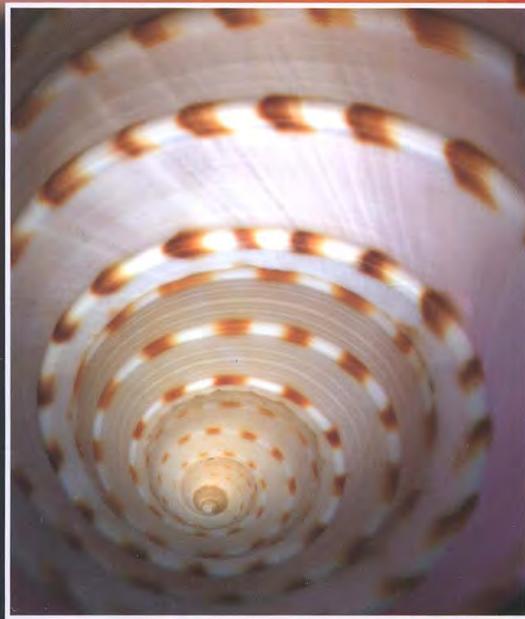


4

FOCUS ON GRAMMAR

AN INTEGRATED SKILLS APPROACH

THIRD EDITION



MARJORIE FUCHS
MARGARET BONNER

4

FOCUS
ON
GRAMMAR
AN INTEGRATED SKILLS APPROACH

THIRD EDITION

MARJORIE FUCHS
MARGARET BONNER



To the memory of my parents, Edith and Joseph Fuchs—MF

To my parents, Marie and Joseph Maus, and to my son, Luke Frances—MB

FOCUS ON GRAMMAR 4: An Integrated Skills Approach

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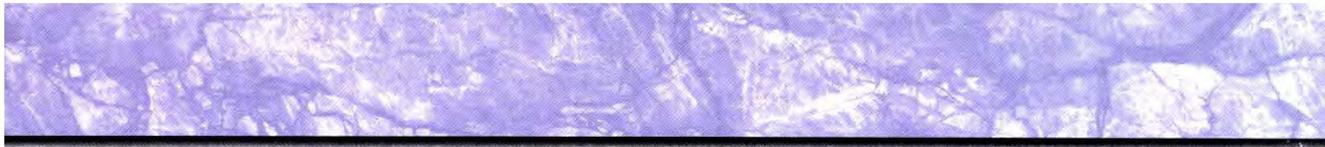
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INTRODUCTION

┆ The *Focus on Grammar* series

Written by ESL/EFL professionals, *Focus on Grammar: An Integrated Skills Approach* helps students to understand and practice English grammar. The primary aim of the course is for students to gain confidence in their ability to speak and write English accurately and fluently.

The **third edition** retains this popular series' focus on English grammar through lively listening, speaking, reading, and writing activities. The new *Focus on Grammar* also maintains the same five-level progression as the second edition:

- Level 1 (Beginning, formerly Introductory)
- Level 2 (High-Beginning, formerly Basic)
- Level 3 (Intermediate)
- Level 4 (High-Intermediate)
- Level 5 (Advanced)

┆ What is the *Focus on Grammar* methodology?

Both controlled and communicative practice

While students expect and need to learn the formal rules of a language, it is crucial that they also practice new structures in a variety of contexts in order to internalize and master them. To this end, *Focus on Grammar* provides an abundance of both controlled and communicative exercises so that students can bridge the gap between knowing grammatical structures and using them. The many communicative activities in each Student Book unit provide opportunity for critical thinking while enabling students to personalize what they have learned in order to talk to one another with ease about hundreds of everyday issues.

A unique four-step approach

The series follows a four-step approach:

Step 1: Grammar in Context shows the new structures in natural contexts, such as articles and conversations.

Step 2: Grammar Presentation presents the structures in clear and accessible grammar charts, notes, and examples.

Step 3: Focused Practice of both form and meaning of the new structures is provided in numerous and varied controlled exercises.

Step 4: Communication Practice allows students to use the new structures freely and creatively in motivating, open-ended activities.

Thorough recycling

Underpinning the scope and sequence of the *Focus on Grammar* series is the belief that students need to use target structures many times, in different contexts, and at increasing levels of difficulty. For this reason, new grammar is constantly recycled throughout the book so that students have maximum exposure to the target forms and become comfortable using them in speech and in writing.

A complete classroom text and reference guide

A major goal in the development of *Focus on Grammar* has been to provide students with books that serve not only as vehicles for classroom instruction but also as resources for reference and self-study. In each Student Book, the combination of grammar charts, grammar notes, a glossary of grammar terms, and extensive appendices provides a complete and invaluable reference guide for students.

Ongoing assessment

Review Tests at the end of each part of the Student Book allow for continual self-assessment. In addition, the tests in the new *Focus on Grammar* Assessment Package provide teachers with a valid, reliable, and practical means of determining students' appropriate levels of placement in the course and of assessing students' achievement throughout the course. At Levels 4 (High-Intermediate) and 5 (Advanced), Proficiency Tests give teachers an overview of their students' general grammar knowledge.

What are the components of each level of *Focus on Grammar*?

Student Book

The Student Book is divided into eight or more parts, depending on the level. Each part contains grammatically related units, with each unit focusing on specific grammatical structures; where appropriate, units present contrasting forms. The exercises in each unit are thematically related to one another, and all units have the same clear, easy-to-follow format.

Teacher's Manual

The Teacher's Manual contains a variety of suggestions and information to enrich the material in the Student Book. It includes general teaching suggestions for each section of a typical unit, answers to frequently asked questions, unit-by-unit teaching tips with ideas for further communicative practice, and a supplementary activity section. Answers to the Student Book exercises and audioscripts of the listening activities are found at the back of the Teacher's Manual. Also included in the Teacher's Manual is a CD-ROM of teaching tools, including PowerPoint presentations that offer alternative ways of presenting selected grammar structures.

Workbook

The Workbook accompanying each level of *Focus on Grammar* provides additional exercises appropriate for self-study of the target grammar for each Student Book unit. Tests included in each Workbook provide students with additional opportunities for self-assessment.

Audio Program

All of the listening exercises from the Student Book, as well as the Grammar in Context passages and other appropriate exercises, are included on the program's CDs. In the book, the symbol \bigcirc appears next to the listening exercises. Another symbol \bigcirc , indicating that listening is optional, appears next to the Grammar in Context passages and some exercises. All of these scripts appear in the Teacher's Manual and may be used as an alternative way of presenting the activities.

Some Student Books are packaged with a separate Student Audio CD. This CD includes the listening exercise from each unit.

CD-ROM

The *Focus on Grammar* CD-ROM provides students with individualized practice and immediate feedback. Fully contextualized and interactive, the activities broaden and extend practice of the grammatical structures in the reading, writing, speaking, and listening skills areas. The CD-ROM includes grammar review, review tests, score-based remedial practice, games, and all relevant reference material from the Student Book. It can also be used in conjunction with the *Longman Interactive American Dictionary* CD-ROM.

Assessment Package (NEW)

An extensive, comprehensive Assessment Package has been developed for each level of the third edition of *Focus on Grammar*. The components of the Assessment Package are:

1. Placement, Diagnostic, and Achievement Tests

- a Placement Test to screen students and place them into the correct level
- Diagnostic Tests for each part of the Student Book
- Unit Achievement Tests for each unit of the Student Book
- Part Achievement Tests for each part of the Student Book

2. General Proficiency Tests

- two Proficiency Tests at Level 4 (High-Intermediate)
- two Proficiency Tests at Level 5 (Advanced)

These tests can be administered at any point in the course.

3. Audio CD

The listening portions of the Placement, Diagnostic, and Achievement Tests are recorded on CDs. The scripts appear in the Assessment Package.

4. Test-Generating Software

The test-bank software provides thousands of questions from which teachers can create class-appropriate tests. All items are labeled according to the grammar structure they are testing, so teachers can easily select relevant items; they can also design their own items to add to the tests.

Transparencies (NEW)

Transparencies of all the grammar charts in the Student Book are also available. These transparencies are a classroom visual aid that will help instructors point out important patterns and structures of grammar.

Companion Website

The companion website contains a wealth of information and activities for both teachers and students. In addition to general information about the course pedagogy, the website provides extensive practice exercises for the classroom, a language lab, or at home.

What's new in the third edition of the Student Book?

In response to users' requests, this edition has:

- a new four-color design
- easy-to-read color coding for the four steps
- new and updated reading texts for Grammar in Context
- post-reading activities (in addition to the pre-reading questions)
- more exercise items
- an editing (error analysis) exercise in each unit
- an Internet activity in each unit
- a Glossary of Grammar Terms
- expanded Appendices

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TOUR OF A UNIT

Each unit in the **Focus on Grammar** series presents a specific grammar structure (or two, in case of a contrast) and develops a major theme, which is set by the opening text. All units follow the same unique **four-step approach**.

Step 1: Grammar in Context

The **conversation** or **reading** in this section shows the grammar structure in a natural context. The high-interest text presents authentic language in a variety of real-life formats: magazine articles, web pages, questionnaires, and more. Students can listen to the text on an audio CD to get accustomed to the sound of the grammar structure in a natural context.

Future Perfect and Future Perfect Progressive | 67

UNIT
6
Future Perfect and Future Perfect Progressive

Grammar in Context

BEFORE YOU READ

Look at the photos of people on a TV show. Read the information for each person. What do you think the show is about? Read this transcript of a personal finance TV show.

MONEY TALKS



Debbie Hart, age 20
Number of credit cards: 3
Used for: movies, CDs, clothes
Balance: \$2,000



Sung Park, age 18
Number of credit cards: 5
Used for: textbooks, car repairs
Balance: \$1,750



Jeff Hassad, age 22
Number of credit cards: 1
Used for: eating out, entertainment
Balance: \$600

Trudy: Hi, everyone. I'm Trudy Norman and you're watching *Money Talks*. We've taken the show on the road—by the end of tonight's *Money Talks*, we'll **have been traveling** for a month, and we'll **have been in** 22 cities in that time!

Tonight we're at Gibson College in Nebraska, and we have students Debbie Hart, Sung Park, and Jeff Hassad on our panel. Our topic is credit cards.

To get started, let me give you some shocking statistics. A typical college freshman **will have gotten** eight credit card offers by the end of the first semester. Many students accept at least some of those offers. In fact, by graduation, the average student in the United States **will have tripled** the number of cards in his or her wallet.

AFTER YOU READ

Write **T** (true) or **F** (false).

1. The show has already been in 22 cities.
2. Many students get eight credit card offers in their first semester of college.
3. Many students have twice as much credit card debt after four years.
4. Jeff has already paid interest for nine months on pizzas he ate last September.

Sung: That's true. When I first got here, I only had one credit card. Then I started receiving all these credit card offers, and finally I thought, "Why not?" Now I have five cards.

Trudy: And it isn't only the number of credit cards that increases. So does the amount you owe. If you're like many students, you'll **have doubled** your credit card debt by graduation. About a third of today's students graduate owing \$3,000 to \$7,000 on their cards.

Debbie: My problem is, it's too easy just to take out my card when I see something I want. Then, when I get my bill, I'll **have charged** more than I can pay for. I'm carrying a pretty big balance right now.

Trudy: Did you know that people who always use credit cards spend more? Start using cash—by next year you'll **have spent** 12 percent less! And you **won't have been paying** interest on your purchases. But if you *must* charge, you should also start paying more than the minimum every month, even if it's only \$20 more.

Debbie: How much can an extra \$20 help?

Trudy: A lot. Suppose you're a freshman and you owe \$1,000 on your card at 15 percent interest. Pay an extra \$20 every month, and by the time you graduate, you'll **have already become** debt-free! And you'll **have been saving** interest charges the whole time. On the other hand, if you only pay the minimum, you'll be paying for 15 years, and at the end, you'll **have spent** \$1,122.78 in interest. Everything you bought on that card **will have cost** twice as much as the actual price.

Jeff: I hear what you're saying. By the end of this school year, I'll **have been paying** interest for nine months on pizzas I ate last September! But are you saying students shouldn't use credit cards?

Trudy: That's not realistic, is it? No, I'm saying one card is enough. And use it for essentials, not for pizza and cool shoes.

Sung: My brother didn't have a credit card in college. When he graduated he had a hard time getting one.

Trudy: Good point, Sung. It's hard to get credit when you have no credit history. Getting your first credit card as a student, when it's easier, can be a good idea. Use it wisely, and by graduation you'll **have earned** a good credit rating, and that will be very useful when you're starting out. That's all for tonight. See you next week on *Money Talks*.

66 |

Pre-reading questions create interest, elicit students' knowledge about the topic, and lead students to make predictions about the text.

A post-reading activity helps students understand the text and focus on the grammar structure.

Step 2: Grammar Presentation

This section is made up of grammar charts, notes, and examples. The **grammar charts** focus on the forms of the grammar structure. The **grammar notes** and **examples** focus on the meanings and uses of the structure.

Clear and easy-to-read **grammar charts** present the grammar structure in all its forms and combinations.

68 | UNIT 6

Grammar Presentation

FUTURE PERFECT

Statements			
Subject	Will (not)	Have + Past Participle	
I You He She It We They	will (not)	have earned	interest by then.

Yes / No Questions			
Will	Subject	Have + Past Participle	
Will	I you he she it we they	have earned	interest by then?

Short Answers			
Affirmative		Negative	
Yes,	you I he she it we they	No,	you I he she it we they
	will (have).		won't (have).

Wh- Questions				
Wh- Word	Will	Subject	Have + Past Participle	
How much	will	she	have earned	by then?

Each **grammar note** gives a short, simple explanation of one use of the structure. The accompanying **examples** ensure students' understanding of the point.

70 | UNIT 6

GRAMMAR NOTES

EXAMPLES

- Use the **future perfect** to talk about a future action that will already be completed by a certain time in the future.
 - By June, he **will have paid** his debt.
 - She'll **have bought** a new car by May.
 - We'll **have saved** enough by then.
- Use the **future perfect progressive** to talk about an action that will be in progress at a certain time in the future. The action may start sometime in the future or it may have already started.
 - A: You're moving to L.A. next week? Great! Can I visit in May?
 - B: Sure. By then, we'll **have been living** there for three months.
 - They moved to Atlanta in June 2001. So by next June, they'll **have been living** there for six years.

BE CAREFUL! Non-action (stative) verbs are not usually used in the progressive.

- By the spring, he'll **have owned** that car for five years. Not By the spring, he'll **have been owning** that car for five years.

- Use the **future perfect** or the **future perfect progressive** with the **simple present** to show the relationship between two future events. The event that will happen first uses the perfect. The event that will happen second uses the simple present.
 - By the time you **arrive**, I **will have finished** dinner. Not By the time you **will** arrive, I will have finished dinner.
 - When my daughter **turns eight**, we **will have been living** here for ten years.

Be careful! notes alert students to common errors made by students of English.

Time lines clarify the meaning of verb forms and their relationship to one another.

Step 3: Focused Practice

This section provides students with a variety of contextualized **controlled exercises** to practice both the forms and the uses of the grammar structure.

*Focused Practice always begins with a “for recognition only” exercise called **Discover the Grammar**.*

372 | UNIT 25

Focused Practice

1 DISCOVER THE GRAMMAR

Read this magazine article about lying on the job. Circle the reporting verbs. Underline the examples of direct speech once. Underline the examples of indirect speech twice.

“Lying during a job interview is risky business,” says Martha Toledo, director of the management consulting firm Maxwell. “The truth has a funny way of coming out.” Toledo tells the story of one woman applying for a job as an office manager. The woman told the interviewer that she had a B.A. degree. Actually, she was eight credits short. She also said that she had made \$50,000 at her last job. The truth was \$10,000 less. “Many firms really do check facts,” warns Toledo. In this case, a call to the applicant’s company revealed the discrepancies.

Toledo relates a story about another job applicant, George. During an interview, George reported that he had quit his last job. George landed the new job and was doing well until the company hired another employee, Pete. George and Pete had worked at the same company. Pete eventually told his boss that his old company had fired George.

2 CONFESSIONS

Grammar Notes 3, 6–7

Complete the student’s essay with the correct words.

Once when I was a teenager, I went to my Aunt Leah’s house. Aunt Leah collected pottery, and as soon as I got there, she took me she wanted to show me her new bowl. She said she had just bought it. It was beautiful. When Aunt Leah went to answer the door, I picked up the bowl to examine it. It slipped from my hands and smashed to pieces on the floor. As Aunt Leah walked back into the room, I screamed and said that the cat had just broken my new bowl. Aunt Leah got this funny look on her face and said me that it really wasn’t very important. I didn’t sleep at all that night, and the next morning I called my aunt and said her that I had broken her bowl. She said she ’d know that all along. We still laugh about the story today.

Exercises are cross-referenced to the appropriate grammar notes to provide a quick review.

A variety of exercise types guide students from recognition to accurate production of the grammar structure.

16 | UNIT 2

4 TIME LINE

Grammar Notes 3–5

This time line shows some important events in Monique’s life. Use the time line and the cues below to write sentences about her. Use **when** or **while**.



- moves to Australia / meets Paul _____
- gets married / studies medicine _____
- lives in Australia / gets married _____
- receives medical degree / gets her first job _____
- practices medicine at Lenox Hospital / has a son _____
- writes a book / works at Lenox Hospital _____
- does a TV interview / finishes her book _____
- leaves job / her book becomes a success _____

5 EDITING

Read Monique’s letter to a friend. There are eleven mistakes in the use of the simple past and the past progressive. The first mistake is already corrected. Find and correct ten more.

Dear Crystal,

I was writing chapter two of my new book when I ~~was thinking~~ ^{thought} of you. The last time I saw you, you walked down the aisle to marry Dave. That was more than two years ago. How are you? How is married life?

A lot has happened in my life since that time. While I worked at Lenox Hospital, I began writing. In 2004, I was publishing a book on women’s health issues. It was quite successful here in Australia. I even got interviewed on TV. When I was getting a contract to write a second book, I decided to quit my hospital job to write full-time. That’s what I’m doing now. Paul, too, has had a career change. While I was writing, he was attending law school. He was getting his degree last summer.

Oh, the reason I thought of you while I wrote was because the chapter was about rashes. Remember the time you were getting that terrible rash? We rode our bikes when you were falling into a patch of poison ivy. And that’s how you met Dave! When you were falling off the bike, he offered to give us a ride home. Life’s funny, isn’t it?

Well, please write soon, and send my love to Dave. I miss you!

Monique

Focused Practice always ends with an editing exercise to teach students to find and correct typical mistakes.

Step 4: Communication Practice

This section provides open-ended **communicative activities** giving students the opportunity to use the grammar structure appropriately and fluently.

A **listening activity** gives students the opportunity to check their aural comprehension.

Adjective Clauses with Subject Relative Pronouns | 201

Communication Practice

6 LISTENING

Some friends are at a high school reunion. They haven't seen one another for 25 years. Look at the picture and listen to the friends talk about the people at the table. Then listen again and write the correct name next to each person.

Ann Asha Bob Kado Pat Pete



Many exercises and activities are **art based** to provide visual cues and an interesting context and springboard for meaningful conversations.

A **writing activity** allows students to use the grammar structure in a variety of formats.

64 | Unit 5

10 LET'S GET TOGETHER

Complete the schedule below. Write in all your plans for next week. Then work with a partner. Without showing each other your schedules, find a time to get together by asking and answering questions using the future progressive.

Example: A: What will you be doing at 11:00 on Tuesday?
B: I'll be taking a history test.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00					
11:00					
1:00					
3:00					
5:00					
7:00					

11 WRITING

Write a paragraph about your life 10 years from now. What will you be doing for a living? What kind of family life will you have? What hobbies will you be enjoying? What will you do to achieve these things? Use the future and future progressive.

Example: In 10 years, I will be working for the space program. I am going to be planning the first colony on Mars. First I will have to graduate from college.

12 ON THE INTERNET

Do a search on space activities. Find information about what will be happening during the 21st century. For example, will tourists be traveling to the moon or Mars? Will scientists "terraform" Mars (make the Martian atmosphere safe for people from Earth)? Are there going to be farms and factories in space?

Work with a small group. Find your own organization or look at information from these:

- SEDS (Students for the Exploration and Development of Space)
- The Mars Society
- The Planetary Society
- Space.com

Present your predictions to the class.

Example: A lot of different countries are going to be developing space. China will probably be sending people to the moon. The European countries and Japan will work together to explore the planet Mercury. . . .

An **Internet activity** gives students the opportunity to expand on the content of the unit and interact with their classmates creatively and fluently.

TOUR BEYOND THE UNIT

In the *Focus on Grammar* series, the grammatically related units are grouped into parts, and each part concludes with a section called **From Grammar to Writing** and a **Review Test** section.

From Grammar to Writing

This section presents a point which applies specifically to writing, for example, avoiding sentence fragments. Students are guided to practice the point in a **piece of extended writing**.

• An **introduction** relates the grammar point to the writing focus.

PART
II

From Grammar to Writing

Avoiding Sentence Fragments

Time clauses begin with time words and phrases such as *by the time*, *when*, *while*, *as soon as*, *before*, *after*, and *since*. A time clause by itself is not a complete sentence. When you write sentences with time clauses, avoid sentence fragments (incomplete sentences) by connecting the time clause to a main clause.

Example			
SENTENCE FRAGMENT	COMPLETE SENTENCE		
time clause	time clause	+	main clause
As soon as I find a job.	→ As soon as I find a job, I will move.		
time clause	main clause	+	time clause
Since I moved.	→ I have been much happier since I moved.		

Punctuation Note
Use a comma after the time clause when the time clause comes first.

1 Read this letter. Correct the sentence fragments by connecting the time clause to a main clause. Use appropriate punctuation and capitalization.

December 10, 2005

Dear Jemie,

By the time you get this letter.

As of today, I'm a working man! *By the time you get this letter:* I'll have been taking tickets at Ciné Moderne for more than a week. It's going to be hard to work and go to school full time, but you'll understand why I'm doing it. When you hear my plans.

As soon as school ends, My brother Alex and I are going to take a trip to Greece and Turkey. I plan to buy a used car, and we'll camp most of the way. By the end of January, I'll have been saving for more than a year for this trip—and I'll have enough to buy a car.

(continued)

• **Writing formats** include business letters, personal letters, notes, instructions, paragraphs, reports, and essays.

• Students practice **pre-writing strategies** such as brainstorming, word-mapping, and outlining.

From Grammar to Writing | 117

2 Before writing the essay in Exercise 1, the student made a Venn diagram showing the things that Brasilia and Washington, D.C. have in common, and the things that are different. Complete the student's diagram.

3 Before you write . . .

1. Work with a partner. Agree on a topic for an essay of comparison and contrast. For example, you can compare two places, two people, two types of food, or two TV programs.
2. Brainstorm ideas and complete a Venn diagram like the one in Exercise 2.

4 Write an essay of comparison and contrast using your diagram in Exercise 3.

5 Exchange essays with a different partner. Underline once all the additions that show similarity. Underline twice the additions that show difference. Write a question mark (?) above the places where something seems wrong. Then answer the following questions.

	Yes	No
1. Did the writer use the correct auxiliary verbs in the additions?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the writer use correct word order?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do the examples show important similarities and differences?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are some details you would like to know about the two things the writer compared? _____		

6 Work with your partner. Discuss each other's editing questions from Exercise 5. Then rewrite your own paragraph and make any necessary corrections.

• The section includes **peer review and editing** of the students' writing.

Review Test

This review section, covering all the grammar structures presented in the part, can be used as a test. An **Answer Key** is provided at the back of the book.

PART
IX

Review Test

I Circle the letter of the correct word(s) to complete each sentence.

1. I _____ late for work if the bus doesn't arrive soon. A B C D
 (A) am (C) 'll be
 (B) was (D) 've been
2. I _____ a flight attendant if I didn't get airsick. A B C D
 (A) would become (C) become
 (B) became (D) had become
3. What do you do when your bus _____ late? A B C D
 (A) were (C) would be
 (B) is (D) had been
4. If the teacher cancels class today, I _____ you. A B C D
 (A) have joined (C) 'll join
 (B) could have joined (D) join
5. This flight is full. _____ someone gives up a seat, you won't get on this flight today. A B C D
 (A) If (C) When
 (B) Unless (D) Where
6. If you _____ early enough, we can't save a seat for you. A B C D
 (A) 'll check in (C) don't check in
 (B) check in (D) have checked in
7. If I hadn't been fascinated with flying, I _____ a pilot. A B C D
 (A) would become (C) won't become
 (B) became (D) wouldn't have become
8. I'm going to Gerry's for Thanksgiving, but I can't stand to eat turkey. What _____ if that happened to you? A B C D
 (A) would you do (C) do you do
 (B) did you do (D) will you do

(continued)

361

The Review Tests include multiple-choice questions in standardized test formats, giving students practice in test taking.

RT-6 | Review: Tests Answer Key

IV (Units 23–24)

2. I wish I had bought business-class tickets.
3. I wish the in-flight movie weren't *Back to the Future IV*.
4. I wish we hadn't gone to Disney World on vacation.
5. I wish we had gone (or could have gone) to the beach.
6. I wish I (or we lived) in Florida.
7. I wish my office could transfer me to Orlando.

V (Units 21–24)

2. B	5. B	7. A
3. D	6. C	8. C
4. A		

PART X

I (Units 25–28)

1. b. last	
2. a. would be	b. our
3. a. told	b. they
4. a. asked	b. was
5. a. she	b. should bring
6. a. told	b. not to bring
7. a. 'd been planning	b. us
8. a. didn't know how	b. our
9. a. asked	b. if there was
10. a. not to be	
11. a. told	b. to take
12. a. couldn't	b. the following night
13. a. was	b. that day
14. a. told	b. her
15. a. had issued	b. that night
16. a. would	b. that day
17. a. had to drive	
18. a. says	b. loves
19. a. him	b. to shovel
20. a. asked	b. his boots were

II (Units 25–29)

2. B	5. B	8. C
3. D	6. A	9. D
4. D	7. D	10. C

III (Units 25–28)

2. D	5. C	8. C
3. A	6. B	9. D
4. B	7. A	10. B

IV (Units 25–28)

2. Jon told her (that) they had moved in three weeks before.

3. Nita asked if (or whether) they liked (or like) that place better than their old apartment.

4. Jon said (that) they liked (or like) it a lot more.

5. Jon asked (her) when her cousin had arrived from Detroit.

6. Nita told him (that) he had just come the day before.

7. Jon said (that) it had been (or has been) an incredible winter.

8. Nita said (that) the roads might close again with that storm.

9. Jon said not to drive that night.

10. Jon said to stay there with her cousin.

11. Nita told him (that) they should try to make it home.

12. Nita said (that) she had to walk her dog early the next morning.

V (Units 25–29)

Motorists returning home during last night's snow storm were pleasantly surprised. Early yesterday afternoon, forecasters had predicted that Route 10 ^{would} **would** close because of high winds. However, all major highways remained open last night. One woman, stopping for a newspaper on Woodmere Avenue at about midnight, told this reporter that she and her cousin ^{had} **had** almost decided to stay ^{that night or last night} with a friend ^{tonight}, rather than drive home. Her cousin told me that ^{he} **he** had just arrived from Detroit, where the storm hit first. He said ^{that it had been a big one}. ~~That it had been a big one.~~ School children seemed especially pleased. Yesterday morning, most schools announced that they ^{would} **would** close at 1:00 p.m. Several kids at James Fox Elementary ^{were} reported that they **are** planning to spend that afternoon sledding and having snowball fights. Many people are wondering how could weather forecasters ^{have} have made such a big mistake. Carla Donati, the weather reporter for WCSX, said that they were not sure why this had happened. ^{the} The National Weather Service has not commented.

The Review Tests Answer Key provides cross-references to the appropriate unit(s) for easy review.



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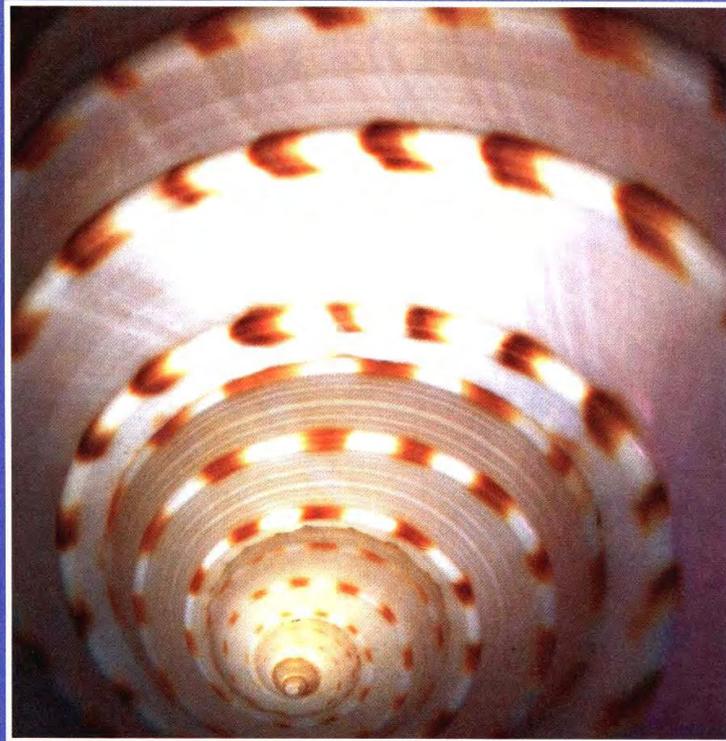
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PART

I

**Present and Past:
Review and Expansion**



UNIT

1

Simple Present and Present Progressive

Grammar in Context

BEFORE YOU READ

👂 Think about the meaning of these terms: nickname, title, given name, surname. Can you give an example of each from your first language? Can you guess the meanings of the words you don't know? Read this school newsletter article about names.



Hi. My name is Yevdokiya Ivanova. I'm from Russia, but this year I'm living and working in Canada. Yevdokiya is an old-fashioned name, but it's coming back into style.

My classmates find it difficult to pronounce, so they call me by my nickname—Dusya. In my country, people always call their teachers by a first and a middle name, for example, Viktor Antoninovich. The middle name comes from the father's first name and means "son of Antonin." We don't use titles like "Mr." or "Professor." Here, some teachers actually prefer to be called by just their first name. At first, this was very hard for me to do. It still seems a little disrespectful, but I'm getting used to it.



Hola! My name is Jorge Santiago García de Gonzalez, and I'm from Mexico City. I'm studying English here at the language institute. Jorge is my first, or given, name; Santiago, my middle name;

García comes from my father (it's his surname); and Gonzalez from my mother (it's her surname). People often think my name is Mr. Gonzalez, but it's actually Mr. García. Of course in class, everyone just calls me Jorge. People here find my name a "mouthful," but to me it seems perfectly normal. Some of my new friends are trying to convince me to call myself "George" while I'm here, but I like my name, and I don't want to lose my identity.

Common Last Names Around the World

ARABIC	Ali, Ahmed, Haddad
CHINESE	Zhang, Wang, Chen
ENGLISH	Smith, Jones, Williams
JAPANESE	Satou, Suzuki, Takahashi
KOREAN	Kim, Lee, Park
RUSSIAN	Ivanov, Smirnov, Vasilev
SPANISH	García, Fernandez, Lopez
TURKISH	Özkan, Akcan, Gürbüz

AFTER YOU READWrite **T** (true) or **F** (false).

- _____ 1. Yevdokiya is now in Canada.
- _____ 2. In Russia, she uses only her teacher's first name.
- _____ 3. Jorge is in Mexico City.
- _____ 4. He's going to change his first name.

Grammar Presentation**SIMPLE PRESENT****Affirmative Statements**

They **live** in Mexico.
She always **works** here.

Negative Statements

They **don't live** in Mexico.
She **doesn't work** here.

Yes / No Questions

Do they **live** in Mexico?
Does she **work** here?

Short Answers

Yes, they do.
Yes, she does.

No, they don't.
No, she doesn't.

Wh- Questions

Where **do** they **live**?
Why **does** she **work** so hard?

PRESENT PROGRESSIVE**Affirmative Statements**

Now, they're **living** in Mexico.
She's **working** here today.

Negative Statements

They **aren't living** in Mexico now.
She **isn't working** here now.

Yes / No Questions

Are they **living** in Mexico now?
Is she **working** here now?

Short Answers

Yes, they are.
Yes, she is.

No, they aren't.
No, she isn't.

Wh- Questions

Where **are** they **living** these days?
Why **is** she **working** so hard?

GRAMMAR NOTES

EXAMPLES

1. Use the **simple present** to describe what generally happens (but not necessarily right now).



Use the **present progressive** to describe what is happening right now or in the extended present (for example, *nowadays, this month, these days, this year*).



- People **often call** him George.
- We **never use** nicknames.
- The paper **usually arrives** at 7:00 A.M.

- A:** Where's Dusya?
B: At the library. She's **studying**.
A: What's Jorge **doing these days**?
B: He's **working** on a new project.

2. Remember that **non-action verbs** (also called *stative verbs*) are **not usually used in the progressive** even when they describe a situation that exists at the moment of speaking.

Non-action verbs describe emotions (*love, hate*); mental states (*remember, understand*); wants (*need, want*); perceptions (*hear, see*); appearance (*look, seem*); and possession (*have, own*).

- I **want** to have a special name.
NOT I'm ~~wanting~~ to have a special name.
- I **hate** my nickname.
- **Do you remember** her name?
- Jan **wants** to change her name.

3. Use the **simple present** to talk about situations that are **not connected to time**—for example, scientific facts and physical laws.

- Water **freezes** at 32°F (0°C).
- The Earth **orbits** the sun.

4. The **simple present** is often used in book or movie reviews.

- This book **gives** information about names. It also **talks** about giving gifts.

5. The **present progressive** is often used with *always* to express a repeated action.

USAGE NOTE: We often use the present progressive to express a negative reaction to a situation.

- She's **always smiling**. That's why we call her "Sunshine."
- He's **always calling** me "Sweetie." I hate that name.

Reference Notes

For definitions and examples of **grammar terms**, see the Glossary.

For a list of **non-action verbs**, see Appendix 2 on page A-2.

For **spelling rules** on forming the **present progressive**, see Appendix 22 on page A-11.

For **spelling rules** on forming the third person singular of the **simple present**, see Appendix 21 on page A-11.

For **pronunciation rules** for the **simple present**, see Appendix 28 on page A-14.

Focused Practice

1 DISCOVER THE GRAMMAR

Read this book review. Underline all the present progressive verbs and circle all the simple present verbs.

Are you living or working in a foreign country? Do you worry about making a mistake with someone's name? You are right to be concerned. Naming systems vary a lot from culture to culture, and people tend to have very strong feelings about their names. Well, now help is available in the form of an interesting and practical book by Terri Morrison. *Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries* gives information on cross-cultural naming customs and much more. And it's not just for businesspeople. In today's shrinking world, people are traveling abroad in record numbers. They're flying to all corners of the world, and they're e-mailing people they've never met. So, if you're doing business abroad or making friends across cultures, I recommend this book.

2 PARTY TALK

Grammar Notes 1–3, 5

🗣️ Complete the conversations. Use the correct form of the verbs in parentheses—simple present or present progressive.

A. IANTHA: Hi, I'm Iantha.

AL: Nice to meet you, Iantha. I'm Alan, but my friends call me Al.

Iantha is an unusual name. Where _____ it _____ from?

IANTHA: It's Greek. It _____ "violet-colored flower."

AL: That's pretty. What _____ you _____, Iantha?

IANTHA: Well, I usually _____ computer equipment, but right now

I _____ at a flower shop. My uncle _____ it.

AL: You _____! I _____ it's true that names

_____ our lives!

B. MARIO: I _____ to find Greg Costanza. _____ you

_____ him?

BELLA: Greg? Oh, you _____ Lucky. That's his nickname. Everyone

_____ him Lucky because he _____ things.

(continued)

C. LOLA: I _____ that you _____ a baby. Have you decided on a name yet?

1. (hear)

2. (expect)

VANYA: We _____ naming the baby Mangena. What _____ you _____ that name?

3. (think of)

4. (think about)

LOLA: It _____ pretty. How _____ you _____ it?

5. (sound)

6. (spell)

D. ROSA: Would you like a cup of coffee, Dr. Ho?

DR. HO: Oh. No, thanks. It _____ delicious, but I _____ coffee.

1. (smell)

2. (not drink)

ROSA: Well, how about a cup of tea, then? The water _____ . Why

3. (boil)

_____ water _____ so quickly here, Dr. Ho?

4. (boil)

DR. HO: In the mountains, water _____ at a lower temperature.

5. (boil)

3 EDITING

Read this post to a class electronic bulletin board. There are eleven mistakes in the use of the present progressive and the simple present. The first mistake is already corrected. Find and correct ten more.

CLASS BULLETIN BOARD

[\[Follow Ups\]](#) [\[Post a Reply\]](#) [\[Message Board Index\]](#)

Posted February 16, 2006, at 15:30:03

I'm writing

Hi, everybody. I write this note to introduce myself to you, my classmates in English 047. Our teacher is wanting a profile from each of us. At first I was confused by this assignment because my English dictionary is defining profile as "a side view of someone's head." I thought, "Why does she wants that? She sees my head every day!" Then I saw the next definition: "a short description of a person's life and character." OK, then. Here is my profile:

My name is Peter Holzer. Some of my friends are calling me Pay-Ha because that is how my initials sounding in German. I am study English here in Miami because I want to attend graduate school in Colorado or Montreal. Maybe are you asking yourself, "Why he wants to leave Miami to go to these places?" The answer is: snow! I am coming from Austria, so I love to ski. In fact, my nickname in my family is Blitz (lightning) because always I am trying to improve my speed.

Communication Practice

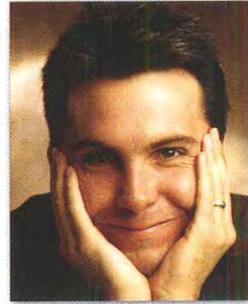
4 LISTENING

🎧 Listen to two classmates discuss these photos. Then listen again and label each photo with the correct name(s) from the box.

Alex	Bertha	“Bozo”	Karl	Red	“Sunshine”	Vicki
-----------------	--------	--------	------	-----	------------	-------



a. _____



d. _____



b. Alex _____



e. _____



c. _____



f. _____ and _____

5 GETTING TO KNOW YOU

- A** Write down your full name on a piece of paper. Your teacher will collect all the papers and redistribute them. Walk around the room. Introduce yourself to other students and try to find the person whose name you have on your piece of paper.

Example: A: Hi. I'm Jelena.

B: I'm Eddy.

A: I'm looking for Kadin Al-Tattany. Do you know him?

B: I think that's him over there. OR Sorry, I don't.

- B** When you find the person you are looking for, find out about his or her name. You can ask some of these questions:

What does your name mean?

Do you have a nickname?

Which part of your name is your family name?

What do you prefer to be called?

Do you use a title? (for example, Ms., Miss, Mrs., Mr.)

How do you feel about your name?

What do your friends call you?

Other: _____

Example: A: What does Kadin mean?

B: It means "friend" or "companion." It's Arabic.

OR I don't know what it means.

You can also ask some general questions such as:

Where do you come from?

Why are you studying English?

Where are you living now?

Other: _____

- C** Finally, introduce your classmate to the rest of the class.

Example: A: This is Henka Krol. Henka comes from Poland. Her name means "ruler of the house or home."

6 WRITING

Write a profile to introduce yourself to your class. Write about your name, your interests and hobbies, and your plans. Use the simple present and present progressive. You can use the profile in Exercise 3 as a model.

Example: My name is Thuy Nguyen, but my American friends call me Tina.

7 ON THE INTERNET

🖥️ There are many websites about names. Do a search to find out information about a name—your own name or another person's name. Use key words such as **Russian first names** or **Mexican surnames**. Share your information with a group.

Simple Past and Past Progressive

Grammar in Context

BEFORE YOU READ

👂 Look at the photos here and on the next page. Which couples do you recognize? What do you know about them? Do you know how they met? Read this article about four famous couples.



Superman and Lois Lane

SUPER COUPLES

Cover Story by Dennis Brooks

It's a bird, . . . it's a plane, . . . it's Superman! Disguised as Clark Kent, this world-famous character **met** Lois Lane while the two **were working** as newspaper reporters for the *Daily Planet*. At first Lois **wasn't** interested in mild-mannered Kent—she **wanted** to cover stories about “The Man of Steel.” In time, she **changed** her mind. When Kent **proposed**, Lois **accepted**. (And she **didn't** even know he was Superman!)

Like Superman and Lois Lane, some names just seem to belong together: Marie and Pierre Curie, Gloria and Emilio Estefan, or Ekaterina Gordeeva and Sergei Grinkov. What **were** these other super couples **doing** when they **met**? What **did** they **accomplish** together? Let's find out.

(continued)

SUPER COUPLES

When she **was** 24, Maria Sklodowska **left** Poland and **moved** to Paris. While she **was studying** at the Sorbonne, she **met** physicist Pierre Curie. She **was planning** to return to Poland after her studies, but the two scientists **fell** in love and **got** married. While they **were raising** their daughters, they **were** also **doing** research on radioactivity. In 1903, the Curies **won** the Nobel Prize in physics. Then, in 1906, a horse-drawn carriage **hit** and **killed** Pierre while he **was out walking**. When Marie **recovered** from the shock, she **continued** their work. In 1911, she **received** her second Nobel Prize.



Marie and Pierre Curie



Gloria and Emilio Estefan

CONGA! In 1985, millions of people **were listening** to this hit song. It **made** singer Gloria Estefan and bandleader Emilio Estefan international stars. Born in Cuba, Gloria **was** only 16 months old when she and her family **moved** to the United States. By that time she **was** already **showing** musical talent. She **met** Emilio when he **spoke** to her high school music class. Soon after, she **joined** his group. The two **married** a few years later. They **were enjoying** their success in the music business when Gloria **broke** her back in a 1990 traffic accident. She **recovered** and **went on** to win many awards for her Spanish and English songs.

She **was** only 11 and he **was** 15 when their coaches **brought** them together as skating partners. Off the ice, Sergei **didn't pay** much attention to "Katia." However, that **changed** in 1988 when the pair **won** their first Olympic gold medal for the former Soviet Union. World-famous skaters Ekaterina Gordeeva and Sergei Grinkov **thrilled** their fans when they **married** two years later. A baby girl and another Olympic gold medal **followed**. Their lives **seemed** perfect. Then one day Sergei **collapsed** while they **were practicing**. He **died** an hour later. Today Gordeeva is remarried and has a new skating partner.



Ekaterina Gordeeva and Sergei Grinkov

AFTER YOU READ

Answer these questions.

1. Look at the information about Superman and Lois Lane. Find a sentence that describes two events that happened one after the other.

2. Look at the information about the Curies. Find a sentence that describes two things that were happening at the same time.

3. Look at the information about Gloria and Emilio Estefan. Find a sentence that describes something that was happening at a specific time.
-
4. Look at the information about Gordeeva and Grinkov. Find a sentence that describes one event that happened while something else was going on.
-

Grammar Presentation

SIMPLE PAST

Affirmative Statements
Marie studied at the Sorbonne.

Negative Statements
Lois didn't plan to marry Clark at first.

Yes / No Questions	Short Answers
Did he teach?	Yes, he did . No, he didn't .

Wh- Questions
Where did they practice?

Simple Past and Simple Past
We won when we skated there.

Simple Past and Past Progressive
She met him while she was studying .

PAST PROGRESSIVE

Affirmative Statements
She was studying at the Sorbonne in 1892.

Negative Statements
She wasn't planning to get married.

Yes / No Questions	Short Answers
Was he doing research?	Yes, he was . No, he wasn't .

Wh- Questions
Where were they practicing?

Past Progressive and Past Progressive
We were winning while we were skating there.

Past Progressive and Simple Past
She was studying when she met him.

GRAMMAR NOTES

EXAMPLES

1. Use the simple past to describe an action that was completed at a specific time in the past.

- Marie **moved** to Paris in 1891.
- The Curies **won** the Nobel Prize in 1903.

2. Use the past progressive to describe an action that was in progress at a specific time in the past. The action began before the specific time and may or may not continue after the specific time.

REMEMBER! Non-action verbs are not usually used in the progressive.

- The Curies **were living** in Paris in 1895.
- She **was studying** at the Sorbonne.
- Marie **had** a degree in physics. NOT Marie ~~was having~~ a degree in physics.

3. Use the past progressive with the simple past to talk about an action that was interrupted by another action. Use the simple past for the interrupting action.

Connect the two actions with:

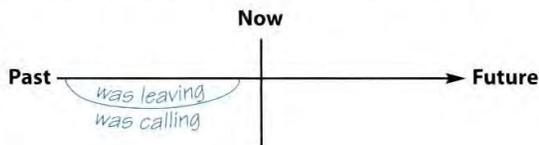
while + past progressive

OR

when + simple past

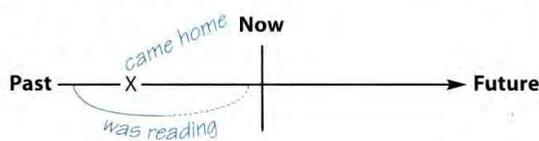
- They **were driving** when the accident **occurred**.
- **While** he **was skating**, he **fell**.
- OR
- He **was skating** **when** he **fell**.

4. You can use the **past progressive** with *while* or *when* to talk about two actions **in progress at the same time** in the past. Use the past progressive in both clauses.



- **While** Clark **was leaving** the newsroom, Lois **was calling** the police.
- **When** she **wasn't looking**, he **was changing** into Superman.

5. **BE CAREFUL!** Sentences with two clauses in the simple past have a very different meaning from sentences with one clause in the simple past and one clause in the past progressive.



- When he **came home**, she **was reading** the paper.
(First she started reading the paper. Then he came home.)



- When he **came home**, she **read** the paper.
(First he came home. Then she read the paper.)

Reference Note

For a list of irregular past verbs, see Appendix 1 on pages A-1–A-2.

Focused Practice

1 DISCOVER THE GRAMMAR

Read these people's descriptions of how they met important people in their lives. Decide if the statement that follows is true (T) or false (F).

- LUCKY: I was riding home on my bike when I saw Elena on a park bench.
 F Lucky saw Elena before he got on his bike.
- ROD: I was climbing a mountain when I met my best friend, Ian.
 _____ Ian was on the mountain.
- MARIE: How did I meet Philippe? I was sitting at home when the phone rang. When I answered it, it was the wrong number, but we spoke for an hour!
 _____ Marie knew Philippe before they spoke on the phone.

(continued)

4. DON: When I first met Ana, I was working in a restaurant. She was a customer.

_____ Don started his restaurant job after he met Ana.

5. TONY: How did I meet my wife? Actually, it was kind of like a blind date. My cousins invited her to dinner while I was living at their place.

_____ Tony moved in with his cousins after he met his wife.

6. MONICA: I was taking an English class while Dania was taking Spanish. We met in the hall during a break.

_____ Monica and Dania were students at the same time.

2 | SAD ENDINGS

Grammar Notes 1-5

Complete the conversations. Circle the correct verbs.

A. LILY: Guess what! I was seeing / saw Gloria Estefan at Club Rio last night.
1.

TONY: What was / did she do / doing there?
2. 3.

LILY: She and Emilio were dancing / danced near us on the dance floor.
4.

TONY: Were / Did you getting / get her autograph?
5. 6.

LILY: Yes. And then she was giving / gave me her pen!
7.

TONY: Were / Did you bringing / bring it with you? I want to see it!
8. 9.

LILY: No. It was falling / fell out of my pocket when someone was bumping / bumped into me. I never was finding / found it.
10. 11. 12.

B. TARO: What were / did you doing / do when you were breaking / broke your arm?
1. 2. 3.

KIWA: I was skating / skated with my boyfriend. We were pretending / pretended to be Gordeeva and Grinkov. Jon was dropping / dropped me while he was lifting / lifted me over his head!
4. 5. 6. 7.

C. JASON: Are you OK, Erin? Were / Did you crying / cry?
1. 2.

ERIN: Yes, but how were / did you knowing / know? I wasn't crying / didn't cry when you were coming / came in.
3. 4. 5. 6.

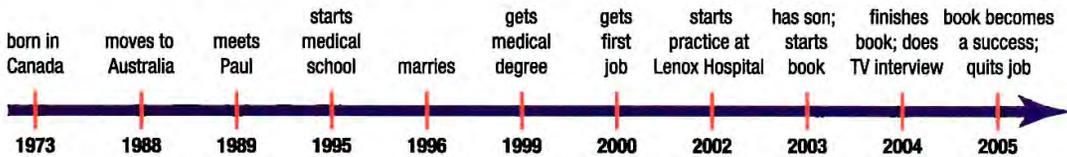
JASON: Your eyes are red.

ERIN: The ice-skating competition was on TV. While I was watching / watched, I was thinking / thought about Sergei Grinkov.
7. 8.

4 | TIME LINE

Grammar Notes 3–5

This time line shows some important events in Monique's life. Use the time line and the cues below to write sentences about her. Use **when** or **while**.



- moves to Australia / meets Paul She met Paul when she moved to Australia.
- gets married / studies medicine She got married while she was studying medicine.
- lives in Australia / gets married _____
- receives medical degree / gets her first job _____
- practices medicine at Lenox Hospital / has a son _____
- writes a book / works at Lenox Hospital _____
- does a TV interview / finishes her book _____
- leaves job / her book becomes a success _____

5 | EDITING

Read Monique's letter to a friend. There are eleven mistakes in the use of the simple past and the past progressive. The first mistake is already corrected. Find and correct ten more.

Dear Crystal,

I was writing chapter two of my new book when I ^{thought} ~~was thinking~~ of you. The last time I saw you, you walked down the aisle to marry Dave. That was more than two years ago. How are you? How is married life?

A lot has happened in my life since that time. While I worked at Lenox Hospital, I began writing. In 2004, I was publishing a book on women's health issues. It was quite successful here in Australia. I even got interviewed on TV. When I was getting a contract to write a second book, I decided to quit my hospital job to write full-time. That's what I'm doing now. Paul, too, has had a career change. While I was writing, he was attending law school. He was getting his degree last summer.

Oh, the reason I thought of you while I wrote was because the chapter was about rashes. Remember the time you were getting that terrible rash? We rode our bikes when you were falling into a patch of poison ivy. And that's how you met Dave! When you were falling off the bike, he offered to give us a ride home. Life's funny, isn't it?

Well, please write soon, and send my love to Dave. I miss you!

Monique

Communication Practice

6 LISTENING

🔊 Listen to a woman explain how she met her husband. Then listen again and circle the letter of the series of pictures that illustrate her story.



a.



b.



c.

7 | FIRST ENCOUNTERS

Work in small groups. Think about the first time you met someone important to you: a best friend, teacher, boyfriend or girlfriend, husband or wife. Tell your classmates about the meeting. What were you doing? What happened then?

Example: I was walking to class when this guy came over and asked me for the time . . .

8 | THE TIMES OF YOUR LIFE

Complete the time line with some important events in your life. Show it to a classmate. Answer your classmate's questions.

Event



Year

Example: A: Why did you move to Mexico City?
B: I was studying medicine, and I wanted to work in a big hospital.

9 | WRITING

Write a paragraph about a relationship that is important to you. How did you meet? What were you doing when you met? Describe some events in the relationship. Use the simple past and past progressive.

Example: I met my friend Dania while I was living in Germany . . .

10 | ON THE INTERNET

 Do a search on a famous couple. Choose a pair you know about or one of these:

Lian Shanbo and Zhu Yingtai

Romeo and Juliet

Yuri Malenchenko and Ekaterina Dmitriev

Torville and Dean

Antony and Cleopatra

Eva Duarte and Juan Perón

Make notes about some important events in their lives. What were they doing before they met? How did they meet? What happened after they met? Use **when** and **while** in your notes. Compare notes with a partner or in a small group.

Simple Past, Present Perfect, and Present Perfect Progressive

Grammar in Context

BEFORE YOU READ

👂 Look at the photo. What are the people doing? Have you ever participated in an adventure sport? Read this personal website.

JUMPING FOR JOY

Hi, I'm Jason Barricelli. I've been building this site for a while, and I'm almost finished. I've written this page to introduce myself.

I've always been a work-hard, play-hard kind of guy. I grew up in Perth, Australia, and my family did adventure sports like rock climbing. Lately, people have named these activities "extreme sports," but to me they've always seemed like normal fun.

I've been working on a master's degree for a couple of years, but I still take time out to play. Since I moved to Sydney, I've learned how to skydive. This month, I've already completed five jumps.

Yes, I have a social life, too. In fact, last month I got engaged to a fantastic woman. Here's a picture of the two of us jumping together.

Joy hasn't been skydiving that long, but she wanted to celebrate our engagement with a jump.

I've included more pictures of this historic jump. Just click on the plane to continue.



[My Family](#)

[Other Interests](#)

[Home](#)

AFTER YOU READWrite **T** (true) or **F** (false).

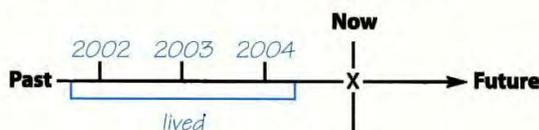
- ___ 1. Jason is still building his website.
- ___ 2. Jason has a master's degree.
- ___ 3. He was living in Perth when he started skydiving.
- ___ 4. Jason is married.

Grammar Presentation**SIMPLE PAST****Affirmative Statements**I **built** a website last month.**Negative Statements**She **didn't write** last week.**Yes / No Questions**Did he **move**?**Short Answers**Yes, he **did**.No, he **didn't**.**Wh- Questions**Where **did** he **work**?**PRESENT PERFECT****PRESENT PERFECT PROGRESSIVE****Affirmative Statements**I'**ve built** a website.I'**ve been building** a website this month.**Negative Statements**She **hasn't written** many letters.She **hasn't been writing** lately.**Yes / No Questions**Has he **moved**?Has he **been living** in Perth?**Short Answers**Yes, he **has**.No, he **hasn't**.**Wh- Questions**Where **has** he **worked**?Where **has** he **been working**?

GRAMMAR NOTES

EXAMPLES

1. Use the **simple past** to talk about things that happened and were **completed in the past**.

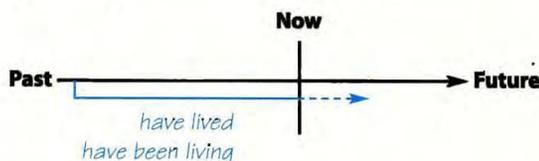


Use the **simple past** with **ago** to show when something started.

- I **lived** in Perth for three years. (I don't live in Perth now.)

- I **moved** there five years **ago**.

2. Use the **present perfect** and the **present perfect progressive** to talk about things that started in the past but were **not completed**. These things continue up to the present and may continue into the future.



REMEMBER! Non-action (stative) verbs are not usually used in the progressive.

- I've **lived** in Perth my whole life.
- OR
- I've **been living** in Perth my whole life. (I was born in Perth, and I'm still living there today.)

- I've **known** Joy for a long time. NOT I've ~~been knowing~~ Joy for a long time.

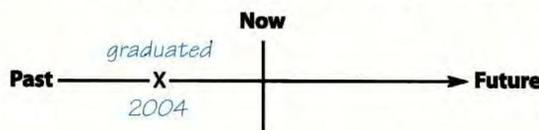
3. We often use the **present perfect** and the **present perfect progressive** with **for** and **since**.

Use **for** + a **length of time** to show **how long** a present condition has been true.

Use **since** + a **point of time** to show **when** a present condition **started**.

- He's **lived** in Sydney **for two years**.
- He's **lived** in Sydney **since 2004**.
- He's **been living** there **since he graduated**.

4. Use the **simple past** with **past time expressions**.

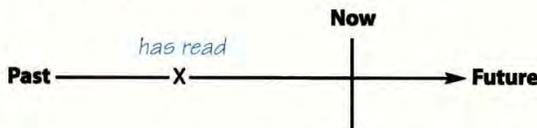


► **BE CAREFUL!** Don't use specific time expressions with the present perfect except after **since**.

- He **graduated in 2004**.
- He **moved** to Sydney **last year**.
- He's **known** his wife **since 2003**.
- He **met** his wife **in 2003**. NOT He ~~has met~~ his wife in 2003.

(continued)

5. Use the **present perfect without time expressions** to talk about things that happened at some indefinite time in the past.



- She's **read** a book about skydiving. (*We don't know when she read the book, or the time is not important.*)

► **BE CAREFUL!** *She's read a book* and *She's been reading a book* have very different meanings.

a. The **present perfect** without *for* or *since* shows that an activity is **finished**. We often say *how many* or *how many times* with this use of the present perfect.

- She's **read** the book. (*She's finished the book.*)
- She's **read three books** about skydiving.
- She's **read** that book **three times**.

b. The **present perfect progressive** shows that an activity is **unfinished**. We often say *how long* with the present perfect progressive.

- She's **been reading** a book. (*She's still reading it.*)
- She's **been reading** the book **for a week**.

6. Use the **present perfect** or the **simple past** with **unfinished time periods** such as *today, this week, this month, and this year*.

Use the **present perfect** for things that **might happen again** in that time period.

- He's **jumped** three times **this month**. (*The month isn't over. He might jump again.*)

Use the **simple past** for things that **probably won't happen again** in that period.

- He **jumped** three times **this month**. (*The month isn't over, but he probably won't jump again this month.*)

► **BE CAREFUL!** *This morning, this afternoon, and this evening* can be either unfinished or finished. Use the **simple past** if the time period is **finished**.

- I've **had** three cups of coffee **this morning**. (*It's still morning.*)
- I **had** three cups of coffee **this morning**. (*It's now afternoon.*)

Reference Notes

For a list of **irregular past verbs**, see Appendix 1 on pages A-1–A-2.

For a list of **irregular past participles** used in forming the present perfect, see Appendix 1 on pages A-1–A-2.

Focused Practice

1 DISCOVER THE GRAMMAR

- A** Read this newspaper article about a wedding. Circle all the simple past verbs. Underline all the present perfect verbs.



Nancy Board and Erden Erduc of Seattle, Washington, have always loved the outdoors, so Alaska was a natural choice for their wedding. Nancy flew there for the June 7 ceremony, but Erden started in February and rode his bike. Then he climbed Mt. Denali. Unfortunately, he ran into some bad weather, so the wedding was a week late. Nancy understood. She has been an adventure athlete for years.

The wedding was a Native American ceremony on the beach of Lake Wonder. The couple told a reporter, "We wanted . . . a combination of meeting new people, meeting new cultures, and experiencing history and nature."

Erden, an engineer, has earned degrees from universities in Turkey and the United States. He has been climbing since he was 11, and for years he's been dreaming about an around-the-world climbing trip. In 2003, he left his job to begin the adventure. Mt. Denali was the first of six climbs on six continents. Erden has been living in Seattle since 1999.

Nancy, a psychotherapist, has been president of her own business in Seattle since 2003. In the last few years, she has been using her outdoor experience to teach leadership skills.

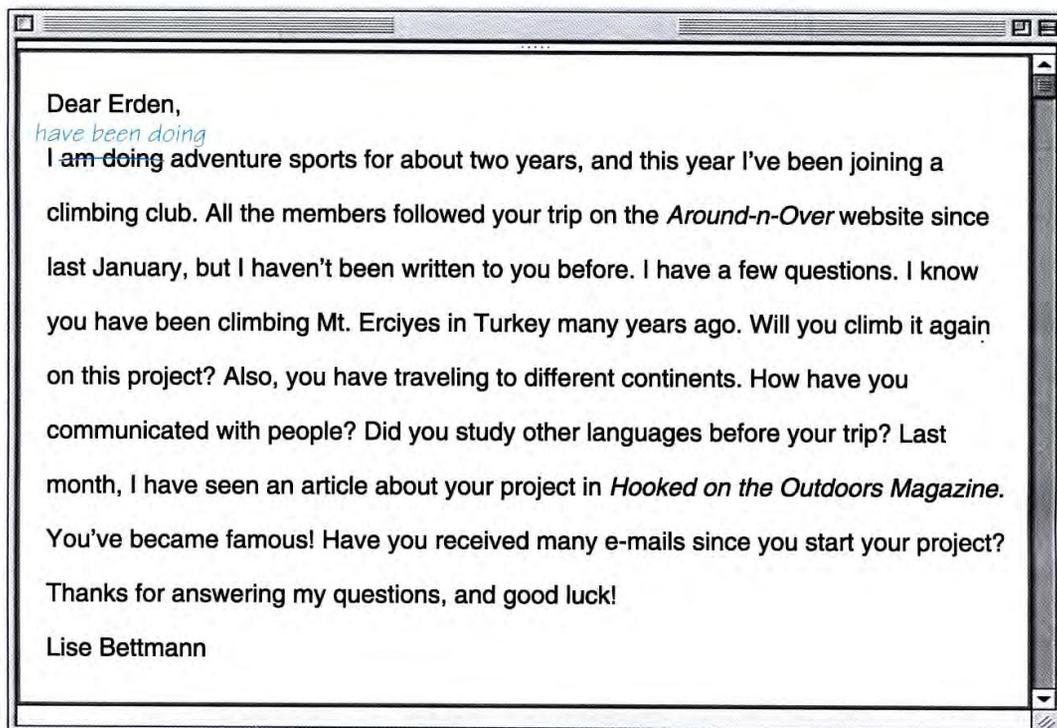
- B** Now read the statements and write **T** (true), **F** (false), or **?** (the information isn't in the article).

- F 1. In the past, Nancy and Erden loved the outdoors.
2. Nancy and Erden got married on June 7.
3. Erden left for Alaska before Nancy.
4. Nancy started adventure sports a year ago.
5. Erden started climbing at the age of 11.
6. He got his degree in Turkey in 1989.
7. He started dreaming about this trip in 2001.
8. He moved to Seattle in 1999.
9. Nancy started her business in 2003.
10. She teaches leadership skills.

- B. Carlos _____ playing music when he _____ an electric guitar for his twelfth birthday. He _____ playing since. In fact, the guitar _____ more than just a way of having some fun with his friends. Last year he _____ a local band. Since then, they _____ all over town. So far this year, they _____ six concerts, and they have plans for many more.
1. (begin) 2. (get)
3. (not stop) 4. (become)
5. (join) 6. (perform)
7. (give)
- C. Kate _____ a beautiful old stamp last month. It is now part of the collection she _____ on for the past two years. At first she just _____ stamps from letters that she _____ from friends. After a while, though, she _____ to look more actively for stamps. Lately, she _____ them from special stores and _____ stamps with other collectors. So far she _____ over 200 stamps from all over the world.
1. (find) 2. (work) 3. (save)
4. (get) 5. (begin) 6. (buy)
7. (trade) 8. (find)

4 | EDITING

Read this e-mail message. There are nine mistakes in the use of the present perfect, present perfect progressive, and the simple past. The first mistake is already corrected. Find and correct eight more.



Communication Practice

5 LISTENING

🎧 Jason and Joy have been planning their honeymoon trip. Look at their To Do list and listen to their phone conversation. Then listen again and check the things that they've already done.

<u>To Do</u>	
<input type="checkbox"/>	renew passports
<input checked="" type="checkbox"/>	pick up plane tickets
<input type="checkbox"/>	read skydiving guide
<input type="checkbox"/>	make reservations at Hotel Splendor
<input type="checkbox"/>	stop mail for two weeks
<input type="checkbox"/>	buy bathing suit (Joy)

6 WHAT HAVE YOU DONE SO FAR?

What did you plan to accomplish last week? Make a list. Include things you did and things that you still haven't done. Do not check any of the items. Exchange lists with a partner.

Example: Write to my aunt.
Clean out the car.

Now ask questions about your partner's list. Check the things that your partner has already done. Answer your partner's questions about your list. When you are done, compare your answers.

Example: A: Have you written to your aunt?
B: Yes. I wrote her a letter last weekend, but I haven't mailed it yet.

7 WHAT'S YOUR HOBBY?

Work in small groups. Ask and answer questions about your hobbies and interests. Compare your experiences.

Example: A: I've been collecting stamps since I was 11.
B: Me too. Have you ever found a very rare stamp?
A: Yes, once I . . .
B: I've never found a rare stamp, but I've . . .

8 WRITING

Write a few paragraphs about yourself for a personal website like the one on page 19. Tell about your interests and hobbies. Use the simple past, present perfect, and present perfect progressive.

Example: Welcome! I'm Steffie Hart. I've been living in Tokyo since 2004. I built this website to record my experience here. I've posted a lot of photos. I hope you enjoy them.

9 ON THE INTERNET

 Do a search on an adventure travel team. Choose one you know about or one of these:

Ergen Erduc and his Around-n-Over team

Ann Bancroft and Liv Arneson

Make notes about what you learn. What is their current project? What have they accomplished so far? What did they do last year? What have they been doing lately? Discuss the information with a partner.

You and your partner can send an e-mail to the team with your questions.

Example: Dear Ann and Liv,
We've been reading about your new project and we have some questions. Why did you decide to go to the Arctic? How did you get there? How long have you been training for this trip?

UNIT

4

Past Perfect and Past Perfect Progressive

Grammar in Context

BEFORE YOU READ

👁️ Look at the photo. What do you think happened before the photo was taken? Read this article about film director Ang Lee.

and the winner is . . .

It was March 2001, and Ang Lee was accepting his Oscar for the Best Foreign Film of 2000. *Crouching Tiger, Hidden Dragon* **had received** ten Oscar nominations (more than any foreign language film **had ever gotten**). By the end of the evening, it **had won** four Oscars.

Before this, Lee **had made** big, successful English language movies and small, award-winning Chinese language films. But this film was something new—a big, successful, Chinese-language film with an international audience and both Chinese and Hollywood producers.

Ang Lee is a brilliant director, but amazingly, his career almost didn't happen. Lee started college in

Taiwan and then transferred to a college in the United States. By 1985, he **had gotten married** and **finished** his studies, but he had no job. He was ready to return to Taiwan when he learned



Oscars, March 2001
Making a martial arts film **had always been** Taiwanese director Ang Lee's dream.

that his student film **had won** an award. Lee and his wife stayed in the United States.

By 1991, Lee was desperate. He **had had** no success. For six years, his wife **had been working** as a researcher, and he **had been writing** scripts and **taking care** of their son. It was the lowest point of his life, he recalls. They **had just had** their second son, and when Lee went to the bank to get some money for diapers, the screen showed \$26 left. But Lee **had entered** two scripts in a competition, and soon after that awful day, they both won. He directed both films, and one of them, *The Wedding Banquet*, earned millions. Lee **had become** a successful director.

and the winner is . . .

Lee went on to direct *Eat, Drink, Man, Woman* in Taiwan, *Sense and Sensibility* in England, two more movies in the United States, and *Crouching*

Tiger in China. When he picked up his Oscar in 2001, he **had achieved** his boyhood dream of making a martial arts movie—but he **had** also **brought** together

cultures, languages, and styles in a way no filmmaker **had ever done** before.

AFTER YOU READ

Put these events in Ang Lee's career in the correct chronological order (1 = first, 4 = last).

_____ Lee finished his studies in the United States.

_____ The Lees had their second child.

_____ *The Wedding Banquet* won a competition.

_____ Lee started to write scripts.

Grammar Presentation

PAST PERFECT

Statements			
Subject	Had (not)	Past Participle	
I You He She It We You They	had (not)	received gotten	awards.

Contractions	
I had	= I'd
you had	= you'd
he had	= he'd
she had	= she'd
we had	= we'd
they had	= they'd
had not	= hadn't

Yes / No Questions			
Had	Subject	Past Participle	
Had	I you he she it we you they	received gotten	awards by then?

(continued)

Short Answers					
Affirmative			Negative		
Yes,	you I he she it we you they	had.	No,	you I he she it we you they	hadn't.

Wh- Questions				
Wh- Word	Had	Subject	Past Participle	
When	had	he	received	awards?

PAST PERFECT PROGRESSIVE

Statements		
Subject	Had (not) been	Base Form + -ing
I You He She It We You They	had (not) been	working regularly.

Yes / No Questions			
Had	Subject	Been + Base Form + -ing	
Had	I you he she it we you they	been working	regularly?

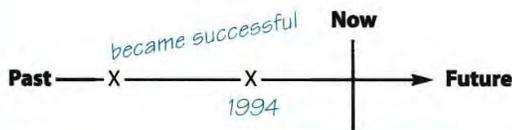
Short Answers					
Affirmative			Negative		
Yes,	you I he she it we you they	had.	No,	you I he she it we you they	hadn't.

Wh- Questions			
Wh- Word	Had	Subject	Been + Base Form + -ing
How long	had	he	been working?

GRAMMAR NOTES

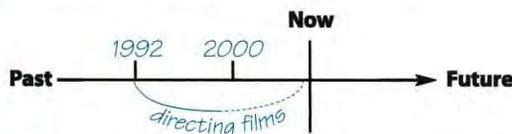
EXAMPLES

1. Use the **past perfect** to show that something happened before a specific time in the past.



- By 1994, Ang Lee **had become** successful.
- It was 1994. He **had** already **made** several films.

2. Use the **past perfect progressive** to talk about an action that was in progress before a specific time in the past. The progressive emphasizes the continuing activity, not the end result.



REMEMBER! Non-action (stative) verbs are not usually used in the progressive.

- **By 2000, Lee had been directing** films for eight years.

- It was 5:00 P.M. He **had had** a headache all day.
NOT He ~~had been having~~ a headache all day.

3. We often use the **past perfect progressive** to draw conclusions based on evidence.

- She was out of breath. It was clear that she **had been running**.

(continued)

4. Use the **past perfect** and the **past perfect progressive** to show a relationship with a past time or another past event.

Use the **past perfect** or the **past perfect progressive** for the earlier event. Use the **simple past** for the later time or event.

▶ **BE CAREFUL!** In sentences with **when**, notice the difference in meaning between:

a. the **simple past** and the **past perfect**

b. the **past progressive** and the **past perfect progressive**

- It **was** 1980. She **had been** an author for two years.
(*She was an author before 1980.*)
- He **had been working** at home when his scripts **won** a competition.
(*He was working at home. Then his scripts won a competition.*)
- **When** the movie ended, she **left**.
(*First the movie ended. Then she left.*)
- **When** the movie ended, she **had left**.
(*First she left. Then the movie ended.*)
- **When** the filming started, it **was raining**.
(*It was still raining during the filming.*)
- **When** the filming started, it **had been raining** and the streets were wet.
(*It wasn't raining during the filming. It had already stopped.*)

5. Use **already**, **yet**, **ever**, **never**, and **just** with the **past perfect** to emphasize the event which occurred first.

- Jason and I saw *Crouching Tiger, Hidden Dragon* last night. Jason **had already seen** it.
- I **had never seen** it before.

6. When the time relationship between two past events is clear (as with *before*, *after*, and *as soon as*), we often use the **simple past for both events**.

- **After** Lee **had directed** *Eat, Drink, Man, Woman*, he **worked** on Hollywood movies.
- OR
- **After** Lee **directed** *Eat, Drink, Man, Woman*, he **worked** on Hollywood movies.

7. We often use the **past perfect** and the **past perfect progressive** with **by** (a certain time).

- **By 1985**, Lee **had gotten** married..
- **By the time I got home**, he **had been waiting** for an hour.

Reference Notes

For a list of irregular past participles, see Appendix 1 on pages A-1–A-2.
For spelling rules for progressive forms, see Appendix 22 on page A-11.

Focused Practice

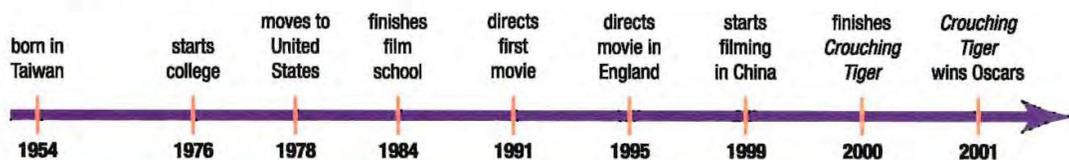
1 DISCOVER THE GRAMMAR

Read each numbered situation. Decide if the description that follows is true (T) or false (F). If there is not enough information to know, write a question mark (?).

1. When I found a seat, the movie started.
 _____ First the movie started. Then I found a seat.
2. When I found a seat, the movie had started.
 _____ First the movie started. Then I found a seat.
3. Cristina invited the director on her show because he had won an Oscar.
 _____ The guest won the Oscar after his appearance on the show.
4. Before the break, the guest had been explaining why he had made the film.
 _____ The guest's explanation was finished.
5. When I saw Mei Ling, her eyes were red. She had been crying.
 _____ She wasn't crying when I saw her.

2 TIME LINE Grammar Notes 1, 4–5, and 7

Look at some important events in Ang Lee's career. Then complete the sentences below. Use the past perfect with **already** or **not yet**.



1. It was 1974. Lee had not yet started college.
2. By 1985, he _____ film school.
3. By 1990, he _____ his first movie.
4. It was 1996. He _____ a movie in England.
5. By 1998, he _____ filming in China.
6. It was 1999. He _____ an Oscar.
7. By the end of 2000, he _____ *Crouching Tiger, Hidden Dragon*.
8. By 2002, *Crouching Tiger, Hidden Dragon* _____ four Oscars.

3 A BUSY DAY

Grammar Notes 1 and 5

Carly worked as an "extra" actor in several movies last year. Read her journal notes about one job she had. Then complete the questions about her day and give short answers. Use the past perfect.

DATE: August 20, 2006

6:00 A.M. My agent called about a job—she said to be there by 7 A.M.
 6:55 Arrived at film location. Signed in, put on costume. I'm a farmer!
 7:30 Waited for assignment—50 extras came today.
 10:30 We all got jobs—running through a field. We did this 25 times.
 3:30 P.M. Lunch at last. Extras must eat after the regular crew finishes lunch.
 4:00 We started running again.
 8:00 We did it right! The director said to go home. He liked the scene!
 9:30 Fell asleep before I ate dinner.

1. It was 5:30 A.M. and Carly was awake.

A: Had her agent called about a job yet?

B: No, she hadn't.

2. It was 7:00. Carly was on time.

A: _____ at the film location yet?

B: _____

3. At 8:00 she was waiting for an assignment.

A: _____ her costume by that time?

B: _____

4. At 2:30 she was running through a field.

A: _____ lunch yet?

B: _____

5. It was 4:00. The regular crew had finished lunch.

A: _____ lunch yet?

B: _____

6. It was 4:30 and lunch was over.

A: _____ running again yet?

B: _____

7. It was 7:30 and the extras were tired.

A: _____ it right yet?

B: _____

8. At 8:30. Carly was driving home.

A: _____ the scene?

B: _____

9. It was 10:00 and Carly was sleeping.

A: _____ dinner before she fell asleep?

B: _____

4 | HIDDEN LIVES

Complete the summary of the movie *Crouching Tiger, Hidden Dragon*. Use the past perfect progressive form of the verbs in parentheses.

In the early 1800s, three women traveled from western China to Beijing. The three women, Jen, Yu, and Jade Fox, _____ *had been hiding* _____ the truth about their lives for years before their journey.
1. (hide)

Jen, the daughter of a powerful family, traveled to Beijing for her wedding. For a long time, Jen _____ martial arts secretly.
2. (practice)
Her parents _____ her marriage, but Jen _____ of a life as a fighter. Jen brought another secret with her to Beijing—the family _____
3. (plan) 4. (dream) 5. (travel)

(continued)



across the desert when a group of bandits stopped their carriage and robbed them. Jen and the bandit leader Dark Cloud had fallen in love.

Yu, a skilled fighter, went to Beijing to deliver a valuable sword. She and the warrior Li Mu Bai were in love, but they _____ their feelings secret from each other for many years. Meanwhile, Yu _____ her family's business with great success.

Jade Fox, the third woman, had killed Li Mu Bai's martial arts teacher years before. Li _____ for her for a long time. He hadn't found her because Jade Fox _____ as a servant in Jen's home, where she _____ Jen martial arts.

All these warriors met in Beijing. Dark Cloud _____ the city for Jen. He found her just before her wedding day. Li Mu Bai _____ to forget his feelings for Yu, but he had failed. He found her in Beijing, but he also found Jade Fox. The ending is tragic.

5 | BACKGROUND INFORMATION

Grammar Notes 2–3 and 7

A talk-show host is trying to get some background information on a guest she is going to interview. Use **before** or **when** and the words in parentheses to write questions with the past perfect progressive.

1. She won the Oscar for best actress. (she / act a long time?)

Had she been acting a long time before she won the Oscar for best actress?

2. She acted in her first kung fu movie. (she / train long?)

3. She had a bad fall. (How long / they / filming?)

4. Newspaper reporters took pictures of her fall. (they / follow her?)

5. She married her director. (How long / they / date?)

7 LUCKY BREAKS

Grammar Notes 1-7

A talk-show host is interviewing an actor about her career. Complete the interview. Determine the correct order of the sentences in parentheses and use the past perfect or past perfect progressive to express the event that occurred first. Use the progressive form when possible.

HOST: When did you decide to work in films?

GUEST: (I made up my mind to work in films. / I was 10.)

I had made up my mind to work in films by the time I was 10.

1.

HOST: How did you get your first paying job?

GUEST: (I was working with a student director. / He got a job.)

_____ when _____.

2.

Then he hired *me*.

HOST: That was lucky! Did you work a lot after that?

GUEST: Yes, but not in films.

(I worked in a restaurant for five years. / I got my next film job.)

Before _____,

3.

_____.

HOST: Did you do any acting at all in that time?

GUEST: Well, I got some jobs in TV ads.

(I was selling cars on TV. / Louis Mille called me.)

_____ when _____.

4.

(I almost decided to quit acting. / I hated that job.)

_____ because _____.

5.

HOST: The famous Louis Mille. What was that conversation like?

GUEST: Well, it's a good thing he couldn't see me.

(He hung up. / I was jumping up and down for 10 minutes.)

By the time _____,

6.

_____.

8 EDITING

Read this article about a martial arts expert. There are nine mistakes in the use of the past perfect and the past perfect progressive. The first mistake is already corrected. Find and correct eight more.

MOVIES

In 1999, moviegoers gasped at the fighting sequences in *The Matrix* and were amazed to learn that Keanu Reeves ^{had} ~~has~~ actually performed those scenes himself. Hong Kong director Yuen Wo Ping had trained the actors and designing the scenes. At that time, Yuen was almost unknown in the United States, but he had already have a long career.

Yuen was born in China in 1945. His father had been a kung fu actor, and he trained Yuen in martial arts. When he was 25, Yuen began to design fight scenes (by then, he had already been acted for 10 years). In 1978, he directed his first film. *Snake in the Eagle's Shadow*, starring Jackie Chan, was a huge success. Before he worked with Yuen, Chan had struggling to start his career. Yuen's films made him famous.

In the 1980s, kung fu movies became less popular. Yuen turned to modern action films, but with little success. By the end of the '90s, two things have happened: Yuen had almost disappears from the movie business while Hollywood directors have finally discovered high-flying Hong Kong fighting styles. When *The Matrix* exploded on the screen, Western audiences saw something they had never been seeing before, and Yuen was back in business. In 2001, Yuen repeated his success in *Crouching Tiger, Hidden Dragon*, the first kung fu movie ever to receive multiple Oscars.

Communication Practice

9 LISTENING

👂 A talk-show host is interviewing a successful movie producer. Listen to the producer talk about some events in his life. Then read the list. Listen again and put the events in the correct chronological order.

- ___ Richard and Molly moved to New York.
- ___ Richard started selling newspaper advertising.
- ___ Richard and Molly found an apartment in New York.
- ___ They talked about returning to Utica.
- ___ Lynn Costello called Richard and Molly.

10 ACCOMPLISHMENTS

Think about what you did yesterday. Indicate whether it was or wasn't a busy day. Complete the sentences. Then compare your day with a classmate's.

Example: A: By 9:00 A.M., I had made breakfast and taken the kids to school.
B: By 9:00 A.M., I hadn't even gotten up!

Yesterday was / wasn't a busy day for me.

1. By 9:00 A.M., _____
2. By the time I got to work / school, _____
3. By the time I had lunch, _____
4. By the time I left work / school, _____
5. By the time I had dinner, _____
6. By 9:00 P.M., I _____
7. By the time I went to bed, I had done so much / little that I felt _____

11 THERE'S ALWAYS A FIRST TIME

Think about things you had never done before you began living here (or before a certain year). Have a class discussion and write some of the results on the board. Possible topics: food, sports, clothing, entertainment, transportation.

Example: Before I moved here, I had never eaten pizza or popcorn.

12 THE NIGHT BEFORE

Imagine some friends stayed in your apartment when you were gone. When you came home, this is what you found. Work with a partner. Take turns describing what you saw and making guesses about what had been happening the night before you came home.



Example: There were CDs on the floor. They had been listening to music.

13 WRITING

Write a journal entry explaining an achievement, for example, getting your driver's license, learning a new skill, or getting a job. In your journal entry, answer some of these questions: What had you been doing before your achievement? How did you prepare for it? Had you considered giving up before you succeeded? Use the past perfect and past perfect progressive.

Example: I got my driver's license yesterday. Before I got behind the wheel, I'd been worrying about the road test. But as soon as I started the car, I knew I could pass.

14 ON THE INTERNET

 Write a list of questions about an actor or director that you like. Then do a search and try to find the answers. Report your answers to a group.

Example: Questions about Michelle Yeoh

What problems did she have before she became successful?

What had she been doing before she made her first movie?

Has she won any awards?

What had she accomplished before she was in the award-winning film?

_____ a serious novel. No one _____ ever
 14. (read)

_____ me do that before even though I _____ an
 15. (see) 16. (be)

avid reader for years. He thought I _____ to be interested
 17. (pretend)

in the book in order to impress a new boyfriend. I _____
 18. (get)

angry when he _____ at me, so I _____ a
 19. (laugh) 20. (make)

decision. I _____ hiding my real interests. Since that day, I
 21. (stop)

_____ my news magazines proudly and _____
 22. (carry) 23. (express)

opinions in class. For the last two years I _____ for tests
 24. (prepare)

openly. Now I _____ for college, and I _____
 25. (apply) 26. (feel)

proud of being a good student.

2 Look at the paragraph in Exercise 1. Find the transitional words and phrases that signal a change in time.

1. the simple present to the simple past Until two years ago
2. the simple past to the present perfect (progressive) _____
3. the present perfect (progressive) to the present progressive _____

3 Complete the chart with information from the paragraph in Exercise 1.

Paragraph Section	Information	Form of the Verb
Topic Sentence • what the writer is like now	<u>a serious student</u>	<u>simple present</u>
Body of the Paragraph • habits and feelings during the phase		
• the event that ended the phase		
• behavior since the phase ended		
Conclusion • the results of the change		

4 Before you write. . .

1. Work with a partner. Discuss a phase that each of you has experienced.
2. Make a chart like the one in Exercise 3 about your own phase.

5 Write a paragraph about a phase you went through. Use information from the chart you made in Exercise 4. Remember to use transitional words or phrases when you shift from one time to another.**6** Exchange paragraphs with a different partner. Underline the verbs in your partner's paragraph. Circle the transitional words and phrases. Write a question mark (?) where something seems wrong or missing. Then answer the following questions.

- | | Yes | No |
|--|--------------------------|--------------------------|
| 1. Does each verb correctly express the time the author is writing about? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is each verb formed correctly? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are the shifts from one time to another time clearly marked with transitional words or phrases? | <input type="checkbox"/> | <input type="checkbox"/> |

7 Work with your partner. Discuss each other's editing questions from Exercise 6. Then rewrite your own paragraph and make any necessary corrections.

Review Test

I Complete this magazine article by circling the correct verb forms.

The rainy spring is over and the nice weather arrived / has arrived^{1.} On all the TV food channels, celebrity chefs from Bobby Flay to Emeril Lagasse have discussed / are discussing^{2.} their favorite barbecue sauce recipes. Are you thinking / Do you think^{3.} of having a barbecue? Have you ever wondered / been wondering^{4.} about the origin of the term?

Even though North Americans love / are loving^{5.} this suburban ritual, food historians agree / are agreeing^{6.} that the term *barbecue* is not strictly American. They argue / are arguing^{7.} about the origin of the name, however. Some historians claim / are claiming^{8.} that the word has / is having^{9.} Spanish and Haitian origins. In the past, people in those cultures used / were using^{10.} a rack to roast meat or to dry it. They called / were calling^{11.} this framework of sticks and posts *barbaco*.

The word sounds / is sounding^{12.} close to the modern word *barbecue*, but not everyone accepted / has accepted^{13.} this explanation. Other historians think / are thinking^{14.} that the origin of the term is the French phrase *barbe à queue*, which means / is meaning^{15.} “from whisker (*barbe*) to tail (*queue*).” They point out that people in the 1700s roasted / have roasted^{16.} whole animals outdoors as well as indoors. By 1733 this process of cooking meat had become / had been becoming^{17.} a party. People stood / have stood^{18.} around the fire and talked / had talked^{19.} until the food was / had been^{20.} ready.

That, with the addition of barbecue sauce, seems / is seeming^{21.} pretty much like a modern barbecue. Whatever the origin of the term, a barbecue is / has been^{22.} now not only a means of cooking, but an event.

II Complete these conversations that take place at a barbecue by circling the correct verb forms.

1. A: George! How are you? I haven't seen / haven't been seeing you for a long time. What happens / 's been happening?
- B: Oh. I have / 'm having news. Betty and I moved / have moved last month. We bought / were buying a house.
- A: Congratulations! I didn't know you had looked / had been looking for one. So, where are you now?
- B: In Rockport County. We have been planning / had been planning to move to Putnam County, but we have decided / decided on Rockport instead.
- A: Oh, how come?
- B: The school district is / has been better there. Have you ever been / Had you ever been to Rockport?
- A: No. It's near Putnam, isn't it?
- B: Uh-huh. Listen, we have / 're having a barbecue almost every weekend. You'll have to come to one.
- A: Thanks. I'd love to.
2. A: Have you tried / Have you been trying the hot dogs? They're delicious.
- B: Yes. I 've already eaten / 've been eating four! The hamburgers smell / are smelling good too. I 'm thinking / think of having some of those.
- A: Well, just save some room for dessert. When I saw / see Betty in the kitchen a few minutes ago, she was taking some pies out of the oven. They looked / were looking great.
3. A: Have you met / Have you been meeting Jack's new wife?
- B: No. What's her name?
- A: Alice, but everyone calls / is calling her Al.
- B: What does she do / is she doing?
- A: Well, she's "between jobs." She was working / worked for a health insurance company when they laid off / had laid off a lot of employees. She was one of the people who lost / was losing their jobs.

