

Keith S. Folse

Clear Grammar

3

Activities for Spoken and
Written Communication

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Keith S. Folse

Ann Arbor

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To the Teacher

Clear Grammar 3 is part of a three-volume series of grammar books for beginning to low-intermediate level students of English as a second or foreign language. Book 3 covers grammar points for intermediate nonnative learners of English, including phrasal verbs, past progressive tense, present perfect tense, adverbs of manner and related terms, verb-preposition and adjective-preposition combinations, passive voice, relative clauses, infinitives and gerunds, connectors, and verbs with direct or indirect objects.

Clear Grammar 1 contains presentations and exercises on basic grammar points such as the verb *to be*, regular verbs, simple question and negative forms, and prepositions. *Clear Grammar 2* continues this series with articles, *be going to*, irregular past tense, *how* questions, adverbs of frequency, object pronouns, *one* and *other*, possessive, comparison and superlative, modals, and problem words.

Clear Grammar 3 contains exercises that provide relevant practice in the basic grammar points for intermediate students of English as a second language (ESL). It assumes that the student has a fair reading and writing ability in English. It is designed to be used by adult learners, that is, high school age and up. It is suitable for either intensive or nonintensive programs.

An important feature of this book is the number and variety of types of exercises included. Teachers and learners need a large number of practices. A plus of this book is that it contains approximately 175 exercises and activities. Furthermore, whenever possible, two smaller exercises have been included instead of one long exercise so that one may be done in class with the teacher's guidance and the other can be sent home for independent learning. A second advantage of this book is the variety of types of practice exercises and learning activities. For example, approximately 20 percent of the exercises are speaking or some type of interaction activities. Some grammar points can be practiced at the single-sentence level while other points may be learned better if seen within a larger context.

A strong attempt has been made to provide engaging activities in addition to the traditional single sentences with one blank. To this end, the written exercises are proportionally divided between sentence-level exercises and multisentence- and dialogue-level activities. Therefore, the resultant structure of this book is approximately 20 percent speaking/interactive exercises, 40 percent single-sentence practices, and 40 percent multisentence or minidiologue activities.

These last figures clearly illustrate an extremely important difference between the Clear Grammar series and other grammar books. While some grammar ESL books have included some speaking activities and others have included a few multisentence exercises, the three books in this series make use of contextualized exercises where possible. These features represent current views toward the learning of grammar in a second language, namely, that speaking practice is as important as written practice and that some grammar points are more apparent to students when these points are seen within a real and somewhat longer context.

Because learners learn in different ways based on their individual learner differences, the presentation of grammar in this series, and especially in this volume, has been varied to include both traditional deductive and inductive presentations. In the deductive presentations (see unit 6), the grammar rules are stated explicitly, and then learners work exercises that help solidify the stated patterns in their minds. In the inductive presentations (see unit 3), on the other hand, learners are given correct examples and incorrect examples of the grammar and are told to figure out the grammatical patterns and exceptions. This presentation is also followed by a series of written exercises and speaking activities that gradually become more difficult.

Clear Grammar 3 has six main goals:

1. to teach the basic grammar points necessary for intermediate ESL students;
2. to provide ample written practice in these structures at the single-sentence level as well as at the multisentence and dialogue levels;
3. to provide a wide array of practices at varying cognitive levels (i.e., not just knowledge and comprehension but also synthesis and evaluation);
4. to provide oral communication work practicing these structures through a variety of activities and games;
5. to provide ample opportunities for students to check their progress while studying these structures; and
6. to serve as a grammar reference that is written with language and terms that an intermediate-level ESL student can understand without a great deal of teacher assistance.

Clear Grammar 3 consists of twelve units. Unit 1 is a review of the basic grammatical structures covered in *Clear Grammar 2*. Unit 12 is a review unit of the material in *Clear Grammar 3*. Each of the other ten units covers a single grammar area, but sometimes a particular area may have several subdivisions. An example is unit 4, “Present Perfect Tense,” in which seven usages of this tense are covered. Another example is unit 2, “Phrasal Verbs,” which teaches three classes of phrasal verbs.

The units may be taught in any order. However, it is recommended that the general sequencing of the units be followed whenever possible. An attempt has been made to recycle material from one unit into following units where appropriate. For example, once present perfect tense has been covered, many of the sentences in subsequent exercises in other units include present perfect tense for further reinforcement.

Though a great deal of variety of material exists in the book, there is a general pattern within each unit. The units begin with some kind of grammar presentation. Sometimes this presentation is inductive; other times it is deductive. This presentation is then followed by a list of the most likely mistakes (i.e., potential problems) for each structure. This is followed by a series of written exercises arranged from least to most cognitively demanding. After the written work are one or more speaking activities. This is followed by a multiple choice quiz. At the end of each unit there are a review test and a list of suggestions for possible writing practice. The exact guidelines for each class (e.g., amount of writing expected of students and the exact form in which they should prepare writing exercises—handwritten or typed, single or double spaced, etc.) are left completely up to the individual instructor, as no one knows the specific teaching situation better than that teacher.

A unique feature of all three volumes of the *Clear Grammar* series is the inclusion of Challenge Boxes. Each Challenge Box presents a single question that requires a higher

level of knowledge and understanding of the particular grammar point. Sometimes the Challenge Box requires learners to analyze the most difficult item in the previous exercise. Other times the Challenge Box presents a new item that is more difficult than the items in the previous exercise. In both cases, the purpose of this activity is twofold: (1) to raise students' understanding of the grammar point by dealing with a very difficult question about the grammatical point, and (2) to motivate the better students who might not have been challenged sufficiently by the previous exercise.

General Lesson Format

1. Grammar Presentation

These presentations vary in method. In some units, they are deductive; in others, inductive; and in others, consciousness raising. L2 learners have a wide range of learner styles and employ an even greater range of learner strategies. It is believed that having a variety of presentation types for the grammatical structures is therefore advantageous.

2. List of Potential Errors with Corrections

In this section of the unit, there is a list of several of the most commonly made errors. Following each error is the corrected form so that students can see not only what they should avoid but how it should be corrected. Our students represent a wide range of linguistic groups, and every effort has been made to take this into account in selecting which kinds of errors to include here.

3. Written Exercises

Teachers and students want a large number of written exercises to allow for ample practice of the newly learned structure. The exercises have been sequenced so that the early exercises require only passive knowledge of the grammar point. For example, students circle one of two answers or put a check mark by the correct word. These exercises are followed by others that are more cognitively demanding and require active production of the language structure. In this way, students can comfortably move from passive knowledge to active production of a structure.

The written exercises in this book are short enough to be done in a small amount of time, yet they are thorough enough to provide sufficient practice for the structure in question. These exercises may be done in class or as homework. Furthermore, they may be checked quickly either by individual students or by the class.

4. Speaking Activities

Each unit has at least one (and often several) speaking activities. The design of these speaking activities is based on second language acquisition research by C. Doughty, M. Long, T. Pica, and P. Porter showing that certain types of activities encourage L2 learners to produce a greater amount and a higher quality of language.

The instructions for these activities are clearly written at the top of the exercise. Students are almost always directed to work with a partner. In this case, it is important for the teacher to make sure that students do not see their partner's material ahead of time as this will not facilitate speaking. (However, not all speaking activities are set up in this manner. See the directions for the individual exercises for further clarification.)

5. Multiple Choice Exercise

Because students often have such a hard time with this particular format and because it is similar to the format found on many standardized language tests, each unit includes an eight-question multiple choice exercise. It is important to discuss not only why the correct answers are correct but also why the distractors are not correct.

6. Review Test

Equally as important as the teaching of a given grammar point is the measurement of the learning that has taken place. To this end, the last exercise in every unit is a review test. This review test has several *very* different kinds of questions on it. For example, one kind of question may require a simple completion while another may require error identification. This variety allows all students an opportunity to demonstrate their knowledge without interference caused by the type of question.

7. Extended Writing Activity

At the end of each unit is a suggestion for a writing activity. The nature of the exact assignment is left up to the individual teacher. It should be noted that the main purpose of this writing activity is to incorporate yet another of the four skills in the learning of grammar.

Answer Key

In the back of the book, there is a section that contains the answers for all exercises in this text. These answers are provided so that students may check to see if their answers are correct. It is supposed that students will use the answer key after they have actually done the exercises. It is further hoped that students will use the answer key to detect their mistakes and then return to the exercises to discover the source of their error. The answer key also makes it possible for students engaged in independent study to use this work-book.

Grammar Terminology

In this book, grammar is not viewed as a theoretical science that requires complex terminology. Surely the main purpose of studying grammar in a foreign language is to be able to function better in that language, that is, to produce *accurate* communication (not just communication). To that end, the main focus of the presentations in this book is on being able to use English accurately and not on learning labels that are of little use. However, this does not mean that terminology is or should be avoided. Terms such as *phrasal verbs* and *gerunds* are introduced and explained. However, grammar terminology is only introduced when it is necessary. Furthermore, when it is introduced, explanations have been simplified to reflect the level of the learner's English ability. Complex grammar terminology serves no justifiable purpose and is to be avoided at all costs in good ESL classes and materials.

Using This Book in Your Curriculum

The number of hours needed to complete this book depends to a large extent on the students in your class. Some groups may need up to 60 hours to finish all the material, while a more advanced group might be able to omit certain units and do more work as homework, therefore using less class time. In this case, the students could finish the material in approximately 35 hours. The results of the diagnostic test (at the end of the

book) can help you decide which units, if any, can be omitted or should be assigned as homework to certain students only in order to use group class time the most effectively.

Another factor that will greatly influence the number of class hours needed to complete this material successfully is whether or not the oral activities are done in class. It is recommended that teachers make every effort to do these speaking fluency activities in order to build up students' speaking ability and their confidence in their ability to use spoken English. An instructor in a course in which time is an important factor may want to consider ways of correcting student homework (e.g., posting homework answer sheets on the wall) that are less time consuming rather than omitting the speaking fluency activities.

A diagnostic test is included at the back of the book. More information about this test is given in the next section. In order to make the best use of (limited) class time, the results of this test can guide you in choosing which units to cover and which units to omit if necessary.

About the Diagnostic Test

The diagnostic test is printed on perforated pages. Have the students remove this test and take it at the first class meeting. The test consists of twenty-two questions, two for each of the eleven units. (The twelfth unit of the book is a review of the entire book, and thus no question matches it solely.) The test is set up in two parts, each part consisting of eleven questions. You may set your own time limit, but a recommended time limit is twenty minutes for all twenty-two questions. (Answers are not provided.)

The scoring for the test is fairly straightforward. On the test sheet, look to see for which units the student has missed both questions, for which the student has missed only one of the two questions, and for which the student has not missed either of the questions. You will need to make a composite picture of the results for your whole group. The units for which the most students have missed both questions or one question are the units that your class should focus on first.

Testing

Evaluation is extremely important in any language classroom, and it has a definite role in the grammar classroom. Frequent testing, not just major exams but small quizzes or checks, is vital to allow the learners to see what they have mastered and what still needs further work and to facilitate the teacher in gauging whether individual students have understood and retained the contents of the class.

Testing can come in many forms. Some teachers prefer cloze activities; others prefer multiple choice. Some teachers prefer discrete grammar items; others insist on context. Some include listening and/or speaking; others deal only with printed language. The most important things to keep in mind when testing are (1) students should know what kind of questions to expect, that is, they should know what they will have to do, because this affects how they should study, and (2) the test should test what was taught and nothing else. This second point is the mark of a good test and is essential to the fair treatment of the students.

About the Final Test

In addition to the diagnostic test, there is a final test on page 209. This is meant to be done toward the end of the course when most, if not all, of the book has been covered. This test is also printed on perforated pages and should be removed early in the course to prevent

students from looking ahead. For this reason, some teachers will have students remove this test at the first class meeting and then collect these tests. It is not recommended that the results of this particular test be used as the sole deciding factor in whether a student moves from one level or course to the next. This is especially true if you have not had your students answer this type of question during the course. In general, this type of test is more difficult than regular multiple choice or cloze, and any student who scores at least 70 percent is probably ready to move on to a higher level of grammar study.

This test has two parts, each of which has the same directions. Students are to find the grammatical error in each sentence and correct it. Each of the two parts has eleven sentences, one sentence for each of the units in the book (except the final review unit, of course). The questions are in numerical order matching the corresponding units in the book. Thus, question number 7 in each part deals with material found in unit 7. It is possible to give the first part of this quiz as a progress check midway through the course and then to give the other half at the end to compare results. Again, it is not recommended that any decision regarding promotion to the next level of study be based solely on the results of this single exam.

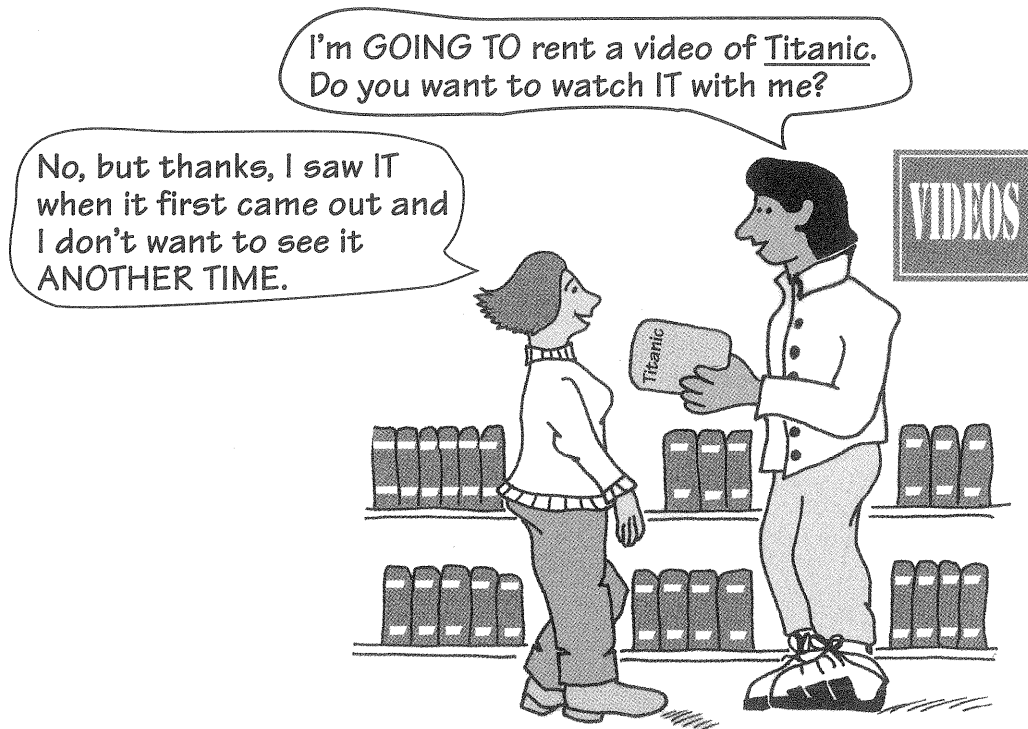
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Unit 1

Review of Book 2

1. articles
2. *be going to* + VERB
3. irregular past tense
4. *how* questions
5. adverbs of frequency
6. object pronouns
7. *one* and *other*
8. possessive
9. comparative and superlative
10. modals
11. problem words



Exercise 1. Articles. Write *a*, *an*, *the*, or *—* on the line.

Situation 1. In this conversation, a clerk and a customer are talking at an appliance store.

Clerk: Good afternoon. How may I help you?

Customer: I bought (1) _____ TV here last month, and now there's (2) _____ problem with my TV set.

Clerk: Can you give me some more information about (3) _____ problem?

Customer: Well, when I turn on (4)_____ TV, (5)_____ screen doesn't have any picture. It just has (6)_____ little dots or (7)_____ snow all over it.

Clerk: What else can you tell me?

Customer: I think that's all I can tell you.

Clerk: OK. You'll have to bring in your TV, and then (8)_____ repair person will look at it, because (9)_____ information that you just gave me is not enough for me to recognize (10)_____ exact problem.

Situation 2. A teacher is explaining a geography lesson to her class.

Teacher: Please open your books to (11)_____ page 87 and look at (12)_____ map of (13)_____ North America on (14)_____ page. Who can tell me (15)_____ name of (16)_____ largest country in (17)_____ North America?

Pierre: Is it (18)_____ United States?

Teacher: No, that's not (19)_____ right answer. Many people believe that (20)_____ U.S. is (21)_____ biggest country, but that is not (22)_____ correct.

Marie: Is it (23)_____ Canada?

Teacher: Yes, Marie, that's (24)_____ correct answer. And can someone tell me (25)_____ capital of (26)_____ Canada?

Paul: I'm not sure if it's (27)_____ Toronto or (28)_____ Vancouver.

Teacher: Actually, neither of (29)_____ cities that you mentioned is (30)_____ correct response.

Marie: It's (31)_____ Ottawa.

Teacher: Yes, that's right. (32)_____ homework for tomorrow is to read (33)_____ pages 72 to 84 in (34)_____ chapter 7 and answer (35)_____ questions at (36)_____ bottom of (37)_____ last page.

Paul: Mrs. Yates, I have (38)_____ question about (39)_____ final exam (40)_____ next month.

Teacher: Paul, I'm afraid we're almost out of (41)_____ time for (42)_____ today, so would you mind if we discussed that tomorrow? If anyone has (43)_____ question about our final exam, be sure to let me know during (44)_____ tomorrow's class. OK? Don't forget (45)_____ homework for tomorrow!

Exercise 2. Write *the* or *—* on the line.

- | | |
|----------------------------------|-----------------------------|
| 1. ____ Nile River | 16. ____ Dead Sea |
| 2. ____ Mediterranean Sea | 17. ____ Argentina |
| 3. ____ Miami | 18. ____ Atlantic Ocean |
| 4. ____ Korea | 19. ____ Hilton Hotel |
| 5. ____ Africa | 20. ____ Himalaya Mountains |
| 6. ____ Great Lakes | 21. ____ Mexico |
| 7. ____ United Nations | 22. ____ Mexico City |
| 8. ____ Netherlands | 23. ____ Greece |
| 9. ____ Athens | 24. ____ South America |
| 10. ____ Philippines | 25. ____ Andes Mountains |
| 11. ____ Kingdom of Saudi Arabia | 26. ____ Sahara Desert |
| 12. ____ Saudi Arabia | 27. ____ Gulf of Mexico |
| 13. ____ Mississippi (the river) | 28. ____ Indonesia |
| 14. ____ Mississippi (the state) | 29. ____ Alps |
| 15. ____ Orinoco River | 30. ____ British Columbia |

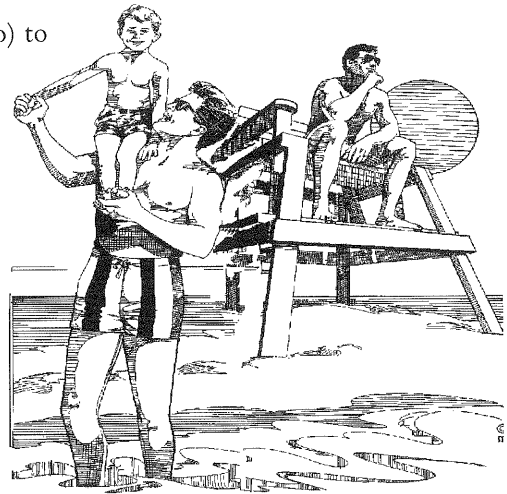
Exercise 3. Present Tense, Past Tense, Present Progressive Tense, and *be + going to + VERB*. Write the correct form of the verb on the line.

1. play They _____ tennis now.
 My coach _____ tennis tomorrow.
 My sister never _____ tennis with me.
2. do I _____ the homework last night.
 I _____ all my homework as soon as I get home
 today.
 I can't go out now because I _____ my homework.
3. go She _____ to the doctor's office tomorrow morning.
 She only _____ to the doctor's office when she's very
 sick.
 She _____ to the doctor's office because she felt sick.

4. eat (you) Where _____ lunch yesterday?
 Where _____ dinner when you eat out?
 Where _____ dinner tonight?
5. study I _____ grammar now.
 I almost never _____ spelling.
 I _____ vocabulary last night before I fell asleep.

Exercise 4. Verb Discrimination. Underline the correct form of the verb.

- Tom and Alex (go, are going, went, are going to go) to Texas a month ago.
- Look at the sky! It (rains, is raining, rained, is going to rain) soon.
- Mike's not home now. Maybe he (watches, is watching, watched, is going to watch) TV at Zeke's house.
- I can't wait to be on the beach. Just think! Another hour from now and we (are being, were, are going to be) on the beach in Florida.
- My uncle didn't (give, gives, going to give, gave) me a birthday present this year.
- People in France (take, are taking, are going to take, took) a long vacation in August.
- I (need, am needing, am going to need, needed) some help tomorrow afternoon. Can you help me?
- I had some free time last night, so I (draw, am drawing, drew, am going to draw) some pictures.



Exercise 5. Write the past tense of these verbs.

- | | | | |
|------------|-------|-----------|-------|
| 1. become | _____ | 16. sell | _____ |
| 2. send | _____ | 17. have | _____ |
| 3. break | _____ | 18. hear | _____ |
| 4. bring | _____ | 19. sing | _____ |
| 5. build | _____ | 20. hold | _____ |
| 6. sit | _____ | 21. buy | _____ |
| 7. hurt | _____ | 22. sleep | _____ |
| 8. choose | _____ | 23. know | _____ |
| 9. leave | _____ | 24. let | _____ |
| 10. drink | _____ | 25. lose | _____ |
| 11. take | _____ | 26. tear | _____ |
| 12. fall | _____ | 27. think | _____ |
| 13. find | _____ | 28. fly | _____ |
| 14. forget | _____ | 29. run | _____ |
| 15. wear | _____ | 30. see | _____ |

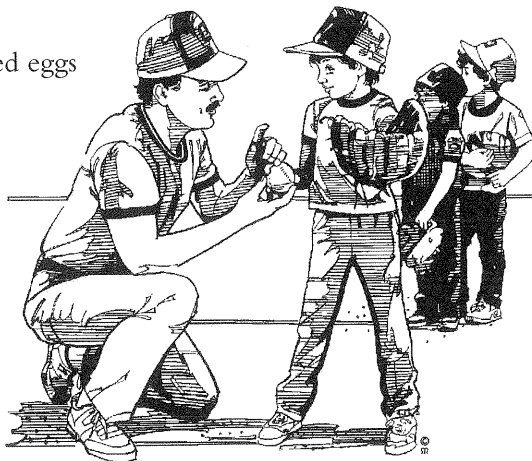
Exercise 6. Fill in the missing words in these *how* questions.

- A: How _____ brothers do you have?
B: Five.
- A: How _____ is Miami from here?
B: 800 miles.
- A: How _____ is Brazil?
B: It's the fifth biggest country in the world.
- A: How _____ is her house?
B: It has 3 bedrooms and 2 bathrooms.
- A: How _____ is that mountain?
B: Over three thousand feet.
- A: How _____ sugar do you want?
B: Two tablespoons, please.

7. A: How _____ is that article?
B: 16 pages.
8. A: How _____ do you eat out?
B: Two or three times a week.
9. A: How _____ does the baby weigh?
B: About ten pounds.
10. A: How _____ is your grandfather?
B: He's ninety-seven.

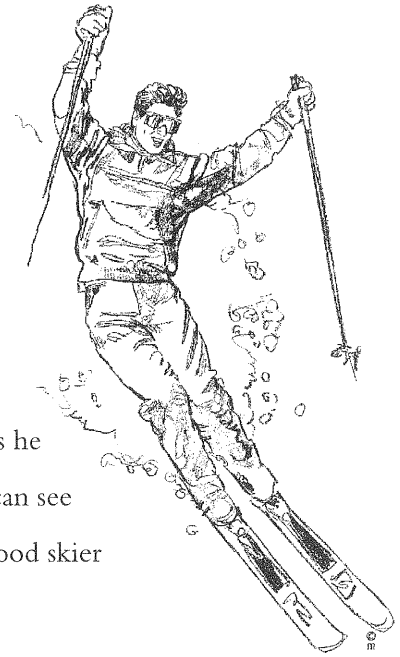
Exercise 7. Adverbs of Frequency. Underline the correct answers.

- I (never study, study never) at the library because it (always is, is always) too quiet there.
- How (usually, often, never) do you go to the post office?
- He is such a good student that he (has hardly, hardly has) to study. He (always makes, makes always) good grades.
- We rarely (eat, don't eat) breakfast together. All of us have to go to work at different times.
- How (usually, often, never) do you eat scrambled eggs for breakfast?
- When I was a kid, we (walked usually, usually walked) to school.
- (Does Mark ever, Does ever Mark, Ever does Mark) play baseball after school?
- Linda (isn't never, never isn't, isn't ever, ever isn't) late to class. She (is always, always is) right on time.
- When I was a kid, my father and I (all of the time played baseball together, played baseball together all of the time).
- I don't know why Randy is late. He doesn't (rarely, never, usually) arrive late for anything.



Exercise 8. Object Pronouns. Read this short passage. There are three mistakes with pronouns. Circle the mistakes and write the correct form above the mistake.

Last year Marcelo Carrico of Italy won the World Skiing Championship. Many people were surprised when Carrico took the first prize, but I was not surprised. In fact, I expected he to win the championship because he had been practicing a lot and because he had won a few minor competitions just before the world championship. For winning the championship, Carrico won a gold medal. I have a newspaper article that shows he with the medal. In the picture, Carrico is looking at them. You can see how proud he is to have this medal. I know that him is a very good skier who will win many other medals in the future.



Speaking Activity

Exercise 9. Speaking Activity: One and Other

- Step 1.** Work with a partner. One of you is responsible for A, and the other is responsible for B.
- Step 2.** Read the pair of sentences. There are an A sentence and a B sentence. Both have an underlined part. Which one is correct and which one is wrong?
- Step 3.** Circle the letter of the wrong sentence and write the correct answer above. Then write your reason on the line.
- Step 4.** Compare your answers. Discuss any differences. Can you both explain why you say a sentence is wrong? *Remember:* One student is responsible for explaining the A sentences, and the other student is responsible for explaining the B sentences.

1. (A) Another telephone numbers for the bank are 555-8584 and 555-7182.
 (B) For our next vacation, let's go to Egypt. Another good place might be Turkey.

Reason: _____

2. (A) I wish I had a blue pen, but I don't have it.
 (B) She said the car that Pedro was driving was blue, but I didn't see it.

Reason: _____

3. (A) If there are other students waiting, a student can only use this computer for an hour.
 (B) My fork was dirty, so I had to ask the waitress to bring me other.
 Reason: _____
4. (A) I enjoyed my trip to Vancouver last month. I'd love to go there another time.
 (B) Wow, that sandwich was really delicious. I'd like to eat other.
 Reason: _____
5. (A) There is a letter for you on the desk, and there is other one on the sofa.
 (B) Some people like to play golf, but others hate it.
 Reason: _____
6. (A) Could you please give me other glass of iced tea? I'm so thirsty!
 (B) The teacher was sick, so another teacher came to our class today.
 Reason: _____
7. (A) New cars are on sale there now. If you buy one before October, you can get a discount.
 (B) I don't know where your chemistry book is. I put one on the table.
 Reason: _____
8. (A) The exam had only 6 questions. The first one was easy, but the another ones were hard.
 (B) Pedro has 2 older sisters. One lives in New York, and the other is in Honolulu.
 Reason: _____

Exercise 10. Possessive: Multiple Choice. Circle the letter of the correct answer.

1. "Why is that table on sale?"
 "There's a scratch on _____."
 (A) the table's top (C) the top of the table
 (B) the top's table (D) the table of the top
2. "Hey, are those your books?"
 "No, but they might be _____."
 (A) Tommy's books (C) the books of Tommy
 (B) the books of Tommy's (D) the books' Tommy

3. “_____ keys are these?”
“Maybe they’re June’s.”
- (A) Which (C) Whom
(B) Whose (D) Who
4. “Is this your sweater?”
“Yes, it’s _____.”
- (A) mine sweater (C) mine
(B) mine one (D) sweater mine
5. “Did you do _____?”
“No. I couldn’t understand it.”
- (A) the homework of last night (C) the homework’s last night
(B) last night’s homework (D) the last night of homework
6. “Who is this next to your sister?”
“That’s my _____.”
- (A) cousin’s wife (C) cousin of her
(B) cousin of my wife (D) wife of my cousin
7. “Did you see what Matthew bought? He has two new cats.”
“No, I haven’t seen _____. What color are they?”
- (A) new cats of Matthew (C) the Matthew’s new cats
(B) the new cats of Matthew (D) Matthew’s new cats
8. “Excuse me, sir. There is a green car that is blocking my car. _____ car is it?”
“Actually, I don’t have any idea at all.”
- (A) Whom (C) Of whose
(B) Of whom (D) Whose

Exercise 11. Comparative and Superlative. Write true sentences from the information given. Be sure to use a comparative or superlative form. Follow the examples.

1. Paris / Los Angeles / big

Los Angeles is bigger than Paris.

2. Los Angeles / big / city / in the U.S.

Los Angeles is the biggest city in the U.S.

3. Paris / Los Angeles / old

4. Brazil / large / country / in South America

5. This car / expensive / that car

6. August / hot / month of the year

7. A diamond / hard / mineral / on earth

8. English / Spanish / hard / to learn

Exercise 12. Comparative and Superlative. Fill in the blanks with an appropriate word.

1. Vanilla ice cream is good, but I like chocolate more

_____ vanilla.

2. Today's test was bad, but yesterday's test was

_____ than today's.

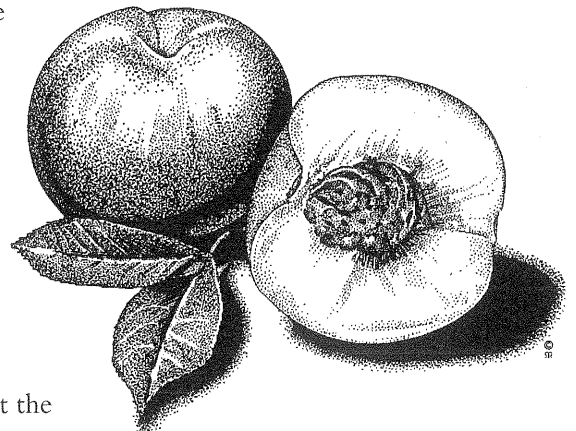
3. Brazil is a big country, but Canada is

_____.

_____ country in the world.

4. Peaches are more delicious _____ apples, but the

taste of watermelons is also _____.



5. It's two hundred miles to New York, but it's four hundred miles to Boston. If we go to Boston, then we have to drive _____.
6. Keith speaks fast, and Elena does, too. However, Irene speaks _____ of all of the teachers.
7. I don't like the color of the walls in this room. This color is not good for this room. If you paint it any new color, it will definitely look _____.
8. I only put a little salt in the soup. If you want it to taste _____, be sure to put some salt in it.
9. The question on the science test asked, "What is the name of the _____ star in the sky?"
10. If you have a car, _____ fastest way to go downtown from your apartment is to use King Street and then Gravelin Way.

Exercise 13. Underline the correct modals.

1. *A:* (Might, Could, Should) you help me? I'm trying to find the Lawson Building.
B: Sure. That's easy. Go back two blocks and turn right. It's right there.
A: Wow, I walked right there, but I didn't see it.
B: You (can, will, must) be joking. It's a huge building!
2. *A:* Welcome to Sam's Sandwiches. How (can, must, would) I help you?
B: Let me see . . . (Could, Should, Must) I have two turkey sandwiches and a soft drink?
A: Sure. Your total is \$6.25.
B: \$6.25? The total (can, had better, should) be \$5.25, right?
A: Well, the register says \$6.25. Why do you think \$6.25 is wrong?
B: Well, sandwiches are \$2 each and a soft drink is \$1.25. If you add that up, you (will, can, might) get \$5.25.
A: It looks like you're right. The machine (had better, will, must) be wrong. \$5.25, please.

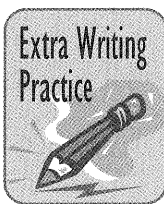
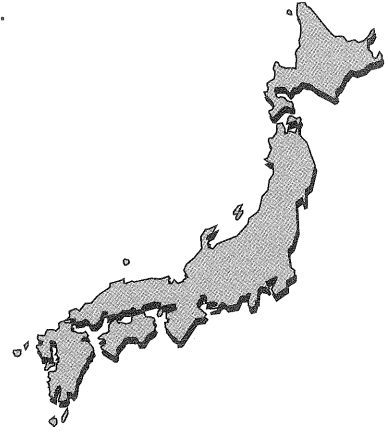
3. A: Mark, what does the word “tough” mean?
B: Well, it has different meanings. It (might, had better, will) mean “not soft, difficult to cut.” Or it (should, could, had better) mean “difficult to understand or do.”
A: I looked it up in my English-German dictionary, but it isn’t there.
B: Are you sure? It’s a common word. It (must, can, may) be there.
A: If I knew this word in German, then surely I (can, must, could) do this homework.
B: Are you having problems with the homework?
A: Actually, yes, I am. (Can, Should, Might) you help me? I’m really lost.
B: When (will, can, would) you like me to help you?
A: How about tomorrow after class?
B: No, I don’t think so. I (must, had better, might) have to go with my dad to the store.
A: OK, when you know when you (can, had better, should) help me, call me and let me know.

Exercise 14. Modals. Circle the error in each sentence. Write the correction above the error.

1. Do you could help me?
2. I won’t not go to the party Friday night.
3. In 1995, I could graduate from high school.
4. Could I to borrow your car tomorrow?
5. If I had a problem now, I will talk to Sallie.
6. Something’s wrong. The total could be \$5.80.
7. Every driver must has a valid license.
8. You ought call the store before you drive there.
9. Reading class is easy, so I must not study for it.
10. Tom maybe at school, but I’m not sure.

Exercise 15. Problem Words. Underline the correct words.

1. Japan (is, has) a very large population.
2. He looks old, but he (has, is) only twenty-seven years old.
3. My feet hurt. I'm (very, too) tired to play tennis right now.
4. I enjoyed the movie. It was (very, too) funny.
5. I didn't buy that book at Johnson's Bookstore because it was (very, too) expensive.
6. In my country, (have, there are) many problems.
7. My country (has, there is) a large park in the middle of the capital.
8. How old (have, has, are, is) your parents?
9. The exams in our science class with Mr. Taylor (is, are) tough.
10. Shrimp and crab (doesn't have, don't have, hasn't, haven't) many calories, but (it is, they are, it has, they have) a lot of protein.
11. (Almost, Most) people in my city go to work by car.
12. My last test score was (almost, most) perfect. I made 99.
13. I need a pencil with a good eraser (to, for) my math exam tomorrow.
14. I am in this English course (to, for) improve my English.
15. You (have, are) so lucky. You only (are, have) nine students in your class. When I saw your room today, I couldn't believe it. (Almost, Most) of the desks are empty!



Situation: Two friends haven't seen each other in a long time. Today they ran into (met) each other at the supermarket. Write a dialogue between the two friends.

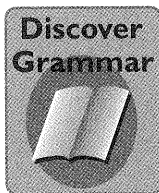
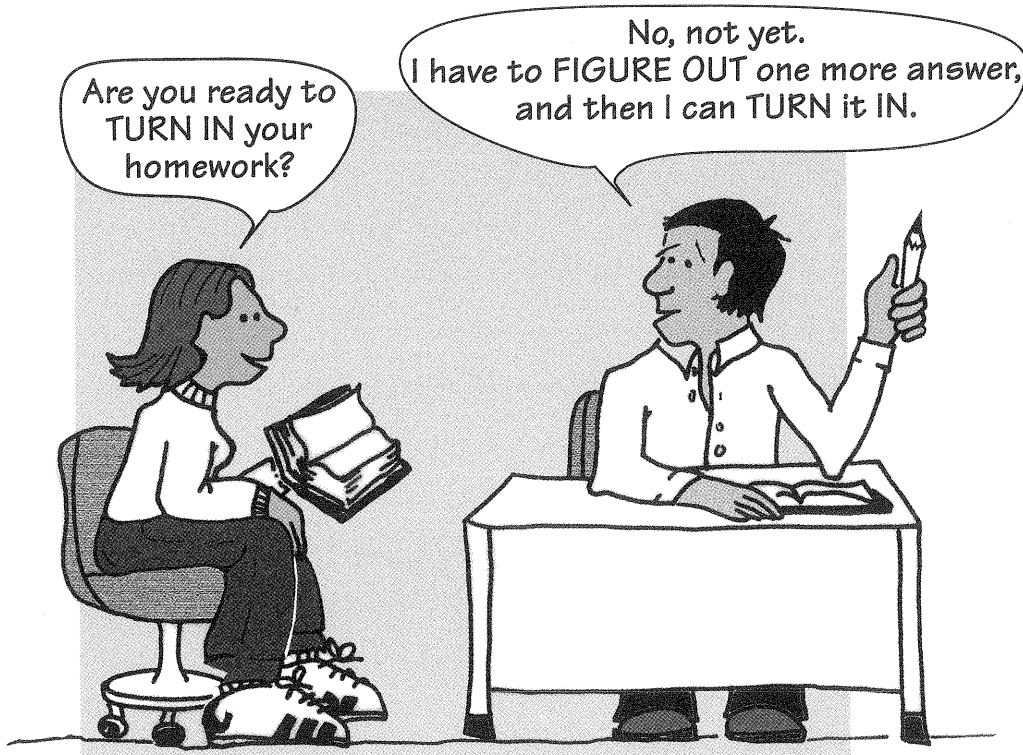
Be sure to practice several of the grammar items in this review unit. For example, the two friends might talk about why they are in the store, and one person might say, "I made some spaghetti for dinner, but I didn't have any sauce, so I came here to get some sauce for the spaghetti." Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

Unit 2

Phrasal Verbs

1. form: VERB + PARTICLE
2. separable
3. nonseparable
4. without objects

Note: Phrasal verbs are also called two-word verbs, three-word verbs, VERB + PARTICLE, or sometimes VERB + PREPOSITION.



Study these four groups of sentences. Some are marked OK and some are marked X (wrong).

- Group 1.
- (A) I called up my friend. (OK)
 - (B) I called up him. (X)
 - (C) I called my friend up. (OK)
 - (D) I called him up. (OK)
- Group 2.
- (E) Did you turn the lights on? (OK)
 - (F) Did you turn them on? (OK)
 - (G) Did you turn on the lights? (OK)
 - (H) Did you turn on them? (X)

- Group 3. (I) The teacher called on Sandra and Will. (OK)
 (J) The teacher called Sandra and Will on. (X)
 (K) The teacher called on them. (OK)
 (L) The teacher called them on. (X)

This unit deals with **phrasal verbs**. The phrasal verbs here are *call up*, *turn on*, and *call on*. Can you figure out why some of these sentences are OK but others are wrong? What is the grammar rule for these verbs? Discuss this question with classmates. Write your answer here.

[Check p. 31 for the answer. Do this only after you have discussed this with a classmate.]

The Grammar of Phrasal Verbs

A phrasal verb consists of a verb followed by a particle (or a preposition or an adverb) such as **after**, **away**, **back**, **over**, **in**, **into**, **out**, **on**, **off**, **up**, or **down**.

example: He didn't **turn off** the light.

In this sentence, the word **turn** is not enough to express the meaning of the sentence. It is necessary to have both **turn** and **off**. In addition, the meaning of **turn off** is not equal to the meaning of **turn** plus the meaning of **off**. **Turn off** is a phrasal verb.

Other common examples of phrasal verbs are **call up**, **put on**, **call on**, and **look after**.

Phrasal verbs cause a special problem for students of English grammar. In the Discover Grammar activity at the beginning of this unit, you saw that some phrasal verbs can be separated and some cannot when there is a noun object. In addition, some phrasal verbs must be separated when there is a pronoun object.

Group 1. Separable Phrasal Verbs

The phrasal verbs in this group can be separated when there is a noun object. For example, you can say, "call up Mike" or "call Mike up." If there is a pronoun object, the phrasal verb must be separated. For example, you have to say, "call him up," never "call up him."

Note that many of these expressions have more than one meaning. For example, **take off** means (1) to remove something, such as clothing, as well as (2) to leave the ground, such as an airplane or a rocket. Only the most common meanings are included here for the purposes of this grammar lesson. Read the examples to help you remember the meanings. As you read, practice the separation patterns for noun object and pronoun objects.

	No. 1 VERB + NOUN	No. 2 <i>Separated by Noun</i>	No. 3 VERB + PRONOUN	No. 4 <i>Separated by Pronoun</i>
call back (return a call)	call back John	call John back	—	call him back
call off (cancel)	call off the game	call the game off	—	call it off
call up (telephone)	call up the teacher	call the teacher up	—	call her up
cross out (draw a line through)	cross out the mistake	cross the mistake out	—	cross it out
figure out (find the answer to a problem)	figure out the answer	figure the answer out	—	figure it out
fill in (write information)	fill in the blank	fill the blank in	—	fill it in
fill out (complete a paper)	fill out the form	fill the form out	—	fill it out
find out (get information about something)	find out the price	find the price out	—	find it out
give away (give something to someone because you don't want it any longer)	give away the prize	give the prize away	—	give it away
give back (return something to someone)	give back the reward	give the reward back	—	give it back
hand in (submit)	hand in my paper	hand my paper in	—	hand it in
hand out (give one to everyone)	hand out the papers	hand the papers out	—	hand them out
leave out (omit)	leave out the butter	leave the butter out	—	leave it out

look up (look for information in a dictionary, the computer, etc.)	look up this word	look this word up	—	look it up
make up (invent a story)	make up a story	make a story up	—	make one up
pick up (1. lift; 2. go get someone)	pick up my son	pick my son up	—	pick him up
put away (return to the correct place)	put away the clothes	put the clothes away	—	put them away
put back (return to the original place)	put back the boxes	put the boxes back	—	put them back
put off (postpone)	put off the test	put the test off	—	put it off
put on (wear)	put on your coat	put your coat on	—	put it on
put out (extinguish)	put out the fire	put the fire out	—	put it out
take off (remove)	take off your shoes	take your shoes off	—	take them off
tear up (break into small pieces)	tear up the bill	tear the bill up	—	tear it up
throw away (discard, put in the trash)	throw away the bag	throw the bag away	—	throw it away
try on (check to see if clothing fits)	try on those shoes	try those shoes on	—	try them on
turn down (lower the volume)	turn down the radio	turn the radio down	—	turn it down
turn on (start)	turn on the lights	turn the lights on	—	turn them on
turn off (stop)	turn off the stereo	turn the stereo off	—	turn it off
turn up (increase the volume)	turn up the volume	turn the volume up	—	turn it up
wake up (stop sleeping)	wake up the baby	wake the baby up	—	wake him up

write down (make a note of something) **write down** the name **write** the name **down** — **write it down**

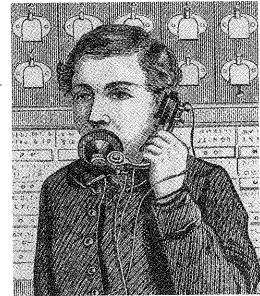
SUMMARY: The phrasal verbs in group 1 have **three** possible grammatical forms.

I called up John. phrasal verb plus noun object (no. 1).
 I called John up. phrasal verb separated by noun object (no. 2).
 I called him up. phrasal verb separated by pronoun object (no. 4).

It is important to remember that you cannot say, "I called up him" (no. 3).

Exercise 1. Vocabulary Practice (half of the group 1 verbs). Match the phrasal verb on the left with its meaning on the right by writing the letter of the meaning on the line by the number.

