some of the most common verbs are irregular. (See Units 18 and 19.)

We **liked** the story. (*regular verb*)  
We **read** the book. (*irregular verb*)

*Be*, the most common irregular verb, has two forms, *was* and *were*. (See Unit 3.)

He **was** a loyal dog.  
They **were** sad when he died.

### 2 Simple Past Negative Statements

Remember to use ***didn't* + the base form** of the verb for negative statements with all verbs except *be*.

I **didn't read** the book.  
We **didn't see** the movie.  
He **wasn't** at the train station.  
They **weren't** happy.

### 3 Simple Past Yes/No Questions

Remember to use ***did* + a subject + the base form** of the verb for all **yes/no questions** except questions with the verb *be*. (See Unit 20.)

**Did** he **wait** at the train station?  
**Did** they **look** for his master?

For the verb *be*, begin with ***was* or *were* + the subject**. (See Unit 3.)

**Was** he loyal?  
**Were** they amazed?

### 4 Simple Past Wh- Questions

Remember to use a ***wh-* word + *did* + a subject + the base form** of the verb to start most ***wh-* questions** except questions with the verb *be*.

**Where did** he **wait** for his master?  
**What did** they **do**?  
**Where was** he from?

Remember to use a ***wh-* word + the past tense of the verb** for questions about the **subject**.

**Who helped** him?  
**What happened** next?  
**Who was** late?

## REFERENCE NOTES

For more information about the **past of *be***, see Unit 3 on page 30.

For more information about the **simple past** see Unit 18 on page 210, Unit 19 on page 222, and Unit 20 on page 233.

For **pronunciation and spelling rules for the simple past of regular verbs**, see Appendices 17 and 18 on page 438.

For a list of **irregular verbs**, see Appendix 19 on page 439.



**EXERCISE 1 DISCOVER THE GRAMMAR**

**A GRAMMAR NOTES 1–4** Read this conversation about great leaders. Underline sentences (statements and questions) with *be* in the past. Circle other verbs in the past.

**BORIS:** Who's the man in the picture?

**TEACHER:** George Washington. He was the first president of the United States.

**BORIS:** When was that?

**TEACHER:** He became the president in 1789.

**RODRICA:** How long was he president?

**TEACHER:** For eight years.

**RODRICA:** Was he a good leader?

**TEACHER:** Yes. He was very good. And before he became president, he led the army during the American Revolution.

**BEKIR:** He sounds a lot like Atatürk. Kemal Atatürk was the father of modern Turkey. He was also a great soldier and leader. He gave Turkey many things, including a modern alphabet. Now spelling is easy in Turkish.

**TEACHER:** Well, George Washington didn't do anything about the English alphabet. Spelling is still hard in English.

**EUN YOUNG:** King Sejong gave Korea an alphabet. He was one of Korea's greatest leaders.

**JOSÉ:** In South America, Simón Bolívar led many countries to independence. He didn't change our alphabet, but spelling is not so hard in Spanish.



**B** Look at the conversation again. Find an example of each of the following in the conversation in A. Write the statement or question on the line.

1. A simple past statement with *be*: \_\_\_\_\_

2. A simple past question with *be*: \_\_\_\_\_

3. A simple past affirmative statement with another verb (not *be*):

\_\_\_\_\_

4. A simple past negative statement with another verb (not *be*):

\_\_\_\_\_

## EXERCISE 2 AFFIRMATIVE STATEMENTS

**GRAMMAR NOTE 1** Complete this paragraph about the man who started eBay. Use the simple past forms of the verbs in parentheses.

Pierre Omidyar was born <sup>1. (be / born)</sup> in Paris, France. His parents came <sup>2. (be)</sup> from Iran. His mother was <sup>3. (be)</sup> a professor, and his father practiced <sup>4. (practice)</sup> medicine. His family moved <sup>5. (move)</sup> to the United States when Omidyar was <sup>6. (turn)</sup> six. In college, he major <sup>7. (major)</sup> in computer science. At age twenty-eight, Omidyar wrote <sup>8. (write)</sup> computer code for a company that he called eBay. The company became <sup>9. (become)</sup> extremely successful, and Omidyar made <sup>10. (make)</sup> a lot of money. In 2004, Omidyar started <sup>11. (start)</sup> the Omidyar Foundation. In 2005, Omidyar and his wife gave <sup>12. (give)</sup> \$100 million to the foundation. The money helps poor people in developing countries. In 2010, Omidyar joined <sup>13. (join)</sup> forty billionaires. They all promised <sup>14. (promise)</sup> to give away at least half of their money before they die.



## EXERCISE 3 AFFIRMATIVE AND NEGATIVE STATEMENTS

**GRAMMAR NOTES 1-2** Complete the sentences with the simple past forms of the verbs in parentheses.

Anne Schreiber was <sup>1. (be)</sup> a recluse.<sup>1</sup> She never married <sup>2. (marry)</sup>. She also never had <sup>3. (have)</sup> close friends. Anne lived <sup>4. (live)</sup> alone in a tiny studio apartment and wore <sup>5. (wear)</sup> the same outfit every day—a black coat and a black hat. For many years, she worked <sup>6. (work)</sup> for the tax department of the U.S. government. She was <sup>7. (be)</sup> an auditor. She made <sup>8. (make)</sup> sure people paid their taxes. However, she did not like <sup>9. (not / like)</sup> to pay taxes. She did not like <sup>10. (not / like)</sup> to pay for anything.

As a young woman, Anne followed <sup>11. (follow)</sup> the suggestions of a brother and invested <sup>12. (invest)</sup> all her money in his company. His company went <sup>13. (go)</sup>

<sup>1</sup> recluse: person who chooses to live alone



bankrupt, and she \_\_\_\_\_ her life savings. She \_\_\_\_\_ her  
 14. (lose) 15. (not / forgive)  
 brother. Anne \_\_\_\_\_ investing again in 1944 when she \_\_\_\_\_  
 16. (start) 17. (be)  
 forty-nine years old. This time she \_\_\_\_\_ her own ideas. By investing well,  
 18. (use)  
 she \_\_\_\_\_ \$5,000 into \$22,000,000. She \_\_\_\_\_ better than the  
 19. (turn) 20. (do)  
 biggest businessmen. But she \_\_\_\_\_ her relatives to know she had so much  
 21. (not / want)  
 money because she \_\_\_\_\_ to give them any of it. And she didn't. Anne  
 22. (not / want)  
 Schreiber \_\_\_\_\_ in 1995 at the age of 101. She \_\_\_\_\_ her  
 23. (die) 24. (leave)  
 money to universities to help poor, bright women get an education.

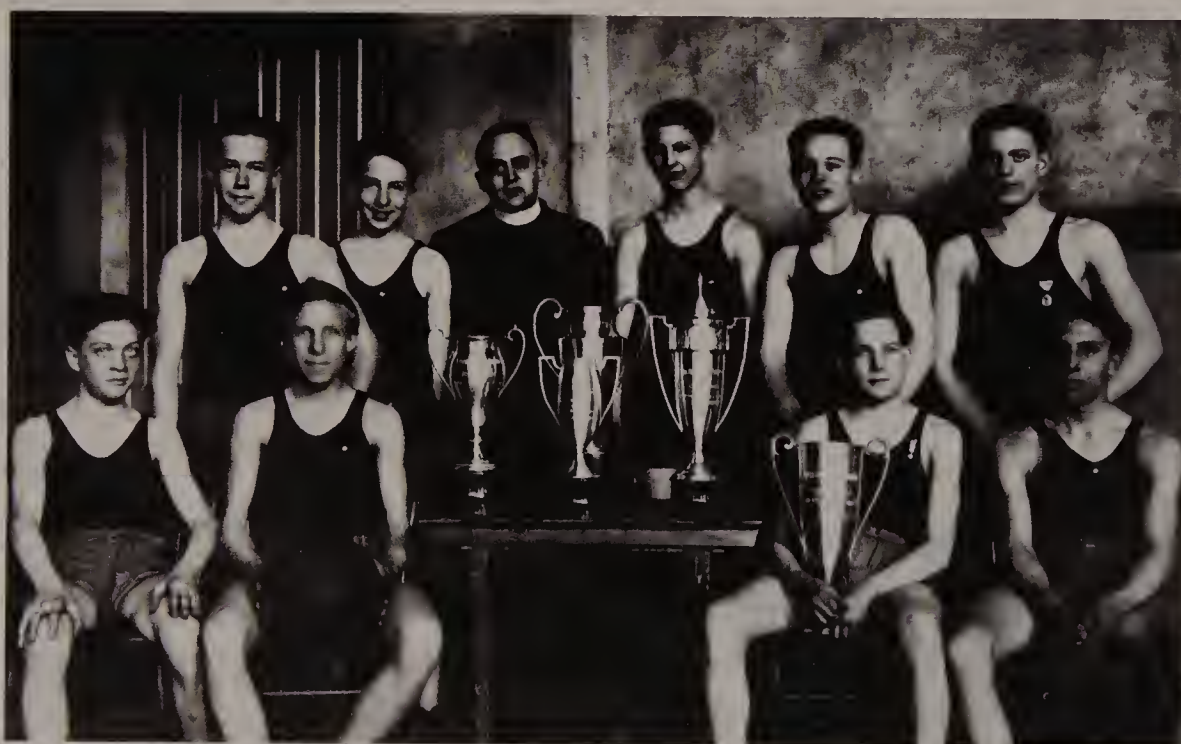
## EXERCISE 4 SIMPLE PAST: QUESTIONS AND ANSWERS

**A GRAMMAR NOTES 1-4** Read this article about a man with many talents. Then write *wh-* questions that the underlined words answer.

When you think of basketball, do you think of Michael Jordan, LeBron James, Shaquille O'Neal . . . or Dr. James Naismith? Dr. Naismith? Who was he? What did he do for basketball?

James Naismith was born in Ontario, Canada, in 1861. He was a good athlete and a good student. He always loved school.  
 1. 2.  
 3.

Dr. Naismith earned four degrees, including one in medicine. But his biggest contribution to the world did not come from his work as a medical doctor.  
 4.



High school basketball team from the early 1900's



In the winter of 1891, he worked as a gym instructor in Massachusetts. His students

were active and hard to control. He wanted them to play an indoor sport

because it was too cold to play outdoors. He invented the game of basketball. It became

an instant success in the United States. Soon basketball spread to other countries.

1. Where was James Naismith born?

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

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

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

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

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

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

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

**B** Write simple past yes/no questions about James Naismith. Use the correct forms of the words in parentheses. Then write short answers.

1. (be / he good at sports)

Q: Was he good at sports?

A: Yes, he was.

2. (be / he a good student)

Q: \_\_\_\_\_

A: \_\_\_\_\_

3. (he / finish college)

Q: \_\_\_\_\_

A: \_\_\_\_\_

4. (he / become a lawyer)

Q: \_\_\_\_\_

A: \_\_\_\_\_

5. (he / invent the game of volleyball)

Q: \_\_\_\_\_

A: \_\_\_\_\_

## EXERCISE 5 EDITING

**GRAMMAR NOTES 1–4** Correct the questions and answers about Elizabeth Blackwell. There are eleven mistakes. The first mistake is already corrected. Find and correct ten more.

1. Q: Who <sup>was</sup> Elizabeth Blackwell?

A: She was the first woman physician in the United States.

2. Q: Where she was born?

A: She was born in England.

3. Q: When was she born?

A: She born in 1821.

4. Q: When she did come to the United States?

A: She did come to the United States in 1833.

5. Q: Was it hard for her to become a doctor?

A: Yes, it were. Most medical schools didn't want women.

6. Q: How was her grades in medical school?

A: She was an outstanding student. Her grades were excellent.

7. Q: When she graduate?

A: In 1849.

8. Q: What did Dr. Blackwell fight for?

A: She did fight for the admission of women to medical schools.

9. Q: What did she does in 1869?

A: She returned to London. She worked and wrote there for many years.

10. Q: When she die?

A: She died in 1910.



Elizabeth Blackwell

## EXERCISE 6 LISTENING

▶ 21/02

**A** Roger and Carolina are watching a TV quiz show. Listen to their conversation. Then answer the question.

Who could answer all the questions correctly?

- a. Roger                      b. Carolina                      c. Amy                      d. Jim

▶ 21/02

**B** Listen again. Complete the questions and answers in the chart below.

| Questions                                                                    | Answers                                 |
|------------------------------------------------------------------------------|-----------------------------------------|
| 1. Who <u>      painted      </u> <i>The Night Watch</i> ?                   | <u>      Rembrandt      </u>            |
| 2. In what century did he <u>                    </u> ?                      | The <u>                    </u> century |
| 3. Where was <u>                    </u> ?                                   | In <u>                    </u>          |
| 4. What is Rembrandt's <u>                    </u> ?                         | Rembrandt <u>                    </u>   |
| 5. Who <u>                    </u> John Lennon <u>                    </u> ? | <u>                    </u>             |
| 6. What <u>                    </u> of John Lennon's group?                  | The <u>                    </u>         |
| 7. Where did they <u>                    </u> ?                              | <u>                    </u> , England   |
| 8. When <u>                    </u> their last appearance together?          | <u>                    </u>             |

**C** Work with a partner and compare your answers in B. Then act out the quiz show together. One of you plays the host and the other the contestant for the first four questions. The other plays the host and the other the contestant for the last four questions.

## EXERCISE 7 QUIZ SHOW

**A GAME** Work in a group. Prepare questions for a quiz show. Write your questions and answers. Use the simple past in each question.

*Who wrote One Hundred Years of Solitude? (Answer = Gabriel García Márquez)*

**B** Choose a game host or hostess from your group. Choose classmates from the other groups to be the contestants. Put on a TV quiz show for your class.

EXAMPLE: Welcome, everyone. Our contestants today are Lily Wang from China, Fatima Abadi from Saudi Arabia, and Jorge Mendoza from Argentina. Lily, Fatima, Jorge, are you ready? Raise your hand as soon as you know the answer. OK. Our first question is: Who wrote *One Hundred Years of Solitude*?



## EXERCISE 8 WHO INVENTED THE ATM?

**INFORMATION GAP** Work with a partner. Student A follows the instructions below. Student B follows the instructions on page 457.

### STUDENT A

- The chart below is missing some information. Your partner has the same chart with the missing information. Ask your partner questions to find the missing information. Write your partner's answers into your chart.

EXAMPLE: A: Who invented the ATM?

B: Don Wetzel invented the ATM.

A: When did he invent it?

| Invention  | Inventor                              | Year | Country |
|------------|---------------------------------------|------|---------|
| ATM        | <i>Don Wetzel</i>                     |      |         |
|            | Frank McNamara, Ralph Schneider       |      |         |
|            | Josephine Cochrane                    |      |         |
| eyeglasses |                                       |      |         |
| subway     |                                       |      |         |
|            | Steven Chen, Chad Hurley, Jawed Karim |      |         |

- Your partner has a chart that is missing some information. Your chart contains the missing information. Answer your partner's questions so that he or she can write the missing information into his or her chart.

EXAMPLE: B: Who invented the bicycle?

A: Baron de Sauerbrun.

B: When did he invent it?

| Invention          | Inventor           | Year   | Country     |
|--------------------|--------------------|--------|-------------|
| bicycle            | Baron de Sauerbrun | 1818   | Germany     |
| disposable diapers | Marion Donovan     | 1950   | U.S.        |
| paper              | Ts'ai Lun          | c. 105 | China       |
| pencil             | Conrad Gessner     | 1565   | Switzerland |
| thermometer        | Galileo            | 1592   | Italy       |
| World Wide Web     | Tim Berners-Lee    | 1989   | U.K.        |

## EXERCISE 9 WHAT WERE YOU LIKE AS A CHILD?

**A CONVERSATION** Prepare to have a conversation with your classmates about when you were a child. Write notes to answer the questions below.

1. What did you like to do in your free time?
2. Who did you play with?
3. Who did you admire?
4. Were you athletic?
5. Were you well-behaved?
6. Were you stubborn?
7. Were you talkative?
8. Were you shy?
9. Did you listen to your parents and teachers?
10. Did you watch a lot of TV?
11. Did you like music?
12. Did you like computers?

**B** Work in a group. Answer the questions in A and talk about your childhood.

EXAMPLE: A: When you were a child, were you talkative?

B: Yes. Once my teacher wrote a note to my mother, "Ben never stops talking. He never gives other children a turn." What about you? What were you like? Were you talkative?

**C** Tell the class about one of the people in your group. The other groups guess the person.

EXAMPLE: A: This person was not well-behaved as a child. This person was stubborn and very talkative. This person did not like music, but liked computers.

B: Is it Reza?

A: No, it's Ben.

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read this eighty-year-old man's life story. Then imagine it is the future and you are eighty years old. Answer your partner's questions about your life.

The date today is July 25, 2080, and I'm celebrating my eightieth birthday with my four children, their children, and their children's children. I am a lucky man. I am enjoying a wonderful life. I was born in Warsaw. My family didn't have much money, but we were hard-working. I was the fourth of five children. My father was a house painter. My mother stayed home with the children. After I graduated from high school, I went to the United States. I stayed in the United States and became a computer programmer. In my free time, I made an app. I made a lot of money. Then I lost a lot of money. Then I made much more money. I traveled all over the world. I saw poor people everywhere. Fifteen years ago, I started a foundation and gave money to help poor people. Ten years ago, I helped a young man. Today he is a successful businessman. He and my granddaughter are planning to marry. I am very happy.

### Example Questions:

- Where and when were you born?
- Where did you go to school?
- What did you do in your free time?
- What did you become? Why?
- Where did you live?
- Did you marry? Did you have children?
- Did you travel?
- Did you become famous?
- Did you become rich?
- Did you make a difference in the world?
- How is your life today?

**B WRITE** Write your life story. Use the life story in A and your notes. Use the simple past.

**C CHECK YOUR WORK** Read your life story. Underline the past tense verbs. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use the simple past of irregular and regular verbs correctly
- ☐ use the past of *be* correctly
- ☐ use *did not (didn't)* + base form of the verb for the simple past negative
- ☐ use *was not, were not (wasn't, weren't)* for the simple past negative of *be*
- ☐ check your spelling

**D REVISE YOUR WORK** Read your story again. Can you improve your writing? Make changes if necessary.



# UNIT 21 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with the simple past forms of the verbs in parentheses.

Craig Newmark \_\_\_\_\_ on December 6, 1952. He \_\_\_\_\_ in New Jersey. He \_\_\_\_\_ Morristown High School. He \_\_\_\_\_ to college in Ohio. In 1995, he \_\_\_\_\_ an email list. It \_\_\_\_\_ a Web-based service in 1996. It \_\_\_\_\_, and today many people know about Craigslist.

1. (be born) 2. (grow up) 3. (attend) 4. (go) 5. (start) 6. (become) 7. (expand)

**B** Write questions with the correct forms of the words in parentheses. Use the simple past.

- \_\_\_\_\_ (when / she / go to college)
- \_\_\_\_\_ (who / they / meet)
- \_\_\_\_\_ (where / he study)
- \_\_\_\_\_ (how long / they live in Canada)

**C** Complete the questions with the simple past forms of *be* or *do*.

- \_\_\_\_\_ you late yesterday?
- \_\_\_\_\_ they work last night?
- \_\_\_\_\_ he at the park with his son?
- \_\_\_\_\_ she marry him?
- \_\_\_\_\_ he move?

**D** Correct the paragraph. There are four mistakes.

Steve Paul Jobs did start college in 1970, but he no did finish it. In 1976, Jobs and his friend begin to make their own computers. They worked in Jobs's garage. That was the beginning of Apple® Computers. Their company become a big success. Apple® changed the field of computers, and by the age of thirty, Jobs was a multimillionaire.

Now check your answers on page 449.

# The Future

UNIT

22

## ***Be going to* for the Future**

CITY AND CAMPUS PLANNING

UNIT

23

## ***Will* for the Future**

THE FUTURE

UNIT

24

## ***May or Might* for Possibility**

THE WEATHER

UNIT

25

## **Gerunds and Infinitives**

CAREERS



**OUTCOMES**

- Express future plans, facts, and predictions with *be going to*
- Recognize opinions in letters to the editor
- Understand main ideas and details in a conversation
- Discuss future plans
- Talk about life changes
- Write a letter, expressing an opinion on a topic

**OUTCOMES**

- Talk about future facts and make predictions and promises with *will*
- Recognize details in an article about the future
- Answer questions about speakers in a conversation
- Make predictions about the future
- Make suggestion and give solutions to everyday problems
- Write a paragraph about life in the future

**OUTCOMES**

- Express possibility in the present or future
- Recognize details in a weather report
- Recognize details in a conversation about travel plans
- Discuss reasons and possibilities for different situations and events
- Talk about possible plans for the near future
- Write a weather report about a city

**OUTCOMES**

- Use gerunds and infinitives after certain verbs
- Recognize important details in a magazine article
- Recognize main ideas and details in a short lecture
- Interview classmates about their likes and dislikes; report findings to the class
- Discuss career interests
- Write a paragraph about your career goals





**Be going to for  
the Future**

## CITY AND CAMPUS PLANNING

## OUTCOMES

- Express future plans, facts, and predictions with *be going to*
- Recognize opinions in letters to the editor
- Understand main ideas and details in a conversation
- Discuss future plans
- Talk about life changes
- Write a letter, expressing an opinion on a topic

**STEP 1****GRAMMAR IN CONTEXT****BEFORE YOU READ**

Work with a partner. Answer the questions.

1. What's important when people choose a college? Rank the items 1–4 (4 = most important).

- \_\_\_\_\_ its location (in a big city, in the countryside, etc.)
- \_\_\_\_\_ its facilities (computer centers, gyms, theaters, etc.)
- \_\_\_\_\_ its cost (tuition, housing, food, etc.)
- \_\_\_\_\_ its reputation (what people say about the college)

2. How important is it for colleges to have good sports and fitness programs and facilities?

**READ**

▶ 22/01 Read these letters from students to the editor of their online school newspaper.

**Why We Go to College****COLUMBUS  
COLLEGE**

## LETTERS TO THE EDITOR

**TO THE EDITOR:**

A week ago, President Clark announced plans for a new fitness center for our college. I love the idea. It's going to give us a chance to exercise and to relax before and after classes. College is not just a time to sit in a library and study. It's a time for us to make our bodies *and* our minds stronger.

When the gym is ready to use, I'm going to go there every day. Yes, we're going to pay for it. There is going to be a tuition increase. But, in my opinion, a gym is going to improve our lives. Last month, a study showed that students gain 10 pounds (4.54 kilograms) in their first year of college. I'm pretty sure that's not going to happen once we have our new fitness center.

—Alison Meadows

### TO THE EDITOR:

Last week, President Clark talked about plans for a new fitness center<sup>1</sup> for our college. The center sounds great. It's going to have a beautiful gym, an indoor running track, an Olympic-size pool, a basketball court, exercise machines, and weight-lifting equipment.<sup>2</sup> But this fitness center is going to cost a lot of money.

Where is the money going to come from? You guessed it. Most of the money is going to come from us. Our tuition is going to increase. That's why I'm against the plan.

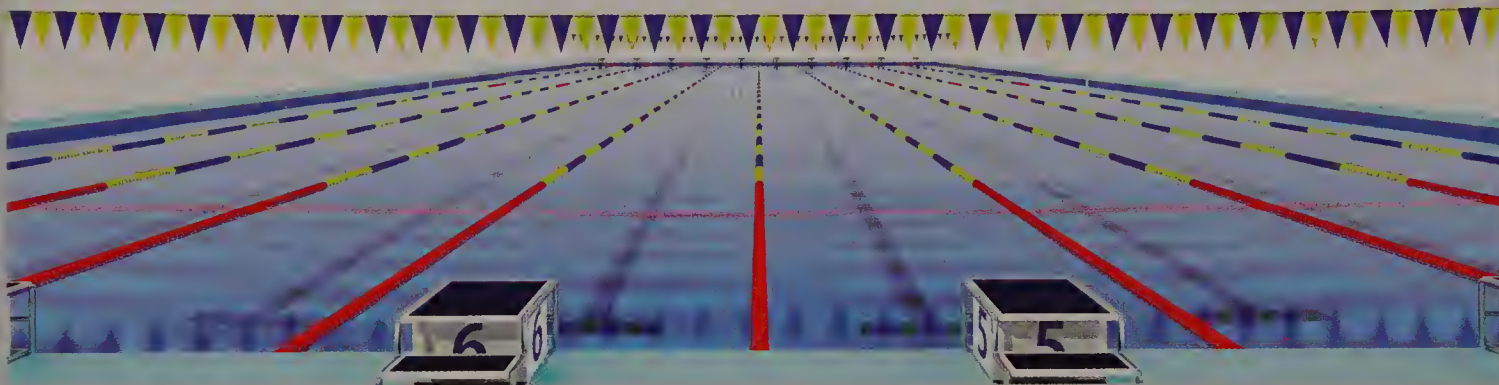
With a tuition increase, we are going to need to work while we go to school. We're not going to have time to enjoy the fitness center. We're not going to have time to study.

Why is President Clark doing this? He only wants a fitness center because other schools have them. He thinks more students are going to come here if we have a new fitness center. But we're here for a good education, not to go to a gym.

—Joe Molina

1 *fitness center*: a place to exercise

2 *equipment*: machines



### AFTER YOU READ

**A VOCABULARY** Match the words in **bold** with their meanings.

- Is the **tuition** the same as it was last year?
  - the amount of homework
  - the amount of money you pay for school
- Tomorrow the mayor is going to **announce** a plan to close some streets to cars.
  - tell everyone about
  - answer questions about
- I am **against** the plan to close the street to cars.
  - not in favor of
  - worried about
- They **increased** the number of students from twenty-two to twenty-five per class.
  - raised
  - changed
- In my opinion**, students need a fitness center.
  - I know
  - I think
- I **gained weight** in my first six months of college because I stopped exercising.
  - got lighter
  - got heavier

**B COMPREHENSION** Read the following statements. Who said them? Check if you think it was Joe or Alison.

|                                                  | Joe                      | Alison                   |
|--------------------------------------------------|--------------------------|--------------------------|
| 1. It's going to cost too much money.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It's going to be a great place to relax.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. More students are going to need to get a job. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. College is not only a place to learn.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. We're at college to get an education.         | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then give your opinion of the fitness center. Do you think it is going to be good for the college? Why?

Go to MyEnglishLab for more grammar in context practice.

## STEP 2 GRAMMAR PRESENTATION

### BE GOING TO FOR THE FUTURE

| Affirmative Statements                     |                 |                   |          |
|--------------------------------------------|-----------------|-------------------|----------|
| Subject + <i>Be</i>                        | <i>Going to</i> | Base Form of Verb |          |
| I'm<br>He's<br>We're<br>You're*<br>They're | going to        | study             | tonight. |
| It's                                       |                 | rain              |          |

| Negative Statements                        |            |                 |                   |
|--------------------------------------------|------------|-----------------|-------------------|
| Subject + <i>Be</i>                        | <i>Not</i> | <i>Going to</i> | Base Form of Verb |
| I'm<br>He's<br>We're<br>You're*<br>They're | not        | going to        | sleep.            |
| It's                                       |            |                 | rain.             |

\* *You're* can be either singular or plural.

| Yes/No Questions |         |                 |                   |           |
|------------------|---------|-----------------|-------------------|-----------|
| <i>Be</i>        | Subject | <i>Going to</i> | Base Form of Verb |           |
| Am               | I       | going to        | drive             | tomorrow? |
| Are              | you     |                 |                   |           |
| Is               | he      |                 |                   |           |

| Short Answers |                 |
|---------------|-----------------|
| Affirmative   | Negative        |
| Yes, you are. | No, you're not. |
| Yes, I am.    | No, I'm not.    |
| Yes, he is.   | No, he's not.   |

| Wh- Questions |           |         |                 |                   |        |
|---------------|-----------|---------|-----------------|-------------------|--------|
| Wh- Word      | <i>Be</i> | Subject | <i>Going to</i> | Base Form of Verb |        |
| What          | is        | she     | going to        | do?               |        |
| Where         | are       | they    |                 | go?               |        |
| How           | am        | I       |                 | get               | there? |

| Short Answers    |  |
|------------------|--|
|                  |  |
| Meet her friend. |  |
| To the library.  |  |
| By bus.          |  |



## Future Time Markers

|          |                                          |
|----------|------------------------------------------|
| today    |                                          |
| tonight  |                                          |
| tomorrow |                                          |
| this     | morning<br>afternoon<br>evening          |
| tomorrow | morning<br>afternoon<br>evening<br>night |
| Saturday | night                                    |

## Future Time Markers with *Next* and *In*

|      |                                                                              |
|------|------------------------------------------------------------------------------|
| next | week<br>month<br>year<br>Monday<br>weekend                                   |
| in   | 2020<br>the twenty-second century<br>twenty years<br>two weeks<br>a few days |

## GRAMMAR NOTES

### 1 *Be going to* for the Future: Form

Affirmative statements use a form of *be* + *going to* + the base form of the verb.

He **is going to start** at 9:00.  
They **are going to leave** at 8:00.

For questions, put the subject after a form of the verb *be* and before *going to*.

**Is he going to** start at 9:00?  
When **are they going to** leave?

Negative statements use a form of *be* + *not* + *going to* + base form of the verb.

He **is not going to start** at 10:00.  
They **are not going to leave** at 9:00.

Use **contractions of *be*** in speaking and informal writing.

He's going to start at 9:00.  
They're going to leave at 9:00.

**BE CAREFUL!** Remember to use a form of *be* before *going to*.

He's going to start at 9:00.  
**NOT** He ~~going to start~~ at 9:00.

**BE CAREFUL!** Remember to use the base form of the verb after *going to*.

He's going to **start** at 9:00.  
**NOT** He's going to ~~starts~~ at 9:00.

### 2 *Be going to* for the Future: Meaning

You can use the *be going to* future to:

- state **facts about the future**
- make **predictions** (guesses about the future)
- talk about **future plans**

The water **is going to** boil in five minutes.  
There **is going to be** a hurricane next week.  
I'm **going to become** a teacher.

### 3 Future Time Markers

The *be going to* future often occurs with **future time markers**.

Some common future time markers are:

- *today, tonight, tomorrow*
- *next week, next month, next year*
- *in + year*

We are going to play tennis **tomorrow**.

**Next month**, he's going to open a fitness center.

He's going to retire **in 2029**.

**USAGE NOTE** Future time markers usually come **at the beginning or the end of a sentence**.

They are going to start construction **next week**.

**Next week**, they are going to start construction.

**USAGE NOTE** We use *probably* with *be going to* to say that something is likely, but not definite.

We're **probably going to visit** them tonight.

### 4 Other Ways of Expressing the Future

There are several other ways to express the future. Two common ones are the **present progressive** and **will + the base form of the verb**.

We can use **the present progressive** to talk about future plans.

They **are meeting** tomorrow afternoon.

I'm **painting** my room next week.

We usually use a **future time marker** when we use the present progressive for future.

We **are buying** a car **next month**.

We often use these verbs with the present progressive for the future: *go, drive, fly, meet, leave, and arrive*.

We're **going** to the movies tonight.

I'm **flying** to California next week.

**BE CAREFUL!** We do not use the present progressive with non-action verbs.

He's **going to need** a new car next year.

**NOT** He's ~~needing~~ a new car next year.

We can also use **will + the base form of the verb** to talk about the future. (See Unit 23.)

We **will buy** a red car.

**USAGE NOTE** In speaking, *be going to* for the future is more common than *will*.

She **is going to** have her baby soon. (*more common*)

She **will** have her baby soon. (*less common*)

### PRONUNCIATION NOTE

▶ 22/02

#### Going to and Gonna

In speaking, *going to* is usually pronounced "gonna" when it comes before a verb. However, **do not write "gonna."**

We're gonna leave now. (*spoken only*)

We're going to leave now. (*written*)

### REFERENCE NOTE

For more information about **will** for the future, see Unit 23 on page 274.

**EXERCISE 1 DISCOVER THE GRAMMAR**

**A GRAMMAR NOTES 1–4** Read the sentences. Underline all examples of the subject + *be going to* + the base form of the verb that follows.

1. Last week, Mayor Jonas talked about building a sports stadium next year. It's going to seat 300,000 people.
2. Next Wednesday, the mayor is giving another speech. She's going to talk about the cost of the stadium.
3. They're going to build a garage for the stadium. It's going to have spaces for 5,000 cars.
4. They're going to build stores around the stadium. The stores are going to provide jobs for a lot of people.
5. Some people don't want the city to build a new stadium. They're against it because the city is going to destroy a historic building when they build the stadium.

**B** Look at your answers in A. Circle the one sentence that uses the present progressive for the future.

**EXERCISE 2 BE GOING TO FOR THE FUTURE**

**GRAMMAR NOTES 1–2** Two citizens are discussing the mayor's plans to raise money for the city. Complete the sentences with *be going to* and the verbs in parentheses.

ANN: The city needs money.

WILL: What is the mayor going to do about it?  
1. (do)

ANN: He \_\_\_\_\_ taxes.  
2. (increase)

WILL: \_\_\_\_\_ he \_\_\_\_\_ city workers?  
3. (lay off)<sup>1</sup>

ANN: Yes, he is. And he \_\_\_\_\_ any new police officers or teachers.  
4. (not / hire)<sup>2</sup>

WILL: That's not good. Crime \_\_\_\_\_.  
5. (probably / increase)

ANN: I agree.

WILL: And children \_\_\_\_\_ a good education.  
6. (not / get)

ANN: I \_\_\_\_\_ a letter to the mayor.  
7. (write)

WILL: What \_\_\_\_\_ you \_\_\_\_\_?  
8. (say)

1 *lay off*: tell a worker to leave the job

2 *hire*: ask someone to work for you



ANN: I \_\_\_\_\_ him to bring more business to the city.  
9. (tell)

WILL: How \_\_\_\_\_ he \_\_\_\_\_ that?  
10. (do)

ANN: Tourism. That's the answer.

### EXERCISE 3 WH- QUESTIONS AND ANSWERS

**GRAMMAR NOTES 1-3** Read the news announcement. Write questions with *be going to* and the words in parentheses. Then answer the questions. Use short answers.



#### NEW HIGH SCHOOL ON OAK STREET

The city plans to start building a new high school on Oak Street next March at a cost of \$45 million. The builder expects to finish the school in three years. The school will have space for 3,000 students.

1. (What / city / build)

A: What is the city going to build?

B: A new high school.

2. (Where / it / be)

A: \_\_\_\_\_

B: \_\_\_\_\_

3. (When / the builders / start)

A: \_\_\_\_\_

B: \_\_\_\_\_

4. (How much / it / cost)

A: \_\_\_\_\_

B: \_\_\_\_\_

5. (How long / it / take)

A: \_\_\_\_\_

B: \_\_\_\_\_

## EXERCISE 4 AFFIRMATIVE AND NEGATIVE STATEMENTS

**GRAMMAR NOTES 1–2** The West Street Association is against the construction of a new building on West Street. Complete their letter to the editor with affirmative or negative forms of *be going to* and the verbs in parentheses.

### West Street ASSOCIATION

To the Editor:

Jim Lyons wants to build a twenty-story apartment building on West Street. The West Street Association is against the plan. The new building is going to change  
1. (change)  
the look of West Street. Now all the buildings on West Street are three or four stories high. A twenty-story building \_\_\_\_\_ good. The street  
2. (not / look)  
\_\_\_\_\_ noisy and crowded. School buses  
3. (become)  
\_\_\_\_\_ the street every morning and afternoon.  
4. (block)  
Also, the new building \_\_\_\_\_ spaces for only fifty cars,  
5. (have)  
but there \_\_\_\_\_ two hundred apartments. There  
6. (be)  
\_\_\_\_\_ enough parking spaces for all those cars. Let's stop  
7. (not / be)  
construction of Lyons Tower! Let's keep West Street clean and beautiful.

Amy Chen,  
President, West Street Association

## EXERCISE 5 SIMPLE PAST, SIMPLE PRESENT, BE GOING TO FUTURE

**GRAMMAR NOTES 1–2** Complete the conversations with the verbs in parentheses. Use the simple past, the simple present, or *be going to* for the future.

### Conversation 1

INEZ: Did you watch  
1. (watch)  
the weather report last night?  
PAUL: Yes. It \_\_\_\_\_ sunny and warm today and tomorrow.  
2. (be)  
INEZ: Good. There \_\_\_\_\_ a town meeting outdoors in East Park  
3. (be)  
tomorrow evening. People \_\_\_\_\_ about the new stadium.  
4. (talk)  
PAUL: I \_\_\_\_\_ to go to the meeting, but I can't. I  
5. (want)  
\_\_\_\_\_ to drive my parents to the airport.  
6. (promise)

## Conversation 2

DAN: The mayor \_\_\_\_\_ to close Maple Street to cars. He

1. (plan)

\_\_\_\_\_ it a place for people to walk.

2. (make)

ANNA: How \_\_\_\_\_ you \_\_\_\_\_ about it?

3. (know)

DAN: The mayor \_\_\_\_\_ it last night on his weekly radio show.

4. (announce)

ANNA: I \_\_\_\_\_ it's a great idea.

5. (think)

DAN: Well, some storeowners aren't happy. They say they \_\_\_\_\_ business.

6. (lose)

ANNA: What else \_\_\_\_\_ the mayor \_\_\_\_\_ last night?

7. (say)

DAN: In the next five years, he \_\_\_\_\_ this city into a center for the arts.

8. (turn)

ANNA: How \_\_\_\_\_ he \_\_\_\_\_ that?

9. (do)

DAN: He \_\_\_\_\_ cheap housing for artists. He

10. (offer)

\_\_\_\_\_ a new concert hall, and he \_\_\_\_\_ artwork in the park.

11. (build)

12. (put)

## EXERCISE 6 GOING TO AND GONNA

22/03

**PRONUNCIATION NOTE** Listen to these sentences. Then listen to each sentence again and write it. Remember not to use "gonna" in writing.

1. *We're going to go to the meeting.*

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

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

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

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



## EXERCISE 7

### PRESENT PROGRESSIVE FOR THE FUTURE

**GRAMMAR NOTE 4** Look at the mayor's schedule for next Monday and Tuesday. Write questions with the words in parentheses. Use the present progressive for the future. Then answer the questions.

## Schedule

### MONDAY, OCTOBER 12

|            |                                                                                 |
|------------|---------------------------------------------------------------------------------|
| 10:00 a.m. | Mayors' Meeting                                                                 |
| 12:00 p.m. | Lunch with community leaders                                                    |
| 4:30 p.m.  | Meeting with California Energy Council                                          |
| 7:00 p.m.  | Meeting with Police Commissioner Ron Byrd                                       |
| 11:30 p.m. | American Airlines—Flight #41 from Los Angeles to Washington D.C. Dulles Airport |

### TUESDAY, OCTOBER 13

|           |                                     |
|-----------|-------------------------------------|
| 7:48 a.m. | Arrive Dulles Airport               |
| 1:00 p.m. | Madison College—speech              |
| 3:00 p.m. | Senior Center Opening               |
| 5:00 p.m. | Dinner for police chief—Grand Hotel |

1. (Who / the mayor / have lunch with on Monday)

Q: *Who is the mayor having lunch with on Monday?*

A: *He's having lunch with community leaders.*

2. (What / he / do / on Monday afternoon)

Q: \_\_\_\_\_

A: \_\_\_\_\_

3. (Who / he / meet / at 7:00 p.m. on Monday)

Q: \_\_\_\_\_

A: \_\_\_\_\_

4. (What time / he / fly home from Los Angeles)

Q: \_\_\_\_\_

A: \_\_\_\_\_

5. (Where / he / speak / in Washington, D.C.)

Q: \_\_\_\_\_

A: \_\_\_\_\_

6. (When / he / go / to the senior center)

Q: \_\_\_\_\_

A: \_\_\_\_\_

## EXERCISE 8

### EDITING

#### GRAMMAR NOTES 1-4

Correct the newsletter article. There are five mistakes. The first mistake is already corrected. Find and correct four more.



VILLAGE GREEN  
APARTMENTS

Dear Residents:

Last week, the mayor talked about building a sports stadium in our neighborhood. I think it's a terrible idea. It's going <sup>to</sup> cost taxpayers millions of dollars. It going to mean traffic jams. Parking is being difficult, and it's going to bringing noise to the area.

Next Monday at 7:00 p.m., the mayor is goes to answer questions at the public library. Please come and speak out against the new stadium.

Sincerely,  
Dale Ortiz, President, Residents' Association

Go to **MyEnglishLab** for more focused practice.

## STEP 4

## COMMUNICATION PRACTICE

### EXERCISE 9 LISTENING

22:04

**A** Listen to a conversation about a new building. Circle the correct answer.

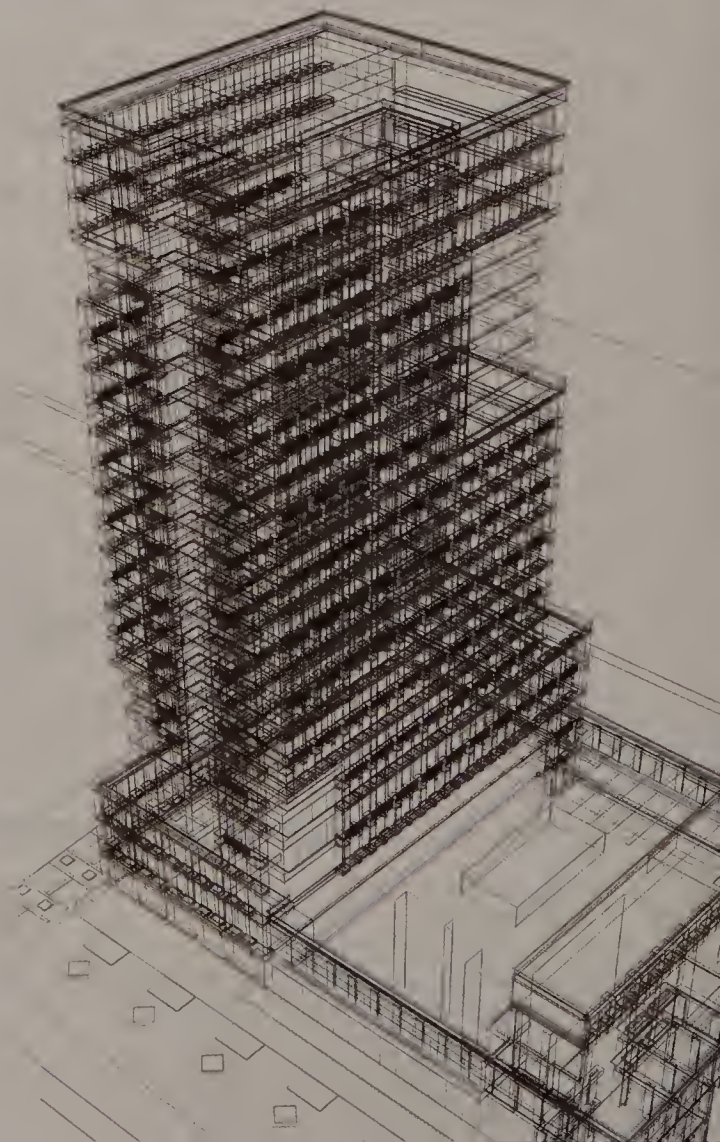
Who is for the new building on West Street?

- a. the man      b. the woman      c. both of them

22:04

**B** Listen again. Write short answers to the following questions.

- How many stories is the new apartment building going to have? Twenty
- How many apartments is the new building going to have? \_\_\_\_\_
- What facilities is the building going to have? \_\_\_\_\_
- What is there going to be on the street level of the apartment building? \_\_\_\_\_





**C** Work with a partner. Compare your answers in B. Then give two reasons for and two reasons against the new building.

EXAMPLE: **A:** What do you think is one reason for the building?

**B:** It's going to help young people. At the moment, they are moving away from the area.

## EXERCISE 10 LIFE CHANGES

**Q & A** Work with a partner. Take turns. Tell about a change that is going to happen in your life or the life of someone you know. For example, tell about a move, a new job, a new school, or a new baby. Your partner asks questions about the change. Then talk about a good and a bad thing about the change.

EXAMPLE: **A:** My sister is moving away from the city.

**B:** Why is she going to move?

**A:** She needs a larger home. She has two children. She's going to have more space, but she and her husband are going to have a long commute to work.

## EXERCISE 11 VOTE FOR ME!

**A PRESENTATION** Your class needs a class president and you want the job. Tell the class four things you are going to do as class president. Explain why.

EXAMPLE: I am going to organize weekly class parties. And I'm going to ask the school to lower tuition. I think the tuition is too high. . . .

**B** After you hear each talk, ask each candidate for class president about his or her promises.

EXAMPLE: When are we going to have the parties? Where are we going to have them?



**VOTE  
FOR ME**  
**FOR  
CLASS PRESIDENT**



## FROM GRAMMAR TO WRITING

### A BEFORE YOU WRITE

Read this letter to the editor. Then work with a partner. Look in the box at three other changes that Columbus College is planning. Discuss why each change is a good or bad idea.

To the Editor:

Last week, our college president spoke about a law to ban cars on campus. I think that's a great idea. The streets are going to be safer for students. The air is going to be cleaner. It's going to be quieter. We're all going to be in better shape. The change is going to make our campus a better place to study, walk, shop, and dine.

Sincerely,  
Daniel Rivera

#### Plans for Columbus College

50% of courses online

No tests, just written reports

No smoking on campus

### B WRITE Write a letter to the editor about one of the plans for Columbus College.

Use your ideas in A. Write why you are for or against the change, and what the change is going to mean. Use *be going to* for the future.

### C CHECK YOUR WORK Read your letter. Underline sentences with *be going to* for the future. Use the Editing Checklist to check your work.

#### Editing Checklist

Did you ...?

- ☐ use *be going to* + the base form of the verb for the future
- ☐ use *be + not + going to* + the base form of the verb for the negative
- ☐ check your spelling

### D REVISE YOUR WORK Read your letter again. Can you improve it? Make changes if necessary.

# UNIT 22 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with *be going to* and the words in parentheses. Use contractions when possible.

The city \_\_\_\_\_ a big new park on the waterfront.  
1. (build)

It \_\_\_\_\_ millions of dollars. It \_\_\_\_\_  
2. (cost) 3. (have)

an amusement park. There \_\_\_\_\_ a few restaurants.  
4. (be)

Construction \_\_\_\_\_ until next summer.  
5. (not / begin)

**B** Complete the sentences with *be going to* and the words in parentheses. Some sentences are affirmative and some are negative. Use the affirmative or negative form and contractions when possible.