(continued)

- B: A lot of companies have been cutting / had been cutting their staff. That's too bad.
g.
- A: Yes. And she really likes / liked her job. Now she 's trying / tries to change careers.
h. i.
4. A: Have Al and Jack / Had Al and Jack left for their honeymoon yet?
a.
- B: Yes. As a matter of fact, I got / 've gotten a postcard from them yesterday.
b.
- They stay / 're staying at the Hotel Splendor. It sounds / 's sounding great.
c. d.
- A: Well, they really need / are needing a vacation. This is the first time that they
had been / have been away since they met / were meeting each other.
e. f. g.
- B: I know. What are they doing / do they do there?
h.
- A: Oh, they've got so many plans. They 're taking / take scuba diving lessons, and they also
have been learning / had been learning to water-ski.
i. j.
- B: Sounds like fun.

III Circle the letter of the correct word(s) to complete each sentence.

- It was 1990, and I _____ in Denver for a year. A **B** C D
 (A) have been living (C) was living
 (B) had been living (D) lived
- I met my wife, Meri, while I _____ some classes at the local college. A B C D
 (A) was taking (C) have been taking
 (B) had been taking (D) am taking
- She _____ a ski instructor at a resort at that time, and she was working every weekend. A B C D
 (A) is (C) was
 (B) has been (D) had been
- As soon as my friend introduced us, I _____ her about her name. A B C D
 (A) asked (C) had asked
 (B) have asked (D) was asking
- It _____ from *la mer*, the French word for *sea*. A B C D
 (A) has come (C) was coming
 (B) comes (D) is coming
- Her parents _____ her after their profession. A B C D
 (A) name (C) were naming
 (B) are naming (D) had named

7. Before they _____, they had both been diving instructors. **A B C D**
 (A) had retired (C) have retired
 (B) retired (D) retire
8. After Meri turned eighteen, they _____ to give her diving lessons. **A B C D**
 (A) always try (C) were always trying
 (B) are always trying (D) have always been trying
9. Meri has loved skiing _____ she was ten. **A B C D**
 (A) from (C) since
 (B) for (D) while
10. When we _____ married, we had been dating about a year. **A B C D**
 (A) get (C) have gotten
 (B) had gotten (D) got
11. We named our first daughter *Neige*, which _____ *snow* in French. **A B C D**
 (A) is meaning (C) means
 (B) meant (D) has meant
12. Meri _____ to name our daughter *Snowflake*, but she changed her mind. **A B C D**
 (A) is planning (C) had been planning
 (B) plans (D) has been planning
13. We _____ our third child now. **A B C D**
 (A) are expecting (C) expected
 (B) were expecting (D) have expected
14. We've been reading baby-name books for weeks, but we _____ a name yet. **A B C D**
 (A) didn't choose (C) hadn't chosen
 (B) don't choose (D) haven't chosen

IV Complete this conversation with the correct form of the verbs in parentheses.

A: Hi, I _____ Matt Rotell, a friend of Alice's.
1. (be)

B: Oh, yes. Alice _____ you the other day. Gee, you _____ like
2. (mention) 3. (not look)
 a detective.

A: Well, that's good, I _____.
4. (guess)

B: I'm curious. Tell me, how _____ you _____ to become an
5. (decide)
 undercover cop?

(continued)

- A: Well, when I _____ a kid, I _____ to read detective novels.
6. (be) 7. (love)
- By the time I _____ ten, I _____ every book in the *Hardy Boys* series. I _____ then that I _____ to go into law enforcement.
8. (be) 9. (read) 10. (know) 11. (want)
- B: But according to Alice, you _____ law school nowadays.
12. (attend)
- A: Right. I _____ married last month. I _____ being on the police force when I _____ single, but ever since I _____ Nicole—that's my wife—I _____ to do something less dangerous.
13. (get) 14. (not mind) 15. (be) 16. (meet) 17. (want)
- B: I _____. By the way, _____ you _____ any luck yet with those counterfeiters?
18. (understand) 19. (have)
- A: Well, I _____ them for more than a month now, but so far I _____ catch them in the act. Sometimes I _____ that by the time they're caught, I'll have my law degree and I'll be defending them!
20. (follow) 21. (not be able to) 22. (worry)

V Read this letter from Al. There are ten mistakes in the use of verb forms. The first mistake is already corrected. Find and correct nine more.

Dear Nicole,

Jack and I ~~are staying~~ ^{have been staying} at the Splendor for almost a week already. We've been spending a lot of time at the beach swimming and water-skiing, and I was taking scuba lessons in the hotel pool for several days now. Yesterday, I've been planning to take my first dive from a boat. Unfortunately, by the time we left shore, the weather has changed. We had to cancel the dive. This morning it was still a little cloudy, so we did something different. We were deciding to visit the Castle, an old pirate stronghold in Hideaway Bay. We had both read a little about it before we left, and it really sounded fascinating. So we've rented a motorbike and took off. They aren't having any road signs here outside of town, so by the time we found the Castle, we've been driving for about an hour. It was fun, though. When we were seeing the Castle, dark clouds were drifting over it. It really looked spooky and beautiful.

Well, the weather has cleared, and Jack gets ready to go for a dive. I think I'll join him. See you soon.

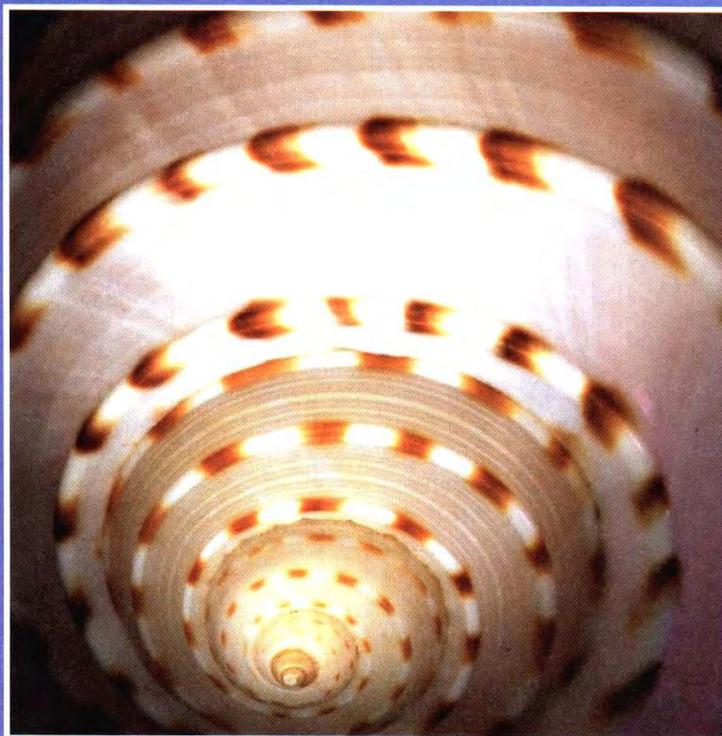
Love,
Al

► To check your answers, go to the Answer Key on page RT-1.

PART

II

**Future:
Review and Expansion**



UNIT

5

Future and Future Progressive

Grammar in Context

BEFORE YOU READ

👂 Look at the pictures. What topics do you think the article will discuss? Read this article about the future.

PRESENTING THE FUTURE!

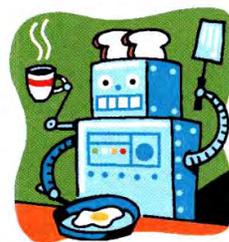
by Will Hapin

A new millennium has begun as well as a new century, and it's bringing new developments in all areas of our lives. Where **will we be working** in this new era? What **will we be wearing**? How **will we be traveling, studying, and relating** to our families? Let's follow Dr. Nouvella Eon on a typical day in 2115.



Dr. Eon's day begins at 7:00 A.M. when her bedroom lights turn themselves on. Her son **will be waking up** soon, so Dr. E. dresses quickly. She usually works from her home office, but today she's **going to be teaching**, so she'll **wear** a business suit. She doesn't bother to check the weather report—the high-tech material of her clothing **will keep** her comfortably warm or cool.

"Hi, Mom!" Her son greets her over the home communications system. She goes to his room to say good morning. While she's **helping** Rocky get ready for his day, the household robot **will be preparing** breakfast.



PRESENTING THE FUTURE!

"When **will** Dad **be** home?" Rocky wants to know. Mr. Eon is a captain of the Mars shuttle.

"The shuttle **leaves** Mars at 6:00 P.M. today and it **arrives** tomorrow afternoon. He'll **be** here by the time you **get** home from school tomorrow."



"These oranges are really good,"

Rocky says at breakfast. "All Mars fruits are delicious," Nouvella replies. "I've ordered some bananas, too. They're **going to be arriving** on the shuttle tomorrow." (Years ago, Earth scientists changed the atmosphere on Mars, and now farmers are growing all kinds of fruits and vegetables there.)



"Don't forget your backpack," Nouvella tells Rocky as they leave. "You'll **need** it to send me pictures of the zoo." Rocky's class **is going** on a field trip today, and he'll **be carrying** a backpack with a built-in computer, camera, and cell phone. She **won't worry** about his getting lost. All the children's jackets have GPDs (Global Positioning Devices), so she'll **be able** to see where he is at any time on her wristwatch computer.

Nouvella **is going to drive** Rocky to school and then drive to the freeway. There, she'll **connect** with a freeway guidance system, so she **won't** actually **be driving** her car most of the way to the university. Instead, she's **going to listen** to music and **prepare** to teach her class.



Many of these changes have already begun, and we'll **be seeing** others very soon. The future **is arriving** any minute now. Are you ready for it?

AFTER YOU READ

Write **T** (true) or **F** (false).

1. The robot will prepare breakfast after Nouvella helps Rocky.
2. The Mars shuttle will leave Mars in the evening.
3. Nouvella will drive all the way to the university.

Grammar Presentation

FUTURE

Affirmative Statements	
We are going to leave	for Mars soon.
We will leave	
We are leaving	
We leave	

Negative Statements	
We are not going to leave	for Mars yet.
We will not leave	
We are not leaving	
We don't leave	

Yes / No Questions	
Is she going to leave	for Mars soon?
Will she leave	
Is she leaving	
Does she leave	

Short Answers			
Affirmative		Negative	
Yes,	she is.	No,	she isn't.
	she will.		she won't.
	she is.		she isn't.
	she does.		she doesn't.

Wh- Questions	
When is she going to leave	for Mars?
When will she leave	
When is she leaving	
When does she leave	

FUTURE PROGRESSIVE

Statements			
Subject	<i>Be (not) going to / Will (not)</i>	<i>Be + Base Form + -ing</i>	
People	are (not) going to will (not)	be living	on Mars by 2050.

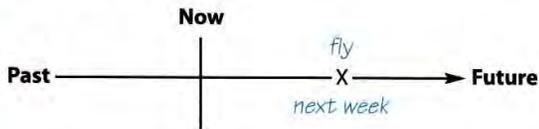
Yes / No Questions				
<i>Be / Will</i>	Subject	<i>Going to</i>	<i>Be + Base Form + -ing</i>	
Are	they	going to	be living	on Mars by then?
Will	you			

Short Answers			
Affirmative		Negative	
Yes,	they are.	No,	they're not.
	I will.		I won't.

Wh- Questions					
<i>Wh- Word</i>	<i>Be / Will</i>	Subject	<i>Going to</i>	<i>Be + Base Form + -ing</i>	
When	are	they	going to	be living	on Mars?
	will	you			

GRAMMAR NOTES

1. Use **be going to**, **will**, the **present progressive**, and the **simple present** to talk about actions and states in the future.



USAGE NOTE: Sometimes only one form of the future is appropriate, but in many cases more than one form is possible.

- a. Use **be going to** or **will** for **predictions**.
- b. Use **be going to** (not **will**) when something in the present leads to a prediction.
- c. Use **be going to**, **will**, or the **present progressive** to talk about **future intentions or plans**.
- d. We often use **will** when we decide something at the moment of speaking.
- e. We often use **will** for **invitations**.
- f. Use the **simple present** to talk about **scheduled future events** such as timetables, programs, and schedules.

EXAMPLES

- I'm **going to fly** to Mars next week.
 - I **will fly** to Mars next week.
 - I'm **flying** to Mars next week.
 - I **fly** to Mars next week.
-
- Commuting **is going to be** easier in the year 2020.
 - Commuting **will be** easier.
-
- Look at those dark storm clouds!
It's **going to rain!**
NOT ~~It will~~ rain.
-
- Dr. Eon **is going to speak** tomorrow.
 - Dr. Eon **will speak** tomorrow.
 - Dr. Eon **is speaking** tomorrow.
-
- A: Dr. Eon is giving a talk tomorrow.
B: Oh! Maybe I'll go.
- A: **Will** you **join** us for coffee?
B: Thanks. I'd love to.
-
- The shuttle **leaves** at 10:00 A.M. tomorrow.
 - It **lands** at midnight.

EON: Yes. I'm focusing on personal robots for household work.

ROVER: I'd like one of those! Where's your son, by the way? Is he with you?

EON: No. Rocky stays in Denver with his grandparents in the summer. I'm going to visit him when I leave the conference. So, what are you working on these days?

ROVER: I'm still with the Mars Association. In fact, we're going to be holding a news conference next month about tourists on Mars.

EON: That's exciting. Maybe I'll see you there!

2 | AT THE CONFERENCE

Grammar Note 1

Circle the best words to complete these conversations.

1. EON: Which project do you work / are you going to work on?

ROVER: I haven't decided for sure. Probably the Spacemobile.

2. ROVER: Look at those dark clouds!

EON: Yes. It looks like it's raining / it's going to rain any minute.

3. EON: I'd better get back to my hotel room before it starts to rain.

ROVER: OK. I'm seeing / I'll see you later.

4. DESK: Dr. Eon, your son just called.

EON: Oh, good. I think I'll call / I'm calling him back right away.

5. EON: Hi, honey. How's it going?

ROCKY: Great. I go / I'm going fishing with Grandpa tomorrow.

6. EON: Have fun, but don't forget. You still have to finish that paper.

ROCKY: I know, Mom. I send / I'm sending it to my teacher tomorrow. I already discussed it with her.

7. ROCKY: How's the conference?

EON: Good. I'm giving / I'll give my talk this afternoon.

8. ROCKY: Good luck. When are you / will you be here?

EON: Tomorrow. My plane lands / will land at 7:00, so I see / I'll see you about 8:00.

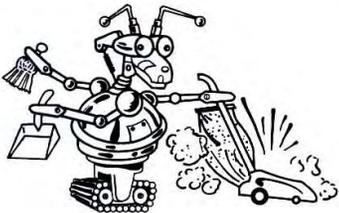
3 ROBO'S SCHEDULE

Grammar Note 2

Dr. Eon's family uses a robot for household chores. Look at Robo the Robot's schedule for tomorrow. Write sentences, using the words in parentheses and the future progressive.

TOMORROW

8:00	make breakfast
9:00	pay bills
10:00	vacuum
11:00	dust
12:00	do laundry
12:30	make lunch
1:00	shop for food
2:00	recycle the garbage
3:00	give Dr. Eon a massage
5:00	make dinner
6:00	play chess with Rocky



1. *At 8:05 Robo won't be paying bills. He'll be making breakfast.*

(8:05 / pay bills)
2. *At 9:05 he'll be paying bills.*

(9:05 / pay bills)
3. _____

(10:05 / vacuum)
4. _____

(11:05 / do laundry)
5. _____

(12:05 / make lunch)
6. _____

(12:35 / make lunch)
7. _____

(1:05 / shop for food)
8. _____

(2:05 / recycle the garbage)
9. _____

(3:05 / give Dr. Eon a massage)
10. _____

(5:05 / make dinner)
11. _____

(6:05 / play cards with Rocky)

4 ON CAMPUS

Grammar Notes 2–3

Complete the conversations. Use the future progressive form of the words in parentheses or short answers where appropriate.

- STUDENT: _____ *Will* you _____ *be having* office hours today? I'd like to talk to you about my term paper.
(Will / have)

DR. EON: I _____ to lunch at two o'clock. Stop in any time before then.
(will / go)
- DR. GUPTA: _____ you _____ us for lunch? Dr. Rover from the Mars Association is going to be there.
(Will / join)

DR. EON: _____. I've been looking forward to seeing him.
- MR. EON: When _____ you _____ the office?
(be going to / leave)

DR. EON: At two o'clock. Why? Do we need something?

MR. EON: Would you mind picking up some milk? Robo forgot.
- REPORTER: I'm calling from the *Times-Dispatch*. We've heard that the Mars Association _____ a tourist service to Mars soon.
(will / start)

DR. EON: I can't comment now. But I think you _____ a lot more about it in the next few weeks.
(be going to / hear)
- DR. EON: _____ you _____ an announcement about the Mars shuttle soon? Everyone is very curious.
(be going to / make)

DR. ROVER: _____. We've decided not to say anything until our plans are more certain.
- DANNY: Dad? I need some help on my science project. What time _____ you _____ home today?
(will / get)

DR. ROVER: I'll be there by 4:00.
- TELEMARKETER: Hi. I'm calling from Robotronics, Inc. I _____ your neighborhood soon to demonstrate our new robot.
(be going to / visit)

ROBO: The Eon family _____ a new robot for a while.
(will not / buy)

5 LEAVING EARTH

Grammar Notes 2–3

Complete the ad for the Mars shuttle. Use the correct form of the verbs in parentheses—future progressive or simple present.

The Sky's Not the Limit

Leave all your earthly problems behind. Call today and in just one week you will be flying ^{1. (fly)} on the new shuttle to Mars! Imagine—while everyone is ^{2. (be)} stuck back here on Earth, you will defy ^{3. (defy)} gravity in our spacious, comfortable, modern spaceship. You will float ^{4. (float)} in your own compartment when one of our friendly flight robots will offer ^{5. (offer)} you a meal straight from the microwave. You will read ^{6. (read)} your complimentary copy of *Star Magazine* while the gentle swaying of the spacecraft will rock ^{7. (rock)} you to sleep. And before you know it, you will get ready ^{8. (get ready)} to land on the planet of your dreams. So don't delay! Call for a reservation. Once aboard, we guarantee it—you will not think ^{9. (not think)} about anything except returning again and again and again. . . .

6 EDITING

Read this flight announcement that was made on the shuttle to Mars. The captain has made seven mistakes in the use of the future and future progressive. The first mistake is already corrected. Find and correct six more. (Note: There is often more than one way to correct a mistake.)

“Good evening, ladies and gentlemen. This will be Captain Eon speaking. We are going to be leave the Earth's gravity field in about five minutes. When you will hear the announcement, you'll be able to unbuckle your seat belts and float around the cabin. Host robots take orders for dinner soon. They'll serving from 6:30 to 7:30. The shuttle arrives on Mars tomorrow morning at 9:00. Tonight's temperature on the planet is a mild minus 20 degrees Celsius. When you arrive tomorrow morning, the temperature is 18 degrees, but it will be feeling more like 20 degrees. Enjoy your flight.”

Communication Practice

7 LISTENING

🔊 Four members of the Mars Association are trying to organize a conference on Venus. Listen to their conversation. Then listen again. Mark the chart below to help you figure out when they are all available.

	July				August			
Weeks:	1	2	3	4	1	2	3	4
Jennifer							X	X
Brian								
Lorna								
Tranh								

When they're all available: _____

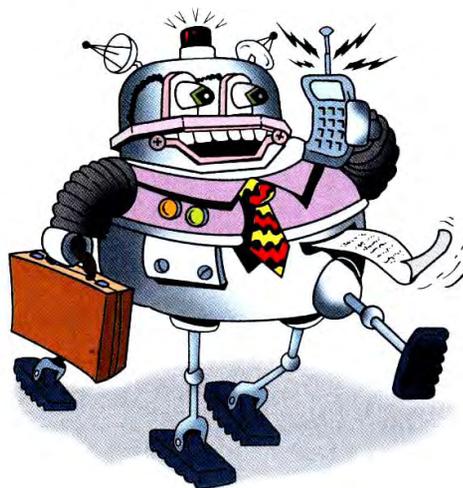
X = not available

8 ROBOTS OF THE FUTURE

Robots will be doing many things in the near future. Look at the list of activities and decide which ones you think robots will or won't be doing. In small groups, share and explain your opinions. Do you think robots will be doing too much for humans? Why?

- | | |
|-----------------------|------------------|
| make dinner | plant gardens |
| go shopping | take a vacation |
| write letters | answer the phone |
| teach English | clean houses |
| take care of children | paint walls |
| sew clothes | knit sweaters |
| read books | drive a car |

Example: Robots will be cleaning houses, but they won't be taking care of children. Children need human contact to help them develop emotional security.



9 INFORMATION GAP: DR. EON'S CALENDAR

Work in pairs (A and B). Student B, look at the Information Gap on page 65 and follow the instructions there. Student A, complete Dr. Eon's calendar below. Get information from Student B. Ask questions and fill in the calendar. Answer Student B's questions.

- Example:** A: What will Dr. Eon be doing on Sunday, the first?
 B: She'll be flying to Tokyo. What about on the second? Will she be attending a conference then?
 A: No, she'll be meeting with Dr. Kato.

FEBRUARY							2115
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
1 <i>fly to Tokyo</i>	2 <i>meet with Dr. Kato</i>	3	4	5	6	7	
8 <i>take Bullet Train to Osaka</i>	9 <i>sightseeing</i>	10	11	12	13	14	
15 <i>fly home</i>	16	17	18 <i>attend energy seminar</i>	19	20	21 <i>shop with Rocky and Robo</i>	
22	23	24	25	26	27	28 <i>take shuttle to Mars</i>	

When you are finished, compare calendars. Do they have the same information?

10 LET'S GET TOGETHER

Complete the schedule below. Write in all your plans for next week. Then work with a partner. Without showing each other your schedules, find a time to get together by asking and answering questions using the future progressive.

Example: A: What will you be doing at 11:00 on Tuesday?
B: I'll be taking a history test.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00					
11:00					
1:00					
3:00					
5:00					
7:00					

11 WRITING

Write a paragraph about your life 10 years from now. What will you be doing for a living? What kind of family life will you have? What hobbies will you be enjoying? What will you do to achieve these things? Use the future and future progressive.

Example: In 10 years, I will be working for the space program. I am going to be planning the first colony on Mars. First I will have to graduate from college.

12 ON THE INTERNET

 Do a search on space activities. Find information about what will be happening during the 21st century. For example, will tourists be traveling to the moon or Mars? Will scientists "terraform" Mars (make the Martian atmosphere safe for people from Earth)? Are there going to be farms and factories in space?

Work with a small group. Find your own organization or look at information from these:

- SEDS (Students for the Exploration and Development of Space)
- The Mars Society
- The Planetary Society
- Space.com

Present your predictions to the class.

Example: A lot of different countries are going to be developing space. China will probably be sending people to the moon. The European countries and Japan will work together to explore the planet Mercury . . .

INFORMATION GAP FOR STUDENT B

Student B, complete Dr. Eon's calendar below. Answer Student A's questions. Then ask Student A questions and fill in the information.

- Example:** A: What will Dr. Eon be doing on Sunday, the first?
 B: She'll be flying to Tokyo. What about on the second? Will she be attending a conference then?
 A: No, she'll be meeting with Dr. Kato.

FEBRUARY 2115						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 fly to Tokyo	2 meet with Dr. Kato	3 attend World Future Conference	4	5	6	7
8	9	10	11	12 fly to Denver	13 visit Mom and Dad	14
15	16 give speech at Harvard University	17 meet with Dr. Rover	18	19	20	21
22 relax!	23 work at home	24	25	26	27	28

When you are finished, compare calendars. Do they have the same information?

UNIT

6

Future Perfect and Future Perfect Progressive

Grammar in Context

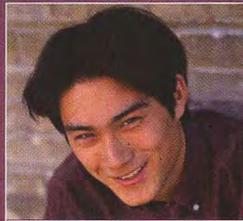
BEFORE YOU READ

👂 Look at the photos of people on a TV show. Read the information for each person. What do you think the show is about? Read this transcript of a personal finance TV show.

MONEY TALKS



Debbie Hart, age 20
Number of credit cards: 3
Used for: movies, CDs, clothes
Balance: \$2,500



Sung Park, age 18
Number of credit cards: 5
Used for: textbooks, car repairs
Balance: \$1,750



Jeff Hassad, age 22
Number of credit cards: 1
Used for: eating out, entertainment
Balance: \$600

Trudy: Hi, everyone. I'm Trudy Norman and you're watching *Money Talks*. We've taken the show on the road—by the end of tonight's *Money Talks*, we'll **have been traveling** for a month, and we'll **have been** in 22 cities in that time!

Tonight we're at Gibson College in Nebraska, and we have students Debbie Hart, Sung Park, and Jeff Hassad on our panel. Our topic is credit cards.

To get started, let me give you some shocking statistics. A typical college freshman **will have gotten** eight credit card offers by the end of the first semester. Many students accept at least some of those offers. In fact, by graduation, the average student in the United States **will have tripled** the number of cards in his or her wallet.

Sung: That's true. When I first got here, I only had one credit card. Then I started receiving all these credit card offers, and finally I thought, "Why not?" Now I have five cards.

Trudy: And it isn't only the number of credit cards that increases. So does the amount you owe. If you're like many students, you'll **have doubled** your credit card debt by graduation. About a third of today's students graduate owing \$3,000 to \$7,000 on their cards.

Debbie: My problem is, it's too easy just to take out my card when I see something I want. Then, when I get my bill, I'll **have charged** more than I can pay for. I'm carrying a pretty big balance right now.

Trudy: Did you know that people who always use credit cards spend more? Start using cash—by next year you'll **have spent** 12 percent less! And you **won't have been paying** interest on your purchases. But if you *must* charge, you should also start paying more than the minimum every month, even if it's only \$20 more.

Debbie: How much can an extra \$20 help?

Trudy: A lot. Suppose you're a freshman and you owe \$1,000 on your card at 15 percent interest. Pay an extra \$20 every month, and by the time you graduate, you'll **have** already **become** debt-free! And you'll **have been saving** interest charges the whole time. On the other hand, if you only pay the minimum, you'll be paying for 15 years, and at the end, you'll **have spent** \$1,122.78 in interest. Everything you bought on that card **will have cost** twice as much as the actual price.

Jeff: I hear what you're saying. By the end of this school year, I'll **have been paying** interest for nine months on pizzas I ate last September! But are you saying students shouldn't use credit cards?

Trudy: That's not realistic, is it? No, I'm saying one card is enough. And use it for essentials, not for pizza and cool shoes.

Sung: My brother didn't have a credit card in college. When he graduated he had a hard time getting one.

Trudy: Good point, Sung. It's hard to get credit when you have no credit history. Getting your first credit card as a student, when it's easier, can be a good idea. Use it wisely, and by graduation you'll **have earned** a good credit rating, and that will be very useful when you're starting out. That's all for tonight. See you next week on *Money Talks*.

AFTER YOU READ

Write **T** (true) or **F** (false).

- _____ 1. The show has now been in 22 cities.
- _____ 2. Many students get eight credit card offers in their first semester of college.
- _____ 3. Many students have twice as much credit card debt after four years.
- _____ 4. Jeff has already paid interest for nine months on pizzas he ate last September.

Grammar Presentation

FUTURE PERFECT

Statements			
Subject	Will (not)	Have + Past Participle	
I You He She It We They	will (not)	have earned	interest by then.

Yes / No Questions			
Will	Subject	Have + Past Participle	
Will	I you he she it we they	have earned	interest by then?

Short Answers					
Affirmative			Negative		
Yes,	you I he she it we they	will (have).	No,	you I he she it we they	won't (have).

Wh- Questions				
Wh- Word	Will	Subject	Have + Past Participle	
How much	will	she	have earned	by then?

FUTURE PERFECT PROGRESSIVE

Statements			
Subject	Will (not)	Have been + Base Form + -ing	
I You He She It We They	will (not)	have been earning	interest for a month.

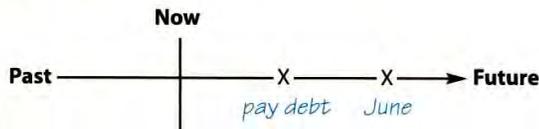
Yes / No Questions			
Will	Subject	Have been + Base Form + -ing	
Will	I you he she it we they	have been earning	interest for a month?

Short Answers					
Affirmative			Negative		
Yes,	you I he she it we they	will (have).	No,	you I he she it we they	won't (have).

Wh- Questions				
Wh- Word	Will	Subject	Have been + Base Form + -ing	
How long	will	she	have been earning	interest?

GRAMMAR NOTES

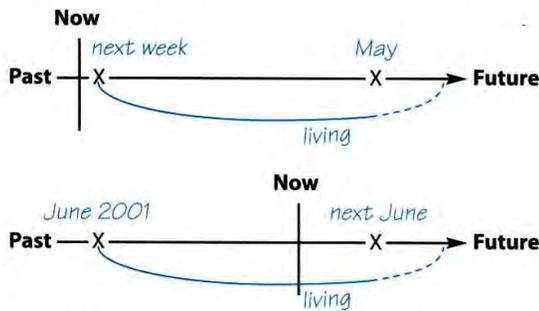
1. Use the **future perfect** to talk about a future action that will already be **completed** by a certain time in the future.



EXAMPLES

- By June, he **will have paid** his debt.
- She'll **have bought** a new car by May.
- We'll **have saved** enough by then.

2. Use the **future perfect progressive** to talk about an action that will be **in progress** at a certain time in the future. The action may start sometime in the future or it may have already started.



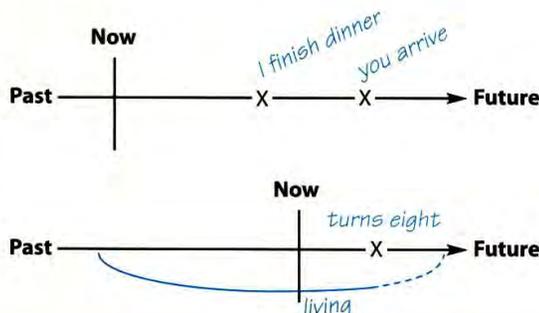
- A:** You're moving to L.A. next week? Great! Can I visit in May?
B: Sure. By then, we'll **have been living** there for three months.

- They moved to Atlanta in June 2001. So by next June, they'll **have been living** there for six years.

▶ **BE CAREFUL!** Non-action (stative) verbs are not usually used in the progressive.

- By the spring, he'll **have owned** that car for five years.
 NOT By the spring, he'll have ~~been owning~~ that car for five years.

3. Use the **future perfect** or the **future perfect progressive** with the **simple present** to show the relationship between two future events. The event that will happen first uses the perfect. The event that will happen second uses the simple present.



- By the time you **arrive**, I **will have finished** dinner.
 NOT By the time you ~~will~~ arrive, I will have finished dinner.

- When my daughter **turns** eight, we **will have been living** here for ten years.

4. We often use **already** and **yet** with the **future perfect** to emphasize which event will happen first.
- By the time he graduates, he'll **have already saved** \$1,000.
 - By the time he graduates, he **won't have saved** \$5,000 **yet**.

Focused Practice

1 DISCOVER THE GRAMMAR

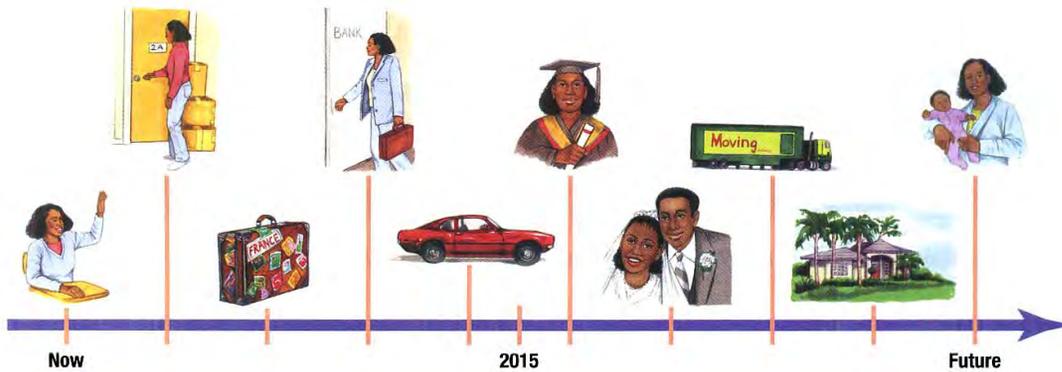
Read each numbered statement. Then circle the letter of the sentence that is similar in meaning.

1. By next year, Trudy will have been doing her show *Money Talks* for five years.
 - a. Next year, Trudy will no longer be doing her show.
 - b. Next year, Trudy can celebrate the fifth anniversary of *Money Talks*.
2. By this time tomorrow, I'll have decided which car to buy.
 - a. I know which car I'm going to buy.
 - b. I haven't decided yet.
3. By the time you get home, we'll have finished studying.
 - a. You will get home while we are studying.
 - b. You will get home after we finish studying.
4. They won't have finished taping the show by ten o'clock.
 - a. They will still be taping at ten o'clock.
 - b. They will finish taping at ten o'clock.
5. By the year 2011, we will have moved to a larger office.
 - a. We will move to a larger office before the year 2011.
 - b. We will move to a larger office after the year 2011.
6. They will have finished Trudy's e-mail newsletter by five o'clock.
 - a. They'll be finished by five o'clock.
 - b. They'll still be working at five o'clock.

2 | FUTURE PLANS

Grammar Note 1

Look at the time line. Write sentences describing what Debbie Hart **will have done** or **won't have done** by the year 2015.



1. (start college)

By 2015, Debbie will have started college.

2. (get married)

3. (move into an apartment)

4. (move to Miami)

5. (spend a summer in France)

6. (start working at a bank)

7. (buy a used car)

8. (buy a house)

9. (graduate from college)

10. (become a parent)

3 | BY THE TIME . . .

Grammar Notes 3-4

Read the events in Debbie's life. What will or won't have happened by the time the first event occurs? Use the information in the time line from Exercise 2. Write sentences using **already** and **yet**.

1. move into an apartment / start college

By the time Debbie moves into an apartment, she'll have already started college.

2. move into an apartment / get married
-

3. start college / buy a used car
-

4. graduate from college / move into an apartment
-

5. spend a summer in France / find a job at a bank
-

6. graduate from college / spend a summer in France
-

7. get married / graduate from college
-

8. move to Miami / buy a home
-

9. become a parent / graduate from college
-

10. buy a home / become a parent
-

4 ACCOMPLISHMENTS

Grammar Notes 1-2

Ask and answer questions about these people's accomplishments. Choose between the future perfect and the future perfect progressive. Use the calendar to answer the questions.

January							February							March						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

April							May							June						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
							30	31												

1. On January 1, Debbie Hart started saving \$15 a week.

QUESTION: (By February 19 / how long / save?)

By February 19, how long will Debbie have been saving?

ANSWER: *By February 19, she'll have been saving for seven weeks.*

2. On March 1, Valerie Morgan started saving \$5 a week.

QUESTION: (By April 19 / how much / save?)

ANSWER: _____

3. On March 3, Sung Park began reading a book a week.

QUESTION: (By June 16 / how many books / read?)

ANSWER: _____

4. On April 24, Don Caputo began running two miles a day.

QUESTION: (How long / run / by May 29?)

ANSWER: _____

5. On April 24, Tania Zakov began running two miles a day.

QUESTION: (How many miles / run / by May 29?)

ANSWER: _____

6. On February 6, Rick Gregory began saving \$10 a week.

QUESTION: (save \$100 / by March 27?)

ANSWER: _____

7. On May 8, Tim Rigg began painting two apartments a week in his building.

QUESTION: (How many apartments / paint / by May 29?)

ANSWER: _____

8. Tim's building has 12 apartments.

QUESTION: (finish / by June 19?)

ANSWER: _____

9. Talia began a fitness program on January 1. She is losing one pound a week.

QUESTION: (lose 20 pounds / by May 21?)

ANSWER: _____

10. Erik enrolled in a Spanish class on February 22.

QUESTION: (How long / study / by April 26?)

ANSWER: _____

5 | EDITING

Read this journal entry. There are nine mistakes in the use of the future perfect and future perfect progressive. The first mistake is already corrected. Find and correct eight more.

January 1

have been

By August, I'll *be* a word processor for ten years. And I'll earn almost the same salary for three years! That's why I've just made a New Year's resolution to go back to school this year. First I'm going to write for school catalogs and start saving for tuition. By March, I'll have figure out how much tuition will cost. Then I'll start applying. By summer, I had received acceptance letters. In August, when I will have my annual review with my boss, I'll have already been decided on a school. I will talk to her about working part-time and going to school part-time. By that time, I'll also have saving enough to pay for a semester's tuition. My cousin will had graduated by that time, so he might move in with me and share the rent. By next New Year's Day, I'll have finish the first semester!



Communication Practice

6 LISTENING

🎧 Don and Thea Caputo want to save for a summer vacation with their two children. Listen to their conversation about how to cut back on their spending. Then listen again, and write the amount they will have saved in each category by next summer.

Amount They Will Have Saved by Next Summer	
Food	\$750
Clothing	
Transportation	
Entertainment	
Total of all categories	

With their savings, where can they go for a two-week vacation?

- 1. a car trip to British Columbia, camping on the way \$1,000
- 2. a car trip to British Columbia, staying in motels \$2,000
- 3. a trip to Disneyland \$3,000
- 4. a trip by airplane to Mexico and two weeks in a hotel \$4,500

7 SAVVY CONSUMERS

Write down some tips for saving money and share your tips with a group. Choose the best tips for yourself, and figure how much you will have saved by the end of the year if you use the tips.

Example: I can save \$10 a week by parking farther from my office.
By the end of the year, I'll have saved \$500.

8 GOALS

Work in small groups. Conduct a survey to find out how many of your classmates will have done the following things one year from now. Complete this chart, and report back to the class.

Event	Number of Students
1. take a vacation	
2. get married	
3. move	
4. buy a car	
5. graduate	
6. get a new job	
7. decide on a career	
8. start a business	

Example: None of the students in our group will have moved by this time next year. Three of the students will have gotten new jobs.

9 ON THE INTERNET

 Do a search on goals. Use the key words **goals worksheet**, and find a worksheet that you can use to plan one of your goals. Complete the worksheet and explain it to your group. Answer any questions. Then discuss your worksheet in a small group.

Example: A: I'm going to buy a used car next year. Right now I'm reading consumer information. I'll have finished that step in about two weeks. Then I'll spend four or five weekends looking at cars. In about two months, I'll have decided which type of car I'll buy.

B: How much will you have saved for your car by next year?

10 WRITING

Write a paragraph about a goal that you are working toward. What steps will you take to achieve your goal? When will you have completed each step? Use the future perfect and future perfect progressive.

Example: My goal is to buy a used car next year. By next year, I will have saved \$4,000, so I'm looking for a car in that price range. My first step is to read consumer information. I'll have done that by June 2nd. The next step will be looking at cars.

From Grammar to Writing

Avoiding Sentence Fragments

Time clauses begin with time words and phrases such as *by the time*, *when*, *while*, *as soon as*, *before*, *after*, and *since*. A time clause by itself is not a complete sentence. When you write sentences with time clauses, avoid sentence fragments (incomplete sentences) by connecting the time clause to a main clause.

Example

SENTENCE FRAGMENT

time clause

~~As soon as I find a job.~~

COMPLETE SENTENCE

time clause

+

main clause

→ **As soon as I find a job, I will move.**

time clause

~~Since I moved.~~

main clause

+

time clause

→ **I have been much happier *since* I moved.**

Punctuation Note

Use a comma after the time clause when the time clause comes first.

- 1 Read this letter. Correct the sentence fragments by connecting the time clause to a main clause. Use appropriate punctuation and capitalization.



December 10, 2005

Dear Jamie,

By the time you get this letter,

As of today, I'm a working man! ~~By the time you get this letter:~~ I'll have been taking tickets at Ciné Moderne for more than a week. It's going to be hard to work and go to school full time, but you'll understand why I'm doing it. When you hear my plans.

As soon as school ends, My brother Alex and I are going to take a trip to Greece and Turkey. I plan to buy a used car, and we'll camp most of the way. By the end of January, I'll have been saving for more than a year for this trip—and I'll have enough to buy a car.

(continued)

Why don't you come with us? I don't finish my finals until June 10. You'll already have finished your exams. While I'm still taking mine. Maybe you can come early and do some sightseeing until I'm ready to leave. Alex has some business to complete. Before he goes on vacation. He won't have finished until July 15, but he can join us then.

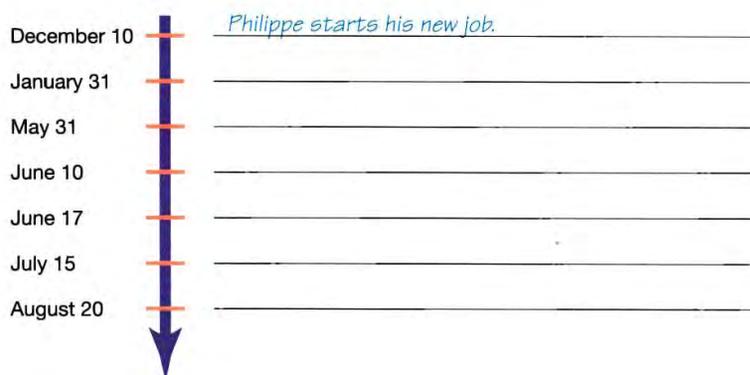
I'm leaving Paris on June 17. I'll drive through Italy and take the ferry from Brindisi to Greece. I'll stay in Greece. Until Alex joins me. Just think—while your friends are in summer school, you could be swimming in the Aegean! We'll be leaving Greece. As soon as Alex arrives so we'll have a month in Turkey. We'll start back around August 20. Your classes won't have started by then, will they?

I hope you will be able to join us for this trip. Alex is looking forward to seeing you again too.

Your friend,

Philippe

2 | Complete the time line with information from the letter in Exercise 1.



3 Before you write. . .

1. Think about some plans you are making for the future.
2. Make a time line about your plans like the one in Exercise 2.
3. Work with a partner. Discuss each other's plans. Use time clauses.

4 Write a letter to a friend about some plans you are making. Use information from your time line. Remember to connect some of the events with time clauses.

5 Exchange letters with a different partner. Underline the time clauses. Write a question mark (?) above any time clauses that seem wrong. Then answer the questions.

	Yes	No
1. Are the time clauses parts of complete sentences?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are the sentences with time clauses punctuated correctly?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are the verb forms correct in the sentences with time clauses?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the sequence of events clear?	<input type="checkbox"/>	<input type="checkbox"/>
5. What are some details you would like information about? _____		

6 Work with your partner. Discuss each other's editing questions from Exercise 5. Then rewrite your own letter and make any necessary corrections.

PART

II

Review Test

I Circle the correct words to complete each conversation.

1. A: *Lord of the Rings* is playing at the Ciné tonight.
B: Great. I think I go / I'll go.
2. A: Please don't forget to pay the phone bill.
B: I'll mail / I mail the check when I leave for work today.
3. A: What are your plans for the weekend?
B: We'll go / We're going to go to the Moe concert. We just got our tickets.
4. A: What's wrong?
B: Look at those two cars! They will crash / They're going to crash!
5. A: You look happy. What's up?
B: I'm graduating / I will graduate next week.
6. A: What are you going to do after graduation?
B: I'm starting a new job as soon as I'm getting / I get my degree.
7. A: I'd better get back to the library.
B: OK. I'll see / I'm seeing you later.
8. A: I'll call you after I finished / I finish my exams.
B: Great. I'm going to stay in town until I start / I'll start my new job.
9. A: Tracy promised to call tomorrow, but I won't be / I'm not home.
B: Don't worry. I'll take / I take a message for you.
10. A: I have to do my homework now.
B: OK. I'll cook dinner while you do / you'll do that.

II Complete this conversation by circling the correct words.

A: Graduation ceremonies were this afternoon. I can't believe this year is over already.

B: Me neither. Do you realize that in September we'll live / we'll have been living^{1.} in this apartment for two years?

A: Amazing! And you'll have been studying / you'll be studying^{2.} here for four years.

B: I know. Next year at this time I'll have been graduating / I'll have graduated^{3.} already.

A: So, what'll you be doing / what'll you have done^{4.} next June? Any plans?

B: That's easy. Next June I'll be looking / I'll have been looking^{5.} for a job. How about you?

A: I won't have graduated / I'll have graduated^{6.} yet. I plan to go home at the beginning of July next year, so during June, I guess I'm going to be getting ready / I'll have gotten ready^{7.} to travel to Greece.

B: Lucky you. Next summer you sit / you'll be sitting^{8.} on beautiful beaches while I go / I'll go^{9.} to job interviews.

A: But just think. By the time I'll be getting / I get^{10.} back, you'll find / you'll have found^{11.} a good job. So while I'm learning / I will learn^{12.} all about verb tenses in school, you start / you'll be starting^{13.} your career.

III Circle the letter of the correct word(s) to complete each conversation.

1. —Are you free tonight? The NBA playoffs are on TV at nine. **A** **B** **C** **D**

—I have to study first, but I _____ by then.

(A) finished

(C) finish

(B) 'll have finished

(D) 'll have been finishing

2. —How will I recognize your brother when I get to the airport? **A** **B** **C** **D**

—He has short dark hair, and he _____ a black leather jacket.

(A) 'll be wearing

(C) 'll have been wearing

(B) wore

(D) 'll have worn

3. —Do you think Mustafa should take the TOEFL in June? **A** **B** **C** **D**

—Sure. By that time, he _____ for more than six months.

(A) 'll prepare

(C) 's prepared

(B) prepared

(D) 'll have been preparing

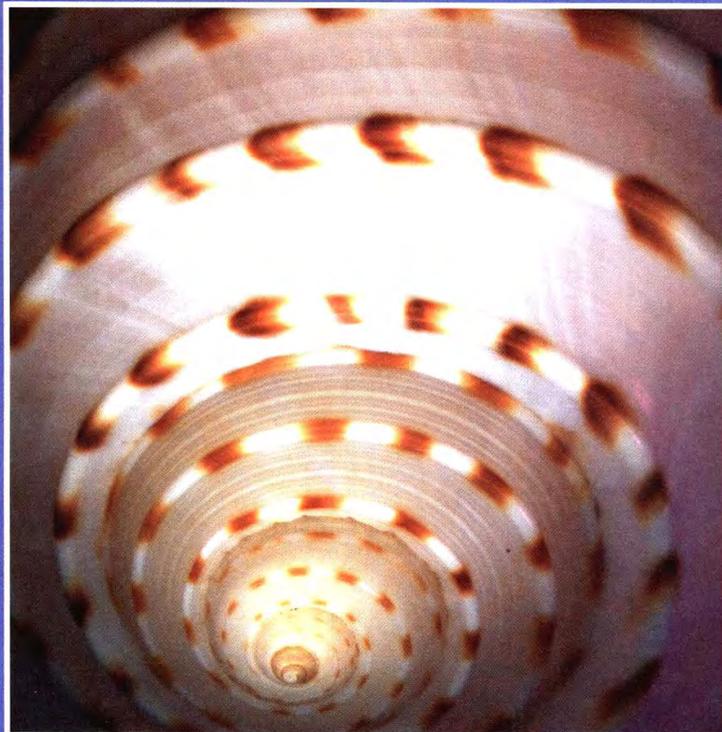
(continued)

4. —Are you still reading Jack Francis novels? **A B C D**
 —Yes, but when I _____ this one, I'll have read all his books.
 (A) 'll finish (C) finished
 (B) finish (D) 'll have finished
5. —Will we be delayed here in Boston for long? **A B C D**
 —I'm afraid so. The train _____ the station for an hour.
 (A) won't be leaving (C) won't have been leaving
 (B) won't have left (D) didn't leave
6. —Should we go to Anna's before the party? **A B C D**
 —No. By the time we get there, she _____ already.
 (A) leaves (C) 'll leave
 (B) 'll have left (D) has left
7. —I hear that Jason is planning to buy a car. **A B C D**
 —I know. By next month, he _____ enough for a used one.
 (A) 'll have been saving (C) saved
 (B) save (D) 'll have saved
8. —It's your turn to do the dishes, right? **A B C D**
 —I _____ them in a minute. I'm busy right now.
 (A) do (C) 'll do
 (B) 'll have done (D) 've done
9. —Have you heard a weather report? **A B C D**
 —Yes. It _____ this afternoon.
 (A) 's going to snow (C) snows
 (B) 's going to have been (D) 's snowing
10. —This job is endless. **A B C D**
 —I know. By the end of May, we _____ the house for two months.
 (A) 'll have painted (C) 'll have been painting
 (B) 'll paint (D) painted

PART



Negative Questions and Tag Questions, Additions and Responses



UNIT

7

Negative Yes / No Questions and Tag Questions

Grammar in Context

BEFORE YOU READ

👂 What do you like about the town or city where you live? What don't you like? Would you like to live in another country? Why or why not? Read these on-the-street interviews reported in a popular magazine.

International Living Magazine

IT'S A GREAT PLACE TO LIVE, ISN'T IT?

Our reporters around the world interviewed people working and studying in foreign countries. Our question: How do you like living here? Here's what we learned from Lydia Sousa, Anton Kada, Kinoro Okaya, and Tessa Bradley.



Ipanema Beach,
Rio de Janeiro, Brazil

Reporter: Hello. It's a beautiful day, **isn't it**? Do you mind if I ask you a few questions?

Sousa: Hi. **Haven't** I seen you on TV? You're Paulo Lopes, **aren't you**?

Reporter: That's right. I'm conducting a survey for *International Living Magazine*. You're not from Rio, **are you**?

Sousa: No, I'm not. I'm originally from Portugal. You could tell right away by my accent, **couldn't you**?

Reporter: How do you like living here?

Sousa: I love it. Just look around you—the beach, the bay, the mountains, the sky. It's fantastic looking, **isn't it**? I walk along this beach every day on the way to my office.

Reporter: It's not a bad way to get to work, **is it**?

Sousa: It's not a bad place to play either! Besides this beautiful beach, there are so many restaurants and clubs. It's a great place to live, **isn't it**?

IT'S A GREAT PLACE TO LIVE, ISN'T IT?



Seoul, South Korea

Reporter: You're a student, aren't you?

Kada: Yes, I am. I'm studying architecture at the Kaywon School of Art and Design.

Reporter: That's not in Seoul, is it?

Kada: No, it's not. But it's not far.

Reporter: So, how do you like living here? Doesn't the cold weather bother you?

Kada: No, I'm from Berlin, so I'm used to cold winters. I love this city. You can find modern skyscrapers right next to ancient structures.

Reporter: That's true. That's the old city gate over there, isn't it?

Kada: Yes. And there are several beautiful palaces nearby.

Reporter: This is one of the oldest markets in Cairo, isn't it?

Okaya: Yes, and one of the most interesting.

Reporter: Don't they have markets like this in Nairobi?

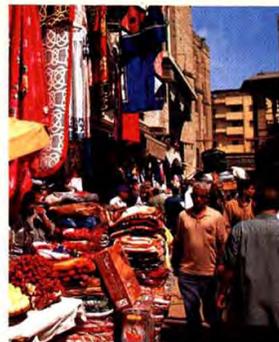
Okaya: Not this big. Hey, didn't you buy anything?

Reporter: Not today. So, what brought you to Cairo?

Okaya: My job. I work for an Internet provider that does a lot of business in Africa.

Reporter: It gets awfully hot here in the summer, doesn't it?

Okaya: Yes, but the winters are mild. And it almost never rains. You can't beat that, can you?



Cairo, Egypt

Reporter: You're from England, aren't you?

Bradley: Yes. I moved to Toronto 10 years ago.

Reporter: Was it a difficult adjustment?

Bradley: No, not really. First of all, having the same language makes things easy, doesn't it? And people here are very friendly.

Reporter: Why Canada?

Bradley: England's a small country. I was attracted by Canada's wide-open spaces. It seems to offer endless possibilities.

Reporter: Don't you miss your family back home?

Bradley: Sometimes, but the Internet keeps us connected. And they visit every year.

Reporter: It doesn't take long to cross the Atlantic, does it?

Bradley: No, that's why they call it "the Pond." It really *is* a small world now, isn't it?

Reporter: It sure is.



Toronto, Canada

AFTER YOU READ

Check the correct answers.

- At the end of the first interview, Sousa is saying:
 - I think Rio is a great place to live.
 - Do you think Rio is a great place to live?
- At the end of the third interview, the reporter is saying:
 - I don't think it gets very hot in Cairo.
 - I think it gets very hot in Cairo.

Grammar Presentation

NEGATIVE YES / NO QUESTIONS

WITH *BE* AS THE MAIN VERB

Questions
<i>Be</i> + <i>Not</i> + Subject
Aren't you from Rio de Janeiro?

Short Answers	
Affirmative	Negative
Yes, I am.	No, I'm not.

WITH ALL AUXILIARY VERBS EXCEPT *DO*

Questions
Auxiliary + <i>Not</i> + Subject + Verb
Aren't you moving?
Hasn't he been here before?
Can't they move tomorrow?

Short Answers			
Affirmative		Negative	
Yes,	I am.	No,	I'm not.
	he has.		he hasn't.
	they can.		they can't.

WITH *DO* AS THE AUXILIARY VERB

Questions
<i>Do</i> + <i>Not</i> + Subject + Verb
Doesn't he live here?
Didn't they move last year?

Short Answers			
Affirmative		Negative	
Yes,	he does.	No,	he doesn't.
	they did.		they didn't.

TAG QUESTIONS**WITH *BE* AS THE MAIN VERB**

Affirmative Statement	Negative Tag
Subject + <i>Be</i>	<i>Be</i> + <i>Not</i> + Subject
You're from Rio,	aren't you?

Negative Statement	Affirmative Tag
Subject + <i>Be</i> + <i>Not</i>	<i>Be</i> + Subject
You're not from Rio,	are you?

WITH ALL AUXILIARY VERBS EXCEPT *DO*

Affirmative Statement	Negative Tag
Subject + Auxiliary	Auxiliary + <i>Not</i> + Subject
You're moving,	aren't you?
He's been here before,	hasn't he?
They can move tomorrow,	can't they?

Negative Statement	Affirmative Tag
Subject + Auxiliary + <i>Not</i>	Auxiliary + Subject
You're not moving,	are you?
He hasn't been here before,	has he?
They can't move tomorrow,	can they?

WITH *DO* AS AN AUXILIARY VERB

Affirmative Statement	Negative Tag
Subject + Verb	<i>Do</i> + <i>Not</i> + Subject
He lives here,	doesn't he?
They moved last year,	didn't they?

Negative Statement	Affirmative Tag
Subject + <i>Do</i> + <i>Not</i> + Verb	<i>Do</i> + Subject
He doesn't live here,	does he?
They didn't move,	did they?

GRAMMAR NOTES

EXAMPLES

1. Use **negative yes/no questions** and **tag questions** to:

a. **check** information you believe to be true

b. **comment** on a situation

NEGATIVE YES / NO QUESTION

- **Doesn't Anton** live in Seoul?

TAG QUESTION

- Anton lives in Seoul, **doesn't he?**
(In both sentences, the speaker believes that Anton lives in Seoul and wants to check this information.)

NEGATIVE YES / NO QUESTION

- **Isn't it** a nice day?

TAG QUESTION

- It's a nice day, **isn't it?**
(In both sentences, the speaker is commenting on the weather.)

2. Like affirmative *yes/no* questions, **negative yes/no questions** begin with a form of *be* or an auxiliary verb, such as *have*, *do*, *will*, *can*, or *should*.

USAGE NOTE: We almost always use contractions in negative questions.

► **BE CAREFUL!** Use *are* (not *am*) in negative questions with *I* and a contraction.

- **Aren't you** Paulo Lopes?
- **Haven't I** seen you on TV?
- **Don't you** like the weather here?
- **Isn't it** beautiful?
- **Didn't you** move here last year?
- **Won't you** be sorry to leave?
- **Can't you** stay longer?
- **Shouldn't we** think about moving?
RARE ~~Should we not~~ think about moving?
- **Aren't I** right?
NOT ~~Am not~~ I right?

3. Form tag questions with statement + tag.

The statement expresses an **assumption**. The tag means *Right?* or *Isn't that true?*

- a. If the statement verb is affirmative, the tag verb is negative.
- b. If the statement verb is negative, the tag verb is affirmative.

Form the tag with a form of *be* or an auxiliary verb, such as *have*, *do*, *will*, *can*, or *should*. Use the **same auxiliary** that is in the statement.

If the statement does not use *be* or an auxiliary verb, use an appropriate form of **do** in the tag.

► **BE CAREFUL!** In the tag, only use pronouns.

When the subject of the statement is *that*, the subject of the tag is *it*.

- | | |
|--|---|
| statement | tag |
| • You're not from Rio, | are you? |
| • You're Paulo Lopes, | aren't you?
<i>(You're Paulo Lopes, right?)</i> |
| • You're not from Cairo, | are you?
<i>(You're not from Cairo. Isn't that true?)</i> |
| affirmative | negative |
| • You work on Thursdays, | don't you? |
| negative | affirmative |
| • You don't work on Thursdays, | do you? |
| • It's a nice day, | isn't it? |
| • You've lived here a long time, | haven't you? |
| • You come from London, | don't you? |
| • You'll be here tomorrow, | won't you? |
| • You can drive, | can't you? |
| • Tom works here, doesn't he?
NOT Tom works here, doesn't Tom ? | |
| • That's a good idea, isn't it?
NOT That's a good idea, isn't that ? | |

4. Use tag questions in conversations when you expect the other person to agree with you. In this type of tag question, the voice falls on the tag.

Use this type of tag question to:

- a. **check** information you believe is correct. You expect the other person to answer (and agree).
- b. **comment** on a situation. This type of tag question is more like a statement than a question. The other person can just nod or say *uh-huh* to show that he or she is listening and agrees.

- A:** It's getting warmer, **isn't it?**
- B:** Uh-huh. Seems more like spring than winter.
-
- A:** It doesn't snow here, **does it?**
- B:** No, never. That's why I love it.
-
- A:** Beautiful day, **isn't it?**
- B:** Uh-huh. More like spring than winter.

(continued)

5. Tag questions can also be used to **get information**. This type of tag question is more like a *yes/no* question. You want to confirm your information because you are not sure it is correct. Like a *yes/no* question, the voice rises on the tag, and you usually get an answer.

A: You're not moving, **are you?**
(*Are you moving?*)

B: Yes. I'm returning to Berlin.

OR

No. I'm staying here.

6. Answer negative *yes/no* questions and tag questions the same way you answer affirmative *yes/no* questions. The answer is *yes* if the information is correct and *no* if the information is not correct.

A: **Don't you** work in Toronto?

B: **Yes, I do.** I work there.

A: You work in Toronto, **don't you?**

B: **No, I don't.** I work in Montreal.

Focused Practice

1 DISCOVER THE GRAMMAR

👂 Read this conversation between Anton's mother, Petra, and a neighbor. Underline all the negative questions and circle all the tags.

PETRA: Hi, Kurt. Nice day, isn't it?

KURT: Sure is. What are *you* doing home today? Don't you usually work on Thursdays?

PETRA: I took the day off to help my son. He just got back from Korea, and he's looking for an apartment. You don't know of any vacant apartments, do you?

KURT: Isn't he going to stay with you?

PETRA: Well, he just got a new job at an architecture firm downtown, and he wants a place of his own nearby. Do you know of anything?

KURT: As a matter of fact, I do. You know the Edwards family, don't you? They're moving back to Toronto next month.

PETRA: Are they? What kind of apartment do they have?

KURT: A one-bedroom.

PETRA: It's not furnished, is it? Anton really doesn't have any furniture.

KURT: Can't he rent some? I did that in my first apartment.

PETRA: I don't know. Isn't it less expensive to buy?

2 GETTING READY TO MOVE

Grammar Note 3

Mr. and Mrs. Edwards are talking about their move to Toronto. Match the statements on the left with the tags on the right.

- | | |
|---|-----------------|
| ___ 1. You've called the movers, | a. can we? |
| ___ 2. They're coming tomorrow, | b. do we? |
| ___ 3. This isn't going to be cheap, | c. is he? |
| ___ 4. You haven't finished packing, | d. isn't it? |
| ___ 5. We don't need any more boxes, | e. aren't they? |
| ___ 6. Paul is going to help us, | f. have you? |
| ___ 7. We can put some things in storage, | g. isn't he? |
| ___ 8. Jack isn't buying our bookcases, | h. is it? |
| ___ 9. We need to disconnect the phone, | i. haven't you? |
| ___ 10. The movers aren't packing the books for us, | j. don't we? |
| ___ 11. We can't turn off the electricity yet, | k. can't we? |
| ___ 12. Moving is hard, | l. are they? |

3 A TV INTERVIEW

Grammar Notes 3-5

Complete this interview with Tessa Bradley. Use appropriate tags.

HOST: You've lived in Toronto for many years, haven't you ^{1.} ?

BRADLEY: Since I came here to teach video arts. Seems like ages ago. Looking back now, I can't believe I just packed one suitcase and got on a plane.

HOST: You didn't know anyone here either, _____ ^{2.} ?

BRADLEY: No. And I didn't have a cent to my name. Just some ideas and a lot of hope. It sounds crazy, _____ ^{3.} ?

HOST: Not when you look at all the TV shows you've done. Things have sure worked out for you, _____ ^{4.} ? You've already worked on two big TV series, and you've done some work for the movies as well. You're working on another movie now, _____ ^{5.} ?

(continued)

BRADLEY: Yes. It's a comedy about some kids who become invisible.

HOST: Sounds like a good movie for the whole family. I know I'll certainly take my kids to see it. Speaking of kids, you have some of your own, _____?

6.

BRADLEY: Two boys and a girl—all very visible!

HOST: I know what you mean. Do you ever wish they were invisible?

BRADLEY: Hmm. That's an interesting thought, _____?

7.

4 | ISN'T IT NICE?

Grammar Notes 1–2, 6

Anton is looking at an apartment. Complete these negative yes / no questions and short answers. Use the verbs that are in the sentences following the short answers.

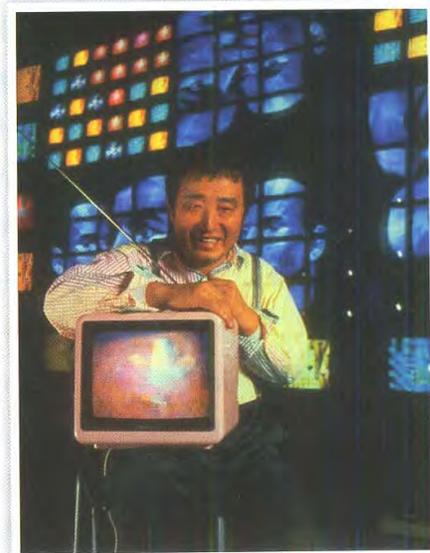
1. OWNER: _____ *Isn't your name* _____ Andreas Hauswirth?
ANTON: _____ *No, it isn't.* _____ My name is Anton Kada.
2. OWNER: You look familiar. _____ this apartment before?
ANTON: _____ I've never seen it before. This is the first time.
3. ANTON: _____ an ad in the newspaper?
OWNER: _____ I put an ad in yesterday's newspaper.
4. ANTON: The apartment feels hot. _____ an air-conditioner?
OWNER: _____ It has a fan. That really keeps it cool enough.
5. ANTON: I notice that there are marks on the walls. _____ it?
OWNER: _____ I'm going to paint it next week. I haven't had time yet.
6. OWNER: _____ a nice apartment?
ANTON: _____ It's a very nice apartment. But I'm not sure I can take it.
7. OWNER: _____ big enough?
ANTON: _____ It's big enough, but I can't afford it.
8. OWNER: _____ a roommate?
ANTON: _____ I can find one, but I really want to live alone.

5 MOVING AROUND

Grammar Notes 1–3, 6

Read this information about video artist Nam-Jun Paik. Imagine you are going to interview him, and you are not sure of the information in parentheses. Write negative yes / no questions or tag questions to check that information.

1. born July 1932 in Korea (in Seoul?)
2. at age 14, studied music (took piano lessons?)
3. family left Korea in 1950 (moved to Tokyo?)
4. moved to Germany in 1956 (studied music composition?)
5. began to compose electronic music (didn't write traditional music?)
6. during the 1960s created a new art form with TV screens and video (didn't paint on paper?)
7. moved to New York in 1964 (continued to miss Korea?)
8. produced a huge art installation for 1988 Seoul Olympics (used 1,003 TV monitors?)
9. after an illness in 1996 started painting on flat surfaces (doesn't do installations anymore?)
10. lives in New York (became a U.S. citizen?)



Nam-Jun Paik with his video art

1. Weren't you born in Seoul? OR You were born in Seoul, weren't you?
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

6 | EDITING

Tessa Bradley is working on a new TV show. Read part of this TV script. There are nine mistakes in the use of negative questions, tag questions, and short answers. The first mistake is already corrected. Find and correct eight more.

BEN: It's been a long time, Joe, haven't it?

JOE: That depends on what you mean by a long time, doesn't that?

BEN: Are not you afraid to show your face around here?

JOE: I can take care of myself. I'm still alive, amn't I?

BEN: Until someone recognizes you. You're still wanted by the police, are you?

JOE: I'll be gone by morning. Look, I need a place to stay. Just for one night.

BEN: I have to think about my wife and kid. Don't you have any place else to go?

JOE: Yes, I do. There's no one to turn to but you. You have to help me.

BEN: I've already helped you plenty. I went to jail for you, haven't I? And didn't I kept my mouth shut the whole time?

JOE: Yeah, OK, Ben. Don't you remember what happened in Vegas, do you?

BEN: Don't ever think I'll forget that! OK, OK. I can make a call.

Communication Practice

7 | LISTENING

👂 Listen to these people ask questions. Notice if their voices rise or fall at the end of each question. Listen again, and decide in each case if they are really asking a question (and expect an answer) or if they are just making a comment (and don't expect an answer). Check the correct column.

Expect an answer	Don't expect an answer	Expect an answer	Don't expect an answer
1. <input type="checkbox"/>	<input checked="" type="checkbox"/>	6. <input type="checkbox"/>	<input type="checkbox"/>
2. <input type="checkbox"/>	<input type="checkbox"/>	7. <input type="checkbox"/>	<input type="checkbox"/>
3. <input type="checkbox"/>	<input type="checkbox"/>	8. <input type="checkbox"/>	<input type="checkbox"/>
4. <input type="checkbox"/>	<input type="checkbox"/>	9. <input type="checkbox"/>	<input type="checkbox"/>
5. <input type="checkbox"/>	<input type="checkbox"/>	10. <input type="checkbox"/>	<input type="checkbox"/>

8 | INFORMATION GAP: LONDON AND TORONTO

Work in pairs (A and B). Student B, look at the Information Gap on page 101 and follow the instructions there. Student A, look at the questions below. What do you know about London? Complete the questions by circling the correct words and writing the tags.

1. London is / isn't the largest city in the United Kingdom, isn't it?
2. It is / isn't the capital of the United Kingdom, _____?
3. London lies on a river / the ocean, _____?
4. It consists of two / thirty-two "boroughs," or parts, _____?
5. It has / doesn't have a lot of theaters, _____?
6. Many / Not many tourists visit London, _____?
7. It is / isn't a very safe city, _____?

Ask Student B the questions. Student B will read a paragraph about London and tell you if your information is correct or not.

Example: A: London is the largest city in the United Kingdom, isn't it?
B: That's right.

Now read about Toronto, and answer Student B's questions.

TORONTO

Although Toronto is not the capital of Canada, it is the country's largest city. It is also home to the CN Tower, the world's tallest structure. Lying on the northwest shore of Lake Ontario, Toronto is a busy port. It is also the business and financial center of the country, as well as the leading city for publishing and TV and movie production.

Toronto is a very international city. More than 100 different languages are spoken, and over one-third of Toronto residents speak a language other than English at home.

With all this diversity, it is interesting to note that Toronto is one of the safest cities in the world.



Example: B: Toronto is the largest city in Canada, isn't it?
A: Yes, it is.

9 WHO KNOWS WHO BETTER?

How well do you know your classmates? Work with a partner. Complete the first ten questions with information about your partner that you think is correct. Add two questions of your own. Then ask the questions to check your information. Put a check next to each question that has correct information. Which one of you knows the other one better?

Examples: A: You're from Venezuela, aren't you?
B: That's right. OR No, I'm from Colombia.

A: Don't you play the guitar?
B: Yes. I play the guitar and the drums.

- ___ 1. _____, aren't you?
- ___ 2. Don't you _____?
- ___ 3. _____, can you?
- ___ 4. _____, haven't you?
- ___ 5. _____, did you?
- ___ 6. _____, do you?
- ___ 7. Aren't you _____?
- ___ 8. _____, will you?
- ___ 9. Didn't you _____?
- ___ 10. _____, can't you?
- ___ 11. _____, _____?
- ___ 12. _____, _____?

10 WRITING

You are going to interview a classmate about his or her city or school. Write eight questions. Use negative yes / no questions and tag questions. Ask your questions and write your classmate's answers.

Example: You're from Venezuela, aren't you?
Don't you speak French too?

11 ON THE INTERNET

C Work with a partner. Choose a city you both haven't been to. What do you know about the city? Write six tag questions with information you want to confirm. Then do a search and check your information. Take turns asking and answering questions.

Example: A: Rio isn't the capital of Brazil, is it?
B: No, it isn't. Brasília is.

INFORMATION GAP FOR STUDENT B

Student B, read about London and answer Student A's questions.

LONDON

London is the capital and largest city of the United Kingdom. It is also one of the oldest and largest cities in the world. Located in southeastern England, the city lies on the River Thames, which links it to shipping routes throughout the world. Because of its size, the city is divided into 32 "boroughs" or parts. With its many museums, palaces, parks, and theaters, tourism is a major industry. In fact, millions of tourists visit the city every year to take advantage of its many cultural and historical offerings. Unfortunately, like many great urban centers, London has problems such as traffic congestion, crime, and homelessness.



Example: A: London is the largest city in the United Kingdom, isn't it?
B: That's right.

Now look at the questions below. What do you know about Toronto? Circle the correct words and complete the tag questions.

1. Toronto is / isn't the largest city in Canada, isn't it ?
2. It is / isn't the capital of Canada, _____ ?
3. It has / doesn't have the tallest structure in the world, _____ ?
4. It lies on a lake / river, _____ ?
5. It has / doesn't have a lot of businesses, _____ ?
6. You can / can't hear many different languages there, _____ ?
7. It is / isn't a very safe place to live, _____ ?

Ask Student A the questions. Student A will read a paragraph about Toronto and tell you if your information is correct or not.

Example: B: Toronto is the largest city in Canada, isn't it?
A: Yes, it is.

UNIT

8

So, Too, Neither, Not either, and But

Grammar in Context

BEFORE YOU READ

👂 Look at the photos of twins. What is different about them? What is the same?
Read the article about identical twins.

The TWIN Question: *Nature or Nurture?*

by Ruth Sanborn, *Family Life* Editor

MARK AND GERALD are identical twins. Mirror images of each other, they also share many similarities in lifestyle. Mark is a firefighter, and **so is Gerald**. Mark has never been married, and **neither has Gerald**. Mark likes hunting, fishing, and Chinese food. **Gerald does too.**

These similarities might not be unusual in identical twins, except for one fact: Mark and Gerald were separated when they were five days old. They grew up in different states with different families. Neither one knew that he had a twin until they found each other accidentally at age 31.

Average people are fascinated by twins, and **so are scientists**. Identical twins share the same genes. Therefore, they offer researchers the chance to study the effect of genetic inheritance on health and personality.

However, when identical twins grow up together, they also experience the same environment. How can researchers separate these environmental factors from genetic factors? By looking at identical twins who were separated at birth! Twins with completely different childhoods give researchers the chance to study the age-old question: Which has more effect on our lives, heredity (the genes we receive from our parents) or environment (the social influences in our childhood)?



MARK AND GERALD

The TWIN Question



JIM AND JIM

Springer. And believe it or not, Lewis had married a woman named Linda, divorced her, and later married a woman named Betty. **So had Springer.**

Do our genes really determine our names, our spouses, our jobs, even our pets? The lives of other twins indicate that the question of nature or nurture is even more complicated than that.

Identical twins Andrea and Barbara, for example, were born in Germany and separated shortly after birth. Andrea stayed in Germany, **but Barbara didn't.** She moved to the United States with her adoptive American family. The twins grew up in different cultures, speaking different languages. Barbara didn't know she had a twin, **but Andrea did,** and she searched for her sister. When they met, they discovered amazing similarities. Each had a scar on her lip from an accident. Each had had a tonsillectomy—on the same day!

Nevertheless, there were important differences. Andrea is outgoing and expressive, **but Barbara isn't,** despite her identical genetic heritage. Both sisters got married and had two children. Andrea stayed married, but Barbara married and divorced several times.

Clearly, heredity doesn't completely govern our lives. **Our environment doesn't either.** The lives of twins separated at birth suggest that we have a lot to learn about the complex role these two powerful forces play in shaping human lives.

Some startling coincidences have turned up in these studies. One astonishing pair is the Springer and Lewis brothers, who were adopted by different families soon after birth. The Springer family named their adopted son Jim. **So did the Lewis family.** When the two Jims met for the first time as adults, they discovered more surprising similarities. Jim Lewis had worked as a gas station attendant and a law enforcement agent. **So had Jim Springer.** Both men had owned dogs. Lewis had named his Toy; **so had**



BARBARA AND ANDREA

This photograph was taken on the day Barbara and Andrea were reunited. The man standing between them, Thomas Gulotta, helped bring them together.

AFTER YOU READWrite **T** (true) or **F** (false).

- _____ 1. Gerald is married.
 _____ 2. Gerald doesn't like hunting.
 _____ 3. Jim Springer once worked at a gas station.
 _____ 4. Jim Springer's wife was named Betty.
 _____ 5. Barbara stayed in Germany.
 _____ 6. Andrea knew she had a twin.

Grammar Presentation**SIMILARITY: AND + SO, TOO, NEITHER, NOT EITHER****WITH BE AS THE MAIN VERB**

Affirmative	
Subject + <i>Be</i>	<i>And + So + Be + Subject</i>
Amy is a twin,	and so is Sue.

Negative	
Subject + <i>Be + Not</i>	<i>And + Neither + Be + Subject</i>
Amy isn't very tall,	and neither is Sue.

Affirmative	
Subject + <i>Be</i>	<i>And + Subject + Be + Too</i>
Amy is a twin,	and Sue is too.

Negative	
Subject + <i>Be + Not</i>	<i>And + Subject + Be + Not either</i>
Amy isn't very tall,	and Sue isn't either.

WITH ALL AUXILIARY VERBS EXCEPT DO

Affirmative	
Subject + Auxiliary	<i>And + So + Auxiliary + Subject</i>
Amy has had two sons,	and so has Sue.

Negative	
Subject + Auxiliary + <i>Not</i>	<i>And + Neither + Auxiliary + Subject</i>
Amy can't ski,	and neither can Sue.

Affirmative	
Subject + Auxiliary	<i>And + Subject + Auxiliary + Too</i>
Amy has had two sons,	and Sue has too.

Negative	
Subject + Auxiliary + <i>Not</i>	<i>And + Subject + Auxiliary + Not either</i>
Amy can't ski,	and Sue can't either.

WITH DO AS THE AUXILIARY VERB

Affirmative	
Subject + Verb	<i>And + So + Do + Subject</i>
Amy likes dogs,	and so does Sue.

Negative	
Subject + <i>Do + Not + Verb</i>	<i>And + Neither + Do + Subject</i>
Amy doesn't like cats,	and neither does Sue.

Affirmative	
Subject + Verb	<i>And + Subject + Do + Too</i>
Amy likes dogs,	and Sue does too.

Negative	
Subject + <i>Do + Not + Verb</i>	<i>And + Subject + Do + Not + Either</i>
Amy doesn't like cats,	and Sue doesn't either.

CONTRAST: BUT**WITH BE AS THE MAIN VERB**

Affirmative	Negative
Subject + <i>Be</i>	<i>But + Subject + Be + Not</i>
Amy is outgoing,	but Sue isn't .

Negative	Affirmative
Subject + <i>Be + Not</i>	<i>But + Subject + Be</i>
Amy isn't quiet,	but Sue is .

WITH ALL AUXILIARY VERBS EXCEPT DO

Affirmative	Negative
Subject + Auxiliary	<i>But + Subject + Auxiliary + Not</i>
Amy has traveled,	but Sue hasn't .

Negative	Affirmative
Subject + Auxiliary + <i>Not</i>	<i>But + Subject + Auxiliary</i>
Amy couldn't swim,	but Sue could .

WITH DO AS THE AUXILIARY VERB

Affirmative	Negative
Subject + Verb	<i>But + Subject + Do + Not</i>
Amy lives here,	but Sue doesn't .

Negative	Affirmative
Subject + <i>Do + Not</i>	<i>But + Subject + Do</i>
Amy doesn't drive,	but Sue does .

GRAMMAR NOTES

EXAMPLES

1. **Additions** are clauses or short sentences that follow a statement. They express similarity to or contrast with the information in the statement.

We use additions to avoid repeating information.

SIMILARITY

- Lewis bites his fingernails, **and so does Springer**.
(*Lewis bites his fingernails. Springer bites his fingernails.*)

CONTRAST

- Barbara's marriage ended, **but Andrea's didn't**.
(*Barbara's marriage ended. Andrea's marriage didn't end.*)

2. Use **so**, **too**, **neither**, or **not either** to express similarity.

Additions of similarity can either be clauses or separate sentences.

- Mark is a firefighter, **and so is Gerald**.
OR
- Mark is a firefighter, **and Gerald is too**.
(*Mark is a firefighter. Gerald is a firefighter.*)
- Mark isn't married. **Neither is Gerald**.
OR
- Mark isn't married. **Gerald isn't either**.
(*Mark isn't married. Gerald isn't married.*)

3. Use **so** or **too** if the addition follows an affirmative statement.

Use **neither** or **not either** if the addition follows a negative statement.

► **BE CAREFUL!** Notice the word order after **so** and **neither**. The verb comes before the subject.

- Mark **is** a firefighter, and **so is** Gerald.
OR
- Mark **is** a firefighter, and Gerald **is too**.
- Mark **didn't** get married. **Neither did** Gerald.
OR
- Mark **didn't** get married. Gerald **didn't either**.
- **So is** Gerald.
NOT So ~~Gerald~~ **is**.
- **Neither did** Gerald.
NOT Neither ~~Gerald~~ **did**.

4. Use *but* in additions of contrast.

If the statement is affirmative, the addition is negative.

- Amy **lived** in Germany, **but** Sue **didn't**.

If the statement is negative, the addition is affirmative.

- Amy's family **didn't speak** English, **but** Sue's **did**.

5. Additions always use a form of *be*, an auxiliary verb, or a modal.

a. If the statement uses *be*, use **be** in the addition.

- I'm a twin, and so **is** my cousin.

b. If the statement uses an auxiliary verb (a form of *be*, *have*, *do*, or *will*), or a modal (for example, *can*, *could*, *should*, *would*) use the **same auxiliary verb or modal** in the addition.

- Jim Lewis **had** worked in a gas station, and so **had** Jim Springer.
- I **can't** drive, and neither **can** my twin.

c. If the statement doesn't use *be* or an auxiliary verb, use an appropriate form of **do** in the addition.

- Lewis **bought** a Chevrolet, and so **did** Springer.
- Lewis **owns** a dog, and so **does** Springer.

6. In conversation, you can use short responses with *so*, *too*, *neither*, and *not either* to express agreement with another speaker.

A: I **have** a twin sister.

B: **So do I.** OR **I do too.**

A: I **don't have** any brothers or sisters.

B: **Neither do I.** OR **I don't either.**

USAGE NOTE: In informal speech, people say **Me too** to express agreement with an affirmative statement and **Me neither** to express agreement with a negative statement.

A: I **think** twin studies are fascinating.

B: **Me too.**

A: I've **never heard** of the Jim twins.

B: **Me neither.**

7. In conversation, use short responses with *but* to express disagreement with another speaker. You can often leave out *but*.

A: I **wouldn't like** to have a twin.

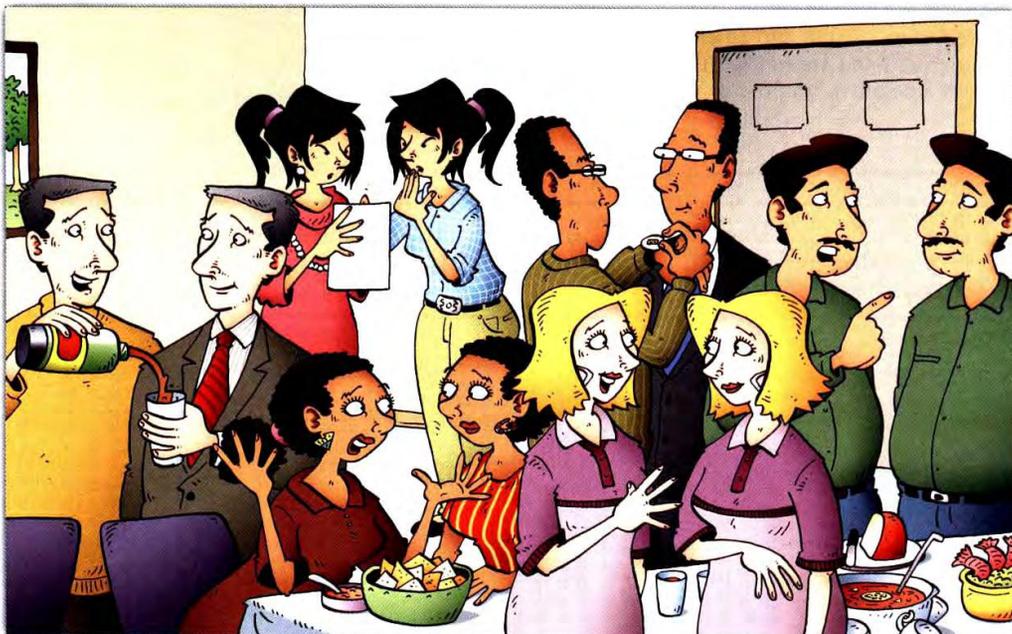
B: Oh, **(but) I would.**

Focused Practice

1 DISCOVER THE GRAMMAR

Read these short conversations between reunited twins. Decide if the statement that follows is true (T) or false (F).

1. MARK: I like Chinese food.
GERALD: So do I.
 Gerald likes Chinese food.
2. ANDREA: I don't want to go out tonight.
BARBARA: Neither do I.
 Barbara wants to go out tonight.
3. AMY: I didn't understand that article.
KERRIE: Oh, I did.
 Kerrie understood the article.
4. JEAN: I'm not hungry.
JOAN: I'm not either.
 Jean and Joan are hungry.
5. ANDREA: I was born in Germany.
BARBARA: So was I.
 Barbara and Andrea were both born in Germany.
6. AMY: I've always felt lonely.
KERRIE: So have I.
 Kerrie has felt lonely.
7. MARK: I'm ready to get married.
GERALD: I'm not.
 Gerald is ready to get married.
8. DAVE: I can meet at eight o'clock.
PETE: I can too.
 Pete can meet at eight o'clock.
9. JIM: I have a headache.
JIM: So do I.
 Both Jims have headaches.
10. DAVE: I'm not looking forward to the TV interview.
PETE: I am.
 Pete isn't looking forward to the TV interview.



2 | DOUBLE TROUBLE

Grammar Notes 1–5

Complete the paragraph about being a twin. Circle the correct words.

Sometimes being a twin can cause trouble. In high school, I was in Mr. Jacobs's history class. Neither / So^{1.} was Joe. One day we took a test. I got questions 18 and 20 wrong. Joe did so / too^{2.}. I didn't spell *Constantinople* correctly, and either / neither^{3.} did Joe. The teacher was sure we had cheated. As a result, I got an F on the test, and so did / got^{4.} Joe. We tried to convince Mr. Jacobs of our innocence. After all, I had sat on the left side of the room, but Joe didn't / hadn't^{5.}. As always, he sat on the right. But Mr. Jacobs just thought we had developed some elaborate way of sharing answers across the room. Our parents believed we were honest, but Mr. Jacobs didn't / weren't^{6.}. The principal didn't either / too^{7.}. We finally convinced them to give us another test. This time we were in separate rooms. I got questions 3 and 10 wrong. Guess what? Neither / So^{8.} did Joe. Our teacher was astounded, and / but^{9.} we weren't. We were just amused.

3 | WE HAVE SO MUCH IN COMMON

Grammar Note 6

👂 Two twins are talking. They agree on everything. Complete their conversation with short responses.

MARTA: I'm so happy we finally found each other.

CARLA: So am I^{1.}. I always felt like something was missing from my life.

MARTA: So ^{2.}. I always knew I had a double somewhere out there.

CARLA: I can't believe how similar we are.

MARTA: Neither ^{3.}. It's like always seeing myself in the mirror.

CARLA: Not only do we look identical, we like and dislike all the same things.

MARTA: Right. I hate lettuce.

CARLA: I ^{4.}. And I detest liver.

MARTA: So ^{5.}. I love pizza, though.

CARLA: So ^{6.}. But only with tomato and cheese. I don't like pepperoni.

MARTA: Neither ^{7.}.

CARLA: This is amazing! I wonder if our husbands have so much in common.

MARTA: So ^{8.}!

4 THE TWO BOBS

Grammar Notes 1–5

Look at this chart about the twins' husbands. Then complete the sentences about them. Add statements with **so**, **too**, **neither**, **not either**, and **but**.

	Bob Bowen	Bob Phillips
AGE	42	42
HEIGHT	6'2"	5'8"
WEIGHT	180 lb	180 lb
HAIR COLOR	blond	blond
EYE COLOR	blue	brown
HOBBIES	tennis	tennis
FAVORITE FOOD	steak	steak
MILITARY SERVICE	yes	no
EDUCATION	graduate degree	graduate degree
LANGUAGES	English, Spanish	English, French
JOB	lawyer	engineer
BROTHERS OR SISTERS	none	none

- Bob Bowen is 42, _____ *and so is Bob Phillips. OR and Bob Phillips is too.*
- Bob Bowen is 6'2", _____
- Bob Bowen weighs 180 pounds, _____
- Bob Bowen has blond hair, _____
- Bob Bowen doesn't have green eyes, _____
- Bob Bowen plays tennis, _____
- Bob Bowen likes steak, _____
- Bob Bowen served in the military, _____
- Bob Bowen has attended graduate school, _____
- Bob Bowen doesn't speak French, _____
- Bob Bowen became a lawyer, _____
- Bob Bowen doesn't have any brothers or sisters, _____

5 EDITING

Read Ryan's composition. There are five mistakes in the use of sentence additions. The first mistake is already corrected. Find and correct four more.

