# UNDERSTANDING AND USING

#### ENGLISH

### GRAMMAR

UNDERSTANDING

AND USING



Third Edition

Грант Посольства США в Україні

**Betty Schrampfer Azar** 



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# In memoriam

To my wonderful parents,

Frances Nies Schrampfer
and
William H. Schrampfer,
who set me on my path.



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*Understanding and Using English Grammar* is a developmental skills text for intermediate to advanced students of English as a second or foreign language. While focusing on grammar, it promotes the development of all language skills in a variety of ways. It functions principally as a classroom teaching text but also serves as a comprehensive reference text for students.

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

- The communicative aspects of *Understanding and Using English Grammar* are more fully developed and explicit in the third edition. There are numerous "real communication" opportunities for the teacher to exploit. The text often uses the students' own life experiences as context and regularly introduces topics of interest to stimulate the free expression of ideas in structured as well as open discussions. The text supports the view of many experienced teachers that grammar-based and communicative approaches are not mutually exclusive, but rather mutually supportive, and can advantageously co-exist in the same language program, even in the same class, even in the same lesson.
- Similarly, the interactive aspects of the text receive greater emphasis in the third
  edition. Many of the exercises formerly designated ORAL or ORAL (BOOKS CLOSED)
  are now reformatted to be more clearly available for pair work or group work, in
  addition to still being viable as class work led by a teacher. This edition encourages
  interactivity but leaves it open for the users to decide what degree of interactivity
  best suits their needs.
- There is now an even wider variety of exercise types. This edition has a larger number of free-response exercises and open-ended communicative tasks, while still providing ample controlled-response exercises to aid initial understanding of the form, meaning, and usage of the target structures. It also includes more writing topics, more speaking activities, expanded error analysis exercises, and additional extended-context exercises.
- Long chapters have been broken into shorter units, and certain grammar units have been reorganized.

The bird soaring upward and forward on the cover of this new edition is a swallow. Found throughout the world, swallows are joyful, playful, energetic birds whose comings and goings announce changes in the seasons. Like the butterfly on the second edition, the swallow on this edition signals new **beginnings—as** student, teacher, and text writer come together in our shared journey toward the learning of a new language.

Understanding and Using English Grammar is accompanied by

- a Workbook, consisting principally of **selfstudy** exercises for independent work.
- a *Chartbook*, a reference book consisting of only the grammar charts.
- an Answer Key, with the answers to the exercises.
- a *Teacher's Guide*, with teaching suggestions and additional notes on grammar, as well as the answers to the exercises.

#### The Azar Grammar Series consists of

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

#### Supplementary works by other authors

- Fun with Grammar, a teacher resource text by Suzanne Woodward
- Azar Interactive, a CD-ROM program by Howard Beckerman

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#### **UNDERSTANDING**



## ENGLISH

#### GRAMMAR

Third Edition

l – 1	The simple tenses	1-4	The perfect progressive tenses
1-2	The progressive tenses	1-5	Summary chart of verb tenses
l-3	The perfect tenses	1-6	Spelling of -ing and -ed forms

#### ☐ EXERCISE 1. Introductions and interviews.

Directions: Do one or more of the following activities.

**ACTIVITYA.** Interview another student in your class. Take notes during the interview, and then introduce this student to the rest of the class or to a small group of classmates. Possible topics for the interview follow. What questions might you ask to elicit this information?

- 1. name
- 2. spelling of name
- 3. country of origin
- 4. present residence
- 5. length of time in (this city or country), both past and future
- 6. reason for coming here
- 7. field of study or work
- 8. activities in free time
- 9. general well-being and adjustment to living here
- 10. comments on living here

**ACTIVITYB.** Write a brief autobiographical paragraph telling who you are, what you have done in the past two years, and what your plans are for the next two years. Then exchange your paper with a classmate. Ask each other questions to clarify your understanding and elicit further information.

Next, join two other students to form a group of four. Tell the others in the group about the classmate whose paragraph you read.

- ACTIVITY C. Interview a classmate outside of class and write a biography of his/her life.
- ACTIVITY D. Interview a native speaker of English and write a biography of his/her life.
- ACTIVITY E. With a classmate, take a trip to a particular place, such as a museum, a theater, or a restaurant. Write a report of your excursion, or give an oral report to your classmates.

 $\square$  EXERCISE 2. Overview of verb tenses. (Chapters  $1 \rightarrow 5$ )

Directions: Pair up with a classmate.

Speaker A: Your book is open. Ask a classmate a question using what + a form of do (e.g., What are you doing? What did you do? What have you done?). Use the

given time expressions.

Speaker B: Your book is closed. Answer Speaker A's questions in complete sentences.

Example: every morning

SPEAKER A (book open): What do you do every morning?

SPEAKER B (book closed): I (go to classes / eat breakfast / etc.) every morning.

Switch roles.

1. every day before you leave home 6. for the past five minutes

2. last night

3. at (this exact time) yesterday

4. right now

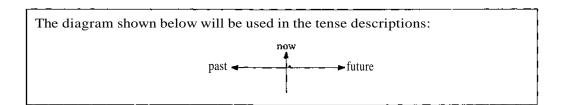
5. since you got up this morning

7. tomorrow

8. at (this exact time) tomorrow

9. by the time you got here today

10. by the time you go to bed tonight



1-1 THE SIMPLE TENSES			
TENSE	EXAMPLES	MEANING	
SIMPLE PRESENT  -x x x x x x <del>x x x x x x</del>	<ul><li>(a) It snows in Alaska.</li><li>(b) Tom watches television every day.</li></ul>	In general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.	
SIMPLE PAST	(c) It <i>snowed</i> yesterday. (d) Tom <i>watched</i> television last night.	At one particular time in the past, this happened. It began and ended in the past.	
SIMPLE FUTURE  - X	<ul> <li>(e) It will snow tomorrow.  It is going to snow tomorrow.</li> <li>(f) Tom will watch television tonight.  Tom is going to watch television tonight.</li> </ul>	At one particular time in the future, this will happen.	

# $\square$ **EXERCISE 3**. The simple tenses. (Chart 1-1)

Directions: Answer the questions.

- 1. Can you think of a "general truth"? What are some other general truths?
- 2. What are some of the things you do every day or almost every day? Name three activities.
- 3. What did you do yesterday? Name three separate activities.
- 4. What are you going to do tomorrow?

#### 1-2 THE PROGRESSIVE TENSES

Form:

*be* + -ing (present participle)

Meaning: The progressive tenses\* give the idea that an action is in progress during a particular time. The tenses say that an action begins before, is in progress during, and continues after another time or

action.		
PRESENT PROGRESSIVE  8 8 2 1	(a) Tom is sleeping right now.	It is now 11:00. Tom went to sleep at 10:00 tonight, and he is still asleep. His sleep began in the past, is in progress at the present time, and probably will continue.
PAST PROGRESSIVE	(b) Tom <b>was sleeping</b> when I arrived.	Tom went to sleep at 10:00 last night. I arrived at 11:00. He was still asleep. His sleep began before and was in progress at a particular time in the past. It continued after I arrived.
FUTURE PROGRESSIVE  8 8 6 11	(c) Tom will be sleeping when we arrive.	Tom will go to sleep at 10:00 tomorrow night. We will arrive at 11:00. The action of sleeping will begin before we arrive, and it will be in progress at a particular time in the future. Probably his sleep will continue.

<sup>\*</sup>The progressive tenses are also called the "continuous" tenses: present continuous, past continuous, and future continuous.

# ☐ EXERCISE 4. The progressive tenses. (Chart 1-2)

Directions: Answer the questions.

- 1. What are you doing right now? What are your classmates doing right now? What is happening outside the classroom right now?
- 2. Where were you at two o'clock this morning? What were you doing?
- 3. Where will you be at two o'clock tomorrow morning? What will you be doing?

1-3 THE PERFECT TENSES			
Form: <b>have</b> + past participle Meaning: The perfect tenses all	e give the idea that one thing happens be	fore another time or event.	
PRESENT PERFECT    To be present perfect   To be prese	(a) Tom <i>has</i> already <i>eaten</i> .	Tom <i>finished</i> eating <i>sometime before now</i> . The exact time is not important.	
PAST PERFECT	(b) Tom <i>had</i> already <i>eaten</i> when his friend arrived.	First Tom finished eating. Later his friend arrived. Tom's eating was completely finished before another time in the past.	
FUTURE PERFECT	(c) Tom <i>will</i> already <i>have eaten</i> when his friend arrives.	First Tom will finish eating. Later his friend will arrive. Tom's eating will be completely finished before another time in the future.	



Tom has already eaten.

# $\square$ EXERCISE 5. The perfect tenses. (Chart 1-3)

Directions: Answer the questions.

- 1. Have you eaten today? When did you eat?
- 2. Had you eaten before you went to bed last night?
- 3. Will you have eaten by the time you go to bed tonight?

1-4 THE PERFEC	CT PROGRESSIVE TEN	ISES
Form: have + been + -i. Meaning: The perfect progressiv until another time or e	ng (presentparticiple) we tenses give the idea that one event is event. The tenses are used to express the	in progress immediately before, up to, duration of the first event.
PRESENT PERFECT PROGRESSIVE	(a) Tom <i>has been studying</i> for two hours.	Event in progress: studying. When? <i>Before now, up to now,</i> How long? For two hours.
PAST PERFECT PROGRESSIVE	(b) Tom <i>had been studying</i> for two hours before his friend came.	Event in progress: studying.  When? Before another event in the past.  How long? For two hours.
FUTURE PERFECT PROGRESSIVE	(c) Tom <i>will have been studying</i> for two hours by the time his friend arrives.	Event in progress: studying.  When? Before another event in the future.  How long? For two hours.

# ☐ EXERCISE 6. The perfect progressive tenses. (Chart 1-4)

Directions: Answer the questions.

- 1. What are you doing right now? How long have you been (doing that)?
- 2. What were you doing last night at nine o'clock? What time did you stop (doing that)? Why did you stop (doing that)? How long had you been (doing that) before you stopped?
- 3. What are you going to be doing at nine o'clock tomorrow night? What time are you going to stop (doing that)? Why? How long will you have been (doing that) before you stop?

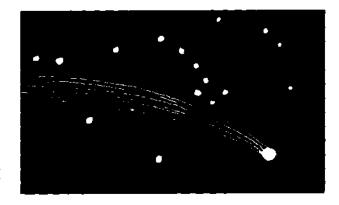
1-5 SUMMARY CHART OF VI	ERB TENSES
SIMPLE PRESENT	PRESENT PROGRESSIVE
-x x x x x x <del>x x x x x</del>	- X - X - X - X - X - X - X - X - X - X
Tom studies every day.	Tom is studying right now.
SIMPLE PAST	PAST progressive
Tom studied last night.	Tom was studying when they came.
SIMPLE FUTURE	FUTURE PROGRESSIVE
X	
Tom willstudy tomorrow.	Tom will be studying when you come.

PRESENT PERFECT	PRESENT PERFECT PROGRESSIVE
— × *	——————————————————————————————————————
Tom has already studied Chapter One.	Tom has been studying for two hours.
PAST PERFECT	PAST PERFECT PROGRESSIVE
— X X	<del></del>
Tom <i>had</i> already <i>studied</i> Chapter One before he began studying Chapter Two.	Tom <i>had been studying</i> for two hours before his friends came.
FUTURE PERFECT	FUTURE PERFECT PROGRESSIVE
——————————————————————————————————————	
<b>Tom</b> <i>will</i> already <i>have studied</i> Chapter Four before he studies Chapter Five.	Tom will have been studying for two hours by the time his roommate gets home.

#### $\square$ EXERCISE 7. Overview of verb tenses. (Charts 1-1 $\rightarrow$ 1-5)

*Directions:* In the following dialogues, many of the verbs are in *italics*.  $\star$  In pairs, in small groups, or as a class, discuss the meanings of the *italicized* verbs. Name the tenses of these verbs. If you wish, draw diagrams like the ones in Chart 1-5.

- 1. A: What do you do every morning?
  - B: I take a bus to school.
  - → The speakers are talking about habitual activities. The name of the tense is the simple present.
- 2. A: What did you do last night?
  - B: I watched a movie on television.
- 3. A: What are you doing right now?
  - B: I am working on English grammar.
- 4. A: What were you doing at this time yesterday?
  - B: At this exact time yesterday, I was walking from the bookstore to the classroom building.
- 5. A: Have you ever seen a comet?
  - B: *I've seen* shooting stars, but *I've* never *seen* a comet.
- 6. A: What *will* you *do* if you miss the bus tomorrow morning?
  - B: I will walk to school.
- 7. A: What will you be doing at this exact moment tomorrow?
  - B: At this exact time tomorrow, I will be attending my English class.



- 8. A: How long have you been working on this grammar exercise?
  - B: I have been working on this grammar exercise for ten minutes.
- 9. A: How long will you have been working on this exercise by the time you finish it?
  - B: By the time I finish this exercise, I will have been working on it for fifteen minutes.
- 10. A: What had you done by the time you got to class today?
  - B: I had eaten lunch.
- 11. A: What will you have done by the time you go to bed tonight?
  - B: I will have finished my homework.
- 12. A: Were you asleep when your friend called last night?
  - B: Yes. I was sleeping when he called. I *had been sleeping* for almost an hour when the phone rang.

<sup>\*</sup>Words that are "italicized" or "in italics" have a slanted print. Regular print looks like this. Italic print looks like this.

EXERCISE 8.	Overview of verb tenses.	(Charts 1-1 →	1-5)
-------------	--------------------------	---------------	------

Directions: Practice using tenses by answering the questions in complete sentences, either orally (in pairs, in groups, or as a class) or in writing.

- 1. What do you do every day?
- 2. What did you do yesterday?
- 3. What will you do tomorrow?
- 4. What are you doing right now?
- 5. What were you doing at this time yesterday?
- **6.** What will you be doing at this time tomorrow?
- 7. What have you done since you got up this morning?
- 8. What had you done before you went to bed last night?
- 9. What will you have done by the time you go to bed tonight?
- 10. What are you doing? How long have you been doing that?
- 11. What were you doing before (name of the teacher) walked into the classroom today? How long had you been doing that?
- 12. What will you be doing before (name of the teacher) walks into the classroom tomorrow? How long will you have been doing that?

#### EXERCISE 9. Error analysis: questions and negative verb forms. (Appendix Charts B-1, B-2, and D-1)

Directions: This exercise covers question and negative verb forms you will be using in the following chapters. Check your understanding of these forms by finding and correcting the errors in the sentences below.\*

- 1. Does Pedro walks to work every morning?
- 2. What you are talking about? I'm not understand you.
- 3. Did you finished your work?
- 4. My friend doesn't liking her apartment.
- 5. Do you are working for this company?
- 6. What time your plane did it arrive?
- 7. How long have you are living in this city?
- 8. My brother don't have no job right now.
- 9. Ali wont to be in class tomorrow.
- 10. I hadn't never saw snow before I moved to Canada last year.

<sup>\*</sup>For information about forming questions and negatives, see the Appendix, Units B-1 (Forms of Yes/No and Information Questions), B-2 (Question Words), and D-1 (Using *Not* and Other Negative Words).

# ☐ EXERCISE 10. Spelling pretest. (Chart 1-6)

*Directions:* You will be using many verbs in their *-ing* and *-ed* forms in the following chapters. Use this pretest to check yourself on spelling rules. Close your book. On another piece of paper, write the words that your teacher says.

Example: (cry + -ed)

TEACHER: Cried. I cried because I was sad. Cried.

WRITTEN RESPONSE: cried

1. (hope $+ -ed$ )	7. (listen $+$ -ing)	13. $(enjoy + -ed)$
2. $(dine + -ing)$	8. (happen + - <i>ed</i> )	14. $(play + -ing)$
3. $(\text{stop} + -ed)$	9. $(begin + -ing)$	15. $(study + -ing)$
4. $(plan + -ing)$	10. $(occur + -ed)$	16. $(worry + -ed)$
5. (rain + - <i>ed</i> )	11. $(start + -ing)$	17. $(die + -ed)$
6. $(wait + -ing)$	12. $(warn + -ed)$	18. (lie + $-ing$ )

1-6 SPELLIN	G OF - <i>II</i>	v <i>g</i> and	-ED FOR	RMS
(1) VERBS THAT END IN A CONSONANT AND -E	(a) hope date injure	hoping dating injuring	hoped dated injured	-ING FORM: If the word ends in -e, drop the -e and add -ing* -ED FORM: If the word ends in a consonant and -e, just add -d.
(2) VERBS THAT	0	NE-SYLLABLEV	ERBS	
END IN A VOWEL AND A CONSONANT	(b) stop rob beg	stopping robbing begging	stopped robbed begged	1 vowel → 2 consonants**
	(c) rain fool dream	raining fooling dreaming	rained fooled dreamed	2 vowels $\rightarrow 1$ consonant
	TV	WO-SYLLABLEV	ERBS	
	(d) listen offer open	listening offering opening	listened offered opened	<i>1st</i> syllable stressed $\rightarrow 1$ consonant
	(e) begin prefer control	beginning preferring controlling	(began) preferred controlled	2nd syllable stressed → 2 consonants
(3) VERBS THAT END IN TWO CONSONANTS	(f) start fold demand	starting folding demanding	started folded demanded	If the word ends in two consonants, just add the ending.
(4) VERBS THAT END IN -Y	(g) enjoy pray buy	enjoying praying buying	enjoyed prayed (bought)	If -y is preceded by a vowel, keep the -y.
	(h) study try reply	studying trying replying	studied tried replied	If -y is preceded by a consonant: -ING FORM: keep the -y, add -ingED FORM: change -y to -i, add -ed.
(5) VERBS THAT END IN -IE	(i) die lie	dying lying	died lied	-ING FORM: Change -ie to -y, add -ing. -ED FORM: Add -d.

<sup>\*</sup>Exception: If a verb ends in -ee, the final -e is not dropped: seeing, agreeing, freeing.

<sup>\*\*</sup>Exception: -w and -x are not doubled:  $plow \rightarrow plowed$ ; fix - > fixed.

PART I. Write the correct -ing for	,
1. hold → <b>holding</b>	9. act
2. hide	10. pat
3. run	11. open
4. ruin	12. begin
5. come	13. earn
6. write	14. fry
7. eat	15. die
8. sit	
PART II. Write the correct -ing	and -ed forms for the following.
1. boil → <u>boiling, boiled</u>	9. plan
2. try	10. tie
3. stay	11. help
4. tape	12. study
5. tap	13. admit
6. offer	
7. prefer	
8. gain	
☐ EXERCISE 12. Spelling of -ING and PART I. Write the correct -ed fo	
1. dare → <u>daved</u>	7. exit
2. jar	8. permit
3. jeer	9. intensify
4. dot	
5. loot	11. suffer
6. point	12. occur
PART II. Write the correct -ing	form.
13. raid > <u>raiding</u>	19. tame
14. ride	
15. bid	21. trim
16. bury	22. harm
17. decay	23. ripen
18. tie	24_regret



CONTENTS			
2-1	Simple present	2-8	Troublesome verbs: raise/rise, set/sit,
2-2	Present progressive		lay/lie
2-3	Stative verbs	2-9	Simple past
2-4	Am/is/arebeing + adjective	2-10	Past progressive
2-5	Regular and irregular verbs	2-11	Using progressive verbs with always
2-6	Regular verbs: pronunciation		to complain
	of -ed endings	2-12	Using expressions of place with
2-7	Irregular verbs: an alphabetical list		progressive verbs

☐ EXERCISE 1. Preview: present and past verbs. (Chapter 2; Appendix Charts B-1, B-2, and D-1)

Directions: Correct the errors.

#### do

- 1. I am not agree with your opinion.
- 2. I'm not knowing Sam's wife.
- 3. A: What you are talking about?
  - B: I talking about the political situation in my country.
- 4. My roommate usually watch television, listen to music, or going out in the evening.
- 5. When I turned the ignition key, the car was starting.
- 6. This class is consisting of students who are wanting to learn English.
- 7. The children drawed some pictures in school this morning.
- 8. While Tom's reading in bed last night, his phone ring. When he was answering it, the caller hanged up.
- 9. Right now Sally in the kitchen eating breakfast.
- 10. When the sun raises, it is appearing from below the horizon.

2-1 SIMPLE PRES	SENT	
	<ul> <li>(a) Water <i>consists</i> of hydrogen and oxygen.</li> <li>(b) The average person <i>breathes</i> 21,600 times a day.</li> <li>(c) The world <i>is</i> round.</li> </ul>	The simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements offact and timeless truths.
-X X X X <del>X X X X X</del>	<ul> <li>(d) I study for two hours every night.</li> <li>(e) I get up at seven every morning.</li> <li>(f) He always eats a sandwich for lunch.</li> </ul>	The simple present is used to express habitual or everyday activities.

2-2 PRESENT PROGRESSIVE				
sh?	<ul> <li>(g) John is sleeping right now.</li> <li>(h) I need an umbrella because it is raining.</li> <li>(i) The students are sitting at their desks right now.</li> </ul>	The present progressive expresses an activity that is <i>in progress at the moment of speaking</i> . It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.		
now start now finish?	<ul> <li>(j) I am taking five courses this semester.</li> <li>(k) John is trying to improve his work habits.</li> <li>(1) Susan is writing another book this year.</li> </ul>	Often the activity is of a general nature: something generally in progress this week, this month, this year.  Note (I): The sentence means that writing a book is a general activity Susan is engaged in at present, but it does not mean that at the moment of speaking she is sitting at her desk with pen in hand.		

- EXERCISE 2. Simple present vs. present progressive. (Charts 2-1 and 2-2) Directions: Practice using present verbs.
  - 1. Give some examples of your daily habits. Use the simple present.
  - 2. Give some examples of "general statements of fact or timeless truths."
  - 3. Describe activities that are in progress in this classroom right now.
  - 4. Describe activities that are in progress in the world right now.
  - 5. Thumb through this text. Stop when you see an illustration. Are there any activities in progress in the illustration? Describe them.
- ☐ EXERCISE 3. Activity: using the **present** progressive. (Chart 2-2)

Directions: On a piece of paper, write an action that a classmate can demonstrate (e.g., stand up, smile, open the door, sneeze, write on the chalkboard). Give your paper to the teacher, who will redistribute the papers at random to the class. Then everyone will take turns performing these actions for the entire class to guess and describe, using the present progressive.

Din	E 4. Simple present vs. present progressive. (Charts 2-1 and 2-2) rections: Use either the simple present or the present progressive of the verbs in rentheses.
1.	Diane can't come to the phone because she (wash) is washing her hair.
2.	Diane (wash)her hair every other day or so.
3.	Kathy (sit, usually) in the front row during class,
	but today she (sit) in the last row.
4.	Please be quiet. I (try)to concentrate.
5.	(you, lock, always) the door to your apartment when you leave?
6.	I wrote to my friend last week. She hasn't answered my letter yet. I (wait, still)
	for a reply.
7.	After six days of rain, I'm glad that the sun (shine) again today.
8.	Every morning, the sun (shine) in my bedroom window and
	(wake)me up.
9.	A: Look! It (snow)
	B: It's beautiful! This is the first time I've ever seen snow. It (snow, not)
	in my country.
10.	A: Close your eyes. Now listen carefully. What (I, do)?
	B: You (rub) the top of your desk with your hand.  A: Close, but not exactly right. Try again.
	B: Aha! You (rub) your hands together.
	A: Right!
Din	E 5. Activity: using present verbs. (Charts 2-1 and 2-2) rections: Work in pairs. Follow the directions in each item. Switch roles in each item.  Speaker A: Close your eyes.  Speaker B: Make a sound.  Speaker A: Describe what your partner is doing without opening your eyes. Use the
2	present progressive.
<i>-</i>	Speaker A: Watch Speaker B carefully.  Speaker B: Make a subtle movement, that is, a very small, slight, barely noticeable movement (e.g., blink faster, move your little finger).  Speaker A: Describe what your partner is doing. Use the present progressive.
3.	Speaker A: Describe a classmate, but do not name him or her.  Speaker B: Identify who Speaker A is describing.  Speaker A: Describe several other classmates for Speaker B to identify.

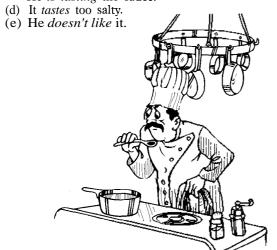
#### 2-3 STATIVE VERBS

- (a) Yum! This food tastes good. I like it very much.
- (b) INCORRECT: This food is tasting good. I am liking it very much.

Some English verbs have stative meanings. They describe states: conditions or situations that exist. When verbs have stative meanings, they are usually not used in progressive tenses.

In (a): tastes and like have stative meanings. Each describes a state that exists.

(c) The chef is in his kitchen. He is tasting the sauce.



progressive meaning. In (c): tasting describes the action of the chef putting something in his mouth and actively testing its flavor (progressive). In (d): tastes describes the person's awareness of the quality of the food (stative).

A verb such as taste has a stative meaning, but also a

A verb such as *like* has a stative meaning. It is rarely, if ever, used in progressive tenses.

In (e): It is incorrect to say *He isn't liking it*.

The chef is tasting the sauce. It tastes too salty. He doesn't like it.

#### COMMON VERBS THAT HAVE STATIVE MEANINGS

Note: Verbs with an asterisk (\*) are like the verb taste: they can have both stative and progressive meanings and uses.

(1)	MENTAL STATE	know realize understand recognize	believe feel suppose think*	imagine* doubt* remember* forget*	want* need desire mean*
(2)	EMOTIONAL STATE	love like appreciate please prefer	hate dislike fear envy	mind care	astonish amaze surprise
(3)	POSSESSION	possess	have*	own	belong
(4)	SENSE PERCEPTIONS	taste* smell* -	hear feel*	see*	
(5)	OTHER EXISTING STATES	seem look* appear* sound resemble look like	cost* owe weigh* equal	be* exist matter	consist of contain include*

# ☐ EXERCISE 6. Verbs that have both stative and progressive meanings. (Chart 2-3)

Directions: Discuss the differences in meaning of the italicized verbs in each group of sentences.

- 1. a. These flowers smell good.
  - b. Hiroki is smelling the flowers.
- 2. a. I think Roberto is a kind man.
  - b. I am thinking about this grammar.
- 3. a. I see a butterfly. Do you see it too?
  - b. Jane is seeing a doctor about her headaches.
  - c. Jack and Ann are seeing each other. They go out together every weekend.
- 4. a. Kathy *looks* cold. I'll lend her my coat.
  - b. Tina is looking out the window. She sees a butterfly.
- 5. a. Sam appears to be asleep. Let's not disturb him.
  - b. My favorite actor is currently appearing at the Paramount.
- 6. a. Sue is feeling the cat's fur.
  - b. The cat's fur feels soft.
  - c. I'm not feeling well today.
  - d. Ifeel that it is important to respect other people's opinions.
- 7. a. Ann has a car.
  - b. I am having a hard time, but Olga is having a good time.
- 8. a. I remember my first teacher. Do you remember yours?
  - b. Aunt Sara is looking through an old picture album. She is remembering the wonderful days of her childhood.
- 9. a. This piano is too heavy for me to lift. It weighs too much.
  - b. The grocer is weighing the bananas.





2-4 AM I IS I ARE BEING + ADJECTIVE				
(a) Ann <i>is sick</i> today. Alex <i>is nervous</i> about the exam. Tom <i>is tall</i> and <i>handsome</i> .	Be + an adjective usually expresses a stative meaning, as in the examples in (a). (See Appendix Chart A-3, p. A4, for information about adjectives.)			
<ul> <li>(b) Jack doesn't feel well, but he refuses to see a doctor. He is being foolish.</li> <li>(c) Sue is being very quiet today. I wonder if anything is wrong.</li> </ul>	Sometimes main verb <i>be</i> + <i>an adjective</i> is used in the progressive. It is used in the progressive when it describes temporary, in-progress <i>behavior</i> . In (b): Jack's foolishness is temporary and probably uncharacteristic of him.			
(d) INCORRECT: Mr. Smith is being old.  CORRECT: Mr. Smith is old.	In (d): Age does not describe a temporary behavior.  Be + old cannot be used in the progressive.			
	Examples of other adjectives that cannot be used with am/is/are being: angry, beautiful, handsome, happy, healthy, hungry, lucky, nervous, sick, tall, thirsty, young.			
ADJECTIVES THAT CAN BE USED WITH AM/IS/ARBBEING				
bad (ill-behaved) good (well-behaved) careful illogical cruel impolite fair irresponsible foolish kind funny lazy generous logical	loud responsible nice rude noisy serious patient silly pleasant unfair polite unkind quiet unpleasant			
□ EXERCISE 7. AM / IS / ARE BEING + adjections: Mark the adjectives that can be a likely 1. Don't pay any attention to Johnny. In tired funny	be used to complete each sentence.  Ie's just being			
• foolish $\checkmark$ silly				
2. A: You shouldn't act like that, Tomm B: Okay, Dad. I'm sorry.  careful kind  healthy responsi				
<ul> <li>3. A: There's something different abou</li> <li>B: What do you mean?</li> <li>A: He's being sotoday.</li> <li>handsome quiet</li> <li>polite tall</li> </ul>	t Tom today.			
4. I don't approve of Ann's behavior. Sl angry unfair cruel unpleas				
5. The children are being awfully today.				
good noisy				
hungry sick				

	E 8. Simple present vs. present progressive. (Charts 2-1 > 2-4) rections: Use either the simple present or the present progressive of the verbs in parentheses.
1.	I can't afford that ring. It (cost) too much.
2.	Look. It (begin) to rain. Unfortunately, I (have, not*) my umbrella with me. Tom is lucky. He (wear)
a	a raincoat.
3.	I (own, not) an umbrella. I (wear) a waterproof hat on rainy days.
4.	As a rule, I (sleep) until 6 o'clock in the morning, and then I
-	(get) up and (study) for my classes.
5.	Shhh. Grandpa (take) a nap in the living room. We (want, not)
	to wake him up. He (need) his rest.
0.	Right now I (look) at Janet. She (look) at Janet.
	angry. I wonder what's the matter. She (have) a frown on her
7	face. She certainly (have, not) any fun right now.
7.	Right now I (look) around the classroom. Yoko (write)
	in her book. Carlos (bite)his pencil. Wan-Ning (scratch)his head. Ahmed (stare)
	out the window. He (seem) to be daydreaming, but perhaps he (think) hard about verb
	tenses. What (you, think) Ahmed (do)
	tenses. What (you, mink) Annied (ao)
	r

<sup>\*</sup>A form of do is usually used in the negative when the main verb is have (especially in American English but also commonly in British English): I don't have a car. Using have without a form of do is also possible but less common: I haven't a car.

8.	to figure ou	t the meaning of this saying: "The pen is
	mightier than the sword." I (know)	that "mightier" (mean)
	more powerful," bu	t what's a "sword"? What ("sword," mean)
		?
9.	. Right now Martha is in the science building	g.
	The chemistry experiment she (do)	A A The same of th
	is dangerous, so she	
	(be)very careful.	
	She (want, not)	
	to spill any of the acid. She (be, always)	
	careful	
	when she does a chemistry experiment.	
		0,0
		0,00

 $\square$  EXERCISE 9. Activity: using present verbs in writing. (Charts 2-1  $\rightarrow$  2-4) Directions: Go to a place where there are many people (such as a zoo, a hotel lobby, a street corner) or imagine yourself to be there. Describe what you see. Let your reader "see" what you see by drawing a picture in words. Use present tenses. Begin with a description of what you are doing: I am sitting on a bench at the zoo.

			LAR VERB	
REGULAR VERBS:  SIMPLE FORM hope stop listen study start	SIMPLE PAST hoped stopped listened studied started	PAST PARTICIPLE hoped stopped listened studied started	PRESENT PARTICIPLE hoping stopping listening studying starting	English verbs have four principal parts:  (1) simple form (2) simple past (3) past participle (4) present participle
IRREGULAR VERBS: The simple past and past participle do not end in -ed.				Some verbs have irregular past forms.
SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	PRESENT PARTICIPLE	Most of the irregular verbs in English are given in the
" break come find hit	broke came found hit	broken come found hit	breaking coming finding hitting	alphabetical list in Chart 2-7, p. 22.
swim	swam	swum	swimming	

2-0 REGULAR	VERBS: PRONU	INCIATION U	F-ED ENDINGS			
Final -ed has three differen	nt pronunciations: /t/, /d/, ar	ıd /əd/.				
(a) looked → look/t/ dapped → claplll missed → miss/t/ watched → watch/t/ finished → finish/t/ laughed -> laugh/t/	Final <b>-erf</b> is pronounced /t/ after voiceless sounds.  Voiceless sounds are made by pushing air through your mouth; no sound comes from your throat. Examples of voiceless sounds: "k," "p," "s," "ch," "sh," "f."					
(b) smell → smell/d/ saved → saveldl cleaned → clean/dl robbed → robldl played → play/d/	Final -erf is pronounced /d/ after voiced sounds.  Voiced sounds come from your throat. If you touch your neck when you make a voiced sound, you can feel your voice box vibrate. Examples of voiced sounds: "1," "v," "n," "b," and all vowel sounds.					
(c) decided → decide/əd/ needed → need/əd/ wanted → want/əd/ invited → invite/əd/	Final -ed is pronounced /əd/ after "t" and "d" sounds. The sound /əd/ adds a whole syllable to a word.  COMPARE: looked = one syllable → look/t/ smelled — one syllable → smell/d/ needed = two syllables → need/əd/ wanted - two syllables → want/əd/					
Directions: Prace each word.		rds. Write the pronun	ciation of the -ed ending after			
1. talked	talk/t/	. 13. roamed				
2. sobbed		14. kissed				
3. graded		15. halted				
4. asked		16. laughed				
5. helped		17. dried				
6. watched		. 18. believed				
7. filled	<del></del>	19. judged				
8. defended		20. counted				
9. poured		21. added				
10. waited		22. boxed				
11. enjoyed	<del></del>	. 23. rested				

24. pushed \_\_\_\_\_

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

☐ EXERCISE 11. Pronunciation of -ED endings. (Chart 2-6)

Directions: Practice the sentences aloud. Write the pronunciation of the -ed endings.

/+/

- 1. Jane blinked and yawned.
- 2. We hoped for the best.
- 3. She mopped the kitchen floor, vacuumed the carpet, and dusted the furniture.
- 4. The concert lasted for two hours.
- 5. She tapped the top of her desk.
- 6. He described his house.
- 7. They demanded to know the answer.
- 8. Alice pushed and I pulled.
- 9. He handed me his dictionary.
- 10. Jack tooted his horn.
- 11. They asked us to help them.
- 12. With the coming of spring, the river flooded.
- 13. The airplane departed at six and landed at eight.
- 14. My friend jumped up and down and shouted when she got the news.



Directions: On a separate sheet of paper draw three vertical columns. At the top of the columns, write /t/,/d/, and /ad/. Using words of their own choosing, your classmates in turn will say a word that has a final -ed. Write that word in the appropriate column according to how the ending is pronounced.

#### Example:

SPEAKER A: Number one. wanted SPEAKER B: Number two. reached SPEAKER c: Number three. licked SPEAKER D: Number four. spilled Etc.

ı	/t/	/ <b>d</b> /	/əd/	
1.			wanted	
2.	reached			
3.	licked	_		
4.		spilled		
5.		-		
Etc.		-		

# IRREGULAR VERBS: AN ALPHABETICAL LIST

Note: Verbs followed by a bullet (•) are defined at the end of the list.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
arise	arose	arisen	forbid	forbade	forbidden
be	was, were	been	forecast•	forecast	forecast
bear	bore	borne/born	forget	forgot	forgotten
beat	beat	beaten/beat	forgive	forgave	forgiven
become	became	become	forsake•	forsook	forsaken
begin	began	begun	freeze	froze	frozen
bend	bent	bent	get	got	gotten/got*
bet•	bet	bet	give	gave	given
bid•	bid	bid	go	went	gone
bind•	bound	bound	grind•	ground	ground
bite	bit	bitten	grow	grew	grown
bleed	bled	bled	hang**	hung	hung
blow	blew	blown	have	had	had
break	broke	broken	hear	heard	heard
breed•	bred	bred	hide	hid	hidden
bring	brought	brought	hit	hit	hit .
broadcast•	broadcast	broadcast	hold	held	held
build	built	built	hurt	hurt	hurt
burn	burned/burnt	burned/burnt	keep	kept	kept
burst•	burst	burst	kneel	kneeled/knelt	kneeled/knelt
buy	bought	bought	know	knew	known
cast•	cast	cast	lay	laid	laid
catch	caught	caught	lead	led	led
choose	chose	chosen	lean	leaned/leant	leaned/leant
cling•	clung	clung	leap	leaped/leapt	leaped/leapt
come	came	come	learn	learned/	learned/
cost	cost	cost		learnt	learnt
creep•	crept	crept	leave	left	left
cut	cut	cut	lend	lent	lent
deal•	dealt	dealt	let	let	let
dig	dug	dug	lie	lay	lain
do	did	done	light	lighted/lit	lighted/lit
draw	drew	drawn	lose	lost	lost
dream	dreamed/	dreamed/	make	made	made
	dreamt	dreamt	mean	meant	meant
eat	ate	eaten	meet	met	met
fall	fell	fallen	mislay	mislaid	mislaid
feed	fed	fed	mistake	mistook	mistaken
feel	felt	felt	pay	paid	paid
fight	fought	fought	put	put	put
find	found	found	quit***	quit	quit
fit	fit/fitted	fit/fitted	read	read	read
flee-	fled	fled	rid	rid	rid
fling-	flung	flung	ride	rode	ridden
fly	flew	flown	ring	rang	rung

<sup>\*</sup>In British English: get-got-got. In American English: get-got-gotten/got.

<sup>\*\*</sup>Hangis a regular verb when it means to kill someone with a rope around his/her neck. COMPARE: / hung my clothes in the closet. They hanged the murderer by the neck until he was dead.

<sup>\*\*\*</sup>Also possible in British English: quit-quitted-quitted.

SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE	SIMPLE FORM	SIMPLE PAST	PAST PARTICIPLE
rise	rose	risen	spring•	sprang/sprung	sprung
run	ran	run	stand	stood	stood
say	said	said	steal	stole	stolen
see	saw	seen	stick	stuck	stuck
seek•	sought	sought	sting•	stung	stung
sell	sold	sold	stink•	stank/stunk	stunk
send	sent	sent	strike•	struck	struck/stricken
set	set	set	strive•	strove/strived	striven/strived
shake	shook	shaken	string	strung	strung
shed•	shed	shed	swear	swore	sworn
shine	shone/shined	shone/shined	sweep	swept	swept
shoot	shot	shot	swim	swam	swum
show	showed	shown/showed	swing•	swung	swung
shrink•	shrank/shrunk	shrunk	take	took	taken
shut	shut	shut	teach	taught	taught
sing	sang	sung	tear	tore	torn
sink•	sank	sunk	tell	told	told
sit	sat	sat	think	thought	thought
sleep	slept	slept	throw	threw	thrown
slide•	slid	slid	thrust-	thrust	thrust
slit•	slit	slit	understand	understood	understood
smell	smelled/smelt	smelled/smelt	undertake	undertook	undertaken
speak	spoke	spoken	upset	upset	upset
speed	sped/speeded	sped/speeded	wake	woke/waked	woken/waked
spell	spelled/spelt	spelled/spelt	wear	wore	worn
spend	spent	spent	weave•	wove	woven
spill	spilled/spilt	spilled/spilt	weep•	wept	wept
spin•	spun	spun	win	won	won
spit	spit/spat	spit/spat	wind•	wound	wound
split•	split	split	withdraw	withdrew	withdrawn
spoil spread•	spoiled/spoilt spread	spoiled/spoilt spread	write	wrote	written

•Definitions of some of the less frequently used irregular verbs:

bet wager; offer to pay money if one loses	forecast predict a future occurrence forsake abandon or desert	spring jump or rise suddenly from a still position
bid make an offer of money, usually at a public sale	grind crush, reduce to small pieces	sting cause pain with a sharp object (e.g., pin) or bite
bind fasten or secure	seek look for	(e.g., by an insect)
breed bring animals together to produce young	shed drop off or get rid of shrink become smaller	stink have a bad or foul smell strike hit something with force
broadcast send information by radio waves; announce	sink move downward, often under water	strive try hard to achieve a goal swing move back and forth
burst explode; break suddenly	slide glide smoothly; slip or skid	thrust push forcibly; shove
cast throw	slit cut a narrow opening	weave form by passing pieces of
cling hold on tightly	spin turn rapidly around a	material over and under
creep crawl close to the ground; move slowly and quietly	central point split divide into two or more	each other (as in making baskets, cloth)
deal distribute playing cards to	parts	weep cry
each person; give attention to (deal with)	spread push out in all directions (e.g., butter on bread,	wind (sounds like find) turn around and around
flee escape; run away fling throw with force	news)	

# ☐ EXERCISE 13. Oral review of irregular verbs. (Chart 2-7)

NOTE: Exercises 13 through 16 are quick oral reviews of the simple past of irregular verbs. Although a short answer is usually given to a yes/no question (*Did you sit down? Yes, I did.*), in this exercise, answer with "yes" and a complete sentence. Which irregular verbs come easily for you? Which ones are a little more troublesome? Which ones don't you know?

Directions: Work in pairs.

Speaker A: Your book is open. Ask the questions in the text.

Speaker B: Your book is closed. Begin each answer with "Yes . . . . "

### Example:

SPEAKER A (book open): Did you sit down?

SPEAKER B (book closed): Yes, I sat down. OR Yes, I did. I sat down.

### Switchro

- 1. Did you drink some coffee before class?
- 2. Did you bring your books to class?
- 3. Did you forget your briefcase?
- 4. Did you shake your head?
- 5. Did you catch the bus this morning?
- 6. Did you drive to school?
- 7. Did you lose your book?
- 8. Did you mislay your book?
- 9. Did you find your book?
- 10. Did you understand what I said?
- 11. Did you tell your friend the news?
- 12. Did you spread the news?

### Switch roles.

- 13. Did you fall on the ice?
- 14. Did you hurt yourself when you fell?
- 15. Did you fly to (this city)?
- 16. Did you wear a coat to class?
- 17. Did you hang your bookbag on a hook?
- 18. Did you eat lunch?
- 19. Did you take chemistry in high school?
- 20. Did you ride the bus to school?
- 21. Did you swear to tell the truth?
- 22. I made a mistake. Did you forgive me?
- 23. Did you write a letter to your family?
- 24. Did you bite the dog???

# ☐ EXERCISE 14. Oral review of irregular verbs. (Chart 2-7)

*Directions:* Work in pairs.

Speaker A: Your book is open. Ask the questions in the text.

Speaker B: Your book is closed. Begin each answer with "No, someone else . . . . "

### Example:

SPEAKER A (book open): Did you shut the door?

SPEAKER B (book closed): No, someone else shut it.

- 1. Did you make that cake?
- 2. Did you break that window?
- 3. Did you steal my wallet?
- 4. Did you take my piece of paper?
- 5. Did you draw that picture?
- 6. Did you sweep the floor this morning?
- 7. Did you teach class yesterday?
- 8. Did you dig that hole in the garden?

## Switch roles.

- 9. Did you feed the cat?
- 10. Did you hide my book from me?
- 11. Did you blow that whistle?
- 12. Did you throw a piece of chalk out the window?
- 13. Did you tear that piece of paper?
- 14. Did you build that house?
- 15. Did you speak to (...)?
- 16. Did you weave that cloth?

# ☐ EXERCISE 15. Oral review of irregular verbs. (Chart 2-7)

Directions: Work in pairs.

Speaker A: Your book is open. Ask the questions in the text. Speaker B: Your book is closed. Begin your answer with "ves."

### Example:

SPEAKER A (book open): Did vou sit down? SPEAKER B (book closed): Yes, I sat down.

- 1. Did you give me some money?
- 2. Did you stand at the bus stop?
- 3. Did you choose the blue pen?
- 4. Did you run to class this (morning)?
- 5. Did vou sleep well last night?
- 6. Did you hear that noise outside the window?
- 7. Did you withdraw some money from the bank?
- 8. Did you wake up at seven this morning?
- 9. Did you swim in the ocean?
- 10. Did you go home after class yesterday?

### Switch roles.

- 11. Did you bend over to pick up a pencil?
- 12. Did you send a letter?
- 13. Did you sing a song?
- 14. Did you stick your hand in your pocket?
- 15. Did you grind the pepper?
- 16. Did you strike the desk with your hand?
- 17. Did you light a match?
- 18. Did you mean what you said?
- 19. Did vou hold your hand up?
- 20. Did you speak to (...)?

# ☐ EXERCISE 16. Oral review of irregular verbs. (Chart 2-7)

Directions: Work in pairs.

Speaker A: Your book is open. Ask the questions in the text. Speaker B: Your book is closed. Begin your answer with "yes."

### Example:

SPEAKER A (book open): Did the students come to class?

SPEAKER B (book closed): Yes, they came to class.

- 1. Did class begin at (nine)?
- 2. Did the sun rise at six this morning?
- 3. Did you cut your finger?
- 4. Did it bleed when you cut it?
- 5. Did the grass grow after the rain?
- 6. Did a bee sting you?
- 7. Did the telephone ring?
- 8. Did the water freeze?
- 9. Did your friend quit school?
- 10. Did the soldiers fight?

### Switch roles.

- 11. Did the thief creep into the room?
- 12. Did the policeman shoot at the thief?
- 13. Did the thief flee?
- 14. Did your team win the game yesterday?
- 15. Did your car slide on the ice?
- 16. Did the door swing open?
- 17. Did the children blow up some balloons?
- 18. Did the balloons burst?
- 19. Did the radio station broadcast the news?
- 20. Did you know all of the irregular verbs?

#### TROUBLESOME VERBS: RAISE I RISE, SET I SIT, LAYI LIE 2-8 TRANSITIVE INTRANSITIVE Raise, set, and lay are transitive verbs: they are followed by an (a) raise, raised, raised (b) rise, rose, risen object. Rise, sit, and lie are Tom raised his hand. The sun *rises* in the east. intransitive; i.e., they are NOT followed by an object.\* (c) set, set, set (d) sit, sat, sat In (a): raised is followed by the I sit in the front row. I will set the book on the desk. object hand. In (b): rises is not followed by an (f) lie,\*\* lay, lain (e) lay, laid, laid object. I am laying the book on the desk. He is *lying* on his bed. Note: Lav and lie are troublesome for native speakers too and are frequently misused.

# ☐ EXERCISE 17. Troublesome verbs. (Chart 2-8)

Directions: Choose the correct word in parentheses.

- 1. The student (raised, rose) his hand in class.
- 2. Hot air (raises, rises).
- 3. Ann (set, sat) in a chair because she was tired.
- 4. I (set, sat) your dictionary on the table a few minutes ago.
- 5. Hens (lay, lie) eggs.
- 6. Sara is (laying, lying) on the grass in the park right now.
- 7. Jan (laid, lay) the comb on top of the dresser a few minutes ago.
- 8. If you are tired, you should (lay, lie) down and take a nap.
- 9. San Francisco (lay, lies) to the north of Los Angeles.
- 10. Mr. Faust (raises, rises) many different kinds of flowers in his garden.
- 11. The student (*raised*, *rose*) from her seat and walked to the front of the auditorium to receive her diploma.
- 12. Hiroki is a very methodical person. Every night before going to bed, he (*lays*, *lies*) his clothes for the next day on his chair.
- 13. Where are my keys? I (lay, laid) them here on the desk five minutes ago.
- 14. Fred (set, sat) the table for dinner.
- 15. Fred (set, sat) at the table for dinner.
- 16. The fulfillment of all your dreams (*lies*, *lays*) within you—if you just believe in yourself.

<sup>\*</sup>See Appendix Chart A-1, p. A1, for information about transitive and intransitive verbs.

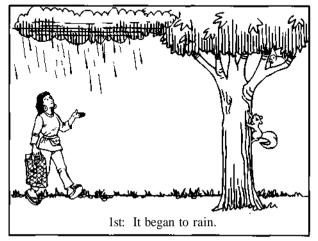
<sup>\*\*</sup>Lie is a regular verb (lie, lied) when it means "not tell the truth": He lied to me about his age.

# ☐ EXERCISE 18. Troublesome verbs. (Chart 2-8)

Directions: Follow the directions.

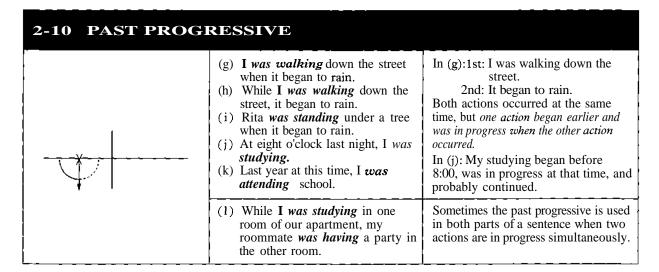
- 1. Name things that rise.
- 2. Lift something above your head. Use raised or rose in a sentence to describe that action.
- 3. Put something on your desktop. Use set or sat in a sentence to describe this action. Then use *laid* or *lay* to describe this action.
- 4. Look at the object on your desktop. What is it doing? Describe its "activity in progress" by using setting or sitting in a sentence. Then use laying or lying in a similar sentence to describe this object.
- 5. Describe the geographical location of your country by naming at least two countries or bodies of water that border it on the north, south, east, or west. Use lies or lays. For example, Canada (lies/lays?) to the north of the United States.

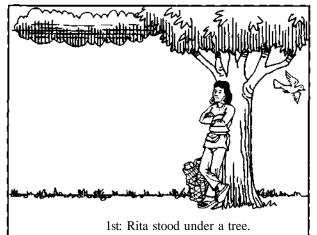
2-9 SIMPLE PAST		
	<ul> <li>(a) I walked to school yesterday.</li> <li>(b) John lived in Paris for ten years, but now he lives in Rome.</li> <li>(c) I bought a new car three days ago.</li> </ul>	The simple past indicates that an activity or situation began and ended at a particular time in the past.
X	<ul> <li>(d) Rita stood under a tree when it began to rain.</li> <li>(e) When Mrs. Chuheard a strange noise, she got up to investigate.</li> <li>(f) When I dropped my cup, the coffee spilled on my lap.</li> </ul>	If a sentence contains <i>when</i> and has the simple past in both clauses, the action in the <i>when</i> clause happens first. In (d): 1st: The rain began. 2nd: She stood under a tree.

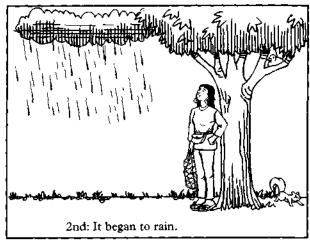




Rita **stood** under a tree when it **began** to rain.







Rita was standing under a tree when it began to rain.

	E 19. Simple past vs. past progressive. (Charts 2-9 and 2-10) rections: Use the simple past or the past progressive of the verbs in parentheses.
1.	I am sitting in class right now. I (sit) was sitting in class at this exact same time yesterday.
2.	I don't want to go to the zoo today because it is raining. The same thing happened yesterday. I (want, not)
3.	I (call)Roger at nine last night, but he (be, not)at home. He (study) at the library.
	I (hear, not) the thunder during the storm last night because I (sleep)

5.	It was beautiful yesterday when we went for a walk in the park. The sun (shine)
	The birds (sing)
6.	My brother and sister (argue) about something when I (walk) into the room.
7.	I got a package in the mail. When I (open)it, I (find)it, I (find)
8.	While Mrs. Emerson (read) the little boy a story, he
	(fall) asleep, so she (close) the book and quietly
	(tiptoe) out of the room.
9.	A: Why weren't you at the meeting?
	B: I (wait) for an overseas call from my family.
10.	A: (you, hear) what she just said?
	B: No, I (listen, not) I (think)
	about something else.
11.	A: How (you, break) your arm?  B: I (slip) on the ice
	while I (cross) the street in front of the dorm.
12.	A: I'm sure you met Carol Jones at the party last night.
	B: I don't remember her. What (she, wear)
13.	It was my first day of class. I (find, finally) the right
	room. The room (be, already) full of students. On one
	side of the room, students (talk, busily)to each other
	in Spanish. Other students (speak) Japanese, and
	some (converse) in Arabic. It sounded like the United
	Nations. Some of the students, however, (sit, just)
	quietly by themselves. I (choose) an empty seat in the last row
	and (sit)down. In a few minutes, the teacher (walk)
	into the room and all the multilingual conversation
	(stop)

	Toronto, the sun (shine)	in Florida. While you
	(shovel)	snow in Iowa, I (lie)
	on the beach in Florida.	
<i>Dire</i> pant	ections: Come to class prepared to do	n speaking. (Charts 2-9 and 2-10) o a pantomime. While you are doing your determine what you are doing and then, when you step by step.
Exar	1. threading a needle and sewing of subjects for a pantomime:  2. washing dishes, and perhaps bre  3. bowling  4. reading a newspaper while eating	aking one
<i>Dire</i> you "tim	ections: In writing, describe one or not classmates. Give a title to the pant	n writing. (Charts 2-9 and 2-10) more of the pantomimes that were performed by omime and identify the pantomimist. Use a few a the actions were performed: <i>first</i> , <i>next</i> , <i>then</i> , <i>after</i>
Dire did j expe	ections: Describe your first day or two you think? What did you see? Who eriences? How did you feel about thi	past verbs in writing. (Chapter 2) o in this country or city. What did you do? What did you meet? Did you have any interesting is place? this place now. In what ways are your present

experiences here different from your earlier experiences?

2-11 USING PROGRESSIVE VERBS WITH ALWAYS TO COMPLAIN		
(a) Mary <i>always leaves</i> for school at 7:45.	In sentences referring to present time, usually the simple present is used with <i>always</i> to describe habitual or everyday activities, as in (a).	
(b) Mary is always leaving her dirty socks on the floor for me to pick up! Who does she think I am? Her maid?	In special circumstances, a speaker may use the present progressive with <i>always</i> to complain, i.e., to express annoyance or anger, as in (b).*	
(c) I am always/forevertonstantly picking up Mary's dirty socks!	In addition to <i>always</i> , the words <i>forever</i> and <i>constantly</i> are also used with the present progressive to express annoyance.	
(d) I didn't like having Sam for my roommate last year. He was always leaving his dirty clothes on the floor.	Always, forever, and constantly can also be used with the past progressive to express annoyance or anger.	

### \*COMPARE:

- "Mary is always leaving her dirty socks on the floor" expresses annoyance.
   "Mary always leaves her dirty socks on the floor" is a statement of fact in which the speaker is not necessarily expressing an attitude of annoyance. Annoyance may, however, be shown by the speaker's tone of voice.

you are speaking to a friend and compl verb in Column A and complete the se	any bad habits. These bad habits annoy you! Pretendaining about Jack. Use the present progressive of a entence with a phrase from Column B. Use <i>always</i> , e. Say your sentence aloud with annoyance,
Example: He's always messing up the k  COLUMN A  1. mess up  2. leave  3. borrow  4. brag  5. try  6. crack  7. forget  8. Complete the following with your own  A: I really don't know if I can stand She's driving me crazy.	column B a. about himself  b. the kitchen c. my clothes without asking me d. to give me my phone messages e. his dirty dishes on the table f. to show me he's smarter than me <sup>⋆</sup> g. his knuckles while I'm trying to study
<ul><li>B: Really?</li><li>A: And not only that. She's forever</li><li>B: That must be very inconvenient</li><li>A: It is. And what's more, she's co</li></ul>	onstantly! s always!

### 2-12 USING EXPRESSIONS OF PLACE WITH PROGRESSIVE **VERBS**

(a) —	What is	Kay o	loıng?
-------	---------	-------	--------

— She's studying in her room.

(b) — Where's Kay?

— She's in her room studying.

(c) — What was Jack doing when you arrived? — He was reading a book in bed.

(d) — Where was Jack when you arrived?

— He was in bed reading a book.

An expression of place can sometimes come between the auxiliary **be** and the -ing verb in a progressive tense, as in (b) and (d):

is + in her room + studying was + in bed + reading

In (a): The focus of both the question and the answer is on Kay's activity in progress, i.e., on what she is doing. In (b): The focus of both the question and the answer is on Kay's location, i.e., on where Kay is.

<sup>\*</sup>In formal English, a subject pronoun follows than: He's older than I (am). In everyday informal English, an object pronoun is frequently used after than: He's older than me.

PART I. Use	ng expressions of place with progressive verbs. (Chart 2-12) the given verbs and expressions of place to complete the dialogues. Use usual the focus is on an activity in progress. Use inverted word order if the focus on's location.
1. listen to m	nusic \ in her room
A: Where	's Sally?
B: She's	in her room listening to <u>music.</u>
2. listen to m	usic \ in the living room
A: What's	Surasuk doing?
B: He's	list enin to music in the living room.
3. watch TV	in his bedroom
A: Where	was Jack when you got home?
B: He wa	s
4. watch TV	in his bedroom
A: What	was Jack doing when you got home?
B: He wa	s
5. take a nap	o \ on the couch in the living room
A: What's	Roy doing?
B:He's	
6. take a nap	\ on the couch in the living room
A: Where	's Roy?
B:He's _	
7. attend a co	onference \ in Singapore
A: Where	's Ms. Chang this week?
B: She's	
	wer the questions, using the present progressive or the past progressive. Use of place in parentheses and add your own words.
	's Joan? (at the library) ne's at t he <u>library</u> st <u>udying</u> for a test
9. A: Is Mar	k here? (upstairs)
B: Yes.	
10. A: Have	you seen Professor Marx? (in her office)
B: Yes.	

11. A: Where's your mother, Jimmy? (in the kitchen)  B:	
12. A: Ahmed was absent yesterday. Where was he? (at home)  B:	
13. A: Was Mr. Rivera out of town last week? (in New York)  B: Yes.	
<ul> <li>PART III. Add expressions of place between be and the -ing verb.</li> <li>14. My sister is visiting some relatives.</li> <li>My sister is in Chicago visiting some relatives.</li> </ul>	
15. I'm back to work now, but a month ago I was lying in the sun.	
16. We are studying English grammar.	
17. No one could see the thief because he was hiding from the police.	
18. When I saw Diana, she was trying to find out what she was supposed to do.	
<ul> <li>EXERCISE 25. Error analysis: present and past verbs. (Chapter 2)</li> <li>Directions: Correct the errors.</li> </ul>	
1. Breakfast is an important meal. I'm always eating breakfast.	
2. During I was working in my office yesterday, my cousin stops by to visit me.	
3. Portugal lays to the west of Spain.	
4. Yuki staied home because she catched a bad cold.	
5. My brother is looking like our father, but I am resembling my mother.	
6. As a verb, "sink" is meaning "move downward." What it means as a noun?	
7. Sang-Joon, are you listen to me? I am talk to you!	
8. I rewinded the rented video before I return it to the store yesterday.	
9. Abdallah is want a snack. He's being hungry.	
10. Anna rose her eyebrows in surprise.	
11. Yesterday I was working at my computer when Shelley was coming to the door of	my
office. I wasn't knowing she was there. I was concentrate hard on my work. Whe	n
she suddenly speak, I am jump. She startle me.	
12. While I was surfing the net yesterday, I was finding a really interesting Web site.	



# CONTENTS 3-1 Present perfect 3-3 Past perfect 3-2 Present perfect progressive 3-4 Past perfect progressive

# ☐ EXERCISE 1. Review of irregular past participles. (Charts 2-5 and 2-7)

Directions: Work in pairs.

Speaker A: Your book is open. Ask a question that begins with "Have you ever . . ."

Speaker B: Your book is closed. Answer the question, beginning with "No, I haven't. I've never . . . ."

Example: see that movie

SPEAKER A (book open): Have you ever seen that movie?

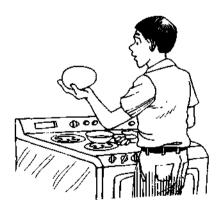
SPEAKER B (book dosed): No, I haven't. I've never seen that movie.

- 1. buy an airplane
- 2. break a window
- 3. hide from the police
- 4. teach English
- 5. make an apple pie
- 6. win a lottery
- 7. fly an airplane
- 8. speak to (name of a local person)

### Switch roles.

- 9. steal anything
- 10. fall off a mountain
- 11. hold a snake

- 12. feed a lion
- 13. build a house
- 14. forget your name
- 15. understand quantum physics
- 16. eat an ostrich egg



☐ EXERCISE 2. Review: regular and irregular past participles. (Charts 2-5 and 2-7)

Directions: Work in pairs.

Speaker A: Your book is open. Ask a question that begins with "Have you ever . . . ?"

Speaker B: Your book is closed. Answer the question.

Example: break your arm

SPEAKER A (book open): Have you ever broken your arm? SPEAKER B (book closed): Yes, I have. OR No, I haven't.

- 1. climb a mountain
- 2. write a book
- 3. be to (a particular country) $\star$
- 4. tell a lie
- 5. smoke a cigar
- 6. ride a motorcycle
- 7. teach (a particular subject)
- 8. see (title of a movie)
- 9. meet ( . . . )'s\*\* parents
- 10. give a speech in English
- 11. eat (Thai) food
- 12. study biology
- 13. play a violin



- 14. go to (a particular place in this city)
- 15. walk on the moon
- 16. watch (a particular TV show)
- 17. take a course in chemistry
- 18. drive (a particular kind of car)

### Switch roles.

- 19. fall asleep during class
- 20. have (a particular kind of food)
- 21. drive a truck
- 22. read (name of a book)
- 23. draw a picture of yourself
- 24. ride a horse
- 25. catch a butterfly
- 26. sleep in a tent
- 27. write a letter to (a famous person)
- 28. lose your wallet
- 29. have a car accident
- 30. bring a friend to class
- 31. wear a kimono
- 32. drink Turkish coffee
- 33. leave your umbrella at a restaurant
- 34. dig a hole to plant a tree
- 35. shake ( . . . )'s hand
- 36. sing in public

<sup>\*</sup>Supply your own words for the expressions in parentheses.

<sup>\*\*</sup>Supply the name of a classmate.

3-1 PRESENT PE	RFECT	
(time?)	<ul> <li>(a) They have moved into a new apartment.</li> <li>(b) Have you ever visited Mexico?</li> <li>(c) I have never seen snow.</li> <li>(d) I have already seen that movie.</li> <li>(e) Jack hasn't seen it yet.</li> <li>(f) Ann started a letter to her parents last week, but she still hasn't finished it.</li> <li>(g) Alex feels bad. He has just heard some bad news.</li> </ul>	The present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important.  If there is a specific mention of time, the simple past is used: They moved into a new apartment last month.  Notice in the examples: the adverbs ever, never, already, yet, still, andjust are frequently used with the present perfect.
	<ul> <li>(h) We have had four tests sofar this semester.</li> <li>(i) I have written my wife a letter every other day for the last two weeks.</li> <li>(j) I have met many people since I came here in June.</li> <li>(k) I have flown on an airplane many times.</li> </ul>	The present perfect also expresses the repetition of an activity before now. The exact time of each repetition is not important.  Notice in (h): so far is frequently used with the present perfect.
	<ol> <li>I have been here since seven o'clock.</li> <li>We have been here for two weeks.</li> <li>I have had this same pair of shoes for three years.</li> <li>I have liked cowboy movies ever since I was a child.</li> <li>I have known him for many years.</li> </ol>	The present perfect, when used with for or since, also expresses a situation that began in the past and continues to the present*  In the examples, notice the difference between since and for:     since + a particular time for + a duration of time

\*The verbs used in the present perfect to express a *situation* that began in the past and still exists are typically verbs with a stative meaning (see Chart 2-3, p. 15).

The present perfect progressive, rather than the present perfect, is used with action verbs to express an *activity* that began in the past and continues to the present (see Chart 3-2, p. 42):

I've been sitting at my desk for an hour. Jack has been watching TV since seven o'clock.

☐ EXERCISE 3. Present perfect vs. simple past. (Charts 2-9 and 3-1)  Directions: Use the simple past or the present perfect. In some sentences, either tense is possible but the meaning is different.
1. I (attend, not) haven tattended any parties since I came here.
2. Al (go) to a party at Sally's apartment last Saturday night.
3. Bill (arrive) here three days ago.
4. Bill (be) here since the 22nd.
5. Try not to be absent from class again for the rest of the term. You (miss, already)
_ too many classes. You (miss)
two classes just last week.
6. So far this week, I (have) two tests and a quiz.

7.	Alex is an artist.	He (draw)		many beautiful pic	ctures in his
	lifetime. Last week	he (draw)		a beautiful mounta	ain scene.
8.	Jack really needs to	get in touch w	ith you. Since this m	orning, he (call)	
	her	re four times tr	ying to reach you. He	(call)	
	at 9:10, 10:25, 12:1	5, and 1:45.			
9.	Janet (wear)		her new blue dre	ess only once since	she bought
	it. She (wear)	<u> </u>	it to her broth	er's wedding last m	onth.
10.	The night has ended	l, and it's dayli	ght now. The sun (ris	e)	·
	It (rise)		_at 6:08.		
11.	Last January, I (see)		snow for	the first time in my	y life.
12.	Fatima (see, never)		snow in h	er entire lifetime.	
13.	I (know)		_ Greg Adams for ten	years.	
14.	A: Is Ahmed here y	et?			
	B: Yes. He (arrive,	just*)	·		
15.	A: I (be, not)		able to reach N	Mr. Chang yet. So f	ar he
	(respond, not) _		to any of m	ny attempts to reach	him.
	B: Oh?				
	A: I (start)		trying to reach hi	m three days ago.	Since then,
	I (fax)		him twice. I (phor	ne)	
	him four times.	And I (send) _		at least six e-ma	ails.
	B: I guess modern	communication	s don't mean much if	there's no one at the	other end.
	E 4. Present perfectections: Work in pair	•	•		
Spe	eaker A: Your book	is open. Ask th	e questions.		
Spe	eaker B: Your book	is closed. Answ	wer in complete senten	ices.	
	mple:				
SPE.	AKER A (book open):	How many teclass?	sts have you taken sin	ce you started comi	ing to this
SPE	AKER B (book dosed):	this class. OF	(three, several, many) to R I haven't taken any		
* /*	yean indicate that comothin	this class.		4: 4- 41	ant hast ati

<sup>\*</sup>Instican indicate that something happened a very short time ago, very close in time to the present moment, but still in the past. When just expresses this meaning, it is frequently used with the present perfect. However, in informal English the simple past is also often used. Both (a) and (b) are correct:

<sup>(</sup>a) I've just finished a letter to my parents,

<sup>(</sup>b) Ijust finished a letter to my parents.

- 1. How many books have you bought since the beginning of the year / this term?
- 2. How many letters / e-mails have you gotten so far this month / week?
- 3. How many letters / e-mails have you written since the beginning of the month / week?
- 4. How many questions have I asked so
- 5. How many times have you flown in an airplane?
- 6. How many times have you . . . ?

(Switch roles if working in pairs.)

- 7. How many people have you met since you came here?
- 8. How many classes have you missed since the beginning of the (semester)?
- 9. How many cups of coffee have you had since you got up this morning?
- 10. How many classes have you had so far today?
- 11. How many times have you eaten (your native) food / eaten at a restaurant since you came here?
- 12. How many times have you . . . ?

EXERCISE 5. Present perfect. (Chart 3-1)  Directions: Complete the sentences with any appropriate time expressions.
1. Today is the 14th of June . I bought this book two weeks ago.
I have had this book since the first of June.
I have had this book fortwo weeks
2. I have a pen. I bought it ago.
I have had this pen for
I have had this pen since
3. Today is
I moved to this city
I have been in this city since
I have been here for,
4. It is the year
I started going to school in the year
I have been a student for
I have been a student since
5. I first met our teacher
I have known her/him for
I have known her/him since

# ☐ EXERCISE 6. Present perfect. (Chart 3-1)

Directions: The person who gives the cues has an open book. (This person can be the teacher or the leader of a small group.) Everyone else's books are closed.

Answer the questions in complete sentences, first using for and then using since.

### Example:

To SPEAKER A: When did you come to (this city I country)?

—I came here on June 2nd.

To SPEAKER B: How long has (Speaker A) been here?

—He/She has been here for two weeks.

Or, using *since?* 

-He/She has been here since June 2nd.

- 1. To A: When did you arrive (in this city Icountry)?
  - To B: How long has (...) been here?
- 2. To A: When did you get to class today?
  - To B: How long has (...) been in class?
- 3. To A: What time did you get up this morning?
  - To B: How long has (...) been up?
- 4. To A: Who in this class owns a car/bicycle? When did you buy it?
  - To B: How long has (...) had a car/bicycle?
- 5. To A: Who is wearing a watch? When did you get it?
  - To B: How long has ( . . . ) had his /her watch?
- 6. To A: Who is married? When did you get married?
  - To B: How long has (...) been married?
- 7. To A: Do you know (...)? When did you meet him /her?
  - To B: How long has (...) known (...)?
- 8. To A: Is that your pen/notebook/pencil sharpener? When did you buy it?

To B: How long has ( . . . ) had his /her pen /notebook/pencil sharpener?

- 9. To A: Is that your . . . ? When did you get it?
  - To B: How long has (...) had ...?

# 1 EXERCISE 7. Present perfect. (Chart 3-1)

Directions: Have and has (when used as auxiliary verbs, not as main verbs) are usually contracted with personal pronouns in both speaking and informal writing. Have and has are often contracted with nouns and other words in informal speaking, but not usually in writing. (See Appendix Chart C, p. A17.) Practice pronouncing contracted have and has in the sentences.

- 1. You've been there. They've been there. She's been there. We've all been there.
- 2. Mary has never been there.  $\rightarrow$  "Mary's" never been there.
- 3. The weather has been nice lately.
- 4. My neighbors have asked me over for dinner.
- 5. The teacher has never eaten hot Vietnamese food.
- 6. The teacher has a red dog. (No contraction; has is the main verb.)
- 7. My parents have lived in the same house for over thirty years.
- 8. My parents have a house.
- 9. Where have you been?
- 10. What have you done with my books?

☐ EXERCISE 8. Present perfect vs. simple past. (Charts 2-9 and 3-1)  Directions: Use the simple past or the present perfect.
1. What (you, learn) have you learned since you (come) _ here?
And how many new friends (you, make) _ ?
2. Since classes began, I (have, not) _ much free time. I (have) _ several big tests to study for.
3. Last night my friend and I (have) _ some free time, so we (go) _ to a show.
4. I admit that I (get*) older since I last (see) _ you, but with any luck at all, I (get, also) wiser.
5. The science of medicine (advance) a great deal in the 19th century.
6. In the last fifty years, medical scientists (make) many important discoveries.
7. Libraries today are different from those in the 1800s. For example, the contents of libraries (change) greatly through the years. In the 1800s, libraries (be) multimedia centers that contain tapes, computers disks, films, magazines, music, and paintings. The role of the library in society (change, also) In the 1800s, libraries (be) open only to certain people, such as scholars or the wealthy. Today libraries serve everyone.
8. A: Are you taking Chemistry 101 this semester?  B: No, I (take, already**)it. I (take)  it last semester. This semester I'm in 102.

<sup>\*</sup>COMPARE:

<sup>(</sup>a) I have gotten OR have got four letters so far this week. In this sentence, have gotten / have got is present perfect. (NOTE: Got is used as the past participle of get in both American English and British English. Gotten occurs only in American English.)

<sup>(</sup>b) I have got a problem. In this sentence, have got is NOT present perfect. I've got a problem = / have a problem. The expression have got means "have" and is common in informal spoken English. Its meaning is present; it has no past form.

<sup>\*\*</sup>Typically, the present perfect is used in sentences with *already*, *yet*, and *just*, but in some situations the simple past is also commonly used with these adverbs in informal English, with no difference in meaning.

	Hi, Judy. Welcome to the party. (you, meet, ever) my
	cousin?
B: N	No, T
10. A: D	Do you like lobster?
R: T	Γ don't know. T (eat, never) it.
11. A: (	(you,eat) yet?
B: N	No. You?
A: Y	Yeah. T (eat, already) I (finishjust)
12. A: I	Do you do much traveling?
В: Ү	Yes. I like to travel.
A: V	What countries (you, visit)?
B: W	Well, T (he) to India, Turkey, Afghanistan, and Nep
a	among others.
A: T	T (be, never) to any of those countries. When (you, it
_	in India?
В: Т	Two years ago. I (visit, also) many of the countries
C	Central America. I (take) a tour of Central America
a	about six years ago.
A: V	Which countries (you, visit)?
B: C	Guatemala, El Salvador, Honduras, and Nicaragua.
A: I	I (want, always)to travel to other countries, but I
(	(have, not)the opportunity to travel extensively. I
(.	(go)to England six years ago, but I (go, not)
_	anywhere since then.
EXERCISE 9.	Activity: using the present perfect. (Chart 3-1)

# 

Directions: Discuss and/or write answers to some or all of the following questions.

- 1. What significant changes have taken place in your life since you were thirteen years old?
- 2. What are some interesting experiences you have had in your lifetime?
- 3. What are some things you have not yet done in your lifetime but would like to do?
- 4. Who are some of the people you have met, and what are some of the things you have done in the past couple of months?
- 5. What are some of the places you have visited in the world or in your country, and when did you visit them?

3-2 PRESENT PE	RFECT PROGRESSIVI	E
	Right now I am sitting at my desk.  (a) I have been sitting here since seven o'clock.  (b) I have been sitting here for two hours.  (c) You have been studying for five straight hours. Why don't you take a break?  (d) It has been raining all day. It is still raining right now.	This tense is used to indicate the duration of an activity that began in the past and continues to the present. When the tense has this meaning, it is used with time words, such as for, since, all morning, all day, all week.
	(e) I have known Alex since he was a child. (f) INCORRECT: I have been knowing Alex since he was a child.	Reminder: verbs with stative meanings are not used in the progressive. (See Chart 2-3, p. 15.) The present perfect, NOT the present perfect progressive, is used with stative verbs to describe the duration of a <i>state</i> (rather than an activity) that began in the past and continues to the present.
(recently)	<ul> <li>(g) I have been thinking about changing my major.</li> <li>(h) All of the students have been studying hard. Final exams start next week.</li> <li>(i) My back hurts, so I have been sleeping on the floor lately. The bed is too soft.</li> </ul>	When the tense is used without any specific mention of time, it expresses a general activity in progress recently, lately.
	<ul> <li>(j) I have lived here since 1995.  I have been living here since 1995.</li> <li>(k) He has worked at the same store for ten years.  He has been working at the same store for ten years.</li> </ul>	With certain verbs (most notably <i>live</i> , work, teach), there is little or no difference in meaning between the two tenses when since or for is used.

# ☐ EXERCISE 10. Error analysis: present perfect progressive. (Chart 3-2)

Directions: Which verbs in these sentences should be present perfect progressive? Correct the errors in verb tense usage.

- 1. The boys are playing soccer right now. They are playing for almost two hours. They must be getting tired.
- 2. Alex is talking on the phone. He talked on the phone for more than half an hour. He should hang up soon. Long distance is expensive.
- 3. I'm trying to study. I try to study for the last hour, but something always seems to interrupt me. I think I'd better go to the library.

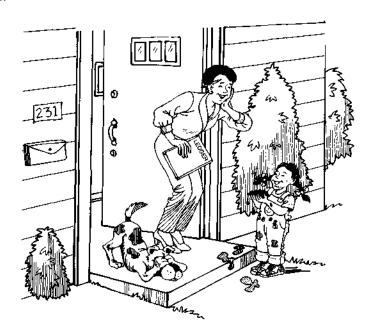
4. Mr. Ford is waiting in the dentist's office. He was waiting there for the last twenty minutes. He hopes the dentist can see him soon because he has a bad toothache.



	nt perfect progressive. (Charts 3-1 and 3-2) the present perfect progressive. In some sentences, no change in meaning.
1. It (snow)	all day. I wonder when it will stop.
2. We (have)	three major snowstorms so far this winter. I
wonder how many more we will ha	ve.
3. It's ten P.M. I (study)	for two hours and probably won't
finish until midnight.	
4. I (write)	them three times, but I still haven't received a
reply.	
5. The telephone (ring)	four times in the last hour, and each
time it has been for my office mate	
6. The telephone (ring)	for almost a minute. Why doesn't
someone answer it?	
	able to reach Bob on the phone yet?
B: Not yet. I (try)	for the last twenty minutes, but
all I get is a busy signal.	
8. A: Hi, Jenny. I (see, not)	you for weeks. What (you, do)
latel	y?

B: Studying.

- 9. A: What are you going to order for dinner?
  - B: Well, I (have, never) \_\_\_\_\_\_ vegetarian pizza, so I think I'll order that.
- 10. A: What's the matter? Your eyes are red and puffy. (you, cry)
  - B: No. I just finished peeling some onions.
- 11. A: Dr. Jones is a good teacher. How long (he, be) \_\_\_\_\_\_ at the university?
  - B: He (teach) \_ here for twenty-five years.
- 12. The little girl is dirty from head to foot because she (*play*) \_\_\_\_\_\_ in the mud.



☐ EXERCISE 12. Present perfect and present perfect progressive with SINCE and FOR. (Charts 3-1 and 3-2)

Directions: Complete the sentences with your own words.

- 1. . . . since eight o'clock this morning.
  - > / have been sitting in class since eight o'clock this morning.
  - → I have had three classes since eight o'clock this morning.
- 2. , . . since I came to . . . .
  - 3. . . . since (year).
- 4. . . . since (month).
- 5. . . . since (day).
- 6. . . . since . . . o'clock this morning / afternoon / evening.
- 7. ... since the beginning of this century.
- 8. ... since . . . .
- 9. ... for (number of years).
- 10. . . . for a long time.
- 11... for several months.
- 12. . . . for the last ten minutes.

# ☐ EXERCISE 13. Activity: using the present perfect and present perfect progressive in writing. (Charts 3-1 and 3-2)

Directions: Choose one to write about.

- 1. Write about your first day in this class. What did you see, hear, feel, think? Then write about what you have done and have been doing in this class since the first day.
- 2. Describe your last week at home before you came to this city/country. Then describe what you have done and have been doing since you arrived here.

3-3 PAST PERFE	СТ	
	<ul> <li>(a) Sam <i>had</i> already <i>left</i> by the time Ann got there.</li> <li>(b) The thief simply walked in. Someone <i>had forgotten</i> to lock the door.</li> </ul>	The past perfect expresses an activity that was completed before another activity or time in the past.
x x	(c) Sam <i>had</i> already <i>left</i> when Ann got there.	In (c): First: Sam left.  Second: Ann got there.*
	<ul> <li>(d) Sam had left before Ann got there.</li> <li>(e) Sam left before Ann got there.</li> <li>(f) After the guests had left, I went to bed.</li> <li>(g) After the guests left, I went to bed.</li> </ul>	If either <i>before</i> or <i>after</i> is used in the sentence, the past perfect is often not necessary because the time relationship is already clear. The simple past may be used, as in (e) and (g). Note: (d) and (e) have the same meaning; (f) and (g) have the same meaning.

\*COMPARE: Sam left when Ann got there. = First: Ann got there. Second: Sam kft.



Sam hod already teff when Ann got to the cafeteria.

	XERCISE	14.	Contracting	HAD.	(Appendix	Chart C	)
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*Directions:* The auxiliary verb *had* (but not the main verb *had*) is usually contracted with personal pronouns in both speaking and informal writing. *Had* is also often contracted with nouns and other words in informal speaking, but not in writing. (See Appendix Chart C, p. Al7.) Practice pronouncing contracted *had* in these sentences.

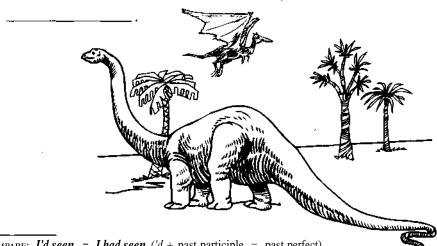
- 1. We'd never seen it before. He'd never seen it. They'd never seen it.
- 2. I'd never seen it before. I'd like to see it again.\*
- 3. We got home late. The children had already fallen asleep.
- **4.** My roommates had finished dinner by the time I got home.
- 5. My roommates had dinner early.
- 6. We couldn't cross the river. The flood had washed away the bridge.
- 7. You were at Jim's at eight. Where had you been before that?
- 8. Who had been there before you?

□ E>	XFRCISE	15	Simple	nast vs	nast	perfect	(Charts 2	2-9	and	3-3
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*Directions:* Use the simple past or the past perfect to complete the sentences. Are there some blanks where either tense is possible?

- 1. Sam (be) \_\_\_\_\_ a newspaper reporter before he (become) \_\_\_\_ a businessman.
- 2. I (feel) \_\_\_\_\_ a little better after I (take) \_\_\_\_ the medicine.
- 3. I was late. The teacher (give, already) \_\_\_\_\_ a quiz when I (get) to class.
- 4. It was raining hard, but by the time class (be) \_\_\_\_\_ over, the rain (stop)\_\_\_\_
- 5. Millions of years ago, dinosaurs (roam) \_\_\_\_\_ the earth, but they

(become) \_\_\_\_\_ extinct by the time humankind first (appear)



\*COMPARE: I'd seen = I had seen ('d + past participle = past perfect)
I'd like = I would like ('d + simple form = would)

6.	I (see, never)	any of Picasso's paintings before I (visit)
	the art m	useum.
7.	Yesterday at a restaurant, I (see)	Pam Donnelly, an old friend of
	mine. I (see, not)	her in years. At first, I (recognize, not)
		her because she (lose)a great
	deal of weight.	
8.	In 1980, my parents (emigrate)	to the United States from China.
	They (travel, never)	outside of China and were, of
	course, excited by the challenge	of relocating in a foreign country. Eventually, they
	(settle)in	California. My sister and I were born there and
	(grow)up	there. Last year, I (go)to
	China for the first time to study	at Beijing University. I (want, always)———_
	to vi	sit China and learn more about my own family
	background. My dream was fin	ally realized.
	SE 16. Past perfect. (Chart 3-rections: Complete the sentences	·
2. 3. 4.	I had never before I By the time , he had already I had never until I My after I had already The movie had by the time we	7. When I , someone else had

3-4 PAST PERFEC	CT PROGRESSIVE	
<u> </u>	<ul> <li>(a) The police had been looking for the criminal for two years before they caught him.</li> <li>(b) Eric finally came at six o'clock. I had been waiting for him since four-thirty.</li> </ul>	The past perfect progressive emphasizes the <i>duration</i> of an activity that was <i>in progress before another activity or time in the past.</i>
	<ul> <li>(c) When Judy got home, her hair was still wet because she <i>had</i> been swimming.</li> <li>(d) I went to Jane's house after the the funeral. Her eyes were red because she had been crying.</li> </ul>	This tense also may express an activity in progress close in time to another activity or time in the past.

☐ EXERCISE 17. Present perfect progressive and past perfect progressive.  (Charts 3-2 and 3-4)  Directions: Use the present perfect progressive or the past perfect progressive to complete the sentences.				
1.We(wait) have been waiting for Nancy for the last two hours, but				
she still hasn't arrived.				
2. We (wait) _ had been waiting _ for Nancy for over three hours before				
she finally arrived yesterday.				
3. It is midnight. I (study) _ for five straight hours.				
No wonder I'm getting tired.				
4. It was midnight. I (study) _ for five straight hours.				
No wonder I was getting tired.				
5. Jack suddenly realized that the teacher was asking him a question. He couldn't answer				
because he (daydream) _ for the last ten minutes.				
6. Wake up! You (sleep) long enough. It's time to				
get up.				
<ul> <li>□ EXERCISE 18. Review of verb tenses. (Chapters 1 → 3)         Directions: In pairs or groups, discuss the meaning of the verb forms and answer the questions about the pairs of sentences.     </li> <li>1. a. Dan was leaving the room when I walked in.         b. Sam had left the room when I walked in.         QUESTION: Who did I run into when I walked into the room?         ANSWER: Dan.     </li> </ul>				
<ul><li>2. a. When the rain stopped, Gloria was riding her bicycle to work.</li><li>b. When the rain stopped, Paul rode his bicycle to work.</li><li>QUESTION: Who got wet on the way to work?</li></ul>				
<ul><li>3. a. Ken went to the store because he was running out of food.</li><li>b. Ann went to the store because she had run out of food.</li><li>QUESTION: Who is better at planning ahead?</li></ul>				
<ul><li>4. a. Ms. Lincoln taught at this school for nine years.</li><li>b. Mr. Sanchez has taught at this school for nine years.</li><li>QUESTION: Who is teaching at this school now?</li></ul>				
<ul><li>5. a. Alice was walking to the door when the doorbell rang.</li><li>b. George walked to the door when the doorbell rang.</li><li>QUESTION: Who had been expecting the doorbell to ring?</li></ul>				
<ul><li>6. a. When I got there, Marie had eaten.</li><li>b. When I got there, Joe ate.</li><li>QUESTION: Who was still hungry when I got there?</li></ul>				
<ul><li>7. a. Donna lived in Chicago for five years.</li><li>b. Carlos has been living in Chicago for five years.</li></ul>				

QUESTION: Who still lives in Chicago?

- 8. a. Jane put some lotion on her face because she had been lying in the sun.
  - b. Sue put some lotion on her face because she was lying in the sun. OUESTION: Who put lotion on her face after she finished sunbathing?
- 9. a. I looked across the street. Mr. Fox was waving at me.
  - b. I looked across the street. Mrs. Cook waved at me. QUESTION: Who began to wave at me before I looked across the street?
- $\square$  EXERCISE 19. Error analysis: present and past verbs. (Chapters 1  $\rightarrow$  3) Directions: Correct the errors.
  - 1. Since I came to this country, I am learning a lot about the way of life here.
  - 2. Before I come here, I never was buying anything from a vending machine.
  - 3. I arrive here only a short time ago. I am here only since last Friday.
  - 4. When I arrived here, I hadn't known much about the United States. I saw many movies about America, but that wasn't enough.
  - 5. My understanding of this country changed a lot since I arrived.
  - 6. When I was in my country, I had coached a children's soccer team. When I came here, I had wanted to do the same thing. Now I am coaching a soccer team at a local elementary school. I am coaching this team for the last two months.
  - 7. My grandfather had lived in a small village in Italy when he was a child. At nineteen, he had moved to Rome, where he had met and had married my grandmother in 1947. My father had been born in Rome in 1950. I am born in Rome in 1979.
  - 8. I'm living in my cousin's apartment since I have arrived here. I'm not able to find my own apartment yet. I look at several places for rent, but I don't find one that I can afford.
  - 9. How long you been living here? I been here for almost two year.
  - 10. Why you no have been in class the last couple of days?
- $\square$  EXERCISE 20. **Activity**: using verb tenses. (Chapters 1  $\rightarrow$  3)

Directions: From the given situation, make up a "chain story." One person begins the story; then others continue the story in turn, using the cue words in the given list. Work in groups or as a class.

Example: (Pierre) had a terrible day yesterday. The trouble began early in the morning. His alarm clock rang at 7:00.

CUE:

SPEAKER A: When his alarm clock rang, he got out of bed and stepped on a snake. He was nearly frightened to death, but the snake slithered away without biting him.

CUE: after

SPEAKER B: After the snake left, Pierre got dressed in a hurry and ran downstairs to have breakfast.

CUE: while

SPEAKER c: While he was running downstairs, he fell and broke his arm.

Etc.

Possible situations to begin chain stories:

- 1. ( . . . ) had a terrible day yesterday.
- 2. ( . . . ) had a great vacation last summer.
- 3. (...) got into a lot of trouble a couple of days ago.
- 4. ( . . . ) had an interesting experience last week.
- 5. (Make up the beginning of a story.)

Cue words (may be used in any order):

1. when	6. as soon as	11. after that
2. after	7. already	12. later
3. before	8. never	13. for (a length of time)
4. while	9. then	14. since
5. by the time	10. next	15. because

# $\square$ EXERCISE 21. Activity: using verb tenses. (Chapters 1 $\rightarrow$ 3)

*Directions:* Form a group and sit in a circle. Take out a piece of paper and write the following sentence, using the name of the person sitting to your right.

(...) had a strange experience yesterday.

Then write two or three additional sentences, and pass your paper to the person sitting to your left, who will continue the story. Continue to pass the papers to the left until everyone in the group has had a chance to write part of the story.

Then decide which story in your group is the most entertaining or the most interesting. As a group, make any necessary corrections in grammar or spelling. Read the story aloud to the rest of the class.

NOTE: You may wish to establish a time limit for each contribution to the story. When the time limit is up, each person must pass on his/her paper even if it contains an unfinished • sentence. The next person will then have to finish the sentence and continue writing the story.

# $\square$ EXERCISE 22. Using verb tenses in writing. (Chapters 1 $\rightarrow$ 3)

Directions: Choose one to write about.

- 1. Describe the state of the world in the year of your birth. What significant or historical events occurred or were occurring at that time? Who were the leaders of your country? Then describe the changes that have occurred since that time and discuss the state of the world today.
- 2. Describe your family in the year you were born. Where were they living and working? Were they in a good situation? Who did your family consist of? Who in your family hadn't been born yet? Then describe the changes in your family that have occurred since the year of your birth and your family's current situation.

### **CONTENTS**

- 4-1 Simple future: will and be going to
- 4-2 Will vs. be going to
- 4-3 Expressing the future in time clauses
- 4-4 Using the present progressive and the simple present to express future time
- 4-5 Future progressive
- **4-6** Future perfect
- 4-7 Future perfect progressive

# 4-1 SIMPLE FUTURE: WILL AND BE GOING TO



- (a) Jack *willfinish* his work tomorrow.
- (b) **Jack** *is going to finish* his work tomorrow.
- (c) Anna will not be here tomorrow.
- (d) Anna won't be here tomorrow.

**Will** or **be going to** is used to express future time.\* In speech, **going to** is often pronounced "gonna."

In (d): The contracted form of will+ not is won't.

# ☐ EXERCISE 1. Simple future. (Chart 4-1)

Directions: Will is usually contracted with personal pronouns in both speaking and informal writing. Will is often contracted with nouns and with other words in speaking, but not in writing. Practice pronouncing contracted will in these sentences.

- 1. I'll come. He'll come. You'll come.
- 2. She'll help us. They'll help us too.
- 3. I'm sure we'll do well on the test.
- 4. It'll probably rain tomorrow.
- 5. Bob will ("Bob'll") be here soon.
- 6. The weather will be hot in August.
- 7. Mary will come tomorrow.
- 8. Bill will be here too.

- 9. The children will be home at 3:00.
- 10. Who will be at the meeting?
- 11. Where will you be around five?
- 12. How long will Tom be here?
- 13. Nobody will recognize you in that wig.
- 14. That will be a lot of fun.
- 15. What will you do?

<sup>\*</sup>The use of **shall** with / or **we** to express future time is possible but uncommon in American English. **Shall** is used more frequently in British English than in American English.

### 4-2 WILL vs. BE GOING TO To express a PREDICTION: Use either WILL or BE GOING TO. When the speaker is making a prediction (a statement (a) According to the weather report, it will be cloudy about something s/he thinks will be true or will occur in tomorrow. the future), either will or be going to is possible. (b) According to the weather report, it is going to be cloudy tomorrow. There is no difference in meaning between (a) and (b). There is no difference in meaning between (c) and (d). (c) Be careful! You'll hurt yourself! (d) Watch out! You 'regoing to hurt yourself! To express a PRIOR PLAN: Use only BE GOING TO. (e) A: Why did you buy this paint? When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the B: I'm going to paint my bedroom tomorrow. past s/he has made a plan or decision to do it), only be (f) I talked to Bob yesterday. He is tired of taking the bus to work. He's going to buy a car. That's going to is used.\* what he told me. In (e): Speaker B has made a prior plan. Last week she decided to paint her bedroom. She intends to paint it In (f): The speaker knows Bob intends to buy a car. Bob made the decision in the past, and he plans to act on this decision in the future. Will is not appropriate in (e) and (f). To express WILLINGNESS: Use only WILL. (g) A: The phone's ringing. In (g): Speaker B is saying "I am willing; I am happy to B: I'll get it get the phone." He is not making a prediction. He has made no prior plan to answer the phone. He is, instead, (h) A: I don't understand this problem. volunteering to answer the phone and uses will to show B: Ask your teacher about it. She'll help you. his willingness. In (h): Speaker B feels sure about the teacher's willingness to help. Be going to is not appropriate in (g) and (h). \*COMPARE: **Situation 1:** A: Are you busy this evening? B: Yes. I'm going to meet Jack at the library at seven. We're going to study together. In Situation 1, only be going to is possible. The speaker has a prior plan, so he uses be going to. **Situation** 2: A: Are you busy this evening? B: Well, I really haven't made any plans. I'll eat OR I'm going to eat dinner, of course. And then I'll probably watch OR I'm probably going to watch TV for a little while. In Situation 2, either will or be going to is possible. Speaker B has not planned his evening. He is "predicting" his evening (rather than stating any prior plans), so he may use either will or be going to. ☐ EXERCISE 2. WILL vs. BE GOING TO. (Chart 4-2) PART I. EXPRESSING PREDICTIONS Use will and/or be going to with the verb in parentheses. 1. Sue (graduate) will graduate/ is going to graduate in June. After that, she will begin / Is going to begin (begin) work at an electronics firm. 2. Fred (be) \_\_\_\_\_\_ at the meeting tomorrow. I think Jane (come)

3.	A:	Can you give Ed a message for me?	
	B:	Sure. I (see, probably) him at the m	neeting
		this evening.	
4.	A:	Mr. Swan (be, not) here next term. He has re	signed.
		Who (be) the new teacher? Do you know?	
	B:	Yes. Ms. Mary Jefferson. Ms. Jefferson (teach)	_ the
		same courses Mr. Swan taught: English, algebra, and geometry. I (be)	
		in her algebra class.	
5.	In	what ways (the damage we do to our environment today, affect)	
			the quality
	of	life for future generations?	
Use	e be	I. EXPRESSING PRIOR PLAN VS. WILLINGNESS e going to if you think the speaker is expressing a prior plan. If you think prior plan, use will.	she/he
6.	A:	This letter is in French, and I don't speak French. Can you help me?	
	B:	Sure. I (translate) will translate it for you.	

- 7. A: Do you want to go shopping with me? I (go) am going to go to the shopping mall downtown.
  - B: Sure. What time do you want to leave?



8. A: Who wants to erase the board?

Are there any volunteers?

B: I (do)\_\_\_\_it!

C: I (do)\_\_\_\_\_it!

9.	A:	Why	does	he	have	an	eraser
		in his	hand	1?			

D.	пе	(erase)	
			the board
			the hoard



10.	A:	How about getting together for dinner after work?
	B:	Sounds good. Where?
	A:	How about Alice's Restaurant or the Gateway Cafe? You decide.
	B:	Alice's Restaurant. I (meet)you there around six.
	A:	Great.
11.	A:	Do you have plans for dinner?
	B:	Yes. I (meet*) a co-worker for dinner at Alice's Restaurant.
		Want to join us?
12.	A:	This light doesn't work. The bulb is probably burned out. Do we have any new
		light bulbs?
	B:	I (get)one for you.
	A:	Thanks.
13.	A:	I (enroll) in the community college next spring.
	B:	Oh? I didn't know you wanted to go back to school.
	A:	I need to sharpen my skills so I can get a better job. I (take)
		a course in word processing.
14.	A:	Uh, oh! I've spilled coffee on my shirt!
	B:	Just a minute. I (get)a damp cloth for you.
15.	A:	Janice, do you want to come with us?
	B:	I can't. I have to study.
	A:	Oh, c'mon! You can't study all day and all night.
	B:	All right, I (go)with you. I guess I can finish this stuff
		tomorrow.
16.	A:	I (sell)my bicycle. I have to.
	B:	What? Why? You need your bicycle to get to work.
	A:	I know. But I need money right now to pay for my baby's doctor and medicine.
		I can walk to work.
17.	A:	How do you spell "accustomed"?
	B:	I'm not sure. I (look)it up for you.
		Thanks.
	B:	Here it is. It has two "c"s but only one "m."

<sup>\*</sup>When be going to expresses a prior plan, it is often also possible to use the present progressive with no change in meaning. See Chart 4-4, p. 57. There is no difference in meaning between these sentences:

I am going to meet Larry at Alice's Restaurant at six.

I am meeting Larry at Alice's Restaurant at six.

4-3 EXPRESSING THE FUTURE IN TIME CLAUSES					
<ul> <li>(a) Bob will come soon. When Bob comes, we will see him.</li> <li>(b) Linda is going to leave soon. Before she leaves, she is going to finish her work.</li> <li>(c) I will get home at 5:30. After 1 get home, I will eat dinner.</li> </ul>	In (a): When Bob comes is a time clause.*  when + subject + verb = a time clause  Will or be going to is NOT used in a time clause. The meaning of the clause is future, but the simple present tense is used.				
<ul> <li>(d) The taxi will arrive soon. As soon as it arrives, we'll be able to leave for the airport.</li> <li>(e) They are going to come soon. I'll wait here until they come.</li> </ul>	A time clause begins with such words as <i>when</i> , <i>be/ore</i> , <i>after</i> , <i>as soon as</i> , <i>until</i> , <i>while</i> and includes a subject and a verb. The time clause can come either at the beginning of the sentence or in the second part of the sentence: <i>When he comes</i> , we'll see him. OR  We'll see him <i>when he comes</i> .				
(f) While I am traveling in Europe next year, I'm going to save money by staying in youth hostels.	Sometimes the present progressive is used in a time clause to express an activity that will be in progress in the future, as in (f).				
(g) I will go to bed after I finish my work.  (h) I will go to bed after I have finished my work.	Occasionally, the present perfect is used in a time clause, as in (h). Examples (g) and (h) have the same meaning. The present perfect in the time clause emphasizes the completion of the act before the other act occurs in the future.				
*A "time clause" is an adverb clause. See Charts 5-1 (p. 70), 5-	2 (p. 72), and 17-1 (p. 359) for more information.				
<ul> <li>□ EXERCISE 3. Expressing the future in time clauses. (Chart 4-3)         Directions: Find the time clause in each sentence. Draw brackets [] around it and underline the verb in the time clause. Identify and discuss the use of verb tenses.     </li> <li>1. We'll be here [when you arrive tomorrow.]</li> </ul>					
2. After the rain stops, I'm going to sweep the front porch.					
3. I'm going to start making dinner before my wife gets home from work today.					
4. I'm going to wait right here until Jess	ica comes.				
5. As soon as the war is over, there will	be great joy throughout the land.				
6. Right now the tide is low, but when the	he tide comes in, the ship will leave the harbor.				
7. While I'm driving to work tomorrow,	I'm going to listen to my Greek language tapes.				
☐ EXERCISE 4. Expressing the future in time clauses. (Chart 4-3)  Directions: Use will I be going to or the simple present. (In this exercise, both will and be going to are possible when a future tense is necessary, with little or no difference in meaning.)					
1. Peter is going to leave in half an hour	. He (finish) will finish / is going to finish				
all of his work before he (leave)	_leaves				
2. I'm going to eat lunch at 12:30. After I (eat), I (take, probably)					
a na	р.				

3.	I'll get home around six. When I (get) home, I (call)
	Sharon.
4.	I'm going to watch a TV program at nine, but before I (watch)
	the program, I (write)a letter to my parents.
5.	Gary will come soon. I (wait) here until he (come)
6.	I'm sure it will stop raining soon. As soon as the rain (stop), I
	(walk) to the store to get some film.
7.	I'm a junior in college this year. After I (graduate) with a B.A.
	next year, I (intend) to enter graduate school and
	work for an M.A. Perhaps I (go)on for a Ph.D. after I (get)
	my Master's degree.
8.	I (listen)to
	English language tapes while I (sleep)
	tonight.
	Do you think it will help me learn English
	faster?
9.	A: How long (you, stay)
	in this country?
	B: I (plan)to be here
	for about one more year. I (hope)
	to graduate a year from this June.
	A: What (you, do)?
	B: I (return) home and (get)
	a job. How about you?
	A: I (be)here for at least two more years before I
	(return) home and (get)a job.

<ul> <li>EXERCISE 5. Expressing the future in time clauses. (Chart 4-3)</li> <li>Directions: Complete the sentences with your own words.</li> </ul>				
<ol> <li>When I later this afternoon, I         → When I go downtown later this afternoon, I</li> <li>After I tomorrow morning, I</li> <li>Tomorrow, I before I</li> <li>I when next year.</li> <li>As soon as class , I'm going to</li> <li>I'm not going to until my friend</li> <li>When I tomorrow, I</li> <li>While I'm visiting next week, I</li> </ol>	. oon, I'm going to go to the b			
SIMPLE PRESENT TO EXI				
PRESENT PROGRESSIVE  (a) My wife has an appointment with a doctor. She is seeing Dr. North next Tuesday.  (b) Sam has already made his plans. He is leaving at noon tomorrow.  (c) A: What are you going to do this afternoon?  B: After lunch I am meeting a friend of mine. We are going shopping. Would you like to come along?	The present progressive may be time when the idea of the sent event or definite intention. (COMPARE: A verb such as <i>ra</i> present progressive to indicate rain is not a planned event.)  A future meaning for the prese indicated either by future time or by the context.	tin is not used in the e future time because tent progressive tense is		
SIMPLE PRESENT  (d) The museum <i>opens</i> at ten tomorrow morning. (e) Classes <i>begin next week</i> .  (f) John's plane <i>arrives</i> at 6:05 P.M. next Monday.  The simple present can also be used to express future time in a sentence concerning events that are on a definite schedule or timetable. These sentences usually contain future time words. Only a few verbs are used in this way: e.g., <i>open</i> , <i>close</i> , <i>begin</i> , <i>end</i> , <i>start</i> , <i>finish</i> , <i>arrive</i> , <i>leave</i> , <i>come</i> , <i>return</i> .				
☐ EXERCISE 6. Using the present progressive future time. (Chart 4-4)  **Directions: Indicate the meaning expressed now, or habitually in the blanks.  1. I am taking four courses next semested.	ed by the <i>italicized</i> verbs by	·		
		now		
2. I am taking four courses this semester.		habitually		
3. Students usually <i>take</i> four courses evo	•			
4. I'll mail this letter at the corner when	I <i>take</i> Susan home.			
<ul> <li>5. My brother's birthday is next week. I sweater.</li> </ul>	am giving him a			
6. Shhh. The broadcaster <i>is giving</i> the lacrisis in England. I want to hear wha				

7.	When I graduate, I'm going to return home.	
8.	When students graduate, they receive diplomas.	
9.	I'm tired. I am going to bed early tonight.	
10.	When I am in New York, I'm going to visit the Museum of Modern Art.	
11.	When I <i>am</i> home alone in the evening, I like to read or watch television.	
12.	A: Are you busy? B: Not really. A: What <i>are</i> you <i>doing?</i>	A:
	B: I'm writing a letter to my folks.	B:
	A: When you <i>finish</i> your letter, do you want to play a game of chess?	A:
13.	A: What are you doing after work today?	A:
	B: I'm playing tennis with Brown at the health club. And you?	B:
	A: I'm meeting Smith for a round of golf.	A:
	ı	



- 14. Tony *will arrive* at eight tomorrow evening.15. Tony *is going to arrive* at eight tomorrow night.
- 16. Tony is arriving at eight tomorrow evening.
- 17. Tony arrives at eight tomorrow evening.
- 18. When Tony arrives, we'll have a party.

	se.	
1.	A:	How about going across the street for a cup of coffee?
	B:	I can't. I am meeting Jennifer at the library at 5:00.
2.	A:	Why are you in such a hurry?
	B:	I have to be at the airport in an hour. I the 4 o'clock
		plane to New York. I have an important meeting there tomorrow.
3.	A:	We got an invitation in the mail from Ron and Maureen. They
		a dinner party next Saturday evening. Do you want to go? I'd like to.
	B:	Sure. I always enjoy spending time with them. Let's call and tell them we
		·
4.	A:	Your cough sounds terrible! You should see a doctor.
	B:	I know. It just won't go away. I Dr. Murray later
		this afternoon.
5.	A:	Have you seen Jackie?
	B:	She just left. She has some shopping to do, and then she
		to the health club for her yoga class. She should be back around 4:30.
6.	A:	Where are you and your family going for your vacation this summer?
	B:	Ontario.
	A:	Are you planning to fly?
	B:	No, weso we can take our time and enjoy the scenery
7.	A:	We're going to a soccer match next week.
	B:	Who?*
	A:	A team from Brazil and a team from Argentina. It ought to be a really exciting
		game.
8.	A:	I see you're smoking. I thought you stopped last month.
	B:	I did. I don't know why I started again. Iagain
		tomorrow, and this time I mean it.

