

English Sentence Structure



An Intensive Course in English
English Language Institute

English Sentence Structure

Robert Krohn
And the Staff of the
English Language Institute

Ann Arbor The University of Michigan Press

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Preface

ENGLISH SENTENCE STRUCTURE is the central volume in the textbook series developed in the Intensive Course at the English Language Institute of the University of Michigan. Each lesson in this book is coordinated with a lesson in a pattern practice book, which provides additional exercises. The Intensive Course series also includes books in pronunciation, vocabulary, and conversation practice. Although designed primarily for students at an intermediate level, the series can be used in elementary classes and in advanced classes for remedial oral work. Absolute beginners in English may require preparatory lead-in materials before the early lessons of this volume can be used.

The history of ENGLISH SENTENCE STRUCTURE goes back more than a quarter of a century to the early 1940's, when the staff of the English Language Institute, under the direction of Charles C. Fries, began to produce materials to teach English as a foreign language. Over the years, these materials have been expanded and have undergone several major revisions. During that time the major contributors to the previous editions of the grammar materials were Charles C. Fries, who provided the original inspiration, and Robert Lado and Gerald Dykstra, who developed the exercises and the form of the materials. In addition, William H. Buell and Edward T. Erazmus contributed portions of the third edition, ENGLISH SENTENCE PATTERNS, which appeared in 1958.

In 1967, the English Language Institute and the University of Michigan Press decided to revise ENGLISH SENTENCE PATTERNS. Robert Krohn, who was thoroughly familiar with the book, having used it in a variety of classes, was put in charge of the revision.

Quite early it was decided that the new grammar materials should cover the same topics as the previous edition and in approximately the same order. Consequently, the new lessons are comparable with the previous edition and with the other books in the Intensive Course series. Because of this compatibility, each new lesson could be used by teachers as soon as it was written. In this way the new material was classroom tested by Dr. Krohn and the staff of the English Language Institute over a period of two and a half years. Although much material was incorporated from the 1958 book, nearly every lesson has been completely rewritten, and new grammatical explanations and exercises have been developed.

In all stages of the revision, Dr. Krohn worked very closely with Professor Harold V. King, who helped revise each one of the first drafts of the new lessons and initiated the drafts of Lessons 21 and 22. Professor King helped guide the project from beginning to end, and much of the credit for its success must be given to him.

The English Language Institute
July 1970

Acknowledgments

Many people have contributed to this book. I wish to express my gratitude to all the teachers of the English Language Institute for their comments and suggestions. In particular, I owe thanks to Joyce Zuck for many valuable ideas on presenting structure and practicing English, and to Nancy Hewett for a large number of detailed suggestions for improving the text. I would also like to express my thanks to William H. Buell, who provided original material for Lessons 11 and 14. Others who were especially helpful include John Chandler, Robert Dakin, Ruth Hok, Marvin Kierstead, John T. Lamendella, Penny Larson, John Rohsenow, Judy Sabine, Randee Sorscher and Jack Wilson. My thanks also go to Charles H. Blatchford for his invaluable assistance in proofreading.

I owe a great debt to Professor Ronald Wardhaugh, who in his capacity as the Director of the English Language Institute, has encouraged experimentation and innovation in the teaching of English as a foreign language. He first suggested this project to me in 1967 and has closely followed its development. I am thankful to him for his help and advice.

Finally, I would like to express my thanks to Professor Harold V. King, who spent countless hours improving each lesson. He has been a constant source of ideas and encouragement, and his insights into the structure of English appear throughout the book.

R.K.

Suggestions for the Teacher

The teacher may use the following procedures to present the various parts of a lesson.

THE GRAMMAR FRAME

The frame is a box enclosing examples and COMMENTS. Put example sentences from the frame on the blackboard. Using the COMMENTS as a guide, discuss briefly the grammar point being illustrated, or ask the students to supply the comments. At the conclusion of this brief introduction, begin the exercises.

THE ORAL CLASSROOM EXERCISES

Ask the class to respond in unison. After doing an exercise with the entire class, do it again, calling on students individually. Students usually do not need their books during the exercises; the books can remain closed. However, with older students, in more advanced classes, or when the sentences being practiced are rather long, open books may be appropriate. Vary the procedures to determine which techniques are best for a particular class.

THE TEACHER'S EXPLANATIONS

In general, any remarks about structure preceding the exercises should be kept as short as possible. It is not necessary to explain everything in detail. Some potential questions will be answered by the exercise material. Some questions can be answered after an exercise, when the class has had an opportunity to go through a number of examples. Answers to students' questions should be simple and confined to the point. As a general rule, keep discussions about structure brief, and intersperse them with appropriate examples and exercises. Examples are very important in the learning process.

THE NOTES

Some explanations about structure are given outside the frames, under the heading of NOTES. It is not necessary to discuss all the NOTES in class. The amount of discussion depends on the needs of the class. Intermediate and advanced students can profit by reading this material at home.

HOMEWORK

It may be helpful to assign some of the exercises or parts of the exercises as written homework. Substitution drills, which are too repetitious for written work, might well be avoided. Instead, one can assign exercises that require students to answer questions, or to transpose parts of sentences, or to paraphrase sentences.

MEANING-ORIENTED PRACTICE

Probably the best way to practice a foreign language is to use it in communicating with others. Thus, teachers should provide time for meaning-oriented practice. For example, teachers can ask the students questions or initiate a class discussion that will force the students to use the grammar that has been presented that hour. Such question and discussion periods provide the members of the class with an occasion to use English structure to express their thoughts. This meaningful use of English provides an excellent opportunity for a student to improve his speaking ability, and it is one of the best tests of whether the grammatical principles have been assimilated.

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Lesson 1

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Statements and questions: It is green. Is it green?

Contractions: *It's* green. It *isn't* green.

Short answers: Yes, it is.

B. Singular and plural noun phrases.

A.1 Notice the position of *is* in statements and questions.

STATEMENT:	The book <i>is</i> green. The book (<i>is</i>) green. ↓ <i>Is</i> the book green.																												
QUESTION:																													
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<p>COMMENTS</p> <p>Use the question word order when you make questions to be answered with <i>yes</i> or <i>no</i>. Don't make questions with the statement word order; such questions are used only in special situations.</p>																													

NOTE: Words like *book, table, pencil, John, Mary*, etc., are nouns. *The book, the table, John, Mary*, etc. are noun phrases.

INSTRUCTIONS TO THE TEACHER: The students' exercises begin below. The words in small letters are the teacher's part. The words in CAPITAL LETTERS are the students' part. In the examples, the teacher says both parts, and the students repeat their part after the teacher. The teacher then continues the exercise, saying only the teacher's part. The students continue by producing the students' part on the pattern of the examples.

Exercise 1. Let's practice some statements. Substitute adjectives (*green, old, new*, etc.) in the proper position. For example:

green
old
new

THE BOOK IS GREEN.
THE BOOK IS OLD.
THE BOOK IS NEW.

(Continue the substitutions:)

- | | |
|----------|-----------|
| 1. small | 4. closed |
| 2. large | 5. blue |
| 3. open | 6. new |

Exercise 2. Substitute noun phrases in the proper position in statements. For example:

the pencil	THE PENCIL IS NEW.
the watch	THE WATCH IS NEW.

(Continue the substitutions:)

- | | |
|--------------|-------------|
| 1. the table | 4. the comb |
| 2. the chair | 5. the key |
| 3. the book | 6. the pen |

Exercise 3. Substitute adjectives (*green, old, new, etc.*) in the proper position (at the end) in questions. For example:

green	IS THE BOOK GREEN?
old	IS THE BOOK OLD?
new	IS THE BOOK NEW?

(Continue the substitutions:)

- | | |
|----------|-----------|
| 1. small | 4. closed |
| 2. large | 5. blue |
| 3. open | 6. new |

Exercise 4. Substitute noun phrases in the proper position in questions. For example:

the pencil	IS THE PENCIL NEW?
the watch	IS THE WATCH NEW?

(Continue:)

- | | |
|--------------|-------------|
| 1. the table | 4. the comb |
| 2. the chair | 5. the key |
| 3. the book | 6. the pen |

Exercise 5. Change the teacher's statement into a question. For example:

The book is new.	IS THE BOOK NEW?
The table is heavy.	IS THE TABLE HEAVY?

- | | |
|------------------------|---------------------------|
| 1. The pencil is red. | 7. The table is large. |
| 2. The book is green. | 8. The key is small. |
| 3. The chair is new. | 9. The comb is black. |
| 4. The book is open. | 10. The book is old. |
| 5. The door is closed. | 11. The student is busy. |
| 6. The chair is heavy. | 12. The exercise is easy. |

A.2 Notice the correlation of *am*, *are*, and *is* with the subject noun phrase:

NOUN PHRASE			NOUN PHRASE (PRONOUN)		
	<i>BE</i>			<i>BE</i>	
			sg.		
			1	I	<i>am</i> happy.
			2	You	<i>are</i> happy.
John	<i>is</i>	happy.	3	He	<i>is</i> happy.
Mary	<i>is</i>	happy.	3	She	<i>is</i> happy.
The book	<i>is</i>	green.	3	It	<i>is</i> green.
			pl.		
You and I	<i>are</i>	happy.	1	We	<i>are</i> happy.
John and I	<i>are</i>	happy.	1	We	<i>are</i> happy.
You and John	<i>are</i>	happy.	2	You	<i>are</i> happy.
Mary and John	<i>are</i>	happy.	3	They	<i>are</i> happy.
The books	<i>are</i>	green.	3	They	<i>are</i> green.

COMMENT

Be has three forms in the simple present tense: *am*, *are*, and *is*.

NOTE: Sg. and pl. are abbreviations for singular and plural. The numbers 1, 2, and 3 mean first person, second person, and third person.

Exercise 6. Change the teacher's statement into a question. Substitute a pronoun for the teacher's noun phrase. For example:

The book is new.

IS IT NEW?

John is happy.

IS HE HAPPY?

The students are busy.

ARE THEY BUSY?

1. The book is open.

7. The pencil is long.

2. Mary is tired.

8. The pencils are long.

3. The pencils are red.

9. Mary is happy.

4. John and Mary are busy.

10. John is busy.

5. The window is open.

11. The dog is hungry.

6. The table is heavy.

12. The dogs are hungry.

A.3 Notice the contractions which are made with *am*, *are*, and *is*:

				CONTRACTIONS:					
<i>I</i>	<i>am</i>	busy.	1	<i>I'm</i>	busy.				
<i>You</i>	<i>are</i>	busy.	2	<i>You're</i>	busy.				
<i>He</i>	<i>is</i>	busy.	3	<i>He's</i>	busy.				
<i>She</i>	<i>is</i>	busy.	3	<i>She's</i>	busy.				
<i>It</i>	<i>is</i>	green.	3	<i>It's</i>	green.				
<i>We</i>	<i>are</i>	busy.	1	<i>We're</i>	busy.				
<i>You</i>	<i>are</i>	busy.	2	<i>You're</i>	busy.				
<i>They</i>	<i>are</i>	busy.	3	<i>They're</i>	busy.				
<i>John</i>	<i>is</i>	busy.	3	<i>John's</i>	busy.				
<i>Mary</i>	<i>is</i>	busy.	3	<i>Mary's</i>	busy.				

COMMENTS

- (1) Contractions are commonly used in speaking.
- (2) Contractions are often written in notes and letters to friends and relatives. However, full forms are usually used in formal writing, such as papers which students write in college.

Exercise 7. Practice the contractions which are made with *be*. Make substitutions in the proper places. For example:

I'm
Mary's
She's
You're

I'M HUNGRY.
MARY'S HUNGRY.
SHE'S HUNGRY.
YOU'RE HUNGRY.

1. *they're*
2. *John's*
3. *he's*

4. *I'm*
5. *you're*
6. *we're*

(Continue with the following forms:)

7. *we*
8. *I*
9. *he*
10. *she*
11. *we*

12. *you*
13. *the teacher*
14. *we*
15. *I*

A.4 Observe the patterns with *be*.

NOUN PHRASE	BE	ADJECTIVE PHRASE
The book	is	green.
John	is	twenty years old.
He	is	hungry.
NOUN PHRASE	BE	NOUN PHRASE
Mr. Allen	is	a lawyer.
Mary	is	a student.
NOUN PHRASE	BE	ADVERBIAL
Mary	is	from Mexico.
She	is	in class.
She	is	in the room.
COMMENTS		
<p><i>Be</i> is used in all these patterns. (Some other adjectives which are used with <i>be</i> are <i>thirsty</i>, <i>right</i>, <i>wrong</i>, <i>warm</i>, <i>cold</i>, <i>tired</i>, and <i>sleepy</i>. We do not use the verb <i>have</i> in this pattern.)</p>		

Exercise 8. Substitute the words in the proper position.

John is hungry.

cold

a student

in class

John and Mary

JOHN IS COLD.

JOHN IS A STUDENT.

JOHN IS IN CLASS.

JOHN AND MARY ARE IN CLASS.

- | | | |
|-----------------------|--------------------------|----------------------|
| 1. tired | 8. in class | 15. thirsty |
| 2. cold | 9. a student | 16. you |
| 3. hungry | 10. in the United States | 17. tired |
| 4. from California | 11. I | 18. Mary |
| 5. from San Francisco | 12. right | 19. sleepy |
| 6. John | 13. busy | 20. hungry |
| 7. happy | 14. a doctor | 21. twenty years old |

Exercise 9. Practice the use of *be* in questions. Substitute the words in the proper position.

Is John hungry?

cold

a student

in class

John and Mary

IS JOHN COLD?

IS JOHN A STUDENT?

IS JOHN IN CLASS?

ARE JOHN AND MARY IN CLASS?

(Continue with the substitutions of Exercise 8.)

A.5 Notice the use of a short answer.

QUESTION	SHORT ANSWER
Is John busy?	Yes, he is.
<p>COMMENT</p> <p><i>Yes, he is</i> means 'Yes, John is busy' or 'Yes, he's busy.'</p>	
<p>AFFIRMATIVE SHORT ANSWERS</p>	
Yes, I am. Yes, you are. Yes, he is. Yes, she is. Yes, it is.	Yes, we are. Yes, you are. Yes, they are.
<p>COMMENT</p> <p><i>Be</i> is not contracted when it is the last word in a sentence.</p>	

Exercise 10. Practice the use of short answers. Answer the teacher's question with an affirmative short answer.

Is the book green?

YES, IT IS.

Is Mary a student?

YES, SHE IS.

Is she busy?

YES, SHE IS.

- | | |
|---|--|
| 1. Are the pencils red?
2. Is Mr. Miller tired?
3. Is Mr. Allen a lawyer?
4. Is Mrs. Allen a teacher?
5. Is Mary twenty years old?
6. Is Mary from Mexico? | 7. Are John and Mary hungry?
8. Is Mary sleepy?
9. Is the book open?
10. Is Mr. Miller in the room?
11. Is the teacher busy?
12. Are the students busy? |
|---|--|

A.6 Notice the negative short answers.

QUESTION	SHORT ANSWER
Is the book blue?	No, it isn't.
NEGATIVE SHORT ANSWERS	
<div style="border: 1px solid black; padding: 5px; margin: 5px;"> No, I'm not. No, you aren't. No, he isn't. No, she isn't. No, it isn't. </div>	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> No, we aren't. No, you aren't. No, they aren't. </div>
COMMENTS	
<i>I'm not</i> is the contraction of <i>I am not</i> . <i>Isn't</i> is the contraction of <i>is not</i> . <i>Aren't</i> is the contraction of <i>are not</i> .	

NOTE: The following forms of negative short answers are equally acceptable:

No, you're not.

No, he's not.

No, she's not.

No, it's not.

No, we're not.

No, you're not.

No, they're not.

Exercise 11. Practice the negative short answers.

Is Mary a doctor?

Is she a lawyer?

Are the books black?

NO, SHE ISN'T.

NO, SHE ISN'T.

NO, THEY AREN'T.

1. Is the key large?

2. Is the key green?

3. Is the teacher from England?

4. Is the teacher a lawyer?

5. Is the table red?

6. Are the pencils heavy?

7. Is Mary a teacher?

8. Is John hungry?

9. Is John ten years old?

10. Are John and Mary from England?

11. Is the comb heavy?

12. Is the comb red?

Exercise 12. Practice both affirmative and negative short answers. Answer the teacher's questions (individually). Give a true answer.

Are you a student?

Are you from the United States?

Is the book blue?

YES, I AM.

NO, I'M NOT.

NO, IT ISN'T.

1. Are you from England?

2. Is the book twenty-nine years old?

3. Are you hungry?

4. Am I from England?

5. Are you a doctor?

- | | |
|----------------------------------|---|
| 6. Is the door open? | 15. Are you a lawyer? |
| 7. Are you from Japan? | 16. Am I a teacher? |
| 8. Are the students in the room? | 17. Is Mr. A. from New York?
(Use the name of a student.) |
| 9. Are they busy? | 18. Is Miss B. from Chicago?
(Use the name of a student.) |
| 10. Is the book new? | 19. Are Mr. C. and Mr. D. students?
(Use the names of students.) |
| 11. Are you a teacher? | 20. Are we in the United States? |
| 12. Is the table heavy? | |
| 13. Is the watch heavy? | |
| 14. Is the door closed? | |

A.7 Notice the use of pronouns.

John's from Chicago. *He's* a student.
Is the book closed? No, *it* isn't. *It's* open.

COMMENTS

The noun phrase cannot be entirely suppressed in such sentences. To avoid repeating or emphasizing the noun phrase, you may use in its place one of the pronouns *he, she, it, they*.

Exercise 13. Answer the teacher's questions. Be sure to use pronouns. Give true answers.

Is the book red?	NO, IT ISN'T. IT'S GREEN.
Am I a doctor?	NO, YOU AREN'T. YOU'RE A TEACHER.
Are you a teacher?	NO, I'M NOT. I'M A STUDENT.

- | | |
|---|--|
| 1. Are you from England? | 7. Is the table new? |
| 2. Are you from the United States? | 8. Is Mr. C. a doctor?
(Use the name of a student.) |
| 3. Are you a lawyer? | 9. Am I a businessman? |
| 4. Is Mr. A. a teacher?
(Use the name of a student.) | 10. Is the pencil heavy? |
| 5. Is the comb red? | 11. Are the books blue? |
| 6. Is Miss B. from England?
(Use the name of a student.) | 12. Are the books in Mexico? |

B.1 Notice the singular and plural forms of the nouns and the use of *a* or *an* with the singular.

I'm	<i>a</i>	student.	sg.
We're		students.	pl.
You're	<i>a</i>	student.	sg.
You're		students.	pl.
It's	<i>a</i>	book.	sg.
They're		books.	pl.
He's	<i>an</i>	architect.	sg.
He's	<i>a</i>	doctor.	sg.
They're		architects.	pl.
They're		doctors.	pl.
John's	<i>a</i>	student.	sg.
Mary's	<i>a</i>	student.	sg.
John and Mary are		students.	pl.
They're		students.	pl.

COMMENTS

In this pattern, use *a* or *an* with the singular forms of nouns (*student*, *book*, etc.) but not with the plural forms (*students*, *books*, etc.) Use the form *an* only if the word after it begins with a vowel sound.

Exercise 14. Practice singular nouns with *a* and plural nouns without *a*. Substitute the teacher's words and change the rest of the statement if necessary.

I'm a student.

doctor

lawyer

he

they

teachers

Mary

I'M A DOCTOR.

I'M A LAWYER.

HE'S A LAWYER.

THEY'RE LAWYERS.

THEY'RE TEACHERS.

MARY'S A TEACHER.

1. student

2. I

3. doctor

4. lawyer

5. he

6. they

7. students

8. Mary

9. she

10. we

11. he

12. you

13. I

14. they

15. John

16. I

B.2 Notice the form of the adjectives and the article *the*.

sg.	<i>The book is new.</i>
pl.	<i>The books are new.</i>
sg.	<i>The student is busy.</i>
pl.	<i>The students are busy.</i>

COMMENT

Adjectives and the article *the* have the same form with both singular and plural nouns.

Exercise 15. Change the teacher's statement from the singular to the plural. For example:

The book is green.
The book is closed.
The chair is old.

THE BOOKS ARE GREEN.
THE BOOKS ARE CLOSED.
THE CHAIRS ARE OLD.

- The book is new.
- The student is busy.
- The window is open.
- The comb is black.
- The pen is black.
- The student is hungry.

- The book is closed.
- The pen is new.
- The student is tired.
- The chair is heavy.
- The shoe is black.
- The shirt is white.

Exercise 16. This is a review exercise. Change the teacher's statement into a question. Another student will give a true answer.

The book is green.

Student A: IS THE BOOK GREEN?

Student B: YES, IT IS.

The students are hungry.

Student B: ARE THE STUDENTS HUNGRY?

Student C: YES, THEY ARE.

(NO, THEY AREN'T.)

You're a doctor.

Student C: ARE YOU A DOCTOR?

Student D: NO, I'M NOT. I'M A STUDENT.

- The books are new.
- You're from England.
- The pencil is heavy.
- The students are busy.
- You're a businessman.
- The door is open.
- The windows are open.
- The table is heavy.
- The book is black.

10. Mr. A. is from Mexico.

(Use the name of a student.)

11. The comb is heavy.

12. The teacher is busy.

13. You're hungry.

14. The exercise is easy.

15. Miss B. is from Japan.

(Use the name of a student.)

16. Are Mr. C. and Mr. D. in the room?

(Use the names of students.)

Lesson 2

- A. Simple present tense with verbs other than *be*.
 Statements: He works.
 Questions with *do, does*: Does he work?
 Short answers: Yes, he does.
- B. Single-word adverbs of frequency: *always, usually, often, etc.*
 Position in statements and questions.

A.1 Notice the form of the verb.

Sg.	VERB		
1	I	work	every morning.
2	You	work	every morning.
3	He	works	every morning.
Pl.			
1	We	work	every morning.
2	You	work	every morning.
3	They	work	every morning.

COMMENTS

(1) Verbs other than *be* have two forms in the simple present tense: a simple form and an -s form.

(2) The -s form is used with third person singular subjects (*he, she, it, John, Mary, the book, etc.*) Otherwise, the simple form is used.

NOTE: The pronunciation of the -s form is treated in the pronunciation book.

Exercise 1. Practice the two forms of the following verbs by substituting as shown in the examples.

reads JOHN READS IN THE MORNING, AND WE READ IN THE AFTERNOON.

writes JOHN WRITES IN THE MORNING, AND WE WRITE IN THE AFTERNOON.

practices JOHN PRACTICES IN THE MORNING, AND WE PRACTICE IN THE AFTERNOON.

- | | | | |
|----------|------------|------------|--------------|
| 1. reads | 3. studies | 5. arrives | 7. practices |
| 2. sings | 4. works | 6. leaves | 8. writes |

Exercise 2. *Has* is the third person singular form of *have*. Practice these two forms by substituting the teacher's words. Change the rest of the statement if necessary.

We WE HAVE COFFEE HERE IN THE MORNING.
 John JOHN HAS COFFEE HERE IN THE MORNING.

- | | | |
|------------------|-----------------|---------------|
| 1. he | 6. Mary | 11. he |
| 2. John and Mary | 7. she | 12. you |
| 3. they | 8. the students | 13. I |
| 4. Mr. Allen | 9. they | 14. you and I |
| 5. he | 10. Mr. Miller | 15. we |

A.2 Notice the use of *does* in questions.

<i>Previous pattern:</i>	
STATEMENT:	The book is green.
	↓ The book <u>is</u> green.
QUESTION:	Is the book green?
<i>New pattern:</i>	
STATEMENT:	John works in the morning.
	↓ John <u>works</u> in the morning.
QUESTION:	Does John work in the morning?
COMMENT	
Use the question pattern when you make questions to be answered with <i>yes</i> or <i>no</i> . Don't make questions with the statement word order; such questions are used only in special situations.	

NOTE: In American English, the question which corresponds to *John has a book* is usually *Does John have a book?* *Has John a book?* is another possible form.

ADDITIONAL EXAMPLES

- Does Mr. Smith practice in class?
 Does the student study?
 Does Mary read Spanish?

Exercise 3. Change the teacher's statement into a question.

- | | |
|--------------------------------|-----------------------------------|
| John studies at night. | DOES JOHN STUDY AT NIGHT? |
| Mary studies in the afternoon. | DOES MARY STUDY IN THE AFTERNOON? |

- | | |
|-------------------------------------|---|
| 1. John studies the lessons. | 7. She writes letters at night. |
| 2. He understands the lessons. | 8. Mr. Allen works in the afternoon. |
| 3. He has coffee at 11 o'clock. | 9. He reads at night. |
| 4. He has lunch at noon. | 10. John comes to class every morning. |
| 5. Mary practices in the afternoon. | 11. Mr. Miller comes here in the afternoon. |
| 6. She eats supper at 6 o'clock. | 12. He leaves at night. |

A.3 Compare the use of *does* and *do* in questions.

STATEMENT:	He works in the morning.
QUESTION:	<i>Does</i> he work in the morning?
STATEMENT:	They work every day.
QUESTION:	<i>Do</i> they work every day?

COMMENTS

Do and *does* are used to make questions. Use *does* for the third person singular, *do* for the other persons.

ADDITIONAL EXAMPLES

- Do I speak well?
- Do you read Spanish?
- Does Mary work?
- Do we begin in the morning?
- Do you come here every day?
- Do Mr. and Mrs. Allen eat dinner at 7 o'clock?

Exercise 4. Change the teacher's statement into a question. Use *do* or *does*.

- | | |
|-----------------------------------|--------------------------------------|
| John and Mary study English. | DO JOHN AND MARY STUDY ENGLISH? |
| John studies in the morning. | DOES JOHN STUDY IN THE MORNING? |
| Mr. and Mrs. Allen teach Spanish. | DO MR. AND MRS. ALLEN TEACH SPANISH? |

- | | |
|---|--------------------------------------|
| 1. John and Mary have coffee at 10 o'clock. | 5. John has a coke in the afternoon. |
| 2. Mrs. Allen has coffee at 11 o'clock. | 6. He studies at night. |
| 3. The students understand English. | 7. The students study here. |
| 4. They practice every day. | 8. They understand the lessons. |
| | 9. John has a book. |
| | 10. John and Mary speak English. |

Exercise 5. Change the teacher's statement into a question. Use either *do*, *does*, or a form of *be*. Substitute a pronoun for the subject noun phrase.

John and Mary study here.
Mr. Allen reads at night.
The book is open.

DO THEY STUDY HERE?
DOES HE READ AT NIGHT?
IS IT OPEN?

1. John likes coffee.
2. John and Bill practice in the morning.
3. Mr. Miller is from New York.
4. The books are in the room.
5. Mary eats lunch at noon.
6. Mr. Green is very hungry.
7. The teachers arrive in the morning.
8. Mr. Allen and Mr. Miller leave in the afternoon.
9. Mary writes letters every week.
10. The teachers have coffee in the afternoon.
11. John is a student.
12. Mrs. Taylor eats breakfast at 7 o'clock.

A.4 Notice the use of affirmative short answers.

Previous pattern (Lesson 1):

QUESTION:	Is John busy?
SHORT ANSWER:	Yes, he <i>is</i> .

New pattern:

QUESTION:	Does John like coffee?
SHORT ANSWER:	Yes, he <i>does</i> .

QUESTION:	Do Mr. and Mrs. Allen like tea?
SHORT ANSWER:	Yes, they <i>do</i> .

COMMENTS

In the short answers above, *Yes, he does* means *Yes, John likes coffee*, and *Yes, they do* means *Yes, Mr. and Mrs. Allen like tea*. Notice that *do* and *does* are substitutes for the verb phrases. In the examples, *does* replaces *likes coffee*, and *do* replaces *like tea*.

AFFIRMATIVE SHORT ANSWERS:

sg.		pl.
Yes, I do.	1	Yes, we do.
Yes, you do.	2	Yes, you do.
Yes, he does.	3	Yes, they do.

ADDITIONAL EXAMPLES

- | | |
|--------------------------------------|----------------|
| Do you like coffee? | Yes, I do. |
| Do the students study at night? | Yes, they do. |
| Do I pronounce well? | Yes, you do. |
| Does the new student like the class? | Yes, he does. |
| Does Mary drink coffee? | Yes, she does. |

Exercise 6. Answer the teacher's question with an affirmative short answer.

- | | |
|----------------------------------|----------------|
| Does Mary study at night? | YES, SHE DOES. |
| Do Mr. and Mrs. Allen drink tea? | YES, THEY DO. |

- | | |
|---|---------------------------------------|
| 1. Does Mr. Allen study in the morning? | 6. Do the students understand it? |
| 2. Do John and Mary study in the afternoon? | 7. Does Mr. Miller sing well? |
| 3. Do they have class in the morning? | 8. Does Mrs. Miller work? |
| 4. Do they understand the lessons? | 9. Does John pronounce well? |
| 5. Does Mary understand English? | 10. Does he practice at home? |
| | 11. Do John and Mary study at night? |
| | 12. Do they write letters every week? |

A.5 Notice the use of negative short answers.

Previous Pattern (Lesson 1):

QUESTION:	Is the book blue?
SHORT ANSWER:	No, it isn't.

New Pattern:

QUESTION:	Does John sing well?
SHORT ANSWER:	No, he doesn't.

QUESTION:	Do Mr. and Mrs. Allen sing?
SHORT ANSWER:	No, they don't.

NEGATIVE SHORT ANSWERS

sg.

No, I don't.
No, you don't.
No, he doesn't.

pl.

1	No, we don't.
2	No, you don't.
3	No, they don't.

ADDITIONAL EXAMPLES

Do the classes begin at 7 A.M.?	No, they don't.
Do they begin at 5 P.M.?	No, they don't.
Does Mary eat lunch here?	No, she doesn't.
Does the class begin at 7 A.M.?	No, it doesn't.
Does it begin at 6 A.M.?	No, it doesn't.

Exercise 7. Answer the teacher's question with a negative short answer.

Does John eat lunch here?	NO, HE DOESN'T.
Do classes begin at 6 A.M.?	NO, THEY DON'T.

1. Does John have tea in the morning?
2. Do Mr. and Mrs. Miller have tea in the morning?
3. Does Mary have class at noon?
4. Does she eat lunch here?
5. Does John have eggs and toast for breakfast?
6. Does he have a sandwich for lunch?
7. Do classes begin at 6 A.M.?
8. Do Mr. and Mrs. Miller study at noon?
9. Does Mr. Miller arrive at 6 A.M.?
10. Do John and Mary leave at 4 P.M.?

Exercise 8. Practice the use of affirmative and negative answers. Answer the teacher's question individually. Give a true answer.

Is the book green?	YES, IT IS.
Do I understand English?	YES, YOU DO.
Does the class begin at 7 A.M.?	NO, IT DOESN'T.

- | | |
|--|---|
| 1. Is the door closed? | 9. Do Mr. C. and Mr. D. speak Spanish? (Use the names of students.) |
| 2. Is the door open? | 10. Are we in class? |
| 3. Do you have tea for dinner? | 11. Do I live in the United States? |
| 4. Do you like coffee? | 12. Does Mr. E. teach English? (Use the name of a student.) |
| 5. Do you speak Spanish? | 13. Is Miss F. a teacher? (Use the name of a student.) |
| 6. Does Mr. A. speak Spanish? (Use the name of a student.) | 14. Do you study in the afternoon? |
| 7. Do you drink milk in the morning? | |
| 8. Is Mr. B. in class? (Use the name of a student.) | |

B.1 Notice the position of words like *always* and compare their meanings.

SINGLE-WORD ADVERB OF FREQUENCY		MAIN VERB	
John	<i>always</i>	studies	at night.
Mary	<i>usually</i>	studies	at night.
Bob	<i>often</i>	studies	at night.
Bill	<i>sometimes</i>	studies	at night.
Alice	<i>seldom</i>	studies	at night.
Tom	<i>never</i>	studies	at night.

<i>always</i>		100%	...	all of the time
<i>usually</i>			...	most of the time
<i>often</i>		50%	...	much of the time
<i>sometimes</i>			...	some of the time
<i>seldom</i>			...	almost never
<i>never</i>		0%	...	not at any time

COMMENTS

Adverbs like *always* (single-word adverbs of frequency) come *before* the main verb of a sentence. (See section B.2 for sentences with *be*.)

NOTE: Some of these adverbs are also used in other positions, as in the sentence *Sometimes I study at night.*

Exercise 9. Substitute a word like *always* for the multi-word adverbials of frequency.

Mary drinks milk all of the time. **MARY ALWAYS DRINKS MILK.**
 John drinks milk most of the time. **JOHN USUALLY DRINKS MILK.**

1. John drinks coffee some of the time.
2. He almost never drinks tea.
3. Mr. Allen drinks coffee much of the time.
4. Mrs. Allen almost never drinks coffee.
5. She drinks tea most of the time.
6. Mr. Miller has coffee at 10 A.M. all of the time.
7. Mrs. Miller has coffee at 10 A.M. some of the time.
8. Mrs. Miller almost never drinks milk in the morning.
9. She has coffee in the morning most of the time.
10. Mr. and Mrs. Miller eat in a restaurant some of the time.
11. John eats in restaurants all of the time.
12. Mary almost never eats in a restaurant.
13. She eats at home most of the time.
14. Mr. and Mrs. Allen eat in a restaurant much of the time.

B.2 Compare the positions of *always*.

Previous Pattern:

		MAIN VERB	
John	<i>always</i>	studies	at night.

New Pattern:

	BE		
Mary	is	<i>always</i>	busy.

COMMENT

Adverbs like *always* (single-word adverbs of frequency) come *after* forms of *be* (*am, are, is*).

Exercise 10. Substitute a word like *always* for the multi-word adverbials of frequency.

John is busy all of the time. **JOHN IS ALWAYS BUSY.**
 Mr. Allen is busy most of the time. **MR. ALLEN IS USUALLY BUSY.**

1. Mrs. Allen is busy much of the time.
2. She is tired some of the time.
3. Mr. Miller is almost never tired.
4. Mr. Miller is thirsty most of the time.
5. He is hungry some of the time.
6. John is hungry much of the time.
7. He is thirsty most of the time.
8. He is almost never in the room.
9. He is at home most of the time.
10. Mr. Allen is at home some of the time.
11. Mr. Allen is right most of the time.
12. He is almost never wrong.
13. Mr. and Mrs. Allen are happy most of the time.
14. They are almost never sad.

Exercise 11. Summary exercise.

John drinks milk much of the time. **HE OFTEN DRINKS MILK.**
 He is thirsty much of the time. **HE IS OFTEN THIRSTY.**

1. He has cornflakes for breakfast all of the time.
2. He is sleepy at breakfast all of the time.
3. He is late to class some of the time.
4. He studies at night all of the time.
5. Mrs. Miller almost never drinks coffee.

6. She drinks tea most of the time.
7. She is at home much of the time.
8. She eats at home most of the time.
9. She is busy most of the time.
10. She sings at home some of the time.

B.3 Notice the position of *always* in questions.

STATEMENT:	John <i>always</i> studies at night.
QUESTION:	Does John <i>always</i> study at night?
STATEMENT:	Mary is <i>always</i> busy.
QUESTION:	Is Mary <i>always</i> busy?

COMMENT

Adverbs like *always* come before the main verb (*study, arrive, etc.*) in questions as well as in statements. With forms of *be* (*am, are, is*) the adverb of frequency remains with the rest of the predicate when the verb is put before the subject to make a question.

Exercise 12. Change the teacher's statement into a question. The next student will answer the question.

The teacher is usually busy.

Student A: IS THE TEACHER USUALLY BUSY?

Student B: YES, HE IS.

You are often busy.

Student B: ARE YOU OFTEN BUSY?

Student C: YES, I AM. or
NO, I'M NOT.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. You are sometimes tired. 2. You are sometimes hungry. 3. You always eat breakfast in the morning. 4. The windows are always open. 5. The teacher is usually in the room. 6. You usually have coffee for breakfast. | <ol style="list-style-type: none"> 7. You usually eat lunch at noon. 8. The door is sometimes open. 9. The windows are often closed. 10. You sometimes read at night. 11. You usually understand the lesson. 12. Pencils are usually light. 13. Shoes are always white. 14. Shirts are often white. |
|--|---|

B.4 Notice the questions with *ever* and the short answers.

QUESTIONS:

Do you *ever* have cornflakes for breakfast?
Are you *ever* sleepy?

SOME POSSIBLE
SHORT ANSWERS:

Yes, always.
Yes, usually.
Yes, often.
Yes, sometimes.
No, never.

COMMENTS

Ever, meaning 'at any time,' has the same position as adverbs like *always*. It is used in questions but not in affirmative statements.

NOTES:

- (1) An alternative way to make short answers is to include *do* or *be*. In these answers, adverbs such as *always* precede the forms of *do* and *be*.
Yes, I always do.
Yes, I always am.
- (2) There is a statement pattern in which *ever* does occur. See Lesson 17 for examples.
- (3) The following short answers with *but* are also appropriate replies to questions with *ever*:
Yes, but seldom.
Yes, but rarely.
Yes, but not often.
etc.

Exercise 13. This is a review exercise. Change the teacher's statement into a question. Include *ever* in the question. Another student will give a true answer.

- | | |
|---------------------|--|
| You study at night. | Student A: DO YOU EVER STUDY AT NIGHT?
Student B: YES, USUALLY. (NO, NEVER, etc.) |
| You are tired. | Student B: ARE YOU EVER TIRED?
Student C: NO, SELDOM. (YES, OFTEN, etc.) |
| You eat fish. | Student C: DO YOU EVER EAT FISH?
Student D: YES, SOMETIMES. (NO, SELDOM, etc.) |

- | | |
|---------------------------------------|--|
| 1. You eat soup. | 8. You are busy. |
| 2. You have toast for breakfast. | 9. You drink tea in the afternoon. |
| 3. You have coffee after dinner. | 10. We learn new words in class. |
| 4. You are hungry in the morning. | 11. You have orange juice for breakfast. |
| 5. We practice. | 12. You write letters at night. |
| 6. You have cornflakes for breakfast. | 13. You sing in the morning. |
| 7. You have coffee at 10 A.M. | 14. You have a coke in the afternoon. |

Lesson 3

A. Adverbials of place and time.

B. Past tense of *be* in statements, questions, and short answers.

He was here. Was he here? Yes, he was.

C. Past tense of regular verbs.

Regular past tense ending: *He worked.*

Questions and short answers with *did*:

Did he work? Yes, he did.

A. Notice the position of the adverbial expressions.

	ADVERBIAL OF PLACE	ADVERBIAL OF TIME
He studies English	<i>here.</i>	
He studies		<i>in the morning.</i>
He studies English	<i>here.</i>	<i>in the morning.</i>
He comes	<i>to class</i>	<i>at 9:00 A.M.</i>
He practices	<i>in class</i>	<i>every day.</i>

COMMENTS

(1) Adverbials of place (location or direction) and of time, including multi-word adverbials of frequency, come after the verb and its object, if any.

(2) Expressions of place come before expressions of time.

Exercise 1. Practice using adverbials of place. Substitute the words in the correct position.

I study in the library.

here

we

in the library

I STUDY IN THE LIBRARY.

I STUDY HERE.

WE STUDY HERE.

WE STUDY IN THE LIBRARY.

1. read

2. I

3. here

4. eat

5. at the restaurant

6. John

7. there

8. studies

9. in that building

10. we

11. have coffee

12. at the restaurant

Exercise 2. Practice using adverbials of time. Substitute the words in the proper positions.

We usually have lunch at noon. at 1 o'clock	WE USUALLY HAVE LUNCH AT NOON. WE USUALLY HAVE LUNCH AT 1 O'CLOCK.
coffee	WE USUALLY HAVE COFFEE AT 1 O'CLOCK.
in the morning	WE USUALLY HAVE COFFEE IN THE MORNING.
always	WE ALWAYS HAVE COFFEE IN THE MORNING.

- | | | |
|------------------|---------------------|--------------------|
| 1. at noon | 5. coffee | 9. dinner |
| 2. lunch | 6. in the evening | 10. always |
| 3. at 12 o'clock | 7. in the afternoon | 11. tea |
| 4. usually | 8. at night | 12. in the morning |

Exercise 3. Practice the position of adverbials of place and time. Substitute the words in the proper positions.

The teacher has breakfast at a restaurant in the morning.

at 7 A.M.	THE TEACHER HAS BREAKFAST AT A RESTAURANT AT 7 A.M.
at home	THE TEACHER HAS BREAKFAST AT HOME AT 7 A.M.
every day	THE TEACHER HAS BREAKFAST AT HOME EVERY DAY.

- | | | |
|--------------------|---------------------|------------------|
| 1. at a restaurant | 5. in that building | 9. at noon |
| 2. coffee | 6. in the afternoon | 10. lunch |
| 3. at noon | 7. every day | 11. there |
| 4. here | 8. we | 12. at 1 o'clock |

NOTES:

- (1) When several adverbials of place or of time are used in the same sentence, those which refer to small units are usually placed before those which refer to larger units. For example:

He goes to class in that building.

He went to school in a small town in California.

He came to class at 2:00 o'clock every day last week.

He had coffee at 10:00 o'clock in the morning every day last week.

- (2) Some of these adverbials are also used at the beginning of sentences. See Lesson 29 for examples.

B.1 Notice the use of *was* and *were*.*Previous pattern (Lesson 1):*

sg.		pl.
I am busy.	1	We are busy.
You are busy.	2	You are busy.
He is busy.	3	They are busy.

New pattern:

I <i>was</i> busy.	1	We <i>were</i> busy.
You <i>were</i> busy.	2	You <i>were</i> busy.
He <i>was</i> busy.	3	They <i>were</i> busy.

COMMENTS

- (1) *Was* and *were* are the past tense forms of *be*.
- (2) Use *was* with first and third person singular, *were* with the other persons.

Exercise 4. Substitute the teacher's words and change *was* or *were* only if necessary.

The boys were busy.	THE BOYS WERE BUSY.	
John	JOHN WAS BUSY.	
the students	THE STUDENTS WERE BUSY.	
I	I WAS BUSY.	
1. the teacher	5. I	9. the class
2. the boys	6. you	10. the doctor
3. John	7. we	11. John and Mary
4. the students	8. Mary	12. they

Exercise 5. Practice the correlation of forms of *be* with adverbials of time. Substitute the words and change the forms of *be* if necessary.

We were here yesterday.	WE WERE HERE YESTERDAY.	
John	JOHN WAS HERE YESTERDAY.	
now	JOHN IS HERE NOW.	
the students	THE STUDENTS ARE HERE NOW.	
yesterday	THE STUDENTS WERE HERE YESTERDAY.	
1. Mary	5. they	9. now
2. now	6. now	10. last night
3. last night	7. yesterday	11. the books
4. I	8. the teacher	12. now

B.2 Notice the position of *was* and *were* in questions.

<i>Previous pattern:</i>			
STATEMENT		John	is busy.
QUESTION	<i>Is</i>	John	busy?
<i>New pattern:</i>			
STATEMENT		John	was busy.
QUESTION	<i>Was</i>	John	busy?
STATEMENT		You	were busy.
QUESTION	<i>Were</i>	You	busy?

Exercise 6. Listen to the statement with *today*. Make a corresponding question using *yesterday*. Change the form of *be* to the past tense.

Mary is tired today.
 She is sad today.
 The students are here today.

WAS SHE TIRED YESTERDAY?
 WAS SHE SAD YESTERDAY?
 WERE THEY HERE YESTERDAY?

- | | |
|--|--|
| 1. John is busy today. | 6. Mr. and Mrs. Allen are early today. |
| 2. Mr. Allen is sleepy today. | 7. Mrs. Miller is late today. |
| 3. Mr. and Mrs. Miller are hungry today. | 8. John is right today. |
| 4. The book is open today. | 9. Mary is wrong today. |
| 5. The coffee is hot today. | 10. The teacher is here today. |

B.3 Notice the use of short answers.

Previous pattern (Lesson 1):

QUESTION Is John busy?
 SHORT ANSWER Yes, he is.

New pattern:

QUESTION Was John busy?
 SHORT ANSWER Yes, he was.

AFFIRMATIVE SHORT ANSWERS:

sg.		pl.
Yes, I was.	1	Yes, we were.
Yes, you were.	2	Yes, you were.
Yes, he was.	3	Yes, they were.

NEGATIVE SHORT ANSWERS:

sg.		pl.
No, I wasn't.	1	No, we weren't.
No, you weren't	2	No, you weren't.
No, he wasn't.	3	No, they weren't.

ADDITIONAL EXAMPLES

Were you busy last night?	Yes, I was.
Was I right yesterday?	Yes, you were.
Were the students here yesterday?	Yes, they were.
Was John tired on Monday?	No, he wasn't.
Were the lessons difficult?	No, they weren't.

Exercise 7. Answer the question with an appropriate short answer. (Use the names of students for Mr. A., Mr. B., etc.)

Was the table here yesterday?	YES, IT WAS.
Was Mr. A. in New York yesterday?	NO, HE WASN'T.
Is Mr. A. in class today?	YES, HE IS.

- | | |
|------------------------------------|---|
| 1. Was Mr. B. in class yesterday? | 3. Were Mr. C. and Mr. D. in class yesterday? |
| 2. Was the teacher here yesterday? | 4. Was the green book here yesterday? |

(Continue the exercise, calling on students individually.)

- | | |
|-----------------------------------|-----------------------------------|
| 5. Were you tired yesterday? | 7. Is it easy today? |
| 6. Was the lesson easy yesterday? | 8. Was Mr. E. in class yesterday? |

- | | |
|---|----------------------------------|
| 9. Were Miss F. and Miss G. here yesterday? | 13. Were you here yesterday? |
| 10. Are they here today? | 14. Was I here yesterday? |
| 11. Were you in Chicago last night? | 15. Are you from Japan? |
| 12. Was the lesson difficult yesterday? | 16. Am I from the United States? |

C.1 Notice the past tense form of the verbs.

Previous pattern (Lesson 2):

I	study	English	every	day.
John	studies	English	every	day.

New pattern:

I	<i>studied</i>	English	yesterday.
John	<i>studied</i>	English	yesterday.

COMMENTS

- (1) Verbs other than *be* have one form in the past tense, that is, one form for all persons.
- (2) For most verbs, an *-ed* ending is used to indicate the past tense.

ADDITIONAL EXAMPLES

I walked.	We walked.
You walked.	You walked.
He walked.	They walked.

He arrived at nine o'clock.
 He watched a television program.
 He wanted a glass of milk.

Exercise 8. Change the adverbial from *every day* to *yesterday* and make the necessary change in the verb.

I study every day.
 The doctor works here every day.

He waits for John every day.

**I STUDIED YESTERDAY.
 THE DOCTOR WORKED HERE
 YESTERDAY.
 HE WAITED FOR JOHN
 YESTERDAY.**

- | | |
|--|---|
| 1. John walks home every day. | 6. Mary listens to the radio every day. |
| 2. Mary wants coffee after dinner every day. | 7. We study every day. |
| 3. John wants a glass of milk every day. | 8. We practice every day. |
| 4. John visits Mr. Allen every day. | 9. We learn new words every day. |
| 5. Mr. Allen watches a television program every day. | 10. The students study every day. |

C.2 Notice the use of *did* in questions.

<i>Previous pattern:</i>	
STATEMENT	John works here every day.
QUESTION	<p>John work here every day? <i>Does</i> John work here every day?</p>
<i>New pattern:</i>	
STATEMENT	John worked here yesterday.
QUESTION	<p>John work here yesterday? <i>Did</i> John work here yesterday?</p>
COMMENTS	
<p>(1) In the question pattern, use <i>did</i> in place of <i>do</i> or <i>does</i> to indicate the past tense.</p> <p>(2) The main verb appears in the simple form after <i>did</i>.</p>	

Exercise 9. Change the statements into questions.

The teacher presented the lesson yesterday.

DID THE TEACHER PRESENT THE LESSON YESTERDAY?

The teacher pronounced the sentences.

DID THE TEACHER PRONOUNCE THE SENTENCES?

The students repeated the new words.

DID THE STUDENTS REPEAT THE NEW WORDS?

- | | |
|---|---|
| 1. Mr. and Mrs. Allen practiced the conversation yesterday. | 6. Mrs. Allen wanted fish. |
| 2. They studied the lesson in the afternoon. | 7. Mr. Allen waited for Mrs. Allen. |
| 3. They learned the new words. | 8. They visited Mr. Miller last night. |
| 4. They walked home yesterday. | 9. They arrived at 8 o'clock. |
| 5. Mr. Allen wanted hot dogs for dinner. | 10. They talked about the lesson. |
| | 11. They watched television last night. |

C.3 Notice the use of short answers.

Previous pattern:

QUESTION
SHORT ANSWER

Does John study every day?
Yes, he does.

New pattern:

QUESTION
SHORT ANSWER

Did John study yesterday?
Yes, he did.

AFFIRMATIVE SHORT ANSWERS

Singular

Plural

Yes, I did.
Yes, you did.
Yes, he did.

1
2
3

Yes, we did.
Yes, you did.
Yes, they did.

NEGATIVE SHORT ANSWERS

Singular

Plural

No, I didn't.
No, you didn't.
No, he didn't.

1
2
3

No, we didn't.
No, you didn't.
No, they didn't.

ADDITIONAL EXAMPLES

Did you study grammar yesterday?
Did I answer the question?
Did Mary want the book?
Did you study last night?

Yes, I did.
Yes, you did.
Yes, she did.
No, I didn't.

Exercise 10. Answer the question with an appropriate short answer. (Use the names of students for Mr. A., Mr. B., etc.)

Did we study lesson two yesterday?
Did we study lesson one yesterday?

YES, WE DID.
NO, WE DIDN'T.

1. Did Mr. A. come to class yesterday?
2. Did we practice in class yesterday?
3. Did Mr. B. attend class yesterday?
4. Did Miss C. go to Chicago yesterday?
5. Did we talk in class yesterday?

(Continue, calling on students individually.)

6. Did you study the lesson yesterday?
7. Did you watch television last night?

- | | |
|---------------------------------------|--|
| 8. Did you eat dinner yesterday? | 14. Did Mr. D. and Mr. E. speak German last night? |
| 9. Did you write a letter last night? | 15. Did you eat soup yesterday? |
| 10. Did you read a book last night? | 16. Did we practice in class yesterday? |
| 11. Did you speak English yesterday? | 17. Did you sleep in class yesterday? |
| 12. Did you speak Japanese yesterday? | 18. Did we eat breakfast in class yesterday? |
| 13. Did you speak French yesterday? | |

Exercise 11. This is a review exercise. Listen to the statement with *every day*. Make a corresponding statement with *yesterday*. Then convert the statement into a question. Use the pronoun *you* in the question. The next student will give a true answer.

We study English every day.

Student A:

WE STUDIED ENGLISH YESTERDAY.
DID YOU STUDY ENGLISH YESTERDAY?

Student B:

YES, I DID.

We watch television every day.

Student B:

WE WATCHED TELEVISION YESTERDAY.
DID YOU WATCH TELEVISION YESTERDAY?

Student C:

NO, I DIDN'T.

- | | |
|---|---|
| 1. We learn new words every day. | 7. We listen to the radio every day. |
| 2. We practice pronunciation every day. | 8. We answer the teacher's questions every day. |
| 3. We walk to class every day. | 9. We talk to the teacher every day. |
| 4. We attend class every day. | 10. We study grammar every day. |
| 5. We repeat the new words every day. | 11. We repeat the exercises every day. |
| 6. We talk about the lesson every day. | |

Exercise 12. This is a review exercise. Answer the teacher's questions individually. Use short answers.

Were you in New York last night?

NO, I WASN'T.

Were you ever in New York?

YES, I WAS.

(NO, I WASN'T.)

(NO, NEVER.)

- | | |
|--|--------------------------------------|
| 1. Do you like New York? | 7. Is Chicago in California? |
| 2. Did you ever visit the Empire State Building in New York? | 8. Is Caracas in Venezuela? |
| 3. Did you ever visit California? | 9. Is Paris in Italy? |
| 4. Were you in California last night? | 10. Is London in England? |
| 5. Do you like California? | 11. Did Shakespeare live in England? |
| 6. Is San Francisco in California? | 12. Did Shakespeare write plays? |
| | 13. Was Shakespeare here yesterday? |

Lesson 4

- A. *Wh*-questions: *who, what, where, when.*
- B. Present progressive: He *is* writing.
- C. Using adjectives and nouns to modify nouns: *small* class, *grammar* class.

A.1 Compare the word order of *yes/no* questions and *wh*-questions.

STATEMENT:	John likes coffee.
YES/NO QUESTIONS:	Does John like coffee?
WH-QUESTION:	<div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: right;">Does John like what coffee?</p> <p style="margin-left: 20px;">↓</p> <p>What does John like?</p> </div>
COMMENTS	
<p>(1) <i>Wh</i>-questions of this type begin with a question word, such as <i>who, what, when, or where</i>. The rest of the word-order pattern is the same as in <i>yes/no</i> questions: <i>do, does</i>, or some other auxiliary is placed before the subject.</p> <p>(2) <i>Who</i> substitutes for a noun phrase which refers to a person. <i>What</i> substitutes for a noun phrase which refers to a thing. <i>When</i> substitutes for an adverbial which refers to time. <i>Where</i> substitutes for an adverbial which refers to place.</p>	

NOTE: In this pattern, the *wh*-words are substitutes for parts of the predicate phrase. The use of *wh*-words as substitutes for the subject is treated in Lesson 9.

ADDITIONAL EXAMPLES

QUESTIONS	SHORT ANSWERS
What does John like?	Coffee.
What does he study?	English.
What did he study yesterday?	Grammar.
Where does he study at night?	In the library.
Where did he study last night?	At home.
When does he usually study?	In the morning.
When did he study yesterday?	In the morning.
Who does he visit every day?	Mary.
Whom does he visit every day?	Mary.

NOTE: *Who* in this pattern is informal standard English. It is used in conversation and in notes and letters to friends and relatives. *Whom* is formal standard English and is used in speeches and formal writing, such as papers which students write in college.

Exercise 1. Change the statement into a *yes/no* question. Then make a *wh*-question beginning with the word *what*.

John likes milk.

Does

DOES JOHN LIKE MILK?

What

WHAT DOES JOHN LIKE?

Paul likes water.

Does

DOES PAUL LIKE WATER?

What

WHAT DOES PAUL LIKE?

- | | | |
|----------------------------|-----------|-------------------------------------|
| 1. Mary likes coffee. | Does/What | 4. Mrs. Allen usually has tea. |
| 2. Mr. Miller likes beer. | Does/What | 5. John likes tomato juice. |
| 3. Mrs. Miller likes wine. | | 6. Mary usually likes orange juice. |

(Continue, using the PAST tense.)

- | | |
|----------------------------------|--|
| 7. Paul practiced pronunciation. | 10. Mr. Miller repeated the new words. |
| 8. John studied grammar. | 11. Mr. Miller learned the new words. |
| 9. Mary repeated the exercises. | 12. Mr. Allen studied the exercises. |

Exercise 2. Practice the use of *what* in questions. Substitute the words into the question.

What does big mean?

intelligent

WHAT DOES INTELLIGENT MEAN?

exist

WHAT DOES EXIST MEAN?

actual

WHAT DOES ACTUAL MEAN?

- | | | | | |
|--------------|-----------|------------|-----------|------------|
| 1. difficult | 3. simple | 5. dime | 7. tooth | 9. funny |
| 2. tiny | 4. penny | 6. quarter | 8. entire | 10. assist |

Exercise 3. Ask for the meaning of words. Change the statement into a question beginning with *what*. Another student will answer.

Smart means intelligent.

Student A: What does smart mean?

Student B: It means intelligent.

Big means large.

Student A: What does big mean?

Student B: It means large.

- | | |
|--------------------------------|-------------------------------|
| 1. Huge means very large. | 5. Right often means correct. |
| 2. Tiny means very small. | 6. Noon means twelve o'clock. |
| 3. Assist means help. | 7. Rarely means seldom. |
| 4. Hard often means difficult. | 8. Dozen means twelve. |

Exercise 4. Practice the use of *when* in questions. Listen to the information about Paul. Ask a corresponding question about John.

Paul arrived in June.	WHEN DID JOHN ARRIVE?
Paul studied a year ago.	WHEN DID JOHN STUDY?
Paul telephoned yesterday.	WHEN DID JOHN TELEPHONE?

- | | |
|-------------------------------|------------------------------------|
| 1. Paul studied a month ago. | 7. Paul practiced a year ago. |
| 2. Paul telephoned yesterday. | 8. Paul telephoned at 8 o'clock. |
| 3. Paul studied a year ago. | 9. Paul returned a week ago. |
| 4. Paul arrived yesterday. | 10. Paul worked yesterday. |
| 5. Paul called two hours ago. | 11. Paul called on Wednesday. |
| 6. Paul arrived a year ago. | 12. Paul practiced in the morning. |

Exercise 5. Practice the use of *where* in questions. Listen to the information about Paul. Ask a corresponding question about John and Mary.

Paul lives in New York.	WHERE DO JOHN AND MARY LIVE?
Paul studies in the library.	WHERE DO JOHN AND MARY STUDY?

- | | |
|--------------------------------------|--|
| 1. Paul eats dinner at a restaurant. | 7. Paul practices in class. |
| 2. Paul lives on Main Street. | 8. Paul learns new words in class. |
| 3. Paul plays tennis in the park. | 9. Paul lives in New York. |
| 4. Paul reads books in the library. | 10. He usually reads in the library. |
| 5. Paul studies at home. | 11. He usually eats lunch at a restaurant. |
| 6. Paul has coffee at a restaurant. | |

Exercise 6. Change the teacher's statement into a question beginning with *who*.

The teacher knows John.	WHO DOES THE TEACHER KNOW?
Mary visited her father.	WHO DID MARY VISIT?

- | | |
|-----------------------------------|--|
| 1. Mary telephoned Paul. | 6. The teacher knows Mary. |
| 2. Mary assisted the new student. | 7. John sees Mary. |
| 3. John called Paul. | 8. The students see the teacher. |
| 4. John visited Mr. Miller. | 9. The students hear the teacher. |
| 5. The teacher asked Mary. | 10. The students understand the teacher. |

A.2 Observe the word order of questions with the verb *be*.

<p>STATEMENT:</p> <p>YES/NO QUESTION:</p> <p>WH-QUESTION:</p>	<div style="text-align: center;"> <p>John is in class.</p> <p>Is John in class?</p> </div> <div style="text-align: center; margin-top: 10px;"> </div>
<p>COMMENT</p> <p>(1) The <i>wh</i>-word which replaces a part of the predicate phrase is put at the beginning of the question.</p> <p>(2) The rest of the pattern is the same as for <i>yes/no</i> questions; the form of <i>be</i> (<i>am, are, is, was, or were</i>) is placed before the subject.</p>	

ADDITIONAL EXAMPLES

Who was that man?	My father.
What is he?	An architect.
What are you?	A student.
Where is John?	In class.
When is he here?	In the morning.

Exercise 7. Change the statement into a question with *where* or *when*. Another student will answer. The answer should be like the expression of time or place in the teacher's statement.

John is in class.	Student A: WHERE IS JOHN?
	Student B: IN CLASS.
John is tired at night.	Student A: WHEN IS JOHN TIRED?
	Student B: AT NIGHT.

- | | |
|--|---|
| 1. Mary is sleepy in the morning. | 8. George was twenty years old last week. |
| 2. Mary was in Chicago. | 9. George and Betty were at the movies. |
| 3. Mr. Miller was hungry at noon. | 10. George and Betty are in class. |
| 4. The children were quiet on the bus. | 11. Suits are expensive in New York. |
| 5. George was at the library. | |
| 6. Betty was in New York. | |
| 7. George was sick last week. | |

Exercise 8. Listen to the statement about Paul. Make a *wh*-question with the word *you*. Another student will answer.

Paul studies in the morning. Student A: WHEN DO YOU STUDY?
 Student B: AT NIGHT. (IN THE AFTER-NOON, etc.)

Paul is a doctor. Student B: WHAT ARE YOU?
 Student C: A STUDENT. (AN ARCHITECT, etc.)

- | | |
|---|--|
| 1. Paul studies in the library. | 6. Paul studied business administration. |
| 2. Paul sees Mr. Miller. | 7. Paul studied in Chicago. |
| 3. Paul is a lawyer. | 8. Paul arrived last week. |
| 4. Paul studied grammar yesterday.
(Two possibilities) | 9. Paul studies at night. |
| 5. Paul was in New York last year.
(Two possibilities) | 10. Paul was at the library last night.
(Two possibilities) |

A.3 Notice the use of the expression *do what*.

<p>STATEMENT:</p> <p>YES/NO QUESTION:</p> <p><i>New Pattern:</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">John</td> <td style="width: 25%; text-align: center;">studies</td> <td style="width: 25%; text-align: center;">English</td> <td style="width: 25%; text-align: center;">every day.</td> </tr> <tr> <td style="text-align: center;">Does John</td> <td style="text-align: center;">study</td> <td style="text-align: center;">English</td> <td style="text-align: center;">every day?</td> </tr> <tr> <td style="text-align: center;">What does John</td> <td style="text-align: center;">do</td> <td style="text-align: center;">do</td> <td style="text-align: center;">(what) every day?</td> </tr> </table>	John	studies	English	every day.	Does John	study	English	every day?	What does John	do	do	(what) every day?
John	studies	English	every day.										
Does John	study	English	every day?										
What does John	do	do	(what) every day?										
<p>COMMENTS</p> <p><i>Do what</i> is a substitute for the verb and any other essential parts of the verb phrase. In the example, <i>do what</i> corresponds to the verb phrase <i>study English</i>.</p>													

Exercise 9. Make *wh*-questions using the expression *do what*.

John eats breakfast at 7 o'clock. WHAT DOES JOHN DO AT 7 O'CLOCK?

John goes to class at 8 o'clock. WHAT DOES JOHN DO AT 8 O'CLOCK?

1. John has coffee at 10 o'clock.
2. John eats lunch at noon.
3. John studies in the afternoon.
4. John studies English in the library.

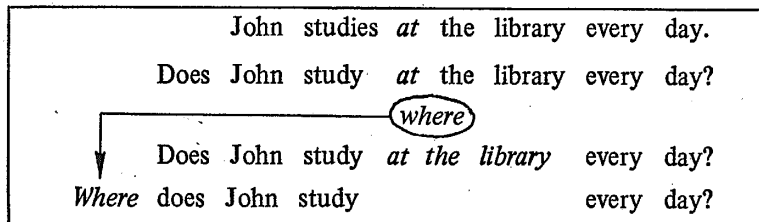
5. John has dinner at 6 P.M.
6. John usually watches television in the evening.
7. Mr. and Mrs. Miller have dinner at 6:30.
8. Mr. Miller usually studies in the evening.
9. Mrs. Miller often reads in the evening.
10. Mr. and Mrs. Miller sometimes visit friends in the evening.

(Continue, using the PAST tense.)

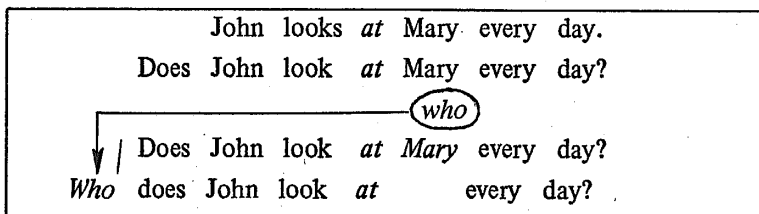
11. They visited friends yesterday.
12. They talked.
13. They played cards after dinner.
14. They watched television at nine o'clock.

A.4 Notice the position of the prepositions.

Previous pattern:



New pattern:



COMMENTS

- (1) In the new pattern, the preposition (in this case *at*) is not part of the expression which is replaced by the question word.
- (2) It is permissible for the preposition to remain with the verb when the question word is moved to the beginning.

Exercise 10. Make *wh*-questions which correspond to the teacher's statements.

John waits for *Mary* every day.

WHO DOES JOHN WAIT FOR
EVERY DAY?

John works *on Wednesday*.

WHEN DOES JOHN WORK?

John is from *Canada*.

WHERE IS JOHN FROM?

1. John arrived *in September*.
2. Alice waited for *her friend*.
3. John lives *on Main Street*.
4. John visited *the museum*.
5. He looked at *a new painting*.
6. The painting was from *Spain*.
7. Mary looked at *the painting*.
8. John waited for *Mary*.
9. He waited *in the museum*.
10. John talked to *Mr. Miller*.
11. Mr. Miller is from *New York*.
12. John and Mary waited for *the bus*.
13. They were hungry *at 5 o'clock*.
14. They watched television *in the evening*.

B.1 Observe the new notation, and compare the simple present tense with the present progressive.

	PAST TIME	PRESENT	FUTURE
<p>SIMPLE PRESENT:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">I write every day.</div>	<p>write write write</p>	<p>write write write</p>	<p>write write wr</p>
	<p>_____</p> <p style="text-align: center;"> </p> <p style="text-align: center;">yesterday</p>	<p style="text-align: center;">→</p> <p style="text-align: center;"> </p> <p style="text-align: center;">today</p>	<p>_____</p> <p style="text-align: center;"> </p> <p style="text-align: center;">tomorrow</p>
<p>PRESENT PROGRESSIVE:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">I am writing now.</div>		<p style="text-align: center;">am writing</p>	
	<p>_____</p> <p style="text-align: center;">→</p>	<p style="text-align: center;">now</p> <p>-----</p>	
<p>COMMENTS</p> <p>(1) The simple present tense is used to indicate a repeated, habitual, or customary action or event.</p> <p>(2) The present progressive, made with a form of <i>be</i> and the <i>-ing</i> form of the main verb, indicates an action or event which is actually in progress at this moment but may terminate at any time.</p>			

ADDITIONAL EXAMPLES

- We are studying lesson four now.
- We are studying verbs today.
- We are studying grammar this semester.
- We are studying English this year.

(Note that the idea of present time may refer to the present moment, today, this week, or this century.)

Exercise 11. Watch the teacher and listen to his statement. Make a statement in the simple present tense with the phrase *every day*.

I'm walking now. THE TEACHER WALKS EVERY DAY.

I'm writing now. THE TEACHER WRITES EVERY DAY.

- | | |
|-----------------------------|-----------------------------|
| 1. I'm using the eraser. | 9. I am sitting. |
| 2. I'm talking. | 10. I am standing. |
| 3. I'm speaking English. | 11. I am speaking slowly. |
| 4. I'm moving the chair. | 12. I am looking at Mr. A. |
| 5. I'm sitting. | 13. I am going to the door. |
| 6. I'm using a pencil. | 14. I am opening the door. |
| 7. I'm writing. | 15. I am leaving the room. |
| 8. I'm looking at the book. | |

Exercise 12. Listen to the teacher's statement. Make a statement using the present progressive.

I walk every day. YOU'RE WALKING NOW.

I write every day. YOU'RE WRITING NOW.

- | | |
|--------------------------------|----------------------------------|
| 1. I use the eraser every day. | 6. I look at the book every day. |
| 2. I move my chair every day. | 7. I stand every day. |
| 3. I sit every day. | 8. I look at Mr. A. every day. |
| 4. I use a pencil every day. | 9. I go to the door every day. |
| 5. I use the book every day. | 10. I open the door every day. |

Exercise 13. Practice the use of the simple present, the present progressive, and the past tense. Substitute the words and change the verb if necessary.

Mary is watching a movie. MARY IS WATCHING A MOVIE.

she	SHE IS WATCHING A MOVIE.
yesterday	SHE WATCHED A MOVIE YESTERDAY.
every day	SHE WATCHES A MOVIE EVERY DAY.
now	SHE IS WATCHING A MOVIE NOW.

- | | | |
|----------------------|----------------------|----------------|
| 1. John | 6. now | 11. last night |
| 2. we | 7. last week | 12. we |
| 3. studying a lesson | 8. they | 13. now |
| 4. every day | 9. now | 14. you |
| 5. he | 10. watching a movie | |

B.2 Notice the use of the simple present tense of verbs which indicate situations or states rather than actions or events.

He *likes* milk.
 He *wants* the book now.
 He *is* here.
 He *has* a new bicycle.

COMMENT

- (1) Verbs such as *like, want, be, have* (=possess), *know, mean, see,* and *understand* indicate situations or states rather than actions or events.
- (2) Such verbs are seldom used in the progressive form. The simple present tense of these verbs indicates an actual present-time situation.

ADDITIONAL EXAMPLES

I see Mary.

I like apples.

I live in Florida.

I hear John.

I prefer bananas.

I need a book.

(Note that "I am *looking at* an apple" is a voluntary action. "I see an apple" is a state. Similarly, "I am *listening to* John" is a voluntary action, but "I hear John" is a state.)

Exercise 14. Practice the use of two kinds of verbs: those which require the progressive form to express action in progress and those which use the simple form expressing an actual situation.

They are waiting for John.

THEY ARE WAITING FOR JOHN.

like

THEY LIKE JOHN.

help

THEY ARE HELPING JOHN.

(In all cases, keep in mind the meaning of "right now.")

1. understand

5. study

9. want

2. visit

6. the book

10. see

3. know

7. read

11. study

4. the history of California

8. like

12. know

B.3 Notice the position of the verb *be* in *yes/no* questions.

STATEMENT:	John is studying grammar.						
YES/NO QUESTION:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">John</td> <td style="padding: 5px; text-align: center;">(is)</td> <td style="padding: 5px;">studying grammar.</td> </tr> <tr> <td style="padding: 5px;">↓</td> <td style="padding: 5px;">Is</td> <td style="padding: 5px;">John studying grammar?</td> </tr> </table>	John	(is)	studying grammar.	↓	Is	John studying grammar?
John	(is)	studying grammar.					
↓	Is	John studying grammar?					
SHORT ANSWERS:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Yes, he is.</td> </tr> <tr> <td style="padding: 5px;">No, he isn't.</td> </tr> </table>	Yes, he is.	No, he isn't.				
Yes, he is.							
No, he isn't.							
COMMENT							
Put the verb <i>be</i> at the beginning of a sentence to make a <i>yes/no</i> question.							

Exercise 15. Change the statement into a question. Another student will give a true answer.

The teacher is standing. Student A: IS THE TEACHER STANDING?
 Student B: YES, HE IS.

You are sitting. Student A: ARE YOU SITTING?
 Student B: YES, I AM.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. We are speaking English. 2. We are speaking Japanese. 3. You are studying in the United States. 4. We are practicing English. 5. The teacher is sitting. 6. You are standing. 7. The teacher is looking at his book. | <ol style="list-style-type: none"> 8. You are studying English this semester. 9. We are speaking slowly. 10. The teacher is walking. 11. Mr. A. is writing. 12. Miss B. is reading. 13. We are watching television. 14. We are eating dinner. |
|---|--|

B.4 Compare the word order of *yes/no* questions and *wh*-questions.

STATEMENT:	John is studying grammar.										
YES/NO QUESTION:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Is</td> <td style="padding: 5px;">John</td> <td style="padding: 5px;">studying</td> <td style="padding: 5px;">grammar.</td> </tr> <tr> <td style="padding: 5px;">↓</td> <td style="padding: 5px;">Is</td> <td style="padding: 5px;">John</td> <td style="padding: 5px;">studying grammar.</td> </tr> </table>	Is	John	studying	grammar.	↓	Is	John	studying grammar.		
Is	John	studying	grammar.								
↓	Is	John	studying grammar.								
WH-QUESTION:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">What</td> <td style="padding: 5px;">is</td> <td style="padding: 5px;">John</td> <td style="padding: 5px;">studying</td> <td style="padding: 5px;">?</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px; text-align: right;">(what)</td> </tr> </table>	What	is	John	studying	?					(what)
What	is	John	studying	?							
				(what)							

ADDITIONAL EXAMPLES

WH-QUESTIONS

Where are you studying?
 What is John learning?
 Who is John visiting?

SHORT ANSWERS

In the United States.
 English.
 A friend.

Exercise 16. Listen to the statement about Mary. Ask a corresponding question about John. Use *who*, *what*, or *where*.

Mary is studying grammar.
Mary is studying here.

WHAT IS JOHN STUDYING?
WHERE IS JOHN STUDYING?

- | | |
|----------------------------------|-------------------------------------|
| 1. Mary is drinking coffee. | 8. Mary is eating an apple. |
| 2. Mary is studying medicine. | 9. Mary is helping Mr. Allen. |
| 3. Mary is telephoning Paul. | 10. Mary is working in the library. |
| 4. Mary is watching the teacher. | 11. Mary is studying grammar. |
| 5. Mary is eating a sandwich. | 12. Mary is playing tennis. |
| 6. Mary is visiting Mrs. Miller. | 13. Mary is drinking milk. |
| 7. Mary is buying a book. | 14. Mary is reading in the library. |

Exercise 17. Listen to the statement. Ask the next student a corresponding *wh*-question. He will give a true answer.

Paul is practicing Spanish.

Student A: WHAT ARE YOU
PRACTICING?

Student B: ENGLISH.

Paul is studying in Mexico.

Student B: WHERE ARE YOU
STUDYING?

Student C: IN THE UNITED STATES.

- | | |
|--------------------------------------|--|
| 1. Paul is sitting in the classroom. | 5. Paul is talking to Mr. Miller. |
| 2. Paul is looking at the teacher. | 6. Paul is practicing in the class-
room. |
| 3. Paul is studying Japanese. | 7. Paul is looking at Mr. Miller. |
| 4. Paul is watching Mr. Allen. | |

(Continue, reviewing the simple present and past tenses.)

- | | |
|---------------------------------|-----------------------------------|
| 8. Paul likes coffee. | 12. Paul is from Canada. |
| 9. Paul studies in the library. | 13. Paul was in Mexico last year. |
| 10. Paul studies at night. | 14. Paul studied English. |
| 11. Paul sees the teacher. | 15. Paul studied in New York. |

C. Notice the form and position of the modifiers.

		ADJEC- TIVE	NOUN
Sg.	The store is new.	It is a <i>new</i>	store.
Pl.	The stores are new.	They are <i>new</i>	stores.
		NOUN	NOUN
Sg.	The store sells books.	It is a <i>book</i>	store.
Pl.	The stores sell books.	They are <i>book</i>	stores.

COMMENTS

- (1) The modifier of a noun can be either an adjective (*new, small, etc.*) or another noun (*book, shoe, etc.*).
- (2) Such modifiers are placed *before* the main noun.
- (3) Modifiers that precede plural nouns have the same form as those that precede singular nouns.
- (4) In the noun + noun pattern discussed here, the strongest stress is on the modifying noun, not on the main noun: *bookstore*. In the adjective + noun pattern, the main stress is on the noun: *new store* (unless the adjective is being emphasized).

NOTE: *Bookstore, shoestore, drugstore* are usually written as single words, that is, without a space between the two nouns. However, in general, most modifiers are separated from the following noun: *furniture store, grocery store, grammar book, etc.*

ADDITIONAL EXAMPLES

- A milk bottle* is a bottle for milk.
- A law school* is a school where you can study law.
- A school bus* is a bus that takes children to school.
- A coffee cup* is a cup that you can use for coffee.

Exercise 18. Listen to the two sentences. Repeat the first one and include an appropriate modifier.

- | | |
|---|------------------------|
| It's a class. It's small. | IT'S A SMALL CLASS. |
| They're classes. They're large. | THEY'RE LARGE CLASSES. |
| It's a class. We learn grammar here. | IT'S A GRAMMAR CLASS. |
| It's a watch. I carry the watch
in my pocket. | IT'S A POCKET WATCH. |
| It's a pocket. I carry my watch in
the pocket. | IT'S A WATCH POCKET. |

1. It's a book. It's green.
2. They're books. They're green.
3. It's a book. It presents grammar.
4. They're books. They present grammar.
5. It's a watch. It's small.
6. It's a watch. I wear the watch on my wrist.
7. They're pencils. They're long.
8. It's an egg. It's fried.
9. They're eggs. They're fried.
10. It's a table. It's for cards.
11. It's cream. It's for coffee.
12. It's soup. It's hot.
13. It's a spoon. It's for soup.
14. It's a store. It sells books.
15. It's a store. It's large.
16. It's a cover. It's large.
17. It's a cover. It's on a magazine.
18. They're stores. They sell books.
19. It's a cup. It's for coffee.
20. They're cups. They're for coffee.
21. It's a lamp. It's on a desk.
22. They're lamps. They're on desks.
23. It's a bottle. It's for milk.
24. It's a bottle. It's small.
25. It's a tree. It has apples.
26. They're trees. They have apples.
27. It's a room. It's for classes.
28. It's a room. It's large.

Exercise 19. Answer the questions.

What's a bus station?

What's a telephone book?

What's fruit juice?

IT'S A STATION.

IT'S A BOOK.

IT'S JUICE.

1. What's a milk bottle?
2. What's a pocket watch?
3. What's a watch pocket?
4. What's a car factory?
5. What's a flower garden?
6. What's a garden flower?
7. What's a soup spoon?
8. What's a table lamp?
9. What's a train ticket?
10. What's an apple tree?
11. What's a card table?
12. What's a coffee cup?

Lesson 5

- A. *Be + going to* to indicate future time:
He *is going to* sing.
- B. Negative statements: He isn't here. He didn't come.
- C. Negative statements with single-word adverbs of frequency:
He isn't *always* here. He doesn't *always* study.
- D. *Some* and *any*.

A.1 Notice the use of *be* and *going to* when referring to future time.

Previous patterns:

I	read	every day.
I	am	reading now.

New pattern:

Sg.				
1	I	<i>am going to</i>		read tomorrow.
2	You	<i>are going to</i>		read tomorrow.
3	He	<i>is going to</i>		read tomorrow.
Pl.				
1	We	<i>are going to</i>		read tomorrow.
2	You	<i>are going to</i>		read tomorrow.
3	They	<i>are going to</i>		read tomorrow.

COMMENT

A form of *be* and the expression *going to* is used with the simple form of a verb to indicate future time.

NOTES:

- (1) The forms of *be* in the above pattern are usually contracted in speaking and in informal writing. For example:
I'm going to read tomorrow.
- (2) The auxiliary *will*, which is also commonly used to indicate future time, will be treated in Lesson 11.

Exercise 1. Substitute the words and make the necessary changes.

I'm going to study tomorrow.

he HE'S GOING TO STUDY TOMORROW.

we WE'RE GOING TO STUDY TOMORROW.

I I'M GOING TO STUDY TOMORROW.

- | | | |
|-----------------|------------------|----------------|
| 1. he | 5. I | 9. you |
| 2. we | 6. she | 10. the man |
| 3. the students | 7. John | 11. the doctor |
| 4. they | 8. John and Mary | 12. I |

Exercise 2. Answer "no" to the question and add a statement using the word *tomorrow*.

Did George study yesterday? NO, HE'S GOING TO STUDY TOMORROW.

Did Mary read the book? NO, SHE'S GOING TO READ THE BOOK TOMORROW.

1. Did Mr. Miller play tennis yesterday?
2. Did John write a letter?
3. Did Mary work in the garden?
4. Did John eat fish for dinner yesterday?
5. Did Mr. Allen eat dinner at a restaurant?
6. Did Mary learn the new words?
7. Did George buy a wrist watch?
8. Did Mr. and Mrs. Miller visit the museum?
9. Did George move the table?
10. Did Mary repeat the words?

Exercise 3. Contrast the present progressive with the forms used with future time. Substitute the words and make the necessary changes.

I'm going to practice tomorrow.

now I'M PRACTICING NOW.

next week I'M GOING TO PRACTICE NEXT WEEK.

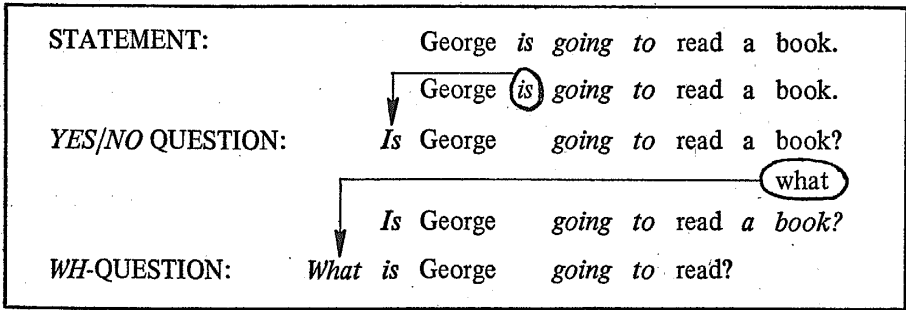
we WE'RE GOING TO PRACTICE NEXT WEEK.

tomorrow WE'RE GOING TO PRACTICE TOMORROW.

now WE'RE PRACTICING NOW.

- | | | |
|--------------|--------------|---------------------------------|
| 1. he | 6. next year | 11. they |
| 2. they | 7. we | 12. now (at the present moment) |
| 3. she | 8. I | 13. he |
| 4. tomorrow | 9. study | 14. I |
| 5. next week | 10. he | 15. tomorrow |

A.2 Compare the word order of statements and questions.



ADDITIONAL EXAMPLES

- | | |
|---|----------------|
| Are they going to study tomorrow? | Yes, they are. |
| Are we going to play baseball tomorrow? | Yes, we are. |
| Is John going to study engineering? | Yes, he is. |
| Is David going to be a dentist? | Yes, he is. |
| What is Tom going to study? | Engineering. |
| When is he going to visit us? | Next year. |

Exercise 4. Listen to the statement. Form a corresponding question.

- | | |
|--------------------------------|-------------------------------|
| They're going to study. | ARE THEY GOING TO STUDY? |
| John's going to play baseball. | IS HE GOING TO PLAY BASEBALL? |
| The boys are going to be late. | ARE THEY GOING TO BE LATE? |

- John's going to study engineering.
- He is going to be an engineer.
- He's going to be here next week.
- The students are going to eat lunch.
- They're going to study English.
- The girl is going to learn English.
- She's going to visit the museum.
- She's going to attend the university.
- Mr. Miller is going to study Japanese.
- Mr. Allen is going to eat dinner at a restaurant.
- George is going to be busy.
- Mary is going to arrive at 9 o'clock.

Exercise 5. Listen to the statement. Make a *yes/no* question with *you*. Another student will give a true short answer.

George is going to play
baseball tomorrow.

Student A: Are you going to play baseball
tomorrow?

Student B: Yes, I am. (No, I'm not.)

George is going to study
tonight.

Student B: Are you going to study tonight?

Student C: Yes, I am.

1. George is going to work at home tonight.
2. George is going to get up early tomorrow.
3. George is going to go to San Francisco.
4. George is going to have a vacation this summer.
5. George is going to have a cup of coffee.
6. George is going to buy a wrist watch tomorrow.
7. George is going to study Japanese.
8. George is going to visit the museum.
9. George is going to drink a cup of coffee.
10. Mary is going to drink a glass of milk.

Exercise 6. Listen to the statements. Form corresponding questions with *what* at the beginning and *tomorrow* at the end. A second student will answer.

He's studying grammar today.

Student A: What is he going to study
tomorrow?

Student B: He's going to study vocabulary.

He's drinking coffee today.

Student B: What is he going to drink
tomorrow?

Student C: He's going to drink milk.

1. John is eating ice cream today.
2. Mr. Miller is having tomato juice today.
3. Mary is reading an American news-
paper today.
4. John is buying a red shirt today.
5. Mary is buying a new umbrella today.
6. Mr. Miller is visiting a large city
today.
7. Mrs. Miller is studying Spanish today.
8. Mary is reading a history book today.
9. John is using a blue pencil today.
10. George and Mary are playing
tennis today.
11. Paul is selling apples today.
12. Mr. and Mrs. Allen are drinking
coffee today.
13. John is repeating the easy words
today.
14. We are studying lesson five
today.

B.1 Notice the negative forms.

