

WORKBOOK

2

Series Director: Diane Larsen-Freeman

# Grammar Dimensions

Form - Meaning - Use

4TH EDITION



مجموعه زبان ایرانیان

Cheryl Benz

Ann Roemer

irlanguage



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Series Director: **Diane Larsen-Freeman**

مرجع زبان ایرانیان

# **ir**language **Grammar Dimensions**

**Form • Meaning • Use**  
**Workbook**

**Cheryl Benz**  
**Ann Roemer**

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر بر خط و حامل به ثبت رسیده است.  
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# SIMPLE PRESENT

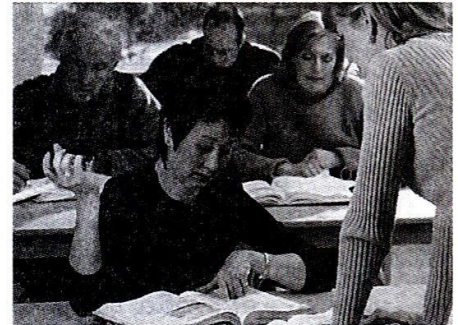
## Habits, Routines, and Facts



### EXERCISE 1 (Focus 1, page 2)

Read about the students in their writing class. Underline the verbs that tell about habits (things they do again and again, sometimes without realizing it) or routines (things they do regularly). The first one has been done for you as an example.

Writing is my favorite class because of my classmates. Even though they work hard to improve their writing, they like to have fun, too. Raul and Suzette study the hardest. They always listen carefully to the directions and raise their hands when they have a question. They like to help other students in the class, but they don't do the work for them. They encourage other students to write their own papers. Jean Marc is my best friend in the class. He always helps me with my writing assignments. Before I rewrite my papers, I always ask him to read them. He helps me see my mistakes.



There is only one student who doesn't participate in class—Yaniv. He always interrupts the teacher and whispers to other students. Sometimes he eats and drinks in class. Besides that, he never pays attention, and he hardly ever does his assignments.

### EXERCISE 2 (Focus 2, page 2)

Write five sentences about habits or routines of a good student. Then write five sentences about the habits or routines of a poor student.

#### A Good Student

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## A Poor Student

6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

### EXERCISE 3 (Focus 2, page 2)

The following chart lists the responses of some students to a survey. Using the information on the chart, answer the questions below in complete sentences. The first one has been done for you as an example.

DO YOU ...	YES	
discuss politics with native English speakers?	Raul	Yaniv
listen to the radio in English?	Valentina	Wan-Yin
watch movies or TV in English?	Mohammed	Yaniv
speak English at work or school?	Jean Marc Wan-Yin	Humberto
read English-language newspapers or magazines?	Suzette	Keiko
go to English class every day?	Maria	Tran
write letters in English?	Suzette	Raul
practice English with native speakers?	Roberto	Valentina

1. Who listens to the radio in English?  
Valentina listens to the radio in English.
2. Who writes letters in English?  
\_\_\_\_\_
3. Who doesn't read English-language newspapers or magazines?  
\_\_\_\_\_
4. Who never discusses politics with English speakers?  
\_\_\_\_\_



5. Who doesn't watch movies in English? \_\_\_\_\_
6. Who speaks English at work or at school? \_\_\_\_\_
7. Who goes to English class every day? \_\_\_\_\_
8. Who practices English with native speakers? \_\_\_\_\_
9. Who watches movies or TV in English? \_\_\_\_\_
10. Who never listens to the radio in English? \_\_\_\_\_

#### **EXERCISE 4** (Focus 2, page 2)

With a partner, take turns asking each other the eight questions from the chart in Exercise 3. Write your partner's short answers below.

**Example:**            You: *Do you discuss politics with native English speakers?*  
                          Your partner: *No, I don't.*  
                          You write: No, she doesn't.

- Partner's Name \_\_\_\_\_
1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
  8. \_\_\_\_\_

Now find a new partner. Tell your new partner the information you learned from your first partner.

**Example:** *Suzette doesn't discuss politics with native English speakers.*

-



## EXERCISE 6 (Focus 3, page 4)

Do you use several different strategies when you learn a different language, or do you depend on only one or two? Read the sentences below. For each, write the adverb of frequency that best describes your habits as you are learning English.

**Example:** *I usually practice saying new words in a sentence.*

1. I practice saying new words in sentences.
2. I remember new words by drawing pictures of them.
3. I try to speak like native English speakers.
4. I start conversations with native English speakers.
5. I take notes in English class.
6. I read my notes at home.
7. I try to think in English.
8. I look for similarities and differences between English and my language.
9. I ask English speakers to correct my pronunciation.
10. I try to notice my errors when I speak a language.

## EXERCISE 7 (Focus 3, page 4)

Rewrite the statements from Exercise 6 as questions. Ask a partner how often he or she uses each of the different strategies. Record the answers.

**Example:**            You ask: *How often do you practice new words in a sentence?*  
                         Your partner says: *I sometimes practice new words in sentences.*  
                         You write: She sometimes practices new words in sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# PRESENT PROGRESSIVE AND SIMPLE PRESENT

## Actions and Styles

### EXERCISE 1 (Focus 1, page 20)

Read the following paragraph and underline both the present progressive and the time expression that indicates that the action is in progress at or around the time of speaking. The first one has been done for you.

Mohammed is an exchange student from Saudi Arabia who's living in Toronto this academic year. His teachers and classmates are worried about him because he looks tired and is acting differently from the way he usually acts. He's usually very outgoing, and he talks and laughs with the other students, inside the classroom and out. But these days he isn't smiling much. Normally Mohammed has lunch in the cafeteria, but today he isn't there eating. He often goes outside to smoke a cigarette, but he's not there smoking today.

Finally someone asked Mohammed what was wrong. He explained that he is a Muslim (that is, a follower of Islam). In the lunar calendar, it's now the month of Ramadan, so he's fasting.\* This month he isn't eating, drinking, or smoking during the daylight hours. The purpose of Ramadan is to teach discipline, and the fasting teaches compassion for people who are hungry and thirsty.

Everyone at Mohammed's school is glad that he's all right and that he's just trying to be a good Muslim.

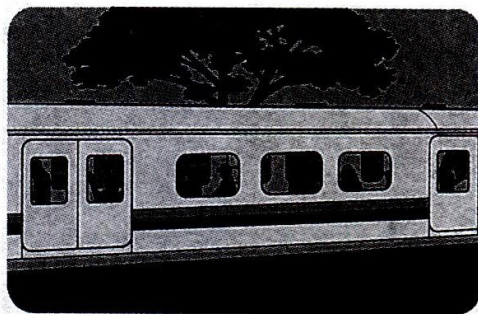
\*to fast: eat or drink little or nothing

### EXERCISE 2 (Focus 2, page 21)

Using the present progressive verbs listed below, complete the dialogues about the following pictures. Be careful: some of them are short answers, some are negative, and others need a pronoun (*you, he, she*, etc.).

**Example:** *Are they taking a plane to the conference?*  
*No, they're taking the train.*

check	punch	type
die	quit	use
file	stand	water
fill	take	wear





1. \_\_\_\_\_  
someone \_\_\_\_\_  
those letters for me? I need them right now.  
Yes, Marcia \_\_\_\_\_.



2. Who \_\_\_\_\_ my computer?  
Dave \_\_\_\_\_.



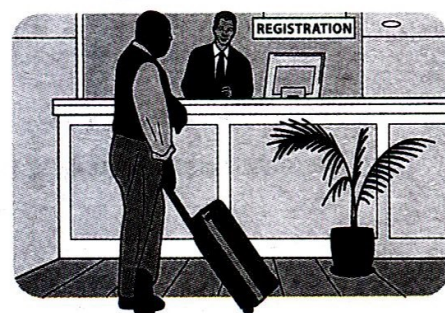
3. Jody, \_\_\_\_\_  
those papers for Ms. Baxter?  
No, I \_\_\_\_\_.  
Jim \_\_\_\_\_.



4. That poor plant \_\_\_\_\_.  
I know. That's why I \_\_\_\_\_ it.



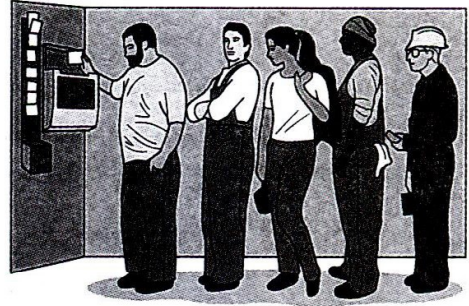
5. \_\_\_\_\_ in or out, sir?  
I \_\_\_\_\_ in.



6. Why \_\_\_\_\_ in line?

It's 7:00, time for the morning shift to begin.

They \_\_\_\_\_ in.



7. Where \_\_\_\_\_ Fanaye \_\_\_\_\_  
out her application form?

In Human Resources.



8. What \_\_\_\_\_  
for the job interview today?

I \_\_\_\_\_  
a pantsuit.



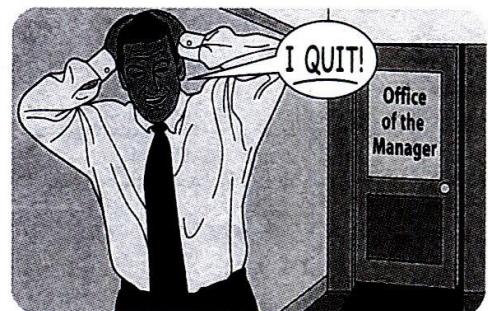
9. Why \_\_\_\_\_ off his tie?

It's 5 o'clock—time to go home.



10. Why \_\_\_\_\_ his job?

Because he hates working in that company.





### EXERCISE 3 (Focus 3, page 22)

Complete the following with the simple present (for example, *swim*) or the present progressive (for example, *be + swimming*), using the verbs in parentheses. The first sentence has been shown as an example.

Maria is an athlete who is representing (represent) her country in the Olympic Games. She

(1) \_\_\_\_\_ (run) in the marathon, a 26.2-mile race. She usually (2) \_\_\_\_\_ (compete) in the triathlon, which means she (3) \_\_\_\_\_ (have) to run 6.2 miles, swim 1/4 mile, and ride a bicycle 25 miles. There's only a month to go before the Olympics, so Maria (4) \_\_\_\_\_ (train) hard to prepare. During regular training, she (5) \_\_\_\_\_ (swim) 1500 meters and (6) \_\_\_\_\_ (run) 5 miles, but during this pre-Olympic training, she (7) \_\_\_\_\_ (swim) less and (8) \_\_\_\_\_ (run) more. She usually (9) \_\_\_\_\_ (work) out in the weight room an hour a day; however, this month she (10) \_\_\_\_\_ (lift) weights for two hours a day—double her normal time. Whereas cross-country skiing is part of her winter training, now the weather is warmer and she (11) \_\_\_\_\_ (bicycle) and roller-blading, so that different muscle groups are exercised. Normally Maria (12) \_\_\_\_\_ (be) careful about her diet; she (13) \_\_\_\_\_ (eat) very little fat and a lot of fruits and vegetables. Now she (14) \_\_\_\_\_ (make) extra sure that she (15) \_\_\_\_\_ (eat) a lot of carbohydrates for energy. In addition, she (16) \_\_\_\_\_ (try) to get plenty of sleep. She (17) \_\_\_\_\_ (be) confident that she'll be prepared, mentally and physically, for the Olympics, and she (18) \_\_\_\_\_ (be) proud to be a part of this great event.

### EXERCISE 4 (Focus 3, page 22)

Cut out a picture from a magazine or newspaper. The picture must have exactly two people in it. Also, make sure it has activities that you can describe using the present progressive. Write a description of what's happening in the photograph.

Your teacher will show several of the photographs to the entire class and read one description. Listen to each description and choose the picture that is being described.

## EXERCISE 5 (Focus 4, page 26)

Complete the following with the simple present (for example, *drive*) or the present progressive (for example, *be + driving*), using the verbs in parentheses.

Stewart and Annie are (be) college professors. Right now it (1) \_\_\_\_\_  
(be) spring break and they (2) \_\_\_\_\_ (be) on vacation. They usually (3) \_\_\_\_\_  
(travel), but this year they (4) \_\_\_\_\_ (stay) home. They can't take a trip because they  
(5) \_\_\_\_\_ (have) too much to take care of. They have to fix things around the house and  
besides, they (6) \_\_\_\_\_ (think) it (7) \_\_\_\_\_ (be) cruel to leave their pets home alone.  
They have three indoor cats. They (8) \_\_\_\_\_ (not own) a dog, but their next-door neighbor  
moved away and abandoned her dog, an Alaskan Malamute named Keno. They (9) \_\_\_\_\_  
(take) care of him, which (10) \_\_\_\_\_ (not be) easy because he (11) \_\_\_\_\_ (be) a  
big dog and he (12) \_\_\_\_\_ (be) afraid of people. Their former neighbor, Theresa, abused the  
dog. As a result, every time Stewart or Annie (13) \_\_\_\_\_ (try) to pet Keno or touch him, he  
jumps away and puts his head down. He (14) \_\_\_\_\_ (think) that they're going to hit him; he  
(15) \_\_\_\_\_ (not understand) kindness; he (16) \_\_\_\_\_ (know) only cruelty. Stewart  
and Annie (17) \_\_\_\_\_ (try) to be patient; they \_\_\_\_\_ (treat) him with love, hoping  
that someday he will trust human beings again. They (18) \_\_\_\_\_ (take) Keno for a walk every  
morning and night, and they (19) \_\_\_\_\_ (play) with him in the yard every day. Out on the street,  
he (20) \_\_\_\_\_ (not know) how to behave, so the couple (21) \_\_\_\_\_ (train) him.  
He (22) \_\_\_\_\_ (learn), little by little, and he (23) \_\_\_\_\_ (begin) to trust them.  
They say that they (24) \_\_\_\_\_ (look) for a home for him, a place where he would have lots of  
room to run and people who (25) \_\_\_\_\_ (love) him. It (26) \_\_\_\_\_ (seem) to me  
that Keno already (27) \_\_\_\_\_ (belong) to someone who (28) \_\_\_\_\_ (love) him.



## EXERCISE 6 (Focus 5, page 27)

Read the following sentences in the simple present and the present progressive. After each, check the box that indicates the meaning of the underlined verb. The first column, state/quality, includes all of the stative verbs (i.e., those expressing states or qualities—not actions).

	STATE/QUALITY/ POSSESSION	ACTION/ EXPERIENCE
1. Mark <u>looks</u> terrible today.	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Do you think</u> he has the flu?	<input type="checkbox"/>	<input type="checkbox"/>
3. Joe <u>is looking up</u> a word in the dictionary.	<input type="checkbox"/>	<input type="checkbox"/>
4. I <u>think</u> this apartment is too small.	<input type="checkbox"/>	<input type="checkbox"/>
5. I'm <u>thinking</u> about moving to a bigger place.	<input type="checkbox"/>	<input type="checkbox"/>
6. Daniel <u>has</u> a brand-new bicycle.	<input type="checkbox"/>	<input type="checkbox"/>
7. I'm <u>having</u> trouble with my car.	<input type="checkbox"/>	<input type="checkbox"/>
8. Pew! Something in the refrigerator <u>smells</u> awful.	<input type="checkbox"/>	<input type="checkbox"/>
9. Alonzo's at the perfume counter <u>smelling</u> the colognes.	<input type="checkbox"/>	<input type="checkbox"/>
10. <u>Are you having</u> a good time on your vacation?	<input type="checkbox"/>	<input type="checkbox"/>
11. <u>Do you have</u> time to help me?	<input type="checkbox"/>	<input type="checkbox"/>
12. Thank you. I <u>appreciate</u> your help.	<input type="checkbox"/>	<input type="checkbox"/>
13. Another friend?! Who's he <u>seeing</u> now?	<input type="checkbox"/>	<input type="checkbox"/>
14. I <u>don't see</u> the logic of that argument.	<input type="checkbox"/>	<input type="checkbox"/>
15. Cynthia's <u>having</u> problems with her daughter.	<input type="checkbox"/>	<input type="checkbox"/>

## EXERCISE 7

If you need help completing this crossword puzzle, ask a native speaker of English.

### Across

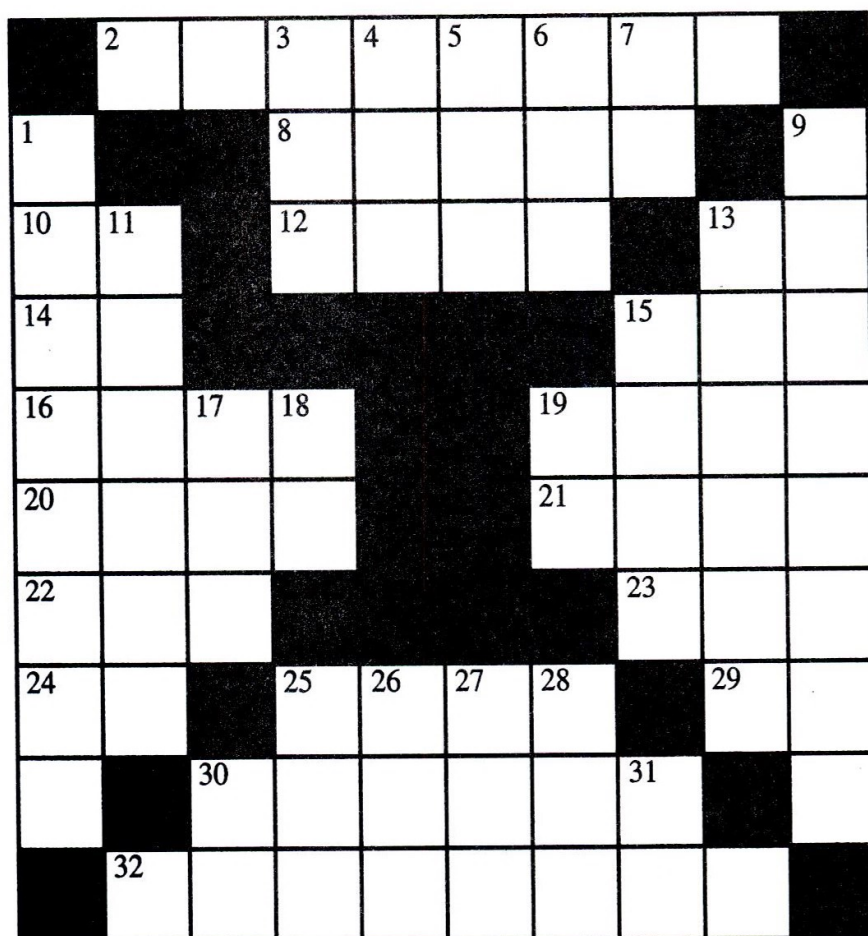
2. Duet, trio, quartet
8. *Carmen* is an example of an \_\_\_\_\_.
10. Are you studying the piano \_\_\_\_\_ the saxophone?
12. Sheep talk
13. Shakespeare infinitive: To \_\_\_\_\_ or not to \_\_\_\_\_
14. What kind of light bulbs are you buying, Philips or General Electric? \_\_\_\_\_  
(abbreviation)
15. Help! (abbreviation)
16. A repeated sound . . . sound . . . sound . . . sound . . .
19. A private, personal conversation: a \_\_\_\_\_ à tête
20. Wear: worn : : tear: \_\_\_\_\_
21. Second letter in the Greek alphabet
22. Same as 17 Down
23. Either: or : : Neither: \_\_\_\_\_
24. She's working on her PhD in Adult \_\_\_\_\_ (abbr.)
25. Sugar cane (Spanish)
29. Host of TV program (abbr.)
30. Finished (Italian)
32. The \_\_\_\_\_ in the music conservatory are excellent. I'm learning a lot from them.

### Down

1. 2 Across performs this way
3. Vulgar insult (abbr.)
4. U.S. government agency that protects the environment (abbr.)
5. My fault (Latin): \_\_\_\_\_ *culpa*
6. Woman's underwear
7. Sixth note of the musical scale
9. In my class, we're writing a \_\_\_\_\_ paper on different historical periods of music.
11. That band is \_\_\_\_\_ ing a CD with Sony.
13. Soprano: top notes : : Bass: \_\_\_\_\_ notes
15. Past participle of *see*



17. Many social workers are employees of this government agency (abbr.)
18. Opposite of *off*
19. Tuberculosis (abbr.)
25. U.S. spies work for this government agency
26. Political group in South Africa
27. National Institutes of Health (abbr.)
28. Past tense of *eat*
30. Faith (Spanish)
31. Same as 10 Across



# TALKING ABOUT THE FUTURE

## Be Going To and Will

**ir**language

**EXERCISE 1** (Focus 1, page 36)

The sentences in the paragraph below are about the future. Underline the verb form (*will* or *be going to*) and time expression that indicates the future.

**Example:** Will you marry me, Nancy? I will love you for the rest of my life.

Nancy is engaged to be married. She and her fiancé, Tim, are trying to make their wedding plans, but Nancy's mother doesn't agree with them.

**Nancy's mother:** Now, I have it all planned, honey. We're going to go shopping for your wedding dress this weekend. Oh, you'll look so beautiful in a long, white dress!

**Nancy:** Mom, I'm not going to spend hundreds of dollars on a dress that I'll never wear again.

**Mother:** But your father and I will pay for it!

**Nancy:** No, Mother. I'm going to wear a simple dress.

**Tim:** And I'm going to wear a suit. No rented tuxedos for me!

**Mother:** Your friend Carrie has a wonderful video of her wedding. I'll call her mother this afternoon; maybe we can hire the same videographer.

**Nancy:** Mother! Uncle John is a photographer. I'm sure he'll take pictures, and he won't charge anything.

**Mother:** Now, what about the reception? We're going to have a big party with music and cheering, aren't we? We'll hire a band, and . . .

**Nancy:** No, Mom. Tim and I want to have something more simple. Will you and Dad have the reception at your house?

**Mother:** Well, it *is* traditional that the bride's parents pay for the reception . . . I'm sure it'll be OK with your father. I'll ask him tonight.

**Nancy:** Thanks, Mom!





## EXERCISE 2 (Focus 2, page 37)

Work with a partner. Using the following predictions from a fortune teller, who is reading your palm, ask and answer a yes/no question about each, using *be going to* or *will*.

**Example:** *You will meet an interesting stranger.*  
*Will I meet him at school?*  
*No, you won't. You'll meet him at a party.*

1. You will take a trip before the end of next month.

---

---

2. Soon you're going to meet someone special.

---

---

3. Someone will ask you to keep a secret.

---

---

4. You're going to receive some money.

---

---

5. You will live a long and happy life.

---

---

## EXERCISE 3 (Focus 3, page 38)

For each of the following verbs, use *will* or *be going to*, as appropriate. Use *be going to* for actions that will happen soon, and use *will* for more formal situations that will not happen soon. In some sentences, both choices are correct.

According to sociologists, some immigrant parents in North America find it difficult to let their children go away to college in another city or state/province, after they graduate from high school. It is customary to send young people away to the best possible university. North Americans feel that by going away to college, their children (1) \_\_\_\_\_ learn to be independent and self-sufficient, two qualities that are important in their culture.

These immigrant parents, however, are worried about their children's safety. They're afraid that something bad (2) \_\_\_\_\_ happen to their son or daughter and they (3) \_\_\_\_\_ (not be) able to protect them. Some parents don't think their children (4) \_\_\_\_\_ be successful on their own.

They're afraid that the young people (5) \_\_\_\_\_ fail, that they (6) \_\_\_\_\_ (not be) able to deal with everything, such as studying, doing laundry, and taking care of themselves. College officials and students say that these immigrant parents are also worried that their sons and daughters (7) \_\_\_\_\_ forget their family and (8) \_\_\_\_\_ (not want) to go back home.

Many young high-school graduates, on the other hand, want to go away to college. Giselle Siu, a senior at Houston High School, said to her parents, "Look, I (9) \_\_\_\_\_ be 18 soon and legally I (10) \_\_\_\_\_ be able to leave home, with or without your permission." Other students are more sensitive when they try to persuade their parents. Alex Iavnoski, another high-school senior who just received a letter of acceptance from the University of Iowa, told his parents, "I (11) \_\_\_\_\_ answer this letter right away and I (12) \_\_\_\_\_ say 'yes.' And with my scholarship, I (13) \_\_\_\_\_ save you money, too. Some day you (14) \_\_\_\_\_ be very proud of me." Still others don't even apply to colleges that are out of state. "My mom and dad are super strict. I know what they (15) \_\_\_\_\_ say, so I (16) \_\_\_\_\_ apply to the local community college," says Ramón Sierra.

(The above is based on "Leaving Home," Ana Veciana-Suárez, *The Miami Herald*, April 16, 1993.)

#### EXERCISE 4 (Focus 4, page 39)

Complete the following sentences about your future. Use *be going to* for plans and intentions, and use *will* for predictions.

**Example:** *As a parent, I'm never going to hit my children.*

1. As a parent, \_\_\_\_\_  
\_\_\_\_\_
2. After class today, \_\_\_\_\_  
\_\_\_\_\_
3. My horoscope today says that \_\_\_\_\_  
\_\_\_\_\_
4. After the end of this term/semester, \_\_\_\_\_  
\_\_\_\_\_
5. Next weekend, \_\_\_\_\_  
\_\_\_\_\_
6. After graduation, \_\_\_\_\_  
\_\_\_\_\_
7. Maybe on my next birthday, \_\_\_\_\_  
\_\_\_\_\_



8. Ten years from now, \_\_\_\_\_  
\_\_\_\_\_
9. My fortune cookie says that \_\_\_\_\_  
\_\_\_\_\_
10. On my next vacation, \_\_\_\_\_  
\_\_\_\_\_

## EXERCISE 5 (Focus 5, page 41)

Read the following comments from your boss. How do you respond? Use the words from the list, and respond with the correct form of *will* or *be going to*. (Remember to use *will* for quick decisions and serious promises.)

be better next year	go in July
be on time from now on	help you
call her as soon as I can	not happen again
get it right away	not tell anyone

1. "Where is that memo that I asked you to write?"  
\_\_\_\_\_
2. "You were late for work three times this week."  
\_\_\_\_\_
3. "When do you plan to take your vacation this year?"  
\_\_\_\_\_
4. "I need someone to assist me with this special project."  
\_\_\_\_\_
5. "Can you please ask Alexis if she wants to join us?"  
\_\_\_\_\_
6. "Please don't tell anyone about our meeting. It's top secret."  
\_\_\_\_\_
7. "Your annual evaluation was not very good, you know."  
\_\_\_\_\_
8. "You were not very careful—you made a lot of mistakes on that report."  
\_\_\_\_\_

## EXERCISE 6 (Focus 5, page 41)

### Crossword puzzle

C  
A  
S  
S  
M  
A  
D  
A  
M  
E  
N  
D  
R  
A

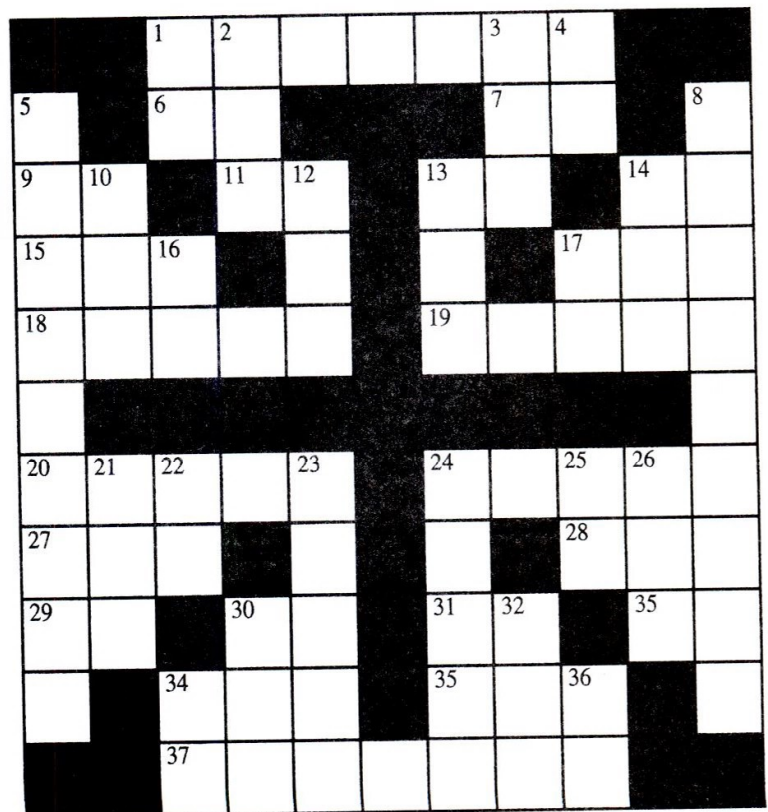
### Across

1. Madame C., a gypsy, is a \_\_\_\_\_ teller who reads your palm and sees the future in her crystal ball.
6. Nickname for Albert
7. All right
9. Air conditioning (abbreviation)
11. When I first met Madame C., she was very formal and said, "How do you \_\_\_\_\_?"
13. Madame C., where will I be living \_\_\_\_\_ 20 years?
14. Exclamation
15. Past tense of *see*
17. Madame C. says that my children will be as American as apple \_\_\_\_\_.
18. Madame C., when I win in the quiz show, will I save or \_\_\_\_\_ all the money?
19. Part of a bookcase or cabinet that holds things
20. Opposite of *always*
24. Sugar and honey taste \_\_\_\_\_.
27. An English term for father
28. When you are critically ill, the hospital puts you in the \_\_\_\_\_. (abbr.)
29. Madame C. says that I need a little \_\_\_\_\_ and \_\_\_\_\_, or rest and relaxation.
30. Madame C., last night I dreamt that I was an actress, wearing a \_\_\_\_\_ tu.
31. Advertisement (abbr.)
33. Either: \_\_\_\_\_ : : Neither: nor
34. Madame C. predicts that I will meet one famous woman and two famous \_\_\_\_\_.
35. An English term for mother
37. Madame C., is my life going to be full of happiness or \_\_\_\_\_?



## Down

1. Fourth note in the musical scale
2. Opposite of *young*
3. If you are not a citizen of this country, you are a \_\_\_\_\_ citizen.
4. The abbreviation for electrocardiogram is \_\_\_\_ G.
5. Madame C.'s name
8. Madame C. will tell you the past, the present, and \_\_\_\_\_. (2 words)
10. Madame C. sees someone in her crystal ball at a graduation ceremony wearing a \_\_\_\_\_ and gown.
12. 2, 4, 6, and 8 are even numbers, and 1, 3, 5, and 7 are \_\_\_\_\_ numbers.
13. Possessive of *it*
14. Petroleum
16. You and I
17. Physical education (abbr.)
21. Rabbits and elephants have big \_\_\_\_\_s.
22. Venereal disease (abbr.)
23. Madame C.'s crystal ball is not square it's \_\_\_\_\_.
24. Madame C. saw in her crystal ball that I did something bad. She said, "\_\_\_\_\_ on you!"
25. *Old McDonald had a farm*, \_\_\_\_ , \_\_\_\_ O.
26. Prefix relating to the natural environment
30. The British are famous for their afternoon \_\_\_\_\_.
32. Two (Spanish)
34. Multiple Sclerosis (abbr.)
36. Mr.: man :: \_\_\_\_\_ : woman



Choose the word or phrase (*a, b, c, or d*) that best completes each sentence. Then circle the letter.