My Brother and I

My brother is just a year older than I am. (I'm 18.) We have a lot of things in common. We look alike. I am 5'10", and so ^{is he} ~~he~~ is. I have straight black hair and dark brown eyes, and so does he. We share some of the same interests too. I love to play soccer, and he too. Both of us swim every day, but I can't dive, and either can he.

Although there are a lot of similarities between us, there are also many differences. For example, he likes eating all kinds of food, but I don't. Give me hamburgers and fries every day! My brother doesn't want to go to college, but I don't. I believe it's important to get as much education as possible, but he wants to get real-life experience. Our personalities are quite different. I am quiet and easygoing, but he not. He has lots of energy and talks a lot. When I think about it, we really are more different than similar.

6 BROTHERS

Grammar Notes 2-5

Look at Exercise 5. Complete the chart by putting a check in the correct column(s).

	Ryan	Ryan's Brother
1. is 18 years old	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. is 5'10" tall	<input type="checkbox"/>	<input type="checkbox"/>
3. has black hair	<input type="checkbox"/>	<input type="checkbox"/>
4. has dark brown eyes	<input type="checkbox"/>	<input type="checkbox"/>
5. loves soccer	<input type="checkbox"/>	<input type="checkbox"/>
6. swims	<input type="checkbox"/>	<input type="checkbox"/>
7. dives	<input type="checkbox"/>	<input type="checkbox"/>
8. prefers hamburgers and fries	<input type="checkbox"/>	<input type="checkbox"/>
9. wants to go to college	<input type="checkbox"/>	<input type="checkbox"/>
10. prefers real-life experience	<input type="checkbox"/>	<input type="checkbox"/>
11. is quiet	<input type="checkbox"/>	<input type="checkbox"/>
12. is easygoing	<input type="checkbox"/>	<input type="checkbox"/>

Communication Practice

7 LISTENING

 A couple is out on a first date. Listen to their conversation. Then listen again, and check the correct column(s).

	Man	Woman		Man	Woman
1. loves Italian food	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. enjoys fiction	<input type="checkbox"/>	<input type="checkbox"/>
2. cooks	<input type="checkbox"/>	<input type="checkbox"/>	7. plays sports	<input type="checkbox"/>	<input type="checkbox"/>
3. eats out a lot	<input type="checkbox"/>	<input type="checkbox"/>	8. watches sports on TV	<input type="checkbox"/>	<input type="checkbox"/>
4. enjoys old movies	<input type="checkbox"/>	<input type="checkbox"/>	9. watches news programs	<input type="checkbox"/>	<input type="checkbox"/>
5. reads biographies	<input type="checkbox"/>	<input type="checkbox"/>	10. wants to see the documentary	<input type="checkbox"/>	<input type="checkbox"/>

8 LET'S EAT OUT

Work in pairs. Look at these two restaurant ads. What do the two restaurants have in common? In what ways are they different? Discuss these questions and agree upon the restaurant you want to go to.

Example: A: Luigi's serves Italian food.
B: So does Antonio's.

Luigi's
Italian Restaurant

Family-style eating since 1990

Open Tuesday–Sunday, 12:00–9:00

Early-Bird Special
(full dinner for \$8.95 if ordered before 6:00)

No reservations necessary

No credit cards

875 Orange St.



Antonio's
Ristorante Italiano

Established in 1990

Relaxed dining in a romantic atmosphere

Open seven days a week—dinner only

Reservations suggested

All credit cards accepted

1273 Orange Street 453-3285



One free beverage with this ad

9 A GOOD MATCH?

Work in pairs. Look at Exercise 7. Do you think that the man and woman are a good match? Discuss your reasons. How important is it for couples to have a lot in common?

Example: A: The man and woman have a lot in common.

B: He loves Italian food, and so does she.

10 HOW COMPATIBLE ARE YOU?

Complete these statements. (For items 11 and 12, add your own statements.) Then read your statements to a classmate. He or she will give you a short response. Check the items the two of you have in common. Then do the same with another classmate.

Example: A: I like to walk in the rain.

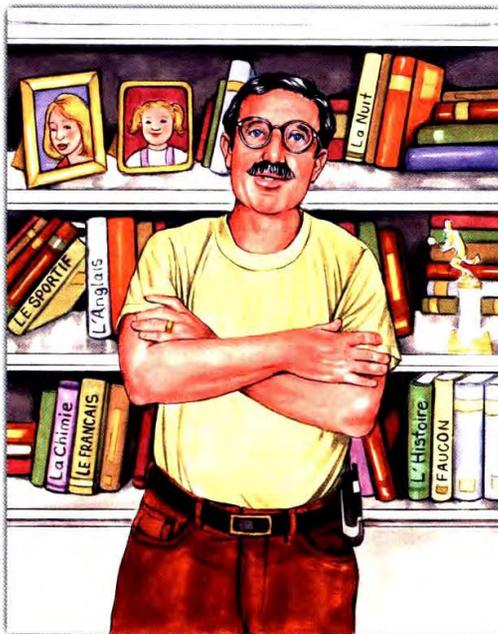
B: So do I. OR Oh, I don't. I like to stay home and watch TV.

	I have these things in common with:	
	<u>(Classmate 1)</u>	<u>(Classmate 2)</u>
1. I like to _____	<input type="checkbox"/>	<input type="checkbox"/>
2. I never _____	<input type="checkbox"/>	<input type="checkbox"/>
3. I get angry when _____	<input type="checkbox"/>	<input type="checkbox"/>
4. I love _____ <small>(name of food)</small>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can't _____	<input type="checkbox"/>	<input type="checkbox"/>
6. I would like to _____	<input type="checkbox"/>	<input type="checkbox"/>
7. I have never _____	<input type="checkbox"/>	<input type="checkbox"/>
8. When I was younger, I didn't _____	<input type="checkbox"/>	<input type="checkbox"/>
9. I will never _____	<input type="checkbox"/>	<input type="checkbox"/>
10. I have to _____	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>
12. _____	<input type="checkbox"/>	<input type="checkbox"/>

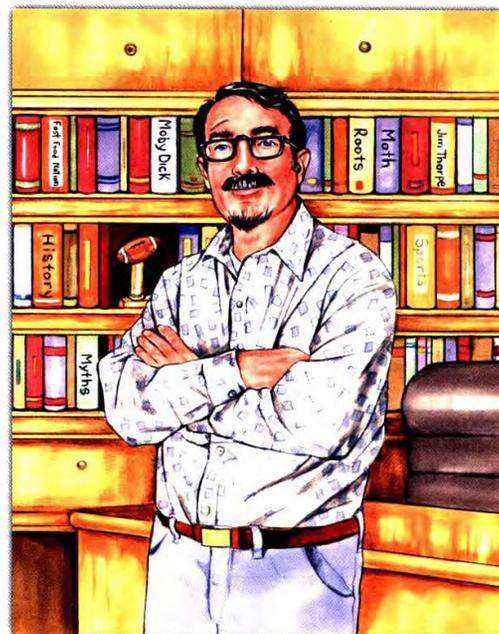
Count the number of checks for each of the two classmates. Which classmate do you have more in common with?

11 | MICHAEL AND MATTHEW

Work with a partner. Look at the pictures of these twins. How many things do they have in common? How many differences can you find? You have eight minutes to write your answers. Then compare your answers with those of another pair.



Michael



Matthew

Example: Michael has a mustache, and so does Matthew.

12 | NATURE OR NURTURE?

Reread the article beginning on page 102. Which is more important, nature or nurture? Have a class discussion. Give examples to support your views.

Example: In my opinion, nurture is more important than nature. For example, my brother and I grew up together, but we are very different. He could throw a ball when he was only three, but I couldn't. I hate sports . . .

13 WRITING

*Do you know any twins? If so, write two paragraphs about them. What do they have in common? What are their differences? If you don't know any twins, write about two people who are close (siblings, cousins, friends, spouses, etc.). Use **so, too, neither, not either, and but**. You can use Exercise 5 as a model.*

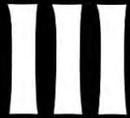
Example: My friends Marcia and Tricia are identical twins, but they work very hard to look different from each other. Marcia is 5'3" tall, and so is Tricia. Marcia has black hair and brown eyes, and Tricia does too. However, Marcia wears her hair very short and loves lots of jewelry. Tricia doesn't. She . . .

14 ON THE INTERNET

 *Do a search on famous twins. Choose a pair you know about or one from the list. What kind of work do they do? Does being twins help them with their work? What do they have in common? What are their biggest differences? Discuss your information with a small group.*

Alison Blackman Dunham and Jessica Blackman Freedman
 Alvin and Calvin Harrison
 Mark and Scott Kelly
 Joel and Benji Madden
 Ashley and Mary-Kate Olson
 Larissa and Melanie Watson

Example: Alison Blackman Dunham and Jessica Blackman Freedman are both advice columnists. Alison has a master's degree and so does Jessica . . .



From Grammar to Writing

Avoiding Repetition with Sentence Additions

When you write, one way to avoid repetition is to use sentence additions.

Example: Brasília is a capital city. Washington, D.C. is a capital city. →
Brasília is a capital city, and so is Washington, D.C.

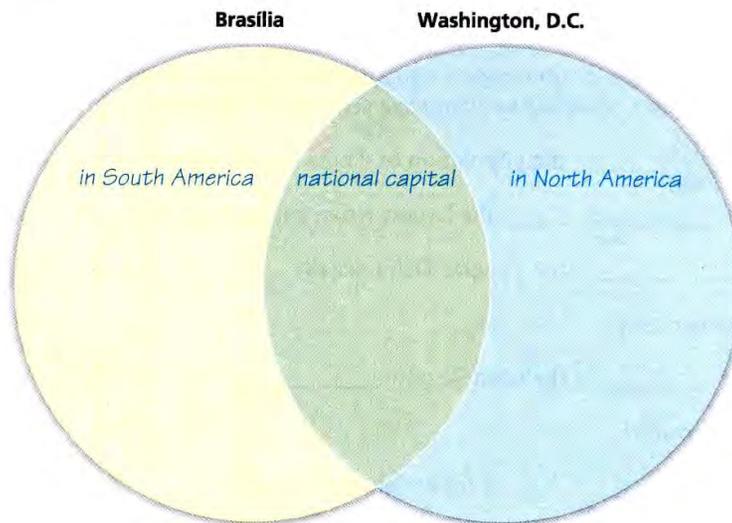
- 1 Read this student's essay comparing and contrasting Brasília and Washington, D.C. Underline once all the additions that express similarity. Underline twice all the additions that express contrast.

BRASÍLIA AND WASHINGTON, D.C.

Citizens of Brasília and citizens of Washington, D.C. live on different continents, but their cities still have a lot in common. Brasília is its nation's capital, and so is Washington. Brasília did not exist before it was planned and built as the national capital. Neither did Washington. Both cities were designed by a single person, and both have a definite shape. However, twentieth-century Brasília's shape is modern—that of an airplane—but eighteenth-century Washington's isn't. Its streets form a wheel.

The cities reflect their differences in location and age. Brasília is located in a dry area in the highlands, while Washington was built on wet, swampy land. As a result, Brasília has moderate temperatures all year, but Washington doesn't. Washington is famous for its cold winters and hot, humid summers. Brasília was built 600 miles from the Atlantic coast in order to attract people to an unpopulated area. Washington, near the Atlantic coast, includes old towns that had already existed. Brasília is home to many famous theaters and museums, and so is Washington. However, as a new city, Brasília has not yet become its nation's real cultural center. Washington hasn't either. Washington is its country's capital, but it is not its country's most popular city. Neither is Brasília. Many people still prefer the excitement of Rio and New York.

2 Before writing the essay in Exercise 1, the student made a Venn diagram showing the things that Brasilia and Washington, D.C. have in common, and the things that are different. Complete the student's diagram.



3 Before you write . . .

1. Work with a partner. Agree on a topic for an essay of comparison and contrast. For example, you can compare two places, two people, two types of food, or two TV programs.
2. Brainstorm ideas and complete a Venn diagram like the one in Exercise 2.

4 Write an essay of comparison and contrast using your diagram in Exercise 3.

5 Exchange essays with a different partner. Underline once all the additions that show similarity. Underline twice the additions that show difference. Write a question mark (?) above the places where something seems wrong. Then answer the following questions.

	Yes	No
1. Did the writer use the correct auxiliary verbs in the additions?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the writer use correct word order?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do the examples show important similarities and differences?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are some details you would like to know about the two things the writer compared? _____		

6 Work with your partner. Discuss each other's editing questions from Exercise 5. Then rewrite your own paragraph and make any necessary corrections.

PART



Review Test

I Complete the tag questions and negative questions with an appropriate form of the verbs in parentheses. Some will be affirmative; some will be negative.

1. Isn't the population of China over a billion?
(be)
2. China is the largest Asian country, isn't it?
(be)
3. Does the Yangtze Delta usually produce 25 percent of China's rice crop?
(produce)
4. Are the Chinese now planting millions of trees to stop erosion?
(plant)
5. China exports a lot of fish, doesn't it?
(export)
6. Beijing is always the capital of China, has it?
(be)
7. Marco Polo visited Beijing, didn't he?
(visit)
8. Did Kublai Khan name Beijing *Dadu* a long time ago?
(name)
9. The Chinese language uses an alphabet, does it?
(use)
10. Do people speak different dialects today in China?
(speak)

II Complete these tag questions and negative questions.

1. Mr. Chen comes from China, doesn't he?
2. He's been staying with the Carsons, isn't he?
3. The Carsons haven't been to China yet, have they?
4. Will they meet Mr. Chen for the first time in school?
5. They hadn't known him before then, did they?
6. The Carsons don't speak Chinese, do they?
7. Are we having dinner with them next Saturday?

8. We should bring something, _____?
9. _____ we be staying there pretty late?
10. We'll have a lot of questions to ask, _____?
11. _____ it going to be an interesting evening?

III Circle the letter of the correct response.

1. John lives in L.A. (A) B C D
 (A) So does Alice. (C) But Alice does.
 (B) Neither does Alice. (D) Alice doesn't either.
2. —Didn't he use to live in New York? A B C D
 —_____ He lived in Boston.
 (A) No, he didn't. (C) Neither did he.
 (B) Yes, he did. (D) But he did.
3. Alice got married two years ago. A B C D
 (A) Neither did John. (C) So did John.
 (B) So does John. (D) But John did.
4. —Alice is going to China, isn't she? A B C D
 —_____ She's flying there on Friday.
 (A) No, she isn't. (C) But she is.
 (B) Yes, she is. (D) But she isn't.
5. Doesn't John work for A. Linden & Co.? A B C D
 (A) He doesn't either. (C) Yes, he is.
 (B) Neither does he. (D) Yes, he does.
6. Alice has been working there for five years. A B C D
 (A) But John hasn't. (C) So does John.
 (B) John hasn't either. (D) Neither has John.
7. Alice is looking for a new job. A B C D
 (A) So is John. (C) John does too.
 (B) But John doesn't. (D) But John is.
8. John has an interview tomorrow, doesn't he? A B C D
 (A) Yes, he will. (C) So does he.
 (B) Yes, he does. (D) Neither does he.

(continued)

9. John should look at the employment ads. **A B C D**
 (A) But Alice should. (C) Alice should too.
 (B) Alice shouldn't either. (D) Neither should Alice.
10. Wasn't Alice going to speak to her boss? **A B C D**
 (A) No, she wasn't. (C) No, she won't.
 (B) So is she. (D) Neither does she.

IV Complete these conversations with responses.

1. A: I've never eaten here before.
 B: I haven't either. But it's supposed to be very good.
2. A: I don't like cabbage.
 B: _____ my husband. He never eats the stuff. Maybe they have another vegetable.
3. A: My dish tastes very salty.
 B: _____ mine. We're going to be really thirsty later.
4. A: My mother often made this dish.
 B: My mother _____. It was always one of my favorites.
5. A: I was planning to invite Alice to join us.
 B: That's funny. I _____. I'm sorry we didn't.
6. A: I'd love some dessert.
 B: _____ I. The chocolate cake looks good.
7. A: I'm full.
 B: I _____. I can't eat another bite.
8. A: Luigi's doesn't accept credit cards.
 B: This restaurant _____. But don't worry. I have enough cash on me.
9. A: I shouldn't have any more coffee.
 B: _____ I. I won't be able to sleep.
10. A: I'm glad we did this.
 B: _____ I. It was a lot of fun.

V Read this letter. There are seven mistakes in the use of negative questions, tag questions, and sentence additions. The first mistake is already corrected. Find and correct six more.

Dear Stacy,

I'm a pretty bad letter writer, ~~amn't~~^{aren't} I? How are you? You didn't mention Marta in your last letter. Don't you roommates anymore? My new roommate's name is Rafaella. We have a lot in common. She's 18, and so I am. She lived in Chicago, and, of course, I did too. We have the same study habits too. She doesn't stay up late, and neither don't I.

Luckily, there are some important differences too. You remember what my room looked like at home, didn't you? Well, I'm not very neat, but Rafaella is. I can't cook, but she can too. So life is improving. You have a break soon, do you? Why don't you come for a visit? I know the three of us would have a good time.

Love,
Mona



**PART
IV**

Gerunds and Infinitives



UNIT

9

Gerunds and Infinitives: Review and Expansion

Grammar in Context

BEFORE YOU READ

👂 *What do you think of fast-food restaurants like McDonald's? Read this article about the largest fast-food restaurant chain in the world.*

McWORLD



"I'll have a Big Mac, a large fries, and a medium soda." The language may change, but you can **expect to hear** this order in more than 100 countries all over the world. Fast food has become almost synonymous with McDonald's™, the best known of all multinational fast-food restaurant chains. At the moment, Antarctica is the only continent that doesn't (yet!) have a McDonald's. And the numbers **keep growing**. In the United States alone, most McDonald's customers **need to travel** less than four minutes **to arrive** at the next pair of golden arches.

Dining on fast food has become a way of life for millions and millions of people from Illinois, U.S.A. (the first McDonald's location) to Colombo, Sri Lanka (a more recent opening). What is it **about eating** on the run that so many people find appealing? Of course, the most obvious answer is that, true

to its name, fast food is fast. In today's hectic society, people **don't want to waste** time. But apart from the speed of **ordering and getting** served, satisfied customers talk about convenience, price, and, yes, even good taste.

Many people also like the familiarity and reliability that fast-food chains provide. You can **count on getting** the same thing every time, every place. McDonald's **has started to introduce** some local variety, though. For example, in the New England region of the United States, you can get a lobster roll; in Japan, you can order a teriyaki McBurger; and in India, you can have a Maharaja Mac or a Vegetable Burger. And although most McDonald's restaurants resemble one another, some **try to adjust** to the surroundings. In Freiburg, Germany, one McDonald's is housed in an historic building more than 700 years old, and in Sweden, there's even a McSki lodge.



New Delhi, India

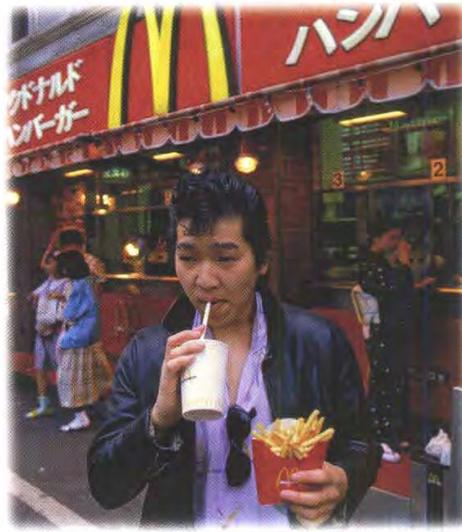
Not everyone is **in favor of** fast-food restaurants' **spreading** over the globe. In fact, a lot of people are **fed up with seeing** the same restaurants wherever they go.

"**Walking** down the Champs Elysées just isn't as romantic as it used to be. When I see McDonald's or KFC (Kentucky Fried Chicken) everywhere I go, I feel that the world is shrinking too much," complained one traveler. But there are more serious objections.

Nutritionists point to the health consequences **of eating** fast foods since they are generally high in calories, fat, and salt, but low in fiber and nutrients. In a word, they're unhealthy. Sociologists complain that fast-food restaurants may **prevent** families **from spending** quality time together around the dinner table. Social critics **condemn** fast-food chains **for introducing** unhealthy foods

to other countries and **for underpaying** their workers. Then there is the issue of the environment. Those Big Macs and Quarter Pounders use a lot of disposable packaging and this, in turn, creates a lot of waste. It's a high price to pay for convenience.

But like it or not, it's **easy to see** that fast-food restaurants like McDonald's aren't going away. From Rovaniemi, Finland, in the north; Invercargill, New Zealand, in the south; Tokyo, Japan, in the east; and Vancouver, Canada, in the west, the sun never sets on the golden arches.



Tokyo, Japan

Fast Facts

- The average adult in the United States visits a fast-food restaurant six times a month.
- Hamburgers are the most popular fast food in the United States.
- Tacos are the second most popular fast-food choice in the United States, followed by pizza and chicken.
- Men are more **likely** than women **to order** a hamburger.
- Lunch is the most popular meal at a fast-food restaurant.

AFTER YOU READ

Write **T** (true) or **F** (false).

- _____ 1. The number of McDonald's restaurants is increasing.
- _____ 2. You can order exactly the same type of food at each McDonald's.
- _____ 3. Everyone loves fast-food restaurants.
- _____ 4. Fast-food restaurants don't pay their workers enough.

Grammar Presentation

GERUNDS AND INFINITIVES

Gerunds
Eating fast foods is convenient.
They recommend reducing fats in the food.
She started buying McBreakfast every day.
We're tired of reading calorie counts.
I didn't like his ordering fries.

Infinitives
It's convenient to eat fast foods.
They plan to reduce fats in the food.
She started to buy McBreakfast every day.
We were surprised to read the number of calories.
I urged him to order fries.
It's time to eat .

GRAMMAR NOTES

EXAMPLES

1. The **gerund** is often used as the subject of a sentence.

- **Eating** fast food can be fun.
- **Not caring** about calories is a mistake.

2. The **gerund** is often used after certain verbs as the object of the verb.

You can use a **possessive** (*Anne's, the boy's, your, his, her, its, our, their*) before the gerund.

USAGE NOTE: In informal spoken English, many people use **object pronouns** instead of possessives before the gerund.

- I **dislike eating** fast food every day.
- Julio **considered not eating** fast foods.
- I dislike **Julio's eating** fast foods.
- I dislike **his eating** fast foods.
- I dislike **him eating** fast foods.

3. Some verbs can be followed by the **infinitive**. These verbs fall into three groups:

a. **verb + infinitive**

b. **verb + object + infinitive**

c. **verb + infinitive**

OR

verb + object + infinitive

USAGE NOTE: In formal written English, it is considered incorrect to “split” an infinitive by placing a word between **to** and the base form of the verb. However, many people do not follow this rule.

- They *hope to open* a new McDonald’s.
- She *chose not to give up* meat.
- I *urge you to try* that new restaurant.
- She *convinced him not to order* fries.
- I *want to try* that new restaurant.
- I *want her to try* it too.
- We wanted **to order** quickly.
NOT We ~~wanted to quickly order~~.

4. Some verbs can be followed by either the **gerund** or the **infinitive**. The meanings are the same.

► **BE CAREFUL!** A few verbs (for example, *stop*, *remember*, and *forget*) can be followed by either the gerund or the infinitive, but the meanings are very different.

- I *started bringing* my own lunch.
OR
- I *started to bring* my own lunch.
- She *stopped eating* pizza.
(*She doesn’t eat pizza anymore.*)
- She *stopped to eat* pizza.
(*She stopped another activity in order to eat pizza.*)
- He *remembered meeting* her there.
(*First he met her. Then he remembered that he did it.*)
- He *remembered to meet* her there.
(*First he remembered. Then he met her. He didn’t forget.*)
- I never *forgot eating* lunch at McDonald’s.
(*I ate lunch at McDonald’s and I didn’t forget the experience.*)
- I never *forgot to eat* lunch.
(*I always ate lunch.*)

(continued)

5. The **gerund** is the only verb form that can follow a preposition.

There are many common **verb + preposition** and **adjective + preposition** combinations that must be followed by the gerund and not the infinitive.

► **BE CAREFUL!** *To* can be part of the infinitive or it can be a preposition. Use the gerund after the preposition *to*.

- I read an article **about counting** calories.
- I don't **approve of eating** fast food.
- We're **interested in trying** different types of food.
- We look forward **to having** dinner with you.
Nor We look forward ~~to have~~ dinner with you.

6. The **infinitive** can often follow an adjective. Many of these adjectives express feelings or attitudes about the action in the infinitive.

- They were **eager to try** the new taco.
- She was **glad to hear** that it was low in calories.
- We're **ready to have** something different.

7. The **infinitive** can also follow certain nouns.

- It's **time to take** a break.
- I have the **right to eat** what I want.
- They made a **decision to lose** weight.
- It's a high **price to pay**.
- He has **permission to stay** out late.

8. Use the **infinitive** to explain the **purpose** of an action.

- Doug eats fast food **to save** time.

9. To make **general statements** you can use:

gerund as subject

OR

it + infinitive

- **Cooking is fun.**

OR

- **It's fun to cook.**

Reference Notes

For a list of verbs that can be followed by the gerund, see Appendix 3 on page A-2.

For lists of verbs that can be followed by the infinitive, see Appendices 4 and 5 on page A-3.

For a list of verbs that can be followed by either the gerund or the infinitive, see Appendix 6 on page A-3.

For lists of verb + preposition and adjective + preposition combinations, see Appendices 7 and 8 on page A-3.

For a list of adjectives that can be followed by the infinitive, see Appendix 9 on page A-4.

Focused Practice

1 DISCOVER THE GRAMMAR

Read this questionnaire about fast-food restaurants. Underline the gerunds and circle the infinitives.

FAST-FOOD QUESTIONNAIRE

Please take a few minutes to complete this questionnaire about fast-food restaurants. Check (✓) all the answers that are appropriate for you.

1. In your opinion, eating fast food is

- convenient fast healthy cheap fun

2. Which meals are you used to eating at a fast-food restaurant?

- breakfast lunch dinner snacks none

3. Which types of fast food do you like to eat?

- hamburgers pizza fried chicken tacos sushi
 Other: _____ None

4. What is the most important issue to you in selecting a fast-food restaurant?

- choice of food quality of food
 fast service low prices
 Other: _____

5. How often are you likely to eat at a fast-food restaurant?

- 1–3 times a week 4–6 times a week
 more than 6 times a week never

6. How much do you enjoy going to fast-food restaurants?

- I like it very much. It's just OK.
 I don't enjoy it. I never go.

7. How do you feel about seeing the same fast-food restaurants all over the world?

- I like it. It doesn't bother me. I don't like it.

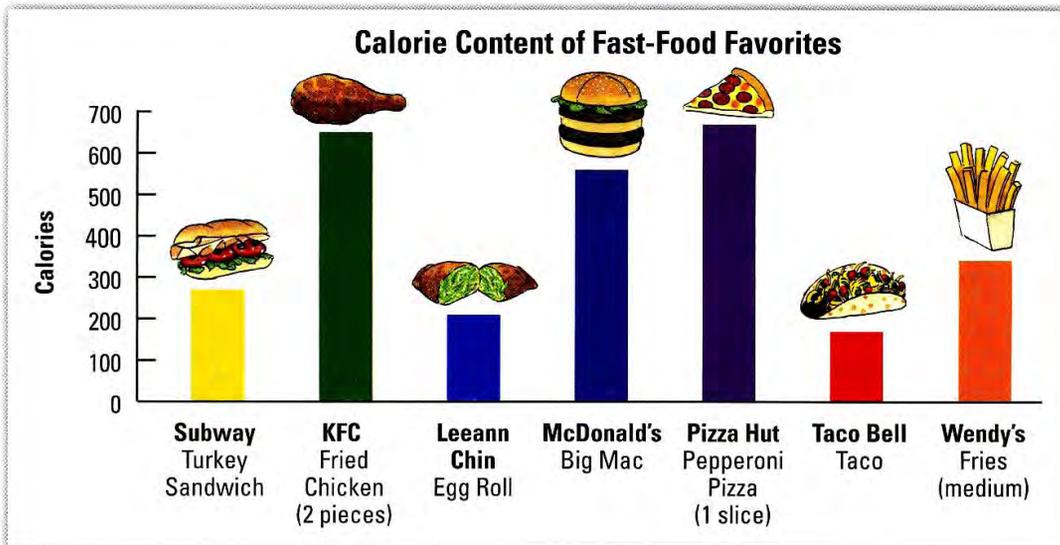
8. Do you think the government should require fast-food restaurants to include healthy choices?

- Yes No

2 FOOD FOR THOUGHT

Grammar Notes 1–3, 5–6

Complete these statements with the correct form—gerund or infinitive—of the verbs in parentheses. Use the bar graph to find the number of calories.



1. Ordering a Big Mac will “cost” you about 560 calories.
(Order)
2. Having a Taco Bell taco is much less fattening. One taco has only about 180 calories.
(Have)
3. If you want to lose weight, you should consider eating a Subway turkey sandwich. It contains around 280 calories.
(lose) (eat)
4. You're likely to gain weight if you eat half of a medium pepperoni pizza. A single slice at Pizza Hut has about 680 calories.
(gain)
5. Stop from eating so many french fries! An order at Wendy's contains about 350 calories.
(eat)
6. Think about choosing an egg roll instead of fries. Leeann Chin's has just a little over 220 calories.
(choose)
7. Nutritionists advise people to stay away from fried chicken. A two-piece order at KFC's contains about 650 calories.
(stay away)

3 FOOD EXCHANGES

Grammar Notes 2–4

Complete each summary with the appropriate form of a verb from the box plus the gerund or infinitive form of the verb in parentheses.

admit	deserve	forget	recommend	remember	stop	try	volunteer
-------	---------	-------------------	-----------	----------	------	-----	-----------

1. CUSTOMER: Uh, didn't I order a large fries too?

SERVER: That's right, you did. I'll bring them right away.

SUMMARY: The server _____ *forgot to bring* _____ the fries.
(bring)

2. FATHER: That Happy Meal isn't enough for you anymore. Have a Big Mac, OK?

CHILD: OK, but I really wanted the toy in the Happy Meal.

SUMMARY: The father _____ a Big Mac.
(order)

3. MOM: This car is a mess! Somebody throw out all those fast-food containers!

STAN: I'll do it, Mom.

SUMMARY: Stan _____ the fast-food containers.
(throw out)

4. PAT: Hi, Renee. Want to go to Pizza Hut with us?

RENEE: Thanks, but I can't eat fast food now. I'm training for the swim team.

SUMMARY: Renee _____ fast food.
(eat)

5. EMPLOYEE: Thanks for the raise. I can really use it.

MANAGER: You've earned it. You're our best drive-through server.

SUMMARY: The employee _____ a raise.
(receive)

6. VIJAY: I think you should quit that fast-food job. Your grades are suffering.

CAROL: It's hard to decide. I need to save for college, but if my grades are bad . . .

SUMMARY: Carol _____ whether to keep her job.
(decide)

7. MOM: You're not eating dinner. You had some fast food today, didn't you?

CHRIS: Well . . . Actually, I stopped at Arby's, but I only had a large fries.

SUMMARY: Chris _____ at Arby's after school.
(stop)

8. TIM: I used to stay in the McDonald's playground for hours when I was little.

WANG: Yeah, me too. My mother couldn't get me to leave.

SUMMARY: The boys _____ in the playground.
(play)

4 CHOICES

Grammar Notes 1–9

Use the correct forms of the words in parentheses to complete the letters to the editor of a school newspaper.

To the Editor,

Yesterday, my roommate Andre _____ *persuaded me to have* _____ lunch with him in the dining hall. I wondered about _____ there because last year he _____ the dining hall completely. But when we went in, I _____ understood. Instead of _____ greasy fries and mystery meat, I was delighted _____ the colorful Taco Bell sombrero. In my opinion, _____ to fast foods is the way _____. The administration made a great choice. I _____ fast food, and I _____ me to give campus food another try.

1. (persuade / I / have)
2. (Andre / want / go)
3. (stop / use)
4. (find)
5. (see)
6. (switch)
7. (go)
8. (support / they / offer)
9. (appreciate / my friend / persuade)

M. Rodriguez

To the Editor,

I'm writing this letter _____ my anger and disappointment at _____ fast-food chains in the dining halls. When a classmate and I went to eat yesterday, I _____ the usual healthy choices of vegetables and salads. I _____ a fast-food court. In my opinion, it was outrageous _____ fast food into the college dining hall. As a commuter, I _____ a healthy meal every evening before class, so I _____ from fast foods. I _____ a salad bar so that students like me can _____ meals on campus.

10. (express)
11. (have)
12. (expect / we / find)
13. (not count on / see)
14. (bring)
15. (need / have)
16. (attempt / stay away)
17. (urge / the administration / set up)
18. (keep on / buy)

B. Chen

5 EDITING

Read these posts to an international online discussion group. There are fifteen mistakes in the use of the gerund and infinitive. The first mistake is already corrected. Find and correct fourteen more.

FOOD

[\[Read Responses\]](#)
[\[Post a New Response\]](#)
[\[Return to Index\]](#)
[\[Previous\]](#)
[\[Next\]](#)

Re: love those tacos
eating OR *to eat*
 I love **eat** tacos for my lunch. I think they are delicious, convenient, nutritious, and inexpensive. I don't even mind to have the same thing every day! What do you think?

Re: vegetarian travel

I'm a vegetarian. I stopped to eat meat two years ago. I feel a little nervous about traveling to other countries. I'm going to Ghana in September. Is it easy finding meatless dishes there?

Re: takoyaki

Hi! I am Paulo and I come from Brazil. I enjoy trying different foods. I really want try takoyaki (fish balls made with octopus) when I go to Japan. Is there a takoyaki shop you can recommend my going to? I look forward to hear from you.

Re: recipe exchange

My name is Natasha. I'm interested in exchange recipes with people from other countries. If you want to know about Russian food, I'd be glad sending you some information.

Re: calamari

Hi! I was in Italy last month. I don't usually like eating seafood, so I was not eager trying calamari (squid). I was surprised finding that I liked it! I expected it being tough, but it's actually quite tender if prepared well.

Re: cheap and delicious in Taiwan

Are you going to Taiwan? If so, I suggest to try the little restaurants around the National University in Taipei. Eat there is cheap and it's easy finding the neighborhood. The dumpling shops are great—once you eat one dumpling there, you won't want stopping.

Communication Practice

6 LISTENING

👂 Listen to two college students discuss their responses to a food services survey. Then listen again and check the suggestions that each student agrees with.

School Food Services Survey		Lily	Victor
We're changing and you can help! Please complete the survey by checking (✓) the changes you want to see.			
1. Introducing Burger Queen fast foods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Showing fat and calorie contents of each serving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Providing more healthy choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lowering prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Improving food quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Offering Chinese food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Starting breakfast at 6:30 A.M.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 QUESTIONNAIRE

Look again at the questionnaire on page 129. Answer the questions. Then have a class discussion about your answers. Tally the results.

Example: Fifteen students agree that eating fast food is convenient and cheap.

8 FOODS FROM AROUND THE WORLD

Imagine that you are planning an international food festival. Which foods from your country would you like to see there? Which foods from other countries would you enjoy trying? Make a list. Compare your list with other groups' lists.

Example: I'd like people to try takoyaki. For myself, I'm interested in trying Turkish food.

9 INFORMATION GAP: THE RIGHT JOB?

Work in pairs (A and B). Student B, go to page 137 and follow the instructions there. Student A, ask Student B questions to complete the quiz below. Answer Student B's questions.

- Example:** A: What does Jennifer enjoy doing?
 B: She enjoys working with others. What does Jennifer expect to do?
 A: She expects to make a lot of money.

JOB / PERSONALITY QUIZ

Before you start looking at job ads, take this quiz to find out about your job preferences. Complete the statements with information about yourself.

Name: Jennifer Johnson

- I enjoy working with others.
- I expect to make a lot of money.
- I'm good at _____.
- I dislike working inside.
- I don't mind _____.
- I'm willing to learn new skills.
- I never complain about _____.
- I'm eager to meet new people.
- I plan _____ next year.
- I dream about owning my own business one day.
- I can't stand _____.
- I expect people to be friendly.

JOB CENTER

Volunteering can lead to a high-paying job
Be a Park Volunteer!
 Learn about plants and wildlife
 Lead tours through the park

Word Processor
 in busy 2-person office
 ~ 3 days/week
 ~ must type 60 wpm
 ~ must meet deadlines
 ~ \$10/hr

BURGER QUEEN
 Server Wanted
 evenings
 \$6/hr

Athletic Department Office Assistant
 - answer phones during registration
 - file papers
 - \$6/hr

When you are finished, compare quizzes. Are they the same? Look at the job notices to the right of the quiz. Which jobs do you think would be good for Jennifer? Which jobs wouldn't be good for her? Explain your choices.

10 TROUBLESHOOTING

Work in small groups. For each of the social problems below, brainstorm as many solutions as you can in five minutes. (You can also add a problem not listed.) Then compare your answers with those of another group. You can use some of the following expressions.

I'm in favor of . . .	I'm opposed to . . .
I support . . .	I'm against . . .
I suggest . . .	What about . . .
I go along with . . .	We need . . .
I advise . . .	I recommend . . .
We should start / stop . . .	I urge . . .

1. In many countries, a lot of people are overweight. What can people do about this problem?

- Example:** A: How about improving physical education programs in schools?
 B: I'm in favor of offering healthier meals in schools.
 C: We need to educate people about the role of exercise.

2. Heavy traffic is a big problem in both cities and suburbs. What can we do about it?

3. Many adults can't read or write well enough to function in society. What can be done about this problem?

4. There are millions of homeless people living in the streets and parks. How can we help solve this problem?

5. Another social problem: _____

11 WRITING

Write a short editorial about a social problem. You can use one of the topics in Exercise 10 or choose your own. Express your opinions and give reasons for your ideas. Use gerunds and infinitives.

- Example:** I'm in favor of requiring people to take a road test every time they renew their license. By polishing their skills every few years, people will become better drivers . . .

Exchange editorials with a classmate. After you read your classmate's editorial, write a letter to the editor explaining why you agree or disagree with your classmate's opinions.

- Example:** To the Editor:
 I go along with requiring additional road tests for drivers. People's eyesight and reflexes can change a lot in five years . . .

12 ON THE INTERNET

C Do a search on a fast-food restaurant or an online restaurant menu. Using the information you find, complete the sentences. Use gerunds and infinitives. Share your opinions with a partner and decide which restaurant is the better choice.

Examples: At (name of restaurant), people can expect to find . . .
 This restaurant seems . . .
 Many people can / can't afford . . . because . . .
 If you eat here, try to avoid . . .
 I'd like / wouldn't like . . . because . . .
 I recommend . . .

INFORMATION GAP FOR STUDENT B

Student B, answer Student A's questions. Then ask Student A questions to complete the quiz below.

Example: A: What does Jennifer enjoy doing?
 B: She enjoys working with others. What does Jennifer expect to do?
 A: She expects to make a lot of money.

JOB / PERSONALITY QUIZ
 Before you start looking at job ads, take this quiz to find out about your job preferences. Complete the statements with information about yourself.

Name: Jennifer Johnson

- I enjoy working with others.
- I expect to make a lot of money.
- I'm good at talking to people.
- I dislike _____.
- I don't mind working nights.
- I'm willing _____.
- I never complain about following orders.
- I'm eager _____.
- I plan to major in business next year.
- I dream about _____ one day.
- I can't stand rushing.
- I expect people _____.

JOB CENTER

Volunteering can lead to a high-paying job
Be a Park Volunteer!
 Learn about plants and wildlife
 Lead tours through the park

Word Processor
 in busy 2-person office
 ~ 3 days/week
 ~ must type 60 wpm
 ~ must meet deadlines
 ~ \$10/hr

BURGER QUEEN
 Server Wanted
 evenings
 \$6/hr

Athletic Department Office Assistant
 - answer phones during registration
 - file papers
 - \$6/hr

When you are finished, compare quizzes. Are they the same? Look at the job notices to the right of the quiz. Which jobs do you think would be good for Jennifer? Which jobs wouldn't be good for her? Explain your choices.

UNIT

10

Make, Have, Let, Help, and Get

Grammar in Context

BEFORE YOU READ

👂 Look at the photos. How do you think these animals learned to perform like this? Do you think people should use animals for entertainment? Read this article about performance animals.

That's Entertainment?

"Ooooh!" cries the audience as the orcas leap from the water in perfect formation. "Aaaah!" they shout as the trainer rides across the pool on the nose of one of the giants.

For years, dolphins, orcas, and other sea mammals have been **making audiences say** *oooh* and *aaaah* at water parks like Sea World. But how do trainers **get nine-ton whales to do** acrobatic tricks with a human or **make them "dance"**?

It's not easy. Traditional animal trainers controlled animals with collars and leashes and **made them perform** by using cruel punishments. Then, in the 1940s, parks wanted to **have dolphins do tricks**. The first trainers faced big problems. You can't **get a dolphin to wear** a collar. And you can't punish a dolphin—it will just swim away from you! This challenge **made the trainers develop** a kinder, more humane method to teach animals.

This method, positive reinforcement, uses rewards rather than punishments for training. To begin teaching, a trainer **lets an animal act** freely. When the trainer sees the "correct" behavior, he or she immediately rewards the animal, usually with food. The animal quickly learns that a reward follows the behavior.



"Ooooh!"

That's Entertainment?

For complicated acts, the trainer breaks the act into many smaller parts and **has the animal learn** each part separately.

Positive reinforcement has revolutionized our treatment of animals in zoos. Elephants, for example, need a lot of physical care. However, traditional trainers used force to **make elephants "behave."** Elephants sometimes rebelled and hurt or even killed their keepers. Through positive reinforcement, elephants at modern zoos have learned to stand at the bars of their



Elephant performing in circus

cage and **let keepers draw** blood for tests and **take care of** their feet. Trainers even **get primates** (monkeys and apes) to **bring** their own bedding to the keepers for washing. Gary Priest, a former orca trainer, **helped the keepers train** the elephants at the San Diego Zoo. Do the elephants like the new system? "They love it! They'll do anything we ask. They'd fly for us if they could," Priest said.

Unfortunately, not all trainers use positive reinforcement. Animal rights organizations have found abuses of animal actors by circuses and other entertainment companies. And the question remains: Even with kind treatment, should we keep animals captive and **have them perform** just for our entertainment? In the wild, orcas may travel 100 miles a day. Is it really kind to **make them live** in small pools of chemically treated water? Today, more and more people say the only real kindness is to **let these animals live** natural lives.

AFTER YOU READ

Read the first sentence of each item. Then circle the letter of the sentence that is closest in meaning.

1. You can't get a dolphin to wear a collar.
 - a. Dolphins wear collars.
 - b. Dolphins don't wear collars.
2. A trainer lets an animal act freely.
 - a. The animal is allowed to do what it wants.
 - b. The animal must behave well.
3. He helped the keepers train the elephants.
 - a. He trained the elephants alone.
 - b. He worked with the keepers.

Grammar Presentation

MAKE, HAVE, LET, HELP, AND GET

<i>Make, Have, Let, Help</i>				
Subject	<i>Make / Have / Let / Help</i>	Object	Base Form	
They	make (don't) have let help*	them animals	learn	tricks.

* *Help* can also be followed by the infinitive.

<i>Get</i>				
Subject	<i>Get</i>	Object	Infinitive	
They	(don't) get	them animals	to learn	tricks.

GRAMMAR NOTES

1. Use ***make***, ***have***, and ***let*** + **object** + **base form** of the verb to talk about things that someone can **require**, **cause**, or **permit** another person (or an animal) to do.

You can also use ***make*** to mean *cause to*.

EXAMPLES

- They **make** *animals* **learn** tricks.
(*They require animals to learn tricks.*)
- They **have** *them* **perform** for crowds.
(*They cause them to perform for crowds.*)
- They **let** *them* **have** food as a reward.
(*They permit them to have food as a reward.*)
- This will **make** *them* **learn** faster.
(*This will cause them to learn faster.*)

2. ***Help*** can be followed by:

object + base form of the verb

OR

object + infinitive

The meaning is the same.

USAGE NOTE: ***Help*** + **base form** of the verb is more common.

- She **helped** *me* **do** the homework.
- OR
- She **helped** *me* **to do** the homework.

3. **Get** has a similar meaning to *make* and *have*.

It is always followed by **object + infinitive**, not the base form of the verb.

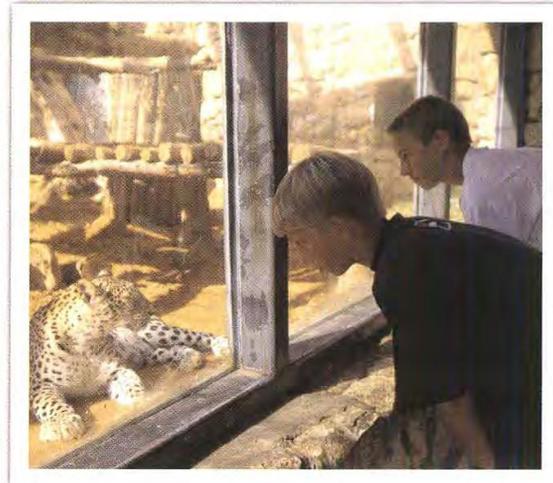
- The teacher **got us to stay** a little later.
(After some effort, the teacher succeeded in persuading us to stay.)
NOT The teacher ~~got us stay~~ a little later.

Focused Practice

1 DISCOVER THE GRAMMAR

Read the first sentence of each item. Then circle the letter of the sentence that is closest in meaning.

- Ms. Bates got the principal to arrange a class trip to the zoo.
 - Ms. Bates arranged a class trip.
 - The principal arranged a class trip.
- Mr. Goldberg had us do research about animals.
 - Mr. Goldberg did research for us.
 - We did research.
- My teacher made me rewrite the report.
 - I wrote the report again.
 - I didn't write the report again.
- She got me to add more information.
 - I agreed to add more information.
 - I didn't agree to add more information.
- Ms. Lee let us use our dictionaries during the test.
 - We were allowed to use our dictionaries.
 - We had to use our dictionaries.
- My mother didn't let me stay home from school.
 - I stayed home from school.
 - I went to school.



(continued)

7. Paulo helped Maria do her homework.
 a. Paulo did Maria's homework for her.
 b. Both Paulo and Maria worked on her homework.
8. Professor Washington let us choose our own topic for our term paper.
 a. We chose our own topic.
 b. We didn't choose our own topic.

2

WHO'S THE BOSS?

Grammar Notes 1–2

Students in a conversation class are talking about their experiences with authority figures. Complete each sentence by circling the correct verb. Then match each situation on the left with the person in authority on the right and write the letter of the answer on the line.

- | | |
|---|---------------------|
| <u>c</u> 1. The elephant was tired that day, so she didn't <u>help</u> / <u>have</u> it perform. | a. my teacher |
| ___ 2. I didn't really want to work overtime this week, but she <u>made</u> / <u>let</u> me work late because some of my coworkers were sick. | b. my doctor |
| ___ 3. I forgot to turn on my headlights before I left the parking lot a few nights ago. She <u>made</u> / <u>let</u> me pull over to the side of the road and asked to see my license. | c. the trainer |
| ___ 4. At first, we didn't really want to write in our journals. He explained that it would help us. Finally, he <u>had</u> / <u>got</u> us to try it. | d. my father |
| ___ 5. My check was delayed in the mail. I told him what had happened, and he <u>had</u> / <u>let</u> me pay the rent two weeks late. | e. a police officer |
| ___ 6. I needed to get a blood test for my school physical. He <u>got</u> / <u>had</u> me roll up my sleeve and make a fist. | f. the judge |
| ___ 7. We're a big family, and we all have our own chores. While she washed the dishes, she <u>helped</u> / <u>had</u> me dry. My brother swept. | g. my landlord |
| ___ 8. I'm an only child, and when I was young I felt lonely. He <u>let</u> / <u>got</u> me sleep over at my friend's house. | h. my boss |
| ___ 9. I wasn't paying attention, and I hit a parked car. He <u>let</u> / <u>made</u> me tell the court what happened. | i. my mother |

3 | IN CLASS

Grammar Notes 1–3

A Complete each summary. Use the correct form of the verbs in parentheses. Some summaries will be affirmative; some will be negative.

1. PABLO: Ms. Allen, do I have to rewrite this composition on elephants?

MS. ALLEN: Only if you want to.

SUMMARY: Ms. Allen didn't make Pablo rewrite OR didn't make him rewrite his composition.
(make / rewrite)

2. ANA: Could I work alone? I really don't like to work in a group.

MS. ALLEN: You need to work in a group today.

SUMMARY: She _____ in a group.
(make / work)

3. MS. ALLEN: Fernando, could you do me a favor and clean the board before you leave?

FERNANDO: Sure.

SUMMARY: She _____ the board.
(have / clean)

4. MS. ALLEN: Uri, please show Greta how to research orcas on the Internet.

URI: Sure.

SUMMARY: She _____ Greta how to do research on the Internet.
(get / teach)

5. URI: Google is a search engine. Just type *orca* in that space and hit "Return."

GRETA: Wow! Look at all that information!

SUMMARY: Uri _____ information about orcas.
(help / find)

6. HECTOR: What does *positive reinforcement* mean?

MS. ALLEN: Why don't you see if one of your classmates can explain it to you?

SUMMARY: Ms. Allen _____ his classmates for help.
(have / ask)

(continued)

B Now complete the summaries with **make, have, let, help, or get** plus the correct form of the verbs in parentheses. Some summaries will be affirmative; some will be negative.

1. MASAMI: Can we use our dictionaries during the test?

MS. ALLEN: No. You should be able to guess the meaning of the words from the context.

SUMMARY: She didn't let them use their dictionaries.
(use)

2. MARÍA: Mom, can I borrow the car?

MOM: Only if you drive your sister to soccer practice.

SUMMARY: María's mother _____ her sister to soccer practice.
(drive)

3. JOHN: Can I borrow your camera for our class trip to the zoo?

DAD: Sure. I know you'll take good care of it.

SUMMARY: John's father _____ his camera.
(borrow)

4. JOHN: Excuse me, could I take pictures in here?

ZOO WORKER: Sure, but don't use the flash. Light bothers these animals.

SUMMARY: The zoo worker _____ the flash on his camera.
(use)

5. PAUL: Ms. Allen, which movie on this list do you think we should rent?

MS. ALLEN: You might like *Free Willy*. It's about a captive orca.

SUMMARY: Ms. Allen _____ a movie to rent.
(choose)

6. MARÍA: John, the group wants you to read your report to the class.

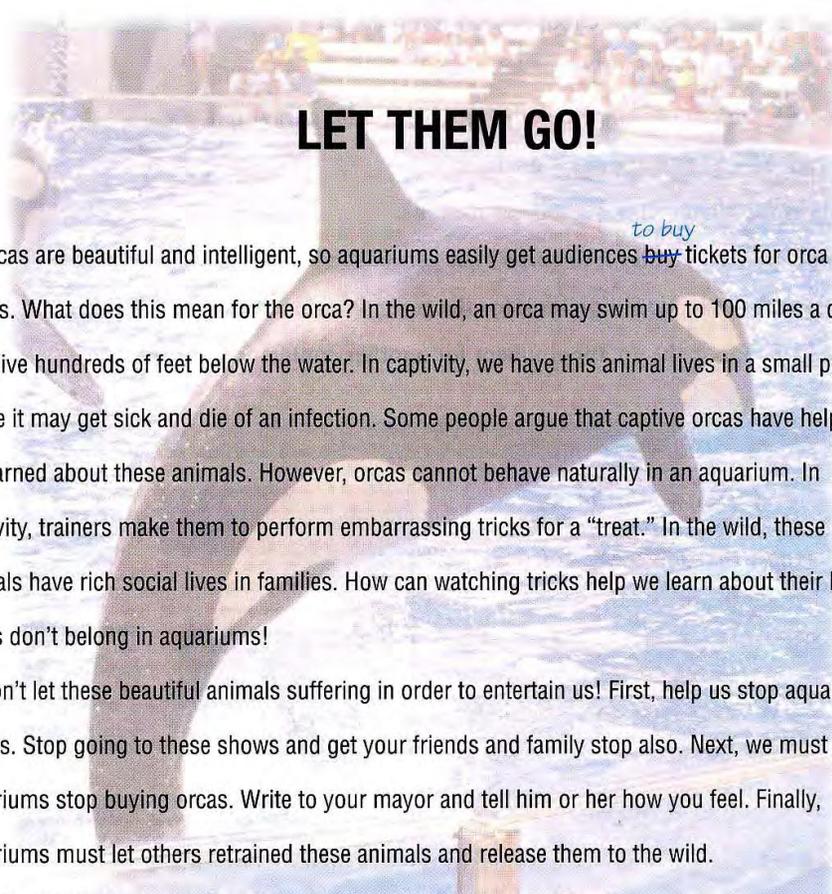
JOHN: No way! Sorry, but speaking in front of the class makes me nervous.

SUMMARY: María _____ the report to the class.
(read)

4 EDITING

Read this e-mail petition about orcas. There are eight mistakes in the use of **make**, **have**, **let**, **help**, and **get**. The first mistake is already corrected. Find and correct seven more.

LET THEM GO!



LET THEM GO!

Orcas are beautiful and intelligent, so aquariums easily get audiences ^{to buy} ~~buy~~ tickets for orca shows. What does this mean for the orca? In the wild, an orca may swim up to 100 miles a day and dive hundreds of feet below the water. In captivity, we have this animal lives in a small pool where it may get sick and die of an infection. Some people argue that captive orcas have helped us learned about these animals. However, orcas cannot behave naturally in an aquarium. In captivity, trainers make them to perform embarrassing tricks for a “treat.” In the wild, these animals have rich social lives in families. How can watching tricks help we learn about their lives? Orcas don't belong in aquariums!

Don't let these beautiful animals suffering in order to entertain us! First, help us stop aquarium shows. Stop going to these shows and get your friends and family stop also. Next, we must make aquariums stop buying orcas. Write to your mayor and tell him or her how you feel. Finally, aquariums must let others retrained these animals and release them to the wild.

Help us help the orcas! Sign this e-letter and send it to your friends.

Communication Practice

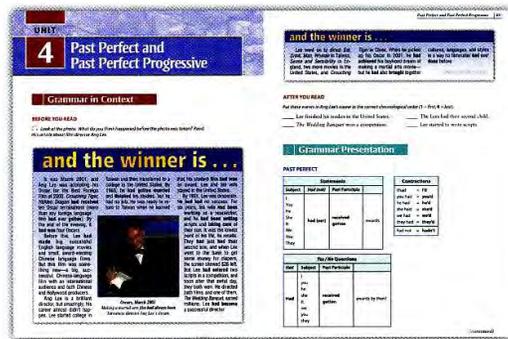
5 LISTENING Grammar Notes 1-3

👂 Listen to a student talk to his teacher about a writing assignment. Then listen again, and write **T** (true) or **F** (false) next to each statement.

- T 1. Ms. Jacobson let Simon choose his own topic.
- ___ 2. She let him change the topic of his essay.
- ___ 3. She had him remove some details from his second paragraph.
- ___ 4. She got him to talk about his uncle.
- ___ 5. She helped him correct a grammar mistake.
- ___ 6. Simon got Ms. Jacobson to correct the gerunds in his essay.
- ___ 7. Ms. Jacobson made Simon look for the gerunds in his essay.
- ___ 8. She let Simon make an appointment for another conference.

6 TEXTBOOK SURVEY

Complete this survey. Then work in small groups. Compare answers. Do you and your classmates have the same opinion of your textbook?



Does this textbook . . .	Always	Often	Sometimes	Rarely	Never
1. make you think?	<input type="checkbox"/>				
2. help you learn?	<input type="checkbox"/>				
3. have you work in pairs and groups?	<input type="checkbox"/>				
4. get students to speak in class?	<input type="checkbox"/>				
5. get you to practice outside of class?	<input type="checkbox"/>				
6. let you find and correct mistakes?	<input type="checkbox"/>				
7. help you to speak accurately?	<input type="checkbox"/>				
8. make learning fun?	<input type="checkbox"/>				
9. let you test your own progress?	<input type="checkbox"/>				
10. let you choose your own topics for discussion?	<input type="checkbox"/>				

7 BRINGING UP TEENAGERS

Look at this list. Check the things you think are important to make or let a teenager do. Compare and discuss your list with a partner.

- stay out until midnight on weekends
- stay over at a friend's house
- travel alone to a foreign country
- get a part-time job
- dye his or her hair another color
- help with the housework
- play a musical instrument
- take care of younger children
- learn to drive
- study every day, including weekends
- exercise
- go to the dentist every year
- learn another language
- take care of a pet animal

Example: A: I think it's important to make your kids come home before midnight—even on weekends.

B: I'm not so sure. I think parents should let their children stay out late one night a week. It gives them a sense of responsibility . . .

8 ROLE PLAY: HARD CHOICES

Work with a partner. Read about the following problems. Role-play your discussion about how to solve each one. Use **make, have, let, help, and get**.

1. A parent and his or her 12-year-old daughter are discussing a school dance. The daughter wants permission to go to the dance with a boy her parent doesn't know. She wants to buy a new dress and wear makeup. Role-play the discussion between the parent and the daughter.

Example: DAUGHTER: All my friends are going. You never let me have any fun.

PARENT: You can go, but have the boy's parents call me before.

2. Two friends are spending the day at an amusement park. One wants to go to an aquarium show and would be very disappointed not to see it. The other feels it's wrong to keep wild animals in an aquarium and to make them perform. Role-play the discussion between the two friends.

9 | WRITING

Write a paragraph about someone who helped you learn something (for example, a parent, other relative, teacher, friend). What did the person get you to do that you never did before? How did this person help you? Did he or she let you make mistakes in order to learn? Use **make, have, let, help, and get**.

Example: My older brother was a big help to me when I was a teenager. He got me to try new things, and he even taught me to dance. He wasn't like a lot of my friends' older brothers. He never laughed at my mistakes or made me feel stupid . . .

10 | ON THE INTERNET

 Do a search on a wild animal. Share your information with a small group. What is this animal's life like in the wild? What is it like in a zoo? Is it right to make this animal live in captivity? What are some arguments for and against?

Example: Pandas are very rare. I think zoos can help protect rare animals so they won't become extinct.

From Grammar to Writing

Using Parallel Forms: Gerunds and Infinitives

When you are writing a list using gerunds or infinitives, make sure the items are in parallel form. If a list starts with a gerund, all items in that list should be gerunds. If it starts with an infinitive, all items in the list should be infinitives.

Example: Homer loved hunting, fishing, and ~~to hike~~. →
 Homer loved **hunting, fishing, and hiking**.
 OR
 Homer loved **to hunt, fish, and hike**.

Note that in a list of infinitives it is not necessary to repeat *to*.

1 Read this movie summary. Correct any gerunds or infinitives that are not parallel.

OCTOBER SKY
 Directed by Joe Johnston

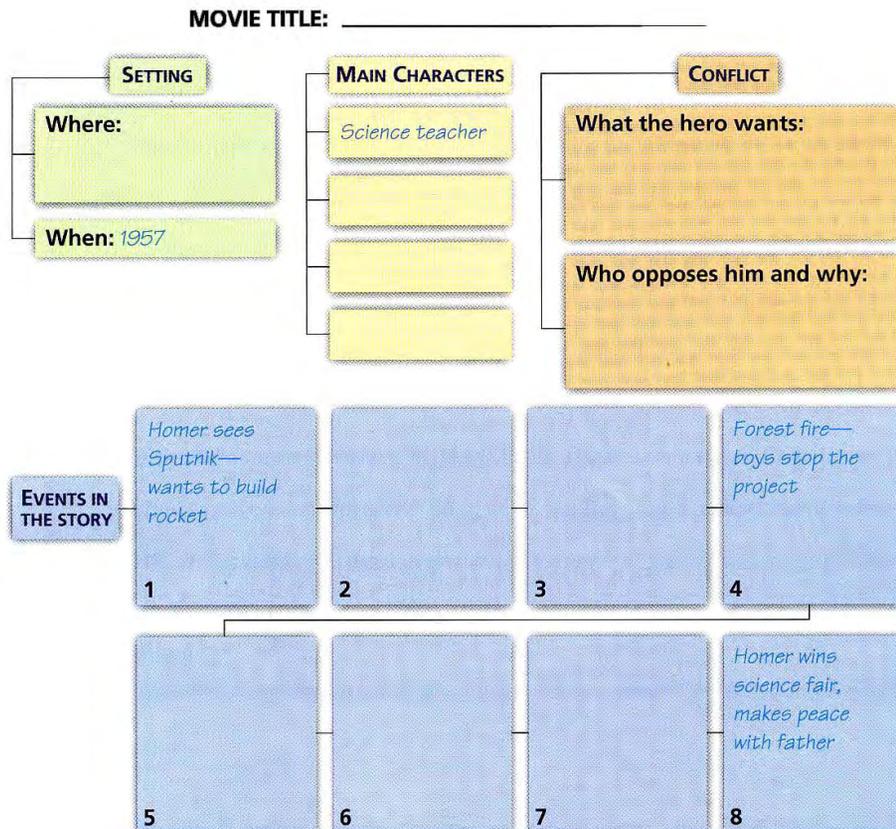
It's October 1957, and the Soviet Union has just launched Sputnik. Homer, a teenage boy (played by Jake Gyllenhaal), watches the satellite fly over his poor coal-mining town in West Virginia and dreams of building and ~~to launch~~ ^{launching} his own rocket. He teams up with three friends, and "The Rocket Boys" start to put together and firing their homemade missiles. The boys' goal is to win the regional science fair. First prize will bring college scholarships and a way out of Coalwood. The school science teacher, Miss Riley, encourages him, but Homer's father (played by Chris Cooper) is angry about the boys' project. He wants Homer to follow in his footsteps and working at the mine. Nevertheless, the boys continue launching rockets, failing in different ways, and to learn with each failure. People begin changing their minds and to admire the Rocket Boys. Some even help them.

(continued)

However, success does not come easily in Coalwood. When a forest fire starts nearby, a rocket is blamed, and the boys must give up their project. Then Homer's father is injured, and Homer quits school to support his family as a miner. His father is proud of him, but Homer can't stand giving up his dream and to work in the mine. He uses mathematics to prove a rocket did not start the fire. Then he tells his father he plans to leave the mine and returning to school.

The Rocket Boys win first prize at the science fair, and all four of them receive scholarships. The whole town celebrates, and Homer wins another very valuable prize—his father attends the science fair and launches the rocket. It's clear that father and son will try to make peace and respecting each other.

2 Complete the story map with information from Exercise 1.



3 Before you write . . .

1. Work with a partner. Choose a movie or TV show that you have both seen.
2. Create a story map like the one in Exercise 2.

4 Write about the movie or TV show you chose in Exercise 3. Use your story map for information. Remember to use gerunds and infinitives.**5** Exchange your writing with a different partner. Underline all the gerunds once. Underline all the infinitives twice. Write a question mark (?) over anything that seems wrong in your partner's summary. Answer the following questions.

	Yes	No
1. Did the writer use gerunds and infinitives?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the writer use gerunds and infinitives correctly?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are gerunds and infinitives parallel when they are in a list?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did you understand the story?	<input type="checkbox"/>	<input type="checkbox"/>

6 Work with your partner. Discuss each other's editing questions from Exercise 5. Then rewrite your own movie summary and make any necessary corrections.

PART

IV

Review Test

I Circle the letter of the correct word(s) to complete each sentence.

1. Sue has always wanted _____ her own restaurant. **A** **(B)** **C** **D**
(A) opening (C) open
(B) to open (D) she opens
2. She took accounting courses _____ for her business. **A** **B** **C** **D**
(A) prepare (C) to prepare
(B) prepared (D) for preparing
3. Last year, she succeeded in _____ a loan from the bank. **A** **B** **C** **D**
(A) getting (C) her getting
(B) got (D) to get
4. We all celebrated _____ opening Sue's Kitchen. **A** **B** **C** **D**
(A) she (C) she was
(B) hers (D) her
5. When she first opened, she avoided _____ people to help her. **A** **B** **C** **D**
(A) asked (C) asking
(B) to ask (D) their asking
6. She was tired, but we couldn't _____ her accept our help. **A** **B** **C** **D**
(A) made (C) making
(B) to make (D) make
7. At first she was terrible at _____ the place. **A** **B** **C** **D**
(A) she managed (C) managed
(B) managing (D) to manage
8. _____ experience is important, so we all told her to keep trying. **A** **B** **C** **D**
(A) Getting (C) She's getting
(B) To get (D) She was getting
9. After a few weeks, she let _____ help her cook. **A** **B** **C** **D**
(A) my (C) I
(B) mine (D) me

10. I think she appreciated _____ giving her a hand. **A B C D**
 (A) I was (C) my
 (B) I am (D) mine
11. Recently, she's been having me _____ entire meals. **A B C D**
 (A) preparing (C) to prepare
 (B) prepare (D) prepared
12. Now she's finally thinking _____ hiring someone to help. **A B C D**
 (A) on (C) for
 (B) about (D) to
13. A lot of people are afraid of _____ a business, but Sue isn't. **A B C D**
 (A) they own (C) owning
 (B) to own (D) they're owning
14. We're proud of her for _____ such a big decision. **A B C D**
 (A) made (C) makes
 (B) to make (D) making
15. Now we have to make _____ take a vacation. **A B C D**
 (A) her (C) hers
 (B) to (D) she

II Complete this letter to the editor of a newspaper. Use the correct form of the verbs in parentheses.

Dear Editor:

Cars are essential in today's society. We need them to get from place to place.
1. (get)
 However, drive is a privilege, not a right. I'm in favor of suspend
2. (drive) 3. (suspend)
 licenses for serious moving violations. Furthermore, if someone has his or her license suspended
 more than once, that person should not be permitted drive at all.
4. (drive)

I learned drive when I was sixteen. I remember be very
5. (drive) 6. (be)
 happy when I first got my license. In fact, my friends and family even helped celebrate my
pass the road test. But my parents cautioned me not take this new
7. (pass) 8. (not take)
 responsibility lightly. In order give me a sense of responsibility, they made me
9. (give)
pay my own car insurance from the start. They expected me be
10. (pay) 11. (be)
 a cautious, courteous driver at all times. They insisted on my obey all regulations.
12. (obey)

(continued)

Some of my friends objected to _____ wear seatbelts. They couldn't stand _____ "confined." Seatbelts save lives and help _____ serious injuries. It's completely irresponsible _____ them, and if my friends refused _____, I didn't even let them _____ with me.

I believe that too many people consider _____ a sport. Stricter laws, and the enforcement of those laws, will make people _____ more carefully on the road, and that, in turn, will result in _____ lives. It's time _____ our roads safer.

Sally McKay, Detroit

III Each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked A, B, C, or D. Circle the letter of the one underlined part that is **NOT CORRECT**.

- When I was sixteen, my parents started to let I eat whatever I wanted. A B C **D**
- They stopped to try to make me eat healthy foods. A B C D
- I had begun working, so I could afford buying fast food. A B C D
- Keeping my weight down had never been a problem, so I couldn't understand I suddenly gaining fifteen pounds. A B C D
- Jogging and ride my bike didn't help me lose weight, so I asked to see my doctor. A B C D
- The doctor had me to write down everything I ate for a week, and she made me calculate the fat grams. A B C D
- I was amazed to find out how much fat fast food contains, and I couldn't stand eat it anymore. A B C D
- By they let me make mistakes, my parents got me to learn a lesson. A B C D

IV Complete these sentences with the correct form of the words in parentheses.

1. My daughter's teacher _____ *wants her to work* _____ harder.
(want / she / work)
2. She _____ questions when she doesn't understand.
(urge / Alicia / ask)
3. The teacher always _____ after class to ask questions.
(let / students / stay)
4. She _____ the class.
(not mind / my daughter / record)
5. Alicia _____ patient.
(appreciate / the teacher / be)
6. All the students _____ a lot from them.
(be used to / Ms. Allen / demand)
7. She _____ responsibility for their own learning.
(make / they / take)
8. She often _____ each other.
(get / they / help)
9. She really _____ well.
(want / they / do)
10. The students _____.
(be happy with / she / teach)

V Read these conversations. Complete the summary statement using the correct form of the verbs in the box followed by the gerund or infinitive.

afford	deny	invite	let	make
offer	persuade	postpone	quit	suggest

1. CARYN: It's raining. Maybe we shouldn't take the class on the trip today.
JASON: You're right. Let's wait for a nicer day.
SUMMARY: Caryn and Jason just _____ *postponed taking the class on* _____ the trip.
2. CARYN: Can I use the new car tomorrow? I'm taking students on a trip, and my seatbelts aren't in good shape.
DAN: OK. But please be sure to bring it back by five.
SUMMARY: Dan _____ the new car tomorrow.
3. DAN: Why didn't you buy that van? I thought you liked it.
CARYN: I like it very much. But it's too expensive. I don't have the money for it now.
SUMMARY: Caryn can't _____ the van.

4. JASON: You need a break. You're working too hard.
 CARYN: I really have to finish this report.
 JASON: You'll feel better if you take a break.
 CARYN: Oh, all right. I suppose you're right.
SUMMARY: Jason _____ a break.
5. DAN: Would you like to join us? We're going to Monticello, and it's supposed to be a beautiful day.
 JASON: Thanks. It would be nice to get out of the city.
SUMMARY: Dan _____ them.
6. JASON: Oh, no. I forgot to bring my lunch.
 CARYN: Why don't you share ours? We have fruit and some cheese sandwiches.
 JASON: Oh, thanks a lot. I'll just have some fruit. I don't eat cheese anymore. I'm trying to lower my fat intake.
SUMMARY: Jason _____ cheese.
7. CARYN: I can't lift the cooler into the van. Can you give me a hand?
 JASON: Sure. Just leave it. I'll do it.
SUMMARY: Jason _____ the cooler.
8. CARYN: It's hot in here.
 DAN: I know. Why don't we turn on the air conditioner?
SUMMARY: Dan _____ the air conditioner.
9. OFFICER: Show me your license, sir.
 DAN: Here it is, officer. What's the problem?
SUMMARY: The officer _____ his license.
10. CARYN: Did you call me last night at 11:00?
 JASON: No, I wouldn't call you that late. Besides, I was tired. I fell asleep at 8:00.
SUMMARY: Jason _____ at eleven.

PART

V

Phrasal Verbs



UNIT

11

Phrasal Verbs: Review

Grammar in Context

BEFORE YOU READ

🕒 Look at the photo and read the caption. What kind of advice do you think a feng shui consultant gives about people's homes? Do you think the furniture and colors in your home affect your life? Read this article about the ancient Chinese art of feng shui.

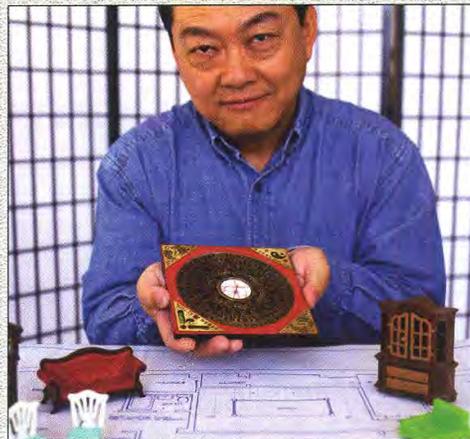
Wind and Water

Ho Da-ming couldn't **figure out** why his restaurant was failing. He had **set it up** on a busy street. His chef was famous. He had paid a fortune for interior design. But customers rarely **came back**. Why? Mr. Ho **called in** a feng shui consultant to **find out**. Feng shui (meaning "wind and water" and pronounced FUNG SHWAY) is the ancient Chinese art of placing things in the environment. According to this art, the arrangement of furniture, doors, and windows affects our health, wealth, and happiness.

The consultant used a *loupan* (a feng shui compass) to **look into** the patterns of energy in the restaurant. He told Mr. Ho that the entrance was **letting prosperity out**. The desperate owner **tore down** the old entrance and **put up** a new one. His action **paid off**. Soon business **picked up**, and Mr. Ho became rich.

Feng shui has **caught on** with modern architects and homeowners everywhere. Although the complex charts of feng shui are hard to **work out**, the theory is simple: We are part of nature, and we must adjust to its natural energies. To be healthy and prosperous, we must **lay out** our homes and workplaces to allow *chi* (good energy) to circulate gently and to **cut off sha** (harmful energy).

Try this activity **out** in your home, dorm room, or office. First **sit down** and think about how you feel in this room. Now look around. Try to **pick out** the things that make you feel good or bad. To **find out** more, go to your library or bookstore and **pick up** a book on basic feng shui. And of course, you can always **look up** the topic online. You'll be surprised at what you learn.



A feng shui consultant on the job with his *loupan*

AFTER YOU READ

Find a phrasal verb from the article that means:

- 1. returned _____
- 2. improved _____
- 3. stop _____
- 4. choose _____

Grammar Presentation

PHRASAL VERBS: REVIEW

TRANSITIVE PHRASAL VERBS

Not Separated			
Subject	Verb	Particle	Direct Object
She	called	in	a consultant.
He	figured	out	the problem.

Separated			
Subject	Verb	Direct Object	Particle
She	called	a consultant him	in.
He	figured	the problem it	out.

INTRANSITIVE PHRASAL VERBS

Not Separated			
Subject	Verb	Particle	
They	came	back	quickly.
It	caught	on	everywhere.

GRAMMAR NOTES

1. A **phrasal verb** (also called a *two-word verb*) has two parts: a main verb and a particle.

Verb + Particle = Phrasal Verb

Particles and prepositions look the same, but they act differently.

Prepositions do not change the meaning of the main verb.

Particles often change the meaning of the main verb.

EXAMPLES

- verb + particle
- Let's **figure out** this problem now.

- verb + particle
- Ho **called in** a consultant.

- verb + preposition
- He **looked into** the room.
(*He was outside the room and looked in.*)

- verb + particle
- He **looked into** the problem.
(*He researched the problem.*)

2. The verb and particle are usually common words, but their separate meanings are often very different from the **meaning of the phrasal verb**.

PHRASAL VERB	MEANING
come back	return
figure out	understand
look into	research
pick up	improve
put up	erect

USAGE NOTE: Phrasal verbs are very common in everyday speech.

- **BE CAREFUL!** Like other verbs, phrasal verbs often have more than one meaning.

- Customers didn't **come back**.
- We had to **figure out** the problem.
- We **looked into** feng shui.
- Business has **picked up**.
- He **put up** a new entrance.

- We're **putting up** signs for our business.
(*We're erecting signs for our business.*)

- Please **turn down** the radio. The music is too loud.
(*Please lower the volume.*)
- Bill didn't get the restaurant job. They **turned down** his application.
(*They rejected his application.*)

3. Many phrasal verbs are **transitive**. They take objects.

PHRASAL VERB	MEANING
call off something	cancel
pick out something	choose
take away something	remove
think up something	invent
work out something	solve

phrasal verb + object

- **Let's call off the meeting.**
- **Pick out the chair** you like best.
- **Take away the dishes.**
- He **thought up good answers.**
- He **worked out the problem.**

4. Most transitive phrasal verbs are **separable**. This means that **noun objects** can go:

- after the particle

OR

- between the verb and the particle.

► **BE CAREFUL!** If the direct object is a **pronoun**, it must go between the verb and the particle.

USAGE NOTE: When the noun object is part of a long phrase, we usually do not separate the phrasal verb.

verb + particle + object

- They **tore down the entrance.**

OR

verb + object + particle

- They **tore the entrance down.**

- I didn't understand the word, so I **looked it up** in the dictionary. NOT I ~~looked up it~~.
- Ho **tried out** the many complex theories of feng shui. NOT Ho ~~tried the many complex theories of feng shui out~~.

5. Some phrasal verbs are **intransitive**. They do not take an object. They are always inseparable.

PHRASAL VERB	MEANING
catch on	become popular
get ahead	make progress
show up	appear
sit down	take a seat

- Feng shui has **caught on** all over.
- Tina is **getting ahead** in her career.
- The consultant **showed up** early.
- **Sit down** over there.

Reference Notes

For a list of **transitive phrasal verbs**, see Appendix 17 on pages A-6–A-7.

For information about **transitive verbs that are inseparable**, see Unit 12.

For a list of **intransitive phrasal verbs**, see Appendix 18 on page A-8.

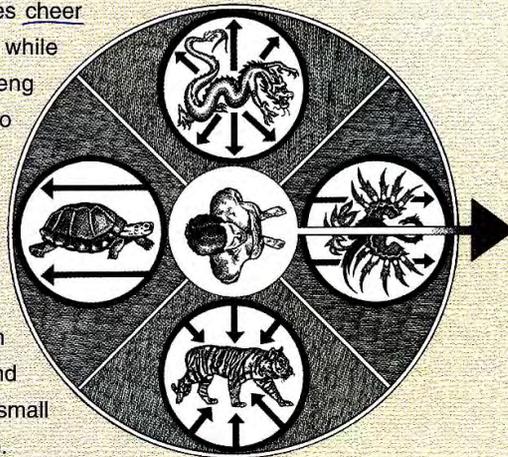
Focused Practice

1 DISCOVER THE GRAMMAR

- A** Read this article about feng shui. Underline all the phrasal verbs and circle the direct objects of the transitive phrasal verbs.

Everyday Feng Shui

Have you noticed that some spaces cheer you up and give you energy, while others bring you down? This feng shui diagram uses mythological animals to explain why. Look it over, and then imagine yourself in the center. A phoenix takes off in front of you and gives you inspiration. Behind you, a tortoise guards you from things you cannot see. On your left and right, a dragon and a tiger balance each other. The dragon floats above the floor and helps you take in the big picture, not just small details. The tiger's energy gives you courage.



These symbols can be important in setting up a work environment. Dana, for example, needed ideas and energy in order to get ahead. Unfortunately, her undecorated, windowless cubicle took away most of her powers. After she hung up a scenic poster in the phoenix area in front of her desk, she began to feel more inspired. She gave her tiger some power by picking out plants to put on the file cabinet to her right. For her dragon, she hung a cheerful mobile from the top of the left wall of her cubicle. Try these ideas out in your own work area and see what happens!

B Now read these statements and write **T** (true) or **F** (false).

- T 1. Your environment can bring about changes in your mood.
 ___ 2. The phoenix remains sitting in the space ahead of you.
 ___ 3. The dragon's energy helps you understand an overall plan.
 ___ 4. Dana wanted a promotion.
 ___ 5. From the beginning, Dana's work area inspired her.
 ___ 6. She removed a poster from the area in front of her desk.
 ___ 7. There were no plants in her cubicle at first.

2 FENG SHUI Q AND A

Grammar Notes 1–2

Circle the correct particles to complete these questions and answers from an online feng shui message board.

- Q: I've been having a lot of trouble sleeping. My bed faces north. Is that OK?
 A: No. Turn it around / up so that your head is to the north and your feet to the south.
 Q: Our building owner has cut down / up all the trees in our garden. Now he's going to put on / up
 a tall building there! This will block away / out all our light. What can we do?
 A: I don't know if you can work this problem off / out. You may need to think about moving.
 Q: I am opening a new restaurant in Los Angeles. I would like to have a feng shui consultant look
 it over / up to see if the energy is positive. Could you recommend someone?
 A: We don't give out / up names online. E-mail me, and I will put together / off a list for you.
 Q: I hung up / out a beautiful mirror on my bedroom wall. Then I read that mirrors bring too
 much energy into a bedroom. I don't want to take it out / down! What can I do?
 A: Before you go to sleep, put a scarf over the mirror. That will keep on / out the "bad energy."
 Q: I don't know much about feng shui. How can I find after / out more about it?
 A: There are hundreds of books about feng shui. Go to your local library and take some out / up.
 Or look after / up feng shui on an online bookstore website to get a list of titles.

give up

go back

keep on

set up

In spite of harsh criticism, Pei _____
 10.
 building structures that reflected their environment—
 from the 70-story Bank of China skyscraper in Hong
 Kong to the Rock 'n' Roll Hall of Fame in Cleveland,
 Ohio. He has received many prizes. He used some of the
 prize money to _____ a scholarship fund
 11.
 for Chinese students to study architecture in the United
 States and then to _____ to China to work as architects.
 12.



Inside the Louvre pyramid

Pei is both creative and perfectionistic. He is also persistent. Throughout his career he
 has faced a lot of opposition to his work, but Pei strongly believes that “you have to identify
 the important things and press for them and not _____.”
 13.

4 IN THE DORM

Grammar Notes 3–4

Complete the conversations with the correct form of the phrasal verb used in the first line of each conversation and a pronoun object.

- A: Could I borrow your truck? I need to pick up some chairs this week.
 B: Sure. When are you going to pick them up?
- A: Hey! Who took down my feng shui posters?
 B: Sorry. I _____. I thought you didn't like them anymore.
- A: I need to cheer up my roommate. He just flunked a big test.
 B: Why don't you straighten up the room? That will _____.
- A: This room is depressing. Let's try out some of these feng shui ideas.
 B: I agree. Let's _____ this weekend.
- A: We need something to light up that corner. It's awfully dark.
 B: I have an extra lamp. This will _____ nicely.
- A: Can someone touch up the paint in my dorm room? It's cracked in several places.
 B: Sure. We'll send someone to _____ next week.

5 EDITING

Read this student's journal entry. There are ten mistakes in the use of phrasal verbs. The first mistake is already corrected. Find and correct nine more.

I just read an article about feng shui. The author suggests sitting ^{down} up in your home and thinking about how your environment makes you feel. I tried out it.

My apartment is bright and sunny. This cheers me out. At night, it's very dark, but I've figured up what to do. I'm going to buy another lamp to light the apartment at night up. I'll leave it on when I go out at night, so I can see light as soon as I come in. I also like the light green walls in my bedroom, but the chipped paint has been bringing down me. I'm going to touch it over soon.

My apartment is too small, but I can't tear up the walls. I think it will look more spacious if I just straighten it up. I'll try to put books back after I take them off the shelves and hang away my clothes at night. With just a few small changes, I'll end up feeling happier in my home. It's worth trying on.

Communication Practice

6 LISTENING

🎧 Listen to the short conversations. Complete them with the words that you hear. Then listen again and check your answers.

1. AMY: How's the temperature in here?

BEN: It's a little too cold for me. Do you mind if I turn the air-conditioner down ?
1.

2. AMY: What did you think about that information on feng shui?

BEN: I haven't had the chance to look it _____ yet.
2.

3. AMY: Have you finished redecorating your office?

BEN: Almost. I'm going to IKEA today to pick _____ a new couch.
3.

4. AMY: The living room is a mess. Your books are all over the place.

BEN: Don't worry. I'll put them _____ as soon as I'm done with my homework.
4.

5. AMY: I really don't like those new curtains.

BEN: Neither do I. I'm going to take them _____ tomorrow.
5.

6. AMY: This mattress isn't as comfortable as it used to be.

BEN: I know. I think we need to turn it _____.
6.

7. AMY: What color should we paint the kitchen?

BEN: I don't know. Let's discuss it when we get _____.
7.

Now look at the completed sentences. Decide if the statements below are true (T) or false (F).

- F 1. Ben doesn't want to have any air-conditioning on.
 _____ 2. He is going to look in a book for information about feng shui.
 _____ 3. He hasn't selected a couch yet.
 _____ 4. He is going to return the books to their original place.
 _____ 5. He is going to return the curtains to the store tomorrow.
 _____ 6. He thinks they should change the position of the mattress so the underside is now on top.
 _____ 7. Amy and Ben are going somewhere.

7

REDECORATING

Work in small groups. How would you like to change your classroom or your school? What would you like to remain the same? Use some of these phrasal verbs in your discussion.

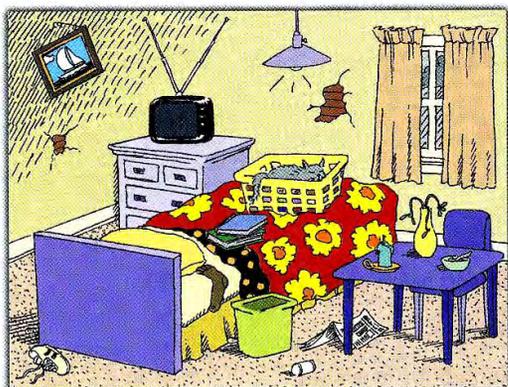
cover up	do over	hang up	leave on
light up	make up	move around	pick out
put away	put up	straighten up	tear down
throw away	touch up	turn around	turn on / off

Example: A: I think we should hang up some posters.

B: It would be nice to hang some photographs up too.

8 | WHAT'S DIFFERENT?

Work with a partner. Look at the Before and After pictures of Amy's room for two minutes. Write down all the differences you can find. Then compare your list with another pair's list.



Before



After

Example: She took the curtains down.

9 | WRITING

Write about how you feel in your home, office, or classroom. What makes you feel good? What makes you feel bad? What would you like to change? Use phrasal verbs. You can use the journal entry in Exercise 5 as a model.

Example: My dorm room is bright and sunny. The room always cheers me up when I get back from a hard day at school. My roommate and I picked out the curtains together. We also put up some new posters on the walls . . .

10 | ON THE INTERNET

e Do a search on **home makeover**. Look for Before and After photos. Choose two photos to write about and print them out. How did the room look before? How did it make you feel? How does it look now? What were some of the changes? How does the room make you feel now? Discuss your answers with a partner.

Example: The room looked too dark and crowded before. They moved some furniture around. They also took down those dark curtains. Now it looks more comfortable.

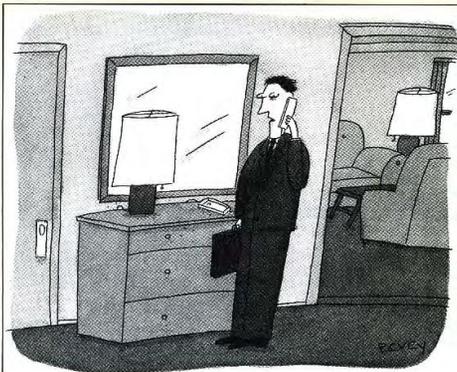
Phrasal Verbs: Separable and Inseparable

Grammar in Context

BEFORE YOU READ

👂 Look at the cartoon. Who do you think is calling the man? How does the man feel about the call? Read this magazine article about telemarketers.

WELCOME HOME!



"I just got home. Can you call back tomorrow when I'm still at work?"