Previous pattern:

(Lesson 1 – A.6)

(Lesson 3 – B.3)

SHORT ANSWERS

No, I'm not.
No, you aren't.
No, he isn't.
etc.

No, I wasn't.
No, you weren't.
etc.

New pattern:

FULL FORMS

be + not

I	<i>am</i>	<i>not</i>	tired.
You	<i>are</i>	<i>not</i>	tired.
We	<i>are</i>	<i>not</i>	tired.
They	<i>are</i>	<i>not</i>	tired.
He	<i>is</i>	<i>not</i>	tired.
I	<i>was</i>	<i>not</i>	tired.
He	<i>was</i>	<i>not</i>	tired.
You	<i>were</i>	<i>not</i>	tired.
We	<i>were</i>	<i>not</i>	tired.
They	<i>were</i>	<i>not</i>	tired.

CONTRACTIONS

I'm	<i>not</i>	tired.
You	<i>aren't</i>	tired.
We	<i>aren't</i>	tired.
They	<i>aren't</i>	tired.
He	<i>isn't</i>	tired.
I	<i>wasn't</i>	tired.
He	<i>wasn't</i>	tired.
You	<i>weren't</i>	tired.
We	<i>weren't</i>	tired.
They	<i>weren't</i>	tired.

COMMENT

These contractions are the same as those which were introduced as parts of short answers.

NOTE: The contractions in the following sentences are equally acceptable:

You're not busy.

He's not busy.

ADDITIONAL EXAMPLES

I'm not studying.

I'm not going to study.

He isn't studying.

They aren't going to study.

Exercise 7. Substitute the words and make the necessary changes.

I'm not in Detroit now.

- | | |
|-----------|--|
| he | HE ISN'T IN DETROIT NOW. |
| last week | HE WASN'T IN DETROIT LAST WEEK. |
| next week | HE ISN'T GOING TO BE IN DETROIT NEXT WEEK. |
| here | HE ISN'T GOING TO BE HERE NEXT WEEK. |
| now | HE ISN'T HERE NOW. |
| they | THEY AREN'T HERE NOW. |

- | | | | |
|---------------|-------------|---------------|---------------|
| 1. Mary | 7. they | 13. he | 19. you |
| 2. she | 8. now | 14. at home | 20. they |
| 3. in Detroit | 9. tomorrow | 15. Mary | 21. last week |
| 4. yesterday | 10. we | 16. now | 22. I |
| 5. you | 11. I | 17. yesterday | 23. they |
| 6. I | 12. you | 18. we | 24. we |

B.2 Notice the negative forms used with verbs other than *be*.

Previous pattern:

(Lesson 2 – A.5)

(Lesson 3 – C.3)

SHORT ANSWERS

No, you don't.
No, he doesn't.

No, they didn't.

New pattern:

FULL FORMS

do + not

You *do not* study.
He *does not* study.
They *did not* study.

CONTRACTIONS

You *don't* study.
He *doesn't* study.
They *didn't* study.

COMMENT

These contractions are the same as those which were introduced as parts of short answers.

Exercise 8. Substitute the words and make the necessary changes.

He doesn't study engineering.

they THEY DON'T STUDY ENGINEERING.
 last year THEY DIDN'T STUDY ENGINEERING LAST YEAR.
 I I DIDN'T STUDY ENGINEERING LAST YEAR.
 don't I DON'T STUDY ENGINEERING.

- | | | | |
|---------|---------------|-------------------------|--------------------|
| 1. we | 6. she | 11. Mr. and Mrs. Miller | 16. they |
| 2. John | 7. a year ago | 12. you | 17. Mary |
| 3. he | 8. Paul | 13. don't | 18. Mary and Alice |
| 4. they | 9. we | 14. I | 19. Paul |
| 5. you | 10. I | 15. he | 20. we |

Exercise 9. Listen to the statement about Paul. Make a negative statement about George.

Paul is happy.
 Paul has a car.

GEORGE ISN'T HAPPY.
 GEORGE DOESN'T HAVE A CAR.

- | | |
|---------------------------------|--|
| 1. Paul is tired. | 12. Paul is sick. |
| 2. Paul studied last night. | 13. Paul is at the library. |
| 3. Paul is a student. | 14. Paul likes beer. |
| 4. Paul was hungry last night. | 15. Paul has a new car. |
| 5. Paul reads in the morning. | 16. Paul was sick yesterday. |
| 6. Paul is often busy. | 17. Paul was absent yesterday. |
| 7. Paul wanted fish for dinner. | 18. Paul studied in the library yesterday. |
| 8. Paul walked home yesterday. | 19. Paul is going to go to New York. |
| 9. Paul is writing a letter. | 20. Paul is studying now. |
| 10. Paul is usually tired. | 21. Paul has coffee in the morning. |
| 11. Paul likes ice cream. | |

C. Notice the position of *doesn't* and *isn't*.

Previous pattern: (Lesson 2.B):

John		always	studies at night.
Mary	is	always	busy.

New Pattern:

John	<i>doesn't</i>	always	study at night.
Mary	<i>isn't</i>	always	busy.

COMMENT

Is, isn't (and other forms of *be*) and *doesn't* (and other auxiliaries) usually precede single-word adverbs of frequency.

NOTES:

- (1) Auxiliaries are words such as *do*, *don't*, *does*, *doesn't*, *can*, and *must*. *Have* in the sentence *They have always worked at night*, is also an auxiliary.
- (2) The word *sometimes* is an exception to the above comment. It precedes negative auxiliaries and negative forms of *be*.
- He sometimes doesn't know the answers.
He sometimes isn't here.

Exercise 10. Listen to the statement about Paul. Make a negative statement about George.

Paul is always happy.
Paul always studies at night.

GEORGE ISN'T ALWAYS HAPPY.
GEORGE DOESN'T ALWAYS STUDY
AT NIGHT.

- | | |
|---|--|
| 1. Paul usually drinks milk in the morning. | 5. Paul often reads at night. |
| 2. Paul often eats in a restaurant. | 6. Paul is often tired. |
| 3. Paul is often busy. | 7. Paul always has coffee for breakfast. |
| 4. Paul is usually hungry. | 8. Paul usually studies in the morning. |

Exercise 11. The adverbs *never*, *rarely*, and *seldom* are negative. (Do not use these words with other negative words such as *don't* and *isn't*.) Make negative statements in this exercise. Substitute the words and make the necessary changes.

He doesn't usually smoke.

often	HE DOESN'T OFTEN SMOKE.
never	HE NEVER SMOKES.
rarely	HE RARELY SMOKES.
always	HE DOESN'T ALWAYS SMOKE.
seldom	HE SELDOM SMOKES.

- | | | | | |
|-----------|-----------|------------|-----------|------------|
| 1. always | 3. seldom | 5. usually | 7. rarely | 9. usually |
| 2. often | 4. rarely | 6. never | 8. often | 10. rarely |

Exercise 12. Listen to the affirmative and negative statements. Respond with corresponding negative statements with the words *at night*. (Remember that statements with *never*, *seldom*, and *rarely* are negative.)

He's usually here in the morning.	HE ISN'T USUALLY HERE AT NIGHT.
He's always in class in the morning.	HE ISN'T ALWAYS IN CLASS AT NIGHT.
They often study in the morning.	THEY DON'T OFTEN STUDY AT NIGHT.
He's never here in the morning.	HE'S NEVER HERE AT NIGHT.
He's seldom in class in the morning.	HE'S SELDOM IN CLASS AT NIGHT.
I rarely study in the morning.	I RARELY STUDY AT NIGHT.

- | | |
|---|---|
| 1. I often study in the morning. | 8. She's usually absent in the morning. |
| 2. I never study in the morning. | 9. Mary's often hungry in the morning. |
| 3. I usually sing in the morning. | 10. John's never hungry in the morning. |
| 4. He usually sings in the morning. | 11. He rarely smokes in the morning. |
| 5. I never run to class in the morning. | 12. He seldom runs in the morning. |
| 6. I always study grammar in the morning. | 13. He's seldom late in the morning. |
| 7. She never eats in the morning. | 14. He's never busy in the morning. |
| | 15. He's rarely absent in the morning. |

Exercise 13. Listen carefully to the teacher's statement and question. Answer the question using the same adverb of frequency that the teacher uses in the question.

John often wears blue shirts. Does he always wear blue shirts? NO, HE DOESN'T ALWAYS WEAR BLUE SHIRTS.

Mrs. Miller seldom drinks tea. Does she usually drink tea? NO, SHE DOESN'T USUALLY DRINK TEA.

1. Mr. Miller seldom has water with dinner. Does he usually have water with dinner?
 2. Bob sometimes watches television at night. Does he always watch television at night?
 3. John sometimes listens to the radio at 8 P.M. Does he always listen to the radio at 8 P.M.?
 4. Paul does his homework every night. Does he always do his homework?
 5. Mr. Allen usually has milk with dinner. Does he usually have beer with dinner?
 6. Mary eats at a restaurant at noon every day. Does she always eat lunch at a restaurant?
 7. Mr. Miller eats breakfast every day. Does he always eat breakfast?
 8. Mr. Miller often eats sandwiches for lunch. Does he always eat sandwiches for lunch?
 9. Mr. Allen usually studies at home. Does he usually study in the library?
 10. John sometimes eats apple pie. Does he usually eat apple pie?
- D.** Notice the use of *some* and *any*.

QUESTIONS:

Do you need	<i>some</i>	pencils?
Do you need	<i>any</i>	pencils?

AFFIRMATIVE STATEMENT:

I	need	<i>some</i>	pencils.
---	------	-------------	----------

NEGATIVE STATEMENT:

I don't need	<i>any</i>	pencils.
--------------	------------	----------

COMMENTS

- (1) The word *some*, usually unstressed, means an indefinite number of countable things (*some pencils, some books, some students*) or an indefinite quantity of something not countable (*some milk, some bread, some fruit*).
- (2) After negative expressions, *any* is used in place of *some*.
- (3) Both *some* and *any* are used in questions.

Exercise 14. Listen to the affirmative statement about John. Make a negative statement about Paul.

John needs some pencils.
John is buying some books.

PAUL DOESN'T NEED ANY PENCILS.
PAUL ISN'T BUYING ANY BOOKS.

- | | |
|--------------------------------------|--|
| 1. John is buying some apples. | 13. John needs some new shirts. |
| 2. John is singing some songs. | 14. John has some letters. |
| 3. John is repeating some words. | 15. John sees some grammar books. |
| 4. John is looking at some pictures. | 16. John needs some red ink. |
| 5. John is moving some chairs. | 17. John is going to buy some ink. |
| 6. John is making some sandwiches. | 18. John is going to write some letters. |
| 7. John is eating some apples. | 19. John is going to read some books. |
| 8. John needs some books. | 20. John is going to drink some coffee. |
| 9. John wants some sandwiches. | 21. John is going to make some sandwiches. |
| 10. John has some stamps. | |
| 11. John sees some flowers. | 22. John is going to have some milk. |
| 12. John wants some magazines. | 23. John is going to eat some fruit. |

Exercise 15. Substitute the words and make the necessary changes. (Use *any* in the questions.)

I have some potatoes.

I don't have
do you have
bread
he doesn't have

I DON'T HAVE ANY POTATOES.
DO YOU HAVE ANY POTATOES?
DO YOU HAVE ANY BREAD?
HE DOESN'T HAVE ANY BREAD.

- | | | |
|----------------------|-----------------------------|----------------------|
| 1. did he have | 9. Mrs. Miller doesn't have | 17. she doesn't have |
| 2. he has | 10. I don't need | 18. coffee |
| 3. coffee | 11. we want | 19. shoes |
| 4. do they have | 12. bread | 20. stamps |
| 5. do you need | 13. the dog is eating | 21. she needs |
| 6. I need | 14. John didn't eat | 22. fruit |
| 7. she needed | 15. Mrs. Miller has | 23. does she need |
| 8. John doesn't need | 16. does she have | |

NOTE: *Some* and *any* are also substitutes for noun phrases like *some stamps*, *any stamps*, etc.

Do you have any stamps?

Yes, I do.
Yes, I have **SOME**.
No, I don't.
No, I don't have **ANY**.

Did Mary buy any fruit?

Yes, she did.
Yes, she bought **SOME**.
No, she didn't.
No, she didn't buy **ANY**.

Exercise 16. Practice short answers with *some* and *any*. Answer the teacher's questions individually.

Do you see any books?

YES, I SEE SOME.

Do you know any engineers?

NO, I DON'T KNOW ANY.
(YES, I KNOW SOME.)

1. Do you see any students?
2. Do you know any American songs?
3. Do you need any pens?
4. Do you have any stamps?
5. Do you see any stamps?
6. Are you going to buy some stamps today?
7. Did you learn any new words yesterday?
8. Do you see any books?
9. Do you see any pencils?
10. Do you have any pens?

Lesson 6

- A. The articles: *the, a, an*.
- B. Count and noncount nouns: *a pencil; some ink*.
- C. Quantity expressions: *much, many, a few, etc.*
- D. Demonstratives: *this, that, these, those*.
- E. Possessives: *my, your, his, etc.*

A. Notice the use of the articles *a* and *the*.

I bought *a* comb and *a* pencil yesterday.
The comb is black and
the pencil is red.

COMMENTS

- (1) The article *a* is used in the first sentence to indicate that the *comb* and the *pencil* which the speaker is talking about are being mentioned for the first time and that they are not identified.
- (2) In the second sentence, the article *the* is used to indicate that the nouns *comb* and *pencil* have been identified; that is, the hearer knows which particular comb the speaker is talking about.

A NOTE ON THE ARTICLE IN ENGLISH:

The words *a, an,* and *the* are called articles. In general, we use the definite article *the* when the noun which follows names an identified specimen; that is, when we believe that the hearer knows which person, place, or thing the noun refers to.

There are three important ways of establishing this identification: (1) Frame A shows that a noun can be identified in a previous sentence. (2) In the sentences below, the noun is identified by the phrase which follows:

The book *on Mr. Allen's desk* is yellow.
The philosophy *of Aristotle* is interesting.
I like the hat *that you are wearing*.

(Such phrases are often sufficient to establish identification, but not always.)

(3) Sometimes the things referred to are understood from the situation and are therefore identified. For example, when the teacher asks, "Is the door open?", you know the teacher is asking about the door of the classroom.

The indefinite article *a/an* can be used when an unidentified specimen is introduced, as in Frame A. Another important use of *a/an* is in sentences of description or classification (Lesson 1):

John is *a student*.

Paris is *a city*.

A and *an* are weak (unstressed) forms of *one*. We use the full form *one* when we emphasize the number. For example:

One boy arrived late, not *two*.

Compare:

A boy arrived late, not *a girl*.

Exercise 1. Contrast the use of definite and indefinite articles. The teacher will use the article *a/an* to introduce a topic. Give a short answer to the question.

I bought a pencil and a book. What did I read?	THE BOOK.
I bought a pen and a comb. What did I write with?	THE PEN.

1. John bought a pencil and an apple. What did he eat?
2. Mary bought a newspaper and a key. What did she read?
3. Mr. Allen bought a knife and an umbrella. What did he cut the apple with?
4. Mrs. Allen bought a chair and a watch. What did she sit on?
5. Mr. Miller bought a chair and a car. What did he drive?
6. Robert bought a pen and a spoon. What did he eat ice cream with?
7. Paul bought a shirt and a comb. What did he wear?
8. George bought a toothbrush and an apple. What did he eat?
9. Mary bought a pencil and a book. What did she write with?
10. Mr. Miller bought a newspaper and an orange. What did he read?

NOTE: *The* is not used with the names of persons, languages, *most* countries, streets, or the time of day.

EXAMPLES

Mr. Smith is a teacher.
 We are going to visit *Dr. Brown*.
 We are speaking *English*.
Spanish is an important language.
 Mary is going to *Argentina*.
 The Amazon River is in *Brazil*.
 John lives on *State Street*.
 He goes to class at *eight o'clock*.

SOME EXCEPTIONS

The Mississippi River is in *the United States*.
The Dominican Republic is in Latin America.
The Netherlands is in Europe.

Exercise 2. Substitute the words which are given. Use the article *the* where an article is necessary.

I am going to see the professor.

Professor Miller
doctor

I AM GOING TO SEE PROFESSOR MILLER.
I AM GOING TO SEE THE DOCTOR.

- | | | |
|------------------|------------------------|----------------------|
| 1. Doctor Allen | 5. Pacific Ocean | 9. South America |
| 2. Miss Smith | 6. Pennsylvania Avenue | 10. Colombia |
| 3. United States | 7. Fifth Avenue | 11. professor |
| 4. Canada | 8. New York City | 12. Professor Taylor |

NOTE: In English the article *the* is usually not used when the noun phrase refers to something in a very general way. For example, "John likes *milk*," "Mary is studying *history*." However, *the* is often required if the noun phrase is followed by an identifying phrase. (See the note following Frame A.) Example: Mary is studying *the history* of the United States.

Exercise 3. Substitute the words which are given. Use the article *the* when necessary.

John is studying music.
music of Mozart

JOHN IS STUDYING THE MUSIC
OF MOZART.

philosophy

JOHN IS STUDYING PHILOSOPHY.

- | | |
|---|-----------------------------------|
| 1. philosophy of Aristotle | 9. art of the Netherlands |
| 2. history | 10. architecture |
| 3. history of Thailand | 11. architecture of Greece |
| 4. music | 12. Greek architecture |
| 5. music of Mexico | (no following identifying phrase) |
| 6. Mexican music
(no following identifying phrase) | 13. architecture of Greece |
| 7. algebra | 14. English |
| 8. art | 15. Japanese |

Exercise 4.

Mary likes television.

milk
history

MARY LIKES MILK.
MARY LIKES HISTORY.

1. American history
2. history of the United States
3. coffee

(Continue, using the items of Exercise 3.)

NOTE: The article *the* is generally a part of the name of a university or college when that name also includes a phrase beginning with the preposition *of*.

The University of Illinois
The University of Michigan
The University of California

but:

Harvard University
Cornell University
Western Michigan University
Jackson Junior College

B. Compare the count and noncount nouns.

Count nouns	Noncount nouns
1 pencil, 2 pencils, 3 pencils, ... 1 table, 2 tables, 3 tables, ... 1 chair, 2 chairs, 3 chairs, ... 1 apple, 2 apples, 3 apples,	ink water air coffee ...
COMMENTS	
In general, we cannot put numbers in front of noncount nouns. Furthermore, they do not have a plural form.	

NOTE: In certain special situations, noncount nouns are sometimes used as count nouns (or count nouns as noncount nouns). In a restaurant, for example, it is possible that you will hear someone say, "Two coffees, please."

Exercise 5. In this exercise, the words preceded by *some* are noncount nouns. The words preceded by *a/an* are count nouns. ("Would you like an apple?" is a polite way of asking "Do you want an apple?")

an apple Student A: WOULD YOU LIKE AN APPLE?
Student B: YES, PLEASE. (or NO, THANK YOU.)

some bread Student B: WOULD YOU LIKE SOME BREAD?
Student C: YES, PLEASE. (or NO, THANK YOU.)

- | | | |
|----------------------|--------------|----------------|
| 1. an orange | 6. some soup | 10. some sugar |
| 2. some orange juice | 7. a hot dog | 11. an egg |
| 3. some coffee | 8. a banana | 12. some fruit |
| 4. a sandwich | 9. some tea | 13. some milk |
| 5. some tomato juice | | |

(Repeat the above exercise leaving out *a/an* and *some* in the cue.)

NOTE: *Some* can also be used with the plural form of count nouns.

COUNT: a pencil, some pencils
NONCOUNT: some ink

Exercise 6. Practice the use of *a*, *an*, and *some* with nouns. Substitute the words into the statement and make the necessary changes.

He's going to buy a car tomorrow.

house HE'S GOING TO BUY A HOUSE TOMORROW.
apples HE'S GOING TO BUY SOME APPLES TOMORROW.
fruit HE'S GOING TO BUY SOME FRUIT TOMORROW.

- | | | | |
|----------------|------------|------------------|--------------|
| 1. table | 6. bananas | 11. soap | 16. milk |
| 2. chairs | 7. bread | 12. toothbrush | 17. sandwich |
| 3. furniture | 8. cheese | 13. toothpaste | 18. butter |
| 4. tomatoes | 9. book | 14. orange juice | 19. car |
| 5. tomato soup | 10. books | 15. coffee | 20. chalk |

Exercise 7. Words such as *cup*, *slice*, *piece* are often used with noncount nouns. For example: *a cup of coffee*, *a slice of bread*, *a piece of paper*, *a bit of news*.

I need some paper. I need I NEED TWO PIECES OF PAPER.
two pieces.

I'm going to eat some bread. I'M GOING TO EAT TWO SLICES
I'm going to eat two OF BREAD.
slices.

John needs some ink. He JOHN NEEDS A BOTTLE OF INK.
needs one bottle.

1. Mary is going to buy some ink. She is going to buy two bottles.
2. Mary wants some chalk. She wants two pieces.
3. Mr. Miller bought some milk. He bought two bottles.
4. Mr. Miller is going to drink some milk. He is going to drink two glasses.
5. John drank some water. He drank two glasses.
6. Mary drank some coffee. She drank four cups.
7. Mrs. Miller bought some bread. She bought one loaf.
8. Mr. Miller is going to eat some bread. He is going to eat three slices.
9. John is going to eat some toast. He is going to eat two slices.
10. Mary bought some soap. She bought three bars.
11. Mary bought some butter. She bought one pound.
12. John bought some toothpaste. He bought one tube.

NOTE: The use of the articles *the*, *a/an*, and *some* with nouns is summarized in the following table:

	COUNT CONSTRUCTIONS		NONCOUNT CONSTRUCTIONS
	Singular	Plural	
Indefinite	an apple	some apples	some coffee the coffee
Definite	the apple	the apples	
In addition, when nouns do not refer to particular specimens, but refer to a category in a general way, no article is used.	apples		coffee

Apples grow in Michigan.
Coffee grows in Hawaii.

I like apples.
I like coffee.

Exercise 8. Practice the use of count nouns and noncount nouns. Substitute the words into the statement. Use the plural form of count nouns. (This exercise can be simplified if the teacher gives the plural forms of count nouns, e.g., *pencils* instead of *pencil*.)

That store sells pens.

pencil
ink

THAT STORE SELLS PENCILS.
THAT STORE SELLS INK.

- | | | |
|-----------|------------|------------------|
| 1. apple | 7. fruit | 13. chair |
| 2. coffee | 8. soap | 14. table |
| 3. milk | 9. apple | 15. furniture |
| 4. banana | 10. butter | 16. tomato |
| 5. bread | 11. tea | 17. tomato juice |
| 6. orange | 12. radio | 18. fruit |

- C. Notice the quantity expressions which are used with the count noun *apple* and the noncount noun *water*.

	COUNT	NONCOUNT
(a)	<i>A few</i> apples --- 	<i>A little</i> water ---
(b)	<i>Many</i> apples 	<i>Much</i> water
(c)	<i>A lot of</i> apples 	<i>A lot of</i> water

AFFIRMATIVE STATEMENTS:

(a) I want <i>a few</i> apples.	I want <i>a little</i> water.
(c) I want <i>a lot of</i> apples.	I want <i>a lot of</i> water.

NEGATIVE STATEMENTS:

(b) I don't want <i>many</i> apples.	I don't want <i>much</i> water.
(c) I don't want <i>a lot of</i> apples.	I don't want <i>a lot of</i> water.

YES/NO QUESTIONS:

(a) Does he have <i>a few</i> apples?	Does he have <i>a little</i> water?
(b) Does he have <i>many</i> apples?	Does he have <i>much</i> water?
(c) Does he have <i>a lot of</i> apples?	Does he have <i>a lot of</i> water?

COMMENTS

- A few* and *many* are used with the plural forms of count nouns.
- A little* and *much* are used with noncount nouns.
- A lot of* is used with noncount nouns and the plural forms of count nouns.

NOTES:

- (1) The quantity expressions *much* and *many* are not generally used in object noun phrases of affirmative statements. These quantity expressions are used chiefly in questions and negative statements and in the subject noun phrases of affirmative sentences. (See the note which follows Exercise 11.)

In the object noun phrases of affirmative statements, *a lot of*, *a great deal of*, *a large amount of*, and similar expressions are regularly used in place of *much* and *many*, especially in informal situations.

- (2) *Few* and *a few*, *little* and *a little* are slightly different. *A few* and *a little* mean "a small number" and "a small quantity," respectively. *Few* and *little* mean "not . . . many" and "not . . . much."

John has a few good friends.

John has few good friends. (He doesn't have *many* good friends.)

You made a few mistakes.

You made few mistakes. (You didn't make *many* mistakes.)

I have a little time.

I have little time (I don't have *much* time.)

Exercise 9. Practice the use of *a little* and *a few*.

Do you need any ink?

YES, JUST A LITTLE, PLEASE.

Do you need any tomatoes?

YES, JUST A FEW, PLEASE.

1. butter

6. bread

11. stamps

2. pencils

7. chairs

12. envelopes

3. water

8. sugar

13. information

4. bananas

9. gasoline

14. time

5. money

10. eggs

15. help

Exercise 10. Substitute *a few*, and *a little* in place of *a small number* or *a small quantity*. Substitute *a lot of* in place of *a large number* or *a large quantity*. (When students respond individually, *much* and *many* may also be used.)

John drinks a large quantity of
coffee.

JOHN DRINKS A LOT OF COFFEE.

I need a small quantity of sugar.

I NEED A LITTLE SUGAR.

Mary has a small number of
good friends.

MARY HAS A FEW GOOD FRIENDS.

I didn't see a large number of
students.

I DIDN'T SEE A LOT OF STUDENTS.
(I DIDN'T SEE MANY STUDENTS.)

1. They have a small quantity of money.
2. He has a small number of apples.
3. We don't have a large number of classes today.
4. We need a large quantity of bread.
5. Do you drink a large quantity of milk?
6. Does John have a large number of ties?
7. Mary drinks a small quantity of coffee.
8. We usually buy a small quantity of soap.
9. We usually buy a small number of bars of soap.
10. He doesn't usually buy a large number of pencils.
11. John doesn't eat a large quantity of fruit.
12. Americans don't drink a large quantity of tea.
13. Mary doesn't have a large number of books.
14. Children need a large quantity of milk.
15. John doesn't drink a large quantity of fruit juice in the morning.
16. This newspaper doesn't give a great deal of news.

Exercise 11. Practice the use of *how much* and *how many* in questions and *a little* and *a few* in answers.

ink Student A: HOW MUCH INK DID YOU BUY?
 Student B: ONLY A LITTLE. (ONLY A FEW BOTTLES.)

apples Student A: HOW MANY APPLES DID YOU BUY?
 Student B: ONLY A FEW.

- | | | | |
|-------------|----------------|------------------|-------------------|
| 1. books | 7. ice cream | 13. orange juice | 19. pencils |
| 2. coffee | 8. lamps | 14. bread | 20. shirts |
| 3. combs | 9. wine | 15. soap | 21. stamps |
| 4. eggs | 10. magazines | 16. butter | 22. tomato juice |
| 5. beer | 11. milk | 17. pens | 23. tooth paste |
| 6. hot dogs | 12. newspapers | 18. tea | 24. tooth brushes |

NOTE: Negative expressions such as *not many*, *not much*, *not all*, and *none (= not any)* can be used in subject position in sentences:

COUNT

Not many of the apples are good. Only a few of them are good.
Not all of the books are good. Only some of them are good.
None of the apples are good. All of them are bad.

NONCOUNT

Not much of the bread is good. Only a little of it is good.
Not all of the news is good. Only some of it is good.
None of the coffee is good. All of it is bad.

Both singular and plural forms of verbs are used with *all* and *none*: *not all... are*, *not all... is*, etc. The noun phrase following the *of* determines whether the verb is singular or plural.

Exercise 12. Listen to the questions, which contain quantity expressions. Answer the questions with the negative forms.

QUANTITY EXPRESSIONS	NEGATIVE QUANTITY EXPRESSIONS
many	not many
much	not much
all	not all
any	none (not any)

Do many of the students write letters?

NO, NOT MANY OF THE STUDENTS WRITE LETTERS.

Are any of the students sick?

NO, NONE OF THE STUDENTS ARE SICK.

1. Are all of the books here?
2. Was much of the coffee hot?
3. Do any of the students want a ticket?
4. Do all of the students speak Spanish?
5. Is any of the food ready?
6. Are any of the exercises difficult?
7. Do many of the students live in apartments?
8. Was much of the discussion interesting?
9. Is any of the bread fresh?
10. Are any of the apples good?
11. Were many of the students at the meeting?
12. Is any of the milk good?
13. Are all of the stories interesting?
14. Is any of the chalk broken?
15. Is any of the news important?

Exercise 13. For advanced students. As in the preceding exercise, answer the questions with the negative forms, *not many*, *not much*, *not all*, and *none*. Then add an appropriate second statement which contains *a few*, *a little*, *some*, or *all*. (The pronouns *them* and *it* may be used in the second sentence.) (Call on students individually.)

Are all of the books here?

NO, NOT ALL OF THE BOOKS ARE
HERE. ONLY SOME OF THEM
ARE HERE.

Is any of the chalk green?

NO, NONE OF THE CHALK IS GREEN.
ALL OF IT IS WHITE.

1. Are any of the questions difficult?
2. Do many of the students live in an apartment?
3. Are any of the students sick?
4. Do many of the students write letters?
5. Was much of the discussion interesting?
6. Are many of the books open?
7. Are any of the apples good?
8. Is any of the ink red?
9. Are all of the pencils long?
10. Do any of the students eat breakfast in class?
11. Is any of the bread soft?
12. Are all of the books green?
13. Is much of the furniture new?
14. Were many of the students at the meeting?
15. Is any of the milk good?
16. Are all of the stories interesting?
17. Is all of the news good?
18. Did the students eat much of the fruit?

D. Notice the meaning and use of demonstratives.

	Close to speaker	Farther from speaker
Singular	this	that
Plural	these	those
	<i>This</i> book is green. <i>This</i> ink is blue. I bought <i>this</i> book. Mary wants <i>these</i> books.	<i>That</i> book is yellow. <i>That</i> ink is red. He bought <i>that</i> book. John wants <i>those</i> books.

NOTE: Demonstratives, like articles, adjectives, and other noun modifiers, have the same form whether the noun they modify is in the subject position or in the object position.

Exercise 14. Listen to the statements and the words *here* and *there*. Repeat the statements and use the appropriate demonstrative.

The exercises are easy.	There	THOSE EXERCISES ARE EASY.
The university is large.	Here	THIS UNIVERSITY IS LARGE.
The lessons are easy.	Here	THESE LESSONS ARE EASY.
The book is green.	There	THAT BOOK IS GREEN.

- | | |
|---------------------------------------|-------|
| 1. The chairs are comfortable. | Here |
| 2. The ideas are new and interesting. | Here |
| 3. The student comes from Peru. | There |
| 4. The students come from Venezuela. | There |
| 5. The book has a green cover. | Here |
| 6. The girl is beautiful. | There |
| 7. The news is exciting. | There |
| 8. I like the dictionary. | Here |
| 9. I like the pencils. | There |
| 10. I like the drug store. | Here |
| 11. I need the books. | Here |

E. Notice the use of possessives.

- | | | |
|---|---------------|-------|
| 1 | my | our |
| 2 | your | your |
| 3 | his, her, its | their |

<p><i>My</i> books are in <i>my</i> room. <i>My</i> new book is on <i>her</i> table. <i>Your</i> coffee is hot. John washed <i>his</i> face and hands. George and Paul washed <i>their</i> hands.</p>

COMMENTS

- (1) The possessives have the same form for singular and plural nouns.
- (2) Use possessives with parts of the body. Don't use *the*.

NOTE: Singular count nouns are nearly always preceded by an article, a demonstrative, or a possessive.

John has *a* car.
This car is old.

Where is *the* car?
My car is gray.

Exercise 15.

Mary washed her hands.

I
John

I WASHED MY HANDS.
JOHN WASHED HIS HANDS.

- | | | |
|--------------------|-----------------------|------------------|
| 1. Mrs. Miller | 5. The man | 9. You and I |
| 2. George and Paul | 6. Mary | 10. You and John |
| 3. The students | 7. Mr. and Mrs. Allen | 11. I |
| 4. We | 8. You | 12. Mrs. Smith |

Exercise 16.

Mary is leaving.

John is leaving.

The students are leaving.

DOES SHE HAVE HER BOOKS?

DOES HE HAVE HIS BOOKS?

DO THEY HAVE THEIR BOOKS?

- | | | |
|-------------------------------|---------------------|------------------|
| 1. John and Mary are leaving. | 6. The boy | 11. We |
| 2. Miss Smith is leaving. | 7. My wife | 12. Your mother |
| 3. Bill | 8. My son | 13. You and I |
| 4. The man | 9. Your father | 14. Your friends |
| 5. The woman | 10. George and Paul | |

NOTES:

- (1) As was pointed out above, the quantity expression *all* can be used with plural count nouns and also with noncount nouns:

1. *All apples* grow on trees.
2. John wanted *all (of) the apples*.
3. *All water* contains oxygen.
4. John used *all (of) our water*.
5. We need *all (of) this coffee*.
6. She invited *all (of) her friends*.

Of is optional in sentences 2, 4, 5, and 6, where it is followed by *the*, *this*, *my*, or the equivalent.

- (2) In expressions of repeated time, use *every*:

1. I study *every day*.
2. I write to them *every week*.

Do not say, "all the days" or "all the weeks" in sentences of this type.

Lesson 7

- A. Requests: Please read the book. (*Would you; let's*)
- B. Irregular nouns: *man, men; people*.
- C. The noun substitute *one*.
- D. The use of *other* and *another*.
- E. The object forms of pronouns: *me, him, them, etc.*

A. Notice the request sentences.

POSITIVE	Please open your books.
POLITE POSITIVE	Would you please open your books.
NEGATIVE	Please don't open the door.
INCLUSIVE REQUEST (including speaker):	
POSITIVE	Let's watch television.
NEGATIVE	Let's not watch television.
COMMENTS	
(1)	The word <i>please</i> may be omitted. However, including <i>please</i> makes the request sentence more polite. (<i>Please</i> may also be inserted at the end, instead of the beginning, of the sentence.)
(2)	The negative word <i>not</i> is used in request sentences when <i>let's</i> or <i>would</i> (or another auxiliary) appears in addition to the main verb. <i>Don't</i> is used in the first pattern above.

SOME ADDITIONAL FORMS OF REQUEST SENTENCES

Will you please open the window.
Won't you please open the window.
Could you please open the window.

NOTE: The following patterns are often used to make requests (rather than to ask questions).

Why don't you open the window.
Why don't we go to the movies.

AN INVITATION. This is always a question. It requires an answer like *yes* or *no*.

Would you like to go to the movies?

Exercise 1. Form polite request sentences with the suggested words. A second student will respond with *Yes, I'd be glad to.*

close the window

Student A: WOULD YOU PLEASE CLOSE THE WINDOW.

Student B: YES, I'D BE GLAD TO.

open your book

Student B: WOULD YOU PLEASE OPEN YOUR BOOK.

Student C: YES, I'D BE GLAD TO.

- | | |
|----------------------------|----------------------------|
| 1. read the sentence. | 7. walk to the blackboard. |
| 2. write your name. | 8. give me that notebook. |
| 3. translate the sentence. | 9. cash this check. |
| 4. close the door. | 10. write with a pen. |
| 5. go to the store. | 11. pass the sugar. |
| 6. pass the salt. | 12. lend me your pencil. |

Exercise 2. Form negative request sentences.

George speaks rapidly.

PLEASE DON'T SPEAK RAPIDLY.

George is usually late.

PLEASE DON'T BE LATE.

- | | |
|--------------------------------|--|
| 1. George drives fast. | 5. George often smokes in class. |
| 2. George wastes time. | 6. George speaks fast. |
| 3. George writes with red ink. | 7. George often forgets to say, "Thank you." |
| 4. George often misses class. | 8. George sometimes sleeps late. |

Exercise 3. Form request sentences that include the speaker.

sing some songs

LET'S SING SOME SONGS.

go to the movies

LET'S GO TO THE MOVIES.

write some letters

LET'S WRITE SOME LETTERS.

- | | |
|-----------------------------|-----------------------|
| 1. speak English | 7. sing some songs |
| 2. go to class | 8. write some letters |
| 3. go to the museum | 9. play baseball |
| 4. go to the new restaurant | 10. play basketball |
| 5. go to the movies | 11. play tennis |
| 6. go to Los Angeles | 12. play ping pong |

Exercise 4. Form a negative request sentence. Then add an affirmative request (individually).

Let's open the window.

NO, LET'S NOT OPEN THE WINDOW.
LET'S OPEN THE DOOR.

Let's go to the movies.

NO, LET'S NOT GO TO THE MOVIES.
LET'S WATCH TELEVISION.

1. Let's speak rapidly.
2. Let's study in the morning.
3. Let's eat dinner now.
4. Let's walk fast.
5. Let's go to the concert.
6. Let's use red ink.
7. Let's listen to the radio.
8. Let's write letters.
9. Let's sing songs.
10. Let's play tennis.

B. Notice the irregular nouns.

SG.	PL.
man gentleman policeman businessman woman child wife knife loaf shelf foot tooth mouse sheep fish	men gentlemen policemen businessmen women children wives knives loaves shelves feet teeth mice sheep fish
	people police clothes

COMMENTS

- (1) The nouns *people*, *police*, and *clothes* do not have singular forms.
- (2) There is no difference in the pronunciation of the final syllables of *gentleman* and *gentlemen*, *policeman* and *policemen*, etc. Thus the singular and plural forms of these words are pronounced the same.
- (3) The difference in the pronunciation of *woman* and *women* is in the first vowel. The difference in the final vowels is an orthographic change only.

NOTE: The noun *news* is a noncount noun. When it is the subject of a sentence, it requires a singular form of the verb:

The news is good.

Exercise 5. Practice irregular plurals.

I see a man.

I see a gentleman.

I see a woman.

I SEE TWO MEN.

I SEE TWO GENTLEMEN.

I SEE TWO WOMEN.

1. child

3. foot

5. mouse

7. fish

2. knife

4. tooth

6. sheep

8. salesman

Exercise 6. Substitute the following words and make the necessary changes.

The man is here.

are

the child

the people

interesting

THE MEN ARE HERE.

THE CHILD IS HERE.

THE PEOPLE ARE HERE.

THE PEOPLE ARE INTERESTING.

1. the news

11. happy

21. here

2. bad

12. are

22. the police

3. the tooth

13. the woman

23. the man

4. are

14. the women

24. were

5. were

15. the children

25. the knife

6. good

16. is

26. the children

7. the knives

17. the wives

27. was

8. is

18. is

28. the woman

9. the news

19. the people

29. the police

10. the man

20. good

30. the people

C. Notice the use of the word *one* as a noun substitute.*Previous pattern (Lesson 5. D):*Did you buy *any pencils* yesterday?No, I'm going to buy *SOME* tomorrow.*New pattern:*Did you buy *a pencil* yesterday?No, I'm going to buy *ONE* tomorrow.**COMMENT**In the sentence above, *one* is a substitute for *a pencil*.

NOTE: The substitute for *the pencil* is *it*:

I need *the pencil*. Does John have *it*?

ADDITIONAL EXAMPLES

I need an eraser.

The teacher has *one*.

Did you ever see an elephant?

Yes, I saw *one* yesterday.

Are you going to write a letter to
your parents?

Yes, I'm going to write *one* tonight.

Exercise 7. Practice the use of *one* and *some* as noun substitutes. Use *tomorrow* in your answer.

Did you write a letter today?

NO, I'M GOING TO WRITE ONE
TOMORROW.

Did you buy some apples today?

NO, I'M GOING TO BUY SOME
TOMORROW.

- | | |
|------------------------------------|---|
| 1. Did you buy a pen today? | 8. Did you make any sandwiches today? |
| 2. Did you buy some stamps today? | 9. Did you eat an egg for breakfast
today? |
| 3. Did you read a newspaper today? | 10. Did you talk to a lawyer this morn-
ing? |
| 4. Did you learn any words today? | 11. Did you sing any songs today? |
| 5. Did you get some milk today? | 12. Did you bring a book today? |
| 6. Did you buy a magazine today? | |
| 7. Did you visit a museum today? | |

(Continue as above using *one* and *it* in the responses.)

- | | |
|---|---|
| 13. Did you buy a pen yesterday? | 17. Did you visit a museum today? |
| 14. Did you buy that pen yesterday? | 18. Did you visit the art museum today? |
| 15. Did you read a newspaper today? | 19. Did you bring a book today? |
| 16. Did you read the New York
Times yesterday? | 20. Did you bring the grammar book? |

D.1 Notice the use of *another one* and *the other one*.

I have a pen here on the table.

I have *another one* at home.

This one is old, and *the other one* is new.

COMMENTS

- (1) *Other* means "additional" or "different."
- (2) When the article *an* precedes the word *other*, the two words are written as one: *another*.
- (3) In the examples, *another one* means *another pen* and *the other one* means *the other pen*. The noun *pen* can be replaced by the substitute *one* because the context makes it clear which noun is being replaced.

Exercise 8. Practice the use of *another one*.

John is reading a magazine now. HE IS GOING TO READ ANOTHER ONE TOMORROW.

Mr. Miller is singing a song now. HE IS GOING TO SING ANOTHER ONE TOMORROW.

1. Mr. Allen is writing a letter now.
2. George is reading a book now.
3. Tom is visiting a museum now.
4. Bill is attending a concert now.
5. Mr. Ross is eating a sandwich now.
6. Mr. King is drinking a cup of coffee now.
7. Mr. Taylor is painting a picture now.
8. John is studying a lesson in the grammar book now.
9. George is learning a conversation now.
10. Miss Ford is buying a book now.
11. Mrs. Miller is singing a song now.
12. The students are practicing a conversation now.

Exercise 9. Practice the use of *the other one*.

Mr. Allen is going to write two letters. He's writing one now. HE'S GOING TO WRITE THE OTHER ONE TOMORROW.

John is going to read two magazines. He's reading one now. HE'S GOING TO READ THE OTHER ONE TOMORROW.

1. Mrs. Taylor is going to paint two pictures. She's painting one now.
2. George is going to read two books. He's reading one now.
3. John is going to study two grammar lessons. He's studying one now.
4. Tom is going to visit two museums. He's visiting one now.
5. Miss Ford is going to buy two hats. She is buying one now.
6. The students are going to practice two conversations. They're practicing one now.

NOTE: *Other* can also be used in the plural:

- the other pens
- the other ones
- the others

The following sentences illustrate the use of *other* in the plural.

1. I have three pens. One is here.
2. The other ones are at home.
3. The others are at home.

Sentences 2 and 3 mean the same. In the plural, it is very common to use the short form *the others* in place of *the other ones*.

Exercise 10. Listen to the statement about one student. Make a question about the other students, using *who*, *what*, or *where*. (Do the exercise once with *the other students* in the response. Then repeat it using *the others* or *the other ones*. A second student can answer the question.)

One student is reading a magazine.

A: WHAT ARE THE OTHER STUDENTS READING?

B: THEY'RE READING SOME BOOKS.

One student is studying in the library.

C: WHERE ARE THE OTHER STUDENTS STUDYING?

D: THEY'RE STUDYING AT HOME.

1. One student is drinking milk.
2. One student is eating in a restaurant.
3. One student is buying some stamps.
4. One student is learning some words.
5. One student is playing baseball.
6. One student is sitting on a chair.
7. One student is reading the lesson.
8. One student is reading in the library.
9. One student is waiting for Mr. Miller.
10. One student is speaking English.
11. One student is eating a hot dog.
12. One student is walking in the park.

13. One student is waiting for the bus.
14. One student is studying a grammar lesson.
15. One student is standing near the door.
16. One student is eating an apple.
17. One student is talking to Mr. Miller.
18. One student is washing a shirt.

NOTE: *Other* may be followed by adjectives:

another old book	some other old blue shirt
the other green bananas	other young American students

In place of the articles (*an-, the, some* and "zero"), *other* may also be preceded by either a demonstrative or a possessive according to the following formula:

{	article demonstrative possessive	}	(other) (adjectives) noun
---	--	---	---------------------------

this other old book	your other old blue shirt
his other books	those other young American students

In addition, articles, demonstratives, and possessives may be preceded by quantity expressions.

a lot of the other old books	none of your other old blue shirts
many other books	three of those other young American students
a few of these other green bananas	three other young American students

Exercise 11. Listen to the statements. They are descriptions of something that occurs in the morning. The same situation occurs at night. Describe the situation at night using *others*.

Four men work here in the morning.

FOUR OTHERS WORK HERE AT NIGHT.

A few students study in the morning.

A FEW OTHERS STUDY AT NIGHT.

1. Several students read a newspaper in the morning.
2. Sixteen people work here in the morning.
3. Three students eat there in the morning.
4. Three people write letters in this room in the morning.
5. Many students study in the morning.
6. Some teachers teach in the morning.
7. Ten students read books here in the morning.
8. Many students sing songs in the morning.
9. Three hundred automobiles leave the factory in the morning.

E. Observe the personal pronouns.

Previous pattern:

Subject forms of the personal pronouns

	sg.	pl.
1	I	we
2	you	you
3	he, she, it	they

New pattern:

Object forms of the personal pronouns

	sg.	pl.
1	me	us
2	you	you
3	him, her, it	them

SUBJECT PRONOUN

OBJECT PRONOUN

He	sees	<i>me.</i>
She	sees	<i>you.</i>
It	followed	<i>him.</i>
etc.		

NOTE: The object forms, but not the subject forms, of the personal pronouns are used after prepositions such as: *to, by, for, with, before, after, from, toward(s), about, near, above, under, beside, between, among, etc.*

He studied *with me.*

She is standing *beside you.*

They are coming *near us.*

Exercise 12. Practice the object forms of the personal pronouns.

John explained the question.

They asked Mary.

We followed John and Mary.

The boys attended the class.

JOHN EXPLAINED IT.

THEY ASKED HER.

WE FOLLOWED THEM.

THE BOYS ATTENDED IT.

1. The boys helped the girls.
2. They study word order.
3. The teacher is explaining the pattern.
4. Mary answers John.
5. The class learned the word.

6. I received my books yesterday.
7. I helped the new students.
8. I am going to see Mary tonight.
9. He is going to visit John.
10. I followed their car.

Exercise 13. Answer the questions affirmatively using the subject and object forms of the personal pronouns. Use the adverb *yesterday* in your answer.

Did Mary learn the new words? YES, SHE LEARNED THEM
YESTERDAY.

Did the students practice the
conversation? YES, THEY PRACTICED IT
YESTERDAY.

- | | |
|---|--|
| 1. Did John help his friends? | 6. Did Mrs. Miller visit Mary? |
| 2. Did Mary study the lesson? | 7. Did John move the table and chairs? |
| 3. Did Paul listen to the radio? | 8. Did Paul watch television? |
| 4. Did the students repeat the new
words? | 9. Did John pronounce the new words? |
| 5. Did Mr. and Mrs. Miller look at
the painting? | 10. Did Mary answer the letter? |
| | 11. Did Mr. Miller visit Mr. Allen? |
| | 12. Did Mrs. Miller talk to Mary? |

Exercise 14. Practice the use of the personal pronouns and possessives by asking questions.

John is leaving. DOES HE HAVE HIS LUGGAGE WITH HIM?

Mary is leaving. DOES SHE HAVE HER LUGGAGE WITH HER?

John and Mary are leaving. DO THEY HAVE THEIR LUGGAGE WITH
THEM?

- | | |
|-------------------------------------|-----------------------------|
| 1. Mr. Miller is leaving. | 7. Mrs. Ross is leaving. |
| 2. My friends are leaving. | 8. My father is leaving. |
| 3. My brother is leaving. | 9. My parents are leaving. |
| 4. My sister is leaving. | 10. I am leaving. |
| 5. Mr. and Mrs. Miller are leaving. | 11. John and I are leaving. |
| 6. Mr. Ross is leaving. | |

Lesson 8

- A. Verb and indirect object: Give *her* a book. Give a book *to her*.
- B. Past tense forms of irregular verbs: eat, *ate*; give, *gave*.

A.1 Notice the position of *to Mary* and *Mary*.

- | | | |
|---|---------------------------------|-------------------------|
| A | He is going to give | a book <i>to Mary</i> . |
| B | He is going to give <i>Mary</i> | a book. |

COMMENTS

- (1) Two patterns are possible when a direct object (*a book*) and an indirect object (*Mary*) follow a verb such as *give*.
- A. VERB + D.O. + to I.O.
give the object to the person
- B. VERB + I.O. + D.O.
give the person the object
- (2) Some other verbs which are like *give* are: *write, read, show, teach, tell, sell, send, lend, bring, take, pass*. These can be used in either pattern A or B.

NOTE: The opposite of *to* is expressed by *from* in sentences like "He borrowed something from us." Verbs like *demand, steal, and take* are used in this way. The preposition *from* in such cases cannot be omitted, i.e. only pattern A is possible.

NOTE TO THE TEACHER: In order to simplify the presentation, the following exercise requires the students to master only one pattern for production: the pattern with *to*. The other pattern can also be practiced if Exercise 1 is changed so that the stimulus sentences include the preposition *to*. For example:

John often gives books to Mary. JOHN OFTEN GIVES MARY BOOKS.

Exercise 1. Form sentences which include *to* and the indirect object *me*.

John often gives Mary books. HE NEVER GIVES ANY BOOKS TO ME.

John often writes Mary letters. HE NEVER WRITES ANY LETTERS TO ME.

1. John often sells Mary pencils.
2. John sometimes lends Mary books.
3. John sometimes brings Mary flowers.
4. John sometimes gives Mary newspapers.
5. John sometimes brings Mary books.
6. John sometimes reads Mary his letters.
7. John sometimes lends Mary his books.
8. John often teaches Mary new words.

Exercise 2. For advanced students. When the direct object is a personal pronoun like *it* or *them*, the indirect object usually has *to* with it (pattern A). In the following exercise, answer the questions changing all the object noun phrases to pronouns. Use pattern A in your response, i.e., the pattern with *to*.

Is he going to give us
the history book?

YES, HE IS GOING TO GIVE *IT* TO US
TOMORROW.

Is he going to give Mr. Miller
the new books?

YES, HE IS GOING TO GIVE *THEM* TO
MR. MILLER TOMORROW.
(YES, HE IS GOING TO GIVE *THEM* TO
HIM TOMORROW.)

1. Is he going to read us *the letter?*
2. Is he going to teach us *the new words?*
3. Is he going to lend Mr. Miller *his car?*
4. Is he going to tell Mr. Miller *the news?*
5. Is he going to lend Mary *his pen?*
6. Is he going to bring us *the new magazines?*
7. Is he going to pass Mr. Miller *the butter?*
8. Is he going to read us *the letter from Mr. Miller?*
9. Is he going to sell Mr. Miller *his car?*
10. Is he going to show us *his new radio?*

A.2 Notice the use of the indirect object after the verb *ask*.

B

He asked *the teacher* a question.

B

Please ask *him* his telephone number.

COMMENTS

For indirect objects after the verb *ask*, only pattern B is possible.

NOTE: There are only a very few verbs like *ask*. Among them are *cost*, *save*, *charge*, and *wish*.

The book cost me ten dollars.
John saved me fifteen dollars.

The man charged me five dollars.
He wished us a pleasant journey.

Exercise 3. Add the name *Mr. Miller* to the following statements.

He asked a question.	HE ASKED MR. MILLER A QUESTION.
He asked his name.	HE ASKED MR. MILLER HIS NAME.

- | | |
|-----------------------------------|--|
| 1. He asked his address. | 5. He asked, "What time is it?" |
| 2. He asked his telephone number. | 6. He asked the time. |
| 3. He asked some questions. | 7. He asked the name of the grammar book. |
| 4. He asked a favor. | 8. He asked the price of the grammar book. |

A.3 Notice the use of *to* with the verb *explain*.

A He explained the lesson *to me*.

COMMENTS

- (1) For indirect objects after the verb *explain*, only pattern A is possible.
- (2) Other verbs which are like *explain* are: *announce, describe, introduce, mention, prove, repeat, say, speak, suggest, report*. These verbs use pattern A only.

ILLUSTRATIVE EXAMPLES

1. The teacher announced the examination to the students.
2. We described our class to him.
3. He introduced his father to us.
4. He mentioned the money to Mr. Miller.
5. He didn't prove anything to us.
6. We repeated our names to him.
7. He always says "Hello" to me.
8. He is speaking English to me.
9. He didn't suggest anything to us.
10. The students reported their progress to the teacher.

Exercise 4. Practice the use of verbs like *explain* and also the verb *ask*. Repeat the statements, and add *us* or *to us* in the proper position.

He often speaks.	HE OFTEN SPEAKS TO US.
He explained the lesson.	HE EXPLAINED THE LESSON TO US.
He repeated it.	HE REPEATED IT TO US.
He usually says "yes."	HE USUALLY SAYS "YES" TO US.
He asked, "Where are you going?"	HE ASKED US "WHERE ARE YOU GOING?"
They asked some questions.	THEY ASKED US SOME QUESTIONS.

- | | |
|-----------------------------------|---|
| 1. Mary introduced it. | 9. The director described the English course. |
| 2. Mary usually says "Hello." | |
| 3. Mary talked. | 10. Mr. Gomez described South America. |
| 4. She described her home. | 11. He asked our telephone numbers. |
| 5. She introduced John. | 12. The people explained their customs. |
| 6. John asked the way to Detroit. | 13. He repeated the words. |
| 7. Mary asked our names. | 14. The teacher asked some questions. |
| 8. She announced her plans. | |

Exercise 5. Practice the use of verbs like *explain* and also the verb *ask*. Listen to the verbs and the statements after them. Include the words in the statements.

The student. Mary asked some questions.	MARY ASKED THE STUDENT SOME QUESTIONS.
The student. John is explaining a problem.	JOHN IS EXPLAINING A PROBLEM TO THE STUDENT.
Him. I'm going to speak English.	I'M GOING TO SPEAK ENGLISH TO HIM.
Mr. Brown. I'm going to repeat the news.	I'M GOING TO REPEAT THE NEWS TO MR. BROWN.
Them. I asked some questions.	I ASKED THEM SOME QUESTIONS.

1. Us. He described South America.
2. Us. She talked.
3. The policeman. I asked the direction to Chicago.
4. The boys. He asked their names.
5. Me. She described her new dress.
6. The teacher. We asked a question.
7. Mary and me. They explained the customs of Argentina.
8. John and Paul. He asked some questions.
9. Mary. He always says "Hello."
10. The secretary. He repeated the words.
11. Mr. and Mrs. Brown. I'm going to ask a favor.
12. My father. I'm going to introduce you.
13. Our friends. We're going to describe our house.

Exercise 6. Summary exercise for advanced students. Practice the use of three types of verbs: (1) verbs like *give*, (2) *ask*, (3) verbs like *explain*.

He's going to ask me a favor.

the question	HE'S GOING TO ASK ME THE QUESTION.
explain	HE'S GOING TO EXPLAIN THE QUESTION TO ME.
the letter	HE'S GOING TO EXPLAIN THE LETTER TO ME.
read	HE'S GOING TO READ THE LETTER TO ME.
me	HE'S GOING TO READ ME THE LETTER.

- | | | |
|--------------|------------------|-------------------|
| 1. send | 11. some books | 21. the answers |
| 2. to me | 12. to me | 22. explain |
| 3. give | 13. to us | 23. the questions |
| 4. me | 14. they | 24. ask |
| 5. the sugar | 15. send | 25. repeat |
| 6. pass | 16. us | 26. send |
| 7. to me | 17. some letters | 27. us |
| 8. sell | 18. some news | 28. the lesson |
| 9. his car | 19. tell | 29. explain |
| 10. me | 20. a story | 30. give |

A.4 Notice the use of *for* *Mary*.

Previous patterns:

	A	B
(1)	Give a book <i>to</i> <i>Mary</i> .	Give <i>Mary</i> a book.
(2)		Ask <i>Mary</i> a question.
(3)	Explain the lesson <i>to</i> <i>Mary</i> .	

New patterns:

	A	B
(1)	Buy a book <i>for</i> <i>Mary</i> .	Buy <i>Mary</i> a book.
(3)	Open the door <i>for</i> <i>Mary</i> .	

COMMENTS

- (1) Some verbs pattern with *for* instead of *to*. The preposition *for* is used in front of the indirect object.
- (2) Some of the most important verbs that are used with *for* are the following:

(1)	(3)
buy	open
get	answer
make	close
find	cash
do	change
	pronounce
	prescribe

NOTES:

- (1) Two patterns are possible with verbs such as *buy*; only one pattern is possible with verbs such as *open*. However, in order to simplify the above discussions, the pattern with *for* should be emphasized. The pattern without *for*, e.g. "Buy *Mary* a book," can be mentioned as an alternative, important for recognition but not for production.

- (2) In the pattern of A.4, *for* usually means "for the benefit of." In addition, *for* sometimes means "in place of" or "instead of" as in "Alice is writing my letters for me because my arm is broken." This use of *for* cannot be expressed without the preposition.

Exercise 7. Answer the questions. Include *for Mary* in your answer.

Who did John open the door for? HE OPENED IT FOR MARY.
Who did John close the windows for? HE CLOSED THEM FOR MARY.

1. Who did the man cash the check for?
2. Who did the man change the money for?
3. Who did the teacher pronounce the word for?
4. Who did John pronounce the words for?
5. Who did the doctor prescribe the medicine for?
6. Who is John going to open the door for?
7. Who is John going to buy the book for?
8. Who is John going to get the chair for?

Exercise 8. Change the sentences, using *for* or *to*.

Please buy me a book. PLEASE BUY A BOOK FOR ME.
Please pass John the salt. PLEASE PASS THE SALT TO JOHN.

1. Please get Mary a chair.
2. Please lend Mary a pencil.
3. Please make John a sandwich.
4. Please find Mr. Miller a chair.
5. Please give John a pen.
6. Please get John some books.
7. Please buy Mary a cup of coffee.
8. Please do John a favor.
9. Please give the teacher the homework.
10. Please teach the class new words.

Exercise 9. Summary exercise. Include the words in the statements. Use personal pronouns for the subjects and indirect objects.

John. The teacher explained the lesson. SHE EXPLAINED THE LESSON TO HIM.

Mary. The professor is going to ask some questions. HE'S GOING TO ASK HER SOME QUESTIONS.

The professor. Mary's going to ask some questions. SHE'S GOING TO ASK HIM SOME QUESTIONS.

The patients. The doctor prescribed medicine. HE PRESCRIBED MEDICINE FOR THEM.

1. John. The bank cashed a large check.
2. John. Mary's going to make a cake.
3. Me. The doctor prescribed medicine.
4. Me. Mr. Jones is going to give a book.
5. Mr. Jones. I'm going to sell a house.

6. John. I'm going to buy a cup of coffee.
7. The director. I asked a favor.
8. The professor. I asked a question.
9. The children. I'm going to tell a story.
10. The new students. The teacher explained the lesson.
11. Mr. Miller. I always say "How are you?"
12. The engineers. I'm going to speak.
13. The engineers. Mr. Wilson described Alaska.
14. My mother. I'm going to write a letter.
15. Me. My mother is going to write a letter.

B.1 Notice the irregular past tense forms (with vowel difference).

Previous pattern:

SIMPLE PRESENT

We study every day.

PAST

We studied yesterday.

New pattern:

SIMPLE PRESENT

We eat every day.

PAST

We ate yesterday.

COMMENTS

Most verbs have the regular -ED ending in the past tense. Many verbs, however, have irregular forms. These forms must be learned individually.

ADDITIONAL EXAMPLES

Class: Open your books and read all the following questions and answers in unison. Then close your books and answer the questions as the teacher reads them. (Two answers are possible.)

Did John *eat* an apple or an orange?

He *ate* an apple.

Did John *give* a book or a magazine?

He *gave* a book.

Did John *come* last night or this morning?

He *came* last night.

Did John *become* a doctor or a lawyer?

He *became* a doctor.

Did John *meet* Mary or Alice?

He *met* Mary.

Did John *read* a book or a newspaper?

He *read* a book.

Did John *sit* here or in the library?

He *sat* here.

Did John *begin* lesson eight or lesson nine?

He *began* lesson eight.

Did John *drink* tea or coffee?

He *drank* tea.

Did John <i>get</i> a chair or a table?	He <i>got</i> a chair.
Did John <i>forget</i> a book or a pencil?	He <i>forgot</i> a book.
Did John <i>see</i> a car or a train?	He <i>saw</i> a car.
Did John <i>tear</i> his shirt or a piece of paper?	He <i>tore</i> his shirt.
Did John <i>wear</i> a suit or a sportcoat?	He <i>wore</i> a suit.
Did John <i>speak</i> to George or Paul?	He <i>spoke</i> to George.
Did John <i>break</i> a cup or a plate?	He <i>broke</i> a cup.
Did John <i>wake</i> up at six o'clock or seven?	He <i>woke</i> up at six.
Did John <i>write</i> a letter or a postcard?	He <i>wrote</i> a letter.
Did John <i>choose</i> a banana or an orange?	He <i>chose</i> a banana.
Did John <i>take</i> a pencil or a pen?	He <i>took</i> a pencil.
Did John <i>know</i> the verbs or the nouns?	He <i>knew</i> the verbs.

Exercise 10. Listen to the statements with the adverb *yesterday*. Make corresponding statements about repeated action, using the adverbial *every day*.

They came yesterday.	THEY COME EVERY DAY.
He ate breakfast yesterday.	HE EATS BREAKFAST EVERY DAY.
I met him yesterday.	I MEET HIM EVERY DAY.

- | | |
|--|---------------------------------------|
| 1. He gave me a cigarette yesterday. | 9. I saw your car yesterday. |
| 2. He read it yesterday. | 10. I tore my paper yesterday. |
| 3. It became dark at six o'clock yesterday. | 11. I wore my new shoes yesterday. |
| 4. I sat here yesterday. | 12. I spoke English yesterday. |
| 5. I began to write yesterday. | 13. Mary broke some dishes yesterday. |
| 6. I drank eight glasses of water yesterday. | 14. I woke up at six yesterday. |
| 7. I got a letter yesterday. | 15. We wrote letters yesterday. |
| 8. I forgot my book yesterday. | 16. We chose a leader yesterday. |
| | 17. He took his book yesterday. |
| | 18. He knew the lesson yesterday. |

Exercise 11. Repeat the teacher's statement and add either *every day* or *yesterday*.

They write it.	THEY WRITE IT EVERY DAY.
They wrote it.	THEY WROTE IT YESTERDAY.

- | | | |
|--------------------|---------------------|--------------------------|
| 1. They see it. | 8. They got it. | 15. They chose it. |
| 2. They saw it. | 9. They see it. | 16. They broke it. |
| 3. They drink it. | 10. They tear it. | 17. They take it. |
| 4. They get it. | 11. They tore it. | 18. They wore it. |
| 5. They took it. | 12. They wear it. | 19. They forgot it. |
| 6. They forget it. | 13. They break it. | 20. They read it. |
| 7. They drank it. | 14. They choose it. | (simple present or past) |

Exercise 12. Repeat the negative statement with *didn't*, and add the corresponding affirmative statement, using the adverbial *this morning*. Do not change the tense.

He didn't come yesterday.	HE DIDN'T COME YESTERDAY. HE CAME THIS MORNING.
He didn't give it to me yesterday.	HE DIDN'T GIVE IT TO ME YESTERDAY. HE GAVE IT TO ME THIS MORNING.
I didn't eat the pie yesterday.	I DIDN'T EAT THE PIE YESTERDAY. I ATE IT THIS MORNING.

1. I didn't choose the flowers yesterday.
2. I didn't break any dishes yesterday.
3. I didn't read it yesterday.
4. I didn't tear my shirt yesterday.
5. He didn't become president yesterday.
6. I didn't meet him yesterday.
7. I didn't give him any money yesterday.
8. I didn't sit here yesterday.
9. They didn't speak French yesterday.
10. I didn't begin my work yesterday.
11. We didn't forget our books yesterday.
12. We didn't see his wife yesterday.
13. We didn't drink the coffee yesterday.
14. I didn't get the letter yesterday.
15. I didn't wear my new shoes yesterday.
16. I didn't wake up at six yesterday.
17. I didn't write any letters yesterday.
18. I didn't know any answers yesterday.
19. I didn't choose the correct answer yesterday.

B.2 Notice the irregular past tense form (without vowel difference).

SIMPLE PRESENT	We spend some money every day.
PAST	We <i>spent</i> some money yesterday.

ADDITIONAL EXAMPLES

Did John <i>send</i> a letter or a postcard?	He <i>sent</i> a letter.
Did John <i>spend</i> \$5 or \$10?	He <i>spent</i> \$5.
Did John <i>lend</i> a book or a newspaper?	He <i>lent</i> a book.
Did John <i>make</i> one sandwich or two?	He <i>made</i> one.
Did John <i>have</i> coffee or tea?	He <i>had</i> coffee.

(NO DIFFERENCES):

Did John *cut* paper or cloth?He *cut* paper.Did John *put* the book on the table or under it?He *put* it on the table.Did the book *cost* \$3 or \$4?It *cost* \$3.**Exercise 13.** Make statements using the adverbial *every day*.

Mary sent a letter yesterday.

SHE SENDS A LETTER EVERY DAY.

Mary spent \$5 yesterday.

SHE SPENDS \$5 EVERY DAY.

1. Mary cut the cake yesterday.
2. Mary made breakfast yesterday.
3. Mary had coffee yesterday.
4. Mary put the book here yesterday.
5. Mary lent John her book yesterday.
6. Mary spent an hour in the library yesterday.

Exercise 14. Respond with affirmative statements which include the adverbial *on Sunday*.

They didn't send the letter on Saturday.

THEY SENT THE LETTER ON SUNDAY.

She didn't spend the money on Saturday.

SHE SPENT THE MONEY ON SUNDAY.

1. She didn't cut the cake on Saturday.
2. I didn't make breakfast on Saturday.
3. We didn't have coffee on Saturday.
4. We didn't put the papers here on Saturday.
5. I didn't lend him the money on Saturday.
6. The tickets didn't cost \$3 on Saturday.
7. They didn't spend time in the park on Saturday.
8. She didn't make sandwiches on Saturday.

Exercise 15. Free response.

What did you send?

I SENT A BOX.

Where did you spend \$5?

I SPENT IT IN CHICAGO.

When did you lend it?

I LENT IT THIS MORNING.

1. What did you make?
2. What did you have?
3. What did you cut?
4. Where did you put it?
5. How much did it cost?
6. Where did you send it?
7. How much did you spend?
8. How much did you lend?
9. When did you make it?
10. When did you have it?
11. When did you cut it?
12. When did you put it there?
13. When did it cost \$5?

B.3 Notice the irregular past tense form (with vowel and consonant differences).

SIMPLE PRESENT	We buy something every day.
PAST	We <i>bought</i> a book yesterday.

ILLUSTRATIVE EXAMPLES

Did John <i>do</i> his homework last night or this morning?	He <i>did</i> it last night.
Did John <i>feel</i> happy or sad?	He <i>felt</i> happy.
Did John <i>sleep</i> until seven o'clock or eight?	He <i>slept</i> until seven.
Did John <i>mean</i> "ship" or "sheep"?	He <i>meant</i> "ship".
Did John <i>leave</i> early or late?	He <i>left</i> early.
Did John <i>say</i> "Hello" or "How are you?"	He <i>said</i> "Hello."
Did John <i>go</i> to Chicago or New York?	He <i>went</i> to Chicago.
Did John <i>hear</i> a cat or dog?	He <i>heard</i> a cat.
Did John <i>think</i> fast or slowly?	He <i>thought</i> fast.
Did John <i>bring</i> a pencil or a pen?	He <i>brought</i> a pencil.
Did John <i>buy</i> a book or a magazine?	He <i>bought</i> a book.
Did John <i>teach</i> grammar or vocabulary?	He <i>taught</i> grammar.
Did John <i>tell</i> Mary or Alice?	He <i>told</i> Mary.
Did John <i>stand</i> here or at the door?	He <i>stood</i> here.
Did John <i>understand</i> everything or only something?	He <i>understood</i> everything.

Exercise 16. Make statements using the adverbial *every night*.

John did his homework last night.	HE DOES HIS HOMEWORK EVERY NIGHT.
John felt fine last night.	HE FEELS FINE EVERY NIGHT.

- John said "Hello" last night.
- John went to the library last night.
- John left the library at 10 o'clock last night.
- John heard a train last night.
- John thought about his plans last night.
- John brought his friend last night.
- Mr. Miller bought some ice cream last night.

8. Mr. Miller taught the new vocabulary last night.
9. Mr. Miller told us the answers last night.
10. Mr. Miller sold John a cup of coffee last night.
11. Mr. Miller stood here last night.
12. Mr. Miller understood the explanation last night.
13. Mr. Miller slept well last night.

Exercise 17. Listen to the negative statements. Form corresponding affirmative statements using *yesterday*.

They didn't do the exercises today.	THEY DID THEM YESTERDAY.
I didn't feel well today.	I FELT WELL YESTERDAY.
He didn't mean that today.	HE MEANT THAT YESTERDAY.

1. They didn't leave school at noon today.
2. They didn't say "Thank you" today.
3. He didn't go to class today.
4. We didn't hear the speeches today.
5. I didn't think about it today.
6. We didn't bring our books today.
7. We didn't buy the books today.
8. Mr. Brown didn't teach mathematics today.
9. He didn't tell me the answers today.
10. I didn't sell him those books today.
11. I didn't stand there today.
12. The students didn't understand today.
13. I didn't sleep today.

Exercise 18. Repeat the teacher's statement and add either *every day* or *yesterday*.

They do it.	THEY DO IT EVERY DAY.
They did it.	THEY DID IT YESTERDAY.

- | | | |
|---------------------|---------------------|--------------------|
| 1. They say it. | 8. They bought it. | 15. They sent it. |
| 2. They said it. | 9. They teach it. | 16. They lend it. |
| 3. They hear it. | 10. They taught it. | 17. They spent it. |
| 4. They heard it. | 11. They tell it. | 18. They make it. |
| 5. They bring it. | 12. They told it. | 19. They lent it. |
| 6. They brought it. | 13. They sold it. | 20. They made it. |
| 7. They thought it. | 14. They send it. | |

Exercise 19. Review exercise.

Did he give Alice any stamps?	YES, HE GAVE HER SOME, BUT HE DIDN'T GIVE ME ANY.
Did he send Alice any postcards?	YES, HE SENT HER SOME, BUT HE DIDN'T SEND ME ANY.

- | | |
|--------------------------------------|---------------------------------------|
| 1. Did he lend Alice any money? | 6. Did he bring Alice any food? |
| 2. Did he tell Alice any stories? | 7. Did he buy Alice any ice cream? |
| 3. Did he teach Alice any new words? | 8. Did he sell Alice any tickets? |
| 4. Did he give Alice any books? | 9. Did he cut Alice any cake? |
| 5. Did he write Alice any letters? | 10. Did he make Alice any sandwiches? |

Exercise 20. Summary exercise.

I wanted breakfast yesterday.

ate
every day
make
coffee
we

I ATE BREAKFAST YESTERDAY.
I EAT BREAKFAST EVERY DAY.
I MAKE BREAKFAST EVERY DAY.
I MAKE COFFEE EVERY DAY.
WE MAKE COFFEE EVERY DAY.

- | | | |
|------------------|----------------|----------------------|
| 1. yesterday | 8. yesterday | 15. he |
| 2. had | 9. bought | 16. every year |
| 3. every day | 10. a car | 17. chooses |
| 4. drink | 11. every year | 18. several days ago |
| 5. yesterday | 12. I | 19. saw |
| 6. every morning | 13. sell | 20. every 5 minutes |
| 7. bring | 14. a year ago | |

For more complete practice continue the exercise with these substitutions: a letter, writes, two weeks ago, got, every week, reads, a book, yesterday, the book, forgot, every morning, I, the answer, yesterday, knew, now, a week ago, heard, the speech, every month, yesterday, understood, now, all speeches, every speech, a year ago, English, spoke, every day, teach, a year ago, wrote, a letter, began, every day, send, yesterday, some paper, lent, every day, cut, yesterday, tore, this shirt, every week, wear, a week ago, took, my friend, every day, meet, a year ago, left, New York, they, every day, see, a lot of money, give, a year ago, spent, every year, lend, cost, it, a year ago, meant, every year, a lot of food, needs, he, eats, yesterday, we, some food, I, had, a pain, felt, every day, have, a problem, study, do, yesterday, had, a typewriter, broke, every month, yesterday, saw, a desk, a doctor, told, a lawyer, every year, a year ago, became, they, were, he.

(Continue the exercise with this sentence, "We come here every day.")

- | | | |
|------------------|----------------|----------------|
| 1. yesterday | 6. slept | 11. stood |
| 2. sat | 7. every night | 12. every day |
| 3. every morning | 8. there | 13. I |
| 4. wake up | 9. go | 14. put it |
| 5. a week ago | 10. yesterday | 15. a week ago |

Lesson 9

- A. Adverbs of manner: *correctly, well, etc.*
- B. Noun phrase + modifier: *the chair near the door*
- C. *Wh*-questions: Who does Mary see? Who sees Mary?

A.1 Notice the use of adverbs of manner and adjectives.

ADVERB

John answered *correctly*.

ADJECTIVE

The answer was *correct*.
 It was a *correct* answer.

ADJECTIVES	ADVERBS
correct	correctly
quiet	quietly
bad	badly
clear	clearly
quick	quickly
sad	sadly
silent	silently
wise	wisely
sincere	sincerely
careful	carefully
beautiful	beautifully
easy	easily
slow	slowly (slow)
good	well
fast	fast
hard	hard
loud	loud (loudly)

COMMENTS: In general, adverbs of manner have an *-ly* ending. Some common exceptions are: *good, fast, hard, loud*.

Exercise 1.

He works quietly. HE IS A QUIET WORKER.
 He speaks clearly. HE IS A CLEAR SPEAKER.

- | | | |
|------------------------|--------------------------|--------------------------|
| 1. He talks slowly. | 6. He works hard. | 11. He speaks clearly. |
| 2. He works carefully. | 7. He teaches well. | 12. He reads fast. |
| 3. He writes well. | 8. He runs fast. | 13. He sings well. |
| 4. He talks loud. | 9. He advises well. | 14. He speaks sincerely. |
| 5. He swims fast. | 10. He drives carefully. | |

Exercise 2. Listen to the statement with an adjective (*careful, quiet, etc.*). Form two corresponding statements, one with an adverb (*carefully, quietly, etc.*) and one with an adjective after a form of the verb *BE*.

The careful student is studying.	THE STUDENT IS STUDYING CAREFULLY. HE IS CAREFUL.
The quiet doctor worked.	THE DOCTOR WORKED QUIETLY. HE WAS QUIET.
The sincere doctor is speaking.	THE DOCTOR IS SPEAKING SINCERELY. HE IS SINCERE.

- | | |
|------------------------------------|---|
| 1. The quiet student studies. | 7. The slow teacher is talking. |
| 2. The careful doctor is working. | 8. The quiet boy is reciting. |
| 3. The prompt girl is coming. | 9. The careful girl is answering questions. |
| 4. The punctual student arrived. | 10. The prompt student wrote a letter. |
| 5. The careful teacher is writing. | 11. The intelligent student answered the questions. |
| 6. The sincere man spoke. | |

NOTE: In addition to the adverb *well*, there is also an adjective *well* which refers to state of health. For example:

My friend was sick, but now he is well.

A.2 Notice the position of adverbs of manner.

	VERB	DIRECT OBJECT	ADV. OF MANNER	ADV. OF PLACE	ADV. OF TIME
He	spoke	English	rapidly	in class	yesterday.
He	drives	his car	carefully	in the city	at night.
He	drives		carefully	everywhere.	

COMMENT: An adverb of manner usually follows a verb and its direct object, if any.

NOTES:

- (1) The order of adverbials suggested in the frame is a very common pattern, but it is not the only one. Adverbials of place often precede adverbials of manner.
- (2) Adverbials of place and time are treated in Lesson 3.

Exercise 3. Substitute the words in the proper position.

John spoke English rapidly last year.

correctly	JOHN SPOKE ENGLISH CORRECTLY LAST YEAR.
pronounced	JOHN PRONOUNCED ENGLISH CORRECTLY LAST YEAR.
these words	JOHN PRONOUNCED THESE WORDS CORRECTLY LAST YEAR.
yesterday	JOHN PRONOUNCED THESE WORDS CORRECTLY YESTERDAY.
he	HE PRONOUNCED THESE WORDS CORRECTLY YESTERDAY.

- | | | |
|-----------------|----------------------|-----------------------|
| 1. rapidly | 11. I | 21. explained (to me) |
| 2. a week ago | 12. you | 22. the answer |
| 3. this morning | 13. the story | 23. repeated |
| 4. correctly | 14. yesterday | 24. told me |
| 5. this word | 15. the lesson | 25. gave |
| 6. the sentence | 16. the lesson to me | 26. the book |
| 7. read | 17. me the lesson | 27. quickly |
| 8. an hour ago | 18. the words | 28. this morning |
| 9. rapidly | 19. the question | 29. at 8 o'clock |
| 10. Mr. White | 20. asked | 30. promptly |

NOTE: Adverbials of degree occupy the same position as adverbials of manner, i.e., after the verb and its object. For example:

She doesn't like milk *very much*.
She likes coffee *a lot*.

Compare the following two sentences, containing expressions of quantity (Lesson 6), which are *very different* in meaning from the sentences above.

She doesn't like *very much* milk.
She likes *a lot* of coffee.

B. Notice the use of prepositional phrases as modifiers.

Previous pattern (Lesson 4. C):

The *Canadian* student speaks French.

New pattern:

The student speaks French.
 + He is from Canada.
 = The student *from Canada* speaks French.

COMMENTS

Prepositional phrases follow the noun phrases which they modify. (On the other hand, adjectives precede the nouns which they modify.)

NOTES: In the new pattern, the meaning of two underlying sentences is incorporated in a new sentence.

ADDITIONAL EXAMPLES

The shoestore *on State Street* is very good.
 The chair *near the door* is old.
 The student *at the door* is new.
 The desk *in this room* is small.
 The student *with Mary* is nice.

Exercise 4. Combine two statements to form one.

The girl is studying.
 She is tall.

THE TALL GIRL IS STUDYING.

The girl is studying here.
 She is from San Francisco.

THE GIRL FROM SAN FRANCISCO IS STUDYING HERE.

1. The shoestore is very good. It's large.
2. The shoestore is very good. It's on State Street.
3. The man is intelligent. He's from Brazil.
4. That man is Mr. Allen. He's beside Mr. Miller.
5. The doctor is learning English. He's with Mr. Miller.
6. The bookstore is good. It's large.
7. The large bookstore is good. It's on the corner.

8. The girl is friendly. She's tall.
9. The tall girl is friendly. She's from New York.
10. The boy speaks slowly. He's short.
11. The short boy speaks slowly. He's from Chicago.
12. The student knows the answers. He's thin.
13. The thin student knows the answers. He's in my class.
14. The store is interesting. It's big.
15. The big store is interesting. It's near the bank.
16. The story is interesting. It's short.
17. The short story is interesting. It's about baseball.
18. The doctor gave me a book. He's in my class.

NOTE: The preposition *with* can be used to express the idea of possession.

The man is a teacher.
 + He has a book.
 = The man *with* a book is a teacher.

Exercise 5.

The man is a lawyer.
 He has a briefcase.

THE MAN WITH A BRIEFCASE IS
 A LAWYER.

That boy is John. He
 has a newspaper.

THAT BOY WITH A NEWSPAPER
 IS JOHN.

1. The man is nice. He has a dog.
2. The student is from Argentina. He has a tie.
3. That house is interesting. It has big windows.
4. That sentence is interesting. It has adverbs.
5. That man is a doctor. He has blond hair.
6. That tree is an apple tree. It has one funny little green apple.
7. That man is a clown. He has a banana in his ear.

NOTE FOR ADVANCED STUDENTS: Adverbs, like prepositional phrases, come after the noun they modify.

The shoestore is very large. It is *downtown*.
 The shoestore *downtown* is very large.




Compare the position of an adjective:

The shoestore is very large. It is *new*.
 The *new* shoestore is very large.

Examples:

The table upstairs is long.
 People everywhere want peace.
 The teachers here are American.
 The lecture yesterday was good.

C. Compare the two *wh*-question patterns.

John

Mary

Mr. Miller

Previous pattern (Lesson 4):

STATEMENT	Mary sees <i>Mr. Miller</i> .	
YES/NO QUESTION	Does Mary see Mr. Miller?	Yes.
WH-QUESTION (O Pattern)	Who does Mary see?	Mr. Miller.

New pattern:

STATEMENT	John sees Mary.	
YES/NO QUESTION	Does John see Mary?	Yes.
WH-QUESTION (S Pattern)	Who sees Mary?	John.

COMMENTS

- (1) In the O pattern, the *wh*-word is an object (or sometimes an adverbial).
- (2) In the S pattern, the *wh*-word is the subject of the following verb.

NOTE: The use of *who* in the O pattern is informal standard English. *Whom* is formal English.

ILLUSTRATIVE EXAMPLES

John explained the lesson to Mary yesterday.

A. *Previous pattern*

- What did John explain to Mary yesterday?
- Who did John explain the lesson to yesterday?
- When did John explain the lesson to Mary?
- What did John do?

B. *New pattern*

Who explained the lesson to Mary yesterday?

(Pattern S can also be used to ask for part of the subject, e.g. sentences 1 and 2 below.)

Ten students came yesterday.

1. How many students came yesterday?
2. How many came yesterday?
3. Who came yesterday?

Exercise 6. Listen to the statements. Form questions using *who, what, where, etc.* (Alternative: The teacher may give the answer as the cue. The answers are given in parentheses.)

Situation: John sells cars in Texas.

Who: WHO SELLS CARS IN TEXAS? (John)

What: WHAT DOES JOHN SELL? (Cars)

Where: WHERE DOES JOHN SELL CARS? (In Texas)

Situation: John saw Mary.

Who: WHO SAW MARY? (John)

Who(m): WHO(M) DID JOHN SEE? (Mary)

Situation A: *John saw Mary in Detroit.*

1. who (John)
2. who(m) (Mary)
3. where (in Detroit)

Situation B: *This car cost \$2000 a year ago.*

4. what (this car)
5. how much (\$2000)
6. when (a year ago)

Situation C: *John visited the museum yesterday.*

7. who (John)
8. what (the museum)
9. when (yesterday)

Situation D: *A lot of coffee grows in Brazil.*

10. what (a lot of coffee)
11. how much coffee (a lot)
12. where (in Brazil)

Situation E: *Fifteen students visited the museum yesterday.*

13. how many students (fifteen)
14. who (fifteen students)
15. what (the museum)
16. when (yesterday)

Situation F: *Ten doctors learned English here a year ago.*

17. how many doctors (ten)
18. who (ten doctors)
19. what (English)
20. where (here)
21. when (a year ago)

Situation G: *My teacher read the sentences to me this morning.*

22. who (my teacher)
23. who(m) (me)
24. what (the sentences)
25. when (this morning)

Situation H: *John is here in the morning.*

26. who (John)
27. where (here)
28. when (in the morning)

Situation I: *Mr. Miller was an engineer ten years ago.*

29. who (Mr. Miller)
30. what (an engineer)
31. when (ten years ago)

Situation J: *John bought the red book last week.*

32. who (John)
33. what (the red book)
34. which book (the red one)
35. when (last week)

Situation K: *Mr. Miller drove two hundred miles yesterday.*

36. who (Mr. Miller)
37. how far (two hundred miles)
38. when (yesterday)

Exercise 7. Make questions based on the following sentence.