1. \_\_\_\_\_ a job yet?  
a. Does Don has  
b. Does Don have  
c. Has Don  
d. Don has
2. Yes, Don \_\_\_\_\_ in construction; he is a carpenter.  
a. doesn't work  
b. is working  
c. isn't working  
d. work
3. All the carpenters on his crew \_\_\_\_\_ new houses.  
a. build  
b. builds  
c. is building  
d. will building
4. Don says, "\_\_\_\_\_ twice and saws once."  
a. Always a good carpenter measures  
b. A good carpenter hardly measures ever  
c. A good carpenter always measures  
d. A good carpenter measures hardly ever
5. This is the reason that Don \_\_\_\_\_ costly mistakes.  
a. always make  
b. doesn't make  
c. isn't making  
d. is always make
6. As soon as I finish doing this, I \_\_\_\_\_ visit a fortuneteller.  
a. 'm going to  
b. going to  
c. will  
d. will to
7. I \_\_\_\_\_ married next month, and I want to see what the stars say about my future.  
a. am going get  
b. 'm going to get  
c. will get  
d. won't get



8. Madame Cassandra read my palm and said, "There \_\_\_\_\_ romance in your life."
  - a. are going to be
  - b. not going to be
  - c. will be
  - d. won't to be
9. According to the fortuneteller's crystal ball, I \_\_\_\_\_ someone new and fall in love.
  - a. going to meet
  - b. 'm going to meet
  - c. will be meeting
  - d. will meets
10. My fiancé found out. Now I have to promise him that \_\_\_\_\_ see Madame Cassandra anymore.
  - a. I'm going to
  - b. I'm not going to
  - c. I will
  - d. I won't
11. It used to be that an employee automatically retired at age 65, but nowadays people \_\_\_\_\_ off retirement, sometimes indefinitely.
  - a. are putting
  - b. is putting
  - c. puts
  - d. will put
12. It \_\_\_\_\_ that some people do it because they feel they need to keep busy; work has always been the center of their lives.
  - a. is seeming
  - b. seem
  - c. seems
  - d. will seem
13. These people don't know what to do with all the time that they now \_\_\_\_\_ during retirement.
  - a. are having
  - b. is having
  - c. has
  - d. have
14. Most of them \_\_\_\_\_ hobbies and they don't know how to spend all this leisure time.
  - a. don't have
  - b. haven't
  - c. no have
  - d. won't have
15. Other people continue working because of economic necessity—the government Social Security check \_\_\_\_\_ enough to live on.
  - a. is often
  - b. is seldom
  - c. often is
  - d. seldom is



## EDITING PRACTICE

Questions 16-30: Circle the *one* underlined word or phrase that must be changed or eliminated in each sentence in order for the sentence to be grammatically correct.

16. Most North American children (a) begin to work at home, where they (b) are having daily and/or weekly responsibilities, such as (c) washing the dishes and (d) feeding the pet.
17. Children (a) receive a weekly allowance (b) often, which (c) is a small amount of money, like a salary, in exchange (d) for doing these household chores or jobs.
18. The children (a) are using this money (b) to buy candy, soda, and things that (c) they (d) need for school.
19. Others (a) often (b) save (c) their allowance and (d) making bigger purchases: computer games, a pet, a musical instrument, or extra activities at summer camp.
20. The purpose of the allowance (a) is to teach children the value of money and to teach them responsibility—when they (b) don't work and do a good job, they (c) aren't (d) receive the money.
21. North Americans (a) often (b) eat out at fast-food restaurants because they (c) no (d) have time to prepare food at home.
22. These restaurants (a) serve almost anything: from pizza to fried chicken to good old hamburgers. Some people (b) eat inside, and others (c) stay in their car and (d) buying their food from the drive-through window.
23. Some Americans hardly (a) never (b) eat at home; they (c) depend (d) on these inexpensive restaurants for their meals.
24. For example, my brother (a) never (b) prepare his own food at home—he (c) always goes out to fast-food restaurants and (d) eats hamburgers and French fries.
25. (a) Are you (b) think it (c) is healthy (d) to eat that salty, processed, fried food?
26. Karen and Steve, a modern young couple, (a) hardly never (b) do anything without a plan—they (c) always (d) talk together about plans for their jobs, their home, and their family.
27. Karen (a) is expecting; next month she and Steve (b) are going to have a baby. Their doctor (c) will say that Karen (d) is having a normal pregnancy.
28. Karen and Steve (a) are knowing what (b) they're going to name the baby. If it's a girl, (c) they'll name her Susan, and if it's a boy, they (d) will name him Richard.
29. Karen (a) is following all the doctor's instructions. (b) She's reading a lot of books about pregnancy and childbirth, and she (c) won't take classes at the local hospital. When the time comes, (d) she'll be ready.
30. It's time! Karen (a) is going to have her baby very soon. She (b) will need (c) to go to the hospital right now, but Steve (d) can't find the car keys.



# ASKING QUESTIONS

## Yes/No, Wh-, Tag Questions, and Choice Questions

مرجع زبان ایرانیان

### EXERCISE 1 (Focus 1, page 50)

Complete the *Yes/No* questions using the correct form of each word in parentheses, paying attention to the italicized words. Practice saying the questions with rising intonation. Then ask three of your classmates the questions. Write their names and responses on a separate sheet of paper. The first item has been completed as an example.

#### Questions

1. (can, swim) *Can* you *swim*?  
Susan: Yes, I can.  
Anna: Yes, I can.  
Yuki: No, I can't.
2. (study) \_\_\_\_\_ you *usually* \_\_\_\_\_ on Saturday?
3. (live) \_\_\_\_\_ your family \_\_\_\_\_ in the United States *right now*?
4. (will, study) \_\_\_\_\_ you \_\_\_\_\_ English next year?
5. (would, help) \_\_\_\_\_ you \_\_\_\_\_ me?
6. (be) \_\_\_\_\_ English a difficult language for you?
7. (work) \_\_\_\_\_ you \_\_\_\_\_ *right now*?
8. (be) \_\_\_\_\_ I taller than you?
9. (working) \_\_\_\_\_ you \_\_\_\_\_ *last night*?
10. (be) \_\_\_\_\_ mathematics your favorite subject in elementary school?

11. (take)

\_\_\_\_\_ you \_\_\_\_\_ a vacation *last summer*?

12. (sing)

\_\_\_\_\_ you sometimes \_\_\_\_\_ in the shower?

## **EXERCISE 2** (Focus 1, page 50)

This is a *Yes/No* question game that works best with six to ten students. All students sit in a circle. One student begins by asking the student on his or her left a *Yes/No* question in the past tense. That student answers the question and then asks the student to his or her left a *Yes/No* question in the present tense. That student answers the question and then asks the student on his or her left a *Yes/No* question in the future tense. The game continues around the circle (past-tense question, present-tense question, future-tense question).

**Example:** Student 1: *Were you a happy child?*

Student 2: *Yes, I was. Do you usually eat meat?*

Student 3: *No, I don't. Will you get a good grade in this class?*

## **EXERCISE 3** (Focus 1, page 50)

Rewrite the questions in Exercise 1 as statement form questions. Read each question out loud. If possible, tape-record yourself and listen to make sure you are using question intonation. The first question has been written for you as an example.

1. You can swim?

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

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

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

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

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



7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

#### **EXERCISE 4** (Focus 2, page 52)

Think of five things you would like to know about three of your classmates. The chart below is similar to the one in Exercise 1, but you will need to write in your own questions. Then ask your classmates the questions and write their answers on the chart.

**Examples:** *What is your favorite holiday in your home country?*  
*How many brothers and sisters do you have?*

QUESTION		NAME		
1.				
2.				
3.				
4.				
5.				



## EXERCISE 5 (Focus 2, page 52)

Verdieu Lucas is interviewing for a job as the director of the computer lab. Based on Verdieu's answers, write the questions the interviewer asks Verdieu. The first one has been done for you as an example.

Interviewer: Which job are you applying for?

Verdieu: I'm applying for the lab director's position.

Interviewer: \_\_\_\_\_

Verdieu: I think my strong points are that I know a lot about computers and that I get along well with other people. Here's a copy of my résumé.

Interviewer: \_\_\_\_\_

Verdieu: I'm looking for a full-time position. However, I'm willing to accept a part-time position to begin with.

Interviewer: \_\_\_\_\_

Verdieu: I left my last job one month ago.

Interviewer: \_\_\_\_\_

Verdieu: I left that job because my family moved here from Boston.

Interviewer: \_\_\_\_\_

Verdieu: You can see from my résumé that I worked as assistant director in the math computer lab at Bunker Hill Community College.

Interviewer: \_\_\_\_\_

Verdieu: I will be available to work just about anytime; however, I prefer to work during the day.

Interviewer: \_\_\_\_\_

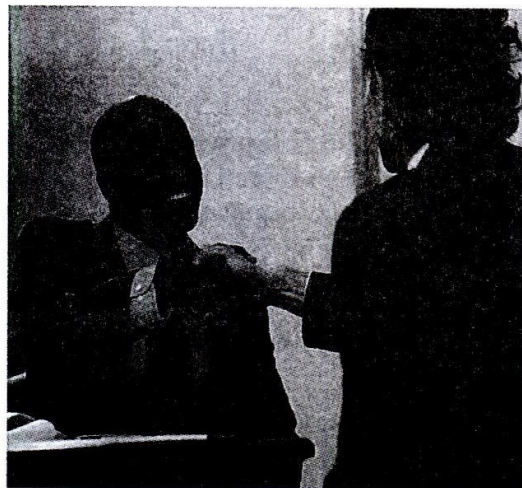
Verdieu: I have my own car, so getting to work isn't a problem.

Interviewer: \_\_\_\_\_

Verdieu: I can start working right away.

Interviewer: \_\_\_\_\_

Verdieu: I expect about 15 dollars per hour.





## EXERCISE 6 (Focus 2, page 52)

Choose one of the following jobs and role-play a job interview with a partner.

restaurant server	mail carrier
accountant	carpenter
medical receptionist	gas station attendant
taxi driver	singer in a concert
hotel desk clerk	driver for a florist
teacher's aide	salesclerk in a department store

**Example:** *Why do you want to work at this restaurant?*  
*Where have you worked before?*  
*When can you start working?*

## EXERCISE 7 (Focus 3, page 54)

Write two questions for each sentence, using the underlined words for cues. The first one has been done for you as an example.

Right now, Glenn lives with his parents.

1. Who lives with his parents?
2. Whom does Glenn live with?

He will start at the university in two months.

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

He went with his uncle to look for an apartment.

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

They found a nice apartment near the university, but it was a little expensive.

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

Glenn needs a roommate.

9. \_\_\_\_\_
10. \_\_\_\_\_

Glenn called several friends.

11. \_\_\_\_\_  
12. \_\_\_\_\_

Sean also needed a roommate.

13. \_\_\_\_\_  
14. \_\_\_\_\_

Glenn will share his apartment with Sean.

15. \_\_\_\_\_  
16. \_\_\_\_\_

## **EXERCISE 8** (Focus 3, page 54)

**Information Gap Activity:** You know some things about Laura's brothers and sister, but you get her family members mixed up. Look at the list below while your partner looks at page 29. Ask your partner "who" questions about Laura's brothers and sister using prompts 1–8. Your partner will respond with information from the next page. Then change roles. Your partner will ask you questions about prompts 9–16. You will respond with information from the next page.

**Example:** A: *Who is the tallest?*  
B: *Ken is the tallest.*

- |  |                      |              |
|--|----------------------|--------------|
| 1. tallest                               | 6. youngest          | 12. single   |
| 2. oldest                                | 7. like Chinese food | 13. pilot    |
| 3. play basketball in high school (past) | 8. have children     | 14. artistic |
| 4. visit Korea last year                 | 9. like sports       | 15. sings    |
| 5. start college next year               | 10. middle child     | 16. shortest |
|  | 11. married          |              |

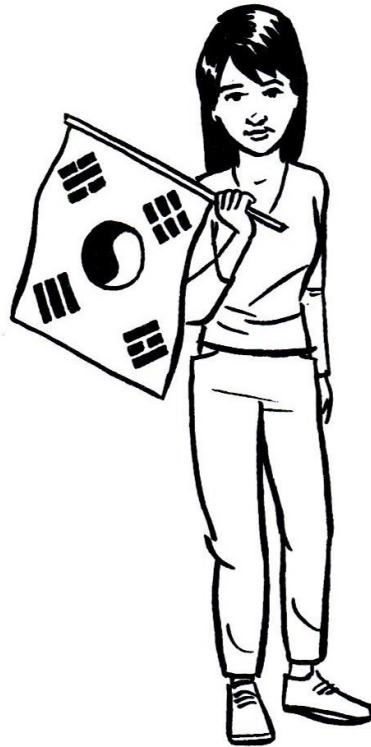




KEN



JOY



BILL



Ken	Joy	Bill
26 years old/6 feet 3 inches tall married with two children played basketball in high school likes all kinds of sports pilot	24 years old/5 feet 8 inches tall single loves to travel went to Korea last year likes Chinese food	18 years old/6 feet tall single collects insects paints, draws, and sings entering college next year

### EXERCISE 9 (Focus 4, page 57)

Work with a partner. Practice asking and answering the questions in Exercise 8. Ask the questions in Exercise 8 as though you were not sure what you heard.

## EXERCISE 10 (Focus 6, page 60)

Complete the following dialogues by adding the tag questions and completing the responses. The first one has been done for you.

### DIALOGUE 1

- Catherine: You're taking a math class now, aren't you?
- Jim: Yes, \_\_\_\_\_.
- Catherine: Diana is in your class, \_\_\_\_\_?
- Jim: Yes, \_\_\_\_\_.
- Catherine: You both have to study a lot for that calculus class, \_\_\_\_\_?
- Jim: Yes, \_\_\_\_\_.
- Catherine: You'll finish that class soon, \_\_\_\_\_?
- Jim: Yes, \_\_\_\_\_.
- Catherine: Only three more weeks! Great. You're going to take a vacation after that, \_\_\_\_\_?
- Jim: Yes, \_\_\_\_\_. I'm going to visit my family.
- Catherine: Oh, I know you'll enjoy that.

### DIALOGUE 2

- Guillermo: You don't have any aspirin, \_\_\_\_\_? I have a giant headache.
- Chris: No, sorry \_\_\_\_\_. You aren't getting sick, \_\_\_\_\_? You don't look so good.
- Guillermo: No, I'm all right.
- Chris: You didn't eat very much today, \_\_\_\_\_?
- Guillermo: No, that's not the problem. I was working on the computer all day, and my eyes are tired.
- Chris: Oh, that's the problem. You're right. You need some aspirin.
- Guillermo: The pharmacy down the street is open until 10:00, \_\_\_\_\_?
- Chris: Yes, I think \_\_\_\_\_. But I don't think you should go. Let me go buy something for your headache.
- Guillermo: Okay. Let me get you some money. I think five dollars should be enough, \_\_\_\_\_?
- Chris: Sure. That's more than enough.

## EXERCISE 11 (Focus 7, page 63)

Read the dialogues in Exercise 10 with a partner. Read the first dialogue as though you are sure what your partner's answer will be. Read the second dialogue as though you are unsure. If possible, tape-record yourself and listen to see whether your intonation is rising or falling.



# MODALS OF PROBABILITY AND POSSIBILITY

*Could, May, Might, Must, Couldn't, and Can't*

UNIT

5

## EXERCISE 1 (Focus 1, page 72)

You have found a purse containing the items listed below. Circle the best answer in each space to complete the statements about the owner of the purse. Be prepared to explain your answers.

1. a driver's license with a female photo and name  
The owner of the purse \_\_\_\_\_ a woman.  
a. could be      b. is      c. may be
2. a comb with gray hairs  
She \_\_\_\_\_ an older woman.  
a. could be      b. might be      c. must be
3. a government employee ID card  
She \_\_\_\_\_ for the government.  
a. could work      b. may work      c. must work
4. an iPod with music by Bach, Beethoven, and Haydn  
She \_\_\_\_\_ like classical music.  
a. can't      b. could      c. must
5. a flash drive, CD, and PalmPilot  
She \_\_\_\_\_ be computer literate.  
a. can't      b. might      c. must
6. pictures of children  
The children \_\_\_\_\_ her grandchildren, or they \_\_\_\_\_ her nieces and nephews.  
a. are      b. could be      c. might be
7. a glasses case  
She \_\_\_\_\_ wear glasses, but the case \_\_\_\_\_ be for sunglasses.  
a. could      b. may      c. must
8. a bank statement showing a balance of \$0.00.  
She \_\_\_\_\_ have any money in the bank account, but she \_\_\_\_\_ have another account.  
a. could      b. doesn't      c. must

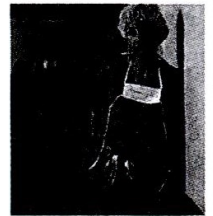
9. an Irish passport full of stamps  
 She \_\_\_\_\_ be American. She \_\_\_\_\_ travel a lot.  
 a. might                      b. must                      c. must not
10. a small handgun (pistol)  
 She \_\_\_\_\_ work for the police. She \_\_\_\_\_ be a spy.  
 a. could                      b. might                      c. must

## EXERCISE 2 (Focus 2, page 74)

Unscramble the following statements of probability/possibility about some classmates.

**Example:** *Lee hasn't smiled all day.*

a / bad / be / he / in / mood / must     *He must be in a bad mood.*



1. Every time I see Gigi, she's eating a candy bar.  
 chocolate / like / must / she \_\_\_\_\_
2. Every day Julia wears scrubs and clogs to class.  
 a / be / might / nurse / she \_\_\_\_\_
3. Juan always carries a helmet.  
 a / he / motorcycle / must / ride \_\_\_\_\_
4. Oleg and Natalya have the same last name and come to class together.  
 be / must / related / they \_\_\_\_\_
5. Oleg is 19 years old and Natalya is 27.  
 be / couldn't / mother / Natalya / Oleg's \_\_\_\_\_
6. Is Lin's study group going to meet this week?  
 I don't know.  
 because / is / Lin / not / may / sick / they \_\_\_\_\_
7. Jacques gets up in the middle of class and leaves the room.  
 he / know / may / not / rude / that / that's \_\_\_\_\_
8. Nancy wears a diamond ring, and she's always talking about a man named Tim.  
 be / married / must / she \_\_\_\_\_
9. Claudia's family has a car, but she walks to school or takes the bus.  
 drive / how / know / might / not / she / to \_\_\_\_\_
10. Who is that new student? I never saw her before.  
 be / class / could / in / she / the / wrong \_\_\_\_\_



Now, using *could*, *may*, *might*, or *must*, make three statements of probability/possibility about your own classmates. Be ready to support the statement with specific observations.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **EXERCISE 3** (Focus 3, page 77)

After reading the following dialogue, rewrite the parts in bold print, using *could*, *may*, *might*, or *must*, and the verb. Be careful—some are in the present and others are in the past. The first one has been done for you.

Gladys and her husband, Norman, are talking about their neighbors. Gladys is convinced that they are terrible people, but Norman isn't so sure. He thinks that Gladys is being a nosy neighbor and jumping to conclusions.

Gladys: Have you seen the car that the Riccios are driving? It's a Mercedes Benz! He's a handyman and she's a secretary. **It's not possible for them to make enough money to afford that car. They are probably drug dealers.**

*They couldn't make enough money...* \_\_\_\_\_

Norman: Oh, Gladys. Mind your own business. **Maybe they inherited the money, or it's possible that they won the car in a contest. We don't know!**

Gladys: And did you see their recycling container last week? **It looked like there was a dozen soda bottles. I think they are thirsty.**

Norman: Oh, Gladys. Mind your own business. **It's possible that the Riccios had a party, or maybe they invited friends over for dinner.**

Gladys: Oh, yeah? Well, two weeks ago I saw their car parked in front of St. Jude's church. **Kathy probably went to one of those AA (Alcoholics Anonymous) meetings that they hold there.**

Norman: Gladys, you don't know that for sure. **Maybe she was at a store near the church. Mind your own business.**

Gladys: Norman . . . Have you seen their little boy lately? He has cuts and bruises all over his body. I think Tim got mad and hit him. That's child abuse.

---

Norman: Gladys, it's possible the boy fell off his bike. You know how kids are. Mind your own business.

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Gladys: Norman . . .

Norman: Gladys, I think you're crazy. You haven't even met those people!

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Gladys: Norman, maybe you're right.

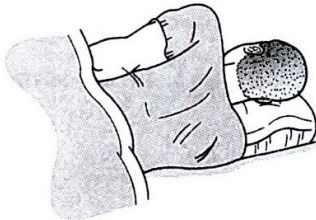
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### EXERCISE 4 (Focus 4, page 79)

Using the following information and pictures, complete the sentences with *could*, *may*, *might*, or *must* in the progressive. Be careful—some of them are negative.

Jonathan, a college student, arrives at his family's home to pay them a surprise visit. He's worried because no one is there. As he looks around the house, he's guessing what his family is doing and what they were doing right before he arrived.

**Present progressive:** to make a guess or draw a conclusion about something in progress at the time of speaking.



1. Dad sometimes takes an afternoon nap.

He \_\_\_\_\_ a nap.



2. But Dad's shoes aren't by the front door. When he comes home, he always takes off his shoes and leaves them by the front door.

He \_\_\_\_\_ a nap.





3. The grocery list is not on the refrigerator, where my sister always puts it.

My sister \_\_\_\_\_ grocery shopping.



4. But the family car and my sister's bicycle are in the garage.

My sister \_\_\_\_\_ grocery shopping.



5. Sparky, the family pet, isn't here. His leash is gone. My mom, dad, sister, and brother aren't here. The car and bikes are in the garage. The family walks Sparky every day.

Everybody \_\_\_\_\_

**Past Progressive:** to make a guess or draw a conclusion about something that was in progress before the time of speaking.



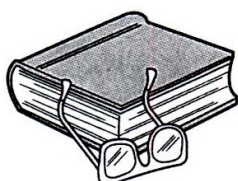
6. My mom's coffee cup is half empty, and it's still warm.

She \_\_\_\_\_



7. The chess set is on the table—my sister and brother often play together.

They \_\_\_\_\_



8. Dad's glasses and a book are next to his favorite chair.

He \_\_\_\_\_



9. My sister's roller blades are by the door.

She \_\_\_\_\_



10. There are a lot of cigarette butts in the ashtray, and the house smells awful.

Someone \_\_\_\_\_



## EXERCISE 5 (Focus 5, page 81)

Choose the best answer and write it in the space.

1. A: What are you going to do this weekend?  
B: My brother has tickets to the baseball game, so I \_\_\_\_\_ with him. My favorite team is playing.  
a. could go                      b. 'll probably go                      c. must go
2. A: What are you going to do on your vacation?  
B: I'm not sure. We \_\_\_\_\_ take a trip to Kenya and go on a safari.  
a. 'll probably                      b. may                      c. must
3. A: Do you have plans for tonight?  
B: Not really. I \_\_\_\_\_ just stay home and watch TV, as usual.  
a. can't                      b. 'll probably                      c. must
4. A: I wonder why Mike is wearing that bandage around his wrist.  
B: I don't know. He \_\_\_\_\_ it.  
a. might hurt                      b. must have hurt                      c. must hurt
5. A: Where are my keys?  
B: You \_\_\_\_\_ them in the kitchen.  
a. may leave                      b. might have left                      c. must leave
6. A: I haven't been feeling well lately, especially in the morning.  
B: Really? You \_\_\_\_\_ pregnant. Maybe you've got morning sickness.  
a. could be                      b. 'll probably be                      c. must be
7. A: Have you seen Lourdes?  
B: Yes, and judging from the size of her stomach, she \_\_\_\_\_ at least eight months' pregnant.  
a. could have been                      b. 'll probably be                      c. must be
8. A: Are you going to visit your family this year?  
B: I don't know. It depends on the airfares. I \_\_\_\_\_.  
a. could be                      b. may be                      c. might
9. A: What grade do you think you'll get in this class?  
B: So far I have a pretty good average, and I've been studying a lot this semester.  
I \_\_\_\_\_ get a B.  
a. can't                      b. 'll probably                      c. must
10. A: Her hair always looks so stiff and thick.  
B: I know. It looks very unnatural.  
A: She \_\_\_\_\_ wear a wig.  
a. can                      b. 'll probably                      c. must

# PAST PROGRESSIVE AND SIMPLE PAST WITH TIME CLAUSES

*When, While, and As Soon As*

## EXERCISE 1 (Focus 1, page 90)

### THE GENTLEMAN PURSE THIEF

Imagine that you are the following victims of the Gentleman Purse Thief. Use the pictures to explain to the police what happened when the thief stole your purse. Using the past progressive (*was/were talking*) or simple past (*talked*), write your answers to the questions below. The first one is done for you.

#### CASE 1



#### VERONICA RIO

1. Miss Rio, what were you doing at the time of the robbery?

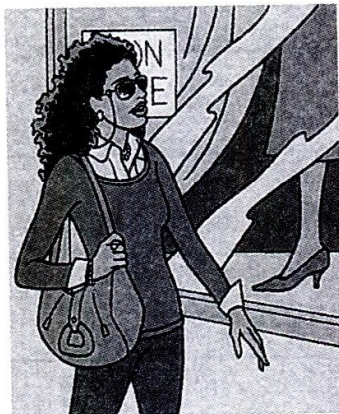
I was having a drink at the Yacht Club.

2. Please describe the man who stole your purse.

3. What did you do immediately after the thief stole your purse?



## CASE 2



### EVA GALOR

4. Mrs. Galor, where were you and what were you doing at the time of the crime?

---

5. Could you give us a description of the thief?

---

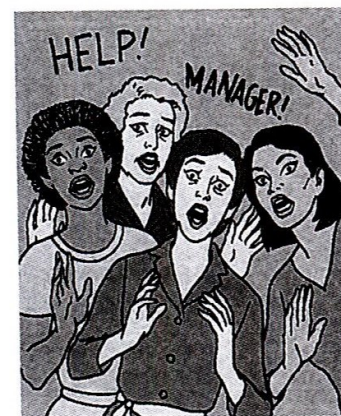
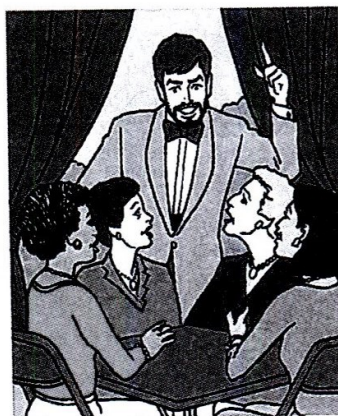
6. Did the thief have a mustache?

---

7. What did you do immediately after the thief stole your purse?

---

## CASE 3





8. Mrs. Rox, what were you ladies doing when the thief stole your purse?  
\_\_\_\_\_
9. What did the thief look like?  
\_\_\_\_\_
10. What was he wearing?  
\_\_\_\_\_
11. Did he speak with an accent?  
\_\_\_\_\_
12. What did you all do after he took your purse?  
\_\_\_\_\_

## EXERCISE 2 *(Focus 2, page 91)*

Imagine that you were at the bank when a robbery occurred. Test your observation skills by studying the following picture for two minutes. Then, using the past progressive, write as many sentences as you can about what was happening at the time of the robbery. Try to come up with at least ten sentences.



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



3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

### **EXERCISE 3** (Focus 2, page 91)

Using the picture of the bank from Exercise 2, complete the following conversation between a detective and one of the bank tellers. Use the past progressive or the simple past, depending on the question.

1. Detective: Where was the manager at the time of the robbery? What was the manager doing?

Teller: \_\_\_\_\_  
\_\_\_\_\_

2. Detective: Was the security guard there? What was he doing?

Teller: \_\_\_\_\_  
\_\_\_\_\_

3. Detective: Were there any other employees in the bank? What were they doing?

Teller: \_\_\_\_\_  
\_\_\_\_\_

4. Detective: Were any customers standing in line? If so, how many?

Teller: \_\_\_\_\_  
\_\_\_\_\_

5. Detective: Please describe the person who was first in line.

Teller: \_\_\_\_\_

6. Detective: Please describe the person who was last in line.

Teller: \_\_\_\_\_

7. Detective: Was anyone acting suspiciously?

(*acting suspiciously*: appearing to be doing something wrong)

Teller: \_\_\_\_\_

8. Detective: What time was it?

Teller: \_\_\_\_\_

9. Detective: You said that there was a man outside the door. What was he wearing?

Teller: \_\_\_\_\_

10. Detective: What were *you* doing at the time of the robbery?

Teller: \_\_\_\_\_

#### **EXERCISE 4** (Focus 3, page 92)

Using the pictures from Exercise 1, The Gentleman Purse Thief, indicate if the following statements are true (T) or false (F). If the statement is false, reword it to make it true, using *when*, *while*, or *as soon as*.

- |   |   |   |
|---|---|---|
| 1. Veronica Rio spoke to the thief when he stole her purse.   | T | F |
| 2. Ms. Rio had a drink as soon as the thief took her purse.   | T | F |
| 3. While Veronica was having a drink, the Gentleman Purse Thief began to talk to her.   | T | F |
| 4. While Eva Galor was shouting, the thief took her purse.  | T | F |
| 5. The thief was wearing sunglasses and a hat when the second robbery took place.<br>( <i>took place</i> : happened)                    | T | F |
| 6. As soon as the thief took her purse, Eva said "Thank you."   | T | F |
| 7. Mrs. Rox and her friends were playing bridge when the third crime took place.<br>( <i>bridge</i> : a card game)                      | T | F |
| 8. As soon as the Gentleman Purse Thief took their purses, the ladies played bridge.  | T | F |
| 9. The thief was probably wearing a disguise when he committed these crimes.<br>( <i>disguise</i> : something to change his appearance) | T | F |
| 10. While the Gentleman Purse Thief was committing his crimes, he was rude to his victims.  | T | F |



## EXERCISE 5 (Focus 4, page 94)

Rewrite the sentences from Exercise 4, changing the order of the clauses and the punctuation. The first one is done for you.

1. When the thief stole her purse, Veronica Rio ran after him.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Choose the word or phrase (*a, b, c, or d*) that best completes each sentence. Then circle the letter.