1. Everyone is happy. Taxes \_\_\_\_\_. No one likes to pay taxes.  
(increase)

2. It's raining hard. We \_\_\_\_\_ soccer in the park.  
(play)

3. John is in the hospital. We \_\_\_\_\_ him. Do you want to come?  
(visit)

4. It's Mary's last year. She \_\_\_\_\_ in December and move away.  
(retire)

5. I'm tired and it's late. I \_\_\_\_\_ any more work.  
(do)

**C** Look at Eun Young's schedule. Write questions with the words in parentheses. Use the present progressive for the future. Write short answers to each question.

## Eun Young's Schedule

Monday: dentist 5:30

Tuesday: meet Yu Chen at Pappa Pizza 6:30

1. Q: \_\_\_\_\_ A: \_\_\_\_\_  
(When / she / go to the dentist)

2. Q: \_\_\_\_\_ A: \_\_\_\_\_  
(Where / she / meet / Yu Chen)

3. Q: \_\_\_\_\_ A: \_\_\_\_\_  
(she / meet / Yu Chen / on Monday)

**D** Correct the paragraph. There are four mistakes.

This city going to change under our new mayor. People's going to ride bikes, and they're going use public transportation. They're no going to drive big cars. There are probably going to be higher tolls on bridges and more bike paths on the roads.

Now check your answers on page 449.

# Will for the Future

## THE FUTURE

**OUTCOMES**

- Talk about future facts and make predictions and promises with *will*
- Recognize details in an article about the future
- Answer questions about speakers in a conversation
- Make predictions about the future
- Make suggestion and give solutions to everyday problems
- Write a paragraph about life in the future

**STEP 1****GRAMMAR IN CONTEXT****BEFORE YOU READ**

Work with a partner. Answer the questions.

1. Will life in the future be better or worse than it is today?
2. What will be different in the year 2050?

**READ**

23/01

Read this magazine article about the future.

**THE FUTURE**

# The World in 2050

*Future Science* magazine asked scientists to make predictions for the year 2050. What **will** we **eat**? How **will** we **look**? How **will** we **travel**? How long **will** we **live**? Here are their predictions.

- 1 More people **will be** vegetarians. They **won't** eat any meat or fish.
- 2 Robots **will cook** our meals. We **won't spend** a lot of time in the kitchen.
- 3 There **will be** a cure for the common cold.
- 4 People **will live** to be 100 years old on average, and the majority of people **will be** over sixty.





5 People **will be** taller and **weigh** more.

6 People **will take** memory pills.

7 People **will read** each other's thoughts.

8 Cars **won't run** on gas. Cars **will run on** solar<sup>1</sup> energy.

9 Private planes **will be** common.

10 Travel to the moon **will be** common.

11 Scientists **will** control the weather.

12 Paper money and coins<sup>2</sup> **will** disappear.

1 solar: from the sun

2 coins: metal money such as quarters or dimes

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

disappear      majority      memory      robots      spend time

1. In the future, we will remember more. There will be pills to improve our \_\_\_\_\_.
2. I don't see the moon now. Did the moon \_\_\_\_\_ behind a cloud?
3. In the future, many people will \_\_\_\_\_ on the moon. It will be a popular place to visit.
4. I think \_\_\_\_\_ will do the jobs of many hospital workers.
5. In the future, the \_\_\_\_\_ of office workers will work from home one or two days a week.

**B COMPREHENSION** Look again at the article. Read the questions. Circle the correct answers.

1. How will people look in the year 2050?  
a. smaller      b. shorter      c. taller
2. Where will many people travel to?  
a. the moon      b. Mars      c. the past
3. Which of the following will *not* increase in the future?  
a. the number of vegetarians  
b. the number of people over 100 years old  
c. the number of people who get colds
4. What will be common in 2050?  
a. coins      b. private planes      c. gas stations

**C DISCUSSION** Work with a partner. Compare your answers in B. Then tell your partner which predictions you don't agree with.

## WILL FOR THE FUTURE

## Affirmative Statements

| Subject | Will / 'll  | Base Form of Verb | Time Marker |
|---------|-------------|-------------------|-------------|
| I       | will<br>'ll | leave             | tomorrow.   |
| You     |             |                   |             |
| He      |             |                   |             |
| She     |             |                   |             |
| It      |             |                   |             |
| We      |             |                   |             |
| They    |             |                   |             |

## Negative Statements

| Subject | Will not / Won't  | Base Form of Verb | Time Marker |
|---------|-------------------|-------------------|-------------|
| I       | will not<br>won't | leave             | tonight.    |
| You     |                   |                   |             |
| He      |                   |                   |             |
| She     |                   |                   |             |
| It      |                   |                   |             |
| We      |                   |                   |             |
| They    |                   |                   |             |

## Yes/No Questions

| Will | Subject | Base Form of Verb | Time Marker |
|------|---------|-------------------|-------------|
| Will | I       | arrive            | tonight?    |
|      | you     |                   |             |
|      | he      |                   |             |
|      | she     |                   |             |
|      | it      |                   |             |
|      | we      |                   |             |
|      | they    |                   |             |

## Short Answers

| Affirmative |      |       | Negative |      |        |
|-------------|------|-------|----------|------|--------|
| Yes,        | you  | will. | No,      | you  | won't. |
|             | I    |       |          | I    |        |
|             | he   |       |          | he   |        |
|             | she  |       |          | she  |        |
|             | it   |       |          | it   |        |
|             | we   |       |          | we   |        |
|             | they |       |          | they |        |

## GRAMMAR NOTES

## 1 Will for the Future: Form

Use **will** + the base form of the verb to talk about things that will take place in the future.

Use **will** + **not** + the base form of the verb to talk about things that will not take place in the future.

For questions, put **the subject** after **will** and **before the base form of the verb**.

**BE CAREFUL!** Use the base form of the verb after **will**. Remember, the base form is the same for all subjects. It doesn't change form.

The class **will begin** on November 2.  
We **will meet** tomorrow at 10:00 a.m.

The plane **will not land** at 6:00.  
He **will not be** on time for the meeting.

SUBJECT  
Will **classes begin** on November 2?

SUBJECT  
When **will classes begin**?

The plane **will arrive** at 6:00 p.m.  
**NOT** The plane will ~~to arrive~~ at 6:00 p.m.  
**NOT** The plane will ~~arrives~~ at 6:00 p.m.

## 2 Contractions

The contraction of **will** is **'ll**. We often use contractions of **will** with **pronouns**.

The contraction of **will not** is **won't**.

**We'll be** there before 3:00.

**I'll help** you with your suitcases.

He **won't be** in school tomorrow.

The child **won't eat** carrots.

**BE CAREFUL!** Do not use contractions in affirmative short answers.

A: Will they be there?

B: Yes, they will.

**NOT** Yes, ~~they'll~~.

**USAGE NOTE** We use contractions of **will** and **won't** in speaking and informal writing.

## 3 Will for the Future: Meanings

**Will** has a number of different meanings.

We use **will** to:

- talk about **future facts**
- make **predictions**
- make a **promise** or **give assurance**
- **ask for** or **offer** something
- **refuse** to do something

The sun **will rise** at 6:40 a.m. tomorrow morning.

In 2050, there **will be** more megacities.

In 2050, people **won't catch** colds.

**I'll be** back in five minutes.

**I won't do** that again.

A: **Will** you **help** me?

B: Don't worry. **I'll help**.

**I won't work** after 6 p.m.

The child **won't eat** carrots.

**USAGE NOTE** To say that something is not definite but likely, use **probably** with **will** or **won't**.

People **will probably** take more vacations.

**IN WRITING** We sometimes use **will** in one sentence and **be going to** in the next sentence.

In 2050, there **will be** more megacities. Those cities **are going to be** very crowded.



**EXERCISE 1 DISCOVER THE GRAMMAR**

**GRAMMAR NOTES 1–3** Read the sentences. Match the sentences with the different meanings of *will* or *won't*.

- |                                                                |                                                      |
|----------------------------------------------------------------|------------------------------------------------------|
| <u>  b  </u> 1. I won't do it. I think it's wrong.             | a. predicts something                                |
| <u>      </u> 2. Will you show me how to use that computer?    | <del>b.</del> refuses to do something                |
| <u>      </u> 3. I'll be back by 9:00.                         | c. promises to do something                          |
| <u>      </u> 4. There won't be a meeting on February 8.       | d. asks for something                                |
| <u>      </u> 5. By 2020, people will fly to the moon for fun. | e. tells about something that is not going to happen |

**EXERCISE 2 WILL FOR THE FUTURE**

**GRAMMAR NOTES 1–3** Complete the conversations with *will* or *won't* and the verbs in parentheses. Use the contraction *'ll* after pronouns.

- A: When   will   dinner   be   ready?  
(be)

B: Robot Bob says it                      ready in twenty-two minutes.  
(be)
- A: Do you think scientists                      a cure for the cold?  
(find)

B: Yes, I do. And it                      great for businesses. People                       
(be) (miss)  
work so often, and businesses                      money.  
(save)
- A: Dr. Smith, I have a problem. My great grandmother                      her  
(take)  
memory pills. She says they taste bad.

B: OK. I                      her some pills that taste like candy. She                       
(give) (love)  
them.
- A: When do you think we                      astronauts to the planet Mars?  
(send)

B: No one knows. Right now, we're spending less money on space exploration. So  
it                      a long time.  
(probably / take)
- A: Where                      the wedding                     ?  
(take place)

B: The wedding                      on the moon.  
(be)

A: And where                      you                      for your honeymoon?  
(go)

B: We                      to Mars.  
(probably / go)

### EXERCISE 3 WILL FOR THE FUTURE

**A GRAMMAR NOTES 1-3** Complete the conversation with *will* or *won't* and the verbs in parentheses. Use the contraction *'ll* after pronouns.

DAN: So, Laura, when will you finish your article about the future?  
1. (finish)

LAURA: It isn't ready until 4:00 p.m., but I think you will like it.  
2. (not / be) 3. (like)

DAN: You interviewed Dr. Reicher, right?

LAURA: Yes, I did. He says computers will help us stay healthy.  
4. (help)

DAN: Oh, yeah? How's that?

LAURA: In the future, we will have computers inside our bodies. They  
5. (have)  
will check our blood sugar and blood pressure. We will know if  
6. (check) 7. (know)  
we have a problem right away.

DAN: Will diabetes and heart disease disappear?  
8. (disappear)

LAURA: No, but people won't die from those diseases so often, and people  
9. (not / die)  
will live longer.  
10. (probably / live)

DAN: And when will this happen?  
11. (happen)

LAURA: In about five years, I think.

DAN: Wow.



23 02 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 4 WILL FOR THE FUTURE

GRAMMAR NOTES 1-3 Look at the chart. Write questions about Fogville. Use the words in parentheses and *will* for the future. Then answer the questions.

### Predictions for Fogville in 2050

The cost of housing



The cost of health care



Taxes



Crime



The percentage of people under twenty-five



The percentage of people over sixty-five



Key

Increase = 

Stay the same = 

Decrease = 

1. A: Will the cost of housing increase?  
(the cost of housing / increase)  
B: No, it won't. The cost of housing will decrease.
2. A: \_\_\_\_\_  
(the cost of health care / stay the same)  
B: \_\_\_\_\_
3. A: \_\_\_\_\_  
(taxes / stay the same)  
B: \_\_\_\_\_
4. A: \_\_\_\_\_  
(crime / go up)  
B: \_\_\_\_\_
5. A: \_\_\_\_\_  
(the percentage of people under twenty-five / decrease)  
B: \_\_\_\_\_
6. A: \_\_\_\_\_  
(the percentage of people over sixty-five / stay the same)  
B: \_\_\_\_\_



## EXERCISE 5 REVIEW OF PRESENT, PAST, FUTURE

**A GRAMMAR NOTES 1-3** Complete the conversation with the verbs in parentheses. Use the simple present, the simple past, or the future with *will*. Use contractions when possible.

ELLA: Did you hear the  
1. (hear)  
lecture last week?

JAKE: No, what \_\_\_\_\_ it about?  
2. (be)

ELLA: The future. According to Professor Kramer, in  
the year 2100, there \_\_\_\_\_ cities  
3. (be)  
in the ocean, we \_\_\_\_\_ trips to  
4. (take)  
the moon, and we \_\_\_\_\_ most  
5. (learn)  
things from computers.

JAKE: By 2100? We \_\_\_\_\_ all  
\_\_\_\_\_ gone. \_\_\_\_\_ people  
6. (be)  
\_\_\_\_\_ his lecture?  
7. (like)

ELLA: Yes, they did. They always do. He  
\_\_\_\_\_ how to make any subject  
8. (know)  
fascinating.



▶ 23 03 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 6 EDITING

**GRAMMAR NOTES 1-3** Correct the conversation. There are six mistakes. The first mistake is already corrected. Find and correct five more.

A: What does Professor Kramer say about the future of our city?

B: He says there <sup>will</sup> be an increase in the population. Many young people will moves to this  
area. Taxes will increases. The value of homes will also to increase.

A: How about crime? Will it increases?

B: No, it doesn't.

A: Well, it sounds like it will be a great place to live.

## EXERCISE 7 LISTENING

23/04

**A** Listen to a conversation between a TV news reporter and two people, Susan Kerins and Jim Morris. Then read the question and circle the correct answer.

Why is the reporter interviewing these two people?

- a. They made a lot of money.
- b. They won a lot of money.



23/04

**B** Listen again. Answer the questions. Check *Susan* or *Jim*.

|                                            | Susan                               | Jim                      |
|--------------------------------------------|-------------------------------------|--------------------------|
| 1. Who will quit work?                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Who won't quit work?                    | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. Who will travel?                        | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. Who will give money to the poor?        | <input type="checkbox"/>            | <input type="checkbox"/> |
| 5. Who will buy a big house?               | <input type="checkbox"/>            | <input type="checkbox"/> |
| 6. Who will travel to the moon?            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 7. Who will probably have angry relatives? | <input type="checkbox"/>            | <input type="checkbox"/> |

**C** Work with a partner. Imagine the man (Jim) and the woman (Susan) five years from now. How will their lives be different?

EXAMPLE: A: I think the woman will have new friends.

B: I agree. She's probably going to lose some of her old friends. What about the man?

A: I think...

## EXERCISE 8 PREDICTIONS FOR 2050

**A DISCUSSION** Work in small groups. Look at the predictions from the article on page 272 again. Do you agree with them? What are your predictions?

1. More people will be vegetarians. They won't eat any meat or fish.
2. Robots will cook our meals. We won't spend a lot of time in the kitchen.
3. There will be a cure for the common cold.
4. People will live to be 100 years old on average, and the majority of people will be over sixty.
5. People will be taller and weigh more.
6. People will take memory pills.
7. People will read each other's thoughts.
8. Cars won't run on gas. Cars will run on solar energy.
9. Private planes will be common.
10. Travel to the moon will be common.
11. Scientists will control the weather.
12. Paper money and coins will disappear.

**B** Tell the class your opinion about four predictions.

EXAMPLE: We all think paper money will disappear. People won't use money or credit cards. They'll use their fingerprints to buy things.

## EXERCISE 9 MAKING PREDICTIONS

**A DISCUSSION** Work in small groups. Write predictions for the year 2050 for the areas in the list below.

*The environment: The air will be cleaner in 2050. Scientists will solve the problem of air pollution.*

- the environment
- jobs
- technology
- health and medicine
- sports

**B** Write one of your group's predictions on the board. Your classmates will tell you if they agree or disagree and give reasons why.

EXAMPLE: I disagree with the prediction that the air will be cleaner in 2050. People will continue to drive cars, build factories, and pollute the air. I think the air will be bad in 2050.



## EXERCISE 10 COMPLAINTS AND SUGGESTIONS

**A PROBLEM SOLVING** You are going to tell your classmates about a problem, and they are going to help you solve it. First, write down two complaints. Use *won't* in each complaint.

*My boss won't let us keep our phones on at work. I need to have my phone on.  
I have young children, and I want the babysitter to reach me in an emergency.*

**B** Work in small groups. Tell your complaint to your group. The students in your group will make a suggestion to solve your problem.

EXAMPLE: Why don't you tell your boss that you have young children and need to keep your phone on? I'm sure he'll understand.

## EXERCISE 11 DON'T WORRY. I'LL FEED YOUR FISH!

**ROLE PLAY** Work with a partner. Imagine each situation below. Ask your partner for help. Your partner promises to help.

1. You are going away on business for a week.  
You are worried about your fish and your plants in your apartment.

EXAMPLE: A: I'm going to be away all next week. I'm worried about my fish and my plants.

B: Don't worry about them. I'll feed your fish and water your plants.

A: Oh, that would be great. Thanks so much. I'll leave the key ...



2. You are going to take a Spanish class next year. Your partner took the same class last year.
3. You are going to buy a new smartphone. This will be your first smartphone and you are not very good with technology.
4. You need a ride to the airport. Your partner has a car.
5. You're going to move to a small apartment. You need to throw away a lot of things. You can't decide what to throw away.
6. You're going to visit relatives. You need to buy gifts for everyone. You're not good at choosing gifts.

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read a student's paragraph about travel in the future. Work with a partner. Talk about the topics in the chart and say how life will be different in 2050 in those areas. Use your imagination. Write notes in the chart with your ideas.

In 2050, people will have new ways to travel. First of all, people will have their own wings. They'll use them to fly distances of up to 50 miles (80 kilometers). The wings won't take up much space, and parking won't be a problem. People are also going to have flying cars. These cars will go up to 200 miles an hour (322 kilometers). People will use them to travel from 200 to 400 miles (322 to 644 kilometers). There will be regular planes and jets, and spaceships for trips to other planets. I'll probably live in the countryside and work in the city. My 25-mile (40-kilometer) commute is going to take about six minutes with my flying car. I'll travel to other planets on my vacations.

|           |  |
|-----------|--|
| Education |  |
| Fashion   |  |
| Food      |  |
| Homes     |  |
| Travel    |  |

**B WRITE** Write a paragraph about *one* of the topics in the chart in A. Use *will* for the future. You can also use *be going to* in some sentences to make your writing more interesting.

**C CHECK YOUR WORK** Read your paragraph. Underline *will* + the base form of the verb. Use the Editing Checklist to check your work.

### Editing Checklist

Did you use ...?

- ☐ *will* + the base form of the verb for the future
- ☐ *will not* or *won't* + the base form of the verb for the negative future
- ☐ future time markers at the beginning or end of a sentence
- ☐ *will* in some sentences and *be going to* for the future in other sentences
- ☐ correct spelling

**D REVISE** Read your paragraph again. Can you improve it? Make changes if necessary.

# UNIT 23 REVIEW

Test yourself on the grammar of the unit.

**A** Circle the correct word to complete the sentences.

1. He doesn't like hats. He will / won't wear them.
2. I have a dentist appointment. I will / won't be at work until noon.
3. He's good with computers. He probably will / won't fix your computer.
4. The sale ends today, but don't worry. There will / won't be another sale next month.
5. I need more time. I will / won't be ready for at least a half an hour.

**B** Write questions. Put the words in parentheses in the correct order.

1. \_\_\_\_\_ ?  
(will / to the moon / in twenty years / many people / travel)
2. \_\_\_\_\_ ?  
(the climate / will / change / in the future)
3. \_\_\_\_\_ ?  
(eat / people / what / in 2050 / will)
4. \_\_\_\_\_ ?  
(different / look / people / will / in 2100)
5. \_\_\_\_\_ ?  
(will / how / people / get around / in the year 2035)

**C** Write questions with *will*. Use the same verb as the verb in the first sentence.

1. Yesterday was hot. \_\_\_\_\_ it \_\_\_\_\_ hot tomorrow, too?
2. Last week, he had a test. \_\_\_\_\_ he \_\_\_\_\_ a test next week, too?
3. Last September, there was a storm. \_\_\_\_\_ there \_\_\_\_\_ a storm next September, too?
4. Yesterday it rained. \_\_\_\_\_ it \_\_\_\_\_ tomorrow, too?
5. He worked late yesterday. \_\_\_\_\_ he \_\_\_\_\_ late tomorrow, too?

**D** Correct the paragraph. There are five mistakes.

I usually bring my lunch to work, but tomorrow I no will bring it because it's my birthday. My co-workers will takes me out to a restaurant. We'll to order a few different dishes, and we'll share them. They'll singing "Happy Birthday," and they'll give me a small gift. I'm sure it will is a lot of fun.

Now check your answers on page 449.



# May or Might for Possibility

## THE WEATHER

### OUTCOMES

- Express possibility in the present or future
- Recognize details in a weather report
- Recognize details in a conversation about travel plans
- Discuss reasons and possibilities for different situations and events
- Talk about possible plans for the near future
- Write a weather report about a city

### STEP 1

### GRAMMAR IN CONTEXT

### BEFORE YOU READ

Answer the questions.

- How do you find out about the weather?
  - TV
  - phone
  - computer
  - radio
  - newspaper
  - other
- What kind of weather do you like?

### READ

▶ 24/01

Read this TV weather report and the conversation about it.

## The Weather Forecast

**MOTHER:** Shh. The weather report is coming on.<sup>1</sup>

**ANNOUNCER:** It's Sunday, May 15. The time is 9:00 a.m. And now here's the weather forecast with Luis Malina.

**LUIS MALINA:** Good morning, everyone. If you plan to be outdoors today or Monday, wear a warm jacket and bring an umbrella. The weather will continue to be unseasonable.<sup>2</sup> Today will be cold and windy. And heavy rain will begin tonight or tomorrow. For your morning commute, there may be flooding on the highways. So, if you can, take public transportation. And don't put away those umbrellas too soon because we'll have more rain on Tuesday and Wednesday. By Thursday, the weather may become milder with only a 20 percent chance of showers.<sup>3</sup>

<sup>1</sup> coming on: starting

<sup>2</sup> unseasonable: unusual for the time of year

<sup>3</sup> chance of showers: the possibility of short periods of rain



We **might** even **see** some sun. But until then, my friends, my best advice is to stay indoors with a good book or movie.

ALEX: I have soccer tomorrow. We **might not** play.

MOTHER: Don't be too sure. You **may** still **have** a game. The meteorologist<sup>4</sup> is often wrong. Remember last Friday. He predicted a beautiful day, but it was awful. And last week, he said we **might have** a major storm. It turned out to be sunny and dry.

ALEX: Well, I think it will rain tomorrow. Will you watch the game in the rain?

MOTHER: I might. But I just hope you don't play in the rain.

ALEX: Well, I hope we *do*. Remember the last time it rained? We played in the rain, and we won!

<sup>4</sup> meteorologist: weather reporter

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

commute    flooding    highways    mild    predicted    storm

1. He lives outside the city. His \_\_\_\_\_ to work is an hour and a half each way.
2. There is always \_\_\_\_\_ on that street when it rains. The city needs to fix the problem.
3. The meteorologist \_\_\_\_\_ beautiful weather for the next three days.
4. There is heavy traffic on all the major \_\_\_\_\_. Let's wait a couple of hours before we leave.
5. The \_\_\_\_\_ is getting worse. The wind is causing trees to fall, and all flights are canceled.
6. I want to live someplace where the weather is sunny and \_\_\_\_\_.

**B COMPREHENSION** Read the weather forecast again. Circle the correct weather for each day.

- |              |                      |                           |
|--------------|----------------------|---------------------------|
| 1. Sunday    | a. sunny and warm    | b. cold and windy         |
| 2. Monday    | a. light rain        | b. heavy rain             |
| 3. Tuesday   | a. rainy             | b. sunny                  |
| 4. Wednesday | a. rainy             | b. sunny                  |
| 5. Thursday  | a. no chance of rain | b. a small chance of rain |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then talk about the weather in your area for today and tomorrow.

## MAY OR MIGHT FOR POSSIBILITY

## Affirmative Statements

| Subject                             | May/<br>Might        | Base Form<br>of Verb |          |
|-------------------------------------|----------------------|----------------------|----------|
| I<br>You<br>He<br>She<br>We<br>They | <b>may<br/>might</b> | <b>play</b>          | soccer.  |
| It                                  | <b>may<br/>might</b> | <b>rain</b>          | tonight. |

## Negative Statements

| Subject                             | May/<br>Might        | Not        | Base Form<br>of Verb |          |
|-------------------------------------|----------------------|------------|----------------------|----------|
| I<br>You<br>He<br>She<br>We<br>They | <b>may<br/>might</b> | <b>not</b> | <b>play</b>          | soccer.  |
| It                                  | <b>may<br/>might</b> | <b>not</b> | <b>rain</b>          | tonight. |

## GRAMMAR NOTES

## 1 May and Might: Meaning and Form

Use *may* or *might* to express **possibility** in the present or the future.

Follow *may* or *might* with the **base form** of the verb.

The **negative** of *may* or *might* is *may not* or *might not*.

**BE CAREFUL!** We do not contract *may not* or *might not*.

A: Where's John?

B: I don't know. He **may** be on vacation.

A: What are you going to do this weekend?

B: We **might go** to a movie.

We **may not finish** the job.

I **might not visit** him this afternoon.

He may not drive to work.

**NOT** He ~~mayn't~~ drive to work.

It might not rain.

**NOT** It ~~mighn't~~ rain.

## 2 May, Might, Will, and Won't

Use *may* or *might* to express what is **possible**.

It **may** rain. or It **might** rain.

Use *will probably* to express what is **likely**.

It'll **probably** rain.

Use *will* to express what is **certain** or **definite**.

It **will** rain.

Use *won't* to express what is **impossible** or **certain not to happen**.

It **won't** rain.



### 3 Questions About Future Possibility

Use *will* or *be going to* to ask questions about future possibility.

You can use *may* or *might* in the answer.

Will you go to the party?

A: **Are you going to** wear a raincoat?

B: I **might**. or I **may**.

**BE CAREFUL!** Do not use *may* or *might* to ask questions about future possibility.

Will you go to the party?

**NOT** ~~May~~ you go to the party?

**Are you going to** wear a raincoat?

**NOT** ~~Might~~ you wear a raincoat?

### 4 I think and I'm sure

You can use *I think* + subject + *might/may/will/be going to* to express possibility or uncertainty.

I **think** they **might be** on vacation.

I **think** they **will be** back next week.

You can use *I'm sure* + subject + *will/be going to* to express certainty.

I'm **sure** they will call.

**BE CAREFUL!** Do not use *I'm sure* with *may* or *might*.

I'm **sure** they're going to call.

**NOT** I'm sure they ~~might~~ call.

### 5 Maybe

You can also use *maybe* + *will* to express future possibility. *Maybe I will* has a similar meaning to *I might* or *I may*.

**Maybe** I'll go to the party on Saturday.

I **may go** to the party on Saturday.

Go to MyEnglishLab to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1-2, 4-5 Match the sentences. Write the correct letters.

- d   1. It's definitely going to rain.  
\_\_\_\_ 2. There's an 80 percent chance of rain.  
\_\_\_\_ 3. Maybe it'll rain later.  
\_\_\_\_ 4. There's a 10 percent chance of rain.  
\_\_\_\_ 5. It's definitely not going to rain.

- a. It probably won't rain.  
b. It'll probably rain.  
c. It won't rain.  
~~d.~~ I'm sure it's going to rain.  
e. It may rain.

## EXERCISE 2 AFFIRMATIVE AND NEGATIVE OF MAY OR MIGHT

**GRAMMAR NOTES 1, 4** Complete the conversations with *may* or *might* and the verbs from the box. Use the affirmative or negative form.

be go have leave need ~~rain~~ take

1. A: Take your umbrella. I think it might rain this afternoon.  
B: Really? The forecast was for sun.
2. A: Start dinner without me. It \_\_\_\_\_ me a long time to get home. The rain is causing flooding on the highway.  
B: That's OK. We'll wait.
3. A: Sandy is not doing well in her math class.  
B: She \_\_\_\_\_ an after-school tutor to help her with math.
4. A: Why are you so worried?  
B: The kids are camping tonight, and the forecast is for unusually cold weather. They \_\_\_\_\_ enough clothes.
5. A: Where's John? The meeting will start in a few minutes.  
B: He \_\_\_\_\_ late. All flights are delayed because of the wind.
6. A: How are you feeling?  
B: Terrible. I \_\_\_\_\_ to the concert tonight.

## EXERCISE 3 MAY, MIGHT, WILL, AND WILL PROBABLY

### GRAMMAR NOTES 1-4

Read today's weather forecast. Then circle the correct words to complete the sentences.



Cloudy with  
periods of rain



High of 50° F  
(10° Celsius)



Winds SSE at  
30 to 40 mph  
(48 to 64 kph)



60 percent  
chance of rain

1. It will be / won't be a very windy day.
2. It will probably rain / probably won't rain, but it may not rain / won't rain all day.
3. The temperature may reach / probably won't reach 60 degrees.
4. Will they cancel / Might they cancel the ball game for this afternoon?
5. They might cancel / won't cancel the game if the rain is too heavy.
6. I'm sure you will get / might get a text about the game before noon.

## EXERCISE 4 MAYBE, MAY, AND MIGHT

**GRAMMAR NOTES 1, 3, 5** Change sentences with *maybe* to sentences with *may* or *might*. Cross out the sentence with *maybe*, and write the new sentence on the line.

1. A: What are you going to do about the concert tonight?  
B: ~~Maybe I'll go.~~ I may go. I think my fever is going down.
2. A: Are they going to cancel the barbecue?  
B: Maybe they will. \_\_\_\_\_ The forecast is for heavy rain.
3. A: Where will you meet if it rains?  
B: Maybe we'll meet at the mall. \_\_\_\_\_
4. A: Will she bring her baby in the rain?  
B: Maybe she will. \_\_\_\_\_

## EXERCISE 5 EDITING

**GRAMMAR NOTES 1-4** There are six mistakes in the conversations. The first mistake is already corrected. Find and correct five more.

1. A: Where's Bill?  
I think  
B: ~~I'm sure~~ he might be on vacation in Florida.
2. A: We maybe go to the park today. Do you want to join us?  
B: No, thanks. It's very windy. Why don't you do something indoors?
3. A: May you take the highway?  
B: I may. I'll listen to the traffic report before I decide.
4. A: Are you going to finish your paper on climate change today?  
B: I want to, but I mightn't have enough time.
5. A: What's the weather report?  
B: It's sunny now, but it may to rain this afternoon.
6. A: What's the forecast for tomorrow?  
B: It may rains in the morning, but it will be sunny in the afternoon.



## EXERCISE 6 LISTENING

24/02

**A** A couple is taking a trip to Oregon. Listen to their conversation. Check (✓) the activities that the man and woman talk about possibly doing.

- |                                                 |                                                   |                                             |
|-------------------------------------------------|---------------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> camping                | <input type="checkbox"/> going to a national park | <input type="checkbox"/> skiing             |
| <input type="checkbox"/> eating at a restaurant | <input type="checkbox"/> mountain climbing        | <input type="checkbox"/> swimming in a lake |

24/02

**B** Listen again. Circle the correct answers.

- How many hats is Jack going to take?  
a. one      **(b.) two**      c. three
- How many books does Jack want to take with him?  
a. one      b. two      c. three
- How many sports jackets is Jack packing?  
a. one      b. two      c. three
- How are Alison and Jack traveling to Oregon?  
a. by car      b. by boat      c. by plane
- How many suitcases is Jack going to take?  
a. one      b. two      c. three

**C** Work with a partner. What reason does Jack give for packing the things in the list below? Use *may* or *might* in your answers.

EXAMPLE: A: So, why does Jack need boots?

B: He needs boots because they might go mountain climbing.

- |              |                   |
|--------------|-------------------|
| • boots      | • books           |
| • a raincoat | • a sports jacket |
| • hats       |                   |



## EXERCISE 7 WHY DO YOU NEED THAT?

**CONVERSATION** Work with a partner. Take out six things from your pocket, bookbag, or handbag. Explain to your partner why you may need each thing. Use *may* or *might* in your explanation.

EXAMPLE: **A:** Why do you need a driver's license?

**B:** I might need to show identification. I don't drive here, but a driver's license is good when you need ID.

## EXERCISE 8 THINK OF THE POSSIBILITIES

**CRITICAL THINKING** Work in small groups. Make guesses about the situation. Use *may* or *might* in your guesses.

1. A six-year-old child is alone on the street. She's crying.

EXAMPLE: **A:** She may be lost.

**B:** Her mother might be in a car accident.

**C:** Maybe her mother just told her that she can't have an ice cream.



2. You see a man lying in the street.
3. You're at your door. You hear noises inside. Because you live alone, you don't understand the situation.
4. Class began fifteen minutes ago and Gina still isn't here. She is always early for class.
5. The supermarket is not usually crowded at this time. Now there are a lot of people in the store, and there aren't many groceries on the shelves.

## EXERCISE 9 PLANS FOR TONIGHT

**CONVERSATION** Work with a partner. Take turns. Ask your partner about his or her plans for tonight. Use *may*, *might*, and *will probably* in your answers. Use the ideas in the list or your own ideas. Explain your answer.

EXAMPLE: **A:** Are you going to stay home tonight? What are you going to do?

**B:** I might bake a cake for Rose. It's her birthday tomorrow.

- |                                |                 |               |
|--------------------------------|-----------------|---------------|
| • stay home                    | • watch a movie | • eat out     |
| • listen to the weather report | • study English | • cook dinner |
| • go running                   |                 |               |

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read the weather report. Then write the name of a city and go online and find the weather forecast for the city for today, tomorrow, and the next day. Complete the chart. Work with a partner. Tell your partner the weather forecast for the city.



**THREE-DAY FORECAST**

| TUES                                                                              | WED                                                                               | THURS                                                                             |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |  |
| 78°                                                                               | 75°                                                                               | 62°                                                                               |

Good evening. This is Laura Sinberg with the three-day forecast for Chicago, Illinois. Tomorrow, you will want to be outdoors. We're going to have perfect weather. It's going to be sunny and warm. On Wednesday, it will still be warm, but we may see some clouds. Then on Thursday, temperatures will drop, and we might have a shower in the evening.

| City: <span style="border: 1px solid white; display: inline-block; width: 300px; height: 20px; vertical-align: middle;"></span> |          |                        |
|---------------------------------------------------------------------------------------------------------------------------------|----------|------------------------|
| Today                                                                                                                           | Tomorrow | The day after tomorrow |
|                                                                                                                                 |          |                        |

**B WRITE** Write a weather report for a city. Use the weather report in A and your chart. Use *may* or *might* when possible.

**C CHECK YOUR WORK** Read your weather report. Underline *may* and *might* and the verb that follows. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use *may* or *might* to express possibility
- ☐ follow *may* and *might* with the base form of the verb
- ☐ use the full form *may not* for the negative
- ☐ check your spelling

**D REVISE** Read your weather report again. Can you improve your writing? Make changes if necessary.



# UNIT 24 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct answers.

1. She may to go / go to the library.
2. He may buy / buys a new car.
3. It mighn't / might not rain tonight.
4. They maybe / may return the TV.
5. Will / Might you go to the party?

**B** Complete the sentences with *may* or *might* and the verbs from the box. Use the affirmative or negative form.

get      need      see      snow      stay

1. Take your boots. It \_\_\_\_\_ this afternoon.
2. Start dinner without me. I \_\_\_\_\_ home from work until 10:00 p.m.
3. Karina is upset. The doctor says she \_\_\_\_\_ surgery.
4. Here's a gift. I \_\_\_\_\_ you before your birthday.
5. Traffic is heavy now. I \_\_\_\_\_ here for a while.

**C** Complete the conversation with *will*, *may*, or *might*.

A: \_\_\_\_\_ you go to the party?

B: I \_\_\_\_\_ go. It depends on my boss. He \_\_\_\_\_ want me to work late that night.

A: When \_\_\_\_\_ you know?

B: I'm not sure. Maybe my boss \_\_\_\_\_ tell me on Thursday.

**D** Correct the sentences. There are five mistakes.

1. He might goes on vacation next week.
2. He may works late tomorrow.
3. They might to visit him tomorrow. Are you free?
4. I might not help him. I might to help her instead.
5. She maybe take a yoga class.

Now check your answers on page 450.

# Gerunds and Infinitives

## CAREERS

## OUTCOMES

- Use gerunds and infinitives after certain verbs
- Recognize important details in a magazine article
- Recognize main ideas and details in a short lecture
- Interview classmates about their likes and dislikes; report findings to the class
- Discuss career interests
- Write a paragraph about your career goals

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Answer the questions.

1. When you were a child, did anyone ask you: "What do you want to be when you grow up?" How did you answer the question?
2. Do you have a career or a career goal? How did you decide on it?

## READ

25/01 Read this article about choosing the right career.

## The Right Career for You

Some people love going to work each morning, but other people hate it. Most of us spend many hours at work, so a career choice is very important.



**Bob** wants to be a park ranger.<sup>1</sup> He says, "I enjoy being outdoors, and I like talking to people. I'm very interested in plant and animal life."



**Rita** plans on becoming a chef. She says, "I like working with my hands, and I love to prepare meals. I know it's going to be hard work and long

hours, but I definitely don't want to sit at a desk in an office all day."



**Kate** hopes to become a high school science teacher. She says, "I enjoy working with teenagers, and I want to have time for myself." Her parents wanted her to become a lawyer, but she doesn't want to work long hours and she doesn't want a lot of stress in her life.

<sup>1</sup> park ranger: a person whose job it is to take care of a park

Here are a few questions to consider before you choose a career:

- What are your talents?<sup>2</sup> What do you enjoy doing? How can your abilities and interests pay you the salary you expect to make?
- How do you like to work? Do you like working with others? Do you prefer working alone?

<sup>2</sup> talents: things a person does well

- How do you handle stress?<sup>3</sup> Do you hate competing? Do you hate meeting deadlines? Do you do well under pressure?
- How much time do you want to spend with family and friends?

These are just a few questions to help you find the right career.

<sup>3</sup> handle stress: act when you have a lot of worries

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

career chef competing deadlines lawyer salary

1. My brother enjoys \_\_\_\_\_ in races. He's fast and usually wins.
2. She hopes to become a \_\_\_\_\_ and fight for poor people.
3. I enjoy my job, but the \_\_\_\_\_ is low. I need to find a different job.
4. She doesn't like driving school buses anymore. She wants to change her \_\_\_\_\_ and become a pilot.
5. He lost his job because his reports were always late. He never met his \_\_\_\_\_.
6. She's a \_\_\_\_\_ at a top restaurant in Paris. Her dishes are famous all over the world.

**B COMPREHENSION** Read the sentences. Check the person each sentence is about.

|                                                      | Bob                      | Rita                     | Kate                     |
|------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. This person hopes to work with teenagers.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. This person wants to work with her hands.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. This person wants to work outdoors.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This person expects to work long hours.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. This person is interested in nature.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. This person doesn't want to be a lawyer.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. This person doesn't want a lot of stress at work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Look at the article "The Right Career for You" again. Then discuss: What other questions can help you choose the right career?



## GERUNDS AND INFINITIVES

| Subject | Verb  | Gerund<br>(Verb + -ing) |
|---------|-------|-------------------------|
| I       | enjoy | dancing.                |

| Subject | Verb  | Infinitive |
|---------|-------|------------|
| She     | wants | to sing.   |

| Subject | Verb | Infinitive or<br>Gerund |
|---------|------|-------------------------|
| They    | like | driving.                |
|         |      | to drive.               |

| Verb + Gerund                                              | Verb + Infinitive                                                             | Verb + Infinitive<br>or Gerund                    |
|------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------|
| avoid<br>enjoy<br>finish<br>keep<br>plan on<br>think about | agree<br>decide<br>expect<br>hope<br>intend<br>need<br>plan<br>refuse<br>want | continue<br>hate<br>like<br>love<br>prefer<br>try |

## GRAMMAR NOTES

## 1 Gerunds

We form the **gerund** with the base form of the **verb + -ing**. The gerund is a **noun** that looks like a verb.

We can use gerunds in different places in a sentence.

- after certain verbs
- as a subject
- after a preposition

I enjoy **singing**.

We finished **studying** at 8:00.

I enjoy **cooking**.

**Cooking** is fun.

I'm interested in **cooking**.

## 2 Verb + Gerund

Gerunds can **follow** some **verbs** such as *enjoy*, *finish*, and *avoid*.

Remember, the gerund is different from the present progressive (*be + verb + -ing*).  
(See Unit 15.)

He **enjoys studying** science.

They **finished cooking** at 6:00 p.m.

She **avoids taking** the highway during rush hour.

I enjoy **working**.

(working is a gerund)

I **am working**.

(am working is the present progressive)

### 3 Verb + Infinitive

We form the **infinitive** with **to** + **the base form of the verb**. An infinitive can follow verbs such as *want* and *need*.

Many of the verbs + infinitive have a **future** meaning.

I want **to work**.

She needs **to write** a résumé.

She **hopes to** become a pilot next year.

### 4 Verb + Infinitive or Gerund

Some verbs such as *like* and *hate* can come before an **infinitive** or a **gerund**.

I like **writing**.

I like **to write**.

I hate **working** late.

I hate **to work** late.

**BE CAREFUL!** Do not use a gerund and then an infinitive (or an infinitive and then a gerund) after verbs that can be followed by both forms.

I like **swimming** and **jogging**.

**NOT** I like swimming and ~~to jog~~.

I like **to swim** and **to jog**.

**NOT** I like to swim and ~~jogging~~.

Go to MyEnglishLab to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1–4** Read about the talents and abilities of four young men. Underline the verbs + gerunds. Circle the verbs + infinitives. Then match the men's abilities and talents to their career goals.

1 1. Joe is good at art. He enjoys coming up with new ideas. He likes to work with others and do creative work.

2. Oliver enjoys working with people and wants to help them.

3. Lucas hopes to make a lot of money. He is competitive and likes selling things.

4. Paul loves to sing, dance, and perform in front of an audience.

5. Al likes math and science. He enjoys working with electronics.

a. He wants to work in real estate and sell expensive homes.

b. He plans to become a computer programmer.

~~c.~~ He hopes to be a designer.

d. He intends to become a social worker or a psychologist.

e. He plans on becoming an actor.

## EXERCISE 2 GERUNDS

**GRAMMAR NOTES 1–2** Complete the sentences. Use the gerund forms of the verbs from the box.

apply   do   go   save   send   ~~take~~   work

1. She finished taking final exams last week.
2. She is thinking about \_\_\_\_\_ for a part-time job for the summer.
3. She will start \_\_\_\_\_ out résumés this weekend.
4. She enjoys \_\_\_\_\_ sales work.
5. She doesn't like \_\_\_\_\_ with her hands.
6. She avoided \_\_\_\_\_ out with friends the month before her final exams.
7. She plans on \_\_\_\_\_ money for a car.

## EXERCISE 3 INFINITIVES

**GRAMMAR NOTE 3** Complete the sentences. Use the infinitive forms of the verbs from the box.

complete   ~~find~~   go   leave   sell   send   spend   work

1. John's looking for a job. He hopes to find a job in this city.
2. He likes his car. He doesn't want \_\_\_\_\_ it.
3. He wants \_\_\_\_\_ time with his friends every weekend. He refuses \_\_\_\_\_ on weekends.
4. He plans \_\_\_\_\_ out his résumé<sup>1</sup> to different companies this afternoon.
5. In two years, he intends \_\_\_\_\_ his job and \_\_\_\_\_ to business school.
6. He hopes \_\_\_\_\_ his M.B.A. in four years.

<sup>1</sup> *résumé*: paper that lists your name, contact information, education, and previous jobs



## EXERCISE 4 GERUNDS AND INFINITIVES

**GRAMMAR NOTES 1–4** Complete the sentences with the gerund or the infinitive forms of the verbs in parentheses. In some sentences, you can use a gerund or an infinitive.

1. He needs to get a job.  
(get)
2. I like \_\_\_\_\_ part of a team.  
(be)
3. She prefers \_\_\_\_\_ at night.  
(work)
4. I prefer \_\_\_\_\_ in the daytime.  
(work)
5. We avoid \_\_\_\_\_ between 7:00 and 9:00 a.m.  
(drive)
6. He refused \_\_\_\_\_ late.  
(stay)
7. They hope \_\_\_\_\_ in July.  
(move)
8. They finished \_\_\_\_\_ the report at 7:00 p.m.  
(write)
9. I decided \_\_\_\_\_ to school.  
(return)
10. She's trying \_\_\_\_\_ a job with good benefits.  
(find)
11. He likes traveling and \_\_\_\_\_ presentations.  
(give)
12. She hates to cook and \_\_\_\_\_.  
(clean)

## EXERCISE 5 GERUNDS AND INFINITIVES

**A GRAMMAR NOTES 1–4** Complete the conversation. Use the gerund or infinitive forms of the verbs in parentheses.

ELENA: Do you like acting?  
1. (act)

JULIAN: Yes, I do. I really enjoy \_\_\_\_\_ in front of people.  
2. (perform)

ELENA: Is it hard to find work as an actor?

JULIAN: Very hard. Many people want \_\_\_\_\_ actors. You need  
\_\_\_\_\_ talent, patience, and luck.  
3. (become)  
4. (have)

ELENA: Do you ever think about \_\_\_\_\_ careers?  
5. (change)

JULIAN: No. I refuse \_\_\_\_\_ my dream. I keep \_\_\_\_\_ for parts.  
6. (give up) 7. (try out)  
I think I'm a great actor, and I plan on \_\_\_\_\_ the world!  
8. (show)

**B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 6 GERUNDS AND INFINITIVES

**GRAMMAR NOTES 1–4** Complete the sentences. Use the gerund or infinitive forms of the verbs from the box.

get      look      meet      return      study      travel      ~~work~~

1. Do you enjoy working with children?
2. Do you plan \_\_\_\_\_ an advanced degree?
3. He expected \_\_\_\_\_ with the president of the company. Instead, he met with the vice president.
4. He keeps \_\_\_\_\_ at his watch. I hope he isn't bored.
5. Many people decide \_\_\_\_\_ law after watching courtroom dramas.
6. Kim is thinking about \_\_\_\_\_ to school and getting a degree in psychology.
7. Paul intends \_\_\_\_\_ around the world before he goes to business school.

## EXERCISE 7 EDITING

**GRAMMAR NOTES 1–4** Correct the letter. There are six mistakes. The first mistake is already corrected. Find and correct five more.

35 Main Street, Apt. 6  
New Hope, New Jersey 07675

May 27, 2017

Head Librarian  
New Hope Library  
7 West Street  
New Hope, New Jersey 07675

To Whom It May Concern:

I want<sup>to</sup> apply for a part-time job at New Hope Library. I am in my senior year of high school. I expect attend State College next year, and I plan majoring in library science. I enjoy reading and to work with the public. I'm good at computers, and I like keep things in order. I've enclosed a résumé. I hope hearing from you soon.

Sincerely,  
Joe Reed

## EXERCISE 8 LISTENING

▶ 25/03

**A** Listen to a talk by a designer and complete the sentences. Circle the correct answers.

- Henry Trinh is a designer for \_\_\_\_\_.  
a. ABO Designs      **b. XZO Designs**      c. XYO Designs
- Trinh is working on a logo for a \_\_\_\_\_.  
a. shoe company      b. cosmetics company      c. sports team
- Trinh tries to keep his designs \_\_\_\_\_.  
a. modern      b. simple      c. exciting
- When people see red, their appetite \_\_\_\_\_.  
a. decreases      b. increases      c. stays the same
- When people see blue, they feel \_\_\_\_\_.  
a. angry      b. sad      c. relaxed

▶ 25/03

**B** Listen again and take notes. Then work with a partner. Look at the list below. Talk about what you learned about each of the topics in the list.