You just **got back** from a long, hard day at the office. You're exhausted. All you want to do is **take off** your jacket, **put down** your briefcase, and relax over a great dinner. Then, just as you're about to **sit down** at the table, the phone rings. You hesitate to **pick it up**. It's probably just another telemarketer trying to **talk you into** buying something you really

don't need. But, what if it's not? It could be important. Maybe there's a family emergency. You have to **find out!**

"Hello?" you answer nervously.

"Hello, is this Mr. Groaner?" a strange voice asks. You know right away it's a telemarketer. Your name is Groden. "We have great news for you! You've been chosen to receive an all-expense-paid trip to the Bahamas! It's an offer you can't afford to **turn down!**"

Telemarketing—the practice of selling products and services by phone—is rapidly spreading throughout the world as the number of household phones **goes up** and phone rates **come down**. To most people it is about as welcome as a bad case of the flu.

What can be done about this invasion of privacy? Here are several tactics you can **try out**:

☎ **Sign up** to have your phone number placed on "Do Not Call" lists. Many countries are **setting up** lists of people who do not want to be called by telemarketers. These lists actually make it against the law for telemarketers to call you. If you still receive calls, **write down** the date and time of the call. **Find out** the name of the organization calling you. You can then report the illegal call to the proper authorities.

(continued)

WELCOME HOME!

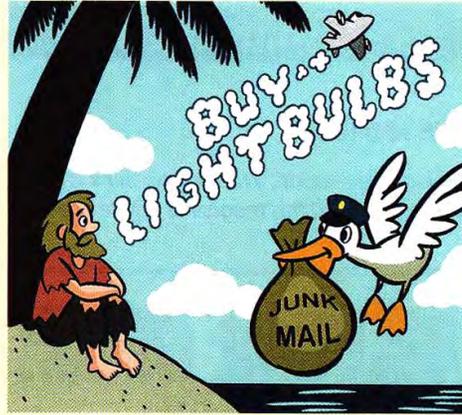
- ☎ Use Caller ID (a service that identifies the phone number of the caller) to help identify telemarketers. If an unfamiliar number **shows up** on your ID screen, don't **pick up** the phone.
- ☎ If you *have* answered the phone, say (firmly but politely!): "I'm **hanging up** now," and **get off** the phone.
- ☎ Ask the individual telemarketing company to **take you off** their list. But don't **count on** this happening immediately. You may have to ask several times before it takes effect.

None of these measures will eliminate *all* unwanted telephone solicitations, but they should **cut down** the number of calls you receive.

Telemarketing, however, is just part of the larger problem. We are constantly being flooded with unwanted offers and requests. "Junk mail" **fills up** our mailboxes (and later our trash cans when we **throw it out**). And the

invasion is, of course, not limited to paper. When you **turn on** your computer to check your e-mail, you are greeted by dozens of commercial messages. Known as *spam*, it's the electronic equivalent of junk mail.

What's the solution? Leave home? Move to a desert island? Maybe not. They'll probably **get to you** there too!



AFTER YOU READ

Find a phrasal verb from the article that means:

1. returned _____
2. convince _____
3. reject _____
4. register _____
5. appears _____
6. remove _____

Grammar Presentation

PHRASAL VERBS: SEPARABLE AND INSEPARABLE

Separable Transitive			
Subject	Verb	Particle	Direct Object
She	picked	up	the phone.

Separable Transitive			
Subject	Verb	Direct Object	Particle
She	picked	the phone it	up.

Inseparable Transitive			
Subject	Verb	Particle	Direct Object
He	counts	on	your calls. them.

Intransitive		
Subject	Verb	Particle
They	sat	down.

GRAMMAR NOTES

1. As you learned in Unit 11, most transitive phrasal verbs are **separable**. This means that **noun objects** can go after the particle or between the verb and the particle.

► **BE CAREFUL!** If the direct object is a **pronoun**, it must go between the verb and the particle.

USAGE NOTE: When the noun object is part of a long phrase, we usually do not separate the phrasal verb.

EXAMPLES

verb + particle + object

- I just **took off my coat**.

OR

verb + object + particle

- I just **took my coat off**.

- I **wrote it down**.
NOT I wrote ~~down it~~.

- I **filled out** the form from the Do Not Call service.
NOT I ~~filled the form from the Do Not Call service out~~.

2. Some transitive phrasal verbs are **inseparable**. This means that both noun and pronoun objects always go after the particle. You cannot separate the verb from its particle.

- I **ran into Karim** at work.
NOT I ~~ran Karim into~~ at work.
- I **ran into him** at work.
NOT I ~~ran him into~~.

(continued)

3. A small group of transitive phrasal verbs **must be separated**.

PHRASAL VERB	MEANING
keep something on	not remove
talk someone into	persuade

- **Keep your coat on.**
NOT ~~Keep on your coat.~~
- She **talked them into** a vacation.
NOT She talked ~~into them~~ a vacation.

4. Some transitive phrasal verbs are used in combination with certain prepositions.

A **phrasal verb + preposition** combination (also called a *three-word verb*) is usually **inseparable**.

PHRASAL VERB	MEANING
come up with something	invent
drop out of something	quit
keep up with something OR someone	go as fast as

- She **came up with** a plan to stop junk mail.
- I **dropped out of** school and got a job.
- He couldn't **keep up with** his e-mail. There was too much to read.

5. As you learned in Unit 11, some phrasal verbs are **intransitive**. This means that they do not take an object.

- He's been away and just **got back**.
- They don't **give up**. They keep calling.

Reference Notes

For a list of **separable phrasal verbs**, see Appendix 17 on pages A-6–A-7.

For a list of **inseparable transitive phrasal verbs**, see Appendix 17 on pages A-6–A-7.

For a list of **phrasal verbs that must be separated**, see Appendix 17 on pages A-6–A-7.

For a list of **phrasal verb + preposition combinations**, see Appendix 7 on page A-3.

For a list of **intransitive phrasal verbs**, see Appendix 18 on page A-8.

Focused Practice

1 DISCOVER THE GRAMMAR

A Underline the phrasal verbs in this article about dealing with telemarketers.

HOLD ON, PLEASE! Your phone number is on the Do Not Call list, but you keep on receiving some telemarketing calls. Why not have some fun with them? Here are some strategies:

- When the telemarketer asks, “How are you today?”—tell her! Don’t leave anything out. Say, “I have a headache you wouldn’t believe, and my back is acting up again. Now I can’t figure out the instructions for my DVD player . . .”
- When a telemarketer calls during dinner, ask for his home telephone number so you can call him back. When he refuses, ask him to hold on. Put the phone down and continue eating until you hear the dial tone.
- Ask the telemarketer to spell her first and last name and the name of the company. Tell her to speak slowly—you’re writing it all down. Ask questions until she hangs up.
- To credit card offers, say, “Thanks a lot! My company just laid me off, and I really need the money!”

B Now write down each phrasal verb from the article next to its meaning.

1. _____ causing problems
2. _____ continue
3. _____ ends a phone call
4. _____ fired from a job
5. hold on not end a phone call
6. _____ omit
7. _____ return a call
8. _____ stop holding
9. _____ understand after thinking about
10. _____ putting on paper in order to remember

2 SCAM ALERT!

Grammar Notes 1–5

A scam is a dishonest plan, usually with the goal of getting money. Read about how to avoid some common scams. Complete the information with the correct forms of the phrasal verbs in the boxes.

end up with	hang up	let down	throw out
-------------	---------	----------	----------------------

I just threw out^{1.} my first issue of *Motorcycle Mama*. I'm nobody's mama and I don't own a motorcycle, so how did I _____^{2.} this subscription? Well, my neighbor's son was raising money for his soccer team, and I didn't want to _____ him _____^{3.}. It's easy to _____^{4.} on telemarketers, but it's hard to say *no* to your friends and neighbors.

fall for	get to	help out	watch out for
----------	--------	----------	---------------

The magazine company _____^{5.} me through a friendship. It's one of the ways "persuasion professionals" get us to say *yes*. Of course it's OK to _____^{6.} the local soccer team. But a lot of people _____^{7.} scams because of similar techniques. _____^{8.} these common scams.

find out	give back	go along with	lay out	turn down
----------	-----------	---------------	---------	-----------

When someone gives you something, you want to _____^{9.} something _____. This desire to return a favor can cost you money when a telemarketer announces you've won a vacation or a new car. These offers aren't free. When people _____^{10.} them, they always _____^{11.} that there's a tax or a fee to collect the "free" prize. Since they've accepted the offer, they feel obligated to pay. You should _____ these offers _____^{12.}. These are scams—all too often people _____^{13.} money and receive nothing.

count on	fill out	pick out	put on	turn up
----------	----------	----------	--------	---------

A TV actor will _____ a doctor's white jacket and talk about cough medicine. In a magazine ad, a woman in a business suit will help you _____ the best investment firm. Ads with fake "authority figures" are easy to spot, but there's a new Internet scam that's harder to recognize. The scammer sends e-mails that seem to be from well-known banks. They tell you that a problem with your account has _____. Then they send you to an Internet site to _____ forms with your account information and password. The site seems to have authority—it looks like the real thing. But a real bank will never ask for your information over the Internet. You can _____ that!

3 | PHONE TALK

Grammar Note 1

Complete the conversations. Use phrasal verbs and pronouns.

1. A: Tell Ana not to pick the phone up. It's probably a telemarketer.

B: Too late. She's already picked it up.

2. A: You can't turn down this great offer for cat food!

B: I'm afraid I have to _____. I don't have a cat.

3. A: Did you fill out the online Do Not Call form?

B: I _____ yesterday. Thanks for telling me about it.

4. A: I left out my office phone and fax numbers on that form.

B: Why did you _____?

5. A: Remember to call your mother back.

B: I _____ last night.

6. A: Did you write down the dates of the calls?

B: I _____, but then I lost the piece of paper.

7. A: Can you take my mother's name off your calling list?

B: Sure. We'll _____ right away.

8. A: Let's turn the phone off and have dinner.

B: I can't _____. I'm expecting an important call.

5 EDITING

Read this transcript of a phone call between a telemarketer (TM) and Janis Linder (JL). There are fourteen mistakes in the use of phrasal verbs. The first mistake is already corrected. Find and correct thirteen more.

TM: Hello, Ms. Linder?

JL: Yes. Who's this?

TM: This is Bob Watson from *Motorcycle Mama*. I'm calling to offer you a 12-month subscription for the low price of just \$15 a year. Can I sign ^{you up} up you?

JL: No thanks. I'm not interested in signing in for any more magazine subscriptions. Besides, I just sat up for dinner.

TM: Why don't you at least try out it for six months? Don't pass this great opportunity down! It's a once in a lifetime chance.

JL: Sorry, I'm really not interested. I don't even have a motorcycle.

TM: Well then, this is a great opportunity to find all about them out! We'll send you a free copy and you can look over it.

JL: You're not going to talk me in it! In fact, I'm going to hang the phone down right now. And please take my name out your list.

TM: No, hold out! Don't go away! Don't turn this great offer down! You'll be sorry if you do. Chances like this don't come around every day! Don't miss it out on!

JL: OK. I have an idea. Why don't you give me your phone number, and I'll call back you during YOUR dinner?

[click as the telemarketer hangs the phone.]

JL: Hello? Hello?

Communication Practice

6 LISTENING

👂 Listen to this telemarketing call. Then listen again and complete Mr. Chen's notes.

Get Together Program

- Just 5 cents _{1.} a minute on all long-distance calls.
- Cell phone service included.
- \$ _{2.} monthly fee.
- \$20 fee to _{3.} new plan.
- (Fee will _{4.} on first bill.)
- _{5.} activation fee (to _{6.} the phone _{7.}).
- New cell phone usually costs _{8.}.
- If I _{9.} right now, they'll _{10.} me _{11.} \$20.
- Offer good for only _{12.}.

Now look at the notes and read these statements. Decide if the statements are true (T) or false (F).

- F 1. With the new service, Mr. Chen's long-distance phone bill will go down.
2. The phone bill will include both long-distance and cell phone calls.
3. It costs \$30 to set up the new plan.
4. There's no charge to turn the cell phone service on.
5. With the rebate, the cost of the new cell phone comes to \$30.
6. The telemarketer is going to give Mr. Chen some time to think over the plan.
7. Mr. Chen is going to sign up for the service.

7 FOR OR AGAINST?

Work in groups. Talk about these questions.

- What do you think of telemarketing? Does it offer consumers anything positive?
- Do you go along with the idea of Do Not Call lists? Should certain organizations be allowed to keep on calling you? If yes, what kind?
- Do you get a lot of calls from telemarketers? How do you handle them? Do you think people should just hang up? Or should they put them off with a polite excuse, such as, “Thanks. I’ll think it over.”?

Example: Telemarketing is a terrible idea. I’ve never gotten anything useful out of a telemarketing call.

8 ROLE PLAY: YOU MAKE THE CALL

Work with a partner. Role-play these situations. Choose one role play to perform for your class or a group.

- You have come home from a very rough day at work. Just as you sit down to dinner, the phone rings. A telemarketer wants to give away an all-expense-paid vacation. You don’t hang up because you really need a vacation. You go along with the conversation until you hear about the “tax” you must pay.
- Your neighbor asks you over. He or she has also invited other neighbors. This neighbor often gives parties to sell scented candles and other gift items. You’d like to get together with your neighbors, but not at a sales event. You try to find out more about the party. Your neighbor doesn’t want to give much information.
- You are a telemarketer. You must make at least one sale tonight or you will lose your job. One person sounds very interested in your product at first. But the person wants to write everything down. He or she keeps on asking you to talk more slowly. You can’t give up because you really need this sale!

Example: A: Hello?

B: Mr. Regal? Congratulations! Wonderland Cruises is giving away two all-expense-paid vacations, and you’re a winner!

9 SAVVY CONSUMERS

Bring in an ad from a magazine, a piece of junk mail, spam, or an offer from the Internet. Discuss these ads in a group. Talk about these questions.

- What group of people might want this product or service (children, teenagers, older people, men, women)?
- How does the ad try to get people to want this product or service?
- Is this an honest offer or a scam? What makes you think so?

Example: I think this ad is trying to get to teenagers. It shows a group of teens fooling around and having a good time while they’re drinking soda.

10 | WRITING

Write a paragraph about an experience you have had on the phone. It could be a conversation with a friend, a wrong number, or a telemarketing call. Use some of these phrasal verbs:

call back	come up	end up	figure out	find out	give up
go on	go over	hang up	hold on	keep on	pick up
sign up	talk into	think over	turn down	turn out	wake up

Example: When I first got to this country, I had difficulty understanding English speakers on the phone. I often couldn't figure out what people were saying to me. I kept on asking the person to repeat. Sometimes I had to give up, say "Sorry," and hang up.

11 | ON THE INTERNET

 Do a search on the phrase **do not call**. Find out the following information. Discuss your findings with your classmates.

- How can people sign up?
- What type of form do they have to fill out?
- What can they do if telemarketers keep on calling them?
- How can people find out more information?

Example: It's easy to sign up. You just . . .

From Grammar to Writing

Using the Appropriate Degree of Formality

Phrasal verbs are more common in informal writing than their one-word synonyms.

Example: What time do you **board** the bus? (*more formal*)
 What time do you **get on** the bus? (*less formal*)

1 Read this letter to a friend. Make it less formal by using phrasal verbs for the words in parentheses. Use Appendices 17 and 18, pages A-6–A-8 if you need help.

Dear Van,

Sorry I haven't written sooner, but I've been really busy. I just moved into a new apartment. Here's what a typical day looks like for me:

I get up early, usually at 6:30. After running two miles, showering, and having breakfast, I _____ the bus and go to my 9:00 English class. In addition to English, I'm taking statistics this semester. I'm finding it really hard, but I'm going to _____ it. I'll need it later for business school.

After classes I have just enough time for a quick lunch with some friends before getting to McDonald's at 1:00 for my four-hour shift. On the way home, I've been _____ some things for my apartment. This evening, for example, I bought a new computer workstation, which I'm going to _____ this weekend. (By the way, thanks for telling me about feng shui! I've been using it to _____ my apartment.)

(continued)

When I get home, I prepare a quick dinner, and then spend several hours on my homework. I'm also writing a report for my statistics class. I can't believe how much paper (and time) this project is _____! It's interesting, but I'll be glad when it's over. Then at least I'll be able to _____ on the couch that I just bought and watch some TV before going to bed. These days I go straight to bed as soon as I finish my homework. By the time I _____ the lights, it's 11:00 P.M. and I'm absolutely exhausted.

Well, that's enough about me and my life. I really don't think that I've _____ anything important. How are you? What have you been doing? I'd love to see you. The weekend of the 12th I'll be going to visit Tania, but I'm sure it would be OK for you to _____ with me. Let me know!

Looking forward to hearing from you,

Marta

P.S. I think I _____ Victor's e-mail address before copying it into my address book. Do you have it?

2 Use information from the letter in Exercise 1 to complete Marta's schedule.

Time	To Do
6:30 A.M.	get up
6:45	run two miles
7:30	
7:45	breakfast
8:15	
	English class
11:00	statistics class

Time	To Do
12:00 noon	
	P.M. McDonald's
5:30-6:00	
6:30	dinner
7:00-10:30	
	go to bed

3 Before you write . . .

Make a schedule like the one in Exercise 2 of a typical day in your life.

4 Write an informal letter to a friend or relative about some of the things you've been doing lately. Use information from your schedule in Exercise 3. Remember to use phrasal verbs.**5** Exchange letters with a partner. Underline the phrasal verbs in your partner's letter. Write a question mark (?) where something seems wrong or missing. Then answer the following questions.

	Yes	No
1. Did the writer use phrasal verbs correctly?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are there other places where the writer could use phrasal verbs?	<input type="checkbox"/>	<input type="checkbox"/>
3. If there are phrasal verbs with pronouns, are the pronouns in the right place?	<input type="checkbox"/>	<input type="checkbox"/>

6 Discuss your editing suggestions with your partner. Then rewrite your own paragraph. Make any necessary corrections.

PART

V

Review Test

I Circle the best words to complete these classroom guidelines.

1. Fill out / up the school questionnaire completely.
2. Answer all the questions. Don't leave anything off / out.
3. Clear away / up any problems you have about your homework assignment before you begin.
4. If you make a lot of mistakes, do the assignment over / up.
5. Look over / up your homework before submitting it.
6. Please hand out / in all your homework on time.
7. You must come up with / to an idea for your science project by March 2.
8. Next week, I will pass out / up a list of suggested topics for your project.
9. Pick out / up one of the suggested topics or choose one of your own.
10. If you have an idea for a topic, please talk it into / over with me.
11. If you are having trouble with your project, don't give up / away. Come speak to me.
12. If I turn down / off your project topic, I will help you think back on / up another one.
13. If you don't know how to spell a word, look it over / up in the dictionary. Spelling counts!
14. All projects must be turned in / up on time. There will be no extensions!
15. If you are having trouble keeping away from / up with the class, let me know. Additional help can be arranged for you.
16. There are extra handouts in the back of the room. Supplies are limited. Please take one before they run out / over.
17. All tests will be graded and given back / up on the next day of class.
18. The final exam is scheduled for May 15 and cannot be put away / off.
19. If you get over / through with the exam early, you may leave.
20. Please put away / off all test tubes and chemicals after class.
21. Please shut away / off all lights and equipment before leaving the room.
22. Straighten over / up your desks before the break so we have a neat room to come off / back to.

II Circle the letter of the words closest in meaning to the underlined words.

1. Do you think feng shui will ever become popular here? A B **C** D
 (A) straighten up (C) catch on
 (B) touch up (D) try out
2. My computer is causing problems. Can you help me? A B C D
 (A) setting up (C) acting up
 (B) going up (D) keeping up
3. I'm not a telemarketer. Please don't end this call! A B C D
 (A) drop out (C) end up
 (B) call back (D) hang up
4. The Do Not Call List is a great idea! Who invented it? A B C D
 (A) thought it up (C) let it in
 (B) charged it up (D) let it out
5. This paint is scratched. Let's improve it a little. A B C D
 (A) fill it up (C) make it up
 (B) touch it up (D) bring it up
6. Mark works so hard that he's sure to succeed. A B C D
 (A) give up (C) turn over
 (B) work off (D) get ahead
7. When did the company hire them? A B C D
 (A) take them off (C) work them out
 (B) take them on (D) bring them up
8. My student days were great. I remember them often. A B C D
 (A) leave them on (C) think back on them
 (B) see them through (D) look them up
9. Don't believe that offer. It's probably a scam. A B C D
 (A) run into (C) fall for
 (B) lay out (D) get along
10. A lamp will illuminate this corner nicely. A B C D
 (A) turn on (C) put up
 (B) blow up (D) light up

(continued)

11. Instead of arguing about the problem, let's discuss it. **A B C D**
 (A) look it over (C) take it away
 (B) charge it up (D) talk it over
12. Carla got some interesting ideas from the Internet. **A B C D**
 (A) picked out (C) picked up
 (B) pointed out (D) called up
13. Jason wanted to be an artist, but he unexpectedly went to medical school. **A B C D**
 (A) ended up going (C) figured out going
 (B) dreamt up going (D) brought about going
14. Be careful with those chemicals. They could explode. **A B C D**
 (A) break down (C) come off
 (B) blow up (D) take down
15. Why did our cell phone charges increase? **A B C D**
 (A) fill up (C) keep up
 (B) go up (D) bring up

III Complete these conversations with phrasal verbs and pronouns.

1. A: I'm thinking over a possible topic for my project.
 B: Well, don't think it over too long. It's due soon.
2. A: I heard that they called off the last class.
 B: Really? Why did they _____?
3. A: Today we're going to carry out an experiment.
 B: What materials do we need to _____?
4. A: Could you switch on the light?
 B: I've already _____.
5. A: Do you get along with John?
 B: Sure. I _____. Why do you ask?
6. A: Keep away from those chemicals! They're dangerous.
 B: Don't worry! I'll _____.
7. A: Could you put back that book when you're done?
 B: Sure. I'll _____.

8. A: You can take off your safety goggles now.
B: We've already _____.
9. A: Will someone please wake up Alice? She's fallen asleep again.
B: I'll _____.
10. A: We have three problems to work out before our next class.
B: When are you going to _____?

IV Each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked A, B, C, or D. Circle the letter of the one underlined part that is NOT CORRECT.

1. You ought to look over your notes for the test, so don't throw away them. A B C **D**
2. The teacher turned off my idea, so I have to think up a new one. A B C D
3. We've looked up a lot of information, and now we're trying to draw together it for our report. A B C D
4. Put the new white lab coat I bought you on before you set up the experiment. A B C D
5. You really let me down when you stopped handing up your homework. A B C D
6. I couldn't work out the charts in Chapter 6, and I just gave down. A B C D
7. Please call off for an appointment. Don't just show up without one. A B C D
8. Go after your goals aggressively, and you'll be sure to get over. A B C D
9. Today I have to pick up Nilda at school and drop off her at the library. A B C D
10. We came up the answer with while we were fooling around on the computer. A B C D
11. The school laid out a fortune for the new microscope. Have you tried it on yet? A B C D
12. I turned down the telemarketer's offer, and then I hung down the phone. A B C D

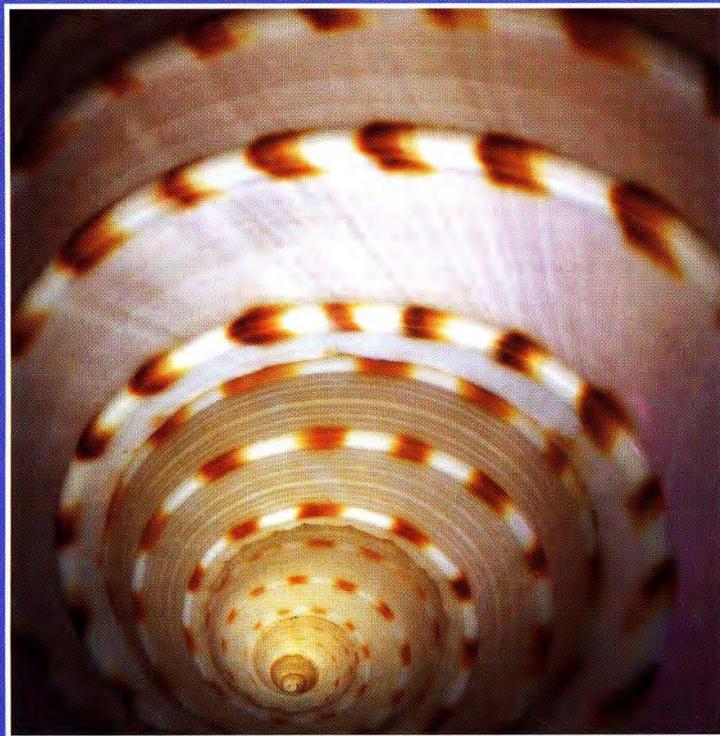
V Rewrite the sentences that have underlined words. Use the correct form of the appropriate phrasal verbs in the box to replace the underlined words.

blow up	come up	give up	leave out	let down
point out	show up	throw away	turn down	turn in

- A question arose about the science project.
A question came up about the science project.
- Keep all your old notes. Please don't discard them.
- The teacher rejected my topic proposal.
- All forms must be submitted by April 8.
- Be very careful when working with these chemicals. They could explode.
- Don't abandon hope. Keep trying.
- What happened to the last problem? You omitted it.
- The test grades were very high. The students didn't disappoint me.
- There's something wrong with that equation. Can someone indicate what the mistake is?
- Please make an appointment to see me. Don't just appear without one.

PART
VI

Adjective Clauses



UNIT

13

Adjective Clauses with Subject Relative Pronouns

Grammar in Context

BEFORE YOU READ

👁️ Look at the photos. How do you think the people feel about each other? What is your definition of a friend? Read this article about friendship.

Section 5 • October 2005

Lifestyles • Page 15

A Word with Many Meanings

Almost everyone has friends, but ideas about friendship differ from person to person. For some, a friend can be a person **who chats with you on the Internet**. For others, a friend is someone **who has known you all your life**. What one person defines as a friend, another calls an acquaintance, and vice versa.

As you see, definitions of friendship can vary a lot within a single culture. Imagine the differences between cultures. In Russia, for example, friendship is a relationship **that emphasizes sharing your innermost feelings**—friends are people **who know each other “behind the soul.”**

In Mexico, it is a lifelong commitment, and a friend is someone **who becomes part of your family and who helps you in all areas of life**. Anthropologist Margaret Mead compared notions of friendship in some Western countries. She says:

“For the French, friendship is a one-to-one relationship **that demands keen awareness of the other person’s intellect, temperament, and particular interests**. A friend is someone **who brings out your own best qualities**.” For French friends, **who enjoy arguing about intellectual issues**, disagreement is “the breath of life.” However, Mead notes, “. . . for Germans, **whose friendships are based on mutuality of feeling**, deep disagreement on any subject **that matters to both is . . . a tragedy**.”



A Word with Many Meanings

Germans form friendships early in life, and, like Mexican friends, German friends usually become part of each other's family life. As a result, Mead reports, young Germans **who come to the United States** often have difficulty making friends with Americans, **whose friendships are less permanent**. American friendships fade "as people move, change their jobs, marry, or discover new interests."

Mead describes a different pattern in British friendships, **which usually stay outside the family**. These relationships are based on shared activity. Although British friends may not be as deeply attached to each other as German friends, their relationships can survive a long separation. For the British, friends **who meet after a long separation** are like a couple **who begin to dance again** when the orchestra starts playing after a pause.

Studies of American friendships indicate that, like the French and British, people in the United States often form friendships around interests. They have friends **who enjoy sports**, friends **who go shopping with them**, friends **who share a hobby**. And, like the Germans and Russians, some also form long-lasting friendships **which are based on feelings**. In fact, the variety of relationships **that come under Americans' definition of friendship** can confuse people from other cultures, especially when Americans say things like, "I just made a new friend yesterday."

Nevertheless, the term does not seem to confuse Americans, **who know very well the difference between friends and acquaintances**. According to a survey in *Psychology Today*, those **who answered the survey** "find it easy to distinguish between close and casual friends and reported they have more close friends than casual ones."

Although different people and cultures emphasize different aspects of friendship, there is one element **which is always present**, and that is the element of choice. We may not be able to select our families, our co-workers, or even the people **that ride the bus with us**, but we can pick our friends. As Mead puts it, "a friend is someone **who chooses and is chosen**." It is this freedom of choice **that makes friendship such a special and unique relationship**.



AFTER YOU READ

Match the cultures with their descriptions of friendship from the article.

- | | |
|---|-----------------------|
| <input type="checkbox"/> 1. Friends like to argue about ideas. | a. German and Mexican |
| <input type="checkbox"/> 2. Friends tell each other their deepest feelings. | b. British |
| <input type="checkbox"/> 3. Friends are like family members. | c. French |
| <input type="checkbox"/> 4. Friends like the same activities. | d. Russian |

Grammar Presentation

ADJECTIVE CLAUSES WITH SUBJECT RELATIVE PRONOUNS

ADJECTIVE CLAUSES AFTER THE MAIN CLAUSE

Main Clause			Adjective Clause		
Subject	Verb	Predicate Noun/ Pronoun	Subject Relative Pronoun	Verb	
I	read	a book	<i>that</i>	discusses	friends.
A friend	is	someone	<i>who</i>	knows	you well.

			<i>Whose + Noun</i>		
I	have	a friend	<i>whose home</i>	is	in Boston.

ADJECTIVE CLAUSES INSIDE THE MAIN CLAUSE

Main Clause	Adjective Clause			Main Clause (cont.)	
Subject Noun/ Pronoun	Subject Relative Pronoun	Verb		Verb	
The book	<i>that</i>	discusses	friends	is	by Ruben.
Someone	<i>who</i>	knows	you	can give	you advice.

		<i>Whose + Noun</i>			
My friend	<i>whose sister</i>	writes	books	lives	in Boston.

GRAMMAR NOTES

1. Use **adjective clauses** to **identify** or give **additional information** about nouns (people, places, or things).

Adjective clauses can also identify or describe indefinite pronouns such as *one*, *someone*, *somebody*, *something*, *another*, and *other(s)*.

In most cases the adjective clause directly follows the noun (or pronoun) it is identifying or describing.

EXAMPLES

- I know the woman **who lives across the street**.
(The clause who lives across the street identifies the woman.)
- Hamburg, **which is my hometown**, is still my favorite city.
(The clause which is my hometown gives additional information about Hamburg.)
- I'd like to meet *someone* **who speaks Spanish**.

2. **Sentences with adjective clauses** can be seen as a combination of two sentences.

I have a friend. + *She loves to shop.* =

- I have a friend **who loves to shop**.

Pietro calls often. + *He lives in Rome.* =

- Pietro, **who lives in Rome**, calls often.

Lea has a son. + *His name is Max.* =

- Lea has a son **whose name is Max**.

(continued)

3. Adjective clauses begin with relative pronouns.
Relative pronouns that can be the **subject** of the clause are *who*, *that*, *which*, and *whose*.

a. Use *who* or *that* to refer to people.

subj.

- I have a **friend *who*** lives in Mexico.

OR

subj.

- I have a **friend *that*** lives in Mexico.

b. Use *which* or *that* to refer to places or things.

subj.

- New York is a **city *which*** attracts a lot of tourists.

OR

subj.

- New York is a **city *that*** attracts a lot of tourists.

USAGE NOTE: *That* is less formal than *who* and *which* and more frequently used in conversation.

c. Use *whose* + noun to show possession or relationship.

subj.

- She's the neighbor ***whose* house** is for sale.

► **BE CAREFUL!** Do not use a subject pronoun (*I, you, he, she, it, we, they*) and a subject relative pronoun in the same adjective clause.

- Scott is someone ***who* never forgets** a friend's birthday.
NOT Scott is someone who ~~he~~ never forgets a friend's birthday.

4. Relative pronouns have the same form whether they refer to singular or plural nouns, or to males or females.

- That's the **man *who*** lives next door.
- That's the **woman *who*** lives next door.
- Those are the **people *who*** live next door.

5. The verb in the adjective clause is singular if the subject relative pronoun refers to a singular noun. It is plural if it refers to a plural noun.

- Ben is my **friend *who* lives** in Boston.
- Al and Ed are my **friends *who* live** in Boston.

► **BE CAREFUL!** When *whose* + noun is the subject of an adjective clause, the verb agrees with the subject of the adjective clause.

- Maria is a person ***whose* friends *are*** important to her.
NOT Maria is a person whose friends ~~is~~ important to her.

6. There are two kinds of adjective clauses, **identifying** and **nonidentifying** (sometimes called *restrictive* and *nonrestrictive*).

a. Use an **identifying** adjective clause to identify which member of a group the sentence talks about. Do not use commas with this kind of adjective clause.

b. Use a **nonidentifying** adjective clause to give additional information about the noun it refers to. The information is not necessary to identify the noun. Use a comma before and after the adjective clause.

► **BE CAREFUL!** Do not use *that* to introduce nonidentifying adjective clauses. Use *who* for people and *which* for places and things.

- I have a lot of good friends. My friend **who lives in Chicago** visits me often. *(The adjective clause is necessary to identify which friend.)*
- I have a lot of good friends. My best friend, **who lives in Chicago**, visits me often. *(The friend has already been identified as the speaker's best friend. The adjective clause gives additional information, but it isn't needed to identify the friend.)*
- **Marielle, who** introduced us at the party, called me last night. NOT Marielle, ~~that~~ introduced us at the party, called me last night.
- **Miami, which** reminds me of home, is my favorite vacation spot. NOT Miami, ~~that~~ reminds me of home, is my favorite vacation spot.

7. In **writing**, a nonidentifying adjective clause is separated from the rest of the sentence by **commas**.

In **speaking**, a nonidentifying adjective clause is separated from the rest of the sentence by brief **pauses**.

Without commas or pauses the same sentence has a very different meaning.

- nonidentifying adjective clause
- My sister, **who lives in Seattle**, came to visit me this year.
 - My sister (*pause*) **who lives in Seattle** (*pause*) came to visit me this year. *(I have only one sister. She lives in Seattle.)*
- identifying adjective clause
- My sister **who lives in Seattle** came to visit me this year. *(I have several sisters. This one lives in Seattle.)*

Focused Practice

1 DISCOVER THE GRAMMAR

Read this article about different types of friends. First circle the relative pronouns and underline the adjective clauses. Then draw an arrow from the relative pronoun to the noun or pronoun that it refers to.

Wellness Today

September-October 2005

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Not Just Friends

BY BUD E. FREUND

Most of us have very few “best friends” throughout our lives. These are friends who are loyal to us through good times and bad. They are people who accept us completely (warts and all) and who know our most secret thoughts. But we have contact with many others whose relationships with us may be less deep but are still important. What would our lives be without these acquaintances, buddies, and dear old friends?

ACQUAINTANCES. These are people whose paths often cross ours. We attend the same school committee meetings or share a car pool with them. Acquaintances may exchange favors easily. The neighbor who borrows your chairs for a big party or the colleague who waters your plants while you’re on vacation fits this category. But we usually don’t get too intimate with them. One woman commented, “Our next-door neighbor, who carpools with us, is very nice. But we don’t have anything in common. We never get together for anything but car pool.”

BUDDIES. A lot of people have a friend who shares a particular activity or interest. These usually aren’t close relationships, but they’re important ones that keep us connected to our interests and hobbies. Because they’re based on activities rather than feelings, it’s relatively easy to make a new buddy. One foreign-exchange student reported, “For the first two months I was here, I didn’t have any real friends. My table-tennis partner, who’s from Beijing, was my only social contact. We couldn’t communicate in English very well, but we had a good time anyway. Without him, I would have been completely isolated.”

OLD FRIENDS. “Delores knew me when I worked in the mailroom,” recalls an advertising executive. “I’ll never forget this day. The vice president who promoted me called me for an interview. I didn’t have the right clothes, and Delores was the one who came with me to buy my first business suit.” We all have old friends who knew us “back when.” They keep us in touch with parts of ourselves which are easy to lose as we move through life. “Whenever I go home, I always visit Delores,” recalls the executive. “We look through old photo albums and talk about experiences that have helped form us. She always reminds me how shy I used to be. I agree with George Herbert, who said that the best mirror is an old friend.”

2 DEFINITIONS

Grammar Note 3

A Match the words on the left with the descriptions on the right.

- | | |
|------------------------------|--|
| <u> e </u> 1. acquaintance | a. This person is married to you. |
| <u> </u> 2. album | b. This event brings people together after a long separation. |
| <u> </u> 3. soul mate | c. This relationship exists between friends. |
| <u> </u> 4. colleague | d. This person is your husband's or wife's relative. |
| <u> </u> 5. confidant | e. This person knows you but is not a close friend. |
| <u> </u> 6. empathy | f. This feeling lets you experience another person's feelings. |
| <u> </u> 7. friendship | g. This person is very similar to you in thought and feeling. |
| <u> </u> 8. in-law | h. This book has pages for saving photos. |
| <u> </u> 9. reunion | i. This person listens to your private feelings and thoughts. |
| <u> </u> 10. spouse | j. This person has the same job or profession as you. |

B Now write definitions for the words on the left. Use the correct description on the right and appropriate relative pronouns.

1. *An acquaintance is a person who knows you but is not a close friend.* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

3 SURVEY RESULTS

Grammar Notes 3–6

A U.S. magazine, *Psychology Today*, conducted a national survey on friendship. Below are some of the results and opinions about them. Complete each sentence with an appropriate relative pronoun and the correct form of the verbs in parentheses.

1. A person who has (have) lived in the same place has more casual friends than someone _____ (have) moved around.
2. People _____ (have) moved a lot have fewer casual friends.
3. The qualities _____ (be) most important in a friend are loyalty, warmth, and the ability to keep secrets.
4. People _____ (face) a crisis turn first to their friends for help, not to their families.
5. Betrayal is the reason _____ (be) most often given for ending a friendship.
Most people cannot forgive this break in trust.
6. Most people can maintain friendships with friends _____ (have) become more successful than they are.
7. Many people have friends _____ social or religious backgrounds _____ (be) different from theirs. These differences don't seem to affect their friendships.
8. Most people _____ friends _____ (include) members of the opposite sex say that these relationships are different from relationships with the same sex.
9. This survey, _____ (appear) in a past issue of *Psychology Today*, was completed by typical readers of this magazine.
10. Someone _____ (not read) *Psychology Today* might have different ideas about friendship.
11. For some, friends must be people _____ (share) the same social or religious beliefs.
12. Today a close friend can be someone _____ (stay) in touch online. You may rarely see your online friends.

4 BETWEEN FRIENDS

Grammar Notes 2, 6–7

Read the conversations. Then use the first sentence in each conversation to help you write a summary. Use adjective clauses. Remember to use commas where necessary.

1. A: This article is really interesting.

B: What's it about?

A: It discusses the different types of friendship.

SUMMARY: This article, which discusses the different types of friendship, is really interesting.

2. A: They'll meet us at the restaurant, OK?

B: Which restaurant?

A: You know the one. It's across the street from the library.

SUMMARY: _____

3. A: The navy blue suit looked the best.

B: Which navy blue suit?

A: The one on sale.

SUMMARY: _____

4. A: Bill and Sue aren't close friends with the Swabodas.

B: No. The Swabodas' interests are very different from theirs.

SUMMARY: _____

5. A: I loaned some chairs to the new neighbors.

B: Why did they need chairs?

A: They're having a party tonight.

SUMMARY: _____

6. A: I was just laughing at an old picture of Jason.

B: Which one? You have hundreds.

A: You know the one—it shows him holding hands with Amy.

SUMMARY: _____

7. A: My boyfriend left me a lot of plants to water.

B: How come?

A: He went to Venezuela for two weeks.

SUMMARY: _____

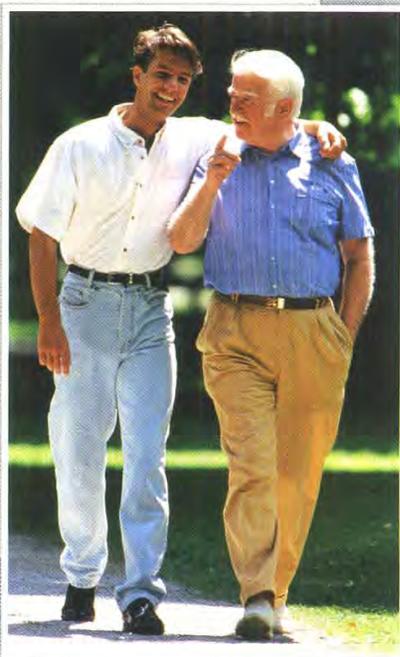
5 EDITING

Read this student's essay about a friend. There are ten mistakes in the use of adjective clauses and their punctuation. Each incorrectly punctuated clause counts as one mistake. (For example, "My mother who is my best friend just turned 50" needs two commas, but it counts as one mistake.) The first mistake is already corrected. Find and correct nine more.

Good Friends

A writer once said that friends are born, not made. I think he meant that friendship is like love at first sight—we become friends immediately with people who ~~they~~ are compatible with us. I don't agree with this writer. Last summer I made friends with some people who's completely different from me.

In July, I went to Mexico City to study Spanish for a month. In our group, there were five adults, which were all language teachers from our school. Two teachers stayed with friends in Mexico City, and we only saw those teachers during the day. But we saw the teachers, who stayed with us in the dormitory, both day and night. They were the ones who they helped us when we had problems. Bob Taylor who is much older than I am became a really good friend. In my first week, I had a problem that was getting me down. Mexico City, that is a very exciting place, was too distracting. I went out all the time, and I stopped going to my classes. Bob, who have studied abroad a lot, helped me get back into my studies. After the trip I kept writing to Bob, who's letters are always interesting and encouraging. Next summer, he's leading another trip what sounds interesting. It's a three-week trip to Spain, which is a place he knows a lot about. I hope I can go.

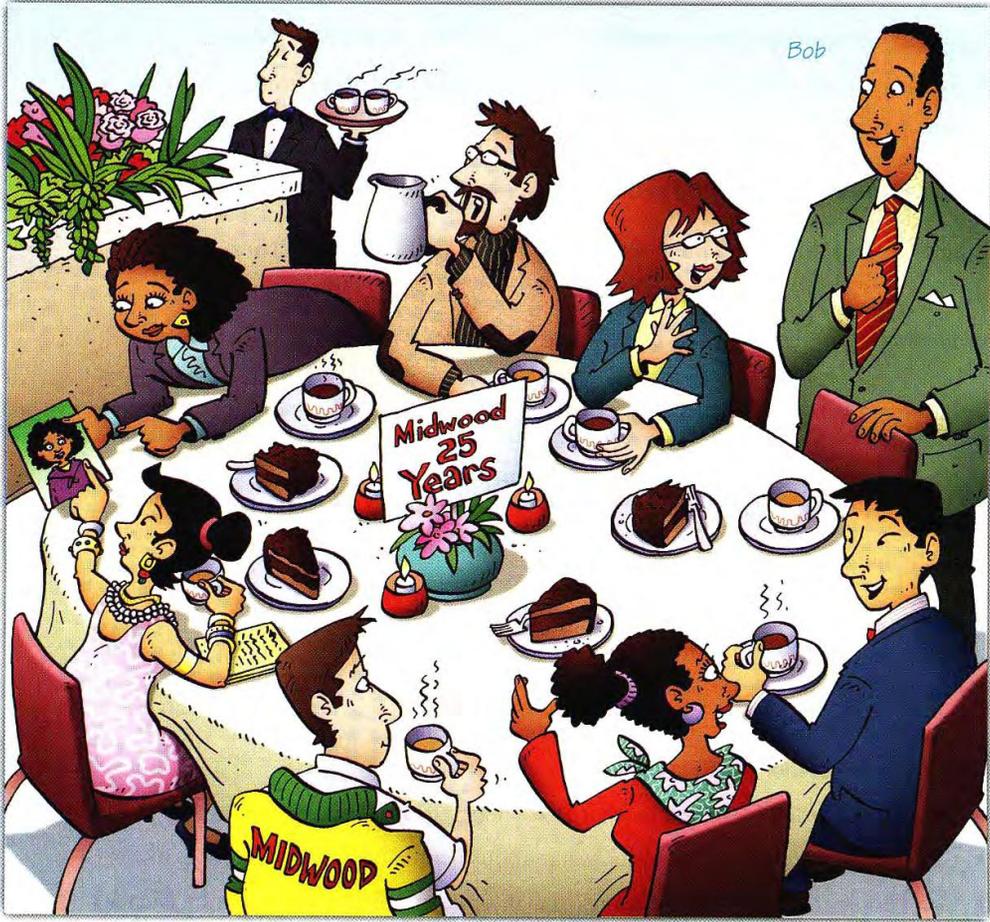


Communication Practice

6 LISTENING

Some friends are at a high school reunion. They haven't seen one another for 25 years. Look at the picture and listen to the friends talk about the people at the table. Then listen again and write the correct name next to each person.

- | | | | | | |
|-----|------|----------------|------|-----|------|
| Ann | Asha | Bob | Kado | Pat | Pete |
|-----|------|----------------|------|-----|------|



7 | A FRIEND IS SOMEONE WHO . . .

Complete the questionnaire. Check all the items that you believe are true.

A friend is someone who . . .

- | | |
|---|---|
| <input type="checkbox"/> 1. always tells you the truth. | <input type="checkbox"/> 8. does things with you. |
| <input type="checkbox"/> 2. has known you for a very long time. | <input type="checkbox"/> 9. respects you. |
| <input type="checkbox"/> 3. cries with you. | <input type="checkbox"/> 10. accepts you the way you are. |
| <input type="checkbox"/> 4. lends you money. | <input type="checkbox"/> 11. understands you. |
| <input type="checkbox"/> 5. talks to you every day. | <input type="checkbox"/> 12. gives you advice. |
| <input type="checkbox"/> 6. helps you when you are in trouble. | <input type="checkbox"/> 13. keeps your secrets. |
| <input type="checkbox"/> 7. listens to your problems. | <input type="checkbox"/> 14. cares about you. |

Other: _____

Now compare questionnaires with a partner. Discuss the reasons for your choices.

Example: A: I think a friend is someone who always tells you the truth.

B: I don't agree. Sometimes the truth can hurt you.

After your discussion, tally the results of the whole class. Discuss the results.

8 | WHAT'S THE DIFFERENCE?

Work in small groups. Discuss the differences between these terms.

a friend and an acquaintance

a friend and a colleague

a friend and a best friend

a friend and a buddy

Now discuss these questions:

- What is the word for *friend* in your first language? Is it used the same way in English?
- Can men and women be friends? What about people of different ages?
- Can people from different religious, social, or economic backgrounds be friends?

9 | QUOTABLE QUOTES

Work in a small group. Choose five of these quotations and talk about what they mean. Give examples from your own experience to support your ideas.

Chance makes our relatives, but choice makes our friends.

—*Jacques Delille (French poet, 1738–1813)*

Example: **A:** I think this means that we can't choose our families, but we can choose our friends.

B: I agree. When I was in high school my best friend was someone who was completely different from my family . . .

The best mirror is an old friend.

—*George Herbert (English poet and novelist, 1593–1633)*

Friendship is a plant which we must often water.

—*German proverb*

A good man finds all the world friendly.

—*Hindustan proverb*

He is wise who can make a friend of a foe.

—*Scottish proverb*

Show me a friend who will weep with me; those who will laugh with me I can find myself.

—*Slavic proverb*

A friend in need is a friend indeed.

—*English proverb*

Very few people can congratulate without envy a friend who has succeeded.

—*Aeschylus (Greek playwright, 525–456 B.C.)*

[A friend is] another I.

—*Zeno (Greek philosopher, 335–263 B.C.)*

Wherever you are it is your own friends who make your world.

—*Ralph Barton Perry (U.S. philosopher, 1876–1957)*

Have no friends not equal to yourself.

—*Confucius (Chinese philosopher, 551–479 B.C.)*

A true friend is somebody who can make us do what we can.

—*Ralph Waldo Emerson (U.S. writer, 1803–1882)*

10 WRITING

Write an essay of two paragraphs about a friend. You may want to begin your essay with one of the quotations from Exercise 9. Use adjective clauses with subject relative pronouns. You can use the essay in Exercise 5 as a model.

Example: Do friends have to be people who have the same interests or personality? I don't think so. My best friend Richie is someone whose personality is completely different from mine. He can walk into a room that is full of strangers, and in an hour, they'll all be new friends. I'm very shy . . .

11 ON THE INTERNET

 People have many different ideas about friendship. Do a search on the phrase "a friend is someone who." Use quotation marks. Write down some of the definitions that you find. Discuss them with a group. Which ones do you agree with? Which ones do you disagree with? Give reasons for your opinions.

Example: One definition that I found is, "A friend is someone who is concerned with everything you do." I don't agree. Friends don't have to be involved with every part of each other's lives.

Adjective Clauses with Object Relative Pronouns or *When* and *Where*

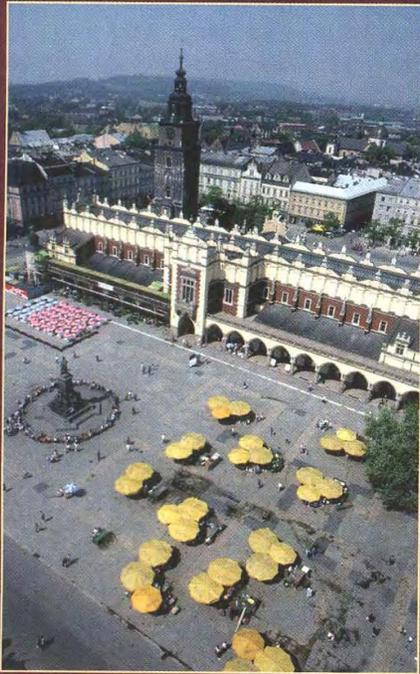
Grammar in Context

BEFORE YOU READ

🎧 What is an autobiography? Look at the title of the book reviews below. What do you think the two autobiographies are about? Read these reviews.

TORN BETWEEN

TWO



WORLDS

“I’m filled to the brim with what I’m about to lose—images of Cracow, **which I loved as one loves a person**, of the sun-baked villages **where we had taken summer vacations**, of the hours I spent **poring over passages of music with my music teacher**, of conversations and escapades with friends.”

These sad words were written by Eva Hoffman, author of *Lost in Translation: A Life in a New Language* (New York: Penguin, 1989). Hoffman, who spent her early childhood in Cracow, Poland, moved with her family to Vancouver, Canada, when she was 13. Her autobiography describes her experiences as she leaves her beloved Cracow and struggles to find herself in a new place and a new language.

In spite of her family’s poverty and small, crowded apartment, Ewa Wydra (Hoffman’s Polish name) loved her native Cracow. It was a place **where life was lived intensely**. She visited the city’s cafés with

(continued)

TORN BETWEEN TWO WORLDS

her father, who she watched in lively conversations with his friends. Hoffman remembers neighbors, “People between whose apartments there’s constant movement with kids, sugar, eggs, and teatime visits.” As she grew up, her friendship with Marek, whose apartment she visited almost daily, deepened, and the two always believed that they would be married.

Madame Witeszcak, Ewa’s piano teacher, was the last person Ewa said goodbye to before she left Poland. “What do you think you’ll miss most?” her teacher asked. “Everything. Cracow. The school . . . you. Everything . . .”

At her new school in Vancouver, Ewa is given her English name, Eva, which her teachers find easier to pronounce. Ewa, however, feels no connection to the name. In fact, she feels no connection to the English name of anything that she feels is important. All her memories and feelings are still in her first language, Polish. The story of Eva as she grows up and comes to terms with her new identity and language is fascinating and moving.

Also recommended is *The Rice Room*, by Ben Fong-Torres (New York: Hyperion, 1994). Unlike Hoffman, Fong-Torres was born in the United States. However, his parents had emigrated from China, and many of the problems that he describes are, like Hoffman’s, connected to language. Fong-Torres struggles to bring together his family’s culture and his new culture. He lacks the language he needs to do this because he only has the Chinese that he



had learned as a child. A successful radio announcer and journalist in English, Fong-Torres cannot really talk to his parents, for whom English is still a foreign language.

“When we talk, it sounds like baby talk—at least my half of it. . . . I don’t know half the words I need; I either never learned them, or I heard but forgot them.” The language barrier separated Fong-Torres and his parents “. . . through countless moments when we needed to talk with each other, about the things parents and children usually discuss: jobs and careers; marriage and divorce; health and finances; history, the present, and the future. This is one of the great sadnesses of my life. . . . I’m a journalist and a broadcaster—my job is to communicate—and I can’t with the two people with whom I want to most.”

Whether first- or second-generation immigrant—the issues are the same. These two books describe the lives of people trying to connect the worlds that they left behind and the worlds that they now call home.

AFTER YOU READ

Check the correct person.

	Hoffman	Fong-Torres
1. Who studied music?	<input type="checkbox"/>	<input type="checkbox"/>
2. Who was born in the United States?	<input type="checkbox"/>	<input type="checkbox"/>
3. Who went to cafés with a parent?	<input type="checkbox"/>	<input type="checkbox"/>
4. Who had a name change?	<input type="checkbox"/>	<input type="checkbox"/>
5. Who has difficulty communicating with family?	<input type="checkbox"/>	<input type="checkbox"/>

Grammar Presentation

ADJECTIVE CLAUSES WITH OBJECT RELATIVE PRONOUNS OR WHEN AND WHERE

ADJECTIVE CLAUSES AFTER THE MAIN CLAUSE

Main Clause			Adjective Clause		
Subject	Verb	Predicate Noun / Pronoun	(Object Relative Pronoun)	Subject	Verb
He	read	the book	<i>(that)</i>	she	wrote.
She	is	someone	<i>(who[m])</i>	I	respect.

			<i>Whose + Noun</i>		
That	is	the author	<i>whose book</i>	I	read.

			<i>Where / (When)</i>		
She	loves	the city	<i>where</i>	she	grew up.
They	cried	the day	<i>(when)</i>	they	left.

(continued)

ADJECTIVE CLAUSES INSIDE THE MAIN CLAUSE

Main Clause	Adjective Clause		Main Clause (cont.)		
Subject	(Object Relative Pronoun)	Subject	Verb	Verb	
The book	(that)	I	read	is	great.
Someone	(who[m])	you	know	was	there.
	Whose + Noun				
The man	whose sister	you	know	writes	books.
Main Clause	Adjective Clause		Main Clause (cont.)		
Subject	Where / (When)	Subject	Verb	Verb	
The library	where	I	work	has	videos.
The summer	(when)	she	left	passed	slowly.

GRAMMAR NOTES

- In Unit 13, you learned about adjective clauses in which the **relative pronoun** was the **subject** of the clause.

Relative pronouns can also be the **object** of an adjective clause. Notice that:
 - The **object relative pronoun** comes at the **beginning** of the adjective clause.
 - Relative pronouns (subject or object) have the **same form** whether they refer to singular or plural nouns, or to males or females.
 - The **verb** in the adjective clause **agrees with the subject** of the adjective clause. It does not agree with the relative pronoun or the noun that the relative pronoun refers to.

► **BE CAREFUL!** Do not use an object pronoun (*me, you, him, her, it, us, them*) together with an object relative pronoun in an adjective clause.

EXAMPLES

- Eva is a writer.* + ^{subj.} **She** was born in Poland. =
- Eva, ^{subj.} **who was born in Poland**, is a writer.
- Eva is a writer.* + ^{obj.} **I saw her** on TV. =
- Eva, ^{obj.} **who(m) I saw on TV**, is a writer.
- That's the **man who(m)** I met.
- That's the **woman who(m)** I met.
- Those are the **people who(m)** I met.
- I like the ^{subj. verb} **columns which he writes**.
- I like the **column which they write**.
- She is the writer **who I saw on TV**.
NOT She is the writer who I saw ~~her~~ on TV.

2. REMEMBER: There are two kinds of adjective clauses, **identifying** and **nonidentifying**.

You can often leave out an **object** relative pronoun in an **identifying adjective clause**. (You cannot leave out subject relative pronouns.)

IDENTIFYING

- I read a lot of books. The book **which I just finished** is by Eva Hoffman.
(The adjective clause is necessary to identify which book I mean.)

NONIDENTIFYING

- I read a lot of books. This book, **which I just finished**, is by Eva Hoffman.
(I'm pointing to the book, so the adjective clause isn't needed to identify it. The clause gives additional information.)
- He's the author **that I talked to**.
OR
- He's the author **I talked to**.

3. **Relative pronouns** that can be the **object** of the adjective clause are **who(m), that, which,** and **whose**.

a. Use **whom, who,** or **that** to refer to **people**. Note that in this case, you can also leave out the relative pronoun.

USAGE NOTE: **Whom** is very formal. Most people do not use **whom** in everyday speech. **That** is less formal than **who**. In everyday speech, most people use no relative pronoun.

b. Use **which** or **that** to refer to **things**. You can also leave out the relative pronoun.

USAGE NOTE: Again, **that** is less formal than **which**. In everyday speech, most people use no relative pronoun.

c. Use **whose** to show **possession** or **relationship**. You cannot leave out **whose**.

► **BE CAREFUL!** You can only leave out relative pronouns in identifying adjective clauses. You **must use the relative pronoun in a nonidentifying adjective clause**. You cannot leave it out.

- She's the writer **whom I met**.
OR
- She's the writer **who I met**.
OR
- She's the writer **that I met**.
OR
- She's the writer **I met**.



- I read a book **which she wrote**.
OR
- I read a book **that she wrote**.
OR
- I read a book **she wrote**.



- That's the author **whose book I read**.
NOT That's the author ~~book I read~~.
- She remembers Marek, **who she visited often**.
NOT She remembers Marek ~~she visited often~~.

(continued)

4. The relative pronouns *who(m)*, *that*, *which*, and *whose* can be the **object of a preposition**.

Note that you can leave out *who(m)*, *that*, and *which*, but not *whose*.

USAGE NOTES

In **everyday spoken English** and in **informal writing**, we put the preposition **at the end** of the clause.

In **formal English**, we put the preposition **at the beginning** of the clause. When the preposition is at the beginning, we use only ***whom*** (not *who* or *that*) for **people**, and ***which*** (not *that*) for **things**.

He's the writer. + I work for him. = **Formality**
More

- He's the writer ***whom*** I work for.
- OR
- He's the writer ***who*** I work for.
- OR
- He's the writer ***that*** I work for.
- OR
- He's the writer I work for.

Less

He's the writer. + I work for his wife. =

- He's the writer ***whose wife*** I work for.
- He's the writer ***who*** I work for.
- That's the book ***that*** he spoke about.
- He's the writer **for *whom*** I work.
- That's the book **about *which*** he spoke.

5. *When* and *where* can also be used to begin adjective clauses.

a. *Where* refers to a **place**.

b. *When* or *that* refers to a **time**.

Note that you can leave out *when* and *that* in identifying adjective clauses.

That's the library. + She works there. =

- That's the library ***where she works***.

I remember the day. + I met him then. =

- I remember the day ***when I met him***.
- OR
- I remember the day ***that I met him***.
- OR
- I remember the day ***I met him***.

Reference Note

For additional information about identifying and nonidentifying adjective clauses, see Unit 13, page 195.

Focused Practice

1 DISCOVER THE GRAMMAR

The excerpt below comes from Eva Hoffman's book, *Lost in Translation*. It describes Hoffman's home in Cracow, Poland. First circle all the words that introduce adjective clauses (relative pronouns, **when**, and **where**) and underline the adjective clauses. Then draw an arrow from the relative pronoun to the noun or pronoun that it refers to.

The kitchen is usually steamy with large pots of soup cooking on the wood stove for hours, or laundry being boiled in vats for greater whiteness; behind the kitchen, there's a tiny balcony, barely big enough to hold two people, on which we sometimes go out to exchange neighborly gossip with people peeling vegetables, beating carpets, or just standing around on adjoining balconies. Looking down, you see a paved courtyard, in which I spend many hours bouncing a ball against the wall with other kids, and a bit of garden, where I go to smell the few violets that come up each spring and climb the apple tree, and where my sister gathers the snails that live under the boysenberry bushes, to bring them proudly into the house by the bucketful. . . .

Across the hall from us are the Twardowskis, who come to our apartment regularly. . . . I particularly like the Twardowskis' daughter, Basia, who is several years older than I and who has the prettiest long braids, which she sometimes coils around her head. . . .

Now read this excerpt about Hoffman's music school. There are four adjective clauses in which the relative pronouns have been left out. The first one is already underlined. Find and underline three more.



Pani Konek teaches at the Cracow Music School, which I've been attending for two years—ever since it has been decided that I should be trained as a professional pianist. I've always liked going to school. At the beginning of the year, I like buying smooth navy blue fabric from which our dressmaker will make my school uniform—an anonymous overdress we are required to wear over our regular clothes in order to erase economic and class distinctions; I like the feel of the crisp, untouched notebook . . . and dipping my pen into the deep inkwell in my desk, and learning how to make oblique letters. It's fun to make up stories about the eccentric characters I know, or about the shapes icicles make on the winter windows, and try to outwit the teacher when I don't know something, and to give dramatic recitations of poems we've memorized. . . .

2 | FIRST IMPRESSIONS

Grammar Notes 1–5

Complete this interview from a school newspaper. Use a relative pronoun, **when** or **where**, and the correct forms of the verbs in parentheses.

The Grover

September 18, 2006

page 3

Meet Your Classmates



Maniya, who a lot of our readers already know,
1. (know)
 has been at Grover High for three years now. We interviewed Maniya about her experiences coming to the United States.

INTERVIEWER: How did your family choose Atlanta, Maniya?

MANIYA: My cousin, _____ we _____ with at
2. (stay)
 first, lives here.

INTERVIEWER: What were your first impressions?

MANIYA: At first it was fun. We got here in the summer, _____ there
 _____ no school, so I didn't feel much pressure to speak English.
3. (be)

INTERVIEWER: What was the most difficult thing about going to school?

MANIYA: Of course, the class in _____ I _____ the biggest problems at
4. (have)
 first was English. It was so hard for me to write compositions or to say the things
 _____ I _____ to say. Now it's much easier.
5. (want)

INTERVIEWER: What was the biggest change for you when you got here?

MANIYA: We used to live in a big house, _____ there _____ always a lot
6. (be)
 of people. Here I live with my parents and sister, _____ I _____
7. (take care of)
 after school.

INTERVIEWER: How did you learn English so quickly?

MANIYA: At night, I write words and idioms on a piece of paper _____ I
 _____ in my shirt pocket. Then I study them at school whenever I have a chance.
8. (put)

INTERVIEWER: Is there anything _____ you still _____ trouble with?
9. (have)

MANIYA: One thing _____ I still _____ hard to do is make jokes in English.
10. (find)
 Some things are funny in Tagalog but not in English.

3 MEMORIES

Grammar Notes 1–5

Combine the pairs of sentences. Make the second sentence in each pair an adjective clause. Make any other necessary changes.

1. That's the house. I grew up in the house.

That's the house that I grew up in.

2. I lived with my parents and my siblings. You've met them.

3. I had two sisters and an older brother. I got along well with my sisters.

4. My sisters and I shared a room. We spent nights talking there.

5. My brother slept on the living room couch. I hardly ever saw him.

6. It was a large old couch. My father had made the couch himself.

7. My best friend lived across the hall. I saw her every day.

8. We went to the same school. We both studied English there.

9. Mr. Robinson was our English teacher. Everyone was a little afraid of Mr. Robinson.

10. After school I worked in a bakery. My aunt and uncle owned it.

11. They sold delicious bread and cake. People stood in line for hours to buy the bread and cake.

12. I took piano lessons from a woman. The woman's sister worked in the bakery.

13. I remember one summer. The whole family went to the lake then.

(continued)

14. It was a great summer. I'll never forget that summer.

15. My brother and sisters live far away now. I miss them.

16. When we get together we like to talk about the old days. We all lived at home then.

4 | EDITING

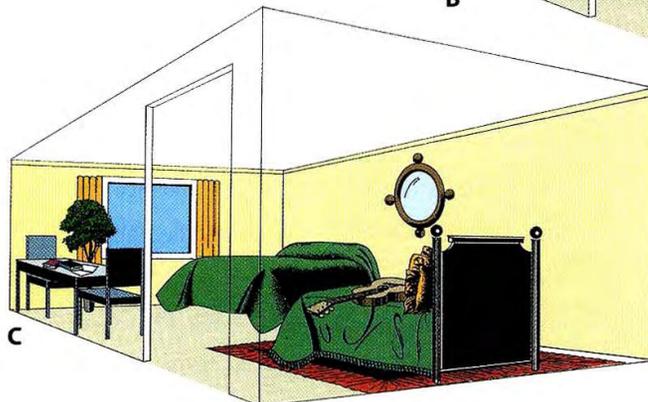
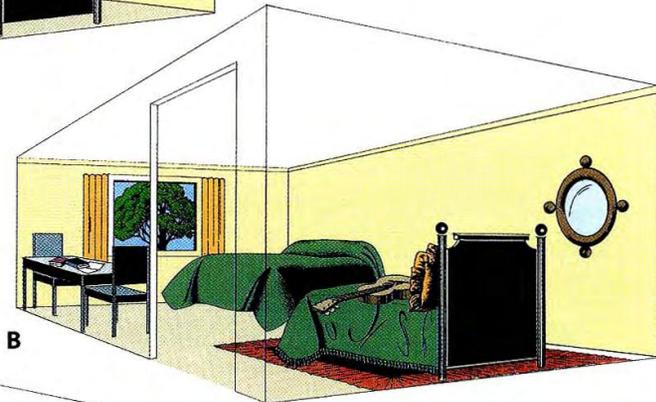
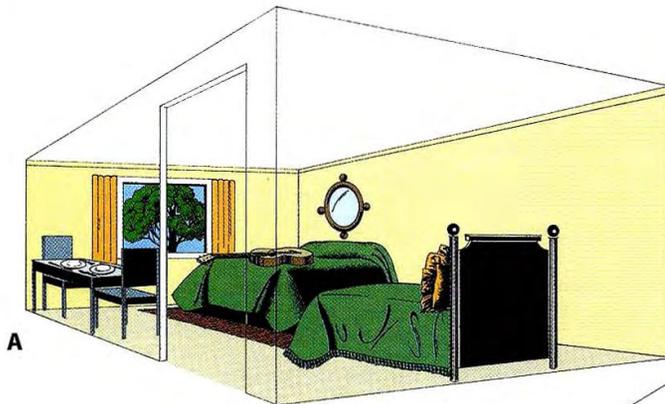
Read this student's essay. First put commas where necessary. (Remember: Nonidentifying adjective clauses need commas.) Then delete the relative pronouns where possible.

Tai Dong, where I grew up, is a small city on the southeast coast of Taiwan. My family moved there from Taipei the summer ~~when~~ I was born. I don't remember our first house which we rented from a relative, but when I was two, we moved to the house that I grew up in. This house where my parents still live is on a main street in Tai Dong. To me, this was the best place in the world. My mother had a food stand in our front courtyard where she sold omelettes early in the morning. All her customers whom I always chatted with were very friendly to me. On the first floor, my father conducted his tea business in the front room. After school, I always went straight to the corner where he sat drinking tea with his customers. In the back was our huge kitchen with its stone floor and brick oven. I loved dinnertime because the kitchen was always full of relatives and the customers that my father had invited to dinner. It was a fun and noisy place to be. Next to the kitchen, there was one small bedroom. My oldest cousin whose father wanted him to learn the tea business slept there. Our living room and bedrooms were upstairs. My two sisters slept in one bedroom, and my older brother and I slept in the other. My younger sister shared a room with my grandmother who took care of her a lot of the time.

Communication Practice

5 LISTENING

🔊 Listen to this woman describe her old room. Then listen again and choose the correct picture.



Listen again and check the correct box.

This description is in _____ English.

- formal
- informal

6 INFORMATION GAP: BIOGRAPHY

Work in pairs (A and B). Student B, go to page 218 and follow the instructions there. Student A, read the biography of Ben Fong-Torres below. Then ask Student B questions about him in order to fill in the missing information. Answer Student B's questions.

- Example:** A: When was the Exclusion Act still in effect?
 B: In 1929. Where did his father obtain a birth certificate?
 A: In the Philippines.



Ben Fong-Torres was born in Alameda, California, in 1945. He was the son of first-generation Chinese parents. His father had immigrated to the United States in 1929, when the Exclusion Act, which limited the number of Chinese entering the country, was still in effect. To avoid this obstacle, his father first went to the Philippines, where he obtained a birth certificate and added *Torres* to his name. Ben's mother came to the United States _____, when their marriage was arranged by relatives.

Ben, along with his brother and sister, grew up in Oakland, California, where there was a large Chinese community. His family owned _____, where all the children worked when they were not in school. Ben's parents, whose views were quite traditional, were a little surprised and concerned about their children's love for U.S. culture. Ben was an enthusiastic reader of cartoons and a fan of popular music, which he heard on the radio.

At the age of twelve, Ben went with his father to _____, where they opened another Chinese restaurant. It was a difficult time for Ben because he was among people who had had no previous contact with Asians. Back in Oakland, after the failure of the Texas restaurant, Ben got jobs writing for various magazines and newspapers. After graduation from college in 1966, he wrote for *Rolling Stone* magazine, which covered stories about contemporary U.S. political and cultural life. His interviews with hundreds of famous musicians included the Beatles, the Rolling Stones, Grace Slick, and an interview with _____, for which he won an award for music journalism. Fong-Torres was also a DJ for San Francisco radio station KSAN, which plays rock music, and in 1976 he won an award for broadcasting excellence. Fong-Torres and Diane Sweet, who he married in 1976, still live in San Francisco. He hosts many events for the Chinese community in that city, and continues to write about music for the e-zine (Internet magazine) *Asia Currents* and other publications.

When you are finished, compare biographies with your partner. Are they the same?

7 PEOPLE AND PLACES

Bring in some family photos to share with your classmates. Work in small groups. Describe the people and places in your photos.

Example: A: This is the street where we lived before we moved here.

B: Is that the house you grew up in?

A: Yes, it is. I lived there until I was 10.

8 QUOTABLE QUOTES

Work in small groups. Choose three of these quotations and talk about what they mean. Give examples from your own experience to support your ideas.

Where we love is home,
Home that our feet may leave, but not our hearts.
—*Oliver Wendell Holmes, Sr. (U.S. doctor and author, 1809–1894)*

Home is not where you live but where they understand you.
—*Christian Morgenstern (German poet, 1871–1914)*

You can't go home again.
—*Thomas Wolfe (U.S. novelist, 1900–1938)*

Home is the place where, when you have to go there, they have to take you in.
—*Robert Frost (U.S. poet, 1874–1963)*

'Mid pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home.
—*John Howard Payne (U.S. actor, 1791–1852)*

9 WRITING

Write a paragraph about a place you remember from your childhood. Use adjective clauses with object relative pronouns or **when** and **where** to help you explain where things were and why they were important. You can use the essay in Exercise 4 as a model.

Example: The town where I grew up was a small farming village. Living there was like living in an earlier century. We didn't lock our doors, and my friends, who lived across the street, could visit whenever they wanted to . . .

10 ON THE INTERNET

 Do a search on **Cracow** or **Taipei**. Make a list of some of the sights and describe them using adjective clauses.

Example: In Cracow, you can walk around the square, where there are a lot of cafés.

INFORMATION GAP FOR STUDENT B

Student B, read the biography of Ben Fong-Torres below. Then ask Student A questions about him in order to fill in the missing information. Answer Student A's questions.

- Example** A: When was the Exclusion Act still in effect?
 B: In 1929. Where did his father obtain a birth certificate?
 A: In the Philippines.



Ben Fong-Torres was born in Alameda, California, in 1945. He was the son of first-generation Chinese parents. His father had immigrated to the United States in 1929, when the Exclusion Act, which limited the number of Chinese entering the country, was still in effect. To avoid this obstacle, his father first went to the Philippines, where he obtained a birth certificate and added *Torres* to his name. Ben's mother came to the United States ten years later, when their marriage was arranged by relatives.

Ben, along with his brother and sister, grew up in _____, where there was a large Chinese community. His family owned a Chinese restaurant, where all the children worked when they were not in school. Ben's parents, whose views were quite traditional, were a little surprised and concerned about their children's love for U.S. culture. Ben was an enthusiastic reader of cartoons and a fan of _____, which he heard on the radio.

At the age of twelve, Ben went with his father to Texas, where they opened another Chinese restaurant. It was a difficult time for Ben because he was among people who had had no previous contact with Asians. Back in Oakland, after the failure of the Texas restaurant, Ben got jobs writing for various magazines and newspapers. After graduation from college in 1966, he wrote for _____, which covered stories about contemporary U.S. political and cultural life. His interviews with hundreds of famous musicians included the Beatles, the Rolling Stones, Grace Slick, and an interview with Ray Charles, for which he won an award for music journalism. Fong-Torres was also a DJ for San Francisco radio station KSAN, which plays rock music, and in 1976 he won an award for broadcasting excellence. Fong-Torres and _____, who he married in 1976, still live in San Francisco. He hosts many events for the Chinese community in that city, and he continues to write about music for the e-zine (Internet magazine) *Asia Currents* and other publications.

When you are finished, compare biographies with your partner. Are they the same?

From Grammar to Writing

Adding Details with Adjective Clauses

Details help to explain what you are writing about. One way to add details is with adjective clauses that give more information about *Who*, *What*, *Which*, *Whose*, *Where*, and *When*.

Example: She was born in Chile. →
She was born in Chile, *where* her parents had emigrated after the Spanish Civil War.

1 Read this student's essay about a famous person. Underline the adjective clauses.

Octavio Paz is considered one of the greatest writers that the Spanish-speaking world has produced. He was born in Mexico in 1914. As a child, he was exposed to writing by his grandfather and father. His childhood was hard because of his father's political activities, which forced his family into exile and poverty.

Paz began writing when he was very young. He published his first poem at age 16. He attended law school in Mexico City, where he joined a Marxist student group. Around the same time, he married his first wife, Elena Garro. Paz's literary career received a boost in his early twenties, when he sent a manuscript to the Chilean poet Pablo Neruda. Neruda was impressed, and he encouraged Paz to go to Spain to attend a writing conference. Paz remained there and joined the forces that were fighting against General Franco in the Spanish Civil War. Later, he went on to become a diplomat, representing his country in France, Japan, the United States, and India.

Paz wrote both poetry and prose. He is most famous for *The Labyrinth of Solitude*, a collection of essays that deal with the character of the Mexican people. He also founded *Vuelta*. In 1990 he received the Nobel Prize for Literature. He died eight years later.

- 2** | The student added details in a second draft. Read the student's notes below. Then find places in the essay to add the information. Rewrite the sentences with adjective clauses. Remember to use commas when necessary.

Additional Information

- Both his grandfather and father were political journalists.
- Elena Garro was also a writer.
- Pablo Neruda was already famous in Spain and Latin America.
- *Vuelta* was one of Latin America's most famous literary magazines.

1. As a child, he was exposed to writing by his grandfather and father, who were both political journalists.
2. _____
3. _____
4. _____

- 3** | Before you write . . .

1. Choose a famous person to write about. Do some research in the library or on the Internet. Take notes about the main events in this person's life.
2. Exchange notes with a partner. Write a question mark (?) next to items you would like your partner to add more details about.

- 4** | Write your essay. Answer your partner's questions using adjective clauses to add details.

- 5** | Exchange essays with a different partner. Underline the adjective clauses. Write a question mark (?) where you would like more information. Then answer the following questions.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Did the writer use adjective clauses? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Did the writer use the correct relative pronoun for each adjective clause? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did the writer punctuate the adjective clauses correctly? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Did the writer give enough details? | <input type="checkbox"/> | <input type="checkbox"/> |

- 6** | Work with your partner. Discuss each other's editing questions from Exercise 5. Then rewrite your essay and make any necessary corrections.

Review Test

I Complete these sentences by circling the correct words.

1. The neighborhood that / who I grew up in was very friendly.
2. There were a lot of people who / which liked to do things together.
3. Mrs. Morris, that / who lived across the street, was one of my mother's closest friends.
4. She lived in a big old house, where / which I spent many happy hours.
5. I played there every day with her daughter, which / whose name was Katy.
6. Katy had a little dog to which / that I was very attached.
7. We took the dog for walks in the park where / which was down the block.
8. There we met other children who / whose we knew from school.
9. The classmate that / which I remember best was Rosa.
10. She had beautiful long hair, that / which she wore in braids.
11. I remember the summer when / which the whole community had a big picnic in the park.
12. I like to think back on the "good old days" when / which people seemed to have more time for one another.

II Combine these pairs of sentences using adjective clauses. Use a relative pronoun, **when**, or **where**. Make any other necessary changes.

1. That's my neighbor. I water her plants.
That's my neighbor whose plants I water.
2. She lives in the house. The house is across the street.

3. This is the time of the year. She always goes away at this time.

4. She travels with her older sister. Her sister lives in Connecticut.

(continued)

5. This year they're taking a trip with the car. She just bought the car.

6. They're going to Miami. They grew up there.

7. They have a lot of relatives in Florida. They haven't seen them in years.

8. The family is going to have a reunion. They've been planning the reunion all year.

9. They'll be staying with their Aunt Sonya. Her house is right on a canal.

10. They really need this vacation. They've been looking forward to it all year.

III Each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked A, B, C, or D. Circle the letter of the one underlined part that is NOT CORRECT.

1. After a week, we finally got to Miami, where my aunt live. A B C **D**
A B C D
2. My aunt's new house is next to a beautiful canal in where we go swimming every day. A B C D
A B C D
3. Our cousins, who are five and seven are great. A B C D
A B C D
4. They love the T-shirts what you helped me pick out. A B C D
A B C D
5. The hotel at that the family reunion is taking place is gorgeous. A B C D
A B C D
6. The hotel is right on the beach where I used to play on when I was a kid. A B C D
A B C D
7. My favorite uncle, which lives in Texas, arrived last night. A B C D
A B C D
8. I'll never forget the day where he took me horseback riding. A B C D
A B C D
9. The horse that he let me ride was the most beautiful animal who I had ever seen.
A B C D

9. Have you sent thank-you notes to the relatives from _____ you received gifts? **A B C D**
 (A) which (C) them
 (B) whom (D) that
10. Let's try to agree on a time _____ we can all get together. **A B C D**
 (A) which (C) —
 (B) where (D) at

V Read this student's essay. There are seven mistakes in the use of adjective clauses. The first mistake is already corrected. Find and correct six more. (In some cases, you can also correct the sentence by leaving out the relative pronoun.)

There is an old German proverb that says "Friendship is a plant ^{which OR that*} ~~who~~ we must often water." This means that we have to nurture our relationships to make them grow and flourish. A relationship that you neglect will wilt and die.

When I was ten, my family moved from Germany to the United States. There I had a "friend" (whom I will call Jack) who he never invited me to do things with him. Jack lived in a house where I never got to see even though it was just a few blocks away from mine. He had family and friends whom I never met. Of course, today I realize that Jack really wasn't a friend at all. He was what people in Germany call a *Bekannter*—someone who you knows—an acquaintance. And for an acquaintance, his behavior was fine. I got confused on the day where Jack referred to me as his friend.

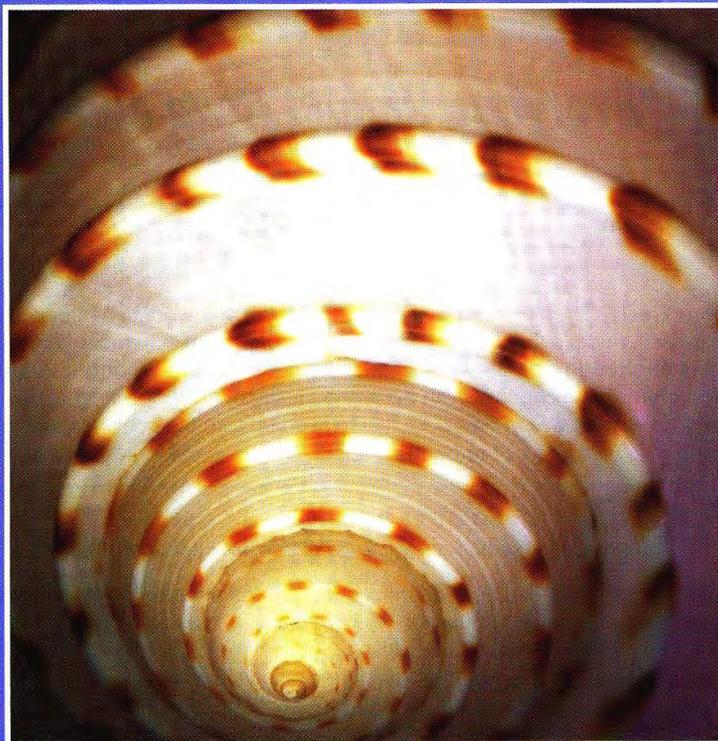
"Friend" is a word that has a different set of expectations for me. In Germany, that word is reserved for people with that one is really close. I learned through the experience with Jack that although you can translate a word from one language to another, the meaning can still be different. Today I have friends from many countries. I also have many acquaintances who friendships I have learned to value too.

*In this sentence, you can also leave out the relative pronoun.



**PART
VII**

**Modals:
Review and Expansion**



UNIT

15

Modals and Similar Expressions: Review

Grammar in Context

BEFORE YOU READ

👂 Do you like to watch reality TV? Which shows do you enjoy? Can you learn something from these shows or are they just entertaining? Read this article about reality TV.



Josh Souza

REALITY TV

“Everyone Should Have an Audience”

—Josh Souza, contestant, Big Brother 2, USA

“I know reality TV is not really reality.”

—Ikaika Kaho’ano, contestant, Making the Band, United States

The situations in reality TV **may** not always **be** realistic, but those contestants on the screen are really laughing, crying, and plotting against each other. Viewers continue to be fascinated.

Although some **might think** a show is cruel or embarrassing and they **ought to stop** watching, they simply **can’t change** the channel. With everyone at school or work talking about last night’s episode, a lot of people **may watch** reality TV just to keep up with the conversations. But the secret thrill of many viewers **has got to be** the thought, “The next celebrity **could be** me!”

“Reality is the best business model for TV.”

—Shuman Ghosemajumder, media expert, www.shumans.com

Reality TV started in Europe at a time when local TV networks **weren’t able to afford** to buy foreign shows. And because writers and actors were expensive, they also **couldn’t develop** shows of their own. Then Bob Geldof of the British television company Planet 24 had the bright idea of filming ordinary people in out-of-the-ordinary situations. Geldof knew that people love seeing themselves on TV, so he thought there **had to be** a lot of people willing to try it. Why **should producers pay** for actors and writers when they **could use** real people with real emotions?

“I didn’t know we actually had to survive.”

—Martin Melin, first winner, Expedition Robinson, Sweden

Expedition Robinson was Geldof’s brainchild. A group of contestants and a television crew go to a desert island. The contestants **have to figure out** how to survive, and the television audience **can watch** their struggle. Geldof **couldn’t sell** his idea in England, but an adventurous Swedish producer bought it. It just **might work**, she thought. Filming started in 1997.

Everyone struggled that first season. The contestants and the crew were on a tropical island, and technicians thought the equipment **might not work** in the heat. The winner, Martin Melin, was shocked that his group **had to find** their own food. The TV crew was equally shocked when the group wanted to explore the island. “You **can’t go** into the jungle!” they yelled. But the group went—and the crew **was able to follow** with cameras. To everyone’s surprise, it all worked, and the show was a smash hit. Now known as *Survivor*, it has become popular all over the world.



Tribes compete on Survivor Africa

“I can’t act, I can’t sing, I can’t dance—but people don’t care.”

—Brian Dowling, winner, Big Brother 2, UK

Big Brother, first produced in the Netherlands in 1999, was another surprise hit. In this show, a group of strangers **had to stay** in a house for 100 days. They **couldn’t go out** or **talk** to anyone outside the group. Intense feelings developed in this situation, and cameras and microphones recorded everything that happened. Viewers were glued to their television screens, and the show’s website got 100 million hits during that first season. Today, *Big Brother* is the most successful reality show in the world, with versions in North and South America, Europe, and Africa.



Contestants on Big Brother 4 react to new housemates

“. . . viewers often prefer homegrown shows that better reflect local tastes, cultures, and historical events.”

—Suzanne Kapner, New York Times, January 2, 2003

Reality shows around the world reflect different cultural values. Japanese viewers, for example, love to watch contestants who **are able to face** difficulty and not complain. Italian audiences, on the other hand, enjoy seeing big emotional reactions. Some cultures don’t like fierce competition between individuals. On one Chinese show, for example, relatives win prizes for each other, reflecting the idea that people **should win** for their families, not only themselves. In Europe, contestants **might not have** perfect teeth or figures, but in the United States, even the losers **have got to be gorgeous**.

Reality shows come in different flavors for different audiences, but in one way, they’re all the same. All over the world, it’s clear that ordinary people like to be on TV—and viewers love to watch them. That **must be** why they are tuning in by the millions!

AFTER YOU READWrite **T** (true) or **F** (false).

- ___ 1. Some people believe that it's wrong to watch cruel reality shows.
- ___ 2. Bob Geldof believed there were many people willing to be on reality shows.
- ___ 3. In the first *Expedition Robinson*, the crew was required to find food for everyone.
- ___ 4. The first *Big Brother* contestants were allowed to call their families.
- ___ 5. Some contestants on European shows are not beautiful or handsome.

Grammar Presentation**MODALS AND SIMILAR EXPRESSIONS: REVIEW**

Ability: <i>Can</i> and <i>Could</i>				Ability: <i>Be able to</i> *				
Subject	Modal	Base Form of Verb		Subject	<i>Be able to</i>		Base Form of Verb	
She	can (not)	act.		She	is (not)	able to	act.	
	could (not)	act	last year.		was (not)		act	last year.

Advice: <i>Should</i> , <i>Ought to</i> , <i>Had better</i>			
Subject	Modal	Base Form of Verb	
You	should (not) ought to had better (not)	watch	this TV show.

Necessity: <i>Must</i> and <i>Can't</i>		
Subject	Modal	Base Form of Verb
You	must (not) can't	go.

Necessity: <i>Have (got) to</i> *		
Subject	<i>Have (got) to</i>	Base Form of Verb
They	(don't) have to	go.
He	has (got) to	

*Unlike modals, which have one form, *be* in *be able to* and *have* in *have (got) to* change for different subjects.

Assumptions: <i>May, Might, Could, Must, Can't</i>			
Subject	Modal	Base Form of Verb	
They	may (not) might (not) could (not) must (not) can't	be	actors.

Assumptions: <i>Have (got) to*</i>			
Subject	<i>Have (got) to</i>	Base Form of Verb	
They	have (got) to	be	actors.
He	has (got) to		an actor.