Two students gave a pound of food to the three little elephants at the zoo yesterday.

(Since it is long, the above sentence should be written on the blackboard. The exercise may be done the same way as Exercise 6.)

1. who (two students)
2. how many students (two)
3. what (a pound of food)
4. how much food (a pound)
5. which animals (elephants, little elephants, etc.)
6. which elephants (the little elephants, the three little ones, etc.)
7. how many elephants (three)
8. where (at the zoo)
9. when (yesterday)

As an alternative, the teacher may read the sentence and emphasize the part to be interrogated by saying it louder. Another possibility is for the teacher to replace the part to be interrogated with a nonsense word, such as "griffle."

ADDITIONAL SENTENCES

The new teacher read two interesting books in the library last night.
Mr. Miller does a lot of work in the office every day.

Lesson 10

REVIEW OF LESSONS 1-9*

Exercise 1. (To review questions with *be.*) Change the following statements into questions.

He is a good man.

IS HE A GOOD MAN?

It is interesting.

IS IT INTERESTING?

John was a good player.

WAS JOHN A GOOD PLAYER?

1. He was a good man.
2. These tests were hard.
3. The teacher was with the students.
4. Those books were new.
5. She is an interesting girl.
6. They are going to buy some books.
7. Mr. Smith was an important man.
8. John is late.
9. They were doing Lesson 5 today.
10. They are in Detroit now.
11. That man is a professor.
12. Bob is the winner.
13. He is going to Detroit with Paul.
14. The plane is coming this afternoon.

Exercise 2. (To review questions with *do.*) Change the following statements into questions.

John works every day.

DOES JOHN WORK EVERY DAY?

He worked in the factory.

DID HE WORK IN THE FACTORY?

They never walk home
with John.

DO THEY EVER WALK HOME WITH
JOHN?

1. Mary teaches in school.
2. They work every afternoon.
3. I usually work at night.
4. He often studies at night.
5. He ate here often.
6. John studies in the afternoon.
7. She never takes her book home.
8. He waited until one o'clock.
9. Bob recited this morning.
10. Paul talked to Mary yesterday.
11. They always want coffee.
12. My brother taught in high school.

***NOTE TO THE TEACHER:** The exercises in this lesson attempt to review all of the patterns presented in Lessons 1-9. Patterns for which there is no specifically designated exercise are reviewed in exercises on other patterns. For example, there is no designated exercise on irregular verbs, but these forms are practiced in Exercise 11 and other exercises.

The teacher should feel free to practice all of the exercises given here, or to practice only those which review patterns that have proved especially difficult for his class. He may wish to supplement these exercises by repeating exercises from the previous lessons.

Exercise 3. (To review questions with *be* and *do*.) Change the following statements into questions.

He listens carefully.

He is my uncle.

They had eggs for breakfast.

DOES HE LISTEN CAREFULLY?

IS HE YOUR UNCLE?

**DID THEY HAVE EGGS FOR
BREAKFAST?**

- | | |
|---|--|
| 1. They are eating at the cafeteria. | 8. The news is good. |
| 2. They ate chicken for dinner. | 9. They are going to visit the museum in Toledo. |
| 3. Mr. Smith is going to fly to Mexico. | 10. The students are waiting for their teacher. |
| 4. He sees a movie every week. | 11. He answered the questions. |
| 5. She is practicing a difficult pattern. | 12. Mr. Black is going to sell his car. |
| 6. Those students are his friends. | |
| 7. Bob heard the news about John. | |

Exercise 4. (To review questions introduced by question words.) Change the statements into questions. Use question words which correspond to the final items in the statements.

Mary worked *yesterday*.

She saw him *at the movie*.

He bought *a hat*.

They met *John*.

WHEN DID MARY WORK?

WHERE DID SHE SEE HIM?

WHAT DID HE BUY?

WHO(M) DID THEY MEET?

- | | |
|--|---------------------------------------|
| 1. They asked Bob yesterday. | 7. They heard the story. |
| 2. They asked John. | 8. They ate steaks. |
| 3. They bought a car. | 9. We found it in New York City. |
| 4. We drove to Cleveland. | 10. He visited Mary last week. |
| 5. We returned from Cleveland yesterday. | 11. The student wanted Mr. Smith. |
| 6. He saw Mary. | 12. He met the doctor on Main Street. |

Exercise 5. (To review questions with *who*.) Change the statement into two questions. Use the question word *who*. In the first question ask for the subject; in the second, ask for the object or receiver.

Mary saw John.

WHO SAW JOHN?

WHO(M) DID MARY SEE?

He is talking to John.

WHO IS TALKING TO JOHN?

WHO(M) IS HE TALKING TO?

She told John.

WHO TOLD JOHN?

WHO(M) DID SHE TELL?

- | | |
|---------------------------------|-----------------------------------|
| 1. Mary knows John. | 7. John waited for Mary. |
| 2. Mr. Smith visited Mary. | 8. His sister saw them. |
| 3. They saw Mary. | 9. The student asked the teacher. |
| 4. John heard the teacher. | 10. We told Paul. |
| 5. Paul met Mr. Smith. | 11. Mary understands him. |
| 6. Mary is visiting John today. | 12. The teacher questioned Jane. |

Exercise 6. (To review short answers to questions.) Answer the questions with short answers. Use the forms *Yes, he is; No, he doesn't; Yes, he did;* etc.

Does she like her class?
 What does she study?
 Was she in class yesterday?

YES, SHE DOES.
 ENGLISH.
 YES, SHE WAS.

- | | |
|----------------------------------|---|
| 1. Is he busy? | 9. What are they studying? |
| 2. Do you like oranges? | 10. When was John sick? |
| 3. Does she sing well? | 11. Does Mary speak French? |
| 4. Did John answer the question? | 12. Who sent you that letter? |
| 5. Does John know the answer? | 13. Were the students tired? |
| 6. Where do you live? | 14. Is he going to see the game? |
| 7. Are you an artist? | 15. What are you going to do after class? |
| 8. Is she an engineer? | |

Exercise 7. (To review answers with various question types.) Answer the questions with a full answer. Supply an appropriate answer to questions with *who, when, etc.*

Did John eat his dinner?
 Was Fred at the program?
 Who is with John?
 When did he arrive?

YES, HE ATE IT.
 YES, HE WAS AT THE PROGRAM.
 MARY IS WITH HIM.
 HE ARRIVED YESTERDAY.

- | | |
|----------------------------------|-----------------------------------|
| 1. Did they see the play? | 10. Were they at the party? |
| 2. Do the students know the way? | 11. Where are they living? |
| 3. How many people are coming? | 12. When did he come? |
| 4. Does Mary like milk? | 13. Was John with you? |
| 5. Who did Mary see? | 14. Were we usually late? |
| 6. Do you like the book? | 15. Is he her friend? |
| 7. Did you like the book? | 16. What did he eat? |
| 8. Who saw Mary? | 17. How much did he pay? |
| 9. Are you a student? | 18. Does the bank close at three? |

Exercise 8. (To review the formation of past time statements.) Change the statements in present time into statements in past time.

I usually buy a sandwich.
She is making a dress.
She is homesick.

I USUALLY BOUGHT A SANDWICH.
SHE MADE A DRESS.
SHE WAS HOMESICK.

- | | |
|----------------------------------|----------------------------------|
| 1. They want a book. | 9. They never eat steak. |
| 2. John and Paul are friends. | 10. Those ties are expensive. |
| 3. She needs a pencil. | 11. He has a cold. |
| 4. The watch is on the table. | 12. She always knows the answer. |
| 5. His book costs \$5. | 13. It is on the desk. |
| 6. He sits in the first row. | 14. She studies English at home. |
| 7. He writes a letter every day. | 15. He wears a hat in winter. |
| 8. We like the weather. | |

Exercise 9. (To review the formation of future time statements.) Change the statements in present or past time to statements in future time. Use *be + going to + a verb*.

He works every day.
He ate toast for breakfast.

HE IS GOING TO WORK EVERY DAY.
HE IS GOING TO EAT TOAST FOR
BREAKFAST TOMORROW
MORNING.

He is taking philosophy
now.

HE IS GOING TO TAKE PHILOSOPHY
NEXT YEAR.

- | | |
|---------------------------------------|--|
| 1. Paul has a headache. | 9. They asked him a lot of questions. |
| 2. Mr. Miller is telling a joke. | 10. Fred and Bill were in the same class. |
| 3. She made a cake for dinner. | 11. We eat lunch at twelve. |
| 4. They are good students. | 12. The class had a good time. |
| 5. The pencil broke. | 13. John woke up at 6 o'clock. |
| 6. I am writing a letter. | 14. I drank a glass of milk for breakfast. |
| 7. Mary told us an interesting story. | 15. The concert began at 8. |
| 8. We went downtown in a taxi. | 16. They walk to school with me. |

Exercise 10. (To review the formation of statements with action in progress.) Change the statements from past or future time action to statements with action in progress. Use *be + the -ing form of the verb*. Make any other necessary changes.

She walked to school
with John.

SHE IS WALKING TO SCHOOL
WITH JOHN.

She is going to buy a hat.

SHE IS BUYING A HAT.

I watched a good play.

I AM WATCHING A GOOD PLAY.

1. They have dinner at home.
2. He looked for the books.
3. They went to a concert in the auditorium.

4. We are going to wait for her.
5. The director talked to the students.
6. The store on State Street had a sale.
7. I practiced my pronunciation this morning.
8. It stood by the window.
9. We are going to bring a friend.
10. He thought about home this morning.
11. Paul taught mathematics at the university.
12. I did the first lesson.
13. She felt fine today.
14. He is going to sell his car.

Exercise 11. (To review the formation of statements with repeated or habitual action.) Change the statements in past or future time to statements with repeated or habitual action. Use the simple or the -s form of the verb.

He did a lot of exercises every day.	HE DOES A LOT OF EXERCISES EVERY DAY.
He lived in the dormitory.	HE LIVES IN THE DORMITORY.
We are going to like English.	WE LIKE ENGLISH.

- | | |
|--|--|
| 1. She ate with her friends. | 8. The student worked for his tuition. |
| 2. He took a walk yesterday. | 9. The birds went south in the winter. |
| 3. She usually came to school early. | 10. The trees lost their leaves in the fall. |
| 4. He met me in the cafeteria. | 11. Mary read the newspaper in the evening. |
| 5. He got tired of the class. | 12. It cost 50 cents. |
| 6. He took an interest in baseball. | 13. He spent a lot of money for clothes. |
| 7. Paul drank a glass of milk for breakfast. | |

Exercise 12. (To review adverbials of frequency and manner.) Substitute the words in proper position. Use adverbials of frequency (*usually, seldom, etc.*) before the verb. Use adverbials of manner (*quickly, carefully, etc.*) at the end of the statement.

He usually learns the lessons quickly.

rapidly	HE USUALLY LEARNS THE LESSONS RAPIDLY.
never	HE NEVER LEARNS THE LESSONS RAPIDLY.
reads	HE NEVER READS THE LESSONS RAPIDLY.
newspaper	HE NEVER READS THE NEWSPAPER RAPIDLY.

- | | | |
|---------------|-------------------|-----------------|
| 1. always | 8. his assignment | 15. well |
| 2. his lesson | 9. never | 16. his grammar |
| 3. carefully | 10. immediately | 17. sometimes |
| 4. studies | 11. rarely | 18. an exercise |
| 5. completely | 12. his work | 19. usually |
| 6. seldom | 13. efficiently | 20. badly |
| 7. does | 14. often | |

Exercise 13. (To review adverbials of frequency, place and time.) Substitute the adverbials of frequency (*sometimes, never, etc.*) of place (*here, in the garden, etc.*), and of time (*in the evening, for one hour, etc.*) in proper positions.

He usually works at home in the evening.

always HE ALWAYS WORKS AT HOME IN THE EVENING.
here HE ALWAYS WORKS HERE IN THE EVENING.

- | | | |
|-------------------|---------------------|-----------------------|
| 1. in the morning | 9. in the evening | 17. seldom |
| 2. sometimes | 10. at home | 18. here |
| 3. never | 11. always | 19. at the restaurant |
| 4. at night | 12. for one hour | 20. now |
| 5. in the office | 13. in the library | 21. here |
| 6. often | 14. often | 22. often |
| 7. in the factory | 15. on State Street | 23. in New York City |
| 8. in town | 16. at noon | |

Exercise 14. (To review the distribution of *a, an* with nouns.) Substitute the words. Omit *a, an* before noncount nouns and plural forms.

John ate an orange.

toast JOHN ATE TOAST.
had JOHN HAD TOAST.
piece of toast JOHN HAD A PIECE OF TOAST.
peaches JOHN HAD PEACHES.

- | | | |
|-------------------|--------------------------|---------------------|
| 1. tea | 9. water | 17. potatoes |
| 2. sandwich | 10. drank | 18. napkin |
| 3. coffee | 11. cold water | 19. cream |
| 4. donut | 12. glass of cold water | 20. likes |
| 5. milk | 13. two glasses of water | 21. salt |
| 6. chocolate milk | 14. used | 22. books |
| 7. glass of milk | 15. sugar | 23. easy assignment |
| 8. fruit | 16. teaspoon | 24. red ties |

Exercise 15. (To review the use and omission of *the*.) Substitute the words. Use the article *the* before nouns when possible. Do not use *a* in this exercise. Omit *the* before names of people, countries, time of day, streets, etc.

They visited the museum.

Canada THEY VISITED CANADA.
saw THEY SAW CANADA.
professor THEY SAW THE PROFESSOR.

- | | | |
|----------------------|-----------------------------|----------------------|
| 1. Professor Smith | 12. book | 22. mathematics |
| 2. art gallery | 13. read | 23. Mexico |
| 3. Spain | 14. philosophy | 24. art |
| 4. Mississippi River | 15. books | 25. president |
| 5. New York City | 16. philosophy of Aristotle | 26. house |
| 6. old city | 17. grammar book | 27. arrived at |
| 7. football game | 18. English | 28. two o'clock |
| 8. Paris | 19. instructions | 29. Miami |
| 9. subway | 20. Shakespeare | 30. railroad station |
| 10. Paul | 21. discussed | 31. noon |
| 11. student | | |

Exercise 16. (To review the use of *this, that, these, those.*) Listen to the statement with *here* or *there*. Use *this, these* to indicate objects *here*. Use *that, those* to indicate objects *there*.

The water here is fresh.

The water there is clear.

The houses there are old.

The houses here are new.

THIS WATER IS FRESH.

THAT WATER IS CLEAR.

THOSE HOUSES ARE OLD.

THESE HOUSES ARE NEW.

- | | |
|---|---|
| 1. The trees there are pine trees. | 8. The men there are engineers. |
| 2. The problem here is difficult. | 9. The books here belong to Mary. |
| 3. The apples here are ripe. | 10. The house there is fifty years old. |
| 4. The man there is my cousin. | 11. The boys there are my nephews. |
| 5. The student here is from
Nicaragua. | 12. The flower here is a violet. |
| 6. The lady there is a teacher. | 13. The automobile here is mine. |
| 7. The light here is bright. | 14. The movie there is good. |
| | 15. The story here is exciting. |

Exercise 17. (To review modifiers of nouns.) Modify the noun in the first statement with an adjective or a prepositional phrase from the second statement.

The house is on Winter
Street. It is old.

THE OLD HOUSE IS ON
WINTER STREET.

The house was old. It was
on Winter Street.

THE HOUSE ON WINTER
STREET WAS OLD.

The red pencil is new. It is
on the desk.

THE RED PENCIL ON THE
DESK IS NEW.

1. My pencil is on the desk. It is new.
2. The house is on the hill. It is old.
3. He built a house. It is large.
4. He has a dog. The dog is small.
5. They have an apartment. It is luxurious.

6. We own a home. It is on Main Street.
7. My friend has a car. He is from Panama.
8. I study literature. It is American.
9. We know the students. They are Brazilian.
10. The cafeteria serves good meals. It's on Burns Avenue.
11. She bought a hat. It was expensive.
12. I read a book. It was about politics.
13. He took a test. It was important.
14. He wrote a check. It was bad.
15. She sang a song. It was about love.

Exercise 18. (To review the use of nouns as modifiers.) Combine the statements. Modify the noun in the first statement with a noun from the second statement.

He works in a factory.
It makes cars.

HE WORKS IN A CAR FACTORY.

He is eating grapes. They
come from Michigan.

HE IS EATING MICHIGAN
GRAPES.

They are students. They
take engineering.

THEY ARE ENGINEERING
STUDENTS.

1. She is a student. She studies biology.
2. He went to a store. It sells shoes.
3. They went to a restaurant. It is on Main Street.
4. I know the book. It deals with physics.
5. We read the book. It discusses birds.
6. John is a student. He goes to the university.
7. They are workers. They work on the railroad.
8. We ate a dinner. We had steak.
9. The students had a test. It was on grammar.
10. We played a game. It was baseball.
11. They like fishing. They fish in the river.
12. The building is on Williams Street. It is a bank.
13. He is a driver. He drives a bus.
14. I bought some food. It was for my dog.
15. It's a boat. It has sails.

Exercise 19. (To review nouns as modifiers.) Change the nouns in the statements to modifiers.

He works on automobiles.
He fights fires.
It dries dishes.
It cuts glass.

HE IS AN AUTOMOBILE WORKER.
HE IS A FIRE FIGHTER.
IT IS A DISH DRYER.
IT IS A GLASS CUTTER.

- | | |
|----------------------------|-------------------------|
| 1. He plays baseball. | 9. He advises students. |
| 2. He plays football. | 10. She teaches French. |
| 3. It dries clothes. | 11. They speak Spanish. |
| 4. He washes windows. | 12. He teaches English. |
| 5. It washes clothes. | 13. It cools water. |
| 6. It heats water. | 14. They cut wood. |
| 7. It makes noise. | 15. He paints houses. |
| 8. He publishes textbooks. | |

Exercise 20. (To review nouns in object position.) Substitute the words in proper position.

John gave me a present.

her	JOHN GAVE HER A PRESENT.
watch	JOHN GAVE HER A WATCH.
bought	JOHN BOUGHT HER A WATCH.
his father	JOHN BOUGHT HIS FATHER A WATCH.

- | | | |
|----------------|-------------------|----------------|
| 1. a tie | 12. the picture | 22. a book |
| 2. me | 13. them | 23. him |
| 3. Paul and me | 14. their picture | 24. you |
| 4. them | 15. you | 25. me |
| 5. brought | 16. me | 26. her |
| 6. book | 17. your picture | 27. our book |
| 7. his picture | 18. you | 28. their book |
| 8. her | 19. us | 29. Mary |
| 9. her picture | 20. our book | 30. him |
| 10. me | 21. the book | 31. Fred |
| 11. him | | |

Exercise 21. (To review *any, some, other, another, others, all, much, many, none, a few, a little, a lot.*) Substitute the following words in the request statements. Correlate *any, much, many* with the negative form *don't*.

Buy some apples.

peaches	BUY SOME PEACHES.
a few	BUY A FEW PEACHES.
get	GET A FEW PEACHES.
any	DON'T GET ANY PEACHES.
many	DON'T GET MANY PEACHES.
coffee	DON'T GET MUCH COFFEE.
some	GET SOME COFFEE.

- | | | |
|---------------|----------------|--------------------|
| 1. a lot of | 13. cars | 25. bread |
| 2. any | 14. the others | 26. coffee |
| 3. drink | 15. some | 27. pencils |
| 4. all of the | 16. a few | 28. the other ones |
| 5. much | 17. a little | 29. books |
| 6. use | 18. sugar | 30. read |
| 7. dishes | 19. any | 31. all of the |
| 8. buy | 20. a lot of | 32. the other |
| 9. any | 21. much | 33. another |
| 10. cars | 22. apples | 34. others |
| 11. another | 23. some | 35. study |
| 12. the other | 24. a few | 36. any others |

Exercise 22. (To review the use of *me, to me, for me, etc.*) Listen to the words and the statements. Include the words in the statements.

Me

She described the music. SHE DESCRIBED THE MUSIC TO ME.

Them

He asked some questions. HE ASKED THEM SOME QUESTIONS.

John

The teacher pronounced the word. THE TEACHER PRONOUNCED THE WORD FOR JOHN.

- | | |
|-----------------|--------------------------------------|
| 1. Us. | He described the United Nations. |
| 2. Her. | He always says a kind thing. |
| 3. Them. | They waited. |
| 4. Me. | He told a story. |
| 5. John. | She made a cake. |
| 6. Her. | He explained the program. |
| 7. Him. | I asked for a cigarette. |
| 8. Mary. | John pronounced the sentence. |
| 9. Him. | We bought a present. |
| 10. Me. | John did the work. |
| 11. Bill. | Mary introduced us. |
| 12. Them. | He got some pencils. |
| 13. His mother. | He wrote a letter. |
| 14. The class. | He is going to speak about language. |

Exercise 23. (To practice *how much, what, which*, etc., with question patterns.) Listen to the statements. Notice the words with stress in the statements. Form questions and ask for similar information about *the other car, the other word, the other man*, etc. Another person answers the question.

This car cost \$2000.

HOW MUCH DID THE OTHER CAR
COST?
IT COST \$3000.

This word means *rich*.

WHAT DOES THE OTHER WORD MEAN?
IT MEANS POOR.

The student was
in Detroit.

WHERE WAS THE OTHER STUDENT?
HE WAS IN NEW YORK.

This teacher writes
with his left hand.

WHICH HAND DOES THE OTHER
TEACHER WRITE WITH?
HE WRITES WITH HIS RIGHT HAND.

1. These students read *500 pages*.
2. These people left *2 years ago*.
3. That student studies *at night*.
4. One student said "*poor*."
5. This book cost \$5.
6. These boys went *to Detroit*.
7. These girls went *to the museum*.

8. Some of this coffee comes *from Brazil*.
9. Twenty of the students studied *last night*.
10. That teacher lives *in Boston*.
11. These doctors arrived *yesterday*.
12. This student is studying *English*.
13. These students came *from Mexico*.

Lesson 11

A. Modal auxiliaries: *will, can, etc.*

B. Statement connected with *and . . . too, and . . . either, and but.*

A.1 Notice the forms and meanings of the modal auxiliaries.

will	—	future time	(be going to)		
can	—	ability	(be able to)		
may	—	permission	(be permitted to, have permission to)		
				might	—
should	—	obligation	(ought to)		
must	—	inference	(I conclude that . . . , conclusion probability		
				necessity	(have to)

I	will	study.	
You	will	study.	
He	will	study.	
We	will	study.	
You	will	study.	
They	will	study.	

1. We'll read the book tomorrow. (We will.)
2. John *can* play the piano very well.
3. The students *can* smoke in the hall.
4. The students *may* smoke in the hall.
5. John *may* receive a letter today.
6. John *might* receive a letter today.
7. John *should* study every day.
8. Mr. Smith *must* be about forty years old.
9. Mary *must* study tonight. (She *has to*.)

COMMENTS

- (1) The modal auxiliaries do not change their form for person or number. That is, there is no -s form for the third person singular.
- (2) The normal position for the modal in a sentence is after the subject and before the rest of the sentence. (Change of position for questions will be shown later in this lesson.)

NOTES:

- (1) In expressing future time,
- will*
- means about the same as
- be going to*
- :

I'll study the book tomorrow.

I'm going to study the book tomorrow.

In addition, *will* is sometimes used to indicate consent or (with a negative) refusal:

Will you help me? — Yes, I will.

None of my friends will lend me money.

The auxiliary *shall* is used with the subject *I* or *we*, in formal style, to indicate future time. Notice, however, that in questions, the meanings of *shall* and *will* are different. For example:

Will we go to Boston?

(Simple future time, asking for a prediction.)

Shall we go to Boston?

(A request for your opinion or advice about going to Boston.)

- (2) Only one modal is permitted in a single verb phrase. "I presume you are able to run fast" can be expressed as:

You *must* be able to run fast.Or: I presume you *can* run fast.

But it is not English to say "You *must can* run fast."

- (3) The past of
- can*
- is
- could*
- :

Now she *can* speak three languages.Last year she *could* speak only one.

But do not use *could* for a single event in the past. To say "We *succeeded* in visiting the British Museum" you should use "we were able" rather than "we *could*."

When we were in London we *were able* to visit the British Museum.

Exercise 1. Form sentences using the modals.

Paul is going to write
a letter tomorrow.

PAUL WILL WRITE A LETTER
TOMORROW.

George is able to speak
French very well.

GEORGE CAN SPEAK FRENCH
VERY WELL.

The students have permission
to smoke in the hall.

THE STUDENTS MAY SMOKE
IN THE HALL.

It is possible that George will go to Chicago.

GEORGE MIGHT GO TO CHICAGO.

Mary ought to write to her parents.

MARY SHOULD WRITE TO HER PARENTS.

It is very probable that the girls are studying. (I conclude that the girls are studying.)

THE GIRLS MUST BE STUDYING.

Paul has to take an exam next week.

PAUL MUST TAKE AN EXAM NEXT WEEK.

1. Paul and George are going to play tennis tomorrow.
2. It is possible that George is a very good tennis player.
3. John is able to swim very well.
4. We have to get up at six tomorrow morning.
5. It is possible that George will watch television tonight.
6. It is possible that Mary is home now.
7. Paul is able to read Japanese.
8. You have permission to come in and see the doctor.
9. George is going to study in the library tonight.
10. It is possible that Helen will make an apple pie.
11. My brother is in your class. I conclude that you know him.
12. Mary is able to play the violin.
13. Mr. Moro has to get a new passport soon.
14. It is possible that George is going to study business administration.
15. Mr. Moro has to take another English course.
16. Paul ought to write a letter to his parents every week.
17. It is very probable that you spend a lot of time in the laboratory. (I conclude that you spend a lot of time in the laboratory.)
18. Every student ought to read one good book every week.
19. Last year all of the students were able to read and write.

**EXAMPLES OF *MUST* MEANING INFERENCE, CONCLUSION,
OR REASONABLE SUPPOSITION.**

1. Juan is from Mexico. He *must* speak Spanish.
2. George plays the piano very well. He *must* practice a lot.
3. George knows every one in the class. Therefore, he *must* know Paul.
4. Paul recently finished high school. Therefore, he *must* be about eighteen years old.
5. Helen lived in Japan for ten years. She *must* speak Japanese.

A.2 Notice the negative forms of the modals.

CONTRACTIONS		SHORT ANSWERS
will not	won't	No, he won't.
cannot	can't	No, he can't.
could not	couldn't	No, he couldn't.
may not		No, he may not.
might not		No, he might not.
should not	shouldn't	No, he shouldn't.
must not	mustn't	No, he mustn't.

STATEMENTS

Mr. Miller *won't* go to Chicago tomorrow.
 Paul *can't* speak French.
 You *may not* drive without a license.
 Paul *might not* go to George's house tonight.
 Children *shouldn't* play with matches.
 Children *mustn't* play with matches.

COMMENTS

May not and *might not* are not usually contracted.

NOTE: *Cannot* is usually written as one word.

Exercise 2. Make negative statements about Mary.

George can go.
 George should go.
 George may go out today.

MARY CAN'T GO.
 MARY SHOULDN'T GO.
 MARY MAY NOT GO OUT TODAY.

- | | |
|---|---|
| 1. George will go tomorrow. | 7. George can speak French. |
| 2. George can play the piano. | 8. George should eat fast. |
| 3. George might visit us. | 9. George can swim very well. |
| 4. George will go to Chicago Saturday. | 10. George will watch television tonight. |
| 5. George might attend the concert. | 11. George could read the sign. |
| 6. George will write a letter tomorrow. | |

A NOTE ON NEGATIVE STATEMENTS CONTAINING *HAVE TO* AND *MUST*:

The following sentences have the same meaning:

(1) He *has to* go. = (2) He *must* go.

However, the corresponding negative sentences do *not* have the same meaning:

(3) He *doesn't have to* go. \neq (4) He *mustn't* go.

In sentence 3, the entire phrase *have to go* is negated. It means “no necessity to go.” But in sentence 4, *must* is affirmative and only *go* has been negated; it means “necessity *not to go*.”

Must not is usually not contracted when *must* has the meaning of inference or reasonable supposition. For example:

She must not be a student here.

Here again the scope of the *not* includes only the verb that follows it: “It is reasonable to suppose that she *is not a student*.”




A NOTE ON THE PAST TENSE OF MUST:

The past of *have to* is *had to*, which serves also as the past of *must* meaning “necessity”. Sentences 5 and 6 have the same meaning. Sentence 7 is the corresponding past.

- (5) He has to wait. = (6) He must wait.
 (7) He had to wait.

The past of *must* in the meaning of inference will be presented in Lesson 22.

A.3 Notice the formation of questions with modals.

								
John	Mary	Mr. Miller						
STATEMENT YES/NO QUESTION	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">John can see Mary.</td> <td style="width: 20%;"></td> </tr> <tr> <td style="padding: 5px;">Can John see Mary?</td> <td style="padding: 5px;">Yes, he can.</td> </tr> </table>		John can see Mary.		Can John see Mary?	Yes, he can.		
John can see Mary.								
Can John see Mary?	Yes, he can.							
STATEMENT OBJECT O WH-QUESTION	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">Mary can see someone.</td> </tr> <tr> <td colspan="2" style="text-align: right; padding: 5px;">who?</td> </tr> <tr> <td style="padding: 5px;">Who can Mary see?</td> <td style="padding: 5px;">Mr. Miller.</td> </tr> </table>		Mary can see someone.		who?		Who can Mary see?	Mr. Miller.
Mary can see someone.								
who?								
Who can Mary see?	Mr. Miller.							
STATEMENT SUBJECT S WH-QUESTION	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">Someone can see Mary.</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Who?</td> </tr> <tr> <td style="padding: 5px;">Who can see Mary?</td> <td style="padding: 5px;">John.</td> </tr> </table>		Someone can see Mary.		Who?		Who can see Mary?	John.
Someone can see Mary.								
Who?								
Who can see Mary?	John.							
COMMENTS								
(1) In <i>yes/no</i> questions which contain a modal, the modal is put before the subject. (2) Also in <i>wh</i> -questions of Pattern O, the modal is put before the subject. (3) In both <i>wh</i> -question patterns, the <i>wh</i> -word precedes the modal.								

NOTE: Pattern O was introduced in Lesson 4.A, and Pattern S in Lesson 9.C. The use of *who* in Pattern O is informal standard English. *Whom* is formal English.

Exercise 3. Change the statements into *yes/no* questions. Another student will give a short answer.

Mary can play the piano.

Student A: CAN MARY PLAY
THE PIANO?

Student B: YES, SHE CAN. (NO,
SHE CAN'T.)

John will study tomorrow.

Student C: WILL JOHN STUDY
TOMORROW?

Student D: YES, HE WILL. (NO,
HE WON'T.)

1. Mary should answer the letter.
2. George can play the piano.
3. Mr. Miller will explain the lesson to George.
4. John should wait for Mr. Smith.
5. Paul must see a doctor immediately.
6. Mary may keep the book for seven days.
7. She should return it next week.
8. Birds can fly.
9. Horses can fly.
10. You will study English tomorrow.
11. You can play baseball.
12. You will go to the movies tonight.

Exercise 4. Listen to the statements. Form questions using *who*, *what*, *where*, etc. Another student will answer according to the situation.

Situation: John will sell his car tomorrow.

Who: Student A: WHO WILL SELL HIS CAR TOMORROW?
Student B: JOHN.

What: Student A: WHAT WILL JOHN SELL TOMORROW?
Student B: HIS CAR.

When: Student A: WHEN WILL JOHN SELL HIS CAR?
Student B: TOMORROW.

Situation A. John will buy some new shoes tomorrow.

1. who
2. what
3. when

Situation B. That new student might see Mary in the library tonight.

4. which student
5. who
6. whom
7. where
8. when

Situation C. Fifteen students can sit in the classroom.

9. how many students
10. who
11. where

Situation D. Some of those sentences might be difficult for the new students.

12. how many of those sentences
13. what
14. which students
15. whom

Situation E. Those students should do a lot of homework tonight.

16. which students
17. who
18. how much homework
19. what
20. when

Situation F. A lot of beautiful flowers will grow in that new garden.

21. how many beautiful flowers
22. what
23. which garden
24. where

Situation G. People shouldn't throw paper on the sidewalk.

25. who
26. what
27. where

B.1 Notice the affirmative statements connected with *and* and *too*.

- | | | | |
|----|----|---|---------------------------|
| A. | B. | John can play the piano. | Alice can play the piano. |
| | C. | John can play the piano, and Alice can too. | |
| D. | E. | George studies hard. | Helen studies hard. |
| | F. | George studies hard, and Helen does too. | |
| G. | H. | Paul is a student. | Mary is a student. |
| | I. | Paul is a student, and Mary is too. | |

COMMENTS

Two simple sentences with identical predicates, such as A and B, can be joined by the word *and* to form one compound sentence, such as C. The predicate is not repeated completely in the second part of the compound sentence. An auxiliary such as *can* or *does* must be included in the second part of the sentence. Simple forms of *be* (*is, are, etc.*) are treated like auxiliaries.

ADDITIONAL EXAMPLES

Helen is going to play tennis, *and* Alice is *too*.

George wrote a letter, *and* Paul did *too*.

We have to take an exam, *and* they do *too*.

Exercise 5. Listen to the two statements. Connect them with *and* and *too*.

John can speak English.

Mary can speak English.

JOHN CAN SPEAK ENGLISH, AND

MARY CAN TOO.

He has to learn Spanish.

She has to learn Spanish.

HE HAS TO LEARN SPANISH, AND

SHE DOES TOO.

He is studying it now.

She is studying it now.

HE IS STUDYING IT NOW, AND

SHE IS TOO.

He studied French last year.

She studied French last year.

HE STUDIED FRENCH LAST

YEAR, AND SHE DID TOO.

1. He is taking a course in French now. She is taking a course in French now.
2. He is going to study French tonight. She is going to study French tonight.
3. He studies every night. She studies every night.
4. He will have an exam tomorrow. She will have an exam tomorrow.
5. He has to take the exam. She has to take the exam.
6. He should study for it tonight. She should study for it tonight.
7. He might pass the exam. She might pass the exam.

8. He passed the last exam. She passed the last exam.
9. He is a good student. She is a good student.
10. Examinations are necessary. Homework is necessary.
11. John and Mary have to do a lot of homework. We have to do a lot of homework.
12. They had to study last night. We had to study last night.

B.2 Notice the negative statements connected with *and* and *either*.

- | | | | |
|----|----|---|-------------------------------------|
| A. | B. | John <i>isn't</i> a teacher. | Mary <i>isn't</i> a teacher. |
| | C. | John <i>isn't</i> a teacher, <i>and</i> Mary <i>isn't</i> <i>either</i> . | |
| D. | E. | Paul <i>can't</i> play the violin. | Alice <i>can't</i> play the violin. |
| | F. | Paul <i>can't</i> play the violin, <i>and</i> Alice <i>can't</i> <i>either</i> . | |
| G. | H. | Helen <i>doesn't</i> play baseball. | Alice <i>doesn't</i> play baseball. |
| | I. | Helen <i>doesn't</i> play baseball, <i>and</i> Alice <i>doesn't</i> <i>either</i> . | |

COMMENT

And and *either* are used to connect two negative statements when the meanings of their predicates are the same.

ADDITIONAL EXAMPLES

Alice *isn't* going to eat in the restaurant, *and* Helen *isn't* *either*.
 Paul *wasn't* hungry, *and* George *wasn't* *either*.
 Mr. Smith *didn't* forget the address, *and* Miss Ford *didn't* *either*.
 Homework *isn't* always easy, *and* examinations *aren't* *either*.

Exercise 6.

George <i>doesn't</i> sing well. Paul <i>doesn't</i> sing well.	GEORGE <i>DOESN'T</i> SING WELL, AND PAUL <i>DOESN'T</i> EITHER.
George <i>didn't</i> play tennis yesterday. Paul <i>didn't</i> play tennis yesterday.	GEORGE <i>DIDN'T</i> PLAY TENNIS YESTERDAY, AND PAUL <i>DIDN'T</i> EITHER.

1. George might not be here tomorrow. Paul might not be here tomorrow.
2. George *isn't* always early. Paul *isn't* always early.
3. George *doesn't* drink beer. Paul *doesn't* drink beer.
4. George *wasn't* at the movies yesterday. Paul *wasn't* at the movies yesterday.
5. Alice might not go to the movies tonight. Mary might not go to the movies tonight.
6. Alice *isn't* going to be late. Mary *isn't* going to be late.
7. Alice *doesn't* like cigarette smoke. Mary *doesn't* like cigarette smoke.
8. Alice *wasn't* very busy yesterday. Mary *wasn't* very busy yesterday.

Exercise 7. Practice *and . . . too* and *and . . . either*.

George read a good book
last night. Alice read a
good book last night.

GEORGE READ A GOOD BOOK
LAST NIGHT, AND ALICE DID
TOO.

George isn't hungry.
Alice isn't hungry.

GEORGE ISN'T HUNGRY AND
ALICE ISN'T EITHER.

1. George can't go to the party tonight. Alice can't go to the party tonight.
2. George isn't studying. Alice isn't studying.
3. He can play the piano. She can play the piano.
4. George isn't tired now. John isn't tired now.
5. Bob and Alice will be here tomorrow. We will be here tomorrow.
6. They don't have to come. We don't have to come.
7. John should write home. Mary should write home.
8. John studies every day. Mary studies every day.
9. We shouldn't arrive late. The teacher shouldn't arrive late.
10. We have to arrive on time. He has to arrive on time.
11. We don't have to arrive early. He doesn't have to arrive early.
12. John arrived late yesterday. His friend arrived late yesterday.
13. John is going to visit Canada. George is going to visit Canada.
14. My shoes were expensive. My suit was expensive.
15. They won't go to the store. I won't go to the store.
16. Mr. Hill plays volleyball very well. Mr. Smith plays volleyball very well.

NOTE: *And so* can be used in place of *and . . . too* as in the following sentences:

- (1) I can go, *and* John can *too*.
- (2) I can go, *and so* can John.

The meanings of sentences 1 and 2 are the same. Similarly, *and neither* can be used in place of *and . . . either*.

- (3) Mary can't go, *and* Helen can't *either*.
- (4) Mary can't go, *and neither* can Helen.

The meanings of sentences 3 and 4 are the same.

Note that after the expressions *and so* and *and neither* the auxiliary must be placed before the subject:

AUX SUBJECT

- (5) and so *does* Mary.

B.3 Notice the statements which are connected with *but*.

AFFIRMATIVE	NEGATIVE				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">John <i>is a student</i>.</td> <td style="padding: 5px;">Mr. Hill <i>isn't a student</i>.</td> </tr> <tr> <td colspan="2" style="padding: 5px;">John is a student, <i>but</i> Mr. Hill isn't.</td> </tr> </table>		John <i>is a student</i> .	Mr. Hill <i>isn't a student</i> .	John is a student, <i>but</i> Mr. Hill isn't.	
John <i>is a student</i> .	Mr. Hill <i>isn't a student</i> .				
John is a student, <i>but</i> Mr. Hill isn't.					
NEGATIVE	AFFIRMATIVE				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Mr. Hill <i>isn't a student</i>.</td> <td style="padding: 5px;">John <i>is a student</i>.</td> </tr> <tr> <td colspan="2" style="padding: 5px;">Mr. Hill isn't a student, <i>but</i> John is.</td> </tr> </table>		Mr. Hill <i>isn't a student</i> .	John <i>is a student</i> .	Mr. Hill isn't a student, <i>but</i> John is.	
Mr. Hill <i>isn't a student</i> .	John <i>is a student</i> .				
Mr. Hill isn't a student, <i>but</i> John is.					
<p>COMMENTS</p> <p>In the above pattern, <i>but</i> is used to connect two statements which have the same predicate except that one predicate is affirmative and the other one is negative. In the second predicate of such sentences, only the auxiliary is expressed. Simple forms of <i>be</i> are treated like auxiliaries.</p>					

NOTE: *But* is also used to connect other contrasting statements.

John will go to Detroit, but Mary will go to Chicago.

Helen likes chocolate ice cream, but Alice prefers vanilla.

ADDITIONAL EXAMPLES

1. John is going to go, but Mary isn't.
2. John can play the piano, but Mary can't.
3. John went, but Mary didn't.
4. Mary wasn't here, but John was.
5. Mary can't play the piano, but John can.
6. Mary didn't go, but John did.

Exercise 8. Join the two sentences with *but*. Omit part of the second predicate as shown in the examples.

John is tired. George
isn't tired.

JOHN IS TIRED, BUT GEORGE
ISN'T.

John won't go. George
will go.

JOHN WON'T GO, BUT GEORGE
WILL.

1. John lives in the city. George doesn't live in the city.
2. John wasn't happy yesterday. George was happy yesterday.
3. John isn't going to have a cup of coffee. George is going to have a cup of coffee.

4. John bought a new radio. George didn't buy a new radio.
5. John didn't know the answer. George knew the answer.
6. John watched television last night. George didn't watch television last night.
7. John should eat more for breakfast. George shouldn't eat more for breakfast.
8. John doesn't like hot dogs. George likes hot dogs.

(In each of the examples below, both parts have the same subject, but the auxiliary is changed.)

9. Paul doesn't study very much. He should study a lot.
10. Paul watches television every evening. He shouldn't watch television every evening.
11. Paul shouldn't go to the movies tonight. He might go to the movies.

Exercise 9. Summary exercise: *and . . . too, and . . . either, but.*

He can go to the party.	HE CAN GO TO THE PARTY, AND
His friends can go to the party.	HIS FRIENDS CAN TOO.
He doesn't wear a hat. His	HE DOESN'T WEAR A HAT, AND
friends don't wear a hat.	HIS FRIENDS DON'T EITHER.
John can't play the piano. Mary	JOHN CAN'T PLAY THE PIANO,
can play the piano.	BUT MARY CAN.

1. Mary arrived early. Her friends didn't arrive early.
2. John was here yesterday. Paul was here yesterday.
3. They weren't in Chicago. Mary was in Chicago.
4. They should come to class every day. She should come to class every day.
5. They shouldn't miss class. She shouldn't miss class.
6. They have to take an exam. She has to take an exam.
7. Mary can't go to the dance tomorrow night. John can go to the dance tomorrow night.
8. John didn't go to Mexico last summer. Bob went to Mexico last summer.
9. Mr. and Mrs. Thompson will come to the party. Their children will come to the party.
10. Mr. and Mrs. Smith might not come. Their friends might not come.
11. Uruguay isn't a very big country. Brazil is a very big country.
12. Paul and George never go to the movies. John goes to the movies.
13. Mary frequently goes to the movies. John frequently goes to the movies.
14. Bob often sees John. We rarely see John.

Lesson 12

- A. Verb + preposition + object: He called *on* them.
Verb + particle + object: He called them *up*.
- B. Adverbials of purpose: He went *to buy some books*.
- C. Adverbials of means: He came *by plane*.
Adverbials of instrument: He wrote *with a pen*.

- A. Notice the position of the pronoun *them* in relation to the preposition *on* and the particle *up*.

The teacher called *on* the students. He called *on them*.

The teacher called *up* the students. He called *them up*.

COMMENTS

- (1) With *prepositional* expressions, like *call on*, the pronoun object must follow the preposition.
- (2) With *particle* expressions, like *call up*, the pronoun object must be placed *before* the particle.

NOTES:

- (1) Common prepositions are: *on, at, to, from, for, of, into*.
- (2) Common particles are: *up, down, on, off, in, out, away, back, over*.
- (3) Short noun phrases may also precede particles. For example:

The teacher called John up.

ILLUSTRATIVE EXAMPLES

Prepositions

Look at the book.
Talk to Mary.
Listen to John.
Look for the pencils.
Ask for the package.
Wait for Mr. Miller.
Think of his name.

Look at it.
Talk to her.
Listen to him.
Look for them.
Ask for it.
Wait for him.
Think of it.

Particles

Fill out the form.
 Give back the papers.
 Hand in the homework.
 Hand out the papers.
 Leave out the number.
 Look over the lesson.
 Look up the new words.
 Put away the books.
 Put on your shoes.
 Put out the cigarette.
 Put up your hand.
 Pick up the paper.
 Take off your glasses.
 Talk over the lesson.
 Throw away the paper.
 Turn on the lights.
 Turn off the radio.
 Wake up Mr. Smith.
 Write down the answer.

Fill it out.
 Give them back.
 Hand it in.
 Hand them out.
 Leave it out.
 Look it over.
 Look them up.
 Put them away.
 Put them on.
 Put it out.
 Put it up.
 Pick it up.
 Take them off.
 Talk it over.
 Throw it away.
 Turn them on.
 Turn it off.
 Wake him up.
 Write it down.

(Suggestions for four exercises using the above examples:)

- | | |
|---------------------------------|------------------------|
| a. Fill out the form. | FILL IT OUT. |
| b. Don't fill out the form. | DON'T FILL IT OUT. |
| c. Let's fill out the form. | LET'S FILL IT OUT. |
| d. Let's not fill out the form. | LET'S NOT FILL IT OUT. |

NOTE: Some of the verb + particle expressions have common synonyms.
 For example:

fill out, complete
give back, return
hand in, submit
hand out, distribute
give out, distribute
leave out, omit

look over, examine
put out, extinguish
talk over, discuss
throw away, discard
write down, make a note of

Exercise 1. Practice the use of particles.

- | | |
|--------------------------------|---------------------------------------|
| Did you wake up Mr. Miller? | NO, I'LL WAKE HIM UP IN FIVE MINUTES. |
| Did you hand in your homework? | NO, I'LL HAND IT IN IN FIVE MINUTES. |

1. Did you write down the address?
2. Did you look over the lesson?
3. Did you fill out the form?
4. Did you put away the cream and sugar?
5. Did you turn on the lights?
6. Did you turn off the radio?
7. Did you put on your shoes?
8. Did you look up the new words?
9. Did you throw away the paper?
10. Did you put out the fire?

Exercise 2. Particles.

Did John turn on the radio?

NO, HE'LL TURN IT ON IN FIVE MINUTES.

Did the teacher hand out the papers?

NO, HE'LL HAND THEM OUT IN FIVE MINUTES.

1. Did Mary turn on the lights?
2. Did Mr. Miller pick up the chalk?
3. Did John look up the new words?
4. Did Mr. Miller put out the fire?
5. Did Mary turn off the television?
6. Did John hand in his homework?
7. Did John wake up Mr. Smith?
8. Did Mr. Miller take off his glasses?
9. Did the teacher look over the words?
10. Did Mr. Allen put away the book?
11. Did Mary write down the answer?
12. Did the students fill out the form?
13. Did John put on his hat?
14. Did the teacher take off his coat?
15. Did Mary put up her hand?
16. Did the teacher hand out the tests?
17. Did the students talk over the lesson?
18. Did he throw away the newspaper?

Exercise 3. Particles.

Did John turn on the radio?

YES, HE TURNED IT ON FIVE MINUTES AGO.

Did the teacher hand out the papers?

YES, HE HANDED THEM OUT FIVE MINUTES AGO.

(Continue with the items of Exercise 2.)

Exercise 4. Practice the use of both prepositions and particles. Include an adverbial of time in the response.

- | | |
|-------------------------------------|--|
| Did George call up Mr. Miller? | YES, HE CALLED HIM UP
YESTERDAY. |
| Did George look at the new
book? | YES, HE LOOKED AT IT LAST
NIGHT. |
| Did George think of the answer? | YES, HE THOUGHT OF IT A
MINUTE AGO. |

1. Did George look for the umbrella?
2. Did George pick up the pencil?
3. Did George hand in his homework?
4. Did George ask for his picture?
5. Did George turn on the lights?
6. Did George look up the new words?
7. Did George look at the new lesson?
8. Did George write down the answer?
9. Did George put away the paper and pencils?
10. Did George talk to the new students?
11. Did George talk about the grammar lesson?
12. Did George fill out the form?
13. Did George hand in his homework?
14. Did George put on his new tie?
15. Did George put up his hand?
16. Did George wake up John?
17. Did George talk to Mary?
18. Did George take off his shoes?
19. Did George turn off the television?
20. Did George put out his cigarette?
21. Did George throw away his old hat?
22. Did George talk to Mr. Miller?

EXAMPLES OF TWO OTHER CONSTRUCTIONS

VERB + PARTICLE

Hurry up.

Sit down.

Stand up.

Get up at six o'clock.

VERB + PARTICLE followed by PREPOSITION + NOUN PHRASE

Look out for cars.

John won't run out of paper.

John gets along with Paul.

B. Notice the adverbials of purpose.

Why did John go to the store?

(in order) to + VERB EXPRESSION

John went to the store *(in order) to buy some books.*

for + NOUN PHRASE

John went to the store *for some books.*

COMMENTS

- (1) Adverbials of purpose answer the question "Why."
- (2) *In order to* is usually shortened to *to*.
- (3) Use *(in order) to* with verb expressions; use *for* with noun phrases.

NOTES:

- (1) *What ... for* means "why."

What did John go to the store for?

- (2) Questions with *why* can also be answered with *because* and *so (that)*.

Why did John come here?

Because he wanted to learn English. (Lesson 23)

So that he could learn English.

Exercise 5. Practice the use of *to* with verbs and *for* with nouns.

He came to get the books.

for	HE CAME FOR THE BOOKS.
the concert	HE CAME FOR THE CONCERT.
hear the concert	HE CAME TO HEAR THE CONCERT.
study English	HE CAME TO STUDY ENGLISH.

- | | |
|-------------------------|--------------------------------|
| 1. cash the check | 11. matches |
| 2. meet me | 12. lunch |
| 3. get some coffee | 13. eat lunch |
| 4. for | 14. find a chair |
| 5. his coat | 15. for |
| 6. all of his books | 16. watch a television program |
| 7. get all of his books | 17. pick up his radio |
| 8. tell me the news | 18. for |
| 9. buy some matches | 19. an exam |
| 10. buy matches | 20. take a test |

Exercise 6. Listen to the statement. The first student will change it to a question with *why*. The second student will give a short answer.

John went to the store for some milk.

Student A: WHY DID JOHN GO TO THE STORE?

Student B: FOR SOME MILK.

1. John came here in order to learn English.
2. Mary went to the store in order to buy some pencils.
3. John went to the bank in order to cash a check.
4. John went to the art museum in order to see the new paintings.
5. John went to the store for a new pair of shoes.
6. John studied in order to pass the test.
7. John wrote to his friend in order to tell him about the English course.
8. Mrs. Miller went to the store for a comb.
9. Mary got up at six o'clock in order to study.
10. Mary went to the restaurant for a cup of coffee.

C.1 Notice the adverbial expressions.

Previous pattern (Lesson 9.A):

How does John speak?
He speaks *clearly*.

How does he write?
He writes *well*.

New patterns:

- A.
- How did John come?
He came *by plane*.
- How did he send the letter?
He sent it *by airmail*.

- B.
- John wrote *with a new pen*.
Mary answered *with a gesture*.

COMMENTS

- (1) Pattern A: Adverbials answering the question *how?* can be formed with the preposition *by* and a noun: *by airmail, by plane*. These *by* + NOUN constructions are especially common with nouns referring to communication and transportation.
- (2) Pattern B: *With* + NOUN PHRASE constructions refer to an instrument or means: *with a new pen, with a gesture*.

NOTE: In expressions of Pattern A (*by plane*, etc.), the noun has no article with it, which for count nouns is contrary to the usual rules.

ILLUSTRATIVE EXAMPLES

Similar to Pattern A:

They sent the news *by radio*. She came to class *by taxi*.
 We communicated *by telephone*. He's going to Europe *by ship*.
 They travel *by land* or *by sea*.

Similar to Pattern B:

He opened the door *with a key*.
 Mary took some pictures *with her new camera*.
 Mrs. Miller answered *with a smile*.
 Mr. Miller answered *with a nod*.

Exercise 7. Answer the questions using the suggested words. Use *by* + NOUN or *with* + NOUN PHRASE in your answer.

How did John come? train HE CAME BY TRAIN.
 How did he close the door? his foot HE CLOSED IT WITH HIS FOOT.

- | | |
|--------------------------------------|------------|
| 1. How did he send the package? | airmail |
| 2. How did he go downtown? | bus |
| 3. How did he open the box? | his hands |
| 4. How did he go to New York? | plane |
| 5. How did Mrs. Miller answer? | nod |
| 6. How did John go to Chicago? | car |
| 7. How did Mrs. Miller open the can? | can opener |
| 8. How did Mary eat the cake? | fork |

(Review the adverbs of manner from Lesson 9.A: *clearly*, *carefully*, *well*, etc.)

- | | |
|--------------------------|---------|
| 9. How did John speak? | clear |
| 10. How did John work? | careful |
| 11. How does John swim? | fast |
| 12. How does John sing? | well |
| 13. How does John talk? | slow |
| 14. How does John work? | hard |
| 15. How does John speak? | soft |
| 16. How does John read? | rapid |

C.2 Notice the adverbial expressions.

by + -ing VERB EXPRESSION

John passed the test	<i>by studying hard.</i>
John learned English	<i>by practicing a lot.</i>

COMMENT

The verb which follows the preposition *by* must have the *-ing* ending.

NOTE: The above comment applies to the other prepositions also: *in, of, from*, etc. In general, any verb which follows a preposition must have the *-ing* ending. (This comment does not apply to infinitive expressions, such as *to find a chair*.)

Exercise 8. Give full answers to the questions. Use the suggested verb phrase.

How did John learn English?
practice constantly

HE LEARNED ENGLISH
BY PRACTICING
CONSTANTLY.

How did John find Mr. Miller's address?
look in the telephone book

HE FOUND MR. MILLER'S
ADDRESS BY LOOKING
IN THE TELEPHONE
BOOK.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. How did John earn money? 2. How did Mr. Miller learn English? 3. How did John learn pronunciation? 4. How did John improve his English? 5. How did John answer the question? 6. How did John find the post office? 7. How did John entertain the class? 8. How did John entertain the class? | <p>sell radios</p> <p>watch movies</p> <p>imitate the teacher</p> <p>practice every day</p> <p>shake his head</p> <p>ask a policeman</p> <p>play a guitar</p> <p>play a guitar and sing folk songs</p> |
|--|--|

Exercise 9. Summary exercise. Change the statement to a question with *how* or *why*. A second student will give a short answer.

John went to Chicago by train.

Student A: HOW DID JOHN GO TO CHICAGO?

Student B: BY TRAIN.

John found the museum by asking a policeman.

Student B: HOW DID JOHN FIND THE MUSEUM?

Student C: BY ASKING A POLICEMAN.

John went downtown for some books.

Student C: WHY DID JOHN GO DOWNTOWN?

Student D: FOR SOME BOOKS.

John called up Mary in order to ask her a question.

Student D: WHY DID JOHN CALL UP MARY?

Student E: IN ORDER TO ASK HER A QUESTION.

1. John went to the post office for some stamps.
2. John answered the question by shaking his head.
3. John went to Detroit in order to see a movie.
4. John got here early by running fast.
5. John put his glasses on in order to see the blackboard.
6. John talked to his mother by phone.
7. Mr. Miller has to go to the bank in order to cash a check.
8. We can improve our pronunciation by imitating native speakers.
9. We learn the meaning of new words by looking them up in a dictionary.
10. We have to study hard in order to pass our exams.

NOTE: The negative of *in order to* + VERB EXPRESSION has *not* before the word *to*.

He came in order *not* to miss the concert.

The negative of *by + -ing* VERB EXPRESSION has *not* before VERB + *-ing*.

He pleased them by *not* coming late.

Lesson 13

- A. Verb + *to* + verb:
George *wants to go*.
- Verb + noun phrase + *to* + verb:
George *wants John to go*.
George *told John to go*.
- B. *Be* + adjective + *to* + verb:
This is *easy to learn*.
- C. *Very, too, enough*.

A.1 Notice the use of *to* before the verb *to go*.

Previous pattern (Lesson 11):

George should go.
George will go.

New pattern:

George wants *to go*.
George plans *to go*.

COMMENTS

- (1) When verbs like *want* are followed by another verb, the second verb must be preceded by *to*.
- (2) Some additional verbs that can be used in the first verb position of the new pattern are the following:

agree	like
decide	need
expect	plan
hope	promise
intend	try
learn	want

Exercise 1. Practice the *want to* pattern.

He learned to speak English.

tried

read the lesson

needs

HE TRIED TO SPEAK ENGLISH.

HE TRIED TO READ THE LESSON.

HE NEEDS TO READ THE LESSON.

- | | |
|------------------------|-----------------------|
| 1. they | 11. wants |
| 2. all of the students | 12. speak clearly |
| 3. study grammar | 13. is learning |
| 4. John | 14. must try |
| 5. hopes | 15. can learn |
| 6. write the words | 16. is going to learn |
| 7. promises | 17. needs |
| 8. likes | 18. needed |
| 9. write letters | 19. is going to try |
| 10. plans | 20. will try |

Exercise 2. Practice the *want to* pattern and the modal pattern (Lesson 11).

Listen to the question and the following verb or modal auxiliary. Form an answer using the suggested word and the adverb *tomorrow*.

Did John *decide to see* his lawyer today? plans

NO, BUT HE *PLANS TO SEE* HIS LAWYER TOMORROW.

Does John *need to study* the lesson today? must

NO, BUT HE *MUST STUDY* THE LESSON TOMORROW.

Will John *write* a letter today? hopes

NO, BUT HE *HOPES TO WRITE* A LETTER TOMORROW.

- Does John hope to go to Chicago today? might
- Does John want to watch television today? plans
- Does John plan to visit the museum today? hopes
- Does John have to study grammar today? must
- Will John go to San Francisco today? plans
- Did John decide to go to the bank today? might
- Does Mr. Miller need to go to the bank today? should
- Does Mr. Miller plan to read an English newspaper today? wants
- Did Mr. Miller promise to wash his car today? might
- Does John plan to read some interesting books today? wants
- Did John decide to fix his bicycle today? will
- Can Mr. Miller attend the concert today? will
- Will John play the piano today? plans
- Did John agree to help Mr. Miller today? might
- Does John plan to hand in his homework today? must

Exercise 3. Practice the use of questions and short answers.

You want to study business administration.

Student A: DO YOU WANT TO
STUDY BUSINESS
ADMINISTRATION?

Student B: YES, I DO. (NO, I
DON'T.)

You can play the piano.

Student A: CAN YOU PLAY THE
PIANO?

Student B: YES, I CAN. (NO, I
CAN'T.)

- | | |
|-------------------------------------|--|
| 1. You plan to learn Russian. | 8. You like to learn languages. |
| 2. You like to get up at 6 o'clock. | 9. You want to learn a lot of English. |
| 3. You will buy a new pencil. | 10. You plan to study engineering. |
| 4. You want to go to the bank now. | 11. You like to travel by plane. |
| 5. You can speak three languages. | 12. You will study tonight. |
| 6. You plan to eat dinner soon. | 13. You need to study every night. |
| 7. You can play the guitar. | |

A.2 Notice the omission of the verb expression after *to*.

Previous pattern (Lesson 11):

John doesn't study medicine. He should study medicine.
John doesn't study medicine, but he should. _____

New pattern:

John doesn't study medicine. He wants to study medicine.
John doesn't study medicine, but he wants to. _____

COMMENTS

- (1) In each of the above patterns, two statements are conjoined with *but*.
- (2) In the example of the new pattern, the verb expression *study medicine* is omitted, but the *to* is retained.

ADDITIONAL EXAMPLES

John didn't go, but he plans to.
Mary plans to go, but she doesn't want to.
John should study tomorrow, but he isn't planning to.

Exercise 4. Practice the two patterns.

He didn't go, but he plans to.

wants
wanted
can
is planning

HE DIDN'T GO, BUT HE WANTS TO.
HE DIDN'T GO, BUT HE WANTED TO.
HE DIDN'T GO, BUT HE CAN.
HE DIDN'T GO, BUT HE'S PLANNING TO.

- | | | |
|-----------------|------------------|---------------------|
| 1. plans | 8. should | 16. is hoping |
| 2. intends | 9. will | 17. must |
| 3. hopes | 10. is intending | 18. might decide |
| 4. might | 11. hoped | 19. is going to try |
| 5. expects | 12. would like | 20. wanted |
| 6. expected | 13. will try | 21. can |
| 7. is expecting | 14. needs | 22. wants |
| | 15. has | |

Exercise 5. Practice short answers beginning with *no*.
(Individually.)

Did you go to Niagara Falls?

NO, BUT I MIGHT.
(NO, BUT I WILL.)
(NO, BUT I WANT TO.)
(NO, BUT I HOPE TO.)
(NO, BUT I PLAN TO.)

- | | |
|------------------------------------|----------------------------------|
| 1. Did you go to Chicago? | 5. Did you get a letter? |
| 2. Do you study every day? | 6. Do you want to study tonight? |
| 3. Did you meet the president? | 7. Did you go to San Francisco? |
| 4. Do you get up at seven o'clock? | 8. Do you study a lot every day? |

A.3 Compare the negated portions of the negative sentences.

Affirmative sentence:

George	promised	to go.
--------	----------	--------

Negative sentences:

A	John	<i>didn't promise</i>	to go.
B	Mary	promised <i>not</i>	to go.

COMMENTS

- (1) In sentence A, the entire predicate is negative.
- (2) In sentence B, only that part of the predicate after the word *not* is negative. Notice that *not* precedes *to*.

Exercise 6. Pattern A.

John wants to write.*MARY DOESN'T WANT TO WRITE.**John* tried to write.*MARY DIDN'T TRY TO WRITE.**John* should try to write.*MARY SHOULDN'T TRY TO WRITE.*

- | | |
|-----------------------------|-------------------------------------|
| 1. John needs to write. | 6. John wanted to write. |
| 2. John plans to write. | 7. John can write. |
| 3. John planned to write. | 8. John decided to go. |
| 4. John is trying to write. | 9. John should go. |
| 5. John should write. | 10. John is going to promise to go. |

Exercise 7. Pattern B.

John promised to go.*MARY PROMISED NOT TO GO.**John* prefers to go.*MARY PREFERS NOT TO GO.*

- | | |
|--------------------------------------|---|
| 1. John promised to talk. | 9. John hopes to take a vacation. |
| 2. John tried to speak loudly. | 10. John should try to
take a nap every afternoon. |
| 3. John is planning to go. | 11. John tried to be early. |
| 4. John tried to laugh. | 12. John hopes to work hard. |
| 5. John must promise to do it again. | 13. John is trying to sleep. |
| 6. John prefers to answer. | 14. John decided to study. |
| 7. John is planning to go. | 15. John promised to sing. |
| 8. John expected to go. | |

A.4 Notice the noun phrase before the word *to*.*Previous pattern:*

A

George wants to go.

New pattern:

B

George wants *John* to go.

COMMENTS

- (1) In sentence B, *John* is the subject of the second verb (*go*).
- (2) The second verb is preceded by *to*.

ADDITIONAL EXAMPLES

George *would like* John to go.George *expects* John to go.The teacher *wants* the students to learn English.He *would like* them to practice every day.He *expects* them to learn quickly.

Exercise 8. Practice "want somebody to do something."

John, please open the windows.

WE WANT JOHN TO
OPEN THE WINDOWS.

Mary, please go to the blackboard.

WE WANT MARY TO
GO TO THE BLACKBOARD.

- | | |
|---|--|
| 1. John, please tell a story. | 9. Mary, please look over the lesson. |
| 2. Mary, please sing a song. | 10. John, please wake up Mr. Miller. |
| 3. Mr. Miller, please lend us a dictionary. | 11. John, please put on your gloves. |
| 4. Mary, please call the airport. | 12. George, please hurry up. |
| 5. John, please look for the pencils. | 13. Tom, please sit down. |
| 6. George, please wait for Mr. Miller. | 14. John, please get up
at seven o'clock. |
| 7. John, please put the books away. | 15. John, please put on a coat. |
| 8. Mr. Smith, please turn on the lights. | |

NOTE: There are some additional verbs which can be followed by a noun phrase + *to* + verb.

tell
advise
order
urge
invite

permit
help
force
get
persuade

Examples:

Mr. Miller	told	John	to bring sandwiches.
The weather man	advised	us	to wear gloves.
The nurse	persuaded	the child	to eat.
Mrs. Johnson	permits	the students	to use her kitchen.
The bad weather	forced	them	to return early.
My new glasses	help	me	to read the signs.

The subject of the second verb is simultaneously the object of the preceding verb.

Exercise 9. Listen to the question and to the phrase. Use the phrase to answer the question.

What did Mr. Miller tell John to do?

—study the lesson—

MR. MILLER TOLD JOHN TO
STUDY THE LESSON.

What did John advise Mary to do?

—read the whole book—

JOHN ADVISED MARY TO READ
THE WHOLE BOOK.

1. What did Mr. Miller tell Mrs. Miller to do? —drive carefully—
2. What did the doctor persuade John to do? —drink some water—
3. What did John advise Mary to do? —send the letter by airmail—
4. What did Mrs. Miller invite the children to do? —watch television—
5. What did the doctor order Mr. Miller to do? —walk a mile every day—

6. What did Paul persuade his father to do? —listen to the music—
7. What did the teacher tell the students to do? —close their books—
8. What did Mr. Miller persuade his wife to do? —look at the map—
9. What did Mrs. Miller invite Mary to do? —have some coffee—
10. What did John advise us to do? —study hard—

B. Notice the use of *to* and a verb.

Previous pattern:

This lesson is easy.

New pattern:

OBJECT
to + VERB NOUN PHRASE *be* + ADJECTIVE *to* + VERB

A	<i>To understand this lesson</i>	is	easy.	
B	<i>This lesson</i>	is	easy	<i>to understand.</i>

COMMENTS

- (1) The noun phrase *this lesson* is the object of the verb *understand*.
- (2) Notice in this example that the adjective *easy* applies not only to the *lesson* but also to the verb *understand*.

NOTES:

- (1) Pattern A above was introduced only to make the meaning of B clear. Pattern A is not as common or useful as B or as the following pattern, which is treated in Lesson 14.A:

It is easy to understand this lesson.

- (2) When a nominalization (e.g. a phrase beginning with *to*) is used as a grammatical subject, the verb is singular. See sentence 2 below.

1. *Long words* are often difficult.
2. *To pronounce long words* is often difficult.
3. *Long words* are often difficult *to pronounce*.

Exercise 10. Change the statement with the *to* nominalization in the beginning to a statement with the *to* nominalization at the end.

1. Big cars are expensive.
 To drive big cars is expensive.
 Big cars are expensive to drive.

2. These shoes are very practical.
To wear these shoes is very practical.
These shoes
3. Mary's new book is interesting.
To read Mary's new book is interesting.
Mary's new book
4. Our water is safe.
To drink our water is safe.
Our water
5. Motorcycles can be dangerous.
To drive motorcycles can be dangerous.
Motorcycles
6. John's car isn't safe.
To drive John's car isn't safe.
John's car
7. Large houses are expensive.
To live in large houses is expensive.
Large houses
8. Cats are interesting.
To watch cats is interesting.
Cats
9. John's dog can be dangerous.
To feed John's dog can be dangerous.
John's dog
10. Parks are pleasant.
To walk in parks is pleasant.
Parks

NOTE: In the sentence

This lesson is easy to understand.

the noun phrase *this lesson* is the object of the verb *understand*. The subject of this verb, if expressed at all, is preceded by *for*.

This lesson is easy *for John* to understand.

Another pattern which is similar is the following:

This lesson is easy *for John*.

These patterns are practiced in the following exercise.

Exercise 11. Substitute the words. (Including *for* and *to* in the cue makes the exercise easier, but they may be omitted if the teacher prefers.)

This lesson is difficult for him.

(for) him to understand

THIS LESSON IS DIFFICULT FOR HIM
TO UNDERSTAND.

(to) understand

THIS LESSON IS DIFFICULT TO
UNDERSTAND.

easy

THIS LESSON IS EASY TO UNDERSTAND.

this exercise

THIS EXERCISE IS EASY TO UNDERSTAND.

(for) us

THIS EXERCISE IS EASY FOR US.

(for) us to write

THIS EXERCISE IS EASY FOR US TO
WRITE.

- | | |
|---------------------------------|----------------------------|
| 1. (to) do | 14. (for) them to remember |
| 2. this lesson | 15. (to) remember |
| 3. (for) us to understand | 16. (to) forget |
| 4. (for) us | 17. (to) write |
| 5. these words | 18. (for) me to write |
| 6. difficult | 19. (for) you |
| 7. (for) us to remember | 20. (for) you to learn |
| 8. (to) remember | 21. these lessons |
| 9. (to) write | 22. (to) learn |
| 10. (to) spell | 23. this exercise |
| 11. (for) the students to spell | 24. (to) do |
| 12. (for) the students | 25. (to) practice |
| 13. easy | |

NOTE TO ADVANCED STUDENTS: In Frame A.1, the following pattern was introduced.

	VERB	to + VERB
George	wants	to go.

The following pattern is similar.

	be + ADJECTIVE	to + VERB
George	is ready	to go.

Notice that in both examples, *George* is the subject of the verb *go*.

Some other adjectives which can be used in the new pattern are the following: *able, unable, anxious, eager, willing, unwilling*.

This pattern is different from the one introduced in Frame B, where the subject of the sentence (*George*) is actually the object of the second verb (*understand*):

	be + ADJECTIVE	to + VERB
George	is easy	to + understand

C. Notice the use of *very*, *too*, and *enough*.

SITUATION	NEW PATTERN
John is <i>very</i> tired. Therefore, he can't study.	John is <i>too</i> tired to study.
SITUATION	NEW PATTERN
John is 21 years old. Therefore, he can vote.	John is old <i>enough</i> to vote.
COMMENTS	
(1) <i>Very</i> means "to a high degree." <i>Too</i> means "excessive."	
(2) <i>Too tired to study</i> means that "to study" is something that won't (or didn't, doesn't or shouldn't) happen. You cannot use <i>very</i> in this situation.	
(3) <i>Enough</i> means "sufficient." It follows the adjective (or adverb) that it modifies.	

NOTE: *Enough* can either precede or follow nouns.

We have enough time.

We have time enough.

ADDITIONAL EXAMPLES

A. (*We* is the subject of *be* and *reach*.):

We are too short. *We* can't reach the ceiling.

We are too short to reach it.

We aren't tall enough. *We* can't reach the ceiling.

We aren't tall enough to reach it.

B. (*The ceiling* is the subject of *be* and the logical object of *reach*.):

The ceiling is too high. We can't reach it.

The ceiling is too high for us to reach.

The ceiling is too high to reach.

The ceiling is not low enough. We can't reach it.

The ceiling is not low enough for us to reach.

The ceiling is not low enough to reach.

Exercise 12. Listen to the situation described. Make a statement with *too*.

John is short.

JOHN IS TOO SHORT TO REACH THE CEILING.

He can't reach the ceiling.

Mary is very tired.

MARY IS TOO TIRED TO WATCH TELEVISION.

She can't watch television.

1. John is very busy. He can't go to New York.
2. Peter is very lazy. He doesn't work.
3. John is very angry. He can't think clearly.
4. The students are very tired. They can't study.
5. The boy is young. He can't drive.
6. Mary is sick. She can't go to class.

(In the following sentences the subject of the first is the logical object of the second.)

7. The ceiling is high. We can't reach it.

THE CEILING IS TOO HIGH FOR US TO REACH.

8. The pencil is short. We can't use it.
9. The coffee is sweet. We won't drink it.
10. The shoes are small. I can't wear them.
11. The television set is very heavy. I can't carry it.
12. The bananas are soft. We won't eat them.
13. The car is old. We shouldn't drive it.
14. The beer is warm. We won't drink it.

Exercise 13. Practice the use of *too* and *enough*.

John is tall.

JOHN IS TALL ENOUGH
TO REACH THE CEILING.

He can reach the ceiling.

John is very busy.

JOHN IS TOO BUSY TO

He can't take a trip.

TAKE A TRIP.

The chalk is very short.

THE CHALK IS TOO SHORT

We can't use it.

TO USE.

The chalk is very short.

THE CHALK IS SHORT ENOUGH

We can throw it away.

TO THROW AWAY.

1. Mary is very sick. She can't come to class.
2. John is well. He can come to class.
3. The exercise is very easy. We can do it.
4. It is very cold. You can't go swimming.
5. It is very cold. We can go skating.
6. The bananas are very soft. We can't eat them.
7. The windows are clear. We can look through them.
8. John is very angry. He can fight.

9. It is very warm. We can go swimming.
10. It is very warm. We can't go skiing.
11. The lake is deep. We can swim in it.
12. Diamonds are valuable. You shouldn't throw them away.

(Continue using *for* and noun phrases in the responses, as "too small for Mary to see".)

13. The exercise is easy for us. We can do it.
14. The exercise is difficult for John. He can't do it.
15. This hat is small. George can't wear it.
16. The shoes are big. John can wear them.
17. The meeting is important. John shouldn't miss it.
18. The ceiling is high. John can't reach it.
19. The window is low. John can reach it.
20. The suit is small. Mr. Miller can't wear it.

Lesson 14

- A. Some uses of *it* in subject position:
It's early. It's easy to understand this lesson.
- B. The expletive *there*:
There is a book on the table.
- C. Possessive *of* and *'s*:
The legs *of* the table. The dog's legs.
- D. Possessive pronouns: *mine*, *yours*, etc.
- E. *Whose*.
- F. *One* and *ones*.

A.1 Notice the use of *it* in sentences about time and weather.

	<i>it</i>	<i>be</i>	NOUN PHRASE
	It	is	ten o'clock.
	It	is	Tuesday.
		<i>it</i>	<i>be</i>
			ADJ
Time	It	is	late.
Weather	It	is	nice today.
		<i>it</i>	VERB
	It	rains	in the summer.
	It	snows	in the winter.

COMMENTS

- (1) In sentences about time, *it* is used with *be* and a following noun phrase or the adjective *early* or *late*.
- (2) In sentences about weather, *it* is used with *be* and an adjective or with a verb such as *rain*, *snow*, *freeze*, *thaw*, *warm up*, *cool off*, *clear up*.
- (3) In this pattern, *it* has no real meaning and doesn't necessarily refer to anything. It is used only to fill the subject position in the sentence.

NOTE 1: The words *it is* are usually contracted to *it's*.

NOTE 2: In the pattern which contains an adjective, certain verbs other than *be* (*seem*, *become*, *get*) may be used

It seems late.
It gets warm in the afternoon.
It became cloudy.

ADDITIONAL EXAMPLES

What time is it?

It's a quarter after ten.
It's ten thirty.
It's a quarter to eleven.
It's 11 A.M.
It's 12 noon.
It's 12 midnight.

What day is it today?

It's Wednesday.

What is the date today? (What date is it today?)

It's October first. (second, third . . .)

What month is it?

It's February.

Do we have much time?

No, it's late.
Yes, it's early.
Yes, it seems early.
No, it's getting late.

How is the weather?

It's nice. (wonderful, beautiful)
It's cold. (cool, warm, hot)
It's cloudy. (windy, sunny)
It seems cool and it's getting windy.

How is the weather in the winter?

It's terrible. It snows every day and it gets very cold.

How is the weather now?

It's raining.
It's snowing.

Exercise 1. Listen to the question. Give a true answer beginning with *it*.

What day is it?

IT'S MONDAY.

What day was it yesterday?

IT WAS SUNDAY.

1. What day will it be tomorrow?
2. What time is it?
3. What time was it an hour ago?
4. What month is it?
5. What month will it be next month?

6. What month was it last month?
7. What season is it?
8. What season was it three months ago?
9. What year is it?
10. What year was it last year?
11. What year will it be next year?
12. What year was it when Columbus discovered America?

Exercise 2. Ask another student how the weather is in his country, region, or city. He will answer with one or more sentences. Each sentence of the answer will begin with *it*.

Student A: How's the weather in Thailand?

Student B: It's always hot. (It's very humid too.)

Student B: How's the weather in northern India?

Student C: It's very hot and humid in the summer.
It's pleasant in the winter.

Student C: How's the weather in Paris?

Student D: It's warm in the summer. It's cool
in the winter. (It often rains.)

NOTE: *It* may be used in sentences which identify persons.

Who is at the door?

It's John.

Who is on the phone?

It's Mary.

Who is at the door?

It's Helen and Alice.

Who was that?

It was my uncle.

Who was the man in the car?

It looked like Dr. Martin.

A.2. Notice the use of *it* in sentences about distance.

EXAMPLE 1

A

From Paris to Rome is 700 miles.

B

It is 700 miles *from Paris to Rome*.

EXAMPLE 2

A

From here to Brighton is 20 miles.

B

It is 20 miles *from here to Brighton*.

C

It is 20 miles *to Brighton*.

COMMENTS

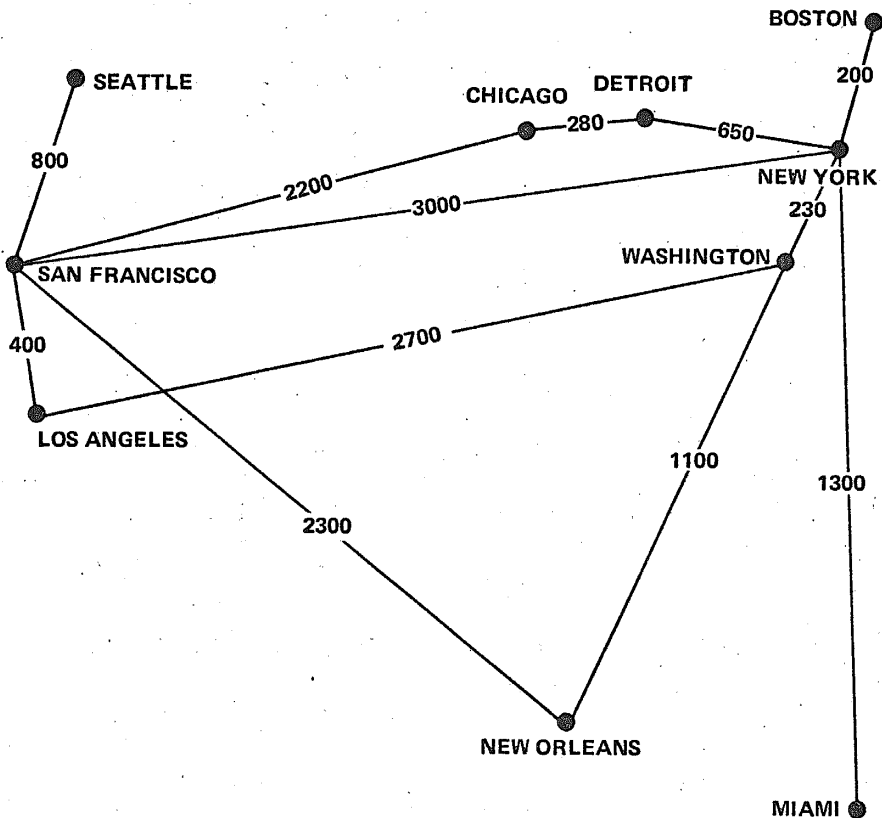
- (1) The sentences with *it is* (usually contracted to *it's*) are examples of the common way of expressing distance.
- (2) The phrase *from here* may be omitted. (Pattern C).

NOTE: Patterns A and B have the same meaning. Pattern A, however, is not as common or useful as B. A is introduced mainly to make the meaning of B easier to understand. In other words, when you want to express the meaning of A, use the form of B.

ADDITIONAL EXAMPLES

- It is two blocks from here to the post office.
- It is two blocks to the post office.
- It isn't far to the post office.
- It's a long way to Tipperary.
- It's five hours by car from here to Chicago.
- It's an hour and a half by plane from here to New York.

Exercise 3. Practice the use of *it* in expressing distance. (The following diagram may be put on the blackboard.)



From New York to Washington

IT IS 230 MILES FROM
NEW YORK TO WASHINGTON.

From New York to Miami

IT IS 1300 MILES FROM
NEW YORK TO MIAMI.

1. From New York to Boston
2. From New York to Detroit
3. From Detroit to Chicago
4. From Chicago to San Francisco
5. From San Francisco to Seattle
6. From San Francisco to Los Angeles
7. From Los Angeles to Washington
8. From Washington to New Orleans
9. From New Orleans to San Francisco
10. From San Francisco to New York

A.3 Notice the use of *it*.*Previous pattern (Lesson 13.B):*

- | | |
|---|---|
| A | <i>To understand this lesson is easy.</i> |
| B | <i>This lesson is easy to understand.</i> |

New pattern:

- | | |
|---|--|
| A | <i>To understand this lesson is easy.</i> |
| C | <i>It is easy to understand this lesson.</i> |

COMMENT

In this pattern, *it* has no meaning. It is used only to fill the subject position in the sentence.

NOTE: A and C mean the same thing, but sentence A is not as common or useful as C; it was introduced mainly to make the meaning of C easier to understand. When you want to express the meaning of A, use the form of C.

Sentence B is similar to A and C, but B is special because we say the noun phrase *this lesson* first. In this way we can emphasize the fact that *this lesson* is the "topic" of our discussion.

ADDITIONAL EXAMPLES

- To watch musical programs is pleasant.*
 It is pleasant *to watch musical programs.*
- To ski can be dangerous.*
 It can be dangerous *to ski.*

Exercise 4. Continue as in the illustrative examples given above.

To drive big cars is expensive.

IT IS EXPENSIVE TO DRIVE BIG CARS.

To play baseball must be fun.

IT MUST BE FUN TO PLAY BASEBALL.

1. To read Mary's new book is interesting.
2. To drive motorcycles can be dangerous.
3. To drive John's car isn't safe.
4. To live in a large house is expensive.
5. To watch cats is interesting.
6. To feed John's dog can be dangerous.
7. To walk in the park is pleasant.
8. To write this exercise isn't difficult.
9. To arrive in class on time is important.
10. To come early is good.
11. To learn a new language can be very interesting.
12. To ski is exciting.
13. To pronounce long words is often difficult.
14. To get up early is sometimes difficult.
15. To have a good alarm clock is usually necessary.
16. To have two alarm clocks shouldn't be necessary.
17. To hear an alarm clock at six in the morning isn't pleasant.
18. To swim is easy.
19. To understand this lesson is easy.

Exercise 5. Give short replies using *it is*. (Individually)

Tell me something that is
interesting to do.

**IT IS INTERESTING TO
VISIT FOREIGN COUNTRIES. Or,
IT IS INTERESTING TO
MEET NEW PEOPLE.**

(or some other original answer)

Tell me something that is
fun to do.

**IT IS FUN TO GO
SWIMMING ON A HOT DAY. Or,
IT IS FUN TO GO TO PARTIES .**

Tell me something that is

- | | |
|----------------------------|----------------------------|
| 1. . . . difficult to do. | 8. . . . hard to do. |
| 2. . . . easy to do. | 9. . . . nice to do. |
| 3. . . . dangerous to do. | 10. . . . simple to do. |
| 4. . . . exciting to do. | 11. . . . necessary to do. |
| 5. . . . important to do. | 12. . . . polite to do. |
| 6. . . . good to do. | 13. . . . unusual to do. |
| 7. . . . impossible to do. | |

B.1 Notice the use of the expletive *there*.

Singular:

INDEFINITE NOUN PHRASE	ADVERBIAL
---------------------------	-----------

A	A book	is	on the table.
B	<i>There</i> is a book		on the table.

Plural:

INDEFINITE NOUN PHRASE	ADVERBIAL
---------------------------	-----------

A	Some books	are	on the table.
B	<i>There</i> are some books		on the table.

COMMENTS

- (1) The expletive *there* has no meaning. It is used only to fill the subject position.
- (2) Patterns A and B have the same meaning. A, however, is not very common. To express the meaning of A, use the form of B.

NOTE:

- (1) The expletive *there* is different from the adverb *there*, which is used to indicate place.