EXAMPLE: A: Trinh loves being a designer.

B: Yes. And he enjoys creating logos for companies.

- Trinh and his job
- logos
- banks
- men, women, and colors
- designers and teams





## EXERCISE 9 FIND SOMEONE WHO . . .

**A GAME** Walk around your classroom. Ask your classmates questions to fill out the chart. The first person to complete the chart wins.

EXAMPLE: **A:** Boris, do you enjoy working with other people?

**B:** No, I don't. I prefer to work alone.

| Find someone who . . .                  | Name  |
|-----------------------------------------|-------|
| enjoys working with other people        | _____ |
| prefers working alone                   | _____ |
| wants to make a difference in the world | _____ |
| hopes to be rich                        | _____ |
| hopes to be famous                      | _____ |
| wants to work in the arts <sup>1</sup>  | _____ |
| hopes to have his or her own business   | _____ |
| intends to work with children           | _____ |

<sup>1</sup> the arts: theater, music, dance, fashion, movies, etc.

**B** Report back to the class.

EXAMPLE: Ana enjoys working with other people, but Boris prefers working alone.

## EXERCISE 10 A GOOD CAREER CHOICE

**A DISCUSSION** Work with a partner. Tell your partner about your interests. Talk about what you love, like, or hate doing. Talk about some of the topics in the list below.

EXAMPLE: **A:** Marco, what kind of movies and TV shows do you like?

**B:** I really like nature shows. How about you?

- movies and TV shows
- sports
- shopping
- travel
- free time activities
- food
- children

**B** Work in a group. Tell the group about your partner. Discuss possible careers for your partner.

EXAMPLE: Well, Marco enjoys watching TV shows and movies about animals. In his free time, he likes to hike in the woods. He's also a vegetarian. I think he may want to become a biologist or an environmental scientist.

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Work with a partner. Read a student's paragraph about her career goal. Underline the verbs followed by gerunds and circle the verbs followed by infinitives. Then use the same verbs to tell your partner about your career goals.



I enjoy window shopping and studying the latest fashions. I also love to draw. I hope to combine my two passions and become a fashion designer. I plan to study art and fashion in college this year. I want to get an internship with a design company in the summer. I expect to graduate in four years, and in ten years I intend to have my own fashion design business.

**B WRITE** Write a paragraph about your future career goals. Use the paragraph in A and your ideas. Use gerunds or infinitives.

**C CHECK YOUR WORK** Read your paragraph. Underline the gerunds and infinitives. Use the Editing Checklist to check your work.

### Editing Checklist

Did you . . . ?

- ☐ use infinitives after verbs such as *want*, *hope*, *plan*, *expect*, etc.
- ☐ use gerunds after verbs such as *avoid*, *enjoy*, *plan on*, etc.
- ☐ check your spelling

**D REVISE** Read your paragraph again. Can you improve your writing? Make changes if necessary.

# UNIT 25 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct answers.

1. Do you want to start / starting a business?
2. I hope to sell / selling my business next year.
3. She decided to return / returning to school.
4. She hopes to become / becoming a pilot.
5. She enjoys to fly / flying and to see / seeing the world.

**B** Complete the sentences with the correct forms of the verbs in parentheses.

1. She doesn't want \_\_\_\_\_ evenings.  
(work)
2. Her boss refuses \_\_\_\_\_ her hours.  
(change)
3. She's thinking about \_\_\_\_\_ her job and \_\_\_\_\_ back to school.  
(quit) (go)
4. Her English keeps \_\_\_\_\_.  
(improve)

**C** Write sentences. Put the words in parentheses in the correct order.

1. \_\_\_\_\_  
(helping / people / she / enjoys)
2. \_\_\_\_\_  
(to / graduate / in June / expect / we)
3. \_\_\_\_\_  
(to / trying / study / are / they)
4. \_\_\_\_\_  
(avoids / and / he / eating / candy / ice cream)

**D** Correct the paragraph. There are six mistakes.

Carol volunteers at a hospital. She enjoys taking care of patients. Some patients refuse do exercise, but Carol keeps to push them. Carol intends study physical therapy in college. She needs taking a lot of science courses. She expects to goes to college next fall. She hopes get a degree in physical therapy in five years.

Now check your answers on page 450.



# Count / Non-Count Nouns; *Much / Many*; Quantifiers

UNIT

26

**Articles with Count and Non-Count Nouns; *Some / Any***

RESTAURANTS AND FOOD

UNIT

27

***How much* and *How many*; Quantifiers**

DESSERTS

UNIT

28

***Too many* and *Too much*; *Enough* + Noun**

THE RIGHT PLACE TO LIVE



**OUTCOMES**

- Use indefinite and definite articles with nouns
- Use *some* and *any* with count and non-count nouns
- Recognize details in a restaurant review
- Recognize important details in a conversation
- Role play ordering food in a restaurant
- Make recommendations for a restaurant
- Write a review of a place to eat

**OUTCOMES**

- Ask about quantities of things
- Describe quantities with *a lot*, *a few*, *a little*, *much*, and *many*
- Recognize details in a conversation about food
- List ingredients mentioned in a conversation about a recipe
- Discuss recipes and different kinds of food
- Write a conversation between a shopper and a clerk

**OUTCOMES**

- Use *too + much/many/few/little* and *not enough* to say there isn't a right amount of something
- Use *enough* to say there is a right amount of something
- Recognize details in an article about two cities
- Compare apartments described in a conversation
- Discuss the pros and cons of living in certain places
- Write a letter about problems in your town or city

# Articles with Count and Non-Count Nouns; *Some/Any*

## RESTAURANTS AND FOOD

### OUTCOMES

- Use indefinite and definite articles with nouns
- Use *some* and *any* with count and non-count nouns
- Recognize details in a restaurant review
- Recognize important details in a conversation
- Role play ordering food in a restaurant
- Make recommendations for a restaurant
- Write a review of a place to eat

### STEP 1

### GRAMMAR IN CONTEXT

### BEFORE YOU READ

Work with a partner. What are the three most important things for you when you choose a restaurant? Check (✓) them.

- |                                         |                                         |                                            |
|-----------------------------------------|-----------------------------------------|--------------------------------------------|
| <input type="checkbox"/> food you like  | <input type="checkbox"/> unusual food   | <input type="checkbox"/> big portions      |
| <input type="checkbox"/> a lively place | <input type="checkbox"/> a quiet place  | <input type="checkbox"/> a beautiful place |
| <input type="checkbox"/> fast service   | <input type="checkbox"/> polite service | <input type="checkbox"/> low prices        |

### READ

▶26|01 Read these restaurant reviews.

## Kassandra's Food Reviews

### Al Hambra ★★★★★ \$\$\$\$\$\$

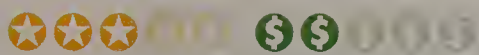
Spices are the reason people come to Al Hambra. The flavor of ginger, garlic, cumin, and lemon make the chicken in a pot our favorite choice. Another great choice for the main course is the lamb with ginger. There isn't any pork on the menu, but there are some delicious dishes with beef, chicken, or lamb. The portions are small, but the food is tasty. The appetizers are great. We especially like an appetizer called *zaalouk*. This is a salad made of eggplant and tomato. For dessert, we recommend the almond cookies. The restaurant is beautifully decorated and the dishes are beautiful to look at. Al Hambra is small, so be sure to make a reservation in advance.

**Note:** Al Hambra doesn't have a parking lot and there isn't any parking nearby, so you need to take public transportation. Also, you may need to wait, even with a reservation, but the atmosphere, food, and service are outstanding.





## Blue Star Diner



Blue Star Diner serves fresh food and huge portions in a comfortable atmosphere. It's not fancy, but the service is fast and the staff is polite. And there are some delicious entrees to choose from. All the fish dishes are good. Entrees come with soup, salad, and dessert. Some desserts are not so good, but the soups are usually tasty, and the salads are fresh. You won't be hungry when you leave the restaurant.

Blue Star Diner never takes reservations, so there is sometimes a long wait. But if you're looking for large portions at reasonable prices, Blue Star is a great choice.

**Note:** The restaurant is open 24 hours a day, and there's a big parking lot in the back.



### AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

atmosphere    delicious    main course    menu    reservation    service

- The food was \_\_\_\_\_. We will definitely go back to that restaurant.
- Everything on the \_\_\_\_\_ is fresh and tasty. Order whatever you like.
- I ordered steak for my \_\_\_\_\_. My friend ordered a pasta dish.
- All the servers were polite and helpful. The \_\_\_\_\_ was excellent.
- The restaurant has soft lights, slow music, and beautiful flowers everywhere. The \_\_\_\_\_ is romantic.
- Be sure to make a(n) \_\_\_\_\_ in advance. That restaurant is always crowded.

**B COMPREHENSION** Read the sentences about the restaurants. Check the restaurant each sentence describes.

|                                             | Al Hambra                | Blue Star Diner          |
|---------------------------------------------|--------------------------|--------------------------|
| 1. You get a lot to eat at this restaurant. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. This restaurant isn't big.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You can't make a reservation.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This restaurant never closes.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. This restaurant doesn't have parking.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There aren't any pork chops on the menu. | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then discuss: Which restaurant sounds better to you? Why?

## ARTICLES WITH COUNT AND NON-COUNT NOUNS; *SOME / ANY*

### Count and Non-Count Nouns

| Count Nouns |                     | Non-Count Nouns |        |
|-------------|---------------------|-----------------|--------|
| I bought    | a pear.<br>oranges. | I bought        | juice. |

### Articles and Nouns

| Indefinite Articles |                    |                     |
|---------------------|--------------------|---------------------|
|                     | Indefinite Article | Singular Count Noun |
| I bought            | a                  | banana.             |
| I didn't buy        | an                 | apple.              |

| Definite Article   |                  |                     |                |
|--------------------|------------------|---------------------|----------------|
|                    | Definite Article | Singular Count Noun |                |
| I bought a banana. | The              | banana              | was delicious. |
|                    | Definite Article | Non-Count Noun      |                |
| I bought coffee.   | The              | coffee              | was strong.    |
|                    | Definite Article | Plural Count Noun   |                |
| He bought oranges. | The              | oranges             | were sweet.    |

### *Some / Any* + Nouns

|                    | <i>Some / Any</i> | Plural Count Nouns |
|--------------------|-------------------|--------------------|
| He owns            | some              | restaurants.       |
| He doesn't own     | any               | cafés.             |
| Does he own        | any               | hotels?            |
|                    | <i>Some / Any</i> | Non-Count Nouns    |
| Carol wants        | some              | coffee.            |
| Carol doesn't want | any               | tea.               |
| Does Carol want    | any               | water?             |

# GRAMMAR NOTES

## 1 Count and Non-Count Nouns

There are **count nouns** and **non-count nouns**.

Nouns such as *apple*, *table*, and *menu* are **count nouns**. We call them count nouns because we **can count** them.

I ate **one pear** and **two apples**.

Nouns such as *milk*, *juice*, and *sugar* are **non-count nouns**. We call them non-count nouns because we **cannot count** them.

We need **milk**, **juice**, and **sugar**.

Some nouns can be both **count** and **non-count** nouns.

He bought three **cakes** for the party. (*count noun*)  
He ate some **cake**. (*non-count noun*)

**USAGE NOTE** In informal speaking, some non-count nouns are used as count nouns.

I'd like **two coffees** and **two sodas**.  
(= *I'd like two cups of coffee and two cans of soda.*)

**BE CAREFUL!** Do not add -s or -es to a non-count noun.

I need milk.  
**NOT** I need ~~milks~~.

## 2 Indefinite Articles A, An

Use **a** or **an** to talk about a person or thing for the first time, or when it is not clear which person or thing you mean.

Use **a** or **an** before a **singular count noun**.

I bought **a pear** and **an apple**.

Remember to use **a** before a **consonant sound**.

A: Do you want **a steak**?  
B: No. I want **a small** pasta dish.

Remember to use **an** before a **vowel sound**.

A: Did you eat **an appetizer**?  
B: Yes. I had **an avocado** salad.

**BE CAREFUL!** Do not put **a**, **an**, or a number before a non-count noun.

I want **rice**.  
**NOT** I want ~~a~~ rice.

## 3 Definite Article The

Use **the** when it is clear which person or thing you mean.

You can use **the** before singular count nouns, plural nouns, and non-count nouns:

- **singular count nouns**
- **plural nouns**
- **non-count nouns**

**The restaurant** is open.  
(*Both the speaker and listener know which restaurant.*)

A: Do you have any napkins?  
B: Yes. **The napkins** are over there.  
(*the napkins that A asked about*)

**The soup** is delicious.



## 4 Some and Any

Use **some** and **any** before **plural count nouns** and **non-count nouns**.

Use **some** with **affirmative statements**.

He wrote **some invitations**. (*plural count noun*)

He drank **some juice**. (*non-count noun*)

Use **any** with **negative statements**.

He didn't mail **any invitations**. (*plural count noun*)

He didn't drink **any soda**. (*non-count noun*)

We usually use **any** in **yes/no questions**.

Did you buy **any bananas**?

Did you buy **any milk**?

We can also use **some** in **yes/no questions** when we **offer** something or **ask for** something.

Would you like **some juice**? (*an offer*)

Can I have **some more milk**? (*a request*)

## PRONUNCIATION NOTE

26.02

### Stress with Indefinite Articles

The indefinite articles **a** and **an** are usually **unstressed**. They sound like /ə/ and /ən/.

I found **a** new restaurant.

It has **an** interesting menu.

## REFERENCE NOTES

For more information about **count nouns** and the **indefinite article**, see Unit 4 on page 44.

For **spelling and pronunciation rules for plural nouns**, see Appendices 8 and 10 on page 434.

For a list of **common non-count nouns**, see Appendix 11 on page 435.

Go to [MyEnglishLab](#) to watch the grammar presentation.

## STEP 3

## FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1-2, 4** Read the sentences. Underline the noun in each sentence. Then check (✓) the kind of noun it is.

|                                  | Singular<br>Count Noun              | Plural<br>Count Noun     | Non-Count<br>Noun        |
|----------------------------------|-------------------------------------|--------------------------|--------------------------|
| 1. I made a <u>reservation</u> . | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I need some information.      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. There's a menu over there.    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There aren't any spoons.      | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. We ate some delicious bread.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

|                                    | Singular<br>Count Noun   | Plural<br>Count Noun     | Non-Count<br>Noun        |
|------------------------------------|--------------------------|--------------------------|--------------------------|
| 6. We need one more napkin.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. There was a server there.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. There's a parking lot in back.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you want some coffee?        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. There aren't any cookies.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. There isn't any food left.     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The people here are very kind. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## EXERCISE 2 A, AN, THE, SOME, ANY

GRAMMAR NOTES 2-4 Complete the sentences. Circle the correct answers.

- You're in a restaurant. You need a napkin. Your friend sees one and says, \_\_\_\_  
 a. "Here's a napkin." b. "Here's the napkin."
- You ask about a person's job. Someone says, \_\_\_\_  
 a. "He's the lawyer." b. "He's a lawyer."
- It's your child's tenth birthday. You ask her what she wants for her party. She says, \_\_\_\_  
 a. "Please bake a cake." b. "Please bake some cake."
- You're at a restaurant. You say, \_\_\_\_  
 a. "Please pass some salts." b. "Please pass the salt."
- You lost your invitation to a party. You ask your friend, \_\_\_\_  
 a. "Where's a party?" b. "Where's the party?"
- You are in a new neighborhood. You ask, \_\_\_\_  
 a. "Are there any good restaurants here?" b. "Are there the good restaurants here?"
- You're in a restaurant. You say, \_\_\_\_  
 a. "I'd like a omelet with spinach and tomato." b. "I'd like an omelet with spinach and tomato."

### EXERCISE 3 A, AN, THE

GRAMMAR NOTES 2-3 Complete the conversations. Circle the correct answers.

1. A: I made a / an reservation for four for tonight.  
B: What time is a / the reservation?
2. A: What's a / the name of a / the restaurant?  
B: It's called Al Hambra. It's a / an Moroccan restaurant.
3. A: Does Al Hambra have a / the website?  
B: Yes, it does. The / A website has photos of the / an dishes they serve.
4. A: How are a / the prices at Al Hambra?  
B: High, but there's a / an early-bird special. It's cheaper from 4 to 6.
5. A: Oh, no! Our table is right next to the / a front door.  
B: Let's move. It's freezing whenever people open a / the door.
6. A: Excuse me, where's a / the restroom?  
B: It's next to a / the kitchen over there.
7. A: The / A view from a / the top of this building is great.  
B: Is there a / an elevator to the top floor?
8. A: Did you like a / the restaurant?  
B: Yes, I did. It was an / the excellent choice.

### EXERCISE 4 A, AN, THE

**A** GRAMMAR NOTES 2-3 Complete the conversation with *a*, *an*, or *the*.

- DAN: Where's the  
1. party?
- LAURA: At Rectangles Restaurant.
- DAN: Are \_\_\_\_\_  
2. Garcias coming?
- LAURA: Yes, they are.
- DAN: He's \_\_\_\_\_  
3. chef, right?
- LAURA: Yes, he is. His wife was \_\_\_\_\_  
4. accountant in Spain, but now she's \_\_\_\_\_  
5. chef, too.





DAN: I hope they like \_\_\_\_\_ food at Rectangles.  
6.

LAURA: I'm sure they'll like \_\_\_\_\_ atmosphere and \_\_\_\_\_ service. I hope they like  
\_\_\_\_\_ food, too.  
9.

DAN: Where do they work?

LAURA: She works at \_\_\_\_\_ Spanish restaurant, and he works at \_\_\_\_\_ Italian one.  
10. 11.

DAN: Where are their restaurants?

LAURA: \_\_\_\_\_ Spanish restaurant is in downtown Manhattan. \_\_\_\_\_ Italian  
12. 13.  
restaurant is in Queens.

26/03 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 5 A, AN, THE

GRAMMAR NOTES 2-3 Add *a*,  
*an*, or *the* where necessary.

Kel Warner is <sup>a</sup> college student.

He's English major. He has great  
part-time job. He writes for the  
school paper. Each week, the  
school paper has review of local  
restaurant, and Kel writes review.  
Kel can take friend to restaurant,  
and the school newspaper pays  
bill. Kel has wonderful job.



## EXERCISE 6 SOME AND ANY

**A GRAMMAR NOTE 4** Complete the conversation with *some* or *any*.

**MAN:** Could you bring some more bread, please?

**SERVER:** Certainly. . . Here you go. Anything else?

MAN: \_\_\_\_\_ water, please. With ice.

**SERVER:** Would you like \_\_\_\_\_ water, too, ma'am?

**WOMAN:** No, thanks. I don't want \_\_\_\_\_ water, but I'd like a glass of ginger ale.

**SERVER:** Sure.

**WOMAN:** Also, could we have \_\_\_\_\_ more butter?

**SERVER:** Of course.

**MAN:** Do you have \_\_\_\_\_ fish dishes? I don't eat meat, and I don't see \_\_\_\_\_  
6. 7.  
fish on the menu.

**SERVER:** I'm sorry—we don't have fish, but we have \_\_\_\_\_ delicious vegetarian dishes.

 26/04 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 7 SOME AND ANY

**GRAMMAR NOTE 4** Look at the chart about the food in the kitchen of Mario's restaurant. Write sentences with *some* and *any* about the food. Use the nouns in parentheses.

1. *There are some eggs.*  
(eggs)
2. *There aren't any tomatoes.*  
(tomatoes)
3. \_\_\_\_\_  
(juice)
4. \_\_\_\_\_  
(milk)
5. \_\_\_\_\_  
(beef)
6. \_\_\_\_\_  
(fish)
7. \_\_\_\_\_  
(ice cubes)
8. \_\_\_\_\_  
(ice cream)

| Food in Mario's Kitchen |   |
|-------------------------|---|
| eggs                    | ✓ |
| tomatoes                | - |
| Juice                   | ✓ |
| Milk                    | - |
| Beef                    | - |
| Fish                    | ✓ |
| ice cubes               | - |
| ice cream               | ✓ |

## EXERCISE 8 STRESS WITH INDEFINITE ARTICLES

26/05

**A PRONUNCIATION NOTE** Listen to the sentences. Then listen again and add *a* and/or *an* to each sentence.

1. I discovered *a* new restaurant on 2nd Street.
2. It has beautiful garden in the back.
3. We sat at table under umbrella.
4. I ate delicious appetizer.
5. It was avocado salad.
6. For the main course, I had eggplant dish.
7. Lily had hamburger.
8. I had apple pie for dessert.
9. Lily had orange sorbet.

26/05

**B** Listen again and repeat each sentence.

## EXERCISE 9 EDITING

**GRAMMAR NOTES 1-4** Read the paragraph. There are six mistakes. The first one is already corrected. Find and correct five more.

My friend Pierre <sup>the</sup>is chef at a small French restaurant.

He doesn't have the easy job. He works nights and weekends in an hot kitchen. A restaurant is always busy from 6:00 to 9:00 p.m. on weekdays and from 5:00 p.m. to 11:00 p.m. on Fridays and Saturdays. Pierre doesn't have some time to rest. Pierre wants his boss to hire some more people, but his boss won't do it. Pierre is looking for the better job.





**EXERCISE 10 LISTENING**

- ▶ 26:06 **A** Listen to the conversation. Miguel is helping Theresa prepare for a party. Check (✓) the food Miguel buys.

|                                           |                                    |                                |                               |
|-------------------------------------------|------------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> cheese           | <input type="checkbox"/> ice       | <input type="checkbox"/> nuts  | <input type="checkbox"/> soda |
| <input checked="" type="checkbox"/> chips | <input type="checkbox"/> ice cream | <input type="checkbox"/> salsa | <input type="checkbox"/> tuna |

- ▶ 26:06 **B** Listen again. Answer the questions.

- What's the problem? \_\_\_\_\_
- Why is Miguel upset? \_\_\_\_\_

- ▶ 26:06 **C** Listen again. Work with a partner. Talk about the food that Miguel buys for the party. Is it the same food you buy for parties? What food do you buy?

EXAMPLE: **A:** Miguel buys soda. I don't buy any soda for parties. My friends don't drink soda. They drink water or juice.

**B:** I buy soda, but I never buy ...

**EXERCISE 11 I'D LIKE SOME EGGS**

**ROLE PLAY** Work in groups of three. Two students are customers at a diner. The third student is the server. Look at the breakfast menu. Role-play a conversation about ordering food.

EXAMPLE: **A (SERVER):** Good morning. Can I get you some water?

**B (CUSTOMER 1):** Yes, please.

**C (CUSTOMER 2):** Yes, but please don't give me any ice.

**A (SERVER):** OK. Are you ready to order?

**B (CUSTOMER 1):** Yes. I'd like ...

## « « BREAKFAST SPECIALS » »

**SPECIAL 1 \$5.99**

Juice: orange, grapefruit,  
or pineapple

Cereal: hot or cold

Toast or bagel

Coffee or tea

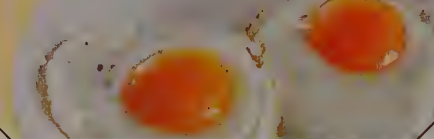
**SPECIAL 2 \$8.99**

Juice: orange, grapefruit,  
or pineapple

Two eggs served with  
potatoes or fruit

Toast or bagel

Coffee or tea

**SPECIAL 3 \$8.99**

Juice: orange, grapefruit,  
or pineapple

Pancakes or waffles

Coffee or tea



## EXERCISE 12 A RESTAURANT RECOMMENDATION

**A PRESENTATION** You are going to talk about a restaurant. First, think about a restaurant you know and like. Take notes in the chart about the restaurant. Use the phrases in the box or your own ideas.

**Food:** delicious, spicy, bland, simple, rich, salty, sweet

Any vegetarian choices? Any dairy-free choices?

**Service and servers:** fast, slow, polite, friendly, helpful

**Atmosphere:** comfortable, romantic, modern, traditional, noisy, quiet

Any music?

**Cost:** inexpensive, reasonable, expensive

Any discounts?

**Location:** near public transportation, free parking

|                   |  |
|-------------------|--|
| Restaurant        |  |
| Food              |  |
| Service / Servers |  |
| Atmosphere        |  |
| Cost              |  |
| Location          |  |

**B** Work in a group. Tell your group about your restaurant. Answer their questions.

EXAMPLE: **A:** I really like the restaurant Bella Vista.

**B:** Where is it?

**A:** It's on Main Street. There isn't any free parking, but it's near buses and trains.

**C:** What kind of food does it have?

**A:** Italian food.

**D:** How is ...?

## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read a student's review of a school cafeteria. Then think about a place to eat near your school. It can be a school cafeteria, a restaurant, or a take-out place. Rate the place (★) and the cost (\$), and give the address and phone number. Take notes about it in the chart.

★★ **Fairfax University Cafeteria** \$  
 40 Union Square, Middletown, NJ 07748  
 555-459-0909

You're hungry. You don't have a lot of time or money. Where can you get something to eat? Try the cafeteria at Fairfax University. There aren't any servers because it's a self-service restaurant, but there's never a long wait. Some dishes are not very good, so be careful what you order. The vegetables and spaghetti are overcooked, but there are some delicious sandwiches. So, if you want some quick and cheap food, check out Fairfax University Cafeteria.

Rating scale:

★★★★ = excellent

★★★ = good

★★ = fair

★ = poor

\$\$\$ = expensive

\$\$ = moderate prices

\$ = inexpensive

|                    |  |
|--------------------|--|
| Name of Restaurant |  |
| Rating             |  |
| Cost               |  |
| Food Quality       |  |
| Atmosphere         |  |
| Service            |  |

**B WRITE** Write a review of a place to eat near your school. Use the review in A and your chart. Use *a*, *an*, *the*, *some*, and *any* with nouns.

**C CHECK YOUR WORK** Read your paragraph in B. Underline articles, *some* and *any*, and nouns in your paragraph. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use *a* or *an* with singular count nouns, not non-count nouns
- ☐ use *a* or *an* when it is not clear which person or thing you mean
- ☐ use *the* when it is clear which person or thing you mean
- ☐ use *some* with affirmative statements
- ☐ use *any* with negative statements and questions

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.



# UNIT 26 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Choose the correct answers.

1. The baby spilled his milk. I need some / a napkins.
2. Please pass a / the salt.
3. Will you buy a / an avocado for the salad?
4. We didn't find any / some apples at the store.

**B** Change the sentences to the negative.

1. We need some glasses. \_\_\_\_\_
2. I want some help. \_\_\_\_\_
3. There are some menus on the table. \_\_\_\_\_
4. He has some free time. \_\_\_\_\_

**C** Complete the sentences with *a*, *an*, or *the*.

We bought Grandpa \_\_\_\_\_<sub>1.</sub> watch and \_\_\_\_\_<sub>2.</sub> tie. I hope he liked \_\_\_\_\_<sub>3.</sub> watch. He didn't like \_\_\_\_\_<sub>4.</sub> tie. Next year, we'll take him to \_\_\_\_\_<sub>5.</sub> restaurant. He always likes \_\_\_\_\_<sub>6.</sub> good meal.

**D** Correct the conversations. There are six mistakes.

1. A: What are you looking for?  
B: I need a stamps. I wrote any letters, and I want to mail them.
2. A: A refrigerator looks empty. There isn't some yogurt.  
B: There aren't an eggs either. We need to go shopping, but we don't have a time today. Let's go shopping tomorrow.

Now check your answers on page 450.

# How much and How many; Quantifiers

## DESSERTS

## OUTCOMES

- Ask about quantities of things
- Describe quantities with *a lot*, *a few*, *a little*, *much*, and *many*
- Recognize details in a conversation about food
- List ingredients mentioned in a conversation about a recipe
- Discuss recipes and different kinds of food
- Write a conversation between a shopper and a clerk

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. Do you have a favorite dessert? What is it?
2. Where is it from?
3. What's in it?

## READ



27/01 Read this conversation between two students.

## International Desserts

Once a month, students in Robert Fertita's English class bring a dessert from their country. Wasana and Carlos are two students in Robert's class.

**WASANA:** Carlos, try some of my dessert. It's very popular in Thailand.

**CARLOS:** OK, thanks, Wasana.

**WASANA:** How much do you want?

**CARLOS:** Just a little. That's enough. . . . Hmm. It's not bad.

**WASANA:** What do you mean, not bad? It's delicious.

**CARLOS:** Actually, it is pretty good. It's just that color. . . . I don't usually eat purple rice. What's in it?

**WASANA:** Well, there's white and black rice, coconut milk, sugar, salt, and mangoes. It's not hard to prepare.

**CARLOS:** Maybe I'll try to make it. How much rice do you use?

**WASANA:** A cup of white rice and a cup of black rice. The black rice gives it that dark color.

**CARLOS:** How much coconut milk?



WASANA: Two cups.

CARLOS: And how many mangoes?

WASANA: Three.

CARLOS: I love mangoes. I have a few in my refrigerator right now. I have an idea. I'll buy the rest of the ingredients and watch you prepare the dessert.

WASANA: OK. But then you have to show me how to make those delicious cookies from Colombia.

CARLOS: You mean the ones with the dulce de leche<sup>1</sup> filling? I can't. I just go to the grocery store and buy them. They sell them all over my neighborhood.

<sup>1</sup> dulce de leche: a dish made with sweetened milk

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

ingredients    in season    neighborhood    prepare    pretty good    taste

1. This lemon chicken has an amazing \_\_\_\_\_. What's in it?
2. Peaches are not \_\_\_\_\_ right now, so I bought apples.
3. It takes two hours to \_\_\_\_\_ that dish.
4. There are two good fruit and vegetable stores in my \_\_\_\_\_.
5. This cake is \_\_\_\_\_, but I prefer the pie.
6. Do you know the \_\_\_\_\_ of this pie? I want to make it.

**B COMPREHENSION** Read the questions. Circle the correct answers.

1. How much of Wasana's dessert does Carlos want to taste?  
a. a lot                      b. a little
2. How many types of rice does Wasana use in her dessert?  
a. two                        b. three
3. How much coconut milk does Wasana use?  
a. one cup                  b. two cups
4. How many mangoes does Wasana use?  
a. two                        b. three
5. How much time does Carlos spend preparing his dessert?  
a. a little time              b. no time

**C DISCUSSION** Work with a partner. Compare your answers in B. Then make three false statements about the conversation. Your partner corrects them.



## HOW MUCH AND HOW MANY; QUANTIFIERS

Questions with *How Much*

| <i>How much</i> | Non-count Noun |              |
|-----------------|----------------|--------------|
| How much        | milk           | do you need? |

## Answers

## Quantifier

A lot. (A lot of milk.)  
 Two quarts. (Two quarts of milk.)  
 A carton. (A carton of milk.)  
 A glass. (A glass of milk.)  
 A cup. (A cup of milk.)  
 A little. (A little milk.)  
 Not much. (Not much milk.)

Questions with *How Many*

| <i>How many</i> | Plural Count Noun |             |
|-----------------|-------------------|-------------|
| How many        | apples            | do we need? |

## Answers

## Quantifier

A lot. (A lot of apples.)  
 One bag. (One bag of apples.)  
 Two pounds. (Two pounds of apples.)  
 One or two. (One or two apples.)  
 A few. (A few apples.)  
 Not many. (Not many apples.)

## GRAMMAR NOTES

1 *How much and How many*

Use *how much* or *how many* to ask about the quantity of something.

Use *how much* before **non-count nouns**.

**How much juice** do you have?

Use *how many* before **count nouns**.

**How many lemons** do you need?

**USAGE NOTE** We don't always repeat the noun after *how much* or *how many* if the listener knows the noun the speaker is talking about.

**How much** does it cost? (= *How much money is it?*)

A: I bought cupcakes.

B: **How many** did you buy?

(= *How many cupcakes did you buy?*)

## 2 Quantifier: A lot of

Use **a lot of** for large amounts. You can use **a lot of** in affirmative statements, negative statements, and questions.

Use **a lot of** + plural count nouns.

There are **a lot of nuts** in the cake.  
There aren't **a lot of berries** in the pie.  
Are there **a lot of cookies** in the kitchen?

You can also use **a lot of** + non-count nouns.

There is **a lot of sugar** in my tea.

**BE CAREFUL!** We use **a lot**, not **a lot of**, to answer questions.

A: How many nuts did you eat?  
B: **A lot.**  
**NOT** ~~A lot of.~~

## 3 Quantifiers: Much, Many

Use **much** and **many** for large amounts.

Use **much** before non-count nouns in negative statements and questions.

There isn't **much juice**.  
How **much milk** is there?

Use **many** before plural count nouns in affirmative statements, negative statements, and questions.

There are **many oranges** in the refrigerator.  
There aren't **many eggs**.  
Are there **many cupcakes**?  
How **many apples** are there?

We can use **Not much** or **Not many** to talk about small amounts when we answer questions with *how much* or *how many*.

A: **How much** milk is left?  
B: **Not much.**  
A: **How many** cupcakes did you buy?  
B: **Not many.**

**USAGE NOTE** In speaking, we usually use **A lot**, not **Much** or **Many**, to answer questions with *how much* or *how many*.

A: **How much** juice did he drink?  
B: **A lot.**  
A: **How many** oranges did he eat?  
B: **A lot.**

**BE CAREFUL!** We usually do not use **much** in affirmative statements in conversation and informal writing. We use **a lot of**.

There's **a lot of** milk in the refrigerator.  
**NOT** There is ~~much milk~~ in the refrigerator.

## 4 Quantifiers: A few, A little

Use **a few** and **a little** for small amounts.

Use **a few** + count nouns.

There are **a few apples** in the refrigerator.

Use **a little** + non-count nouns.

There is **a little milk** left.

## 5 Counting Non-Count Nouns

Use measure words or containers + *of* to count non-count nouns.

A *quart*, a *liter*, and a *teaspoon* are **measure words**. They give an exact amount.

We need **a quart of milk**.

He drank **a liter of water**.

Add **2/3 of a cup of sugar**.

A *glass* and a *box* are **containers**.

I drank **two glasses of lemonade**.

We bought **a box of cereal**.

### REFERENCE NOTE

For a list of expressions used for **quantifying non-count nouns**, see Appendix 12 on page 435.

Go to MyEnglishLab to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1–4** Underline the noun in each phrase. Then check (✓) the kind of noun it is.

|                     | Singular<br>Count Noun              | Plural<br>Count Noun     | Non-Count<br>Noun        |
|---------------------|-------------------------------------|--------------------------|--------------------------|
| 1. a <u>recipe</u>  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. how much milk    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. how many eggs    | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. a lot of raisins | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. a few nuts       | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. a little juice   | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. an orange        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

### EXERCISE 2 HOW MUCH, HOW MANY, AND A LOT

**GRAMMAR NOTES 1–3** Complete the conversations with *How much* or *How many*. Complete the answers with *Not much*, *Not many*, or *A lot*.

1. A: How many cookies do you prepare in a week?

B: A lot. We bake for everyone at work. We bake a few dozen each week.

2. A: \_\_\_\_\_ time does it take you to bake that cake?

B: \_\_\_\_\_. Only about an hour and a half, including the baking time.



3. A: \_\_\_\_\_ different kinds of cupcakes do they offer?  
B: \_\_\_\_\_. There are only two or three choices.
4. A: \_\_\_\_\_ do they spend on ice cream each week?  
B: \_\_\_\_\_. They only eat ice cream when friends come over.
5. A: \_\_\_\_\_ sugar do you use in your muffins?  
B: \_\_\_\_\_. I don't like muffins that are too sweet.
6. A: \_\_\_\_\_ eggs did you buy?  
B: \_\_\_\_\_. Three dozen. I use eggs when I cook, and we all eat eggs for breakfast.
7. A: \_\_\_\_\_ people did you invite?  
B: \_\_\_\_\_. I invited all my friends and relatives, and I have many friends and a big family.

### EXERCISE 3 MANY AND MUCH

GRAMMAR NOTE 3 Complete the sentences with *many* or *much*.

If you don't have much<sub>1.</sub> time to bake and you're having a party, go to Martha's Bakery. Martha's Bakery has \_\_\_\_\_<sub>2.</sub> delicious desserts. People from all over the city go to Martha's Bakery, and \_\_\_\_\_<sub>3.</sub> restaurants get desserts from Martha's Bakery, too. There isn't \_\_\_\_\_<sub>4.</sub> parking near the bakery, so it's best to use public transportation. If you need good bread, they sell \_\_\_\_\_<sub>5.</sub> different kinds of bread and rolls. So, remember: You won't have \_\_\_\_\_<sub>6.</sub> work or worry if you use Martha's Bakery for your next party.



## EXERCISE 4 MANY, MUCH, AND NOUNS

**GRAMMAR NOTE 3** Complete the conversations. Use *many* or *much* and the words from the box.

choices      information      people      stores      time      ~~traffic~~

1. A: How long did it take you to get to the café yesterday?  
B: There wasn't much traffic, but it still took us a half an hour to get there.
2. A: It was a holiday. Were \_\_\_\_\_ open?  
B: Yes. A lot of people like to shop on holidays.
3. A: Was your boyfriend with you?  
B: Yes, but he didn't have \_\_\_\_\_. We got to the café at 8:15, and he had to leave for work at 9:00.
4. A: How \_\_\_\_\_ were you with?  
B: There were six of us. We went to a café on Elm Street.
5. A: How were the desserts?  
B: Delicious, but there weren't \_\_\_\_\_. They only had apple pie or chocolate cake.
6. A: What were the ingredients in the apple pie?  
B: I don't know. There wasn't \_\_\_\_\_ about ingredients on the menu!

## EXERCISE 5 A FEW, A LITTLE, MUCH, MANY, AND A LOT OF

**GRAMMAR NOTES 2-4** Complete the sentences. Circle the correct answers.

1. We need to get some more apples. We only have (a few) / a little left.
2. There's a few / a little yogurt in the refrigerator. I didn't finish it all.
3. There's just many / a little milk left. We need to buy more.
4. I want to buy a lot of / much muffins. My grandparents are visiting us, and they love muffins.
5. We don't have many / much cheese. Let's add that to our shopping list.
6. Much / A lot of these rolls are stale. I'll stop at the bakery and buy some fresh ones.
7. Hurry. There isn't many / much time. The store will close in half an hour.

## EXERCISE 6 CONTAINERS

**A GRAMMAR NOTE 5** Look at the pictures. Complete the conversation. Circle the correct answers.



GRACE: Can you tell me how to make your berry dessert drink?

BRAD: Sure. First, buy a can / box of chickpeas, a container / jar of orange juice, a bag / pint of fresh strawberries, and a box / jar of honey.

GRACE: And then what do you do?

BRAD: I put the can / box of chickpeas, one and a half cups / bags of orange juice, two cups / cans of strawberries, and two tablespoons / cans of honey in a blender. When it's smooth, I add six ice cubes. Then I blend it again. It's delicious!

27/02 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 7 EDITING

**GRAMMAR NOTES 1-5** Read the conversations. There are seven mistakes. The first mistake is already corrected. Find and correct six more.

1. A: How <sup>many</sup>~~much~~ cookies are there in the box?

B: Only one. Mary ate the rest.

2. A: How much soda do we need for the party?

B: Just a few. We have a lot juice and water.

3. A: How many flour do you need?

B: Two cups.

4. A: How many egg are there in the cake? And how much sugars?

B: Four eggs and three cup of sugar.



## EXERCISE 8 LISTENING

▶ 27/03

**A** Listen to a conversation about a recipe for baklava. Read the statements. Check (✓) *True* or *False*.

- |                                              | True                     | False                    |
|----------------------------------------------|--------------------------|--------------------------|
| 1. Laura thinks Murat's baklava tastes good. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The recipe is a family secret.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Laura will tell Murat about her baklava.  | <input type="checkbox"/> | <input type="checkbox"/> |



▶ 27/03

**B** Listen again. Check (✓) the ingredients in the recipe.

- |                                            |                                       |                                |                                       |                                          |
|--------------------------------------------|---------------------------------------|--------------------------------|---------------------------------------|------------------------------------------|
| <input type="checkbox"/> apple             | <input type="checkbox"/> chopped nuts | <input type="checkbox"/> cream | <input type="checkbox"/> phyllo dough | <input type="checkbox"/> vanilla extract |
| <input checked="" type="checkbox"/> butter | <input type="checkbox"/> cinnamon     | <input type="checkbox"/> honey | <input type="checkbox"/> sugar        | <input type="checkbox"/> water           |

▶ 27/03

**C** Listen again. Take notes on the amount of each ingredient in the baklava. Then ask your partner the amount of each ingredient.

EXAMPLE: **A:** How much butter do you need for the baklava?

**B:** A cup. You need the butter for the pan. How many nuts?

## EXERCISE 9 WHAT DO YOU KNOW ABOUT DESSERTS?

**A GAME** Work in a group. Read the questions. Discuss. Then circle the correct answers.

# What Do You Know About Desserts?



- Biscotti are small rectangular cookies from Italy. How many times do you bake biscotti?
  - twice
  - three times
  - four times
- Scientists say that dark chocolate is good for your health. How much chocolate should you eat every day?
  - about 2 ounces (60 ml)
  - about 10 ounces (296 ml)
  - about 50 ounces (1,480 ml)

3. Chocolate companies make a lot of money. How much is the chocolate industry worth today?
- a. about 100 million dollars      b. about 10 billion dollars      c. about 100 billion dollars
4. A lot of chocolate comes from Africa. How much of the world's cocoa comes from Africa?
- a. less than half      b. about two-thirds      c. almost all
5. The Brussels Airport is the biggest seller of chocolate in the world. How many pounds of chocolate do vendors sell there every day?
- a. about 500      b. about 1,000      c. about 2,000
6. You need milk to make ice cream. How many gallons of milk do you need to make one gallon of ice cream?
- a. two      b. three      c. four
7. In the late nineteenth century, cupcake recipes were simple. They used four eggs, three cups of flour, and two cups of sugar. They also used butter. How much butter did they use?
- a. one cup      b. two cups      c. five cups
8. The "Black Diamond" is a dessert at a café in Dubai. It consists of a scoop of vanilla ice cream with Italian truffles, Iranian saffron, and gold flakes. How much does this ice cream dessert cost?
- a. \$78      b. \$817      c. \$1,718
9. Americans buy a lot of chocolate on Valentine's Day. How many pounds of chocolate do they buy every year on Valentine's Day?
- a. 28 million pounds      b. 48 million pounds      c. 58 million pounds
10. There's a World Custard Pie Throwing Championship every year in England. You get 2 points for a hit on the arm. You get 3 points for a hit on the chest. How many points do you get for a hit in the face?
- a. 4 points      b. 5 points      c. 6 points

**B** Check your answers on page 453. The group with the most correct answers wins.



## EXERCISE 10 COOKIES AND PIE

**INFORMATION GAP** Work with a partner. Student A will follow the instructions below. Student B will follow the instructions on page 458.

### STUDENT A

- Look at the list of ingredients for chocolate chip cookies. Ask Student B questions to find out how much you need of each ingredient to make chocolate chip cookies. Write the amounts to complete the recipe.

EXAMPLE: A: How much flour do you need for the chocolate chip cookies?

B: Two and half cups.

### Chocolate Chip Cookies



7 ounces chocolate chips

\_\_\_\_\_ flour

\_\_\_\_\_ teaspoons

baking powder

1 cup chopped walnuts

\_\_\_\_\_ butter

\_\_\_\_\_ sugar

\_\_\_\_\_ brown sugar

\_\_\_\_\_ eggs

1 teaspoon vanilla extract

- Now look at the list of ingredients for apple pie. Answer Student B's questions about apple pie.

EXAMPLE: B: How much flour do you need for the apple pie crust?

A: Two cups of flour.

### Apple Pie



#### THE CRUST

2 cups flour

1 teaspoon salt

$\frac{2}{3}$  cup shortening  
(= two-thirds of a cup)

5 tablespoons cold water

#### THE FILLING

$\frac{1}{3}$  cup sugar  
(= a third of a cup)

$\frac{1}{4}$  cup flour  
(= one-quarter of a cup)

$\frac{1}{2}$  teaspoon ground cinnamon  
(= half a teaspoon)

$\frac{1}{2}$  teaspoon ground nutmeg

a pinch of salt

8 medium-size apples

2 tablespoons butter



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Ani, a student, is at a bakery. She's shopping for desserts for a class party. Read her conversation with the baker. Then make a list of desserts for a party for your class. Work with a partner. Tell your partner what you want to buy.

BAKER: May I help you?

ANI: Yes, thank you. I'd like a chocolate cake with chocolate filling.

BAKER: OK. How about this one?

ANI: It looks delicious. How much is it?

BAKER: Twenty-five dollars.

ANI: I'll take it.

BAKER: What else would you like?

ANI: I'd like a few of those red velvet cupcakes.  
How much are they?

BAKER: Two dollars each. How many would you like?

ANI: Ten, please.

### Shopping List

**B WRITE** Write a conversation at a bakery. Use the conversation in A and your shopping list. Use *how much*, *how many*, and quantifiers.

**C CHECK YOUR WORK** Read your conversation. Underline *how much* and *how many* and the nouns they refer to. Circle quantifiers. Use the Editing Checklist to check your work.

#### Editing Checklist

Did you ...?

- ☐ use *how much*, *much*, and *a little* with non-count nouns
- ☐ use *how many*, *many*, and *a few* with plural count nouns
- ☐ use *a lot of*, *much*, and *many* for large amounts
- ☐ use *a little* and *a few* for small amounts

**D REVISE YOUR WORK** Read your conversation again. Can you improve your writing? Make changes if necessary.

# UNIT 27 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with *How many* or *How much*.

- \_\_\_\_\_ people went to the party?
- \_\_\_\_\_ servers did they have?
- \_\_\_\_\_ juice do you need?
- \_\_\_\_\_ cups of coffee did he drink?
- \_\_\_\_\_ food was left?

**B** Write simple present questions with the words in parentheses. Begin with *How many* or *How much*.

- \_\_\_\_\_ (chocolate / you eat in a week)
- \_\_\_\_\_ (teaspoons of sugar / you take)
- \_\_\_\_\_ (time / you spend online)
- \_\_\_\_\_ (sisters / you have)
- \_\_\_\_\_ (coffee / you drink every day)

**C** Complete the sentences. Circle the correct answers.

- There isn't much / many food in the refrigerator.
- There's a lot of / many snow in Alaska.
- We bought a can / a can of pineapples.
- He drinks a lot / a lot of tea.
- We only spent a few / a little money on the party.