*Unlike modals, which have one form, *have* in *have (got) to* changes for different subjects.

Future Possibility: <i>May, Might, Could</i>			
Subject	Modal	Base Form of Verb	
It	may (not) might (not) could	start	at 8:00.

GRAMMAR NOTES

EXAMPLES

1. Modals are auxiliary (“helping”) verbs. They express:

- a. social functions** such as giving advice.
- b. logical possibilities** such as making assumptions.

REMEMBER: Modals have **only one form**. They do not have -s in the third person singular. Always use **modal + base form** of the verb.

- You **should watch** this program.
- It **could be** the best of the season.
- She **might record** it.
NOT She ~~might~~ record it.
NOT She might ~~to record~~ it.

2. Use *can* or *be able to* to describe **present ability**.

USAGE NOTE: *Can* is more common than *be able to* in the present.

Use *could* or *was / were able to* for **past ability**.

REMEMBER: Use the correct form of *be able to* for all other verb forms.

- She **can sing**, but she **can't dance**.
- We **aren't able to get** Channel 11.
- Before she took lessons, she **could sing**, but she **wasn't able to dance** very well.
- Since her lessons, she **has been able to get** good roles on TV.

(continued)

3. Use *should* and *ought to* to give advice.

USAGE NOTE: *Should* is more formal than *ought to*.

Use *had better* for **urgent advice**—when you believe that something bad will happen if the person does not follow the advice.

Use *should* to **ask for advice**.

Use *shouldn't* and *had better not* for negative statements.

- You **should watch** *Survivor* tonight.
- Terri **ought to watch** it too.
- You'd **better stop** watching so much TV or your grades will suffer.
- **Should I buy** a new TV set?
- You **shouldn't get** your old TV repaired.
- You'd **better not stay up** too late.

4. Use *have to*, *have got to*, and *must* to express necessity.

USAGE NOTES

- a. We usually use *have to* in conversation and informal writing.
- b. We also use *have got to* in conversation and informal writing to express a strong feeling.
- c. *Must* expresses necessity in writing, including official forms, signs, and manuals.

When *must* is used in spoken English, the speaker

- is usually in a position of power.
- is expressing urgent necessity.

Use *must* and *have got to* for the present or future.

REMEMBER: Use the correct form of *have to* for all other verb forms.

► **BE CAREFUL!** The meanings of *must not* and *don't have to* are very different.

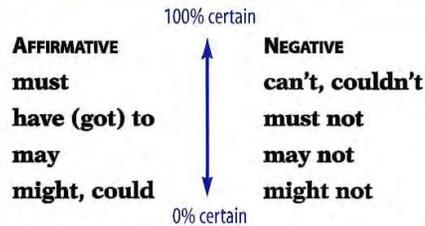
Use *must not* to express **prohibition**.

Use *don't have to* to express that something is **not necessary**.

USAGE NOTE: We often use *can't* to express prohibition in spoken English.

- You **have to press** *Start* to begin recording.
- You've **got to see** this! It's really funny!
- You **must put** it on Channel 3 to record. (*VCR instruction manual*)
- You **must go** to bed right now, Tommy! (*mother talking to her young son*)
- You **must see** a doctor about that cough. (*friend talking to a friend*)
- You **must go** to bed now.
- You've **got to get up** early tomorrow.
- He **had to go** to bed early last night.
- She **has had to miss** her favorite program since she enrolled in that class.
- They **must not leave** the house. (*They are not allowed to leave.*)
- They **don't have to leave** the house. (*It isn't necessary for them to leave.*)
- He **can't leave**.

5. Use modals to make **assumptions** (“best guesses”). These modals show how certain we are about something.



a. Use **must**, **have to**, and **have got to** when you are almost **100% certain** that something is true.

- It **must be** 10:00. *Mystery Time* just came on.
- This **has to be** a rerun. I'm sure I've seen it before.

Use **may**, **might**, and **could** when you are **less certain**.

- He **may be** the murderer. He looks guilty.
- He **could be** home now. The lights are on.

b. Use **can't** and **couldn't** when you are almost 100% certain that something is **impossible**.

- They **can't be** guilty. They weren't even in the city when the crime occurred.
- They **couldn't own** a gun. They hate violence.

Use **must not** when you are **slightly less certain**.

- You **must not know** them very well. You've only met them twice.

Use **may not** and **might not** when you are **even less certain**.

- We **may not have** enough evidence. No one saw the suspect.

6. Use **may**, **might**, and **could** to talk about **future possibility**.

- The show **may start** at 10:00. I'm not sure.
- It **might be** very good.
- Josh **could win** the contest tonight.

Use **may not** and **might not** to say that something **possibly will not happen**.

- It **may not make** people laugh.
- It **might not be** good.

► **BE CAREFUL!** *Couldn't* means that something is **impossible**.

- It **couldn't start** at 10:00. *Mystery Time* is on then.

USAGE NOTE: We usually do not begin questions about possibility with *may*, *might*, or *could*. Instead we use *will* or *be going to* and phrases such as *Do you think . . . ?* or *Is it possible that . . . ?*

A: *Do you think* Midge **will find** the murderer?

B: She **might**. She's a good detective.

However, we often use *may*, *might*, or *could* in **short answers** to these questions.

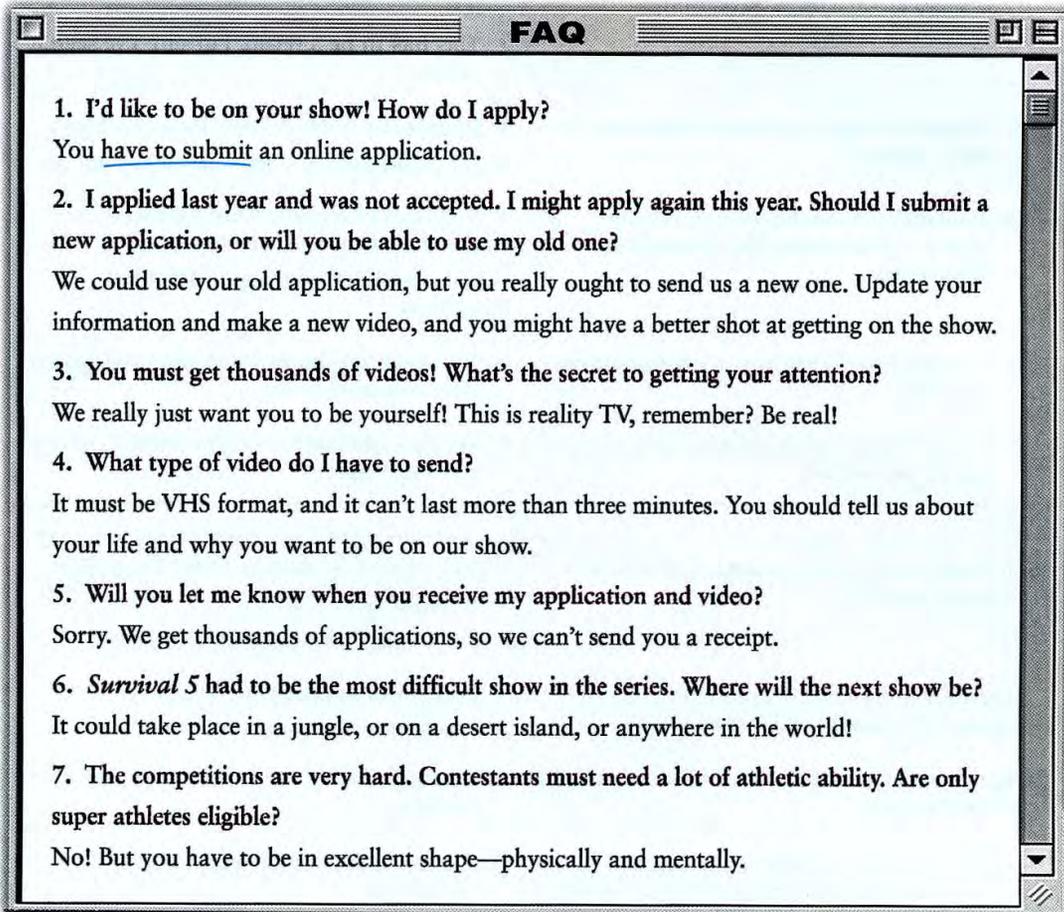
A: *Is she going to be* in the show next year?

B: She **may**. She hasn't decided yet.

Focused Practice

1 DISCOVER THE GRAMMAR

- A** Read the FAQ (Frequently Asked Questions) from a reality TV website. Underline the modals and similar expressions. Also underline the verbs that follow.



FAQ

- I'd like to be on your show! How do I apply?
You have to submit an online application.
- I applied last year and was not accepted. I might apply again this year. Should I submit a new application, or will you be able to use my old one?
We could use your old application, but you really ought to send us a new one. Update your information and make a new video, and you might have a better shot at getting on the show.
- You must get thousands of videos! What's the secret to getting your attention?
We really just want you to be yourself! This is reality TV, remember? Be real!
- What type of video do I have to send?
It must be VHS format, and it can't last more than three minutes. You should tell us about your life and why you want to be on our show.
- Will you let me know when you receive my application and video?
Sorry. We get thousands of applications, so we can't send you a receipt.
- Survival 5* had to be the most difficult show in the series. Where will the next show be?
It could take place in a jungle, or on a desert island, or anywhere in the world!
- The competitions are very hard. Contestants must need a lot of athletic ability. Are only super athletes eligible?
No! But you have to be in excellent shape—physically and mentally.

- B** Write the underlined verbs next to the correct categories.

Ability: _____

Advice: _____

Necessity: have to submit _____

Future Possibility: _____

Assumptions: _____

2

A NIGHT OF TV

Grammar Notes 1–6

Circle the correct words to complete these conversations.

1. A: What do you feel like watching?
B: It's 8:00. We could / shouldn't watch *Survivor*. It's just starting now.
2. A: Do you think Josh is still the most unpopular guy on the island?
B: He can't / must be. He's been lying to everybody, and now they know it.
3. A: This show is really exciting, but I may / 've got to leave now, or I'll be late.
B: No problem. I can / should tape the rest of the show for you.
4. A: There's a two-hour mystery on at 9:00.
B: If we watch that, we won't be able to / have to watch *Big Brother* at 9:00.
A: That's what VCRs are for. We could / 'd better not watch one show and tape the other.
5. A: This mystery is good! I think the law clerk is the killer.
B: The clerk doesn't have to / couldn't be the killer. She was on a plane to Barbados at the time.
6. A: Is it OK if I turn the volume up? I shouldn't / can't hear what they're saying.
B: Sure. But you 're not able to / 'd better not make it too loud, or you'll wake the baby.
7. A: What's the matter with Chet on *Fear Factor*? He's acting kind of strange.
B: He must / 'd better be sick. He had to / should eat that disgusting food, remember?
8. A: I'm going to see what's on Channel 13. I love their nature shows.
B: Look at that cheetah run! They have got to / ought to be the fastest animals in the world!
9. A: Do you think Tara's team can / has to win the race tonight?
B: Oh, they might / couldn't win. They're too far behind.
10. A: Poor Rob is leaving *Big Brother*. It must / might be awful to get kicked out of the house.
B: Don't worry. He's famous now. I'm sure he might / 'll be able to find a job on TV.
11. A: How can / should you watch those horror movies? They give me the creeps.
B: You 've got to / don't have to remember that it's all special effects.
12. A: I just heard the weather forecast. It's going to clear up this afternoon.
B: Oh, good. That means I don't have to / must not take my umbrella.

3 | THAT COULD BE ME!

Grammar Notes 1–6

Complete this Entertainment Today interview with reality-show producer Chris Barrett. Rewrite the phrases in parentheses. Use modals.

ENTERTAINMENT TODAY

ET: People can't stop talking about reality TV. Why is it so popular?
1. (do not have the ability to stop)

CB: I _____ you why TV producers love it. They
2. (have the ability to tell)

_____ writers or actors. That means they
3. (it isn't necessary that they hire)

_____ reality shows very cheaply.
4. (have the ability to make)

ET: That _____ the reason for the huge audiences, though.
5. (I'm almost 100% certain that isn't)

CB: We _____ all the reasons, but viewers
6. (it's possible we will never know)

_____ watching ordinary people like themselves. They
7. (almost certainly love)

_____ at a winner and think, "That
8. (it's possible that they look)

_____ me someday!"
9. (it's possible that will be)

ET: But we _____ all the contestants on these shows, do we?
10. (it's not necessary for us to love)

CB: No, but we _____ strongly about the contestants—love or
11. (it's urgent that we feel)

hate them.

ET: It _____ hard to find the right contestants. What do you
12. (I'm certain that it is)

look for?

CB: They _____ problems talking about personal stuff.
13. (it's advisable that they not have)

We like it when they _____ in front of a camera.
14. (have the ability to cry)

ET: Maybe we _____ about what's next for you.
15. (it's advisable that we talk)

CB: Next season, I _____ a drama about 12 people shipwrecked
16. (it's possible that I will do)
on an island.

ET: No more reality TV? You _____ looking for writers and actors!
17. (it's urgent that you start)

4 EDITING

Read these posts to a reality TV message board. There are thirteen mistakes in the use of modals. The first mistake is already corrected. Find and correct twelve more.

[Print] [List]

REALITY TV MESSAGE BOARD

[Follow-Ups] [Post a Reply] [Message Board Index]

Did anyone watch "Pop Idols" last night? I couldn't ~~to~~ believe Jennifer Tasco didn't win! She have to be the best singer on the show.

Tonight on "Get a Job," Ronald Trunk interviewed Lateesha and Sam. Trunk can only keep one of them. Who should he fires? I think he might get rid of Lateesha, but I really believe Sam ought to go. Last week, he said he didn't able to work because he had a headache. Ha! He's just lazy.

Everybody knows that Sam was really sick last week. He had to go to the doctor! If you don't know that, then you don't have to know very much about the show. That's my guess.

I just read an interesting article about "Be Afraid." Watching this show should be dangerous for people with an extreme fear of things like snakes or insects. So if you have that problem, you ought to watch "Be Afraid."

"Amazing Journey" will start next summer. That's great, because I won't be in school, so I won't having to worry about missing classes to watch. They will go to Vietnam this year, but it's not certain yet.

I cried after "Housemates" on Monday. I can't even sleep that night. They were so mean to Sharifa! I not might watch this show anymore. It depends on what happens next week.

I just watched "Lose to Win." All these people are competing to lose the most weight. This doesn't have to be healthy! I think they exercise too hard and they have too much stress. Some people might not lose weight in a week even when they don't cheat. That's normal.

Communication Practice

5 LISTENING

🔊 Listen to these two contestants in a reality TV show. Then listen again and complete their conversation with the modals that you hear. Listen a third time to check your answers.

JOSH: We ve got to ^{1.} climb the hill today. I ^{2.} go first.

TARA: OK, Josh, but you ^{3.} mess up this time.

JOSH: Why is everybody so mad at me? They ^{4.} know I'm really a nice guy.

TARA: Very funny. Well, we ^{5.} work together today, and they know it.

JOSH: Are you worried? That hill ^{6.} be very hard to climb.

TARA: We have to go down the other side. It's almost straight down to the water. Pete ^{7.} be able to do it.

JOSH: You ^{8.} help him climb down.

TARA: Oh, really? You ^{9.} know what he's been saying about me.

JOSH: I know, but let's face it—Pete ^{10.} help us in the next challenge.

TARA: Hmm. We ^{11.} find our team's flag in the water near the rocks.

JOSH: It ^{12.} very deep out there.

TARA: So I ^{13.} let Pete know that I know that he's been plotting against me?

JOSH: You know you ^{14.} do it. And tonight I'll get him voted off the island.

TARA: I don't know about that. He ^{15.} be the most popular guy here.

JOSH: And everybody hates me. Never mind. I ^{16.} make it happen.

Now read the statements and decide if they are true (T) or false (F).

- T 1. Josh thinks it's a good idea for him to go first.
- 2. Josh thinks it will be hard to climb the hill.
- 3. Tara believes it's possible that Pete won't be able to climb down the hill.
- 4. Pete can't help them find the flag.
- 5. Josh isn't sure he can get Pete voted off the island.

6 | SPECULATING SPECTATORS

Work with a partner. Look at the TV listings. Discuss the types of programs you think they are.

SATURDAY 8 P.M.–MIDNIGHT								
	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30
Channel 1	Around the World in 18 Days		The Dark Glove ('98) Roy Collins				Live at 11	Johnny!
2	Great Performances: Vivaldi, Mozart, Stravinsky					Garden World		Nighttime
3	To Mars and Back		King of the Jungle		The Joke's on You	How to Boil Water	The Hulk vs. Bad Boy	Pet Heroes
4	Judge Jim	Detective Ramsey	The Long Goodbye ('96) Vera Garcia, Antonio Serrano				Top Ten	Volcano
5	Argentina vs. Spain				The Week that Was		The Civil War	
6	Elvis Presley: A Portrait of a Singer's Life		Recipes for Life	Ask Dr. Anne	Shadows in the Sand ('99) Crystal Powers (Part 2)			
7	Rita's World	You Gussed It!	Money Week	October Sky ('99) Laura Dern, Jake Gyllenhaal			A Laugh a Minute	

Example: A: *Around the World in 18 Days*. What type of show do you think that is?

B: It could be a travel show.

A: Or it might be a news show with international reports.

C: With a name like that, it's got to be a reality show.

7 | INTERNATIONAL TV

As a class, talk about TV in a country that you know. Discuss these questions:

- How many channels can you watch?
- How late can you watch?
- What programs do you recommend? What programs don't you recommend?
- Which reality shows can you watch?
- Do you have to pay a tax or government fee for using a TV?
- Do you have to have any special equipment, such as a satellite dish?
- Can you watch programs from other countries?
- Should foreign shows have subtitles, or should they be dubbed?

8 | DESERT ISLAND

Work in small groups. You are going to be on a reality TV show called Desert Island. Your group will be on the island for five weeks and can take only three of the following items. As a group, decide on the three items. Compare your choices with the choices of the other groups.

matches	a battery-operated CD player	a knife
a solar-powered computer	a book (your choice)	a flashlight
a toothbrush	a pen and paper	chocolate

Example: A: We have to take matches. With matches we can start a fire . . .
B: I agree. And with a fire, we could cook.

Now add one more item (not from the list) to take with you.

Example: A: I think we should take a blanket.

9 | WRITING

Write a transcript of a conversation between two reality show contestants. They have to choose three things to bring with them to a desert island. Use modals and similar expressions. You can use Exercise 5 and Exercise 8 for ideas.

Example: DINO: I've got to have some chocolate.
TRISH: Be real! You can't make a fire with chocolate.

10 | ON THE INTERNET

 Do a search on **Survivor**, **Big Brother**, or another reality show that you like. What do you have to do to be on the show? Check their websites for "eligibility requirements" or "application." Make a list. Then work in a group and compare information about different shows.

Example: A: For *Big Brother* you have to send a video of yourself, but it can't be more than two minutes long.
B: You have to send a video for *Survivor* too. But it doesn't have to be only two minutes. It can be three minutes.

AFTER YOU READ

Look at the photo on page 239. Then read the following statements. Write **T** (true) or **F** (false).

- _____ 1. The woman is rich and famous.
- _____ 2. She is a doctor.
- _____ 3. She applied to college.
- _____ 4. Her parents didn't encourage her.

Grammar Presentation

ADVISABILITY IN THE PAST:

SHOULD HAVE, OUGHT TO HAVE, COULD HAVE, MIGHT HAVE

Statements				
Subject	Modal*	Have	Past Participle	
He	should (not) ought (not) to could might	have	told	her.

Contractions	
should have	= should've
could have	= could've
might have	= might've
should not have	= shouldn't have

*Should, ought to, could, and might are modals. Modals have only one form. They do not have -s in the third person singular.

Yes / No Questions				
Should	Subject	Have	Past Participle	
Should	he	have	told	her?

Short Answers				
Affirmative			Negative	
Yes,	he	should have.	No,	he shouldn't have.

Wh- Questions					
Wh- Word	Should	Subject	Have	Past Participle	
When	should	he	have	told	her?

(continued)

GRAMMAR NOTES

EXAMPLES

1. Use the modals *should have*, *ought to have*, *could have*, and *might have* to talk about actions and states that were **advisable** (good ideas) in the past, **but did not happen**. These modals often communicate a sense of regret or blame.

- **I should've applied** to college.
(*I didn't apply to college, and now I'm sorry.*)
- **I ought to have taken** that job.
(*I didn't take the job. That was a big mistake.*)
- She **could've gone** to a much better school.
(*She didn't go to a better school. Now she regrets her choice.*)
- You **might've told** me.
(*You didn't tell me. That was wrong.*)

2. USAGE NOTE: *Should not have* and *ought not to have* are the only forms used in **negative** statements about advisability in the past. *Should not have* is more common.

Should have is the most common form used in **questions**.

- He **shouldn't have missed** the math exam.
- He **ought not to have missed** the math exam.
- **Should he have called** the teacher?

3. PRONUNCIATION NOTES:

a. In informal speech, *have* in modal phrases is often pronounced like the word *of*.

▶ **BE CAREFUL!** Do not write *of* instead of *have* with past modals.

b. In informal speech, *to* in *ought to* is pronounced like the word *a*.

▶ **BE CAREFUL!** Do not write *a* instead of *to* with *ought*.

- **could have** ("could of")
- **I should have gone.**
NOT I ~~should of~~ gone.
- **ought to** ("oughta")
- **I ought to have gone.**
NOT I ~~ought a~~ have gone.

Reference Note

For information about *could have* and *might have* to express speculations about the past, see Unit 17, pages 252–253.

Focused Practice

1 DISCOVER THE GRAMMAR

Read the first sentence in each item. Circle the letter of the sentence that is closest in meaning.

1. I shouldn't have called him.
 - a. I called him.
 - b. I didn't call him.
2. My parents ought to have moved away from that neighborhood.
 - a. They're going to move, but they're not sure when.
 - b. Moving was a good idea, but they didn't do it.
3. I should have told them what I thought.
 - a. I didn't tell them, and now I regret it.
 - b. I told them, and that was a big mistake.
4. He might have warned us about the traffic.
 - a. He didn't know, so he couldn't tell us.
 - b. He knew, but he didn't tell us.
5. Felicia could have been a vice president by now.
 - a. Felicia didn't become a vice president.
 - b. Felicia is a vice president.
6. They shouldn't have lent him their car.
 - a. They refused to lend him their car.
 - b. They lent him their car.
7. I ought not to have bought that sweater.
 - a. I bought the sweater.
 - b. I didn't buy the sweater.

2 ETHICS DISCUSSION

Grammar Notes 1–3

A class is discussing an ethical problem. Complete the discussion with the correct form of the verbs in parentheses or with short answers. Choose between affirmative and negative.

PROBLEM: Greg, a college student, worked successfully for a clothing store for a year. He spent most of his salary on books and tuition. One week he wanted some extra money to buy a sweater to wear to a party. He asked for a raise but his boss refused. The same week, Greg discovered an extra sweater in a shipment he was unpacking. It was very stylish and just his size. Greg “borrowed” it for the weekend and then brought it back. His boss found out and fired him.

(continued)

TEACHER: _____ *Should* _____ Greg's boss _____ *have given* _____ him a raise?
1. (Should / give)

STUDENT A: Yes, he _____ *should have* _____. After all, Greg had worked there for a whole
2.
year. His boss _____ *shouldn't have refused* _____ at that point.
3. (should / refuse)

STUDENT B: But maybe his boss couldn't afford a raise. Anyway, Greg still
_____ the sweater. It wasn't his.
4. (should / take)

TEACHER: What _____ he _____ instead?
5. (should / do)

STUDENT C: He _____ his boss to sell him the sweater. Then he
6. (might / ask)
_____ for it slowly, out of his salary.
7. (could / pay)

STUDENT A: He _____ his old clothes to the party. A new sweater just
8. (ought to / wear)
wasn't worth all this trouble.

TEACHER: Well, _____ Greg's boss _____ him?
9. (should / fire)

STUDENT B: No, he _____. Greg had been a good employee for a year.
10.
And he brought the sweater back.

TEACHER: How _____ his boss _____ the situation?
11. (should / handle)

STUDENT C: He _____ him. He _____ just
12. (ought to / warn)
_____ him without any warning.
13. (should / fire)

3

GRETA REGRETS

Grammar Notes 1-3

Complete Greta's regrets or complaints about the past using the modals in parentheses.
Choose between affirmative and negative.

1. I didn't go to college. Now I'm unhappy with my job.

(should) I should have gone to college.

2. My brother quit a good job, and now he's sorry. I knew it was a mistake, but I didn't warn him. How inconsiderate of me.

(might) _____

3. I feel sick. I ate all the chocolate.

(should) _____

4. Christina didn't come over. She didn't even call.
(might) _____
5. I didn't have enough money to buy the shirt. Why didn't Ed offer to lend me some?
(could) _____
6. I jogged five miles yesterday, and now I'm exhausted.
(should) _____
7. The supermarket charged me for the plastic bag. They used to be free.
(should) _____
8. I didn't do the laundry yesterday, so I don't have any clean socks. Everyone else gets their laundry done on time. Why can't I?
(ought to) _____
9. I didn't invite Cynthia to the party. Now she's angry at me.
(should) _____
10. Yesterday was my birthday, and my brother didn't send me a card. I'm hurt.
(might) _____

4 | EDITING

Read this journal entry. There are six mistakes in the use of modals. The first mistake is already corrected. Find and correct five more.

December 15

About a week ago, Jennifer was late for work again, and Doug, our boss, told me he wanted to fire her. I was really upset. Of course, Jennifer shouldn't ^{have} ~~had~~ been late so often, but he might has talked to her about the problem before he decided to let her go. Then he told me to make her job difficult for her so that she would quit. I just pretended I didn't hear him. What a mistake! I ought a have confronted him right away. Or I could at least have warned Jennifer. Anyway, Jennifer is still here, but now I'm worried about my own job. Should I of told Doug's boss? I wonder. Maybe I should handle things differently last week. The company should never has hired this guy.

Communication Practice

5 LISTENING

🎧 Jennifer is taking Dr. David Burns's advice by recording all the things she regrets at the end of the day. Listen to her recording. Then listen again and check the things she did.

TO DO

- | | |
|--|--|
| <input type="checkbox"/> Homework | <input type="checkbox"/> Call Aunt Rose |
| <input checked="" type="checkbox"/> Walk to work | <input type="checkbox"/> Call Ron |
| <input type="checkbox"/> Make \$100 bank deposit | <input type="checkbox"/> Go to supermarket |
| <input type="checkbox"/> Buy coat | <input type="checkbox"/> Finish David Burns's book |

6 WHAT A MESS!

Work with a partner. Look at the picture of Jennifer's apartment. What should she have done? What shouldn't she have done? Write as many sentences as you can in five minutes. When you are done, compare your answers with those of your classmates.



Example: She should have paid the electric bill.

7 | **S.O.S.**

A sense of obligation is a feeling that you should do or should have done something. How strong is your sense of obligation? Take this test and find out.

Sense of Obligation Survey (S.O.S.)

INSTRUCTIONS: Read each situation. Circle the letter of your most likely response.

1. You want to lose 10 pounds, but you just ate a large dish of ice cream.

a. I shouldn't have eaten the ice cream. I have no willpower.

b. I deserve to enjoy things once in a while. I'll do better tomorrow.

2. Your friend quit her job. Now she's unemployed.

a. Maybe she was really unhappy at work. It's better that she left.

b. She shouldn't have quit until she found another job.

3. You had an appointment with your doctor. You arrived on time but had to wait more than an hour.

a. My doctor should have scheduled better. My time is valuable too.

b. Maybe there was an emergency. I'm sure it's not my doctor's fault.

4. You bought a coat for \$140. A day later you saw it at another store for just \$100.

a. That was really bad luck.

b. I should have looked around before I bought the coat.

5. Your brother didn't send you a birthday card.

a. He could have at least called. He only cares about himself.

b. Maybe he forgot. He's really been busy lately.

6. You just got back an English test. Your grade was 60 percent.

a. That was a really difficult test.

b. I should have studied harder.

7. You just found out that an electrician overcharged you.

a. I should have known that was too much money.

b. How could I have known? I'm not an expert.

8. You forgot to do some household chores that you had promised to do. Now the person you live with is angry.

a. I shouldn't have forgotten. I'm irresponsible.

b. I'm only human. I make mistakes.

9. You got a ticket for driving five miles per hour above the speed limit.

a. I ought to have obeyed the speed limit.

b. The police officer could've overlooked it and not given me the ticket. It was only five miles over the speed limit.

10. You went to the movies but couldn't get a ticket because it was sold out.

a. I should've gone earlier.

b. Wow! This movie is really popular!

SCORING
 Give yourself one point for each of these answers:

1. a	6. b
2. b	7. a
3. a	8. a
4. b	9. a
5. a	10. a

The higher your score, the stronger your sense of obligation.

Now compare your survey results with those of a classmate.

- Example:** A: What was your answer to Question 1?
 B: I said I shouldn't have eaten the ice cream. What about you?

8 | DILEMMAS

Work with a group. Read and discuss each case. Did the people act properly or should they have done things differently?

Case 1: Sheila was in her last year of college when she decided to run for student council president. During her campaign, a school newspaper reporter asked her about something he had discovered about her past. In high school, Sheila had once been caught cheating on a test. She had admitted her mistake and repeated the course. She never cheated again. Sheila felt that the incident was over, and she refused to answer the reporter's questions. The reporter wrote the story without telling Sheila's side, and Sheila lost the election.

Example: **A:** Should Sheila have refused to answer questions about her past?
B: I don't think so. She should've told her side of the story.

Case 2: Mustafa is a social worker who cares deeply about his clients. Recently, there was a fire in his office building. After the fire, the fire department declared the building unsafe and wouldn't allow anyone to go back in. Mustafa worried because all his clients' records were in the building. He needed their names, telephone numbers, and other information in order to help them. He decided to take the risk, and he entered the building to get the records. His supervisor found out and fired him.

Case 3: Pierre's wife has been sick for a long time. One day, the doctor told Pierre about a new medicine that might save her life. He warned Pierre that the medicine was still experimental, so Pierre's insurance would not pay for it. At the pharmacy, Pierre discovered that the medicine was so expensive that he didn't have enough money to pay for it. The pharmacist refused to let Pierre pay for it later. Pierre took extra work on nights and weekends to pay for the medicine. Now he can't take care of his wife as well as he had before.

9 | WRITING

Write about a dilemma that you have faced. Discuss what you and others should have, might have, or could have done in the situation. Use Exercise 4 as a model. When you finish writing, exchange paragraphs with another student and discuss your ideas.

10 | ON THE INTERNET

 *It's important to avoid blunders (unnecessary mistakes) in an interview. Do a search on **interview blunders** for a list of mistakes. With a partner, role-play an interview in which the person interviewed makes some of these blunders. Then act it out for a group. Discuss the mistakes with your group.*

Example: **A:** He shouldn't have talked so much. He should have let the interviewer ask more questions.
B: She shouldn't have said bad things about her previous employer. She might have just said, "I'm ready to take on more responsibility now."

Speculations and Conclusions About the Past

Grammar in Context

BEFORE YOU READ

 *The great achievements of ancient cultures fascinate modern people. Look at the photo below. What do you think the design represents? Who do you think made it? When? Read one writer's theories.*

CLOSE ENCOUNTERS

In 1927, Toribio Méxta Xesspe of Peru **must have been** very surprised to see lines in the shapes of huge animals and geometric forms on the ground below his airplane. Created by the ancient Nazca culture, these beautiful forms (over 13,000 of them) are too big to recognize from the ground. However, from about 600 feet in the air, the giant forms take shape. Xesspe **may have been** the first human in almost a thousand years to recognize the designs.

Since their discovery, many people have speculated about the Nazca lines. Without airplanes, how **could** an ancient culture **have made** these amazing pictures? What purpose **could** they **have had**?

One writer, Erich von Däniken, has a theory as amazing as the Nazca lines themselves. According to von Däniken, visitors from other planets brought their civilization to the Earth thousands of years ago. When these astronauts visited ancient cultures here on Earth, the people of those cultures **must have believed** that the visitors were gods. Since the Nazcans **could have**



Nazca lines

(continued)

CLOSE ENCOUNTERS

built the lines according to instructions from an aircraft, von Däniken concludes that the drawings **might have marked** a landing strip for the spacecraft of the ancient astronauts. Von Däniken writes, "The builders of the geometrical figures **may have had** no idea what they were doing. But perhaps they knew perfectly well what the 'gods' needed in order to land."

In his book *Chariots of the Gods?* von Däniken offers many other "proofs" that ancient cultures had contact with visitors from other planets. Giant statues on Easter Island provide von Däniken with strong evidence of the astronauts' presence. Von Däniken estimates that the island **could only have supported** a very small population. After examining the simple tools that the islanders probably used, he concludes that even 2,000 men working day and night **could not have been** enough to carve the figures out of hard stone. In addition, he says that at least part of the population **must have worked** in the fields, **gone** fishing, and **woven** cloth. "Two thousand men alone **could not have made** the gigantic statues." Von Däniken's conclusion: Space visitors **had to have built** them.

Scientists, among others, are skeptical and prefer to look for answers closer to home. However, von Däniken's theories continue to fascinate people, both believers and nonbelievers. And even nonbelievers must admit that space visitors **might have contributed** to human culture. After all, no one can prove that they didn't.



Easter Island: Statues of space visitors?

AFTER YOU READ

Read the statements about von Däniken's ideas. Look at the text again. How certain was he? Check the correct column for each statement.

	Certain	Possible	Impossible
1. The Nazca lines marked a landing strip for ancient astronauts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Nazca people believed that the visitors were gods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There were enough people on Easter Island to carve the huge statues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grammar Presentation

SPECULATIONS AND CONCLUSIONS ABOUT THE PAST: MAY HAVE, MIGHT HAVE, COULD HAVE, MUST HAVE, HAD TO HAVE

Statements				
Subject	Modal* / Had to	Have	Past Participle	
They	may (not) might (not) could (not) must (not) had to	have	seen	the statues.

Contractions	
may have	= may've
might have	= might've
could have	= could've
must have	= must've
could not	= couldn't

NOTE: We usually do not contract *may not have*, *might not have*, and *must not have*.

**May*, *might*, *could*, and *must* are modals. Modals have only one form. They do not have -s in the third person singular.

Questions			
Do / Be	Subject	Verb	
Did	they	carve	these statues?
Were			aliens?

Short Answers			
Subject	Modal / Had to	Have	Been
They	may (not) might (not) could (not) must (not) had to	have.	
		have	been.

Yes / No Questions: <i>Could</i>				
Could	Subject	Have	Past Participle	
Could	he	have	seen	aliens?
			been	an alien?

Short Answers			
Subject	Modal / Had to	Have	Been
He	may (not) might (not) could (not) must (not) had to	have.	
		have	been.

Wh- Questions				
Wh- Word	Could	Have	Past Participle	
Who	could	have	built	the statues?
What			happened	to these people?

GRAMMAR NOTES

1. Use *may have*, *might have*, and *could have* to express **speculations**, or possibilities, about a past situation. These speculations are usually based on facts that we have.

EXAMPLES

FACT

Archaeologists found pictures of creatures with wings.

SPECULATIONS

- Space beings **may have visited** that civilization.
- The pictures **might have marked** a landing strip for a spacecraft.
- The pictures **could have shown** mythological creatures.

2. Use *must have* and *had to have* when you are almost certain about your **conclusions**.

FACT

The Easter Island statues are made of stone.

CONCLUSIONS

- The islanders **must have had** very sharp tools.
- The stone **must not have been** too hard for their tools.

FACT

The statues are very big.

CONCLUSIONS

Do not use *had to have* in negative statements to draw conclusions.

- They **had to have been** very difficult to move.
- They **must not have been** very easy to move.
Nor They ~~didn't have to have been~~ easy to move.

3. *Couldn't have* often expresses a feeling of disbelief or **impossibility**.

- He **couldn't have believed** space visitors helped them! It doesn't make any sense.

4. Use **could have** in questions about possibility. Do not use *may have* or *might have*.

- **Could** the Nazca people **have drawn** those lines?

5. Use **been** in short answers to questions that include a form of **be**.

Use only the **modal + have** in short answers to questions with other verbs.

A: **Could** Erich von Däniken **have been** wrong?

B: He certainly **could have been**. There are other explanations.

A: **Was** Xesspe surprised when he saw the Nazca lines?

B: He **must have been**. No one knew about them at that time.

A: **Did** archaeologists **measure** the drawings?

B: They **must have**. They studied them for years.

6. PRONUNCIATION NOTE:

In informal speech, **have** in modal phrases is often pronounced like the word *of*.

- **BE CAREFUL!** Do not write *of* instead of *have* with these past modals.

- **could have** ("could of")

- They **must have been** very skillful. NOT They ~~must of~~ been very skillful.

Reference Note

For information about **could have** and **might have** to express past advisability, see Unit 16, page 242.

Focused Practice

1 DISCOVER THE GRAMMAR

Match the facts with the speculations and conclusions.

Facts

- e 1. The original title of *Chariots of the Gods?* was *Erinnerungen an die Zukunft*.
2. Von Däniken visited every place he described in his book.
3. In 1973, he wrote *In Search of Ancient Gods*.
4. He doesn't have a degree in archaeology.
5. *Chariots of the Gods?* was published the same year as the Apollo moon landing.
6. In the 1900s, writer Annie Besant said beings from Venus helped develop culture on Earth.
7. Von Däniken's books sold millions of copies.
8. As soon as von Däniken published his book, scientists attacked his theories.

Speculations and Conclusions

- a. He must have made a lot of money.
- b. He may have known about her ideas.
- c. He could have learned about the subject on his own.
- d. He must have traveled a lot.
- e. He must have written it in German.
- f. This great event had to have increased sales of the book.
- g. They must not have believed his theories.
- h. He might have written other books too.

2 ON THEIR OWN?

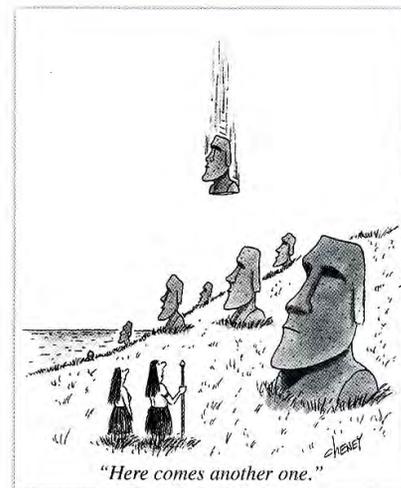
Grammar Notes 1–4

Circle the correct words to complete the review of von Däniken's book, *Chariots of the Gods?*

Who could have make / **made** the Nazca lines?
1.

Who could have carve / **carved** the Easter Island statues? According to Erich von Däniken, ancient achievements like these are mysteries because our ancestors could not have / **had** created these things on their own. His solution: They must / **couldn't** have gotten help from space visitors.
3. 4.

Von Däniken's readers may not realize that experiments have helped explain some of these "mysteries." Von Däniken asks: How may / **could**
5.



the Nazcans have planned the lines from the ground? Archaeologists now believe that this civilization might have / has developed flight. They think ancient Nazcans may draw / have drawn pictures of hot-air balloons on pottery. To test the theory, archaeologists built a similar balloon with Nazcan materials. The balloon soared high enough to view the Nazca lines, showing that Nazcans themselves could / couldn't have designed the pictures from the air.

But what about the Easter Island statues? Did / Could islanders have carved the huge statues from hard rock with primitive tools? And how could only 2,000 people had / have moved them?

3 WHY NOT?

Grammar Notes 1–4

Now complete the rest of the review from Exercise 2. Use the verbs in parentheses.

Von Däniken and early explorers thought the island's ancient culture must have been simple. They assumed that Easter Island many natural resources, so it a civilization. They were wrong. Studies have shown that a large population and a complex culture on the island. Large palm trees once grew there. Islanders large boats from the trees and in deep water because ancient garbage dumps are full of the bones of deep sea fish. Ancient islanders very well, and as many as 15,000 people on the island. From trees, they ropes to pull their statues. In 1994, DNA tests proved that the islanders from Polynesia, where there is a tradition of ancestor worship. But doubts remained—in the language of Rapa Nui (Easter Island), the statues are called *the living faces of our ancestors*. How the Nazca people these lifeless images "living faces"? Then Sergio Rapu, a Rapa Nui archaeologist, realized that the statues coral eyes. Pieces of coral he had found fit one of the statues perfectly, and its face seemed to come to life. Scientists are still experimenting with ways islanders the huge images. However, now no one says, "The people of Rapa Nui these statues."

4 NATURE PUZZLES

Grammar Notes 1–3

Read about these puzzling events. Then rewrite the answers to the questions about their causes. Substitute a modal phrase for the underlined words.



Dinosaurs existed on the Earth for about 135 million years. Then, about 65 million years ago, these giant reptiles all died in a short period of time. What could have caused the dinosaurs to become extinct?

1. It's likely that the Earth became colder. (must)

The Earth must have become colder.

2. Probably, dinosaurs didn't survive the cold. (must not)

3. It's been suggested that a huge meteor hit the Earth. (might)



In 1924, Albert Ostman went camping alone in Canada. Later, he reported that a Bigfoot (a large, hairy creature that looks human) had kidnapped him and taken him home, where the Bigfoot family treated him like a pet. Ostman escaped after several days. What do you think happened? Could a Bigfoot really have kidnapped Ostman?

4. A Bigfoot didn't kidnap Ostman—that's impossible. (couldn't)

5. Ostman probably saw a bear. (must)

6. It's possible that Ostman dreamed about a Bigfoot. (could)



In 1932, a man was taking a walk around Scotland's beautiful Loch Ness. Suddenly, a couple hundred feet from shore, the water bubbled up and a huge monster appeared. The man took a photo. When it was developed, the picture showed something with a long neck and a small head. Since then, many people have reported similar sightings. What do you think? Did the man really see the Loch Ness monster?

7. Most likely the man changed the photo. (have to)

8. Perhaps the man saw a large fish. (might)

9. It's possible that the man saw a dead tree trunk. (may)

10. It's very unlikely that a dinosaur was in the lake. (couldn't)

5

ARCHAEOLOGY 101

Grammar Note 5

Some archaeology students are asking questions in class. Use the modals in parentheses to write short answers.

1. A: Were the Nazcans really able to fly?

B: They might have been. There's some evidence that they had hot-air balloons made of cloth.
(might)

2. A: Is it possible that the Nazcan lines were ancient streets?

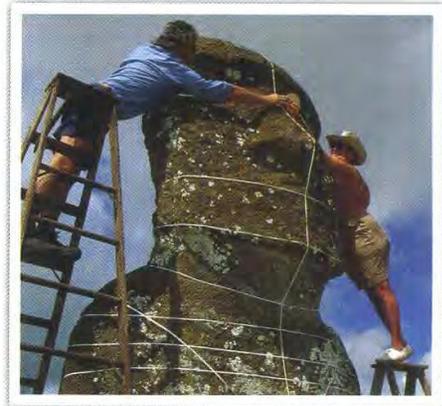
B: They could not. Some of them just lead to the tops of mountains and then end abruptly.
(could not)

3. A: Do you think the Nazcans used them during religious ceremonies?

B: They might. But we have no proof.
(might)

4. A: Do you think the people on Rapa Nui built the giant statues themselves?

B: They could. They had the knowledge and the tools.
(could)



5. A: Did the original settlers of Rapa Nui come from Polynesia?

B: They must. There's a lot of scientific evidence to support this.
(must)

6. A: Von Däniken says that many ancient artifacts show pictures of astronauts. Could these pictures have illustrated anything closer to Earth?

B: They may. It's possible that the pictures show people dressed in local costumes.
(may)

7. A: Was von Däniken upset by all the criticism he received?

B: He might not. After all, it created more interest in his books.
(might not)

8. A: Do you think von Däniken helped increase general interest in archaeology?

B: He must. Just look at how many of you are taking this class!
(must)

6 EDITING

Read this student's essay about Easter Island. There are ten mistakes in the use of modals. The first mistake is already corrected. Find and correct nine more.

Rapa Nui (Easter Island) is a tiny island in the middle of the Pacific. To get there, the first settlers had to ^{have} ~~had~~ traveled more than 1,000 miles in open boats. Some scientists believed only the Polynesians of the Pacific islands could have make the journey. Others thought that Polynesians couldn't have carved the huge stone statues on Rapa Nui. They believed Mayans or Egyptians maybe have traveled there. (Some people even said that space aliens might helped!) Finally, a University of Oslo scientist was able to study the DNA from ancient skeletons. Professor Erika Halberg announced, "These people has to have been the descendants of Polynesians."

We now know that the islanders built the statues, but we have also learned that they must had solved even more difficult problems. The first settlers came some time between A.D. 400 and 700. At first, Rapa Nui must be a paradise with its fishing, forests, and good soil. Their society may have grown too fast for the small island, however. Botanical studies show that by the 1600s they had cut down the last tree. The soil must not have washed away, so they couldn't farm. And with no wood for boats, they couldn't have able to fish. For a period of time, people starved and fought violently, but when the Dutch discovered Rapa Nui in 1722, they found a peaceful, healthy population growing fields of vegetables. How the islanders could have learned in this short period of time to live peacefully with so few resources? For our troubled world today, this might be the most important "mystery of Easter Island."

Communication Practice

7 LISTENING

Some archaeology students are discussing artifacts they have found at various sites. Look at the pictures. Then listen to the students speculate and draw conclusions about what each item is. Listen again and match the pictures with the correct conversation.



1. _____



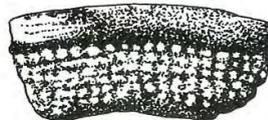
2. _____



3. _____



4. _____



5. _____



6. a

8 USEFUL OBJECTS

Work in small groups. Look at the objects that archaeologists have found in different places. Speculate on what they are and how people might have used them. After your discussion, share your ideas with the rest of the class.

1. Archaeologists found this object in the sleeping area of an ancient Chinese house. It's about the same size as a basketball.

Example: I think people might have used this as a footstool. The floor must have been cold at night, and people could have rested their feet on it.



(continued)

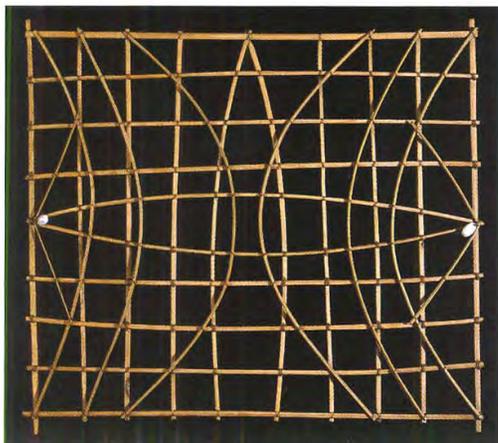
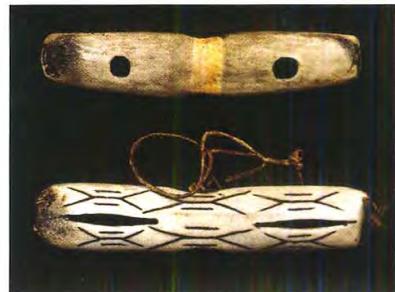


2. Archaeologists have found objects like these with men's and women's clothing. This one is about the size of a cordless telephone.

3. These artifacts were used by ancient Egyptians. The handles are each about the length of a toothbrush.



4. People in the Arctic started using these around 2,000 years ago. They used them when they were hunting or traveling. They are small enough to put in your pocket.



5. Polynesian people used these when they traveled. They made them with sticks, coconut fiber, and seashells. This one is about 1 foot (30.5 centimeters) wide and 1 foot long.

9 | CHARIOTS OF THE GODS?

Reread the article that begins on page 249. Then discuss your opinion about Erich von Däniken's theory with a partner. Afterward, have a class discussion. How many students think space creatures might have visited the Earth? How many think space creatures couldn't have affected human culture?

10 | ON THE INTERNET

 Do a search on one of these unsolved mysteries. Find several explanations. Which explanations seem more likely? Compare your information and ideas in groups.

1. The ancient Maya once inhabited the Yucatán Peninsula in what today is Mexico and Guatemala. They had a very advanced civilization. In about A.D. 900, for no known reason, the Maya suddenly left their large and well-built cities. The jungle soon covered the entire area. Why did the Maya abandon their cities? Why did they never return?

Example: A: The climate could have gotten drier. They might not have had enough water.
B: Or they may have moved out of the cities for religious reasons.
2. On October 23, 1947, at about 7:30 A.M. in Marksville, Louisiana, a small town in the United States, it suddenly started raining fish. The town's bank director reported that hundreds of fish had fallen into his yard, and townspeople were hit by the falling fish as they walked to work. The fish were only the kinds found in local rivers and lakes, and they were all very fresh. Nothing else—no frogs, turtles, or water plants—fell that morning, only fish. How could this have happened?
3. In 1991 hikers in the Italian Alps discovered a body in some melting ice. The body, which had been in the ice for more than 5,000 years, was in almost perfect condition. The "Ice Man" had several broken ribs. He had been wearing warm winter clothing, and had been carrying a knife, an ax, dried meat, and medicines. He had been making a bow and arrows, but he had not finished them. What could have happened to him?

11 | WRITING

Write a paragraph about one of the unsolved mysteries in Exercise 10. Use modals to speculate about what caused the event. Which explanation do you think is the most likely, and why?

Example: The Ice Man might have brought his animals into the mountains to feed. People from his time and culture often did that. Someone from another tribe could have attacked him.

2 Clara decided to write a letter to Miguel. Read her outline in Exercise 3. Write the paragraph number where Clara decides to do each of the following:

1. discuss the appropriateness of Miguel's and her own behavior 3
2. introduce the problem _____
3. suggest resolving the problem _____
4. speculate on reasons for Miguel's behavior _____

3 Complete Clara's letter with ideas from Exercise 1.

Dear Miguel,

I'm sorry that I haven't written for some time, but I'm still feeling hurt and confused. Miguel, why didn't you invite me to your wedding last year? You didn't even tell me about it!

Maybe your reasons for not inviting me were actually thoughtful. You know I'm a student, and _____ you must have thought I couldn't afford the airfare.

However, I believe you should have handled the situation in a different way. This was a family reunion, and you should have sent everyone an invitation.

We ought to solve this as soon as possible. I miss you. Please write as soon as you get this letter.

*Love,
Clara*

4 | Before you write . . .

1. Think of a problem you had with a friend or relative. Freewrite about the problem: the reasons it might have happened and what you and other people could have done differently.
2. Choose ideas and organize them.

5 | Write a letter to the friend or relative who you had the problem with. Include ideas from your freewriting in Exercise 4. Use past modals to speculate about reasons for your problem and to express regrets and obligations.**6** | Exchange letters with a partner. Write a question mark (?) over anything in the letter that seems wrong. Then answer the following questions.

	Yes	No
1. Did the writer correctly use past modals to speculate about reasons?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the writer correctly use past modals to express appropriateness?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did the writer express his or her feelings and ideas clearly?	<input type="checkbox"/>	<input type="checkbox"/>

7 | Work with your partner. Discuss each other's editing questions from Exercise 6. Then rewrite your letter and make any necessary corrections.

Review Test

I Complete this conversation by circling the correct modals.

- A: You should have / must have^{1.} been up late last night. You look tired.
- B: I couldn't / didn't have to^{2.} sleep. My boss gave Joe a raise instead of me.
He could have / couldn't have^{3.} given me one. I've been there a whole year.
- A: I can't / don't have to^{4.} believe he did that! Well, the company could / must not^{5.} have the money right now.
- B: Wrong. Ann got a raise and a promotion. And she's got to / should^{6.} be the worst employee there. By the way, your friend Amy also got a promotion.
- A: Really? She has to / may^{7.} be pleased about that. But, getting back to you—you should / shouldn't^{8.} call me when you get upset. I must have / might have^{9.} been able to help last night.
- B: I called you at 8:00. You must have / might not have^{10.} been out.
- A: I wasn't out. I could not have / must not have^{11.} heard the phone.
I could have / ought to have^{12.} been in the shower.
- B: Well, I ended up calling Sam. What a mistake. I should / shouldn't have^{13.} called him.
He repeated everything to Ann.
- A: That's terrible! He shouldn't have / must not have^{14.} done that. I'm going to talk with him about it.
- B: You couldn't / 'd better not^{15.}. He'll just repeat that conversation too.

II Complete this conversation with past modals. Use the correct form of the verbs in parentheses. Choose between affirmative and negative.

A: I got a C on my math test. I should have done better than that.
1. (should / do)

B: Don't be so hard on yourself. It may be your fault. It just
2. (may / be)
could be a more difficult test than usual.
3. (could / be)

A: No, it could be that difficult. The rest of the class did pretty well.
4. (could / be)
I should study harder.
5. (should / study)

B: What could you do differently?
6. (could / do)

A: Well, for one thing, I should miss that day of class.
7. (should / miss)

B: You missed a day? Did you get the notes?

A: No. I ought to copy them. Some of the problems which I got wrong
8. (ought to / copy)
must come from that day.
9. (must / come)

III Summarize these sentences. Use the past form of the modals in parentheses. Choose between affirmative and negative.

1. It was a mistake to stay up so late.

(should) I shouldn't have stayed up so late.

2. I regret not watching the show about Easter Island.

(should) _____

3. I'm sure it was very interesting.

(must) _____

4. I was surprised that the local library never bought books about Easter Island.

(ought to) _____

5. I'm annoyed at Sara for not reminding me about it.

(should) _____

6. I wish that John had told me about it.

(could) _____

7. I'm sure he didn't remember our conversation about it.

(must) _____

8. I feel bad that my roommate didn't invite me to the party.

(might) _____

9. It's possible that John didn't get an invitation.

(might) _____

10. I'm sure he didn't forget our date.

(could) _____

IV Circle the letter of the correct word(s) to complete each sentence.

1. There are no clean socks. I should _____ the laundry yesterday. **A B C D**
 (A) did (C) have done
 (B) do (D) not have done
2. Kai wants better grades next semester. He _____ harder. **A B C D**
 (A) must have studied (C) must not study
 (B) will have to study (D) shouldn't study
3. Dana didn't buy her brother a birthday card. She must _____. **A B C D**
 (A) have forgotten (C) forget
 (B) not have forgotten (D) forgets
4. My wallet is missing. I _____ dropped it in the store. **A B C D**
 (A) ought to have (C) could have
 (B) might (D) must
5. He's going for a walk in a few minutes. He may _____ at Molly's on the way. **A B C D**
 (A) have stopped (C) stops
 (B) stopping (D) stop
6. You're not coming tonight? It's already seven o'clock! You _____ let me know sooner. **A B C D**
 (A) may (C) can't
 (B) might have (D) must have
7. You should _____ *Fear Factor* tomorrow night. I hear that it's going to be a really exciting show. **A B C D**
 (A) have missed (C) not miss
 (B) not have missed (D) miss

(continued)

8. Mayan buildings are beautiful. The Mayans must _____ an advanced civilization. **A B C D**
 (A) have (C) had
 (B) have had (D) had had
9. I don't understand this show. Clio was in Tampa on Thursday, so she couldn't _____ the money from a Boston bank that day. **A B C D**
 (A) steal (C) have stolen
 (B) had stolen (D) stole
10. I'm sorry, but I _____ able to meet you for lunch tomorrow. **A B C D**
 (A) won't be (C) can't be
 (B) haven't been (D) don't be

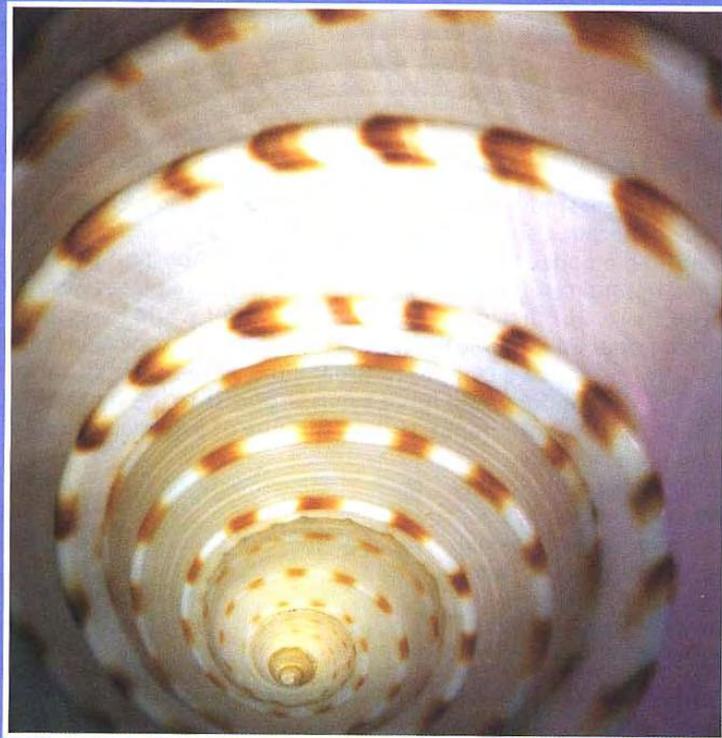
V Read this journal entry. There are nine mistakes in the use of modals. The first mistake is already corrected. Find and correct eight more.

Friday, October 25

What a day! I guess I'd ^{better not} ~~not better~~ stay up so late anymore. This morning I should of gotten up much earlier. When I got to the post office, the lines were already long. I must have wait at least half an hour. My boss was furious that I was late. He might fires me for lateness—even though I couldn't have worked during that time anyway. The computers were down again! We must had lost four hours because of that. While the system was down, some of us were able go out to lunch. Later, we all felt sick. It had to has been the food—we all ate the same thing. On the way home, I got stuck in traffic. A trip that should taken twenty minutes took forty-five. Tomorrow's Saturday. I just might sleeping until noon.

PART
VIII

The Passive



UNIT

18

The Passive: Overview

Grammar in Context

BEFORE YOU READ

👂 Look at the title of the article. What is geography? Have you ever studied geography in school? Did you enjoy studying geography? Is it an important subject? Why or why not? Read this article about National Geographic, a famous magazine.

GEOGRAPHY

The Best Subject on Earth

Geography is the study of the Earth and its people. It sounds exciting, doesn't it? Yet for decades, students yawned just hearing the word. They **were forced** to memorize the names of capital cities, important rivers and mountains, and natural resources. They **were taught** where places were and what **was produced** there. But they **weren't shown** how our world looks and feels.

Then came *National Geographic* magazine. From the Amazon rain forests to the Sahara Desert, and from Kuala Lumpur to Great Zimbabwe—the natural and human-made wonders of our world **have been brought to life by** fascinating reporting and beautiful photographs, such as this one of a Russian couple, which **was taken by** Reza Deghati.

The National Geographic Society **was formed** in Washington, D.C., in 1888 **by** a group of professionals including geographers, explorers, teachers, and mapmakers. Nine months later, the first *National Geographic* magazine **was published** so that the Society could fulfill its mission—to spread the knowledge of and respect for the world, its resources, and its inhabitants.



GEOGRAPHY The Best Subject on Earth

In 1995, the first foreign-language edition of *National Geographic* magazine **was published** in Japan. Today, the magazine **is printed** in more than 20 languages and **is sold** all over the world. *National Geographic* also puts out a number of special publications. *National Geographic Explorer*, for example, **has been created** for classrooms. Other publications feature travel and adventure. *National Geographic* TV programs **are watched** in over 160 million homes in 145 countries.

The study of geography has come a long way since 1888. The Society's mission **has been fulfilled**. In fact, it **has even been extended** to include worlds beyond Earth. From the deep seas to deep space, geography has never been more exciting!

AFTER YOU READ

Answer these questions.

1. Who memorized names of capital cities? _____
2. Who took the photo of the Russian couple? _____
3. Who formed the National Geographic Society? _____
4. Who watches *National Geographic* TV? _____

Grammar Presentation

THE PASSIVE

Active	Passive
Millions of people buy it.	↓ It is bought by millions of people.
Someone published it in 1888.	↓ It was published in 1888.
They have reached their goal.	↓ Their goal has been reached .

Passive Statements				
Subject	Be (not)	Past Participle	(By + Object)	
It	is (not)	bought	by millions of people.	
It	was (not)	published		in 1888.
Their goal	has (not) been	reached.		

(continued)

Yes / No Questions			
Be / Have	Subject	(Been +) Past Participle	
Is Was	it	sold	in Japan?
Has		been sold	

Short Answers					
Affirmative			Negative		
Yes,	it	is.	No,	it	isn't.
		was.			wasn't.
		has (been).			hasn't (been).

Wh- Questions			
Wh- Word	Be / Have	Subject	(Been +) Past Participle
Where	is	it	sold?
	was		been sold?
	has		

GRAMMAR NOTES

EXAMPLES

<p>1. Active and passive sentences often have similar meanings, but a different focus.</p> <p>Active sentences focus on the agent (the person or thing doing the action).</p> <p>Passive sentences focus on the object (the person or thing receiving the action).</p>	<p>ACTIVE</p> <ul style="list-style-type: none"> Millions of people read the magazine. (The focus is on people.) <p>PASSIVE</p> <ul style="list-style-type: none"> The magazine is read by millions of people. (The focus is on the magazine.)
<p>2. Form the passive with a form of be + past participle.</p> <p>► BE CAREFUL! Only transitive verbs (verbs that can have objects) have passive forms.</p>	<ul style="list-style-type: none"> It is written in more than 20 different languages. It was first published in 1888. It has been sold all over the world. <p style="text-align: center;">transitive verb object</p> <ul style="list-style-type: none"> Ed Bly wrote <i>that article</i>. That article was written by Ed Bly. (passive form) <p style="text-align: center;">intransitive verb</p> <ul style="list-style-type: none"> It seems interesting. NOT It was seemed interesting. (no passive form)

3. Use the passive in the following situations:

a. When the agent (the person or thing doing the action) is **unknown or not important**.

- The magazine **was started** in 1888. (*I don't know who started it.*)
- The magazine **is sold** at newsstands. (*It is not important who sells it.*)

b. When you want to **avoid mentioning** the agent.

- Some mistakes **were made** in that article on Bolivia. (*I know who made the mistakes, but I don't want to blame the person.*)

4. Use the passive with **by** if you mention the agent. Only mention the agent when it is important to know who it is.

► **BE CAREFUL!** In most cases, you do not need to mention an agent in passive sentences. Do not include an agent unnecessarily.

- The photographs in this article are wonderful. They were **taken by a famous photojournalist**.
- One of the first cameras was **invented by Daguerre**.
- Ed Bly took a really great photo. It **was taken** last February, but it won't appear until May. NOT It was taken last February ~~by him~~ . . .

Focused Practice

1 DISCOVER THE GRAMMAR

Read the sentences and decide if they are active (A) or passive (P).

- P 1. The first *National Geographic* magazine was published in October 1888.
2. Today, millions of people read it.
3. The magazine is translated into many other languages.
4. My cousin reads it in Russian.
5. Most of the articles are translated from English.
6. Some of them are written by famous writers.
7. Many expeditions have been sponsored by the National Geographic Society.

(continued)

- _____ 8. The results are reported in the magazine.
- _____ 9. It is known for its wonderful photography.
- _____ 10. The first underwater color photographs were taken by a *National Geographic* photographer.
- _____ 11. Photographers are sent all over the world.
- _____ 12. They take pictures of people and nature.
- _____ 13. *National Geographic* is sold at newsstands.
- _____ 14. It is published once a month.
- _____ 15. The *National Geographic* cable television channel has become very popular.

2

MANY TONGUES

Grammar Notes 1–3

Look at the chart. Then complete the sentences. Some sentences will be active; some will be passive.

Language	Number of Speakers*
Arabic	197
Chinese (Cantonese and Mandarin)	1,070
English	443
Japanese	125
Korean	71
Russian	293
Spanish	341
Turkish	46

*in millions

1. Japanese *is spoken by 125 million people* _____.
2. Almost 300 million people _____.
3. _____ by 71 million people.
4. Spanish _____.
5. _____ Chinese.
6. _____ 197 million people.
7. More than 400 million people _____.
8. _____ 46 million people.

3 AN INTERVIEW

Grammar Note 2

🔊 Jill Jones is interviewing a Bolivian cultural attaché for an article she's writing. Complete her interview with the passive form of the verbs in parentheses and short answers.

JONES: Thanks for giving me some time today. Here is my first question:

_____ *Was* _____ the area first _____ *inhabited* _____ by the Inca?
1. (inhabit)

ATTACHÉ: _____. Long before the Inca, a great civilization _____
2. _____ 3. (create)
around Lake Titicaca by the Aymara. The Aymara still live in Bolivia.

JONES: Fascinating. Let's talk about agriculture. I know potatoes are an important crop in the mountains of the Andes. _____ corn _____ there as well?
4. (grow)

ATTACHÉ: _____. The climate is too cold. But quinoa grows well there.
5.

JONES: Quinoa? How _____ that _____? With a *k*?
6. (spell)

ATTACHÉ: No. With a *q*—*q-u-i-n-o-a*. It's a traditional grain. It _____ by the
7. (eat)
people of the Andes for 5,000 years.

JONES: Everyone associates llamas with Bolivia. How _____ they
_____?
8. (use)

ATTACHÉ: In many ways—fur, meat, transportation. But they only do well in the Andes. They
_____ in the lowlands of the Oriente, the eastern part of the country.
9. (not raise)

JONES: I see. I know that tin is important. Where _____ it _____?
10. (mine)

ATTACHÉ: The richest deposits _____ in the Andes.
11. (find)

JONES: How about the Oriente? What _____ there?
12. (produce)

ATTACHÉ: Oil. Petroleum _____ there. Rice and cattle are important there too.
13. (find)

JONES: What other languages _____ besides Spanish?
14. (speak)

ATTACHÉ: Actually, more people speak Native American languages than Spanish.

JONES: Naturalists love Bolivia. _____ jaguars
still _____ there?
15. (see)

ATTACHÉ: _____. And so are condors and river
16. _____
dolphins—many, many species.



Jaguar

4 FREQUENTLY ASKED QUESTIONS

Grammar Note 3

Complete the FAQ (Frequently Asked Questions) about how photographers send their film to National Geographic (NG). Use the correct forms of the verbs in the boxes.

number put ~~receive~~ send shoot use

National Geographic photographers on expedition have to make sure their work is received ^{1.} by NG safely and in good condition. How do they do it? Read the FAQ to find out.

Q: How _____ film usually _____ ^{2.} to NG headquarters?

A: The film _____ ^{3.} into its original film can. Then very secure packaging _____ ^{4.} to protect the film during shipment.

Q: How do the photographers and editors know what is on each roll of film?

A: Each roll _____ ^{5.} in the order that it _____ ^{6.}

damage divide lose pack save

Q: _____ shipments ever _____ ^{7.} or _____ ^{8.} in the mail?

A: Yes, they have been, but we've learned what to do. Now big shipments _____ usually _____ ^{9.} into two. The even-numbered rolls _____ ^{10.} in one shipment, and the odd in another. That way, half the rolls _____ ^{11.} if there's a problem with one shipment.

find notify ship start take trace

Q: What other precautions _____ usually _____ ^{12.}?

A: The NG office _____ ^{13.} by the photographer when film _____ ^{14.}. If the film does not arrive on time, it _____ ^{15.} immediately. Lost shipments _____ ^{16.} more easily when this process _____ ^{17.} right away.

5 CHECKING FACTS

Grammar Notes 2–4

Read Jill Jones's article. Her editor found and circled nine factual mistakes.

A Land of Contrasts

by Jill Jones

Visitors to Bolivia are amazed by the contrasts and charmed by the beauty of this South American country's landscapes—from the breathtaking Andes in the west to the tropical lowlands in the east.

Two-thirds of Bolivia's 5 million people are concentrated in the cool western highlands, or *altiplano*. Today, as in centuries past, corn and kuinoa are grown in the mountains. Llamas are raised only for transportation. And tin, Bolivia's richest natural resource, is mined in the high Andes.

The Oriente, another name for the eastern lowlands, is mostly tropical. Rice is the major food crop, and llamas are raised for meat in the lowlands. Rubber is also found in this region.

Bolivia is home to many fascinating forms of wildlife. The colorful parrot is seen in the highest mountains. Boa constrictors, jaguars, and many other animals are found in the rain forests.

Hundreds of years before the Inca flourished, a great civilization was created on the shores of the Pacific, probably by ancestors of Bolivia's Aymara people. Their descendants still speak the Aymara language. Today, Native American languages are still widely spoken in Bolivia. Although Portuguese is spoken in the government, Quechua and Aymara are used more widely by the people. Traditional textiles are woven by machine. Music is played on reed pipes whose tone resembles the sound of the wind blowing over high plains in the Andes.



(continued)

Now rewrite the incorrect sentences with information from Exercise 3.

1. *Corn isn't grown in the mountains. Potatoes are grown in the mountains.* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

6

DID YOU KNOW?

Grammar Notes 3–4

Read Ed Bly's soccer trivia column. Complete the information with the correct form of the verbs in the first set of parentheses. If the agent (in the second set of parentheses) is necessary, include it in your answer. If not, cross it out.

- ⊕ Soccer is the most popular sport in the world. It is played by more than 20 million people.
1. (play) (more than 20 million people)
- ⊕ It is called *football* in 144 countries.
2. (call) ~~(people)~~
- ⊕ Except for the goalie, players are not allowed to use their hands. Instead, the ball is controlled.
3. (not allow) (the rules) 4. (control) (the feet, the head, and the body)
- ⊕ Soccer was not popular in the United States very much until 20 years ago. Since then, the game has become popular.
5. (not play) (people) 6. (make popular) (Pelé, Beckham, and other international stars)
- ⊕ Forms of soccer are played for thousands of years. A form of soccer was enjoyed in China 2,000 years ago.
7. (play) (different cultures) 8. (enjoy) (Chinese people)
- ⊕ It was banned in 1365—his archers spent too much time playing, and too little time practicing archery.
9. (ban) (King Edward III of England)
- ⊕ Medieval games were played for entire days, over miles of territory.
10. (play) (players)
- ⊕ Today, the World Cup games are held every four years. The best teams in the world compete.
11. (hold) (The World Cup Association)

7 EDITING

Read this short biography of an internationally famous photographer whose photos have appeared in *National Geographic*. (He took the photo on page 270.) There are seven mistakes in the use of the passive. The first mistake is already corrected. Find and correct six more.

Seeing the World

by Diana Brodylo

^{was}

Reza Deghati ^{was} born in Tabriz, Iran, in 1952. When he was only 14 years old, he began teaching himself photography. At first, he took pictures of his own country—its people and its architecture. When he was 25, he was decided to become a professional photographer. During a demonstration he was asked by a French news agency to take photos. He only shot one and a half rolls of film (instead of the usual 20 to 40), but his photos was published in *Paris Match* (France), *Stern* (Germany), and *Newsweek* (U.S.A).



Reza, as he is knew professionally, has covered several wars, and he has be wounded on assignment. Among all his assignments, the project dearest to his heart is photographing children, who he calls “the real victims of war.” He has donated these photos to humanitarian organizations.

When he was interviewed by an interviewer, he was asked to give advice to wannabe* photojournalists. Reza replied, “There is a curtain between the photographer and the subject unless the photographer is able to break through it. . . . Open your heart to them so they know you care.”

Today Reza Deghati lives in Paris. His photos is widely distributed in more than 50 countries around the world, and his work is published in *National Geographic* as well as many other internationally famous magazines and newspapers.

**wannabe* = want-to-be

Communication Practice

8 LISTENING

👂 Listen to the conversations between editors at Modern Reader. Then listen again to each conversation and circle the letter of the sentence you hear.

- | | |
|---|--------------------------------|
| 1. a. Jill hired Bob. | 4. a. Tony fired Jill. |
| (b.) Jill was hired by Bob. | b. Tony was fired by Jill. |
| 2. a. I trained Minna. | 5. a. She interviewed Jay. |
| b. I was trained by Minna. | b. She was interviewed by Jay. |
| 3. a. It's published just six times a year. | 6. a. He was laid off. |
| b. It was published just six times a year. | b. Was he laid off? |

9 SAID AROUND THE WORLD

Read these proverbs from around the world. What do you think they mean? Discuss them in small groups. Are there proverbs from other cultures that mean the same thing?

- Rome wasn't built in a day. (*English*)

Example: A: I think this means that big projects aren't finished quickly.

B: Yes. They take a lot of time and you have to be patient.

C: There's a proverb in French that means the same thing:
"Paris wasn't built in a day."

- He who was bitten by a snake avoids tall grass. (*Chinese*)
- He ran away from the rain and was caught in a hailstorm. (*Turkish*)
- Silence was never written down. (*Italian*)
- Never promise a fish until it's caught. (*Irish*)
- Stars are not seen by sunshine. (*Spanish*)
- Write the bad things that are done to you in sand, but write the good things that happen to you on a piece of marble. (*Arab*)
- Skillful sailors weren't made by smooth seas. (*Ethiopian*)
- A good year is known by its spring. (*Portuguese*)
- Knowledge is like a garden: if it is not cultivated, it cannot be harvested. (*Guinean*)
- Great trees are envied by the wind. (*Japanese*)
- The night is dark, but the apples have been counted. (*Afghan*)

10 INFORMATION GAP: THE PHILIPPINES

The Philippines consist of many islands. The two largest are Luzon in the north and Mindanao in the south.

Work in pairs (A and B). Student B, go to page 284 and follow the instructions there.

Student A

1. Look at the map of Luzon below. Complete the chart for Luzon. Write Y for yes and N for no.
2. Student B has the map of Mindanao. Ask Student B questions about Mindanao and complete the chart for Mindanao.

Example: A: Is tobacco grown in Mindanao?
B: No, it isn't.

3. Student B doesn't have the map of Luzon. Answer Student B's questions about Luzon.

Example: B: Is tobacco grown in Luzon?
A: Yes, it is. It's grown in the northern and central part of the island.



		Mindanao	Luzon
GROW	tobacco	N	Y
	corn		
	bananas		
	coffee		
	pineapples		
	sugar		
RAISE	cattle		
	pigs		
MINE	gold		
	manganese		
PRODUCE	cotton		
	rubber		
	lumber		

When you are done, compare charts. Are they the same?

11 TRIVIA QUIZ

National Geographic Explorer often has games and puzzles. Work in pairs. Complete this quiz. Then compare answers with your classmates. The answers are on page 284.

Do you know . . . ?

1. Urdu is spoken in _____.
 a. Ethiopia b. Pakistan c. Uruguay
2. Air-conditioning was invented in _____.
 a. 1902 b. 1950 c. 1980
3. The X-ray was discovered by _____.
 a. Thomas Edison b. Wilhelm Roentgen c. Marie Curie
4. The Petronas Towers in Kuala Lumpur were designed by _____.
 a. Minoru Yamasaki b. Cesar Pelli c. I. M. Pei
5. The 2004 Olympics were held in _____.
 a. Greece b. Japan c. Korea
6. A baby _____ is called a cub.
 a. cat b. dog c. lion

Now, with your partner, make up your own questions with the words in parentheses. For item 10, add your own question. Ask another pair to answer your questions.

Example:

_____ *Guernica* _____ *was painted* by *b*.
(paint)
 a. _____ *Monet* b. _____ *Picasso* c. _____ *El Greco*

7. _____ _____ by _____.
(invent)
 a. _____ b. _____ c. _____

8. _____ _____ by _____.
(compose)
 a. _____ b. _____ c. _____

9. _____ _____ by _____.
(write)
 a. _____ b. _____ c. _____

10. _____ _____ by _____.
 a. _____ b. _____ c. _____

12 WRITING

Complete the table with information about a country that you know well. Then write an essay about the country with the information you have gathered. Use the passive. You can use the article in Exercise 5 as a model.

Example: Turkey is both a European and an Asian country. European Turkey is separated from Asian Turkey by the Sea of Marmara. Citrus fruits and tobacco are grown in . . .

Name of country	
Geographical areas	
Crops grown in each area	
Animals raised in each area	
Natural resources found in each area	
Wildlife found in each area	
Languages spoken	
Art, handicrafts, or music created	

13 ON THE INTERNET

 National Geographic is famous for its photographs. Go to its website at www.nationalgeographic.com and search the photo archives. Find a photo that interests you. When and where was it taken? Who was it taken by? What does it show? What do you like about the photo? Print the photo and discuss it with your classmates.

Example: This photo was taken in Afghanistan in 1933 by Maynard Owen Williams. It shows . . .

INFORMATION GAP FOR STUDENT B

1. Look at the map of Mindanao below. Complete the chart for Mindanao. Write *Y* for yes and *N* for no.
2. Student A doesn't have the map of Mindanao. Answer Student A's questions about Mindanao.

Example: A: Is tobacco grown in Mindanao?
 B: No, it isn't.

3. Student A has the map of Luzon. Ask Student A questions about Luzon and complete the chart for Luzon.

Example: B: Is tobacco grown in Luzon?
 A: Yes, it is. It's grown in the northern and central part of the island.

		Mindanao	Luzon
GROW	tobacco	N	Y
	corn		
	bananas		
	coffee		
	pineapples		
	sugar		
RAISE	cattle		
	pigs		
MINE	gold		
	manganese		
PRODUCE	cotton		
	rubber		
	lumber		

When you are done, compare charts. Are they the same?

The Passive with Modals and Similar Expressions

Grammar in Context

BEFORE YOU READ

🕒 *What does the title of the article mean? What are some problems that can occur when people from different cultures must live and work together? Read this article about an international space project.*

CLOSE QUARTERS

Japanese astronauts fear that decisions **will be made** too fast, while Americans worry that in an emergency, they **might not be made** quickly enough. The French and Dutch worry that dinner **won't be taken** seriously, and Italians suspect that their privacy **may not be respected**.

The focus of all this apprehension is the International Space Station (ISS), a major international project that was launched in 1998. The finished station **will be operated** by a crew of astronauts from sixteen countries, including Brazil, Canada, Japan, Russia, and the United States, and members of the European Union. Parts of the project **have had to be delayed**, but large sections of the station have already been assembled. A crew of two or three astronauts can stay aboard for six months at a time. In addition, international scientists and even space tourists **can be transported** there for short stays. The ISS

will be completed in 2010. The stay on the completed station **could be lengthened** to prepare for a two-year trip to Mars.

How **can** an international group of astronauts **be expected** to get along during long periods in this "trapped environment"? To find out, anthropologist Mary Lozano and engineer Clifford Wong

(continued)



Astronauts in Space Station

CLOSE QUARTERS

asked astronauts from around the world about their concerns. The two scientists are hopeful that many cross-cultural problems **will be avoided** by what they have learned.

Besides the concerns already mentioned, all the astronauts worry about language. English will be the official language of the station, and, of course, a great deal of technical language **must be mastered** by everyone. However, on a social level, some members of the ISS team fear that they **might be treated** like outsiders because they won't know American slang. Another concern is food. What time **should** meals **be served**? How **should** preparation and cleanup **be handled**? **Can** religious dietary restrictions **be observed** on board?

To deal with cross-cultural differences like these, Lozano and Wong feel strongly that astronauts **should be taught** interpersonal skills as well as **given** technical and survival know-how. They have interviewed participants in each country, and they hope that what they learn from them **will be applied** in training. In the long run, they believe, cross-cultural training will not only save money but also reduce errors caused by misunderstandings, ranging from

misreading a facial expression to incorrectly interpreting data.

Often qualities like sensitivity and tolerance **can't be taught** from a textbook; they **have to be observed and experienced**. Lozano and Wong say that the necessary model for space station harmony **can be found** in the TV series *Star Trek*. The multicultural *Enterprise* crew has been getting along in space for eons now, and the scientists suggest that watching the show might be helpful for future astronauts. Since cross-cultural harmony **could be imagined** by the *Star Trek* creators, it **can be achieved** by the crew of the ISS. This might turn out to be the project's greatest achievement.

—LISA DOBRUS



The International Space Station in space

AFTER YOU READ

Write **T** (true), **F** (false), or **?** (the information isn't in the article).

- ___ 1. Astronauts from 16 countries will operate the ISS.
- ___ 2. Scientists had to delay the project.
- ___ 3. The astronauts have to master technical language.
- ___ 4. Robots will serve the meals.
- ___ 5. A textbook can teach sensitivity and tolerance.

Grammar Presentation

THE PASSIVE WITH MODALS AND SIMILAR EXPRESSIONS

Statements				
Subject	Modal*	Be	Past Participle	
The crew	will (not) should (not) must (not) can (not) had better (not)	be	replaced	next month.

*Modals have only one form. They do not have -s in the third person singular.

Statements				
Subject	Have (got) to / Be going to**	Be	Past Participle	
The crew	has (got) to doesn't have to is (not) going to	be	replaced	next month.

**Unlike modals, *have* in *have (got) to* and *be* in *be going to* change for different subjects. Questions and negatives with *have (got) to* need a form of *do*.

Yes / No Questions			
Modal	Subject	Be	Past Participle
Will	it	be	replaced?
Should			
Must			
Can			

Short Answers					
Affirmative			Negative		
Yes,	it	will.	No,	it	won't.
		should.			shouldn't.
		must.			doesn't have to be.
		can.			can't.

Yes / No Questions				
Auxiliary Verb	Subject	Have to / Going to	Be	Past Participle
Does	it	have to	be	replaced?
Is		going to		

Short Answers					
Affirmative			Negative		
Yes,	it	does.	No,	it	doesn't.
		is.			isn't.

GRAMMAR NOTES

EXAMPLES

1. After a modal, form the passive with:
be + past participle

- The shuttle **will be used** to complete the space station.
- The crew **won't be replaced** this month.
- The new menu **must be planned** very carefully.
- Decisions **shouldn't be made** too quickly.

2. Use **will** or **be going to** with the passive to talk about the future.

- The project **will be completed** in five years.
- OR
- The project **is going to be completed** in five years.

3. Use **can** with the passive to express **present ability**.

Use **could** with the passive to express **past ability**.

- The space station **can be seen** from Earth.
- It **could be seen** very clearly last year too.

4. Use **could**, **may**, **might**, and **can't** with the passive to express **future possibility** or **impossibility**.

- It **could be completed** very soon.
- Tourists **may be invited**.
- Plants **might be grown** on board.
- The job **can't be done** by just one person.

5. Use **have (got) to**, **had better**, **should**, **ought to**, and **must** with the passive to express:

a. **obligation**

b. **advisability**

c. **necessity**

- Privacy **had better be respected**.
- The crew **should be prepared** to deal with cultural differences.
- Crew members **ought to be given** cross-cultural training.
- Everyone **must be consulted**.
- Free time **has (got) to be provided**.

Reference Note

For a review of modals and similar expressions, see Unit 15.

Focused Practice

1 DISCOVER THE GRAMMAR

👂 Read this interview with scientist Dr. Bernard Kay (BK) by Comet Magazine (CM). Underline all the examples of the passive with modals and similar expressions.

- CM:** The International Space Station has had to be delayed. When will it be completed?
- BK:** It could be finished by 2010. With the shuttle* running again, work might be speeded up.
- CM:** What still has to be done?
- BK:** The new habitation module, where the astronauts eat and sleep, must be completed. When it's finished, there'll be more living space and the crew can be increased.
- CM:** At that point, will a separate sleeping cabin be provided for each crew member?
- BK:** Definitely. We feel strongly that each crew member should be given some private space.
- CM:** I've heard that looking out the window is the astronauts' favorite leisure activity. Maybe windows ought to be added to the cabins.
- BK:** Oh, they will be. A window is going to be placed in each cabin.
- CM:** What kind of experiments will be done on the ISS?
- BK:** Many kinds. But most important of all, human interactions have got to be understood better. An international crew from 16 different countries makes the ISS a wonderful laboratory for cross-cultural understanding.
- CM:** I guess we don't know what might be discovered, right?
- BK:** Right. That's what makes it so exciting.

*The space shuttle is a space vehicle. Like an airplane, it is flown by pilots and it can be used many times. The space shuttle has been used to bring crews, equipment, and supplies back and forth to the ISS.

2 ZERO-G Grammar Notes 1–5

Complete this article about zero-G (zero gravity or weightlessness) with the correct form of the words in parentheses.



Juggling oranges—it's easy in zero-G

Some tasks _____ can be accomplished _____
1. (can / accomplish)
 more easily in zero-G. Inside the station, astronauts
 _____ from the
2. (can / protect)
 deadly conditions of space—but life in almost zero-G
 still _____ normal.
3. (can't / consider)
 What's it like to live on the ISS?

(continued)

Getting Rest: Sleeping _____ to floating in water. It's relaxing, but sleeping bags _____ to the walls of the cabins. Otherwise, astronauts will drift around as they sleep.

4. (can / compare)

5. (must / attach)

Keeping Clean: Showers _____ because in zero-G, water from a shower flies in all directions, and sensitive equipment _____. Instead, astronauts take sponge baths. Used bath water _____ into a container by a vacuum machine. Clothes _____ by putting them into a bag with water and soap, but astronauts really _____ with laundry. They usually put dirty clothes into a trash container which _____ back toward Earth and _____ in Earth's atmosphere.

6. (can't / use)

7. (might / damage)

8. (have to / suck)

9. (could / wash)

10. (not have to / concern)

11. (can / send)

12. (burn up)

Dining: From the beginning, ISS planners have known that food _____ very seriously. Unlike meals on early space missions, food on the ISS _____ out of tubes. Frozen and dehydrated meals _____ in a kitchen and _____ at a table. Regular utensils are used, but meals are packed into containers that _____ to a tray so they don't float away.

13. (should / take)

14. (not have to / squeeze)

15. (can / prepare)

16. (eat)

17. (must / attach)

Taking It Easy: Not surprisingly, a stressed astronaut is a grouchy astronaut. Free time _____ . Now crew members _____ pocket computers. They _____ for listening to music, looking at photos from home, and reading e-books. Time also _____ for exercise. In low-gravity environments, muscle and bone _____ quickly without exercise.

18. (have got to / provide)

19. (be going to / give)

20. (will / use)

21. (must / allow)

22. (could / lose)

3 AFTER THE SIMULATION

Grammar Notes 1–5

Some scientists who are going to join the space station have just completed a simulation of life on the station. Complete their conversations using the modals in parentheses and correct verbs from the boxes.

accept	keep	make	require	simulate	solve
--------	------	------	---------	----------	------------------

CESAR: This simulation was great, but there are still some problems. I hope they

can be solved before our mission.
1. (can)

GINA: I agree. It was too warm in there. I think the temperature _____
2. (should)
at 68°.