1. Emily needed some money yesterday to buy gas for her car, so she \_\_\_\_\_ to the bank.
  - a. didn't go
  - b. could have gone
  - c. was going
  - d. went
2. \_\_\_\_\_ Emily was getting cash at an ATM, someone came up behind her and robbed her.
  - a. After
  - b. As soon as
  - c. Before
  - d. While
3. The thief \_\_\_\_\_ a T-shirt and blue jeans and had big tattoos all over his arms.
  - a. was wearing
  - b. wore
  - c. may have worn
  - d. might worn
4. He was holding something in his hand. Emily thought that it \_\_\_\_\_ a gun.
  - a. could be
  - b. could been
  - c. may have been
  - d. was being
5. \_\_\_\_\_ she realized what happened, Emily ran to her car, called the police on her cell phone, and reported the crime.
  - a. As soon as
  - b. Before
  - c. During
  - d. While
6. The first question that the police asked her was \_\_\_\_\_.
  - a. "You are OK, Ma'am, are you?"
  - b. "Would you be OK, Ma'am?"
  - c. "Are you OK, Ma'am?"
  - d. "You could be OK, Ma'am, couldn't you?"
7. The second question that the police asked was \_\_\_\_\_.
  - a. "What did happen?"
  - b. "What's happening?"
  - c. "What must have happened?"
  - d. "What happened?"
8. Then they asked her \_\_\_\_\_.
  - a. "How much money could he take?"
  - b. "How much money did he take?"
  - c. "How much money was he taking?"
  - d. "How much money he took?"



9. Emily was lucky because her keys were still in her pocket. With her keys, the thief \_\_\_\_\_ her car.
  - a. could have stolen
  - b. must have stolen
  - c. was stealing
  - d. stole
10. But the thief stole her money and her credit cards. Without money, Emily \_\_\_\_\_ buy gas, and she had to walk home.
  - a. could
  - b. couldn't
  - c. might
  - d. might not
11. Later, the police told Emily that she hadn't been very careful. The thief was standing near the bank and she \_\_\_\_\_ noticed him.
  - a. could
  - b. could have
  - c. must
  - d. must have
12. They also told her that she was very lucky. She \_\_\_\_\_ hurt very seriously.
  - a. could be
  - b. may be
  - c. might have been
  - d. must be
13. Two days later, someone \_\_\_\_\_ Emily's purse, with all of her identification and credit cards, in a trash can.
  - a. may have found
  - b. found
  - c. was finding
  - d. was found
14. The police called Emily and told her the good news. "All in all, you are a very lucky lady, Ms. O'Hara, \_\_\_\_\_?"
  - a. do you
  - b. don't you
  - c. are you
  - d. aren't you

## EDITING PRACTICE

Questions 15-19: Circle the *one* underlined word or phrase that must be changed for the sentence to be grammatically correct.

15. A 28-year-old woman (a) may become the next princess. The prince (b) was made his decision (c) after he (d) consulted his list of more than 100 candidates.
16. At first, the prince's first choice (a) didn't want to be on the "princess list." People (b) said that she (c) must (d) had a fiancé.
17. But the prince (a) started calling her on the telephone every day. He (b) must have been very convincing. The future princess is a very independent and well-educated woman. Princesses in the past (b) were very traditional women. She (c) may (d) be changed the very conservative role of princess.
18. (a) While she (b) was living in Australia, she (c) was worked as a diplomat. She speaks five languages and (d) studied in four countries.
19. (a) Why do you think about the prince's choice? (b) Do you think he (c) made the right decision? (d) Do you think the princess will be happy?

# SIMILARITIES AND DIFFERENCES

## Comparatives, Superlatives, As . . . As, Not As . . . As

### EXERCISE 1 (Focus 1, page 106)

Psychologists doing research on the brain find that some people use the right side of their brain more than the left side. Other people depend more on the left side of the brain when they have to solve a problem or learn something. A third group of people have no clear preference; they use both sides of the brain equally. The chart below shows some of the different characteristics of “right-brain” and “left-brain” people. Using the information from the chart, complete the sentences on the next page with the appropriate form of the comparative or superlative. The first one is an example.

Left-Brain	Right-Brain
Logical, rational	Artistic, emotional
Verbal—good speaking skills	Nonverbal
Worry about details	Look at the “whole picture”
Conservative	Liberal
Want to be in control	Take risks*
Neat, organized	Look unorganized, but know where things are
Always on time or early	Rarely on time
Competitive	Cooperative
Good at algebra	Good at geometry
Make lists of day’s activities	Picture (that is, “see in their mind”) places, people, things they have to do
After meeting someone for the first time, they remember the person’s name	After meeting someone for the first time, they remember the person’s face
When shopping, they buy after reading labels, comparing prices	When shopping, they buy on impulse
When explaining a plan, they do it orally	When explaining a plan, they prefer to use paper and pencil
Prefer to work alone	Outgoing and work well with others
Enjoy sewing and/or chess	Enjoy skiing and/or swimming
Enjoy doing crossword puzzles	Enjoy fishing and/or running
Like to plan trips	Like surprises
Like to fix things around the house	Like to rearrange furniture at home

\* *a risk*: a chance, danger of losing something important





## LEFT-BRAIN PEOPLE

1. They are less emotional than right-brain people.
2. They speak skillfully right-brain people.
3. They shop carefully people in the right-brain category.
4. The competitive individuals of all are left-brain dominant.
5. They are more organized, or more organized, right-brain people.
6. They like to fix things right-brain people do.

## RIGHT-BRAIN PEOPLE

7. They are artistic left-brain people.
8. They probably have friends people in the other two categories.
9. They are punctual left-brain people.
10. They are cooperative people in the first group.
11. They like surprises left-brain people do.
12. The outgoing people of all the groups are in this category.

## EXERCISE 2 (Focus 1, page 106)

Check (✓) your personal preferences in the chart below. Count the total number of check marks you have in each category to decide if you are left- or right-brain dominant. Compare your answers with your classmates'. Then, using the comparative and superlative forms, write sentences comparing yourself with the other members of the group.

Left	Right	No Preference
<input type="checkbox"/> I'm logical and rational.	<input type="checkbox"/> I'm artistic and emotional.	<input type="checkbox"/>
<input type="checkbox"/> I'm verbal; I speak well.	<input type="checkbox"/> I'm nonverbal.	<input type="checkbox"/>
<input type="checkbox"/> I worry about details.	<input type="checkbox"/> I look at the "whole picture."	<input type="checkbox"/>
<input type="checkbox"/> I'm conservative.	<input type="checkbox"/> I'm liberal.	<input type="checkbox"/>
<input type="checkbox"/> I want to be in control.	<input type="checkbox"/> I take risks.	<input type="checkbox"/>
<input type="checkbox"/> I'm neat and organized.	<input type="checkbox"/> I seem unorganized, but I know where things are.	<input type="checkbox"/>
<input type="checkbox"/> I'm on time or early.	<input type="checkbox"/> I'm rarely on time.	<input type="checkbox"/>
<input type="checkbox"/> I'm competitive.	<input type="checkbox"/> I'm cooperative.	<input type="checkbox"/>
<input type="checkbox"/> I'm good at algebra.	<input type="checkbox"/> I'm good at geometry.	<input type="checkbox"/>
<input type="checkbox"/> I make lists of my day's activities.	<input type="checkbox"/> I picture (that is, "see in my mind") my day's activities.	<input type="checkbox"/>
<input type="checkbox"/> After I meet someone for the first time, I remember the person's name.	<input type="checkbox"/> After I meet someone for the first time, I remember the person's face.	<input type="checkbox"/>
<input type="checkbox"/> When I'm shopping, I buy after reading the labels and comparing prices.	<input type="checkbox"/> When I'm shopping, I buy on impulse.	<input type="checkbox"/>
<input type="checkbox"/> To explain a plan, I prefer to speak.	<input type="checkbox"/> To explain a plan, I prefer to use a pencil and paper.	<input type="checkbox"/>
<input type="checkbox"/> I prefer to work alone.	<input type="checkbox"/> I'm outgoing and work well with others.	<input type="checkbox"/>
<input type="checkbox"/> I enjoy sewing and/or chess.	<input type="checkbox"/> I enjoy skiing and/or swimming.	<input type="checkbox"/>
<input type="checkbox"/> I like doing crossword puzzles.	<input type="checkbox"/> I like fishing and/or running.	<input type="checkbox"/>
<input type="checkbox"/> I like to plan trips.	<input type="checkbox"/> I like surprises.	<input type="checkbox"/>
<input type="checkbox"/> I like to fix things around the house.	<input type="checkbox"/> I like to rearrange the furniture at home.	<input type="checkbox"/>
<input type="checkbox"/> Total	<input type="checkbox"/> Total	<input type="checkbox"/> Total

**Examples:** *Susan is more artistic than I.*  
*I take more risks than Susan and Mark.*  
*Mark is the most competitive person in the group.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

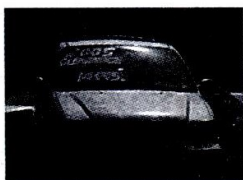


4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

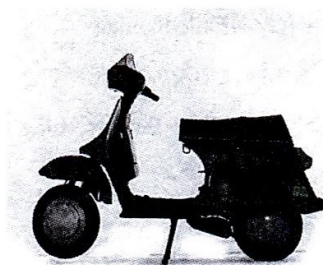
### EXERCISE 3 (Focus 1, page 106)

Pilar is tired of taking the bus to work and school. She is thinking about buying a car, a scooter, or a bicycle. Using the information below, complete her sentences. Write the appropriate comparative or superlative form of the word in parentheses.

**Example:** *A bicycle is much cheaper than a car.*



Insurance: \$550/year  
Gas Mileage: 15 mpg



Insurance: \$275/year  
Gas Mileage: 50 mpg



1. Of the three types of transportation, a car costs \_\_\_\_\_ (more), and a bicycle costs \_\_\_\_\_ (less).
2. The insurance for a car is \_\_\_\_\_ (high) than the insurance for a scooter.
3. The gas mileage for a car is \_\_\_\_\_ (bad) that for a scooter. A bike is \_\_\_\_\_ (good) because it doesn't need any gas at all.
4. All in all, a car is \_\_\_\_\_ (expensive), and a bicycle is \_\_\_\_\_ (expensive).

5. A bicycle is much \_\_\_\_\_ (light) a scooter; I could carry it up the stairs and keep it in my apartment.
6. A car is \_\_\_\_\_ (heavy) a bike or a scooter, but that's why it's \_\_\_\_\_ (safe), too.
7. Yes, but with a car I have to worry about parking. Both a bike and a scooter are \_\_\_\_\_ (easy) to park.
8. A scooter is \_\_\_\_\_ (fun) a car, but it's also \_\_\_\_\_ (dangerous).
9. The \_\_\_\_\_ (healthy) choice is a bicycle. It's good exercise for me, and it's good for the environment. Of the three choices, it's \_\_\_\_\_ (expensive) as well.
10. If I buy a car, I can save much \_\_\_\_\_ (more) money \_\_\_\_\_ if I buy a bicycle.

#### **EXERCISE 4** (Focus 2, page 108)

Circle T if the statement is true and F if the statement is false. Use the information from Exercise 3.

- |   |   |   |
|---|---|---|
| 1. The gas mileage for a car is almost as low as the gas mileage for a scooter. | T | F |
| 2. A car is just about as economical as a bicycle.                              | T | F |
| 3. A bike isn't as heavy as a scooter.  | T | F |
| 4. A bicycle doesn't cost nearly as much as a car.                              | T | F |
| 5. Riding a bike is practically as cheap as taking the bus.                     | T | F |
| 6. When traffic is heavy, a bicycle would be just about as fast as a car.       | T | F |
| 7. It is not as easy to find parking for a bicycle as it is for a car.          | T | F |
| 8. A scooter has nowhere near as much cargo space as a car.                     | T | F |
| 9. When it rains, a scooter is almost as bad as a bike, if not worse.           | T | F |
| 10. I can give nearly as many people a ride in a car as on a scooter.           | T | F |

#### **EXERCISE 5** (Focus 3, page 110)

Using the information from the chart in Exercise 1, complete the following sentences about Lois, a left-brain person, and Roy, a right-brain person. Use *less than*, *more than*, and *as . . . as*, and complete the sentence, if necessary.

**Example:** *Lois's house is probably cleaner than Roy's.*

1. Roy seems to be \_\_\_\_\_ organized \_\_\_\_\_ Lois.
2. Roy's closets probably aren't \_\_\_\_\_ neat \_\_\_\_\_ Lois's \_\_\_\_\_.
3. Lois doesn't take \_\_\_\_\_ risks as Roy \_\_\_\_\_.
4. Roy isn't \_\_\_\_\_ good at remembering names \_\_\_\_\_ Lois \_\_\_\_\_.



5. Of all her friends, Lois is \_\_\_\_\_ mechanical and \_\_\_\_\_ artistic.
6. Roy isn't \_\_\_\_\_ conservative \_\_\_\_\_ most of his friends.
7. Lois doesn't have \_\_\_\_\_ friends \_\_\_\_\_ Roy \_\_\_\_\_.
8. Lois probably doesn't like fishing \_\_\_\_\_ much \_\_\_\_\_ Roy \_\_\_\_\_.
9. Roy doesn't talk \_\_\_\_\_ much \_\_\_\_\_ Lois \_\_\_\_\_.
10. Roy likes decorating his house \_\_\_\_\_ Lois \_\_\_\_\_.

## EXERCISE 6 (Focus 4, page 113)

You are a teacher and you have to talk to the parents of one of your students. Which of the following is the polite and less direct way to compare their son, Johnny, with his classmates? Put a check mark (✓) next to the more polite form.

1. \_\_\_\_\_ Mr. and Mrs. Callahan, Johnny is not doing as well as the other students.  
\_\_\_\_\_ Mr. and Mrs. Callahan, Johnny is doing much worse than the other students.
2. \_\_\_\_\_ Johnny doesn't seem to study as much as the other boys and girls.  
\_\_\_\_\_ Johnny seems to study much less than the other boys and girls.
3. \_\_\_\_\_ Johnny's classmates concentrate more than he does in class.  
\_\_\_\_\_ Johnny doesn't concentrate as much as his classmates.
4. \_\_\_\_\_ The other students' spelling isn't as bad as Johnny's.  
\_\_\_\_\_ Johnny's spelling isn't as good as the other students'.
5. \_\_\_\_\_ When learning new lessons, the other boys and girls aren't as slow as Johnny.  
\_\_\_\_\_ When learning new lessons, Johnny isn't as fast as the other boys and girls.
6. \_\_\_\_\_ Johnny is less cooperative than his classmates.  
\_\_\_\_\_ Johnny isn't quite as cooperative as his classmates.
7. \_\_\_\_\_ The other boys and girls don't read as slowly as Johnny.  
\_\_\_\_\_ Johnny doesn't read as fast as the other boys and girls.
8. \_\_\_\_\_ The other students aren't as impolite as Johnny.  
\_\_\_\_\_ Johnny isn't as polite as the other students.
9. \_\_\_\_\_ In music class, the other boys and girls sing better than Johnny.  
\_\_\_\_\_ In music class, Johnny doesn't sing as well as the other boys and girls.
10. \_\_\_\_\_ All in all, Johnny is the worst student in the class.  
\_\_\_\_\_ All in all, Johnny isn't doing quite as well as his classmates.

# MEASURE WORDS AND QUANTIFIERS

مرجع زبان ایرانیان

## EXERCISE 1 (Focus 1, page 122)

Mrs. Griffin sent her husband shopping, but he ripped the shopping list. Can you help Mr. Griffin by completing the list? The first one has been done for you.

1. a bunch \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### Grocery List

of bananas

of bread

eggs

of lettuce

of mayonnaise

of Pet food

of cereal

of radishes

of white soda

of ice cream



## EXERCISE 2 (Focus 1, page 122)

I went next door to borrow . . .

This is a game to test your memory. All players should sit in a circle. The first player begins by saying, "I went next door to borrow a can of anchovies" (or a bag of apples—any food that begins with the letter "A"). The second player repeats what the first player says and then adds another item, which begins with the letter "B." "I went next door to borrow a can of anchovies and a loaf of bread." The third player must repeat what the first two players have said and add another item, which begins with "C." "I went next door to borrow a can of anchovies, a loaf of bread, and a piece of cake," and so on until the whole alphabet has been completed.

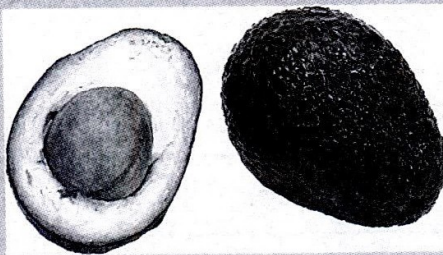
## EXERCISE 3 (Focus 2, page 125)

Look at the grocery list in Exercise 1. Some of the items are count nouns (bananas) and some are noncount (bread). Write "C" beside each count noun and "NC" beside each noncount noun.

## EXERCISE 4 (Focus 2, page 125)

Using the food and measure words as cues, write the correct measure phrases to complete the following recipes. The first one has been done for you as an example.

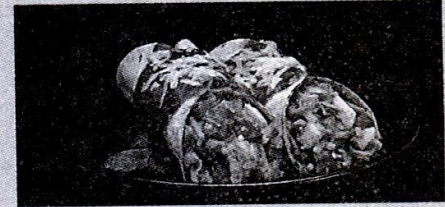
### AVOCADO ICE CREAM



- 2 cups of milk (milk, cup)  
 1/2 granulated sugar (granulated sugar, cup)  
 1/4 salt (salt, teaspoon)  
 2 egg (egg)  
 1 heavy cream (heavy cream, cup)  
 2 lemon extract (lemon extract, teaspoon)  
 1 mashed avocado (mashed avocado, cup)

- Combine milk, sugar, and salt; scald. Pour over eggs, stirring constantly. Add cream and lemon extract and cool.
- Add avocado and mix thoroughly. Freeze in ice-cream freezer. Makes about 1 quart.

### CHEESE ENCHILADAS



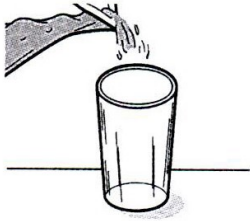
- 1 corn tortillas (corn tortillas, dozen)  
 1 enchilada sauce (enchilada sauce, heated, pint)  
 1 chopped onion (chopped onion, tablespoon)  
 1 shredded cheddar cheese (shredded cheddar cheese, pound)  
 8 sour cream (sour cream, ounce)

- For each enchilada, dip a tortilla into the enchilada sauce.
- Pat some onion, cheese, and sour cream on the tortilla and roll the tortilla up.
- Pour the remaining sauce and sprinkle any leftover cheese on top. Bake at 325° for 30 minutes.

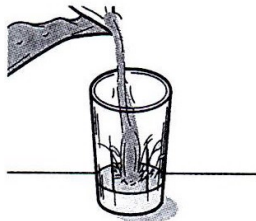


# EXERCISE 5 (Focus 3, page 129)

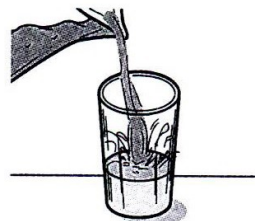
Look at the series of pictures below. Write a sentence describing each picture using a common quantifier. The first one has been done for you as an example. (Remember, *juice*, a noncount noun; *children*, a count noun.)



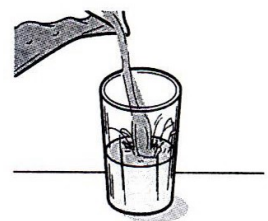
1.



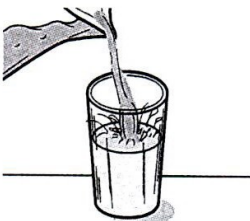
2.



3.



4.



5.



6.



7.



8.

1. There is no juice in the glass.

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

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

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

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

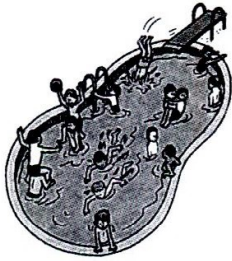
6. \_\_\_\_\_

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

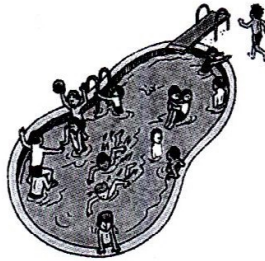
8. \_\_\_\_\_



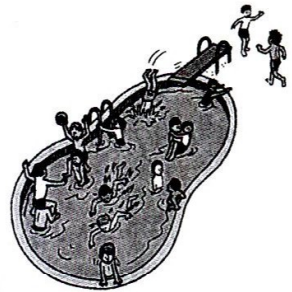
1.



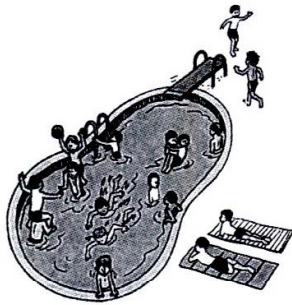
2.



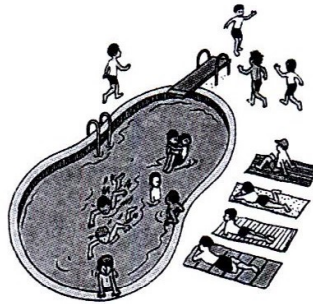
3.



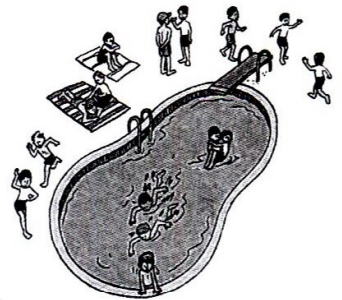
4.



5.

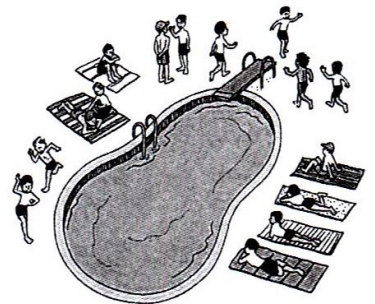
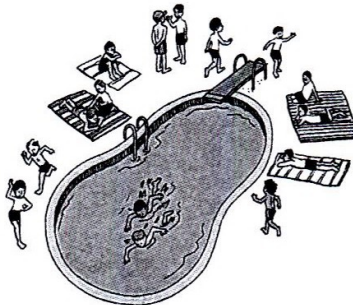
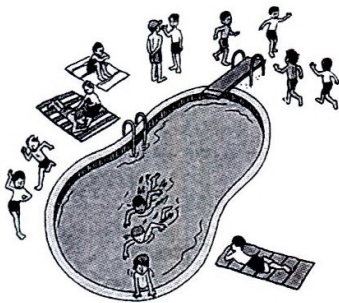


6.



1. All of the children are in the swimming pool.
2. \_\_\_\_\_ are in the swimming pool.
3. \_\_\_\_\_ are diving into the pool.
4. There are \_\_\_\_\_ in the pool.
5. \_\_\_\_\_ are lying next to the pool.
6. \_\_\_\_\_ are out of the pool.

7.



7. There are \_\_\_\_\_ in the pool.
8. There are \_\_\_\_\_ in the pool.
9. There are \_\_\_\_\_ in the pool.

## DEGREE COMPLEMENTS

*Too, Enough, and Very*

مرجع زبان ایرانیان

## EXERCISE 1 (Focus 1, page 138)

The Ganter family members have just moved to Nashville. They have three young children, and they are looking for a house, but they don't think that they have enough money to buy a new house. The following is a list of characteristics they gave their realtor, to provide the features they are looking for in a house:

about \$200,000

two bathrooms

older house

large yard

four bedrooms

good school district

Their realtor gave them descriptions of the following houses. What do you think the Ganters said about each house? Write *enough*, *not enough*, or *too*, as appropriate, in each blank.

**Example:** *There are not enough bathrooms.*

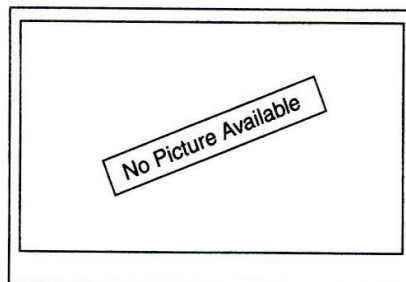
Modern, beautiful home with all the conveniences: deluxe dishwasher, washer, dryer, side-by-side refrigerator and freezer. Three bedrooms, one bath. Small lot. \$245,000.

1. The house is \_\_\_\_\_ modern.
2. There are \_\_\_\_\_ bedrooms.
3. The yard is \_\_\_\_\_ large \_\_\_\_\_.
4. The house is not \_\_\_\_\_ expensive.



Built in 1926, this fixer-upper is loaded with space! Large lot. Four large bedrooms, two bathrooms. Old-fashioned breakfast room and pantry off the kitchen. \$175,000.

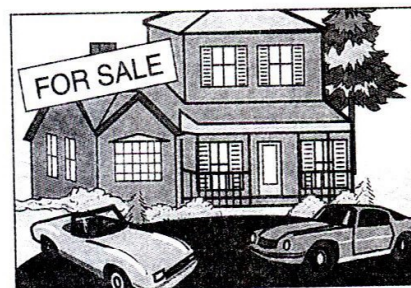
5. There are \_\_\_\_\_ bedrooms.
6. There are \_\_\_\_\_ bathrooms.
7. The yard is large \_\_\_\_\_.
8. The house is cheap \_\_\_\_\_.





Spacious four-bedroom, two baths, city house is right in the center of action right on the boulevard. Small yard easy to maintain with a pool. \$250,000.

9. The house is large \_\_\_\_\_.
10. There are \_\_\_\_\_ bathrooms.
11. The yard is \_\_\_\_\_ small.
12. The street is \_\_\_\_\_ busy for kids.
13. The house is \_\_\_\_\_ expensive.



## EXERCISE 2 (Focus 2, page 140)

Penelope Picky is having an elegant party this weekend. She's spending all day preparing for the party, but she's very hard to satisfy.

Complete the sentences with *too*, *enough*, or *not enough*, as necessary. The illustrations will help you create meaningful answers. Before you begin, look at the illustrations and review the word list.

The word list may help you, but don't limit yourself to those words. There are different ways to make meaningful responses for this exercise. Compare your answers with a partner's.

softly	toppings	weird	silly
rich	space	stylish	tight
elegantly	loudly	spots	sweet
long	fattening	money	time
light	wildly	large	
quietly	seriously	cold	
loose	sophisticated	short	

### AT THE CATERER'S

**Example:** Caterer: *What would you like to serve for dessert, madam? Cheesecake?*

Penelope: *No, cheesecake is too fattening, and you never serve enough.*

1. Caterer: Ice cream?

Penelope: No, \_\_\_\_\_

2. Caterer: Chocolate mousse?

Penelope: No, \_\_\_\_\_

3. Caterer: Pastries?

Penelope: No, \_\_\_\_\_

Caterer: Flan?

Penelope: Yes, that would be perfect. It's not too sweet, and it will be elegant enough.



## AT THE DEPARTMENT STORE BUYING A DRESS FOR THE PARTY

4. Salesclerk: What about this short dress?  
 Penelope: No, \_\_\_\_\_
5. Salesclerk: Perhaps you would prefer this elegant long dress?  
 Penelope: No, \_\_\_\_\_
6. Salesclerk: What about this leopard skin print?  
 Penelope: Definitely not, \_\_\_\_\_
7. Salesclerk: How about this one?  
 Penelope: Yes, \_\_\_\_\_



## AUDITIONING MUSICIANS FOR THE PARTY

8. Agent: What about a band?  
 Penelope: No, \_\_\_\_\_
9. Agent: A string quartet?  
 Penelope: No, \_\_\_\_\_
10. Agent: I know a great country and western band.  
 Penelope: No, \_\_\_\_\_
11. Agent: What about a quartet?  
 Penelope: Perfect, \_\_\_\_\_



## EXERCISE 3 (Focus 3, page 142)

Complete the following story by filling in each blank with *too much*, *too many*, *too little*, or *too few*, as appropriate.

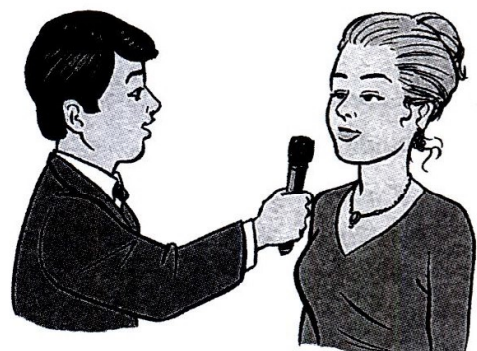
Robin Bird: Good evening, folks. This is Robin Bird with another fascinating episode of *Lifestyles of the Extremely Rich*. We're here today with Ms. Mercedes Benz at her fabulous home, San Coupe, in California. Thanks for having us.

Mercedes: Certainly, Robin.

Robin: Mercedes, do you really have 12 bathrooms here at San Coupe?

Mercedes: Well, yes, Robin. I do have 12 bathrooms. Do you think that's (1) \_\_\_\_\_ bathrooms?

Robin: No, of course not. But it must take quite a few servants to keep all those bathrooms clean.





Mercedes: You're right, I never have enough servants. There are always (2) \_\_\_\_\_ servants around, and it takes (3) \_\_\_\_\_ energy to manage all of them, but I get by somehow.

Robin: Let's talk about the grounds surrounding San Coupe. How much land do you own?

Mercedes: Well, I'm just not sure how much land I own, but I know I have (4) \_\_\_\_\_ grass to mow in one day, and I have three swimming pools. Unfortunately, I don't get enough exercise because I just bought two new cars, and now I have (5) \_\_\_\_\_ time to do much swimming.

Robin: How many cars do you own now?

Mercedes: Seven, one for each day of the week. Of course, now I have the problem of (6) \_\_\_\_\_ garage space. But that's what happens when you have (7) \_\_\_\_\_ cars.

Robin: Can you believe that, folks? Seven cars! Well, we have to go, but Mercedes, I want to thank you very much for sharing San Coupe with us. I hope we didn't take up (8) \_\_\_\_\_ of your time.

Mercedes: It was my pleasure, Robin. A woman like me can never get (9) \_\_\_\_\_ publicity. I get (10) \_\_\_\_\_ opportunities to show off San Coupe.

## EXERCISE 4 (Focus 4, page 143)

Write 5 statements that describe things you like about where you live now. Then write 5 statements describing things you don't like. Be sure to use *too* and *very* in your description. Share your list with a partner.

**Example:** *My apartment has too few rooms.*  
*My living room is very sunny.*

### THINGS I LIKE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### THINGS I DON'T LIKE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Choose the word or phrase (*a, b, c, or d*) that best completes each sentence. Then circle the letter.