**D** Correct the sentences. There are five mistakes.

- There were only a little people at the meeting.
- There are a few peach in the refrigerator.
- How much eggs do you need?
- How much bottles of juice did they buy?
- There are not much books in their home.

Now check your answers on page 450.

# *Too many and Too much; Enough + Noun*

## THE RIGHT PLACE TO LIVE

## OUTCOMES

- Use *too + much / many / few / little* and *not enough* to say there isn't a right amount of something
- Use *enough* to say there is a right amount of something
- Recognize details in an article about two cities
- Compare apartments described in a conversation
- Discuss the pros and cons of living in certain places
- Write a letter about problems in your town or city

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Think about the city you are in. Answer the questions.

1. Does your city or town have any of these problems? If so, check (✓) the problems.

- |                                          |                                          |                                             |
|------------------------------------------|------------------------------------------|---------------------------------------------|
| <input type="checkbox"/> not enough jobs | <input type="checkbox"/> too many people | <input type="checkbox"/> too much pollution |
| <input type="checkbox"/> too few parks   | <input type="checkbox"/> too much noise  | <input type="checkbox"/> too much traffic   |

2. Where would you like to live?

## READ

28/01 Read these student blog posts about two cities.

## *Dream Locations*

**Miami Beach, Florida** Some people call my town The American Riviera. Other people say it's the Latin Hollywood. For me, it's a great place to live. We have sunny weather, beautiful beaches, and palm trees. From January to March the sky is blue, and the temperature is in the 70s F (20s C). There are a lot of water activities, the nightlife is great, and it's a very cosmopolitan area.

But it's not perfect. In the summer months, the weather is hot and humid, and storms are common. Public transportation isn't very good. There are *too few* buses, and there isn't a subway, so there's often *too much* traffic. In addition, there aren't *enough* jobs. Unemployment is often high, and salaries are often low.

Some say that in Miami, they pay you in sunshine. But if you have a job, and you like warm weather, beautiful beaches, and a lively nightlife, Miami Beach is a great place to live.

—Jeff Medina





**Tromsø, Norway** I find most cities have too much traffic, pollution, and crime. They also have too many people, and not enough trees and animals. That's why I love my town of Tromsø in the country of Norway. Here the air is clean, and you can hike and fish and see the stars at night. There isn't much crime, and there isn't too much traffic. But winters are long, and some people complain because there's too little sunlight. But I'm happy to live here far away from the noise and confusion of big city life.

—Astrid Enberg



## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

cosmopolitan      crime      pollution      transportation      unemployment      weather

- The \_\_\_\_\_ here is awful. Summers are very hot, and winters are very cold.
- The \_\_\_\_\_ from the factories is causing health problems among children in the area.
- That's a very safe neighborhood. There is almost no \_\_\_\_\_.
- This town has good public \_\_\_\_\_, so you don't need a car.
- There are people from all over the world in that city. It's a very \_\_\_\_\_ place.
- \_\_\_\_\_ is low here, so he expects to find a good job soon.

**B COMPREHENSION** Read the statements. Check (✓) the city the person is describing.

|                                           | Miami Beach              | Tromsø                   |
|-------------------------------------------|--------------------------|--------------------------|
| 1. There are too many cars on the road.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It's a lively place.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It's sometimes very cold.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. It's hot and humid for months.         | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. It's a safe place to live.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. There isn't enough sunlight in winter. | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Compare your answers in B. Discuss: Which city do you prefer? Why?

## TOO MANY AND TOO MUCH, ENOUGH + NOUN

## Too many/Too few

|           | Too many/Too few | Plural Count Noun |
|-----------|------------------|-------------------|
| There are | too many         | cars.             |
|           | too few          | parking spaces.   |

## Too much/Too little

|          | Too much/Too little | Non-Count Noun |
|----------|---------------------|----------------|
| There is | too much            | noise.         |
|          | too little          | light.         |

## Enough + Noun

|    |            | Enough | Noun (Plural Count or Non-Count) |
|----|------------|--------|----------------------------------|
| We | have       | enough | workers.                         |
|    | don't have |        | money.                           |

## GRAMMAR NOTES

## 1 Too many and Too few

*Too many* and *too few* have a **negative** meaning. They come before **plural count nouns**.

*Too many* means **more than the right amount**.

**Too many students** registered for the level 2 course.  
(There was room for ten students. Fifteen students registered.)

*Too few* means **less than the right amount**.

**Too few students** registered for the level 3 course, so they canceled the class.  
(Five registered. They needed seven to hold the class.)

## 2 Too much and Too little

*Too much* and *too little* have a **negative** meaning. They come before **non-count nouns**.

*Too much* means **more than the right amount**.

You gave me **too much change**.  
(It cost three dollars. I gave you five dollars. You gave me three dollars change.)

*Too little* means **less than the right amount**.

We had **too little time**.  
(We couldn't finish the test.)

**BE CAREFUL!** *Too much* or *too little* cannot come before an adjective. **Too** alone comes before an adjective.

It is **too cold**.  
**NOT** It is too ~~much~~ cold.

### 3 Enough + Noun

*Enough* has a **positive** meaning. *Not enough* has a **negative** meaning. They come before **plural count nouns** or **non-count nouns**.

*Enough* means **the amount you need**.

There are **enough eggs**.

(*We need six eggs, and we have six eggs.*)

There's **enough sugar**.

Is there **enough milk**?

Are there **enough eggs**?

*Not enough* means **less than the amount you need**.

There aren't **enough apples**.

(*We need three apples, but we only have two apples.*)

There isn't **enough milk**.

## REFERENCE NOTE

For more information about *too* + adjective, see Unit 33 on page 403.

Go to [MyEnglishLab](#) to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**A GRAMMAR NOTES 1–3** Read about New York City. Underline *too much*, *too many*, *too few*, *too little*, *enough*, and the nouns that follow.

## New York City

Many people call New York City the capital of the world. It has a great cultural life and offers a lot of things to do. There are almost too many things to do here. There are job opportunities, good health care, and a very cosmopolitan atmosphere. Some people call it the city that never sleeps.

But housing is very expensive. There are not enough homes for ordinary people. You pay a lot of money to live in an apartment the size of a closet. In addition, there are too few schools, and many schools are overcrowded. Often, there's too much traffic, and too many people work too many hours with too little time for themselves or their families.

Still, this is a city of opportunity, and I'd rather live here with over eight million other New Yorkers than any other place on earth.





**B** Look at the passage about New York City again. Write the noun that follows each *too* phrase below. Check (✓) the kind of noun it is.

|                           | Non-Count<br>Noun        | Plural<br>Count Noun                |
|---------------------------|--------------------------|-------------------------------------|
| 1. too many <u>things</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. not enough _____       | <input type="checkbox"/> | <input type="checkbox"/>            |
| 3. too few _____          | <input type="checkbox"/> | <input type="checkbox"/>            |
| 4. too much _____         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 5. too many _____         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 6. too many _____         | <input type="checkbox"/> | <input type="checkbox"/>            |
| 7. too little _____       | <input type="checkbox"/> | <input type="checkbox"/>            |

## EXERCISE 2 TOO MUCH AND TOO MANY

**GRAMMAR NOTES 1–2** Complete the sentences with *too many* or *too much* and the words from the box.

crime    noise    pollution    rats    storms    ~~unemployment~~

- Jobs are hard to find. There's too much unemployment in this town.
- The climate isn't good. There are \_\_\_\_\_.
- The streets aren't safe. There's \_\_\_\_\_.
- It's often hard to breathe the air here. There's \_\_\_\_\_.
- There's \_\_\_\_\_ in that neighborhood. We can't sleep at night.
- There are \_\_\_\_\_ in that area. They should get rid of them.

## EXERCISE 3 TOO LITTLE AND TOO FEW

**GRAMMAR NOTES 1–2** Complete the conversations. Circle the correct answers.

1. **A:** Is the new school open?

**B:** No. They had too little / too few time to finish it before the new school year.

2. **A:** The lines at this supermarket are so long!

**B:** I know. They have too little / too few cashiers. They need to hire more.

3. **A:** Why do you want to move?

**B:** We really like our apartment, but we have too little / too few space. It's not comfortable here for the five of us.

4. A: Why did they cancel the course?  
B: Too little / Too few people registered for it.
5. A: Why do so many young people leave this town?  
B: There are too little / too few things to do here.
6. A: Why is the tree dying?  
B: There was too little / too few rain this spring.
7. A: Is this a good neighborhood for families?  
B: No. There are too little / too few playgrounds for children.

## EXERCISE 4 ENOUGH AND NOT ENOUGH

**GRAMMAR NOTE 3** Complete the conversations. Use *is enough*, *isn't enough*, *are enough*, or *aren't enough* and the words from the box.

bakeries    ~~doctors~~    jobs    parks    plumbers    snow    trash cans

1. A: What's the problem?  
B: There aren't enough doctors in that hospital. The hospital needs to hire more of them.
2. A: Let's build a snowman, Mommy.  
B: OK, Livi. There \_\_\_\_\_. It snowed all night long.
3. A: Look at all the garbage on the sidewalk.  
B: I know. There \_\_\_\_\_ in this area.
4. A: Why are many people moving away? Is it because they can't find work?  
B: No. There \_\_\_\_\_ in this area. But the weather is really bad.
5. A: I can't find anyone to fix my sink.  
B: I know. There \_\_\_\_\_ in this area.
6. A: I think there's going to be a new bakery in that empty store.  
B: That's too bad. There \_\_\_\_\_ bakeries around here.  
We really need a good fruit and vegetable market.
7. A: There \_\_\_\_\_ around here.  
B: I agree. Children need a place to run around and play.

## EXERCISE 5 TOO MUCH, TOO MANY, TOO FEW, AND TOO LITTLE

**GRAMMAR NOTES 1–2** Complete the conversations with *too many*, *too much*, *too few*, or *too little*.

1. A: Why don't you want to move to Rockford?  
B: The climate there is OK, but the health care is terrible. There are too few doctors and hospitals.
2. A: What's wrong with Middletown?  
B: The climate. It gets \_\_\_\_\_ rain and humidity. It's wet most of the year.
3. A: How about moving to Newtown?  
B: It's boring. There are \_\_\_\_\_ things to do there.
4. A: Do you go to that beach?  
B: Not in the summer. There are \_\_\_\_\_ people at that time of year. It's very crowded.
5. A: Did you buy the house?  
B: No. It had \_\_\_\_\_ problems.
6. A: Did he get to Miami Beach when he was in Florida for business?  
B: No, he didn't. He had \_\_\_\_\_ time.

## EXERCISE 6 TOO AND ENOUGH

**GRAMMAR NOTES 1–3** Complete the sentences. Circle the correct answers.

1. A: Why are there (too few) / enough math teachers in your city?  
B: People with math degrees work for the big companies. The salaries are higher.
2. A: There are not enough / too many cars on the highway today.  
B: You're right. Let's take a different route.
3. A: Is unemployment high in this area?  
B: No. There are too few / enough places to work around here, so most people have jobs.
4. A: Are you going to rent an apartment in this area?  
B: I don't know. I have too little / too much information about this town. I don't want to move before I find out more about the area.
5. A: I don't have too little / enough time to finish my composition. Can I hand it in tomorrow?  
B: Yes, but no later than tomorrow.



## EXERCISE 7 EDITING

**GRAMMAR NOTES 1–3** Read the conversations. There are six mistakes. The first mistake is already corrected. Find and correct five more.

1. A: What's wrong with that company?  
B: There are too many managers and too <sup>few</sup> little workers.
2. A: Did you buy that apartment?  
B: No. It was too money for too few space.
3. A: Don't go by bus. It will take too many time. Take the train. It's a lot faster.  
B: But the bus is half the price.
4. A: He doesn't take vacations enough. He works seven days a week.  
B: That's not good. Everyone needs a break from work.
5. A: There aren't enough restaurants in my town.  
B: There are too much in my town. There are restaurants everywhere.

Go to **MyEnglishLab** for more focused practice.

## STEP 4 COMMUNICATION PRACTICE

## EXERCISE 8 LISTENING

- ▶ 28:02 **A** Ben and Sandy looked at three apartments. Listen to their conversation with a real estate salesperson. Which apartment did they like the most? Circle the correct answer.
- a. the first one      b. the second one      c. the third one

- ▶ 28:02 **B** Listen again and complete the chart about the things Ben and Sandy liked and didn't like about the apartments.

|                  | What They Liked         | What They Didn't Like |
|------------------|-------------------------|-----------------------|
| First apartment  | <i>beautiful street</i> |                       |
| Second apartment |                         |                       |
| Third apartment  |                         |                       |

**C** Work with a partner. The apartments that Sandy and Ben looked at had some problems. Discuss your own apartment. Does it have any of the same problems?

EXAMPLE: **A:** My apartment has enough space, but there are too few closets. How about your apartment?

**B:** My apartment doesn't have enough space. Also, there's too much . . .

## EXERCISE 9 THERE ARE TOO FEW PARKING SPACES

**A DISCUSSION** Work in a small group. Talk about things you don't like in the town or city you are in. Use *too much*, *too many*, *too few*, *too little*, or *(not) enough*. Then write three of your ideas on the board. Write complete sentences.

*There are too few parking spaces downtown.*

*There aren't enough movie theaters in this town.*

**B** Compare your sentences with those of other groups. Talk about ways to change the bad things in your city.

EXAMPLE: **A:** There are too few parking spaces downtown.

**B:** That's a problem, but the real problem is the buses and trains. People drive because there aren't enough buses and trains. . . .

## EXERCISE 10 THE CITY VERSUS THE SUBURBS

**ROLE PLAY** Work with a partner. One partner likes living in a big city. The other partner likes living in the suburbs. Act out a conversation about the pros and cons of the two places. Use *too much*, *too many*, *too few*, *too little*, or *(not) enough* in your conversation.

EXAMPLE: **A:** I like living in the city. I work in the city, and I don't want to drive from the suburbs. It takes too much time.

**B:** But there are too many people there. It's usually very quiet and beautiful in the suburbs. . . .



Go to MyEnglishLab for more communication practice.



*Too many and Too much; Enough + Noun* **343**



**A BEFORE YOU WRITE** Read this letter to a newspaper. Look at the first chart. Then consider a problem in your area. Answer the questions about your problem in the second chart.

## Not Enough Jobs for Young People

Young people are the future of this city, but there are not enough jobs for them here. Too many young people have nothing to do. The city needs to help them find jobs. In the past, the city spent too much money on highways and bridges. It spent too little money on job training. Many young people don't have good workplace skills. The city needs to offer job training and practical skills. The city needs to offer courses in how to write a résumé, do an interview, and get and keep a job. Another problem is that too many young people are getting into trouble. With good jobs, young people will stay out of trouble. It's time to act now.

What's the problem?

- not enough jobs for young people
- too many young people in trouble

Why did this happen?

- too much money spent on highways and bridges

What's the solution?

- job training

What's the problem?

Why did this happen?

What's the solution?

**B WRITE** Write a letter to a newspaper about a problem in your city. Use the letter in A and your chart. Use *too much*, *too many*, *too few*, *too little*, or *(not) enough*.

**C CHECK YOUR WORK** Read your letter. Underline *too much*, *too many*, *too few*, *too little*, and *(not) enough* in your letter. Use the Editing Checklist to check your work.

### Editing Checklist

Did you use . . . ?

- ☐ *too many* and *too few* before plural count nouns
- ☐ *too much* and *too little* before non-count nouns
- ☐ *enough* or *not enough* before plural count nouns or non-count nouns
- ☐ *too many*, *too much*, *too few*, *too little*, and *not enough* to describe something negative

**D REVISE YOUR WORK** Read your letter again. Can you improve your writing? Make changes if necessary.



# UNIT 28 REVIEW

Test yourself on the grammar of the unit.

**A** Add *too much* or *too many* to each sentence.

1. The child ate cookies. He has a stomachache.
2. We can't go to the movies today. We have homework.
3. I bought milk. How are we going to finish all of it?
4. There are trucks on that road. Let's take another route.
5. It takes time to get there by bus. Let's take the train.

**B** Complete the sentences with *too much*, *too many*, *too little*, or *too few*.

1. We cooked \_\_\_\_\_ food. There's a lot left over.
2. Unemployment is high in that area. There are \_\_\_\_\_ jobs.
3. That town is not safe. There is \_\_\_\_\_ crime.
4. This area has \_\_\_\_\_ dishonest politicians.
5. I had \_\_\_\_\_ time to finish the test. I needed more time.

**C** Complete the sentences with *enough* or *not enough*.

1. The grass is dry this summer. There was \_\_\_\_\_ rain in the spring.
2. There are \_\_\_\_\_ buses. If I miss a bus, I have to wait an hour for the next one.
3. We have \_\_\_\_\_ juice. Don't buy any more.
4. There aren't enough traffic lights on Oak Street, but there are \_\_\_\_\_ lights on Elm Street.
5. This soup needs something. Maybe there is \_\_\_\_\_ salt. I'll add some and see.

**D** Correct the paragraph. There are five mistakes.

I want to move. I don't like the climate here. There's too many snow in winter. There are too little nice, sunny days. There's too many air pollution from all the traffic on the streets, and there aren't jobs enough. There also aren't enough park and places for children to play.

Now check your answers on page 451.

# Modals: Advice and Necessity

UNIT

29

**Advice: *Should* and *Had better***

DOS AND DON'TS OF THE BUSINESS WORLD

UNIT

30

**Necessity: *Have to* and *Must***

RULES AT SCHOOL



## PART

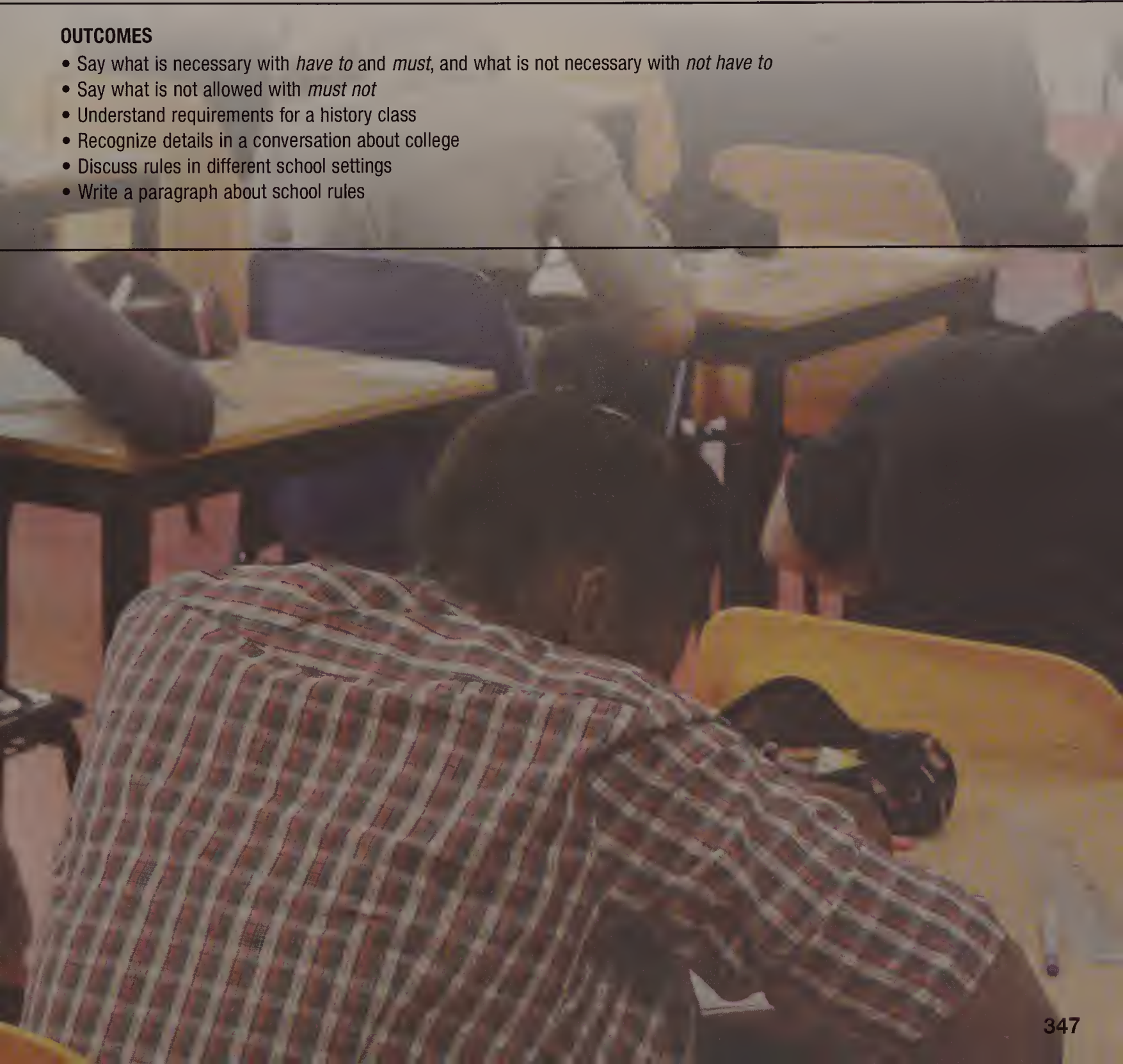
# 10

### OUTCOMES

- Give or ask for advice
- Recognize cultural customs described in a business article
- Recognize details in a conversation about a business trip
- Discuss business and cultural customs
- Talk about body language and its meaning
- Write a paragraph with advice on how to do business in your country

### OUTCOMES

- Say what is necessary with *have to* and *must*, and what is not necessary with *not have to*
- Say what is not allowed with *must not*
- Understand requirements for a history class
- Recognize details in a conversation about college
- Discuss rules in different school settings
- Write a paragraph about school rules





**Advice: *Should* and *Had better*****DOS AND DON'TS OF THE BUSINESS WORLD****OUTCOMES**

- Give or ask for advice
- Recognize cultural customs described in a business article
- Recognize details in a conversation about a business trip
- Discuss business and cultural customs
- Talk about body language and its meaning
- Write a paragraph with advice on how to do business in your country

**STEP 1****GRAMMAR IN CONTEXT****BEFORE YOU READ**

Work with a partner. Answer the questions.

1. The people in the photo are shaking hands. When do you shake hands?
2. How do you greet people in your country?
3. A strong handshake is important in the United States. Is it important in other countries?

**READ**

▶ 29/01 Read this article about doing business in Chile and Egypt.

## Global Business

As an international business person, you **should** learn the customs<sup>1</sup> of any place you are doing business. You don't want to insult someone because of your inappropriate behavior.<sup>2</sup> Here are a few suggestions for business people headed for Chile or Egypt. Let's start with Chile.

First of all, timing is important. When **should** you go? Chileans usually take vacations in January and February, so you'd better not plan your business trip at that time.

Next, how **should** you greet people at business meetings in Chile? You **ought to** shake hands with everyone. At business receptions, men greet other men with hugs, and women hug and touch cheeks while kissing the air. It **shouldn't surprise** you to get a hug or kiss from a Chilean.

Finally, when you eat, you **should keep** your hands on the table. If you're invited to someone's home, you **should finish** the food on your plate. It shows your appreciation<sup>3</sup> for the meal.

1 *customs*: the way people do things because it is traditional

2 *inappropriate behavior*: incorrect way of acting

3 *appreciation*: feeling of being grateful for something



Now let's turn to Egypt. In Egypt, you **should not expect** to do business on Fridays. It is the Muslim day of rest. Also, throughout the Arab world, people use both the Islamic calendar and the Western calendar. To avoid confusion, you **should put** two dates on paperwork—the Islamic date and the Western date.

If you're invited for a meal, you **should eat** with your right hand and **leave** a little food on your plate. It's a sign that you are full. Also, you'd **better not add** salt to your food or you might insult the cook.

These are just a few dos and don'ts when doing business in Chile and Egypt. Remember, before you go to another country to do business, read about the culture and remember the saying, "When in Rome, do as the Romans do."<sup>4</sup>

<sup>4</sup> *When in Rome, do as the Romans do:* When in a foreign country, follow the example of the people there.

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

confusion    headed for    insult    receptions    timing

1. People usually wear suits at Chilean business \_\_\_\_\_.
2. There was a lot of \_\_\_\_\_ before Marco arrived and translated for us.
3. Don't give the workers such a low offer. It will \_\_\_\_\_ them.
4. They're reading about Japanese customs because they're \_\_\_\_\_ Japan.
5. I think he got the job because his \_\_\_\_\_ was right. He contacted them when they needed someone.

**B COMPREHENSION** Read the statements. Check (✓) the country in which the statement is true.

|                                                                  | Chile                    | Egypt                    |
|------------------------------------------------------------------|--------------------------|--------------------------|
| 1. It's not a good idea to plan meetings in January or February. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. You ought to leave some food on your plate.                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. When you eat a meal here, keep your hands on the table.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. You should not do business on a Friday.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You should try not to use your left hand when you eat.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. It's OK to add salt to your food here.                        | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then discuss: Are the statements in B true for the country you are in now?

**ADVICE: SHOULD, HAD BETTER**
**Should, Shouldn't, and Ought to**
**Affirmative Statements**

| Subject                             | Should / Ought to  | Base Form of Verb |
|-------------------------------------|--------------------|-------------------|
| I<br>You<br>He<br>She<br>We<br>They | should<br>ought to | go.               |
| It                                  | should<br>ought to | be there.         |

**Negative Statements**

| Subject                             | Should not              | Base Form of Verb |
|-------------------------------------|-------------------------|-------------------|
| I<br>You<br>He<br>She<br>We<br>They | should not<br>shouldn't | go.               |
| It                                  | should not<br>shouldn't | be there.         |

**Yes/No Questions**

| Should | Subject | Base Form of Verb |         |
|--------|---------|-------------------|---------|
| Should | we      | wear              | a suit? |
|        | he      |                   |         |
|        | they    |                   |         |

**Short Answers**

| Affirmative |      |         | Negative |      |            |
|-------------|------|---------|----------|------|------------|
| Yes,        | you  | should. | No,      | you  | shouldn't. |
|             | he   |         |          | he   |            |
|             | they |         |          | they |            |

**Wh- Questions**

| Wh- Word | Should | Subject | Base Form of Verb |
|----------|--------|---------|-------------------|
| What     | should | I       | do?               |
| When     |        | we      | go?               |

**Had better and Had better not**
**Affirmative Statements**

| Subject + Had better          | Base Form of Verb |
|-------------------------------|-------------------|
| We had better<br>You'd better | go.               |

**Negative Statements**

| Subject + Had better not              | Base Form of Verb |
|---------------------------------------|-------------------|
| We had better not<br>You'd better not | go.               |



# GRAMMAR NOTES

## 1 Should

Use *should* to **give advice** or talk about what is right or not right to do.

Use *should* + the **base form** of the verb for **affirmative** statements.

He **should** *bring* them chocolates.

Use *should* + **not** + the **base form** of the verb for **negative** statements.

We **should not** *bring* roses.

Use negative contractions for speaking and informal writing.

We **shouldn't** *bring* roses.

You can use *should* to talk about the **present** or the **future**.

You **should** do the report now. (*present*)  
You **should** turn in the report tomorrow. (*future*)

Change the order of the subject and *should* to turn a statement into a **yes/no question** and most **wh-** questions.

**We should** give them a gift.  
**Should we** give them chocolate?  
What **should we** give them?

**USAGE NOTE** To sound more polite, use *I think* or *maybe* before saying *should*.

**I think** you **should** bring a small gift.  
**Maybe** we **should** ask him first.

**BE CAREFUL!** Do not use *to* after *should*.

You **should** **stand**.  
**NOT** You should ~~to~~ stand.

**BE CAREFUL!** Do not add *-s* to the verb that follows *should*.

He **should** **stand**.  
**NOT** He should ~~stands~~.

## 2 Ought to

*Ought to* means the same as *should*, but it is less common.

Use *to* after *ought*, but not after *should*.

You **ought to** **read** that book about Chile. It's very helpful.

**USAGE NOTE** We rarely use *ought to* in **negative statements** or **questions**. We use *should* instead.

You **ought not to** **wear** that color. (*rare*)  
You **shouldn't** **wear** that color. (*more common*)  
**Ought I to** **wear** a suit? (*rare*)  
**Should I** **wear** a suit? (*more common*)

### 3 Had better

Use **had better** to **give advice**. *Had better* is stronger than *should*. It gives the idea that something bad might happen if you don't follow the advice.

Use **had better** + the **base form** of the verb for **affirmative** statements.

He **had better send** an email message.

Use **had better not** for **negative** statements.

He **had better not forget** his passport.

You can use *had better* to talk about the **present** or the **future**. The *had* in *had better* does not refer to the past.

I **had better** finish my report now.

She **had better not** miss her flight tomorrow.

**USAGE NOTE** We often use *had better* in speaking, not writing. We usually use the short forms **'d better** or **'d better not**.

We'**d better** ask a doctor.

You'**d better not** say that.

Go to **MyEnglishLab** to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**A GRAMMAR NOTES 1-3** Read the questions and answers about using business cards in Japan. Underline *should*, *ought to*, *had better*, and the base form of the verb.



1. Q: When should I present my business card?

A: Right after you shake hands or bow.

2. Q: Should I translate my card into Japanese?

A: Yes. It's a good idea to have English on one side and Japanese on the other.

3. Q: What should I do when I get my colleague's card?

A: Read it carefully. You ought to remember the information on it.

4. Q: Can we do business together before we exchange business cards?

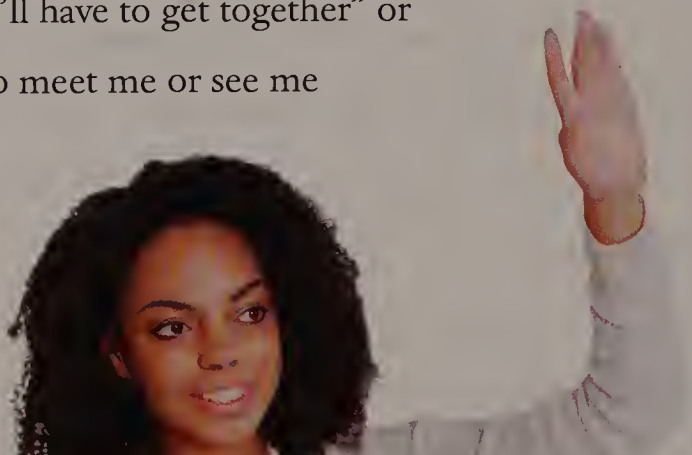
A: You'd better not do business before you exchange business cards.

**B** Read the statements in A. Check (✓) *True* or *False*.

|                                                                        | True                                | False                    |
|------------------------------------------------------------------------|-------------------------------------|--------------------------|
| 1. You ought to present your business card before you shake hands.     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. You ought to translate your business card into Japanese.            | <input type="checkbox"/>            | <input type="checkbox"/> |
| 3. You'd better not spend time reading your colleague's business card. | <input type="checkbox"/>            | <input type="checkbox"/> |
| 4. You'd better work together before you exchange business cards.      | <input type="checkbox"/>            | <input type="checkbox"/> |

## EXERCISE 2 SHOULD AND SHOULDN'T

**GRAMMAR NOTE 1** Some international students in the United States are comparing customs in different countries. Complete the sentences with *should* or *shouldn't* and the verbs in parentheses.

1. In some cultures, people can clap hands to call a waiter. You shouldn't do  
(do) that here in the United States. I think here you \_\_\_\_\_  
(wait) until the waiter looks at you.
  2. I was in a school cafeteria in the United States. A guy had a cold. He blew his nose at the table. In Korea, you \_\_\_\_\_  
(blow) your nose at the table. It's very impolite.
  3. In China, you \_\_\_\_\_  
(touch) people. Many people feel uncomfortable when others touch them. Here, I notice people touch more often.
  4. I think that people in North America don't like silence. Someone is always talking. I guess you \_\_\_\_\_  
(be) too quiet here.
  5. In North America, people often say "We'll have to get together" or "I'll see you later." But they don't plan to meet me or see me later. In Poland, we don't do that. In my opinion, Americans and Canadians \_\_\_\_\_  
(say) "I'll see you later" when they really want to get together with you.
- 





### EXERCISE 3 OUGHT TO AND SHOULDN'T

**GRAMMAR NOTE 2** Complete the sentences. Complete the sentences with *ought to* or *shouldn't* and a verb from the box.

become    ~~bring~~    forget    invite    send    talk

1. We're going to the Abadis for dinner tomorrow night. We ought to bring a gift.
2. We \_\_\_\_\_ to congratulate the Abadis. Their son graduated from law school last week.
3. I'd like to see the Abadis again, but we \_\_\_\_\_ them for dinner in January. They're going to be away the whole month.
4. Judy Abadi \_\_\_\_\_ a party planner. She's so good at planning parties.
5. I \_\_\_\_\_ to the Abadis about doing business in Morocco. I'm going there next month.
6. We had a wonderful time at their home. I \_\_\_\_\_ a thank-you note.

### EXERCISE 4 YOU'D BETTER AND YOU'D BETTER NOT

**GRAMMAR NOTE 3** Complete the sentences with *'d better* or *'d better not* and the words in parentheses.

1. In the United States, direct eye contact is a sign of honesty, but in other countries it is a sign of disrespect. You 'd better understand these differences when you are meeting with people from different parts of the world. (understand)
2. You \_\_\_\_\_ the bottoms of your feet. In some cultures, it's not polite. (show)
3. You \_\_\_\_\_ people when you go to China. They might feel uncomfortable. It's not very common there. (hug)
4. You \_\_\_\_\_ about gift giving in their country. The wrong gift may cause misunderstanding. (find out)
5. When you're at a business meeting in a place you don't know well, you \_\_\_\_\_ bright colors or casual clothes. In some countries, business people don't like bright colors. (wear)

## EXERCISE 5 HAD BETTER AND HAD BETTER NOT

**GRAMMAR NOTE 3** Read the sentences. Then rewrite the sentences with *had better* or *had better not* based on the information.

1. Take off your shoes when you visit a person's home in Japan. Japanese people don't wear shoes in their home.  
You had better take off your shoes when you visit a person's home in Japan.
2. Be on time when you do business in Germany. Business people in Germany don't like to be late.  
\_\_\_\_\_  
\_\_\_\_\_
3. Leave a little food on your plate when you are a dinner guest in China. This shows you like the food.  
\_\_\_\_\_  
\_\_\_\_\_
4. Do not touch a person's head in Thailand. The head is the most sacred part of the body.  
\_\_\_\_\_
5. Don't keep your hands in your pockets in Turkey. It's a sign of disrespect.  
\_\_\_\_\_



## EXERCISE 6 SHOULD AND HAD BETTER

**A GRAMMAR NOTES 1, 2** Add *should* to four more places in the conversations.

1. A: What <sup>should</sup> I wear?  
B: You not wear jeans or shorts.
2. A: I think I insulted him.  
B: You apologize.
3. A: They were really helpful. I send them a thank-you note?  
B: That's a good idea.
4. A: I take my shoes off?  
B: Yes, please leave them by the door.

**B** Add 'd better to four more places in the conversations.

1. A: I missed the train this morning.

*'d better*

B: You <sup>^</sup>leave earlier tomorrow.

2. A: You not fly today. There's a bad hurricane and all the flights are late.

B: Good idea. I'll change my flight and leave tomorrow.

3. A: Can I call John Baker now?

B: I don't think so. He's on U.S. time. You call him at noon. You won't wake him then.

4. A: Is it OK to pay that bill on Friday?

B: I don't think so. You pay it today.

5. A: I told John about my birthday. He not forget about it.

B: John forgets everyone's birthday except his own.

## EXERCISE 7 EDITING

**GRAMMAR NOTES 1-3** Read the conversations. There are six mistakes. The first mistake is already corrected. Find and correct five more.

*should I*

1. A: When I ~~should~~ go?

B: You should to avoid going the last week in December. Many people are away at that time.

2. A: Ought I call people by their first name?

B: No, you shouldn't. You better call them *Mr.* or *Ms.* and their family name.

3. A: Should he brings a gift?

B: Yes, he should. I think he bring chocolate. Almost everyone loves chocolate.



## EXERCISE 8 LISTENING

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**A** Listen to a conversation between Max and his friends Sho and Kaori. Read the questions. Choose the correct answers.

- Where is Max going?  
a. to China                      **b. to Japan**
- How is he getting there?  
a. by train                      b. by plane
- What is his first question about?  
a. traveling in Japan              b. paying for things
- What is his second question about?  
a. greeting people              b. business meetings
- What is his third question about?  
a. shoes                      b. gifts
- What does Sho want to do?  
a. be Max's translator              b. teach Japanese

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**B** Listen again. Write the advice to Max from his friends.

- \_\_\_\_\_ cash.
- \_\_\_\_\_ your shoes before you enter a home.
- \_\_\_\_\_ some Japanese.

**C** Work with a partner. Compare the customs in Japan with customs in other countries.

EXAMPLE: In Japan, you should bring cash, but in Germany, you shouldn't bring much cash. You can use a credit card almost everywhere.



## EXERCISE 9 GIFT GIVING AROUND THE WORLD



**A DISCUSSION** Work with a partner. Answer the questions about gifts in your culture. Write your answers in your notebook. Then ask your partner the questions.

1. When should you bring a gift?
2. Is the way you wrap a gift important?
3. Should you open a gift right away or should you put it away for later?
4. How and when should you thank a person for a gift?

**B** Work in a group. Talk about gift giving in different cultures. Use your ideas from A.

EXAMPLE: **A:** In Argentina, you should bring a gift when someone invites you to dinner. The person should open your gift right away.

**B:** Really? In Colombia, you shouldn't open a gift in front of others.

**C:** We don't always open gifts right away in Senegal, but gifts aren't so important. In Senegal, you should bring a box of chocolates or French pastries when someone invites you to dinner.

## EXERCISE 10 BODY LANGUAGE DOS AND DON'TS

**A DISCUSSION** Work with a partner. Body language is a way people speak without words. Use body language to talk to your partner. Say something with your head, hand, shoulders, arms, eyes, nose, or lips. Does your partner understand you?

**B** Work in a group. Discuss body language that you should or had better not use in different countries.

EXAMPLE: **A:** In Mexico, women should hold out their hand for a handshake first.

**B:** It's the same in Germany.

**C:** In Japan, people should bow when they meet an older person.

**A:** In Mexico, you'd better not bow. People in Mexico never bow.





## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read about what to call people in the United States. Then work with a partner. Tell your partner about ways of doing business in a culture you know well. Talk about one or more of the topics in the box.

In the United States, you had better be careful about using people's first names when you are doing business. In a business relationship, you should first call people by a title (for example: *Dr.*, *Ms.*, or *Mr.*) and their last names. You should wait for people to tell you to call them by their first names. Some people want to use first names, and others don't. There are no rules.

Managers of companies sometimes tell people to call them by their first names. You shouldn't think this means that you are good friends. It is a part of the culture.

### Ways of Doing Business

being on time  
eating habits  
using business cards  
dressing appropriately  
tipping  
using names and titles

**B WRITE** Give advice to someone who wants to do business in your country. Use the paragraphs in A and your ideas. Use *should*, *shouldn't*, *had better*, or *had better not*.

**C CHECK YOUR WORK** Read your paragraph in B. Underline *should*, *shouldn't*, *had better*, and *had better not*. Then use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ use *should* and *had better* for advice
- ☐ follow *should*, *shouldn't*, *had better*, and *had better not* with the base form of the verb
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.



# UNIT 29 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct answers.

1. You should to / should read that book.
2. We better / had better call the airline.
3. He shouldn't not / shouldn't wear that outfit for a business meeting.
4. We ought / ought to buy a small gift.
5. I'd better no / I'd better not call her now. She goes to bed early.

**B** Complete the sentences with *had better* or *had better not* and the verb in parentheses.

1. You \_\_\_\_\_ to pay that bill. You don't want to pay a late fee.  
(forget)
2. She \_\_\_\_\_ the gift today. The stores will be closed tomorrow.  
(buy)
3. We \_\_\_\_\_ for them any longer. We'll miss our flight.  
(wait)
4. I \_\_\_\_\_ by train. The bus is too slow, and I need to be on time.  
(go)

**C** Complete the sentences with *should* or *shouldn't* and a verb from the box.

call    forget    take    work

1. We \_\_\_\_\_ him to the hospital. He's in a lot of pain.
2. She \_\_\_\_\_ on that project alone. She needs to get help.
3. I \_\_\_\_\_ the plumber about that problem. He'll fix it.
4. You \_\_\_\_\_ your notes. You'll need them for your talk.

**D** Correct the sentences. There are seven mistakes.

1. Where should we meets after work? Ought we go to Rainbow Diner?
2. We better take an umbrella tonight. It's going to rain.
3. Should I to make a reservation for my flight now? I think I outta make it soon.
4. What I should see during my business trip to Uruguay?
5. Should we leaves Brazil tonight or tomorrow?

Now check your answers on page 451.

# Necessity: *Have to* and *Must*

## RULES AT SCHOOL

### OUTCOMES

- Say what is necessary with *have to* and *must*, and what is not necessary with *not have to*
- Say what is not allowed with *must not*
- Understand requirements for a history class
- Recognize details in a conversation about college
- Discuss rules in different school settings
- Write a paragraph about school rules

### STEP 1

### GRAMMAR IN CONTEXT

### BEFORE YOU READ

Work with a partner. Answer the questions.

1. What do you have to do for your English class? Check (✓) the activities.

- |                                                    |                                                              |                                         |
|----------------------------------------------------|--------------------------------------------------------------|-----------------------------------------|
| <input type="checkbox"/> answer questions in class | <input type="checkbox"/> do homework                         | <input type="checkbox"/> wear a uniform |
| <input type="checkbox"/> do class presentations    | <input type="checkbox"/> sit in the same seat for each class | <input type="checkbox"/> work in groups |

2. Are there any school rules you don't like?

### READ

30/01

Read this conversation between Professor Anderson and his students.

## The First Day of Class

**PROFESSOR:** Welcome to American History 102. I'm Rich Anderson. This course covers the period from the American Civil War to the present day.<sup>1</sup> There will be a midterm and a final exam. Your average of the two tests has to be 65 percent or above to pass this course. In addition, there is a term paper.<sup>2</sup> The term paper must be at least ten pages, and you have to include a bibliography.<sup>3</sup> Here's more information about the term paper. . . . Now, are there any questions? . . . Yes?

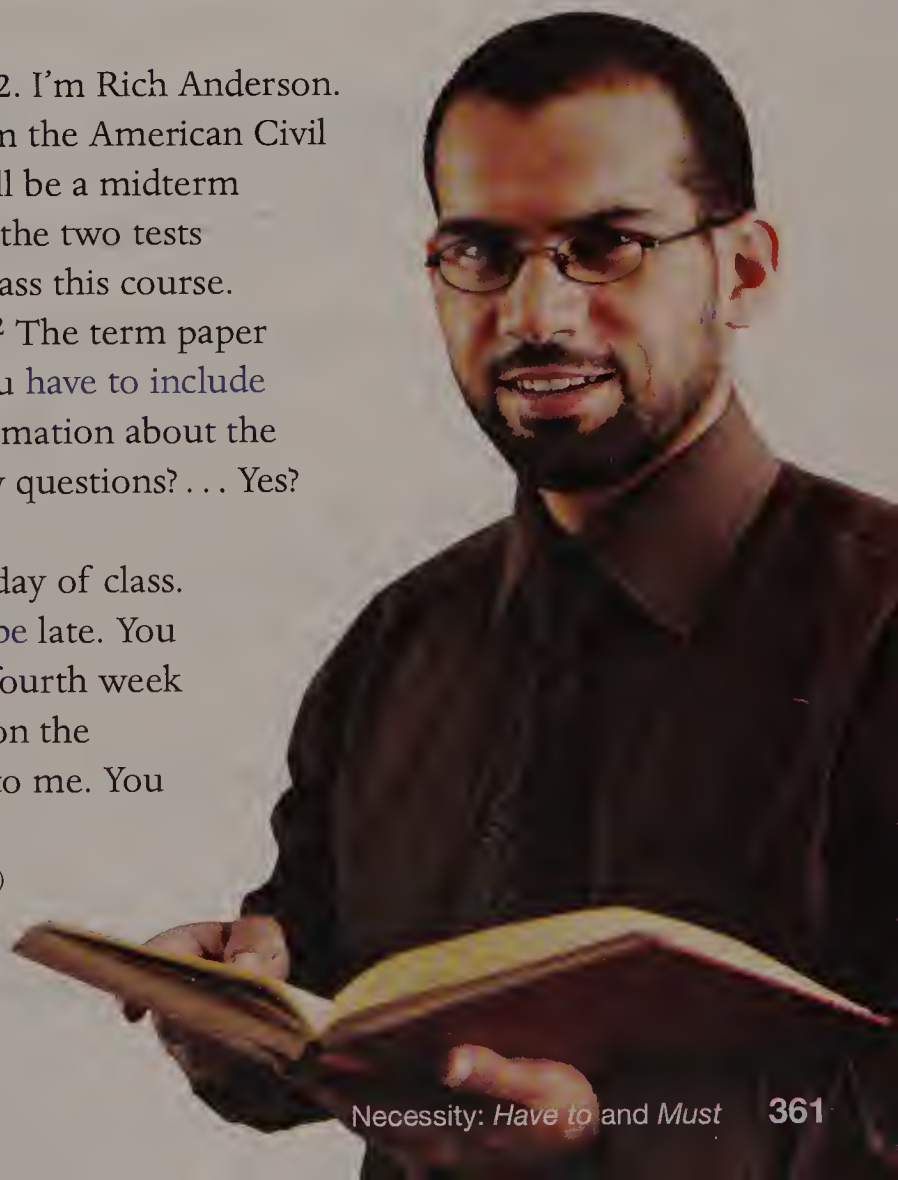
**JONATHAN:** When is the term paper due?

**PROFESSOR:** You have to hand it in by the last day of class. That's December 15. It must not be late. You should hand in an outline by the fourth week of the term. My email address is on the board. You can email the outline to me. You

1 *present day*: today (usually used when talking about history)

2 *term paper*: students' most important written report of the semester

3 *bibliography*: a list of the books and articles used to write a paper



don't have to give me a hard copy.<sup>4</sup> However, I would like a hard copy of your paper. Any other questions? . . . Yes?

**OLIVIA:** Last semester, we **didn't** have to buy a textbook. Is there a textbook for this course?

**PROFESSOR:** Oh, yes. The textbook is called *American History from the Civil War to Today*.

**OLIVIA:** Who's the author?

**PROFESSOR:** I am.

**OLIVIA:** Do we have to buy the book?

**PROFESSOR:** Only if you don't want to fail the course.

<sup>4</sup> *hard copy*: printed version

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

average    due    fail    midterm    outline    pass

- To \_\_\_\_\_ this course, you must hand in a paper and do a group presentation.
- There will be two tests this semester. The \_\_\_\_\_ will be on October 15, and the final exam will be December 10.
- The \_\_\_\_\_ of 100, 95, 99, and 90 is 96.
- If I don't study, I will \_\_\_\_\_ the course.
- I can't meet you today. My term paper is \_\_\_\_\_ tomorrow.
- I wrote a(n) \_\_\_\_\_ of each chapter to help me study for the test.