<sup>\*</sup>When who is used as the subject of a question, the verb is singular. See Appendix Chart B-2, p. A9.

☐ EXERCISE 8. Using the present progressive to express future time. (Chart 4-4) Directions: Answer the questions. Practice using the present progressive to express future time. 1. What are your plans for the rest of today? 2. What are your plans for tomorrow? 3. Do you have any travel plans? What are they? 4. Think of someone you know. Does this person have any plans that you are aware of? Light EXERCISE 9. Using the present progressive and the simple present to express future time. (Chart 4-4) Directions: Pretend that you are going to take your ideal vacation next week. All of your plans are made, and your itinerary is in front of you. Write your travel plans. Use present tenses where appropriate. Example: This coming Saturday I am beginning my "vacation of a lifetime." The first place I'm going to is Bali. My plane leaves at six-thirty Saturday morning. I arrive in Bali late that afternoon. I'm staying at the Nusa Dua Beach Hotel. I leave Bali on the fifteenth and travel to the Philippines. While I'm there, I'm staying with some friends. Etc. 4-5 **FUTURE PROGRESSIVE** The future progressive expresses an (a) I will begin to study at seven. You will come at eight. I will be activity that will be in progress at a time in studying when you come. the future. (b) Right now I am sitting in class. At this same time tomorrow, I will be sitting in class. (c) Don't call me at nine because I The progressive form of *be going to*: won't be home. I am going to be be going to + be + -ing studying at the library.

EXERCISE 10. Using the future progressive. (Chart 4-5)

Directions: Use the future progressive or the simple present.

coming soon.

come soon.

1. Right now I am attending class. Yesterday at this time, I was attending class.

Tomorrow at this time, I (attend) \_\_\_\_\_\_\_\_ class.

(d) Don't get impatient. She will be

(e) Don't get impatient. She will

2. Tomorrow I'm going to leave for home. When I (arrive) \_\_\_\_\_\_ for me.

Sometimes there is little or no difference between the future progressive and the

simple future, especially when the future

event will occur at an indefinite time in

the future, as in (d) and (e).

3.	When I (get)	up tomorrow morning, the su	ın (shine)
	, the birds (	(sing)	_, and my
	roommate (lie, still)	in bed fast asleep.	
4.	A: When do you leave for Florida?		James
	B: Tomorrow. Just think! Two days	from now	÷ \
	Î (lie)	on the	<b>2</b>
	beach in the sun.		
	A: Sounds great! I (think)		
	about you.	No.	
5.	A: How can I get in touch with you very you're out of town?	while	·
	B: I ( <i>stay</i> )	at the Pilorim Hotel You	can reach
	me there.	ut the Highin Hotel. Tou	cuii icucii
_			
6.	Next year at this time, I (do)		
	now. I (attend)	school and (study)	
	hard next year.		
7.	Look at those dark clouds. When class	ss (be)ove	r, it
	(rain, probably)	·	
8.	A: Are you going to be in town next	Saturday?	
	B: No. I (visit, in Chicago)*	•	my aunt
٠			
9.	A: Where are you going to be this even	_	
	B: I (work, at the library) on my research paper.		
	on my research paper.		
10.	A: Do you think life will be very diffe	erent 100 years from now?	
	B: Of course. I can picture it in my i	mind. People (live)	
	in modular mobile residential unit		-
	move, and they (drive)	air cars th	at can go at
	tremendous speeds.		
	A: That sounds pretty far-fetched to	me. Why would people want to	take their houses
	with them when they move?		

<sup>\*</sup>Expressions of place can often be used between the helping verb and the main verb in progressive tenses. See Chart 2-12, p. 31,

4-6 FUTURE PER	FECT	
	<ul> <li>(a) I will graduate in June. I will see you in July. By the time I see you, I will have graduated.</li> <li>(b) I will have finished my homework by the time I go out on a date tonight.</li> </ul>	The future perfect expresses an activity that will be <i>completed before</i> another time or event in the future. (Note: by the time introduces a time clause; the simple present is used in a time clause.)

4-7 FUTURE PERFECT PROGRESSIVE				
	(c) I will go to bed at ten P.M. Ed will get home at midnight. At midnight I will be sleeping. I will have been sleeping for two hours by the time Ed gets home.	The future perfect progressive emphasizes the <i>duration</i> of an activity that will be <i>in progress before another time or event in the future</i> .		
X X	<ul> <li>(d) When Professor Jones retires next month, he will have taught for 45 years.</li> <li>(e) When Professor Jones retires next month, he will have been teaching for 45 years.</li> </ul>	Sometimes the future perfect and the future perfect progressive have the same meaning, as in (d) and (e). Also, notice that the activity expressed by either of these two tenses may begin in the past.		

EXERCISE 11. Perfect and perfect progressive tenses. (Cha Directions: Use any appropriate tense.	apter 3; Charts 4-6 and 4-7)
1. Ann and Andy got married on June 1st.	
Today is June 14th. They (be) ma	rried for two weeks.
By June 7th, they (be) marrie	ed for one week.
By June 28th, they (be) marr	ied for four weeks.
2. This traffic is terrible. We're going to be late. By the time the airport, Bob's plane (arrive, already*) and he'll be wondering where we are.	_
3. The traffic was very heavy. By the time we (get) plane (arrive, already)	to the airport, Bob's

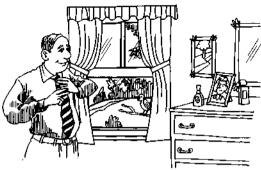
<sup>\*</sup>With the future perfect, *already* has two possible midsentence positions: *Iwillalready have finished*. *I willhave already finished*.

4.	1. This morning I came to class at 9:00. Right	t now it is 10:00, and I am still in cla	ass.		
	I (sit)at the	nis desk for an hour. By 9:30, I			
	(sit)	nere for a half an hour. By 11:00, I (si	it)		
	here	for two hours.			
5.	5. I'm getting tired of sitting in the car. Do ye	ou realize that by the time we arrive in	n		
	Phoenix, we (drive)	for twenty straight hours?			
6.	6. Margaret was born in 1975. By 1995, she	(live)	, on		
	this earth for 20 years. By the year 2025, s	he (live)			
	on this earth for 50 years.				
7.	7. Go ahead and leave on your vacation. Dor	't worry about this work. By the time	e you		
	(get)back, we (take)	care of everyth	ning.		
8.	. I don't understand how those marathon runners do it! The race began more than ar				
	hour ago. By the time they reach the finish line, they (run)				
	steadily for more than two hours. I don't	steadily for more than two hours. I don't think I can run more than two mjnutes!			
9.	9. What? He got married again? At this rate,	he (have)			
	a dozen wives by the time he (die)	·			
10.	0. We have been married for a long time. By	our next anniversary, we (be)			
	married for 43	years.			

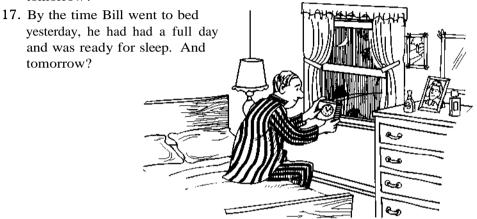
### $\square$ EXERCISE 12. Review: future time. (Charts 4-1 $\rightarrow$ 4-7)

*Directions:* These sentences describe typical events in a day in the life of a man named Bill. The sentences are in the past, but all of these things will happen in Bill's life tomorrow. Change all of the sentences to the future.

- 1. When Bill got up yesterday morning, the sun was shining. And tomorrow?
  - → When Bill gets up tomorrow morning, the sun will be shining.
- 2. He shaved and showered, and then made a light breakfast. And tomorrow?
- 3. After he ate breakfast yesterday, he got ready to go to work. And tomorrow?
- 4. By the time he got to work yesterday, he had drunk three cups of coffee. And tomorrow?
- 5. Between 8:00 and 9:00, Bill answered his e-mail and planned his day. And tomorrow?
- 6. By 10:00 yesterday, he had called new clients. And tomorrow?
- 7. At 11:00 yesterday, he was attending a staff meeting. And tomorrow?
- 8. He went to lunch at noon and had a sandwich and a bowl of soup. And tomorrow?
- 9. After he finished eating, he took a short walk in the park before he returned to the office. And tomorrow?



- 10. He worked at his desk until he went to another meeting in the middle of the afternoon. And tomorrow?
- 11. By the time he left the office, he had attended three meetings. And tomorrow?
- 12. When Bill got home, his children were playing in the yard. And tomorrow?
- 13. They had been playing since 3:00 in the afternoon. And tomorrow?
- 14. As soon as he finished dinner, he took the children for a walk to a nearby playground. And tomorrow?
- 15. Afterward, the whole family sat in the living room and discussed their day. And tomorrow?
- 16. They watched television for a while, and then he and his wife put the kids to bed. And tomorrow?



# ☐ EXERCISE 13. Review: future time. (Chapter 4)

*Directions:* What do you think the world will be like a hundred years from now? What changes will have occurred between then and now? Use your imagination and make some predictions.

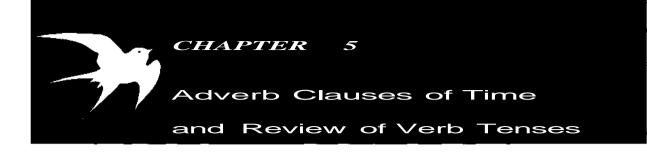
### Possible topics:

- 1. means of transportation
- 2. sources of energy
- 3. population growth
- 4. food sources
- 5. extinction of animal species
- 6. architecture
- 7. clothing styles
- 8. exploration of the oceans; of the earth's interior

- 9. space exploration; contact with beings from outer space
- 10. weapon technology
- 11. role of computers in daily life
- 12. long-term solutions to today's political crises
- 13. international language
- 14. international world government

NOTE: You may wish to make comparisons among the past, the present, and the future. For example:

A hundred years ago, the automobile hadn't been invented. Today it is one of the most common means of transportation and has greatly changed the way people lead their lives. By the year———, the automobile will have become obsolete. A hundred years from now, people will use small, jet-propelled, wingless flying machines in place of cars.



### **CONTENTS**

- 5-1 Adverb clauses of time: form
- 5-2 Using adverb clauses to show time relationships
- □ EXERCISE 1. Error analysis: review of verb tenses. (Chapters 1 → 4)
  Directions: Correct the errors.

### have been

- 1. I am studying here since last January.
- 2. By the time I return to my country, I am away from home for more than three years.
- 3. As soon as I will graduate, I going to return to my hometown.
- 4. By the end of the 21st century, scientists will had discovered the cure for the common cold.
- 5. I want to get married, but I don't meet the right person yet.
- 6. I have been seeing that movie three times, and now I am wanting to see it again.
- 7. Last night, I have had dinner with two friend. I knew both of them for a long time.
- 8. I am not like my job at the restaurant. My brother wants me to change it. I am thinking he is right.
- 9. So far this week, the teachers are giving us a lot of homework every day.
- 10. There are more than forty presidents of the United States since it became a country.
  George Washington had been the first president. He was become the president in 1789.
- 11. While I will be studying tonight, I'm going to listen to Beethoven's Seventh Symphony.
- 12. We washed the dishes and clean up the kitchen after our dinner guests were leaving.
- 13. My neighbors are Mr. and Mrs. Jones. I know them ever since I am a child.

- 14. It's raining tomorrow morning.
- 15. Many scientists believe there is a major earthquake in California in the next few years.
- I use my key to open the door as usual. But the door didn't open. I trying my key again and again with no luck. So I am knocking on the door for my wife to let me in. Finally the door opens, but I don't saw my wife on the other side. I saw a stranger. I had been try to get into the wrong apartment! I quickly apologizing and am went to my own apartment.



## ☐ EXERCISE 2. Review of verb tenses. (Chapters 1 → 4)

*Directions:* Discuss the differences (if any) in meaning in these groups of sentences. Some of the sentences need to be completed to make their meanings clear.

- 1. a. He watches television.
  - b. He is watching television.
- 2. a. I am sitting in class . . . .
  - b. I was sitting in class . . . .
- 3. a. I have finished my homework.
  - b. I had finished my homework . . . .
  - c. I will have finished my homework . . . .
- 4. a. The students had left before the teacher arrived.
  - b. The students left before the teacher arrived.
  - c. The students had left when the teacher arrived.
  - d. The students left when the teacher arrived.
  - e. The students were leaving when the teacher arrived.
- 5. a. I have been waiting for her for two hours.
  - b. I had been waiting for her for two hours . . . .
  - c. I will have been waiting for her for two hours . . . .
- 6. a. Ali has been studying Chapter Five.
  - b. He has studied Chapter Two.
  - c. He studied Chapter Two . . . .
- 7. a. She has been doing a lot of research on that project.
  - b. She has done a lot of research on that project.

- 8. a. I will study when you come.
  - b. I am going to study when you come.
  - c. I will be studying when you come.
  - d. I am going to be studying when you come.
  - e. I will have studied by the time you come.
  - f. I will have been studying for two hours by the time you come.
- 9. a. He worked for that company for two years.
  - b. He has been working for that company for two years.
- 10. a. The train will leave at 10:00 tomorrow morning.
  - b. The train is going to leave at 10:00 tomorrow morning.
  - c. The train leaves at 10:00 tomorrow morning.
  - d. The train is leaving at 10:00 tomorrow morning.

### $\square$ EXERCISE 3. Review of verb tenses. (Chapters 1 $\rightarrow$ 4)

Directions: In order to practice verb tenses, answer the questions in complete sentences. The questioner's book is open. The answerer's book is closed. Work in pairs, in groups, or as a class. If you use this exercise in pairwork, switch roles after Item 9.

- 1. What have we been studying? What is one tense we have studied since the beginning of the term? When, to the best of your recollection, did we study it?
- 2. What else will we have studied in this class by the time the term ends?
- 3. This class began on (date). Had you studied verb tenses before that?
- 4. We're going to finish studying Chapter 5 on (day or date). How long will we have been studying Chapter 5 by that time?
- 5. What were you doing at this time yesterday? What did you do after that?
- 6. What are you doing right now? How long have you been doing that?
- 7. What are you going to be doing at this time tomorrow?
- 8. What will you be doing tonight at midnight? What were you doing last night at midnight?
- 9. Where will you be living three years from now? Where were you living three years ago? Can you name one specific thing you did three years ago? Can you name one specific thing you will do three years from now?
- 10. What places have you been to since you came to (this city)?
- 11. Make some generalizations about things you do.
- 12. What are some things you have done many times since you came to (this city)?
- 13. What are some of the things you have done in your lifetime? When did you do them?
- 14. What have you done that no one else in this class (or in the world) has ever done?
- 15. What is the exact place you are sitting right now?

How long have you been sitting there today?

How long will you have been sitting there by the time class is over?

How often do you sit there during class?

. How many times have you sat there?

Before today, when did you last sit there?

Had you sat there before that?

Where were you sitting at this time yesterday?

Where are you going to be sitting at this time tomorrow?

1.	John is in my English class. He (	study)	English this	
	semester. He (take, also)		some other classes.	
	His classes (begin)	at 9:00 every day.		
2.	Yesterday John ate breakfast at 8:0	00. He (eat, already)		
	breakfast when he (leave)	for class at	8:45. He (eat, always)	
	breakf	fast before he (go)	to class.	
	Tomorrow before he (go)	to class, he (eat)	breakfa	
3.	John is in class every morning from	m 9:00 to 12:00. Two day	s ago, I (call)	
	him at 11:30, but I could not reac	ch him because he (attend)	)	
	class at that time.			
4.	Don't try to call John at 11:30 tor	norrow morning because l	ne (attend)	
	class at that	time.		
5.	Yesterday John took a nap from 1	:00 to 2:00. I arrived at 1	:45. When I (get)	
	there, John (sleep)			
	f	or 45 minutes by the time I g	got there.	
6.	Right now John (take)	a nap. H	Ie (fall)	
	asleep an hour ago. He (sleep)		for an hour.	
7.	Three days ago, John (start)	to read A	Farewell to Arms, a nove	
	by Ernest Hemingway. It is a long novel. He (finish, not)			
	reading it yet. He (read)	it beca	use his English teacher	
	assigned it.			
8.	Since the beginning of the semest	er, John (read)	three	
	novels. Right now he (read)		Carewell to Arms. He	
	(read)	that novel for t	he past three days. He	
	(intend)to	finish it next week. In his	lifetime, he (read)	
	many		Hemingway novel he	
	(read, ever):	<u> </u>		
		Talas (		
9.	Tomorrow, after he (eat)	ainner, John (go)	to a	

# $\square$ EXERCISE 5. Review of verb tenses. (Chapters 1 $\rightarrow$ 4)

Directions: Work in pairs.

### SPEAKER A:

- Use the questions in this exercise to initiate conversation with Speaker B.
- Do not simply read the questions. Look at the text briefly, then look directly at Speaker B each time you ask a question.
- If Speaker B does not answer fully or if you would like more information, ask your own questions in addition to those suggested.
- Pay special attention to verb tense usage in both the questions and the responses.

### SPEAKER B:

- · Your book is closed.
- Answer the questions fully. Often your response will consist of more than one sentence.
- Answer in complete sentences in order to practice using verb tenses.

### PART I.

1. What is happening in this room?

What else is happening?

2. What was happening in this room when you walked in today? What else was happening?

3. What did you do yesterday? (Speaker A: Listen carefully for past tense verbs

What else did you do? in the responses.)

And what else did you do?

4. How long have you been living in (this city)?

How long will you have been living here by the end of (the semester/term, etc.)?

5. Where did you eat dinner last night?

What did you have?

How was it?

What did you do after you had eaten?

6. What were you doing at 8 o'clock last night?

What will you be doing at 8 o'clock tomorrow night?

7. Are you taking any courses besides English?

How is everything going?

What are you doing in one of your (other courses/other English classes)?

8. How long have we been talking to each other?

What have we been talking about?

9. How do you like living here?

Have you had any interesting experiences since you came here?

Have you met any interesting people?

10. What do you think the world will be like when you are seventy years old?

### PART II. Switch roles.

11. What are you doing right now?

What are you going to be doing for the next ten minutes or so?

12. What did you do last weekend? (Speaker A: Listen carefully for past tense

What else did you do? verbs in the responses.)

And what else did you do?

13. What is the teacher doing?

How long has he/she been (doing that)?

14. What are you going to do for the rest of today?

What will you be doing at midnight?

- 15. What will you have done by the time you go to bed tonight?
- 16. How long have you been studying English since you came here?

  How long had you studied English before you came here?

  What have you been doing outside of class to improve your English?
- 17. What have we been doing for the past ten minutes or so? Why have we been (*doing that*)?
- 18. What are some of the things you have done since you came to (this city)?
- 19. Have you read a newspaper lately? What is happening in the world?
- 20. What countries have you visited?
  When did you visit (a particular country)? Why did you go there?
  What did you like about that country? What did you dislike about that country?
  Are you planning to go there again someday?

5-1 ADVERB CLAUSES OF TIME: FORM			
(a) When the phone rang, the baby woke up.	In (a): When the phone rang is an adverb clause of time. An adverb clause is one kind of dependent clause. A dependent clause must be attached to an independent, or main, clause. In (a): the baby woke up is the main clause.		
<ul><li>(b) <i>INCORRECT:</i> When the phone rang. The baby woke up.</li><li>(c) The phone rang. The baby woke up.</li></ul>	Example (b) is incorrect because the adverb clause is not connected to the main clause.  Example (c) is correct because there is no adverb clause. The two main clauses are both independent sentences.		
(d) When the phone rang, the baby woke up. (e) The baby woke up when the phone rang.	Examples (d) and (e) have the same meaning. An adverb clause can come in front of a main clause, as in (d), or follow the main clause, as in (e).  Notice that a comma is used to separate the two clauses when the adverb clause comes first.		

# ☐ EXERCISE 6. Adverb clauses of time. (Chart 5-1)

*Directions:* Add necessary punctuation and capitalization. Identify adverb clauses and main clauses. Do not add or delete any words.

Example: when Sam was in New York he stayed with his cousins

- $\rightarrow$  When Sam was in New York, he stayed with his cousins.
- 1. we went inside when it began to rain
- 2. it began to rain we went inside
- 3. when it began to rain we went inside
- 4. when the mail comes my assistant opens it
- 5. my assistant opens the mail when it comes
- 6. the mail comes around ten. o'clock every morning my assistant opens it

Dire	E 7. Preview of Chart 5-2. ections: Complete the sentences with your own words. Then, put brackets around the erb clause in each sentence.
1.	I will call you [before IOVEV .]
2.	Last night I went to bed after I my homework.
3.	Tonight I will go to bed after I my homework.
4.	Ever since I was a child, I afraid of dogs.
5.	Jane's contact lens popped out while she basketball.
6.	Be sure to reread your composition for errors before you it in to
	the teacher tomorrow.
7.	By the time I left my apartment this morning, the mail carrier the mail.
8.	I have known Jim Bates since heten years old.
9.	A black cat ran across the road as Imy car to work this morning.
10.	By the time I leave this city, Ihere for four months.
11.	Whenever Mark angry, his nose gets red.
12.	Ito the beach whenever the weather was nice, but
	now I don't have time to do that because I have to study.
13.	We will have a big party when
14.	The next time Ito Hawaii, I'm going to visit Mauna Loa, the world's largest active volcano.
15.	I had fried chicken the last time I at that restaurant.

	NG ADVERB CLAUSES TO SHOV E RELATIONSHIPS	V
after*	<ul><li>(a) After she graduates, she will get a job.</li><li>(b) After she (had) graduated, she got a job.</li></ul>	A present tense, NOT a future tense, is used in an adverb clause of time, as in examples (a) and (c). (See Chart
before*	(c) I will leave before he comes. (d) I (had) left before he came.	4-3, p. 55, for tense usage in future time clauses.)
when	<ul> <li>(e) When I arrived, he was talking on the phone.</li> <li>(f) When I got there, he had already left.</li> <li>(g) When it began to rain, I stood under a tree.</li> <li>(h) When I was in Chicago, I visited the museums.</li> <li>(i) When I see Mm tomorrow, I will ask him.</li> </ul>	when = at that time Notice the different time relationships expressed by the tenses.
while as	<ul><li>(j) While I was walking home, it began to rain.</li><li>(k) As I was walking home, it began to rain.</li></ul>	while, as = during that time
by the time	(1) By the time he arrived, we had already left. (m) By the time he comes, we will have already left.	by the time = one event is completed before another event  Notice the use of the past perfect and future perfect in the main clause.
since	<ul> <li>(n) I haven't seen him since he left this morning.</li> <li>(o) I've known her ever since I was a child.</li> </ul>	since = from that time to the present In (o): ever adds emphasis. Note: The present perfect is used in the main clause.
until till	<ul><li>(p) We stayed there until we finished our work.</li><li>(q) We stayed there till we finished our work.</li></ul>	until, till = to that time and then no longer (Till is used more in speaking than in writing; it is generally not used in formal English.)
as soon as once	(r) As soon as it stops raining, we will leave. (s) Once it stops raining, we will leave.	as soon as, once — when one event happens, another event happens soon afterward
as long as so long as	(t) I will never speak to him again as <i>long as I live</i> . (u) I will never speak to him again so <i>long as I live</i> .	as long as, so long as = during all that time, from beginning to end
whenever every time	<ul><li>(v) Whenever I see her, I say hello.</li><li>(w) Every time I see her, I say hello.</li></ul>	whenever = every time
the first time the last time the next time	<ul> <li>(x) The first time (that) I went to New York, I went to an opera.</li> <li>(y) I saw two plays the last time (that) I went to New York.</li> <li>(z) The next time (that) I go to New York, I'm going to see a ballet.</li> </ul>	Adverb clauses can be introduced by the following:    first   second   the third, etc. time (that)   last   next   etc.

\* After and before are commonly used in the following expressions:

shortly after shortly before

a short time after a short time before

a littlewhile after a little while before

not long after not long before

soon after

and I	ections: Combine each appropriate to the me	aning. Cross out ina mit unnecessary word	the given time words if they are possible ppropriate ones.  Is, make any necessary changes (paying)
1.	The other passengers va. while	will get on the bus so b. as soon as	on. Then we'll leave. c. the last time-
	$\rightarrow$ As soon as the other p	passengers get on the bi	s, we'll leave.
2.	I turned off the lights. a. before	After that, I left the b. by the time	room. c. after
	→ / turned off the lights → By the time I left the → After I turned off the	room, I had turned off	the lights.
3.	Susan sometimes feels a. whenever	nervous. Then she c	hews her nails. c. every time
4.	The frying pan caught a. by the time	on fire. I was makir b. while	ng dinner at that time. c. as soon as
5.	We were sitting down a. just as*	to eat. Someone kno b. just after*	cked on the door at that moment. c. just before*
6.	The singer finished her a. as long as	r song. The audience b. as soon as	immediately burst into applause. c. immediately after
7.	We have to wait here. a. as soon as	Nancy will come. b. after	c. until
8.	Nancy will come. We a. after	can leave for the thea	ter. c. when
9.	My roommate walked was wrong. a. just as soon as	·	lay. I immediately knew that something  c. whenever
10.	I stood up to give my stomach.		before that, I got butterflies in my
	a. until	b. while	c. just before
11.	I saw the great pyrami a. until	ds of Egypt in the mo	onlight. I was speechless. c. before
12.	company six months a	go.	six months. She started working at this
	a. before	b. since	c. when •
13.	I had gone to bed. The a. shortly after	b. not long after	c. a short time after

<sup>\*</sup>Just adds the idea of "immediately":

just as = at that immediate or same moment

just before = immediately before

just after = immediately after

14.	The weather will get a. while	warmer soon. b. when	Then we can start playing tennis agai c. once	n.
15.	Shakespeare died in a. while	1616. He had b. once	written more than 37 plays before the c. by the time	n.
16.	•	_	e'll remember to take his glasses then. as c. by the time	
17.	I will not forget Mr. a. as		live for a long time. as c. so long as	
18.	Mohammad had nev Then he came to the a. before b. until c. since		Halloween.*	

☐ EXERCISE 9. Verb tenses in adverb clauses of time. (Chart 5-2)

\*\*Directions: Choose the best completion. Give yourself seven minutes to complete this exercise.

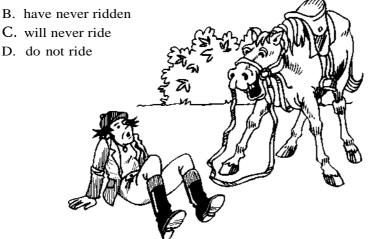
1. As soon as Martina saw the fire, she the fire department.

			,				
1.	As soon as Martina saw A. was telephoning				-	D.	has telephoned
2.	Before Jennifer won the A. hasn't entered		•	-		D.	hadn't entered
3.	Every time Prakash sees A. will have felt						is feeling
4.	Since I left Venezuela six A. return						
5.	While he was washing his A. has discovered						
	Yesterday while I was at annual report. A. was working				•		
	Tonyto have cheart, he decided he wan A. doesn't want	ted	a big family.				

<sup>\*</sup>Halloween (which occurs every year on October 31) is a holiday celebrated in the U.S., Canada, Great Britain, and Ireland. Children dress up in costumes and go from house to house, asking for a "treat" such as candy or fruit.

8. After the horse threw her to the ground for the third time, Jennifer picked herself up and said, "I\_\_ on another horse as long as I live."





9. The next time Paul \_\_\_\_\_ to New York, he will visit the Metropolitan Museum's famous collection of international musical instruments.

- A. will fly
- B. flies
- C. has flown
- D. will have flown
- 10. Ever since Maurice arrived, he quietly in the corner. Is something wrong?
- B. has been sitting C. had been sitting D. will have sat
- 11. After Nancy for twenty minutes, she began to feel tired.
  - A. jogging
- B. had been jogging C. has been jogging D. has jogged
- 12. Peter, \_\_\_\_\_since you got home from football practice?
  - A. have you eaten B. will you eat
- C. are you eating
- D. do you eat
- 13. By the time the young birds\_\_\_\_\_ the nest for good, they will have learned how to fly.
  - A. will leave
- B. will have left
- C. are leaving
- D. leave
- 14. The last time I \_\_\_\_\_ in Athens, the weather was hot and humid.
  - A. had been
- B. was
- C. am
- D. will have been

## ID EXERCISE 10. Using adverb clauses to show time relationships. (Chart 5-2)

*Directions:* Create a sentence from the given words. Do not change the order of the words. Use any appropriate verb forms and punctuate correctly.

Examples: as soon as + I + finish + I

 $\rightarrow$  As soon as I finish my report, I'll call you and we'll go out to dinner.

I + after + I + climb

I was exhausted after I climbed the stairs to the eighth floor.

$$1$$
. whenever + I + go + I

- 2. by the time + I + get + I
- 3. I + since + I + leave
- 4. just as + I + open + I
- 5. I + as soon as + I + eat

6. 
$$I + when + I + be$$

- 7. the first time + I + see + I
- 8. I + until + I + be
- 9. while + I + look + I
- 10. I + before + I + drive

Directi	1. Review of verb tenses. (Chapters $1 \rightarrow 5$ ) ions: Use any appropriate tense for the verbs in parenth ne tense is possible.*	leses. In some instances, more
1. A:	There is something I have to tell you.	
B:	Go ahead. I (listen)	
2. A:	Hi, Ann. (you, meet)——————————	my friend George Smith?
B:	No, I (have, never)	the pleasure.
A:	Then let me introduce you.	
3. A:	Stop! What (you, do)	?
	I (try)———— to get this piece	
	of toast out of the toaster. It's stuck.	
A:	Well, don't use a knife. You (electrocute)	
	yourself!	
B:	What do you suggest I do?	
A:	Unplug it first.	
4. A:	There's Jack.	
B:	Where?	'
A:	He (lie) on the grass under	r that tree over there.
	Oh, yes. I (see) him. He (look, certa	
	comfortable. Let's go talk to him.	
5. A:	I (go)to a play last night.	
	(it, be)any good?	
	I thought so. I (enjoy)it a lot.	
	What (you, see) ?	
	Arsenic and Old Lace. I (see, never)	it before.
	Oh, I (see) that play too. I	
	couple of years ago. It (be)good, (be,	
6. A:	I was in your hometown last month. It looked like a n	
	there before.	
B:	What (you, do)in tha	t part of the country?
A:	My wife and I (drive)	_to Washington, D.C., to
	visit her family.	

<sup>\*</sup>Your teacher can tell you if one tense is more idiomatic, i.e., more likely to be used by a native speaker.

7.	A:	(you, take) Econ 120 this semester?
	R:	No, T
	A:	(you, take, ever) it?
	B:	Yes, T
	À:	When (you, take) it?
	Ē:	Last semester.
	A:	Who (be) your professor?
	Ē:	Dr. Lee.
	À:	Oh, I have the same professor. What (he, be) like?
	R:	He (be) very good.
8.	A:	May I borrow some money? My check (be) supposed to arrive
		yesterday, but I still (receive, not) it. I need
		to buy a book for one of my classes, but I (have, not)
		āny money.
	В:	Sure. I'd be happy to lend you some. How much (you, need)?
	À:	How about five dollars? Thanks. I (pay)
		as Ī (get)my check.
9.	À:	Ĥello?
	Ē:	Hello. May I speak to Sue?
	A:	She (be, not) in right now. May I take a message?
	Ē:	Yes. This is Art O'Brien. Would you please ask her to meet me at the library this
		afternoon? I (sit) at one of the study booths on
		the second floor.
10.	Á:	Alex, (you, know) where Ms. Rodriguez is? I
		(look) for her for the past hour.
	Ē:	She (see) Mr. Frost at the moment about the shipment
		of parts which we (receive)earlier today. Some of the parts
		are missing.
	A:	Üh, oh. That (sound) like trouble. Please tell Ms. Rodriguez
		to phone me when she (have)some free time. I (work)
•		in my office all afternoon.

☐ EXI		12. Review of verb tenses. (Chapters 1 → 5) tions: Use any appropriate tense.		
		Hi, my name is Jose. Hi, my name is <b>Ali</b> .		
(1	) JOSE:	(you, study)at this university?		
(2	2) ALI:	Yes, I (be)And you?		
(3	3) JOSE:	Yes, I (be) here since last September. Before that I		
		(study)———English at another school.		
(4	) ALI	What (you, take)this term?		
(5	) JOSE:	I (take)chemistry, math, psychology, and American		
		history. What (you, take)?		
(6	) ALI:	I (study)to improve		
		my English before I (take)regular academic courses next semester.		
(7	) JOSE:	How long (you, be)here?		
(8	3) ALI:	I (be)here since the beginning of this semester.		
		Actually, I (arrive) in the United States six months ago, but I		
		(study)English at this university only since		
		January. Before that I ( <i>live</i> ) with my brother in Washington, D.C.		
(9	) JOSE:	You (speak)——English very well. (you, study)———		
		a lot of English before you (come)—to the		
		United States?		
(10	) ALI:	Yes. I (study)English for ten years in my own country. And		
		also, I (spend)some time in Canada a couple of years ago. I		
		up a lot of English while I (live)——there.		
(11	) JOSE:	You (be) lucky. When I (come) to the United		
		States, I (study, never) any English at all. So I		
		had to spend a whole year studying nothing but English before I (start)		
		school.		
(12		How long (you, plan) to be in the United States?		
(13	3) JOSE:	I (be, not)—————sure. Probably by the time I (return)		
		home, I (be) here for at least		
		five years. How about you?		
(14	E) ALI:	I (hope)——to be finished with all my work in two and a half years.		

	RCISE 13. Review of verb tenses. (Chapters $1 \rightarrow 5$ )  Directions: Use any appropriate tense.		
	Dear Ann,		
(1)	I (receive)		
(2)—	to find time to write you back ever since. I (be)		
(3)	very busy lately. In the past two weeks, I (have)————four tests, and I		
(4)	have another one next week. In addition, a friend (stay)		
(5)	with me since last Thursday. She wanted to see the city, so we (spend)		
(6)_	a lot of time visiting some of the interesting places here. We (be)		
(7)_	to the zoo, the art museum, and the botanical gardens. Yesterd		
(8)	we (go)to the park and (watch)		
	balloon race. Between showing her the city and studying for my exams, I (have, barely)		
(9)_	enough time to breathe.		
(10)	Right now it (be)3:00 A.M. and I (sit)		
(11)	at my desk. I (sit)here five hours doing my studying. My		
(12)	friend's plane (leave)at 6:05, so I (decide)		
(13)	not to go to bed. That's why I (write)to you at such an early hour		
(14)	in the day. I (get)a little sleepy, but I would rather stay up.		
(15)	l (take)a nap after l (get)back		
	from taking her to the airport.		
(16)	How (you, get)along? How (your classes, go)		
(17 <u>)</u>	? Please write soon.		
	Yours,		
	Janet		
□ EXEF	RCISE 14. Writing. (Chapters 1 → 5)  Directions: Write a letter to a friend or family member. Discuss your activities, thoughts, feelings, and adventures in the present, past, and future. The purpose of this exercise is you to use every possible tense.  Write about what you do, are doing, have done, have been doing, did, were doing, had done had been doing, will do, are going to do, will be doing, will have done, and will have been doing. Include appropriate time expressions: today, every day, right now, already, so far, since, next		

Use the verb tenses in any order you wish and as many times as necessary. Try to write a natural-sounding letter.

] EXE	RCISE 15. Review of verb tenses. (Chapters 1 → 5)  Directions: Complete the sentences with the words in parentheses. Use any appropriate tense.		
(1)	Almost every part of the world (experience) an earthquake		
(2)	in recent years, and almost every part of the world (experience)		
(3)	earthquakes in the years to come. Since the ancient Chinese (begin) to keep		
(4)	records several thousand years ago, more than 13 million earthquakes (occur)		
(5) <u>-</u>	worldwide by some estimates. What (cause)		
(6)	earthquakes? Throughout time, different cultures (develop)		
	myths to explain these violent earth movements.		
	According to a Japanese myth, a playful catfish lives in the mud under the earth. Whenever it		
(7)	feels like playing, it (wave)lts fat tail around in the mud. The result?		
(8)	Earthquakes. From India comes the story of six strong elephants who (hold)————————————————————————————————————		
(9)	the earth on their heads. Whenever one elephant (move) its head, the earth		
	trembles.		
(10)	Nowadays, although scientists (know) more about the causes of		
	earthquakes, they still cannot prevent the terrible ddmage. One of the strongest quakes in the		
(11)	20th century (happen)in Anchorage, Alaska, on March 24, l964, at		
(12)	about six o'clock in the evening. When the earthquake (strike)——that		
(13)	evening, many families (sit) down to eat dinner. People in the city		
(14)	(find, suddenly) themselves in the dark because most of		
	the lights in the city went out when the earthquake occurred. Many people (die)		
(15)	instantly when tall buildings (collapse) and (send)		
(16)	tons of brick and concrete crashing into the streets.		
(17)	When (the next earthquake, occur)? No		
	one really knows for sure.		
(18)	Interestingly enough, throughout history animals (help, often)		
	people predict earthquakes shortly before they happen. At present, some scientists (study)		
(19)	catfish because catfish swim excitedly just before an earthquake.		
(20)	According to some studies, snakes, monkeys, and rodents (appear, also)		
(21)_	to be sensitive to the approach of violent movement in the earth's		
(22)	surface. Some animals (seem) to know a great deal more than humans		
	- about when an earthquake will occur.*		

<sup>\*</sup>NOTE: When an earthquake will occur is a noun clause, not an adverb clause of time. See Chapter 12 for information about noun clauses.

(23)	In recent years, scientists (develop)	many extremely
(24)	sensitive instruments. Perhaps someday the instruments (be)	able to
	give us a sufficiently early warning so that we can be waiting co	almly in a safe place when the
(25)	next earthquake (strike)————	
□ EXE	RCISE <b>16.</b> Activity: review of verb tenses. (Chapters 1 – <i>Directions:</i> Before you come to class, think of an interesting, c experience you have had. You will then tell the story to a class experience in a composition.	dangerous, or amusing
□ EXE	PRCISE 17. Activity: review of verb tenses. (Chapters 1 — Directions: In a short speech (two or three minutes), summarinewspaper. You may speak from notes if necessary, but your than fifteen words. Use your notes only for a very brief outling. Present your speech to a small group or to the class. Liste sentence summaries of each speech.	ize an article in a recent notes should contain no mor- ine of important information.
	ERCISE 18. Activity: review of verb tenses. (Chapters 1 – <i>Directions:</i> Form a small group. Discuss the past, present, and the topics. As a group, write a summary of the discussion.	
	<ol> <li>Topics:</li> <li>means of transportation</li> <li>clothes</li> <li>agriculture</li> <li>medical science</li> <li>means of communication</li> </ol>	
	ERCISE 19. Error analysis: general review. (Chapters 1 -: Directions: The following sentences are adapted from student errors of different kinds. See how many of these errors you of	t writing and contain typical
	1. I am living at 3371 grand avenue since last September.	
	2. I have been in New York city two week ago.	
	3. My country have change its capital city five time.	
	4. Dormitory life is not quiet. Everyone shouted and make	a lot of noise in the halls.
	5. My friends will meet me when I will arrive at the airport.	
	6. Hasn't anyone ever tell you to knock on the door before	you enter someone else's
	room? Didn't your parents taught you that?	

- 7. When I was a child, I viewed thing from a much lower height. Many physical objects around me appear very large. When I want to move something such as a chair, I need help.
- 8. I will intend to go back home when I will finish my education.
- 9. The phone rung while I doing the dishes. I dry my hands and answer it. When I am hear my husband voice, I very happy.
- 10. I am in the United States for the last four months. During this time, I had done many thing and saw many place.
- 11. When the old man started to walk back to his cave, the sun has already hided itself behind the mountain.
- 12. While I am writing my composition last night, someone knocks on the door.
- 13. I'm studing English at an English conversation school two time a week.
- 14. Getting accustomed to a different cultures are not easy.
- 15. I'm really glad you to visit my hometown this year.
- 16. While I was visitting my cousin in Los Angeles. We went to a restaurant and eat Thai food.
- 17. We ate dinner. We watched TV after.
- 18. When I was in my country, I am afraid to come to the United States. I thought I couldn't walk outside at night because of the terrible crime. But now I am having a different opinion. I live in this small town for three month and learn that there is very little crime here.
- 19. Before I came to the United State. I pictured the U.S. as an exciting place with honesty, hard-working, well-mannered peoples. After I came to United State since four month ago this picture had changed. The manners of the students while they are in the cafeteria. They are really bad. I am also thinking that office workers here lazy. People in my country works a lot harder.

CONTENTS				
6-1 6-2 6-3	Final <b>-sl-es</b> : use, pronunciation, and spelling Basic subject-verb agreement Subject-verb agreement: using expressions of quantity	6-4 6-5	Subject-verb agreement: using there + be Subject-verb agreement: some irregularities	

# $\square$ EXERCISE 1. Preview: using -S/-ES. (Charts 2-1, 6-1, 6-2, and 7-4)

*Directions:* In the following sentences, add final *-sl-es*. Do not change or omit any other words. Discuss spelling and pronunciation. Discuss why you need to add *-sl-es*. All of the sentences are simple present.

#### pens

- 1. I have two pen. (pens = a plural noun)
- 2. Tom work hard every day.
- 3. Our solar system consist of nine planet.
- 4. The earth rotate around the sun.
- 5. All animal need water.
- 6. A dog need fresh water every day.
- 7. Student take test.
- 8. A swallow is a small, graceful bird with a long tail and powerful wing.
- 9. Swallow are joyful creature.
- 10. Butterfly are beautiful.
- 11. Hawaii has beautiful sunset.
- 12. A library contain a lot of book.
- 13. Encyclopedia contain information about many thing.
- 14. Martha watch TV every evening.
- 15. Alex almost never change his mind.

6-1 FINAL <b>-SI-ES:</b> USE, PRON	UNCIATION, AND SPELLING
(a) NOUN + -s: Friends are important. NOUN + -ES: I like my classes.	A final -s or -es is added to a noun to make the noun plural.  friend = a singular noun friends = a plural noun
(b) VERB + -s: Mary works at the bank.  VERB + -ES: John watches birds.	A final -s or -es is added to a simple present verb when the subject is a singular noun (e.g., Mary, my father, the machine) or third person singular pronoun (she, he, it).  Mary works = singular She works - singular The students work = plural They work = plural
PRONUNCIATION OF -SI-ES	
(c) seats → seat/s/ ropes > rope/s/ backs → back/s/	Final -s is pronounced /s/ after voiceless sounds, as in (c): "t," "p," and "k" are examples of voiceless sounds.*
(d) seeds → seed/z/ robes > robe/z/ bags -> fea^/z/ sees → see/z/	Final -s is pronounced /z/ after voiced sounds, as in (h): "d," "b," "g," and "ee" are examples of voiced sounds.*
(e) dishes $\rightarrow$ dish/əz/ catches $\rightarrow$ catch/əz/ kisses $>$ kiss/əz/ mixes $\rightarrow$ mix/əz/ prizes $\rightarrow$ prize/əz/ edges $>$ edge/əz/	Final -s and -es are pronounced /əz/ after "-sh," "-ch," "-s," "-z," and "-ge"/"-dge" sounds. The /əz/ ending adds a syllable. All of the words in (e) are pronounced with two syllables. COMPARE: All of the words in (c) and (d) are pronounced with one syllable.
SPELLING: <b>FINAL</b> -S vsES	
$\begin{array}{ccc} \text{(f) sing} & \rightarrow sings \\ \text{song} & \rightarrow songs \end{array}$	For most words (whether a verb or a noun), simply a final -s is added to spell the word correctly.
(g) wash → washes watch → watches class → classes buzz → buzzes box → feoxes	Final -es is added to words that end in -sh, -ch, -s, -z, and -x.
(h) toy → toys buy → fcwys (i) baby → babies cry → cries	For words that end in <b>-y:</b> In (h): If -y is preceded by a vowel, only -s is added. In (i): If -y is preceded by a consonant, the -y is changed to -i and -es is added.

<sup>\*</sup>See Chart 2-6, p. 20, for an explanation of voiced vs. voiceless sounds.

☐ EXERCISE 2. Pronunciation Of final -S/-ES. (O Directions: Practice pronouncing the following and clearly. Then write the pronunciation or groups, or as a class.	
GROUP A.	
1. cats → _/\$/_	7. trips
2. feeds	8. grabs
3. hates	9. wishes
4. lids	10. matches
5. sleeps	11. guesses
6. robs	
GROUP B.	
12. books	18. unlocks
13. homes	19. fills
14. occurs	20. ashes
15. fixes	21. sniffs
16. sizes	22. miles
17. pages	23. rugs
GROUP C.	
24. arranges	30. pies
25. itches	31. agrees
26. relaxes	32. faces
27. rises	33. quizzes
28. laughs	34. judges
29. days	35. asks
□ EXERCISE 3. Spelling of final -S/-ES. (Chart 6     Directions: Add -s or -es to these words to s     of the ending.	5-1) spell them correctly, and give the pronunciation
1. passenger S	10. touch
2. tax <u>eS</u> <u>/əz/</u>	11. cough
3. talk	12. press
4. blush	13. method
5. discover	14. mix
6. develop	15. try
7. season	16. tray
8. flash	17. enemy
9". hall	18. guy

# ☐ EXERCISE 4. Pronunciation and spelling of final -S/-ES. (Chart 6-1)

Directions: On a separate sheet of paper, draw three vertical columns. Write /s/ at the top of the first column, /z/ at the top of the second, and /əz/ at the top of the third. Using words of their own choosing, your teacher and/or your classmates in turn will say a word that has a final -s/-es. Write that word in the appropriate column according to how the ending is pronounced.

### Example:

SPEAKER A: Number one: windows
SPEAKER B: Number two: reaches
SPEAKER C: Number three: students
SPEAKER D: Number four: passes
Etc.

	/s/	/ <b>z</b> /	/əz/
1.		windows	
2.			reaches
3.	students		
4.			passes
5.			
Etc.			

# ☐ EXERCISE 5. Pronunciation of final -S/-ES. (Chart 6-1)

*Directions:* Practice the pronounciation of final **-s/-es** by reading these sentences aloud.

- 1. The teacher encourages the students to speak freely.
- 2. Chickens, ducks, and turkeys lay eggs.
- 3. He possesses many fine qualities.
- 4. My wages are low, but my taxes are high.
- 5. The cafeteria serves good sandwiches.
- 6. He coughs, sneezes, and wheezes.
- 7. People come in many shapes and sizes.
- 8. He practices pronunciation by reading sentences aloud.
- 9. She bought some shirts, shoes, socks, dresses, slacks, blouses, earrings, and necklaces.
- 10. She scratches her chin when it itches.



# ☐ EXERCISE 6. Use of final -S/-ES. (Chart 6-1)

Directions: What do the following people or things do? Follow the pattern in the example. Say final -s/-es sounds loudly and clearly. Work in pairs, in groups, or as a class,

Example: a birdwatcher

SPEAKER A (book open): What does a birdwatcher do? SPEAKER B (book closed): A birdwatcher watches birds.

- 1. a stamp collector 2. an animal trainer
- 3. a bank robber 4. a dog catcher 5. a book publisher
- 6. a tax collector

- 7 a ticket taker
- 8. a fire extinguisher
- 9. a mind reader
- 10. a bullfighter
- 11. a wage earner
- 12. a storvteller

# EXERCISE 7. Use of final -S/-ES. (Chart 6-1)

Directions: What do these people, animals, and things do? Respond in complete sentences. Say the final -sl-es sounds loudly and clearly.

Example: a bird

SPEAKER A (book open): What does a bird do?

SPEAKER B (book closed): A bird flies /sings/builds nests/etc.

1. a baby	6. <b>a</b> ball	11. a clock
2. a telephone	7. a heart	12. an airplane
3. a star	8. a river	13. a doctor
4. a dog	9. a cat	14. a teacher
5. a duck	10. a door	15. a psychologist

## $\square$ EXERCISE 8. Preview: subject-verb agreement. (Charts 6-2 $\rightarrow$ 6-5)

*Directions:* Choose the correct answer in parentheses.

- 1. The results of Dr. Noll's experiment (was, (were)) published in a scientific journal.
- 2. The weather in the southern states (gets, get) very hot during the summer.
- 3. A woman and her child (is, are) waiting to see Dr. Chang.
- 4. Every man, woman, and child (is, are) protected under the law.
- 5. Washing the dishes (is, are) the children's job.
- 6. A lot of the students (is, are) already here.
- 7. Some of the furniture in our apartment (is, are) secondhand.
- 8. Some of the desks in the classroom (is, are) broken.
- 9. At least three-quarters of that book on famous Americans (is, are) about people who lived in the nineteenth century.
- 10. One of the countries I would like to visit (is, are) Italy.
- 11. Some of the cities I would like to visit (is, are) Rome and Venice.
- 12. Each student in the class (has, have) to have a book.
- 13. Each of the students (has, have) a notebook.
- 14. None of the students (was, were) late today.
- 15. The number of students in this room right now (is, are) twenty.

- 16. A number of students in the class (speaks, speak) English very well.
- 17. There (is, are) some interesting pictures in today's paper.
- 18. There (is, are) an incorrect statement in that newspaper article.
- 19. The United States (is, are) located in North America.
- 20. Economics (is, are) Dan's favorite subject.
- 21. Ten minutes (is, are) more than enough time to complete this exercise.
- 22. Most people (likes, like) to go to the zoo.
- 23. The police (is, are) coming. I've already called them.
- 24. Japanese (is, are) very difficult for English speakers to learn.
- 25. The Japanese (has, have) a long and interesting history.
- 26. The elderly in my country (is, are) cared for by their children and grandchildren.
- 27. My cousin, along with my aunt and uncle, (works, work) in my grandpa's hardware store.
- 28. Cattle (is, are) considered sacred in India.
- 29. Anna, as well as her two older sisters, (is, are) in college.
- 30. This exercise on singular-plural agreement of subjects and verbs (is, are) easy.

6-2 BASIC SUBJECT-VERB AGREEMENT				
SINGULARVERB	PLURAL VERB			
(a) My friend lives in Boston.	(b) Myfriends live in Boston.	verb + -s/-es — third person singular in the simple present tense noun + -s/-es = plural		
	<ul> <li>(c) My brother and sister live in Boston.</li> <li>(d) My brother, sister, and cousin live in Boston.</li> </ul>	Two or more subjects connected by and require a plural verb.		
(e) Every man, woman, and child needs love.  (f) Each book and magazine is listed in the card catalog.		EXCEPTION: <i>Every</i> and <i>each</i> are always followed immediately by singular nouns. (See Chart 7-13, p. 128.) In this case, even when there are two (or more) nouns connected by <i>and</i> , the verb is singular.		
<ul> <li>(g) That book on political parties is interesting.</li> <li>(i) My dog, as well as my cats, likes cat food.</li> <li>(k) The book that I got from my parents was very interesting.</li> </ul>	<ul> <li>(h) The <i>ideas</i> in that book <i>are</i> interesting.</li> <li>(j) My <i>dogs</i>, as well as my cat, <i>like</i> cat food.</li> <li>(1) The <i>books</i> I bought at the bookstore <i>were</i> expensive.</li> </ul>	Sometimes a phrase or clause separates a subject from its verb. These interrupting structures do not affect basic agreement. For example, in (g) the interrupting prepositional phrase <i>on political parties</i> does not change the fact that the verb <i>is</i> must agree with the subject <i>book</i> . In (k) and (1): The subject and verb are separated by an adjective clause. (See Chapter 13.)		
(m) Growing flowers is her hobby.		A gerund used as the subject of the sentence requires a singular verb. (See Chart 14-11, p. 323.)		

# ☐ EXERCISE 9. Subject-verb agreement. (Chart 6-2)

Directions: Choose the correct answer in parentheses.

- 1. The extent of Jane's knowledge on various complex subjects (astounds, astound) me.
- 2. The subjects you will be studying in this course (is, are) listed in the syllabus.
- 3. Lettuce (is, are) good for you.
- 4. Oranges, tomatoes, fresh strawberries, cabbage, and lettuce (is, are) rich in vitamin C.
- 5. The professor and the student (agrees, agree) on that point.
- 6. Almost every professor and student at the university (approves, approve) of the choice of Dr. Brown as the new president.
- 7. Each girl and boy in the sixth-grade class (has, have) to do a science project.
- 8. Making pies and cakes (is, are) Mrs. Reed's specialty.\*
- 9. Getting to know students from all over the world (is, are) one of the best parts of my job.
- 10. Annie had a hard time when she was coming home from the store because the bag of groceries (was, were) too heavy for her to carry.
- 11. Where (does, do) your parents live?
- 12. Why (was, were) Susan and Alex late for the meeting?
- 13. (IsAre) having the responsibility for taking care of pets good for young children?
- 14. Alex, as well as his two older brothers, (has, have) a good full-time job.



# SUBJECT-VERB AGREEMENT: USING EXPRESSIONS **OF QUANTITY**

SINGULAR VERB	PLURAL VERB	
(a) Some of the book is good.  (c) A lot of the equipment is new.  (e) Two-thirds of the money is mine.	(b) Some of the books are good. (d) A lot of my friends are here. (f) Two-thirds of the pennies are mine.	In most expressions of quantity, the verb is determined by the noun (or pronoun) that follows <i>of</i> . For example:  In (a): <i>Some of</i> + <i>singular noun</i> - <i>singular verb</i> .  In (b): <i>Some of</i> + <i>plural noun</i> = <i>plural verb</i> .
(g) One of my friends is here. (h) Each of my friends is here. (i) Every one of my friends is here.		EXCEPTIONS: One of, each of, and every one of take singular verbs.  one of each of each of every one of every one of
(j) None of the boys is here.	(k) None of the boys are here. (informal)	Subjects with <i>none of</i> are considered singular in very formal English, but plural verbs are often used in informal speech writing.
(1) The number of students in the class is fifteen.	(m) A number of students were late for class.	COMPARE: In (1): <i>The number</i> is the subject. In (m): <i>A number of is</i> an expression of quantity meaning "a lot of." It is followed by a plural noun and a plural verb.

<sup>\*</sup>Specialty = American English; speciality = British English.

## ☐ EXERCISE 10. Using expressions of **quantity**. (Chart 6-3)

Directions: Choose the correct answer in parentheses.

- 1. Some of the fruit in this bowl (is. are) rotten.
- 2. Some of the apples in that bowl (is, are) rotten.
- 3. Half of the students in the class (is, are) from Arabic-speaking countries.
- 4. Half of this money (is, are) yours.
- 5. A lot of the students in the class (is. are) from Southeast Asia.
- 6. A lot of clothing in those stores (is, are) on sale this week.
- 7. One of my best friends (is, are) coming to visit me next month.
- 8. Each boy in the class (has, have) his own notebook.
- 9. Each of the boys in the class (has, have) his own notebook.
- 10. Every one of the students (is, are) required to take the final test.
- 11. None of the animals at the zoo (is, are) free to roam. All of them (is, are) in enclosures.
- 12. A number of students (is, are) absent today.
- 13. The number of employees in my company (is, are) approximately ten thousand.
- 14. One of the chief materials in bones and teeth (is, are) calcium.
- 15. (Does, Do) all of the children have their books?
- 16. (Does, Do) all of this homework have to be finished by tomorrow?
- 17. Why (was, were) some of the students excused from the examination?
- 18. Why (was, were) one of the students excused from the examination?
- 19. What percentage of the people in the world (is, are) illiterate?
- 20. What percentage of the earth's surface (is, are) covered by water?
- 21. (Does, Do) any of you know the answer to that question?

6-4 SUBJECT-VERB AGREEMENT: USING THERE + BE				
<ul><li>(a) There are twenty students in my class.</li><li>(b) There's a fly in the room.</li></ul>		In the structure <i>there</i> + <i>be</i> , <i>there</i> is called an "expletive." It has no meaning as a vocabulary word. It introduces the idea that something exists in a particular place.  Pattern: <i>there</i> + <i>be</i> + <i>subject</i> + <i>expression ofplace</i>		
(c) There are seven con	tinents.	Sometimes the expression of place is omitted when the meaning is clear. In (c): The implied expression of place is clearly <i>in the world</i> .		
SINGULAR VERB	PLURAL VERB			
(d) There is a book on the shelf.	(e) There are some books on the shelf.	The subject follows <i>be</i> when <i>there</i> is used. In (d): The subject is <i>book</i> . In (e): The subject is <i>books</i> .		
(f) INFORMAL: There's some books on the shelf.		In very informal spoken English, some native speakers use a singular verb even when the subject is plural, as in (f). The use of this form is fairly frequent but is not generally considered to be grammatically correct.		

## ☐ EXERCISE 11. Using THERE and BE. (Chart 6-4)

Directions: Choose the correct answer in parentheses.

- 1. There (isn't, aren't) any letters in the mail for you today.
- 2. There (isn't, aren't) any mail for you today.
- 3. There (is, are) a lot of problems in the world.
- 4. There (is, are) a hole in his sock.



- 5. There (is, are) over 600,000 kinds of insects in the world.
- 6. How many kinds of birds (is, are) there in the world?
- 7. Why (isn't, aren't) there a hospital close to those villages?
- 8. There (was, were) a terrible earthquake in Iran last year.
- 9. Why (is, are) there a shortage of available apartments for rent in this city at present?
- 10. There (is, are) more women than men in my office.
- 11. There (has been, have been) a line in front of that theater every night for the past two weeks.
- 12. How many wars do you suppose there (has been, have been) in the history of the world since the dawn of civilization?

# ☐ EXERCISE 12. Using THERE and BE. (Chart 6-4)

Directions: Using there and be, name some things that exist:

- 1. in this room
- 2. in this city
- 3. in this country
- 4. in the world
- 5. in the universe

#### 6-5 SUBJECT-VERB AGREEMENT: SOME IRREGULARITIES SINGULAR VERB (a) The United States is big. Sometimes a proper noun that ends in -s is singular. In (b) The Philippines consists of more than 7,000 islands. the examples, if the noun is changed to a pronoun, the (c) The United Nations has its headquarters in singular pronoun it is used (not the plural pronoun New York City. they) because the noun is singular. In (a): The United (d) Sears is a department store. States = it (not they).(e) The news is interesting. *News* is singular. (f) Mathematics is easy for her. Physics is easy for her Fields of study that end in -ics require singular verbs. (g) Diabetes is an illness. Certain illnesses that end in -s are singular: diabetes, measles, mumps, rabies, rickets, shingles. (h) Eight hours of sleep is enough. Expressions of time, money, and distance usually require (i) Ten dollars is too much to pay. a singular verb. (i) Five thousand miles is too far to travel. (k) Two and two is four. Arithmetic expressions require singular verbs. Two and two equals four. Two plus two is/equals four. (D Five times five is twenty-five. **PLURAL VERB** (m) Those people are from Canada. **People**,\*police, and cattle do not end in -s, but are (n) *The police have* been called. plural nouns and require plural verbs. (o) Cattle are domestic animals. SINGULAR VERB PLURAL VERB (P) English is spoken in (q) The English drink tea. In (p): English = language. In (q): The English =many countries. people from England. Some nouns of nationality that (r) Chinese is his native (s) The Chinese have an end in -sh, -ese, and -ch can mean either language language. interesting history. or people, e.g., English, Spanish, Chinese, Japanese, Vietnamese, Portuguese, French. (t) The poor have many A few adjectives can be preceded by the and used as a problems. plural noun (without final -s) to refer to people who (u) The rich get richer. have that quality. Other examples: the young, the elderly, the living, the dead, the blind, the deaf, the disabled.

<sup>\*</sup>The word "people" has a final -s (peoples) only when it is used to refer to ethnic or national groups: All the peoples of the world desire peace.

	theses.
1. The United States (has, have) a population	n of <b>around</b> 250 million.
2. The news about Mr. Hogan (is, are) surpri	
3. Massachusetts (is, are) a state in the north	
4. Physics (seeks, seek) to understand the my	steries of the physical world.
5. Statistics (is, are) a branch of mathematics	
6. The statistics in that report on oil production	
7. Fifty minutes ( <i>is</i> , <i>are</i> ) the maximum length	
8. Twenty dollars (is, are) an unreasonable pr	·
9. Six and seven (is, are) thirteen.	
10. Many people in the world (does, do) not have	ave enough to eat.
11. The police (is, are) prepared in case there	_
12. Rabies (is, are) an infectious and often fata	al disease.
13. The English (is, are) proud, independent p	people.
14. English (is, are) not my native language.	
15. Many Japanese (commutes, commute) to the	eir places of work.
16. Portuguese (is, are) somewhat similar to Sp	panish, (isn't, aren't) it?
17. The poor (is, are) helped by government p	orograms.
18. The effect of a honeybee's sting on a huma susceptibility to the bee's venom. Most peoble but there (has, have) been instances of aller	ople (is, are) not in danger if they are stung
☐ EXERCISE 14. Review: subject-verb agreement Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with the company of the company o	SS.
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond wi	SS.
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with Examples:	th is or are.
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond wi	th is or are.
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with Examples:  SPEAKER A (book open): Some of my classmate.	th <i>is</i> or <i>are</i> .
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with Examples:  SPEAKER A (book open): Some of my classmath SPEAKER B (book closed): are	th <i>is</i> or <i>are</i> .
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with Examples:  SPEAKER A (book open): Some of my classmath SPEAKER B (book closed): are SPEAKER A (book open): Some of that informations SPEAKER B (book closed): is	th is or are.
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with Examples:  SPEAKER A (book open): Some of my classmath SPEAKER B (book closed): are SPEAKER A (book open): Some of that information SPEAKER B (book closed): is  1. His idea	th is or are.  tes  10. French
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with Examples:  SPEAKER A (book open): Some of my classmath SPEAKER B (book closed): are SPEAKER A (book open): Some of that information SPEAKER B (book closed): is  1. His idea	th is or are.  tes  10. French 11. The Vietnamese
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Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with Examples:  SPEAKER A (book open): Some of my classmath SPEAKER B (book closed): are SPEAKER A (book open): Some of that informate SPEAKER B (book closed): is  1. His idea 2. His ideas 3. People 4. Each of the students 5. Most of the fruit	th is or are.  tes  10. French  11. The Vietnamese 12. Two-thirds of the food 13. The number of students 14. Some of the people
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with Examples:  SPEAKER A (book open): Some of my classmath SPEAKER B (book closed): are  SPEAKER A (book open): Some of that information SPEAKER B (book closed): is  1. His idea 2. His ideas 3. People 4. Each of the students 5. Most of the fruit 6. Most of the students	th is or are.  tes  10. French  11. The Vietnamese  12. Two-thirds of the food  13. The number of students  14. Some of the people  15. Ninety-three million people
Directions: Work in pairs, in groups, or as a class Speaker A: Your book is open. Read the cue. Speaker B: Your book is closed. Respond with Examples:  SPEAKER A (book open): Some of my classmath SPEAKER B (book closed): are SPEAKER A (book open): Some of that informate SPEAKER B (book closed): is  1. His idea 2. His ideas 3. People 4. Each of the students 5. Most of the fruit	th is or are.  tes  10. French  11. The Vietnamese 12. Two-thirds of the food 13. The number of students 14. Some of the people

particular numbers, it is used as a count noun: singular = one statistic (no final -s); plural = two statistics. For example: This statistic is correct. Those statistics are incorrect.

19. Everyone in the English classes . . . . 27. Over half of the books by that author .... 20. The clothes in that store . . . . 28. A million dollars . . . . 21. Most of the information in those books . . . . 29. The rich 22. The news from home . . . . 30. His method of doing things . . . . 23. Fifty percent of the people in the 31. A number of people . . . . world .... 32. Most of the stores in this city . . . . 24. Fifty percent of the world's 33. Mathematics . . . . population . . . . 34. The police—— 25. The clothing in those stores . . . .

35. Everybody in the whole world . . . .

EXERCISE 15. Error analysis: subject-verb agreement. (Charts 6-2 → 6-5)

are

1. The books in my office is very valuable to me.

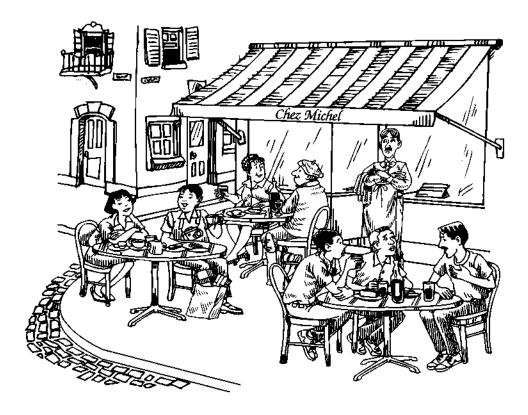
26. Her husband's relatives . . . .

- 2. All of the windows in our house were broken in the earthquake. (no errors)
- 3. All of the employees in that company is required to be proficient in a second language.

Directions: Correct the errors in subject-verb agreement. Some sentences contain no errors.

- 4. A lot of the people in my class works during the day and attends class in the evening.
- 5. Listening to very loud music at rock concerts have caused hearing loss in some teenagers.
- 6. Many of the satellites orbiting the earth is used for communications.
- 7. The news about the long-range effects of air pollution on the development of children's lungs is disturbing.
- 8. Chinese have more than fifty thousand written characters.
- 9. About two-thirds of the Vietnamese works in agriculture.
- 10. A number of planes were delayed due to the snowstorm in Denver.
- 11. The number of passengers affected by the delays was great.
- 12. More men than women are left-handed.
- 13. Every girl and boy are required to have certain immunizations before enrolling in public school.
- 14. Seventy-five percent of the people in New York City lives in upstairs apartments, not on the ground floor.

- 15. Unless there are a profound and extensive reform of government policies in the near future, the economic conditions in that country will continue to deteriorate.
- 16. While I was in Paris, some of the best food I found were not at the well-known eating places, but in small out-of-the-way cafes.



- 17. Where's my gloves? Have you seen them anywhere? I can't find them.
- 18. Where's Kenya? Can you find it for me on the map?
- 19. Approximately 80 percent of all the data\* in computers around the world is in English.
- 20. Why are the police here?
- 21. Studying a foreign language often lead students to learn about the culture of the countries where it is spoken.
- 22. Two hours is too long to wait, don't you think?
- 23. Some of the movie about the gangsters were surprisingly funny.

<sup>\*</sup>Data is an irregular plural noun. (See Chart 7-1, p. 100.) Even though it is grammatically plural, it typically takes a singular verb, but a plural verb is also used, especially in very formal English:

The data in the census report is very interesting. OR The data in the census report are very interesting.

24. \$	Some of the movies these days contain too much violence.
25. H	How many people is there in Canada?
26. V	What is the population of Canada?
27. V	Which one of the continents in the world are uninhabited?
28. (	One of the most common names for dogs in the United States are "Rover."
29. E	Everybody in my family enjoy music and reading.
	Most of the mountain peaks in the Himalayan Range is covered with snow the year round.
	16. Review: subject-verb agreement. (Charts 6-2 → 6-5)  ctions: Write the correct form of the given verb. Use only the simple present.
1. N	My alarm clock <u>rings</u> at seven every morning. (ring)
2. Т	Therea lot of sheep in the field, (be)
3. (	One of my friends a goldfish bowl on her kitchen table. (keep)
	Sensitivity to other people's feelings him a kind and understanding person. (make)
	Each car, truck, and motorcyclestopped at the border by customs officials. (be)
6. N	My driver's licensein my wallet. (be)
7	John's uncle live in the suburbs? (do)
8	most of the students live in the dormitories? (do)
9. A	An orange and black bird sitting in that tree. (be)
10. A	An orange bird and a black birdsitting in that tree. (be)
11. 7	The insurance rates on our carhigh because we live in a city. (be)
	January and February the coldest months of the year in the Northern Hemisphere? (be)
•	Almost two-thirds of the land in the southwestern areas of the country unsuitable for farming. (be)
14. <i>A</i>	A hummingbird's heart600 times a minute. (beat)

15. Four hours of skiing \_\_\_\_\_\_ plenty of exercise. (provide)



- 16. In many respects, this magazine article on wild animals in North America the very real danger of extinction that many species face. (oversimplify) 17. A car with poor brakes and no brake lights \_\_\_\_ dangerous. (be) 18. A number of people from the company\_\_\_\_\_\_\_ to attend the conference. (plan) 19. Most of the news on the front pages of both daily newspapers the progress of the peace conference. (concern) 20. The northernmost town in the forty-eight contiguous states\_\_\_\_\_\_Angle Inlet, Minnesota. (be)
- 21. The number of human skeletons found at the archaeological site \_\_\_\_\_\_ seven. (be)
- 22. Almost all the information in those texts on the Aztec Indians and their civilization to be well researched. (appear)
- 23. Every day there more than a dozen traffic accidents in the city. (be)
- 24. No news \_\_\_\_\_ good news. (be)
- 25. Every member of this class \_\_\_\_\_ English very well. (speak)

☐ EXERCISE 17. Review: subject-verb agreement. (Charts 6-2 → 6-5)  *Directions: Complete the following sentences with your own words. Use only PRESENT tenses. Work in pairs, in groups, or as a class.				
Examples:  SPEAKER A (book open): One of my  SPEAKER B (book closed): One of my teachers knows Chinese.				
SPEAKER A (book open): Some of my				
SPEAKER B (book closed): Some of my frien	ids are coming to visit me.			
1. All of the rooms in	11. English			
2. In my country, there	12. One of my			
3. A lot of	13. Most of the food			
4. The people in my country	14. Most of my classmates			
5. The number of students	15. Linguistics			
6. A number of students	16. Linguists			
7. <b>Each</b> of	17. The news about			
8. The United States	18. There are			
9. The English language	19. Greece, as well as Italy and Spain,			
10. The English	20. Fish			

CONTENTS					
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7-2	Possessive nouns	7-9	Expressions of quantity		
7-3	Using nouns as modifiers	7-10	Using afew and few, a little and		
7-4	Count and noncount nouns		little		
7-5	Noncount nouns	7-11	Using of in expressions of quantity		
7-6	Some common noncount nouns	7-12	All (of) and both (of)		
7-7	Basic article usage	7-13	Singular expressions of quantity: <i>one</i> , <i>each</i> , <i>every</i>		

	<b>EXERCISE</b>	1.	Preview:	plural	nouns.
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Directions: Write the plural form of the following nouns.

1. child	<u> </u>	12. leaf
2. zero	zeroes/zeros	13. self
3. mouse		14. echo
4. monkey		15. photo
5. industry		16. analysis
6. woman		17. hypothesis
7. fox		18. curriculum
8. goose		19. phenomenon
9. sheep		20. stimulus
10. series		21. offspring
l 1. belief		22. bacterium

7-1 REGULAR	AND IRRI	EGULAR PLURAL	NOUNS
(a) song-songs			The plural of most nouns is formed by adding final -s*
(b) box-boxes			Final $-es$ is added to nouns that end in $-sh$ , $-ch$ , $-s$ , $-z$ , and $-x$ .*
(c) baby-babies			The plural of words that end in a consonant + -y is spelled <b>-ies</b> .*
(d) man-men woman-women child-children	ox-oxen foot-feet goose- <b>geese</b>	tooth-teeth mouse-mice louse- <b>lice</b>	The nouns in (d) have irregular plural forms that do not end in -s.
(e) echo-echoes hero-heroes		ato -potatoes nato-tomatoes	Some nouns that end in -o add -es to form the plural.
(f) auto-autos ghetto-ghettos kangaroo-kangaroos kilo-kilos memo-memos	photo-photos piano -pianos radio- <b>radios</b> solo- <b>solos</b> soprano -sopran	studio-studios tatoo-tatoos video- <b>videos</b> zoo- <b>zoos</b>	Some nouns that end in -o add only -s to form the plural.
(g) memento-mementoes/n mosquito-mosquitoes/m tornado -tornadoes/to	<b>iosquitos</b> zei	lcano <b>-volcanoes/volcanos</b> ro-zeroeslzeros	Some nouns that end in -o add either -es or -s to form the plural (with -es being the more usual plural form).
(h) calf-calves half-halves knife— <b>knives</b> leaf-leaves	life–lives loaf-loaves self-selves shelf-shelves	thief-thieves wolf-wolves scarf-scarves/scarfs	Some nouns that end in <b>-f</b> or -fe are changed to -ves to form the plural.
( i ) belief-beliefs chief-chiefs		iff-cliffs oof-roofs	Some nouns that end in -f simply add -s to form the plural.
(j) one deer-two deer one fish -two fish ** one means-twomeans one offspring-two offsp	01	ne series—two series ne sheep—two sheep ne shrimp-two shrimp*** ne species—two species	Some nouns have the same singular and plural form: e.g., One deer is Two deer are
(k) criterion-criteria phenomenon -phenome	na b	analysis-analyses asis-bases	Some nouns that English has borrowed from other languages have foreign plurals.
(1) cactus-cacti/cactuses fungus-fungi nucleus-nuclei stimulus-stimuli syllabus-syllabi/syllabus	hy oo pe th	risis-crises ypothesis— <b>hypotheses</b> asis-oases arenthesis -parentheses nesis— <b>theses</b>	nave foreign plurais.
(m) formula-formulad form vertebra-vertebrae	mutas ci	acterium-bacteria urriculum-curricula atum-data	
(n) appendix-appendices/c index-indices/indexes		nedium-media nemorandum -memoranda	

<sup>\*</sup>For information about the pronunciation and spelling of words ending in -s/-es, see Chart 6-1, p. 84.

<sup>\*\*</sup>Fishes is also possible, but rarely used.

<sup>\*\*\*</sup>Especially in British English, but also occasionally in American English, the plural of shrimp can be shrimps.

	SE 2. Plural nouns. (Chart 7-1)  Frections: Write the correct form of the nouns in parentheses.
1	. I met some interestingmenat the meeting last night. (man)
2	I need some watches to light the fire, (match)
3	The baby got two new (tooth)
4	. The farmer loaded his cart withof fresh vegetables to take to
	market. His cart was pulled by two (box, ox)
5	. Alex saw some
	running across the floor. (mouse)
6	. The north side of the island has no
	There are only
	steep No one
	can climb these steep walls of rock. (beach, clif)
7	. If a houseplant is given too much water, its lower
	turn yellow. (leaf)
8	. Before Marie signed the contract, she talked to
	two (attorney)
9	. New scientific are made every day in
	throughout the world. (discovery, laboratory)
10	. I caught severalin the lake. (fish)
11	. On our trip in the mountainous countryside, we saw some,
	, and wild
	(wolf, fox, deer, sheep)
12	When we spoke in the cave, we could hear of our voices. (echo)
13	. The music building at the university has 27 Students
	need to sign up for practice times. (piano)
14	. Thunder and lightning are of nature. (phenomenon)
15	. People get most of their news about the world through the mass,
	that is, through radio, television, the Internet, newspapers, and magazines. (medium)

## ☐ EXERCISE 3. Plural nouns. (Chart 7-1)

Directions: Make the nouns plural where necessary. Do not change any other words.

## Bacteria

- (1) Bacterium are the smallest living thing. They are simple organism that consist of one cell.
- (2) Bacterium exist almost everywhere. They are in the air, water, and soil,\* as well as in the body of all living creature.
- (3) There are thousand of kind of bacterium. Most of them are harmless to human beings, but some cause diseases such as tuberculosis and pneumonia.
- (4) Virus are also microscopic organism, but virus live in the cell of other living thing. By themselves, they are lifeless particle that cannot reproduce, but inside a living cell they become active and can multiply hundred of time.
- (5) Virus cause many disease. They infect human being with such illness as influenza, the common cold, measles, and AIDS (Acquired ImmunoDeficiency Syndrome).
- (6) Virus are tiny. The virus that causes AIDS is so small that 230 million\*\* of them could fit on the period at the end of this sentence.
- (7) Today health official are expressing great concern about our health\* in the future. They feel that today there is an epidemic of infectious condition that are difficult or impossible to treat, such as AIDS.
- (8) In addition to this concern about new life-threatening viral infections, health official have discovered that bacterial infection that were once easily handled by antibiotics now pose a serious threat to our health. Many common bacterium have developed resistance to antibiotics and are evolving into form that are unaffected by all known medications.
- (9) In a world where antibiotics don't work, the simplest infection are capable of escalating into fatal illnesses. Every year more people are dying of infection that resist every drug doctor try. The potential ineffectiveness of antibiotics is a frightening prospect.

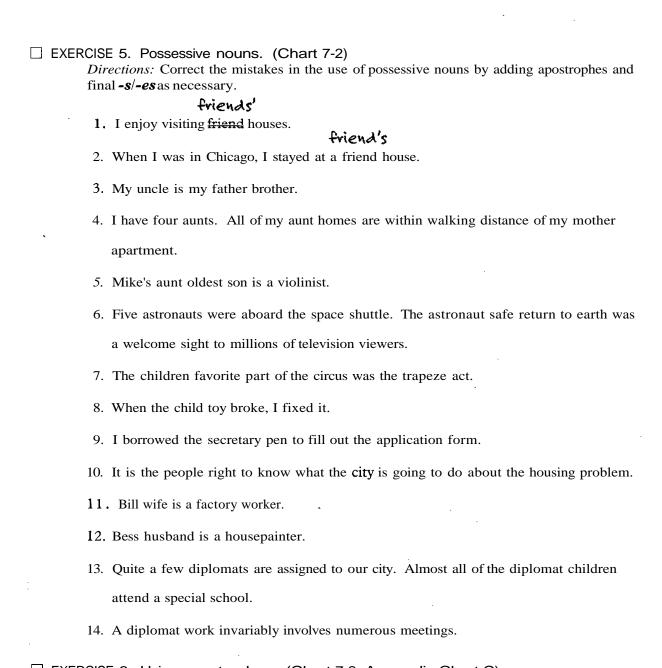
<sup>\*</sup>Air, water, soil, and health are used as noncount nouns and thus have no plural form. See Chart 7-4, p. 107, for information about noncount nouns.

<sup>\*\*</sup>When the words hundred, thousand, million, and billion are used with numerals, they remain in their singular form: Six hundred employees will attend the company picnic this year. There are three thousand entrants in the photo contest. When they are used without numerals to indicate an indefinite but large number of something, they are used in their plural form: Hundreds of people came to the concert. There are thousands of earthquakes in the world every year. Millions of people in the world are starving.

7-2 POSSESSIVE NOUNS					
SINGULAR NOUN (a) the girl	POSSESSIVE FORM the girl's	To show possession, add an apostrophe (') and -s to a singular noun: <i>The girl's book is on the table</i> .			
(b) Tom (c) my wife (d) a lady (e) Thomas	Tom's my wife's a lady's <b>Thomas's/Thomas</b> '	If a singular noun ends in <b>-s</b> , there are two possible forms:  1. Add an apostrophe and <b>-s</b> : Thomas's book.  2. Add only an apostrophe: Thomas' book.			
PLURAL NOUN (f) the girls (g) their wives (h) the ladies	POSSESSIVE FORM  the girls'  their wives'  the ladies'	Add only an apostrophe to a plural noun that ends in -s: The girls' books are on the table.			
(i) the men (j) ray children	the men's my children's	Add an apostrophe and <b>-s</b> to <b>plural</b> nouns that do not end in -s: The men's books are on the table.			

Directions: Compl	e nouns. (Chart 7-2)  te the sentences with the possessive form of the nouns in parenthese
1. (Mrs. Smith)	Mrs. Smith's husband often gives her flowers.
2. (boy)	Thehat is red.
3. <i>(boys)</i>	Thehats are red.
4. (children)	Thetoys are all over the floor.
5. (child)	I fixed thebicycle.
6. ( <i>baby</i> )	The toys are in the crib.
7. (babies)	The toys are in their cribs.
8. <i>(wives)</i>	Tom and Bob are married. Their names
	are Cindy and Judy, respectively.
9. (wife)	That is mycoat.
10. <i>(Sally)</i>	last name is White.
11. (Phyllis)	last name is Young.
12. (boss)	That's myoffice.
13. (bosses)	Those are myoffices.
14. (woman)	This is a purse.
<b>15.</b> (women)	That store sells clothes.
16. (sister)	Do you know myhusband?
17. (sisters)	Do you know my husbands?
18. (yesterday)	Did you readnewspaper?
19. (today)	There are many problems inworld.
20. (month)	It would cost me a salary to buy that

refrigerator.



- ☐ EXERCISE 6. Using apostrophes. (Chart 7-2; Appendix Chart C)

  Directions: Add apostrophes as necessary to mark a possessive noun or a contraction.
  - 1. I borrowed my sister's car. It's old but reliable.
  - 2. A polar bears sense of smell is keen. Its ability to smell prey over a mile away is important to its survival in the vast expanses of snow and ice where it lives.
  - 3. Texas is a leading producer of petroleum and natural gas. Its one of the worlds largest storage areas for petroleum.
  - 4. Psychologists have developed many different kinds of tests. A "personality test" is used to evaluate an individuals personal characteristics, such as friendliness or trustworthiness.

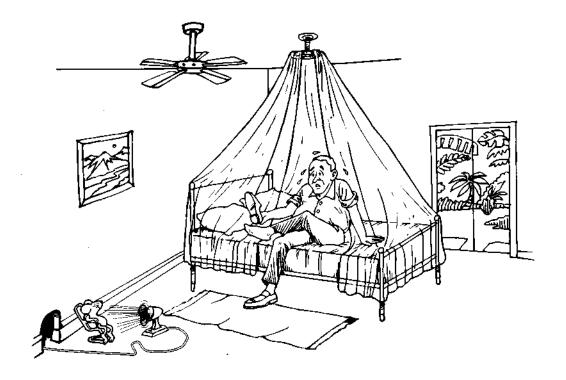
- 5. Many mythological stories tell of heroes encounters with giants or dangerous animals. In one story, the heros encounter with a dragon saves a village from destruction.
- 6. Childrens play is an important part of their lives. It teaches them about their environment while theyre having fun. For instance, they can learn that boats float and can practice ways to make boats move across water. Toys are not limited to children. Adults have their own toys, such as pleasure boats, and children have theirs, such as miniature boats. Adults toys are usually much more expensive than childrens toys.

7-3 USING NOUNS AS MODIFIERS				
The soup has vegetables in it. (a) It is <i>vegetable soup</i> .	When a noun is used as a modifier, it is in its singular form.* In (a): <i>vegetable</i> modifies <i>soup</i> .			
The building has offices in it. (b) It is an <i>office building</i> .	In (b): office modifies building.			
The test lasted two hours. (c) It was a two-hour test.	When a noun used as a modifier is combined with a number expression, the noun is singular and a hyphen (-) is used.  INCORRECT: She has a five years old son.			
Her son is five years old. (d) She has a five-year-old son.	NGORRECT. She has a five years old son.			

Di	SE 7. Using nouns as modifiers. (Chart 7-3)  rections: Complete the sentences with the words in parentheses. Use the singular or a propriate. Include hyphens (-) as necessary.
_	. (shoe) They sell shoes at that store. It is a store.
2.	(flower) My garden has in it. It is a garden.
3.	(bean) This soup is made from black It is black soup.
4.	(baby) People can buy special food in small jars for It is called
	food.
5.	(child) Dr. Adams is trained as a psychologist for She is a
	psychologist.
6.	(salad) At a formal dinner, there are usually two forks on the table. The smaller fork
	is forfork.
7.	(fax) In our office we have a machine that sends and receives
	It is called amachine.
8.	(can) A kitchen tool that opens is called a opener.
	(potato) A tool that peels is called a
	neeler

<sup>\*</sup>Adjectives never take a final -s. (INCORRECT: beautiful pictures) See Appendix Chart A-3, p. A4. Similarly, nouns used as adjectives never take a final -s. (INCORRECT: vegetables soup)

9.	(airplane) Seats of	on	_ are uncomfortable	
	seats should be m	nade more comfortable	e and convenient for the	passengers.



11. $(two + hour)$ The plane was late. We	e had a wait. We had
to wait for	<u> </u>
12. (ten + year + old) My brother is	I have a
brot	ther.

- 13. (ten + speed) Joe can shift his bicycle into \_\_\_\_\_\_ different \_\_\_\_\_.

  He has a \_\_\_\_\_ bike.
- 14. (six + game) The basketball team has won \_\_\_\_\_\_ in a row (i.e., they haven't lost one of their last six games). They have a \_\_\_\_\_ winning streak.
- 15. (three + letter) "Arm" and "dog" are \_\_\_\_\_\_ words. Each word has\_\_\_\_\_

□ EXERCISE 8. Using nouns as modifiers. (Chart 7-3)
 Directions: Think of common expressions in which the given nouns are used to modify other nouns. Work in pairs, in groups, or as a class.
 Example: flower → a flower vase, a flower garden, a flower shop, etc.

1. cotton	6. telephone	11. silk	16. kitchen
2. grammar	7. mountain	12. morning	17. baby
3. birthday	8. government	13. street	18. vegetable
4. chicken	9. football	14. newspaper	19. office
5. airplane	10. bedroom	15. hotel	20. bicycle

7-4 COUNT AND NONCOUNT NOUNS					
<ul> <li>(a) I bought a chair. Sam bought three chairs.</li> <li>(b) We bought some furniture.  INCORRECT: We bought some furnitures.  INCORRECT: We bought a furniture.</li> </ul>			<i>Chair</i> is a count noun; chairs are items that can be counted. <i>Furniture</i> is a noncount noun. In grammar, furniture cannot be counted.		
	SINGULAR	PLURAL			
COUNT NOUN	a chair <b>one</b> chair	0 chairs* two chairs some chairs a lot of chairs many chairs	A count noun:  (1) may be preceded by a/an in the singular.  (2) takes a final -s/-es in the plural.		
NONCOUNT NOUN	0 furniture* some furniture a lot offurniture much furniture		A noncount noun:  (1) is not immediately preceded by <i>a/an</i> .  (2) has no plural form, so does not take a final -s/-es.		

<sup>\*0 =</sup> nothing.

# ☐ EXERCISE 9. Count and noncount nouns. (Chart 7-4)

*Directions:* Look at the *italicized* nouns in the sentences. Write "C" above the count nouns and "NC" above the noncount nouns.

C C

NC

- 1. I bought some *chairs, tables*, and *desks*. In other words, I bought some *furniture*.
- 2. Ann likes to wear jewelry. Today she is wearing four rings, six bracelets, and a necklace.
- 3. We saw beautiful *mountains*, *fields*, and *lakes* on our trip. In other words, we saw beautiful *scenery*.
- 4. Gold and iron are metals.
- 5. I used an iron to press my wrinkled shirt.
- 6. In the United States, *baseball* is called the national pastime. To play it, you need a *baseball* and a bat.

7-5 NONCOUNT NOUNS	
<ul><li>(a) I bought some chairs, tables, and desks. In other words, I bought some <i>furniture</i>.</li><li>(b) I put some <i>sugar</i> in my <i>coffee</i>.</li></ul>	Many noncount nouns refer to a "whole" that is made up of different parts.  In (a) furniture represents a whole group of things that is made up of similar but separate items.  In (b): sugar and coffee represent whole masses made up of individual particles or elements.*
(c) I wish you <i>luck</i> .	Many noncount nouns are abstractions. In (c): <i>luck</i> is an abstract concept, an abstract "whole." It has no physical form; you can't touch it. You can't count it.
(d) Sunshine is warm and cheerful.	A phenomenon of nature, such as <i>sunshine</i> , is frequently used as a noncount noun, as in (d).
(e) NONCOUNT: Ann has brown <i>hair</i> .  COUNT: Tom has a <i>hair</i> on his jacket.  (f) NONCOUNT: I opened the curtains to let in some <i>light</i> .  COUNT: Don't forget to turn off the <i>light</i> before you go to bed.	Many nouns can be used as either noncount or count nouns, but the meaning is different; e.g., <i>hair</i> in (e) and <i>lightin</i> (f).  (Dictionaries written especially for learners of English as a second language are a good source of information on count/noncount usages of nouns.)

<sup>\*</sup>To express a particular quantity, some noncount nouns may be preceded by unit expressions: a spoonful of sugar, a glass of water, a cup of coffee, a quart of milk, a loaf of bread, a grain of rice, a bowl of soup, a bag of flour, a pound of meat, a piece of furniture, a piece of paper, a piece of jewelry.

## 7-6 SOME COMMON NONCOUNT NOUNS

This list is a sample of nouns that are commonly used as noncount nouns. Many other nouns can also be used as noncount nouns.

- (a) WHOLE GROUPS MADE UP OF SIMILAR ITEMS: baggage, clothing, equipment, food, fruit, furniture, garbage, hardware, jewelry, junk, luggage, machinery, mail, makeup, money I cash/change, postage, scenery, traffic, etc.
- (b) FLUIDS: water, coffee, tea, milk, oil, soup, gasoline, blood, etc.
- (c) SOLIDS: ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.
- (d) GASES: steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.
- (e) PARTICLES: rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.
- (f) ABSTRACTIONS:
  - —beauty, confidence, courage, education, enjoyment fun, happiness, health, help, honesty, hospitality, importance, intelligence, justice, knowledge, laughter, luck, music, patience, peace, pride, progress, recreation, significance, sleep, truth, violence, wealth, etc.
  - —advice, information, news, evidence, proof, etc.
  - —time, space, energy, etc.
  - —homework, work, etc.
  - —grammar, slang, vocabulary, etc.
- (g) LANGUAGES: Arabic, Chinese, English, Spanish, etc.
- (h) FIELDS OF STUDY: chemistry, engineering, history, literature, mathematics, psychology, etc.
- (i) RECREATION: baseball, soccer, tennis, chess, bridge, poker, etc.
- (j) ACTIVITIES: driving, studying, swimming, traveling,\* walking, etc. (and other gerunds)
- (k) NATURAL PHENOMENA: weather, dew.fog, hail, heat, humidity, lightning, rain, sleet, snow, thunder, wind, darkness, light, sunshine, electricity, fire, gravity, etc.

<sup>\*</sup>British spelling: travelling.

	advice <b>vchang</b> e garbage hardware	homework information junk luggage/baggage	music progress <b>√river</b> screwdriver	stuff thunder traffic	
1.	I have some comy pocket.	oins in my pocket. Tn	other words. I have	ve some	<u>change</u>
2.		oi, the Amazon, and the	e Nile are well-kn	own	rivers
		to operas, symphonies,			
		all of cars, trucks, and			
	I put some bar	nana peels, empty juice	e cartons, and brol		
6.	They have a re	usty car without an engeir yard is full of	gine, broken chairs	s, and an old	l refrigera
		3 million	The state of the s		2

7. Paul has books, pens, papers, notebooks, a clock, scissors, a tape recorder, and some other things on his desk. He has a lot of \_\_\_\_\_on his desk.\*

Examples: I keep a lot of stuff in my desk drawers.

Look at all the stuff in this room!

<sup>\*</sup>As a noncount noun, stuff usually means "a group of various things." It is an inexact term used primarily in very informal spoken English. (Junk sometimes has the same meaning.)

8.	The children got scared when they heard	during the storm.
9.	Tools that are used for turning screws are called	
10.	I went to the store to get some nails, hammers, and screws. some	In other words, I bought
11.	Tonight I have to read 20 pages in my history book, do 30 a composition. In other words, I have a lot of	
12.	Ann took three suitcases, a shoulder bag, and a cosmetics c took a lot ofon her trip.	ase. In other words, she
13.	Toronto is 365 ft./109 m. above sea level. The average and is 32 in./81 cm. The population of the metropolitan area is (this, these)	over 3,000,000. I found
14.	I didn't feel good. Ann said, "You should see a doctor." Ni home and go to bed." Martha said, "You should drink fruitfrom three people.	_
15.	My English is slowly getting better. My vocabulary is increase	asing. It's getting easier fo
	me to write, and I make fewer mistakes. I can often unders	tand people even when
	they talk fast. I'm satisfied with theI'v	re made in learning English
Dir	E 11. Count and noncount nouns; nouns as modifie (Charts 7-3, 7-5, and 7-6)  rections: Add final -s/-es to the nouns in italics if necessary.  there words.	
1.	Isabel always has fresh <i>egg</i> available because she raises <i>chick</i>	S en in her yard. A
2.	I had chicken and rice for dinner last night. (no change)	
3.	Outside my window, I can see a lot of tree, bush, grass, din, and	nd flower.
4.	Abdullah gave me some good <i>advice</i> . Nadia also gave me so	ome good suggestion.
5.	Yoko learned several new word today. She increased her voc	abulary today.
6.	I drank two glass of water.	
7.	Window are made of glass.	-
8.	Mr. Chu wears glass because he has poor eyesight.	

- 9. It took me a lot of time to finish my homework. I had a lot of assignment.
- 10. I have been in Mexico three time. I've spent a lot of time there.
- 11. There are *typewriter*, *copier*, *telephone*, and *stapler* in a typical business office. A business office needs a lot of *equipment*.
- 12. The *air* is full *of smoke*, *dust*, carbon *monoxide*, and many other harmful *substance*. We must seek to reduce air *pollution*.
- **13.** I like to read good *literature*. I especially like to read *novel*, *poetry*, and *essay*. My favorite *poet* are Longfellow and Wordsworth. I have always liked their *poem*.
- 14. I like to experience different season. I like both hot and cold weather.
- 15. Being a parent has brought me a lot of happiness. Parenting requires a lot of patience, but it provides many reward.
- 16. You can find a lot of time-saving *machine* in a modern *factory*. Modern *factory* need modern *machinery*.
- 17. Experienced *traveler* learn to travel with minimal *luggage*. My globe-trotting aunt can pack everything she needs into two small *suitcase*, whether her trip will last for three *day* or three *month*. I'm not an experienced *traveler*. When I travel, I invariably take along too much *stuff*. Last month I took a **three-day** trip to Chicago with twice as many clothes as I needed.
- 18. Recycling is important. Regular *garbage* will typically contain many things that can be recycled: *magazine*, *envelope*, cardboard *box*, old *phone book*, *glass bottle*, *jar*, *copper*, *brass*, *tin can*, etc.
- 19. There are more star in the universe than there are grain of sand on all the beaches on earth.



## 7-7 BASIC ARTICLE USAGE

## I. USING A or 0: GENERIC NOUNS

SINGULAR COUNT NOUN  PLURAL COUNT NOUN  NONCOUNT NOUN	<ul><li>(a) A banana is yellow.*</li><li>(b) 0 Bananas are yellow.</li><li>(c) 0 Fruit is good for you.</li></ul>	A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real, concrete thing, but rather a symbol of a whole group.  In (a) and (b): The speaker is talking about any banana, all bananas, bananas in general. In (c): The speaker is talking about any and all fruit, fruit in general.  Notice that no article (0) is used to make generalizations with plural count nouns, as in (b), and with noncount nouns, as in (c).
	II. USING A or SOME:	INDEFINITE NOUNS
SINGULAR COUNT NOUN	(d) I ate a banana.	Indefinite nouns are actual things (not symbols), but they are not specifically identified.  In (d): The speaker is not referring to "this banana" or
PLURAL COUNT NOUN	(e) I ate some bananas.	"that banana" or "the banana you gave me. The speaker is simply saying that s/he ate one banana. The listener does not know nor need to know which specific banana was eaten; it was simply one banana out of that
NONCOUNT NOUN	(f) I ate some fruit.	whole group of things in this world called bananas. In (e) and (f): <i>Some</i> is often used with indefinite plural count nouns and indefinite noncount nouns. In addition to <i>some</i> , a speaker might use <i>two</i> , <i>a few</i> , <i>several</i> , <i>a lot of</i> , <i>etc.</i> , with plural count nouns, or <i>a little</i> , <i>a lot of</i> , <i>etc.</i> , with noncount nouns. (See Chart 7-4, p. 107.)
	III. USING THE: I	DEFINITE NOUNS
SINGULAR COUNT NOUN	(g) Thank you for the banana.	A noun is definite when both the speaker and the listener are thinking about the same specific thing. In (g): The speaker uses <i>the</i> because the listener knows
PLURAL COUNT NOUN	(h) Thank you for the bananas.	which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker.  Notice that <i>the</i> is used with both singular and plural
NONCOUNT NOUN	(i) Thank you for the fruit.	count nouns and with noncount nouns.

\*Usually *a/an* is used with a singular generic count noun. Examples:

A window is made of glass. A doctor heals sick people. Parents must give a child love. A box has six sides. An apple can be red, green, oryellow.

However, *the* is sometimes used with a singular generic count noun (not a plural generic count noun, not a generic noncount noun). "Generic *the*" is commonly used with, in particular:

(1) species of animals: The blue whale is the largest mammal on earth.

The elephant is the largest land mammal.

(2) inventions: Who invented the telephone? the wheel? the refrigerator? the airplane?

The computer will play an increasingly large role in all of our lives.

(3) musical instruments: I'd like to learn to play the piano.

Do you play the guitar?

			t <b>7-7)</b> f the noun is noncount. Capitalize
	bird has wings.	17	1 1
2. <u>An</u>	animal needs a regular supply	10	long hours.
2 K	of food.  Food is a necessity of life.	18	
4		19	water is composed of oxygen and hydrogen.
4	concert is a musical performance.	20	homework is a necessary part of
5	opera is a musical play.		a course of study.
6		21	grammar is interesting and fun.
_	pleasant sounds.	22	sentence usually contains a subject and a verb.
7	cup is a small container used for liquids.	23	English is used in airports
8	milk is nutritious.		throughout much of the world.
9	island is a piece of land	24	
4.0	surrounded by water.	25	0 0
10	8		fruit is good for you.
11	bridge is a structure that spans a river.	27	
12	valley is an area of low land between two mountains.	28	to take wrinkles out of cloth
13	health is one of the most important things in life.		fabric.
14	adjective is a word that modifies a noun.		
15	knowledge is a source of power.	29,	basketballis round.
16	tennis is a sport.		basketball is a sport.
	Article usage with indefinite n Add <i>a/an</i> or <i>some</i> to these sente		rt 7-7)
1. The te	eacher madean anno	ouncement.	
2. I saw	bird.		
3. I saw _	some birds.		
4. Rosa b	orrowed some money	from her unc	le.
5. I had	accident.		
6. I have_	homework to do	tonight.	
7. There i	istable in the ro	om.	

	<b>S. There</b> isfurniture in the room.
	9. There arechairs in the room.
	10. My father gave meadvice.
	11. Sonya is carryingsuitcase.
	12. Sonya is carrying luggage.
	13. There wasearthquake in California.
	14. I gotletters in the mail.
	15. Helen gotletter from her mother.
	16. Jerry gotmail yesterday.
	17. A computer is machine that can solve problems.
	18. The factory boughtnew machinery.
	19machines are powered by electricity. Some use other sources of energy.
	20. I threw awayjunk.
	21. I threw awayold basket that was falling apart.
	22. I threw awayold boots that had holes in them.
□ EXE	RCISE 14. Count and noncount nouns. (Charts $7-4 \rightarrow 7-7$ ) Directions: A favorite game for adults and children alike is called "My Grandfather's Store. It is played with a group of people. Each person begins his/her turn by saying "I went to my grandfather's store and bought " The first person names something that begins with the letter "A." The second person repeats what the first person said, and then names something that begins with the letter "B." The game continues to the letter "Z," the end of the alphabet. The people in the group have to listen carefully and remember all the items previously named.
	Example:
	1st person: / went to my grandfather's store and bought an apple. 2nd person: / went to my grandfather's store and bought an apple and some bread. 3rd person: I went to my grandfather's store and bought an apple, some bread, and a camel. 4th person: / went to my grandfather's store and bought an apple, some bread, a camel, and some dark socks.
	5th person: Etc.
	Assume that "grandfather's store" sells just about anything anyone would ever think of. Pay special attention to the use of <i>a</i> , <i>an</i> , and <i>some</i> .
	Alternative beginnings:  Tomorrow I'm going to (name of a place). In my suitcase, I will pack  If I lived on a deserted island, I would need

7-8 GENERAL GUIDELINES F	OR ARTICLE USAGE				
(a) <i>The sun</i> is bright today.  Please hand this book to <i>the teacher</i> .  Please open <i>the door</i> .  Omar is in <i>the kitchen</i> .	GUIDELINE: Use <i>the</i> when you know or assume that your listener is familiar with and thinking about the same specific thing or person you are talking about.				
(b) Yesterday I saw <i>some dogs</i> . <i>The dogs</i> were chasing <i>a cat</i> . <i>The cat</i> was chasing <i>a mouse</i> . <i>The mouse</i> ran into <i>a hole</i> . <i>The hole</i> was very small.	GUIDELINE: Use <i>the</i> for the second mention of an indefinite noun.* In (b): first mention = <i>some dogs</i> , a cat, a mouse, a hole; second mention = the dogs, the cat, the mouse, the hole.				
<ul> <li>(c) CORRECT: Apples are my favorite fruit.  INCORRECT: The apples are my favorite fruit.</li> <li>(d) CORRECT: Gold is a metal.  INCORRECT: The gold is a metal.</li> </ul>	GUIDELINE: Do NOT use <i>the</i> with a plural count noun (e.g., <i>apples</i> ) or a noncount noun (e.g., <i>gold</i> ) when you are making a generalization.				
(e) CORRECT: (1) I drove a car. / I drove the car. (2) I drove that car. (3) I drove his car. INCORRECT: I drove car.	GUIDELINE: A singular count noun (e.g., car) is always preceded by:  (1) an article (alan or the); OR  (2) this/that; OR  (3) a possessive pronoun.				
*Theis not used for the second mention of a generic noun. COMPARE:  (1) Whatcolor is a banana (generic noun)? A banana (generic noun) is yellow.  (2) Joe offered me a banana (indefinite noun) or an apple. I chose the banana (definite noun).					
EXERCISE 15. Article usage. (Charts 7-7 and 7-8)  Directions: In these dialogues, decide whether the speakers would probably use alan or the.					
1. A: I have $\alpha M$ idea. Let's go on	a picnic Saturday.				

1.		I have M idea. Let's go on A picnic Saturday.  Okay.
2.		Did you have fun at the picnic yesterday?  Sure did. And you?
3.		You'd better have good reason for being late!  I do.
4.		Did you think reason Mike gave for being late was believable?  Not really.
5.	B:	Where's my blue shirt?  It's in washing machine.  That's okay. I can wear different shirt.
6.		I wish we had washing machine.  So do I. It would make it a lot easier to do our laundry.
7.	B:	Can you repair my car for me? What's wrong with it?
	A:_	radiator hasleak, and one ofwindshield wipers doesn't work.

B: Can you show me where \_\_\_\_\_ leak is?

8. A: What happened to your bicycle?front wheel is bent.	
B: I ran intoparked car when I swerved to avoid	_big pothole
in the street.	
A: Did you damage car?	
B: A little.	
A: What did you do?	
B: I leftowner ofcar.	
A: What did you write onnote?	
<b>B</b> : My name and address. I also wrote apology.	
9. A: Have you seen my boots?	
B: They're incloset in front hallway.	
☐ EXERCISE 16. Article usage. (Charts 7-7 and 7-8)	• .
Directions: Complete the sentences with $a/an$ , the, or 0. Capitalize as	appropriate.
1. <b>Ø k</b> eef is a kind of <b>Ø</b> meat.	
2. The beef we had for dinner last night was excellent.	
3. Jim is wearing • straw hat today.	
4. Jim likes to wearhats.	
5hat isarticle of clothing.	
6hats arearticles of clothing.	
7brown hat on that hook over there belongs to Mark.	
8. Everyone hasproblems inlife.	
9. My grandfather hadlong life.	
10. That book is aboutlife of Helen Keller.	
11. Tommy wants to beengineer when he grows up.	
12. The Brooklyn Bridge was designed byengineer.	
13. John Roebling is name ofengineer who designed	l the Brooklyn
Bridge. He died in 1869 from infection beforeb	oridge was
completed.	
14people wear jewelry to make themselves more at	tractive.
15 jewelry Diana is wearing today is beautiful.	
15 jewen j Diana is wearing today is beautiful.	