1. Thai food is hotter than Japanese food; by *hotter*, I mean \_\_\_\_\_.
  - a. as spicy
  - b. less spicy
  - c. spicier
  - d. a little spicy
2. It's \_\_\_\_\_ for people who don't like spicy food.
  - a. as hot
  - b. hot enough
  - c. hotter
  - d. too hot
3. It can be spicy hot like Indian food, but \_\_\_\_\_ as Indian food.
  - a. not greasy
  - b. less greasy
  - c. more greasy
  - d. not as greasy
4. Thai cuisine is \_\_\_\_\_ and more exotic than heavy French food.
  - a. as light
  - b. less light
  - c. lighter
  - d. more light
5. Like the French chefs, Thai cooks use \_\_\_\_\_ fresh herbs and spices.
  - a. enough
  - b. many
  - c. too few
  - d. too many
6. *Sateh* is one of my favorite Thai dishes. It consists of meat served with a wonderful peanut sauce. You can make the sauce at home or buy \_\_\_\_\_ of the sauce at a gourmet shop.
  - a. a clove
  - b. a bottle
  - c. a box
  - d. a scoop
7. *Sateh* was originally Indonesian, but the Indonesian dish isn't \_\_\_\_\_ as the *sateh* from Thailand.
  - a. as spicy
  - b. less spicy
  - c. quite spicy
  - d. spicier
- 8-9. In my opinion, of \_\_\_\_\_ the world's cuisines, Asian cooking is \_\_\_\_\_.
  - a. a couple of
  - b. none of
  - c. all
  - d. few
  - a. delicious
  - b. more delicious
  - c. most delicious
  - d. the most delicious





24. I think North American food is (a) less interesting than other cuisines; it's one of (b) the (c) blander, (d) least imaginative cuisines that I know.
25. It uses too (a) little spices and fresh (b) herbs and (c) too (d) many canned and frozen ingredients.
26. Other cooking around the world uses a (a) much (b) wider variety of herbs and spices, so their food has (c) more flavor than (d) we do.
27. North Americans eat a lot of processed and frozen food, which has chemicals and is (a) not (b) as healthful (c) than diets with (d) more fresh, natural foods.
28. We also eat at fast-food restaurants, which serve greasy food with (a) a lot of calories. That's part of the reason that North Americans are much (b) fatter and (c) less healthy (d) that people of other nationalities.
29. (a) Not all North Americans eat fast food; some enjoy trying international food (b) very much, but to prepare that food at home isn't (c) enough convenient (d) for them.
30. Yes, (a) some have started to change their attitude about food, but (b) no enough—the average North American still eats (c) too many mashed potatoes and (d) too much beef.
31. If North Americans borrowed (a) more ideas from the cuisines of their various ethnic communities, they could learn (b) a great deal and have one of (c) a (d) most fascinating cooking in the world.



# GIVING ADVICE AND EXPRESSING OPINIONS

*Should, Ought To, Need To, Must, Had Better, Could, and Might*

UNIT

10

## EXERCISE 1 (Focus 1, page 152)

Advice columns appear in most North American newspapers. Readers write and ask for advice about their problems. Write four sentences of advice to the following people who are having problems. Use *should*, *should not*, or *ought to*. The first sentence has been done for you as an example.

### ASK GABBY

Dear Gabby,

I moved to Canada from Korea three years ago. My mom says I don't act Korean anymore. She thinks I'm acting too much like a Canadian because I like playing hockey with my friends. I'm not trying to be disrespectful to my mom. I just want to be like the other kids. What should I do?

Sincerely,  
On Thin Ice

1. First, you ought to talk to your mother.

2.

3.

4.

Dear Gabby,

I work all day as a cashier in a department store. When I come home, my husband expects me to make his dinner and clean the house. Not only that, but my husband is a slob. When he comes home from work, he leaves his clothes all over and then just watches TV. What should I do?

Sincerely,  
Worn Out in Waukegan

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

Dear Gabby,

I'm a 25-year-old construction worker. I am very dissatisfied with my job. I've always wanted to help people. I'd like to study nursing, but all my friends say nursing is women's work. What should I do?

Sincerely,  
Dissatisfied in Dallas

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



## EXERCISE 2 (Focus 2, page 153)

For each of the following situations, use the modal verbs in parentheses to give advice to the person who is trying to learn English.

**Example:** *Lori can't remember new vocabulary words.*  
(need to) *She needs to know the words to speak English well.*  
(should) *She should study new words an hour every day.*

Matthew can't understand movies in English.

1. (ought to) \_\_\_\_\_
2. (shouldn't) \_\_\_\_\_

Bill gets nervous when he speaks English.

3. (need to) \_\_\_\_\_
4. (should) \_\_\_\_\_

Kristi sometimes gets headaches when she speaks English too long.

5. (ought to) \_\_\_\_\_
6. (doesn't need to) \_\_\_\_\_

Geraldine makes a lot of spelling mistakes in English.

7. (need to) \_\_\_\_\_
8. (should) \_\_\_\_\_

David falls asleep in class.

9. (need to) \_\_\_\_\_
10. (shouldn't) \_\_\_\_\_

## EXERCISE 3 (Focus 3, page 154)

Rosario wants to be a doctor. Complete the following sentences about Rosario, using *should*, *shouldn't*, *must*, or *must not*, as appropriate. Compare your answers with a partner. Explain why the answers you chose are most appropriate.

**Example:** *She should find out about medical schools.*

1. She \_\_\_\_\_ get high grades in college.
2. She \_\_\_\_\_ like biology.
3. She \_\_\_\_\_ study for seven years.
4. She \_\_\_\_\_ find some friends who also want to be doctors so they can support each other and study together.
5. She \_\_\_\_\_ apply for a scholarship.

6. She \_\_\_\_\_ be afraid of blood.
7. She \_\_\_\_\_ like to help people.
8. She \_\_\_\_\_ be able to work long hours.
9. She \_\_\_\_\_ work well under pressure.
10. She \_\_\_\_\_ learn about different medicines.

## EXERCISE 4 (Focus 4, page 155)

Complete the following sentences with *should*, *ought to*, *had better*, or their negative forms.

**Example:** Mother to daughter: You had better wear a warm jacket, or you'll catch cold.

1. At a train station: You \_\_\_\_\_ buy your ticket. The train will be here in five minutes.
2. Parent to child: You \_\_\_\_\_ eat your vegetables, or you won't get any dessert.
3. Teacher to student: You \_\_\_\_\_ worry about this test. You'll do fine if you study. You got an A on all your other tests.
4. One student to another: I agree we \_\_\_\_\_ study, but I'm ready for a break.
5. Boss to worker: You \_\_\_\_\_ be late to work any more. If you come late again, you'll lose your job.
6. Worker to coworker: Quick, we \_\_\_\_\_ look busy; the boss is coming.
7. Worker to coworker: You \_\_\_\_\_ wear a tie to work if you want to impress the boss.
8. Travel agent to tourist: You \_\_\_\_\_ leave home early, or you'll miss your flight because there is a lot of traffic at that time.
9. At the airport: You \_\_\_\_\_ visit the pyramids while you are in Egypt. It's the chance of a lifetime!
10. Police officer to driver: You \_\_\_\_\_ not drive so fast, or you will get another speeding ticket.

For each of the following pairs, write a sentence using *should*, *ought to*, *had better*, or their negative forms.

1. Father to son: \_\_\_\_\_  
\_\_\_\_\_
2. Student to teacher: \_\_\_\_\_  
\_\_\_\_\_
3. Doctor to patient: \_\_\_\_\_  
\_\_\_\_\_
4. Mechanic to car owner: \_\_\_\_\_  
\_\_\_\_\_



## EXERCISE 5 (Focus 5, page 157)

It is the week before final exams, and Victoria and Migalie are trying to decide what they are going to do today. Complete the following dialogue using *should*, *could*, or *might*, as appropriate. The first one has been done for you as an example.

Victoria: We should study for the biology exam.

Migalie: I know we \_\_\_\_\_, but it's such a beautiful day. Why don't we go to the beach?  
We \_\_\_\_\_ invite those cute guys who live in the next dorm.

Victoria: Sure, and we \_\_\_\_\_ go swimming.

Migalie: Yeah, we \_\_\_\_\_ play volleyball and get a great tan.

Victoria: I know—we \_\_\_\_\_ get some hamburgers and have a barbecue!

Migalie: But if we go to the beach, I \_\_\_\_\_ buy a new bathing suit because mine is getting old.

Victoria: Okay, you get a new bathing suit, and I'll get the food.

Migalie: Well, if we're going to invite those guys, you \_\_\_\_\_ get some burgers.

Victoria: You're right. We also \_\_\_\_\_ buy some picnic supplies.

Migalie: Wait, do you have any money?

Victoria: I don't have very much.

Migalie: I \_\_\_\_\_ not have enough, either.

Victoria: So, what \_\_\_\_\_ we do?

Migalie: We \_\_\_\_\_ study for the biology exam.

## EXERCISE 6 (Focus 6, page 160)

For each of the following situations, use *might*, *could*, *should*, *ought to*, *need to*, *had better*, *must*, or their negative forms to give advice. There are many possible answers to each situation. Explain why you chose the modal verb for a situation. After you have completed the exercise, compare answers with a partner.

### HISHAM IS GETTING A DRIVER'S LICENSE

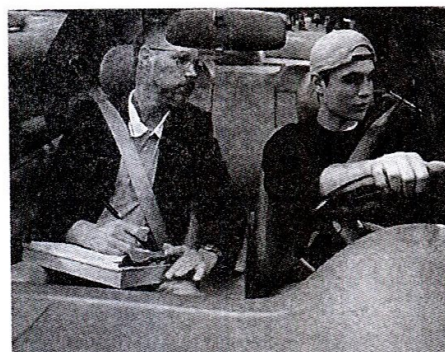
Example: *have an accident*

*He had better not have an accident while taking the road test.*

*Explanation: If he has an accident while taking the road test, he will not get his driver's license. A strong modal verb is necessary.*

1. bring a passport or birth certificate \_\_\_\_\_

Explanation: \_\_\_\_\_



2. fail the written test \_\_\_\_\_

Explanation: \_\_\_\_\_

3. be nervous \_\_\_\_\_

Explanation: \_\_\_\_\_

4. practice parallel parking \_\_\_\_\_

Explanation: \_\_\_\_\_

### ANGELICA IS REGISTERING FOR COLLEGE CLASSES

5. get her advisor's signature \_\_\_\_\_

Explanation: \_\_\_\_\_

6. register early \_\_\_\_\_

Explanation: \_\_\_\_\_



7. find out about the instructors \_\_\_\_\_

Explanation: \_\_\_\_\_

8. buy her books before classes start \_\_\_\_\_

Explanation: \_\_\_\_\_



## IT'S MY MOTHER'S BIRTHDAY

9. buy her a card and gift \_\_\_\_\_

Explanation: \_\_\_\_\_

10. bake a cake \_\_\_\_\_

Explanation: \_\_\_\_\_

11. remind my father \_\_\_\_\_

Explanation: \_\_\_\_\_

## BEN AND SARAH ARE WRITING RESEARCH PAPERS

12. start researching early \_\_\_\_\_

Explanation: \_\_\_\_\_

13. turn in the paper late \_\_\_\_\_

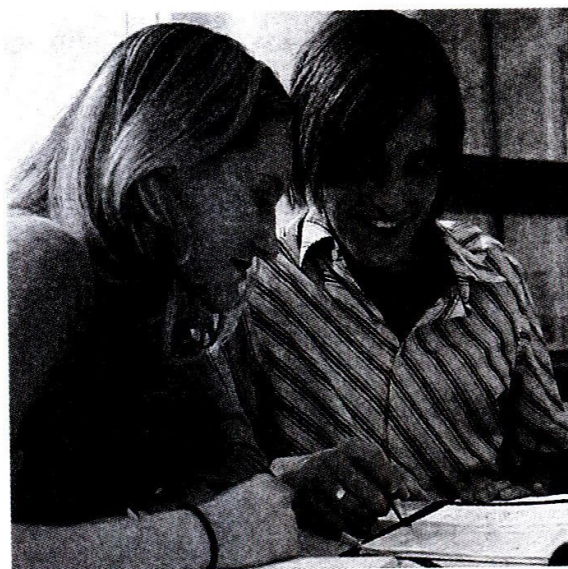
Explanation: \_\_\_\_\_

14. look up information on the Internet \_\_\_\_\_

Explanation: \_\_\_\_\_

15. go to the library \_\_\_\_\_

Explanation: \_\_\_\_\_



## DIEGO IS GETTING SICK

16. call the doctor \_\_\_\_\_

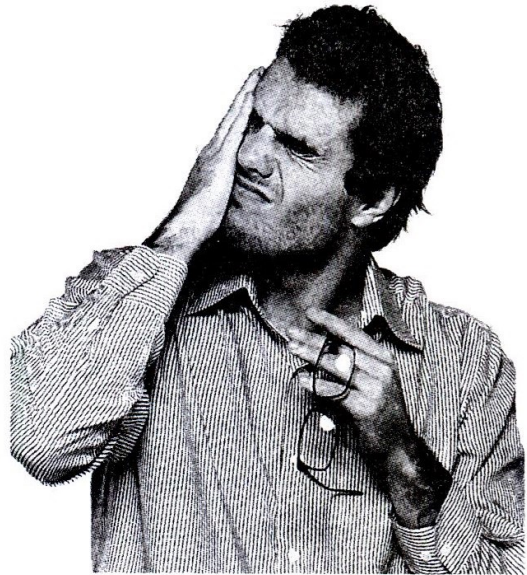
Explanation: \_\_\_\_\_

17. go to bed \_\_\_\_\_

Explanation: \_\_\_\_\_

18. take some aspirin \_\_\_\_\_

Explanation: \_\_\_\_\_



## EXERCISE 7 (Focus 7, page 161)

Do you agree or disagree with the following statements? Check (✓) the appropriate column.

	Agree	Disagree
1. Men should help with the housework.	_____	_____
2. Women should not work outside the home.	_____	_____
3. Women should not be totally responsible for the child care.	_____	_____
4. Husbands ought to help their wives with the dishes.	_____	_____
5. Men and women should keep their traditional roles.	_____	_____
6. Boys shouldn't learn how to cook.	_____	_____
7. A college education ought to be available for both men and women.	_____	_____
8. Women should be encouraged to participate in athletics.	_____	_____
9. Wives ought to serve their husbands before they eat their own food.	_____	_____
10. A father should not help change the baby's diapers.	_____	_____
11. Women should learn how to change a tire.	_____	_____



## **EXERCISE 8** (Focus 7, page 161)

Compare your answers from Exercise 7 with your classmates'. Discuss your opinions.

## **EXERCISE 9** (Focus 7, page 161)

Use *should*, *ought to*, or their negative forms and the cues below to express your opinions. Then compare your opinions with a partner.

**Example:** *Men/help take care of children*  
*Men ought to help take care of children.*

1. Women with small children/work outside the home

---

---

2. Men/wash clothes

---

---

3. Boys/learn how to sew

---

---

4. Girls/learn how to repair cars

---

---

5. Boys and girls/go to school together

---

---

6. Women/participate in the Olympic Games

---

---

7. Women/become doctors

---

---

8. Teenagers/be able to smoke

---

---

9. Students/study all the time

---

---

# MODALS OF NECESSITY AND PROHIBITION

*Have To, Have Got To, Do Not Have To,  
Must/Must Not, Cannot*

## EXERCISE 1 (Focus 1, page 168)

Put a check mark (✓) by the sentences that are true.

- \_\_\_ 1. Before leaving on a trip abroad (to another country), you should get a travel book with information about that country.
- \_\_\_ 2. You shouldn't carry all of your money in cash, and you shouldn't put all your money in one place.
- \_\_\_ 3. To enter some tropical countries, you mustn't have some vaccinations and other shots to protect against tropical diseases.
- \_\_\_ 4. When you check in at the airport, you don't have to pay extra if you have too much luggage.
- \_\_\_ 5. You've got to pack your camera and passport in your suitcase.
- \_\_\_ 6. During nearly all international flights, you mustn't smoke.
- \_\_\_ 7. When traveling abroad, you must learn to say *please* and *thank you* in the local language.
- \_\_\_ 8. To drive in most countries, you have to have a driver's license.
- \_\_\_ 9. If you're a smart traveler, you should be able to carry all of your luggage by yourself.
- \_\_\_ 10. When you're in a North American city, you mustn't ask about neighborhoods that you should avoid (not go near).
- \_\_\_ 11. If you're lost in North America and you see a police officer, you should ask him/her for help.
- \_\_\_ 12. You can't bring plants or animals into Canada or the United States from another country.

## EXERCISE 2 (Focus 2, page 169)

Complete the following conversation with the correct form of *must*, *have to*, or *have got to*, as indicated. When not indicated, answer with the pronoun and the auxiliary *do*. The first one has been done for you.

Claudia and Andres, two foreign tourists, are renting a car. They're asking the agent about driving in the United States.

Andres: Do I have to have a driver's license? (I + have to)

Agent: Yes, (1) \_\_\_\_\_.

Andres: What about Claudia? She has an international driver's license. (2) \_\_\_\_\_ get another license? (she + have to)



Agent: No, (3) \_\_\_\_\_. She can drive here with an international license.

Claudia: What about seat belts? (4) \_\_\_\_\_ wear seat belts? (we + have to)

Agent: Yes, you (5) \_\_\_\_\_ wear seat belts. (must) It's the law in most states.

Andres: What (6) \_\_\_\_\_ do with that thing in the front seat of the car? (we + have to)

Agent: What thing? (Andres points to the litter basket.) Oh, that's the litter basket. It's for litter: garbage, paper and things that you want to throw away.

Claudia: Can't we just throw it out the window?

Agent: No, you (7) \_\_\_\_\_ throw it out the window. (must + negative) There's a \$500 fine for littering! You (8) \_\_\_\_\_ keep everything inside the car. (have got to)

Andres: (9) \_\_\_\_\_ drive on the left side of the road the way they do in England? (we + have to)

Agent: No!! You (10) \_\_\_\_\_ drive on the left. (must + negative) Stay on the right.

Claudia: Are there any other laws that we should know about?

Agent: Well, if you're going to turn right or left, you (11) \_\_\_\_\_ use your turn signal. (have to) On the highway, you (12) \_\_\_\_\_ follow the speed limit, and if you're driving more slowly than the other cars, you (13) \_\_\_\_\_ stay in the right lane. (must, have to) The left lane is for faster traffic. Obey the laws, or the police will stop you.

### EXERCISE 3 (Focus 3, page 172)

Fill in the blanks below with *have to* or *have got to*, whichever you think is more appropriate. The first one is done for you.

1. It's time for my yearly checkup. I have to remember to call the doctor's office sometime this month.
2. I burned my finger while I was cooking. The first-aid book says that I \_\_\_\_\_ hold my finger under cold water.
3. She spilled hot oil all over her leg and foot. John \_\_\_\_\_ take her to the emergency room, now!
4. What \_\_\_\_\_ (Irene) do for her first-aid class? She \_\_\_\_\_ practice CPR (Cardiopulmonary Resuscitation).
5. His face is blue! We \_\_\_\_\_ check his throat to see what he's choking on.
6. There are jellyfish in the area. The lifeguard's telling Tommy that he \_\_\_\_\_ stay out of the water today.
7. Did that little boy drown? He stopped breathing. The lifeguard \_\_\_\_\_ start mouth-to-mouth respiration as soon as possible.
8. I cut my finger, and it's bleeding a little. What should I do? The neighbor, who's a nurse, says that you \_\_\_\_\_ wash the cut, and then put a bandage on it.
9. There's something in my eye again! Oh, Lisa. You \_\_\_\_\_ stop wearing so much eye makeup.
10. The children \_\_\_\_\_ get their vaccinations before school starts.



## EXERCISE 4 (Focus 4, page 173)

Some children are at a swimming pool with their grandmother. The lifeguard is shouting at the children, but they're not paying any attention. Their grandmother is repeating the lifeguard's instructions. In the spaces below, write what she says, using *cannot (can't)* or *must not (mustn't)*. The first one is done for you.

1. Walk! No running!

You mustn't run! or You must not run.

2. No diving in the shallow\* water!

3. You're not allowed to go in the deep water until you pass a swimming test.

4. Don't take beach balls in the pool.

5. No pushing!

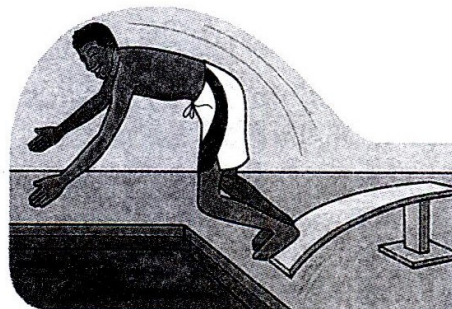
6. Get that radio away from the pool. No radios in the pool area!

7. Obey the rules! Stop breaking the rules!

8. Get that dog out of here! No pets allowed!

9. No eating or drinking in the pool area!

10. Stop hitting that little boy!



\* *shallow*: not deep



## EXERCISE 5 (Focus 5, page 175)

Look at the chart below on North American etiquette, and complete the sentences using *have to*, *don't have to*, *cannot*, and *must not*. The first one is done for you.

### NORTH AMERICAN ETIQUETTE

Personal Hygiene		Introductions	
		Formal	Informal
Necessary	use deodorant wear clean clothes daily	smile shake hands say "Nice to meet you."	smile say "Hello"
Not Necessary	wear perfume, cologne	be very serious	shake hands
Prohibited	use too much perfume, makeup	kiss, hug	kiss, hug
Tipping		Table Manners	Clothing
Necessary	leave the waiter/waitress a 15 percent tip	wait to eat until everyone is served	wear conservative clothes in business/law/religious services
Not Necessary	tip bad waiter/waitress leave a tip in a fast-food restaurant	accept offers of food	wear conservative clothes in other situations
Prohibited	tip government officials (e.g., police, customs)	make noise with mouth when eating	go barefoot* (except at the beach)

\* go barefoot: not wear shoes

(Some information from *Culturgram - United States of America*, Brigham Young University, David M. Kennedy Center for International Studies, 1985)

- When you meet someone at a classmate's party, you don't have to shake hands.
- North Americans don't have a lot of physical contact with each other, especially with strangers. When you meet someone for the first time, you \_\_\_\_\_ kiss or hug.
- To make a good impression at a job interview, you \_\_\_\_\_ dress conservatively, and you \_\_\_\_\_ put on too much perfume.
- North Americans like a good sense of humor. Even in business, a person \_\_\_\_\_ be formal and serious all the time.
- For satisfactory service in a restaurant, it is customary to leave a 15 percent tip, but if the service is poor, you \_\_\_\_\_ tip the waiter that much.
- To be accepted in North American society, you \_\_\_\_\_ take a bath every day, use deodorant, and wear clean clothes.
- You \_\_\_\_\_ go barefoot to a church, mosque, synagogue, or temple.
- A business executive \_\_\_\_\_ shake hands when he meets someone for the first time.
- On most college and university campuses, a student \_\_\_\_\_ dress up for classes; in fact, it's very casual.
- Direct eye contact is important for North Americans. You \_\_\_\_\_ look at them directly and smile when you meet them, or they might think you're dishonest.



## EXERCISE 6 (Focus 5, page 175)

Using the chart from Exercise 5 as a guide, write your own sentences about customs in your family's native country. Use *have to*, *don't have to*, *cannot*, and *must not*.

### NECESSARY

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### NOT NECESSARY

4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

### PROHIBITED

7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_



## EXERCISE 7 (Focus 6, page 178)

Using the information from the chart in Exercise 5, complete the following conversation about María's trip to North America. Use *must*, *have to*, or *don't have to*, in the present, past, or future. The first one is done for you.

José: María, how was your trip to America? You were there all summer, right?

María: Yes, I went there with an exchange program. I stayed with a family. It was great!

José: What was it like? Is it true that Americans have to take two showers a day or they don't feel clean?

María: No, that's not true.

José: Is it true that they are informal?

María: Yes, while I was there, I (1) \_\_\_\_\_ wear a dress or a skirt. Every day I wore shorts and sneakers, except one day when we went to court. The father of the family is a lawyer, and he says that in a courtroom, you (2) \_\_\_\_\_ dress more formally.

José: How was the food? Is it true that they eat hamburgers and hot dogs every day?

María: No, that's not true, but in the morning I (3) \_\_\_\_\_ eat cereal and drink American coffee.

José: Was it safe to drink the water, or (4) \_\_\_\_\_ boil the water before drinking it?

María: The water was very safe to drink.

José: Was the family rich?

María: No, they were middle class. They didn't have servants, so I (5) \_\_\_\_\_ help around the house. I (6) \_\_\_\_\_ clean my own room and help with the dishes. There was yard work, too, but I (7) \_\_\_\_\_ help with that.

José: What else (8) \_\_\_\_\_ do?

María: I (9) \_\_\_\_\_ walk the dog.

José: Is it true that in North America you (10) \_\_\_\_\_ treat pets almost like people?

María: Yes, the dog was a member of the family. The mother of the family said to me, "María, dogs are our friends. We (11) \_\_\_\_\_ love and respect them."

José: How about the people? Is it true that the people are nice?

María: Oh, yes! But one time I'm afraid that I offended some friends of the family. I asked a woman about her salary. The family told me, "Mary, you (12) \_\_\_\_\_ ask about a person's salary, age, or weight. It's too personal."

José: I'd like to go next summer. What (13) \_\_\_\_\_ do?

María: Well, first, you (14) \_\_\_\_\_ get an application form and fill it out. I can help you.

## **EXERCISE 8** (Focus 6, page 178)

### **PAIR/INDIVIDUAL/GROUP**

Exchange your answers to Exercise 6 with a classmate's (preferably someone from a different country and culture). Now imagine that you are planning a trip to that person's hometown. Write sentences about your plans, using *have to*/*don't have to*, *will have to*/*won't have to*, or *must*. Share your answers with the class.

### **NECESSARY**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

### **NOT NECESSARY**

4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

### **PROHIBITED**

7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_



# EXPRESSING LIKES AND DISLIKES

UNIT

# 12

## EXERCISE 1 (Focus 1, page 186)

The students in Glenda's class have a lot in common. Complete the following sentences about them, using *too* or *either*.

**Example:** *Her son doesn't eat vegetables, and my daughter doesn't either.*

1. Ramón studies math, and María José \_\_\_\_\_
2. I don't understand Greek, and my friends \_\_\_\_\_
3. Ann doesn't like liver, and her sister \_\_\_\_\_
4. Cheryl loves animals, and her children \_\_\_\_\_
5. Elizabeth loves the English language, and my students \_\_\_\_\_
6. Lee doesn't like to write in English, and Dora \_\_\_\_\_
7. Kim listens to classical music, and I \_\_\_\_\_
8. She doesn't listen to hip-hop, and I \_\_\_\_\_
9. I like the teacher's new haircut, and the other students \_\_\_\_\_
10. So Young doesn't like it, and Hyung Gue \_\_\_\_\_

## EXERCISE 2 (Focus 2, page 186)

Copy the sentences from Exercise 1, changing *too* and *either* to *so* and *neither*.

**Example:** *Her son doesn't eat vegetables, and neither does my daughter.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### EXERCISE 3 (Focus 3, page 187)

Correct the mistakes in the following sentences.

1. Scott lives in Iowa, and so is Debbie.
2. I don't know how to windsurf, and my brother doesn't neither.
3. Sung can't type and neither Fathi can.
4. Mark went to the wrong restaurant, and so didn't Alonzo.
5. Bob didn't go sailing, and either did Irene.
6. Mayumi hasn't been here long, and Sato isn't either.
7. Cynthia was in class yesterday, and you was too.
8. You were sick last week, and so wasn't Sheila.
9. Lee won't come with us, and either will Kim.
10. Maureen has a cute fiancé, and so has Patty.

### EXERCISE 4 (Focus 4, page 188)

Read the following dialog between coworkers. Match the sentences in the first column with the appropriate short phrase in the second column. The first one is done for you.

- |  |                                  |
|--|----------------------------------|
| 1. Oliver went to the union meeting last night. <u>b</u>         | a. I am too.                     |
| 2. His boss wasn't there. ____                                   | b. I did too.                    |
| 3. My boss thinks everything is fine at work. ____               | c. My boss, Mr. Fagin, does too. |
| 4. He wasn't happy to hear about the meeting. ____               | d. Mr. Fagin hasn't either.      |
| 5. He hasn't been acting very professional about this. ____      | e. Mine wasn't either.           |
| 6. He got angry—I felt bad about what he said to us. ____        | f. Neither does Mr. Fagin.       |
| 7. I think it's wrong not to say what you think. ____            | g. Neither was Mr. Fagin!        |
| 8. Well, I'm for the union. ____                                 | h. Neither will Mr. Fagin.       |
| 9. My boss doesn't like unions. ____                             | i. So can I!                     |
| 10. My manager won't be happy if we vote for a union. ____       | j. So did I.                     |
| 11. This is a free country and Oliver can do what he wants. ____ | k. So do I.                      |



## EXERCISE 5 (Focus 5, page 190)

Complete the conversation below with short phrases showing agreement (*So do I / I don't either*) or hedges (*Kind of / Sort of*).

### IN WRITING CLASS:

Brian: Did the teacher like your composition?

Daniel: Well, (1) \_\_\_\_\_.

Brian: What grade did you get?

Daniel: I got a C.

Brian: (2) \_\_\_\_\_. Actually, I'm happy. I don't usually pass.

Daniel: (3) \_\_\_\_\_. I'm terrible at writing. Conversation class is more fun. I'm better at speaking.

Brian: (4) \_\_\_\_\_. How about Reading? Do you like Reading class?

Daniel: (5) \_\_\_\_\_. I don't really like the teacher.

Brian: (6) \_\_\_\_\_.

Daniel: I'm tired of studying English.

Brian: (7) \_\_\_\_\_.

Daniel: I like my other classes a lot better.

Brian: What other classes?

Daniel: I'm taking music classes.

Brian: Really?! (8) \_\_\_\_\_! I'm taking Music Theory and guitar lessons. How about you?

Daniel: I'm taking Theory and voice lessons. Who's your Theory teacher?

Brian: Professor Kaplan.

Daniel: Do you like the class?

Brian: (9) \_\_\_\_\_. It's difficult. I like the other class better. Do you like your voice lessons?

Daniel: (10) \_\_\_\_\_. I like Music Theory better. It's my favorite class.

## EXERCISE 6 (Focus 6, page 192)

In Unit 7, there is an exercise on right- and left-brain preferences. The list below shows some additional characteristics of "right-brain" and "left-brain" people. Check (✓) the sentences that are true for you. Then add up the number of check marks in each column to see if you are left-brain dominant, right-brain dominant, or balanced. Are your results the same as before?

After you finish, put a circle around all of the gerunds in the lists, and underline the infinitives.