- | <i>Phrasal Verb</i> | <i>Meaning</i> |
|--|--|
| ___ 1. He <u>called me back</u> . | A. got information about |
| ___ 2. He <u>called off</u> the meeting. | B. started (some kind of machine) |
| ___ 3. She <u>crossed</u> her answer <u>out</u> . | C. found the answer to a problem |
| ___ 4. She <u>found out</u> the price. | D. took with my hand |
| ___ 5. I <u>filled out</u> the form. | E. returned to the original place |
| ___ 6. They <u>handed</u> their papers <u>in</u> . | F. checked to see if they fit |
| ___ 7. I <u>picked up</u> the coin. | G. returned a telephone call |
| ___ 8. We <u>put</u> the boxes <u>back</u> . | H. wrote the information on |
| ___ 9. I <u>tried on</u> the shirts. | I. submitted, gave |
| ___ 10. We finally <u>figured it out</u> . | J. drew a line through it |
| ___ 11. I <u>took off</u> my shoes. | K. omitted, did not include |
| ___ 12. I <u>gave</u> it <u>away</u> . | L. removed |
| ___ 13. I <u>made</u> the story <u>up</u> . | M. not do now, do later |
| ___ 14. We <u>left out</u> number 8. | N. invented |
| ___ 15. She <u>turned</u> it <u>on</u> . | O. canceled |
| ___ 16. I want to <u>put</u> it <u>off</u> . | P. give to someone because you don't want it now |



Exercise 2. Vocabulary Practice (the other half of the group 1 verbs). Match the phrasal verb on the left with its meaning on the right by writing the letter of the meaning on the line by the number.

<i>Phrasal Verb</i>	<i>Meaning</i>
___ 1. He <u>called</u> me <u>up</u> .	A. return to the correct place
___ 2. I <u>filled in</u> the blanks.	B. go get
___ 3. She <u>gave</u> the wallet <u>back</u> .	C. postpone
___ 4. I <u>handed</u> them <u>out</u> .	D. stopped (a machine)
___ 5. She <u>looked</u> the word <u>up</u> .	E. extinguished (a fire)
___ 6. Can you <u>pick</u> me <u>up</u> after work?	F. wore
___ 7. Please <u>put</u> the milk <u>away</u> .	G. contacted by telephone
___ 8. We had to <u>put off</u> the game.	H. returned to someone
___ 9. He <u>put</u> his coat <u>on</u> .	I. completed, entered the information
___ 10. They <u>put</u> it <u>out</u> right away.	J. discard, put in the trash
___ 11. She <u>tore</u> it <u>up</u> immediately.	K. made a note
___ 12. Did you <u>throw away</u> the bag?	L. increased the volume
___ 13. Please <u>turn</u> the radio <u>down</u> .	M. looked for information about
___ 14. She <u>turned</u> it <u>off</u> .	N. broke into small pieces
___ 15. I <u>turned up</u> the TV.	O. distributed to everyone
___ 16. I <u>wrote</u> it <u>down</u> .	P. lower the volume



Exercise 3. Vocabulary Practice. Add the correct word to complete these sentences using phrasal verbs. Follow the examples.

1. *Ann:* Could I use your phone? I need to call up the bank. I lost my bank card.

Sue: Of course you can. Here's the phone book so you can look the number up.

Ann: Thanks. I thought I put the card _____ in my wallet after I last used it, but it's not there now. I'm really worried.

2. *Bob:* Let's watch the news. I want to find _____ who won the football game today.
- Amy:* OK. Turn the TV _____. Let's watch Channel 7's news.
- Bob:* That sounds good. Hey, could you turn it _____ a little? I can't hear it.
- Amy:* The control is broken, so I can't turn it _____ any more. That's the loudest it will go.
3. *Teacher:* Class, I'm afraid we will not have a test today. I'd like to put it _____ until tomorrow.
- Student:* OK, but what about our homework?
- Teacher:* Right. Would everyone please hand _____ the assignment now? Just pass your papers to the front of the room. And do it quickly, please.
- Student:* So do we have homework for tomorrow now that we have a test to study for?
- Teacher:* I assume you have already studied for the test because it was supposed to be today. The homework for tomorrow is to read pages 300 to 318 and answer the questions on page 319. OK, everyone, write this _____. Pages 300 to 318 and then the questions on page 319.
4. *Joe:* Excuse me. I'd like to fill _____ a job application.
- Clerk:* OK, here is the form.
- Joe:* What should I write in this area?
- Clerk:* Don't fill _____ that area. It's clearly marked "For Office Use Only."
- Joe:* Question number 9 asks for the telephone number of my first boss, but I don't know that number.
- Clerk:* Well, then, I guess you will have to leave that information _____.
- Joe:* Is it a problem if I do that?
- Clerk:* No, not really. I don't think anyone is going to call him _____ anyway.

Exercise 4. Write the expression again using a pronoun object.

1. Look up the new words. Look them up.
2. She called John back. _____
3. Please write down this number. _____
4. She tore up the letter. _____
5. Don't turn the TV on now. _____
6. He handed out the exams. _____
7. I left out two questions. _____
8. Did you fill out the form? _____
9. Why did you leave Mary out? _____
10. She called off the wedding. _____

Group 2. Nonseparable Phrasal Verbs

The phrasal verbs in group 2 only have two patterns: verb plus noun object (no. 1) and verb plus object pronoun (no. 3). In other words, the verb and the particle are always together and the noun (or pronoun) comes afterward. These verbs are never separated by any object, whether it is a noun or a pronoun.

Some of the verbs in this group have three words. Three-word phrasal verbs are always nonseparable. For example, "The car ran out of gas" is correct, but "The car ran out gas of" is wrong. Some students find this group much easier than the first group because the word order is the regular English word order of subject-verb-object.

	No. 1 VERB + NOUN	No. 2 <i>Separated by Noun</i>	No. 3 VERB + PRONOUN	No. 4 <i>Separated by Pronoun</i>
call on (ask a question in class)	call on the student	—	call on him	—
catch up (with) (reach the same level or position as)	catch up with the others	—	catch up with them	—
check in, into (register at a hotel)	check into the hotel	—	check into it	—
come across (find by chance)	come across a wallet	—	come across it	—
count on (depend on)	count on your help	—	count on it	—

get along (with) (be friends with)	get along with someone	—	get along with him	—
get in (enter)	get in a car	—	get in it	—
get off (exit)	get off a bus	—	get off it	—
get on (enter)	get on a plane	—	get on it	—
get out of (exit)	get out of a taxi	—	get out of it	—
get over (recover from an illness or a problem)	get over a cold	—	get over it	—
get through (complete)	get through the exam	—	get through it	—
go over (review or check carefully)	go over the test	—	go over it	—
look after (take care of)	look after the baby	—	look after him	—
look out (for) (be careful)	look out for that car!	—	look out for it	—
put up with (tolerate, stand)	put up with that noise	—	put up with it	—
run into (meet by chance)	run into an old friend	—	run into her	—
run out (of) (not have any more)	run out of gas	—	run out of it	—
watch out (for) (be careful)	watch out for that dog	—	watch out for it	—

SUMMARY: The phrasal verbs in group 2 have **two** possible grammatical forms.

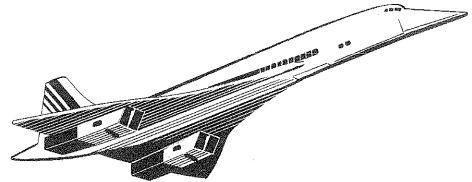
The teacher went over the notes.
I get along with John. = phrasal verb plus noun object (no. 1)

The teacher went over them.
I get along with him. = phrasal verb plus pronoun object (no. 3)

It is important to remember that you *cannot* say, "The teacher went the notes over" or "The teacher went them over." In addition, you *cannot* say, "I get along Tom with" (no. 2) or "I get him along" (no. 4).

Exercise 5. Fill in the blanks with the missing words of the phrasal verbs.

1. When I get _____ work every day, I get _____ my car and drive straight home.
2. When I was driving home yesterday, my car ran _____ gas. I got _____ my car and walked to a gas station to get some gasoline.
3. Every time Mrs. Jenks calls _____ Billy, he is asleep. I don't know how she puts _____ him.
4. I've been absent for over a week, and now I have to work extra hard to catch _____ my classmates. I've done some extra work that the teacher is going to go _____ after class today. I'm counting _____ her help to help me catch up.
5. My mom got _____ a plane to Seattle last night to go look _____ my grandmother. She had a heart attack and is in the hospital. My mom has checked _____ a hotel just across the street from the hospital. She's going to stay there till my grandmother gets better.
6. Mike, look _____ that car!



Exercise 6. Write the expression again using a pronoun object.

- | | |
|---|--------------------------------------|
| 1. We ran out of sugar. | _____ <i>We ran out of it.</i> _____ |
| 2. She put up with Sue and Jamie. | _____ |
| 3. They're counting on Paul and me. | _____ |
| 4. I came across some old photos. | _____ |
| 5. The teacher went over the exam. | _____ |
| 6. I couldn't catch up with the students. | _____ |
| 7. The professor called on Jim. | _____ |
| 8. I'm looking after my grandfather. | _____ |
| 9. We ran into Alan and Paul. | _____ |
| 10. Before my presentation, I went over my notes. | _____ |

Group 3. Phrasal Verbs without Objects

There are some phrasal verbs that do not usually have an object. *Verbs in this group consist of the verb and a particle. Together they express a meaning; no object is usually possible. For example, **pass away** means to die. It is possible to say, "Mrs. Riley passed away," but it is not possible to say, "Mrs. Riley passed away her" or "Mrs. Riley passed her away."

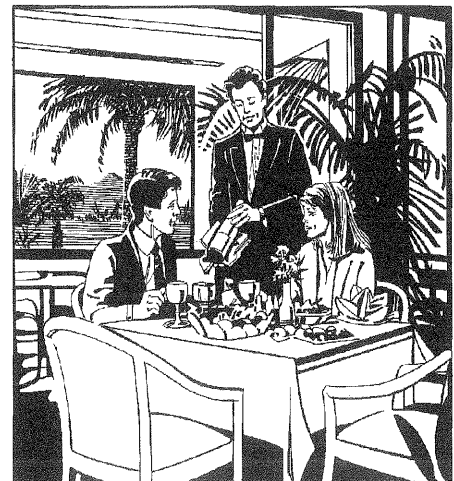
Phrasal Verb (no object)

break down	(stop working)	My car broke down .
break up	(end a relationship)	Jack and Chris broke up .
catch on	(begin to understand)	It took me a long time to catch on .
come on	(hurry up)	Come on! We're going to be late.
eat out	(eat at a restaurant)	It's expensive to eat out every day.
get up	(leave bed)	What time do you usually get up ?
give up	(stop trying)	I tried to learn French, but I gave up .
go off	(make a noise)	My alarm went off at 6:30.
grow up	(become an adult)	I grew up in Canada.
hold on	(wait)	Hold on a minute.
hurry up	(go faster)	Hurry up or we'll be late.
keep on	(continue)	She kept on talking.
show up	(arrive, appear at a place)	Not many people showed up .
slow down	(go more slowly)	Please slow down .
take off	(leave the ground)	The plane didn't take off on time.
wake up	(stop sleeping)	I woke up when you turned on the TV.

*Verbs that cannot have an object are called **intransitive verbs**. In most dictionaries, this will be coded as vi (verb intransitive).

Exercise 7. Read the meaning of the phrasal verb and then fill in the blank with the missing word.

<i>Phrasal Verb</i>		<i>Meaning</i>
1. break <u>up</u>	=	end a relationship
2. catch _____	=	begin to understand
3. keep _____	=	continue
4. break _____	=	stop working
5. eat _____	=	eat at a restaurant
6. come _____	=	hurry up
7. give _____	=	stop trying



8. take _____ = leave the ground
 9. hurry _____ = go faster
 10. get _____ = leave bed
 11. show _____ = arrive, appear at a place
 12. grow _____ = become an adult
 13. wake _____ = stop sleeping
 14. go _____ = make a noise
 15. hold _____ = wait
 16. slow _____ = go more slowly

Exercise 8. Fill in each blank with the correct word to complete the sentence. Follow the example.

1. *Ann:* Paula, slow down! You're driving too fast!
Paula: A few minutes ago you told me to hurry _____. Make up your mind!
2. *Vicky:* Why were you late for work this morning?
Fran: I set my alarm clock for 7 A.M. and at 7 A.M. it went _____, but I didn't feel like getting _____, so I kept _____ sleeping.
3. *Tim:* Tony, come _____! We're going to be late, and you know Karen and Rachel are going to be really mad if we're late again.
Tony: I'm trying. You know I hate eating _____ with Karen and Rachel. They have to do everything by the clock! It's just not fun. Why did you tell them that we would have dinner with them?
Tim: Hold _____, Tony. You were the one who talked to them, not me.
4. *Beth:* How was your flight?
Pam: As soon as the plane took _____, I fell asleep. I didn't wake _____ until we were just about to land here.

Beth: You were able to sleep on the plane? I wish I could sleep on planes. I used to try to do that, but I gave _____ a long time ago. It seems there is almost always a crying baby near me on every flight.

5. *Carl:* Jimmy, what do you want to be when you grow _____?

Jimmy: I want to be a mechanic so I can fix our car when it breaks _____.

6. *Ben:* I'm glad that you and Irene could come to the party.

Kim: I'm sorry we didn't get here earlier. Irene was supposed to be at my place at 6, but she didn't show _____ till 6:45.

Ben: Irene is always late. I used to expect her to come on time, too, but after she was late a couple of times, I caught _____ and started subtracting thirty minutes from the time I really wanted to meet. That way there were no time problems.

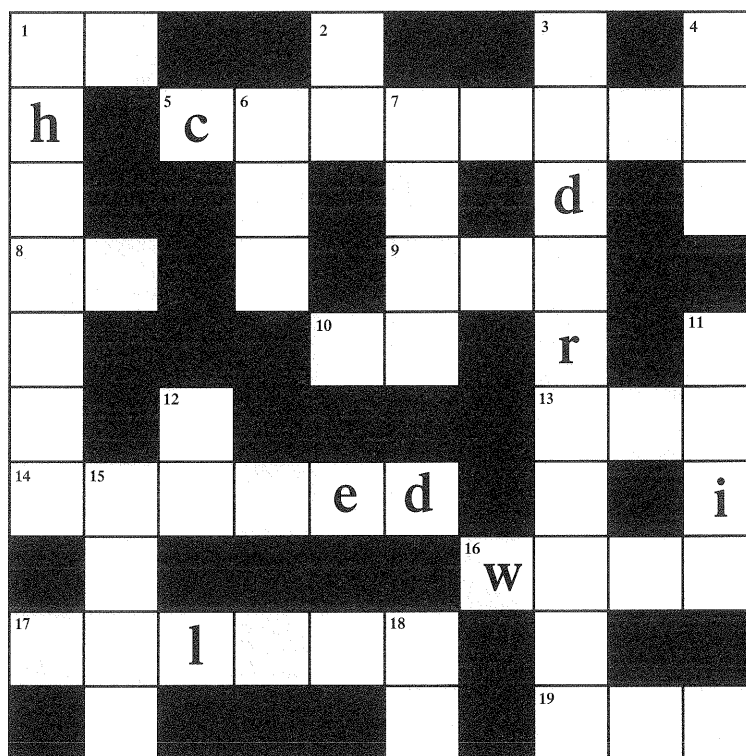
Exercise 9. Editing. Seven of the sentences contain an error connected to the grammar in this unit. Find the errors and correct them. Write C in front of the three sentences that are correct.

1. The teacher handed out the exams at 9 o'clock, and the students handed in them at 9:50.
2. We didn't look all the new words up when we were reading.
3. Jan is a dependable person, and I'm counting her on to make sure I arrive at the airport on time.
4. He didn't want the magazines, so he gave away them because he didn't want to throw them away.
5. Where did you come this article across? It's excellent!
6. The other students are ahead of me. I'll never catch them up.
7. When I was driving to school yesterday, my car broke it down.
8. We didn't need the batteries, so Karl threw it out.
9. Before Joanna buys a dress, she always tries it on.
10. I was born in Texas, but I grew up in England.

Speaking
Activity

Exercise 10a. Speaking Activity: Crossword Puzzle, Student A

Two students work together. Use the clues on this page to fill in as many of the words as possible. Then take turns asking each other questions about the information that is missing from the puzzle. Student A works on the first crossword puzzle while student B works on the second crossword puzzle. Do NOT look at your partner's puzzle at any time.

*Across*

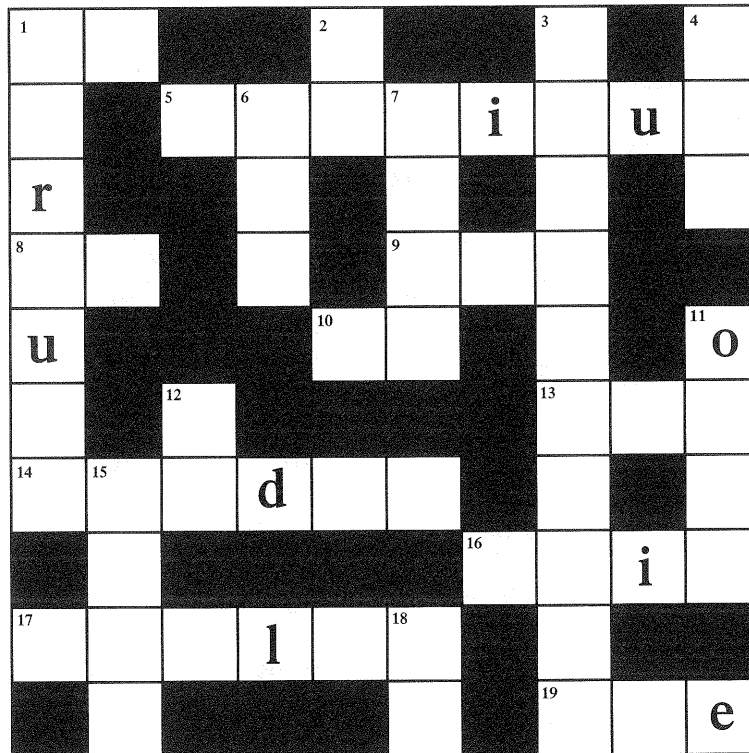
5. What does "keep on doing something" mean?
8. My car ran out ___ gas.
13. If you figure out the problem "2 + 3," then you figured out the ___.
14. The first four letters are a part of your body. (*Hint:* The place where your fingers are.)
16. What does "hold on a minute" mean?
17. When teachers do this action (a phrasal verb), some students get nervous.
19. What does "pass away" mean?

Down

1. If you want to see your friend after work, you might ask, "When will you get ___ with work?"
2. The opposite of "turn off the lights" is to turn them ___.
6. What is the second word of the phrasal verb that means to eat in a restaurant?
18. Is it correct to say, "I polished all my shoes, and then I put away them"?

**Speaking
Activity**
Exercise 10b. Speaking Activity: Crossword Puzzle, Student B

Two students work together. Use the clues on this page to fill in as many of the words as possible. Then take turns asking each other questions about the information that is missing from the puzzle. Student B works on the second crossword puzzle while student A works on the first crossword puzzle. Do NOT look at your partner's puzzle at any time!


Across

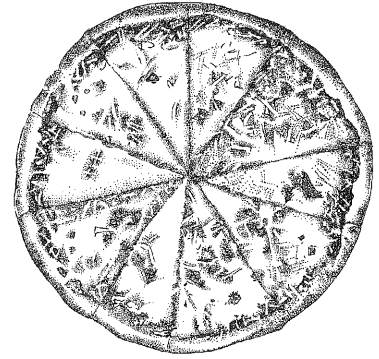
1. We handed the papers in ___ the teacher.
9. a form of the verb *to be*
10. The last two letters of the phrasal verb that means to take care of someone
14. Yesterday there was a test. What did the teacher do at the beginning of the class? She ___ out the exams.
17. What phrasal verb means the action that teachers might do to students in class?

Down

3. What does "catch on" to something mean?
4. Is it correct to say, "I wrote it down"?
7. If you don't want anyone to read your secret letter, you might ___ it up.
11. What does "leave out" mean?
12. To enter a taxi is to get ___ the taxi.
15. If the toys are in their correct, usual place, this means that you put them ___.

8. Which one of these is correct?

- (A) I counted him on. (C) I looked up them.
 (B) I called him on. (D) I looked after them.



Exercise 12. Review Test

Part 1. Fill in the blanks with the missing words.

1. I was so tired when I finally got home. I got _____ of my car and went in my house. I put a pizza in the oven and set the alarm for sixteen minutes. Then I sat on the sofa to watch the news. I used the remote control to turn _____ the TV. I couldn't hear it very well, so I turned _____ the sound. A few minutes later, the oven clock went _____, so I turned _____ the oven and put the pizza on a large plate. I was so hungry that I ate the whole pizza. When I got _____ from the sofa, I turned the lights _____ and went to bed.
2. In 1997, I went to New York City. I saw a lot of interesting things there, but the thing that I will never forget was the taxi ride from the airport to my hotel. I asked the driver how much it would cost to get from the airport to my hotel, but he just kept saying, "Get _____, please. Please get _____." When we left the airport, I couldn't believe how fast he was driving. I asked him to slow _____, but he kept _____ driving fast. I tried several times to make him drive more slowly, but I finally gave _____ because he wasn't paying attention to me or my questions. I hope that I never run _____ another taxi driver like that one again.

Part 2. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

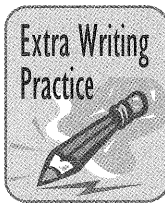
correct wrong 1. *Anna:* Did you finish all the work?

Bob: Yes, I got it through at noon.

correct wrong 2. What time did your plane finally take it off?

correct wrong 3. I called the police when I couldn't put up with that noise any more.

- correct wrong 4. *Sam:* Betty is a great friend.
Anna: Yes, I agree. You can always count her on.
- correct wrong 5. *Dan:* Where are those old tennis shoes?
Tim: I threw them away last week. They were really old.
- correct wrong 6. *Rick:* Is that a true story?
Wes: No, I made it up.
- correct wrong 7. *Anna:* Why didn't you answer numbers 5 and 6?
Sam: I left out them because I didn't understand them.
- correct wrong 8. *Meg:* Some friends just heard that there won't be a baseball game today.
Zeke: That's right. We're putting them off until next Monday.



Situation: You flew from your city to London. Your friend Henry said he would take you to the airport. Your flight left at 9 A.M., and Henry promised to be at your house at 7 A.M. at the latest. Because Henry was still not at your house at 7:30 A.M., you were worried and called his house. He was not there, so you called your good friend Paul even though it was really early in the morning. Paul gladly helped you. He came to your house in his car and took you to the airport. Because of Paul, your trip to London was successful. You are in London now. Write a letter to Henry in which you are angry for what happened. Tell him that Paul helped you.

Be sure to practice as many phrasal verbs as you can. For example, you might say, "You said you would take me to the airport, but at the last minute, I had to call Paul up." Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

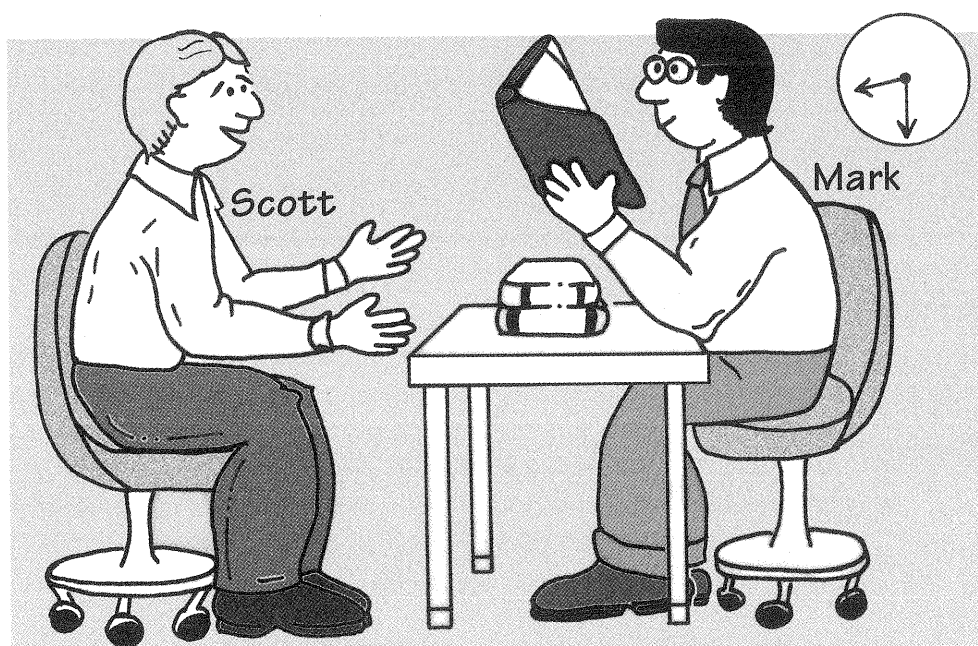
Answers to DISCOVER GRAMMAR on pages 14–15:

Phrasal verbs consist of a verb and a particle. The examples here are *call up*, *turn on*, and *call on*. With some phrasal verbs, you can separate the verb and the particle with an object: call up the man, call the man up. When there is a pronoun object, the phrasal verb must be separated: call him up (but not call up him). With other phrasal verbs, you can never separate the verb and the particle: call on the student (but not call the student on) and call on him (but not call him on). Every time you learn a phrasal verb, you need to learn whether or not it is separable.

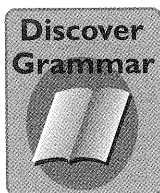
Unit 3

Past Progressive Tense

1. form: *be* + PRESENT PARTICIPLE
2. affirmative
3. negative
4. questions
5. usage; contrast with simple past tense
6. *when* vs. *while*



When Scott arrived at 8:30, Mark **WAS STUDYING** at his desk.
Scott didn't stay very long because Mark **WAS STUDYING**.



1. Look at the sentences below. Some of them are correct, and some of them are wrong. Read the sentences and try to understand the grammar rule for these sentences.
2. Work with a partner. Discuss your ideas.

Situation A. It started to rain at 5 A.M. I woke up at 7 A.M. The rain finally stopped at 8 A.M.

1. When I woke up, it was raining. (correct)
2. When I woke up, it rained. (wrong)

Situation B. Tom was angry. He got in his car and started to drive very fast. Unfortunately, his car hit another car. It was a big accident.

3. When Tom had the accident, he drove very fast. (wrong)
4. When Tom had the accident, he was driving very fast.
(correct)

Situation C. Jim decided to drive his car to New York. On the way, there was a problem with one of the tires.

5. While he was driving to New York, he had a flat tire.
(correct)
6. While he was driving to New York, he was having a flat tire. (wrong)

Situation D. Jim had a car accident. He called the police.

7. When Jim had a car accident, he called the police.
(correct)
8. When Jim had a car accident, he was calling the police.
(wrong)

Situation E. Irene started cooking dinner at 3:30. At 6:15, the main course was finally finished. Irene was tired. She picked up a plate from the table to put it back in the cabinet. She dropped it, and it broke into many pieces.

9. She was putting away the plate when she dropped it.
(correct)
10. She was putting away the plate while she dropped it.
(wrong)

Situation F. A lot of people were in the room. In fact, all the chairs were taken. The president entered the room. Everyone stood up.

11. When the president entered the room, everyone stood up. (correct)
12. While the president was entering the room, everyone stood up. (strange)
13. When the president entered the room, everyone was standing up. (false)

What is the grammar rule for this unit? Write your answers to these questions and then discuss them with a partner or in small groups.

1. When do you use *when* and *while*? _____

2. Sometimes the verb is past tense and sometimes the verb has *was* or *were* and VERB + *-ing*. When do we use each of these? _____

[Check p. 44 for the answers.]

Past Progressive Tense of Verbs

Simple Past

I **walked** to school yesterday.

Did you **drive** to Miami yesterday?

He **made** a sandwich.

She **wrote** a letter.

We **played** baseball.

Past Progressive

While I **was walking** to school yesterday, my homework fell out of my book.

Did you fall asleep while you **were driving** to Miami yesterday?

He **was making** a sandwich when he cut himself.

She **was writing** a letter when the phone rang.

While we **were playing** baseball, it started to rain.

1. Past progressive tense has two parts: **was/were** and **VERB + -ing**.

examples: I was eating, they were playing, he was running

2. Use past progressive tense for an action that was happening when another action interrupted it. In other words, the first action began and was continuing when the second action occurred. Use past continuous for the first or longer action and use simple past for the second action (i.e., the one that interrupts the first).

examples: I was eating dinner when the telephone rang.
The rain started while we were playing baseball.

3. In general, we use **when** with shorter actions and **while** with longer actions.

examples: When the rain began, we were playing baseball.
While we were playing baseball, the rain began.

4. The rules for making negative or making a question are the regular rules for the verb *be*. To make a negative, you can add **not** or you can make a contraction (**wasn't** or **weren't**). To make a question, put **was** or **were** in front of the subject.

examples: Were you sleeping when the fire started? What were you doing?
I wasn't doing anything when you called. I wasn't busy at all.

5. It is possible to use **when** with two past tense verbs. In this case, it means that the **when** clause action happened first and then the second action happened.

examples: When he sat down, the chair broke.
When the plane stopped at the gate, everyone stood up.

6. It is possible to use **while** with two past progressive tense verbs. In this case, it means that both actions were happening at the same time.

examples: While she was eating, I was watching TV.
While I was doing my homework, my brother was playing tennis.

7. The **when** clause and the **while** clause can be before the main clause or after it. Both orders are possible.

examples: When she called, I was watching TV. OR I was watching TV when she called.
While I was studying, I fell asleep. OR I fell asleep while I was studying.

Note: A **clause** is a group of words with a subject and a verb. Every sentence has at least one clause. Study these sentences that have been divided into clauses.

- Matt can play the guitar, | and | Rae can sing. (2 clauses)
- They failed the test | because they didn't study enough. (2)
- Kevin woke up | when he heard the noise. (2)
- While she was walking up the steps, | she dropped her papers. (2)
- She wants to return the radio | that she bought yesterday | because it doesn't work well. (3)

NOTE TO ADVANCED STUDENTS

There are two kinds of clauses: **independent clauses**, which can stand on their own and be understood; and **dependent clauses** which cannot stand on their own and depend on information in another clause to be understood.

In example *a* above, both of the clauses are independent. The word **and** is a connector. However, in examples *b* and *c*, the first clause is independent, and the second is dependent. In example *d*, the first clause is dependent, and the second is independent. In example *e*, there is one independent clause followed by two dependent clauses.

Can you write a sentence that has only one independent clause? This is not so difficult. There are many sentences like this.

How about a sentence that has only one dependent clause? This is impossible. This is a common error that some learners make. Here are some wrong examples and corrections.

- wrong: Because I studied very hard.
correct: I passed the test because I studied very hard. OR
correct: Because I studied very hard, I passed the test.

CAREFUL! Do not make these common mistakes.

- Do not use **was/were** and a verb without **-ing**.
wrong: When I got my first job, I was live in Los Angeles.
correct: When I got my first job, I was living in Los Angeles.
- Don't mix up past progressive tense and simple past tense.
wrong: We played tennis when the rain began.
correct: We were playing tennis when the rain began.
wrong: I cut the onions. Then I was putting them in the soup.
correct: I cut the onions. Then I put them in the soup.
- Don't use **did** in a question with past progressive.
wrong: Did you were watching TV when she called you?
correct: Were you watching TV when she called you?

Exercise 1. Write these verbs in simple past and past progressive tenses. Follow the examples.

	<i>Simple Past</i>	<i>Past Progressive</i>
1. I eat	<u>I ate</u>	<u>I was eating</u>
2. he does	_____	_____
3. they ask	_____	_____
4. she takes	_____	_____
5. we watch	_____	_____
6. it gets	_____	_____
7. I make	_____	_____
8. he begins	_____	_____

Exercise 2. Underline the correct answer. Follow the example.

- Jill came to my house last night. It was 6:30. I (made, was making) dinner when she (arrived, was arriving). She didn't stay at my house for a long time. She only (stopped, was stopping) to say hello. After about ten or fifteen minutes, Jill (left, was leaving).

2. Many Americans can remember exactly what they (did, were doing) when they heard the news about President Kennedy's assassination. I can recall that exact minute. I (attended, was attending) a meeting.

3. While I (listened, was listening) to the teacher's lecture, I heard two words that I (didn't know, wasn't knowing). I (wrote, was writing) down the words, and later I asked my friend what they meant.



4. Paul and I have a test tomorrow, so this afternoon we studied together. We (met, were meeting) at the library. We studied for about two hours. Then we (got, were getting) something to eat. After that, I (went, was going) home, but Paul returned to the library to study some more. While I (went, was going) home, I decided to go to the bank to get some cash. After that, I went home.

5. Last Sunday was a very important day for our baseball team. We had our last game of the season. The game (started, was starting) at 1 P.M. All of the players from both teams (went, were going) on the field. After we (warmed, were warming) up, the game (began, was beginning). Everyone (enjoyed, was enjoying) the game when it suddenly began to rain.

Exercise 3.

Read each sentence and decide whether the correct tense for the verb in parentheses should be simple past or past progressive. Write the correct form of the verb in each sentence. Follow the example.

example: (write) (A) He wrote six letters last night.

(B) He was writing a letter when I called.

(C) How many letters did he write to his sister?

(read) 1. After I ate breakfast, I _____ the newspaper.

2. While my wife _____ the newspaper, I was watching TV.

3. At the time of the earthquake, I _____ a magazine.
- (study) 4. Rachel was busy when I called. She _____ math.
5. Rachel _____ math for an hour every day last week.
6. Rachel watched a TV show, and then she _____ math.
- (play) 7. Mark and I _____ tennis after school.
8. Mark and I _____ tennis when he fell and hurt his arm.
9. _____ Mark _____ tennis with you when he fell and hurt his arm?
- (have) 10. The party was very successful. Everyone _____ a great time.
11. While everyone _____ a great time at the party, I was at the library because I had to finish a big report for my history class.
12. A: How was the party? _____ you _____ a good time?
B: It was great. I _____ a wonderful time there!

Exercise 4.

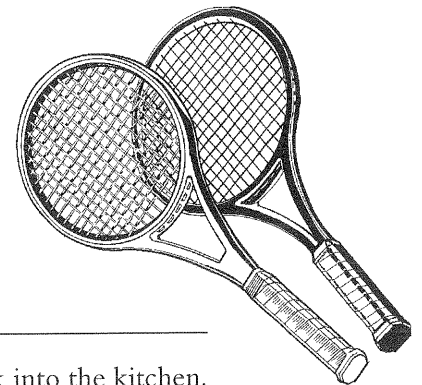
Read the list of words. Then read the miniparagraph below. Write the list of words as a single sentence with the correct verb tenses so that it fits well into the miniparagraph. Follow the example.

1. While / we / play tennis, / it / begin / to rain.

Michael and I met at the tennis courts at noon yesterday. While we were
playing tennis, it began to rain. Of
course we had to stop playing. When the rain finally stopped, we
couldn't play because the courts were too wet.

2. While / he / talk on the phone, / I / cut up the onions.

Luke wanted to cook vegetable soup. He took three onions from
the refrigerator. Then he got a knife. He was ready to cut up the
onions. Suddenly the phone rang. _____
_____ When Luke finished his call, he came back into the kitchen.
He was surprised that all the onions were cut up.



3. When / I / wake up this morning, / it / rain.

My plans for today included cutting the grass and painting the garage. However, _____

_____ That's the reason I was able to watch TV all day instead of doing those two chores.

4. When / he / read the news, / he start / to cry.

Kamil spent ten months studying English. About a month ago, he took TOEFL* for the fourth time. His parents told Kamil that if he didn't pass this time, he would have to return to his country right away. This afternoon Kamil got a letter from the testing office. His face was very serious as he opened the letter. _____

_____ At first, I didn't know if he was happy or sad, but then I could see that he was smiling, too. Kamil had finally passed the test!

*TOEFL = Test of English as a Foreign Language; an exam to demonstrate English ability.

Speaking Activity

Exercise 5. Speaking Activity. What were you doing at 2 P.M. yesterday?

Step 1. Choose five of the times below. Write the times in any order on the short lines.

Step 2. Work with a partner. Take turns asking each other the question, "What were you doing at (time) yesterday (OR yesterday morning OR yesterday afternoon OR last night)?"

Step 3. Write your partner's actions on the lines. Use your partner's name.

example: Sammy was watching TV.

Times:	2:30 P.M.	6:00 A.M.	9:00 A.M.	6:30 P.M.
	10:15 A.M.	noon	11:00 P.M.	2:00 P.M.
	4:00 P.M.	7:30 A.M.	8:30 P.M.	11:15 A.M.

	<i>Time</i>	<i>Action</i>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____


**Speaking
Activity**
Exercise 6. Speaking Activity. And that's why Mr. Barron got angry

Situation: Mr. Barron was teaching math class. He had to go to the office to get a book. He told the students that he would be back in a few minutes, and he asked everyone to do the exercises on page 72. He also asked them to be quiet while he was gone. When Mr. Barron came back, he couldn't believe what the students were doing. He got so angry. He shouted, "Everyone, stop this now!"

Who was doing what? There are two groups of names and actions. Student A should do one group, and student B should do the other group. In each group, there are seven names or pairs of names and seven actions.

Step 1. Work in your area only (A or B). Draw lines to connect the seven subjects and seven actions. Mix up the lines. You will make seven new sentences.

Now you have the pieces to make a sentence about the situation. For example, if student A draws a line from "Sammy" to "tell a joke," then your new sentence in the past progressive tense is "Sammy was telling a joke when Mr. Barron entered the room, and that's why Mr. Barron got angry." Remember, we are practicing past progressive tense.

Step 2. Work with a partner. You will ask *yes-no* questions about your partner's sentences in order to guess his or her seven sentences. Student A will ask about B's sentences, and student B will ask about A's sentences. Every question must contain some phrase about Mr. Barron such as "when Mr. Barron entered the room," "when Mr. Barron got back," or "when Mr. Barron came in the room."

For example, student A can ask, "Was Susan standing near the window when Mr. Barron entered the room?" If student B has a line from "Susan" to "stand near the window," then B says, "Yes, Susan was standing near the window when Mr. Barron came in the room, and that's why he got angry." And it is still student A's turn to ask another question.

If student B does not have a line from "Susan" to "stand near the window," then B says, "No, Susan wasn't standing near the window when Mr. Barron got back. That's not correct." And it is student B's turn to ask a question.

The winner is the first student to guess all seven of his or her partner's sentences.

Student A

Sammy	talk to Mike
Maria	look out the window
Paul	read a comic book
Joe and Sue	do the exercise on page 72
Christina	tell a joke
Chang	write a letter
Julie	drawing a picture

Student B

Jonathan	sleep
Susan	stand near the window
Kirk	daydream about summer vacation
Tim and Bob	laugh very loudly
Shawn	stand on the teacher's desk
Pierre	do last night's homework
Mohamad	make animal noises

Exercise 7. Multiple Choice. Circle the letter of the correct answer.

1. "Hey, did you hear the thunder during the rainstorm this afternoon?"

"No, I didn't. I _____ to some music, and I had the volume so loud that I didn't hear anything outside at all."

- (A) listened (C) was listen
 (B) was listening (D) listening

2. "What _____ last night?"

"I went to see a movie, and then I did my history homework."

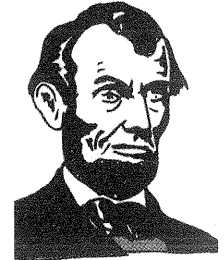
- (A) were you doing (C) doing you
 (B) did you do (D) did you

3. "Officer, what do you think caused the accident?"
"I think your friend _____ the car too fast."
(A) was drive (C) drove
(B) was drove (D) was driving
4. *A:* Hey, I called your house last night, but no one was home.
B: Oh, really? What time was it?
A: About eight.
B: You're right. I wasn't home then. At 8, I _____ my cousin.
(A) visited (C) was visiting
(B) was visit (D) visiting
5. First, I washed the car. After that, I _____ lunch.
(A) cooked (C) were cooking
(B) was cooked (D) was cooking
6. When you entered the room, who _____ at the table?
(A) was sitting (C) was sat
(B) sat (D) was sit
7. *Bob:* This food is great.
Julia: Thanks. It took me two hours to cook it.
Bob: Wow, that's a long time. Did Sue help you?
Julia: No, she couldn't.
Bob: Why not?
Julia: She was busy the whole time.
Bob: What was she doing?
Julia: Well, while I was cooking, she _____ her homework.
(A) doing (C) did
(B) was doing (D) was did
8. *Tom:* Do you remember what you _____ when you heard the news that someone assassinated Kennedy?
Ken: Yes, I do. I sat down in a chair and closed my eyes. I was so shocked that I couldn't talk for the next few minutes.
(A) were doing (C) did
(B) was doing (D) do

Exercise 8. Review Test

Part 1. Underline the correct words.

1. Washington was 57 years old when he (became, was becoming) the first president of the United States.
2. Shortly after his reelection, someone (shot, was shooting) Abraham Lincoln.
3. He (was putting, put) the bread in the oven. While it (baked, was baking), he made chicken soup. When he (finished, was finishing) the soup, we all ate dinner.
4. When the plane (was taking, took) off, there was a big problem, so the captain just drove the plane back to the gate. We had to wait until they fixed the plane. This took three hours. While we (waited, were waiting), the airline gave us free food and drinks.
5. When he (plugged, was plugging) the radio into the wall, the lights went out. (*Hint: The first action caused the second.*) My little brother was really afraid. He (watched, was watching) TV alone in his room.



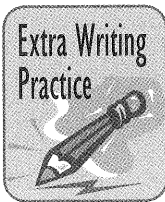
Part 2. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

- correct wrong 1. I hurt my hand yesterday while I was playing tennis.
- correct wrong 2. Did you watching TV when she called?
- correct wrong 3. Last year I was live in Mexico City. After that, I moved to Houston.
- correct wrong 4. Bill and Sally say that they often get calls during meals. In fact, when I was there for dinner last night, someone called. When the telephone rang, we were eating. However, no one answered it. Bill and Sally told me that they never take calls during meals.
- correct wrong 5. Where were you when the accident was happen?

FOR MORE ADVANCED STUDENTS

In general, we use **when** with short actions and **while** with longer actions. However, it is almost always possible to use **when**. **While** can only be used when we think that the action took a longer amount of time.

- examples:* When I called Sam, he was eating dinner. (correct)
 While I called Sam, he was eating dinner. (wrong; **while** cannot be used here)
- While I was reading, I fell asleep. (correct)
 When I was reading, I fell asleep. (correct; **when** can be used instead of **while**)



Situation: There was a robbery at the bank. Three people were in the bank and saw everything. You are the police officer who interviewed these three people after the robbery. Write your summary for each person.

Be sure to practice the grammar in this unit by telling what each person was doing when the robber came in, during the robbery, and when the police arrived. For example, you might write, “The old man was waiting in line when the robber came in the bank.” Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

Answers to DISCOVER GRAMMAR on pages 32–33:

1. In general, we use *when* with sudden actions and *while* with longer actions. 2. In general, we use simple past tense with short or sudden actions and *was/were* + VERB + *-ing* (past progressive) with longer actions. If one action is happening and a second action interrupts, we use past progressive with the longer action and past with the action that interrupts the first one.

Unit 4

Present Perfect Tense

1. form: *have/has* + PAST PARTICIPLE; question; negative
2. past participles
3. Usage No. 1: Recent past action that is important to now
4. Usage No. 2: Past experience, indefinite past time
5. Usage No. 3: Past action or situation that continues now
6. *since* vs. *for*
7. Usage No. 4: With *yet*
8. Usage No. 5: With a superlative
9. Usage No. 6: With *the first . . . , the third . . .*
10. Usage No. 7: Repetition of an action before now (exact time is not important)
11. Comparing simple past tense and present perfect tense



In this unit, you will learn about present perfect tense of verbs. Here are examples of the tenses that you already know and some examples of present perfect tense.

simple present tense	I play tennis every Saturday.	Jill drives to school.
simple past tense	I played tennis last Saturday.	Jill drove to school yesterday.
present progressive tense	I am not playing tennis now.	Jill is driving to school now.
<i>be going to</i> + VERB (future)	I am going to play tennis tomorrow.	Jill's not going to drive to school tomorrow.
past progressive tense	I was playing tennis when it began to rain.	Jill was driving to school when she had an accident.
present perfect tense	I have played tennis for ten years.	Jill has never driven a BMW.

Present Perfect Tense

In the two examples above, you can see that present perfect tense consists of two parts: **have** or **has** and the **past participle**. In order to understand and use present perfect tense well, you need to know the past participle forms, so we will begin this unit with past participle forms. Learn them as quickly as you can so you can continue with the rest of the unit.

Past Participle

All verbs in English have three basic forms: present, past, and **past participle**.