**B COMPREHENSION** Check (✓) what students in Professor Anderson's class have to do and don't have to do.

|                                         | Students<br>have to...   | Students<br>don't have to... |
|-----------------------------------------|--------------------------|------------------------------|
| 1. take a quiz every week               | <input type="checkbox"/> | <input type="checkbox"/>     |
| 2. take a midterm and final exam        | <input type="checkbox"/> | <input type="checkbox"/>     |
| 3. give a class presentation            | <input type="checkbox"/> | <input type="checkbox"/>     |
| 4. hand in an outline                   | <input type="checkbox"/> | <input type="checkbox"/>     |
| 5. read four books for their term paper | <input type="checkbox"/> | <input type="checkbox"/>     |
| 6. buy the textbook                     | <input type="checkbox"/> | <input type="checkbox"/>     |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then discuss: Which rules in the chart in B are true for your English class?



## NECESSITY: HAVE TO AND MUST

**Have to: Affirmative Statements**

| Subject                | Have to / Has to | Base Form of Verb |                   |
|------------------------|------------------|-------------------|-------------------|
| I<br>We<br>You<br>They | have to          | take              | a history class.  |
| He<br>She              | has to           | repeat            | the class.        |
| It                     | has to           | be                | three pages long. |

**Don't have to: Negative Statements**

| Subject                | Do not / Does not | Have to | Base Form of Verb |                   |
|------------------------|-------------------|---------|-------------------|-------------------|
| I<br>We<br>You<br>They | don't             | have to | take              | a history class.  |
| He<br>She              | doesn't           |         | repeat            | the class.        |
| It                     | doesn't           |         | be                | three pages long. |

**Have to: Yes/No Questions**

| Do / Does | Subject | Have to | Base Form of Verb |            |
|-----------|---------|---------|-------------------|------------|
| Do        | I       | have to | study             | tonight?   |
|           | you     |         |                   |            |
|           | we      |         |                   |            |
|           | they    |         |                   |            |
| Does      | he      |         | be                | ten pages? |
|           | she     |         |                   |            |
|           | it      |         |                   |            |

**Short Answers**

| Affirmative |      |       | Negative |      |          |
|-------------|------|-------|----------|------|----------|
| Yes,        | you  | do.   | No,      | you  | don't.   |
|             | I    |       |          | I    |          |
|             | you  |       |          | you  |          |
|             | they |       |          | they |          |
|             | he   | does. | No,      | he   | doesn't. |
|             | she  |       |          | she  |          |
|             | it   |       |          | it   |          |

### Must and Must not

| Subject                                   | Must (not)                     | Base Form of Verb |       |
|-------------------------------------------|--------------------------------|-------------------|-------|
| I<br>You<br>He<br>She<br>It<br>We<br>They | <b>must</b><br><b>must not</b> | <b>park</b>       | here. |

### Past of Have to and Must

| Subject                                   | Had to                                 | Base Form of Verb |
|-------------------------------------------|----------------------------------------|-------------------|
| I<br>You<br>He<br>She<br>It<br>We<br>They | <b>had to</b><br><b>didn't have to</b> | <b>work.</b>      |

## GRAMMAR NOTES

### 1 Have to

Use **have to** + the **base form of the verb** to talk about things that are **necessary**.

Use **have to** for *I, you, we, and they*.

Use **has to** for *he, she, and it*.

The past of both *have to* and *has to* is **had to**.

I **have to take** a test next week.

He **has to pass** the test.

Last week, I **had to** take three tests.

**BE CAREFUL!** *Have to* is different in meaning from the verb *have*.

I have a good history textbook.

(= *I own the book.*)

I have to write a term paper.

(= *I need to write a term paper.*)

### 2 Don't have to

Use **don't have to** + the **base form** of the verb to say that something is **not necessary**.

It's not required. There is a choice.

Use **don't have to** for *I, you, we, and they*.

Use **doesn't have to** for *he, she, and it*.

You **don't have to sit** there. (*You can sit in any seat.*)

He **doesn't have to work** today. (*It's not required.*)

### 3 Must

You can also use **must** + the **base form of the verb** to talk about things that are **necessary**.

The form of *must* does not change.

You **must pass** the midterm and final exams.  
She **must take** another test next week.

There is no past tense of *must*. Use **had to** to express something that was necessary in the past.

The children **had to wear** school uniforms last year.

**BE CAREFUL!** Do not use *to* after *must*.

He **must** write a report.  
**NOT** He ~~must to~~ write a report.

**USAGE NOTE** *Must* is less common than *have to* in speaking. In speaking, we usually use *must* to mean that we are almost certain of something.

He passed both tests. He **must** be happy.

### 4 Must not

Use **must not** + the **base form of the verb** to say that something is **not allowed**.

You **must not arrive** late for the test.  
Students **must not talk** during the test.

**USAGE NOTE** We rarely use *must not* in speaking, except when talking to small children or talking about rules. We use **can't** instead.

You **must not** cross the street here.  
(talking to children)  
You **can't** cross the street here.  
(talking to adults)

Go to MyEnglishLab to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**A** **GRAMMAR NOTES 1–4** Read about La Guardia High School. Underline all forms of *have to*, *don't have to*, *must*, and *can't* and the verbs that follow.



Nicki Minaj,  
a graduate of  
La Guardia  
High School

**New York City** has a special high school for music, art, dance, and drama. It's called La Guardia High School. The school is free, but students have to pass a test to get in. They also must have good grades. The school usually has about 9,000 applicants a year. It accepts about 650 students. All new students must audition<sup>1</sup> or

<sup>1</sup> *audition*: give a short performance



show some of their art. Here are some of the requirements for students interested in art:

1. Each student must show the school eight to fifteen pieces of their artwork. The artwork does not have to be a special size, but all art has to be original.<sup>2</sup> Students can't use photocopies.
2. Each student must complete three drawing exercises. Students have to bring a pencil and their last report card. Students don't have to bring drawing materials. The school has all the necessary drawing supplies for the students.

<sup>2</sup> *original art*: the actual piece of art, not a copy

**B** Write two more sentences about La Guardia High School with *have* as the main verb.

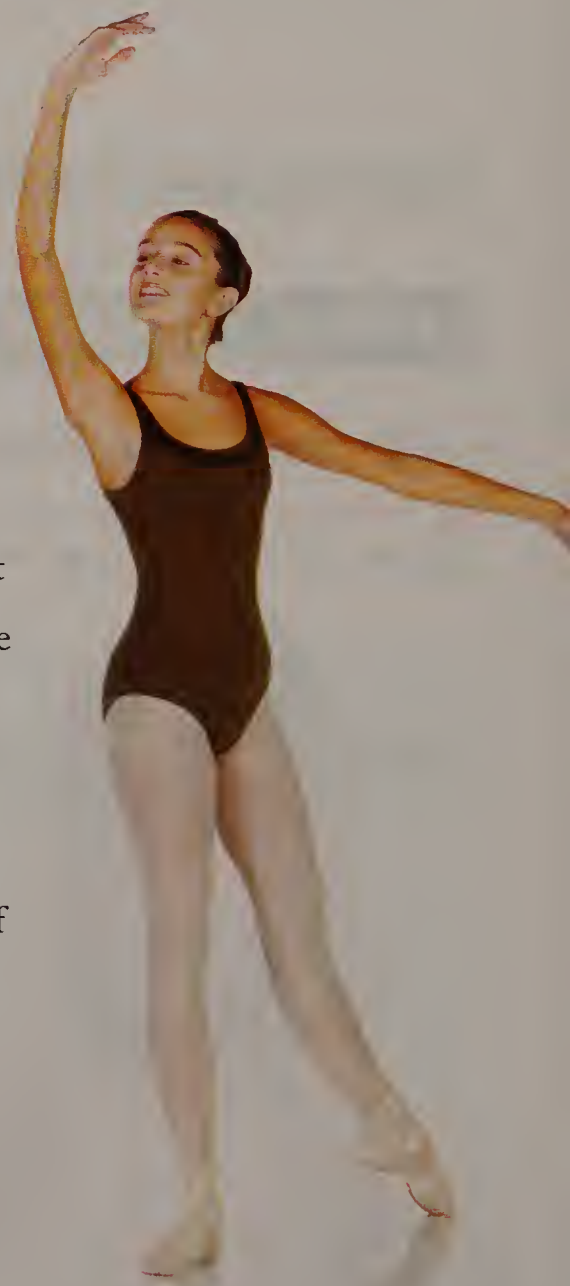
1. *New York City has a special high school for music, art, dance, and drama.*
2. \_\_\_\_\_
3. \_\_\_\_\_

## EXERCISE 2 HAVE TO AND DON'T HAVE TO

**A GRAMMAR NOTES 1-2** Complete La Guardia High School's audition requirements for dance. Use *have to* or *don't have to* and the verbs from the box.

attend    ~~do~~    perform    return    spend    wear

Many people want to study dance at La Guardia High School. This is what they have to do <sup>1.</sup> Dance students \_\_\_\_\_ <sup>2.</sup> two classes: a ballet dance class and a modern dance class. Students who do well in the classes \_\_\_\_\_ <sup>3.</sup> to the school for a second audition. At the second audition, students \_\_\_\_\_ <sup>4.</sup> on stage for the admissions committee. Students \_\_\_\_\_ <sup>5.</sup> a lot of money on new dance outfits for their audition. They just \_\_\_\_\_ <sup>6.</sup> a leotard and tights when they dance. There are lockers for their street clothes.

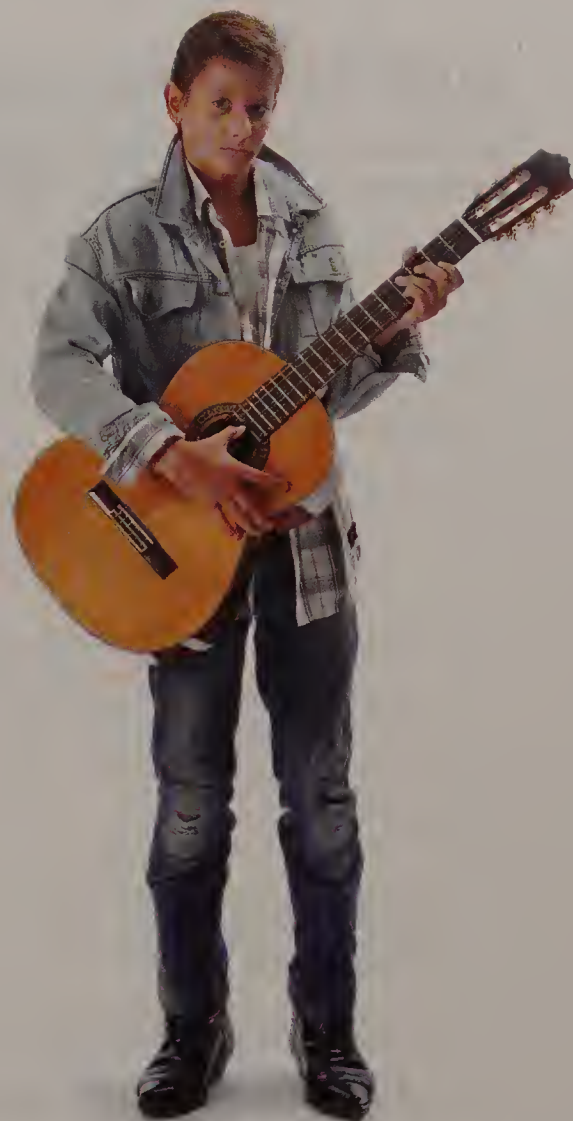


**B** Complete the audition requirements for music. Use *have to* or *don't have to* and the verbs from the box.

bring    carry    do    ~~live~~    play    sing

LaGuardia High School students

\_\_\_\_\_ have to live \_\_\_\_\_ in New York City.  
1.  
Music majors \_\_\_\_\_ the  
2.  
following things to get into the school. To show their  
musical talent, they \_\_\_\_\_ a  
3.  
song, or they \_\_\_\_\_ an  
4.  
instrument. Students \_\_\_\_\_  
5.  
their own violin, flute, guitar, or any other small  
instrument to their audition. Of course, they  
\_\_\_\_\_ their piano or drums  
6.  
to the school. The school will supply those instruments.



### EXERCISE 3 HAVE, HAVE TO, AND HAD TO

**GRAMMAR NOTE 1** Complete the conversation with *have*, *have to*, *had*, or *had to*.

**PING:** Would you like to go to the movies this evening?

**BORIS:** I can't. I \_\_\_\_\_ have \_\_\_\_\_ a test tomorrow. I \_\_\_\_\_ study this evening.  
1. 2.

**PING:** A test, again? You \_\_\_\_\_ a test last week!  
3.

**BORIS:** I know. We \_\_\_\_\_ a lot of tests. We \_\_\_\_\_ a test  
4. 5.  
every Thursday.

**PING:** Wow. So, what do you \_\_\_\_\_ study tonight?  
6.

**BORIS:** Grammar. I \_\_\_\_\_ review the modals *can*, *could*, *might*, and *must*.  
7.

**PING:** Do you \_\_\_\_\_ memorize rules?  
8.

**BORIS:** No. We \_\_\_\_\_ use the grammar to answer questions. We really  
9.  
\_\_\_\_\_ understand it. We also \_\_\_\_\_ a review quiz after  
10. 11.  
every unit.

**PING:** I feel sorry for you. I don't like tests. Last year, I \_\_\_\_\_ take a test every  
12.  
two weeks, and I was always worried.

## EXERCISE 4 HAVE TO AND DON'T HAVE TO

**GRAMMAR NOTES 1-2** Complete the sentences with *have to*, *has to*, *don't have to*, or *doesn't have to* and the verbs from the box.

attend    buy    hand in    pass    pay    say    wear    ~~work~~

1. In some classes, you often have to work in groups. Teamwork is important.
2. In some high schools, students can wear what they like. They \_\_\_\_\_ a uniform.
3. In many high schools, students \_\_\_\_\_ special tests or they can't go on to the next grade.
4. She \_\_\_\_\_ that book. She can borrow it from the library.
5. She \_\_\_\_\_ her term paper by December 15.
6. At Hugo's school, students \_\_\_\_\_ all classes unless they have a doctor's note.
7. My psychology class has many students. I \_\_\_\_\_ anything in class. I just have to pass the midterm and final exams.
8. Jay goes to a college near his home, so he \_\_\_\_\_ for room and board.

## EXERCISE 5 MUST AND MUST NOT

**GRAMMAR NOTES 3-4** Read the signs in a school. Explain the rule. Begin with *Students must* or *Students must not*.



1. Students must not smoke.



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

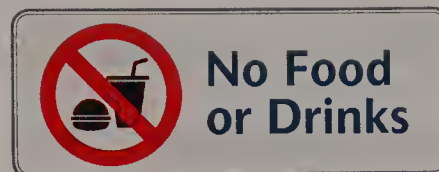


3. \_\_\_\_\_



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





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

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

## EXERCISE 6 MUST NOT, CAN'T, DON'T HAVE TO, AND DOESN'T HAVE TO

GRAMMAR NOTES 2, 4 Complete the sentences. Circle the correct answers.

1. You must not / don't have to enter that room without a mask. There are dangerous chemicals inside.
2. You must not / don't have to sit in a special seat. Any seat is fine.
3. You can't / don't have to talk to anyone during the test. If you do, you will fail the test.
4. She did very well on the last test, so she must not / doesn't have to take this one.
5. You must not / don't have to look at your textbook during the test. It's not allowed.
6. He must not / doesn't have to wear a suit. He can wear pants and a button-down shirt.
7. She can't / doesn't have to bring any food into the testing center. She can eat after the test.

## EXERCISE 7 EDITING

GRAMMAR NOTES 1–4 Read the sentences. There are eight mistakes. The first mistake is already corrected. Find and correct seven more.

1. We <sup>have</sup> ~~has~~ to learn a lot of new vocabulary words. I can't remember all of them.
2. To learn a new vocabulary word, you must ~~hears~~ it seven times.
3. She ~~don't~~ have to go to school on the weekend.
4. Avi is very smart. He ~~doesn't has~~ to study very much.
5. Our papers are due next week. I ~~have~~ start mine today.
6. We ~~must not~~ do any homework today. Tomorrow is a holiday.
7. You ~~must not to~~ bring any notes with you to the test.
8. You ~~must to~~ bring a photo ID to the testing center.

**EXERCISE 8 LISTENING**

▶ 30/02 **A** Ali is in his second year of college. He is speaking to an advisor about graduate school. Listen to the conversation. Choose the correct answers.

1. What's an MBA?  
a. a Manager in Business Arts      **b.** a Master of Business Administration
2. What is the GMAT?  
a. a test in English and math      b. a test in economics and accounting
3. What is Ali's major?  
a. economics      b. psychology

▶ 30/02 **B** Listen again. Write one thing you have to do to get an MBA. Write one thing you don't have to do.

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

**C** Work with a partner. Talk about schools you want to attend. Do you have to do any of the things Ali has to do to go to those schools? Talk about the requirements in the box or your own ideas.

|                     |                     |
|---------------------|---------------------|
| get work experience | study psychology    |
| have good grades    | take a special test |
| major in economics  |                     |

EXAMPLE: **A:** I want to go to medical school.

**B:** Do you have to get work experience?

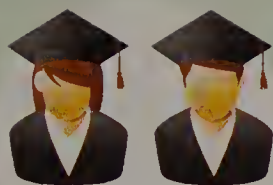
**A:** No. I have to ...

**EXERCISE 9 STUDENTS DON'T HAVE TO ...**

**A DISCUSSION** Prepare for a discussion in B. Read about two elementary schools.



**Sunshine School** believes students have to learn to make their own decisions. They have choices. For example, students don't have to take tests. They can write reports and give presentations instead. They don't have to wear uniforms. They can wear anything they like. They can miss a class, and they don't have to show a doctor's note. They can take a family vacation during the school semester, but then they have to give a presentation about it when they return. Students attend school from 9:00 a.m. to 12:00 p.m.



## STANDOUT SCHOOL

**Standout School** believes that the school knows what is good for the children, and children must learn to follow rules. They have to stand when the teacher enters the class. They have to wear a school uniform. At Standout School, students have to take weekly tests. They also have to write reports and give presentations. They can only miss class for a doctor's appointment, and they have to show a note from the doctor when they return. Students have to attend school from 8:00 a.m. to 6:00 p.m.

**B** Work in small groups. Talk about the two schools in A. What do students have to do in the schools? Which school do you prefer? Why?

EXAMPLE: **A:** In Sunshine School, children don't have to take tests, but in Standout School they have to take a lot of tests. What do you think about that?

**B:** I don't like tests, so I think Sunshine school is better. What about you?

**A:** I think Standout School is better. . . .

## EXERCISE 10 YOU HAVE TO WEAR A COSTUME ON TUESDAYS

**A ROLE PLAY** Work with a partner. Role-play a conversation. One of you is an old student. The other is a new student. The new student asks about the rules of the school. The old student makes up some funny or unusual rule.

EXAMPLE: **A:** So, Jobim, are there any rules I need to know about?

**B:** Oh, yes, Sezar. Remember this. On Tuesdays, you have to wear a costume. You can't wear regular clothes.

**A:** Really? What kind of costume do we have to wear?

**B:** Oh, you don't have to wear a special kind of costume. You can be an animal, a superhero, or something else.

**B** Perform your role play for the class. The class votes on the funniest or most unusual rule.

## EXERCISE 11 HOW TO PREVENT CHEATING

**A DISCUSSION** Work in a group. Think about a school you went to in the past. How did teachers prevent cheating at the school? What did students have to do?

EXAMPLE: **A:** How did teachers prevent cheating at your school?

**B:** We had to take different tests in the same class. My test was different from my neighbor's test. How about in your school?

**A:** We had to. . . .

**B** Make a list of things students have to do at your school to prevent cheating in class. Use your ideas in A. Use *have to* or *must*.

EXAMPLE: At our school, students have to sit in every other seat during tests. Students must . . .



## FROM GRAMMAR TO WRITING

### A BEFORE YOU WRITE

Read about an elementary school. Then complete the chart about rules in your elementary school or a school you know about. Are the rules good for the children?

Children in Park Ridge Elementary School learn to respect the teachers and take care of the classroom. When the teacher enters the room, children must stand. They say, "Thank you for teaching us." Children have to clean the classroom. They have to wash the desks and clean the boards. In addition, children have to wear a school uniform. Most children like their school uniform. They are proud to wear it.

|             |  |
|-------------|--|
| School Name |  |
| Rule 1      |  |
| Rule 2      |  |
| Rule 3      |  |
| Rule 4      |  |

**B WRITE** Write a paragraph about the rules of a school you know. Use the paragraph in A and your chart. Use *have to*, *had to*, *must*, *don't have to*, *didn't have to*, or *must not*.

**C CHECK YOUR WORK** Read your paragraph in B. Underline all forms of *have to* and *must* and the verb that follows. Then use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ follow *have to* and *must* with the base form of the verb
- ☐ use *have to* or *must* for rules in the present
- ☐ use *don't have to* and *doesn't have to* for choices in the present
- ☐ use *had to* or *didn't have to* for the past
- ☐ use *must not* or *can't* when something is not allowed
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraph about a school again. Can you improve your writing? Make changes if necessary.

# UNIT 30 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct answers.

1. You can wear what you want. You must not / don't have to wear a uniform.
2. It's getting late. He have to / has to leave.
3. The law says you must not / must not to drive without a license.
4. She can take the test any day this week. She don't have to / doesn't have to take it today.
5. I have to / must not hand in my term paper tomorrow. I can't go out today.

**B** Complete the sentences with the correct form of *have*, *have to*, *don't have to*, or *can't*.

1. You \_\_\_\_\_ drive without a license. It's illegal.
2. She \_\_\_\_\_ a lot of homework, and it's all due tomorrow.
3. Do we \_\_\_\_\_ hand in our paper and study for a test, too?
4. The tickets are good any day this week. We \_\_\_\_\_ use them today.
5. People \_\_\_\_\_ wear sneakers when they use the gym.

**C** Complete the sentences with the correct form of *have to* and a verb from the box. Use the present or past.

answer    give    not / bring    read    work

1. He \_\_\_\_\_ two shifts because two co-workers were out sick.
2. We're busy. We \_\_\_\_\_ two chapters of our history book.
3. We also \_\_\_\_\_ questions at the end of each chapter for tomorrow.
4. Last week, we \_\_\_\_\_ a presentation in front of the entire school.
5. I \_\_\_\_\_ my laptop to class yesterday. They gave me one to use.

**D** Correct the paragraph. There are five mistakes.

Drew's test starts at 8:10. He must to be in the room at 8:00. He must not came late. He has to has two pencils. He must brings a photo ID. Cell phones are not allowed in the room. He doesn't have to bring his cell phone with him.

Now check your answers on page 451.

# Comparisons

UNIT

31

## The Comparative

CITIES

UNIT

32

## Adverbs of Manner

PUBLIC SPEAKING

UNIT

33

## Adjective + *Enough*; *Too* and *Very*; *As* + Adjective + *As*

COMPLAINTS

UNIT

34

## The Superlative

ANIMALS AROUND THE WORLD





**OUTCOMES**

- Use short and long comparative adjectives
- Understand details in an article that compares two cities
- Recognize details in a conversation about a city
- Talk about similarities and differences between locations and types of transportation
- Write a paragraph comparing two ways of travel

**OUTCOMES**

- Express how things happen, using adverbs
- Recognize true statements about information in an article
- Recognize details in a presentation
- Use tone of voice to express different feelings
- Describe people's actions, using adverbs
- Write a paragraph about something you do well

**OUTCOMES**

- Use *too* to say there is more than necessary of something and *enough* to say there is a right amount of something
- Say how two nouns are alike, using *as...as*
- Correct false statements based on an article
- Compare the personalities of two employees discussed in a conversation
- Express opinions about places and things
- Write a paragraph about a place you didn't like

**OUTCOMES**

- Compare three or more nouns, using superlative adjectives
- Recognize details in a scientific article
- Recognize key information from a quiz show
- Prepare a survey and present results to the class
- Discuss animals and their characteristics
- Write a paragraph about an animal



# The Comparative

## CITIES

## OUTCOMES

- Use short and long comparative adjectives
- Understand details in an article that compares two cities
- Recognize details in a conversation about a city
- Talk about similarities and differences between locations and types of transportation
- Write a paragraph comparing two ways of travel

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. What's a port? Do you live in a city with a port?
2. Look at the map on page 429. Where is Portland, Maine? Where is Portland, Oregon?

## READ

▶ 31.01 Read this article about two U.S. cities called Portland.

## A Tale of Two Portlands

There are two beautiful U.S. cities named Portland. One is in Maine, and the other is in Oregon. Maine is on the East Coast of the United States, while Oregon is on the West Coast. Both Portlands have ports, but Portland, Maine, has an ocean port with beautiful ships, shops, and restaurants. This port is **more popular than** the Oregon port. Portland, Oregon, at 173 feet above sea level, is **higher than** Portland, Maine. Both cities are not very big, but they are **bigger than** any other city in their states. Portland, Maine, has a population of about 66,000. Portland, Oregon, is **much larger**, with a population of about 620,000.

What's your guess? **Which** Portland is **colder**, Portland, Oregon, or Portland, Maine? Did you guess the Portland in Maine? If so, you are correct. Portland, Maine, is a lot **colder** in winter. But both cities have comfortable climates in summer.

Both Portlands offer a nice lifestyle with places to walk, bike ride, and eat. They also have mountains and an ocean nearby. Portland, Oregon, is a city with different neighborhoods with different personalities. It's **much more diverse than** the other Portland. But Portland,

Portland, Maine





Maine (founded in 1633), is much older than Portland, Oregon (founded in 1845).

You may wonder why the two cities have the same name. There's a reason. Each of the two founders<sup>1</sup> of Portland, Oregon, wanted to name his new city after his hometown. One man came from Boston, Massachusetts. The other came from Portland, Maine. They tossed a coin,<sup>2</sup> and the man from Portland, Maine, won.

Portland, Oregon



1 *founders*: people who started the city

2 *tossed a coin*: threw a coin in the air and guessed the side it would land on

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

coast      diverse      personalities      population      wonder

1. We drove along the \_\_\_\_\_ and took some great photos of the ocean and the rocks.
2. They're talking about going to Maine. I \_\_\_\_\_ why they chose Maine.
3. My university has a \_\_\_\_\_ population. Students come from everywhere.
4. My sisters have nice \_\_\_\_\_. That's why everyone likes them.
5. The \_\_\_\_\_ of Maine is about 1,330,000 people.

**B COMPREHENSION** Answer the questions. Check (✓) the correct Portland.

|                                                   | Portland,<br>Maine       | Portland,<br>Oregon      |
|---------------------------------------------------|--------------------------|--------------------------|
| 1. Which Portland has a bigger population?        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Which Portland is older?                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Which Portland has more diverse neighborhoods? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Which Portland has warmer winters?             | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then discuss: Which Portland do you prefer? Why?



## COMPARATIVES

### Adjectives

#### Comparative Forms of Adjectives

|                   |    | Comparative Adjective                                 | Than        |                  |
|-------------------|----|-------------------------------------------------------|-------------|------------------|
| Portland, Oregon, | is | <b>bigger</b><br><b>busier</b><br><b>more crowded</b> | <b>than</b> | Portland, Maine. |

#### Comparative Forms of Irregular Adjectives

|               |    | Irregular Comparative Adjective | Than        |                |
|---------------|----|---------------------------------|-------------|----------------|
| My map        | is | <b>better</b><br><b>worse</b>   | <b>than</b> | yours.         |
| My new office |    | <b>farther</b>                  |             | my old office. |

#### Yes/No Questions

|     |            | Comparative Adjective   | Than        |            |
|-----|------------|-------------------------|-------------|------------|
| Is  | your city  | <b>bigger</b>           |             | my city?   |
| Are | the trains | <b>more comfortable</b> | <b>than</b> | the buses? |
| Is  | your phone | <b>better</b>           |             | mine?      |

### Questions with *Which*

#### *Which* + Noun

| <i>Which</i> | Noun | Verb | Comparative Adjective      |
|--------------|------|------|----------------------------|
| <b>Which</b> | city | is   | bigger?<br>more expensive? |

#### *Which*

| <i>Which</i> | Verb | Comparative Adjective      |
|--------------|------|----------------------------|
| <b>Which</b> | is   | bigger?<br>more expensive? |

## GRAMMAR NOTES

### 1 Comparative Adjectives

Use the **comparative** form of adjectives to **compare two people, places, or things**.

There are **three comparative forms**:

- adjective + **-er**
- adjective + **-ier**
- **more** + adjective

Use **than** after the comparative adjective.

You can **leave out than** when the listener knows what you are comparing something to.

We can also use comparative adjectives before **nouns** and **prepositional phrases**. (A prepositional phrase is a preposition + a noun.)

Rhode Island is **smaller** than Maine.

I am **busier** than my sister.

The train is **more expensive** than the bus.

I am **older than** my sister.

I am **smarter**, too.

*(The listener knows I am talking about my sister.)*

Portland, Oregon, has a **higher elevation** than Portland, Maine.

Portland, Oregon, is **farther from the coast** than Portland, Maine.

### 2 Short Adjectives

To form the comparative of most **short (one-syllable) adjectives**, add **-er** to the adjective:

*long* → *longer*

Add only **-r** if the adjective ends in *e*:

*large* → *larger*

To form the comparative of adjectives that end in a **consonant + y**, change the **y** to **i** and add **-er**:

*busy* → *busier*

*easy* → *easier*

*heavy* → *heavier*

The adjectives *good*, *bad*, and *far* have **irregular** comparative forms:

*good* → *better*

*bad* → *worse*

*far* → *farther*

**BE CAREFUL!** Add **more**, not **-er**, to these short adjectives:

*fun* → *more fun*

*tired* → *more tired*

*bored* → *more bored*

The Mississippi River is **longer** than the Hudson River.

Texas is **larger** than Maine.

Dr. Chu is **busier** than Dr. Lee.

Level 1 is **easier** than level 2.

My desk is **heavier** than my chair.

My new job is **better** than my old one.

The movie was **worse** than the book.

The bus stop is **farther** than the train station.

I am **more tired** than you are.

**NOT** I am ~~tireder~~ than you are.

### 3 Longer Adjectives

To form the comparative of most adjectives of **two** or **more syllables**, add **more** before the adjective.

*expensive* → *more expensive*

*intelligent* → *more intelligent*

Use **less** before a longer adjective to show the **opposite of more**.

**USAGE NOTE** In **formal** English, use the **subject pronoun** after **than**.

In **informal** English, you can use the **object pronoun** after **than**.

**BE CAREFUL!** Always compare the same things.

**BE CAREFUL!** Do not use two comparative forms together.

The train is **more expensive** than the bus.

A car is **more expensive** than a bicycle.

A bicycle is **less expensive** than a car.

SUBJECT  
PRONOUN

Steve is younger **than she** is.

OBJECT  
PRONOUN

Steve is younger **than her**.

**John's home** is larger than **William's home**.  
or

**John's home** is larger than **William's**.

**NOT** John's home is larger than ~~William~~.

My bookbag is **larger** than my handbag.

**NOT** My bookbag is ~~more larger~~ than my handbag.

### 4 Much Before Comparative Adjectives

Use **much** before comparative adjectives to make the comparison **stronger**.

Portland, Oregon, is **much larger** than Portland, Maine.

Portland, Oregon, is **much more diverse** than my city.

### 5 Questions with Which

Use **which** + a **noun** to ask about a comparison of two places or things. Use **or** between the places or things you are comparing.

**Which city** is larger, **Tokyo or Seoul**?

**Which city** has a larger population, **Moscow or London**?

Use **which** alone when the listener knows what you are comparing.

**Which** is larger?

(The listener knows you are comparing Tokyo and Seoul.)

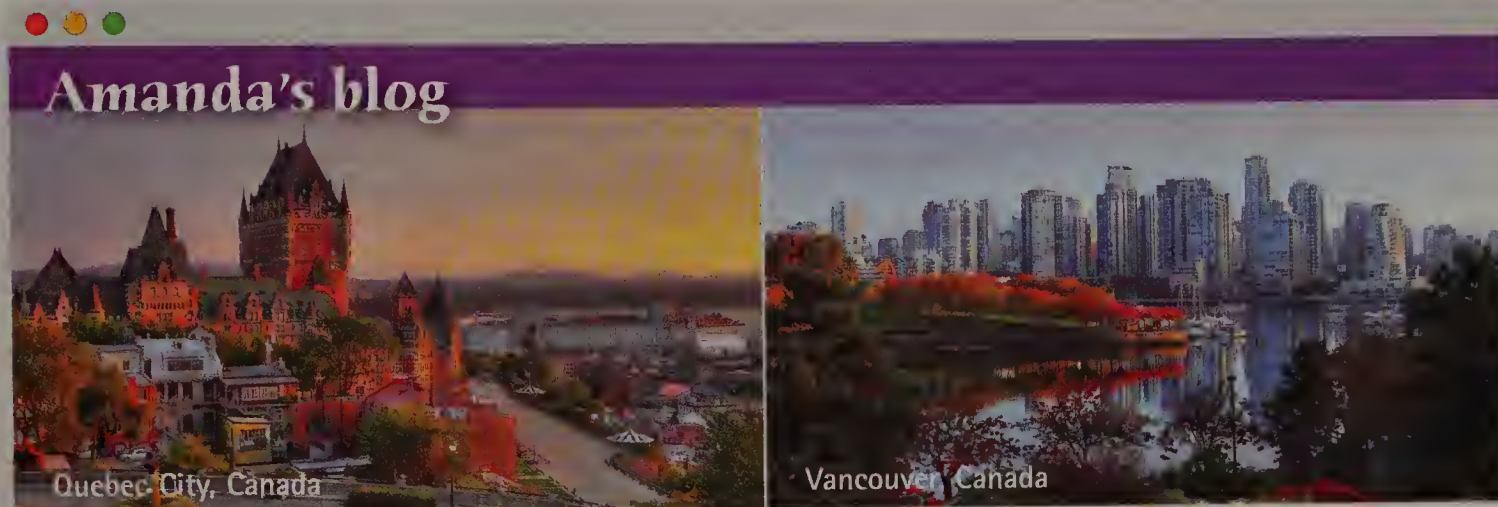
### REFERENCE NOTE

For information on (**not**) **as** + adjective + **as**, see Unit 33 on page 403.



**EXERCISE 1 DISCOVER THE GRAMMAR**

**A GRAMMAR NOTES 1–5** Read a blog about two cities in Canada. Underline all comparative adjectives.

**Quebec City and Vancouver**

Two of my favorite Canadian cities are Quebec City in the east and Vancouver in the west.

Quebec City has the charm of an old historic city. It is a lot older than Vancouver. Vancouver has an old neighborhood, but it's much younger than Quebec City's. Vancouver has a milder climate than Quebec City. People in Vancouver enjoy many beautiful gardens and parks. Stanley Park in Vancouver is bigger than most city parks. People can visit it all year round, but I think it's more fun in the spring or early summer when the flowers are in bloom.

Vancouver has a larger population than Quebec City, and it is growing each year. These days, many film makers work in Vancouver because it is less expensive than cities like Los Angeles and New York.

In Vancouver, most people speak English, while 95 percent of the people in Quebec City speak French. That's because the founders of Quebec were from France, and Quebec still has a European flavor.

Which city is better to visit? I can't say. They're both great places, but in different ways.

**B** Write the comparative form and the base form of the adjectives you underlined in A.

| Base Form     | Comparative Form |
|---------------|------------------|
| 1. <i>old</i> | <i>older</i>     |
| 2.            |                  |
| 3.            |                  |
| 4.            |                  |

| Base Form | Comparative Form |
|-----------|------------------|
| 5.        |                  |
| 6.        |                  |
| 7.        |                  |
| 8.        |                  |

## EXERCISE 2 COMPARATIVE ADJECTIVES AND QUESTIONS WITH WHICH

**GRAMMAR NOTES 1-5** Complete the conversations with the adjectives in parentheses.

Use the comparative form. Add *than* when necessary.

1. A: Which city is more expensive to live in, Tokyo or Sydney?  
(expensive)  
B: Tokyo is more expensive than Sydney.  
(expensive)
2. A: Which city is \_\_\_\_\_ in summer, Bangkok or Seoul?  
(hot)  
B: Bangkok summers are \_\_\_\_\_ summers in Seoul.  
(hot)
3. A: Which city has a \_\_\_\_\_ elevation, Bogotá or Mexico City?  
(high)  
B: Bogotá is \_\_\_\_\_ Mexico City.  
(high)
4. A: Which river is \_\_\_\_\_, the Nile or the Amazon?  
(long)  
B: The Nile is \_\_\_\_\_ the Amazon.  
(long)
5. A: Is winter in Quebec City \_\_\_\_\_ winter in Vancouver?  
(cold)  
B: Yes, it is. Quebec City's winter is \_\_\_\_\_ Vancouver's.  
(much / cold)
6. A: Is Arizona \_\_\_\_\_ Pennsylvania?  
(dry)  
B: Yes, it is. It's \_\_\_\_\_ Pennsylvania.  
(much / dry)
7. A: Are summers \_\_\_\_\_ winters in Miami?  
(humid)  
B: Yes, they are. Summers are \_\_\_\_\_ winters in Miami.  
(much / humid)
8. A: Which highway has \_\_\_\_\_ traffic, West Highway or East Highway?  
(heavy)  
B: West Highway. Traffic on West Highway is always \_\_\_\_\_ traffic on East Highway.  
(heavy)
9. A: In the past, was the Hudson River \_\_\_\_\_ it is today?  
(polluted)  
B: Yes, it was. Twenty years ago, it was \_\_\_\_\_ it is today.  
(much / polluted)

## EXERCISE 3 LESS AND ADJECTIVES

**GRAMMAR NOTE 3** Complete the sentences with *less* and the adjectives in parentheses.

Use the comparative form. Add *than* when necessary.

1. Madrid is less expensive than Zürich.  
(expensive)
2. Winter is \_\_\_\_\_ summer in Houston.  
(humid)
3. Is Kennedy Airport on Tuesday \_\_\_\_\_ it is on Sunday?  
(crowded)

4. Today the Cuyahoga River in Ohio is \_\_\_\_\_ it was years ago,  
(polluted)  
when it caught fire from the pollution.
5. Is the Eiffel Tower \_\_\_\_\_ the Egyptian Pyramids?  
(popular)
6. Is Maine \_\_\_\_\_ Oregon?  
(diverse)
7. Are airplanes \_\_\_\_\_ cars?  
(dangerous)
8. Are plane rides \_\_\_\_\_ car rides?  
(comfortable)

## EXERCISE 4 SENTENCES WITH COMPARATIVE ADJECTIVES

### GRAMMAR NOTES 1–3, 5

Look at the chart. Use the information in the chart to answer the questions. Write long answers.

|                                          | Middletown    | Lakeville   |
|------------------------------------------|---------------|-------------|
| Population                               | 100,000       | 50,000      |
| Average household income                 | \$85,000      | \$63,000    |
| Average rent for a two-bedroom apartment | \$1,300       | \$1,000     |
| Cost of a cup of coffee                  | \$2           | \$1         |
| Percentage unemployed                    | 7%            | 9%          |
| Number of good hospitals                 | 5             | 1           |
| Average summer temperature               | 80°F (26.6°C) | 68°F (20°C) |

1. Which city is larger (in population)?

Middletown is larger than Lakeville.

2. Where are salaries higher?

\_\_\_\_\_

3. Where are rents lower?

\_\_\_\_\_

4. Where is coffee less expensive?

\_\_\_\_\_

5. Where is unemployment higher?

\_\_\_\_\_

6. Where is medical care better?

\_\_\_\_\_

7. Which city is hotter in summer?

\_\_\_\_\_



## EXERCISE 5 WHICH QUESTIONS AND ANSWERS

**GRAMMAR NOTES 1–5** Write *which* questions with the words in parentheses. Use the comparative form of the adjectives. Then guess the answers. Write your guesses with long answers with *than*. Check your answers on page 453.

1. (which country / be / large / in size / China or Russia)

A: Which country is larger in size, China or Russia?

B: Russia is larger in size than China.

2. (which river / be / long / the Amazon or the Nile)

A: \_\_\_\_\_

B: \_\_\_\_\_

3. (which mountain / have / a / high / elevation / Mount Everest or Mount Denali)

A: \_\_\_\_\_

B: \_\_\_\_\_

4. (which ocean / be / big / the Pacific or the Atlantic)

A: \_\_\_\_\_

B: \_\_\_\_\_

5. (which city / have / a / high / elevation / La Paz, Bolivia, or Sydney, Australia)

A: \_\_\_\_\_

B: \_\_\_\_\_

6. (which country / have / a / big / population / Japan or South Korea)

A: \_\_\_\_\_

B: \_\_\_\_\_

7. (which city / be / expensive / New York or Venice)

A: \_\_\_\_\_

B: \_\_\_\_\_

## EXERCISE 6 COMPARATIVE ADJECTIVES

**GRAMMAR NOTES 1–4** Complete the paragraph with the adjectives in parentheses. Use the comparative form.

You are choosing between two cities to live in in California: Los Angeles or Glendale.

You aren't sure which is a better choice. Los Angeles is a

1. (good)

much bigger city than Glendale, and it has all the problems of big

2. (much / big)

cities. Los Angeles is \_\_\_\_\_ than Glendale, and traffic is

3. (polluted)

\_\_\_\_\_. The streets of downtown Los Angeles are

4. (bad)

\_\_\_\_\_ than the streets of Glendale, too.

5. (much / busy)

However, Los Angeles is \_\_\_\_\_ than Glendale. Los

6. (much / exciting)

Angeles has a great night life. Glendale is \_\_\_\_\_ at night.

7. (much / quiet)

Both cities have the same great climate. It's hard to compare housing costs. Some parts of

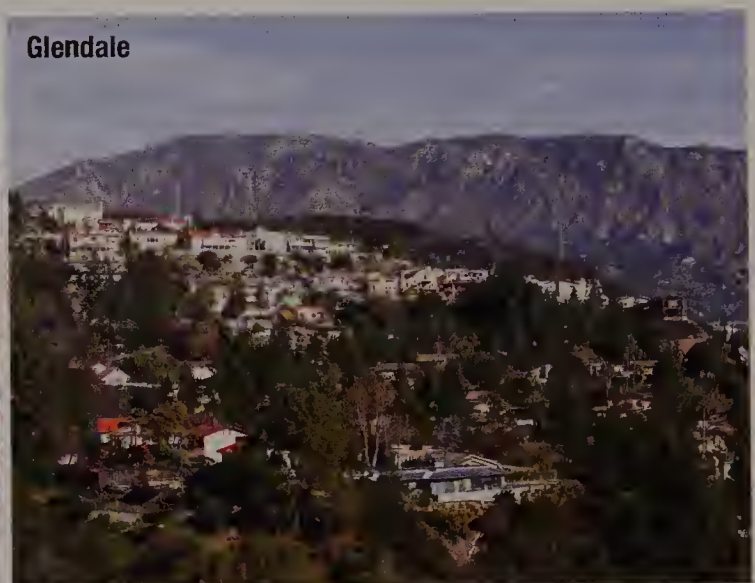
Los Angeles are \_\_\_\_\_ than Glendale and other parts are

8. (expensive)

\_\_\_\_\_. However, Los Angeles is close to Glendale, so if you

9. (cheap)

make a mistake, you can always move.



## EXERCISE 7 EDITING

**GRAMMAR NOTES 1-5** Read the sentences. There are seven mistakes. The first one is already corrected. Find and correct six more.

1. Our new apartment is much <sup>more</sup> comfortable than our old apartment.
2. Florida is warm than Maine.
3. Which city is hotter than, New York or San Francisco?
4. A motorcycle is more faster than a bicycle.
5. Traffic at 8:00 a.m. is heavier traffic at 10:00 a.m.
6. The climate in Portland, Oregon, is mild than the climate in Anchorage, Alaska.
7. Drew's apartment is less convenient than his sister.



## EXERCISE 8 LISTENING

▶ 31/02 **A** Listen to a conversation between two friends. The woman says, “You can thank our mayor.” What is the mayor doing to the city?

▶ 31/02 **B** Listen again. Complete the sentences. Circle the correct answers.

1. The downtown area is livelier / less lively than before.
2. The seats on the buses are more comfortable / less comfortable than they were.
3. It's easier / harder to take the bus.
4. The air is cleaner / dirtier.
5. It's easier / harder to park downtown.
6. West Park is cleaner and safer / dirtier and more dangerous than before.
7. East Park is cleaner and safer / dirtier and more dangerous than before.

**C** Work with a partner. Ask questions comparing Fogville now and before. Use the comparative form of the words in the box.

clean    dangerous    dirty    easy    hard    lively    safe

EXAMPLE: **A:** Is Fogville cleaner than before?

**B:** Yes, it is. It's cleaner because people don't drop things in the street now.  
They don't want to pay a fine.





## EXERCISE 9 TWO CITIES, TWO TRAIN SYSTEMS

**A GAME** Work in a group. Look at the information about the London Underground and the Moscow Metro. Work together to write as many comparative questions with *which* as you can. Use the comparative forms of the adjectives in the box.

cheap    expensive    fast    long    new    old    short    slow

|                               | LONDON UNDERGROUND               | MOSCOW METRO                     |
|-------------------------------|----------------------------------|----------------------------------|
| Year opened                   | 1863                             | 1935                             |
| Length of tracks              | about 250 miles (400 kilometers) | about 205 miles (330 kilometers) |
| Number of passengers each day | 4 million*                       | 8 million*                       |
| Cost of ride in euros         | 4 euros for shortest distance*   | About 0.6 euros*                 |
| Speed                         | 20.5 mph (33 km/h)               | 25.9 mph (41.6 km/h)             |

\*These numbers may vary

*Which train system is cheaper, the London Underground or the Moscow Metro?*



**B** The class closes their books. Each group asks another group a comparative question with *which* about the London Underground and the Moscow Metro. You get one point for every correct answer. The group with the most correct answers wins.

EXAMPLE: **GROUP A:** Which train system is older, the London Underground or the Moscow Metro?

**GROUP B:** The London Underground is much older. . .

## EXERCISE 10 A TREE-HOUSE IS MORE FUN

**A DISCUSSION** Prepare for a discussion. Work with a partner. Name two unusual things for each category in the chart.

|                 |                    |                    |
|-----------------|--------------------|--------------------|
| Kinds of homes  | <i>a houseboat</i> | <i>a treehouse</i> |
| Kinds of jobs   |                    |                    |
| Sports          |                    |                    |
| Vacation places |                    |                    |
| Kinds of food   |                    |                    |

**B** Talk about your preferences for each category in A and give reasons why.

EXAMPLE: **A:** Which is better, a houseboat or a treehouse?