CESAR: For me, that's still warm. Our clothing _____ of lighter material.
3. (ought to)

GINA: A space tourist _____ to join our mission. I heard they're
4. (might)
considering her application now.

CESAR: I heard that too. She _____ to take part in a simulation before she
5. (had better)
goes.

LYLE: You know, they can simulate daily life, but space walks _____
6. (can't)
very realistically.

approve	change	do	send	surprise
---------	--------	----	------	----------

HANS: Did you fill in your food preference forms? They _____ to the
7. (should)
Food Systems Lab today.

HISA: I did. I'm glad the new dishes _____ by everyone. I really liked
8. (have to)
some of the Japanese and Russian meals.

HANS: Well, choose carefully. When we get to the station, the menu _____!
9. (can't)

LUIS: Shaving in zero-G is weird. The whisker dust from my beard and mustache kept flying
back into my face. I wonder if something _____ about that.
10. (could)

HANS: I have a feeling we _____ by a lot of unexpected problems.
11. (be going to)

4 EDITING

Read an astronaut's journal notes. There are eight mistakes in the use of the passive with modals and similar expressions. The first mistake is already corrected. Find and correct seven more.

October 4

October 4

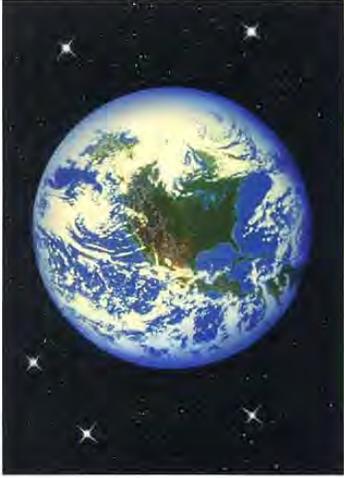
6:15 A.M. I used the sleeping restraints last night, so my feet and hands didn't float around as much. I slept a lot better. I'm going to suggest some changes in the restraints, though—I think they ought to be ^{made} ~~make~~ more comfortable. I felt really trapped. And maybe these sleeping quarters could designed differently. They're too small.

10:45 A.M. My face is all puffy, and my eyes are red. Exercise helps a little—I'd better be gotten on the exercise bike right away. I can be misunderstanding very easily when I look like this. Sometimes people think I've been crying. And yesterday Max thought I was angry when he turned on *Star Trek*. Actually, I love that show.

1:00 P.M. Lunch was pretty good. Chicken teriyaki. It's nice and spicy, and the sauce can actually been tasted, even at zero gravity. They'd better fly in some more of it for us pretty soon. It's the most popular dish in the freezer.

4:40 P.M. I'm worried about my daughter. Just before I left on this mission, she said she was planning to quit school at the end of the semester. That's only a month away. I want to call her and discuss it. But I worry that I might get angry and yell. I might overheard by the others. They really should figure out some way to give us more privacy.

10:30 P.M. The view of Earth is unbelievably breathtaking! My favorite time is spent looking out the window—watching Earth pass below. At night a halo of light surrounds the horizon. It's so bright that the tops of the clouds can see. It can't be described. It simply have to be experienced.



Communication Practice

5 LISTENING

🔊 Some crew members aboard the space station are watching television. Listen and read the script below. Then listen again and circle the underlined words you hear.

PICARRO: Spaceship *Endeavor* calling Earth . . . This is Captain Picarro speaking.
We've been hit by a meteorite.

EARTH: Is anyone hurt?

PICARRO: No, everyone is safe.

EARTH: You'd better start repairing the damage immediately.

PICARRO: It can / can't be repaired out here.
1.

★ ★ ★ ★ ★ ★ ★ ★ ★

PICARRO: We'll be approaching Planet CX5 of the Delta solar system in a few hours.
Is their language on our computer, Dr. Sock?

SOCK: I'm checking now. . . . We don't have a language for CX5 on the computer,
but we have one for CX4. Shall we try it?

PICARRO: We'd better be very careful. Our messages could / should be misunderstood.
2.

★ ★ ★ ★ ★ ★ ★ ★ ★

LON: OK. I'm ready. Let's go.

RAY: What about oxygen?

LON: Isn't the atmosphere on CX5 just like Earth's?

RAY: I think you've been in space too long. Read your manual: Oxygen must / must not
be used on other planets.
3.

★ ★ ★ ★ ★ ★ ★ ★ ★

PICARRO: I've lost contact with Lon and Ray. I hope their equipment works on CX5.

SOCK: Don't worry. They'll pick up / be picked up by the radar.
4.

★ ★ ★ ★ ★ ★ ★ ★ ★

LON: Look at those plants. I want to take some back to the ship.

RAY: They can / can't be grown in space. We've already tried.
5.

LON: That's right. I forgot.

★ ★ ★ ★ ★ ★ ★ ★ ★

CX5: What do you want to ask us, Earthlings?

RAY: Our vehicle was hit by a meteorite. We request permission to land on your planet.

CX5: Permission granted. Our engineers will be ready for you.

RAY: Thank you. As you know, we have to help / have to be helped with the repairs.
6.

6 CLOSE QUARTERS

Work in small groups. Imagine that in preparation for a space mission, your group is going to spend a week together in a one-room apartment. Make a list of rules. Use the passive with modals and similar expressions. Compare your list with that of another group.

Some Issues to Consider

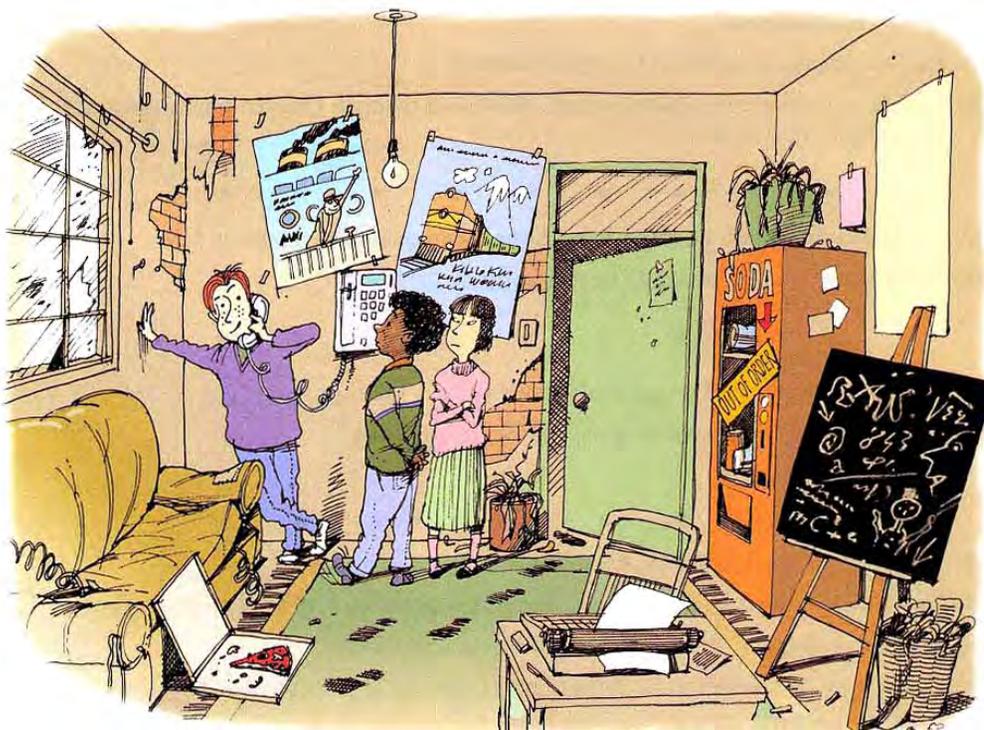
Food	Cleanliness
Clothes	Privacy
Room temperature	Language
Noise	Entertainment
Neatness	Other: _____

Example: Dinner will be served at 6:00 P.M.
The dishes must be washed after each meal.

7 WHAT SHOULD BE DONE?

Work in groups. Look at the picture of a student lounge. You are responsible for getting it in order, but you have limited time and money. Agree on five things that should be done.

Example: A: The window has to be replaced.
B: No. That'll cost too much. It can just be taped.
C: That'll look terrible. It should be replaced.
D: OK. What else should be done?



8 MONEY FOR SPACE

Sending people to the International Space Station costs millions of dollars. Should money be spent for these space projects, or could it be spent better on Earth? If so, how should it be spent? Discuss these questions with your classmates.

- Example:** **A:** I think space projects are useful. A lot of new products are going to be developed in space.
B: I don't agree. Some of that money should be spent on public housing.

9 WRITING

Write two paragraphs about your neighborhood, your school, or your place of work. In your first paragraph, write about what might be done to improve it. In your second paragraph, write about what shouldn't be changed. Use the passive with modals and similar expressions.

- Example:** I enjoy attending this school, but I believe some things could be improved. First, I think that more software ought to be purchased for the language lab . . .

10 ON THE INTERNET

 Do a search on **International Space Station**. Answer some of the questions below. Compare your information in a small group.

1. What parts of the station are going to be assembled next?
2. How will they be used?
3. How many tourists will be permitted to travel with the crew?
4. How much money will be spent?
5. What experiments are going to be carried out?
6. When will the next mission be completed?
7. Do any problems have to be solved before the next mission?

UNIT

20

The Passive Causative

Grammar in Context

BEFORE YOU READ

👂 Look at the photos. Which forms of body art do you think are attractive? Read this article from a fashion magazine.

Body Art

Each culture has a different ideal of beauty, and throughout the ages, men and women have done amazing things to achieve the ideal. They have **had their hair shaved, cut, colored, straightened, and curled**; and they have **had their bodies decorated with painting and tattoos**. Here are some of today's many options:

HAIR

Getting your hair done is the easiest way to change your appearance. Today, both men and women **have their hair permed**. This chemical procedure can curl hair or just give it more body. If your hair is long, you can, of course, **get it cut**. But did you know that you can also **have short hair lengthened** with hair extensions? Of course you can **have your hair colored** and become a blonde, brunette, or redhead. But you can also **have it bleached** white or **get it dyed** blue, green, or orange!



Body Art

TATTOOS

This form of body art was created thousands of years ago. Today, tattoos have again become popular. More and more people are **having them done**. However, caution is necessary. Although you can now **get a tattoo removed** with less pain and scarring than before, **having one applied** is still a big decision.



BODY PAINT

If a tattoo is not for you, you can **have ornaments painted** on your skin instead. Some people **have necklaces and bracelets painted** on their neck and arms or **get a butterfly mask applied** to their face for a special party. Unlike a tattoo, these decorations can be washed off.



PIERCING

Pierced ears are an old favorite, but lately the practice of piercing has expanded. Many people now are **getting their noses, lips, or other parts of the body pierced** for jewelry. Piercing requires even more caution than tattooing, and aftercare is very important.

COSMETIC SURGERY

You can **get your nose shortened**, or **have your chin lengthened**. You can even **have the shape of your body changed**. There is always some risk involved, so the decision to have cosmetic surgery requires thought.

Some ways of changing your appearance may be cheap and temporary. However, others are expensive and permanent. So, think before you act, and don't let today's choice become tomorrow's regret.

—By Debra Santana

AFTER YOU READ

Check the correct answers.

This article discusses changes people can make to their:

- | | |
|---|--|
| <input type="checkbox"/> 1. hair length | <input type="checkbox"/> 5. teeth |
| <input type="checkbox"/> 2. hair color | <input type="checkbox"/> 6. clothing |
| <input type="checkbox"/> 3. eyes | <input type="checkbox"/> 7. nose |
| <input type="checkbox"/> 4. skin | <input type="checkbox"/> 8. body shape |

Grammar Presentation

THE PASSIVE CAUSATIVE

Statements					
Subject	<i>Have / Get</i>	Object	Past Participle	(By + Agent)	
She	has	<i>her hair</i>	cut	<i>by André</i>	every month.
He	has had	<i>his beard</i>	trimmed		before.
I	get	<i>my nails</i>	done		at André's.
They	are going to get	<i>their ears</i>	pierced.		

Yes / No Questions						
Auxiliary Verb	Subject	<i>Have / Get</i>	Object	Past Participle	(By + Agent)	
Does	she	have	<i>her hair</i>	cut	<i>by André</i>	every month?
Has	he	had	<i>his beard</i>	trimmed		before?
Do	you	get	<i>your nails</i>	done		at André's?
Are	they	going to get	<i>their ears</i>	pierced?		

Wh- Questions							
Wh- Word	Auxiliary Verb	Subject	<i>Have / Get</i>	Object	Past Participle	(By + Agent)	
How often	does	she	have	<i>her hair</i>	cut	<i>by André?</i>	
Where	did	he	get	<i>his beard</i>	trimmed		before?
When	do	you	get	<i>your nails</i>	done		at André's?
Why	are	they	going to get	<i>their ears</i>	pierced?		

GRAMMAR NOTES

1. Form the **passive causative** with the appropriate form of *have* or *get* + **object** + **past participle**. *Have* and *get* have the same meaning.

The passive causative can be used with:

- a. all verb forms
- b. modals
- c. gerunds
- d. infinitives

EXAMPLES

- I **get *my hair*** cut by André.
- OR
- I **have *my hair*** cut by André.
- I'll **have *the car*** washed tomorrow.
- You **should get *the oil*** changed.
- I love **having *my hair*** done.
- I want to **get *it*** colored.

2. Use the passive causative to talk about **services** that you arrange for someone to do for you.

▶ **BE CAREFUL!** Do not confuse the passive causative with *had* with the past perfect.

- I used to color my own hair, but now I **have *it*** colored.
- André is going to **get *his hair salon*** remodeled by a local architect.

PASSIVE CAUSATIVE WITH HAD

- I **had *it*** colored last week.
(*Someone did it for me.*)

PAST PERFECT

- I **had colored** it before.
(*I did it myself.*)

3. Use *by* when it is necessary to mention the **agent** (the person doing the service).

Do not use *by* when it is clear who is doing the service.

- This week Lynne **is getting her hair done *by a new stylist***.

NOT: Where does Lynne get her hair done ~~by a hair stylist?~~

Reference Note

For information on when to include the agent, see Unit 18, page 273.

Focused Practice

1 DISCOVER THE GRAMMAR

Read the conversations. Decide if the statement that follows each conversation is true (T) or false (F).

- JAKE:** Have you finished writing your article on body art?
DEBRA: Yes. I'm going to get it copied and then take it to the post office.
 F Debra is going to copy the article herself.
- DEBRA:** I'm glad that's done. Now I can start planning for our party.
JAKE: Me too. I'm going to get my hair cut tomorrow after work.
 Jake cuts his own hair.
- DEBRA:** Speaking about hair—Amber, *your* hair's getting awfully long.
AMBER: I know, Mom. I'm cutting it tomorrow.
 Amber cuts her own hair.
- AMBER:** Mom, why didn't you get your nails done last time you went to the hairdresser?
DEBRA: Because I did them just before my appointment.
 Debra did her own nails.
- AMBER:** I was thinking of painting a butterfly on my forehead for the party.
DEBRA: A butterfly! Well, OK. As long as it washes off.
 Someone is going to paint a butterfly on Amber's forehead for her.
- DEBRA:** Jake, do you think we should get the floors waxed before the party?
JAKE: I think they look OK. We'll get them done afterward.
 Debra and Jake are going to hire someone to wax their floors after the party.
- DEBRA:** I'm going to watch some TV and then go to bed. What's on the agenda for tomorrow?
JAKE: I have to get up early. I'm getting the car washed before work.
 Jake is going to wash the car himself.
- DEBRA:** You know, I think it's time to change the oil too.
JAKE: You're right. I'll do it this weekend.
 Jake is going to change the oil himself.

2 ESSENTIAL SERVICES

Grammar Notes 1-2

It's February 15. Look at the Santanas' calendar and write sentences about when they had things done, and when they are going to have things done.

FEBRUARY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7 Deb- hairdresser
8	9	10	11	12 Jake- barber	13 carpets	14 dog groomer
15 <i>TODAY'S DATE</i>	16 windows	17	18	19	20 food and drinks	21 <u>party!!</u> family pictures
22	23	24	25 Amber- ears pierced	26	27	28

1. The Santanas / have / family pictures / take

The Santanas are going to have family pictures taken on the 21st.

2. Debra / get / her hair / perm

3. Amber / have / the dog / groom

4. They / get / the windows / wash

5. They / have / the carpets / clean

6. Amber / have / her ears / pierce

7. Jake / get / his hair / cut

8. They / have / food and drinks / deliver

3

GETTING THINGS DONE

Grammar Notes 1-3

Debra and Jake are going to have a party. Complete the conversations with the passive causative of the appropriate verbs in the box.

color	cut	develop	dry clean
paint	repair	shorten	wash

1. AMBER: I bought a new dress for the party, Mom. What do you think?

DEBRA: It's pretty, but it's a little long. Why don't you get it shortened?

AMBER: OK. They do alterations at the cleaners. I'll take it in tomorrow.

2. AMBER: By the way, what are you planning to wear?

DEBRA: My blue silk dress. I'm glad you reminded me. I'd better _____.

AMBER: I can drop it off at the cleaners with my dress.

3. JAKE: The house is ready, except for the windows. They look pretty dirty.

DEBRA: Don't worry. We _____ tomorrow.

4. DEBRA: Amber, your hair is getting really long. I thought you were going to cut it.

AMBER: I decided not to do it myself this time. I _____ by André.

5. DEBRA: My hair's getting a lot of gray in it. Should I _____?

JAKE: It looks fine to me, but it's up to you.

6. AMBER: Mom, someone's at the door and it's only twelve o'clock!

DEBRA: No, it's not. The clock stopped again.

JAKE: Oh no, not again. I don't believe it! I _____ already
_____ twice this year, and it's only February!

7. GUEST: The house looks beautiful, Jake. I love the color. _____

you _____?

JAKE: No, actually we did it ourselves last summer.

8. DEBRA: I have one shot left in the camera. Come on, everyone! Say "cheese"!

GUESTS: Cheese!

DEBRA: Great. We took three rolls of pictures today. Maybe we can _____
before Mom and Dad go back to Florida.

4 EDITING

Read Amber's diary entry. There are seven mistakes in the use of the passive causative. The first mistake is already corrected. Find and correct six more.

February 21: The party was tonight. It went really well! The house looked great. Mom and Dad had the floors waxed and all the windows ^{cleaned} ~~clean~~ professionally so everything sparkled. And of course we had the whole house painted ourselves last summer. (I'll never forget that. It took us two weeks!) I wore my new black dress that I have shortened by Do, and I got cut my hair by André. He did a great job. There were a lot of guests at the party. We had almost 50 people invited, and they almost all showed up! The food was great too. Mom made most of the main dishes herself, but she had the rest of the food prepare by a caterer. Mom and Dad hired a professional photographer, so at the end of the party we took our pictures. I can't wait to see them!

Communication Practice

5 LISTENING

Amber has just gone to college. Listen to her conversation with Jake. Then listen again and check the correct column.

	Amber did the job herself	Amber hired someone to do the job
1. Change the oil in her car	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Change the locks	<input type="checkbox"/>	<input type="checkbox"/>
3. Paint the apartment	<input type="checkbox"/>	<input type="checkbox"/>
4. Put up bookshelves	<input type="checkbox"/>	<input type="checkbox"/>
5. Bring new furniture to the apartment	<input type="checkbox"/>	<input type="checkbox"/>
6. Paint her hands	<input type="checkbox"/>	<input type="checkbox"/>
7. Cut her hair	<input type="checkbox"/>	<input type="checkbox"/>
8. Color her hair	<input type="checkbox"/>	<input type="checkbox"/>

6 MAKING PLANS

Work in groups. Imagine that you are taking a car trip together to another country. You'll be gone for several weeks. Decide where you're going. Then make a list of things you have to do and arrange before the trip. Use the ideas below and ideas of your own.

Passport and visa

Car (oil, gas, tires, brake fluid)

Home (pets, plants, mail, newspaper delivery)

Personal (clothing, hair)

Medical (teeth, eyes, prescriptions)

Other: _____

Example: A: I have to get my passport renewed.

B: Me too. And we should apply for visas right away.

Now compare your list with that of another group. Did you forget anything?

7 TOTAL MAKEOVER

Work in pairs. Look at the Before and After pictures of a fashion model. You have five minutes to find and write down all the things she had done to change her appearance.



Before



After

Example: She had her nose shortened.

When the five minutes are up, compare your list with that of another pair. Then look at the pictures again to check your answers.

8 | WHAT DO YOU THINK?

Work in pairs. Look at the Before and After pictures in Exercise 7. Do you think the woman looks better? Why or why not?

Example: A: I don't know why she had her nose fixed.
B: Neither do I. I think it looked fine before.

9 | BEAUTY TALK

Work in small groups. Think about other cultures. Discuss the types of things people get done in order to change their appearance. Report back to your class.

Example: In India, women get their hands painted for special occasions. I think it looks nice.

10 | WRITING

Write a short letter to someone you know. Describe your activities. Include things that you have recently done or have had done. Also talk about things you are going to do or are going to have done. Use the passive causative.

Example: Dear Sara,
I've just moved into a new apartment. I've already had it painted, but there are still so many things that I have to get done! . . .

11 | ON THE INTERNET

 Do a search on a TV show or magazine that features makeovers. Use the phrase **Before and After + Beauty Makeover**. Print out some Before and After photos and discuss them with your classmates. What did the people have done? How do you feel about the results?

Example: A: Mike had his hair colored.
B: I think he looks great as a blond. What about you?

PART

VIII

From Grammar to Writing *Changing the Focus with the Passive*

In a report, you often focus on the results of an action rather than the people who performed the action. Use the passive to focus on the results.

Example: Artists **carved** many wooden statues for the temple. (*active*)
Many wooden statues **were carved** for the temple. (*passive*)

1 | Read this report about a famous building in Korea. Underline the passive forms.

Two Buddhist monks built Haeinsa Temple in 802 A.D. The king gave them the money to build the temple after the two monks saved his queen's life. Haeinsa burned down in 1817, but the Main Hall was rebuilt in 1818 on its original



foundations. Today, Haeinsa is composed of several large, beautiful buildings. It contains many paintings and statues. Someone carved three of the statues from a single ancient tree. Behind the Main Hall is a steep flight of stone stairs that leads to the Storage Buildings. These buildings, which escaped the fire, were constructed in 1488 in order to store wooden printing blocks of Buddhist texts. It was believed that these printing blocks could protect the country against invaders. Monks carved the 81,258 wooden blocks in the 13th century. A century later, nuns carried them to Haeinsa for safekeeping. Architects designed the Storage Buildings to preserve the wooden blocks. For more than five hundred years, the blocks have been kept in perfect condition because of the design of these buildings. Haeinsa, which means *reflection on a smooth sea*, is also known as the Temple of Teaching because it houses the ancient printing blocks.

2 Find five sentences in Exercise 1 that would be better expressed in the passive. Rewrite them.

1. *Haeinsa Temple was built by two Buddhist monks in A.D. 802.* _____
2. _____
3. _____
4. _____
5. _____

3 Answer these questions about Haeinsa Temple.

1. When was it built?

2. Who built it?

3. Why was it built?

4. What are some of its features?

5. What is it famous for?

4 Before you write . . .

1. Choose a famous building to write about. Do some research in the library or on the Internet. Answer the questions in Exercise 3.
2. Work with a partner. Ask and answer questions about your topic.

5 Write a research report about the building you researched. Use the passive where appropriate. If possible, include a photograph or drawing of the building.

6 Exchange paragraphs with a different partner. Answer the following questions.

1. Did the writer answer all the questions in Exercise 3? _____
2. What interested you the most about the building? _____
3. What would you like to know more about? _____
4. Did the writer use the passive appropriately? _____
5. Are the past participles correct? _____

PART

VIII

Review Test

I Complete these conversations by circling the active or passive form of the verbs.

LINDSAY: This is Lindsay Boyle from AL Metals. I didn't receive / wasn't received my airline tickets today, and I leave / 'm left for Jamaica in two days.

AGENT: Let me check. Hmm. That's strange. The tickets mailed / were mailed a week ago. You should be had / have them by now.

LINDSAY: How about my hotel reservations?

AGENT: Those made / were made for you last week. They confirmed / were confirmed by the Hotel Mariel today. Will you need / be needed a car when you arrive?

LINDSAY: Not right away. I'll be met / meet at the airport by my client. I'll probably rent / be rented a car later on. Oh, the receptionist was just handed / just handed me a note. The tickets are here. They were sent / sent to the wrong floor.

AGENT: Sorry about that.

LINDSAY: Never mind. We have them now, so no harm did / was done.

II Complete these conversations with the modal and the passive form of the verbs in parentheses.

LINDSAY: Will the reports be printed by the end of next week?

TED: Sure. In fact they might deliver to the office by Tuesday.

LINDSAY: Good. I hope they turn out well. They will read by a lot of people.

TED: Don't worry. This company always does nice work. I'm sure you will satisfy when you see them.

LINDSAY: Oh, by the way, those reports have to pack for shipment as soon as they arrive. I'm taking them with me to Jamaica.

TED: I didn't know you planned to bring them. I _____ things like
that. So how long are you staying?
6. (ought to / tell)

LINDSAY: About a week. But my stay _____. It depends on how things go.
7. (could / extend)

TED: You know, your office _____ while you're gone. And your
computer _____. So maybe you should stay another week.
8. (should / paint)
9. (have to / service)

LINDSAY: I think that _____. I hear it's a pretty nice place.
10. (can / arrange)

III Circle the letter of the correct word(s) to complete each sentence.

1. Reggae music is _____ at Jamaica's Sunsplash Festival. **A B C D**
(A) perform (C) performed
(B) performing (D) performs
2. This wonderful festival _____ be missed. **A B C D**
(A) isn't (C) shouldn't
(B) wasn't (D) hasn't
3. Music lovers from all over the world can _____ found at the festival. **A B C D**
(A) be (C) been
(B) have (D) were
4. Swimmers and divers _____ Jamaica's beautiful beaches. **A B C D**
(A) are enjoyed (C) enjoys
(B) enjoy (D) are enjoyed by
5. Go deep-sea fishing, and get your picture _____ with your catch. **A B C D**
(A) taken (C) took
(B) taking (D) be taken
6. Jamaica _____ avoided in the fall because of dangerous storms. **A B C D**
(A) ought to (C) should have
(B) should (D) ought to be
7. Jamaica was settled _____ people from Africa and Europe. **A B C D**
(A) at (C) from
(B) by (D) of

(continued)

8. In the early days, many languages could _____ in Jamaica. **A B C D**
 (A) be heard (C) heard
 (B) were heard (D) hear
9. Today Creole, a mixture of languages, _____ spoken widely. **A B C D**
 (A) was (C) is
 (B) were (D) are
10. Tickets _____ from any travel agent or directly from the airline. **A B C D**
 (A) may be purchased (C) purchase
 (B) may purchase (D) purchased
11. The last time, I _____ my ticket sent directly to my office. **A B C D**
 (A) have (C) was
 (B) get (D) had

IV Complete this memo with the correct forms of **have** or **get** and the verbs in parentheses.

DATE: February 17

TO: Trish

FROM: Lindsay

I'd like to have some work done in my office, and this seems like
1. (do)
 a good time for it. Please _____ my carpet _____ while I'm gone. And
2. (clean)
 while you're at it, could you _____ my computer and printer _____? It's
3. (look at)
 been quite a while since they've been serviced. Ted wants to _____ my office
4. (paint)
 _____ while I'm gone. Please tell him any color is fine except pink.

Last week, I _____ some new brochures _____. Please call the
5. (design)
 printer and _____ them _____ directly to the sales reps. And could you
6. (deliver)
 _____ more business cards _____ too? We're almost out.
7. (make up)

When I get back, it will be time to plan the holiday party. I think that we should
 _____ it _____ this year. While I'm gone, why don't you call around and
8. (cater)
 get some estimates from caterers? _____ the estimates _____ to Ted. See
9. (send)
 you in two weeks!

V Complete these facts about Jamaica with the passive form of the verbs in the box. Include the agent in parentheses only where necessary.

discover	employ	export	grow	listen to	popularize	strike
----------	--------	--------	------	-----------	------------	--------

- Jamaica was discovered by Europeans on May 4, 1494, during Columbus's second voyage.
(Europeans)
- Some of the best coffee in the world is grown on the slopes of Jamaica's Blue Mountains.
(coffee growers)
- About 50,000 people are employed in the sugar industry.
(the sugar industry)
- Sugar is exported to many countries.
(sugar exporters)
- The island is struck about once every eight years, and some have caused severe damage.
(hurricanes)
- Reggae music originated in Jamaica. It was popularized in the 1970s.
(Bob Marley)
- Now it is spoken everywhere.
(people)

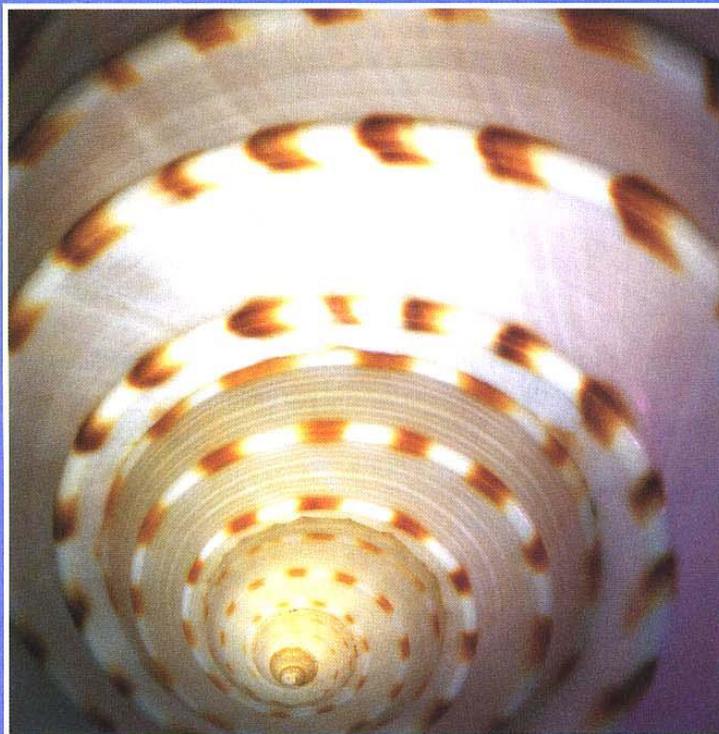
VI Each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked A, B, C, or D. Circle the letter of the one underlined part that is NOT CORRECT.

- The reports were arrived late, so I had them sent to you this morning.
A B C D **A B C D**
- Some mistakes were made in the brochure, but they might corrected before you get back.
A B C D **A B C D**
- You'll see a copy before they're printed by the printer.
A B C D **A B C D**

(continued)

**PART
IX**

Conditionals



UNIT

21

Present Real Conditionals

Grammar in Context

BEFORE YOU READ

👂 *What is a cyber mall? Have you ever purchased something online? What are some steps people should take to shop safely online? Read this article about cyber malls.*

Pick and Click **Shopping@Home**

By E. Buyer

Where is the largest mall in the world? **If you think it's in Alberta, Canada, you're wrong!** It's in cyberspace! And you can get there from home on your very own computer.

Cyber shopping is fast, convenient, and often less expensive. **It doesn't matter if it's a book or a diamond necklace**—with just a click of your mouse, you can buy anything without getting up from your chair. **If you're looking for the best price, you can easily compare prices and read other buyers' reviews of products.** Shopping online can save you time and money—but you need to surf and shop safely. Here are some tips to make your trip to the cyber mall a good one:

- 🔒 **You are less likely to have a problem if you shop with well-known companies.**
- 🔒 **If you don't know the company, ask them to send you information.**
What is their address? Their phone number?
- 🔒 **Always pay by credit card if you can. If you are unhappy with the product (or if you don't receive it), then you can dispute the charge.**
- 🔒 **Only enter your credit card information on a secure site. If you see a closed lock (🔒) or complete key (🔑) symbol at the bottom of your screen, the site is secure.** Also, the web address will change from <http://www> to <https://www>. This means that your credit card number will be encrypted (changed so that others can't read it). **If the site isn't secure, don't enter your credit card information.**



Pick and Click Shopping@Home

- 🔒 **If you have kids, don't let them give out personal information.**
- 🔒 **If you have any doubts about a site's security, contact the store by phone or e-mail.**
- 🔒 **Find out the return policy. What happens if you don't like the product?**
- 🔒 **Print out and save a record of your purchase. If there is a problem, the receipt gives you proof of purchase.**
- 🔒 **If you change your mind about an order, contact the company immediately.**

As you can see, many of these steps are similar to the ones you follow in a "store with doors." Use common sense. **If you take some basic precautions, you shouldn't have any problems.**

Internet shopping has literally brought a world of opportunity to consumers. Today we can shop 24 hours a day, 7 days a week in stores that are halfway around the globe without ever having to leave home or stand in line. As with many things in life, there are some risks. Just remember that online or off—if an offer seems too good to be true, it probably is. Happy cyber shopping!



"Now think long and hard Samantha. What else exactly did you purchase online with Daddy's credit card details?"

AFTER YOU READ

Write **T** (true) or **F** (false).

- _____ 1. The largest mall in the world is in Canada.
- _____ 2. You can buy a diamond necklace online.
- _____ 3. It's best to use a credit card when shopping online.
- _____ 4. The author of the article thinks cyber shopping is very dangerous.
- _____ 5. You can't trust all online offers.

Grammar Presentation

PRESENT REAL CONDITIONALS

Statements	
If Clause	Result Clause
If I shop online,	I save time.
If the mall is closed,	I can shop online.

Statements	
Result Clause	If Clause
I save time	if I shop online.
I can shop online	if the mall is closed.

Yes / No Questions	
Result Clause	If Clause
Do you save time	if you shop online?
Can you shop online	if the mall is closed?

Short Answers			
Affirmative		Negative	
Yes,	I do .	No,	I don't .
	I can .		I can't .

Wh- Questions	
Result Clause	If Clause
What happens	if I don't like it?

GRAMMAR NOTES

EXAMPLES

1. Use **present real conditional** sentences for **general truths**.

The *if* clause talks about the condition, and the result clause talks about what happens if the condition occurs.

Use the simple present in both clauses.

USAGE NOTE: We often use *even if* when the result is **surprising**.

if clause result clause
• **If it's** a holiday, the store **is** closed.

if clause result clause
• **If you use** a credit card, **it's** faster.

• **Even if** it's a holiday, this store stays open.

2. You can also use **real conditional** sentences for **habits** and things that happen again and again.

Use the simple present or present progressive in the *if* clause. Use the simple present in the result clause.

You can often use *when* instead of *if*. This is especially true when you talk about general truths, habits, and things that happen again and again.

• **If Bill shops** online, he **uses** a credit card.

• **If I'm surfing** the Web, I **use** Google.

• **When Bill shops** online, he **uses** a credit card.

• **When I'm surfing** the Web, I **use** Google.

3. You can use **modals** (*can, should, might, must . . .*) in the result clause.
- If you don't like the product, you **can return** it.
 - If you have children, you **shouldn't let** them shop online.

4. Use the **imperative** in the result clause to give **instructions, commands, and invitations** that depend on a certain condition.
- USAGE NOTE: We sometimes use **then** to emphasize the result in real conditional sentences with imperatives or modals.
- If you change your mind, **call** the company.
 - If a site isn't secure, **don't enter** your credit card information.
 - If you change your mind, **then call** the company.
 - If a site isn't secure, **then don't enter** your credit card information.

5. You can begin conditional sentences with the *if* clause or the result clause. The meaning is the same.
- **BE CAREFUL!** Use a comma between the two clauses only when the *if* clause comes first.
- **If I shop online**, I save time.
 - OR
 - I save time **if I shop online**.

Focused Practice

1 DISCOVER THE GRAMMAR

Read these shopping tips. In each real conditional sentence, underline the result clause once. Underline the clause that expresses the condition twice.

KNOW BEFORE YOU GO

You're shopping in a foreign city. Should you pay full price, or should you bargain? If you don't know the answer, you can pay too much or miss a fun experience. Bargaining is one of the greatest shopping pleasures if you know how to do it. The strategies are different in different places. Check out these tips before you go.

Hong Kong

Hong Kong is one of the world's greatest shopping cities. If you like to bargain, you can do it anywhere except the larger department stores. The trick is not to look too interested. If you see something you want, pick it up along with some other items and ask the prices. Then make an offer below what you are willing to pay. If the seller's offer is close to the price you want, then you should be able to reach an agreement quickly.

(continued)

Italy

Bargaining in Italy is appropriate at outdoor markets and with street vendors. In stores, you can politely ask for a discount if you want to bargain. Take your time. Make conversation if you speak Italian. Show your admiration for the object by picking it up and pointing out its wonderful features. When you hear the price, look sad. Make your own offer. End the bargaining politely if you can't agree.

Mexico

In Mexico, people truly enjoy bargaining. There are some clear rules, though. You should bargain only if you really are interested in buying the object. If the vendor's price is far more than you want to pay, then politely stop the negotiation. If you know your price is reasonable, walking away will often bring a lower offer.

Remember, bargaining is always a social interaction, not an argument. And it can still be fun even if you don't get the item you want at the price you want to pay.

2 | IF YOU'RE SHOPPING IN . . .

Grammar Notes 1–4

Read this online forum about shopping around the world. Write conditional sentences to summarize the advice.

1. Hong Kong

Q: I want to buy some traditional crafts. Any ideas?

A: You ought to visit the Western District on Hong Kong Island. It's famous for its crafts.

If you want to buy some traditional crafts, you ought to visit the Western District on Hong Kong Island.

2. Barcelona

Q: I'd like to buy some nice but inexpensive clothes. Where can I go?

A: Take the train to open air markets in towns *outside* of the city. They have great stuff.

3. Rome

Q: I'm looking for a shopping mall. Are there any in Rome?

A: You need to go away from the city center. But I think the small shops are nicer.

4. Istanbul

Q: I want to go shopping in the Grand Bazaar. Is it open on Sunday?

A: You have to go during the week. It's closed on Sunday.

5. New York

Q: I want to buy some unusual gifts. Any suggestions?

A: Shop in Soho. The neighborhood has lots of very interesting stores.

6. Bangkok

Q: My son wants to buy computer games. Where should he go?

A: He should try the Panthip Plaza. The selection is huge.

7. Mexico City

Q: I plan to buy some silver jewelry in Mexico. Any tips?

A: You should be able to get something nice at a very good price. Try bargaining.

8. London

Q: I'd like to find some nice secondhand clothing shops. Can you help me?

A: Try the Portobello market on the weekend. Happy shopping!

3 FREQUENT BUYER

Grammar Notes 1–2, 5

Complete the interview with *Claudia Leggett*, a fashion buyer. Combine the two sentences in parentheses to make a real conditional sentence. Keep the same order and decide which clause begins with **if**. Make necessary changes in capitalization and punctuation.

INTERVIEWER: Is understanding fashion the most important thing for a career as a buyer?

LEGGETT: It is. If you don't understand fashion, you don't belong in this field.
1. (You don't understand fashion. You don't belong in this field.)

But buyers need other skills too.

INTERVIEWER: Such as?

LEGGETT: You can make better decisions. You have good business skills.
2. (You can make better decisions. You have good business skills.)

INTERVIEWER: "People skills" must be important too.

LEGGETT: True. A buyer needs great interpersonal skills. She's negotiating prices.
3. (A buyer needs great interpersonal skills. She's negotiating prices.)

(continued)

INTERVIEWER: Do you travel in your business?

LEGGETT: A lot! _____
 4. (There's a big international fashion fair. I'm usually there.)

INTERVIEWER: Why fashion fairs?

LEGGETT: Thousands of professionals attend. _____
 5. (I go to a fair. I can see hundreds of products in a few days.)

INTERVIEWER: You just got back from the Leipzig fair, didn't you?

LEGGETT: Yes, and I went to Paris and Madrid too. _____
 6. (I usually stay two weeks. I travel to Europe.)

INTERVIEWER: Does your family ever go with you?

LEGGETT: Often. _____
 7. (My husband can come. He and our son, Pietro, do things together.)

8. (Pietro comes to the fair with me. My husband can't get away.)

Next week, we're all going to Hong Kong.

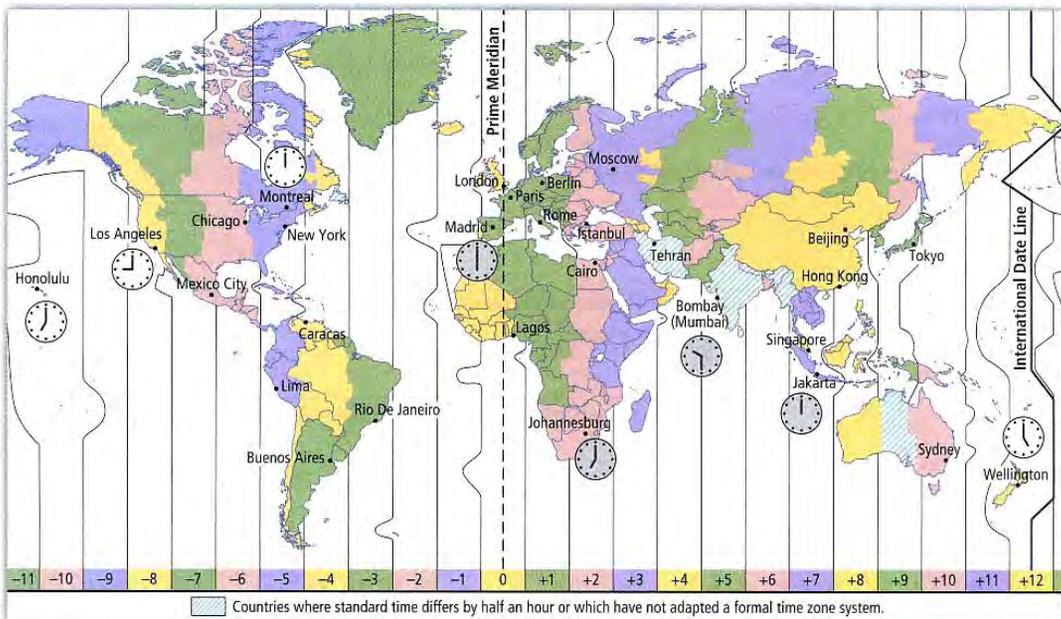
INTERVIEWER: What do you do when you're not at a fashion fair?

LEGGETT: _____
 9. (I always go shopping. I have free time.)

4 WHEN IT'S NOON IN MONTREAL . . .

Grammar Note 2

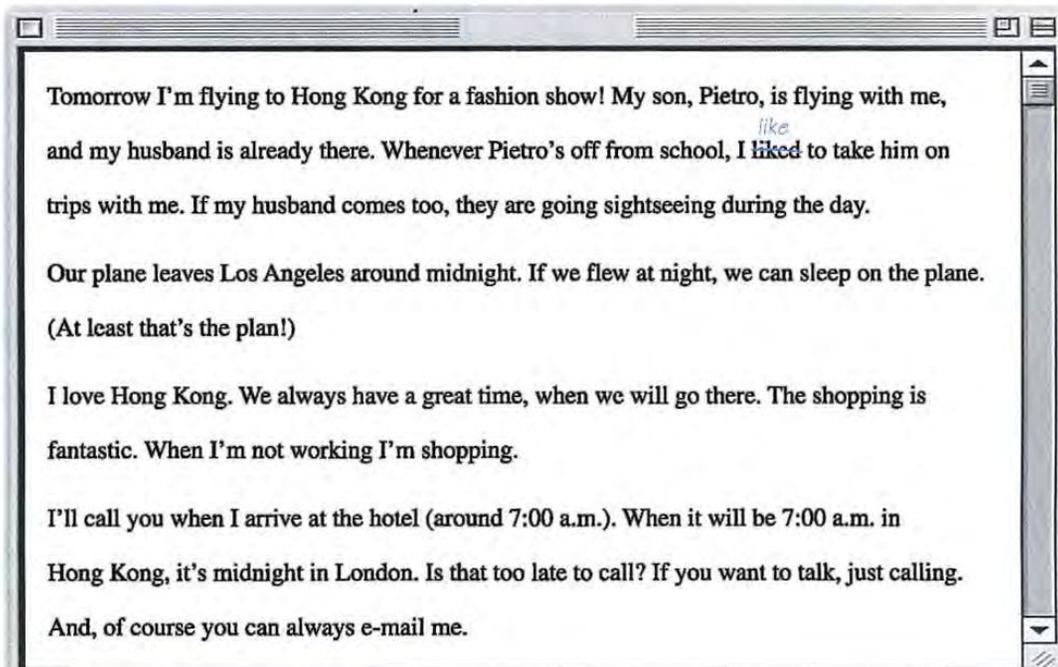
Look at the chart. Write sentences about the cities with clocks. Use the words in parentheses and **when**.
 Note: The light clocks show daylight hours; the shaded clocks show evening or nighttime hours.



1. When it's noon in Montreal, it's midnight in Jakarta.
(be noon / be midnight)
2. When stores are opening in Los Angeles, they're closing in Johannesburg.
(stores open / stores close)
3. _____
(people watch the sun rise / people watch the sun set)
4. _____
(be midnight / be 6:00 P.M.)
5. _____
(people eat lunch / people eat dinner)
6. _____
(people get up / people go to bed)
7. _____
(be 7:00 A.M. / be 7:00 P.M.)
8. _____
(be 5:00 A.M. / be 9:00 A.M.)

5 | EDITING

Read Claudia's e-mail message. There are eight mistakes in the use of present real conditionals. The first mistake is already corrected. Find and correct seven more. Don't forget to check punctuation.



Tomorrow I'm flying to Hong Kong for a fashion show! My son, Pietro, is flying with me, and my husband is already there. Whenever Pietro's off from school, I ^{like} ~~liked~~ to take him on trips with me. If my husband comes too, they are going sightseeing during the day.

Our plane leaves Los Angeles around midnight. If we flew at night, we can sleep on the plane. (At least that's the plan!)

I love Hong Kong. We always have a great time, when we will go there. The shopping is fantastic. When I'm not working I'm shopping.

I'll call you when I arrive at the hotel (around 7:00 a.m.). When it will be 7:00 a.m. in Hong Kong, it's midnight in London. Is that too late to call? If you want to talk, just calling.

And, of course you can always e-mail me.

Communication Practice

6 LISTENING

🔊 Claudia and her ten-year-old son, Pietro, are flying from Los Angeles to Hong Kong by way of Taipei. First, read the situations below. Then listen to the announcements. Listen again and check the correct box.

- | | True | False |
|--|-------------------------------------|--------------------------|
| 1. Claudia has two pieces of carry-on luggage and Pietro has one. They can take them on the plane. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. These are their boarding passes: | | |

UPAIR <small>Boarding Pass</small>					01 of 02
NAME OF PASSENGER					
LEGGETT/PIETRO					
FROM X/O					
Los Angeles					
TO X/O					
Taipei					
CARRIER					
UPAIR					
CODE	FLIGHT	CLASS	DATE	TIME	
UP	398	V	13Aug	11:45P	
GATE		BOARDING TIME		SEAT	
8C		11:15PM		16A	
1 037 2171281950 2					

UPAIR <small>Boarding Pass</small>					02 of 02
NAME OF PASSENGER					
LEGGETT/CLAUDIA					
FROM X/O					
Los Angeles					
TO X/O					
Taipei					
CARRIER					
UPAIR					
CODE	FLIGHT	CLASS	DATE	TIME	
UP	398	V	13Aug	11:45P	
GATE		BOARDING TIME		SEAT	
8C		11:15PM		16B	
1 037 2171281950 2					

- | | | |
|--|--------------------------|--------------------------|
| They can board now. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Look at their boarding passes again. They can board now. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Pietro is a child. Claudia should put his oxygen mask on first. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Claudia is sitting in a left-hand window seat. She can see the lights of Tokyo. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Claudia needs information about their connecting flight. She can get this information on the plane. | <input type="checkbox"/> | <input type="checkbox"/> |

7 TRAVELING IN COMFORT

Work in small groups. Discuss what you do to stay comfortable when you travel. Talk about traveling by car, bus, train, and plane.

Example: A: When I travel by car, I stop every three hours.
B: I always dress comfortably when I travel by car.

8 INFORMATION GAP: IF YOU GO . . .

Work in pairs (A and B). Student B, go to page 325 and follow the instructions there. Student A, ask Student B questions to complete the chart below. Answer Student B's questions.

	Best Time to Go	Currency	Time: When it's noon in New York . . .
Caracas, Venezuela	<i>December–April</i>	bolívar	
Istanbul, Turkey			8:00 P.M.
Rio de Janeiro, Brazil	April–October		2:00 P.M.
Seoul, South Korea		won	2:00 A.M.*
Vancouver, Canada	July–September		9:00 A.M.
Moscow, Russia		ruble	

*the next day

Example: A: If you travel to Caracas, what's the best time to go?
B: December through April.
What kind of currency do you need if you go there?
A: The bolívar.
When it's noon in New York, what time is it in Caracas?

When you are finished, compare charts. Are they the same?

9 | SHOPPING TIPS

Work in small groups. Discuss what you do when you want to make an important purchase (a gift, a camera, a car).

- Example:** A: If I want to buy a camera, I check prices online.
 B: When I buy a camera, I always ask friends for recommendations.

10 | PROS AND CONS

Work in a small group. Look at the cartoon. What are some of the differences between shopping in a "store with doors" and shopping online? What are the advantages and disadvantages of each?



- Example:** A: If you shop for clothes in a store, you can try them on first.
 B: But you have a lot more choices if you shop online.

11 | WRITING

Work in pairs. Imagine that you are preparing an information sheet for tourists about your city or town. Write a list of tips for visitors. Use present real conditional sentences. Compare your list with another pair's.

- Example:** If you like to shop, Caterville has the biggest mall in this part of the country.
 If you enjoy swimming or boating, you should visit Ocean Park.

12 | ON THE INTERNET

 Work in pairs. Decide on something you'd both like to buy (a pair of jeans, a camera, a car). Then check prices for the item at different online stores. Compare your information with your partner's.

- Example:** A: If you buy the camera from Digital World, it costs \$280. It's cheaper if you buy it from Gizmos.
 B: But you have to pay shipping if you buy it from Gizmos.

INFORMATION GAP FOR STUDENT B

Student B, answer Student A's questions. Then ask Student A questions to complete the chart below.

	Best Time to Go	Currency	Time: When it's noon in New York . . .
Caracas, Venezuela	December–April	bolívar	1:00 P.M.
Istanbul, Turkey	April–October	Turkish lira	
Rio de Janeiro, Brazil		real	
Seoul, South Korea	October–March		
Vancouver, Canada		Canadian dollar	
Moscow, Russia	May–September		8:00 P.M.

Example: A: If you travel to Caracas, what's the best time to go?

B: December through April.

What kind of currency do you need if you go there?

A: The bolívar.

When it's noon in New York, what time is it in Caracas?

When you are finished, compare charts. Are they the same?

UNIT

22

Future Real Conditionals

Grammar in Context

BEFORE YOU READ

 Look at the pictures. What is a superstition? Can you give an example of one? Do you believe in any superstitions? Do you wear or carry things that make you feel lucky? Read this magazine article about superstitions.

KNOCK ON WOOD!



If you knock on wood, you'll keep bad luck away.

You'll get a good grade on the test if you wear your shirt inside out.

You'll get a bad grade unless you use your lucky pen.

Superstitions sound silly, but millions of people all over the world believe in their power to bring good luck or prevent bad luck. Many cultures share similar superstitions:

-  If you break a mirror, you'll have seven years of bad luck.
-  If the palm of your hand itches, you're going to get some money.
-  If it rains when you move to a new house, you'll get rich.

All superstitions are based on a cause and effect relationship: **If X happens, then Y will also happen.** However, in superstitions, the cause is magical and unrelated to the effect. In our scientific age, why are these beliefs so powerful and widespread? The Luck Project, an online survey of superstitious behaviors, gives us some fascinating insight. Here are some of the findings:



- 🍀 Emotions can influence superstitions, especially in uncertain situations where people do not have control. **People will react more superstitiously if they are worried. They will feel less superstitious if they aren't feeling a strong need for control.**
- 🍀 We make our own luck. **If you believe you're lucky, you will carry out superstitions that make you feel good** (crossing your fingers for luck, for example). You probably won't fear bad luck superstitions. In contrast, **you will expect the worst if you think you're unlucky.**
- 🍀 More people than you might think believe in superstitions. Of the 4,000 people surveyed, 84 percent knocked on wood for good luck. Almost half feared walking under a ladder. And 15 percent of the people who studied or worked in the sciences feared the number 13.



Clearly, education doesn't "cure" superstition—college students are among the most superstitious people. Other superstitious groups are performers, athletes, gamblers, and stock traders. People in these groups often have personal good luck rituals.

Deanna McBrearty, a New York City Ballet member, has lucky hair bands. **"If I have a good performance when I'm wearing one, I'll keep wearing it,"** she says. Brett Gallagher, a stock trader, believes **he'll be more successful if he owns pet fish.** "I had fish for a while, and after they died the market didn't do so well," he points out.

Will you do better on the test if you use your lucky pen? Maybe. If the pen makes you feel more confident, you might improve your score. So go ahead and use it. But don't forget—**your lucky pen will be powerless unless you study.** The harder you work, the luckier you'll get.

AFTER YOU READ

Match the two parts of each sentence. Use information from the article.

- | | |
|---|--|
| ___ 1. If you are worrying about something, | a. you'll have more good luck superstitions. |
| ___ 2. If you feel you're lucky, | b. you might act more superstitious. |
| ___ 3. If you study science, | c. your good luck pen won't work. |
| ___ 4. If you don't study, | d. you could still be superstitious. |

Grammar Presentation

FUTURE REAL CONDITIONALS

Statements	
If Clause: Present	Result Clause: Future
If she studies ,	she won't fail the test. she's going to pass the test.
If she doesn't study ,	she'll fail the test. she isn't going to pass the test.

Yes / No Questions	
Result Clause: Future	If Clause: Present
Will she pass the test Is she going to pass the test	if she studies ?

Short Answers			
Affirmative		Negative	
Yes,	she will . she is .	No,	she won't . she isn't .

Wh- Questions	
Result Clause: Future	If Clause: Present
What will she do What is she going to do	if she passes the test?

GRAMMAR NOTES

1. Use **future real conditional** sentences to talk about what will happen under certain conditions. The *if* clause gives the condition. The result clause gives the probable or certain result.

Use the simple present in the *if* clause.

Use the future with **will** or **be going to** in the result clause.

EXAMPLES

- | | |
|-------------------------------|--|
| <i>if clause</i> | <i>result clause</i> |
| • If I use this pen, | I'll pass the test.
<i>(It's a real possibility that I will use this pen.)</i> |
| • If you feel lucky, | you'll expect good things. |
| • If you feel unlucky, | you'll expect the worst. |

2. You can use **modals** (*can, should, might, must . . .*) in the result clause.

▶ **BE CAREFUL!** Even though the *if* clause refers to the future, use the simple present.

- If she **studies** hard, she **might get** an A on her test.
- If she **gets** an A on her test, she will stop worrying.
NOT If she ~~will get~~ an A on her test, she will stop worrying.

3. You can begin conditional sentences with the *if* clause or the result clause. The meaning is the same.

- ***If she uses that pen***, she'll feel lucky.

OR

- She'll feel lucky ***if she uses that pen***.

▶ **BE CAREFUL!** Use a comma between the two clauses only when the *if* clause comes first.

4. You can use *if* and *unless* in conditional sentences, but their meanings are very different.

Use *unless* to state a **negative condition**.

Unless often has the same meaning as *if . . . not*.

- ***If he studies***, he will pass the test.
- ***Unless he studies***, he will fail the test. (*If he doesn't study, he will fail the test.*)
- ***Unless you're superstitious***, you won't be afraid of black cats.

OR

- ***If you aren't superstitious***, you won't be afraid of black cats.

Focused Practice

1 DISCOVER THE GRAMMAR

Match the conditions with the results.

Condition	Result
<u> d </u> 1. If I lend someone my baseball bat,	a. you could have an allergy.
<u> </u> 2. If it rains,	b. people might laugh at you.
<u> </u> 3. If I give my boyfriend a new pair of shoes,	c. I'll get a good grade on the test.
<u> </u> 4. If the palm of your hand itches,	d. I won't hit a home run.
<u> </u> 5. If I use my lucky pen,	e. I'm going to get wet.
<u> </u> 6. If you wear your sweater backwards,	f. he'll walk out of the relationship.

Now write the sentences that are superstitions.

1. If I lend someone my baseball bat, I won't hit a home run.
2. _____
3. _____

- If you _____ the dirt and dust out of your house through the front door, you _____ away your family's good luck. (*China*)
7. (sweep) 8. (sweep)
- If your right hand _____ itchy, you _____ money.
9. (be) 10. (get)
 If your left hand _____, you _____ money. (*Greece*)
11. (itch) 12. (give)
- If somebody _____ away a dead mouse, the wind _____ to blow from that direction. (*Iceland*)
13. (throw) 14. (start)
- If you _____ at the corner of the table, you _____ married. (*Slovakia*)
15. (sit) 16. (not get)
- If you _____ red beans at a newly married couple, they _____ good luck. (*Mexico*)
17. (throw) 18. (have)

4 YOU'LL BE SORRY

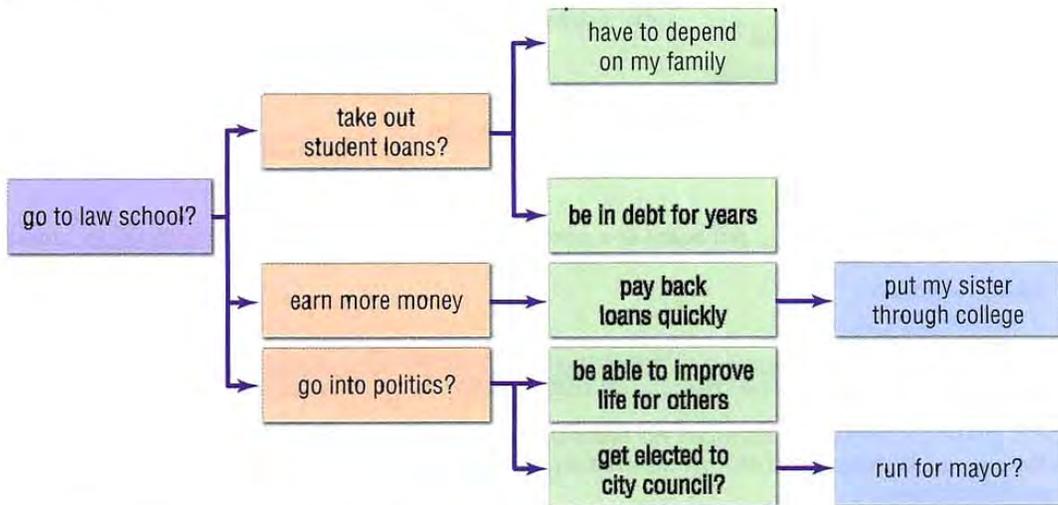
Grammar Notes 1 and 3

Eva is thinking of working for Eastward. Her friend Don, who used to work there, thinks it's a terrible idea. Write his responses. Use the words in parentheses and future real conditional sentences.

1. EVA: If I work for Eastward, I'm going to be happy. I'm sure of it.
 DON: If you work for Eastward, you're not going to be happy. You're going to be miserable.
(miserable)
2. EVA: You're such a pessimist! I'll have the chance to travel a lot if I take this job.
 DON: Not true. _____
(never leave the office)
3. EVA: But I'll get a raise every year if I stay at Eastward.
 DON: _____
(every two years)
4. EVA: Well, if I join Eastward, I'm going to have wonderful health care benefits.
 DON: Stay healthy! _____
(terrible health care benefits)
5. EVA: If I go to Eastward, I'll have helpful co-workers.
 DON: _____
(uncooperative)
6. EVA: I don't believe you! If I accept Eastward's offer, it will be the best career move of my life.
 DON: Believe me, _____
(the worst)

5 WHAT IF . . .

Yuki Tamari is not sure whether to go to law school. She made a decision tree to help her decide. In the tree, arrows connect the conditions and the results. Write future real conditional sentences about her decision. Use **may**, **might**, or **could** if the result is uncertain.



1. If I go to law school, I might take out student loans.
2. I'll be in debt for years if I take out student loans.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

6 EDITING

Read Yuki's journal entry. There are seven mistakes in the use of future real conditionals. The first mistake is already corrected. Find and correct six more. Don't forget to check punctuation.

October 1

Should I campaign for student council president? I'll have to decide soon if I ^{want}wanted to run. If I'll be busy campaigning, I won't have much time to study. That's a problem because I'm not going to get into law school if I get good grades this year. On the other hand, there's so much to do in this school, and nothing is getting done if Todd Laker becomes president again. A lot of people know that. But will I know what to do if I'll get the job? Never mind. I'll deal with that problem, if I win. If I become president, I cut my hair. That always brings me good luck.

Communication Practice

7 LISTENING

🔊 Yuki is talking about her campaign platform. Listen to the interview. Then read the list of issues. Listen again and check the things that Yuki promises to work for if she is elected.

- 1. have contact with a lot of students
- 2. improve the student council's newsletter
- 3. publish teacher evaluations on the student council's website
- 4. get the college to provide a bus service from the airport
- 5. get the college to offer a major in environmental science
- 6. reduce tuition costs

8 SOLUTIONS

Work in pairs. Read these problems and discuss possible solutions. Use if, if . . . not, or unless.

1. Your neighbors are always playing music so loudly that you can't fall asleep.
Example: If they don't stop, I'll call the police.
 Unless they stop, I'll call the landlord.
 I'll consider moving if they continue to bother me.
2. You've had a headache every day for a week. You can't concentrate.
3. You keep phoning your parents, but there is no answer. It's now midnight.
4. You like your job, but you just found out that other workers are making much more money than you are.
5. You live in an apartment building. It's winter and the building hasn't had any heat for a week. You're freezing.
6. You're 10 pounds overweight. You've been trying for months to lose weight, but so far you haven't lost a single pound.
7. You bought a radio at a local store. It doesn't work, but when you tried to return it, the salesperson refused to take it back.
8. Your roommates don't clean up after they cook. You've already reminded them several times, but they always "forget."
9. You paid for a parking space near school or work. For the past week the same car has taken your space.

9 GOOD LUCK / BAD LUCK

Here are some superstitions about luck. Work in small groups and discuss similar superstitions that you know about.

- If you cross your fingers, you'll have good luck.

Example: In Germany, people believe that if you press your thumbs together, you will have good luck.

- If you touch blue, your dreams will come true.
- If you break a mirror, you will have seven years of bad luck.
- If you put a piece of clothing on inside out, you will have good luck.
- If your palm itches, you're going to find some money soon.



10 WRITING

Imagine you are running for class or school president. Write a short speech. Include five campaign promises. Use future real conditionals. In small groups, give your speeches and elect a candidate. Then hold a general class election.

Example: If I become school president, I will ask for 10 new computers . . .

11 ON THE INTERNET

🔍 *Do a search for information about superstitions in different cultures. Share your information with a group. Do different cultures have any similar superstitions?*

Example: A: In Canada, some people believe that if a black cat walks across your path, you'll have bad luck.

B: That's a common superstition in Turkey too.

UNIT

23

Present and Future Unreal Conditionals

Grammar in Context

BEFORE YOU READ

👂 Read the first sentence of the story and look at the picture. Is this a true story? How do fairy tales begin in your culture? Read this version of a famous fairy tale.

The Fisherman and His Wife

Once upon a time there was a poor fisherman and his wife who lived in a pigpen near the sea. Every day the man went to fish. One day, after waiting a very long time, he caught a very big fish. To his surprise, the fish spoke and said, "Please let me live. I'm not a regular fish. If you knew my real identity, you wouldn't kill me. I'm an enchanted prince."

"Don't worry. I won't kill you," said the kind-hearted fisherman. With these words, he threw the fish back into the clear water, and went home to his wife.

"Husband," said the wife, "didn't you catch anything today?"

"I caught a fish, but it said it was an enchanted prince, so I let it go."

"You mean you didn't wish for anything?" asked the wife.

"No," said the fisherman. "What do I need to wish for?"

"Just look around you," said the wife. "We live in a pigpen. I wish we had a nice little cottage. If we had a cottage, I would be a lot happier. You saved the prince's life. Go back and ask him for it."

"I'm not going to ask for a cottage! If I asked for a cottage, the fish might get angry." But in the end, the fisherman was more afraid of his wife's anger.

When he got to the sea, it was all green and yellow. "My wife wishes we had a cottage," said the fisherman. "Just go on back," said the fish. "She already has it."



Famous Fairy Tales

The Fisherman and His Wife

When he returned home, the fisherman found his wife sitting outside a lovely little cottage. The kitchen was filled with food and all types of cooking utensils. Outside was a little garden with vegetables, fruit trees, hens, and ducks.

Things were fine for a week or two. Then the wife said, "This cottage is much too crowded. **I wish we lived in a bigger house. If we lived in a big stone castle, I would be much happier.** Go and ask the fish for it."

The fisherman didn't want to go, but he did. When he got to the sea, it was dark blue and gray. "**My wife wishes we lived in a big stone castle,**" he said to the fish.

"Just go on back. She's standing in front of the door," said the fish.

When he returned home, the fisherman found his wife on the steps of a great big stone castle. The inside was filled with beautiful gold furniture, chandeliers, and carpets. There were servants everywhere.

The next morning the wife woke up and said, "**I wish I were King of all this land.**"

"**What would you do if you were King?**" asked her husband. "**If I were King, I would own all this land.** Go on back and ask the fish for it."

This time, the sea was all blackish gray, and the water was rough and smelled terrible. "What does she want now?" asked the fish.

"She wants to be King," said the embarrassed fisherman.

"Just go on back. She already is."

When the fisherman returned home, he found an enormous palace. Everything inside was made of marble and pure gold,

and it was surrounded by soldiers with drums and trumpets. His wife was seated on a throne, and he said to her, "How nice for you that you are King. Now we won't need to wish for anything else."

But his wife was not satisfied. "I'm only King of *this* country," she said. "**I wish I were Emperor of the whole world. If I were Emperor, I would be the most powerful ruler on Earth.**"

"Wife, now be satisfied," said the fisherman. "You're King. You can't be anything more."

The wife, however, wasn't convinced. She kept thinking and thinking about what more she could be. "**If I were Emperor, I could have anything—and you wouldn't have to ask the fish for anything more.** Go right now and tell the fish that I want to be Emperor of the world."

"Oh, no," said the fisherman. "The fish can't do that. **If I were you, I wouldn't ask for anything else.**" But his wife got so furious that the poor fisherman ran back to the fish. There was a terrible storm, and the sea was pitch black with waves as high as mountains. "Well, what does she want now?" asked the fish.

"**She wishes she were Emperor of the whole world,**" said the fisherman.

"Just go on back. She's sitting in the pigpen again."

And they are still sitting there today.



AFTER YOU READWrite **T** (true) or **F** (false).

- _____ 1. Before the man caught the fish, he and his wife lived in a nice little cottage.
- _____ 2. At first, the fish believed that the man was going to kill him.
- _____ 3. The man didn't want to ask for the first wish because he didn't want to make the fish angry.
- _____ 4. The wife was satisfied with the stone castle.
- _____ 5. The man advised his wife not to ask to be Emperor of the whole world.

Grammar Presentation**PRESENT AND FUTURE UNREAL CONDITIONALS**

Statements	
If Clause: Simple Past	Result Clause: <i>Would (not)</i> + Base Form
If Mia had money, If she were* rich,	she would live in a palace. she wouldn't live in a cottage.
If Mia didn't have money, If she weren't rich,	she wouldn't live in a palace. she would live in a cottage.

*With the verb *be*, use *were* for all subjects.

Contractions	
I would	= I'd
you would	= you'd
he would	= he'd
she would	= she'd
we would	= we'd
they would	= they'd
would not	= wouldn't

Yes / No Questions	
Result Clause	If Clause
Would she live here	if she had money? if she were rich?

Short Answers	
Affirmative	Negative
Yes, she would.	No, she wouldn't.

Wh- Questions	
Result Clause	If Clause
What would she do	if she had money? if she were rich?

GRAMMAR NOTES

1. Use **present and future unreal conditional** sentences to talk about unreal conditions and their results. A condition and its result may be untrue, imagined, or impossible.

The sentence can be about:

a. the **present**

OR

b. the **future**

The *if* clause gives the unreal condition, and the result clause gives the unreal result of that condition.

EXAMPLES

if clause result clause

- **If I had** more time, **I would read** fairy tales to my children.
(*But I don't have time, so I don't read fairy tales to my children.*)

if clause result clause

- **If I lived** in a palace *now*, **I would give** parties all the time.
(*But I don't live in a palace now, so I don't give parties all the time.*)

if clause result clause

- **If I moved** *next month*, **I would buy** new furniture.
(*But I'm not going to move next month, so I won't buy new furniture.*)

2. Use the **simple past** in the *if* clause.

Use **would, might, or could + base form** of the verb in the **result clause**.

► **BE CAREFUL!**

- a. The *if* clause uses the simple past, but the meaning is not past.
- b. Don't use *would* in the *if* clause.
- c. Use *were* for **all subjects** when the verb in the *if* clause is a form of *be*.

USAGE NOTE: Some people use *was* with *I, he, she, and it*. However, many people think this is incorrect.

- **If they had** a nice house, they **wouldn't want** to move.
- **If I had** more money *now*, I **would take** a trip around the world.
- **If she knew** the answer, she **would tell** you.
NOT ~~If she would know~~ the answer . . .
- **If I were** King, I **would make** you Prime Minister.
NOT ~~If I was~~ King . . .

(continued)

3. Use **would** in the result clause if the result is certain. Do not use **will** in unreal conditional sentences.

Use **might** or **could** in the result clause if the result is not certain. Do not use **may** and **can**.

You can also use **could** in the result clause to express ability.

- They love to travel. If they had time, they **would take** a trip next summer.

- They've never been to Asia. If they took a trip, they **might go** to Japan.

OR

- If they took a trip, they **could go** to Japan.

- You don't know Japanese. If you knew Japanese, you **could translate** this article for them.

4. You can begin conditional sentences with the *if* clause or the result clause. The meaning is the same.

▶ **BE CAREFUL!** Use a comma between the two clauses only when the *if* clause comes first.

- **If I had more money**, I would move.

OR

- I would move **if I had more money**.

5. Use **If I were you, . . .** to give advice.

- **If I were you**, I wouldn't ask the fish for anything else. He could get angry.

6. Use **wish + simple past** to talk about things that you want to be true now, but that are not true.

Use **were** instead of **was** after **wish**.

Use **could** or **would** after **wish**. Don't use **can** or **will**.

- I **wish I lived** in a castle.
(*I don't live in a castle now, but I want to live in one.*)

- I **wish we had** a yacht.
(*We don't have a yacht now, but I want one.*)

- I **wish I were** a child again.
Not I wish I ~~was~~ a child again.

- I **wish I could buy** a car.
Not I wish I ~~can~~ buy a car.

- I **wish she would call** tomorrow.
Not I wish she ~~will~~ call tomorrow.

Focused Practice

1 DISCOVER THE GRAMMAR

Read the numbered statements. Decide if the sentences that follow are true (T) or false (F).

1. If I had time, I would read fairy tales in English.
 F a. I have time.
 F b. I'm going to read fairy tales in English.
2. If it weren't so cold, I would go fishing.
 a. It's cold.
 b. I'm going fishing.
3. If I caught an enchanted fish, I would make three wishes.
 a. I believe I'm going to catch an enchanted fish.
 b. I'm going to make three wishes.
4. If I had three wishes, I wouldn't ask for a palace.
 a. I have three wishes.
 b. I don't want a palace.
5. If my house were too small, I would try to find a bigger one.
 a. My house is big enough.
 b. I'm not looking for a bigger house right now.
6. If I got a raise, I could buy a new car.
 a. I recently got a raise.
 b. I want a new car.
7. If we didn't earn enough money, I might train for a better job.
 a. We don't earn enough money.
 b. I'm training for a better job.
8. Your friend tells you, "If I were you, I wouldn't change jobs."
 a. Your friend is giving you advice.
 b. Your friend thinks you shouldn't change jobs.
9. I wish I were a princess.
 a. I'm a princess.
 b. I want to be a princess.
10. I wish I lived in a big house.
 a. I want to live in a big house.
 b. I don't live in a big house.

2 | ABRACADABRA?

Grammar Notes 1–3

Complete this article from a popular psychology magazine. Use the correct form of the verbs.

Marty Hijab has always wanted to invite his whole family over for the holidays, but his apartment is small, and his family is very large.

“If I invited 1. (invite) them all for dinner, there 2. (not be) enough room for everyone to sit down,” he told a friend. If Marty 3. (be) a complainer, he 4. (moan) about the size of his apartment and spend the holiday at his parents’ house. But Marty is a problem solver. This year he is hosting an open house. People can drop in at different times during the day, and there will be room for everyone.

“If life 5. (be) a fairy tale, we 6. (can / wish) problems away,” noted therapist Joel Grimes.

“What complainers are really saying is, ‘If I 7. (have) a magical solution, I 8. (not have to deal) with this myself.’ I wish it 9. (be) that easy,” says Grimes. He gives an example of a very wealthy client who complains about his limited time for his family.

“He’s waiting for a miracle to give him the time he needs. But if he 10. (think) about the problem creatively, he 11. (can / find) the time,” says Grimes.

Even the rich have limited time, money, and space. If complainers 12. (realize) this, then they 13. (understand) that there will always be problems. They could then stop complaining and look for solutions. Marty is a student. If he 14. (insist) on a bigger apartment for his party, he 15. (may / have to wait) for years before inviting his family over. Instead, he is creatively solving his problems right now.

There’s an old saying: “If wishes 16. (be) horses, then beggars 17. (can / ride).” But wishes aren’t horses. We have to learn to create our own good fortune and not wait for a genie with three wishes to come along and solve our problems.



3 MAKING EXCUSES

Grammar Notes 1–4

In his practice, psychologist Joel Grimes hears all types of excuses from his clients. Rewrite these excuses using the present unreal conditional.

1. I'm so busy. That's why I don't read bedtime stories to my little girl.

If I weren't so busy, I would read bedtime stories to my little girl.

2. My husband's not ambitious. That's why he doesn't ask for a raise.

3. I'm not in shape. That's why I don't play sports.

4. I don't have enough time. That's why I'm not planning to study for the exam.

5. I'm too old. That's why I'm not going back to school.

6. My boss doesn't explain things properly. That's why I can't do my job.

7. I'm not good at math. That's why I don't balance my checkbook.

8. I feel nervous all the time. That's why I can't stop smoking.

9. I'm so tired. That's why I get up so late.

4 THE FISH'S WISHES

Grammar Note 6

Remember the fish from the fairy tale on pages 336–337? Read the things the fish would like to change. Then write sentences with **wish**.

1. I'm a fish. *I wish I weren't a fish.*

2. I'm not a handsome prince.

3. I live in the sea.

4. I don't live in a castle.

5. I have to swim all day long.

6. I am not married to a princess.

(continued)

7. The fisherman comes here every day. _____
8. His wife always wants more. _____
9. She isn't satisfied. _____
10. They don't leave me alone. _____

5 WHAT IF?

Grammar Notes 1-4

Marty is having his open house holiday party. His nieces and nephews are playing a fantasy question game. Write questions using the present unreal conditional.

1. What / you / do / if / you / be a millionaire?
What would you do if you were a millionaire? _____
2. What / you / do / if / you / be the leader of this country?

3. How / you / feel / if / you / never need to sleep?

4. What / you / do / if / you / have more free time?

5. What / you / ask for / if / you / have three wishes?

6. What / you / do / if / you / not have to work?

7. Where / you / travel / if / you / have a ticket for anywhere in the world?

8. If / you / can build anything / what / it / be?

9. If / you / can meet a famous person / who / you / want to meet?

10. Who / you / have dinner with / if / you can invite three famous people?

6 EDITING

Read part of a book report that Marty's niece wrote. There are eight mistakes in the use of the present unreal conditional. The first mistake is already corrected. Find and correct seven more.

NAME: Laila Hijab

CLASS: English 4

The Disappearance

What would happen to the women if all the men in the world ^{disappeared} ~~would disappear~~? What would happen to the men when there were no women? Philip Wiley's 1951 science-fiction novel, *The Disappearance*, addresses these intriguing questions. The answers show us how society has changed since the 1950s.

According to Wiley, if men and women live in different worlds, the results would be catastrophic. In Wiley's vision, men are too aggressive to survive on their own, and women are too helpless. If women didn't control them, men will start more wars. If men aren't there to pump gas and run the businesses, women wouldn't be able to manage.

If Wiley is alive today, would he write the same novel? Today, a lot of men take care of their children, and a lot of women run businesses. If Wiley were here to see these changes, he learns that men are not more warlike than women, and women are not more helpless than men.

I think if all people, both men and women, learned to cooperate more, the world will be a much better place.

Communication Practice

7 LISTENING

 You are going to listen to a modern fairy tale about Cindy, a clever young girl, and a toad. Read the statements and listen to the story. Then listen again and write T (true) or F (false).

- F 1. Cindy wishes she had a new soccer ball.
2. The toad wishes Cindy would marry him.
3. If Cindy married the toad, he would become a prince.
4. Cindy wishes she could become a beautiful princess.
5. If Cindy became a princess, she'd have plenty of time to study science.
6. The toad doesn't know how to use his powers to help himself.
7. Cindy wants to become a scientist and help the prince.
8. Cindy and the prince get married and live happily ever after.



8 JUST IMAGINE

Work in small groups. Answer the questions in Exercise 5. Discuss your answers with your classmates.

- Example:** A: What would you do if you were a millionaire?
 B: If I were a millionaire, I would donate half my money to charity.

9 IF I WERE YOU . . .

Work in a group. One person describes a problem. Group members give advice with **If I were you, I would / wouldn't** . . . Use the problems below and write three more.

1. You need \$500 to pay this month's rent. You only have \$300.

- Example:** A: I don't know what to do! I can't pay the rent this month. I only have \$300, and I need \$500.
 B: If I were you, I'd try to borrow the money.
 C: If I were you, I'd call the landlord right away.

2. You are lonely. You work at home and never meet new people.

3. You never have an opportunity to practice English outside of class.
4. You have been invited to dinner. You know that the main dish is going to be shrimp. You hate shrimp.
5. _____
6. _____
7. _____

10 JUST THREE WISHES

In fairy tales, people are often given three wishes. Imagine that you had just three wishes. What would they be? Write them down. Discuss them with a classmate.

- Example:**
1. I wish I were famous.
 2. I wish I spoke perfect English.
 3. I wish I knew how to fly a plane.

There is an old saying: "Be careful what you wish for; it may come true." Look at your wishes again. Discuss negative results that might happen if they came true.

Example: If I were famous, I would have no free time. I wouldn't have a private life . . .

11 WRITING

Reread the book report on page 345. Does Philip Wiley believe men and women should live in separate worlds? What are his arguments? Do you agree with him? Write two paragraphs that support your opinion. Use the present and future unreal conditional.

Example: I don't think men and women should live in separate societies, but sometimes I think that boys and girls would learn better if they went to separate schools. For example, when I was in middle school, boys and girls were embarrassed to make mistakes in front of each other . . .

12 ON THE INTERNET

 *Imagine that you have just won \$10,000. How would you use the money? Do a search for information about things you would do or buy. Share your information with a group.*

Example: If I won \$10,000, I would take my parents on a trip to Korea. If we flew Korean Airlines, the tickets would cost about \$1,000 each. My brother is in college. He could come too if we went during summer vacation.

UNIT

24

Past Unreal Conditionals

Grammar in Context

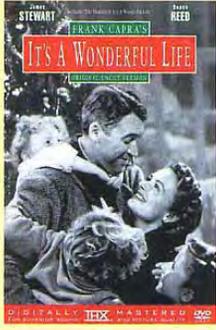
BEFORE YOU READ

🕒 Look at the photo and the information next to it. What do you think the movie is about? What does the reviewer think of the movie? Read this online movie review.

DVD Movie Guide

It's A Wonderful Life (1946)

Rating: ★★★★★ out of ★★★★★
Director: Frank Capra
Producer: Frank Capra
Screenplay: Frank Capra, Frances Goodrich, Albert Hackett, and Jo Swerling
Stars: James Stewart, Donna Reed, Lionel Barrymore, Thomas Mitchell, and Henry Travers
Running Time: 129 minutes
Parental Guidelines: suitable for the whole family



Buy this DVD

What would have happened if you had never been born? George Bailey learns the answer in Frank Capra's great movie classic, *It's a Wonderful Life*.
When the movie opens, George is standing on a bridge thinking about suicide. Throughout his life, he has sacrificed his dreams in order to help other people. **He could have gone to college if the family business hadn't needed him. He would have traveled around the world** instead of remaining in his hometown of Bedford Falls. Now, facing a failed business and a possible jail sentence, George decides to end his life by jumping into the river. Enter Clarence, an angel sent to help him. Clarence jumps into the water first, certain that, as always, George will put aside his own problems in order to rescue someone else.

□
DVD Movie Guide 🎬
□ □ □



Safely back on land, **George wishes he had never been born.** "I suppose **it would have been better if I had never been born at all,**" he tells Clarence. "You've got your wish: You've never been born," responds his guardian angel.

Clarence then teaches George a hard lesson. In a series of painful episodes, he shows him what **life would have been like in Bedford Falls without George Bailey.** George goes back to the site of his mother's home. He finds, instead, an old, depressing boardinghouse. **If George had not supported his mother, she would have become a miserable, overworked boardinghouse owner.** George's own home is a ruin, and his wife, Mary, is living a sad and lonely life. Each scene is more disturbing than the last, until finally we end in a graveyard. We see the grave of George's little brother, Harry. **If George hadn't been alive, he couldn't have saved Harry's life. Harry would have never grown up to be a war hero,** saving the lives of hundreds of soldiers. "Harry wasn't there to save them because you weren't there to save Harry," explains Clarence. "You see, George, you really had a wonderful life."

The ending of the movie delivers a heartwarming holiday message. *It's a Wonderful Life* shows us the importance of each person's life and how each of our lives touches those of others. We see through George's eyes how **the lives of those around him would have been different if he hadn't known them.**

This movie is highly recommended for the whole family.

Buy this DVD

AFTER YOU READ

Check the things that George Bailey did.

- 1. helped other people
- 2. went to college
- 3. traveled around the world
- 4. jumped into the river
- 5. supported his mother
- 6. got married
- 7. saved his younger brother's life
- 8. became a war hero



George is reunited with his family

Grammar Presentation

PAST UNREAL CONDITIONALS

Statements	
If Clause: Past Perfect	Result Clause: <i>Would (not) have</i> + Past Participle
If George had had money,	he would have moved away. he wouldn't have stayed home.
If he had not stayed home,	his father's business would have failed . he wouldn't have married Mary.

Yes / No Questions	
Result Clause	If Clause
Would he have left	if he had had money?

Short Answers	
Affirmative	Negative
Yes, he would have.	No, he wouldn't have.

Wh- Questions	
Result Clause	If Clause
What would he have done	if he had had money?

Contractions	
would have	= would've
would not have	= wouldn't have

GRAMMAR NOTES

- Use **past unreal conditional** sentences to talk about past unreal conditions and their results. A condition and its result may be untrue, imagined, or impossible.

The *if* clause gives the unreal condition, and the result clause gives the unreal result of that condition.

EXAMPLES

- if clause* **If he had died** young, *result clause* he **wouldn't have had** children.
(But he didn't die young, so he had children.)
- If George hadn't been born**, many people's lives **would have been** worse.
(But George was born, so people's lives were better.)

- Use the **past perfect** in the *if* clause. Use **would have, might have, or could have + past participle** in the result clause.

USAGE NOTE: Sometimes speakers use *would have* in the *if* clause. However, many people think this is not correct.

- If the film had won** an Academy Award, it **would have become** famous right away.
- If I had owned** a DVD player, I would have watched the movie.
NOT If I ~~would have~~ owned . . .

3. Use **would have** in the result clause if the result is **certain**. Do not use *will* in unreal conditional sentences.

Use **might have** or **could have** in the result clause if the result is **not certain**. Do not use *may* or *can*.

You can also use **could have** in the result clause to express **ability**.

- If George had gone to college, he **would have studied** hard.

- If George had gone to college, he **might have become** an architect.

OR

- If George had gone to college, he **could have become** an architect.

- If George had become an architect, he **could have designed** a bridge.

4. You can begin conditional sentences with the *if* clause or the result clause. The meaning is the same.

► **BE CAREFUL!** Use a comma between the two clauses only when the *if* clause comes first.

- **If he had won a million dollars**, he would have traveled around the world.

OR

- He would have traveled around the world **if he had won a million dollars**.

5. **Past unreal conditionals** are often used to **express regret** about what really happened in the past.

- **If I had known** Mary lived alone, I **would have invited** her to my holiday dinner.
(*I regret that I didn't invite her.*)

6. Use **wish + past perfect** to express **regret or sadness** about things in the past that you wanted to happen but didn't.

- George **wishes he had studied** architecture.
(*He didn't study architecture, and now he thinks that was a mistake.*)

Focused Practice

1 DISCOVER THE GRAMMAR

Read the numbered statements. Decide if the sentences that follow are true (T) or false (F).

1. If I had had time, I would have watched *It's a Wonderful Life*.
 T a. I didn't have time to watch *It's a Wonderful Life*.
 F b. I watched *It's a Wonderful Life*.
2. She would've watched the movie last night if she hadn't seen it before.
 a. She watched the movie last night.
 b. She saw the movie before.
3. I would have recorded the movie if my DVD recorder had not stopped working.
 a. I recorded the movie.
 b. My DVD recorder broke.
4. If George Bailey hadn't been depressed, he wouldn't have wanted to jump off the bridge.
 a. George was depressed.
 b. George wanted to jump off the bridge.
5. If George hadn't saved his brother's life, his brother wouldn't have become a war hero.
 a. George didn't save his brother's life.
 b. George's brother became a war hero.
6. George wouldn't have met Mary if he had left town.
 a. George met Mary.
 b. George left town.
7. George would have been happy if he had liked his job.
 a. George wasn't happy.
 b. George liked his job.
8. George says, "I wish I had traveled around the world."
 a. George feels sad that he hasn't traveled around the world.
 b. George has traveled around the world.



George and Mary

2 | GEORGE'S THOUGHTS

Grammar Notes 1-3, 5

Complete George's thoughts about the past. Use the correct form of the words in parentheses.