☐ EXERCISE 17. Article usage. (Charts 7-7 and 7-8)  Directions: Complete the sentences with a/an, the, or 0.
1. We need to getnew phone.
2. Alex, would you please answerphone?
3people useplants inmany different ways. Plants supply u with oxygen. They are a source oflifesaving medicines. We use plant products to buildhouses and to makepaper andtextiles.
4. When you look atsandy shore, it might seem practically empty of animals. This appearance is deceptive, however. Beneathsurface, the sand is full oflife. It is teeming withcrabs,shrimp, worms,snails, andother kinds ofmarine animals.
5. Our children enjoyed going to the beach yesterday. When they dug insand, they found various kinds of animals. Susie found crab, and so did Johnny crab Johnny found pinched him, which made him cry. But he had good time at beach anyway.
6. The biggest bird in the world is the ostrich. It eats just about anything it can reach, including stones, glass, and keys. It can kill person with one kick.
7. Do you ever gaze into space and wonder if other life forms exist in universe?
8 most mirrors are made from glass to which thin layer of

\_\_\_\_\_ silver or \_\_\_\_\_ aluminum has been applied.

9.	Inrecent newspaper artic	cle, I read aboutAustralian swimmer who
	was saved from shark by	group of dolphins. When shark
		dolphins chased it away. They saved
		doiphins chased it away. They saved
	swimmer's life.	
10.	. I heard on the radio that there is	evidence that dolphins suffer in
	captivity. Dolphins that are free i	nnature live around 40 years. Captive
		12 years. It is believed that some captive dolphins
	commitsuicide.	
11.	phonograph records have	e become old-fashioned. They have been supplanted
		are commonly referred to as CDs.
	bycompact discs, which	are commonly referred to as CDs.
12.	Look. There'sfly walking	g onceiling. It's upside down. Do you
	supposefly was flying rig	ghtside up and flipped over at the last second, or was
	it flying upside down when it land	ded on ceiling?
	it flying upside down when it fand	eed oneening.
Dia exp	SE 18. Preview: expressions of orections: Before you look at the nexpressions that CANNOT be used to comple: I bought furnitude. some  b. a couple of	at chart, try this exercise. Draw a line through the complete the sentence correctly.
	c. several	
	d. too much	
	e. too many	,
1	I received letters.	2. Treceived mail.
	a. two	a. two
	b. a couple of	b. a couple of
	c. both	c. both
	d. several	d. several
	e. some	e. some
	f. a lot of	f. a lot of
	g. plenty of	g. plenty of
	h. too many i. too much	h. too many i. too much
	j. a few	
	k. a little	j. a few k. a little
	1. a number of	1. a number of
	m. a great deal of	m. a great deal of
	n. hardly any	n. hardly any
	o. no	o. no

7-9 EXPRESSIONS OF QUANTITY			
EXPRESSIONS OF QUANTITY	USED WITH COUNT NOUNS	USED WITH <b>NONCOUNT</b> NOUNS	An expression of quantity may precede a noun. Some expressions of quantity are
(a) one each every	one apple each apple every apple	0* O O	used only with count nouns, as in (a) and (b).
(b) two, etc. both a couple of a few several many a number of	two apples both apples a couple of apples a few apples several apples many apples a number of apples	0 0 0 0 0	
(c) a little much a great deal of	0 0 0	a little rice much rice a great deal of rice	Some are used only with noncount nouns, as in (c).
(d) no some/any a lot ofHots of plenty of most all	no apples some/any apples a lot of/lots of apples plenty of apples most apples all apples	no rice some/any rice a lot of/lots of rice plenty of rice most rice all rice	Some are used with both count and noncount nouns, as in (d).

<sup>\*0 =</sup> not used. For example, you can say "I ate one apple" but NOT "I ate one rice."

<b>EXERCISE</b>	19.	Expressions of quantity.	(Chart 7-9)
 _,		Expressions of qualitary.	(0.10.0.0

*Directions:* Draw a line through the expressions that CANNOT be used to complete the sentence correctly. Item 1 has been started for you.

ne	sentence correctly. Item 1 has been sta	rtea	Tor you.
1.	Jake has homework.	2.	Isabel has assignments.
	a. three		a. three
	b. several		b. several
	c. some		c. some
	d. a lot of		d. a lot of
	e. too much		e. too much
	f. too many		f. too many
	g. a few		g. a few
	h. a little		h. a little
	i. a number of		i. a number of
	j. a great deal of		j. a great deal of
	k. hardly any		k. hardly any
	1 no		1 no

□ E	XERCISE 20.	MUCH vs.	MANY.	(Chart 7-9	)
-----	-------------	----------	-------	------------	---

*Directions:* Write *much* or *many*. Also write the plural form of the *italicized* nouns as necessary. In some sentences, you will need to choose the correct verb in parentheses.

## cities

- 1. I haven't visited <u>many</u> caty in the United States.
- 2. There (isn't/aren't) \_\_\_\_isn't \_\_\_\_much money in my bank account.
- 3. I haven't gotten \_\_\_\_\_ mail lately.
- 4. I don't get \_\_\_\_\_\_ letter.
- 5. There (isn't/aren't) \_\_\_\_\_\_ hotel in my hometown.
- 6. There (is/are) \_\_\_\_\_ too \_\_\_\_\_. furniture in Anna's living room.



- 7. There (isn't/aren't) \_\_\_\_\_ traffic today.
- 8. There (isn't/aren't) \_\_\_\_\_\_ *car* on the road today.
- 9. I can't go with you because I have too \_\_ work to do.
- 10. A: How\_\_\_\_\_\_side does a pentagon have?
  - B: Five.

11.	I couldn't find	<i>information</i> in tha	t book.	
12.	How	_ <i>homework</i> did the teac	her assign?	
. 13.	I haven't met	people since I	came here.	
14.	How	_ postage does this letter	need?	
15.	I think there (is/are)	too		_ violence on television.
16.	I don't have	patience with i	ncompetence	
17.	The doctor has so hours a day.	patient th	at she has to	work at least twelve
18.	A: HowB: Thirty-two.	tooth does the aver	rage person h	ave? ¬
19.	There (isn't/aren't)the local paper.			international news in
20.	How	fish (is/are)	there i	n the ocean?
21.	How	_ continent (is/are)	t1	here in the world?
22.	How	_ progress has your cour	ntry made in	improving the quality of
	medical care available to t	he average citizen?		
<i>Dia</i> for wr	SE 21. Expressions of quarections: If the given noun or (singular or plural). If t ite 0.  Helen bought several	can be used to complete he given noun cannot be . 3. Sa	e used to con am bought a	mplete the sentence,
	furniture	ric	re	<u>rice</u>
	jewelry	stuj	ff _	stuff
	necklace <u>necklace</u>	<b>25</b> thi	ing _	<u>things</u>
2.	Jack bought too much shoe salt salt	bro	ead	couple of
	salt Salt equipment equipment equipment			
	tool		•	

5. I read a few	• •	9. Nick has a nur	nber of
novel		shin	
literature		homework	
poem		pen	
•		_	
6. I bought some		10. I don't have a	great deal of
orange juice		patience	
light bulb		wealth	
computer		•	
7. We need plenty	y of	11. I need a little.	
sleep		luck	
information		money	
fact			
8. I saw both		12. The author has	many
woman		idea	
movie			
scene			
necessary. Pronoun	ny or much* with the ce final -s/-es loudly a	art 7-9) following words, changir and clearly. The cuer's be exercise in pairwork, sw	ook is open. The
	e → many sentences much water nany thieves		
1. furniture	8. piece	15. music	22. hypothesis
2. desk	9. mouse	16. progress	23. mail
3. branch	10. advice	17. race	24. office
4. equipment	11. sheep	18. knowledge	25. slang
5. machinery	12. homework	19. marriage	26. roof
6. machine	13. prize	20. information	27. shelf
7. woman	14. goose	21. luck	28. tooth

14. goose

<sup>\*</sup>You may want to practice some of these words in sentences. *Much* is usually not used in affirmative sentences; instead, *a lot of or a great deal of is* frequently used. *Much* is used primarily in negative sentences and questions.

7-10	USING A FEW AND FEW;A L	ITTLE AND LITTLE
a few a little	<ul> <li>(a) She has been here only two weeks, but she has already made <i>a few friends</i>. (Positive idea: <i>She has made some friends</i>.)</li> <li>(b) I'm very pleased. I've been able to save <i>a little money</i> this month. (Positive idea: / have saved some money instead of spending all of it.)</li> </ul>	A few and a little* give a positive idea; they indicate that something exists, is present, as in (a) and (b).
few little	<ul> <li>(c) I feel sorry for her. She has (very) few friends. (Negative idea: She does not have many friends; she has almost no friends.)</li> <li>(d) I have (very) little money. I don't even have enough money to buy food for dinner. (Negative idea: / do not have much money; I have almost no money.)</li> </ul>	Few and little (without a) give a negative idea; they indicate that something is largely absent.  Very (+few/little) makes the negative stronger, the number/amount smaller.

<sup>\*</sup>A fewand few are used with plural count nouns. A little and little are used with noncount nouns.

# ☐ EXERCISE 23. Using A FEW and FEW; A LITTLE and LITTLE. (Chart 7-10)

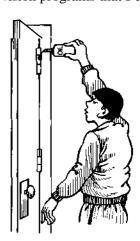
Directions: Without substantially changing the meaning of the sentence, replace the italicized words with a few, (very) few, a little, or (very) little.

## a little

1. I think that some lemon juice on fish makes it taste better.

# (very) few

- 2. Many people are multilingual, but *not many* people speak more than ten languages.
- 3. Some sunshine is better than none.
- 4. January is a cold and dreary month in the northern states. There is *not much* sunshine during that month.
- 5. My parents like to watch TV. Every evening they watch *two or three* programs on TV before they go to bed.
- 6. I don't watch TV very much because there are *hardly any* television programs that I enjoy.
- 7. If a door squeaks, *several* drops of oil in the right places can prevent future trouble.
- 8. If your door squeaks, put *some* oil on the hinges.
- Mr. Adams doesn't like to wear rings on his fingers.
   He wears almost no jewelry.



	E 24. Using A FEW and FEW; A LITTLE and LITTLE. (Chart 7-10) rections: Complete the sentences with a few, (very) few, a little, or (very) little.
1.	Do you have a few minutes? I'd like to ask you a few
	questions. I needa littlemore information.
2.	Diana's previous employer gave her a good recommendation because she makes
3.	After Steve tasted the soup, he addedsalt to it.
4.	I don't like a lot of salt on my food. I addsalt to my food.
5.	I like music. I like to listen to music after dinner before I begin studying.
6.	Driving downtown to the stadium for the baseball game was easy. We got there quickly because there wastraffic.
7.	Jim is having a lot of trouble adjusting to eighth grade. He seems to be unpopular.  Unfortunately, he hasfriends.
8.	We're looking forward to our vacation. We're planning to spend
9.	that, we're going to go to a fishing resort in Canada.  A: Are you finished?  B: Not yet. I need more minutes.
10.	A: Are you finished?  B: Not yet. I need more time.
11	I was hungry, so I atenuts.
12.	Because the family is very poor, the children havetoys.
13.	Into each life,rain must fall. (a saying)
14.	Natasha likes sweet tea. She usually addshoney to her tea.  Sometimes she addsmilk, too.
15.	Has anyone ever called you on the phone and tried to sell you something you didn't want? I have patience with people who interrupt my dinner to try to sell me a magazine.
16.	He's a lucky little boy. Because his parents have taken good care of him, he has hadproblems in his young life.

7-11 USING <i>of</i> IN EXPRESSI	IONS OF QUANTITY
<ul> <li>(a) CORRECT: A lot ofbooks are paperbacks.</li> <li>(b) CORRECT: A lot of my books are paperbacks.</li> <li>(c) INCORRECT: A lot books are paperbacks.</li> </ul>	Some expressions of quantity (such as <i>a lot of</i> ) always contain <i>of</i> , as in (a) and (b). See GROUP ONE below.
(d) CORRECT: <i>Many of my books</i> are paperbacks.  (e) <i>INCORRECT: Many my books</i> are paperbacks.	Sometimes <i>of is</i> used with an expression of quantity, as in (d), and sometimes <i>of is</i> NOT used with the same expression of quantity, as in (f). See GROUP TWO below.
(f) CORRECT: <i>Many books</i> are paperbacks. (g) <i>INCORRECT: Many of books</i> are paperbacks.	
GROUP ONE: EXPRESSIONS OF QUANTITY THAT ALWAYS Ca lot of a number of a majority of lots of a great deal of plenty of	CONTAIN OF
GROUP TWO: EXPRESSIONS OF QUANTITY THAT SOMETIM  all (of) many (of) one (of)  most (of) much (of) two (of)  almost all (of) a few (of) three (of)  a little (of) etc.	ES CONTAIN <b>OF</b> AND SOMETIMES NOT  both (of) some (of)  several (of) any (of)
<ul> <li>(h) Many of my books are in English.</li> <li>(i) Many of those books are in English.</li> <li>(j) Many of the books on that shelf are in English.</li> </ul>	Ofis used with the expressions of quantity in GROUP TWO when the noun is specific. A noun is specific when it is preceded by:  1. my, John's (or any possessive), as in (h). 2. this, that, these, or those, as in (i). 3. the, as in (j)
(k) Many books are in English.	Of is NOT used with the expressions of quantity in GROUP TWO if the noun it modifies is nonspecific. In (k): The noun books is nonspecific; ie., the speaker is not referring to "your books" or "these books" or "the books on that desk." The speaker is not referring to specific books, but to books in general.
□ EXERCISE 25. Using OF in expressions of Directions: Add of if necessary. Write 0. 1. I know several of Jack's friends.	0 if <b>of</b> is not necessary.
2. I've made several 💋 friends late	ly.
3. Somestudents are lazy. Mos	ststudents are hard-working.
4. Somethe students in Mrs. Gr	ray's class are a little lazy.
5. Mostbooks have an index.	
6. MostAli's books are written	in Arabic.
7. I bought a fewbooks yesterda	ay.
8. I've read a fewthose books.	

9. I'm new here. I don't know many\_\_\_\_\_people yet.

10. I've just moved into a new apartment. I don't know manymy neighbors yet.
11. Have you taken anytrips lately?
12. Sam hasn't met anythe students in the other class.
13. I usually get a lotmail.
14. A lotthe mail I get is junk mail.
15. Our class has 30 students. Mr. Freeman's class has 25 students. Ms. North's class has
20 students. Of the three classes, our class has the moststudents.*
16. Mostthe students in our class are very smart.*
17. Out of all the students, Ali usually asks the mostquestions during class. Most
his questions are about grammar.
18. Mostpeople need six to eight hours of sleep every night.
19. Mostthe people in this class always hand in their assignments on time.
20. China has the mostpeople of any country in the world.

7-12 ALL (OF) AND BOTH (OF)				
(a) CORRECT: <i>All of the students</i> in my class are here. (b) CORRECT: <i>All the students</i> in my class are here.	When a noun is specific (e.g., the students), using of after all is optional as in (a) and (b).			
(c) CORRECT: <i>All students</i> must have an I.D. card. (d) <i>INCORRECT: All of students</i> must have an <b>I.D.</b> card.	When a noun is nonspecific, <b>of</b> does NOT follow <b>all</b> , as in (c).			
<ul> <li>(e) I know both (of) those men.</li> <li>(f) CORRECT: I know both men.</li> <li>(g) INCORRECT: I know both of men.</li> </ul>	Similarly, using <i>of</i> after <i>both</i> is optional when the noun is specific, as in (e).  When a noun is nonspecific, <i>ofdoes</i> NOT follow <i>both</i> , as in (f).			

# ☐ EXERCISE 26. ALL (OF) and BOTH (OF). (Chart **7-12)**

Directions: Of is not necessary in any of these sentences. In the sentences in which the use of of is optional, write (of) in the blanks. If of is not possible because the noun is nonspecific, write  $\mathbf{Q}$ .

- 1. All (o the children listened to the story.
- 2. Almost all **\( \exists** children like fairy tales.

- (1) **The most** = superlative. The superlative is used to compare three or more persons or things. **The most** is never immediately followed by **of**. Example: Out of all the boys, Tom ate the most food.
- (2) **Most** (not preceded by **the**) = an expression of quantity whose meaning ranges from "over fifty percent" to "almost all." Example: **Most of the food** at that restaurant is good, but not all of it.

<sup>\*</sup>COMPARE:

3.	Botnthose books are mine.
4.	I bought two books. Bothbooks were expensive.
5.	Almost allstudents study hard for exams.
6.	Allbirds have wings, but not all
	birds can fly. Boththe birds in the
	picture are incapable of flight.
7.	I have two brothers. Bothmy brothers are in schoolmy brothersmy brot
8.	Do you know allthe people in your biology class?
9.	Allthe students in my class are studying English.
10.	Not allpeople are friendly, but mostpeople have kind hearts.
	E 27. Using OF in expressions of quantity. (Charts 7-11 and 7-12) rections: Add of and/or write 0.
1.	Some $\cancel{\mathbb{Z}}'$ fish are surface feeders. Others are bottom feeders.
2.	Some of the fish we caught were too small to keep.
3.	Almost all of OR Ø the fish in Jennifer's aquarium died. She finally had to admit
	that she didn't know much about taking care of tropical fish.
4.	I bought severalbooks at the used book sale.
5.	Severalmy friends and I have volunteered to clean up the litter left on the school grounds by thoughtless students.
6.	The airline was crippled by a strike last month, but now it's over. Allthe
	pilots were happy to get back to work after the strike.
7.	Mostpeople have a littletrouble using the currency in a foreign country for a fewdays after they first arrive.
8.	There's nothing I like better than a good book, but I haven't done much reading for
	pleasure lately. Mostthe reading I do is related to my work.
9.	It's important for young people to have goals in their lives. My mother always told me
	that anydream is worth pursuing if I know in my heart it is what I want to
	do. Fewpeople have made great accomplishments in life without first
	having a dream—a personal, inner vision of what is possible.

10. Square dancing is a traditional folk dance in the
United States. We all had a lot fun
learning to square dance at the party. Many
the people at the party had never
done any square dancing before.
11. When my parents were young, they had
littleopportunity to travel.
12. A fewchildren are given their first
watch by the time they are six years old.
However, mostthese children cannot
tell time correctly.

7-13 SINGULAR EXPRESSIONS OF QUANTITY: ONE, EACH, EVERY			
<ul> <li>(a) One student was late to class.</li> <li>(b) Each student has a schedule.</li> <li>(c) Every student has a schedule.</li> </ul>	One, each, and every are followed immediately by singular count nouns (never plural nouns, never noncount nouns).		
(d) One of the students was late to class. (e) Each (one) of the students has a schedule. (f) Every one of the students has a schedule.	One of, each of, and every one of* are followed by specific plural count nouns (never singular nouns; never noncount nouns).		

Every one (two words) is an expression of quantity; e.g., / have read every one of those books.

Everyone (one word) is an indefinite pronoun; it has the same meaning as everybody; e.g., Everyone/Everybodyhas a

NOTE: Each and every have essentially the same meaning.

Each is used when the speaker is thinking of one person/thing at a time: Each student has a schedule. = Mary has a schedule. Hiroshi has a schedule. Carlos has a schedule. Sabrina has a schedule. (etc.)

Every is used when the speaker means "all": Every student has a schedule.

6. Every one of the \_\_\_\_\_ came. (member)

Every is used when the speaker means an : Every student na	s a screame. = An of the students have screames.
EXERCISE 28. Using ONE, EACH, and EVER Directions: Complete the sentences with parentheses.	RY. (Chart 7-13) the correct form, singular or plural, of the noun in
1. There is only onegirl	on the sixth-grade soccer team. (girl)
2. Only one of the	in the sixth grade is on the soccer team. (girl)
3. Each of the	got a present. (child)
4. Mr. Hoover gave a present to each	(child)
5. We invited every	of the club. (member)

# ☐ EXERCISE 29. Using ONE, **EACH**, and EVERY. (Chart 7-13)

*Directions:* Some (but not all) of the following sentences contain errors. Find and correct the errors.

## student

- 1. It's important for every students to have a book.
- 2. Each of the students in my class has a book. (no change)
- 3. Spain is one of the country I want to visit.
- 4. The teacher gave each of students a test paper.
- 5. Every student in the class did well on the test.
- 6. Every furniture in that room is made of wood.
- 7. One of the equipment in our office is broken.
- 8. I gave a present to each of the woman in the room.
- 9. One of my favorite place in the world is an island in the Caribbean Sea.
- 10. Each one of your suitcases will be checked when you go through customs.
- 11. It's impossible for one human being to know every languages in the world.
- 12. I found each of the error in this exercise.

#### $\square$ EXERCISE 30. Activity: expressions of quantity. (Charts 7-9 $\rightarrow$ 7-13)

*Directions:* Conduct an opinion poll among your classmates. Report your findings using expressions of quantity. Prepare five yes/no questions that ask for opinions or information about the respondents' likes, dislikes, habits, or experiences.

## Possible questions:

- 1. Do you read an English language newspaper every day?
- 2. Do you like living in this city?
- 3. Do you have a car?
- 4. Have you ever ridden a horse?
- 5. Are you going to be in bed before midnight tonight?

Record your classmates' responses. Then in your report, make generalizations about this information by using expressions of quantity. For example:

- 1. Only a few of the people in this class read an English newspaper every day.
- 2. Most of them like living in this city.
- 3. Three of the people in this class have cars.
- 4. About half of them have ridden a horse at some time in their lifetime.
- 5. Almost all of them are going to be in bed before midnight tonight.

# ☐ EXERCISE 31. Review: expressions of quantity. (Charts 7-9 → 7-13)

*Directions:* Most of the statements below are inaccurate overgeneralizations. Make each statement clearer or more accurate by adding an expression of quantity. Add other words to the sentence or make any changes you wish. The following list suggests expressions of quantity you might use. Work in pairs, in groups, or as a class.

all (of) each (of) every almost all (of) most (of)	many (of) much (of) a number of a great deal of a lot of	one (of) two (of) half of 50 percent of three fourths of a majority of hundreds of thousands of	some (of) several (of) (a) few (of) (a) little (of) hardly any (of) none of
		millions of	

Example: My classmates are from Japan.

Possible sentences: Most of my classmates are from Japan.

- → All (of) my classmates are from Japan.
- → One of my classmates is from Japan.
- → Hardly any of my classmates are from Japan.
- → None of my classmates is from Japan.
- 1. My classmates speak Arabic.
- 2. People are friendly.
- 3. The pages in this book contain illustrations.
- 4. Babies are born bald.
- 5. The students in my class are from South America.
- 6. People like to live alone.
- 7. The people I know like to live alone.
- 8. The countries in the world are in the Northern Hemisphere.
- 9. The citizens of the United States speak English.
- 10. Children like to read scary stories.
- 11. The children in my country go to school.
- 12. Airplanes depart and arrive precisely on time.
- 13. The rivers in the world are polluted.
- 14. The pollution in the world today is caused by human beings.
- 15. City dwellers do not have cars.
- 16. The food at (name of the place you usually eat) is very good.

CONTENTS						
8-1	Personal pronouns	8-4	Reflexive pronouns			
8-2	Personal pronouns: agreement with generic nouns and	8-5	Using you, one, and they as impersonal pronouns			
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## ☐ EXERCISE 1. Preview: personal pronouns. (Chart 8-1)

Directions: Correct the errors you find in pronoun usage.

- 1. Some North American food is very good, but I don't like most of them.
- 2. When we were schoolgirls, my sister and me used to play badminton after school every day.
- 3. If you want to pass you're exams, you had better study very hard for it.
- 4. The work had to be finished by my boss and I after the store had closed for the night.
- A hippopotamus spends most of it's time in the water of rivers and lakes.
- 6. After work, Mr. Gray asked to speak to
  Tim and I about the company's new policies. He explained it to us and asked for ours opinions.
- 7. A child should learn to respect other people. They need to learn how to treat other people politely, including their playmates.
- 8. My friends asked to borrow my car because their's was in the garage for repairs.

8-1 PERSONAL PRONOUNS							
	SUBJECT PRONOUN	OBJECT PRONOUN	POSSESSIVE PRONOUN	POSSESSIVE ADJECTIVE			
SINGULAR	I you she, he, it h	me you er, him, it	mine your hers, his, its	my name your name her, his, its name			
PLURAL	we you they	us you them	ours yours theirs	our names your names their names			
(a) I read <i>a book. It</i> was good.  (b) I read <i>some books. They</i> were good.			A pronoun is used in place of a noun. The noun it refers to is called the "antecedent."  In (a): The pronoun <i>it</i> refers to the antecedent noun <i>book</i> .  A singular pronoun is used to refer to a singular noun, as in (a). A plural pronoun is used to refer to a plural noun, as in (b).				
(c) / like tea. Do you like tea too?			Sometimes the antecedent noun is understood, not explicitly stated. In (c): / refers to the speaker, and you refers to the person the speaker is talking to.				
(d) John has a car. He drives to work.			Subject pronouns are used a he in (d).	as subjects of sentences, as			
(e) John works in my office. I know him well. (f) I talk to him every day.			Object pronouns are used as (e), or as the objects of prep				
(g) That book is <i>hers</i> .  Yours is over there.  (h) INCORRECT: That book is <i>her's</i> .  Your's is over there.			Possessive pronouns are not followed immediately by a noun; they stand alone, as in (g).  In (h): Possessive pronouns do NOT take apostrophes. (See Chart 7-2, p. 103, for the use of apostrophes with possessive nouns.)				
(i) Her book is here. Your book is over there.			Possessive adjectives are followed immediately by a noun; they do not stand alone.				
<ul><li>(j) A bird uses <i>its</i> wings to fly.</li><li>(k) <i>INCORRECT</i>: A bird uses <i>it's</i> wings to fly.</li></ul>			COMPARE: <i>Its</i> has NO APOSTROPHE when it is used as a possessive, as in (j).				
	ly. Inn is my favorite of ess since 1933.	old hotel. It's	It's has an apostrophe when it is used as a contraction of it is, as in (1), or it has when has is part of the present perfect tense, as in (m).				

# ☐ EXERCISE 2. Personal pronouns: antecedents. (Chart 8-1)

Directions: Identify the personal pronouns and their antecedents.

- " 1. Jack has a part-time job. He works at a fast-food restaurant.  $\rightarrow$  (he a pronoun; Jack = the antecedent)
  - 2. Most monkeys don't like water, but they can swim well when they have to.
  - 3. The teacher graded the students' papers last night. She returned them during class today.

- 4. Nancy took an apple with her to work. She ate it at lunch time.
- 5. A dog makes a good pet if it is properly trained.
- 6. Tom's cat is named Maybelle Alice. She\* is very independent. She never obeys Tom. His dogs, on the other hand, obey him gladly. They like to please him.
- ☐ EXERCISE 3. Possessive pronouns and adjectives. (Chart 8-1) Directions: Choose the correct words in italics.
  - 1. This is (my)\ mine umbrella. (Your)\ Yoursumbrella is over there.
  - 2. This umbrella is  $my \setminus mine$ . The other one is your \ yours.



- 3. Mary and Bob have *their* \ *theirs* books. In other words, Mary has her \ hers and Bob has his \ him.
- 4. A honeybee has two wings on each side of  $its \setminus it's$  body.
- 5. Its \ It's true that a homing pigeon will find its \ it's way home even though it begins *its* \ it's trip in unfamiliar territory.
- 6. I have a pet. Its \ It's name is Squeak. Its \ It's a turtle. Its \ It's been my pet for two years.
- 7. Our \ Ours house is almost the same as our \ ours neighbors' house. The only difference in appearance is that  $our \setminus ours$  is gray and their \ theirs is white.
- 8. When I was in Florida, I observed an interesting fish-eating bird called an anhinga. It \ They dives into the water and spears its \ it's prey on its \ it's long, pointed bill. After emerging from the water,  $it \setminus they$  tosses the fish into the air and catches  $it \setminus them$ in mid-air, then swallows it \ them headfirst. Its \ It's interesting to watch anhings in action. I enjoy watching  $it \setminus them$ .

<sup>\*</sup>If the sex of a particular animal is known, usually she or he is used instead of it.

# 8-2 PERSONAL PRONOUNS: AGREEMENT WITH GENERIC NOUNS AND INDEFINITE PRONOUNS

NOUNS AND INDEFINITE PRONOUNS					
<ul><li>(a) A student walked into the room. She was looking for the teacher.</li><li>(b) A student walked into the room. He was looking for the teacher.</li></ul>	In (a) and (b): The pronouns refer to particular individuals whose gender is known. The nouns are not generic.				
<ul> <li>(c) A student should always do his assignments.</li> <li>(d) A student should always do his Iher assignments.</li> <li>A student should always do his or her assignments.</li> </ul>	A generic noun* does not refer to any person or thing in particular; rather, it represents a whole group. In (c): A student is a generic noun; it refers to anyone who is a student.  With a generic noun, a singular masculine pronoun has been used traditionally, but many English speakers now use both masculine and feminine pronouns to refer to a singular generic noun, as in (d). The use of both masculine and feminine pronouns can create awkward-sounding sentences.				
(e) Students should always do their assignments.	Problems with choosing masculine and/or feminine pronouns can often be avoided by using a plural rather than a singular generic noun, as in (e).				
everybody somebody any	one no one** body nobody thing nothing				
<ul> <li>(f) Somebody left his book on the desk.</li> <li>(g) Everyone has his or her own ideas.</li> <li>(h) INFORMAL:     Somebody left their book on the desk.     Everyone has their own ideas.</li> </ul>	A singular pronoun is used in formal English to refer to an indefinite pronoun, as in (f) and (g). In everyday informal English, a plural personal pronoun is often used to refer to an indefinite pronoun, as in (h).				

<sup>\*</sup>See Chart 7-7, p. 112, Basic Article Usage.

# ☐ EXERCISE 4. Personal pronoun use with generic nouns. (Chart 8-2)

*Directions:* Use plural instead of singular generic nouns where possible. Change pronouns and verbs as necessary. Discuss the advantages of using plural rather than singular generic nouns.

- 1. When a student wants to study, he or she should find a quiet place.
  - → When students want to study, they should find a quiet place.
- I talked to a student in my chemistry class. I asked to borrow his notes from the class
   I missed. He gave them to me gladly. (no change)
- 3. Each student in Biology 101 has to spend three hours per week in the laboratory, where he or she does various experiments by following the directions in his or her lab manual.

<sup>\*\*</sup>No one can also be written with a hyphen in British English: No-one heard me.

- 4. A pharmacist fills prescriptions, but s/he is not allowed to prescribe medicine.
- 5. When the pharmacist handed my prescription to me, he made sure I understood how to take the medicine.
- 6. A citizen has two primary responsibilities. He should vote in every election, and he should serve willingly on a jury.
- 7. We listened to a really interesting lecturer last night. She discussed her experiences as an archaeologist in Argentina.
- 8. A lecturer needs to prepare his or her notes carefully so that he or she does not lose his or her place while he or she is delivering his or her speech.

☐ EXERCISE 5. Personal pronoun use with inc	<u>-</u>	
<i>Directions:</i> Complete the sentences with pr parentheses as necessary. Discuss formal vs		ct verb in
1. Somebody left his; his or her; K	Key <b>or <u>his;</u> their</b> boo	ks on my desk.
2. Anyone can learn how to dance if	(wants, w	ant) to.
3. Hmmm. Someone forgot	umbrella. I wonder w	hose it is.
4. Everyone who came to the picnic broug	ghtown fo	ood.
5. A: Is that your notebook?		
B: No. It belongs to one of the other s	students.	
A: Look on the inside cover. Did	write	name there?
6. If anyone calls, please ask	to leave a message.	
7. Everyone was shocked when	heard the news. No	obody opened
mouth. No one made	a sound.	
8. Nobody can always do whatever	(pleas	es. please) in life.

# 8-3 PERSONAL PRONOUNS: AGREEMENT WITH COLLECTIVE NOUNS

EXA	class crowd ge		mily overnment oup	public staff team	
	My family is large. It is compose of nine members.	ed		collective noun refers to a single impersonal unit, a neutral pronoun (it, its) is used, as in (a).	singular
(b)	My family is loving and supportive They are always ready to help me			collective noun refers to a collection of various indiversion (they, them, their) is used, as in (b).*	iduals, a

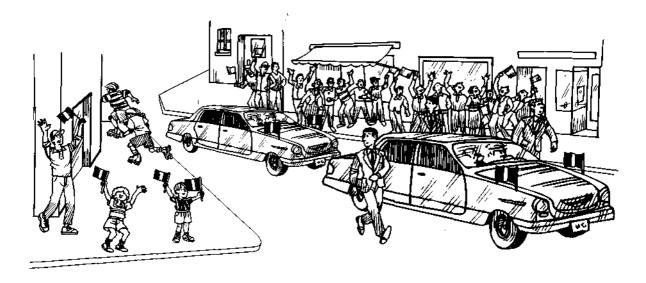
\*NOTE: When the collective noun refers to a collection of individuals, the verb may be either singular or plural: *Myfamily is* OR are loving and supportive. A singular verb is generally preferred in American English. A plural verb is used more frequently in British English, especially with the words government or public. (American: *The government is planning many changes*.)

British: The government are planning many changes.)

## ☐ EXERCISE 6. Personal pronoun use with collective nouns. (Chart 8-3)

*Directions:* Complete the sentences with pronouns. In some of the sentences, there is more than one possibility. Choose the appropriate singular or plural verb in parentheses where necessary.

- 1. I have a wonderful family. I love **them** very much, and **they love** (loves, love) me.
- 2. I looked up some information about the average American family. I found out that \_\_\_\_\_\_(consists, consist) of 2.3 children.
- 3. The crowd at the soccer game was huge. \_\_\_\_\_exceeded 100,000 people.



moments of the game.	had lost in the closing
6. A basketball team is relatively small many members as a baseball team.	(doesn't, don't) have as
7. The audience clapped enthusiastically. Obviousl concert.	had enjoyed the
8. The audience filled the room to overflowing had expected.	(was, were) larger than I
<ul> <li>9. The class is planning a party for the last day of s are) going to bring many different kinds of food friends to celebrate with</li> <li>10. The class is too small (is, are)</li> </ul>	and invite some of
<ul> <li>□ EXERCISE 7. Preview of reflexive pronouns. (Chart Directions: Draw a self-portrait. Show it to the rest of complete sentences.</li> <li>1. Who drew a picture of herself? Name someone.</li> <li>2. Who drew pictures of themselves?</li> <li>3. (), did you and () draw pictures of yours 4. (), what did you draw?</li> <li>5. Who drew a picture of himself? Name someone.</li> </ul>	selves?
☐ EXERCISE 8. Preview of reflexive pronouns. (Chart <i>Directions:</i> Complete the sentences with appropriate	8-4) reflexive pronouns.
<ol> <li>Everyone drew self-portraits. I drew a picture of</li> <li>Ali drew a picture of</li> </ol>	
3. Rosa drew a picture of	
4. The children drew pictures of	
5. We drew pictures of	
6. Olga, you drew a picture of	, didn't you?
7. All of you drew pictures of	, didn't you?
8. When one draws a picture of	, it is called a self-portrait.

8-4 REFLEXIVE PRONO	UNS				
myself o	LURAL ourselves ourselves themselves				
<ul> <li>(a) Larry was in the theater. I saw him. I talked to him.</li> <li>(b) / saw myself in the mirror. / looked at myself for a long time.</li> <li>(c) INCORRECT: I saw me in the mirror.</li> </ul>	Compare (a) and (b): Usually an object pronoun is used as the object of a verb or preposition, as <i>him</i> in (a). (See Chart 8-1, p. 132.)  A <i>reflexive pronoun</i> is used as the object of a verb or preposition when the subject of the sentence and the object are the same person, as in (b).* / and <i>myself</i> are the same person.				
—Did someone fax the report to Mr. Lee? —Yes. —Are you sure? (d) —Yes. / myself faxed the report to him. (e) —I faxed the report to him myself.	Reflexive pronouns are also used for emphasis. In (d): The speaker would say "I myself" strongly, with emphasis.  The emphatic reflexive pronoun can immediately follow a noun or pronoun, as in (d), or come at the end of the clause, as in (e).				
(f) Anna lives by herself.	The expression $by + a$ reflexive pronoun means "alone."				
*Sometimes, but relatively infrequently, an object pronoun is used as the object of a preposition even when the subject and					

 $\square$  EXERCISE 9. Reflexive pronouns. (Chart 8-4)

irections: Complete the sentences with appropriate reflexive pronouns.						
1. Tommy told a lie. He was ashamed of himself.						
2. Masako cutwhile she was chopping vegetab	oles.					
3. People surround with friends and fami	ly during holidays.					
4. Rita is careful about her weight, but she allows	one piece of					
candy a day.						
5. Alex, you need to eat better and get more exercise. You should take	ke better care of					
Your father takes care of	, and I take care					
of Your father and I are healthy because we	e take good care of					
People who take care of	have a					
better chance of staying healthy than those who don't.						
6. Omar thinks Oscar is telling the truth. So does Ricardo. I	don't					
believe Oscar's story for a minute!						
7. A: Did Mr. Yun's secretary answer the phone?						
B: No. Mr. Yunanswered the phone. I was	s very surprised.					

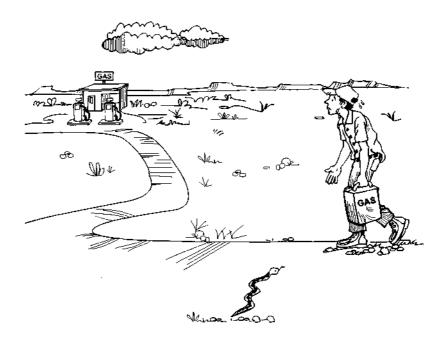
<sup>\*</sup>Sometimes, but relatively infrequently, an object pronoun is used as the object of a preposition even when the subject and object pronoun are the same person. Examples: / took my books with me. Bob brought his books with him. I looked around me. She kept her son close to her.

8.	A: Should I marry Steve?
	B: No one can make that decision for you, Ann. Only you can
	make such an important decision about your own life.
9.	Now that their children are grown, Mr. and Mrs. Grayson live by
10.	Nadia didn't join the rest of us. She sat in the back of the room by
Dir	E 10. Reflexive pronouns. (Chart 8-4) sections: Complete the sentences with a word or expression from the list and an propriate reflexive pronoun.
	angry at introduced promised enjoy killed proud of entertained laugh at talking to feeling sorry for pat taught
1.	Karen Williams never took lessons. Shetaught hevself how to play the piano.
2.	Did Roberto have a good time at the party? Did he?
3.	All of you did a good job. You should be
	You did a good job, Barbara. You should on the back.
	A man down the street committed suicide. We were all shocked by the news that he
,	had
6.	The children played very well without adult supervision. They _
	_ by playing school.
7.	I had always wanted to meet Mr. Anderson. When I saw him at a party last night, I walked over and _ to him.
8.	Nothing good ever comes from self-pity. You should stop , George, and start doing something to solve your problems.
9.	People might think you're a little crazy, but _ is one way to practice using English.
10.	Humor can ease the trials and tribulations of life. Sometimes we have to be able to
11.	Carol made several careless mistakes at work last week, and her boss is getting impatient with her. Carol hasto do better work in

the future.

12. Yesterday Fred's car ran out of gas. He had to walk a long way to a gas station.

for forgetting to fill the tank. He is still



	<u>.</u>
<ul> <li>(a) <i>One</i> should always be polite.</li> <li>(b) How does <i>one</i> get to 5th Avenue from here?</li> <li>(c) <i>You</i> should always be polite.</li> <li>(d) How do <i>you</i> get to 5th Avenue from here?</li> </ul>	In (a) and (b): <i>One</i> means "any person, people in general." In (c) and (d): <i>You</i> means "any person, people in general." <i>One</i> is much more formal than <i>you</i> . Impersonal <i>you</i> , rather than <i>one</i> , is used more frequently in everyday English.
<ul> <li>(e) One should take care of one's health.</li> <li>(f) One should take care of his health.</li> <li>(g) One should take care of his or her health.</li> </ul>	Notice the pronouns that may be used in the same sentence to refer back to <i>one</i> : (e) is typical in British usage and formal American usage. (f) is principally American usage. (g) is stylistically awkward.

USING YOU, ONE, AND THEY AS IMPERSONAL

(h) — Did Ann lose her job?

— Yes. *They* fired her.

**PRONOUNS** 

(i) — They mine graphite in Brazil, don't they?

— Yes. Brazil is one of the leading graphite producers in the world.

They is used as an impersonal pronoun in spoken or very informal English to mean "some people or somebody."\*

They has no stated antecedent. The antecedent is implied. In (h): *They* = the people Ann worked for.

\*In written or more formal English, the passive is generally preferred to the use of impersonal they:

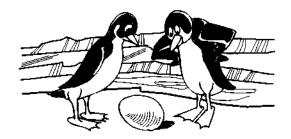
Active: They fired her. Active: They mine graphite in Brazil, don't they? Passive: She was fired. Passive: Graphite is mined in Brazil, isn't it?

☐ EXERCISE 11. Impersonal YOU and THEY. (Chart 8-5)  *Directions: Discuss the meanings of the pronouns in italics.
1. I come with Tim's decision to quit his comparets ich and co

- 1. I agree with Jim's decision to quit his corporate job and go to art school. I think *you* need to follow *your* dreams.
  - $\rightarrow$  The pronouns refer to everyone, anyone, people in general, all of us.
- 2. Jake, ifyou really want my advice, I think you should find a new job.
  - → The pronouns refer to Jake, a specific person.
- 3. Wool requires special handling. *Ifyou* wash wool in hot water, it will shrink. *You* shouldn't throw a wool sweater into a washing machine with *your* cottons.
- 4. Alex, I told you not to wash your sweater in hot water. Now look at it. It's ruined!
- 5. Generosity is its own reward. You always get back more than you give.
- 6. Sonya, let's make a deal. Ifyou wash the dishes, I'll take out the garbage.
- 7. The earth's environment is getting worse. *They* say that the ozone layer is being depleted more and more every year.
- 8. Memory is selective. Often *you* remember only what *you* want to remember. If *you* ask two people to tell *you* about an experience they shared, they might tell *you* two different stories.
- 9. I would have loved to go to the concert last night. *They* played Beethoven's Seventh Symphony. I heard it was wonderful.
- 10. I've grown to dislike airplane travel. *They* never give *you* enough room for *your* legs. And if the person in front of *you* puts his seat back, *you* can barely move. *You* can't even reach down to pick up something from the floor.

	<b>EXERCISE</b>	12.	Review of nouns and pron	ouns, singula	r and plural.	(Chapters 7	and 8)

- 1. Penguin \(\overline{(Penguins)}\) are interesting creature \(\overline{(creatures.)}\) They are bird \(\overline{(birds.)}\) but it \(\overline{(they)}\) cannot fly.
- 2. *Million* \ *Millions of year* \ *years* ago, they had *wing* \ *wings*. *This* \ *These* wings changed as the birds adapted to *its* \ *their* environment.
- 3. *Penguin's* \ *Penguins'* principal food *was* \ *were fish* \ *fishes.* Penguins needed to be able to swim to find their food, so eventually their *wing* \ *wings* evolved *into flipper* \ *flippers* that enabled *it* \ *them* to swim through water with speed and ease.
- 4. Penguins *spends* \ *spend* most of their lives in *water* \ *waters*. However, they lay their  $egg \setminus eggs$  on  $land \setminus lands$ .



- Emperor penguins have interesting egg-laying habit \ habits.
- 6. The female lays \ lay one egg \ eggs on the ice \ ices in Arctic regions, and then immediately returns \ return to the ocean.
- 7. After the female lays the egg, the male  $takes \setminus take$  over.  $He \setminus They \quad covers \setminus cover$  the egg with  $his \setminus their$  body until  $she \setminus he \setminus it \setminus they \quad hatches \setminus hatch$ .
- 8. This \ These process  $takes \setminus take$  seven to eight  $week \setminus weeks$ . During  $this \setminus these$  time, the male  $doesn't \setminus don't$  eat.
- 9. After the egg  $hatches \setminus hatch$ , the female returns to take care of the chick, and the male  $goes \setminus go$  to the ocean to find food for  $himself \setminus herself$ , his mate, and their offspring.
- 10. Although the *penguin's* \ *penguins'* natural habitat is in polar regions, we can see them in most major zoos in the world. *They* \ *It seem* \ *seems* to adapt well to life in confinement, so we can enjoy watching *their* \ *its* antics without feeling sorry about *their* \ *its* loss of freedom.

8-6 I	FORMS OF O	THER PRONOUN	Forms of <i>other</i> are used as either adjectives or pronouns.	
SINGULAR PLURAL	another book (is) other books (are)	another (is) others (are)	Notice: A final -s is used only for a plural pronoun (others).	
SINGULAR PLURAL	the other book (is) the other books (are)	the other (is) the others (are)		
countri Anoth Japan.	idents in the class come ies. One of the students er student is from Iraq Other students are from Algeria.	is from Mexico.  Another is from	The meaning of another: one more in addition to the one(s) already mentioned.  The meaning of other I others (without the): several more in addition to the one(s) already mentioned.	
<ul> <li>(b) I have three books. Two are mine. The other book is yours. (The other is yours.)</li> <li>(c) I have three books. One is mine. The other books are yours. (The others are yours.)</li> </ul>		yours.) ine. <i>The other</i>	The meaning of the <b>other(s)</b> :all that remains from a given number; the rest of a specific group.	
<ul><li>(d) I will be here for another three years.</li><li>(e) I need another five dollars.</li><li>(f) We drove another ten miles.</li></ul>		ee years.	Another is used as an adjective with expressions of time, money, and distance, even if these expressions contain plural nouns. Another means "an additional" in these expressions.	

	E 13. Using OTHER. (Chart 8-6) rections: Complete the sentences with a form of other.
1.	I got three letters. One was from my fatherAnotherone was from my sister. The ofher letter was from my girlfriend.
2.	Look at your hand. You have five fingers. One is your thumb.
	is your index fingerone is your middle finger
•.	finger is your ring finger. Andfinger (the last of the five) is your
	little finger.
3.	Look at your hands. One is your right hand is your left hand.
4.	I invited five people to my party. Of those five people, only John and Mary can come. can't come.
5.	I invited five people to my party. Of those five people, only John and Mary can come.
6.	I would like some more books on this subject. Do you have any that you could lend me?
7.	I would like to read more about this subject. Do you have anybooks that you could lend me?
8.	There are many means* of transportation. The airplane is one means* of transportation. The train is
9.	There are many means of transportation. The airplane is one are the train, the automobile, and the horse.
· 10.	There are two women standing on the corner. One is Helen Jansen, andis Pat Hendricks.
11.	Alice reads <i>The New York Times</i> every day. She doesn't read anynewspapers.
12.	Some people prefer classical music, butprefer rock music.
13.	Individual differences in children must be recognized. Whereas one child might have a strong interest in mathematics and science,child might tend toward more artistic endeavors.
14.	I'm almost finished. I just needfive minutes.

<sup>\*</sup>Means is used as both a singular and a plural noun. See Chart 7-1, p. 100.

15.	One of the most important inventions in the history of the world was the printing
	presswas the electric lightwere the
	telephone, television, and the computer.
16.	Some babies begin talking as early as six months;don't speak
	until they are more than two years old.
17.	One common preposition is <i>from</i> common one is <i>in</i> .
	are by, for, and of. The most frequently used prepositions in
	English are at, by, for, from, in, of, to, and with. What are some
	prepositions?
18.	That country has two basic problems. One is inflation, andis
	the instability of the government.
19.	I have been in only three cities since I came to the United States. One is New York,
	andare Washington, D. C., and Chicago.
20.	When his alarm went off this morning, he shut it off, rolled over, and slept for
	twenty minutes.
21.	They have three children. One has graduated from college and has a job.
	is at Yale University is still living at home
	is at the oniversityis sun living at nome
Din	SE 14. Using OTHER. (Chart 8-6) rections: Complete the sentences orally, using an appropriate form of <i>other</i> . Work in rs, in groups, or as a class. If working in pairs, switch roles after Item 6.
Exc	ample:
	EAKER A (book open): There are two books on my desk. One is
SPE	EAKER B (book closed): One is red. The other is blue.
1.	I speak two languages. One is
	I speak three languages. One is
3.	I lost my textbook, so I had to buy
4.	Some people have straight hair, but
5.	George Washington is one American hero. Abraham Lincoln
	I have two books. One is
7.	Some TV programs are excellent, but
	Some people need at least eight hours of sleep each night, but
	Only two of the students failed the quiz. All of
	There are three colors that I especially like. One is
	I have two candy bars. I want only one of them. Would you like
12.	There are three places in particular I would like to visit while I am in (this city I country). One is

We write to each other every week.	Each other and one another indicate a reciprocal relationship.* In (a): I write to him every week, and
We write to <i>one another</i> every week.	he writes to me every week.
Please write on every other line. I see her every other week.	Every other can give the idea of "alternate." In (b). Write on the first line. Do not write on the second line. Write on the third line. Do not write on the fourth line. (Etc.)
—Have you seen AH recently? —Yes. I saw him just the other day.	The other is used in time expressions such as the oth day, the other morning, the other week, etc., to refer to the recent past. In (c): the other day means "a few days ago, not long ago."
The ducklings walked in a line behind the mother duck. Then the mother duck slipped into the pond. The ducklings followed her. They slipped into the water <i>one after the other</i> .  They slipped into the water <i>one after</i> another.	In (d): one after the other expresses the idea that separate actions occur very close in time.  In (e): one after another has the same meaning as one after the other.
f) No one knows my secret <i>other than</i> Rosa. g) No one knows my secret <i>except (for)</i> Rosa.	In (f): other than is usually used after a negative to mean "except." (g) has the same meaning.
r) Fruit and vegetables are full of vitamins and minerals. <i>In other words</i> , they are good for you.	In (h): <i>In other words</i> is used to explain, usually in simpler or clearer terms, the meaning of the preceding

CISE 15. Using OTHER. (Charts 8-6 and 8-7)  Directions: Supply a form of other.	
1. Two countries border on the United States. One is Canada. Mexico.	The other is
2. One of the countries I would like to visit is Sweden  Of course, besides these two countries, there are many  places I would like to see	
·	

3.	Louis and I have been friends for a long time. We've known
	since we were children.
4.	A: I talked to Sam day.
	B: Oh? How is he? I haven't seen him for ages.
5.	In the Southwest there is a large area of land that has little or no rainfall, no trees, and
	very few plantsthan cactuses. Inwords,
	this area of the country is a desert.
6.	Thank you for inviting me to the picnic. I'd like to go with you, but I've already madeplans.
7.	Some people are tall;are short. Some people are fat;
	are thin. Some people are nearsighted;
	people are farsighted.
8.	Mr. and Mrs. Jay love They support
	They like In
	words, they are a happily married couple.
9.	A: How often do you travel to Portland?
	B: Everymonth. I go there to visit my grandmother in a
	nursing home.
0.	Could I borrow your pen? I need to write
	a check, but I have nothing to write with
	than this pencil.
11.	My niece, Kathy, ate one cookie after
	until she finished
	the whole box. That's why she had a
	bad stomachache.

# ☐ EXERCISE 16. Using OTHER. (Charts 8-6 and 8-7) *Directions:* Write sentences that include the given words. Punctuate carefully. Examples: I ... two . . . one . . . (+ form of other) . . . $\rightarrow$ I have two brothers. **One** of them is in high school, and the other is in college. Some . . . like coffee . . . while\* (+ form of other) . . . → Some people like coffee with their breakfasts, while others prefer tea. One city . . . (+ form of other) is ... → One city I would like to visit is Paris. Another is Rome. 1. My . . . has two . . . one of them . . . (+ form of other) . . . 2. Some people . . . in their free time . . . while (+ form of other) . . . 3. ... national hero . . . (+ form of *other*) . . . 4. ... three ... two of ... (+ form of other) ... 5. ... more time . . . (+ form of *other*) . . . minutes . . . 6. There are three . . . that I especially like . . . one is . . . (+ form of other) . . . 7. I lost . . . bought (+ form of other) . . . 8. Some movies . . . while (+ form of other) . . . 9. ... speak . . . (+ form *of other*) . . .

10. . . . is one of the longest rivers in the world . . . is (+ form of other) . . .

## □ EXERCISE 17. Summary review. (Chapters 6 → 8)

Directions: Correct the errors.

11. Nobody . . . other than . . . 12. . . . each other during . . .

- 1. That book contain many different kind of story and article.
- 2. The English is one of the most important language in the world.
- 3. She is always willing to help her friends in every possible ways.
- 4. In the past, horses was the principal mean of transportation.
- 5. He succeeded in creating one of the best army in the world.
- 6. There are many equipments in the research laboratory, but undergraduates are not allowed to use them.
- 7. All of the guest enjoyed themself at the reception.
- 8. I have a five years old daughter and a three years old son.
- 9. Each states in the country have a different language.

<sup>\*</sup>While is similar in meaning to but in this situation. See Chart 17-4, p. 366.

- 10. Most of people in my apartment building is friendly.
- 11. A political leader should have the ability to adapt themselves to a changing world.
- 12. In my opinion, an international student should live in a dormitory because they will meet many people and can practice their English every day. Also, if you live in a dormitory, your food is provided for you.
- 13. When I lost my passport, I had to apply for the another one.
- 14. When I got to class, all of the others students were already in their seats.
- 15. Everyone seek the happiness in their life.
- 16. In my country, there is a lots of schools.
- 17. Writing compositions are very hard for me.
- 18. It's difficult for me to understand English when people uses a lot of slangs.
- 19. A student at the university should attend class regularly and hand in their assignments on time.
- 20. In my opinion, the english is a easy language to learn.

## $\square$ EXERCISE 18. Summary review. (Chapters $6 \rightarrow 8$ )

Directions: Correct the errors.

- 1. There is many different kind of animal in the world.
- My cousin and her husband want to move to other city because they don't like a cold weather.
- 3. I like to travel because I like to learn about other country and custom.
- 4. Collecting stamps is one of my hobby.
- 5. I came here three and a half month ago. I think I have made a good progress in English.
- 6. I was looking for my keys, but I couldn't find it.
- 7. When my mother was child, she lived in a small town. Now this town is big city with tall building and many highway.
- 8. English has borrowed quite a few of word from another languages.
- 9. There is many student from differents countries in this class.

- 10. Thousand of athlete take part in the Olympics.
- 11. Education is one of the most important aspect of life. Knowledges about many different things allow us to live fuller lives.
- 12. All of the students names were on the list.
- 13. I live in a two rooms apartment.
- 14. Many of people prefer to live in small towns. Their attachment to their communities prevent them from moving from place to place in search of works.
- 15. Todays news is just as bad as yesterdays news.
- 16. Almost of the students in our class speaks English well.
- 17. The teacher gave us several homework to hand in next Tuesday.
- 18. Today womans work as doctor, pilot, archeologist, and many other thing. Both my mother and father are teacher's.
- 19. Every employees in our company respect Mr. Ward.
- 20. A child needs to learn how to get along with another people, how to spend his or her time wisely, and how to depend on yourself.

#### ☐ EXERCISE 19. Writing: nouns and pronouns. (Chapters 7 and 8)

*Directions:* Choose any object you wish. Write a short paragraph about it, but do NOT include the name of the object in your writing; always use a pronoun to refer to it, not the noun itself.

Describe the object (What does it look like? What is it made of? What does it feel like? Does it make a noise? Does it have a smell? etc.), and explain why people use it or how it is used. Begin with its general characteristics, then gradually get more specific.

Then read your paragraph aloud to the class or to a group, who will guess what the object is.

#### Example:

It is usually made of metal. It is hollow. It is round on one end. It can be very small, small enough to fit in your pocket or large, but not as large as a car. It is used to make noise. It can be used to give a signal. Sometimes it's part of an orchestra. Sometimes it is electric and you push a button to make it ring.

What is it?

### ☐ EXERCISE 20. Writing: agreement. (Chapters 6 → 8)

*Directions:* Write a paragraph about a subject you are familiar with. Choose a subject such as your country, your family, your job, your field of study — or anything you know something about: ducks, motorcycles, gardening, etc.

In this paragraph, purposely make mistakes in the use of final **-s/-es** subject-verb agreement, and pronoun agreement. Be sure your paragraph contains these kinds of mistakes.

Use only or mostly present tenses.

Give your completed paragraph to a classmate, who will correct the singular-plural errors you made (as well as any unintended errors).

## $\square$ EXERCISE 21. Writing: nouns. (Chapters $6 \rightarrow 8$ )

*Directions:* Write a paragraph on one of the topics below. Write as quickly as you can. Write whatever comes into your mind. Try to write 100 words in ten minutes.

When you finish your paragraph, exchange it with a classmate. Correct each other's errors before giving it to your teacher.

#### Topics:

- 1. food
- 2. English
- 3. this room
- 4. animals



CON	TENTS		
9-1	Introduction	9-7	Advisability: should, ought to,
9-2	Polite requests with / as the subject		had better
9-3	Polite requests with you as the subject	9-8	The past form of <i>should</i>
9-4	Polite requests with wouldyou mind	9-9	Expectations: be supposed to
9-5	Expressing necessity: must, have to,	9-10	Making suggestions: let's, why
	have got to		don't, shall I/we
9-6	Lack of necessity and prohibition:	9-11	Making suggestions: <i>could</i> vs.
	have to and must in the negative		should

## 9-1 INTRODUCTION

The modal auxiliaries in English are can, could, had better, may, might, must, ought (to), shall, should, will, would.

Modal auxiliaries generally express speakers' attitudes. For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable; and, in addition, they can convey the strength of those attitudes.

Each modal has more than one meaning or use. See Chart 10-10, p. 199, for a summary overview of modals.

(a) BASIC MODALS  / can do it.  I could do it.	Modals do not take a final -s, even when the subject is she, he, or it.  CORRECT: She can do it.  INCORRECT: She cans do it.
You He She It We You They They  Had better do it. may do it. might do it. ought to do it. shall do it. should do it. will do it. would do it.	Modals are followed immediately by the simple form of a verb.  CORRECT: She can do it.  INCORRECT: She can to do it. / She can does it. / She can did it.  The only exception is ought, which is followed by an infinitive (to + the simple form of a verb).  CORRECT: He ought to go to the meeting.
(b) PHRASAL MODALS  be able to do it  be going to do it  be supposed to do it  have to do it  have got to do it  used to do it	Phrasal modals are common expressions whose meanings are similar to those of some of the modal auxiliaries. For example: <i>be able to</i> is similar to <i>can</i> ; <i>be going to</i> is similar to <i>will</i> .  An infinitive ( <i>to</i> + <i>the simple form of a verb</i> ) is used in these similar expressions.

## ☐ EXERCISE 1. Forms of modals. (Chart 9-1)

Directions: All of these contain errors in the forms of modals. Correct the errors.

- 1. She can to see it.
- 2. She cans see it.
- 3. She can sees it.
- 4. She can saw it.

- 5. Can you please to pass the rice?
- 6. Do you can see it?\*
- 7. They don't can go there.\*\*

9-2 POLITE REQUESTS WITH "I"AS THE SUBJECT		
MAY I COULD I	<ul> <li>(a) May I (please) borrow your pen?</li> <li>(b) Could I borrow your pen (please)?</li> </ul>	May I and could I are used to request permission. They are equally polite.†  Note in (b): In a polite request, could has a present or future meaning, not a past meaning.
CANI	(c) Can I borrow your pen?	Can I is used informally to request permission, especially if the speaker is talking to someone s/he knows fairly well. Can I is usually considered a little less polite than may I or could I.
	TYPICAL RESPONSES Certainly. Yes, certainly. Of course. Yes, of course. Sure. (informal)	Often the response to a polite request is an action, such as a nod or shake of the head, or a simple "uh-huh."

†Might is also possible: Might I borrow your pen? Might I is quite formal and polite; it is used much less frequently than may I or could I.

9-3 PC	DLITE REQUESTS WITH	H "YOU" AS THE SUBJECT
WOULD YOU WILL YOU	(a) Would you pass the salt (please)? (b) Will you (please) pass the salt?	The meaning of would you and will you in a polite request is the same. Would you is more common and is often considered more polite. The degree of politeness, however, is often determined by the speaker's tone of voice.
COULD YOU	(c) Could you pass the salt (please)?	Basically, could you and would you have the same meaning. The difference is slight:  Would you — Do you want to do this please?  Could you = Do you want to do this please, and is it possible for you to do this?  Could you and would you are equally polite.
CAN YOU	(d) Can you (please) pass the salt?	Can you is often used informally. It usually sounds less polite than could you or would you.
	TYPICAL RESPONSES Yes, I'd (I would) be happy to/be glad to. Certainly. Sure. (informal)	A person usually responds in the affirmative to a polite request. If a negative response is necessary, a person might begin by saying "I'd like to, but " (e.g., "I'd like to pass the salt, but I can't reach it").
	(e) INCORRECT: May you pass the salt?	May is used only with / or we in polite requests.

<sup>\*</sup>See Appendix Chart B-1, p. A8, for question forms with modals.

<sup>\*\*</sup>See Appendix Chart D-1, p. Al8, for negative forms with modals.

### ☐ EXERCISE 2. Polite requests. (Charts 9-2 and 9-3)

Directions: Ask and answer polite requests.

Speaker A: Your book is open. Present the situation to Speaker B.

Speaker B: Your book is closed. Make a polite request for the situation.

Speaker A: Give a typical response.

Example:

SPEAKER A (book open): You and I are co-workers. We don't know each other well. We're

at a lunch table in a cafeteria. You want the pepper.

SPEAKER B (book closed): Would/Couldyou please pass me the pepper? (Note: Will is also

possible because the speaker uses please, but can is probably not

appropriate in this situation.)

SPEAKER A:

Certainly. I'd be glad to. Here you are.

1. You and I are good friends. We're in my apartment. You want to use the phone.

- 2. I'm your instructor. You want to leave class early.
- 3. You call your friend. Her name is (...). I answer the phone. You and I don't know each other.
- 4. I'm your supervisor at work. You knock on my half-open office door. I'm sitting at my desk. You want to come in.
- 5. I'm Dr. North's secretary. You want to make an appointment to see Dr. North.
- 6. We're roommates. You want me to tape (a particular program) on the VCR tonight while you're away at a meeting.
- 7. I'm a stranger next to you at an airport check-in line. You want me to save your place in line and keep an eye on your luggage while you get a drink of water.

9-4 POLITE REQUESTS W	ITH WOULD YOU MIND
ASKING PERMISSION  (a) Would you mind if I closed the window?  (b) Would you mind if I used the phone?	Notice in (a): Would you mind if I is followed by the simple past.* The meaning in (a): May I close the window? Is it all right if I dose the window? Will it cause you any trouble or discomfort if I close the window?
TYPICAL RESPONSES  No, not at all/of course not.  No, that would be fine.	Another typical response might be "unh-unh," meaning "no."
ASKING SOMEONE TO DO SOMETHING  (c) Would you mind closing the window?  (d) Excuse me. Would you mind repeating that?	Notice in (c): Would you mind is followed by -ing (a gerund). The meaning in (c): / don't want to cause you any trouble, but would you please close the window? Would that cause you any inconvenience?
TYPICAL RESPONSES  No. I'd be happy to.  Not at all. I'd be glad to.  Sure./Okay. (informal)	The informal responses of "Sure" and "Okay" are common, but are not logical: the speaker means "No, I wouldn't mind" but seems to be saying "Yes, I would mind." Native speakers understand that the response "Sure" or "Okay" in this situation means that the speaker agrees to the request.

<sup>\*</sup>Sometimes, in informal spoken English, the simple present is used: *Would you mind if I close the window?* (NOTE: The simple past does not refer to past time after *would you mind;* it refers to present or future time. See Chart 20-3, p. 415, for more information.)

	Directi with th	Polite requests with WOULD YOU MIND. (Chart 9-4) ions: Using the verb in parentheses, fill in the blank either with $ifI + the past tense$ or the <b>-ing</b> form of the verb. In some of the sentences, either response is possible but the right is different.
		n getting tired. I'd like to go home and go to bed. Would you mind (leave)  _if I left early?
	2. I'm	sorry. I didn't understand what you said. Would you mind (repeat)  repeating that?
•	B: A:	Are you going to the post office?  Yes.  Would you mind (mail) this letter for me?  Not at all.
`	В:	Are you coming with us?  I know I promised to go with you, but I'm not feeling very good. Would you mind (stay) home?  Of course not.
	5. A:	It's getting hot in here. Would you mind (open) the window?  No.
		This is probably none of my business, but would you mind (ask)you a personal question?  It depends.
	7. A:	Would you mind (smoke)  I'd really rather you didn't.
		Excuse me. Would you mind  (speak)  little more slowly? I didn't catch what you said.  Oh, of course. I'm sorry.
		I don't like this TV program. Would you mind (change)the channel? Unh-unh.
		You have an atlas, don't you? Would you mind (borrow) it for a minute? I need to settle an argument. My friend says Timbuktu is in Asia, and I say it's in Australia. You're both wrong. It's in Africa. Here's the atlas. Look it up for yourself.

#### D EXERCISE 4. Polite requests with WOULD YOU MIND. (Chart 9-4)

Directions: Pair up and make dialogues.

Speaker A: Make a polite request using would you mind.

Speaker B: Give a typical response.

Example: You have a library book. You want the other person to take it back to the library for you.

SPEAKER A: Are you going to the library?

SPEAKER B: Yes.

SPEAKER A: This book is due. Would you mind taking it back to the library for me?

SPEAKER B: Not at all. I'd be glad to.

- 1. You've finished dinner. You're about to wash the dinner dishes. You want the other person to dry them.
- 2. You're watching TV together. One of you has the remote control and wants to turn up the volume.
- 3. One of you says that you're going to a particular store. The other one wants something from that store, too, but doesn't have time to go there.
- 4. One of you wants to ask the other a personal question.
- 5. You're in a computer lab at a language school. One of you knows how to run the computers, and the other doesn't. The one who doesn't wants to see a CD-ROM program.

# □ EXERCISE 5. Polite requests. (Charts 9-2 → 9-4) Directions: Complete the polite requests with your own words. Try to imagine what the speaker might say in the given situation. 1. JACK: What's the trouble, Officer? OFFICER: You made an illegal U-turn. JACK: I did? OFFICER: Yes. May I see your driver's license? JACK: Certainly. It's in my wallet. OFFICER: Would you please remove if from your wallet ? 2. WAITER: Good evening. Are you ready to order?

CUSTOMER: No, we're not. Could WAITER: Certainly. And if you have any questions, I'd be happy to tell you about

anything on the menu.

3. SALLY: Are you driving to the meeting tonight?

MIKE: Uh-huh, I am.

SALLY: Could

MIKE: Sure. I'll pick you up at 7:00.

4. MR. PENN: Something's come up, and I can't meet with you Tuesday. Would you

MS. GRAY: Let me check my calendar.

	5.	MECHANIC	: Wh	at seen	ns to b	e the tro	uble with	n your car?				
		CUSTOME	R: Son	nething	g's wr	ong with	the brake	es, I think.	Could _			?
		MECHANIC:	Sure.	Just p	oull th	ne car in	to the ga	rage.				—;
	6.							CLERK:		May		_ ?
		CUSTOMER	<b>R</b> :		Y	es,	please.		Co	ould	_	_ p
		CLERK	: Sure	ely. Do	you l	have a pa	articular	color in mi	nd?			
	7.	SHELLEY MIKE:	Yeah,	you?				n front of	ma Wou	ıld you mir	nd	
								across the		id you iiii	iid	>
	8.	CARLO:	I have	e to lea	ive no	w, but I	d like to	continue (	his conve	ersation lat	ter.	May
		ANNE:	Of co from		Му р	hone nu	mber is 3	555-1716.	I'll look	forward to	hea	ring
□ EXER	Dir	6. Polite in ections: For a logue should	each si	tuatio	n, mal	ke up a s	short dial	_		-	The	

Example: Names of the speakers: Janet and Sara

Janet doesn't have enough money to go to a movie tonight. She wants to borrow some from Sara, who is her roommate and good friend.

Possible dialogue:

JANET: There's a movie I really want to see tonight, but I'm running a little low on money right now. Could I borrow a few dollars? I'll pay you back Friday.

SARA: Sure. No problem. How much do you need?

1. Names of the speakers: Mike and Elena

Mike is walking down the hall of his office building. He needs to know what time it is. He asks Elena, a co-worker he's seen before but has never met.

2. Names of the speakers: Larry and Matt

Larry is trying to study. His roommate, Matt, is playing a CD very loudly, and this is bothering Larry, who is trying to be polite even though he feels frustrated and a little angry.

3. Names of the speakers: Kate and Jason

Kate is phoning her friend Tom. Jason answers and tells her that Tom is out. Kate wants to leave a message.

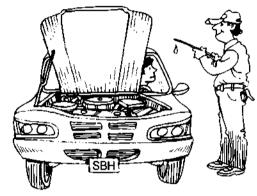
4. Names of the speakers: Ms. Jackson and a friendly stranger
Ms. Jackson is in the middle of the city. She's lost. She's trying to find the bus station. She stops someone on the street to ask for directions.

- 5. Names of the speakers: Paul and Jack
  Paul just arrived at work and remembered that he left his stove on back in his apartment. His neighbor Jack has a key to the front door, and Paul knows that Jack hasn't left for work yet. Anxiously, he telephones Jack for help.
- 6. Names of the speakers: your name and your partner's name
  One of you has a minor problem that requires the other's help.

## $\square$ EXERCISE 7. Polite requests. (Charts 9-2 $\rightarrow$ 9-4)

*Directions:* What are some polite requests you have heard or have said in the following places? Create typical dialogues.

- 1. in this classroom
- 2. at a service station
- 3. at a restaurant
- 4. at a clothing store
- 5. at an airport
- 6. on the telephone



9-5 EXPRESSING NECESSITY:	MUST, have TO, have got to
<ul><li>(a) All applicants <i>must take</i> an entrance exam.</li><li>(b) All applicants <i>have to take</i> an entrance exam.</li></ul>	Must and have to both express necessity.  In (a) and (b): It is necessary for every applicant to take an entrance exam. There is no other choice. The exam is required.
<ul> <li>(c) I'm looking for Sue. I have to talk to her about our lunch date tomorrow. I can't meet her for lunch because I have to go to a business meeting at 1:00.</li> <li>(d) Where's Sue? I must talk to her right away. I have an urgent message for her.</li> </ul>	In everyday statements of necessity, have to is used more commonly than must. Must is usually stronger than have to and can indicate urgency or stress importance. In (c): The speaker is simply saying, "I need to do this, and I need to do that." In (d): The speaker is strongly saying, "This is very important!"
(e) I have to ("hafta") be home by eight. (f) He has to ("hasta") go to a meeting tonight.	Note: have to is usually pronounced "hafta"; has to is usually pronounced "hasta."
(g) I have got to go now. I have a class in ten minutes. (h) I have to go now. I have a class in ten minutes.	Have got to also expresses the idea of necessity: (g) and (h) have the same meaning. Have got to is informal and is used primarily in spoken English. Have to is used in both formal and informal English.
(i) I have got to go ("I've gotta go/I gotta go") now.	Usual pronunciation <i>of got to</i> is "gotta." Sometimes <i>have</i> is dropped in speech: "I gotta do it."
<ul> <li>(j) PRESENT or FUTURE I have to/have got to/must study tonight. </li> <li>(k) PAST I had to study last night. </li> </ul>	The idea of past necessity is expressed by <i>had to</i> . There is no other past form for <i>must</i> (when it means necessity) or <i>have got to</i> .

☐ EXERCISE 8. MUST, HAVE TO, HAVE GOT TO <i>Directions:</i> Answer the questions. Practic and <i>have got to.</i>	c. (Chart 9-5) ce pronouncing the usual spoken forms of <i>have to</i>
<ol> <li>What are some of the things you have</li> <li>What does () have to do today?</li> <li>What have you got to do after class?</li> <li>What has () got to do after class?</li> <li>Can you think of something very imp</li> <li>What is something that you had to do</li> <li>Ask a classmate a question using have</li> </ol>	eportant that you must do today or tomorrow?  by yesterday?
9-6 LACK OF NECESSITY AND AND MUST IN THE NEGAT	D PROHIBITION: HAVE TO
LACK OF NECESSITY  (a) Tomorrow is a holiday. We <i>don't have to go</i> to	When used in the negative, <i>must</i> and <i>have to</i> have different meanings.
class. (b) I cap hear you. You <i>don't have to shout.</i> †	do not have to - lack of necessity In (a): It is not necessary for us to go to class tomorrow because it is a holiday.
PROHIBITION  (c) You <i>must not look</i> in the closet. Your birthday present is hidden there.  (d) You <i>must not tell</i> anyone my secret. Do you promise?	<ul> <li>must not = prohibition (DO NOT DO THIS!)</li> <li>In (c): Do not look in the closet. I forbid it. Looking in the closet is prohibited.</li> <li>Negative contraction: mustn't. (The first "t" is silent: "muss-ənt.")</li> </ul>
	ressions such as "You needn't worry." egative. (Chart 9-6)
I'll read for a while.  2. I _ must not forget to	take my key with me.
3. You _ introduce me to	Dr. Gray. We've already met.

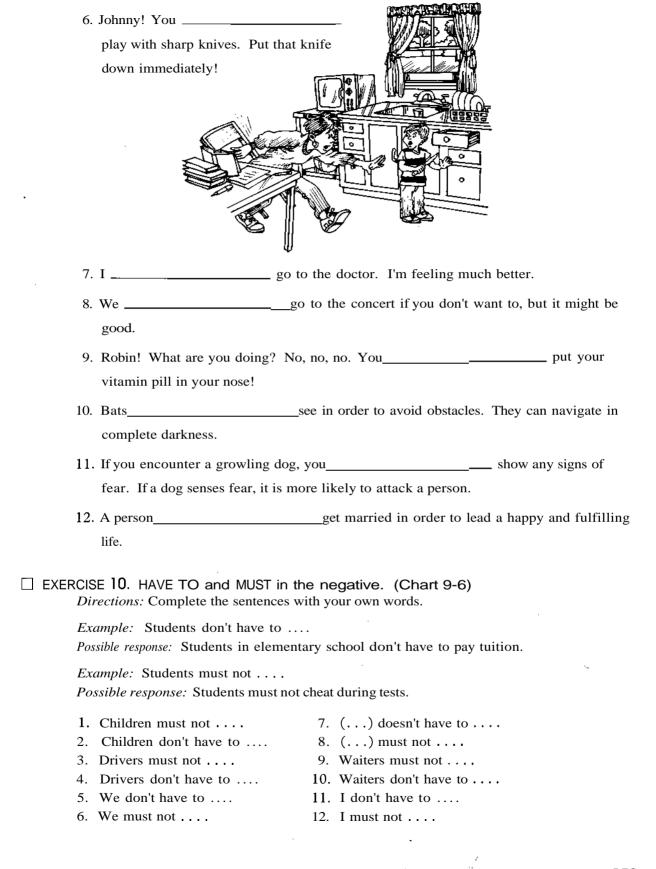
In order to be a good salesclerk, you \_ be rude to a customer.

\_\_\_\_\_ become rich and famous in order to live a

5. A person \_\_\_\_\_

successful life.

<sup>\*</sup>A form of do is used with have to in questions: e.g., When does he have to leave?



9-7 ADVISABILITY: SHOULD,	OUGHT TO, HAD BETTER
<ul> <li>(a) You should study harder. You ought to study harder.</li> <li>(b) Drivers should obey the speed limit. Drivers ought to obey the speed limit.</li> </ul>	Should and ought to have the same meaning: they express advisability. The meaning ranges in strength from a suggestion ("This is a good idea") to a statement about responsibility or duty ("This is a very important thing to do"). In (a): "This is a good idea. This is my advice." In (b): "This is an important responsibility."
(c) You shouldn't leave your keys in the car.	Negative contraction: shouldn't*
(d) <b>I</b> ought to ("otta") study tonight, but I think I'll watch TV instead.	Ought to is often pronounced "otta" in informal speaking.
<ul> <li>(e) The gas tank is almost empty. We had better stop at the next service station.</li> <li>(f) You had better take care of that cut on your hand soon, or it will get infected.</li> </ul>	In meaning, had better is close to should/oughtto, but had better is usually stronger. Often had better implies a warning or a threat of possible bad consequences. In (e): If we don't stop at a service station, there will be a bad result. We will run out of gas.  Notes on the use of had better:  • It has a present or future meaning.  • It is followed by the simple form of a verb.  • It is more common in speaking than writing.
(g) You'd better take care of it. (h) You better take care of it.	Contraction: 'dbetter, as in (g). Sometimes in speaking, had is dropped, as in (h).
(i) You'd better not be late.	Negative form: had better + not.

<sup>\*</sup>Oughtto is not commonly used in the negative. If it is used in the negative, the to is sometimes dropped: You oughtn't (to) leave your keys in the car.

## ☐ EXERCISE 11. SHOULD, OUGHT TO, HAD BETTER. (Chart 9-7)

Directions: Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Present the problem as given in the text.

Speaker B: Your book is closed. Give advice by using should, ought to, or had better.

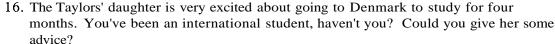
#### Example:

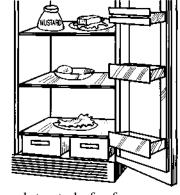
SPEAKER A (book open): I have a test tomorrow.

SPEAKER B (book dosed): You should (ought to, had better) study tonight.

- 1. I'm writing a composition, and there is a word I don't know how to spell.
- 2. I don't feel well. I think I'm catching a cold.
- 3. I can't see the chalkboard when I sit in the back row.
- 4. I'm cold.
- 5. My foot is asleep.
- 6. My roommate snores, and I can't get to sleep.
- 7. My friend is arriving at the airport this evening. I'm supposed to pick him up, but I've forgotten what time his plane gets in.
- 8. My apartment is a mess, and my mother is coming to visit tomorrow!

- 9. There's no food in the house, and some guests are coming to dinner tonight.
- 10. I can't stop yawning.
- 11. I have a toothache.
- 12. I need to improve my English.
- 13. I have the hiccups.
- 14. When William gets out of college, his parents expect him to manage the family business, a shoe store, but he wants to be an architect.
- 15. Pam's younger brother, who is 18, is using illegal drugs. How can she help him?





	2. SHOULD, OUGHT TO, HAD BETTER. (Chart 9-7) ions: Complete the dialogues with your own words.
1. A:	Oops! I spilled coffee on my shirt.
B:	You'd better <u>run if under hot water before</u> the stain sets.
2. A:	The shoes I bought last week
B:	Oh? You ought to
3. A:	Jimmy, you'd better
	or I'm going to
В:	Okay, Mom. I'll do it right now.
4. A:	I'd better
B:	I agree. It'll be winter soon.
5. A:	I've been studying for three days straight.
B:	I know. You should
A:	I know, but
6. A:	Kids, your dad and I work hard all day long. Don't you think you should
B:	
7. A:	My doctor said I should, but I
В:	Well, I think you'd better
8. A:	You should if you
В:	Thanks for reminding me. I'd better

B: No, not yet.  A: You really ought to  10. A: Mary's always wanted to learn how to	9. A	A: Have you
B: Isn't your brother You should  11. A: Do you think I ought to	I	3: No, not yet.
B: Isn't your brother You should  11. A: Do you think I ought to	A	A: You really ought to
You should  11. A: Do you think I ought to	10. A	A: Mary's always wanted to learn how to
B: I think you'd better	I	3: Isn't your brother
B: I think you'd better		You should
B: Maybe you should	11. <i>A</i>	A: Do you think I ought to or
B: Maybe you should	. I	3: I think you'd better If you don't,
B: Maybe you should	12. <i>A</i>	
<ul> <li>EXERCISE 13. Necessity, advisability, and prohibition. (Charts 9-5 → 9-7)  Directions: Which sentence in the following pairs is stronger? Discuss situations in which a speaker might say these sentences.</li> <li>1. a. You should go to a doctor.</li></ul>	I	
Directions: Which sentence in the following pairs is stronger? Discuss situations in which a speaker might say these sentences.  1. a. You should go to a doctor.		Or have you thought about
<ol> <li>2. A personshouldeat a balanced diet.</li> <li>3. If you want to become a doctor, yougo to medical school for many years.</li> <li>4. I don't have enough money to take the bus, so Iwalk home.</li> <li>5. Walking is good exercise. You say you want to get more exercise. Youwalk to and from work instead of taking the bus.</li> <li>6. Wego to Colorado for our vacation.</li> </ol>	speal  1. a t 2. a t 3. a t  □ EXERCISE  Direct	<ul> <li>4. a. I have to go to the post office.</li> <li>b. I should go to the post office.</li> <li>c. You'd better go to a doctor.</li> <li>d. Mary should go to work today.</li> <li>d. Mary must go to work today.</li> <li>d. We've got to go to class.</li> <li>d. We ought to go to class.</li> <li>d. We ought to go to class.</li> <li>d. You'd better not go there alone.</li> <li>d. You shouldn't go there alone.</li> </ul>
<ol> <li>If you want to become a doctor, yougo to medical school for many years.</li> <li>I don't have enough money to take the bus, so I walk home.</li> <li>Walking is good exercise. You say you want to get more exercise. You walk to and from work instead of taking the bus.</li> <li>We go to Colorado for our vacation.</li> </ol>	1. A	A person must/has $+ 0$ eat in order to live.
<ul> <li>many years.</li> <li>4. I don't have enough money to take the bus, so I walk home.</li> <li>5. Walking is good exercise. You say you want to get more exercise. You walk to and from work instead of taking the bus.</li> <li>6. We go to Colorado for our vacation.</li> </ul>	2. A	personshouldeat a balanced diet.
<ul> <li>5. Walking is good exercise. You say you want to get more exercise. You</li></ul>		
walk to and from work instead of taking the bus.  6. We	4. I	don't have enough money to take the bus, so Iwalk home.
		· · · · · · · · · · · · · · · · · · ·
7. According to my advisor, Itake another English course.	6. V	Vego to Colorado for our vacation.
	7. A	According to my advisor, Itake another English course.

8.	Rice	have water in order t	to grow.
9.	This pie is very good.	You	_try a piece.
10	This nie is excellent!	You	try a niece *

9-8 THE PAST FORM OF SHOULD					
(a) I had a test this morning. I didn't do well on the	Past form: should have + past participle.*				
test because I didn't study for it last night. I should have studied last night.  (b) You were supposed to be here at 10 P.M., but you didn't come until midnight. We were worried	In (a): / should have studied means that studying was a good idea, but I didn't do it. I made a mistake.				
didn't come until midnight. We were worried about you. You should have called us. (You did not call.)	Usual pronunciation of <i>should have</i> : "should-əv" or "should-ə."				
<ul> <li>(c) My back hurts. I should not have carried that heavy box up two flights of stairs. (I carried the box, and now I'm sorry.)</li> <li>(d) We went to a movie, but it was a waste of time and money. We should not have gone to the movie.</li> </ul>	In (c): / should not have carried means that I carried something, but it turned out to be a bad idea. I made a mistake.  Usual pronunciation of should not have: "shouldn't-əv" or "shouldn't-ə."				

<sup>\*</sup>The past form of ought to is ought to have + past participle. (I ought to have studied.) It has the same meaning as the past form of should. In the past, should is used more commonly than ought to. Had better is used only rarely in a past form (e.g., He had better have taken care of it) and usually only in speaking, not writing.

## ☐ EXERCISE 15. The past form of SHOULD. (Chart 9-8)

Directions: Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Present the situation given in the book.

Speaker B: Your book is closed. Comment on the situation using should have + past participle.

Example: I didn't invite ( . . . ) to my party. That made him/her feel bad. I'm sorry I didn't invite him/her.

SPEAKER A (book open): I didn't invite Sonya to my party. That made her feel bad. I'm sorry I didn't invite her.

SPEAKER B (book closed): You should have invited Sonya to your party.

- 1. (...) made a mistake yesterday. He/She left the door to his/her house open, and a bird flew in. He/She had a terrible time catching the bird.
- 2. There was an important meeting yesterday afternoon, but you decided not to go. That was a mistake. Now your boss is angry.
- 3. (...) didn't feel good a couple of days ago. I told him/her to see a doctor, but he/she didn't. That was a mistake. Now he/she is very sick.
- 4. (...) sold her/his car. That was a mistake because now she/he can't take trips to see her/his friends and relatives.
- 5. (...) signed a contract to buy some furniture without reading it thoroughly. Now she/he has discovered that she/he is paying a higher interest rate than she/he expected. She/he made a mistake.

<sup>\*</sup>Sometimes in speaking, must has the meaning of a very enthusiastic should.

## ☐ EXERCISE 16. The past form of SHOULD. (Chart 9-8)

Directions: Work in pairs.

Speaker A: Your book is open. Present the situation.

Speaker B: Your book is closed. Use **should have** + past participle in your response.

#### Example:

SPEAKER A (book open): You failed the test because you didn't study.

SPEAKER B (book closed): I should have studied.

- 1. You are cold because you didn't wear a coat.
- 2. You misspelled a word because you didn't look it up in the dictionary.
- 3. Your friend is upset because you didn't write him a letter.
- 4. You are broke now because you spent all your money foolishly.
- 5. The room is full of flies because you opened the window.
- 6. You don't have any food for dinner because you didn't go to the grocery store.
- 7. You overslept this morning because you didn't set your alarm clock.
- 8. Your friends went to (New Orleans) over vacation. They had a good time. You didn't go with them, and now you are sorry.

#### Switch roles.

- 9. You didn't have a cup of coffee. Now you are sleepy.
- 10. John loved Mary, but he didn't marry her. Now he is unhappy.
- 11. John loved Mary, and he married her. But now he is unhappy.
- 12. You were sick yesterday, but you went to class anyway. Today you feel worse.
- 13. The weather was beautiful yesterday, but you stayed inside all day.
- 14. You bought your girlfriend/boyfriend a box of candy for her/his birthday, but she/he doesn't like candy.
- 15. The little girl told a lie. She got into a lot of trouble.
- 16. You lent your car to ( . . . ), but s/he had an accident because s/he was driving on the wrong side of the road.

#### ☐ EXERCISE 17. The past form of SHOULD. (Chart 9-8)

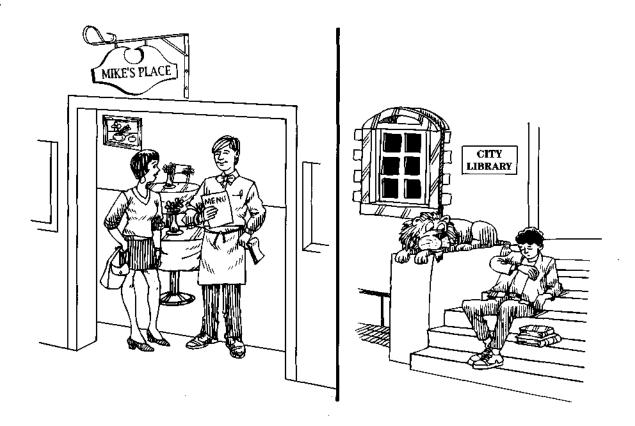
Directions: Discuss or write what you think the people in the following situations should have done and should not have done.

#### Example:

Tom didn't study for the test. During the exam he panicked and started looking at other students' test papers. He didn't think the teacher saw him, but she did. She warned him once to stop cheating, but he continued. As a result, the teacher took Tom's test paper, told him to leave the room, and failed him on the exam.

- → Tom should have studied for the test.
- $\rightarrow$  He shouldn't have panicked during the test.
- $\rightarrow$  He shouldn't have started cheating.
- → He should have known the teacher would see him cheating.
- → He should have stopped cheating after the first warning.
- → The teacher should have ripped up Tom's paper and sent him out of the room the first time she saw him cheating.

- 1. John and his wife, Julie, had good jobs as professionals in New York City. John was offered a high-paying job in Chicago, which he immediately accepted. Julie was shocked when he came home that evening and told her the news. She liked her job and the people she worked with, and did not want to move away and look for another job.
- 2. Ann agreed to meet her friend Carl at the library to help him with his chemistry homework. On the way, she stopped at a cafe where her boyfriend worked. Her boyfriend told her he could get off work early that night, so the two of them decided to go to a movie. Ann didn't cancel her plans with Carl. Carl waited for three hours at the library.



- 3. For three years, Donna had been saving her money for a trip to Europe. Her brother, Larry, had a good job, but spent all of his money on expensive cars, clothes, and entertainment. Suddenly, Larry was fired from his job and had no money to support himself while he looked for another one. Donna lent him nearly all of her savings, and within three weeks he spent it all on his car, more clothes, and expensive restaurants.
- 4. Sarah often exaggerated and once told a co-worker that she was fluent in French even though she had studied only a little and could not really communicate in the language. A few days later, her boss asked her to come to his office to interpret a meeting with a French businessman who had just arrived from Paris to negotiate a major contract with the company. After an embarrassed silence, Sarah told her boss that she was feeling ill and had to go home immediately.

9-9 EXPECTATIONS: BE SUPPOSED TO					
<ul> <li>(a) The game is supposed to begin at 10:00.</li> <li>(b) The committee is supposed to vote by secret ballot.</li> </ul>	Be supposed to expresses the idea that someone (I, we, they, the teacher, lots of people, my father, etc.) expects something to happen. Be supposed to often expresses expectations about scheduled events, as in (a), or correct procedures, as in (b).				
<ul> <li>(c) I am supposed to go to the meeting. My boss told me that he wants me to attend.</li> <li>(d) The children are supposed to put away their toys before they go to bed.</li> </ul>	Be supposed to also expresses expectations about behavior.  In (c) and (d): be supposed to gives the idea that someone else expects (requests or requires) certain behavior.				
(e) Jack was supposed to call me last night. I wonder why he didn't.	Be supposed to in the past (was/were supposed to) expresses unfulfilled expectations. In (e): The speaker expected Jack to call, but he didn't.				

#### D EXERCISE 18. Error analysis: BE SUPPOSED TO. (Chart 9-9)

Directions: Correct the errors.

- 1. The building custodian supposed to unlock the classrooms every morning.
- 2. We're not suppose to open that door.
- 3. Where are we suppose to meet?
- 4. I have a meeting at seven tonight. I suppose to be there a little early to discuss the agenda.
- **5.** When we go to the store, Annie, you not suppose to handle the glassware. It might break, and then you'd have to pay for it out of your allowance.
- 6. I'm suppose to be at the meeting. I suppose<sup>★</sup> I'd better go.
- 7. Where have you been? You suppose be here an hour ago!
- 8. A: I can't remember what the boss said. Should I supposed to work in the mail order room tomorrow morning and then the shipping department tomorrow afternoon? Or the other way around?
  - B: How am I supposing to remember what you suppose to do? I have enough trouble remembering what I supposed doing.

<sup>\*</sup>COMPARE: | suppose = I guess, I think, I believe.I'm supposed to = I am expected to.

☐ FXFRCISE 19	BE SUPPOSED TO.	(Chart 9-9)
_ LALINGIOL 13.	DL 3011 03LD 10.	(Chart 3-3)

Directions: Answer the questions in complete sentences, using be supposed to. Switch roles after Item 6 if you work in pairs.

#### Example:

If you're driving and a traffic light turns red, what are you SPEAKER A (book open): supposed to do?

SPEAKER B (book closed): You're supposed to come to a complete stop.\*

- 1. What are you supposed to do if you're involved in a traffic accident?
- 2. What are you supposed to do prior to take-off in an airplane?
- 3. What are some things athletes in training are supposed to do, and some things they're not supposed to do?
- 4. What are you supposed to do later today or this week?
- 5. If you're driving and an ambulance with flashing lights and blaring sirens comes up behind you, what are you supposed to do?
- 6. Can you think of something you were supposed to do yesterday (or sometime in the past) but didn't do?
- 7. What are we supposed to be doing right now?
- 8. Tell me about any job you've had. What were you supposed to do on a typical day?
- 9. Where are you supposed to be at\_\_\_\_\_o'clock tomorrow?
- 10. What were you supposed to do sometime last week that you didn't do?
- 11. If someone tells you a secret, what are you not supposed to do?
- 12. In the place you live or work, who is supposed to do what? In other words, what are the duties or responsibilities of the people who live or work with you?

# $\square$ EXERCISE 20. Necessity, advisability, and expectations. (Charts 9-5 $\rightarrow$ 9-9)

*Directions:* Which sentence in each pair is stronger?

- 1. a. You have got to wear your seatbelt.
  - b. You should wear your seatbelt.
- 2. a. You had better wear your seatbelt.
  - b. You *ought to wear* your seatbelt.
- 3. a. You *must wear* your seatbelt.
  - b. You had better wear your seatbelt.
- 4. a. You have to wear your seatbelt.
  - b. You are supposed to wear your seatbelt.
- 5. a. We are supposed to bring our own pencils.
  - b. We have to bring our own pencils.
- 6. a. We ought to bring our own pencils.
  - b. We have got to bring our own pencils.
- 7. a. We had better bring our own pencils.
  - b. We should bring our own pencils.

<sup>\*</sup>Note the use of impersonal you. See Chart 8-5, p. 140.

☐ EXERCISE 21. Necessity, advisability, and expectations. (Charts 9-5 > 9-9) Directions: Complete the following and discuss the meaning you wish to express by giving reasons for your statement. Example: I'd better . . . . → I'd better write my mother a letter. (Reason: If I don't, there will be a bad result: she'll be angry or start worrying about me or feel hurt.) 1. I should . . . . 7. I must . . . . 2. I'm supposed to .... 8. I shouldn't . . . . 3. I ought to .... 9. I'm not supposed to .... 4. I'd better . . . . 10. I'd better not . . . . 5. I have to .... 11. I don't have to .... 6. I've got to .... 12. I must not . . . . EXERCISE 22. Necessity, advisability, and expectations. (Charts 9-5 → 9-9) Directions: Choose one (or more) of the following topics for writing, group discussion, or role-playing. Include these words and expressions. a. should g. must b. have to h. ought to c. be supposed to i. must not

Topics:

d. shouldn't

f. had better

e. be not supposed to

1. Pretend that you are the supervisor of a roomful of young children. The children are in your care for the next six hours. What would you say to them to make sure they understand your expectations and your rules so that they will be safe and cooperative?

i. do not have to

k. have got to

- a. You should pick up your toys when you are finished playing with them.
- b. You have to stay in this room. Do not go outside without my permission.
- c. You're supposed to take a short nap at one o'clock.
- d. Etc.
- 2. Pretend that you are teaching your younger sister/brother how to drive a car. This is her/his first time behind the wheel, and she/he knows little about driving regulations and the operation of an automobile.
- 3. Pretend that you are a travel agent and you are helping two students who are traveling abroad for a vacation. You want them to understand the travel arrangements you have made, and you want to explain some of the local customs of the countries they will be visiting.
- 4. Pretend that you are the supervisor of salesclerks in a large department store and that you are talking to two new employees. You want to acquaint them with their job and your expectations.

5. Pretend that you are instructing the babysitter who will watch your three young children while you are out for the evening. They haven't had dinner, and they don't like to go to bed when they're told to.



9-10 MAKING SUGGES SHALL I/WE	STIONS: LET'S, WHYDON'T,
<ul> <li>(a) Let's go to a movie.</li> <li>(b) Let's not go to a movie.</li> <li>Let's stay home instead.</li> </ul>	Let's = let us. Let's is followed by the simple form of a verb.  Negative form: let's + not + simple verb  The meaning of let's: "I have a suggestion for us."
(c) Why don't we go to a movie? (d) Why don't you come around seven? (e) Why don't I give Mary a call?	Why don't is used primarily in spoken English to make a friendly suggestion.  In (c): Why don't wego - let's go.  In (d): I suggest that you come around seven.  In (e): Should I give Mary a call? Do you agree with my suggestion?
<ul> <li>(f) Shall I open the window? Is that okay with you?</li> <li>(g) Shall we leave at two? Is that okay?</li> <li>(h) Let's go, shall we?</li> <li>(i) Let's go, okay?</li> </ul>	When <i>shall</i> is used with / or <i>we</i> in a question, the speaker is usually making a suggestion and asking another person if s/he agrees with this suggestion. This use of <i>shall</i> is relatively formal and infrequent. Sometimes "shall we?" is used as a tag question after <i>let's</i> , as in (h). More informally, "okay?" is used as a tag question, as in (i).

	3. LET'S, WHY DON'T, SHALL I/WE. (Chart 9-10)  cons: Complete the dialogues with your own words.
1. A:	A new Japanese restaurant just opened downtown.
-	Let's <u>eat there tonight.</u>
B:	Great idea! I'd like some good sushi.
A:	Why don't you call and make a reservation?
	Make it for about 7:30.
B:	No, let's make it for 8:00. I'll be working until 7:30 tonight.
2. A:	I don't feel like staying home today.
B:	Neither do I. Why don't
A:	Hey, that's a great idea! What time shall
B:	How about in an hour?
A:	Good.
3. A:	Shallorfirst?
B:	Let'sfirst, then we can take our time over
	dinner.
A:	Why don't
B:	Yes. Then we'll be sure
4. A:	Let'sover the weekend.
	The fresh air would do us both good.
B:	I agree. Why don't
A:	No. Sleeping in a tent is too uncomfortable. Let's
	It won't be that expensive, and we'll have hot water and a TV in the room. All
	the comforts of home.
5. A:	How are we ever going to prepare for tomorrow's exam? There's so much to know!
B:	Why don't
A:	All right. And then let's

B: Okay, but after that we should \_\_\_\_\_

9-11 MAKING SUGGESTIONS:	COULD vs. SHOULD
—What should we do tomorrow?  (a) Why don't we go on a picnic?  (b) We could go on a picnic.	Could can be used to make suggestions. (a) and (b) are similar in meaning: the speaker is suggesting a picnic.
<ul> <li>—I'm having trouble in math class.</li> <li>(c) You should talk to your teacher.</li> <li>(d) Maybe you should talk to your teacher.</li> <li>—I'm having trouble in math class.</li> <li>(e) You could talk to your teacher. Or you could ask Ann to help you with your math lessons. Or I could try to help you.</li> </ul>	Should gives definite advice. In (c), the speaker is saying: "I believe it is important for you to do this. This is what I recommend." In (d), the use of maybe softens the strength of the advice.  Could offers suggestions or possibilities. In (e), the speaker is saying: "I have some possible suggestions for you. It is possible to do that."*
—Ifailed my math class.  (f) You should have talked to your teacher and gotten some help from her during the term.	Should have gives "hindsight advice."** In (f), the speaker is saying: "It was important for you to talk to the teacher, but you didn't do it. You made a mistake."
—Ifailed my math class.  (g) You could have talked to your teacher. Or you could have asked Ann to help you with your math. Or I could have tried to help you.	Could have offers "hindsight possibilities."** In (g), the speaker is saying: "You had the chance to do this or that. It was possible for this or that to happen. You missed some good opportunities."

<sup>\*</sup>Might(but not may) can also be used to make suggestions (You might talk to your teacher), but the use of could is more common

## ☐ EXERCISE 24. Making suggestions. (Chart 9-11)

*Directions:* Discuss Speaker B's use *of should* and *could* in the dialogues. In your own words, what is Speaker B saying?

- 1. A: Ted doesn't feel good. He has a bad stomachache.
  - B: He should see a doctor.
- 2. A: Ted doesn't feel good. He has a bad stomachache. What do you think he should do?
  - B: Well, I don't know. He *could call* a doctor. He *could call* Dr. Smith. Or he *could call* Dr. Jones. Or he *could* simply *stay* in bed for a day and hope he feels better tomorrow.
- 3. A: I need to get to the airport.
  - B: You should take the airport bus. It's cheaper than a taxi.
- 4. A: I need to get to the airport.
  - B: Well, you *could take* the airport bus. Or you *could take* a taxi. Maybe Matt *could take* you. He has a car.
- 5. A: I took a taxi to the airport, and it cost me a fortune.
  - B: You should have taken the airport bus.
- 6. A: I took a taxi to the airport, and it cost me a fortune.
  - B: You could have taken the airport bus. Or maybe Matt could have taken you.

<sup>\*\*&</sup>quot;Hindsight" refers to looking at something after it happens.

□ EXERCISE 25. Activity: making suggestions. (Charts 9-7 → 9-11)

Directions: Form a group of four.

Speaker A: Your book is open. Present the given situation.

Speakers B, C, and D: Your books are closed. Make suggestions or give advice. Use *could* to suggest possibilities. Use *should* only if you want to give strong, definite advice.

Speaker A: When the other students are finished, pass the open book to the next student.

#### Example:

SPEAKER A (book open): I need to get to the airport. Any suggestions?

SPEAKER B (book closed): You could take a taxi or the airport bus.

SPEAKER c (book closed): I could take you if I can borrow my brother's car.

SPEAKER D (book closed): In my opinion, you should take the airport bus.

- 1. I don't have any plans for this weekend. I need some suggestions.
- 2. (...) and I want to go to a nice restaurant for dinner tonight. Any suggestions?
- 3. I need to get from here to (name of a place in this city/town). Any suggestions?
- 4. I need to buy an umbrella, but I don't know where to go. I need some suggestions.
- 5. I'm hungry. I'd like to eat an egg, but I've never cooked an egg before. What should I do?
- 6. I need to get a car, but it can't be very expensive because I don't have a lot of money to spend on it. Any suggestions?
- 7. I bought a (name of a car), but I'm unhappy with it. In hindsight, can you suggest other possibilities for a kind of car I could have bought?
- 8. I went to (name of a place) for my vacation last summer, but I didn't enjoy it. In hindsight, can you suggest some other possibilities that I didn't think of? (I had only five days and a limited amount of money.)
- 9. (...) went to (name of a restaurant) for dinner last night, but the food was terrible. Do you have any hindsight suggestions?

### □ EXERCISE 26. Activity: making suggestions. (Charts 9-7 → 9-11)

Directions: With another student, make up a short dialogue.

Speaker A: Begin the dialogue with "What's the matter?" or "Is something the matter?"

Speaker B: Present a problem. Suggestions of words to include in the dialogue are given in the numbered list.

Speaker A: Offer suggestions by using why don't you, (maybe) you should, and/or you

Speaker B: Reject the first two or three suggestions and give your reasons. Then finally accept a suggestion.

Present your dialogue to the class.

Example: I don't feel very good.

SPEAKER A: Is something the matter, Carlos? You don't look good.

SPEAKER B: That's because I don't feel very good.

SPEAKER A: Oh? What's wrong?

SPEAKER B: My stomach feels a little upset.

SPEAKER A: Maybe it's something you ate. Why don't you go home and rest for a while?

SPEAKER B: I can't. I have an important meeting in fifteen minutes.

SPEAKER A: *Maybe you should* drink a carbonated beverage. That sometimes helps me when my stomach feels funny.

SPEAKER B: A carbonated beverage? I don't think so. I don't like carbonated drinks.

SPEAKER A: Well, *you could* take an antacid. I have some antacids in my office. Want me to get them for you?

SPEAKER B: Please. I think I'll try that. Maybe it'll help. Thanks.

Suggestions of words for Speaker B to include in the dialogue:

- 1. ...but I really don't want to go.
- 2. ... but I can't afford it.
- 3. . . . is angry with me.
- 4. I don't have enough . . . .
- 5. I don't know what . . . .

- 6. My . . . is broken.
- 7. I lost
- 8. I don't like my ....
- 9. (Use your own words.)

## ☐ EXERCISE 27. Activity: writing. (Chapter 9)

*Directions:* Write a letter to an advice columnist in a newspaper. Make up a personal problem for the columnist to solve. Then give your letter to a classmate, who will write an answer.