<i>There's</i>	a book	<i>there</i> .
EXPLETIVE		ADVERB

The expletive is always unstressed. The adverb *there*, however, when it occurs in initial position, is stressed.

Where's the pen?

<i>There</i>	it is – on the table.
ADVERB	

- (2) In informal situations, the singular form *there is* is sometimes used before a plural noun phrase: *There's some books on the table*. The plural form is preferred, however, when the noun phrase is plural: *There are some books on the table*.

ADDITIONAL EXAMPLES

With an adverbial of place (on the table, etc.):

There are a few books on the table.
 There are a lot of students in the classroom.
 There weren't many students here yesterday.
 There's a little milk in that glass.
 There isn't much milk in that glass.
 There were several chairs in the room.
 There are three elephants in the city zoo.

With an adverbial of time (tomorrow, etc.):

There's going to be a party tomorrow.
 There were several parties last week.

Exercise 6. Listen to the negative statement. Make an affirmative statement. In your response, use the adverbial of place if one is given, but change the time to *today*.

There wasn't a pen here yesterday.	BUT THERE IS ONE HERE TODAY.
There wasn't a party yesterday.	BUT THERE IS ONE TODAY.
There weren't any apples on the table yesterday.	BUT THERE ARE SOME ON THE TABLE TODAY.
There wasn't any snow on the ground yesterday.	BUT THERE IS SOME ON THE GROUND TODAY.

1. There wasn't any ice here yesterday.
2. There weren't any chairs here yesterday.
3. There wasn't any coffee here yesterday.
4. There weren't any books on the table yesterday.
5. There wasn't a piece of chalk on the table yesterday.
6. There weren't any doctors in the office yesterday.
7. There wasn't a meeting yesterday.
8. There weren't any baseball games yesterday.
9. There wasn't any bread on the table yesterday.
10. There weren't any pieces of bread on the table yesterday.

NOTE: In order to make a question, put the form of *be* (or modal auxiliary) before the expletive *there*.

STATEMENT: There *is* a book here.
YES/NO QUESTION: *Is* there a book here?
SHORT ANSWERS: Yes, there is.
 No, there isn't.

STATEMENT: There *will* be music at the party.
YES/NO QUESTION: *Will* there be music at the party?
SHORT ANSWERS: Yes, there will.
 No, there won't.

Exercise 7. Listen to the statement. Change it to a *yes/no* question. Another student will give a true short answer.

There's a blackboard in this room.
STUDENT A: IS THERE A BLACKBOARD IN THIS ROOM?
STUDENT B: YES, THERE IS.

There's a tiger in this room.
STUDENT A: IS THERE A TIGER IN THIS ROOM?
STUDENT B: NO, THERE ISN'T.

There are a lot of easy patterns in our book.
STUDENT A: ARE THERE MANY EASY PATTERNS IN OUR BOOK?
 (ARE THERE A LOT OF EASY PATTERNS IN OUR BOOK?)
STUDENT B: YES, THERE ARE.
 (NO, THERE AREN'T.)

1. There's a desk in this room.
2. There's a car in this room.
3. There are some students in this room.
4. There are a lot of trees in this city.
5. There are a few books on the teacher's desk.
6. There's a little beer in your refrigerator.
7. There's a lot of money in your bank account.
8. There's going to be some homework for us to do tomorrow.
9. There will be an examination at the end of this course.
10. There will be a party after the examination.

C. Notice the use of the preposition *of* and the suffix *'s*.*The table* has legs.

THING

The legs *of the table*

of the THING

The dog has legs.

ANIMAL

The dog's legs

ANIMAL'S

John has legs.

PERSON

John's legs

PERSON'S

COMMENTS

- (1) The possessive form of a noun phrase referring to a **THING** is made by putting *of* before the noun phrase.
- (2) The possessive form of a noun phrase referring to an **ANIMAL** or a **PERSON** is made by adding the suffix 's (apostrophe s) at the end of the noun phrase.
- (3) In addition to their use in showing possession, the possessive forms are also used to indicate certain other relations.

the work *of the machine*
of the THING

the boy's work
PERSON'S

- (4) The possessive form of a noun phrase referring to **TIME** is made by adding 's.

today's homework
TIME's

a week's vacation
TIME's

NOTE: The forms recommended above are the usual ones. Occasionally, however, speakers of English will not follow these rules exactly. For example: "The father of the boy talked about the world's problems."

Exercise 8. Listen to the two statements. Make a new statement using the possessive forms.

It's a book. The boy has it.

IT'S THE BOY'S BOOK.

They're books. The boy has them.

THEY'RE THE BOY'S BOOKS.

It's a car. It belongs to Mary.

IT'S MARY'S CAR.

They're legs. They're on the table.

THEY'RE THE LEGS OF THE TABLE.

1. They're legs. They're on a dog.
2. They're problems. Bob has them.
3. It's a cover. It's on this book.
4. It's homework. It's for today.
5. They're letters. They belong to John.
6. It was a speech. Mr. Miller gave it.
7. It's a top. It's on this table.
8. She's a wife. She married Mr. Miller.
9. They are walls. They are in this room.
10. It's a desk. The teacher uses it.
11. They're glasses. They belong to Mary.
12. It's an old coat. John owns it.
13. It's a house. Mr. Allen bought it.
14. They are wheels. They are on my bicycle.
15. It was a vacation. It was for a week.
16. It's a paper. It came today.
17. They're toys. The children play with them.

NOTE:

- (1) Compare -'s and -s'

The boy has the books.	the boy's books.
The boys have the books.	the boys' books.

After a plural noun phrase with the regular plural ending -s, the possessive ending does not add any further s sound. The singular possessive *boy's*, the regular plural *boys*, and the plural possessive *boys'* are all pronounced alike.

- (2) The noun which follows a possessive noun phrase is omitted when the meaning is clear.

Do you have John's book?	(Singular)
No, I have <i>Mary's</i> .	

Do you have John's books?	(Plural)
No, I have <i>Mary's</i> .	

- D. Compare the possessive determiners with the possessive pronouns.

Previous pattern (Lesson 6.E):

New pattern:

POSSESSIVE DETERMINERS

POSSESSIVE PRONOUNS

This is *my* book.

This is *mine*.

These are *my* books.

These are *mine*.

your book.

yours.

your books.

yours.

<i>his</i> book.	<i>his</i> .
<i>his</i> books.	<i>his</i> .
<i>her</i> book.	<i>hers</i> .
<i>her</i> books.	<i>hers</i> .
<i>our</i> book.	<i>ours</i> .
<i>our</i> books.	<i>ours</i> .
<i>your</i> book.	<i>yours</i> .
<i>your</i> books.	<i>yours</i> .
<i>their</i> book.	<i>theirs</i> .
<i>their</i> books.	<i>theirs</i> .

COMMENTS

- (1) The possessive pronouns are used after forms of *to be* with no noun phrase following. They are also used as substitutes for a noun phrase: "My books are here; **YOURS** are on the table."
- (2) The singular and plural forms of the possessive pronouns are the same: "Mine is here. Mine are here."

Exercise 9. Listen to the two statements. Combine them with the *and . . . too* pattern. Use a possessive pronoun or the possessive form of a noun as a noun phrase substitute in the second statement.

My book is on the table.
Your book is on the table.

**MY BOOK IS ON THE TABLE,
AND YOURS IS TOO.**

His car can go very fast.
Her car can go very fast.

**HIS CAR CAN GO VERY FAST,
AND HERS CAN TOO.**

John's cat likes fish.
Mary's cat likes fish.

**JOHN'S CAT LIKES FISH, AND
MARY'S DOES TOO.**

1. Your grammar book is green. My grammar book is green.
2. His dictionary is very large. Her dictionary is very large.
3. My friends can speak English. Your friends can speak English.
4. Her friends always speak Spanish. His friends always speak Spanish.
5. Our examination will be difficult. Your examination will be difficult.
6. Your homework was difficult. Their homework was difficult.
7. Their teachers give difficult assignments. Our teachers give difficult assignments.
8. Mary's new car goes very fast. John's new car goes very fast.
9. The girl's hair is long. The boy's hair is long.
10. Mr. and Mrs. King's daughter works hard. Mr. and Mrs. Thompson's daughter works hard.

Exercise 10. Listen to the statement and the name or pronoun after it. Make a parallel statement with the name or pronoun as subject and the corresponding possessive pronoun as direct object.

I have my books. John.

JOHN HAS HIS.

I put my books on the table.
John and Mary.

JOHN AND MARY PUT THEIRS
ON THE TABLE.

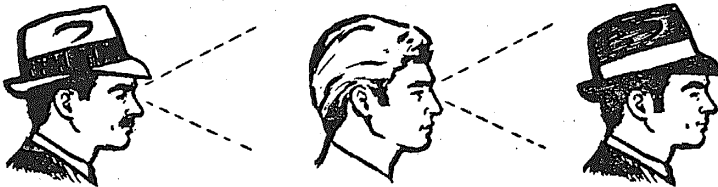
He is reading his book. I.

I AM READING MINE.

1. I brought my books to class. John.
2. I brought my paper to class. Mary.
3. I mailed my letters. Mary.
4. I am doing my homework. Fred.
5. We don't like our car. Mr. and Mrs. Smith.
6. They visited their brothers. Mr. Smith.

7. They bought their tickets. We.
8. I read my letter before class. You.
9. You did your work before class. I.
10. I read my assignments last night. You and John.
11. They wrote their compositions this morning. We.
12. Mr. Peterson is going to sell his car. I.

E. Notice the formation of questions with *whose*.



John's father

Paul

Mary's father

Pattern S

John's father	sees Paul.
<i>Who</i>	sees Paul?
<i>Whose father</i>	sees Paul?

Pattern O

	Paul sees Mary's father.
<i>Who does</i>	Paul see?
<i>Whose father does</i>	Paul see?

COMMENT

Whose asks for the possessive form of noun phrases.

NOTE: *Wh*-questions have been practiced in the following lessons: 4, 9.C, and 11.A.3.

The pronunciation of *whose* and *who's* (=who is) is the same. The meanings are, of course, very different.

“Whose father is in the living room?” “Mary’s.”

“Who’s in the living room?” “Mary’s father.”

Exercise 11. Listen to the statement. Make a corresponding question with *whose*. Another student will give a short answer.

John’s father sees Paul.

STUDENT A: WHOSE FATHER SEES PAUL?

STUDENT B: JOHN’S.

Paul sees Mary’s father.

STUDENT B: WHOSE FATHER DOES PAUL SEE?

STUDENT C: MARY’S.

- | | |
|---|---|
| 1. We can see John’s book. | 9. Alice likes the Millers’ new house. |
| 2. John’s pencil is on the table. | 10. Bill likes to ride our bicycle. |
| 3. Mary’s pencils are on the table. | 11. Betty likes my new apartment. |
| 4. Mary is reading her book. | 12. Mr. Smith’s house is on fire. |
| 5. John’s apartment is near the university. | 13. Mrs. Miller is feeding her cat. |
| 6. John’s brother lives in New York. | 14. John’s pen is on the floor. |
| 7. Mary likes Helen’s green dress. | 15. John wants to borrow our car. |
| 8. John’s pencil fell on the floor. | 16. We can see Bill’s house from ours. |
| | 17. We might see Betty’s mother tomorrow. |

NOTE: The noun which follows *whose* is omitted when the meaning is clear.

“Whose book do you have?”

“John’s _____. Whose _____ do you have?”

“Mary’s.”

F. Notice the use of *one* and *ones*.

Previous pattern (Lesson 7.C):

One, used as a substitute for a singular indefinite noun phrase.

“Did you buy *a pencil*?”
 “No, I’m going to buy *one* tomorrow.”

New patterns:

One, used as a substitute for a singular noun.

“Do you want a shirt?”
 “Yes, I want *this one*.
 that one.
 a large one.
 a good one.
 the red one.
 this red one.”

Ones, used as a substitute for a plural noun.

“Do you want some shirts?”
 “Yes, I want some red *ones*.
 these red ones.
 a few nice ones.
 several new ones.
 five green ones.”

COMMENTS

- (1) *One* is used as a substitute for a singular noun after *this*, *that*, or a descriptive adjective such as *large*, *good*, *red*.
- (2) *Ones* is used as a substitute for a plural noun after a descriptive adjective only, but not after words like *these* or *several*. Compare the following examples:

“Do you want some shirts?”
 “Yes, I want *some*.
 these.
 a few.
 several.
 five.”

Words such as *some*, *these*, *a few*, *several*, *five* are not descriptive adjectives. Therefore, they cannot be followed by *ones*.

Exercise 12. Listen to the statements. Make a new sentence(s) without the noun *book*. Use *one* and *ones* when necessary.

I want this book.

I want that book.

I want five books.

I want a new book.

I want some new books.

I want your new book.

I want your book.

I want these books.

I WANT THIS ONE.

I WANT THAT ONE.

I WANT FIVE.

I WANT A NEW ONE.

I WANT SOME NEW ONES.

I WANT YOUR NEW ONE.

I WANT YOURS.

I WANT THESE.

1. I want these new books.
2. I want those books.
3. I want those black books.
4. I want several black books.
5. I want that red book.
6. I want this old book.
7. I want ten books.
8. I want ten red books.
9. I want several books.
10. I want a few books.
11. I want a very good book.
12. I want three books.
13. I want three good books.
14. I want this green book.
15. I want five new books.
16. I want a new book.
17. I want some good books.
18. I want a few books.
19. I want some other books.
20. I want a big book.
21. I want this big book.
22. I want this book.
23. I want these books.
24. I want my book.
25. I want my books.
26. I want her book.
27. I want his book.
28. I want Mary's book.
29. I want your books.
30. I want their book.
31. I want our book.

Lesson 15

Expressions of Comparison

- A. *the same as, different from, like*
the same . . . as, as . . . as
- B. *more . . . than*
-er than
- C. *the most*
the . . . -est

A.1 Notice the use of *the same as* and *different from*.

My pencil and your pencil are the same.
There is no difference.

My pencil is *the same as* yours.

John's coat is large and brown.
Paul's coat is small and gray.

John's coat is *different from* Paul's.

COMMENT

The same as and *different from* are used to compare two persons, things, places, animals, etc.

NOTE: *Different than* is sometimes used in place of *different from*. However, *different from* is preferred in writing.

Exercise 1.

My shoes are brown and size ten and yours are too. There is no difference.

MY SHOES ARE THE SAME
AS YOURS.

This book is red. It's very small. That one is black. It's big.

THIS BOOK IS DIFFERENT
FROM THAT ONE.

1. This is a grammar book. That book is too. There is no difference.
2. This radio is small, but that one is large.
3. Four times three is twelve and three times four is, too.
4. John's pen is blue. Mary's pen is green.

5. John is short. He's always happy. Paul is tall and he's seldom happy.
6. Two times three is six and three times two is, too.
7. Mary's address is 804 Washington Street. Nancy lives there, too.
8. John's address is 909 Fifth Street. Bob's address is 910 Main Street.
9. John's coat is brown. Paul's is black.

NOTE: In a sentence such as "My coat is like yours", the word *like* means "almost the same" or "similar."

Exercise 2. Make sentences with *like*.

John's coat is similar to Paul's.	JOHN'S COAT IS LIKE PAUL'S.
John's new car looks almost the same as Paul's.	JOHN'S NEW CAR LOOKS LIKE PAUL'S.

1. John is very similar to his father.
2. Paul's eyes are almost the same as his mother's.
3. John looks similar to his father.
4. John works very hard and a horse does too.
5. Paul eats a lot and a horse does too.
6. Mary eats very little and a bird does too.

A.2 Notice the use of *the same . . . as* and *as . . . as*.

Previous pattern:

My pencil is *the same as* yours.

New patterns:

My pencil is *the same length as* yours.
 My pencil is *as long as* yours.

COMMENTS

- (1) *The same . . . as* is used with nouns.
- (2) *As . . . as* is used with adjectives.

ILLUSTRATIVE EXAMPLES

(These examples can be used to form two or more exercises.)

- | | |
|---|----------|
| This pencil is the same <i>length</i> as the other one. | |
| This pencil is as <i>long</i> as the other one. | (short) |
| This street is the same <i>width</i> as the other one. | |
| This street is as <i>wide</i> as the other one. | (narrow) |

This book is the same <i>thickness</i> as the other one.	
This book is as <i>thick</i> as the other one.	(thin)
This shelf is the same <i>height</i> as the other one.	
This shelf is as <i>high</i> as the other one.	(low)
This student is the same <i>height</i> as the other one.	
This student is as <i>tall</i> as the other one.	(short)
This lake is the same <i>depth</i> as the other one.	
This lake is as <i>deep</i> as the other one.	(shallow)
This piece of metal is the same <i>hardness</i> as the other one.	
This piece of metal is as <i>hard</i> as the other one.	(soft)
This student is the same <i>age</i> as the other one.	
This student is as <i>old</i> as the other one.	(young)
This chair is the same <i>weight</i> as the other one.	
This chair is as <i>heavy</i> as the other one.	(light)
This chair is the same <i>size</i> as the other one.	
This chair is as <i>big</i> as the other one.	(small)
This chair is the same <i>price</i> as the other one.	
This chair is as <i>expensive</i> as the other one.	(inexpensive)
This train is the same <i>speed</i> as the other one.	
This train is as <i>fast</i> as the other one.	(slow)
This store is the same <i>distance</i> as the other one.	
This store is as <i>far</i> as the other one.	(near, close)

NOTE: The expression *as . . . as* is also used with expressions of quantity (*much, many, little, few*) and expressions of quantity followed by nouns. See Exercise 3.

Exercise 3. (individually)

Bob bought five books, and
George did too.

BOB BOUGHT AS MANY BOOKS
AS GEORGE.
(BOB BOUGHT AS MANY AS
GEORGE.)

Bob had two cups of coffee,
and George did too.

BOB HAD AS MUCH COFFEE AS
GEORGE.
(BOB HAD AS MUCH AS GEORGE.)
(BOB HAD AS MANY CUPS OF
COFFEE AS GEORGE.)

1. Bob has two dogs, and George does too.
2. Bob drank two glasses of milk, and George did too.
3. Bob ate three sandwiches, and George did too.
4. Bob drinks a glass of milk every day, and George does too.
5. Bob bought two shirts, and George did too.

6. Bob talked to two students, and George did too.
7. Bob uses ten pieces of paper every day, and George does too.
8. Bob reads two magazines every week, and George does too.
9. Bob wants a gallon of ice cream, and George does too.
10. Bob wrote three letters, and George did too.

NOTE: The expression *as . . . as* is also used with adverbs. See Exercise 4.

Exercise 4. Practice the use of *as . . . as* with adverbs. (The sentences in parentheses are alternate cues.)

John speaks very clearly, but Paul doesn't. (John is a very clear speaker, but Paul isn't.)	PAUL DOESN'T SPEAK AS CLEARLY AS JOHN.
--	--

John sings very well, but Paul doesn't. (John is a very good singer, but Paul isn't.)	PAUL DOESN'T SING AS WELL AS JOHN.
--	---------------------------------------

1. John talks very slowly, but Paul doesn't.
(John is a very slow talker, but Paul isn't.)
2. John works very carefully, but Paul doesn't.
(John is a very careful worker, but Paul isn't.)
3. John writes very well, but Paul doesn't.
(John is a very good writer, but Paul isn't.)
4. John swims very fast, but Paul doesn't.
(John is a very fast swimmer, but Paul isn't.)
5. John works very hard, but Paul doesn't.
(John is a very hard worker, but Paul isn't.)
6. John teaches very well, but Paul doesn't.
(John is a very good teacher, but Paul isn't.)
7. John runs very fast, but Paul doesn't.
(John is a very fast runner, but Paul isn't.)
8. John drives very carefully, but Paul doesn't.
(John is a very careful driver, but Paul isn't.)
9. John speaks very clearly, but Paul doesn't.
(John is a very clear speaker, but Paul isn't.)
10. John reads very fast, but Paul doesn't.
(John is a very fast reader, but Paul isn't.)
11. John walks very slowly, but Paul doesn't.
(John is a very slow walker, but Paul isn't.)

Exercise 5. Idioms.

John is quick. A wink is quick. JOHN IS AS QUICK AS A WINK.

Our bread is hard. A rock is hard. OUR BREAD IS AS HARD AS A
ROCK.

1. Mary is quiet. A mouse is quiet.
2. The joke is old. The hills are old.
3. Mary is pretty. A picture is pretty.
4. Mr. Smith is cold. Ice is cold.
5. His word is good. Gold is good.
6. His face is red. A beet is red.
7. Mary is sweet. Honey is sweet.
8. Mary's watch is light. A feather is light.

Exercise 6. Summary exercise: *the same . . . as* and *as . . . as*.

The color of your suit is blue. The
color of mine is blue too.

YOUR SUIT IS THE SAME
COLOR AS MINE.

The size of your suit is thirty-six,
but the size of mine is forty.

YOUR SUIT ISN'T THE SAME
SIZE AS MINE.

(or) YOUR SUIT ISN'T AS
BIG AS MINE.

Your books are interesting, and
mine are too.

YOUR BOOKS ARE AS
INTERESTING AS MINE.

John writes carefully, and Mary
does too.

JOHN WRITES AS CAREFULLY
AS MARY.

1. Mary speaks clearly, and John does too.
2. John's height is five feet. Paul's height is five feet.
3. John's weight is 150 pounds. Paul's weight is 150 pounds too.
4. John's age is twenty-four. Paul's age is twenty-two.
5. John speaks rapidly. The professor speaks rapidly.
6. The color of John's hat is gray. The color of the professor's is gray too.
7. My family has two cars. Your family has two cars.
8. Mary is nineteen years old. James is nineteen years old too.
9. The price of the new book is three dollars. The price of the old one is three dollars too.
10. John is big. Paul is big too.
11. Mary is beautiful. Helen is beautiful too.
12. Peter ate three hamburgers. Paul ate three hamburgers too.
13. John works slowly. Paul works slowly too.
14. The quality of this shirt is excellent. The quality of that one is excellent too.

Exercise 7. Summary exercise: Compare one tree with several other trees. (They may be drawn on the blackboard.) Use the expressions *the same . . . as* and *as . . . as*.

size	THIS TREE IS THE SAME SIZE AS THOSE.
type	THIS TREE IS THE SAME TYPE AS THOSE.
big	THIS TREE IS AS BIG AS THOSE.
tall	THIS TREE IS AS TALL AS THOSE.

- | | | | |
|--------------|-----------|---------|-----------|
| 1. beautiful | 4. old | 7. age | 10. tall |
| 2. color | 5. height | 8. big | 11. good |
| 3. short | 6. shape | 9. size | 12. price |

NOTE FOR ADVANCED STUDENTS: The expression *as . . . as* can be followed by a group of words which corresponds to a sentence. For example:

- John speaks English as fast as *he reads it*.

Often only part of the sentence appears:

- Mary reads English as fast as Paul (reads English).
- Mary reads English as fast as (she reads) French.

In example 2, the verb phrases (*reads English*) of the first and second parts of the sentence are the same. We don't repeat the verb phrase; it is, however, understood. Example 3 is similar. The subject and verb of the two parts of the sentence are the same, and it is, therefore, not necessary to say *she reads*. It is, of course, understood.

In example 2, where the verb phrases of the two parts are the same, the auxiliary *does* can be used in place of the second verb phrase, giving us example 4:

- Mary reads English as fast as Paul *does*.

Similarly, forms of *be* or a modal auxiliary can be used in place of the complete verb phrase:

- She is as tall as Paul *is*.
- She can swim as fast as Paul *can*.

The words *does*, *is*, *can* are optional in sentences 4, 5, and 6; they can be included or omitted. If, however, *Paul* is replaced with the corresponding personal pronoun *he*, the words *does*, *is*, *can* are usually included:

- Mary reads English as fast as *he does*.
- She is as tall as *he is*.
- She can swim as fast as *he can*.

The comments in this note apply to the following expressions (all of which include *as* or *than*):

- the same as (But not *like*.)
the same . . . as
as . . . as
- more . . . than (See Exercise 9.)
-er than

B. Notice the comparative forms with *-er* and *more*.

Paul is tall. John is very tall. John is taller than Paul.	Paul is careful. John is very careful. John is <i>more</i> careful than Paul.
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COMMENTS

<p>The suffix <i>-er</i> is used</p> <p>(a) with adjectives and adverbs of one syllable:</p> <table style="margin-left: 40px;"> <tr><td>tall</td><td>taller</td></tr> <tr><td>clear</td><td>clearer</td></tr> <tr><td>fast</td><td>faster</td></tr> <tr><td>hard</td><td>harder</td></tr> <tr><td>nice</td><td>nicer</td></tr> <tr><td>quick</td><td>quicker</td></tr> <tr><td>soon</td><td>sooner</td></tr> </table> <p>(b) with adjectives that end in <i>-y</i> (2 syllables):</p> <table style="margin-left: 40px;"> <tr><td>busy</td><td>busier</td></tr> <tr><td>easy</td><td>easier</td></tr> <tr><td>happy</td><td>happier</td></tr> <tr><td>heavy</td><td>heavier</td></tr> <tr><td>lazy</td><td>lazier</td></tr> <tr><td>pretty</td><td>prettier</td></tr> <tr><td>early</td><td>earlier</td></tr> </table>	tall	taller	clear	clearer	fast	faster	hard	harder	nice	nicer	quick	quicker	soon	sooner	busy	busier	easy	easier	happy	happier	heavy	heavier	lazy	lazier	pretty	prettier	early	earlier	<p>The word <i>more</i> is used</p> <p>(a) with most adjectives and adverbs of two or more syllables:</p> <table style="margin-left: 40px;"> <tr><td>careful</td><td>more careful</td></tr> <tr><td>beautiful</td><td>more beautiful</td></tr> <tr><td>expensive</td><td>more expensive</td></tr> <tr><td>interesting</td><td>more interesting</td></tr> <tr><td>important</td><td>more important</td></tr> <tr><td>necessary</td><td>more necessary</td></tr> <tr><td>often</td><td>more often</td></tr> </table> <p>(b) with adverbs that have the adverb suffix <i>-ly</i>:</p> <table style="margin-left: 40px;"> <tr><td>carefully</td><td>more carefully</td></tr> <tr><td>clearly</td><td>more clearly</td></tr> <tr><td>easily</td><td>more easily</td></tr> <tr><td>quickly</td><td>more quickly</td></tr> <tr><td>rapidly</td><td>more rapidly</td></tr> </table>	careful	more careful	beautiful	more beautiful	expensive	more expensive	interesting	more interesting	important	more important	necessary	more necessary	often	more often	carefully	more carefully	clearly	more clearly	easily	more easily	quickly	more quickly	rapidly	more rapidly
tall	taller																																																				
clear	clearer																																																				
fast	faster																																																				
hard	harder																																																				
nice	nicer																																																				
quick	quicker																																																				
soon	sooner																																																				
busy	busier																																																				
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heavy	heavier																																																				
lazy	lazier																																																				
pretty	prettier																																																				
early	earlier																																																				
careful	more careful																																																				
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carefully	more carefully																																																				
clearly	more clearly																																																				
easily	more easily																																																				
quickly	more quickly																																																				
rapidly	more rapidly																																																				

Note the following irregular forms:

good	better
well	better
bad	worse
badly	worse
far	farther (further)

NOTE: In general *farther* and *further* can be used interchangeably. However, only *further* can be used to mean "additional." For example: "a further example."

Exercise 8.

- | | |
|-----------------------------|---|
| Is George tall? | YES, HE IS <i>TALLER</i> THAN I AM. |
| Did George come early? | YES, HE CAME <i>EARLIER</i> THAN I DID. |
| Did George write carefully? | YES, HE WROTE <i>MORE CAREFULLY</i> THAN I DID. |
1. Is George careful?
 2. Did George work hard?
 3. Did George answer quickly?
 4. Is George busy?
 5. Is George fast?
 6. Did George run fast?
 7. Did George speak clearly?
 8. Is George young?
 9. Did George jump high?
 10. Did George read fast?

Exercise 9.

- | | |
|--------------------------------------|--|
| This pencil isn't long enough. | LET ME GET YOU A <i>LONGER ONE</i> . |
| This picture isn't beautiful enough. | LET ME GET YOU A <i>MORE BEAUTIFUL ONE</i> . |
1. This car isn't fast enough.
 2. This glass isn't big enough.
 3. This book isn't interesting enough.
 4. This table isn't strong enough.
 5. This watch isn't old enough.
 6. This chair isn't big enough.
 7. This suit isn't nice enough.
 8. This raincoat isn't cheap enough.
 9. This shirt isn't good enough.
 10. This story isn't interesting enough.
 11. This magazine isn't new enough.
 12. This spoon isn't clean enough.
 13. This knife isn't sharp enough.
 14. This fish isn't fresh enough.

Exercise 10. This is a summary exercise to practice the use of adjectives and adverbs in expressions of comparison. Use *as . . . as*, *more . . . than* and *-er than*.

- | | |
|---|--|
| John is six feet tall, but Mary is only five feet tall. | JOHN IS TALLER THAN MARY. |
| Alice is very interesting, but her sister isn't. | ALICE IS MORE INTERESTING THAN HER SISTER. |
| John is the same height as Paul. | JOHN IS AS TALL AS PAUL. |
1. Mary is very happy, but Alice isn't.
 2. This lesson is very easy, but the other one isn't.
 3. The post office is very near, but the bookstore isn't.
 4. John talks very fast, but Mary doesn't.

5. Mary is the same height as Alice.
6. This book is very expensive, but the other one isn't.
7. We entered very quietly, but they didn't.
8. Mary talks very slowly, but Mr. Smith doesn't.
9. John speaks very rapidly, but Paul doesn't.
10. Mary is the same age as Alice.
11. Alice is very happy, but John isn't.
12. The first lesson was very easy, but the second one wasn't.
13. This lesson is very difficult, but the other one wasn't.
14. This table is the same size as that one.
15. This chair is very comfortable, but that one isn't.
16. This diamond is the same price as that one.

C. Notice the superlative forms, which are made with *-est* and *most*.

John is taller than Paul, but George is <i>the tallest</i> .	John is more careful than Paul, but George is <i>the most careful</i> .
---	--

COMMENTS

(1) The suffix *-est* is used with the same words that *-er* is used with.

(a) Adjectives and adverbs of one syllable:

tall	taller	the tallest
clear	clearer	the clearest
fast	faster	the fastest
hard	harder	the hardest
nice	nicer	the nicest
quick	quicker	the quickest

(b) Adjectives that end in *-y* (2 syllables):

busy	busier	the busiest
easy	easier	the easiest
happy	happier	the happiest
heavy	heavier	the heaviest
lazy	lazier	the laziest
pretty	prettier	the prettiest
early	earlier	the earliest

Note the following irregular forms:

good	better	the best
well	better	the best
bad	worse	the worst
badly	worse	the worst
far	farther	the farthest

(2) The word *most* is used with the same words that *more* is used with.

(a) Adjectives of two or more syllables:

careful	more careful	the most careful
beautiful	more beautiful	the most beautiful
expensive	more expensive	the most expensive
interesting	more interesting	the most interesting
important	more important	the most important
necessary	more necessary	the most necessary

(b) Adverbs that have the adverb suffix *-ly*:

carefully	more carefully	the most carefully
clearly	more clearly	the most clearly
easily	more easily	the most easily
quickly	more quickly	the most quickly
rapidly	more rapidly	the most rapidly

Exercise 11. Practice *-est* and *most*.

John is taller than Peter.

BUT GEORGE IS THE TALLEST.

John is more careful than Peter.

BUT GEORGE IS THE MOST CAREFUL.

- | | |
|--------------------------------|--|
| 1. John is younger than Peter. | 7. John swims faster than Peter. |
| 2. John is busier than Peter. | 8. John works harder than Peter. |
| 3. John is quicker than Peter. | 9. John reads faster than Peter. |
| 4. John is nicer than Peter. | 10. John is more intelligent than Peter. |
| 5. John is happier than Peter. | 11. John is smarter than Peter. |
| 6. John is faster than Peter. | 12. John is friendlier than Peter. |

NOTE: The expressions *more . . . than* and *the most* are used also with nouns (See Exercise 12.)

Exercise 12.

books MARY HAS *MORE BOOKS THAN ALICE*.
HELEN HAS *THE MOST BOOKS*.

money MARY HAS *MORE MONEY THAN ALICE*.
HELEN HAS *THE MOST MONEY*.

- | | | |
|--------------------|------------------------|-----------------|
| 1. pencils | 7. pieces of furniture | 12. bread |
| 2. chalk | 8. hats | 13. diamonds |
| 3. pieces of chalk | 9. apples | 14. homework |
| 4. flowers | 10. fruit | 15. assignments |
| 5. chairs | 11. sandwiches | 16. time |
| 6. furniture | | |

NOTES:

- (1) We can also use *more* and *most* without a following noun:

Alice has a lot of intelligence.

Mary has more than Alice.

Helen has the most.

- (2) *Less* is the opposite of *more*.
Least is the opposite of *most*.

In general, *less* and *least* are used with the same words that *more* and *most* are used with.

ADJECTIVE

John and Paul are *more careful* than George.

George is *less careful* than John and Paul.

George is *the least careful*.

ADVERB

John and Paul write *more carefully* than George.

George writes *less carefully* than John and Paul.

George writes *the least carefully*.

NON-COUNT NOUN

John and Paul have *more time* than George.

George has *less time* than John and Paul.

George has *the least time*.

COUNT NOUN (Use *fewer* and *the fewest*)

John and Paul have *more books* than George.

George has *fewer books* than John and Paul.

George has *the fewest books*.

Lesson 16

(This lesson corresponds to Lesson XVII [seventeen] in the third editions of *English Sentence Patterns* and *English Pattern Practices*.)

- A. Embedded statements: I know *that he lives here*.
- B. Embedded *wh*-clauses: I know *who lives here*.

A. Notice the use of *that* + statement in place of a noun phrase.

I know *something*.
 NOUN PHRASE

John is from Chicago.
STATEMENT

I know *that John is from Chicago*.

COMMENTS

1. A noun phrase (*something, someone, the new student, John, etc.*) can follow *I know*. In addition, an embedded statement (*John is from Chicago*) can function as a noun phrase.
2. The word *that* may be included or omitted in this pattern.

ADDITIONAL EXAMPLES

I believe that John is from Chicago.
I think it rained yesterday.
I imagine that John is going to be late.

Exercise 1. Practice the use of *I think (that) . . .* (The word *that* is optional.)

Which do you think is bigger —
New York or Chicago?

I THINK (THAT) NEW YORK
IS BIGGER.

Which do you think is older —
London or New York?

I THINK (THAT) LONDON
IS OLDER.

1. Which do you think is more expensive — a Cadillac or a Volkswagen?
2. Which do you think is more dangerous — a mouse or a tiger?
3. Which do you think is deeper — a lake or an ocean?
4. Which do you think is higher — Mt. Blanc or Mt. Everest?
5. Which do you think is lighter in weight — a horse or a cat?
6. Which do you think is longer — a mile or a kilometer?
7. Which do you think is faster — a mouse or a turtle?
8. Which do you think is sharper — a butter knife or a steak knife?
9. Which do you think is sweeter — an orange or a lemon?
10. Which do you think is taller — the Empire State Building or the White House?
11. Which do you think is warmer — Miami or Boston?
12. Which do you think is older — Montreal or Paris?
13. Which do you think is heavier — a car or a plane?
14. Which do you think is stronger — an elephant or a car?

Exercise 2. Listen to the statement and to the words that follow it. Combine them to form a new sentence.

New York is the largest city in the United States.

I know —

I KNOW THAT NEW YORK IS THE LARGEST CITY IN THE UNITED STATES.

Much of New York is surrounded by water.

I understand —

I UNDERSTAND THAT MUCH OF NEW YORK IS SURROUNDED BY WATER.

1. Most of the city is on islands. I guess —
2. New York is the busiest port in the United States. I suppose —
3. A ship arrives or departs every twenty minutes. I heard —
4. Approximately eight million people live in New York. I understand —
5. The United Nations is on the island of Manhattan. I assume —
6. The Empire State Building is more than 1,200 feet tall. I think —
7. The average temperature in New York in February is 28 degrees. I believe —
8. The average temperature in July is 74 degrees. I understand —
9. The first European arrived in New York in 1524. I learned —
10. His name was Verrazano. I believe —
11. The Dutch purchased Manhattan for \$24. I heard —
12. The city became British in 1664. I understand —

NOTE: *That* clauses cannot be used after the verb *want*. The verb after *want* must be in the infinitive form with *to*:

I want *John to go*.

I want *to study*.

Want is discussed in Lesson 13.

NOTE TO ADVANCED STUDENTS: The verbs of Exercise 2, that is, verbs like *know*, plus some additional verbs of the same type, are listed below:

agree	doubt	hope	regret
answer	dream	imagine	remember
assume	feel	know	say
believe	forget	learn	suppose
conclude	guess	notice	think
decide	hear	realize	understand
discover			

A similar pattern includes verbs like *tell*:

I told him (that) Louise came early.

In this sentence, an object (*him*) follows the verb. In fact, the verb must be followed by a personal object. Notice that there is no personal object following verbs like *know*:

I know (that) Louise came early.

I said (that) Louise came early.

Some additional verbs like *tell* are the following:

assure	notify
convince	remind
inform	

In a third pattern, an optional personal object follows the verb:

He wrote (me) that John is in Paris.

Some additional verbs like *write* are the following:

promise	teach
show	warn

In a fourth pattern, an optional *to* + object follows the verb:

He explained (to us) that a quick answer was important.

Some additional verbs like *explain* are the following:

admit	prove	report
announce	read	say
mention	repeat	suggest
point out	reply	write

B. Notice how a *wh*-clause is used after verbs like *know*.



John



Mary



Mr. Miller

	I know John sees Mary.
	I know John ^{who} sees Mary.
S	I know <i>who sees Mary.</i> WH-CLAUSE

	I know Mary sees Mr. Miller.
	I know Mary sees Mr. Miller. ^{who (whom)}
O	I know <i>who Mary sees.</i> WH-CLAUSE

COMMENTS

1. In Pattern S, the *wh*-word replaces the subject. For example, *who* replaces *John*.

In Pattern O, the *wh*-word replaces the object (or some other part of the verb phrase). For example, *who* replaces *Mr. Miller*.

2. In either case, the *wh*-word comes at the beginning of the *wh*-clause.

S. ... *who* sees Mary.

O. ... *who* Mary sees.

3. The verb (or auxiliary) of the *wh*-clause immediately follows the subject of the *wh*-clause.

S. I know *who* sees Mary.
SUBJECT VERB

I know *who* can see Mary.
SUBJECT AUX.

O. I know *who Mary* sees.
SUBJECT VERB

I know *who Mary* can see.
SUBJECT AUX.

NOTE: The use of *who* in Pattern O is informal standard English. *Whom* is formal English.

Exercise 3. The word order of *wh*-clauses in questions is the same as in the corresponding statements. In this exercise, change the statements to questions. Remember the word order of the *wh*-clause does not change.

Pattern S

John knows who was here.

DOES JOHN KNOW WHO WAS HERE?

Mary knows who answered the telephone.

DOES MARY KNOW WHO ANSWERED THE TELEPHONE?

1. She knows what happened here.
2. John told Mary which answer was correct.
3. He told her which was correct.
4. John remembers whose book was on the desk.
5. John asked Mary how many students went on the picnic.
6. Mary can tell us how many went.
7. She will explain how much money is necessary.
8. She remembers how much is necessary.

Pattern O

John remembers who he talked to.

DOES JOHN REMEMBER WHO HE TALKED TO?

John asked where Mary was from.

DID JOHN ASK WHERE MARY WAS FROM?

9. John knows which book we want.
10. He remembers which one we want.
11. He can tell us how many books we need.
12. He told us how much they will cost.
13. Mary knows what time it is.
14. She knows when the plane will leave.
15. John explained where Boston is.
16. He can understand why Mary wants to go there.
17. Mary would like to know how far it is.
18. Mary learned how often John practices English.
19. She found out how long he practices every day.
20. Everyone knows how well he can speak English now.
21. Mary knows how difficult it is.
22. George knows how late the store is open.

Exercise 4. Answer the questions with *No, I don't know*, etc. + a *wh*-clause. Then ask another student the same question. He should give an original answer.

Tchr: Do you know who he is?

St. A: NO, I DON'T KNOW WHO HE IS.

DO YOU KNOW WHO HE IS?

St. B: YES, HE IS MR. SMITH.
(or some other original answer)

Tchr: Do you know where he comes from?

St. A: NO, I DON'T KNOW WHERE HE COMES FROM.

DO YOU KNOW WHERE HE COMES FROM?

St. B: YES, HE COMES FROM MEXICO. (JAPAN, ARGENTINA, etc.)

1. Do you know who came last night?
2. Do you know who John saw last night?
3. Do you know how old he is?
4. Do you know where he is from?
5. Do you know what he said?
6. Do you know how he came?
7. Did you ask him where he went?
8. Did you ask him where his friends are?
9. Did you ask him how his family is?
10. Do you know where he lives?
11. Do you know where he is now?
12. Do you know what time it is?

NOTE TO THE TEACHER: Each box contains a statement with an underlined noun phrase. Put the statement on the board and cross out the underlined words. Ask the students (1) to form a sentence beginning with *I know* and (2) to form a *wh*-question. Replace the crossed-out words with *wh*-words.

Pattern S	Pattern O
VERBS	
<u>John</u> sees Mary.	Mary sees <u>Mr. Miller</u> .
1. I know <i>who</i> sees Mary.	1. I know <i>who</i> Mary sees.
2. <i>Who</i> sees Mary?	2. <i>Who</i> does Mary see?
BE	
<u>John</u> is a student.	John is <u>a student</u> .
1. I know <i>who</i> is a student.	1. I know <i>what</i> John is.
2. <i>Who</i> is a student?	2. <i>What</i> is John?
MODAL AUXILIARIES	
<u>John</u> can play tennis.	John can play <u>tennis</u> .
1. I know <i>who</i> can play tennis.	1. I know <i>what</i> John can play.
2. <i>Who</i> can play tennis?	2. <i>What</i> can John play?

Exercise 5. Practice pattern O. Listen to the question and the partial response. Complete the response as shown in the examples. (To the teacher: An alternative way of presenting this exercise is to list the suggested cue words "I don't know," "They didn't say," etc., on the blackboard so that the student may choose any appropriate one in his answer.)

Who is that man? I don't know—

What is the date of the party?

I don't know—

Where were they? They didn't say—

Whose book did he find?

Do you remember—

I DON'T KNOW WHO THAT MAN IS.

I DON'T KNOW WHAT

THE DATE OF THE PARTY IS.

THEY DIDN'T SAY WHERE THEY

WERE.

DO YOU REMEMBER WHOSE BOOK

HE FOUND?

1. When is the party? I don't know —
2. How far is Detroit from here? I don't know —
3. Which did he want? Do you remember —
4. What is his name? Do you know —
5. Who is that man? Do you know —
6. What are you going to do when you leave the United States? Do you know —
7. Where was the concert? Who knows —
8. How many boys were there? Who knows —
9. What section was he in? Who knows —
10. Why wasn't he there? He didn't say —
11. Why weren't they in class? They didn't say —

12. Where are they going? Do you remember —
13. When did Mary arrive? Do you remember —
14. Why did they want to go? Do you remember —
15. Where is he from? Do you know —
16. Who is the girl in the blue dress? Do you know —
17. Where is the new student from? Do you know —
18. Where was the fire? Who knows —
19. Why wasn't the bank open? Who knows —
20. Where is he from? I don't remember —
21. How old is he? Do you know —
22. What is his profession? He didn't say —
23. Why was he late? I can't imagine —
24. When is he leaving? I'm not sure —
25. Where is he going? Ask him —
26. What time is it? I don't have any idea —
27. How tall is the Empire State Building? Ask Alice —
28. What is that? Do you know —
29. Whose book is that? Do you know —
30. How much time is there? Do you know —
31. What is the population of New York? Can you tell me —
32. What is he laughing at? Tell me —
33. What does he want? Ask him —
34. How much does it cost? Guess —
35. What does this word mean? Will you tell me —
36. How far is it? Do you know —
37. Where is the bus station? Do you know —
38. What time is it? Do you know —
39. Where is the post office? Can you tell me —
40. Where is the hospital? I don't know —
41. Where can I buy some towels? Can you tell me —
42. Where can I buy a good pen? Can you tell me —
43. Where can I buy some flowers? Do you know —
44. What did he want? I don't know —
45. Where was the lecture? Who knows —
46. How many students are there in the English course? Who can tell me —
47. What did he say? I don't know —
48. Who did you meet there? Do you remember —
49. How many did you buy? Do you remember —
50. What did he mean? I don't know —
51. What did he find? I don't know —
52. What did he do? I don't know —
53. What did he say? Do you remember —
54. What did he lose? I don't know —
55. What did he buy? I don't know —
56. What did he choose? I don't know —
57. What did John say? Can you remember —
58. How much did it cost? Do you know —

59. What did he say? I can't remember —
60. What did he sing? I don't know —
61. What did he leave? I don't know —
62. What did he tell them? I don't know —
63. What did he eat? I don't know —
64. Where did he go? Do you remember —
65. How old is he? I wonder —
66. What time is it? I wonder —
67. Where did he go? I wonder —
68. Who drank my coffee? I wonder —
69. Why did he come? I'll ask —

Exercise 6. Answer the questions with *I don't know* + *wh*-clause.

Is he from Chicago or New York? I DON'T KNOW WHERE HE IS FROM.

Is he twenty-four or twenty-five years old? I DON'T KNOW HOW OLD HE IS.

Did John come or did Paul come? I DON'T KNOW WHO CAME.

1. Is this answer correct or is that answer correct?
2. Was John here or was Paul here?
3. Is he a doctor or is he a lawyer?
4. Did ten people come or did fifteen people come?
5. Is your friend in Detroit or is he in New York?
6. Was he here yesterday or last week?
7. Was it 3 o'clock or was it 4 o'clock?
8. Is it forty miles or is it fifty miles to Detroit?
9. Is that Paul or is that John?
10. Were ten people or were fifteen people at the party?
11. Does he want a course in English or a course in geography?
12. Can I buy my books here or in a drugstore?
13. Was the doctor here or was the lawyer here?
14. Did he come by plane or by ship?

NOTE: The embedded statements and *wh*-clauses in this lesson can also be used in subject position.

I heard *that John was happy*.
That John was happy made me happy.

I know *how he traveled*.
How he traveled was easy to discover.

I know *why he left early*.
Why he left early is a difficult question.

NOTE: The previous exercise deals with embedded *wh*-questions. It is also possible to embed *yes-no* questions. Such embedded *yes-no* questions must be preceded by *if* (or *whether*). Notice that the embedded clause has the word order of a statement, not a question.

Exercise 7. Listen to the statement and the words that follow it. Combine them to form a new sentence.

Is he home? I wonder —

I WONDER IF HE IS HOME.

Did he go? I'll ask —

I'LL ASK IF HE WENT.

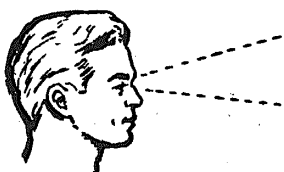
1. Is he feeling better? I'll ask —
2. Is Professor Brown in his office? I'll ask —
3. Does John speak Japanese? I wonder —
4. Is he going to arrive soon? I wonder —
5. Are these answers correct? Can you tell me —
6. Is my tie straight? Can you tell me —
7. Does my hair look all right? Can you tell me —
8. Did I turn off the shower? I don't remember —
9. Did you take out the dog? Do you remember —
10. Can Mary go to the party? He wants to find out —
11. Does he like steak? I'd like to know —
12. Am I going with you tonight? I'm not sure —
13. Did we do Lesson 12 yesterday? Do you recall —
14. Did Paul tell her the joke? I wonder —
15. Are we going to have class on Friday? Do you know —
16. Did he answer the question? I'm not sure —
17. Did Mary bring her raincoat? I'm not sure —
18. Did George find his bicycle? Do you know —
19. Did the mail come? Do you know —
20. Will the governor be re-elected? I'd like to know —
21. Will the police catch the criminal? I'd like to know —
22. Will I return to my country after the course? I'm not sure —
23. Will the Democrats win the next election? I'm not sure —
24. Should we go to the baseball game or the movies? I don't know —
25. Should I watch television or study for my exam? I don't know —
26. Does she have her appointment at 3 or 4? Mary doesn't remember —

Lesson 17

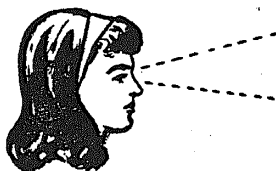
(This lesson corresponds to Lesson XVI in the third editions of *English Sentence Patterns* and *English Pattern Practices*.)

- A. Relative clauses
- B. *for, during*
when, while
before, after, until

A.1 Notice the relative clauses.



John



Mary



Mr. Miller

Previous patterns (Lesson 16):

John sees Mary.

S You know *who sees Mary*.

Mary sees Mr. Miller.

O You know *who Mary sees*.

New patterns:

I'm pointing to THE STUDENT. THE STUDENT sees Mary.

S I'm pointing to the student *that* sees Mary.
(who)

I'm pointing to THE MAN. Mary sees THE MAN.

O I'm pointing to the man *that Mary sees*.
(——)
whom
who

COMMENTS

1. In the S pattern, the *wh*-word is the subject of the following verb. In the O pattern, the *wh*-word is an object (or sometimes an adverbial).

S. *that* sees Mary
SUBJECT

O. *that* Mary sees.
OBJECT

2. In both patterns the verb (or auxiliary) comes immediately after the subject.

S. *that* sees Mary
SUBJECT VERB

O. *that* Mary sees
SUBJECT VERB

S. *that* can see Mary
SUBJECT AUX.

O. *that* Mary can see.
SUBJECT AUX.

3. Relative clauses always have the SUBJECT-VERB (or SUBJECT-AUXILIARY) word order, even in questions:

S. Are you pointing to the student *that* sees Mary?
SUBJECT VERB

O. Are you pointing to the man *that* Mary sees?
SUBJECT VERB

NOTES:

- (1) *Who* and *whom* are used for persons.
Which is used for things and animals.
That is used for persons, things, and animals.
- (2) In Pattern S, *that* is more common for things and animals than *which* is. Both *who* and *that* are very common for persons. However, sometimes *who* is preferred.
- (3) In Pattern O, the relative pronoun may be omitted entirely.

I'm pointing to the student that Mary sees.
I'm pointing to the student Mary sees.

In clauses of this type, the *that* form or the omission is generally preferable to *who*, *whom* or *which*.

- (4) *Whom* can be used in Pattern O only. *Whom* is used in formal writing and speeches.

Mr. Miller is the teacher *whom* Mary sees.

Exercise 1. Listen to the statements. Form a new statement which contains a relative clause. Use *that* as the relative pronoun in each sentence. (Suggested variations:

1. Use *who*, *whom* or *that* for persons and *that* or *which* for things.
2. Use *that* for pattern S and omission of the relative for pattern O.)

Be sure to put the relative clause immediately after the noun phrase it modifies.

S. I saw the man.

The man helped us.

I SAW THE MAN THAT HELPED US.

O. I saw the man.

We helped the man.

I SAW THE MAN THAT WE HELPED.

S. We ate the cake.

It was on the table.

WE ATE THE CAKE THAT WAS ON THE TABLE.

O. We ate the cake.

Mary baked it.

WE ATE THE CAKE THAT MARY BAKED.

1.S. I will read the book. The book describes New York.

1.O. I will read the book. John described the book.

2.S. This is the homework. It is from Lesson 16.

2.O. This is the homework. We did it yesterday.

3.S. I saw the man. The man wrote the book.

3.O. I saw the man. John described the man.

4.S. This is the building. The building belongs to the city.

4.O. This is the building. We like the building.

5.S. Those men are the teachers. They talked to us.

5.O. Those men are the teachers. We talked to them.

6.S. She read the book. The book tells about Lincoln.

6.O. She read the book. John told her about the book.

7.S. That is the pen. It was on the president's desk.

7.O. That is the pen. The president writes with it.

8.S. That is the man. He waited for us yesterday.

8.O. That is the man. We waited for him yesterday.

9.S. That is the painting. It was on the wall yesterday.

9.O. That is the painting. We looked at it yesterday.

10.S. Mr. Miller is the man. The man spoke to John.

10.O. Mr. Miller is the man. Mary spoke to the man.

Exercise 2. Listen to the statement and the question. Answer the question. Include information from the statement in your answer. (Individually)

S. The book describes California.
Did you read the book?

YES, I READ THE BOOK THAT DESCRIBES CALIFORNIA.

O. Mr. Miller described the book.
Did you read the book?

YES, I READ THE BOOK THAT MR. MILLER DESCRIBED.
(NO, I DIDN'T READ THE BOOK THAT MR. MILLER DESCRIBED.)

- 1.S. The man wrote the book. Did you see the man?
 1.O. John described the man. Did you see the man?
 2.S. A car stopped at your house. Did you see the car?
 2.O. John bought a car. Did you see the car?
 3.S. A boy spoke to John. Do you know the boy?
 3.O. Mr. Miller spoke to the boy. Do you know the boy?
 4.S. The book tells about New York. Did you read the book?
 4.O. John told you about the book. Did you read the book?
 5.S. An architect owns this building. Did you find him?
 5.O. Mrs. Miller recommended an architect. Did you find him?
 6.S. The girl speaks French. Did you meet her?
 6.O. John talked to the girl. Did you meet her?

NOTE: In the preceding exercise, the relative clauses modified the object in every case. However, relative clauses may be used to modify noun phrases in other positions also. In the following examples, the relative clauses modify subject noun phrases.

Pattern S:

THE MAN gave me a map.
 + THE MAN drove the bus.
 = The man who drove the bus gave me a map.

Pattern O:

THE MAN gave me a map.
 + I was talking to THE MAN.
 = The man I was talking to gave me a map.

Exercise 3. Listen to the two statements. Form a new statement that contains a relative clause. Put the information of the first statement inside the second one.

PATTERNS.

The man was here yesterday.
He is in New York now.

**THE MAN THAT WAS HERE
YESTERDAY IS IN NEW YORK NOW.**

The doctor came yesterday.
He saw Mr. Miller.

**THE DOCTOR THAT CAME
YESTERDAY SAW MR. MILLER.**

1. The man wrote the letter. He will talk to you tomorrow.
2. The student wrote the poem. He is from Panama.
3. The book fell down. It is a grammar book.
4. The person called on the telephone. He asked for Mr. Olsen.
5. The man sold the car. He is Mr. Smith.
6. The doctor gave the prescription. He is my brother.

PATTERN O.

(Listen to the subject noun phrase and the two statements. As before, put the information of the first statement inside the second one.)

The man. Mary talked to the man.
He is in New York now.

**THE MAN THAT MARY TALKED
TO IS IN NEW YORK NOW.**

The book. John bought the book.
It is not very expensive.

**THE BOOK THAT JOHN BOUGHT
IS NOT VERY EXPENSIVE.**

7. The doctor. Mary called the doctor. He came yesterday.
8. The car. John wants the car. It can go a hundred and twenty miles an hour.
9. The cake. Mary made the cake. It smells good.
10. The men. John spoke to the men. They are teachers.
11. The book. You ordered the book. It came yesterday.
12. The man. I talked to the man. He is from Spain.
13. The book. John was looking at the book. It is at home.

Exercise 4. Practice the use of pattern O relative clauses. Answer the question and include the information of the statement in the answer.

Mary sang a song.
Was the song beautiful?
John described a house.
Did you see the house?

**YES, THE SONG THAT
MARY SANG WAS BEAUTIFUL.
YES, I SAW THE HOUSE
THAT JOHN DESCRIBED.**

1. You read a book. Was the book interesting?
2. Mr. Smith wrote a book. Should I buy the book?
3. John spoke to a man. Is Mr. Miller the man?
4. John described a book. Was the book interesting?

5. The teacher pronounced some words. Did you repeat the words?
6. John saw a letter. Was it from Mr. Miller?
7. John lives in a new house. Is the house on Fifth Street?
8. Mary spoke about a man. Do you know him?
9. John drank some coffee. Did Mary make the coffee?

A.2 Notice the use of *whose* in relative clauses.

<p>THE MAN came yesterday.</p> <p style="padding-left: 40px;"><i>THE MAN'S</i> book is here.</p> <p>S The man whose book is here came yesterday.</p>
<p>THE MAN came yesterday.</p> <p style="padding-left: 120px;">John bought <i>THE MAN'S</i> car.</p> <p>O The man whose car John bought came yesterday.</p>
<p>COMMENTS</p> <ol style="list-style-type: none"> 1. In pattern S the possessive relative pronoun <i>whose</i> goes with the subject of the relative clause (<i>book</i>). 2. In pattern O, <i>whose</i> goes with the object (<i>car</i>).

Exercise 5. Practice pattern S. Listen to the statements. Form a new statement which contains the clause *whose father visited our class*.

John met the girl.	JOHN MET THE GIRL WHOSE
The girl's father visited our class.	FATHER VISITED OUR CLASS.

1. John called the girl. The girl's father visited our class.
2. John wrote to the girl. The girl's father visited our class.
3. The girl went downtown. The girl's father
4. John waited for the girl. The girl's father
5. The girl took off her hat. The girl's father
6. The girl left early. The girl's father
7. John knows the girl. The girl's father
8. The girl is looking for her brother. The girl's father
9. The girl is going to buy a new book. The girl's father
10. The girl is talking with John. The girl's father
11. The girl answered all the questions. The girl's father

Exercise 6. Practice pattern O. Listen to the statements. Form a new statement which contains the clause *whose home we visited* (modifying *teacher*).

The teacher bought a new car.
We visited the teacher's home.

THE TEACHER WHOSE HOME
WE VISITED BOUGHT A NEW CAR.

John helped the teacher.
We visited the teacher's home.

JOHN HELPED THE TEACHER
WHOSE HOME WE VISITED.

1. Mr. Smith introduced the teacher. We visited the teacher's home.
2. The teacher laughed at the joke. We visited the teacher's home.
3. The teacher lent John a book. We visited
4. John lent his pen to the teacher. We visited
5. The teacher likes to listen to jazz. We visited
6. Mr. Smith called up the teacher. We visited
7. The teacher sings well. We visited
8. John wrote to the teacher. We visited

NOTE TO ADVANCED STUDENTS: The relative clauses which have been presented in this lesson are called limiting, restrictive, or defining relative clauses. There is also a second type, called additive, nonrestrictive, or appositive relative clauses. For example:

RESTRICTIVE:

The girl who lives in New York brought the book.

ADDITIVE:

Mary, who lives in New York, brought the book.

Restrictive clauses help identify or define the noun phrases which they modify. Additive clauses, on the other hand, give further information which is not essential to the meaning or identification of the noun phrase; they are equivalent to separate statements.

Notice that additive relative clauses are set off by commas in writing and by pauses in speaking. *That* cannot be used in additive clauses.

NOTE: In the following relative clauses the word *ever* means "at any time."

Mr. Miller is the tallest man that I *ever* saw.

Mr. Miller is the tallest man that *ever* entered this room.

The best book that I *ever* read was an old one.

Each sentence contains a noun preceded by a superlative form of an adjective (*tallest, best*) and followed by a relative clause containing *ever*.

A.3 Notice the relative clauses with *that is* and the equivalent expression without *that is*.

- | | |
|---|--|
| A | The man <i>that is talking to Mary</i> is Mr. Smith. |
| B | The man <i>talking to Mary</i> is Mr. Smith. |
| C | The book <i>that is on the table</i> is expensive. |
| D | The book <i>on the table</i> is expensive. |

COMMENTS

1. There is no change in meaning when *that + be* is omitted from a relative clause.
2. It is especially common to delete *that + be* from a relative clause when *be* is followed by (1) an *-ing* form of verb, e.g. *talking* (see example B) or (2) a prepositional phrase, e.g. *on the table* (see example D).
3. Sentences like example D were introduced and practiced in Lesson 9.

ADDITIONAL EXAMPLES

The man (that is) sitting in the car is my brother.
 My brother is the man (that is) sitting in the car.
 The student (that is) from Canada speaks French.
 The store (that is) near the bank sells briefcases.

Exercise 7. Repeat the following sentences and delete *that + be*.

I gave the book to the man that is writing the letter.	I GAVE THE BOOK TO THE MAN WRITING THE LETTER.
The book that is on the table is not very expensive.	THE BOOK ON THE TABLE IS NOT VERY EXPENSIVE.

1. The student that is watching television is from Peru.
2. A girl that is from your country is studying here.
3. The girl that is writing the letter is going to study economics.
4. Mr. Miller is the man that is speaking to the students.
5. The boy that was wearing a red hat kicked the ball.
6. The bookstore that is on State Street is very good.
7. We talked to the old man that was sitting beside the road.
8. The doctor that is in your class is from Mexico.
9. Who is the man that is talking to John?
10. The restaurant that is on the corner serves good meals.

(*That + be* can be deleted when it is followed by a phrase containing *as . . . as* or *like*.)

11. I never read a book that was as good as that one.
12. I'm going to get a bicycle that is like yours.
13. I want a shirt that is as colorful as John's.
14. There aren't many cities that are as beautiful as this one.

NOTE FOR ADVANCED STUDENTS: *That* may be omitted from the relative clause in the following sentence.

I saw a fish that weighed thirty pounds.

If *that* is omitted, the verb must be replaced with its *-ing* form:

I saw a fish *weighing* thirty pounds.

Only a small number of relative clauses can be changed in this way. It depends on the verb. The clauses which can be changed correspond to sentences containing verbs that cannot occur in the *-ing* form.

The fish was ~~weighing~~ 30 pounds.

Some additional examples:

Peter bought a bicycle *that cost* \$1.00.

Peter bought a bicycle *costing* \$1.00.

He used a relative clause *that began* with *that is*.

He used a relative clause *beginning* with *that is*.

He wrote a sentence *that contained* a relative clause.

He wrote a sentence *containing* a relative clause.

I read a book *that describes* the early history of California.

I read a book *describing* the early history of California.

The book *that belongs* to Mr. Smith is on the table.

The book *belonging to* Mr. Smith is on the table.

B.1 Notice the use of *for* and *during*.

How long did you study?
For an hour.

When did you study?
During the afternoon.

COMMENTS

1. *For* is used with noun phrases which denote a quantity of time, such as *an hour, two hours, eight weeks, a long time*. *For* answers the question "how long?"
2. *During* is used with noun phrases which refer to a period of time, such as *the afternoon, the course, the summer*. *During* answers the question "when?"

ILLUSTRATIVE EXAMPLES WITH *FOR* AND *DURING*

How long did you study?

We studied *for* one hour.
We studied *for* twenty minutes.
We studied *for* several days.
We studied *for* a few minutes.
We studied *for* an hour.
We studied *for* a little while.
We studied *for* a long time.

When did you study?

We studied *during* our vacation.
We studied *during* the summer.
We studied *during* the afternoon.
We studied *during* the day.
We studied *during* the noon hour.

NOTE: *For* may be omitted. It doesn't change the meaning. However, *during* may not be omitted.

Exercise 8. Practice the use of *for* and *during*.

two hours
the summer
several-days
the course
a little while

I WORKED HARD FOR TWO HOURS.
I WORKED HARD DURING THE SUMMER.
I WORKED HARD FOR SEVERAL DAYS.
I WORKED HARD DURING THE COURSE.
I WORKED HARD FOR A LITTLE WHILE.

- | | | | |
|----------------|------------------|----------------|---------------------|
| 1. the night | 4. the afternoon | 7. six years | 10. two days |
| 2. three weeks | 5. a few minutes | 8. the day | 11. several hours |
| 3. many years | 6. the evening | 9. my vacation | 12. the school year |

B.2 Notice the use of *while* and *when*.

<u>PAST TIME</u>	<u>PRESENT TIME</u>	<u>FUTURE TIME</u>
	➔	

SENTENCE + {*while*} + SENTENCE
 {*when*}

John left *while* Mary was studying.
Mary was studying *when* John left.

COMMENTS

1. The subordinators *while* and *when* are used to indicate that two conditions or events occur at the same time.
2. Compared to the action of the main clause, the condition described in the *while* clause is of equal or longer duration.
3. The event mentioned in the *when* clause is instantaneous or of shorter duration than the condition described in the main clause.
4. In the past progressive (*Mary was studying*), the event or state is thought of as continuing over a space of time.

NOTE: *When* is sometimes used in place of *while*. However, *while* can never be used in place of *when*.

ADDITIONAL EXAMPLES

The time in the first part of the sentence below is represented by the line or lines above the shaft of the arrow, the time in the second part by the line or lines below the shaft.

The phone rang while I was studying.



I was studying when the phone rang.



Mary was reading while John was writing.



John left when the bus arrived.



Exercise 9. Change the statements with *when* to similar statements with *while*.
Change the statements with *while* to similar statements with *when*.

I was studying *when* my friends arrived.

MY FRIENDS ARRIVED WHILE I WAS STUDYING.

John came *while* I was eating.

I WAS EATING WHEN JOHN CAME.

1. I was reading when the storm began.
2. I was working when he opened the door.
3. I was having a cup of coffee when he took my picture.
4. I was practicing my lesson when he arrived.
5. I was watching the baseball game when it began to rain.
6. I was listening to some music when the phone rang.
7. I dropped the book while I was drinking some tomato juice.
8. I found the pencil while I was moving the furniture.
9. It began to snow while I was working in the garden.
10. I saw John while I was walking to class.
11. John came while I was writing a letter.
12. The taxi broke down while I was going to the airport.

Exercise 10. Join the two statements using *when* or *while*.

I was studying. My friends arrived.

I WAS STUDYING WHEN MY FRIENDS ARRIVED.

I arrived. John was working.

I ARRIVED WHILE JOHN WAS WORKING.

1. John was watching television. I began to write.
2. I dropped the book. I was walking to class.
3. I was cleaning my room. I found the pencil.
4. John was listening to the radio. The phone rang.
5. It began to rain. John was fixing his bicycle.

6. Mary was playing the piano. John answered the telephone.
7. The child woke up. Mary was sleeping.
8. The train was moving. Mary got off.
9. John called. Mary was playing the piano.

B.3 Notice the use of *before*, *until*, and *after* in expressions of time.

$\left. \begin{array}{l} \textit{before} \\ \textit{until} \\ \textit{after} \end{array} \right\} + \text{EMBEDDED SENTENCE}$

The phone rang	<i>before</i>	John arrived.
Mary studied	<i>until</i>	John arrived.
Mary turned on the radio	<i>after</i>	John arrived.

$\left. \begin{array}{l} \textit{before} \\ \textit{until} \\ \textit{after} \end{array} \right\} + \text{NOUN PHRASE}$

The phone rang	<i>before</i>	five o'clock.
Mary studied	<i>until</i>	five o'clock.
Mary turned on the radio	<i>after</i>	five o'clock.

COMMENT

The subordinators *before*, *until*, and *after* can be followed by an embedded sentence (*John arrived*) or by a noun phrase (*five o'clock*).

NOTES:

- (1) With the subordinators *before* and *after* you may also use an *-ing* verb expression:

Mary studied *before eating*.
Paul left *after getting his money*.

In such sentences the subject of the *-ing* expression is assumed to be identical with the main subject (*Mary* and *Paul* in the examples). Note that "to eat" or "to get" cannot be used here. Never say "before to eat" or "after to get the money."

- (2) Do not use *until* with expressions of place or distance: "until today" is correct, but not "until the drugstore." Use *as far as* with expressions of place: "as far as the drugstore."

Exercise 11. Listen to the statements, which begin with a subordinator. Put the subordinated phrase or clause after the main clause.

Before he went to the movies,
John ate supper.

JOHN ATE SUPPER BEFORE HE
WENT TO THE MOVIES.

Until he ate a sandwich, John
was very hungry.

JOHN WAS VERY HUNGRY UNTIL
HE ATE A SANDWICH.

1. Before he went to New York, Mr. Miller bought an umbrella.
2. After breakfast, Mr. Smith went to work.
3. Before lunch, John wrote a letter to his parents.
4. After she ate lunch, Mary went to the museum.
5. Before dinner, John watched television.
6. Until it got dark, John and Paul played tennis.
7. After they heard the weather report, Mr. and Mrs. Smith left for California.
8. Until he was ten years old, John lived in a small town.
9. After it saw the cat, the dog made a lot of noise.

NOTE: The words *after* and *afterwards* are different. *Afterwards* means "later," "after that," "then," or "at a later time."

Compare the following sentences:

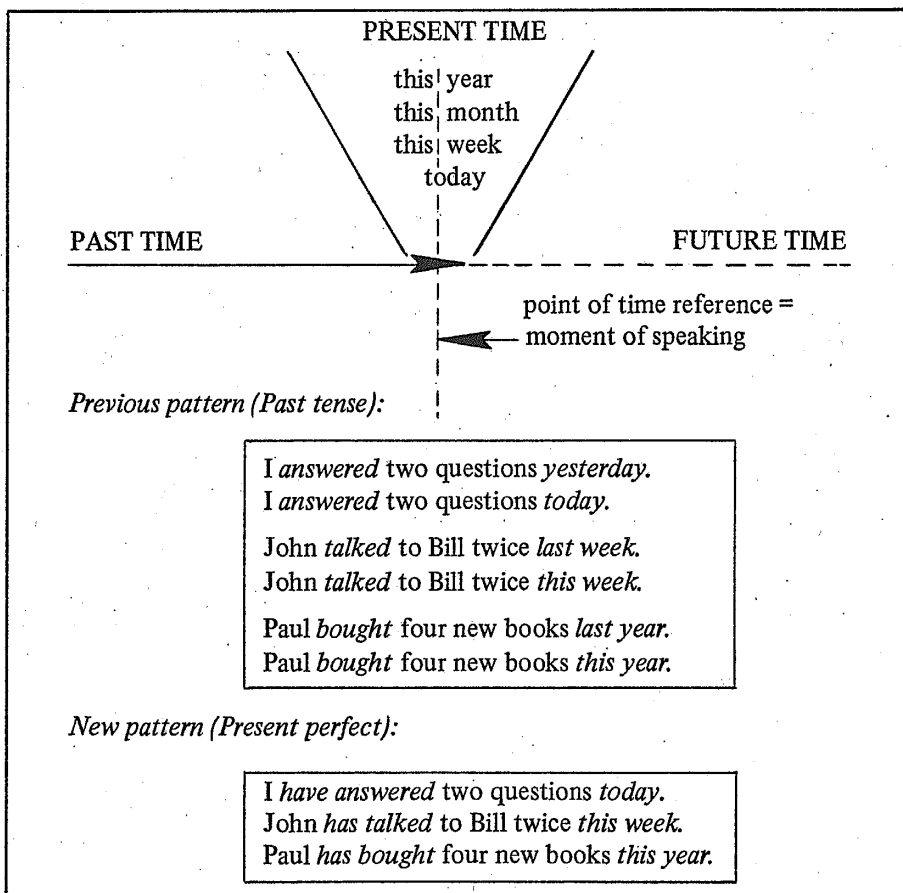
1. He went to class *after* he ate breakfast.
2. John ate breakfast. *Afterwards* he went to class.

The meanings of 1 and 2 are the same. However, the order in which the information is presented is different.

Lesson 18

- A. The present perfect: *have studied*
- B. The present perfect progressive: *have been studying*
- C. The past perfect: *had studied*
- D. Short answers: *Yes, I have; No, I haven't.*
- E. Irregular verbs: *go, went, gone, etc.*

A.1 Notice the use of *have* and the past participle.



COMMENTS

- (1) In the example sentences of the previous pattern, the events occurred before the moment of speaking. Therefore, it is possible to use the past tense in these sentences.
- (2) In the example sentences of the new pattern, the events occurred before the moment of speaking also. However, since the events occurred in the present time (today, this week, this year), the present perfect can be used. It is used when the speaker wishes to indicate that the event is relevant (important) in the present or future time. (For further explanation, see the note following Exercise 3.)
- (3) Notice that the adverbials *today, this week, this year* all refer to the present time. Past time adverbials *yesterday, last night, a minute ago, before John came*, cannot be used with the present perfect. Therefore, the following sentence is incorrect:

~~I have opened the window a minute ago.~~

~~PAST TIME~~

NOTES:

- (1) Contractions.

I have	<i>I've</i>	we have	<i>we've</i>
you have	<i>you've</i>	you have	<i>you've</i>
he has	<i>he's</i>	they have	<i>they've</i>
she has	<i>she's</i>		
it has	<i>it's</i>		

- (2) The past participles of many verbs — all the regular verbs and many irregular verbs — are the same as the past tense forms. For example:

answer, *answered, answered*
 talk, *talked, talked*
 buy, *bought, bought*

Exercise 1. Use the present perfect *whenever possible* in this exercise. When it is not possible, use the past tense.

John answered all our questions.

today JOHN HAS ANSWERED ALL OUR QUESTIONS TODAY.

last night JOHN ANSWERED ALL OUR QUESTIONS LAST NIGHT.

- | | |
|-----------------------|---|
| 1. yesterday | 7. today |
| 2. ten minutes ago | 8. before he ate breakfast |
| 3. this morning | 9. this week |
| 4. this week | 10. before he came to class |
| 5. before George came | 11. from seven o'clock to eight o'clock |
| 6. last week | this morning |

NOTE: The present perfect is also used with *just* and *recently* in order to indicate that something that happened a short time ago is still relevant (important) in the present time:

John has *just* opened the window.
 Mary has *recently* written home.
 John has given a talk *recently*.

The expression *so far* means "to the moment of speaking."

We've completed 17 lessons *so far*.
 I've lived in this city one month and have liked it *so far*.

A.2 Notice the use of *since* and *for*.

We have studied <i>since seven o'clock</i> . John has waited <i>for twenty minutes</i> .

COMMENT

In the sentences above, the present perfect forms (*have studied*, *has waited*) describe actions (or situations) which began in the past and which *continue in the present time*.

NOTES:

- (1) A form of *have* and the past participle is required with any verb which is modified by a time expression beginning with *since*. For example:
 She has waited *since* early this morning.
- (2) Time adverbials beginning with *for* may be used in present perfect sentences and also in past tense sentences. In the latter case (that is, past tense) the sentences do not express the idea that the action (or situation) has continued to the present time. Examples:
 I have studied for two years. (= the last two years)
 I studied for two years. (any two years, for example, five to seven years ago)
- (3) A time expression which follows *since* represents *a point in time*:

 since seven o'clock
 since yesterday
 since last week

A time expression which follows *for* represents a *quantity of time*:

for two hours

for three days

for a week

- (4) Negative present perfect sentences are formed by adding *n't* (or *not*) to the auxiliary *have*.

John *hasn't* eaten breakfast.

We *haven't* studied since yesterday.

Compare sentences where *have* is not used as an auxiliary.

John *doesn't have* our bicycle.

We *don't have* any red pencils.

We *don't have* to study tonight.

Exercise 2. Practice *since* and *for* with the present perfect of verbs expressing states or situations.

Bill *owns this house*. He bought it in January.

BILL HAS OWNED THIS HOUSE SINCE JANUARY.

Jane *belongs to the club*. She joined it three weeks ago.

JANE HAS BELONGED TO THE CLUB FOR THREE WEEKS.

1. We *know this song*. We learned it three weeks ago.
2. We *know Mr. Smith*. We met him three weeks ago.
3. The Johnsons *live in Canada*. They moved there in January.
4. Mrs. Brown *holds the position of treasurer*. She obtained the position in January.
5. George *has a cold*. He caught it three weeks ago.
6. Betty *owes me a dollar*. She borrowed it in January.
7. Alice *is in the hospital*. She went there three weeks ago.
8. Charles *belongs to the Socialist Party*. He joined it in January.
9. Dr. Hill *owns this machine*. He bought it three weeks ago.

Exercise 3. Listen to the statements. They tell about situations that began in the past and continue to the present. Give the same information using the present perfect.

I liked American movies in 1965, and I like them now.

I'VE LIKED AMERICAN MOVIES SINCE 1965.

I wanted to see this movie a year ago, and I want to see it now.

I'VE WANTED TO SEE THIS MOVIE FOR A YEAR.

I had blond hair when I was a child, and I still have blond hair now.

I'VE HAD BLOND HAIR EVER SINCE I WAS A CHILD.

1. I needed a new coat two years ago, and I need one now.
2. I wanted to visit Washington when I came to the United States, and I still want to visit it.
3. I stopped smoking last Monday, and I haven't smoked again.
4. Monday was the last time I played baseball.
5. I liked fish when I was a child, and I like it now.
6. I preferred history at the beginning of the course, and I still prefer it.
7. I began to like languages ten years ago, and I like them now.
8. I started to collect stamps in 1968, and I still collect stamps now.
9. I began to attend the university three years ago, and I still attend the university now.
10. I began to work here in March, and I still work here now.

NOTE: In general, the present perfect (that is, *have* + past participle) is used when the action or state described is one which is relevant at the time of speaking. Thus the present perfect is used only when one of the following two conditions is met:

- 1) The state described by the verb or the results of the action continue into the present.

John has been here for ten minutes. (He is here now.)

John has opened the window. (It is still open.)

Compare:

John was here for ten minutes. (He is somewhere else now.)

John opened the window. (Perhaps it is closed now.)

- 2) The action described by the verb can be repeated in the present or future.

John has visited New York three times. (He can visit it again.)

Compare:

George Washington visited New York many times.

In questions, the use of *have* indicates that the action or situation described is still possible at the time of speaking or in the future. For example, the question "Have you eaten breakfast?" will be used only in the morning, when it is still possible to eat breakfast. It will not be used at suppertime or in the evening.

Consider also these negative examples:

A. I haven't eaten breakfast this morning.

B. I didn't eat breakfast this morning.

Sentence A can be used in the morning, but later in the day, when you can no longer change the situation, you should use Sentence B.

Similarly, Sentence C below asks about something which is possible to do, while Sentence D asks about something which can no longer be done.

C. Have you seen the President on TV?

D. Did you ever see John F. Kennedy in person?

If you are presently in the United States, people might ask you questions similar to the following:

- Have you visited New York?
Have you seen the Rocky Mountains?

The use of *have* in the above sentences implies that it is still possible for you to visit New York or see the Rocky Mountains. In your own country, after you have returned from a visit to the United States, the questions will most likely be formed with *did*:

- Did you visit New York?
Did you see the Rocky Mountains?

If, on the other hand, you make repeated trips to the United States, these questions could be formed with *have* also, since opportunities to visit places in the United States will recur in the future.

B. Notice the use of the present perfect progressive.

1	John has studied.	<i>have</i> + participle
2	+ John is studying.	<i>be</i> + <i>studying</i>
3	= John has been studying.	<i>have</i> + participle <i>be</i> + <i>studying</i>

COMMENTS

- (1) Sentence 1 states that John studied and that this is relevant in the present.
- (2) Sentence 2 states that John is studying now.
- (3) Sentence 3 states that John's studying began in the past and is continuing in the present. The fact that the studying continues (is in progress) in the present time is emphasized.

Exercise 4. Listen to the sentences in the present progressive. Make sentences in the present perfect progressive. Include "for two hours" in your sentences.

John is talking to the teacher.

JOHN HAS BEEN TALKING TO THE TEACHER FOR TWO HOURS.

The teacher is explaining a difficult pattern.

THE TEACHER HAS BEEN EXPLAINING A DIFFICULT PATTERN FOR TWO HOURS.

Mary is watching television.

MARY HAS BEEN WATCHING TELEVISION FOR TWO HOURS.

1. John is working.
2. John is studying at the library.
3. Mary is singing folk songs.

4. George is painting a picture.
5. Paul is looking up words in the dictionary.
6. Bill is writing letters.
7. Bob is listening to the radio.
8. Mrs. Miller is talking to Mrs. Allen.
9. John is studying mathematics.
10. George is doing his homework.

Exercise 5. Practice *since* and *for* with the present perfect progressive of verbs expressing activities or events.

The phone is *ringing*. It started two minutes ago.

THE PHONE HAS BEEN RINGING FOR TWO MINUTES.

The water is *running*. I turned it on at nine o'clock.

THE WATER HAS BEEN RUNNING SINCE NINE O'CLOCK.

1. We're *discussing politics*. We started an hour ago.
2. The police are *helping us*. They started helping us at nine o'clock.
3. Mr. Jones is *listening to the radio*. He turned it on an hour ago.
4. The children are *watching television*. They started watching at nine o'clock.
5. The engine is *running smoothly*. It started an hour ago.
6. Billy is *wearing his mother's glasses*. He put them on ten minutes ago.
7. Barbara is *studying Greek*. She started in September.
8. Paul is *playing the piano*. He started playing an hour ago.
9. It's *raining*. It started at nine o'clock.
10. The refrigerator is *making funny noises*. It started half an hour ago.

C. Notice the use of the past perfect: *had* + participle.

A John answered all the questions correctly.

B He *had studied* very hard.

COMMENT

Both sentences A and B are about the past. But the use of *had* + participle indicates that the action described in sentence B happened *before* that described in sentence A.

Exercise 6. Combine two sentences to form a new one which contains the word *because*. When you change the order of the two sentences, use the past perfect.

John studied very hard. He answered all the questions correctly.

JOHN ANSWERED ALL THE QUESTIONS CORRECTLY BECAUSE HE HAD STUDIED VERY HARD.

Mary played tennis all afternoon yesterday. She was tired last night.

MARY WAS TIRED LAST NIGHT BECAUSE SHE HAD PLAYED TENNIS ALL AFTERNOON.

1. The boys walked for a long time. Then they decided to rest.
2. Mary waited for the bus for a long time. She decided to take a taxi.
3. John needed a new coat for a long time. He bought one yesterday.
4. Mary saved enough money for a plane ticket. She went to Europe.
5. John worked hard all year. He took a long vacation.
6. John's old car broke down. He bought a new one.
7. John slept for ten hours. He was wide awake yesterday morning.
8. John practiced for many years. He played the piano very well yesterday.

NOTES:

- (1) *Had* + participle is used to indicate that something happened before something else. However, when the words *before* or *after* are included in the sentence, it is not absolutely necessary to use the past perfect. The simple past is sufficient. For example, *had* is optional in the following sentences.

George packed his suitcase immediately after he (had) decided to go.
Susan (had) finished her homework before she went to the meeting.

- (2) To indicate that one activity was in progress before some other action in the past, we use the form *had been VERB-ing*.

John had been walking in the park before it rained.
George had been writing letters before Paul came.

This grammar point is practiced in Exercise 26 in Review Lesson 20.

D. Notice the question pattern and the use of short answers.

<p>QUESTION</p>	<p>Have you visited the museum?</p>
<p>ANSWERS</p>	<p>Yes, I have. No, I haven't.</p>
<p>ANSWERS</p>	
<p>Yes, I have. Yes, you have. Yes, he has. Yes, we have. Yes, you have. Yes, they have.</p>	<p>No, I haven't. No, you haven't. No, he hasn't. No, we haven't. No, you haven't. No, they haven't.</p>

Exercise 7. Short answers. (Individually)

Have you visited New York? YES, I HAVE. (NO, I HAVEN'T.)

Have you seen the Empire
State Building? YES, I HAVE. (NO, I HAVEN'T.)

1. Have you read any interesting books recently?
2. Have you received any letters from your family this week?
3. Have you had any coffee today?
4. Have you learned any new words today?
5. Have you seen any American football games?
6. Have you played American football?
7. Have you studied mathematics?
8. Have you attended any concerts this semester?

NOTE: *Had* and *hadn't* complete the short answers to questions beginning with *had*.

Had he completed his studies when he went to France?

Yes, he had.