1. I didn't go into business with my friend Sam. If I had gone into business with him, I might have become a success.
(go) (may / become)
2. I couldn't go into the army because I was deaf in one ear. I _____ into the army if I _____ the hearing in that ear.
(go) (not lose)
3. Mary and I weren't able to go on a honeymoon. We _____ away if my father _____ sick.
(can / go) (not get)
4. My uncle lost \$8,000 of the company's money. I _____ so desperate if he _____ the money.
(not feel) (find)
5. I'm so unhappy about losing my father's business. I wish I _____ never _____ born.
(be)
6. Clarence showed me how the world would look without me. I _____ that I was so important if Clarence _____ me.
(not know) (not show)
7. If I _____ my brother, he _____ all those lives when he was a soldier.
(not rescue) (not save)
8. My old boss once almost made a terrible mistake. If I _____ him, he _____ to jail.
(not help) (may / go)
9. Mary _____ happy if she _____ me.
(not be) (not meet)
10. Many people _____ new homes if we _____ in business all these years.
(can't / buy) (not stay)
11. Life here really _____ worse if I _____ born.
(be) (not be)

3 REGRETS AND WISHES

Grammar Note 6

These characters in the movie feel bad about some things. Read their regrets. Then write their wishes.

1. **Clarence (the angel):** I wasn't a first-class angel then. I didn't have much self-confidence.

I wish I had been a first-class angel then.

I wish I had had more self-confidence.

2. **Mr. Gower (George's childhood employer):** I hit little George when he was trying to help me. I wasn't nice to him.
-
-

3. **George:** My father had a heart attack. I had to stay and run the business.
-
-

4. **Mary (George's wife):** We weren't able to go on a honeymoon. We needed the money to save the business.
-
-

5. **Mr. Potter (the meanest person in town):** I wasn't able to trick George out of his business. He didn't accept my offer to buy his business.
-
-

6. **Billy (George's uncle):** I lost \$8,000. George got into trouble with the law because of me.
-
-

7. **George's daughter:** Daddy was upset about the business. He yelled at us last night.
-
-

8. **George's friends:** We didn't know about George's troubles earlier. We didn't help him immediately.
-
-

4 MICHAEL J. FOX

Grammar Notes 1–4

Actor Michael J. Fox starred in *Back to the Future*, another movie that explores what would have happened if something in the past had been different. Read about Fox. Using the words in parentheses, combine each pair of sentences to make one past unreal conditional sentence.

1. Michael J. Fox wasn't tall as a teenager. He didn't become a professional hockey player. (might)

If Michael J. Fox had been tall as a teenager, he might have become a professional hockey player.

2. Fox quit high school in order to act. He didn't graduate. (would)

3. Fox moved to Los Angeles. He got several roles on TV. (might)

4. He met Tracey Pollan on the TV show *Family Ties*. They got married. (might)

5. Fox was very successful on TV. He got the leading role in *Back to the Future*. (would)

6. Actor Eric Stolz didn't remain in *Back to the Future*. Fox played the lead. (could)

7. Fox didn't have free time. He didn't watch old movies and sports on TV. (could)

8. He became ill. He didn't stay in his TV series *Spin City*. (would)

9. Fox stopped working. He wrote a book called *Lucky Man* about his life and illness. (might)

10. He developed Parkinson's disease. He started an organization to search for a cure. (would)



5 EDITING

Read this journal entry. There are eight mistakes in the use of the past unreal conditional. The first mistake is already corrected. Find and correct seven more.

Tonight we rented the movie Back to the Future. I thought it was great, and I usually don't like science fiction movies. I might never ^{have} had seen it if I hadn't read Fox's autobiography, Lucky Man. His book was so good that I wanted to see his most famous movie. Now I wish I saw it in the theater when it first came out. It would have been better if we would have watched it on a big screen. Michael J. Fox was very good. He looked really young—just like a teenager. Of course, he still looks very young—I would have recognized him even when I hadn't known he was in the film.

In the movie, Marty McFly goes back in time. He wants to change the past in order to improve his present life as a teenager. It's a funny idea, but it's very different from Fox's real philosophy. He's had a lot of problems in his life, but he still calls himself "Lucky Man." As a teenager, he was too small to become a professional hockey player—but if he hadn't looked so young, he can't have gotten his role in the TV hit series Family Ties. In Hollywood, he had to sell his furniture to pay his bills, but he kept trying to find acting jobs. If he wouldn't have, he might never have become a star. Getting Parkinson's disease was a terrible blow, but he has even turned that into something good. If Fox hasn't become sick, he might never had become so close to his family. And he wouldn't have started the Michael J. Fox Foundation to help find a cure.

Communication Practice

6 LISTENING

🔊 Some friends are discussing a party. Listen to their conversations. Then listen again and circle the letter of the sentence you heard.

1. a. If I had her number, I would call her.
 b. If I'd had her number, I would've called her.
2. a. I would've invited him if he'd been in town.
 b. I wouldn't have invited him if he'd been in town.
3. a. If he'd changed jobs, he would've gotten the same benefits.
 b. If he'd changed jobs, he wouldn't have gotten the same benefits.
4. a. I liked it better on a big screen.
 b. I would've liked it better on a big screen.
5. a. I wish David had invited her.
 b. I wish David hadn't invited her.
6. a. I would have.
 b. I wouldn't have.
7. a. If I'd invited Holly, I would've invited Greg.
 b. If I'd invited Holly, I wouldn't have invited Greg.
8. a. If the party had been on a Saturday, they could've come.
 b. If the party hadn't been on a Saturday, they could've come.

7 WHAT WOULD YOU HAVE DONE?

Read the following situations. In small groups, discuss what you would have done in each situation.

1. Zeke started his business making and selling energy bars* when he was a teenager. Ten years later, a large company offered to buy the business. Zeke turned the offer down because he wanted to make sure Zeke's Bars were always very high quality. If he had accepted, he could have retired rich by age 35. What would you have done?

Example: A: I wouldn't have rejected it. I would've sold the business and started a new one.

B: Not me. I would have . . .

2. A man was walking down the street when he found ten \$100 bills lying on the ground. There was no one else around. He picked them up and put them in his pocket.
3. A woman came home late and found her apartment door unlocked. She was sure she had locked it. No one else had the keys. She went inside.

*Food that gives you energy and that is in the shape of a candy bar.

8 | IF ONLY . . .

With a partner, discuss a situation in your life that you regret. Describe the situation and talk about what you wish had happened and why.

Example: Someone asked me to go to a party the night before a test. I didn't like the course, and I didn't feel like studying, so I decided to go. The next day I failed the test, and I had to repeat the course. I wish I hadn't gone to the party. If I had stayed home, I would have studied for the test. If I had been prepared, I would have passed.

9 | WRITING

If you hadn't been born, what would have been different for your family, friends, teammates, or community? Choose two areas of your life to discuss and write a paragraph about all the things that would have been different. Use past unreal conditionals.

Example: Two important areas of my life are my family and my friends. I am an only child, so if I hadn't been born, my parents would have been sad. They wanted a child very much. If they hadn't had me, they might have . . .

10 | ON THE INTERNET

🔍 *Do a search on a person who changed the world. Choose a person that you know about or one from the list. How would life have been different if that person hadn't been born? Discuss your findings with a classmate.*

Marie Curie
 Thomas Edison
 Ludwig von Beethoven
 Mother Teresa
 Johannes Gutenberg
 Marco Polo
 Princess Diana
 El Zahrawi
 Rachel Carson

Example: A: If Marie Curie hadn't been born, she wouldn't have discovered helpful uses for radioactivity.
 B: She wouldn't have worked with Pierre Curie.

From Grammar to Writing

Showing Cause and Effect

One way to develop a topic is to discuss its causes and effects. To show cause and effect, you can connect sentences with *as a result* and *therefore*. In individual sentences, you can connect clauses with *so*, *because*, or *if*.

Example

CAUSE	EFFECT
<i>I was shy.</i>	<i>I didn't talk in class. →</i>

I was shy. **As a result**, I didn't talk in class.

I was shy. **Therefore**, I didn't talk in class.

I was shy, **so** I didn't talk in class.

Because I was shy, I didn't talk in class.

If I hadn't been shy, I would have talked in class.

Punctuation Note

Use a comma after *as a result* and *therefore*. Use a comma before *so*. Use a comma after a clause beginning with *because* or *if* when it comes before the main clause.

- 1 Read this essay. Underline sentences or clauses that show a cause once. Underline sentences or clauses that show an effect twice. Circle the connecting words.

My biggest problem in school is my fear of talking in class. My hands always shake if I answer a question or present a paper. If it is a big assignment, I even feel sick to my stomach.

There are several reasons for my problem, but my family's attitude is the most important. My family motto is, "Children should be seen, but not heard." Because my parents never ask for our opinions, we never give them. I can feel my mother's disapproval if a talkative friend visits. In addition, my parents classify their children. My older brother is the "Smart One." I am the "Creative One." I think I would do better in school if they expected more, but they don't expect much. Therefore, I have not tried very hard.

Recently I decided to do something about my problem. I discovered that I feel less nervous about giving a speech in class if I role-play my presentation with a friend. I have also joined a discussion club. As a result, I get a lot of practice talking. My problem has causes, so it must have solutions!

2 | Connect the following sentences. Use the word(s) in parentheses.

1. Mr. Stewart didn't help me. I never spoke in class. (if)

If Mr. Stewart hadn't helped me, I never would have spoken in class.

2. He believed in me. I became more courageous. (because)
-

3. We worked in groups. I got used to talking about ideas with classmates. (so)
-

4. I have gotten a lot of practice. I feel more confident. (as a result)
-

5. Sena didn't understand the question. She didn't raise her hand. (therefore)
-

3 | Before you write . . .

1. Work with a partner. Discuss the causes of a strong feeling that you have.

Example: I usually feel excited at the beginning of the school year.

2. Complete this outline for a cause and effect essay.

Paragraph I The feeling you are going to write about: _____

One or two examples: _____

Paragraph II The causes and effects of the feeling:

A. _____

B. _____

C. _____

Paragraph III How you deal with the feeling:

A. _____

B. _____

- 4 | Write a three-paragraph essay about the causes and effects of a feeling that you have. Use your outline to organize your writing.

- 5 | Exchange essays with a different partner. Outline your partner's essay. Write questions about anything that is not clear.

- 6 | Work with your partner. Discuss each other's questions from Exercise 5. Then rewrite your own essay and make any necessary corrections.

Review Test

I Circle the letter of the correct word(s) to complete each sentence.

- I _____ late for work if the bus doesn't arrive soon. **A B C D**
(A) am (C) 'll be
(B) was (D) 've been
- I _____ a flight attendant if I didn't get airsick. **A B C D**
(A) would become (C) become
(B) became (D) had become
- What do you do when your bus _____ late? **A B C D**
(A) were (C) would be
(B) is (D) had been
- If the teacher cancels class today, I _____ you. **A B C D**
(A) have joined (C) 'll join
(B) could have joined (D) join
- This flight is full. _____ someone gives up a seat, you won't get on this flight today. **A B C D**
(A) If (C) When
(B) Unless (D) Where
- If you _____ early enough, we can't save a seat for you. **A B C D**
(A) 'll check in (C) don't check in
(B) check in (D) have checked in
- If I hadn't been fascinated with flying, I _____ a pilot. **A B C D**
(A) would become (C) won't become
(B) became (D) wouldn't have become
- I'm going to Gerry's for Thanksgiving, but I can't stand to eat turkey. **A B C D**
What _____ if that happened to you?
(A) would you do (C) do you do
(B) did you do (D) will you do

(continued)

9. If I _____ you, I'd just go for dessert. **A B C D**
(A) am (C) were
(B) was (D) had been
10. I'm so busy these days. I wish I _____ more free time. **A B C D**
(A) had (C) have
(B) had had (D) would have
11. What _____ if you didn't have to work for six months? **A B C D**
(A) would you do (C) did you do
(B) will you do (D) have you done
12. If I were free for six months, I _____ around the world. **A B C D**
(A) traveled (C) travel
(B) 'd travel (D) 'll travel
13. It's very hot. If you drink some water, you _____ better. **A B C D**
(A) feel (C) have felt
(B) felt (D) might feel
14. I _____ nervous whenever I fly. **A B C D**
(A) would get (C) 'll get
(B) get (D) had gotten
15. Unless the airlines _____ ticket prices, I'm not going to fly anymore. **A B C D**
(A) don't lower (C) would lower
(B) lowered (D) lower
16. Your roommate is really noisy. If I _____ with him, I'd talk to him about the problem. **A B C D**
(A) lived (C) live
(B) 'll live (D) would live
17. If he _____ soon, I'll probably move. **A B C D**
(A) doesn't change (C) wouldn't change
(B) wouldn't (D) didn't change
18. What would you have done if you _____ the lottery last week? **A B C D**
(A) win (C) 'd have won
(B) 'd won (D) 'll win
19. Whenever there's a thunderstorm, the cat _____ under the bed. **A B C D**
(A) is hiding (C) hides
(B) would hide (D) hid

20. I didn't like the hotel. I wish we _____ to stay there. **A B C D**
 (A) haven't decided (C) didn't decide
 (B) hadn't decided (D) won't decide
21. Mary _____ the exam unless she had hired a tutor. **A B C D**
 (A) couldn't have passed (C) couldn't pass
 (B) can't pass (D) could pass
22. When Carlos has a headache, he _____ some tea. **A B C D**
 (A) would drink (C) 's drunk
 (B) drank (D) drinks
23. If Sami doesn't call soon, we _____ without him. **A B C D**
 (A) 're going to leave (C) 'd leave
 (B) left (D) 'd have left

II Complete this conversation with the correct form of the verbs in parentheses.

A: We had a great time at Drew's house Sunday. Why didn't you come?

B: I had to study for Spanish.

A: If you _____ *had come* with us, you _____ an
1. (come) 2. (see)
 awesome movie.

B: Yeah? What?

A: We rented *Back to the Future*. It's about a kid who time-travels back to his parents' high-school days. He changes his own future. It's so cool. At the end, his parents . . .

B: Wait—don't tell me. If you _____ me the ending, you
3. (tell)
 _____ it for me. I want to see it myself.
4. (spoil)

A: OK. But have you ever thought about that?

B: About what?

A: About how things could be different. You grew up here in Baileyville, and you're almost an adult now. But what _____ your childhood _____ like if
5. (be)
 you _____ in a different family?
6. (be born)

(continued)

B: Let's see. If I _____ a different family, I
7. (have)
 _____ here in Baileyville.
8. (not grow up)

A: And if you _____ here, I _____ you.
9. (not grow up) 10. (not meet)

B: That's true. But getting back to the here-and-now, how did you do on the Spanish test?

A: I flunked. I wish I _____ that course. I'm going to fail.
11. (not take)

B: You just don't study enough. If you _____ more, you
12. (study)
 _____ this course easily this semester.
13. (pass)

A: That's easy for you to say. You always get A's.

B: Sometimes I don't. It's not automatic. I _____ A's unless I
14. (not get)
 _____.
15. (study)

A: I suppose you're right.

B: If I _____ you, I _____ to get better
16. (be) 17. (try)
 grades. It's important for your future.

III Complete this news article with the correct form of the verbs in parentheses. Choose the affirmative or the negative.

WHAT WOULD YOU DO?

By Dewitt Rite

Imagine that you are unemployed and have a family to support. What

_____ you _____ if you _____ a wallet in the
1. (do) 2. (find)
 street? _____ you _____ the money if you _____
3. (keep) 4. (know)
 no one would ever find out?

When Lara Williams faced that situation last week, she brought the wallet to the police, who traced it to Mr. and Mrs. Asuki, tourists from Japan. The Asukis were pleasantly surprised to see the wallet—and their money—again. "If we _____ the money
5. (get)
 back, we _____ money for the rest of our trip. It _____ a long
6. (borrow) 7. (take)
 time to pay back that debt," beamed Mrs. Asuki.

The police officer who handled the situation was not surprised, however. "Most people are honest," commented Lieutenant Kronsky. "If they _____, our job _____ even harder than it is."

8. (be)

9. (be)

Did Mrs. Williams have a hard time making her decision? "Frankly, yes. We need the money. I _____ Mr. Asuki's wallet in the gutter unless I _____ down just at that moment. For a little while, it seemed like fate had sent it to us. But each time I _____ a difficult decision to make, I always _____ the problem with my husband. We both knew what was right in this situation. We always tell our kids, if something _____ to you, _____ it. Our kids _____ the rules unless we _____ the rules ourselves."

10. (see)

11. (look)

12. (have)

13. (discuss)

14. (belong)

15. (return)

16. (follow)

17. (obey)

The Asukis have offered the Williamses a reward, and a friendship has sprung up between the two families. "If the Williams family ever _____ to Japan, they _____ our guests," said Mr. and Mrs. Asuki.

18. (come)

19. (be)

IV Rewrite each sentence or group of sentences as a wish.

1. I want spring vacation to last six months.

I wish spring vacation lasted six months.

2. I didn't buy business-class tickets. I'm sorry I didn't.

3. Oh, no. The in-flight movie is *Back to the Future IV*. I hate that one.

4. I'm sorry that we went to Disney World on vacation.

5. The beach is a better place to go.

6. Florida's nice. I'd like to live there.

7. Maybe my office can transfer me to Orlando.

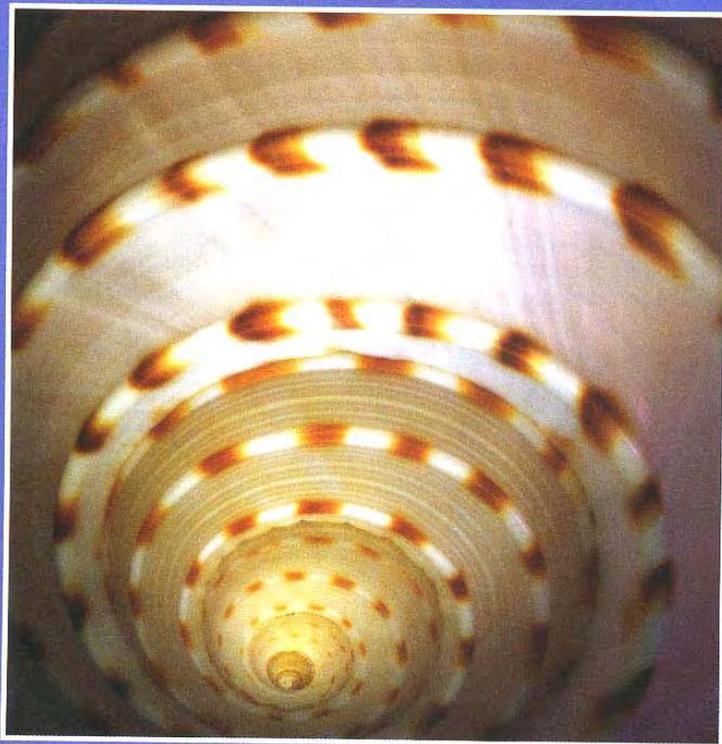
V Each sentence has four underlined words or phrases. The four underlined parts of the sentences are marked A, B, C, or D. Circle the letter of the one underlined part that is NOT CORRECT.

1. Whenever we will get a long holiday, my family takes a trip. A **B** C D
A B C D
2. We always went camping if we don't get a lot of time off. A B C D
A B C D
3. Unless we had gone to Florida last year, I wouldn't had known how
 great Disney World was. A B C D
A B C D
4. If I am older, I would try to get a job in Florida. A B C D
A B C D
5. We could had seen more if the lines had been shorter. A B C D
A B C D
6. I wish my friend could have came with us when we went last year. A B C D
A B C D
7. Unless you're interested in the movies, you can visit Universal Studios
 and see all the movie sets. A B C D
A B C D
8. If you stay a week, you would have more time to do things. A B C D
A B C D

PART

X

**Indirect Speech
and Embedded Questions**



UNIT

25

Direct and Indirect Speech

Grammar in Context

BEFORE YOU READ

👂 Look at the photo and read what the woman is saying. Is it ever all right to tell a lie? If so, in what situations? Read this magazine article about lying.

THE TRUTH ABOUT LYING

BY JENNIFER MORALES

At 9:00, a supervisor from Rick Spivak's bank telephoned and **said Rick's credit card payment was late**. "**The check is in the mail**," Rick **replied** quickly. At 11:45, Rick left for a 12 o'clock meeting across town. Arriving late, Rick **told his client that traffic had been bad**. That evening, Rick's fiancée, Ann, came home with a new haircut. Rick hated it. "**It looks great**," he **said**.

Three lies in one day! Does Rick have a problem? Or is he just an ordinary guy? Each time, he **told himself that sometimes the truth causes too many problems**. Most of us tell white lies—harmless untruths that help us avoid trouble. These are our four most common reasons:

- ◆ To get something more quickly or to avoid unpleasant situations: "**I have to have that report by 5:00 today**," or "**I tried to call you, but your cell phone was turned off**."
- ◆ To appear nicer or more interesting to a new friend or to feel better about yourself: "**I run a mile every day**," or "**I'm looking better these days**."
- ◆ To make a polite excuse: "**I'd love to go to your party, but I have to work**."
- ◆ To protect someone else's feelings: "**Your hair looks great that way!**"

He said my hair looked great this way!



Is telling lies a new trend? In one survey, the majority of people **said that people were more honest in the past**. Nevertheless, lying wasn't really born yesterday. In the 18th century, the French philosopher Vauvenargues told the truth about lying when he **wrote, "All men are born truthful and die liars."**

AFTER YOU READ

Find the situations in the article. Check the person's exact words.

1. The supervisor at Rick's bank (to Rick):
 - "His credit card payment was late."
 - "Your credit card payment is late."
2. Rick (to his client):
 - "Traffic had been bad."
 - "Traffic was bad."
3. Many people (to a new friend):
 - "You run a mile every day."
 - "I run a mile every day."
4. People answering a survey question:
 - "That people were more honest ten years ago."
 - "People were more honest ten years ago."

Grammar Presentation

DIRECT AND INDIRECT SPEECH

Direct Speech		
Direct Statement	Subject	Reporting Verb
"The check is in the mail," "The haircut looks great," "The traffic was bad,"	he	said.

Indirect Speech			
Subject	Reporting Verb	Noun/ Pronoun	Indirect Statement
He	told	the bank Ann her	(that) the check was in the mail. the haircut looked great. the traffic had been bad.
	said		

GRAMMAR NOTES

EXAMPLES

1. Direct speech (also called *quoted speech*) states the exact words that a speaker used. In writing, put quotation marks before and after the speech you are quoting.

The quotation can go at the beginning or at the end of the sentence.

- “**The check is in the mail,**” he said.
- “**I like that tie,**” she told him.

- He said, “**The traffic is bad.**”

OR

- “**The traffic is bad,**” he said.

2. Indirect speech (also called *reported speech*) reports what a speaker said without using the exact words.

The word **that** can introduce indirect speech.

- **BE CAREFUL!** Do not use quotation marks when writing indirect speech.

- He said **the check was in the mail.**
- She told him **she liked that tie.**

- He said **that the check was in the mail.**
- She told him **that she liked that tie.**

- She said **she had to work.**
NOT She said “~~she had to work.~~”

3. Reporting verbs (such as *say* or *tell*) are usually in the simple past for both direct and indirect speech.

USAGE NOTE: When you mention the listener, it is more common to use **tell** than **said**.

- **BE CAREFUL!** Do not use **tell** when you don't mention the listener.

DIRECT SPEECH

- “It's a great haircut,” he **said**.

INDIRECT SPEECH

- He **said** it was a great haircut.
- He **told** her that it was a great haircut.

- “I'm sorry to be late,” Rick **told Ann**.

- He **said** he had been sick.
NOT He ~~told~~ he had been sick.

4. When the reporting verb is in the simple past (*said, told*) in indirect speech, we often **change the verb tense** the speaker used.

The simple present becomes the simple past.

DIRECT SPEECH

- “I only **buy** shoes on sale,” she **said**.

INDIRECT SPEECH

- She **said** she only **bought** shoes on sale.

DIRECT SPEECH

- “I **found** a great store,” she **said**.

INDIRECT SPEECH

- She **said** she **had found** a great store.

The simple past becomes the past perfect.

Focused Practice

1 DISCOVER THE GRAMMAR

Read this magazine article about lying on the job. Circle the reporting verbs. Underline the examples of direct speech once. Underline the examples of indirect speech twice.

“Lying during a job interview is risky business,” says Martha Toledo, director of the management consulting firm Maxwell. “The truth has a funny way of coming out.” Toledo tells the story of one woman applying for a job as an office manager. The woman told the interviewer that she had a B.A. degree. Actually, she was eight credits short. She also said that she had made \$50,000 at her last job. The truth was \$10,000 less. “Many firms really do check facts,” warns Toledo. In this case, a call to the applicant’s company revealed the discrepancies.

Toledo relates a story about another job applicant, George. During an interview, George reported that he had quit his last job. George landed the new job and was doing well until the company hired another employee, Pete. George and Pete had worked at the same company. Pete eventually told his boss that his old company had fired George.

2 CONFESSIONS

Grammar Notes 3, 6–7

Complete the student’s essay with the correct words.

Once when I was a teenager, I went to my Aunt Leah’s house. Aunt Leah collected pottery, and as soon as I got there, she told me she wants to show me my new bowl. She said she has just bought it. It was beautiful. When Aunt Leah went to answer the door, I picked up the bowl to examine it. It slipped from my hands and smashed to pieces on the floor. As Aunt Leah walked back into the room, I screamed and said that the cat had just broken her new bowl. Aunt Leah got this funny look on her face and said me that it really isn’t very important.

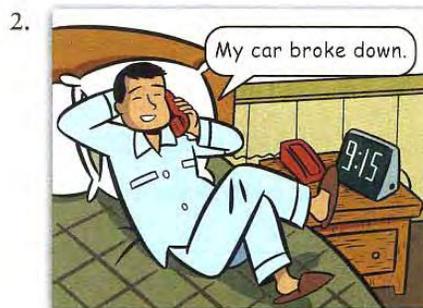
I didn’t sleep at all that night, and the next morning I called my aunt and said her that I had broken her bowl. She said I ’d known that all along. We still laugh about the story today.

3 TO BE HONEST

Look at the pictures. Rewrite the statements as indirect speech. Use **said** as the reporting verb and make necessary changes in the verbs and pronouns.



She said it was her own recipe.



4 THEN SHE SAID

Grammar Notes 3–7

Rewrite Lisa and Ben's conversation using indirect speech. Use the reporting verbs in parentheses. Make necessary changes in the verbs and pronouns.

1. LISA: I just heard about a job at a scientific research company.

(tell) She told him she had just heard about a job at a scientific research company.

2. BEN: Oh, I majored in science at Florida State.

(say) He said that he had majored in science at Florida State.

3. LISA: The starting salary is good.

(say) _____

4. BEN: I need more money.

(say) _____

5. LISA: They want someone with some experience as a programmer.

(say) _____

6. BEN: Well, I work as a programmer for Data Systems.

(tell) _____

7. LISA: Oh—they need a college graduate.

(say) _____

8. BEN: Well, I graduated from Florida State.

(tell) _____

9. LISA: But they don't want a recent graduate.

(say) _____

10. BEN: I got my degree four years ago.

(tell) _____

11. LISA: It sounds like the right job for you.

(tell) _____

12. BEN: I think so too.

(say) _____

5 EDITING

Read this article. There are eight mistakes in the use of direct and indirect speech. The first mistake is already corrected. Find and correct seven more.

WARNING!!!! THIS MESSAGE IS A HOAX!!!!

Everyone gets urgent e-mail messages. They tell you that Bill Gates now ^{wants} wanted to give away his money—to YOU! They say you that a popular floor cleaner kills family pets. They report that your computer monitor had taken photographs of you. Since I'm a good-hearted person, I used to forward these e-mails to all my friends. Not long ago, a very annoyed friend explains that the story about killer bananas was a hoax (an untrue story). He told me about these common telltale signs of hoaxes:

- ! The e-mail always says that it was very urgent. It has lots of exclamation points.
- ! It tells that it is not a hoax and quotes important people.
(The quotations are false.)
- ! It urges you to send the e-mail to everyone you know.

He also told that *Hoaxbusters* (<http://hoaxbusters.org>) had lists of Internet hoaxes. You can avoid the embarrassment of forwarding all your friends a false warning. So, before *you* announce that sunscreen had made people blind, check out the story on *Hoaxbusters!*

Communication Practice

6 LISTENING

🎧 Read Lisa's weekly planner. Then listen to the conversations. Lisa wasn't always honest. Listen again and notice the differences between what Lisa said and the truth. Then write sentences about Lisa's white lies.

		🎧		
SATURDAY		🎧	MONDAY	
Morning		🎧		Morning
Afternoon		🎧		Afternoon
Evening	6:00 date with Ben!	🎧	6:00 Vegetarian Society meeting	Evening
		🎧	7:30 dinner with Chris	
SUNDAY		🎧	TUESDAY	
Morning	9:00 aerobics class <i>sleep late!</i>	🎧		Morning
Afternoon		🎧	4:00 weekly staff meeting - present sales report	Afternoon
Evening		🎧		Evening
		🎧		

1. She said her parents were in town, but she has a date with Ben.
2. _____
3. _____
4. _____

7 WHY LIE?

Review the four reasons for lying described in "The Truth About Lying" on page 368. Work in small groups. Is it OK to lie in these four circumstances? Give examples from your own experience to support your ideas.

Example: Once my friend told me that my haircut looked great, but it really looked awful. I think she should have told me the truth. Now it's hard for me to believe anything she says.

8 HONESTY QUESTIONNAIRE

Complete the questionnaire. Then work in groups. Summarize your group's results and report them to the rest of the class.

1. I tell the truth to my friends.
2. I tell the truth to my family.
3. It's OK to lie on the job.
4. "White lies" protect people's feelings.
5. Most people are honest.
6. It's best to tell the truth.
7. I tell people my real age.
8. My friends are honest with me.
9. It's difficult to tell a convincing lie.
10. Politicians are honest.
11. Doctors tell their patients the whole truth.
12. I answer questionnaires honestly.

	Always	Usually	Sometimes	Rarely	Never

Example: Five of us said that we usually told the truth.
Only one of us said it was always best to tell the truth.

9 TO TELL THE TRUTH

Play this game as a class. Three "contestants" leave the room. They choose one experience to report to the class. Only one contestant has actually had the experience. The other two must tell convincing lies to make the class believe that they have had the experience.

After the contestants choose the experience, they go back into the room and sit in front of the class. Each contestant states the experience. Then class members ask each contestant detailed questions about it.

Example: **CONTESTANT A:** Once I climbed a 10,000-meter-high mountain.
CONTESTANT B: Once I climbed a 10,000-meter-high mountain.
CONTESTANT C: Once I climbed a 10,000-meter-high mountain.
CLASS MEMBER: Contestant A, how long did it take you?
Contestant B, how long did it take *you*?
Contestant C, how many people were with you?

After each contestant has answered questions, the class decides which contestant is telling the truth. Class members explain which statements convinced them that a contestant was lying or telling the truth.

Example: I believed Contestant A because she said that it had taken her two days.
I think Contestant C was lying. He said he'd climbed the mountain alone.

10 | QUOTABLE QUOTES

*In groups, discuss these famous quotations about lying. Do you agree with them? Give examples to support your opinion. Use **says** to report the proverbs and **said** to report the ideas of individuals.*

All men are born truthful and die liars.

—*Vauvenargues (French philosopher, 1715–1747)*

Example: Vauvenargues said that all men are born truthful and die liars.
I agree because babies don't lie, but children and adults do.

A half truth is a whole lie.

—*Jewish proverb*

A little inaccuracy saves tons of explanation.

—*Saki (British short-story writer, 1870–1916)*

A liar needs a good memory.

—*Quintilian (first-century Roman orator)*

The man who speaks the truth is always at ease.

—*Persian proverb*

The cruelest lies are often told in silence.

—*Robert Louis Stevenson (Scottish novelist, 1850–1894)*

11 | WRITING

Read the conversation between Rick and Ann. Then write a paragraph reporting what they said. Use direct and indirect speech.

RICK: Hi, honey. Sorry I'm late.

ANN: That's all right. I made liver and onions. It's almost ready.

RICK: (*looking upset*) It smells great, honey. It's one of my favorites.

ANN: You look upset!

RICK: I'm OK. I had a rough day at work. Oh, I stopped and bought some frogs' legs for dinner on Wednesday. It's my turn to cook.

ANN: (*looking upset*) That's interesting. I look forward to trying them.

Example: Rick came home and said he was sorry he was late. Ann said that was all right.

12 | ON THE INTERNET

C *A hoax is an untrue story or a trick that makes people believe something that is untrue. There are many e-mail hoaxes on the Internet. Do a search on **Internet hoaxes** and find some common hoaxes. Report them to a group.*

Example: One e-mail hoax said that an Internet site had everybody's passport information. Another one said people had caught a terrible disease by breathing fresh air.

Indirect Speech: Tense Changes

Grammar in Context

BEFORE YOU READ

👂 Look at the photos on this page and the next. What is happening? What do you think the title of the article means? Read this article from a news magazine.

THE FLOOD OF THE CENTURY



Central Europe

As Hooper wrote his story, 50,000 residents were streaming out of Prague, and the 16th century Charles Bridge was in danger of collapsing. Still, Mayor Igor Nemeč told reporters **that the historic Old Town should remain safe**. Dr. Irena Kopencova wasn't that optimistic. She was sloshing through the National Library of the Czech Republic in rubber boots, grabbing old manuscripts. She said sadly **that many original copies of the most treasured poems in the Czech language had been lost**.

(continued)

July was hot and dry. Then, in August, the skies opened. Writing from Berlin on August 13, 2002, journalist John Hooper reported **that it had been raining for more than 24 hours straight**. A huge weather system was dumping rain on eastern and central Europe. Berliners worried not only about their own city but also about Prague and Dresden, the homes of priceless art and architectural treasures. Hooper noted **that evacuations had already started in Prague and were beginning in Dresden**.



Prague under water

THE FLOOD OF THE CENTURY

A few days later, Dresden was battling its worst flood since 1501. Heiko Ringel stopped stacking sandbags to talk to reporter Julian Coman of the *News Telegraph*. Ringel didn't live in Dresden anymore, but he said **he was back in his hometown that summer to help**. Why? He couldn't stand seeing all that history swept away. He said **it would have been too cruel to bear**. "Dresden and Prague are the twin jewels of Central Europe."

All over Dresden, museum staff rushed items to the top floors. Egyptian stone tablets lay jumbled with Roman statues,



Saving art

and masterpieces by Rembrandt were stacked 10 deep on top of paintings by Rubens. Museum director Martin Rohl still worried. He told Coman **that with another few feet of water, nothing would be safe**.

The danger didn't stop tourism. "Flood tourists" moved from city to city gaping at the flood of the century. One speculated **that it might even be the flood of the millennium**. John Hooper didn't agree. He thought climate change was causing these events, and believed that they would get worse. His headline announced **that summer 2002 would go down in history as the time weather had changed forever**.

Was Hooper right? Were the floods of 2002 just the beginning of worse and worse disasters caused by global warming? Or were they "normal disasters" that we should expect once every 100 years? Right after the floods, statistical studies claimed **that floods were not getting worse, but that flood damage was increasing**. They concluded **that people ought to stop building so close to water**. Then, in 2003, thousands died in Europe in a heat wave that even statistics could not call "normal." By 2004, more and more scientists were warning **that governments had to do something about climate change**. The summers of 2002 and 2003 had already shown us how much we could lose if we don't listen.

AFTER YOU READ

Check the exact words that people in the article said or wrote.

1. John Hooper said:

- "It had been raining for more than 24 hours."
- "It has been raining for more than 24 hours."

2. Heiko Ringel said:

- "I'm back in my hometown this summer to help."
- "He's back in his hometown this summer to help."

3. Martin Rohl said:

- "With another few feet of water, nothing was safe."
- "With another few feet of water, nothing will be safe."

4. Scientists said:

- "Governments have to do something about climate change."
- "Governments had to do something about climate change."

Grammar Presentation

INDIRECT SPEECH: TENSE CHANGES

Direct Speech			Indirect Speech				
Subject	Reporting Verb	Direct Statement	Subject	Reporting Verb	Noun/ Pronoun	Indirect Statement	
He	said,	"I live in Dresden." "I moved here in June." "I'm looking for an apartment." "I've started a new job." "I'm going to stay here." "I'll invite you for the holidays."	He	told	Jim me you him her us them	(that)	he lived in Dresden. he had moved there in June. he was looking for an apartment. he had started a new job. he was going to stay there. he would invite me/us for the holidays.
		"We can go to museums." "I may look for a roommate." "I should get back to work." "I have to finish my report." "You must come to visit." "We ought to see each other more often."					said

GRAMMAR NOTES

EXAMPLES

1. As you learned in Unit 25, when the reporting verb is in the **simple past**, the **verb tense** in the indirect speech statement often **changes**.

DIRECT SPEECH	INDIRECT SPEECH	DIRECT SPEECH	INDIRECT SPEECH
Simple present	→ Simple past	He said, "It's cloudy."	He said it was cloudy.
Present progressive	→ Past progressive	She said, "A storm is coming ."	She said a storm was coming .
Simple past	→ Past perfect	He said, "Klaus called ."	He said that Klaus had called .
Present perfect	→ Past perfect	She told him, "I've heard the news."	She told him that she'd heard the news.

2. Modals often **change** in indirect speech.

DIRECT SPEECH	INDIRECT SPEECH	DIRECT SPEECH	INDIRECT SPEECH
<i>will</i>	→ <i>would</i>	I said, "The winds will be strong."	I said the winds would be strong.
<i>can</i>	→ <i>could</i>	"You can stay with us," they told us.	They told us we could stay with them.
<i>may</i>	→ <i>might</i>	He said, "The storm may last all night."	He said that the storm might last all night.
<i>must</i>	→ <i>had to</i>	"You must leave ," he told us.	He told us that we had to leave .

3. The following **do not change** in indirect speech:

	DIRECT SPEECH	INDIRECT SPEECH
a. <i>should, could, might, and ought to</i>	"You should listen to the news," he told us.	He told us that we should listen to the news.
b. the past perfect	"I had moved here a week before the flood," he said.	He said that he had moved here a week before the flood.
c. the present and past unreal conditional	"If I knew , I would tell you," said Jim. "If I had known , I would have told you," said Jim.	Jim said if he knew , he would tell me. He said that if he had known , he would have told me.
d. past modals	"I should have left ." "We couldn't have known ."	He said that he should have left . They said they couldn't have known .

4. Change time words in indirect speech to keep the speaker's original meaning.

DIRECT SPEECH	INDIRECT SPEECH
<i>now</i>	→ <i>then</i>
<i>today</i>	→ <i>that day</i>
<i>tomorrow</i>	→ <i>the next day</i>
<i>yesterday</i>	→ <i>the day before</i>
<i>this week / month / year</i>	→ <i>that week / month / year</i>
<i>last week / month / year</i>	→ <i>the week / month / year before</i>
<i>next week / month / year</i>	→ <i>the following week / month / year</i>

Uta to Klaus:

- "I just got home **yesterday**. I'll start cleaning up **tomorrow**."

Klaus to Heiko (a few days later):

- Uta told me she had just gotten home **the day before**. She said she would start cleaning up **the next day**.

Lotte to her mother (right after the storm):

- "Our home won't be repaired until **next month**."

The family newsletter (two months later):

- Lotte reported that their home wouldn't be repaired until **the following month**.

5. Change here and **this** in indirect speech to keep the speaker's original meaning.

DIRECT SPEECH	INDIRECT SPEECH
<i>here</i>	→ <i>there</i>
<i>this</i>	→ <i>that</i>

Jim (in Athens) to Erica (in Berlin):

- I love it **here**. **This** climate is great.

Erica to Susan (both in Berlin):

- Jim said he loved it **there**. He told me that **that** climate was great.

Reference Note

For a list of reporting verbs, see Appendix 13 on page A-5.

Focused Practice

1 DISCOVER THE GRAMMAR

Read the sentences in indirect speech. Then circle the letter of the direct speech that is being reported.

- The local weather forecaster said that it was going to be a terrible storm.
 - "It was going to be a terrible storm."
 - "It's going to be a terrible storm."
 - "It was a terrible storm."
- She said the winds might reach 60 kilometers per hour.
 - "The winds reached 60 kilometers per hour."
 - "The winds would reach 60 kilometers per hour."
 - "The winds may reach 60 kilometers per hour."

(continued)

3. She said there would be more rain the next day.
 - a. "There will be more rain the next day."
 - b. "There would be more rain tomorrow."
 - c. "There will be more rain tomorrow."
4. She told people that they should try to leave the area.
 - a. "You should try to leave the area."
 - b. "You should have tried to leave the area."
 - c. "You would leave the area."
5. She reported that people were leaving the city.
 - a. "People are leaving the city."
 - b. "People were leaving the city."
 - c. "People left the city."
6. She said that they could expect a lot of damage.
 - a. "We could expect a lot of damage."
 - b. "We could have expected a lot of damage."
 - c. "We can expect a lot of damage."
7. She said that the floods were the worst they had had there.
 - a. "The floods are the worst we have here."
 - b. "The floods are the worst we have had here."
 - c. "The floods are the worst we have had there."
8. She told them that the emergency relief workers had arrived the day before.
 - a. "Emergency relief workers arrived the day before."
 - b. "Emergency relief workers arrived yesterday."
 - c. "Emergency relief workers arrived today."
9. She reported that the president would be there to inspect the damage.
 - a. "The president will be here to inspect the damage."
 - b. "The president will be there to inspect the damage."
 - c. "The president would be there to inspect the damage."
10. She said that if they hadn't had time to prepare, the danger would have been even greater.
 - a. "If we hadn't had time to prepare, the danger would have been even greater."
 - b. "If we don't have time to prepare, the danger will be even greater."
 - c. "If we didn't have time to prepare, the danger would be even greater."

2 RUMORS

Grammar Notes 1–5

You are in Berlin. Imagine you heard these rumors yesterday, and you are reporting them today. Use **They said** to report the rumors.

1. “The storm changed direction last night.”

They said that the storm had changed direction the night before.

2. “It’s going to pass north of here.”
-

3. “The gas station ran out of gasoline this afternoon.”
-

4. “It’s not really a hurricane, just a big storm.”
-

5. “They’ve closed the bridge because of rising water.”
-

6. “They won’t restore the electricity until tomorrow.”
-

7. “They can’t reopen the schools for at least a week.”
-

8. “You ought to use bottled water for a few days.”
-

3 FIGHTING FLOODS

Grammar Notes 1–3

👂 Read this interview between radio station WWEA and meteorologist Dr. Ronald Myers.

WWEA: Exactly how common are floods?

MYERS: Floods are the most common of all natural disasters except fire. They are also the most widespread.

WWEA: What causes them?

MYERS: Usually they are the result of intense, heavy rainfall. But they can also be caused by melting snow. Another cause is unusually high tides in coastal areas.

WWEA: And what causes these high tides?

MYERS: Severe winds over the ocean surface cause high tides. Often the winds are part of a hurricane.

WWEA: What is a *flash flood*? Is it just a very bad flood?

MYERS: No. A flash flood comes with little or no warning. Because of this, it’s the most dangerous type of flood. In fact, flash floods cause almost 75 percent of all flood-related deaths.

(continued)

WWEA: That's terrible. Is there anything that can be done?

MYERS: We've made progress in predicting floods. But we must get better at predicting flash floods.

WWEA: Is there anything that can be done to actually prevent floods?

MYERS: People must improve their protection of the Earth and the environment. When we replace grass and soil with roads and buildings, the ground loses its ability to absorb rainfall. This can lead to flooding. In addition, many scientists believe that global warming is causing an increase in the number of floods.

WWEA: So the answer lies in better prediction and better treatment of the Earth?

MYERS: Exactly. We can't completely stop floods from happening. It's part of nature. But we *can* help to predict them and to prevent their number from increasing.

Now read the following statements. For each statement write **That's right** or **That's wrong** and report what Dr. Myers said.

1. Floods are not very common.

That's wrong. He said floods were the most common of all natural disasters except fire.

2. They are very widespread.

3. Floods are usually caused by melting snow.

4. A flash flood is just a very bad flood.

5. A flash flood is the most dangerous type of flood.

6. Flash floods cause 25 percent of all flood-related deaths.

7. We have made progress in predicting floods.

8. People are doing a good job of protecting the Earth and the environment.

9. Replacing grass and dirt with roads and buildings can lead to flooding.

10. Many scientists believe that global warming is causing an increase in the number of floods.

11. We can completely stop floods from happening.

4 WEATHER REPORTS

Grammar Notes 1-5

Klaus and Eva live in Germany. Read the information that Klaus got during the day. Then write what people said. Use direct speech.

Klaus's mother called. She told him that she was listening to the weather report. She said that she was worried about Klaus and Eva. She told him that if they weren't so stubborn they'd pack up and leave right then.



“ I'm listening to the weather report. ”
1.
“ _____ ”
2.
“ _____ ”
3.

Klaus's father gave him some good advice. He said he'd had some experience with floods. He said Klaus and Eva had to put sandbags in front of their doors. He also told Klaus that they ought to fill the sinks and bathtubs with clean water. He said they should buy a lot of batteries.



“ _____ ”
4.
“ _____ ”
5.
“ _____ ”
6.
“ _____ ”
7.

Stefan called. He and Uta are worried. Their place is too close to the river. They said that they couldn't stay there, and they told Klaus that they wanted to stay with him and Eva. They said they were leaving that night. They told Klaus they should have called him and Eva sooner.



“ _____ ”
8.
“ _____ ”
9.
“ _____ ”
10.
“ _____ ”
11.

(continued)

Klaus listened to the weather advisory in the afternoon. The forecaster said the storm would hit that night. She warned that the rainfall was going to be very heavy, and she said that the storm might last for several hours.



“	_____	”
	12.	
“	_____	”
	13.	
“	_____	”
	14.	

5 EDITING

Read this student's report. There are nine mistakes in the use of indirect speech. The first mistake is already corrected. Find and correct eight more.

What is it like to live through a flood? For my report, I interviewed the Nemeč family, who experienced last month's floods in our city. They reported that ~~we~~^{they} had experienced fear and sadness. On September 14, the family went to a movie. Jerzy, a high school student, said they can't drive the car home because their street was flooded. He told it had happened in only three hours. Mrs. Nemeč said that all their belongings were ruined, but that their cat has gone to an upstairs bedroom. They were sad about losing so many things, but she said she will have been much sadder to lose the family pet. Jerzy's father also said it had been a complete mess here, and the family had worked all this week to clean out the house. Anna, who is in junior high school, wanted to keep her old dollhouse. It had belonged to her mother and her mother's mother. At first, her father told her that she can't keep it because seeing it would just make her sad. Anna replied that she saw memories in that dollhouse—not just broken wood. In the end, they kept it. Mrs. Nemeč said that Anna had taught them something important today.

Communication Practice

6 LISTENING

🎧 Work in groups of four. Listen to the weather advisory. Listen again and check the correct information. It's all right to leave something blank. After you listen, pool your information.

Schools

- | | | |
|--------------------------|--|--|
| 1. Today schools | <input checked="" type="checkbox"/> closed at 10:00. | <input type="checkbox"/> will close at 1:00. |
| 2. Students and teachers | <input type="checkbox"/> should stay at school. | <input type="checkbox"/> should go home immediately. |
| 3. Tomorrow schools | <input type="checkbox"/> will open. | <input type="checkbox"/> may stay closed. |

Roads

- | | | |
|--------------------|---|--|
| 4. Road conditions | <input type="checkbox"/> are safe. | <input type="checkbox"/> are dangerous. |
| 5. Drivers must | <input type="checkbox"/> drive slowly. | <input type="checkbox"/> pick up passengers. |
| 6. Everyone should | <input type="checkbox"/> avoid driving. | <input type="checkbox"/> continue driving. |

Public Offices

- | | | |
|-----------------------|---|---|
| 7. Libraries | <input type="checkbox"/> will stay open. | <input type="checkbox"/> will close at 1:00. |
| 8. Post offices | <input type="checkbox"/> will stay open until 5:00. | <input type="checkbox"/> will close early. |
| 9. Government offices | <input type="checkbox"/> will be closed tomorrow. | <input type="checkbox"/> will remain open tomorrow. |

Businesses

- | | | |
|------------------|--|--|
| 10. Banks | <input type="checkbox"/> will close at noon. | <input type="checkbox"/> will stay open until 3:00. |
| 11. Gas stations | <input type="checkbox"/> will close at noon. | <input type="checkbox"/> will stay open until evening. |
| 12. Supermarkets | <input type="checkbox"/> are open now. | <input type="checkbox"/> are closed now. |

Now compare your information with what other group members heard. Complete any missing information in your chart. Then listen again and check your answers.

- Example:** A: She said that schools would close at 1:00.
B: That's not right. She said that schools had closed at 10:00.

7 TELEPHONE GAME

Work in groups of six to ten students. Student A whispers something in the ear of Student B. Student B reports (in a whisper) what he or she heard to Student C. Each student reports to the next student in a whisper and may only say the information once. Expect surprises—people often hear things inaccurately or report them differently from what was said. The last student tells the group what he or she heard.

- Example:** A: There won't be any class tomorrow.
B: He said that there wouldn't be any class tomorrow.
C: She said that there'd be a guest in class tomorrow.

8 | INTERVIEW

Use the questions below to interview three of your classmates. Report your findings to the class.

Have you ever experienced an extreme weather condition or other natural phenomenon such as the following?

- | | |
|------------------------|---------------|
| a hurricane or typhoon | a flood |
| very hot weather | a sandstorm |
| very cold weather | an earthquake |
| a drought | other: _____ |

- How did you feel?
- What did you do to protect yourself?
- What advice would you give to someone in the same situation?

Example: Arielle told me she had experienced a very hot summer when temperatures reached over 40°C. She told me that she had felt sick a lot of the time. She said she had stayed indoors until evening every day. Arielle told me that everyone should move slowly and drink a lot of liquids in hot weather.

9 | WRITING

Write a paragraph reporting someone else's experience in an extreme weather condition or natural phenomenon. You can use information from your interview in Exercise 8, or you can interview another person. Use indirect speech.

Example: My friend Julie told me about a dust storm in Australia. She said that one afternoon, the sky had gotten very dark and the wind had started to blow hard. Her mother told her that they all had to go inside right away and close all the windows. Then . . .

10 | ON THE INTERNET

 Do a search to find tomorrow's weather forecast for your city or town. Take notes. Report to your classmates two days from now. What did the forecast say? Was it accurate?

Example: The forecast said it would be partly cloudy in the morning and that the sun was going to come out in the afternoon. It was cloudy in the morning, but then it rained.

Indirect Instructions, Commands, Requests, and Invitations

Grammar in Context

BEFORE YOU READ

👂 Look at the photo. What time is it? Where is the man? How does he feel? Why does he feel that way? Read this transcript of a radio interview with the director of a sleep clinic.

HERE'S TO YOUR HEALTH

THE SNOOZE NEWS

CONNIE: Good morning! This is Connie Sung, bringing you "Here's to Your Health," a program about today's health issues. This morning, we've invited Dr. Thorton Ray **to talk to us about insomnia**. Dr. Ray is the director of the Sleep Disorders Clinic. Welcome to the show!

DR. RAY: Thanks, Connie. It's great to be here.

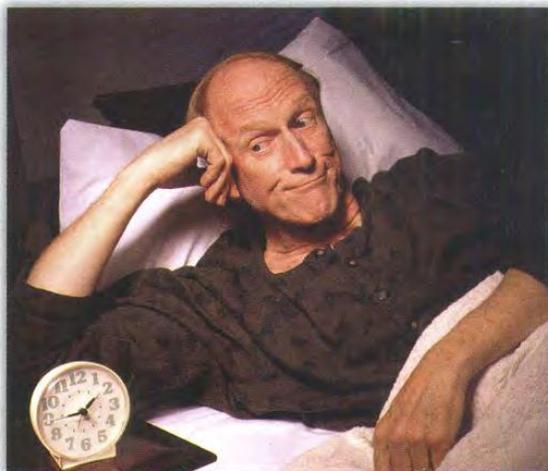
CONNIE: Your book *Night Shift* will be coming out soon. In it, you tell people **to pay more attention to sleep disorders**. What's the big deal about losing a little sleep?

DR. RAY: I always tell people **to think of the biggest industrial disaster that they've ever heard about**. Usually it was caused at least in part by sleep deprivation. Then I ask them **to think about what can happen if they drive when they're tired**. Every year, up to 200,000 automobile accidents in this country are caused by drowsy drivers.

CONNIE: Wow! That *is* a big problem.

DR. RAY: And a costly one. We figure that fatigue costs businesses about \$70 million a year.

(continued)



HERE'S TO YOUR HEALTH

CONNIE: That's astounding! But getting back to the personal level, if I came to your clinic, what would you advise me **to do**?

DR. RAY: First, I would find out about some of your habits. If you drank coffee or cola late in the day, I would tell you **to stop**. Caffeine interferes with sleep.

CONNIE: What about old-fashioned remedies like warm milk?

DR. RAY: Actually, a lot of home remedies do make sense. We tell patients **to have a high-carbohydrate snack like a banana before they go to bed**. Warm milk helps too. But I'd advise you **not to eat a heavy meal before bed**.

CONNIE: My doctor told me **to get more exercise**, but when I run at night, I have a hard time getting to sleep.

DR. RAY: It's true that if you exercise regularly, you'll sleep better. But we always tell patients **not to exercise too close to bedtime**.

CONNIE: My mother always said **to get up and scrub the floor when I couldn't sleep**.

DR. RAY: That works. I advised one patient **to balance his checkbook**. He went right to sleep, just to escape from the task.

CONNIE: Suppose I try these remedies and they don't help?

DR. RAY: We often ask patients **to come and spend a night at our sleep clinic**. Our equipment monitors the patient through the night. In fact, if you're interested, we can invite you **to come to the clinic for a night**.

CONNIE: Maybe I should do that.



"I couldn't sleep."

AFTER YOU READ

Check the things that Dr. Ray suggests for people with insomnia.

- 1. Stop drinking coffee and cola late in the day.
- 2. Eat a heavy meal before going to bed.
- 3. Get more exercise.
- 4. Exercise right before bedtime.
- 5. Get up from bed and balance your checkbook.
- 6. Spend the night at the sleep clinic.

Grammar Presentation

INDIRECT INSTRUCTIONS, COMMANDS, REQUESTS, AND INVITATIONS

Direct Speech		
Subject	Reporting Verb	Direct Speech
He	said,	"Drink warm milk." "Don't drink coffee." "Can you turn out the light, please?" "Why don't you visit the clinic?"

Indirect Speech			
Subject	Reporting Verb	Noun/ Pronoun	Indirect Speech
He	told	Connie her	to drink warm milk. not to drink coffee. to turn out the light.
	advised		
	asked		
	said		
	invited	her	to visit the clinic.

GRAMMAR NOTES

EXAMPLES

1. In indirect speech, use the **infinitive (*to + base form* of the verb) for:**

<p>a. instructions</p> <p>b. commands</p> <p>c. requests</p> <p>d. invitations</p>	<p>DIRECT SPEECH</p> <p>"Come early," said the doctor.</p> <p>"Lie down."</p> <p>"Could you please arrive by 8:00?"</p> <p>"Could you join us for dinner?"</p>	<p>INDIRECT SPEECH</p> <p>The doctor said to come early.</p> <p>The doctor told her to lie down.</p> <p>He asked her to arrive by 8:00.</p> <p>They invited us to join them for dinner.</p>
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2. Use a **negative infinitive (*not + infinitive*) for:**

<p>a. negative instructions</p> <p>b. negative commands</p> <p>c. negative requests</p>	<p>DIRECT SPEECH</p> <p>"Don't eat after 9:00 P.M."</p> <p>"Don't wake Cindy!"</p> <p>"Please don't set the alarm."</p>	<p>INDIRECT SPEECH</p> <p>He told me not to eat after 9:00 P.M.</p> <p>Mrs. Bartolotta told me not to wake Cindy.</p> <p>Jean-Pierre asked me not to set the alarm.</p>
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Reference Note
 For a list of reporting verbs, see Appendix 13 on page A-5.

Focused Practice

1 DISCOVER THE GRAMMAR

Connie Sung decided to write an article about her visit to Dr. Ray's clinic. Read her notes for the article. Underline the indirect instructions, commands, requests, and invitations. Circle the reporting verbs that introduce them.

2/18	11:00 A.M. The clinic called and <u>asked</u> me to arrive at 8:30 tonight. They told me to bring my nightshirt and toothbrush. They told me people also liked to bring their own pillow, but I decided to travel light.
	8:30 P.M. I arrived on schedule. My room was small but cozy. Only the video camera and cable told me I was in a sleep clinic. Juan Estrada, the technician on duty, told me to relax and watch TV for an hour.
	9:30 P.M. Juan came back and got me ready for the test. He pasted 12 small metal disks to my face, legs, and stomach. I asked him to explain, and he told me that the disks, called electrodes, would be connected to a machine that records electrical activity in the brain. I felt like a Martian in a science fiction movie.
	11:30 P.M. Juan came back and asked me to get into bed. After he hooked me up to the machine, he instructed me not to leave the bed that night. I fell asleep easily.
2/19	7:00 A.M. Juan came to awaken me and to disconnect the wires. He invited me to join him in the next room, where he had spent the night monitoring the equipment. I looked at the pages of graphs and wondered aloud whether Juan and Dr. Ray would be able to read my weird dream of the night before. Juan laughed and told me not to worry. "These just show electrical impulses," he assured me.
	8:00 A.M. Dr. Ray reviewed my data with me. He told me I had healthy sleep patterns, except for some leg movements during the night. He told me to get more exercise, and I promised I would.

2 DEAR HELEN

Grammar Notes 1-2

Read the questions to Helen, a newspaper columnist specializing in health matters, and report her instructions. Use the reporting verbs in parentheses.

Q: I have trouble getting to sleep every night.—MIKE LANDERS, DETROIT

A: Don't drink anything with caffeine after 2:00 P.M. Try exercising regularly, early in the day.

1. (tell) She told him not to drink anything with caffeine after 2:00 P.M.

2. (say) She said to try exercising regularly, early in the day.

Q: What can I do to soothe a sore throat? I never take medicine unless I have to.—ANNE BLY, TROY

A: Sip some hot herbal tea with honey. But don't drink black tea. It will make your throat dry.

3. (say) _____

4. (tell) _____

Q: I get leg cramps at night. They wake me up, and I can't get back to sleep.—LOU RICH, DALLAS

A: The next time you feel a cramp, do this: Pinch the place between your upper lip and your nose. The cramp should stop right away.

5. (say) _____

Q: Do you know of an inexpensive way to remove stains on teeth?—PETE LEE, BROOKLYN

A: Make a toothpaste of one tablespoon of baking soda and a little water. Brush as usual.

6. (tell) _____

7. (say) _____

Q: What can I do to ease an itchy poison ivy rash?—MARVIN SMITH, HARTFORD

A: Spread cool, cooked oatmeal over the rash. Also, try soaking the rash in a cool bath with a quarter cup of baking soda. Don't scratch the rash. That will make it worse.

8. (tell) _____

9. (say) _____

10. (tell) _____

Q: Bugs love me. They bite me all the time.—ED SMALL, TULSA

A: There are a few things you can do to keep bugs away. Eat onions or garlic every day. Your skin will have a slight odor that bugs hate. Or ask your doctor about a vitamin B supplement.

11. (say) _____

12. (tell) _____

IMPORTANT: CALL YOUR DOCTOR ABOUT ANY CONDITION THAT DOESN'T IMPROVE OR GETS WORSE.

3 CONNIE'S DREAM

Grammar Notes 1-2

Connie had a dream at the sleep clinic. She wrote about it in her journal. Read her account of the dream and underline the indirect instructions, commands, requests, and invitations. Then complete the cartoon by writing what each character said.

I dreamed that a Martian came into my room. He told me to get up. Then he said to follow him. There was a spaceship outside the clinic. I asked the Martian to show me the ship, so he invited me to come aboard. Juan, the lab technician, was on the ship. Suddenly, Juan told me to pilot the ship. He ordered me not to leave the controls. Then he went to sleep. Next, Dr. Ray was at my side giving me instructions. He told me to slow down. Then he said to point the ship toward the Earth. There was a loud knocking noise as we hit the ground, and I told everyone not to panic. Then I heard Juan tell me to wake up. I opened my eyes and saw him walking into my room at the sleep clinic.



4 EDITING

Read this entry in Zahra's journal. There are twelve mistakes in the use of indirect instructions, commands, requests, and invitations. The first mistake is already corrected. Find and correct eleven more. Don't forget to check punctuation. Mistakes with quotation marks count as one mistake for the sentence.

In writing class today, the teacher asked Juan ^{to} read one of his stories. It was wonderful and everyone in class enjoyed it a lot. After class, the teacher invited me read a story in class next week. I don't feel ready to do this. I asked her no to call on me next week because I'm having trouble getting ideas. She told me that not to worry, and she said to wait for two weeks. I still was worried about coming up with an idea, so I decided to talk to Juan after class. I asked him tell me the source for his ideas. He was really helpful. He said that they came from his dreams! I was very surprised. He said me to keep a dream journal for ideas. Then he invited me "to read some of his journal." It was very interesting, so I asked him to give me some tips on remembering dreams. (Juan says that everyone dreams, but I usually don't remember my dreams in the morning.) Again, Juan was very helpful. He said getting a good night's sleep because the longer dreams come after a long period of sleep. He also tell me to keep my journal by the bed and to write as soon as I wake up. He said to no move from the sleeping position. He also told me not think about the day at first. (If you think about your day, you might forget your dreams.) Most important—every night he tells himself that to remember his dreams. These all sound like great ideas, and I want to try them out right away. The only problem is—I'm so excited about this, I'm not sure I'll be able to fall asleep!

Communication Practice

5 LISTENING

🔊 Juan went to a headache clinic. Listen to the conversation to find out what he learned there. Then listen again and check the correct column to show what they told him to do, what they told him not to do, and what they didn't mention.

	Do	Don't Do	Not Mentioned
1. Get regular exercise.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Get eight hours of sleep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Take painkillers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use an ice pack.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Massage around the eyes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Eat three big meals a day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Eat chocolate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Avoid cheese.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 SIMPLE REMEDIES

What advice have you heard for the following problems? Work in pairs and talk about what to do and what not to do for them. Then report to the class.

minor kitchen burns

insomnia

insect bites

headaches

snoring

hiccups

a cold

blisters

poison ivy

a sore throat

other: _____

Example: A: My mother always told me to hold a burn under cold water.

B: They say not to put butter on a burn.

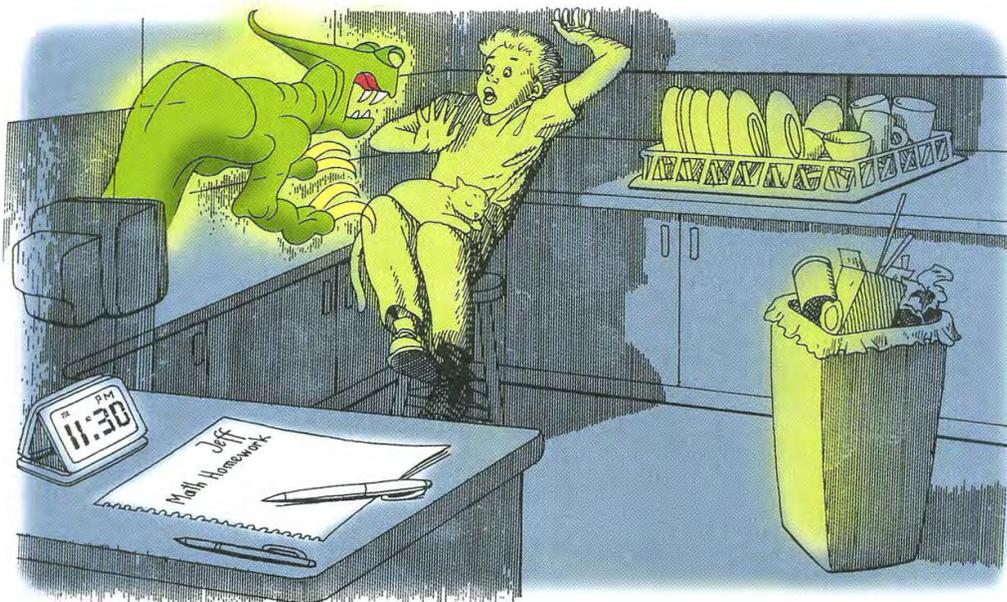
7 HOME ALONE

Jeff's parents went out for the evening and left a list of instructions for him. Work in pairs. Read the list and look at the picture. Talk about which instructions Jeff followed and which ones he didn't follow. Use indirect instructions.

Dear Jeff,
 We'll be home late. Here are a few things to remember—
 Don't stay up after 10:00.
 Take the garbage out.
 Wash the dishes.
 Do your homework.
 Let the cat in.
 Don't watch any horror movies. (They give you nightmares—remember?)
 Don't invite your friends over tonight.

Love,
 Mom and Dad

Example: His parents told him not to stay up after 10:00, but it's 11:30 and he's still awake.



8 | WRITING

Write a paragraph about a dream you had or one that someone has told you about. You can even invent a dream. Use the paragraph from Connie's journal in Exercise 3 as a model. Use indirect instructions, commands, requests, and invitations.

Example: One night I dreamed that I was in my grandmother's kitchen. In my dream, I saw a beautiful, carved wooden door. My grandmother invited me to open the door. She said that there were a lot of rooms in the house, and she invited me to explore them with her.

Exchange your paragraph with a partner. Draw a sketch of your partner's dream and write the direct speech in speech bubbles. Discuss your sketch with your partner to make sure you understood the story and the indirect speech in your partner's dream.

9 | ON THE INTERNET

 Do a search on a problem or something you need help doing. Choose your own problem or one of the problems listed below. Search for tips on how to solve the problem. For example, type in **tips on losing weight**. Report your findings to the class.

- losing weight
- stopping smoking
- making new friends
- finding a new job
- saving money

Example: I looked up information on losing weight. The website said to exercise regularly. It said not to eat too much bread . . .

Indirect Questions

Grammar in Context

BEFORE YOU READ

👂 Look at the photo and the title of the article. What do you think a stress interview is? Read this excerpt from an article about job interviews.



Why can't you work under pressure?
Have you cleaned out your car recently?
Who wrote your application letter for you?

Do I really want this job?

The *STRESS* Interview

By Miguel Vega

A few weeks ago, Melissa Morrow had an unusual job interview. First, the interviewer asked **why she couldn't work under pressure**. Before she could answer, he asked **if she had cleaned out her car recently**. Then he wanted to know **who had written her application letter for her**. Melissa was shocked, but she handled herself well. She asked the interviewer **whether he was going to ask her serious questions**. Then she politely ended the interview.

Melissa had had a stress interview, a type of job interview that features tough, tricky questions, long silences, and negative evaluations of the job candidate. To the candidate, this may seem unnecessarily nasty on the interviewer's part. However, some positions require an ability to handle just this kind of pressure. If there is an accident at a nuclear power plant, for example, the plant's public relations officer must remain calm when hostile reporters ask **how the accident could have occurred**.

(continued)

The **STRESS** Interview

The uncomfortable atmosphere of a stress interview gives the potential employer a chance to watch a candidate react to pressure. In one case, the interviewer ended each interview by saying, "We're really not sure that you're the right person for this job." One excellent candidate asked the interviewer angrily **if he was sure he knew how to conduct an interview**. She clearly could not handle the pressure she would encounter as a television news anchor—the job she was interviewing for.

Stress interviews may be appropriate for some jobs, but they can also work against a company. Some good candidates may refuse the job after a hostile interview. Melissa Morrow handled her interview beautifully, but

later asked herself **if she really wanted to work for that company**. Her answer was *no*.

A word of warning to job candidates: Not all tough questioning is legitimate. In some countries, certain questions are illegal unless the answers are directly related to the job. If an interviewer asks **how old you are, whether you are married, or how much money you owe**, you can refuse to answer. If you think a question is improper, ask the interviewer **how the answer specifically relates to that job**. If you don't get a satisfactory explanation, you don't have to answer the question. And remember: Whatever happens, don't lose your cool. The interview will be over before you know it!

DID YOU KNOW . . .

In some countries, employers must hire only on the basis of skills and experience. In Canada, most countries in Europe, and in the United States, for example, an interviewer cannot ask an applicant certain questions unless the information is related to the job. Here are some questions an interviewer may NOT ask:

- | | |
|--|--|
| <input checked="" type="checkbox"/> How old are you? | <input checked="" type="checkbox"/> Have you ever been arrested? |
| <input checked="" type="checkbox"/> What is your religion? | <input checked="" type="checkbox"/> How many children do you have? |
| <input checked="" type="checkbox"/> Are you married? | <input checked="" type="checkbox"/> How tall are you? |
| <input checked="" type="checkbox"/> What does your husband (or wife) do? | <input checked="" type="checkbox"/> Where were you born? |

AFTER YOU READ

Check the questions the interviewer asked Melissa.

1. "Why can't you work under pressure?"
2. "Have you cleaned your car out recently?"
3. "Is he going to ask me serious questions?"
4. "How can the accident have occurred?"
5. "Does she really want to work for this company?"
6. "Are you sure you know how to conduct an interview?"

Grammar Presentation

INDIRECT QUESTIONS

Direct Speech: Yes / No Questions		
Subject	Reporting Verb	Direct Question
He	asked,	<p>"Do you have any experience?"</p> <p>"Can you create spreadsheets?"</p> <p>"Will you stay for a year?"</p>

Indirect Speech: Yes / No Questions			
Subject	Reporting Verb	(Noun / Pronoun)	Indirect Question
He	asked	(Melissa) (her)	<p>if she had any experience.</p> <p>whether she could create spreadsheets.</p> <p>whether or not she would stay for a year.</p>

Direct Speech: Wh- Questions About the Subject		
Subject	Reporting Verb	Direct Question
He	asked,	<p>"Who told you about the job?"</p> <p>"What happened on your last job?"</p>

Indirect Speech: Wh- Questions About the Subject			
Subject	Reporting Verb	(Noun / Pronoun)	Indirect Question
He	asked	(Bob) (him)	<p>who had told him about the job.</p> <p>what had happened on his last job.</p>

(continued)

Direct Speech: <i>Wh</i> - Questions About the Predicate		
Subject	Reporting Verb	Direct Question
He	asked,	"Who(m) did you work for?" "Where do you work now?" "How are you going to get to work?" "Why have you decided to change jobs?" "How much are you making ?"

Indirect Speech: <i>Wh</i> - Questions About the Predicate			
Subject	Reporting Verb	(Noun / Pronoun)	Indirect Question
He	asked	(Melissa) (her)	who(m) she had worked for. where she worked now. how she was going to get to work. why she had decided to change jobs. how much she was making.

GRAMMAR NOTES

1. Use *if* or *whether* in indirect *yes/no* questions.

USAGE NOTES

Whether is more formal than *if*.

We often use *whether or not* to report *yes/no* questions.

EXAMPLES

DIRECT QUESTION

"Can you type?" she asked.

"Do you know how to use a scanner?" he asked.

INDIRECT QUESTION

She asked me ***if I could type.***

He wanted to know ***whether I knew how to use a scanner.***

- My boss wants to know ***whether the report is ready.***
- He wanted to know ***whether or not the report was ready.***

<p>2. Use question words in indirect <i>wh</i>- questions.</p>	<p>DIRECT QUESTION "Where is your office?" I asked.</p>	<p>INDIRECT QUESTION I asked <i>where his office was</i>.</p>
	<p>I asked, "How much is the salary?"</p>	<p>I asked <i>how much the salary was</i>.</p>

<p>3. Use statement word order (subject + verb), not question word order for:</p> <p>a. indirect <i>yes/no</i> questions</p> <p>b. indirect <i>wh</i>- questions about the predicate (usually the last part of the sentence)</p> <p>c. indirect <i>wh</i>- questions about the subject (usually the first part of the sentence)</p> <p>► BE CAREFUL! If a direct question about the subject has the form question word + be + noun, then the indirect question has the form question word + noun + be.</p>	<p>STATEMENT subject verb They hired Li.</p>	
	<p>DIRECT QUESTION Did they hire Li?</p>	<p>INDIRECT QUESTION I asked if they had hired Li.</p>
	<p>Who did they hire?</p>	<p>I asked who they had hired.</p>
	<p>Which company hired Li?</p>	<p>I asked which company had hired Li.</p>
	<p>Who is the boss?</p>	<p>I asked who the boss was. NOT I asked who was the boss.</p>

<p>4. In indirect questions:</p> <p>a. do not use the auxiliary <i>do, does, or did</i>.</p> <p>b. do not end with a question mark (end with a period).</p>	<p>DIRECT QUESTION Why did you leave?</p>	<p>INDIRECT QUESTION She asked me why I had left. NOT She asked me why did I leave. NOT She asked me why I had left?</p>
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Reference Notes

The same **verb tense changes** and other changes occur in both indirect questions and indirect statements (see Units 25 and 26).

For a list of **reporting verbs** in questions, see Appendix 13 on page A-5.

Focused Practice

1 DISCOVER THE GRAMMAR

👂 *Melissa Morrow is telling a friend about her job interview. Underline the indirect questions in the conversation.*

DON: So, how did the interview go?

MELISSA: It was very strange.

DON: What happened?

MELISSA: Well, it started off OK. He asked me how much experience I had had, and I told him I had been a public relations officer for 10 years. Let's see . . . He also asked what I would change about my current job. That was a little tricky.

DON: What did you say?

MELISSA: Well, I didn't want to say anything negative, so I told him that I was ready for more responsibility.

DON: Good. What else did he ask?

MELISSA: Oh, you know, the regular things. He asked what my greatest success had been, and how much money I was making.

DON: Sounds like a normal interview to me. What was so strange about it?

MELISSA: Well, at one point, he just stopped talking for a long time. Then he asked me all these bizarre questions that weren't even related to the job.

DON: Like what?

MELISSA: He asked me if I had cleaned out my car recently.

DON: You're kidding.

MELISSA: No, I'm not. Then he asked me why my employer didn't want me to stay.

DON: That's crazy. I hope you told him that you hadn't been fired.

MELISSA: Of course. Oh, and he asked me if I was good enough to work for his company.

DON: What did you tell him?

MELISSA: I told him that with my skills and experience I was one of the best in my field.

DON: That was a great answer. It sounds like you handled yourself very well.

MELISSA: Thanks. But now I'm asking myself if I really want this job.

DON: Take your time. Don't make any snap decisions.

Now check the direct questions that the interviewer asked Melissa.

- 1. How much experience have you had?
- 2. What would you change about your current job?
- 3. Are you ready for more responsibility?
- 4. What was your greatest success?
- 5. How much are you making now?

6. Was it a normal interview?
7. Have you cleaned out your car recently?
8. Have you been fired?
9. Are you good enough to work for this company?
10. Do you ever make snap decisions?

2 NOSY NEIGHBOR

Grammar Notes 1–4

🔄 Claire has an interview next week. Her neighbor, Jaime, wants to know all about it. Report Jaime's questions using the correct order of the words in parentheses.

JAIME: I heard you're going on an interview next week. What kind of job is it?

CLAIRE: It's for a job as an office assistant.

1. He asked what kind of job it was.
(kind of job / what / was / it)

JAIME: Oh, really? When is the interview?

CLAIRE: It's on Tuesday at 9:00.

2. _____
(the interview / was / when)

JAIME: Where's the company?

CLAIRE: It's downtown on the west side.

3. _____
(was / where / the company)

JAIME: Do you need directions?

CLAIRE: No, I know the way.

4. _____
(needed / if / she / directions)

JAIME: How long does it take to get there?

CLAIRE: About half an hour.

5. _____
(to get there / it / takes / how long)

JAIME: Are you going to drive?

CLAIRE: I think so. It's probably the fastest way.

6. _____
(was going / if / she / to drive)

(continued)

JAIME: Who's going to interview you?

CLAIRE: Uhhmm. I'm not sure. Probably the manager of the department.

7. _____
(was going / her / who / to interview)

JAIME: Well, good luck. When will they let you know?

CLAIRE: It will take a while. They have a lot of candidates.

8. _____
(her / they / would / when / let / know)

3 WHO'S ASKING?

Grammar Notes 1-4

Read these questions, which were asked during Claire's interview. Claire asked some of the questions, and the manager, Mr. Stollins, asked others. Decide who asked each question. Then rewrite each question as indirect speech.

1. "What type of training is available for the job?"

Claire asked what type of training was available for the job.

2. "What kind of experience do you have?"

3. "Is there opportunity for promotion?"

4. "Are you interviewing with other companies?"

5. "What will my responsibilities be?"

6. "How is job performance rewarded?"

7. "What was your starting salary at your last job?"

8. "Did you get along well with your last employer?"

9. "Do you hire many women?"

10. "Why did you apply for this position?"

11. "Have you had any major layoffs in the past few years?"

4 EDITING

Read this memo an interviewer wrote after an interview. There are seven mistakes in the use of indirect questions. The first mistake is already corrected. Find and correct six more. Don't forget to check punctuation. Mistakes with quotation marks count as one mistake for the sentence.

May 15, 2006

TO: Francesca Giuffrida
FROM: Ken Marley
SUBJECT: Interview with Carlos Lopez

This morning I interviewed Carlos Lopez for the administrative assistant position. Since this job requires a lot of contact with the public, I did some stress questioning. I asked Mr. Lopez why ~~couldn't he~~^{he couldn't} work under pressure. I also asked him why his supervisor disliked him. Finally, I inquired when he would quit the job with our company?

Mr. Lopez kept his poise throughout the interview. He answered all my questions calmly, and he had some excellent questions of his own. He asked "if we expected changes in the job." He also wanted to know how often do we evaluate employees. I was quite impressed when he asked why did I decide to join this company.

Mr. Lopez is an excellent candidate for the job, and I believe he will handle the responsibilities well. At the end of the interview, Mr. Lopez inquired when we could let him know our decision? I asked him if whether he was considering another job, and he said he was. I think we should act quickly to hire Mr. Lopez.

Communication Practice

5 LISTENING

 You are going to hear a job interview that takes place in Canada. First read the checklist. Then listen to the interview and check the topics the interviewer asks about.

Possible Job Interview Topics

OK to Ask

- Name
- Address
- Work experience
- Reason for leaving job
- Reason for seeking position that is open
- Salary
- Education
- Professional affiliations
- Convictions for crimes
- Skills
- Job performance
- Permission to work in Canada

Not OK to Ask *

- Age
- Race
- Sex
- Religion
- National origin
- Height or weight
- Marital status
- Information about spouse
- Arrest record
- Physical disabilities
- Children
- Citizenship
- English language skill
- Financial situation

*illegal to ask if not related to the job

Listen again and write the illegal questions the interviewer asks.

1. *How old are you?* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Now report the illegal questions to the class.

Example: He asked her how old she was.

6 | ROLE PLAY: A JOB INTERVIEW

Work in groups. Using the advertisement and the résumé, develop questions for a job interview. Half of the group should write questions for the interviewer, and the other half should write questions for the candidate. Then select two people to act out the interview for the class.

Pat Rogers
 215 West Hill Drive
 Baltimore, MD 21233
 Telephone: (410) 555-7777
 Fax: (410) 555-7932
 progers@email.com

EDUCATION	Taylor Community College Associate's Degree (Business) 2001
	Middlesex High School High school diploma, 1998
EXPERIENCE	Medical receptionist
2001–Present	Responsibilities: Greet patients, make appointments, answer telephones, update computer records
Patients Plus Baltimore, MD	
1998–2001	Admitting clerk, hospital admissions office
Union Hospital Baltimore, MD	Responsibilities: Interviewed patients for admission, input information in computer, answered telephones

MEDICAL RECEPTIONIST for busy doctor's office. Mature individual needed to answer phones, greet patients, make appointments, greet filling and billing. Similar experience preferred. Computer skills a plus.

Now discuss each group's role-play interview as a class. Use these questions to guide your discussion. Support your ideas by reporting questions that were asked in the interview.

1. Was it a stress interview? Why or why not?
2. Did the interviewer ask any illegal questions? Which ones were illegal?
3. Which of the candidate's questions were the most useful in evaluating the job? Explain your choices.
4. Which of the interviewer's questions gave the clearest picture of the candidate? Explain your choices.
5. If you were the interviewer, would you hire this candidate? Why or why not?
6. If you were the candidate, would you want to work for this company? Why or why not?

Example: I think it was a stress interview because the interviewer asked him why he couldn't find a new job. The interviewer asked two illegal questions. She asked when the candidate was born. She also asked where the candidate was from.

7 | CURIOUS QUESTIONS

Work in pairs. What would you like to know about your partner? Make a list of questions. Ask and answer each other's questions. Then get together with another pair and report your conversations.

Example: She asked me what I was going to do next semester. I told her I was going to take the advanced-level grammar class.

8 | IN YOUR EXPERIENCE

In small groups, discuss a personal experience with a school or job interview. (If you do not have a personal experience, use the experience of someone you know.) Talk about these questions:

- What did the interviewer want to find out?
- What was the most difficult question to answer? Why?
- Were there any questions that you didn't want to answer? What did you say?
- What did you ask the interviewer?

9 | WRITING

Before you look for work, it's a good idea to talk to people who are already working in jobs that might interest you. In these kinds of "informational interviews" you can ask what the tasks in that job are, why people like or dislike the work, or how much you can expect to be paid. Write a list of questions to ask in an informational interview about a job.

Example: Do you like your job?
How much vacation time do you get?

Now interview someone and write a report about the interview. Use indirect questions.

Example: I interviewed Pete Ortiz, who is an assistant in the computer lab. I wanted to talk to him because I'm interested in applying for a job in the lab. I asked Pete if he liked working there, and he told me he liked it most of the time . . .

10 | ON THE INTERNET

E *Do a search to find an interview with a famous person. Choose two or three interesting questions that the interviewer asked. Report the questions and the answers to the class.*

Example: I read an interview with Turkish movie director Ferzan Ozpetek. The interviewer asked him where he got the idea for his movie *Facing Windows*. He said that he had gotten the idea from a real-life experience.

Embedded Questions

UNIT

29

Grammar in Context

BEFORE YOU READ

👂 Look at the cartoon. What is the man worried about? Read this interview about tipping.

THE TIP

In China it used to be illegal, in New Zealand it's uncommon, but in Germany it's included in the bill. In the United States and Canada it's common but illogical: You tip the person who delivers flowers, but not the person who delivers a package.

Do you often wonder **what to do** about tipping?

Our correspondent, Marjorie S. Fuchs, interviewed Irene Frankel, author of *Tips on Tipping*, to help us through the tipping maze.

MSF: Tell me **why you decided to write a book about tipping**.

IF: I began writing it for people from cultures where tipping wasn't a custom. But when I started researching, I found that Americans, too, often weren't sure **how to tip**, so *Tips* became a book for anybody living in the United States.



"I wonder **how much we should give**."

MSF: Does your book explain **who to tip**?

IF: Oh, absolutely. It tells you **who to tip, how much to tip, and when to tip**. Equally important, it tells you **when not to tip**.

MSF: That *is* important. Suppose I don't know **whether to tip someone**, and I left your book at home. Is it OK to ask?

(continued)

THE TIP

- IF:** Sure. If you don't know **whether to leave a tip**, the best thing to do is ask. People usually won't tell you **what to do**, but they *will* tell you **what most customers do**.
- MSF:** I always wonder **what to do when I get bad service**. Should I still tip?
- IF:** Don't tip the ordinary amount, but tip *something* so that the service person doesn't think that you just forgot to leave a tip.
- MSF:** Is there any reason **why we tip a restaurant server but not a flight attendant**?
- IF:** Not that I know. The rules for tipping in the United States are very illogical, and there are often contradictions in who we tip. That's why I wrote this book.
- MSF:** Another thing—I've never understood **why a restaurant tip depends on the amount of the bill rather than on the amount of work involved in serving the meal**. After all, bringing out a \$20 dish of food involves the same amount of work as carrying out a \$5 plate.
- IF:** You're right. It makes no sense. That's just the way it is.
- MSF:** One last question. Suppose I'm planning a trip to Egypt. Tell me **how I can learn about tipping customs in that country**.
- IF:** Usually travel agents know **what the rules are for tipping in each country**. Look up the information on the Internet if you can't find out from a travel agent or a book.
- MSF:** Well, thanks for all the good tips. I know our readers will find them very helpful. *I certainly did*.
- IF:** Thank *you*.

AFTER YOU READ

Circle the correct words to complete these embedded questions from the interview.

1. Tell me why did you decide / you decided to write a book about tipping.
2. It tells you when no / not to tip.
3. I always wonder what do I do / to do when I get bad service.
4. Is there any reason why do we tip / we tip a restaurant server but not a flight attendant?
5. Tell me how I can / can I learn about tipping customs in that country.

Grammar Presentation

EMBEDDED QUESTIONS

Main Clause	Embedded Question
I'm not sure He wondered	if I left the right tip. whether (or not) five dollars was enough.
Can you remember	how much our bill was?

<i>Wh-</i> Word + Infinitive	
I don't know	how much to tip.
Do you know	where to leave the tip?

GRAMMAR NOTES

EXAMPLES

1. Embedded questions are questions that are inside another sentence. An embedded question can be:

- a. inside a statement
- b. inside another question

► **BE CAREFUL!** If the embedded question is inside a statement, use a **period** at the end of the sentence.

If the embedded question is inside a question, use a **question mark** at the end of the sentence.

- I don't know **who our server is**.
- Do you remember **who our server is?**
- I wonder **if that's our server**.
NOT I wonder if that's our server?
- Do you know **if that's our server?**

2. Use embedded questions to:

- a. express something you do not know
- b. ask politely for information

USAGE NOTE: Embedded questions are more polite than direct questions.

DIRECT QUESTION	EMBEDDED QUESTION
Why didn't he tip the mechanic?	I don't know why he didn't tip the mechanic .
Is the tip included?	Can you tell me if the tip is included?
<i>Less formal:</i> Does our bill include a service charge?	<i>More polite:</i> Can you tell me if our bill includes a service charge?

(continued)

3. Begin **embedded yes/no questions** with *if*, *whether*, or *whether or not*.

USAGE NOTE: *Whether* is more formal than *if*.

Begin **embedded wh- questions** with a **question word**.