**B:** For me, a houseboat is better. A houseboat is more comfortable, and it has a more beautiful view because you can see water.

## EXERCISE 11 PEOPLE IN PARIS ARE MORE ...

**A Q & A** Prepare for a question-and-answer activity in B. Every student chooses a city he or she knows well and writes the name of the city on the board. (Do *not* choose the city you are in.) Then together make a list of adjectives that describe cities, people, and climates. Write those adjectives on the board.

EXAMPLES: Cities                      People                      Climates  
*clean*                                  *friendly*                      *warm*  
*dangerous*                      *polite*                      *dry*  
*exciting*                      *relaxed*                      *humid*

**B** Work in a group. Write questions comparing the cities on the board to the city you are in. Use the adjectives on the board or choose your own. Ask a comparative question about each city. The student who chose the city answers the question.

EXAMPLE: **A:** Pierre, did you choose Paris?

**B:** Yes, I did.

**A:** OK, which city is cleaner, [the city you are in] or Paris?



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read about two ways to travel. Then work with a partner. Think of two more ways to travel. Complete the chart. Then compare your two ways to travel.

### Ways to Travel

Most cities have buses and trains, but some cities have more unusual ways to travel. In San Francisco, some people travel by trolley. In Venice, people sometimes travel by gondola. Both the trolley and the gondola are more fun than the bus or the train. The gondola is more romantic than the trolley, but the trolley is more exciting, especially when you're traveling down one of San Francisco's steep streets.



Trolley



Gondola

| Ways to Travel | Description            |
|----------------|------------------------|
| trolley        | unusual, fun, exciting |
| gondola        | unusual, fun, romantic |
|                |                        |
|                |                        |

**B WRITE** Write a paragraph comparing two ways of travel. Use the paragraph in A and your chart. Use at least three comparative adjectives.

**C CHECK YOUR WORK** Read your paragraph in B. Underline the comparative adjectives. Then use the Editing Checklist to check your work.

#### Editing Checklist

Did you...?

- ☐ add *-er* to short adjectives to form the comparative
- ☐ use *more* + adjective for longer adjectives
- ☐ use *than* after the comparative adjective
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.



# UNIT 31 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct answers.

1. She is more / much younger than he is. She is much more tall / taller, too.
2. This singing group is more popular / popular more than the other one.
3. The traffic is more worse / worse now than it was an hour ago.
4. Which city has a better / more good transportation system, Toronto or Vancouver?
5. Is your car more comfortable than your brother / brother's?

**B** Complete the sentences with the correct forms of the adjectives in parentheses. Use *than*.

1. She is seven. Her sister is ten. She is \_\_\_\_\_ her sister.  
(young)
2. Amy is five feet tall. Joe is six feet tall. Amy is \_\_\_\_\_ Joe.  
(short)
3. My coat is \$199. Her coat is \$150. My coat is \_\_\_\_\_ her coat.  
(expensive)
4. Today is 90°F (32°C). Yesterday was 70°F (21°C). Today is \_\_\_\_\_  
yesterday. (hot)

**C** Look at the chart. Complete the sentences with *less expensive*, *more expensive*, *higher*, *lower*.

|                | New City | Sun City |
|----------------|----------|----------|
| Bus fare       | \$2.50   | \$3.00   |
| Average income | \$65,000 | \$90,000 |

1. A bus is \_\_\_\_\_ in New City than in Sun City.
2. A bus is \_\_\_\_\_ in Sun City than in New City.
3. The average income is \_\_\_\_\_ in Sun City than in New City.
4. The average income is \_\_\_\_\_ in New City than in Sun City.

**D** Correct the paragraph. There are six mistakes.

The train is much fast than the bus and the seats are comfortabler. The bus is much more slower than the train, but the views from the bus are more interesting. Which are cheaper, the train or the bus? The bus is much less expensiver, but for me the train is more good because I have very little free time.

Check your answers on page 451.

## Adverbs of Manner

## PUBLIC SPEAKING

## OUTCOMES

- Express how things happen, using adverbs
- Recognize true statements about information in an article
- Recognize details in a presentation
- Use tone of voice to express different feelings
- Describe people's actions, using adverbs
- Write a paragraph about something you do well

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. When do people have to speak in front of large audiences?
2. How do you usually feel when you give a speech in front of many people?
  - a. relaxed
  - b. a little nervous
  - c. very nervous

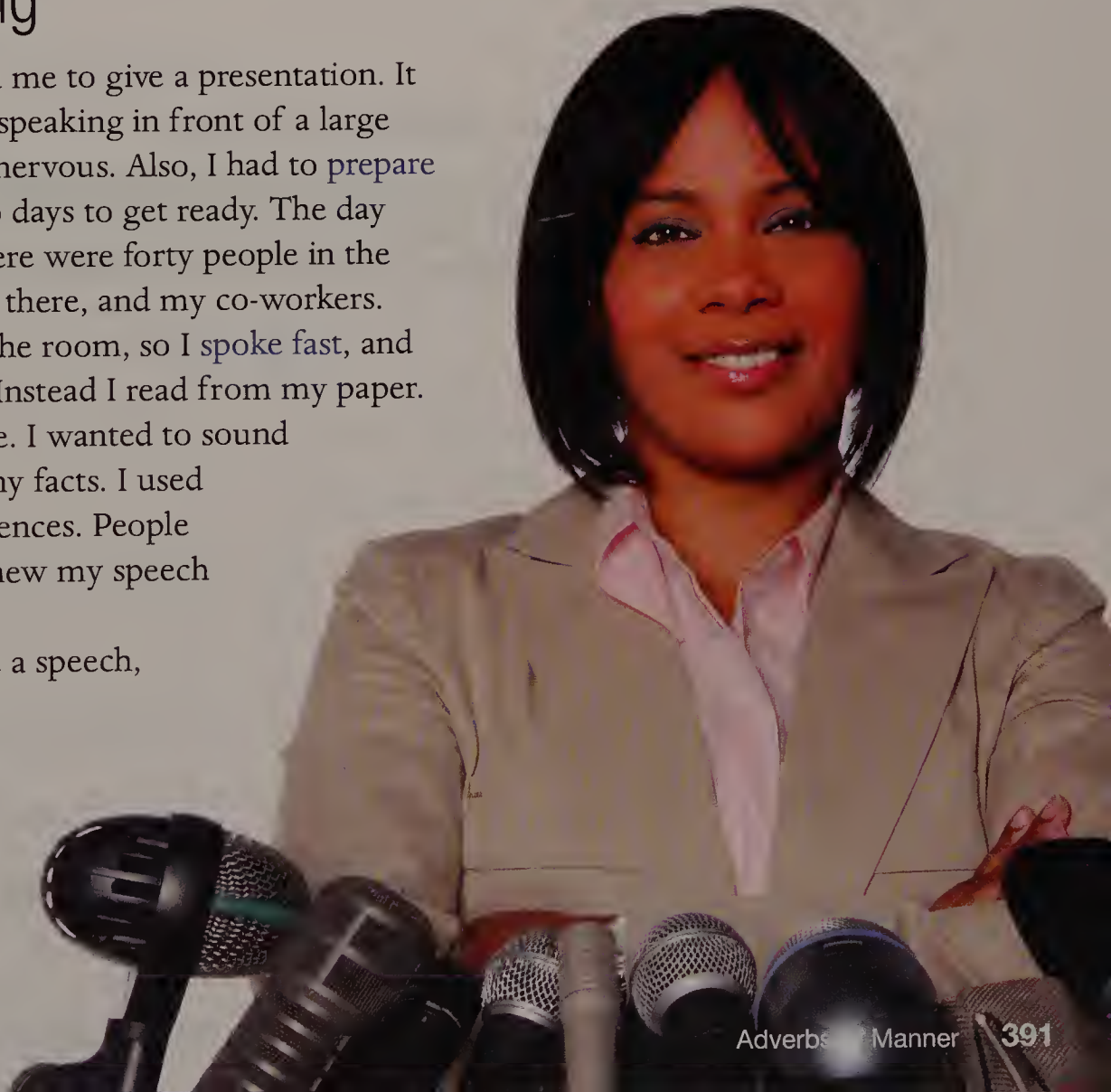
## READ

32/01 Read this article about public speaking.

## Public Speaking

Last year, my boss asked me to give a presentation. It was a nightmare. I hate speaking in front of a large group, and I always get nervous. Also, I had to prepare quickly—I had only two days to get ready. The day of the speech came. There were forty people in the room. My manager was there, and my co-workers. I wanted to run out of the room, so I spoke fast, and I didn't look at anyone. Instead I read from my paper. I was afraid to tell a joke. I wanted to sound smart, so I gave too many facts. I used big words and long sentences. People clapped politely, but I knew my speech was awful.

The next time I gave a speech, I asked a friend for help. She helped me to focus on three ideas, give good examples, and tell jokes. In my next speech,



I spoke slowly and clearly. I **thought carefully** about everything I wanted to say. I spoke **honestly**, and I added a few personal examples. I only said things I really believed. I looked at my audience, and I smiled at the right times. This time the applause was long and loud. I **connected well** with the audience, and I felt good. People gave me their time, and I gave them a speech to remember.

## AFTER YOU READ

**A VOCABULARY** Choose the phrase that is closest in meaning to the word in **bold**.

- The **audience** was interested in every word he said.
  - people who write about a performance
  - people who watch a performance
- When he heard the long **applause**, he felt satisfied.
  - clapping of hands
  - stamping of feet
- Most of his speech was light and funny, but he spoke **seriously** at the end of his talk.
  - in a way that says something is wrong
  - in a way that says something is important
- He told us many **facts** about his country.
  - true things
  - opinions he had
- We laughed at his **jokes**.
  - funny stories
  - true stories
- She **appreciated** my help and thanked me many times.
  - was nervous about
  - was grateful for

**B COMPREHENSION** Read the advice. Check (✓) Yes if it is from the article. Check No if it is not from the article.

|                                             | Yes                      | No                       |
|---------------------------------------------|--------------------------|--------------------------|
| 1. Speak quickly.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Speak slowly.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Use big words.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Look at the audience.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Use humor.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Give personal examples.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Have many ideas, not just three or four. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Speak briefly.                           | <input type="checkbox"/> | <input type="checkbox"/> |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then discuss: What's the biggest mistake a speaker can make?



## ADVERBS OF MANNER

| Subject | Verb  | Adverb   |
|---------|-------|----------|
| He      | spoke | well.    |
|         |       | badly.   |
|         |       | clearly. |

| Subject | Verb     |            | Adverb   |
|---------|----------|------------|----------|
| She     | finished | her speech | quickly. |

Adverb Formed with  
Adjective + -ly

| Adjective | Adverb        |
|-----------|---------------|
| bad       | badly         |
| careful   | carefully     |
| loud      | loudly        |
| quick     | quickly       |
| quiet     | quietly       |
| sarcastic | sarcastically |
| slow      | slowly        |

Same Adjective and  
Adverb Form

| Adjective | Adverb |
|-----------|--------|
| early     | early  |
| fast      | fast   |
| late      | late   |
| long      | long   |

## Irregular Adverb Form

| Adjective | Adverb |
|-----------|--------|
| good      | well   |

## GRAMMAR NOTES

## 1 Adverbs of Manner

Adverbs of manner **describe action verbs**. They say **how** or **the way something happens**. The adverb often comes at the end of the sentence.

Most adverbs of manner are formed by **adding -ly** to an adjective.

Some **adverbs** of manner have the **same form** as **adjectives**:

*hard, fast, early*

Some words that end in **-ly** are **adjectives**, not adverbs:

*lively, lovely, ugly, lonely, friendly*

These adjectives have no adverb form.

She spoke **slowly**.  
He walked **fast**.

ADJECTIVE  
She's a **careful** driver.

ADVERB  
She drives **carefully**.

ADJECTIVE ADVERB  
She's a **hard** worker. She works **hard**.

ADJECTIVE  
She's a **friendly** person.  
She has a **lonely** job.

## 2 Well: Adverb and Adjective

*Well* is the **adverb** for the adjective *good*.

ADJECTIVE

She's a **good** speaker.

ADVERB

She speaks **well**.

*Well* is also an **adjective** that means "in good health."

ADJECTIVE

I feel **well**.

**USAGE NOTE** In very informal speaking, we sometimes say *I'm good* instead of *I'm well*.

A: How are you?

B: I'm **good**.

## 3 Linking Verbs

**Linking verbs** can connect a subject and an adjective. Linking verbs are followed by **adjectives**.

Here are some common linking verbs:

|               |             |              |
|---------------|-------------|--------------|
| <i>appear</i> | <i>feel</i> | <i>smell</i> |
| <i>be</i>     | <i>look</i> | <i>sound</i> |
| <i>become</i> | <i>seem</i> | <i>taste</i> |

LINKING  
VERB

ADJECTIVE

She **seems** **sad**.

It **sounds** **beautiful**.

**BE CAREFUL!** Don't use adverbs after linking verbs.

The grapes **taste good**.

**NOT** The grapes ~~taste well~~.

Go to MyEnglishLab to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTES 1, 3** Read the paragraph. Underline the adverbs of manner and the verbs they describe in the paragraph. Then circle the linking verbs and the adjectives that follow them.

How do you speak well in public? We all know that a public speaker should look good and make his audience feel comfortable. In addition, a public speaker should remember three things: to entertain, to instruct, and to inspire. Use humor. It helps your audience relax. When you instruct, speak briefly. You should also speak clearly. Don't speak too long. And don't speak too fast. And remember that great speeches inspire and move an audience. Know your audience and touch their emotions.

## EXERCISE 2 ADVERBS OF MANNER

**GRAMMAR NOTES 1-2** Complete each sentence. Change the adjectives in parentheses to adverbs.

1. The audience listened carefully.  
(careful)
2. He spoke \_\_\_\_\_.  
(quick)
3. Sally writes \_\_\_\_\_.  
(good)
4. They speak Spanish \_\_\_\_\_.  
(fluent)
5. He spoke \_\_\_\_\_.  
(clear)
6. He drove \_\_\_\_\_.  
(fast)
7. Did he drive \_\_\_\_\_?  
(dangerous)
8. Did they sing \_\_\_\_\_?  
(bad)
9. The movie began \_\_\_\_\_.  
(slow)
10. It rained \_\_\_\_\_ last night.  
(hard)
11. She woke up \_\_\_\_\_.  
(early)
12. He stayed up \_\_\_\_\_.  
(late)



## EXERCISE 3 LINKING VERBS

**GRAMMAR NOTE 3** Match the beginnings of the sentences with the endings.

- |                            |                                            |
|----------------------------|--------------------------------------------|
| <u>c</u> 1. She looks      | a. awful. I hate heavy metal music.        |
| _____ 2. He looks          | b. happy. I guess he gave a good talk.     |
| _____ 3. The soup tastes   | <del>c.</del> sick. Does she have a fever? |
| _____ 4. Her speech was    | d. good. Are they baking cookies?          |
| _____ 5. This CD sounds    | e. great. People clapped for a long time.  |
| _____ 6. Their home smells | f. terrible. Don't eat it.                 |

## EXERCISE 4 ADVERBS OF MANNER AND ADJECTIVES

**GRAMMAR NOTES 1-3** Complete the conversations. Circle the correct answers.

1. A: How was the debate?  
B: Good. Both sides spoke good / well
2. A: How was the food at the reception after the debate?  
B: It tasted bad / badly.



3. A: There were beautiful / beautifully paintings in the room.  
B: Yes. The artist is from Colombia.
4. A: How did Roger do in his last debate?  
B: He didn't do good / well.
5. A: Speak careful / carefully. Everyone is listening to you.  
B: OK.
6. A: How was the talk?  
B: The first part was very slow / slowly, but the second part was better.
7. A: How was Mary's speech?  
B: Not great. She seemed nervous / nervously.

## EXERCISE 5 EDITING

**GRAMMAR NOTES 1-3** Read the conversations. There are six mistakes. The first mistake is already corrected. Find and correct five more.

1. A: How did he do?  
B: He did <sup>well</sup>~~good~~.
2. A: Was the food OK?  
B: Everyone loved it. It really tasted well.
3. A: Is Harry a good speaker?  
B: I don't think so. He speaks too slow.
4. A: Did they pass the test?  
B: Yes. They studied hardly and did well.
5. A: Could you hear him?  
B: No, I couldn't. He spoke too soft.
6. A: Do you like this sweater?  
B: No. It looks a little strangely.

## EXERCISE 6 LISTENING

**A** Listen to a talk about giving a speech. Complete the sentences.

1. At the start of a speech, you need a good \_\_\_\_\_.
2. At the end of a speech, you need a good \_\_\_\_\_.
3. It's a good idea to tell a couple of \_\_\_\_\_.

**B** Listen again. Write the suggestions that the speaker gives.

1. Look directly at a few people in the audience.
2. Second, speak \_\_\_\_\_.
3. Dress \_\_\_\_\_.
4. Speak \_\_\_\_\_ and use natural \_\_\_\_\_.
5. Don't read your \_\_\_\_\_.
6. Don't show a Powerpoint® slide with a lot of \_\_\_\_\_ on it.
7. Summarize your \_\_\_\_\_.
8. Thank your audience \_\_\_\_\_.

**C** Work with a partner. Talk about the suggestions for giving a speech. Which suggestions in A and B are hard to follow? Which are not difficult? Which suggestions do you like?

EXAMPLE: A: I think it's hard to tell jokes well.

B: I agree. It's not just the joke, it's how you tell it. It's not hard to ...



## EXERCISE 7 WHAT DO I REALLY MEAN?

**ROLE PLAY** How we speak gives a different meaning to a sentence. Work with a partner. Say the following sentences in the ways in the box or choose your own ways. Your partner guesses how you're talking.

angrily      decisively      questioningly      sadly      sarcastically

1. I love English grammar.

EXAMPLE: A: I love English grammar.

B: You're speaking sarcastically.

A: You're right.

2. The speech was great.

3. The movie was wonderful.

4. I love to exercise.

5. It's mine, all mine.



## EXERCISE 8 WHAT AM I DOING?

**GAME** Work in groups. Choose a verb and an adverb from the list. Act it out in front of your group. They say what you're doing.

### Verbs

dance      sing  
drive      speak  
eat      walk  
listen

### Adverbs

badly      quietly  
carefully      quickly  
nervously      slowly  
noisily





**A BEFORE YOU WRITE** Read the essay about babysitting. Work with a partner. Think of something you do well. For example, you may be a good soccer player, a good shopper, or a good cook. Give your partner four suggestions for how to do something.

## How to Babysit

I often watch my niece and nephew. They're three and five years old. I enjoy taking care of them. Here are some suggestions for anyone who wants to babysit young children:

- Listen carefully to the children and the parents.
- When something is important, speak seriously, but don't yell.
- When you say you'll do something, do it.
- When children do something really bad, tell them to stop.
- When children do something that's not so bad, don't say anything.
- Before the child or children go to sleep, have them play quietly. Then read to them.

**B WRITE** Write a paragraph about how to do something. Use the essay in A and your suggestions. Use at least two adverbs of manner.

**C CHECK YOUR WORK** Read your paragraph in B. Underline the adverbs of manner. Use the Editing Checklist to check your work.

### Editing Checklist

Did you ...?

- ☐ place adverbs of manner after the verb
- ☐ add -ly to adjectives to form most adverbs
- ☐ use adjectives after linking verbs such as *look*, *seem*, etc.
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraphs again. Can you improve your writing? Make changes if necessary.

# UNIT 32 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Change the adjectives in parentheses to adverbs.

1. He drove \_\_\_\_\_ (quick).
2. She spoke \_\_\_\_\_ (fluent).
3. Did he do \_\_\_\_\_ (good) on the test?
4. Walk \_\_\_\_\_ (slow) and look at the beautiful scenery.
5. I spoke \_\_\_\_\_ (clear).

**B** Complete the sentences. Circle the correct answers.

1. Both sides gave good / well arguments.
2. He spoke serious / seriously.
3. She works hard / hardly.
4. He did bad / badly on the last test.
5. I can't understand her because she's talking too quick / quickly.

**C** Complete the sentences with the words from the box.

briefly      clearly      fast      good      honestly

If you want to give a \_\_\_\_\_ 1. speech, remember these things. Don't speak for a long time: speak \_\_\_\_\_. 2. Also, don't swallow your words: speak \_\_\_\_\_. 3. Don't speak too \_\_\_\_\_ 4. because people need time to understand your ideas. Speak \_\_\_\_\_ 5. and say only what you mean.

**D** Correct the conversation. There are five mistakes.

- A: Did your speech go good? Did they appreciate your jokes?  
B: Well... they laughed polite, but I'm not sure they laughed sincere.  
A: It's hard to be funny.  
B: I hard worked, and I prepared carefully, but I was nervously.

Now check your answers on page 451.

# Adjective + *Enough*; *Too* and *Very*; *As* + Adjective + *As*

## COMPLAINTS

## OUTCOMES

- Use *too* to say there is more than necessary of something and *enough* to say there is a right amount of something
- Say how two nouns are alike, using *as...as*
- Correct false statements based on an article
- Compare the personalities of two employees discussed in a conversation
- Express opinions about places and things
- Write a paragraph about a place you didn't like

## STEP 1

## GRAMMAR IN CONTEXT

## BEFORE YOU READ

Work with a partner. Answer the questions.

1. What's a complaint?
2. Make a complaint about today's weather, the city you are in, or the building you are in.

## READ

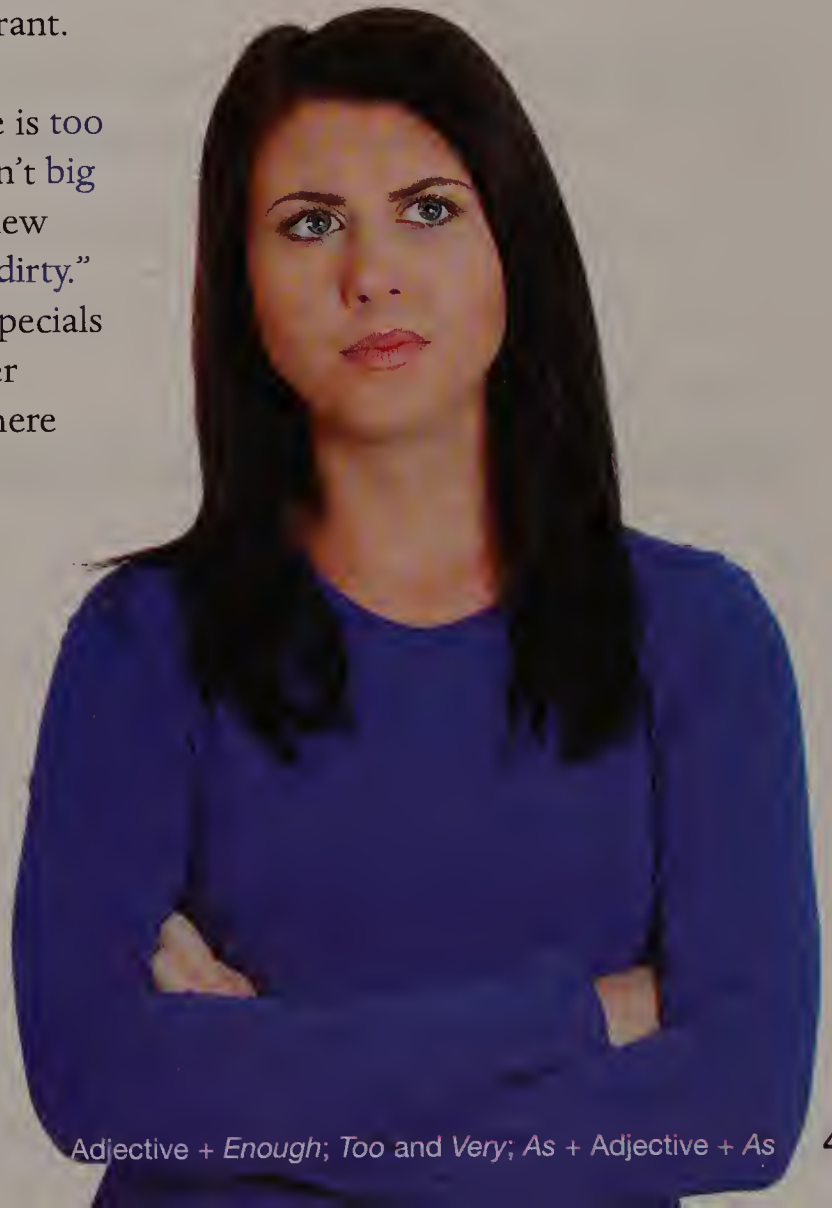
▶ 33/01

Read this article about complainers.

## Nothing Is Good Enough for Maria

You and your co-workers meet at a restaurant. Maria, one of your co-workers, enters the restaurant and says, "Hey, guys. This place is *too* noisy, and it's *too* dark. And the tables aren't big *enough*." You change restaurants. In the new restaurant, Maria says, "This table is *very* dirty." You get the menus and Maria says, "The specials here aren't *as* good as the ones in the other restaurant." Then Maria says, "The seats here are *very* uncomfortable."

What do you do about complainers? According to psychologist Guy Winch, you should try and understand their point of view. Complainers don't see themselves as complainers. They believe they see things as they really are. Maria feels she's right. In her eyes, the restaurant is *much* *too* noisy and the table is *very* dirty. Dr. Winch also says, "Don't try and tell the complainer that things aren't as





bad as they think. It's better to try and understand them and say sincerely, 'I see what you mean.'"

Sometimes we find that the complainer causes us to complain. Now we're as bad as the complainer. But is it always bad to complain? Some studies show that complainers live longer than people who don't complain. And complainers point out problems and look for solutions. When we improve a situation, we feel stronger and happier. So, as a complainer, you may live a very long and happy life.

## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

according to    in her eyes    point of view    point out    sincerely    solutions

1. \_\_\_\_\_ one psychologist, it's sometimes good to complain.
2. I know what you think. Now, I'd like to hear his \_\_\_\_\_.
3. \_\_\_\_\_, he can do nothing wrong.
4. I'm not just saying that I will help. I \_\_\_\_\_ mean it.
5. Ask her. She's good at finding \_\_\_\_\_ to problems.
6. Did you \_\_\_\_\_ that a new school will cost a lot of money?

**B COMPREHENSION** Correct these false statements.

1. Maria thinks the first restaurant is too quiet and bright.
2. In the second restaurant, Maria says the table is very dark.
3. Guy Winch is a server.
4. One study says complaining is bad for your health.
5. It's always bad to be a complainer.

**C DISCUSSION** Work with a partner. Compare your answers in B. Discuss: What's good about complaining?

ADJECTIVE + **ENOUGH**, **TOO** AND **VERY**, **AS** + ADJECTIVE + **AS**Adjective + *Enough*

|                  | Adjective   | <i>Enough</i>  |
|------------------|-------------|----------------|
| The room is      | <b>big</b>  | <b>enough.</b> |
| It is <b>not</b> | <b>warm</b> | <b>enough.</b> |

*Too* and *Very*

|               | <i>Too/Very</i> | Adjective   |                 |
|---------------|-----------------|-------------|-----------------|
| The coffee is | <b>too</b>      | <b>hot.</b> | Don't drink it. |
| The coffee is | <b>very</b>     | <b>hot.</b> | It's good.      |

**As + Adjective + As**

|          | As        | Adjective    | As        |              |
|----------|-----------|--------------|-----------|--------------|
| Jake is  |           | <b>tall</b>  |           | his dad.     |
| He isn't | <b>as</b> | <b>heavy</b> | <b>as</b> | his dad.     |
| Is Jake  |           | <b>tall</b>  |           | his brother? |

## GRAMMAR NOTES

1 *Enough*

*Enough* means as much as necessary, or that you have the **amount you need**.

You can use *enough* after an **adjective**.

ADJECTIVE  
He's **old enough**. (*He can drive.*)

Remember that you can also use *enough* before a noun. (See Unit 28.)

NOUN  
There are **enough chairs**.

2 *Too*

*Too* means **more than necessary**. It has a negative meaning.

You can use *too* before an **adjective**.

The room is **too hot**. (*We can't stay.*)

*Much too* or *way too* makes the meaning **stronger**.

The room is **much too hot**.

**USAGE NOTE** We use *way too* in informal speaking.

The room is **way too hot**.

**BE CAREFUL!** *Too* sounds like *to* and *two*, but the spelling and meaning are different.

Let's go **to** the movies.  
There are **two** good movies.  
It's **too** late.

### 3 Very

**Very** makes the meaning of an adjective **stronger**.

**Very** comes before an **adjective**.

She's **very** talkative.

**BE CAREFUL!** *Too* and *very* are different. *Too* has a negative meaning, but *very* doesn't.

This soup is **very** hot and delicious.

That soup was **too** hot. He burned his tongue.

### 4 As + Adjective + As

Use **as + adjective + as** to show how two people, places, or things are alike.

Sally is **as tall as** Paula. (*They're the same height.*)

Use **not as + adjective + as** to show how two people, places, or things are **not** alike.

Sally is **not as tall as** Mike. (*Mike is taller.*)

Paula **isn't as tall as** Mike.

You can also use **as + adjective + as** to ask questions.

Is Mike **as tall as** his father?

## REFERENCE NOTE

For more information on **enough + noun**, see Unit 28 on page 337.

Go to MyEnglishLab to watch the grammar presentation.

## STEP 3 FOCUSED PRACTICE

### EXERCISE 1 DISCOVER THE GRAMMAR

**A GRAMMAR NOTES 1-4** Read this conversation about a diner that reopened under new management. Underline adjective + **enough**, **too** + adjective, **very** + adjective, and **as + adjective + as**.

ALEXI: Where did you eat last night?

RICHARD: At Ellen's Restaurant.

ALEXI: Oh, yeah? I went there last year, and it was very good. How was the food last night?

RICHARD: Well, the soup was very watery, and the coffee wasn't strong enough.

ALEXI: That's terrible.

RICHARD: I had the steak, and it wasn't as tasty as before. Ilene said the chicken was great, but she never complains about anything.

ALEXI: Oh?

RICHARD: They had new menus, and the print was too small. When I got the bill, I found out everything was more expensive than before.

ALEXI: Did they keep the old servers?



RICHARD: No, the servers were new, and they weren't as polite as the old servers.

ALEXI: How was the atmosphere?

RICHARD: Different. The colors were very bright, and the music was very loud.

ALEXI: So, I guess the restaurant was empty.

RICHARD: Actually, it was very crowded.

**B** Complete the sentences about Ellen's restaurant last night, based on the conversation in A. Match the beginning of each sentence with the ending.

- |                                 |                                                 |
|---------------------------------|-------------------------------------------------|
| <u>  b  </u> 1. The steak       | a. had too much water in it.                    |
| <u>      </u> 2. The soup       | <del>b.</del> was not very tasty.               |
| <u>      </u> 3. The coffee     | c. was louder than it was in the past.          |
| <u>      </u> 4. The menu       | d. had a lot of people.                         |
| <u>      </u> 5. The servers    | e. was too weak.                                |
| <u>      </u> 6. The music      | f. was hard for Richard to read.                |
| <u>      </u> 7. The restaurant | g. were less polite than they were in the past. |

## EXERCISE 2 ADJECTIVE + ENOUGH

**GRAMMAR NOTE 1** Complete the sentences. Choose an adjective from the box and *enough*.

fast    high    important    loud    old    strong    ~~tall~~    warm

1. Can you reach that shelf? I'm not   tall enough  .
2. He won't win the race. He isn't \_\_\_\_\_.
3. Who can lift the desk? I'm not \_\_\_\_\_.
4. We can hear the TV. It's \_\_\_\_\_.
5. Ella can't start kindergarten yet.  
She isn't \_\_\_\_\_.
6. She didn't get into that college. Her grades  
weren't \_\_\_\_\_.
7. You don't have to heat up the soup.  
It's \_\_\_\_\_.
8. They left out that part of the speech.  
It wasn't \_\_\_\_\_.



### EXERCISE 3 TOO + ADJECTIVE

**GRAMMAR NOTE 2** Underline the adjectives in the sentences. Then add *too* before each adjective.

1. Homes are <sup>*too*</sup> expensive in that area. That's why people can't afford to live there.
2. We don't want to move there. The commute is long. It's two hours to downtown.
3. The train is always crowded. Let's take the bus.
4. That house is small for you. There are six people in your family. How will you manage?
5. The house is big for us. We don't need that much space.
6. I don't like that area. Winters are cold.
7. Don't buy that coffee maker. It's cheap, and it will break.
8. I don't like the summer there. It's humid.

### EXERCISE 4 TOO OR VERY

**GRAMMAR NOTES 2-3** Complete the sentences with *too* or *very*.

1. A: Should I wear this black dress for the wedding?  
B: Yes! I think it's very fashionable.
2. A: I love these shoes. They're \_\_\_\_\_ stylish.  
B: Yes, but the heels are \_\_\_\_\_ high, and I can't wear them for long.
3. A: Did you get the tickets?  
B: No. We were much \_\_\_\_\_ late. The concert was sold out last week.
4. A: Can Said go on the roller coaster?  
B: No. He's \_\_\_\_\_ short. You have to be four feet tall, and he's only three feet six inches.
5. A: Here's your composition. You did a great job.  
It's \_\_\_\_\_ well-written.  
B: Thank you.



6. A: Please carry the box inside.  
B: I can't, Mom. It's \_\_\_\_\_ heavy for me.
7. A: Getting into that school is \_\_\_\_\_ difficult. Do you think Joe can get in?  
B: No. His grades are much \_\_\_\_\_ low.
8. A: Are you going to buy the jacket?  
B: Well, it's a good deal, but it doesn't fit. It's way \_\_\_\_\_ tight in the shoulders.
9. A: Are you ready to go?  
B: No. It's much \_\_\_\_\_ early. I don't want to be the first to arrive at the party.
10. A: Was the party fun?  
B: We had a \_\_\_\_\_ good time. We stayed until 2:00 a.m.

## EXERCISE 5 ENOUGH, TOO, AND VERY

**A GRAMMAR NOTES 1-3** Haley is talking to her aunt about a party. Complete the conversation. Circle the correct words.

AUNT ANNE: So, Haley. How was the party?

HALEY: I had a great time, but there were problems with the place. The air conditioner didn't work well, so it was too hot / hot enough in the room.  
1.

AUNT ANNE: How was the music?

HALEY: Good, but the refreshments were awful. The appetizers were too salty / salty enough, and the desserts were too sweet / sweet enough. And there wasn't enough ice, so the drinks weren't too cold / cold enough.  
2. 3. 4.

AUNT ANNE: Too bad.

HALEY: Also, there weren't enough chairs. Most of us had to stand. And the room wasn't too big / big enough. It was too big / big enough for twenty people, but thirty-five people came. But I still had a lot of fun.  
5. 6.

AUNT ANNE: Your mom sent me a picture of you, and you looked very beautiful / too beautiful. I just wondered about those shoes. Weren't your heels too high / high enough? How could you dance?  
7. 8.

HALEY: They were too comfortable / very comfortable, and I danced all night!  
9.



## EXERCISE 6 TOO, VERY, ENOUGH, AS... AS

**GRAMMAR NOTES 1–4** Complete the sentences. Use the adjectives in parentheses and *too*, *very*, *enough*, or *as... as*.

1. Mr. Jones isn't as old as he looks.  
(old)
2. The music was much louder. It hurt my ears, so we left before the end of the concert.  
(loud)
3. The food wasn't as spicy as for Bob. He likes very spicy food.  
(spicy)
4. That painting is more beautiful than. I want to hang it up in my living room.  
(beautiful)
5. That electrician is way more expensive than expensive. Let's find someone less expensive.  
(expensive)
6. Your mother's kitchen is cleaner than my mother's kitchen. They both like to clean a lot!  
(clean)
7. Boots are more fashionable than and warm. You should get a pair.  
(fashionable)
8. I understood a lot, but not everything in the movie. My French isn't as good as.  
(good)
9. My new shoes look good, but they aren't as comfortable as my old shoes.  
(comfortable)

## EXERCISE 7 AS...AS

**A GRAMMAR NOTE 4** Complete the conversation. Use *as...as* and the correct forms of the words in parentheses. Use contractions where possible.

**LYNN:** Jeff got a great job offer in Lakeville, but I don't want to move.

**BINA:** Why not?

LYNN: Well, the schools in Lakeville aren't as good as the schools here  
1. (be / not / good)  
in Middletown.

**BINA:** But you don't have children.

LYNN: We may one day. And in Lakeville, the shopping \_\_\_\_\_  
it is here. 2. (be / not / convenient)

**BINA:** Shopping in Lakeville is just \_\_\_\_\_ shopping here.  
3. (convenient)  
Sometimes I even go there to shop.

LYNN: Well, the parks \_\_\_\_\_ they are in Middletown, and the people \_\_\_\_\_ the people here.

4. (be / not / beautiful)  
5. (be / not / friendly)

BINA: The people in Lakeville are just \_\_\_\_\_ the people here.

6. (friendly)

Three of my co-workers live in Lakeville, and they're great. . . . How can you say that people there aren't friendly? What's the real reason you don't want to move?

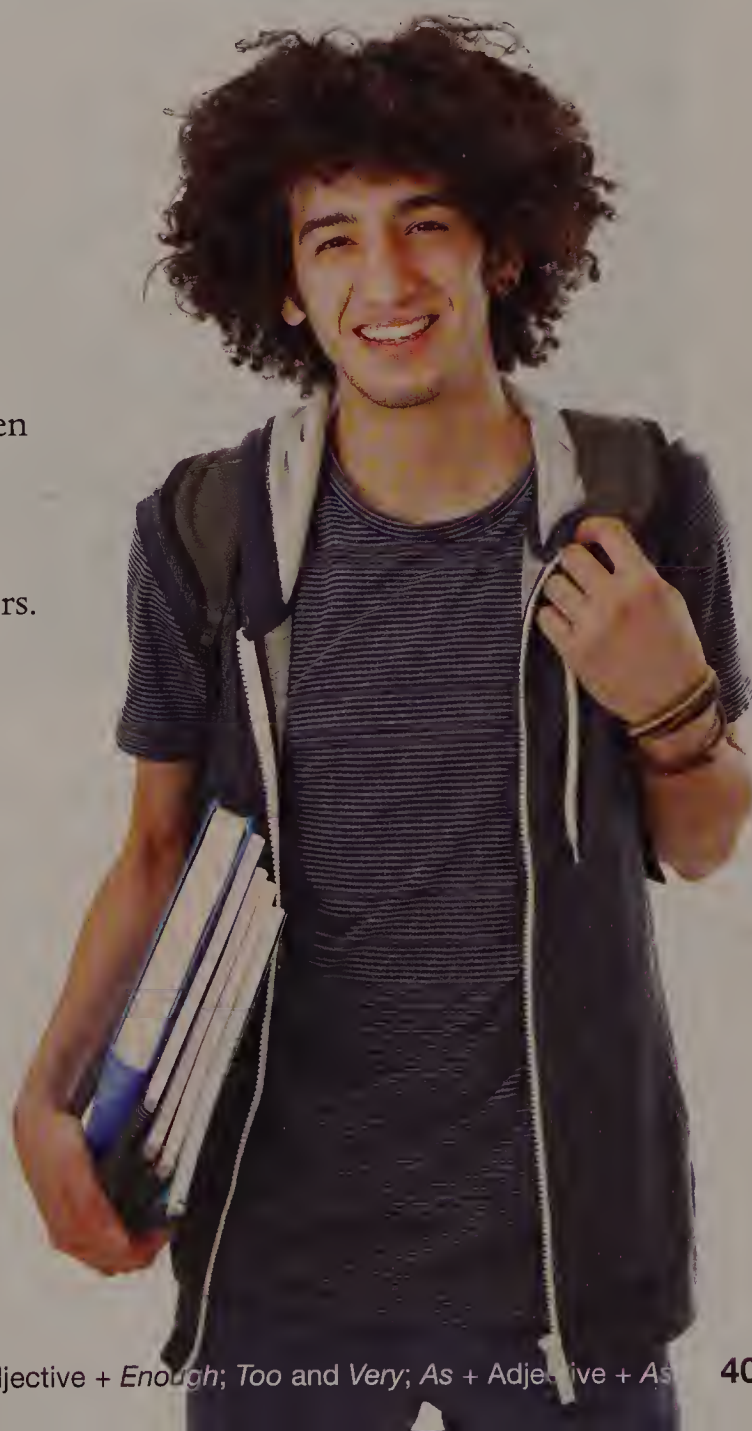
LYNN: Well . . . my family. Everyone is here. I feel bad because Jeff really wants to take the job, but I just don't want to move away from them.

▶ 33/03 **B LISTEN AND CHECK** Listen to the conversation and check your answers in A.

## EXERCISE 8 EDITING

**GRAMMAR NOTES 1–4** Read the sentences. There are six mistakes. The first mistake is already corrected. Find and correct five more.

1. My family's apartment isn't <sup>big enough</sup> ~~enough big~~ for four people.
2. My history course isn't as interesting than my computer course.
3. I can't vote. I'm to young. You have to be eighteen years old, and I'm only sixteen.
4. It's too way cold. We can't go swimming outdoors.
5. Is my brother enough old? Can he really join the army? He's eighteen.
6. I'm as taller as my father.



**EXERCISE 9 LISTENING**

▶ 33/04

**A** Listen to the conversation. Two managers are talking about two young employees, Colin and Maria. Complete the sentence. Choose the correct answer.

The managers \_\_\_\_.

- a. are planning to promote Maria and Colin
- b. promoted Maria, but didn't promote Colin

▶ 33/04

**B** Listen again. Then complete the sentences. Circle the correct answers.

1. Maria is "reliable" means \_\_\_\_.
  - ☒ a. she does what she says she will do
  - b. she usually says nice things to others
2. "Colin is too critical" means \_\_\_\_.
  - a. Colin complains about other people's work when it is bad
  - b. Colin complains about other people's work when it is bad *and* when it is good
3. "She'll bring out the best in others" means \_\_\_\_.
  - a. she'll take people to nice places
  - b. she'll help people do a better job
4. "She's a team player" means \_\_\_\_.
  - a. she'll be loyal to the company and help her co-workers
  - b. she'll join a company sports team

**C** Work with a partner. Study the meaning of the words in the box. Then take turns asking questions about Colin and Maria. Use *as...as* and the adjectives in the list.

*critical*: always saying something is bad or wrong  
*enthusiastic*: showing interest and excitement about something  
*helpful*: wanting to help  
*punctual*: being on time  
*reliable*: being a person who does what they say they will do  
*smart*: intelligent

EXAMPLE: A: Is Maria as critical as Colin?

B: No. Colin is too critical, and Maria isn't critical.



## EXERCISE 10 DON'T EVER GO THERE!

**A** **ROLE PLAY** Prepare to do role plays. Choose one of the following topics and take notes about it. Use *too* or *enough* for your reasons.

- a place you don't like and three reasons why
- a sports event, movie, or concert you didn't like and three reasons why

*I don't like Lakeville Amusement Park.*

*Reasons:*

- 1. Park: too crowded*
- 2. Lines: too long*
- 3. Rides: not long enough*



**B** Work with a partner. Do a role play on the topic you chose in A. Use your notes. Then switch roles.

EXAMPLE: **A:** Don't ever go to Lakeville Amusement Park.

**B:** Really? Why not?

**A:** I was there last Saturday, and it was awful. First of all, it was way too crowded. And the lines were too long for the good rides.

**B:** Anything else?

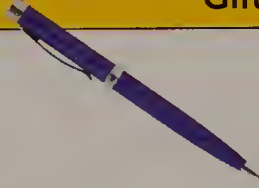
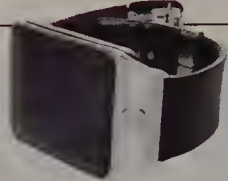
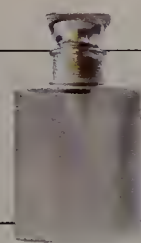
**A:** Yes! The rides weren't long enough. After we finally got on a ride, it was over in two minutes.

**B:** I won't ever go there!

## EXERCISE 11 THAT'S WAY TOO EXPENSIVE!

**PROBLEM SOLVING** Work in a group. Look at the chart. Then discuss why each gift is or isn't good for the person. Use *too*, *enough*, or *as...as* in your discussion.

EXAMPLE: A: I think a pen is too cheap for a favorite uncle on his fortieth birthday.  
B: I agree. But it's not just too cheap. It isn't special enough for a fortieth birthday. I think...

| Person               | Occasion                | Gift                                                                                                     | Amount     |
|----------------------|-------------------------|----------------------------------------------------------------------------------------------------------|------------|
| favorite uncle       | his fortieth birthday   | a pen                  | \$5.00     |
| rich boss            | dinner at his home      | a digital watch       | \$1,000.00 |
| best friend          | marriage                | a dishwasher          | \$400.00   |
| grandmother          | her seventieth birthday | a good camera       | \$300.00   |
| nine-year-old nephew | birthday                | a bottle of cologne  | \$50.00    |

## EXERCISE 12 IT'S TOO COLD

**A CONVERSATION** Work in small groups. Use the ideas in the box to make suggestions about what to do tomorrow. Talk about what, when, and where.

EXAMPLE: A: Let's go bird watching in West Park tomorrow at noon.  
B: Let's have a picnic at Spring Lake next Saturday morning.

**B** Work with other groups. Listen to a group's suggestion. Reject it. Use *too* + adjective, *very* + adjective, adjective + *enough*, or *as...as* in your response.

EXAMPLE: A: Let's go bird watching in West Park tomorrow at noon.  
B: No, let's not do that. It's too cold.  
C: West Park is too far from here.  
D: West Park isn't as pretty as East Park.

go bird watching  
go bungee jumping  
go to a movie  
go to a museum  
go to a restaurant  
have a picnic  
study together



## FROM GRAMMAR TO WRITING

### A BEFORE YOU READ

Read about a terrible shoe store. Then think about a store you didn't like. Complete the chart with your complaints. Then work with a partner. Tell your partner about the store.

I went to the new shoe store on Main Street last week. It was awful. The shoes were in boxes, and you could help yourself, but the boxes in my size were too high. When I asked for help, the salesperson was very rude. When I finally tried on a pair of shoes, the left shoe wasn't big enough, and the right shoe was too big. That's because they had two different sizes in the box. In addition, the air conditioner didn't work, so it was too hot. Finally, the prices weren't as low as they advertised. So, if you need shoes, don't shop at Joe's Shoe Store on Main Street.

|               |  |
|---------------|--|
| Name of Store |  |
| Complaint 1   |  |
| Complaint 2   |  |
| Complaint 3   |  |
| Complaint 4   |  |

**B WRITE** Write a paragraph about a store you don't like. Use the paragraph in A and your chart. Use *too*, *very*, *as... as*, or *enough* in your writing.