E.1 Notice the irregular verbs. The past tense and past participle forms (second and third forms) are the same for each of these verbs.

read	read	have read	cost	cost	have cost
feed	fed	have fed	cut	cut	have cut
bleed	bled	have bled	hit	hit	have hit
lead	led	have led	hurt	hurt	have hurt
meet	met	have met	put	put	have put
keep	kept	have kept	let	let	have let
sleep	slept	have slept	set	set	have set
sweep	swept	have swept	find	found	have found
feel	felt	have felt	bind	bound	have bound
deal	dealt	have dealt	wind	wound	have wound
mean	meant	have meant	bring	brought	have brought
leave	left	have left	think	thought	have thought
bend	bent	have bent	catch	caught	have caught
lend	lent	have lent	teach	taught	have taught
send	sent	have sent	buy	bought	have bought
spend	spent	have spent	fight	fought	have fought
build	built	have built	sell	sold	have sold
say	said	have said	tell	told	have told
hold	held	have held	sit	sat	have sat
have	had	have had	shoot	shot	have shot
make	made	have made	slide	slid	have slid
stand	stood	have stood	lose	lost	have lost
understand	understood	have understood			

Exercise 8. Listen to the statement. Expand the statement with *but . . . since*. Use *haven't* and *hasn't* in the added part. In this exercise, omit time expressions after the word *since*. The time expressions are already in the sentence and are therefore not repeated. They are understood.

I met several architects
last year.

I MET SEVERAL ARCHITECTS LAST
YEAR, BUT I HAVEN'T MET ANY
SINCE.

I read a French book
last semester.

I READ A FRENCH BOOK LAST
SEMESTER, BUT I HAVEN'T READ
ANY SINCE.

1. I sent Mary two letters last week.
2. I spent some money last Friday.
3. John lent me something a week ago.
4. I made some mistakes yesterday.
5. He had two operations last month.
6. My brother cut some wood last week.

7. I put some paper there an hour ago.
8. He left a package last Tuesday.
9. Last month he said some intelligent things.
10. Mary brought two notebooks to class last week.
11. I bought a shirt last summer.
12. I taught a lot of English two years ago.
13. The teacher told us a story last week.
14. He sold a lot of hats last week.
15. We kept records of our income in 1969.
16. They fed us some meat last week.
17. They held three meetings two weeks ago.
18. Mr. Miller built two houses last summer.
19. I found some money two years ago.
20. John lost some weight five years ago.
21. Mary set some fresh flowers on the table last month.

E.2 Notice the irregular verbs. In most cases, the three forms differ from each other.

drive	drove	have driven	sing	sang	have sung
write	wrote	have written	sink	sank	have sunk
ride	rode	have ridden	ring	rang	have rung
			drink	drank	have drunk
break	broke	have broken	shrink	shrank	have shrunk
wake	woke	have woken	begin	began	have begun
choose	chose	have chosen	swim	swam	have swum
freeze	froze	have frozen	run	ran	have run
speak	spoke	have spoken			
steal	stole	have stolen	swing	swung	have swung
wear	wore	have worn	wring	wrung	have wrung
tear	tore	have torn	win	won	have won
swear	swore	have sworn	hang	hung	have hung
			dig	dug	have dug
blow	blew	have blown	strike	struck	have struck
grow	grew	have grown			
know	knew	have known	get	got	have gotten
throw	threw	have thrown	forget	forgot	have forgotten
fly	flew	have flown			
			bite	bit	have bitten
draw	drew	have drawn	hide	hid	have hidden
eat	ate	have eaten	see	saw	have seen
give	gave	have given	lie	lay	have lain
come	came	have come	go	went	have gone
become	became	have become	do	did	have done
			be	was	have been
fall	fell	have fallen			
shake	shook	have shaken	show	showed	have shown
take	took	have taken			

Exercise 9. Make replies beginning with the word *but*. Use the present perfect.

He didn't write anything
yesterday.

**BUT HE HAS WRITTEN
SOMETHING TODAY.**

He didn't break anything
yesterday.

**BUT HE HAS BROKEN
SOMETHING TODAY.**

- | | |
|--|--|
| 1. He didn't eat anything yesterday. | 10. He didn't do anything yesterday. |
| 2. He didn't take anything yesterday. | 11. He didn't give anything yesterday. |
| 3. He didn't sing anything yesterday. | 12. He didn't break anything yesterday. |
| 4. He didn't drink anything yesterday. | 13. He didn't choose anything yesterday. |
| 5. He didn't begin anything yesterday. | 14. He didn't tear anything yesterday. |
| 6. He didn't get anything yesterday. | 15. He didn't throw anything yesterday. |
| 7. He didn't forget anything
yesterday. | 16. He didn't draw anything yesterday. |
| 8. He didn't hide anything yesterday. | 17. He didn't shoot anything yesterday. |
| 9. He didn't see anything yesterday. | 18. He didn't steal anything yesterday. |
| | 19. He didn't bite anything yesterday. |

Exercise 10. Make replies beginning with the word *but*. Use the present perfect.

He didn't drive a car
yesterday.

BUT HE HAS DRIVEN ONE TODAY.

He didn't sing a song
yesterday.

BUT HE HAS SUNG ONE TODAY.

1. He didn't write a letter yesterday.
2. He didn't eat an apple yesterday.
3. He didn't take a picture yesterday.
4. He didn't drink a cup of coffee yesterday.
5. He didn't win a game of chess yesterday.
6. He didn't hang up a picture yesterday.
7. He didn't do a homework exercise yesterday.
8. He didn't break a glass yesterday.
9. He didn't wear a tie yesterday.
10. He didn't tear a piece of paper yesterday.

Exercise 11. (for advanced students). Listen to the statement and to the words that follow it. Combine them to form a new sentence. Notice that, if the main verb is in a past tense, the verb of the *that*-clause is in a past tense. If the original statement was expressed in the past tense, the verb of the *that*-clause can be in the past perfect tense.

"You look very happy." She told me—	SHE TOLD ME THAT I LOOKED VERY HAPPY.
He is going to graduate soon. He wrote me—	HE WROTE ME THAT HE WAS GOING TO GRADUATE SOON.
Apollo 11 landed on the moon. They announced—	THEY ANNOUNCED THAT APOLLO 11 HAD LANDED ON THE MOON.
We have been working very hard. You knew—	YOU KNEW THAT WE HAD BEEN WORKING VERY HARD.

1. It is raining. I thought—
2. I am wrong. I admitted—
3. It is time to leave. He reminded his wife—
4. They often speak Spanish in class. I realized—
5. He left his billfold home. John realized—
6. She's going to Europe this summer. She told me—
7. Henry sings beautifully. They told us—
8. "I'm getting bored." She said—
9. "We're going to eat dinner in Detroit." They said—
10. He has been studying all day. His roommate noticed—
11. He'll write soon, He promised me— (use *would*)

(Use *if* or *whether* instead of *that* in the following responses:)

Do they want to buy my car? I asked them—	I ASKED THEM IF THEY WANTED TO BUY MY CAR.
--	---

12. Is he from Mexico or Venezuela? I wondered—
13. Will he be here soon? I wondered—
14. Did he turn the lights off? He couldn't remember—
15. Can Fred play tennis? I wasn't sure—
16. Has he been coming to class every day? I asked—
17. Is he still sick? I wanted to know—
18. Did he gain any weight? Did you notice—
19. Has he ever been in Hawaii? I asked him—
20. Does Martha know how to ski? Did you notice—

Lesson 19

- A. Passive sentences: *The letters were written.*
- B. The use of *still, any more, already, and yet.*
- C. Past participles as modifiers: John is *interested*.
Adjectives in *-ing*: The story is *interesting*.
- D. Adjective + preposition combinations: *interested in music, excited about music.*

A. Notice the active and passive sentences.

PRESENT

ACTIVE

They write letters every day.
OBJECT

PASSIVE

Letters are written every day.
SUBJECT BE PAST PARTICIPLE

PAST

ACTIVE

They wrote letters yesterday.
OBJECT

PASSIVE

Letters were written yesterday.
SUBJECT BE PAST PARTICIPLE

COMMENTS

- (1) The object of an active sentence is the subject of the corresponding passive sentence.
- (2) In a passive sentence, a form of *be* appears before the main verb.
- (3) In the active form, the tense is shown by the main verb (present *write*, past *wrote*.) In the passive form, the tense is shown by the form of *be*: present *am, is, are*; past *was, were*.
- (4) The main verb of a passive sentence is in the past participle form.

NOTE:

If the main verb of the active sentence is:

- a) present tense
- b) past tense
- c) infinitive
- d) *-ing*
- e) past participle

then *be* of the corresponding passive sentence is:

- present tense: *am, is, are*
- past tense: *was, were*
- infinitive: *be*
- ing*: *being*
- past participle: *been*

	ACTIVE	PASSIVE
a) SIMPLE PRESENT	They <i>write</i> letters every day.	Letters <i>are</i> written every day.
b) SIMPLE PAST	They <i>wrote</i> letters yesterday.	Letters <i>were</i> written yesterday.
c) INFINITIVE (future with <i>will</i>) (modal <i>should</i>) (<i>have to</i>)	They are going to <i>write</i> letters tomorrow. They will <i>write</i> letters tomorrow. They should <i>write</i> letters. They have to <i>write</i> letters.	Letters are going to <i>be</i> written tomorrow. Letters will <i>be</i> written tomorrow. Letters should <i>be</i> written. Letters have to <i>be</i> written.
d) PROGRESSIVE	They are <i>writing</i> letters. They were <i>writing</i> letters.	Letters are <i>being</i> written Letters were <i>being</i> written.
e) PERFECT	They have <i>written</i> letters. They had <i>written</i> letters.	Letters have <i>been</i> written. Letters had <i>been</i> written.

Exercise 1. Change the following active sentences into their corresponding passive sentences.

- | | |
|-------------------------------------|---------------------------------|
| a) They write letters every day. | LETTERS ARE WRITTEN EVERY DAY. |
| Someone locks the door every night. | THE DOOR IS LOCKED EVERY NIGHT. |

1. Someone explains the lesson every day.
2. Someone closes the window every day.
3. We need action now.
4. The government spends billions of dollars every year.
5. People lose many things every day.

- b)
6. They completed the building before I left.
 7. The teacher explained that lesson yesterday.
 8. They finished the building recently.
 9. Edison invented the electric light before I was born.
 10. Napoleon wrote that letter many years ago.
 11. Bizet composed the opera "Carmen" in the nineteenth century.
 12. The Romans built Rome a long time ago.
 13. Michelangelo painted that picture many years ago.
 14. The Egyptians constructed the pyramids many years ago.
- c)
15. We must stop inflation now.
 16. We should build more houses next year.
 17. We must build more hospitals immediately.
 18. You should answer their questions immediately.
 19. They will write letters tomorrow.
 20. They are going to write letters tomorrow.
 21. The doctor is going to perform the operation.
 22. They are going to bring the books tomorrow.
- d)
23. They are writing the letters.
 24. They are completing the building.
 25. They are reading the book now.
- e)
26. They have written letters.
 27. They have closed the windows.
 28. They have sharpened the pencils.
 29. They have done the homework.
 30. They have made the telephone call.

NOTES:

- (1) Passive sentences are used in place of the corresponding active sentences when the subject of the active sentence is unimportant or unknown.

Where was that car made?
It was made in England.

The logical subject – the people who made the car – is unknown to the speaker.

In addition, passive sentences are used when the logical object of the verb is the topic of the discussion. In the following sentence, the letter – not its writer – is the main topic of discussion.

That letter was written many years ago.

Finally, passive sentences are used whenever the speaker (or writer) wants to delay or avoid mentioning the subject.

- (2) When the subject of an active sentence is expressed in the corresponding passive sentence, this logical subject is preceded by the preposition *by* and follows closely after the verb.

Napoleon wrote that letter many years ago.

That letter was written by Napoleon many years ago.

B.1 Notice the use of *still* and *any more*.

John	still	lives in New York.
John	still	doesn't own a car.
Mary	still	isn't here.
She is	still	in Chicago.
She can	still	skate very well.

Alice isn't here *any more*.

COMMENTS

- (1) The word *still* indicates that a situation continues the same as before, either affirmative or negative.
- (2) *Any more* is used in negative sentences to indicate that a situation existed before, but does not continue.
- (3) *Still* precedes main verbs and negative words, but usually follows *be* and auxiliaries such as *can*.
- (4) The normal position for *any more* is at the end of the sentence.

ADDITIONAL EXAMPLES

1. Carol lived in Japan when she was a child, and she can still speak Japanese.
2. Alice has been in Japan a year, but she still can't speak Japanese.
3. Ralph spoke both Japanese and English as a child, but he can't speak Japanese any more.

Exercise 2. Listen to the statements describing two situations, past and present. Summarize in one statement with *still* or *any more*.

Mary often played the piano last year. She doesn't play the piano now.

MARY DOESN'T PLAY THE PIANO ANY MORE.

John didn't play the piano before. He doesn't play the piano now.

JOHN STILL DOESN'T PLAY THE PIANO.

Paul played the piano two years ago. He plays the piano now.

PAUL STILL PLAYS THE PIANO.

1. The price was five dollars. The price is five dollars.
2. John was eating breakfast. John is eating breakfast now.
3. Mr. Black lived in New York. Mr. Black doesn't live in New York now.
4. Mr. Brown lived in New York. Mr. Brown lives in New York now.
5. Mr. Black had been living in New York. Mr. Black was living in New York when I left.
6. I wanted to study last night. I want to study now.
7. I tried to study yesterday. I am trying to study now.
8. He attended the university last semester. He doesn't attend the university now.
9. He didn't speak very well last year. He doesn't speak very well now.
10. I wanted him to study before. I want him to study now.
11. They complained about the heat last week. They are complaining now.
12. My father worked there last year. He doesn't work there now.

B.2 Notice the use of *already* and *yet*.

Alice is in New York *already*.
Paul hasn't read the book *yet*.

COMMENTS

- (1) *Already* indicates a time earlier than expected. *Yet* indicates a time later than expected.
- (2) *Already* applies to affirmative situations, and *yet* applies to negative situations.

NOTES:

- (1) The meaning of *yet* includes the idea of a possible change in the situation: "Nobody in the class speaks French" simply describes the situation, but "Nobody in this class speaks French yet" may suggest that some of the students are making progress toward learning the language.
- (2) *Already* can be placed either at the end of the sentence or in the middle. If it is placed in the middle, it comes before the main verb but after a form of *be* or an auxiliary.
- (3) The usual position for *yet* is at the end of the sentence.

ADDITIONAL EXAMPLES

1. They know the answer already. (Or, they already know the answer.)
2. They're here already. (Or, they're already here.)
3. They've left already. (Or, they've already left.)
4. They aren't here yet.
5. We don't know the answer yet.
6. We haven't received the information yet.

Exercise 3. Repeat the following statements and include *already* or *yet*. For example:

It's only eight o'clock and Dr. Brown is here.	IT'S ONLY EIGHT O'CLOCK AND DR. BROWN IS HERE ALREADY.
The class should begin now, but Mr. Green isn't here.	THE CLASS SHOULD BEGIN NOW, BUT MR. GREEN ISN'T HERE YET.
It's only 10:55, but the eleven o'clock class has begun.	IT'S ONLY 10:55, BUT THE ELEVEN O'CLOCK CLASS HAS BEGUN ALREADY.

1. They didn't expect to come early, but they are here.
2. They expected to come yesterday, but they aren't here.
3. I expected them yesterday, but they aren't here.
4. I expected them today, but they haven't come.
5. They had a lot of work, but they have finished.
6. I expected them to go later, but they have left.
7. I expected them to go early, but they haven't left.
8. They had very little work today, but they haven't finished.
9. We have just started to work, but Mr. Appleton is tired.
10. We had just started to work when you came, but Mr. Appleton was tired.
11. I'm waiting for a friend, but he hasn't come.
12. These students began to study English a short time ago, but they speak very well

C. Notice the use of past participles and *-ing* forms of verbs.

A	<i>The story</i> interests <i>John</i> . SUBJECT OBJECT
B	The story is <i>interesting</i> .
C	John is <i>interested</i> .

COMMENTS

- (1) In sentences B and C, *interesting* and *interested* function as adjectives.
- (2) In sentence B, *interesting* describes *the story* (the subject of sentence A). Thus, *-ing* forms describe logical subjects.
- (3) In sentence C, *interested* describes John (the object of sentence A). Thus, past participles describe logical objects.
- (4) *The story is interesting* means that the story interests someone (John, for example). That is, the story is interesting to someone.
- (5) *John is interested* means that something (the story) interests John. That is, John is interested in something.

NOTES:

- (1) The sentences of this frame that contain a past participle are very similar to passive sentences.

Past Participle Used as an Adjective:

The dish is *broken*.

Passive Sentence:

The dish was broken by John.

- (2) The sentence *The dish was broken* can be interpreted either way. In one case, *broken* is like an adjective which describes the condition of the dish. In the other interpretation the sentence is passive and it reports an event: Someone broke the dish.
- (3) Many past participles and *-ing* forms can be used in front of nouns in the same way as ordinary adjectives.

John is interested. He is an *interested* person.

The story is interesting. It is an *interesting* story.

The *excited* people were listening to an *exciting* speech.

Exercise 4. Produce sentences which contain past participles and *-ing* words used as adjectives.

The story interested John.

(Describe the story.)

THE STORY WAS INTERESTING.

(THE STORY IS INTERESTING.)

(Describe John.)

JOHN WAS INTERESTED.

Mr. Smith closed the door.

(Describe the door.)

THE DOOR IS CLOSED.

(THE DOOR WAS CLOSED.)

The movie bored John.

(Describe the movie.)

THE MOVIE WAS BORING.

(Describe John.)

JOHN WAS BORED.

- Mrs. Smith broke the dish. (Describe the dish.)
- Mr. Smith was watching some children. The children amused Mr. Smith. (Describe the children.) (Describe Mr. Smith.)
- It was an intelligent answer. It surprised the people. (Describe the answer.) (Describe the people.)
- The good news excited John. (Describe the news.) (Describe John.)
- The long answer confused Mr. Miller. (Describe the answer.) (Describe Mr. Miller.)
- The explanation convinced the class. (Describe the explanation.) (Describe the class.)

7. The tiger frightened the little boy. (Describe the tiger.) (Describe the little boy.)
8. The news disappointed the class. (Describe the news.) (Describe the class.)
9. The trip tired the professor. (Describe the trip.) (Describe the professor.)
10. John's story amazed the class. (Describe the story.) (Describe the class.)
11. The animals entertained the children. (Describe the animals.) (Describe the children.)
12. The magazine disgusted the artist. (Describe the magazine.) (Describe the artist.)

D. Notice the use of adjective + preposition combinations.

John is *interested in* classical music.
 Mary is *interested in* attending a concert.
 George is *excited about* a new book.
 Susan is *excited about* going to California.

COMMENT

Adjective + preposition combinations are followed by noun phrases, such as *classical music* and *a new book*, or *-ing* verb phrases, such as *attending a concert* or *going to California*.

NOTE: Prepositions are used idiomatically after ordinary adjectives like *happy* (*about* something) as well as with those which are made from verbs (as for example, *worried about* something). These combinations must be learned as units.

ADDITIONAL EXAMPLES

tired of bored with accustomed to disappointed with (or, in) pleased with	worried about happy about unhappy about in favor of surprised at
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Exercise 5. Practice the use of adjective + preposition combinations.

Mrs. Miller is going to London. She is excited.	MRS. MILLER IS EXCITED ABOUT GOING TO LONDON.
Mary said, "I don't like to read. It makes me tired."	MARY IS TIRED OF READING.
John said, "I travel all the time. It's my usual habit."	JOHN IS ACCUSTOMED TO TRAVELING.

1. John said, "I like geography. I think it's very interesting."
2. John is going into the army. He is worried.

3. Mary wants to write long compositions. She is in favor of this.
4. Mr. Gray doesn't want to work hard any more. He says, "It is tiring."
5. Some people drink water with their meals. They say, "It's our custom."
6. Mrs. Brown has a new hat. She says, "It pleases me."
7. Mary is away from home. She is unhappy.
8. Mary doesn't like her job. She is bored.
9. John often stays up very late. He is accustomed to this.
10. John thinks he might forget his suitcase. He is worried.
11. Mr. Miller is learning a new language. He is excited.
12. John doesn't like to listen to people's complaints. He is tired of this.
13. Mary wants to visit a museum. She thinks it will be interesting.
14. Mr. Miller likes to travel in foreign countries. He is accustomed to this.
15. John doesn't want to eat cereal for breakfast any more. He is tired of it.
16. John doesn't like his new car. He is disappointed.
17. Mary wants to ride the bus. She is in favor of this.

NOTE: *Be used to* means the same as *be accustomed to*.

John *is used to* reading a lot.

John *is accustomed to* reading a lot.

There is another construction, *used to* which is very different from *be used to*.

John *used to* read a lot.

Used to can be inserted before a verb in order to express customary events or states in the past. It implies that the event or state stopped and does not continue in the present.

EXAMPLES

- | | |
|---|---|
| <p>1. Mary studied late at night last year, but she doesn't any more.</p> | <p>MARY USED TO STUDY LATE AT NIGHT.</p> |
| <p>2. Two years ago Alice got up at six o'clock every day, but she doesn't any more.</p> | <p>ALICE USED TO GET UP AT SIX O'CLOCK.</p> |
| <p>3. When he was a child, John usually spent his summers in the mountains, but now he doesn't.</p> | <p>JOHN USED TO SPEND HIS SUMMERS IN THE MOUNTAINS.</p> |

Lesson 20

Review of Lessons 11-19*

Exercise 1. (To review expressions of comparison in questions.) Listen to the statement which contains an expression of comparison. Ask a question about Mary in a similar situation.

John is taller than Fred.

IS MARY TALLER THAN FRED?

He took a bigger one.

DID MARY TAKE A BIGGER ONE?

John has the blackest hair in class.

DOES MARY HAVE THE BLACKEST HAIR IN CLASS?

1. John is shorter than Bob.
2. Rose is more beautiful than Jane.
3. They paid more money than John did.
4. She types most efficiently in the morning.
5. He was the tallest in his class.
6. His bag is heavier than mine.
7. The boy looks just like his father.
8. He seems different from the other students.
9. You are as slow as Bob is.
10. He works more effectively at home.
11. This course is the most practical.
12. They are going to take the earliest bus.

Exercise 2. (To review expressions of comparison with *more* or *-er*.) Listen to the statement which describes John. Produce a statement which compares Paul. Use the form *more* or *-er*, and the word *than*.

John is young.

PAUL IS YOUNGER THAN JOHN.

John is patient.

PAUL IS MORE PATIENT THAN JOHN.

John has a good car.

PAUL HAS A BETTER CAR THAN JOHN.

1. John's hair is gray.
2. John has traveled often.
3. John is tall.
4. John is interesting.
5. We know that John is a good student.
6. John has walked a long distance.
7. John has had experience in teaching.
8. John is going to the concert early.
9. John has a wide knowledge of physics.
10. John has a bad temper.
11. John talks English fluently.
12. John's nose is small.

***NOTE TO THE TEACHER:** Each teacher may plan a review lesson suited to the needs of his particular class by making a selection of exercises from the ones included in this lesson. Exercises from previous lessons may also be reviewed.

Exercise 3. (To review expressions of comparison with *most* or *-est*.) Listen to the statement about one or more people. Produce a statement of comparison about Mary. Use the expressions of comparison *most* or *-est*.

There are many good students in this class.	MARY IS THE BEST STUDENT IN THIS CLASS.
Jane and Betty are charming.	MARY IS THE MOST CHARMING.
Jane and Betty are pretty.	MARY IS THE PRETTIEST.

1. John and Bill work hard.
2. Those students have answered often.
3. All of the students were industrious.
4. The boys took a big piece of cake.
5. The girls acted silly.
6. John answered the questions promptly.
7. The students took a lot of time to write their compositions.
8. John has more ambition than Jane.
9. Their hair is long.
10. Bill and Betty traveled a long distance on their vacation.
11. John and Jane had many friends.
12. Both Mary and Jane are sick.

Exercise 4. (To review the expressions of comparison *like*, *the same as*, *different from*, *the same . . . as*, *as . . . as*.) Substitute the following words and make the necessary changes. Use *as . . . as* with adjectives and adverbs; use *the same . . . as* with nouns.

John talks like his father.

same	JOHN TALKS THE SAME AS HIS FATHER.
differently	JOHN TALKS DIFFERENTLY FROM HIS FATHER.
as clearly	JOHN TALKS AS CLEARLY AS HIS FATHER.
loud	JOHN TALKS AS LOUD AS HIS FATHER.
languages	JOHN TALKS THE SAME LANGUAGES AS HIS FATHER.

- | | | |
|---------------|-----------------|---------------|
| 1. quietly | 10. his brother | 19. reads |
| 2. little | 11. as polite | 20. books |
| 3. much | 12. the same | 21. magazines |
| 4. frequently | 13. different | 22. as much |
| 5. like | 14. is | 23. the same |
| 6. looks like | 15. is like | 24. practices |
| 7. different | 16. speaks | 25. like |
| 8. as old | 17. as softly | 26. acts |
| 9. seems | 18. as rapidly | |

Exercise 5. (To review the forms *very*, *enough*, and *too*.) Listen to the statements which describe a situation. Produce a statement with *is* which summarizes the situation. Use *too*, *very*, or *enough* and *to* + a verb in the statement.

The coat is small. John can't wear the coat.

THE COAT IS TOO SMALL FOR JOHN TO WEAR.

John wants to play ball. He is eager.

JOHN IS VERY EAGER TO PLAY BALL.

John will do the work. He is ambitious.

JOHN IS AMBITIOUS ENOUGH TO DO THE WORK.

1. John can afford to take a trip. He is wealthy.
2. Bill is afraid to take a trip. He is timid.
3. Mary can't study. She is sick.
4. John isn't able to see the sign. He is nearsighted.
5. Paul can swim across the lake. He is strong.
6. John can't sit up. He is weak.
7. John wants to take a trip. He is anxious.
8. John can't take a trip. He is tired.
9. Mary hates to see the team lose. She is sorry.
10. John can reach the ceiling. He is tall.
11. Bill can't reach the ceiling. He is short.
12. Fred can't play football. He is small.

Exercise 6. (To review the forms *of* or *'s*.) Listen to the following situations. Produce statements with the forms *of* or *'s*. Use *'s* with the names of people and *of* with things.

This book belongs to John.

THIS IS JOHN'S BOOK.

The book is interesting in the beginning.

THE BEGINNING OF THE BOOK IS INTERESTING.

This is Webson College. Mr. Smith is President.

MR. SMITH IS PRESIDENT OF WEBSON COLLEGE.

1. He is using the book that belongs to Mary.
2. John has a new book.
3. The flower has a red color.
4. The book has the name "Flower Arrangement."
5. The typewriter keys are broken.
6. He works in Bright Hall. He works in the basement.
7. I am correcting a composition. It was written by Miss Cross.
8. I found a glove yesterday. It belongs to Mary.
9. The president lives in this house.
10. The club elected a new secretary. Bob is the secretary.
11. I bought a car. I bought it from John.
12. John has an injured hand.

Exercise 7. (To review *his, her, mine, one, ones, these, etc.*) Listen to the statements with *my book, this book, John's book, etc.* Produce equivalent statements without using the word *book*.

John may use my book.

JOHN MAY USE MINE.

He bought another book.

HE BOUGHT ANOTHER ONE.

(or) HE BOUGHT ANOTHER.

I have Mary's book.

I HAVE HERS.

Your book is on the desk.

YOURS IS ON THE DESK.

- | | |
|--|---|
| 1. I want John's book. | 9. They forgot their books. |
| 2. Are these their books? | 10. Do you have your book with you? |
| 3. I lost my book. | 11. What did you do with her books? |
| 4. I have read several books this month. | 12. I haven't read this book yet. |
| 5. He lost interest in those books. | 13. What happened to those books? |
| 6. John borrowed a few books from the library. | 14. Have you seen the new books for the course? |
| 7. They didn't bring their books with them. | 15. My friend didn't care for this book. |
| 8. John hadn't read that book. | 16. These books are too heavy to carry. |

Exercise 8. (To review *yet, still, already, any more.*) Listen to the questions and the words which follow. Answer the questions and use the words in the answers. Use *any more* and *yet* in negative statements and *already* in affirmative statements. Use *still* in negative and affirmative statements.

Where is John? still

JOHN IS STILL EATING
BREAKFAST.

Have they studied Lesson
Five? already

THEY'VE STUDIED IT
ALREADY.

Has the class studied Lesson
Six? yet

IT HASN'T STUDIED IT YET.

Does John work here?
any more

JOHN DOESN'T WORK HERE
ANY MORE.

- Has John left? yet
- Have you seen the new auditorium? already
- Has Fred come here lately? any more
- Have you seen Mary this morning? yet
- Is Jane going downtown this afternoon? already
- Do you like jazz music? any more
- Do you like symphony music? still
- Is Betty going to take the American literature course? already

9. Have you eaten at the Union Cafeteria lately? any more
10. Have you seen the director? yet
11. Has Bob returned the book to you? still
12. Where is Tom? already

Exercise 9. (To review *to* + verb after *like, want, etc.*) Answer the questions with *to* + verb. Use the verb which is given.

- | | |
|---------------------------|--------------------------------------|
| What does he want? buy | HE WANTS TO BUY A BOOK. |
| What did John expect? get | JOHN EXPECTED TO GET A LETTER TODAY. |
| What do they like? swim | THEY LIKE TO SWIM IN THE LAKE. |
-
- | | |
|----------------------------------|--|
| 1. What is she learning? speak | 7. What do you hope? see |
| 2. What does he need? study | 8. What did he ask us? come |
| 3. What did he promise? go | 9. What is he continuing? use |
| 4. What does Paul plan? answer | 10. What did the teacher want from them? write |
| 5. What did Mary decide? drive | 11. What is he trying? sell |
| 6. What is he beginning?
read | 12. What did he want from us? pay |

Exercise 10. (To review the production of *can, must, etc.*, in questions.) Listen to the statements. Ask parallel questions about Bob.

- | | |
|--|--|
| I can see the top of the mountain. | CAN BOB SEE THE TOP OF THE MOUNTAIN? |
| You should report to the director immediately. | SHOULD BOB REPORT TO THE DIRECTOR IMMEDIATELY? |
| Mary must hand in her composition today. | MUST BOB HAND IN HIS COMPOSITION TODAY? |

1. John may go to the movie.
2. I should take another course in English.
3. He might forget his books.
4. Our professor will answer the letter in the morning.
5. He will answer my question tomorrow.
6. The students should pay their fees now.
7. I can send the package later.
8. You could have forgotten the letter.
9. He could see the traffic light in the dark.
10. He must answer the letter today.
11. I might go to Detroit tomorrow.
12. John could go to the late show.
13. They must return the application blank next week.
14. They might find an apartment on Main Street.

15. He would like to have a conference.
16. I can understand it.
17. She may turn the television on.
18. You can come tomorrow.
19. You can do the paper tomorrow.
20. You may use the telephone.

Exercise 11. (To review the use of *can, might, will, may, must, should.*) Listen to the situation statements. Produce statements with *might, can,* etc. which are suitable to these situations.

- A. (To review *might.*) Listen to the statement about John and make a related statement which shows that John is undecided or that some action is possible. Use *might* and the verb which is given.

John wants to go to the play, but he is undecided. go HE MIGHT GO TO THE PLAY.

John is thinking of buying a car. buy HE MIGHT BUY A CAR.

1. John is planning a trip to San Francisco. go
2. John is waiting for a letter. get
3. John is working for a degree. get
4. John wants to eat breakfast. have
5. John has a toothache. go
6. John drives very carelessly in his car. have
7. John is homesick. What can he do? talk
8. John is looking for an apartment. find

- B. (To review *can.*) Listen to the following situations about Tom. Produce a related statement. Show what he is able to do. Use *can* plus the verb which is given.

Tom is a good musician. play HE CAN PLAY THE PIANO.

Tom has no time to see you today. see HE CAN SEE YOU TOMORROW.

1. Tom has a good memory. memorize
2. Tom does not need the book today. wait
3. Tom plays many sports. swim, play tennis, and ski
4. Tom has no one to go with him. go
5. Tom is looking for a copy of Moby Dick. get
6. Tom wants to talk to you. talk
7. Tom is not doing anything this afternoon. go
8. Tom understands English very well. speak

- C. (To review *should*.) Listen to the situation about Bob. Indicate what Bob has the obligation to do in this situation. Use *should* and the verb which is given.

Bob has low grades. study HE SHOULD STUDY HARDER.

Bob is wanted by the director.
report HE SHOULD REPORT TO THE
DIRECTOR.

1. Bob is sick. see
2. Bob is tired from playing ball. rest
3. Bob lost all of his money. borrow
4. Bob is sleepy in class. sleep
5. Bob writes home only once a month. write
6. Bob has poor pronunciation. practice
7. Bob comes to class late every day. come
8. Bob has owed John five dollars for the last two years. pay

- D. (To review *must*.) Listen to the situation about Fred. Make a judgment and tell what he is required to do. Use *must* and the verb which is given.

Fred is late for his class. hurry HE MUST HURRY.

Fred wants to study
engineering. take HE MUST TAKE COURSES IN
MATH.

1. Fred is using Mary's book and she needs it. return
2. Fred refuses to take the medicine which the doctor gave him. take
3. Fred lost his eyeglasses and he can't see. get
4. Fred has a composition to write. hand in
5. Fred has not studied today. work
6. Fred has not paid his tuition yet. pay
7. Fred found John's wallet. return
8. Fred is going to attend summer school. Registration is tomorrow.
register

- E. (To review *may*.) Listen to the situation. Make a statement about Paul which indicates that he has or does not have permission. Use *may* and the verb which is given.

Paul has permission to be absent.
be HE MAY BE ABSENT.

Paul asked to use the laboratory.
He was refused. use HE MAY NOT USE THE
LABORATORY.

1. Paul asked the director for a vacation. The director said no. have
2. Paul asked to use the television set. use
3. The landlady has given Paul permission to use her phone. use
4. Paul was forbidden to drink coffee by the doctor. drink
5. Paul has received permission to visit Canada. visit
6. The government refused to give Paul a driver's license. drive
7. Paul is allowed to take sixteen credit hours this semester. take
8. Paul is not allowed to take Spanish. take

F. (To review *will*.) Listen to the situations about Mary. Indicate what Mary is or is not going to do. Use *will* and the verb which is given.

Mary is standing in the rain. get SHE WILL GET WET.

Mary missed the grammar SHE WON'T KNOW HER
class today. know LESSON TOMORROW.

1. Mary canceled her trip to England. take
2. Mary has a book to give you tomorrow. give
3. Mary has decided to take a vacation in Mexico. take
4. Mary has promised to write when she arrives in France. write
5. Mary is writing a composition. finish
6. Mary is angry at Jane. speak
7. Mary got the letter yesterday. reply
8. Mary has chosen too many courses. find

Exercise 12. (To review the contrast between *I want to find*, etc., and *I can find*, etc.) Substitute the following words. Do not use *to* after *must*, *can*, *should*, etc.

I want to see the director.

must I MUST SEE THE DIRECTOR.
have I HAVE TO SEE THE DIRECTOR.
speak I HAVE TO SPEAK TO THE DIRECTOR.

- | | | | |
|----------------|------------|------------|-----------------|
| 1. may | 9. visit | 17. might | 25. report |
| 2. want | 10. must | 18. find | 26. can |
| 3. could | 11. won't | 19. must | 27. should |
| 4. had | 12. should | 20. intend | 28. am going to |
| 5. should | 13. can't | 21. can | 29. want |
| 6. will | 14. intend | 22. should | 30. will |
| 7. need | 15. may | 23. won't | 31. expect |
| 8. am going to | 16. wish | 24. have | 32. wish |

Exercise 13. (To review verbs + *up, on, off,* etc.) Listen to the statements. Repeat the statements and use pronouns like *him, it, them,* etc.

I woke up John at ten this morning.

I WOKE HIM UP AT TEN THIS MORNING.

I put my hat on.

I PUT IT ON.

I got out of the boat.

I GOT OUT OF IT.

- | | |
|----------------------------------|------------------------------------|
| 1. I picked up my books. | 7. I walked over to the drugstore. |
| 2. I took my hat off. | 8. I called up John. |
| 3. I paid up my debts. | 9. I jumped out of bed. |
| 4. I found out about the lesson. | 10. I jumped into bed. |
| 5. I turned the alarm off. | 11. I sat down by the man. |
| 6. I turned on the radio. | 12. I ran into John. |

Exercise 14. (To review short answers to questions.) Answer the questions with a short answer. You may make your answers affirmative or negative.

Can you read his writing?

NO, I CAN'T.

Whose book is this?

MINE.

Is there going to be a concert tonight?

NO, THERE ISN'T.

1. Will John go by train?
2. Have you forgotten about the play?
3. May John use your telephone?
4. Did he ask you about it?
5. Why is John here tonight?
6. How did you get to Ann Arbor?
7. Is he a member of the club?
8. Could you find his address?
9. Is it far to California?
10. Would you like to go on a picnic today?
11. Whose pencil is this?
12. Might they come for the meeting?
13. Why did Mary go to the bookstore?
14. Should he make an appointment with the doctor?
15. Has she been studying Lesson Six?
16. Do you want to study in the library?
17. Had you gotten the news before you left?
18. Can Mary play the piano?
19. Are there any mountains in this area?
20. How are you traveling to New York City?

Exercise 15. (To review statements with *it's*.) Answer the following questions with *it's* or *it*.

Who is it at the door?	IT'S JOHN.
What do you think of the movie?	IT'S TERRIBLE.
Why are you waiting?	IT'S TOO EARLY TO GO TO THE PLAY.
Why didn't you go to the restaurant?	IT WASN'T OPEN.

- | | |
|---|--|
| 1. What time is it? | 7. What do you think of the play? |
| 2. How far is it to Detroit? | 8. Why do you practice so much? |
| 3. What is the weather like today? | 9. What year is it? |
| 4. What was the weather like yesterday? | 10. Who is talking to Professor Smith? |
| 5. What month is it? | 11. How is your cold? |
| 6. What day is it? | 12. When is the game? |

Exercise 16. (To review statements with *there is, are*.) Answer the questions with *there is* or *there are*. Use the words which are given after the questions.

Where is there a gasoline station? Baker Street	THERE'S ONE ON BAKER STREET.
Where can I find a telephone? room	THERE'S ONE IN THE NEXT ROOM.
Do you have any matches? table	THERE ARE SOME ON THE TABLE.

- Where is there a drugstore? Greenwood Street
- Where can I buy some bananas? grocery store
- Where can I find some soap? drugstore
- Where can I find a mechanic? garage
- Do you see any pencils? desk
- Where can I find a room? hotel
- Where could I buy a candy bar? candy counter
- Where can I get some aspirin? drugstore
- Do you have some paper? table
- Where can I see a good play? New York
- Where are some apples? refrigerator
- Where can I get some good ice cream? drugstore

Exercise 17. (To review embedded statements after *know, believe, remember, etc.*) Listen to the statement and the verb which follows it. Include the verb and the statement in another statement.

John is a good student.
know

I KNOW THAT JOHN IS A GOOD
STUDENT.

Mary wore a green hat to
the tea. remember

I REMEMBER THAT MARY WORE A
GREEN HAT TO THE TEA.

He has a cold. suspect

I SUSPECT THAT HE HAS A COLD.

1. John went to Canada by train. wrote
2. They are going to be married. heard
3. There is no course in statistics next semester. learned
4. Professor Jones will not be here today. presume
5. The New York Yankees will win the pennant. predict
6. Nobody can survive at that altitude. said
7. There will be no war. believe
8. The teacher assigned a new lesson. forgot
9. I had bought the shirt the day before. explained
10. Jane was selected for a scholarship. learned
11. The library is open on Sundays. discovered
12. Tom has taken a job in Venezuela. understand

Exercise 18. (To review relative clauses.) Listen to the statements. Combine the statements using the words *who*, *which*, or *that*.

The book is here. I want it.

THE BOOK WHICH I WANT IS
HERE.

John is a good student. He works
hard.

JOHN IS A GOOD STUDENT WHO
WORKS HARD.

The math teacher is my friend.
John visited him.

THE MATH TEACHER THAT JOHN
VISITED IS MY FRIEND.

The math teacher is my friend.
He visited John.

THE MATH TEACHER THAT VISITED
JOHN IS MY FRIEND.

1. Mary saw it in the book. Jim found the book.
2. Paul met the new student. I know the student.
3. My friend teaches English. He is visiting Italy.
4. They know the man. John met him yesterday.
5. They know the man. He talked to John yesterday.
6. The professor knows my mother. He teaches Spanish.
7. Fred has the camera. Mary found it.
8. I returned the book. John wanted it.
9. The secretary wrote me a letter. John knows her.
10. The secretary wrote me a letter. She knows John.
11. She talked with a professor. He praised Jim.
12. She talked with a professor. Jim praised him.

Exercise 19. (To review embedded questions introduced by the words *what, where, why, when, how much, who.*) Listen to the statement about John. Indicate that you know the information. Use *I know* plus an embedded statement introduced by *what, where, etc.*

- | | |
|-----------------------------------|---------------------------------|
| John studies in the morning. | I KNOW WHEN JOHN STUDIES. |
| John studies algebra and physics. | I KNOW WHAT JOHN STUDIES. |
| John is talking to Fred. | I KNOW WHOM JOHN IS TALKING TO. |
| Professor Smith met John. | I KNOW WHO MET JOHN. |
| John works for a living. | I KNOW WHY JOHN WORKS. |
-
- | | |
|---|---|
| 1. John reads novels and plays. | 11. John takes a walk in the evening. |
| 2. John works in the factory. | 12. Bill forgot about John. |
| 3. Mary saw John. | 13. John is going to buy a hat and a pair of shoes. |
| 4. John reads for pleasure. | 14. John might come this afternoon. |
| 5. John is acquainted with Professor Smith. | 15. Fred went with John. |
| 6. John earns \$100 a week. | 16. John is studying to become a librarian. |
| 7. John met Miss Jones. | 17. John has forgotten about Bill. |
| 8. Miss Brown introduced John. | 18. Mr. Allen spoke to John. |
| 9. John paid fifty dollars for his suit. | 19. John spoke to Mr. Allen. |
| 10. John is going to Florida. | 20. Paul is John's friend. |

Exercise 20. (To review passive sentences.) Listen to the statements. Make the word which receives the action the subject of a similar statement. Use a form of *be* in each statement.

- | | |
|--------------------------------------|---------------------------------|
| The director wants John immediately. | JOHN IS WANTED IMMEDIATELY. |
| I saw the book on the table. | THE BOOK WAS SEEN ON THE TABLE. |
| They took him to the hospital. | HE WAS TAKEN TO THE HOSPITAL. |

1. I returned the books yesterday.
2. The police examined the car.
3. The doctor examined Fred thoroughly.
4. We warned Paul not to go swimming.
5. He improved his pronunciation a lot this week.
6. I found my hat under the table.
7. They are inspecting the building now.
8. We must pay the bill at once.

9. We took a picture of John and Mary.
10. John and Mary took a picture of me.
11. They promised the book to us yesterday.
12. We ate it for breakfast.

Exercise 21. (To review the *-ing* and past participle forms as modifiers.) Listen to the statements. Produce related statements with *-ing* and past participle forms after *be*. One student produces an *-ing* form and another student the past participle form.

John amuses us.

JOHN IS AMUSING.
WE ARE AMUSED.

They entertained us.

THEY WERE ENTERTAINING.
WE WERE ENTERTAINED.

The newspaper convinced Mary.

THE NEWSPAPER WAS CONVINCING.
MARY WAS CONVINCED.

- | | |
|----------------------------------|--|
| 1. They deceived us. | 7. The exam is going to frighten the students. |
| 2. The book inspired him. | 8. The movie disgusted us. |
| 3. She charmed the audience. | 9. The examination frustrated Paul. |
| 4. The movie pleased us. | 10. The lecture convinced us. |
| 5. John displeases his teacher. | 11. The accident depressed everybody. |
| 6. The long walk discouraged me. | 12. The play interests the critic. |

Exercise 22. (To review verb constructions with *have*, *had* and to contrast them with other constructions.) Answer the following questions. Use the verb constructions indicated in the question.

What have you been doing lately?

I'VE BEEN TAKING A COURSE IN MATH.

What does he have in his hand?

HE HAS A COIN IN HIS HAND.

What had you been working on when I came?

I HAD BEEN WORKING ON MY GRAMMAR LESSON.

1. Where are you going?
2. What have you been doing in your free time?
3. What have you done with your car?
4. What are you going to do next summer?
5. What did you do last summer?
6. What have you done this summer?
7. When did you sell your car?
8. What have you done with your book?
9. What have you been doing with your book?
10. What color pencil does John have?

11. What color pencil has he taken?
12. What had you bought before you came here?
13. What has John been forgetting?
14. What has John forgotten?

Exercise 23. (To review *have* + the past participle form.) Listen to the statement. Add another statement with *but . . . since . . .* Use *haven't*, *hasn't* plus the past participle form of the verb that is given after the statement.

John is a good student. study	JOHN IS A GOOD STUDENT, BUT HE HASN'T STUDIED SINCE NOVEMBER.
They work hard. complete	THEY WORK HARD, BUT THEY HAVEN'T COMPLETED AN ASSIGNMENT SINCE TUESDAY.
They earn a lot of money. buy	THEY EARN A LOT OF MONEY, BUT THEY HAVEN'T BOUGHT A CAR SINCE 1965.

- | | |
|------------------------------------|-----------------------------------|
| 1. He knows John. seen | 7. Dr. Smith is a dentist. worked |
| 2. They see John every day. talked | 8. They are fishing. caught |
| 3. Mary wants to come. talked | 9. Bob likes boiled eggs. had |
| 4. Fred has a test. studied | 10. He has a camera. taken |
| 5. He bought a car. driven | 11. He knows Mary. talked |
| 6. They know the rules. observed | 12. She has a cold. taken |

Exercise 24. (To review *have been* + the *-ing* form.) Listen to the statement. Add another statement with *and . . . lately* which tells related information. Use *have been* plus the *-ing* form of the verb which is given.

John is a good student. study	JOHN IS A GOOD STUDENT AND HE HAS BEEN STUDYING HARD LATELY.
They work hard. complete	THEY WORK HARD AND THEY HAVE BEEN COMPLETING THEIR WORK LATELY.
They earn a lot of money. buy	THEY EARN A LOT OF MONEY AND THEY HAVE BEEN BUYING A LOT OF CLOTHES LATELY.

(Continue with the items of Exercise 23.)

Exercise 25. (To review *had* + the past participle form of a verb.) Listen to the statements in past time. Repeat the statements and add other statements which express an action which occurred previously. Use *after . . . had* + the past participle form of the verb which is given.

He recovered. get HE RECOVERED AFTER HE HAD GOTTEN SICK.

He waited. miss HE WAITED AFTER HE HAD MISSED THE BUS.

He answered. receive HE ANSWERED AFTER HE HAD RECEIVED THE LETTER.

- | | |
|--------------------------|----------------------------|
| 1. She cried. hear | 7. We rested. watch |
| 2. He protested. see | 8. We talked. hear |
| 3. We left. report | 9. I returned home. visit |
| 4. He slept. eat | 10. I dressed. sleep |
| 5. He went to bed. study | 11. They replied. get |
| 6. They celebrated. win | 12. She telephoned. arrive |

Exercise 26. (To review *had been* + the *-ing* form of a verb.) Listen to the two statements. Combine them in a single statement. Use *had been* + the *-ing* form to indicate the action in progress before the second event took place.

I was studying. John came. I HAD BEEN STUDYING BEFORE JOHN CAME.

I was studying. I took a walk. I HAD BEEN STUDYING BEFORE I TOOK A WALK.

He was reading. Mary telephoned. HE HAD BEEN READING BEFORE MARY TELEPHONED.

- | | |
|---|--|
| 1. They were talking. John arrived. | 7. I was eating. I telephoned John. |
| 2. Mary was working. She left town. | 8. The man was singing. The police arrived. |
| 3. They were eating. He telephoned. | 9. I was writing a letter. John called. |
| 4. They were talking. The concert began. | 10. They were eating. Bob knocked on the door. |
| 5. He was smoking. The program began. | 11. She was reading. She called up Jane. |
| 6. Mary was walking. She went to the drugstore. | 12. I was walking. It started to rain. |

Exercise 27. (To practice *one*, *some*, and personal pronouns.) Answer the following questions using a personal pronoun (*it*, *her*, *him*, etc.) or an indefinite pronoun (*one*, *some*). Use the word *yesterday* in your answer.

- | | |
|--------------------------------------|----------------------------|
| Have you ever seen an elephant? | YES, I SAW ONE YESTERDAY. |
| Have you ever seen any white horses? | YES, I SAW SOME YESTERDAY. |
| Have you ever seen my cat? | YES, I SAW IT YESTERDAY. |

Have you ever seen . . . ?

- | | |
|-----------------------------|---------------------------------|
| 1. a tiger? | 11. black bread? |
| 2. any squirrels? | 12. boys with long hair? |
| 3. a brown bear? | 13. my bicycle? |
| 4. any silver dollars? | 14. a red and green table lamp? |
| 5. a car factory? | 15. any green apples? |
| 6. the new post office? | 16. the chief of police? |
| 7. any green chalk? | 17. a pocket watch? |
| 8. a British penny? | 18. my sister? |
| 9. the city hall? | 19. the director's office? |
| 10. an electric can opener? | 20. a solar eclipse? |

Lesson 21

- A. Verb + Noun Phrase + Verb: *See him go.*
- B. Wish sentences: *I wish they knew.*
- C. *Wh*-word + *to* + verb: *They decided when to go.*

A. Compare the verbs with *to* and without *to* after the object of the main verb.

Previous pattern (Lesson 13):

We told him to go.

New pattern:

We saw him go.

COMMENTS

- (1) In the new pattern, *saw* is followed by a direct object and the simple form of another verb. The second verb (*go*) is never preceded by *to*.
- (2) The new pattern contains verbs of perception in the first verb position: *see, hear, watch, feel*.
- (3) The verbs *let, make, and have* can also be used in the first verb position:

We let him go.

NOTES:

- (1) *See, hear, feel, watch* also occur in another pattern where the second verb is in the *-ing* form (see Lesson 27).

We saw him going.

We heard him going.

Let, make, and have (in the sense of *cause*) are not used in this pattern with *-ing* forms.

- (2) *Let* in the new pattern means "to permit."
Make means "to cause" or "to force."

We let him go. = *We permitted him to go.*
We made him go. = *We forced him to go.*

- (3) *Have* in the new pattern is used in the situation where one person asks a second person to do something and the second person agrees to do it. Usually the first person has authority over the second:

The boss had the secretary call the airport.
Mrs. Smith had her daughter clean her room.

Sometimes no real authority is involved. Instead, the second person performs a service for the first person and is paid for it:

Mr. Miller had the architect design a new house.
Mrs. Smith had the mechanic fix her car.

- (4) *Help* can also be used in the first verb position of the new pattern. After the verb *help* and a direct object, the use of *to* before a second verb is optional.

We helped him *to* find the answer.
We helped him find the answer.

Exercise 1. Repeat after your teacher.

- | | |
|--------------------------|------------------------------|
| 1. We'll make them sing. | 5. We'll see the bus move. |
| 2. We'll have them sing. | 6. We'll hear the bus move. |
| 3. We'll let them sing. | 7. We'll feel the bus move. |
| 4. We'll help them sing. | 8. We'll watch the bus move. |

Exercise 2. Review the pattern with *to*. Repeat the first sentence below. Then substitute the words given by the teacher.

He advised me to go to Florida.

told

persuaded

HE TOLD ME TO GO TO FLORIDA.

HE PERSUADED ME TO GO TO FLORIDA.

1. invited

2. asked

3. expected

4. wanted

5. told

6. permitted

Continue the exercise with this question pattern:

Did they advise you to go with them?

remind

DID THEY REMIND YOU TO GO
WITH THEM?

invite

DID THEY INVITE YOU TO GO
WITH THEM?

7. order

8. advise

9. force

10. permit

11. persuade

12. tell

13. expect

14. ask

Exercise 3. Answer the questions using the verbs given.

- 1. A: Did the children take the medicine? (made)
B: —Yes. We made them take the medicine.
- 2. A: Did Mr. Smith call the police? (had)
B: —Yes. We had him call the police.
- 3. A: Did the girls use the car? (let)
B: —Yes. We let them use the car.
- 4. A: Did the children take the medicine? (saw)
B: —Yes. We saw the children take the medicine.
- 5. A: Did Mr. Green answer the telephone? (heard)
B: —Yes. We heard Mr. Green answer the telephone.
- 6. A: Did the bus move? (felt)
B: —Yes. We felt the bus move.
- 7. A: Did Alfred paint his bicycle? (watched)
B: —Yes, we watched Alfred paint his bicycle.

Exercise 4. Substitute the words given by the teacher.

They persuaded me to sell the car.

- made
- paint the car
- wanted

THEY MADE ME SELL THE CAR.
 THEY MADE ME PAINT THE CAR.
 THEY WANTED ME TO PAINT THE CAR.

- 1. buy the car
- 2. advised
- 3. wash the car
- 4. forced
- 5. saw
- 6. park the car
- 7. push the car
- 8. persuaded
- 9. told
- 10. made
- 11. helped
- 12. asked
- 13. drive the car
- 14. permitted
- 15. let
- 16. watched
- 17. move the car
- 18. had
- 19. reminded
- 20. heard

Exercise 5. Use the following noun phrases and verb expressions to make sentences with the verbs in the list given below.

NOUN PHRASES

- the children
- Mr. & Mrs. Brown
- all my relatives
- the other people
- Professor Johnson
- the secretary
- the bus driver

VERB EXPRESSIONS

- take some pictures
- open the door
- get off the boat
- arrive on time
- look up the number
- put a hat on
- turn the radio on
- talk about politics
- play the piano
- put everything away

asked I ASKED THE CHILDREN TO GET OFF THE BOAT.
 saw I SAW THE SECRETARY OPEN THE DOOR.
 had I HAD THE BUS DRIVER TURN THE RADIO ON.

- | | | |
|--------------|-------------|-------------|
| 1. made | 8. expected | 15. advised |
| 2. let | 9. asked | 16. had |
| 3. persuaded | 10. made | 17. invited |
| 4. ordered | 11. told | 18. let |
| 5. saw | 12. heard | 19. helped |
| 6. permitted | 13. watched | 20. asked |
| 7. wanted | 14. forced | |

B. Observe the verb forms used after *wish*.

SITUATION	WISH
Tom doesn't live in the city.	I wish that Tom <i>lived</i> in the city.
COMMENTS	
<p>(1) The verb form (<i>lived</i>) used in the subordinate clause after <i>wish</i> is identical in form to the past tense form.</p> <p>(2) The meaning of this verb form is not past. The form <i>lived</i> refers here to a present situation.</p> <p>(3) The situation as expressed in the subordinated clause after <i>wish</i> is contrary to the actual truth.</p>	

NOTES:

- (1) Just as with *think*, *hear*, etc. the use of the connecting word *that* is optional in *wish* sentences:

I wish Tom lived in the city.

- (2) In *wish* sentences, the verb form of *be* is *were* (or *was*).

I wish I *were* in Paris. (I wish I *was* in Paris.)

I wish you *were* in Paris.

I wish he *were* in Paris. (I wish he *was* in Paris.)

I wish we *were* all in Paris.

The sentences with “I wish I *was* . . .” and “I wish he *was* . . .” are examples of a less formal style.

- (3) Use *hope* rather than *wish* when the situation or event is possible and not contrary to the real facts:

I hope you feel better today.

I hope it rains tomorrow.

ADDITIONAL EXAMPLES

1. My father works in an office all the time. I wish he *worked* outdoors.
2. I wish the other people *spoke* as clearly as you do.
3. My wife is a wonderful dancer. I wish she *were* also a good cook.
4. I wish we *didn't* have to go out tonight.
5. Ann wishes that she *could* drive a tractor. (But she can't, because she doesn't have the skill or strength, or perhaps permission.)
6. We can only get to the stadium on foot. I wish we *could* get there by bus.
7. They won't help us. (They refuse.) I wish they *would* help us. (A wish for willingness.)
8. The weather is awful. I wish the rain *would* stop. (A wish for the coming of an event.)

Exercise 6. Listen to the situation described. Wish for the opposite situation.

The doctor isn't in now.

I WISH THE DOCTOR WERE IN NOW.

It won't rain.

I WISH IT WOULD RAIN.

Your sister doesn't feel well.

I WISH YOUR SISTER FELT WELL.

1. Alice doesn't live in the city.
2. Paul can't drive a car.
3. They don't sell groceries here.
4. John isn't going with us.
5. The students don't understand the lesson.
6. I can't play tennis as well as you.
7. The dentist doesn't work on Sundays.
8. John isn't coming to class today.
9. You don't know the director.
10. Mary doesn't play bridge.

Exercise 7. Form *wish* sentences using an adjective or adverb with the opposite meaning.

I think this pattern is *difficult*.

I WISH IT WERE EASY.

I heard that classes begin *early*.

I WISH THEY BEGAN LATE.

1. I believe that Mrs. Smith is *sick*.
2. I understand that the streets downtown are *narrow*.
3. I discovered that Professor Jones speaks *fast*.
4. I think that John's father is *old and weak*.
5. I imagine that Mary feels *sad*.
6. I heard that the store is *closed*.
7. I believe that the exam is *hard*.
8. I think that John's answer is *wrong*.
9. I think that this tea is *weak*.

Exercise 8. Listen to the situations described. Wish for the opposite situations. Use negative subordinate clauses.

Books are expensive.

I WISH THEY WEREN'T EXPENSIVE.

Mr. Miller is sick.

I WISH HE WEREN'T SICK.

He has a sore throat.

I WISH HE DIDN'T HAVE A SORE THROAT.

1. Books are expensive.
2. You work at night.
3. The children will play in the street.
4. The bus leaves at six a.m.
5. It's going to rain today.
6. There is going to be an examination tomorrow.
7. It's necessary to practice every day.
8. George has to write a lot of letters.

Exercise 9. Make short negative responses.

Joe will help us.

I WISH HE WOULDN'T.

Joe can sing.

I WISH HE COULDN'T.

Joe's a doctor.

I WISH HE WEREN'T.

Joe has a motorcycle.

I WISH HE DIDN'T.

1. Joe will go with you.
2. Joe lives on our street.
3. Joe's a piano player.
4. Joe feels very sad.
5. Joe will lend you money.
6. Joe's hungry.
7. Joe knows your name.
8. Joe will leave tomorrow.
9. Joe can play the violin.
10. Joe has a beautiful secretary.

C. Notice the use of *to* plus a verb with *wh*-expressions.

We decided *where to go*.

We knew *which road to take*.

COMMENTS

- (1) The first sentence means "We decided where we should go." The second sentence means "We knew which road we should take."
- (2) The new pattern expresses the idea of appropriateness or correctness. To know "what things one should buy" is to know "what to buy."

The place one should live	=	where to live.
The time one should leave	=	when to leave.
The people one should invite	=	who to invite.
The way one should park a car	=	how to park a car.
The things one should buy	=	what to buy

ADDITIONAL EXAMPLES

I'd like to find out how to get to Canada.
 Can you tell me which provinces to visit?
 I haven't decided how long to stay there.
 I'm going to ask someone what kind of clothes to wear.
 I don't even know who to ask.

NOTES:

- (1) In this pattern, the subject of the subordinate verb (after *to*) is understood to be the same person as the main subject. If "we" decide what to do, it is what "we" must do, not some one else.
- (2) After verbs like *advise* and *tell*, the subject of the verb after *to* is understood to be the same as the object, rather than the subject, of the main verb. If we advise "them" where to work, it is advice about the place of "their" work, not ours. The following examples illustrate this sub-pattern:

The lawyer advised us *how much money to send*.
 The engineer told us *how to use our new machine*.

Exercise 10. Substitute the words given by the teacher.

He knows where to go.

how	HE KNOWS HOW TO GO.
to drive	HE KNOWS HOW TO DRIVE.
where	HE KNOWS WHERE TO DRIVE.

- | | |
|-------------------|--------------------------|
| 1. to practice | 10. you must know |
| 2. when | 11. how |
| 3. what | 12. to write |
| 4. I don't know | 13. what |
| 5. how long | 14. they haven't decided |
| 6. to sleep | 15. he knows |
| 7. where | 16. how |
| 8. please tell me | 17. to drive |
| 9. to park | 18. where |

Exercise 11. This is a conversation exercise to practice the use of expressions like *where to go*. Listen to the questions and give an answer with "Yes. I told him."

Do you think that he will
come at the right time?

YES, I TOLD HIM WHAT TIME TO COME.

Do you think that he will
take the right plane?

YES. I TOLD HIM WHICH PLANE TO TAKE.

1. Do you think he will meet us at the right place?
2. Do you think he will pronounce the word correctly?
3. Do you think he will buy enough bread?
4. Do you think he will find the restaurant?
5. Do you think he will choose the correct answer?
6. Do you think he will take enough money?
7. Do you think he will get up at the right time?
8. Do you think he will give the money to the right man?
9. Do you think he will bring the right books?
10. Do you think he will send the letters to the right address?
11. Do you think he will do what we want him to?
12. Do you think he will make enough ice cubes?
13. Do you think he will use the machine correctly?
14. Do you think he will get enough chairs?
15. Do you think he will address the letter to the right person?

NOTE: *Whether* is also used in the new pattern of Frame C. It usually introduces alternatives.

I don't know *whether* to go by bus or plane.

We haven't decided *whether* to visit Chicago or not.

Lesson 22

- A. *must have, might have, should have, could have*
- B. *must have* with progressive forms:
must have been going
- C. Short answers:
Did they go? They *must have*.
- D. *Wish* sentences in the past:
I wish you had visited them.

A. Notice the use of *have* to express past time after auxiliaries.

<i>Previous pattern (Lesson 11):</i>	<i>New pattern:</i>
PRESENT OR FUTURE TIME	PAST TIME
1a. They must know him.	1b. They <i>must have</i> known him.
2a. They might hear us.	2b. They <i>might have</i> heard us.
3a. They should study.	3b. They <i>should have</i> studied, (but they didn't).
4a. They could play tennis now, (but maybe they won't).	4b. They <i>could have</i> played tennis, (but they didn't).

COMMENTS

(1) The meanings of sentences in the new pattern:

- 1b. I conclude that they knew him. (The only reasonable conclusion is that they knew him.)
- 2b. It is possible that they heard us.
- 3b. It was right and desirable for them to study, but they didn't. (They had an obligation to study, but they didn't.)
- 4b. They had the capability or opportunity of playing tennis, but they didn't.

- (2) The meanings of the modals + *have*:
1. *Must have* expresses a conclusion about a past situation.
 2. *Might have* means that the past situation or event is admitted as a possibility.
 3. *Should have* in this lesson is used to express the belief that an event (or situation) was right and desirable. However, the event did not happen (or the situation did not exist).
 4. *Could have* means that the subject had the capability or opportunity of doing something but for some reason did not do it.

NOTES:

- (1) The combination *must have* is used to express suppositions only, never to express obligations or necessity. For past necessity, say *had to* as in "They had to go early."
- (2) To express the possibility that something occurred, *may have* or *could have* are sometimes used in place of *might have*.

They might have gone.

They may have gone.

They could have gone.

All three sentences can be used in the meaning of "It is possible that they went." In this lesson, use *might have* for the idea.

- (3) The conditional *could* as used in this lesson is identical in *form* to the simple past *could* which expresses past ability. (Lesson 11.)

CONDITIONAL

They could play tennis now,
(but they won't.)

PAST

In 1969 they could play tennis
like professionals.

The conditional *could* implies that something is not the case or that it will not happen. The past *could* has no such implication.

- (4) Negative forms:

must not have
might not have
should not have
could not have

(no contraction)
(no contraction)
shouldn't have
couldn't have

(5) Negative sentences:

He must not have known it. =
I conclude that he didn't know it.

They might not have heard us. =
It is possible that they didn't hear us.

They shouldn't have studied. =
It was desirable for them not to study. (However they did study.)

He couldn't have played tennis yesterday. =
In my opinion, it was not possible for him to play tennis yesterday.

(6) In normal speech, the word *have* in combinations such as *must have*, *might have*, etc. is pronounced like the word *of*.

ADDITIONAL EXAMPLES

- The lake is frozen. It must have been very cold last night.
- Why didn't the mayor welcome us? I don't know. He might not have received our message. Or he might have forgotten.
- My friend left for the airport at seven a.m. yesterday, but he missed the plane. He should have left at 6:30.
- You shouldn't have gone out without your coat. You could have caught a cold.
- The books we bought last year were very valuable. Without them we couldn't have passed our examinations.

Exercise 1. Repeat the sentence with the substitutions given by the teacher. Change the verb when necessary to agree with the time expression.

We should return the books tomorrow.

yesterday	WE SHOULD HAVE RETURNED THE BOOKS YESTERDAY.
could have	WE COULD HAVE RETURNED THE BOOKS YESTERDAY.
tomorrow	WE COULD RETURN THE BOOKS TOMORROW.
play tennis	WE COULD PLAY TENNIS TOMORROW.

- | | |
|--------------------|----------------------|
| 1. yesterday | 11. might have |
| 2. you must have | 12. gone to Chicago |
| 3. they | 13. tomorrow |
| 4. might have | 14. help us |
| 5. tomorrow | 15. might not |
| 6. go to the bank | 16. return the books |
| 7. should | 17. yesterday |
| 8. yesterday | 18. we |
| 9. must have | 19. should have |
| 10. heard the news | |

Exercise 2. Make a sentence with *must*, *might*, *should*, or *could*, according to the situation.

1. Does she live in an apartment now? I suppose she does; it's the only reasonable conclusion.

SHE MUST LIVE IN AN APARTMENT NOW.

2. Did she live in the dorm last year? I conclude that she did.

SHE MUST HAVE LIVED IN THE DORM LAST YEAR.

3. Did she decide to get a job? I think it's possible.

SHE MIGHT HAVE DECIDED TO GET A JOB.

4. Did she save her money? It was desirable, but she didn't.

SHE SHOULD HAVE SAVED HER MONEY.

5. Did she stay with her sister? She had that opportunity but didn't stay.

SHE COULD HAVE STAYED WITH HER SISTER.

6. Did she sell her car? I conclude that she did.

7. Does she own a bicycle? I conclude that she does.

8. Did she shop by phone? She had that opportunity but didn't shop by phone.

9. Did she invite her uncle? It was desirable, but she didn't.

10. Did she forget to mail the letter? I think it's possible.

11. Did she hear us come in? I conclude that she did.

12. Did she find your address in the phone book? I think it is possible.

13. Did she look in the wrong book? I think it's possible.

14. Is she a very good dancer? I conclude that she is.

15. Did she help you clean the typewriter? It was desirable, but she didn't.

16. Did she ride in the car with us? She had that opportunity, but she didn't ride with us.

17. Did she tell the children not to sing? I think it's possible.

Exercise 3. Use *must have* in your response to these sentences.

Your sister laughed after
she talked with Ralph.

**HE MUST HAVE TOLD HER
SOMETHING FUNNY.**

(or some other original answer)

The doctor had everything ready for
us when we arrived.

**HE MUST HAVE KNOWN
WE WERE COMING.**

(or some other original answer)

1. He spoke Italian very well when he came back from Europe.
2. He had to write the check with a pencil.

3. He was very sleepy this morning.
4. He came back from the city with lots of money and no car. What did he do with his car?
5. This morning he left suddenly and went to the dentist's office.
6. He knew English quite well before he entered the university.
7. His music teacher told him he played the piano like an expert.
8. Tom was coughing and sneezing yesterday.
9. He knew what was going to happen every minute during the whole movie.
10. He had souvenirs and photographs of many different cities all over the world.
11. He made a date to meet us at the hotel last night, but he never showed up.
12. His glasses were broken and his nose was bleeding.

Exercise 4. Make sentences with *should have* as shown in the samples given here.

David failed his examination yesterday.

—study harder—

HE SHOULD HAVE

STUDIED HARDER.

Helen lost her wallet last week.

—be more careful—

SHE SHOULD HAVE BEEN

MORE CAREFUL.

1. The basketball team lost a game yesterday. —practice more—
 2. The students weren't able to find an apartment for this semester. —look earlier—
 3. John fell asleep during his last class. —sleep more last night—
 4. Mr. Smith was late for work this morning. —get up earlier—
 5. Professor Smith didn't give a lecture today. —notify the students—
 6. Mrs. Jones wrecked her car last night. —drive more carefully—
- In the following sentences, use the negative *shouldn't have* as shown in the next example.
7. Mary caught a cold yesterday. —go outside without a coat—
SHE SHOULDN'T HAVE GONE OUTSIDE WITHOUT A COAT.
 8. William failed all his exams. —miss so many classes—
 9. The thief was sent to prison for two years. —rob the post office—
 10. Betty was fined twenty dollars by the judge. —drive without a license—
 11. Kermit feels sleepy. —drink wine with his lunch—
 12. You can't get your money back now. —throw away the receipt—

B. Notice the progressive verb form used with past modal expressions.

PAST COMPLETE	PAST INCOMPLETE
He <i>must have washed</i> the car. (I conclude that he washed it.)	He <i>must have been washing</i> the car. (I conclude that he was washing it.)
He <i>might have traveled</i> by air.	He <i>might have been traveling</i> by air.
He <i>should have attended</i> regularly.	He <i>should have been attending</i> regularly.
He <i>could have worked</i> in the garden.	He <i>could have been working</i> in the garden.

COMMENT

The progressive form, made with the auxiliary *be* and the *-ing* form of the main verb, can be used after modal expressions such as *must have* and *might have*. As usual, the progressive form represents an event as incomplete or still in progress at the time indicated by the context.

ADDITIONAL EXAMPLES

1. What was John doing when you saw him in the office? He wasn't doing anything, but he *should have been working*.
2. There was nobody with him, but he was looking at the floor and smiling.
He *must have been thinking* about something very amusing.
3. I don't know why he was still there at that hour. He *might have been waiting* for somebody.

Exercise 5. Answer with a sentence using *might have* plus a progressive verb with *be* and *-ing*.

Why didn't Paul hear us knock

on the door? —take a shower— HE MIGHT HAVE BEEN TAKING A SHOWER.

Why was he stopped by the

police? —go too fast— HE MIGHT HAVE BEEN GOING TOO FAST.

1. Why was he studying at two a.m.? —prepare for a test—
2. Why were all the women students absent? —attend a meeting—
3. Why didn't Mrs. Johnson answer the telephone? —work in the garden—
4. Why couldn't you see the dog? —hide behind the sofa—
5. Why was it so hot in Mrs. Jones's kitchen? —bake bread—

6. Why was she carrying a bag of corn? —feed the chickens—

In the following sentences, use the negative
might not have as shown in the next example.

She didn't understand anything
the professor said. —pay attention—

SHE MIGHT NOT HAVE BEEN
PAYING ATTENTION.

8. Why wasn't she worried about the weather? —travel by air—
9. Why couldn't they understand the explanation? —try very hard—
10. Why did Mike keep his bicycle in the basement? —use it—
11. Why was Mr. Young doing worse than the others? —attend regularly—
12. Why were the students discouraged? —make progress—
13. Why were Donald's hands getting sore? —wear his gloves—

Exercise 6. Give a sentence to fit the situation as illustrated in the first two examples.

He had a pen in his hand when
he came to the door. —must—

HE MUST HAVE BEEN
WRITING LETTERS.

He still had his lights on at
one o'clock in the morning. —might—

HE MIGHT HAVE BEEN
PREPARING FOR A TEST.

1. He wasn't doing anything when I passed by his room this morning. —should—
2. He was talking to Professor Johnson when we entered the classroom, and the professor was laughing. —must—
3. He didn't answer when I called him on the telephone, but I know he was there. —might—
4. We were all working very hard, and Peter was just sitting there watching us. —should—
5. When we went to see Mr. Lands, he had old clothes on and he was carrying some tools. —must—
6. Paul has an examination today, but I saw him at the basketball game last night. —should—
7. I don't know why he had all those maps and airline schedules on his desk. —might—
8. Last Sunday morning I saw Mr. and Mrs. Brown walking down the street, and they were all dressed up. —must—
9. During the lesson, one of the students was looking at a magazine. —should—
10. All during the evening, the people next door were singing and making a lot of noise. —must—

Exercise 7. Form a response with the suggested word. Use the *-ing* form of the main verb if the situation requires it.

George has a test today, but he didn't study for it yesterday. —should—

HE SHOULD HAVE STUDIED.

Alice has a test too,

but she wasn't studying when

I saw her last night. —should—

SHE SHOULD HAVE BEEN STUDYING.

George had money to buy shoes,

but he didn't buy any. —could—

HE COULD HAVE BOUGHT SHOES.

1. Alice got some money from her uncle, but she didn't thank him for it. —should—
2. George was near the bank yesterday, but he didn't cash his check. —could—
3. I don't know what George was doing when I saw him in the bank. —might—
4. George often visits his girlfriend on Saturday. He was home last Saturday when I saw him. —must—
5. Alice sometimes plays tennis on Sunday. She didn't answer the telephone last Sunday. —might—
6. Alice usually plays tennis after supper, but yesterday she had been working very hard and she decided not to play. —must—
7. When the hurricane was announced on the radio, George was the first to learn about it. —must—
8. When we met George, he was not wearing a raincoat, and it was raining very hard. —should—
9. George has a generous roommate who owns two raincoats, but George still didn't have one. —could—
10. Alice doesn't always hear people when she's thinking about something. She didn't answer when I spoke to her yesterday. —must—
11. It's possible she didn't hear me. I don't know. —might not—
12. We couldn't study because the students in the next room were making so much noise. —shouldn't—

C. Notice the shortened form of modal verb phrases.

Did the Johnsons leave early? Yes, they *must have left early*.
Yes, they *must have*.

We didn't buy it, but we *could have bought it*.
We didn't buy it, but we *could have*.

We weren't working hard, but we *should have been working hard*.
We weren't working hard, but we *should have been*.

COMMENTS

- (1) In short answers and connected sentences the main verb is usually omitted after *must have*, *could have* and similar modal expressions.
- (2) The use of the auxiliary *been* in the shortened expression (as *should have been* in the example above) makes it clear that the progressive form is intended.

ADDITIONAL EXAMPLES

1. Should I have left earlier? – Yes, you should have.
2. Could he have brought the car? – Yes, he could have.
3. Was it raining? – I don't know; it might have been.
4. Did they hear us? – I'm not sure; they might not have.
5. Did she borrow your umbrella? – No, but she certainly could have.
6. Some of the boys were singing when they shouldn't have been.
7. We didn't give you all the help we should have.

Exercise 8. Give a short answer using *might* or *might have* according to the tense of the question.

- Do they make you
change planes in New York? I DON'T THINK THEY DO, BUT THEY MIGHT.
- Will the doctor
prescribe some medicine? I DON'T THINK HE WILL, BUT HE MIGHT.
- Did you forget to
put a stamp on the letter? I DON'T THINK I DID, BUT I MIGHT HAVE.

1. Does this train stop in Omaha?
2. Did the mayor promise to welcome us?
3. Will you pass all your exams?
4. Did Alice go to work yesterday?

5. Do your friends need any ice cubes?
6. Will the medicine make me feel better?
7. Did you lose anything at the picnic?
8. Did Alex leave his keys in the door?

Exercise 9. Listen to the question and give a short answer with *should* or *should have*, either affirmative or negative as you prefer.

Did you go to the dentist yesterday?	I SHOULD HAVE, BUT I DIDN'T.
Did you drink a lot last night?	I SHOULDN'T HAVE, BUT I DID.
Are you going to study now?	I SHOULD, BUT I'M NOT GOING TO.

1. Did you eat a lot last night?
2. Are you going to help the children now?
3. Did you play cards last night?
4. Did you write to your family last night?
5. Are you going to work hard tonight?
6. Did you buy a lot of new clothes yesterday?
7. Did you go to your karate lesson last week?
8. Are you going to stay up late again tonight?
9. Did you pay the mechanic for fixing your motorcycle?
10. Aren't you going to rest a few minutes before you go back?

Exercise 10. Repeat the given statement and add a connected statement with *but*.

I didn't go.	I DIDN'T GO, BUT I COULD HAVE.
He forgot her birthday.	HE FORGOT HER BIRTHDAY, BUT HE SHOULDN'T HAVE.
I thought that she was listening to the radio.	I THOUGHT THAT SHE WAS LISTENING TO THE RADIO, BUT SHE MIGHT NOT HAVE BEEN.
He doesn't think he fell asleep.	HE DOESN'T THINK THAT HE FELL ASLEEP, BUT HE MUST HAVE.

1. I thought I paid the bill.
2. I hit him on the nose.
3. He didn't play the piano when he was here.
4. It seemed that he wasn't working very hard.
5. The professor spoke rapidly.
6. He didn't finish the book last night.
7. I didn't open the door for her.
8. We thought he knew English.
9. He didn't stop for the red light.
10. I don't think they were sleeping.
11. We stayed up all night.
12. It seems that he didn't see me.
13. They said he had been practicing.
14. She wasn't speaking English.

D. Notice the use of *had* in wishes referring to the past.

Previous pattern (Lesson 21):

PRESENT SITUATION OR EVENT

WISH

I do not live in a big city now.
The boys are fighting now.

I wish I lived in a big city.
I wish they weren't fighting.

New pattern:

PAST SITUATION OR EVENT

WISH

I did not live there then.
I broke my window.

I wish I had lived there then.
I wish I hadn't broken it.

COMMENT

After the verb *wish*, a situation or event contrary to the real facts of the past is expressed with *had* and the past participle of the following verb expression.

NOTES:

- (1) If you believe that it might be possible for the desire to be realized, use *hope* rather than *wish*: "I'm sorry you dropped your glasses; I hope they didn't break."
- (2) The verb expression after *had (been)* or *hadn't (been)* is usually omitted if it is identical to what has already been said:

We didn't go to Moscow. I wish we *had*.

It was raining when we got off the plane. I wish it *hadn't been*.

ADDITIONAL EXAMPLES

1. I'm sorry you fell in the mud yesterday, but I wish you *hadn't been wearing* my sweater at the time.
2. Alice went shopping after lunch and tonight she has to go to a meeting. Now she wishes that she *had taken* a nap when she had the chance.
3. I borrowed ten dollars from you yesterday and now I wish I *hadn't*. I wish I didn't owe anybody any money.
4. Carol said, "Did you answer all the questions on the test yesterday? I hope you did." And Michael answered, "No, I didn't. I wish I *had*."

Exercise 11. Change each negative statement to a wish.

The doctor wasn't in his office yesterday.

I WISH THE DOCTOR HAD BEEN
IN HIS OFFICE YESTERDAY.

Helen didn't speak English at that time.

I WISH HELEN HAD SPOKEN
ENGLISH AT THAT TIME.

1. Paul didn't know how to swim last year.
2. Professor Jones's lecture wasn't as interesting as yours.
3. Mr. Smith didn't work in his garden last week.
4. John didn't come to class yesterday.
5. Mr. Peters didn't sell his old car.
6. John didn't speak French last year.
7. He wasn't smiling when I saw him.

For the following statements, make a negative wish, as shown in the next example.

8. Mr. and Mrs. Miller came in at the same time.

I WISH MR. AND MRS. MILLER HADN'T
COME IN AT THE SAME TIME.

9. Mrs. Smith was sick.
10. Alice broke her leg.
11. The children felt sad.
12. Mr. Miller had to work downtown yesterday.
13. Mary failed all her examinations.
14. Dr. Green lost his notebook.
15. I played tennis all day yesterday.
16. The governor refused to have dinner with us last night.

Exercise 12. Form *wish* sentences using an adjective or adverb with the opposite meaning.

I'm afraid Mary felt *sad*.

I WISH SHE HAD FELT HAPPY.

It's too bad Mrs. Jones was *sick*.

I WISH SHE HAD BEEN WELL.

1. I knew that all the classes began *early*.
2. I found out that the library was *closed*.
3. I thought the tea was *weak*.
4. I discovered that the mayor was *old*.
5. It's too bad the announcer spoke *fast*.
6. I'm sorry the tickets were *expensive*.
7. It's too bad they made the streets *narrow*.
8. I'm sorry they made the exam *easy*.
9. I learned that the shops were *open*.
10. I'm afraid John put down the *wrong* answer.

Exercise 13. This exercise is a review of wishes for the present and future as well as for the past. Make an affirmative wish based on the sentences given. Use the shortened form of the predicate.

Jack doesn't live in the country.

I WISH HE DID.

He won't tell us the truth.

I WISH HE WOULD.

He didn't bring any food.

I WISH HE HAD.

He wasn't carrying his umbrella.

I WISH HE HAD BEEN.

1. He doesn't know the answer.
2. He won't play tennis with us.
3. He can't ride a horse.
4. He isn't listening to the radio.
5. He wasn't listening last night at this hour either.
6. He didn't remind me to get up early.
7. He doesn't like the music they play here.
8. He won't let me use his bicycle.
9. He can't find out what the trouble is.
10. He didn't get off the plane when it landed in Detroit.
11. He wasn't arrested by the State Police.
13. He isn't receiving money from his family.
14. He didn't introduce me to his cousin.
15. He doesn't know how to play the guitar.
16. He can't play any musical instrument at all.

NOTE: In addition to *wish* sentences beginning with *I wish*, we can also use *I wished*:

All last summer, I wished I *owned* a car.

During the exam, I wished I *had studied* harder.

In the first sentence, "wishing" and "not owning a car" were at the same time. In such sentences use the forms of Lesson 21.B (*owned, lived, were, etc.*)

In the second sentence, "wishing" and "not studying harder" were not at the same time. The "wishing" took place later. In such sentences, use the forms of 22.D, that is, *had* + past participle.

Lesson 23

- A. Subordinators: *if, unless, because, although, whether, whenever.*
- B. *because of, in spite of, regardless of.*

A.1 Notice the use of the subordinators *if* and *unless*.

John will stay home *if* the weather isn't nice.

John will stay home *unless* the weather is nice.

COMMENTS

- (1) *If* and *unless* are used to introduce subordinate clauses, that is, embedded statements. These clauses have a subject, e.g. *the weather*, and a verb phrase.
- (2) The essential meaning of *unless* is "if . . . not."

Exercise 1. Change the statements with *if* to corresponding statements with *unless*. Change those with *unless* to statements with *if*.

John will buy a new bicycle unless he can fix his old one today. JOHN WILL BUY A NEW BICYCLE IF HE CAN'T FIX HIS OLD ONE TODAY.

John usually goes to the movies on Friday if he doesn't have to study. JOHN USUALLY GOES TO THE MOVIES ON FRIDAY UNLESS HE HAS TO STUDY.

1. John might go to New York unless it costs too much.
2. Paul will never know where you live if you don't tell him.
3. I am going to Florida unless I get a good job here.
4. I can't buy any new shoes if you don't give me any money.
5. Joe will take the bus unless he has a date.
6. I can't work these algebra problems if you don't help me.

(Instead of changing the second clause, change the first clause in the following sentences.)

7. John will go swimming if the sun comes out.
JOHN WON'T GO SWIMMING UNLESS THE SUN COMES OUT.

8. John will call Mary if he has time.
9. He won't study unless he has to.
10. I like to go swimming if the water is warm enough.
11. I can't work these algebra problems unless you help me.
12. I'll go to the movies if I finish my homework.

A.2 Notice the use of the subordinators *because* and *although*.

Situation: It was raining.

Mary wore a raincoat *because* it was raining.
John wanted to go out *although* it was raining.

COMMENTS

- (1) *Because* introduces a fact or explanation to *support* the idea of the clause.
- (2) A clause introduced by *although* states a contrary fact or an argument *against* the idea of the main clause.