- Do you know ***if* they delivered the pizza?**

OR

- Do you know ***whether* they delivered the pizza?**

OR

- Do you know ***whether or not* they delivered the pizza?**
- Many tourists wonder ***how much* to tip their restaurant server.**

4. Use **statement word order** (subject + verb), not question word order in:

a. embedded *yes/no* questions

Do not leave out *if* or *whether* in embedded *yes/no* questions.

b. embedded *wh-* questions about the predicate (usually the last part of the sentence)

Do not use the auxiliary verbs *do*, *does*, or *did* in embedded questions.

c. embedded *wh-* questions about the subject (usually the first part of the sentence)

- **BE CAREFUL!** If a direct question about the subject has the form **question word + *be* + noun**, then the indirect question has the form **question word + noun + *be***.

DIRECT QUESTION

Is it 6:00 yet?

Why did they order pizza?

Who ordered pizza?

Who is our waiter?

EMBEDDED QUESTION

Could you tell me **if it is** 6:00 yet?
NOT Could you tell me ~~is it~~ 6:00 yet?

I wondered why **they ordered** pizza.

NOT I wondered why ~~did they order~~ pizza.

I can't remember **who ordered** pizza.

Do you know **who our waiter is**?
NOT Do you know ~~who is our waiter~~?

5. In embedded questions, you can also use:

a. question word + infinitive

b. *whether* + infinitive

► **BE CAREFUL!** Do not use the infinitive after *if* or *why*.

- Let's ask where we should leave the tip.

OR

- Let's ask *where to leave* the tip.

- I wonder whether I should leave a tip.

OR

- I wonder *whether to leave a tip*.

- I don't understand *why I should tip*.
NOT I don't understand why ~~to tip~~.

6. Embedded questions often follow these phrases:

I don't know . . .

I'd like to know . . .

Do you know . . . ?

Can you tell me . . . ?

I can't remember . . .

Can you remember . . . ?

Let's ask . . .

We need to find out . . .

I'd like to find out . . .

I wonder . . .

I'm not sure . . .

It doesn't say . . .

Could you explain . . . ?

I can't imagine . . .

- *I don't know* what the name of the restaurant is.
- *Can you remember* how much the shrimp costs?
- *Let's ask* what today's specials are.
- *I wonder* what time the restaurant closes.
- *Could you explain* what that sign means?
- *I can't imagine* why this restaurant isn't more popular.

Focused Practice

1 DISCOVER THE GRAMMAR

Read the advertisement for *Tips on Tipping*. Underline the embedded questions.

Tips on Tipping

This book is for you if . . .

- you've ever avoided a situation just because you didn't know how much to tip.
- you've ever realized (too late) that you were supposed to offer a tip.
- you've ever given a huge tip and then wondered if a tip was necessary at all.
- you've ever needed to know how to calculate the right tip instantly.
- you're new to the United States and you're not sure who you should tip here.
- you'd like to learn how tipping properly can get you the best service for your money.

What readers are saying . . .

- "I can't imagine how I got along without it."
—Chris Sarton, Minneapolis, Minnesota
- "Take *Tips* along if you want a stress-free vacation."
—Midori Otaka, Osaka, Japan
- "I took my fiancée to dinner at Deux Saisons and knew exactly how to tip everyone!"
—S. Prasad, San Francisco, California
- "You need this book—whether you stay in hostels or five-star hotels."
—Cuno Pumpin, Bern, Switzerland

Send for the ultimate guide to tipping and get all the answers to your tipping questions.

Yes! I want to learn who to tip, when to tip, and how much to tip. Please send me additional information on *Tips on Tipping*. I understand that the book will be \$4.95 plus \$2.00 postage and handling for each copy. (New York residents: Add sales tax.) Contact Martin Unlimited, Inc. at dmifdmif@yahoo.com.

2 SERVICE CHARGES

Grammar Notes 1–4, 6

Complete this travel column about tipping customs around the world. Change the direct questions in parentheses to embedded questions. Use correct punctuation.

Tipping customs vary, so travelers should find out who, where, and how much to tip. Here are some frequently asked questions.

Q: Can you tell me whether I should tip in Canada?

1. (Should I tip in Canada?)

A: Yes. Tipping practices in Canada are similar to those in the United States.

Q: I know that some places in France include a service charge. Could you explain

2. (How can I tell if the tip is included in the bill?)

A: Look for the phrase *service compris* (service included) on the bill.

Q: I'm going to China next month. I understand that tipping used to be illegal. Do you know

3. (Will restaurant servers accept tips now?)

A: Yes. You should leave 3 percent in a restaurant.

Q: On a recent trip to Iceland, I found that service people refused tips. Could you explain

4. (Why did this happen?)

A: In Iceland, people often feel insulted by tips. Just say thank you—that's enough.

Q: Our family is planning a trip to Norway to visit my in-laws. My daughter doesn't know how to ski and wants to take some lessons while we're there. I'd like to know

5. (Should I tip her instructor?)

A: Tipping is rare all over Scandinavia. Take the instructor to lunch instead.

Q: I'm going to work in Japan for a year. I'm bringing a lot of luggage. Could you tell me

6. (How much should I tip the airport and train porters?)

A: There's a fixed fee per bag for airport porters. No tipping is expected on trains.

Q: My husband and I are planning a trip to several cities in Australia. Please tell us

7. (Who expects a tip and who doesn't?)

A: Restaurant servers expect a tip of 10 percent, but you don't need to tip taxi drivers.

3 WHEN IN ROME . . .

Grammar Notes 1–4, 6

Two foreign exchange students are visiting Rome, Italy. Complete their conversations. Choose the appropriate questions from the list and change them to embedded questions. Use correct punctuation.

- How much are we supposed to tip the taxi driver?
- Could we rent a car and drive there?
- Do they have tour buses that go there?
- How much does the subway cost?
- How far are you going?
- How are we going to choose?
- How much does a bus tour cost?
- What did they put in the sauce?
- Where is the Forum?
- ~~Where is it?~~
- Where do they sell them?



A. DRIVER: Where do you want to go? The airport?

MARTINA: The Hotel Forte. Do you know where it is? _____ 1.

DRIVER: Sure. Get in and I'll take you there.

MARTINA: (*whispering to Miuki*) Do you know _____ 2.

MIUKI: According to the book, we're supposed to leave 10–15 percent. I've got it.

B. MARTINA: There's so much to see in Rome. I don't know _____ 1.

MIUKI: We could take a bus tour of the city first, and then decide.

MARTINA: Does the guidebook say _____ 2.

MIUKI: Yeah. About \$15 per person, plus tips for the guide and the driver.

C. MARTINA: That was delicious.

MIUKI: Let's try to find out _____ 1.

MARTINA: It tasted like it had a lot of garlic and basil. I'll ask the waiter.

D. MARTINA: Excuse me. Can you tell me _____ 1.

OFFICER: Sure. Just turn right and go straight.

E. MIUKI: Let's take the subway. Do you know _____
1.
 MARTINA: It's not expensive. I don't think it depends on _____
2.
 But we have to get tickets, and I'm not sure _____
3.
 MIUKI: Oh. Probably right in the station or at a newsstand.

F. MARTINA: I'd like to visit Ostia Antica. It's supposed to be like the ruins at Pompeii.
 MIUKI: I wonder _____
1.
 MARTINA: I really don't want to go with a big group of people. What about you? Do you think

2.
 MIUKI: Good idea! It'll be nice to drive around and see some of the countryside too.

4 ASKING FOR ADVICE Grammar Note 5

Complete the conversation between Martina and Miuki. Use a question word and the infinitive form of the verbs in the box.

figure out	get	go	invite	leave	wear
------------	-----	----	--------	-------	------

MARTINA: I can't decide _____ *what to wear* _____ Friday night.
1.
 MIUKI: Your red dress. You always look great in it. By the way, where are you going?
 MARTINA: Trattoria da Luigi with Janek. We're meeting there at 8:00.
 MIUKI: Great! You know _____ there, don't you?
2.
 MARTINA: Yes, but I'm not sure _____.
3.
 MIUKI: Leave at 7:30. That'll give you enough time.
 MARTINA: I'd like to take Janek someplace for dessert afterward, but I don't know
 _____.
4.
 MIUKI: The desserts at da Luigi's are supposed to be pretty good.
 MARTINA: Oh. By the way, it's Janek's birthday, so I'm paying. But I'm still not quite sure
 _____ the tip.
5.
 MIUKI: Service is usually included in Italy. The menu should tell you. So, who else is going?
 MARTINA: Well, I thought about asking a few people to join us, but I really didn't know
 _____.
6.
 MIUKI: Don't worry. I'm sure it will be fine with just the two of you.

5 EDITING

Read this post to a travelers' website. There are ten mistakes in the use of embedded questions. The first mistake is already corrected. Find and correct nine more. Don't forget to check punctuation.

Tipping at the Hairdresser's in Italy

Email this page to someone! New Topic Post a Poll Post Reply

Subject: Tipping at the Hairdresser's in Italy
Posted April 10 by Jenna Thompson

I wonder ^{if} you can help me out with this tipping dilemma. I never know what doing at the hairdresser's. I don't know if I should tip the person who washes my hair? What about the person who cuts it, and the person who colors it? And what happens if the person is the owner. Do you know do I still need to tip him or her? (Although often I'm not even sure who is the owner!) Then I never know how much to tip or where should I leave the tip? Do I leave it on the counter or in the person's hands? What if somebody's hands are wet or have hair color on them? Can I just put the tip in his or her pocket? It all seems so complicated! I can't imagine how do people figure all this out? But I really need to find out what to do—and FAST! My hair is getting very long and dirty.

Please help! 😊

Communication Practice

6 LISTENING

🎧 A travel agent is being interviewed on a call-in radio show. The topic is tipping. Listen to the callers' questions. Then listen again, and circle the letter of the correct response to each caller's question.

1. Caller One

- a. Between 15 and 20 percent of the total bill.
- b. The waiter.

2. Caller Two
 - a. About 15 percent of the fare.
 - b. Only if you are happy with the ride.
3. Caller Three
 - a. Before you leave.
 - b. On the table.
4. Caller Four
 - a. The person who takes you to your seat.
 - b. One euro for one person. Two euros for two or more people.
5. Caller Five
 - a. The manager.
 - b. Don't leave a tip.
6. Caller Six
 - a. \$1.00.
 - b. At the cashier.
7. Caller Seven
 - a. Look it up on the Internet.
 - b. It's included in the bill.
8. Caller Eight
 - a. \$1.00.
 - b. The person who delivers your food.

7 | TIPPING

Work in small groups. Discuss these questions.

1. Do you think tipping is a good system? Why or why not?
2. Were you ever in a situation where you didn't know what to do about a tip? What did you do?
3. How do people tip in your country and in other countries you know?

Example: A: I'm not sure whether tipping is good or not. I think people should get paid enough so that they don't have to depend on tips.
 B: I wonder if you would still get good service if the tip were included.
 C: Sure you would. A service charge is included in a lot of countries, and the service is still good.

8 INFORMATION GAP: EATING OUT

Work in groups of three. Students A and B are customers in a restaurant. Student C is the server. Students A and B, look at the menu below. Student C, turn to page 426 and follow the instructions there.

Trattoria da Luigi	
	
English version	
Appetizers	
Bruschetta	1.25
Roasted vegetables	3.25
FIRST COURSE	
Soup of the day <i>(please ask)</i>	2.95
Caesar salad	3.25
Luigi's salad	2.95
Linguine with clam sauce	10.80
Spaghetti da Luigi	12.90
SECOND COURSE	
Chicken	
Chicken da Luigi	7.95
Half roasted chicken	6.95
Beef	
Veal parmigiano	15.90
Steak frites	12.90
Fish	
Catch of the day <i>(please ask)</i>	price varies
Shrimp marinara	15.80
Filet of sole with sauce Dijon	13.90
Side Dishes	
Vegetable of the day	2.50
Roasted potatoes	2.50
Desserts	
Fruit tart (in season)	4.30
Ice cream	3.40
Chocolate cake	2.50
Fresh fruit	2.95
Dessert of the day <i>(please ask)</i>	price varies
Service Charge Not Included	

Student A, you are allergic to tomatoes and dairy products. Student B, you don't eat meat or chicken. Discuss the menu with your partner. Then ask your server about items on the menu and order a meal. When you get the check, figure out a 15 percent tip.

- Example:** A: Do you know what's in a Caesar salad?
 B: Not really. We'll have to ask the server.
 Excuse me. Can you tell us what's in the Caesar salad?
 C: Sure. It has lettuce, parmesan cheese, and croutons.

9 THE FIRST TIME IS ALWAYS THE HARDEST

Think about the first time you did something—for example, the first time you:

- | | |
|-------------------------|-------------------------------|
| drove a car | traveled to a foreign country |
| went on a job interview | became a parent |

Work in pairs. Discuss what problems you had.

Example: I remember the first time I drove a car. I didn't know how to start it. I didn't know which gear to use. I even had to ask how to turn the wipers on . . .

10 ROLE PLAY: INFORMATION PLEASE!

Work in pairs (A and B). Student A, you are a desk clerk at a hotel. Student B, you are a guest at the hotel. Use embedded questions to find out information about the following:

- | | |
|--------------------|----------|
| restaurants | banks |
| interesting sights | shopping |
| transportation | tipping |
| entertainment | laundry |

Example: A: Can I help you?
 B: Yes. Could you tell me where to find a good, inexpensive restaurant around here?
 A: There are some nice restaurants around the university.

11 WRITING

Think about a time you were traveling. Write a paragraph about a situation that confused or surprised you. Use embedded questions.

Example: When I was an exchange student in China, my Chinese friends always wanted to know how old I was. I couldn't understand why new friends needed to know my age. I wasn't sure whether to tell the truth, because I was younger than them . . .

12 ON THE INTERNET

 Do a search on tipping customs in a country you are interested in. Report your findings to the class.

Example: I wanted to know if you should tip a taxi driver in Russia. I'm confused. One site said that taxi drivers do not expect tips. Another site said they expect a tip of 10 percent. I really don't know what to do!

INFORMATION GAP FOR STUDENT C

Student C, read these notes about today's menu. Answer your customers' questions. When they are done ordering, look at the menu on page 424 and write up the order and figure out the check.

Trattoria da Luigi

Appetizers

Bruschetta (toasted bread with chopped tomatoes, garlic, olive oil)
Roasted vegetables (onions, red pepper, zucchini, eggplant)

FIRST COURSE

Soup of the day

Monday: vegetable soup (carrots, peas, string beans in a tomato broth)
Tuesday: tomato soup
Wednesday: pea soup
Thursday: onion soup
Friday: fish soup
Saturday: potato soup (includes cream)

Caesar salad (lettuce, parmesan cheese, croutons—cubes of bread toasted in olive oil and garlic)
Luigi's salad (spinach, mushrooms, tomatoes, onions)
Spaghetti da Luigi (spaghetti with spinach, fresh tomatoes, and mushrooms in a light cream sauce)

SECOND COURSE

Chicken da Luigi (chicken baked in a tomato sauce with olives and basil)
Steak frites (steak cooked in pan with butter, served with french fried potatoes)
Catch of the day: grilled flounder—6.95 euros
Shrimp marinara (shrimp in tomato sauce)
Filet of sole with sauce Dijon (mustard sauce)

Side Dishes

Vegetable of the day: broccoli

Desserts

Fruit tart (cherry, apple, blueberry)
Ice cream (chocolate, strawberry, vanilla)
Fresh fruit (apples, bananas, strawberries)
Dessert of the day: strawberry shortcake (yellow cake with fresh strawberries and whipped cream—3.25 euros)

Example: A: Do you know what's in a Caesar salad?

B: Not really. We'll have to ask the server.

Excuse me. Can you tell us what's in the Caesar salad?

C: Sure. It has lettuce, parmesan cheese, and croutons.

From Grammar to Writing

Using Direct and Indirect Speech

A letter of complaint often includes both direct and indirect speech to describe a problem. We use direct speech only when it is important (for 100 percent accuracy) to report someone's exact words or to communicate a speaker's attitude. Otherwise, we use indirect speech.

- 1 Read this letter of complaint. Underline all the examples of indirect speech once. Underline all the examples of direct speech twice.

Computer Town, Inc.
Customer Service Department
One Swell Way
Dallas, TX 75201

Dear Customer Service Manager:

In September 2004, I purchased a computer from your company. After the one-year warranty expired, I bought an extended service contract every year. I always received a renewal notice in the mail that told me that my policy was going to expire in a few weeks. This year, however, I did not receive the notice, and, as a result, I missed the deadline.

Upon realizing this mistake, I immediately called your company and asked if I could renew the service contract. The representative said, "It's too late, Miss." He said that if I wanted to extend my contract, they would have to send someone to my home to inspect my computer. He also told me I would have to pay \$160 for this visit. He said that my only other option was to ship my computer back to the company for inspection. I told him that neither of these options was acceptable.

When I asked him why I hadn't been notified that my contract was going to expire, he said, "We don't send notices out anymore." I said that I wanted to make a complaint. He said, "Don't complain to me. I don't even park the cars of the people who make these decisions."

I think that your representatives should be more polite when speaking to customers. I also think that your customers should have

(continued)

been told that they would no longer receive renewal notices in the mail. That way, I would not have missed the deadline. I would, therefore, greatly appreciate it if I could have my service contract renewed without having to go through the inconvenience and expense of having my computer inspected.

Thank you for your attention.

Sincerely yours,

Anne Marie Clarke

Anne Marie Clarke
Customer No. 5378593

2 Look at the letter in Exercise 1. Circle the correct words to complete these sentences. Give an example of each item.

1. The word *that* often introduces direct / indirect speech.

He told me that I would have to pay \$160 for this visit.

2. Use quotation marks for direct / indirect speech.

3. Put final punctuation inside / outside the quotation marks.

4. Don't use a comma before direct / indirect speech.

5. Capitalize the first word of direct / indirect speech.

6. You can leave out the word that / question word when it introduces a reported statement / question.

7. The writer used direct / indirect speech to show that the representative on the phone was rude.

3 Before you write . . .

1. Think of an incident you would like to complain about, or make one up.
2. Work with a partner. Discuss each other's incidents and ask questions. Talk about where to use direct speech most effectively.

4 Write your letter of complaint. Remember to use indirect speech, and, if appropriate, direct speech. Be sure to capitalize and punctuate correctly.**5** Exchange letters with a different partner. Then answer the following questions.

	Yes	No
1. Do you understand the writer's complaint?	<input type="checkbox"/>	<input type="checkbox"/>
2. Did the writer choose direct speech to show the other person's attitude?	<input type="checkbox"/>	<input type="checkbox"/>
3. Did the writer choose direct speech for 100 percent accuracy?	<input type="checkbox"/>	<input type="checkbox"/>
4. Did the writer use quotation marks for direct speech only?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the direct speech punctuated correctly?	<input type="checkbox"/>	<input type="checkbox"/>

6 Work with your partner. Discuss each other's editing questions from Exercise 5. Then rewrite your own letter and make any necessary corrections.

PART

X

Review Test

I Karen and Jon had a party a week ago. Karen is telling a friend about the conversations she had before the party. Read what people actually said. Then circle the correct word(s) to complete each reported sentence.

1. "We'd like you and Bill to come to a party at our apartment this Friday."

I invited Maria and Bill came / to come to a party at our apartment last / this Friday.
a. b.

2. "It'll be a housewarming for our new apartment."

I told them it would be / will be a housewarming for our / their new apartment.
a. b.

3. "We'll be a little late."

Maria said / told me that they / we would be a little late.
a. b.

4. "What time is your party going to start?"

Sheila said / asked what time our party is / was going to start.
a. b.

5. "Should I bring something?"

She asked if I / she should bring / should have brought something.
a. b.

6. "Thanks, Sheila, but that's OK. Don't bring anything."

I thanked her, but I told / said her not to bring / didn't bring anything.
a. b.

7. "Hi, Karen. I've been planning to call you and Jon for a long time."

Tory told me he 's been planning / 'd been planning to call us / you for a long time.
a. b.

8. "I don't know how to get to your place."

He said he didn't know how / doesn't know how to get to your / our place.
a. b.

9. "Is there a bus stop nearby?"

He said / asked was there / if there was a bus stop nearby.
a. b.

(continued)

10. "Don't be afraid of getting lost."

I told Tory not to be / be afraid of getting lost.
a.

11. "Take the Woodmere Avenue bus."

I invited / told him take / to take the Woodmere Avenue bus.
a. b.

12. "I'm sorry, Karen. I can't come tomorrow night."

Nita said that she can't / couldn't come the following night / tomorrow night.
a. b.

13. "My cousin from Detroit is arriving today."

She told me her cousin from Detroit is / was arriving today / that day.
a. b.

14. "Bring your cousin along."

I said / told Nita to bring her / your cousin along.
a. b.

15. "The weather bureau has issued a storm warning for tonight."

Jon told me that the weather bureau has issued / had issued a storm warning for tonight / that night.
a. b.

16. "Schools will close early today."

The forecaster said that schools would / will close early today / that day.
a. b.

17. "Motorists must drive with extreme caution."

She said that motorists must have driven / had to drive with extreme caution.
a.

18. "I love snow."

Jon always tells / says that he loves / loved snow.
a. b.

19. "Would you please shovel the driveway?"

The next morning I asked you / him to shovel / if he had shoveled the driveway.
a. b.

20. "Where are my boots?"

He told / asked me where were his boots / his boots were.
a. b.

3. "Is Tory coming tonight?" **A B C D**
 I asked Jon _____ Tory was coming that night.
 (A) whether (C) when
 (B) did (D) is
4. "I'm not sure." **A B C D**
 He told me _____ sure.
 (A) I wasn't (C) he isn't
 (B) he wasn't (D) I'm not
5. "Why don't you ride home with us?" **A B C D**
 Bill invited me _____ home with them.
 (A) why I didn't ride (C) to ride
 (B) not to ride (D) riding
6. "It may snow tonight." **A B C D**
 He said it might snow _____.
 (A) tomorrow night (C) at night
 (B) that night (D) tonight
7. "Call me tomorrow." **A B C D**
 Karen said _____ her the next day.
 (A) to call (C) call
 (B) me to call (D) I will call
8. "We ought to get together more often." **A B C D**
 We all said that we _____ together more often.
 (A) had better get (C) ought to get
 (B) ought to have gotten (D) should have gotten
9. "Don't drive fast." **A B C D**
 Jon told Maria _____ fast.
 (A) to not drive (C) they don't drive
 (B) don't drive (D) not to drive
10. "I had a great time." **A B C D**
 Bill told Jon _____ had had a great time.
 (A) I (C) you
 (B) he (D) Jon

IV Report the conversation that Nita and Jon had at the party last week. Use the verbs in parentheses.

1. NITA: How long have you and Karen been living here?
(ask) Nita asked how long Jon and Karen had been living there.
2. JON: We moved in three weeks ago.
(tell) _____
3. NITA: Do you like this place better than your old apartment?
(ask) _____
4. JON: We like it a lot more.
(say) _____
5. JON: When did your cousin arrive from Detroit?
(ask) _____
6. NITA: He just came yesterday.
(tell) _____
7. JON: It's been an incredible winter.
(say) _____
8. NITA: The roads may close again with this storm.
(say) _____
9. JON: Don't drive tonight.
(say) _____
10. JON: Stay here with your cousin.
(say) _____
11. NITA: We should try to make it home.
(tell) _____
12. NITA: I have to walk my dog early tomorrow morning.
(say) _____

V Read this draft of a news story. There are nine mistakes in the use of direct and indirect speech and embedded questions. The first mistake is already corrected. Find and correct eight more. Don't forget to check punctuation. Mistakes with quotation marks count as one mistake for the sentence.

Motorists returning home during last night's snow storm were pleasantly surprised. Early yesterday afternoon, forecasters had predicted that Route 10 ^{would} ~~will~~ close because of high winds. However, all major highways remained open last night. One woman, stopping for a newspaper on Woodmere Avenue at about midnight, told this reporter that she and her cousin have almost decided to stay with a friend tonight, rather than drive home. Her cousin told me that I had just arrived from Detroit, where the storm hit first. He said "that it had been a big one." School children seemed especially pleased. Yesterday morning, most schools announced that they will close at 1:00 P.M. Several kids at James Fox Elementary reported that they are planning to spend that afternoon sledding and having snowball fights.

Many people are wondering how could weather forecasters have made such a big mistake. Carla Donati, the weather reporter for WCSX, said that they really were not sure why this had happened? The National Weather Service has not commented.

APPENDICES

1 Irregular Verbs

BASE FORM	SIMPLE PAST	PAST PARTICIPLE	BASE FORM	SIMPLE PAST	PAST PARTICIPLE
arise	arose	arisen	give	gave	given
awake	awoke	awoken	go	went	gone
be	was/were	been	grind	ground	ground
beat	beat	beaten/beat	grow	grew	grown
become	became	become	hang	hung	hung
begin	began	begun	have	had	had
bend	bent	bent	hear	heard	heard
bet	bet	bet	hide	hid	hidden
bite	bite	bitten	hit	hit	hit
bleed	bled	bled	hold	held	held
blow	blew	blown	hurt	hurt	hurt
break	broke	broken	keep	kept	kept
bring	brought	brought	kneel	knelt/kneeled	knelt/kneeled
build	built	built	knit	knit/knitted	knit/knitted
burn	burned/burnt	burned/burnt	know	knew	known
burst	burst	burst	lay	laid	laid
buy	bought	bought	lead	led	led
catch	caught	caught	leap	leaped/leapt	leaped/leapt
choose	chose	chosen	leave	left	left
cling	clung	clung	lend	lent	lent
come	came	come	let	let	let
cost	cost	cost	lie (<i>lie down</i>)	lay	lain
creep	crept	crept	light	lit/lighted	lit/lighted
cut	cut	cut	lose	lost	lost
deal	dealt	dealt	make	made	made
dig	dug	dug	mean	meant	meant
dive	dived/dove	dived	meet	met	met
do	did	done	pay	paid	paid
draw	drew	drawn	prove	proved	proved/proven
dream	dreamed/dreamt	dreamed/dreamt	put	put	put
drink	drank	drunk	quit	quit	quit
drive	drove	driven	read /rid/	read /red/	read /red/
eat	ate	eaten	ride	rode	ridden
fall	fell	fallen	ring	rang	rung
feed	fed	fed	rise	rose	risen
feel	felt	felt	run	ran	run
fight	fought	fought	say	said	said
find	found	found	see	saw	seen
fit	fit/fitted	fit	seek	sought	sought
flee	fled	fled	sell	sold	sold
fling	flung	flung	send	sent	sent
fly	flew	flown	set	set	set
forbid	forbade/forbid	forbidden	sew	sewed	sewn/sewed
forget	forgot	forgotten	shake	shook	shaken
forgive	forgave	forgiven	shave	shaved	shaved/shaven
freeze	froze	frozen	shine (<i>intransitive</i>)	shone/shined	shone/shined
get	got	gotten/got	shoot	shot	shot

(continued)

BASE FORM

show
shrink
shut
sing
sink
sit
sleep
slide
speak
speed
spend
spill
spin
spit
split
spread
spring
stand
steal
stick
sting
stink

SIMPLE PAST

showed
shrank/shrunk
shut
sang
sank/sunk
sat
slept
slid
spoke
sped/speeded
spent
spilled/spilt
spun
spit/spat
split
spread
sprang
stood
stole
stuck
stung
stank/stunk

PAST PARTICIPLE

shown
shrunken/shrunk
shut
sung
sunk
sat
slept
slid
spoken
sped/speeded
spent
spilled/spilt
spun
spat
split
spread
sprung
stood
stolen
stuck
stung
stunk

BASE FORM

strike
swear
sweep
swim
swing
take
teach
tear
tell
think
throw
understand
upset
wake
wear
weave
weep
win
wind
withdraw
wring
write

SIMPLE PAST

struck
swore
swept
swam
swung
took
taught
tore
told
thought
threw
understood
upset
woke
wore
wove/weaved
wept
won
wound
withdrew
wrung
wrote

PAST PARTICIPLE

struck/stricken
sworn
swept
swum
swung
taken
taught
torn
told
thought
thrown
understood
upset
woken
worn
woven/weaved
wept
won
wounded
withdrawn
wrung
written

2 Non-Action Verbs

EMOTIONS

admire
adore
appreciate
care
detest
dislike
doubt
envy
fear
hate
like
love
miss
regret
respect
trust

MENTAL STATES

agree
assume
believe
consider
disagree
disbelieve
estimate
expect
feel (*believe*)
find (*believe*)
guess
hesitate
hope
imagine

know
mean
mind
presume
realize
recognize
remember
see (*understand*)
suppose
suspect
think (*believe*)
understand
wonder

WANTS AND PREFERENCES

desire
hope
need
prefer
want
wish

PERCEPTION AND THE SENSES

feel
hear
notice
observe
perceive
see
smell
sound
taste

APPEARANCE AND VALUE

appear
be
cost
equal
look (*seem*)
matter
represent
resemble
seem
signify
weigh

POSSESSION AND RELATIONSHIP

belong
contain
have
own
possess

3 Verbs Followed by the Gerund (Base Form of Verb + -ing)

acknowledge
admit
advise
appreciate
avoid
can't help
can't stand

celebrate
consider
delay
deny
detest
discontinue
discuss

dislike
endure
enjoy
escape
explain
feel like
finish

forgive
give up (*stop*)
imagine
justify
keep (*continue*)
mention
mind (*object to*)

miss
postpone
practice
prevent
prohibit
propose
quit

recall
recommend
regret
report
resent
resist

risk
suggest
support
tolerate
understand

4 Verbs Followed by the Infinitive (To + Base Form of Verb)

agree	can('t) wait	expect	hurry	neglect	promise	volunteer
appear	choose	fail	intend	offer	refuse	wait
arrange	consent	grow	learn	pay	request	want
ask	decide	help	manage	plan	seem	wish
attempt	demand	hesitate	mean (<i>intend</i>)	prepare	struggle	would like
can('t) afford	deserve	hope	need	pretend	swear	yearn

5 Verbs Followed by Objects and the Infinitive

advise	choose*	forbid	invite	persuade	require	want*
allow	convince	force	need*	promise*	teach	warn
ask*	enable	get*	order	remind	tell	wish*
cause	encourage	help*	pay*	request	urge	would like*
challenge	expect*	hire	permit			

*These verbs can also be followed by the infinitive without an object (EXAMPLE: *ask to leave* or *ask someone to leave*).

6 Verbs Followed by the Gerund or the Infinitive

begin	continue	hate	love	remember*	stop*
can't stand	forget*	like	prefer	start	try

*These verbs can be followed by either the gerund or the infinitive but there is a big difference in meaning. (see Unit 9)

7 Verb + Preposition Combinations

admit to	choose between / among	dream about/of	look forward to	resort to
advise against	complain about	feel like/about	object to	succeed in
apologize for	count on	go along with	pay for	talk about
approve of	deal with	insist on	plan on	think about
believe in		keep on	rely on	wonder about

8 Adjective + Preposition Expressions

accustomed to	awful at	content with	fond of	opposed to	satisfied with	terrible at
afraid of	bad at	curious about	glad about	pleased about	shocked at/by	tired of
amazed at/by	bored with/by	different from	good at	ready for	sick of	used to
angry at	capable of	excited about	happy about	responsible for	slow at	worried about
ashamed of	careful of	famous for	interested in	sad about	sorry for/about	
aware of	concerned about	fed up with	nervous about	safe from	surprised at/about/by	

9 Adjectives Followed by the Infinitive

EXAMPLE: *I'm happy to hear that.*

afraid	anxious	depressed	disturbed	encouraged	happy	pleased	reluctant	surprised
alarmed	ashamed	determined	eager	excited	hesitant	proud	sad	touched
amazed	curious	disappointed	easy	fortunate	likely	ready	shocked	upset
angry	delighted	distressed	embarrassed	glad	lucky	relieved	sorry	willing

10 Irregular Comparisons of Adjectives, Adverbs, and Quantifiers

ADJECTIVE	ADVERB	COMPARATIVE	SUPERLATIVE
bad	badly	worse	worst
far	far	farther/further	farthest/furthest
good	well	better	best
little	little	less	least
many/a lot of	—	more	most
much*/a lot of	much*/a lot	more	most

**Much* is usually only used in questions and negative statements.

11 Adjectives That Form the Comparative and Superlative in Two Ways

ADJECTIVE	COMPARATIVE	SUPERLATIVE
common	commoner/more common	commonest/most common
cruel	crueler/more cruel	cruellest/most cruel
deadly	deadlier/more deadly	deadliest/most deadly
friendly	friendlier/more friendly	friendliest/most friendly
handsome	handsomer/more handsome	handsomest/most handsome
happy	happier/more happy	happiest/most happy
likely	likelier/more likely	likeliest/most likely
lively	livelier/more lively	liveliest/most lively
lonely	lonelier/more lonely	loneliest/most lonely
lovely	lovelier/more lovely	loveliest/most lovely
narrow	narrower/more narrow	narrowest/most narrow
pleasant	pleasanter/more pleasant	pleasantest/most pleasant
polite	politer/more polite	politest/most polite
quiet	quieter/more quiet	quietest/most quiet
shallow	shallower/more shallow	shallowest/most shallow
sincere	sincerer/more sincere	sincerest/most sincere
stupid	stupider/more stupid	stupidest/most stupid
true	truer/more true	truest/most true

16 Verbs and Expressions Commonly Used Reflexively

allow oneself	be proud of oneself	enjoy oneself	keep oneself (busy)	remind oneself
amuse oneself	behave oneself	feel sorry for oneself	kill oneself	see oneself
ask oneself	believe in oneself	forgive oneself	look after oneself	take care of oneself
avail oneself of	blame oneself	help oneself	look at oneself	talk to oneself
be hard on oneself	cut oneself	hurt oneself	prepare oneself	teach oneself
be oneself	deprive oneself of	imagine oneself	pride oneself on	tell oneself
be pleased with oneself	dry oneself	introduce oneself	push oneself	treat oneself

17 Transitive Phrasal Verbs

(s.o. = someone s.t. = something)

- **separable phrasal verbs** show the object between the verb and the particle: *call s.o. up*.
- **verbs which must be separated** have an asterisk (*): *do s.t. over**
- **inseparable phrasal verbs** show the object after the particle: *carry on s.t.*

Remember: You can put a **noun object** between the verb and the particle of **separable** two-word verbs (**call Jan up** or **call up Jan**). You **must** put a **pronoun object** between the verb and the particle of separable verbs (**call her up** Not ~~call up her~~).

PHRASAL VERB	MEANING	PHRASAL VERB	MEANING
ask s.o. over*	invite to one's home	cut s.t. off	1. stop the supply of 2. remove by cutting
block s.t. out	stop from passing through (light/noise)	cut s.t. out	remove by cutting
blow s.t. out	stop burning by blowing air on it	cut s.t. up	cut into small pieces
blow s.t. up	1. make explode 2. fill with air (a balloon) 3. make something larger (a photo)	do s.t. over*	do again
bring s.t. about	make happen	do s.o. or s.t. up	make more beautiful
bring s.o. or s.t. back	return	draw s.t. together	unite
bring s.o. down*	depress	dream s.t. up	invent
bring s.t. out	introduce (a new product/book)	drink s.t. up	drink completely
bring s.o. up	raise (children)	drop s.o. or s.t. off	take someplace
bring s.t. up	bring attention to	drop out of s.t.	quit
build s.t. up	increase	empty s.t. out	empty completely
burn s.t. down	burn completely	end up with s.t.	have an unexpected result
call s.o. back*	return a phone call	fall for s.o.	feel romantic love for
call s.o. in	ask for help with a problem	fall for s.t.	be tricked by, believe
call s.t. off	cancel	figure s.o. or s.t. out	understand (after thinking about)
call s.o. up	contact by phone	fill s.t. in	complete with information
carry on s.t.	continue	fill s.t. out	complete (a form)
carry s.t. out	conduct (an experiment/a plan)	fill s.t. up	fill completely
cash in on s.t.	profit from	find s.t. out	learn information
charge s.t. up	charge with electricity	fix s.t. up	redecorate (a home)
check s.t. out	examine	follow through with s.t.	complete
cheer s.o. up	cause to feel happier	get s.t. across	get people to understand an idea
clean s.o. or s.t. up	clean completely	get off s.t.	leave (a bus/a train/a phone call)
clear s.t. up	explain	get on s.t.	board (a bus/a train/a phone call)
close s.t. down	close by force	get out of s.t.	leave (a car/taxi)
come off s.t.	become unattached	get s.t. out of s.t.*	benefit from
come up with s.t.	invent	get through with s.t.	finish
count on s.o. or s.t.	depend on	get to s.o. or s.t.	1. reach s.o. or s.t. 2. upset s.o.
cover s.o. or s.t. up	cover completely	get together with s.o.	meet
cross s.t. out	draw a line through	give s.t. away	give without charging money
cut s.t. down	1. bring down by cutting (a tree) 2. reduce	give s.t. back	return
		give s.t. out	distribute

PHRASAL VERB

give s.t. up
go after s.o. or s.t.
go along with s.t.
go over s.t.
hand s.t. in

hand s.t. out
hang s.t. up
help s.o. out
hold s.t. on
keep s.o. or s.t. away
keep s.t. on*

keep s.o. or s.t. out
keep up with s.o. or s.t.
lay s.o. off
lay s.t. out

leave s.t. on

leave s.t. out
let s.o. down
let s.o. or s.t. in
let s.o. off

let s.o. or s.t. out
light s.t. up
look after s.o. or s.t.
look into s.t.
look s.o. or s.t. over
look s.t. up

make s.t. up
miss out on s.t.

move s.t. around*
pass s.t. out
pass s.o. or s.t. up
pay s.o. or s.t. back
pick s.o. or s.t. out

pick s.o. or s.t. up
pick s.t. up

point s.o. or s.t. out
put s.t. away
put s.t. back
put s.o. or s.t. down
put s.o. off
put s.t. off
put s.t. on

put s.t. together
put s.t. up
run into s.o.
see s.t. through*
send s.t. back
send s.t. out
set s.t. off

MEANING

quit, abandon
try to get or win, pursue
support
review
give work (to a boss/
teacher), submit
distribute
put on a hook or hanger
assist
keep attached
cause to stay at a distance
not remove (a piece of
clothing/jewelry)
prevent from entering
go as fast as
end employment
1. arrange according to a plan
2. spend money
1. not turn off (a light/radio)
2. not remove (a piece of
clothing/jewelry)
not include, omit
disappoint
allow to enter
1. allow to leave (a bus/car)
2. not punish
allow to leave
illuminate
take care of
research
examine
try to find (in a book/on the
Internet)
create
lose the chance for something
good
change the location
distribute
decide not to use, reject
repay
1. choose
2. identify
lift
1. buy, purchase
2. get (an idea/an interest)
3. answer the phone
indicate
put in an appropriate place
return to its original place
stop holding
discourage
delay
cover the body (with clothes
or jewelry)
assemble
erect
meet accidentally
complete
return
mail
cause to explode

PHRASAL VERB

set s.t. up

settle on s.t.

show s.o. or s.t. off
show up on s.t.
shut s.t. off
sign s.o. up (for s.t.)
start s.t. over*
stick with/to s.o. or s.t.
straighten s.t. up
switch s.t. on
take s.t. away
take s.o. or s.t. back
take s.t. down
take s.t. in

take s.t. off
take s.o. on
take s.t. on
take s.t. out
take s.t. up
talk s.o. into*
talk s.t. over
team up with s.o.
tear s.t. down
tear s.t. up
think back on s.o. or s.t.
think s.t. over
think s.t. up
throw s.t. away/out
touch s.t. up

try s.t. on
try s.t. out
turn s.t. around*

turn s.o. down
turn s.t. down

turn s.t. in
turn s.o. or s.t. into*

turn s.o. off*
turn s.t. off

turn s.t. on
turn s.t. over

turn s.t. up
use s.t. up
wake s.o. up
watch out for s.o. or s.t.
work s.t. off
work s.t. out
write s.t. down
write s.t. up

MEANING

1. prepare for use
2. establish (a business/an
organization)
choose s.t. after thinking about
many possibilities
display the best qualities
appear
stop (a machine/light)
register
start again
not quit, not leave, persevere
make neat
start (a machine/light)
remove
return
remove
1. notice, understand, and
remember
2. earn (money)
remove
hire
agree to do
borrow from a library
begin a job or activity
persuade
discuss
start to work with
destroy
tear into small pieces
remember
consider
invent
discard, put in the trash
improve by making small
changes
put clothing on to see if it fits
use to see if it works
change the direction so the
front is at the back
reject
1. lower the volume (a TV/radio)
2. reject (a job/an idea)
submit, give work (to a boss/
teacher)
change from one form to
another
[slang] destroy interest
stop (a machine), extinguish
(a light)
start (a machine/light)
turn something so the top side is
at the bottom
make louder (a TV/radio)
use completely, consume
awaken
be careful about
remove by work or activity
solve, understand
write on a piece of paper
write in a finished form

18 | Intransitive Phrasal Verbs

PHRASAL VERB

act up	<i>cause problems</i>
blow up	<i>explode</i>
break down	<i>stop working (a machine)</i>
break out	<i>happen suddenly</i>
burn down	<i>burn completely</i>
call back	<i>return a phone call</i>
catch on	<i>become popular</i>
cheer up	<i>make happier</i>
clean up	<i>clean completely</i>
clear up	<i>become clear</i>
close down	<i>stop operating</i>
come about	<i>happen</i>
come along	<i>come with, accompany</i>
come around	<i>happen</i>
come back	<i>return</i>
come down	<i>become less (price)</i>
come in	<i>enter</i>
come off	<i>become unattached</i>
come out	<i>appear</i>
come up	<i>arise</i>
dress up	<i>wear special clothes</i>
drop in	<i>visit by surprise</i>
drop out	<i>quit</i>
eat out	<i>eat in a restaurant</i>
empty out	<i>empty completely</i>
end up	1. <i>do something unexpected or unintended</i> 2. <i>reach a final place or condition</i>
fall off	<i>become detached</i>
find out	<i>learn information</i>
follow through	<i>complete</i>
fool around	<i>act playful</i>
get ahead	<i>make progress, succeed</i>
get along	<i>have a good relationship</i>
get back	<i>return</i>
get by	<i>survive</i>
get off	1. <i>leave (a bus, the Internet)</i> 2. <i>end a phone conversation</i>
get on	<i>enter, board (a bus, a train)</i>
get through	<i>finish</i>
get together	<i>meet</i>
get up	<i>get out of bed, arise</i>
give up	<i>quit</i>
go away	<i>leave a place or person</i>

PHRASAL VERB

go back	<i>return</i>
go down	<i>become less (price, number), decrease</i>
go off	<i>explode (a gun/fireworks)</i>
go on	<i>continue</i>
go out	<i>leave</i>
go over	<i>succeed with an audience</i>
go up	1. <i>be built</i> 2. <i>become more (price, number), increase</i>
grow up	<i>become an adult</i>
hang up	<i>end a phone call</i>
hold on	1. <i>wait</i> 2. <i>not hang up the phone</i>
keep away	<i>stay at a distance</i>
keep on	<i>continue</i>
keep out	<i>not enter</i>
keep up	<i>go as fast</i>
lie down	<i>recline</i>
light up	<i>illuminate</i>
look out	<i>be careful</i>
make up	<i>end a disagreement, reconcile</i>
miss out	<i>lose the chance for something good</i>
pay off	<i>be worthwhile</i>
pick up	<i>improve</i>
play around	<i>have fun</i>
run out	<i>not have enough</i>
show up	<i>appear</i>
sign up	<i>register</i>
sit down	<i>take a seat</i>
slip up	<i>make a mistake</i>
stand up	<i>rise</i>
start over	<i>start again</i>
stay up	<i>remain awake</i>
straighten up	<i>make neat</i>
take off	<i>depart (a plane)</i>
turn out	<i>have a particular result</i>
turn up	<i>appear</i>
wake up	<i>stop sleeping</i>
watch out	<i>be careful</i>
work out	1. <i>be resolved</i> 2. <i>exercise</i>

19 Modals and Their Functions

A. SOCIAL MODALS AND EXPRESSIONS

FUNCTION	MODAL OR EXPRESSION*	TIME	EXAMPLES
Ability	can can't	Present	<ul style="list-style-type: none"> • Sam can swim. • He can't skate.
	could could not	Past	<ul style="list-style-type: none"> • We could swim last year. • We couldn't skate.
	be able to* not be able to*	All verb forms	<ul style="list-style-type: none"> • Lea is able to run fast. • She wasn't able to run fast last year.
Advice	should shouldn't ought to** had better** had better not**	Present or Future	<ul style="list-style-type: none"> • You should study more. • You shouldn't miss class. • We ought to leave. • We'd better go. • We'd better not stay.
Advisability in the Past and Regret or Blame	should have should not have ought to have could have might have	Past	<ul style="list-style-type: none"> • I should have become a doctor. • I shouldn't have wasted time. • He ought to have told me. • She could have gone to college. • You might have called. I waited for hours.
Necessity	have to* not have to*	All verb forms	<ul style="list-style-type: none"> • He has to go now. • He doesn't have to go yet. • I had to go yesterday. • I will have to go soon.
	have got to* must	Present or Future	<ul style="list-style-type: none"> • He's got to leave! • You must use a pen for the test.
Permission	can	Present or Future	<ul style="list-style-type: none"> • Can I sit here? • Can I call tomorrow? • Yes, you can. • No, you can't. Sorry. • Could he leave now? • May I borrow your pen? • Yes, you may. • No, you may not. Sorry.
	can't could may		
	may not		
Prohibition	must not can't	Present or Future	<ul style="list-style-type: none"> • You must not drive without a license. • You can't drive without a license.
Requests	can	Present or Future	<ul style="list-style-type: none"> • Can you close the door, please? • Sure, I can. • Sorry, I can't. • Could you please answer the phone? • Will you wash the dishes, please? • Would you please mail this letter?
	can't could will would		

*The meaning of this expression is similar to the meaning of a modal. Unlike a modal, it has -s for third person singular.

**The meaning of this expression is similar to the meaning of a modal. Like a modal, it has no -s for third person singular.

B. LOGICAL MODALS AND EXPRESSIONS

FUNCTION	LOGICAL MODAL OR EXPRESSION	TIME	EXAMPLES
Impossibility	can't	Present or Future	• That can't be Ana. She left for France yesterday.
	couldn't		• It can't snow tomorrow. It's going to be too warm. • He couldn't be guilty. He wasn't in town when the crime occurred. • The teacher couldn't give the test tomorrow. Tomorrow's Saturday.
	couldn't have	Past	• You couldn't have failed . You studied so hard.
Possibility	must must not have to* have got to* may	Present	• This must be her house. Her name is on the door. • She must not be home. I don't see her car. • She has to know him. They went to school together. • He's got to be guilty. We saw him do it. • She may be home now.
	may not might might not could	Present or Future	• It may not rain tomorrow. • Lee might be sick today. • He might not come to class. • They could be at the library. • It could rain tomorrow.
	may have may not have might have might not have could have	Past	• They may have left already. I don't see them. • They may not have arrived yet. • He might have called . I'll check my phone messages. • He might not have left a message. • She could have forgotten to mail the letter.

*The meaning of this expression is similar to the meaning of a modal. Unlike a modal, it has -s for third person singular.

20 Irregular Plural Nouns

SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
analysis	analyses	half	halves	person	people	deer	deer
basis	bases	knife	knives	man	men	fish	fish
crisis	crises	leaf	leaves	woman	women	sheep	sheep
hypothesis	hypotheses	life	lives	child	children		
		loaf	loaves	foot	feet		
		shelf	shelves	tooth	teeth		
		wife	wives	goose	geese		
				mouse	mice		

21 Spelling Rules for the Simple Present: Third-Person Singular (*he, she, it*)

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 a consonant + **y**.

study	studies
hurry	hurries
dry	dries

Do not change the **y** when the base form ends in a vowel + **y**. Add **-s**.

play	plays
enjoy	enjoys

4. A few verbs are irregular.

be	is
do	does
go	goes
have	has

22 Spelling Rules for Base Form of Verb + **-ing** (Progressive and Gerund)

1. Add **-ing** to the base form of the verb.

read	reading
stand	standing

2. If a 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 a consonant-vowel-consonant combination (CVC), double the last consonant before adding **-ing**.

C V C	
↓ ↓ ↓	
s i t	sitting
C V C	
↓ ↓ ↓	
p l a n	planning

Do not double the last consonant in words that end in **-w, -x, or -y**.

sew	sewing
fix	fixing
play	playing

4. In verbs of two or more syllables that end in a consonant-vowel-consonant combination, 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 a verb ends in **-ie**, change the **ie** to **y** before adding **-ing**.

die	dying
-----	-------

*The symbol ' shows main stress.

23 Spelling Rules for the Simple Past of Regular Verbs

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 words, if the last three letters are a consonant-vowel-consonant combination (CVC), double the last consonant before adding **-ed**.

 C V C
 ↓ ↓ ↓
 h o p hopped

 C V C
 ↓ ↓ ↓
p l a n planned

Do not double the last consonant of one-syllable words ending in **-w**, **-x**, or **-y**.

bow bowed
mix mixed
play played

4. In words of two or more syllables that end in a consonant-vowel-consonant combination, double the last consonant only if the last syllable is stressed.*

prefér preferred (The last syllable is stressed, so double the *r*.)

visít visited (The last syllable is not stressed, so don't double the *t*.)

5. If the verb ends in a consonant + **y**, change the **y** to **i** and add **-ed**.

worry worried
cry cried

6. If the verb ends in a vowel + **y**, add **-ed**. (Do not change the **y** to **i**.)

play played
annoy annoyed

Exceptions: lay—laid, pay—paid, say—said

*The symbol ' shows main stress.

24 Spelling Rules for the Comparative (-er) and Superlative (-est) of Adjectives

1. Add **-er** to one-syllable adjectives to form the comparative. Add **-est** to one-syllable adjectives to form the superlative.

cheap cheaper cheapest
bright brighter brightest

2. If the adjective ends in **-e**, add **-r** or **-st**.

nice nicer nicest

3. If the adjective ends in a consonant + **y**, change **y** to **i** before you add **-er** or **-est**.

pretty prettier prettiest

Exception: shy shyer shyest

4. In one-syllable words, if the last three letters are a consonant-vowel-consonant combination (CVC), double the last consonant before adding **-er** or **-est**.

 C V C
 ↓ ↓ ↓
 b i g bigger biggest

Do not double the consonant in words ending in **-w** or **-y**.

slow slower slowest
gray grayer grayest

25 Spelling Rules for Adverbs Ending in -ly

1. Add **-ly** to the corresponding adjective.

nice nicely
quiet quietly
beautiful beautifully

2. If the adjective ends in a consonant + **y**, change the **y** to **i** before adding **-ly**.

easy easily

3. If the adjective ends in **-le**, drop the **e** and add **-y**.

possible possibly

Do not drop the **e** for other adjectives ending in **-e**.

extreme extremely

Exception: true truly

4. If the adjective ends in **-ic**, add **-ally**.

basic basically
fantastic fantastically

26 Direct Speech: Punctuation Rules

Direct speech may either follow or come before the reporting verb. When direct speech follows the reporting verb:

- Put a comma after the reporting verb.
- Use opening quotation marks (“”) before the first word of the direct speech.
- Begin the quotation with a capital letter.
- Use the appropriate end punctuation for the direct speech. It may be a period (.), a question mark (?), or an exclamation point (!).
- Put closing quotation marks (”) after the end punctuation of the quotation.

Examples: He said, “I had a good time.”
She asked, “Where’s the party?”
They shouted, “Be careful!”

When direct speech comes before the reporting verb:

- Begin the sentence with opening quotation marks (“”).
- Use the appropriate end punctuation for the direct speech. If the direct speech is a statement, use a comma (,). If the direct speech is a question, use a question mark (?). If the direct speech is an exclamation, use an exclamation point (!).
- Use closing quotation marks after the end punctuation for the direct speech (”).
- Begin the reporting clause with a lowercase letter.
- Use a period at the end of the main sentence (.).

Examples: “I had a good time,” he said.
“Where’s the party?” she asked.
“Be careful!” they shouted.

27 Pronunciation Table

🔊 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	ʃ	ship, machine, station, special, discussion
ɪ	bit, did	ə-	shirt, murder	b	back, rubber		
eɪ	date, paid	aɪ	bite, cry, buy, eye	t	tie	ʒ	measure, vision
ɛ	bet, bed	aʊ	about, how	d	die	h	hot, who
æ	bat, bad	ɔɪ	voice, boy	k	came, key, quick	m	men
ɑ	box, odd, father	ɪr	beer	g	game, guest	n	sun, know, pneumonia
ɔ	bought, dog	ɛr	bare	tʃ	church, nature, watch		
oʊ	boat, road	ɑr	bar	dʒ	judge, general, major	ɪŋ	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
				z	zip, please, goes		

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Pronunciation Rules for the Simple Present: Third-Person Singular (*he, she, it*)

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/, /ð/, /m/, /n/, /ŋ/, /l/, and /r/.

describe	describes
spend	spends
hug	hugs
live	lives
bathe	bathes
seem	seems
remain	remains
sing	sings
tell	tells
lower	lowers

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/, /ʒ/, and /dʒ/. /ɪz/ adds a syllable to the verb.

relax	relaxes
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/

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Pronunciation Rules for the Simple Past of Regular Verbs

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/, /t/, /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
hug	hugged
live	lived
surprise	surprised

massage	massaged
change	changed
rhyme	rhymed
return	returned
bang	banged
enroll	enrolled
appear	appeared
bathe	bathed

4. The final sound is pronounced /d/ after all vowel sounds.

agree	agreed
play	played
die	died
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

30 | Capitalization and Punctuation Rules

	Use for . . .	EXAMPLE
capital letter	<ul style="list-style-type: none"> the pronoun <i>I</i> proper nouns the first word of a sentence. 	<p>Tomorrow I will be here at 2:00.</p> <p>His name is Karl. He lives in Germany.</p> <p>When does the train leave? At 2:00.</p>
apostrophe (')	<ul style="list-style-type: none"> possessive nouns contractions 	<p>Is that Marta's coat?</p> <p>That's not hers. It's mine.</p>
comma (,)	<ul style="list-style-type: none"> after items in a list before sentence connectors <i>and</i>, <i>but</i>, <i>or</i>, and <i>so</i> after the first part of a sentence that begins with because after the first part of a sentence that begins with a preposition after the first part of a sentence that begins with a time clause or an <i>if</i> clause before and after a non-identifying adjective clause in the middle of a sentence before a non-identifying adjective clause at the end of a sentence 	<p>He bought apples, pears, oranges, and bananas.</p> <p>They watched TV, and she played video games.</p> <p>Because it's raining, we're not walking to work.</p> <p>Across from the post office, there's a good restaurant.</p> <p>After he arrived, we ate dinner.</p> <p>If it rains, we won't go.</p> <p>Tony, who lives in Paris, e-mails me every day.</p> <p>I get e-mails every day from Tony, who lives in Paris.</p>
exclamation mark (!)	<ul style="list-style-type: none"> at the end of a sentence to show surprise or a strong feeling 	<p>You're here! That's great!</p> <p>Stop! A car is coming!</p>
period (.)	<ul style="list-style-type: none"> at the end of a statement 	<p>Today is Wednesday.</p>
question mark (?)	<ul style="list-style-type: none"> at the end of a question 	<p>What day is today?</p>

GLOSSARY OF GRAMMAR TERMS

action verb a verb that describes an action.

- *Alicia **ran** home.*

active sentence a sentence that focuses on the agent (the person or thing doing the action).

- ***Ari** kicked the ball.*

addition a clause or a short sentence that follows a statement and expresses similarity to or contrast with the information in the statement.

- *Pedro is tall, **and so is Alex**.*
- *Trish doesn't like sports. **Neither does her sister**.*

adjective a word that describes a noun or pronoun.

- *It's a **good** plan, and it's not **difficult**.*

adjective clause a clause that identifies or gives additional information about a noun.

- *The woman **who called you** didn't leave her name.*
- *Samir, **who you met yesterday**, works in the lab.*

adverb a word that describes a verb, an adjective, or another adverb.

- *She drives **carefully**.*
- *She's a **very** good driver.*
- *She drives **really** well.*

affirmative a statement or answer meaning **yes**.

- *He **works**.* (affirmative statement)
- ***Yes, he does**.* (affirmative short answer)

agent the person or thing doing the action in a sentence. In passive sentences, the word **by** is used before the agent.

- *This magazine is published **by National Geographic**.*

article a word that goes before a noun. The **indefinite** articles are **a** and **an**.

- *I ate **a** sandwich and **an** apple.*

The **definite** article is **the**.

- *I didn't like **the** sandwich. **The** apple was good.*

auxiliary verb (also called **helping verb**) a verb used with a main verb. **Be, do, and have** are often auxiliary verbs. Modals (**can, should, may, must** . . .) are also auxiliary verbs.

- *I **am** exercising right now.*
- *I **should** exercise every day.*
- ***Do** you like to exercise?*

base form the simple form of a verb without any endings (-s, -ed, -ing) or other changes.

- **be, have, go, drive**

clause a group of words that has a subject and a verb. A sentence can have one or more clauses.

- *We are leaving now.* (one clause)
- *If it rains, we won't go.* (two clauses)

common noun a word for a person, place, or thing (but not the name of the person, place, or thing).

- *Teresa lives in a **house** near the **beach**.*

comparative the form of an adjective or adverb that shows the difference between two people, places, or things.

- *Alain is **shorter** than Brendan.* (adjective)
- *Brendan runs **faster** than Alain.* (adverb)

conditional sentence a sentence that describes a condition and its result. The sentence can be about the past, the present, or the future. The condition and result can be real or unreal.

- *If it rains, I **won't** go.* (future, real)
- *If it **had** rained, I **wouldn't** have gone.* (past, unreal)

continuous See **progressive**.

contraction a short form of a word or words. An apostrophe (') replaces the letter or letters.

- **she's** = *she is*
- **can't** = *cannot*

count noun a noun you can count. It has a singular and a plural form.

- *one book, two books*

definite article *the*. This article goes before a noun that refers to a specific person, place, or thing.

- *Please bring me **the book on the table**. I'm almost finished reading it.*

dependent clause (also called **subordinate clause**) a clause that needs a main clause for its meaning.

- ***If I get home early**, I'll call you.*

direct object a noun or pronoun that receives the action of a verb.

- *Marta kicked **the ball**. I saw **her**.*

direct speech language that gives the exact words a speaker used. In writing, quotation marks come before and after the speaker's words.

- *"**I saw Bob yesterday**," she said.*
- *"**Is he in school?**"*

embedded question a question that is inside another sentence.

- *I don't know **where the restaurant is**.*
- *Do you know **if it's on Tenth Street?***

formal language used in business situations or with adults you do not know.

- *Good afternoon, Mr. Rivera. Please have a seat.*

gerund a word formed with **verb + -ing** that can be used as a subject or an object.

- ***Swimming** is great exercise.*
- *I enjoy **swimming**.*

helping verb See **auxiliary verb**.

identifying adjective clause a clause that identifies which member of a group the sentence is about.

- *There are ten students in the class. The student **who sits in front of me** is from Russia.*

if clause the clause that states the condition in a conditional sentence.

- ***If I had known you were here**, I would have called you.*

imperative a sentence that gives a command or instructions.

- ***Hurry!***
- ***Don't touch that!***

indefinite article *a* or *an*. These articles go before a noun that does not refer to a specific person, place, or thing.

- *Can you bring me **a book**? I'm looking for something to read.*

indefinite pronoun a pronoun such as *someone, something, anyone, anything, anywhere, no one, nothing, everyone*, and *everything*. An indefinite pronoun does not refer to a specific person, place, or thing.

- ***Someone** called you last night.*
- *Did **anything** happen?*

indirect object a noun or pronoun (often a person) that receives something as the result of the action of the verb.

- *I told **John** the story.*
- *He gave **me** some good advice.*

indirect speech language that reports what a speaker said without using the exact words.

- *Ann said **she had seen Bob the day before**.*
- *She asked **if he was in school**.*

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

- *I want **to leave** now.*

infinitive of purpose (**in order**) **to + base form** of the verb. This form gives the reason for an action.

- *I go to school **in order to learn** English.*

informal language used with family, friends, and children.

- *Hi, Pete. Sit down.*

information question See **wh- question**.

inseparable phrasal verb a phrasal verb whose parts must stay together.

- *We **ran into** Tomás at the supermarket.*
(Not: *We ran Tomás into. . .*)

intransitive verb a verb that does not have an object.

- *She **paints**.*
- *We **fell**.*

irregular a word that does not change its form in the usual way.

- **Go** is an **irregular verb**. Its simple past (**went**) does not end in -ed.

main clause a clause that can stand alone as a sentence.

- **I called my friend Tom**, who lives in Chicago.

main verb a verb that describes an action or state. It is often used with an auxiliary verb.

- Jared is **calling**.
- Does he **call** every day?

modal a type of auxiliary verb. It goes before a main verb and expresses ideas such as ability, advice, permission, and possibility. **Can, could, will, would, may, might, should, and must** are modals.

- **Can** you swim?
- You really **should** learn to swim.

negative a statement or answer meaning **no**.

- He **doesn't** work. (negative statement)
- **No**, he **doesn't**. (negative short answer)

non-action verb a verb that does not describe an action. It describes such things as thoughts, feelings, and senses.

- I **remember** that word.
- Chris **loves** ice cream.
- It **tastes** great.

non-count noun a noun you usually do not count (**air, water, rice, love** . . .). It has only a singular form.

- The **rice** is delicious.

nonidentifying adjective clause (also called **nonrestrictive adjective clause**) a clause that gives additional information about the noun it refers to. The information is not necessary to identify the noun.

- My sister Diana, **who usually hates sports**, recently started tennis lessons.

nonrestrictive adjective clause See **nonidentifying adjective clause**.

noun a word for a person, place, or thing.

- My **sister, Anne**, works in an **office**.
- She uses a **computer**.

object a noun or a pronoun that receives the action of a verb.

- Layla threw **the ball**.
- She threw **it** to Tom.

object pronoun a pronoun (**me, you, him, her, it, us, them**) that receives the action of the verb.

- I gave **her** a book.
- I gave **it** to **her**.

object relative pronoun a relative pronoun that is an object in an adjective clause.

- I'm reading a book **that** I really like.

paragraph a group of sentences, usually about one topic.

particle a word that looks like a preposition and combines with a main verb to form a phrasal verb. It often changes the meaning of the main verb.

- He looked the word **up**. (He looked for the meaning of the word in the dictionary.)

passive causative a sentence formed with **have** or **get + object + past participle**. It is used to talk about services that you arrange for someone to do for you.

- She **had the car checked** at the service station.
- He's going to **get his hair cut** by André.

passive sentence a sentence that focuses on the object (the person or thing receiving the action). The passive is formed with **be + past participle**.

- **The ball was kicked** by Ari.

past participle a verb form (**verb + -ed**). It can also be irregular. It is used to form the present perfect, past perfect, and future perfect. It can also be an adjective.

- We've **lived** here since April.
- They had **spoken** before.
- She's **interested** in math.

phrasal verb (also called **two-word verb**) a verb that has two parts (**verb + particle**). The meaning is often different from the meaning of its separate parts.

- He **grew up** in Texas. (became an adult)
- His parents **brought him up** to be honest. (raised)

phrase a group of words that forms a unit but does not have a main verb. Many phrases give information about time or place.

- *Last year, we were living in Canada.*

plural two or more.

- *There **are** three **people** in the restaurant.*
- ***They** are eating dinner.*
- *We saw **them**.*

possessive nouns, pronouns, or adjectives that show a relationship or show that someone owns something.

- *Zach is **Megan's** brother.* (possessive noun)
- *Is that car **his**?* (possessive pronoun)
- *That's **his** car.* (possessive adjective)

predicate the part of a sentence that has the main verb. It tells what the subject is doing or describes the subject.

- *My sister **works for a travel agency**.*

preposition a word that goes before a noun or a pronoun to show time, place, or direction.

- *I went **to** the bank **on** Monday. It's **next to** my office.*
- A preposition also goes before nouns, pronouns, and gerunds in expressions with verbs and adjectives.
- *We rely **on** him.*
 - *She's accustomed **to** getting up early*

progressive (also called **continuous**) the verb form **be + verb + -ing**. It focuses on the continuation (not the completion) of an action.

- *She's **reading** the paper.*
- *We **were watching** TV when you called.*

pronoun a word used in place of a noun.

- *That's my brother. You met **him** at my party.*

proper noun a noun that is the name of a person, place, or thing. It begins with a capital letter.

- *Maria goes to **Central High School**.*
- *It's on **High Street**.*

punctuation marks used in writing (period, comma, . . .) that make the meaning clear. For example, a period (.) shows the end of a sentence. It also shows that the sentence is a statement, not a question.

quantifier a word or phrase that shows an amount (but not an exact amount). It often comes before a noun.

- *Josh bought **a lot of** books last year.*
- *He doesn't have **much** money.*

question See **yes / no question** and **wh- question**.

question word See **wh- word**.

quoted speech See **direct speech**.

real conditional sentence a sentence that talks about general truths, habits, or things that happen again and again. It can also talk about things that will happen in the future under certain circumstances.

- *If it rains, he takes the bus.*
- *If it rains tomorrow, we'll take the bus with him.*

regular a word that changes its form in the usual way.

- *Play is a **regular** verb. Its simple past form (**played**) ends in **-ed**.*

relative pronoun a word that connects an adjective clause to a noun in the main clause.

- *He's the man **who** lives next door.*
- *I'm reading a book **that** I really like.*

reported speech See **indirect speech**.

reporting verb a verb such as **said, told, or asked**. It introduces direct and indirect speech. It can also come after the quotation in direct speech.

- *She **said**, "I'm going to be late." OR "I'm going to be late," she **said**.*
- *She **told** me that she was going to be late.*

restrictive adjective clause See **identifying adjective clause**.

result clause the clause in a conditional sentence that talks about what happens if the condition occurs.

- *If it rains, **I'll stay home**.*
- *If I had a million dollars, **I would travel**.*
- *If I had had your phone number, **I would have called you**.*

sentence a group of words that has a subject and a main verb.

- *Computers are very useful.*

separable phrasal verb a phrasal verb whose parts can separate.

- Tom **looked the word up** in a dictionary.
- He **looked it up**.

short answer an answer to a *yes / no* question.

A: *Did you call me last night?*

B: *No, I didn't.* OR *No.*

singular one.

- They have a **sister**.
- She works in a **hospital**.

statement a sentence that gives information. In writing, it ends in a period.

- Today is Monday.

stative verb See **non-action verb**.

subject the person, place, or thing that the sentence is about.

- Ms. Chen teaches English.
- Her class is interesting.

subject pronoun a pronoun that shows the person (*I, you, he, she, it, we, they*) that the sentence is about.

- I read a lot.
- She reads a lot too.

subject relative pronoun a relative pronoun that is the subject of an adjective clause.

- He's the man **who** lives next door.

subordinate clause See **dependent clause**.

superlative the form of an adjective or adverb that is used to compare a person, place, or thing to a group of people, places, or things.

- Cindi is **the shortest** player on the team. (adjective)
- She dances **the most gracefully**. (adverb)

tag question a statement + tag. The **tag** is a short question at the end of the statement. Tag questions check information or comment on a situation.

- You're Jack Thompson, **aren't you?**
- It's a nice day, **isn't it?**

tense the form of a verb that shows the time of the action.

- **simple present:** Fabio **talks** to his friend every day.
- **simple past:** Fabio **talked** to his teacher yesterday.

third-person singular the pronouns *he, she,* and *it* or a singular noun. In the simple present, the third-person-singular verb ends in *-s* or *-es*.

- Tomás **works** in an office. (Tomás = he)

three-word verb a phrasal verb + preposition.

- Slow down! I can't **keep up with** you.

time clause a clause that begins with a time word such as *when, before, after, while,* or *as soon as*.

- I'll call you **when I get home**.

transitive verb a verb that has an object.

- She **likes** apples.

two-word verb See **phrasal verb**.

unreal conditional sentence a sentence that talks about unreal conditions and their unreal results. The condition and its result can be untrue, imagined, or impossible.

- *If I were a bird, I would fly around the world.*
- *If you had called, I would have invited you to the party.*

verb a word that describes what the subject of the sentence does, thinks, feels, senses, or owns.

- They **run** two miles every day.
- She **loved** that movie.
- He **has** a new camera.

wh- question (also called **information question**) a question that begins with a *wh-* word. You answer a *wh-* question with information.

A: *Where* are you going?

B: *To the store.*

wh- word a question word such as *who, what, when, where, which, why, how,* and *how much*. It can begin a *wh-* question or an embedded question.

- **Who** is that?
- **What** did you see?
- **When** does the movie usually start?
- I don't know **how much** it costs.

yes / no question a question that begins with a form of *be* or an auxiliary verb. You can answer a *yes / no* question with *yes* or *no*.

A: *Are you a student?*

B: *Yes, I am.* OR *No, I'm not.*

REVIEW TESTS ANSWER KEY

Note: In this answer key, where the contracted verb form is given, it is the preferred form, though the full form is also acceptable. Where the full verb form is given, it is the preferred form, though the contracted form is also acceptable.

PART I

I

(Units 1–4)

- | | |
|---------------------|------------------|
| 2. are discussing | 12. sounds |
| 3. Are you thinking | 13. has accepted |
| 4. wondered | 14. think |
| 5. love | 15. means |
| 6. agree | 16. roasted |
| 7. argue | 17. had become |
| 8. claim | 18. stood |
| 9. has | 19. talked |
| 10. used | 20. was |
| 11. called | 21. seems |
| | 22. is |

II

(Units 1–4)

- b. 's been happening
 - c. have
 - d. moved
 - e. bought
 - f. had been looking
 - g. had been planning
 - h. decided
 - i. is
 - j. Have you ever been
 - k. have
- a. tried
 - b. 've already eaten
 - c. smell
 - d. 'm thinking
 - e. saw
 - f. looked
- a. Have you met
 - b. calls
 - c. What does she do
 - d. was working
 - e. laid off
 - f. lost
 - g. have been cutting
 - h. liked
 - i. 's trying
- a. Have Al and Jack
 - b. got
 - c. 're staying
 - d. sounds

- e. need
- f. have been
- g. met
- h. are they doing
- i. 're taking
- j. have been learning

III

(Units 1–4)

- | | | | |
|------|------|-------|-------|
| 2. A | 6. D | 9. C | 12. C |
| 3. C | 7. B | 10. D | 13. A |
| 4. A | 8. C | 11. C | 14. D |
| 5. B | | | |

IV

(Units 1–4)

- | | |
|---|------------------------------------|
| 2. mentioned | 13. got |
| 3. don't look | 14. didn't mind |
| 4. guess | 15. was |
| 5. did . . . decide | 16. met |
| 6. was | 17. 've wanted OR 've been wanting |
| 7. loved | 18. understand |
| 8. was | 19. have . . . had |
| 9. had read | 20. 've been following |
| 10. knew | 21. haven't been able to |
| 11. wanted | 22. worry |
| 12. 're attending OR 've been attending | |

V

(Units 1–4)

have been staying
Jack and I are staying at the Splendor for almost a week already. We've been spending a lot of time at the beach swimming and water-skiing, and

've been taking
I was taking scuba lessons in the hotel pool for

I was planning OR I'd been planning OR I planned
several days now. Yesterday, I've been planning to take my first dive from a boat. Unfortunately, by

had changed
the time we left shore, the weather has changed. We had to cancel the dive. This morning it was still a little cloudy, so we did something different. We

decided
were deciding to visit the Castle, an old pirate stronghold in Hideaway Bay. We had both read a little about it before we left, and it really sounded

fascinating. So we've ^{we rented} rented a motorbike and took off. They aren't ^{don't have} having any road signs here outside of town, so by the time we found the Castle, we've ^{we'd been driving} been driving for about an hour. It was fun, though. When we were ^{saw} seeing the Castle, dark clouds were drifting over it. It really looked spooky and beautiful.

Well, the weather has ^{is getting} cleared, and Jack gets ready to go for a dive. I think I'll join him.

PART II

I (Unit 5)

2. I'll mail
3. We're going to go
4. They're going to crash
5. I'm graduating
6. I get
7. I'll see
8. I finish, I start
9. I won't be, I'll take
10. you do

II (Units 5–6)

2. you'll have been studying
3. I'll have graduated
4. what'll you be doing
5. I'll be looking
6. I won't have graduated
7. I'm going to be getting ready
8. you'll be sitting
9. I go
10. I get
11. you'll have found
12. I'm learning
13. you'll be starting

III (Units 5–6)

- | | | |
|------|------|-------|
| 2. A | 5. A | 8. C |
| 3. D | 6. B | 9. A |
| 4. B | 7. D | 10. C |

IV (Units 5–6)

2. won't be driving OR aren't going to be driving
3. 'll have driven
4. won't be polluting OR aren't going to be polluting
5. won't be spending OR aren't going to be spending
6. will . . . be taking OR are . . . going to be taking
7. 'll be working OR 's going to be working

8. 'll have completed
9. 'll have been teaching OR 'll have taught
10. won't have graded

V (Units 5–6)

- | | | |
|------|------|------|
| 2. A | 4. B | 6. D |
| 3. C | 5. A | 7. B |

PART III

I (Unit 7)

2. is
3. Doesn't . . . produce
4. Aren't . . . planting OR Don't . . . plant
5. exports
6. hasn't . . . been
7. visited
8. Didn't . . . name
9. doesn't use
10. Don't . . . speak

II (Unit 7)

- | | |
|--------------|-----------------|
| 2. hasn't he | 7. Aren't |
| 3. have they | 8. shouldn't we |
| 4. Didn't | 9. Won't |
| 5. had they | 10. won't we |
| 6. do they | 11. Isn't |

III (Units 7–8)

- | | | | | |
|------|------|------|------|-------|
| 2. A | 4. B | 6. A | 8. B | 10. A |
| 3. C | 5. D | 7. A | 9. C | |

IV (Unit 8)

- | | |
|-----------------|-------------------|
| 2. Neither does | 7. am too |
| 3. So does | 8. doesn't either |
| 4. did too | 9. Neither should |
| 5. was too | 10. So am |
| 6. So would | |

V (Units 7–8)

I'm a pretty bad letter writer, ^{aren't} amn't I? How are you? You didn't mention Marta in your last letter.

^{Aren't} Don't you roommates anymore? My new roommate's name is Rafaella. We have a lot in

common. She's 18, and so ^{am I} I am. She lived in Chicago, and, of course, I did too. We have the same study habits too. She doesn't stay up late,

and neither ^{do} don't I.

Luckily, there are some important differences too. You remember what my room looked like at

home, ^{don't} didn't you? Well, I'm not very neat, but Rafaella is. I can't cook, but she can ^{do} too. So life is

improving. You have a break soon, ^{don't} do you? Why don't you come for a visit? I know the three of us would have a good time.

PART IV

- I** (Units 9–10)
 2. C 6. D 10. C 14. D
 3. A 7. B 11. B 15. A
 4. D 8. A 12. B
 5. C 9. D 13. C

- II** (Units 9–10)
 2. driving 13. having to
 3. suspending 14. feeling OR to feel
 4. to drive 15. to prevent OR
 prevent
 6. being 16. not to use
 7. passing 17. to buckle up
 8. not to take 18. ride
 9. to give 19. driving
 10. pay 20. behave
 11. to be 21. saving
 12. obeying 22. to make

- III** (Units 9–10)
 2. A 4. C 6. A 8. A
 3. D 5. B 7. D

- IV** (Units 9–10)
 2. urges Alicia to ask
 3. lets students stay
 4. doesn't mind my daughter's (OR daughter) recording
 5. appreciates the teacher's (OR teacher) being
 6. are used to Ms. Allen's (OR Ms. Allen) demanding
 7. makes them take
 8. gets them to help
 9. wants them to do
 10. are happy with her teaching

- V** (Units 9–10)
 2. is letting OR is going to let OR will let Caryn use
 3. afford to buy
 4. persuaded Caryn to take
 5. invited Jason to join
 6. quit eating OR has quit eating
 7. offered to lift
 8. suggested turning on
 9. made Dan show him OR her
 10. denied calling Caryn

PART V

- I** (Units 11–12)
 2. out 7. with
 3. up 8. out
 4. over 9. out
 5. over 10. over
 6. in 11. up

12. down, up 18. off
 13. up 19. through with
 14. in 20. away
 15. up with 21. off
 16. out 22. up, back
 17. back

- II** (Units 11–12)
 2. C 6. D 10. D 14. B
 3. D 7. B 11. D 15. B
 4. A 8. C 12. C
 5. B 9. C 13. A

- III** (Units 11–12)
 2. call it off
 3. carry it out
 4. switched it on
 5. get along with John OR him
 6. keep away from them
 7. put it back
 8. taken them off
 9. wake her up
 10. work them out

- IV** (Units 11–12)
 2. A 5. D 8. D 11. D
 3. D 6. D 9. D 12. D
 4. A 7. A 10. B

- V** (Units 11–12)
 2. Please don't throw them away.
 3. The teacher turned down my topic proposal (OR turned my topic proposal down).
 4. All forms must be turned in by April 8.
 5. They could blow up.
 6. Don't give up hope.
 7. You left it out.
 8. The students didn't let me down.
 9. Can someone point out what the mistake is?
 10. Don't just show up without one.

PART VI

- I** (Units 13–14)
 2. who 8. who
 3. who 9. that
 4. where 10. which
 5. whose 11. when
 6. which 12. when
 7. which

- II** (Units 13–14)
 2. She lives in the house which (OR that) is across the street.
 3. This is the time of year when (OR that) she always goes away.

4. She travels with her older sister, who lives in Connecticut.
5. This year they're taking a trip with the car that (OR which) she just bought.
6. They're going to Miami, where they grew up.
7. They have a lot of relatives in Florida, who(m) they haven't seen in years.
8. The family is going to have a reunion, which they've been planning all year.
9. They'll be staying with their Aunt Sonya, whose house is right on a canal.
10. They really need this vacation, which they've been looking forward to all year.

III (Units 13–14)

- | | | |
|------|------|-------|
| 2. C | 6. B | 10. C |
| 3. C | 7. A | 11. C |
| 4. C | 8. B | |
| 5. B | 9. C | |

IV (Units 13–14)

- | | | |
|------|------|-------|
| 2. D | 5. B | 8. C |
| 3. B | 6. C | 9. B |
| 4. C | 7. D | 10. C |

V (Units 13–14)

There is an old German proverb that says, *which OR that OR no relative pronoun* “Friendship is a plant who we must often water.” This means that we have to nurture our relationships to make them grow and flourish. A relationship that you neglect will wilt and die.

When I was ten, my family moved from Germany to the United States. There I had a “friend” (whom I will call Jack) who ~~he~~ never invited me to do things with him. Jack lived in a *which OR that OR no relative pronoun* house where I never got to see even though it was just a few blocks away from mine. He had family and friends whom I never met. Of course, today I realize that Jack really wasn't a friend at all. He was what in Germany is called a *Bekannter*—

know someone who you *know*—an acquaintance. And for an acquaintance, his behavior was fine. I got *when OR no relative pronoun* confused on the day where Jack referred to me as his friend.

“Friend” is a word that has a different set of expectations for me. In Germany, that word is reserved for people with *whom* that one is really close. I learned through the experience with Jack that although you can translate a word from one language to another, the meaning can still be different. Today I have friends from many

countries. I also have many acquaintances *whose* friendships I have learned to value too.

PART VII

I (Units 15–17)

- | | |
|---------------|--------------------|
| 2. couldn't | 9. might have |
| 3. could have | 10. must have |
| 4. can't | 11. must not have |
| 5. must not | 12. could have |
| 6. 's got to | 13. shouldn't have |
| 7. has to | 14. shouldn't have |
| 8. should | 15. 'd better not |

II (Units 15–17)

2. may not have been
3. could have been
4. couldn't have been
5. should have studied
6. could . . . have done
7. shouldn't have missed
8. ought to have copied
9. must have come

III (Units 15–17)

2. I should've watched the show about Easter Island.
3. It must've been very interesting.
4. The local library ought to have bought books about Easter Island.
5. Sara should've reminded me about it.
6. John could've told me about it.
7. He must not have remembered our conversation about it.
8. My roommate might've invited me to the party.
9. John might not have gotten an invitation.
10. He couldn't have forgotten our date.

IV (Units 15–17)

- | | | |
|------|------|-------|
| 2. B | 5. D | 8. B |
| 3. A | 6. B | 9. C |
| 4. C | 7. C | 10. A |

V (Units 15–17)

What a day! I guess I'd *better not* stay up so late anymore. This morning I should of *have* gotten up much earlier. When I got to the post office, the lines were *waited* already long. I must have *wait* at least half an hour. My boss was furious that I was late. He might *fire* me for lateness—even though I couldn't have worked during that time anyway. The computers

were down again! We must ^{have} had lost four hours because of that. While the system was down, some of us were able ^{to} go out to lunch. Later, we all felt sick. It had ^{to} ^{have} been the food—we all ate the same thing. On the way home, I got stuck in traffic. A trip that should ^{have} taken twenty minutes took forty-five. Tomorrow's Saturday. I just might ^{sleep} sleeping until noon.

PART VIII

I (Units 18–19)

2. leave
3. were mailed
4. have
5. were made
6. were confirmed
7. need
8. be met
9. rent
10. just handed
11. were sent
12. was done

II (Unit 19)

2. might be delivered
3. 'll be read
4. 'll be satisfied
5. have to be packed OR will have to be packed
6. ought to be told
7. could be extended
8. should be painted
9. has to be serviced
10. can be arranged

III (Units 18–20)

- | | | |
|------|------|-------|
| 2. C | 6. D | 10. A |
| 3. A | 7. B | 11. D |
| 4. B | 8. A | |
| 5. A | 9. C | |

IV (Unit 20)

2. have OR get . . . cleaned
3. have OR get . . . looked at
4. have OR get . . . painted
5. had OR got . . . designed
6. have OR get . . . delivered
7. have OR get . . . made up
8. have OR get . . . catered
9. Have OR Get . . . sent

V (Units 18–20)

2. is grown
3. are employed by the sugar industry
4. is exported
5. is struck by hurricanes
6. was popularized by Bob Marley
7. 's listened to (by people)

VI (Units 18–20)

- | | | |
|------|------|------|
| 2. C | 4. A | 6. A |
| 3. D | 5. D | 7. D |

PART IX

I (Units 21–24)

- | | | | |
|------|-------|-------|-------|
| 2. A | 8. A | 14. B | 20. B |
| 3. B | 9. C | 15. D | 21. A |
| 4. C | 10. A | 16. A | 22. D |
| 5. B | 11. A | 17. A | 23. A |
| 6. C | 12. B | 18. B | |
| 7. D | 13. D | 19. C | |

II (Units 21–24)

2. would have seen
3. tell
4. 'll spoil
5. would . . . have been
6. 'd been born
7. 'd had
8. wouldn't have grown up
9. hadn't grown up
10. wouldn't have met
11. hadn't taken
12. studied OR study
13. 'd pass OR 'll pass
14. don't get OR wouldn't get
15. study OR studied
16. were
17. 'd try

III (Units 21–24)

2. found
3. Would . . . keep
4. knew
5. hadn't gotten
6. would've borrowed
7. would've taken
8. weren't
9. would be
10. wouldn't have seen
11. had looked
12. have
13. discuss
14. doesn't belong
15. return

16. won't follow
17. obey
18. comes
19. 'll be

IV (Units 23–24)

2. I wish I had bought business-class tickets.
3. I wish the in-flight movie weren't *Back to the Future IV*.
4. I wish we hadn't gone to Disney World on vacation.
5. I wish we had gone (OR could have gone) to the beach.
6. I wish I (OR we lived) in Florida.
7. I wish my office could transfer me to Orlando.

V (Units 21–24)

- | | | |
|------|------|------|
| 2. B | 5. B | 7. A |
| 3. D | 6. C | 8. C |
| 4. A | | |

PART X

I (Units 25–28)

- | | |
|------------------------|------------------------|
| 1. b. last | |
| 2. a. would be | b. our |
| 3. a. told | b. they |
| 4. a. asked | b. was |
| 5. a. she | b. should bring |
| 6. a. told | b. not to bring |
| 7. a. 'd been planning | b. us |
| 8. a. didn't know how | b. our |
| 9. a. asked | b. if there was |
| 10. a. not to be | |
| 11. a. told | b. to take |
| 12. a. couldn't | b. the following night |
| 13. a. was | b. that day |
| 14. a. told | b. her |
| 15. a. had issued | b. that night |
| 16. a. would | b. that day |
| 17. a. had to drive | |
| 18. a. says | b. loves |
| 19. a. him | b. to shovel |
| 20. a. asked | b. his boots were |

II (Units 25–29)

- | | | |
|------|------|-------|
| 2. B | 5. B | 8. C |
| 3. D | 6. A | 9. D |
| 4. D | 7. D | 10. C |

III (Units 25–28)

- | | | |
|------|------|-------|
| 2. D | 5. C | 8. C |
| 3. A | 6. B | 9. D |
| 4. B | 7. A | 10. B |

IV (Units 25–28)

2. Jon told her (that) they had moved in three weeks before.
3. Nita asked if (OR whether) they liked (OR like) that place better than their old apartment.
4. Jon said (that) they liked (OR like) it a lot more.
5. Jon asked (her) when her cousin had arrived from Detroit.
6. Nita told him (that) he had just come the day before.
7. Jon said (that) it had been (OR has been) an incredible winter.
8. Nita said (that) the roads might close again with that storm.
9. Jon said not to drive that night.
10. Jon said to stay there with her cousin.
11. Nita told him (that) they should try to make it home.
12. Nita said (that) she had to walk her dog early the next morning.

V (Units 25–29)

Motorists returning home during last night's snow storm were pleasantly surprised. Early yesterday afternoon, forecasters had predicted that Route 10 *would* will close because of high winds. However, all major highways remained open last night. One woman, stopping for a newspaper on Woodmere Avenue at about midnight, told this reporter that she and her cousin *had* have almost decided to stay *that night* OR *last night* with a friend tonight, rather than drive home. Her cousin told me that *he* I had just arrived from Detroit, where the storm hit first. He said *that it had been a big one.* "that it had been a big one." School children seemed especially pleased. Yesterday morning, most schools announced that they will close at 1:00 P.M. Several kids at James Fox Elementary *were* reported that they are planning to spend that afternoon sledding and having snowball fights. Many people are wondering how *could* weather forecasters *could* have made such a big mistake. Carla Donati, the weather reporter for WCSX, said that they were not sure why this had happened. The National Weather Service has not commented.

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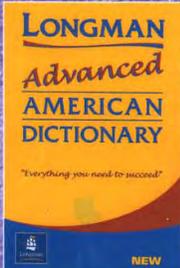
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