The past and past participle forms of **REGULAR VERBS** use **-ed**. These two forms are the same. Examples are **work, worked, worked** and **study, studied, studied**.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
play	played	played
work	worked	worked
react	reacted	reacted

The past and past participle forms of **IRREGULAR VERBS** are different. Common endings for the past participle forms of irregular verbs include **-en**, **-ne**, or **-n**, but there are many possibilities. Some irregular forms are the same for both past and past participle.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
see	saw	seen
go	went	gone
wear	wore	worn

The good news for students is that only a small number of all the verbs in English are irregular. Students must memorize the irregular forms that are most commonly used.

60 Commonly Used Irregular Past and Past Participle Forms of Verbs*

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1. be	was/were	been	31. leave	left	left
2. become	became	become	32. lend	lent	lent
3. begin	began	begun	33. let	let	let
4. break	broke	broken	34. lose	lost	lost
5. bring	brought	brought	35. make	made	made
6. build	built	built	36. meet	met	met
7. buy	bought	bought	37. put	put	put
8. catch	caught	caught	38. read	read	read
9. choose	chose	chosen	39. ride	rode	ridden
10. come	came	come	40. run	ran	run
11. cost	cost	cost	41. say	said	said
12. cut	cut	cut	42. see	saw	seen
13. drink	drank	drunk	43. sell	sold	sold
14. drive	drove	driven	44. send	sent	sent
15. do	did	done	45. show	showed	shown
16. eat	ate	eaten	46. sing	sang	sung
17. fall	fell	fallen	47. sit	sat	sat
18. feel	felt	felt	48. sleep	slept	slept
19. find	found	found	49. speak	spoke	spoken
20. fly	flew	flown	50. spend	spent	spent
21. forget	forgot	forgotten	51. steal	stole	stolen
22. freeze	froze	frozen	52. swim	swam	swum
23. get	got	gotten	53. take	took	taken
24. give	gave	given	54. teach	taught	taught
25. go	went	gone	55. tell	told	told
26. have	had	had	56. think	thought	thought
27. hit	hit	hit	57. understand	understood	understood
28. hold	held	held	58. wear	wore	worn
29. keep	kept	kept	59. win	won	won
30. know	knew	known	60. write	wrote	written

*For a longer list, see the Appendix on page 199.

Exercise 1. Write the missing past participle forms.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1. be	was/were	_____	11. lose	lost	_____
2. make	made	_____	12. see	saw	_____
3. forget	forgot	_____	13. freeze	froze	_____
4. show	showed	_____	14. sing	sang	_____
5. sit	sat	_____	15. sleep	slept	_____
6. hit	hit	_____	16. leave	left	_____
7. steal	stole	_____	17. swim	swam	_____
8. take	took	_____	18. teach	taught	_____
9. tell	told	_____	19. break	broke	_____
10. think	thought	_____	20. run	ran	_____

After you have checked and studied exercise 1, do Quiz 1, page 68.

Exercise 2. Write the missing past participle forms.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1. say	said	_____	11. choose	chose	_____
2. wear	wore	_____	12. win	won	_____
3. write	wrote	_____	13. become	became	_____
4. begin	began	_____	14. bring	brought	_____
5. ride	rode	_____	15. come	came	_____
6. speak	spoke	_____	16. spend	spent	_____
7. buy	bought	_____	17. put	put	_____
8. catch	caught	_____	18. meet	met	_____
9. drink	drank	_____	19. drive	drove	_____
10. eat	ate	_____	20. fall	fell	_____

After you have checked and studied exercise 2, do Quiz 2, page 68.

Exercise 3. Write the missing past participle forms.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1. feel	felt	_____	11. do	did	_____
2. find	found	_____	12. lend	lent	_____
3. sell	sold	_____	13. send	sent	_____
4. hold	held	_____	14. read	read	_____
5. keep	kept	_____	15. know	knew	_____
6. cost	cost	_____	16. cut	cut	_____
7. let	let	_____	17. fly	flew	_____
8. get	got	_____	18. give	gave	_____
9. go	went	_____	19. have	had	_____
10. build	built	_____	20. understand	understood	_____

After you have checked and studied exercise 3, do Quiz 3, page 69.

Exercise 4. Extra Practice. Some people find it easier to learn the past participles in small groups according to pronunciation or spelling patterns. Write the past participles that belong in these groups. Follow the examples. (Some verbs may be used twice.)

1. long <i>i</i>	long <i>o</i>	- <i>en</i>	4. present	past	present + - <i>en</i>
<u>drive</u>	<u>drove</u>	<u>driven</u>	<u>eat</u>	<u>ate</u>	<u>eaten</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
2. present	- <i>aught</i>	- <i>aught</i>	5. long <i>e</i>	long <i>o</i>	- <i>en</i>
<u>catch</u>	<u>caught</u>	<u>caught</u>	<u>speak</u>	<u>spoke</u>	<u>spoken</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
3. All 3 forms are the same.			6. present	- <i>ought</i>	- <i>ought</i>
<u>cost</u>	<u>cost</u>	<u>cost</u>	<u>bring</u>	<u>brought</u>	<u>brought</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

7. short <i>i</i>	short <i>a</i>	short <i>u</i>	9. present	past	present + <i>-n</i>
<u>begin</u>	<u>began</u>	<u>begun</u>	<u>drive</u>	<u>drove</u>	<u>driven</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
8. present	past	same as present	_____	_____	_____
<u>become</u>	<u>became</u>	<u>become</u>	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Present Perfect Tense of Verbs

Present perfect tense consists of two parts: **have** (or **has**) + **PAST PARTICIPLE**. It is also possible to use a contraction: **'ve** for **have** and **'s** for **has**.

	work	live	be	do
I	I have worked	I've lived	I have been	I have done
you	you have worked	you have lived	you have been	you've done
he	he has worked	he's lived	he has been	he's done
she	she has worked	she has lived	she's been	she has done
it	it has worked	it has lived	it has been	it has done
we	we have worked	we have lived	we've been	we have done
they	they have worked	they have lived	they have been	they have done

Question

Making a question with present perfect tense is very easy. You put **have** or **has** before the subject.

He **has** gone to France.

She **has** painted a picture.

They **have** all the work.

Has he gone to France?

What kind of picture **has** she painted?

Have they done a good job?

Negative

Making a negative with present perfect tense is easy. You add the word **not** after **have** or **has**: **have not**, **has not**. It is also possible to use a contraction: **haven't** or **hasn't**. (Do not use **don't** or **doesn't**.)

I have lived here for two months.

Mrs. Wills has traveled to Egypt.

Have you eaten at McDonalds?

I **haven't** lived here all my life.

Mr. Will **has not** been outside the U.S.

Haven't you eaten at McDonalds?

CAREFUL! Watch out for these common mistakes.



1. Do not forget to use **have** or **has** with the past participle.
wrong: I never gone to India.
correct: I have never gone to India.

2. Do not use **have** or **has** with the wrong subject.
wrong: Sarah have already finished all the homework.
correct: Sarah has already finished all the homework.

3. Do not use **don't**, **doesn't**, or **didn't** in present perfect tense. Don't confuse **don't have** with **haven't**. Don't confuse **doesn't have** with **hasn't**.
wrong: We don't have eaten at that restaurant yet.
correct: We haven't eaten at that restaurant yet.

4. Do not use **do**, **does**, or **did** in question form of present perfect tense.
wrong: How many countries did you visited in your life?
correct: How many countries have you visited in your life?

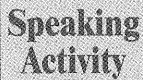
Exercise 5. Write the correct forms of the verbs in the blanks. Follow the examples.

<i>go</i>	<i>work</i>	<i>do</i>	<i>be</i>
I <u>have gone</u>	you _____	I _____	he _____
you <u>have gone</u>	he _____	you _____	I _____
they <u>have gone</u>	I _____	we _____	you _____
he <u>has gone</u>	she _____	he _____	Jill _____
Lim <u>has gone</u>	it _____	they _____	Jill and I _____

Exercise 6. Write the correct statement, negative, and question forms of present perfect. Practice contractions in the negative forms. Follow the examples.

	Affirmative	Negative	Question
1. he / go	<u>he has gone</u>	<u>he hasn't gone</u>	<u>has he gone?</u>
2. I / make	_____	_____	_____
3. they / speak	_____	_____	_____

4. you / put _____
5. you / sing _____
6. we / do _____
7. she / think _____
8. Ken / fly _____
9. Zina / work _____
10. I / write _____


**Speaking
Activity**
Exercise 7. Speaking Activity

- Step 1.* Inside the parentheses below, write down ten verbs from the list on page 47.
- Step 2.* Write the correct present perfect form according to the subject (noun or pronoun).
- Step 3.* Work with a partner. Student A reads one verb and subject combination. Student B has to give the correct form.
- A: "go, you"
B: "You have gone."
A: "That's correct." (Now B has to ask a question.)
B: "eat, the cats"
A: "The cats have eaten."
- Step 4.* If you want to make this exercise more useful, then try to make a more complicated sentence. For example, you could say "You have gone to the bank many times" or "The cats have already eaten."

1. () Mr. Lee _____
2. () she _____
3. () the teacher _____
4. () you _____
5. () April _____
6. () you _____
7. () she _____
8. () Sue and Jo _____
9. () you _____
10. () we _____

CHALLENGE

1. I don't have a car.
2. I haven't had a car since 1976.
3. *Bill:* "Are you hungry?"
Sam: "Yes, I am. I haven't eaten anything all day."
4. I haven't a pencil.

All of these sentences have a negative verb. Which one of these sentences is unusual in North American English? Why is it unusual? What is the rule?

Usage No. 1: Recent Past Action That Is Important to Now

Example

Key Words

Amber: It's hot in here. Why don't you turn on the air conditioner?

James: Actually, I've just **turned*** it on. We have to wait a few minutes to feel it. Can I help you with the reports? just

Amber: Thanks, but I've already **finished*** them. Here they are. already

Note: We can use present perfect to talk about a past action that happened a short time ago and that is still important to the current situation. In this example, Amber is complaining about the temperature in the room right now. James explains to Amber that he has turned on the air conditioner. When James uses **has turned on**, this means that the action is finished but that it is still important to the current situation. In other words, there is a connection between his action and the current situation in the room. This kind of sentence often uses the word **just** to show that the action just happened.

*Simple past tense can be used here without changing the meaning.

Exercise 8. Practice using *just*, present perfect, and contractions in these dialogues, using the following words.

finish realize come cook take run

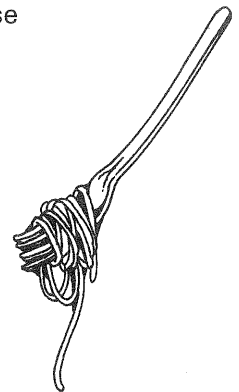
1. *Sam:* I _____ some spaghetti. Would you like some?

Dean: No, thanks. I _____ eating lunch.

Sam: OK, but if you change your mind, be sure to let me know.

2. *Pete:* Hey, the next time that you go to the post office, would you pick up some stamps for me?

Gwen: Why, of course, but it's too bad you didn't ask me sooner. I _____ back from the post office.



3. *Keith:* Hey, Jim. Can you give me a ride to the store now?
Jim: I'm sorry, but my car _____ out of gas. Why don't you ask Sandy for a ride? I think she's about to go* home.
4. *Woman:* Excuse me, sir. Has flight 663 left yet?
Man: Yes, it _____ off. Why do you ask?
Woman: Well, I _____ that I left my carry-on bag on the plane.
Man: No problem. Here it is. Someone found it and turned it in to us.

*be + about to + VERB = The action is going to happen very soon.

It's about to rain. (The sky is very dark.)

Careful! You're about to drop those books. (The person isn't holding the books tightly.)

Usage No. 2: Past Experience, Indefinite Past Time

Example

Key Words

Katie: Susan has just gotten back from China. She told me she had a great time.

Sean: That's wonderful news. She must be tired. That was really a long trip.

Katie: I wonder how many hours it is from here to China. **Have** you ever **gone** there?

Sean: No, I've never **gone** there, but my uncle **has traveled** there many times. In fact, he went there last month. He has to go there on business.

ever

never

many times

(others: before, already)

Note: We can use present perfect to talk about a past experience. In this situation, one person wants to know if a second person has ever done a particular action. In this example, Katie is telling Sean that Susan has just returned from China. Katie wants to know if Sean has ever traveled to China. She uses the common question, "Have you ever . . . ?" Notice that went is in simple past tense because it refers to a specific past event. In other words, it refers to definite past time, not indefinite past time. You will practice this move from present perfect to past tense in exercises 10 and 14.

Exercise 9. Practice using present perfect and contractions in these dialogues. Add *ever* in questions. Add *never* in the answers if it is appropriate. Use the following words.

have think hear study have eat be travel

1. *Emily*: _____ tempura?

Laura: No, I haven't. What is it?

Emily: It's a Japanese dish. It's fried vegetables or fried fish.

Laura: Really? I _____ of it.

Emily: You ought to try it. It's great.

2. *Vic*: _____ a foreign language?

Carl: Yes, I studied French when I was in college.

Vic: _____ a chance to use it? I mean,

_____ to France?

Carl: Unfortunately, no. I _____ abroad.

3. *Ben*: I'm sorry I'm late, but I had car trouble again this morning.

Jean: Why do you keep that old car? _____ about getting a new car?

Ben: Sure, I've thought about it, but I _____ enough money to buy one.

Speaking Activity

Exercise 10. Speaking Activity

Step 1. Work with a partner.

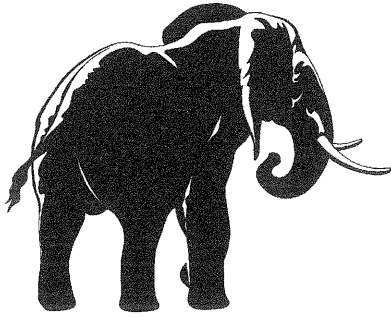
You are at a meeting or party, and there are sixteen people in the room. You will be one of these sixteen people. You have done four special things that no one else in the room has done. Choose a person that you will be, but do NOT let your partner know your choice.

Step 2. Take turns asking *yes-no* questions to try to guess your partner's four special things.

If the answer to a question is YES, the answerer has to make up an extra sentence to add to the conversation. This extra information should probably be in the past tense. In English conversation, it is common to move from present perfect (general information) to past tense (specific information).

If the answer is YES, then the questioner can continue asking. If the answer is NO, the turn passes to the other student. Remember to use "Have you ever. . . ?" in your conversations. Practice English grammar!

Step 3. The first partner to finish is the winner! (You can't use people's names until the end!)



- example:* A: Have you ever been to France?*
- B: No, I have never gone to France. (So it's B's turn to ask a question.)
- B: Have you ever been on an elephant?
- A: Yes, I've been on an elephant. I went to Thailand in 1985, and I rode an elephant there. (So B continues asking.)
- B: Have you ever gone to Egypt?
- A: No, I haven't gone to Egypt. (So it's A's turn again to ask a question.)

* In the perfect tenses, *be* can sometimes be used instead of *go*. Thus, "I've been to France" is a common way of saying "I've gone to France." However, we can only use this structure in the perfect tenses. We cannot use it in simple past tense. We cannot say, "I was to France." In this case, we must say, "I went to France."

<i>Shirley</i> went to France flew on a 747 drove a BMW was on a horse	<i>Charlotte</i> went to France flew on a 747 drove a Toyota truck was on a horse	<i>Mary</i> went to France flew on the Concorde drove a BMW was on a horse	<i>Troy</i> went to France flew on the Concorde drove a Toyota truck was on a horse
<i>Cindy</i> went to France flew on a 747 drove a BMW was on an elephant	<i>James</i> went to France flew on a 747 drove a Toyota truck was on an elephant	<i>Simon</i> went to France flew on the Concorde drove a BMW was on an elephant	<i>Kevin</i> went to France flew on the Concorde drove a Toyota truck was on an elephant
<i>Chris</i> went to Egypt flew on a 747 drove a BMW was on a horse	<i>Mark</i> went to Egypt flew on a 747 drove a Toyota truck was on a horse	<i>Silvia</i> went to Egypt flew on the Concorde drove a BMW was on a horse	<i>Terri</i> went to Egypt flew on the Concorde drove a Toyota truck was on a horse
<i>Melissa</i> went to Egypt flew on a 747 drove a BMW was on an elephant	<i>Anne</i> went to Egypt flew on a 747 drove a Toyota truck was on an elephant	<i>Jan</i> went to Egypt flew on the Concorde drove a BMW was on an elephant	<i>Lucas</i> went to Egypt flew on the Concorde drove a Toyota truck was on an elephant

Usage No. 3: Past Action or Situation that Continues Now

Example

José: How long **have** you **worked** at Carpet World?

Sara: I've **been** there for eighteen years. In fact, I've **worked** there longer than any of my supervisors!

José: What do you do there?

Sara: I used to work on the assembly line, but since 1995, I've **been** with the sales force in the front office.

José: Have you ever met the president of the corporation?

Sara: Actually, no, I've never **met** him. He never comes to the office.

Key Words

how long
for*

since*

never (= a past
action that
continues)

Note: We can use present perfect to talk about a past action or situation that continues now. (It can be affirmative or negative; the important thing is that it still continues.) In this example, Sara tells José that she has been at this same company for eighteen years. This means that the action began eighteen years ago and still continues today.

*Use **since** + the name of the time and **for** + the duration of the time.
I've lived here since 1995. I've lived here for six years.

Exercise 11. Write *since* or *for* on the line. Follow the examples.

1. since yesterday 5. _____ two months 9. _____ one minute
2. for six weeks 6. _____ noon 10. _____ a decade
3. _____ six o'clock 7. _____ a few days 11. _____ 1993
4. _____ March 8. _____ my birthday 12. _____ late last night

Exercise 12. Read the two sentences and then write a new sentence using *since* or *for*. Follow the examples.

example: I live on Madison Avenue. I moved there five months ago.

I have lived on Madison Avenue for five months.

I live on Madison Avenue. I moved there in 1970.

I have lived on Madison Avenue since 1970.

1. Apples are on sale. The sale started on Monday.

2. Yolanda owns a BMW. She bought it in 1997.

3. We know the mayor. We met her ten years ago.

4. I began to work at this office two years ago. I still work here.

5. Henry has a huge house. He purchased it when he moved here.

6. Keith plays tennis. He learned how to play in 1982.

7. Mrs. deMontluzin teaches French. Her first year was 1991.

8. Dr. Lorraine is a university professor. She began that job in the fall of 1995.

CHALLENGE

A student wrote, "I've begun to work here since 1994."

The grammar in this sentence is wrong. Write three variations using these time expressions: *in 1994*, *since 1994*, *for (this year minus 1994) years*.

Usage No. 4: With Yet

Example

Mike: We don't have much time. Are you almost through?*

Kent: Give me just a few more minutes, Mike.

Mike: What about the travel report and the salary sheets?

Have you finished them yet?

Kent: I've already finished the salary sheets, but I **haven't finished** the travel report yet. I only need a few more minutes, OK?

Key Words

yet (in a question)

yet (in a negative)

*be through = be finished

Note: We might use present perfect with **yet** in a question to show that we expect the action to be finished soon. We use present perfect with **yet** in a negative statement to show that the action is a little late or that it should be finished soon.

Have you bought your ticket yet?

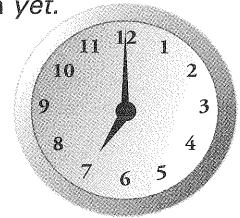
I haven't done the homework yet. (= I admit I'm late; OR I'll do it soon.)

It hasn't rained yet. (= The sky is black; OR The weather report has predicted rain for today.)

Exercise 13. Read the situation and then write a negative sentence with *yet*.
Follow the example.

Situation 1. Ben always eats dinner at 7:00 P.M. It's 6:45 P.M. now.

Ben hasn't eaten dinner yet.



Situation 2. The weather report predicted rain for today. The sky is dark, but the ground is dry.

Situation 3. The monitor says the plane will arrive in ten minutes. The plane is still in the air.

Situation 4. We are all very hungry. The stew is on the stove. It needs to cook some more.

Situation 5. I wanted to speak with Dr. Adams yesterday, but I didn't have time. I need to speak to him.

Situation 6. The big game is tomorrow. I forgot to buy my ticket this morning. I need a ticket!



Usage No. 5: With a Superlative

Example

Saleh: How was the movie that you went to see last night?

Marcos: Don't waste your money! That was the worst movie that I **have** ever **seen** in my life.

Saleh: Wow, I'm surprised. You know it's the most expensive movie that anyone in Hollywood **has** ever **made**.

Key Words

the worst

the most
expensive

Note: We usually use present perfect with a superlative. When we say that a movie is the best, we mean that it is the best that we have seen up to that point in time.

Speaking Activity

Exercise 14. Speaking Activity

Write five questions practicing superlative + *ever* + present perfect. Use the words given below. Write your five questions. Write your own answers on the first answer line (S1). Then interview a classmate. Take turns asking each other questions.* Write down your partner's answers on the second answer line (S2). Follow the example.

example: (really bad) movie / see

[?] Have you ever seen a really bad movie?

S1: Yes, I have. It was Jaws. I hated it.

S2: _____

1. (incredibly long) trip / take

[?] _____

S1: _____

S2: _____

2. (really good) food / eat

[?] _____

S1: _____

S2: _____

*If you want, continue the conversation if you get a YES answer. Ask more questions about that situation or topic. Note that almost all of the subsequent questions will be in the past tense. Therefore, one of the things that present perfect does is to connect a past event to the present first by present perfect and second by past tense. Note the shift from present perfect to past tense.

The Princess Bride

3. (amazingly beautiful) place / visit

[?] _____

S1: _____

S2: _____

4. (extremely interesting) book / read

[?] _____

S1: _____

S2: _____

5. (incredibly easy) job / have

[?] _____

S1: _____

S2: _____

Usage No. 6: *The First . . . , The Third . . .*

Example

Key Words

Mother: Is that the third paper that you **have had** to write for that class this semester? that is the third . . .

Bernadette: Yes, but it's the first paper that the teacher **has asked** us to complete on the computer. it is the first . . .

Mother: So what are you worried about now?

Bernadette: I'm not good at using the computer.

Mother: You have to practice! This seems like the hundredth time that I've **told** you that you need to practice! the hundredth time

Note: When we say, "It's the first paper that he's asked us to complete on the computer," we are connecting all the past papers to the present paper, so we use present perfect because present perfect connects a past event and the present.

CHALLENGE

1. It's the first job that I've really **liked**.
2. The first job that I **liked** was my job at IBM.

Why does the first sentence use present perfect but the second one uses past tense?

Exercise 15. Underline the correct verb form.

1. *Andy:* Here's today's newspaper.

Sue: Andy, this is not today's paper. This is the second time that you (gave, have given) me yesterday's paper.

2. *Koji:* Can you remember the first time that you (met, have met) Tim?

Beth: Yes, I can. It (was, has been) 1993. We (were, have been) both in high school.

3. *Gina:* I don't know if I'll ever be able to remember all these people's names! It's the third day that I (saw, have seen) Frank and Tony, but I still have trouble remembering their names.

Wes: Don't worry about it. I'm not very good with names either.

4. *Coach:* Lim, is there a problem? That is the fourth time that you (dropped, have dropped) a ball in this game. Are you trying to set a new record?

Lim: Sorry, coach. My mind is somewhere else today.



**Usage No. 7: Repetition of an Action before Now
(exact time is not important)**

Example

Weiping: Can you believe it? There's another test next Monday!

Paolo: Yeah, it's crazy. We've **had** six tests so far this month.

Weiping: You know, in my biology class, the teacher **has given** only one test this semester.

Paolo: Well, that's not good either. If you did badly on that one test, then your grade for the course is in trouble.

Weiping: Maybe so, but I've **had** a lot of classes like that here.

Key Words

six . . . so far

one . . . this semester

a lot

Note: It is common to use present perfect to talk about the number of times that you have done something. In these sentences, the idea is that there is still a possibility that the action or event may happen again. We do not use this if the time period is finished. The three

present perfect examples above refer to this month, this semester, and Weiping's time as a student at this school. All three of these time periods are still continuing. We could not use present perfect if the time periods were last month, last semester, or when Weiping was a student in high school.

Comparing Simple Past Tense and Present Perfect Tense

CAREFUL! Do not make these common mistakes.

- Do not use present perfect with any specific past tense time words.

wrong: I have gone to Mexico several times when I was in college.
correct: I went to Mexico several times when I was in college.

wrong: In 1998, *Titanic* has become the most popular movie ever.
correct: In 1998, *Titanic* became the most popular movie ever.
- Do not use simple past tense with time expressions that mean "until now."

wrong: We wrote six papers in this class so far. When will the work end?
correct: We have written six papers in this class so far. When will the work end?
- Do not use simple past tense with actions that are still continuing.

wrong: I lived in this same apartment since 1996.
correct: I have lived in this same apartment since 1996.

CHALLENGE

- I have written two letters this week.
- I wrote two letters this week.
- I have written two letters last week.
- I wrote two letters last week.

One of these sentences is not correct. Identify the incorrect sentence and tell why it is wrong. Can you explain the difference between the other sentences?

Exercise 16. Put a check mark (✓) by the expressions to show if they are only for past tense, only for present perfect tense, or possible with both. Follow the examples.

- | | | | <i>Present</i> | | | | | | <i>Present</i> | | |
|-------------|----------------|-------------|----------------|--|--|-------------|----------------|-------------|----------------|--|------------------|
| <i>Past</i> | <i>Perfect</i> | <i>Both</i> | | | | <i>Past</i> | <i>Perfect</i> | <i>Both</i> | | | |
| <i>Only</i> | <i>Only</i> | <i>OK</i> | | | | <i>Only</i> | <i>Only</i> | <i>OK</i> | | | |
| 1. | ✓ | | | | | 8. | | | | | last month |
| 2. | | ✓ | | | | 9. | | | | | ever |
| 3. | | | ✓ | | | 10. | | | | | since Monday |
| 4. | | | | | | 11. | | | | | a week ago |
| 5. | | | | | | 12. | | | | | never |
| 6. | | | | | | 13. | | | | | at noon |
| 7. | | | | | | 14. | | | | | before the class |

Exercise 17. Read the statement and then write the verb in parentheses in the correct tense. Use simple past or present perfect. Follow the examples.

- (go) 1. I have gone to Mexico many times, and I hope to go again some day.
2. I went to Mexico in 1996 and 1997.
- (eat) 3. _____ you ever _____ octopus?
4. When you lived in Japan, _____ you ever _____ octopus?
- (see) 5. Did you like that movie the first time that you _____ it?
6. This is the first time that I _____ a movie with that actor.
- (have) 7. The people who live here _____ a lot of parties this year.
8. In fact, the people who live here _____ a party last night.
- (fly) 9. The last time that you went to New York, _____ you _____ on United Airlines?
10. How many times _____ you _____ on United Airlines?



Exercise 18. Write the verb in parentheses in past tense or present perfect tense according to the situation. Some of the blanks will not have any word. Follow the example.

1. *Greg:* (call) I called your house last night, but there was no answer. (be)
Where were you —?

Hank: (be) I was at the library. (be) In fact, I have been there every day this week because I have to finish this research paper.

2. *Joe:* (work) _____ you _____ at Ford for a long time?

Sue: Oh, didn't you hear the news? (retire) I _____ last month.

Joe: (work) Well, how long _____ you _____ there?

Sue: (work) I _____ there for eighteen years. (be) In fact, I _____ there longer than any of my supervisors!

3. *Anna:* (go) Mark, _____ you ever _____ to Africa?

Mark: Yes, I have. (travel) I _____ there several times.

Anna: (go) When was the last time that you _____ there?

Mark: (go, be) The last time I _____ there _____ in 1997.

Anna: (stay) How long _____ you _____ there?

Mark: For two weeks.

4. *Cal:* Why did you come to Florida?

Alan: I came here to get a better job.

Cal: (be) How long _____ you _____ here?

Alan: Almost ten years.

Cal: (be) Before you came to Florida, where _____ you _____?

Alan: (be) I _____ in Japan. (have) I _____ a job there.

Cal: (work) Really? How long _____ you _____ there?

Alan: Six years.

Exercise 19. Multiple Choice. Circle the letter of the correct answers.

1. "So how long _____ there? I can't believe you're still there!"
 "Well, I started there in 1960. You do the math."
 (A) do you work (C) have you worked
 (B) did you work (D) are you working
2. "Have you ever _____ anything important?"
 "No, never."
 (A) won (C) stole
 (B) build (D) make
3. "How many movies do you think you _____ in your life?"
 (A) ever see (C) have ever seen
 (B) ever saw (D) are ever seen
4. I don't have a car now. In fact, I _____ a car since 1996.
 (A) haven't had (C) don't have
 (B) didn't have (D) didn't had
5. "My stomach hurts."
 "I _____ some medicine yesterday. Would you like some?"
 (A) have bought (C) was buying
 (B) was buying (D) bought
6. We've discussed our ideas for the meeting _____ the past month, so it's time to make a decision.
 (A) for (C) since
 (B) by (D) with
7. "Do you know Rob Douglas?"
 "Why of course I do. I _____ him a long time."
 (A) have met (C) met
 (B) have known (D) known
8. "Hi, I'm here to pick up the checks for my department staff."
 "I'm sorry, but you're a little bit early. They're not ready _____."
 (A) yet (C) already
 (B) some (D) all

Exercise 20. Review Test

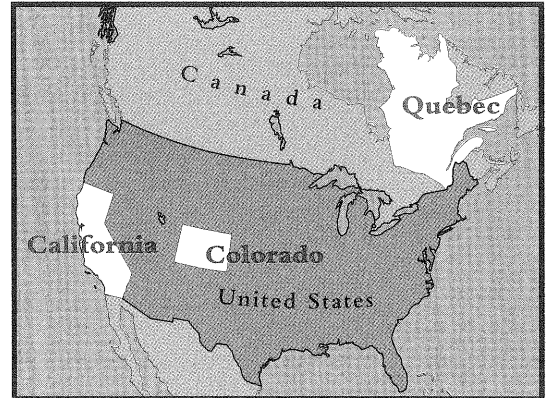
Part 1. Fill in the blanks with the correct tense of the verb in parentheses.

1. *Dot:* Hey, what are you doing?

Adele: I'm cooking dinner. Why? Don't you want to eat?

Dot: (make) Yes, but I _____ already _____ plans to eat out with Mike.

2. (take) Every year my wife and I _____ a trip to Colorado in the summer. However, this year is different. (decide) This is the first year that we _____ not to go to Colorado. Instead, we are considering going to California or to Quebec. (be) My wife _____ never _____ to California, (go) but I _____ there in 1995. (travel)



Neither of us _____ outside the U.S., so a trip to Quebec would be special for both of us.

3. *Joe:* What happened? (bleed) Your finger _____!

Mike: Oh, it's nothing. (cut) I _____ some potatoes (cut) when I accidentally _____ myself. Don't worry about it. It may look bad, but it's just a little cut.

Joe: (do) _____ you ever _____ this before?

Mike: Well . . . I'm not very good at cutting and cooking. (happen) Yes, it _____ before.

Part 2. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

correct wrong 1. I have met Dr. Smith for at least ten years.

correct wrong 2. The last time I have gone to France was in 1997.

correct wrong 3. Have you ever taken a train for a very long trip?

correct wrong 4. I can't leave with you right now. I haven't finished this work still.

- correct wrong 5. Karen used to work in this office, but since 1994, she worked in the accounting office.
- correct wrong 6. I finished cooking dinner about an hour ago. The food is on the stove. Please help yourself.
- correct wrong 7. George is not new to this city. In fact, he has over ten years here.
- correct wrong 8. We've seen that movie already, but we didn't really like it.

Quiz Practices

Quiz 1. Write the missing past and past participle forms.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1. be	_____	_____	11. lose	_____	_____
2. make	_____	_____	12. see	_____	_____
3. forget	_____	_____	13. freeze	_____	_____
4. show	_____	_____	14. sing	_____	_____
5. sit	_____	_____	15. sleep	_____	_____
6. hit	_____	_____	16. leave	_____	_____
7. steal	_____	_____	17. swim	_____	_____
8. take	_____	_____	18. teach	_____	_____
9. tell	_____	_____	19. break	_____	_____
10. think	_____	_____	20. run	_____	_____

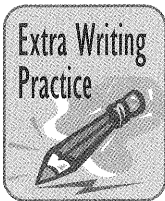
Quiz 2. Write the missing past and past participle forms.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1. say	_____	_____	6. speak	_____	_____
2. wear	_____	_____	7. buy	_____	_____
3. write	_____	_____	8. catch	_____	_____
4. begin	_____	_____	9. drink	_____	_____
5. ride	_____	_____	10. eat	_____	_____

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
11. choose	_____	_____	16. spend	_____	_____
12. win	_____	_____	17. put	_____	_____
13. become	_____	_____	18. meet	_____	_____
14. bring	_____	_____	19. drive	_____	_____
15. come	_____	_____	20. fall	_____	_____

Quiz 3. Write the missing past and past participle forms.

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
1. feel	_____	_____	11. do	_____	_____
2. find	_____	_____	12. lend	_____	_____
3. sell	_____	_____	13. send	_____	_____
4. hold	_____	_____	14. read	_____	_____
5. keep	_____	_____	15. know	_____	_____
6. cost	_____	_____	16. cut	_____	_____
7. let	_____	_____	17. fly	_____	_____
8. get	_____	_____	18. give	_____	_____
9. go	_____	_____	19. have	_____	_____
10. build	_____	_____	20. understand	_____	_____



Situation: You are in a foreign country. You have been there two or three months. A good friend of yours has just found out that you are in this country. She didn't know that you were not in your native country now. Your friend wrote you the following letter. Write a reply to your friend's letter.

Be sure to practice the present perfect tense. Try to use present perfect at least five times and simple past tense at least five times. For example, you might write, "How have you been?" or "I didn't know you weren't here. How long have you been there?" Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

Dear (your name),

Hi, how are you doing? What are you doing in [the country that you want]? I was talking to our good friend Susan last night, and she mentioned very casually that you were in [the country]. I couldn't believe it! How come* I didn't know?

So how long have you been there? Do you like it? What are you doing there? Why did you go there? Why didn't I know that you were going there? How long are you going to stay?

I never thought that you were the kind of person who would want to live in a foreign country. What is the country like? What are the people like? What is the strangest thing that you have seen there?

I'm full of questions, and I hope you are full of answers! Write me back as soon as you can. I want to know how you've been.

Your friend,
Patricia

* Note to Advanced Students: *how come* means *why*; however, the grammar for *how come* is unique. We do not use inverted word order or auxiliary verbs.

Why are you late?	=	How come you are late?
Why did you call?	=	How come you called?

Unit 5

Adverbs of Manner and Related Terms

1. form: ADJECTIVE + *-ly*
2. *by* + — vs. *with* + —
3. *by* + VERB + *-ing*



Adverbs of Manner

Adjective

He is a **quick** reader.
They are **careful** workers.
We are **fluent** speakers of English.
I want to use the **correct** words when I speak.
Her typing ability is **good**.

Adverb

He can read **quickly**.
They work **carefully**.
We speak English **fluently**.
I want to speak **correctly**.
She types **well**.

Remember: 1. Adjectives talk about nouns or pronouns.
Adverbs talk about the action of the verb.

example: He is a **quiet** person.
adjective noun
(**quiet** talks about **person**)

He always works very **quietly**.
verb adverb
(**quietly** talks about how he works)

2. Adverbs of manner usually end in the letters **-ly**.^{*}
exceptions: **fast, hard, well, loud**
 3. Adjectives can come before a noun or after the verb **be**.
Adverbs of manner usually come after an action verb.
- adjective: He is a quiet worker. He is quiet.
adverb: He works quietly.

<i>Adjective</i>	<i>Adverb of Manner</i>
clear	clearly
correct	correctly
easy	easily
fluent	fluently
nervous	nervously
quick	quickly
slow	slowly
rapid	rapidly
<i>(exceptions)</i>	
fast	fast
good	well
hard	hard
loud	loud(ly)

^{*} There are some words that end in **-ly**, but they are not adverbs of manner. These words are adjectives. Examples are **friendly, likely, lovely**.

examples: She is a very friendly person. (**friendly** is an adjective)
The radio said that tomorrow rain is likely. (**likely** is an adjective)
Emily's new baby is a lovely child. (**lovely** is an adjective)

The word **hardly** ends in **-ly**, but it is not an adverb of manner. It is an adverb of frequency and means "rarely, almost never." It does not mean "very much" or "very strongly."

wrong: He is a good student. He studies hardly.
correct: He is a good student. He studies hard. (**hard** is an adverb of manner)
correct: He is a bad student. He hardly studies. (**hardly** is an adverb of frequency)

CAREFUL! Do not make these common mistakes.

1. Do not use adjective forms when you should use an adverb form.
wrong: He plays tennis really good.
correct: He plays tennis really well.

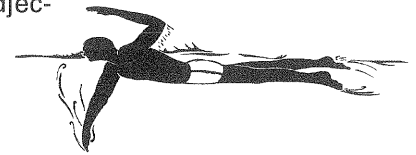
2. Do not confuse *hard* and *hardly*.
wrong: She studied really hardly for the final exam in history.
correct: She studied really hard for the final exam in history.

Exercise 1. Write the adverb form for these adjectives. Follow the examples.

examples: correct correctly real really

- | | | | |
|-------------|-------|-------------|-------|
| 1. quick | _____ | 11. hard | _____ |
| 2. sudden | _____ | 12. rapid | _____ |
| 3. sincere | _____ | 13. poor | _____ |
| 4. silent | _____ | 14. furious | _____ |
| 5. happy | _____ | 15. sad | _____ |
| 6. fast | _____ | 16. prompt | _____ |
| 7. punctual | _____ | 17. careful | _____ |
| 8. good | _____ | 18. bad | _____ |
| 9. enormous | _____ | 19. huge | _____ |
| 10. wise | _____ | 20. stupid | _____ |

Exercise 2. One sentence is an example of an adjective. The other sentence is an example of an adverb form of the same adjective. Fill in the missing words. Follow the examples.



- | <i>Adjective</i> | <i>Adverb</i> |
|---------------------------------|-----------------------------|
| 1. He is a quiet worker. | <u>He works quietly.</u> |
| 2. <u>She is a slow eater.</u> | She eats slowly. |
| 3. Mark is a very fast swimmer. | _____ |
| 4. They are good singers. | _____ |
| 5. _____ | They work really carefully. |

6. Joy is a quick runner. _____
7. _____ Tim speaks Thai fluently.
8. _____ Keith doesn't sing very well.

Exercise 3. Underline the correct adjective or adverb form. Follow the example.

example: The little boy (quick, quickly) ran to the door to see who was there.

1. Our piano teacher always praises (good, well) performances.
2. The (rapid, rapidly) decline in the value of the yen is making many people (nervous, nervously).
3. The sky was very (dark, darkly), and then it (sudden, suddenly) started to rain (hard, hardly).
4. The coach made a (wise, wisely) decision when he took Karen out of the game because she was playing rather (poor, poorly) yesterday.
5. He said the answer (nervous, nervously), so we didn't know if he knew the (correct, correctly) answer or not.
6. She has such a (good, well) voice. It's certainly (easy, easily) to listen to someone who can sing so (beautiful, beautifully).
7. Ms. Tran's (clear, clearly) explanations helped me to get (high, highly) scores on the university entrance exam.
8. I worked as (rapid, rapidly) as I could, but I tried to be (careful, carefully), too.

Exercise 4. Editing. Circle the six adjective or adverb mistakes in this paragraph. (The first one has already been done for you.)

Two very dangerously prisoners escaped from the city jail last night. Police have reported that Arthur Henson and Miles Smith hit a prison guard on the head with a largely rock and then ran into the wooded area behind the jail. When the guard fell down, he managed to touch an alarm button, so between eight and twelve officers

arrived on the scene instantly. This specially group immediately began to search the huge area behind the jail. Two of the officers saw one of the prisoners crouching quiet behind a tree. When the officers shouted, "Stop or we'll shoot," the prisoner surrendered rather easy. Unless the other prisoner is a very cleverly person, police think that they'll be able to catch him as well.

By and With

We use **by** + NOUN and **with** + NOUN to tell HOW something was done. Study these examples to have a better understanding of this grammar.

by

1. A: How did you go there?
B: I went by plane.
2. A: How did you get the information?
B: He sent it to me by fax.

By tells the means or method of doing something. Note that most of the words that we use with **by** are forms of communication or transportation.

The noun that is used with **by** does not have an article (**a, an, the**) with it; this is contrary to the usual rules for count nouns.

with

3. A: How did you get in the house?
B: I got in with an old key.
4. A: Do people in your country use forks?
B: We usually eat with our hands.

With is used with an instrument or means. **With** can be followed by an article and other words.

CAREFUL! Watch out for these common mistakes.

1. Do not use the wrong preposition.
wrong: He went there with his car.
correct: He went there by car.
2. Do not use an article or determiner or possessive word with **by**.
wrong: Sarah paid by her credit card.
correct: Sarah paid by credit card.

Exercise 5. Write *by* or *with* on the line. Follow the examples.

1. by telegraph 6. _____ airmail 11. _____ train
 2. with a smile 7. _____ a nod 12. _____ hand
 3. _____ a silver key 8. _____ a can opener 13. _____ his right hand
 4. _____ e-mail 9. _____ fax 14. _____ taxi
 5. _____ a new pen 10. _____ a gesture 15. _____ land

Exercise 6. Write *by* or *with* on the lines. Follow the example.

1. *Ann:* Did you take these pictures with your new camera?

Paul: Yes, I did. That's a great camera.

Ann: But it's really expensive. How did you manage to pay for it?*

Paul: I paid for it _____ a credit card, so I still have a few weeks until I have to pay for it.

2. *Jack:* This is my first time to go to Europe.

Hank: And you're going _____ ship. You're so lucky.

Jack: Lucky? I wish we were going _____ plane.
 Traveling _____ ship does not seem so nice.

3. *Fran:* Staying in touch _____ telephone is certainly easier nowadays.

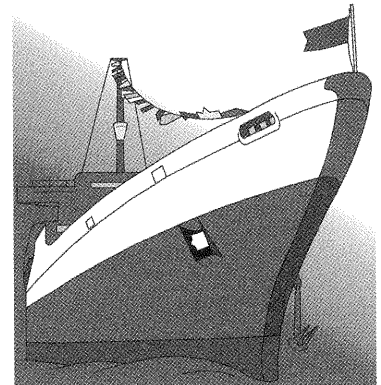
Greg: I couldn't agree with you more, but my sister and I communicate _____ e-mail almost every day.

4. *Luke:* Can I pay for this _____ check?

Clerk: You can use a check if you want. You can also pay _____ credit card.

5. *Zina:* Did Julia drive there _____ friends?

Wes: No, they went there _____ bus.



*Asking about money matters is very personal. We can assume that Ann and Paul are close friends or relatives if they are discussing this matter so openly.

by + VERB + -ing

We use **by + VERB + -ing** to tell HOW something was done. Study these examples to have a better understanding of this grammar point.

A: How did you make such a high score on the TOEFL?

B: By reading magazines and newspapers and by speaking English as often as possible.

A: What is your company's plan for future growth?

B: By opening eight new stores every year, we hope to be the number one store in this state by the year 2010.

CAREFUL! Watch out for these common mistakes.

1. Do not forget to use **by** in this grammar construction.

beginner: He studied very hard every day. He passed the test.

advanced: He passed the test by studying very hard every day.

2. Do not use the wrong verb form.

wrong: Julia learned English by listen to the radio every night.

correct: Julia learned English by listening to the radio every night.

3. Do not use **don't**, **doesn't**, or **didn't** with this grammar construction.

wrong: You made the teacher angry by don't coming to class on time.

correct: You made the teacher angry by not coming to class on time.

4. Do not confuse **to + VERB** with **VERB + -ing**. We use **to + VERB** (or **in order to + VERB**) to tell why; we use **VERB + -ing** to tell how.

How did you learn to speak Italian?

wrong: To listen to cassettes every evening.

correct: By listening to cassettes every evening.

Why did you learn Italian?

wrong: By getting a job with an Italian company.

correct: To get a job with an Italian company.

correct: In order to get a job with an Italian company.