**C CHECK YOUR WORK** Read your paragraph in B. Underline the use of *too*, *very*, *as... as*, and *enough*. Then use the Editing Checklist to check your work.

### Editing Checklist

Did you use...?

- ☐ adjective + *enough* to say that something is the right amount
- ☐ *very* + an adjective to make the meaning of an adjective stronger
- ☐ *too* + an adjective for a negative meaning
- ☐ (*not*) *as* + adjective + *as* to show how things are or are not alike

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.



# UNIT 33 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct answers.

1. Is that car big enough / enough big?
2. His car is not as fast as / than mine.
3. He can't get a driver's license. He's very / too young.
4. He's not too / as young as he looks.
5. I'm very / too happy. My son graduated from college last week.

**B** Complete the sentences. Use *enough*, *too*, or *very* and the words from the box.

busy      fast      good      late      short      warm

1. The water isn't \_\_\_\_\_ for swimming.
2. We got to the party much \_\_\_\_\_, so we didn't get any cake.
3. I don't like my haircut. My hair is \_\_\_\_\_.
4. She runs slowly, so she isn't \_\_\_\_\_ to be on the track team.
5. He looks \_\_\_\_\_ in his new sweater. I'm glad I got it for him.

**C** Complete the sentences with *as...as* or *not as...as* and the adjectives in parentheses.

1. I'm heavier than my father. I'm \_\_\_\_\_ (thin).
2. My new coat is less expensive than my old one. My old coat is \_\_\_\_\_ (cheap).
3. I am the same height as my brother. I'm \_\_\_\_\_ (tall).
4. I'm the same age as my cousin. My cousin is \_\_\_\_\_ (old).

**D** Correct the paragraph. There are six mistakes.

This year, the party wasn't good as last year. The music was very much loud. It was hard to dance because the room was too way hot. I like to dance, so I felt too bad about that. Also, the drinks weren't enough cold, and the food wasn't tasty as last year.

Now check your answers on page 452.

# The Superlative

## ANIMALS AROUND THE WORLD

### OUTCOMES

- Compare three or more nouns, using superlative adjectives
- Recognize details in a scientific article
- Recognize key information from a quiz show
- Prepare a survey and present results to the class
- Discuss animals and their characteristics
- Write a paragraph about an animal

### STEP 1

### GRAMMAR IN CONTEXT

### BEFORE YOU READ

Work with a partner. Look at the photo. Answer the questions.

1. What do you know about penguins?
2. Do you like penguins? Why or why not?



Macaroni Penguins

### READ



Read this article about penguins.

## The Penguin

The penguin is one of the **easiest** birds to recognize. Penguins have black backs and white bellies.<sup>1</sup> They look fat. They stand upright, and they walk like ducks. Unlike other birds, most penguins can't fly, but they can swim very fast.

In 1519, Spanish explorers under Ferdinand Magellan saw penguins when they sailed around South America. They thought this bird was one of the **strangest** birds in the world. To them, the penguins looked like another strange bird, the Great Auk of Greenland and Iceland. The Great Auk was a large black and white bird that did not fly. The Spanish word for Great Auk is *pinguis*, which means "fat." And that's how penguins got their name.

<sup>1</sup> bellies: stomachs



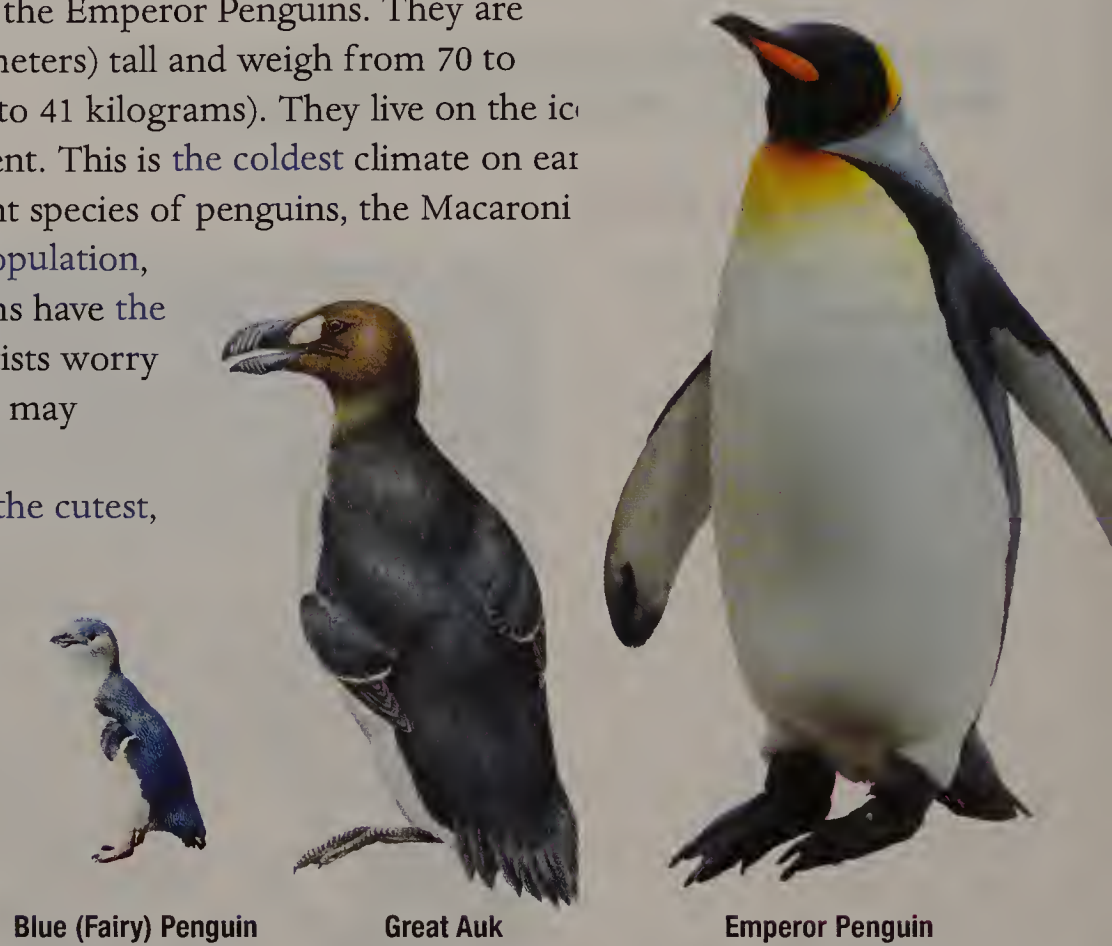
There are seventeen kinds of penguins. They all live below the equator, but they don't only live in very cold climates. Some, like the Little Blue Penguins (sometimes called Fairy Penguins), live in warmer climates. The Little Blue Penguins are the smallest of all. They are a little over a foot (30.5 centimeters) tall. They got their name because of their blue feathers. These penguins live in the warm waters off southern Australia and New Zealand.

The largest penguins are the Emperor Penguins. They are almost four feet (about 1.2 meters) tall and weigh from 70 to almost 90 pounds (about 32 to 41 kilograms). They live on the ice around the Antarctic continent. This is the coldest climate on earth.

Of the seventeen different species of penguins, the Macaroni Penguins have the biggest population, while the Galapagos Penguins have the smallest. In fact, some scientists worry that the Galapagos Penguins may become extinct.

People say penguins are the cutest, the funniest, and the most loved birds. They also say they're the most formal. Do you know why? It's because they look as if they're wearing tuxedos.<sup>2</sup>

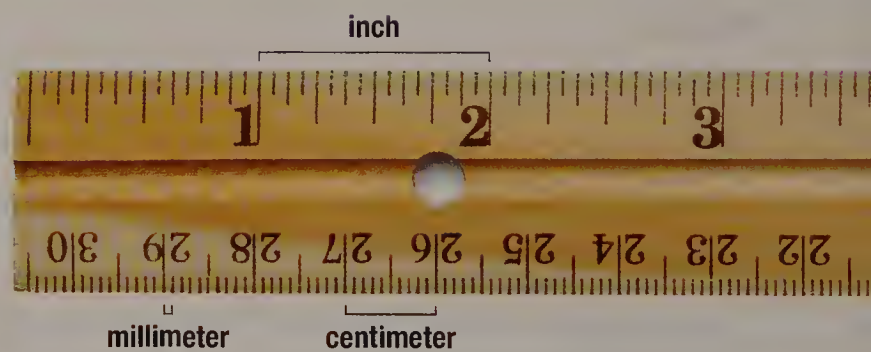
<sup>2</sup> *tuxedos*: formal suits worn at weddings or other very formal occasions



## AFTER YOU READ

**A VOCABULARY** Complete the sentences with the words from the box.

|             |          |         |
|-------------|----------|---------|
| centimeters | inches   | pounds  |
| extinct     | kilogram | species |



1. My son grew six \_\_\_\_\_ in the last three years. That's half a foot.
2. One thousand millimeters is the same as 100 \_\_\_\_\_.
3. In the United States, people usually measure their weight in \_\_\_\_\_.
4. One \_\_\_\_\_ is the same as 2.2 pounds.
5. There are seventeen different \_\_\_\_\_ of penguins.
6. Some scientists worry that global warming may cause penguins to become \_\_\_\_\_.



**B COMPREHENSION** Match the birds with the descriptions.

- |                               |                                              |
|-------------------------------|----------------------------------------------|
| _____ 1. Galapagos Penguins   | a. The biggest penguins                      |
| _____ 2. Little Blue Penguins | b. The smallest population of penguins       |
| _____ 3. Emperor Penguins     | c. The smallest penguins                     |
| _____ 4. Great Auks           | d. The largest population of penguins        |
| _____ 5. Macaroni Penguins    | e. Birds that lived in Greenland and Iceland |

**C DISCUSSION** Work with a partner. Compare your answers in B. Then discuss: What was the most interesting fact you learned about penguins?

Go to MyEnglishLab for more grammar in context practice.

## STEP 2 GRAMMAR PRESENTATION

### SUPERLATIVE FORMS OF ADJECTIVES

#### Superlative Forms of Adjectives

|                     |    | Superlative Adjective       |                      |
|---------------------|----|-----------------------------|----------------------|
| The Emperor Penguin | is | <b>the biggest</b>          | of all the penguins. |
| That photo          |    | <b>the funniest</b>         | of all.              |
| That program        |    | <b>the most interesting</b> | one on TV.           |

#### Superlative Forms of Irregular Adjectives

|          |     | Superlative Adjective |                      |
|----------|-----|-----------------------|----------------------|
| This     | is  | <b>the best</b>       | photo of all.        |
| We       | had | <b>the worst</b>      | weather on Saturday. |
| Her home | is  | <b>the farthest</b>   | from school.         |

### GRAMMAR NOTES

#### 1 Superlative Adjectives

Use the **superlative** form of adjectives to compare **three or more people, places, or things**.

There are three superlative forms:

- **the + adjective + -est**
- **the + adjective + -iest**
- **the most + adjective**

The cheetah is **the fastest** animal on earth.

The penguin is **the funniest** bird in the zoo.

The bird section was **the most interesting** part of the zoo.

## 2 Short Adjectives

To form the superlative of **short** (one-syllable) **adjectives**, add **the** before the adjective and **-est** to the adjective.

*fast* → *the fastest*

*long* → *the longest*

If the adjective ends in **-e**, add **-st**.

*large* → *the largest*

To form the superlative of short **adjectives that end in -y**, add **the** before the adjective, then drop the **-y** and add **-iest** to the adjective.

*funny* → *the funniest*

The adjectives *good*, *bad*, and *far* have **irregular** comparative and superlative forms.

*good* → *better* → *the best*

*bad* → *worse* → *the worst*

*far* → *farther* → *the farthest*

The cheetah is **the fastest** animal on earth.

Alaska is **the largest** state in the United States.

The penguin is **the funniest** bird in the zoo.

Early morning is **the best** time for bird watching.

Sunday afternoon is **the worst** time to visit the zoo.

The Birdhouse is **the farthest** section from the entrance.

## 3 Longer Adjectives

To form the superlative of **long** adjectives, add **the most** before the adjective.

*interesting* → *the most interesting*

*dangerous* → *the most dangerous*

**BE CAREFUL!** Do not use **-est** and **most** together.

The bird section was **the most interesting** part of the zoo.

It is **the tallest** animal.

**NOT** It is the ~~most tallest~~ animal.

It is **the most interesting** show.

**NOT** It is the ~~most interestingest~~ show.

## 4 Superlative + Prepositional Phrase

After the superlative, we often use a **prepositional phrase** to identify the group we are talking about.

The giraffe is **the tallest** animal **in the zoo**.

The rhinoceros beetle is **the strongest of the animals**.

## 5 One of + Superlative + Plural Noun

**One of** often comes before a superlative adjective.

It is **one of the largest animals** in the world.

It is **one of the most intelligent animals** of all.

**BE CAREFUL!** The noun that follows **one of** + the superlative is always **plural**.

The greyhound is one of the fastest **dogs**.

**NOT** The greyhound is one of the fastest ~~dog~~.

**EXERCISE 1 DISCOVER THE GRAMMAR****A** GRAMMAR NOTES 1–5 Underline the superlative in each sentence.

1. The cockroach is probably the most unpopular insect in the world.
2. Cockroaches live everywhere, even in the cleanest kitchens.
3. The world's heaviest cockroach is the Australian Giant Burrowing Cockroach.
4. The best way to kill a cockroach is with boric acid.
5. One of the most famous cockroaches is in a story by Franz Kafka. In it, a man turns into a cockroach.

**B** Write the superlative forms of the adjectives from A and their base forms.

| Adjective           | Superlative form          |
|---------------------|---------------------------|
| 1. <i>unpopular</i> | <i>the most unpopular</i> |
| 2.                  |                           |
| 3.                  |                           |
| 4.                  |                           |
| 5.                  |                           |

**EXERCISE 2 SUPERLATIVE ADJECTIVES**

**GRAMMAR NOTES 1–3** Complete the sentences with the words in parentheses. Use the superlative form of the adjective. Then guess the name of the animal that each sentence describes. Choose from the animals in the box. Check your answers on page 453.

the African elephant

the giraffe

the Macaroni Penguin

~~the blue whale~~

the hummingbird

the sailfish

1. It is the biggest animal in the world. = The blue whale
2. It is \_\_\_\_\_ land animal. = \_\_\_\_\_
3. It is \_\_\_\_\_ animal. = \_\_\_\_\_
4. It is \_\_\_\_\_ bird. = \_\_\_\_\_
5. It is \_\_\_\_\_ fish. = \_\_\_\_\_
6. It is \_\_\_\_\_ of all the penguins. = \_\_\_\_\_



### EXERCISE 3 SUPERLATIVE ADJECTIVES

**GRAMMAR NOTES 1-3** Complete the paragraphs with facts about snakes and jellyfish. Use the superlative form of the adjectives in parentheses.

King  
Cobra



Do you know which country has

\_\_\_\_\_ *the highest* \_\_\_\_\_ percentage of deadly  
1. (high)

snakes? It's Australia. But it doesn't really worry

Australians, because only three people die of snake bites  
in Australia each year. The country with

\_\_\_\_\_ number of deadly snake  
2. (large)

bites is India. In India, the \_\_\_\_\_  
3. (scary)

snake is the king cobra. It mainly lives in the rain forests  
and plains. \_\_\_\_\_ snake in the

world is the threadsnake. It is about 3.9 inches (10  
centimeters) long. \_\_\_\_\_  
4. (small)

snake in the world is the python. Scientists say it can grow up  
to about 20 feet (6.09 meters).  
5. (long)

One of \_\_\_\_\_ species on  
6. (old)  
earth is the jellyfish. We believe jellyfish were around  
more than 650 million years ago. They are one of  
\_\_\_\_\_ sea creatures, too. There  
7. (frightening)  
are over 2,000 different kinds of jellyfish. Some are  
tiny, and others are huge. \_\_\_\_\_  
8. (long)  
jellyfish are about 120 feet (36.5 meters).

\_\_\_\_\_ jellyfish are the box  
9. (deadly)  
jellyfish. They live in the waters off Australia.

Jellyfish



## EXERCISE 4 ONE OF + SUPERLATIVE

**GRAMMAR NOTES 1–3, 5** Complete the conversations with *one of* and the words in parentheses. Use the superlative form of the adjectives and plural form of the nouns.

Peacock



1. A: I think the peacock is

one of the prettiest birds  
(pretty / bird)

in the world.

B: I agree.

2. A: I'm going to be in San Diego. Is the San Diego Zoo a good place to go?

B: I think so. It's \_\_\_\_\_ in the United States.  
(popular / zoo)

3. A: Can an octopus open a jar?

B: Yes, it can. It's \_\_\_\_\_ in the sea.  
(smart / animal)

4. A: Are there any good nature shows on TV?

B: Yes. \_\_\_\_\_ is on at 8:00 p.m. tonight.  
(good / nature show)

5. A: Are you laughing at that monkey?

B: Yes. He's \_\_\_\_\_ in the zoo.  
(funny / animal)

6. A: My son loves to look at dinosaurs. Where can you see dinosaur bones?

B: The Museum of Natural History in New York City has  
\_\_\_\_\_ of dinosaur bones in the world.  
(good / collection)

## EXERCISE 5 COMPARATIVE AND SUPERLATIVE

**GRAMMAR NOTE 1** Complete the sentences with the adjectives in parentheses. Use the comparative or superlative form.

1. African elephants are different from Asian elephants. Asian elephants have

\_\_\_\_\_ ears and \_\_\_\_\_ tusks than African  
(small) (short)

elephants. The African elephants are \_\_\_\_\_ and  
(large)

\_\_\_\_\_ than Asian elephants.  
(tall)



2. Bear's milk is \_\_\_\_\_ (rich) \_\_\_\_\_ than human milk, but seal milk is \_\_\_\_\_ (rich) \_\_\_\_\_ of all milk from animals. Seal milk is 60 percent fat.
3. \_\_\_\_\_ (small) \_\_\_\_\_ snake in the world is the Barbados threadsnake. It reaches just slightly less than 4 inches (10.16 centimeters) in length.
4. \_\_\_\_\_ (large) \_\_\_\_\_ snakes in the world are the anaconda and the python. They are similar in many ways, but the python lays eggs and the anaconda doesn't.
5. Most female snakes are \_\_\_\_\_ (large) \_\_\_\_\_ than male snakes.
6. A snake's body temperature is about the same as the temperature outside. When the temperature warms up, snakes are \_\_\_\_\_ (active) \_\_\_\_\_, and when it gets \_\_\_\_\_ (cold) \_\_\_\_\_ outside, they are less active.
7. Many people think the great white shark is \_\_\_\_\_ (dangerous) \_\_\_\_\_ of all sharks to humans. Studies show that it's not true. Great white sharks mostly attack when they confuse humans with seals or sea lions.

## EXERCISE 6 EDITING

**GRAMMAR NOTES 1-5** Read the sentences. There are seven mistakes. The first mistake is already corrected. Find and correct six more.

1. The Berlin Zoological Garden is the <sup>oldest</sup> ~~most old~~ zoo in Germany. It opened in 1844.
2. It is one of the most popular zoo in the world.
3. The zoo has biggest collection of different species in the world.
4. The zoo is very crowded Sunday afternoons. That is the most bad time to visit.
5. The pandas are the popularest animals in the Berlin Zoological Garden.
6. The Birdhouse is one the most modern bird houses in Europe.
7. The most good time to visit the zoo is in the spring or the fall.



## EXERCISE 7 LISTENING

▶ 34.02

**A** Listen to a quiz show about animals. Read the questions. Choose the correct answers.

- The first question asks, "Which land animal has the longest gestation period?"  
A gestation period is \_\_\_\_\_.  
 (a.) the time the baby is inside its mother      b. the time the baby learns to walk
- The second question asks, "Which animal is \_\_\_\_\_?"  
 a. the fattest      b. the fastest
- The third question asks, "Which animal is \_\_\_\_\_?"  
 a. the loudest      b. the proudest
- The last question asks, "Which animal is \_\_\_\_\_?"  
 a. the smallest      b. the deadliest

▶ 34.02

**B** Listen again. What were the answers to the four questions in the quiz show? Choose from the words in the box.

|      |           |          |       |          |         |
|------|-----------|----------|-------|----------|---------|
| ant  | cheetah   | cow      | horse | monkey   | peacock |
| bear | cockroach | elephant | lion  | mosquito | tiger   |

Question 1: the Asian \_\_\_\_\_

Question 2: the \_\_\_\_\_

Question 3: the howler \_\_\_\_\_

Question 4: the \_\_\_\_\_

**C** Work with a partner. Say two statements about animals using the superlative. Your partner decides if they are true or false. Take turns.

EXAMPLE: **A:** The Asian elephant is the loudest land animal.

**B:** That's not true. The howler monkey is the loudest land animal.



**EXERCISE 8 THE MOST BEAUTIFUL ANIMALS**

**A SURVEY** Prepare questions for a survey in B. Use the superlative and the words in the box.

beautiful / animal      good / pet      interesting / animal      smart / animal

*What's the most beautiful animal?*

**B** Ask four classmates to answer your questions in A. Then ask each student a reason why he or she thinks so.

| Question                             | Student 1 | Student 2 | Student 3 | Student 4 |
|--------------------------------------|-----------|-----------|-----------|-----------|
| 1. What's the most beautiful animal? |           |           |           |           |
|                                      |           |           |           |           |
|                                      |           |           |           |           |
|                                      |           |           |           |           |

EXAMPLE: A: Florian, what's the most beautiful animal?  
B: The peacock.  
A: Why?  
B: I think it's the most beautiful animal because it has the most colorful feathers.

**C** Report results to the class.

EXAMPLE: Florian thinks that the peacock is the most beautiful animal because it has the most colorful feathers.

## EXERCISE 9 PROBLEM ANIMALS

**DISCUSSION** Work in a group. Talk about animals or insects that are problems for humans—for example, cockroaches, ants, mice, raccoons, squirrels, deer, or bears.

1. What animals cause the biggest problems in your area? Why?
2. What's the best way to handle the problem?

EXAMPLE: A: I think one of the biggest problems around here is bears.

B: Bears? I disagree. There are a lot of bears, and they are big and scary, but they rarely bother people. I think that raccoons are our worst problem. Last summer, a raccoon climbed in my attic and made a home there. It was hard to get rid of her.



## EXERCISE 10 ANIMALS FROM A TO Z

**A COMPARISON** Prepare to compare animals in B. Work in a group. Try to write the name of one animal for each letter of the alphabet. Then write the animals on the board.

EXAMPLES: A = ant  
B = bear  
C = ...

**B** Work in a group. Choose three animals. Use the adjectives in the box to make superlative statements about the animals. Then report to the class.

beautiful      big      dangerous      fast      intelligent      loud

EXAMPLE: OK, so we compared the ant, the bear, and the cockroach. The bear is the biggest of the three animals. We think the bear is the most dangerous to humans. We think the bear is the most beautiful, but none are really beautiful.



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Read about a student's visit to a zoo. Then work with a partner. Tell your partner about a visit to a zoo or a time you looked carefully at animals.

Last August I visited the Bronx Zoo. This zoo is one of the best zoos in the world. It covers 265 acres and is home to over 6,000 animals. I enjoyed the Butterfly Zone and the World of Birds, but the most interesting part was the Congo Gorilla Forest. I saw a rain forest and a lot of gorillas. The funniest gorilla acted like a person. The people laughed a lot. I laughed, too. Then someone said, "He's acting like you!"



**B WRITE** Write a paragraph about a time you looked at animals carefully. Use the paragraph in A and your ideas. Use two examples of the superlative.

**C CHECK YOUR WORK** Read your paragraph in B. Underline examples of the superlative. Use the Editing Checklist to check your work.

### Editing Checklist

Did you . . . ?

- ☐ use superlative adjectives to compare three or more people, places, or things
- ☐ form the superlative by adding *the* before an adjective and adding *-est* to the adjective for short adjectives
- ☐ form the superlative by adding *the most* before longer adjectives
- ☐ use *one of* + the superlative form + a plural noun
- ☐ check your spelling

**D REVISE YOUR WORK** Read your paragraph again. Can you improve your writing? Make changes if necessary.

# UNIT 34 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Use the superlative form of the adjectives in parentheses.

1. Who was \_\_\_\_\_ monkey in the cage?  
(funny)
2. What is the name of \_\_\_\_\_ whale?  
(big)
3. What is \_\_\_\_\_ nature show on TV?  
(good)
4. \_\_\_\_\_ sharks in the world are not \_\_\_\_\_.  
(large) (dangerous)

**B** Complete the sentences. Circle the correct answers.

1. It's 101°F (38.3°C). It's the most hottest / the hottest day of the year.
2. She's 112 years old. She's the older woman / the oldest woman in town.
3. The day after Thanksgiving is a busiest / the busiest shopping day of the year.
4. It was the best interesting / the most interesting show on TV last month.
5. The tiger is the popularist / the most popular animal at the zoo.

**C** Complete the sentences. Use the superlative form of the adjective and the plural form of the noun.

1. The dolphin is one of \_\_\_\_\_ in the world.  
(intelligent / animal)
2. The parrot is one of \_\_\_\_\_ in the world.  
(colorful / bird)
3. He has one of \_\_\_\_\_ in the stadium.  
(bad / seat)
4. It was one of \_\_\_\_\_ of the year.  
(long / day)

**D** Correct the conversation. There are six mistakes.

- A: What's hardest part of your job here at the zoo?
- B: The difficultest part for me is telling people not to bother or feed the animals.
- A: And which animal is the most smart?
- B: Bill the gorilla. He's one of funniest and smartest animal. He's also one of the interesting. And I think he's of the cutest, too!

Now check your answers on page 452.





## 1 Map of the United States and Canada



## 2 Map of the World









### 3 Pronunciation Table

▶ A101 These are the pronunciation symbols used in this text. Listen to the pronunciation of the key words.

| VOWELS |                     |        |                     | CONSONANTS |                       |        |                         |
|--------|---------------------|--------|---------------------|------------|-----------------------|--------|-------------------------|
| SYMBOL | KEY WORD            | SYMBOL | KEY WORD            | SYMBOL     | KEY WORD              | SYMBOL | KEY WORD                |
| i      | beat, feed          | ə      | banana, among       | p          | pack, happy           | z      | zip, please, goes       |
| ɪ      | bit, did            | əʃ     | shirt, murder       | b          | back, rubber          | ʃ      | ship, machine, station, |
| eɪ     | date, paid          | aɪ     | bite, cry, buy, eye | t          | tie                   |        | special, discussion     |
| ɛ      | bet, bed            | aʊ     | about, how          | d          | die                   | ʒ      | measure                 |
| æ      | bat, bad            | ɔɪ     | voice, boy          | k          | came, key, quick      | h      | hot, who                |
| ɑ      | box, odd, father    | ɪr     | ear, beer           | g          | game, guest           | m      | men                     |
| ɔ      | bought, dog         | ɛr     | bare                | tʃ         | church, nature, watch | n      | sun, know               |
| oʊ     | boat, road          | ɑr     | bar                 | dʒ         | judge, general, major | ŋ      | sung, ringing           |
| ʊ      | book, good          | ɔr     | door                | f          | fan, photograph       | w      | wet, white              |
| u      | boot, food, student | ʊr     | tour                | v          | van                   | l      | light, long             |
| ʌ      | but, mud, mother    |        |                     | θ          | thing, breath         | r      | right, wrong            |
|        |                     |        |                     | ð          | then, breathe         | y      | yes, use, music         |
|        |                     |        |                     | s          | sip, city, psychology | t      | butter, bottle          |

### 4 Numbers

#### CARDINAL NUMBERS

|           |                |                             |
|-----------|----------------|-----------------------------|
| 1 = one   | 11 = eleven    | 21 = twenty-one             |
| 2 = two   | 12 = twelve    | 30 = thirty                 |
| 3 = three | 13 = thirteen  | 40 = forty                  |
| 4 = four  | 14 = fourteen  | 50 = fifty                  |
| 5 = five  | 15 = fifteen   | 60 = sixty                  |
| 6 = six   | 16 = sixteen   | 70 = seventy                |
| 7 = seven | 17 = seventeen | 80 = eighty                 |
| 8 = eight | 18 = eighteen  | 90 = ninety                 |
| 9 = nine  | 19 = nineteen  | 100 = one hundred           |
| 10 = ten  | 20 = twenty    | 101 = one hundred and one   |
|           |                | 200 = two hundred           |
|           |                | 1,000 = one thousand        |
|           |                | 1,000,000 = one million     |
|           |                | 1,000,000,000 = one billion |

#### ORDINAL NUMBERS

|               |                    |                                 |
|---------------|--------------------|---------------------------------|
| 1st = first   | 11th = eleventh    | 21st = twenty-first             |
| 2nd = second  | 12th = twelfth     | 30th = thirtieth                |
| 3rd = third   | 13th = thirteenth  | 40th = fortieth                 |
| 4th = fourth  | 14th = fourteenth  | 50th = fiftieth                 |
| 5th = fifth   | 15th = fifteenth   | 60th = sixtieth                 |
| 6th = sixth   | 16th = sixteenth   | 70th = seventieth               |
| 7th = seventh | 17th = seventeenth | 80th = eightieth                |
| 8th = eighth  | 18th = eighteenth  | 90th = ninetieth                |
| 9th = ninth   | 19th = nineteenth  | 100th = one hundredth           |
| 10th = tenth  | 20th = twentieth   | 101st = one hundred and first   |
|               |                    | 200th = two hundredth           |
|               |                    | 1,000th = one thousandth        |
|               |                    | 1,000,000th = one millionth     |
|               |                    | 1,000,000,000th = one billionth |

## 5 Days, Months, and Seasons

### DAYS OF THE WEEK

| Weekdays  | Weekend  |
|-----------|----------|
| Monday    | Saturday |
| Tuesday   | Sunday   |
| Wednesday |          |
| Thursday  |          |
| Friday    |          |

### MONTHS OF THE YEAR

| Month    | Abbreviation |
|----------|--------------|
| January  | Jan.         |
| February | Feb.         |
| March    | Mar.         |
| April    | Apr.         |
| May      | May          |
| June     | Jun.         |

| Month     | Abbreviation |
|-----------|--------------|
| July      | Jul.         |
| August    | Aug.         |
| September | Sept.        |
| October   | Oct.         |
| November  | Nov.         |
| December  | Dec.         |

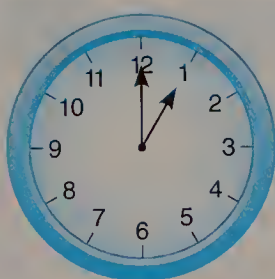
### SEASONS

|                |
|----------------|
| Spring         |
| Summer         |
| Autumn or Fall |
| Winter         |

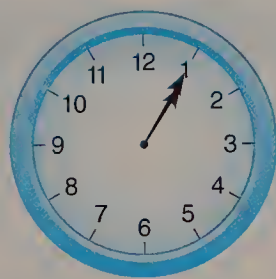
## 6 Titles

|                              |                                  |
|------------------------------|----------------------------------|
| <b>Mr. (Mister)</b> /mɪstər/ | unmarried or married man         |
| <b>Ms.</b> /mɪz/             | unmarried or married woman       |
| <b>Miss</b> /mɪs/            | unmarried woman                  |
| <b>Mrs.</b> /mɪsɪz/          | married woman                    |
| <b>Dr. (Doctor)</b> /dɒktər/ | doctor (medical doctor or Ph.D.) |

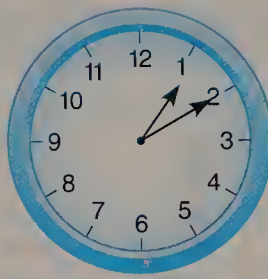
## 7 Time



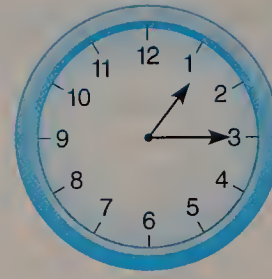
It's one o'clock.  
(It's 1:00.)



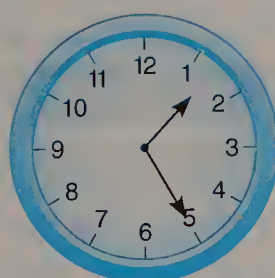
It's five after one.  
(It's 1:05.)



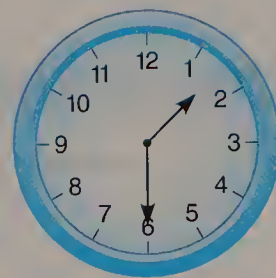
It's one-ten.  
It's ten after one.  
(It's 1:10.)



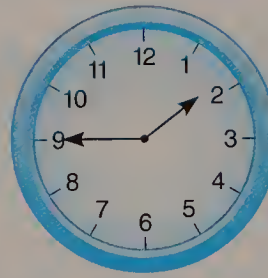
It's one-fifteen.  
It's a quarter after one.  
(It's 1:15.)



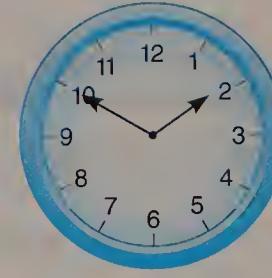
It's one twenty-five.  
It's twenty-five after one.  
(It's 1:25.)



It's one-thirty.  
It's half past one.  
(It's 1:30.)



It's one forty-five.  
It's a quarter to two.  
(It's 1:45.)



It's one-fifty.  
It's ten to two.  
(It's 1:50.)

**1** You can ask and give the time in this way:

**A: What time is it?**

**B: It's one o'clock.**

**2** We often write time with numbers.

It's one o'clock. = It's **1:00**.

It's two-twenty. = It's **2:20**.

**3** We use the abbreviation **a.m.** for times from midnight to noon.

It's 10:00 **a.m.**

We use the abbreviation **p.m.** for times from noon to midnight.

It's 10:00 **p.m.**

**4** When people say 12:00 a.m., they mean midnight. When people say 12:00 p.m., they mean noon.

## 8 Regular Plural Nouns: Spelling Rules

**1** Add **-s** to most nouns.

|       |        |
|-------|--------|
| book  | books  |
| table | tables |
| cup   | cups   |

**2** Add **-es** to nouns that end in **-ch**, **-s**, **-sh**, or **-x**.

|       |         |
|-------|---------|
| watch | watches |
| bus   | buses   |
| dish  | dishes  |
| box   | boxes   |

**3** Add **-s** to nouns that end in **vowel + y**.

|     |      |
|-----|------|
| day | days |
| key | keys |

**4** Change the **y** to **i** and add **-es** to nouns that end in **consonant + y**.

|            |              |
|------------|--------------|
| baby       | babies       |
| city       | cities       |
| strawberry | strawberries |

**5** Add **-s** to nouns that end in **vowel + o**.

|       |        |
|-------|--------|
| radio | radios |
| video | videos |
| zoo   | zoos   |

**6** Add **-es** to nouns that end in **consonant + o**.

|        |          |
|--------|----------|
| potato | potatoes |
| tomato | tomatoes |

EXCEPTIONS:

|       |        |
|-------|--------|
| kilo  | kilos  |
| photo | photos |
| piano | pianos |

## 9 Irregular Plural Nouns

### SINGULAR PLURAL

|       |         |
|-------|---------|
| half  | halves  |
| knife | knives  |
| leaf  | leaves  |
| life  | lives   |
| shelf | shelves |
| wife  | wives   |

### SINGULAR PLURAL

|        |          |
|--------|----------|
| child  | children |
| foot   | feet     |
| man    | men      |
| mouse  | mice     |
| person | people   |
| tooth  | teeth    |
| woman  | women    |

### SINGULAR PLURAL

|          |          |
|----------|----------|
| clothes  | clothes  |
| deer     | deer     |
| fish     | fish     |
| pants    | pants    |
| scissors | scissors |
| sheep    | sheep    |

## 10 Plural Nouns: Pronunciation Rules

**1** The **final sounds** for regular plural nouns are **/s/**, **/z/**, and **/ɪz/**.

|       |      |        |
|-------|------|--------|
| boots | boys | horses |
|-------|------|--------|

**2** The plural is pronounced **/s/** after the **voiceless sounds** **/p/**, **/t/**, **/k/**, **/f/**, and **/θ/**.

|       |       |
|-------|-------|
| cups  | cuffs |
| hats  | myths |
| works |       |

**3** The plural is pronounced **/z/** after the **voiced sounds** **/b/**, **/d/**, **/g/**, **/v/**, **/m/**, **/n/**, **/ŋ/**, **/l/**, **/r/**, and **/ð/**.

|       |       |        |
|-------|-------|--------|
| crabs | doves | rings  |
| cards | drums | girls  |
| rugs  | fans  | stores |

**4** The plural **s** is pronounced **/z/** after all **vowel sounds**.

|     |      |
|-----|------|
| day | days |
| toe | toes |

**5** The plural **s** is pronounced **/ɪz/** after the sounds **/s/**, **/z/**, **/ʃ/**, **/tʃ/**, and **/dʒ/**. (This adds another syllable to the word.)

|        |          |
|--------|----------|
| races  | churches |
| causes | judges   |
| dishes |          |



## 11 Non-Count Nouns

Non-count nouns are singular.

| ACTIVITIES           | FOOD AND DRINKS |           | IDEAS AND FEELINGS | MATERIALS | SCHOOL SUBJECTS | VERY SMALL THINGS | WEATHER |
|----------------------|-----------------|-----------|--------------------|-----------|-----------------|-------------------|---------|
| baseball             | bread           | juice     | friendship         | clay      | art             | cereal            | fog     |
| biking               | broccoli        | lettuce   | happiness          | cotton    | English         | corn              | ice     |
| football             | butter          | meat      | love               | glass     | geography       | dust              | rain    |
| golf                 | cake            | milk      |                    | gold      | history         | pepper            | snow    |
| hiking               | cheese          | pasta     |                    | leather   | mathematics     | rice              | wind    |
| running              | chicken         | pizza     | <b>GASES</b>       | paper     | music           | salt              |         |
| soccer               | chocolate       | salad     | air                | silk      | photography     | sand              |         |
| swimming             | coffee          | soda      | oxygen             | silver    | psychology      | sugar             |         |
| tennis               | corn            | soup      | smoke              | wood      | science         |                   |         |
|                      | fat             | spaghetti |                    | wool      |                 |                   |         |
| <b>CITY PROBLEMS</b> | fish            | spinach   |                    |           |                 |                   |         |
| crime                | flour           | tea       |                    |           |                 |                   |         |
| pollution            | fruit           | water     |                    |           |                 |                   |         |
|                      | ice cream       | yogurt    |                    |           |                 |                   |         |

### NAMES OF CATEGORIES

|           |                                   |
|-----------|-----------------------------------|
| clothing  | (BUT: coats, hats, shoes ...)     |
| equipment | (BUT: computers, phones ...)      |
| food      | (BUT: bananas, eggs ...)          |
| furniture | (BUT: beds, chairs, lamps ...)    |
| homework  | (BUT: assignments, problems ...)  |
| jewelry   | (BUT: earrings, necklaces ...)    |
| mail      | (BUT: letters, packages ...)      |
| money     | (BUT: dollars, euros, pounds ...) |
| time      | (BUT: minutes, months ...)        |
| work      | (BUT: jobs, projects ...)         |

### OTHER

Some non-count nouns don't fit into any list.  
You must memorize these non-count nouns.

advice  
garbage/trash  
help  
information  
news

## 12 Quantifying Non-Count Nouns

a bottle of (milk, soda, ketchup)  
a bowl of (cereal, soup, rice)  
a can of (soda, beans, tuna fish)  
a cup of (hot chocolate, coffee, tea)  
a foot of (snow, water)  
a gallon of (juice, gas, paint)

a head of (lettuce)  
a loaf of (bread)  
an inch of (snow, rain)  
a pair of (pants, gloves)  
a piece of (paper, cake, pie)  
a pint of (ice cream, cream)

a quart of (milk)  
a roll of (toilet paper, paper towels)  
a slice of (toast, cheese, meat)  
a tablespoon of (flour, sugar, baking soda)  
a teaspoon of (sugar, salt, pepper)  
a tube of (toothpaste, glue)

## 13 The Simple Present: Spelling Rules

**1** Add **-s** for most verbs.

|        |         |
|--------|---------|
| work   | works   |
| buy    | buys    |
| ride   | rides   |
| return | returns |

**2** Add **-es** for verbs that end in **-ch**, **-s**, **-sh**, **-x**, or **-z**.

|       |         |
|-------|---------|
| watch | watches |
| pass  | passes  |
| rush  | rushes  |
| relax | relaxes |
| buzz  | buzzes  |

**3** Change the **y** to **i** and add **-es** when the base form ends in **consonant + y**.

|       |         |
|-------|---------|
| study | studies |
| hurry | hurries |
| dry   | dries   |

**4** Do not change the **y** when the base form ends in **vowel + y**. Add **-s**.

|       |        |
|-------|--------|
| play  | plays  |
| enjoy | enjoys |

**5** A few verbs have **irregular forms**.

|      |      |
|------|------|
| be   | is   |
| do   | does |
| go   | goes |
| have | has  |

## 14 The Simple Present: Pronunciation Rules

**1** The third-person singular in the simple present always ends in the letter **-s**. There are three different pronunciations for the final sound of the third-person singular.

|       |       |        |
|-------|-------|--------|
| /s/   | /z/   | /ɪz/   |
| talks | loves | dances |

**2** The final sound is pronounced **/s/** after the voiceless sounds **/p/**, **/t/**, **/k/**, and **/f/**.

|       |        |
|-------|--------|
| top   | tops   |
| get   | gets   |
| take  | takes  |
| laugh | laughs |

**3** The final sound is pronounced **/z/** after the voiced sounds **/b/**, **/d/**, **/g/**, **/v/**, **/m/**, **/n/**, **/ŋ/**, **/l/**, **/r/**, and **/ð/**.

|          |           |
|----------|-----------|
| describe | describes |
| spend    | spends    |
| hug      | hugs      |
| live     | lives     |
| seem     | seems     |
| remain   | remains   |
| sing     | sings     |
| tell     | tells     |
| lower    | lowers    |
| bathe    | bathes    |

**4** The final sound is pronounced **/z/** after all **vowel sounds**.

|       |        |
|-------|--------|
| agree | agrees |
| try   | tries  |
| stay  | stays  |
| know  | knows  |

**5** The final sound is pronounced **/ɪz/** after the sounds **/s/**, **/z/**, **/ʃ/**, **/ʒ/**, **/tʃ/**, and **/dʒ/**. **/ɪz/** adds a syllable to the verb.

|         |          |
|---------|----------|
| miss    | misses   |
| freeze  | freezes  |
| rush    | rushes   |
| massage | massages |
| watch   | watches  |
| judge   | judges   |

**6** **Do** and **say** have a change in vowel sound.

|           |            |
|-----------|------------|
| do /du/   | does /dʌz/ |
| say /seɪ/ | says /sez/ |

## 15 Non-Action Verbs

### STATE OF BEING

be

### EMOTIONS

dislike  
hate  
like  
love  
miss

### MENTAL STATES

agree  
believe  
disagree  
guess  
know  
remember  
think  
understand

### POSSESSION AND RELATIONSHIP

belong  
cost  
have  
owe  
own

### SENSES

feel  
hear  
look  
see  
smell  
sound  
taste

### WANTS AND PREFERENCES

need  
prefer  
want

## 16 The Present Progressive: Spelling Rules

**1** Add **-ing** to the base form of the verb.

read            reading  
stand           standing

**2** If the verb ends in a **silent -e**, drop the final **-e** and add **-ing**.

leave           leaving  
take            taking

**3** In **one-syllable** verbs, if the last three letters are consonant-vowel-consonant (CVC), double the last consonant and add **-ing**.

CVC  
↓ ↓ ↓  
s i t           sitting

CVC  
↓ ↓ ↓  
p l a n        planning

**EXCEPTION:** Do not double the last consonant in verbs that end in **-w**, **-x**, or **-y**.

sew            sewing  
fix            fixing  
play          playing

**4** In verbs of **two or more syllables** that end in consonant-vowel-consonant, double the last consonant only if the last syllable is stressed.

admit           admitting    (*The last syllable is stressed.*)  
whisper        whispering   (*The last syllable is not stressed, so don't double the -r.*)

**5** If the verb ends in **-ie**, change the **ie** to **y** before adding **-ing**.

die            dying  
lie            lying

### Stress

' shows main stress.



## 17 The Simple Past: Spelling Rules

**1** If the verb ends in a **consonant**, add **-ed**.

|        |          |
|--------|----------|
| return | returned |
| help   | helped   |

**2** If the verb ends in **-e**, add **-d**.

|        |         |
|--------|---------|
| live   | lived   |
| create | created |
| die    | died    |

**3** In **one-syllable** verbs, if the last three letters are consonant-vowel-consonant (CVC), double the last consonant and add **-ed**.