NOTE: *Though* and *even though* are similar in meaning to *although*. Use *even if* to introduce a supposition rather than a fact: "Even if the weather is bad tomorrow, John will want to go out."

ADDITIONAL EXAMPLES

1. Although the traffic held us up, we got to the airport on time. (Even though the traffic held us up.)
2. I forgot my appointment although my secretary reminded me of it. (Even though she reminded me of it.)
3. We don't know who he is, but even if he is the mayor we won't let him talk.

Exercise 2. Make new sentences using *because* or *although*. Use the word which is the most appropriate.

John went to bed early
last night. He was tired.
Mary came to class today.
She wasn't feeling well.

JOHN WENT TO BED EARLY LAST NIGHT
BECAUSE HE WAS TIRED.
MARY CAME TO CLASS TODAY
ALTHOUGH SHE WASN'T FEELING WELL.

1. John went swimming yesterday. The weather was nice.
2. Mary stayed at home yesterday. She had a headache.
3. Mr. Miller worked hard. It was very hot.
4. John completed the course. It was difficult.
5. Everyone likes John. He is very friendly.

6. Juan can't go home for two years. He is very homesick.
7. Juan is studying English here. His father wants him to.
8. Juan wrote to the university. It was difficult for him.
9. John helped Mary write the letter. It was easy for him.
10. Susan drove from New York to California. Her car was very old.
11. Mary feeds her cat the best cat food. It is very expensive.
12. Mr and Mrs. Miller want to sell their furniture. They are moving to New York.
13. Alice is going to Florida. She wants to visit her sister.

A.3 Notice the use of the subordinator *whether or not*.

Situation: I wear a raincoat *if* it is raining.
 I wear a raincoat *if* it isn't raining.

I wear a raincoat *whether or not* it is raining.

COMMENTS

- (1) *Whether* is similar in meaning to *if*. Both words introduce conditions.
- (2) *Whether or not* introduces a condition and its opposite.

NOTE: *Whether or not* can be separated.

I wear a raincoat *whether* it is raining *or not*.

Exercise 3. Answer the questions, using *whether or not*.

Do you study if you are tired?	I STUDY WHETHER OR NOT I AM TIRED.
Are you going to go to Chicago if John goes?	I AM GOING TO GO TO CHICAGO WHETHER OR NOT JOHN GOES.

1. Can John understand Americans when they speak fast?
2. Can you finish your homework before the movies if I help you?
3. Do you like to study before dinner if you are tired?
4. Can you study when your friends are talking?
5. Do you like your friends to visit you when you are studying?
6. Do you continue to study if there is a good television program?
7. Do you want to go to the movies if there is a good television program?
8. Do you want to get something to eat after the movie if it isn't too late?

NOTE: Subordinate clauses may precede the main clause:

John will call Mary *if he has time*.
If he has time, John will call Mary.

Mary wore a raincoat *because it was raining*.
Because it was raining, Mary wore a raincoat.

John didn't wear a raincoat *although it was raining*.
Although it was raining, John didn't wear a raincoat.

NOTE: *Whenever* means "at any time" or "every time." It is used like the other subordinators.

I go swimming *whenever* the weather is nice.
 I wear a rain coat *whenever* it rains.
 I read *whenever* I have time.

B. Notice the use of *because of*, *in spite of*, *regardless of*.

Mary wore a raincoat because it was raining.
 Mary wore a raincoat *because of* the rain.

John didn't wear a raincoat although it was raining.
 John didn't wear a raincoat *in spite of* the rain.

I wear a raincoat whether or not the weather is nice.
 I wear a raincoat *regardless of* the weather.

COMMENTS

(1) The meaning of the two members of each pair of sentences is essentially the same.

(2) The subordinators *because*, *although*, and *whether* introduce clauses that are equivalent to independent statements. On the other hand, *because of*, *in spite of*, and *regardless of* precede noun phrases (*the rain*, *the weather*).

Exercise 4. Make sentences with *because of*.

I stayed home because
 it was raining.
 I came here because I wanted
 to take the English course.

I STAYED HOME BECAUSE
 OF THE RAIN.
 I CAME HERE BECAUSE
 OF THE ENGLISH COURSE.

1. Mary stayed home yesterday because she had a headache.
2. Mr. Miller is going to move to California because he likes the weather there.
3. George couldn't answer the letter immediately because he had a lot of homework to do.
4. Alice is going to Florida because she wants to visit her sister.
5. John can't go to the movies tonight because he has an exam tomorrow.
6. Mr. Jones moved to Arizona because the state has a dry climate.

7. John got home late because the traffic was heavy.
8. The classes were cancelled because it was a holiday.

Exercise 5. Make sentences with *in spite of*.

We went on a picnic
although the weather was cool.
Jack went with us
although he had a lot of work to do.
Ruth went too
although she had a cold.

WE WENT ON A PICNIC
IN SPITE OF THE COOL WEATHER.
JACK WENT WITH US
IN SPITE OF HIS WORK.
RUTH WENT TOO IN
SPITE OF HER COLD.

1. Betty went too although her mother didn't want her to.
2. George went too although he had a class.
3. We didn't wear coats although the weather was cool.
4. We went in George's car although the engine was in bad condition.
5. We decided to go to Fish Lake although the distance was great.
6. We wanted to go there although the road was not very good.
7. We got there in an hour although George's car was very old.
8. We swam in the lake although the water was cold.
9. We sat on the ground although the grass was wet.
10. We enjoyed our lunch although the coffee was cold.
11. We stayed all afternoon although it began to rain.
12. We started home at 6:00 although Betty wanted to stay longer.

SUMMARY EXERCISE

Consider the following situation. Then complete the statements by continuing the same theme.

"Oscar is friendly and carefree. He is happy to give everything to his friends who spend most of his large amounts of money."

1. Oscar has many friends because —
2. A few of his friends like him only because of —
3. Most of his friends like him because —
4. He likes all of them although —
5. He spends his money freely if —
6. He gives away his books when —
7. He acts like a poor man in spite of —
8. He is still happy at the end of the month although —
9. He is always carefree whether or not —
10. He can't take his friends to parties at the end of the month because —
11. Oscar's uncle should send him clothes in place of the check because —
12. Oscar can't buy any clothes in spite of —
13. He doesn't have any good shirts because —

Lesson 24

A. Conditional Sentences:

If he knows the answer, he will tell her.

If he knew the answer, he would tell her.

If he had known the answer, he would have told her.

A. Compare the conditional sentences, which are parts of possible answers to the question.

QUESTIONS

A	Will he tell Mary the answer?	Maybe.
B	Will he tell Mary the answer?	No, but . . .
C	Did he tell Mary the answer?	No, but . . .

CONDITIONAL SENTENCES

AA	If he <i>knows</i> it,	he <i>will tell</i> her.
BB	If he <i>knew</i> it,	he <i>would tell</i> her.
CC	If he <i>had known</i> it,	he <i>would have told</i> her.

COMMENTS

- (1) Sentence AA describes a possible situation of present or future time. "If he knows" implies "he might know."
- (2) Sentence BB describes a hypothetical situation, one that is either contrary to the real facts of the present, or unlikely to occur in the future. "If he knew" implies "he doesn't know."
- (3) Sentence CC describes a hypothetical situation of past time, one which did not occur. "If he had known" implies "he didn't know."
- (4) Sentences AA and BB both describe situations in the present or future time. However, the *if*-clause of sentence BB contains a verb which is identical in form to a past tense form. The second part of BB (main clause) contains *would* + infinitive.
- (5) The *if*-clause of sentence CC contains *had* + past participle. The second part contains *would have* + past participle.

NOTE: Some of the above verb forms were introduced in Lessons 21 and 22:

I wish he *knew* the answer.
 I wish he *would tell* her.
 I wish he *had known* the answer.

ADDITIONAL EXAMPLES

Imagine the following situation:

I think Mr. Taylor is going to drive to Detroit tomorrow.
 I don't think he is going to go to New York.

The following sentences are based on the above situation.

I <i>will</i> go with him	if he <i>goes</i> to Detroit.
I <i>will</i> ride with him	if he <i>drives</i> to Detroit.
I <i>will</i> go to Detroit	if he <i>does</i> .
I <i>would</i> go with him	if he <i>went</i> to New York.
I <i>would</i> ride with him	if he <i>drove</i> to New York.
I <i>would</i> go to New York	if he <i>did</i> .

Exercise 1. Imagine you are talking to a person who hopes to go to Europe next summer. You want to go also, but you don't have enough money. Respond to his statement as in the examples.

I will go by plane
 if I go to Europe.
 I will get there fast
 if I fly.

**I WOULD GO BY PLANE
 IF I WENT TO EUROPE.
 I WOULD GET THERE FAST
 IF I FLEW.**

1. I will go to London first if I go to England.
2. I will visit Buckingham Palace if I am in England.
3. I will take the train if I decide to go to France.
4. I will spend at least a week in Paris if I go to France.
5. I will see the Eiffel Tower if I am in Paris.
6. I will visit Amsterdam next if my friends invite me.
7. I will rent a car if I decide to go to Sweden.
8. I will see Stockholm if I visit Sweden.
9. I will stop in Germany if I travel to Italy.
10. I will learn a little German if I stay in Germany.
11. I will fly to Berlin if I have time.
12. I will cross the Alps if I go to Italy.
13. I will see many famous museums if I stop in Florence.
14. I will write many postcards if I don't write letters.
15. I will spend a lot of money if I stay in Europe long.

Exercise 2. Give complete answers to the following questions.

What would you do if
you were sick?

IF I WERE SICK, I WOULD
GO TO A DOCTOR.

What would you do if
you were rich?

IF I WERE RICH, I WOULD
TRAVEL AROUND THE WORLD.

What would you do if
someone stole your car?

IF SOMEONE STOLE MY CAR,
I WOULD TELL THE POLICE.

1. What would you do if you were a millionaire?
2. What would you do if you had a car?
3. What would you do if you were president?
4. What would you do if you were ten years younger?
5. What would you do if you had all the money you wanted?
6. What would you do if you discovered a gold mine?
7. What would you do if you found \$50 on the street?
8. What would you do if you needed a pencil?
9. What would you do if you were sick?
10. What would you do if you tore your coat?
11. What would you do if you had a vacation next week?
12. What would you do if you were a king?
13. What would you do if you didn't have class today?
14. What would you do if you had an exam today?
15. What would you do if you were in Paris now?
16. What would you do if you thought it was going to rain?

Exercise 3. Imagine a situation where it is *possible* for you to go to New York. Make a series of statements, each of which is based on the preceding one.

- First person: If we receive some money, we will go to New York.
 Second person: If we go to New York, we will go by plane.
 Third person: If we go by plane, we will arrive at Kennedy Airport.
 Fourth person: If we arrive at Kennedy Airport, we will take a bus to
 Manhattan.
 Fifth person: If we take a bus to Manhattan, we will see the Empire State
 Building.
 Sixth person: If we see the Empire State Building, we will want to go to the
 top.
 Seventh person: If we go to the top, we will have a nice view of New York.

(To start a new series, use the following sentence.)

- First person: If I have time, I will take a long vacation next summer.

Exercise 4. Imagine a situation where it is *improbable* that you will go to New York. Make a series of statements, each of which is based on the preceding one.

First person: If we received some money, we would go to New York.
 Second person: If we went to New York, we would go by plane.
 Third person: If we went by plane, we would arrive at Kennedy Airport.

(Continue as in Exercise 3.)

(To start a new series, use the following sentence.)

First person: If I had time, I would take a long vacation next summer.

Exercise 5. Change the following sentences to past-time statements describing events which did not occur.

I would go to Chicago
if I had a car.

I would wear my raincoat
if it were cloudy.

I would go to the museum
if it stayed open
in the evenings.

I WOULD HAVE GONE TO
CHICAGO IF I HAD HAD A CAR.

I WOULD HAVE WORN MY
RAINCOAT IF IT HAD BEEN CLOUDY.

I WOULD HAVE GONE TO THE
MUSEUM IF IT HAD STAYED
OPEN IN THE EVENINGS.

1. I would study if I had to.
2. I would visit John if he were home.
3. I would watch television if I didn't have so much homework.
4. Mary would go to the party if you sent her a special invitation.
5. George would bring his friends if you asked him to.
6. I would buy a new car if you lent me the money.
7. Mr. Miller would work in the garden if he needed exercise.
8. I would take an aspirin if I had a headache.
9. I would study the irregular verbs if I didn't know them.
10. I would buy a toothbrush if I needed one.
11. I would throw away my ballpoint pen if it didn't work.
12. George would raise his hand if he didn't understand something.
13. Alfred would get mad if George raised his hand too often.
14. Mary would bring an umbrella if she knew it was going to rain.

Exercise 6. Give complete answers to the following questions.

What would you have done
if you had
been sick yesterday?

IF I HAD BEEN SICK,
I WOULD HAVE GONE
TO A DOCTOR.

What would you have done
if someone had
stolen your car yesterday?

IF SOMEONE HAD STOLEN MY CAR,
I WOULD HAVE
TOLD THE POLICE.

1. What would you have done if you had stayed in your country?
2. What would you have done if you had gone to France last year?
3. What would you have done if you had found a \$50 bill on the street yesterday?
4. What would you have done if you had been Napoleon?
5. What would you have done if you had been born in 1400?
6. What could you have done if you had needed money last week?
7. What could you have done if you had torn your coat yesterday?
8. What could you have done if you had lost all your money last week?
9. What might you have done if you had had a vacation last week?
10. What might you have done if you had been Adam?
11. What might you have done if you had lived 100 years ago?
12. What would you have done if you had been Columbus?

Exercise 7. Imagine a situation where it was *impossible* for you to go to New York. Make a series of statements, each of which is based on the preceding one.

First person: If we had received some money, we would have gone to
New York.

Second person: If we had gone to New York, we would have gone by plane.

Third person: If we had gone by plane, we would have arrived at Kennedy
airport.

(Continue as in Exercise 3.)

(To start a new series, use the following sentence.)

First person: If I had had time last summer, I would have taken a long
vacation.

ADDITIONAL EXAMPLES
OF CONDITIONAL SENTENCES

Notice the words which are used in the same position as *will* and *would*.




<i>I will</i>	study algebra next year	<i>if I have</i>	time.
<i>I can</i>	study algebra next year	<i>if I have</i>	time.
<i>I must</i>	study algebra next year	<i>if I have</i>	time.
<i>I might</i>	study algebra next year	<i>if I have</i>	time.
<i>I am going to</i>	study algebra next year	<i>if I have</i>	time.
<i>I have to</i>	study algebra next year	<i>if I have</i>	time.
<i>I expect to</i>	study algebra next year	<i>if I have</i>	time.
<i>I would</i>	study algebra next year	<i>if I had</i>	time.
<i>I could</i>	study algebra next year	<i>if I had</i>	time.
<i>I might</i>	study algebra next year	<i>if I had</i>	time.

Notice the words which are used in the same position as *if*.

Juan <i>would</i>	enter the univer- sity next year	<i>if</i>	he <i>spoke</i> English well.
He <i>wouldn't</i>	enter the univer- sity	<i>unless</i>	he <i>spoke</i> English well.
He <i>could</i>	go to a smaller college	<i>whether</i> <i>or not</i>	he <i>spoke</i> English well.
He <i>would</i>	study there	<i>until</i>	he <i>learned</i> English well.

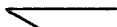


NOTE TO ADVANCED STUDENTS: Some additional types of conditional sentences are illustrated below. The first group includes possible or likely events and situations. The second group includes the corresponding hypothetical statements.

1. Possible or likely events and states. (These sentences may be thought of as possible answers to the questions, "Was Tom (Is Tom, Will Tom be) happy or sad?")

If Mary wrote the letters		he was happy.
If Mary is writing the letters		he is happy.
If Mary writes the letters		he will be happy.

The lines indicate which clauses may be joined. Thus there are six sentences.

2. Hypothetical or contrary-to-fact events and states. ("Tom wasn't (isn't, won't be) happy.")

If Mary had written the letters		he would have been happy.
If Mary were writing the letters		
If Mary wrote the letters		he would be happy.

Lesson 25

- A. *so . . . that*: *so busy that* he can't go.
such . . . that: *such a busy man that* he can't go.
- B. Negative questions: Isn't the teacher here?
- C. Tag questions: John is here, isn't he?

A. Notice the statements which are connected with *so . . . that* and *such . . . that*.

Previous pattern:

Mr. Miller is very busy. He can't leave his office.

Mr. Miller is *too busy to* leave his office.

ADJ.

New patterns:

Mr. Miller is *so busy that* he can't leave his office.

ADJ.

Mr. Miller is *such a busy man that* he can't leave his office.

NOUN PHR.

COMMENTS

- (1) The example sentences all have approximately the same meaning.
- (2) *So . . . that* is used with adjectives (e.g. *busy*)
- (3) *Such . . . that* is used with noun phrases (e.g. *a busy man*).

NOTE:

1. The *so . . . that* pattern also occurs without *that*:

Mr. Miller is so busy he can't leave his office.

2. The *so . . . that* pattern is used with adverbs as well as adjectives:

He left *so quickly* that we didn't have time to say goodbye.

ADVERB

Exercise 1. Listen to the statements. Make statements with a similar meaning using *so . . . that*.

John is very busy.
He can't go to Chicago.

JOHN IS SO BUSY THAT
HE CAN'T GO TO CHICAGO.

Mary is very homesick.
She can't study.

MARY IS SO HOMESICK
THAT SHE CAN'T STUDY.

1. Bob is very sick. He can't come to class.
2. My chair is very hard. I can't sit comfortably.
3. Mr. Smith is very tired. He won't stay up late tonight.
4. The movie was very interesting. Susan saw it twice.
5. John's car is very old. He can't sell it.
6. Mrs. Taylor is very pleasant. Everyone likes her.
7. Some of the students were very sleepy. They fell asleep during the movie.
8. The new car was very expensive. John couldn't buy it.
9. The ceiling is very high. John can't reach it.
10. Mr. Jones is very lazy. He won't work.
11. Mr. Miller talks very fast. I can't understand him.
12. The students practiced in the lab very often. Their pronunciation improved a lot.
13. John pressed his pencil very hard. The lead broke.
14. Mrs. Smith drove her car very fast. She received a ticket for speeding.

Exercise 2. Listen to the statements. Make statements with a similar meaning using *such . . . that*.

It was a very cold day.
Susan stayed home.

IT WAS SUCH A COLD DAY
THAT SUSAN STAYED HOME.

A Cadillac is a very expensive car.
John can't buy one.

A CADILLAC IS SUCH AN EXPENSIVE
CAR THAT JOHN CAN'T BUY ONE.

1. The Smiths are very friendly people. Everyone feels welcome at their house.
2. John has a very severe headache. He's going to go to the doctor.
3. John is a very busy student. He sleeps only six hours a night.
4. The football team has very good players. It has never lost a game.
5. Mary is a very good student. She is going to pass all of her exams.
6. San Francisco is a very interesting city to visit. I want to go there as soon as possible.
7. It was a very cold day. Susan stayed home.
8. A Cadillac is a very expensive car. John can't buy one.
9. The museum is a very interesting place. The students want to visit it again.
10. John told a very funny story. Mary wanted to hear it again.

Exercise 3. Listen to the statements with *too . . . to*. Produce similar statements with *so . . . that* and *such . . . that*.

Paul is too short to reach
the apple on the tree.

PAUL IS SO SHORT THAT HE CAN'T REACH THE
APPLE ON THE TREE.

PAUL IS SUCH A SHORT BOY THAT HE CAN'T
REACH THE APPLE ON THE TREE.

Peter is too old to
become a soldier.

PETER IS SO OLD THAT HE CAN'T BECOME
A SOLDIER.

PETER IS SUCH AN OLD MAN THAT HE CAN'T
BECOME A SOLDIER.

These shoes are too
small for me to wear.

THESE SHOES ARE SO SMALL
THAT I CAN'T WEAR THEM.

THESE ARE SUCH SMALL SHOES
THAT I CAN'T WEAR THEM.

1. This book is too difficult for the new students to read.
2. The professor is too busy to leave his office.
3. He is too sick to stand up.
4. This car is too expensive for us to buy.
5. She is too young to go to school.
6. This town is too small to have a fire department.
7. This coat is too long for me to wear.
8. My suitcase is too heavy to carry.
9. This hill is too steep for us to climb.
10. It is too stormy for planes to fly.
11. This lake is too wide for Fred to swim across.

NOTES: In addition to adjectives, the *so . . . that* pattern is also used with adverbs (e.g. *rapidly*) and the quantity expressions *many*, *much*, *little*, and *few*.

John spoke *so rapidly that* I couldn't understand him.

Mary had *so much work that* she was busy all day.

John has *so little money that* he can't buy the book.

B. Notice the answers to the negative questions.

Previous pattern:

Is the teacher here today?	Yes, he is.
Is this Lesson 26?	No, it isn't.

New pattern:

Isn't the teacher here today?	Yes, he is.
Isn't this Lesson 26?	No, it isn't.

COMMENT

The answer to a negative question is the same as the answer to the corresponding affirmative question. If the answer to the affirmative question is "yes," the answer to the negative question will be "yes" also. Likewise, if the answer to the affirmative question is "no," the answer to the corresponding negative question will be "no" also.

NOTE: The negative questions above correspond to the following affirmative statements.

The teacher is here today.
This is Lesson 26.

If the speaker has some evidence indicating that these statements might not be true, and if he is surprised at this evidence, he might ask the negative questions. Sometimes the speaker still expects the situations expressed by the affirmative statements to be true, and he asks the questions for confirmation or reassurance.

Exercise 4. Give short answers to the following questions.

Isn't Brazil in South America?	YES, IT IS.
Didn't Columbus discover China?	NO, HE DIDN'T.
Shouldn't we always speak English?	YES, WE SHOULD.

1. Isn't Spain in Europe?
2. Isn't France in South America?
3. Isn't English an easy language?
4. Don't most of the people in the United States speak English?
5. Don't most of the people in Brazil speak Portuguese?
6. Don't most of the students in this class speak English well?
7. Can't a plane go faster than a train can?
8. Can't more people ride in a plane than in a bus?
9. Can't a man work harder than a woman can?
10. Didn't Edison invent the electric light?
11. Didn't Edison invent the automobile?

12. Haven't you learned to speak English perfectly yet?
13. Shouldn't you practice ten hours every day?
14. Don't you expect to speak English perfectly next year?
15. Don't you think the answers to negative questions are easy?

C. Notice the tag questions.

STATEMENT + TAG QUESTION	ANSWERS
<p>John <i>is</i> here, <i>isn't</i> he?</p> <p>Mary <i>isn't</i> here, <i>is</i> she?</p>	<p>Yes, he is. No, he isn't.</p> <p>No, she isn't. Yes, she is.</p>
COMMENT	
<p><i>Isn't he?</i> and <i>is she?</i> are tag questions. Negative tag questions follow affirmative statements. Affirmative tag questions follow negative statements.</p>	
ADDITIONAL EXAMPLES	
<p>You <i>can</i> go, <i>can't</i> you? She <i>hasn't</i> gone, <i>has</i> she? John <i>doesn't</i> have a TV, <i>does</i> he? They have a car, <i>don't</i> they? Mary speaks Spanish, <i>doesn't</i> she?</p>	
COMMENT	
<p>If a form of <i>be</i> or an auxiliary (e.g. <i>can, has, does</i>) occurs in the statement part, it is repeated in the tag. If there is no auxiliary in the first part, <i>do</i> or <i>does</i> (or <i>don't</i> or <i>doesn't</i>) appears in the tag.</p>	

NOTE: A tag question with falling intonation indicates that the speaker thinks his statement is true. He expects the answer to agree with his statement.

	EXPECTED ANSWERS
John is here, isn't he?	Yes, he is.
Mary isn't here, is she?	No, she isn't.

However, if the statement isn't true, the answer will not agree.

John is here, isn't he?	No, he isn't.
Mary isn't here, is she?	Yes, she is.

When rising intonation is used in the tag question, the speaker does not necessarily expect the answer to agree with his statement.

ADDITIONAL EXAMPLES

It's a nice day today, isn't it?	YES, IT IS.
It wasn't very nice yesterday, was it?	NO, IT WASN'T.
There's going to be a football game tomorrow, isn't there?	YES, THERE IS.
There isn't going to be a dance, is there?	NO, THERE ISN'T.
It hasn't been very cold this winter, has it?	NO, IT HASN'T.
It had snowed by this time last winter, hadn't it?	YES, IT HAD.
We should study tonight, shouldn't we?	YES, WE SHOULD.
We shouldn't have gone to the party last night, should we?	NO, WE SHOULDN'T.
You're going to be home tonight, aren't you?	YES, I AM.
We must try to practice more, mustn't we?	YES, WE MUST.
Argentina is the largest country in South America, isn't it?	NO, IT ISN'T.

NOTE: In the last example above, the first speaker expects an answer of *yes* to agree with his statement. But the second speaker thinks the statement is wrong and gives an answer of *no*.

Exercise 5. Repeat the statements and add tag questions.

Mr. Smith is from California.	MR. SMITH IS FROM CALIFORNIA, ISN'T HE?
George wasn't in class yesterday.	GEORGE WASN'T IN CLASS YESTERDAY, WAS HE?
Mr. Smith drives to work.	MR. SMITH DRIVES TO WORK, DOESN'T HE?

1. John can drive a car.
2. Mary speaks Spanish.
3. John lived in New York last year.
4. Mrs. Smith flew to California last week.
5. Bob lost his watch.
6. Dr. Jones has a lot of patients.
7. Mr. Smith doesn't like beer.
8. Mary was at the party last night.
9. There's a party tonight.
10. John won't forget to come.
11. We aren't going to stay very late.
12. We should use English in class.

Lesson 26

- A. *Self* pronouns: *myself, yourself, etc.*
- B. Verb expressions in *-ing* after other verbs:
I enjoyed singing.

A.1 Notice the use of the reflexive pronoun *himself*.

Previous pattern:

<i>John</i>	sees	<i>Mary</i>	in the mirror.
SUBJECT		OBJECT	

New pattern:

<i>John</i>	sees	<i>himself</i>	in the mirror.
SUBJECT		OBJECT	

COMMENT

Reflexive pronouns, such as *himself*, are used when the subject and object of a sentence are the same person or thing.

ADDITIONAL EXAMPLES

I see myself.

You see yourself.

He sees himself.

She sees herself.

It sees itself.

We see ourselves.

You see yourselves.

They see themselves.

NOTE: In Lesson 8 it was pointed out that two patterns are possible when a direct object and an indirect object follow certain verbs.

John bought *a book* for *Mary*.
D.O. I.O.

John bought *Mary* a *book*.
I.O. D.O.

Similarly two patterns are possible when the indirect object is a reflexive pronoun.

John bought *a book* for *himself*.
D.O. I.O.

John bought *himself* a *book*.
I.O. D.O.

Exercise 1. Repeat the statements, omitting the prepositions *for* and *to* and making the necessary changes in word order.

John bought a book for himself JOHN BOUGHT HIMSELF A BOOK.
Mary wrote a note to herself. MARY WROTE HERSELF A NOTE.

1. George is going to buy a coat for himself.
2. George sent a package to himself.
3. John made a sandwich for himself.
4. Mary is going to bake a cake for herself.
5. George is going to find a job for himself.
6. Bill cut a slice of bread for himself.
7. Mr. and Mrs. Miller are going to build a house for themselves.
8. John ordered a hamburger for himself.
9. George found a chair for himself.
10. Mary sewed a dress for herself.

A.2 Notice the use of *self* words to indicate emphasis.

Previous patterns:

John bought *a tie* for *himself*.
D.O. I.O.

John bought *himself* a *tie*.
I.O. D.O.

New pattern:

John bought *a tie himself*.
D.O. EMPHASIS

COMMENT

In the new pattern, the subject is emphasized by adding a *self* pronoun. *To emphasize* means "to concentrate or focus attention on something" or "to make something important." In the example sentence above, *John* is emphasized: John — not someone else — bought the tie.

NOTE: *Self* pronouns are also used immediately following the noun phrases they emphasize. This usage is more common in writing than in speech.

John himself bought the tie.

Exercise 2. Add a *self* pronoun to each statement for emphasis.

George bought a car.

GEORGE BOUGHT A CAR HIMSELF.

Mary told the story.

MARY TOLD THE STORY HERSELF.

1. John is going to make dinner.
2. George made a sandwich.
3. Mary is going to bake a cake.
4. George is going to find a job.
5. Mr. and Mrs. Miller are going to build a house.
6. George went to the store.
7. Alice wrote the letter.

Exercise 3. *By myself, by yourself, by himself, etc.* mean "alone." Substitute *by myself, etc.* in the following statements.

I'm going alone.

I'M GOING BY MYSELF.

Do you live alone?

DO YOU LIVE BY YOURSELF?

John likes to be alone.

JOHN LIKES TO BE BY HIMSELF.

1. You can't play tennis alone.
2. The children are singing alone.
3. I don't like to go to the movies alone.
4. Mary is going alone.
5. Professor Taylor prefers to work alone.
6. There was too much work for us to do alone.
7. Mary is going to go downtown alone.
8. Do you like to study alone?
9. John and Mary were alone.
10. There was so much work that I couldn't do it alone.

B. Notice the use of the *-ing* form of verbs following certain other verbs.

Previous pattern (Lesson 13):

I wanted *to sing*.

New pattern:

I enjoyed *singing*.

I kept on *singing*.

I finished *singing*.

COMMENT

Use the *-ing* form of verbs after *enjoy, keep (on), avoid, finish, consider, get through, insist on*. Do not use *to + verb* after these words.

ADDITIONAL EXAMPLES

I	enjoy	dancing	very much.
I can	keep (on)	dancing	all night.
Paul	avoids	going	to dances whenever he can.
He	insists on	staying	home tonight.
I must	finish	doing	my homework before the dance.
I hope I	get through	working	early tonight.
Will you	consider	helping	me with my work.
George	can't help*	asking	questions.

**Can't help* is an idiom which means "can't avoid" or "can't stop."

NOTE: The following examples contain verbs which are followed by either the *-ing* form or the *to* form with approximately the same meaning.

They began	studying	here last year.
They began	to study	here last year.
They started	learning	English immediately.
They started	to learn	English immediately.
They continue	practicing	every day.
They continue	to practice	every day.
They prefer	studying	together.
They prefer	to study	together.
They like	learning	new patterns.
They like	to learn	new patterns.

Exercise 4. Substitute the following words.

Betty considered dancing.

enjoys

kept on

working

BETTY ENJOYS DANCING.

BETTY KEPT ON DANCING.

BETTY KEPT ON WORKING.

- | | | |
|----------------|--------------|-----------------|
| 1. insisted on | 7. enjoy | 13. crying |
| 2. the boys | 8. I | 14. Betty |
| 3. avoided | 9. kept on | 15. continued |
| 4. studying | 10. laughing | 16. dancing |
| 5. finished | 11. started | 17. got through |
| 6. eating | 12. the baby | 18. considered |

NOTE: The following examples contain verbs that are followed by either the *-ing* form or by the *to* form but with different meanings.

stop

John stopped *eating*.

John stopped *to eat*.

Stopped eating means stopped the activity of eating.

Stopped to eat means stopped some other activity in order to eat. For example:

John stopped driving (in order) to eat.

remember

Mary remembered *writing* to her family.

Mary remembered *to write* to her family.

Remembered writing means that she wrote at some time in the past and that she remembered later. Thus the writing was first, the remembering second.

Remembered to write means that she did not forget her intention to write. Thus the remembering was first, and the writing second.

Exercise 5. Combine the words and phrases into sentences. Use the *-ing* or the *to* form of the verb.

Mary enjoys—

—swim very much—

MARY ENJOYS SWIMMING VERY MUCH.

She likes—

—swim in the lake—

SHE LIKES SWIMMING IN THE LAKE.
or SHE LIKES TO SWIM IN THE LAKE.

She wanted—

—go there last Saturday—

SHE WANTED TO GO THERE LAST SATURDAY.

1. She decided— —ask Bill and John to go with her—
2. They wanted— —go very much—
3. They considered— —take the bus—
4. John insisted on— —take his car—
5. They needed— —change a tire first—
6. They got through— —change it at ten o'clock—
7. They started— —drive immediately—
8. They enjoyed— —drive through the country—
9. They kept on— —laugh and sing all the way—
10. They learned— —sing some new songs—
11. They stopped— —sing when they got to the lake—
12. They had expected— —swim before lunch—
13. But Bill insisted on— —eat immediately—
14. Mary had remembered— —bring a lunch—
15. They finished— —eat at one o'clock—
16. They began— —swim at one thirty—
17. They avoided— —go into deep water—
18. They continued— —swim all afternoon—
19. John couldn't help— —think about his homework—
20. He had planned— —do it that afternoon—

NOTE TO ADVANCED STUDENTS: Most of the verb expressions in *-ing* presented above are nominalizations. This means they function like nouns. For example, the nominalization *singing* in the first sentence below is equivalent to *what* and *it* in the second and third sentences:

John enjoyed *singing*.

What did he enjoy?

He enjoyed *it*.

Some *-ing* forms of verbs, however, are complements of the preceding verbs. For example, the *-ing* form which follows *keep on* is a complement:

He kept on *singing*.

Singing is not a nominalization. Thus it is not equivalent to *what* or *it*.

Lesson 27

- A. Nouns used as complements after direct objects:
They elected Kennedy *president*.
- B. Adjectives used as complements after direct objects:
He pushed the door *open*.
- C. Noun + *-ing* verb expressions used as direct objects:
We watched the boys *playing*.

A. Notice the noun used as a complement after the direct object.

Previous pattern:

- A. They *elected Kennedy*.
- B. He became *president*.

New pattern:

- C. They *elected Kennedy president*.
VERB DIRECT COMPLEMENT
OBJECT

COMMENTS

- (1) The meaning of sentence C is approximately the same as sentences A and B combined.
- (2) The complement follows the direct object.
- (3) Only a small number of verbs can be used in the new pattern. Some of these are: *appoint, call, choose, designate, elect, make, name, nominate, select*.

ADDITIONAL EXAMPLES

They appointed me chairman of the committee.
Do they call William Brown Will?
No, they call him Bill.
They made Mr. Ramsey Director of Courses.
Mr. and Mrs. Clark named their new baby Alice.

NOTE: With certain verbs the complement is sometimes preceded by *as*.

They chose John *as their leader*.

They selected Mr. Smith *as their representative*.

Who did they select *as chairman*?

Exercise 1. Practice the use of *name* and *call*.

(Dick) They named
their son Richard.

THEY NAMED THEIR SON RICHARD,
BUT THEY CALL HIM DICK.

(Betty) They named
their daughter Elizabeth.

THEY NAMED THEIR DAUGHTER ELIZABETH,
BUT THEY CALL HER BETTY.

1. (Bill) They named their son William.
2. (Ron) They named their son Ronald.
3. (Sue) They named their daughter Susan.
4. (Bob) They named their son Robert.
5. (Jack) They named their son John.
6. (Barb) They named their daughter Barbara.
7. (Al) They named their son Albert.
8. (Jim) They named their son James.
9. (Cathy) They named their daughter Catherine.
10. (Dave) They named their son David.
11. (Tom) They named their son Thomas.
12. (Phil) They named their son Phillip.
13. (Marv) They named their son Marvin.
14. (Joe) They named their son Joseph.

Exercise 2. Substitute the following words. (Keep *Mr. Smith* in each sentence.)

Mr. Smith named John treasurer.

secretary

MR. SMITH NAMED JOHN SECRETARY.

appointed

MR. SMITH APPOINTED JOHN SECRETARY.

him

MR. SMITH APPOINTED HIM SECRETARY.

Jim

MR. SMITH APPOINTED JIM SECRETARY.

- | | |
|------------------------------|-------------------------|
| 1. chairman of the committee | 7. secretary |
| 2. made | 8. the student |
| 3. made the younger man | 9. Tom |
| 4. treasurer | 10. manager of the team |
| 5. Mary | 11. nominated |
| 6. appointed | 12. Jack |

Exercise 3. Answer the following questions.

Who did the Americans elect
as President in 1960?

THE AMERICANS ELECTED
KENNEDY PRESIDENT IN 1960.

Who did Kennedy appoint
as Attorney General
(Minister of Justice)?

KENNEDY APPOINTED
HIS BROTHER
ROBERT ATTORNEY GENERAL.

1. Who was elected president in 1964? in 1968?
2. Who did the president appoint Secretary of State?
3. Who did the American people elect in the last election?
4. Who was chosen as the leader of your country?
5. Do you have an advisor? Who was chosen as your advisor?
6. What do you call people from the United States? (Americans, North Americans)
7. What do you call people from Germany? (Germans)
8. What do you call people from France? (Frenchmen)
9. What do you call people from Japan. (Japanese)
10. What do you call people from Spain? (Spaniards)
11. What do you call people from New York? (New Yorkers)
12. What do you call people from Texas? (Texans)
13. Do you have a pet – a dog or cat? What do you call it?

B. Notice the use of an adjective as a complement:

Previous pattern:

- A. He pushed the door.
 B. It is *open* now.

New pattern:

- C. He pushed the door *open*.
 COMPLEMENT

COMMENTS

- (1) The meaning of sentence C is approximately the same as sentences A and B combined. In the new pattern, the adjective (*open*) denotes a state or condition that results from the action indicated by the verb (*push the door*).
- (2) The complement (*open*) follows the direct object (*door*).

ADDITIONAL EXAMPLES

He painted the house. It is *white* now.

He painted the house *white*.

He painted the yellow house. It is *white* now.

He painted the yellow house *white*.

Exercise 4. Make sentences using adjectives (and past participles) as complements.

They painted the house with green paint. **THEY PAINTED THE HOUSE GREEN.**

He pushed the door. It is closed now. **HE PUSHED THE DOOR CLOSED.**

1. She cut her hair. It is short now.
2. John painted the table. It is blue.
3. The boys washed their shirts until they were clean.
4. The table was wet. Mary wiped it until it was dry.
5. John cracked the nut. It is open now.
6. The windows were dirty. John wiped them. Now they are clean.
7. The cold weather froze the milk. It is solid.

NOTE: There is a related pattern which includes an adjective as a complement. In this pattern the state or condition denoted by the adjective does not result from the action indicated by the verb.

- (1) I found the room *clean*.
COMPLEMENT
- (2) I want everything *ready*.
COMPLEMENT

The two examples above are more or less identical to the following sentences.

- (1a) I found that the room was clean.
 (1b) I found the room to be clean.
 (2a) I want everything to be ready.

Exercise 5. Practice the use of adjectives as complements.

I found that the lesson was difficult.	I FOUND THE LESSON DIFFICULT.
He wants the window to be open.	HE WANTS THE WINDOW OPEN.
I had someone paint my house.	I HAD MY HOUSE PAINTED.

1. I like my coffee to be black.
2. He found that the movie was interesting.
3. John wants his TV to be fixed.
4. I like my steak to be rare. . . . to be medium. . . . to be well-done.
5. I had someone cut my hair.
6. I prefer the soup to be hot.
7. Mary found that New York is very exciting.
8. John wanted his bread to be toasted.
9. Mr. Miller had someone fix his car.

Exercise 6. Answer the following questions using an adjective (or past participle) as a complement.

How do you like your coffee — strong or weak?	I LIKE IT STRONG.
How do you prefer bread — plain or toasted?	I PREFER IT TOASTED.

1. How do you like tomatoes — cooked or raw?
2. How do you prefer potatoes — baked, fried, or mashed?

3. How do you like your coffee — black or with cream?
4. How do you like steak — rare, medium, or well-done?
5. How do you like tea — iced or hot?
6. How do you have your windows at night — open or closed?
7. Do you prefer girls that wear their hair long or short?

NOTE: The complement in this pattern can consist of either (1) an adjective, (2) a past participle, or (3) a past participle + adjective.

1. I want the house *white*.
2. I want the house *painted*.
3. I want the house *painted white*.

Exercise 7. Make sentences which include past participles as complements.

I want somebody to clean the room.

I WANT THE ROOM CLEANED.

I want somebody to fix the radio.

I WANT THE RADIO FIXED.

1. I want somebody to wash the dishes.
2. I want somebody to fry the potatoes.
3. I want somebody to boil the eggs.
4. I want somebody to heat the water.
5. I want somebody to paint the house.
6. I want somebody to paint the house red.
7. I want somebody to paint the table green.
8. I want somebody to clean the floor.
9. I want somebody to correct the mistake.
10. I want somebody to take the picture.
11. I want somebody to send the books.
12. I want somebody to mash the potatoes.
13. I want somebody to sell the car.

Exercise 8. Continue as in the previous exercise.

I'm going to have

somebody fix my car.

I'M GOING TO HAVE MY CAR FIXED.

I'm going to have

somebody clean my coat.

I'M GOING TO HAVE MY COAT CLEANED.

1. I'm going to have somebody paint my house.
2. I'm going to have somebody shine my shoes.
3. I'm going to have somebody wash my shirt.
4. I'm going to have somebody type my letter.
5. I'm going to have somebody dryclean my coat.
6. I'm going to have somebody press my suit.
7. I'm going to have somebody sell my house.
8. I'm going to have the barber cut my hair.

- 9. I'm going to have the dentist clean my teeth.
- 10. I'm going to have the photographer take my picture.
- 11. I'm going to have someone paint my house white.
- 12. I'm going to have someone paint the yellow house white.

C. Notice the use of the *-ing* form of the verb.

Previous pattern (Lesson 21):

I heard Mary *sing*.

New pattern:

I heard Mary *singing*.

COMMENTS

- (1) After the verb *hear*, a second verb can be in the simple form (*sing*) or the *-ing* form (*singing*).
- (2) Other verbs like *hear* are *see*, *feel*, and *watch*. These occur in both patterns.
- (3) Some additional verbs which occur in the new pattern are: *observe*, *feel*, *smell*, *imagine*, *find*, *catch*.

NOTE: Usually there is not much difference in meaning between these two patterns. The *-ing* form, however, sometimes implies continuous activity. Thus the following two sentences are different:

I saw John *hit* the boy.
 I saw John *hitting* the boy.
Hit suggests one blow.
Hitting implies several.

ADDITIONAL EXAMPLES

You can	hear see watch observe feel smell imagine find	the children your friends Mr. Smith the men the toaster the fish somebody Paul and me	playing games. waving to you. painting his house. working. getting hot. frying on the stove. calling you on the phone. shoveling the snow.
He will	catch	all of you	throwing chalk.
The boss	keeps	everyone	working very hard.
John	left	his coat	lying on the sofa.

Exercise 9. Combine the statements to make a shorter one.

I saw him.

He was going to the movies. I SAW HIM GOING TO THE MOVIES.

You heard us.

We were singing. YOU HEARD US SINGING.

We found the boys.

They were playing baseball. WE FOUND THE BOYS PLAYING BASEBALL.

1. We saw you. You were sitting beside the road.
2. Jim watched the soldiers. They were marching down the street.
3. I heard the car. It was coming toward me.
4. Mr. Clark heard Mary. She was speaking.
5. Larry watched his brother. He was putting stamps in an album.
6. I heard the leaves. They were moving in the trees.
7. I could feel my heart. It was beating rapidly.
8. I saw him. He was standing on the stairs.
9. He left his coat. It was hanging on a hook.
10. Jack remembered the book. It was lying open on the desk.
11. They thought of me. I was studying in my room.
12. They saw us. We were going into the restaurant.
13. We saw them. They were falling.
14. He heard the dog. It was barking.
15. We can smell the fish. It is frying on the stove.
16. I saw your friends. They were waving to you.

Lesson 28

A. Verb expressions in *-ing* functioning as noun phrases:

Traveling is fun.

B. Verb expressions in *-ing* functioning as subordinate clauses:

Sitting in a chair, he watched TV.

A. Notice the use of an *-ing* form of a verb in subject position.

Previous pattern (14.A.3):

A It is fun to travel.

B *To travel* is fun.

New pattern:

C *Traveling* is fun.

COMMENT

Verb expressions in *-ing* can function as noun phrases.

NOTES:

- (1) Both *to travel* in B and *traveling* in C are examples of nominalizations.
- (2) Patterns A and C are both very common and useful. Pattern B, however, is introduced mainly to make the meaning of C clear.

Exercise 1. Change the statements from Pattern A to Pattern C.

It is necessary to
practice every day.

PRACTICING EVERY DAY IS NECESSARY.

It makes Jim tired to run.

RUNNING MAKES JIM TIRED.

1. It is important to be on time.
2. It makes Jim tired to work all day.
3. It frightens Barbara to be alone.
4. It annoys Mrs. Hastings to hear people argue.
5. It makes me happy to win a contest.
6. It pleases the cat to get fish for dinner.

7. It requires time and effort to learn a language.
8. It thrills Alice to get a letter.
9. It is pleasant to go to the lake on a hot day.
10. It makes Sue happy to see her brother.
11. It is interesting to watch cats.
12. It is pleasant to walk in parks.
13. It isn't safe to drive John's car.
14. It is easy to understand this lesson.

Exercise 2. Combine the statements to form a generalization.

Bill teaches English.

It is hard work.

TEACHING ENGLISH IS HARD WORK.

Ted writes short stories.

It requires great talent.

WRITING SHORT STORIES REQUIRES
GREAT TALENT.

1. Carlos writes home often. It takes a lot of time.
2. Tom takes pictures. It is a good hobby.
3. Our family plays chess. It provides many hours of entertainment.
4. John sells cars. It is a profitable business.
5. We must take an examination. That means extra hours of study.
6. Mary visited Niagara Falls. It was wonderful.
7. I read the newspaper every day. It helps in learning English.
8. Jerry completed the forms. It fulfilled the requirements.
9. Fred sent a telegram. It was faster than writing a letter.
10. Bob drinks a quart of milk every day. It is healthful.
11. Ted plays baseball. It provides relaxation.
12. Betty learned to speak Chinese. It was difficult.

B. Notice the use of an *-ing* verb phrase to modify a noun.

Previous pattern:

A John was *sitting in a chair*. He watched television.

New pattern:

B *Sitting in a chair*, he watched television.

COMMENTS

- (1) The meaning of sentence B is the same as sentence A.
- (2) The subject of the *-ing* verb phrase is the same as the subject of the main clause: *John (he)*.

NOTE: The new pattern is more frequent in writing than in speaking.

Exercise 3. Combine the two sentences to form one with an *-ing* verb phrase at the beginning.

John walked to town. John saw an interesting sight.	WALKING TO TOWN, JOHN SAW AN INTERESTING SIGHT.
John washed his hands. John noticed a cut on his finger.	WASHING HIS HANDS, JOHN NOTICED A CUT ON HIS FINGER.
Mary is intelligent. Mary learned geometry quickly.	BEING INTELLIGENT, MARY LEARNED GEOMETRY QUICKLY.

- The car turned the corner. The car hit a tree.
- Jim was feeling sick. Jim called a doctor.
- The photographer was waving to the child. The photographer took the picture.
- Mary fell down stairs. Mary broke her arm.
- John felt tired. John stopped at a hotel to rest.
- The barber cut John's hair. The barber talked about fishing.
- Fred had no assignments. Fred went to a movie.
- Tom expected a call. Tom waited in the dormitory.
- Dorothy was sick. Dorothy couldn't go to school.
- The director saw the new student. The director tried to help him.
- Thomas flew to the United States. Thomas made the trip in one day.

NOTE: In the new pattern above, the action described in the *-ing* verb phrase takes place at the same time as the action of the main clause.

The use of *having* + past participle in the first clause indicates that the action described in this clause precedes the action in the main clause.

Having written a letter, Mary went to the movies.
Having read the newspaper, we watched TV.
Having finished the course, Ann will drive to California.

Exercise 4. Combine the two sentences to form one sentence with *having* + past participle at the beginning.

He saw the police. Then he became worried	HAVING SEEN THE POLICE, HE BECAME WORRIED.
Paul forgot his notebook. Now he is unhappy.	HAVING FORGOTTEN HIS NOTEBOOK, PAUL IS UNHAPPY.
He is looking at her picture. Later he will feel sad.	HAVING LOOKED AT HER PICTURE, HE WILL FEEL SAD.
He was nominated. Then he began a campaign.	HAVING BEEN NOMINATED, HE BEGAN A CAMPAIGN.

1. He read the newspaper. Later he went to the movie.
2. The firemen put the fire out. Afterwards they investigated the cause.
3. He worked very hard. He became tired.
4. He is working very hard. He will be tired.
5. He will examine the report. Afterwards he is going to write a letter.
6. Tom arrived at the airport. He took a taxi to the dormitory.
7. We are visiting the art gallery. Next we will go through the library.
8. He stayed up all night. The next day he looked weary in his classes.
9. She purchased a stamp. Later she mailed a letter to her family.
10. The boys are playing baseball. They will eat a big lunch.
11. He was worried. Then he went to the doctor.
12. Dave worked all summer. He was able to go to college in the fall.

Exercise 5. (Review of 27.C. and 28.B.)

Combine the statements.

I saw him. He was going to lunch.

I SAW HIM GOING TO LUNCH.

I was going to lunch. I saw him.

GOING TO LUNCH, I SAW HIM.

I saw him. Then I went to lunch.

HAVING SEEN HIM, I WENT TO LUNCH.

1. She smiled at him. He was standing there.
2. She was standing there. She smiled at him.
3. I looked at the leaves. They were blowing in the breeze.
4. Jim wrote a letter. He mailed it on the way to class.
5. He was sailing to Europe. He had a good time.
6. Norman was hurrying home. He met an old friend.
7. Norman met an old friend. The friend was hurrying home.
8. Tom ate breakfast. He walked to school with Jim after breakfast.
9. The ship was tossing in the storm. It creaked noisily.
10. We parked our car. Then we began to do our shopping.
11. Jane heard me. I was laughing loudly.
12. The kitten imitated its mother. Its mother was washing its face.
13. The kitten was washing its face. The kitten imitated its mother.
14. Bob worried about Sue. She was typing too much.
15. He finished his lesson. Later he went to the program.
16. They were shouting his name. They ran through the streets.
17. Dorothy and Helen walked all afternoon. Afterwards they felt hungry.
18. He was driving too fast. He hit the tree.
19. John finished school. He took a vacation in Florida.

Lesson 29

- A. Conjunctions: *and, but, or* and sentence connectors: *however, therefore, also, etc.*
- B. Adverbial expressions of time and place in sentence initial position: *At nine o'clock* we have class.
- C. Summary statements: *In other words, . . .*

A.1 Notice that conjunctions, such as *and, but, or* are used to join sentences as well as parts of sentences.

CONJUNCTIONS THAT JOIN SENTENCES

George studied in the library, *and* Paul watched a movie.
Mary went to the picnic, *but* Alice stayed home.
We can go to the movies, *or* we can watch television.

CONJUNCTIONS THAT JOIN PARTS OF SENTENCES

He sat in a chair *and* read a book.
We were happy *but* tired.
You can go by bus *or* taxi.

COMMENTS

- (1) When conjunctions are used to join sentences, a comma is usually inserted before the conjunction: S, but s.
(Additional patterns: S. But s.
S; but s.)
- (2) When conjunctions are used to join *two* parts of a sentence, usually no comma is used. Some examples of parts of sentences are the following:

Predicates —
sat in a chair
read a book

Adjectives —
happy
tired

Nouns —
bus
taxi

NOTE: Only one style of punctuation has been recommended here. Some writers, however, use other styles.

ADDITIONAL EXAMPLES

- He wants to go, but he can't.
- He wants to lie down and sleep.
- He wrote two weeks ago but hasn't received an answer yet.
- Mary bought a new car, and Helen did too.

Three or more items:

- He bought a book, two pens, and some paper.
- He sat in a chair, read a book, and drank a glass of lemonade.

Exercise 1. Some of the following sentences must be punctuated with a comma. Students may copy each sentence on the blackboard or on a piece of paper and add commas where necessary.

1. Mary was happy but Alice was very sad.
2. George wants to study at Harvard or Princeton.
3. John came in the room and sat down.
4. They want to study but they can't.
5. John is going to drive to California and Bob is too.
6. I saw Mary but not Alice.
7. Do you prefer to eat in a restaurant or at home?
8. Mary wants tea but I'll have coffee.
9. I like my coffee with cream but without sugar.
10. John will arrive next week on Wednesday or Thursday.
11. Mary can read Spanish but she can't speak it.
12. Mr. Miller can speak French German and Spanish.
13. We didn't see the movie but we should have.
14. Mary has a bowl of soup a sandwich and a glass of milk for lunch.
15. John was tired and very hungry.
16. Mary was tired but happy.
17. I like TV but I prefer the movies.
18. Alice laughed but she felt sad.

A.2 Notice the use of the sentence connector *however* to join two sentences.

Previous pattern (conjunction):

Mary was happy, but Alice was very sad.

New pattern (sentence connector):

Mary was happy.
However, Alice was very sad.

Mary was happy.
 Alice, *however*, was very sad.

Mary was happy.
 Alice was very sad, *however*.

COMMENTS

- (1) When sentence connectors are used to connect two sentences, the first sentence usually ends in a period. A comma is never used between the two sentences. (However, sometimes a semicolon (;) is used in place of a period.)
- (2) Sentence connectors occur in the beginning, in the middle, or at the end of the second sentence.

NOTE: The meaning of *however* is similar to the meaning of *but*. Both are used to indicate that the information that follows is contrary to the information that precedes.

Therefore is used to introduce a consequence.

It's always warm in Hawaii. *Therefore*, there is never any snow there.

Exercise 2. Copy each sentence on the blackboard or on a piece of paper, and add the correct punctuation.

Alice went to the picnic but
 Mary stayed at home.

ALICE WENT TO THE PICNIC,
 BUT MARY STAYED AT HOME.

Mary can read Spanish however
 she can't speak it.

MARY CAN READ SPANISH.
 HOWEVER, SHE CAN'T SPEAK IT.

1. John was tired however he continued to study for his exam.
2. Mary likes milk but she prefers tea.
3. The water in the lake was very cold yesterday therefore we didn't go swimming.
4. George studied until three o'clock last night therefore he feels very tired today.
5. George studied until three o'clock last night however he is going to bed early tonight.

6. Alice smiled but she felt sad.
7. John wanted to play baseball however it was raining and he stayed at home.
8. Paul wanted to go to the movies however he didn't have any money therefore he stayed home.

Exercise 3. Add an appropriate sentence connector. Use *therefore*, *however*, or *also*.

He is sick.

HE IS SICK.

He can't come.

THEREFORE, HE CAN'T COME.

He has a cold.

HE HAS A COLD.

He has a cough.

ALSO, HE HAS A COUGH.

He is in bed.

HE IS IN BED.

He can get up tomorrow.

HOWEVER, HE CAN GET UP TOMORROW.

1. We like Mr. Miller as a teacher. We like Miss Smith better.
2. Tom has a good vocabulary. He pronounces well.
3. I don't have a driver's license. I don't drive.
4. We haven't seen the new building. We don't know what it looks like.
5. I can't come today. I'll come tomorrow.
6. She bought her books today. She bought some pencils.
7. The carpenters worked hard. They didn't finish.
8. They are studying hard. They are learning English rapidly.
9. She knows how to play the piano. She can dance.
10. We like potatoes. We like rice.
11. I bought a boat last week. I haven't used it yet.
12. Bill left town. He won't be able to keep his appointment.

A LIST OF CONJUNCTIONS AND SENTENCE CONNECTORS

It is possible to group many of the conjunctions and sentence connectors into three large groups. Although the members of each group are similar in meaning, they are not all completely identical.

The conjunctions and connectors in the first group relate two bits of information that are contrary to each other. The words in the second group relate two bits of information that are similar to each other. The words in the third group indicate a consequence relationship.

CONJUNCTIONS

1. but
yet

SENTENCE CONNECTORS

however
nevertheless
still
on the contrary
on the other hand
in contrast
in spite of that
conversely

2. and

also
 besides
 moreover
 furthermore
 indeed
 likewise
 similarly
 in addition
 in fact
 as a matter of fact

3. so

therefore
 consequently
 thus
 as a result

B. Notice the use of adverbial expressions of time and place to relate two sentences to each other.

1. We have breakfast *at eight o'clock*. *At nine o'clock* we have class.
2. We have classes *all morning*. *In the afternoon* there is the laboratory period.
3. Farms are usually small *in the East*. *Farther west* you will find much larger ones.
4. There are cotton fields *in the South*. *In the North* there are many cornfields.

COMMENTS

- (1) Each example sentence contains an adverbial expression of time or place. In the second sentence of each pair, the adverbial is in initial position. This adverbial helps relate the second sentence to the first.
- (2) Often (but not always) the word *there* occurs between an adverbial and a form of *be* (or certain other verbs). See Sequences 2 and 4.

ADDITIONAL EXAMPLES

1. We began our practice of English sentence patterns with short sentences.

Then we practiced long and complex sentences.

Later we practiced long and complex sentences.

Next we practiced long and complex sentences.

Afterwards we practiced long and complex sentences.

2. We are practicing long and complex sentences now.
Earlier we practiced short sentences.
3. We began practicing intonation the first day in class.
Before we had never heard of it.
4. It never snows in my country.
Here it snows a lot.
5. The winter is very cold here.
There it is warm.
6. I don't like the winter here.
Elsewhere I have enjoyed it.

Observe the use of *there* in the following sentences. Note that the pattern with *there* is used with certain verbs other than *be* after expressions of time or place.

1. New Mexico and Arizona were the first states we visited. Next there was California.
2. Los Angeles was the first city we visited. Next there came San Francisco.
3. Driving to San Francisco, we had the ocean on our left. On our right there rose high mountains.
4. San Francisco is on the west side of a large bay. On the east side there lies the city of Berkeley.
5. We hadn't seen many forests in Southern California. North of San Francisco there grow large forests of tall trees.

Observe the time and space organization of the following sequences of sentences.

I came here eight weeks ago. Seven weeks ago, I enrolled in this course. Three weeks ago, I took an examination. Last week, I applied for admission to the School of Business Administration. Today, I attended my first class there.

The State of Washington is in the northwest corner of the United States. South of Washington there is Oregon. East of Oregon and Washington there is Idaho. South of Oregon along the Pacific coast, the long state of California extends to the Mexican border. Eastward from California, there lie Nevada and Arizona.

Exercise 4. Change the position of the time or place expression in the second statement in order to relate it more closely to the first.

He gets up at 8:00.

He eats breakfast at 8:30.

HE GETS UP

AT 8:00. AT 8:30

HE EATS BREAKFAST.

They grow cherries in Michigan.

They grow peaches in Georgia.

THEY GROW CHERRIES

IN MICHIGAN. IN GEORGIA

THEY GROW PEACHES.

He studies from six until nine.

He reads the newspaper from nine until ten.

HE STUDIES FROM SIX

UNTIL NINE. FROM NINE

UNTIL TEN

HE READS THE NEWSPAPER.

1. John started his trip on Tuesday. He was in Chicago on Wednesday.
2. Ted saw an accident. He ran for the police immediately.
3. Mr. Martinez does not like American food. He will get accustomed to it eventually.
4. Bill has one class in the morning. He has three classes in the afternoon.
5. Mary had a headache yesterday. She feels better today.
6. The library has a reading room on the first floor. It has a large reference room on the second floor.
7. We find salt water in the Great Salt Lake. We find fresh water in other lakes.
8. It is 6:30 on my watch. It is 6:40 on Jim's watch.
9. The cold weather lasts four months in Michigan. It lasts three months in Kentucky.
10. Hockey is a favorite sport in Canada. Baseball is a favorite sport in the United States.
11. School begins at 9:00. Classes are over at 3:00, and the children go home.

Exercise 5. Change the position of the time or place expression in the second statement and add the word *there*.

The pronunciation class is in the morning.
The grammar class is in the afternoon.

THE PRONUNCIATION CLASS
IS IN THE MORNING. IN THE
AFTERNOON THERE IS THE
GRAMMAR CLASS.

The Smiths bought a new house.
A small garden is behind the house.

THE SMITHS BOUGHT A NEW
HOUSE. BEHIND THE HOUSE
THERE IS A SMALL GARDEN.

China is situated here on the map.
Siberia lies to the north.

CHINA IS SITUATED HERE ON
THE MAP. TO THE NORTH
THERE LIES SIBERIA.

1. Canada is to the north of the United States. Mexico is to the south.
2. Cuba is a large island south of Florida. The Bahamas lie to the east.
3. The church is in the background. A statue in the foreground.
4. The program comes first. The refreshments come afterwards.
5. The paper is in this drawer. Pencils are in that drawer.
6. A large painting hangs above the table. A smaller one hangs by the window.
7. Lake Michigan lies to the west of Michigan. Lake Huron lies to the east.
8. The women sat on the left. The men sat on the right.
9. The holiday comes first. The examinations come later.
10. An elm tree grows on the lawn. An apple tree grows in the garden.
11. There is a book on this desk. Pen and paper are on that desk.
12. The Atlantic Ocean is east of the United States. The Pacific is to the west.

C. Notice the use of the phrase *in other words* to introduce a sentence which summarizes the information that precedes.

Bob enjoys swimming and playing tennis. He likes to watch football. In the summer, he goes to a baseball game every Saturday. *In other words*, he likes sports.

COMMENT

Some common expressions used to summarize information are the following:

in other words
in summary
in a word
in brief
briefly
in general
to summarize

There are, however, slight differences in meaning and usage between these expressions.

ADDITIONAL EXAMPLES

New York is famous for its tall buildings. It has a great library and many museums. It is the theatrical center of the United States. Its population includes people from every country in the world. *In other words*, it is a fascinating city.

The three branches of the U.S. Government have considerable control over each other. The President appoints the nine members of the Supreme Court for life and may veto legislation that has been passed by Congress. Congress may, in turn, override the President's veto. The Supreme Court may declare laws that have been passed by Congress and signed by the President to be unconstitutional. *In other words*, we may say that equal distribution of power constitutes an important part of government in this country.

Exercise 6. Repeat the sentences and add a summarizing statement introduced by the phrase *in other words*.

I like fishing and golf.
My wife likes tennis.

I LIKE FISHING AND GOLF.
MY WIFE LIKES TENNIS.
IN OTHER WORDS,
WE LIKE SPORTS.

Canada is larger than the United States.
It is larger than Brazil or Argentina.

CANADA IS LARGER THAN THE
UNITED STATES. IT IS LARGER
THAN BRAZIL OR ARGENTINA.
IN OTHER WORDS, IT IS THE
LARGEST COUNTRY IN
WESTERN HEMISPHERE.

1. Tom reads a book a week. He subscribes to several newspapers and magazines.
2. Mary is having a difficult time with her pronunciation. Her sentence patterns are confused.
3. Thomas does all of his work. He never misses classes, and he studies hard.
4. The play has started. The theater is several blocks away.
5. France has an area of 213,000 square miles. Spain has 195,000 square miles.
6. The weather is warm. The birds are singing. The trees are blooming.
7. The tickets are bought. Our baggage is packed.
8. John has a temperature of 100. His pulse is rapid, and he has a cough.
9. We lost our tickets. Our baggage was stolen, and we ran out of money.
10. The Red Cross gave us money. It provided us with food and shelter.
11. War kills and cripples. It destroys and creates misery.
12. He composes music. He plays the piano and violin.

Lesson 30

REVIEW OF LESSONS 21 – 29*

Exercise 1. (To review answers to negative questions.) Answer the following negative questions with a negative or an affirmative short answer.

Wasn't George Washington born in the nineteenth century? **NO, HE WASN'T.**
Isn't her hat unusual? **YES, IT IS.**
Can't you take the examination tomorrow? **NO, I CAN'T.**

1. Didn't you take English last semester?
2. Couldn't he find the right room?
3. Don't you own a car?
4. Isn't Miss Francisco registered yet?
5. Didn't they go to the program last night?
6. Isn't your cold any better?
7. Doesn't she look pretty in her native costume?
8. Couldn't she have paid her tuition yesterday?
9. Won't you take a plane back to your country?
10. Wasn't he embarrassed?
11. Shouldn't you ask the teacher first?
12. Hadn't they eaten their breakfast?

Exercise 2. (To review tag questions.) Repeat the following statements and add a tag question. Add a negative question if the statement is affirmative, and an affirmative question if the statement is negative.

He isn't sick. **HE ISN'T SICK, IS HE?**
They answered all of the questions. **THEY ANSWERED
ALL OF THE QUESTIONS,
DIDN'T THEY?**

They could have taken a later bus. **THEY COULD HAVE
TAKEN A LATER BUS,
COULDN'T THEY?**

1. He is very young.
2. She has her bachelor's degree.
3. He won't return.
4. It's too late to write a letter now.
5. You haven't seen my pencil.
6. He never goes to his office in the morning.
7. They are going to see the play this afternoon.

***NOTE TO THE TEACHER:** Each teacher may plan a review lesson suited to the needs of his particular class by making a selection of exercises from the ones included in this lesson. Exercises from previous lessons may also be reviewed.

8. We could have telephoned.
9. They can't see the building from here.
10. His foot looks bad.
11. I didn't get a letter.
12. We always wait for them.

Exercise 3. (To review tag questions.) Convert the following questions into statements with tag questions. Produce two forms of the tag question.

Is John sick?

JOHN IS SICK, ISN'T HE?

JOHN ISN'T SICK, IS HE?

Have they answered your letter?

THEY HAVE ANSWERED YOUR

LETTER, HAVEN'T THEY?

THEY HAVEN'T ANSWERED YOUR

LETTER, HAVE THEY?

Has he offered to buy the book?

HE HAS OFFERED TO BUY

THE BOOK, HASN'T HE?

HE HASN'T OFFERED TO BUY

THE BOOK, HAS HE?

1. Is he a student?
2. Have you seen Tom?
3. Is she taking a course in biology?
4. Does he work for the government?
5. Can you come to the party?
6. Should I have opened the door?
7. Is she going to the program?
8. Did John promise to come?
9. Will you buy a subscription?
10. Are we going to take a plane?
11. Are they the same?
12. Did you find the correct answer?

Exercise 4. (To review short answers to questions with *could have*, *should have been*, *will*, etc.) Produce a negative or affirmative short answer to the following questions.

Should I have written a letter?

YES, YOU SHOULD HAVE.

Won't you have another piece of pie?

YES, I WILL.

Could you have lost the pencil on the way to school?

NO, I COULDN'T HAVE.

1. Have you ever been to California?
2. Should I have gone to the picnic?
3. Could he have taken the book with him?
4. Will you be fifty years old this year?
5. Could you pay me for this picture tomorrow?
6. Might he have made a reservation with the travel bureau?
7. Would he have gone if I had asked him?
8. Would you have bought his typewriter from him?
9. Should we take our soccer ball to the picnic?

10. Could he have been talking to Professor Jones?
11. Should you have been taking notes?
12. Has he been studying in the library?

Exercise 5. (To review adjectives (*good, white, etc.*) as complements.) Substitute the following words. Include the adjective after the noun.

They washed the clothes clean.

table

painted white

blue

THEY WASHED THE TABLE CLEAN.

THEY PAINTED THE TABLE WHITE.

THEY PAINTED THE TABLE BLUE.

- | | | |
|---------------|------------------|---------------|
| 1. car | 14. program | 27. tough |
| 2. house | 15. interesting | 28. wonderful |
| 3. brown | 16. found | 29. play |
| 4. wanted | 17. delightful | 30. painting |
| 5. clean | 18. movie | 31. superb |
| 6. kept | 19. funny | 32. judged |
| 7. boy | 20. thought | 33. natural |
| 8. happy | 21. good | 34. preferred |
| 9. interested | 22. food | 35. color |
| 10. class | 23. delicious | 36. red |
| 11. busy | 24. considered | 37. car |
| 12. lively | 25. indigestible | 38. painted |
| 13. made | 26. steak | |

Exercise 6. (To review *-ing* forms.) Listen to the statements. Combine the information so that the second verb ends in *-ing*.

We saw John.

He was walking to school.

They met Mary.

She was hurrying to the concert.

I found my watch.

It was lying in the street.

WE SAW JOHN

WALKING TO SCHOOL.

THEY MET MARY

HURRYING TO THE CONCERT.

I FOUND MY WATCH

LYING IN THE STREET.

1. They found us. We were preparing a program.
2. I can see Tom. He is riding a bicycle.
3. You couldn't have seen us. We were walking in the dark.
4. John heard me. I was talking with Fred.
5. I enjoyed seeing Fred. He was washing his car.
6. He remembers the car. It was going very slowly.
7. Jim had to pay the man. The man was standing by the gate.
8. We watched the cameraman. He was taking a picture of the president.
9. We picked some berries. They were growing in the woods.
10. I discovered the owl. It was sitting on a branch.
11. We noticed Professor Ward. He was eating dinner with some friends.
12. He might have seen me. I was waiting for the bus.

Exercise 7. (To review reflexive pronouns.) Answer the questions. Use a reflexive pronoun.

Who did John see in the mirror?
Who did the students correct?

JOHN SAW HIMSELF IN THE MIRROR.
THEY CORRECTED THEMSELVES.

1. Who did John hurt with the knife?
2. Who did Mary punish for telling a lie?
3. Who did they hear on the tape recorder?
4. Who did the hunter shoot accidentally?
5. Who did the students discuss?
6. Who did the artists draw?
7. Who were they laughing at?
8. Who was she talking about?

Exercise 8. (To review *self* words to emphasize the subject.) Substitute the following words and make the necessary changes in correlation.

We talked to John ourselves.

saw
him
I
the book

WE SAW JOHN OURSELVES.
WE SAW HIM OURSELVES.
I SAW HIM MYSELF.
I SAW THE BOOK MYSELF.

- | | | |
|--------------|-----------------|---------------|
| 1. it | 11. them | 21. the money |
| 2. her | 12. brought | 22. I |
| 3. they | 13. the pencils | 23. him |
| 4. talked to | 14. I | 24. them |
| 5. him | 15. the apples | 25. heard |
| 6. he | 16. we | 26. her |
| 7. me | 17. you | 27. she |
| 8. her | 18. found | 28. me |
| 9. us | 19. it | 29. saw |
| 10. warned | 20. she | 30. us |

Exercise 9. (To review verb expressions in *-ing* in subject position.) Make statements with verb expressions in *-ing* as the subject.

John has the bad habit
of wasting time.

WASTING TIME IS A BAD HABIT.

Mary disturbs the teacher
by talking in class.

TALKING IN CLASS
DISTURBS THE TEACHER.

We work hard when we study.

STUDYING IS HARD WORK.

1. Mary has fun writing letters.
2. Jim has difficulty in pronouncing English.
3. They find it tiresome to study in the evening.
4. I help my pronunciation by listening to the radio.
5. John saves money by taking a bus to work.
6. I find fishing enjoyable.

7. It can be very expensive to go sightseeing.
8. John finds it a nuisance to eat alone.
9. It is dangerous to drive fast.
10. Our goal is to find the correct answer.
11. Fred thinks it is good exercise to play tennis.
12. Jane thinks it is a good hobby to write plays.

Exercise 10. (To review *where to play, how to go*, etc.) Substitute the following words.

I taught John how to play football.

showed	I SHOWED JOHN HOW TO PLAY FOOTBALL.
him	I SHOWED HIM HOW TO PLAY FOOTBALL.
where	I SHOWED HIM WHERE TO PLAY FOOTBALL.
tennis	I SHOWED HIM WHERE TO PLAY TENNIS.
practice	I SHOWED HIM WHERE TO PRACTICE TENNIS.

- | | | |
|-------------|-----------------|--------------------|
| 1. golf | 10. baseball | 20. buy |
| 2. swimming | 11. the program | 21. where |
| 3. go | 12. prepare | 22. find |
| 4. when | 13. why | 23. how |
| 5. canoeing | 14. Mary | 24. the elevator |
| 6. told | 15. when | 25. where |
| 7. where | 16. leave | 26. the typewriter |
| 8. how | 17. book | 27. use |
| 9. enjoy | 18. where | 28. why |
| | 19. for whom | |

Exercise 11. (To review *wish* with situations in present time.) Listen to the situation in present time.

Make a wish.

John is sick.
They make a lot of noise.
Jane works slowly.

I WISH HE WAS WELL.
I WISH THEY MADE LESS NOISE.
I WISH JANE WORKED FASTER.

- | | |
|--|--------------------------------|
| 1. Mary is tall. | 9. I am a student. |
| 2. They are sick. | 10. The book is very long. |
| 3. The weather is bad. | 11. The movie lasts one hour. |
| 4. He writes small on the blackboard. | 12. I read slowly. |
| 5. She talks quietly in the classroom. | 13. I talk with an accent. |
| 6. You walk fast. | 14. You stay up too late. |
| 7. They are going to the movie. | 15. I get a letter every week. |
| 8. He is coming today. | 16. He gets to class late. |

Exercise 12. (To review *wish* with situations in past time.) Listen to the situations in past time.

Make a wish.

John didn't eat much yesterday.	I WISH HE HAD EATEN MORE.
I studied one hour each day last semester.	I WISH I HAD STUDIED TWO HOURS EACH DAY.
They nominated Jack for president.	I WISH THEY HAD NOMINATED PETER.

1. I didn't see the program last Friday.
2. The newspaperman wrote an article about war.
3. We bought the less expensive rug.
4. All the students went to a movie this afternoon.
5. She sang a selection from an opera.
6. He was careless and lost his money.
7. We could have gone to the concert or the play.
8. I took a ship to Europe.
9. My friend sent me a postcard.
10. I couldn't take Professor Rolo's picture yesterday.
11. We waited for Fred in the corridor.
12. He sold his car to a stranger.

Exercise 13. (To review *must*, *should*, etc., + *have* + past participle.) Listen to the situations in past time and the words which follow them. Produce comments which explain or elaborate the situation. Use *must*, *might*, *could*, *should* + *have* + past participle.

I worked until ten o'clock yesterday.	could have	I COULD HAVE WORKED UNTIL TWELVE.
When I saw Mary, she was crying.	must have	SHE MUST HAVE GOTTEN SOME BAD NEWS.
John waited until yesterday to register.	should have	HE SHOULD HAVE REGISTERED A WEEK AGO.
He didn't come to the musical program last night.	might have	HE MIGHT HAVE BEEN SICK.

1. I saw Mr. Riggs hurrying to the office. must have
2. John felt sick after dinner. might have
3. He walked in the rain and got wet. should have
4. She didn't know what to do with the book she found. could have
5. The teacher didn't give us a quiz today. must have
6. I wonder how they found out about my car accident. might have
7. Fred was supposed to meet me at the snack bar, but didn't. could have
8. Mary spent three months in Europe last year. must have
9. I looked for a pencil but couldn't find one. could have
10. He paid his bill on the third of this month. should have
11. We didn't see Jane arrive this afternoon. might have
12. John felt hungry all afternoon. should have

Exercise 14. (To review *must, should, etc.*, + *have been* + the *-ing* form.) Answer the questions using *must, might, should, could* + *have been* + the *-ing* form.

I didn't see John at the party last night.

What might he have been doing?

HE MIGHT HAVE BEEN STUDYING.

Fred says that he didn't hear the telephone ring last night.

What could he have been doing?

HE COULD HAVE BEEN SLEEPING.

He was at the movie yesterday afternoon.

What should he have been doing?

HE SHOULD HAVE BEEN ATTENDING CLASS.

Paul's clothes are all wet.

What must he have been doing?

HE MUST HAVE BEEN WALKING IN THE RAIN.

1. I wonder what John was doing in the language laboratory. What might he have been doing?
2. Paul spent the day talking to his friends. What should he have been doing?
3. They weren't in their room when I knocked. What could they have been doing?
4. We saw John kicking a football on the lawn. What must he have been doing?
5. Mary got arrested for speeding yesterday. What should she have been doing?
6. The worker's face was covered with sweat. What must he have been doing?
7. I saw Fred lying on the couch. What might he have been doing?
8. I wonder why he didn't come to the party yesterday. What could he have been doing?
9. Jim talked over the telephone for two hours last night. What might he have been doing?
10. Mary was busy in the kitchen. What could she have been doing?
11. We missed the bus because we didn't see it arrive. What should we have been doing?

Exercise 15. (To review verbs not followed by *to*.) Listen to the statements and combine them. In some cases, the second verb isn't preceded by *to*, but in other cases it is.

I heard Fred.

He talked about politics.

I HEARD FRED TALK ABOUT POLITICS.

I selected John. He went.

I SELECTED JOHN TO GO.

We saw Mary. She bought a hat.

WE SAW MARY BUY A HAT.

1. They asked me. I took the book.
2. The teacher let him. He spoke to the class.
3. The teacher encouraged him. He spoke to the class.
4. I helped John. He finished his work.
5. We saw the lightning. It struck a tree.
6. We observed the sky. It turned very dark.
7. The policeman told us something. We put on our lights.
8. I felt the toaster. It got hot.
9. I had a tooth pulled. Dr. Todd pulled it.

Exercise 16. (To review verbs followed by an *-ing* form.) Make statements that contain two verbs. The second verb will be either an *-ing* form or an infinitive with *to*.

I enjoyed —

I watched the movie.

I ENJOYED WATCHING THE MOVIE.

I forgot —

I didn't write to John.

I FORGOT TO WRITE TO JOHN.

Fred continued —

He was walking to town.

FRED CONTINUED WALKING TO TOWN.

1. Jim enjoys — He plays football.
2. I wanted — read the book.
3. Mary finished — read the book.
4. They considered — take a trip.
5. He began — read the story.
6. They forgot — cook the potatoes.
7. He got through — write the paper.
8. John insists on — walk to class.
9. I expected — Jim come early.
10. I remember — see Jim yesterday.
11. I recall — meet Jim last week.
12. He likes — drive cars.
13. She learned — sing a song.
14. She avoided — talk to him.

Exercise 17. (To review verbs with *-ing*, with *to* and without *to*.) Substitute the following verbs.

I wanted him to buy a car.

had

remembered

asked

I HAD HIM BUY A CAR.

I REMEMBERED HIM BUYING A CAR.

I ASKED HIM TO BUY A CAR.

- | | | |
|----------------|---------------|---------------|
| 1. watched | 8. helped | 15. got |
| 2. told | 9. expected | 16. begged |
| 3. noticed | 10. observed | 17. made |
| 4. advised | 11. persuaded | 18. let |
| 5. encouraged | 12. saw | 19. permitted |
| 6. insisted on | 13. wrote | 20. recalled |
| 7. sent | 14. found | |

Exercise 18. (To review *can*, *could*, etc., in statements with *if*.) Listen to the situations. Expand the statements given with an *if* clause.

John is probably going to Detroit tomorrow. He is not going to New York. I want to go to Detroit. I want to go to New York.

I will go with John.

I WILL GO WITH JOHN
IF HE GOES TO DETROIT.

I would go with him.

I can go with him.

I could go with him.

I might go with him.

I might go with him.

I expect to go with him.

I expected to go with him.

I WOULD GO WITH HIM
IF HE WENT TO NEW YORK.

I CAN GO WITH HIM
IF HE GOES TO DETROIT.

I COULD GO WITH HIM
IF HE WENT TO NEW YORK.

I MIGHT GO WITH HIM
IF HE GOES TO DETROIT.

I MIGHT GO WITH HIM
IF HE WENT TO NEW YORK.

I EXPECT TO GO WITH HIM
IF HE GOES TO DETROIT.

I EXPECTED TO GO WITH HIM
IF HE WENT TO NEW YORK.

A. John is probably going to New York next week. He is not going to Detroit. I want to go to Detroit. I don't want to go to New York.

1. I won't go with John if he goes to New York.
2. I would go with John.
3. I could go with John.
4. I can't go with John.
5. I don't plan to go with John.
6. I might go with John.

B. Mary is probably going to the concert. She is not going to the play. I want to go to either the concert or the play.

1. I can go with Mary if she goes to the concert.
2. I could go with Mary.
3. I would go with Mary.
4. Mary won't go with me.
5. Mary wouldn't go with me.
6. I might go with Mary.
7. I will go with Mary.

Exercise 19. (To review *would have*, *might have*, *could have* in statements connected with *if*.) Listen to the improbable situations. Change the present time statements into equivalent past time statements.

I would write
if I knew his address.

I might go to Detroit with John
if he went by train.

The director could see you
if you waited.

I WOULD HAVE WRITTEN
IF I HAD KNOWN HIS ADDRESS.

I MIGHT HAVE GONE
TO DETROIT WITH JOHN
IF HE HAD GONE BY TRAIN.

THE DIRECTOR COULD HAVE SEEN YOU
IF YOU HAD WAITED.

1. I could go with you if you went early.
2. John would take Mary if she wanted to go.
3. They could come if the program was short.
4. He might buy a raincoat if he needed it.
5. I would go with John if he drove his car.
6. The secretary could take your name if you were leaving.
7. I might buy it if it was for sale.
8. You could buy it if he gave you the money.
9. He would wait for you if you hurried.
10. I might study if I found my book.
11. We could call him if we knew his telephone number.
12. I would take a swim if I had a swim suit.

Exercise 20. (To review the subordinators *if, unless, whenever, although, because, whether or not.*) Listen to the statement and the subordinator which follows. Repeat the statement and use the subordinator to add another statement.

He writes poetry. although

HE WRITES POETRY ALTHOUGH
HE NEVER WENT TO COLLEGE.

He writes poetry. whenever

HE WRITES POETRY WHENEVER
HE FEELS INSPIRED.

We will go on a picnic this afternoon.
whether or not

WE WILL GO ON A PICNIC THIS
AFTERNOON WHETHER OR
NOT IT RAINS.

They won't go to the picnic. unless

THEY WON'T GO TO
THE PICNIC UNLESS
SOMEONE TAKES THEM.

1. The children get excited. whenever
2. There is no school today. because
3. He can't go to Canada. if
4. She knows her lessons. although
5. The program will go on. whether or not
6. John never hurries. unless
7. The desert cactus blooms. whenever
8. The desert cactus never blooms. unless
9. I have a difficult time with my pronunciation. although
10. He must see a doctor. whether or not
11. I like this city. although
12. I feel happy. whenever

Exercise 21. (To review the use of *because of . . .* and *because . . .*) Answer the following questions. Use the nouns which follow the question in your answer.

Why is he going to the doctor? cold

Stud. A: HE IS GOING TO THE DOC-
TOR BECAUSE OF HIS
COLD.

Stud. B: HE IS GOING TO THE DOC-
TOR BECAUSE HE HAS
A COLD.

Why is the teacher angry? John

Stud. A: THE TEACHER IS ANGRY
BECAUSE OF JOHN.

Stud. B: THE TEACHER IS ANGRY
BECAUSE JOHN WAS
TALKING IN CLASS.

1. Why couldn't Paul come to class today? toothache
2. Why did he win the election? personality
3. Why did he win the election? hard work
4. Why was John late this morning? watch
5. Why are you carrying an umbrella? rain
6. Why can't Fred walk? knee
7. Why is Tom popular? good nature
8. Why have you stopped writing your letter? pencil
9. Why can't you study tonight? radio
10. Why doesn't your father visit the United States? expense
11. Why can't he sleep at night? noise
12. Why don't you write home more often? time

Exercise 22. (To review *so . . . that*, *such . . . that*.) Listen to the statements. Compare them with *so . . . that* and *such . . . that*.

His talk was interesting.

We listened for an hour.

HIS TALK WAS SO INTERESTING THAT
WE LISTENED FOR AN HOUR.

HE GAVE SUCH AN INTERESTING TALK
THAT WE LISTENED FOR AN HOUR.

The problem was easy.

Everybody got the answer

THE PROBLEM WAS SO EASY THAT
EVERYBODY GOT THE ANSWER.

IT WAS SUCH AN EASY PROBLEM THAT
EVERYBODY GOT THE ANSWER.