Exercise 7. Write the correct form of one of the verbs on the line. Follow the example.

step say search take work count write fry

1. Billy learned the new vocabulary by saying each word aloud five times.
2. Mrs. Prince cooked the chicken by _____ it in olive oil.
3. Some people fall asleep by _____ sheep.
4. Our teacher always begins every class by _____ the date on the blackboard.
5. He hurt his foot seriously by _____ on a piece of glass.
6. We saved some money by _____ the later flight.
7. Frank found a good job by _____ in the newspaper.
8. I got enough money to buy a used car by _____ two jobs for a year.

Exercise 8. Answer the question. Try to use *by + VERB + -ing* in your answer.

1. How can students learn English quickly?

2. How can people lose weight?

3. How can drivers avoid accidents?

4. How can someone learn to cook well?

5. How can you find a place when you're lost?

6. How can students improve their pronunciation quickly?

Exercise 9. Underline the correct verb form. Follow the example.

1. She learned to play the piano so well (by practicing, to practice) every day.
2. We cut up the onions (by making, to make) stew.

Exercise 11. Multiple Choice. Circle the letter of the correct answer.

1. There was a _____ noise, and then we heard someone open the door.
(A) by sudden (C) suddenly
(B) with sudden (D) sudden
2. "I got another speeding ticket yesterday."
"That's awful. If you don't drive more _____, you're going to have an accident."
(A) careful (C) carefully
(B) care (D) with care
3. "So how did he send you the money so quickly?"
"He sent it _____ wire."
(A) by (C) for
(B) at (D) with
4. "Julia's pronunciation in English is excellent, isn't it?"
"Yes, it is. She improved it by _____ to cassettes day after day."
(A) listen (C) to listen
(B) listening (D) listened
5. "_____ did you lose so much weight?"
"By exercising every morning before I went to work."
(A) Why (C) What
(B) Which (D) How
6. The speed skater finished the race _____ a smile. She knew that she might win.
(A) by (C) for
(B) at (D) with
7. "Wow, Luke is a very good singer."
"That's true, but his cousin Anne can sing _____, too."
(A) good (C) well
(B) hardly (D) likely
8. "How did you get ideas for decorating your house?"
"_____ at lots of magazines."
(A) To looking (C) To look
(B) By looking (D) By look

Exercise 12. Review Test

Part 1. Read these sentences. Fill in the blanks with *by* or *with*.

1. *Sam*: How did you get such a good deal on this car?

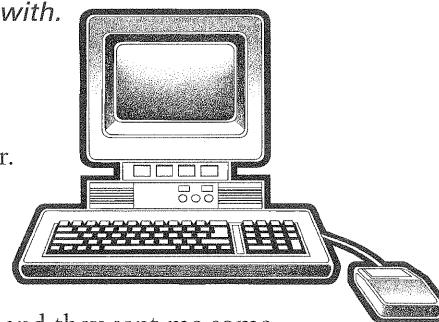
Bob: _____ doing a little research on the computer.

Sam: What do you mean?

Bob: I found out the real price of the car _____
searching the web. Then I contacted a car company and they sent me some
information _____ e-mail.

Sam: So you were able to find out everything _____ your old computer?

Bob: It may be old, but it works just fine.



2. *Cindy*: I need to get this package to New York for a meeting tomorrow.

Wes: Then you'll have to send it _____ overnight delivery.

Cindy: But isn't that expensive? I don't have any cash right now.

Wes: Well, it isn't cheap, but the package will be there tomorrow, and you
can pay _____ credit card.

Part 2. Circle the correct word.

1. If you call Peter (quick, quickly), there's a chance he still might be home.

2. In order to play golf (good, well), you have to practice every day.

3. He was running so (hard, hardly) that he couldn't even talk.

4. There are always lots of birds on the beach when we have (clear, clearly)
weather.



Part 3. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

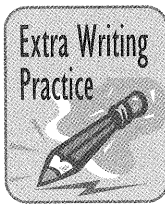
correct wrong 1. He learned to speak Spanish by watching Spanish movies.

correct wrong 2. I wrote my boss a letter to complain about my salary.

correct wrong 3. You can pay by credit card or by check.

correct wrong 4. If the company receives your payment lately, you have to pay an
extra ten percent.

- correct wrong 5. By no arriving to the interview on time, Joe lost a chance of getting a great job.
- correct wrong 6. The best way to cook broccoli is by fry it in sesame seed oil.
- correct wrong 7. By driving to Boston, we were able to see many small towns.
- correct wrong 8. To drive to Boston, we had to drive through many small towns.



Situation: A friend has written a letter to you in which she asks you how to make (the name of a kind of food). Your grandmother taught your mother and your mother taught you how to make this dish. Write a small note to your friend telling how to make this dish.

Be sure to practice several of the grammar items from this unit. Be sure to include at least three adverbs of manner and three descriptive adjectives. * Try to use *with* + NOUN and *by* + NOUN and *by* + GERUND in your reply. For example, you might write, "You should make this meat sauce with the finest ground beef" or "An electric mixer will combine the ingredients quickly, but don't use one. You should do this by hand." Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

*Do not use just possessive adjectives (e.g., "your books") or numerical adjectives (e.g., "five books"). Use descriptive adjectives such as "a cold, windy evening" or "some old, faded T-shirts."

Unit 6

Prepositions after Verbs and Adjectives

1. VERB + PREPOSITION

2. ADJECTIVE + PREPOSITION



VERB + PREPOSITION

Most verbs in English can be followed by a noun (or pronoun). These are called **transitive verbs**. Examples include **eat**, **write**, and **expect**.

	subject	+	VERB	+	object
<i>examples:</i>	The children		have eaten		all the candy.
	I		didn't write		two letters.
	Nobody		expected		such a hard test.

Other verbs cannot be followed by an object. These verbs are called **intransitive verbs**. Intransitive verbs require a preposition between the verb and the object.

Three common examples of intransitive verbs in English are **look**, **listen**, and **wait**. To make a sentence with **look** followed by an object, it is necessary to include the

preposition **at**. In English, you cannot **look something**. In English, you can only **look at something**. The verbs **listen** and **wait** are similar, but they require different prepositions.

Remember: **look AT** something, **listen TO** something, **wait FOR** someone

The verbs in this group are difficult for two reasons. First, in some languages, these verbs do not use any preposition. They are followed by an object and are therefore transitive. In English, however, these verbs are intransitive and must have a preposition.

The second difficulty for students is remembering which preposition goes with which verb. There are no rules to help you remember to say, “look AT” instead of “look BY” or “look ON.” An excellent way to remember these verb and preposition combinations is to practice saying them aloud over and over. Pay attention to this in the speaking activities in this book. Some students also find it helpful to compare the preposition that English uses with the preposition that their language uses (if any) with that same verb.

VERB + PREPOSITION

Example Sentences

agree with	I agree with Bill.
approve of	Do you approve of the idea?
ask (someone) for	They asked me for my credit card expiration date.
belong to	The green car belongs to Amy.
complain about	Where can I complain about the cost of these tickets?
concentrate on	It was noisy in the room, so I couldn't concentrate on my homework.
consist of	The lunch special consists of one kind of meat and two vegetables.
count on	If she's your friend, then you can count on her.
depend on	For the past two years, I've depended on my dad for money.
forget about	Did you forget about the meeting tomorrow night?
give (something) to	When you are done with calculator, please give it to José.
happen to	What happened to Pablo?
listen to	He never listens to the teacher.
look at	Can you type without looking at the computer?
look for	I waste a lot of time just looking for my keys.
look forward to	Fran is really looking forward to the trip.
remind (someone) of	That song reminds me of my university days.
speak to	I spoke to Mike for a few minutes.
speak with*	You should speak with the doctor as soon as possible.
talk to	When did you talk to Melissa?
talk with*	It's important for you to talk with the doctor today.
thank (someone) for	She thanked her for the money.
think of	I'm trying to think of the best way to fix this broken pipe.
wait for	How long do you usually wait for the bus in the morning?
write to	Could you write to Jay and me?

*In these examples, **with** is used in a more formal or serious situation than **to**.

Exercise 1. Underline the correct pronoun. Follow the examples.

1. I agree (to, for, with) you on this topic.
2. Do you approve (of, with, at) her proposal?
3. Why did he ask me (with, for, on) my I.D.?
4. Whose green sweater is this? Who does it belong (by, for, to)?
5. The president is depending (to, with, on) getting votes from lots of young people.
6. The guest was complaining (about, for, with) the dirty towels.
7. When did you give the letters (for, at, to) your mom?
8. Look at your car! What happened (on, by, to) it?
9. Listen (at, for, to) me! You need to pay better attention in class.
10. I went to the beach to look (at, with, by) the waves crashing on the shore.
11. I'm really looking forward (by, since, to) my vacation next week.
12. You remind me (for, by, of) my old girlfriend.
13. I was lonely there. I didn't have anyone that I could talk (on, by, to).
14. Thank you (for, with, to) your time and help.
15. I heard about the bad news, so I'm trying to think (for, with, of) something good.
16. We waited (for, to, at) Bill for twenty minutes. We'll leave without him next time!
17. If you don't concentrate (in, on, to) your classes, you'll never learn English well.
18. How could you forget (for, in, about) Susan's birthday party? She was so disappointed that you didn't come.

Exercise 2. Circle the verb and then fill in the missing prepositions. Try to concentrate on the verb and preposition combinations.

1. We are looking forward to our trip next week. We want to thank you again _____ letting us use your apartment while we are in Los Angeles.
2. I was in the library all afternoon. I was looking _____ an article about a new computer technology. The quality of the paper that I have to write really depends a lot _____ whether or not I can find that article.

3. What a beautiful car! It reminds me a little _____ the first car I had. And I totally agree _____ you that red and green are the best colors for a new car. If I can think _____ a way to earn more money, I might get a new car next fall.



4. If you don't like the food at this hotel, you should complain _____ it by writing a letter to the company president. He is in charge of our budget, and that's what controls what we can or cannot serve. If you expect to see any changes, then I would suggest that you write _____ Mr. Will Miller, the company president. He is always interested in hearing from customers. He really listens _____ what they tell him. I don't think you'll have to wait very long _____ a response from him. He's usually extremely prompt.

ADJECTIVE + PREPOSITION

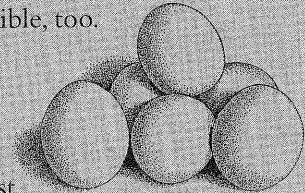
This list consists of frequently used adjectives and words functioning as adjectives and their corresponding prepositions. Sometimes other prepositions are possible, too.

be + ADJECTIVE + PREPOSITION

Example Sentences

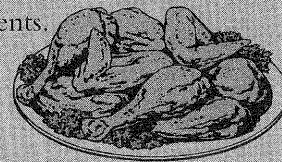
be accustomed to
be acquainted with
be afraid of
be angry at
be ashamed of
be aware of
be bad at
be bored with/by
be composed of
be confused about
be convinced of
be crazy about
be curious about
be different from
be disappointed in/with
be done with
be envious of
be excited about
be exhausted from
be familiar with

I'm **accustomed to** eggs for breakfast.
Are you **acquainted with** Picasso's works?
He's **afraid of** spiders.
Why are you so **angry at** her?
She's **ashamed of** what she did.
We were not **aware of** any problems with the car.
She's **bad at** tennis.
I was **bored with** the play, so I left.
Water is **composed of** hydrogen and oxygen.
I'm so **confused about** this situation.
The government is **convinced of** the need to increase taxes.
Why are you so **crazy about** baseball?
I'm **curious about** her past.
How is this paint **different from** that paint?
We were **disappointed with** the food.
Are you **done with** the homework?
I'm **envious of** your ability to sing.
He's **excited about** going* on vacation next week.
I was **exhausted from** the trip.
Are you **familiar with** this road?



be famous for
 be finished with
 be far from
 be fed up with
 be full of
 be good at
 be guilty of
 be happy about
 be harmful to
 be impressed by/with
 be innocent of
 be interested in
 be jealous of
 be known for
 be made of/from
 be married to
 be opposed to
 be polite to
 be proud of
 be related to
 be ready for
 be relevant to
 be responsible for
 be satisfied with
 be scared of
 be sick of
 be similar to
 be sorry about
 be successful in
 be surprised at/by
 be tired of
 be tired from
 be used to
 be worried about

Switzerland is **famous for** its watches.
 Are you **finished with** the computer?
 India is **far from** Canada.
 I was **fed up with** the service at my bank, so I changed banks.
 The car was **full of** suitcases.
 Are you **good at** sports?
 I think he is **guilty of** taking the money.
 Everyone was **happy about** the results of the game.
 Smoking is **harmful to** everyone's health.
 We were **impressed with** the service at the restaurant.
 Do you think he is **innocent of** the crime?
 Are you **interested in** going to the beach with me?
 I'm **jealous of** her! She's so lucky!
 Korea is **known for** its spicy kim chee.
 Mayonnaise is **made of** egg yolks and vegetable oil.
 He was **married to** someone else when I first met him.
 I'm **opposed to** eating at that restaurant again.
 He is always so **polite to** everyone.
 I'm so **proud of** my son's accomplishments.
 Are you **related to** Donald Sibber?
 Are you **ready for** some dessert now?
 That is not **relevant to** this topic.
 You are **responsible for** your children's actions.
 Are you **satisfied with** the president's work so far?
 We aren't **scared of** anyone or anything.
 I'm **sick of** eating tuna fish sandwiches every day!
 Italian is **similar to** Spanish.
 I'm **sorry about** spilling coffee on your shirt.
 He was very **successful in** the carpet industry.
 No one was **surprised at** the election results.
 We are **tired of** eating chicken every day.
 We are **tired from** working in the yard today.
 Kim and Hank are **used to** waking up early.
 We are not **worried about** arriving late.



*Note that if there is a verb after a preposition, the verb is in the gerund form. For more information, see Unit 9.

CAREFUL! Watch out for these common mistakes.

- Do not use the wrong preposition with an adjective.
wrong: She is similar for her sister.
correct: She is similar to her sister.
- Don't forget to use a form of the verb **to be** if necessary.
wrong: She disappointed with the results of her test.
correct: She was disappointed with the results of her test.

3. Don't confuse **used to + VERB** (past repeated actions) with **be + used to** (a habit or custom). **Be + used to + VERB + -ing** is the same as **be + accustomed to + VERB + -ing**.

wrong: We didn't eat hot dogs before coming here, but now we used to eat them.

correct: We didn't eat hot dogs before coming here, but now we're used to eating them.

Exercise 3. Matching. Underline the adjective in the phrases in the left column. Then connect the phrases in the right column with the correct beginning phrase in the left column. Write the letter of the correct ending on the line. Pay attention to the ADJECTIVE + PREPOSITION combinations. Follow the example.

- | | |
|---|--------------------------------------|
| <u> E </u> 1. I've never been very <u>good</u> | A. about her great test score. |
| <u> </u> 2. I don't know why you are so scared | B. from lifting boxes all day today. |
| <u> </u> 3. Macaroni is similar | C. of eating tuna fish every day. |
| <u> </u> 4. Of course she was happy | D. of snakes. |
| <u> </u> 5. Alaska is known | E. at algebra. |
| <u> </u> 6. Not again! I'm tired | F. to spaghetti. |
| <u> </u> 7. My arms hurt. They're tired | G. for its scenery. |
| <u> </u> 8. No one was very interested | H. in going on the trip. |



Exercise 4. Fill in the blank with the correct preposition. Use each one once.

in at to from with for about of

- Are you ready _____ the big exam tomorrow?
- The museum is not so far _____ my house, so sometimes I walk there.
- Jack was fed up _____ his neighbors' noise, so he called the police.
- Mrs. Kim was so proud _____ her son when he won the essay contest.
- It is well known that smoking is extremely harmful _____ human beings.
- I heard that Gary has been very successful _____ his new position.
- When she gets angry _____ someone, her face turns dark red.
- I'm really sorry _____ spilling my soda on your carpet.

Exercise 5. Grouping Activity. Write the adjectives from the list on pages 86–87 in the correct preposition group. Sometimes an adjective may be in more than one group. Follow the examples.

of

1. be afraid of
2. be _____ of
3. be _____ of
4. be _____ of
5. be _____ of
6. be _____ of
7. be _____ of
8. be _____ of
9. be _____ of
10. be _____ of
11. be _____ of
12. be _____ of
13. be _____ of
14. be _____ of
15. be _____ of

to

1. be accustomed to
2. be _____ to
3. be _____ to
4. be _____ to
5. be _____ to
6. be _____ to
7. be _____ to
8. be _____ to
9. be _____ to

with

1. be _____ with
2. be _____ with
3. be _____ with
4. be _____ with
5. be _____ with
6. be _____ with
7. be _____ with
8. be _____ with
9. be _____ with

at

1. be _____ at
2. be _____ at
3. be _____ at
4. be _____ at

about

1. be _____ about
2. be _____ about
3. be _____ about
4. be _____ about
5. be _____ about
6. be _____ about
7. be _____ about

for

1. be _____ for
2. be _____ for
3. be _____ for
4. be _____ for

Exercise 6. Write the correct prepositions on the lines. Follow the examples.

- | | | | | | |
|--------------------|----------------|-------------------|-------|------------------|-------|
| 1. be confused | <u>about</u> | 19. be convinced | _____ | 37. be harmful | _____ |
| 2. be disappointed | <u>in/with</u> | 20. be aware | _____ | 38. be excited | _____ |
| 3. be bad | _____ | 21. be angry | _____ | 39. be happy | _____ |
| 4. be ashamed | _____ | 22. be exhausted | _____ | 40. be familiar | _____ |
| 5. be guilty | _____ | 23. be impressed | _____ | 41. be tired | _____ |
| 6. be proud | _____ | 24. be related | _____ | 42. be innocent | _____ |
| 7. be afraid | _____ | 25. be married | _____ | 43. be opposed | _____ |
| 8. be polite | _____ | 26. be finished | _____ | 44. be far | _____ |
| 9. be tired | _____ | 27. be ready | _____ | 45. be relevant | _____ |
| 10. be responsible | _____ | 28. be satisfied | _____ | 46. be scared | _____ |
| 11. be acquainted | _____ | 29. be done | _____ | 47. be envious | _____ |
| 12. be used | _____ | 30. be worried | _____ | 48. be fed up | _____ |
| 13. be interested | _____ | 31. be jealous | _____ | 49. be known | _____ |
| 14. be made | _____ | 32. be crazy | _____ | 50. be curious | _____ |
| 15. be different | _____ | 33. be famous | _____ | 51. be bored | _____ |
| 16. be composed | _____ | 34. be accustomed | _____ | 52. be full | _____ |
| 17. be good | _____ | 35. be sick | _____ | 53. be similar | _____ |
| 18. be sorry | _____ | 36. be successful | _____ | 54. be surprised | _____ |

Exercise 7. *Used To vs. Be Used To.* Fill in the blanks with the missing words. Sometimes you may have to use a negative. Follow the examples.

- When I was a child, I used to hate onions, but now I love them.
- When I was a child, I was used to waking up early in the morning, but I can't do that now.
- I lived in Japan in 1994. When I left Japan, I _____ eating sushi.
- When I lived in Japan, I _____ eat sushi once or twice a week.
- Some people say that children _____ be more polite than they are now.
- Driving in Canada is easy for me because I _____ driving on the right side of the road.

7. I don't like this new diet. I _____ eating so many green vegetables.
8. What a beautiful flower garden! When I was in junior high, I _____ have a flower garden, too.

CHALLENGE

An adult student wrote this sentence: "I was used to have a dog when I was a kid, but it died." Is this sentence correct? If not, how would you change it?

Speaking Activity

Exercise 8. Speaking Activity: Twenty Points

Step 1. Choose any ten ADJECTIVE + PREPOSITION combinations from the list on pages 86–87. Write them in the first two columns below.

Step 2. Work with a partner. Student A will call out one of the adjectives from the list on this page. Student B must respond with the correct preposition. A correct answer the first time gets two points and the second time one point. (No points are given for more than two tries.) Therefore, a perfect score would be twenty points. Write your partner's points in the column on the right. After A has asked B ten adjectives, then B can ask A ten adjectives.

example: A: "Number 1. Similar."
 B: "Similar to."
 A: "Correct. Two points. Number 2. Good."
 B: "Good in."
 A: "No, that's not correct. Try again. Good."
 B: "Good at."
 A: "Yes, that's correct. One point. Now your total score is three points. Number 3. Curious."

Adjective	Preposition	Your Partner's Points
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____


**Speaking
Activity**
Exercise 9. Speaking Activity: Pair Conversation

- Step 1.** Work with a partner. Write an original conversation using six to ten of the ADJECTIVE + PREPOSITION combinations from the list on pages 86–87. Underline all of the ADJECTIVE + PREPOSITION combinations.
- Step 2.** Make sure that both of your books are the same. When you finish, ask another student to check your work.
- Step 3.** Present your conversation to the class. Both of you should stand at the front of the room and read your conversation. Speak clearly and be energetic when you perform. Be especially sure to pronounce the ADJECTIVE + PREPOSITION combinations loudly and clearly.

Before you read the conversation to your classmates, read just the adjectives that you have used and let other classmates tell you the prepositions. For example, if you used *jealous* in your conversation, say, “jealous” and wait until someone says, “jealous of.”

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

A: _____

B: _____

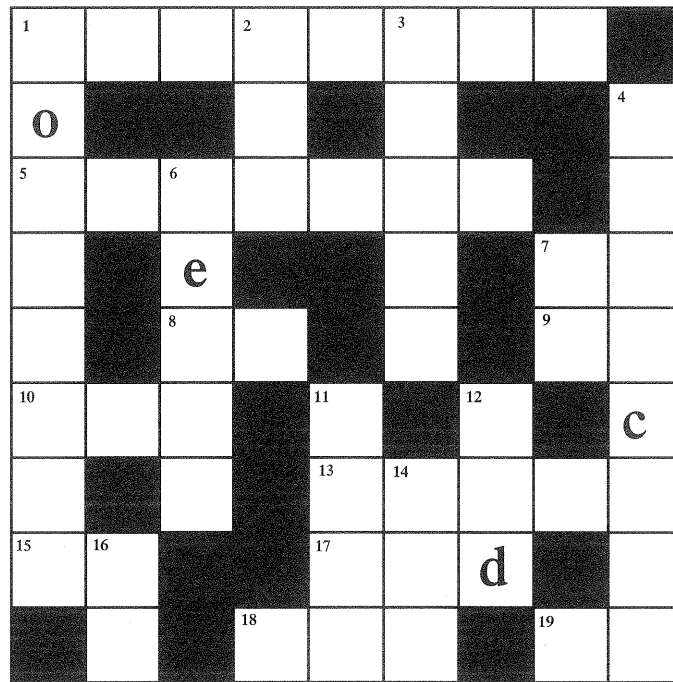
A: _____

B: _____

Speaking Activity

Exercise 10a. Speaking Activity: Crossword Puzzle, Student A

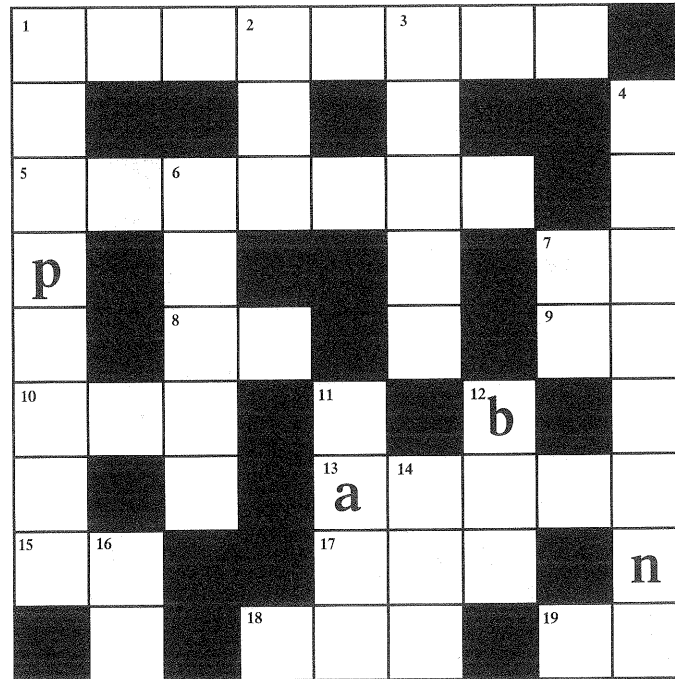
Two students work together. Use the clues on this page to fill in as many of the words as possible. Then take turns asking each other questions about the information that is missing from the puzzle. Student A works on the first crossword puzzle while student B works on the second crossword puzzle. Do NOT look at your partner's puzzle at any time.



- | | |
|---|--|
| <p><i>Across</i></p> <p>1. I don't know what to do in this situation. I'm so _____ about what to do!</p> <p>5. She is Mrs. Smith. This means that she's _____ to Mr. Smith.</p> <p>8. I'm angry _____ Sam for what he did.</p> <p>10. the opposite of happy</p> <p>15. the simple form of "done"</p> <p>18. a dozen minus two</p> | <p><i>Down</i></p> <p>1. A poem is _____ of words.</p> <p>2. I needed a pencil, so I asked Jim _____ one.</p> <p>4. not guilty of a crime</p> <p>7. What happened to my car? Look at _____. Someone hit my car!</p> <p>12. I can't do math. I'm _____ at it.</p> <p>16. I don't approve _____ this plan.</p> |
|---|--|

**Speaking
Activity**
Exercise 10b. Speaking Activity: Crossword Puzzle, Student B

Two students work together. Use the clues on this page to fill in as many of the words as possible. Then take turns asking each other questions about the information that is missing from the puzzle. Student B works on the second crossword puzzle while student A works on the first crossword puzzle. Do NOT look at your partner's puzzle at any time.


Across

1. I wrote my answers in the wrong place. I was _____ about where to write them.
7. She is very successful _____ her business.
9. I'm really looking forward _____ seeing the basketball game tonight.
13. Are you _____ of any problems with this computer? I don't know of any.
17. past tense of 15 across
18. an even number between 7 and 11
19. We were so surprised _____ what she did.

Down

1. The UN Security Council is _____ of five permanent members.
3. If you're not feeling well, then you ought to _____ with your doctor.
6. Are you _____ for your big trip tomorrow? Have you packed?
11. This watch was _____ in Switzerland.
14. The past tense of this present tense form of a verb sounds like the number "one."
16. I'm tired _____ doing this work alone. Help me!

Exercise 11. Multiple Choice. Circle the letter of the correct answer.

1. "Did you do a lot of things with your father when you were younger?"
 "Definitely. My dad and I _____ fishing a couple of times a month."
 (A) used to go (C) used to going
 (B) were used to go (D) were going to use
2. "What is the lunch special?"
 "Today's special consists _____ fried or baked chicken, a salad, and a vegetable."
 (A) in (C) for
 (B) to (D) of
3. "How do you have enough money to live? Your salary is pretty low."*
 "Actually, I depend _____ my parents for help."
 (A) with (C) to
 (B) on (D) in
4. "What do you think of her work?"
 "I'm _____ about her art. She's great!"
 (A) crazy (C) envious
 (B) impressed (D) proud
5. "Your trip is the day after tomorrow, isn't it?"
 "Yes, and I'm so excited _____ to Brazil."
 (A) for go (C) for going
 (B) about go (D) about going
6. "How was your vacation?"
 "We had a great time, but we're exhausted _____ being on the go for twenty days."
 (A) to (C) from
 (B) for (D) about



*This conversation deals with money, a topic that is considered personal. The two people in this conversation are probably very close friends.

7. "Why are you opposed _____ the new plan?"

"I don't know. I don't like it at all."

- (A) for (C) of
(B) to (D) about

8. "Who is _____ for what happened?"

"I believe it's Mr. Wheeler."

- (A) accustomed (C) envious
(B) responsible (D) fed up

Exercise 12. Review Test

Part 1. Read this short conversation. Fill in the blanks with the missing prepositions.

Barb: What happened _____ Maria?

Larry: She had a bike accident. She ran into another cyclist.

Barb: Is she OK?

Larry: She's going to be fine, but the bike is useless now.

Barb: Who did the bike belong _____?

Larry: It was hers. She bought it three days ago.

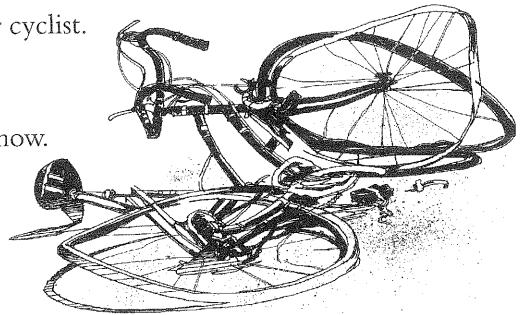
Barb: Her parents let her buy a bike?

Larry: They were opposed _____ her buying a new bike. Even though they didn't approve _____ her decision to buy a bike, they gave her some money to help pay for it.

Barb: So whose fault was the accident? Maria's or the other cyclist's?

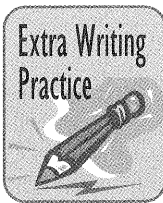
Larry: Well, the answer depends _____ whose story you believe. Maria says that she was in the right, but the other cyclist claims that he didn't do anything wrong either.

Barb: I hope everything turns out OK. I know Maria's father must be very worried _____ her.



Part 2. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

- correct wrong 1. Japanese rice is not similar to American rice.
- correct wrong 2. The teacher was so fed up with Jack's bad manners that she asked him to leave the room.
- correct wrong 3. My grandfather used to own a small store on Greene Street.
- correct wrong 4. I don't think it's a good idea to count with your parents for help now.
- correct wrong 5. In general, I agree to you that I was not polite to you. I'm sorry.
- correct wrong 6. That's a bad idea. I'm very much opposed to buy a new car now.
- correct wrong 7. Is this article relevant to the essay that you are writing for Dr. Fender?
- correct wrong 8. I always have to wait the bus after school, and this is a waste of time.



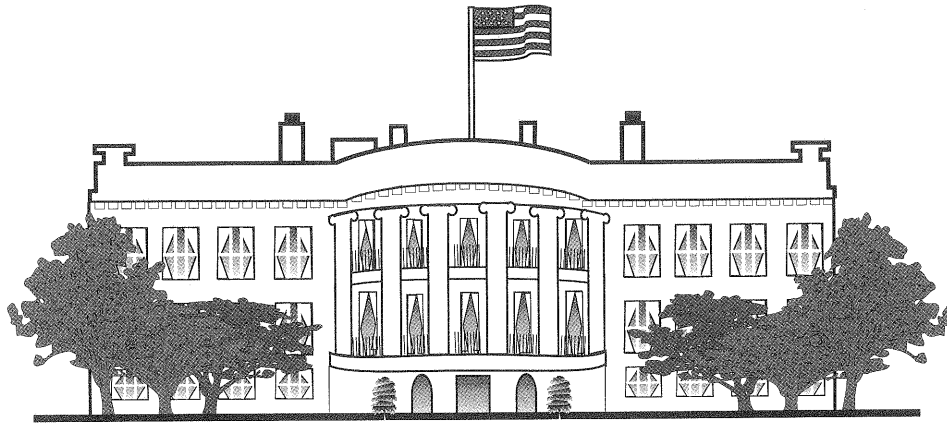
Situation: Write a dialogue in which two or three students are discussing two of their classes. One class is the math class taught by Ms. Palacio and the other is the English class taught by Mr. Ivone. The students are talking about why they think each of the classes is good or bad. They are also talking about each teacher's classroom policies.

Be sure to practice several VERB + PREPOSITION or ADJECTIVE + PREPOSITION combinations that you have seen in this unit. For example, one of the students might say, "You know, I'm not very good at math, but I like Mr. Ivone's class, and I look forward to it every day." Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

Unit 7

Passive Voice

1. form: *be* + PAST PARTICIPLE
2. usage
3. passive forms used as adjectives (*closed*)
4. passive forms (past participle) plus preposition
5. *-ing* vs. *-ed* adjectives (participial adjectives) (*interesting* vs. *interested*)



The residence of the president of the United States **IS CALLED** the White House.
The current White House **WAS BUILT** in 1818.
The original White House **WAS DESTROYED** in a fire in 1814.

	Active Voice	Passive Voice
	VERB	<i>be</i> + PAST PARTICIPLE
present	I wash my car every Saturday.	My car is washed every Saturday.
past	Shakespeare wrote that play.	That play was written by Shakespeare.
present progressive	They are making a special plan.	A special plan is being made .
<i>be</i> + going to	They're going to build a house here.	A house is going to be built here.
modals	The government should prohibit the sale of cigarettes.	The sale of cigarettes should be prohibited by the government.

have to	We have to clean the house today.	The house has to be cleaned today.
past progressive	They were still cooking when the guests started to arrive.	The food was still being cooked when the guests started to arrive.
present perfect	People have officially celebrated Mother's Day since 1914.	Mother's Day has officially been celebrated since 1914.

Active Voice

A common sentence pattern in English is **subject + VERB + object**. In these sentences, the most important topic is the person or thing that is doing the action (the "doer" of the action). In these sentences, the subject is the doer of the action. This is called **active voice**. Can you identify the three parts (subject, verb, and object) in these example sentences?

- (A) The people of France gave the Statue of Liberty to the United States.
- (B) Leonardo da Vinci painted the famous *Mona Lisa*.
- (C) We will make a decision about our trip by tomorrow.
- (D) The people reelected George Washington for a second term in 1792.

In these four sentences with active voice, the emphasis is on **the people of France, Leonardo da Vinci, we, and the people**.

Passive Voice

Sentences in passive voice also begin with a subject and have a verb, but the subject here is *not* the doer of the action. In passive voice, the subject is the person or thing that "receives" the action of the verb. Here are the same four examples from above, but they are in passive voice. Can you see the differences?

- (A) The Statue of Liberty was given to the United States by the people of France.
- (B) The famous *Mona Lisa* was painted by Leonardo da Vinci.
- (C) A decision about our trip will be made by tomorrow.
- (D) George Washington was reelected for a second term in 1792.

In these sentences with passive voice, the emphasis is on **the Statue of Liberty, the famous Mona Lisa, a decision about our trip, and George Washington**.

Usage

In general, we use passive voice when the doer of the action is not the most important thing. In passive voice, the subject of the sentence is the receiver of the action. The subject can be either a person or a thing.

If you want to name the doer in a passive voice sentence, you can use a **by + doer** phrase. You can see this in examples (A) and (B). However, sometimes it sounds strange to name the doer. You should not name the doer when it is not new information. For example, in (D), we know that every president is elected by the people, so it is not usual to say, "President Washington was reelected by the people for a second term in 1792." The phrase **by the people** does not tell us any new or important information.

Passive voice is more common in written language than in spoken language, but it occurs in both. Passive voice is more common in formal, planned language than it is in informal, ordinary conversations, but it can occur in all of these situations.

Form

The passive voice is composed of the verb **be** and the past participle. The verb **be** should be in the correct tense to indicate the time of the action. In addition, it should also be singular or plural according to the number of the subject.

When you change a verb from active voice to passive voice, a helpful hint is to count the number of verb parts in the active sentence and then add one. The number of verb parts in the passive sentence is always one more than the number of verb parts in the active sentence. This is due to the addition of a form of the verb **be** to the passive sentence.

Pay attention to the number of verb parts in these active and passive sentences.

Active

People write Arabic from right to left.

1

The vice president will lead the meeting.

1 2

Local artists are going to do the paintings.

1 2 3 4

Passive

Arabic is written from right to left.

1 2

The meeting will be led by the vice president.

1 2 3

The paintings are going to be done by local artists.

1 2 3 4 5

CAREFUL! Do not make these common mistakes.

- Do not use active voice when you should use passive voice.

wrong: The final exam will give on May 19th.

correct: The final exam will be given on May 19th.

unusual: The man bit the dog. (grammatically possible but not probable!)

correct: The man was bitten by the dog.

- Do not forget to use a form of **be** in the passive voice.

wrong: This letter sent to the wrong address.

correct: This letter was sent to the wrong address.

wrong: I don't have my car today. It's fixed.
correct: I don't have my car today. It's being fixed.

3. Do not use the **by + doer** phrase if the information is not new or important.

unusual: President Clinton was elected by the people in 1992.

usual: President Clinton was elected in 1992.

unusual: When red and white paints are mixed by someone, the result is pink paint.

usual: When red and white paints are mixed, the result is pink paint.

4. Some verbs can *never* be in passive voice. These verbs* do not have an object in active voice, so they cannot be changed to passive voice. Examples of verbs that are never used in passive voice are **happen, die, arrive, exit, depart** (many verbs of motion).

wrong: The accident was happened late last night.

correct: The accident happened late last night.

wrong: Five people were died in the plane crash.

correct: Five people died in the plane crash.

wrong: When we were arrived at the party, it began to rain heavily.

correct: When we arrived at the party, it began to rain heavily.

*These verbs are called **intransitive verbs**. See unit 6, pages 83–84, for more information.

Exercise 1. Fill in the correct passive voice forms for the active voice phrase. Follow the example.

	<i>Active Voice</i>	<i>Passive Voice</i>
present tense	People do X.	X _____ <i>is done</i> _____
present progressive tense	People are doing X.	X _____
past tense	People did X.	X _____
modals	People should do X.	X _____
	People might do X.	X _____
<i>have to</i>	People have to do X.	X _____
<i>be + going to</i>	People are going to do X.	X _____
past progressive tense	People were doing X.	X _____
present perfect tense	People have done X.	X _____

Exercise 2. Fill in the blanks with the correct active or passive voice forms. Follow the example.

Active

- Bell invented the telephone in 1876.
- Native speakers write English from left to right.
- When _____ doctors _____ a cure for AIDS?
- The owners have sold the historic hotel to a group of buyers from Japan.
- Of course you should take a practice test before taking the real TOEFL.
- We _____ all of the work by 4 P.M.
- We _____ all of the work by 4 P.M.
- OK, we have finished all of the work. Now we can go home.
- They _____ lunch when the fire started.
- We built this house in 1952.

Passive

- The telephone was invented by Bell in 1876.
- English _____ from left to right.
- When will a cure for AIDS be found?
- The historic hotel _____ to a group of buyers from Japan.
- Of course a practice test _____ before taking the real TOEFL.
- All of the work is going to be finished by 4 P.M.
- All of the work was finished by 4 P.M.
- All of the work _____ . Now we can go home.
- Lunch was being cooked when the fire started.
- This house _____ in 1952.



Exercise 3. Underline the correct verb forms. Follow the example.

- If blue paint (mixes, is mixed) with yellow paint, what color paint do you get?
- The taxi driver (took, was taken) the tourists from the airport to their hotel.
- Temperature in the United States (measures, is measured) with the Fahrenheit scale.
- Fresh fish can (fry or bake, be fried or baked). It can (serve, be served) with french fries or a baked potato.

5. If you (take, are taken) photos in the shade, they might not look so good.
6. The current White House (builds, is built, built, was built) in 1818.
7. Peter (fired, was fired) because he (didn't attend, wasn't attended) the training session.
8. In Japan, people (eat, are eaten) rice with nothing on it. However, in the U.S. and Canada, rice usually (eats, ate, is eating, is eaten) with some kind of meat or gravy.
9. He (learned, was learned) all the vocabulary by writing each word five times.
10. The driver's license exam (gives, is giving, is given) every Tuesday and Friday morning.

Exercise 4. Fill in the blanks in this job advertisement with the correct forms of the verbs in parentheses. Follow the example.

Wanted: Spanish Instructor

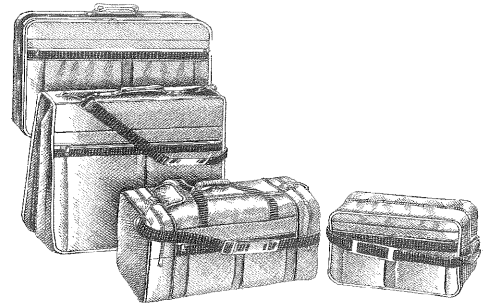
Jamestown High School (look) is looking for a Spanish instructor for upcoming fall classes. The ideal candidate (teach) _____ Spanish for at least three years. The top candidates will (interview) _____ by school administrators at the job fair at the University of Rutford next week. Resumes should (send) _____ to Rita Williams at Jamestown High School, 4718 Thomas Street, Jamestown, FL 33410. Successful applicants will (call) _____ before the job fair.

Exercise 5. Matching. Form correct sentences by writing the letters of the items in the right column on the lines in the left column. In some cases there are several possible combinations, but choose the combinations that will produce ten sentences that are good in both grammar and meaning. Follow the example.

- J 1. Most of the books on the bottom shelf A. was explained in thirty minutes.
 ___ 2. The knives B. has to cut up the onions.
 ___ 3. First, the onions C. write true stories.
 ___ 4. First, the cook D. explained the lesson carefully.
 ___ 5. Really interesting authors E. must be cut up.
 ___ 6. The irregular verbs F. must be learned by heart.
 ___ 7. The serious students in the class G. learned the list by heart.
 ___ 8. The instructor H. should be put in this drawer.
 ___ 9. The easy computer program I. are written from real experience.
 ___ 10. The best stories J. were written in the early 1800s.

Exercise 6. Editing. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above. Follow the example.

- correct wrong 1. One of the most popular cars in the U.S. is made in Japan.
- correct wrong 2. From a total of fifty people, Jason was chosen the best chef.
- correct wrong 3. The weight of a passenger's suitcases limited to 44 pounds.
- correct wrong 4. When her grandfather was died, she was extremely upset.
- correct wrong 5. All of the work has done, so we can go home now.
- correct wrong 6. Thousands of people went to California in the 1840s because gold discovered there.
- correct wrong 7. When 4 is multiplied by 7, the product is 28.
- correct wrong 8. I turned on the switch, but nothing was happened.
- correct wrong 9. French is spoken by most of the people in Quebec.
- correct wrong 10. On my last exam, the teacher was marked all the errors in bright red.
- correct wrong 11. This beautiful house was constructed by builders in the 1920s.
- correct wrong 12. This beautiful house was constructed by my uncle in the 1920s.



CHALLENGE

Why is it that verbs like **die** (number 4) and **happen** (number 8) can never have a passive voice form?

Passive Forms Used as Adjectives

Sometimes it is possible to use a passive verb form as an adjective to describe a condition or state instead of an action. In this case, we use a past participle after a form of the verb **be**.

*Sentence**Notes*

The window **is closed**.

There is no action. This sentence describes the condition of the window now.

All of the checks **are gone**.

There is no action. This sentence describes the condition of the checks now.

The dinner **is cooked**. Let's eat.

There is no action. No one is cooking now. This sentence describes the condition of the dinner now.

Exercise 7. Write the passive form of the verbs in parentheses.

1. I don't like to shop on Saturday because the stores (crowd) _____.
2. I (interest) _____ in learning how to play golf.
3. Why (turn) _____ the light in this room _____ on?
4. When all of these envelopes (seal) _____, you can go home.
5. I think dinner (do) _____. Let's eat.
6. Can you tell me where the embassy is? I think I (lose) _____.
7. *Ann:* Do you have a family?
Lynn: Yes, I (marry) _____. We have a baby girl.
8. *Amy:* I'm hungry. I think I'll cook some fish.
Ben: You can't do that now. The fish (freeze) _____.
9. *Joe:* Are you from California originally?
Tim: Actually, no. I (bear)* _____ in Alaska.

*The verb *bear* means to produce something. We can use bear in active voice for animals and things. For example, we can say, "Cats often bear as many as five kittens" and "This kind of apple tree usually bears large apples in late August." It is rare to use this verb in the active voice with people. However, in passive voice we can say, "I was born in Texas" or "Both my parents were born in 1950."

10. *Jay*: What's wrong with the switch?

Pete: I don't know. It (stick) _____, and I can't get it to move.

11. *Mike*: This lamp won't work now.

Henry: Are you sure that it (plug) _____ in?

12. *Bob*: Where is Kuala Lumpur?

Ken: Kuala Lumpur (locate) _____ in Malaysia.