Example letter:

Dear Abby,

My husband and my sister had an argument over a year ago, and they haven't spoken to each other since. My husband accused my sister of insulting him about his baldness. Then he told my sister that her hair looked like straw. He said he'd rather be bald than have that kind of hair. My sister insists on an apology. My husband refuses until she apologizes to him first.

The problem is that I'm planning a graduation party for my daughter. My husband insists that I not invite my sister. I tell him I have to invite her. He says he'll leave the party if my sister walks in the door. My daughter is very close to my sister and very much wants her to come to the celebration.

What should I do? I feel I must include my sister in the graduation party, but I don't want to anger my husband.

Yours truly,
Confused and Torn

Example response:

Dear Confused and Torn,

Tell your husband that this party is your daughter's time to have her whole family around her and that you're going to invite your sister to the family celebration. This is certainly and clearly a time he has to put his daughter's needs first.

And you should tell both your husband and your sister that it's time to get past their silly argument and act like grownups instead of ten-year-olds. You could offer to serve as an intermediary to get them together to apologize to each other. If you present a reasonable, adult way of handling the problem, they may start behaving like adults. Good luck.



CONT	ENTS		
10-1 10-2	Degrees of certainty: present time Degrees of certainty: present time	10-7	Using would to express a repeated action in the past
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10-3	Degrees of certainty: past time	10-9	Combining modals with phrasal
10-4	Degrees of certainty: future time		modals
10-5	Progressive forms of modals	10-10	Summary chart of modals and
10-6	Ability: can and could		similar expressions

□ EXER	CISE 1. Preview. (Chapter 10)  Directions: Which completion do you think the speaker would probably say? Choose the best one.
	1. — Is Jeff a good student?
	<ul> <li>He A . I don't know him well, but I heard he was offered a scholarship for next year.</li> </ul>
	A. must be B. could be C. is
	<ul> <li>2. — Do you know where Eva is?</li> <li>— She at Barbara's house. She said something about wanting to visit after work today, but I'm really not sure.</li> </ul>
	A. must be B. could be C. is
	<ul> <li>3. — I stayed up all night finishing this report for the boss.</li> <li>— You really tired.</li> <li>— I do.</li> <li>A. must feel B. might feel C. feel</li> </ul>
	<ul> <li>4. — Do you think the grocery store is still open?</li> <li>— It I can't ever remember what their hours are.</li> <li>A. must be B. could be C. is</li> </ul>
	<ul> <li>5. — Where's the left-over chicken from dinner last night?</li> <li>— I just saw it when I got some ice cubes. It in the freezer.</li> </ul>

<b>6.</b> — It's supposed to rain tomorrow.
— I know, but the forecastwrong. Weather forecasts are far from 100 percen accurate.
A. must be B. could be C. is
<ul> <li>7. — I heard that Jane has received a scholarship and will be able to attend the university in the fall.</li> <li>— Wonderful! That's good news. Shevery happy to have the matter finally</li> </ul>
settled.  A. must be B. may be C. is
·
8. — Excuse me. Could you tell me which bus I should take to get to City Hall?  — Hmmm. Bus number 63 there. But you'd better ask the driver.
A. must go B. might go C. goes
9. — Which bus should I take to get to the main post office?
— Bus number 39. Itright to the post office.
A. must go B. could go C. goes
<ul> <li>10. — Do you suppose Mrs. Chu is sick?</li> <li>— SheI can't think of anything else that would have kept her from coming to this meeting.</li> <li>A. must be B. may be C. is</li> </ul>
·
11. — Is that Adam's brother standing with him in the cafeteria line?  — It, I suppose. He does look a little like Adam.
A. must be B. could be C. is
<ul><li>12. — Let's be really quiet when we go into the baby's room. The baby, and we don't want to wake her up.</li><li>— Okay.</li></ul>
A. might sleep B. might be sleeping C. might have been sleeping
13. — I wonder why the radio is on in the den. No one's in there.
— Grandmato turn it off. She was in the den earlier and was probably listening to it.
A. must forget B. must have forgotten C. must be forgetting
<ul><li>14. — When Ms. White answered the door, I noticed her hands and clothes were dirty.</li><li>— Really? That's odd.</li></ul>
— Not really. I figured shein her garden when she heard the doorbell, and came inside to answer it. She's an avid gardener, you know.
A must work B must have worked C must have been working

10-1 DEGREES OF CERTAIN	TY: PRESENT TIME	
—Why isn't John in class? 100% sure: He is sick.	"Degree of certainty" refers to how sure we are—what we think the chances are—that something is true.	
95% sure: He <i>must be</i> sick.	If we are sure something is true in the present, we don't need to use a modal. For example, if I say, "John is sick,"	
less than 50% sure:   He may be sick. He might be sick. He could be sick.	I am sure; I am stating a fact that I am sure is true. My degree of certainty is 100%.	
—Why isn't John in class?  (a) He must be sick. (Usually he is in class every day, but when I saw him last night, he wasn't	Must expresses a strong degree of certainty about a present situation, but the degree of certainty is still less than 100%.	
feeling good. So my best guess is that he is sick today. I can't think of another possibility.)	In (a): The speaker is saying, "Probably John is sick. I have evidence to make me believe that he is sick. That is my logical conclusion, but I do not know for certain."	
-Why isn't John in class?  (b) He may be sick.	May, might, and could express a weak degree of certainty.	
(c) He <i>might be</i> sick. (d) He <i>could be</i> sick. (I don't really know. He may be at home watching TV. He might be at the library. He could be out of town.)	In (b), (c), and (d): The speaker is saying, "Perhaps, maybe,* possibly John is sick. I am only making a guess. I can think of other possibilities."  (b), (c), and (d) have the same meaning.	

<sup>\*</sup>Maybe(one word) is an adverb: Maybe he is sick.

May be (two words) is a verb form: He may be sick.

## D EXERCISE 2. Degrees of certainty: present time. (Chart 10-1)

*Directions:* From the given information, make your "best guess" by using *must*. This exercise can be done in pairs, in small groups, or as a class. If the exercise is done in pairs, A and B should switch roles halfway through.

#### Example:

SPEAKER A (book open): Alice always gets the best grades in the class. Why? SPEAKER B (book closed): She must study hard. / She must be intelligent.

- 1. (...) is yawning. Why?
- 2. (...) is sneezing and coughing. Why?
- 3. (...) is wearing a wedding ring. Why?
- 4. (...) is shivering and has goose bumps. Why?
- 5. ( . . . )'s stomach is growling. Why?
- 6. ( . . . ) is scratching his arm. Why?
- 7. (...) has already had two glasses of water, but now he/she wants another. Why?
- 8. (...) is smiling. Why?
- 9. ( . . . ) is crying. Why?
- 10. There is a restaurant in town that is always packed (full). Why?
- 11. I am in my car. I am trying to start it, but the engine won't turn over. I left my lights on all day. What's wrong?
- 12. Every night there is a long line of people waiting to get into (a particular movie). Why?
- 13. Don't look at your watch. What time is it?

☐ EXE	CISE 3. Degrees of certainty: present time. (Chart 10-1)  Directions: Respond by using "I don't know" + may/might/could.
	Example:  SPEAKER A (book open): ( )'s grammar book isn't on her desk. Where is it?  SPEAKER B (book dosed): I don't know. It may/might/could be in her book bag.
	<ol> <li>() isn't in class today. Where is s/he? (I don'tknow. S/he)</li> <li>Where does () live? (I don't know. Slhe)</li> <li>What do you think I have in my briefcase/pocket/purse?</li> </ol>
	4. What kind of watch is () wearing?
	5. I can't find my pen. Do you know where it is?
	6. How old do you think (someone famous) is?
□ EXE	RCISE 4. Degrees of certainty: present time. (Chart 10-1)  Directions: Complete the sentences by using must or may/might/could with the expressions in the list or with your own words.
	be about ten be very proud vlike green be at a meeting feel terrible miss them very much be crazy fit Jimmy be rich have the wrong number
	<ol> <li>A: Have you noticed that Professor Adams wears something green every day?</li> <li>B: I know. Hemust like green.</li> </ol>
	2. A: Ed just bought his wife a diamond necklace with matching earrings.
	B: That's expensive! HeA: He is.
	3. A: Look at the man standing outside the window on the fifteenth floor of the building!
	B: He
	4. A: Where's Ms. Adams? She's not in her office.
	<ul><li>B: I don't know. She</li></ul>
	B: Certainly, Mr. French.
	<ul><li>5. A: Hello?</li><li>B: Hello. May I speak to Ron?</li></ul>
	A: I'm sorry. You There's no one here by that name.
	6. A: I've heard that your daughter recently graduated from law school and that your so
	has gotten a scholarship to the state university. YouB: We are.

7.	A:	: You're coughing and sneezing, blowing your nose, and running a	
		fever. You	TO THE REAL PROPERTY OF THE PARTY OF THE PAR
	B:	: I do.	一种 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)
8.	A:	: This winter jacket is still in good shape, but Tommy has outgrown it. Do you think it would fit one of your sons?	
	B:	: Well, it's probably too small for	
		Johnny, too, but it	
9.	A:	: How long has it been since you last saw your family?	
	B:	: More than a year.	
	A:	: You	
	B:	: I do.	
10.		: How old is their daughter now? : Hmmm. I think she was born around the s	ame time our daughter was born.

10-2 DEGREES OF CERTAINT	TY: PRESENT TIME NEGATIVE	
100% sure: San	n isn't hungry.	
99% sure: $\begin{cases} Sam \ couldn't \ be_{\text{hungry}}. \\ Sam \ can't \ be \ \text{hungry}. \end{cases}$		
95% sure: Sam must not be hungry.		
less than 50% sure: { Sam may not be hungry. Sam might not be hungry.		
(a) Sam doesn't want anything to eat. He <i>isn't</i> hungry. He told me his stomach is full. I heard him say that he isn't hungry. I believe him.	In (a): The speaker is sure that Sam is not hungry.	
(b) Sam <i>couldn't/can'tbe</i> hungry! That's impossible! I just saw him eat a huge meal. He has already eaten enough to fill two grown men. Did he really say he'd like something to eat? I don't believe it.	In (b): The speaker believes that there is no possibility that Sam is hungry (but the speaker is not 100% sure). When used in the negative to show degree of certainty, <i>couldn't</i> and <i>can't</i> forcefully express the idea that the speaker believes something is impossible.	
(c) Sam isn't eating his food. He <i>must not be</i> hungry. That's the only reason I can think of.	In (c): The speaker is expressing a logical conclusion, a "best guess."	
(d) I don't know why Sam isn't eating his food. He <i>may not/mightnot be</i> hungry right now. Or maybe he doesn't feel well. Or perhaps he ate just before he got here. Who knows?	In (d): The speaker uses <i>may not/might not</i> to mention a possibility.	

She\_\_\_\_

	Degrees of certainty: present time negative. (Chart 10-2)  ns: Complete the sentences with your "best guess."
B: \$	Yuko has flunked every test so far this semester.  She must not  → She must not study very hard.
В: 7	Who are you calling?  Farek. The phone is ringing, but there's no answer.  He must not
t	'm trying to be a good host. I've offered Rosa a glass of water, a cup of coffee or ea, a soft drink. She doesn't want anything.  She must not
C	offered Mr. Chang some nuts, but he refused them. Then I offered him some randy, and he accepted.  He must not
	Rosa seems very lonely to me.  agree. She must not
	Degrees of certainty: present time negative. (Chart 10-2)  ns: Give possible reasons for Speaker B's conclusions.
B: 1	Someone is knocking at the door. It might be Mary. It couldn't be Mary. (Reason? Mary is in Moscow. IMary went to a movie onight. I Etc.)
	Someone left this wool hat here. I think it belongs to Alex. It couldn't belong to him. (Reason?)
	Someone told me that Karen is in Norway.  That can't be right. She couldn't be in Norway. (Reason?)
	Look at that big animal! Is it a wolf? It couldn't be a wolf. (Reason?)
	Someone told me that Marie quit her job. You're kidding! That can't be true. (Reason?)
	Degrees of certainty: present time. (Charts 10-1 and 10-2) ns: Discuss the meaning of the <i>italicized</i> verbs.
1. SITU	ATION: Anna looks at some figures in her business records: $3456 + 7843 = 11,389$ .
a. A b. T	at first glance, she says to herself, "Hmmm. That may not be right." Then she looks at it again and says, "That must not be right. $6 + 3$ is 9, ut $5 + 4$ isn't 8."
c. S	o she says to herself, "That couldn't be right!"
d F	inally she adds the figures herself and says "That isn't right"

- 2. SITUATION: Some people are talking about Ed.
  - a. Tim says, "Someone told me that Ed quit his job, sold his house, and moved to an island in the Pacific Ocean."
  - b. Lucy says, "That may not be true."
  - c. Linda says, "That must not be true."
  - d. Frank says, "That can't be true."
  - e. Ron says, "That isn't true."
- **3.** SITUATION: Tom and his young son hear a noise on the roof.
  - a. Tom says, "I wonder what that noise is."
  - b. His son says, "It may be a bird."
  - c. Tom: "Itcan't be a bird. It's running across the roof. Birds don't run across roofs."
  - d. His son: "Well, some birds do. It could be a big bird that's running fast."
  - e. Tom: "No, I think it must be some kind of animal. It might be a mouse."
  - f. His son: "It sounds much bigger than a mouse. It may be a dragon!"



- g. Tom: "Son, it *couldn't be* a dragon. We don't have any dragons around here. They exist only in story books."
- h. His son: "It could be a little dragon that you don't know about."
- i. Tom: "Well, I suppose it *might be* some kind of lizard."
- j. His son: "I'll go look."
- k. Tom: "That's a good idea."
- 1. His son comes back and says, "Guess what, Dad. It's a rat!"

## ☐ EXERCISE 8. Degrees of certainty: present time. (Charts 10-1 and 10-2) Directions: Pair up and create a dialogue.

SITUATION: You and your friend are at your home. You hear a noise. You discuss the noise: what may / might I could I must I may not I couldn't I must not be the cause. Then you finally find out what is going on.

10-3 DEGREES OF CERTAINTY	: PAST TIME	
PAST TIME: AFFIRMATIVE Why wasn't Mary in class?  (a) 100%: She was sick.  (b) 95%: She must have been sick.  (c) less than 50%: She may have been sick. She might have been sick. She could have been sick.	In (a): The speaker is sure.  In (b): The speaker is making a logical conclusion, e.g., "I saw Mary yesterday and found out that she was sick. I assume that is the reason why she was absent. I can't think of any other good reason."  In (c): The speaker is mentioning one possibility.	
PAST TIME: NEGATIVE Why didn't Sam eat?  (d) 100%: Sam wasn't hungry.  (e) 99%: Sam couldn't have been hungry. Sam can't have been hungry.  (f) 95%: Sam must not have been hungry.  (g) less than 50%: Sam may not have been hungry. Sam might not have been hungry.	In (d): The speaker is sure.  In (e): The speaker believes that it is impossible for Sam to have been hungry.  In (f): The speaker is making a logical conclusion.  In (g): The speaker is mentioning one possibility.	

☐ EXERCISE 9. Degrees of certainty: past time. (Chart 10-3)

Directions: Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Give the first cue. After the response, give the second cue.

Speaker B: Your book is closed. Respond to the first cue with *may have I might have I could have*. Then after you get more information in the second cue, use *must have*.

Example:

SPEAKER A (book open): 1st cue: Jack was absent yesterday afternoon. Where was he?

SPEAKER B (book closed): I don't know. He may have been at home. He might have gone

to a movie. He could have decided to go to the zoo because the

weather was so nice.

SPEAKER A: 2nd cue: What if you overhear him say, "My sister's plane was late

yesterday afternoon. I had to wait almost three hours." Now

what do you think?

SPEAKER B: He must have gone to the airport to meet his sister's plane.

1. 1st cue: (...) didn't stay home last night. Where did she/he go?

2nd cue: What if you overhear her/him say, "I usually go there to study in the evening because it's quiet, and if I need to use any reference books, they're right there."

2. *1st cue*: How did (...) get to school today?

2nd cue: What if you see her/him pull some car keys out of her/his pocket?

3. 1st cue: (...) took a vacation in a warm, sunny place. Where do you suppose she/he went?

2nd cue: What if you then overhear her/him say, "Honolulu is a nice city"?

4. 1st cue: (...) visited a person in this class yesterday. Do you know who she/he visited?

2nd cue: What if I say this person (supply a certain distinguishing characteristic)?

5. 1st cue: (...) walked into class this morning with a broken arm. What happened?

2nd cue: Then you overhear her/him say, "After this I'm going to watch where I'm going when I'm riding my bicycle."

### ☐ EXERCISE 10. Degrees of certainty: past time. (Chart 10-3)

Directions: Form groups of five and assume the roles of Speakers A, B, C, D, and E. Complete the conversation by giving possible reasons for the speakers' conclusions. Create a scenario by using the given information (some of which is irrelevant) and information you make up from your imaginations. After your group has completed your version of the story, write an account of what happened at the mansion late last night.

SITUATION: Last night in an old mansion, someone killed Mrs. Peacock with a revolver in the dining room at approximately ten o'clock. These people, and maybe others, were in the mansion last night: Colonel Mustard, Mrs. White, Miss Scarlet, Mr. Green, Professor Plum, plus Speakers A, B, C, D, and E.

*Colonel Mustard* is in his 70s. **He** usually goes to bed early. He has asthma. He has a gun. He argued with Mrs. Peacock at the dinner table. He is married, but his wife was not with him last night. He was angry last night. He has a gray mustache. He likes to play cards.

*Mrs. White* is in her 50s. She has four children. Her bedroom was next to Mrs. Peacock's. Mrs. White believed that Mr. White, her husband, was in love with Mrs. Peacock. Mrs. White is an account executive with an advertising agency. She was in the living room playing cards last night. She stays up late. She usually reads before she goes to sleep at night.

*Miss Scarlet* is in her late 20s. She's had a difficult life and is deeply in debt. She lives alone and has four cats. She's in love with her dentist. She is Mrs. Peacock's niece and only living relative. Mrs. Peacock was a wealthy woman. Miss Scarlet doesn't play cards. Miss Scarlet has huge dental bills.

(Supply your own information about **Mr. Green, Professor Plum,** and the others at the mansion last night.)



B: It	might have been Colonel Mustard.
A: Wh	ny do you say that?
B: Be	cause
C: Ye	s, that's true. But it could have been Mrs. White.
B: Oh	? Why do you think that?
C: Be	cause
D: No	, it couldn't have been Colonel Mustard. And it can't have been Mrs. White.
A: Ho	w do you know? Why not?
D: Be	cause
A: We	ell, then it must have been Miss Scarlet.
D: Rea	ally? Why?
A: Be	cause
	of you are wrong. It wasn't Miss Scarlet or Colonel Mustard or Mrs. White.
	? How do you know that? And if none of them did it, who did?
E:	_
Directi	1. Degrees of certainty. (Charts 10-1 → 10-3)  ons: Complete the dialogues. Use an appropriate form of <b>must</b> with the verbs in heses. Use the negative if necessary.
1. A:	Paula fell asleep in class this morning.
B:	She (stay up) must have stayed up up too late last night.
2. A:	Jim is eating everything in the salad but the onions. He's pushed all of the onion to the side of his plate.
B:	He (like)
3. A:	George had to give a speech in front of five hundred people.
B:	Whew! That's a big audience. He (be)nervous.
A:	He was, but no one could tell.
4 Α.	What time is it?
	Well, we came at seven, and I'm sure we've been here for at least an hour. So it
Б.	
	(be)around eight o'clock.
5. A:	My favorite magazine doesn't come in the mail anymore. I wonder why.
B:	Did your subscription run out?
A:	That's probably the problem. I (forget)to
•	renew it.
6. A·	I met Marie's husband at the reception and we said hello to each other, but when
J. 11.	I asked him a question in English, he just smiled and nodded.
D.	
B:	He (speak) much English.

CONVERSATION:

A: Who killed Mrs. Peacock?

7. A: Where's Nadia? I've been looking all over for her.
B: I saw her about ten minutes ago in the living room. Have you looked there?
A: Yes, I've looked everywhere. She (leave)
8. A: Listen! Do you hear a noise downstairs?
B: No, I don't hear a thing.
A: You don't? Then something (be) wrong with your hearing
9. A: You have a black eye! What happened?
B: I walked into a door.
A: Ouch! That (hurt)
B: It did.
10. A: Who is your teacher?
B: I think his name is Mr. Rock, or something like that.
A: Mr. Rock? Oh, you (mean) Mr. Stone.
11. A: I grew up in a small town.
B: That (be) dull.
A: It wasn't at all. You can't imagine the fun we had.
12. 20 magne at an 100 can't imagne ate 101 me madi
12. A: Why are you here so early?
B: Sam told me that the party started at seven o'clock.
A: No, it doesn't start until eight o'clock. You (misunderstand)

10-4 DEGREES OF CERTAINTY: FUTURE TIME		
100% sure: Kay will do well on the	ne test. → The speaker feels sure.	
90% sure: { Kay should do well of Kay ought to do well	n the test. → The speaker is almost sure.	
less than 50% sure:  She may do well on the test. She might do well on the test. I She could do well on the test.  The speaker is guessing.		
(a) Kay has been studying hard. She <i>should do I</i> ought to do well on the test tomorrow.	Should I ought to can be used to express expectations about future events.  In (a): The speaker is saying, "Kay will probably do well on the test. I expect her to do well. That is what I think will happen."	
(b) I wonder why Sue hasn't written us. We <i>should</i> have heard I ought to have heard from her last week.	The past form of <i>should I ought to</i> is used to mean that the speaker expected something that did not occur.	

☐ EXERCISE 12. Degrees of certainty. (Charts 4-2, 10-1, and 10-4)  Directions: Use will, should/oughtto, or must in the following. In some, more than or modal is possible. Discuss the meanings that the modals convey.*	ıe
1. Look at all the people standing in line to get into that movie. It be a good movie.	_
2. Let's go to the lecture tonight. It should/ought to OR will be interesting	3.
3. Look. Jack's car is in front of his house. He _ be at home. Let's stop and visit him.	
<ul><li>4. A: Hello. May I speak to Jack?</li><li>B: He isn't here right now.</li><li>A: What time do you expect him?</li></ul>	
B: He _ be home around nine or so.	
<ul><li>5. A: Who do you think is going to win the game tomorrow?</li><li>B: Well, our team has better players, so we _ win, but you never know. Anything can happen in sports.</li></ul>	
<ul><li>6. A: It's very important for you to be there on time.</li><li>B: I _ be there at seven o'clock. I promise!</li></ul>	
<ul><li>7. A: What time are you going to arrive?</li><li>B: Well, the trip takes about four hours. I think I'll leave sometime around noon, so</li></ul>	I
get there around four.	
<ul><li>8. A: Here are your tickets, Mr. Anton. Your flight _ depart from Gate 15 on the Blue Concourse at 6:27.</li><li>B: Thank you. Could you tell me where the Blue Concourse is?</li></ul>	
9. A: Susie is yawning and rubbing her eyes.	
B: She _ be sleepy. Let's put her to bed early tonight.	
<ul><li>10. A: Martha has been working hard all day. She left for work before dawn this morning.</li><li>B: She _ be really tired when she gets home this evening.</li></ul>	ıg.
11. A: Where can I find the address for the University of Chicago?	
B: I'm not sure, but you _ be able to find that information at the library. The library carries catalogues of most of the universities in the U.S.	<b>;</b>
12. A: When's dinner?  B: We're almost ready to eat. The rice _ be done in five minutes	<b>.</b>
*COMPARE: Must expresses a strong degree of certainty about a present situation. (See Chart 10-1, p. 176.) Should	

<sup>\*</sup>compare: *Must* expresses a strong degree of certainty about a present situation. (See Chart 10-1, p. 176.) *Should* and *ought to* express a fairly strong degree of certainty about a future situation. (See Chart 10-4, p. 184.) *Witt* indicates that there is no doubt in the speaker's mind about a future event. (See Chart 4-2, p. 52.)

13. A: Whe	ere's your dictionary?	
B: Isn't	t it on my desk?	
A: No,	I don't see it there.	
	ny. Then it must be in the bookcase. Youond shelf. Is it there?	find it on the
14. Ed has	been acting strangely lately.	
He	be in love.	
	n. I wonder what's causing the delay.	
	plane	
been he	ere an hour ago.	
16. I though	ht I had some money in my billfold,	
but I do	on't. Ispent it.	
Directions: 1. Situation	tion: <b>Tom</b> is out of town. <b>Fred</b> called half an hour ago and said he would stop	s.  b by this afternoon.
a I4	Alice is a neighbor who sometimes drops by in the	middle of the day.
	nust be <u>Fred.</u>	
	ouldn't be	
c. I sup	ppose it might beAlice.	
2. Situatio Informa	on: Someone ran into the tree in front of our house. I varion: Sue has a car, and she was out driving last night.  Jane doesn't have a car and doesn't know how to dr  Ron has a car, but I'm pretty sure he was at home I  Ann was out driving last night, and today her car has front.	ive. ast night.
a. It co	ouldn't have been	
b. It m	nust not have been	
c. It co	ould have been	
d. It m	ust have been	

	Information:	bread. The bread was in a closed drawer until I opened it.  A mouse likes to eat bread and is small enough to crawl into a drawer.  A cat can't open a drawer. And most cats don't like bread.  A rat can sometimes get into a drawer, but I'm pretty sure we don't have rats in our house.
	a. It could h	ave been
	b. It couldn'	t have been
	c. It must ha	ave been
4.	Situation:	My friends Mark and Carol were in the next room with my neighbor. I heard someone playing a very difficult piece on the piano.
	Information:	Mark has no musical ability at all and doesn't play any instrument.  Carol is an excellent piano player.  I don't think my neighbor plays the piano, but I'm not sure.
	a. It couldn'	t have been
	b. I suppose	it could have been
	c. It must ha	ave been
5.	Situation: Information:	The meeting starts in fifteen minutes. I wonder who is coming.  I just talked to <b>Bob</b> on the phone. He's on his way. <b>Sally</b> rarely misses a meeting. <b>Andy</b> comes to the meetings sometimes, and sometimes he doesn't. <b>Janet</b> is out of town.
	a	won't be at the meeting.
	b	should be at the meeting.
	c	will be here.
	d	might come.
Dir 20 situ	rections: Work	ees of certainty. (Charts 10-1 → 10-4)  is in pairs. Choose one of the given situations and create a dialogue of 10 to more. Then present your dialogue to the rest of the class. For each ginning of the dialogue is given. Try to include modals in your
1.	Situation:	The two of you are roommates or a married couple. It is late at night. All of the lights are turned off. You hear a strange noise. You try to figure out what it might or must be, what you should or should not do, etc.  A: Psst. Are you awake?  B: Yes. What's the matter?  A: Do you hear that noise?  B: Yes. What do you suppose it is?  A: I don't know. It

There is a hole in the bread. It looks like something ate some of the

3. Situation:

2. Situation:	Your teacher is always on time, but today it is fifteen minutes past the time class begins and he/she still isn't here. You try to figure out why he/she isn't here yet and what you should do.  A: Mr./Mrs./Ms.*/Miss/Dr./Professor/(Jack)/etc should have been here fifteen minutes ago. I wonder where he/she is. Why do you suppose he/she hasn't arrived yet?  B: Well,
3. Situation:	The two of you are supposed to meet Anita and Po at the park for a picnic. You are almost ready to leave when you hear a loud noise. It sounds like thunder.
	<ul><li>A: Is the picnic basket all packed?</li><li>B: Yes. Everything's ready.</li><li>A: Good. Let's get going.</li><li>B: Wait. Did you hear that?</li><li>A:</li></ul>
4. Situation:	It is late at night. The weather is very bad. Your eighteen-year-old son, who had gone to a party with some friends, was supposed to be home ar hour ago. (The two of you are either a married couple or a parent and his/her friend.) You are getting worried. You are trying to figure out where he might be, what might or must have happened, and what you

A: It's already\_\_\_\_\_o'clock and\_\_\_\_\_isn't

10-5 PROGRESSIVE FORMS OF MODALS			
<ul> <li>(a) Let's just knock on the door lightly. Tom may be sleeping. (right now)</li> <li>(b) All of the lights in Ann's room are turned off. She must be sleeping. (right now)</li> </ul>	Progressive form, present time:  modal + be + -ing  Meaning: in progress right now		
<ul> <li>(c) Sue wasn't at home last night when we went to visit her. She <i>might have been studying</i> at the library.</li> <li>(d) Joe wasn't at home last night. He has a lot of exams coming up soon, and he is also working on a term paper. He <i>must have been studying</i> at the library.</li> </ul>	Progressive form, past time:  modal + have been + -ing  Meaning: in progress at a time in the past		

should do, if anything.

A:...

home yet. I'm getting worried. B: So am I. Where do you suppose he is?

American: Mr. Black/Mrs. Green/Ms. Brown British: Mr Black/Mrs Green/Ms Brown

<sup>\*</sup>In American English, a period is used with the abbreviations Mr./Mrs./Ms. British English does not use a period with these abbreviations.

EXERCISE 15. Progressive forms of modals. (Chart 10-5)  Directions: Complete the sentences with the verbs in parentheses. Use the appropriate progressive forms of must, should, or may/might/could.		
1. Look. Those people who are coming in the door are carrying wet umbrellas. It (ra		
<u>must be raining</u> .		
2. A: Why is Margaret in her room?		
B: I don't know. She (do) <u>may</u> be <u>doing</u> her homework.		
3. A: Do you smell smoke?		
B: I sure do. Something (burn) _ in the kitchen.		
4. A: The line's been busy for over an hour. Who do you suppose Frank is talking to?		
B: I don't know. He (talk) _ to his parents. Or he		
(talk) _ to his sister in Chicago.		
5. A: What's all that noise upstairs? It sounds like a herd of elephants.		
B: The children (play) _ some kind of game.		
A: That's what it sounds like to me, too. I'll go see.		
6. A: I need to call Howard. Do you know which hotel he's staying at in Boston?		
B: Well, he (stay) _ at the Hilton, but I'm not sure.		
He (stay) _ at the Holiday Inn.		
· 7. A: What are you doing?		
B: I'm writing a letter to a friend, but I (study)		
I have a test tomorrow.		
8. A: Did you know that Andy just quit school and started to hitchhike to Alaska?		
B: What? You (kid) _ !		
9. A: Did Ed mean what he said about Andy yesterday?		
B: I don't know. He (kid) _ when he said that, but		
who knows?		
10. A: Did Ed really mean what he said yesterday?		
B: No, I don't think so. I think he (kid)		

☐ EXERCISE 16. Progressive forms of modals. (Chart 10-5)

Directions: Discuss what the students on the bus should and should not be doing.

Example: The student in the middle of the bus shouldn't be climbing out of the window to the top of the bus.

- $\square$  EXERCISE 17. Progressive and past forms of modals. (Charts 9-8 and 10-1  $\rightarrow$  10-5) Directions: Complete the sentences with the appropriate form of the words in parentheses. Add **not** if necessary for a sentence to make sense.
  - 1. Alex has a test tomorrow that he needs to study for. He (should + watch)

at

\_\_\_\_\_shoulan't be watching TV right now.

2. There's Tom. He's standing at the bus stop. He (must + wait) \_\_\_\_\_
\_ for the two o'clock bus.

3. Kathy lost her way while driving to River City. She (should + leave) \_\_\_\_\_\_

4. My tweed jacket isn't in my closet. I think my roommate (*might* + *borrow*) \_\_\_\_\_\_ it. He often borrows my clothes without asking me.

home.

5. When I walked into the room, the TV was on but the room was empty. Dad (must + watch) \_\_\_\_\_\_\_ TV a short while before I came into the room. He (must + forget) \_\_\_\_\_\_\_ to turn it off before he left the room.

6. A: Why wasn't Pamela at the meeting last night?

her

road

map

B: She (may + attend) \_\_\_\_\_ the lecture at Shaw Hall.

I know she really wanted to hear the speaker.

7.	A:	Why didn't Diane come to the phone? I know she was home when I called.
	B:	I don't know. She (might + wash)
		her hair when you called. Who knows?
8.	A:	Where's that cold air coming from?
	B:	Someone (must + leave) the door open.
9.	A:	Where's Jane? I haven't seen her for weeks.
	B:	I'm not sure. She (might + travel) in Europe.
		I think I heard her mention something about spending a few weeks in Europe this
		spring.
10.	A:	When I arrived, Dennis looked surprised.
	B:	He (must + expect) you.
11.	A:	Why didn't Jack answer the teacher when she asked him a question?
	B:	He was too busy staring out the window. He (must + daydream)
		He (should + pay)
		attention. He (should + stare)
		out the window during class.
12.	A:	The roads are treacherous this morning. In places they're nothing but a sheet of
		ice. I (should + take)the bus to work today
		instead of driving my car. I thought I'd never make it!
	B:	I know. It's terrible outside. Jake still hasn't arrived. He (must + walk)
		to work right now. He doesn't live too far
		away, but I know he hates to drive on icy roads.
	A:	He (might + decide) not to come in at all. He
		(could + work) on his report at home this morning.
		I'll check with his secretary. He (may + call)her
		by now.

## ☐ EXERCISE 18. Degrees of certainty. (Charts 10-1 → 10-5)

*Directions:* Go to a public place where there are people whom you do not know (a cafeteria, store, street corner, park, zoo, lobby, etc.) or imagine yourself to be in such a place. Choose three of the people to write a composition about. Using a paragraph for each person, describe his/her appearance briefly and then make guesses about the person: age, occupation, personality, activities, etc.

#### Example:

I'm in a hotel lobby. I'm looking at a man who is wearing a blue pin-striped suit and carrying a briefcase. He is talking to someone at the registration desk, so he must be registering to stay in the hotel. He could be checking out, but I don't think so. He might be simply asking a question, but I doubt it. Judging from his clothes, I'd say he's probably a businessman. But he could be something else. He might be a doctor, a funeral director, or a professor. He has salt-and-pepper hair and not too many wrinkles. He must be about 50 or 55. He doesn't have any luggage with him. The porter must have taken his luggage. The hotel clerk just handed the man a key. Aha! I was right. He is registering to stay at the hotel.

### □ EXERCISE 19. Degrees of certainty. (Charts 10-1 → 10-5)

*Directions:* Discuss and/or write about the people and activities in the picture. Include any factual information you can get from the picture, and also make guesses about the people: their ages, occupations, activities, etc.



### $\square$ EXERCISE 20. Degrees of certainty. (Charts 10-1 $\rightarrow$ 10-5)

*Directions:* In pairs or small groups, discuss the dialogue. Make guesses about the two people and what's happening. What possibilities can you think of?

Situation: A man and woman are sitting at a table.

MAN: I don't think you should do this alone.

WOMAN: But you don't understand. I have to.

MAN: Let me go with you. (fumbling with his wallet) Just give me a minute to pay the bill.

WOMAN: No, I'll be fine.

MAN: You must let me help.

WOMAN: There's nothing you can do. (standing) This is something I need to do for myself.

MAN: Okay. If that's the way you want it.

WOMAN: (leaving) I'll call you.

#### Possible discussion questions:

- 1. Where are the man and woman?
- 2. Who are they? What is the relationship between them?
- 3. Where's the woman going?
- 4. Why does she want to go alone?
- 5. Why does the man want to go with her?
- 6. Etc.

10-6 ABILITY: CANAND COULD			
(a) Tom is strong. He <i>can lift</i> that heavy box. (b) I <i>can see</i> Central Park from my apartment.	Can is used to express physical ability, as in (a). Can is frequently used with verbs of the five senses: see, hear, feel, smell, taste, as in (b).		
(c) Maria <i>can play</i> the piano. She's been taking lessons for many years.	Can is used to express an acquired skill. In (c), can play = knows how to play.		
(d) You can buy a hammer at the hardware store.	Can is used to express possibility. In (d), youcan buy = it is possible for one to buy.		
COMPARE  (e) I'm not quite ready to go, but you can leave if you're in a hurry. I'll meet you later.  (f) When you finish the test, you may leave.	Can is used to give permission in informal situations, as in (e). In formal situations, may rather than can is usually used to give permission, as in (f).		
(g) Dogs can bark, but they cannot / can't talk.	Negative form: cannot or can't.		
(h) Tom could lift the box, but I couldn't.	The past form of <i>can</i> meaning "ability" is <i>could</i> , as in (h).  Negative = <i>could not</i> or <i>couldn't</i> .		

## ☐ EXERCISE 21. CAN and COULD. (Chart 10-6)

Directions: Can is typically pronounced /k n in normal spoken English, but may also be pronounced /k n. Can't is usually pronounced /k n. Try to determine whether the teacher is saying can or can't in the sentences.\*

- 1. The secretary *can/can't* help you.
- 2. My mother can/can't speak English.
- 3. My friend can/can't meet you at the airport.
- 4. Mr. Smith can/can't answer your question.
- 5. We *can/can't* come to the meeting.
- 6. Can/Can'tyou come?\*\*
- 7. You can/can't take that course.
- 8. I canl can't cook.
- 9. Our son canl can't count to ten.
- 10. I can't drive a stick-shift car.

### ☐ EXERCISE 22. CAN and COULD. (Chart 10-6)

*Directions:* Make sentences, answer questions, and/or discuss meanings as suggested in the following. Work in pairs, in groups, or as a class.

- 1. Name a physical ability that you have and a physical ability you don't have.
- 2. Name an acquired skill that you have and an acquired skill you don't have.
- 3. There's no class tomorrow.
  - a. What can you do tomorrow?
  - b. What may (might) you do tomorrow?
  - c. What are you going to do tomorrow?
- 4. a. What are the possible ways you can get to school?
  - b. What are the possible ways you may get to school tomorrow?
- 5. What is the difference in the use of can and may in the following?
  - a. Sure! You can borrow five dollars from me. You can pay me back later.
  - b. You may pay the bill either in person or by mail.
- 6. Compare the following, using can and can't:
  - a. people and animals

(Example: Birds can fly, but people can't.)

- b. adults and children
- c. women and men
- 7. Plan your next vacation and describe what you . . .
  - a. may do on your vacation.
  - b. can do on your vacation.
  - c. will do on your vacation.
- 8. What is something you could do as a child that you can't do now?

<sup>\*</sup>Sometimes even native speakers have difficulty distinguishing between *can* and *can't*. Also, British and American pronunciations *of can't* are different. British: *can't* = /kant/ (cawhnt). American: *can't* = /kaent/ (rhymes with *rant*).

<sup>\*\*</sup>NOTE: "t" + "you" = "chu" (can't you= /kænču/).

 $\square$  EXERCISE 23. Degrees of certainty; ability. (Charts 10-1  $\rightarrow$  10-6)

Directions: Discuss the following in groups or as a class.

A researcher into human behavior conducted an experiment. First she talked to a group of four-year-olds.

"How many of you can dance?" All of the children raised their hands.

"How many of you can sing?" All of the hands shot up.

"And finally, how many of you can draw?" Every child's hand was raised.

Next the researcher went to a college class of twenty-five students in their late teens and early twenties.

"How many of you can dance?" she asked. About a third of the students raised their hands.

"How many of you can sing?" Some hands were raised, but fewer than were raised for the first question.

"How many of you can draw?" Only two hands went up.

#### Discussion question:

What do you think accounts for the different responses in the two groups, and what conclusions might you make if you were the researcher?

10-7 USING <i>WOULD</i> TO EXPR IN THE PAST	RESS A REPEATED ACTION
<ul> <li>(a) When I was a child, my father would read me a story at night before bedtime.</li> <li>(b) When I was a child, my father used to read me a story at night before bedtime.</li> </ul>	<ul> <li>Would can be used to express an action that was repeated regularly in the past. When would is used to express this idea, it has the same meaning as used to (habitual past).</li> <li>(a) and (b) have the same meaning.</li> </ul>
(c) I used to live in California. He used to be a Boy Scout. They used to have a Ford.	Used to expresses an habitual situation that existed in the past, as in (c). In this case, would may not be used as an alternative. Would is used only for regularly repeated actions in the past.

Dire	E 24. Using WOULD and USED TO. (Chart 10-7) ections: In these sentences, use <b>would</b> whenever possible to express a repeated action in past. Otherwise, use <i>used to</i> .
1.	I (be) weed to be very shy. Whenever a stranger came to our house, I (hide) would hide in a closet.
2.	I remember my Aunt Susan very well. Every time she came to our house, she (give)me a big kiss and pinch my cheek.
3.	Illiteracy is still a problem in my country, but it (be)much worse.

4.	I (be) afraid of flying. My heart (start)
	pounding every time I stepped on a plane. But now I'm used to
	flying and enjoy it.
5.	I (be)an anthropology major. Once I was a member of an
	archaeological expedition. Every morning, we (get)up
	before dawn. After breakfast, we (spend) our entire day in
	the field. Sometimes one of us (find) a particularly
	interesting item, perhaps an arrowhead or a piece of pottery. When that happened,
	other members of the group (gather)around to see what
	had been unearthed.
6.	I got a new bicycle when I was ten. My friends (ask) to
	ride it, but for a long time I (let, never) anyone else
	use it.
7.	When my grandfather was a boy and had a cold, his mother (make)
	him go to bed. Then she (put) goose fat
	on his chest.
8.	Last summer, my sister and I took a camping trip in the Rocky Mountains. It was a
	wonderful experience. Every morning, we (wake)up to the
	sound of singing birds. During the day, we (hike)through
	woods and along mountain streams. Often we (see)deer.
	On one occasion we saw a bear and quickly ran in the opposite direction.
9.	When I was a child, I (take)a flashlight to bed with me so
	that I could read comic books without my parents' knowing about it.



10.	I remember Mrs.	. Sawyer's fifth grade class well. When we arrived each morn	ning, she
	(sit)	at her desk. She (smile, always)	
		hello to each student as he or she entered. When the	bell rang,
	she (stand)	up and (clear)	her
	throat. That was	s our signal to be quiet. Class was about to begin.	

10-8 EXPRESSING PREFERENCE: WOULD RATHER		
<ul> <li>(a) I would rather go to a movie tonight than study grammar.</li> <li>(b) I'd rather study history than (study) biology.</li> </ul>	Would rather expresses preference. In (a): Notice that the simple form of a verb follows both would rather and than. In (b): If the verb is the same, it usually is not repeated after than.	
—How much do you weigh?  (c) I'd rather not tellyou.	Contraction: / would - I'd Negative form: would rather + not	
(d) The movie was okay, but I would rather have gone to the concert last night.	The past form: would rather have + past participle Usual pronunciation: "I'd rather-əv"	
(e) <i>I'd rather be lying</i> on a beach in India than <i>(be) sitting</i> in class right now.	Progressive form: would rather + be + -ing	

CISE 25. Expressing preference: WOULD RATHER. (Chart 10-8) Directions: Use would rather to complete the sentences.
<ul><li>1. A: Do you want to go to the concert tonight?</li><li>B: Not really. I</li></ul>
<ul><li>2. A: Did you go to the concert last night?</li><li>B: Yes, but I</li></ul>
<ul><li>3. A: What are you doing right now?</li><li>B: I'm studying grammar, but I</li></ul>
<ul><li>4. A: Do you want to come with us to the museum tomorrow?</li><li>B: Thanks, but I</li></ul>
5. A: I than  B: Not me I than

☐ EXERCISE 26. Expressing preference: WOULD RATHER. (Chart 10-8) *Directions:* Answer in complete sentences.

- 1. You are in (name ofplace) right now. Where would you rather be?
- 2. What would you rather do than go to class?
- 3. What did you do last night? What would you have rather done?\*
- 4. What are you doing right now? What would you rather be doing?

<sup>\*</sup>Also possible: What would you rather have done?

Begin your answer with "No, I'd rather . . . . "

- 5. Do you want to go to a movie tonight? (to a concert?) (to the zoo tomorrow?)
- 6. Do you want to play tennis this afternoon? (go bowling?) (shoot pool?)
- 7. Do you want to eat at the cafeteria? (at a Chinese restaurant?)
- 8. Would you like to live in (name of a city)?

10-9 COMBINING MODALS WITH PHRASAL MODALS		
(a) INCORRECT: Janet will can help you tomorrow.	A modal cannot be immediately followed by another modal. In (a): The modal <i>will</i> cannot be followed by <i>can</i> , which is another modal.	
(b) CORRECT: Janet will be able to help you tomorrow.	A modal can, however, be followed by the phrasal modals <i>be able to</i> and <i>have to</i> . In (b): The modal <i>will</i> is correctly followed by the phrasal modal <i>be able to</i> .	
(c) CORRECT: Tom <i>isn't going to be able to</i> help you tomorrow.	It is also sometimes possible for one phrasal modal to follow another phrasal modal. In (c): <i>be going to</i> is followed by <i>be able to</i> .	

☐ EXERCISE 27. Combining modals with BE ABLE TO and HAVE TO. (Chart 10-9)

Directions: Use the given combinations in sentences or short dialogues.

- 1. might not be able to
- 2. be going to have to
- 3. have to be able to
- 4. shouldn't have to
- 5. must not have been able to
- 6. would rather not have to
- 7. not be going to be able to
- 8. may have had to

# 10-10 SUMMARY CHART OF MODALS AND SIMILAR **EXPRESSIONS**

AUXILIARY	USES	PRESENT/FUTURE	PAST
may	(1) polite request (only with I or we)	May I borrow your pen?	
	(2) formal permission	You may leave the room.	
	(3) less than 50% certainty	— Where's John? He may be at the library.	He <i>may have been</i> at the library.
might	(1) less than 50% certainty	— Where's John? He might be at the library.	He <i>might have been</i> at the library.
	(2) polite request (rare)	Might I borrow your pen?	
should	(1) advisability	I should study tonight.	I should have studied last night, but I didn't.
	(2) 90% certainty (expectation)	She <i>should do</i> well on the test. (future only, not present)	She <i>should have done</i> well on the test.
ought to	(1) advisability	I ought to study tonight.	I ought to have studied last night, but I didn't.
	(2) 90% certainty (expectation)	She <i>ought to do</i> well on the test. (future only, not present)	She <i>ought to have done</i> well on the test.
had better	(1) advisability with threat of bad result	You had better be on time, or we will leave without you.	(past form uncommon)
be supposed to	(1) expectation	Class is supposed to begin at 10:00.	
	(2) unfulfilled expectation		Class was supposed to begin at 10:00, but it didn't begin until 10:15.
must	(1) strong necessity	I must go to class today.	(I had to go to class yesterday.)
	(2) prohibition (negative)	You must not open that door.	
	(3) 95% certainty	Mary isn't in class. She must be sick. (present only)	Mary must have been sick yesterday.
have to	(1) necessity	I have to go to class today.	I had to go to class yesterday.
	(2) lack of necessity (negative)	I don't have to go to class today.	I didn't have to go to class yesterday.
have got to	(1) necessity	I have got to go to class today.	(I had to go to class yesterday.)
will	(1) 100% certainty	He will be here at 6:00. (future only)	
	(2) willingness	—Thephone's ringing. I'll get it.	
	(3) polite request	Will you please pass the salt?	

AUXILIARY	USES	PRESENT/FUTURE	PAST
be going to	(1) 100% certainty (prediction)	He is going to be here at 6:00. (future only)	
	(2) definite plan (intention)	I'm going to paint my bedroom. (future only)	
	(3) unfulfilled intention		I was going to paint my room, but I didn't have time.
can	(1) ability/possibility	I can run fast.	I could run fast when I was a child, but now I can't.
	(2) informal permission	You can use my car tomorrow.	
	(3) informal polite request	Can I borrow your pen?	
	(4) impossibility (negative only)	That can't be true!	That can't have been true!
could	(1) past ability		I could run fast when I was a child.
	(2) polite request	Could I borrow your pen? Could you help me?	
	(3) suggestion (affirmative only)	— I need help in math. You could talk to your teacher.	You could have talked to your teacher.
	(4) less than 50% certainty	—Where's John? He could be at home.	He could have been at home.
	(5) impossibility (negative only)	That couldn't be true!	That couldn't have been true!
be able to	(1) ability	I am able to help you. I will be able to help you.	I was able to help him.
would	(1) polite request	Would you please pass the salt? Would you mind if I left early?	
	(2) preference	I would rather go to the park than stay home.	I would rather have gone to the park.
	(3) repeated action in the past		When I was a child, I would visit my grandparents every weekend.
	(4) polite for "want" (with like)	I would like an apple, please.	
	(5) unfulfilled wish		I would have liked a cookie, but there were none in the house.
used to	(1) repeated action in the past		I <i>used to visit</i> my grandparents every weekend.
	(2) past situation that no longer exists		I used to live in Spain. Now I live in Korea.
shall	(1) polite question to make a suggestion	Shall I open the window?	
	(2) future with "I" or "we" as subject	I shall arrive at nine. (will = more common)	

NOTE: Use of modals in reported speech is discussed in Chart 12-7, p. 254. Use of modals in conditional sentences is discussed in Chapter 20.

- ☐ EXERCISE 28. Review: modals and similar expressions. (Chapters 9 and 10)

  Directions: Discuss the differences in meaning, if any, in each group of sentences.
  - 1. a. May I use your phone?
    - b. Could I use your phone?
    - c. Can I use your phone?
  - 2. a. You should take an English course.
    - b. You ought to take an English course.
    - c. You're supposed to take an English course.
    - d. You must take an English course.
  - 3. a. You should see a doctor about that cut on your arm.
    - b. You had better see a doctor about that cut on your arm.
    - c. You have to see a doctor about that cut on your arm.
  - 4. a. You must not use that door.
    - b. You don't have to use that door.
  - 5. a. I will be at your house by six o'clock.
    - b. I should be at your house by six o'clock.
  - 6. —There is a knock at the door. Who do you suppose it is?
    - a. It might be Sally.
    - b. It may be Sally.
    - c. It could be Sally.
    - d. It must be Sally.
  - 7. —There's a knock at the door. I think it's Mike.
    - a. It may not be Mike.
    - b. It couldn't be Mike.
    - c. It can't be Mike.
  - 8. —Where's Jack?
    - a. He might have gone home.
    - b. He must have gone home.
    - c. He had to go home.
  - 9. a. Each student should have health insurance.
    - b. Each student must have health insurance.
  - 10. a. If you're having a problem, you could talk to Mrs. Anderson.
    - b. If you're having a problem, you should talk to Mrs. Anderson.
  - 11. a. I've got to go.
    - b. I have to go.
    - c. I should go.
    - d. I'm supposed to go.
    - e. I'd better go.
    - f. I'd rather go.
  - 12. -I needed some help.
    - a. You should have asked Tom.
    - b. You could have asked Tom.
  - 13. a. When I was living at home, I would go to the beach every weekend with my friends
    - b. When I was living at home, I used to go to the beach every weekend with my friends.

1. It looks like rain. We (shut)	the windows.
2. Ann, (you, hand)	me that dish? Thanks.
3. Spring break starts on the thirteenth.	We (go, not)to
classes again until the twenty-second	
4. The baby is only a year old, but she (s few words.	say, already)a
·	cation is compulsory. All children (attend) of elementary school.
6. There was a long line in front of the t	heater. We (wait)
almost an hour to buy our tickets.	
7. A: I'd like to go to a warm, sunny pla	ace next winter. Any suggestions?
B: You (go)	to Hawaii or Mexico. Or how about Indonesia
8. I don't feel like going to the library to	study this afternoon. I (go)
to the shopping	g mall than to the library.
9. A: Mrs. Wilson got a traffic ticket.	She didn't stop at a stop sign.
B: That's surprising. Usually she's a	a very cautious driver and obeys all the traffic
laws. She (see, not)	the sign.
0. Annie, you (clean)	this mess before Dad gets home
He'll be mad if he sees all this stuff a	ll over the living room floor.
11. A: This is Steve's laptop, isn't it?	
	his. He doesn't have a laptop computer, at
	ng)to Lucy or to
Linda. They sometimes bring the	
	out on a date unless
they are accompanied by a chaperon	e.
3. Jimmy was serious when he said he v	vanted to be a cowboy when he grew up. We
(laugh, not)	at him. We hurt his feelings.

14.		(I, speak) to	
	В:	She (come, not) message?	to the phone right now. (I, take)
15.	A:	How are you planning to get to the air	port?
	B:	By taxi.	
	A:	You (take)	a shuttle bus instead. It's cheaper than a
		taxi. You (get)	one in front of the hotel. It picks up
		passengers there on a regular schedule	
		AIRPORT EXPR 65	BAMBOO INN
16.	A:	Why didn't you come to the party last	night?
	B:	I (study)	
	A:	You (come)	. We had a good time.
17.	A:	The phone's ringing again. Let's not a	answer it. Just let it ring.
	B:	No, we (answer)	it. It (be)
		important. We (get)	an answering machine.
18.	It's	not like Tony to be late. He (be)	here an hour ago
	Ιh	nope nothing bad has happened.	
19.	A:	This is a great open-air market. Look fish is this?	at all this wonderful fresh fish! What kind of
	B:	I'm not sure. It (be)	ocean perch. Let's ask.
		\ \ \ /	

20. The teacher called on Sam in class yesterday, but he kept looking out the window and

didn't respond. He (daydream)\_\_\_\_\_

☐ EXERCISE 30. Error analysis: modals. (Chapters 9 and 10)  *Directions: Correct the errors. Some of the sentences contain spelling or singular-plural errors.	
1. If you have a car, you can traveled around the United State.	
2. During class the students must to sit quitely. When the student have questions, they	
must to raise their hands.	
3. When you send for the brochure, you should included a self-addressed, stamped	
envelope.	
4. A film director must has control over every aspect of a movie.	
5. When I was a child, I can went to the roof of my house and saw all the other houses	
and streets.	
6. While I was working in the fields, my son would brought me oranges or candy.	
7. I used to brake my leg in a soccer game three month ago.	
8. May you please help me with this?	
9. Many student would rather to study on their own than going to classes.	
10. We supposed to bring our books to class every day.	
11. You can having a very good time as a tourist in my country. My country have many	
diferent wheather area, so you have better plan ahead before you came.	
12. When you visit big city in my country, you must to be paying attention to your walle	t
when you are in a crowdy place because there's a lot of thief.	
☐ EXERCISE 31. Activity: modals. (Chapters 9 and 10)  Directions: Complete the dialogues with your own words. Work in pairs.	
Example:  SPEAKER A: Why don't we go to Luigi's Restaurant for lunch?  SPEAKER B: Thanks, but I can't. I have to stay and finish this report during lunchtime.  SPEAKER A: That's too bad.  SPEAKER B: I should have come early this morning to finish it, but I couldn't. I had to drop my daughter off at school and meet with her teacher.	د
1. A: I2. A:	
B: You shouldn't have done that!  A: I know, but	
B: Well, why don'tB:	

<ul><li>3. A: Did you hear the news? We don' have to</li><li>B: Why not?</li></ul>	t 9. A: B:, but I'd rather not have gone I'd rather
A: B: Well, then, why don't 4. A: Whose	<ul><li>10. A: May I</li><li>B: Please do. I</li><li>A: We could, but it's going to</li></ul>
B: I don't know. It or it A: Can B: I'll try.	<ul><li>11. A:</li><li>B: That can't be true! She couldn't have</li></ul>
<ul><li>5. A:</li><li>B: Not at all. I'd be happy to.</li><li>A: Thank you. Maybe sometime</li></ul>	A: Oh? Why not? Why do you say that?  B: Because
6. A: B: I would have liked to, but I	12. A: Did you have to B: Yes.
7. A: You must not B: Why not? A:	<ul><li>A: Are you going to have to</li><li>B: I think so. So I'm probably not going to be able to But I might be able to</li></ul>
8. A: B: Well, you'd better or	,

#### ☐ EXERCISE 32. Activity: modals. (Chapters 9 and 10)

A: I know, but . . . .

*Directions:* In small groups, debate one, some, or all of the following statements. At the end of the discussion time, choose one member of your group to summarize for the rest of the class the principal ideas expressed during your discussion.

Do you agree with the following statements? Why or why not?

- 1. Violence on television influences people to act violently.
- 2. Cigarette smoking should be banned from all public places.
- 3. No family should have more than two children.
- 4. Books, films, and news should be censored by government agencies.
- 5. People of different religions should not marry.
- 6. People shouldn't marry until they are at least twenty-five years old.
- 7. All nuclear weapons in the possession of any nation should be eliminated.
- 8. The United Nations is a productive and essential organization.
- 9. All people of the world should speak the same language.

Din	E 33. Review of verb forms. (Chapters $1 \rightarrow 5$ , 9, and 10) rections: Complete the sentences with the words in parentheses. Use any appropriate se or modal.				
A:	Yesterday I (1. have)a bad day.				
В:	Oh? What (2. <i>happen</i> )?				
A:	I was supposed to be at a job interview at ten, but I didn't make it because while I  (3. drive) down the freeway, my car (4. break) down.				
В:	What (5. you, do)?				
A:	I (6. pull) over to the side of the road, (7. get) out, and (8. start) walking.				
В:	You (9. do, not)that! Walking alone along a highway can be dangerous. You (10. stay)in				
A:	your car until help came.  You (11. be, probably) right, but I (12. start) for about				
	20 minutes, I got to an exit ramp. Near the bottom of the exit ramp, there was a restaurant with a public phone. I (14. go) to the phone and (15. discover) that I had left my purse in the car, so I (16. have, not) any money to make a phone call.				
B:	What did you do then?				
A:	What do you think I should have done?				
В:	I don't know. I (17. <i>think</i> ) of several things. You (18. <i>go</i> ) back to your car for your purse. You (19. <i>try</i> )				
	to borrow some change from a customer in the				
	restaurant. You (20. <i>ask</i> )to use the private phone in the restaurant. What did you actually do?				
A:	I (21. ask)to speak with the manager of the restaurant.				
В:	That was a good idea. That's exactly what you should have done. What did the manager do?				

A:	when I (22. lell)n	er my tale of woe, she (23. <i>be</i> )very			
	sympathetic. She (24. allow)	me to use her private phone to call			
	my friend Bill, who (25. drive)	to the restaurant.			
B:	You (26. feel)	really glad when you saw Bill.			
A:	I did. First he (27. take)	me to my job interview, and then he			
	(28. take)care of t	he car.			
B:	Good friends are important, aren't they?				
A:	They sure are.				
B:	Did you get the job you interviewed for?				
A:	I don't know yet. I (29. get)	it, or I might not. I just don't			
	know. I (30. know)	in a couple more days.			
B:	Good luck!				
A:	Thanks! I need it! Well, I (31. leave)	now. I (32. be)			
	at a meeting in 45 minutes. (33. <i>I</i> , use)				
	your phone? I (34. need)	to call a taxi. My car is still in the			
	garage, and I (35. have, not)	time to wait for a bus.			
B:	I (36. take)y	ou to your meeting.			
A:	Really? Thanks. As you said, good frien	ds are important!			
☐ EXERCIS	SE 34. Writing: modals. (Chapters 9	and 10)			
Di	rections: Write a short paragraph on one o	r more of the topics.			
$T_{\epsilon}$	opics:				

When I (22 4:11)

- 1. Write about when, where, and why you should (or should not) have done something in your life.
- 2. Write about a time in your life when you did something you did not want to do. Why did you do it? What could you have done differently? What should you have done? What would you rather have done?
- 3. Look at your future. What will, might, should it be like? Write about what you should, must, can do now in order to make your life what you want it to be.
- 4. Write about one embarrassing incident in your life. What could, should, might you have done to avoid it?
- 5. Look at the world situation and the relationships between nations. What could, should (or should not), must (or must not) be done to improve understanding?
- 6. Choose one of the environmental problems we are facing today. What could, should, may, must, might be done to solve this problem?

# CHAPTER The Passive

CONTE	DNTENTS					
11-1 Forming the passive 11-2 Using the passive 11-3 Indirect objects as passive subjects 11-4 The passive form of modals and phrasal modals		11-6 11-7	Stative passive Common stative passive verbs + prepositions The passive with <i>get</i> Participial adjectives			

11-1 FORMING THE PASSIVE			
ACTIVE: (a) Mary helped the boy.  PASSIVE: (b) The boy was helped by Mary.	In the passive, <i>the object</i> of an active verb becomes <i>the subject</i> of the passive verb: <i>the boy</i> in (a) becomes the subject of the passive verb in (b).  Notice that the subject of an active verb follows <i>by</i> in a passive sentence. The noun that follows <i>by</i> is called the "agent." In (b): Mary is the agent.  (a) and (b) have the same meaning.		
ACTIVE: (c) An accident happened. PASSIVE: (d) (none)	Only transitive verbs (verbs that can be followed by an object) are used in the passive. It is not possible to use intransitive verbs (such as <i>happen</i> , <i>sleep</i> , <i>come</i> , <i>seem</i> ) in the passive. (See Appendix Chart A-1, p. A1.)		
Form of the passive: be + past participle			
ACTIVE	PASSIVE		
simple present Mary helps the boy. present progressive Mary is helping the boy. present perfect* Mary has helped the boy. simple past Mary helped the boy. past progressive Mary was helping the boy. past perfect* Mary was helped the boy. simple future* Mary will help the boy. be going to Mary is going to help the boy. future perfect* Mary will have helped the boy.	The boy is helped by Mary. The boy is being helped by Mary. The boy has been helped by Mary. The boy was helped by Mary. The boy was being helped by Mary. The boy had been helped by Mary. The boy will be helped by Mary. The boy is going to be helped by Mary. The boy will have been helped by Mary.		
(e) Was the boy helped by Mary? (f) Is the boy being helped by Mary? (g) Has the boy been helped by Mary?	In the question form of passive verbs, an auxiliary verb precedes the subject. (See Appendix Chart B-1, p. A8, for information about question forms.)		

<sup>\*</sup>The progressive forms of the present perfect, past perfect, future, and future perfect are very rarely used in the passive.

# D EXERCISE 1. Forming the passive. (Chart 11-1)

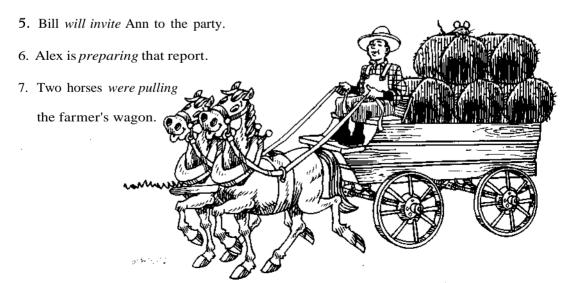
Directions: Change the active to the passive.

1. Tom <i>opens</i> the door.	$\rightarrow$	The door	is <u>opened</u>	by Tom.
2. Tom <i>is opening</i> the door.	$\rightarrow$	The door		by Tom.
3. Tom has opened the door.	<b>→</b>	The door		by Tom.
4. Tom <i>opened</i> the door.	<b>→</b>	The door		by Tom.
5. Tom was opening the door.	$\rightarrow$	The door		by Tom.
6. Tom had opened the door.	$\rightarrow$	The door		by Tom.
7. Tom will open the door.	$\rightarrow$	The door		by Tom.
8. Tom is going to open the door.	<b>→</b>	The door		by Tom.
9. Tom will have opened the door.	$\rightarrow$	The door	<del> </del>	by Tom.
10. Is Tom opening the door?	$\rightarrow$	-	the door	by Tom?
11. Did Tom open the door?	<b>→</b>		the door	by Tom?
12. Has Tom opened the door?	<b>→</b>		the door	by Tom?

#### ☐ EXERCISE 2. Forming the passive. (Chart 11-1)

PART I. Change the active to passive.

- 1. Shakespeare wrote that play.  $\rightarrow$  That play was written by Shakespeare.
- 2. Waitresses and waiters serve customers.
- 3. The teacher is going to explain the lesson.
- 4. Shirley has suggested a new idea.



- 8. Kathy had returned the book to the library.
- 9. By this time tomorrow, the president will have made the announcement.
- 10. I didn't write that note. Jim wrote it.
- 11. Alice didn't make that pie. Did Mrs. French make it?
- 12. Does Prof. Jackson teach that course? I know that Prof. Adams doesn't teach it.
- 13. Mrs. Andrews hasn't signed those papers yet. Has Mr. Andrews signed them yet?
- 14. Is Mr. Brown painting your house?
- 15. His tricks won't fool me.

#### PART 1/. Change the passive to active.

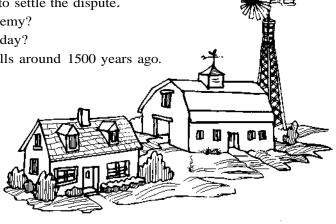
- 16. That sentence was written by Omar.
- 17. Our papers are going to be collected by the teacher.
- 18. Was the electric light bulb invented by Thomas Edison?
- 19. The speed limit on Highway 5 isn't obeyed by most drivers.
- 20. *Have* you *been informed* of a proposed increase in our rent by the building superintendent?

#### ☐ EXERCISE 3. Forming the passive. (Chart 11-1)

*Directions:* Change the active to passive if possible. Some verbs are intransitive and cannot be changed.

- 1. A strange thing happened yesterday. (no change)
- 2. Jackie scored the winning goal.  $\rightarrow$  The winning goal was scored by Jackie.
- 3. My cat died.
- 4. I agree with Dr. Ikeda's theory.
- 5. Dr. Ikeda developed that theory.
- 6. Timmy dropped the cup.
- 7. The cup fell to the floor.
- 8. The assistant manager interviewed me.
- 9. It rained hard yesterday.
- 10. A hurricane destroyed the small fishing village.
- 11. Dinosaurs existed millions of years ago.
- 12. A large vase stands in the corner of our front hallway.
- 13. The children seemed happy when they went to the zoo.
- 14. After class, one of the students always erases the chalkboard.

- 15. The solution to my problem appeared to me in a dream.
- 16. Our plan succeeded at last.
- 17. Barbara traveled to Uganda last year.
- 18. Lightning didn't cause the fire.
- 19. A special committee is going to settle the dispute.
- 20. Did the army surround the enemy?
- 21. What happened in class yesterday?
- 22. The Persians invented windmills around 1500 years ago.



11-2 USING THE PASSIVE				
<ul> <li>(a) Rice is grown in India.</li> <li>(b) Our house was built in 1980.</li> <li>(c) This olive oil was imported from Crete</li> </ul>	Usually the passive is used without a fry-phrase. The passive is most frequently used when it is not known or not important to know exactly who performs an action.  In (a): Rice is grown in India by people, by farmers, by someone. It is not known or important to know exactly who grows rice in India.  (a), (b), and (c) illustrate the most common use of the passive, i.e., without the fry-phrase.			
(d) Life on the Mississippi was written by Mark Twain.	The fry-phrase is included only if it is important to know who performs an action, as in (d), where <i>by Mark Twain</i> is important information			
(e) My aunt <i>made</i> this rug. (active)	If the speaker knows who performs an action, usually the active is used, as in (e).			
(f) This rug was made by my aunt. That rug was made by my mother.	Sometimes, even when the speaker knows who performs an action, s/he chooses to use the passive with the fry-phrase because s/he wants to focus attention on the subject of a sentence. In (f): The focus of attention is on two rugs.			

### ☐ EXERCISE 4. Using the passive. (Charts 11-1 and 11-2)

*Directions:* Discuss why the use of the passive is appropriate in the sentences. For purposes of comparison, form possible active equivalents, and discuss probable reasons why the speakers/writers would choose to use the passive.

- 1. My sweater was made in England.
- 2. The new highway will be completed sometime next month.
- 3. Language skills are taught in every school in the country.
- 4. Beethoven's Seventh Symphony was performed at the concert last night.
- 5. The World Cup soccer games are being televised all over the world this year.

- 6. This composition was written by Ali. That one was written by Yoko.
- 7. The Washington Monument is visited by hundreds of people every day.
- 8. Bananas originated in Asia but now are grown in the tropics of both hemispheres of the world. They were introduced to the Americas in 1516.
- 9. Ink has been used for writing and drawing throughout history. No one knows when the first ink was developed. The ancient Egyptians and Chinese made ink from various natural substances, such as berries, soot, and tree bark. Through the centuries, thousands of different formulas have been developed for ink. Most ink today is made from synthetic chemicals.
- 10. The chief writing material of ancient times was papyrus. It was used in Egypt, Greece, and other Mediterranean lands. Parchment, another writing material that was widely used in ancient times, was made from the skins of animals such as sheep and goats. After the hair had been removed, the skins were stretched and rubbed smooth so that they could be written on. Paper, the main writing material today, was invented by the Chinese.

#### ☐ EXERCISE 5. Using the passive. (Charts 11-1 and 11-2)

*Directions:* Change the active sentences to passive sentences if possible. (Some of the verbs are intransitive and cannot be changed.) Keep the same tense. Include the fry-phrase only if necessary.

- 1. People grow corn in Iowa.  $\rightarrow$  Corn is grown in Iowa.
- 2. Peter came here two months ago. (no change)
- 3. Someone made this antique table in 1734.
- 4. An accident happened at the corner of Fifth and Main.
- 5. Someone stole my purse.
- 6. Someone was making the coffee when I walked into the kitchen.
- 7. Translators have translated that book into many languages.
- 8. Jim's daughter drew that picture. My son drew this picture.
- 9. The judges will judge the applicants on the basis of their originality.
- 10. My sister's plane will arrive at 10:35.
- 11. Is Professor Rivers teaching that course this semester?
- 12. When did someone invent the radio?
- 13. The mail carrier had already delivered the mail by the time I left for school this morning.
- 14. When is someone going to announce the results of the contest?
- 15. After the concert was over, hundreds of fans mobbed the rock music star outside the theater.
- 16. Ever since I arrived here, I have been living in the dormitory because someone told me that it was cheaper to live there than in an apartment.
- 17. They<sup>★</sup> are going to build the new hospital next year. They have already built the new elementary school.
- 18. If you\* expose a film to light while you are developing it, you will ruin the negative.

<sup>\*</sup>In Item 17, *they* is an impersonal pronoun; it refers to "some people" but to no people in particular. In Item 18, *you* is an impersonal pronoun; it refers to any person or people in general. See Chart 8-5, p. 140.

# 11-3 INDIRECT OBJECTS AS PASSIVE SUBJECTS

(a) Someone gave Mrs. Lee an award.

(b) Mrs. Lee was given an award.

D.O. I.O.

(c) Someone gave an award to Mrs. Lee.

(d) An award was given to Mrs. Lee.

I.O. = indirect object; D.O. = direct object

Either an indirect object or a direct object may become the subject of a passive sentence.

(a), (b), (c), and (d) have the same meaning.

Notice in (d): When the direct object becomes the subject, *to* is usually kept in front of the indirect object.\*

### ☐ EXERCISE 6. Indirect objects as passive subjects. (Chart 11-3)

*Directions:* Find the indirect object in each sentence and make it the focus of attention by using it as the subject of a passive sentence. Use the fry-phrase only if necessary.

- 1. Someone handed Ann a menu at the restaurant. (indirect object = Ann)  $\rightarrow Ann$  was handed a menu at the restaurant.
- 2. Indiana University has awarded Peggy a scholarship.
- 3. Some company paid Fred three hundred dollars in consulting fees for a job he did last week.
- 4. Someone has given Maria a promotion at her job as a computer programmer at Microsoft.
- 5. They will send you a bill at the end of the month.
- 6. Someone will give the starving people a week's supply of rice as soon as the food supplies arrive in the famine-stricken area.

#### $\square$ EXERCISE 7. Using the passive. (Charts 11-1 $\rightarrow$ 11-3)

*Directions:* Change active to passive. Work in pairs, in groups, or as a class.

#### Example:

SPEAKER A (book open): Someone built that house ten years ago.

SPEAKER B (book closed): That house was built ten years ago.

- 1. Someone invited you to a party.
- 2. People grow rice in many countries.
- 3. Someone is televising the game.
- 4. Teachers teach reading in the first grade.
- 5. Someone told you to be here at ten.
- 6. Someone made that hat in Mexico.
- 7. Someone is going to serve dinner at six.
- 8. Someone will announce the news tomorrow.
- 9. Someone has made a mistake.
- 10. The teacher is giving a test in the next room right now.

<sup>\*</sup>The omission of to is more common in British English than American English: An award was given Mrs. Lee.

# $\square$ EXERCISE 8. Using the passive. (Charts 11-1 $\rightarrow$ 11-3) Directions: Form groups of three. Speaker A: Your book is open. Give the first cue to Speaker B. Speaker B: Your book is closed. Change the cue to a passive sentence. Speaker A: Give the second cue, a question. Speaker C: Your book is closed. Answer the question, using the passive if possible. Examples: SPEAKER A (book open): Someone stole your watch. SPEAKER B (book closed): My watch was stolen. SPEAKER A (book open): What happened to ( . . . )'s watch? SPEAKER c (book closed): It was stolen. SPEAKER A (book open): People speak Arabic in many countries. SPEAKER B (book closed): Arabic is spoken in many countries. SPEAKER A (book open): Is Arabic a common language? SPEAKER c (book closed): Yes. It is spoken in many countries. 1. *1st cue*: Someone stole your pen. 2nd cue: What happened to ( . . . )'s pen? 2. 1st cue: People speak Spanish in many countries. 2nd cue: Is Spanish a common language? 3. 1st cue: People play soccer in many countries. 2nd cue: Is soccer a popular sport? 4. 1st cue: Mark Twain wrote that book. 2nd cue: Who is the author of that book? 5. *1st cue*: You went to a movie last night, but it bored you. 2nd cue: Why did ( . . . ) leave the movie before it ended? 6. 1st cue: Someone returned your letter. 2nd cue: (...) sent a letter last week, but he/she put the wrong address on it. What happened to the letter? 7. *1st cue*: Someone established this school in 1950. 2nd cue: How long has this school been in existence? Switch roles. 8. *1st cue:* Someone robbed the bank. 2nd cue: What happened to the bank? 9. *1st cue*: The police caught the bank robber. 2nd cue: Did the bank robber get away? 10. *1st cue*: A judge sent the bank robber to jail. 2nd cue: What happened to the bank robber? 11. *1st cue*: The government requires international students to have visas. 2nd cue: Is it necessary for international students to have visas? 12. Ist cue: Someone had already made the coffee by the time you got up this morning. 2nd cue: Did ( . . . ) have to make the coffee when he/she got up? 13. *1st cue*: Something confused you. 2nd cue: Why did (...) ask you a question? 14. *1st cue*: Someone discovered gold in California in 1848. 2nd cue: What happened in California in 1848?

Sv	vitch roles.			
15		I read about a vill What happened to		. Terrorists attacked the village.
16		•	les for light in the 17 ed for light in the 17	
17	7. 1st cue:	The pilot flew the	hijacked plane to ar the hijacked plane?	•
18	3. <i>1st cue:</i>	When you had ca Yesterday ( )	r trouble, a passing n was driving down ( <i>H</i> terrible noise. So sh	notorist helped you.  ighway 40) when suddenly her/his car  ne/he pulled over to the side of the road
, 19		There is a party to Is () going to		neone invited you to go.
20			ed to buy it, but some to the store.	eded time to make up your mind. eone had already sold the chair by the
D		Jse the words in the	Charts 11-1 → 11-3 e list to complete the	) se passive sentences. Use any
	build	frighten	report	
	cause	<b>√</b> invent	spell .	
	confuse divide	<b>kill</b> offer	surprise surround	
	expect	order	wear	
1	1. The elec	tric light bulb	was invented	by Thomas Edison.
2	2. An island	i	by wa	ater.
	) The :	£ £ !! .: £!!		idb a dauble (

1.	The electric light bulb was invented by Thomas Edison.
2.	An islandby water.
3.	The -ing form of "sit" with a double t.
4.	Even though construction costs are high, a new dormitorynext year.
5.	The class was too large, so itinto two sections.
6.	A braceletaround the wrist.
7.	The Johnsons' house burned down. According to the inspector, the fireby lightning.
8.	Al got a ticket for reckless driving. When he went to traffic court, he to pay a large fine.

9.	handan	_accidently	by another
10.	hunter.  The hunter's fatal accident	in the newspa	aper yesterday.
	I didn't expect Lisa to come to the r	neeting last night, but she was	
12.	Last week I	a job at a local bank, but I d	lidn't accept it.
13.	The childrenheard strange noises in the house.	in the middle of the n	ight when they
14.	Could you explain this math problem		
	by the teacher	s explanation.	
15.	A: Is the plane going to be late?		
	B: No. It	to be on time.	
Dir	E 10. Using the passive. (Charts rections: Use either active or passive, in The Amazon valley is extremely import of the world's oxygen (produce)	any appropriate tense, for the voortant to the ecology of the ear	_
2.	Right now Roberto is in the hospital a bad burn on his hand and arm.	.* He (treat)	for
3.	The game (win,probably) tomorrow. They're a lot better than	-	he other team
4.	There was a terrible accident on a b  (see)it, include by the police.		
5.	In my country, certain prices, such a		
	by the government by how recommendation by how recommendation.		
6.	Yesterday a purse-snatcher (catch)_ thief (chase)		
	over a fence into someone's yard, where the someone's yard, where you want to be a someone's yard, which is not you want to be a someone's year.	nere he encountered a ferocious	

<sup>\*</sup>in the hospital = American English; in hospital — British English

7.	The first fish (appear) on the earth about 500 million years ago.
	Up to now, more than 20,000 kinds of fish (name)
	and (describe)by scientists. New species (discover)
	every year, so the total increases continually.
8.	Richard Anderson is a former astronaut. Several years ago, when he was 52, Anderson
	(inform)by his superior at an aircraft corporation that he
	could no longer be a test pilot. He (tell)that he was being
	relieved of his duties because of his age. Anderson took the corporation to court for
	age discrimination.
9.	Frostbite may occur when the skin (expose)to extreme
	cold. It most frequently (affect)* the skin of the cheeks,
	chin, ears, fingers, nose, and toes.
10.	In 1877, a network of lines (discover)on the surface of Mars
	by an Italian astronomer, Giovanni Schiaparelli. The astronomer (call)
	these lines "channels," but when the Italian word (translate)
	into English, it became "canals." As a result, some people thought the lines were
	waterways that (build)by some unknown creatures. We
	now know that the lines are not really canals. Canals (exist, not)
	on Mars.
11.	Carl Gauss (recognize)as a mathematical genius when
	he was ten. One day a professor gave him an arithmetic problem. Carl (ask)
	to add up all the numbers from 1 to 100 $(1 + 2 + 3)$
	+ 4 + 5, etc.). It (take) him only eight seconds to solve the
	problem. How could he do it so quickly? Can you do it quickly?
	Carl could do it quickly because he (know)that each pair of
	numbers — 1 plus 100, 2 plus 99, 3 plus 98, and so on to 50 plus 51 — equaled 101.
	So he (multiply)50 times 101 and (come)
	up with the answer: 5,050.

<sup>\*</sup>NOTE: affect = a verb (e.g., The weather affects my moods.)
effect = a noun (e.g., The weather has an effect on my moods.)

12.	Captain Cook, a British navigator, was the first European to reach Australia's east						
	coast. While his ship was lying off Australia, his sailors (bring)						
	strange animal on board. Cook wanted to know the name of this unusual creature,						
	he (send)his men ashore to ask the native inhabitants. When						
	the natives (ask)in impromptu sign language to name the						
	animal, they said, "Kangaroo." The sailors, of course, believed "kangaroo" was the						
	animal's name. Years later, the truth (discover)						
	"Kangaroo" means "What did you say?" But today the animal (call, still)						
	a kangaroo in English.						



THE PASSIVE FO	RM: modal*	+ <i>be</i> -	+ past partici	ple
 (a) Tom	will	be	invited	to the picnic.
(b) The window	can't	bе	opened.	
(c) Children	should	be	taught excused	to respect their elders.
(d) (e) This book	May I had better	be be		from class? to the library before Friday.
(e) This book (f) This letter	ought to	be be	sent	before June 1st.
(g) Mary	has to	be be		about our change in plans.
(h) Fred	is supposed to	be	told	about the meeting.
THE PAST-PASSIV	E FORM: modal	+ have l	been + past pa	articiple
(i) The letter	should	have b	een sent	last week.
(j) This house	must	have b	een built	over 200 years ago.
(k) Jack	ought to	have b	een invited	to the party.

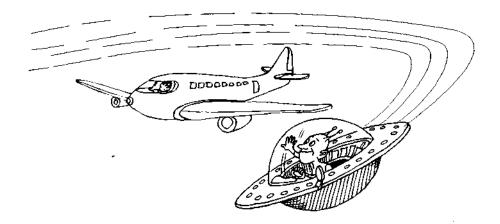
<sup>\*</sup>See Chapters 9 and 10 for a discussion of the form, meaning, and use of modals and phrasal modals.

	ections: Complete the sentences with the given words, active or passive.							
1.	James (should + tell) should be told the news as soon as possible.							
2.	Someone (should + tell)should tellJames the news immediately.							
3.	James (should + tell) Should have been told the news a long time ago.							
4.	Meat (must + keep)in a refrigerator or it will spoil.							
5.	You (must + keep) meat in a refrigerator or it will spoil.							
6.	We tried, but the window $(couldn't + open)$ It was painted shut.							
7.	I tried, but I (couldn't + open)the window.							
8.	Good news! I (may + offer)a job soon. I had an							
	interview at an engineering firm yesterday.							
9.	Chris has good news. The engineering firm where she had an interview yesterday							
	(may + offer) her a job soon.							
10.	). I hope Chris accepts our job offer, but I know she's been having interviews with							
	several companies. She (may + already + offer*)							
	a job by a competing firm before we made our offer.							
11.	A competing firm (may + already + offer*)							
	Chris a job before we made our offer.							
12.	The class for next semester is too large. It (ought to + divide)							
	in half, but there's not enough money in the budget to hire							
	another teacher.							
13.	Last semester's class was too large. It (ought to + divide)							
	in half.							
14.	These books (have to + return)to the library							
	by tomorrow.							
15.	Polly (have to + return) these books by next Friday. If she							
	doesn't return them, she (will + have to + pay)							
	a fine to the library.							

<sup>\*</sup>A midsentence adverb such as *already* may be placed after the first auxiliary (e.g., *might already have come*) or after the second auxiliary (e.g., *might have already come*).

6. A: Andy, your chores (had better + finish)
by the time I get home, including taking out the garbage.
B: Don't worry, Mom. I'll do everything you told me to do.
7. A: Andy, you (had better + finish) your chores before Mom gets home.
B: I know. I'll do them in a minute. I'm busy right now.
8. This application (be supposed to + send)
to the personnel department soon.
9. Ann's birthday was on the 5th, and today is the 8th. Her birthday card (should + send)  a week ago. Maybe we'd better give her a
call to wish her a belated happy birthday.
0. A: Ann didn't expect to see her boss at the labor union meeting.
B: She (must + surprise) when she saw him.
A: She was.
o you. All of the sentences are passive.  1. The entire valley (see) CAN be SEEN from their mountain home.
2. He is wearing a gold band on his fourth finger. He (marry)
3. According to our teacher, all of our compositions (write)
in ink. He won't accept papers written in pencil.
4. I found this book on my desk when I came to class. It (leave)
by one of the students in the earlier class.
5. Five of the committee members will be unable to attend the next meeting. In my
opinion, the meeting (postpone)
6. A child (give, not) everything he or she wants.
7. Your daughter has a good voice. Her interest in singing (encourage)
8. Try to speak slowly when you give your speech. If you don't, some of your words (misunderstand)

9. Some UFO sightings (explain, not) \_\_\_\_\_\_easily. They are inexplicable.



	woman	's lap?	You (	embar	rass)_								_
10.	What?	You t	ripped	over a	chair	at the	party	and	dropped	your plat	te of food	into a	

11. She is very lazy. If you want her to do anything, she (push)
--

12.	The hospital	in that	small	town	is very	old	and	can r	no 1	longer	serve	the	needs	of	the
	community.	A new	hospita	al <i>(bu</i>	ild)								yea	rs	ago

- 13. Blue whales and other endangered species (save) \_\_\_\_\_\_\_\_\_
  from extinction. Do you agree?
- 14. We can't wait any longer! Something (do) \_\_\_\_\_\_\_ immediately!
- 15. In my opinion, Ms. Hansen (*elect*) \_\_\_\_\_ because she is honest, knowledgeable, and competent.

# ☐ EXERCISE 13. Passive modals. (Chart 11-4)

*Directions:* Create dialogues that include one (or more) of the given verb phrases. Use other passive modals if you can. Present your dialogues to the class.

- 1. should have been changed
- 2. must be submitted
- 3. ought to have been told
- 4. could have been damaged
- 5. will be announced

- 6. may be required
- 7. must have been surprised
- 8. had better be sent
- 9. is/are supposed to be worn
- 10, can't be estimated

	SE 14. Using the passive. (Charts $11-1 \rightarrow 11-4$ ) rections: Use active or passive, in any appropriate tense, for the verbs in parentheses.
	It's noon. The mail should be here soon. It (deliver, usually)
	sometime between noon and one o'clock.
2.	Only five of us (work) in the laboratory yesterday when the explosion (occur) Luckily, no one (hurt)
. 3.	I was supposed to take a test yesterday, but I (admit, not) to the testing room because the examination (begin, already)
4.	Before she graduated last May, Susan (offer, already)a position with a law firm.
5.	Right now a student trip to the planetarium (organize) by Mrs. Hunt. You can sign up for it at her office.
6.	He is a man whose name will go down in history. He (forget, never)
. 7.	A: Yesterday (be)a terrible day.  B: What (happen)?  A: First, I (flunk)a test, or at least I think 1 did. Then I (drop) my books while I (walk)across campus, and they (fall)into a mud puddle. And finally, my bicycle (steal)  B: You should have stayed in bed.
8.	Yesterday we went to look at an apartment. I really liked it, but by the time we got there, it (rent, already)
9.	During the family celebration, the little boy was crying because he (ignore)
10.	A: Where (buy, you) that beautiful necklace?  B: I (buy, not) it. It (give) : to

11.	1. The sun is just one of billions of stars in the univ	verse. As it travels through space, it
	(circle)by many other	er celestial bodies. The nine known
	planets (hold)in orbit by	the sun's gravitational field. The
	planets, in turn, (circle)	by their own satellites, or moons.
12.	2. Early inhabitants of this region (worship*)	the sun and the
	moon. We know this from the jewelry, sculpture	es, and other artwork archaeologists
	have found.	
13.	3. Since the beginning of the modern industrial age	e, many of the natural habitats of
	plants and animals (destroy)	by industrial
	development and pollution.	
14.	4. The Olympic Games began more than 2,000 year	ars ago in Olympia, a small town in
	Greece. At that time, only Greek men (allow)_	to
	compete. People of other nationalities (invite, na	<i>ot</i> )to
	participate, and women (forbid)	to set foot in the area
	where the games (hold)	
15.	5. Ever since it (build)t	three centuries ago, the Taj Mahal in
	Agra, India, (describe, often)	as the most
	beautiful building in the world. It (design)	by a Turkish
	architect, and it (take)20,0	000 workers 20 years to complete it.
16.	6. The photography competition that is taking place	ce at the art museum today (judge)
	by three well-kr	nown photographers. I've entered
	three of my pictures and have my fingers crossed	d. The results (announce)
	later this afternoon.	

<sup>\*</sup>Spelling note: worshipped or worshipped = American English worshipped = British English

=	ts    -  →    -4)  mmar exercise of 10 (or more) items on active vs  en subjects and verbs. Give your exercise to a
Example: (name of a person) \offer	
Possible item: When Sally (offer) —	a job at Microsoft last
week, she happily (accept)	it.
1. (name of language) \ speak	15. (kind of car) \ manufacture
2. (name of a person) \ speak	16. computer \ cost
3. $(kind\ of\ game)\ \setminus\ play$	17. newspaper \ sell
4. my friends and I \ play	18. I \ eat
5. earthquake \ occur	19. (name of a person) \ respect
6. news\ report	20. friend \ agree
7. food \ serve	21. bride \kiss
8. dark cloud \ appear	22. I\influence
9. jeans \ wear	23. movie \ show
10. students \ wear	24. rice \ cook
11. bill\pay	25. rule \ obey
12. I \ pay	26. damage \ cause
13. (name of a thing) \ invent	27. automobile accident \ happen
14. (name of a place I thing) \ discover	

#### $\square$ EXERCISE 16. Using the passive. (Charts 11-1 $\rightarrow$ 11-4)

*Directions:* Change the verbs to the passive as appropriate. Discuss why you decide that certain verbs should be in the passive but others should remain active.

- (1) Paper is a common material. People use it everywhere in the world. Throughout history, people have made it from various plants, such as rice and papyrus, but today wood is the chief source of paper. In the past, people made paper by hand, but now machines do most of the work.\* Today people make paper from wood pulp by using either a mechanical or a chemical process.
- (2) In the mechanical process, someone grinds the wood into small chips. During the grinding, someone sprays it with water to keep it from burning from the friction of the grinder. Then someone soaks the chips in water.
- (3) In the chemical process, first someone washes the wood, and then someone cuts it into small pieces in a chipping machine. Then someone cooks the chips in certain chemicals. After someone cooks the wood, someone washes it to get rid of the chemicals.

<sup>\*</sup>Whether or not to use the passive in the second half of this sentence is a stylistic choice. Either the active or the passive can appropriately be used. Some writers might prefer the passive so that both halves of the sentence are parallel in structure.

- (4) The next steps in making paper are the same for both the mechanical and the chemical processes. Someone drains the pulp to form a thick mass, bleaches it with chlorine, and then thoroughly washes it again. Next someone puts the pulp through a large machine that squeezes the water out and forms the pulp into long sheets. After the pulp sheets go through a drier and a press, someone winds them onto rolls. These rolls of paper are then ready for use.
- (5) The next time you use paper, you should think about its origin and how people make it. And you should ask yourself this question: What would the world be like without paper? If you can imagine how different today's world would be without paper, you will immediately understand how essential paper has been in the development of civilization.
- EXERCISE 17. Writing: the passive. (Charts  $11-1 \rightarrow 11-4$ )

  Directions: In writing, describe how something is made. Choose one of the following:
  - 1. Use a reference book such as an encyclopedia to find out how something is made, and then summarize this information. It's not necessary to go into technical details. Read about the process and then describe it in your own words. *Possible subjects: a* candle, a pencil, glass, steel, silk thread, bronze, leather, etc.
  - 2. Write about something you know how to make. *Possible subjects: a* kite, a ceramic pot, a bookcase, a sweater, a bead necklace, a special kind of food, etc.

11-5 STATIVE PASSIVE	
(a) The door is old. (b) The door is green. (c) The door is locked.	In (a) and (b): <i>old</i> and <i>green</i> are adjectives. They describe the door. In (c): <i>locked</i> is a past participle. It is used as an adjective. It describes the door.
<ul> <li>(d) I locked the door five minutes ago.</li> <li>(e) The door was locked by me five minutes ago.</li> <li>(f) Now the door is locked.</li> </ul>	When the passive form is used to describe an existing situation or state, as in (c), (f), and (i), it is called the "stative passive." In the stative passive:
<ul> <li>(g) Ann broke the window yesterday.</li> <li>(h) The window was broken by Ann.</li> <li>(i) Now the window is broken.</li> </ul>	<ul> <li>no action is taking place; the action happened earlier.</li> <li>there is no fey-phrase.</li> <li>the past participle functions as an adjective.</li> </ul>
<ul> <li>(j) I am interested in Chinese art.</li> <li>(k) He is satisfied with his job.</li> <li>(1) Ann is married to Alex.</li> </ul>	Prepositions other than by can follow stative passive verbs. (See Chart 11-6, p. 228.)
<ul> <li>(m) I don't know where I am. I am lost.</li> <li>(n) I can't find my purse. It is gone.</li> <li>(o) I am finished with my work.</li> <li>(P) I am done with my work.</li> </ul>	(m) through (p) are examples of idiomatic usage of the passive form in common, everyday English. These sentences have no equivalent active sentences.

Dir	E 18. Stative pa rections: Supply the IPLE PAST.	•	•	s. Use the SIMP	LE PRESENT or the
1.	Sarah is wearing	a blouse. It (mak	e) is m	ade of co	otton.
2.	The door to this	room (shut)		·	
3.	The lights in this	room (turn)		on.	
4.	This room (crowd	d, not)			
					, and his hands
	(fold)	in front	of him	1.	
6.	We can leave nov	w because class (fi	nish)		
7.	It is hot in this ro	oom because the w	vindow (close)	)	·
8.	Yesterday it was	hot in this room be	ecause the wir	ndow (close)	
9.	We can't go any	farther. The car (	stick)	in	the mud.
10.	We couldn't go a	ny farther. The ca	nr (stick)		_ in the mud.
11.	My room is very	neat right now. T	he bed (make	e)	, the floor
	(sweep)	, and	the dishes (	wash)	•
12.	We are ready to	sit down and eat d	inner. The ta	ble (set)	the
	meat and rice (d	(o)	, and the	he candles (light	)
	•				
13.	Where's my walle	et? It (go)		_! Did you take	it?
14.	Hmmm. My dre	ess (tear)	·	I wonder how	that happened.
15.	Don't look in the	e hall closet. Your	birthday pre	sent (hide)	there.
		ssive. (Chart 1'		iate form of the	words in the list.
	bear (born)*	exhaust	plug in		
	block confuse	go insure	qualify schedule		
	crowd	locate	spoil		
•	divorce	<b>√</b> lose	stick		
	do	marry ———	turnoff		
1.	Excuse me, sir.	Could you give me	e some directi	ons? I <b>a</b> m_	lost.

<sup>\*</sup>In the passive, born is used as the past participle of bear to express "given birth to."

2.	Let's find another restaurant. This one too We
	would have to wait at least an hour for a table.
3.	The meeting for tomorrow at nine.
4.	That's hard work! I I need to rest for a while.
5.	You told me one thing, and John told me another. I don't know what to think. I
6.	. I can't open the window.
	It
7.	Louise is probably sleeping. The lights in
	her room
8.	. Mrs. Wentworth's jewelry
	for \$50,000.
9.	. Carolyn and Joe were married to each other for
	five years, but now they
10.	I thought I had left my book on this desk, but it isn't here. It
	I wonder where it is.
11	. I'm sorry. You not for the job. We need someon
	with a degree in electrical engineering.
	I love my wife. I to a wonderful woman.
13.	We can't eat this fruit. It We'll have to throw it out.
14.	. We'd better call a plumber. The water won't go down the drain. The drain
	···
15.	Vietnam in Southeast Asia.
16	. A: How old is Jack?
	B: He in 1980.
17	. A: The TV set doesn't work.
	B: Are you sure?it?
18.	A: Is dinner ready?
	B: Not yet. The potatoes not, They need anoth
	ten minutes

#### COMMON STATIVE PASSIVE VERBS + PREPOSITIONS Many stative passive verbs are followed by prepositions (a) I'm interested in Greek culture. (b) He's worried about losing his job. other than by. COMMON STATIVE PASSIVE VERBS + PREPOSITIONS be accustomed to be opposed to be engaged to be acquainted with be equipped with be addicted to be excited about be pleased with be annoyed with, by be exhausted from be prepared for be associated with be exposed to be protected from be provided with be bored with, by be filled with be qualified for be finished with be cluttered with be frightened of, by be composed of be related to be concerned about be remembered for be gone from be connected to be coordinated with be interested in be satisfied with be covered with be involved in be scared of, by be crowded with be known for be terrified of, by be dedicated to be tired of, from be devoted to be limited to be disappointed in, with be located in be worried about be discriminated against be divorced from be made of be done with be married to

Directions: Complete the sentences with appropriate prepositions.
1. Our high school soccer team was very excited _about_ going to the national finals.
2. I'm not acquainted _ that man. Do you know him?
3. Mark Twain is known his stories about life on the Mississippi.
4. A person who is addicted drugs needs professional medical help.
5. Jack is married _ Joan.
6. Could I please have the dictionary when you are finished it?
7. A: Aren't you ready yet? We have to be at the ferry dock at 7:45.
B: I'll never make it. I'm still dressed _ my pajamas.
8. My car is equipped _ air conditioning and a sun roof.
9. The school children were exposed the measles by a student who had them

be dressed in

11-6

10. Gandhi was committed \_\_\_\_\_\_nonviolence. He believed in it all of his life. 11. The large table was covered \_\_\_ every kind of food you could imagine. 12. Barbara turned off the TV because she was tired listening to the news. 13. The choices in that restaurant are limited \_\_\_\_\_\_ pizza and sandwiches. 14. A: Are you in favor of a worldwide ban on nuclear weapons, or are you opposed B: I'm in favor of it. I'm terrified the possibility of a nuclear war starting by accident. However, my wife is against disarmament. 15. The department store was filled\_\_\_\_\_toys for the holiday sale. 16. John's bald head is protected the hot sun when he's wearing his hat.



17. The store was crowded\_\_\_\_\_ last-minute shoppers on the eve of the holiday. 18. I think you're involved \_\_\_\_\_ too many activities. You don't have enough time to spend with your family. 19. Your leg bone is connected \_\_\_\_\_\_your hip bone. 20. Their apartment is always messy. It's cluttered newspapers, books, clothes, and dirty dishes. 21. Don't leave those seedlings outside tonight. If they're exposed temperatures below freezing, they will die.

22.	An interior d	ecorator makes cert	ain that the co	olor of the walls is coordinated
	tī	ne color of the carp	ets and windo	ow coverings.
23.	We finished packing our sleeping bags, tent, first-aid kit, food, and warm clothes. We			
	are finally pr	epared	our camping t	rip.
24.	I was very di	sappointed	that movie	e. The whole first hour was devoted
	h	istorical background	d, with a cast	of thousands fighting endless battles. I
	was bored	it before t	he plot took s	shape.
25.	A: Are you s	till associated	the Inte	ernational Red Cross and Red Crescent?
	B: I was, un	til this year. Are you	interested	working with them?
	A: I think I'd	d like to. They are d	ledicated	helping people in time of crisis,
	and I adn	nire the work they h	ave done. Ca	an you get me some information?
<i>Dia</i> Sp	<i>rections:</i> Work eaker A: You eaker B: You	r book is open. Giv	re the cue. Do	on't lower your intonation. The preposition and finish the sentence
	ample: I'm in			
		open): I'm interest		cours of analytic atoms
311	EARER D (000K	dosed): I'm interest	ied in the first	ory of architecture.
				tch roles.
	. Are you relat . ( ) is wor			The walls of this room are covered This class is composed
	. ( ) is wor			() is married
	. ( ) is dre			I'm opposed
5.	. My foot is c	onnected	10.	Are you acquainted
Din	rections: Supp	e passive + prepo ly the correct form the SIMPLE PRESEN	of the verb in	nart 11-6) parentheses and an appropriate
1.	(interest)	Carol is inter	ested in	ancient history.
2.	(compose)	Water		_ hvdrog <b>en and oxygen.</b>
3.	(accustom)	I	<u> </u>	_ living here.
4.	(terrify)	Our son		dogs.
5.	(finish)	Pat		her composition.

6.	(addict)	Ann laughingly calls herself a "chocoholic." She s	says she
7.	(cover)	It's winter, and the ground	snow.
8.	(satisfy)	I the progre	ss I have made.
9.	(marry)	Jack Ruth.	
10.	(divorce)	Elaine Ed.	
11.	(acquaint)	I not	that author's work.
12.	(tire)	I sitting here.	
13.	(relate)	Your name is Mary Smith you	
		John Smith?	
14.	(dedicate)	Mrs. Robinson works in an orphanage. She	
		her work.	
15.	(disappoint)	Jim got a bad grade because he didn't study. He	
		himself.	
16.	(scare)	Bobby is not very brave. He	his own
		shadow.	
17.	(commit)	The administration	_ improving the
		quality of education at our school.	
18.	(devote)	Mr. and Mrs. Miller	each other.
19.	(dress)	Walter his best suit for	his wedding today.
20	(do)	We this exercise	

The Passive 231

11-7 1	THE PASSIV	VE WITH G	EET		
(b) You sh	ctive ting hungry. Let's ouldn't eat so much ded working because	n. You' <i>ll get fat</i> .	Get may be followed by certain adjectives.* Get gives the idea of change — the idea of becoming, beginning to be, growing to be.  In (a): I'm getting hungry = I wasn't hungry before, but now I'm beginning to be hungry.		
(e) They a	PARTICIPLE  ed working because  re getting married  orried because he w	next month.	participle functions	as an adjective; i et is common in s	participle. The past t describes the subject. spoken English, but is ng.
*Some of the angry anxious bald better big busy	chilly cold dark dizzy empty	hat follow <b>get</b> are: fat full good heavy hot	hungry late light mad nervous	old rich sick sleepy tall	thirsty warm well wet worse
Di	E 23. The pass rections: Complete list.  better busy dark full			ite tense <i>of get a</i>	and an adjective from
1.			Iam gettin	g <u>hungry</u>	
2.	A: TB: Why don't y		A couple of hours	of sleep will do	you good.
3.	A: What time is B: Almost ten.	s it?	-	-	
4.	I didn't have an yesterday.	umbrella, so I		_ while I was v	waiting for the bus
5.	Let's turn on th	e air conditioner.	. It		in here.
6.	Every time I have	ve to give a speed	ch, I		
7.	Would you min	d turning on the	light? It		in here.

8.		g drive from Denver to here. I'm glad you finally arrived. What time did
	•	this morning?  e. We left as soon as itoutside.
9		u have another helping?
7.	•	ner is delicious, but I really can't eat any more. I
		·
10.	Maria's Engl	ish is improving. It
11.	Shake a leg!	We don't have all day to finish this work! Get moving! Let's step on it!
		and finish your work. There's no time to waste.
12.	My friend w	as sick, so I sent him a card. It said, " soon."
		plete the sentences with an appropriate form <i>of get</i> and the given verbs.
1.	(tire)	I think I'll stop working. I <u>am getting tived</u> .
2.	(hurt)	There was an accident, but nobody
3.	(lose)	We didn't have a map, so we
4.	(dress)	We can leave as soon as you
5.	(marry)	When?
6.	(accustom)	How long did it take you to to living
		here?
7.	(worry)	Sam was supposed to be home an hour ago, but he still isn't here. I
		<del></del> •
8.	(upset)	Just try to take it easy. Don't
9.	(confuse)	T because everybody gave me different
		advice.
10.	(do)	We can leave as soon as I with this work.
11.	(depress)	Chris when she lost her job, so I tried to
		cheer her up.
12.	(invite)	you to the party?
13.	(bore)	I so I didn't stay for the end of the movie

14. (pack)	) I'll be ready to leave as s	oon as I
15. (pay)	Ι	on Fridays. I'll give you the money I owe
•	you next Friday. Okay?	
16. (hire)	After Ed graduated, he_	by an engineering
	firm.	
17. (fire)	But later he	because he didn't do his work.
18. (finish	h, not) Last night I	with my homework
	until after midnight.	
19. (disgu	ast) I	and left because the things they were saying
	at the meeting were ridic	
20. (enga	ge) First, they	
(marr	•	
(divoi	•	
(rema	·	
	Today they are very happ	v.
☐ EXERCISE 25. <sup>-1</sup>	The passive with GET. (Char	t 11-7)
Directions	s: Create sentences with <b>get</b> and t	the given words.
Example:	dizzy	
Possible r		ride at the carnival last summer. It was a lot of
	fun even though I got diz	zzy.
1. sleepy		finished
2. confu		lost
3. marrie		. hurt
4. wet		. cheated
5. done		. bored
6. full		s. elected
7. mad		older
8. nervo		worried
9. excite		worse
10. scared		prepared
11. dresse		wrinkled
12. rich	24	. better and better

11-8 PARTICIPIAL ADJECT	NVES
—The problem confuses the students.  (a) It is <i>a confusing problem</i> .	The <i>present participle</i> serves as an adjective with an active meaning. The noun it modifies performs an action. In (a): The noun <i>problem</i> does something; it <i>confuses</i> . Thus, it is
—The students are confused by the problem.	described as a "confusing problem."
(b) They are <i>confused students</i> .	The <i>past participle</i> serves as an adjective with a passive meaning. In (b): The students are confused by something. Thus, they are described as "confused students."
—The story amuses the children. (c) It is <i>an amusing story</i> .	In (c): The noun <b>story</b> performs the action.
—The children are amused by the story.  (d) They are <i>amused</i> children.	In (d): The noun <i>children</i> receives the action.
•	
☐ EXERCISE 26. Participial adjectives.  **Directions: Complete the sentences of the complete the	(Chart 11-8) with the present or past participle of the verbs in <i>italics</i> .
1. The class <i>bores</i> the students. It is	s aboringclass.
2. The students are bored by the cla	ass. They are students.
3. The game <i>excites</i> the people. It	is an game.
4. The people are excited by the ga	me. They are people.
5. The news <i>surprised</i> the man. It	was news.
6. The man was surprised by the ne	ws. He was aman.
7. The child <i>was frightened by</i> the scomfort from her father.	strange noise. Thechild sought
8. The strange <i>noise frightened</i> the	child. It was a sound.
9. The work exhausted the men. It	was work.
10. The men were exhausted. Theshade of a tree.	men sat down to rest under the
☐ EXERCISE 27. Participial adjectives.  **Directions: Respond with a present of work in pairs.**	(Chart 11-8) or a past participle. Switch roles halfway through if you
Example:  SPEAKER A (book open): If a book construction of the second se	onfuses you, how would you describe the book?  I you describe yourself?