1. He is tall. He can't go through the door.
2. Her pronunciation is good. People think she is a native speaker.
3. He talks slowly. The new students can understand him.
4. Her dress was beautiful. All of the girls wanted one like it.
5. The doctor worked hard. He had a heart attack.
6. John's letters are long. It takes fifteen minutes to read them.
7. The clown was funny. We all laughed.
8. The building was huge. We couldn't believe it.
9. The little girl is bright. She talks like an adult.
10. The child is energetic. She runs and jumps all day.
11. The picture is blurred. We can't see it clearly.
12. The professor talks rapidly. We can't take notes.

English Structure Practices

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Ann Arbor

The University of Michigan Press

*To my family and friends who have been
with me throughout this endeavor, but
especially to my parents.*

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To the Teacher

The exercises in this workbook were developed to provide written reinforcement of the grammatical patterns found in *English Sentence Structure* (Robert Krohn and the Staff of the English Language Institute [Ann Arbor: The University of Michigan Press, 1971]). Although the exercises were written to correspond to the lesson sequence in *English Sentence Structure*, they may be used as an independent set of supplementary/reinforcement materials or in conjunction with other structure texts.

Each lesson consists of a chapter outline and vocabulary list, various structure exercises, and two review test exercises. Though the vocabulary list is intended primarily as a reference guide for the students' sake, it may be actively employed in the classroom at the teacher's discretion. The structure exercises require the students to perform various tasks, such as underlining, circling, or selecting the correct answer in a multiple-choice format. The exercises have been graded so that the cognitive level for a given structure gradually increases exercise by exercise. The first of the two review tests requires the students to supply original answers by different methods, such as filling in the blanks or writing a new sentence. The second review test, on the other hand, contains ten multiple-choice questions. Since these review exercises are of two completely different types, they allow all students an opportunity to demonstrate their knowledge without interference caused by the type of question or test. For further practice, this workbook features six comprehension tests, each of which consists of fifty multiple-choice items. These tests correspond to lesson 10 (review of lessons 1–9), lesson 20 (review of lessons 11–19), and lesson 30 (review of lessons 21–29) of *English Sentence Structure*.

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

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

For the most part, the exercises in this workbook follow exactly the structures presented in *English Sentence Structure*. In fact, the page numbers on which the given structure can be found in the Krohn text are given in parentheses with each exercise. Teachers will want to note one digression in particular. This workbook, unlike *English Sentence Structure*, makes an active distinction between “who” and “whom.” This digression primarily affects lessons 4 and 9 and, to a lesser extent, lessons 5, 11, and 16.

Lesson 1

A. *Be: am, are, is*

Statements and questions: It is green. Is it green?

Contractions: It's green. It isn't green.

Short answers: Yes, it is. No, it isn't.

B. Singular and plural noun phrases

Vocabulary List

a	comb	noun	small
adjective	contraction	now	statement
am	doctor	old	student
an	dog	open	table
and	door	pen	teacher
answer	easy	pencil	the
architect	green	plural	they
are	happy	pronoun	thirsty
be	he	question	tired
black	heavy	read	today
blue	hungry	red	verb
book	I	right	vowel
businessman	is	room	warm
busy	it	she	watch
chair	key	shirt	we
change	large	shoe	window
circle	late	sick	write
class	lawyer	singular	wrong
closed	long	sleepy	you
cold	new		

Exercise 1 (A.1-3, pp. 1-4)

Write the forms of *be* on the line. Follow the examples.

I am

we are

you _____

you _____

he _____

she _____

they _____

it _____

Lesson 1

Exercise 2 (A.1-4, pp. 1-5)

Select the correct form of *be*. Underline the correct answer.

We (am, is, are) happy.

1. Mary (am, is, are) busy.
2. They (am, is, are) hungry.
3. The students (am, is, are) in class.
4. You (am, is, are) from South America.
5. Mr. Lee and Mr. Wong (am, is, are) Chinese.
6. The teacher (am, is, are) busy.
7. Jane and John (am, is, are) sick today.
8. I (am, is, are) sleepy.
9. You and I (am, is, are) friends.
10. The girls (am, is, are) tired.

Exercise 3 (A.1-4, pp. 1-5)

Write the correct form of *be* on the line.

We are happy.

- | | |
|-------------------------------|-----------------------------------|
| 1. You _____ tired now. | 6. The watch _____ on the table. |
| 2. It _____ 10 A.M. | 7. John and I _____ students. |
| 3. I _____ fifteen years old. | 8. Pam _____ thirsty. |
| 4. Pedro _____ from Mexico. | 9. Mark _____ a student. |
| 5. Pedro _____ Mexican. | 10. Paul and Mark _____ in class. |

Exercise 4 (A.1-4, pp. 1-5)

Select the correct form of *be*. Underline the answer.

(Am, Is, Are) we happy?

- | | |
|---|---|
| 1. (Am, Is, Are) the window open? | 6. (Am, Is, Are) you cold? |
| 2. (Am, Is, Are) we late? | 7. (Am, Is, Are) they sick today? |
| 3. (Am, Is, Are) John twenty years old? | 8. (Am, Is, Are) the watch new? |
| 4. (Am, Is, Are) she here now? | 9. (Am, Is, Are) you and Paul students? |
| 5. (Am, Is, Are) Bill and Mary hungry? | 10. (Am, Is, Are) Jill tall? |

Exercise 5 (A.1-4, pp. 1-5)

Write the correct form of *be* on the line.

Are we happy?

- | | |
|---------------------------|----------------------------------|
| 1. _____ the boys sick? | 6. _____ the grammar book green? |
| 2. _____ the pencil long? | 7. _____ Pat in class? |
| 3. _____ I wrong? | 8. _____ Pat and Matt in class? |
| 4. _____ you thirsty now? | 9. _____ the keys on the table? |
| 5. _____ he cold? | 10. _____ you tired? |

Exercise 6 (A.1-4, pp. 1-5)

Change the statement into a question.

The table is heavy. Is the table heavy?

1. The dogs are hungry. _____
2. The pen is new. _____
3. My key is on the table. _____
4. They are from Honduras. _____

Lesson 1

- 5. You are sick today. _____
- 6. It is cold in the room. _____
- 7. The green books are heavy. _____
- 8. Bill is thirsty. _____
- 9. I am right. _____
- 10. We are wrong. _____

Exercise 7 (A.1-4, pp. 1-5)

Write the correct pronoun.

John = he

the book = it

- | | | | |
|-------------------|---------|-------------------------------|---------|
| 1. the table | = _____ | 11. the teacher | = _____ |
| 2. the tables | = _____ | 12. the teachers | = _____ |
| 3. the boy | = _____ | 13. the student | = _____ |
| 4. the boys | = _____ | 14. the students | = _____ |
| 5. John | = _____ | 15. the cat | = _____ |
| 6. John and I | = _____ | 16. Paul and Mark | = _____ |
| 7. Mary and I | = _____ | 17. Mr. Smith | = _____ |
| 8. you and I | = _____ | 18. Miss Brown | = _____ |
| 9. Mary | = _____ | 19. Mrs. Jones | = _____ |
| 10. Mary and John | = _____ | 20. the tables and the chairs | = _____ |

Exercise 8 (A.1-4, pp. 1-5)

Write a pronoun for the noun phrase.

The man is old.

He is old.

1. *My grammar book* is green.

_____ is green.

2. *Mary and I* are hungry now.

_____ are hungry now.

3. Are *the students* busy?

Are _____ busy?

4. *The table and chairs* are small.

_____ are small.

5. *Mary and John* are happy.

_____ are happy.

6. Is *the man* from Canada?

Is _____ from Canada?

7. Is *the pen* on the table?

Is _____ on the table?

8. *You and John* are thirsty.

_____ are thirsty.

9. *Mrs. Jones* is a teacher.

_____ is a teacher.

10. Are *the books* heavy?

Are _____ heavy?

Exercise 9 (A.1-4, pp. 1-5)

Is it a statement? Is it a question? Write *S* on the line if the sentence is a statement or *Q* if it is a question. Add the correct punctuation (period . for a statement and question mark ? for a question).

S I am right.

Q Am I right ?

Q Are the boys in class ?

1. _____ Bill is a student

2. _____ It is 10 A.M. now

3. _____ Are we hungry

4. _____ We are hungry

5. _____ Am I correct

6. _____ Is Maria from Mexico

7. _____ Joe is late for class

8. _____ Is Joe late for class

9. _____ She is Chinese

10. _____ Are Mark and Paul busy in class

Lesson 1

Exercise 10 (A.3, p. 4)

Write the correct contraction.

he + is = he's

1. it + is = _____

2. I + am = _____

3. she + is = _____

4. they + are = _____

5. you + are = _____

6. Mike + is = _____

7. the key + is = _____

8. the boy + is = _____

9. he + is = _____

10. we + are = _____

Exercise 11 (A.3-4, pp. 4-5)

Write the word in parentheses and the correct form of *be* on the line. Practice contractions.

(we) We're hungry.

(Joe) Joe's a good student.

1. (he) _____ thirsty.

2. (they) _____ cold.

3. (I) _____ a student.

4. (she) _____ a teacher.

5. (it) _____ easy.

6. (they) _____ from Japan.

7. (they) _____ Japanese.

8. (we) _____ late.

9. (Mary) _____ twenty years old.

10. (I) _____ happy.

11. (you) _____ sick.

12. (she) _____ sleepy.

13. (it) _____ blue.

14. (they) _____ right.

15. (John) _____ hungry at noon.

16. (you) _____ a lawyer.

17. (I) _____ late for class.

18. (we) _____ wrong.

19. (you) _____ happy today.

20. (he) _____ tired.

21. (Mary) _____ from Mexico.

22. (the book) _____ green.

23. (it) _____ a grammar book.

24. (I) _____ in the room.

25. (the key) _____ small.

Exercise 12 (A.5, p. 6)

Answer the questions with an affirmative short answer.

Is the book green?

Yes, it is.

1. Are the students busy?

2. Is Mr. Miller in the room?

3. Are we late for class?

4. Is Joseph a student?

5. Are you in the United States?

6. Am I late?

7. Is the key small?

8. Are the books heavy?

9. Is Anne from England?

10. Are you hungry?

Exercise 13 (A.6, pp. 7–8)

Answer the questions with a negative short answer.

Is the book green?

No, it isn't.

1. Are the boys sick?

2. Is Mr. Smith in the class?

3. Are we hungry?

4. Is Maria a doctor?

5. Are you in China now?

6. Are we on page twenty?

7. Is the answer correct?

8. Are the answers correct?

9. Is the book heavy?

10. Am I wrong?

Lesson 1

Exercise 14 (A.5-6, pp. 6-8)

Change the statements into questions. Write an affirmative short answer and a negative short answer.

The chair is black.

Is the chair black?

Yes, it is.

No, it isn't.

1. You are hungry.

4. They are late for class.

2. The boys are cold.

5. The books are on the table.

3. I am a good student.

Exercise 15 (A.7, p. 8)

Answer the questions with a negative short answer. Then give a true answer.

Is the boy wrong?

No, he isn't. He's right.

1. Is the grammar book red?

No, _____.

2. Are the windows open?

No, _____.

3. Are you a doctor?

No, _____.

4. Is Mary from Japan?

No, _____.

5. Is English difficult?

No, _____.

Exercise 16 (B.1, p. 9)

Write *a* or *an* on the line. If *a* or *an* is not possible, draw a line.

I am a teacher.

It's an apple tree.

They are — doctors.

1. We are _____ students.

2. He is _____ engineer.

3. Joe and Matt are _____ friends.

4. It is _____ book.

5. Mr. Smith is _____ teacher.

6. Is it _____ grammar book?

7. You are _____ student here.

8. You are _____ students here.

9. He is _____ architect.

10. Are they _____ lawyers?

Lesson 1

Exercise 17 (B.2, p. 10)

Change the statement from singular to plural.

The girl is beautiful. The girls are beautiful.

1. The boy is hungry. _____
2. He is sick now. _____
3. I am busy in class. _____
4. The shoe is black. _____
5. Is the book closed? _____
6. Am I late for class? _____
7. He is a teacher. _____
8. You are a student. _____
9. The cat is black. _____
10. He is a good student. _____

Exercise 18: Review Test

A. Write the correct form of *be* on the line.

- | | |
|------------------------|-------------------------------------|
| 1. I _____ tired now. | 4. Mrs. Smith and you _____ hungry. |
| 2. It _____ 10 A.M. | 5. Mary and John _____ busy. |
| 3. We _____ not tired. | 6. _____ you very thirsty? |

B. Write the plural of the sentence. Use contractions.

1. I'm here. _____
2. You're a student. _____
3. He's busy now. _____
4. It's a book. _____

C. Write a question. Give a short answer.

1. The books are green.

Yes, _____ .

2. The watch is new.

No, _____ .

3. You are tall.

Yes, _____ .

D. Write *a* or *an* on the line. If *a* or *an* is not possible, draw a line.

1. My father is _____ lawyer.

4. I'm _____ hungry.

2. My father is _____ good lawyer.

5. Are they _____ students?

3. I'm _____ architect.

Exercise 19: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "Is John happy?"

"Yes, _____ ."

- a) he is
- b) John's
- c) is he
- d) is thirsty

2. "Are you thirsty?"

"No, _____ ."

- a) I'm
- b) you aren't
- c) I'm not
- d) I amn't

3. Mr. Allen is _____ .

- a) teacher
- b) engineer
- c) hungry
- d) a hungry

4. "Are the books open?"

"No, the books aren't open. _____ ."

- a) It's closed.
- b) It's open.
- c) They're closed.
- d) They're open.

Lesson 1

5. "Are you from Africa?"

"No, _____ ."

- a) we are
- b) we aren't
- c) you're
- d) you aren't

6. "Are the girls hungry now?"

"Yes, _____ ."

- a) they're
- b) we're
- c) they are
- d) we are

7. "Are they teachers?"

"No, they aren't teachers. Mary is a student, and John and Bill _____ ."

- a) is an architect
- b) are an architect
- c) is architects
- d) are architects

8. My grammar book is on the table. _____ green.

- a) They're
- b) I am
- c) It's
- d) He's

9. The red pencils are on the black chair. The pencils are red. The chair _____ .

- a) is black
- b) are black
- c) is red
- d) red

10. " _____ on the table?"

"Yes, they are."

- a) Are the books
- b) Is the book
- c) Are the book
- d) Is the books

Lesson 2

- A. Simple present tense with verbs other than *be*
Statements: He works.
Questions with *do, does*: Does he work?
Short answers: Yes, he does. No, he doesn't.
- B. Single-word adverbs of frequency: *always, usually, often, etc.*
Position in statements and questions

Vocabulary List

adverb	every	never	speak
afternoon	has	night	study
always	have	often	supper
arrive	home	orange	tea
begin	juice	practice	teach
breakfast	leave	pronounce	toast
coffee	lesson	pronunciation	understand
come	letter	restaurant	usually
cornflakes	light	sad	very
day	like	sandwich	week
drink	live	seldom	well
eat	lunch	sing	white
egg	milk	sometimes	word
ever	morning	soup	work

Exercise 1 (A.1, pp. 11–12)

Write the forms of the verbs in simple present tense. Use *I, you, he, she, we, and they*. Follow the examples.

work

1. I work
2. you work
3. he works
4. she works
5. we work
6. they work

speak

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Lesson 2

have

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

study

25. _____

26. _____

27. _____

28. _____

29. _____

30. _____

practice

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

do

31. _____

32. _____

33. _____

34. _____

35. _____

36. _____

Exercise 2 (A.1, pp. 11–12)

Underline the correct form of the verb.

We (study, studies) in the library.

He (eat, eats) his lunch at noon.

1. He (begin, begins) class at 8:00 A.M.
2. They (drink, drinks) orange juice for breakfast.
3. You (have, has) two books and three pencils.

4. She (pronounce, pronounces) English well.
5. I (work, works) in writing class.
6. The bus (arrive, arrives) at 10 A.M.
7. The student (come, comes) late every morning.
8. Mary (eat, eats) soup for lunch.
9. Mary and Mark (leave, leaves) in the morning.
10. You and I (sing, sings) well.
11. The book (is, are) on the table.
12. The boys (go, goes) to school in the morning.
13. You and I (am, are) friends.
14. Mr. Lee (speak, speaks) Chinese.
15. The teacher (arrive, arrives) late every day.
16. The students (study, studies) English.
17. He (have, has) four books for grammar class.
18. Mike (like, likes) cornflakes.
19. I (teach, teaches) French.
20. I (have, has) my book at home.

Exercise 3 (A.1, pp. 11-12)

Write the correct form of the verb on the line.

(practice) He practices in the morning.

(read) They read in the classroom.

1. (arrive) I _____ late every day.
2. (begin) The students _____ their homework after supper.
3. (come) Mary and Bill _____ to class at 10 A.M.
4. (drink) Mark _____ milk for lunch.
5. (eat) You _____ eggs and toast for breakfast.

Lesson 2

6. (have) Bill _____ three books for grammar class.
7. (leave) He _____ school at 3:30 P.M.
8. (pronounce) We _____ words in pronunciation class.
9. (sing) The girls _____ very well.
10. (work) The doctor _____ every day.
11. (be) She _____ a teacher.
12. (like) Joe and Matt _____ soup.
13. (have) We _____ juice for breakfast.
14. (be) Breakfast _____ in the morning.
15. (speak) The teacher _____ English, French, and Spanish.
16. (live) Mr. Hart _____ in Germany.
17. (practice) They _____ tennis in the park.
18. (eat) Mike _____ soup for lunch.
19. (be) The students _____ in class every morning.
20. (study) Pat _____ English and French.

Exercise 4 (A.2-3, pp. 12-14)

Write the question forms of the verbs in simple present tense. Use *I, you, he, she, we, and they*. Follow the examples.

work

1. do I work
2. do you work
3. does he work
4. does she work
5. do we work
6. do they work

speak

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

have

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

practice

19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

study

25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

do

31. _____
32. _____
33. _____
34. _____
35. _____
36. _____

Lesson 2

Exercise 5 (A.2-3, pp. 12-14)

Make a question form.

I work do I work

she works does she work

1. they drink _____

2. I have _____

3. we work _____

4. they teach _____

5. you sing _____

6. he drinks _____

7. you leave _____

8. we study _____

9. she speaks _____

10. Bill eats _____

11. he works _____

12. she studies _____

13. you like _____

14. you have _____

15. he goes _____

16. they like _____

17. he has _____

18. we go _____

19. you live _____

20. John has _____

Exercise 6 (A.2-3, pp. 12-14)

Change the statement into a question.

We study English. Do we study English?

1. They sing well. _____
2. She comes late every day. _____
3. They have ten books. _____
4. Paul has a new watch. _____
5. Mary arrives at 9:00 A.M. _____

Exercise 7 (A.1-3, pp. 11-14)

Write the correct form of the verb on the line.

(write) You write long letters.Do you write long letters?

1. (eat) He _____ lunch here.
_____ he _____ lunch here?
2. (have) He _____ ten pencils.
_____ he _____ ten pencils?
3. (drink) She _____ juice.
_____ she _____ juice?
4. (study) Bob _____ mathematics.
_____ Bob _____ mathematics?
5. (speak) Mark _____ Spanish and French.
_____ Mark _____ Spanish and French?

Lesson 2

Exercise 8 (A.4, pp. 14–15)

Write a short affirmative answer.

Does Mary like coffee?

Yes, she does.

Do they like coffee?

Yes, they do.

1. Do they eat lunch at noon?

2. Does the library have books?

3. Do Bob and Carol study in the afternoon?

4. Does the girl come to class on time?

5. Does Mr. Allen teach reading class?

6. Do you have a cat?

7. Does Sue like tea?

8. Does the boy have a book?

9. Do they like the class?

10. Do I pronounce well?

Exercise 9 (A.5, pp. 15-16)

Write a negative short answer.

Does Mary like coffee?

No, she doesn't.

Do they like coffee?

No, they don't.

1. Does grammar class begin at 7:00 A.M.?

2. Do the students eat breakfast at night?

3. Do Ann and Dan play tennis?

4. Does the book have the answers?

5. Does Bill have two pencils?

6. Does Ann have class every morning?

7. Do you speak French?

8. Do I pronounce well?

9. Do you and Sue speak French?

10. Does the cat like oranges?

Lesson 2

Exercise 10 (A.4-5, pp. 14-16)

Write a short answer.

Does Mary have a book?

Yes, she does .

1. Do you have a book?

Yes, _____ .

2. Does he have a bicycle?

No, _____ .

3. Do they eat lunch at noon?

Yes, _____ .

4. Does she have a car?

Yes, _____ .

5. Do you and I speak French well?

Yes, _____ .

6. Do they like milk?

No, _____ .

7. Does Mary eat apples?

Yes, _____ .

8. Do John and Mark like apples?

Yes, _____ .

9. Does he like juice?

No, _____ .

10. Does Ann work here?

No, _____ .

Exercise 11: Review of Question Forms (pp. 1-5, 12-14)

Write *do*, *does*, *am*, *is*, or *are* on the line.

Do you speak English?

1. _____ the boys good students?

2. _____ they study every night?

3. _____ today Monday?

4. _____ I a good student?

5. _____ he have a car?

6. _____ the car a new car?

7. _____ Mark have a new watch?

8. _____ Mark like his watch?

9. _____ you hungry now?

10. _____ John in class?

Are you a doctor?

11. _____ they speak English?

12. _____ I wrong?

13. _____ Paul and Sue at home?

14. _____ they walk home?

15. _____ they tired?

16. _____ the class very difficult?

17. _____ Mr. Green a good teacher?

18. _____ the teacher pronounce well?

19. _____ your father a doctor?

20. _____ you like apples?

Exercise 12: Review of Question Forms (pp. 1-5, 12-14)Write *do*, *does*, *am*, *is*, or *are* on the line.Do you speak English?Are you a doctor?

1. _____ you live with your family?

11. _____ they tall?

2. _____ you from France?

12. _____ she play tennis in the afternoon?

3. _____ you speak French?

13. _____ Mark like coffee?

4. _____ she a good student?

14. _____ the coffee good?

5. _____ she study with you?

15. _____ we have a test today?

6. _____ they work here?

16. _____ the grammar tests difficult?

7. _____ Joe have a new car?

17. _____ I right?

8. _____ the new car blue or green?

18. _____ you understand?

9. _____ the teacher have two books?

19. _____ you very tired?

10. _____ Mr. South a good teacher?

20. _____ Mary and Sue like apples?

Exercise 13: Review of Short Answers (pp. 6-8, 14-16)

Write a short answer.

Do the boys have a book?

Is Paul here?

Yes, they do .No, he isn't .

1. Are they here?

5. Does John have a book?

Yes, _____ .

Yes, _____ .

2. Is John hungry?

6. Is the book green?

No, _____ .

Yes, _____ .

3. Do they speak English?

7. Do you like the book?

Yes, _____ .

No, _____ .

4. Are the boys here?

8. Are you and John hungry?

No, _____ .

Yes, _____ .

Lesson 2

9. Does Mary have a car?
Yes, _____ .
10. Is the car blue?
No, _____ .
11. Do the boys study?
Yes, _____ .
12. Do you understand the lesson?
No, _____ .
13. Is English easy?
Yes, _____ .
14. Are pencils heavy?
No, _____ .
15. Do you need a pencil?
Yes, _____ .
16. Are you hungry?
Yes, _____ .
17. Are you a student?
Yes, _____ .
18. Are you students?
Yes, _____ .
19. Do you have a pen?
Yes, _____ .
20. Do you have a nickel?
Yes, _____ .
21. Do Joe and Mark like bread?
Yes, _____ .
22. Are they in class now?
No, _____ .
23. Am I a teacher?
Yes, _____ .
24. Are you a student?
Yes, _____ .
25. Do you study every night?
Yes, _____ .

Exercise 14: Review of Short Answers (pp. 6-8, 14-16)

Write a short answer.

- Do the boys have a book?
Yes, they do .
1. Is your name John?
No, _____ .
2. Are you John?
No, _____ .
- Are you sick now?
No, I'm not .
3. Is today Monday?
No, _____ .
4. Do you like fish?
Yes, _____ .

5. Do you speak English?
Yes, _____ .
6. Are the girls here?
Yes, _____ .
7. Am I tall?
No, _____ .
8. Are you tall?
Yes, _____ .
9. Does the man have a pencil?
Yes, _____ .
10. Does Mr. Miller write long letters?
No, _____ .
11. Is the pencil green?
No, _____ .
12. Are the pencils heavy?
No, _____ .
13. Does the teacher have a pencil?
Yes, _____ .
14. Is vocabulary class difficult?
No, _____ .
15. Do we have a green grammar book?
Yes, _____ .
16. Is the book blue?
No, _____ .
17. Do you like the book?
Yes, _____ .
18. Is the watch new?
Yes, _____ .
19. Do you like the watch?
Yes, _____ .
20. Are John and I good students?
Yes, _____ .
21. Are you and I good students?
Yes, _____ .
22. Is the test difficult?
No, _____ .
23. Does John like bread?
No, _____ .
24. Is the pencil yellow?
Yes, _____ .
25. Do John, Mary, and Paul have a bicycle?
Yes, _____ .

Lesson 2

Exercise 15 (B.1, p. 17)

Write the correct adverb of frequency.

1. always = all of the time
2. _____ = most of the time
3. _____ = much of the time
4. _____ = some of the time
5. _____ = almost never
6. _____ = not at any time

Exercise 16 (B.1, p. 17)

Write the correct frequency word and verb form on the lines.

He writes letters all of the time.

He always writes letters.

1. John has eggs for breakfast much of the time.

John _____ eggs for breakfast.

2. I do not eat soup at any time.

I _____ soup.

3. They almost never study grammar.

They _____ grammar.

4. We drink orange juice for breakfast some of the time.

We _____ orange juice for breakfast.

5. Mark drinks milk for breakfast much of the time.

Mark _____ milk for breakfast.

Exercise 17 (B.1, p. 17)

Write a new sentence by substituting a word like *always* for the group of words that expresses the same idea.

Pam eats lunch in a restaurant most of the time.

Pam usually eats lunch in a restaurant.

1. I study grammar at night some of the time.

2. He studies vocabulary most of the time.

3. We practice pronunciation all of the time.

4. They almost never write letters to their parents.

5. You have coffee for breakfast all of the time.

6. Jack comes to class late much of the time.

7. Mary does not sing at any time.

8. We almost never speak Spanish in class.

9. They study at night much of the time.

10. I do not eat toast at any time.

Lesson 2

Exercise 18 (B.2, p. 18).

Write the correct verb form and frequency word on the lines.

Mary is tired some of the time.

Mary is sometimes tired.

1. I am hungry all of the time.

I _____ hungry.

2. They are not sad at any time.

They _____ sad.

3. Joseph is late most of the time.

Joseph _____ late.

4. The lessons are easy much of the time.

The lessons _____ easy.

5. We are almost never sleepy.

We _____ sleepy.

Exercise 19 (B.2, pp. 18–19)

Write a new sentence. Use a word like *always* for the group of words that expresses the same idea.

Mary is tired some of the time. Mary is sometimes tired.

1. The class is at 8 A.M. all of the time. _____

2. The letters are almost never long. _____

3. He is hungry most of the time. _____

4. We are almost never at home in the morning. _____

5. Bill is not absent at any time. _____

6. They're almost never in class. _____

7. I'm well all of the time. _____

8. Mary's happy much of the time. _____

9. The teacher is busy in the afternoon some of the time. _____
10. She is not sick at any time. _____

Exercise 20 (B.1-2, pp. 17-19)
Underline the correct form.

Mary (usually comes, comes usually) to class.

1. Mark (never is, is never) sad.
2. They (always eat, eat always) in the kitchen.
3. We (never study, study never) in the morning.
4. He (sometimes is, is sometimes) late for class.
5. Maria (seldom drinks, drinks seldom) coffee.
6. You (always arrive, arrive always) late for lunch.
7. My teacher (always is, is always) correct.
8. We (seldom speak, speak seldom) Spanish in class.
9. You and I (never go, go never) to the bookstore.
10. They (seldom are, are seldom) hungry at night.
11. He (usually is, is usually) wrong.
12. The teacher (always has, has always) his book.
13. Breakfast (always is, is always) at 8 A.M.
14. Don (often is, is often) absent from class.
15. She (never studies, studies never).

Exercise 21 (B.3, p. 19)

Change the statement into a question.

He is usually busy. Is he usually busy?

They always eat bread at lunch. Do they always eat bread at lunch?

1. The man is often in class. _____
2. They usually work in the afternoon. _____
3. He often studies grammar. _____
4. You're often in the library. _____
5. Pencils are always yellow. _____
6. We always write our homework. _____
7. They're usually on time. _____

Lesson 2

- 8. They usually drink milk. _____
- 9. She always eats a sandwich for lunch. _____
- 10. She is sometimes late. _____

Exercise 22 (B.4, p. 20)

Write a question using *ever*.

You read a book. Do you ever read a book?

He is tired at night. Is he ever tired at night?

- 1. They are at home in the morning. _____
- 2. They eat hamburgers for dinner. _____
- 3. You sing in class. _____
- 4. I am wrong. _____
- 5. We have toast for breakfast. _____

Exercise 23 (B.4, p. 20)

Write a short answer to the question.

Do you ever eat hamburgers for lunch? (yes / much of the time)

Yes, often.

- 1. Are you ever late for class? (no / not at any time)

- 2. Do you ever write letters? (yes / most of the time)

- 3. Do you ever eat dinner in a restaurant? (yes / all of the time)

- 4. Are you ever sad? (yes / some of the time)

- 5. Do you ever drink juice for breakfast? (yes / much of the time)

Exercise 24: Review Test

A. Write a question and give a short answer.

1. You eat toast.

Yes, _____ .

3. He always arrives late.

Yes, _____ .

2. They're sick.

No, _____ .

4. I'm usually right.

No, _____ .

B. Write a new sentence using a word like *always*.

1. We eat lunch in the kitchen all of the time.

2. They are in class most of the time.

3. I write letters some of the time.

4. You do not understand the lesson at any time.

5. He is almost never late.

C. Write a question using *ever*. Give an appropriate answer.

1. You are in the library.

Yes, _____ . (most of the time)

2. We eat lunch at noon.

No, _____ . (not at any time)

Lesson 2

D. Underline the correct form.

1. John (is always, always is) on time.
2. Mary (begin, begins) class at 8:00 A.M.
3. (Do, Does) they have ten books?
4. (Is, Are) we late?
5. They (eat usually, usually eat) after class.
6. I (write, writes) letters every morning.
7. I (always do, do always) my homework.

Exercise 25: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. Mary almost never comes to class on time. She _____ always late.
a) is
b) arrive
c) are
d) arrives
2. "Do the boys have books?"
"No, _____."
a) they aren't
b) he isn't
c) they don't
d) he doesn't
3. "Does he ever eat hamburgers for lunch?"
"No, _____."
a) always
b) often
c) usually
d) never
4. Mr. Miller almost never has coffee in the morning. He _____ coffee in the morning.
a) seldom has
b) has seldom
c) has often
d) often has
5. "Do you have two books for class?"
"Yes, _____."
a) I'm
b) I am
c) I do
d) I does
6. He does not come to class.
He _____ to class.
a) ever comes
b) comes ever
c) never comes
d) comes never
7. " _____ heavy?"
"Yes, the grammar book is very heavy."
a) Do it
b) Does it
c) Are it
d) Is it
8. "Do they have class in the morning?"
"No, _____."
a) ever
b) not have
c) they no have
d) they do not
9. " _____ to class?"
"Yes, I always do."
a) Always do you go
b) Do always you go
c) Do you always go
d) Do you go always
10. We read in the morning, and they _____ in the morning.
a) reads
b) read
c) are
d) does

Lesson 3

- A. Adverbials of place and time
- B. Past tense of *be* in statements, questions, and short answers:
He was here. Was he here? Yes, he was.
- C. Past tense of regular verbs
Regular past tense ending: He worked.
Questions and short answers with *did*: Did he work? Yes, he did.

Vocabulary List

attend	hot	noon	talk
building	hot dog	o'clock	town
difficult	kitchen	past	visit
dinner	last	place	wait
fish	learn	present	walk
glass	library	repeat	want
go	listen (to)	sleep	watch
hamburger	minute	store	

Exercise 1 (A, pp. 21–22)

Write *place*, *time*, or *frequency* to tell the type of adverbial.

- at 9:00 A.M. time
- in class place
- never frequency
- 1. in the library _____
- 2. here _____
- 3. at 7:00 A.M. _____
- 4. in New York _____
- 5. in ten minutes _____
- 6. usually _____
- 7. in the morning _____
- 8. now _____
- 9. always _____
- 10. at the store _____

Lesson 3

Exercise 2 (A, pp. 21–22)

Put *C* by the correct sentences and *X* by the wrong sentences.

C They study in the library every day.

X They study every day in the library.

- _____ 1. We eat lunch in the cafeteria at noon.
- _____ 2. Mary studies at night in the library.
- _____ 3. She reads books in the morning in class.
- _____ 4. I don't sing in the bathroom at night.
- _____ 5. She drinks tea in the kitchen in the afternoon.

Exercise 3 (A, pp. 21–22)

Write a new sentence from the parts.

(in the morning / We eat / in the kitchen)

We eat in the kitchen in the morning.

(every day / at home / The man has supper)

The man has supper at home every day.

1. (We eat lunch / at noon / in a restaurant)

2. (at 10 A.M. / They have class / at the university)

3. (there / before class / I have coffee)

4. (in the library / He studies / every night)

5. (She practices pronunciation / in the laboratory / every day)

6. (to class / every day / They go)

7. (You drink milk / at the table / in the morning)

8. (at night / in the library / You write letters)

9. (every day / in class / She studies)

10. (to class / He comes / every day)

Exercise 4 (A, pp. 21–22)

Write a new sentence from the parts.

(English / We / study / in class / every day)

We study English in class every day.

1. (teach / in my school / They / every day / Spanish)

2. (usually / the lessons / Mary / in class / understands)

3. (every day / goes / at 7:00 A.M. / He / to the office)

4. (at 8:30 / breakfast / eat / They / in the morning)

5. (I / have / coffee / in the morning / in the kitchen)

Lesson 3

6. (is / in class / always / The girl / in the morning)

7. (my homework / do / seldom / in my room / I)

8. (every day / He / to class / at noon / comes)

9. (in Atlanta / on Main Street / in a big house / lives / He)

10. (baseball / usually / at 4:00 P.M. / plays / John)

Exercise 5 (B.1, p. 23; p. 3)

Write the forms of *be* in *present* and *past*. Follow the examples.

am, is, are

1. I am a student.

2. You _____ in class.

3. He _____ here now.

4. She _____ sick now.

5. It _____ ten o'clock.

6. We _____ students.

7. They _____ at home now.

was, were

8. I was a student in 1970.

9. You _____ in class yesterday.

10. He _____ here last night.

11. She _____ sick last week.

12. It _____ cold yesterday.

13. We _____ students two years ago.

14. They _____ at home last night.

Exercise 6 (B.1-2, pp. 23-24)

Underline the correct form.

He (was, were) here yesterday.

(Was, Were) he here yesterday?

1. Mrs. Smith (was, were) right yesterday.
2. They (was, were) late yesterday.
3. We (was, were) in class an hour ago.
4. (Was, Were) you at home last night?
5. (Was, Were) it a green book?

Exercise 7 (B.1-2, pp. 23-24)

Write the correct form of *to be*.

He was late yesterday.

1. Jack _____ sick last week.
2. _____ they in England last month?
3. I _____ tired yesterday.
4. He _____ a good student last course.
5. _____ she in class yesterday?
6. The class _____ difficult yesterday.
7. The students _____ on time yesterday.
8. _____ Matt absent last week?
9. She _____ a student in 1980.
10. We _____ very hungry an hour ago.

Lesson 3

Exercise 8 (B.2-3, pp. 24-26)

Change each statement into a question. Give an affirmative short answer and a negative short answer.

The chair was black.

Was the chair black ?

Yes, it was .

No, it wasn't .

1. You were hungry.

2. The boys were cold.

3. I was wrong.

4. They were late for class.

5. Mary was in the kitchen.

Exercise 9 (C.1, p. 26; p. 11)

Write the forms of *work* in *present* and *past* tense. Follow the examples.

verb

verb + *ed*

- | | |
|-----------------------------------|------------------------------------|
| 1. I <u>work</u> every day. | 8. I <u>worked</u> yesterday. |
| 2. You _____ at night. | 9. You _____ last night. |
| 3. He _____ all of the time. | 10. He _____ an hour ago. |
| 4. She _____ every day. | 11. She _____ yesterday. |
| 5. It _____ most of the time. | 12. It _____ last week. |
| 6. We _____ every afternoon. | 13. We _____ last summer. |
| 7. They _____ in class every day. | 14. They _____ in class yesterday. |

Exercise 10 (C.1, p. 26)

Write the past tense form.

I want I wanted

1. he studies _____
2. she listens _____
3. they attend _____
4. I am _____
5. you present _____
6. he learns _____
7. you talk _____
8. she is _____
9. you arrive _____
10. he waits _____
11. I repeat _____
12. I work _____
13. he works _____

Lesson 3

14. they study _____

15. you like _____

Exercise 11 (C.2-3, pp. 27-29)

Change each statement into a question. Give an affirmative short answer and a negative short answer.

John studied French.

Did John study French?

Yes, he did.

No, he didn't.

1. We practiced writing.

2. I studied the right lesson.

3. He asked the question.

4. Mary and John liked the book.

5. He waited for Pat.

6. They wanted to go home.

7. She repeated the words.

8. The student arrived late.

9. Mr. Miller worked there for two years.

10. The cat liked the milk.

Lesson 3

Exercise 12: Verb Discrimination: Present/Past, Be / Regular Verbs

Circle the correct verb forms. Read the sentences carefully.

John and Mary (study, studies, studied) vocabulary yesterday.

1. They always (eat, have, are) their books.
2. She (is, was, has) tired yesterday.
3. We (are, were, do) not want a glass of milk now.
4. (Do, Does, Did) John come to class yesterday?
5. (Was, Were, Are) they thirsty an hour ago?
6. You (wants, worked, wait) last year.
7. John and Mary did not (practice, practices, practiced) tennis.
8. The boys (are, was, were) here last night.
9. The boys and girls (work, works, worked) every day last month.
10. I (am, did, was) not late for class last week.
11. The student (do, does, did) not have his book now.
12. It (is, was, did) not hot yesterday.
13. You and Mary never (listened, speaks, asks) to the teacher.
14. She (is, was, does) not speak English.
15. (Do, Did, Does) you do the homework last night?

Exercise 13: Short Answer Practice

Change the question to past tense. Write a short answer.

~~Do~~ ^{Did} the boys have a book?

Yes, they did .

~~Is~~ ^{Was} Paul here?

Yes, he was .

1. Are they here?

Yes, _____ .

5. Does John have a book?

Yes, _____ .

2. Is John hungry?

No, _____ .

6. Is the book green?

Yes, _____ .

3. Do they speak English?

Yes, _____ .

7. Do you like the book?

No, _____ .

4. Are the boys here?

No, _____ .

8. Are you and John hungry?

Yes, _____ .

- | | |
|--|---|
| 9. Does Mary have a car?
Yes, _____ . | 18. Are you students?
Yes, _____ . |
| 10. Is the car blue?
No, _____ . | 19. Do you have a pen?
No, _____ . |
| 11. Do the boys study?
Yes, _____ . | 20. Do you have a nickel?
Yes, _____ . |
| 12. Do you understand the lesson?
No, _____ . | 21. Do John and Mary like the sandwich?
Yes, _____ . |
| 13. Is the test easy?
Yes, _____ . | 22. Are they in class?
No, _____ . |
| 14. Are the tests easy?
No, _____ . | 23. Am I a good teacher?
Yes, _____ . |
| 15. Do you need a pencil?
Yes, _____ . | 24. Are you a good student?
Yes, _____ . |
| 16. Are you hungry?
Yes, _____ . | 25. Do you study at night?
Yes, _____ . |
| 17. Are you a student?
Yes, _____ . | |

Exercise 14: Short Answer Practice

Change the question to past tense. Write a short answer.

Did

~~Do~~ the boys have a book?

Yes, they did .

Were

~~Are~~ you sick?

No, I wasn't .

- | | |
|---|---|
| 1. Is your father the president?
No, _____ . | 3. Is the man hungry?
No, _____ . |
| 2. Are you the president?
No, _____ . | 4. Do you like the movie?
Yes, _____ . |

Lesson 3

5. Do you speak English?

Yes, _____ .

6. Are the girls here?

Yes, _____ .

7. Am I right?

No, _____ .

8. Are you right?

Yes, _____ .

9. Does the man have a pencil?

Yes, _____ .

10. Does Mr. Miller write long letters?

No, _____ .

11. Is the pencil green?

No, _____ .

12. Are the books heavy?

No, _____ .

13. Does the teacher have a pencil?

Yes, _____ .

14. Is vocabulary class difficult?

No, _____ .

15. Do we have a green grammar book?

Yes, _____ .

16. Is the book blue?

No, _____ .

17. Do you like the book?

Yes, _____ .

18. Is the watch new?

Yes, _____ .

19. Do you like the watch?

Yes, _____ .

20. Are John and I good students?

Yes, _____ .

21. Are you and I good students?

Yes, _____ .

22. Is the test difficult?

No, _____ .

23. Does John like bread?

No, _____ .

24. Is the test easy?

Yes, _____ .

25. Do Paul, Mary, and John have a car?

No, _____ .

Exercise 15: Review Test

A. Write a new sentence from the parts.

1. (in class / We study / every day / English)

2. (every day / to the bank / at 7:00 A.M. / He goes)

3. (in the library / I was / last night / at 8:00)

B. Write the past tense.

1. I watch _____

2. you study _____

3. he works _____

4. they practice _____

5. she is _____

6. we are _____

C. Make a question. Give an affirmative short answer and a negative short answer.

1. The man listened to the radio.

_____ ?

_____ .

_____ .

2. He played tennis yesterday.

_____ ?

_____ .

_____ .

Lesson 3

3. You practiced the verbs yesterday.

_____ ?

_____ .

4. Mary and Matt arrived at noon.

_____ ?

_____ .

D. Underline the correct word.

1. I (am, is, was, were) here yesterday.
2. Bob and I (walk, walks, walked) to school last month.
3. The teacher (pronounce, pronounces, pronounced) the words yesterday.
4. (Do, Does, Did) he ask the question yesterday?
5. (Am, Is, Was, Were) he here now?
6. Did you (listen, listens, listened) to the radio last night?
7. (Was, Were, Does, Did) Mary call you yesterday?
8. (Does, Is) the book blue?
9. (Are, Do) they study every night?
10. (Do, Does, Is, Are) they speak English well?

Exercise 16: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

- | | |
|---|---|
| <p>1. We study grammar _____ at 10 A.M.
a) every day
b) every week
c) in the library
d) always</p> <p>2. "Did John work with you?"
"Yes, _____ ."
a) he did
b) he is
c) he was
d) he does</p> | <p>3. " _____ read the book last night?"
"Yes, I did."
a) Do you
b) Did you
c) Do I
d) Did I</p> <p>4. We like to write. We write _____ .
a) every day letters in our room
b) letters every day in our room
c) in our room every day letters
d) letters in our room every day</p> |
|---|---|

5. He _____ coffee at 7:00 A.M.
a) have usually
b) has usually
c) usually have
d) usually has
6. He _____ in class last year.
a) never practiced
b) practiced never
c) never practices
d) practices never
7. The boy _____ busy.
a) didn't
b) weren't
c) don't
d) wasn't
8. "Did she _____ yesterday?"
"No, she didn't."
a) studied
b) studies
c) study
d) studied
9. " _____ you watch television?"
"No, never."
a) Are
b) Do
c) Were
d) Does
10. "Were you busy last night?"
"Yes, I _____ the radio for four hours."
a) listen
b) listen to
c) listened to
d) listened

Lesson 4

- A. Wh-questions: *who, what, where, when*
- B. Present progressive: He is writing.
- C. Using adjectives and nouns to modify nouns: small class, grammar class.

Vocabulary List

actual	dozen	know	rarely
ago	entire	lamp	simple
apple	exist	large	spoon
assist	expensive	mean	squirrel
beer	flower	need	telephone
bottle	funny	penny	tiny
card	garden	pocket	tomato
cover	hard	prefer	tooth
cream	hear	quarter	wine
desk	huge	quiet	wrist
dime	intelligent		

Exercise 1 (A.1, pp. 30–31)

Write a yes/no question and a wh-question using *what*. Give a short answer for the questions.

Paul reads *books*.

(yes/no) Does Paul read books?

Yes, he does.

(wh-) What does Paul read?

Books.

1. John studies *history*.

(yes/no) _____

(wh-) _____

2. We like *hamburgers*.

(yes/no) _____

(wh-) _____

3. You write *letters*.

(yes/no) _____

(wh-) _____

4. They eat *soup* for lunch.

(yes/no) _____

(wh-) _____

5. We liked *grammar class*.

(yes/no) _____

(wh-) _____

6. Mark writes *letters* every day.

(yes/no) _____

(wh-) _____

Lesson 4

7. Paul studied *French*.

(yes/no) _____

(wh-) _____

8. She pronounced *the word*.

(yes/no) _____

(wh-) _____

9. The student learned *the lesson*.

(yes/no) _____

(wh-) _____

10. The teacher presented *the vocabulary*.

(yes/no) _____

(wh-) _____

Exercise 2 (A.1, pp. 31–32)

Make a question asking what the word in italics means. Give an answer.

Mark and John are very *smart*.

What does smart mean?

It means intelligent.

1. The clock is very *large*.

2. The baby is very *tiny*.

3. They *rarely* go to church.

4. We eat lunch at *noon*.

5. The vocabulary test was very *hard*.

6. The new student is very *unhappy*.

7. We go to class every *week*.

Lesson 4

8. Do you have a *dozen* pencils?

9. The reading class was *excellent*.

10. Jane is a very *smart* girl.

Exercise 3 (A.1, p. 32)

Write a yes/no question and a wh-question using *when*. Give a short answer for the questions.

Paul arrives *in the morning*.

(yes/no) Does Paul arrive in the morning?

Yes, he does.

(wh-) When does Paul arrive?

In the morning.

1. Mary studies *at night*.

(yes/no) _____

(wh-) _____

2. We eat *at noon*.

(yes/no) _____

(wh-) _____

3. John arrived *yesterday*.

(yes/no) _____

(wh-) _____

4. They practiced *on Monday*.

(yes/no) _____

(wh-) _____

5. She has class *in the afternoon*.

(yes/no) _____

(wh-) _____

Exercise 4 (A.1, p. 32)

Write a question using *when*. Give a short answer.

Paul arrives in the morning.

When does Paul arrive?

In the morning.

1. Mary studied every day.

2. She worked yesterday.

Lesson 4

3. You eat breakfast at 10 o'clock.

4. He arrives in the afternoon.

5. John has class at 2 P.M.

Exercise 5 (A.1, p. 32)

Write a yes/no question and a wh-question using *where*. Give a short answer for the questions.

He works *at the bank*.

(yes/no) Does he work at the bank?

Yes, he does.

(wh-) Where does he work?

At the bank.

1. You learned French *in France*.

(yes/no) _____

(wh-) _____

2. She studies *at home*.

(yes/no) _____

(wh-) _____

3. They play tennis *in the park*.

(yes/no) _____

(wh-) _____

4. Sam studied *in the library*.

(yes/no) _____

(wh-) _____

5. Ruth lives *in Texas*.

(yes/no) _____

(wh-) _____

Exercise 6 (A.1, p. 32)

Write a question using *where*. Give a short answer.

They eat lunch at home.

Where do they eat lunch?

At home.

1. We study in the library.

2. Mary has class in room four.

Lesson 4

3. John and Sam lived in New York.

4. You practiced English in the laboratory.

5. You eat lunch in the kitchen.

Exercise 7 (A.1, p. 32)

Make a question using *who*. Give a short answer.

Mary knows John.

Who knows John?

Mary does.

1. *Mary* visited Mr. Miller.

2. *He* asked Mark.

3. *Joe* helped Alan with the homework.

4. *The girl* telephoned Paul.

5. *Ann* plays tennis with *John*.

6. *You* know *Jack* well.

7. *Bill* understands *Mary*.

8. *We* waited for *Greg*.

9. *She* listened to the doctor.

10. *Rick and Sue* work with *Pat*.

Exercise 8 (Lesson 9.C, p. 94)

Make a question using *whom*. Give a short answer.

Mary knows *John*.

Whom does Mary know ?
John.

1. *Mary* visited *Mr. Miller*.

Lesson 4

2. He asked *Mark*.

3. Joe helped *Alan* with the homework.

4. The girl telephoned *Paul*.

5. Ann plays tennis with *John*.

6. You know *Jack* well.

7. Bill understands *Mary*.

8. We waited for *Greg*.

9. She listened to *the doctor*.

10. Rick and Sue work with *Pat*.

Exercise 9 (A.1, p. 32; p. 94)

Make a question with *who* and *whom*.

Mr. Miller called Paul.

(who) Who called Paul?

(whom) Whom did Mr. Miller call?

1. Jane visited Martha yesterday.

(who) _____

(whom) _____

2. Anne studies with Matt.

(who) _____

(whom) _____

3. Anne and Bob study with Matt in the evening.

(who) _____

(whom) _____

4. John and Martha play tennis with Anne and Matt every day.

(who) _____

(whom) _____

5. The teacher waited for all the students.

(who) _____

(whom) _____

Lesson 4

Exercise 10 (A.1, p. 32; p. 94)

Write *who* or *whom* on the line.

Who has my book?

1. _____ does Mary like?
2. _____ knows John?
3. _____ knows the answer?
4. _____ understands the lesson?
5. _____ did you ask?
6. _____ do you see?
7. _____ has my pen?
8. _____ needs a pencil?
9. _____ did the homework?
10. _____ does he play tennis with?

Exercise 11 (A.1, pp. 30-32; p. 94)

Make a question by substituting *who*, *whom*, *what*, *when*, and *where* for the italicized words.

Mary called John. Who called John?

They speak *English*. What do they speak?

1. She arrives *at 8 o'clock*. _____
2. Mary learned French *in France*. _____
3. She asked *John*. _____
4. *Rick* wants a new car. _____
5. Jane has *a new watch*. _____

Exercise 12 (A.1, pp. 30–32; p. 94)

Make questions according to the italicized words.

Mary ^a called John ^b last ^c night.

- a) Who called John last night?
- b) Whom did Mary call last night?
- c) When did Mary call John?

1. Susan ^a studied English ^b in England ^c.

- a) _____
- b) _____
- c) _____

2. Joe ^a practices tennis ^b in the park ^c.

- a) _____
- b) _____
- c) _____

3. Mike ^a usually studies history ^b with Peter ^c.

- a) _____
- b) _____
- c) _____

Exercise 13 (A.1, pp. 30–32; p. 94)

Underline the correct question word.

(Who, When) has my book?

- | | |
|--------------------------------|-------------------------------------|
| 1. (Who, Whom) studied German? | 6. (When, Who) did you go? |
| 2. (Who, Whom) did you ask? | 7. (Who, Whom) called you? |
| 3. (Who, Whom) did they see? | 8. (Where, What) do you live? |
| 4. (Who, Whom) sees Mary? | 9. (When, Who) do you study? |
| 5. (Who, Where) did you go? | 10. (Whom, When) do you have class? |

Lesson 4

Exercise 14 (A.2, p. 33)

Make a wh-question. Substitute a wh-word for the italicized word or words.

John is *at home*. Where is John?

Joe and Sue are in the kitchen. Who is in the kitchen?

1. He's usually hungry *in the afternoon*. _____
2. She is *at home* now. _____
3. Mark is tired *at night*. _____
4. *John and Mary* are in New York. _____
5. The book is *on the table*. _____
6. *The book* is on the table. _____
7. *They* were late to class yesterday. _____
8. He is absent *every Friday*. _____
9. *He* is a teacher. _____
10. He is *a teacher*. _____

Exercise 15 (A.2, p. 33)

Make questions according to the italicized words.

John is *at home*.

a) Who is at home?

b) Where is John?

1. *Mary* is *in class* *now*.

a) _____

b) _____

c) _____

2. *The school* is *in Florida*.

a) _____

b) _____

3. *Mrs. Jones* is always hungry *at noon*.

a) _____

b) _____

4. *Peter* is *the president*.

a) _____

b) _____

Exercise 16 (A.3, pp. 34–35)

Make a wh-question with *what*. Substitute *do* for the verb in the original sentence.

Mary *eats lunch* at noon. What does Mary do at noon?

1. They *read books* in the library. _____

2. Joe *eats his lunch* at noon. _____

3. She *learned the vocabulary* last night. _____

4. Bob *writes letters* at night. _____

5. She *watches television* after dinner. _____

6. Paul and Peter *learned French* in France. _____

7. They *talked to the teacher* at noon. _____

8. You *have breakfast* at 9 o'clock. _____

9. We *go to class* every morning. _____

10. They *watch television* at night. _____

Exercise 17 (A.4, pp. 35–36)

Make a wh-question by substituting *who*, *whom*, *what*, *when*, or *where* for the italicized words.

She is from *Spain*. Where is she from?

He played tennis with *Mary*. Whom did he play tennis with?

1. John waited for *Mary*. _____

2. The students listened to *the teacher*. _____

Lesson 4

3. He gives presents to *his family*. _____
4. She arrives at *10:00 A.M.* _____
5. He looked for *the book*. _____
6. They are from *the United States*. _____
7. You always watch *television* in the afternoon. _____
8. The students write letters to *their parents*. _____
9. *Mark* has class at *9 A.M.* _____
10. You listen to *the radio* every evening. _____

Exercise 18 (B.1, p. 36; p. 11)

Read the sentence and write the correct verb form. Follow the examples.

verb

1. I work every day.
2. You _____ every night.
3. He _____ every day.
4. She _____ every night.
5. We _____ every morning.
6. They _____ every afternoon.

be + verb + ing

7. I am working now.
8. You _____ right now.
9. He _____ today.
10. She _____ this week.
11. We _____ this course.
12. They _____ now.

Exercise 19 (B.1, pp. 36–37)

Write the verbs in the present progressive tense.

(read) Mary is reading now.

1. (study) She _____ English now.
2. (teach) Mr. Miller _____ class today.
3. (write) I _____ a letter now.
4. (watch) We _____ television now.
5. (eat) They _____ hamburgers now.
6. (use) I _____ your book now.
7. (walk) John _____ home now.
8. (look) Mary _____ at the football game now.
9. (do) You _____ the work now.
10. (look) John _____ at the newspaper now.

Exercise 20 (B.1–2, pp. 36–38)Write the expression in the present progressive tense. Put an *X* by the verbs that *cannot* be changed.

I eat I am eating
 you go you are going
 I know X

- | | |
|--------------------|-----------------------|
| 1. you read _____ | 8. we need _____ |
| 2. he is _____ | 9. we write _____ |
| 3. I study _____ | 10. we hear _____ |
| 4. I see _____ | 11. they prefer _____ |
| 5. he likes _____ | 12. we believe _____ |
| 6. you work _____ | 13. I drink _____ |
| 7. they want _____ | 14. he has _____ |

Lesson 4

- 15. she plays _____
- 16. she eats _____
- 17. I write _____
- 18. we walk _____
- 19. they study _____
- 20. they know _____

Exercise 21 (B.1-2, pp. 36-38)

Read the sentence and write the verb in the correct tense.

(read) He is reading a book now.

(read) He reads every day.

- 1. (eat) They _____ lunch now.
- 2. (like) Mary _____ the new dress.
- 3. (have) We _____ a new house now.
- 4. (be) I _____ very sick today.
- 5. (see) I _____ you now.
- 6. (write) She _____ a letter now.
- 7. (watch) They _____ television now.
- 8. (go) He _____ to class now.
- 9. (have) He _____ my pencil right now.
- 10. (listen) I _____ to the radio now.

Exercise 22 (B.3, p. 39)

Write a yes/no question and then give a short answer.

He is reading a book. (no)

Is he reading a book?

No, he isn't.

- 1. They are speaking Japanese. (yes)

2. Martha is writing a letter. (no)

3. The teacher is teaching lesson 6. (no)

4. The students are studying. (yes)

5. Patti is eating lunch. (yes)

Exercise 23 (B.4, pp. 39–40)

Make a *wh*-question by substituting *who*, *whom*, *what*, *when*, or *where* for the italicized words.

Paul is studying *grammar*.

a) ^a Who ^b is studying grammar?

b) What is Paul studying?

1. *Mary* is talking to *Paul*.

a) _____

b) _____

2. *They* like *coffee and tea*.

a) _____

b) _____

Lesson 4

3. My ^asisters are studying ^bEnglish in ^cCanada.

a) _____

b) _____

c) _____

4. She ^ais drinking ^btea in the ^ckitchen.

a) _____

b) _____

c) _____

Exercise 24: Wh-Word Discrimination

Read the conversations. Write the correct question word on the line. Write *who*, *whom*, *what*, *when*, or *where*.

Mary: When do you eat lunch?

John: At noon.

1. Sue: _____ is my pencil?

John: On the table.

2. Paul: _____ gave the book to you?

Mary: Mr. Miller did.

3. John: _____ did you drink some water?

Paul: After grammar class.

4. Bill: _____ did you see in the afternoon?

Carl: John and Sam.

5. Paul: _____ is he doing?

Mary: He's writing a letter.

6. Mary: _____ does "dozen" mean?

Paul: That's easy. It means twelve.

7. John: _____ do you live?

Bill: In Mexico.

8. John: _____ is your name?

Sam: Sam.

9. Mark: _____ did Bill visit?

John: Paul.

10. Mark: _____ visited Paul?

John: Bill did.

11. Bill: _____ do you have class?

Sam: In the morning.

12. John: _____ are you listening to?

Bob: My new radio.

13. Bob: _____ did you buy?

Ann: Two dresses and a skirt.

14. Bill: _____ did you go last night?

John: To the library.

15. Sue: _____ did you write a letter to?

Paul: John and Bill.

16. John: _____ are you eating now?

Mary: An apple.

17. Paul: _____ is in the kitchen?

Mark: My mother.

18. Bill: _____ are those boys?

Tim: They're John and Joe.

19. John: _____ are those boys?

Mary: In the store.

Lesson 4

20. John: _____ does Mary finish class?

Paul: At 3 o'clock.

21. Joe: _____ did they eat for lunch?

Ann: A hamburger and a salad.

22. Bill: _____ has fifty cents?

Mary: I do.

23. Bill: _____ has fifty cents?

Mary: Paul does.

24. John: _____ does the girl play tennis?

Jane: In the afternoon.

25. Mary: _____ are they doing now?

John: They're studying for the test.

Exercise 25: Verb Discrimination—Present, Past, Present Progressive
Underline the correct verb form. Read the sentence carefully.

The boys (work, worked, are working) in class yesterday.

1. The man (walks, walked, is walking) with his dog now.
2. John and Mary (have, did have, are having) the books now.
3. Bill (opens, opened, is opening) the door five minutes ago.
4. It (rains, rained, raining) last night.
5. We do not (play, played, playing) tennis at night.
6. Susan always (repeat, repeats, is repeating) the words every day.
7. The students (need, needed, are needing) three books right now.
8. You and I (study, studied, are studying) vocabulary and writing this semester.
9. They (go, goes, are going) to the library now.
10. Mr. Smith (work, is work, is working) in a big office this year.
11. My cat (like, likes, is liking) fish for breakfast.
12. The girl (isn't, doesn't, didn't) talking to John.
13. The book (is, are, is being) on the table now.
14. He (play, plays, is playing) tennis right now.
15. They (don't, weren't, aren't) eating lunch now.

Exercise 26 (C, pp. 41–42)

Combine the two sentences to make one good sentence.

It's a book. It's green.

It's a green book.

It's a tree. It has apples.

It's an apple tree.

1. It's a clock. It's on the wall.

2. They're pencils. They're red.

3. It's a dog. It's big.

4. I'm a student. I'm intelligent.

5. It's a watch. It's gold.

6. They're books. They're for grammar.

7. It's a tree. It has apples.

8. She is a teacher. She teaches French.

9. He is a man. He is good.

10. It's a factory. It makes cars.

Lesson 4

Exercise 27 (C, pp. 41–42)

Answer the question.

What's a telephone book?

It's a book.

1. What's a baby bottle?

2. What's an apple tree?

3. What's a flower garden?

4. What's a garden flower?

5. What is a bus station?

6. What is a pocket watch?

7. What is a watch pocket?

8. What's a car magazine?

Exercise 28: Review Test

A. Make wh-questions by substituting *who*, *whom*, *what*, *when*, or *where* for the italicized words.

1. *Paul* *arrived* *late* *every* *day*.

a) _____

b) _____

c) _____

2. *The ^abook was on ^bthe table.*

- a) _____
- b) _____

3. *The ^ateacher is explaining ^bthe lesson to ^cthe class.*

- a) _____
- b) _____
- c) _____

4. Dozen means ^a*twelve*.

- a) _____

5. *They are ^aplaying ^btennis ^cnow.*

- a) _____
- b) _____
- c) _____

B. Write a yes/no question and give a short answer.

1. The man is waiting for the bus. (yes)

2. They are eating lunch now. (no)

C. Write the correct form of the verb.

- 1. (read) He _____ a book now.
- 2. (read) He _____ every night.
- 3. (prefer) I _____ this pen.
- 4. (see) She _____ the bus now.
- 5. (need) I _____ ten cents now.

Lesson 4

D. Combine the sentences to make one good sentence.

1. It's a watch. It's small.

2. They're books. They're good.

3. It's a tree. It has apples.

4. It's a car. It's expensive.

5. It's a factory. It makes cars.

Exercise 29: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. Mary has a book. It's for grammar class. It's _____ .

- a) a book grammar
- b) a grammar book
- c) a book class
- d) a grammar class

2. " _____ French?"

"In France."

- a) When did study Paul
- b) When did Paul study
- c) Where did study Paul
- d) Where did Paul study

3. " _____ John every day?"

"Mary and Bill do."

- a) Who see
- b) Who sees
- c) Whom see
- d) Whom sees

4. "When _____ ?"
"At ten o'clock."
a) arrived he
b) he arrived
c) did arrive he
d) did he arrive
5. "I don't understand 'smart'. What _____ ?"
"It means 'intelligent'."
a) means 'smart'
b) does 'smart' mean
c) says 'smart'
d) wants to say 'smart'
6. "What _____ at noon?"
"I studied grammar."
a) do you did
b) did you do
c) do you do
d) did you did
7. We like television. We are _____ a television program now.
a) seeing
b) listening
c) watching
d) going
8. " _____ write letters to?"
"John."
a) Whom you
b) Whom do you
c) Who you
d) Who do you
9. "Is the girl eating soup?"
"Yes, _____ ."
a) she's
b) she is
c) she's eating
d) the soup
10. " _____ Matt writing letters right now?"
"No, he isn't."
a) Does
b) Is
c) Was
d) Do

Lesson 5

- A. *Be + going to* to indicate future time: He is going to sing.
- B. Negative statements: He isn't here. He didn't come.
- C. Negative statements with single-word adverbs of frequency: He isn't always here. He doesn't always study.
- D. *Some* and *any*

Vocabulary List

bread	history	picture	song
dentist	ink	pie	stamp
engineer	magazine	potato	umbrella
fruit	museum	run	vacation
get up	newspaper	smoke	wear

Exercise 1 (A.1, p. 43; p. 11; p. 26)

Write the forms of *work* in *present*, *past*, and *future (going to)*. Follow the examples.

verb

1. I work all of the time.
2. You _____ every day.
3. He _____ most of the time.
4. She _____ every morning.
5. It _____ most of the time.
6. We _____ some of the time.
7. They _____ every day.

verb + *ed*

8. I worked yesterday.
9. You _____ last night.
10. He _____ a year ago.
11. She _____ last Monday.
12. It _____ yesterday.
13. We _____ in 1974.
14. They _____ last summer.

be + going to + verb

15. I am going to work next week.
16. You _____ tomorrow.
17. He _____ in five minutes.
18. She _____ next year.
19. It _____ tomorrow.
20. We _____ next Monday.
21. They _____ next summer.

Exercise 2 (A.1, pp. 43–44)

Read the time expression and then write the correct form of the verb. Follow the example.

every day

tomorrow

1. I study I am going to study.
2. she reads _____
3. they do _____
4. he eats _____

now

tomorrow

5. he is eating _____
6. we are going _____
7. I am studying _____

yesterday

tomorrow

8. she studied _____
9. he worked _____
10. they visited _____

Lesson 5

Exercise 3 (A.1, pp. 43–44)

Read the sentences. Use *be + going to* in the second sentence to express future time.

John reads a book every week.

John is going to read a book next week.

1. I worked hard yesterday.

I _____ hard tomorrow.

2. Mary goes to school every day.

She _____ to school tomorrow.

3. We eat sandwiches in the cafeteria.

We _____ sandwiches tomorrow.

4. They study in the library all of the time.

They _____ in the library tomorrow.

5. The boy is writing a letter to his father now.

He _____ a letter to his father tomorrow.

6. You and I go to class every morning.

We _____ to class tomorrow morning.

7. They are reading a newspaper now.

They _____ a newspaper tomorrow.

8. We play tennis every afternoon.

We _____ tennis tomorrow afternoon.

9. You are buying a watch now.

You _____ a watch next year.

10. Her family visited France last summer.

They _____ France next summer.

Exercise 4 (A.1, p. 44)

Read the question and then answer *no* to the question. Write a statement using the word *tomorrow*.

Did John write the letter yesterday?

No, he's going to write the letter tomorrow.

1. Did you eat the cake last night?

2. Did we study all of the lessons yesterday?

3. Did Jane speak with Paul yesterday?

4. Did John and Sue go to New York yesterday?

5. Did Mark do the homework last night?

Exercise 5 (A.2, pp. 45–46)

Write a yes/no question and a short answer. Then write a wh-question by substituting *who*, *whom*, *when*, *where*, or *what* for the italicized words. Give a short answer.

Ruth is going to read *a book*. (yes)

(yes/no) Is Ruth going to read a book?

Yes, she is.

(wh-) What is Ruth going to read?

A book.

1. The students are going to study *history*. (yes)

(yes/no) _____

(wh-) _____

Lesson 5

2. *Rick* is going to write a letter tomorrow. (no)

(yes/no) _____

(wh-) _____

3. *Judy and Jane* are going to play tennis tomorrow. (no)

(yes/no) _____

(wh-) _____

4. We are going to *study math* tomorrow afternoon. (yes)

(yes/no) _____

(wh-) _____

5. Mrs. Sanders is going to call *Joe*. (yes)

(yes/no) _____

(wh-) _____

6. Bob and Bill are going to go to *Florida*. (no)

(yes/no) _____

(wh-) _____

7. The party is going to begin *at seven o'clock*. (yes)

(yes/no) _____

(wh-) _____

Exercise 6 (B.1-2, pp. 47-49)

Write the contractions.

you are you're

it is it's

- | | | | |
|------------------|-------|-------------------|-------|
| 1. I am not | _____ | 15. they were not | _____ |
| 2. they do not | _____ | 16. you do not | _____ |
| 3. it was not | _____ | 17. she did not | _____ |
| 4. he is not | _____ | 18. we are not | _____ |
| 5. we do not | _____ | 19. he was not | _____ |
| 6. I did not | _____ | 20. it did not | _____ |
| 7. you are not | _____ | 21. he does not | _____ |
| 8. I do not | _____ | 22. we did not | _____ |
| 9. I was not | _____ | 23. they are not | _____ |
| 10. you did not | _____ | 24. they did not | _____ |
| 11. it does not | _____ | 25. we were not | _____ |
| 12. he did not | _____ | 26. she does not | _____ |
| 13. you were not | _____ | 27. she was not | _____ |
| 14. she is not | _____ | | |

Lesson 5

Exercise 7 (B.1-2, pp. 47-49)

Make a negative statement.

John speaks English. John doesn't speak English.

John is here now. John isn't here now.

1. He works hard. _____

2. They're studying. _____

3. He studied French. _____

4. I'm hungry now. _____

5. They're writing letters. _____

6. You have all your books. _____

7. She has all her books. _____

8. He was sick. _____

9. He speaks French. _____

10. They arrived late. _____

11. I'm going to write two letters. _____

12. You liked the movie. _____

13. She plays tennis. _____

14. They were hungry. _____

15. Mr. Smith teaches German. _____

16. They do the work on time. _____

17. He does the work on time. _____

18. They did the work on time. _____

19. He did the work on time. _____

20. He is going to do the work on time. _____

Exercise 8 (B.1-2, pp. 47-49)

Make a negative statement.

John speaks English. John doesn't speak English.John is here now. John isn't here now.

1. He played tennis. _____

2. He is playing tennis. _____

3. She is going to call Paul. _____

4. He likes toast with butter. _____

5. He liked the book. _____

6. I am tired. _____

7. He has a new car. _____

8. I do my work all of the time. _____

9. I did my work last week. _____

10. I am doing my work. _____

11. I am going to do my work tomorrow. _____

12. They have my keys. _____

13. We were very tired. _____

14. Mike knows all the answers. _____

15. Mike studies at night. _____

16. The student from Mexico was absent yesterday. _____

17. She studied last night. _____

18. She's going to study tomorrow. _____

19. Pat writes well. _____

20. They were late to class today. _____

Lesson 5

Exercise 9 (C, pp. 49–51)

Make a negative statement. Practice contractions.

Mary is often late. Mary isn't often late.

1. He is always sick. _____
2. He usually studies. _____
3. I'm often late. _____
4. I always arrive on time. _____
5. The students usually read well. _____
6. She always does her work. _____
7. Mark always arrives late. _____
8. Mark always arrived late. _____
9. They are usually early. _____
10. He always did his work on time. _____

Exercise 10 (C, pp. 49–51)

Put a circle around the *negative* adverbs of frequency.

- | | | | |
|------------------|------------|--------------|----------|
| 1. often | 3. usually | 5. sometimes | 7. never |
| 2. <u>seldom</u> | 4. rarely | 6. always | |

Exercise 11 (C, pp. 49–51)

Write a new sentence that includes the frequency word. Follow the example.

She doesn't arrive on time.

1. usually She doesn't usually arrive on time.
2. seldom _____
3. always _____
4. rarely _____
5. never _____
6. often _____

Exercise 12 (C, p. 49–51)

Write a negative statement. If the sentence is negative already, write the word *negative* on the line.

He is usually on time. He isn't usually on time.

He is never late. negative

1. They usually study at night. _____
2. They are always at home. _____
3. She is seldom in class. _____
4. They always do the work. _____
5. Pamela never writes long letters. _____

Exercise 13 (D, pp. 51–53)

Underline the correct answer. Sometimes two answers are possible.

We need (some, any) books.

Do you have (some, any) pencils?

1. I don't have (some, any) money.
2. They're going to eat (some, any) potatoes.
3. John has (some, any) stamps.
4. John doesn't have (some, any) stamps.
5. They would like (some, any) magazines.
6. We don't need (some, any) money.
7. Did he buy (some, any) paper?
8. She isn't going to buy (some, any) fruit.
9. He didn't buy (some, any) pencils.
10. Are you going to write (some, any) letters tomorrow?

Lesson 5

Exercise 14 (D, pp. 51–53)

Write *some* or *any* on the line. If two answers are possible, write *some/any*.

I want Some books.

Do you need some/any money?

1. He has _____ magazines.
2. They don't want _____ stamps.
3. Do you need _____ paper and pencils?
4. Are you going to buy _____ tables?
5. The children are playing _____ games.
6. Did he eat _____ fruit last night?
7. Is she going to make _____ sandwiches for the boys?
8. We didn't watch _____ movies yesterday.
9. They're going to buy _____ tea.
10. He is watching _____ birds.

Exercise 15 (D, pp. 51–53)

Read the question and then write four possible answers.

Do you want some bread?

Yes, I do .

No, I don't .

Yes, I want some .

No, I don't want any .

1. Does Paul have any pencils?

Yes, _____ .

No, _____ .

Yes, _____ .

No, _____ .

2. Are John and Mike going to buy any stamps?

Yes, _____ .

No, _____ .

Yes, _____ .

No, _____ .

3. Do you have some sugar?

Yes, _____ .

No, _____ .

Yes, _____ .

No, _____ .

4. Did you want some water?

Yes, _____ .

No, _____ .

Yes, _____ .

No, _____ .

Exercise 16: Verb Discrimination—Present, Past, Present Progressive, Future
Underline the correct form of the verb.

The boys (are going to work, are working, worked, work) here tomorrow.

1. The boy (is going to play, is playing, played, plays) tennis last week.
2. Mark and Joe (are going to study, are studying, studied, study) vocabulary next week.
3. We (are going to be, are being, were, are) on the plane in one hour from now.
4. Susan (is going to attend, is attending, attends, attend) class every day.
5. They (are going to need, are needing, needed, need) a camera right now.
6. John, Mike, and Susan (are going to listen, are listening, listened, listen) to the radio now.
7. I (am going to assist, am assisting, assisted, assist) the doctor yesterday.
8. It (is going to rain, is raining, rained, rains) right now.
9. You and John (are going to do, are doing, did, do) the homework last night.
10. They usually (are going to visit, are visiting, visits, visit) Mrs. Jones on Monday.

Exercise 17: Verb Discrimination—Present, Past, Present Progressive, Future
Write the correct form of the verb on the line.

play

They are playing tennis now.

We played tennis yesterday.

He is going to play tennis tomorrow.

She plays tennis every day.

study

1. She _____ grammar now.

2. They _____ vocabulary last night.

3. He always _____ spelling.

4. I _____ grammar tomorrow.

Lesson 5

do

5. You _____ the homework last night.
6. I _____ the exercises every day.
7. We _____ lesson 5 right now.
8. She _____ the questions tomorrow.

need

9. We _____ some help last week.
10. We _____ a car next week.
11. I always _____ more money.
12. I _____ money right now.

be

13. I _____ a businessman.
14. I _____ in Venezuela last year.
15. I _____ in France next month.
16. I _____ in the United States now.

work (use *you* in the questions)

17. _____ every day?
18. _____ in a nice office now?
19. _____ in France last year?
20. _____ there next month?

rain (use *it* in the questions)

21. _____ tomorrow?
22. _____ yesterday?
23. _____ every day in August?
24. _____ right now?

Exercise 18: Review Test

A. Make a yes/no question and wh-questions by substituting *who*, *whom*, *what*, *when*, or *where* for the italicized words.

George _a is going to study *Spanish* _b *next year*. _c

1. yes/no: _____
2. a) _____
3. b) _____
4. c) _____

B. Write a negative statement.

1. Paul is here. _____
2. He usually studies hard. _____
3. She was absent. _____
4. We played for one hour. _____
5. She smokes most of the time. _____

C. Write the contractions.

1. I am not _____
2. I was not _____
3. they are not _____
4. it is not _____
5. you were not _____

D. Write *some*, *any*, or *some/any*.

1. John wants _____ good books.
2. He doesn't want _____ bad books.
3. Did Mary buy _____ meat for dinner?
4. Is she going to write _____ letters?
5. No, she's not going to write _____ letters.

Lesson 5

Exercise 19: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "Do you have some bread?"
"No, I do not ____ ."
a) have some
b) have any
c) some bread
d) any bread
2. Mary comes to class almost every day.
She _____ absent.
a) is seldom
b) seldom is
c) isn't seldom
d) doesn't seldom
3. "Is Paul writing a letter now?"
"No, he _____ a letter now."
a) doesn't writing
b) doesn't write
c) isn't writing
d) isn't write
4. "Are they going to eat dinner in ten minutes?"
"No, they _____ ."
a) don't
b) no are
c) aren't
d) aren't going
5. Mary _____ at night.
a) always doesn't study
b) doesn't always study
c) always doesn't studies
d) doesn't always studies
6. We _____ play tennis next week.
a) don't going to
b) aren't going to
c) don't going
d) aren't going
7. "What _____ read next week?"
"A book."
a) is going Mary to
b) is Mary going to
c) does Mary
d) Mary does
8. "Are you going to play baseball tomorrow?"
"Yes, _____ ."
a) I'm
b) I am
c) I'm going
d) I am going
9. "Does Mrs. Miller usually drink tea?"
"No, she _____ drink tea."
a) doesn't seldom
b) seldom doesn't
c) doesn't usually
d) usually doesn't
10. I do not smoke. My brother does not _____ smoke.
a) never
b) rarely
c) seldom
d) often

Lesson 6

- A. The articles: *the, a, an*
- B. Count and noncount nouns: a pencil; some ink
- C. Quantity expressions: *much, many, a few, etc.*
- D. Demonstratives: *this, that, these, those*
- E. Possessives: *my, your, his, etc.*

Vocabulary List

algebra	cover	important	quantity
apartment	cup	information	ready
architecture	dictionary	interesting	slice
art	discussion	invite	soap
bar (of soap)	drug store	knife	sugar
banana	envelope	loaf	ticket
bit	exciting	meeting	tie
broken	fresh	mistake	time
butter	furniture	oxygen	toothbrush
buy	gasoline	philosophy	toothpaste
chalk	grow	piece	tube
cheese	hat	pound	use
city	help	professor	yellow
comfortable	house		

Exercise 1 (A, pp. 54–55)

Write a short answer to the question.

I have a book and a shirt. What do I read?

The book.

1. Mary has an apple and a skirt. What does she eat?

2. We bought a chair and a radio. What did we listen to?

3. Jim has a pencil sharpener and a car. What does he drive?

4. I bought a comb and a spoon yesterday. What did I eat with?

Lesson 6

5. They have a new car and a new house. What do they live in?

6. I have a glass of water and some bread. What do I drink?

7. We have a television, a telephone, and a radio. What do we watch?

8. Mary has a dress and some shoes. What does she wear on her feet?

9. My mother bought an apple, a book, and a newspaper. What did she eat?

10. They are going to buy some coffee and some cups. What are they going to drink?

Exercise 2 (A, pp. 54–57)

Write *a*, *an*, or *the*. Draw a line if no article is possible.

 Mr. Jones lives in the United States.

1. _____ Mr. Smith is _____ teacher.

2. _____ John is studying _____ architecture.

3. _____ University of California is on _____ College Street in _____ Los Angeles.

4. I bought _____ comb and _____ pen yesterday. _____ comb is black, and _____ pen is green.

5. Do you prefer _____ American history or _____ history of _____ France?

6. _____ Mrs. Miller bought _____ newspaper and _____ watch. She was reading _____ newspaper last night.

7. _____ Spanish is _____ popular language.

8. _____ John likes _____ coffee.

9. I prefer _____ music of _____ Mexico, but she likes _____ French music.

10. _____ Doctor Allen is from _____ Netherlands. He has _____ new office here.
11. _____ Mrs. Allen is _____ good nurse.
12. I live in _____ Bogotá. It is _____ capital of _____ Colombia.
13. We visited _____ Atlantic Ocean, but we didn't visit _____ Mississippi River.
14. _____ Harvard University is in _____ United States.
15. Last summer we visited _____ Switzerland, _____ Egypt, _____ South Africa, and _____ Soviet Union.
16. Ann: "Do you like _____ oranges?"
Sam: "Yes, but I prefer _____ apples."
17. _____ Hawaiian Islands are in _____ Pacific Ocean.
18. Peter is from _____ Dominican Republic.
19. He studied _____ English, _____ algebra, and _____ architecture of _____ Greece this semester.
20. _____ Argentina is in _____ South America.
21. _____ Orinoco River is in _____ Venezuela.
22. _____ United States is in _____ North America.
23. _____ people in Switzerland speak _____ French, _____ German, and _____ Italian.
24. I eat _____ salad for _____ lunch every day.
25. Sue: "How was lunch?"
Pat: " _____ salad was excellent."

Lesson 6

Exercise 3 (A, pp. 55–57)

Write *the* where it is necessary. If *the* is not possible, draw a line.

He is studying _____ art.

I attend the University of Florida.

1. I like _____ coffee for _____ breakfast.
2. _____ United States is a large country.
3. Did you ever see _____ Amazon River?
4. He speaks _____ Japanese and _____ Chinese.
5. Who visited _____ Soviet Union?
6. She studied _____ American history.
7. Did you study _____ history last semester?
8. Did you study _____ history of _____ Greece last semester?
9. _____ Professor Jones teaches _____ mathematics.
10. Matt doesn't like _____ tea.

Exercise 4 (A, pp. 55–57)

Write *the* where it is necessary. If *the* is not possible, draw a line.

He is studying _____ art.

I attend the University of Florida.

1. I like _____ hamburgers.
2. Do you like _____ tea?
3. Did you ever visit _____ Argentina?
4. We study _____ English in school.
5. _____ Greek architecture is interesting.
6. Joe is studying _____ music.
7. He likes _____ music of Mozart.
8. I'm going to see _____ Canada.
9. _____ Dr. Borman is a busy man.
10. _____ Netherlands is in _____ Europe.

Exercise 5 (B, pp. 57–59)Write *C* by the count nouns and *NC* by the noncount nouns.C bookNC water

- | | |
|-----------------|-------------------|
| 1. _____ banana | 9. _____ milk |
| 2. _____ chair | 10. _____ radio |
| 3. _____ air | 11. _____ pencil |
| 4. _____ apple | 12. _____ money |
| 5. _____ ink | 13. _____ dollar |
| 6. _____ soup | 14. _____ salt |
| 7. _____ stamp | 15. _____ student |
| 8. _____ butter | |

Exercise 6 (B, pp. 57–59)Write *a*, *an*, or *some*.a booksome bookssome water

- | | |
|-----------------|-----------------------|
| 1. _____ soup | 10. _____ cups |
| 2. _____ pen | 11. _____ information |
| 3. _____ pens | 12. _____ help |
| 4. _____ paper | 13. _____ homework |
| 5. _____ apple | 14. _____ bank |
| 6. _____ tomato | 15. _____ banks |
| 7. _____ sugar | 16. _____ plate |
| 8. _____ house | 17. _____ university |
| 9. _____ food | 18. _____ milk |

Lesson 6

- | | |
|---------------------|------------------|
| 19. _____ hot dog | 25. _____ dollar |
| 20. _____ telephone | 26. _____ car |
| 21. _____ salt | 27. _____ cars |
| 22. _____ sand | 28. _____ apples |
| 23. _____ air | 29. _____ apple |
| 24. _____ pencil | 30. _____ work |

Exercise 7 (B, pp. 57-59; p. 56)

Write *a*, *an*, *the*, or *some* on the line. If no article is possible, draw a line.

Would you like an apple?

Would you like the apple on the table?

Would you like some apples?

Do you like — apples?

1. Would you like _____ water?
2. Would you like _____ tea?
3. Would you like _____ book?
4. Would you like _____ books?
5. Would you like _____ books on the table?
6. Do you like _____ books?
7. Would you like _____ orange?
8. Would you like _____ orange juice?
9. Would you like _____ paper now?
10. Would you like _____ slice of bread?
11. Would you like _____ bread?
12. Would you like _____ red shirt?
13. Would you like _____ red shirt on the bed?
14. Do you like _____ coffee?

- 15. Would you like _____ coffee now?
- 16. Would you like _____ elephant?
- 17. Would you like _____ elephant in the zoo?
- 18. Would you like _____ application?
- 19. Would you like _____ university application?
- 20. Would you like _____ ink?
- 21. Do you like _____ meat?
- 22. Do you like _____ meat in your sandwich?
- 23. Would you like _____ meat now?
- 24. Do you need _____ apples?
- 25. Do you like _____ apples?

Exercise 8 (B, pp. 58–59)

Combine the two sentences.

I want some water. I want two cups.

I want two cups of water.