PAST PARTICIPLE + PREPOSITION

Here is a list of past participles that are similar to passive voice. You need to learn these combinations of **be + PAST PARTICIPLE + PREPOSITION**. (See pp. 86–87, Unit 6, for more information.)

be accustomed to	I'm accustomed to eating* eggs for breakfast.
be acquainted with	Are you acquainted with Picasso's works?
be ashamed of	She's ashamed of what she did.
be bored with/by	I was bored with the game, so I left.
be committed to	Is the senator really committed to the new educational program?
be composed of	Water is composed of hydrogen and oxygen.
be confused about	I'm so confused about this situation.
be convinced of	The governor is convinced of the need to increase taxes.
be dedicated to	Professor Brown is certainly dedicated to her job.
be devoted to	That singer is devoted to his fans.
be disappointed in/with	We were disappointed with the food.
be divorced from	I'm divorced from her now.
be done with	Are you done with the homework?
be dressed in	What was he dressed in ?
be excited about	He's excited about going* on vacation next week.
be exhausted from	I was exhausted from the trip.
be finished with	Are you finished with the computer?
be fed up with	I was fed up with the service at my bank, so I changed banks.
be impressed by/with	We were impressed with the service at the restaurant.
be interested in	Are you interested in going* to the beach with me?
be known for	Greece is known for its ancient temples.
be made of/from	Mayonnaise is made of egg yolks and vegetable oil.
be married to	She was married to someone else when I first met her.
be opposed to	I'm opposed to eating* at that restaurant again.
be related to	Are you related to Marcia Brady?
be satisfied with	Are you satisfied with the new employee's work so far?

be scared of	We aren't scared of anyone or anything.
be surprised at/by	No one was surprised at the election results.
be terrified of	Since I was a small child, I have been terrified of mice.
be tired of	We are tired of eating* peanut butter sandwiches every day.
be tired from	We are tired from working in the yard today.
be used to	Kim and Hank are used to waking* up early.
be worried about	We are not worried about your grades.

*If there is a verb after a preposition, note that the verb is in the gerund form.

Exercise 8. Fill in the blanks with the correct phrase. Be sure to include the verb *be*, the past participle, and the preposition. Follow the example.

- (oppose) I am opposed to more construction in this area.
- (excite) Of course he _____ the great news when he heard it.
- (know) France _____ its cheeses.
- (tire) Hot dogs again! I _____ eating hot dogs every day!
- (not relate) Susan may look like Sarah, but she _____ her.
- (ashamed) I can't believe you told her that! You should _____ what you have done.
- (scare) I _____ all kinds of snakes.
- (satisfy) _____ you _____ the way they fixed your car?
- (not do) You look upset. You must _____ that history paper yet.
- (confuse) Sam wants the teacher to repeat the assignment. He _____ the exact assignment.
- (acquaint) _____ you _____ Hemingway's novels and stories?
- (worry) I've never seen you this nervous. What _____ you _____?
- (compose) A good sentence _____ a subject, a verb, and additional information.
- (tire) At first, she said she would go shopping with me today, but now she says she _____ working the garden all morning, so she doesn't want to go shopping.
- (exhaust) At the end of the day, I _____ totally _____ washing the car, mowing the lawn, and washing the clothes.


**Speaking
Activity**
Exercise 9. Speaking Activity: Practice with Passive Voice. What has been done?

Situation: Today is a big housework day. You have a list of things that you will definitely do today. Right now you are in the middle of the list of housework items. Some of these things have already been done, but the others haven't been done yet. However, by the end of the day, all of these chores will have been done.

Step 1. There are twelve activities below. Put a check mark (✓) by any four of the activities. Do this in the left "Your List" column. These are the four items that have been done already.

Step 2. Next, work with a partner. Do NOT show your book to your partner. Take turns asking each other questions. Use passive voice in every question. Ask, "Has/have (chore) been done?" or "Has/Have (item) been (past participle)?" Your partner will answer either, "Yes, (the chore) has already been done" or "No, (the chore) hasn't been done yet." If the answer is YES, then you continue asking questions. If the answer is NO, then it is your partner's turn. Use passive voice in your questions and the words *already* or *yet* in your answers. Use complete sentences in your answers. Use the right "Your Partner's List" column to record which chores you have already asked about.

examples: A: Have the shirts been ironed?

B: No, the shirts haven't been ironed yet. (The answer is NO, so A writes NO by "iron the shirts" in the column on the right. The NO answer also means that it is B's turn to ask a question.)

B: Has the car been washed?

A: Yes, the car has already been washed. (The answer is YES, so B writes YES by "wash the car" in the column on the right. The YES answer also means that it is still A's turn to ask a question.)

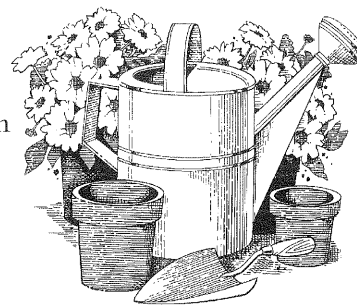
The winner is the first student who can guess all four of his or her partner's answers.

Your List

- | | |
|--------------------------|------------------------|
| ___ iron the shirts | ___ vacuum the carpet |
| ___ take out the garbage | ___ wash the car |
| ___ make the beds | ___ clean the bathroom |
| ___ do the dishes | ___ cut the grass |
| ___ mop the floors | ___ pay the bills |
| ___ do the laundry | ___ water the flowers |

Your Partner's List

- | | |
|--------------------------|------------------------|
| ___ iron the shirts | ___ vacuum the carpet |
| ___ take out the garbage | ___ wash the car |
| ___ make the beds | ___ clean the bathroom |
| ___ do the dishes | ___ cut the grass |
| ___ mop the floors | ___ pay the bills |
| ___ do the laundry | ___ water the flowers |



-ing vs. -ed Adjectives
(participial adjectives*)

We have already seen that the past participle of a verb can function as an adjective.

example: When I heard the news yesterday, I was **surprised**.

Sometimes the present participle of a verb can also function as an adjective.

example: The news was **surprising**.

-ing is for the person or thing that makes (causes) the action.

-ed (or any past participle ending) is for the person or thing that receives the action.

*The *-ing* adjective is a present participle. The *-ed* adjective is a past participle.

	The news surprised me.	Joe disappointed us.
ACTION	surprise	disappoint
Person or thing that causes the action	the news = The news was <u>surprising</u> .	Joe = Joe was <u>disappointing</u> .
person or thing that receives the action	me = I was <u>surprised</u> .	us = We were <u>disappointed</u> .

Like other descriptive adjectives, the *-ing* and *-ed* (past participle) adjectives can come directly before a noun.

examples: The most surprising thing was the bored look on the students' faces.
An overbooked flight can be a very annoying situation.
By putting frozen fish and some sauce in the microwave oven, she created an interesting but quick dinner.

Common *-ing/-ed* (or participial) Adjectives

annoying	annoyed	exciting	excited
amazing	amazed	exhausting	exhausted
amusing	amused	fascinating	fascinated
astonishing	astonished	frightening	frightened
boring	bored	horrifying	horrified
confusing	confused	interesting	interested
convincing	convinced	puzzling	puzzled
depressing	depressed	satisfying	satisfied
disappointing	disappointed	shocking	shocked
disgusting	disgusted	startling	startled
embarrassing	embarrassed	terrifying	terrified
entertaining	entertained	tiring	tired

CAREFUL! Do not make these common mistakes.

- Do not mix up when to use **-ing** and when to use **-ed** (past participle). They are completely different.

wrong: What is that annoyed sound?

correct: What is that annoying sound?

wrong: I'm boring in that class. (possible, but the meaning is different)

correct: I'm bored in that class.

- Do not forget to use an ending. Do not use just the simple verb form as an adjective.

wrong: The surprise results were on the front page of the paper.

correct: The surprising results were on the front page of the paper.

Exercise 10. Write the correct adjective form on the lines. Follow the examples.

- The movie that Jill saw last night shocked her.

(A) Jill was shocked.

(B) The movie was really shocking.

(C) Some of the scenes at the end of the movie were especially
_____.

- Patty's decision surprised everyone in the room.

(A) Her decision was _____.

(B) Everyone in the room was _____.

3. Question number five on the test perplexed Bob.
- (A) Bob had a _____ look on his face.
- (B) Question number five was _____.
- (C) Bob was _____.
4. That was the worst movie I've ever seen. It really disgusted me!
- (A) I was _____.
- (B) The whole movie was _____.
- (C) I'm sure that other people in the audience were _____, too.
- (D) The opening scene in which the soldiers were killed was too _____.
- (E) One audience member said, "What a _____ movie!"
5. Today's lesson confused all of the students.
- (A) The lesson was _____.
- (B) The teacher's explanations were _____.
- (C) The students were _____.
- (D) The _____ students are angry about the teacher's _____ explanations.

Exercise 11. Underline the correct adjective form.

1. *Ann:* I don't know what to do now. I'm so (1) (confused, confusing).
- Jack:* Maybe you should talk to your mom. She knows you're having some problems, and I'm sure she's very (2) (interested, interesting) in hearing your problems.
2. *Zina:* That book sounds (3) (interested, interesting).
- Carol:* I like the part when the people were trapped in the car in the river. They were (4) (terrified, terrifying).
- Zina:* Well, it sounds like a (5) (fascinated, fascinating) book. I'll get a copy as soon as I can.

3. *Paul:* What are you doing this weekend?

Alan: I'm driving to Miami.

Paul: What do you mean?

Alan: Why do you look so (6) (puzzled, puzzling)?

Paul: Well, that's a really (7) (tired, tiring) trip. Why are you going there?

Alan: I've been feeling sort of (8) (depressed, depressing) lately, so I've decided to do something totally different this weekend. One of my old college friends lives there, so I'm going to go visit him and his family. It'll be something different for sure.

Paul: Hey, what's up? If you need anyone to talk to, just let me know. Some people are (9) (embarrassed, embarrassing) to talk to their friends about things, but please just let me know if there's anything I can do for you.

4. *Danny:* Did you know that Susan has an (10) (amazed, amazing) stamp collection?

Linda: No, I didn't. I didn't know she was (11) (interested, interesting) in stamp collecting.

Danny: I didn't know it either, but you ought to see her collection.

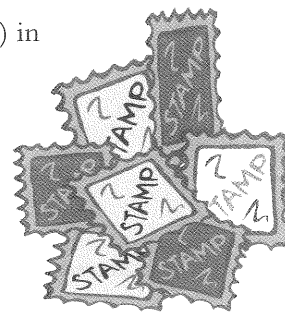
Linda: A stamp collection? You think that is (12) (interested, interesting)?

Danny: Look. I was a little (13) (puzzled, puzzling) when I first heard that she had a stamp collection, but, Linda, it's not just a stamp collection.

Linda: What do you mean?

Danny: She has over 9,000 stamps! Some of them have quite (14) (fascinated, fascinating) stories behind them. For example, she has a stamp that was issued in Britain in 1800. Can you imagine?

Linda: I thought looking at some stamps would be (15) (bored, boring), but I guess I'm wrong.



Exercise 12. Multiple Choice. Circle the letter of the correct answer.

1. "How was the restaurant last night? Was the food good?"
"My salmon _____ enough, so I had to send it back to the kitchen."
(A) wasn't cooked (C) hasn't been cooked
(B) wasn't been cooked (D) isn't cooking
2. "Are you ready to go home now?"
"Yes, I am. These letters _____ tomorrow morning, but I have to put stamps on them first."
(A) have to be sent (C) are sending
(B) must send (D) have been sent
3. "I can't believe I failed the driver's license test again."
"I know you must be _____. However, you have to keep on trying!"
(A) disappointing (C) disappointed
(B) disappoint (D) have disappointed
4. In some countries, food _____ with the right hand instead of fork and spoon.
(A) eats (C) has been eaten
(B) is eating (D) is eaten
5. The large yellow house on the corner was _____.
(A) built in 1957 by people (C) built by people
(B) built in 1957 (D) built by people in 1957
6. "What does this symbol on this toy mean?"
"Toys with that symbol _____ especially for very young children."
(A) are designing (C) are designed
(B) designed (D) should design
7. When the announcer raised his arm, he split his shirt. Of course people in the audience were totally _____ incident.
(A) surprising at this amused (C) surprising at this amusing
(B) surprised at this amusing (D) surprised at this amused

8. "Have you ever been to New York?"

"Yes, in 1995. My wife and I _____ there in the fall. The weather was so nice then."

(A) were traveled

(C) traveled

(B) have traveled

(D) have been traveled

Exercise 13. Review Test

Part 1. Fill in the blanks with the passive voice of these verbs. (Some of these verbs may be used more than once; some verbs may not be used at all.)
Be careful with the verb tenses.

choose	finish	cook	purchase	do
make	pack	worry	discover	take

1. *Joe:* Are you ready for your trip tomorrow?

Ben: Yes, I am. All of the plans _____.

Joe: What about your air ticket? And the hotel reservations?

Ben: The ticket _____ and the hotel reservations _____.

Joe: Yes, you are ready! But what about your suitcases?

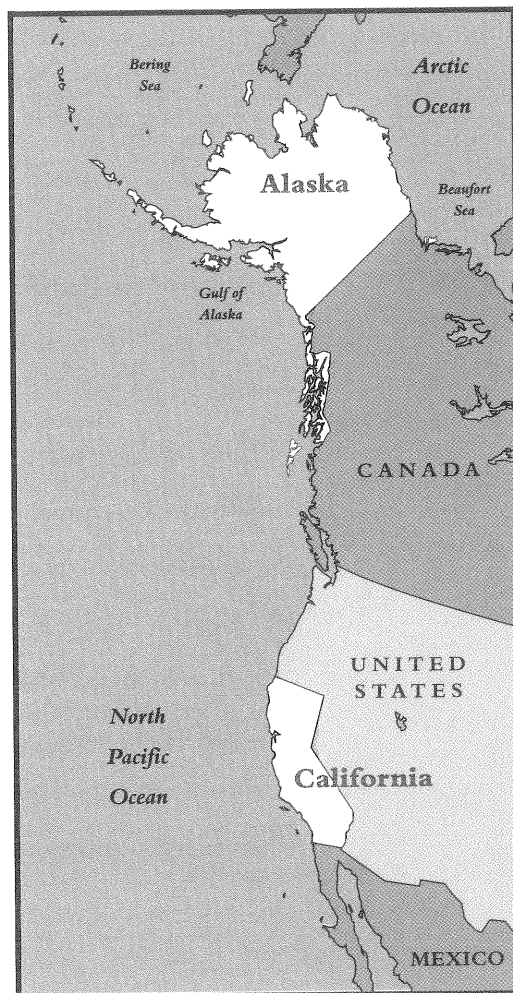
Ben: Yep, both of my suitcases _____.
I'm really ready to go!

2. *Amy:* I'm so hungry.

Mom: Dinner _____ almost _____.
As soon as the potatoes _____,
we can eat.

3. *Antonio:* I _____ about this test tomorrow. Ask me some more questions.

Maria: OK. When _____ gold _____
in California?



Antonio: I think it was in the 1840s.

Maria: OK. When _____ Alaska _____ from Russia?

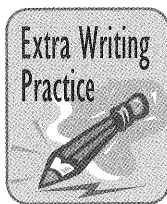
Antonio: I don't know. Ask me an easier question.

Maria: OK. The answer is 1867. Alaska was purchased from Russia in 1867.

Next question. Who _____ president in 1900?

Part 2. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

- correct wrong 1. My car was purchased in 1997 by me.
- correct wrong 2. All of the doors has been locked, so we can leave now.
- correct wrong 3. These beautiful stamps printed in East Germany in the 1970s.
- correct wrong 4. Where were you when the accident was happened?
- correct wrong 5. The fire that destroyed the apartment happened when dinner was being cooked.
- correct wrong 6. Over one hundred people were killed in that plane crash.
- correct wrong 7. When was the U.S. Capitol built?
- correct wrong 8. If you find a wallet, it should be returning to the owner immediately.
- correct wrong 9. To make stew for four people, you should get two pounds of meat.
- correct wrong 10. Japanese can be written from left to right or from top to bottom.



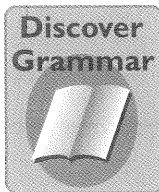
Situation: You are a real estate agent. Last week Mr. and Mrs. Taylor called you up and hired you as their agent to sell their home. As a real estate agent, you also have several people who have hired you because they want to buy a house. Your job is to persuade one of these buyers to purchase the Taylors' house. Write a paragraph in which you describe the house. You can make up any information that you want.

Be sure to practice passive voice in your paragraph. For example, you might write, "This house was built in 1995" or "The house was constructed by skilled builders." Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

Unit 8

Relative Clauses

1. *who, that, which*
2. subject position
3. object position (*whom*)
4. *whose*
5. Optional words: subject + *be*



Each of these sentences is the result of combining two smaller sentences. Put one line under the main sentence. Then put parentheses around the extra part. Then write the two original sentences. Follow the example. Work with a partner if you want.

1. The boy (who is wearing a striped shirt) is 12 years old.

Main sentence: The boy is 12 years old.

Extra sentence: The boy is wearing a striped shirt.

2. We came here on a jet that can carry over 400 people.

Main sentence: _____

Extra sentence: _____



3. The man that has gray hair works with my father.

Main sentence: _____

Extra sentence: _____

4. The owl that we saw at the zoo had huge eyes.

Main sentence: _____

Extra sentence: _____

5. We took a picture of the owl that we saw at the zoo.

Main sentence: _____

Extra sentence: _____

6. The book which I bought was not very good.

Main sentence: _____

Extra sentence: _____

Now answer these questions.

1. Write the numbers of the sentences that use *who*. _____

Do we use *who* with people or things? _____

2. Write the numbers of the sentences that use *that*. _____

Do we use *that* with people or things? _____

3. Write the numbers of the sentences that use *which*. _____

Do we use *which* with people or things? _____

[Check p. 134 for the answers.]

Grammar Notes for Relative Clauses

1. What is a relative clause?

A clause is a group of words with a subject and a verb. A relative clause is a clause that describes or gives more information about a noun. A relative clause usually begins with **who**, **that**, **which**, **whom**, or **whose** (but sometimes **that**, **which**, and **whom** are omitted).

2. What does a relative clause look like? What are examples of relative clauses?

The parts that are underlined are relative clauses.

The man who has gray hair is my father.

We live near the stadium that is on State Street.

I did not enjoy the book which Sue gave me for my birthday.

The man whom you met yesterday works with my mother.

That is the man whose son won the art contest.

3. Where do relative clauses occur in a sentence?

Relative clauses may occur in the middle or at the end of a sentence. However, relative clauses are always placed very near the noun that they are describing.

wrong: The woman is a good teacher that is standing by the door.

correct: The woman that is standing by the door is a good teacher.

(Explanation: **Woman** is more general than **a good teacher**. You need to tell which woman is a good teacher, so the relative clause must go after **the woman**, not **a good teacher**.)

4. Are relative clauses common in English?

Yes, relative clauses are very common in English. They are used frequently in both writing and speaking, so it is important to be able to use them quickly and easily.

5. When do we use relative clauses in English?

We use relative clauses when we want to identify a noun or give more information about a noun. A relative clause in a sentence is really a new sentence that is being put inside of the main sentence.

6. What are the steps in creating a relative clause in English?

Step 1. Find the word that is the same in both sentences.

Step 2. Change the word to the correct relative pronoun or adjective (**who, that, which, whom, whose**).

Step 3. Put the relative clause near the noun that is being described.

example: The sentence has a mistake. The sentence is on the board.

↓
that

↓
that is on the board

The sentence that is on the board has a mistake.

7. When do you use **who**, **that**, and **which**?

Use **who** for people. Use **which** for things. Use **that** for people or things.

This is the book that I like. This is the book which I like.

The woman who drives a BMW is Ms. Lim. The woman that drives a BMW is Ms. Lim.

CAREFUL! Watch out for these common mistakes.

- Do not use the wrong word to begin a relative clause. Do not use **which** for people or **who** for things in relative clauses.

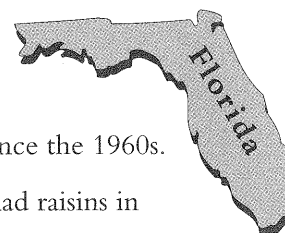
wrong: The student which made 100 on the test is from China.
correct: The student who made 100 on the test is from China.
correct: The student that made 100 on the test is from China.
- Do not put the relative clause in the wrong place. Keep it near the noun that is being described.
(situation: You received a letter. I put it on the table. The letter is on the table now.)

wrong: I put the letter on the table that you received. (This means you received the table, not the letter.)
correct: I put the letter that you received on the table.
- Do not forget to use a relative pronoun (**who, that, which**).

wrong: The book has 250 pages is on the table.
correct: The book that has 250 pages is on the table.
correct: The book which has 250 pages is on the table.

Exercise 1. Underline the relative clauses in these sentences. Follow the example.

- We decided to buy the same kind of car that Joseph has.
- The car which we bought about seven years ago is not in good condition.
- People who have children need a lot of patience.
- Gold is a metal that has always been very valuable.
- The number of people who live in Florida has increased every year since the 1960s.
- We bought some cookies, but we didn't buy any of the cookies that had raisins in them.



Exercise 2. Underline the correct relative pronoun. Follow the example. Sometimes more than one answer is possible.

- Tomas:* Excuse me, but would you mind if I used your phone?
Natasha: Sure, go ahead. You can use the phone (that, which, who) is in the kitchen.
- John:* Where are the books (that, which, who) we used yesterday?
Mark: I don't know. You should ask the students (that, which, who) used them last.

Exercise 3. Each sentence has two clauses: a main clause and a relative clause. Put parentheses around the relative clause. Put one line under the subject of each clause; label these S1 and S2. Then put two lines under the verb in each clause; label these V1 and V2. Follow the example.

1. Our history teacher usually gives tests (that have multiple choice questions).
 S1 V1 S2 V2
2. Tests that have multiple choice questions are not so difficult.
3. Drinking milk which doesn't have any fat in it is healthier than drinking regular milk.
4. I just can't stand the taste of milk which doesn't have any fat in it.
5. The man who won the marathon is from Kenya.
6. Everyone took photos of the man who won the marathon.

Exercise 4. Read the two sentences and then complete the new sentence. Follow the example.

1. The woman wrote a popular novel. The woman came to our university last week.
 The woman who wrote a popular novel came to our university last week.
2. The spaghetti is in a blue box. The spaghetti is on sale.
 The spaghetti _____ is on sale.
3. I usually go to the produce market. The produce market is on Van Avenue.
 I usually go to the produce market _____.
4. The man became president in 1993. The man was Bill Clinton.
 The man _____ was Bill Clinton.
5. I met the man. The man teaches chemistry at 9 o'clock.
 I met the man _____.
6. The students failed the test. The students need to take the test again.
 The students _____ need to take it again.

Now look at this sentence. Can you find the two clauses? Put parentheses around the extra clause. Can you find the two verbs and the two subjects in this sentence?

The man that we can see by the door works at the university.

The main verb is **works**, and the subject is **the man**. The second verb is **can see**, and the subject is **we**. Here the word **that** is not a subject. It is a connector. The analysis looks like this.

The man (that we can see) by the door works at the university.

Subject 1 Subject 2 Verb 2 Verb 1

Important: Notice the word **that** here is not the subject of a verb. In grammar, it is an object. In formal grammar, we do not use **who** here. We use **whom**. (If you need help with *who/whom*, see unit 7 in *Clear Grammar 1*.)

If a word is an object, it is not necessary. This means that you can omit the word **who/whom, that, or which** if you want, so for this usage, you have four possibilities.

SUMMARY: **who/whom, that, which** as object

<i>People</i>	<i>Things</i>
1. that	1. that
2. who (informal)	2. which
3. whom (formal)	
4. Ø (nothing)	3. Ø (nothing)
1. The boy <u>that I saw</u> was tall.	1. The vase <u>that I took</u> was green.
2. The boy <u>who I saw</u> was tall.	2. The vase <u>which I took</u> was green.
3. The boy <u>whom I saw</u> was tall.	3. The vase <u>I took</u> was green.
4. The boy <u>I saw</u> was tall.	

CAREFUL! Watch out for these common mistakes with relative pronouns as objects.

- Do not use the wrong word to begin a relative clause. Do not use **which** for people or **who** for things in relative clauses.
 - wrong:** The man which we spoke to is Mr. O'Leary.
 - correct:** The man who we spoke to is Mr. O'Leary. (informal)
 - correct:** The man whom we spoke to is Mr. O'Leary. (formal)
 - correct:** The man that we spoke to is Mr. O'Leary.
 - correct:** The man we spoke to is Mr. O'Leary.

2. Do not include a pronoun after the verb of a relative clause.

wrong: The man that we spoke to him is Mr. O'Leary.

correct: The man that we spoke to is Mr. O'Leary.

wrong: Jill sold her car to the woman who you know her.

correct: Jill sold her car to the woman who you know. (informal)

correct: Jill sold her car to the woman whom you know. (formal)

Exercise 5. Read the two sentences and then complete the new sentence.
Follow the example.

1. The medicine is expensive. I took the medicine.

The medicine _____ that I took is expensive. (or : which, Ø)

2. We didn't like the movie. Samantha recommended the movie.

We didn't like the movie _____.

3. Do you have the CD? Ben bought the CD.

Do you have the CD _____?

4. The weather report was wrong. Channel 7 gave a weather report.

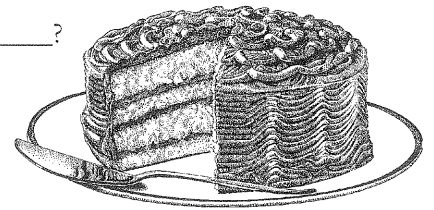
The weather report _____.

5. Did you taste the cake? Lynn made it.

Did you taste the cake _____?

6. The newspaper was wet. We bought it.

The newspaper _____.



Exercise 6. Read the sentence and then write a new sentence by including the second one within the first. Follow the example.

1. The young woman wrote a popular novel. The novel deals with crime in a rural town.

The young woman wrote a popular novel that deals with crime in a rural town.

2. The young woman wrote a popular novel. All my friends have read the novel.

3. This is the letter. The letter was in a green envelope.

4. This is the letter. My cousin wrote the letter.

5. Did you buy the TV? The TV was on sale.

6. Did you buy the TV? You wanted the TV.

7. Do you understand the question? The question is at the top of the page.

8. Do you understand the question? You missed the question.

CHALLENGE

Can you combine these three sentences using relative clauses?

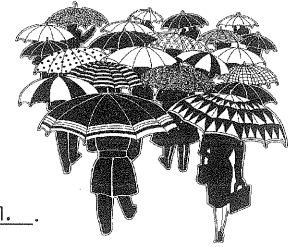
Have you seen the movie? The movie is about a president. The president was kidnapped by terrorists. _____

Exercise 7. Read the sentences. Draw a line under the relative clause. If the relative pronoun is optional, put parentheses around it. Follow the examples.

1. The student (that) the teacher called on is from Venezuela.
2. The student that arrived late is from Venezuela.
3. Do you ever watch the program that is on channel 8 at 3 P.M.?
4. What is the name of the cologne that you like so much?
5. I don't like the color of the dress that she bought.
6. The people who arrived even a little late couldn't get good seats.
7. I hate to eat fish that has a lot of bones.
8. The politician whom most people admire now in our state is a woman.
9. My friend said, "The woman who is speaking now is the CEO* at a huge corporation in Miami."
10. My friend said, "The woman who she is speaking to is the CEO at a huge corporation in Miami."
11. I was reading a book that Becky gave me when I fell asleep.
12. Hank thinks that we should not buy products which contain leather.

*CEO = Chief Executive Officer

Exercise 8. Use the sentences to create a sentence with a relative clause that can complete these conversations. Omit all optional relative pronouns. Follow the example.



1. *Colin:* Did you bring an umbrella?
Sadie: No. Why? The weather report for today didn't say rain.
Colin: Well, the weather report I saw an hour ago said rain.
 (The weather report said rain. I saw the weather report an hour ago.)

2. *Perry:* I wish I had some really good cookies.
Matt: Well, _____.
 (Publix makes cookies. The cookies are not too sweet.)
Perry: That sounds great, but Publix is closed at this time of night!

3. *Pam:* _____?
 (How was the test? You had the test yesterday.)
Ian: I don't know. I thought it was easy, but I'll find out tomorrow.

4. *Jonah:* _____?
 (Did you like the rice dish? Lee cooked the rice dish.)
Amy: It was pretty good. _____
 _____?
 (What do you call those vegetables? Those vegetables were in it.)
Jonah: I'm not sure. Maybe they were some kind of pepper.

5. *Veronica:* _____?
 (Did you speak to the doctor? Mary spoke to the doctor.)
Camilla: Actually, I think it was a different doctor. _____
 _____.
 (The doctor had red hair. I spoke to the doctor.)

CHALLENGE

“The person whom you should call is the director of customer complaints.”

Do you think this sentence probably occurred in a conversation or in something written? Why?

Whose

I know the boy. The boy's mother works at the YMCA.

I know the boy whose mother works at the YMCA.

I know the boy. My cousin works with the boy's mother.

I know the boy whose mother my cousin works with.

When the two sentences talk about the same person, we can connect them with **who**, **that**, or **whom**. When the two sentences talk about the same thing, we can use **that** or **which**. However, when the second sentence has a possessive form of a word in the first sentence, then we can use **whose** to connect the two sentences.

example: The painter is Monet. I really like the painter's work the most.

whose

whose work I really like the most

The painter whose work I really like the most is Monet.

CAREFUL! Do not make these common mistakes.

- Do not use **who's** for **whose**. They are completely different.
wrong: The person who's car stopped at the corner is my neighbor.
correct: The person whose car stopped at the corner is my neighbor.
- Do not confuse **whose** for questions and **whose** for relative clauses. Both of these structures use the same word.
correct: Whose keys are these?
correct: I don't know whose keys you are holding.

Exercise 9. Combine these sentences using *whose*. Follow the example.

1. I talked to the man. His son is in my art class.

I talked to the man whose son is in my art class.

2. The students are listed on the first page. The students' last names begin with A.

3. The boy was so happy. His drawing won first prize in the contest.

4. We might play tennis with the woman. We know the woman's father.

5. We might play tennis with the woman. The woman's father won the club tournament.

6. Pilots will make less money. The pilots' contracts begin in January.

Optional Words: SUBJECT + *Be*

When a sentence has **who/which/that** as the subject and the verb is **be**, these two parts are optional. These words may be omitted without changing the meaning of the sentence. There are three main groups.

Prepositional phrases

The magazines **that are** on the table are mine.

The magazines **on the table** are mine.

Present participles

People **who are living** in the dorm now will get a refund.

People **living** in the dorm now will get a refund.

Past participles

The students **that were chosen** for the contest were very happy.

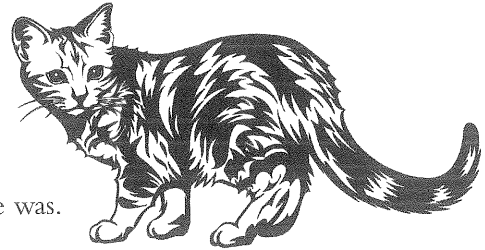
The students **chosen** for the contest were very happy.

CAREFUL! Watch out for these common mistakes.

- Don't forget to omit both the subject and the verb **be**. You can't omit just one of them.
wrong: The book that written in 1991 caused many problems.
wrong: The book was written in 1991 caused many problems.
correct: The book written in 1991 caused many problems.
correct: The book that was written in 1991 caused many problems.
- Don't omit any words if the verb **be** is not present.
wrong: We called the people live next to us.
correct: We called the people who live next to us.

Exercise 10. Put parentheses around the words that are optional. Follow the example.

- I talked to the man (who was) standing in front of the supermarket.
- I asked the boys that were playing tennis what the time was.
- Have you seen the movie that tells the story of the *Titanic's* maiden journey?
- The Chinese restaurant that is near my house has great egg drop soup.
- We chose three of the sandwiches which were on the table.
- He was talking on the phone when someone knocked on the door.
- I always mix up words that are spelled "ei" with words that are spelled "ie."
- Plants that can stand hot, dry summers grow well in this area of the country.
- Only two of the boys who wanted to work overtime were able to do it.
- The child who is playing with the cat is my little sister.



Speaking Activity



Exercise 11. Speaking Activity: Practice with Relative Clauses. What did you do yesterday?

- Step 1.** Work with a partner. Student A should use the left column, and student B should use the right column. In each column, there are eight activities. Put a check mark (✓) by any four of the activities.

Step 2. Do NOT show your book to your partner. Take turns asking each other questions. Use a relative clause and the word *yesterday* in every question. If the answer is YES, then you continue. If the answer is NO, then it is your partner's turn. Use relative clauses and the word *yesterday* in your questions and in your answers. Use complete sentences in your answers. You may use your partner's column to record which activities you have already asked about.

examples: A: Did you see a bird that had bright blue feathers yesterday?
 B: No, yesterday I didn't see a bird that had bright blue feathers. (The answer is NO, so it is B's turn.)
 B: Did you talk to someone who was wearing a suit?
 A: Yes, yesterday I talked to someone who was wearing a suit. (The answer is YES, so B asks again.)

The winner is the first student who can guess all four of his or her partner's answers.

<i>Student A</i>	<i>Student B</i>
___ use a pencil that had a sharp point	___ eat eggs that had ketchup on them
___ drink milk that didn't have any fat in it	___ see a bird that had bright blue feathers
___ talk to someone who was wearing a suit	___ use a pencil that didn't have an eraser
___ do all the homework Mr. Dell gave us	___ go to a store that was crowded
___ make a sandwich you couldn't eat	___ see a TV show you didn't like
___ see a cat that was black	___ drink tea which had lemon in it
___ eat toast that didn't have butter on it	___ call a friend who lives in another city
___ read the newspaper article that talked about tax laws	___ play tennis with the man who lives next to you



Speaking Activity

Exercise 12. Speaking Practice. Have you ever seen a book that didn't have a cover?

Step 1. Make a list of five questions that practice *have you ever* and relative clauses.

examples: Have you ever flown on a plane that had engine problems during the flight?
 Have you ever seen a cat that didn't have a tail?
 Have you ever regretted buying something you bought because it was on sale?

Step 2. Work with a classmate (or interview a native speaker). If your partner answers YES, talk about that answer. Find out as much information as you can. For example, when did it happen? Where did it happen?

1. _____
2. _____
3. _____
4. _____
5. _____



Exercise 13. Speaking Activity. You are a detective who is trying to find out three pieces of information about two people. You have the information about one of the people. (Student A knows about the first person, and student B knows about the second person.) Your goal is to find out the information about the person that you do not know about.

Step 1. Work with a partner. One of you is student A, and one of you is student B.

Step 2. Put a check mark (✓) by three pieces of information for the person you know about. Choose any three facts that you want.

Step 3. Take turns asking questions about the other person. If your partner's answer is YES, you may ask another question. If the answer is NO, then it's the other student's turn. Use one of these three clauses in your questions.

the person who you know
 the person whom you know
 the person you know

example: Student A might ask: Does the person you know drive a red sports car?
 Student B might ask: Was the person that you know born in 1979?

Student A

___ have a gray cat
 ___ speak French
 ___ played tennis since 1985
 ___ from Morocco
 ___ work in Brazil in 1992
 ___ born in 1979
 ___ eat scrambled eggs for breakfast
 every day
 ___ go to Miami in 1997
 ___ gotten a phone call from someone
 in Russia

Student B

___ born in 1976
 ___ driven a red sports car since 1996
 ___ have a white dog
 ___ travel to Chicago last week
 ___ ever flown on the Concorde
 ___ speak English with a foreign accent
 ___ always use a credit card to pay for
 things
 ___ sell computers for a living
 ___ from Egypt

Exercise 14. Multiple Choice. Circle the letter of the correct answer.

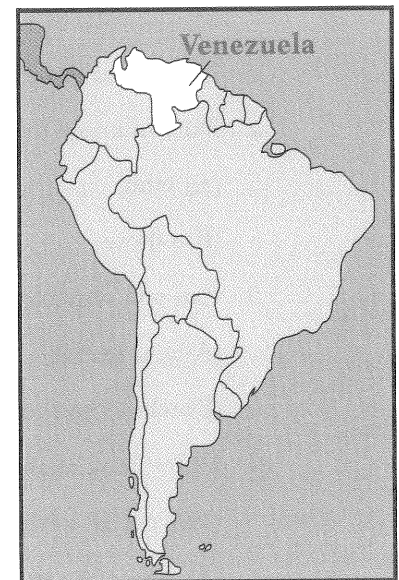
- "How was the flight from Paris?"
 "I liked my seat, but Kathy didn't like _____."
 (A) the seat she got (C) that she got
 (B) she got the seat (D) the she got seat
- Do you know the name of the director _____ movie we saw last week?
 (A) who (C) whom
 (B) whose (D) that was
- Can you remember the name of the first book _____?
 (A) you read it (C) you read
 (B) whose you read it (D) whom you read
- "Wow, look at all these CDs! Joe, are these yours?"
 "No, not all of the CDs _____ are mine."
 (A) are on the shelf (C) that are on the shelf which
 (B) that are on the shelf (D) that on the shelf

5. "What did you think about Greg's letter?"
 "Actually, I didn't have a chance to read _____."
 (A) the Greg wrote letter (C) the letter wrote Greg
 (B) Greg wrote the letter (D) the letter Greg wrote
6. In general, students _____ on campus this semester pay less for rent than students who are living off campus.
 (A) living (C) whom are living
 (B) that living (D) which live
7. "What beautiful handwriting! Who's that letter from?"
 "The person _____ was my best friend in college."
 (A) whose handwriting (C) who wrote this letter
 (B) whom she wrote this letter (D) writing this letter
8. "I would like to thank the numerous people _____ helped me when I was just starting my career. Without them, this award would not be possible."
 (A) whose (C) whom
 (B) which (D) that

Exercise 15. Review Test

Part 1. Read this short passage. Underline all relative clauses. Put parentheses () around words that may be omitted.

One of the most interesting countries that you can visit is Venezuela. Venezuela is in the northern part of South America. The countries which border on Venezuela are Brazil, Colombia, and Guyana. Venezuela has four distinct geographical regions. The first region is the Guiana Highlands. This area is an extensive area of high plains and plateaus that extends from the Orinoco River to the Brazilian border. Next, the area that lies between the Orinoco River and the Andes Mountains is called the llanos. The llanos is a section of flat plains. The third area of this country is the hot and humid coastal plain. This is the area which



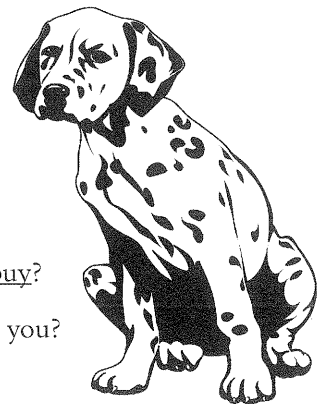
contains oil. It includes Lake Maracaibo and the Orinoco River delta. Finally, the region which is located in the southwestern corner of the country includes the high peaks of the Andes Mountains. Although all the people in Venezuela speak Spanish, the people who live in these four areas speak slightly differently from the people in the other areas. For example, the people who live in the Andes region of the country speak differently from other Venezuelans.

Part 2. Read this short passage. Fill in the missing words. Indicate all possible answers, including \emptyset for places where nothing is also correct.

In December of last year, Meg Ripley wrote a book _____ has become a best seller. The name of the book was *Sitting at the Stop Sign*. This book is about a woman _____ was thinking about killing herself until an old friend unexpectedly came to see her. The friend didn't realize how bad the woman's life was, but by being there, the friend was able to make a few simple changes in the woman's life. The things _____ she did were not really very big, but they were big enough to affect the woman's outlook on life. I've never read a book _____ has affected me as much, either. If you read this book, perhaps there are things _____ you might learn about yourself, too. I highly recommend Ripley's story. A book _____ can touch the human heart and soul as much as this one can is definitely a book _____ everyone should read. My friends _____ I convinced to read this book continue to thank me for my recommendation.

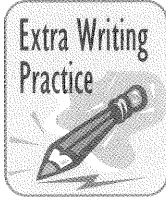
Part 3. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

- correct wrong 1. Pet owners want to walk their dogs in the park
must use a leash.
- correct wrong 2. What's the name of the car that you would like to buy?
- correct wrong 3. Was your name on the envelope which I mailed for you?
- correct wrong 4. Who's the current prime minister of Canada?
- correct wrong 5. The answer that I wrote it on the test was incorrect.



correct wrong 6. Can you remember the name of the woman whom son won the race?

correct wrong 7. Before you can get a refund, you have to fill out a form that explains why you want to return the product.



Situation: You and three friends took a trip to a beach resort. You saw a brochure about the hotel that convinced you to stay there. The brochure promised “a view that would remain in your memory forever.” It also mentioned “superb food that is prepared by skilled chefs” and “service that no other hotel could beat.” The brochure also made numerous other promises. When you went to this resort, it was not good. The promises in the brochure were not true. Write a short letter of complaint to the manager of the hotel. Be sure to tell the manager exactly what was wrong.

Be sure to practice relative clauses from this unit. For example, you might say, “I expected to eat food that was prepared by great chefs, but the food I ate at your hotel was horrible.” Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

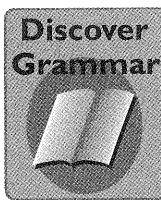
Answers to DISCOVER GRAMMAR on pages 116–17:

1. The boy (who is wearing a striped shirt) is 12 years old. main: The boy is 12 years old. extra: The boy is wearing a striped shirt. 2. We came here on a jet (that can carry over 400 people). main: We came here on a jet. extra: The jet can carry over 400 people. 3. The man (that has gray hair) works with my father. main: The man works with my father. extra: The man has gray hair. 4. The owl (that we saw at the zoo) had huge eyes. main: The owl had huge eyes. extra: We saw the owl at the zoo. 5. We took a picture of the owl (that we saw at the zoo). main: We took a picture of the owl. extra: We saw the owl at the zoo. 6. The book (which I bought) was not very good. main: The book was not very good. extra: I bought the book. 1. 1, people 2. 2, 3, 4, 5, both 3. 6, things

Unit 9

Infinitives and Gerunds

1. VERB + INFINITIVE
2. VERB + GERUND
3. VERB + INFINITIVE/GERUND
4. subject position
5. VERB + NOUN + INFINITIVE



In six of these sentences, the underlined parts are wrong. Which underlined parts are wrong and which are correct? Put an X by the wrong sentences and a check mark (✓) by the correct sentences.

- ___ 1. The manager got angry because one of the employees kept on talking during the meeting.
- ___ 2. Some people enjoy going to the beach, but I don't like it.
- ___ 3. All of us are looking forward to go to the concert.
- ___ 4. I hope passing the driver's license test tomorrow.

- ___ 5. Would you like taking a trip to San Francisco with me?
- ___ 6. The little girl pretended being sick, so her friend gave her some candy medicine.
- ___ 7. She promised help us with this work, but she didn't.
- ___ 8. Why did you decide to enroll in that computer course?
- ___ 9. When do you want to buy a new TV?
- ___ 10. I'm gaining weight! I have to avoid eat desserts and fried food.

Step 1. What do you think the grammar point is here? What is happening? Why are some of the underlined parts correct and the others wrong? Write your ideas here.

Step 2. Work with a partner or in a small group. Discuss your answers. Can anyone explain what the grammatical structure (or rule) is here?

[Check p. 150 for the answers.]

Infinitives and Gerunds

You already know that you can use a noun after a verb. (These are called objects.) Here are two examples.

1. I want a sandwich.

VERB + NOUN/OBJECT

2. I enjoyed the play.

VERB + NOUN/OBJECT

Sometimes the idea that we want to express after the first verb is another verb. Look at the same two examples.

3. I want **to eat** a sandwich.

VERB + **to** + VERB

infinitive

4. I enjoyed **seeing** the play.

VERB + VERB+ **-ING**

gerund

In example 3, **to eat** is called an infinitive. An infinitive consists of **to** plus the simple verb. In example 4, **seeing** is called a gerund. A gerund consists of a verb and **-ing**. (A gerund is used as a noun.)

In English, we use an infinitive after the verb **want**. (We cannot say, "I want eating.") We use a gerund after **enjoy**. (We cannot say, "I enjoy to read.")

You have to remember which verbs use infinitives and which verbs use gerunds. There is nothing difficult to understand here. Some people prefer to memorize which verbs can use infinitives and which verbs can use gerunds. Other people prefer to practice example sentences again and again in order to get accustomed to which combinations sound correct. In order to learn this important information, you should use a method that works well for you.