1. If a story amazes you, how would you describe the story? How would you describe yourself?

How would you describe yourself? 3. If some work tires you, how would you describe yourself? How would you describe the work? 4. If a movie bores you, how would you describe the movie? How would you describe yourself? 5. If a painting interests you, how would you describe yourself? How would you describe the painting? 6. If a situation embarrasses you . . . . 7. If a book disappoints you . . . . 8. If a person fascinates you . . . . 9. If a situation frustrates you . . . . 10. If a noise annoys you . . . . 11. If an event shocks you . . . . 12. If an experience thrills you . . . . ☐ EXERCISE 28. Participial adjectives. (Chart 11-8) Directions: Complete the sentences with the present or past participle of the verbs in parentheses. 1. The (steal) stolen jewelry was recovered. 2. Success in one's work is a (satisfy) experience. 3. The dragon was a (terrify)\_\_\_\_\_\_sight for the villagers. 4. The (terrify) villagers ran for their lives. 5. I found myself in an (embarrass) situation last night. 6. A kid accidentally threw a ball at one of the school windows. Someone needs to repair the (break) window. 7. I elbowed my way through the (crowd) room. 8. The thief tried to pry open the (*lock*) cabinet. 9. The (injure) woman was put into an ambulance. 10. That (annoy)\_\_\_\_\_buzz is coming from the fluorescent light. 11. The teacher gave us a (challenge) assignment, but we all enjoyed doing it. 12. The (expect) event did not occur. 13. A (grow) \_\_\_\_ child needs a (balance) \_\_\_\_ diet. 14. No one appreciates a (spoil) child.

2. If a story depresses you, how would you describe the story?

15.	There is	s an ol	d saying:	Let	(sleep)	dogs lie
-----	----------	---------	-----------	-----	---------	----------



16.	We had a (thrill) but hair-raising experience on our
	backpacking trip into the wilderness.
17.	The (abandon) 'car was towed away by a tow truck.
18.	I still have five more (require)courses to take.
19.	(Pollute) water is not safe for drinking.
20.	I don't have any furniture of my own. Do you know where I can rent a (furnish) apartment?
21.	The equator is the (divide) line between the Northern and Southern hemispheres.
22.	We all expect our (elect) officials to be honest.
23.	The invention of the <i>(print)</i> press was one of the most importan events in the history of the world.
24.	(Experience)travelers pack lightly. They carry little more than necessities.
25.	The psychologist spoke to us about some of the (amaze) coincidences in the lives of twins living apart from each other from birth.
$\cap$	20 Error analysis: the passive (Chapter 11)

# $\square$ EXERCISE 29. Error analysis: the passive. (Chapter 11)

Directions: Correct the errors in these sentences.

#### interested

- 1. I am interesting in his ideas.
- 2. Two people got hurted in the accident and were took to the hospital by an ambulance.
- 3. The movie was so bored that we fell asleep after an hour.
- 4. The students helped by the clear explanation that the teacher gave.
- 5. That alloy is composing by iron and tin.

- 6. The winner of the race hasn't been announcing yet.
- 7. If you are interesting in modern art, you should see the new exhibit at the museum. It is fascinated.
- 8. Progress is been made every day.
- 9. When and where has the automobile invented?
- 10. My brother and I have always been interesting in learning more about our family tree.
- 11. I am not agree with you, and I don't think you'll ever to convince me.
- 12. Each assembly kit is accompany by detailed instructions.
- 13. Arthur was giving an award by the city for all of his efforts in crime prevention.
- 14. It was late, and I was getting very worry about my mother.
- 15. The problem was very puzzled. I couldn't figure it out.
- 16. Many strange things were happened last night.
- 17. How many peoples have you been invited to the party?
- 18. When I returned home, everything is quite. I walk to my room, get undress, and going to bed.
- 19. I didn't go to dinner with them because I had already been eaten.
- 20. In class yesterday, I was confusing. I didn't understand the lesson.
- 21. I couldn't move. I was very frighten.
- 22. When we were children, we are very afraid of caterpillars. Whenever we saw one of these monsters, we run to our house before the caterpillars could attack us. I am still scare when I saw a caterpillar close to me.
- 23. One day, while the old man was cutting down a big tree near the stream, his axe was fallen into the river. He sat down and begin to cry because he does not have enough money to buy another axe.

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	whether or if	12-8	Using the subjunctive in noun clauses
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12-1 INTRODUCTION				
independent clause  (a) Sue lives in Tokyo. independent clause  (b) Where does Sue live?	A clause is a group of words containing a subject and a verb.*  An <i>independent clause</i> (or <i>main clause</i> ) is a complete sentence. It contains the main subject and verb of a sentence. Examples (a) and (b) are complete sentences. (a) is a statement, and (b) is a question.			
dependent clause (c) where Sue lives	A dependent clause (or subordinate clause) is not a complete sentence. It must be connected to an independent clause. Example (c) is a dependent clause.			
indep. cl. dependent cl. (d) I know where Sue lives.	Example (d) is a complete sentence. It has an independent clause with the main subject (1) and verb (know) of the sentence. Where Sue lives is a dependent clause connected to an independent clause. Where Sue lives is called a noun clause.			
noun phrase  (e) His story was interesting. noun clause  (f) What he said was interesting.	A <i>noun phrase</i> is used as a subject or an object.  A <i>noun clause</i> is used as a subject or an object. In other words, a noun clause is used in the same ways as a noun phrase.  In (e): <i>His story</i> is a noun phrase. It is used as the subject of the sentence. In (f): <i>What he said</i> is a noun clause. It is used as the subject of the sentence. The noun clause has its own subject ( <i>he</i> ) and verb ( <i>said</i> ).			
noun phrase (g) I heard <i>his story</i> . noun clause (h) 1 heard <i>what he said</i> .	In (g): <i>his story</i> is a noun phrase. It is used as the object of the verb <i>heard</i> .  In (h): <i>what he said</i> is a noun clause. It is used as the object of the verb <i>heard</i> .			
noun phrase  (i) I listened to <i>his story</i> .  noun clause	In (i): his story is a noun phrase. It is used as the object of the preposition to.  In (j): what he said is a noun clause. It is used as the object of the			
(j) I listened to what he said.	preposition to.			

<sup>\*</sup>A phrase is a group of words that does NOT contain a subject and a verb.

<sup>\*\*</sup>See Appendix Unit B for more information about question words and question forms.

# ☐ EXERCISE 1. Noun clauses. (Chart 12-1)

*Directions:* Add the necessary punctuation and capitalization to the following. Underline the noun clauses.

- 1. I couldn't hear the teacher what did she say
  - $\rightarrow$  / couldn't hear the teacher. What did she say?
- 2. I couldn't hear what the teacher said.

Δ

- 3. Where did Tom go no one knows
- 4. No one knows where Tom went
- 5. Where Tom went is a secret
- 6. What does Anna want we need to know
- 7. We need to know what Anna wants
- 8. What does Alex need do you know
- 9. Do you know what Alex needs
- 10. What Alex needs is a new job
- 11. We talked about what Alex needs
- 12. What do you need did you talk to your parents about what you need

12-2 NOUN CLAUSES BEGINNING WITH A QUESTION WORD					
QUESTION Where does she live? What did he say?' When do they arrive?	NOUN CLAUSE  (a) I don't know where she lives.  (b) I couldn't hear what he said.  (c) Do you know when they arrive?	In (a): where she lives is the object of the verb know. In a noun clause, the subject precedes the verb. Do not use question word order in a noun clause.  Notice: does, did, and do are used in questions, but not in noun clauses. See Appendix Unit B for more information about question words and question forms.			
Who lives there? What happened? Who is at the door?	(d) I don't know who lives there. (e) Please tell me what happened. (f) I wonder who is at the door.	In (d): The word order is the same in both the question and the noun clause because <i>who</i> is the subject in both.			
Who is she? Who are those men? Whose house is that?	(g) I don't know who she is. (h) I don't know who those men are. (i) I wonder whose house that is.	In (g): she is the subject of the question, so it is placed in front of the verb be in the noun clause.*			
What did she say? What should they do?	<ul> <li>(j) What she said surprised me.</li> <li>(k) What they should do is obvious.</li> </ul>	In (j): What she said is the subject of the sentence. Notice in (k): A noun clause subject takes a singular verb (e.g., is).			

\*COMPARE: Who is at the door? = who is the subject of the question.

Who are those men? = those men is the subject of the question, so be is plural.

G		SE 2. Noun clauses beginning with a question word. (Chart 12-2) irections: Change the question in parentheses to a noun clause.						
	1	. (How old is he?) I don't know how old he is						
	2	. (What was he talking about?) What he was talking about						
		was interesting.						
	3	. (Where do you live?) Please tell me						
	4	. (What did she say?) wasn't true.						
	5	. (When are they coming?) Do you know?						
	6	. (How much does it cost?) I can't remember						
	7	7. (Which one does he want?) Let's ask him						
	8	. (Who is coming to the party?) I don't know						
	9	. (Who are those people?) I don't know						
	10.	(Whose pen is this?) Do you know?						
	11	. (Why did they leave the country?) is a secret.						
	12	. (What are we doing in class?)						
	13	. (Where did she go?) is none of your business.						
	14	. (How many letters are there in the English alphabet?) I don't remember						
	15	. (Who is the mayor of New York City?) I don't know						
	16	. (How old does a person have to be to get a driver's license?) I need to find out						
	17.	(What happened?) I don't know						
	10	/XXI						

☐ EXERCISE 3. Noun clauses beginning with a Directions: Work in pairs, in groups, or as a c Speaker A: Your book is open. Ask the que Speaker B: Your book is closed. Begin you	class.
Example:  SPEAKER A (book open): What time is it?  SPEAKER B (book closed): I don't know what	
<ol> <li>Where does () live?</li> <li>What country is () from?</li> <li>How long has () been living here?</li> <li>What is ()'s telephone number?</li> <li>Where is the post office?</li> <li>How far is it to (Kansas City)?</li> <li>Why is () absent?</li> <li>Where is my book?</li> <li>What kind of watch does () have?</li> <li>Why was () absent yesterday?</li> <li>Where did () go yesterday?</li> <li>What kind of government does (Italy) have?</li> </ol>	<ul> <li>(Switch roles if working in pairs.)</li> <li>13. What is ()'s favorite color?</li> <li>14. How long has () been married?</li> <li>15. Why are we doing this exercise?</li> <li>16. Who turned off the lights?</li> <li>17. Where is () going to eat lunch/dinner?</li> <li>18. When does (the semester) end?</li> <li>19. Where did () go after class yesterday?</li> <li>20. Why is () smiling?</li> <li>21. How often does () go to the library?</li> <li>22. Whose book is that?</li> <li>23. How much did that book cost?</li> <li>24. Who took my book?</li> </ul>
☐ EXERCISE 4. Noun clauses beginning with a (Chart 12-2 and Appendix Unit Directions: Make a question from the given the answer to the question you make. Use Then change the question to a noun clause.	B) sentence. The words in parentheses should be a question word (who, what, how, etc.).*
1. Tom will be here (next week).	
QUESTION:	n will Tom be here?
NOUN CLAUSE: Please tell me whe	n Tom will be here.
He is coming (because he wants to visit h  QUESTION:  NOUN CLAUSE: Please tell me	<u> </u>
3. He'll be on flight (645, not flight 742).  QUESTION:	
NOUN CLAUSE: Please tell me	

<sup>\*</sup>See Appendix Unit B for information about forming questions.

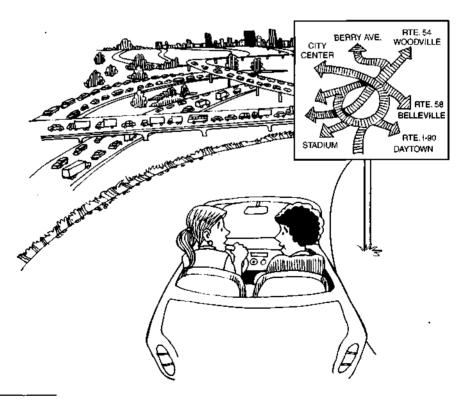
	QUESTION:
	NOUN CLAUSE: Please tell me
5.	Jim Hunter is (his roommate).
	QUESTION:
	NOUN CLAUSE: Please tell me
6.	Tom's address is (4149 Riverside Road).  QUESTION:
	NOUN CLAUSE: Please tell me
7.	He lives (on Riverside Road in Columbus, Ohio, USA).  QUESTION:
	NOUN CLAUSE: Please tell me
8.	He was (in Chicago) last week.  QUESTION:
	NOUN CLAUSE: Please tell me
9.	He has been working for IBM* (since 1998).  QUESTION:
	NOUN CLAUSE: Do you know
10.	He has (an IBM) computer at home.  QUESTION:
	NOUN CLAUSE: Do you know
Din	E 5. Noun clauses beginning with a question word.  (Chart 12-2 and Appendix Unit B)  rections: Use the words in parentheses to complete the sentences. Use any appropriate b tense. Some of the completions contain noun clauses, and some contain questions.
1.	A: Where (Ruth, go) Aid Ruth go? She's not in her room.
	B: I don't know. Ask her friend Tina. She might know where (Ruth, go)
	Rut h <u>went</u> .
2.	A: Oops! I made a mistake. Where (my eraser, be)?
	Didn't I lend it to you?
	B: I don't have it. Ask Sally where (it, be) I think I saw
	her using it.

4. (Jim Hunter) is going to meet him at the airport.

<sup>\*</sup>IBM = the name of a corporation (International Business Machines)

3.	A:	The door isn't locked! Why (Fred, lock, not)it
		before he left?*
]	B:	Why ask me? How am I supposed to know why (he, lock, not)
		it? Maybe he just forgot.
4. <i>A</i>	<b>4</b> :	Mr. Lee is a recent immigrant, isn't he? How long (he, be)
		in this country?
]	B:	I have no idea, but I'll be seeing Mr. Lee this afternoon. Would you like me to ask
		him how long (he, live)here?
5. /	<b>4</b> :	Are you a student here? I'm a student here, too. Tell me what classes (you, take)
		this term. Maybe we're in some of the same classes
]	B:	Math 4, English 2, History 6, and Chemistry 101. What classes (you, take)
		?
6. <i>A</i>	<b>A</b> :	Help! Quick! Look at that road sign! Which road (we, be supposed)
		to take?
]	B:	You're the driver! Don't look at me! I don't know which road (we, be supposed)

to take. I've never been here before in my entire life.



<sup>\*</sup>Word order in negative questions:

Usual: Why didn't you call me? (with did + not contracted)

Very formal: Why did you not call me?

☐ EXERCISE 6. Information guestions and noun clauses. (Charts 12-1 and 12-2; Appendix Unit B)

Directions: Work in pairs. Switch roles after every group of five items.

Speaker A: Your book is open. Ask any question using the given words.

Speaker B: Your book is closed. To make sure you understood Speaker A correctly, repeat what s/he said, using a noun clause. Begin by saying "You want to know . . . . "

Listen to each other's grammar carefully, especially word order.

*Example:* who \ roommate

SPEAKER A (book open): Who is your roommate?

SPEAKER B (book closed): You want to know who my roommate is.

*Example:* where \ go

SPEAKER A (book open): Where did you go after class yesterday?

SPEAKER B (book closed): You want to know where I went after class yesterday.

Example: how far \ it

SPEAKER A (book open): How far is it from Bangkok to Rangoon?

SPEAKER B (book closed): You want to know how far it is from Bangkok to Rangoon.

<ol> <li>whose \ that</li> <li>how much \ cost</li> <li>what time \ get</li> <li>how long \ you</li> <li>what kind \ have</li> </ol>	<ul> <li>11. who \ prime minister</li> <li>12. which \ want</li> <li>13. why \ blue</li> <li>14. what \ after</li> <li>15. from whom \ borrow</li> </ul>	<ul> <li>21. when \ get</li> <li>22. where \ located</li> <li>23. who \ is</li> <li>24. who \ talk</li> <li>25. how many \ go</li> </ul>
<ul> <li>6. when \ you</li> <li>7. where \ last night</li> <li>8. why \ didn't</li> <li>9. what \ like</li> <li>10. where \ the teacher</li> </ul>	<ul> <li>16. where \ born</li> <li>17. what color \ eyes</li> <li>18. whose \ is</li> <li>19. which \ you</li> <li>20. why \ ask</li> </ul>	26. what \ tomorrow 27. how far \ it 28. what kind \ buy 29. how often \ you 30. to whom \ give

12-3 NOUN CLAUSES BEGINNING WITH WHETHER OR IF						
YES/NO QUESTION Will she come? Does he need help?	NOUN CLAUSE  (a) I don't know whether she will come.    I don't know if she will come.  (b) I wonder whether he needs help.    I wonder if he needs help.	When a yes/no question is changed to a noun clause, <i>whether</i> or <i>if is</i> used to introduce the clause.  (Note: <i>Whether</i> is more acceptable in formal English, but <i>if is</i> quite commonly used, especially in speaking.)				
	<ul> <li>(c) I wonder <i>whether or not</i> she will come.</li> <li>(d) I wonder <i>whether</i> she will come <i>or not</i>.</li> <li>(e) I wonder <i>if</i> she will come <i>or not</i>.</li> </ul>	In (c), (d), and (e): Notice the patterns when <i>or not</i> is used.				
	(f) Whether she comes or not is unimportant to me.	In (f): Notice that the noun clause is in the subject position.				

## ☐ EXERCISE 7. Noun clauses beginning with WHETHER or IF. (Chart 12-3)

Directions: Work in pairs, in groups, or as a class. Begin all responses with "I wonder . . . . "

#### Examples:

SPEAKER A (book open): Does ( . . . ) need any help?

SPEAKER B (book closed): I wonder whether/if ( . . . ) needs any help.

SPEAKER A (book open): Where is (...)?

SPEAKER B (book closed): I wonder where ( . . . ) is.

- 1. Where is your friend?
- 2. Should we wait for him?
- 3. Should you call him?
- 4. Where is your dictionary?
- 5. Who took your dictionary?
- 6. Did (...) borrow your dictionary?
- 7. Who is that woman?
- 8. Does she need any help?
- 9. Why is the sky blue?
- 10. How long does a butterfly live?
- 11. What causes earthquakes?
- 12. When was the first book written?
- 13. Who is that man?

- 14. What is he doing?
- 15. Is he having trouble?
- 16. Should you offer to help him?
- 17. How far is it to (Florida)?
- 18. Do we have enough time to go to (Florida) over vacation?
- 19. Whose book is this?
- 20. Does it belong to (...)?
- 21. Why did dinosaurs become extinct?
- 22. Is there life on other planets?
- 23. How did life begin?
- 24. Will people live on the moon someday?

## D EXERCISE 8. Noun clauses. (Charts 12-2 and 12-3)

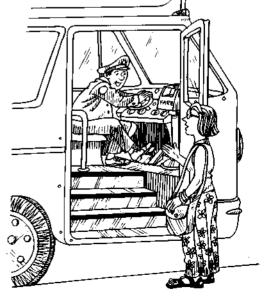
Directions: Work in pairs, in groups, or as a class. Begin all responses with "Could you please tell me . . . ."

#### Example:

SPEAKER A (book open): What is this?

SPEAKER B (book closed): Could you please tell me what this is?

- 1. Does this bus go downtown?
- 2. How much does this book cost?
- 3. When is Flight 62 expected to arrive?
- 4. Where is the nearest phone?
- 5. Is this word spelled correctly?
- 6. What time is it?
- 7. Is this information correct?
- 8. How much does it cost to fly from (Chicago) to (New York)?
- 9. Where is the bus station?
- 10. Whose pen is this?



 $\square$  EXERCISE 9. Error analysis: noun clauses. (Charts 12-1  $\rightarrow$  12-3) Directions: Correct the errors.

- 1. Please tell me what is your name.  $\rightarrow$  Please tell me what your name is.
- 2. No one seems to know when will Maria arrive.
- 3. I wonder why was Bob late for class.
- 4. I don't know what does that word mean.
- 5. I wonder does the teacher know the answer?
- 6. What should they do about the hole in their roof is their most pressing problem.
- 7. I'll ask her would she like some coffee or not.
- 8. Be sure to tell the doctor where does it hurt.
- 9. Why am I unhappy is something I can't explain.
- 10. I wonder does Tom know about the meeting or not.
- 11. I need to know who is your teacher.
- 12. I don't understand why is the car not running properly.
- 13. My young son wants to know where do the stars go in the daytime?

## **QUESTION WORDS FOLLOWED BY INFINITIVES**

- (a) I don't know what I should do.
- (b) I don't know what to do.
- (c) Pam can't decide whether she should go or stay home.
- (d) Pam can't decide whether to go or (to) stay home.
- (e) Please tell me how I can get to the bus station.
- (f) Please tell me how to get to the bus station.
- (g) Jim told us where we could find it.
- (h) Jim told us where to find it.

Question words (when, where, how, who, whom, whose, what, which) and whether may be followed by an infinitive.

Each pair of sentences in the examples has the same meaning. Notice that the meaning expressed by the infinitive is either should or can/could.

## ☐ EXERCISE 10. Question words followed by infinitives. (Chart 12-4)

*Directions:* Create sentences with the same meaning by using infinitives.

- 1. He told me when I should come.  $\rightarrow$  He told me when to come.
- 2. The plumber told me how I could fix the leak in the sink.
- 3. Please tell me where I should meet you.
- 4. Don had an elaborate excuse for being late for their date, but Sandy didn't know whether she should believe him or not.
- 5. Jim found two shirts he liked, but he had trouble deciding which one he should buy.
- 6. I've done everything I can think of to help Andy get his life straightened out. I don't know what else I can do.

Comp	lete the following; use infinitives in your completions.	
7. I	was tongue-tied. I didn't know what	·
8. A	: I can't decideto	the reception.
F	: How about your green suit?	
	Where are you going to live when you go to the use: I'm not sure. I can't decide whether	•
	: Do you know how : No, but I'd like to learn.	
11. A	: I don't know whatsuggestions?	_ for her birthday. Got any
E	: How about a book?	
12. N	Ty cousin has a dilemma. He can't decide whether	or
_	. What do you think he sl	hould do?
13. B	efore you leave on your trip, read this tour book. I	t tells you where
	a.s. d 1. a.s.	

12-5 NOUN	N CLAUSES BEGINNING W	ITH THAT
STATEMENT He is a good actor. The world is round.	NOUN CLAUSE  (a) I think that he is a good actor.  (b) I think he is a good actor.  (c) We know (that) the world is round.	In (a): that he is a good actor is a noun clause. It is used as the object of the verb think.  The word that, when it introduces a noun clause, has no meaning in itself. It simply marks the beginning of the clause. Frequently it is omitted, as in (b), especially in speaking. (If used in speaking, it is unstressed.)
She doesn't understand spoken English.  The world is round.	<ul> <li>(d) That she doesn't understand spoken English is obvious.</li> <li>(e) It is obvious (that) she doesn't understand spoken English.</li> <li>(f) That the world is round is a fact.</li> <li>(g) It is a fact that the world is round.</li> </ul>	In (d): The noun clause ( <i>That she doesn't understand spoken English</i> ) is the subject of the sentence. The word <i>that</i> is not omitted when it introduces a noun clause used as the subject of a sentence, as in (d) and (f).  More commonly, the word <i>it</i> functions as the subject and the noun clause is placed at the end of the sentence, as in (e) and (g).

## ☐ EXERCISE 1]. Noun clauses beginning with THAT. (Chart 12-5)

*Directions:* Work in pairs, in groups, or as a class.

Speaker A: Change the given sentence into a noun clause. Use it + any appropriate expression from the list.

Speaker B: Give the equivalent sentence by using a *that*-clause as the subject.

Example: The world is round.

SPEAKER A (book open): It is a fact that the world is round. SPEAKER B (book closed); That the world is round is a fact.

true clear unfortunate	a fact a well-known fact true	obvious apparent clear	surprising strange	unfair wo bad unfortunate	a shame a <b>pity</b>
------------------------	-------------------------------------	------------------------------	-----------------------	---------------------------------	--------------------------

- 1. Tim hasn't been able to make any friends.
- 2. Drug abuse can ruin one's health.
- 3. Some women do not earn equal pay for equal work.
- 4. The earth revolves around the sun.
- 5. Irene, who is an excellent student, failed her entrance examination.
- 6. Smoking can cause cancer.
- 7. English is the principal language of the business community throughout much of the world.

# ☐ EXERCISE 12. Noun clauses beginning with THAT. (Chart 12-5)

Directions: Work in pairs or as a class.

Speaker A: Make an original sentence by using it and the given expression.

Speaker B: Give the equivalent sentence by using a that-clause as the subject.

Example: true

SPEAKER A: It is true that plants need water in order to grow.

SPEAKER B: That plants need water in order to grow is true.

(Switch roles if working in pairs)

1. a fact

2. surprising

3. obvious

4. too bad

5. a well-known fact

- 6. unfortunate
- 7. true
- 8. strange
- 9. unlikely
- 10. undeniable

# ☐ EXERCISE 13. Noun clauses beginning with THAT. (Chart 12-5)

*Directions:* Complete the sentences.

- 1. It is my belief that . . . the war between those two countries will end soon.
- 2. It seems to me that . . . .
- 3. It is my impression that . . . .
- 4. It is my theory that . . . .

- 5. It is widely believed that ....
- 6. It is thought that . . . .
- 7. It has been said that . . . .
- 8. It is a miracle that . . . .

☐ EXEF	RCISE 14. Noun clauses beg Directions: That-clauses may f attitudes. Complete the follow	ollow $be + certain adjectives to$	
	<ol> <li>I'm sorry (that) / was late for class.</li> <li>I'm glad (that)</li> <li>I'm disappointed (that)</li> </ol>	<ul><li>4. I'm pleased (that)</li><li>5. I'm surprised (that)</li><li>6. I'm sure (that)</li><li>7. I'm amazed (that)</li></ul>	<ul> <li>8. I'm happy (that)</li> <li>9. Yesterday I was annoyed (that)</li> <li>10. I'm afraid (that)*</li> </ul>
□ EXEF	RCISE 15. Noun clauses be Directions: A that-clause may ideas by using that-clauses.	• •	•
	<ol> <li>There are two reasons when The first reason is that The second reason is that The second reason is</li> <li>There are several reasons One reason is         Another reason is         A third reason is         A third reason is         Another problems One problem is that         Another problem is that         The third problem I have to the content of the content</li></ol>	why I am studying English.  since I came here.  had is that your own car is	ght. y.**
□ EXE	RCISE <b>16</b> . Noun clauses beg Directions: A that-clause is fro "the fact that" to introduce a	equently used with the fact. C	
	due to that.	nade me angry.	

I'm afraid that I can't accept your invitation.

<sup>\*</sup>To be afraid has two possible meanings:

<sup>(1)</sup> It can express fear: I'm afraid of dogs. I'm afraid that his dog will bite me.

<sup>(2)</sup> In informal English, it often expresses a meaning similar to "to be sorry":

I'm afraid you have the wrong number.

<sup>\*\*</sup>NOTE: *That* is used, not *because*, to introduce the clause. (*Because* might occur only in very informal spoken English: *The first reason is because I have to study.*)

- 6. Surasuk is frequently absent from class. That indicates his lack of interest in school.
- 7. I was supposed to bring my passport to the examination for identification. I was not aware of *that*.
- 8. The people of the town were given no warning of the approaching tornado. Due to *that*, there were many casualties.

12-6 QUOTED SPEECH				
Quoted speech refers to reproducing words exactly as they were originally spoken.*  Quotation marks ("") are used.**				
QUOTING ONE SENTENCE  (a) She said, "My brother is a student."	In (a): Use a comma after <i>she said</i> . Capitalize the first word of the quoted sentence. Put the final quotation marks outside the period at the end of the sentence.			
(b) "My brother is a student," she said.	In (b): Use a comma, not a period, at the end of the quoted sentence when it precedes <i>she said</i> .			
(c) "My brother," she said, "is a student."	In (c): If the quoted sentence is divided by <i>she said</i> , use a comma after the first part of the quote. Do not capitalize the first word after <i>she said</i> .			
QUOTING MORE THAN ONE SENTENCE  (d) "My brother is a student. He is attending a university," she said.  (e) "My brother is a student," she said.  "He is attending a university."	In (d): Quotation marks are placed at the beginning and end of the complete quote. Notice: There are no quotation marks after <i>student</i> .  In (e): If <i>she said</i> comes between two quoted sentences, the second sentence begins with quotation marks and a capital letter.			
QUOTING A QUESTION OR AN EXCLAMATION  (f) She asked, "When will you be here?"  (g) "When will you be here?" she asked.  (h) She said, "Watch out!"	In (f):The question mark is inside the quotation marks. In (g): If a question mark is used, no comma is used before <i>she asked</i> . In (h): The exclamation point is inside the quotation marks.			
(i) "My brother is a student," <i>said Anna</i> . "My brother," <i>said Anna</i> , "is a student."	In (i): The noun subject (Anna) follows said. A noun subject often follows the verb when the subject and verb come in the middle or at the end of a quoted sentence. (Note: A pronoun subject almost always precedes the verb. Very rare: "My brother's a student," said she.)			
<ul> <li>(j) "Let's leave," whispered Dave.</li> <li>(k) "Please help me," begged the unfortunate man.</li> <li>(1) "Well," Jack began, "it's a long story."</li> </ul>	Say and ask are the most commonly used quote verbs. Some others: add, agree, announce, answer, beg, begin, comment, complain, confess, continue, explain, inquire, promise, remark, reply, respond, shout, suggest, whisper.			

<sup>\*</sup>Quoted speech is also called "direct speech." Reported speech (discussed in Chart 12-7, p. 254) is also called "indirect speech."

<sup>\*\*</sup>In British English, quotation marks are called "inverted commas" and can consist of either double marks (") or a single mark ('): She said, 'My brother is a student.'

- EXERCISE 17. Quoted speech. (Chart 12-6)

  Directions: Add the necessary punctuation and capitalization.
  - 1. Henry said there is a phone call for vou
  - 2. There is a phone call for you he said
  - 3. There is said Henry a phone call for you
  - 4. There is a phone call for you it's your sister said Henry
  - 5. There is a phone call for you he said it's your sister
  - 6. I asked him where is the phone
  - 7. Where is the phone she asked
  - 8. Stop the clock shouted the referee we have an injured player
  - 9. Who won the game asked the spectator
  - 10. I'm going to rest for the next three hours she said I don't want to be disturbed

    That's fine I replied you get some rest I'll make sure no one disturbs you

EXERCISE 18. Quoted speech. (Chart 12-6)

Directions: Add the necessary begins each time the speaker punctuatio and capitalization. Notice that a new paragraph

When the police officer came over to my Car, he said let me see your driver's license, please

What's wrong, Officer I asked was I speeding

No, you weren't speeding he replied you went through a red light at the corner of Fifth Avenue and Main Street you almost caused an accident

Did I really do that I said I didn't see a red light



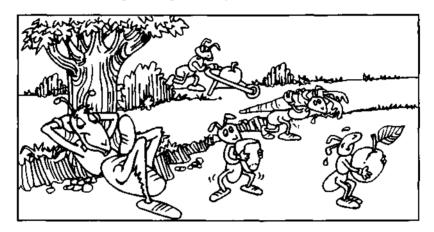
## EXERCISE 19. Activity: quoted speech. (Chart 12-6)

Directions: Choose two of your classmates to have a brief conversation in front of the class, and decide upon a topic for them (what they did last night, what they are doing right now, sports, music, books, etc.). Give them a few minutes to practice their conversation. Then, while they are speaking, take notes so that you can write their exact conversation. Use quoted speech in your written report. Be sure to start a new paragraph each time the speaker changes.

#### ☐ EXERCISE 20. Activity: quoted speech. (Chart 12-6)

Directions: Write fables using quoted speech.

1. In fables, animals have the power of speech. Discuss what is happening in the illustrations of the grasshopper and the ants. Then write a fable based on the illustrations. Use quoted speech in your fable.





2. Write a fable that is well known in your country. Use quoted speech.

12-7 REPORTED SPEECH: VERB FORMS I	N NOUN CLAUSES		
QUOTED SPEECH  (a) "I watch TV every day." → She said she watched TVevery day.  (b) "I am watching TV." → She said she was watching TV.  (c) "I have watched TV." → She said she had watched TV.  (d) "I watched TV." → She said she had watched TV.  (e) "I had watchedTV." → She said she had watchedTV.  (f) "I will watch TV." → She said she would watch TV.  (g) "I am going to watch TV." → She said she was going to watch TV.  (h) "I can watch TV." → She said she could watch TV.  (i) "I may watch TV." → She said she might watch TV.  (j) "I must watch TV." → She said she had to watch TV.  (k) "I have to watch TV." → She said she had to watch TV.	Reported speech refers to using a noun clause to report what someone has said. No quotation marks are used.  If the reporting verb (the main verb of the sentence, e.g., said) is simple past, the verb in the noun clause will usually also be in a past form, as in the examples.		
(1) "I should watch TV."  "I ought to watch TV."  "I might watch TV."  → She said she should watch TV.  → She said she ought to watch TV.  → She said she might watch TV.	In (1): <i>should, ought to,</i> and <i>might</i> do not change to a past form.		
<ul> <li>(m) Immediate reporting:  —What did the teacher just say? I didn't hear him.  —He said he wants us to read Chapter Six.</li> <li>(n) Later reporting:  —I didn't go to class yesterday. Did Mr. Jones make any assignments?  —Yes. He said he wanted us to read Chapter Six.</li> </ul>	Changing verbs to past forms in reported speech is common in both speaking and writing. However, sometimes in spoken English, no change is made in the noun clause verb, especially if the speaker is reporting something immediately or soon after it was said.		
(o) "The world is round." $\rightarrow$ She said the world is round.	Also, sometimes the present tense is retained even in formal English when the reported sentence deals with a general truth, as in (o).		
<ul> <li>(p) "I watchTV every day." → She says she watches TV every day.</li> <li>(q) "I watch TV every day." → She has said that she watches TV every day.</li> <li>(r) "I watch TV every day." → She will say that she watches TV every day.</li> </ul>	When the reporting verb is simple present, present perfect, or future, the noun clause verb is not changed.		
(s) "WatchTV." → She told me to watch TV*	In reported speech, an imperative sentence is changed to an infinitive. <i>Tell</i> is used instead of <i>say</i> as the reporting verb. See Chart 14-7, p. 307, for other verbs followed by an infinitive that are used to report speech.		
*NOTE: Tell is immediately followed by a (pro)noun object, but say is not: He told me he would be late. He said he would be late. Also possible: He said to me he would be late.			

☐ EXERCISE 21. Reported speech. (Chart 12-7)  Directions: Complete the sentences by reporting the speaker's words in a noun clause.  past verb forms in noun clauses if appropriate.	Use
1. Pedro said, "I will help you."	
Pedro said(that) he would help me	
2. "Do you need a pen?" Annie asked.	
Annie asked me if I needed a pen	

3.	Jennier asked, what do you want?
	Jennifer asked me what I wanted.
4.	Talal asked, "Are you hungry?"
	Talal wanted to know
5.	"I want a sandwich," Elena said.
	Elena said
6.	"I'm going to move to Ohio," said Bruce.
	Bruce informed me
7.	"Did you enjoy your trip?" asked Kim.
	Kim asked me
8.	Oscar asked, "What are you talking about?"
	Oscar asked me
9.	Maria asked, "Have you seen my grammar book?"
	Maria wanted to know
10.	Yuko said, "I don't want to go."
	Yuko said
11.	Sam asked, "Where is Nadia?"
	Sam wanted to know
12.	"Can you help me with my report?" asked David.
	David asked me
13.	"I may be late," said Mike.
	Mike told me
14.	Felix said, "You should work harder."
	Felix told me
15.	Rosa said, "I have to go downtown."
	Rosa said
16.	"Why is the sky blue?" my young daughter often asks.
	My young daughter often asks me
17.	My mother asked, "Why are you tired?"
	My mother wondered
18.	"I will come to the meeting," said Pedro.
	Pedro told me
19.	Ms. Adams just asked Ms. Chang, "Will you be in class tomorrow?"
	Ms. Adams wanted to know

20.	"The sun rises in the east," said Mr.	Clark.
	Mr. Clark, an elementary school tea	acher, explained to his students
21.	"Someday we'll be in contact with b	beings from outer space."
	The scientist predicted	
22.	"I think I'll go to the library to study	y."
	Joe said	
23.	"Does Omar know what he's doing?	п
	I wondered	
24.	"Is what I've heard true?"	
	I wondered	<u> </u>
25.	"Sentences with noun clauses are a	little complicated."
	Olga thinks	
<i>Dir</i> Spe Spe	eaker A: You are the leader. Your boaker B: Your book is closed. Make	oose a leader. Only the leader's book is open. ook is open. Whisper a question to Speaker B.
Spe	eaker B: Begin your response with "F	Ie (She) asked me"
SPE SPE	AKER A to B (whispered): Where is your AKER c to B (aloud): What did (Spearance)	nker A) want to know?
	EAKER B to c (aloud): He (She) aske	•
	What time is it?	14. Did you go to a party last night?

- 2. Can you speak Arabic?
- 3. Have you seen (title of a movie)?
- 4. Will you be here tomorrow?
- 5. What kind of camera do you have?
- 6. What courses are you taking?
- 7. Did you finish your assignment?
- 8. (Make up your own question.)

#### Switch roles.

- 9. Have you read any good books lately?
- 10. How do you like living here?
- 11. May I borrow your dictionary?
- 12. Where will you be tomorrow around three o'clock?
- 13. What are you going to do during vacation?

- 15. Can I use your pen?
- 16. (Make up your own question.)

#### Switch roles.

- 17. How many people have you met in the last couple of months?
- 18. Where should I meet you after class?
- 19. Do you understand what I am saying?
- 20. Did you go to class yesterday?
- 21. Is what you said really true?
- 22. Is what you want to talk to me about important?
- 23. How do you know that what you said is true?
- 24. (Make up your own question.)

□ EXER	CISE 23. Activity: reported speech. (Chart 12-7)  Directions: With books closed, report to the class at least one que the previous exercise and who asked it. Use a past verb form it	-
	Example: Roberto asked me if I'd read any good books lately.	
□ EXER	CISE 24. Reported speech: verb forms in noun clauses. <i>Directions:</i> Complete the sentences, using the information in the verbs to a past form as appropriate.	. (Chart 12-7) e dialogue. Change the
	GET	WESTILL TICKETS TO GAME?
	When Fred asked me if we could still get	I'VE ALREAD
	tickets to the game, I told him that I	BOUGHT THE
	had already bought them.	
	2. Mrs. White said, "Janice, you have to clean up your room and empty the dishwasher before you leave for the game."  Janice said, "Okay, Mom. I will."	
	Mrs. White told Janice that she had to clean up	
	her room and empty the dishwasher before shecould	leave
	for the game. Janice promised her mom that she	ould.
	3. / asked the ticket seller, "Is the concert going to be rescheduled?"  The ticket seller said, "I don't know, Ma'am. I just work here."	
	When I asked the ticket seller if the concert	to be
	rescheduled, she told me that she	_, and said that she just
	there.	
	4. / asked Boris, "Where will the next chess match take place?" Boris replied, "Ithasn't been decided yet."	
	When I asked Boris	place, he replied that it
	yet.	
ě	5. / said to Alan, "I'm very discouraged. I don't think I'll ever a Alan said, "Your English is getting better every day. In anothe English with the greatest of ease."	
	I complained that I very discouraged.	. I said that I
	Iever	English
	well. Alan told me that my English	better every day. He
	assured me that in another year, I	English with the
	greatest of ease.	

6.	A person in the audience asked the speaker, "Are the necessary means to increase the world's food supply presently available?"  The agronomy professor said, "It might be possible to grow 50 percent of the world's food in underwater cultivation if we can develop inexpensive methods."			
	A person in the audience asked the agronomy professor if the necessary means to			
	increase the world's food supply _ presently available. The			
	professor stated that it _ possible to grow 50 percent of the			
	world's food under water if we _ inexpensive methods.			
Dir	E 25. Reported speech. (Chart 12-7) rections: Change the quoted speech to reported speech. Study the example carefully and the same pattern: said that and that OR said that but that.			
1.	"My father is a businessman. My mother is an engineer."			
	He said that his father was a businessman and that his mother was an engineer.			
2.	"I'm excited about my new job. I've found a nice apartment."			
	I got a letter from my sister yesterday. She said			
3.	"Your Uncle Harry is in the hospital. Your Aunt Sally is very worried about him."  The last time my mother wrote to me, she said			
4.	"I expect you to be in class every day. Unexcused absences may affect your grades."  Our sociology professor said			
5.	"Highway 66 will be closed for two months. Commuters should seek alternate routes."  The newspaper said			
6.	"I'm getting good grades, but I have difficulty understanding lectures."  My brother is a junior at a state university. In his last letter, he wrote			
7.	"Every obstacle is a steppingstone to success. You should view problems in your life as opportunities to prove yourself."  My father often told me			

	8. "I'll come to the meeting, but I can't stay Julia told me	y for more than an hour."
□ EX	ERCISE 26. Activity: reported speech. (Cl Directions: Work in groups or as a class. Speaker A: Ask a question on the given top	ic—whatever comes into your mind. Use a
	question word (when, how, who Speaker B: Answer the question in a compless Speaker C: Report what Speaker A and Speaker A.	ete sentence.
	Example: tonight  SPEAKER A (ROSA): What are you going to do  SPEAKER B (ALI): I'm going to study.  SPEAKER c (YUNG): Rosa asked Ali what he was going to study.	lo tonight? was going to do tonight, and AH replied that
	1. tonight 5. book	9. television
	2. music 6. this city	10. dinner
	3. courses 7. population	11. next year
	4. tomorrow 8. last year	12. vacation
□ EX	ERCISE 27. Review: noun clauses. (Charts Directions: Complete the sentences.	s 12-1 -> 12-7)
	1. I cannot understand why	8. What he said was that
	2. One of the students remarked that	9. No one knows who
	3. I was not sure whose	10. The instructor announced that
	4. What surprised me.	11. What I want to know is why
	5. That she surprised me.	12. What is not important.
	6. One of the students stated that	13. We discussed the fact that
	7. I could not due to the fact that	14. I wonder whether
□ EX	ERCISE 28. Activity: noun clauses. (Charts Directions: Read each dialogue and then wri an accurate idea of the speakers' words, but	ite a report about it. The report should include
	Example: Jack said, "I can't go to the game."  Tom said, "Oh? Why not?"  "I don't have enough money for a	
	Possible written reports of the above dialogue:	the game because he didn't have enough

- a. Jack told Tom that he couldn't go to the game because he didn't have enough money for a ticket.
- b. When Tom asked Jack why he couldn't go to the game, Jack said he didn't have enough money for a ticket.
- c. Jack said he couldn't go to the game. When Tom asked him why not, Jack replied that he didn't have enough money for a ticket.

Write reports of the following dialogues:

- 1. "What are you doing?" Alex asked.
  "I'm drawing a picture," I said.
- 2. Ann said, "Do you want to go to a movie Sunday night?" Sue said, "I'd like to, but I have to study."
- 3. "How old are you, Mrs. Robinson?" the little boy asked.
  Mrs. Robinson said, "It's not polite to ask people their age."
- 4. "Is there anything you especially want to watch on TV tonight?" my sister asked. "Yes," I replied. "There's a show at eight that I've been waiting to see for a long time."

"What is it?" she asked.

"It's a documentary on green sea turtles," I said.

"Why do you want to see that?"

"I'm doing a research paper on sea turtles. I think I might be able to get some good information from the documentary. Why don't you watch it with me?"

"No, thanks," she said. "I'm not especially interested in green sea turtles."

#### ☐ EXERCISE 29. Activity: noun clauses. (Charts 12-1 → 12-7)

*Directions:* Make up a dialogue for the two characters waiting in the supermarket line, and then write a story about the picture. The events in the picture happened yesterday.



- ☐ EXERCISE 30. Error analysis: noun clauses (Charts 12-1 → 12-7)

  Directions: Correct the errors.
  - 1. Tell the taxi driver where do you want to go.
  - 2. My roommate came into the room and asked me why aren't you in class? I said I am waiting for a telephone call from my family.
  - 3. It was my first day at the university, and I am on my way to my first class. I wondered who else will be in the class. What the teacher would be like?
  - 4. He asked me that what did I intend to do after I graduate?
  - Many of the people in the United States doesn't know much about geography. For example, people will ask you where is Japan located.
  - 6. What does a patient tell a doctor it is confidential.
  - 7. What my friend and I did it was our secret. We didn't even tell our parents what did we do.
  - 8. The doctor asked that I felt okay. I told him that I don't feel well.
  - 9. Is clear that the ability to use a computer it is an important skill in the modern world.
  - 10. I asked him what kind of movies does he like, he said me, I like romantic movies.
  - 11. Is true you almost drowned? my friend asked me. Yes, I said. I'm really glad to be alive. It was really frightening.
  - 12. It is a fact that I almost drowned makes me very careful about water safety whenever I go swimming.
  - 13. I didn't know where am I supposed to get off the bus, so I asked the driver where is the science museum. She tell me the name of the street. She said she will tell me when should I get off the bus.
  - 14. My mother did not live with us. When other children asked me where was my mother, I told them she is going to come to visit me very soon.
  - 15. When I asked the taxi driver to drive faster he said I will drive faster if you pay me more. At that time I didn't care how much would it cost, so I told him to go as fast as he can.

- 16. We looked back to see where are we and how far are we from camp. We don't know, so we decided to turn back. We are afraid that we wander too far.
- 17. After the accident, I opened my eyes slowly and realize that I am still alive.
- 18. My country is prospering due to it is a fact that it has become a leading producer of oil.
- 19. Is true that one must to know english in order to study at an american university.
- 20. My mother told me what it was the purpose of our visit.
- ☐ EXERCISE 31. Activity: noun clauses. (Charts 12-1 → 12-7)

  Directions: Choose one of the following.
  - 1. Think of a letter written in English that you have received recently. In a short paragraph, summarize some of the news or information in this letter. (If you have not recently received a letter written in English, invent one.) Include at least two sentences that use the pattern said that . . . and that OR said that . . . but that.
  - 2. Student A: Write a letter to a classmate (Student B). Give it to Student B. Student B: Write a report summarizing Student A's letter.
- ☐ EXERCISE 32. Activity: noun clauses. (Charts 12-1 → 12-7)

*Directions:* Form small groups and discuss one (or more) of the following topics. Then write a report of the main points made by each speaker in your group. (Do not attempt to report every word that was spoken.)

In your report, use words such as *think*, *believe*, *say*, *remark*, and *state* to introduce noun clauses. When you use *think* or *believe*, you will probably use present tenses (e.g., *Omar thinks that money is the most important thing in life.*). When you use *say*, *remark*, or *state*, you will probably use past tenses (e.g., *Olga said that many other things were more important than money.*).

Do you agree with the given statements? Why or why not?

- 1. Money is the most important thing in life.
- 2. A woman can do any job a man can do.
- 3. When a person decides to get married, his or her love for the other person is the only important consideration.
- 4. A world government is both desirable and necessary. Countries should simply become the states of one nation, the Earth. In this way, wars could be eliminated and wealth could be equally distributed.
- ☐ EXERCISE 33. Activity: noun clauses. (Charts 12-1 → 12-7)

*Directions:* Give a one-minute impromptu speech on any topic that comes to mind (pollution, insects, soccer, dogs, etc.). Your classmates will take notes as you speak. Then, in a short paragraph or orally, they will report what you said.

## ☐ EXERCISE 34. Activity: noun clauses. (Charts 12-1 → 12-7)

Directions: You and your classmates are newspaper reporters at a press conference. You will all interview your teacher or a person whom your teacher invites to class. Your assignment is to write a newspaper article about the person whom you interviewed.

Take notes during the interview. Write down some of the important sentences so that you can use them for quotations in your article. Ask for clarification if you do not understand something the interviewee has said. It is important to report information accurately. In your article, try to organize your information into related topics. For example, if you interview your teacher:

- I. General introductory information
- II. Professional life
  - A. Present teaching duties
  - B. Academic duties and activities outside of teaching
  - C. Past teaching experience
  - D. Educational background
- III. Personal life
  - A. Basic biographical information (e.g., place of birth, family background, places of residence)
  - B. Spare-time activities and interests
  - C. Travel experiences

The above outline only suggests a possible method of organization. You must organize your own article, depending upon the information you have gained from your interview.

When you write your report, most of your information will be presented in reported speech; use quoted speech only for the most important or memorable sentences. When you use quoted speech, be sure you are presenting the interviewee's exact words. If you are simply paraphrasing what the interviewee said, do not use quotation marks.

12-8 USING THE SUBJUN	ICTIVE IN NOUN CLAUSES
<ul> <li>(a) The teacher <i>demands</i> that we <i>be</i> on time.</li> <li>(b) I <i>insisted</i> that he <i>pay</i> me the money.</li> <li>(c) I <i>recommended</i> that she <i>not go</i> to the cond</li> <li>(d) It is <i>important</i> that they <i>be told</i> the truth.</li> </ul>	I generally stress importance or urgency. A slipilinctive vern
<ul> <li>(e) I suggested that she see a doctor.</li> <li>(f) I suggested that she should see a doctor.</li> </ul>	Should is also possible after suggest and recommend.*
COMMON VERBS AND EXPRESSIONS FOLLOWED BY	THE SUBJUNCTIVE IN A NOUN CLAUSE
advise (that) propose (that) ask (that) recommend (that) demand (that) request (that) insist (that) suggest (that)	it is essential (that) it is imperative (that) it is important (that) it is vital (that) it is vital (that)

<sup>\*</sup>The subjunctive is more common in American English than British English. In British English, should + simple form is more usual than the subjunctive: The teacher insists that we should be on time.

	E 35. Using the subjunctive in noun clauses rections: Complete the sentences. There is often m	·
1.	Mr. Adams insists that we	careful in our writing.
2.	They requested that we not	after midnight.
3.	She demanded that I	her the truth.
4.	I recommended that Jane	to the head of the department.
5.	I suggest that everyone	_ a letter to the governor.
6.	It is essential that I yo	ou tomorrow.
7.	It is important that he	_the director of the English program.
8.	It is necessary that everyone	here on time.
	E 36. Using the subjunctive in noun clauses rections: Give the correct form of the verb in paren	· ·
1.	Her advisor recommended that she (take)	five courses.
2.	Roberto insisted that the new baby (name)	after his grandfather.
3.	The doctor recommended that she (stay)	in bed for a few days.
4.	The students requested that the test (postpone) _	,butthe
	instructor decided against a postponement.	
5.	It is essential that no one (admit)	- The Constitution
	to the room without proper identification.	
6.	It is critical that pollution (control)	
	and eventually (eliminate)	
7.	It was such a beautiful day that one of the	
	students suggested we (have)  class outside.	
8.	The movie director insisted that everything	
	about his productions (be) authentic.	
9.	It is vital that no one else (know)operation.	about the secret government
10	Mrs. Wan asked that we (be)	sure to lock the door behind us.
	I requested that I (permit)	
11.	requested that r (permit)	to change my class.

12.	It is important that y	rou (be, not)	late.	
13.	It is imperative that l	he (return)	_ home immediately	/ <b>.</b>
14.	The governor propos	sed that a new highway (build)		_•
15.	Fumiko specifically	asked that I (tell, not)	anyone	else about it.
	She said it was impo	ortant that no one else (tell)	a	bout it.
12-9 U	USING -EVER	WORDS		
The followin	g -ever words give the i	dea of "any." Each pair of sentences	s in the examples has the	e same meaning.
	whoever	(a) Whoever wants to come is wants to come is wants to come is		
	who(m)ever	(b) He makes friends easily with He makes friends easily with	who(m)everhe meets.	
	whatever	(c) He always says <i>whatever</i> con He always says <i>anything that</i>	mes into his mind.	•
	whichever	(d) There are four good program watch <i>whichever program</i> We can watch <i>any of the four p</i>	ns on TV at eight o'clock. (whichever one) you pr	
	whenever	(e) You may leave <i>whenever</i> you You may leave <i>at any time tha</i>		
	wherever	(f) She can go <i>wherever</i> she was She can go <i>anyplace that</i> she	ants to go.	
	however	(g) The students may dress <b>how</b> The students may dress in an	vever they please.	
		erb <i>meets</i> . In American English, <i>whom</i> is used as the object form: <i>He makes fri</i>		
		words. (Chart 12-9) a following by using -ever words	s.	
1.	Mustafa is free to go	o anyplace he wishes. He can g	go <u>wherever</u>	he wants.
2.	Mustafa is free to go	o anytime he wishes. He can g	o	_ he wants.
3.	I don't know v	what you should do abou	it that problem.	Do _
	seems best to you.			
4.	There are five flights	s to Chicago every day. I don't	care which one we ta	ake. We can
	take _ one	fits in best with your	schedule.	
5.		nest. I hope you feel free to say	y	_ is on your
	mind.			
6.		_ leads a life full of love and ha	appiness is rich.	

7.	No one can tell him what to do. He does h	e wants.
8.	If you want to rearrange the furniture, go ahead. You can rearrang	ge it
	you want. I don't care one way or the other	r.
9.	Those children are wild! I feel sorry forha	s to be their
	babysitter.	
10.	I have a car. I can take youyou want to go.	
11.	Scott likes to tell people about his problems. He will talk to	will
	listen to him. But he boreshe talks to.	
12.	To Ellen, the end justifies the means. She will do	she has to do
	in order to accomplish her objective.	
13.	I have four. Takeone pleases you most.	
14.	My wife and I are going to ride our bicycles across the country. V	Ve'll ride for six to
	seven hours every day, then stop for the night	we happen to be.
15.	Irene doesshe wants to do, goes	she wants
	to go, gets upshe wants to get up, makes fr	iends with



CONTI	CONTENTS			
13-1 13-2	Introduction . Adjective clause pronouns used	13-9	Using adjective clauses to modify pronouns	
ļ	as the subject	13-10	Punctuating adjective clauses	
13-3	Adjective clause pronouns used as the object of a verb	13-11	Using expressions of quantity in adjective clauses	
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	the object of a preposition	13-13	Using <i>which</i> to modify a whole sentence	
13-5	Usual patterns of adjective clauses	13-14	Reducing adjective clauses to adjective	
13-6	Using <b>whose</b>		phrases: introduction	
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13-8	Using <i>when</i> in adjective clauses		adjective phrase	

13-1 INTRODUCTION			
CLAUSE:	A clause is a group of words containing a subject and a verb.		
INDEPENDENT CLAUSE:	An independent clause is a complete sentence. It contains the main subject and verb of a sentence. (It is also called "a main clause.")		
DEPENDENT CLAUSE:	A dependent clause is not a complete sentence. It must be connected to an independent clause.		
ADJECTIVE CLAUSE:	An adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun. (An adjective clause is also called "a relative clause.")		
ADJECTIVE CLAUSE PRONOUNS:	An adjective clause uses pronouns to connect the dependent clause to the independent clause. The <i>adjective clause pronouns</i> are <i>who, whom, which, that,</i> and <i>whose.</i> (Adjective clause pronouns are also called "relative pronouns.")		

# 13-2 ADJECTIVE CLAUSE PRONOUNS USED AS THE SUBJECT

I thanked the woman.  She helped me.	In (a): I thanked the woman = an independent clause; who helped me = an adjective clause.  The adjective clause modifies the noun woman.
(a) I thanked the woman who helped me that helped me.  The book is mine.  It is on the table.  (c) The book which is on the table is mine.  (d) The book that is on the table is mine.	In (a): who is the subject of the adjective clause. In (b): that is the subject of the adjective clause. Note: (a) and (b) have the same meaning. (c) and (d) have the same meaning.
	<ul><li>who = used for people</li><li>which - used for things</li><li>that — used for both people and things</li></ul>
(e) INCORRECT: The book is mine that is on the table.	An adjective clause closely follows the noun it modifies.

# ☐ EXERCISE 1. Adjective clause pronouns used as subjects. (Chart 13-2)

Directions: Combine the two sentences. Use the second sentence as an adjective clause.

- 1. I saw the man. He closed the door.  $\rightarrow$  I saw the man  $\begin{pmatrix} who \\ that \end{pmatrix}$  closed the door.
- 2. The girl is happy. She won the race.
- 3. The student is from China. He sits next to me.
- 4. The students are from China. They sit in the front row.
- 5. We are studying sentences. They contain adjective clauses.
- 6. I am using a sentence. It contains an adjective clause.
- 7. Algebra problems contain letters. They stand for unknown numbers.
- 8. The taxi driver was friendly. He took me to the airport.

13-3 ADJECTIVE CLAUSE PRONOUNS USED AS THE OBJECT OF A VERB		
The man was Mr. Jones. I saw him.	Notice in the examples: The adjective clause pronouns are placed at the beginning of the clause.	
(a) The man who (m) I saw was Mr Jones. (b) The man that I saw was Mr. Jones. (c) The man O I saw was Mr. Jones.	In (a): who is usually used instead of whom, especially in speaking. Whom is generally used only in very formal English.	
The movie wasn't very good.  We saw it last night.  (d) The movie which we saw last night wasn't very good.  (e) The movie that we saw last night wasn't very good.  (f) The movie we saw last night wasn't very good.  we saw last night wasn't very good.	In (c) and (f): An object pronoun is often omitted from an adjective clause. (A subject pronoun, however, may not be omitted.)	
	<pre>who(m) — used for people which = used for things that = used for both people and things</pre>	
(g) INCORRECT: The man who(m) I saw him was Mr. Jones. The man that I saw him was Mr. Jones. The man I saw him was Mr. Jones.	In (g): The pronoun $him$ must be removed. It is unnecessary because $who(m)$ , $that$ , or 0 functions as the object of the verb $saw$ .	

☐ EXERCISE 2. Adjective clause pronouns used as the object of a verb. (Chart 13-3)

Directions: Combine the sentences, using the second sentence as an adjective clause. Give all the possible patterns.

- 1. The book was good. I read it.
- 2. I liked the woman. I met her at the party last night.
- 3. I liked the composition. You wrote it.
- 4. The people were very nice. We visited them yesterday.
- 5. The man is standing over there. Ann brought him to the party.

# 13-4 ADJECTIVE CLAUSE PRONOUNS USED AS THE OBJECT OF A PREPOSITION

She is the woman. I told you about her.

(a) She is the woman **about whom** I told you.

(b) She is the woman who(m)I told you about.

(c) She is the woman *that* I told you about.

(d) She is the woman 0I told you about.

> The music was good. We listened to it last night.

(e) The music to which we listened last night was good.

(f) The music **which** we listened to last night was good.

(g) The music *that* we listened to last night was good. (h) The music 0 we listened to last night was good.

\*INCORRECT: She is the woman about who I told you. *INCORRECT:* The music *to that* we listened last night was good.

In very formal English, the preposition comes at the beginning of the adjective clause, as in (a) and (e). Usually, however, in everyday usage, the preposition comes after the subject and verb of the adjective clause, as in the other examples.

Note: If the preposition comes at the beginning of the adjective clause, only whom or which may be used. A preposition is never immediately followed by that or who\*

EXERCISE 3. Adjective clause pronouns used as the object of a preposition. (Chart 13-4)

> Directions: Combine the sentences, using the second sentence as an adjective clause. Give all the possible patterns.

- 1. The meeting was interesting. I went to it.
- 2. The man was very kind. I talked to him yesterday.
- 3. I must thank the people. I got a present from them.
- 4. The picture was beautiful. She was looking at it.
- 5. The man is standing over there. I was telling you about him.
- 6. I ran into a woman. I had gone to elementary school with her.
- 7. The topic was interesting. Omar talked about it.
- 8. The people were friendly. I spoke to them.
- 9. Olga wrote on a topic. She knew nothing about it.
- 10. The candidate didn't win the election. I voted for her.

## ☐ EXERCISE 4. Adjective clauses. (Charts 13-2 → 13-4)

Directions: Identify the adjective clause in each sentence. Then give the other possible pattern

Example: The dress which she is wearing is new.

→ Adjective clause: which she is wearing.

Other possible patterns: The dress  $\begin{cases} \cdot & \\ 0 & \\ \end{bmatrix}$  she is wearing is new.

- 1. Did I tell you about the woman I met last night?
- 2. The woman I was dancing with stepped on my toe.
- 3. The report Joe is writing must be finished by Friday.
- 4. The doctor who examined the sick child was gentle.
- 5. The people I was waiting for were late.
- 6. Did you hear about the earthquake that occurred in California?



# 13-5 USUAL PATTERNS OF ADJECTIVE CLAUSES

(a)	USUAL: I like the people <i>who live next to me</i> . LESS USUAL: I like the people <i>that live next to me</i> .	In everyday informal usage, often one adjective clause pattern is used more commonly than another.* In (a): As a subject pronoun, <i>who</i> is more common than <i>that</i> .
(b)	USUAL: I like books <i>that</i> have good plots.	In (b): As a subject pronoun, <i>that</i> is more common that

LESS USUAL: I like books *which* have good plots.

(c) USUAL: I liked the people 0 / met last night.

In (c) and (d): Object pronouns are commonly omitted

(c) USUAL: I liked the people 0 / met last night
(d) USUAL: I liked the book 0 / read last week.

especially in speaking.

# $\square$ EXERCISE 5. Adjective clauses. (Charts 13-2 $\rightarrow$ 13-5)

*Directions:* Combine the sentences, using the second sentence as an adjective clause. Gi all the possible adjective clause patterns. Discuss which patterns are used more common than others.

which.

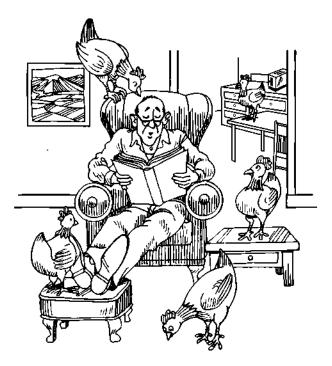
*Example:* The scientist is well known for her research. We met her yesterday.

The scientist  $\langle O \rangle$  we met yesterday is well known for her research.  $\langle that \rangle$ 

- 1. She lectured on a topic. I know very little about it.
- 2. The students missed the assignment. They were absent from class.
- 3. Yesterday I ran into an old friend. I hadn't seen him for years.
- 4. The young women are all from Japan. We met them at the meeting last night.
- 5. I am reading a book. It was written by Jane Austen.

<sup>\*</sup>See Chart 13-10, p. 281, for patterns of pronoun usage when an adjective clause requires commas.

- 6. The man gave me good advice. I spoke to him.
- 7. I returned the money. I had borrowed it from my roommate.
- 8. The dogcatcher caught the dog. It had bitten my neighbor's daughter.
- 9. I read about a man. He keeps chickens in his apartment.

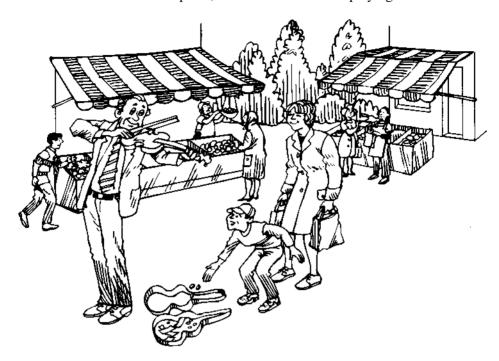


# ☐ EXERCISE 6. Adjective clauses. (Charts 13-2 → 13-5)

Directions: All of these sentences contain errors in adjective clause structures. Correct the errors.

- 1. In our village, there were many people didn't have much money.
- 2. I enjoyed the book that you told me to read it.
- 3. I still remember the man who he taught me to play the violin when I was a boy.
- 4. I showed my father a picture of the car I am going to buy it as soon as I save enough money.
- 5. The woman about who I was talking about suddenly walked into the room. I hope she didn't hear me.
- 6. Almost all of the people appear on television wear makeup.
- 7. I don't like to spend time with people which loses their temper easily.
- 8. The boy drew pictures of people at an airport which was waiting for their planes.

- People who works in the hunger program they estimate that 3500 people in the world die from starvation every day of the year.
- 10. In one corner of the marketplace, an old man who was playing a violin.



## ☐ EXERCISE 7. Adjective clauses. (Charts 13-2 → 13-5)

*Directions:* Work in pairs (switching roles after item 6), in groups, or as a class.

Speaker A: Your book is open. Ask the questions. Use the names of classmates.

Speaker B: Your book is closed. Begin your answer with "Yes, she/he did. She/He told me about *the* . . . ." Use an adjective clause in the completion. Omit the object pronoun.

Example: Did (...) write a report?

SPEAKER A (book open): Did Carmen write a report?

SPEAKER B (book dosed): Yes, she did. She told me about the report she wrote.

- 1. Did ( . . . ) get a letter from (her/his) brother yesterday?
- 2. Did ( . . . ) write a letter to (name of a person)?
- 3. Did ( . . . ) go to a party yesterday?
- 4. Did ( . . . ) meet some people at that party?
- 5. Did ( . . . ) take a trip to (name of a country) last summer?
- 6. Did ( . . . ) have some experiences in (name of that country)?
- 7. Did ( . . . ) use to live in a small town?
- 8. Did ( . . . ) watch a program on TV last night?
- 9. Did ( . . . ) interview for a job?
- 10. Did ( . . . ) have to write a report for (her/his) boss?
- 11. Did (...) talk to a person about health insurance?
- 12. Did ( . . . ) go to the meeting for new employees?

## ☐ EXERCISE 8. Adjective clauses. (Charts 13-2 → 13-5)

*Directions:* Work in pairs.

Speaker A: Your book is open. Look at a cue briefly. Then, without looking at the text,

say the cue sentence to Speaker B.

Speaker B: Your book is closed. Begin your answer with "Yes."

#### Examples:

SPEAKER A: You read a book. Was it interesting?

SPEAKER B: Yes, the book I read was interesting.

SPEAKER A: You drank **some** tea. Did it taste good?

SPEAKER B: Yes, the tea I drank tasted good.

SPEAKER A: A stranger gave you directions to the post office. Did she speak too fast?

SPEAKER B: Yes, the stranger who gave me directions to the post office spoke too fast.

SPEAKER A: A police officer helped you. Did you thank her?

SPEAKER B: Yes, I thanked the police officer who helped me.

- 1. You are sitting in a chair. Is it comfortable?
- 2. You saw a man. Was he wearing a brown suit?
- 3. You talked to a woman. Did she answer your question?
- 4. A woman stepped on your toe. Did she apologize?
- 5. Some students took a test. Did most of them pass?
- 6. You had some meat for dinner last night. Was it good?
- 7. A woman shouted at you. Was she angry?
- 8. A person is sitting next to you. Do you know him/her?
- 9. A woman came into the room. Did you recognize her?
- 10. You bought a coat. Does it keep you warm?
- 11. You watched a TV program last night. Was it good?
- 12. You were reading a book. Did you finish it?

#### Switch roles.

- 13. You stayed at a hotel. Was it in the middle of the city?
- 14. We are doing an exercise. Is it easy?
- 15. A waiter served you at a restaurant. Was he polite?
- 16. A student stopped you in the hall. Did he ask you for the correct time?
- 17. Some students are sitting in this room. Can all of them speak English?
- 18. You were looking for a book. Did you find it?
- 19. You are wearing (boots/tennis shoes/loafers). Are they comfortable?
- 20. A taxi driver took you to the bus station. Did you have a conversation with her?
- 21. A man opened the door for you. Did you thank him?
- 22. A clerk cashed your check. Did he ask for identification?
- 23. You got a package in the mail. Was it from your parents?
- 24. A man stopped you on the street. Did he ask you for directions?

# $\square$ EXERCISE 9. Adjective clauses. (Charts 13-4 $\rightarrow$ 13-5)

Directions: Work in pairs or as a class.

Speaker A: Your book is open. Give the cues from the text.

Speaker B: Your book is closed. Repeat the cue, changing "you" to "I" as necessary. Then make a second sentence with an adjective clause. The adjective clause should modify the noun at the end of the first sentence, as in the examples.

#### Examples:

SPEAKER A (book open): You're looking at a person.

SPEAKER B (book closed): I'm looking at a person. The person I'm looking at is Peter Lo.

SPEAKER A (book open): You're sitting at a desk.

SPEAKER B (book closed): I'm sitting at a desk. The desk I'm sitting at has many scratches

on it.

1. You're studying at a school.

2. You're living in a (city/town).

3. That book belongs to a student.\*

4. (...) and you listened to some music.

5. (...) went to a movie last night.

6. You are sitting next to a person.

(Switch roles if working in pairs.)

7. You're living with some people.

8. (...) was talking about a movie.

9. You're interested in a field of study.

10. That (bookbag/backpack/bag) belongs to a person.

11. You spoke to some people.

12. You went to a doctor to get some medicine.

13-6 USING WHOSE	
I know the man.  His bicycle was stolen.  (a) I know the man whose bicycle was stolen.	Whose is used to show possession. It carries the same meaning as other possessive pronouns used as adjectives: his, her, its, and their. Like his, her, its, and their, whose is connected to a noun: his bicycle → whose bicycle her composition → whose composition
The student writes well.  I read her composition.  (b) The student whose composition I read writes well.	Both whose and the noun it is connected to are placed at the beginning of the adjective clause.  Whose cannot be omitted.
Mr. Catt has a painting.  Its value is inestimable.  4 (c) Mr. Catt has a painting whose value is inestimable.	Whose usually modifies people, but it may also be used to modify things, as in (c).

<sup>\*</sup>Sometimes a sentence has "that that": *I've read the book that that man wrote.* In this example, the first *that* is an adjective clause pronoun. The second *that* is a demonstrative adjective, like *this* or *those*.

# ☐ EXERCISE 10. Using WHOSE in adjective clauses. (Chart 13-6)

Directions: Combine the sentences, using the second sentence as an adjective clause.

- 1. I know a man. His last name is Goose.
  - $\rightarrow$  / know a man whose last name is Goose.
- 2. I apologized to the woman. I spilled her coffee.
- 3. The man called the police. His wallet was stolen.
- 4. I met the woman. Her husband is the president of the corporation.
- 5. The professor is excellent. I am taking her course.
- 6. Mr. North teaches a class for students. Their native language is not English.
- 7. The people were nice. We visited their house.
- 8. I live in a dormitory. Its residents come from many countries.
- 9. I have to call the man. I accidentally picked up his umbrella after the meeting.
- 10. The man poured a glass of water on his face. His beard caught on fire when he lit a cigarette.





☐ EXERCISE 11. Using WHOSE in adjective clauses. (Chart 13-6)

Directions: Work in pairs (switching roles after item 4), in groups, or as a class.

Speaker A: Your book is open. Give the cues from the text.

Speaker B: Your book is closed. Repeat the cue, changing "you" to "I" as necessary. Then combine the two sentences into one that contains an adjective clause with whose.

#### Example:

SPEAKER A (book open): Dr. Jones is a professor. You're taking his course.

SPEAKER B (book closed): Dr. Jones is a professor. I'm taking his course.

Dr. Jones is **the** professor whose course I'm taking.

- 1. Maria is a student. You found her book.
- 2. Omar is a student. You borrowed his dictionary.
- 3. You used a woman's phone. You thanked her.
- 4. You broke a child's toy. He started to cry.
- 5. You stayed at a family's house. They were very kind.
- 6. A woman's purse was stolen. She called the police.
- 7. (Name of a famous singer) is a singer. You like his/her music best.
- 8. Everyone tried to help a family. Their house had burned down.

☐ EXERCISE 12. Using WHOSE in adjective clauses. (Chart 13-6)

Directions: Pair up. Pretend you are in a room full of people. You and your classmate are speaking. Together, you are identifying various people in the room. Begin each sentence with "There is ...." Alternate items, with Speaker A doing Item 1, Speaker B doing Item 2, Speaker A doing Item 3, etc.

- 1. That man's wife is your teacher.
  - → SPEAKER A: There is the man whose wife is my teacher.
- 2. That woman's husband is a football player.
  - → SPEAKER B: There is the woman whose husband is a football player.
- 3. That boy's father is a doctor.
- 4. That girl's mother is a dentist.
- 5. That person's picture was in the newspaper.
- 6. That woman's car was stolen.
- 7. That man's daughter won a gold medal at the Olympic Games.
- 8. You found that woman's keys.
- 9. You are in that teacher's class.
- 10. We met that man's wife.
- 11. You read that author's book.
- 12. You borrowed that student's lecture notes.

#### D EXERCISE 13. Using WHOSE in adjective clauses. (Chart 13-6)

Directions: Combine the sentences, using whose in an adjective clause.

- 1. The man's wife had been admitted to the hospital. I spoke to him.
  - → / spoke to the man whose wife had been admitted to the hospital.
- 2. I read about a child. Her life was saved by her pet dog.
  - $\rightarrow$  / read about a child whose life was saved by her pet dog.
- 3. The students raised their hands. Their names were called.
- 4. Jack knows a man. The man's name is William Blueheart Duckbill, Jr.
- 5. The woman's purse was stolen outside the supermarket. The police came to question her.
- 6. The day care center was established to take care of children. These children's parents work during the day.
- 7. We couldn't find the person. His car was blocking the driveway.
- 8. Three students' reports were turned in late. The professor told them he would accept the papers this time but never again.

#### 13-7 USING WHERE IN ADJECTIVE CLAUSES

The building is very old. He lives *there* (in *that building*).

(a) The building *where* he lives is very old.

(b) The building in which he lives is very old.

The building which he lives in is very old.

The building that he lives in is very old.

The building 0 he lives in is very old.

**Where** is used in an adjective clause to modify a place (city, country, room, house, etc.).

If *where* is used, a preposition is NOT included in the adjective clause, as in (a). If *where* is not used, the preposition must be included, as in (b).

# D EXERCISE 14. Using WHERE in adjective clauses. (Chart 13-7)

Directions: Combine the sentences, using the second sentence as an adjective clause.

- 1. The city was beautiful. We spent our vacation there (in that city).
- 2. That is the restaurant. I will meet you there (at that restaurant).
- 3. The town is small. I grew up there (in that town).
- 4. That is the drawer. I keep my jewelry there (in that drawer).

#### 13-8 USING WHEN IN ADJECTIVE CLAUSES

I'll never forget the day.

I met you then (on that day).

- (a) I'll never forget the day when I met you.
- (b) I'll never forget the day on which I met you.
- (c) I'll never forget the day that I met you.
- (d) I'll never forget the day 0 / met you.

**When** is used in an adjective clause to modify a noun of time (year, day, time, century, etc.).

The use of a preposition in an adjective clause that modifies a noun of time is somewhat different from that in other adjective clauses: a preposition is used preceding *which*, as in (b). Otherwise, the preposition is omitted.

#### ☐ EXERCISE 15. Using WHEN in adjective clauses. (Chart 13-8)

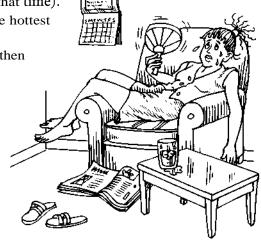
Directions: Combine the sentences, using the second sentence as an adjective clause.

1. Monday is the day. We will come then (on that day).

2. 7:05 is the time. My plane arrives then (at that time).

3. July is the month. The weather is usually the hottest then (in that month).

4. 1960 is the year. The revolution took place then (in that year).



- EXERCISE 16. Using WHERE and WHEN in adjective clauses. (Charts 13-7 and 13-8) Directions: Combine the sentences by using either where or when to introduce an adjective clause.
  - 1. That is the place. The accident occurred there.
    - → That is the place **where** the accident occurred.
  - 2. There was a time. Movies cost a dime then.
    - $\rightarrow$  There was a time **when** movies cost a dime.
  - 3. A cafe is a small restaurant. People can get a light meal there.
  - 4. Every neighborhood in Brussels has small cafes. Customers drink coffee and eat pastries there.
  - 5. There was a time. Dinosaurs dominated the earth then.
  - 6. The house was destroyed in an earthquake ten years ago. I was born and grew up there.
  - 7. Summer is the time of year. The weather is the hottest then.
  - 8. The miser hid his money in a place. It was safe from robbers there.
  - 9. There came a time. The miser had to spend his money then.
  - 10. His new shirt didn't fit, so Dan took it back to the store. He'd bought it there.
- $\square$  EXERCISE 17. Adjective clauses. (Charts 13-2  $\rightarrow$  13-8)

*Directions:* Work in pairs, in groups, or as a class. Begin your response to the cue with either "I'll never forget the ..." or "I'll always remember the ...."

Example: trip

Response: I'll never forget the trip . . . / took to France.

- 1. trip
- 2. experiences
- *3.* day
- 4. first day
- 5. time
- 6. first time
- 7. person
- 8. people
- 9. woman
- 10. man
- 11. house
- 12. story
- 13. accident
- 14. wonderful food
- 15. room
- 16. friends

# $\square$ EXERCISE 18. Activity: adjective clauses. (Charts 13-2 $\rightarrow$ 13-8)

Directions: Work in groups of four or as a class. Only the leader's book is open.

Leader: Direct the questions to the group as a whole, or sometimes to a particular student.

Speaker A: Answer the questions, inventing your answers if necessary.

Leader: Ask another student to summarize the information in Speaker A's responses in

one sentence beginning with "The . . . ."

Speaker B: Begin with "The . . . ." Use an adjective clause.

#### Example:

LEADER TO GROUP: Who got a letter yesterday?

SPEAKER A: I did.

LEADER TO A: Who was it from?

SPEAKER A: My brother.

LEADER TO B: Can you summarize this information? Begin with "The."

SPEAKER B: The letter (Ali) got yesterday was from his brother.

#### Change leaders.

- 1. Who got a letter last week? Where was it from?
- 2. Who is wearing earrings? What are they made of?
- 3. Who lives in an apartment? Is it close to school?
- 4. Pick up something that doesn't belong to you. What is it? Whose is it?

#### Change leaders.

- 5. Who grew up in a small town? In what part of the country is it located?
- 6. Who has bought something recently? What have you bought recently? Was it expensive?
- 7. Hold up a book. What is the title?
- 8. Who went to a bar/restaurant last night? Was it crowded?

- 9. What did you have for dinner last night? Was it good?
- 10. Who watched a TV program last night? What was it about?
- 11. Who has borrowed something recently? What did you borrow? Who does it belong to?
- 12. Who shops for groceries? What is the name of the store?

#### Change leaders.

- 13. Who eats lunch away from home? Where do you usually eat? Does it have good food?
- 14. Who took the bus to class today? Was it late or on time?
- 15. Who read a newspaper today? Which newspaper?
- 16. Point at a person. Who are you pointing at?

13-9 USING ADJECTIVE CLA	AUSES TO MODIFY PRONOUNS		
<ul> <li>(a) There is someone (whom) I want you to meet.</li> <li>(b) Everything he said was pure nonsense.</li> <li>(c) Anybody who wants to come is welcome.</li> </ul>	Adjective clauses can modify indefinite pronouns (e.g., someone, everybody). Object pronouns (e.g., who(m), that, which) are usually omitted in the adjective clause.		
(d) Paula was the only one I knew at the party. (e) Scholarships are available for those who need financial assistance.  Adjective clauses can modify the one(s) and those*			
(f) INCORRECT: I who am a student at this school come from a country in Asia.  (g) It is / who am responsible.  (h) He who laughs last laughs best.  Adjective clauses are almost never used to modify personal pronouns. Native English speakers would not write the sentence in (f). (g) is possible, but very form and uncommon. (h) is a well-known saying in which is used as an indefinite pronoun (meaning "anyone," 'person").			
*An adjective clause with which can also be used to modify We sometimes fear that which we do not understand.  The bread my mother makes is much better than that wh	•		
☐ EXERCISE 19. Using adjective clauses t Directions: Complete the sentences with			
1. Ask Jack. He's the only one	who knows the answer.		
2. I have a question. There is something	ing		
3. He can't trust anyone. There's no one			
4. I'm powerless to help her. There's nothing			
5. I know someone			
6. Susan makes a good first impression	on. She charms everyone		
7. What was Mrs. Wood talking about	? I didn't understand anything		
8. I listen to everything			
9. You can believe him. Everything			
10. All of the students are seated. The teacher is the only one			
11. The test we took yesterday was easier than the one			
12. The courses I'm taking this term are more difficult than the ones			
13. The concert had already begun. The	nose		
had to wait until intermission to be	seated.		
14. The class was divided in half. Thos	se		
were assigned to Section B.			

 $\square$  EXERCISE 20. Review: adjective clauses. (Charts 13-1  $\rightarrow$  13-9)

*Directions:* Create sentences in which you use the given groups of words. Each sentence should contain an adjective clause.

Examples: the people that I

 $\rightarrow$  *One* of the people that I admire most in the history of the world is Gandhi. the people with whom we

> / enjoyed talking to the people with whom we had dinner last night.

1. the things I7. the time my13. everything you2. the people who8. a person whose14. those who3. a person who9. a woman I15. the only one who4. the man to whom I10. employees who16. nothing I

5. the place I 11. the restaurant where 17. everyone she 6. a book that 12. someone that I 18. the doctor he

13-10 PUNCTUATING ADJECT	TIVE CLAUSES		
General guidelines for the punctuation of adjective clauses:  (1) DO NOT USE COMMAS IF the adjective clause is necessary to identify the noun it modifies.*  (2) USE COMMAS IF the adjective clause simply gives additional information and is not necessary to identify the noun it modifies.**			
<ul> <li>(a) The professor who teaches Chemistry 101 is an excellent lecturer.</li> <li>(b) Professor Wilson, who teaches Chemistry 101, is an excellent lecturer.</li> </ul>	In (a): No commas are used. The adjective clause is necessary to identify which professor is meant.  In (b): Commas are used. The adjective clause is not necessary to identify Professor Wilson. We already know who he is: he has a name. The adjective clause simply gives additional information.		
<ul> <li>(c) Hawaii, which consists of eight principal islands, is a favorite vacation spot.</li> <li>(d) Mrs. Smith, who is a retired teacher, does volunteer work at the hospital.</li> </ul>	Guideline: Use commas, as in (b), (c), and (d), if an adjective clause modifies a proper noun. (A proper noun begins with a capital letter.)  Note: A comma reflects a pause in speech.		
(e) The man $\begin{cases} who(m) \\ that \\ \emptyset \end{cases}$ f I met teaches chemistry.  (f) Mr. Lee, whom I met yesterday, teaches chemistry.	In (e): If no commas are used, any possible pronoun may be used in the adjective clause. Object pronouns may be omitted.  In (f): When commas are necessary, the pronoun that may not be used (only who, whom, which, whose, where, and when may be used), and object pronouns cannot be omitted.		
COMPARE THE MEANING  (g) We took some children on a picnic. <i>The children, who wanted to play soccer</i> , ran to an open field as soon as we arrived at the park.	In (g): The use of commas means that <i>all</i> of the children wanted to play soccer and <i>all</i> of the children ran to an open field. The adjective clause is used only to give additional information about the children.		
(h) We took some children on a picnic. <i>The children who wanted to play soccer</i> ran to an open field as soon as we arrived at the park. The others played a different game.	In (h): The lack of commas means that <i>only some</i> of the children wanted to play soccer. The adjective clause is used to identify which children ran to the open field.		

<sup>\*</sup>Adjective clauses that do not require commas are called "essential" or "restrictive" or "identifying."

<sup>\*\*</sup>Adjective clauses that require commas are called "nonessential"or "nonrestrictive"or "nonidentifying." NOTE: Nonessential adjective clauses are more common in writing than in speaking.

# ☐ EXERCISE 21. Punctuating adjective clauses. (Chart 13-10)

*Directions:* Add commas where necessary. Change the adjective clause pronoun to *that* if possible.

- 1. Alan and Jackie, who did not come to class yesterday, explained their absence to the teacher. ("Who" cannot be changed to "that")
- 2. The students who did not come to class yesterday explained their absence to the teacher. (*No commas*; "who" can be changed to "that")
- 3. Only people who speak Russian should apply for the job.
- 4. Matthew who speaks Russian applied for the job.
- 5. The rice which we had for dinner last night was very good.
- 6. Rice which is grown in many countries is a staple food throughout much of the world.
- 7. The newspaper article was about a man who died two years ago of a rare tropical disease.
- 8. Paul O'Grady who died two years ago was a kind and loving man.
- 9. I have fond memories of my hometown which is situated in a valley.
- 10. I live in a town which is situated in a valley.
- 11. The Mississippi River which flows south from Minnesota to the Gulf of Mexico is the major commercial river in the United States.
- 12. A river which is polluted is not safe for swimming.
- 13. Mr. Brown whose son won the spelling contest is very proud of his son's achievement. The man whose daughter won the science contest is also very pleased and proud.
- 14. Goats which were first tamed more than 9,000 years ago in Asia have provided people with milk, meat, and wool since prehistoric times.
- 15. Mrs. Clark has two goats. She's furious at the goat which got on the wrong side of the fence and is eating her flowers.



#### D EXERCISE 22. Punctuating adjective clauses. (Chart 13-10)

Directions: Circle the correct explanation (a. or b.) of the meaning of each sentence.

- 1. The teacher thanked the students, who had given her some flowers.
  - a. The flowers were from only some of the students.
  - (b) The flowers were from all of the students.
- 2. The teacher thanked the students who had given her some flowers.
  - (a) The flowers were from *only some* of the students.
  - b. The flowers were from all of the students.
- 3. There was a terrible flood. The villagers who had received a warning of the impending flood escaped to safety.
  - a. Only some of the villagers had been warned; only some escaped.
  - b. All of the villagers had been warned; all escaped.
- 4. There was a terrible flood. The villagers, who had received a warning of the impending flood, escaped to safety.
  - a. Only some of the villagers had been warned; only some escaped.
  - b. All of the villagers had been warned; all escaped.
- 5. Roberto reached down and picked up the grammar book, which was lying upside down on the floor.
  - a. There was only one grammar book near Roberto.
  - b. There was more than one grammar book near Roberto.
- 6. Roberto reached down and picked up the grammar book which was lying upside down on the floor.
  - a. There was only one grammar book near Roberto.
  - b. There was more than one grammar book near Roberto.

Discuss the differences in meaning in the following pairs of sentences.

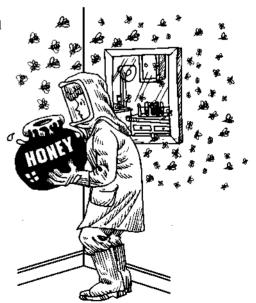
- 7. He reached in the basket and threw away the apples that were rotten.
- 8. He reached in the basket and threw away the apples, which were rotten.
- 9. The students who had done well on the test were excused from class early.
- 10. The students, who had done well on the test, were excused from class early.
- 11. Cindy was delighted when she opened the present, which was from her grandmother.
- 12. Cindy was delighted when she opened the present that was from her grandmother.
- 13. The teacher pointed to the maps that were hanging on the rear wall of the classroom.
- 14. The teacher pointed to the maps, which were hanging on the rear wall of the classroom.

#### ☐ EXERCISE 23. Punctuating adjective clauses. (Chart 13-10)

Directions: Add commas where necessary.

- 1. We enjoyed the city where we spent our vacation.
- 2. We enjoyed Mexico City where we spent our vacation.

- 3. An elephant which is the earth's largest land mammal has few natural enemies other than human beings.
- 4. One of the elephants which we saw at the zoo had only one tusk.
- 5. At the botanical gardens, you can see a Venus's-flytrap which is an insectivorous plant.
- 6. In Venezuela, there are plants that eat insects with their roots.
- 7. One of the most useful materials in the world is glass which is made chiefly from sand, soda, and lime.
- 8. Glaciers which are masses of ice that flow slowly over land form in the cold polar regions and in high mountains.
- 9. A rebel is a person who resists or fights against authority.
- 10. Petroleum which some people refer to as black gold is one of the most valuable resources in the world today.
- 11. You don't need to take heavy clothes when you go to Bangkok which has one of the highest average temperatures of any city in the world.
- 12. A political party is an organized group of people who control or seek to control a government.
- 13. Child labor was a social problem in late eighteenth-century England where employment in factories became virtual slavery for children.
- 14. We had to use a telephone, so we went to the nearest house. The woman who answered our knock listened cautiously to our request.
- 15. According to a newspaper article which I read, the police arrested the man who had robbed the First National Bank. The man who was wearing a plaid shirt and blue jeans was caught shortly after he had left the bank.
- 16. I watched a scientist conduct an experiment on bees. The research scientist who was well protected before she stepped into the special chamber holding the bees was not stung. A person who was unprotected by the special clothing could have gotten 300 to 400 bee stings within a minute.



# 13-11 USING EXPRESSIONS OF QUANTITY IN ADJECTIVE CLAUSES

In my class there are 20 students. Most of them are from the Far East.

(a) In my class there are 20 students, most of whom are from Asia.

> He gave several reasons. Only a few of them were valid.

(b) He gave several reasons, only a few of which were valid.

> The teachers discussed Jim. One of his problems was poor study habits.

(c) The teachers discussed Jim, one of whose problems was poor study habits.

An adjective clause may contain an expression of quantity with of: some of, many of, most of, none of, two of, half of, both of, neither of, each of, all of, several of, a few of, little of, a number of, etc.

The expression of quantity precedes the pronoun. Only whom, which, and whose are used in this pattern.

Adjective clauses that begin with an expression of quantity are more common in writing than speaking. Commas are used.

☐ EXERCISE 24. Using expressions of quan	tity in adjective clauses.	(Chart 13-11)
<i>Directions:</i> Combine the two sentences.	Use the second sentence as a	n adjective clause.

- 1. The city has sixteen schools. Two of them are junior colleges.
  - → The city has sixteen schools, two of which are junior colleges.
- 2. Last night the orchestra played three symphonies. One of them was Beethoven's Seventh.
- 3. I tried on six pairs of shoes. I liked none of them.
- 4. The village has around 200 people. The majority of them are farmers.
- 5. That company currently has five employees. All of them are computer experts.
- 6. After the riot, over one hundred people were taken to the hospital. Many of them had been innocent bystanders.

☐ EXERCISE 25. Using expressions of quantity in adjective clauses. (Chart 13-11)  **Directions: Complete the sentences.**		
1. Al introduced me to his roommates, both ofwhom we from California.		
2. The Paulsons own four automobiles, one of		
3. I have three brothers, all of		
4. I am taking four courses, one of		
5. I have two roommates, neither of		
6. This semester I had to buy fifteen books, most of		

7. The company hired ten new employees, some of \_\_\_\_\_\_

8. In my apartment building, there are twenty apartments, several of .\_\_\_\_\_

#### 13-12 USING NOUN + OF WHICH

We have an antique table. *The top of it* has jade inlay.

(a) We have an antique table, *the top of which* has jade inlay.

An adjective clause may include *a noun* + *of which* (e.g., *the top of which*). This pattern carries the meaning of *whose* (e.g., *We have an antique table whose top hasjade inlay*.). This pattern is used in an adjective clause that modifies a thing and occurs primarily in formal written English. A comma is used.

# ☐ EXERCISE 26. Using noun + OF WHICH. (Chart 13-12)

Directions: Combine the two sentences. Use the second sentence as an adjective clause.

- 1. We toured a 300-year-old house. The exterior of the house consisted of logs cemented with clay.
  - → We toured a 300-year-old house, the exterior of which consisted of logs cemented with clay.
- 2. They own an original Picasso painting. The value of the painting is more than a million dollars.
- 3. I bought a magazine. The title of the magazine is Contemporary Architectural Styles.
- 4. My country is dependent upon its income from coffee. The price of coffee varies according to fluctuations in the world market.
- 5. The genetic engineers are engaged in significant experiments. The results of the experiments will be published in the *Journal of Science*.
- 6. The professor has assigned the students a research paper. The purpose of the research paper is to acquaint them with methods of scholarly inquiry.

# 13-13 USING WHICH TO MODIFY A WHOLE SENTENCE

- (a) Tom was late. (b) *That* surprised me.
- (c) Tom was late, which surprised me.
- (d) The elevator is out of order. (e) *This* is too bad.
- (f) The elevator is out of order, which is too bad.

The pronouns *that* and *this* can refer to the idea of a whole sentence which comes before. In (b): The word *that* refers to the whole sentence "Tom was late."

Similarly, an adjective clause with *which* may modify the idea of a whole sentence. In (c): The word *which* refers to the whole sentence "Tom was late."

Using *which* to modify a whole sentence is informal and occurs most frequently in spoken English. This structure is generally not appropriate in formal writing. Whenever it is written, however, it is preceded by a comma to reflect a pause in speech.

# ☐ EXERCISE 27. Using WHICH to modify a whole sentence. (Chart 13-13)

Directions: Use the second sentence as an adjective clause.

- 1. Max isn't home yet. That worries me.
  - → Max isn't home yet, which worries me.
- 2. My roommate never picks up after herself. This irritates me.
- 3. Mrs. Anderson responded to my letter right away. I appreciated that very much.

- 4. There's been an accident on Highway 5. That means I'll be late to work this morning.
- 5. I shut the door on my necktie. That was really stupid of me.



- 6. Sally lost her job. That wasn't surprising.
- 7. She usually came to work late. That upset her boss.
- 8. So her boss fired her. That made her angry.
- 9. She hadn't saved any money. That was unfortunate.
- 10. So she had to borrow some money from me. I didn't like that.

☐ EXERCISE 28. Using WHICH to modify a whole sentence. (Chart 13-13)

- 11. She has found a new job. That is lucky.
- 12. So she has repaid the money she borrowed from me. I appreciate that.
- 13. She has promised herself to be on time to work every day. That is a good idea.

	ections: Make up a sentence to precede the given sentencences, using the second sentence as an adjective clause.	
1.	The studentnext to me kept cracking his k	nuckles. That bothered
	me a lot. → The student next to me kept cracking his knuckle	es, which bothered me a lot.
2.		That disappointed me.
<i>3</i> .		That made me nervous.
<b>4.</b> ,		That shocked all of us.
5.		That means he's probably in trouble.
6.		That was a pleasant surprise.
7.		That made her very unhappy
8.		I appreciated that very much
9.		That made it difficult for me to concentrate.

That bothered me so much that I couldn't get to sleep.

	Charts $13-11 \rightarrow 13-13$ ) e following groups of words. Do not change dd words only before and after the group of
Examples: yesterday which surprised → Tom didn't come to class yester	
people to my party some of  → I invited ten people to my party	whom  rty, some of whom are my classmates.
1 brothers all of whom	7, mother which made me
2 early which was fortunate	8 a little money all of which
3 students three of whom	9 sisters each of whom
4 ideas none of which	10 new car the inside of which
5 jewelry the value of which	11 clothes some of which
6 teachers some of whom	12 two days ago which surprised
☐ EXERCISE 30. Adjective clauses. (Charts 1:	3-1 → 13-13) rmal written English. Use (b) as an adjective

1. (a) An antecedent is a word.

clause. Punctuate carefully.

- (b) A pronoun refers to this word.
  - → An antecedent is a word to which a pronoun refers.
- 2. (a) The blue whale is considered the largest animal that has ever lived.
  - (b) It can grow to 100 feet and 150 tons.
- 3. (a) The plane was met by a crowd of three hundred people.
  - (b) Some of them had been waiting for more than four hours.
- 4. (a) In this paper, I will describe the basic process.
  - (b) Raw cotton becomes cotton thread by this process.
- 5. (a) The researchers are doing case studies of people to determine the importance of heredity in health and longevity.
  - (b) These people's families have a history of high blood pressure and heart disease.
- 6. (a) At the end of this month, scientists at the institute will conclude their AIDS research.
  - (b) The results of this research will be published within six months.
- 7. (a) According to many education officials, "math phobia" (that is, a fear of mathematics) is a widespread problem.
  - (b) A solution to this problem must and can be found.
- 8. (a) The art museum hopes to hire a new administrator.
  - (b) Under this person's direction it will be able to purchase significant pieces of art.

- 9. (a) The giant anteater licks up ants for its dinner.
  - (b) Its tongue is longer than 30 centimeters (12 inches).
- 10. (a) The anteater's tongue is sticky.
  - (b) It can go in and out of its mouth 160 times a minute.



 $\square$  EXERCISE 31. Activity: adjective clauses. (Charts 13-1  $\rightarrow$  13-13)

Directions: Discuss and/or write definitions for one or more of these people. Include an adjective clause in your definition. Include several qualities of each person. If you are writing, expand your definition to a whole paragraph.

- 1. the ideal friend
- 2. the ideal mother
- 3. the ideal father
- 4. the ideal wife
- 5. the ideal husband

- 6. the ideal teacher
- 7. the ideal student
- 8. the ideal political leader
- 9. the ideal doctor
- 10. the ideal (use your own words)
- ☐ EXERCISE 32. Activity: adjective clauses. (Charts 13-1 → 13-13)

Directions: Discuss and/or write about one or more of these topics.

- 1. the ideal vacation
- 2. the ideal job
- 3. the ideal school
- 4. the ideal system of government

# 13-14 REDUCING ADJECTIVE CLAUSES TO ADJECTIVE PHRASES: INTRODUCTION

CLAUSE: A clause is a group of related words that contains a subject and a verb. PHRASE: A phrase is a group of related words that does not contain a subject and a verb. (a) ADJECTIVE CLAUSE: An adjective phrase is a reduction of an adjective clause. It modifies a noun. It does not contain a subject and verb. The girl who is sitting next to me is Maria. The adjective clause in (a) can be reduced to the adjective ADJECTIVE PHRASE: phrase in (b). (a) and (b) have the same meaning. The girl *sitting next to me* is Maria. (c) CLAUSE: The boy who is playing the piano Only adjective clauses that have a subject pronoun—who, is Ben. which, or that—are reduced to modifying adjective phrases. (d) PHRASE: The *boy playing the piano* is Ben. (e) CLAUSE: The boy (whom) I saw was Tom. The adjective clause in (e) cannot be reduced to an

adjective phrase.

13-15 CHANGING AN ADJECTIVE CLAUSE TO AN ADJECTIVE PHRASE				
<ul> <li>(a) CLAUSE: The man who is talking to John is from Korea. PHRASE: The man 0 0 talking to John is from Korea.</li> <li>(b) CLAUSE: The ideas which are presented in that book are good.</li> </ul>	There are two ways in which an adjective clause is changed to an adjective phrase.			
PHRASE: The ideas <b>0 0 presented</b> in that book are good.  (c) CLAUSE: Ann is the woman <b>who</b> is <b>responsible</b> for the error.  PHRASE: Ann is the woman <b>0 0 responsible</b> for the error.	1. If the adjective clause contains the <b>be</b> form of a verb, omit the pronoun and the <b>be</b> form, as in examples (a), (b), (c), and (d).			
(d) CLAUSE: The books <i>that are on that shelf</i> are mine. PHRASE: The books <b>0 0 on</b> <i>that shelf</i> are mine.				
<ul> <li>(e) CLAUSE: English has an alphabet that consists of 26 letters. PHRASE: English has an alphabet 0 consisting of 26 letters.</li> <li>(f) CLAUSE: Anyone who wants to come with us is welcome. PHRASE: Anyone 0 wanting to come with us is welcome.</li> </ul>	2. If there is no <b>be</b> form of a verb in the adjective clause, it is sometimes possible to omit the subject pronoun and change the verb to its -ing form, as in (e) and (f).			
<ul> <li>(g) George Washington, who was the first president of the United States, was a wealthy colonist and a general in the army.</li> <li>(h) George Washington, the first president of the United States, was a wealthy colonist and a general in the army.</li> </ul>	If the adjective clause requires commas, as in (g), the adjective phrase also requires commas, as in (h).			
(i) Paris, the capital of France, is an exciting city.	Adjective phrases in which a noun			

\*If an adjective clause that contains be + a single adjective is changed, the adjective is moved to its normal position in front of the noun it modifies.

follows another noun, as in (h), (i),

and (j), are called "appositives."

CLAUSE: Fruit that is fresh tastes better than old, soft, mushy fruit.

CORRECT PHRASE: Fresh fruit tastes better than old, soft, mushy fruit.

INCORRECT PHRASE: Fruit fresh tastes better than old, soft, mushy fruit.

(j) I read a book by **Mark Twain**, a famous American **author**.

(f) PHRASE: (none)

# ☐ EXERCISE 33. Adjective phrases. (Charts 13-14 and 13-15)

*Directions:* Change the adjective clauses to adjective phrases.

- 1. Do you know the woman who is coming toward us?
  - → Do you know the woman coming toward us?
- 2. The people who are waiting for the bus in the rain are getting wet.
- 3. I come from a city that is located in the southern part of the country.
- 4. The children who attend that school receive a good education.
- 5. The scientists who are researching the causes of cancer are making progress.
- 6. The fence which surrounds our house is made of wood.
- 7. They live in a house that was built in 1890.
- 8. We have an apartment which overlooks the park.

# ☐ EXERCISE 34. Adjective phrases. (Charts 13-14 and 13-15)

Directions: Change the adjective clauses to adjective phrases.

- 1. Dr. Stanton, who is the president of the university, will give a speech at the commencement ceremonies.
- 2. Be sure to follow the instructions that are given at the top of the page.
- 3. The rules that allow public access to wilderness areas need to be reconsidered.
- 4. The photographs which were published in the newspaper were extraordinary.
- 5. There is almost no end to the problems that face a head of state.
- 6. The psychologists who study the nature of sleep have made important discoveries.
- 7. The experiment which was conducted at the University of Chicago was successful.
- 8. Kuala Lumpur, which is the capital city of Malaysia, is a major trade center in Southeast Asia.
- 9. Antarctica is covered by a huge ice cap that contains 70 percent of the earth's fresh
- 10. When I went to Alex's house to drop off some paperwork, I met Jerry, who is his longtime partner.
- 11. Our solar system is in a galaxy that is called the Milky Way.
- 12. Two out of three people who are struck by lightning survive.
- 13. Simon Bolivar, who was a great South American general, led the fight for independence early in the 19th century.
- 14. Many of the students who hope to enter the university will be disappointed because only one-tenth of those who apply for admission will be accepted.
- 15. There must exist in a modern community a sufficient number of persons who possess the technical skill that is required to maintain the numerous devices upon which our physical comforts depend.
- 16. Many famous people did not enjoy immediate success in their early lives. Abraham Lincoln, who was one of the truly great presidents of the United States, ran for public office 26 times and lost 23 of the elections. Walt Disney, who was the creator of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas. Thomas Edison, who was the inventor of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn. Albert Einstein, who was one of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

# [2] EXERCISE 35. Adjective phrases. (Charts 13-14 and 13-15)

Directions: Change the adjective phrases to adjective clauses.