LEFT-BRAIN	RIGHT-BRAIN
<input type="checkbox"/> I have a place for everything and a system for doing things.	<input type="checkbox"/> I enjoy swimming.
<input type="checkbox"/> I enjoy sewing.	<input type="checkbox"/> I enjoy skiing.
<input type="checkbox"/> I enjoy chess.	<input type="checkbox"/> I enjoy bicycling.
<input type="checkbox"/> I understand contracts, instruction manuals, and legal documents.	<input type="checkbox"/> I am good at thinking up new ideas.
<input type="checkbox"/> I like to plan and arrange the details of a trip.	<input type="checkbox"/> I enjoy photography.
<input type="checkbox"/> I like to collect things.	<input type="checkbox"/> I can understand charts and diagrams.
<input type="checkbox"/> I enjoy working on home improvements.	<input type="checkbox"/> I like to relax and just do nothing.
<input type="checkbox"/> I enjoy writing.	<input type="checkbox"/> I enjoy singing.
<input type="checkbox"/> I like to read.	<input type="checkbox"/> I like to paint or sketch.
<input type="checkbox"/> I play a musical instrument.	<input type="checkbox"/> I postpone making telephone calls.
<input type="checkbox"/> I enjoy doing crossword puzzles.	<input type="checkbox"/> I enjoy fishing.
<input type="checkbox"/> After meeting a person for the first time, I remember the person's name.	<input type="checkbox"/> I enjoy running.
<input type="checkbox"/> Before buying something, I read the label and compare prices.	<input type="checkbox"/> After meeting a person for the first time, I remember the person's face.
<input type="checkbox"/> I'm good at speaking.	<input type="checkbox"/> When shopping, I buy what I like.
<input type="checkbox"/> I like competing with others.	<input type="checkbox"/> I like to sing in the shower.
	<input type="checkbox"/> I enjoy rearranging my furniture and decorating my home.
<input type="checkbox"/> Total	<input type="checkbox"/> Total

(From "Orientations Inventory," University Associates, The 1988 Annual: Developing Human Resources, PP. 60-63.)

Are you a left-brain person or a right-brain person? \_\_\_\_\_

How many gerunds did you circle? \_\_\_\_\_

How many infinitives did you underline? \_\_\_\_\_



## EXERCISE 7 (Focus 6, page 192)

Complete the following sentences. Use a gerund or infinitive in your answer.

Example: *I hate ironing.*

- \_\_\_\_\_ is one of my hobbies.
- I enjoy \_\_\_\_\_ and \_\_\_\_\_.
- I love \_\_\_\_\_.
- I hate \_\_\_\_\_.
- I'm good at \_\_\_\_\_.
- When I was a little boy/girl, \_\_\_\_\_ was something that I loved to do.
- On my vacations, I like \_\_\_\_\_.
- I feel good after I finish \_\_\_\_\_.
- \_\_\_\_\_ is something I always postpone doing.
- \_\_\_\_\_ and \_\_\_\_\_ are two Olympic sports.

## EXERCISE 8 (Focus 6, page 192)

Working in groups of 3–4, compare your answers to Exercises 6 and 7. Take turns reading a statement about yourself. If you agree with someone, say *I \_\_\_\_\_ too*, *So \_\_\_\_\_ I*, *I \_\_\_\_\_ either*, or *Neither \_\_\_\_\_ I*.

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Choose the word or phrase (*a, b, c, or d*) that best completes each sentence. Then circle the letter.

1. I don't like shopping, and Nancy \_\_\_\_\_.
  - a. doesn't either
  - b. doesn't too
  - c. isn't either
  - d. isn't neither
2. Bobby has a pair of skates, and \_\_\_\_\_.
  - a. Irene has too
  - b. Irene is too
  - c. so does Irene
  - d. so has Irene
3. Kelly \_\_\_\_\_ to go fishing, and so does Alex.
  - a. does like
  - b. doesn't like
  - c. is like
  - d. likes
4. Robin loved the movie, and \_\_\_\_\_.
  - a. I loved too
  - b. I didn't
  - c. so did I
  - d. so do I
5. Claire enjoys \_\_\_\_\_ antiques.
  - a. collect
  - b. collects
  - c. collecting
  - d. to collect
6. In North American classrooms, the students \_\_\_\_\_ stand when the teacher enters the room.
  - a. don't have to
  - b. haven't got
  - c. must not
  - d. should not
7. In some classes, students may eat, but they \_\_\_\_\_ smoke; it's the law.
  - a. don't have to
  - b. haven't got
  - c. mustn't
  - d. shouldn't
8. During class the teacher can have something to drink and the students \_\_\_\_\_.
  - a. will, too
  - b. are, too
  - c. can, too
  - d. drink, too
9. However, students \_\_\_\_\_ stand up and walk around the class while the teacher is talking.
  - a. oughtn't to
  - b. have got to
  - c. shouldn't
  - d. will have to



10. When I was a student, I \_\_\_\_\_ treat my teachers with more respect than students do nowadays.
- didn't have to
  - had got to
  - had to
  - must have
11. \_\_\_\_\_ do anything to prevent heart disease?
- Have got I
  - Ought I to
  - Should I
  - Had better I
12. The Heart Association gives some advice: you \_\_\_\_\_ eat healthy food, without too much fat or cholesterol.
- should
  - must
  - had better not
  - could
13. If you don't want to die of heart disease, you \_\_\_\_\_ follow a low-fat diet, get more exercise, and get frequent check-ups from a doctor.
- shouldn't
  - had better
  - could
  - had better not
14. If you feel chest pains, you \_\_\_\_\_ see a doctor as soon as possible, or your life may be in danger.
- could
  - had better not
  - must
  - ought to
15. Finally, you \_\_\_\_\_ try to eliminate stress as much as possible from your everyday life.
- don't have to
  - shouldn't
  - couldn't
  - should

## EDITING PRACTICE

Questions 16-30: Circle the *one* underlined word or phrase that must be changed for the sentence to be grammatically correct.

16. Frank (a) hasn't seen that new movie about (b) skiing, and I (c) haven't (d) neither.
17. After he (a) finish (b) washing the dishes, Yared wants to go for a bike ride. (c) So (d) do I.
18. I (a) can understand why he loves (b) working with computers, and his mother (c) can (d) either.
19. Hilda enjoys (a) to be outside in her yard gardening, (b) and (c) Florence does, (d) too.
20. She stays in good physical shape by (a) jogging and (b) to run. (c) So (d) does her fiancé.
21. I think that if a person lives in North America, he or she (a) should learn how to swim. When my (b) parents (c) were in college, they (d) must to pass a swimming test in order to graduate.
22. But at most colleges nowadays, a student (a) doesn't (b) have to do that as a requirement for graduation. You're right. I (c) didn't (d) had to do that when I was in college.
23. (a) Ought I learn to be safe around water? Yes, you (b) should. You (c) ought to take water safety classes from the Red Cross. The first rule in water safety is that you (d) shouldn't swim alone.

24. The second rule in water safety is that to save a drowning person, you (a) mustn't try to swim to him. You (b) ought to throw something, or you (c) could (d) to reach for the drowning person with something like a pole or towel.
25. Children (a) should (b) learn about water safety. They (c) have got to go near the water alone; an adult should always be with them.
26. (a) I have a toothache. (b) What I should do? Well, you (c) could take some aspirin, but it is probably (d) better to see the dentist.
27. I know I (a) had better not be afraid (b) to go to the dentist, but I always (c) get nervous sitting in the (d) dentist's chair.
28. The dentist (a) makes me feel anxious and (b) so does his assistant. Let me see what it (c) looks like. Oh, that tooth looks painful, and (d) so the tooth next to it.
29. You (a) must (b) see the dentist right away! To avoid painful toothaches, you (c) could brush your teeth and use dental floss.
30. You (a) ought to (b) visit a dentist twice a year and your children (c) should (d) either.



# PRESENT PERFECT

## *Since and For*

UNIT

13

### EXERCISE 1 (Focus 1, page 198)

Below are some important events in the life of Carmen Alvarez. Decide whether each is a past event, a present event, or an event that began in the past and has continued to the present. Write the sentences under the correct category heading. The first one has been done for you as an example.

She has volunteered at the hospital since she moved to New Mexico.

She is studying at the University of New Mexico.

She wanted to be a doctor when she was a child.

She has studied at the University of New Mexico for three years.

She wants to be a doctor.

She moved to New Mexico.

She has wanted to be a doctor since she was a child.

She began studying at the University of New Mexico three years ago.

She is volunteering at the hospital.

#### PAST

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### PRESENT

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### BEGAN IN THE PAST AND CONTINUES NOW

1. She has volunteered at the hospital since she moved to New Mexico.
2. \_\_\_\_\_
3. \_\_\_\_\_

## EXERCISE 2 (Focus 1, page 198)

Using Exercise 1 as a model, write sentences about events in your own life.

### PAST

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### PRESENT

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### BEGAN IN THE PAST AND CONTINUES NOW

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## EXERCISE 3 (Focus 2, page 200)

Before you can donate blood, you must answer several questions about your medical history. Complete the following dialogue between a blood donor and an interviewer, using the correct form of each verb in parentheses in the present perfect. The first one has been done for you.

Interviewer: How long has it been (it be) since you ate?

Donor: I \_\_\_\_\_ (not eat) anything since breakfast.

Interviewer: \_\_\_\_\_ (you give) blood before?

Donor: Yes, I \_\_\_\_\_ (give) blood many times.

Interviewer: Really? How long \_\_\_\_\_ (it be) since you last donated blood?

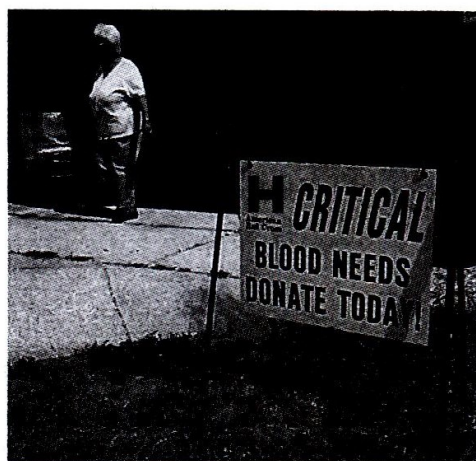
Donor: I \_\_\_\_\_ (not donate) blood for a year.

Interviewer: \_\_\_\_\_ (you have) any serious illnesses?

Donor: No, I \_\_\_\_\_ (not have) any illnesses.

Interviewer: \_\_\_\_\_ (you be) in the hospital in the past five years?

Donor: No, I \_\_\_\_\_ (not be) hospitalized.





Interviewer: \_\_\_\_\_ (you travel) abroad?

Donor: Yes, I \_\_\_\_\_ (go) to South America.

Interviewer: How long ago was that?

Donor: I was in South America in 2000, but I \_\_\_\_\_ (live) in the United States since then.

Interviewer: Thanks for answering the questions. Now please roll up your sleeve.



#### **EXERCISE 4** (Focus 2, page 200)

Copy the interviewer's six questions from the previous exercise.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Take turns role-playing the interview with a partner. Answer the questions using your own experiences and history.

#### **EXERCISE 5** (Focus 3, page 202)

Complete the following dialogue by putting *since* or *for* in each blank. The blank in the sign in front of the castle has been filled in for you as an example.

Count Dracula: Good evening, Mr. Stoker. Welcome to the Count Dracula Blood Bank. So nice of you to come. We would like to take your blood, but first we want to see if you're our type. Would you answer a few questions?

Stoker: Well, uh, I guess so.

Count Dracula: How long has it been \_\_\_\_\_ you arrived in Transylvania?

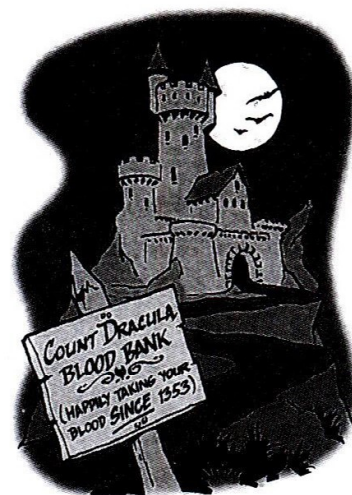
Stoker: I just arrived. I've been here \_\_\_\_\_ only two hours.

Count Dracula: Oh! Have you had time to explore the castle?

Stoker: Well, I've walked around a little \_\_\_\_\_  
I got here. The castle is interesting, but that back room is full of bats.

Count Dracula: Yes, we've had that problem \_\_\_\_\_ the castle was built. That reminds me, how long has it been \_\_\_\_\_ you flew at night?

Stoker: What? I haven't flown at night \_\_\_\_\_ last year. I'm afraid of the dark.



Count Dracula: Well, perhaps we can help you with that problem. How long has it been \_\_\_\_\_ you've been in a cemetery?

Stoker: These are the strangest questions I've ever heard. I guess the last time was in March. Yes, it's been three months \_\_\_\_\_ I was in a cemetery.

Count Dracula: Very good. Finally, Mr. Stoker, have you given blood before?

Stoker: Yes, but I haven't donated \_\_\_\_\_ at least six months.

Count Dracula: Wonderful! Because you've answered all our questions, we've decided you're a perfect victim—I mean candidate. Please roll down your collar.

## EXERCISE 6 (Focus 4, page 203)

Look at the personnel file for Mercy Hospital. Which doctor has worked at the hospital the longest? Which nurse?

Use the information from the personnel files to make statements with the words given below.

**Example:** Dr. Zhivago / since *Dr. Zhivago has worked at Mercy hospital since 1973.*

1. Dr. Moreau / for \_\_\_\_\_

2. Dr. Jekyll / since \_\_\_\_\_

3. Dr. Zhivago and Nurse Nightingale / for \_\_\_\_\_

4. Dr. Faust / for \_\_\_\_\_


5. Nurse Ratchet / for \_\_\_\_\_

6. Dr. Doolittle / since \_\_\_\_\_

7. Dr. Spock / for \_\_\_\_\_

8. Nurse Candystripe / for \_\_\_\_\_

9. Nurse Shark / since \_\_\_\_\_

 <b>Mercy Hospital</b>			
Personnel File			
Doctors	First Year Employed	Nurses	First Year Employed
Dr. Doolittle	1973	Nurse Candystripe	1975
Dr. Faust	1981	Nurse Nightingale	1973
Dr. Freud	1988	Nurse Ratchet	1967
Dr. Jekyll	1978	Nurse Shark	1984
Dr. Livingston	1969		
Dr. Moreau	1958		
Dr. Spock	1988		
Dr. Zhivago	1973		

23



10. Dr. Livingston / since \_\_\_\_\_  
\_\_\_\_\_
11. Dr. Freud and Dr. Spock / since \_\_\_\_\_  
\_\_\_\_\_

## EXERCISE 7 (Focus 5, page 204)

Rewrite the sentences using the present perfect and *since* or *for*. Remember that the present perfect cannot be used with all verbs.

**Example:** She works at the hospital. She began working there six years ago.  
*She has worked at the hospital for six years.*

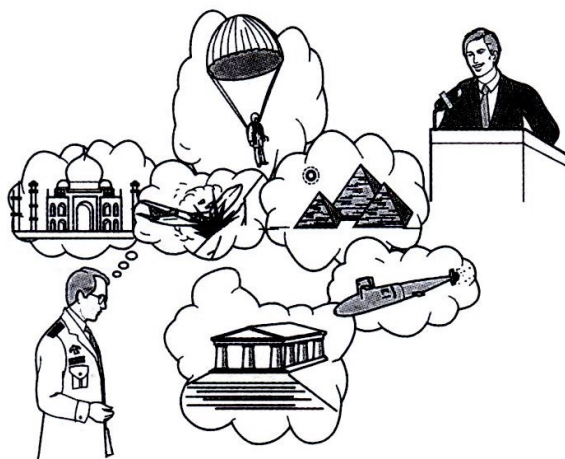
1. Lisa started taking that medicine in 2004. She still takes it today.  
\_\_\_\_\_
2. Do you want to be a surgeon? Did you want to be a surgeon when you were a child?  
\_\_\_\_\_
3. Larry is an X-ray technician. He began this career in 1989.  
\_\_\_\_\_
4. My stomach doesn't hurt anymore. It stopped hurting when I took the medication.  
\_\_\_\_\_
5. Joe delivers flowers to the hospital every day. He began delivering flowers two years ago.  
\_\_\_\_\_
6. Sylvia met my doctor. They met at a hospital fundraiser.  
\_\_\_\_\_
7. It isn't raining; it stopped raining at 5:00.  
\_\_\_\_\_
8. Doug arrived at the hospital 30 minutes ago. The doctor is still in the room with him.  
\_\_\_\_\_
9. Medical technology was improving during the last century. It is still improving.  
\_\_\_\_\_
10. She doesn't take that medicine anymore. She stopped taking that medicine when it made her sick.  
\_\_\_\_\_

# PRESENT PERFECT AND SIMPLE PAST

*Ever and Never, Already and Yet*

## EXERCISE 1 (Focus 1, page 214)

Decide if the following verbs should be in the simple past or the present perfect. Then circle the correct form.



Captain Michael Johnson, one of the best commercial airline pilots in the world, is retiring this year. He (1) began / has begun working for Western Airlines 35 years ago. In the beginning of his career, he (2) flew / has flown only domestic flights, but later on the company (3) told / has told him to fly internationally. Captain Mike, as the flight attendants call him, (4) flew / has flown around the world many times. He (5) met / has met a lot of people and (6) saw / has seen a lot of different places. In one year he (7) went / has gone to India, Egypt, and Greece, where he (8) saw / has seen the Taj Mahal, the pyramids, and the Acropolis. In addition, (9) he did / has done a lot of exciting things. On one trip, in 1980, he (10) jumped / has jumped from an airplane with a parachute, and on another trip he (11) rode / has ridden in a submarine. But his life (12) wasn't / hasn't been easy. In 1992 his plane almost (13) crashed / has crashed; he (14) had / has had to make an emergency landing. Ten years ago, he (15) had / has had cancer, but Captain Mike (16) fought / has fought the cancer and (17) won / has won. All in all, he (18) was / has been very lucky, and so (19) did / have we here at Western Airlines. We're going to miss you, Captain Mike.



## EXERCISE 2 (Focus 2, page 217)

Have you ever done these things? Using the words below and the present perfect, write questions and answers about your experiences. If you haven't ever done the activity, use *never* or *not + ever*.

Example: eat ants

*Have you ever eaten ants?*

*Yes, I have.*

*OR No, I haven't ever eaten ants. / No, I've never eaten ants.*



1. find a wallet in the street

Q: \_\_\_\_\_

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

2. fly in a helicopter

Q: \_\_\_\_\_

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

3. shoot a gun

Q: \_\_\_\_\_

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

4. break a bone

Q: \_\_\_\_\_

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

5. give blood

Q: \_\_\_\_\_

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

6. meet a famous person

Q: \_\_\_\_\_

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

7. have a car accident

Q: \_\_\_\_\_

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

8. wear snowshoes

Q: \_\_\_\_\_

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

9. ride a camel

Q: \_\_\_\_\_

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

10. see a penguin

Q: \_\_\_\_\_

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

### EXERCISE 3 (Focus 3, page 218)

Using the verbs from Exercise 2, ask a North American if he or she has ever done those activities. If he or she has, ask the appropriate questions about the activity (*When, where, . . . ?*). Write all of the answers.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_




## EXERCISE 4 (Focus 4, page 219)

Sonia is going to take another trip abroad. Her friend, Nolan, is asking her questions about the trip. Using the words and pictures below, write Nolan's questions in the present perfect. Be careful—the verbs might need to be changed.

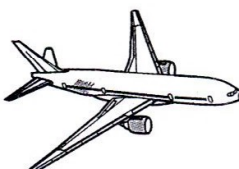
Example: already / you / camera /  / have / for / buy / your?

*Have you already bought film for your camera?*

No, I haven't.

1. buy / already / you / ticket / your /  / have?

Yes, I have. That's the first thing I did.

2. a/an / ever / ticket / on / a / you / lose / have / trip / 


Yes, I have. On one trip someone stole my ticket.

3. reservations / have / already /  / you / your / make?

No, I haven't. I never make any reservations.

4. check / forecast /  / have / out / the / you?


Yes, I have. The weather's going to be nice and sunny.

5. you /  / yet / pack / your / have?
- 

No, I haven't done that yet. That's the last thing I do before a trip.

6. yet / you / a /  / find / sitter / have?
- 


Yes, I have. My mother is going to take care of Tabby.

7.  / already / your / get / you / have?
- 


Yes. I got it a long time ago.

8. already / for / you / visa /  / a / have?
- 

Yes, I have. I had to write to the consulate in Washington, D.C.

9. change / your / yet / you / have /  ?
- 

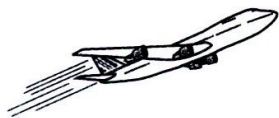
No, I haven't done that yet. I'm going to wait until I arrive.

10.  / you / read / have / yet / travel / any?
- 

Yes, I have. I went to the library a long time ago.



11.



/ you / miss / a / ever / have?

---

No, I haven't. I've been very lucky.

12. someone / airport / ever /



/ else's / at / you / the / take / have?

---

No, I haven't ever done that, but one time a man took mine.

PRESENT PERFECT  
PROGRESSIVE

## EXERCISE 1

(Focus 1, page 228 and Focus 2, page 229)

Match the pictures with phrases from the list. Write sentences that give explanations for the situation using the present perfect progressive. Use "just" when appropriate. The first one has been done for you as an example.

lift boxes  
swim

sit in the sun  
move into new house

unpack dishes  
look for shells

move furniture  
~~have nightmares~~

sleep  
dream

1. He has just been having a nightmare.

2.

3.

4.

5.

6.

7.

8.

9.

10.





## EXERCISE 2 (Focus 2, page 229)

Look at the pictures in Exercise 1 and ask your partner questions about the pictures using the present perfect progressive.

**Example:** A: *What has he just been doing?*  
B: *He's been having a nightmare.*

## EXERCISE 3 (Focus 2, page 229)

Work in groups of three. Using the cues, ask one group member questions about what he or she has been doing since coming to class. Then tell the third group member. Take turns asking the questions and telling the person's answers to the third group member.

**Example:** speak only English  
A: *Have you been speaking only English since you came to class?*  
B: *Yes, I've been speaking only English.*  
A: (to other group member) *She has been speaking only English.*

1. speak only English
2. talk to classmates
3. study grammar
4. do exercises
5. read in English
6. listen to the teacher
7. whisper to friends
8. sing in English
9. take notes

## EXERCISE 4 (Focus 3, page 230)

Using the given time frame as a cue, think of an activity that you have been doing and continue to do today. Write a sentence for each. The first one has been done for you.

1. since last year  
I have been living on my own since last year.
2. since the beginning of the semester (quarter)  
\_\_\_\_\_
3. for the past week  
\_\_\_\_\_

4. since I started learning English

5. for the past two years

6. since my last birthday

7. since last weekend

8. since last winter

9. for the past two weeks

10. since last night

### EXERCISE 5 (Focus 4, page 231)

Fill in each blank with the appropriate form of the verb in parentheses. The first one has been done for you as an example.

Joel: Jimmy, you look terrible. What have you been doing (you do) recently?

Jimmy: I \_\_\_\_\_ (not sleep) well lately.

Joel: \_\_\_\_\_ (you feel) sick?

Jimmy: I \_\_\_\_\_ (not feel) sick. My allergies \_\_\_\_\_ (bother) me for the past week or so.

Joel: \_\_\_\_\_ (something, happen) recently at school that is bothering you?

Jimmy: Well . . . not really.

Joel: What \_\_\_\_\_ (worry) you?

Jimmy: I \_\_\_\_\_ (think) about my grammar exam for the past couple of days.

Joel: Why?

Jimmy: We \_\_\_\_\_ (study) the present perfect progressive recently, and I'm not sure I understand it.

Joel: \_\_\_\_\_ (you study) hard and \_\_\_\_\_ (ask) for help when you need it?

Jimmy: Yes, I \_\_\_\_\_ (memorize) the form of the present perfect progressive, and I \_\_\_\_\_ (try) to use it whenever I speak English.

Joel: Sounds like you don't have anything to worry about. I'm sure you'll do fine.



## EXERCISE 6 (Focus 4, page 231)

List three changes you have been making in your life. Add a time phrase to show that the activity started recently.

**Example:** *Recently, I have been working late.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## EXERCISE 7 (Focus 5, page 232)

Fill in each blank with the present perfect or present perfect progressive as appropriate. The first one has been done for you as an example.

For years I have read (read) a book right before I go to sleep. Recently, I (1) \_\_\_\_\_ (read) biographies. I read biographies of Charlie Chaplin and Mahatma Gandhi, and for the past couple of nights I (2) \_\_\_\_\_ (read) about Jane Addams.

I (3) \_\_\_\_\_ just \_\_\_\_\_ (realize) that Mom's sixtieth birthday is coming up soon, and it (4) \_\_\_\_\_ (be) a long time since we did something for her birthday. I think we should do something special this year.

What do you suggest?

Well, recently, I (5) \_\_\_\_\_ (collect) some pictures of us as children. I thought if we got some more pictures we could make a nice collection.

Mom used to get up at 6:30 every morning, but now she's on vacation, and she (6) \_\_\_\_\_ (wake up) at 7:30. It is only one hour, but it makes a big difference. She (7) \_\_\_\_\_ (have) more energy since she (8) \_\_\_\_\_ (be) on vacation.

George just returned from Japan. He (9) \_\_\_\_\_ (work) there for the past two months. Over the past year his company (10) \_\_\_\_\_ (set up) a new branch in Tokyo.

Choose the *one* word or phrase (*a, b, c, or d*) that best completes each sentence. Then circle the letter.

1. \_\_\_\_\_ to the Great Smokies National Park since it was improved?
  - a. Have you been gone
  - b. Did you went
  - c. Have you gone
  - d. Did you go
2. No, but I \_\_\_\_\_ to go there next summer.
  - a. has wanted
  - b. have been
  - c. wants
  - d. want
3. I \_\_\_\_\_ there; I returned last night.
  - a. have just been camping
  - b. have been camping there just
  - c. just have been camping
  - d. have camped
4. I \_\_\_\_\_ in such a beautiful park since I was in Yellowstone National Park.
  - a. no stayed
  - b. haven't stayed
  - c. haven't staid
  - d. don't stay
5. The forest and mountains are beautiful, but the campsites are rough. They \_\_\_\_\_ all the comforts of home.
  - a. haven't had
  - b. hadn't
  - c. don't have
  - d. haven't
6. How \_\_\_\_\_ the park?
  - a. have they improved
  - b. they have been improving
  - c. they have improved
  - d. have they been improved
7. Recently, the Park Service \_\_\_\_\_ more campsites.
  - a. have added
  - b. has been adding
  - c. is adding
  - d. have been adding
8. For many years, the park rangers \_\_\_\_\_ more hiking trails.
  - a. has developed
  - b. have been developed
  - c. developed
  - d. have been developing
9. Rangers have protected the natural beauty of the Great Smokies National Park \_\_\_\_\_ it was created.
  - a. for
  - b. when
  - c. since
  - d. that



- ## EDITING PRACTICE

16. Where (a) have you (b) been? I (c) have (d) seen not you around here lately.
17. (a) I've (b) just (c) been visiting my brother (d) since the past two weeks. He lives in Anchorage, Alaska.
18. Anchorage, Alaska? Why (a) were you (b) visiting Anchorage in the middle of the winter? What (c) have you (d) be doing there for two weeks?
19. Winter in Alaska is fun. I (a) have been (b) skiing and ice (c) skating. Also I (d) seen a dog sled race.
20. (a) Have you (b) never (c) seen a dog sled race? No, I (d) haven't.
21. The native people of Northern Canada and Alaska (a) have (b) been (c) participating in dog sled races (d) since more than 500 years.
22. I found out that the Inuit people (a) has (b) been using dog sleds as their main method of transportation (c) since they (d) settled in North America.

23. The dogs (a) have (b) pulled sleds during the winter for hundreds of years. They (c) have (d) carried people and equipment across the frozen land.
24. (a) In the past, every Inuit family (b) has been having a dog sled team because it (c) was (d) their only source of transportation.
25. (a) Since the invention of the snowmobile, dog sleds (b) has (c) become less popular for transportation; however, dog sled races (d) are still a popular sport during the cold winters.
26. The men or women who (a) race dog sleds are "mushers." (b) For many years before the race, they (c) have (d) been trained their dogs to pull the sled and to work together as a team.
27. One of the most famous dog sled races is the Iditarod Trail. It (a) covers more than 1,000 miles of Alaskan wilderness. Even today, this race (b) had (c) challenged mushers and their dogs (d) for many years.
28. (a) You have (b) ever (c) slept outside in the middle of winter? Mushers and their dogs (d) sleep in snow camps during the race.
29. My brother (a) have (b) watched the start of the Iditarod Trail race several times, but he (c) hasn't ever (d) watched the finish.
30. (a) Last week, I (b) saw this great race for the first time. I (c) watched the beginning of the race in Anchorage, and then I (d) have flown to Nome, Alaska, to see the finish.
31. It (a) was (b) exciting to watch the dogs and the mushers cross the finish line. All of the people (c) have been (d) shouting to encourage the mushers and his dogs.
32. I (a) haven't known that Alaskan winters were so exciting. You (b) have (c) really (d) had a great vacation.



# MAKING OFFERS WITH *WOULD YOU LIKE*

## EXERCISE 1 (Focus 1 and 2, page 240)

Pierre Eclair has just become the new assistant manager of the Gourmet Diner. He is trying to make the atmosphere a little more elegant and sophisticated, so he is listening to how the waitresses talk to their customers. Read the dialogue between Wanda the waitress and her customers, Phil and Emily. Then rewrite the dialogue using polite forms. The first one has been done for you as an example.

- Wanda: Good morning. Where do you want to sit? Good morning. Where would you like to sit?  
Do you want a table by the window? \_\_\_\_\_
- Phil: Yes, that would be fine.
- Wanda: Want some coffee? \_\_\_\_\_
- Phil: Yes, please, two cups of coffee.
- Wanda: Sugar or cream in your coffee? \_\_\_\_\_
- Phil: Sugar for me, please . . .
- Wanda: Here's your coffee.  
Do you want to order now? \_\_\_\_\_
- Phil: Yes, I guess we do.
- Wanda: What do you want? \_\_\_\_\_
- Emily: I'll have eggs and French toast.
- Wanda: How do you want your eggs? \_\_\_\_\_
- Emily: Fried, but not too well done.
- Wanda: Do you want me to tell the cook to make them over easy? \_\_\_\_\_  
\_\_\_\_\_
- Emily: Yes, please.
- Wanda: And you, sir? Do you want eggs, too? \_\_\_\_\_  
\_\_\_\_\_
- Phil: Yes, I'll have the cheese omelet with hash browns.
- Wanda: Need anything else? \_\_\_\_\_
- Phil: Yes, some orange juice.
- Wanda: Great. I'll be back with your breakfast in a moment.

## EXERCISE 2 (Focus 3, page 242)

Read the description of the conversations between Marc Antony and Cleopatra on their first meeting, and then on another meeting a year later. Write the dialogues using *would you like* or *do you want*, as appropriate. Marc Antony's first line has been written for you as an example.



First Meeting

### MARC ANTONY

1. asks Cleopatra for a meeting
3. asks Cleopatra what kind of restaurant she wants to go to
5. asks what movie Cleopatra wants to see

### CLEOPATRA

2. accepts the offer
4. says she prefers French or Italian
6. tells him which movie she wants to see

Marc Antony:

1. Would you like to go out with me this weekend?

Cleopatra:

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

Marc Antony:

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

Cleopatra:

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

Marc Antony:

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

Cleopatra:

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





### One Year Later

#### MARC ANTONY

7. asks Cleopatra if she wants to stay home and watch the football game
9. asks if she wants to order out for pizza
11. asks her if she wants to go bowling and eat at the bowling alley instead

Marc Antony:

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

Cleopatra:

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

Marc Antony:

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

Cleopatra:

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

Marc Antony:

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

Cleopatra:

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

#### CLEOPATRA

8. says she prefers to go country-western concert
10. says she prefers Chinese food
12. she accepts



### EXERCISE 3 (Focus 3, page 242)

Write a dialogue for each of the following situations. Be sure to consider the politeness level of the situation. If the offer is refused, have the person give a reason for the refusal. The first dialogue has been started for you. Explain why you choose to make the polite request formal or informal.