Group 1. VERB + to + VERB
(infinitive group)

agree
decide
expect
hope
intend
know how
learn
need
offer
plan
pretend
promise
refuse
want
would like

Group 2. VERB + VERB + -ing
(gerund group)

avoid
can't help
consider
enjoy
finish
get through*
go (fishing, shopping, swimming)**
insist on
keep on
look forward to
postpone
put off
suggest
think about
be tired of***
be used to (See Unit 6.)

*See unit 2 for more examples of phrasal verbs.

A gerund is often used after **go when the second verb refers to a sport or fun activity.

***See Units 6 and 7 for more examples of prepositions followed by gerunds.

CAREFUL! Do not make this common mistake.

Do not use infinitives after verbs that take gerunds (and vice versa).

wrong: Many parents avoid to give sweets to their kids.

correct: Many parents avoid giving sweets to their kids.

Exercise 1. Underline the correct verb form. Follow the examples.

- | | | |
|----------------------------------|-------------------------------|----------------------------|
| 1. refuse (doing, <u>to do</u>) | 8. would like (doing, to do) | 15. promise (doing, to do) |
| 2. enjoy (<u>doing</u> , to do) | 9. be tired of (doing, to do) | 16. learn (doing, to do) |
| 3. suggest (doing, to do) | 10. know how (doing, to do) | 17. agree (doing, to do) |

4. offer (doing, to do) 11. insist on (doing, to do) 18. avoid (doing, to do)
 5. decide (doing, to do) 12. can't help (doing, to do) 19. finish (doing, to do)
 6. expect (doing, to do) 13. consider (doing, to do) 20. intend (doing, to do)
 7. hope (doing, to do) 14. postpone (doing, to do) 21. pretend (doing, to do)

Exercise 2. Write to do or doing on the lines. Follow the examples.

1. think about doing 6. put off _____
 2. need to do 7. know how _____
 3. be used to _____ 8. decide _____
 4. keep on _____ 9. get through _____
 5. avoid _____ 10. would like _____

Exercise 3. Underline the correct forms in these dialogues. Follow the examples.

1. *Ellen:* Would you like (going, to go) to the beach with us tomorrow?
Ingrid: I don't know. I have a dentist's appointment tomorrow, but I might be able to put off (going, to go) to the dentist till the day after tomorrow since it's just a checkup. What time do you plan (leaving, to leave)?
Ellen: We intend (leaving, to leave) at 7 A.M.
Ingrid: 7 A.M.? Why do you want (leaving, to leave) that* early?
Ellen: We thought about (going, to go) later, but we really want (avoiding, to avoid) (driving, to drive) in the morning rush hour. If we leave after 7, we'll get caught in traffic for sure.
Ingrid: I don't know. Can I call you later? If I decide (going, to go) with you, I'll have to finish (doing, to do) some things around the house first.
Ellen: Sure, Ingrid. Give me a call later.

*that + ADJECTIVE is the same as so + ADJECTIVE : *that early* means *so early*.

2. *Brian:* What's for dinner?
Luke: Tuna fish sandwiches.
Brian: Again? I'm really tired of (eating, to eat) tuna sandwiches.
Luke: What? You don't like tuna fish? It's really healthy. Besides, I don't know how (cooking, to cook) anything else.
Brian: OK, tuna may be healthy, but I can't eat it for dinner every night.
Luke: Well, if you agree (eating, to eat) it just this one more time, I promise not (serving, to serve) it for dinner again.
Brian: Ok. I just don't want (having, to have) (keeping on, to keep on) (eating, to eat) tuna for dinner!

3. *Zeke:* I just heard that you'll be on vacation next week.
Paula: Yeah, that's right. I'm really looking forward to (taking, take) a few days off.
Zeke: So what are you going to do?
Paula: My husband wanted (going, to go) to St. Louis, but I wanted (going, to go) to New York.
Zeke: So who won? Where have you decided (going, to go)?
Paula: Well, last year my husband insisted on (going, to go) to Chicago even though I didn't want to. At first, I refused (going, to go) there. In the end, I agreed (going, to go) there but only after he promised (to let, letting) me choose this year's vacation spot.
Zeke: So you're going to New York?
Paula: Yes, we're leaving the day after tomorrow.
Zeke: Do you plan (going, to go) (to sightsee, sightseeing) much there?
Paula: Definitely. There are so many famous things to see there. I can't tell you how much both of us are looking forward to going there!




**Speaking
Activity**
Exercise 4. Speaking Activity

- Step 1.** Work with a partner. Student A should look at both exercises 1 and 2. Student B should not look at the book at all.
- Step 2.** This is a timed activity. (Suggested time limit: two minutes) The teacher will say, "Ready, set, go!"
- Step 3.** Student A will call out verbs. Student B will say the verb plus any infinitive or gerund. If the answer is correct, student A will say, "That's correct" and then ask another verb. If the answer is wrong, student A will say, "No, that's not correct" and repeat the same verb. Student B must give the correct form but with a different word (i.e., he or she cannot use the same verb for the answer). The goal is for student B to get as many correct answers as possible in the time limit. When time is up, then students should reverse roles. The winner is the student who can get the most verbs correct in the time limit.

- example:*
- A: Need.
B: Need to go.
A: That's correct. Would like. (total: 1 point for B)
B: Would like reading.
A: No, that's not correct. Would like.
B: Would like to read.
A: No. The grammar is correct, but you have already used the verb *read*. You have to use a different word in the answer. Try again. Would like.
B: Would like to go. (total: 2 points for B)
A: That's correct. Know how. etc.

Group 3. Infinitive or Gerund = Same Meaning

Some verbs can be followed by either an infinitive or a gerund with no difference in meaning.

- examples:* If you begin **to cook** now, dinner will be ready by 7:30.
If you begin **cooking** now, dinner will be ready by 7:30.

VERB + to + VERB	or	VERB + VERB + -ing	
(infinitive group)		(gerund group)	
begin	continue	like	prefer
can't stand	hate	love	start

Exercise 5. Write five original sentences with five of the verbs in this group: *begin, can't stand, continue, hate, like, love, prefer, start.*

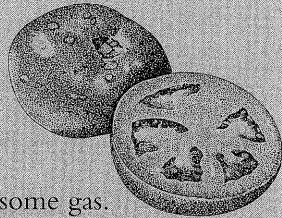
1. _____
2. _____
3. _____
4. _____
5. _____

Group 4. Infinitive or Gerund = Different Meanings

There are a few verbs that can be followed by either an infinitive or a gerund, but the meaning of the sentence is different. This group includes **remember, stop, try**.

remember

1. *Susan:* Here are the tomatoes that you asked me to buy.
Sam: Thanks. I'm happy that you **remembered to buy** them.
(First, she remembered them. Second, she bought them.)
2. *Chuck:* I found this old book with your name in it. Is it yours?
Christy: Well, I don't **remember buying** it, but it must be mine if it has my name in it.
(First, she bought it. Second, she didn't remember it.)



stop

1. *Allie:* Why are you late?
Peter: My car was almost on empty, so I **stopped to get** some gas.
("stop + to + VERB" tells why. To is the same as in order to. See pp. 151–52.)
2. *Robert:* Does Stan still smoke?
Cindy: No, he doesn't. He **stopped smoking** last May.
("stop + VERB + -ing" tells what he stopped.)

try*

1. *Anne:* Are you ready for today's test?
Sally: I don't know. I **tried to learn** all the verbs, but it was difficult to do.
("try + to + VERB" = make an effort to do that action.)
2. *Phil:* Hey, this radio won't work.
Jan: Why don't you **try turning** the switch to the right?
("try + VERB + -ing" = use another method or way to do something.)

*The difference between try + INFINITIVE and try + GERUND is not so great.

CAREFUL! Do not make this common mistake.

Do not change the meanings of certain verbs by using the wrong verb form.

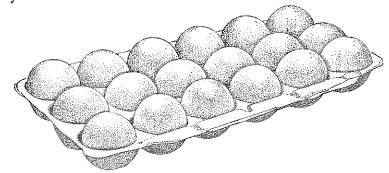
wrong: We were tired, so we stopped to drive.

correct: We were tired, so we stopped driving.

Note: The first sentence is correct grammatically, but the meaning is different from the original idea.

Exercise 6. Underline the correct form. Be prepared to explain your choices.
Follow the example.

1. We arrived at the party late because we had to stop (changing, to change) a flat tire.
2. If you can't fall asleep at night, try (counting, to count) sheep. It always works for me.
3. Hey, did you remember (getting, to get) some salt at the store?
4. It took me a long time to stop (smoking, to smoke), but I finally did it.
5. Wow. This picture is really old. It's in my box, but I don't remember (taking, to take) it.
6. I read in the paper that the stadium will stop (giving, to give) away tickets to any game.
7. The music was so good. It was hard to stop (dancing, to dance).
We wanted to keep on, but it was getting late.
8. Look! There are a dozen eggs in this bag. I don't remember (buying, to buy) these eggs. They must be someone else's, and the store just made a mistake.

**Gerund as Subject**

Jack is in Dallas. He wants to go to Los Angeles to visit his cousin. He is trying to decide whether he should drive his car to Los Angeles or fly there. The distance is about 1,446 miles, but Jack has a new car that runs very well. What do you think he should do? Here are some of his thoughts.



VERB + NOUN/PRONOUN + to + VERB

1. I **want** to go to the post office.
2. I **want** Mike to go to the post office.

What is the difference between these two sentences? Both are correct, but the meanings are different.

Both sentences have the verb **want** and an infinitive. In the first sentence, there is one subject (**I**) and two verbs (**want** and **to go**). This means that "I want" and "I go." In other words, one person is doing both actions.

In the second sentence, there are two subjects (**I** and **Mike**) and two verbs (**want** and **to go**). In this sentence, one person is doing the first action ("I want"), and another person is doing the second action ("Mike goes").

Now read these situations and the sentence that describes each situation.

1. *Situation:* The teacher said, "Do the exercise on page 19."
Description: The teacher told the students to do the exercise on page 19.
2. *Situation:* "Jean, please call Ahmed as soon as possible."
Description: I want Jean to call Ahmed as soon as possible.

The new sentences have two verbs. The first verb is a verb that asks or tells someone to do something. The second verb is the action.

example 1: The teacher told us to do the exercise on page 19.

Verb 1 Verb 2

example 2: I want Jean to call Ahmed as soon as possible.

Verb 1 Verb 2

Notice that the first verbs are often similar in meaning. These verbs often ask or tell someone to do something.

advise	invite	tell
allow	need	urge
ask	order	want
expect	permit	would like
force	persuade	
get	teach	

The basic pattern here is the following.

Someone	+	VERB	+	Someone	+	to	+	VERB.
I		would like		you		to		help me tonight.
She		asked		Kevin		to		lend her some money.
The president		told		the soldiers		to		do their best.
The boss would		like		us		to		attend next week's meeting.

Special Problem: Say and Tell

English has two different verbs: **say** and **tell**. Some languages have only one verb for these two English verbs. **Say** and **tell** use different grammatical structures.

example 1: The speaker is talking to or about another person.

person + say, + “ [exact words] ” He said, “Leave!”

person + tell + person + INFINITIVE He told the students to leave.

example 2: The speaker is talking about himself.

person + say, + “ [exact words] ” He said, “I’m hungry.”

person + tell + [sentence]* He said he was* hungry.

*This is called reported or indirect speech. The verb in direct speech is in the tense that the person actually used when he or she spoke. The tense of the verb in reported speech depends on the situation.

CAREFUL! Do not make these common mistakes.

1. Do not use a structure from your language for this grammar. (Never use **that + subject + VERB** with these verbs.)
 - wrong:** I want that you eat dinner with me tonight.
 - correct:** I want you to eat dinner with me tonight.
 - wrong:** The supervisor ordered that the workers come in at 8:30.
 - correct:** The supervisor ordered the workers to come in at 8:30.

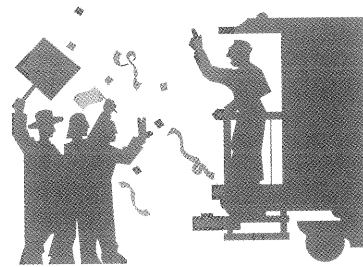
2. Do not forget to use an infinitive. Do not use a simple form of the verb or a gerund.
 - wrong:** Would you ask Maggie lend us some money?
 - wrong:** Would you ask Maggie lending us some money?
 - correct:** Would you ask Maggie to lend us some money?

3. Do not add **-s, -ed, -ing**, or any other endings on the second verb. The first verb can change (according to singular/plural or tense), but the second verb does not change.
 - wrong:** He wants Carol to goes with us.
 - correct:** He wants Carol to go with us.
(Only the first verb can have **-s** for **he, she, it**.)
 - wrong:** In 1974, the government ordered people to stopped using leaded fuel.
 - correct:** In 1974, the government ordered people to stop using leaded fuel.
(Only the first verb can be in past tense because of 1974.)

4. Do not confuse **say** and **tell**. They use different grammatical structures.
 - wrong:** He said me to call the hospital.
 - correct:** He told me to call the hospital.

Exercise 7. Editing. If the underlined part is correct, write C on the line. If the underlined part is wrong, write the correction (substitution) on the line.

- _____ C _____ 1. The director needs everyone to help on this project.
- _____ made them do _____ 2. The parents made them to do their homework.
- _____ 3. Would you please ask him call us later?
- _____ 4. My doctor advised me to start exercising more.
- _____ 5. How long do you expect us to wait?
- _____ 6. I don't know how she got everyone agree on the plan.
- _____ 7. Parents would like their kids eat all their vegetables.
- _____ 8. Will the airline allow me change my flight now?
- _____ 9. The general ordered the soldiers to shoot at the enemy.
- _____ 10. Zack refuses to go. Perhaps LeAnn can persuade him go.
- _____ 11. Who told you do this?
- _____ 12. The politician said, "I urge you to vote for me today!"



FOR MORE ADVANCED STUDENTS: make, let, have; help

There are four other verbs that are similar to this last group. These verbs are usually followed by a person and another verb. However, the verb that comes after the object with these four verbs follows a different pattern.

make, let, have: The second verb is the simple base form of the verb. Study the examples.

make: She made the children eat their vegetables.

let: She let the children play outside.

have: She had* the children do their homework first.

help: The second verb can be simple base form or an infinitive. Both are equally correct.

help: Can you help me carry these boxes to the basement?

help: Can you help me to carry these boxes to the basement?

*"have someone do something" means that someone else does the work for you because you paid that person, because you are in a power position (mother-child), or because you asked him or her.

Exercise 8. Write two examples for each verb. Try to write about real examples.

1. make _____
2. make _____
3. let _____
4. let _____
5. have _____
6. have _____
7. help _____
8. help _____

Exercise 9. Multiple Choice. Circle the letter of the correct answer.

1. "Did the students talk to the guidance counselor?"

"Yes, she _____ them find a tutor."

(A) suggested

(C) wanted

(B) helped

(D) looked forward to

Exercise 10. Review Test

Part 1. Read this short conversation. Fill in the blanks with the correct form of the verb given.

Dean: I'm thinking of _____ (go) to the soccer match tomorrow afternoon. Is anyone interested in _____ (go) with me?

Joy: I'd certainly like _____ (see) that match! Brad, how about you? Do you want _____ (go)?

Brad: Well, _____ (go) to that match would be great, but I have to get through _____ (write) this book report for English class before I can consider _____ (go) anywhere!

Dean: Haven't you finished _____ (write) that paper yet?

Joy: Brad, what are you doing? You can't use a pencil to write that paper.

Brad: What do you mean?

Joy: The teacher told us _____ (use) a word processor for the paper. I never heard the teacher say this, so I wrote mine in pencil, too.

Brad: And?

Joy: He refused _____ (accept) it. He had me _____ (do) it again.

Brad: OK, that settles it. I don't want _____ (write) this paper again, but it looks like I don't have a choice. Sorry, guys, but I can't go to the game. I need _____ (stop) _____ (write) this paper in pencil and start _____ (do) it on a word processor.

Part 2. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

correct wrong 1. He told us to wait for him at the corner of Green and Wilcox.

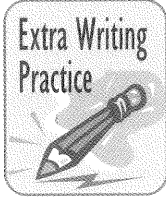
correct wrong 2. To drive there take eight hours.

correct wrong 3. If you want flowers in the garden in May, you have to plant the seeds by March.

correct wrong 4. In what year did the government stop allowing the advertising of tobacco on TV?

correct wrong 5. If you don't learn to swim as a child,

correct wrong you might never know to swim.



Situation: Write a dialogue between three friends who are trying to decide what to do next Saturday. Try to let each of the three friends speak four or five times.

Be sure to practice the gerunds and infinitives from this unit. For example, one person might say, “What do you guys want to do this weekend?” or “Oh, no. You guys aren’t going to force me to go to the zoo again. I didn’t enjoy going there last time, so I don’t want to go again!” Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

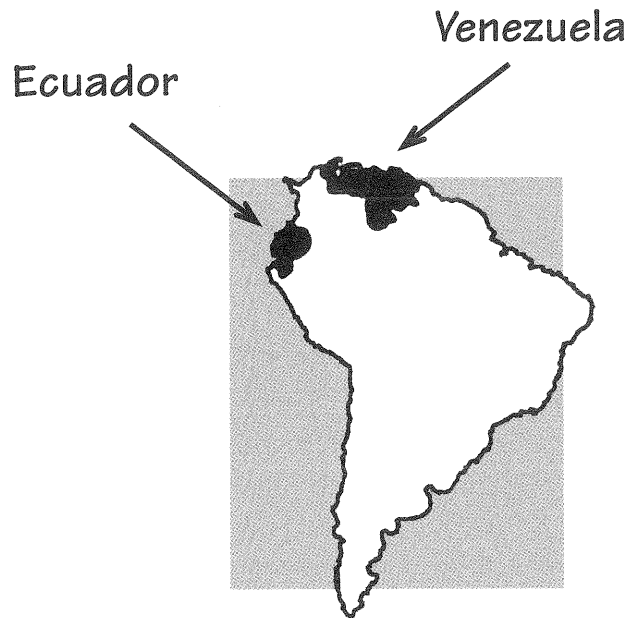
Answers to DISCOVER GRAMMAR, pages 135–36:

1. ✓ 2. ✓ 3. X 4. X 5. X 6. X 7. X 8. ✓ 9. ✓ 10. X The form of the underlined verb depends on the verb that comes before it. Some verbs must be followed by an infinitive (*to* + VERB), while others must be followed by a gerund (VERB + *-ing*). It is necessary to remember which verbs require infinitives and which require gerunds.

Unit 10

Connectors

1. *in order to vs. to vs. for*
2. *and . . . too/so/either/neither*
3. *however, therefore, so*



Venezuela is in South America, AND SO is Ecuador.
Venezuela exports oil, AND Ecuador does, TOO.

Connecting a Purpose with the Stem of a Sentence

example 1: A: Why did you come to this school in England?
B: I came here to learn English.

example 2: A: Why do you leave your house so early in the morning?
B: I leave early in order to avoid the rush-hour traffic.

example 3: A: Why did you go to the store?
B: I went to the store for some bread.

All three of these patterns express the same meaning. The grammatical difference is what comes after the connecting word.

to + VERB

in order to + VERB

for + NOUN

examples: I went to the post office to buy some stamps.
 I went to the post office in order to buy some stamps.
 I went to the post office for some stamps.

CAREFUL! Do not make these common mistakes.

1. Do not use **for** with a verb. (This is a very common mistake!)

wrong: I came here for learn English.

correct: I came here to learn English.

2. Do not use **to** with a noun when you should use **for**.

wrong: I'm going to the store to bread.

correct: I'm going to the store for bread.

Exercise 1.

Questions with *why* often have three possible answers. Make questions with *why* and give three possible answers. Follow the example.

example: The customer called the waiter to ask for more water.

Why did the customer call the waiter _____ ?

To ask for more water _____ .

In order to ask for more water _____ .

For more water _____ .

1. She drove to the mall to pick up her children's photos.

_____ ?

_____ .

_____ .

_____ .

2. Some kids are collecting money to help the storm victims.

_____ ?

_____ .

_____ .

_____ .

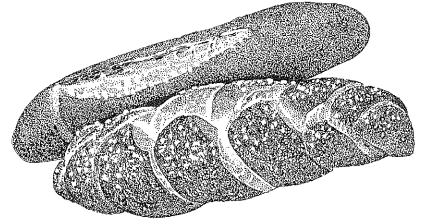
3. To get fresh bread, Mrs. McDowell usually goes to that deli.

_____?

_____.

_____.

_____.



Exercise 2. Write *to* or *for* on the line in order to answer the question *why*. Follow the examples.

examples: He came here to learn English.

He came here for better English skills.

- I'm going to the department store _____ a new tie. Do you want to go there _____ help me choose one?
- When you called, I was studying _____ my math test tomorrow. Hey, can I borrow your calculator? I'd like to use it _____ do the problems on the test.
- You can call me _____ ask any questions you want. Maybe I can help you _____ understand this lesson.
- Josephine opened the drawer _____ get a spoon. She only found small ones, so she opened a few more drawers _____ a larger one.
- I just saw a great job listed in the newspaper, but I need to speak French and Spanish fluently _____ this position. _____ learn to speak Spanish and French, I'm considering enrolling in an intensive language course. What do you think of this idea?

Repeating an Idea in the Second Part of a Sentence

Sometimes a sentence consists of one part that states new information about "A" and a second part that says, "B, too" or "the same thing is true about B." For example, if one sentence is "Nancy plays tennis well" and the second sentence is "Milton plays tennis well," what is the usual way to express these two ideas in one sentence in English?

In this case, it is not good to say all the words of both parts. Thus, it is not good to say, "Nancy plays tennis well and Milton plays tennis well." This does not sound good, although it is grammatically correct.

In this case, it is not necessary to repeat all of the words in the second part. We usually cut the information in the second part in a special way. In English there are four ways to express the idea of "B, too."

1. Nancy plays tennis well, and Milton does too.
2. Nancy plays tennis well, and so does Milton.
3. Nancy doesn't play basketball well, and Milton doesn't either.
4. Nancy doesn't play basketball well, and neither does Milton.

1 and 2 have the same meaning. Both parts are affirmative.

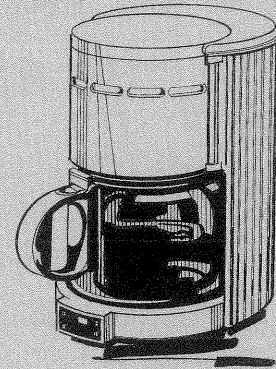
3 and 4 have the same meaning. Both parts are negative.

If the sentences have a verb, then do not repeat the verb in the second part. Use an auxiliary verb such as **do**, **does**, or **did** (depending on the subject of the sentence and the tense of the verb).

example: José likes coffee. Rita likes coffee.
José likes coffee, and Rita does too.

If the sentences have the verb **be** or a modal, then use a form of **be** or the modal in the second part.

example: I am tired. She is tired.
I am tired, and she is too.



Notice that the word order after **so** and **neither** is inverted.

examples: I like tea, and she does too. vs.
I like tea, and so does she.

Beth might not go to the concert, and I might not either. vs.
Beth might not go to the concert, and neither might I.

Notice that **neither** is already negative. Do not use **neither** and **not** together.

Remember: When there are two affirmative sentences, use **and . . . too** OR **and so . . .**
When there are two negative sentences, use **and . . . either** OR **and neither . . .**

CAREFUL! Do not make these common mistakes.

1. Do not repeat the whole sentence in the second part.
wrong: I arrived to class late, and Raymond arrived to class late.
correct: I arrived to class late, and Raymond did too.
2. Don't repeat the (whole) verb in the second part. Use an auxiliary verb (**do**, **does**, **did**; modals; **am**, **is**, **are** for present progressive; **was**, **were** for past progressive; **have**, **has** for present perfect).
wrong: Frank speaks German, and Patty speaks too.
correct: Frank speaks German, and Patty does too.

wrong: She was watching TV, and I was watching TV too.

correct: She was watching TV, and I was too.

wrong: Irene has lived here for five years, and I have lived here for five years, too.

correct: Irene has lived here for five years, and I have too.

3. Don't use the wrong word in the second part. Pay attention to the verb that is used in the first sentence.

wrong: Victor made 100 on the test, and I am too.

correct: Victor made 100 on the test, and I did too.

wrong: Barbara knows how to drive well, and so am I.

correct: Barbara knows how to drive well, and so do I.

4. Don't repeat **have** when it is a main verb. All verbs in English use an auxiliary in the second part.

wrong: Jeremy has a red car, and I have too.

correct: Jeremy has a red car, and I do too.

5. Don't forget to invert the word order with **so** and **neither**.

wrong: I speak French fluently, and so Dan does.

correct: I speak French fluently, and so does Dan.

wrong: Kelly doesn't like winter weather, and neither Mary does.

correct: Kelly doesn't like winter weather, and neither does Mary.

6. Don't use two negatives with **neither**.

wrong: Linda hasn't eaten lunch yet, and neither hasn't Karen.

correct: Linda hasn't eaten lunch yet, and neither has Karen.

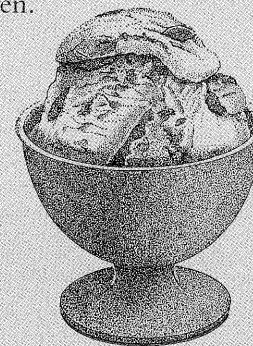
wrong: April doesn't have thirty-one days, and neither doesn't June.

correct: April doesn't have thirty-one days, and neither does June.

7. Don't use **so**, **too**, **either**, or **neither** if one sentence is affirmative and one is negative. In this "mixed" case, use **but**. (I like vanilla ice cream. Jenny doesn't like vanilla ice cream.)

wrong: I like vanilla ice cream, and Jenny doesn't either.

correct: I like vanilla ice cream, but Jenny doesn't.



Exercise 3. Affirmative Sentences. Write the second part of the sentence. Write both possible answers. Follow the examples.

- Keith learned to play tennis when he was a kid. Ken learned to play tennis when he was a kid.
 Keith learned to play tennis when he was a kid, and Ken did too.
 Keith learned to play tennis when he was a kid, and so did Ken.
- Tony is going to buy a new house. His cousin is going to buy a new house.
 Tony is going to buy a new house, _____.
 Tony is going to buy a new house, _____.
- The United States has a long coastline. Chile has a long coastline.
 The United States has a long coastline, _____.
 The United States has a long coastline, _____.
- This plane can hold 260 passengers. That plane can hold 260 passengers.
 This plane can hold 260 passengers, _____.
 This plane can hold 260 passengers, _____.
- Vanessa hates onions in her food. Wanda hates onions in her food.
 Vanessa hates onions in her food, _____.
 Vanessa hates onions in her food, _____.
- I have to learn English to enter this college. Bo has to learn English to enter this college.
 I have to learn English to enter this college, _____.
 I have to learn English to enter this college, _____.

CHALLENGE

One student says that the answer to number 6 is “and Bo has too.” A second student says that the answer is “and Bo does too.” Who is correct? More importantly, why did you choose the answer that you did?

Exercise 4. Negative Sentences. Write the second part of the sentence. Write both possible answers. Follow the examples.

- Cary doesn't do any sports. Ted doesn't do any sports.

Cary doesn't do any sports, and Ted doesn't either.

Cary doesn't do any sports, and neither does Ted.
- Nathan shouldn't smoke so much. You shouldn't smoke so much.

Nathan shouldn't smoke so much, _____.

Nathan shouldn't smoke so much, _____.
- We didn't eat out last night. The Sawyers didn't eat out last night.

We didn't eat out last night, _____.

We didn't eat out last night, _____.
- English class isn't that hard. Science class isn't that hard.

English class isn't that hard,

_____.

English class isn't that hard,

_____.
- Alison didn't take her car to work today. I didn't take my car to work today.

Alison didn't take her car to work today,

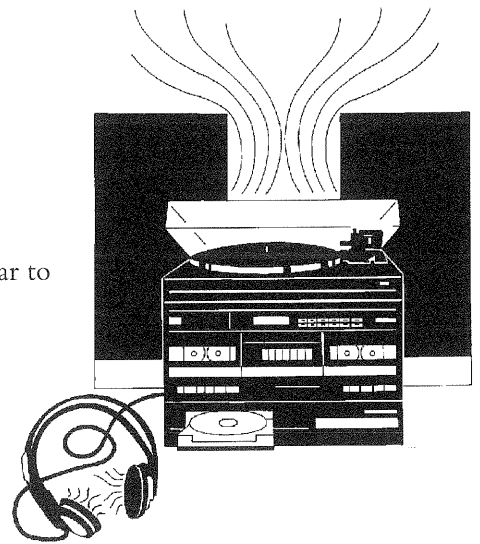
_____.

Alison didn't take her car to work today,

_____.
- George doesn't have a new stereo. I don't have a new stereo.

George doesn't have a new stereo, _____.

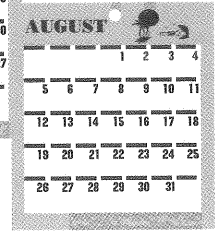
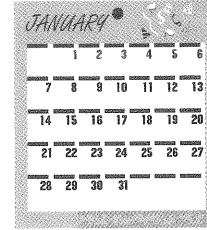
George doesn't have a new stereo, _____.



Exercise 5. Write *and* or *but* on the lines. Follow the example.

- She hates bell peppers, but I don't.
- Ice cream is fattening, _____ yogurt isn't.

3. January has thirty-one days, _____ so does August.
4. Benny has gone to Europe several times, _____ I haven't.
5. Last month's electricity bill was really high, _____ so was this month's.
6. I ordered a cheese pizza at the restaurant, _____ Janette and Lim did too.
7. Kuwait has a very hot climate, _____ England doesn't.
8. Kuwait has a very hot climate, _____ Egypt does too.
9. Kuwait has a very hot climate, _____ so does Saudi Arabia.
10. This machine doesn't give change, _____ that one doesn't either.



Exercise 6. Read the sentences and then complete them with the missing words. Follow the examples.

1. I need a new dictionary, and I think you do too.
2. They didn't understand the lesson, and neither did I.
3. Red is too bright for a pair of pants, and yellow _____.
4. Red is too bright for a pair of pants, and _____ yellow.
5. Red is too bright for a pair of pants, but dark blue _____.
6. Peter couldn't wake up on time today, and I _____.
7. Tim has brown hair and green eyes, and his sister _____.
8. Tim doesn't have curly hair, and _____ his sister.
9. Tim doesn't have curly hair, but his sister _____.
10. Tim doesn't have curly hair, and his sister _____.
11. I have a dark blue umbrella, and _____ Sherry.
12. I have had a blue umbrella for over a year, and Sherry _____.
13. Mexicans speak Spanish, and _____ Colombians.
14. Some Korean food is spicy, and some Mexican food _____.
15. Some Korean food is spicy, but British food _____.


**Speaking
Activity**
Exercise 7. Speaking Activity

This chart gives information about four people and eight actions or situations. The words *yes* or *no* in the chart refer to that person and that action. For example, *yes* under Tomoko's name by "likes iced tea" means that Tomoko likes iced tea. The *no* under Sani's name in the same line means that Sani doesn't like tea.

- Step 1.** Look at the chart below. On page 160, write ten statements about the people and the information. Make some of the statements true and some false. Practice *and . . . too*, *and so . . .*, *and . . . either*, *and neither . . .*, and *but*. Circle T for true or F for false to indicate whether your sentence is really true or false.
- Step 2.** Work with a partner. Student A will read all of his or her sentences. Student B will look at the book and say true or false for each statement. Keep track of the number of correct answers.
- Step 3.** After partner A has read all of his or her sentences, then it is student B's turn and student A must say true or false for each statement.

Action/Situation	Tomoko (female)	Thomas (male)	Sani (male)	Amina (female)
likes iced tea	yes	yes	no	no
has gone to Mexico before	no	yes	yes	no
speaks Spanish fluently	no	yes	no	no
bought a car last year	yes	no	no	yes
has a bike	no	yes	yes	yes
is a quiet person	no	no	yes	yes
can play the piano	no	yes	yes	no
might move soon	yes	yes	no	yes

- T F 1. _____
- T F 2. _____
- T F 3. _____
- T F 4. _____
- T F 5. _____
- T F 6. _____
- T F 7. _____
- T F 8. _____
- T F 9. _____
- T F 10. _____


**Speaking
Activity**
Exercise 8. Speaking Activity

Work in groups of three students. Students will take turns speaking for one minute. One student will speak, one student will be the timekeeper, and the other student will be the "grammar judge." All students should look at the chart in the previous exercise. One student will say, "Ready, set, go!" and then the speaker should begin with any true sentence about the chart. All sentences must practice *and . . . too, and so . . . , and . . . either, and neither . . . , or but*. Each correct sentence that is completed within the one-minute time limit gets one point. If the speaker is in the middle of a sentence when the timekeeper says, "Time," the speaker does not receive any points for that sentence.

However, Therefore, So

1. **However** is used to connect two sentences. **However** is similar in meaning to **but**. It is used to contrast two different ideas.

But is a conjunction and can only occur (in formal writing) in the middle of a single sentence. **However** can occur in one sentence or it can start the second sentence. In the first case, it is preceded by a semicolon (;) and followed by a comma (.). In the second case, one sentence should have a period at the end, the **h** in **however** should be capitalized because it is now the first word of a sentence, and there should be a comma (,) after **however**.

The teacher reviewed the material for three days; however, six students failed the exam.

The teacher reviewed the material for three days. However, six students failed the exam.

2. **Therefore** is used when the second sentence is a logical idea based on the first sentence. It is similar in meaning to the word **so**.

Therefore can occur in one sentence or it can start the second sentence. In the first case, it is preceded by a semicolon (;) and followed by a comma (,). In the second case, one sentence should have a period at the end, the **t** in **therefore** should be capitalized because it is now the first word of a sentence, and there should be a comma (,) after **therefore**.

The students wanted to do well on the final exam; therefore, everyone studied very hard.

The students wanted to do well on the final exam. Therefore, everyone studied very hard.

3. **So** has two meanings. One of them means a result; the other means a purpose.

Sometimes **so** means a result. It means that the second sentence is a result of the information in the first sentence. In this case, **so** cannot begin the sentence. It only occurs in the middle of the written sentence and should have a comma before it.

Jackie studied her notes carefully, so no one was surprised when she gave a great speech.

My printer ran out of ink, so I had to go to the office supply store this morning.

Sometimes **so** means purpose or reason for doing something. It means that the second sentence tells or explains why the information in the first sentence happened. In this case, **so** cannot begin the sentence. It only occurs in the middle of the written sentence. Note that it does NOT have a comma before it. In spoken English, there is no pause or break before the second part of the sentence. It is common to use **can**, **could**, **will**, or **would** in the second clause.

I bought ten soft drinks so I would have enough drinks for everyone at my party.
Please arrive early so you'll be able to get a good parking place.

Exercise 9. Fill in the blanks with the words *however*, *therefore*, or *so*. Use the sentence meaning and punctuation to help you figure out the right answers. Follow the example.

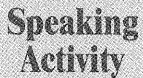
1. *Max:* I'm going to the pet store so I can buy some more cat food. Do you want to go?

Melinda: Well, I have a lot of work to do. _____, I think I ought to get out of the house for a while, _____ I'll go with you.

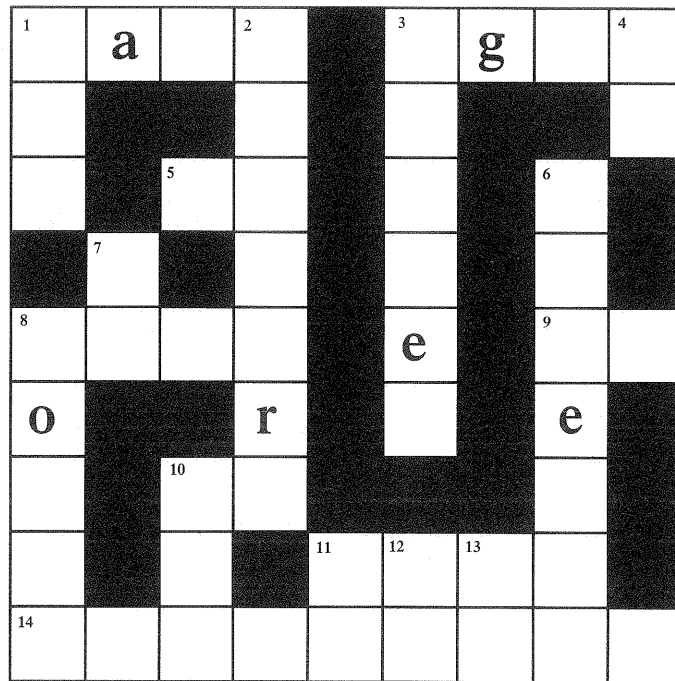
2. *Caroline:* Why did you call up Terry?
Larry: I called him up _____ I'd know what time I have to work tomorrow.
 He has a copy of the complete schedule.
3. *Heidi:* This book is missing some of the pages, _____ I'm going
 to return it.
Ron: Can you do that? I thought they didn't take any returns.
Heidi: You can't return a book because you don't like it. _____, you can
 return a book if the book itself is defective. This one is defective.
 _____, they will accept it without any problem.
4. *Kirk:* What did you think of that movie? I heard it wasn't that good,
 _____ I decided not to go see it.
Sheila: Several movie critics gave negative reports on the movie; _____, I
 decided to go see it anyway.

Exercise 10. Punctuation. Add punctuation if it is needed. You may also need to add capital letters. Follow the example.

1. The little boy wanted to buy a gift for his mother ; however , he didn't have enough money. (OR mother . However ,)
2. Health care in the U.S. is very expensive so many people don't have any health insurance.
3. Health care in the U.S. is not free however in Canada the situation is very different.
4. Vietnam was a French colony for many years therefore French is spoken in some parts.
5. The price of tickets for the concert is \$50 however the tickets are selling very quickly.
6. The flight was overbooked therefore some passengers were denied boarding.
7. Yvonne cooked a huge pot of stew so everyone would be able to eat some at the party.
8. Yvonne cooked a huge pot of stew so everyone was able to eat some at the party.


**Speaking
Activity**
Exercise 11a. Speaking Activity: Crossword Puzzle, Student A

Two students work together. Use the clues on this page to fill in as many of the words as possible. Then take turns asking each other questions about the information that is missing from the puzzle. Student A works on the first crossword puzzle while student B works on the second crossword puzzle. Do NOT look at your partner's puzzle at any time.

*Across*

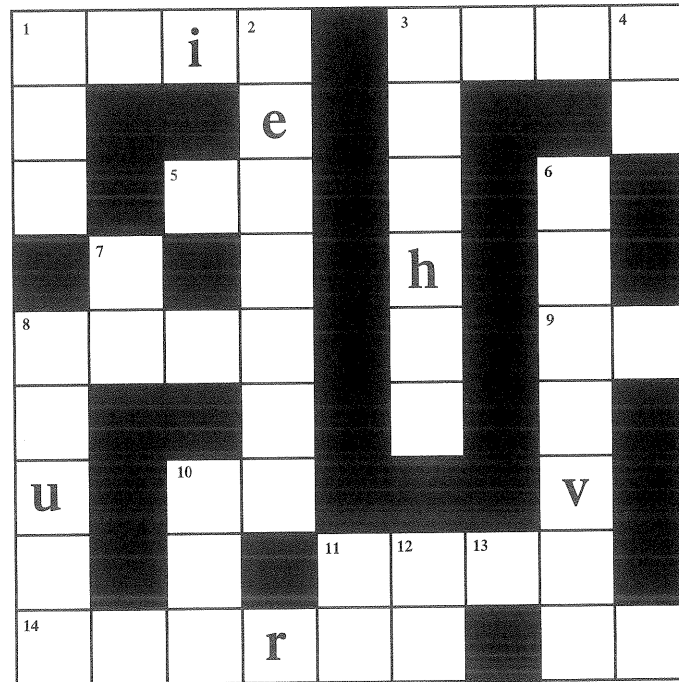
1. Debby went to the post office to _____ a letter.
5. I arrived _____ noon, but he didn't.
9. you and I
11. You need a helmet to _____ a bicycle here.

Down

1. March has 31 days, and so does _____.
3. Blair doesn't like broccoli, and his son doesn't _____.
6. He has a nice car. _____, he prefers to walk to work if the weather's good.
8. one book, two books, three books, etc.
11. a prefix that means again

**Speaking
Activity**
Exercise 11b. Speaking Activity: Crossword Puzzle, Student B

Two students work together. Use the clues on this page to fill in as many of the words as possible. Then take turns asking each other questions about the information that is missing from the puzzle. Student B works on the second crossword puzzle while student A works on the first crossword puzzle. Do NOT look at your partner's puzzle at any time.


Across

3. He wanted to make an omelette, so he went to the store for some _____.
8. You have to wake up earlier in order to _____ to class on time.
10. Madrid is in Spain, and so _____ Barcelona.
14. A score over 80 is passing. Heather made 83. _____, she passed the exam.

Down

2. He got some stamps to mail some _____.
4. Pedro's from Mexico, and _____ is Ana.
7. In order to _____ the dishes well, you need some dish detergent.
10. frozen water
12. _____ you want to rent a car, you need a valid driver's license.
13. He speaks French, and I _____ too.

Exercise 12. Multiple Choice. Circle the letter of the correct answer.

1. *Melissa*: "What did you two do yesterday?"

Diane: "I went to the library, and _____ Maria."

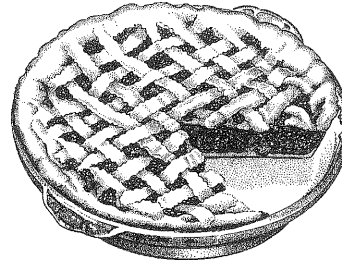
- (A) went too (C) did too
(B) so went (D) so did

2. She didn't have her key, but Karen _____.

- (A) had (C) did
(B) has (D) didn't

3. We ate pie for dessert, and they _____.

- (A) did too (C) did either
(B) ate too (D) neither did



4. He is attending that school specifically _____ get computer training.

- (A) for (C) in order
(B) so (D) to

5. _____, and so does Martha.

- (A) I never eat out (C) I don't do well in English class
(B) I have gone to France (D) I have a white car

6. *Tom*: "Did you understand the word?"

Steve: "Yes, I did, and so _____ the other students."

- (A) did (C) understood
(B) were (D) had

7. The Wilton charges \$90 a night, _____ we decided to look for a cheaper hotel.

- (A) therefore (C) for
(B) so (D) in order to

8. "Can you go with me to the furniture store tomorrow? I'd like to hear your input."

"Sure. I can go in the morning, and I think Paula _____."

- (A) goes too (C) so goes
(B) can too (D) so can

Exercise 13. Review Test
Part 1. Underline the correct answers.

1. *Nadine:* Did Anna go to Knoxville (therefore, for, to) get information about a university there?
Robert: Yes, she went there two days ago, and (so did, so went, so was) Patricia.
2. *Kathy:* Each question was worth four points. I missed three questions.
 (So, Therefore, Neither), my score should be 88, not 78.
Teacher: Kathy, your math is correct. (However, But, In order to), you also forgot to answer the final essay question, and that was worth ten points, (therefore, so, for) that's why your score really is 78.
3. Using prefixes and suffixes in English can be useful; (therefore, however, so), sometimes they cause problems. For example, the prefix "pre-" in English usually means "before" as in "precede" or "previous." (Therefore, However, So), sometimes the three letters "pre" are not really a prefix with the same meaning. Examples of this are "pretty" and "prefer." Students of English as a second or foreign language should study words carefully (for, so, in order to) be able to understand the meaning of a new word well.

Part 2. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

- correct wrong 1. I called Joe to see how he was feeling, and Mark did too.
- correct wrong 2. Doughnuts are very fattening, and cake isn't.
- correct wrong 3. That automobile is very expensive. However, many people are buying it because it really is such a good car.
- correct wrong 4. I really want to go to Hawaii, and my wife doesn't either.
- correct wrong 5. May has thirty-one days, but September hasn't.
- correct wrong 6. Madonna stopped making records for a while for take care of her new child.

- correct wrong 7. This computer cost less than \$1,000, and that one does too.
- correct wrong 8. The oil spill resulted in the deaths of thousands of sea animals and birds; therefore, it is not correct to say that it was only a small shipping accident.