- 1 We visited Barcelona, a city in northern Spain.
  - → We visited Barcelona, which is a city in northern Spain,
- Corn was one of the agricultural products introduced to the European settlers by the Indians. Some of the other products introduced by the Indians were potatoes, peanuts, and tobacco.
- 3. He read The Old Man and the Sea, a novel written by Ernest Hemingway,
- 4. Mercury, the nearest planet to the sun, is also the smallest of the nine planets orbiting the sun.
- 5. The pyramids, the monumental tombs of ancient Egyptian pharaohs, were constructed more than 4,000 years ago.
- 6. The sloth, a slow-moving animal found in the tropical forests of Central and South America, feeds entirely on leaves and fruit,
- 7. Two-thirds of those arrested for car theft are under twenty years of age.
- 8. St. Louis, Missouri, known as "The Gateway to the West," traces its history to 1763, when Pierre Laclède, a French fur trader, selected this site on the Mississippi River as a fur-trading post.
- 9. Any student not wanting to go on the trip should inform the office,
- 10. I just purchased a volume of poems written by David Keller, a contemporary poet known for his sensitive interpretations of human relationships,

# ☐ EXERCISE 36. Adjective phrases. (Charts 13-14 and 13-15)

Directions: Complete the sentences in PART n with adjective phrases by using the information in PART I. Use commas as necessary,

#### PART I.

- A. It is the lowest place on the earth's surface.
- B. It is the highest mountain in the world,
  - C. It is the capital of Iraq.
  - D. It is the capital of Argentina,
  - E. It is the largest city in the Western Hemisphere,
  - F. It is the largest city in the United States,
  - G. It is the most populous country in Africa,
  - H. It is the northernmost country in Latin America,
  - I. It is an African animal that eats ants and termites,
  - J. It is a small animal that spends its entire life underground.
  - K. They are sensitive instruments that measure the shaking of the ground.
  - L. They are devices that produce a powerful beam of light.

#### PART. II.

1. Mt	Everest, the <u>highest</u> mountain in the world.	is in the Himalayas,
2. On	e of the largest cities in the Middle East is Baghdad	
<i>3</i> . Ea:	thquakes are recorded on seismographs	

•••	The Bear Sea	
	is located in the Middle East between Jordan and Israel	
5.	. The newspaper reported an earthquake in Buenos Aires	·
6.	. Industry and medicine are continually finding new uses	
7.	Mexico	
	lies just south of the United States.	
8.	The nation Nigeria	consists
	of over 250 different cultural groups even though Englis	h is the official language.
9.	Both Mexico City	and New York
	City	face challenging futures.
10.	The mole	is almost blind. The
	aardvark	also lives
	underground but hunts for its food above ground.	
	SE 37. Review: adjective clauses and phrases. (Crections: Combine each group of short, choppy sentences	

4 The Dead Sea

1. Chihuahua is divided into two regions. It is the largest Mexican state. One region is a mountainous area in the west. The other region is a desert basin in the north and east.

underlined sentence as the independent clause; build your sentence around the independent clause. Use adjective clauses and adjective phrases wherever possible.

- → Chihuahua, the largest Mexican state, is divided into two regions, a mountainous area in the west and a desert basin in the north and east.
- 2. Disney World covers a large area of land. It is an amusement park. It is located in Orlando, Florida. The land includes lakes, golf courses, campsites, hotels, and a wildlife preserve.
- 3. Jamaica is one of the world's leading producers of bauxite. It is the third largest island in the Caribbean Sea. Bauxite is an ore. Aluminum is made from this ore.
- 4. Robert Ballard made headlines in 1985. He is an oceanographer. In 1985 he discovered the remains of the *Titanic*. The *Titanic* was the "unsinkable" passenger ship. It has rested on the floor of the Atlantic Ocean since 1912. It struck an iceberg in 1912.
- 5. William Shakespeare's father was a glove maker and a town official. William Shakespeare's father was John Shakespeare. He owned a shop in Stratford-upon-Avon. Stratford-upon-Avon is a town. It is about 75 miles (120 kilometers) northwest of London.
- 6. The Republic of Yemen is an ancient land. It is located at the southwestern tip of the Arabian Peninsula. This land has been host to many prosperous civilizations. These civilizations include the Kingdom of Sheba and various Islamic empires.

- ☐ EXERCISE 38. Error analysis: adjective clauses and phrases. (Chapter 13) *Directions:* Correct the errors.
  - 1. One of the people which I admire most is my uncle.
  - 2. Baseball is the only sport in which I am interested in it.
  - 3. My favorite teacher, Mr. Chu, he was always willing to help me after class.
  - 4. It is important to be polite to people who lives in the same building.
  - 5. She lives in a hotel is restricted to senior citizens.
  - 6. My sister has two childrens, who their names are Ali and Talal.
  - 7. He comes from Venezuela that is a Spanish-speaking country.
  - There are some people in the government who is trying to improve the lives of poor people.
  - 9. I have some good advice for anyone who he wants to learn a second language.
  - 10. My classroom is located on the second floor of Carver Hall that is a large brick building in the center of the campus.
  - 11. A myth is a story expresses traditional beliefs.
  - 12. There is an old legend telling among people in my country about a man lived in the seventeenth century saved a village from destruction.
  - 13. An old man was fishing next to me on the pier was muttering to himself.
  - 14. When I was a child, I was always afraid of the beggars whom they went from house to house in my neighborhood.
  - 15. At the national park, there is a path leads to a spectacular waterfall.
  - 16. The road that we took it through the forest it was narrow and steep.
  - 17. There are ten universities in Thailand, seven of them locate in Bangkok is the capital city.
  - 18. I would like to write about several problem which I have faced them since I come to
    United State.
  - 19. There is a small wooden screen separates the bed from the rest of the room.
  - 20. At the airport, I was waiting for some relatives which I had never met them before.

- 21. It is almost impossible to find two persons who their opinions are the same.
- 22. On the wall, there is a colorful poster which it consists of a group of young people who dancing.
- 23. The sixth member of our household is Alex that is my sister's son.
- 24. Before I came here, I didn't have the opportunity to speak with people who English is their native tongue.

#### ☐ EXERCISE 39. Activity: adjective clauses. (Chapter 13)

Directions: A discovery and an invention are different, but they are related. A discovery occurs when something that exists in nature is recognized for the first time. Fire is an example of a discovery. An invention is something that is made for the first time by a creator. An invention never existed before the act of creation. The telephone and the automobile are two examples of important 20th-century inventions.

Either in a group or by yourself, draw up a list of inventions made in the 20th century. After your list is finished, discuss the inventions you have named, using the following questions as guidelines:

- 1. What are the three most important 20th-century inventions that you have listed? Why? In other words, why do you rate these as the most influential/important inventions?
- 2. What were some important inventions prior to the 20th century? Why?
- 3. Which invention has brought the most happiness to people? Which has caused the most unhappiness?
- 4. Are any of the inventions you have listed luxury items? Which of the inventions you have listed have become accepted as necessities?
- 5. What would your world be like without a certain invention? How has your life been influenced by these inventions? Would you like to go back to 1900 when none of these things existed? Can you visualize life as it was then?
- 6. What would you like to see invented now? What do you think will be one of the most important inventions that will be made in the future? What are you going to invent?

#### ☐ EXERCISE 40. Activity: adjective clauses. (Chapter 13)

Directions: Form a group of three people. Together, make up one sentence with as many adjective clauses as possible. In other words, make the most awkward sentence you can while still using grammatically correct sentence structure. Count the number of adjective clauses you use. See which group can make the worst sentence by using the largest number of adjective clauses.

Example of a stylistically terrible, but grammatically correct, sentence:

The man who was sitting at a table which was at the restaurant where I usually eat dinner, which is something I do every evening, was talking to a woman who was wearing a dress which was blue, which is my favorite color.

# ☐ EXERCISE 41. Writing: adjective clauses and phrases. (Chapter 13)

Directions: Write on one or more of these topics. Try to use adjective clauses and phrases.

- 1. Write about three historical figures from your country. Give your reader information about their lives and accomplishments.
- 2. Write about your favorite TV shows. What are they? What are they about? Why do you enjoy them?
- 3. Who are some people in your country who are popular with young people (e.g., singers, movie stars, political figures, etc.)? Tell your readers about these people. Assume your readers are completely unfamiliar with them.
- 4. You are a tourist agent for your hometown/country. Write a descriptive brochure that would make your readers want to visit your hometown/country.
- 5. What kind of people do you like? What kind of people do you avoid?
- 6. What kind of person do you want to marry? What kind of person do you not want to marry? If you are already married: What kind of person did you marry?

# ☐ EXERCISE 42. Activity: speaking and writing.

*Directions:* Form a group of volunteers who are interested in performing a short play. Work together outside of class to prepare a performance for the rest of the class. Choose a scene from a published play, or write your own.

If you write your own, choose a situation in which there is some kind of conflict, for example, people who are facing a problem. Perhaps the characters or situations can be based on current movies or TV programs, or possibly on historical events. Write down the dialogue so that each member of the group has the exact same script.

Then present your play to the rest of the class.

#### Possible follow-up activities:

- 1. Write a synopsis of the play your classmates presented.
- 2. Write a letter to a character in one of the plays, giving advice on how to handle the conflict in the play.
- 3. With a group, discuss the relationships and the conflict in the play.
- 4. With others, re-enact the play you saw, without looking at a script.



# CHAPTER 4

# Gerunds and Infinitives,

#### Part 1

CONTENTS				
14-1	Gerunds: introduction	14-7	Common verbs followed by infinitives	
14-2	Using gerunds as the objects of prepositions	14-8	Common verbs followed by either infinitives or gerunds	
14-3	Common preposition combinations followed by gerunds	14-9	Reference list of verbs followed by gerunds	
14-4	Common verbs followed by gerunds	14-10	Reference list of verbs followed by	
14-5	Go + gerund		infinitives	
14-6	Special expressions followed by -ing	14-11	<i>It</i> + infinitive; gerunds and infinitives as subjects	

#### 14-1 GERUNDS: INTRODUCTION

(a) *Playing* tennis is run.

(b) We enjoy playing tennis.

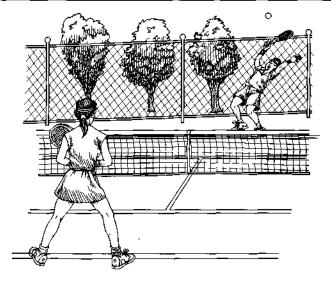
PREP O

(c) He's excited about *playing* tennis.

A *gerund* is the *-ing* form of a verb used as a noun.\* A gerund is used in the same ways as a noun, i.e., as a subject or as an object. In (a): *playing* is a gerund. It is used as the subject of the sentence. *Playing tennis* is a *gerund phrase*.

In (b): *playing* is a gerund used as the object of the verb *enjoy*. In (c): *playing* is a gerund used as the object of the preposition *about*.

- \*COMPARE the uses of the -ing form of verbs:
- (1) Walking is good exercise.
  - → walking a gerund used as the subject of the sentence.
- (2) Bob andAnn are playing tennis.
  - → playing = a present participle used as part of the present progressive tense.
- (3) / heard some surprising news.
  - → *surprising* = a present participle used as an adjective.



14-2 USING GERUNDS AS THE OBJECTS OF PREPOSITIONS			
<ul> <li>(a) We talked <i>about going</i> to Canada for our vacation.</li> <li>(b) Sue is in charge <i>of organizing</i> the meeting.</li> <li>(c) I'm interested <i>in learning</i> more about your work.</li> </ul>	A gerund is frequently used as the object of a preposition.		
<ul> <li>(d) I'm used to sleeping with the window open.</li> <li>(e) I'm accustomed to sleeping* with the window open.</li> <li>(f) I look forward to going home next month.</li> <li>(g) They object to changing their plans at this late date.</li> </ul>	In (d) through (g): to is a preposition, not part of an infinitive form, so a gerund follows.		
(h) We <i>talked about not going</i> to the meeting, but finally decided we should go.	Negative form: <i>not</i> precedes a gerund.		

		ring to Chart 14-3,		y of the preposition combinations appropriate preposition and verb
	1. Alice isn't interested	in (look)	looking	for a new job.
	2. Henry is excited	(leave	)	for India.
	3. You are capable	(do)		_better work.
	4. I have no excuse	(be)		_late.
	5. I'm accustomed	(have)		a big breakfast.
	6. The rain prevented us	S	(complete <u>)</u>	the work.
	7. Fred is always compla	aining	(have)	a headache.
	8. Instead(some of her friends.	study)	, Marg	garet went to a ballgame with
	9. Thank you	(help)	m	e carry my suitcases.
	10. Mrs. Grant insisted_	(know) _		the whole truth.
	11. I believe(	(be)	hones	t at all times.
	12. You should take adva	ntage (	live)	here.
	13. Fatima had a good rea	ason (g	go, not)	to class yesterday.
-	14. Everyone in the neightfor the lost child.	aborhood participat	ed	(search)
	15. I apologized to Yoko	(make)		her wait for me.

<sup>\*</sup>Possible in British English: I'm accustomed to sleep with the window open.

The weather is terrible tonight. I don't blame you (want, not)
to go to the meeting.
Who is responsible (wash) and (dry)
the dishes after dinner?
In additionto school full time, Spiro has a part-time job.
I stopped the child (run) into the street.
Where should we go for dinner tonight? Would you object
The mayor made another public statement for the purpose (clarify) the new tax proposal.
The thief was accused(steal) a woman's purse.
The jury found Mr. Adams guilty (take) money from the company he worked for and (keep) it for himself.
Larry isn't used a suit and tie every day.
I'm going to visit my family during the school vacation. I'm looking forward

14-3 COMMON PRE FOLLOWED BY	POSITION COMBINAT GERUNDS	IONS
be excited be worried about doing it  complain dream talk think about/of doing it  apologize blame (someone) forgive (someone) have an excuse have a reason be responsible thank (someone)	keep (someone) prevent (someone) prohibit (someone) I stop (someone)  believe be interested participate succeed  be accused be capable for the purpose be guilty instead take advantage take care be tired  from doing it  from doing it  of doing it	insist on doing it  be accustomed in addition be committed be devoted look forward object be opposed be used  to doing it

☐ EXERCISE 2. Using gerunds as the objects of parentheses, con	
1. Kostas went to bed instead of <u>finish</u>	ing his work. (finish)
2. I thanked my friend	(lend)
3. I'm excited	
4. I'm not accustomed	(live)
5. Omar didn't feel good. He complained	(have)
. 6. I don't blame you	(want, not)
7. I have a good reason	(be)
8. It's getting late. I'm worried	(miss)
9. I'm interested	(find out about)
10. I'm thinking	(go)
11. I apologized to my friend	(be)
12. I am/am not used	(drive)
13. Nothing can stop me	(go)
14. In that office, who is responsible	(take care of)
15. I look forward	(go)
16. The thief was guilty	(steal)
17. Sonya has two jobs. In addition	(work)
18. Please forgive me	(write, not)
19. Sarah is an honest person. She's not capab	le(tell)
20. Ill health keeps my grandfather	(travel)
☐ EXERCISE 3. Using gerunds as the objects of properties. To practice using gerunds following complete sentences. If working in pairs, switch	prepositions, answer the questions in
Example:  SPEAKER A (book open): Your friend was late.  SPEAKER B (book closed): Yes, she apologized Ol	
1. You were late for class yesterday. Did you l	nave a good excuse?
2. You are going to (a city) to visit your friend	s this weekend. Are you looking forward

to that?

4.	You're living in a cold/warm climate. Are you accustomed to that?
5.	You're going to (a place) for a vacation. Are you excited?
6.	You interrupted ( ) while s/he was speaking. Did you apologize?
7.	The students in the class did pantomimes. Did all of them participate?
8.	Someone broke the window. Do you know who is responsible?
9.	Americans usually have their biggest meal in the evening. Are you used to doing that?
10.	The weather is hot/cold. What does that prevent you from doing?
11.	() has to do a lot of homework. Does s/he complain?
12.	() was sick last week, so s/he stayed home in bed. Do you blame her/him?
13.	() didn't study grammar last night. What did s/he do instead?
14.	You studied last night. What did you do in addition?
Dire som	E 4. Using gerunds as the objects of prepositions. (Chart 14-2) ections: Complete the following using $by + a$ gerund or gerund phrase to express how mething is done.
1.	Pat turned off the tape recorder by <u>pushing</u> the <u>stop</u> button
2.	We show people we are happy by <b>Smiling.</b>
3.	We decided who should get the last piece of pie by flipping a com
4.	We satisfy our hunger
5.	We quench our thirst
6.	I found out what "quench" means
7.	Tony improved his listening comprehension
8.	Alex caught my attention
9.	They got rid of the rats in the building
10.	My dog shows me she is happy
11.	He accidentally electrocuted himself
12.	Sometimes teenagers get into trouble with their parents
	•
	· · · · · · · · · · · · · · · · · · ·

3. (...) picked up your pen when you dropped it. Did you thank him/her?

14-4 COMMON VERBS FOLLOWED BY GERUNDS			
(a) I enjoy + gerund rennis.	Gerunds are used as the objects of certain verbs. In (a), <i>enjoy</i> is followed by a gerund ( <i>playing</i> ). <i>Enjoy</i> is not followed by an infinitive. <i>INCORRECT:</i> I enjoy <i>to play</i> tennis.  Common verbs that are followed by gerunds are given in the list below.		
(b) Joe quit smoking. (c) Joe gave up smoking.	(b) and (c) have the same meaning. Some phrasal verbs,* e.g., give up, are followed by gerunds. These phrasal verbs are given in parentheses in the list below.		
VERB + GERUND enjoy quit (give up appreciate finish (get the mind stop**			

<sup>\*</sup>A phrasal verb consists of a verb and a particle (a small word such as a preposition) that together have a special meaning. For example, put off means "postpone."

- (1) stop + gerund: When the professor entered the room, the students stopped talking. The room became quiet.
- (2) stop + infinitive of purpose: While I was walking down the street, I ran into an old friend. I stopped to talk to him. (I stopped walking in order to talk to him.)

# ☐ EXERCISE 5. Verbs followed by gerunds. (Chart 14-4)

*Directions:* Create sentences from the given words, using any tense and subject. Work in pairs, in groups, or as a class. The cuer's book is open. The responder's book is closed.

*Example:* enjoy + read the newspaper

10. put off + do my work

SPEAKER A (book open): "enjoy" (pause) "read the newspaper"

SPEAKER B (book closed): I enjoy reading the newspaper every morning while I'm having my first cup of coffee.

20. enjoy + listen to music

1. enjoy + watch TV	11. delay + leave on vacation
2. mind + open the window	12. keep + work
3. quit + eat desserts	13. keep on + work
4. give up + eat desserts	14. consider + get a job
5. finish + eat dinner	15. think about + get a job
6. get through + eat dinner	16. discuss + go to a movie
7. stop + rain	17. talk about + go to a movie
8. avoid + answer my question	18. mention + go to a concert
9. postpone + do my work	19. suggest + go on a picnic*

<sup>\*\*</sup>Stop can also be followed immediately by an infinitive of purpose (in order to). See Chart 15-1, p. 326. COMPARE the following:

<sup>\*</sup>For other ways of expressing ideas with suggest, see Chart 12-8, p. 263.

	E 6. Verbs followed by gerunds. (Chart 14-4)  ections: Complete each sentence with any appropriate gerund.
	When Beth got tired, she stopped working/studying.
	Would you mind the door? Thanks.
.3.	The weather will get better soon. We can leave as soon as it quits
	·
4.	The police officer told him to stop, but the thief kept
5.	I enjoya long walk every morning.
	I have a lot of homework tonight, but I'd still like to go with you later on. I'll call you when I get through
	I would like to have some friends over. I'm thinking abouta dinner party.
8.	He told a really funny joke. We couldn't stop!
	Jack almost had an automobile accident. He barely avoided another car at the intersection of 4th and Elm.
10.	Where are you considering for vacation?
11.	Sometimes I put off my homework.
12.	You have to decide where you want to go to school next year. You can't postponethat decision much longer.
13.	I wanted to go to Mexico. Sally suggestedto Hawaii.
14.	Tony mentioned the bus to school instead of walking.
15.	I appreciate able to study in peace and quiet.

14-5 <i>GO</i> + GER	RUND		
<ul><li>(a) Did you go shopping?</li><li>(b) We wentfishing yestero</li></ul>	lay.	Go is followed by a gerund in to express, for the most part, r	
GO + GERUND go birdwatching go boating go bowling go camping go canoeing/kayaking go dancing	go fishing* go hiking go hunting go jogging go mountain climbing go running	go sailing go shopping go sightseeing go skating go skateboarding go skiing	go skinnydipping go sledding go snorkeling go swimming go tobogganing go window shopping

<sup>\*</sup>Also, in British English: go angling

# ☐ EXERCISE 7. GO + gerund. (Chart 14-5)

Directions: Discuss the activities listed in Chart 14-5.

- 1. Which ones have you done? When? Briefly describe your experiences.
- 2. Which ones do you like to do?
- 3. Which ones do you never want to do?
- 4. Which ones have you not done but would like to do?

# ☐ EXERCISE 8. GO + gerund. (Chart 14-5)

*Directions:* Create sentences from the given words, using any tense and subject. Work in pairs, in groups, or as a class. The cuer's book is open. The responder's book is closed.

Example: enjoy + go

SPEAKER A (book open): "enjoy" (pause) "go"

SPEAKER B (book closed): I enjoy going to the zoo. / My friend and I enjoyed going to a

rock concert last weekend. / Where do you enjoy going in (this

city) when you have some free time?

1. finish + study

7. go + fish

13. give up + ask

16.  $\min$  + wait

2. go + dance

8.  $talk\ about + go + swim$ 

14. discuss + go + birdwatch

3. keep + work

9. stop + fight

15. appreciate + hear

4. go + bowl

10. postpone + go + camp11. quit + rain

17. think about + not go

5. think about + wear6. enjoy + play

12. avoid + go + shop

18.  $talk\ about + go + run$ 

# 14-6 SPECIAL EXPRESSIONS FOLLOWED BY -ING

(a) We had fun We had a good time  Playing volleyball.	-ing forms follow certain special expressions:  have fun/a good time + -ing have trouble/difficulty + -ing
(b) I had trouble I had difficulty I had a hard time I had a difficult time  I had a difficult time	have a hard time/difficu <b>lti</b> me + -ing

- (c) Sam spends most of his time studying.
- (d) I waste a lot of time watching TV.

spend + expression of time or money + -ing
waste + expression of time or money + -ing

- (e) She sat at her desk writing a letter.
- (f) **I** stood there wondering what to do next.
- (g) He is lying in bed reading a novel.

- sit + expression of place + -ing
- stand + expression of place + -ing lie + expression of place + -ing
- (h) When I walked into my office, I *found George using* my telephone.
- (i) When I walked into my office, I *caught* a thief *looking* through my desk drawers.
- find + (pro)noun + -ing catch + (pro)noun + -ing

In (h) and (i): Both *find* and *catch* mean "discover." *Catch* often expresses anger or displeasure.

# Directions: Complete the sentences. 1. We had a lot of fun \_\_\_\_\_\_ games at the picnic. 2. I have trouble \_\_\_\_\_ Mrs. Maxwell when she speaks. She talks too fast. 3. I spent five hours \_\_\_\_ my homework last night. 4. Olga is standing at the corner \_\_\_\_\_ for the bus. 5. Ricardo is sitting in class\_\_\_\_\_ notes. 6. It was a beautiful spring day. Dorothy was lying under a tree \_\_\_\_\_ to the birds sing. 7. We wasted our money\_\_\_\_\_\_to that movie. It was very boring. 8. Omar spent all day\_\_\_\_\_\_ready to leave on vacation. 9. Ted is an indecisive person. He has a hard time \_\_\_\_\_ up his mind about anything. 10. I wondered what the children were doing while I was gone. When I got home, I found them\_\_\_\_\_ TV. 11. When Mr. Chan walked into the kitchen, he caught the children\_\_\_\_\_ some candy even though he'd told them not to spoil their dinners. 12. Ms. Gray is a commuter. Every work day, she spends almost two hours to and from work. 3RD AVE. ENTERING TO SERVICE STATE OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TO THE PERSON NAMED IN COLUMN TO

EXERCISE 9. Special expressions followed by -ING. (Chart 14-6)

13. A: My friend is going to Germany next month, but he doesn't speak German. What do you suppose he will have difficulty\_\_\_\_\_? B: Well, he might have trouble 14. A: Did you enjoy your trip to New York City? B: Very much. We had a good time\_\_\_\_\_ 15. A: This is your first semester at this school. Have you had any problems? B: Not really, but sometimes I have a hard time\_\_\_\_\_ 16. A: What did you do yesterday? B: I spent almost all day\_\_\_\_\_ ☐ EXERCISE 10. Special expressions followed by -ING. (Chart 14-6) Directions: Create sentences from the given verb combinations. Work in pairs, in groups, or as a class. The cuer's book is open. The responder's book is closed. Example: have a difficult time + understand SPEAKER A (book open): "have a difficult time" (pause) "understand" SPEAKER B (book closed): I have a difficult time understanding the teacher's explanations in calculus. Example: spend (time) + polish SPEAKER A (book open): "spend an hour" (pause) "polish" SPEAKER B (book closed): The soldier spent an hour polishing his boots. 1. have trouble + remember 2. stand (place) + wait 3. have a hard time + learn 4. sit (place) + think5. have a good time + play 6. lie (place) + dream 7. have difficulty + pronounce 8. have fun + sing and dance 9. find (someone) + study 10. spend (time) + chat

12. catch (someone) + take

11. waste (money) + try

14-7 COMMON VERB	S FOLLOWED BY INF	INITIVES
VERB + INFINITIVE	An infinitive - to + the simple form	of a verb (to see, to be, to go, etc.).
<ul><li>(a) I hope to see you again soon.</li><li>(b) He promised to be here by ten.</li><li>(c) He promised not to be late.</li></ul>	Some verbs are followed immed and (b). See Group A below. Negative form: <i>not</i> precedes the	
(d) Mr. Lee <i>told me to be</i> here at ten c (e) The police <i>ordered the driver to</i> s		pro)noun and then an infinitive, below.
(f) I was told to be here at ten o'clock (g) The driver was ordered to stop.	These verbs are followed immed are used in the passive, as in (f)	liately by an infinitive when they and (g).
(h) I expect to pass the test. (i) I expect Mary to pass the test.	Ask, expect, would like, want, and followed by a (pro)noun object. COMPARE	
	In (h): I think I will pass the In (i): I think Mary will pas	
GROUP A: VERB + INFINITIVE		
hope to (do something) promise plan to agree to		<b>expect</b> to <b>would like</b> to
intend to* offer to decide to refuse t	pretend to ask to	<b>want</b> to <b>need</b> to
GROUP B: VERB + (PRO)NOUN + INFINITIV		
tell someone to permit advise someone to** allow son	someone to force someone to	need someone to
encourage someone to warn so	meone to <b>expect</b> someone to	
remind someone to require s invite someone to order some	omeone to would like someone to want someone to	to
*Intends usually followed by an infinitive (I intend going to the meeting) with no cha **A gerund is used after advise (active) if the COMPARE:  (1) He advised buying a Fiat. (2) He advised me to buy a Fiat. I v	ere is no (pro)noun object.	may be followed by a gerund
☐ EXERCISE 11. Verb + gerund or	or infinitive. (Charts 14-4 and an infinitive to complete each sente	
_	ner. Would you like <u>fojoin</u>	
	ng at me.	
	oney, so he decided	ajob.
-	the studentst	
5. Do you enjoy		
	ffered me a li	ttle money.
7 Mrs. Allen promised		

8.	My boss expects me	this work ASAP.*
9.	Would you mind	the door for me?
10.	Even though I asked the people in quiet, they kept	front of me at the movie
11.	Joan and David were considering . finally decided	married in June, but they until August.
12.	Our teacher encourages usuncertain of the spelling of a word	a dictionary whenever we are
13.	Before I went away to college, my letter at least once a week.	mother reminded me her a
14.	Mrs. Jackson had warned her your the hot stove.	ng son
15.	I don't mindalone.	
16.	The teacher seems	
17.	Lucy pretended the answer to my question.	
18.	Paulo intends	his friend a letter.
19.	Residents are not allowed	pets in my apartment building.
20.	All applicants are required	an entrance examination.
21.	Someone asked me	this package.
22.	I was asked	this package.
23.	Jack advised me	a new apartment.
24.	I was advised	a new apartment.
25.	Jack advised	a new apartment.
26.	Jack suggested	a new apartment.
27.	Ann advised her sister	the plane instead of driving to Oregon.
28.	Ann advised	the plane instead of driving to Oregon.

 $(x_1, x_2, \dots, x_n, x_n, \dots, x_n, x_n, \dots, x_n, x_n) = \sum_{i=1}^n (x_i, x_i, \dots, x_n, x_n)$ 

<sup>\*</sup>ASAP = as soon as possible

#### EXERCISE 12. Verbs followed by infinitives. (Chart 14-7)

Directions: Use an infinitive phrase to create active and passive sentences using the given ideas and the verbs in parentheses. (Omit the fry-phrase in passive sentences.)

1. The teacher said to me, "You may leave early."

(permit) The teacher permitted me to leave early. (active) I was permitted to leave early. (passive)

- 2. The secretary said to me, "Please give this note to Sue." (ask)
- 3. My advisor said to me, "You should take Biology 109." (advise)
- 4. When I went to traffic court, the judge said to me, "You must pay a fine." (order)
- 5. During the test, the teacher said to Greg, "Keep your eyes on your own paper." (warn)
- 6. During the test, the teacher said to Greg, "Don't look at your neighbor's paper." (warn)
- 7. At the meeting, the head of the department said to the faculty, "Don't forget to turn in your grade reports by the 15th." (remind)
- 8. Mr. Lee said to the children, "Be quiet." (tell)
- 9. The hijacker said to the pilot, "You must land the plane." (force)
- 10. When I was growing up, my parents said to me, "You may stay up late on Saturday night." (allow)
- 11. The teacher said to the students, "Speak slowly and clearly." (encourage)
- 12. The teacher always says to the students, "You are supposed to come to class on time." (expect)

# ☐ EXERCISE 13. Using infinitives to report speech. (Chart 14-7)

*Directions:* Report what someone said by using one of the verbs in the list to introduce an infinitive phrase.

advise	expect	remind
allow	force	require
ask	order	tell
encourage	permit	warn

- 1. The professor said to Alan, "You may leave early."
  - → The professor allowedAlan to leave early. OR
  - → Alan was allowed to leave early.
- 2. The general said to the soldiers, "Surround the enemy!"
- 3. Nancy said to me, "Would you please open the window?"
- 4. Bob said to me, "Don't forget to take your book back to the library."
- 5. Paul thinks I have a good voice, so he said to me, "You should take singing lessons."
- 6. Mrs. Anderson was very stern and a little angry. She shook her finger at the children and said to them, "Don't play with matches!"
- 7. I am very relieved because the Dean of Admissions said to me, "You may register for school late."
- 8. The law says, "Every driver must have a valid driver's license."
- 9. My friend said to me, "You should get some automobile insurance."
- 10. The robber had a gun. He said to me, "Give me all of your money."
- 11. Before the examination began, the teacher said to the students, "Work quickly."
- 12. My boss said to me, "Come to the meeting ten minutes early."

# ☐ EXERCISE 14. Common verbs followed by infinitives. (Chart 14-7)

*Directions:* Work in groups of three. The cuer's book is open. The responders' books are closed.

Speaker A: Your book is open. Give the cue.

Speaker B: Your book is closed. Make an active sentence from the verb combination.

Speaker C: Your book is closed. Change the sentence to the passive; omit the fry-phrase as appropriate.

Example: allow me + leave

SPEAKER A (book open): "allow me" (pause) "leave"

SPEAKER B (book closed): The teacher allowed me to leave class early last Friday because I

had an appointment with my doctor.

SPEAKER c (book closed): ( . . . ) was allowed to leave class early last Friday because he/she had an appointment with his/her doctor.

nad an appointment with his/her doctor.

	Switch roles.	Switch roles.
1. remind me + finish	4. expect me + be	7. tell me + open
2. ask me + go	5. warn me + not go	8. encourage me + visit
3. permit me + have	6. advise me + take	9. require us + take

#### **14-8** COMMON VERBS FOLLOWED BY EITHER INFINITIVES OR GERUNDS

Some verbs can be followed by either an infinitive or a gerund, sometimes with no difference in meaning, as in Group A below, and sometimes with a difference in meaning, as in Group B below.

GROUP A: VERB + INFINITIVE OR GERUND, WITH NO DIFFERENCE IN MEANING begin like hate start love can't stand continue prefer* can't bear	The verbs in Group A may be followed by either an infinitive or a gerund with little or no difference in meaning.
<ul><li>(a) It began to rain. I It began raining.</li><li>(b) I started to work. / I started working.</li></ul>	In (a): There is no difference between <b>began to rain</b> and <b>began raining</b> .
(c) It was beginning to rain.	If the main verb is progressive, an infinitive (not a gerund) is usually used, as in (c).
GROUP B: VERB + INFINITIVE OR GERUND, WITH A DIFFERENCE IN MEANING remember regret forget try	The verbs in Group B may be followed by either an infinitive or a gerund, but the meaning is different.
<ul> <li>(d) Judy always remembers to lock the door.</li> <li>(e) Sam often forgets to lock the door.</li> <li>(f) I remember seeing the Alps for the first time. The sight was impressive.</li> <li>(g) I'll neverforget seeing the Alps for the first time.</li> </ul>	Remember + infinitive = remember to perform responsibility, duty, or task, as in (d).  Forget + infinitive = forget to perform a responsibility, duty, or task, as in (e).  Remember + gerund = remember (recall) something that happened in the past, as in (f).  Forget + gerund = forget something that happened in the past, as in (g).**
<ul><li>(h) I regret to tell you that you failed the test.</li><li>(i) I regret lending him some money. He never paid me back.</li></ul>	Regret + infinitive = regret to say, to tell someone, to inform someone of some bad news, as in (h).  Regret + gerund — regret something that happened in the past, as in (i).
<ul> <li>(j) I'm trying to learn English.</li> <li>(k) The room was hot. I tried opening the window, but that didn't help. So I tried turning on the fan, but I was still hot. Finally, I turned on the air conditioner.</li> </ul>	Try + infinitive = make an effort, as in (j). fry + gerund = experiment with a new or different approach to see if it works, as in (k).

<sup>\*</sup>Notice the patterns with prefer:

prefer + gerund: I prefer staying home to going to the concert.

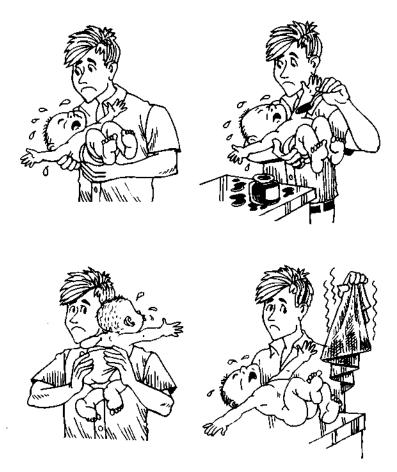
prefer + infinitive: I'd prefer to stay home (rather) than (to) go to the concert.

<sup>\*\*</sup>Forget followed by a gerund usually occurs in a negative sentence or in a question: e.g., I'll never forget, I can't forget, Have you everforgotten, and Can you everforget are often followed by a gerund phrase.

	SE 15. Gerund vs. infinitive. (Chart 14 rections: Complete the sentences with the complete the	
	. I like <i>(go)</i> <b>to</b> go / <b>going</b> to the	•
2.	The play wasn't very good. The audience	started (leave)
	before it was over.	
3.	After a brief interruption, the professor co	ontinued (lecture)
4.	The children love (swim)	in the ocean.
5.	I hate (see)	any living being suffer. I can't bear it.
6.	I'm afraid of flying. When a plane begins	(move)
	down the runway, my heart starts (race)_	Oh-oh! The
	plane is beginning (move)	, and my heart is starting
	(race)	
7.	When I travel, I prefer (drive)	to (take)
	a plane.	
8.	I prefer (drive)	rather than (take)
	a plane.	
9.	I always remember (turn)	off all the lights before I
	leave my house.	
10.	. I can remember (be)	very proud and happy when I
	graduated.	
11.	. Did you remember (give)	Jake my message?
12.	I remember (play)	with dolls when I was a child.
13.	What do you remember (do)	when you were a child?
14.	What do you remember (do)every day?	before you leave for class
15.	What did you forget (do)	before you left for class this morning?
16.	I'll never forget (carry)	my wife over the threshold
	when we moved into our first home.	
17.	I can't ever forget (watch)	our team score the winning

goal in the last seconds of the championship game.

18.	Don't forget (do) your homework tonight!
19.	I regret (inform) you that your loan application has
	not been approved.
20.	I regret (listen, not)to my father's advice. He was
	right.
21.	When a student asks a question, the teacher always tries (explain)
	the problem as clearly as possible.
22.	I tried everything, but the baby still wouldn't stop crying. I tried (hold)
	him, but that didn't help. I tried (feed)
	him, but he refused the food and continued to cry. I
	tried (burp)him. I tried (change)
	his diapers. Nothing worked. The baby wouldn't stop crying.



	E 16. Gerund vs. infinitive. (Charts 14-4 → 14-8) rections: Supply an appropriate form, gerund or infinitive, of the verbs in parentheses.
1.	Mary reminded me (be, not) not for the meeting.
2.	We went for a walk after we finished (clean)up the kitchen.
3.	I forgot (take)a book back to the library, so I had to pay a fine.
4.	When do you expect (leave) on your trip?
5.	The baby started (talk) when she was about eighteen months old.
· '6.	I don't mind (wait) for you. Go ahead and finish (do)
7.	your work.  I've decided (stay) here over vacation and (paint) my room.
8.	We discussed (quit) our jobs and (open) our own business.
9.	I'm getting tired. I need (take) a break.
10.	Sometimes students avoid (look) at the teacher if they don't want (answer) a question.
11.	The club members discussed (postpone) the next meeting until March.
12.	Most children prefer (watch) television to (listen) to the radio.
13.	My grandfather prefers (read)
14.	Did Carol agree (go) with you?
15.	As the storm approached, the birds quit (sing)
16.	The taxi driver refused (take) a check. He wanted the passenger (pay) cash.
17.	The soldiers were ordered (stand) at attention.
18.	The travel agent advised us (wait, not)until August.

## $\subseteq$ EXERCISE 17. Gerund vs. infinitive. (Charts 14-4 $\rightarrow$ 14-8)

*Directions:* Use the correct form of the verbs in parentheses and complete the sentences. Include a (pro)noun object between the two verbs if necessary. Work in pairs, in groups, or as a class.

Examples: The fire marshal (tell + unlock)

- → The fire marshall told us to unlock the back doors of the school to provide a fast exit in the event of an emergency.
- (...) (be asked + lead)
- → Maria was asked to lead a group discussion in class yesterday.
- 1.  $(\ldots)$  (remind + finish)
- 2. We (have fun + swim)
- 3. Students (be required + have)
- 4. The counselor (advise + take)
- 5. I (try + learn)
- 6.  $(\ldots)$  (warn + not open)
- 7. I (like + go + camp)
- 8.  $(\ldots)$  (invite + go)

- 9. (...) (promise + not tell)
- 10. We (not be permitted + take)
- 11. My friend (ask + tell)
- 12. When the wind (begin + blow)
- **13.** I (remember + call)
- 14.  $(\ldots)$  (tell + not worry about + be)
- 15. (...) (be told + be)
- 16. I (spend + write)

## ☐ EXERCISE 18. Gerund vs. infinitive. (Charts 14-4 → 14-8)

Directions: Work in pairs or small groups.

Speaker A: Your book is open. Give the cues.

Speaker B: Your book is closed. Make sentences from the verb combinations. Use "I" or the name of another person in the room. Use any verb tense or modal.

Examples:

SPEAKER A (book open): like + go

SPEAKER B (book closed): I like to go (OR: going) to the park.

SPEAKER A (book open): ask + open

SPEAKER B (book closed): Kostas asked me to open the window.

#### Switch roles.

- 1. enjoy + listen
- 2. offer + lend
- 3. start + laugh
- 4. remind + take

- 9. prefer + live
- 10. finish + do
- 11. encourage + go
- 12. can't stand + have to wait

#### Switch roles.

- 5. postpone + go
- 6. look forward to + see
- 7. forget + bring
- 8. remember + go

#### Switch roles.

- 13. continue + walk
- 14. stop + walk
- 15. be interested in + learn
- 16. be used to + speak

18.	advise + go 22	2. consider + not go
19.	be allowed + have 23	. keep + put off + do
20.	like + go + swim    24	. decide + ask + come
	E 19. Gerund vs. infinitive. (Charts rections: Supply an appropriate form, g	14-4 → 14-8) erund or infinitive, of the verbs in parentheses.
1.	Keep (talk)	I'm listening to you.
2.	The children promised (play)	more quietly. They promised
	(make, not)	so much noise.
3.	Linda offered (look after)	my cat while I was out of town.
4.	You shouldn't put off (pay)	your bills.
5.	Alex's dog loves (chase)	sticks.
6.	Mark mentioned (go)	to the market later today. I wonder if
	he's still planning (go)	·
7.	Igor suggested (go)	(ski) in the
	mountains this weekend. How does t	hat sound to you?
8.	The doctor ordered Mr. Gray (smoke,	not)
9.	Don't tell me his secret. I prefer (kno	w, not)
10.	Could you please stop (whistle)	
	on my wor	k.
11.	Recently, Jo has been spending most of	of her time (do)
	research for a book on pioneer women	n.
12.	Nadia finally decided (quit)	her present job and (look for)
	another or	e.
13.	Did you remember (turn off)	the stove?
14.	Toshi was allowed (renew)	his student visa.
15.	Pat told us (wail, not)	for her.
16.	Mr. Buck warned his daughter (play, n	with matches.
17.	Would you please remind me (call)	Gina tomorrow?

Switch roles.

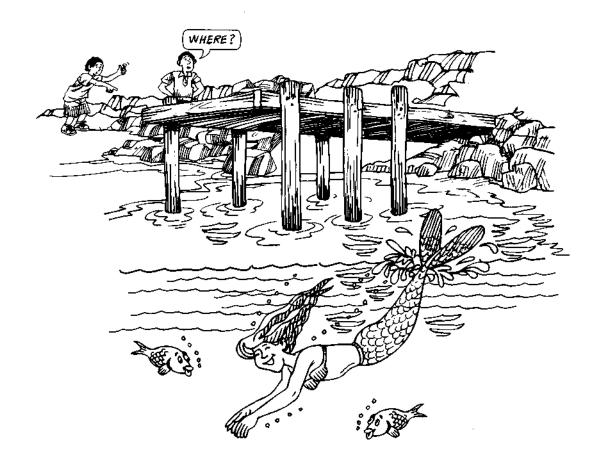
21. regret + take

if

Switch roles.

17. suggest + go

18. The little boy had a lot of trouble (convince) \_\_\_\_\_\_ anyone he had seen a mermaid.



19.	Liz encouraged me (throw away)	. my old running shoes
	with holes in the toes and (buy)	a new pair.
20.	I'm considering (drop out of)	_ school, (hitchhike)
	to New York, and (try)	(find)
	a job.	
21.	Don't forget (tell) Jane (call)	me
	about (go)(swim)	tomorrow.
22.	Sally reminded me (ask) you (tell)	
	Bob (remember) (bring)	his
	soccer ball to the picnic.	

## 14-9 REFERENCE LIST OF VERBS FOLLOWED BY GERUNDS

Verbs with a bullet (•) can also be followed by infinitives. See Chart 14-10.

1. admit He admitted stealing the money. 2. advise• She advised waiting until tomorrow. 3. anticipate I anticipate having a good time on vacation. I appreciated hearing from them. 4. appreciate 5. avoid He avoided answering my question. 6. can't bear I can't bear waiting in long lines. 7. begin• It began raining. 8. complete I finally completed writing my term paper. 9. consider I will consider going with you. 10. continue. He continued speaking. 11. delay He delayed leaving for school. 12. denv She denied committing the crime. 13. discuss They discussed opening a new business. 14. dislike I dislike driving long distances. 15. enjoy We enjoyed visiting them. She finished studying about ten. 16. finish 17. forget• I'll never forget visiting Napoleon's tomb. 18. hate• I toe *making* silly mistakes. 19. can't help I can't help worrying about it. 20. feeep I keep hoping he will come. 21. like• I like going to movies. 22. love• Ifo<ye going to operas. 23. mention She mentioned going to a movie. 24. mind Would youraz'wdhelping me with this? 25. miss I miss being with my family. Let's postpone leaving until tomorrow. 26. postpone 27. practice The athlete practiced throwing the ball. 28. prefer\* Ann prefers walking to driving to work. 29. quit He quit trying to solve the problem. 30. recall I don't recall meeting him before. 31. recollect I don't recollect meeting him before. 32. recommend She recommended seeing the show. 33. regret• I regret telling him my secret. 34. remember• I can remember meeting him when I was a child. 35. resent I resent her interfering in my business. 36. resist I couldn't resist eating the dessert. 37. She risks losing all of her money. rofc 38. can't stand. I can't stand waiting in long lines. 39. start• It started raining. 40. stop She stopped going to classes when she got sick. 41. suggest She suggested going to a movie. 42. tolerate She won't tolerate cheating during an examination. 43. *tr*v I tried changing the light bulb, but the lamp still didn't work. 44. understand I don't understand his leaving school.

#### 14-10 REFERENCE LIST OF VERBS FOLLOWED BY INFINITIVES

Verbs with a bullet (•) can also be followed by gerunds. See Chart 14-9.

verbs with a buffet (*) can also be followed by gerunds. See Chart 14-9.			
A. VERBS FOLLOWED IMMEDIATELY BY AN INFINITIVE			
1. afford 2. agree 3. appear 4. arrange 5. ask 6. can't bear 7. beg 8. begin 9. care 10. claim 11. consent 12. continue 13. decide 14. demand 15. deserve 16. expect 17. fail	I can't afford to buy it. They agreed to help us. She appears to be tired. I'll arrange to meet you at the airport. He asked to come with us. I can't bear to wait in long lines. He begged to come with us. It began to rain. I don't care to see that show. She claims to know a famous movie star. She finally consented to marry him. He continued to speak. I have decided to leave on Monday. I demand to know who is responsible. She deserves to win the prize. I expect to enter graduate school in the fall. She failed to return the book to the library on time. I forgot to mail the letter.	24. love• 25. manage 26. mean 27. need 28. offer 29. plan 30. prefer• 31. prepare 32. pretend 33. promise 34. refuse 35. regret• 36. remember• 37. seem 38. can't stand• 39. start• 40. struggle 41. swear 42. threaten 43. try 44. volunteer 45. wait	I love to go to operas.  She managed to finish her work early. I didn't mean to hurt your feelings. I need to have your opinion.  They offered to help us. I am planning to have a party.  Ann prefers to walk to work.  We prepared to welcome them.  He pretends not to understand. I promise not to be late. I refuse to believe his story. I regret to tell you that you failed. I remembered to lock the door.  That cat seems to be friendly. I can't stand to wait in long lines. It started to rain. I struggled to stay awake. She swore to tell the truth. She threatened to tell my parents. I'm trying to learn English. He volunteered to help us. I will wait to hear from you.
18. forget• 19. hate• 20. hesitate 21. hope 22. learn 23. like•	•	44. volunteer	He volunteered to help us.
B. VERBS FOLLOWED BY A (PRO)NOUN + AN INFINITIVE			
48. advise•  49. allow 50. ask 51. beg 52. cause 53. challenge 54. convince	She advised me to wait until tomorrow.  She allowed me to use her car.  I asked John to help us.  They begged us to come. Her laziness caused her to fail. She challenged me to race her to the corner.  I couldn't convince him to accept our help.  He dared me to do better than he had	61. instruct 62. invite 63. need 64. order 65. permit 66. persuade 67. remind 68. require	He instructed them to be careful. Harry invited the Johnsons to come to his party. We needed Chris to help us figure out the solution. The judge ordered me to pay a fine. He permitted the children to stay up late. I persuaded him to come for a visit. She reminded me to lock the door. Our teacher requires us to be on time.
56. encourage 57. expect 58. forbid 59. force 60. fere	done.  He encouraged me to try again. I expect you to be on time. I forbid you to tell him. Theyforced him to tell the truth. She hired a boy to mow the lawn.	69. teach 70. tell 71. urge 72.TOZwt 73. warn	My brother taught me to swim.  The doctor told me to take these pills.  I urged her to apply for the job.  I want you to be happy.  I warned you not to drive too fast.

	E 20. Gerund vs. infinitive. (Char	rts 1	4-9 and 14-10)
	rections: Work in pairs. eaker A: Your book is open. Give the	e cue	e. Don't lower your intonation at the end of
	the cue.		•
_	eaker B: Your book is closed. Comp eaker A: If you are unsure about the cand 14-10.		the sentence with <i>doing it</i> or <i>to do it</i> .  ctness of B's completion, refer to Charts 14-9
Exa	ample:		
	EAKER A (book open): I promise		
	EAKER B (book closed): to do it.		
1.	I enjoyed	26	Stop
	I can't afford		I didn't force him
	She didn't allow me		I couldn't resist
	We plan		Somehow, the cat managed
	Please remind me		Did the little boy admit
	I am considering		
	Our director postponed	~	tch roles.
	He persuaded me		He denied
	I don't mind		I didn't mean
	Everyone avoided		She swore
	-		I volunteered
	itch roles.		He suggested
	I refused		He advised me
	I hope		He struggled
	She convinced me		I don't want to risk
	He mentioned		Do you recommend
	I expect	40.	I miss
	I encouraged him	Swit	tch roles.
	I warned him not	41.	I can't imagine
	We prepared	42.	She threatened
	I don't recall	43.	He seems to dislike
20.	We decided	44.	The children begged
Swit	tch roles.	45.	She challenged me
21.	Did someone offer	46.	Did he deny
22.	When will you finish	47.	Don't hesitate
23.	Did you practice	48.	Do you anticipate
24.	She agreed	49.	Why did she fail
25	Keen	50	I'll arrange

Din	E 21. Gerund vs. Infinitive. (Charts rections: Complete the sentences with the parentheses.	14-9 and 14-10) correct form, gerund or infinitive, of the words
1.	Hassan volunteered (bring)	some food to the reception.
2.	The students practiced (pronounce)	the "th" sound in the
	phrase "these thirty-three dirty trees."	
3.	In the fairy tale, the wolf threatened (ea.	t)a girl named
	Little Red Riding Hood.	
4.	Susie! How many times do I have to ren	nind you (hang up)
	your coat when you get home from school	pl?
5.	The horses struggled (pull)	the wagon out of the mud.
6.	Anita demanded (know)	why she had been fired.
7.	My skin can't tolerate (be)	in the sun all day. I get
	sunburned easily.	
8.	I avoided (tell)	_Mary the truth because I knew she would
	be angry.	
9.	Fred Washington claims (be)	a descendant of George
	Washington.	
10.	Mr. Kwan broke the antique vase. I'm s	ure he didn't mean (do)it.
11.	I urged Omar (return)	to school and (finish)
	his education	
12.	Mrs. Freeman can't help (worry)	about her children.
13.	Children, I forbid you (play)	in the street. There's too
	much traffic.	
14.	My little cousin is a blabbermouth! He of	can't resist (tell)
	everyone my secrets!	
15.	I appreciate your (take)	the time to help me.
16.	I can't afford (buy)	a new car.
17.	Kim managed (change)	my mind.
18.	I think Sam deserves (have)	another chance.

	19. Olga finally admitted (be)	responsible for the problem.
	20. I don't recall ever (hear)	you mention his name before.
	21. Nadia keeps (promise)	_ (visit)us
	but she never does.	
	22. Margaret challenged me (race)	her across the pool.
	23. Oscar keeps (hope) a	nd ( <i>pray</i> )
	that things will get better.	
	24. I finally managed (persuade)	
	in school and (finish)	her degree.
□ EXEF	RCISE 22. Activity: gerund vs. infinitive. (Charts <i>Directions:</i> Return to Exercise 20, but this time use <i>doing it.</i> Work with a partner.	
	Example:  SPEAKER A (book open): I promise  SPEAKER B (book closed): to be on time for our r	meeting tomorrow.
D EXER	CISE 23. Activity: gerund vs. infinitive. (Charts <i>Directions:</i> Divide into two teams. Your teacher will verbs in Charts 14-9 and 14-10 or by using the verb sentence with a gerund or infinitive phrase. Each contract the contract of the co	begin a sentence by using any of the s in Exercise 20. Complete the

# 14-11 *IT* + INFINITIVE; GERUNDS AND INFINITIVES AS SUBJECTS

(a) It is difficult to learn a second language.	Often an infinitive phrase is used with $it$ as the subject of a sentence. The word $it$ refers to and has the same meaning as the infinitive phrase at the end of the sentence. In (a): $It = to \ learn \ a \ second \ language$ .
(b) <b>Learning</b> a second language is difficult.	A gerund phrase is frequently used as the subject of a sentence, as in (b).
(c) To learn a second language is difficult.	An infinitive can also be used as the subject of a sentence, as in (c), but far more commonly an infinitive phrase is used with <i>it</i> , as in (a).
(d) It is easy for young children to learn a second language.  Learning a second language is easyfor young children.  To learn a second language is easyfor young children.	The phrase for (someone) may be used to specify exactly who the speaker is talking about, as in (d).

## ☐ EXERCISE 24. IT + infinitive. (Chart 14-11)

*Directions:* Create sentences beginning with *it*. Use a form of the given expression in your sentence, followed by an infinitive phrase.

- 1. be dangerous  $\rightarrow$  It's dangerous to ride a motorcycle without wearing a helmet.
- 2. be important
- 3. not be easy
- 4. be foolish
- 5. must be interesting
- 6. be always a pleasure
- 7. be clever of you
- 8. not cost much money
- 9. be necessary
- 10. take time

# ☐ EXERCISE 25. IT + infinitive. (Chart 14-11)

*Directions:* Add*for (someone)* and any other words to give a more specific and accurate meaning to the sentences.

- 1. It isn't possible to be on time.
  - -> It isn't possible for me to be on time for class if the bus drivers are on strike and I have to walk to class in a rainstorm.
- 2. It's easy to speak Spanish.
- 3. It's important to learn English.
- 4. It is essential to get a visa.
- 5. It's important to take advanced math courses.
- 6. It's difficult to communicate.
- 7. It was impossible to come to class.
- 8. It is a good idea to study gerunds and infinitives.

☐ EXERCISE 26. Gerunds as subjects. (Chart 14-11) Directions: Complete the sentences. Use gerund phrases as subjects. 1. . . . isn't easy.  $\rightarrow$  *Climbing to the top of a mountain isn't easy.* 2. . . . is hard. 6. . . . demands patience and a sense of humor. 3. ... can be interesting. 7. . . . is a complicated process. 8. . . . is considered impolite in my country. 4. ... was a good experience. 5. Does . . . sound like fun to you? ☐ EXERCISE 27. IT + infinitive; gerunds as subjects. (Chart 14-11) Directions: Work in pairs. Speaker A: Your book is open. Give the cue. Speaker B: Your book is closed. Complete the sentence with an infinitive phrase. Speaker A: Create a sentence with the same meaning by using a gerund phrase as the subject. Example: SPEAKER A (book open): It's fun . . . . SPEAKER B (book closed): ... to ride a horse. SPEAKER A: Riding a horse is fun. Switch roles. 1. It's dangerous . . . . 5. It is wrong . . . . 2. It's easy . . . . 6. It takes a lot of time , . . . 3. It's impolite . . . . 7. It's a good idea . . . . 4. It is important . . . . 8. Is it difficult . . . ? ☐ EXERCISE 28. Activity: gerunds and infinitives. (Chapter 14) Directions: Form a group of three to five members. Choose one of the story beginnings or make up your own. Each group member continues the story by adding a sentence or two. At least one of the sentences should contain words from the given list, plus a gerund or infinitive phrase (but it is okay simply to continue the story without using a gerund or infinitive if it works out that way). As a group, use as many of the words in the list which follows as you can. Example: (Yoko) had a bad night last night. First, when she got home, she discovered that . . . . SPEAKER A: ... her door was unlocked. She didn't recall leaving her door unlocked. She always *remembers to lock* her door and in fact specifically remembered locking it that morning. So she became afraid that someone had broken into her apartment. SPEAKER B: She thought about going inside, but then decided it would be better not to go into her apartment alone. What if there was a burglar inside? SPEAKER c: Instead ofgoing into her apartment alone, Yoko walked to her next-door neighbor's door and knocked. SPEAKER D: Her neighbor answered the door. He could see that something was the matter. "Are you all right?" he asked her.

SPEAKER A: Etc.

#### Story beginnings:

- 1. (...) is having trouble with (her/his) roommate, whose name is (...). (Her/His) roommate keeps many pets even though the lease they signed forbids residents to keep animals in their apartments. Yesterday, one of these pets, a/an ....
- 2. Not long ago, (...) and (...) were walking home together after dark. They heard a strange whooshing sound. When they looked up in the night sky, they saw a huge hovering aircraft. It glowed! It was round and green! (...) was frightened and curious at the same time. (She/He) wanted to ..., but ....
- 3. Once upon a time, ( . . . ) lived in a faraway village in a remote mountainous region. All of the villagers were terrified because of the dragon that lived nearby. At least once a week, the dragon would descend on the village and . . . .
- 4. It was a dark and stormy night. (...) was all alone at home. Suddenly ....
- 5. (...) had a bad day yesterday. First of all, when (she/he) got up in the morning, (she/he) discovered that ....

List of words and phrases to work into the story:

FOLLOWED BY GERUNDS	INFINITIVES	}	OR A GERUND SUBJECT
be accused of be accustomed to in addition to be afraid apologize (to someone) for believe in blame (someone) for be capable of be committed to complain about dream of forgive (someone) for be excited about be guilty of instead of be interested in look forward to be opposed to prevent (someone) from be scared of stop (someone) from succeed in take advantage of be tired of thank (someone) for think of be tired of be worried about	admit advise afford agree ask avoid beg begin consider continue convince decide demand deny discuss dislike encourage enjoy expect fail force forget hesitate hope invite learn like manage	mind need offer permit persuade plan postpone prefer prepare pretend promise quit recall refuse regret remember remind risk seem start stop struggle suggest threaten wait warn	be a bad experience be a bad idea be better be clever be dangerous be difficult be easy be essential be foolish be a good experience be a good idea be fun be hard be important be imporsible be interesting be necessary be a pleasure be possible be relaxing take effort take energy take money take patience take time



CONTENTS				
15-1 15-2	Infinitive of purpose: <i>in order to</i> Adjectives followed by infinitives	15-6	Using a possessive to modify a gerund	
15-3	Using infinitives with too and enough	15-7	Using verbs of perception	
15-4	Passive and past forms of infinitives and gerunds	15-8	Using the simple form after <i>let</i> and <i>help</i>	
15-5	Using gerunds or passive infinitives following <i>need</i>	15-9	Using causative verbs: <i>make</i> , <i>have</i> , <i>get</i>	

15-1 INFINITIVE OF PURPOSE: IN ORDER TO				
(a) He came here <i>in order to study</i> English. (b) He came here <i>to study</i> English.	In order to is used to express purpose. It answers the question "Why?" In order is often omitted, as in (b).			
(c) INCORRECT: He came here for studying English. (d) INCORRECT: He came here for to study English. (e) INCORRECT: He came here for study English.	To express purpose, use (in order) to, notfor, with a verb.*			
(f) I went to the store for some bread. (g) I went to the store to buy some bread.	For can be used to express purpose, but it is a preposition and is followed by a noun object, as in (f).			

<sup>\*</sup>Exception: The phrase *be usedfor* expresses the typical or general purpose of a thing. In this case, the preposition *for* is followed by a gerund: A saw is usedfor cutting wood. Also possible: A saw is used to cut wood.

However, to talk about a particular thing and a particular situation, be used + an infinitive is used: A chain saw was used to cut (NOT for cutting) down the old oak tree.

# ☐ EXERCISE 1. Error analysis: IN ORDER TO. (Chart 15-1)

Directions: Correct the errors.

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- 1. I went to the library fer study last night.
- 2. Helen borrowed my dictionary for to look up the spelling of "occurred."
- 3. The teacher opened the window for letting some fresh air in the room.
- 4. I came to this school for learn English.
- 5. I traveled to Osaka for to visit my sister.

☐ EXERCISE 2. IN ORDER TO vs. FOR. (Chart 15-1)  **Directions: Make up completions. Express the *purpose* of the action.	
1. I went to Chicago to visit my relatives.	
2. Tom went to Chicago for a business conference.	
3. I went to the market for	
4. Mary went to the market to	
5. I went to the doctor to	
6. My son went to the doctor for	
7. I swim every day to	
8. My friend swims every day for	
9. I drove into the service station to	
10. They stopped at the service station for	
□ EXERCISE 3. IN ORDER TO. (Chart 15-1)  Directions: Add in order wherever possible. If nothing should be added, write 0.  1. I went to the garden center to get some fertilizer for my flower.	rs
2. When the teacher asked him a question, Jack pretended ' \( \bar{\mu} \) _ to understand what she was saying.	
3. My roommate asked me to clean up the dishes after dinner.	
4. I bought a new screwdriverto repair my bicycle.	
<ol><li>My mother always said I should eat lots of green vegetablesto make my body strong.</li></ol>	
6. Mustafa climbed onto a chairto change a light bulb in the ceiling.	
7. I really wantto learn Italian before I visit Venice next year.	
8. I jog three times a week to stay healthy.	
9. It is a good idea to know where your children are at all times.	
10. I need to find her to talk to her.	
11. Rita has to work at two jobs to support herself and her three children.	

12.	Jim finally went to the dentist to get	
	some relief from his toothache.	
13.	It's easier for me to understand	
	written English than it is to understand spoken English.	
14.	I practice speaking English into a tape recorder	
	to improve my pronunciation.	
15.	It isn't importantto speak English wit	hout an accent as long as
	people understand what you're saying.	

15-2 ADJECTIVES FOLLOWED BY INFINITIVES					
[ ` '	to hear the bad news. I to see Tim at the meet	ing.	Certain adjectives can be immediately followed by infinitives, as in (a) and (b). In general, these adjectives describe a person (or persons), not a thing. Many of these adjectives describe a person's feelings or attitudes.		
SOME COMMON ADJECTIVES FOLLOWED BY INFINITIVES					
glad to (do it) happy to pleased to delighted to content to relieved to lucky <sup>to</sup> fortunate to	sorry to* sad to* upset to* disappointed to* proud <sup>to</sup> ashamed to	ready to prepared anxious eager to willing t motivate determin	d to to to ed to	careful to hesitant to reluctant to afraid to likely to certain to	surprised to* amazed to* astonished to* shocked to* stunned to*

<sup>\*</sup>The expressions with asterisks are usually followed by infinitive phrases with verbs such as see, learn, discover, find out, hear.

# $\square$ EXERCISE 4. Adjectives followed by infinitives. (Chart 15-2)

*Directions:* Complete the sentences, using the expressions listed in Chart 15-2 and your own words. Use infinitive phrases in your completions.

- 1. Maria always speeds on the expressway. She's . . . .
  - $\rightarrow$  She's certain to get stopped by the police.
  - $\rightarrow$  She's likely to get a ticket.
- 2. There have been a lot of burglaries in my neighborhood recently, so I have started taking precautions. Now I am always very . . . .
- 3. I've worked hard all day long. Enough's enough! I'm . . . .
- 4. Next month, I'm going to a family reunion—the first one in 25 years. I'm very much looking forward to it. I'm ....
- 5. Some children grow up in unhappy homes. My family, however, has always been loving and supportive. I'm . . . .
- 6. Ivan's run out of money again, but he doesn't want anyone to know his situation. He needs money desperately, but he's . . . .

- 7. Rosalvn wants to become an astronaut. That has been her dream since she was a little girl. She has been working hard toward her goal and is ....
- 8. Mr. Wan was offered an excellent job in another country, but his wife and children don't want to move. He's not sure what to do. Although he would like the job, he's . . . .
- 9. Our neighbors had extra tickets to the ballet, so they invited us to go with them. Since both of us love the ballet, we were . . . .
- 10. Sally recently told me what my wayward brother is up to these days. I couldn't believe my ears! I was . . . .

### ☐ EXERCISE 5. Adjectives followed by infinitives. (Chart 15-2)

Directions: Work in pairs.

Speaker A: Your book is open. Give the cues.

Speaker B: Your book is closed. Answer "yes" to the question. Use an infinitive phrase in your response.

#### Example:

SPEAKER A (book open): You saw your friend at the airport. Were you happy? SPEAKER B (book closed): Yes. I was happy to see my friend at the airport.

- 1. ( . . . ) has a lot of good friends. Is he/she fortunate?
- 2. You're leaving on vacation soon. Are you eager?
- 3. You met ( . . . )'s wife/husband. Were you delighted?
- 4. You went to (name of a faraway place in the world) last summer. You saw (...) there. Were you surprised?

#### Switch roles.

- 5. You're going to take a test tomorrow. Are you prepared?
- 6. You're thinking about asking (...) a personal question. Are you hesitant?
- 7. Your friend was ill. Finally you found out that she was okay. Were you relieved?
- 8. You heard about ( . . . )'s accident. Were you sorry?

### ☐ EXERCISE 6. Adjectives followed by infinitives. (Chart 15-2)

Directions: Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Ask the questions.

Speaker B: Your book is closed. Answer in complete sentences.

- 1. What are you careful to do before you cross a busy street?
- 2. What are children sometimes afraid to do?
- 3. When you're tired in the evening, what are you content to do?
- 4. If one of your friends has a problem, what are you willing to do?
- 5. Sometimes when people don't know English very well, what are they reluctant to do?
- 6. If the teacher announces there is a test tomorrow, what will you be motivated to do?
- 7. What are you determined to do before you are 70 years old?
- 8. What are some things people should be ashamed to do?
- 9. Is there anything you are eager to do today or tomorrow?
- 10. In what ways are you a fortunate person?
- 11. Can you tell me something you were shocked to find out?/astonished to learn?
- 12. Can you tell me something you were disappointed to discover?/sad to hear?

15-3 USING INFINITIVES WITH TOO AND ENOUGH				
COMPARE  (a) That box is <i>too heavy</i> for Bob to lift.  (b) That box is <i>very heavy</i> , but Bob can lift it.	In the speaker's mind, the use of <i>too</i> implies a negative result.  In (a): too heavy = It is impossible for Bob to lift that box.  In (b): very heavy = It is possible but difficult for Bob to lift that box.			
<ul> <li>(c) I am strong enough to lift that box. I can lift it.</li> <li>(d) I have enough strength to lift that box.</li> <li>(e) I have strength enough to lift that box.</li> </ul>	Enough follows an adjective, as in (c). Usually enough precedes a noun, as in (d). In formal English, it may follow a noun, as in (e).			

## ☐ EXERCISE 7. Using infinitives with TOO and ENOUGH. (Chart 15-3)

*Directions:* Think of a negative result, and then complete the sentence with an infinitive phrase.

- 1. That ring is too expensive. → Negative result: I can't buy it. That ring is too expensive for me to buy.
- 2. I'm too tired. Negative result: I can't/don'twant to go to the meeting. I'm too tired to go to the meeting.
- 3. It's too late.  $\rightarrow$  Negative result: . . . .
- 4. It's too cold.
- 5. Nuclear physics is too difficult.
- 6. I'm too busy.
- 7. My son is too young.
- 8. The mountain cliff is too steep.

Now think of a positive result, and complete the sentence with an infinitive phrase.

- 9. That ring is very expensive, but it isn't too expensive > Positive result: / can buy it. That ring isn't too expensive for me to buy.
- 10. I'm very tired, but I'm not too tired → Positive result: . . . .
- 11. My suitcase is very heavy, but it's not too heavy.
- 12. I'm very busy, but I'm not too busy.

# EXERCISE 8. Activity: using infinitives with TOO and ENOUGH. (Chart 15-3) *Directions:* Discuss the questions.

- 1. ( . . . )'s daughter is 18 months old. Is she too young or very young?
- 2. What is a child too young to do but an adult old enough to do?
- 3. Who had a good dinner last night? Was it too good or very good?
- **4.** Is it very difficult or too difficult to learn English?
- 5. After you wash your clothes, are they too clean or very clean?
- 6. Who stayed up late last night? Did you stay up too late or very late?
- 7. What is your pocket big enough to hold? What is it too small to hold?

- 8. Compare a mouse with an elephant. Is a mouse too small or very small?
- 9. What is the highest mountain in (this country / the world)? Is it too high or very high?
- 10. What did you have enough time to do before class today?
- 11. What's the difference between the following situations?
  - a. We don't have enough big envelopes.
  - b. We don't have big enough envelopes.
- 12. If you apologize for something, do you say you're very sorry or too sorry?
- 13. What is the sun too bright for you to do?
- 14. What can't you do if a room is too dark?
- 15. In what circumstances would you say your cup of tea or coffee is too full?

15-4 PASSIVE AND PAST FORMS OF INFINITIVES AND GERUNDS				
FORMS		SIMPLE	PAST	
	ACTIVE	to see seeing	to have seen having seen	
	PASSIVE	to be seen being seen	to have been see having been see	• •
PAST INFINITIVE: to have + past participle (a) The rain seems to have stopped.			*	The event expressed by a past infinitive or past gerund happened before the time of the main verb. In (a): The rain seems now to have stopped a few minutes ago.*
PAST GERUND: <i>having</i> + <i>past participle</i> (b) I appreciate <i>having had</i> the opportunity to meet the king.				In (b): I met the king yesterday. / appreciate now having had the opportunity to meet the king yesterday.*
PASSIVE INFINITIVE: to be + past participle (c) I didn't expect to be invited to his party.			*	In (c): to be invited is passive. The understood fey-phrase is "by him": / didn't expect to be invited by him.
PASSIVE GERUND: <b>being</b> + past participle (d) I appreciated <b>being invited to</b> your home.				In (d): being invited is passive. The understood fry-phrase is "by you": / appreciated being invited by you.
PAST-PASSIVE INFINITIVE: to have been + past participle  (e) Nadia is fortunate to have been given a scholarship.				In (e): Nadia was given a scholarship last month by her government. She is fortunate. Nadia is fortunate now to have been given a scholarship last month by her government.
PAST-PASSIVE GERUND: having been + past participle (f) I appreciate having been toldthe news.				In (f): I was told the news yesterday by someone. I appreciate that. / appreciate now having been told the news yesterday by someone.

<sup>\*</sup>If the main verb is past, the action of the past infinitive or gerund happened before a time in the past: The rain seemed to have stopped. = The rain seemed at six P.M. to have stopped before six P.M. / appreciated having had the opportunity to meet the king. = I met the king in 1995. In 1997 I appreciated having had the opportunity to meet the king in 1995.

	SE 9. Passive and past forms of infinitives and gerunds. (Chart 15-4) rections: Supply an appropriate form for each verb in parentheses.
1	I don't enjoy (laugh) being laughed at by other people.
2	I'm angry at him for (tell, not) not telling / not having told* me the truth.
3	It is easy (fool) to be fooled by his lies.
4	I expected (invite) _ to the party, but I wasn't.
5	Sometimes adolescents complain about not (understand)
•	_ by their parents.
6	Your compositions are supposed (write) in ink.
7	Jin Won had a narrow escape. He was almost hit by a car. He barely avoided (hit)
	by a speeding automobile.
8	Ms. Thompson is always willing to help if there is a problem in the office, but she
	doesn't want (call)at home unless there is an emergency.
9	Jack Welles has a good chance of (elect) I know I'm
	going to vote for him.
10.	Carlos appears (lose) some weight. Has he been ill?
11	You must tell me the truth. I insist on (tell) the truth.
12	Don't all of us want (love) and (need)
	by other people?
13	Dear Hiroki,
	I feel guilty about (write, not) to you sooner, but
	I've been swamped with work lately.
14.	A: You know Jim Frankenstein, don't you?
	B: Jim Frankenstein? I don't think so. I don't recall ever (meet)him.
15	
15	Mr. Gow mentioned (injure) in an accident as a child, but he never told us the details.
16	Tim was in the army during the war. He was caught by the enemy, but he managed to
10	escape. He is lucky (escape) with his life.

<sup>\*</sup>The past gerund is used to emphasize that the action of the gerund took place before that of the main verb. However, often there is little difference in meaning between a simple gerund and a past gerund.

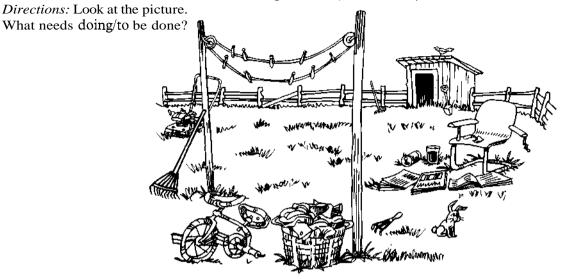
A: Where did he go	to school before he came here?
B: I'm not sure, but	I think he mentioned something about (go)
	to UCLA or USC.
18. We would like (invite)	) to the president's reception a
the Pearl Hotel last w	veek, but we weren't.*
15-5 USING GERUN	DS OR PASSIVE INFINITIVES °
FOLLOWING A	
(a) I need to borrow some money.	Usually an infinitive follows <i>need</i> , as in (a) and (b).
(b) John needs to be told the truth.	
<ul><li>(c) The house needs painting.</li><li>(d) The house needs to be painted.</li></ul>	In certain circumstances, a gerund may follow <b>need.</b> In this case, the gerund carries a passive meaning. Usually the situations involve fixing a improving something. (c) and (d) have the same meaning.
•	
11.0	oropriate form of the verbs in parentheses.  I need $(fix)$ it. The chair needs $(fix)$ it.
2. The baby's diaper is v	vet. It needs (change)
3. What a mess! This ro	om needs (clean) up. We
need (clean)	it up before the company arrives.
4. My shirt is wrinkled.	It needs (iron)
5. There is a hole in ou	r roof. The roof needs (repair)
6. I have books and pap	ers all over my desk. I need (take) some
time to straighten up a	my desk. It needs (straighten) up.
7. The apples on the tre	e are ripe. They need (pick)
8. The dog's been diggin	ng in the mud. He needs (wash)
-	
•	
	both a past modal and a past infinitive even though only one past form is
necessary: We would have liked have liked to be invited	to have been invited Also possible, with the same meaning: We would

17. A: Is Abdul a transfer student?

B: Yes.

Gerunds and Infinitives, Part 2 333





15-6 USING A POSSESSIVE TO MODIFY A GERUND				
<ul> <li>We came to class late. Mr. Lee complained about that fact.</li> <li>(a) FORMAL: Mr. Lee complained about our coming to class late.*</li> <li>(b) INFORMAL: Mr. Lee complained about us coming to class late.</li> </ul>	In formal English, a possessive adjective (e.g., <i>our</i> ) is used to modify a gerund, as in (a).  In informal English, the object form of a pronoun (e.g., <i>us</i> ) is frequently used, as in (b).			
<ul> <li>(c) FORMAL: Mr. Lee complained about <i>Mary's coming</i> to class late.</li> <li>(d) INFORMAL: Mr. Lee complained about <i>Mary coming</i> to class late.</li> </ul>	In very formal English, a possessive noun (e.g., <i>Mary's</i> ) is used to modify a gerund.  The possessive form is often not used in informal English, as in (d).			

<sup>\*</sup>Coming to class late occurred before Mr. Lee complained, so a past gerund is also possible: Mr. Lee complained about our having come to class late.

# $\square$ EXERCISE 12. Using a possessive to modify a gerund. (Chart 15-6)

*Directions:* Combine the pairs of sentences. Change *thatfact* to a gerund phrase. Use formal English. Discuss informal usage.

- 1. Mary won a scholarship. We are excited about that fact.
  - → We are excited about Mary's (Mary) winning a scholarship.
- 2. He didn't want to go. I couldn't understand that fact.
  - → / couldn 't understand his (him) not wanting to go.
- 3. You took the time to help us. We greatly appreciate that fact.
- 4. We talked about him behind his back. The boy resented that fact.
- 5. They ran away to get married. That fact shocked everyone.
- 6. You are late to work every morning. I will no longer tolerate that fact.
- 7. Ann borrowed Sally's clothes without asking her first. Sally complained about that fact.
- 8. Helen is here to answer our questions about the company's new insurance plan. We should take advantage *of that fact*.

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	E 13. Review: verb forms. (Cha rections: Supply an appropriate form		
1.	Alice didn't expect (ask)	to Bill's party.	
2.	I'm not accustomed to (drink)	coffee with my mea	als.
		soon as I finish (wash)	
4.	She took a deep breath (relax)her speech.	herself before she g	got up to give
5.	I'm prepared (answer)my job interview tomorrow.	any question that might be	asked during
6.	Matthew left without (tell)	anyone.	^
7.	It's useless. Give up. Enough's end head against a brick wall.	ough. Don't keep (beat)	your
8.	His (be, not) 3	able to come is disappointing.	
9.	I hope (award)	a scholarship for the coming	semester.
10.	We are very pleased (accept)	your invitation.	
11.	I have considered (get)pay for my school expenses.	a part-time job (help)	
12.	It is exciting (travel)one's daily routine behind.	to faraway places and (leave)	_
13.	(Help) the disrewarding experience.	sadvantaged children learn how to rea	ad was a
14.	He wants (like)	and (trust)1	by everyone.
15.	I can't help (wonder)	why Larry did such a foolish	thing.
16.	Mr. Carson is very lucky (choose) their representative to the meeting it	by the n Paris.	e committee as
17.	(Live)in a cit	ty has certain advantages.	
18.	Keep on (do)	_whatever you were doing. I didn't r	nean
	(interrupt)	you.	
19.	It is very kind of you (take)	care of that problem f	or me.
20.	She opened the window (let)	in some fresh air.	
21.	They agreed (cooperate)	with us to the fullest	extent.
22.	Jack wastes a lot of time (hang) corners.	out with his friend	ds on street
23.	Did you remember (turn)	in your assignment?	
24.	I don't remember ever (hear)	that story before.	

to a foreign country (study) _	?			
26. I appreciate your (ask)	my opinion on the matter.			
27. You should stop (drive)	if you get sleepy. It's dangerous (drive)			
when you're not alert.				
28. I have trouble (fall)	asleep at night.			
29. After driving for three hours,	we stopped (get) something to eat.			
	here to help you yesterday.			
EXERCISE 14. Review: gerunds and Directions: Complete the sentence GERUND or an INFINITIVE.	d infinitives. (Charts 14-1 → 15-6) es with your own words. Each sentence should contain a			
Example: You are required	·			
→ You are required to sta	op at the border when entering Canada by car.			
1. Your not wanting	9to be told about			
2. It's important for	10had just begun when			
3. I'll never forget	11. Do you think it is easy ?			
4. Jack advised not	12 my having been			
5. I'm not willing	13. Have you ever considered ?			
6. My apartment needs	14 is likely			
7 enough energy	15. Most people object			
8 in order to save	16 try to avoid			
15-7 USING VERBS OF PI	ERCEPTION			
<ul> <li>(a) I saw my friend run down the street.</li> <li>(b) I saw my friend running down the street.</li> <li>(c) I heard the rain fallon the roof.</li> <li>(d) I heard the rain falling on the roof.</li> </ul>	Certain verbs of perception are followed by either <i>the simpleform*</i> or <i>the -ing form**</i> of a verb. There is often little difference in meaning between the two forms, except that the <i>-ing</i> form usually gives the idea of "while." In (b): I saw my friend while she was running down the street.			
<ul> <li>(e) When I walked into the apartment, I heard my roommate singing in the shower.</li> <li>(f) I heard a famous opera star sing at the concert last night.</li> </ul>	Sometimes (not always) there is a clear difference between using the simple form or the <b>-ing</b> form. The use of the <b>-ing</b> form gives the idea that an activity is already in progress when it is perceived, as in (e): The singing was in progress when I first heard it. In (f): I heard the singing from beginning to end. It was not in progress when I first heard it.			
VERBS OF PERCEPTION FOLLOWED BY THE SIMPLE	FORM OR THE -ING FORM			

25. Does your son regret (leave) \_\_\_\_\_ home and (go) \_\_\_\_\_

feel

smell

hear

listen to

look at

observe

see

notice watch

<sup>\*</sup>The simple form of a verb = the infinitive form without "to." INCORRECT: I saw my friend to run down the street.

<sup>\*\*\*</sup>The -ing form refers to the present participle.

	EXERCISE 15. Using verbs of perception. (Chart 15-7)  PART I. Complete the sentences with any appropriate verbs. Both the simple form and the -ing form are possible with little, if any, difference in meaning.
	1. Polly was working in her garden, so she didn't hear the phone
	2. I like to listen to the birds when I get up early in the morning.
	3. The guard observed a suspicious-looking person into the bank.
•	4. There was an earthquake in my hometown last year. It was just a small one, but I could feel the ground
	5. I was almost asleep last night when I suddenly heard someone on the door.
	6. While I was waiting for my plane, I watched other planesand
	<b>PART II.</b> Both the simple form and the <b>-ing</b> form are grammatically correct, so you can't make a grammar mistake. But a speaker might choose one over the other. Read the situation, then decide which form seems better to you in the sentence that contains a verb of perception. Remember that the <b>-ing</b> form gives the idea that an activity is in progress when it is perceived.
	1. SITUATION: / was downtown yesterday. I saw the police. They were chasing a thief.
	When I was downtown yesterday, I saw the police chasing a thief.
	2. SITUATION: The front door slammed. I got up to see if someone had come in.
	When I heard the front door, I got up to see if someone had come in.
	3. SITUATION: Uncle Jake is in the bedroom. He is snoring.
	I know Uncle Jake is in the bedroom because I can hear him
	4. SITUATION: When I walked past the park, some children were playing Softball.
	When I walked past the park, I saw some children softball.
	5. SITUATION: It was graduation day in the auditorium. When the school principal catted my name, I walked to the front of the room.
	When I heard the school principal my name, I walked to the front of the auditorium to receive my diploma.

	I was surprised when I gland toward the house.	ced out the window and saw	Jack
7.	SITUATION: Someone is catti	ng for help in the distance. Is	uddenly hear that.
	Listen! Do you hear someon	nefor	help? I do.
8.	SITUATION: My daughter's t they play a game.	eam plays soccer every weeken	d. I always watch the team when
	I enjoy watching my daughte	er soc	cer every weekend.
9.	SITUATION: I went to bed ar singing and laughing.	ound eleven. At that time, the	people in the next apartment were
	When I went to bed last night	nt around eleven, I could he	ar the people in the next
	apartmentsleep because they were make		I had trouble getting to
10.	SITUATION: A fly landed on a	-	olled up newspaper.
10.	• •		le, I swatted it with a rolled up
11.	SITUATION: I smell smoke.	Something must be burning.	
	Do you smell something	? I do.	
12.	SITUATION: I was sitting in a	class. Suddenly someone touch	ed my shoulder.
			my shoulder. anted to borrow my dictionary.
	E 16. Activity: using verbs		15-7)
1.	What do you see happening	around you right now?	
	Ask () to stand up and		_
	Close your eyes. What do you Ask ( ) to say something		
			this, describe what you see and
15-8 U	SING THE SIMPLI	F FORM AFTER /	ETAND HELP
-	er <i>lets</i> <b>me</b> <i>drive</i> his car.		
	friend <i>borrow</i> my bicycle.	Let is followed by the simple for INCORRECT: My father lets me to	

**Help** is often followed by the simple form of a verb, as in (d). An infinitive is also possible, as in (e). Both (d) and (e) are correct.

6. SITUATION: I glanced out the window. Jack was walking toward the house. I was surprised.

(d) My brother *helped* me *wash* my car.(e) My brother *helped me to wash* my car.

U	te the sentences with verb phrases.
1. Don't let me	forget to take my keys to the house with me
2. The teacher usu	ally lets us
3. Why did you let	your roommate
4. You shouldn't le	et other people
5. A stranger helpe	ed the lost child
6. It was very kind	of my friend to help me
7. Keep working.	Don't let me

8. Could you help me\_\_\_\_\_\_

15-9 USING CAUSATIVE VERBS: MAKE, HAVE, GET			
<ul> <li>(a) I made my brother carry my suitcase.</li> <li>(b) I had my brother carry my suitcase.</li> <li>(c) I got my brother to carry my suitcase.</li> </ul>	Make, have, and get can be used to express the idea that "X" causes "Y" to do something. When they are used as causative verbs, their meanings are similar but not identical. In (a): My brother had no choice. I insisted that he carry my suitcase. In (b): My brother carried my suitcase because I asked him to. In (c): I managed to persuade my brother to carry my suitcase.		
FORMS  X makes Y do something. (simple form)  X has Y do something. (simple form)  X gets Y to do something. (infinitive)			
CAUSATIVE <i>MAKE</i> (d) <b>Mrs. Lee</b> <i>made</i> her son <i>clean</i> his room. (e) Sad movies <i>make</i> me <i>cry</i> .	Causative <i>make</i> is followed by the simple form of a verb, not an infinitive. ( <i>INCORRECT</i> : She made him <i>to clean</i> his room.) <i>Make</i> gives the idea that "X" <b>forces</b> "Y" to do something. In (d): Mrs. Lee's son had no choice.		
CAUSATIVE HAVE  (f) I had the plumber repair the leak. (g) Jane had the waiter bring her some tea.	Causative <i>have</i> is followed by the simple form of a verb, not an infinitive. (INCORRECT: I had him to repair the leak.) <i>Have</i> gives the idea that "X" requests "Y" to do something. In (f): The plumber repaired the leak because I asked him to.		
CAUSATIVE GET  (h) The students got the teacher to dismiss class early.  (i) Jack got his friends to play soccer with him after school.	Causative <i>get</i> is followed by an infinitive. <i>Get</i> gives the idea that "X" <b>persuades</b> "Y" to do something. In (h): The students managed to persuade the teacher to let them leave early.		
PASSIVE CAUSATIVES  (j) I hadmy watch repaired (by someone).  (k) I got my watch repaired (by someone).	The past participle is used after <i>have</i> and <i>get</i> to give a passive meaning. In this case, there is usually little or no difference in meaning between <i>have</i> and <i>get</i> . In (j) and (k): I caused my watch to be repaired by someone.		

	E 18. Causative verbs. (Chart 15-9)  **rections: Complete the sentences with the words in parentheses.
1.	The doctor made the patient (stay) stay inbed.
2.	Mrs. Crane had her house (paint)
3.	The teacher had the class (write) a 2000-word research paper.
4.	I made my son (wash) the windows before he could go outside to play.
5.	Kostas got some kids in the neighborhood (clean) out his garage.
6.	I went to the bank to have a check (cash)
7.	Tom had a bad headache yesterday, so he got his twin brother, Tim, (go)
8.	When Scott went shopping, he found a jacket that he really liked. After he had the sleeves (shorten), it fit him perfectly.
9.	My boss made me (redo)mmy report because he wasn't satisfied with it.
10.	Alice stopped at the service station to have the tank (fill)
11.	I got Rosa (lend)me some money so I could go to a movie last night.
12.	Mr. Fields went to a doctor to have a wart on his nose (remove),
13.	I spilled some tomato sauce on my suit coat. Now I need to get my suit (clean)
14.	Peeling onions always makes me (cry)
15.	Tom Sawyer was supposed to paint the fence, but he didn't want to do it. He was a very clever boy.  Somehow he got his friends (do) it for him.
16.	We had a professional photographer (take)pictures of everyone

who participated in our wedding.

	E 19. Causative verbs. (Chart 15-9) rections: Complete the sentences with verb phrases.
1	. I got my friend to translate a letter for me.
2.	Sometimes parents make their children
3.	When I was at the restaurant, I had the waiter
4.	Many people take their cars to service stations to get the oil
5.	Teachers sometimes have their students
. 6.	I'm more than willing to help you
7.	Before I left on my trip, I had the travel agent
8.	My cousin's jokes always make me
9.	When I was a child, my parents wouldn't let me
10.	We finally got our landlady
Din 1. 2. 3. 4.	E 20. Activity: causative verbs. (Chart 15-9) rections: Answer the questions in complete sentences.  Who has had something fixed recently? What was it? Who fixed it? Where did you go to get it repaired?  What did your parents make you do when you were a child? What did they let you do?  What did they help you do?  In one of the jobs you've held in the past, what did your boss have you do?  Have you persuaded someone to do something recently? What did you get him/her to do?  Where do you usually go to get a. a check cashed?  b. your clothes drycleaned?  c. your laundry done?  d. your blood pressure checked?  e. your hair cut?
	E 21. Error analysis: <b>gerunds</b> , <b>infinitives</b> , causatives. (Chapters 14 and 15) rections: Correct the errors.
1.	Stop tell me what to do! Let me to make up my own mind.
2.	My English is pretty good, but sometimes I have trouble to understand lectures at school.
3.	When I entered the room, I found my wife to cry over the broken vase that had

4. Sara is going to spend next year for studying Chinese at a university in Taiwan.

belonged to her great-grandmother.

5. I went to the pharmacy for having my prescription to be filled	
6. You shouldn't let children playing with matches.	
7. When I got home, Irene was lying in bed think about what a w	vonderful time she'd had.
8. When Shelley needed a passport photo, she had her picture ta	king by a professional
photographer.	
9. I've finally assembled enough information for beginning writing	ng my thesis.
. 10. Omar is at the park right now. He is sit on a park bench watc	h the ducks swiming in
the pond. The sad expression on his face makes me to feel so	rry for him.
☐ EXERCISE 22. Review: verb forms. (Chapters 14 and 15)  Directions: Supply an appropriate form for each verb in parenthese  1. As he contemplated the meaning of life, Edward stood on the out over the ocean.	
2. It was a hot day, and the work was hard. I could feel sweat (to down my back.	rickle)
3. It is foolish (ignore) _ physical ailments.	
4. You can lead a horse to water, but you can't make him  (drink)	
5. My cousins helped me (move) _ into my new apartment.	
<ul> <li>6. I was tired, so I just watched them (play) <ul> <li>volleyball instead of</li> <li>(join) _ them.</li> </ul> </li> <li>7. Many people think Mr. Peel will win the</li> </ul>	
election. He has a good chance of (elect)	
8. If you hear any news, I want (tell)immediately.	

10. I was getting sleepy, so I had my friend (drive) \_\_\_\_\_\_ the car.

9. Let's (have) \_\_\_\_\_ us

for dinner tonight, okay?

11.	We sat in his kitchen (sip)	very hot, strong tea and (eat)
	chunks of hard cheese.	
12.	Emily stopped her car (let)	a black cat (run)
	across the street.	
13.	He's a terrific soccer player! Did you see him (	make) that goal?
14.	We spent the entire class period (talk)	about the revolution.
15.	I don't like (force)	
	(leave)the room (study)	
	whenever my roommate for	eels
	like (have)a party.	
16.	Yuko got along very well in France despite not (	(be)
	able to speak French. She	e used
	English a lot.	
17.	He's at an awkward age. He's old enough (have	
	adult problems but too yo	
	(know) how (handle)	
	them.	i U contrati Retetino
18.	(Look)at the car after the	accident made him (realize)
	that he was indeed lucky	(be)alive.
19.	I'm tired. I wouldn't mind just (stay)	home tonight and (get)
	to bed early.	
20.	I don't anticipate (have)a	any difficulties (adjust)
	to a different culture when	n I go abroad.
EXERCIS	E 23. Review: verb forms. (Chapters 14 ar	nd 15)
	rections: Complete the sentence with an appropria	· ·
1.	My children enjoy (allow)	to stay up late when there's
	something special on TV.	
2.	(Observe) the sun (climb)	above the
	horizon at dawn makes one (realize)	the earth is indeed turning.
3.	John admitted (surprise)	by the unexpected birthday
	John danned (surprise)	by the unexpected entineary

4.	I don't understand how you got the wrong results. When I look over your notes, you chemistry experiment seems (perform)
	But something is wrong somewhere.
5	The witness to the murder asked not (identify) in the
٦.	newspaper. She wanted her name kept secret.
6.	It is generally considered impolite (pick)
7.	I don't recall (meet)Mr. Tanaka before. I'm sure I haven't. I'd
	like (introduce)to him. Would you do the honors?
8.	Ed's boss recommended him for the job. Ed was pleased (consider)
	for the job even though he didn't get it.
9.	I wasn't tired enough (sleep)last night. For a long time, I just
	lay in bed (think)about my career and my future.
10.	It is the ancient task of the best artists among us (force)us (use
	our ability (feel)and (share)
	emotions.
11.	Jeff applied to medical school many months ago. Now he's so concerned about
	(accept)into medical school that he's having a difficu
	time (concentrate)on the courses he's taking this term.
12.	It may be impossible (persuade)my mother (give)
	up her job even though she's having health problems. We can't eve
	get her (cut)down on her working hours. She enjoys (work)
	so much that she refuses (retire)and
	it easy. I admire her for (dedicate)
	to her work, but I also want her to take care of her health.
13.	Γraffic has become too heavy for the Steinbergs (commute)
	easily to their jobs in the city. They're considering (move)to an
	apartment close to their places of work. They don't want (give)
	up their present home, but they need (live)in the city (be)
	closer to their work so they can spend more time (do)
	the things they really enjoy (do)in their
	free time.

	didn't have enough energy (get)	out of bed. I just lay there
	(feel)sorry for myself	f. When my father heard me (sneeze)
	and (cough)	, he opened my bedroom
	door (ask)me if I nee	eded anything. I was really happy (see)
	his kind and caring fa	ace, but there wasn't anything he could do
	to make the flu (go)a	nway.
15.	. Fish don't use their teeth for (chew)	They use them for (grab)
	, (hold)	, or (tear)
	Most fish (swallow)tl	neir prey whole.
16.	I can't seem (get)rid	
	Every night I see them (run)	all over my kitchen counters. It
	drives me crazy. I'm considering (have)	the whole apartment
	(spray)by a profession	onal pest control expert.
17.	. The employees were unhappy when the new	w management took over. They weren't
	accustomed to (treat)	_disrespectfully by the managers of the
	production departments. By (threaten)	(stop)
	(work), they got	the company (listen)
	to their grievances. In the end, a strike was	
18.	According to some estimates, well over half	of the world's population is functionally
	illiterate. Imagine (be)	_a parent with a sick child and (be)
	unable to read the dir	rections on a medicine bottle. We all know
	that it is important for medical directions (u	understand)
	clearly. Many medical professionals are wor	rking today (bridge)
	the literacy gap by (teach)	health care through pictures.
	E 24. Error analysis: gerunds, infinitives rections: Correct the errors.	, causatives. (Chapters 14 and 15)
1.	. My parents made me to promise to write th	em once a week.
2.	I don't mind to have a roommate.	
3.	Most students want return home as soon as	s possible.
4.	When I went to shopping last Saturday, I sa	w a man to drive his car onto the sidewalk.
5.	I asked my roommate to let me to use his si	hoe polish.

14. Last week I was sick with the flu. It made me (feel) \_\_\_\_\_awful. I

- 6. To learn about another country it is very interesting.
- 7. I don't enjoy to play card games.
- 8. I heard a car door to open and closing.
- 9. I had my friend to lend me his car.
- 10. I tried very hard to don't make any mistakes.
- 11. You should visit my country. It is too beautiful.
- 12. The music director tapped his baton for beginning the rehearsal.
- 13. Some people prefer to save their money to spend it.
- 14. The task of find a person who could help us wasn't difficult.
- 15. All of us needed to went to the cashier's window.
- 16. I am looking forward to go to swim in the ocean.
- 17. When your planting a garden, it's important to be known about soils.
- 18. My mother always make me to be slow down if she think I am driving to fast.
- 19. One of our fights ended up with me having to sent to the hospital for getting stitches.
- 20. Please promise not telling anybody my secret.
- 21. I would appreciate having heard from you soon.
- 22. Maria has never complained about have a handicap.
- 23. Lillian deserves to be tell the truth about what happened last night.
- 24. Barbara always makes me laughing. She has a great sense of humor.
- 25. AH no speak Spanish, and Juan not know Arabic. But they communicate well by speak English when they be together.
- 26. I enjoyed to talk to her on the phone. I look forward to see her next week.
- 27. During a fire drill, everyone is required leaving the building.
- 28. Ski in the Alps was a big thrill for me.
- 29. Don't keep to be asking me the same questions over and over.
- 30. When I entered the room, I found my young son stand on the kitchen table.

# ☐ EXERCISE 25. Writing. (Chapters 14 and 15)

Directions: Choose one to write about.

- 1. Write about your first day or week here (in this city/at this school/etc.). Did you have any unusual, funny, or difficult experiences? What were your first impressions and reactions? Whom did you meet?
- 2. Write about your childhood. What are some of the pleasant memories you have of your childhood? Do you have any unpleasant memories?
- 3. Whom do you like to spend some of your free time with? What do you enjoy doing together? Include an interesting experience the two of you have had.

#### ☐ EXERCISE 26. Writing. (Chapters 14 and 15)

Directions: Write a composition for me, your reader, in which you explain exactly how to do something. Choose any topic that you know well. Assume that I know almost nothing about your topic. I have not had the experiences you have had. I don't know what you know. You must teach me. In your composition, use the words "I" and "you." Explain why/how you know about this topic. Address your information directly to your reader.

#### Possible topics:

How to: buy a used car

travel to a particular place

open a bank account

get a job

design a bridge

plant a garden

rent an apartment

register at a hotel breed dairy cows

interpret an X-ray

change a flat tire

play a guitar

catch a fish

prepare a meal

write a story

paint a room

repair a car

study a language

organize a meeting

decorate a home

teach a class

maintain a farm

start a business

live abroad

play a game

take care of someone who has the flu

#### Example of an introductory paragraph:

Have you ever thought about buying a used car? When I was in my late teens, I decided I had to have a car. I worked hard and saved my money. When the time came. I convinced my best friend to accompany me to a used car lot. I didn't really know what I was doing, so I knew I needed him to help me. When we got to the lot, the salesman had us look at lots of cars. Suddenly we came upon the car of my dreams: a small, black sports convertible. It was classy, comfortable, shiny, and it had leather seats, not to mention a powerful engine and lots of speed. My friend urged me to think it over, but I was so excited I handed the salesman my check for the first of many payments. Of course, I had no idea that the car was simply a beautiful pile of junk. I learned that later when everything started to go wrong with it. I'm older and wiser now, and even though I'm not an expert on automobiles, I'd like to share my experiences with you and discuss what you should consider before you buy a used car.

# Coordinating Conjunctions

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- 16-1 Parallel structure
- 16-2 Paired conjunctions: both ... and; not only ... but also; either ... or; neither ... nor
- 16-3 Combining independent clauses with coordinating conjunctions

#### 16-1 PARALLEL STRUCTURE

One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. This use of conjunctions is called "parallel structure." The conjunctions used in this pattern are *and*, *but*, *or*, *nor*. These words are called "coordinating conjunctions."

- (a) Steve and his friend are coming to dinner. In (a): noun + and + nounIn (b): verb + and + verb(b) Susan raised her hand and snapped her fingers. In (c): verb + and + verb (The second auxiliary may (c) He is waving his arms and (is) shouting at us. be omitted if it is the same as the first auxiliary.) (d) These shoes are *old but comfortable*. In (d): adjective + but + adjective (e) He wants to watch TV or (to) listen to some music. In (e): infinitive + or + infinitive (The second to is usually omitted.) (f) Steve, Joe, and Alice are coming to dinner. A parallel structure may contain more than two parts. In a series, commas are used to separate each unit. (g) Susan raised her hand, snapped her fingers, and The final comma that precedes the conjunction is asked a question. optional; also correct: Steve, Joe and Alice are coming to (h) The colors in that fabric are red, gold, black, and dinner. green. Note: No commas are used if there are only two parts (i) INCORRECT: Steve, and Joe are coming to dinner. to a parallel structure.
- ☐ EXERCISE 1. Parallel structure. (Chart 16-1)

*Directions*: <u>Underline</u> the parallel structure in each sentence and give the pattern that is used, as shown in the examples.

- 1. The old man is extremely kind and generous. <u>adjective</u> + and + adjective
- 2. He received a pocket <u>calculator</u> and a wool sweater for his birthday.

3. She spoke angrily and bitterly about the war.	<u>+ and +</u>
4. I looked for my book but couldn't find it.	+ but +
5. I hope to go to that university and study under Dr. Liu.	+ and +
<ol> <li>In my spare time, I enjoy reading novels or watching television.</li> </ol>	<u>+ or +</u>
7. He will leave at eight and arrive at nine.	+ and +
8. He should have broken his engagement to Beth and married Sue instead.	+ and +

# ☐ EXERCISE 2. Parallel structure. (Chart 16-1)

Directions: Parallel structure makes repeating the same words unnecessary.\* Combine the given sentences into one concise sentence that contains parallel structure. Punctuate carefully.

- 1. Mary opened the door. Mary greeted her guests.
  - → Mary opened the door and greeted her guests.
- 2. Mary is opening the door. Mary is greeting her guests.
- 3. Mary will open the door. Mary will greet her guests.
- 4. Alice is kind. Alice is generous. Alice is trustworthy.
- 5. Please try to speak more loudly. Please try to speak more clearly.
- 6. He gave her flowers on Sunday. He gave her candy on Monday. He gave her a ring on Tuesday.
- 7. While we were in New York, we attended an opera. While we were in New York, we ate at marvelous restaurants. While we were in New York, we visited some old friends.
- 8. He decided to quit school. He decided to go to California. He decided to find a job.
- 9. I am looking forward to going to Italy. I am looking forward to eating wonderful pasta every day.
- 10. I should have finished my homework. I should have cleaned up my room.
- 11. The boy was old enough to work. The boy was old enough to earn some money.
- 12. He preferred to play baseball. Or he preferred to spend his time in the streets with other boys.
- 13. I like coffee. I do not like tea.  $\rightarrow$  / like coffee but not tea.\*\*
- 14. I have met his mother. I have not met his father.
- 15. Jake would like to live in Puerto Rico. He would not like to live in Iceland.



<sup>\*</sup>This form of parallel structure, in which unnecessary words are omitted but are understood, is called "ellipsis." \*\*Sometimes a comma precedes but not: I like coffee, but not tea.

1	The country lane was narrow.  The country lane was steep.  The country lane was
	The country lane was narrow, steep, and muddy.
2.	I like to become acquainted with the people of other countries.  I like to become acquainted with the customs of other countries.
	I like to become acquainted with _ of other countries
3.	I dislike living in a city because of the air pollution.  I dislike living in a city because of the crime.
	I dislike living in a city because of
4.	We discussed some of the social problems of the United States.  We discussed some of the political problems of the United States.
	We discussed some of theproblems of the United States.
5.	We discussed some of the problems of the United States.  Hawaii has Hawaii has many interesting tropical trees.
5.	We discussed some of the problems of the United States.  Hawaii has
	We discussed some of the problems of the United States.  Hawaii has Hawaii has many interesting tropical trees. Hawaii has many interesting tropical flowers.

	<b>SE 4.</b> Parallel structure. (Chart 16-1) rections: With your own words, complete each sentence, using parallel structure.
1	Judge Holmes served the people of this country with impartiality, ability, andintegrity
2.	Ms. Polanski has proven herself to be a sincere, hardworking, and
	_ supervisor.
3.	The professor walked through the door and
4.	I was listening to music and when I heard a
	knock at the door.
5.	I get up at seven every morning, eat a light breakfast, and
6.	and attending concerts in the park are two
	of the things my wife and I like to do on summer weekends.
7.	Our whole family enjoys camping. We especially enjoy fishing in mountain streams
	and
8.	Resolve to be tender with the young, compassionate with the aged, understanding of
	those who are wrong, and
	Sometime in your life, you will have been all of these.
	SE 5. Error analysis: parallel structure. (Chart 16-1) rections: Correct the errors.
1	. By obeying the speed limit, we can save energy, lives, and it costs us less.
2.	My home offers me a feeling of security, warm, and love.
3.	The pioneers labored to clear away the forest and planting crops.
4.	When I refused to help her, she became very angry and shout at me.
5.	In my spare time, I enjoy taking care of my aquarium and to work on my stamp
	collection.
6.	With their keen sight, fine hearing, and they have a refined sense of smell, wolves hunt

7. All plants need light, to have a suitable climate, and an ample supply of water and

elk, deer, moose, and caribou.

minerals from the soil.