1. A flight attendant on an airplane offers a passenger lunch. The passenger isn't hungry but would like something to drink.

Flight Attendant: Would you like some lunch?

Passenger: \_\_\_\_\_

Explanation: The flight attendant would use a formal request because her job is to serve the passenger and she does not know him personally.

2. A father offers to help his son with his homework. The son really needs help.

Explanation: \_\_\_\_\_

3. One of your classmates looks confused by directions on an assignment. You offer to help her. She accepts.

Explanation: \_\_\_\_\_

4. A woman with two small children and many packages is trying to get on a bus. You offer to help her. She accepts.

Explanation: \_\_\_\_\_

5. An elderly man is standing at the corner. He looks lost. Another man offers to help him. The elderly man explains that he is waiting for his son.

Explanation: \_\_\_\_\_



6. Your friend visits you on a hot summer day. You offer her a glass of lemonade. She gladly accepts.

Explanation: \_\_\_\_\_

7. Your father's friend is in your city for a couple of days. You offer to show him the sights. He is not able to accept your offer because he has to attend a business meeting.

Explanation: \_\_\_\_\_

8. Deb's husband has a headache. She offers to get him some aspirin. He accepts.

Explanation: \_\_\_\_\_

#### **EXERCISE 4** (Focus 3, page 242)

Below are situations in which you might make a request. Work with a partner and write dialogues for each situation. Act out some of the dialogues for your classmates.

**Example:** On a subway train

*Those packages look heavy. Would you like me to hold them for you?*

*Yes, thanks. It's hard to stand up on the train and hold them.*

1. Someone is sick \_\_\_\_\_

2. It's the first day at a new school \_\_\_\_\_

3. At a restaurant \_\_\_\_\_

4. In a department store \_\_\_\_\_

5. At a picnic \_\_\_\_\_

6. At a travel agency \_\_\_\_\_

# REQUESTS AND PERMISSION

*Can, Could, Will, Would, and May*

## EXERCISE 1 (Focus 1, page 250)

Below are some situations in which requests are commonly made. For each situation, write a request using *can*, *could*, *will*, *would*, or *may*, as appropriate.

**Example:** You're driving to a party with a friend. You're not sure exactly where the party is. You say to your friend:

*Could you look up the directions on the computer, please? I'm not exactly sure how to get to the party.*

1. You aren't sure which bus goes to the beach. You see a man waiting at the bus stop. You say:  


---


---
2. After you find out which bus to take, you want to know how often it stops here. You ask the man:  


---


---
3. When you come home from shopping, your arms are full of packages. You see your neighbor near the front door of your apartment building. You say:  


---


---
4. You have to be at work a half hour early tomorrow. Your husband/wife always gets up before you and wakes you up. You say to him or her:  


---


---
5. You are looking for your seats in a theater. You see an usher and ask:  


---


---
6. You forgot to buy milk when you went to the grocery store. You ask your roommate to stop and get some:  


---


---



7. You're giving a dinner party. Suddenly you realize you are out of eggs, which you need for your dessert. You phone your neighbor and ask:

---

---

8. You're trying to find the immigration building. You know it's nearby. You approach a woman and say:

---

---

9. You see the kind of cake mix you want to buy on the top shelf, but you can't reach it. You ask another customer to reach the box for you:

---

---

## EXERCISE 2 (Focus 2, page 251)

Imagine someone made the polite requests below, but you must refuse the request. Explain why you are refusing and use a softening phrase.

**Example:** Can you lend me your book?  
*I'd like to, but I can't. I left my book at home today.*

1. Could you help me with this math problem? \_\_\_\_\_

---

2. May I borrow a dollar? \_\_\_\_\_

---

3. Would you please help me get my ball down from the tree? \_\_\_\_\_

---

4. My car has a flat tire. Will you please help me change it? \_\_\_\_\_

---

5. May I please have some more orange juice? \_\_\_\_\_

---

6. Mom, will you please help me practice my lines for the play? \_\_\_\_\_

---

7. My car is broken. Can you please give me a ride tomorrow? \_\_\_\_\_

---

8. If you are going out, would you please return my library books? \_\_\_\_\_

---

9. Please make copies of these documents. \_\_\_\_\_

---

### EXERCISE 3 (Focus 3, page 252)

Hana is a flight attendant. Passengers often make requests of her. Following are some requests the passengers have made. Write Hana's response to each request, varying the responses.

**Example:** Could you help me put this bag in the bin? Sure, I would be happy to.



1. Could you get me a pillow? \_\_\_\_\_  
\_\_\_\_\_
2. Would you bring me some more sugar for my coffee, please? \_\_\_\_\_  
\_\_\_\_\_
3. Can you show me where the bathrooms are? \_\_\_\_\_  
\_\_\_\_\_
4. May I have another drink? \_\_\_\_\_  
\_\_\_\_\_
5. Will you take away my food tray? \_\_\_\_\_  
\_\_\_\_\_
6. Can you tell me where to catch my connecting flight? \_\_\_\_\_  
\_\_\_\_\_
7. Could you help me find the list of movies on this flight? \_\_\_\_\_  
\_\_\_\_\_
8. Would you get me a magazine? \_\_\_\_\_  
\_\_\_\_\_
9. Will you turn down the air conditioning? I can't reach it. \_\_\_\_\_  
\_\_\_\_\_
10. May I have some earphones? \_\_\_\_\_  
\_\_\_\_\_



## EXERCISE 4 (Focus 4, page 255)

Below are some situations where a person might ask for permission. For each situation, write a permission question. Use *would*, *may*, or *do (would) you mind if*, as appropriate.

**Example:** You get a chance to meet your favorite singer. Ask for permission to take his or her picture.  
*Would you mind if I took your picture?*

1. A young girl wants to spend the night at a friend's house this weekend. She asks her mother for permission.  
\_\_\_\_\_  
\_\_\_\_\_
2. Gus is at a formal dinner party and needs to leave the table for a minute. He asks the hostess for permission.  
\_\_\_\_\_  
\_\_\_\_\_
3. You are at a friend's house. You would like to smoke, but you're not sure whether it is allowed. Ask permission to smoke.  
\_\_\_\_\_  
\_\_\_\_\_
4. You have a friend coming from Japan to visit. You'd like your friend to see what an American school is like. Ask permission from your teacher to bring your friend to class.  
\_\_\_\_\_  
\_\_\_\_\_
5. Your community organization is having a special summer program for children. Ask the owner of the drugstore for permission to put one of your posters about the program in his store window.  
\_\_\_\_\_  
\_\_\_\_\_
6. You have a doctor's appointment at 4:00. Ask your boss for permission to leave work early.  
\_\_\_\_\_  
\_\_\_\_\_
7. Your classroom is getting a little hot and stuffy. Ask your teacher for permission to open the window.  
\_\_\_\_\_  
\_\_\_\_\_
8. You find an interesting magazine at the library. You're not sure whether you can check out magazines. Ask the librarian for permission to check the magazine out.  
\_\_\_\_\_  
\_\_\_\_\_

9. You park your car by an office building. You are not sure whether parking is permitted. Ask the security guard for permission to park there.

---

---

10. You need to visit your counselor. Ask permission from your teacher.

---

---

## **EXERCISE 5** (Focus 5, page 256)

Below are the reactions of each person who was asked permission for something in Exercise 4. Use the information from Exercise 4 and the information below to write appropriate responses. If permission is refused, use a softening phrase and tell why the request is refused.

**Example:** The singer says "yes."  
*Sure, you can take my picture.*

1. The girl's mother says no.

---

2. The hostess says yes.

---

3. Your friend doesn't allow smoking in the house.

---

4. Your teacher says yes.

---

5. The owner gives permission.

---

6. Your boss doesn't give permission.

---

7. Your teacher says yes.

---

8. The librarian says no.

---

9. The security guard says no.

---

10. Your teacher says yes.

---



# USED TO WITH STILL AND ANYMORE

## EXERCISE 1 (Focus 1, page 264)

Circle T if the statement is true, and F if the statement is false.

- |  |   |   |
|--|---|---|
| 1. People used to use candles and gas lamps because they didn't have electricity.                                | T | F |
| 2. Before electricity, people used to put a big block of ice in the <i>icebox</i> ; today we use a refrigerator. | T | F |
| 3. Before electricity, people used to use batteries for power.   | T | F |
| 4. Before the invention of the car, people used to ride the bus.   | T | F |
| 5. People used to walk much more than they do now.   | T | F |
| 6. There didn't use to be as much violent crime as there is now.   | T | F |
| 7. People used to know much more about nutrition than they do now.   | T | F |
| 8. Big families used to be much more common than they are now.   | T | F |
| 9. People used to live longer than they do now.  | T | F |
| 10. There didn't use to be a big drug problem.   | T | F |

## EXERCISE 2 (Focus 2, page 265)

Using the words below, ask and answer questions with the correct form of *used to*.

**Example:** You / have long hair?  
*Did you use to have long hair?*  
*Yes, I used to have very long hair.*

- Where / you / live? \_\_\_\_\_  
\_\_\_\_\_
- When you were a little boy/girl, what / you / play? \_\_\_\_\_  
\_\_\_\_\_
- When you were in elementary school, what / you / do after school? \_\_\_\_\_  
\_\_\_\_\_

4. When you were very young, / your parents / read to you? \_\_\_\_\_
5. What bad habit / you / have? \_\_\_\_\_
6. What / you / look like? \_\_\_\_\_
7. Who / be your best friend? \_\_\_\_\_
8. / you / live in the city or the country? \_\_\_\_\_
9. Where / you / go on vacation? \_\_\_\_\_
10. / you / wear glasses? \_\_\_\_\_

### EXERCISE 3 (Focus 3, page 265)

Fill in the blank with the correct form of *used to* or *anymore*.

My grandmother complains about how things have changed, and she says that life (1) \_\_\_\_\_ be better.

Families aren't families the way they (2) \_\_\_\_\_ be. Everyone's divorced. If a husband and wife are having problems with their marriage, they don't stay together (3) \_\_\_\_\_. And mothers (4) \_\_\_\_\_ stay home and take care of their children, but not (5) \_\_\_\_\_. Everyone's working. No one has time for children (6) \_\_\_\_\_.

And the cars! No one walks (7) \_\_\_\_\_; everybody drives. We (8) \_\_\_\_\_ walk five miles to school every day, even in the winter. And in school, the children don't have to think (9) \_\_\_\_\_. In math class, for example, we (10) \_\_\_\_\_ add, subtract, multiply, and divide, using our heads. Kids don't use their heads (11) \_\_\_\_\_; they use calculators.

Computers have taken control over our lives. In my day, we didn't have computers. We didn't even have electricity. My mother (12) \_\_\_\_\_ spend all day cooking in the kitchen. Nobody eats home-cooked food (13) \_\_\_\_\_. Food (14) \_\_\_\_\_ taste better. It's all chemicals and preservatives now.

And people don't talk to each other (15) \_\_\_\_\_. They're too busy to talk, too busy to eat, too busy to think . . .

Life (16) \_\_\_\_\_ be simple, but it isn't (17) \_\_\_\_\_.



## EXERCISE 4 (Focus 4, page 266)

Circle T if the statement is true, and F if it is false. Correct the false statements to make them true. Use *still*, *used to*, or *anymore*.

- |   |   |   |
|---|---|---|
| 1. There used to be a country called the Soviet Union, but there isn't anymore.       | T | F |
| 2. There used to be a city called Moscow in Russia, but there isn't anymore.          | T | F |
| 3. There's still a country called Algeria in North Africa.                            | T | F |
| 4. The Golden Gate Bridge used to be in Chicago.                                      | T | F |
| 5. They still haven't found the lost city of Atlantis.                                | T | F |
| 6. Antony and Cleopatra still float down the Nile River.                              | T | F |
| 7. They used to speak Icelandic in Ireland, but they don't anymore.                   | T | F |
| 8. There used to be a wall separating East and West Germany, but there isn't anymore. | T | F |
| 9. Alaska used to belong to Russia, but it doesn't anymore.                           | T | F |
| 10. The Taj Mahal used to be in Egypt, but it isn't anymore.                          | T | F |
| 11. Uzbekistan used to be part of the Soviet Union.                                   | T | F |
| 12. Tanzania is still in Antarctica.  | T | F |

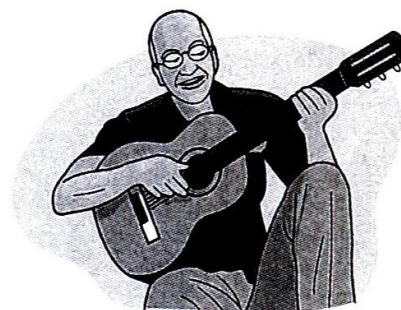
## EXERCISE 5 (Focus 4, page 266)

Holly and Greta have been friends since high school. Greta just went to their 20-year high-school reunion, but Holly couldn't go. In the following dialogue, they are talking about their former classmates. Look at the picture and complete the dialogue, using the correct form of the verb in parentheses and *still* or *anymore*. Be careful—many of the sentences are negative.



20 years ago

Jim



today

Holly: Did you see Jim Jensen? He used to be so wild!

Greta: (1) Yes, but he \_\_\_\_\_. (be) He looks very conservative now.

Holly: Was he thin in high school? I don't remember.

Greta: (2) Yes, and he \_\_\_\_\_. (be)

Holly: (3) \_\_\_\_\_? (he, wear glasses)

Greta: Yes, he does.

Holly: (4) \_\_\_\_\_? (he, play the guitar)

Greta: Yes, he does, but now he plays classical guitar. He (5) \_\_\_\_\_. (play pop)

Holly: Didn't he use to have long hair?

Greta: (6) Yes, he did, but he \_\_\_\_\_. Now he's bald. I also saw Jan Bissing at the reunion. Remember her? She used to be the most popular girl in school.



20 years ago

Jan



today

Holly: (7) What does she look like now? \_\_\_\_\_ the same? (she, look)

Greta: (8) Yes, except for her hair. She \_\_\_\_\_ (have long, brown hair). Now it's short and blonde. But she (9) \_\_\_\_\_! (be, cute) She (10) \_\_\_\_\_ those big blue eyes and those thick eyelashes. (have)

Holly: There was something different about her . . . didn't she always use to wear a hat?

Greta: (11) Yes, and she \_\_\_\_\_.

Holly: Didn't she and George Weissler use to be a couple?

Greta: (12) They \_\_\_\_\_(be)! They've been married for 18 years.



**EXERCISE 6** (Focus 5, page 268)

Look at the information in the chart, and answer the questions, using *still*, *anymore*, or an adverb of frequency. Be careful with verb tenses.

Carol used to be single. Last year she married George. George is divorced and has two children. The chart shows how Carol's life has changed.

	BEFORE	NOW
always	go running on weekends	stay home on weekends
often / usually	go out to eat travel go to the gym and work out	cook dinner clean the house do the laundry every day
sometimes	read novels go to the beach	help kids with homework go to the beach go to baseball games
seldom / hardly ever	cook clean	read novels go out to eat
never	stay home on weekends go to baseball games have children	go running travel

1. Before she got married, how often did Carol use to go running?

\_\_\_\_\_

2. Did Carol use to have children?

\_\_\_\_\_

3. Does Carol ever help the kids with their homework?

\_\_\_\_\_

4. When she was single, what did Carol use to do on her vacation?

\_\_\_\_\_

5. Did Carol ever use to cook and clean?

\_\_\_\_\_

6. Does Carol ever cook and clean now?

\_\_\_\_\_

7. Does Carol still go running?

\_\_\_\_\_

8. Does she still go to the beach?

\_\_\_\_\_

9. Does she go out to eat every night?

\_\_\_\_\_

10. How often does she do the laundry?

\_\_\_\_\_

Choose the *one* word or phrase (*a*, *b*, *c*, or *d*) that best completes each sentence. Then circle the letter.

1. Would you carry this notebook for me? Sure, I \_\_\_\_\_.
  - a. can
  - b. could
  - c. will
  - d. may
2. \_\_\_\_\_ lend me your calculator? I left mine at home.
  - a. May you
  - b. Would you
  - c. Would you like
  - d. Might you
3. \_\_\_\_\_ but the batteries in my calculator have gone dead. It doesn't work.
  - a. Yes,
  - b. Sure,
  - c. No problem,
  - d. I'd like to,
4. I used to do my assignments by myself, \_\_\_\_\_.
  - a. but I don't do that anymore
  - b. but I still do that
  - c. and I still do that
  - d. and I don't do that anymore
5. I \_\_\_\_\_ frustrated when I wasn't sure of the correct answer.
  - a. may be
  - b. used to
  - c. used to be
  - d. use to be
6. \_\_\_\_\_ to compare your answers with mine? That way we could both check our homework.
  - a. Do you like
  - b. Would you like
  - c. May you like
  - d. Could you like
7. That's a great idea. \_\_\_\_\_ you move your desk over here so we can compare answers?
  - a. May
  - b. Do
  - c. Would
  - d. Did
8. \_\_\_\_\_ you mind if I skip the movies tonight? I have a headache.
  - a. Could
  - b. Will
  - c. Would
  - d. May



9. The dog looks thirsty. \_\_\_\_\_ some water?
- |                    |                 |
|--------------------|-----------------|
| a. Would you mind  | c. Want         |
| b. Would they like | d. Does it want |
10. \_\_\_\_\_ work downtown?
- |                    |                   |
|--------------------|-------------------|
| a. Did you used to | c. Do you used to |
| b. Did you use to  | d. Do you use to  |

## EDITING PRACTICE

Questions 11–20: Identify the *one* underlined word or phrase that must be changed for the sentence to be grammatically correct.

11. (a) Would you help me, (b) please? I'm trying to get to South Mall. (c) You can tell me what bus I (d) should take?
12. This (a) isn't the right bus stop. (b) Do (c) you like me (d) to show you the way to the bus stop?
13. Yes, (a) please, (b) could you show me the way? I (c) use to know where all the buses stopped, but I (d) haven't taken a bus in a long time.
14. (a) No problem. The buses to downtown don't stop here (b) still. You (c) could take either the 3 or the 16 bus. The bus stop is there, (d) across the street.
15. (a) May you help me? (b) Sure. What do you need? (c) Could you (d) please reach that jar on the top shelf? It's too high for me.
16. (a) May I borrow your pencil? Yes, (b) you would. (c) Thanks. (d) No problem.
17. (a) Want some help with that? (b) No thanks. I'm (c) used to (d) do it by myself.
18. I (a) used to (b) go the whole night without sleep, (c) but (d) anymore I can't do that.
19. (a) Would you like (b) to be meeting my uncle? He's very funny. He (c) used to tell us jokes all night, and I think he (d) still tells great jokes.
20. (a) Should you help me find my car keys? I (b) can't find them anywhere. I'm sorry (c) I can't help you now. I'm late for work, but (d) I could ask Celia to help you find them.

# PAST PERFECT

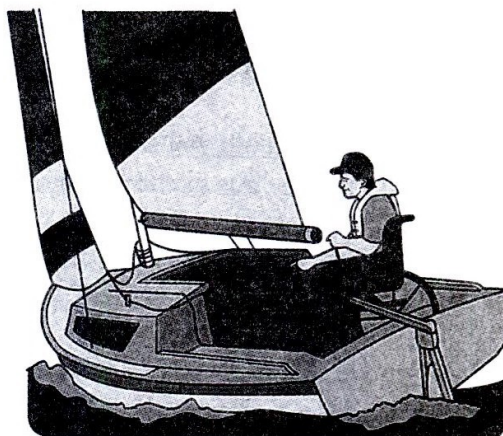
## *Before and After*

### EXERCISE 1 (Focus 1, page 274)

Read about Jerry, and then fill in the time line with information from Jerry's life. Include only the underlined verbs. The first one has been done for you.

Jerry Zimmerman used to be a typical young man. Then five years ago, a car accident changed his life forever. The accident paralyzed him, and now he's in a wheelchair.

After the accident, Jerry was in the hospital for a long time. He had a lot of operations. He had never been in the hospital before, and he had never seen so many doctors: surgeons, anesthesiologists, neurologists, . . . He had never felt so much pain; he was sure the physical therapists were experts in torture. He had to learn to get around in a wheelchair, too.



Before the accident, Jerry had played tennis and he had sailed. Now he's learning to play table tennis, and he still sails his boat on the lake near his house. He also competes in races in his wheelchair. He had always had a dog, but after the accident, he needed a specially trained dog to help him around the house. Last year he got Connie, a Black Labrador.

As for his love life, Jerry had been engaged to a girl named Debbie. He's still going to be married, but now he's engaged to Patty—his physical therapist.



BEFORE ACCIDENT	AFTER ACCIDENT	NOW
1. Jerry had never been in the hospital.	1. Jerry was in the hospital.	1. He's in a wheelchair.
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____		

## EXERCISE 2 (Focus 2, page 274)

A reporter is interviewing Jerry (Exercise 1) for a feature story about people with disabilities. The reporter wants to know about Jerry's life before he was paralyzed. Using the words given below, write the reporter's questions and Jerry's answers. Use the past perfect.

**Example:** your life / pretty normal?  
*Had your life been pretty normal? Yes, it had.*

1. How many times / you / be in the hospital / before the accident?

---



---

2. What sports / you / play / before the accident?

---



---

3. you / run in races?

---



---

4. Before Connie, / you / have a pet?

---



---

### EXERCISE 3 (Focus 2, page 274)

Combine the following pairs of statements to make one sentence, using the word in parentheses to connect them. Change one of the verbs into the past perfect. The first one has been done for you.

1. He had a fight with his wife.

Allen slept badly last night. (because)

Allen slept badly last night because he had had a fight with his wife.

2. He slept late this morning.

Nobody set the alarm. (because)

3. Nobody did the laundry.

Allen didn't have any clean underwear. (so)

4. Nobody went grocery shopping.

There wasn't any coffee. (because)

5. Allen forgot to go to the gas station.

There wasn't any gas in the car. (because)

6. He was very worried.

His boss told him not to be late anymore. (so)

7. He looked in the mirror and saw that he didn't comb his hair.

He was driving. (while)

8. He realized that he didn't cash his paycheck.

He got to the gas station. (when)



9. Allen found that he left his wallet at the gas station.

He got to work. (as soon as)

---

---

10. He noticed there were no cars in the parking lot.

He realized that he forgot it was Saturday. (when)

---

---

#### **EXERCISE 4** (Focus 3, page 277)

In each of the following sentences, write 1 over the action that occurred first, and 2 over the action that was second. If there are three verbs, write 3 over the third action. Then check (✓) the sentences where it is necessary to use the past perfect to indicate the order of events. The first one has been done for you.

1. 1 Last night Mr. Wilson walked the pet and then 2 let the hamster out.
2. \_\_\_\_ He locked the doors, turned off the lights, and went upstairs.
3. \_\_\_\_ When he got upstairs, he realized that he had forgotten to take out the garbage.
4. \_\_\_\_ He went back downstairs and took out the garbage.
5. \_\_\_\_ When he went upstairs to brush his teeth, he heard a noise.
6. \_\_\_\_ By the time Mr. Wilson got to the door, the noise had stopped.
7. \_\_\_\_ He went back upstairs and heard the noise again. It sounded like someone crying.
8. \_\_\_\_ He went back downstairs, and again, before he reached the door, the noise had stopped.
9. \_\_\_\_ By that time, Mr. Wilson had gone up and down the stairs so many times that he was dizzy.  
He went to bed.
10. \_\_\_\_ The next morning when Mr. Wilson went outside to get the newspaper, he saw what had caused the noise the night before.
11. \_\_\_\_ He was surprised to see that the cat had had kittens.

#### **EXERCISE 5** (Focus 3, page 277)

Use *before*, *after*, *by the time*, or *by* to answer the following questions about Mr. Wilson (Exercise 4) with complete sentences. The first one has been done for you.

1. Did Mr. Wilson walk the pet last night?

Yes, he walked the pet before he let the hamster out.

---

2. What had Mr. Wilson done by the time he locked the doors and turned off the lights?
- 

3. What was he doing when he first heard the noise?
-

4. What did Mr. Wilson do when he heard the noise?

5. Why did he first go back downstairs?

6. Did Mr. Wilson hear the noise before or after he went upstairs?

7. Why did he feel dizzy?

8. By the time he went to bed, how many times had Mr. Wilson walked up the stairs?

9. What had caused the noise?

## EXERCISE 6 (Focus 4, page 278)

For each space below, write the correct tense (simple past, past perfect, present perfect, simple present, or present progressive) of the verb in parentheses. If there's another word in parentheses, include it in your answer. The first one has been done for you.

Last winter Yarima Good (1) took (take) a trip into the past. She (2) \_\_\_\_\_ (go) to visit her people, the Yanomama, in South America, one of the most primitive cultures on Earth.

Yarima (3) \_\_\_\_\_ (go) from the Stone Age to the twentieth century six years ago.

Before then, she (4) \_\_\_\_\_ (wear, never) clothes or (5) \_\_\_\_\_ (be) in shoes.

Since then, she (6) \_\_\_\_\_ (learn) to make light with a little plastic thing on the wall. She (7) \_\_\_\_\_ (learn, also) not to be afraid of mirrors or toilets or cars.

Anthropologist Kenneth Good first (8) \_\_\_\_\_ (visit) South America in 1975. He

(9) \_\_\_\_\_ (be) the first *nabuh*, or outsider, Yarima (10) \_\_\_\_\_ (see, ever).

She (11) \_\_\_\_\_ (be) a child then; she (12) \_\_\_\_\_ (be) 14 years old. Ken

(13) \_\_\_\_\_ (stay) with the Yanomama people for 12 years. As a child, Yarima

(14) \_\_\_\_\_ (fish) with him in the river; then she (15) \_\_\_\_\_ (grow) up. They

(16) \_\_\_\_\_ (fall) in love and (17) \_\_\_\_\_ (get) married.

Now Yarima (18) \_\_\_\_\_ (be) the stranger, the *nabuh*, living in a place where everything

(19) \_\_\_\_\_ (be) different. She (20) \_\_\_\_\_ (have) three children, and because

of them, she (21) \_\_\_\_\_ (have) to live in this new world outside of New York City. For the Yanomama, the only counting system is *one, two*, and *many*, so Yarima's tutor (22) \_\_\_\_\_

(teach) her to count. She (23) \_\_\_\_\_, (learn) but it (24) \_\_\_\_\_ (be, not) easy.

Ken Good (25) \_\_\_\_\_ (write) a book about his Amazon adventure, *Into the Heart*.

(Based on "Stone Age to Suburbs," by Nancy Shulins, Associated Press, *Miami Herald*, January 3, 1992.)



# ARTICLES

## The, A/An, Some and Ø

### EXERCISE 1 (Focus 1, page 286)

Olena is a new student at Georgia Perimeter College. She needs to buy her books and supplies for the next semester. The helpful bookstore assistant is helping her get everything she needs. Fill in the blanks with *the*, *a*, *an*, *Ø* (no article), or *some*. The first one has been done for you as an example.

CLASS	TEXTBOOK	OTHER SUPPLIES
Biology	<i>Human Biology</i> , 2nd Edition	Anatomy Chart; Anatomy Flashcards
French	<i>Voilà!</i> , 5th Edition	Notebook, 2 audio CDs
English Composition	<i>Inventing Arguments</i>	Notebook (8 1/2 x 11), computer software
Math	<i>Essential Calculus</i>	TI-89 plus calculator

Assistant: Are you taking a biology course?

Olena: Yes, I'm taking (1) \_\_\_\_\_ Human Biology. I need (2) \_\_\_\_\_ 2nd Edition of *Human Biology*.

Assistant: Do you need anything else for that class?

Olena: Sure. I need (3) \_\_\_\_\_ Anatomy Chart and (4) \_\_\_\_\_ Anatomy Flash Cards.

Assistant: What foreign language course are you taking?

Olena: I'm taking (5) \_\_\_\_\_ French course. I'll need to buy (6) \_\_\_\_\_ 5th edition of *Voilà!* I also need (7) \_\_\_\_\_ notebook and (8) \_\_\_\_\_ 2 audio CDs.

Assistant: Do you need any other (9) \_\_\_\_\_ notebooks?

Olena: Yes, I need (10) \_\_\_\_\_ 8 1/2 x 11 notebook for English Composition.

Assistant: So, you need (11) \_\_\_\_\_ two notebooks.

Using the information on the chart, continue the conversation between Olena and the Assistant. Be sure to use *the*, *a*, *an*, *Ø* (no article), or *some* correctly.

Assistant: \_\_\_\_\_

Olena: \_\_\_\_\_

Assistant: \_\_\_\_\_

Olena: \_\_\_\_\_



## EXERCISE 2 (Focus 2, page 287)

Read the following story. Is the article usage correct for each underlined noun phrase? If the article usage is not correct, write the correct usage above the underlined words.



### A FRACTURED FAIRY TALE

One morning Papa Bear, Mama Bear, and Baby Bear couldn't eat their porridge because it was too hot. So the three bears went for (1) a walk while their porridge cooled. While they were gone, Goldilocks came in. She saw (2) a porridge cooling. First, she tried Papa's bowl, but (3) the porridge was too hot. Next, she tried Mama's bowl, but (4) a porridge was too cold. Finally, she tried Baby Bear's porridge, and it was just right, so she ate it all up.

After that, Goldilocks was tired, so she looked for (5) the place to rest. She found (6) the bedrooms. She tried Papa's room, but (7) a bed was too hard. Then she tried Mama's bed, but it was too soft. Finally, she tried Baby's bed, and it was just right. She felt so comfortable that she fell asleep.

When (8) the bears came home, they found (9) the big surprise. Papa Bear looked at (10) a spoon in his bowl and said, "Someone has been eating my porridge."

Mama Bear looked at (11) a spoon in her bowl and said, "Someone has been eating (12) the porridge, all right."

When he looked at his bowl, Baby Bear began to cry; (13) a bowl was empty. When Mama went to her bedroom, she found (14) the blankets in a mess.

"Look, Papa, (15) the beds are a mess."

"You're right," Papa Bear agreed. "Someone has been sleeping in my bed, too."

"Here she is!" shouted Baby Bear.

At the sound of Baby Bear's voice. Goldilocks jumped up and ran out.

However, (16) the police officer was near (17) a bear's house. Goldilocks was arrested. She was charged with unlawful entry, stealing porridge, and bad manners. (18) the judge sent her to Miss Manners' School of Etiquette for three months.



### EXERCISE 3 (Focus 3, page 289)

Complete this story by filling the blanks with either *a*, *an*, *some*, or  $\emptyset$  (*no article*). The first one has been done for you.