Situation: You and your wife/husband want to go somewhere for summer vacation. It should be somewhere that you and your wife/husband have not gone yet. You are on the telephone now with a travel agent. First, greet the agent and tell who you are and why you are calling. Then the agent will suggest places. You should reject a few of the places in order to make more dialogue.

Be sure to practice the connectors in this unit. For example, you might say, "No, we can't go to Australia. My wife hasn't been there yet, but I have" or "We'd like to go to a beach area in order to relax on the beach for a few days." Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

Unit 11

VERB + Direct or Indirect Object

1. direct and indirect objects
2. Pattern A: VERB + PREPOSITION + object
(group 1: *to*; group 2: *for*)
3. Pattern B: VERB + indirect object + direct object
(group 3: no preposition)
4. Pattern A or Pattern B
(group 4: *to*; group 5: *for*)



Grammar Words: object, direct object, indirect object

object

In conversational English, "object" means a thing. However, in grammar, "object" means a noun (or pronoun) after a verb. It can be a thing or a person. The object receives the action of the verb. There are two kinds of objects in English grammar.

direct object A direct object is the thing or person that receives the action of the verb.

I study English.

Evelyn called Jamie last night.

He put the book on the table.

indirect object An indirect object is the person to whom or for whom the action of the verb is done.

I gave Mary the book.

Please pass me the salt.

There are two different patterns for direct and indirect objects:

Pattern A: I gave the book to Mary.

subject + VERB + direct object + PREPOSITION + indirect object

Pattern B: I gave Mary the book.

subject + VERB + indirect object + direct object

Some verbs must use pattern A, but other verbs must use pattern B. Some other verbs can use pattern A or pattern B. Some verbs use **to** and others use **for**. In this lesson, we will study the five different groups of verbs for direct and indirect objects.

Pattern A:

Subject + VERB + Direct Object + PREPOSITION + Indirect Object

Group 1: **announce, explain, report, suggest, introduce, describe, mention, speak, repeat, say**

These verbs *must* use the preposition **to**. (*Hint: Many of these verbs involve oral communication.*)

Pattern A: I explained the lesson to Scott.

She said hello to me.

He introduced his cousin to me.

Group 2: **open, close, pronounce, prescribe, do, answer, change, cash**

These verbs *must* use the preposition **for**.

Pattern A: He opened the door for me.

She did the work for me.

The woman at the bank cashed the check for me.

Exercise 1. Circle the letter of the correct sentences. Follow the example.

example: (A) He announced the schedule to the students.
(B) He announced the students the schedule.

1. (A) Please open Alja the door.
(B) Please open the door for Alja.
2. (A) They did the dishes for us.
(B) They did us the dishes.
3. (A) Mrs. Palermo explained the lesson to the class.
(B) Mrs. Palermo explained the class the lesson.
4. (A) The doctor prescribed me the medicine.
(B) The doctor prescribed the medicine for me.
5. (A) He repeated me the words.
(B) He repeated the words to me.
6. (A) The class pronounced the words for the teacher.
(B) The class pronounced the teacher the words.
7. (A) He changed us his plans.
(B) He changed his plans for us.
8. (A) My father mentioned the trip to the kids.
(B) My father mentioned the kids the trip.
9. (A) Would you please open the door for the man?
(B) Would you please open the man the door?
10. (A) Keith introduced Martha to Ali.
(B) Keith introduced Ali Martha.
11. (A) They described me their new house.
(B) They described their new house to me.
12. (A) He answered us the questions.
(B) He answered the questions for us.



Exercise 2. Underline *to* or *for*. Follow the examples.

examples: describe the picture (to, for) me
 mention the idea (to, for) me

- | | |
|---|---|
| 1. explain the answer (to, for) him | 6. pronounce this Greek name (to, for) me |
| 2. answer the question (to, for) her | 7. speak Vietnamese (to, for) them |
| 3. say hello (to, for) us | 8. close the box (to, for) me |
| 4. prescribe the treatment (to, for) me | 9. did the work (to, for) him |
| 5. introduce his teacher (to, for) me | 10. repeat the words (to, for) you |

Exercise 3. Write *to me* or *for me*. Follow the example.

example: describe the house to me

- | | |
|------------------------------------|----------------------------|
| 1. open the door _____ | 6. cash the check _____ |
| 2. suggest a nice restaurant _____ | 7. say good-bye _____ |
| 3. prescribe these tablets _____ | 8. mention your idea _____ |
| 4. do the work _____ | 9. answer number 1 _____ |
| 5. explain this word _____ | 10. close the window _____ |

Exercise 4. Write *to* or *for* on the line. Follow the example.

example: The teacher announced the date of the test to the students.

- Our teacher always pronounces the new words loudly _____ us.
- I introduced Susan _____ Shirley.
- Could you please open the jar _____ me?
- Srini mentioned his idea _____ his classmates.
- She explained the vocabulary _____ the students.
- She opened the door _____ Jane.
- She cashed the money order _____ me.
- I usually speak English _____ Ms. Williams.

9. The teacher repeated the answers _____ the class.
10. I described my trip to Saudi Arabia _____ my family.
11. I talked to the teacher about the test, and she changed my grade _____ me.
12. I always say hello _____ Georgia.
13. When did your coach explain the new plays _____ you?
14. The girl closed the window _____ the woman.
15. Margie reported the news _____ her friends.
16. We suggested that new restaurant _____ them.
17. I was really busy, so Renée did the grocery shopping _____ me.
18. The teacher answered the question _____ us.
19. The cashier will not cash that check _____ you if you don't have any ID.
20. What does Rick look like? Can you describe him _____ me?

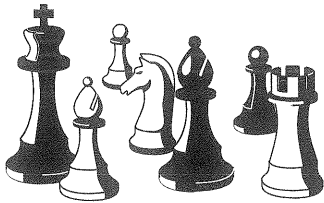
Exercise 5. Write *to* or *for* in the blanks to complete these conversations. Follow the examples.

examples: Darrin: Don is a really nice person.

Betsy: Yes, he is. He always says hello to everyone.

David: Did he help you?

Kay: Yes, he did. He explained all the chess moves to me.



1. Mark: I heard you have a new car. Could you describe it _____ me?
Tina: It's a light green sports car. It's a four-door Nissan.
2. Roxanne: Have you heard about the party tomorrow night?
Will: Yes, I have. Emily told me about it.
Roxanne: Some of us are going to meet at Michelle's house first. Do you want to come?
Will: Eve mentioned that _____ me. I think that might be a good idea.
3. Amy: Do you know Zack? He's Phil's cousin.
Carolyn: Yes, I do. Phil introduced Zack _____ me about a week or so ago.

4. *Kerry:* Hey, it's kind of cold in here, isn't it?
Lori: It's getting a little chilly in here. Do you want me to close the window _____ you?
Kerry: Yeah, thanks.
5. *Saul:* What did Eric get on the homework?
Pam: He got a 100.
Saul: 100? Are you kidding? Eric?
Pam: Yes, Eric's grade was 100. I saw it.
Saul: Well, I think Eric's father did the work _____ him. There's no way that Eric could get 100 on the homework in that class.
6. *Joshua:* Are you hungry? I'm going to go to McDonald's now. If you're interested in going with me, let me know.
Wes: Thanks but no thanks. I ate dinner at Mary Kay's house.
Joshua: Did she make dinner _____ you?
Wes: Yes, she did. She invited Art and me, so we both ate there tonight. It was great.

Pattern B: Subject + VERB + Indirect Object + Direct Object

Group 3: **ask, wish, cost, save, charge**

These verbs do NOT use a preposition between the two objects.

Pattern A: Oprah wished me happy birthday.
 The girl charged me too much money. It was a mistake.
 He asked the teacher a hard question.

Exercise 6. Circle the number of the correct sentence. Follow the example.

example: (1) The man asked us the question.
 (2) The man asked the question to us.

1. (1) My mother wished a good trip to us.
 (2) My mother wished us a good trip.

2. (1) That shirt cost me thirty dollars.
(2) That shirt cost thirty dollars to me.
3. (1) That restaurant charges four dollars to its customers for coffee.
(2) That restaurant charges its customers four dollars for coffee.
4. (1) The students asked the teacher several questions.
(2) The students asked several questions to the teacher.
5. (1) Janet told me about the big sale. She saved a lot of money to me.
(2) Janet told me about the big sale. She saved me a lot of money.

Exercise 7. Write a new sentence with the words in parentheses. Follow the example.

example: He wished a good trip. (Andrea) He wished Andrea a good trip.

1. He's going to ask a question. (the teacher)

2. They charged twenty dollars for a new shirt. (Mr. Hernandez)

3. She saved ten dollars by telling him about the sale at the store. (Joe)

4. We asked the time of day. (the man)

5. The old man wished a happy holiday. (us)

6. The new red bicycle cost over one hundred dollars. (me)

7. That store charged fifteen dollars for some cotton socks. (her)

8. All of us wished a safe journey. (Zoe)



Exercise 8. Each sentence has a mistake. Find the mistake and write the correct sentence. Follow the example.

example: My grandfather wished to me a happy birthday.

_____ My grandfather wished me a happy birthday. _____

1. That new dress cost for Maria seventy dollars.

2. Can you ask to the pilot a question?

3. How much did Sears charge to you?

4. I save to myself a lot of money by not smoking.

5. My uncle wished good luck to me on the test tomorrow.

6. One student asked three difficult questions to the teacher yesterday.

Pattern A: Subject + VERB + Direct Object + PREPOSITION + Indirect Object

OR

Pattern B: Subject + VERB + Indirect Object + Direct Object

Group 4: **give, write, read, show, teach, tell, sell, lend, bring, take, pass**

These verbs can use either pattern A or pattern B. If they use A, they use **to**.

Pattern A

I gave the book to John.

He wrote a letter to Kyoko.

They took the books to John.

Pattern B

I gave John the book.

He wrote Kyoko a letter.

They took John the books.

Group 5: **buy, get, make, find, do a favor**

These verbs can use either pattern A or pattern B. If they use A, they use **for**.

Pattern A

I bought a gift for Debbie.
He made some soup for me.
They did a favor for her.

Pattern B

I bought Debbie a gift.
He made me some soup.
They did her a favor.

Exercise 9. Circle the letter of the correct answer. Follow the example.

example: (A) Pat gives the books to Ryan.
 (B) Pat gives Ryan the books.

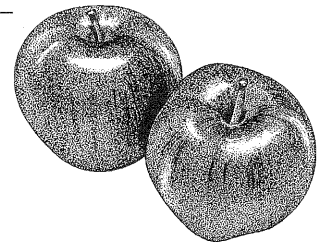
1. (A) He is writing a letter to Gwen.
(B) He is writing Gwen a letter.
2. (A) Pass the salt to me.
(B) Pass me the salt.
3. (A) He showed his new suit to me.
(B) He showed me his new suit.
4. (A) I am going to sell my car to Tabitha.
(B) I am going to sell Tabitha my car.
5. (A) Are you taking this money to Mr. Choi?
(B) Are you taking Mr. Choi this money?
6. (A) I bought a card for Chip.
(B) I bought Chip a card.
7. (A) He got a chair for the new student.
(B) He got the new student a chair.
8. (A) He made dinner for us.
(B) He made us dinner.
9. (A) I'm happy because someone found the keys for me.
(B) I'm happy because someone found me the keys.
10. (A) I bought a present for the cat.
(B) I bought the cat a present.

Exercise 10. Write a sentence with *to*. Follow the example.

example: Jo gave Ernie the baseball.

Jo gave the baseball to Ernie.

1. Warren wrote Molly a letter. _____
2. I always read my brother _____
the newspaper.
3. We show the class our artwork. _____
4. She teaches the students _____
new words.
5. Please tell Rose the good news. _____
6. I'm going to sell Daria my bike. _____
7. I usually lend Paul my car. _____
8. Did she bring the teacher another apple? _____
9. Would you please take your _____
father the food?
10. He passed me the pepper. _____



Exercise 11. Write a sentence without *to*. Follow the example.

example: Gina gives the books to Trevor.

Gina gives Trevor the books.

1. I didn't teach golf to Kim. _____
2. He showed the map to Diane. _____
3. He brought some flowers to me. _____
4. Please lend the money to Carl. _____
5. Did you write a thank-you note _____
to your sister?
6. I sold my old stove to Lisa. _____
7. Pass the test to Alan. _____

8. She is going to read the poem _____
to me.
9. Take the money to Ms. Brady. _____
10. I never tell lies to my parents. _____

Exercise 12. Write a sentence with *for*. Follow the example.

example: She bought Matt a ticket.

_____ *She bought a ticket for Matt.* _____

1. I'm going to get Joanne some tea. _____
2. She found Andy a job. _____
3. He made the girl a sandwich. _____
4. The teacher got the student a pencil. _____
5. My brother did me a favor. _____

Exercise 13. Write a sentence without *for*. Follow the example.

example: She bought a vase for Jane.

_____ *She bought Jane a vase.* _____

1. I made some coffee for the _____
students.
2. Mr. Erwin got some nice _____
flowers for his wife.
3. He found a key for me. _____
4. They did a big favor for me. _____
5. They didn't buy a ticket for me. _____

Exercise 14. Write A, B, or AB on the line to show the possible answers. Follow the examples.

1. Travis gave AB.
(A) the boxes to Gene
(B) Gene the boxes
2. Norman asked B.
(A) some questions to the fans
(B) the fans some questions
3. He explained _____.
(A) the lesson to me
(B) me the lesson
4. She sent _____.
(A) the letter to Paul
(B) Paul the letter
5. The teacher showed _____.
(A) the test to the boys
(B) the boys the test
6. The shirt cost _____.
(A) ten dollars to me
(B) me ten dollars
7. We took _____.
(A) the boxes to them
(B) them the boxes
8. Gladys introduced _____.
(A) Naren to me
(B) me to Naren
9. We usually speak _____.
(A) Spanish to him
(B) him Spanish
10. I mentioned _____.
(A) the idea to him
(B) him the idea
11. I wrote _____.
(A) an e-mail message to him
(B) him an e-mail message
12. We told _____.
(A) the news to them
(B) them the news
13. Gary repeated _____.
(A) the sentence to us
(B) us the sentence
14. They described _____.
(A) their trip to us
(B) us their trip
15. She bought _____.
(A) their lunch for them
(B) them their lunch
16. That store charged _____.
(A) ten dollars to us
(B) us ten dollars
17. Sam and Laura taught _____.
(A) the verbs to me
(B) me the verbs
18. We reported _____.
(A) the news to my father
(B) my father the news
19. The woman is reading _____.
(A) the story to the kids
(B) the kids the story
20. Who suggested _____.
(A) that restaurant to you
(B) you that restaurant

Exercise 15. Write A, B, or AB to show the possible answers.
Follow the example.

- | | |
|-----------------------------------|-----------------------------------|
| 1. He pronounced <u>A</u> . | 7. I opened _____. |
| (A) the words for me | (A) the door for him |
| (B) me the words | (B) him the door |
| 2. The doctor prescribed _____. | 8. I am going to find _____. |
| (A) the medicine for me | (A) the map for you |
| (B) me the medicine | (B) you the map |
| 3. We made _____. | 9. Please do _____. |
| (A) the reservation for them | (A) a favor for me |
| (B) them the reservation | (B) me a favor |
| 4. Who did _____? | 10. Would you please close _____? |
| (A) the dishes for you | (A) the window for us |
| (B) you the dishes | (B) us the window |
| 5. We got _____. | 11. She's going to buy _____. |
| (A) some tickets for the students | (A) a new scarf for you |
| (B) the students some tickets | (B) you a new scarf |
| 6. I found _____. | 12. They changed _____. |
| (A) a chair for him | (A) their plans for me |
| (B) him a chair | (B) me their plans |

Exercise 16. Write *to me*, *for me*, or *me* on the line. Follow the examples.

examples: He gave the watch to me.

He gave me the watch.

- | | |
|---|--|
| 1. He repeated the words _____. | 5. They spoke German _____. |
| 2. He bought _____ the tie. | 6. Please tell _____ the answer. |
| 3. He answered the questions
_____. | 7. Pass the salt _____. |
| 4. Please pronounce these words
_____. | 8. He's going to read the story _____. |

9. The travel agent made a reservation _____.
10. They explained the answer _____.
11. He wrote _____ a long letter.
12. He said hello _____.
13. She opened the door _____.
14. He bought the tie _____.
15. He described his trip _____.
16. He wished _____ a good trip.
17. She got _____ a nice present.
18. He gave _____ a new shirt.
19. He finally found a chair _____.
20. He's getting a chair _____.
21. He's getting _____ a chair.
22. She made a small cake _____.
23. She's making _____ a cake.
24. He didn't lend _____ \$100.

CHALLENGE

In English, these sentences are correct.

I gave Jerry the money.

I made Elaine some homemade pasta.

However, these sentences follow the same word order but are wrong.

I gave him it.

I made her it.

Why do you think these last two sentences are not correct? The word order is the same as in the first two. What is the grammar rule here?

Exercise 17. Write the correct verb on the line. Follow the example.

example: Tim gave the present to me.
(gave, bought, opened)

1. The teacher _____ the question to me. (asked, answered, explained)
2. He _____ a chocolate pie for me. (gave, made, described)
3. I am going to _____ my new car to them. (save, show, change)
4. My sister always _____ long letters to me. (finds, sends, answers)
5. Please _____ me the salt. (open, pass, repeat)
6. Laken and Kyle _____ the words for me. (explained, repeated, pronounced)
7. Did Brenda _____ the books to them? (find, take, close)

8. Mr. Ismail _____ ten dollars to Barney. (sent, saved, charged)
9. Did the doctor _____ the medicine to you? (buy, bring, prescribe)
10. My parents did not _____ me a new bicycle. (get, change, suggest)
11. I often _____ money to Pablo. (lend, change, charge)
12. They _____ it for us. (found, wished, explained)
13. Melinda usually _____ me hello. (says, tells, speaks)
14. She _____ me a very fun and safe trip. (said, wished, described)
15. He _____ the idea to my class. (made, asked, mentioned)
16. We're going to _____ her a silver watch. (open, give, describe)



Exercise 18. Speaking Activity

- Step 1.** Do student A OR student B. Do one of these only.
- Step 2.** Number the left lines from 1 to 8 in any order. Mix up the numbers.
- Step 3.** Read the words. Write the correct combination. Add *to* or *for* if it's necessary. Sometimes there are two possible answers. Write both. When you have finished, check your answers with another student who did the same part (A or B) as you did.
- Step 4.** Work with a partner who did not do the same part as you. Student A will read out all eight items as quickly as possible in numerical order. Student B must close the book and listen and then complete the items correctly. For example, student A will say, "give / a CD / me" and student B must say, "give me a CD" and "give a CD to me" because there are two answers. If this is correct, student A says, "That's correct." If this is not correct, student A says, "Try again" and repeats the item. When all the items are finished, student B will read out his or her eight items.

examples: give / a CD / me

_____ *give a CD to me* _____

_____ *give me a CD* _____

ask / a question / the teacher

_____ *ask the teacher a question* _____

answer / me / a question

_____ *answer a question for me* _____

Student A

Student B

____. buy / Sammy / a gift

____. do / the work / us

____. explain / me / the new word

____. make / a cake / me

____. introduce / her / me

____. wish / good luck / us

____. wish / happy birthday / Sandy

____. describe / me / your new house

____. say / me / hello

____. explain / us / the directions

____. give / the cards / me

____. open / me / the door

____. show / my new computer / them

____. take / these books / Mr. Lee

____. close / the door / me

____. find / the girl / a chair

Exercise 19. Multiple Choice. Circle the letter of the correct answer.

1. *Rich:* "Did you hear the news yesterday?"
Austin: "Yes, I did. That man announced _____."
(A) it us (C) it to us
(B) us it (D) it for us
2. She didn't have her key, so Sharmista opened _____.
(A) her the door (C) the door for her
(B) her for the door (D) the door her
3. She is a very friendly person. She always _____ every day.
(A) says everyone hello (C) tell everyone hello
(B) says hello to everyone (D) tell hello everyone
4. Nurses know a lot about medicine, but they can't prescribe _____.
(A) patients any medicine (C) any medicine to patients
(B) any medicine patients (D) any medicine for patients
5. My sister _____ it for me.
(A) gave (C) wished
(B) found (D) explained
6. *Kate:* "Did you understand the word?"
Kristen: "Yes, I did. Mr. Julius _____ it to me."
(A) asked (C) answered
(B) explained (D) pronounced
7. Please give this telegram _____.
(A) to her (C) for her
(B) at her (D) her
8. Please do _____. Can you lend me \$10 until tomorrow?
(A) a favor to me (C) a favor for me
(B) a favor me (D) for a favor me

Exercise 20. Review Test

Part 1. Read these sentences. Fill in the blanks with *to*, *for*, or *—*.

1. My parents bought _____ me a large suitcase when I went to France. They gave it _____ me a week before I left.

2. *Brent:* Hey, your car is a different color!
Craig: Do you like it? I decided to change the color.
Brent: Did you paint it?
Craig: No, I didn't. I took it to a shop on West Street. It's called Car Colors.
Brent: How much did they charge _____ you?
Craig: It cost _____ me about \$300.
Brent: Wow, that was a good price. And your car looks great!

3. Ms. Carlisle is an excellent teacher. She speaks _____ the students very slowly. If they do not understand something, she repeats the information _____ the students. She pronounces all the new words _____ the students very carefully and clearly. Students are not afraid to ask _____ her a question. Ms. Carlisle can usually answer any question _____ us very easily.

4. I didn't have my key with me, so Joseph opened the door _____ me.

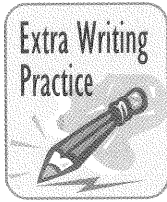
Part 2. Circle the correct word.

1. I often (lend, change, charge) money to Al.
2. He (made, asked, mentioned) the idea to me and my friends.
3. Please (open, pass, describe) me the salt.
4. Sharon usually (says, tells, speaks) me hello.

Part 3. Read each sentence carefully. Look at the underlined part. If the underlined part is correct, circle the word *correct*. If it is wrong, circle the wrong part and write the correct form above.

- correct wrong 1. I asked the location to the police officer.
- correct wrong 2. Please take these boxes to Kevin.

- correct wrong 3. Ed showed us his new car yesterday.
- correct wrong 4. My father bought a present to me because I passed the test.
- correct wrong 5. Who told to you the news about Laura?



Situation: Write a dialogue that takes place in a department store. A few days ago you bought a present for your cousin. However, you found out that your cousin already has this gift, so you want to return it. However, the clerk does not want to allow you to return the gift. You can choose any kind of gift that you want. Make up something interesting or strange or funny to add to the dialogue.

Be sure to practice several of the verb and object combinations from this unit. For example, you might say, "I bought this shirt for my cousin, but I can't give it to him because he already has this kind of shirt." Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

Unit 12

Review

1. phrasal verbs
2. past progressive tense
3. present perfect tense
4. adverbs of manner and related terms
5. verb-preposition and adjective-preposition combinations
6. passive voice
7. relative clauses
8. infinitives and gerunds
9. connectors
10. verbs with direct or indirect objects



Exercise 1. Phrasal Verbs. Write a short answer for the question in which you repeat the phrasal verb and add the appropriate object pronoun. Follow the example.

1. Did Steve pick up his sister at the airport? Yes, he picked her up.
2. Did they really give away a new car? Yes, they _____.
3. Did the teacher go over the quiz? Yes, she _____.
4. Have you already handed in your paper? Yes, I _____.
5. Did you run into Maureen and Marcia at the mall? Yes, I _____.
6. Did you run out of milk? Yes, we _____.
7. Did you come across my watch? Yes, I _____.
8. Are you looking after your baby brother? Yes, I _____.
9. Are you counting on Tracy and Chris for help? Yes, we _____.
10. Has he filled out the application already? Yes, he _____.
11. Can someone turn on the lights? Yes, I'll _____.
12. Does your teacher call on you a lot? Yes, he _____ all the time.

Exercise 2. Simple Past vs. Past Progressive. Write the correct form of the verb in parentheses. Use simple past or past progressive tense.

1. When I (wait) _____ for the bus, it started to rain.
2. After I (eat) _____ my dinner last night, I (write) _____ a letter of complaint to the telephone company.
3. I (wake) _____ up because the dogs outside (bark) _____.
4. When (arrive) _____ you _____ here?

5. *Anna:* Did you feel the earthquake last night?

Carol: Yes, I did. I (sleep) _____ when it (hit) _____.

Anna: So what (do) _____ you _____?

Carol: I (jump) _____ out of bed and (put) _____ on my bathrobe.

6. I couldn't leave my house this morning because it (rain) _____ so hard. I (have) _____ to wait for about fifteen minutes before I was able to go out.

7. I (get) _____ home at 7 P.M. My son (play) _____ in the backyard, and my daughter (watch) _____ TV. I (get) _____ angry because they (do) _____ their homework then.

8. *Fred:* I just (see) _____ Martin. He (ride) _____ his bike by the post office.

Jerry: When I (see) _____ him last week, he (do) _____ the same thing.

Exercise 3. Present Perfect Tense. Underline the correct verb tense. Sometimes more than one answer is possible. Be prepared to explain the reason for your choices.

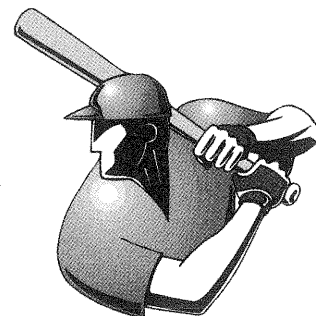
1. *Liz:* How long (have you worked, did you work) at the hospital?

Judy: Well, let's see. I (have been, was) there from 1996 to 1998, so two years.

2. *Greg:* (Did you ever go, Have you ever gone) to a professional baseball game?

Barry: Well, I (went, have gone) to lots of pro baseball games with my dad when I (was, have been) a little kid. Why do you ask?

Greg: I (have gone, went) to see a game last night.



Barry: How (has it been, was it)?

Greg: I (have had, had) a great time there. I think I'd like to go again, and I was wondering if you might like to go with me the next time I go.

3. *Barbara:* There's a good movie playing at the Brentwood Cinema. Do you want to go?

Kathy: What's playing?

Barbara: It's called *A Day to Remember*.

Kathy: Oh, I (already saw, have already seen) it.

Barbara: Really? Well, (have you liked, did you like) it? How (was it, has it been)?

Kathy: I (have thought, thought) that it (was, has been) terrific. If I had some free time tonight, I'd go see it again with you, but I can't. Sorry. But you've really got to go see it!

4. *Lynn:* Do you know someone named Kelly Hall?

Rick: Yes, I do. I (knew, have known) her for about five or six years.

Lynn: Really? How (have you met, did you meet) her?

Rick: I think it was at a company dinner.

Exercise 4. Underline the correct words.

- The (beautiful, beautifully) little child surprised us (by pick, by picking, with pick, with picking) up the spiders without any fear.
- Everyone agreed that the basketball coach made a (smart, smartly) decision to take Patrick out of the game because he was not playing so (good, well).
- Jack:* How did you get in the house? I thought you lost your key.
Scott: Well, I was able to get into the house (with, by) another key that I had.
- By (open, opening) the door (slow, slowly), he was able to keep the cat from getting out of the house.

5. The best way (by get, by getting, to get, to getting) a high score on the vocabulary test is to write an original sentence with each word.
6. *Luke:* This package has to be in Ann Arbor by tomorrow evening.
Jeff: You can send it (by, with) overnight delivery.
Luke: Will that cost a lot of money?
Jeff: It's not the cheapest method, but (by, with) using that kind of service, you can be sure that your package will be there by tomorrow evening.

Exercise 5. Verb-Preposition and Adjective-Preposition Combinations. Write the missing prepositions on the lines.

1. I think this sweater belongs _____ Terry. At first, I thought it might be Karen's, but it's different _____ the sweater that Karen was wearing at dinner tonight.
2. Does anyone know what happened _____ my keys? They were right here and now they're gone. Could someone help me to look _____ them? I am really tired _____ working all day, and I just want to find my keys and go home.
3. My mother doesn't approve _____ my friends. She always complains _____ them. I am so tired _____ listening _____ her complaints!
4. Tennis is my favorite sport. I'm just crazy _____ it. No matter how much work I have to do, I'm always ready _____ a match. Although I haven't been very successful _____ any tennis tournaments, I always look forward _____ a good match.
5. If you slip on a banana peel in a restaurant, is the restaurant responsible _____ the accident? I mean, is the restaurant guilty _____ any kind of crime or negligence?

Exercise 6. Passive Voice. Underline the correct verb form.

1. *Jacob:* If I (am wanted, want) to study English at this school, what should I (do, be done)?

Alan: First, an application must (complete, be completed). A deposit of \$200 should (include, be included) with the application.

Jacob: OK, so if I (fill, am filled) this out right now, can you (help, be helped) me?

Alan: Sure. Let's do it.

Jacob: Should this form (fill, be filled) out in pen or pencil?

Alan: Pen (prefers, is preferred), but you can (use, be used) pencil, too.

2. *Margo:* Don't do that! It's bad luck.

Danny: What are you talking about?

Margo: In my country, opening an umbrella indoors (considers, is considered) bad luck.

Danny: Really? Well, in my country, we (don't like, aren't liked) to get wet in the rain!



3. *Miles:* What languages (speak, are spoken) in Switzerland?

Tina: German (speaks, is spoken) by people in the northern, central, and eastern parts of the country.

Irene: What about French? I think that a lot of people in the western part of the country (speak, are spoken, is spoken) French.

Nancy: And don't forget that Italian (speaks, spoke, is spoken, was spoken) in the southern part of the country.

Tina: Oh, and don't forget Romansh. It's one of the four national languages, too.

4. *Hank:* Hey, my paycheck is less than it was last month.

Paula: Yes, that's correct. Starting this month, an extra five percent of your salary (takes, is taken) out for the new retirement plan.

Hank: Five percent? Gosh, that's a lot. Let me see if my check (has calculated, has been calculated) correctly.

Paula: Well, is it right?

Hank: Yes, it is. They (have done, have been done) it correctly.

Exercise 7. Relative Clauses. Fill in the blanks with *who*, *whom*, *that*, *which*, or *—*. If more than one answer is possible, list ALL possible answers to demonstrate your full knowledge of relative clauses.

1. *Jerry:* What have you been up to?

Patty: I just came back from Dimes and Dollars.

Jerry: Dimes and Dollars? What's that?

Patty: It's that new department store (1) _____ is on the corner of Fowler and Cleveland.

Jerry: What were you doing there? Shopping?

Patty: Actually, no. I wanted to return something (2) _____ I bought last week.

Jerry: And were you able to return it?

Patty: At first, the clerk didn't want to give me a refund, so she called the manager (3) _____ was on duty. He was reluctant to give me my money back, so I just pointed to the huge sign (4) _____ is right there behind the register. It clearly says, "We refund all items (5) _____ you have purchased within the last 30 days as long as you have the sales receipt."

Jerry: And did you have the sales receipt?

Patty: Yes, but the receipt (6) _____ I had was 29 days old, so the clerk didn't know if I could get my money back.

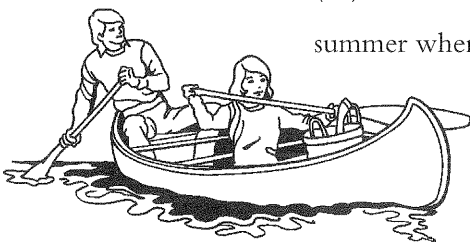
Jerry: Maybe the clerk (7) _____ you spoke to was new or just didn't know the rules for exchanges.

2. *Trina:* What have you got there?

Nathan: These are pictures (8) _____ I just picked up from the photo shop.

Trina: How did they turn out?

Nathan: Well, I had three rolls of film (9) _____ I took to the shop. The pictures (10) _____ turned out the best are the ones (11) _____ I took last summer when we all went canoeing on the river. Do you remember that day?



Trina: Yes, I certainly do. I had such a good time that day.

Nathan: But the other two rolls didn't turn out great. In fact, the pictures from the roll (12) _____ had pictures of my birthday party are just about useless. They're just not clear enough.

Exercise 8. Infinitives and Gerunds. Fill in the blanks with the correct form of the verb in parentheses.

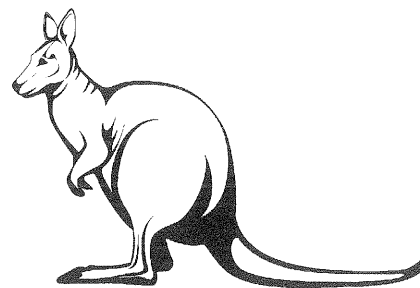
My friend Melissa offered (1. take) _____ me out for dinner last night, so I decided to take her up on her offer.* I don't get invited (2. eat) _____ out a lot, so I couldn't help (3. take) _____ advantage of this opportunity for a free meal and some pleasant company. Melissa is an office executive and has a pretty good salary, so she is accustomed to (4. eat) _____ out at really nice restaurants. I, on the other hand, have a part-time job at the supermarket, so if I eat out, I prefer (5. go) _____ to a cheap place. In fact, when Melissa invited me (6. eat) _____ dinner with her, I suggested (7. go) _____ to an inexpensive restaurant, but she insisted on (8. take) _____ me to a really nice place. Melissa ordered the most expensive item on the menu. I wanted (9. get) _____ a tuna fish sandwich, but she persuaded me (10. order) _____ something more expensive.

"A tuna fish sandwich?" she asked in a slightly surprised tone. "Do you expect me (11. believe) _____ that you don't want (12. eat) _____ lobster? This restaurant is famous for its lobster, not its tuna fish sandwiches. What can I do in order to get you (13. change) _____ your mind?" It only took a little bit of friendly pressure from Melissa to convince me (14. order) _____ lobster from the menu. In fact, (15. listen) _____ to Melissa's friendly suggestion was definitely the correct thing to do. The lobster was out of this world.**

*to take someone up on his/her offer = to accept that person's invitation or offer to do something for you
 **be out of this world = be very good, be terrific

Exercise 9. Connectors. Underline the correct answers to complete these sentences.

1. The word “green” has two vowels in it, and (too, so, either, neither) (“bread” does, does “bread,” “bread” has, has “bread”).
2. She bought some new shoes (for, to, so) match her new dress.
3. The snow started just as the game was about to begin. (So, Therefore, However), the game was postponed until tomorrow.
4. It didn’t rain last Monday, and it didn’t rain the Monday before that (too, so, either, neither).
5. He went to the hardware store, so he (got, needs to get) some nails.
6. Each state has two senators in Congress. There are fifty states. (Therefore, However), there are one hundred senators.
7. Jackie didn’t bring her passport, and I didn’t (so, too, either, neither).
8. She bought an extra bag of potatoes (in order, for, so, to) make enough potato salad for all the people who were coming to dinner that night.
9. I (wanted, didn’t want) to do any of the housework, and neither did Shirley.
10. I looked up all of the thirty vocabulary words and wrote down the meanings, and so (was, did, may, might) Phil.
11. Sherry’s kids hate onions. Grandmother put onions in the beans that she cooked, (but, so, for, to) Sherry’s kids refused to eat the beans.
12. A koala bear is a mammal, and (so is, so are, is so, are so) a kangaroo.
13. I am crazy about doing crossword puzzles, but my husband (does, is, doesn’t, isn’t).
14. Gwen (speaks, speak, can speak, can’t speak) Spanish and Greek, and so can Belinda.
15. They’ve already cleaned their bedrooms, (and so I have, but I haven’t, so I have too).

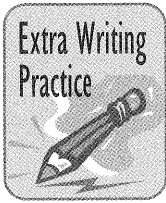


Exercise 10. VERB + Direct/Indirect Objects. Write *to*, *for*, or *—* on the line.

1. Pedro introduced his cousin _____ us.
2. The doctor prescribed a strict diet _____ me.
3. Would you please open the door _____ me?
4. How come she speaks English _____ her mom but French _____ her dad?
5. If you don't like the company's decision, you can write a letter _____ the president.
6. She said good-bye _____ everyone and then boarded the train.
7. It was her birthday, so we all bought _____ her a gift.
8. I sold my skis _____ her because I was returning to my country and didn't need them any more.
9. I explained all of the steps _____ him, but he still didn't get it.
10. I'm a little busy right now. I have to take _____ Debra these files.
11. When I was sick, Melinda did all of this work _____ me.
12. I've never been to Scotland. Could you describe the scenery _____ me?

Exercise 11. VERB + Direct/Indirect Objects. Four of these sentences have an error with direct/indirect objects. Circle the errors and write the correct form above.

1. When my shoes get too small for me, I usually give them to Courtney.
2. Could you please pass for me the salt?
3. She always says hello to everyone who passes by her.
4. Today my boss finally introduced her husband to us.
5. I like his class. He always pronounces the new words very clearly for the students.
6. I didn't have my watch, so I asked the time to Nick.
7. Hey, it's a little cool in here. Could you please close the windows for me?
8. All of us sang "Happy Birthday" to wish good luck to Sarah on her new year.
9. I'd like to ask you a question if you have enough time right now.
10. I'm going to get some tea to us now. I'll be right back.



Situation: A friend has written you a letter in which he asks you for advice about learning English. Write him a letter. Try to give as many pieces of advice as possible about the best way to learn English. Try to include some suggestions that you have actually used successfully to help you learn English. If you want, you may also include suggestions that some people gave you that didn't work for you.

Be sure to practice several of the grammar items in this review unit. For example, you might say, "I was interested in improving my speaking ability, so I tried to talk to as many native speakers as possible." Always underline the grammar point that you have used so the teacher can see what you are trying to practice.

Appendix of Irregular Past and Past Participles

be	was/were	been	hang	hung	hung
become	became	become	have	had	had
begin	began	begun	hide	hid	hidden
bend	bent	bent	hit	hit	hit
bind	bound	bound	hold	held	held
bite	bit	bitten	hurt	hurt	hurt
bleed	bled	bled			
blow	blew	blown	keep	kept	kept
break	broke	broken	know	knew	known
bring	brought	brought			
build	built	built	lead	led	led
buy	bought	bought	leave	left	left
			lend	lent	lent
catch	caught	caught	let	let	let
choose	chose	chosen	lie	lay	lain
come	came	come	lose	lost	lost
cost	cost	cost			
cut	cut	cut	make	made	made
			mean	meant	meant
deal	dealt	dealt	meet	met	met
dig	dug	dug			
drink	drank	drunk	put	put	put
drive	drove	driven			
do	did	done	read	read	read
draw	drew	drawn	ride	rode	ridden
			ring	rang	rung
eat	ate	eaten	run	ran	run
fall	fell	fallen	say	said	said
feed	fed	fed	see	saw	seen
feel	felt	felt	seek	sought	sought
fight	fought	fought	sell	sold	sold
find	find	find	send	sent	sent
fly	flew	flown	set	set	set
forget	forgot	forgotten	shake	shook	shaken
freeze	froze	frozen	shoot	shot	shot
			show	showed	shown
get	got	gotten	shrink	shrank	shrank
give	gave	given	sing	sang	sung
go	went	gone	sink	sank	sunk
grow	grew	grown	sit	sat	sat

sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

Answer Key

Unit 1

- Ex. 1, p. 1:* 1. a 2. a 3. the 4. the 5. the 6. — 7. — 8. a 9. the 10. the 11. — 12. the 13. — 14. the 15. the 16. the 17. — 18. the 19. the 20. the 21. the 22. — 23. — 24. the 25. the 26. — 27. — 28. — 29. the 30. the 31. — 32. The 33. — 34. — 35. the 36. the 37. the 38. a 39. the 40. — 41. — 42. — 43. a 44. — 45. the
- Ex. 2, p. 3:* 1. the 2. the 3. — 4. — 5. — 6. the 7. the 8. the 9. — 10. the 11. the 12. — 13. the 14. — 15. the 16. the 17. — 18. the 19. the 20. the 21. — 22. — 23. — 24. — 25. the 26. the 27. the 28. — 29. the 30. —
- Ex. 3, p. 3:* 1. are playing, is going to play, plays 2. did, am going to do, am doing 3. is going to go, goes, went 4. did you eat, do you eat, are you going to eat 5. am studying, study, studied
- Ex. 4, p. 4:* 1. went 2. is going to rain 3. is watching 4. are going to be 5. give 6. take 7. am going to need 8. drew
- Ex. 5, p. 5:* 1. became 2. sent 3. broke 4. brought 5. built 6. sat 7. hurt 8. chose 9. left 10. drank 11. took 12. fell 13. found 14. forgot 15. wore 16. sold 17. had 18. heard 19. sang 20. held 21. bought 22. slept 23. knew 24. let 25. lost 26. tore 27. thought 28. flew 29. ran 30. saw
- Ex. 6, p. 5:* 1. many 2. far 3. big 4. big 5. high 6. much 7. long 8. often 9. much 10. old
- Ex. 7, p. 6:* 1. never study, is always 2. often 3. hardly has, always makes 4. eat 5. often 6. usually walked 7. Does Mark ever 8. isn't ever, is always 9. played baseball together all of the time 10. usually
- Ex. 8, p. 7:* 1. In fact, I expected HIM to win . . . 2. I have a newspaper article that shows HIM with . . . 3. I know that HE is a very good skier . . .
- Ex. 9, p. 7:* 1. A; *another* is singular; use *other* 2. A; use *one* to replace *a* + NOUN; change *it* to *one* 3. B; *other* is plural; change *other* to *another* 4. B; *other* is plural; change *other* to *another* 5. A; *other one* is not English; change *other* to *another* 6. A; *other* is plural; change *other* to *another* 7. B; *one* is general, *it* is specific; change *one* to *it* 8. A; *another* can't be used with *ones*, and the can't be used with *another*; change *another* to *other*
- Ex. 10, p. 8:* 1. C 2. A 3. B 4. C 5. B 6. A 7. D 8. D
- Ex. 11, p. 10:* 1. Los Angeles is bigger than Paris. 2. Los Angeles is the biggest city in the U.S. 3. Paris is older than Los Angeles. 4. Brazil is the largest country in South America. 5. This car is more expensive than that car. 6. August is the hottest month of the year. 7. A diamond is the hardest mineral on earth.