- 8. Slowly and being cautious, the firefighter ascended the burned staircase.
- 9. The Indian cobra snake and the king cobra use poison from their fangs in two ways: by injecting it directly into their prey or they spit it into the eyes of the victim.
- On my vacation I lost a suitcase, broke my glasses, and I missed my flight home.
- 11. When Anna moved, she had to rent an apartment, make new friends, and to find a job.

☐ EXERCISE 6. Error analysis: parallel structure. (Chart 16-1)

Directions: Correct the errors.

What do people in your country think of bats? Are they mean and scary creatures, or are they symbols of happiness and lucky?

In Western countries, many people have an unreasoned fear of bats. According to scientist Dr. Sharon Horowitz, bats are beneficial mammals and harmless. "When I was a child, I believed that a bat would attack me and tangled itself in my hair. Now I know better," said Dr. Horowitz.

Contrary to popular Western myths, bats do not attack humans and not blind.

Although a few bats may be infected, they are not major carriers of rabies or carry other dread diseases. Bats help natural plant life by pollinating plants, spreading seeds, and they eat insects. If you get rid of bats that eat overripe fruit, then fruit flies can flourish and destroying the fruit industry.

According to Dr. Horowitz, bats make loving pets, and they are trainable, and are gentle pets. Not many people, however, are known to have bats as pets, and bats themselves prefer to avoid people.

16-2	PAIRED CON	JUNCTIO	DNS:BOTH	AND; NO	$rONLY \dots$
	BUTALSO; E.	ITHER	OR; NEITHE	RNor	

<ul> <li>(a) Both my mother and my sister are</li> <li>(b) Not only my mother but also my s</li> <li>(c) Not only my sister but also my pai</li> <li>(d) Neither my mother nor my sister is</li> <li>(e) Neither my sister nor my parents and</li> </ul>	ister is here. rents are here. here.	Two subjects connected by <b>both and</b> take a plural verb, as in (a).  When two subjects are connected by <b>not only but also</b> , <b>either or</b> , or <b>neither nor</b> , the subject that is closer to the verb determines whether the verb is singular or plural.
<ul> <li>(f) The research project will take both</li> <li>(g) Yesterday it not only rained but (a)</li> <li>(h) I'll take either chemistry or physics</li> <li>(i) That book is neither interesting no</li> </ul>	also) snowed. s next quarter.	Notice the parallel structure in the examples. The same grammatical form should follow each part of the paired conjunctions.*  In (f): both + noun + and + noun  In (g): not only + verb + but also + verb  In (h): either + noun + or + noun  In (i): neither + adjective + nor + adjective

D	EXERCISE '	7.	Paired	con	unctions.	(Chart	16-2)

Directions: Add is or are to each sentence.

- 1. Both the teacher and the student \_\_\_\_\_ here. 2. Neither the teacher nor the student \_\_\_\_\_ here. 3. Not only the teacher but also the student \_\_\_\_\_ here.
- 4. Not only the teacher but also the students \_\_\_\_\_ here.
- Either the students or the teacher \_ planning to come.
- Either the teacher or the students \_ planning to come.
- 7. Both the students and the teachers \_\_\_\_\_ planning to come.
- 8. Both the students and the teacher \_\_\_\_\_ planning to come.

#### ☐ EXERCISE 8. Error anlysis: paired conjunctions. (Chart 16-2) *Directions:* What is wrong with these sentences?

- 1. Either John will call Mary or Bob.
- 2. Not only Sue saw the mouse but also the cat.
- 3. Both my mother talked to the teacher and my father.
- 4. Either Mr. Anderson or Ms. Wiggins are going to teach our class today.
- 5. I enjoy not only reading novels but also magazines.
- 6. Oxygen is plentiful. Both air contains oxygen and water.

<sup>\*</sup>Paired conjunctions are also called "correlative conjunctions."

#### ☐ EXERCISE 9. Paired conjunctions. (Chart 16-2)

*Directions:* Answer the questions, using paired conjunctions. Work in pairs, in groups, or as a class.

#### PART I. Use both ... and.

- 1. You have met his father. Have you met his mother?
  - → Yes, I have met both his father and his mother.
- 2. The driver was injured in the accident. Was the passenger injured in the accident?
- 3. Wheat is grown in Kansas. Is corn grown in Kansas?
- 4. He buys used cars. Does he sell used cars?
- 5. You had lunch with your friends. Did you have dinner with them?
- 6. The city suffers from air pollution. Does it suffer from water pollution?

# PART II. Use not only ... but also.

- 7. I know you are studying math. Are you studying chemistry too?
  - → Yes, I'm studying not only math but also chemistry.
- 8. I know his cousin is living with him. Is his mother-in-law living with him too?
- 9. I know your country has good universities. Does the United States have good universities too?
- 10. I know you lost your wallet. Did you lose your keys too?
- 11. I know she goes to school. Does she have a full-time job too?
- 12. I know he bought a coat. Did he buy a new pair of shoes too?

#### PART III. Use either ... or.

- 13. Omar has your book, or Rosa has your book. Is that right?
  - → Yes, either Omar or Rosa has my book.
- 14. You're going to give your friend a book for her birthday, or you're going to give her a pen. Is that right?
- 15. Your sister will meet you at the airport, or your brother will meet you there. Right?
- 16. They can go swimming, or they can play tennis. Is that right?
- 17. You're going to vote for Mr. Smith, or you're going to vote for Mr. Jones. Right?
- 18. You'll go to New Orleans for your vacation, or you'll go to Miami. Right?

#### PART IV. Use neither...nor.

- 19. He doesn't like coffee. Does he like tea?
  - $\rightarrow No$ , he likes neither coffee nor tea.
- 20. Her husband doesn't speak English. Do her children speak English?
- 21. The students aren't wide awake today. Is the teacher wide awake today?
- 22. They don't have a refrigerator for their new apartment. Do they have a stove?
- 23. She doesn't enjoy hunting. Does she enjoy fishing?
- 24. The result wasn't good. Was the result bad?

#### EXERCISE 10. Paired conjunctions. (Chart 16-2)

Directions: Combine the following into sentences that contain parallel structure. Use both ... and; not only ... but also; either ... or; neither ... nor.

- 1. He does not have a pen. He does not have paper.
  - $\rightarrow$  He has neither a pen nor paper.
- 2. Ron enjoys horseback riding. Bob enjoys horseback riding.
- 3. You can have tea, or you can have coffee.
- 4. Arthur is not in class today. Ricardo is not in class today.
- 5. Arthur is absent. Ricardo is absent.
- 6. We can fix dinner for them here, or we can take them to a restaurant.
- 7. She wants to buy a Chevrolet, or she wants to buy a Toyota.
- 8. The leopard faces extinction. The tiger faces extinction.
- 9. The library doesn't have the book I need. The bookstore doesn't have the book I need.
- 10. We could fly, or we could take the train.
- 11. The president's assistant will not confirm the story. The president's assistant will not deny the story.
- 12. Coal is an irreplaceable natural resource. Oil is an irreplaceable natural resource.
- 13. Smallpox is a dangerous disease. Malaria is a dangerous disease.
- 14. Her roommates don't know where she is. Her brother doesn't know where she is.
- 15. According to the news report, it will snow tonight, or it will rain tonight.

16-3 COMBINING INDEPEND COORDINATING CONJU	
(a) It was raining hard. There was a strong wind.     (b) INCORRECT PUNCTUATION:     It was raining hard, there was a strong wind.	Example (a) contains two <i>independent clauses</i> (i.e., two complete sentences). Notice the punctuation. A period,* NOT A COMMA, is used to separate two independent clauses. The punctuation in (b) is not correct; the error in (b) is called "a run-on sentence."
<ul> <li>(c) It was raining hard, and there was a strong wind.</li> <li>(d) It was raining hard and there was a strong wind.</li> <li>(e) It was raining hard. And there was a strong wind.</li> </ul>	A <i>conjunction</i> may be used to connect two independent clauses. PUNCTUATION: Usually a comma immediately precedes the conjunction, as in (c). In short sentences, the comma is sometimes omitted, as in (d). In informal writing, a conjunction sometimes begins a sentence, as in (e).
<ul> <li>(f) He was tired, so he went to bed.</li> <li>(g) The child hid behind his mother's skirt, for he was afraid of the dog.</li> <li>(h) She did not study, yet she passed the exam.</li> </ul>	In addition to <i>and</i> , <i>but</i> , <i>or</i> , and <i>nor</i> , other conjunctions are used to connect two independent clauses: <b>so</b> (meaning "therefore, as a result")  for (meaning "because")  yet (meaning "but, nevertheless")  A comma almost always precedes so, for, and yet when they are used as coordinating conjunctions.**

<sup>\*</sup> In British English, a period is called "a full stop."

<sup>\*\*</sup> So, for, and yet have other meanings in other structures: e.g., He is not so tall as his brother. (so = as) We waited for the bus. (for = a preposition) She hasn't arrived yet. (yet = an adverb meaning "up to this time")

# ☐ EXERCISE 11. Combining independent clauses with coordinating conjunctions. (Chart 16-3)

*Directions:* Punctuate the sentences by adding commas or periods. Do not add any words. Capitalize where necessary.

- 1. The boys walked the girls ran.  $\rightarrow$  The boys walked. The girls ran.
- 2. The teacher lectured the students took notes.
- 3. The teacher lectured and the students took notes.
- 4. Elena came to the meeting but Pedro stayed home.
- 5. Elena came to the meeting her brother stayed home.
- 6. Her academic record was outstanding yet she was not accepted by the university.
- 7. I have not finished writing my term paper yet I will not be finished until sometime next week.
- 8. We had to go to the grocery store for some milk and bread.
- 9. We had to go to the grocery store for there was nothing in the house to fix for dinner.
- 10. Kostas didn't have enough money to buy an airplane ticket so he couldn't fly home for the holiday.

# ☐ EXERCISE 12. Combining independent clauses with coordinating conjunctions. (Chart16-3)

*Directions:* Punctuate the sentences by adding commas or periods. Do not add any words. Capitalize where necessary.

- 1. A thermometer is used to measure temperature a barometer measures air pressure.
- 2. Daniel made many promises but he had no intention of keeping them.
- 3. I always enjoyed mathematics in high school so I decided to major in it in college.
- 4. Anna is in serious legal trouble for she had no car insurance at the time of the accident.
- **5.** Last night Martha had to study for a test so she went to the library.
  - 6. The ancient Egyptians had good dentists archaeologists have found mummies that had gold fillings in their teeth.
    - Both John and I had many errands to do yesterday
      John had to go to the post office and the bookstore
       I had to go to the post office the travel agency and the bank.

- 8. I did not like the leading actor yet the movie was quite good on the whole.
- 9. The team of researchers has not finished compiling the statistics yet their work will not be made public until later.
- 10. We have nothing to fear for our country is strong and united.
- 11. He slapped his desk in disgust he had failed another examination and had ruined his chances for a passing grade in the course.
- 12. I struggled to keep my head above water I tried to yell for help but no sound came from my mouth.
- 13. The earthquake was devastating tall buildings crumbled and fell to the earth.
- 14. It was a wonderful picnic the children waded in the stream collected rocks and insects and flew kites the teenagers played an enthusiastic game of baseball the adults busied themselves preparing the food supervising the children and playing a game or two of volleyball.
- 15. Some people collect butterflies for a hobby these collectors capture them with a net and put them in a jar that has poison in it the dead butterflies are then mounted on a board.
- 16. Caterpillars eat plants and cause damage to some crops but adult butterflies feed principally on nectar from flowers and do not cause any harm.
- 17. The butterfly is a marvel it begins as an ugly caterpillar and turns into a work of art.
- 18. The sight of a butterfly floating from flower to flower on a warm sunny day brightens anyone's heart a butterfly is a charming and gentle creature.
- 19. When cold weather comes some butterflies travel great distances to reach tropical climates.\*
- 20. Butterflies are admired throughout the world because they are beautiful they can be found on every continent except Antarctica.\*

<sup>\*</sup>See Chart 5-1, p. 70, for ways to punctuate sentences that contain adverb clauses.

# ☐ EXERCISE 13. Writing. (Chapter 16)

*Directions:* Write two descriptive paragraphs on one of the topics below. The first paragraph should be a draft, and the second should be a "tightened" revision of the first. Look for places where two or three sentences can be combined into one by using parallel structure. Pay special attention to punctuation, and be sure all of your commas and periods are used correctly.

#### Topics:

- 1. Give a physical description of your place of residence (apartment, dorm room, etc.)
- 2. Describe the characteristics and activities of a successful student.
- 3. Give your reader directions for making a particular food dish.

#### Example:

#### FIRST DRAFT

To make spaghetti sauce, you will need several ingredients. First, you will need some ground beef. Probably about one pound of ground beef will be sufficient. You should also have an onion. If the onions are small, you should use two. Also, find a green pepper and put it in the sauce. Of course, you will also need some tomato sauce or tomatoes.

#### REVISION

To make spaghetti sauce you will need one pound of ground beef, one large or two small onions, a green pepper, and some tomato sauce or tomatoes.

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	and effect	17-7	Adverb clauses of condition: using
17-3	Expressing contrast (unexpected		in case and in the event that
	result): using even though	17-8	Adverb clauses of condition: using
17-4	Showing direct contrast: while and		unless
	whereas	17-9	Adverb clauses of condition: using
17-5	Expressing conditions in adverb clauses: <i>if</i> -clauses		only if

17-1 IN	FRODUCTION				
(a) When we were in Neva York, we saw several plays. (b) We saw several plays when we were in New York.			When we were in New York is an adverb clause. PUNCTUATION: When an adverb clause precedes an independent clause, as in (a), a comma is used to separate the clauses. When the adverb clause follows, as in (b), usually no comma is used.		
1 ' '	ne was sleepy, he went to be o bed because he was slee		Like when, because introduces an adverb clause.  Because he was sleepy is an adverb clause.		
	(e) INCORRECT: When we were in New York. We saw several plays.  (f) INCORRECT: He went to bed. Because he was sleepy. •			auses are dependent cla ne as a sentence in writ onnected to an indeper	ten English. They
SUMMARY LIST	OF WORDS USED TO INTRODU	ICE ADVERB CLAU	JSES**		
after before <b>when</b> . while as	by the time (that) once as/so long as whenever every time (that)	CAUSE ANI because now that since		contrast even though although though DIRECT CONTRAST	CONDITION  if unless only if whether or not even if
as soon as since until	the first time (that) the last time (that) the next time (that)			while whereas	in case in the event that

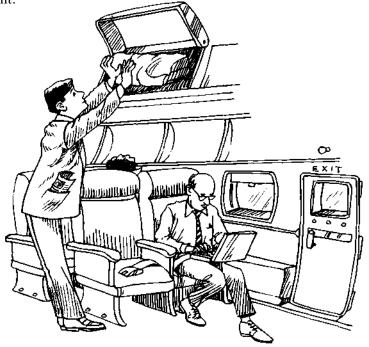
<sup>\*</sup>See Chart 13-1, p. 267, for the definition of dependent and independent clauses.

<sup>\*\*</sup>Words that introduce adverb clauses are called "subordinating conjunctions."

### ☐ EXERCISE 1. Adverb clauses. (Chart 17-1)

*Directions: Add* periods, commas, and capitalization. Do not change, add, or omit any words. <u>Underline</u> each adverb clause. (NOTE: Item 12 contains an adjective clause. Item 13 contains an adjective clause and a noun clause. Can you find these other dependent clauses?)

- Sue was in the other room when the phone rang as soon as she heard it she ran to the front room to answer it.
  - -> Sue was in the other room when the phone rang. As soon as she heard it, she ran to the front room to answer it.
- 2. When it began to rain he closed the windows.
- 3. He closed the windows when it began to rain.
- 4. As soon as the rain began the children wanted to go outdoors they love to play outside in the warm summer rain I used to do the same thing when I was a child.
- 5. Jack got to the airport early after he checked in at the airline counter he went to the waiting area near his gate he sat and read until his flight was announced.
- 6. Jack walked onto the plane found his seat and stowed his bag in an overhead compartment.



- 7. Before the plane took off he fastened his seat belt and put his seat in an upright position.
- 8. Jack's wife doesn't like to fly because she gets nervous on airplanes.

- 9. When Jack and his wife go on vacation they have to drive or take the train because his wife is afraid of flying.
- 10. I had a cup of tea before I left for work this morning but I didn't have anything to eat I rarely eat breakfast.
- 11. After Ellen gets home from work she likes to read the newspaper she follows the same routine every day after work as soon as she gets home she changes her clothes gets a snack and a drink and sits down in her favorite chair to read the newspaper in peace and quiet she usually has about half an hour to read the paper before her husband arrives home from his job.
- 12. When you speak to someone who is hard of hearing you do not have to shout it is important to face the person directly and speak clearly my elderly father is hard of hearing but he can understand me if I face him speak slowly and say each word clearly.
- 13. Greg Adams has been blind since he was two years old today he is a key scientist in a computer company he is able to design complex electronic equipment because he has a special computer that reads writes and speaks out loud his blindness neither helps nor hinders him it is irrelevant to how well he does his job.

EXERCISE 2.	Review of ad	verb clause	s of time.	(Chapte	r 5 and C	hart 17-1)	
Directio	ns: Complete th	ne sentences.	Punctuate ca	refully. P	ay special a	ittention to v	erb
tense us	age.						

- 1. Since I came to ....
- 2. Just as I was falling asleep last night . . . .
- 3. I'll help you with your homework as soon as I ....
- 4. I was late. By the time I got to the airport ....
- **5.** One of my friends gets nervous every time . . . .
- 6. I will be here until I ....
- 7. . . . as long as I live.
- 8. I heard . . . while I . . . .

9.	Once	summer/winter	comes				
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- 10. Shortly before I\_\_\_\_
- 11. I have been in ... for .... By the time I leave, I ....
- 12. The last time I . . . .
- 13. The next time you . . . .
- 14. I ... just as soon as ....
- 15. Not long after I ....
- 16. I had already . . . when . . . .
- 17. Whenever\_\_\_\_
- 18. Ever since . . . .

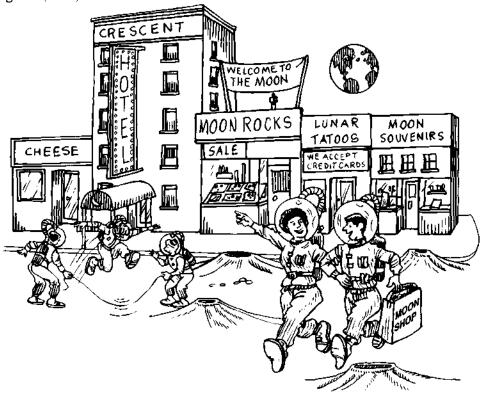
	USING ADVERB CLAUSES TO AND EFFECT	O SHOW CAUSE
because	<ul><li>(a) Because he was sleepy, he went to bed.</li><li>(b) He went to bed because he was sleepy.</li></ul>	An adverb clause may precede or follow the independent clause. Notice the punctuation in (a) and (b).
now that	<ul> <li>(c) Now that the semester is over, I'm going to rest a few days and then take a trip.</li> <li>(d) Jack lost his job. Now that he's unemployed, he can't pay his bills.</li> </ul>	Now that means "because now." In (c): Now that the semester is over means "because the semester is now over." Now that is used for present causes of present or future situations.
since	<ul> <li>(e) Since Monday is a holiday, we don't have to go to work.</li> <li>(f) Since you're a good cook and I'm not, you should cook the dinner.</li> </ul>	When since is used to mean "because," it expresses a known cause; it means "because it is a fact that" or "given that it is true that." Cause and effect sentences with <i>since</i> say: "Given the fact that X is true, Y is the result." In (e): "Given the fact that Monday is a holiday, we don't have to go to work."  Note: <i>Since</i> has two meanings. One is "because." It is also used in time clauses: e.g., <i>Since I came here, I have met many people</i> . See Chart 5-2, p. 72.

# ☐ EXERCISE 3. Using adverb clauses to show cause and effect. (Chart 17-2)

*Directions:* Combine the sentences, using the word or phrase in parentheses. Add commas where necessary.

- 1. We can go swimming every day. The weather is warm. (now that)
  - → We can go swimming every day now that the weather is warm.
- 2. All of the students had done poorly on the test. The teacher decided to give it again. (since)
  - -> Since all of the students had done poorly on the test, the teacher decided to give it again.
- 3. Cold air hovers near the earth. It is heavier than hot air. (because)
- 4. You paid for the theater tickets. Please let me pay for our dinner. (since)
- 5. Larry is finally caught up on his work. He can start his vacation tomorrow. (now that)
- 6. Our TV set was broken. We listened to the news on the radio. (because)
- 7. My brother got married last month. He's a married man now, so he has more responsibilities. (now that)
- 8. Oil is an irreplaceable natural resource. We must do whatever we can in order to conserve it. (*since*)
- 9. Do you want to go for a walk? The rain has stopped. (now that)
- 10. Many young people move to the cities in search of employment. There are few jobs available in the rural areas. (since)
- 11. The civil war has ended. A new government is being formed. (now that)

12. Ninety-two thousand people already have reservations with an airline company for a trip to the moon. I doubt that I'll get the chance to go on one of the first tourist flights. (since)



- ☐ EXERCISE 4. Using adverb clauses to show cause and effect. (Chart 17-2) *Directions:* Complete the sentences. Punctuate carefully.
  - 1. Now that I've finally finished . . . .
  - 2. The teacher didn't . . . because . . . .
  - 3. Since it's too expensive to ....
  - 4. Jack can't stay out all night with his friends now that ....
  - 5. Since we don't have class tomorrow . . . .

# EXPRESSING CONTRAST (UNEXPECTED RESULT): USING EVEN THOUGH

- (a) **Because** the weather was cold, I didn'tgo swimming.
- (b) *Even though* the weather was cold, I *went* swimming.
- (c) Because I wasn't tired, I didn't go to bed.
- (d) **Even though** I wasn't tired, I went to bed.

Because is used to express expected results.

**Even though** is used to express unexpected results.

Note: Like *because*, *even though* introduces an adverb clause.

☐ EXERCISE 5. Using EVEN Directions: Complete	THOUGH. (Chart 17-3) the sentences by using either <i>even though</i> or <i>because</i> .
1. Tim's in good sh	ape physically _ even thoug _ he doesn't get much exercise.
2. Larry's in good	shape physically _ because _ he gets a lot of exercise.
3. I put on n	ny sunglasses _ it was a dark, cloudy day.
4. I put on	my sunglasses _ the sun was bright.
5 Maria ha	as a job, she doesn't make enough money to
6 Anna has for her family.	a job, she is able to pay her rent and provide food
	learn Spanish _ she lived in Mexico for a year.
9. <b>Jing-W</b> on jumped	Spanish well _ he lived in Mexico for a year.  into the river to rescue the little girl who was drowning  sn't a good swimmer.
10. A newborn are not yet open.	kangaroo can find its mother's pouch _ its eyes
•	eople protest certain commercial fishing operations _ ed to be highly intelligent mammals, are killed unnecessarily.
12	the earthquake damaged the bridge across Skunk River, the
Smiths were able t	o cross the riverthey had a boat.
Speaker A: Your book Speaker B: Your book	THOUGH. (Chart 17-3) irs, in groups, or as a class. is open. Give Student B the cues in the text. is closed. Answer each question by using a sentence with <i>even</i> Begin your response with either <i>yes</i> or <i>no</i> .
Examples:  SPEAKER A (book open).  SPEAKER B (book closed)	It was raining. Did you go to the zoo anyway?  Yes, even though it was raining, I went to the zoo.
<del>-</del> -	You studied hard. Did you pass the test?  You of though I studied hard, I didn't pass the test.
<ul><li>2. The telephone rang</li><li>3. The food was terri</li></ul>	Did you go to bed anyway? g many times, but did wake up? ble. Did you eat it anyway? Did you pass the test anyway?

- 5. The weather is terrible today. Did you stay home?
- 6. You fell down the stairs. Did you get hurt?
- 7. You took a nap. Do you still feel tired?

(Switch roles if working in pairs.)

- 8. You told the truth, but did anyone believe you?
- 9. You turned on the air conditioner. Is it still hot in here?
- 10. You mailed the letter three days ago. Has it arrived yet?
- 11. You have a lot of money. Can you afford to buy an airplane?
- 12. Your grandmother is ninety years old. Is she still young at heart?
- 13. (...) told a joke. You didn't understand it. Did you laugh anyway?
- 14. Your house burned down. You lost your job. Your wife/husband left you. Are you still cheerful?

1 5			ر المراكز المر المراكز المراكز المرا	المرابع	
	Because the bus drivers				
2. Ev	ven though I was dead	d tired, I (walk,	walked	all the way l	nome.
3.	Because	_ , I	(go)		fishing
4. Ev	ven though		, I (go)		fishir
5. Ev	ven though there (be)		very few	customers in the s	tore,
6. Be	ecause there (be)		very few custo	omers in the store,	
7. I	(wear)	heavy gloves	because		
	ven though my feet ( $b$ ounding, I			•	
	ven thoughaffic ticket.		, I (g	et, not)	
	ven though I (be)				
11. Ev	ven though		when		
т		bec	ause		

Carl diffe

17-4 SHOWING DIREC	T CONTRAST: WHILE AND WHEREAS
<ul> <li>(a) Mary is rich, while John is poor.</li> <li>(b) John is poor, while Mary is rich.</li> <li>(c) Mary is rich, whereas John is poor.</li> <li>(d) Whereas Mary is rich, John is poor.</li> </ul>	While and whereas are used to show direct contrast: "this" is exactly the opposite of "that." While and whereas may be used with the idea of either clause with no difference in meaning. Whereas mostly occurs in formal written English.  Note: A comma is usually used even if the adverb clause comes second.
COMPARE (e) While I was studying, the phone rang.	While is also used in time clauses and means "during the time that," as in (e). See Chart 5-2, p. 72.
☐ EXERCISE 8. Using WHILE and V  Directions: Choose the best co	
1. Some people are tall, who	ereas others are C.
A. intelligent	C. short
B. thin	D. large
2. A box is square, whereas	_
A. a rectangle has fou	
B. my village has a to in the center	*
3. While some parts of the v	world get an abundance of rain, others
A. are warm and hum	id C. get little or none
B. are cold and wet	D. get a lot
4. In some nations the favori	te beverage is coffee, while
A. I like tea	C. in others it is tea
B. it has caffeine	D. tea has caffeine too
5. Some people like cream a	and sugar in their coffee, while
A. others drink hot co	offee C. milk is good in coffee, too
B. others like it black	D. sugar can cause cavities
6. Jack is an interesting story	yteller and conversationalist, whereas his brother
A. is a newspaper rep	
B. bores other people about himself all the	
☐ EXERCISE 9. Using WHILE and V Directions: Complete the sense moving the position of while	tences. Discuss other ways of expressing the same idea by
1. Some people are fat, when  → Some people are fat, when  → Whereas some people are  → Some people are thin, who	reas others are thin. e fat, others are thin.
2. Some people are tall, whe	reas
3. Some people prefer to live	e in the country, while
4. While some people know	only their native language
5. A mouse is small, whereas	S
6 The climate at sea level a	t the equator is always hot whereas the climate at the North

	and South poles
7.	Some people , while
8.	Some countries whereas

17-5 EXPRESSING CONDITIONS IN ADVERB CLAUSES: IF-CLAUSES		
(a) Ifit rains, the streets get wet.	If-clauses (also called "adverb clauses of condition") present possible conditions. The main clause expresses results.  In (a): POSSIBLE CONDITION = it rains RESULT = the streets get wet	
(b) If it rains tomorrow, I will take my umbrella.	A present tense, not a future tense, is used in an <i>if</i> -clause even though the verb in the <i>if</i> -clause may refer to a future event or situation, as in (b).*	
WORDS THAT INTRODUCE ADVERB CLAUSES OF CONDITION (IF-CLAUSES)		
if whether or not even if	in case unless in the event that only if	

<sup>\*</sup>See Chapter 20 for uses of other verb forms in sentences with if-clauses.

# ☐ EXERCISE 10. IF-clauses. (Chart 17-5)

Directions: Make sentences from the given possibilities. Use if.

- 1. It may be cold tomorrow.
  - → If it's cold tomorrow, I'm going to stay home.
  - $\rightarrow$  If it's cold tomorrow, let's go skating.
  - → If it's cold tomorrow, you should wear your wool sweater.
  - → We can't go on a picnic if it's cold tomorrow.
- 2. Maybe it will be hot tomorrow.
- 3. Maybe you will have some free time tomorrow.
- 4. Maybe you will lock yourself out of your apartment.
- 5. Maybe the sun will be shining when you get up tomorrow morning.
- 6. You will probably be too tired to finish your work today.
- 7. You might not have enough money to take your trip next month.
- 8. We might continue to destroy our environment.

# 17-6 ADVERB CLAUSES OF CONDITION: USING WHETHER OR NOT AND EVEN IF

#### WHETHER OR NOT

(a) I'm going to go swimming tomorrow whether or not it is cold.(OR: whether it is cold or not.)

Whether or not expresses the idea that neither this condition nor that condition matters; the result will be the same. In (a): "If it is cold, I'm going swimming. If it is not cold, I'm going swimming. I don't care about the temperature. It doesn't matter."

#### EVEN IF

(b) I have decided to go swimming tomorrow. *Even if the weather is cold*, I'm going to go swimming.

Sentences with *even if are* close in meaning to those with *whether or not. Even if* gives the idea that a particular condition does not matter. The result will not change.

# ☐ EXERCISE 11. Using WHETHER OR NOT and EVEN IF. (Chart 17-6)

Directions: Use the given information to complete the sentences.

- 1. Usually people need to graduate from school to get a goodjob. But it's different for Ed. Maybe Ed will graduate from school, and maybe he won't. It doesn't matter because he has a good job waiting for him in his father's business.
  - a. Ed will get a good job whether or not . . . he graduates.
  - b. Ed will get a good job even if . . . he doesn't graduate.
- 2. Sam's uncle tells a lot of jokes. Sometimes they're funny, and sometimes they're not. It doesn't matter.
  - a. Sam laughs at the jokes whether . . . or not.
  - b. Sam laughs at the jokes even if . . . .
- 3. Maybe you are finished with the exam, and maybe you're not. It doesn't matter. The time is up.
  - a. You have to hand in your examination paper whether . . . or not.
  - b. You have to hand in your examination paper even if ....
- 4. It might snow, or it might not. We don't want to go camping in the snow, but it doesn't matter.
  - a. We're going to go camping in the mountains whether ... or not.
  - b. We're going to go camping in the mountains even if ....
- 5. Max's family doesn't have enough money to send him to college. He would like to get a scholarship, but it doesn't matter because he's saved some money to go to school and has a part-time job.
  - Max can go to school whether or not . . . .
  - b. Max can go to school even if . . . .
- 6. Sometimes the weather is hot, and sometimes the weather is cold. It doesn't matter. My grandfather always wears his gray sweater.
  - a. My grandfather wears his gray sweater whether or not . . . .
  - b. My grandfather always wears his gray sweater even if ....
- 7. Your approval doesn't matter to me.
  - a. I'm going to marry Harry whether . . . or not.
  - b. I'm going to marry Harry even if ....

# EXERCISE 12. Using WHETHER OR NOT and EVEN IF. (Chart 17-6)

Directions: Complete the sentences with your own words.

Examples: Even if . . . , I'm not going to go.

- > Even if I get an invitation to the reception, I'm not going to go.
- . . . whether I feel better or not.
- → / have to go to work tomorrow whether I feel better or not.
- 1. . . . even if the weather improves.
- 2. Even if . . . , Maria may lose her job.
- 3. Getting that job depends on whether or not ....
- 4. ... whether you want me to or not.
- 5. I won't tell you even if ....
- 6. I'm really angry! Maybe he'll apologize, and maybe he won't. It doesn't matter. Even if . . . , I won't forgive him!
- 7. I'm exhausted. Please don't wake me up even if ....
- 8. I'm not going to ... even if ....
- 9. Even if . . . , I'm going to . . . .
- 10. I'm going to ... whether ... or not.

#### ADVERB CLAUSES OF CONDITION: USING INCASE 17-7 AND IN THE EVENT THAT

- (a) I'll be at my uncle's house in case you (should) need to reach me.
- (b) In the event that you (should) need to reach me, I'll be at my uncle's house.

In case and in the event that express the idea that something probably won't happen, but it might. In case/in the event that means "if by chance this should happen."

Notes: In the event that is more formal than in case. The use of *should* in the adverb clause emphasizes the speaker's uncertainty that something will happen.

# EXERCISE 13. Using IN CASE and IN THE EVENT THAT. (Chart 17-7)

45 10 15

Directions: Show the relationship between the ideas in the two sentences by using in case and/or in the event that.

- 1. You probably won't need to get in touch with me, but maybe you will. If so, I'll give you my phone number.
  - → I'll give you my phone number in case you (should) need to get in touch with me/in the event that you (should) need to get in touch with me.
- 2. You probably won't need to see me, but maybe you will. If so, I'll be in my office tomorrow morning around ten.
- 3. I don't think you need any more information, but maybe you do. If so, you can call me.
- 4. You probably don't have any more questions, but maybe you do. If so, ask Dr. Smith.
- 5. Jack probably won't call, but maybe he will. If so, please tell him that I'm at the library.

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6. You will probably be satisfied with your purchase, but maybe not. If not, you can return it to the store.



Complete the following.

- 7. I've told you all I know. In the event that you need more information, ....
- 8. It's a good idea for you to keep a written record of your credit card numbers in case ....
- 9. I think I'd better clean up the apartment in case . . . .
- 10. I have my umbrella with me just in case . . . .
- 11. In the event that the two countries agree to a peace treaty, ....
- 12. I'll try to be there on time, but in case I'm not, ....
- 13. According to the manufacturer's guarantee, I should return my new camera to the factory in the event that . . . .

#### 17-8 ADVERB CLAUSES OF CONDITION: USING UNLESS

- (a) I'll go swimming tomorrow unless it's cold.
- (b) I'll go swimming tomorrow if it isn't cold.

unless = if ...not

In (a): unless it's cold means "if it isn't cold."

(a) and (b) have the same meaning.

# ☐ EXERCISE 14. Using UNLESS. (Chart 17-8)

Directions: Make sentences with the same meaning by using unless.

- 1. I will go to the zoo if it isn't cold.
  - → / will go to the zoo unless it's cold.
- 2. You can't travel abroad if you don't have a passport.
- 3. You can't get a driver's license if you're not at least sixteen years old.
- 4. If I don't get some film, I won't be able to take pictures when Ann and Rob get here.
- 5. You'll get hungry during class if you don't eat breakfast.

Directions: Complete the sentences.
1. Your letter won't be delivered unless → Your letter won't be delivered unless it has the correct postage.
2. I'm sorry, but you can't see the doctor unless
3. I can't graduate from school unless
4 unless you put it in the refrigerator.
5. Unless it rains,
6. Certain species of animals will soon become extinct unless
7 unless I get a raise in salary.
8. Tomorrow I'm going to unless
9. The political situation in will continue to deteriorate unless
10 Ivan never volunteers in class. He doesn't say anything unless

17-9 ADVERB CLAUSES OF CONDITION: USING ONLYIF				
(a) The picnic will be canceled <i>only if it rains</i> . If it's windy, we'll go on the picnic. If it's cold, we'll go on the picnic. If it's damp and foggy, we'll go on the picnic. If it's unbearably hot, we'll go on the picnic.	Only if expresses the idea that there is only one condition that will cause a particular result.			
(b) Only if it rains will the picnic be canceled.	When <i>only if</i> begins a sentence, the subject and verb of the main clause are inverted, as in (b).* No commas are used.			

<sup>\*</sup>Other subordinating conjunctions and prepositional phrases fronted by *only* at the beginning of a sentence require subjectverb inversion in the main clause:

Only when the teacher dismisses us can we stand and leave the room.

Only after the phone rang did I realize that I hadfallen asleep in my chair.

Only in my hometown do Ifeel at ease.

11. Unless you . . . .

# ☐ EXERCISE 16. Using ONLY IF. (Chart 17-9)

*Directions:* Use the given information to complete the sentences.

- 1. John must get a scholarship in order to go to school. That is the only condition under which he can go to school. If he doesn't get one, he can't go to school. He can go to school only if ...he gets a scholarship.
- 2. You have to have an invitation in order to go to the party. That is the only condition under which you will be admitted. If you don't have an invitation, you can't go. You can go to the party only if ....
- 3. You have to have a student visa in order to study here. Unless you have a student visa, you can't go to school here.

  You can attend this school only if ....
- 4. Jimmy's mother doesn't want him to chew gum, but sometimes he chews it anyway. *Jimmy* . . . *only if he's sure his mother won't find out*.

5.	If you want to go to the movie, we'll g We only if you want to.	go. If you don't want to go, we won't go.
6.	The temperature has to reach $32^{\circ}F/0$ Water will freeze only if	°C before water will freeze.
7.	You must study hard. Then you will jonly if you study hard	pass the exam.
8.	You have to have a ticket. Then you of Only if you have a ticket	can get into the soccer stadium.
9.	My parents make Jake finish his home Only if Jake's homework is finished	work before he can watch TV in the evening.
10.	I have to get a job. Then I will have end only if I get a job	nough money to go to school.
Con	mplete the following.	
11.	. Yes, John, I will marry you—but only	if
12.	Ionly if	
	<u> </u>	•
13.	Only if	•
Dir	SE 17. Using UNLESS and ONLY IF. rections: Create sentences with the same dunless.	(Charts 17-8 and 17-9) e meaning as the given ones. Use <i>only if</i>
1.	<ul> <li>If you don't study hard, you won't pas</li> <li>→ You will pass the test only ifyou study</li> <li>→ You won't pass the test unless you study</li> </ul>	hard.
2.	If I don't get a job, I can't pay my bill	
3.	Your clothes won't get clean if you do	n't use soap.
	I can't take any pictures if I don't buy	
	I don't wake up if the alarm clock doe	
	If eggs aren't kept at the proper temp	
	Don't borrow money from friends if y	
8.	Anita doesn't talk in class if the teacher	er doesn't ask her specific questions.
	SE 18. Adverb clauses of condition rections: Using the given words, combined	,
	It may or may not rain. The party	will be held inside/outside.
. 1.	. if → If it rains, the party will be held insi → If it doesn't rain, the party will be he	
2.	whether or not 5.	in the event that
3.	even if 6.	unless
4.	in case 7.	only if

☐ EXEF	CISE 19. Activity: adverb clauses. (Chapter 17)  Directions: Work in pairs.  Speaker A: Your book is open. Say the given words, then add your own words to complete the adverb clause (but do not complete the whole sentence).  Speaker B: Your book is closed. Complete Speaker A's sentence.
	Example: Although I  SPEAKER A (book open): Although I wanted to go to the park and fly a kite  SPEAKER B (book closed): Although I wanted to go to the park and fly a kite, I went to my English class because I really need to improve my English.
	1. Even if I 2. Because I 3. By the time I 4. Even though I 5. The next time I 6. Until I 7. Every time I  Switch roles 8. In the event that you 9. Unless I 10. Since I 11. Only if I 12. Now that I 13. While some people are 14. While I was walking



# to Modifying Adverbial Phrases

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18-3	adverbial phrases Expressing the idea of "during the same time" in modifying adverbial phrases	18-5	Using <i>upon</i> + -ing in modifying adverbial phrases

18-1 INTROD	UCTION	
(a) ADVERB CLAUSE: (b) MODIFYING PHRASE:	While I was walking to class, I ran into an old friend. While walking to class, I ran into an old friend.	In Chapter 13, we discussed changing adjective clauses to modifying phrases (see Chart 13-13, p. 286). Some adverb clauses may also be changed to modifying phrases, and the ways in which the changes are made are the same:
(c) ADVERB CLAUSE: (d) MODIFYING PHRASE:	Before I <b>leff</b> or work, I ate breakfast. Before <b>leaving for</b> work, I ate breakfast.	<ol> <li>Omit the subject of the dependent clause and the <i>be</i> form of the verb, as in (b). OR</li> <li>If there is no <i>be</i> form of a verb, omit the subject and change the verb to <i>-ing</i>, as in (d).</li> </ol>
(e) CHANGE POSSIBLE:	While I was sitting in class, I fell asleep. While sitting in class, I fell asleep.	An adverb clause can be changed to a modifying phrase only when the subject of the adverb clause and the subject of the main clause are the same. A modifying adverbial phrase that
(f) CHANGE POSSIBLE:	While Ann was sitting in class, she fell asleep. (clause) While sitting in class, Ann fell asleep.	is the reduction of an adverb clause <i>modifies the</i> subject of the main clause.
(g) NO CHANGE POSSIBLE:	While the teacher was lecturing to the class, I fell asleep.*	No reduction (i.e., change) is possible if the subjects of the adverb clause and the main clause are different, as in (g) and (h).
(h) NO CHANGE POSSIBLE:	While we were walking home, <b>afrog</b> hopped across the road in front of us.	chase are different, as in (g) and (n).
(i) INCORRECT:	While walking home, a frog hopped across the road in front of us.  While watching TV last night, the phone rang.	In (i): While walking home is called a "dangling modifier" or a "dangling participle," i.e., a modifier that is incorrectly "hanging alone" without an appropriate noun or pronoun subject to modify.

<sup>\*</sup>While lecturing to the class, Ifell asleep means "While / was lecturing to the class, / fell asleep."

18-2 CHANGING TIME CLAUSES TO MODIFYING ADVERBIAL PHRASES			
<ul> <li>(a) CLAUSE: Since Maria came to this country, she has made many friends.</li> <li>(b) PHRASE: Since coming to this country, Maria has made many friends.</li> </ul>	Adverb clauses beginning with <i>after</i> , <i>before</i> , <i>while</i> , and <i>since</i> can be changed to modifying adverbial phrases.		
<ul> <li>(c) CLAUSE: After he (had) finished his homework, Peter went to bed.</li> <li>(d) PHRASE: After finishing his homework, Peter went to bed.</li> <li>(e) PHRASE: After having finished his homework, Peter went to bed.</li> </ul>	In (c): There is no difference in meaning between After he finished and After he had finished. (See Chart 3-3, p. 45.) In (d) and (e): There is no difference in meaning between After finishing and After having finished.		
(f) PHRASE: Peter went to bed after finishing his homework.	A modifying adverbial phrase may follow the main clause, as in (f).		

# EXERCISE 1. Changing time clauses to modifying adverbial phrases. (Charts 18-1 and 18-2)

Directions: Underline the subject of the adverb clause and the subject of the main clause. Change the adverb clauses to modifying adverbial phrases if possible.

- 1. While Joe was driving to school yesterday, he had an accident.
  - → While driving to school yesterday, Joe had an accident.
- 2. While Joe was watching TV last night, the telephone rang. (no change)
- 3. Before I came to class, I had a cup of coffee.
- 4. Before the student came to class, the teacher had already given a quiz.
- 5. Since I came here, I have learned a lot of English.
- 6. Since Bob opened his new business, he has been working 16 hours a day.
- 7. After Omar (had) finished breakfast, he left the house and went to his office.
- 8. Alex hurt his back while he was chopping wood.
- 9. You should always read a contract before you sign your name.
- 10. Before the waiter came to our table, I had already made up my mind to order shrimp.
- 11. Before you ask the librarian for help, you should make every effort to find the materials yourself.
- 12. While Jack was trying to sleep last night, a mosquito kept buzzing in his ear.
- 13. While Susan was climbing the mountain, she lost her footing and fell onto a ledge several feet below.
- 14. The Wilsons have experienced many changes in their lifestyle since they adopted twins.
- 15. After I heard Mary describe how cold it gets in Minnesota in the winter, I decided not to go there for my vacation in January.



# 18-3 EXPRESSING THE IDEA OF "DURING THE SAME TIME" IN MODIFYING ADVERBIAL PHRASES

- (a) While I was walking down the street, / ran into an old friend.
- (b) While walking down the street, / ran into an old friend.
- (c) Walking down the street, / ran into an old friend.
- (d) *Hiking* through the woods yesterday, we saw a bear.
- (e) **Pointing** to the sentence on the board, **the teacher** explained the meaning of modifying phrases.

Sometimes while is omitted but the -ing phrase at the beginning of the sentence gives the same meaning (i.e., "during the same time"). (a), (b), and (c) have the same meaning.

#### **18-4** EXPRESSING CAUSE AND EFFECT IN MODIFYING ADVERBIAL PHRASES (f) Because she needed some money to buy a book, Often an *-ing* phrase at the beginning of a sentence Sue cashed a check.

- (g) **Needing** some money to buy a book, *Sue* cashed a check.
- (h) Because he lacked the necessary qualifications, **he** was not considered for the job.
- (i) Lacking the necessary qualifications, he was not considered for the job.
- (j) Having seen that movie before, / don't want to go again.
- (k) Having seen that movie before, I didn't want to go again.
- (1) Because she was unable to afford a car, she bought a bicycle.
- (m) Being unable to afford a car, she bought a bicycle.
- (n) *Unable* to afford a car, *she* bought a bicycle.

gives the meaning of "because." (f) and (g) have the same meaning.

Because is not included in a modifying phrase. It is omitted, but the resulting phrase expresses a cause and effect relationship, as in (g) and (i).

*Having* + past participle gives the meaning not only of "because" but also of "before."

A form of **be** in the adverb clause may be changed to being. The use of being makes the cause and effect relationship clear. (1), (m), and (n) have the same meaning.

# ☐ EXERCISE 2. Modifying adverbial phrases. (Charts 18-3 and 18-4)

Directions: Discuss the meaning of these sentences. Which ones give the meaning of because? Which ones give the meaning of while? Do some of the sentences give the idea of both because and while?

- 1. Sitting on the airplane and watching the clouds pass beneath me, I let my thoughts wander to the new experiences that were in store for me during the next two years of living abroad.
- 2. Being a self-supporting widow with three children, she has no choice but to work.
- 3. Lying on her bed in peace and quiet, she soon forgot her troubles.
- 4. Having already spent all of his last paycheck, he does not have any money to live on for the rest of the month.
- 5. Watching the children's energetic play, I felt like an old man even though I am only forty.

- 6. Having brought up ten children of their own, the Smiths may be considered experts on child behavior.
- 7. Being totally surprised by his proposal of marriage, Carol could not find the words to reply.
- 8. Driving to my grandparents' house last night, we saw a young woman who was selling flowers. We stopped so that we could buy some for my grandmother.
- 9. Struggling against fatigue, I forced myself to put one foot in front of the other.
- 10. Having guessed at the correct answers for a good part of the test, I did not expect to get a high score.
- 11. Realizing that I had made a dreadful mistake when I introduced him as George Johnson, I walked over to him and apologized. I know his name is John George.
- 12. Tapping his fingers loudly on the desk top, he made his impatience and dissatisfaction known.

#### ☐ EXERCISE 3. Modifying adverbial phrases. (Chart 18-4)

Directions: Change the adverb clauses to modifying adverbial phrases.

- 1. Because Sam didn't want to hurt her feelings, he didn't tell her the bad news. > Not wanting to hurt herfeelings, Sam didn't tell her the bad news.
- 2. Because the little boy believed that no one loved him, he ran away from home.
- 3. Because she was not paying attention to where she was going, Rosa stepped into a hole and sprained her ankle.
- 4. Because I had forgotten to bring a pencil to the examination, I had to borrow one.
- 5. Because Chelsea is a vegetarian, she does not eat meat.
- 6. Because he has already flunked out of school once, Mike is determined to succeed this time.

#### □ EXERCISE 4. Modifying adverbial phrases. (Charts 18-2 → 18-4).

Directions: Change the adverb clauses to modifying adverbial phrases.

- 1. Before I talked to you, I had never understood that formula.
- 2. Because he did not want to spend any more money this month, Larry decided against going to a restaurant for dinner. He made himself a sandwich instead.
- 3. After I read the chapter four times, I finally understood the author's theory.
- 4. Because I remembered that everyone makes mistakes, I softened my view of his seemingly inexcusable error.
- 5. Since he completed his Bachelor's degree, he has had three jobs, each one better than the last.
- 6. While I was traveling across the United States, I could not help being impressed by the great differences in terrain.
- 7. Before he gained national fame, the union leader had been an electrician in a small town.
- 8. Because we were enjoying the cool evening breeze and listening to the sounds of nature, we lost track of time.
- 9. Because she had never flown in an airplane before, the little girl was surprised and a little frightened when her ears popped.
- 10. Before he became vice-president of marketing and sales, Peter McKay worked as a sales representative.

# ☐ EXERCISE 5. Modifying adverbial phrases. (Charts 18-3 and 18-4)

*Directions:* Combine the two sentences, making a modifying phrase out of the first sentence if possible.

- 1. The children had nothing to do. They were bored.
  - → Having nothing to do, the children were bored.
- 2. I heard that Nadia was in the hospital. I called her family to find out what was wrong.
- 3. We slowly approached the door to the hospital. The nurse stepped out to greet us.
- 4. I live a long distance from my work. I have to commute daily by train.
- 5. Heidi lives a long distance from her work. She has to commute daily by train.
- 6. Abdul lives a long distance from his work. His car is essential.
- 7. I did not want to inconvenience my friend by asking her to drive me to the airport. I decided to take a taxi.
- 8. I was sitting on a large rock at the edge of a mountain stream. I felt at peace with the world.
- 9. I am a married man. I have many responsibilities.
- 10. The little boy was trying his best not to cry. He swallowed hard and began to speak.
- 11. Anna kept one hand on the steering wheel. She opened a can of soda pop with her free hand.
- 12. Anna kept one hand on the steering wheel. Bob handed her a can of pop to hold in the other hand.
- 13. I recognized his face, but I had forgotten his name. I just smiled and said, "Hi."
- 14. Martha was picking strawberries in the garden. A bumblebee stung her.
- 15. Ann was convinced that she could never learn to play the piano. She stopped taking lessons.

# ☐ EXERCISE 6. Modifying adverbial phrases. (Charts 18-3 and 18-4)

*Directions:* Make sentences by combining the ideas in Column A and Column B. Use the idea in Column A as a modifying adverbial phrase. Show logical relationships.

Examples:

#### Column A

- 1. She was looking in the want ads in the Sunday newspaper.
- 2. She had grown up overseas.
- 3. She is the vice-president of a large company.

#### Column B

- A. Mary has a lot of responsibilities.
- B. Ann found a good used car at a price she could afford to pay.
- C. Alice enjoys trying foods from other countries.

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- → 1. Looking in the want ads in the Sunday newspaper, Ann found a good used car at a price she could afford to pay.
- → 2. Having grown up overseas, Alice enjoys trying foods from other countries.
- → 3. Being the vice-president of a large company, Mary has a lot of responsibilities.

#### Column A

- 1. They have sticky pads on their
- 2. He has worked with computers for many years.
- 3. She was born two months prematurely.
- 4. He had done everything he could for the patient.
- 5. She had never eaten Thai food before.
- 6. He had no one to turn to for help.
- 7. They are endangered species.
- 8. They are able to crawl into very small places.
- 9. She has done very well in her studies.
- 10. They are extremely hard and nearly indestructible.

#### Column B

- A. Sally didn't know what to expect when she went to the Thai restaurant for dinner.
- B. Mice can hide in almost any part of a house.
- C. Rhinos are protected by law from poachers who kill them solely for their horns.
- D. The doctor left to attend other people.
- E. Nancy expects to be hired by a top company after graduation.
- F. Diamonds are used extensively in industry to cut other hard minerals.
- G. Flies can easily walk on the ceiling.
- H. Sam was forced to work out the problem by himself.
- Mary needed special care for the first few days of her life.
- Ed has an excellent understanding of their limitations as well as their potential.

# ☐ EXERCISE 7. Modifying adverbial phrases. (Charts 18-1 > 18-4)

Directions: Some (but not all) of the sentences contain DANGLING MODIFIERS (i.e., incorrectly used modifying adverbial phrases). Correct these errors.

- 1. After leaving the theater, we stopped at a coffee shop for a late night snack. (no change)
- 2. After leaving the theater, Tom's car wouldn't start, so we had to take a taxi home.
  - → After we left the theater, Tom's car wouldn't start, so we had to take a taxi home.
  - → After leaving the theater, we discovered that Tom's car wouldn't start, so we took a taxi home.
- 3. Not wanting to interrupt the conversation, I stood quietly and listened until I could have a chance to talk.
- 4. Being too young to understand death, my mother gave me a simple explanation of where my grandfather had gone.
- 5. When asked to explain his mistake, the new employee cleared his throat nervously.
- 6. While working in my office late last night, someone suddenly knocked loudly at my door and nearly scared me to death!
- 7. After hurrying to get everything ready for the picnic, it began to rain just as we were leaving,
- 8. While walking across the street at a busy intersection, a truck nearly ran over my foot.

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# 18-5 USING UPON + -ING IN MODIFYING ADVERBIAL PHRASES (a) Unon reaching the age of 21. I received my Modifying adverbial phrases beginning with unon + -ing

(a)	Upon	reacn	ıng	tne	age	or 21, 1	received	my
	inherit	ance.						
		_	_			_	_	_

(b) When I reached the age of 21, I received my inheritance.

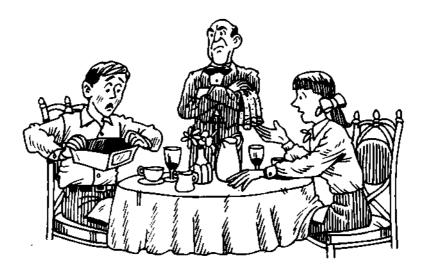
Modifying adverbial phrases beginning with upon + -ing usually have the same meaning as adverb clauses introduced by when. (a) and (b) have the same meaning.

(c) On reaching the age of 21, I received my inheritance.  ${\it Upon}$  can be shortened to  ${\it on.}$  (a), (b), and (c) all have the same meaning.

#### D EXERCISE 8. Using UPON + -ING. (Chart 18-5)

Directions: Using the given information, make sentences with upon + -ing.

- 1. When Tom saw his wife and child get off the airplane, he broke into a big smile.
  - → Upon seeing his wife and child get off the airplane, Tom broke into a big smile.
- 2. When Tina crossed the marathon finish line, she fell in exhaustion.
- 3. When I looked in my wallet, I discovered I didn't have enough money to pay my restaurant bill.



- 4. I bowed my head when I met the king.
- 5. When Sam re-read the figures, he found that he had made a mistake.

- 6. The small child reached toward the lighted candle. When he discovered it was hot, he jerked his hand back, held it in front of himself, and stared at it curiously. Then he began to scream.
- 7. Mrs. Alexander nearly fainted when she learned that she had won the lottery.
- 8. When you finish the examination, bring your paper to the front of the room.
- 9. There must have been 300 students in the room on the first day of class. The professor slowly read through the list of names. When I heard my name, I raised my hand to identify myself.
- 10. Captain Cook had been sailing for many weeks with no land in sight. Finally, one of the sailors shouted, "Land ho!" When he heard this, Cook grabbed his telescope and searched the horizon.

# EXERCISE 9. Review: modifying adverbial phrases. (Chapter 18)

Directions: Change the adverb clause in each sentence to a modifying adverbial phrase if possible. Make any necessary changes in punctuation, capitalization, or word order.

- 1. After it spends some time in a cocoon, a caterpillar will emerge as a butterfly.
  - $\rightarrow$  After spending some time in a cocoon, a caterpillar will emerge as a butterfly.
- 2. When the movie started, it suddenly got very quiet inside the theater. (no change)
- 3. When we entered the theater, we handed the usher our tickets.
  - → Upon entering the theater, we handed the usher our tickets.
- 4. Because I was unprepared for the test, I didn't do well.
  - → Being unprepared for the test, I didn't do well. OR: Unprepared for the test, I didn't do well.
- 5. Before I left on my trip, I checked to see what shots I would need.
- 6. Since Indians in the high Andes Mountains live in thin air, their hearts grow to be a larger than average size.
- 7. Because I hadn't understood the directions, I got lost.
- 8. My father reluctantly agreed to let me attend the game after he had talked it over with my mother.
- 9. When I discovered I had lost my key to the apartment, I called the building superintendent.
- 10. Jane's family hasn't received any news from her since she arrived in Australia two weeks ago.
- 11. Garcia Lopez de Cardenas accidentally discovered the Grand Canyon while he was looking for the legendary Lost City of Gold.
- 12. Because the forest area is so dry this summer, it is prohibited to light campfires.
- 13. After we had to wait for more than half an hour, we were finally seated at the restaurant.
- 14. Before Maria got accepted on her country's Olympic running team, she had spent most of the two previous years in training.
- 15. Because George wasn't paying attention to his driving, he didn't see the large truck until it was almost too late.

☐ EXERCISE 10. Review: modifying adverbial phrases. (Chapter 18)

\*\*Directions: Underline the adverb clauses in the following. Change the adverb clauses to

*Directions:* Underline the adverb clauses in the following. Change the adverb clauses to adverb phrases if possible. Make any necessary changes in punctuation, capitalization, or word order.

1. Alexander Graham Bell, a teacher of the deaf in Boston, invented the first telephone. One day in 1875, while he was running a test on his latest attempt to create a machine that could carry voices, he accidentally spilled acid on his coat. Naturally, he called for his assistant, Thomas A. Watson, who was in another room. Bell said, "Mr. Watson, come here. I want you." When Watson heard words coming from the machine, he immediately realized that their experiments had at last been successful. He rushed excitedly into the other room to tell Bell that he had heard his words over the machine.

After Bell had successfully tested the new apparatus again and again, he confidently announced his invention to the world. For the most part, scientists appreciated his accomplishment, but the general public did not understand the revolutionary nature of Bell's invention. Because they believed the telephone was a toy with little practical application, most people paid little attention to Bell's announcement.

2. Wolves are much misunderstood animals. Because many people believe that wolves eagerly kill human beings, they fear them. However, the truth is that wolves avoid any contact with human beings. Wildlife biologists in the United States say there is no documented case of wolves attacking humans in the lower 48 states. More people are hurt and killed by buffaloes in Yellowstone Park than have ever been hurt by wolves in North America.

Because they are strictly carnivorous, wolves hunt large animals such as elk and deer, as well as their mainstay, small animals such as mice and rabbits. And they are particularly fond of sheep. Killing ranchers' livestock has helped lead to wolves' bad reputation among people.

Because it was relentlessly poisoned, trapped, and shot by ranchers and hunters, the timber wolf, a subspecies of the gray wolf, was eradicated in the lower 48 states by

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the 1940s. Not one wolf remained. In the 1970s, after they realized a mistake had been made, U.S. lawmakers passed laws to protect wolves.

Long ago, wolves could be found in almost all areas of the Northern Hemisphere throughout Asia, Europe, and North America. Today, after they have been unremittingly destroyed for centuries, they are found in few places, principally in sparsely populated areas of Alaska, Minnesota, Canada, and the northernmost regions of Russia and China.



- ☐ EXERCISE 11 Review: modifying adverbial phrases. (Chapter 18) Directions: Complete the sentences. Punctuate carefully.
  - 1. After having finished my ....
  - 2. Before going to ....
  - 3. Since coming to ....
  - 4. Sitting in the park the other day . . . .
  - 5. Having heard a strange noise in the other room ....
  - 6. Being new on the job . . . .
  - 7. Being the largest city in the United States . . . .
  - 8. Upon reaching our destination . . . .
  - 9. Receiving no answer when he knocked on the door . . . ,
  - 10. Exhausted by the long hours of work . . . .

- ☐ EXERCISE 12. Error analysis: general review. (Chapters 16, 17, and 18) *Directions:* Correct the errors.
  - 1. I was very tired, go to bed.
    - $\rightarrow$  / was very tired, so I went to bed. OR: I was very tired and went to bed.
  - 2. Because our leader could not attend the meeting, so it was canceled.
  - 3. I and my wife likes to travel.
  - 4. I always fasten my seat belt before to start the engine.
  - I don't like our classroom. Because it is hot and crowded. I hope we can change to a different room.
  - 6. The day was very warm and humid, for that I turned on the air conditioner.
  - 7. Upon I learned that my car couldn't be repaired for three days, I am very distressed.
  - 8. Having missed the final examination because, the teacher gave me a failing grade.
  - 9. Both my sister and my brother is going to be at the family reunion.
  - 10. I hope my son will remain in school until he will finish his degree.
  - 11. My brother has succeeded in business because of he works hard.
  - 12. Luis stood up, turned toward me, and speaking so softly that I couldn't hear what he said.
  - 13. I was lost. I could not find my parents neither my brother.
  - 14. Having studied Greek for several years, Sarah's pronunciation was easy to understand.



# CHAPTER | |

# Connectives That Express Cause and Effect, Contrast, and Condition

CONT	ENTS		
19-1	Using because of and due to	19-5	Expressing purpose: using so <i>that</i>
19-2	Using transitions to show cause	19-6	Showing contrast (unexpected result)
	and effect: therefore and	19-7	Showing direct contrast
	consequently	19-8	Expressing conditions: using
19-3	Summary of patterns and punctuation		otherwise and or (else)
19-4	Other ways of expressing cause and effect: <i>such that</i> and <i>so that</i>	19-9	Summary of connectives: cause and effect, contrast, condition

# $\square$ EXERCISE 1. Preview. (Charts 19-1 $\rightarrow$ 19-3)

Directions: Correct the errors.

- 1. Because of Rosa's computer skills were poor she was not considered for the job.
- 2. Rosa's computer skills were poor therefore she was not considered for the job.
- 3. Because Rosa's computer skills were poor, therefore she was not considered for the job.
- 4. Because Rosa's computer skills were poor, so she was not considered for the job.
- 5. Due to her poor computer skills, Rosa was not considered for the job therefore.
- 6. Consequently Rosa's computer skills were poor, she was not considered for the job.

19-1 USING BECAUSE OF AND DUE TO		
(a) Because the weather was cold, we stayed home.	<b>Because</b> introduces an adverb clause; it is followed by a subject and verb, as in (a).	
(b) <b>Because</b> of the cold weather, we stayed home. (c) <b>Due to</b> the cold weather, we stayed home.	Because of and due to are phrasal prepositions; they are followed by a noun object, as in (b) and (c).	
(d) Due to the fact that the weather was cold, we stayed home.	Sometimes, usually in more formal writing, <i>due to</i> is followed by a noun clause introduced by <i>the fact that</i> .	
(e) We stayed home because of the cold weather. We stayed home due to the cold weather. We stayed home due to the fact that the weather was cold.	Like adverb clauses, these phrases can also follow the main clause, as in (e).	

	E 2. Using BECAUSE and BECAUSE OF. (Charts 17-2 and 19-1) ections: Complete the sentences with either because or because of.
1.	We postponed our trip because of the bad driving conditions.
2.	Sue's eyes were red <b>because</b> she had been swimming in a chlorinated pool
3.	We can't visit the museum tomorrowit isn't open.
4. J	Jim had to give up jogging his sprained ankle.
5	heavy fog at the airport, we had to stay in London an extra day.
6	the elevator was broken, we had to walk up six flights of stairs.
7.	Thousands of Irish people emigrated to the United Statesthe
1	potato famine in Ireland in the mid-19th century.
8. 7	The young couple decided not to buy the house
	its dilapidated condition.
•	
	3. Using BECAUSE OF and DUE TO. (Chart 19-1) ections: Using the ideas given in parentheses, complete the sentences.
	(Our parents are generous.) Because of our parents' generosity, all of the children in our family have received the best of everything.
	(The traffic was heavy.) We were late to the meeting due to
۷. (	The halfe was nearly.) We were face to the meeting due to

3. (Bill's wife is ill.) Bill has to do all o	f the cooking and cleaning because of
4. (Dr. Robinson has done excellent resear	
today about that endangered species	than we did even five years ago.
5. (It was noisy in the next apartment.)	I couldn't get to sleep last night because of
6. (Circumstances are beyond my control.	
wedding.	to say that I cannot be present at your daughter's
<del></del>	O SHOW CAUSE AND EFFECT: SEQUENTLY
<ul> <li>(a) Al failed the test because he didn't study.</li> <li>(b) Al didn't study. <i>Therefore</i>, he failed the test.</li> <li>(c) Al didn't study. <i>Consequently</i>, he failed the test.</li> </ul>	(a), (b), and (c) have the same meaning. <i>Therefore</i> and <i>consequently</i> mean "as a result." In grammar, they are called <i>transitions</i> (or <i>conjunctive adverbs</i> ). Transitions connect the ideas between two sentences.
(d) Al didn't study. <i>Therefore</i> , <b>he</b> failed the test. (e) Al didn't study. He, <i>therefore</i> , failed the test. (f) Al didn't study. He failed the test, <i>therefore</i> .  POSITIONS OF A TRANSITION  **ransition* + s + v (+ rest of sentence)  **s + transition* + v (+ rest of sentence)  *s + v (+ rest of sentence) + transition	A transition occurs in the second of two related sentences. Notice the patterns and punctuation in the examples. A period (NOT a comma) is used at the end of the first sentence.* The transition has several positions in the second sentence. The transition is separated from the rest of the sentence by commas.
(g) Al didn't study, so he failed the test.	COMPARE: A <i>transition</i> (e.g., <i>therefore</i> ) has several possible positions within the second sentence of the pair as in (d), (e), and (f). A <i>conjunction</i> (e.g., <i>so</i> ) has only one possible position: between the two sentences. (See Chart 16-3, p. 355.) <i>So</i> cannot move around in the second sentence as <i>therefore</i> can.
*A semicolon is also possible in this situation. See the footnot	te to Chart 19-3, p. 389.
EXERCISE 4. Using THEREFORE and CON Directions: Restate the sentences, using positions for the transitions, as shown in	the given transitions. Use three alternative
1. The children stayed home because	•
·	
<del></del>	

	2. I didn't have my umb	orella, so I got wet. (consequently)
□ EXE	•	se and effect. (Charts 16-3, 17-2, 19-1, and 19-2) sentences. Add capital letters if necessary.
	1. adverb clause:	Because it was cold she wore a coat.
	2. adverb clause:	She wore a coat because it was cold.
	3.prepositionalphrase:	Because of the cold weather she wore a coat.
	4. prepositional phrase:	She wore a coat because of the cold weather.
	5. transition:	The weather was cold therefore she wore a coat.
	6. transition:	The weather was cold she therefore wore a coat.
	7. transition:	The weather was cold she wore a coat therefore.
	8. conjunction:	The weather was cold so she wore a coat.
EXE		se and effect. (Charts 17-2, 19-1, and 19-2) sentences. Add capital letters if necessary.
	1. Pat always enjoyed s	tudying sciences in high school therefore she decided to major in
	hiology in college	

- biology in college.
- 2. Due to recent improvements in the economy fewer people are unemployed.
- 3. Last night's storm damaged the power lines consequently the town was without electricity for several hours.
- 4. Because of the snowstorm only five students came to class the teacher therefore canceled the class.
- 5. Anna always makes numerous spelling mistakes in her compositions because she does not use a dictionary when she writes.

19-3 SUMMARY OF PATTERNS AND PUNCTUATION			
ADVERB CLAUSE	(a) <b>Because</b> it was hot, we went swimming. (b) We went swimming <b>because</b> it was hot.	An <i>adverb clause</i> may precede or follow an independent clause.  PUNCTUATION: A comma is used if the adverb clause conies first.	
PREPOSITION	<ul><li>(c) Because of the hot weather, we went swimming.</li><li>(d) We went swimming because of the hot weather.</li></ul>	A preposition is followed by a noun object, not by a subject and verb.  PUNCTUATION: A commais usually used if the prepositional phrase precedes the subject and verb of the independent clause.	
TRANSITION	(e) It was hot. Therefore, we went swimming. (f) It was hot. We, therefore, went swimming. (g) It was hot. We went swimming, therefore.	A transition is used with the second sentence of a pair. It shows the relationship of the second idea to the first idea. A transition is movable within the second sentence.  PUNCTUATION: A period is used between the two independent clauses.* A comma may NOT be used to separate the clauses. Commas are usually used to set the transition off from the rest of the sentence.	
CONJUNCTION	(h) It was hot, so we went swimming.	A conjunction comes between two independent clauses. PUNCTUATION: Usually a comma is used immediately in front of a conjunction.	

<sup>\*</sup>A semicolon (;) may be used instead of a period between the two independent clauses.

In general, a semicolon can be used instead of a period between any two sentences that are closely related in meaning. Example: Peanuts are not nuts; they are beans. Notice that a small letter, not a capital letter, immediately follows a semicolon.

# ☐ EXERCISE 7. Showing cause and effect. (Chart 19-3)

Directions: Using the given words, combine the two ideas.

#### PART I. We postponed our trip. The weather was bad.

- 1. because  $\rightarrow$  We postponed our trip because the weather was bad.
  - → Because the weather was bad, we postponed our trip.
- 2. therefore
- 5. because of
- 3. since
- 6. consequently
- 4. so
- 7. due to (the fact that)

#### PART II. She missed class. She was ill.

- 1. because of
- 4. so
- 2. because
- 5. due to (the fact that)
- 3. consequently
- 6. therefore

It was hot; therefore, we went swimming.

It was hot; we, therefore, went swimming.

It was hot; we went swimming, therefore.

#### ☐ EXERCISE 8. Showing cause and effect. (Charts 19-2 and 19-3)

Directions: Combine ideas, using the words in parentheses.

- 1. We stayed home. The weather was bad. (because)
  - → We stayed home because the weather was bad. OR
  - → Because the weather was bad, we stayed home.
- 2. Emily has never wanted to return to the Yukon to live. The winters are too severe. (because of)
- 3. It is important to wear a hat on cold days. We lose sixty percent of our body heat through our head. (since)
- 4. When I was in my teens and twenties, it was easy for me to get into an argument with my father. Both of us can be stubborn and opinionated. (for)
- 5. A camel can go completely without water for eight to ten days. It is an ideal animal for desert areas. (due to the fact that)
- 6. Bill couldn't pick us up after the concert. His car wouldn't start. (therefore)
- 7. Robert had to ask many of the same questions again the next time he talked to the travel agent. He did not pay close attention to what she said when he went to see her at her office last week. (so)
- 8. A tomato is classified as a fruit, but most people consider it a vegetable. It is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. (*since*)
- 9. There is consumer demand for ivory. Many African elephants are being slaughtered ruthlessly. Many people who care about saving these animals from extinction refuse to buy any item made from ivory. (due to, consequently)



10. Most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth. Many sailors of the time refused to venture forth with explorers into unknown waters. (because)

#### OTHER WAYS OF EXPRESSING CAUSE AND EFFECT: 19-4 SUCH . . . THAT AND SO . . . THAT

<ul> <li>(a) Because the weather was nice, we went to the zoo.</li> <li>(b) It was such nice weather that we went to the zoo.</li> <li>(c) The weather was so nice that we went to the zoo.</li> </ul>	Examples (a), (b), and (c) have the same meaning.
(d) It was such good coffee that I had another cup.  (e) It was such a foggy day that we couldn't see the road.	Such that encloses a modified noun: such + adjective + noun + that
(f) The coffee is so hot that I can't drink it. (g) I'm so hungry that I could eat a horse.	So that encloses an adjective or adverb:
<ul> <li>(h) She speaks so fast that I can't understand her.</li> <li>(i) He walked so quickly that I couldn't keep up with him.</li> </ul>	so + { or } + that
<ul> <li>(j) She made so many mistakes that she failed the exam.</li> <li>(k) He has so few friends that he is always lonely.</li> <li>(1) She has so much money that she can buy whatever she wants.</li> <li>(m) He had so little trouble with the test that he left twenty minutes early.</li> </ul>	So that is used with many, few, much, and little.
(n) It was such a good book (that) I couldn't put it down. (o) I was so hungry (that) I didn't wait for dinner to eat something.	Sometimes, primarily in speaking, <i>that</i> is omitted.

## ☐ EXERCISE 9. Using SUCH . . . THAT and SO ... THAT. (Chart 19-4)

Directions: Combine the sentences by using so . . . that or such . . . that.

- 1. This tea is good. I think I'll have another cup.
  - $\rightarrow$  This tea is so good that I think I'll have another cup.
- 2. This is good tea. I think I'll have another cup.
  - → This is such good tea that I think I'll have another cup.
- 3. It was an expensive car. We couldn't afford to buy it.
- 4. The car was expensive. We couldn't afford to buy it.
- 5. The weather was hot. You could fry an egg on the sidewalk.
- 6. During the summer, we had hot and humid weather. It was uncomfortable just sitting in a chair doing nothing.
- 7. I don't feel like going to work. We're having beautiful weather.
- 8. Ivan takes everything in life too seriously. He is unable to experience the small joys and pleasures of daily living.
- 9. I've met too many people in the last few days. I can't possibly remember all of their names.
- 10. Tommy ate too much candy. He got a stomachache.
- 11. It took us only ten minutes to get there. There was little traffic.
- 12. In some countries, few students are accepted by the universities. As a result, admission is virtually a guarantee of a good job upon graduation.

## ☐ EXERCISE 10. Using SUCH ... THAT and SO ... THAT. (Chart 19-4)

Directions: Make sentences using such or so by combining the ideas in Column A and Column B.

Example: The wind was strong.  $\rightarrow$  The wind was so strong that it blew my hat off my head.

#### Column A

- 1. The wind was strong.
- 2. Karen is a good pianist.
- 3. The radio was too loud.
- 4. Small animals in the forest move about quickly.
- 5. Olga did poor work.
- 6. The food was too hot.
- 7. There are many leaves on a single tree.
- 8. The tornado struck with great force.
- 9. Grandpa held me tightly when he hugged me.
- 10. Few students showed up for class.

 Sally used too much paper when she was writing her report.

#### Column B

- A. It burned my tongue.
- B. She was fired from her job.
- C. It blew my hat off my head.
  - D. The teacher postponed the test.
  - E. It is impossible to count them.
  - F. It lifted automobiles off the ground.
  - G. I couldn't hear what Michael was saying.
  - H. I'm surprised she didn't go into music professionally.
  - I. The wastepaper basket overflowed.
  - J. One can barely catch a glimpse of them.
  - K. I couldn't breathe for a moment.

# ☐ EXERCISE 11. Using SO...THAT. (Chart 19-4)

*Directions:* Work in pairs, in groups, or as a class.

Speaker A: Your book is open. Give the cue and engage Speaker B in conversation.

Speaker B: Your book is closed. Answer the how-question using so ... that.

Example: Think of a time you were tired. How tired were you?

SPEAKER A: Think of a time you were very tired. Can you remember one particular time?

.

SPEAKER B: There was one time when I'd stayed up all night writing a paper.

SPEAKER A: And you were very tired the next morning, right? How tired were you?

SPEAKER B: I was so tired that I almost fell asleep in my morning classes.

#### Think of a time you were

- 1. ... nervous. How nervous were you?
- 2. ... angry. How angry were you?
- 3. ... happy. How happy were you?
- 4. ... surprised. How surprised were vou?
- 5. ... exhausted. How exhausted were you?
- 6. ... unhappy/embarrassed/glad/sick/sad/frightened/excited/disappointed/etc.

19-5 EXPRESSING PURPOSE	: USING SO THAT
<ul> <li>(a) I turned off the TV in order to enable my roommate to study in peace and quiet.</li> <li>(b) I turned off the TV so (that) my roommate could study in peace and quiet.</li> </ul>	In order to expresses purpose. (See Chart 15-1, p. 326.) In (a): I turned off the TV for a purpose. The purpose was to make it possible for my roommate to study in peace and quiet.  So that also expresses purpose* It expresses the same meaning as in order to. The word "that" is often omitted, especially in speaking.
<ul> <li>SO THAT + CAN or COULD</li> <li>(c) I'm going to cash a check so that I can buy my textbooks.</li> <li>(d) I cashed a check so that I could buy my textbooks.</li> </ul>	So that is often used instead of in order to when the idea of ability is being expressed. Can is used in the adverb clause for a present/future meaning. In (c): so that I can buy = in order to be able to buy.  Could is used after so that in past sentences.**
SO THAT + WILL/SIMPLE PRESENT Or WOULD  (e) I'll take my umbrella so that I won't get wet.  (f) I'll take my umbrella so that I don't get wet.  (g) Yesterday I took my umbrella so that I wouldn't get wet.	In (e): so that I won't get wet = in order to make sure that I won't get wet.  In (f): It is sometimes possible to use the simple present after so that in place of will; the simple present expresses a future meaning.  Would is used in past sentences; as in (g).

<sup>\*</sup>NOTE: In order that has the same meaning as so that but is less commonly used. Example: / turned off the TV in order that my roommate could study in peace and quiet.

Both so that and in order that introduce adverb clauses. It is unusual, but possible, to put these adverb clauses at the beginning of a sentence: So that my roommate could study in peace and quiet, I turned off the TV

#### ☐ EXERCISE 13. Using SO THAT. (Chart 19-5)

Directions: Combine the ideas by using so (that).

- 1. Please turn down the radio. I want to be able to get to sleep.
  - → Please turn down the radio so (that) I can get to sleep.
- 2. My wife turned down the radio. I wanted to be able to get to sleep.
  - → My wife turned down the radio so (that) I could get to sleep.
- 3. Put the milk in the refrigerator. We want to make sure it won't (OR doesn't) spoil.
  - → Put the milk in the refrigerator so (that) it won't (OR doesn't) spoil.
- 4. I put the milk in the refrigerator. I wanted to make sure it didn't spoil.
  - → I put the milk in the refrigerator so (that) it wouldn't spoil.
- 5. Please be quiet. I want to be able to hear what Sharon is saying.
- 6. I asked the children to be quiet. I wanted to be able to hear what Sharon was saying.
- 7. I'm going to cash a check. I want to make sure that I have enough money to go to the market.
- 8. I cashed a check yesterday. I wanted to make sure that I had enough money to go to the market.
- 9. Ann and Larry have a six-year-old child. Tonight they're going to hire a babysitter. They want to be able to go out with some friends.
- 10. Last week Ann and Larry hired a babysitter. They wanted to be able to go to a dinner party at the home of Larry's boss.

<sup>\*\*</sup>Also possible but less common: the use of may or might in place of can or could: e.g., / cashed a check so that I might buy my textbooks.

- 11. Be sure to put the meat in the oven at 5:00. You want to be sure that it will be (OR is) ready to eat by 6:30.
- 12. Yesterday I put the meat in the oven at 5:00. I wanted it to be ready to eat by 6:30.
- 13. I'm going to leave the party early. I want to be able to get a good night's sleep tonight.
- 14. When it started to rain, Harry opened his umbrella. He wanted to be sure he didn't get wet.
- 15. The little boy pretended to be sick. He wanted to stay home from school.
- 16. A lot of people were standing in front of me. I stood on tiptoes. I wanted to see the parade better.

#### ☐ EXERCISE 14. Using SO THAT. (Chart 19-5)

*Directions:* Complete the sentences in Column A with the ideas in Column B. Pay special attention to the verb forms following *so that*.

Example: Ali borrowed an eraser so that . . . .

7. ... so (that) I could tell him the news in person.

→ Ali borrowed an eraser so that he could erase a mistake in his composition.

Column A	Column B
1. Ali borrowed an eraser so that	A. wash my clothes
2. I turned on the radio so that	B. read the fine print at the
3. I need to buy some detergent so that	bottom of the contract
4. Roberto fixed the leak in the boat so that	C. not sink
5. Mr. Kwan is studying the history and	✓ D. erase a mistaken his composition
government of Canada so that	E. travel in Europe next summer
6. Ms. Gow put on her reading glasses so that	F. listen to the news
7. Jane is taking a course in auto mechanics so that	G. see the dancers in the street
8. Omar is working hard to impress his supervisor	H. fix her own car
so that	I. become a Canadian citizen
9. Po is saving his money so that	J. be considered for a promotion
10. During the parade, Toshi lifted his daughter to	at his company
his shoulder so that	
	<u> </u>
☐ EXERCISE 15. Using SO THAT. (Chart 19-5)	
Directions: Complete the sentences with your own wo	ords.
Examples: Sam took lots of pictures on his vacation  → Sam took lots of pictures on his vacation so	
so (that) I could see better.  → / moved to the front of the room so (that)	I could see better.
1. I need a pen so (that)	
2 so (that) he can improve his English.	·
3. I turned on the TV so (that)	
4. Mary hurried to get the child out of the road so	(that)
5 so (that) he wouldn't miss his important app	ointment.
6. I'm taking a bus instead of flying so (that)	

4. cor		<ul><li>6. since (meaning because)</li><li>7. in order to</li><li>8. so that</li><li>9. so that</li></ul>	<ul><li>10. such that</li><li>11. because</li><li>12. because of</li><li>13. due to</li><li>14. due to the fact that</li></ul>
All these sentence swimming. Usu	ces have the same mear ally if the weather is col		r is contrasted with the idea of going g, so going swimming in cold weather is
ADVERB CLAUSES	even though although though	(a) Even though it was cold (b) Although it was cold, I w (c) Though it was cold, I w	vent swimming.
		(d) It was cold but I went	swimming anyway.
CONJUNCTIONS	butanyway butstill yetstill	(e) It was cold, but I still w (f) It was cold, yet I still w	ent swimming.
CONJUNCTIONS TRANSITIONS	but still	(e) It was cold, but I still w	ent swimming. ent swimming. ess, I went swimming. s, I went swimming.

1. Bob ate a large dinner. Nevertheless , he is still hungry.

2. Bob ate a large dinner,

8. ... so (that) his children will have a better life.

9. Martina is trying to improve her English so (that) .... 10. ... so (that) the celebration would be a great success. 11. Tarek borrowed some money from his friend so (that) . . . .

\_but\_\_\_\_he is still hungry.

	3. Bob is still hungry even though he ate a large dinner.
	4. I had a lot of studying to do,I went to a movie anyway.
	5. I had a lot of studying to do, I went to a movie.
	6I had a lot of studying to do, I went to a movie.
	7. I finished all of my workI was very sleepy.
	8. I was very sleepy,I finished all of my work anyway.
	9. I was very sleepy, I finished all of my work.
	PART II. Complete the sentences with yet, although, or however.
	10. I washed my hands, they still looked dirty.
	11. I washed my hands,they still looked dirty.
	12I washed my hands, they still looked dirty.
	13. Diana didn't know how to swim,she jumped into the
	swimming pool.
	14Diana didn't know how to swim, she jumped into the
	swimming pool.
	15. Diana didn't know how to swim, she jumped into the
	swimming pool.
EXER	CISE 18. Showing contrast (unexpected result). (Chart 19-6)  Directions: Add commas, periods, and capital letters as necessary. Do not add, omit, or change any words.
	1. Anna's father gave her some good advice nevertheless she did not follow it.
	-> Anna's father gave her some good advice. Nevertheless, she did not follow it.
	2. Anna's father gave her some good advice but she didn't follow it.
	3. Even though Anna's father gave her some good advice she didn't follow it.
	4. Anna's father gave her some good advice she did not follow it however.
	5. Thomas was thirsty I offered him some water he refused it.
	6. Thomas refused the water although he was thirsty.
	7. Thomas was thirsty nevertheless he refused the glass of water I brought him.
	8. Thomas was thirsty yet he refused to drink the water that I offered him.

Di	E 19. Showing contrast (unexpected result). (Chart 19-6) rections: Combine the ideas in the two sentences, using the given words. Discuss correct nectuation. Use the negative if necessary to make a logical statement.
	We went for a walk. It was raining, even though but anyway nevertheless in spite of because
2.	His grades were low. He was admitted to the university, although yet still nonetheless despite because of
	E 20. Showing opposition (unexpected result). (Chart 19-6) rections: Complete the sentences with your own words. Add commas where appropriate.
1.	I had a cold but Ianyway.
2.	Even though I had a cold I
3.	Although I didn't study
4.	I didn't study butanyway.
5.	I got an "A" on the test even though
6.	Even though Howard is a careful driver
7.	Even though the food they served for dinner tasted terrible
8.	My shirt still has coffee stains on it even though
9.	I still trust him even though
10.	Even though he was drowning no one:
11.	Although I tried to be very careful
12	Even though Ruth is one of my best friends
13.	It's still hot in here even though
14	Even though I had a big breakfast

☐ EXERCISE 21. Showing contrast (unexpected result). (Chart 19-6)  Directions: Create sentences with the same meaning by using in spite o/or despite.
1. Even though her grades were low, she was admitted to the university.  → In spite of her low grades,  → Despite her low grades,  → In spite of the fact that her grades were low,  → Despite the fact that her grades were low,
• 2. I like living in the dorm even though it is noisy.
3. Even though the work was hard, they enjoyed themselves.
4. They wanted to climb the mountain even though it was dangerous.
5. Although the weather was extremely hot, they went jogging in the park.
6. He is unhappy even though he has a vast fortune.
☐ EXERCISE 22. Showing contrast (unexpected result). (Chart 19-6)  *Directions: Complete the sentences, punctuating carefully. (Correct punctuation is not indicated in the given cues.) Capitalize as necessary.
1. I didn't but anyway.
2. He is very old yet he still
3 nevertheless we arrived on schedule.
4. Even though she wanted
5. I wanted however I because
6. The teacher even though
7. Although only years old
8. She never went to school however she despite her lack of education.
9. Despite the fact that my
10. I have decided to even though

19-7 SHOWING DIRECT CONTRAST All of the sentences have the same meaning.			
All of the sentence	s have the same meaning.		
ADVERB CLAUSES	while whereas	<ul> <li>(a) Mary is rich, while John is poor.</li> <li>(b) John is poor, while Mary is rich.</li> <li>(c) Mary is rich, whereas John is poor.</li> <li>(d) Whereas Mary is rich, John is poor.</li> </ul>	
CONJUNCTION	but	(e) Mary is rich, but John is poor. (f) John is poor, but Mary is rich.	
TRANSITIONS	however . on the other hand	<ul> <li>(g) Mary is rich; however, John is poor.</li> <li>(h) John is poor; Mary is rich, however.</li> <li>(i) Mary is rich. John, on the other hand, is poor.</li> <li>(j) John is poor. Mary, on the other hand, is rich.</li> </ul>	

#### ☐ EXERCISE 23. Showing direct contrast. (Chart 19-7)

*Directions:* Create sentences with the same meaning by using *however* or *on the other hand.* Punctuate carefully.

- 1. Florida has a warm climate, whereas Alaska has a cold climate.
- 2. While Fred is a good student, his brother is lazy.

3. In the United States, gambling casinos are not legal in most places, while in my country it is possible to gamble in any city or town.

- 4. Sue and Ron are expecting a child. Sue is hoping for a boy, whereas Ron is hoping for a girl.
- 5. Old people in my country usually live with their children, whereas the old in the United States often live by themselves.



#### ☐ EXERCISE 24. Showing direct contrast. (Chart 19-7)

Directions: Complete the sentences with your own words.

- 1. Some people really enjoy swimming, while others . . . are afraid of water.
- 2. In the United States, people drive on the right-hand side of the road. However, people in ....
- 3. While my apartment always seems to be a mess, my . . . .
- 4. Marge keeps to herself and has few friends. Carol, on the other hand, . . . .
- 5. People who grew up on farms are accustomed to dealing with various kinds of animals. However, city people like myself....
- 6. Teak is a hard wood that is difficult to cut. Balsa, on the other hand, ....
- 7. My oldest son is shy, while my youngest son . . . .
- 8. I'm right-handed. That means that I can accomplish difficult manipulations with my right hand. However, ....

#### ☐ EXERCISE 25. Activity: expressing direct contrast. (Chart 19-7)

Directions: What aspects of your country and the United States or Canada are in contrast? Use while, whereas, however, on the other hand.

- 1. Size?
- 2. Population?
- *3.* Food?
- 4. Time of meals?
- 5. Climate?
- 6. Political system?
- 7. Economic system?

- 8. Educational system?
- 9. Religion?
- 10. Student life?
- 11. Coffee/tea?
- 12. Role of women?
- 13. Language?
- 14. Educational costs?

- 15. Medical care?
- 16. Family relationships?
- 17. Public transportation?
- 18. Length of history?
- 19. Dating customs?
- 20. Predictability of the weather?

L EX	Din	(Charts 19 rections: Complete	_	·8) words and phra	ases below. There may be ctuation and capitalization.
		although because because of but	despite the fact that even though however	nevertheless now that therefore	
	1.	It was cold and w	et . Nevertheless	Bob put	on his swimming suit and
		went to the beach			
	2.	I can't ride my bio	cycle	there i	sn't any air in one of the tires.
	3.	I got to class on ti	me	I had m	issed my bus.
	4.	Brian used to be an active person, but now he has to limit his activitiesproblems with his health.			
	5.	It should be easy	for Bob to find more tim	e to spend wit	h his children
		he no longer has	to work in the evenings a	and on weeken	ds.
	6.	Jake is a very good student of languages. His brother Michael			
		has never been ab	le to master another lan	guage.	
	7.	The ancient Aztec	es of Mexico had no tech	nology for mal	king tools from metal
			they had sharp	knives and spe	ears. They made them from a
		stone called obsid	ian.		
	8.		ed in ancient Rome to ma		rageous
		Roman soldiers a	te large quantities of it b	efore a battle.	
	9.				ommunity theaters. The play
			night	was so ba	d that I wanted to leave after
		the first act.			
	10.	Some snakes are p	ooisonous	o	thers are harmless.
	11.		e meeting without a goo		she had
		been told that it w	as critical that she be th	ere. I wouldn	't want to be in her shoes at

work tomorrow.

19-8 EXPRESSING CONDITIONS: USING <i>OTHERWISE</i> AND <i>OR (ELSE)</i>				
ADVERB CLAUSE	<ul> <li>(a) If I don't eat breakfast, I get hungry.</li> <li>(b) You'll be late if you don't hurry.</li> <li>(c) You'll get wet unless you take your umbrella.</li> </ul>	If and unless state conditions that produce certain results. (See Charts 17-5 and 17-8, pp. 367 and 370.)		
TRANSITION	<ul> <li>(d) I always eat breakfast. <i>Otherwise</i>, I get hungry during class.</li> <li>(e) You'd better hurry. <i>Otherwise</i>, you'll be late.</li> <li>(f) Take your umbrella. <i>Otherwise</i>, you'll get wet.</li> </ul>	Otherwise expresses the idea "if the opposite is true, then there will be a certain result."  In (d): otherwise = if I don't eat breakfast.		
CONJUNCTION	<ul> <li>(g) I always eat breakfast, or (else) I get hungry during class.</li> <li>(h) You'd better hurry, or (else) you'll be late.</li> <li>(i) Take your umbrella, or (else) you'll get wet.</li> </ul>	Or else and otherwise have the same meaning.		

#### ☐ EXERCISE 27. Using OTHERWISE and OR (ELSE). (Chart 19-8)

Directions: Create sentences with the same meaning by using otherwise or or else.

- 1. If I don't call my mother, she'll start worrying about me.
  - → / am going to Ishould/had better/have to /must call my mother. Otherwise, she'll start worrying about me.
- 2. If you don't leave now, you'll be late for class.
- 3. If you don't go to bed, your cold will get worse.
- 4. Unless you have a ticket, you can't get into the theater.
- 5. You can't enter that country unless you have a passport.
- 6. If Tom doesn't get a job soon, his family won't have enough money for food.
- 7. Only if you speak both Japanese and Chinese fluently will you be considered for that job.\*
- 8. Mary can go to school only if she gets a scholarship.
- 9. If I don't wash my clothes tonight, I won't have any clean clothes to wear tomorrow.



<sup>\*</sup>Notice that the subject and verb in the main clause are inverted because the sentence begins with only if. See Chart 17-9, pp. 371.

Dire	28. Expressing conditions ections: Complete the sentences, copriate.	•		etters where
<ul><li>2.</li><li>3.</li><li>4.</li></ul>	I am going to even if We have no choice we have to whether I will go to only if is very inconsiderate he play record player even if	6. To 7. Yo 8. I w 9. I w	an't unless morrow I'd better ou should in case vill only if vill unless otherwise	. otherwise
	JMMARY OF CONN		CAUSE AND	EFFECT,
	ADVERB CLAUSE WORDS	TRANSITIONS	CONJUNCTIONS	PREPOSITIONS
CAUSE AND EFFECT	because so (that)	therefore	so for	because of

		CONDIT		CONTINUETIONS	PDE DOGLETION IS
<u></u> .,	ADVERB CL	AUSE WORDS	TRANSITIONS	CONJUNCTIONS	PREPOSITIONS
CAUSE AND EFFECT	because since now that	so (that)	therefore consequently	so for	because of due to
CONTRAST	even though although though	whereas while	however nevertheless nonetheless on the other hand	but ( anyway) yet ( still)	despite in spite of
CONDITION	if unless only if even if whether or not	in case in the event that	otherwise	or (else)	

CONDITION	unless only if even if whether or not	in the event that	otherwise	or (else)	
Direct senten	ions: Using the ces. Punctuat	e two ideas of <i>to</i> e and capitalize	e correctly.	orfail the exam, con	
1. Be	ecause I did no	t study ?	I failed thee	xam.	
2. I f	ailed the exam	because	<del></del> -		
3. Al	though I studie	ed	<u> </u>		· ·
4. I d	did not study	therefore			<del></del>
5. I d	lid not study	however			
8. I d	did not study	SO		<u> </u>	<u></u>
9. Si	nce I did not s	tudy			

	10. If I study for the test
	11. Unless I study for the test
	12. I must study otherwise
	13. Even if I study
	14. I did not study consequently
	15. I did not study nonetheless
	16. I will probably fail the test whether
	17. I failed the exam for
	18. I have to study so that
	19. Only if I study
	20. I studied hard yet
	21. You'd better study or else
□ E	XERCISE 30. Summary of connectives. (Chart 19-9)  Directions: Using the ideas of to be hungry (or not to be hungry) and to eat breakfast (or not to eat breakfast), complete the following. Punctuate and capitalize correctly.
	Because I was not hungry this morning
	2. Because I ate breakfast this morningnow.
	3. Because I was hungry this morning
	4. I did not eat breakfast this morning even though
	5. Although I was hungry this morning
	6. I was hungry this morning therefore
	7. I was hungry this morning nevertheless
	8. I was so hungry this morning
	9. I was not hungry this morning but
	10. I ate breakfast this morning even though
	11. Since I did not eat breakfast this morning
	12. I ate breakfast this morning nonetheless
	13. I was not hungry so
	14. Even though I did not eat breakfast this morning

15. I never eat breakfa	ast unless				
16. I always eat break	fast whether or not				
_	17. I eat breakfast even if				
	18. Now that I have eaten breakfast				
	y if				
20. I ate breakfast this	s morning yet				
21. Even if I am hung	ry				
22. I was not hungry	however				
Directions: Using the use present and future (a) to go (or not to	<u> </u>	ing two ideas. The time is now, so cold, nice weather			
	oing to go to the beach because the				
2. so that	9. because of	16. therefore			
<ul><li>3. so</li><li>4. nevertheless</li></ul>	10. consequently 11. as soon as	17. only if 18. nonetheless			
5. despite		19. in spite of			
6. now that	13. since	20. even if			
7. once		21. yet still			
8. although	15. unless	22. whether or not			
	of connectives. (Chart 19- the sentences, adding punctuations are optimists	•			
2. Even though he dr	ank a glass of water still ,				
3. Even if she invites	me to her party '				
4. I have never been	to Hawaii my parents however.	•••			
5. I couldn't for i	my arms were full of packages.				
6. I need to borrow s	ome money so that				
7. The airport was cl	osed due to fog therefore				
8 therefore the a	irport was closed.				
9. As soon as the vic	9. As soon as the violinist played the last note at the concert				

	10. Since nettner my roommate nor I know now to cook
	11. I am not a superstitious person nevertheless
	12. The crops will fail unless
	13. Just as I was getting ready to eat dinner last night
	14. We must work quickly otherwise
	15. Some children are noisy and wild my brother's children on the other hand
•	16. According to the newspaper, now that
	17. Ever since I can remember
	18. Although my
	19. The United States whereas
	20. I was tired however I because
	21. You must whether
	22 nevertheless I could not understand what the person who because

 $\square$  EXERCISE 33. Error analysis: general review. (Chapters  $16 \rightarrow 19$ )

Directions: Correct the errors.

- 1. Unless I study very hard, I will pass all of my exams.
- 2. My shoes and pants got muddy. Even though I walked carefully through the wet streets.
- 3. My neighborhood is quiet and safe however I always lock my doors.
- 4. Although I usually don't like Mexican food, but I liked the food I had at the Mexican restaurant last night.
- 5. Although my room in the dormitory is very small, but I like it. Because it is a place where I can be by myself and studying in peace and quiet.
- 6. Despite I prefer to be a history teacher, I am studying in the Business School in order for I can get a job in industry.
- 7. A little girl approached the cage however when the tiger shows its teeth and growls she run to her mother. Because she was frightened.

- 8. Many of the people working to save our environment think that they are fighting a losing battle. Because big business, and the government have not joined together to eliminate pollution.
- 9. The weather was so cold that I don't like to leave my apartment.
- 10. I have to study four hour every day because of my courses are difficult.
- 11. On the third day of our voyage, we sailed across a rough sea before to reach the shore.
- 12. I can't understand the lectures in my psychology class therefore my roommate lets me borrow her notes.
- 13. According to this legend, a man went in search of a hidden village, he finally found it after walk two hundred mile.
- 14. Because my country it is located in a subtropical area, so the weather is hot.
- 15. I will stay at the united state for two more year. Because I want finish my degree before go home.

## ☐ EXERCISE 34. Activity: connectives. (Chart 19-9)

*Directions:* Form a group of four people. One of you will begin a "chain sentence" by speaking the given words plus one, two, or three additional words. Each of the others should add one, two, or three words until the sentence is completed. The maximum number of words a person can add is three. When you complete your sentence, one person in the group should write it down (with correct punctuation, spelling, and capitalization).

Example: Although education is
SPEAKER A: Although education is <b>important</b> ,
SPEAKER B: Although education is important, <b>some students</b>
SPEAKER c: Although education is important, some students would rather
SPEAKER D: Although education is important, some students would rather fly a kite
SPEAKER A: Although education is important, some students would rather fly a kite <b>than</b>

SPEAKER B: Although education is important, some students would rather fly a kite than **go to class.** 

FINAL SENTENCE:  $\rightarrow$  Although education is important, some students would rather fly a kite than go to class.

1. Because we are	7. An educated populace is important to
2. Unless you	a nation's future. Therefore,
3. Students have to study. Otherwise,	8. I was so confused when the teacher
4. In spite of the fact that students	9. Now that we
5. Even if we	10. Even though students who
6. Only if	

- $\square$  EXERCISE 35. Review: punctuation and capitalization. (Chapters 13 and 16  $\rightarrow$  19) Directions: Add appropriate punctuation and capitalization. Notice how these clarify meaning in written English.
  - 1. I did not expect to get a pay raise nevertheless I accepted when my boss offered it.  $\rightarrow$  / did not expect to get a pay raise. Nevertheless, I accepted when my boss offered it.
  - 2. Although a computer has tremendous power and speed it cannot think for itself a human operator is needed to give a computer instructions for it cannot initially tell itself what to do.
  - 3. Being a lawyer in private practice I work hard but I do not go into my office on either Saturday or Sunday if clients insist upon seeing me on those days they have to come to my home.
  - 4. Whenever the weather is nice I walk to school but when it is cold or wet I either take the bus or get a ride with one of my friends even though my brother has a car I never ask him to take me to school because he is very busy he has a new job and has recently gotten married so he doesn't have time to drive me to and from school anymore I know he would give me a ride if I asked him to but I don't want to bother him.
  - 5. The common cold which is the most widespread of all diseases continues to plague humanity despite the efforts of scientists to find its prevention and cure even though colds are minor illnesses they are one of the principal causes of absence from school and work people of all ages get colds but children and adults who live with children get them the most colds can be dangerous for elderly people because they can lead to other infections I have had three colds so far this year I eat the right kinds of food get enough rest and exercise regularly nevertheless I still get at least one cold a year.



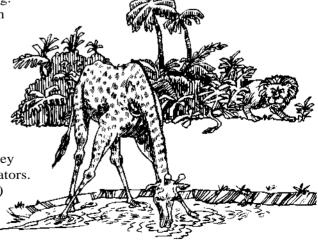
6. Whenever my father goes fishing we know we will have fish to eat for dinner for even if he doesn't catch any he stops at the fish market on his way home and buys some.

## $\square$ EXERCISE 36. Review: showing relationships. (Chapters 5 and $16 \rightarrow 19$ )

*Directions:* Using the words in parentheses, combine the sentences to show relationships between the ideas. Punctuate and capitalize correctly.

- 1. a. Jack hates going to the dentist.
  - b. He should see his dentist soon.
  - c. He has a very bad toothache. (even though, because)
  - → Even though Jack hates going to the dentist, he should see his dentist soon because he has a very bad toothache.
- 2. a. You may really mean what you say.
  - b. I'll give you one more chance.
  - c. You have to give me your best effort.
  - d. You'll lose your job. (if, but, otherwise)
- 3. a. The weather is bad.
  - b. I'm going to stay home.
  - c. The weather may change.
  - d. I don't want to go to the picnic. (due to, even if)
- 4. a. The children had eaten lunch.
  - b. They got hungry in the middle of the afternoon.
  - c. I took them to the market.
  - d. They wanted to get some fruit for a snack.
  - e. We went home for dinner.
    (even though, therefore, so that, before)
- 5. a. Robert is totally exhausted after playing tennis.
  - b. Marge isn't even tired.
  - c. She ran around a lot more during the game. (whereas, in spite of the fact that)
- 6. a. Many animals are most vulnerable to predators when they are grazing.
  - b. Giraffes are most vulnerable when they are drinking.
  - c. They must spread their legs awkwardly in order to lower their long necks to the water in front of them.
  - d. It is difficult and time-consuming for them to stand up straight again to escape a predator.
  - e. Once they are up and running, they are faster than most of their predators.

(while, consequently, however)



- 7. a. My boss promised me that I could have two full weeks.
  - b. It seems that I can't take my vacation after all.
  - c. I have to train the new personnel this summer.
  - d. I may not get a vacation in the fall either.
  - e. I will be angry.

(even though, because, if)

- 8. a. Education, business, and government are all dependent on computers.
  - b. It is advisable for all students to have basic computer skills.
  - c. They graduate from high school and enter the work force or college.
  - d. A course called "Computer Literacy" has recently become a requirement for graduation from Westside High School.
  - e. Maybe you will want more information about this course.
  - f. You can call the academic counselor at the high school. (since, before, therefore, if)

L o	ISE 37. Review: showing relationships. (Chapters 5 and 13 → 19)  Directions: Write out the sentences on another piece of paper, completing them with your own words. Some punctuation is given; add other punctuation as necessary. (NOTE: Some figure sentences will have to get a little complicated.)
E	Examples: I have trouble, so Iwhen I
	I wanted to Nevertheless, I because
	→ / wanted to go to Chicago. Nevertheless, I stayed home because I had to study for final exams.
	1sore throat. Nevertheless,
2	2. I, on the other hand,
	3. When a small, black insect, Ibecause
2	4. IbecauseHowever,
	5. Even though I told that ,
	6. According to the newspaper, now that Therefore,
,	7. Since neither the man who, I,
:	8. When people who,because
9	9. Since I didn't know whose, I
1	0. Even though the book which, I
1	1. What did the woman whowhen you?
1	2. If what he said
1.	3. Because the man who

14. Even though she didn't understand what the man who	
15. Now that all of the students who	
16. Since the restaurant where we	
☐ EXERCISE 38. Error analysis: general review. (Chapters 1 → 19)	

*Directions:* These passages are taken from student writing. You are the editor for these students. Rewrite the passages, correcting errors and making whatever revisions in phrasing or vocabulary you feel will help the writers say what they intended to say.

*Example:* My idea of the most important thing in life. It is to be healthy. Because a person can't enjoy life without health.