#### HIGH-WIRE ORANGUTANS

Have you ever seen an orangutan swinging above you? At the National Zoo in Washington, D.C., the orangutans go from their home in the great ape house to (1) \_\_\_\_\_ special orangutan school called the Think Tank. Zookeepers don't take the orangutan to the Think Tank. The orangutans get there on their own. (2) \_\_\_\_\_ high tower stands in the orangutan yard at the great ape house. (3) \_\_\_\_\_ cables connect the tower to five other towers. If he wants, (4) \_\_\_\_\_ adventurous orangutan can travel across the cables. On each tower there is (5) \_\_\_\_\_ platform where the orangutans can take (6) \_\_\_\_\_ rest. (7) \_\_\_\_\_ electrified set of wires beneath the platform keeps the orangutans from going below. Swinging along the cables, (8) \_\_\_\_\_ orangutans can see (9) \_\_\_\_\_ ornamental duck pond and (10) \_\_\_\_\_ people walking below. This is (11) \_\_\_\_\_ unique experience for the orangutans. No other zoo has such (12) \_\_\_\_\_ facility.

(13) \_\_\_\_\_ modern zoos are different from the zoos of just twenty years ago. In the past, (14) \_\_\_\_\_ animals were shut in small cages. Today zoos are encouraging animals to use their natural talents. Now (15) \_\_\_\_\_ animals have more (16) \_\_\_\_\_ freedom.

## EXERCISE 4 (Focus 4, page 290)

Fill in the blanks with *some* or  $\emptyset$  (*no article*). If both are appropriate, write both answers. The first one has been done for you as an example.

Beth: Would you like to listen to some,  $\emptyset$  music or watch (1) \_\_\_\_\_ movies?

Joe: What kind of music do you have?

Beth: I have (2) \_\_\_\_\_ pop and (3) \_\_\_\_\_ Brazilian music.

Joe: Brazilian Music?

Beth: (4) \_\_\_\_\_ Samba and (5) \_\_\_\_\_ Bossa Nova are types of Brazilian music.

Joe: I think I'd rather watch a movie.

Beth: Great, I'll get (6) \_\_\_\_\_ snacks and (7) \_\_\_\_\_ drinks.

Joe: Great. I'll get the DVD player set up. What kind of snacks do you have?

Beth: I can make (8) \_\_\_\_\_ popcorn and I have (9) \_\_\_\_\_ corn chips.

Joe: What kind of (10) \_\_\_\_\_ corn chips do you have?

## EXERCISE 5 (Focus 5, page 291)

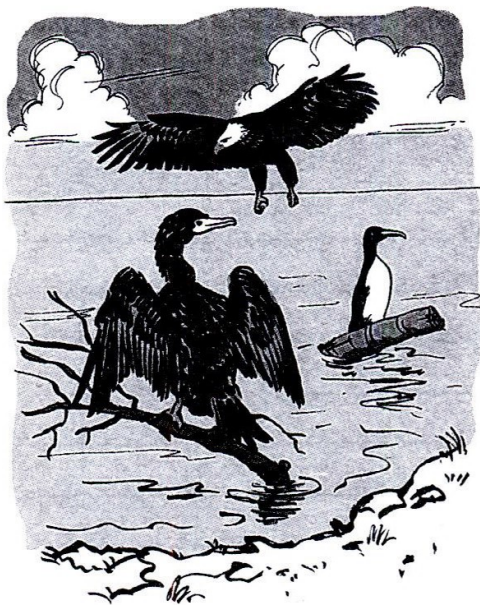
Fill in the blanks in the story with *a*, *some*, *the*, or  $\emptyset$  (*no article*.)

Let me give you some advice on how to choose (1) \_\_\_\_\_ college. First, you want to decide what type of (2) \_\_\_\_\_ college is best for you. It's best to do (3) \_\_\_\_\_ research about (4) \_\_\_\_\_ colleges on (5) \_\_\_\_\_ Internet. First, it's important to know if you have (6) \_\_\_\_\_ money you need to pay for (7) \_\_\_\_\_ college you want to attend. You should also make sure you can study (8) \_\_\_\_\_ major that you choose. If you want to study (9) \_\_\_\_\_ Biology, you don't want to end up at (10) \_\_\_\_\_ college that doesn't have (11) \_\_\_\_\_ biology lab. Finally you should, take (12) \_\_\_\_\_ time to visit (13) \_\_\_\_\_ college before you go there.



## EXERCISE 6 (Focus 6, page 292 and Focus 7, page 293)

Complete the following story by filling each blank with *the* or  $\emptyset$  (*no article*). The first one has been done for you.



Newfoundland is one province of Canada that attracts  $\emptyset$  tourists of all ages. Much of (1) \_\_\_\_\_ province is on Newfoundland Island and is separated from Canada's mainland. (2) \_\_\_\_\_ ferries and (3) \_\_\_\_\_ airplanes bring (4) \_\_\_\_\_ passengers from all over (5) \_\_\_\_\_ world. (6) \_\_\_\_\_ rugged coast of this island is full of (7) \_\_\_\_\_ natural beauty. (8) \_\_\_\_\_ tourists marvel at (9) \_\_\_\_\_ inlets in Gros Morne National Park. (10) \_\_\_\_\_ nature is everywhere on Newfoundland Island. (11) \_\_\_\_\_ people watch for (12) \_\_\_\_\_ birds such as (13) \_\_\_\_\_ eagles, (14) \_\_\_\_\_ cormorants, and (15) \_\_\_\_\_ gillermots, or they look for (16) \_\_\_\_\_ pilot whales in (17) \_\_\_\_\_ water. Yes, (18) \_\_\_\_\_ life is beautiful on Newfoundland Island.

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## EXERCISE 7 (Focus 7, page 293)

For each group of words write a sentence that reflects the meaning of the words.

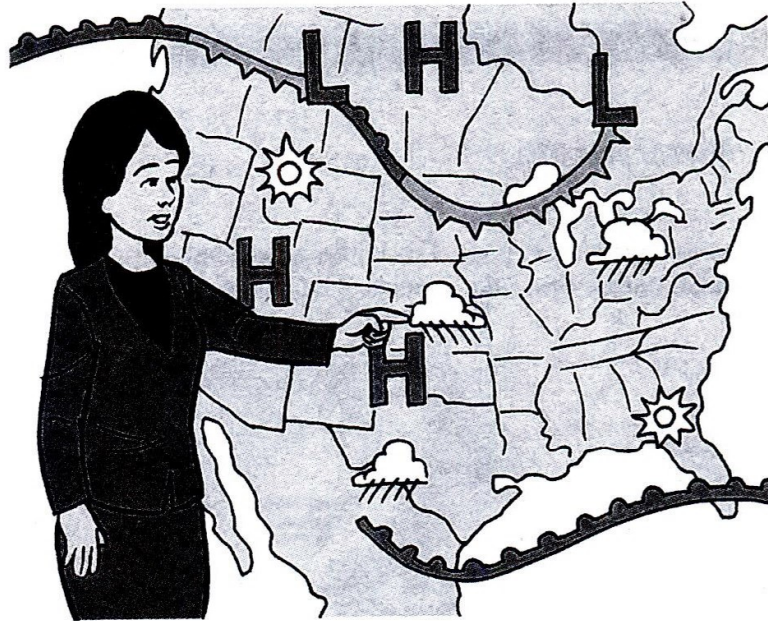
**Example:** The city (locally) *The city looks beautiful at night. (The speaker is looking at a specific city.)*  
The city (regionally) *I'm driving to the city. (There is only one city in the region.)*  
The city (universally) *Sociologists study the city. (Everyone has an idea of what a city is.)*

1. The computer (locally) \_\_\_\_\_  
\_\_\_\_\_
2. The computer (universally) \_\_\_\_\_  
\_\_\_\_\_
3. The mountains (locally) \_\_\_\_\_  
\_\_\_\_\_
4. The mountains (regionally) \_\_\_\_\_  
\_\_\_\_\_
5. The fish (locally) \_\_\_\_\_  
\_\_\_\_\_
6. The fish (universally) \_\_\_\_\_  
\_\_\_\_\_
7. The movies (locally) \_\_\_\_\_  
\_\_\_\_\_
8. The movies (universally) \_\_\_\_\_  
\_\_\_\_\_



## EXERCISE 8 (Focus 7, page 293 and Focus 8, page 295)

Complete this weather report by filling each blank with *a*, *an*, or *the*. The first one has been done for you.



Now it's time for (1) the nightly weather report. (2) \_\_\_\_\_ weather looks pretty messy out there. This was (3) \_\_\_\_\_ rainiest day ever for (4) \_\_\_\_\_ first day of summer. There were showers and thunderstorms from (5) \_\_\_\_\_ mountains to (6) \_\_\_\_\_ coast.

(7) \_\_\_\_\_ strong thunderstorm struck (8) \_\_\_\_\_ west side of the city tonight. (9) \_\_\_\_\_ old oak tree was hit by lightning and burned. Fortunately, no one was hurt.

It wasn't (10) \_\_\_\_\_ good day for getting (11) \_\_\_\_\_ look at (12) \_\_\_\_\_ sun, but (13) \_\_\_\_\_ rain was needed. This has been (14) \_\_\_\_\_ driest spring on record. (15) \_\_\_\_\_ plants and trees really needed (16) \_\_\_\_\_ rain.

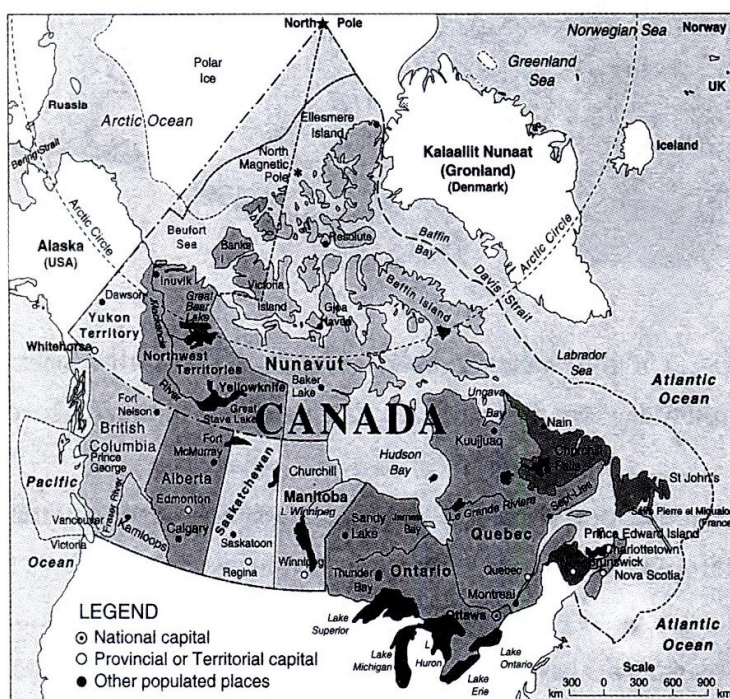
(17) \_\_\_\_\_ high temperature was 72°. (18) \_\_\_\_\_ three-day forecast calls for more rain. But don't worry, things will clear up. We will have (19) \_\_\_\_\_ excellent weekend.



# ARTICLES WITH NAMES OF PLACES

## EXERCISE 1 (Focus 1, page 304)

Read the description of Canada on the next page. Circle the geographical names that do not take articles and underline the geographical names that take articles. The first sentence has been done for you.



### CANADA

Canada is the northernmost country in North America. Canada is bordered by the United States on the south, the Arctic Ocean on the north, the Atlantic Ocean on the east, and the Pacific Ocean and Alaska on the west. Canada is divided into ten provinces and three territories. Quebec is the largest province, and Prince Edward Island is the smallest province. The two largest cities in Canada are Montreal and Toronto. The two highest mountains in Canada are Mount Logan and Mount St. Elias, which are located in the Rocky Mountains. The Great Lakes are part of Canada's southern border. Lake Huron is the largest lake in Canada. The most important rivers in Canada are the St. Lawrence River and the Mackenzie River.



## EXERCISE 2 (Focus 1, page 304)

Write a paragraph about the geography of your native country. If necessary, use the Internet for help with specific facts. Include information about rivers, lakes, deserts, mountains, cities, states or provinces, and neighboring countries.

## EXERCISE 3 (Focus 1, page 304)

Test your knowledge of world geography. Name a geographical location for each category that begins with the letter at the top of the column. Be sure to include articles for the places that require them.

	M	G	S
Rivers			
Deserts			
Cities			
Lakes			

	H	A	R
Islands and island chains			
Mountain chains or peaks			
Streets in your city			

	P	M	N
States or provinces			
Planets			
Oceans or seas			

## EXERCISE 4 (Focus 2, page 307)

Complete the following story by writing *the* or  $\emptyset$  in each blank, as appropriate. The first one has been done for you.

In 2005, Hurricanes Katrina and Rita destroyed more property than any other natural disaster in the United States. Not only did it destroy homes and businesses; many public institutions were also damaged.

All of the colleges and universities in the area were damaged. (1) The University of New Orleans and (2) \_\_\_\_\_ Tulane University closed for the fall semester. (3) \_\_\_\_\_ Dillard University and (4) \_\_\_\_\_ University of Louisiana's Xavier campus were also heavily damaged.

Historical buildings, like (5) \_\_\_\_\_ Tullis Toledano Manor in Biloxi, Mississippi, was completely destroyed. Historical buildings like (6) \_\_\_\_\_ 1850 House and (7) \_\_\_\_\_ Edgar Degas House also suffered damage.

Also, some of the hospitals—for example (8) \_\_\_\_\_ Charity Hospital and (9) \_\_\_\_\_ Tulane Medical Center—were unable to evacuate some of their patients.

New Orleans is famous for its tourist attractions. (10) \_\_\_\_\_ French Quarter was spared the most severe damage. (11) \_\_\_\_\_ Audubon Zoo lost many trees, but most of the animals were safe. The most badly damaged attraction was (12) \_\_\_\_\_ Aquarium of the Americas. Almost all of the fish and marine life were destroyed.



Choose the word, group of words, or phrase (*a, b, c, or d*) that best completes each sentence. Then circle the letter.

1. I like fruit. I had \_\_\_\_\_ banana and \_\_\_\_\_ apple for lunch.
  - a. the . . . the
  - b. a . . . a
  - c. an . . . a
  - d. a . . . an
2. \_\_\_\_\_ your assignment before class started?
  - a. Had you finished
  - b. When you finished
  - c. Do you finish
  - d. You had finishing
3. \_\_\_\_\_ famous volcano in North America is Mt. St. Helens, which erupted in 1980.
  - a. One of most
  - b. One of the most
  - c. The most
  - d. The more
4. The tallest building in Canada is \_\_\_\_\_, which is located in \_\_\_\_\_.
  - a. CN Tower . . . Toronto
  - b. the CN Tower . . . Toronto
  - c. the CN Tower . . . the Toronto
  - d. CN Tower . . . the Toronto
5. We \_\_\_\_\_ in the ocean before we went to California.
  - a. had never swam
  - b. have never swum
  - c. hadn't swam
  - d. had never swum
6. I like the theater. I would like to see \_\_\_\_\_ more plays.
  - a. the
  - b. a
  - c. an
  - d. Ø
7. \_\_\_\_\_ squid once before that, but it made me sick.
  - a. I'd eaten
  - b. I hadn't eaten
  - c. I've ate
  - d. I'd like to eat
8. The Rio Grande is the border between \_\_\_\_\_.
  - a. the Mexico and the Texas
  - b. the Mexico and Texas
  - c. Mexico and the Texas
  - d. Mexico and Texas
9. Before she \_\_\_\_\_ in Moscow, she \_\_\_\_\_ in Kiev.
  - a. had lived . . . lived
  - b. lived . . . lived
  - c. lived . . . had lived
  - d. lived . . . has lived

10. \_\_\_\_\_ is the closest planet to \_\_\_\_\_.
- The Venus . . . the earth
  - Venus . . . an earth
  - Venus . . . the earth
  - A Venus . . . earth
11. \_\_\_\_\_ live music before you went to the concert?
- Did you ever heard
  - Had you ever heard
  - Had you ever heard
  - Had ever you heard
12. The fiftieth state in \_\_\_\_\_.
- the United States is the Hawaii
  - the United States is Hawaii
  - United States is the Hawaii
  - United States is Hawaii
13. That is \_\_\_\_\_ silliest thing you have ever said. It never snows in Miami.
- the
  - a
  - an
  - some
14. \_\_\_\_\_ SUNY, is a large university system in New York.
- The State University of New York, or the
  - The State University of New York, or
  - State University of the New York, or the
  - State University of New York, or
15. He \_\_\_\_\_ her before he saw her at the party.
- already had meet
  - already has met
  - had already met
  - has already met

## EDITING PRACTICE

Questions 16–30: Identify the *one* underlined word or phrase that must be changed for the sentence to be grammatically correct.

16. (a) The Philippines are a group of (b) islands located in (c) the South Pacific, north of (d) the Indonesia.
17. (a) After I (b) had made my daughter (c) a dress for her birthday, I baked a cake. She loved (d) a dress because it was silk.
18. I (a) have decided to go to (b) the University of California before I (c) received an acceptance letter from (d) Stanford.
19. (a) Grand Canyon is one of (b) the most popular of all (c) the national parks in (d) North America.
20. Before I (a) left home, my mother (b) had always cooked (c) a big meal for the whole family on (d) the Sundays.
21. One of (a) the Great Lakes that makes up part of the border between (b) Canada and (c) the United States is (d) the Lake Superior.
22. (a) Had you (b) eaten Italian food before you (c) had visited (d) Italy?
23. I (a) had eaten pizza (b) before I visited Italy, but I (c) no had (d) eaten Italian spinach pizza.



24. Usually I don't have (a) an large appetite, but we (b) had walked so far that I (c) was starving by (d) the time we got to the restaurant.
25. At (a) the southern tip of (b) Vancouver Island is (c) the city of (d) the Victoria.
26. I had (a) the problems with (b) the homework. (c) Did you understand the solution for (d) number 5?
27. (a) The biology includes (b) the study of (c) plants and (d) animals.
28. Before I (a) had seen the Alps, I (b) had visited (c) the Andes Mountains in (d) South America.
29. I (a) had not read (b) an assignment before class, so I (c) didn't understand what (d) the professor was talking about.
30. (a) One of most interesting school subjects is (b) geography. When I was young, I enjoyed studying about (c) mountains, (d) rivers, and different countries.

## THE PASSIVE

**EXERCISE 1** (Focus 1, page 314)

Read the following sentences. If the focus of the sentence is on the subject, or *person* who performs the action, check (✓) the first box, or if the focus of the sentence is on the *result* of the action, check the second box.

FOCUS ON SUBJECT	FOCUS ON RESULT	
<input type="checkbox"/>	<input type="checkbox"/>	1. Unlike those in other countries, the U.S. government does not demand very much of its citizens.
<input type="checkbox"/>	<input type="checkbox"/>	2. A lot of Americans, however, are complaining nowadays that the government is intrusive.
<input type="checkbox"/>	<input type="checkbox"/>	3. But the U.S. government is not very restrictive.
<input type="checkbox"/>	<input type="checkbox"/>	4. People are allowed to express their opinions freely.
<input type="checkbox"/>	<input type="checkbox"/>	5. People are not required to carry personal identification with them.
<input type="checkbox"/>	<input type="checkbox"/>	6. Citizens are not required to vote.
<input type="checkbox"/>	<input type="checkbox"/>	7. Children are obligated to attend school until the age of 16. Is that intrusive?
<input type="checkbox"/>	<input type="checkbox"/>	8. Young people do not have to serve in the military—young men simply have to register.
<input type="checkbox"/>	<input type="checkbox"/>	9. Adult citizens must do one thing for their country: serve on a jury.



## EXERCISE 2 (Focus 2, page 315)

Complete the following letter, using the appropriate form of the passive voice in the simple past, past perfect, present perfect, or future.

Dear Julie,

The last time I wrote to you my life was very different. Do you remember that Charlie and I were thinking about leaving the city and moving far away? Well, we did it!

Our decision to build our house in the North Woods of Canada (1) \_\_\_\_\_ (make) three years ago. The lumber (2) \_\_\_\_\_ (buy) and (3) \_\_\_\_\_ (move) by truck over miles of bad road. The plans for the house (4) \_\_\_\_\_ (draw up) on our dining room table. I was in charge of the work, but my contribution (5) \_\_\_\_\_ (limit) to giving orders. Most of the work was done by professionals, although a lot of the house (6) \_\_\_\_\_ (design) by Charlie. It's fabulous!

The house (7) \_\_\_\_\_ (build) out of native Canadian pine in a large and beautiful field. The field (8) \_\_\_\_\_ (cover) with summer flowers when we arrived. I'm sorry to say that the flowers (9) \_\_\_\_\_ (cut) to make room for the house. Our puppy, Caesar, was very happy with his small dog which Charlie built in the back yard. While we were all working on the house, we (10) \_\_\_\_\_ (visit) every day by some of the wild animals of northern Canada. We gave them names of Walt Disney characters. The deer (11) \_\_\_\_\_ (name) Bambi, the rabbit (12) \_\_\_\_\_ (call) Thumper, and a small





gray wolf (13) \_\_\_\_\_ (nickname) Goofy. The skunk in our front yard (14) \_\_\_\_\_ (name) Flower. We built a fence to surround our two dozen acres of land. The house (15) \_\_\_\_\_ (finish) in four months, before the autumn frost, but the inside (16) \_\_\_\_\_ (not + paint) until the following spring.

Our furniture (17) \_\_\_\_\_ (send) from the city, and we (18) \_\_\_\_\_ (move) in by Halloween. But the only trick-or-treaters that (19) \_\_\_\_\_ (see) that year were two raccoons, a woodchuck, and a fox.



That was three years ago. . . . Since then we have decided to stay. Our apartment in the city (20) \_\_\_\_\_ (sell), our employers (21) \_\_\_\_\_ (notify) that we're not returning to work (even though Charlie and I (22) \_\_\_\_\_ (just + promote) when we decided to move), we told all our friends. Soon Charlie and I (23) \_\_\_\_\_ (both + employ) by different companies, but we (24) \_\_\_\_\_ (allow) to stay here at home and work at the computer.

I thought that it was going to be difficult for the children to adjust, but Jonathan, Lindsey, and Alex (25) \_\_\_\_\_ (not + bother) at all by the change. They have made new friends, and they love playing outside everyday. I love it because there's no traffic, polluted air, noise, or crime.

Well, Julie, I have to go. You're welcome to come up for a visit anytime.

Love,  
Nancy



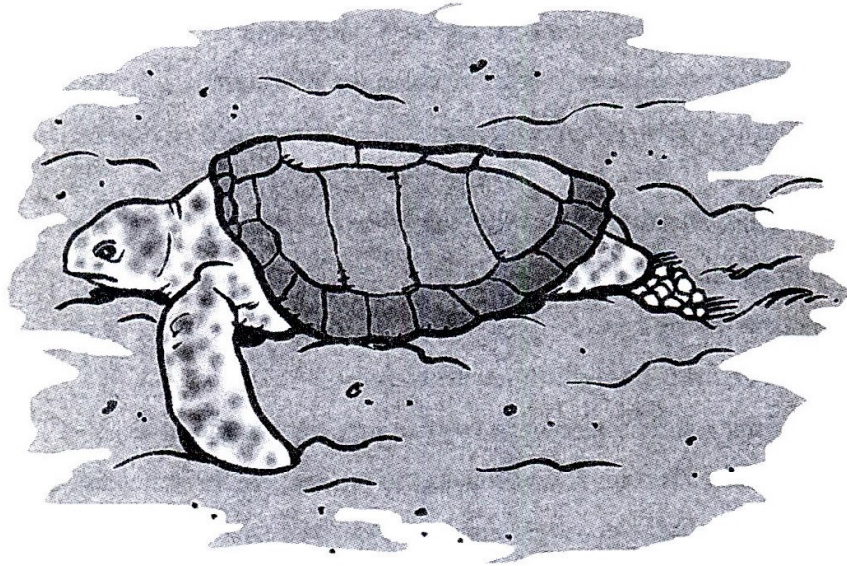
### EXERCISE 3 (Focus 3, page 317)

Read the following report from a local newspaper describing a car accident. As the editor, you have to decide which is more appropriate, active or passive voice, and put a check (✓) next to it. The first one has been done for you.

1. ☐ A car accident injured a 7-year-old boy on Wednesday.  
☒ A 7-year-old boy was injured in a car accident on Wednesday.
2. ☐ A bus was hit by the boy's father, Donald Derby, at the intersection of 1st Avenue and Spencer Street.  
☐ The boy's father, Donald Derby, hit a bus at the intersection of 1st Avenue and Spencer Street.
3. ☐ A stop sign had been run by Derby.  
☐ Derby had run a stop sign.
4. ☐ The boy was thrown through the car window.  
☐ The force of the accident threw the boy through the car window.
5. ☐ Derby's daughter, Debbie, 3, was also in the car, but the broken glass did not cut her.  
☐ Derby's daughter, Debbie, 3, was also in the car, but she was not cut by the broken glass.
6. ☐ An ambulance took the father to St. Christopher Hospital.  
☐ The father was taken to St. Christopher Hospital.
7. ☐ The accident also injured the driver of the bus, Joe Barta.  
☐ The driver of the bus, Joe Barta, was also injured.
8. ☐ An ambulance took him to Cedars Hospital, where doctors treated him.  
☐ He was taken to Cedars Hospital, where he was treated.
9. ☐ Seat belts were not being worn by the Derbys at the time of the accident.  
☐ The Derbys were not wearing seat belts at the time of the accident.
10. ☐ Derby will be charged with running a stop sign and driving without a license.  
☐ The police will charge Derby with running a stop sign and driving without a license.

## EXERCISE 4 (Focus 4, page 318)

Decide if the *by* + agent phrase is necessary in all of the following. Cross out the *by* phrases that you think are unnecessary.



It's that time of year again. Every night, gigantic sea turtles are coming out of the water and up onto the beach to lay their eggs. As soon as the turtles lay their eggs, the nests are covered with sand by the turtles, and then they go back into the sea. One of nature's mysteries, they return to the same place every year.

Early every morning before sunrise, marine biologists and volunteers go up and down the beach, looking for new nests. The nests are moved by them to a safer, darker area. The reason for this is that baby sea turtles are attracted by bright light. If there's a building with bright lights on the beach, the babies will go toward the building, instead of going toward the ocean, where they should be going. After the nests are moved by the people, the chances that the turtles will survive are increased by the people.

People can see a sea turtle by participating in a turtle watch between May and August. A turtle watch is held every night by The Department of Natural Resources. Reservations are required by them.

The sea turtle is protected by state and federal laws. People are being warned by officials to stay away from sea-turtle nests. If a person is caught by someone taking or bothering a sea turtle, its eggs, or its nest, that person will be fined \$20,000 by the government, and he or she could spend a year in prison. There's a Sea Turtle Hot Line that people should call if a baby turtle is seen by them going away from the ocean.

(Based on "Sea turtles hit beaches in Broward," by Alan Topelson, *The Miami Herald*, May 1, 1993.)





## EXERCISE 5 (Focus 5, page 319)

Use the cues at the left to make sentences with the *get*-passive. The sentences are to help you decide which tense to use. The first one has been done for you.

Linda is a very busy working mother, but no matter how much work she does, she always gets her housework done, too.

1. clean/house The house gets cleaned.
2. cook/meals \_\_\_\_\_
3. do/dishes \_\_\_\_\_

At this time, many things are being done to improve our city. For example,

4. design/parks \_\_\_\_\_
5. renovate/historic buildings \_\_\_\_\_
6. build/housing for poor people \_\_\_\_\_

Every year our college does general repairs. These are some things that were done last year.

7. paint/classrooms \_\_\_\_\_
8. plant/trees \_\_\_\_\_
9. remodel/the cafeteria \_\_\_\_\_

Many companies are trying to decide how they are going to deal with global competition. Some companies have decided that several changes will be made for next year. What changes will be made?

10. cut/salaries \_\_\_\_\_
11. lay off/employees \_\_\_\_\_
12. not hire/new employees \_\_\_\_\_

## EXERCISE 6 (Focus 6, page 322)

Complete the following story with the *be*-passive or the *get*-passive and the past participle of the verb. The first one has been done for you.

### A WEIRD WEDDING

irlanguage

Bea Prepared and Larry Lucky got married last week. Some unexpected events happened during Bea and Larry's wedding and honeymoon.

First, one week before the wedding, the minister got transferred (transfer) to a new church, so they had to find a replacement at the last minute. After that, Larry

\_\_\_\_\_ (lay off) unexpectedly.

Then, on the night before the wedding, Bea

\_\_\_\_\_ (poison) from the fish

she \_\_\_\_\_ (serve) for dinner.

On the day of the wedding, the flowers \_\_\_\_\_ (not deliver) because

the florist \_\_\_\_\_ (lose) on the

way to the church. During the ceremony, the organist \_\_\_\_\_ (confuse) and played

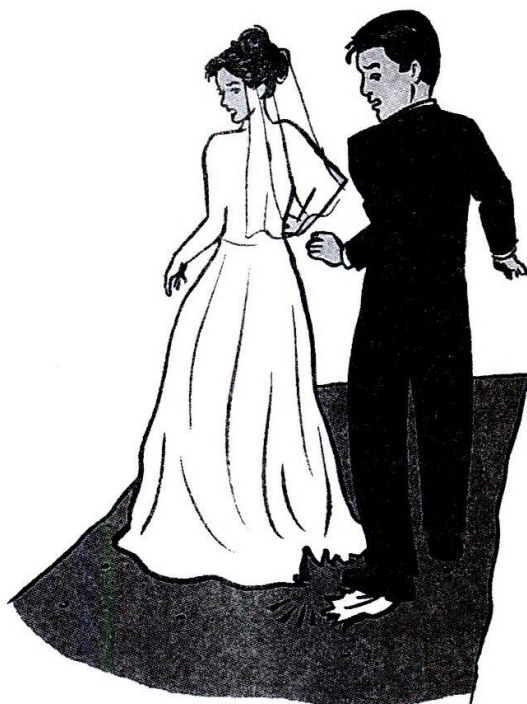
the funeral march instead of the wedding march. Also, the bride's dress \_\_\_\_\_

(tear) when the groom accidentally stepped on it. Then the ceremony \_\_\_\_\_

(interrupt) when a mouse came running through the church. The bridesmaids \_\_\_\_\_

(scare) and began to scream.

After the wedding ceremony, the reception \_\_\_\_\_ (hold) outdoors, but it started to rain and everyone got wet. Bea and Larry went to Las Vegas for their honeymoon, but their luggage \_\_\_\_\_ (put) on a flight to Hawaii.





# PHRASAL VERBS

UNIT

# 23

## EXERCISE 1 (Focus 1, page 330)

Using the pictures as cues, complete each sentence with a phrasal verb. Make sure the verbs agree in person and tense. The first one has been done for you.