8. English is harder to learn than Spanish. (OR Spanish is harder to learn than English.)
- Ex. 12, p. 10:* 1. than 2. worse 3. bigger, the biggest 4. than, delicious 5. farther 6. the fastest 7. better 8. saltier 9. answers may vary (possible: brightest, largest, biggest) 10. the
- Ex. 13, p. 11:* 1. Could, must 2. can, Could, should, will, must 3. might, could, must, could, Can, would, might, can
- Ex. 14, p. 12:* 1. Could you help me? 2. I won't go to the party Friday night. 3. In 1995, I was able to graduate from high school. 4. Could I borrow your car tomorrow? 5. If I had a problem now, I would talk to Sallie. 6. The total should be \$5.80. 7. Every driver must have a valid license. 8. You ought to call the store before you drive there. 9. Reading class is easy, so I don't have to study for it. 10. Tom may be at school, but I'm not sure.
- Ex. 15, p. 13:* 1. has 2. is 3. too 4. very 5. too 6. there are 7. has 8. are 9. are 10. don't have, they have 11. Most 12. almost 13. for 14. to 15. are, have, Most

Unit 2

- Ex. 1, p. 18:* 1. G 2. O 3. J 4. A 5. H 6. I 7. D 8. E 9. F 10. C 11. L 12. P 13. N 14. K 15. B 16. M
- Ex. 2, p. 19:* 1. G 2. I 3. H 4. O 5. M 6. B 7. A 8. C 9. F 10. E 11. N 12. J 13. P 14. D 15. L 16. K
- Ex. 3, p. 19:* 1. up, up, back or away 2. out, on, up, up 3. off, in, down 4. out, in, out, up
- Ex. 4, p. 21:* 1. Look them up. 2. She called him back. 3. Please write it down. 4. She tore it up. 5. Don't turn it on now. 6. He handed them out. 7. I left them out. 8. Did you fill it out? 9. Why did you leave her out? 10. She called it off.
- Ex. 5, p. 23:* 1. off, in 2. out of, out of 3. on, up with 4. up with, over, on 5. on, after, into 6. out for
- Ex. 6, p. 23:* 1. We ran out of it. 2. She put up with them. 3. They're counting on us. 4. I came across them. 5. The teacher went over it. 6. I couldn't catch up with them. 7. The professor called on him. 8. I'm looking after him. 9. We ran into them. 10. Before my presentation, I went over them.
- Ex. 7 p. 24:* 1. up 2. on 3. on 4. down 5. out 6. on 7. up 8. off 9. up 10. up 11. up 12. up 13. up 14. off 15. on 16. down
- Ex. 8, p. 25:* 1. down, up 2. off, up, on 3. on, out, on 4. off, up, up 5. up, down 6. up, on
- Ex. 9, p. 26:* 1. handed them in 2. C 3. counting on her 4. gave them away 5. come across this article 6. catch up with them 7. broke down (omit *it*) 8. threw them out (*batteries* is plural) 9. C 10. C

Ex. 10, p. 27:

¹ t	o			² o			³ u		⁴ y
h		⁵ c	⁶ o	n	⁷ t	i	n	u	e
r			u		e		d		s
⁸ o	r		t		⁹ a	r	e		
u				¹⁰ e	r		r		¹¹ o
g		¹² i					¹³ s	u	m
¹⁴ h	¹⁵ a	n	d	e	d		t		i
	w					¹⁶ w	a	i	t
¹⁷ c	a	l	l	o	¹⁸ n		n		
	y			o		¹⁹ d	i	e	

Ex. 11, p. 29: 1. B 2. A 3. D 4. B 5. C 6. A 7. A 8. D

Ex. 12, p. 30: Part 1. 1. out, on, up, off, off, up, off 2. in, in, down, on, up, into; Part 2. 1. wrong; got through with it 2. wrong; take off (omit *it*) 3. correct 4. wrong; count on her 5. correct 6. correct 7. wrong; left them out 8. wrong; putting it off

Unit 3

Ex. 1, p. 36: 1. I ate, I was eating 2. he did, he was doing 3. they asked, they were asking 4. she took, she was taking 5. we watched, we were watching 6. it got, it was getting 7. I made, I was making 8. he began, he was beginning

Ex. 2, p. 36: 1. was making, arrived, stopped, left 2. were doing, was attending 3. was listening, didn't know, wrote 4. met, got, went, was going 5. started, went, warmed, began, was enjoying

Ex. 3, p. 37: 1. read 2. was reading 3. was reading 4. was studying 5. studied 6. studied 7. played 8. were playing 9. Was ... playing 10. had 11. was having 12. Did ... have, had

Ex. 4, p. 38: 1. While we were playing tennis, it began to rain. 2. While he was talking on the phone, I cut up the onions. (OR I was cutting up the onions.) 3. when I woke up this morning, it was raining. 4. When he read the news, he started to cry.

Ex. 5, p. 39: Answers will vary.

Ex. 6, p. 41: Answers will vary.

Ex. 7, p. 41: 1. B 2. B 3. D 4. C 5. A 6. A 7. B 8. C

Ex. 8, p. 43: Part 1. 1. became 2. shot 3. put, was baking, finished 4. took, were waiting 5. plugged, was watching; Part 2. 1. correct 2. wrong; were you watching 3. wrong; lived (OR: was living) 4. correct 5. wrong; happened

Unit 4

Ex. 1, p. 48: 1. been 2. made 3. forgotten 4. shown (OR showed) 5. sat 6. hit 7. stolen 8. taken 9. told 10. thought 11. lost 12. seen 13. frozen 14. sung 15. slept 16. left 17. swum 18. taught 19. broken 20. run

Ex. 2, p. 48: 1. said 2. worn 3. written 4. begun 5. ridden 6. spoken 7. bought 8. caught 9. drunk 10. eaten 11. chosen 12. won 13. become 14. brought 15. come 16. spent 17. put 18. met 19. driven 20. fallen

Ex. 3, p. 49: 1. felt 2. found 3. sold 4. held 5. kept 6. cost 7. let 8. gotten 9. gone 10. built 11. done 12. lent 13. sent 14. read 15. known 16. cut 17. flown 18. given 19. had 20. understood

Ex. 4, p. 49: 1. drive, drove, driven; ride, rode, ridden; write, wrote, written 2. catch, caught, caught; teach, taught, taught 3. cost; cut; let; put; read; hit (*read* has a pronunciation change though the spelling is the same) 4. eat, ate, eaten; fall, fell, fallen; take, took, taken 5. speak, spoke, spoken; freeze, froze, frozen; steal, stole, stolen 6. bring, brought, brought; buy, bought, bought; think, thought, thought 7. begin, began, begun; drink, drank, drunk; sing, sang, sung; swim, swam, swum 8. become, became, become; come, came, come; run, ran, run 9. drive, drove, driven; see, saw, seen; show, showed, shown; give, gave, given; know, knew, known; take, took, taken

Ex. 5, p. 51: go: I have gone, you have gone, they have gone, he has gone, Lim has gone; work: you have worked, he has worked, I have worked, she has worked, it has worked; do: I have done, you have done, we have done, he has done, they have done; be: he has been, I have been, you have been, Jill has been, Jill and I have been

Ex. 6, p. 51: 1. he has gone, he hasn't gone, has he gone? 2. I have made, I haven't made, have I made? 3. they have spoken, they haven't spoken, have they spoken? 4. you have put, you haven't put, have you put? 5. you have sung, you haven't sung, have you sung? 6. we have done, we haven't done, have we done? 7. she has thought, she hasn't thought, has she thought? 8. Ken has flown, Ken hasn't flown, has Ken flown? 9. Zina has worked, Zina hasn't worked, has Zina worked? 10. I have written, I haven't written, have I written?

Ex. 7, p. 52: Answers will vary.

Challenge, p. 52: Number 4 is not usual in North American English. When *have* is the main verb, the negative is formed with *don't* or *doesn't*. When *have* is an auxiliary verb, the negative is formed with *haven't* or *hasn't*.

Ex. 8, p. 53: 1. 've just cooked, 've just finished 2. 've just come 3. 's just run 4. 's just taken, 've just realized

Ex. 9, p. 55: 1. Have you ever eaten, 've never heard 2. Have you ever studied, Have you ever had, have you ever been (OR traveled), 've never traveled 3. Have you ever thought, 've never had

Ex. 10, p. 55: Answers will vary.

Ex. 11, p. 57: 1. since 2. for 3. since 4. since 5. for 6. since 7. for 8. since 9. for 10. for 11. since 12. since

Ex. 12, p. 57: 1. Apples have been on sale since Monday. 2. Yolanda has owned a BMW since 1997. 3. We have known the mayor for ten years. 4. I have worked at this office for two years. 5. Henry has had a huge house since he moved here. 6. Keith has played tennis since 1982. 7. Mrs. deMontluzin has taught French since 1991. 8. Dr. Lorraine has been a university professor since the fall of 1995.

Challenge, p. 58: I began to work here in 1994. I have worked here since 1994. I have worked here for (this year minus 1994) years. The important thing to note is that the verb *begin* cannot continue (because you only begin something one time), so we can't say, "I have begun this job for three years." It is illogical.

Ex. 13, p. 59: 1. Ben hasn't eaten dinner yet. 2. It hasn't rained yet. 3. The plane hasn't arrived (OR landed) yet. 4. The stew isn't finished (OR done) yet. 5. I haven't spoken with Dr. Adams yet. 6. I haven't bought my ticket yet.

Ex. 14, p. 60: Answers will vary.

Challenge, p. 61: When we say, "It's the first job that I've really liked," we are connecting all the past jobs to the present job, so we use present perfect because present perfect connects a past event and the present. However, when we say, "The first job that I liked was my job at IBM," we are talking only about that past job. The first sentence has the idea of "until now" while the second sentence is talking only about that job in the past.

Ex. 15, p. 62: 1. have given 2. met, was, were 3. have seen 4. have dropped

Challenge, p. 63: Number 3 is incorrect. You cannot say, "I have written two letters last week" because you cannot use present perfect with "last week." Number 1 means that I have written two letters this week and the week is not over yet; I might write another letter. Number two means that I wrote two letters. The week may or may not be over. This sentence gives the idea or impression that I am not going to write any more letters this week. Number four is referring to a definite past time; the action is completely finished.

Ex. 16, p. 64: 1. past 2. present perfect 3. both 4. present perfect 5. past 6. both 7. present perfect 8. past 9. both 10. present perfect 11. both 12. both 13. past 14. past

Ex. 17, p. 64: 1. have gone 2. went 3. Have . . . eaten 4. did . . . eat 5. saw 6. have seen 7. have had 8. had 9. did . . . fly 10. have . . . flown

Ex. 18, p. 65: 1. called, were. . . —, was, have been 2. Have. . . worked, retired, did. . . work, worked, was 3. have. . . gone, have traveled, went, was, did. . . stay 4. have. . . been, were. . . —, was, had, did. . . work

Ex. 19, p. 66: 1. C 2. A 3. C 4. A 5. D 6. A 7. B 8. A

Ex. 20, p. 67: Part 1. 1. have. . . made 2. take, have decided, has. . . been, went, has traveled 3. is bleeding, was cutting, cut, Have . . . done (OR Did you ever do), has happened; Part 2. 1. wrong; change *met* to *known* 2. wrong; change *have gone* to *went* 3. correct 4. wrong; change *still* to *yet* 5. wrong; change *worked* to *has worked* 6. correct 7. wrong; change *has* to *has been* 8. correct

Quiz 1, p. 68: 1. was, been 2. made, made 3. forgot, forgotten 4. showed, shown 5. sat, sat 6. hit, hit 7. stole, stolen 8. took, taken 9. told, told 10. thought, thought 11. lost, lost 12. saw, seen 13. froze, frozen 14. sang, sung 15. slept, slept 16. left, left 17. swam, swum 18. taught, taught 19. broke, broken 20. ran, run

Quiz 2, p. 68: 1. said, said 2. wore, worn 3. wrote, written 4. began, begun 5. rode, ridden 6. spoke, spoken 7. bought, bought 8. caught, caught 9. drank, drunk 10. ate, eaten 11. chose, chosen 12. won, won 13. became, become 14. brought, brought 15. came, come 16. spent, spent 17. put, put 18. met, met 19. drove, driven 20. fell, fallen

Quiz 3, p. 69: 1. felt, felt 2. found, found 3. sold, sold 4. held, held 5. kept, kept 6. cost, cost 7. let, let 8. got, gotten 9. went, gone 10. built, built 11. did, done 12. lent, lent 13. sent, sent 14. read, read 15. knew, known 16. cut, cut 17. flew, flown 18. gave, given 19. had, had 20. understood, understood

Unit 5

Ex. 1, p. 73: 1. quickly 2. suddenly 3. sincerely 4. silently 5. happily 6. fast 7. punctually 8. well 9. enormously 10. wisely 11. hard 12. rapidly 13. poorly 14. furiously 15. sadly 16. promptly 17. carefully 18. badly 19. hugely 20. stupidly

Ex. 2, p. 73: 1. He works quietly. 2. She is a slow eater. 3. Mark swims very fast. 4. They sing well. 5. They are really careful workers. 6. Joy runs quickly 7. Tim is a fluent Thai speaker. 8. Keith isn't a good singer.

Ex. 3, p. 74: 1. good 2. rapid, nervous 3. dark, suddenly, hard 4. wise, poorly 5. nervously, correct 6. good, easy, beautifully 7. clear, high 8. rapidly, careful

Ex. 4, p. 74: 1. dangerously = dangerous 2. largely = large 3. specially = special 4. quiet = quietly 5. easy = easily 6. cleverly = clever

Ex. 5, p. 76: 1. by 2. with 3. with 4. by 5. with 6. by 7. with 8. with 9. by 10. with 11. by 12. by 13. with 14. by 15. by

Ex. 6, p. 76: 1. with, with 2. by, by, by 3. by, by 4. by, by 5. with, by

Ex. 7, p. 78: 1. saying 2. frying 3. counting 4. writing 5. stepping 6. taking 7. searching 8. working

Ex. 8, p. 78: Answers will vary.

Ex. 9, p. 78: 1. by practicing 2. to make 3. by not being 4. by repeating 5. by passing 6. to make 7. to find 8. to let

Ex. 10, p. 79: Answers will vary.

Ex. 11, p. 80: 1. D 2. C 3. A 4. B 5. D 6. D 7. C 8. B

Ex. 12, p. 81: Part 1. 1. By, by, by, with 2. by, by; Part 2. 1. quickly 2. well 3. hard 4. clear; Part 3. 1. correct 2. correct 3. correct 4. wrong; change *lately* to *late* 5. wrong; change *no* to *not* 6. wrong; change *fry* to *frying* 7. correct 8. correct

Unit 6

Ex. 1, p. 85: 1. with 2. of 3. for 4. to 5. on 6. about 7. to 8. to 9. to 10. at 11. to 12. of 13. to 14. for 15. of 16. for 17. on 18. about

Ex. 2, p. 85: 1. (look forward) to, (thank) for
2. (looking) for, (depends) on
3. (reminds) of, (agree) with, (think) of
4. (complain) about, (write) to, (listens) to, (wait) for

Ex. 3, p. 88: 1. good, E 2. scared, D 3. similar, F
4. happy, A 5. known, G 6. tired, C 7. tired, B
8. interested, H

Ex. 4, p. 88: 1. for 2. from 3. with 4. of 5. to 6. in
7. at 8. about

Ex. 5, p. 89: of: 1. afraid 2. ashamed 3. aware
4. composed 5. convinced 6. envious 7. full
8. guilty 9. innocent 10. jealous 11. made
12. proud 13. scared 14. sick 15. tired;
to: 1. accustomed 2. harmful 3. married
4. opposed 5. polite 6. related 7. relevant
8. similar 9. used; with: 1. acquainted 2. bored
3. disappointed 4. done 5. familiar 6. finished
7. fed up 8. impressed 9. satisfied; about:
1. confused 2. crazy 3. curious 4. excited
5. happy 6. sorry 7. worried; at: 1. angry 2. bad
3. good 4. surprised; for: 1. famous 2. known
3. ready 4. responsible

Ex. 6, p. 90: 1. about 2. in (OR with) 3. at 4. of
5. of 6. of 7. of 8. to 9. of 10. for 11. with
12. to 13. in 14. of (OR from) 15. from 16. of
17. at 18. for 19. of 20. of 21. at 22. from
23. by (OR with) 24. to 25. to 26. with
27. for 28. with 29. with 30. about 31. of
32. about 33. for 34. to 35. of 36. in 37. to
38. about 39. about 40. with 41. of (OR from)
42. of 43. to 44. from 45. to 46. of 47. of
48. with 49. for 50. about 51. with 52. of
53. to 54. at

Ex. 7, p. 90: 1. used to 2. was used to 3. was used
to 4. used to 5. used to 6. am used to 7. am
not used to 8. used to

Challenge, p. 91: No, it's not correct. The correct
sentence should be "When I was a kid, I used
to have a dog . . ." This sentence is describing
a past action that is no longer true because
the dog has died, so we have to use *used to* +
VERB.

Ex. 8, p. 91: Answers will vary.

Ex. 9, p. 92: Answers will vary.

Ex. 10, p. 93:

¹ c	o	n	² f	u	³ s	e	d	
o			o		p			⁴ i
⁵ m	a	⁶ r	r	i	e	d		n
p		e		a			⁷ i	n
o		⁸ a	t		k		⁹ t	o
¹⁰ s	a	d		¹¹ m		¹² b		c
e		y		¹³ a	¹⁴ w	a	r	e
¹⁵ d	¹⁶ o			¹⁷ d	i	d		n
	f		¹⁸ t	e	n		¹⁹ a	t

Ex. 11, p. 95: 1. A 2. D 3. B 4. A 5. D 6. C 7. B 8. B

Ex. 12, p. 96: Part 1. to, to, to, of, on, about; Part 2.

1. correct 2. correct 3. correct 4. wrong; change *with*
to *on* 5. wrong; change *to* to *with* 6. wrong; change
buy to *buying* 7. correct 8. wrong; wait for the bus

Unit 7

Ex. 1, p. 101: is done, is being done, was done, should be
done, might be done, has to be done, is going to be
done, was being done, has been done

Ex. 2, p. 102: 1. was invented 2. is written 3. will . . . find
4. has been sold 5. should be taken 6. are going to
finish 7. finished 8. has been finished 9. were
cooking 10. was built

Ex. 3, p. 102: 1. is mixed 2. took 3. is measured 4. be
fried or baked, be served 5. take 6. was built 7. was
fired, didn't attend 8. eat, is eaten 9. learned 10. is
given

Ex. 4, p. 103: is looking, has taught, be interviewed, be
sent, be called

Ex. 5, p. 103: 1. J 2. H 3. E 4. B 5. C 6. F 7. G 8. D 9. A
10. I

Ex. 6, p. 104: 1. correct 2. correct 3. wrong; is limited 4.
wrong; died (omit *was*) 5. wrong; has been done 6.
wrong; was discovered 7. correct 8. wrong; happened
(omit *was*) 9. correct 10. wrong; marked (omit *was*)
11. wrong; omit the phrase "by builders" because it is
not new information 12. correct

Challenge, p. 105: These verbs are intransitive verbs, and
intransitive verbs only have one form. They do not
have an active voice and a passive voice form.
Intransitive verbs can never have *be* + PAST
PARTICIPLE.

Ex. 7, p. 105: 1. are crowded 2. am interested 3. is . . .
turned 4. are sealed 5. is done 6. am lost 7. am
married 8. is frozen 9. was born 10. is stuck 11. is
plugged 12. is located

Ex. 8, p. 107: 1. am opposed to 2. was excited about 3. is known for 4. am tired of 5. is not related to 6. be ashamed of 7. am scared of 8. Are . . . satisfied with 9. not be done with 10. is confused about 11. Are . . . acquainted with 12. are . . . worried about 13. is composed of 14. is tired from 15. was (OR am) exhausted from

Ex. 9, p. 108: Answers will vary.

Ex. 10, p. 110: 1. A. shocked B. shocking C. shocking 2. A. surprising B. surprised 3. A. perplexed B. perplexing C. perplexed 4. A. disgusted B. disgusting C. disgusted D. disgusting E. disgusting 5. A. confusing B. confusing C. confused D. confused, confusing

Ex. 11, p. 111: 1. confused 2. interested 3. interesting 4. terrified 5. fascinating 6. puzzled 7. tiring 8. depressed 9. embarrassed 10. amazing 11. interested 12. interesting 13. puzzled 14. fascinating 15. boring

Ex. 12, p. 113: 1. A 2. A 3. C 4. D 5. B 6. C 7. B 8. C

Ex. 13, p. 114: Part 1. Answers may vary. 1. are done (OR finished), has been purchased, have been made, are packed (OR have been packed) 2. is . . . done (OR finished), are finished (OR are done) 3. am worried, was . . . discovered, was . . . purchased, was chosen; Part 2. 1. wrong; omit the phrase "by me" because this information is not new 2. wrong; have been locked 3. wrong; were printed 4. wrong; happened 5. correct 6. correct 7. correct 8. wrong; should be returned 9. correct 10. correct

Unit 8

Ex. 1, p. 119: 1. that Joseph has 2. which we bought about seven years ago 3. who have children 4. that has always been very valuable 5. who live in Florida 6. that had raisins in them

Ex. 2, p. 119: 1. that/which 2. that/which, that/who 3. that/which, that/who, that/which 4. that/which, that/who 5. that/which, that/which

Ex. 3, p. 121:

- Our history teacher usually gives tests
S1 V1
(that have multiple choice questions).
S2 V2
- Tests (that have multiple choice questions)
S1 S2 V2
are not so difficult.
V1
- Drinking milk (which doesn't have any fat in it) is healthier than drinking regular milk.
S1 S2 V2
V1

4. I just can't stand the taste of milk (which S1 V1 S2
doesn't have any fat in it).
V1

5. The man (who won the marathon) is from Kenya.
S1 S2 V2 V1

6. Everyone took photos of the man (who won the S1 V1 S2 V2
marathon).

Ex. 4, p. 121: 1. who wrote a popular novel (OR that) 2. that is in a blue box (OR which) 3. that is on Van Avenue (OR which) 4. who became president in 1993 (OR that) 5. who teaches chemistry at 9 o'clock (OR that) 6. who failed the test (OR that)

Ex. 5, p. 123: 1. that I took is expensive (OR which, Ø) 2. that Samantha recommended (OR which, Ø) 3. that Ben bought (OR which, Ø) 4. that Channel 7 gave was wrong (OR which, Ø) 5. that Lynn made (OR which, Ø) 6. that we bought was wet (OR which, Ø)

Ex. 6, p. 123: 1. The young woman wrote a popular novel that (which) deals with crime in a rural town. 2. The young woman wrote a popular novel that (which, Ø) all my friends have read. 3. This is the letter that (which) was in a green envelope. 4. This is the letter that (which, Ø) my cousin wrote. 5. Did you buy the TV that (which) was on sale? 6. Did you buy the TV that (which, Ø) you wanted? 7. Do you understand the question that (which) is at the top of the page? 8. Do you understand the question that (which, Ø) you missed?

Challenge, p. 124: Have you seen the movie that is about a president who was kidnapped by terrorists?

Ex. 7, p. 124: 1. The student (that) the teacher called on is from Venezuela. 2. The student that arrived late is from Venezuela. 3. Do you ever watch the program that is on channel 8 at 3 P.M.? 4. What is the name of the cologne (that) you like so much? 5. I don't like the color of the dress (that) she bought. 6. The people who arrived even a little late couldn't get good seats. 7. I hate to eat fish that has a lot of bones. 8. The politician (whom) most people admire now in our state is a woman. 9. My friend said, "The woman who is speaking now is the CEO at a huge corporation in Miami." 10. My friend said, "The woman (who) she is speaking to is the CEO at a huge corporation in Miami." 11. I was reading a book (that) Becky gave me when I fell asleep. 12. Hank thinks that we should not buy products which contain leather.

Ex. 8, p. 125: 1. the weather report I saw an hour ago said rain 2. the cookies Publix makes are not too sweet OR Publix makes cookies that are not too sweet 3. How was the test you had yesterday?

4. Did you like the rice dish Lee cooked? What do you call those vegetables that were in it? 5. Did you speak to the doctor Mary spoke to? The doctor I spoke to had red hair.

Challenge, p. 126: It probably occurred in something written because of the word *whom*.

Remember that in informal conversation, most speakers will use *who* instead of *whom*.

Ex. 9, p. 127: 1. I talked to the man whose son is in my art class. 2. The students whose last name begins with A are listed on the first page. 3. The boy whose drawing won first prize in the contest was so happy. 4. We might play tennis with the woman whose father we know. 5. We might play tennis with the woman whose father won the club tournament. 6. Pilots whose contracts begin in January will make less money.

Ex. 10, p. 128: 1. I talked to the man (who was) standing in front of the supermarket. 2. I asked the boys (that were) playing tennis what the time was. 3. Have you seen the movie that tells the story of the *Titanic's* maiden journey? 4. The Chinese restaurant (that is) near my house has great egg drop soup. 5. We chose three of the sandwiches (which were) on the table. 6. He was talking on the phone when someone knocked on the door. 7. I always mix up words (that are) spelled "ei" with words (that are) spelled "ie." 8. Plants that can stand hot, dry summers grow well in this area of the country. 9. Only two of the boys who wanted to work overtime were able to do it. 10. The child (who is) playing with the cat is my little sister.

Ex. 11, p. 128: Answers will vary.

Ex. 12, p. 129: Answers will vary.

Ex. 13, p. 130: Answers will vary.

Ex. 14, p. 131: 1. A 2. B 3. C 4. B 5. D 6. A 7. C 8. D

Ex. 15, p. 132: Part 1. One of the most interesting countries (that you can visit) is Venezuela. Venezuela is in the northern part of South America. The countries which border on Venezuela are Brazil, Colombia, and Guyana. Venezuela has four distinct geographical regions. The first region is the Guiana Highlands. This area is an extensive area of high plains and plateaus that extends from the Orinoco River to the Brazilian border. Next, the area that lies between the Orinoco River and the Andes Mountains is called the llanos. The llanos is a section of flat plains. The third area of this country is the hot and humid coastal plain. This is the area which contains oil. It includes Lake Maracaibo and the Orinoco River delta. Finally, the region which is located in the southwestern corner

of the country includes the high peaks of the Andes Mountains. Although all the people in Venezuela speak Spanish, the people who live in these four areas speak slightly differently from the people in the other areas. For example, the people who live in the Andes region of the country speak very differently from other Venezuelans. Part 2. that/which, who/that, that/which/Ø/, that/which, that/which/Ø/, that/which, that/which/Ø/, that/who/whom/Ø/; Part 3. 1. wrong; owners who (OR that) want 2. correct 3. correct 4. correct 5. wrong; that I wrote (omit *it*) 6. wrong; woman whose son 7. correct

Unit 9

Ex. 1, p. 137: 1. to do 2. doing 3. doing 4. to do 5. to do 6. to do 7. to do 8. to do 9. doing 10. to do 11. doing 12. doing 13. doing 14. doing 15. to do 16. to do 17. to do 18. doing 19. doing 20. to do 21. to do

Ex. 2, p. 138: 1. doing 2. to do 3. doing 4. doing 5. doing 6. doing 7. to do 8. to do 9. doing 10. to do

Ex. 3, p. 138: 1. to go, going, to leave, to leave, to leave, going, to avoid, driving, to go, doing 2. eating, to cook, to eat, to serve, to have, to keep on, eating 3. taking, to go, to go, to go, going, to go, to go, to let, to go, sightseeing

Ex. 4, p. 140: Answers will vary.

Ex. 5, p. 141: Answers will vary.

Ex. 6, p. 142: 1. to change 2. counting 3. to get 4. smoking 5. taking 6. giving 7. dancing 8. buying

Ex. 7, p. 146: 1. C 2. made them do 3. ask him to call 4. C 5. C 6. got everyone to agree 7. would like their kids to eat 8. allow me to change 9. C 10. persuade him to go 11. told you to do 12. C

Ex. 8, p. 147: Answers will vary.

Ex. 9, p. 147: 1. B 2. B 3. C 4. D 5. B 6. D 7. B 8. C

Ex. 10, p. 149: Part 1. going, going, to see, to go, going, writing, going, writing, to use, to accept, do, to write, to stop, writing, doing; Part 2. 1. correct 2. wrong; Driving there takes ("To drive" is possible but rare.) 3. correct 4. correct 5. correct; wrong; know how to swim

Unit 10

Ex. 1, p. 152: 1. Why did she drive to the mall? To pick up her children's photos. In order to pick up her children's photos. For her children's photos. 2. Why are some kids collecting money? To help the storm victims. In order to help the storm victims. For the storm victims. 3. Why does Mr. McDowell usually go to that deli? To get fresh bread. In order to get fresh bread. For fresh bread.

Ex. 2, p. 153: 1. for, to 2. for, to 3. to, to 4. to, for 5. for, to

Ex. 3, p. 156: 1. and Ken did too, and so did Ken
2. and his cousin is too, and so is his cousin 3.
and Chile does too, and so does Chile 4. and
that plane can too, and so can that plane 5.
and Wanda does too, and so does Wanda 6. and
Bo does too, and so does Bo

Challenge, p. 156: The second student is correct.
You cannot use *have* or *has* here because *have*
is the main verb in this sentence. When *have* is
an auxiliary verb, then you can repeat *have*.

Ex. 4, p. 157: 1. and Ted doesn't either, and
neither does Ted 2. and you shouldn't either,
and neither should you 3. and the Sawyers
didn't either, and neither did the Sawyers 4.
and science class isn't either, and neither is
science class 5. and I didn't either, and neither
did I 6. and I don't either, and neither do I

Ex. 5, p. 157: 1. but 2. but 3. and 4. but 5. and 6.
and 7. but 8. and 9. and 10. and

Ex. 6, p. 158: 1. do too 2. neither did 3. is too 4.
so is 5. isn't 6. couldn't either 7. does too 8.
neither does 9. does 10. doesn't either 11. so
does 12. has too 13. so do 14. is too 15. isn't

Ex. 7, p. 159: Answers will vary.

Ex. 8, p. 160: Answers will vary.

Ex. 9, p. 161: 1. so, However, so 2. so 3. so,
However, Therefore 4. so, however

Ex. 10, p. 162:

1. The little boy wanted to buy a gift for his
mother; however, he didn't have enough
money. (OR mother. However.)
2. Health care in the U.S. is very expensive, so
many people don't have any health insurance.
3. Health care in the U.S. is not free; however, in
Canada the situation is very different. (OR
free. However.)
4. Vietnam was a French colony for many years;
therefore, French is spoken in some parts.
(OR years. Therefore.)
5. The price of tickets for the concert is \$50;
however, the tickets are selling very quickly.
(OR \$50. However.)
6. The flight was overbooked; therefore, some
passengers were denied boarding. (OR
overbooked. Therefore.)
7. Yvonne cooked a huge pot of stew so everyone
would be able to eat some at the party.
8. Yvonne cooked a huge pot of stew, so
everyone was able to eat some at the party.

Ex. 11, p. 163:

'm	a	i	² l		³ e	g	g	⁴ s
a			e		i			o
y		⁵ a	t		t		⁶ h	
	⁷ d		t		h		o	
⁸ c	o	m	e		e		⁹ w	e
o			r		r		e	
u		¹⁰ i	s				v	
n		c		¹¹ r	¹² i	¹³ d	e	
¹⁴ t	h	e	r	e	f	o	r	e

Ex. 12, p. 165: 1. D 2. C 3. A 4. D 5. D 6. A 7. B 8. B

Ex. 13, p. 166: Part 1. 1. to, so did 2. Therefore,
However, so 3. however, However, in order to;
Part 2. 1. correct 2. wrong; but 3. correct 4.
wrong; does too 5. wrong; doesn't 6. wrong; to 7.
correct 8. correct

Unit 11

Ex. 1, p. 170: 1. B 2. A 3. A 4. B 5. B 6. A 7. B 8. A 9.
A 10. A 11. B 12. B

Ex. 2, p. 171: 1. to 2. for 3. to 4. for 5. to 6. for 7. to
8. for 9. for 10. for

Ex. 3, p. 171: 1. for me 2. to me 3. for me 4. for me
5. to me 6. for me 7. to me 8. to me 9. for me 10.
for me

Ex. 4, p. 171: 1. for 2. to 3. for 4. to 5. to 6. for 7. for
8. to 9. for 10. to 11. for 12. to 13. to 14. for 15.
to 16. to 17. for 18. for 19. for 20. to

Ex. 5, p. 172: 1. to 2. to 3. to 4. for 5. for 6. for

Ex. 6, p. 173: 1. 2 2. 1 3. 2 4. 1 5. 2

Ex. 7, p. 174: 1. He's going to ask the teacher a
question. 2. They charged Mr. Hernandez twenty
dollars for a new shirt. 3. She saved Joe ten
dollars by telling him about the sale at the store.
4. We asked the man the time of day. 5. The old
man wished us a happy holiday. 6. The new red
bicycle cost me over one hundred dollars. 7. That
store charged her fifteen dollars for some cotton
socks. 8. All of us wished Zoe a safe journey.

Ex. 8, p. 175: 1. That new dress cost Maria seventy
dollars. 2. Can you ask the pilot a question? 3.
How much did Sears charge you? 4. I save myself
a lot of money by not smoking. 5. My uncle
wished me good luck on the test tomorrow. 6.
One student asked the teacher three difficult
questions yesterday.

Ex. 9, p. 176: 1. AB 2. AB 3. AB 4. AB 5. AB 6. AB 7.
AB 8. AB 9. AB 10. AB

Ex. 10, p. 177: 1. Warren wrote a letter to Molly. 2. I
always read the newspaper to my brother. 3. We

- show our artwork to the class. 4. She teaches new words to the students. 5. Please tell the good news to Rose. 6. I'm going to sell my bike to Daria. 7. I usually lend my car to Paul. 8. Did she bring another apple to the teacher? 9. Would you please take the food to your father? 10. He passed the pepper to me.
- Ex. 11, p. 177:* 1. I didn't teach Kim golf. 2. He showed Diane the map. 3. He brought me some flowers. 4. Please lend Carl the money. 5. Did you write your sister a thank-you note? 6. I sold Lisa my old stove. 7. Pass Alan the test. 8. She is going to read me the poem. 9. Take Ms. Brady the money. 10. I never tell my parents lies.
- Ex. 12, p. 178:* 1. I'm going to get some tea for Joanne. 2. She found a job for Andy. 3. He made a sandwich for the girl. 4. The teacher got a pencil for the student. 5. My brother did a favor for me.
- Ex. 13, p. 178:* 1. I made the students some coffee. 2. Mr. Erwin got his wife some nice flowers. 3. He found me a key. 4. They did me a big favor. 5. They didn't buy me a ticket.
- Ex. 14, p. 179:* 1. AB 2. B 3. A 4. AB 5. AB 6. B 7. AB 8. A 9. A 10. A 11. AB 12. AB 13. A 14. A 15. AB 16. B 17. AB 18. A 19. AB 20. A
- Ex. 15, p. 180:* 1. A 2. A 3. AB 4. A 5. AB 6. AB 7. A 8. AB 9. AB 10. A 11. AB 12. A
- Ex. 16, p. 180:* 1. for me 2. me 3. for me 4. for me 5. to me 6. me 7. to me 8. to me 9. for me 10. to me 11. me 12. to me 13. for me 14. for me 15. to me 16. me 17. me 18. me 19. for me 20. for me 21. me 22. for me 23. me 24. me
- Challenge, p. 181:* The two sentences are wrong because both objects are pronouns. In English, you cannot put two pronoun objects next to each other. You can say, "I gave it to him," but you cannot say, "I gave him it."
- Ex. 17, p. 181:* 1. explained 2. made 3. show 4. sends 5. pass 6. pronounced 7. take 8. sent 9. bring 10. get 11. lend 12. found 13. tells 14. wished 15. mentioned 16. give
- Ex. 18, p. 182:* A. buy Sammy a gift, buy a gift for Sammy; explain the new word to me; introduce her to me; wish Sandy happy birthday; say hello to me; give the cards to me, give me the cards; show my new computer to them, show them my new computer; close the door for me; B. do the work for us; make a cake for me, make me a cake; wish us good luck; describe your new house to me; explain the directions to us; open the door for me; take these books to Mr. Lee, take Mr. Lee these books; find the girl a chair, find a chair for the girl
- Ex. 19, p. 184:* 1. C 2. C 3. B 4. D 5. B 6. B 7. A 8. C
- Ex. 20, p. 185:* Part 1. 1. —, to 2. —, — 3. to, for, for, —, for 4. for; Part 2. 1. lend 2. mentioned 3. pass 4. tells; Part 3. 1. wrong; the police officer the location 2. correct 3. correct 4. wrong; for me 5. wrong; told you the news about Laura

Unit 12

- Ex. 1, p. 188:* 1. picked her up 2. gave it away 3. went over it 4. handed it in 5. ran into them (at the mall) 6. ran out of it 7. came across it 8. am looking after him 9. are counting on them 10. has filled it out 11. turn them on 12. calls on me
- Ex. 2, p. 188:* 1. was waiting 2. ate, wrote 3. woke, were barking 4. did . . . arrive 5. was sleeping, hit, did . . . do, jumped, put 6. was raining, had 7. got, was playing, was watching, got, weren't doing 8. saw, was riding, saw, was doing
- Ex. 3, p. 189:* 1. did you work, was 2. Have you ever gone (OR Did you ever go), went, was, went, was it, had 3. have already seen (OR already saw), did you like, was it, thought, was 4. have known, did you meet
- Ex. 4, p. 190:* 1. beautiful, by picking 2. smart, well 3. with 4. opening, slowly 5. to make 6. by, by
- Ex. 5, p. 191:* 1. to, from 2. to, for, from 3. of, about, of, to 4. about, for, in, to 5. for, of
- Ex. 6, p. 192:* 1. want, do, be completed, be included, fill, help, be filled, is preferred, use 2. is considered, don't like 3. are spoken, is spoken, speak, is spoken 4. is taken, has been calculated, have done
- Ex. 7, p. 193:* 1. that, which 2. that, which, — 3. who, that 4. that, which 5. that, which, — 6. that, which, — 7. that, who (conversation), whom (formal), — 8. that, which, — 9. that, which, — 10. that, which 11. that, which, — 12. that, which
- Ex. 8, p. 194:* 1. to take 2. to eat 3. taking 4. eating 5. to go 6. to eat 7. going 8. taking 9. to get 10. to order 11. to believe 12. to eat 13. to change 14. to order 15. listening
- Ex. 9, p. 195:* 1. so, does "bread" 2. to 3. Therefore 4. either 5. got 6. Therefore 7. either 8. to 9. didn't want 10. did 11. so 12. so is 13. isn't 14. can speak 15. but I haven't
- Ex. 10, p. 196:* 1. to 2. for 3. for 4. to, to 5. to 6. to 7. — 8. to 9. to 10. — 11. for 12. to
- Ex. 11, p. 196:* Errors: 2. Could you please pass the salt to me? (OR Could you please pass me the salt?) 6. I didn't have my watch, so I asked Nick the time. 8. All of us sang "Happy Birthday" to wish Sarah good luck on her new year. 10. I'm going to get some tea for us now. (OR I'm going to get us some tea.) I'll be right back.

Final Test

Name _____ Date _____

This test has 22 questions. You will receive 1 point for circling the error and 1 point for correcting the error. Perfect score = 44.

Your score: ____/44 = ____%

(70% minimum recommended for passing)

Each sentence contains one error. Circle the error and write a correction on the line. If your answer is long, you may write it above the sentence.

example: _____ have _____ I (has) a book.

Part 1

1. _____ Secretary in my office just had a baby boy.
2. _____ A long time ago, doctors called patients on at home.
3. _____ An old woman knocked on my door when I took a bath.
4. _____ Have you ever flew on a flight across the Pacific Ocean?
5. _____ She found out the price of the hotel room by call up a travel agent.
6. _____ When I was a little kid, I was used to hate onions, but now I love them.
7. _____ The most confused problem that we face today is how to deal with young people who commit really serious crimes.
8. _____ Can someone tell me the name of the leader which led Britain during World War I?
9. _____ My aunt's food was bad, but I pretended enjoy eating it.
10. _____ This dictionary doesn't have example sentences which are written in simple English. However, we decided not to buy it.
11. _____ May I ask a question about this schedule to you?

Part 2

1. _____ All new employees at this company has to have a driver's license.
2. _____ Ellen tore up the letter and then threw away it.
3. _____ When Jill called me, I ate dinner.
4. _____ I have met Roger at a meeting in Ohio about six or seven years ago.
5. _____ When the dog appeared, the cat ran away very quick.
6. _____ All of the passengers were worried for the strange noise of the jet engine.
7. _____ Unfortunately, the number of smokers in this country is grown.
8. _____ The little boy who wearing a dark blue coat is my nephew.
9. _____ For some reason, Kevin refused to consider to postpone his trip.
10. _____ The best time for see the animals here is very early in the morning.
11. _____ My daughter was so proud when she showed her art me.

Diagnostic Test

Name _____ Date _____

Directions: Mark an X on the letter of the correct answer. Mark all answers on this sheet.

- | | |
|----------------------|----------------------|
| 1a. (A) (B) (C) (D) | 1b. (A) (B) (C) (D) |
| 2a. (A) (B) (C) (D) | 2b. (A) (B) (C) (D) |
| 3a. (A) (B) (C) (D) | 3b. (A) (B) (C) (D) |
| 4a. (A) (B) (C) (D) | 4b. (A) (B) (C) (D) |
| 5a. (A) (B) (C) (D) | 5b. (A) (B) (C) (D) |
| 6a. (A) (B) (C) (D) | 6b. (A) (B) (C) (D) |
| 7a. (A) (B) (C) (D) | 7b. (A) (B) (C) (D) |
| 8a. (A) (B) (C) (D) | 8b. (A) (B) (C) (D) |
| 9a. (A) (B) (C) (D) | 9b. (A) (B) (C) (D) |
| 10a. (A) (B) (C) (D) | 10b. (A) (B) (C) (D) |
| 11a. (A) (B) (C) (D) | 11b. (A) (B) (C) (D) |

TEACHER ONLY

Number
wrong (0, 1, 2)

TEACHER ONLY

SCORING THE TEST

The question numbers represent the unit numbers in the book. For example, 7a and 7b are two questions about the material in unit 7.

Circle the unit numbers below that had two mistakes. These units should be done first.

Underline the units that had one mistake. These units should be done next.

Units: 1 2 3 4 5 6 7 8 9 10 11

Diagnostic Test Questions

- 1a. "How did you like the sandwich? I've made a lot, so do you want _____ one?"
"Yes, please."
(A) other (C) others
(B) another (D) the other
- 2a. "Where did you get that dictionary?"
"I came _____ at Wilson's Bookstore on Fletcher Avenue."
(A) up it (C) across it
(B) it up (D) it across
- 3a. "Did you hear the crash yesterday?"
"Are you kidding? Of course I did. When the police car _____ into the bank, I was actually working inside."
(A) crashed (C) crashing
(B) was crashing (D) going to crash
- 4a. "Do you like living in this town?"
"Well, I _____ here for over twenty years, so it's my home really."
(A) am living (C) was living
(B) live (D) have lived
- 5a. "How did you get the bathroom floor so white?"
"I washed the floor a couple of times _____ an extra strong cleaner."
(A) by (C) with
(B) by using (D) with using

- 6a. "So how was your score on the college entrance exam?"
"It wasn't so bad, but I _____ the results because I was expecting a higher score."
(A) was disappointed with (C) disappointed with
(B) was disappointed for (D) disappointed for
- 7a. "Hey, I just heard that Randy lost his job at the computer store."
"Yes, that's right. He _____ training sessions."
(A) fired because he didn't (C) was fired because he didn't attend
attend
(B) fired because he wasn't (D) was fired because he wasn't attended
attended
- 8a. This is the photo _____ on the day that President Kennedy was killed.
(A) that took it the young man (C) that took the young man
(B) that the young man took it (D) that the young man took
- 9a. "I've been late to work every day this week. The traffic on Bern Street is terrible."
"If you'd like _____ late, then why don't you use Young Avenue instead?"
(A) avoiding being (C) avoiding to be
(B) to avoid being (D) to avoid to be
- 10a. "I need to get a job really soon. What do you think I should do?"
"_____ a really good job, you need to put together a good resume."
(A) For getting (C) To get
(B) By getting (D) For get
- 11a. "Could you please _____ me the menu?"
"Certainly."
(A) suggest (C) say
(B) open (D) pass

- 1b. "My tooth hurts. I don't know how much longer I can stand this."
"Then you have no choice. You _____ to see the dentist right away."
(A) should (C) must
(B) could (D) have
- 2b. I tried to figure _____ the answers to this puzzle, but I couldn't do it.
(A) out (C) away
(B) on (D) up
- 3b. "_____ the baseball game on TV when the lights went out last night?"
"Yes! What a bad time for the lights to go out!"
(A) Did you watch (C) Did you were watching
(B) Were you watching (D) Were you watched
- 4b. "I am going to attend a meeting in Mexico City next month."
"I'm sure you'll have a good time. I've been there several times. In fact, I
_____ to Mexico City on business just last month."
(A) went (C) have gone
(B) was (D) have been
- 5b. If you want to learn to paint _____, you have to practice a lot.
(A) beautiful pictures accurate (C) beautifully pictures accurately
(B) beautiful pictures accurately (D) beautifully pictures accurate
- 6b. "You start your new job tomorrow, right?"
"Yes, and I'm so excited _____ with everyone there."
(A) about work (C) about working
(B) for work (D) for working

- 7b. "Smoking causes more preventable deaths here than anything else."
"I know. The sale of cigarettes should _____ immediately."
(A) prohibit (C) be prohibited
(B) prohibited (D) be prohibiting
- 8b. "Do you know the name of the woman _____ car caught fire in the parking lot?"
"No, I don't. Wow, that was certainly a terrible thing for her. She was lucky to survive."
(A) whose (C) whom
(B) which (D) who
- 9b. "Why did the police shoot the bank robber?"
"The bank robber was shooting at the police. The captain ordered _____ him if he kept on shooting at them."
(A) that they shoot (C) them shoot
(B) them to shoot (D) to them to shoot
- 10b. The first store we went to didn't have any good furniture for sale, and _____.
(A) so does this store (C) this store does too
(B) neither does this store (D) this store doesn't neither
- 11b. "Is that a new tie?"
"Yes, my daughter gave _____ yesterday."
(A) this tie for me (C) this tie me
(B) to me this tie (D) me this tie

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