- → In my opinion, the most important thing in life is good health, for a person cannot enjoy life fully without it.
- We went shopping after ate dinner. But the stores were closed. We had to go back home even we hadn't found what were we looking for.
- 2. I want explain that I know alot of grammers but is my problem I haven't enough vocabularies.
- 3. When I got lost in the bus station a kind man helped me, he explained how to read the huge bus schedule on the wall. Took me to the window to buy a ticket and showed me where was my bus, I will always appreciate his kindness.
- 4. I had never understand the important of know English language. Until I worked at a large international company.
- 5. Since I was young my father found an American woman to teach me and my brothers English, but when we move to other town my father wasn't able to find other teacher for other five years.
- 6. I was surprised to see the room that I was given at the dormitory. Because there aren't any furniture, and dirty.
- 7. When I meet Mr. Lee for the first time, we played ping pong at the student center even though we can't communicate very well, but we had a good time.
- 8. Because the United States is a large and also big country. It means that they're various kinds of people live there and it has a diverse population.

- 9. My grammar class was start at 10:35. When the teacher was coming to class, she returned the last quiz to my classmates and I. After we have had another quiz.
- 10. If a wife has a work, her husband should share the houseworks with her. If both of them help, the houseworks can be finish much faster.
- 11. The first time I went skiing. I was afraid to go down the hill. But somewhere from a little corner of my head kept shouting, "Why not! Give it a try. You'll make it!" After stand around for ten minutes without moving. Finally, I decided go down that hill.
- 12. This is a story about a man. He had a big garden. One day he was sleeping in his garden. Then he woke up. He ate some fruit. Then he picked some apples and he walked to a small river and he saw a beautiful woman was on the other side. And he gave her some apples and then she gave him a loaf of bread. The two of them walked back to the garden. Then some children came and were playing games with him. Everyone was laughing and smiling. Then one child destroyed a flower and the man became angry and he said to them, "Get out of here." Then the children left and the beautiful woman left. Then the man built a wall around his garden and would not let anyone in. He staved in his garden all alone for the rest of his life.

# $\square$ EXERCISE 39. Activity: general review. (Chapters 1 $\rightarrow$ 19)

Directions: Read and discuss.

In prehistoric times, humans probably spoke between 10,000 and 15,000 languages. Today about 6,000 languages are spoken around the world. Experts predict that up to 50 percent of these languages will probably become extinct during the 21st century.

*Ouestion for discussion and/or writing:* 

What do you think accounts for the decrease in the number of languages in the world?

#### CHAPTER 20

# Conditional Sentences

#### and Wishes

20-1	Overview of basic verb forms used in	20-6	Using "mixed time" in
	conditional sentences		conditional sentences
20-2	True in the present or future	20-7	Omitting <i>if</i>
20-3	Untrue (contrary to fact) in the present	20-8	Implied conditions
	or future	20-9	Using as if as though
20-4	Untrue (contrary to fact) in the past	20-10	Verb forms following <b>wish</b>
20-5	Using progressive verb forms in	20-1 1	Using <b>would</b> to make wishes
	conditional sentences		about the future

A conditional sentence typically consists of an *if*-clause (which presents a condition) and a result clause.\* Example: *Ifit rains, the streets get wet*.

EXERCISE 1. Preview: conditional sentences. (Charts 20-1 → 20-4) Directions: Answer the questions with "yes" or "no."	
1. If the weather had been good yesterday, our picnic would not have been canceled.	
a. Was the picnic canceled?	
b. Was the weather good? NO	
2. If I had an envelope and a stamp, I would mail this letter right now.	
a. Do I have an envelope and a stamp right now?	
b. Do I want to mail this letter right now?	
c. Am I going to mail this letter right now?	
3. Ann would have made it to class on time this morning if the bus hadn't been late.	
a. Did Ann try to make it to class on time?	
b. Did Ann make it to class on time?	
c. Was the bus late?	

4. If the hotel had been built to withstand an earthquake, it would not have collapsed.

a. Was the hotel built to withstand an earthquake?\_\_\_\_\_

b. Did the hotel collapse?\_\_\_\_

<sup>\*</sup>See Charts 17-1 (p. 359) and 17-5 (p. 367) for the basic structure of adverb clauses of condition.

5.	<b>I</b> fI	were a carpenter, I would build my own house.
	a.	Do I want to build my own house?
	b.	Am I going to build my own house?
	c.	Am I a carpenter?
6.	If I	didn't have any friends, I would be lonely.
	a.	Am I lonely?
	b.	Do I have friends?
7.	If E	Bob had asked me to keep the news a secret, I wouldn't have told anybody.
	a.	Did I tell anybody the news?
	b.	Did Bob ask me to keep it a secret?
8.	IfA	ann and Jan, who are twins, dressed alike and had the same hairstyle, I wouldn't be able to
	tel	l them apart.
	a.	Do Ann and Jan dress alike?
	b.	Do they have the same hairstyle?
	c.	Can I tell them apart?

20-1 OVERVIEW OF BASIC VERB FORMS USED IN CONDITIONAL SENTENCES				
SITUATION	IF-CLAUSE	RESULT CLAUSE	EXAMPLES	
True in the present/future	simple present	simple present  will + simple form	If I have enough time, I watch TV every evening.  If I have enough time, I will watch TV later on tonight.	
Untrue in the present/future	simple past	would + simple form	If I <i>had</i> enough time, I <i>would watch</i> TV now or later on.	
Untrue in the past	past perfect	would have + past participle	If I had had enough time, I would have watched TV yesterday.	

D	EXERCISE 2.	Basic verb	o forms in o	conditiona	I senten	ces.	(Chart 20-1	)
	Directi	ons: Comple	ete the senten	ices with the	verbs in	parenth	neses.	

1.	SITUATION: / usually	write my parent	s a letter	every week.	That is a true fact.	$In\ other$
	words:				-	

If I (have)	have	_ enough time, I (write)	write	my parents a letter
every week.				

2.	SITUATION: 7 may have enough time to write my parents a letter later tonight. I want to writ them a letter tonight. Both of those things are true. In other words:
	If I (have) enough time, I (write) my
	parents a letter later tonight.
3.	SITUATION: 7 don't have enough time right now, so I won't write my parents a letter. I'll try to do it later. I want to write them, but the truth is that I just don't have enough time right now. In other words:
	If I (have) enough time right now, I (write)
	my parents a letter.
4.	SITUATION: 7 won't have enough time tonight, so I won't write my parents a letter. I'll try to do it tomorrow. I want to write them, but the truth is that I just won't have enough time. In other words:
	If I (have) enough time later tonight, I (write)
	my parents a letter.
5.	SITUATION: 7 wanted to write my parents a letter last night, but I didn't have enough time. In other words:
	If I (have) enough time, I (write)
	my parents a letter last night.

#### TRUE INTHE PRESENT OR FUTURE 20-2 (a) If I don't eat breakfast, I always get hungry during class. In conditional sentences that express true, factual ideas in the present/future, the *simple present* (not the (b) Waterfreezes OR willfreeze if the temperature simple future) is used in the *if*-clause. reaches 32°F/0°C. The result clause has various possible verb forms. A result clause verb can be: (c) If I don't eat breakfast tomorrow morning, I 1. the *simple present*, to express a habitual activity or will get hungry during class. situation, as in (a). 2. either the simple present or the simple future, to (d) If it rains, we should stay home. express an established, predictable fact or general If it rains, I might decide to stay home. truth, as in (b). If it rains, we can't go. 3. the *simple future*, to express a particular activity or If it rains, we're going to stay home. situation in the future, as in (c). 4. modals and phrasal modals such as **should**, **might**, (e) If anyone *calls*, please *take* a message. can, be going to, as in (d).\* 5. an imperative verb, as in (e). (f) If anyone should call, please take a message. Sometimes should is used in an if-clause. It indicates a little more uncertainty than the use of the simple present, but basically the meaning of examples (e) and (f) is the same.

\*See Chart 9-1, p. 151, for a list of modals and phrasal modals.

# ☐ EXERCISE 3. True in the present or future. (Chart 20-2)

Directions: Answer the questions. Pay special attention to the verb forms in the result clauses. Work in pairs, in groups, or as a class.

- 1. If it rains, what always happens?\*
- 2. If it rains tomorrow, what will happen?
- 3. If it should rain tomorrow, what will you do or not do?
- 4. If it's cold tomorrow, what are you going to wear to class?
- 5. Fish can't live out of water. If you take a fish out of water, what will happen? / If you take a fish out of water, what happens?
- 6. If I want to learn English faster, what should I do?
- 7. If you run up a hill, what does/will your heart do?\*\*\*
- 8. Tell me what to do, where to go, and what to expect if I visit your hometown as a tourist.

20-3 UNTRUE (CONTRARY TO FACT) IN THE PRESENT OR FUTURE				
<ul> <li>(a) If I taught this class, I wouldn't give tests.</li> <li>(b) If he were here right now, he would help us.</li> <li>(c) If I were you, I would accept their invitation.</li> </ul>	In (a): In truth, I don't teach this class. In (b): In truth, he is not here right now. In (c): In truth, I am not you. Note: Were is used for both singular and plural subjects. Was (with /, he, she, it) is sometimes used in informal speech: If I was you, I'd accept their invitation.			
COMPARE  (d) If I had enough money, I would buy a car.  (e) If I had enough money, I could buy a car.  (e) If I had enough money, I could buy a car.  In (e): The speaker wants a car, but doesn't have enough money. Would expresses desired or predictable results. In (e): The speaker is expressing one possible result. Could would be able to. Could expresses possible options.				
<ol> <li>If I had enough apples, I (bake)</li> <li>I will fix your bicycle if I (have) _</li> <li>I would fix your bicycle if I (have)</li> <li>Sally always answers the phone if</li> </ol>				
*In true conditional sentences that express a hale when or whenever. These sentences have esset that trains, the streets get wet.	bitual activity or general truth, if is very close in meaning to entially the same meaning:			

When it rains, the streets get wet.

Whenever it rains, the streets get wet.

<sup>\*\*</sup>In this sentence, you is an impersonal pronoun. Begin the response to this question with "Ifyou run . . . ."

	my native language.	
8	3. Most people know that oil floats	on water. If you pour oil on water, it (float)
9	O. If there (be)	_ no oxygen on earth, life as we know it (exist, not)
10		late every day this week. If the paper (arrive, not) on time today, I'm going to cancel my subscription.
11	1. If I (be) a t	oird, I (want, not)
. 12	life in a cage.  2. How old (human beings, live)	
13	if all diseases in the world (be) _ completely eradicated?  B. If you boil water, it (disappear) _	324
	atmosphere as vapor.	
14		paws instead of hands with fingers and
		we use in everyday life (have to)
		to turn knobs, push small buttons, or hold tools and
	utensils securely.	o turn knoos, push sman buttons, or note tools and
	SE 5. Activity: present or future birections: In small groups or as a classical section.	e untrue conditions. (Chart 20-3) ass, discuss the questions.
U	nder what conditions, if any, would y	ou
	1. exceed the speed limit while driving	ing?
	<ol> <li>lie to your best friend?</li> <li>disobey an order from your boss?</li> </ol>	
	i. steal food?	
	5. carry a friend on your back for a	long distance?
	6. not pay your rent?	
7	7. (Make up other conditions for your	classmates to discuss.)

7. I (be, not) \_\_\_\_\_ a student in this class if English (be) \_\_\_\_\_

#### ☐ EXERCISE 6. Activity: present conditionals. (Chart 20-3)

Directions: Use the statistics in PART I to answer the question in PART II. Work in pairs, in groups, or as a class.

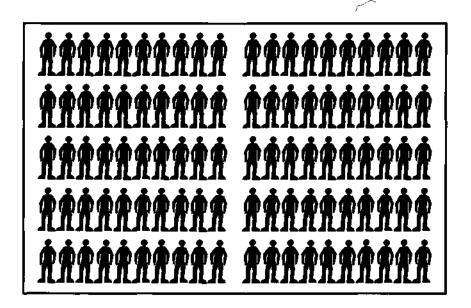
#### PART I. POPULATION STATISTICS

- 1. 51% of the world's population is female.
- 2. 57% of the people in the world are from Asia, the Middle East, and the South Pacific.
- 3. 21% are Europeans.
- 4. 14% are from the Western Hemisphere.
- 5. 8% are from Africa.
- 6. 50% of the world's population suffers from malnutrition.
- 7. 30% of the world's population is illiterate. 60% of the people who are illiterate are women.
- 8. 1% of the world's population has a college education.
- 9. 6% of the people in the world own half of the world's wealth.
- 10. One person in three is below 15 years of age. One person in ten is over 65 years old.

#### PART II. QUESTION

If there were only one village on earth and it had exactly 100 people, who would it consist of? Assuming that the village would reflect global population statistics, describe the people in this imaginary village. Use the illustration to point out the number of people who fit each description you make.

→ If there were only one village on earth and it had exactly 100 people, 51 of them would be women and 49 of them would be men. More than half of the people in the village (57 of them) would . . . (continue describing the village).



A village of 100 people

20-4 UNTRUE (CONTRARY TO FACT) IN THE PAST			
<ul> <li>(a) If you had told me about the problem, I would have helped you.</li> <li>(b) If they had studied, they would have passed the exam.</li> <li>(c) If I hadn't slipped on the stairs, I wouldn't have broken my arm.</li> </ul>	In (a): In truth, you did not tell me about it. In (b): In truth, they did not study. Therefore, they failed the exam. In (c): In truth, I slipped on the stairs. I broke my arm. Note: The auxiliary verbs are almost always contracted in speech. "If you'd told me, I would've helped you (OR I'd've helped you)."*		
COMPARE  (d) If I had had enough money, I would have bought acar.  (e) If I had had enough money, I could have bought acar.	In (d): would expresses a desired or predictable result. In (e): could expresses a possible option; could have bought = would have been able to buy.		

	E 7. Conditional sentences. <i>ections:</i> Complete the sentences	,	
1.	If I (have)	_enough money, I will go with	you.
2.	If I (have)	_enough money, I would go wi	th you.
3.	If I (have)	_enough money, I would have	gone with you.
4.	If the weather is nice tomorrow	, we (go)	to the zoo.
5.	If the weather were nice today, v	we (go)	to the zoo.
6.	If the weather had been nice yes zoo.	terday, we (go)	to the
7.	If Sally (be)at	home tomorrow, I am going to	visit her.
8.	Jim isn't home right now. If he him		ght now, I (visit)
9.	Linda wasn't at home yesterday (visit)		at home yesterday, I
10.	A: Shh! Your father is taking a	nap. Uh-oh. You woke him up	) <b>.</b>
	B: Gee, I'm sorry, Mom. If I (	realize)	he was sleeping, I
	(make, not)	so much nois	se when I came in. But
	how was I supposed to know	7?	

<sup>\*</sup>In casual, informal speech, some native speakers sometimes use would have in an if-clause: Ifyou would've told me about the problem, I would've helped you. This verb form usage is generally considered not to be grammatically correct standard English, but it occurs fairly commonly.

nt Alex ruined his sweater when he was	shed it. If he (read)	- AST
the label, he (wash, not)	, ( , (	(\$0.2
it in hot v	water.	Junilly War
·		a may
didn't you say something? I (come) _over and		
•		
w you (come)		
away if I (call)	you. I guess	
n't want to bother you.		
ense! What are good neighbors for?		
	the label, he (wash, not) it in hotit in hot	it in hot water.  since I broke my foot, I haven't been to get down to the basement to wash lothes.  didn't you say something? I (come) over and a)them for you  (tell)me.  w you (come) you. I guess n't want to bother you.

☐ EXERCISE 8. Untrue in the past. (Chart 20-4)

Directions: Work in pairs.

Speaker A: Your book is open. Give the cue.

Speaker B: Your book is closed. Begin your response with "But if I had known . . . . "

Example:

There was a test yesterday. You didn't know that, so you didn't SPEAKER A (book open):

SPEAKER B (book closed): But if I had known (that there was a test yesterday), I would have

studied.

- 1. Your friend was in the hospital. You didn't know that, so you didn't visit her.
- 2. I've never met your friend. You didn't know that, so you didn't introduce me.
- 3. There was a meeting last night. You didn't know that, so you didn't go.
- 4. Your friend's parents are in town. You didn't know that, so you didn't invite them to dinner.

Switch roles.

- 5. I wanted to go to the soccer game. You didn't know that, so you didn't buy a ticket for
- 6. I was at home last night. You didn't know that, so you didn't visit me.
- 7. Your sister wanted a gold necklace for her birthday. You didn't know that, so you didn't buy her one.
- 8. I had a problem. You didn't know that, so you didn't offer to help.

### ☐ EXERCISE 9. Untrue conditionals. (Charts 20-3 and 20-4)

Directions: Change the statements into conditional sentences.

- Roberto came, so I wasn't disappointed. But . . . .
   → But if he hadn't come, I would have been disappointed.
- 2. There are so many bugs in the room because there isn't a screen on the window. But ....
- 3. I didn't buy a bicycle because I didn't have enough money. But . . . .
- 4. I won't buy a bicycle because I don't have enough money. But . . . .
- 5. You got into so much trouble because you didn't listen to me. But . . . .
- 6. The woman didn't die because she received immediate medical attention. But . . . .
- 7. Nadia didn't pass the entrance examination, so she wasn't admitted to the university. But . . . .
- 8. We ran out of gas because we didn't stop at the service station. But . . .



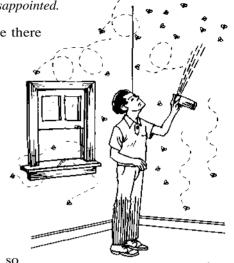
*Directions:* Make an *if*-clause from the given information and then supply a result clause using your own words.

Examples: I wasn't late to work yesterday.

→ If I had been late to work yesterday, I would have missed the regular morning meeting.

Tom asked my permission before he took my bicycle.

- → IfTom hadn't asked my permission before he took my bicycle, I would have been angry.
- 1. I wasn't absent from class yesterday.
- 2. I don't have enough energy today.
- 3. Ocean water is salty.
- 4. Our teacher likes his/her job.
- 5. People don't have wings.
- 6. You didn't ask for my opinion.
- 7. Water is heavier than air.
- 8. Most nations support world trade agreements.



	E 11. Review: conditional sentences. (Charts 20-1 $\rightarrow$ 20-4) rections: Complete the sentences with the verbs in parentheses.
1.	You should tell your father exactly what happened. If I (be) you, I
	(tell)him the truth as soon as possible.
2.	If I (have) my camera with me yesterday, I (take)
	a picture of Alex standing on his head.
3.	I'm almost ready to plant my garden. I have a lot of seeds. Maybe I have more than I
	need. If I (have) more seeds than I need, I (give)
	some to my neighbor.
4.	George has only two pairs of socks. If he (have) more than two pairs
	of socks, he (have to, not) wash his socks so
	often.
5.	The cowboy pulled his gun to shoot at the rattlesnake, but he was
	too late. If he (be)
	quicker to pull the trigger, the snake (bite, not)
	him on
	the foot. It's a good thing he was wearing
	heavy leather boots.
6.	What (we, use)
	to look at ourselves when we comb our hair
	if we (have, not)
_	mirrors?
7.	It's been a long drought. It hasn't rained for over a month. If it (rain, not)
	soon, a lot of crops (die) If the crops (die), many people (go) hungry this
	coming winter.
8	According to one scientific theory, an asteroid collided with the earth millions of years
0.	ago, causing great changes in the earth's climate. Some scientists believe that if this
	asteroid (collide, not) with the earth, the dinosaurs
	(become, not)extinct. Can you imagine what the
	world (be)like today if dinosaurs (exist, still)
	? Do you think it (be) possible for
	dinosaurs and human beings to coexist on the same planet?

### ☐ EXERCISE 12. Untrue conditionals. (Charts 20-3 and 20-4)

*Directions:* Make a true statement about the given topic. Then make a contrary-to-fact: conditional sentence about that statement. Work in pairs, in groups, or as a class.

### Examples: yourself

 $\rightarrow$  1 am twenty years old. If I were seventy years old, I would already have lived most of my life.

### ice

→ Ice doesn't sink. If the polar ice caps sank, the level of the oceans would rise and flood coastal cities,

### Topics:

1. yourself	5. peace	9. a famous person
2. fire	6. your activities right now	10. your activities last night
3. space travel	7. air	11 dinosaurs
4. vegetables	8. a member of this class	12. a member of your family

### $\square$ EXERCISE 13. Conditional sentences. (Charts 20-1 $\rightarrow$ 20-4)

Directions: Complete each sentence with an appropriate auxiliary verb.

- 1. I don't have a pen, but if I \_ \( \lambda i \lambda \)\_, I would lend it to you.
- 2. He is busy right now, but if he weren't, he would help us.
- 3. I didn't vote in the last election, but if I had I would have voted for Senator Anderson.
- 4. I don't have enough money, but if I \_ , I would buy that book.
- 5. The weather is cold today, but if it \_, I would go swimming.
- 6. She didn't come, but if she \_, she would have met my brother.
- 7. I'm not a good cook, but if I \_ , I would make all of my own meals.
- 8. I have to go to class this afternoon, but if I \_, I would go downtown with you.
- 9. He didn't go to a doctor, but if he \_, the cut on his hand wouldn't have gotten infected.
- 10. I always pay my bills. If I \_, I would get in a lot of trouble.
- 11. Helium is lighter than air. If it \_, a helium-filled balloon wouldn't float upward.
- 12. I called my husband to tell him I would be late. If I \_, he would have gotten worried about me.

☐ EXERCISE 14. Conditional sentences. (Conditions: Work in pairs.  Speaker A: Your book is open. Ask the Speaker B: Your book is closed. Begin your book is closed.	questions.
Example:  SPEAKER A (book open): Do you have a SPEAKER B (book closed): No, but if I did	dollar?  (No, but if I had a dollar), I would lend it to you.
, , ,	, ,
	Switch roles.
1. Are you rich?	10. Are you tired?
· 2. Do you have a car?	11. Are you at home right now?
3. Are you a bird?	12. Are you married/single?
4. Are you in (student's country/	13. Do you speak (another language)?
hometown)?	14. Is the weather hot/cold today?
5. Do you live in a hotel?	15. Are you hungry?
6. Are you the teacher of this class?	16. Do you live in (a different city)?
7. Do you have your own airplane?	17. Did we eat dinner together last
8. Did you watch TV last night?	night?
9. Did you grow up in (another	18. Did you forget to bring your

country)?

	G PROGRESSIVE VERB FORMS IN DITIONAL SENTENCES
	ogressive verb forms in these examples. Even in conditional sentences, progressive verb forms sive situations. (See Chart 1-2, p. 3, for a discussion of progressive verbs.)
(a) TRUE: (b) CONDITIONAL:	It is raining right now, so I will not go for a walk.  If it were not raining right now, I would go for a walk.
(c) TRUE: (d) CONDITIONAL:	I am not living in Chile. I am not working at a bank. If I were living in Chile, I would be working at a bank.
(e) TRUE: (f) CONDITIONAL:	It was raining yesterday afternoon, so I did not go for a walk.  If it had not been raining, I would have gone for a walk.
(g) TRUE: (h) CONDITIONAL:	I was not living in Chile last year. I was not working at a bank.  If I had been living in Chile last year, I would have been working at a bank.

# ☐ EXERCISE 15. Using progressive verb forms in conditional sentences. (Chart 20-5) Directions: Change the statements into conditional sentences. 1. It is snowing, so I won't go with you. But . . . . → But if it weren't snowing, I would go with you. 2. The child is crying because his mother isn't here. But . . . . 3. You weren't listening, so you didn't understand the directions. But .... 4. Joe got a ticket because he was driving too fast. But . . . .

grammar book to class today?

- 5. I was listening to the radio, so I heard the news bulletin. But ....
- 6. Grandpa is not wearing his hearing aid because it's broken. But ....
- 7. You were sleeping, so I didn't tell you the news as soon as I heard it. But ....
- 8. I'm enjoying myself, so I won't leave. But ....

# Frequently the time in the *if*-clause and the time in the result clause are different: one clause may be in the present and the other in the past. Notice that past and present times are mixed in these sentences. (a) TRUE: I did not eat breakfast several hours ago, so I am hungry now. (b) CONDITIONAL: If I had eaten breakfast several hours ago, I would not be hungry now. (past) (present)

He *is not* a good student. He *did not study* for the test yesterday.

If he were a good student, he would have studied for the test yesterday.

(past)

☐ EXERCISE 16. Using "mixed time" in conditional sentences. (Chart 20-6)

Directions: Change the statements into conditional sentences.

- 1. I'm hungry now because I didn't eat dinner. But ....
  - $\rightarrow$  But if I'd eaten dinner, I wouldn't be hungry now.

(present)

- 2. The room is full of flies because you left the door open. But ....
- 3. You are tired this morning because you didn't go to bed at a reasonable hour last night. But . . . .
- 4. I didn't finish my report yesterday, so I can't begin a new project today. But ....
- 5. Anita is sick because she didn't follow the doctor's orders. But . . . .
- 6. I'm not you, so I didn't tell him the truth. But . . . .
- 7. I don't know anything about plumbing, so I didn't fix the leak in the sink myself. But
- 8. I received a good job offer from the oil company, so I won't seriously consider taking the job with the electronics firm. But . . . .

20-7 OMITTING IF	
<ul> <li>(a) Were I you, I wouldn't do that.</li> <li>(b) Had I known, I would have told you.</li> <li>(c) Should anyone call, please take a message.</li> </ul>	With were, had (past perfect), and should, sometimes if is omitted and the subject and verb are inverted.  In (a): Were Iyou = if I were you.  In (b): Had I known = if I had known.  In (c): Should anyone call = if anyone should call.

(c) TRUE:

(d) CONDITIONAL:

### ☐ EXERCISE 17. Omitting IF. (Chart 20-7)

*Directions:* Create sentences with the same meaning by omitting *if.* 

- 1. If you should need more money, go to the bank before six o'clock.
  - → Should you need more money, go to the bank before six o'clock.
- 2. If I were you, I wouldn't do that.
- 3. If they had realized the danger, they would have done it differently.
- 4. If I were your teacher, I would insist you do better work.
- 5. If you should change your mind, please let me know immediately.
- 6. She would have gotten the job if she had been better prepared.
- 7. Your boss sounds like a real tyrant. If I were you, I would look for another job.
- 8. I'll be out of the country until June 12. If you should need to reach me, I'll be at the Hilton Hotel in Seoul.
- 9. The artists and creative thinkers throughout the history of the world have changed all of our lives. If they had not dared to be different, the history of civilization would have to be rewritten.
- 10. If there should be a global nuclear war, life on earth as we know it would end forever.

20-8 IMPLIED CONDITIONS	
(a) I wouldhave gone with you, but I had to study. (b) I never would have succeeded without your help.	Often the <i>if</i> -clause is implied, not stated. Conditional verbs are still used in the result clause. In (a): the implied condition = <i>if I hadn't had to study</i> . In (b): the implied condition = <i>ifyou hadn't helped me</i> .
(c) She ran; otherwise, she would have missed her bus.	Conditional verbs are frequently used following <i>otherwise</i> . In (c), the implied <i>if</i> -clause = <i>if she had not run</i> .

### ☐ EXERCISE 18. Implied conditions. (Chart 20-8)

Directions: Identify the implied conditions by creating sentences using if-clauses.

- 1. I would have visited you, but I didn't know that you were at home.
  - $\rightarrow$  / would have visited you if I had known you were at home.
- 2. It wouldn't have been a good meeting without Rosa.
  - → It wouldn't have been a good meeting if Rosa hadn't been there.
- 3. I would have answered the phone, but I didn't hear it ring.
- 4. I couldn't have finished the work without your help.
- 5. I like to travel. I would have gone to Nepal last summer, but I didn't have enough money.
- 6. I stepped on the brakes. Otherwise, I would have hit the child on the bicycle.
- 7. Olga turned down the volume on the tape player. Otherwise, the neighbors probably would have called to complain about the noise,
- 8. Tarek would have finished his education, but he had to quit school and find a job in order to support his family,

	irections: Complete the sentences with your own words.	
2 3 4 5 6 7 . 8	. I would have , but I didn't have enough time I couldn't have without my parents' help I would , but I don't have enough money I ran out of time. Otherwise, I would have I could , but I don't want to I would have , but I didn't know about it Without water, all life on earth would I set my alarm for six every day. Otherwise, I would I set my alarm for six this morning. Otherwise, I would have	•
$D_i$	SE 20. Review: conditional sentences. (Charts 20-1 → 20-8 irections: Complete the sentences with the verbs in parentheses. So assive.	
1	. If I could speak Japanese, I (spend)	next year
	studying in Japan.	
2	. Had I known Mr. Jung was in the hospital, I (send)	
	him a note and some flowers.	
3	. We will move into our new house next month if it (complete)	
	by then.	
4	. It's too bad that it's snowing. If it (snow, not) could go for a drive.	, we
5	. I was very tired. Otherwise, I (go) you last night.	to the party with
6	. I'm glad I have so many friends and such a wonderful family. Li family (be)lonely for me.	fe without friends or
7	. My grandfather is no longer alive, but if he (be)proud of me.	, I'm sure he ( <i>be</i> )
8	. If you (sleep, not)last night when have asked you to go with us, but I didn't want to wake you up.	we arrived, I would
9	. Bill has such a bad memory that he (forget)	his head if
	it (be, not)attached to his body.	

eats 255 eggs a year. If hens (outnumber, not)	people,
the average person (eat, not)255 eg	gs a year.
11. A: What would you be doing right now if you (be, not)	in class?
B: I (sleep)	
12. A: Boy, is it ever hot today!	
B: You said it! If there (be) only a breeze, it	(be, not)
quite so unbearable.	
13. A: Why isn't Peggy Anderson in class today?	
B: I don't know, but I'm sure she (be, not)	_ absent unless *
she (have)a good reason.	
14. A: Hi. Sorry I'm late.	
B: That's okay.	
A: I (be) here sooner, but I had car	trouble.
15. A: Want to ride on the roller coaster?	
B: No way! I (ride, not)	
on the roller coaster even if you paid	
me a million dollars!	
16. A: Hi, Pat. Come on in.	
B: Oh, I didn't know you had company.	
I (come, not)	
if (I, know)	
someone was here.	
A: That's okay. Come in and let me	
introduce you to my friends.	7 <u>/</u>
17. A: Are you coming to the party?	
B: I don't think so, but if I change my mind, I (tell)	you.
D EXERCISE 21. Review: conditional sentences. (Charts 20-1 → 20-8)  Directions: Complete the sentences. Add commas where necessary.	
1. If it hadn't rained	
2. If it weren't raining	
3. You would have passed the test had	
* <i>unless</i> = <i>if not</i> (See Chart 17-8, p. 370.)	

10. According to one report, the average hen lays 247 eggs a year, and the average person

- 4. It's a good thing we took a map with us. Otherwise . . . .
- 5. Without electricity modern life . . . .
- 6. If you hadn't reminded me about the meeting tonight ....
- 7. Should you need any help . . . .
- 8. If I could choose any profession I wanted . . . .
- 9. If I were at home right now . . . .
- 10. Without your help yesterday . . . .
- 11. Were I you\_\_\_\_
- 12. What would you do if ....
- 13. If I had the chance to live my childhood over again . . . .
- 14. Had I known . . . .
- 15. Can you imagine what life would be like if ....

### ☐ EXERCISE 22. Activity: conditional sentences. (Charts 20-1 → 20-8)

Directions: Explain what you would do in these situations. Work in pairs, in groups, or as a class.

### Example:

SPEAKER A (book open): Suppose the student sitting next to you drops her pen. What would you do?

SPEAKER B (book dosed): I would pick it up for her.

- 1. Suppose (pretend) there is a fire in this building right now. What would you do?
- 2. Suppose there is a fire in your room or apartment or house. You have time to save only one thing. What would you save?
- 3. Suppose you go to the bank to cash a check for (twenty dollars). The bank teller cashes your check and you leave, but when you count the money, you find she gave you (thirty dollars) instead of (twenty). What would you do?
- 4. Same situation, but she gave you only (fifteen dollars) instead of (twenty).
- 5. John was cheating during an examination. Suppose you were the teacher and you saw him. What would you have done?
- 6. You are at a party. A man starts talking to you, but he is speaking so fast that you can't catch what he is saying. What would you do?
- 7. Late at night you're driving your car down a deserted street. You're all alone. In an attempt to avoid a dog in the road, you swerve and hit a parked car. You know that no one saw you. What would you do?
- 8. (...) goes to a friend's house for dinner. Her/His friend serves a dish that (...) can't stand, doesn't like at all. What if you were (...)?
- 9. My friend borrowed (ten dollars) from me and told me he would repay it in a couple of days, but it's been three weeks. I think he has forgotten about it. I really need the money, but I don't want to ask him for it. Give me some advice.
- 10. John was driving over the speed limit. A police car began to chase him, with lights flashing. John stepped on the accelerator and tried to escape the police car. Put yourself in his position.
- 11. Suppose you are walking down the street at night all by yourself. A man suddenly appears in front of you. He has a gun. He says, "Give me your money!" Would you try to take his gun away?

12. Suppose you go to (Chicago) to visit a friend. You have never been there before. Your friend said he would meet you at the airport, but he's not there. You wait a long time, but he never shows up. You try to call him, but nobody answers the phone. Now what?

EXERCISE 23. Activity: conditional sentences. (Charts 20-1 → 20-8)

Directions: Discuss the situations. Use the given information to make conditional sentences.

### Example:

Jan is working for a law firm, but she has been trying to find a different job for a long time. She doesn't like her job at the law firm. Recently she was offered a job with a computer company closer to her home. She wanted to accept it, but the salary was too low.

- → If Jan liked her job at the law firm, she wouldn't be trying to find a different job.
- → Jan would have accepted the job at the computer company if the salary hadn't been too low.
- → Etc.
- 1. Jim: Why don't we go to the ball game after work tonight?
  - Ron: I'd like to, but I can't.
  - Jim: Why not?
  - Ron: I have a dinner meeting with a client.
  - Jim: Well, maybe some other time.
- 2. Tommy had a pet mouse. He took it to school. His friend Jimmy put the mouse in the teacher's desk drawer. When the teacher found the mouse, she jumped in surprise and tried to kill it with a book. Tommy ran to the front of the room and saved his pet mouse. Tommy and Jimmy got into a lot of trouble with their teacher.



3. Ivan's axe was broken, and he wanted to borrow his neighbor Dan's axe so that he could chop some wood. Then Ivan remembered that he had already borrowed Dan's saw and had never returned it. He has since lost the saw, and he's too embarrassed to tell Dan. Because of that, Ivan decided not to ask Dan for his axe.

EXERCISE 24.	Activity:	conditional	sentences.	(Charts 20-1	→ 20-8)
Directio	ma. Dicou	ag and/an write	a about one or	more of the ton	ioc

- 1. If, beginning tomorrow, you had a two-week holiday and unlimited funds, what would you do? Why?
- 2. If you had to teach your language to a person who knew nothing at all about your language, how would you begin? What would you do so that this person could learn your language as quickly and easily as possible?
- 3. If you were Philosopher-King of the world, how would you govern? What would you do? What changes would you make? (A "Philosopher-King" may be defined as a person who has ideal wisdom and unlimited power to shape the world as s/he wishes.)
- 4. Suppose you had only one year to live. What would you do?
- 5. Describe your activities if you were in some other place (in this country or in the world) at present. Describe your probable activities today, yesterday, and tomorrow. Include the activities of other people you would be with if you were in that place.

20-9 USING <i>AS I</i>	F/AS TH	OUGH		
<ul> <li>(a) It looks <i>like rain</i>.</li> <li>(b) It looks as <i>ifit is going to rain</i></li> <li>(c) It looks as though it is going</li> <li>(d) It looks <i>like it is going to rain</i></li> </ul>	to rain.	Notice in (a): <i>like</i> is followed by a noun object.  Notice in (b) and (c): <b>as</b> <i>if</i> and <b>as</b> <i>though</i> are followed by a claus. Notice in (d): <i>like</i> is followed by a clause. This use <i>of like</i> is common in informal English, but is not generally considered appropriate in formal English; <b>as</b> <i>if</i> or <b>as</b> <i>though</i> is preferred. (a), (b), (c), and (d) all have the same meaning.		
"TRUE" STATEMENT (FACT)	VERB FORM	AFTER AS IF /. AS THOUGH	Usually the idea following	
<ul> <li>(e) He is not a child.</li> <li>(f) She did not take a shower with her clothes on.</li> <li>(g) He has met her.</li> <li>(h) She will be here.</li> </ul>	She talked to him as <i>if</i> he <i>were</i> a child.  When she came in from the rainstorm, she looked as <i>if</i> she <i>had taken</i> a shower with her clothes on.  He acted as <i>though</i> he <i>had never met</i> her.  She spoke as <i>if</i> she <i>wouldn't be</i> here.		as if as though is "untrue." In this case, verb usage is similar to that in conditional sentences.	

☐ EXERCISE 25. Using AS IF/AS THOUGH. (Chart 20-9)  Directions: Using the given idea, complete each sentence with as iflas though.
1. / wasn't run over by a ten-ton truck.  I feel terrible. I feel as if (as though) I had been run over by a ten-ton
truck.
2. English is not her native tongue.
She speaks English
3. You didn't see a ghost.
What's the matter? You look

4.	His animals aren't people.
	I know a farmer who talks to his animals
5.	His father is not a general in the army.  Sometimes his father gives orders
6.	/ didn't climb Mt. Everest.  When I reached the fourth floor, I was winded. I felt
7.	instead of just three flights of stairs.  He does have a brain in his head.  Sometimes he acts
8.	We haven't known each other all of our lives.  We became good friends almost immediately. After talking to each other for only a short time, we felt
9.	A giant bulldozer didn't drive down Main Street.  After the tornado, the town looked
10.	/ don't have wings and can't fly.  I was so happy that I felt
11.	The child won't burst.  The child was so excited that he looked
12.	NOTE: The following sentiments were expressed by Helen Keller, a woman who was both blind and deaf but who learned to speak and to read (Braille*). Complete these sentences.
	Use your eyes as if tomorrow you become blind. Hear the music of voices, the song of a bird, as if you become deaf tomorrow. Touch each object as if tomorrow you never be able to feel anything again.
	Smell the perfume of the flowers and taste with true enjoyment each bite of food as if tomorrow younever be able to smell and taste again.

<sup>\*</sup>A system of writing for the blind devised by the Frenchman Louis Braille. Blind people read Braille by placing the tips of their fingers on raised dots that represent letters, punctuation, etc.

### 20-10 VERB FORMS FOLLOWING WISH Wish is used when the speaker wants reality to be different, to be exactly the opposite. "TRUE" STATEMENT VERB FORM FOLLOWING WISH Wish is followed by a noun clause. (See Chart 12-5, A wish (a) She will not tell me. I wish (that) she would tell me. p. 248.) Past verb forms, about the (b) He isn't going to be here. I wish he were going to be here. similar to those in conditional future (c) She *can't come* tomorrow. I wish she could come tomorrow. sentences, are used in the noun clause. For example, A wish (d) I don't know French. in (a): would, the past form I wish I knew French. about the of will, is used to make a (e) It is raining right now. I wish it weren't raining right now. (f) I can't speak Japanese. wish about the future. In present I wish I could speak Japanese. (d): the simple past (knew) A wish (g) John didn't come. I wish John had come\* is used to make a wish (h) Mary couldn't come. about the present. In (g): about the I wish Mary could have come.

the past perfect (had come)

is used to make a wish about the past.

	SE 26. Verb forms following WISH. (Chart 20-10) rections: Complete the sentences with an appropriate verb form.	
1.	. Our classroom doesn't have any windows. I wish our classroom windows.	id
2.	The sun isn't shining. I wish the sun right now.	
3.	I didn't go shopping. I wish I shopping.	
4.	I don't know how to dance. I wish I how to dance.	
5.	You didn't tell them about it. I wish youthem about	it.
6.	It's cold today. I'm not wearing a coat. I wish I	a coat.
7.	I don't have enough money to buy that book. I wish I money.	_enough
8.	Elena is tired because she went to bed late last night. She wishes sheto bed earlier last night.	
9.	I can't go with you tomorrow, but I wish I	
10.	My friend won't ever lend me his car. I wish he for my date tomorrow night.	me his car
11.	Mrs. Takasawa isn't coming to dinner with us tonight. I wish she to dinner with us.	

past

<sup>\*</sup>Sometimes in very informal speaking: / wish John would have come.

12.	The teacher is going to give an exam tomorrow. I wish he
	us an exam tomorrow.
13.	You can't meet my parents. I wish you them.
14.	Khalid didn't come to the meeting. I wish he to the meeting.
15.	I am not lying on a beach in Hawaii. I wish Ion a beach in Hawaii.
	E 27. Activity: verb forms following WISH. (Chart 20-10) rections: Discuss the questions.
2. 3. 4. 5. 6. 7. 8.	What is something you can't do, but you wish you could do? What do you wish you were doing right now? What is something you don't have but wish you had? What is something that didn't happen yesterday, but that you wish had happened? What is something that has never happened in your life, but that you wish would happen? What is something that happened in your life, but that you wish had not happened? What is something you have to do but wish you didn't have to do? What is something that will not happen tomorrow, but that you wish would happen? What is something you don't know but wish you knew? What is something you were unable to do yesterday, but you wish you could have done?
	E 28. Verb forms following WISH. (Chart 20-10) rections: Complete the sentences with an appropriate auxiliary verb.
1.	I'm not at home, but I wish I . were.
2.	I don't know her, but I wish I
3.	I can't sing well, but I wish I
4.	I didn't go, but I wish I
5.	He won't talk about it, but I wish hewould
6.	I didn't read that book, but I wish I
7.	I want to go, but I can't. I wish I
8.	I don't have a bicycle, but I wish I
9.	He didn't buy a ticket to the game, but he wishes he
10.	She can't speak English, but she wishes she
11.	It probably won't happen, but I wish it
12.	He isn't old enough to drive a car, but he wishes he

1.88

13.	They didn't go to the movie, but they wish they
14.	I don't have a driver's license, but I wish I
15	I'm not living in an apartment but I wish I

20-	20-11 USING WOULD TOMAKE WISHES ABOUTTHE FUTURE						
(b)	It is raining. I wish it would stop. (I want it to stop raining.) I'm expecting a call. I wish the phone would ring. (I want the phone to ring.)	Would is usually used to indicate that the speaker wants something to happen or someone other than the speaker to do something in the future. The wish may or may not come true (be realized).					
	It's going to be a good party. I wish you would come. We're going to be late. I wish you would hurry.	In (c) and (d): <i>I wish you would</i> is often used to make a request.					

☐ EXERCISE 29. Using WOULD to make wishes. (Chart 20-10 and **20-11)**Directions: Use the given information to answer the questions.

### Example:

TOM: Why are you watching the telephone?

SUE: I'm waiting to hearfrom Sam. I want him to call me. I need to talk to him right now. We had an argument. I need to make sure everything's okay.

TOM: Watching the phone won't make it ring, you know.

- (a) What does Sue want to happen in the near future? (Use wish + would.) > She wishes the phone would ring.
- (b) What else does Sue wish?
  - → She wishes Sam would call her. She wishes she could talk to Sam right now. She probably wishes she and Sam hadn't had an argument.
- 1. RITA: It's raining. I want to go for a walk, but not in the rain.

YOKO: / want the rain to stop, too.

- (a) What does Rita want to happen in the near future? (Use wish + would.)
- (b) What does Yoko wish?
- 2. ANNA: Can't you come to the concert? Please change your mind. I'd really like you to come.

YOKO: No, I can't. I have to work.

- (a) What does Anna want Yoko to do? (Use wish + would.)
- (b) What else does Anna wish?
- 3. BOB'S MOTHER: Do you really like how you look with a beard?

BOB: Yes.

BOB'S MOTHER: Don't you want to shave it off? BOB: Nope.

- (a) What does Bob's mother want Bob to do? (Use wish + would.)
- (b) What does Bob probably wish?

- 4. Helen is a neat and orderly person. Judy, her roommate, is messy. Judy never picks up after herself. She leaves dirty dishes in the sink. She drops her clothes all over the apartment. She clutters the apartment with her stuff everywhere. She never makes her bed. Helen nags Judy to pick up after herself.
  - (a) What does Helen want Judy to do? (Use wish + would.)
  - (b) What does Judy probably wish?

1.	We need some help. I wish Alfred (be) here now. If he (be)
	, we could finish this work very quickly.
2.	We had a good time in Houston over vacation. I wish you (come)
	with us. If you (come)with us, you (have)
	a good time.
3.	I wish it (be, not)so cold today. If it (be, not)
	so cold, I (go)swimming.
4.	I missed part of the lecture because I was daydreaming, and now my notes are
	incomplete. I wish I (pay)more attention to the lecturer.
5.	A: Did you study for that test?
	B: No, but now I wish I (have)because I flunked it.
6.	A: Is the noise from the TV in the next apartment bothering you?
	B: Yes. I'm trying to study. I wish he (turn)it down.
7.	A: What a beautiful day! I wish I (lie)in the sun by a
	swimming pool instead of sitting in a classroom.
	B: I wish I (be)anywhere but here!
8.	A: I wish we (have, not)to go to work today.
	B: So do I. I wish it (be)a holiday.
9.	A: He couldn't have said that! That's impossible. You must have misunderstood him
	B: I only wish I (have), but I'm sure I heard him correctly.
10.	Alice doesn't like her job as a nurse. She wishes she (go, not)
	to nursing school.
11.	A: I know that something's bothering you. I wish you (tell)
	me what it is. Maybe I can help.
	B: I appreciate it, but I can't discuss it now.

12.	A:	My feet are killing me!	I wish I (wear)	more
		comfortable shoes.		
	B:	Yeah, me too. I wish I	(know)	_that we were going to
		have to walk this much.		

### D EXERCISE 31. Using WISH. (Charts 20-10 and 20-11)

Directions: Answer the questions. Use wish. Work in pairs, in groups, or as a class.

- 1. Where do you wish you were right now? What do you wish you were doing?
- 2. Are you pleased with the weather today, or do you wish it were different?
- 3. Look around this room. What do you wish were different?
- 4. Is there anything you wish were different about the place you are living?
- 5. What do you wish were different about this city/town?
- 6. What do you wish were different about this country?
- 7. What do you wish were different about a student's life? about a worker's life?
- 8. Where do you wish you could go on your next vacation?
- 9. Your friend gave you his phone number, but you didn't write it down because you thought you would remember it. Now you have forgotten the number. What do you wish?
- 10. (...) kept all of his money in his wallet instead of putting it in the bank. Then he lost his wallet. What does he probably wish?
- 11. You didn't eat breakfast/lunch/dinner before you came to class. Now you are hungry. What do you wish?
- 12. (...) stayed up very late last night. Today she is tired and sleepy. What does she probably wish?

## ☐ EXERCISE 32. Using WISH. (Charts 20-10 and 20-11)

Directions: Using the given ideas, create sentences with **wish**. Add something that explains why you are making that wish.

Examples: be different

 $\rightarrow$  / wish my name were different. I've never liked having "Daffodil" as my first name.

### go to the moon

→ / wish I could go to the moon for a vacation. It would be fun to be able to leap long distances in the moon's lighter gravity.

- 1. be different
- 2. know several world leaders personally
- 3. speak every language in the world
- 4. be more patient and understanding
- 5. interview some great people in history
- 6. travel by instant teleportation
- 7. remember everything I read
- 8. be a big movie star
- 9. read people's minds
- 10. be born in the last century

Ĺ

EXERCISE 33.	Activity: conditiona	als and wishes	. (Chaptei	r 20)
Direction	s: Answer the question	s. Work in pairs	s, in groups, o	or as a class.

- 1. If you could have free service for the rest of your life from a chauffeur, cook, housekeeper, or gardener, which would you choose? Why?
- 2. If you had to leave your country and build a new life elsewhere, where would you go? Why?
- 3. If you had control of all medical research in the world and, by concentrating funds and efforts, could find the cure for only one disease in the next 25 years, which disease would you select? Why?
- 4. If you could stay one particular age for a span of 50 years, what age would you choose? Why? (At the end of the 50 years, you would suddenly turn 50 years older.)
- 5. You have promised to spend an evening with your best friend. Then you discover you have the chance to spend the evening with (supply the name of a famous person). Your friend is not invited. What would you do? Why?
- 6. Assume that you have a good job. If your boss told you to do something that you think is wrong, would you do it? Why or why not? (You understand that if you don't do it, you will lose your job.)
- 7. If you had to choose among perfect health, a loving family, and wealth (and you could have only one of the three during the rest of your life), which would you choose? Why?
- 8. Just for fun, what do you wish were or could be different in the world? What about animals being able to speak? people being able to fly? there being only one language in the world? being able to take a vacation on the moon? speed of transportation?
- 9. Is there anything in your past life that you would change? What do you wish you had or had not done? Why?
- 10. Suppose you were offered the opportunity to be a crew member on a spaceship that would travel to far points in the universe. There would be no guarantee that you would ever return to earth. Would you go? Why or why not?



. CONTEN	ITS		
UNIT A	BASIC GRAMMAR TERMINOLOGY Subjects, verbs, and objects	UNIT C UNIT D	CONTRACTIONS NEGATIVES
A-2 A-3	Prepositions and prepositional phrases Adjectives	D-1 D-2	Using <i>not</i> and other negative words Avoiding double negatives
A-4 A-5	Adverbs The verb be	D-3	Beginning a sentence with a negative word
A-6 UNIT B	Linking verbs QUESTIONS	${}^{\mathrm{UNIT}E}$	PREPOSITION COMBINATIONS CONNECTIVES TO GIVE EXAMPLES
В-1	Forms of yes/no and information questions	F-1	AND TO CONTINUE AN IDEA Connectives to give examples
B-2 B-3	Question words Shortened yes/no questions	F-2	Connectives to continue the same idea
B-4 B-5	Negative questions Tag questions	UNIT G	VERB FORM REVIEW EXERCISES

# UNIT A: Basic Grammar Terminology

# A-1 SUBJECTS, VERBS, AND OBJECTS

(a) Birds fly.
(NOUN) (VERB)

(b) The baby cried.
(NOUN) (VERB)

(c) The student needs a O pen. (NOUN) (VERB) (NOUN)

(d)  $My \overline{friend} = \overline{enjoyed} = \overline{the} = \overline{party}.$ (NOUN) (VERB) (NOUN)

Almost all English sentences contain a subject (s) and a verb (v). The verb may or may not be followed by an object (o).

VERBS: Verbs that are not followed by an object, as in (a) and (b), are called "intransitive verbs." Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk.

Verbs that are followed by an object, as in (c) and (d), are called

Verbs that are followed by an object, as in (c) and (d), are called "transitive verbs." Common transitive verbs: build, cut, find, like, make, need, send, use, want.

Some verbs can be either intransitive or transitive.

intransitive: A student studies. transitive: A student studies books.

SUBJECTS AND OBJECTS: The subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, Asia, pen, information, appearance, amusement.

	<b>it 1. Subjects,</b> rections: Underli					he verb (o)	) in each sen	tence
	S	V	O					
1.	The politician	supported nev	w taxes.					
2.	The mechanic	repaired the e	engine.					
3.	Those boxes co	ntain old phot	ographs.					
4.	The teacher can	nceled the tes	it.					
5.	An earthquake	destroyed the	village.					
6.	All birds have f	eathers.						
List	t all of the nouns i	n the above se	ntences.					
<u>. p</u> c	olitician, taxe	<u>2</u> 5						
is i	rections: <u>Underli</u> ntransitive. V Mr. West <u>repea</u>	Т	$\circ$	nees. Wi	nte vi ni	t is transiti	ve. Write vi	II It
	VI					-		
2.	Smoke <u>rises</u> .							
3.	The children di	ivided the can	ıdy.					
4.	I sneezed.					,		
5.	A strange thing	happened.						
6.	The customer l	bought some	butter.					
7.	Our team won	the game.						
8.	Our team won	yesterday.						
9.	The fog disapp	eared, and the	e sun shone	e.				
10.	Omar boiled so	ome water. W	e made tea	and drai	nk it.			

A-2 PRE	POSITION	S AND P	REPOSITIO	NAL PHRA	SES
COMMON PREPOSI	TIONS	· <b>_</b>			
about above across after against along among around	at before behind below beneath beside besides between	beyond by despite down during for from in	into like near of off on out over	since through throughout till to toward(s) under until	upon with within without
(a) The student		O of PREP library. (NOUN)	prepositional phrast and its object (o).	nent of English senten se. It consists of a prep The object of a prepo n the library is a pre	position (PREP) osition is a noun or
(b) We enjoyed	the party at	oour house. (NOUN)			_
(c) We went	to the zoo in the (place)	e afternoon. (time)	"time."	glish sentences, "place	
			In (d): Sometimes beginning of a sen	a prepositional phrase tence.	e comes at the
□ EXERCISE 3. Identifying prepositions. (Chart A-2)  Directions: Underline the prepositional phrases in the following. Identify the preposition (P) and the noun that is used as the object of the preposition (o of p).  Poof P				the preposition	
	asshoppers destr		es from our table.		
	arked my car in	-	os mom our tuore.		
4. Tre	es fell during th	e violent storr	n.		
5. Co	wboys depended	d on horses for	r transportation.		
6. We	walked to the p	ark after class.	. 🕨		
Direction	ons: Underline the	he subjects ( <b>s</b> )	arts A-1 and A-1, verbs (VT or VI).	2) objects of verbs (o	o), and
5	S VT	O PP			
1. <u>Ale</u>	x needs new bat	teries for his o	camera.		
	S VI	PP			

2. A bomb exploded in the road.

3. Sally wore her blue suit to the meeting.

- 4. Beethoven wrote nine symphonies.
- 5. Bells originated in Asia.
- 6. Plants need a reliable supply of water.
- 7. We enjoyed the view of snowy mountains from the window of our hotel room.
- 8. The child sat between her parents on the sandy beach. Above her, an eagle flew across the cloudless sky.

A-3 ADJECTIVES	
(a) Ann is an <i>intelligent</i> student.  (ADJECTIVE) (NOUN)  (b) The <i>hungry</i> child ate fruit.  (ADJECTIVE) (NOUN)	Adjectives describe nouns. In grammar, we say that adjectives modify nouns. The word "modify" means "change a little." Adjectives give a little different meaning to a noun: intelligent student, lazy student, good student. Examples of adjectives: young, old, rich, beautiful, brown, French, modern.
(c) I saw some beautiful pictures.  INCORRECT: beautifuls pictures	An adjective is neither singular nor plural. A final -s is never added to an adjective.

	<u></u>		
A-4 ADVERBS			
(a) He walks <i>quickly</i> .  (ADVERB)  (b) She opened the door <i>quietly</i> .  (ADVERB)	Adverbs modify verbs. Often they answer the question "How?" In (a):  How does he walk? Answer: Quickly.  Adverbs are often formed by adding -ly to an adjective.  adjective: quick adverb: quickly		
(c) <b>I am</b> <i>extremely happy</i> . (ADVERB) (ADJECTIVE)	Adverbs are also used to modify adjectives, i.e., to give information about adjectives, as in (c).		
(d) Ann will come <i>tomorrow</i> . (ADVERB)	Adverbs are also used to express time or frequency. Examples: tomorrow, today, yesterday, soon, never, usually, always, yet.		
MIDSENTENCE ADVERBS  (e) Ann always comes on time.  (f) Ann is always on time.  (g) Ann has always come on time.  (h) Does she always come on time?			
COMMON MIDSENTENCE ADVERBS	•		
always often son	erally seldom never already netimes rarely not ever finally asionally hardly ever just probably		

			•		(Charts A-1 $\rightarrow$ A-4) verbs (ADV) in the sentences.
	AW		ADV	AW	,
1.			apidly through		house.
2.	A small ch	ild cried no	isily in the thi	rd row of	the theater.
3.	The eager p	olayer waite	ed impatiently	for the st	tart of the game.
4.	An unusua	lly large cro	owd came to t	he concer	rt.
5.	Arthur care	efully repair	red the antique	e vase wit	h special glue.
	_		_		main office rings constantly.
The	above six	sentences ha	ave 10 adjecti	ves and 7	adverbs.
Co	unt the tota	l number o	f nouns in the	above six	s sentences:
Cor	unt the tota	l number o	f verbs in the	above six	sentences:
	-		adverbs. (G		a-3 and A-4) b in parentheses.
	Frank aske	d me an (ea		estion. I	ites (careless, carelessly).  answered it (easy, easily).  y) voice.
4. I entered the classroom (quiet, quietly) because I was late.					
5.	Ali speaks	English very	(good, well).	He has ve	ery (good, well) pronunciation.*
			dverbs. (Ch	,	usual midsentence position.
1.	(never)	Erica has se	en snow. $> 1$	Erica has i	never seen snow.
2.	(often)	Ted studies	s at the library	y in the ev	vening.
3.	(often)	Ann is at	the library in t	he evenin	g, too.
4.	(already)	Fred has fi	nished studyii	ng for ton	norrow's test.
5.	(seldom)	Jack is at h	ome.		
6.	(always)	Does he sta	ay there?		•
7.	(often)	He goes in	to town to ha	ng around	l with his buddies.
8.	(always)	You should	tell the truth	•	

Ron writes well = an adverto or an adjective.

Ron writes well = an adverto or an adjective.

Mary was sick, but now she is well = an adjective meaning "healthy, not sick." It follows the verb be and describes the subject "she"; i.e., Mary is a well person, not a sick person.

NOTE: After the linking *verb feel*, either **good** or **well** may be used:

\*Ifeel **good** and Ifeel **well** have essentially the same meaning. However, **well** usually refers specifically to health, whereas *good* can refer to one's physical and/or emotional condition.

<sup>\*</sup>The word well can be either an adverb or an adjective.

A-5 T	HE VERB <i>BE</i>		
(Bl (b) John is	intelligent.  (ADI)  as at the library.	A sentence with $be$ as the main verb has three basic patterns: In (a): $be + a$ noun In (b): $be + a$ n adjective In (c): $be + a$ prepositional phrase	
(e) They we	writing a letter.  re listening to some music.  ter was written by Alice.	Be is also used as an auxiliary verb in progressive verb tenses and in the passive.  In (d): is = auxiliary; writing - main verb	
TENSE FORM	S OF <i>BE</i> SIMPLE PRESENT	SIMPLE PAST	PRESENT PERFECT
SINGULAR	I am you are he, she, it is	I was you were he, she, it was	/ <b>have been</b> you <b>have been</b> he, she, it <b>has been</b>
PLURAL	we, you, they are	we, you, they were	we, you, they <b>have been</b>

A-6 LINKING VERBS	
(a) The soup smells good. (LINKING VERB) (ADJECTIVE) (b) This food tastes delicious. (c) The children feel happy. (d) The weather became cold.	Other verbs like <i>be</i> that may be followed immediately by an adjective are called "linking verbs." An adjective following a linking verb describes the subject of a sentence.*  Common verbs that may be followed by an adjective:  • feel, look, smell, sound, taste  • appear, seem  • become (and get, turn, grow when they mean "become")

### \*COMPARE:

- (1) The man looks angry. → An adjective (angry) follows look. The adjective describes the subject (the man). Look has the meaning of "appear."
- (2) The man looked at me angrily. → An adverb (angrily) follows look at. The adverb describes the action of the verb. Look at has the meaning of "regard, watch."

### ☐ EXERCISE 8. Linking verbs. (Charts A-3 → A-6)

Directions: Choose the correct adjective or adverb in parentheses.

- 1. This math problem looks (easy, easily). I'm sure I can do it (easy, easily).
- 2. That chair looks (comfortable, comfortably).
- 3. I looked at the problem (careful, carefully) and then solved it.
- 4. I felt (sad, sadly) when I heard the news.
- 5. Susan smiled (cheerful, cheerfully). She seemed (cheerful, cheerfully).
- 6. I tasted the soup (careful, carefully) because it was hot. The soup tasted (good, well).
- 7. The room got (quiet, quietly) when the professor entered. The students sat (quiet, quietly) at their desks.
- 8. The sky grew (dark, darkly) as the storm approached.

- $\square$  EXERCISE 9. Nouns, verbs, adjectives, adverbs, prepositions. (Charts A-1  $\rightarrow$  A-6) Directions: Identify each underlined word as a noun, verb, adjective, adverb, or preposition. **PREP** 
  - 1. Through the centuries, many people have confused whales with fish.
  - 2. Whales are mammals, not fish. They breathe air and give birth to live young.
  - 3. Some species of whales dive deeply beneath the surface of the ocean in order to feed and can stay under the water for more than an hour. All whales, however, must come to the surface for air.
  - 4. Whales make the longest migrations known among mammals. Gray whales swim from the Pacific coast of Mexico, where they give birth in winter, to the icy Arctic for the summer.
  - 5. Orca whales, which are black and white, are highly trainable. They are also called "killer whales," but trainers tell us that these whales are intelligent and sensitive. One time, a newly captured male orca refused to eat for a long time. Finally, he took a fish from the trainer. However, he didn't eat the fish immediately; he took it to another recently captured whale, a female who had also refused to eat, and shared it with her.



6. Whales have no sense of smell and poor eyesight. Their senses of touch and hearing, however, are highly developed. They can hear an extremely wide range of sounds and use sound to locate objects.

7. Whales do not have vocal chords, but they can communicate with each other. They have a wide range of clicks, whistles, and songs. When a whale is captured in a net, other whales gather around it and communicate through the net. They follow the captured whale for long distances.

### **UNIT B: Questions**

# **B-1** FORMS OF YES/NO AND INFORMATION QUESTIONS

A yes/no question = a question that may be answered by yes or no.

A: Does he live in Chicago?

B: Yes, he does. OR No, he doesn't.

An information question = a question that asks for information by using a question word.

A: Where does he live?

B: In Chicago.

Question word order =  $(Question\ word) + helping\ verb + subject + main\ verb$ Notice that the same subject-verb order is used in both yes/no and information questions.

(QUESTION WORD)	HELPING VERB	SUBJECT	MAIN VERB	(REST OF SENTENCE)	
(a) (b) Where (c) (d) Where (e) (f) Where	Does does Do do Did did	she she they they he	live live? live live? live?	there? there? there?	If the verb is in the simple present, use <i>does</i> (with <i>he, she, it</i> ) or <i>do</i> (with <i>I, you, we, they</i> ) in the question. If the verb is simple past, use <i>did</i> . Notice: The main verb in the question is in its simple form; there is no final <i>-s</i> or <i>-ed</i> .
(g) (h) Where (i) (j) Where (k) (1) Where (m) (n) Where	Is is Have have Can can Will will	he he they they Mary Mary he	living living? lived lived? live live live? be living be living?	there? there? there? there?	If the verb has an auxiliary (a helping verb), the same auxiliary is used in the question. There is no change in the form of the main verb. If the verb has more than one auxiliary, only the first auxiliary precedes the subject, as in (m) and (n).
(o) Who (p) Who	O can	0	lives come?	there?	If the question word is the subject, usual question word order is not used; <i>does</i> , <i>do</i> , and <i>did</i> are not used. The verb is in the same form in a question as it is in a statement. Statement: <i>Tom came</i> . Question: <i>Who came</i> ?
(q) (r) Where (s) (t) Where	Are are Was was	they they? Jim Jim?	0 0 0	there?	Main verb be in the simple present (am, is, are) and simple past (was, were) precedes the subject. It has the same position as a helping verb.

## ☐ EXERCISE 10. Forms of yes/no and information questions. (Chart B-1)

Directions: For each of the following, first make a yes/no question. Then make an information question using where.

Example: They can stay there.

Yes/ no question: Can they stay there? Information question: Where can they stay?

- 1. She stays there.
- 2. She is staying there.
- 3. She will stay there.
- 4. She is going to stay there.
- 5. They stayed there.
- 6. They will be staying there.
- 7. They should stay there.
- 8. He has stayed there.
- 9. He has been staying there.
- 10. John is there.
- 11. John will be there.
- 12. John has been there.
- 13. Judy will have been there.
- 14. Ann and Tom were married there.
- 15. This package should have been taken there.

B-2	QUESTION WORDS		
	QUESTION	ANSWER	
WHEN	(a) When did they arrive? When will you come?	Yesterday. Next Monday.	When is used to ask questions about time.
WHERE	(b) Where is she? Where can I find a pen?	At home. In that drawer.	Where is used to ask questions about place.
WHY	(c) Why did he leave early? Why aren't you coming with us?	Because he's ill. I'm tired.	Why is used to ask questions about reason.
HOW	(d) How did you come to school? How does he drive?	By bus. Carefully.	How generally asks about manner.
	(e) How much money does it cost? How many people came?	Ten dollars. Fifteen.	How is used with much and many.
	(f) How old are you?  How cold is it?  How soon can you get here?  How fast were you driving?	Twelve. Ten below zero. In ten minutes. 50 miles an hour.	How is also used with adjectives and adverbs.
	(g) How long has he been here?  How often do you write home?  How far is it to Miami from here?	Two years. Every week. 500 miles.	How long asks about length of time. How often asks about frequency. How far asks about distance.

WHO	(h) Who can answer that question? Who came to visit you?	I can. Jane and Eric.	Who is used as the subject of a question. It refers to people.
	(i) Who is coming to dinner tonight? Who wants to come with me?	Ann, Bob, and Al. We do.	Who is usually followed by a singular verb even if the speaker is asking about more than one person.
WHOM	<ul> <li>(j) Who(m) did you see? Who(m) are you visiting?</li> <li>(k) Who(m) should I talk to? To whom should I talk? (formal)</li> </ul>	I saw George. Myrelatives. The secretary.	Whom is used as the object of a verb or preposition. In everyday spoken English, whom is rarely used; who is used instead. Whom is used only in formal questions. Note: Whom, not who, is used if preceded by a preposition.
WHOSE	(1) Whose book did you borrow?  Whose key is this?  (Whose is this?)	David's. It's mine.	Whose asks questions about possession.
WḤAT	(m) What made you angry? What went wrong?	His rudeness. Everything.	What is used as the subject of a question. It refers to things.
	<ul> <li>(n) What do you need? What did Alice buy?</li> <li>(o) What did he talk about? About what did he talk? (formal)</li> </ul>	I need a pencil. A book. His vacation.	What is also used as an object.
	(p) What kind of soup is that? What kind of shoes did he buy?	It's bean soup. Sandals.	What kind of asks about the particular variety or type of something.
·	(q) What did you do last night? What is Mary doing?	I studied. Reading a book.	What + a form of do is used to ask questions about activities.
	(r) What countries did you visit? What time did she come? What color is his hair?	Italy and Spain. Seven o'clock. Dark brown.	What may accompany a noun.
•	(s) What is Ed like? (t) What is the weather like?	He's kind and friendly. Hot and humid.	What + be like asks for a general description of qualities.
	<ul><li>(u) What does Ed look like?</li><li>(v) What does her house look like?</li></ul>	He's tall and has dark hair. It's a two-story,* red brick house.	What + look like asks for a physical description.
WHICH	(w) I have two pens.  Which pen do you want?  Which one do you want?  Which do you want?  (x) Which book should I buy?	The blue one. That one.	Which is used instead of what when a question concerns choosing from a definite, known quantity or group.
	(y) Which countries did he visit? What countries did he visit? (z) Which class are you in? What class are you in?	Peru and Chile. This class.	In some cases, there is little difference in meaning between <i>which</i> and <i>what</i> when they accompany a <b>noun</b> , as in (y) and (z).

\*American English: a two-story house. British English: a two-storey house.

### ☐ EXERCISE 11. Information questions. (Charts **B-1** and B-2)

*Directions:* Work in pairs, in groups, or as a class.

Speaker A: Give the cues in the text. The first of the two cues is the answer to the question you want Speaker B to form. Your book is open.

Speaker B: Make an appropriate question for the answer Speaker A gives you. Your book is closed.

### Examples:

SPEAKER A (book open): The teacher. The teacher opened the door.

SPEAKER B (book closed): Who opened the door?

SPEAKER A (book open): Opening the door. The teacher is opening the door.

SPEAKER B (book closed): What is the teacher doing?

- 1. My friend. That letter is from my friend.
- 2. Maria. Maria wrote that letter.
- 3. My mother's. That is my mother's coat.
- 4. In August. Alice and John are going to get married in August.
- 5. Gray. Her eyes are gray.
- 6. Black. Her hair is black.
- 7. Herb tea. I'd like some herb tea.
- 8. Coffee. I usually drink coffee with my breakfast.
- 9. The soap bubbles. The soap bubbles made her sneeze.
- 10. Ten minutes. It usually takes me ten minutes to eat breakfast.
- 11. By taxi. I got to the airport by taxi.
- 12. A ball. The boy has a ball in his pocket.\*
- 13. Four. I have four brothers and sisters.
- 14. Florida. I grew up in Florida.
- 15. Five hours. It takes five hours to get there by plane.
- 16. Historical novels. I like to read historical novels.
- 17. Chapters 2 and 3. The test will cover Chapters 2 and 3.
- 18. Because the traffic was heavy. I was late because the traffic was heavy.\*\*
- 19. For three days. She's been sick for three days.
- 20. Twenty. I'm going to invite twenty people to my party.
- 21. This one. You should buy this camera, not that one.
- 22. Marie Curie. Marie Curie discovered radium.
- 23. Practicing asking questions. We're practicing asking questions.
- 24. Great. Everything's going great.



Example: John isn't here (because he is sick). → Why isn't John here? OR

How come John isn't here?

<sup>\*</sup>A form of do is usually used in questions when the main verb is have (especially in American English but also commonly in British English); e.g. Do you have a car? Using have without a form of do is also possible but less common; e.g., Have you a car?

NOTE: Especially in British English but also in American English, the idiom have got is used to indicate possession instead of have alone; e.g., Bob has got a car. Have you got a car?

<sup>\*\*</sup>In informal spoken English, another way of asking why is how come. Usual question word order is not used with how come; instead, the subject comes in front of the verb.

situations. One of you is Speaker A, a	ns. (Charts <b>B-1</b> and B-2) nt. Together create a dialogue for one or more of the and the other is Speaker B. If you don't have a d imagine the conversation to go. The beginning of
1. This conversation takes place after classifier A: You are a student. You to Speaker B: You are a teacher. You to	have a problem.
SPEAKER A: Excuse me, SPEAKER B: Certainly. SPEAKER A: I'd like to talk to you SPEAKER B: Etc.	
2. This conversation takes place on the Speaker A: You work for a travel age Speaker B: You want to take a trip.	
SPEAKER A: Hello. Worldwide Tr SPEAKER B: Yes. I need to make a Etc.	avel Agency. May I help you?
3. This conversation takes place at a jo Speaker A: You are the interviewer. Speaker B: You are the interviewee.	b interview.
SPEAKER A: Mr./Ms SPEAKER B: Yes. SPEAKER A: I'm Mr./Ms and have a seat. Etc.	, isn't it?It's nice to meet you. Come in
4. Choose a situation that involves one yourselves roles and make up a conve	person asking another person a series of questions. Assignersation.
B-3 SHORTENED YES/NO Q	QUESTIONS
<ul> <li>(a) Going to bed now? = Are you going to bed now?</li> <li>(b) Finish your work? = Did you finish your work?</li> <li>(c) Want to go to the movie with us? = Do you want to go to the movie with us?</li> </ul>	Sometimes in spoken English, the auxiliary and the subject you are dropped from a yes/no question, as in (a), (b), and (c).
☐ EXERCISE 13. Shortened yes/no questo	tions. (Chart B-3) ns, then give the complete question form.
<ol> <li>A: Need some help? → Do you need</li> <li>B: Thanks.</li> </ol>	d some help?

2. A: Why do you keep looking out of the window? Expecting someone?B: I'm waiting for the mail to come.

- 3. A: You look tired.
  - B: I am.
  - A: Stay up late last night?
  - B: Yup.
- 4. A: I'm looking forward to going to Colorado over spring vacation.
  - B: Ever been there before?
- 5. A: Why are you pacing the floor? Nervous?
  - B: Who me?
- 6. A: Want a cup of coffee?
  - B: Only if it's already made.
- 7. A: Heard any news about your scholarship?
  - B: Not yet.
- 8. A: Hungry?
  - B: Yeah. You?

B-4 NEGATIVE QUESTIONS	
<ul><li>(a) Doesn't she live in the dormitory?</li><li>(b) Does she not live in the dormitory? (very formal)</li></ul>	In a yes/no question in which the verb is negative, usually a contraction (e.g., does + not = doesn't) is used, as in (a).  Example (b) is very formal and is usually not used in everyday speech.  Negative questions are used to indicate the speaker's idea (i.e., what s/he believes is or is not true) or attitude (e.g., surprise, shock, annoyance, anger).
(c) Bob returns to his dorm room after his nine o'clock class. Matt, his roommate, is there. Bob is surprised.  Bob says, "What are you doing here? Aren't you supposed to be in class nova?"	In (c): Bob believes that Matt is supposed to be in class now.  Expected answer: Yes.
(d) Alice and Mary are at home. Mary is about to leave on a trip, and Alice is going to take her to the airport.  Alice says, "It's already two o'clock. We'd better leave for the airport. Doesn't your plane leave at three?"	In (d): Alice believes that Mary's plane leaves at three. She is asking the negative question to make sure that her information is correct.  Expected answer: Yes.
(e) The teacher is talking to Jim about a test he failed. The teacher is surprised that Jim failed the test because he usually does very well.  The teacher says: "What happened? Didn't you study?"	In (e): The teacher believes that Jim did not study.  Expected answer: No.
(f) Barb and Ron are riding in a car. Ron is driving. He comes to a corner where there is a stop sign, but he does not stop the car. Barb is shocked.  Barb says, "What's the matter with you? Didn't you see that stop sign?"	In (f): Barb believes that Ron did not see the stop sign.  Expected answer: No.

<i>Direct</i> "no."	4. Negative questions. (Chart B-4)  ions: Sometimes the expected answer to a negative question is "yes" and sometimes. In the following dialogues, make negative questions from the words in parentheses etermine the expected response.
1. A:	Why didn't you come too lunch with us? (be hungry) Weren't you hungry?
В:	I had a late breakfast.
2. A:	It's almost dinner time, and you haven't eaten since breakfast.
	(you, be) hungry?
B:	I'm starving. Let's go eat.
3. A:	You look tired this morning. (you, sleep) well?
	I tossed and turned all night.
	Daddy, Tommy said that the sun rises in the west. (it, rise)
12.	in the east?
B:	, Annie. You're right. Tommy is a little mixed up.
5. A:	See that man over there, the one in the green shirt?
B:	Yes. Who is he?
	(you, recognize) him?
B:	Am I supposed to?
6. A:	I can't understand why David isn't here yet. (he, say, not)
	he would be here by 4:00?
B:	Something must have delayed him. I'm sure he'll be here soon.
7. A:	What's the matter? Everyone else at the party seems to be having fun, but you look
	bored. (you, have, not)a good time?
В:	I'm thinking about going home pretty soon.
8. A:	Did you know that the Missouri River is the longest river in the United States?
	Are you sure? (the Mississippi, be, not)
	the longest?
A:	The Missouri is
	around 2.565 miles
	(4,130 kilometers) long.
	The Mississippi is around
	2,350 miles (3,800 kilometers).
	The same of the sa

B-5 TAG QUESTIONS	
<ul><li>(a) Jack can come, can't he?</li><li>(b) Fred can't come, can he?</li></ul>	A tag question is a question added at the end of a sentence. Speakers use tag questions chiefly to make sure their information is correct or to seek agreement.*
Mary is here, is	EGATIVE TAG → AFFIRMATIVE ANSWER EXPECTED  Sn't she? Yes, she is.  Son't you? Yes, I do.  Aven't they? Yes, they have.
NEGATIVE SENTENCE + AFFI Mary isn't here, is sh You don't like tea, do y They haven't left, have	vou? No, I don't.
(c) <b>This/That</b> is your book, isn't <i>it?</i> <b>These</b> /Those are yours, aren't <i>they?</i>	The tag pronoun for $this/that = it$ . The tag pronoun for $these/those = they$ .
(d) There is a meeting tonight, isn't there?	In sentences with <i>there</i> + <i>be, there</i> is used in the tag.
<ul><li>(e) Everything is okay, isn't it?</li><li>(f) Everyone took the test, didn't they?</li></ul>	Personal pronouns are used to refer to indefinite pronouns. They is usually used in a tag to refer to everyone, everybody, someone, somebody, no one, nobody.
<ul> <li>(g) Nothing is wrong, is it?</li> <li>(h) Nobody called on the phone, did they?</li> <li>(i) You'venever been there, have you?</li> </ul>	Sentences with negative words take affirmative tags.
<ul><li>(j) / am supposed to be here, am I not?</li><li>(k) / am supposed to be here, aren't I?</li></ul>	In (j): am I not? is formal English. In (k): aren't I? is common in spoken English.
*A tag question may be spoken:	

- (1) with a rising intonation if the speaker is truly seeking to ascertain that his/her information, idea, belief is correct (e.g., Ann lives in an apartment, doesn't she?); OR
  (2) with a falling intonation if the speaker is expressing an idea with which s/he is almost certain the listener will agree (e.g., It's a nice day today, isn't it?).

☐ EXERCISE 15. Tag questions. (Chart B-5)  Directions: Add tag questions.	
1. They want to come, don't they	?
2. Elizabeth is a dentist,	?
3. They won't be there,	?
4. You'll be there,?	
5. There aren't any problems,	?
6. That's your umbrella,	?
7. George is a student,	?
8. He's learned a lot in the last couple of y	years,?

9. Larry <b>has</b> * a bicycle,	f
10. Monkeys can't swim,	_}
11. Tina will help us later,	_}
12. Peggy would like to come with us to the p	party,?
13. Those aren't Tony's books,	?
14. You've never been to Paris,	?
15. There is something wrong with Jane toda	y,?
16. Everyone can learn how to swim,	?
17. Nobody cheated on the exam,	
18. Nothing went wrong while I was gone, _	?
19. I am invited,?	
20. This grammar is easy,	;
☐ EXERCISE 16. Tag questions. (Chart B-5)  Directions: Add tag questions. Work in pairs,  Example: (Carlos) is a student  SPEAKER A (book open): (Carlos) is a student SPEAKER B (book closed): isn't he?	
<ol> <li>That's ()'s pen</li> <li>() is living in an apartment</li> <li>() lives on (Main Street)</li> <li>There isn't a test tomorrow</li> <li>() has his/her book</li> <li>You had a good time</li> <li>() has been invited to the party</li> <li>You didn't forget your key</li> <li>Your parents haven't arrived yet</li> <li>Turtles lay eggs</li> <li>() can't speak (Arabic)</li> <li>() is never late to class</li> <li>Something will be done about that problem right away</li> <li>These keys don't belong to you</li> </ol>	<ol> <li>You used to live in New York</li> <li>There's a better way to solve that problem</li> <li>( ) is going to come to class tomorrow</li> <li>You should leave for the airport by six</li> <li>( ) doesn't have a car</li> <li>( ) sat next to ( ) yesterday</li> <li>We have class tomorrow</li> <li>You've already seen that movie</li> <li>( ) will help us</li> <li>Nobody has told you the secret</li> <li>I am right</li> <li>Class ends at (ten)</li> </ol>

<sup>\*</sup>A form of *do* is usually used in the tag when *have* is the main verb: *Tom has a car, doesn't he?* Also possible, but less common: *Tom has a car, hasn't he?* 

# **UNIT C:** Contractions

### **CONTRACTIONS**

IN SPEAKING: In everyday spoken English, certain forms of be and auxiliary verbs are usually contracted with pronouns, nouns, and question words.

IN WRITING: (1) In written English, contractions with pronouns are common in informal writing, but not generally acceptable in formal writing.

(2) Contractions with nouns and question words are, for the most part, rarely used in writing. A few of these contractions may be found in quoted dialogue in stories or in very informal writing, such as a chatty letter to a good friend, but most of them are rarely if ever written.

In the following, quotation marks indicate that the contraction is frequently spoken, but rarely if ever written.

	WITH PRONOUNS	WITH NOUNS	WITH QUESTION WORDS
am	I'm reading a book.	0	"What'm" supposed to do?
is	She's studying. It's going to rain.	My "book's" on the table.  Mary's at home.	Where's Sally? Who's that man?
are	You're working hard. They're waiting for us.	My "books're" on the table. The "teachers're" at a meeting.	"What're"you doing? "Where're"they going?
has	She's been here for a year.  It's been cold lately.	My "book's" been stolen! Sally's never met him.	Where's Sally been living? What's been going on?
have	I've finished my work. They've never met you.	The "books've"been sold. The "students've'finished the test.	"Where've"they been? "How've"you been?
had	He'd been waiting for us. We'd forgotten about it.	The "books'd"been sold. "Mary'd'hever met him before.	"Where'd" you been before that? "Who'd" been there before you?
did	0	0	"What'd" you do last night? "How'd" you do on the test?
will	I'll come later. She'll help us.	The "weather'll" be nice tomorrow. "John'll' be coming soon.	"Who'll" be at the meeting? "Where'll"you be at ten?
would	He'd like to go there. They'd come if they could.	My "friends'd'come if they could. "Mary'd" like to go there, too.	"Where'd" you like to go?

### D EXERCISE 17. Contractions. (Chart C)

Directions: Read the sentences aloud. Practice usual contracted speech.

5 Example: The streets are wet. -> "The streets're wet."

### PART I. CONTRACTIONS WITH NOUNS

- 1. My friend is here.
- 2. My friends are here.
- 3. Tom has been here since two.
- 4. The students have been here since one.
- 5. Bob had already left.
- 6. Bob would like to come with us.
- 7. Ron will be here soon.

- 8. The window is open.
- 9. The windows are open.
- 10. Jane has never seen a ghost.
- 11. The boys have been there before.
- 12. Sally had forgotten her book.
- 13. Sally would forget her book if I didn't remind her to take it.

### PARTII. CONTRACTIONS WITH QUESTION WORDS

- **14.** Who is that woman?
- 15. Who are those people?
- 16. Who has been taking care of your house?
- 17. What have you been doing?
- 18. What had you been doing before that?
- 19. What would you like to do?

- 20. What did you do yesterday?
- 21. Why did you stay home?
- 22. When will I see you again?
- 23. How long will you be away?
- 24. Where am I supposed to go?
- 25. Where did you stay?

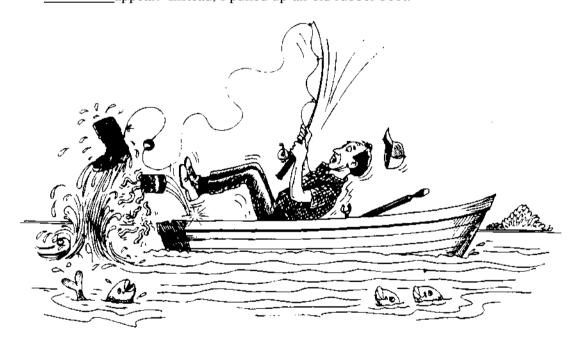
## **UNIT D: Negatives**

D-1 USING NOT AND	OTHER NEGATIVE WORDS
(a) AFFIRMATIVE: The earth is round. (b) NEGATIVE: The earth is <i>not</i> flat.	Not expresses a negative idea.
AUX + NOT + MAIN VERB  (c) I will not go there.  I have not gone there.  I am not going there.  I was not there.  I do not go there.  He does not go there.  I did not go there.	Not immediately follows an auxiliary verb or be. (Note: If there is more than one auxiliary, not comes immediately after the first auxiliary: / will not be going there.)  Do or does is used with not to make a simple present verb (except be) negative.  Did is used with not to make a simple past verb (except be) negative.
cannot — can't could not = couldn't did not = didn't does not = doesn't	H NOT  has not = hasn't was not = wasn't  have not - haven't were not = weren't  had not = hadn't will not — won't  is not = isn't would not = wouldn't  must not - mustn't  should not = shouldn't
<ul><li>(d) I almost <i>never</i> go there.     I have <i>hardly ever</i> gone there.</li><li>(e) There's <i>no</i> chalk in the drawer.</li></ul>	In addition to <i>not</i> , the following are negative adverbs:  never, rarely, seldom  hardly (ever), scarcely (ever), barely (ever)  No also expresses a negative idea.
COMPARE: NOT VS. NO  (f) I do not have any money. (g) I have no money.	Not is used to make a verb negative, as in (f).  No is used as an adjective in front of a noun (e.g., money), as in (g).  Note: (f) and (g) have the same meaning.

<sup>\*</sup>Sometimes in spoken English you will hear "ain't." It means "am not," "isn't," or "aren't." *Ain't* is not considered proper English, but many people use *ain't* regularly, and it is also frequently used for humor.

☐ EXERCISE 18. Using NOT a  **Directions: Complete the c	and NO. (Chart D-1) ne sentences with <i>not</i> or <i>no</i> .		
1. There are <b>no</b>	mountains in Iowa. You will	not	see any mountains in Iowa.
2. Fish have	eyelids. They are	able to s	hut their eyes, and although
they rest, they do _	actually go to sleep in	n the san	ne way mammals do.

3automobiles are permitted in the park on Sundays.
4. Ī can do it by myself. Ī needhelp.
5. The operation was successful. The patient did survive.
6. When I became ill, I had choice but to cancel my trip.
7. The opera Rigoletto was composed by Mozart; it was composed by Verdi
8. Ī havepatience with cheaters.
9. Ask me questions, and I'll tell you lies.
10. You shouldask people embarrassing questions about their personal lives
11. "Colour" is spelled with a "u" in British English, but there is "u" in the American English spelling ("color").
12. I excitedly reeled in my fishing line, but the big fish I had expected to find did



### D-2 AVOIDING DOUBLE NEGATIVES

- (a) INCORRECT: I don't have no money.
- (b) CORRECT: I don't have any money.

CORRECT: I have no money.

(a) is an example of a "double negative," i.e., a confusing and grammatically incorrect sentence that contains two negatives in the same clause. One clause should contain only one negative.\*

\*NOTE: Negatives in two different clauses in the same sentence cause no problems; for example:

A person who doesn't have love can't be truly happy.

I don't know why he isn't here.

### ☐ EXERCISE 19. Error analysis: double negatives. (Chart D-2)

Directions: Correct the sentences, all of which contain double negatives.

- 1. I don't need no help.  $\rightarrow$  / don't need any help. OR / need no help.
- 2. I didn't see nobody.
- 3. I can't never understand him.
- 4. He doesn't like neither coffee nor tea.
- 5. I didn't do nothing.
- 6. I can't hardly hear the radio. Would you please turn it up?
- 7. The beach was deserted. We couldn't see nothing but sand.
- 8. Methods of horse training haven't barely changed at all in the last eight centuries.

## D-3 BEGINNING A SENTENCE WITH A NEGATIVE WORD

- (a) Never will I do that again!
- (b) Rarely have I eaten better food.
- (c) Hardly ever does he come to class on time.

When a negative word begins a sentence, the subject and verb are inverted (i.e., question word order is used).\*

\*Beginning a sentence with a negative word is relatively uncommon in everyday usage, but is used when the speaker/writer wishes to emphasize the negative element of the sentence and be expressive.

## ☐ EXERCISE 20. Negative words. (Chart D-3)

Directions: Change each sentence so that it begins with a negative word.

- 1. We rarely go to movies. > Rarely do we go to movies.
- 2. I seldom sleep past seven o'clock.
- 3. I hardly ever agree with her.
- 4. I will never forget the wonderful people I have met here.
- 5. I have never known Rosa to be dishonest.
- 6. The mail scarcely ever arrives before noon.

# UNIT E: Preposition Combinations

E	PREPOSITION	COMBINATIONS	WITH	<b>ADJECTIVES</b>
	<b>AND VERBS</b>			

	AND VERBS				
A	be absent from		be done with	O	object to
	be accused of		dream of, about		be opposed to
	be accustomed to		be dressed in	D	
Į .	be acquainted with	г	1	P	participate in
]	be addicted to	E	be engaged in, to		be patient with
	be afraid of		be envious of		be pleased with
Į .	agree with		be equipped with		be polite to
Į	be angry at, with		escape from		pray for
İ	be annoyed with, by		excel in, at		be prepared for
ļ	apologize for		be excited about		prevent from
	apply to, for		be exhausted from		prohibit from
İ	approve of		excuse for		be protected from
	argue with, about		be exposed to		be proud of
	arrive in, at	F	be faithful to		provide with
l	be associated with		be familiar with	Q	be qualified for
	be aware of		feel like	R	recover from
В	believe in		fight for	K	be related to
D	blame for		be filled with		be relevant to
	be blessed with		be finished with		rely (up) on
	be bored with, by		be fond of		be remembered for
	be bored with, by		forget about		rescue from
C	be capable of		forgive for		respond to
	care about, for		be friendly to, with		be responsible for
	be cluttered with		be frightened of, by		•
	be committed to		be furnished with	S	be satisfied with
	compare to, with	G	be gone from		be scared of, by
	complain about, of	J	be grateful to, for		stare at
	be composed of		be guilty of		stop from
	be concerned about				subscribe to
	be connected to	Н	hide from		substitute for
	consist of		hope for		succeed in
	be content with	I	be innocent of	T	take advantage of
	contribute to		insist (up) on		take care of
	be convinced of be coordinated with		be interested in		talk about, of
	count (up) on		introduce to		be terrified of, by
	be covered with		be involved in		thank for
	be crowded with				think about, of
		J	be jealous of		be tired of, from
D	decide (up) on	K	keep from	U	be upset with
	be dedicated to		be known for	U	be used to
	depend (up) on	т	be limited to		oc used to
	be devoted to	L	be located in	V	vote for
	be disappointed in, with		look forward to	W	be worried about
	be discriminated against		100k 101 watu to	**	· ·
	distinguish from	M	be made of, from		į
	be divorced from		be married to		·
	<del> </del>				<u></u>

☐ EXERCISE 21. Prepositions. (Chart E)  Directions: Complete the sentences with appropriate prepositions.
1. Do you believe — in ghosts?
2. Anthony is engaged my cousin.
3. Ms. Ballas substitutedour regular teacher.
4. I can't distinguish one twinthe other.
5. Did you forgive himlying to you?
6. Children relytheir parents for food and shelter.
7. Tim wore sunglasses to protect his eyesthe sun.
8. Chris excels sports.
9. Andrea contributed her ideas the discussion.
10. I hope you succeed your new job.
11. I'm very fondtheir children.
12. The firefighters rescued many people the burning building.
13. I don't care spaghetti. I'd rather eat something else.
14. Charles doesn't seem to care his bad grades.
15. Sometimes Bobby seems to be jealoushis brother.
☐ EXERCISE 22. Prepositions. (Chart E)  Directions: Complete the sentences with appropriate prepositions.
1. Max is known his honesty.
2. Mr. and Mrs. Jones have always been faithful each other.
3. Do you promise to come? I'm counting you to be here.
4. Trucks are prohibitedusing residential streets.
5. The little girl is afraid an imaginary
bear that lives in her closet.
6. Do you take good care your health?
7. I'm worried this problem.
8. I don't agree you.
9. We decided eight o'clock as the time we should meet.
10. Who did you vote in the last election?
11. How many students were absent class yesterday?
12. It is important to be polite other people.

1	3. The farmers are hoping ram.
1	4. Jason was late because he wasn't aware the time.
1	5. We will fightour rights.
	ISE 23. Prepositions. (Chart E)  Directions: Complete the sentences with appropriate prepositions.
	1. I am not familiar that author's works.
	2. He doesn't approvesmoking.
	3. I subscribe several magazines.
•	4. Water consistsoxygen and hydrogen.
	5. I became uncomfortable because she was staring me.
	6. She hid the candythe children.
	7. He never argues his wife.
	8. I arrivedthis country two weeks ago.
	9. We arrived the airport ten minutes late.
1	0. Has Mary recovered her illness?
. 1	1. I praypeace.
1	2. I am envious people who can speak three or four languages fluently.
1	3. Why are you angryme? Did I do something wrong?
1	4. They are very patienttheir children.
1	5. The students responded the questions.
	ISE 24. Prepositions. (Chart E)  Directions: Supply appropriate prepositions.
	1. I am grateful you your assistance.
	2. The criminal escaped prison.
	3. Elizabeth is not content the progress she is making.
	4. Paul's comments were not relevantthe topic under discussion.
	5. Have you decideda date for your wedding yet?
	6. My boots are madeleather.
	7. I'm dependingyou to finish this work for me.
	8. Patricia appliedadmissionthe university.
	9. Daniel dreamed some of his childhood friends last night.
1	0. Mr. Miller dreamsowning his own business someday.
. 1	1. The accused woman was innocent the crime with which she was charged.

12.	Ms. Sanders is friendly everyone.	
13.	Benjamin was proudhimself for winning the prize.	
14.	The secretary provided mea great deal of information	ion.
15.	Ivan compared the wedding customs in his country	_those in the
	United States.	

# UNIT F: Connectives to Give Examples and to Continue an Idea

F-1 CONNECTIVES TO GIVE I	EXAMPLES
<ul> <li>(a) There are many interesting places to visit in the city. For example, the botanical garden has numerous displays of plants from all over the world.</li> <li>(b) There are many interesting places to visit in the city. The art museum, for instance, has an excellent collection of modern paintings.</li> </ul>	For example and for instance have the same meaning. They are often used as transitions. (See Chart 19-3, p. 389.)
<ul> <li>(c) There are many interesting places to visit in the city, <i>e.g.</i>, the botanical garden and the art museum.</li> <li>(d) There are many interesting places to visit in the city, <i>for example</i>, the botanical garden or the art museum.</li> </ul>	e.g. = for example (e.g. is an abbreviation of the Latin phrase exempli gratia.)* (c) and (d) have the same meaning.
<ul> <li>(e) I prefer to wear casual clothes, <i>such as</i> jeans and a sweatshirt.</li> <li>(f) Some countries, <i>such as</i> Brazil and Canada, are big.</li> <li>(g) Countries <i>such as</i> Brazil and Canada are big.</li> <li>(h) <i>Such</i> countries as Brazil and Canada are big.</li> </ul>	such as = for example  (f), (g), and (h) have essentially the same meaning even though the pattern varies.**

<sup>\*</sup>Punctuation note: Periods are used with e.g. in American English. Periods are generally not used with eg in British English.

- (1) When the "such as phrase" can be omitted without substantially changing the meaning of the sentence, commas are used. Example: Some words, such as know and see, are verbs. (Commas are used.)
- (2) No commas are used when the "such as phrase" gives essential information about the noun to which it refers. Example: Words such as know and see are verbs. (No commas are used.)

# ☐ EXERCISE 25. Giving examples. (Chart F-1)

Directions: Add examples to the given sentences.

- 1. There are many simple kinds of exercise you could include in your life to improve your health. For example . . . .
  - -> For example, you could walk briskly for half an hour three times a week.
- 2. Some rock stars have international fame, for example, . . .
  - 3. The names of some newspapers are internationally known, e.g., . . . .
  - 4. Some English words have the same pronunciation but different spelling, e.g., ....
  - 5. Many English words have more than one meaning. For example, . . . .
  - 6. If you are working too hard and not making time for pleasurable activities in your life, you should consciously schedule in relaxation time. For example, . . . .

<sup>\*\*</sup>Punctuation note:

7.	human life. Other natural phenomena, however, have the potential to be life-threatening to humans, for example,
	E 26. Using SUCH AS. (Chart F-1) rections: Complete the sentences with your own words. Use such as.
1	. You need a hobby. There are many hobbies you might enjoy, Such as <u>ceramics or stamp collecting.</u>
2.	There are certain products that almost everyone buys regularly,
3.	You should buy a small, economical car,
4.	Medical science has made many advances, yet there are still serious diseases that have not been conquered,
5.	Some countries, and are rich in oil.
6.	I enjoy such sports
7.	Such inventionshave contributed greatly to the progress of civilization. However, other inventions,, have threatened human existence.
8.	There are certain times when I wish to be alone,when
9.	Some subjects have always been easy and enjoyable for me,
10.	In certain situations, when, my English still
	gives me a little trouble.
11.	Numbers are odd numbers, whereas numbers are even numbers.
12.	Some languages, and,
	are closely related to English, while others,and, are not.

7. Some natural phenomena, such as spring showers or moonlight, do not endanger

F-2 CONNECTIVES TO CONT	INUE THE SAME IDEA
(a) The city provides many cultural opportunities. It has an excellent art museum.  *Moreover, Furthermore, it has a fine symphony orchestra. In addition, I	Moreover, furthermore, and in addition mean "also." They are transitions. (See Chart 19-3, p. 389.)
(b) The city provides many cultural opportunities.  In addition to an excellent art museum; thas Besides a fine symphony orchestra.	In (b): In addition to and besides* are used as prepositions. They are followed by an object (museum), not a clause.
*COMPARE: <b>Besides</b> means "in addition to." <b>Beside</b> means "next to"; e.g., / sat beside my friend.	~
☐ EXERCISE 27. Connectives to continue the Directions: Combine the ideas in these see in addition (to), besides, or also where	entences by using moreover, furthermore,
accurately. It has interesting special of 2. There are many ways you can work of example, you should speak English as with friends who speak your native late English as you have time for. Watching 3. Along with the increase in population of crime. A housing shortage has deventhat the expressways are almost always 4. Good health is perhaps one's most valimportant to eat a balanced diet. The	on improving your English outside of class. For s much as possible, even when you are speaking anguage. You should read as many magazines in ag television can be helpful. In the city, there has been an increase in the rate reloped. There are so many automobiles in the city is jammed with cars, regardless of the time of day. Aluable asset. To maintain good health, it is the body needs a regular supply of vitamins, other nutrients. Physical exercise is essential.
UNIT G: Verb Form Review Exe	
☐ EXERCISE 28. General review of verb form Directions: Complete the sentences with	ns. (Chapters $1 \rightarrow 20$ ) the correct form of the verbs in parentheses.
1. Some of the students (speak, never) English before they came here last fair	11.
2. I wish I (come, not)	here last year.
3. It is essential that you (be)	here tomorrow.
4. Had I known Dan wouldn't be here, I	[ (come, not)
5. My passport (stamp)	at the airport when I arrived.
6. My seventy-year-old grandfather, who	o owns his own business, (continue, probably) to work as long as he (live)

7.	I arrived here in August 1999. By August 2009, I (be)here for ten years.
8.	Before (go)to bed, I have to finish my homework.
9.	(Hear)that story many times before, I got bored when Jim began to tell it again.
10.	Do you know that man (sit)in the brown leather chair?
11.	Many of the goods that (produce)since the beginning of the twentieth century are totally machine-made.
12	The instructor said that she (give)an exam next Friday.
13.	I (know) Beth for six years. When I (meet)
	her, she (work)in a law office.
14	. If you (be)here yesterday, you (meet)
	my father and mother.
15	This evening the surface of the lake is completely still. It looks as if it (make)
	of glass.
16	. I don't know why the food service has to be so slow. We (stand)
	here in the cafeteria line for over half an hour, and there (be)
	still a lot of people in front of us.
17	. Sue says she can't come on the picnic with us. I wish she (change)
	her mind and (decide) to come with us.
18	. My dog turned her head toward me and looked at me quizzically, almost as if she
	(understand)what I said.
19.	(Be) an excellent researcher, Dr. Barnes (respect)
	by the entire faculty.
20.	Without the sun, life as we know it (exist, not)
	E 29. General review of verb forms. (Chapters 1 → 20)  rections: Fill in the blanks with the correct form of the verbs in parentheses.
1	. Since (come)to the United States six months ago, Maria (learn)
	a lot of English.
2.	Mrs. McKay (give, already)birth to the child by
	the time her husband arrived at the hospital.
3.	I recommended that he (apply)to at least three universities.

	4. Thank you for your help. I never (be)	_able to finish
	this work without it.	
	5. Peggy told me she (be) here at six tomorrow.	
	6. (Sit)on a park bench and (watch)	the
	brightly colored leaves fall gently to the ground, he felt at peace with	the world.
	7. Why didn't you tell me about this before? I certainly wish I (inform)	
	earlier.	
	8. The large dormitory (destroy, completely)	
	by fire last week. Since all of the students (go)	home for the
	holidays, there was no loss of life.	
	9. James blushed when his friend asked him an <i>(embarrass)</i> question.	
	10. Anna is grown up now. You shouldn't speak to her as if she (be)	a child.
	11. I asked all of the people (invite)to the party to	RSVP.
	12. When the (puzzle)student could not figure out	the answer to
	the (puzzle)problem, she demanded that I (give)	
	her the correct answer, but I insisted that she (figure)herself.	_it out for
	13. Ever since I can remember, mathematics (be)m	y favorite subject.
	14. The people (work)to solve the problems of urb	an poverty are
	hopeful that many of these problems (solve)	within the
	next ten years.	
	15. It's a funny story. I'll tell you the details when I (call)	you tomorrow.
□ EXE	ERCISE 30. General review of verb forms. (Chapters 1 → 20)  Directions: This exercise is based on compositions written by students wh of a multicultural class. Complete the sentences with the correct forms of parentheses.	
(1)	Next week, when I my final exami	nations, I
(2)	one of the best experiences I (have,	ever)
(3)	in my lifetime. In the last four months, I more	,
(4)		
	foreign cultures than I	
(5)	to the United Statesin a foreign country and	
		/

to school with people from v	arious parts of the	e world	me (give)
opportunity(encount	and	(interact)	with people from
different cultures. I			nv experiences and
thoughts with you.			
When I first	(arrive)	I (know)	no one and I
al	ll of my	fineers (communicate	what I was
trying to say in English. All	of the internation		
When we(can, find,	not)	ngm word, we	(use)
strange movements and gestu	ıres	(communicate)	our meaning.
SO		,	are you?", "Fine, tha
(Know)	ounter on the	· · · · · · · · · · · · · · · · · · ·	amayah in the
you, and you?" and "What c	country are you fr	om?",	enough in the
beginning for us	riends	with each other. The	he TV room in the
dormitory(become)			
		our English,	many of us tried to
(Hope)	(improve)	14-1	1.
watch television and	(understand)	what the peo	(appear)
on the screen(say	, but		
strange mumble to us. After	a while,	(bore) and a l	little sad, we slowly
began to disappear to our sep	parate rooms. I	(think)	that all of us
(experience)	some homesic	ekness. However, de	espite my loneliness.
I had a good feeling writhin n	nyself because I _	(do)	what I
to	do for many yea	ırs:	and
(want)		(live)	
(study) in a fo	reign country.		
After a few days, classes	(begin)	and we	(have)
another meeting place:: the c	( 0 /	(know, not)	quite what
th	ne first day of clas	s, I was a bit nervou	is, but also
(expect)	A. Cr		
(excite)	After	find)	right building and the

(30)	right room, I walked in and an empty seat. I (choose) (introduce)
(31)	myself to the personnext to me, and we satto (sit)
(32)	each other for a few minutes. Since wefrom different countries, we
(33)	in English. At first, I was afraid that the other student
(34)	what I, but I,
(35)	when sheto my questions easily (surprise, pleasantly) (respond)
(36)	Together we the first steps toward build a friendship
(37)	As the semester, Iout more and more (find)
	about my fellow students. Students from some countries were reticent and shy in class.
(38)	They almost never questions and very softly.
(39)	Others of different nationalitiesjust the opposite: they spoke in
(40)	booming voices and neverquestions,
(41)	and sometimes they the teacher. I (be, never)
(42)	in a classroom with such a mixture of cultures before. I learned
(43)	by anything my classmates might say or do. The time spentourourour
(44)	ideas with each other andabout each other's customs and beliefs
(45)	valuable and fun. As we progressed in our English, we slowly
	(be) learned about each other, too.
(46)	Now, several months after my arrival in the United States, Iable
(40)	to understand not only some English but also something about different cultures. If I
(47)	here, I able to attain these insights (come, not) (be, not)
(48)	into other cultures. I wish everyone in the world the same experience. (have)
(49)	Perhaps if all the people in the world more about cultures different
(50)	from their own andthe opportunityfriends
(51)	with people from different countries, peacesecure.



Able to, 198, 200 (Look on pages 198 and 200.)	The numbers following the words listed in the index refer to page numbers in the main text.
Be, A6 (Look in the back part of this book on the sixth page of the Appendix.)	The index numbers preceded by the letter "A" (e.g., A6) refer to pages in the Appendix, which is found in the last part of the text. The main text ends on page 437, and the appendix immediately follows. Page 438 is followed by page A1.
Continuous tenses, 3fn.  (Look at the footnote on page 3.)	Information given in the footnotes to charts and exercises is noted by the page number plus the abbreviation <i>fn</i> .

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