CVC  
↓ ↓ ↓  
h o p      hopped

CVC  
↓ ↓ ↓  
g r a b      grabbed

**EXCEPTION:** Do not double the last consonant in **one-syllable** verbs that end in **-w**, **-x**, or **-y**.

|      |        |
|------|--------|
| bow  | bowed  |
| mix  | mixed  |
| play | played |

**4** In verbs of **two or more syllables** that end in consonant-vowel-consonant, double the last consonant only if the last syllable is stressed.

|                     |           |                                                              |
|---------------------|-----------|--------------------------------------------------------------|
| prefer <sup>ˈ</sup> | preferred | (The last syllable is stressed.)                             |
| visit <sup>ˈ</sup>  | visited   | (The last syllable is not stressed, so don't double the -t.) |

**5** If the verb ends in **consonant + y**, change the **y** to **i** and add **-ed**.

|       |         |
|-------|---------|
| worry | worried |
| carry | carried |

**6** If the verb ends in **vowel + y**, add **-ed**. (Do not change the **y** to **i**.)

|       |         |
|-------|---------|
| play  | played  |
| annoy | annoyed |

**EXCEPTIONS:**

|     |      |
|-----|------|
| lay | laid |
| pay | paid |
| say | said |

## 18 The Simple Past: Pronunciation Rules

**1** The regular simple past always ends in the letter **-d**. There are three different pronunciations for the final sound of the regular simple past.

|       |       |          |
|-------|-------|----------|
| /t/   | /d/   | /ɪd/     |
| raced | lived | attended |

**2** The final sound is pronounced **/t/** after the voiceless sounds **/p/**, **/k/**, **/f/**, **/s/**, **/ʃ/**, and **/tʃ/**.

|         |           |
|---------|-----------|
| hop     | hopped    |
| work    | worked    |
| laugh   | laughed   |
| address | addressed |
| publish | published |
| watch   | watched   |

**3** The final sound is pronounced **/d/** after the voiced sounds **/b/**, **/g/**, **/v/**, **/z/**, **/ʒ/**, **/dʒ/**, **/m/**, **/n/**, **/ŋ/**, **/l/**, **/r/**, and **/ð/**.

|          |           |        |          |
|----------|-----------|--------|----------|
| rub      | rubbed    | rhyme  | rhymed   |
| hug      | hugged    | return | returned |
| live     | lived     | bang   | banged   |
| surprise | surprised | enroll | enrolled |
| massage  | massaged  | appear | appeared |
| change   | changed   | bathe  | bathed   |

**4** The final sound is pronounced **/d/** after all **vowel sounds**.

|       |         |
|-------|---------|
| agree | agreed  |
| die   | died    |
| play  | played  |
| enjoy | enjoyed |
| snow  | snowed  |

**5** The final sound is pronounced **/ɪd/** after **/t/** and **/d/**. **/ɪd/** adds a syllable to the verb.

|        |         |
|--------|---------|
| start  | started |
| decide | decided |

## 19 Irregular Past Tense Verbs

| BASE FORM | PAST FORM | BASE FORM | PAST FORM | BASE FORM | PAST FORM | BASE FORM  | PAST FORM  |
|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|
| become    | became    | feel      | felt      | leave     | left      | sit        | sat        |
| begin     | began     | fight     | fought    | lend      | lent      | sleep      | slept      |
| bite      | bit       | find      | found     | lose      | lost      | speak      | spoke      |
| blow      | blew      | fly       | flew      | make      | made      | spend      | spent      |
| break     | broke     | forget    | forgot    | meet      | met       | stand      | stood      |
| bring     | brought   | get       | got       | pay       | paid      | steal      | stole      |
| build     | built     | give      | gave      | put       | put       | swim       | swam       |
| buy       | bought    | go        | went      | quit      | quit      | take       | took       |
| catch     | caught    | grow      | grew      | read*     | read*     | teach      | taught     |
| choose    | chose     | hang      | hung      | ride      | rode      | tear       | tore       |
| come      | came      | have      | had       | ring      | rang      | tell       | told       |
| cost      | cost      | hear      | heard     | run       | ran       | think      | thought    |
| do        | did       | hide      | hid       | say       | said      | throw      | threw      |
| draw      | drew      | hit       | hit       | see       | saw       | understand | understood |
| drink     | drank     | hold      | held      | send      | sent      | wake       | woke       |
| drive     | drove     | hurt      | hurt      | shake     | shook     | wear       | wore       |
| eat       | ate       | keep      | kept      | shoot     | shot      | win        | won        |
| fall      | fell      | know      | knew      | shut      | shut      | write      | wrote      |
| feed      | fed       | lead      | led       | sing      | sang      |            |            |

\* Pronounce the base form /rid/. Pronounce the past form /red/.

## 20 Capitalization and Punctuation Rules

|                              | USE FOR ...                                                                                                                                                                                    | EXAMPLES                                                                                                                    |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>capital letter</b>        | <ul style="list-style-type: none"> <li>the pronoun <i>I</i></li> <li>proper nouns</li> <li>the first word of a sentence</li> </ul>                                                             | <p>My friend and <b>I</b> are on vacation.</p> <p><b>Ali</b> is from Turkey.</p> <p><b>They</b> live in Spain.</p>          |
| <b>apostrophe (')</b>        | <ul style="list-style-type: none"> <li>possessive nouns</li> <li>contractions</li> </ul>                                                                                                       | <p>Is that <b>Marta's</b> coat?</p> <p><b>That's</b> not hers. <b>It's</b> mine.</p>                                        |
| <b>comma (,)</b>             | <ul style="list-style-type: none"> <li>after items in a list</li> <li>to connect two sentences with <i>and</i> or <i>but</i></li> <li>after the name of a person you are writing to</li> </ul> | <p>He bought apples, pears, oranges, and bananas.</p> <p>They watched TV, and she played video games.</p> <p>Dear John,</p> |
| <b>exclamation point (!)</b> | <ul style="list-style-type: none"> <li>at the end of a sentence to show surprise or a strong feeling</li> </ul>                                                                                | <p>You're here! That's great!</p> <p>Stop! A car is coming!</p>                                                             |
| <b>period (.)</b>            | <ul style="list-style-type: none"> <li>at the end of a statement</li> <li>after abbreviations</li> </ul>                                                                                       | <p>Today is Wednesday.</p> <p>The party is on Nov. 3.</p>                                                                   |
| <b>question mark (?)</b>     | <ul style="list-style-type: none"> <li>at the end of a question</li> </ul>                                                                                                                     | <p>What day is today?</p>                                                                                                   |





# Glossary of Grammar Terms

**action verb** A verb that describes an action. It can be used in the progressive.

Sachiko **is planning** a big party.

**adjective** A word that describes (or modifies) a noun or pronoun.

That's a **great** idea.

**adverb** A word that describes (or modifies) an action verb, an adverb, an adjective, or a sentence.

She drives **slowly**.

**adverb of frequency** A word that tells the frequency of something.

We **usually** eat lunch at noon.

**adverb of manner** A word that describes a verb. It usually answers the question *how*.

She speaks **clearly**.

**affirmative statement** A sentence that does not use a negative verb form (*not*).

**I have a car.**

**apostrophe** A punctuation mark used to show possession and to write a short form (contraction).

He's in my father's car.

**base form** The form of the verb without any ending such as *-ing*, *-ed*, or *-s*. It is the same as the infinitive without *to*.

Arnold will **come** at 8:00. We should **eat** then.

**be going to future** A verb form used to make predictions, express general facts in the future, or talk about definite plans that were made before now.

Mei-Ling says it's **going to be** cold, so she's **going to take** a coat.

**capital letter** The big form of a letter of the alphabet. Sentences start with a capital letter.

**A, B, C**, etc.

**comma** Punctuation used to separate single things in a list or parts of a sentence.

We went to a restaurant, and we ate chicken, potatoes, and broccoli.

**common noun** A noun for a person, an animal, a place, or a thing. It is not capitalized.

The **man** got a **book** at the **library**.

**comparative form** An adjective or adverb ending in *-er* or following *more*. It is used in comparing two things.

My sister is **older** and **more intelligent** than my brother.

But he studies **harder** and **more carefully**.

**consonant** The letters *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*.

**contraction** A short form of two words. An apostrophe (') replaces the missing letter.

**It is** late and **I am** tired. I **should not** stay up so late.

**It's** late and **I'm** tired. I **shouldn't** stay up so late.

**count noun** A noun you can count. It usually has a singular and a plural form.

In the **park**, there was a **man** with two **children** and a **dog**.

**definite article** *The*; makes a noun specific.

We saw a movie. **The** movie starred Sean Penn.

**demonstrative adjective** An adjective used to identify the noun that follows.

**This** man is resting, but **those** men are busy.

**demonstrative pronoun** A pronoun used in place of a demonstrative adjective and the noun that follows.

**This** is our classroom, and **these** are my students.

**direct object** A noun or pronoun used to receive the action of a verb.

She sold a **car**. He bought **it**.

**exclamation point** A punctuation mark (!) used at the end of a statement. It shows strong emotion.

Help! Call the police!

**formal language** Language we usually use in business settings, academic settings, and with people we don't know.

**Good morning, ladies and gentlemen. May we begin?**

**gerund** The *-ing* form of a verb. It is used as a noun.

**Skiing** is fun, but we also enjoy **swimming**.

**imperative** A sentence used to give an instruction, a direction, a command, or a suggestion. It uses the base form of the verb. The subject (*you*) is not a part of the sentence.

**Turn** right at the corner. **Drive** to the end of the street. **Stop!**

**indefinite article** *A* and *an*; used before singular, nonspecific non-count nouns.

Jaime brought **a** sandwich and **an** apple for lunch.

**infinitive** *To* + the base form of a verb.

**To travel** is my dream. I want **to see** the world.

**informal language** The language we usually use with family and friends, in email messages, and in other informal settings.

**Hey, Doug, what's up?**

**inseparable phrasal verb** A phrasal verb that cannot have an object between the verb and the particle.

She **ran into** John.

**irregular verb** A verb that does not form the simple past by adding *-d* or *-ed*.

They **ate** a fancy meal last night. The boss **came** to dinner.

**modal** A word that comes before the main verb. Modals can express ability, possibility, obligation, and necessity.

You **can** come early, but you **mustn't** be late, and you **should** wear a tie.

**negative statement** A statement with a negative verb form.

He **didn't study**. He **wasn't** ready for the test.

**non-action verb** A verb that does not describe an action. It can describe an emotion, a state, a sense, or a mental thought. We usually don't use non-action verbs in the progressive.

I **like** that actor. He **is** very famous, and I **believe** he won an Oscar.

**non-count noun** A noun we usually do not count. We don't put *a*, *an*, or a number before a non-count noun.

All you'll need is **rice, water, salt, and butter**.

**noun** A word that refers to a person, animal, place, thing, or idea.

**Paula** has a **friend** at the **library**. She gave me a **book** about **birds**.

**noun modifier** A noun that describes another noun.

Samantha is a **chemistry** professor. She loves **spy** movies.

**noun phrase** A phrase formed by a noun and words that describe (modify) it.

It was **a dark brown leather jacket**.

**object** A noun or pronoun following an action verb. It receives the action of the verb.

I sent **a letter**. He read **it**.

**object pronoun** A pronoun following a verb or a preposition.

We asked **him** to show the photos to **them**.

**period** A punctuation mark (.) used at the end of a statement.

I'd like you to call on Saturday. We need to talk.

**phrasal verb** A two-part (or three-part) verb that combines a verb and a preposition or particle (for example, *on* or *up*). The meaning of the parts together is often different from the meaning of the verb alone.

We **put on** our gloves and **picked up** our umbrellas.

**phrase** A group of words that can form a grammatical unit.

She lost **a red hat**. He found it **under the table**.

**plural** The form that means more than one.

We sat in **our chairs** reading **our books**.

**possessive** An adjective, noun, or pronoun that shows possession.

Her book is in **John's** car. **Mine** is at the office.

**preposition** A small word that goes before a noun or pronoun object. A preposition often shows time or place.

Maria saw it **on** the table **at** two o'clock.

**prepositional phrase** A phrase that consists of a preposition followed by a noun or a noun phrase.

Chong-Dae saw it **under the black wooden table**.

**present progressive** A verb form that shows an action happening now or planned for the future.

I'm **working** hard now, but I'm **taking** a vacation soon.

**pronoun** A word that replaces a noun or a noun phrase. There are subject pronouns, object pronouns, possessive pronouns, and demonstrative pronouns.

He is a friend—I know **him** well. **This** is his coat; **mine** is black.

**proper noun** The actual name of a person, place, or thing. A proper noun begins with a capital letter.

**Tom** is living in **New York**. He is studying **Russian** at **Columbia University**.

**quantifier** A word or phrase that comes before a noun and expresses an amount of that noun.

Jeannette used **a little** sugar, **some** flour, **four** eggs, and **a liter of** milk.

**question mark** A punctuation mark (?) used at the end of a question.

Where are you going? When will you be back?

**quotation marks** Punctuation marks ("...") used before and after the actual words a person says.

I said, "Where are you going?" and "When will you be back?"

**regular verb** A verb that forms the simple past by adding *-d* or *-ed*.

We **lived** in France. My mother **visited** us there.

**sentence** A group of words with a subject and a verb.

We **opened** the window.

Did they **paint** the house?

**separable phrasal verb** A phrasal verb that can have an object between the verb and the particle.

She **put on** her coat. She **put it on** before he **put** his coat **on**.

**simple past** A verb form used to show a completed action or idea in the past.

The plane **landed** at 9:00. We **caught** a bus to the hotel.

**simple present** A verb form used to show habitual actions or states, general facts, or conditions that are true now.

Kemal **loves** to ski, and it **snows** a lot in his area, so he's very happy.

**singular** The form that means only one.

I put on my **hat** and **coat** and closed the **door**.

**small letter** The small form of a letter of the alphabet. We use small letters for most words except for proper nouns and the word that starts a sentence.

**a, b, c**, etc.

**subject** The person, place, or thing that a sentence is about.

**The children** ate at the mall.

**subject pronoun** A pronoun used to replace a subject noun.

Irene works hard. **She** loves her work.

**superlative form** An adjective or adverb ending in *-est* or following *most*. It is used in comparing three or more things.

We climbed the **highest** mountain by the **most dangerous** route.

She drives the **fastest** and the **most carelessly** of all the drivers.

**syllable** A group of letters with one vowel sound. Words are made up of one or more syllables.

One syllable — **win**

Two syllables — **ta ble**

Three syllables — **im por tant**

**verb** A word used to describe an action, a fact, or a state.

He **drives** to work now. He **has** a new car, and he **is** a careful driver.



**vowel** The letters *a, e, i, o, or u*, and sometimes *y*.

**wh- question** A question that asks for information. It begins with *what, when, where, why, which, who, whose, or how*.

**What's** your name?

**Where** are you from?

**How** do you feel?

**will future** A verb form used to make predictions, to talk about facts in the future, to make promises, to offer something, or to state a decision to do something at the time of speaking.

It **will** probably rain, so I'll **take** an umbrella. I'll **give** you my extra one.

**yes/no question** A question that has a *yes* or a *no* answer.

**Did you arrive on time?** Yes, I did.

**Are you from Uruguay?** No, I'm not.

**Can you swim well?** Yes, I can.

# Unit Review Answer Key

## UNIT 1

- A** 1. are 3. am 5. are  
2. is 4. is
- B** 1. 'm 3. 're 5. 're  
2. 's 4. 's
- C** 1. He's not **or** He isn't 3. We're not **or** We aren't  
2. They're 4. She's

**D** My father and mother are from India, but they're in Canada now. My parents are doctors. My father <sup>is</sup> a sports doctor, and my mother ~~she~~ <sup>is</sup> a family doctor. My parents and I love sports. My father ~~are~~ <sup>is</sup> a soccer fan, and my mother <sup>is</sup> a baseball fan. I'm a soccer fan. My father and I ~~am~~ <sup>are</sup> fans of Lionel Messi and Nuno Gomes. My sister ~~no is~~ <sup>isn't or is not</sup> good at sports. She's not a sports fan. She loves movies.

## UNIT 2

- A** 1. Where's 4. Are  
2. How's 5. Is  
3. What's
- B** 1. I am  
2. it isn't **or** it is not  
3. they aren't **or** they are not  
4. we are  
5. you're not **or** you aren't **or** you are not
- C** 1. What's today's date? **or** What is today's date?  
2. Where's the men's room? **or** Where is the men's room?  
3. Why's he absent? **or** Why is he absent?  
4. When's your first class? **or** When is your first class?  
5. Who's your teacher? **or** Who is your teacher?
- D** 1. ~~She~~ <sup>Is</sup> she your teacher?  
2. What <sup>'s or is</sup> your name?  
3. Where <sup>'s or is</sup> your class?  
4. ~~Is~~ <sup>Are</sup> Bob and Molly good friends?  
5. Why <sup>are</sup> you late?

## UNIT 3

- A** 1. was 3. Were 5. Was  
2. was 4. were
- B** 1. c 2. b 3. d 4. a
- C** 1. was 3. Were 5. were 7. was  
2. was 4. was 6. wasn't

**D** John <sup>was</sup> ~~is~~ at a job interview yesterday. It ~~were~~ <sup>was</sup> for a job at a bank. The questions ~~no were~~ <sup>weren't or were not</sup> easy, but John's answers were good. He was happy. It <sup>was</sup> ~~a~~ good day for John.

## UNIT 4

- A** 1. a 3. Ø 5. Ø  
2. an 4. Ø
- B** 1. cities 4. fish  
2. watches 5. people  
3. clothes
- C** A: Hi, are you the photographer?  
B: Yes, I'm Amy Lin.  
A: Nice to meet you. I'm Ali Mohammed.  
B: Are you from London?  
A: Yes, I am. I'm here for your Thanksgiving Day holiday.

**D** Melanie Einzig is <sup>an</sup> ~~a~~ artist and <sup>a</sup> ~~an~~ photographer. She was born in Minnesota, but lives in New <sup>York</sup> ~~York~~. Einzig captures moments in time. Her <sup>photographs</sup> ~~photograph~~ are striking. They are in <sup>museums</sup> ~~museum~~ in San <sup>Francisco</sup> ~~francisco~~, Chicago, and Princeton.

## UNIT 5

- A** 1. a 3. Ø 5. Ø  
2. Ø 4. an
- B** 1. a small hotel 4. kind and helpful  
2. an interesting garden 5. a great choice  
3. big and comfortable
- C** 1. I'm at the new museum  
2. It has interesting things  
3. It has unusual bowls  
4. It has beautiful carpets  
5. The museum is a great place

**D** The Grand Canyon National Park in Arizona is <sup>an</sup> a awesome place to visit. Almost five million people visit the park every year. It is a <sup>beautiful park</sup> park ~~beautiful~~. The weather is good in the late spring and summer, but the park <sup>is crowded</sup> ~~crowded~~ is during those months. There are <sup>different</sup> ~~different~~ seven ~~different~~ places to stay in the park. I like El <sup>an</sup> Tovar. It is a old hotel with a great view.

## UNIT 6

- A** 1. on 4. next to  
2. under 5. in front of  
3. behind

- B** 1. at / across 2. at / on

- C** 1. on the / in the / on the  
2. inside / above / under

**D** A: Is Jon <sup>at</sup> ~~on~~ school?

B: No. He's <sup>at</sup> ~~in~~ home.

A: Where does he live?

B: He lives <sup>on</sup> ~~at~~ Oak Street <sup>in</sup> ~~at~~ New City.

A: Does he live in an apartment?

B: Yes. He lives <sup>on</sup> ~~in~~ the third floor.

## UNIT 7

- A** 1. Let's get 4. Let's meet  
2. Why don't we 5. Don't touch  
3. Don't buy

- B** 1. Wear 4. Don't bring  
2. Don't wear 5. pay  
3. Bring

- C** 1. Let's 3. don't you  
2. don't we 4. Let's

- D** 1. Why <sup>you</sup> ~~you~~ don't ask Andrij for help?  
2. You look really tired. <sup>Take</sup> ~~You take~~ a short nap.  
3. Let's ~~to~~ walk to work. Let's not drive.  
4. Don't ask Boris to fix the car. <sup>Ask</sup> ~~Asks~~ Mickey.  
5. I'm on a diet, so <sup>please</sup> ~~buy~~ please yogurt. Don't ~~to~~ get sour cream.

## UNIT 8

- A** 1. loves 4. don't give  
2. doesn't have 5. have  
3. invites

- B** 1. always celebrate 4. usually dance  
2. sometimes wears 5. are usually  
3. often sits

- C** 1. thinks 3. comes  
2. don't work 4. is

**D** Some people don't <sup>enjoy</sup> ~~enjoy~~ holidays and family gatherings. Bill Jones <sup>usually visits</sup> ~~visits usually~~ his wife's sister on holidays. He likes his wife's sister, but he <sup>doesn't</sup> ~~don't~~ like her husband. Mary Brown doesn't like holidays because she lives far from her family. She <sup>has</sup> ~~have~~ a very important job, but she doesn't have close friends. She usually watches movies and <sup>waits</sup> ~~wait~~ for the holiday to be over. <sup>She is always</sup> ~~Always she is~~ happy to return to work.

## UNIT 9

- A** 1. Do 3. Does 5. Am  
2. Is 4. Are

- B** 1. Do you have  
2. Does his roommate speak  
3. Does your roommate watch  
4. Is your roommate  
5. Are your roommate's parents

- C** 1. Are the neighbors noisy?  
2. Does the building have an elevator?  
3. Is the apartment near buses?  
4. Does the bedroom have two closets?  
5. Is the bedroom big?

- D** 1. A: Does he have a big TV in his room?  
B: Yes, he <sup>does</sup> ~~has~~.  
2. A: Does she <sup>need</sup> ~~needs~~ help?  
B: No, she <sup>doesn't</sup> ~~don't~~.  
3. A: <sup>Are</sup> ~~Do you are~~ you friends?  
B: Yes, we <sup>are</sup> ~~aren't~~. <sup>No</sup> ~~or~~ Yes, we aren't.

## UNIT 10

- A** 1. Why 3. Who 5. Where  
2. When 4. How

- B** 1. What do you dream about?  
2. What time does your mother get up?  
3. What time do you go to bed?  
4. Where does your brother sleep?  
5. Who snores in your family?



- C** 1. Who meets his uncle at the diner on Saturdays?  
 2. Who does John meet at the diner on Saturdays?  
 3. Where does John meet his uncle on Saturdays?  
 4. When does John meet his uncle at the diner?

- D** 1. Where <sup>do</sup> you live?  
 2. Why <sup>does he daydream</sup> he ~~daydreams~~ in class?  
 3. When does she <sup>get</sup> ~~gets~~ up?  
 4. How <sup>do</sup> they feel about sleeping pills?  
 5. Who <sup>do</sup> ~~does~~ you dream about?  
 6. What time <sup>does</sup> he wake up?

## UNIT 11

- A** 1. There aren't 4. There isn't  
 2. There's 5. There's  
 3. There are 6. There are
- B** 1. A: Are there 3. A: Are they  
 B: there are B: they aren't  
 2. A: Is she 4. A: Is there  
 B: she is B: there isn't
- C** 1. There's / It's 3. There's / She's  
 2. There are / They're

- D** Visit the new Shopper's Mall on Route 290. There's <sup>are</sup> over 100 stores. There <sup>is</sup> a movie theater, and <sup>there</sup> ~~they~~ are ten great places to eat. Come early. Every morning at 10:30, there <sup>is</sup> ~~are~~ a free show for children. The mall is three miles from the Tappan Bridge on Route 290.

## UNIT 12

- A** 1. <sup>Their</sup> ~~My~~ parents' 4. <sup>Their</sup> ~~The~~ students'  
<sup>His</sup> 2. ~~My~~ brother's <sup>Her</sup> 5. ~~Our~~ aunt's  
<sup>Its</sup> 3. ~~That~~ bird's
- B** 1. A: mine 2. A: Whose  
 B: yours B: Ali's  
 A: your
- C** 1. Whose 3. Who's 5. Who's  
 2. Whose 4. Whose
- D** A: <sup>Whose</sup> ~~Who's~~ bag is that on the floor?  
 B: I think it's <sup>Maria's</sup> ~~Maria~~.  
 A: No. Her bag is on her arm.  
 B: Well, it's not <sup>my</sup> ~~mine~~ bag. Maybe it's <sup>Rita's</sup> ~~Rita~~.  
 A: Rita, is that <sup>your</sup> ~~yours~~ bag?

## UNIT 13

- A** 1. a. couldn't understand  
 b. can understand  
 2. a. can't run  
 b. could run  
 3. a. couldn't drive  
 b. can drive
- B** 1. A: Can 3. A: Can  
 B: can B: can  
 2. A: Could  
 B: couldn't
- C** 1. Could your bird sit on your finger?  
 2. Can the parrot say anything?  
 3. Could your dog bring you your shoe?  
 4. Can that bird talk about the past and the future?
- D** A: Can you ~~to~~ get online?  
 B: No, I can't. I <sup>couldn't</sup> ~~no could~~ get online last night either.  
 A: My brother is good with computers. Maybe he can <sup>help</sup> ~~helps~~. I can ~~to~~ call him after work.

## UNIT 14

- A** 1. may eat 4. may not use  
 2. can't eat 5. may drink  
 3. can have
- B** 1. When can I return to work?  
 2. When can I take a shower?  
 3. When can I go to the gym?  
 4. When can I ride my bike?
- C** 1. Can we eat during the test?  
 2. May I use a pencil?  
 3. Can I make calls during the test?  
 4. Can we drink water?  
 5. May I use a black pen?  
 6. Can we use a dictionary?
- D** A: <sup>see</sup> May I ~~sees~~ a menu?  
 B: Sure. Here you go.  
 A: And can we ~~to~~ have some water?  
 B: I'll be right back with the water... Ready?  
 A: Yes. May I <sup>have</sup> ~~has~~ the chicken?  
 B: Of course. A very good choice.  
 A: And can you <sup>bring</sup> ~~brings~~ me a small salad?  
 B: Certainly. And may I <sup>get</sup> ~~gets~~ you anything else?

## UNIT 15

- A** 1. I'm not 4. They're doing  
2. We're preparing 5. He's reading  
3. She isn't playing

- B** 1. is listening to  
2. are standing and talking  
3. are running  
4. is driving  
5. is carrying

- C** 1. a. is texting  
b. isn't calling ~~or~~ 's not calling  
2. a. isn't crying ('s not crying)  
b. 's watching ~~or~~ is watching  
3. a. 's swimming ~~or~~ is swimming  
b. 's trying

- D** My classmates and I <sup>are</sup> ~~am~~ sitting in a computer lab.  
One student <sup>is</sup> writing a composition. Two students are <sup>checking</sup> ~~check~~ their email. A teacher is <sup>helping</sup> ~~helps~~ a student. The other students are reading.

## UNIT 16

- A** 1. Are you working?  
2. Is he buying tickets online?  
3. Are they watching a mystery?  
4. Is your cousin enjoying the movie?

- B** 1. Where are they going?  
2. What movie is she watching?  
3. Why is Bob staying home?  
4. Who's watching the children?

- C** 1. a. are the kids laughing  
b. Are they watching  
c. 're playing  
2. a. are you doing  
b. 'm making  
c. 'm planning  
3. a. 's happening  
b. 're making

- D** A: What <sup>are</sup> ~~you~~ watching?  
B: We're watching a detective show.  
A: What <sup>'s</sup> ~~happening~~?  
B: A boy is missing from home.  
A: <sup>Are the police</sup> ~~The police are~~ looking for him?  
B: Yes, they are.  
A: Where <sup>are</sup> ~~they~~ looking?  
B: Everywhere.

## UNIT 17

- A** 1. don't own 4. needs  
2. doesn't like 5. want  
3. has

- B** 1. is using  
2. is surfing ~~or~~ 's surfing  
3. is reading ~~or~~ 's reading  
4. has  
5. wants

- C** 1. is, doing 4. don't know  
2. is trying ~~or~~ 's trying 5. needs  
3. is

- D** 1. A: Where <sup>are</sup> ~~you~~ calling from?  
B: Downtown. I <sup>'m walking</sup> ~~walk~~ along Second Street.  
2. A: Is she <sup>playing</sup> ~~play~~ tennis at West Park?  
B: No, she's not. She <sup>doesn't like</sup> ~~no like~~ West Park.  
3. A: Does he <sup>understand</sup> ~~understands~~ Greek?  
B: Yes, he does. He was in Greece for a year.

## UNIT 18

- A** 1. watched 4. Last night  
2. visited 5. didn't land  
3. an hour ago

- B** 1. helped 4. didn't ask  
2. stayed 5. didn't want  
3. didn't snow

- C** 1. canceled 4. played  
2. didn't stay 5. didn't enjoy  
3. didn't rain

- D** Hello from London. Our friends <sup>invited</sup> ~~did invite~~ us here for a week. Yesterday we <sup>visited</sup> ~~visit~~ Big Ben, and we <sup>toured</sup> ~~tour~~ Buckingham Palace. This morning, we <sup>watched</sup> ~~watch~~ a cricket match. Later, we walked around Piccadilly Circus and ~~are~~ enjoyed coffee and sandwiches at a small nearby café.

## UNIT 19

- A** 1. saw 3. was 5. said  
2. were 4. began 6. wanted

- B** 1. grew up 4. began  
2. drew 5. was  
3. didn't make

- C** 1. left  
2. lost  
3. ran
4. didn't see  
5. didn't take

**D** The writer William Sidney Porter <sup>was</sup> born in North Carolina in 1862. He wrote under different names, but he ~~did~~ became best known as O. Henry. His stories ~~were~~ had surprise endings. O. Henry was a very successful writer, but he <sup>spent</sup> ~~spended~~ time in prison.

## UNIT 20

- A** 1. Did they go to the theater?  
2. Did we miss the beginning?  
3. Did you have good seats?  
4. Did it have a good ending?
- B** 1. When did Olivia do her homework?  
2. Where did John go last summer?  
3. Who helped Claudia with her report?  
4. How long did Mia and Lily work?
- C** 1. What play did you see last night?  
2. Where did you see it?  
3. How long was the show?  
4. Did you enjoy the performance?  
5. Who was the star of the show?  
6. Did you go out after the show?
- D** 1. Where <sup>did he go</sup> ~~he did~~ last night?  
2. What <sup>did he see</sup> ~~saw he~~?  
3. Did he <sup>enjoy</sup> ~~enjoyed~~ it?  
4. Who <sup>did he meet or met him</sup> ~~he met~~?  
5. When <sup>did they leave</sup> ~~they left~~?  
6. Who <sup>paid</sup> ~~did pay~~ for dinner?

## UNIT 21

- A** 1. was born  
2. grew up  
3. attended  
4. went
5. started  
6. became  
7. expanded
- B** 1. When did she go to college?  
2. Who did they meet?  
3. Where did he study?  
4. How long did they live in Canada?
- C** 1. Were  
2. Did
3. Was  
4. Did
5. Did

**D** Steve Paul Jobs <sup>started</sup> ~~did start~~ college in 1970, but he <sup>didn't or did not</sup> ~~no did~~ finish it. In 1976, Jobs and his friend <sup>began</sup> ~~begin~~ to make their own computers. They worked in Jobs' garage. That was the beginning of Apple® Computers. Their company <sup>became</sup> ~~become~~ a big success. Apple® changed the field of computers, and by the age of thirty, Jobs was a multimillionaire.

## UNIT 22

- A** 1. is going to build  
2. 's going to cost  
3. 's going to have
4. are going to be  
5. is not going to begin
- B** 1. are not going to increase  
2. 're not going to play ~~or~~ aren't going to play  
3. 're going to visit him  
4. 's going to retire  
5. 'm not going to do
- C** 1. Q: When is she going to the dentist?  
A: On Monday at 5:30.  
2. Q: Where is she meeting Yu Chen?  
A: At Pappa Pizza.  
3. Q: Is she meeting Yu Chen on Monday?  
A: No, she isn't.
- D** This city <sup>is</sup> going to change under our new mayor. People <sup>are</sup> going to ride bikes, and they're going <sup>to</sup> use public transportation. <sup>They're not or They aren't</sup> ~~They're no~~ going to drive big cars. There are probably going to be higher tolls on bridges and more bike paths on the roads.

## UNIT 23

- A** 1. won't  
2. won't
3. will  
4. will
5. won't
- B** 1. Will many people travel to the moon in twenty years?  
2. Will the climate change in the future?  
3. What will people eat in 2050?  
4. Will people look different in 2100?  
5. How will people get around in the year 2035?
- C** 1. Will...be  
2. Will...have  
3. Will...be
4. Will...rain  
5. Will...work



- D** I usually bring my lunch to work, but tomorrow I <sup>won't</sup> ~~no~~ will bring it because it's my birthday. My co-workers will <sup>take</sup> ~~takes~~ me out to a restaurant. We'll ~~to~~ order a few different dishes, and we'll share them. They'll <sup>sing</sup> ~~singing~~ "Happy Birthday," and they'll give me <sup>be</sup> ~~is~~ a small gift. I'm sure it will ~~is~~ a lot of fun.

## UNIT 24

- A** 1. go 4. may  
2. buy 5. Will  
3. might not
- B** 1. may snow **or** might snow  
2. may not get **or** might not get  
3. may need **or** might need  
4. may not see **or** might not see  
5. may stay **or** might stay
- C** 1. Will 4. will  
2. may 5. will  
3. might **or** may
- D** 1. He might <sup>go</sup> ~~goes~~ on vacation next week.  
2. He may <sup>work</sup> ~~works~~ late tomorrow.  
3. They might ~~to~~ visit him tomorrow. Are you free?  
4. I might not help him. I might ~~to~~ help her instead.  
5. She <sup>may</sup> ~~maybe~~ **or** might take a yoga class.

## UNIT 25

- A** 1. to start 4. to become  
2. to sell 5. flying / seeing  
3. to return
- B** 1. to work 3. quitting / going  
2. to change 4. improving
- C** 1. She enjoys helping people.  
2. We expect to graduate in June.  
3. They are trying to study.  
4. He avoids eating candy and ice cream. **or** He avoids eating ice cream and candy.
- D** Carol volunteers at a hospital. She enjoys taking care of patients. Some patients refuse <sup>to</sup> ~~to~~ do exercise, but Carol keeps <sup>pushing</sup> ~~to push~~ them. Carol intends <sup>to</sup> ~~to~~ study physical therapy in college. She needs <sup>to take</sup> ~~taking~~ a lot of science courses. She expects <sup>go</sup> ~~goes~~ to college next fall. She hopes <sup>to</sup> ~~to~~ get a degree in physical therapy in five years.

## UNIT 26

- A** 1. some 2. the 3. an 4. any
- B** 1. We don't need any glasses.  
2. I don't want any help.  
3. There aren't any menus on the table.  
4. He doesn't have any free time.
- C** 1. a 3. the 5. a  
2. a 4. the 6. a
- D** 1. A: What are you looking for?  
B: I need <sup>some</sup> ~~a~~ stamps. I wrote <sup>some</sup> ~~any~~ letters, and I want to mail them.  
2. A: <sup>The</sup> ~~A~~ refrigerator looks empty. There isn't <sup>any</sup> ~~some~~ yogurt.  
B: There aren't <sup>any</sup> ~~an~~ eggs either. We need to go shopping, but I don't have <sup>time</sup> ~~a time~~ **or** any time today. Let's go shopping tomorrow.

## UNIT 27

- A** 1. How many 4. How many  
2. How many 5. How much  
3. How much
- B** 1. How much chocolate do you eat in a week?  
2. How many teaspoons of sugar do you take?  
3. How much time do you spend online?  
4. How many sisters do you have?  
5. How much coffee do you drink every day?
- C** 1. much 4. a lot of  
2. a lot of 5. a little  
3. a can of
- D** 1. There were only a <sup>few</sup> ~~little~~ people at the meeting.  
2. There are a few <sup>peaches</sup> ~~peach~~ in the refrigerator.  
3. How <sup>much</sup> ~~many~~ milk do you need?  
4. How <sup>many</sup> ~~much~~ bottles of juice did they buy?  
5. There are not <sup>many</sup> ~~much~~ books in their home.

## UNIT 28

- A** 1. The child <sup>too many</sup> ate cookies.  
 2. We <sup>too much</sup> have homework.  
 3. I <sup>too much</sup> bought milk.  
 4. There <sup>too many</sup> are trucks on that road.  
 5. It <sup>too much</sup> takes time to get there by bus.

- B** 1. too much                      4. too many  
 2. too few                        5. too little  
 3. too much

- C** 1. not enough                      4. enough  
 2. not enough                      5. not enough  
 3. enough

- D** I want to move. I don't like the climate here.  
 There's too <sup>much</sup> ~~many~~ snow in winter. There are too <sup>few</sup> ~~little~~  
 nice, sunny days. There's too <sup>much</sup> ~~many~~ air pollution  
 from all the traffic on the streets, and there aren't  
<sup>enough jobs</sup> ~~jobs enough~~. There also aren't enough <sup>parks</sup> ~~park~~ and places  
 for children to play.

## UNIT 29

- A** 1. should                              4. ought to  
 2. had better                        5. I'd better not  
 3. shouldn't

- B** 1. had better not forget              3. had better not wait  
 2. had better buy                      4. had better go

- C** 1. should take                        3. should call  
 2. shouldn't work                      4. shouldn't forget

- D** 1. Where should we <sup>meet</sup> ~~meets~~ after work? <sup>Should</sup> ~~Ought~~ we go  
 to the Rainbow Diner?  
 2. We <sup>'d or had</sup> ~~better~~ take an umbrella tonight. It's going  
 to rain.  
 3. Should I ~~to~~ make a reservation for my flight now? I  
<sup>ought to</sup> ~~outta~~ think I ~~outta~~ make it soon.  
 4. What <sup>should I</sup> ~~I should~~ see during my business trip to  
 Uruguay?  
 5. Should we <sup>leave</sup> ~~leaves~~ Brazil tonight or tomorrow?

## UNIT 30

- A** 1. don't have to                      4. doesn't have to  
 2. has to                                5. have to  
 3. must not

- B** 1. can't                                4. don't have to  
 2. has                                    5. have to  
 3. have to

- C** 1. had to work                        4. had to give  
 2. have to read                        5. didn't have to bring  
 3. have to answer

- D** Drew's test starts at 8:10. He must ~~to~~ be in the  
 room at 8:00. He must not <sup>come</sup> ~~came~~ late. He <sup>has to have</sup> ~~have to~~ has  
 two pencils. He must <sup>bring</sup> ~~brings~~ a photo ID. Cell phones  
 are not allowed in the room. He <sup>must not or can't</sup> ~~doesn't have to~~ bring  
 his cell phone with him.

## UNIT 31

- A** 1. much, taller                        4. better  
 2. more popular                        5. brother's  
 3. worse

- B** 1. younger than                        3. more expensive than  
 2. shorter than                        4. hotter than

- C** 1. less expensive                        3. higher  
 2. more expensive                        4. lower

- D** The train is much <sup>faster</sup> ~~fast~~ than the bus and the  
 seats are <sup>more comfortable</sup> ~~comfortable~~. The bus is much <sup>slower</sup> ~~more~~ than  
 the train, but the views from the bus are more  
 interesting. Which <sup>is</sup> ~~are~~ cheaper, the train or the bus?  
 The bus is much less <sup>expensive</sup> ~~expensive~~, but for me the train  
 is <sup>better</sup> ~~more good~~ because I'm a busy student with very  
 little free time.

## UNIT 32

- A** 1. quickly                                4. slowly  
 2. fluently                                5. clearly  
 3. well

- B** 1. good                                    4. badly  
 2. seriously                                5. quickly  
 3. hard

- C** 1. good                                    4. fast  
 2. briefly                                    5. honestly  
 3. clearly

- D** A: Did your speech go <sup>well</sup> good? Did they appreciate your jokes?
- B: Well... they laughed <sup>politely</sup> polite, but I'm not sure they laughed <sup>sincerely</sup> sincere.
- A: It's hard to be funny.
- B: I ~~hard~~ <sup>hard</sup> worked, and I prepared carefully, but I was <sup>nervous</sup> ~~nervously~~.

### UNIT 33

- A** 1. big enough 4. as  
2. as 5. very  
3. too
- B** 1. warm enough 4. fast enough  
2. too late 5. very good  
3. too short
- C** 1. not as thin as my father ~~or~~ not as thin as he is  
2. not as cheap as my new one ~~or~~ not as cheap as my new coat  
3. as tall as my brother ~~or~~ as tall as he is  
4. as old as I am ~~or~~ as old as me
- D** This year, the party wasn't <sup>as</sup> good as last year. The music was very ~~much~~ loud. It was hard to dance because the room was <sup>way too</sup> ~~too way~~ hot. I like to dance, so I felt <sup>very</sup> ~~too~~ bad about that. Also, the drinks weren't <sup>cold enough</sup> ~~enough cold~~, and the food wasn't <sup>as</sup> ~~as~~ tasty as last year.

### UNIT 34

- A** 1. the funniest  
2. the biggest  
3. the best  
4. The largest / the most dangerous
- B** 1. the hottest 4. the most interesting  
2. the oldest 5. the most popular  
3. the busiest
- C** 1. the most intelligent animals  
2. the most colorful birds  
3. the worst seats  
4. the longest days
- D** A: What's <sup>the</sup> ~~the~~ hardest part of your job here at the zoo?  
B: The <sup>most difficult</sup> ~~difficultest~~ part for me is telling people not to bother or feed the animals.
- A: And which animal is the <sup>smartest</sup> ~~most smart~~?
- B: Bill the gorilla. He's one of <sup>the</sup> ~~the~~ funniest and smartest <sup>animals</sup> ~~animal~~. He's also one of the <sup>most</sup> ~~the~~ interesting. And I think he's one of the cutest, too!



# Key to Exercises with Guessed Answers

## UNIT 13

### EXERCISE 3

- |                                  |                 |
|----------------------------------|-----------------|
| 2. Can elephants jump?           | No, they can't. |
| 3. Can a bear climb a tree?      | Yes, it can.    |
| 4. Can a chimpanzee use tools?   | Yes, it can.    |
| 5. Can chimpanzees invent games? | Yes, they can.  |
| 6. Can a penguin fly?            | No, it can't.   |

### EXERCISE 8

- |      |      |      |      |
|------|------|------|------|
| 1. b | 3. d | 5. e | 7. a |
| 2. c | 4. h | 6. f | 8. g |

## UNIT 18

### BEFORE YOU READ

1. The Eiffel Tower, Paris, France  
The Great Wall of China, Beijing, China  
Machu Picchu, Peru

## UNIT 27

### EXERCISE 9

- |      |      |      |       |
|------|------|------|-------|
| 1. a | 4. b | 7. a | 10. c |
| 2. a | 5. c | 8. b |       |
| 3. c | 6. b | 9. c |       |

## UNIT 31

### EXERCISE 5

2. A: Which river is longer, the Amazon or the Nile?  
B: The Nile is longer than the Amazon.
3. A: Which mountain has a higher elevation, Mount Everest or Mount Denali?  
B: Mount Everest has a higher elevation than Mount Denali. **or** Mount Everest is higher than Mount Denali.
4. A: Which ocean is bigger, the Atlantic or the Pacific?  
B: The Pacific Ocean is bigger than the Atlantic Ocean.
5. A: Which city has a higher elevation, La Paz, Bolivia or Sydney, Australia?  
B: La Paz, Bolivia has a higher elevation than Sydney, Australia. **or** La Paz, Bolivia is higher than Sydney, Australia.
6. A: Which country has a bigger population, Japan or South Korea?  
B: Japan has a bigger population than South Korea. **or** Japan's population is bigger than South Korea's. **or** Japan's population is bigger than South Korea's is.
7. A: Which city is more expensive, New York or Venice?  
B: New York is more expensive than Venice.

## UNIT 34

### EXERCISE 2

- |                    |                         |
|--------------------|-------------------------|
| 2. the elephant    | 5. the sailfish         |
| 3. the giraffe     | 6. the Macaroni Penguin |
| 4. the hummingbird |                         |



# Information Gaps, Student B

## UNIT 10

### EXERCISE 9 DREAMS

**INFORMATION GAP** Work with a partner. Student B, follow the instructions below. Student A, follow the instructions on page 117.

#### STUDENT B

- You have a dream again and again. Read about your dream below. Student A will ask you questions about this dream. Answer Student A's questions.

You are in the third grade. You see your third-grade teacher. Your teacher is very big. You are small. Your teacher says, "Your schoolwork is great. You are my favorite student." You smile. Then you laugh. Then you wake up.

- Student A has a dream again and again. Find out about the dream. Ask Student A the questions below. Write down his or her answers.

1. Where are you in your dream? \_\_\_\_\_
2. What do you do? \_\_\_\_\_
3. Who comes to you? \_\_\_\_\_
4. How do you feel? \_\_\_\_\_
5. What does he say? \_\_\_\_\_
6. What happens? \_\_\_\_\_

- Talk about your dreams. What do they mean?





**EXERCISE 8 PATIENT INFORMATION**

**INFORMATION GAP** Work with a partner. Student B follows the instructions below. Student A will follow the instructions on page 167.

**STUDENT B**

- Student A has information about Dr. Green's Clinic. Ask Student A the questions below to get the information.
- Listen carefully to Student A's answers. Write down the answers.

1. When can I see the doctor?

---

2. When can I call her?

---

3. Can I contact her by email?

---

4. What can I do in an emergency?

---

5. Are there any free lectures on nutrition?

---

6. Can I join a support group?

---

7. How can I get good meal suggestions?

---

**EXERCISE 8 WHO INVENTED THE ATM?**

**INFORMATION GAP** Work with a partner. Student B follows the instructions below. Student A follows the instructions on page 252.

**STUDENT B**

- Your partner has a chart that is missing some information. Your chart contains the missing information. Answer your partner's questions, so that he or she can write the missing information into his or her chart.

EXAMPLE: A: Who invented the ATM?

B: Don Wetzel invented the ATM.

A: When did he invent it?

| Invention   | Inventor                                 | Year | Country        |
|-------------|------------------------------------------|------|----------------|
| ATM         | Don Wetzel                               | 1968 | United States  |
| credit card | Frank McNamara, Ralph Schneider          | 1950 | United States  |
| dishwasher  | Josephine Cochrane                       | 1886 | United States  |
| eyeglasses  | Salvino D'Armato, Alessandro della Spina | 1280 | Italy          |
| subway      | Sir John Fowler                          | 1863 | United Kingdom |
| YouTube     | Steven Chen, Chad Hurley, Jawed Karim    | 2005 | United States  |

- The chart below is missing some information. Your partner has a chart that contains your missing information. Ask your partner questions to find the missing information. Write your partner's answers into your chart.

EXAMPLE: B: Who invented the bicycle?

A: Baron de Sauerbrun.

B: When did he invent it?

| Invention      | Inventor           | Year | Country |
|----------------|--------------------|------|---------|
| bicycle        | Baron de Sauerbrun |      |         |
|                | Marion Donovan     |      |         |
| paper          |                    |      |         |
|                | Conrad Gessner     |      |         |
| thermometer    |                    |      |         |
| World Wide Web |                    |      |         |

**EXERCISE 10 COOKIES AND PIE**

**INFORMATION GAP** Work with a partner. Student B will follow the instructions below. Student A will follow the instructions on page 332.

**STUDENT B**

- Look at the list of ingredients for chocolate chip cookies. Answer Student A's questions about them.

EXAMPLE: A: How much flour do you need for the chocolate chip cookies?

B: Two and a half cups.

## Chocolate Chip Cookies



7 ounces of chocolate chips

2½ cups flour  
(= two and a half cups)

3 teaspoons baking powder

1 cup chopped walnuts

1 cup butter

¾ cup sugar  
(= three-quarters of a cup)

¾ cup brown sugar

2 eggs

1 teaspoon vanilla extract

- Now look at the recipe for apple pie. Ask your partner questions to find out how much you need of each ingredient to make apple pie. Write the amounts to complete the recipe.

EXAMPLE: B: How much flour do you need for the apple pie crust?

A: Two cups of flour.

## Apple Pie

### THE CRUST

\_\_\_\_\_ flour

1 teaspoon salt

⅔ cup shortening  
(= two-thirds of a cup)

\_\_\_\_\_ cold water

### THE FILLING

\_\_\_\_\_ sugar

\_\_\_\_\_ flour

½ teaspoon ground cinnamon

½ teaspoon ground nutmeg

a pinch of salt

\_\_\_\_\_ medium-size  
apples

\_\_\_\_\_ butter





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