1. Yesterday was Saturday, so Patrick got up late.
2. He (not) \_\_\_\_\_ his clothes right away.
3. Instead, he \_\_\_\_\_ in his comfortable chair, read the newspaper, and drank some coffee.
4. Finally he \_\_\_\_\_ the coffee and got dressed.



5. Maurine is a kindergarten teacher. You might think she has an easy job, but every day after school she \_\_\_\_\_ her own classroom.
6. First, she \_\_\_\_\_ all of the toys.



7. Then she \_\_\_\_\_ her lesson plans for the next day.
8. When she finishes everything, she \_\_\_\_\_ the lights and goes home.

## EXERCISE 2 (Focus 2, page 331)

Read the story. Then write each underlined phrasal verb next to its meaning below. Number 10 has been done for you as an example.

When I woke up this morning I was glad it was Saturday. Then I remembered that I had homework to do for Monday. Last week my teacher gave me an assignment to find out about burial customs around the world and write up a report about them. I put off doing my research for a whole week. Now I have to hand in my report on Monday. I got out my notebook and my pencil, but then I realized I didn't know anything about burial customs. I put on my clothes and decided that I should go to the public library and look up some information.

On the way to the library I met up with my friend Brittany. She wanted to go out shopping. When I explained what I had to do, she offered to help me out.

- |                     |                                     |
|---------------------|-------------------------------------|
| 1. postpone _____   | 7. give to a teacher _____          |
| 2. search for _____ | 8. encountered _____                |
| 3. write _____      | 9. go _____                         |
| 4. dress _____      | 10. stopped sleeping <u>woke up</u> |
| 5. assist _____     | 11. took from its place _____       |
| 6. research _____   |                                     |



### EXERCISE 3 (Focus 3, page 333)

Complete each sentence by writing the phrasal verb and the object that best completes the sentence. The first one has been done for you.



1. Angela turns on the radio.
2. She likes to listen to music while she \_\_\_\_\_ her \_\_\_\_\_ and \_\_\_\_\_ the trash.
3. But the music is too loud. Her mother says, "Angela \_\_\_\_\_ that \_\_\_\_\_!"
4. So Angela \_\_\_\_\_ the radio and \_\_\_\_\_ the \_\_\_\_\_.





5. Mr. Smith: "Ms. Falco, I know we \_\_\_\_\_ a meeting last week to discuss the contract, but I'm afraid we'll have to \_\_\_\_\_ the \_\_\_\_\_ until next week—I have an unexpected emergency at the office."

6. Ms. Falco: "That's no problem. I'll contact the other members and \_\_\_\_\_ the \_\_\_\_\_ for today. Should I \_\_\_\_\_ another meeting for next week the same time?"

Mr. Smith: "That would be great."

#### EXERCISE 4 (Focus 4, page 335)

Rewrite the sentences in Exercise 3 with the object between the verb and the particle. The first one has been done for you.

1. Angela turns the radio on.

or Angela turns it on.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## EXERCISE 5 (Focus 4, page 335 and Focus 5, page 336)

Replace each underlined object with a pronoun. Rewrite the sentences with the pronoun between the verb and the particle if possible.

**Example:** I just got over a cold, and then I got the flu.  
*I just got over a cold, and then I got the flu.* (inseparable verb, not possible)  
Don't throw out all of those newspapers; recycle them!  
*Don't throw them out; recycle them!*

1. She was feeling sad, so we tried to cheer up Janet.  
\_\_\_\_\_
2. I called up Janet at work, and I could tell something was wrong.  
\_\_\_\_\_
3. She said she was having a bad day. This morning when she turned on her new TV, nothing happened.  
\_\_\_\_\_
4. She thought she would have to take the TV back to the store.  
\_\_\_\_\_
5. Maybe she could get by with her old TV.  
\_\_\_\_\_
6. This afternoon, I ran into a friend of mine who repairs TVs.  
\_\_\_\_\_
7. He went to Janet's house and went over the TV carefully.  
\_\_\_\_\_
8. Janet said, "I don't want to throw out the TV."  
\_\_\_\_\_
9. My friend found out the problem.  
\_\_\_\_\_
10. He came across a loose wire in the electrical cord.  
\_\_\_\_\_

## EXERCISE 6 (Focus 6, page 339)

For each of the following phrasal verbs, write two sentences using the noun phrases on the right as cues. Separate the verb when possible.

**Example:** pick up      it  
                                 a package at the post office

*Anne had to pick it up.*

*Anne had to pick up a package at the post office.*

turn off      them  
                         all the electrical appliances before going on vacation.

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

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

call up      my family  
                         them

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

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

get off      the horse  
                         it

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

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

take off      my wet shoes and socks  
                         them

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

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

look up      it  
                         the new address of the movie theater

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

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

run into      her parents  
                         them

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

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





## **EXERCISE 7**     (*Focus 7, page 341*)

Take turns with a partner asking and answering the following questions.

1. Where did you grow up?
2. Did you ever show up late for dinner? What did your mother say?
3. Did you ever come home late? Did your parents punish you?
4. How often does your family eat out?
5. What is something that you wanted but got by without when you were a child?
6. What American customs will never catch on in your country?
7. How did you get to school today?
8. Can you fix a car that has broken down?
9. Have you ever passed out?

# ADJECTIVE CLAUSES AND PARTICIPLES AS ADJECTIVES

## EXERCISE 1 (Focus 1, page 350)

The following words are used to describe people. Unscramble the words given below to finish the description of these people.

**Example:** an / in / is / is / extremist / some / someone / way / who

A fanatic *is someone who is an extremist in some way.*

1. a / about / is / likes / other / people / talk / that / to / person

A gossip \_\_\_\_\_  
\_\_\_\_\_

2. ages / and / are / are / between / nineteen / of / people / the / thirteen / who / young

Teenagers \_\_\_\_\_  
\_\_\_\_\_

3. are / from / money / or / pocket / purse / steal / who / thieves / your

Pickpockets \_\_\_\_\_  
\_\_\_\_\_

4. are / better / else / everyone / people / than / that / they're / think

Snobs \_\_\_\_\_  
\_\_\_\_\_

5. alcohol / doesn't / someone / drink / is / who

A teetotaler \_\_\_\_\_  
\_\_\_\_\_

6. everything / is / knows / (s)he / someone / that / thinks

A know-it-all \_\_\_\_\_  
\_\_\_\_\_

7. a / army / has / in / is / lowest / rank / soldier / that / the / the

A private \_\_\_\_\_  
\_\_\_\_\_



8. a / an / individual / is / lot / of / spends / time / TV / watching / who

A couch potato \_\_\_\_\_  
\_\_\_\_\_

9. are / are / elderly / people / who

Senior citizens \_\_\_\_\_  
\_\_\_\_\_

10. is / a / person / that / is / famous

A celebrity \_\_\_\_\_  
\_\_\_\_\_

## EXERCISE 2 (Focus 2, page 352)

Using one word/group of words from each column, write a complete sentence. Numbers 1–6 are conversational definitions of animals, meaning they're *informal*. Numbers 7–12 on the next page are textbook definitions, meaning they're *formal*. The first one has been done for you. Be sure to use all the words/phrases at least one time.

### CONVERSATIONAL DEFINITIONS:

Cockroaches	a big wild animal	people are afraid of
Dogs	a colorful bird	people don't like to see in their home
Piranhas	a wild animal	we call "man's best friend"
The monkey	bugs	we see in hot climates
The parrot	fish	we see living in ice and snow
The polar bear	pets	we see in the jungle, swinging through the trees

1. Cockroaches are bugs that people don't like to see in their home.  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## WRITTEN DEFINITIONS:

Cockroaches	a mammal	exterminators are constantly trying to eradicate
Dogs	a multi-colored bird	scientists classify as the canine species
Piranhas	a primate	scientists have determined to be related to human beings
The monkey	domestic animals	we call carnivores, or meat-eating animals
The parrot	fish	we find inhabiting the arctic regions
The polar bear	insects	we find inhabiting tropical jungles

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

What differences—besides the use of *that* and *which*—do you see between the formal and informal definitions?

## EXERCISE 3 (Focus 3, page 355)

Circle the correct adjective, choosing between the underlined words.



Sandy and Victor, both English teachers, lived abroad for many years, first in Saudi Arabia, and then in the Far East, where, like many (1) experienced / experiencing travelers, they suffered from culture shock. Recently they returned to the United States and experienced something that is called reverse culture shock. They had lived abroad for a very long time, and everything back home was new for them.



The cars seemed so big, and the people did too. They had forgotten how many overweight Americans there were. But everyone was (2) obsessed/obsessing with dieting; they thought about it all the time. Every magazine seemed to have an article about dieting, but not many people seemed (3) disciplined/disciplining enough to follow a diet. Most were (4) disappointed/disappointing dieters.

When Sandy and Victor had first arrived in Saudi Arabia, it was (5) surprised/surprising to see the Arab women (6) covered/covering from head to toe. Sandy was equally (7) shocked/shocking when she returned to the United States and saw women wearing rollers in public.

And both Sandy and Victor were (8) frustrated/frustrating because they didn't have a car. When they lived abroad, transportation had never been a problem, but the North American city that they lived in had very poor public transportation; sometimes they had to wait an hour for the bus. It was very (9) annoyed/annoying. And the bus stop was almost a mile from their apartment, so they had to walk a lot, too. At the end of the day, they were (10) exhausted/exhausting.

It's difficult to return home after being in another country for a while. At first, Sandy and Victor were (11) worried/worrying that they had a negative attitude about everything, but they felt (12) relieved/relieving to hear about reverse culture shock. It will take time to feel comfortable living here again.

#### **EXERCISE 4** (Focus 3, page 355)

Have you experienced culture shock? How about reverse culture shock? Write about your own experiences by completing the following sentences. Use the *-ed* or *-ing* form of the word in parentheses. If any of these adjectives don't reflect your own feelings or experiences, feel free to replace them with *-ed* or *-ing* forms that do.

1. I was (surprise) when I first saw \_\_\_\_\_
2. It was (frustrate) to \_\_\_\_\_
3. I was (confuse) when \_\_\_\_\_
4. It was (excite) to \_\_\_\_\_
5. I was (worry) that \_\_\_\_\_
6. It was (frighten) when \_\_\_\_\_
7. It was (fascinate) to see \_\_\_\_\_
8. I was (embarrass) when \_\_\_\_\_
9. I was (annoy) when \_\_\_\_\_
10. I felt (relieve) when \_\_\_\_\_

**EXERCISE 1** (Focus 1, page 364)

The following passage is about Constantine, a Romanian immigrant who lives in California and drives a taxi. Fill in the blanks with *hypothetical conditionals*. Be careful—some are negative.

1. Constantine doesn't really want to live here, but because of political problems, he can't live in Romania. If politics \_\_\_\_\_ (be) different, Constantine \_\_\_\_\_ (have) to live in another country.
2. Constantine has to live abroad—he can't live in Romania. He \_\_\_\_\_ (live) in his apartment in Bucharest if he \_\_\_\_\_ (have) to live abroad.
3. Constantine has a hard life in California; life is much easier in Romania. He \_\_\_\_\_ (have) a comfortable life if he \_\_\_\_\_ (live) in Bucharest.
4. He doesn't know much English, so he works as a taxi driver. If he \_\_\_\_\_ (know) more English, Constantine \_\_\_\_\_ (work) as an engineer; he \_\_\_\_\_ (work) as a taxi driver.
5. Constantine learned his English on the street. His English is OK, but if he \_\_\_\_\_ (go) to school, he \_\_\_\_\_ (learn) more English, especially how to read and write.
6. Constantine shares a small apartment with four other Romanians—he can't afford a nice place. He \_\_\_\_\_ (live) in a nice apartment if he \_\_\_\_\_ (have) a decent job.
7. Constantine's life is even more difficult because he's waiting for political asylum. His life \_\_\_\_\_ (be) easier if he \_\_\_\_\_ (have) to wait for political asylum—it's been three years.
8. Constantine is not a legal resident of the country, so he can't bring his family here. If he \_\_\_\_\_ (be) a resident, he \_\_\_\_\_ (bring) his family to the United States.
9. He's not very happy because his family lives so far away. He \_\_\_\_\_ (be) happier if he \_\_\_\_\_ (bring) his family to live here.
10. Constantine's wife is in Bucharest, taking care of the family alone. If she \_\_\_\_\_ (be) here, she \_\_\_\_\_ (have) Constantine's help.



## EXERCISE 2 (Focus 2, page 366)

Rewrite the hypothetical conditionals from Exercise 1, changing the order of the clauses. Be careful with punctuation.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## EXERCISE 3 (Focus 2, page 366)

Complete the following hypothetical conditional sentences. Then rewrite the sentences, changing the order of the clauses.

1. I'd be a millionaire if \_\_\_\_\_
2. If I had more free time, \_\_\_\_\_
3. If I were you, \_\_\_\_\_
4. She would buy that if \_\_\_\_\_
5. If my house were on fire, \_\_\_\_\_
6. I'd travel around the world if \_\_\_\_\_
7. If I could change one thing about my life, \_\_\_\_\_

8. I wouldn't do that if \_\_\_\_\_
9. If I could make three wishes, \_\_\_\_\_
10. I would be a better student if \_\_\_\_\_

#### **EXERCISE 4** (Focus 3, page 367)

The following people are thinking about their past and how different individuals and events changed their lives. The pairs of sentences express what really happened in the past. Write hypothetical conditionals based on these sentences. The first sentence in the pair should be used in the *if* clause.

**Example:** Mary went to the Bahamas on her vacation. That's where she met Gordon.  
*If Mary hadn't gone to the Bahamas, she wouldn't have met Gordon.*

1. Mary met Gordon. That's why she didn't marry her high-school sweetheart.  
 \_\_\_\_\_  
 \_\_\_\_\_
2. Gordon went to medical school. Because of that, he didn't go to law school.  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Gordon became a doctor. As a result, he didn't become a lawyer.  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Claudia had Mr. Stack for algebra. Because of him, she passed math and she graduated from high school.  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Mr. Stack was Claudia's teacher. As a result, she didn't quit school.  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Barb married Tom. Because of him, she moved to Toronto.  
 \_\_\_\_\_  
 \_\_\_\_\_
7. Barb knew how to speak French and Spanish. That's why she got a job with an airline.  
 \_\_\_\_\_  
 \_\_\_\_\_
8. Jan got pneumonia. That's why she moved to Arizona.  
 \_\_\_\_\_  
 \_\_\_\_\_



9. Jan moved to Arizona. That's where she learned to ride a horse.

---

---

10. There wasn't birth control years ago. My grandmother had 12 children.

---

---

How did different people and events change *your* life? Write three hypothetical conditionals about your own past.

11. 

---

---

12. 

---

---

13. 

---

---

### **EXERCISE 5** (Focus 3, page 367)

Write hypothetical conditionals based on the following sentences.

**Example:** I didn't know that you needed me, so I went home.  
*If I had known that you needed me, I wouldn't have gone home.*

1. I didn't give her the message because I didn't see her.

---

---

2. I wasn't able to go with you last weekend because I didn't have any money.

---

---

3. I didn't know you were in the hospital, so I didn't visit you.

---

---

4. We got into trouble because we broke the law.

---

---

5. I didn't know we were going to be so late, so I didn't call you.

---

---

6. I ate the cookies because they were there.

---

---

7. You made a lot of mistakes because you weren't careful.

---

---

8. Lexi wasn't at the meeting, so we weren't able to solve the problem.

---

---

9. I didn't have a car, so I took the subway.

---

---

10. You told me the news, so I knew.

---

---

## EXERCISE 6 (Focus 4, page 371)

Three men have proposed to Eva. She doesn't know if she should marry Mack, Sato, or Travis. The following are predictions about her life. Make future conditional sentences using *if* and the verbs below.

**Example:** marry Sato → move to Tokyo  
*If she marries Sato, she'll move to Tokyo.*

### **SATO = JAPAN**

1. move to Tokyo → have to learn Japanese \_\_\_\_\_

2. learn Japanese → be the first one in her family to learn another language \_\_\_\_\_

### **MACK = HOMETOWN**

3. marry Mack → stay in Fremont, her hometown \_\_\_\_\_

4. live in Fremont → not have to learn another language \_\_\_\_\_

5. not leave Fremont → her life not change very much \_\_\_\_\_



## TRAVIS = MONEY

6. marry Travis → be rich \_\_\_\_\_  
\_\_\_\_\_
7. live in a mansion → feel like a princess \_\_\_\_\_  
\_\_\_\_\_
8. not feel like herself → lose control over her life \_\_\_\_\_  
\_\_\_\_\_
9. marry Sato or Travis → her life be more exciting \_\_\_\_\_  
\_\_\_\_\_
10. not get married → not have to worry about this \_\_\_\_\_  
\_\_\_\_\_

### EXERCISE 7 (Focus 5, page 373)

Complete the following sentences and check (✓) the correct box to indicate if the sentence is a future conditional or a hypothetical conditional. Don't forget to add a comma where necessary.

future    hypothetical

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. If the rain stops soon _____<br>_____           |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. What would you do if _____<br>_____             |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. If you ever do that again _____<br>_____        |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. If I were in her shoes _____<br>_____           |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. I wouldn't do that if _____<br>_____            |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. He wouldn't say that if _____<br>_____          |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. If you gave me a million dollars _____<br>_____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. I will leave the tip if _____<br>_____          |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. If I never see you again _____<br>_____         |

future    hypothetical

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 10. If you go barefoot _____<br>_____              |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. I will say "You're welcome" if _____<br>_____  |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. If you really loved me _____<br>_____          |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. My teacher will become angry if _____<br>_____ |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. If people stop fighting wars _____<br>_____    |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. I would be very happy if _____<br>_____        |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. Oh, darling. If you leave me _____<br>_____    |

### **EXERCISE 8**    (Focus 5, page 373)

Put a check (✓) next to the sentences that are hypothetical (i.e., the situation probably won't happen).

1. \_\_\_\_ I would move to Montana if I won the lottery.
2. \_\_\_\_ If I don't find a job here, I'm going to move to Seattle.
3. \_\_\_\_ If Peggy were tall, she wouldn't have to look up at people.
4. \_\_\_\_ Tom's going to marry Barb if he gets a promotion.
5. \_\_\_\_ Tom would marry Barb if he made more money.
6. \_\_\_\_ We wouldn't have these problems if we spoke Japanese.
7. \_\_\_\_ If you go to Japan, you'll be able to practice your Japanese.
8. \_\_\_\_ I won't go with you if you wear that outfit.
9. \_\_\_\_ If they don't pay him more, he'll quit his job.
10. \_\_\_\_ Jo would quit her job if the company transferred her.



## EXERCISE 9 (Focus 6, page 375)

Use the words in the list to complete the following factual-conditional sentences.

ask for a doggy bag	make a reservation
ask for the check	order an appetizer
ask for the manager	order another round
don't eat your food in the restaurant	the service is all right
like it cooked very little	want more coffee

1. If you're planning to go to a popular restaurant, you should \_\_\_\_\_  
\_\_\_\_\_
2. You order take-out if you \_\_\_\_\_  
\_\_\_\_\_
3. When you buy everyone at your table a drink, you \_\_\_\_\_  
\_\_\_\_\_
4. You ask for a refill if you \_\_\_\_\_  
\_\_\_\_\_
5. If you want to eat something before the main course (or entrée), you \_\_\_\_\_  
\_\_\_\_\_
6. You order your meat rare if you \_\_\_\_\_  
\_\_\_\_\_
7. When you are ready to pay, you \_\_\_\_\_  
\_\_\_\_\_
8. If you want to take the rest of your meal home, you \_\_\_\_\_  
\_\_\_\_\_
9. You leave the server a 15 percent tip if \_\_\_\_\_  
\_\_\_\_\_
10. When you have a complaint, you \_\_\_\_\_  
\_\_\_\_\_

**EXERCISE 10** (Focus 6, page 375)

**CROSSWORD PUZZLE**

If you need help completing this crossword puzzle, ask a native speaker of English.

**SUPERSTITIONS**

**ACROSS**

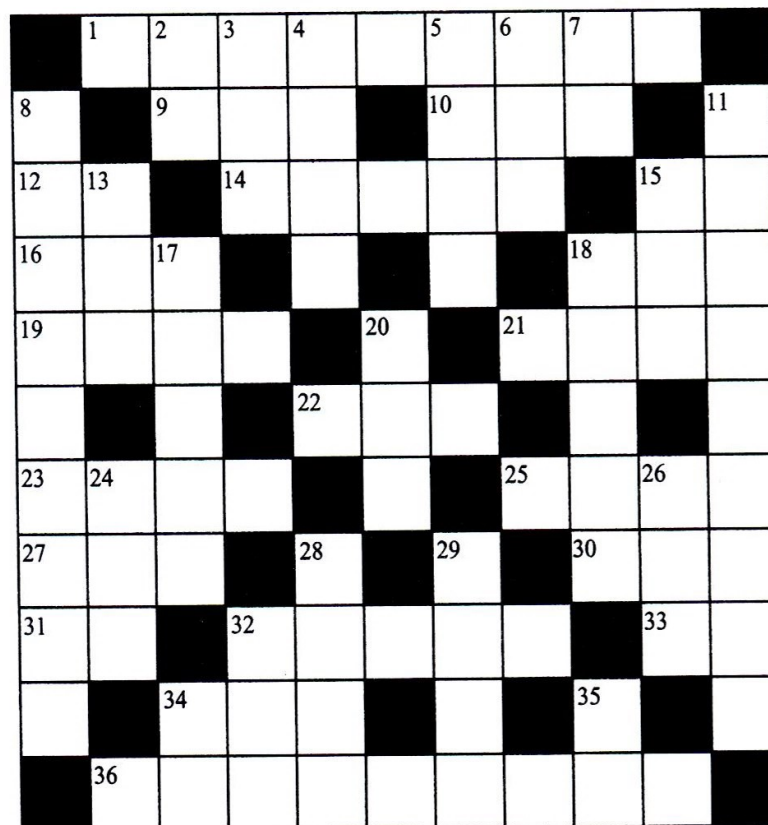
1. \_\_\_\_\_ never strikes twice in the same place
9. U.S. government organization that regulates airlines (abbrev.)
10. One (Spanish)
12. If you hurt yourself, you say, "\_\_\_\_\_!"
14. The front of your leg between the ankle and the knee (plural)
15. If your job is to create good impressions of an organization with the public, then you work in \_\_\_\_\_ (abbr.)
16. If a kitten is hungry, it will \_\_\_\_\_.
18. If you go to Hawaii, you will be welcomed with a \_\_\_\_\_ around your neck.
19. If your name was Adam, then you lived with Eve in the Garden of \_\_\_\_\_.
21. My sister was hurt at work, so she \_\_\_\_\_ the company, because they didn't have any safety regulations.
22. If you pass under a ladder, you will have \_\_\_\_\_ luck.
23. If you want someone to go away, tell him to take a \_\_\_\_\_.
25. All right
27. Same as 6 Down
30. I made a wish on a falling star, but it hasn't come true \_\_\_\_\_.
31. North Carolina (abbr.)
32. If you \_\_\_\_\_ salt, throw some of it over your shoulder to avoid bad luck.
33. Blood type
34. If the score is 2-2, we call it a \_\_\_\_\_.
36. If you nail a \_\_\_\_\_ over your door, it will bring you good luck.

**DOWN**

2. You will have bad luck \_\_\_\_\_ you open an umbrella indoors.
3. If it's not a liquid or a solid, it's a \_\_\_\_\_.
4. If you think something is funny, you say \_\_\_\_\_.



5. Religious sisters
6. If you are familiar with all the details of a situation, then you know all of the \_\_\_\_\_ and outs.
7. If you don't want any, just say "\_\_\_\_\_, thank you."
8. For good luck on her wedding day, a bride needs \_\_\_\_\_ old, \_\_\_\_\_ new, \_\_\_\_\_ borrowed, and \_\_\_\_\_ blue.
11. \_\_\_\_\_ 13th is an unlucky day. (2 words)
13. Marry
15. Urinate (slang)
17. If you are gone for fourteen days, then I'll be two \_\_\_\_\_ without you.
18. Whenever Masaya play chess in Las Vegas, he wins. He's a very \_\_\_\_\_ guy.
20. You will have bad luck if a black \_\_\_\_\_ passes in front of you.
24. If a company is incorporated, it will have this abbreviation at the end of its name.
26. Prefix meaning *air, gas, or aviation*.
28. Gorillas and monkeys
29. If you like dark beer, then you might not like \_\_\_\_\_. (plural)
32. If you want to show respect to a man, you can call him "\_\_\_\_\_."
- 34 & 35. Opposite of *from*



## EXERCISE 11 (Focus 6, page 375)

Match the following to make complete sentences.

- |   |                                 |
|---|---------------------------------|
| 1. If you make something up, ____           | a. it's renovated, or like new. |
| 2. When you make believe, ____              | b. made it.                     |
| 3. If you make dinner, ____                 | c. make a speech.               |
| 4. You talk when you ____                   | d. makes sense.                 |
| 5. If you make off with something, you ____ | e. steal.                       |
| 6. Something is logical when it ____        | f. you're lying.                |
| 7. If you make something over, ____         | g. you cook.                    |
| 8. When you're successful, you ____         | h. you pretend.                 |

## EXERCISE 12 (Focus 7, page 376)

Use the words in the list to complete the following sentences.

- |                                   |                                     |
|-----------------------------------|-------------------------------------|
| he might have died                | I had the flu                       |
| I call the doctor today           | I see anything out of the ordinary  |
| I felt a lump in my breast        | the doctors hadn't cured her cancer |
| I hadn't quit smoking years ago   | you have the chills                 |
| I might have gotten seriously ill |                                     |



1. I would call my doctor immediately if \_\_\_\_\_
2. If my father hadn't called 911 as soon as he did, \_\_\_\_\_
3. I will call my doctor and make an appointment if \_\_\_\_\_
4. I may not get an appointment for a couple of weeks if \_\_\_\_\_
5. I might have gotten bronchitis or lung cancer if \_\_\_\_\_
6. If I hadn't been vaccinated, \_\_\_\_\_
7. I might stay in bed and call in sick if \_\_\_\_\_
8. You may have a fever if \_\_\_\_\_
9. My mother wouldn't be alive today if \_\_\_\_\_





Choose the word or phrase (*a, b, c, or d*) that best completes each sentence. Then circle the letter.

1. Tortillas, the bread of Mexico, \_\_\_\_\_ with ground corn, water, and lime.
  - a. are being made
  - b. are made
  - c. get made
  - d. make
2. Many Mexicans buy their tortillas and take them home. They \_\_\_\_\_ at their local *tortillería*, where they are produced by machine.
  - a. eat out them
  - b. eat them out
  - c. pick up them
  - d. pick them up
3. Other Mexicans, \_\_\_\_\_ could buy them, prefer to make their own fresh, hot tortillas at home.
  - a. that
  - b. which
  - c. who
  - d. whose
4. Many women \_\_\_\_\_ the dough, or *masa*, between their hands and flatten it into a thin, round pancake-like shape.
  - a. are taken
  - b. are taking
  - c. have been taken
  - d. take
5. The tortilla \_\_\_\_\_ in Mexico for centuries, since the days of the Aztecs.
  - a. are eaten
  - b. has been eating
  - c. has been eaten
  - d. is eaten
6. Marcia gets \_\_\_\_\_ very early, before sunrise, so when she gets dressed, it's still dark.
  - a. off
  - b. on
  - c. out
  - d. up
- 7-8. This morning she must've been very \_\_\_\_\_ when she \_\_\_\_\_ her clothes.
  - a. tire
  - b. tired
  - c. tires
  - d. tiring
  - a. got dressed
  - b. got on
  - c. put on
  - d. took off
9. As usual, her friend \_\_\_\_\_ and they rode to work together.
  - a. picked her up
  - b. picked up her
  - c. ran into her
  - d. ran her over

10. Marcia was giving a presentation at work when she noticed that everyone looked very \_\_\_\_\_.
  - a. amuse
  - b. amused
  - c. amuses
  - d. amusing
11. Later on she \_\_\_\_\_ why everyone had been smiling during her presentation.
  - a. showed up
  - b. found out
  - c. went over
  - d. passed out
12. She had just finished talking on the phone, and as she \_\_\_\_\_, Marcia looked down at her feet.
  - a. held on
  - b. hung on
  - c. hung up
  - d. put off
13. She realized that she was wearing a blue shoe on her left foot and a brown shoe on her right foot; she had \_\_\_\_\_ the wrong shoes.
  - a. caught on
  - b. thrown out
  - c. taken off
  - d. put on
14. Even if she lives to be one hundred years old, Marcia \_\_\_\_\_ forget that day.
  - a. isn't going
  - b. wouldn't
  - c. will never
  - d. might
15. Poor Marcia! All of us have had \_\_\_\_\_ moments, but they are not all as memorable as hers.
  - a. embarrassable
  - b. embarrassed
  - c. embarrassing
  - d. embarrassful

## EDITING PRACTICE

Questions 16–25: Find the *one* underlined word or phrase (*a*, *b*, *c*, or *d*) that needs to be changed to make the sentence correct.

16. Two tourists (a) were (b) being robbed while they (c) were checking (d) into the Sandy Shores Hotel last Saturday night.
17. The couple (a) had (b) been left their luggage unattended, and when they (c) looked up, the bags (d) had disappeared.
18. When the police showed (a) off, they said that the bags (b) could have been stolen (c) by the same criminals (d) who have been robbing foreign tourists in the area.
19. The police also pointed (a) out that the thief might be someone (b) which works at one of the hotels, or it (c) could be someone (d) who's dressed like a tourist.
20. Every year tourists around the world (a) are (b) robbed like this, because they become careless. If they (c) will take their eyes (d) off their luggage, something like this might occur.
21. South Dakota is (a) knowing (b) for Mount Rushmore, where the enormous heads of four U.S. presidents (c) are (d) carved in the side of a mountain.



22. Korczak Ziolkowski, (a) who (b) was (c) died in 1982, helped carve Mt. Rushmore, and then bought a nearby mountain where he (d) began to carve a gigantic replica of the Sioux Chief Crazy Horse.
23. Ziolkowski's widow, Ruth, said that the sculpture was her husband's dream and that a strange relationship (a) had existed between him and Crazy Horse: he (b) was (c) born on the same day that Crazy Horse (d) passed out, but 31 years later.
24. She (a) will never get (b) over her husband's death, but it is (c) inspired to think that his spirit and Crazy Horse's are in heaven. If they (d) are, they're probably watching the construction together.
25. The Ziolkowski family has continued to work on the huge project, and if they don't run (a) over any problems, it (b) could be many years before the sculpture is (c) finished—their great grandchildren (d) might see a completed Crazy Horse.

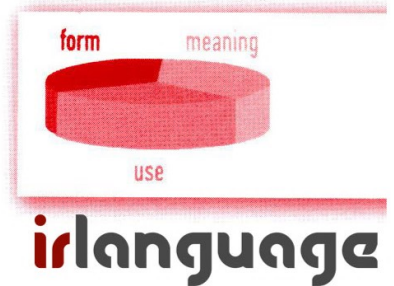
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