1. I need some bread. I need three pieces.

2. She wants some orange juice. She wants two glasses.

3. He wants some cake. He wants two slices.

4. They are going to buy some sugar. They are going to buy five pounds.

5. You need some toothpaste. You need three tubes.

Lesson 6

6. I need some paper. I need two sheets.

7. Mr. Smith wants some coffee. He wants a cup.

Exercise 9 (C, pp. 60-62)

Write *a few* or *a little*.

a few books

a little coffee

1. _____ cents

2. _____ cars

3. _____ ink

4. _____ books

5. _____ pencils

6. _____ milk

7. _____ friends

8. _____ work

9. _____ flour

10. _____ money

11. _____ time

12. _____ tea

13. _____ furniture

14. _____ sugar

15. _____ students

16. _____ bread

17. _____ paper

18. _____ tables

19. _____ homework

20. _____ meat

Exercise 10 (C, pp. 60-62)

Write *many* or *much*.

many books

much coffee

1. _____ tea

2. _____ homework

3. _____ pencils

4. _____ ink

5. _____ paper

6. _____ students

- | | |
|---------------------|---------------------|
| 7. _____ teachers | 14. _____ keys |
| 8. _____ cars | 15. _____ classes |
| 9. _____ fruit | 16. _____ money |
| 10. _____ bread | 17. _____ milk |
| 11. _____ countries | 18. _____ furniture |
| 12. _____ time | 19. _____ water |
| 13. _____ tests | 20. _____ questions |

Exercise 11 (C, pp. 60–62)

Write the correct quantity word on the line.

(large) I want a lot of apples.

(small) I want a few apples.

Quantity

- (small) I want _____ sugar.
- (large) He wants _____ apples.
- (small) I wanted _____ water.
- (small) I need _____ chairs.
- (large) I wanted _____ bananas.
- (large) She wanted _____ money.
- (small) They want _____ ink.
- (small) He wants _____ stamps.
- (large) I want _____ books.
- (large) He wants _____ paper.

Lesson 6

Exercise 12 (C, pp. 60–62)

Complete the sentences with the correct quantity words.

I didn't see *a large number of* students.

I didn't see many students.

I didn't see a lot of students.

1. We didn't drink *a large quantity of* beer.

We didn't drink _____ beer.

We didn't drink _____ beer.

2. I don't have *a large number of* ties.

I don't have _____ ties.

I don't have _____ ties.

3. You don't have *a large number of* pencils.

You don't have _____ pencils.

You don't have _____ pencils.

4. He doesn't have *a large quantity of* money.

He doesn't have _____ money.

He doesn't have _____ money.

5. She does not have *a large quantity of* fruit.

She does not have _____ fruit.

She does not have _____ fruit.

Exercise 13 (C, pp. 60–62)

Complete the sentences with the correct quantity words.

Does Mary have *a small number of* books?

Does Mary have a few books?

1. Do you have *a large quantity of* coffee?

Do you have _____ coffee?

Do you have _____ coffee?

2. Do you have *a small quantity of* tea?

Do you have _____ tea?

3. Does Mike have *a large number of* friends?

Does Mike have _____ friends?

Does Mike have _____ friends?

4. Do we need *a large number of* coins to make the call?

Do we need _____ coins to make the call?

Do we need _____ coins to make the call?

5. Do you want *a small number of* books?

Do you want _____ books?

Exercise 14 (C, pp. 60–62)

Underline the correct quantity word.

He wants (many, a little) sugar.

1. I don't have (much, many) books.
2. You need (a few, a little) money.
3. Does she need (a lot of, a few) sugar?
4. We have (a lot of, much) books.
5. She has (a few, much) pencils.
6. They want (a little, a lot of) pens.
7. Bob didn't buy (much, a few) milk.
8. We need (a lot of, a few) coffee.
9. They would like (many, a little) sugar in the coffee.
10. Would you like (a few, much) butter?

Lesson 6

Exercise 15 (C, p. 62)

Make a question with *how much* or *how many*. Give a short answer with *a little* or *a few*.

(water) How much water do you want?

A little.

1. (ink) _____

2. (bottles of ink) _____

3. (apples) _____

4. (orange juice) _____

5. (coffee) _____

6. (books) _____

7. (money) _____

8. (homework) _____

9. (stamps) _____

10. (furniture) _____

Exercise 16 (C, pp. 62–63)

Write the negative quantity expression.

1. many _____
2. much _____
3. all _____
4. any _____ (_____)

Exercise 17 (C, pp. 62–63)

Answer the questions with negative quantity expressions.

Are many of the students here now? (no)

No, not many of the students are here now.

1. Was much of the class interesting? (no)

2. Are many of the students excellent? (no)

3. Are any of the teachers bad? (no)

4. Are all of the girls going to New York? (no)

5. Are any of the stories very good? (no)

6. Is much of the food delicious? (no)

7. Were many of the tests in the class good? (no)

Lesson 6

Exercise 18 (D, pp. 63–64)

Write the demonstrative adjective on the line.

(here) This book is green.

(there) That book is blue.

1. (here) _____ flower is red.
2. (there) _____ apples are from Washington.
3. (here) _____ apples are delicious.
4. (there) _____ man is my father.
5. (here) _____ child is my sister.
6. (here) _____ children are my sisters.
7. (here) Is _____ book a grammar book?
8. (there) _____ pants are blue jeans.
9. (there) I know _____ man.
10. (here) Do _____ pencils write well?
11. (there) Are _____ shirts blue or green?
12. (there) _____ students are from Mexico.
13. (there) _____ cars are expensive.
14. (here) _____ man is a teacher.
15. (there) _____ car is very small.

Exercise 19 (E, pp. 64–65)

Write the correct possessive form.

John has his book.

She has her book.

1. Jane has _____ books.
2. Mike has _____ books.
3. Jane and Mike have _____ books.
4. I have _____ car.
5. You have _____ car.
6. You and I have _____ cars.

7. The students have _____ money. 9. Your sister has _____ notebooks.
 8. My father has _____ keys. 10. Her cat has _____ food.

Exercise 20 (E, pp. 64–65)

Write the correct possessive form.

I washed my face.

He has his books.

1. John washed _____ face and hands.
2. Mary has _____ money.
3. My son has _____ car.
4. The boy is eating _____ dinner.
5. You and I have _____ books.
6. Do they want _____ coats now?
7. She is washing _____ face.
8. Mrs. Miller is combing _____ hair.
9. You need _____ friends.
10. We want _____ pencils and pens.
11. Do I need _____ coat today?
12. You and Mary have _____ books and pencils.
13. John and I are doing _____ homework now.
14. Mary and Jill are going to eat _____ dinner at six o'clock.
15. I don't have _____ book with me.

Lesson 6

Exercise 21: Review Test

A. Write the correct article (*a, an, the, some*). Draw a line if none is necessary.

1. _____ Mr. Jones studies _____ English in _____ United States.
2. I bought _____ pencil and _____ newspaper. I use _____ pencil to write letters and I read _____ newspaper.
3. _____ Netherlands and _____ Germany are in _____ Europe.
4. Mary is going to study _____ Greek philosophy and _____ philosophy of _____ Rome.
5. Would you like _____ oranges?
6. Would you like _____ orange?
7. Would you like _____ orange on the table?
8. Do you like _____ oranges?

B. Combine the two sentences.

1. I need some paper. I need two sheets.

2. I want some bread. I want two slices.

C. Write the correct quantity expression on the line.

Quantity

1. (small) I want _____ sugar.
2. (large) Do you need _____ books?
3. (large) I don't want _____ new pens.
4. (small) I want _____ good students.

D. Write *this*, *that*, *these*, or *those* on the line.

1. (here) We like _____ tables.
2. (there) We want _____ chairs.
3. (here) They prefer _____ pencil.
4. (there) I need _____ grammar book.

E. Write the correct possessive adjective.

1. I washed _____ face.
2. You like _____ books.
3. Did they eat _____ dinner?
4. She likes _____ little dog.
5. The man is drinking _____ beer.

Exercise 22: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "Where did you go last summer?"
"I visited _____."
 - a) the New York
 - b) the Argentina
 - c) Canada
 - d) United States
2. The books there are red. _____ books are red.
 - a) This
 - b) These
 - c) That
 - d) Those
3. "Are any of the students sick?"
"No, _____ are sick now."
 - a) no any
 - b) not many
 - c) none
 - d) not much

Lesson 6

4. I don't need a large quantity of sugar. I only need _____ sugar.
- a) a few
 - b) a little
 - c) much
 - d) a lot of
5. I bought a comb yesterday. _____ is very good.
- a) A comb
 - b) The comb
 - c) Some combs
 - d) Many combs
6. "What are you studying?"
- "I'm studying _____ ."
- a) the art
 - b) the Greek art
 - c) the art of Greece
 - d) art of Greece
7. I'm very thirsty! I would like _____ .
- a) a juice of orange
 - b) a orange juice
 - c) a glass of orange juice
 - d) an orange juice
8. "Do Mr. and Mrs. Jones have a car?"
- "Yes, _____ car is new."
- a) its
 - b) his
 - c) their
 - d) our
9. I need to buy some toothpaste. I need _____ toothpaste.
- a) two
 - b) two tubes of
 - c) a few
 - d) many
10. John likes coffee very much. He drinks a large quantity. He drinks _____ coffee.
- a) many
 - b) much
 - c) a lot of
 - d) some

Lesson 7

- A. Requests: Please read the book. (*would you; let's*)
- B. Irregular nouns: *man, men; people*
- C. The noun substitute *one*
- D. The use of *other* and *another*
- E. The object forms of pronouns: *me, him, them, etc.*

Vocabulary List

automobile	fast	movie	policeman
beside	follow	name	rapidly
blackboard	foot	near	salt
check	forget	news	sheep
child	gentleman	notebook	shelf
clothes	glad	paint	shirt
concert	lend	parent	translate
conversation	luggage	park	wash
elephant	man	pattern	waste
eraser	miss	please	wife
factory	mouse	police	women

Exercise 1 (A, pp. 66-67)

Write a request with *please*.

(open your book) Please open your book.

1. (write your name) _____

2. (go to the bank) _____

3. (give me a sheet of paper) _____

4. (lend me a dollar) _____

Lesson 7

Exercise 2 (A, pp. 66–67)

Write a request with *would you please*.

(sit down) Would you please sit down.

1. (read page 95) _____

2. (close the window) _____

3. (pass me the salt) _____

4. (come in) _____

Exercise 3 (A, pp. 66–67)

Write a negative request.

(speak rapidly) Don't speak rapidly.

1. (sleep late) _____

2. (forget your ticket) _____

3. (eat my lunch) _____

4. (call me tonight) _____

5. (arrive late) _____

Exercise 4 (A, pp. 66–67)

Write a request with *let's*.

(play tennis) Let's play tennis.

1. (leave soon) _____

2. (sing some songs) _____

3. (go to a movie) _____

4. (do our homework) _____

5. (eat lunch now) _____

Exercise 5 (B, pp. 68–69)

Write the form that is missing. Draw a line if there is no other form of the word.

child _____

children

businessman

businessmen _____

Singular

Plural

1. _____

shelves

2. _____

loaves

3. knife

4. wife

5. _____

children

6. woman

7. _____

businessmen

8. _____

clothes

9. man

10. foot

11. _____

police

12. _____

sheep

13. fish

14. _____

people

15. tooth

16. _____

policemen

17. mouse

18. gentleman

Lesson 7

Exercise 6 (B, pp. 68–69)

Underline the correct answer.

The women (is, are) talking in the kitchen.

The (man, men) is here now.

1. The news (is, are) good.
2. I see the two (childs, children).
3. We need some (knifes, knives).
4. The mice (is, are) very bad in this house.
5. His clothes (is, are) very nice.
6. These sheep (is, are) fat.
7. Every person has two (foot, feet).
8. My (tooth, teeth) are white.
9. They bought two (loafs, loaves) of bread.
10. This fish (is, are) very small.
11. The businessmen always (arrive, arrives) at nine o'clock.
12. The (man, men) in the car work at the bank.
13. (This, These) shirts are not expensive.
14. The knives on the table (is, are) sharp.
15. The people in my class (has, have) new books.

Exercise 7 (C, pp. 69–70)

Write *it*, *one*, or *some*.

I see the book. I see it .

1. I need a pen. Please give me _____ .
2. They want the answer now. They want _____ now.
3. He needs some water. He needs _____ .
4. Did you write a letter today? No, I'm going to write _____ tomorrow.
5. Did you buy any apples? Yes, I bought _____ .
6. I want a red pen. I want _____ .
7. I need a good book. I need _____ .
8. Does she want any ink? Yes, she wants _____ .
9. The chair is not old. _____ is new.
10. Do you have a car? No, I don't have _____ .

Exercise 8 (D.1, pp. 71–72)

Write *another one* or *the other one*.

I have a pen here on the table. I have another one in my car.

1. Mary is writing a letter now. She is going to write _____ tomorrow.
2. Mary needs to write two letters. She's going to write one now. She's going to write _____ tomorrow.
3. I'm going to buy two shirts. I'm going to buy one today. I'm going to buy _____ tomorrow.
4. John's reading a book now. He wants to read _____ next week.
5. I have three cats. Two of my cats are black. _____ is white.
6. I have many books. I like books very much. I'm going to buy _____ tomorrow.
7. Mary has four books. Two are grammar books, and one is a reading book. _____ is a writing book.
8. I am reading a book now. Tomorrow I'm going to read _____.
9. She has two sisters. One is short, and _____ is tall.
10. I have two pens here. This one doesn't write well. I'm going to use _____.

Exercise 9 (D.1, pp. 71–73)

Write *another one*, *the other one*, *others*, or *the others*.

I bought a shirt today. I'm going to buy another one tomorrow.

1. I have a pen here on the table. I have _____ in my car. The pen on the table is old, and _____ is new.
2. Mary bought three apples. She ate two of the apples. Now she is going to eat _____.

Lesson 7

3. We have two pages of homework. I did one page last night, and I'm going to do _____
_____ in a few minutes.
4. Many students speak English. A few _____ speak French.
5. Five people came to class. One has his book, but _____ don't have their books.
6. Susan has two classes. She's attending one now. She's going to go to _____
_____ after lunch.
7. A few students arrive late every day. A few _____ arrive on time.
8. Many students do not eat breakfast. Many _____ do not eat lunch.
9. I have two pens. I don't like this pen. I prefer _____.
10. John has two brothers. One is in France, and _____ is in Spain.
11. Four men work here at night. Four _____ work here in the day.
12. One student is writing a letter. _____ is studying math.
13. I have five dollars. I'm going to give four dollars to Jane, and I'm going to give _____
_____ to Mark.
14. She doesn't like her new car. She's going to buy _____.
15. He has a pencil on his desk in class. He has some _____ at home.

Exercise 10 (D.1, pp. 71-73)

Write *another one*, *the other one*, *others*, or *the others*.

I bought a shirt today. I'm going to buy another one tomorrow.

1. A few students study in the morning. Many _____ study at night.
2. One student is standing near the door. _____ is sitting at his desk.
3. She's singing some songs now. She's going to sing some _____ tonight.
4. I'm going to write three letters. I'm writing two letters now, and I'm going to write
_____ tomorrow.
5. I have a lot of good books. These books are excellent, but _____ are much more interesting.

Exercise 11 (E, pp. 74–75; p. 3; p. 64)

Write the pronoun and adjective forms.

<i>subject pronoun</i>	<i>object pronoun</i>	<i>possessive adjective</i>
1. I	8. <u>me</u>	15. <u>my</u>
2. _____	9. _____	16. your
3. _____	10. him	17. _____
4. she	11. _____	18. _____
5. it	12. _____	19. _____
6. _____	13. _____	20. our
7. they	14. _____	21. _____

Exercise 12 (pp. 64–65, 74–75)

Write the correct form of the pronoun or adjective.

John explained the question. He explained it .

- Ann is going to call Sally. _____ is going to call _____ .
- John studies with Paul and Joe. _____ studies with _____ .
- Mark studies with Sue and Jane. _____ studies with _____ .
- Mary is eating two sandwiches for lunch. _____ is eating _____ for lunch.
- Mr. and Mrs. Smith live near the school. _____ live near _____ .
- John and I see Mary and you every day. _____ see _____ every day.
- John is leaving. Does _____ have _____ luggage with _____ ?
- The girls are going to buy some books. Do _____ have _____ money with _____ ?
- We are going to class now. Do _____ have _____ books with _____ ?
- Matt and I watched the movie. _____ watched _____ .

Lesson 7

Exercise 13: Pronoun Discrimination: Subject Pronoun, Object Pronoun, Possessive Adjective
Underline the correct form.

John has (his, him) books.

John and I hear (they, them) now.

1. (We, Us) eat lunch at noon.
2. The boys write (their, them) homework at night.
3. She eats (her, his) lunch at noon.
4. (I, Me) am going to study (it, its) tonight.
5. Mary sees (he, him) every day.
6. I have a class with (she, her) in the afternoon.
7. We are going to give (it, its) to (he, him) tomorrow.
8. (I, Me, My) book is on the table.
9. John and (them, I) are always late.
10. We are calling (they, them) now.
11. (She, Her) sees John, but he doesn't see (she, her).
12. My friend has (he, his, him) car with (he, his, him).
13. Does John study with Mary and Matt?
Yes, (he, his, him) studies with (they, them, their).
14. They asked (I, me, my) some questions.
15. Did you practice the vocabulary?
Yes, (I, me, my) practiced (it, him, her) last night.
16. I have some apples.
I'm going to eat (they, them, their) for lunch.
17. What is your name?
(I, It, You) is John.
18. Please call (me, she, we) at noon.
19. (We, Them, His) dog is eating now.
20. What is the answer?
(He, She, It) is letter B.

Exercise 14: Review Test

A. The words in this exercise are requests. Write the words in the correct order.

1. (the / pass / please / sugar) _____
2. (you / pass / please / would / sugar / the) _____
3. (party / have / let's / a) _____
4. (don't / please / loudly / speak) _____

B. Write the plural.

1. man _____

4. mouse _____

2. knife _____

5. sheep _____

3. child _____

6. foot _____

C. Underline the correct form.

1. My clothes (is, are) on the bed.

2. The news (is, are) good.

3. The people (is, are) hungry now.

D. Write *it, one, some, another one, the other one, other, or others*.

1. Bill needs a coat. Please lend him _____ .

2. I have a pen here on the table. I have _____ in my car.

3. Three dogs are black. Three _____ are brown.

4. "Do you need any bread?" "Yes, I need _____ ."

5. Where is the newspaper? I want to read _____ now.

6. Some students study hard. Many _____ students do not study.

E. Write the correct pronoun or adjective form.

1. Mary knows John and Bill. _____ knows _____ .

2. The new car is blue. _____ is blue.

3. I see the new cars. I see _____ .

4. John asked Mary the question. _____ asked _____ the question.

5. The dog sees you. The dog sees _____ .

6. You are going to class now. Do _____ have _____ books with _____ ?

Lesson 7

Exercise 15: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "What are we going to do now?"
" _____ ."
a) Going to the store.
b) Let's go to the store.
c) Don't go to the store.
d) Would you please.
2. I have two _____ .
a) foot
b) mice
c) child
d) knife
3. "Did you buy a pencil yesterday?"
"No, but I'm going to buy _____ tomorrow."
a) some
b) one
c) other
d) it
4. I need my watch.
Who has _____ ?
a) some
b) it
c) other
d) one
5. John's reading a newspaper now.
He's going to read _____ tomorrow.
a) another one
b) other one
c) other
d) it
6. I have four cats. Three are black.
_____ is white.
a) Four
b) It
c) The other
d) Another
7. "Do John and Mary have _____ ?"
"Yes, they do."
a) their luggage with they
b) their luggage with them
c) his luggage with them
d) her luggage with they
8. One of the students is reading a book.
"What are _____ doing?"
"They're reading also."
a) the other one
b) the others ones
c) the others
d) the ones
9. Four men work here in the morning.
Four _____ work here at night.
a) ones
b) others
c) others ones
d) the others
10. Be quiet! Please _____ loudly!
a) no speak
b) do speak
c) don't speak
d) speak not

Lesson 8

A. Verb and indirect object: Give her a book. Give a book to her.

B. Past tense forms of irregular verbs: *eat, ate; give, gave*

Vocabulary List

address	direction	meet	show
announce	dish	plan	sit
ask	do	plate	speech
bank	explain	pleasant	spend
become	favor	postcard	sportcoat
break	feel	prescribe	stand
cake	find	price	story
cash	fine	problem	suggest
cat	food	progress	take
charge	get	prove	tear
choose	give	put	tell
cloth	introduce	report	think
cost	journey	save	train
custom	make	say	under
cut	mathematics	see	wake up
dark	medicine	sell	wish
describe	mention	send	

Exercise 1 (A.1, pp. 76–77)

Write a sentence with *to*.

Joe gives Mark the books. Joe gives the books to Mark.

1. Susan writes Sam a letter. _____
2. I always read my brother the newspaper. _____
3. We show the class our gift. _____
4. She teaches the students new words. _____
5. Please tell Mary the good news. _____
6. I'm going to sell Bob my bicycle. _____
7. I usually lend Paul my car. _____
8. Did she bring the teacher an apple? _____
9. Would you please take your father the food. _____
10. He passed me the salt. _____

Lesson 8

Exercise 2 (A.1, pp. 76–77)

Write a sentence without *to*.

John gives the books to Mark. John gives Mark the books.

1. I teach the lesson to Bill. _____
2. You showed the map to Mr. Smith. _____
3. He brings the newspaper to my family. _____
4. Please lend the money to John. _____
5. Did you write a long letter to your sister? _____
6. I sold my car to Bill. _____
7. Pass the glass to your father. _____
8. She is going to read the letter to me. _____
9. Take the money to Mrs. Jones. _____
10. I never tell lies to my father. _____

Exercise 3 (A.1, pp. 76–77)

Circle the letter of the correct sentences.

- a) Joe gives the books to Mary.
 b) Joe gives Mary the books.

1. a) He is writing a letter to Susan.
b) He is writing Susan a letter.
2. a) Pass the salt to me.
b) Pass me the salt.
3. a) He showed his new car to me.
b) He showed me his new car.
4. a) I am going to sell my car to Mike.
b) I am going to sell Mike my car.
5. a) Are you taking the money to Mr. Miller?
b) Are you taking Mr. Miller the money?

Exercise 4 (A.2, pp. 77–78)

Write a new sentence with the words in parentheses.

He wished a good trip. (Mary)

He wished Mary a good trip.

1. He's going to ask a question. (the teacher)

2. They charged twenty dollars. (Mr. Smith)

3. She saved ten cents. (Joe)

4. We asked the time of day. (the man)

5. Santa Claus wished Merry Christmas. (the child)

6. The bicycle cost fifty dollars. (me)

7. The store charged ten dollars for a new shirt. (them)

Exercise 5 (A.2, pp. 77–78)

Circle the letter of the correct sentences.

a) The man asked the question to us.

b) The man asked us the question.

1. a) My mother wished a good day to us.

b) My mother wished us a good day.

2. a) That shirt cost ten dollars to me.

b) That shirt cost me ten dollars.

3. a) The restaurant charged three dollars to us.

b) The restaurant charged us three dollars.

Lesson 8

4. a) The ladies saved fifty cents to us.
b) The ladies saved us fifty cents.
5. a) The students asked several questions to the teacher.
b) The students asked the teacher several questions.

Exercise 6 (A.3, pp. 78–79)

Write a new sentence with the words in parentheses.

The teacher announced the test. (the class)

The teacher announced the test to the class.

1. She explained the vocabulary. (the students)

2. Mary reported the news. (the women)

3. We suggested that restaurant. (them)

4. I introduced Susan. (Mike)

5. I described my trip. (my family)

6. Bill mentioned the idea. (the men)

7. I spoke English. (Mr. Jones)

8. He proved his age. (the girl)

9. The teacher repeated the answers. (the class)

10. I always say "hello." (Jane)

Exercise 7 (A.3, pp. 78–79)

Circle the letter of the correct sentences.

- a)** He announced the schedule to the students.
b) He announced the students the schedule.
1. **a)** Mrs. Smith explained the lesson to the class.
b) Mrs. Smith explained the class the lesson.
 2. **a)** Mike introduced John to Bill.
b) Mike introduced Bill John.
 3. **a)** They described the picture to us.
b) They described us the picture.
 4. **a)** My father mentioned the trip to the children.
b) My father mentioned the children the trip.
 5. **a)** He repeated the words to me.
b) He repeated me the words.

Exercise 8 (A.1–3, pp. 76–80)

Write *a*, *b*, or *ab* on the line to show the possible answers.

He mentioned **a** .

- a)** the idea to us
b) us the idea

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. John gave _____ .
 a) the books to Joe
 b) Joe the books 2. Mike asked _____ .
 a) some questions to the students
 b) the students some questions 3. He explained _____ .
 a) the lesson to me
 b) me the lesson 4. She sent _____ .
 a) the letter to Paul
 b) Paul the letter 5. The teacher showed _____ .
 a) the test to the boys
 b) the boys the test 6. The shirt cost _____ .
 a) ten dollars to me
 b) me ten dollars | <ol style="list-style-type: none"> 7. I wrote _____ .
 a) the note to him
 b) him the note 8. We told _____ .
 a) the news to them
 b) them the news 9. Gary repeated _____ .
 a) the sentence to us
 b) us the sentence 10. They described _____ .
 a) their trip to us
 b) us their trip 11. She brought _____ .
 a) their lunch to them
 b) them their lunch 12. That store charged _____ .
 a) ten dollars to us
 b) us ten dollars |
|---|---|

Lesson 8

13. We took _____ .
a) the money to them
b) them the money
14. Mary introduced _____ .
a) John to me
b) me John
15. We usually spoke _____ .
a) English to him
b) him English
16. Mr. Jones wished _____ .
a) a Merry Christmas to us
b) us a Merry Christmas
17. I mentioned _____ .
a) the idea to him
b) him the idea
18. She lent _____ .
a) the money to her friend
b) her friend the money
19. He passed _____ .
a) the salt to Jane
b) Jane the salt
20. Sam and Sue taught _____ .
a) the verbs to me
b) me the verbs
21. We reported _____ .
a) the news to my father
b) my father the news
22. The lady is reading _____ .
a) the story to the children
b) the children the story
23. The students sent _____ .
a) a present to the teacher
b) the teacher a present
24. My friend saved _____ .
a) some money to me
b) me some money
25. Those people suggested _____ .
a) that restaurant to us
b) us that restaurant

Exercise 9 (A.4, pp. 80–82)

Write a sentence with *for*.

He is going to buy Mary a book.

He is going to buy a book for Mary.

1. I'm going to get John some water.

2. She found Mr. Miller the newspaper.

3. She made the girl a cake.

4. The teacher got the student a test.

5. My brother did me a favor.

Exercise 10 (A.4, pp. 80–82)Write a sentence without *for*.He is going to buy a book for Mary. He is going to buy Mary a book.

1. I made some tea for the students. _____
2. Mr. Smith bought a dress for his wife. _____
3. He found a pencil for me. _____
4. He did a favor for me. _____
5. They got a ticket for me. _____

Exercise 11 (A.4, pp. 80–82)

Circle the letter of the correct sentences.

- a) I'm going to buy a book for Mary.
 b) I'm going to buy Mary a book.

- | | |
|---|---|
| 1. a) I did a favor for Bill.
b) I did Bill a favor. | 4. a) They found the keys for me.
b) They found me the keys. |
| 2. a) He got a chair for the lady.
b) He got the lady a chair. | 5. a) I bought a present for him.
b) I bought him a present. |
| 3. a) She made dinner for us.
b) She made us dinner. | |

Exercise 12 (A.4, pp. 80–82)

Write a new sentence with the words in parentheses.

He opened the door. (Mary)

He opened the door for Mary.

1. The doctor prescribed the medicine. (me)

2. She cashed the check. (Mike)

3. The teacher pronounced the word. (the students)

Lesson 8

4. He closed the window. (the girl)

5. Martha did the homework. (Bill)

6. The teacher answered the question. (the boy)

7. The teacher changed the test grade. (the student)

Exercise 13 (A.4, pp. 80–82)

Circle the letter of the correct sentences.

- a) Please open the door for Mary.
 b) Please open Mary the door.

1. a) They did the dishes for us.
 b) They did us the dishes.
2. a) The doctor prescribed the medicine for me.
 b) The doctor prescribed me the medicine.
3. a) He answered the questions for us.
 b) He answered us the questions.
4. a) Would you please close the window for me.
 b) Would you please close me the window.
5. a) The class pronounced the words for the teacher.
 b) The class pronounced the teacher the words.
6. a) The lady cashed the check for him.
 b) The lady cashed him the check.
7. a) He changed his plans for us.
 b) He changed us his plans.
8. a) Would you please open the door for the woman.
 b) Would you please open the woman the door.

Exercise 14 (A.4, pp. 80–82)

Write *a*, *b*, or *ab* to show the possible answers.

He brought ab .

a) the car for me

b) me the car

1. He pronounced _____ .
a) the word for me
b) me the word
2. The doctor prescribed _____ .
a) the medicine for me
b) me the medicine
3. We made _____ .
a) the reservation for them
b) them the reservation
4. I opened _____ .
a) the door for him
b) him the door
5. I am going to find _____ .
a) the map for you
b) you the map
6. Please do _____ .
a) a favor for me
b) me a favor
7. They changed _____ .
a) their plans for me
b) me their plans
8. Mary did _____ .
a) the dishes for me
b) me the dishes
9. We got _____ .
a) some tickets for the students
b) the students some tickets
10. I found _____ .
a) a chair for Mrs. Smith
b) Mrs. Smith a chair
11. Would you please close _____ .
a) the window for us
b) us the window
12. The man cashed _____ .
a) the check for me
b) me the check
13. She's going to buy _____ .
a) a shirt for you
b) you a shirt

Exercise 15 (A.1–4, pp. 76–82)

Write *to me*, *for me*, or *me* on the line.

He gave the book to me .

He gave me the book.

1. He repeated the words _____ .
2. She opened the door _____ .
3. He bought _____ the shirt.
4. He bought the shirt _____ .

Lesson 8

5. They spoke _____ .
6. Please tell _____ the answer.
7. Pass the salt _____ .
8. He is going to read the story _____ .
9. He asked _____ the question.
10. They explained the answer _____ .
11. The doctor prescribed the medicine _____ .
12. She sent _____ the letter.
13. She sent the letter _____ .
14. Please close the door _____ .
15. He described his trip _____ .
16. He wished _____ a happy birthday.
17. He got _____ a nice present.
18. He gave _____ a new shirt.
19. They found a chair _____ .
20. He is getting _____ a chair.
21. He is getting a chair _____ .
22. She made a cake _____ .
23. He wrote a letter _____ .
24. Please pronounce the new vocabulary words _____ .
25. He answered the questions _____ .

Exercise 16: Verb Pattern Discrimination Using Grammatical Context Clues (A.1-4, pp. 76-82)

Write the correct verb on the line.

John gave the book to me. (gave, bought, opened)

1. The teacher _____ the question to me. (asked, answered, explained)
2. He _____ a cake for me. (gave, made, described)
3. I am going to _____ my new car to them. (save, show, change)
4. My sister always _____ long letters to me. (finds, sends, answers)
5. Please _____ me the salt. (open, pass, repeat)
6. Mary _____ the words for me. (explained, repeated, pronounced)
7. Did John _____ the books to them? (find, take, close)
8. Mrs. Smith _____ ten dollars to John. (sent, saved, charged)
9. Did the doctor _____ the medicine to you? (buy, bring, prescribe)
10. My parents did not _____ me a new bicycle. (get, change, suggest)
11. I often _____ money to Paul. (lend, change, charge)
12. They _____ it for us. (found, wished, explained)
13. John usually _____ me "hello." (says, tells, speaks)
14. She _____ me a happy birthday. (said, wished, described)
15. He _____ the idea to my class. (made, asked, mentioned)
16. We are going to _____ her a watch. (open, give, submit)

Lesson 8

Exercise 17 (B.1, pp. 82–84)

Write the past tense of the verbs.

come came

buy bought

1. drink _____

2. give _____

3. become _____

4. read _____

5. begin _____

6. get _____

7. see _____

8. wear _____

9. take _____

10. sit _____

11. wake _____

12. break _____

13. eat _____

14. know _____

15. speak _____

16. forget _____

17. meet _____

18. tear _____

19. come _____

20. write _____

21. choose _____

Exercise 18 (B.1, pp. 82–84)

Write the correct form of the verb on the line.

(meet) I met him yesterday.

1. (give) She _____ me a check a few minutes ago.

2. (come) Did you _____ late?

3. (take) I _____ my medicine an hour ago.

4. (forget) He didn't _____ the answer.

5. (break) Did you _____ the window?

6. (be) I _____ in France last summer.

7. (begin) His class _____ ten minutes ago.

8. (give) He didn't _____ me the money yesterday.

9. (eat) My family _____ steak last night.

10. (get) Martha _____ sick yesterday.

Exercise 19 (B.1, pp. 82–84)

Answer these questions with complete answers.

Did John eat an apple? (yes)

Yes, he ate an apple.

Did you come late? (no)

No, I didn't come late.

1. Did Mark choose a car? (yes)

2. Did they break the glass? (no)

3. Did she begin the work? (no)

4. Did you see the movie? (yes)

5. Did you forget my book? (no)

Exercise 20 (B.2–3, pp. 84–88)

Write the past tense of the verbs.

go went

eat ate

1. leave _____

7. feel _____

2. do _____

8. spend _____

3. understand _____

9. make _____

4. send _____

10. put _____

5. have _____

11. sleep _____

6. stand _____

12. cost _____

Lesson 8

13. lend _____

18. teach _____

14. mean _____

19. tell _____

15. cut _____

20. buy _____

16. hear _____

21. think _____

17. bring _____

22. say _____

Exercise 21 (B.2-3, pp. 84-88)

Write the correct form of the verb on the line.

(bring) He brought the book yesterday.

1. (have) He _____ a cold last week.

2. (buy) She _____ a new house in 1979.

3. (hear) Did you _____ the news?

4. (send) She _____ me a letter last month.

5. (cut) I _____ my finger last night.

6. (make) He _____ a sandwich for me a few minutes ago.

7. (tell) She didn't _____ me the answer.

8. (say) She _____ "hello" to me in the last class.

9. (feel) He _____ sick yesterday.

10. (sleep) I didn't _____ well last night.

Exercise 22 (B.2-3, pp. 84-88)

Write a complete answer to the question. Use the italicized words as the answer.

Did he send *a box* or a cake?

He sent a box.

1. Did they eat cake or *steak*?

4. Did you sleep *six hours* or seven hours?

2. Did I tell you *yes* or no?

5. Did she bring *one book* or two books?

3. Did Robert make coffee or *tea*?

Exercise 23 (B.1-3, pp. 82-88)

Write the past tense of the verbs.

eat ate

1. break _____

14. know _____

2. bring _____

15. mean _____

3. eat _____

16. wear _____

4. do _____

17. are _____

5. wake _____

18. buy _____

6. cut _____

19. study _____

7. attend _____

20. choose _____

8. feel _____

21. go _____

9. drink _____

22. put _____

10. send _____

23. make _____

11. speak _____

24. get _____

12. sleep _____

25. begin _____

13. want _____

26. have _____

Lesson 8

27. give _____

28. think _____

29. sit _____

30. spend _____

31. say _____

32. read _____

33. is _____

34. see _____

35. meet _____

36. leave _____

37. work _____

38. tear _____

39. take _____

40. teach _____

41. tell _____

42. cost _____

43. understand _____

44. become _____

45. write _____

46. forget _____

47. hear _____

48. come _____

49. lend _____

50. stand _____

Exercise 24: Review Test

A. Write a new sentence with the words in parentheses. If there are two possible sentences, write both of them.

1. She cashed a check. (me)

2. I did a favor. (the boys)

3. He announced the schedule. (us)

4. Mr. Jones bought a present. (Bill)

5. The shirt cost six dollars. (him)

B. Write *to me*, *for me*, or *me*.

- | | |
|------------------------------------|--|
| 1. Mary sent the letter _____ . | 6. They introduced Mike _____ . |
| 2. Mary sent _____ the letter. | 7. Please pronounce the words _____ . |
| 3. She made a sandwich _____ . | 8. They wrote _____ a long letter. |
| 4. He gave _____ a sheet of paper. | 9. She's reading the answers _____ . |
| 5. Please cash the check _____ . | 10. He prescribed the medicine _____ . |

C. Write the past tense of the verbs.

- | | |
|----------------|------------------|
| 1. bring _____ | 9. give _____ |
| 2. tell _____ | 10. see _____ |
| 3. buy _____ | 11. choose _____ |
| 4. read _____ | 12. hear _____ |
| 5. spend _____ | 13. cut _____ |
| 6. sleep _____ | 14. teach _____ |
| 7. mean _____ | 15. drink _____ |
| 8. find _____ | |

Lesson 8

Exercise 25: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "Did he begin his homework last night?"
"Yes, he _____ it."
a) begin
b) begins
c) began
d) began
2. "Did you hear the news?"
"Yes, I did. That man announced _____."
a) it us
b) us it
c) it to us
d) it for us
3. "Did she give Bob the book?"
"Yes, she _____."
a) give Bob the book
b) gave the book to Bob
c) give Bob to the book
d) gave the book Bob
4. "How much did the shirt cost?"
"It _____ me ten dollars."
a) costed
b) costed to
c) cost
d) cost to
5. "Did she have her key?"
"No, she didn't. Peter opened _____."
a) her the door
b) her for the door
c) the door her
d) the door for her
6. "Are you going to write her a letter today?"
"No, I'm not. I _____ yesterday."
a) writed her a letter
b) writed a letter to her
c) wrote a letter for her
d) wrote a letter to her
7. The ladies _____ that little dog in the street.
a) finds
b) found
c) finded
d) founded
8. I need some help. Please _____ me a favor.
a) do
b) did
c) do for
d) did for
9. I was sick last night.
The doctor prescribed _____.
a) me some medicine
b) some medicine me
c) some medicine to me
d) some medicine for me
10. She always _____ every day.
a) says him "hello"
b) says "hello" to him
c) tell to him "hello"
d) tell "hello" to him

Lesson 9

A. Adverbs of manner: *correctly, well*, etc.

B. Noun phrase + modifier: the chair near the door

C. Wh-questions: Whom does Mary see? Who sees Mary?

Vocabulary List

advise	corner	mile	silent
beautiful	correct	nice	sincere
blond	downtown	peace	slow
bookstore	ear	prompt	swim
briefcase	everywhere	punctual	thin
careful	friendly	quick	wise
clear	hair	shoe store	zoo
clown	loud	short	

Exercise 1 (A.1, pp. 89–90)

Write the adverb form for these adjectives.

correct correctly

quick quickly

1. quiet _____

2. wise _____

3. clear _____

4. fast _____

5. sad _____

6. easy _____

7. silent _____

8. sincere _____

9. bad _____

10. hard _____

11. loud _____

12. slow _____

13. careful _____

14. good _____

15. beautiful _____

16. prompt _____

17. real _____

18. poor _____

19. rapid _____

20. sudden _____

Lesson 9

Exercise 2 (A.1, pp. 89–90)

Change the adjective in the first sentence to an adverb in the second sentence.

He is a quiet worker. He works quietly .

1. His answer was correct. He answered the question _____ .
2. She is a careful driver. She drives _____ .
3. Mark is a fast reader. He reads _____ .
4. They are good singers. They sing _____ .
5. This is a beautiful painting. Martha paints _____ .
6. I am a hard worker. I work _____ .
7. The doctor is very careful. He works _____ all of the time.
8. Matt is a sincere person. He talks with his friends _____ .
9. John is a quick runner. He runs _____ .
10. She is a good adviser. She advises _____ .

Exercise 3 (A.1, pp. 89–90)

Read the first sentence and then complete the second sentence with an adjective and a noun.

He runs quickly. He is a quick runner .

1. He writes excellently. He is _____ .
2. She eats slowly. She is _____ .
3. They read fast. They are _____ .
4. I drive carefully. I am _____ .
5. They sing well. They are _____ .
6. He works hard. He is _____ .
7. Jack speaks clearly. Jack is _____ .
8. He swims rapidly. He is _____ .
9. Mr. Miller advises well. Mr. Miller is _____ .
10. They work very well. They are _____ .

Exercise 4 (A.1, pp. 89–90)

Underline the correct word.

He is a (good, well) teacher. He teaches (good, well).

1. She answered (correct, correctly).
2. The test was (easy, easily).
3. He always drives (careful, carefully).
4. The children are very (quiet, quietly) tonight.
5. His typewriter runs (silent, silently).
6. We heard a (loud, loudly) noise last night.
7. The new man did the work (rapid, rapidly).
8. Be (careful, carefully) with that knife.
9. His (clear, clearly) explanation is going to help us.
10. He gave me a (sincere, sincerely) answer to my question.
11. He is a (sad, sadly) person most of the time.
12. He said the answer (quick, quickly).
13. The (wise, wisely) man is going to become the president in the future.
14. His car is very (slow, slowly).
15. She wrote me some (beautiful, beautifully) letters.

Exercise 5 (A.2, pp. 90–91)

Write a new sentence from the parts.

(opened / carefully / the / He / door) He opened the door carefully.

1. (correctly / The / students / words / the / yesterday / pronounced)
-

2. (rapidly / cooks / always / She / dinner)
-

3. (called / store / He / immediately / the)
-

4. (drives / She / night / always / at / carefully)
-

5. (to / He / sincerely / spoke / me / night / last)
-

Lesson 9

6. (home / I / at / never / fast / eat)

7. (read / going / is / to / the / He / lesson / carefully)

8. (bank / He / a / the / careful / at / worker / is)

9. (good / arrive / punctually / The / always / students)

10. (a / spoke / Steven / year / English / ago / well)

Exercise 6 (B, pp. 92-93)

Combine the two sentences.

The girl is playing tennis. She is tall.

The tall girl is playing tennis.

The man is a doctor. He has a large book.

The man with the large book is a doctor.

1. The lady is reading. She is quiet.

2. The student is from Colombia. He has a blue shirt.

3. The store sells shoes. It's on Green Street.

4. The boy speaks English and French. He's from Canada.

5. The question is difficult. It's about verbs.

6. That story is very good. It is short.

7. The chair is old. It is near the door.

8. The lady is a nurse. She has blond hair.

9. Those students are intelligent. They're from Canada.

10. The book is about tennis. It's very good.

Exercise 7 (C, pp. 94–97)

Write questions with the question words.

Bill called Mary yesterday.

(who) Who called Mary yesterday?

(when) When did Bill call Mary?

1. They talked to Mary last night.

(who) _____

(when) _____

(whom) _____

2. She visited Jack in Miami last month.

(who) _____

(whom) _____

(where) _____

3. That blue shirt cost him ten dollars.

(how much) _____

(which) _____

Lesson 9

4. Mike ate two hamburgers at noon.

(when) _____

(how many) _____

(what) _____

5. Tim walked six miles this morning.

(who) _____

(how far) _____

6. Mr. Smith was a teacher in New York in 1977.

(who) _____

(what) _____

(when) _____

7. They gave a present to him.

(what) _____

(whom) _____

Exercise 8 (C, pp. 94-97)

Write questions by substituting wh-words for the italicized words.

They live in *New York*.

a) _____ *Who* lives in New York?

b) _____ Where do they live?

1. *We* saw *Bill* *yesterday*.

a) _____

b) _____

c) _____

2. *That* book cost *ten* dollars.

a) _____

b) _____

3. *He* bought *two* pens for *Jill*.
a b c

- a) _____
- b) _____
- c) _____

4. George *studied Portuguese in Brazil*.
a b

- a) _____
- b) _____

5. The girls spent *twenty dollars at the store*.
a b

- a) _____
- b) _____

Exercise 9: Review Test

A. Write the adverb forms.

- 1. fast _____
- 2. wise _____
- 3. easy _____
- 4. hard _____
- 5. sincere _____
- 6. good _____

B. Write the adverb form.

- 1. He is a good runner. He runs _____ .
- 2. They are careful drivers. They drive _____ .

C. Write the adjective form.

- 1. Tim reads carefully. He is a _____ reader.
- 2. He reads slowly. He is a _____ reader.

D. Write a new sentence from the parts.

- 1. (carefully / questions / Please / the / read)

Lesson 9

2. (slowly / always / in / They / read / class)

E. Combine the two sentences.

1. That store is expensive. It's on State Street.

2. That student studies a lot. He's from Brazil.

F. Make questions from the sentences.

1. *John* bought *two* shirts for *his father* yesterday.

- a) _____
- b) _____
- c) _____
- d) _____

2. Bill spent five dollars in the store.

- a) Who _____
- b) Where _____
- c) How much _____

Exercise 10: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. " _____ yesterday?"

"John."

- a) Who visited Mary
- b) Who did visit
- c) Whom did Mary visited
- d) Whom did visited Mary

2. "Is Jane a good announcer?"

"Yes, she talks _____ ."

- a) loudly and clearly
- b) fast and clear
- c) rapid and fast
- d) clear and rapidly

3. The chair is old. It's near the door.
The chair _____ .
a) old is near the door
b) near the door is old
c) old and near the door
d) is near the old door
4. "Is John a good worker?"
"Yes, he works _____ ."
a) good
b) well
c) goodly
d) workly
5. "Which man is John?"
" _____ is John."
a) The man newspaper
b) The man old
c) The man with a sweater
d) John in the class
6. They ate _____ last night.
a) dinner rapid
b) rapid dinner
c) dinner rapidly
d) rapidly dinner
7. The students are good workers. They're from France. _____ are good workers.
a) The France students
b) The students France
c) The from France students
d) The students from France
8. " _____ ?"
"Mike does."
a) Who works careful?
b) Who works carefully?
c) Whom works careful?
d) Whom works carefully?
9. He is an excellent _____ .
a) sing
b) sings
c) singer
d) singing
10. " _____ ate the bread?"
"Mike and Pete did."
a) Who
b) Whom
c) Which
d) How many

Review Test 1 (Lessons 1–9)

Choose the best answer and put a circle around the letter of the correct answer.

1. "Mary is never on time."
"She always _____ late for class."
a) arrive
b) arrives
c) is
d) are
2. I did a favor _____ yesterday.
a) for he
b) for him
c) to he
d) to him
3. Mrs. Smith _____ him the book yesterday.
a) gives
b) spoke
c) mentioned
d) lent
4. "Did you buy a few pencils yesterday?"
"No, I'm going to buy _____ tomorrow."
a) any
b) some
c) it
d) another
5. They _____ sandwiches last night.
a) no make any
b) did not made
c) never makes
d) did not make
6. "Whom _____ now?"
"She sees Bill."
a) sees Mary
b) sees Bill
c) does Mary see
d) does Bill see
7. We have our books.
They have _____ books.
a) they're
b) there
c) them
d) their
8. I need some bread. I'm going to buy _____.
a) one bread
b) two breads
c) one loaf of bread
d) two loafs of bread
9. "What _____ at noon every day?"
"I eat lunch."
a) did you do
b) do you did
c) do you do
d) did you did
10. They don't have a small quantity of money. They have _____ money.
a) a lot of
b) a little
c) many
d) a few
11. His books are there on the table.
_____ are his books.
a) That
b) This
c) Those
d) These
12. "Did you eat your lunch _____ yesterday?"
"Yes, I did."
a) usually
b) rapidly
c) fastly
d) often
13. "Mary has the correct answer."
"Yes, she _____ right."
a) has
b) have
c) does
d) is

14. "Mrs. Smith was absent yesterday."
"Did Mrs. Jones _____ in her place?"
a) teach
b) taucht
c) taught
d) teached
15. They are trees. They have apples.
They are _____ .
a) apples tree
b) apple trees
c) apples trees
d) trees of apples
16. "Do you need some fruit?"
"Yes, I need _____ ."
a) a few
b) many
c) some
d) any
17. I like apples. I really like _____
apples from Washington.
a) some
b) the
c) a little
d) much
18. "May I use the pen on the table?"
"No, do not use _____ ."
a) it
b) one
c) another
d) the other
19. Paul showed the books to me.
He showed _____ .
a) the books me
b) them to me
c) they to me
d) they me
20. The large shoe store is very good. It's on
State Street. The _____ is very good.
a) shoe store large on State Street
b) large shoe store on State Street
c) on State Street is large shoe store
d) large shoe store is on State Street
21. "Is Paul usually busy at 3:00 P.M.?"
"Yes, _____ ."
a) he does
b) he is
c) he's ever
d) ever
22. " _____ is writing a letter to John?"
"One of the students is."
a) When
b) Where
c) Whom
d) Who
23. "I do not understand this lesson."
"I am going _____ ."
a) explain it to you
b) explain you it
c) to explain it to you
d) to explain you it
24. "Where are they?"
"I don't know. Those _____ are
never on time."
a) childs
b) wives
c) men
d) womans
25. Mr. Allen is writing a letter now.
He's going to write _____ tomorrow.
a) the other one
b) other
c) other one
d) another one
26. Mr. Jones is a good teacher.
He teaches _____ .
a) good
b) goodly
c) well
d) usually
27. "John and Mike are leaving."
"Do they have their luggage with _____ ?"
a) they
b) them
c) they're
d) their

Review Test 1

28. "Are you _____ the soccer game now?"
"Yes, I am."
a) listening
b) watching
c) hearing
d) seeing
29. I do not smoke. My brother does not _____ smoke.
a) never
b) seldom
c) usually
d) rarely
30. "Is any of the chalk yellow?"
"No, _____ is yellow. All of it is white."
a) not many
b) not much
c) no all
d) none
31. John was very dirty. He washed _____ face and hands.
a) him
b) his
c) the
d) him the
32. Joe, Greg, and I _____ hungry now.
a) have
b) are
c) are having
d) are being
33. We have coffee _____ at seven.
a) often
b) always
c) in the kitchen
d) in the morning
34. He is going _____ tonight.
a) read
b) reads
c) to read
d) reading
35. "Was George very happy?"
"No, he wasn't. He _____ a car."
a) never have
b) wasn't having
c) didn't have
d) didn't had
36. "Did you buy a shirt and a tie last night?"
"Yes, I did. I _____ shirt today."
a) weared a
b) weared the
c) wore a
d) wore the
37. It's cold in this room. Would you please _____ the window.
a) close
b) closing
c) to close
d) to closing
38. We gave the books to _____ .
a) she
b) his
c) them
d) whom
39. I bought a very good book. It _____ .
a) cost five dollars to me
b) costed five dollars to me
c) cost me five dollars
d) costed me five dollars
40. " _____ did they visit yesterday?"
"Some friends."
a) Who
b) Whom
c) When
d) Where
41. " _____ grammar books do you need?"
"We need a lot of them."
a) Which
b) How many
c) How much
d) What number

42. “ _____ did he drive yesterday?”
 “He drove two hundred miles.”
 a) How
 b) How far
 c) How a lot
 d) How a lot of
43. “Did you go to other countries last year?”
 “Yes, I went to _____ .”
 a) the Japan and United States
 b) Japan and the United States
 c) Japan and United States
 d) the Japan and the United States
44. The teacher pronounced the words
 _____ students in class yesterday.
 a) to this
 b) for this
 c) to the
 d) for the
45. I have a pencil here on the table.
 I have _____ in my car.
 a) another
 b) other one
 c) anothers
 d) others ones
46. “Do you need _____ ?”
 “Yes, just a little, please.”
 a) some bananas
 b) any bananas
 c) some sugar
 d) many sugar
47. She did _____ .
 a) the work for Bill
 b) for Bill the work
 c) the work to Bill
 d) to Bill the work
48. “Did the men bring some food?”
 “No, they didn’t _____ .”
 a) bring some
 b) bring any
 c) brought some
 d) brought any
49. Mary is not a good speaker.
 She speaks very _____ .
 a) loudly and fast
 b) fast and rapid
 c) bad and rapidly
 d) rapid and carefully
50. “Are they your friends?”
 “Yes, they are. They often _____
 before class.”
 a) say me ‘hello’
 b) say to me ‘hello’
 c) tell to me ‘hello’
 d) tell me ‘hello’

Review Test 2 (Lessons 1–9)

Choose the best answer and put a circle around the letter of the correct answer.

1. They _____ to the store a few minutes ago.
 - a) arrive
 - b) begin
 - c) buy
 - d) went
2. "Did you call John?"
"Yes, I _____ last night."
 - a) called he
 - b) called him
 - c) he called
 - d) him called
3. Please give the letter _____ .
 - a) to her
 - b) at her
 - c) for her
 - d) her
4. "Does Pat know the answer?"
"Yes, he _____ ."
 - a) is
 - b) was
 - c) does
 - d) knows
5. "Do you ever go to church?"
"Yes, _____ ."
 - a) ever
 - b) often
 - c) seldom
 - d) never
6. " _____ is he doing?"
"He's making a sandwich."
 - a) When
 - b) What
 - c) How many
 - d) How much
7. " _____ the news good?"
"I don't know."
 - a) Does
 - b) Did
 - c) Are
 - d) Was
8. We don't have many books.
We only have _____ .
 - a) a few
 - b) a little
 - c) any
 - d) much
9. "Which tree is tall?"
"The _____ is very tall."
 - a) apples tree
 - b) apple tree
 - c) apples of tree
 - d) tree of apples
10. "What is he doing now?"
"He's _____ a story."
 - a) write
 - b) wrote
 - c) writes
 - d) writing
11. "Did you understand the word?"
"Yes, he _____ it to me."
 - a) asked
 - b) answered
 - c) explained
 - d) pronounced
12. "Are you hungry now?"
"No, I _____ ."
 - a) don't
 - b) amn't
 - c) do not
 - d) am not

13. "Does she have the correct answer?"
 "Yes, her answer _____ right."
 a) has
 b) does
 c) is
 d) had
14. "Does she arrive late?"
 "Yes, she _____ arrives late."
 a) ever
 b) often
 c) never
 d) seldom
15. "When is your party?"
 "It _____ next Friday."
 a) goes to be
 b) goes to being
 c) is going to be
 d) is being to go
16. " _____ did he walk?"
 "He walked seven miles."
 a) What
 b) When
 c) How far
 d) How near
17. He isn't _____ .
 a) a tired
 b) a doctor
 c) good driver
 d) fast writer
18. "Would you like some coffee?"
 "Yes, just _____ , please."
 a) some
 b) much
 c) a few
 d) a little
19. She doesn't _____ .
 a) read rapid
 b) write well
 c) a rapid reader
 d) a good writer
20. Joe usually _____ me "hello."
 a) announces
 b) speaks
 c) tells
 d) says
21. " _____ did the watch cost?"
 "It cost thirty dollars."
 a) Whom
 b) When
 c) How much
 d) Would you
22. My sister _____ it for me.
 a) gave
 b) found
 c) wished
 d) explained
23. Those children _____ not like vegetables.
 a) is
 b) are
 c) do
 d) does
24. "Where is your homework?"
 "I _____ it."
 a) don't
 b) didn't
 c) don't do
 d) didn't do
25. "Are you busy?"
 "Yes, I wrote one letter and now I'm
 writing _____ ."
 a) the others ones
 b) the others one
 c) another one
 d) other one
26. "Please describe your new car."
 "It's a _____ ."
 a) small
 b) green
 c) small car
 d) car green

27. " _____ are you going to call?"
 "John and Paul."
 a) Which
 b) Whom
 c) Where
 d) How
28. "Do you want any water?"
 "Yes, I'm thirsty. Please give me ____ ."
 a) much
 b) some
 c) none
 d) any
29. "Is he a good student?"
 "Yes, sometimes. He _____ study."
 a) always doesn't
 b) doesn't always
 c) always isn't
 d) isn't always
30. Please give me a _____ .
 a) juice
 b) bread
 c) toothbrush
 d) toothpaste
31. Four men work here at night.
 Four _____ work here in the day.
 a) others
 b) anothers
 c) the others
 d) others ones
32. The boy _____ is from England.
 a) near them
 b) near they
 c) is near them
 d) is near they
33. "Is she a good student?"
 "Yes, she always answers _____ in class."
 a) good
 b) rapidly
 c) careful
 d) correct
34. He is studying the _____ .
 a) art
 b) English
 c) math
 d) lesson
35. "Did you get those clothes for your birthday?"
 "Yes, my brother gave _____ ."
 a) it to me
 b) me to it
 c) them to me
 d) me to them
36. "Where did you go?"
 "We went to the _____ ."
 a) South America
 b) Philippines
 c) Northern University
 d) Japan
37. "Are _____ books on that table for you?"
 "Yes, they are."
 a) this
 b) that
 c) those
 d) these
38. I have an apple and a knife.
 I'm going to eat _____ .
 a) a apple
 b) an apple
 c) the apple
 d) some apples
39. "Did you go to the party?"
 "Yes, I _____ there."
 a) go
 b) do
 c) was
 d) did
40. The people in my country _____ German.
 a) speak
 b) speaks
 c) speaking
 d) is speaking

41. "Who _____ at the party?"
"All of your friends were there."
a) do
b) was
c) did
d) were
42. "John is late."
"That's strange. He _____ on time."
a) ever comes
b) comes ever
c) usually is
d) is usually
43. "Does Dan have a car?"
"Yes, he _____."
a) has
b) had
c) did
d) does
44. "Do you need your coat?"
"Yes, I _____ cold now."
a) have
b) has
c) am
d) was
45. "Where is Martha?"
"She _____ lunch at this time."
a) always eats
b) eats always
c) always is
d) is always
46. "Did Mike do the homework?"
"Yes, he _____ all of the lesson."
a) do
b) does
c) read
d) reads
47. "Are any of the questions difficult?"
"_____ are difficult."
Some of them are very easy."
a) No
b) Any
c) Not many
d) Not much
48. "It's hot in here."
"Would you please _____ that window."
a) open
b) opened
c) opening
d) to opening
49. She studies _____ .
a) at home English
b) history never
c) carefully grammar
d) in class every day
50. "Would you like an apple?"
"Yes, I'd like _____."
a) it
b) an
c) one
d) few

Lesson 11

A. Modal auxiliaries: *will, can, etc.*

B. Statements connected with *and . . . too, and . . . either, and but*

Vocabulary List

able	grow	ought	should
about	hall	pass	sidewalk
but	have to	permission	sign
can	immediately	permit	someone
conclude	matches	possible	therefore
conclusion	may	probable	too
could	might	recently	will
either	must		

Exercise 1 (A.1, pp. 109–11)

Complete this exercise by writing the modal and the verb. Use *I, you, he, she, we, and they*. Follow the examples.

will + go

- | | |
|------------------------|-----------|
| 1. <u>I will go</u> | 7. _____ |
| 2. <u>you will go</u> | 8. _____ |
| 3. <u>he will go</u> | 9. _____ |
| 4. <u>she will go</u> | 10. _____ |
| 5. <u>we will go</u> | 11. _____ |
| 6. <u>they will go</u> | 12. _____ |

can + play

should + study

- | | |
|-----------|-----------|
| 13. _____ | 19. _____ |
| 14. _____ | 20. _____ |
| 15. _____ | 21. _____ |
| 16. _____ | 22. _____ |
| 17. _____ | 23. _____ |
| 18. _____ | 24. _____ |

must + be

*might + have**may + use*

- | | |
|-----------|-----------|
| 25. _____ | 31. _____ |
| 26. _____ | 32. _____ |
| 27. _____ | 33. _____ |
| 28. _____ | 34. _____ |
| 29. _____ | 35. _____ |
| 30. _____ | 36. _____ |

Exercise 2 (A.1, pp. 109–11)

Underline the correct modal.

She is going to call John tomorrow.

She (might, will) call John tomorrow.

1. Mr. Miller has to get a new car soon.
Mr. Miller (should, must) get a new car soon.
2. It is possible that the students will need some pencils.
The students (will, might) need some pencils.
3. Mark ought to sleep more at night.
Mark (should, can) sleep more at night.
4. He is able to speak four languages.
He (can, could) speak four languages.
5. They are going to eat lunch in a nice restaurant.
They (must, will) eat lunch in a nice restaurant.
6. It is very probable that Mr. Prince is calling his wife.
Mr. Prince (must, might) be calling his wife.
7. We have permission to spend the money.
We (might, may) spend the money.
8. I was able to watch television every day last month.
I (could, should) watch television every day last month.
9. Mr. Johnson ought to buy a present for his wife.
Mr. Johnson (may, should) buy a present for his wife.
10. It is possible that it will rain next week.
It (will, might) rain next week.

Lesson 11

Exercise 3 (A.1, pp. 109–11)

Write the correct modal on the line.

John ought to study vocabulary tonight.

John should study vocabulary tonight.

1. Paul is able to play tennis very well.

Paul _____ play tennis very well.

2. They are going to arrive tomorrow morning.

They _____ arrive tomorrow morning.

3. John and I have to do our homework every day.

John and I _____ do our homework every day.

4. It is possible that Mr. Brown will be late.

Mr. Brown _____ be late.

5. I conclude that you are sick.

You _____ be sick.

6. Do I have permission to smoke here?

_____ I smoke here?

7. I conclude that his sister is about twenty-five years old.

His sister _____ be about twenty-five years old.

8. You have an obligation to call your mother.

You _____ call your mother.

9. It is possible that Mary will send us a long letter.

Mary _____ send us a long letter.

10. It is going to snow tonight and tomorrow.

It _____ snow tonight and tomorrow.

11. Everyone has to know how to read and write.

Everyone _____ know how to read and write.

12. My little sister is able to cook well.

My little sister _____ cook well.

13. Last year I was able to swim very well.

Last year I _____ swim very well.

14. I conclude that he has a lot of money.

He _____ have a lot of money.

15. I conclude that it is raining.

It _____ be raining.

Exercise 4 (A.1, pp. 109–11)

Write the correct modal and verb form on the line.

John ought to study grammar.

John should study _____ grammar.

1. Tom and Joe are able to drive very well.

Tom and Joe _____ very well.

2. He has to get up very early every morning.

He _____ up very early every morning.

3. Miss Smith is able to type very fast.

Miss Smith _____ very fast.

4. The boys were able to play baseball all of the time.

The boys _____ baseball all of the time.

5. She has permission to use the telephone.

She _____ the telephone.

6. It is possible that Bill will receive a letter today.

Bill _____ a letter today.

7. The plane is going to arrive late.

The plane _____ late.

Lesson 11

8. I conclude that you are very intelligent.

You _____ very intelligent.

9. They have to take a test in the morning.

They _____ a test in the morning.

10. It is very probable that he has two cars.

He _____ two cars.

11. All of the students are able to speak and write English.

All of the students _____ English.

12. She is able to run one mile in six minutes.

She _____ one mile in six minutes.

13. Each student ought to have a good dictionary.

Each student _____ a good dictionary.

14. They're able to sing very well.

They _____ very well.

15. She's going to leave soon.

She _____ soon.

Exercise 5 (A.1, pp. 112-13)

Write the negative form of the modal or verb. Use contractions when possible.

(can) They can't go to class now.

(have to) Jack doesn't have to do his work now.

1. (be able to) We _____ speak Chinese.

2. (will) Mr. Smith _____ call you later.

3. (could) They _____ eat all of the food.

4. (can) The students _____ understand the new lesson.

5. (might) Tom _____ have the correct answers.

6. (must) You _____ go outside now.

7. (be going to) He _____ read any more long books.
8. (may) You _____ use my car now.
9. (be able to) We _____ pay for all of our books.
10. (will) The girls _____ go to see a movie.
11. (have to) You _____ arrive early.
12. (have to) He _____ do the work right now.
13. (can) I _____ go out tonight.
14. (should) We _____ make many phone calls.
15. (should) You _____ eat a lot of candy.

Exercise 6 (A.3, pp. 113–15)

Make a yes/no question from the statement. Then give a short answer.

Jack can play tennis. (yes)

Can Jack play tennis?
Yes, he can.

1. Paul will arrive in a few minutes. (yes)

2. Mark should study grammar now. (yes)

3. They might be at home now. (no)

4. He could get up late every day. (no)

Lesson 11

5. I may smoke in this room. (no)

6. Your mother can cook very well. (yes)

7. Every student must do his homework. (yes)

8. We may help you. (yes)

9. You can speak Spanish. (no)

10. You should go to bed early. (yes)

Exercise 7 (A.3, pp. 113–15)

Write questions with the question words.

She can speak French.

(who) Who can speak French?(what) What can she speak?

1. They could play tennis every day.

(who) _____

(what) _____

(when) _____

2. We must study vocabulary tonight.

(what) _____

(when) _____

3. She should be here around nine o'clock.

(who) _____

(where) _____

(when) _____

4. Henry will see Mary tonight.

(who) _____

(whom) _____

(when) _____

5. That man might have five chairs for sale.

(which) _____

(how many) _____

Lesson 11

Exercise 8 (A.3, pp. 113–15)

Write questions by substituting wh-words for the italicized words.

John can speak *English* very well.
_a _b

a) Who can speak English very well?

b) What can John speak very well?

1. *He* should listen to *the radio* more often.
_a _b

a) _____

b) _____

2. *The girls* might arrive *tonight*.
_a _b

a) _____

b) _____

3. Mr. and Mrs. Jones must be *here tomorrow morning*.
_a _b

a) _____

b) _____

4. *Children* shouldn't play with *matches*.
_a _b

a) _____

b) _____

5. *You* will talk to *the doctor* at *the hospital*.
_a _b _c

a) _____

b) _____

c) _____

Exercise 9: Review of question forms, verbs/modals

Write questions with the question words.

He studies history.

(what) What does he study?

1. Martha speaks English.

(who) _____

(what) _____

2. They arrived at noon.

(who) _____

(when) _____

3. She saw Joe at school.

(whom) _____

(where) _____

4. They can play tennis very well.

(who) _____

(what) _____

5. Bob has a new car.

(who) _____

(what) _____

Exercise 10: Review of Question Forms, Verbs/Modals

Write questions with the question words.

He studies history.

(what) What does he study.

1. Paul had a history test yesterday.

(who) _____

(which) _____

Lesson 11

2. They will drive four hundred miles tonight.

(who) _____

(how many) _____

3. Everyone should send a card to the sick boy.

(what) _____

(whom) _____

4. This new shirt cost him twenty dollars.

(what) _____

(how much) _____

5. The students will take a history test tomorrow.

(who) _____

(what) _____

Exercise 11 (B.1, pp. 116–17)

Read the two sentences and then complete the third sentence.

John can speak English. Mark can speak English.

John can speak English, and Mark can too .

1. Paul is a good student. Suzy is a good student.

Paul is a good student, _____ .

2. We will go to France in June. They will go to France in June.

We will go to France in June, _____ .

3. I like hamburgers very much. She likes hamburgers very much.

I like hamburgers very much, _____ .

4. Paul reads two books every month. Mr. Todd reads two books every month.

Paul reads two books every month, _____ .

5. They are going to buy a new car. She is going to buy a new car.

They are going to buy a new car, _____ .

6. We wrote a letter to our parents. They wrote a letter to their parents.

We wrote a letter to our parents, _____ .

7. She might have a dime. He might have a dime.

She might have a dime, _____ .

8. I have to learn English. Mike has to learn English.

I have to learn English, _____ .

9. You should be happy now. He should be happy now.

You should be happy now, _____ .

10. They were hungry. I was hungry.

They were hungry, _____ .

Exercise 12 (B.2, pp. 117–18)

Read the two sentences and then complete the third sentence.

John can't speak English. Mark can't speak English.

John can't speak English, and Mark can't either .

1. Paul won't go with us to Mexico. John won't go with us to Mexico.

Paul won't go with us to Mexico, _____ .

2. The grammar book isn't new. The reading book isn't new.

The grammar book isn't new, _____ .

3. She didn't understand the lesson. I didn't understand the lesson.

She didn't understand the lesson, _____ .

4. We couldn't arrive on time. Peter couldn't arrive on time.

We couldn't arrive on time, _____ .

5. Alice might not be hungry. Jane might not be hungry.

Alice might not be hungry, _____ .

6. You weren't here last night. He wasn't here last night.

You weren't here last night, _____ .

Lesson 11

7. They don't have a car. We don't have a car.

They don't have a car, _____ .

8. She didn't need any help. He didn't need any help.

She didn't need any help, _____ .

9. Mr. Smith isn't going to Italy. Mr. Jones isn't going to Italy.

Mr. Smith isn't going to Italy, _____ .

10. They aren't hungry now. I'm not hungry now.

They aren't hungry now, _____ .

Exercise 13 (B.3, pp. 119–20)

Read the two sentences, and then complete the third sentence.

Paul is a good student. Joe isn't a good student.

Paul is a good student, but Joe isn't _____ .

1. I don't work on Saturday. My sister works on Saturday.

I don't work on Saturday, _____ .

2. They are from Europe. She isn't from Europe.

They are from Europe, _____ .

3. Paul won't call you. Jane will call you.

Paul won't call you, _____ .

4. Mr. Doe has two daughters. Mr. Art doesn't have two daughters.

Mr. Doe has two daughters, _____ .

5. You can't eat a lot of candy. Your brother can eat a lot of candy.

You can't eat a lot of candy, _____ .

6. That lady wasn't hungry at lunch. Her husband was hungry at lunch.

That lady wasn't hungry at lunch, _____ .

7. We couldn't understand the teacher. She could understand the teacher.

We couldn't understand the teacher, _____ .

8. My brother didn't know my telephone number. My sister knew my telephone number.

My brother didn't know my telephone number, _____ .

9. They'll arrive tomorrow night. Their friends won't arrive tomorrow night.

They'll arrive tomorrow night, _____ .

10. She always studies. I never study.

She always studies, _____ .

Exercise 14 (B.1-3, pp. 116-20)

Read the two sentences and then complete the third sentence. Use *and . . . too*, *and . . . either*, or *but*.

John can skate well. Mary can skate well.

John can skate well, and Mary can too .

I have a car. She doesn't have a car.

I have a car, but she doesn't .

He doesn't read fast. I don't read fast.

He doesn't read fast, and I don't either .

1. We like fish. They don't like fish.

We like fish, _____ .

2. They should have a dictionary. We should have a dictionary.

They should have a dictionary, _____ .

3. I couldn't go with them. He couldn't go with them.

I couldn't go with them, _____ .

4. Peter saw that movie. She saw that movie.

Peter saw that movie, _____ .

5. We weren't hungry. John and Mary weren't hungry.

We weren't hungry, _____ .

Lesson 11

6. She won't go to class today. Her brother will go to class today.

She won't go to class today, _____ .

7. I'm writing a letter to my aunt. My sister is writing a letter to my aunt.

I'm writing a letter to my aunt, _____ .

8. He is a good student. I am not a good student.

He is a good student, _____ .

9. He speaks French well. She speaks French well.

He speaks French well, _____ .

10. They have some new books. She has some new books.

They have some new books, _____ .

Exercise 15 (B.1-3, pp. 116-20)

Read the sentence and then complete it by adding the missing words.

I want a new book, and she does too .

They weren't sick, but we were .

She doesn't understand, and I don't either .

1. You might win, but she _____ .

2. We don't need any pencils, and they _____ .

3. Paul speaks French well, and Mary and John _____ .

4. I'm hungry, and my brother _____ .

5. We won't go, but he _____ .

6. They were very happy, but the little girl _____ .

7. Sally wore a new dress, but Mary _____ .

8. Tim couldn't run fast, and Tom _____ .

9. He passed the test, but I _____ .

10. I don't like apples, and she _____ .

11. We'll go on vacation soon, and they _____ .

12. We'll go on vacation, but they _____ .
13. She couldn't attend class, but I _____ .
14. Mike didn't understand, and his friend _____ .
15. This man doesn't speak French, but that man _____ .

Exercise 16: Review Test

A. Write the correct modal which means the same as the expression.

- | | |
|------------------------|------------------------|
| 1. _____ = ought to | 6. _____ = be able to |
| 2. _____ = be going to | 7. _____ = probable |
| 3. _____ = conclusion | 8. _____ = have to |
| 4. _____ = possibility | 9. _____ = was able to |
| 5. _____ = permission | |

B. Write a new sentence using a modal.

1. I was able to play football. _____
2. She is going to do the work. _____
3. It is possible that it will rain. _____
4. I conclude that she has two brothers. _____

C. Read the two sentences and then write a new sentence that means the same thing.

1. John isn't very hungry now. Mary isn't very hungry now.

2. They will come by bus. My brother won't come by bus.

3. They had to study yesterday. We had to study yesterday.

Lesson 11

4. Sally speaks French. Paul speaks French.

5. This man couldn't go with us. That man couldn't go with us.

Exercise 17: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. John won't go, but they _____ .
a) were
b) will
c) won't
d) weren't
2. " _____ must we do now?"
"You must study very hard."
a) When
b) What
c) Which
d) Where
3. "What did the doctor tell you?"
"He said that I _____ smoke again. It will kill me."
a) mayn't
b) must not
c) might not
d) don't have to
4. "Is it possible that she will be late to class?"
"Yes, she _____ be late."
a) can
b) will
c) must
d) might
5. " _____ fly fast?"
"Yes, they can."
a) Do birds
b) Does a bird
c) Can birds
d) Can a bird
6. Helen is an excellent student, and Mary _____ .
a) too is
b) is too
c) either isn't
d) isn't either
7. Juan is from Mexico. He _____ speak Spanish.
a) will
b) must
c) won't
d) mustn't
8. "Everyone ought to have a good dictionary."
"Yes, everyone _____ have one."
a) must
b) must to
c) should
d) should to
9. I didn't listen to the news, and she _____.
a) listened
b) did too
c) either didn't
d) didn't either
10. Today I must study. Yesterday I _____ study.
a) had
b) had to
c) musted
d) must to

Lesson 12

- A. Verb + preposition + object: He called on them.
Verb + particle + object: He called them up.
- B. Adverbials of purpose: He went to buy some books.
- C. Adverbials of means: He came by plane.
Adverbials of instrument: He wrote with a pen.

Vocabulary List

ask for	how	nod	talk over
call on	hurry up	pick up	talk to
call up	improve	put away	think of
earn	leave out	put on	throw away
fill out	listen to	put out	turn off
find	look at	run out of	turn on
get along with	look for	shake	wait for
get up	look out for	sit down	wake up
give back	look over	stand up	why
hand in	look up	take off	write down
hand out			

Exercise 1 (A, pp. 121–24)

Include the pronoun in the verb expression.

it

pick it up _____

him

talk _____ to him

it

you

us

1. ask _____ for _____

6. speak _____ to _____

11. talk _____ to _____

2. hand _____ in _____

7. wake _____ up _____

12. pick _____ up _____

3. put _____ on _____

8. think _____ of _____

13. wait _____ for _____

4. take _____ off _____

9. wait _____ for _____

14. listen _____ to _____

5. listen _____ to _____

10. call _____ on _____

15. look _____ for _____

Lesson 12

them

- 16. look _____ at _____
- 17. throw _____ away _____
- 18. give _____ back _____
- 19. hand _____ out _____
- 20. look _____ for _____

me

- 21. leave _____ out _____
- 22. think _____ of _____
- 23. call _____ up _____
- 24. call _____ on _____
- 25. pick _____ up _____

Exercise 2 (A, pp. 121-24)

Write the verb expression again using a pronoun.

Look at the man. Look at him.

Fill out the form. Fill it out.

I'm writing down the name. I'm writing it down.

He'll put away the books. He'll put them away.

- 1. Look for the answers. _____
- 2. Think of that name. _____
- 3. Turn on the lights. _____
- 4. Look over the lesson. _____
- 5. Talk to your father. _____
- 6. Pick up the paper. _____
- 7. Put on your shoes. _____
- 8. Ask for Mr. Miller. _____
- 9. Wait for the bus. _____
- 10. Put out the fire. _____
- 11. She didn't listen to the radio. She didn't _____.
- 12. I'll throw away the newspaper. I'll _____.
- 13. The teacher handed out the tests. The teacher _____.
- 14. We handed in our papers. We _____.
- 15. I am looking for my pencil. I am _____.

Exercise 3 (A, pp. 121–24)

Answer these questions with complete sentences. Use pronouns.

Did John look at the newspapers?

Yes, he looked at them .

Did they talk over the problem?

No, they didn't talk it over .

1. Did Mark look up the new words?

Yes, _____ .

2. Does the teacher give back the papers?

Yes, _____ .

3. Did you wake up the baby?

No, _____ .

4. Will Mike look at the photos?

No, _____ .

5. Can you think of his telephone number?

No, _____ .

6. Did Sam turn off the lights?

Yes, _____ .

7. Did John wait for his sister?

Yes, _____ .

8. May they take off their coats?

Yes, _____ .

9. Did Peter talk to his girlfriend?

No, _____ .

10. Did Mary put up her hand?

Yes, _____ .

Lesson 12

Exercise 4 (B, pp. 125–26)

Questions with *why* often have three possible answers. Make questions with *why* and give three answers.

John came here to get his books.

Why did John come here _____ ?
In order to get his books _____ .
To get his books _____ .
For his books _____ .

1. Matt went to the store to buy some fruit.

_____ ?

2. Peter left the room to look for a chair.

_____ ?

3. He had to study a lot to pass the test.

_____ ?

4. Patty will go home to get her homework.

_____ ?

Exercise 5 (B, pp. 125–26)

Write *to* or *for* on the line in order to answer the question *why*.

He came to meet my family.

He went there for some apples.

1. She called me _____ ask for money.
2. We went there _____ eat lunch.
3. I was studying _____ a test.
4. He came _____ help the students.
5. He's coming here _____ dinner.
6. They came _____ get their radio.
7. Please write her _____ the information.
8. He studied _____ pass the test.
9. He came _____ his books.
10. I need a spoon _____ eat my soup.
11. Use the dictionary _____ the difficult words.
12. He studied _____ learn the new words.
13. I got up early _____ do my homework.
14. She went to the store _____ buy some milk.
15. Let's go there _____ see a movie.
16. She's eating salad _____ lunch today.
17. I have two good pencils _____ the test.
18. Did you call your parents _____ some money?
19. He left home _____ go to class.
20. He will go _____ a new tie.

Lesson 12

Exercise 6 (C.1, pp. 126–27)

Write *by* or *with* on the line in order to answer the question *how*.

They arrived by bus.

We opened the door with a key.

1. She went to Mexico _____ ship.
2. They got there _____ car.
3. She answered _____ a smile.
4. The student wrote _____ a new pen.
5. We talked _____ telephone.
6. They paid for the present _____ a check.
7. We arrived _____ taxi last night.
8. They sent the news _____ radio.
9. Mr. Smith walks _____ a cane.
10. She speaks English _____ an accent.
11. The letter came _____ air mail.
12. She answered _____ a nod.
13. I ate the soup _____ a spoon.
14. He passed the test _____ an excellent grade.
15. They'll vote _____ machine in this election.
16. He arrived _____ car.
17. I'll open the door _____ my key.
18. We communicated _____ telephone.
19. He sent the letter _____ only one stamp.
20. He usually travels _____ sea.

Exercise 7 (C.1, pp. 126–27)

Write the correct adverb of manner on the line.

How does John speak? (clear)

He speaks clearly .

1. How does Mark read? (slow)

He reads _____ .

2. How does he play tennis? (good)

He plays _____ .

3. How does Peter drive? (fast)

He drives _____ .

4. How do they eat? (rapid)

They eat _____ .

5. How does Sally sing? (beautiful)

She sings _____ .

6. How did he study? (hard)

He studied _____ .

7. How did she cook? (careful)

She cooked _____ .

8. How did they arrive? (prompt)

They arrived _____ .

9. How did he answer your question? (sincere)

He answered it _____ .

10. How does he pronounce? (good)

He pronounces _____ .

Lesson 12

Exercise 8 (C.2, pp. 128–29)

Complete the sentences with the correct preposition and verb form in order to answer the question *how*.

How did John learn German? (practice)

He learned German by practicing every day.

1. How did they arrive on time? (run)

They arrived on time _____ very quickly.

2. How did the boy get ten dollars? (work)

He got the money _____ with his father.

3. How did she pay for her ticket? (write)

She paid for it _____ a check.

4. How did you learn that song? (listen)

I learned it _____ to the radio.

5. How does Paul get to school in the morning? (walk)

He gets there _____ .

6. How did you study for the test? (read)

I studied for it _____ the lesson many times.

7. How did she wake up early? (use)

She woke up early _____ her alarm clock.

8. How did they make dinner? (follow)

They made dinner _____ a recipe.

9. How does Ben make a salad? (mix)

He makes a salad _____ lettuce and tomatoes together.

10. How do you learn new words? (repeat)

I learn new words _____ them several times.

Exercise 9 (B-C, pp. 125-29)Write *how* or *why* to complete the question.

“ Why did he come here?”
 “In order to learn English.”

- | | |
|--|---|
| 1. “ _____ did he study?”
“With his notes from class.” | 9. “ _____ must she sleep now?”
“To wake up early tomorrow morning.” |
| 2. “ _____ did he study?”
“By looking over all the lessons.” | 10. “ _____ did they come here?”
“For some gasoline.” |
| 3. “ _____ did he study?”
“To pass the test.” | 11. “ _____ did you pass the test?”
“By studying hard.” |
| 4. “ _____ did you get to Brazil?”
“By plane.” | 12. “ _____ do you eat soup?”
“With a spoon.” |
| 5. “ _____ did she go there?”
“For some stamps.” | 13. “ _____ does he pronounce?”
“Slowly and carefully.” |
| 6. “ _____ did Mary go there?”
“By car.” | 14. “ _____ will she go there?”
“For some books.” |
| 7. “ _____ did she take the pictures?”
“With a camera.” | 15. “ _____ can you travel to Europe?”
“By air or by sea.” |
| 8. “ _____ can I learn English fast?”
“By doing all your homework.” | |

Exercise 10 (B-C, pp. 125-29)

Make a question from the statement and then give a short answer.

Paul went to the store to buy a pencil.

Why did Paul go to the store _____ ?
To buy a pencil _____ .

1. He answered with a smile.

_____ ?
 _____ .

Lesson 12

2. They called to ask a question.

3. We learned French by practicing every day.

4. She arrived by bus.

5. Kay went to the bank for some money.

6. She came to learn English.

7. We called to get some information.

8. He cut the apple with a knife.

9. They are communicating by phone.

10. They should go with a group.

Exercise 11: Review Test**A. Underline the correct word.**

- | | |
|--|--|
| <p>1. Did you turn off the lights?
Yes, I turned (off them, them off).</p> <p>2. Did you look at the schedule?
Yes, I looked (at it, it at).</p> | <p>3. Did the teacher return the books?
Yes, he gave (back them, them back).</p> <p>4. Did John write down the answer?
Yes, he wrote (down it, it down).</p> |
|--|--|

B. Make a question with *how* or *why*. Then give a short answer.

1. She went to the store for some bread.

_____ ?
_____ .

2. They cooked the meat by frying it.

_____ ?
_____ .

3. He wrote a letter to get some information.

_____ ?
_____ .

4. She came home by bus.

_____ ?
_____ .

5. He prefers to write with a pencil.

_____ ?
_____ .

C. Write the correct preposition (*up, to, for, with, by, down*).

1. We went to Europe _____ ship.
2. They opened the door _____ a key.

Lesson 12

3. She learned English _____ studying very hard.
4. She learned English _____ get a good job.
5. Mike went to the library _____ some books.
6. She answered _____ a nod.
7. They sent the letter _____ air mail.
8. He looked the word _____ in his dictionary.
9. I wrote the telephone number _____ .
10. She called me _____ last night.

Exercise 12: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "Why did the man call you?"
" _____ ."
a) By telephone
b) With a coin
c) To ask a question
d) For know something
2. The teacher _____ the tests.
a) handed in
b) handed out
c) took off
d) wrote down
3. "How did she send you the money?"
" _____ ."
a) By calling
b) By air mail
c) For a new car
d) To buy a new car
4. "Did you study the lesson?"
"Yes, I _____ ."
a) looked it at
b) looked it over
c) looked up it
d) looked it for
5. "How did you eat the hot soup?"
" _____ ."
a) Fastly
b) Good
c) With a spoon
d) By eating it
6. "Did you complete the form?"
"Yes, I filled _____ ."
a) it out
b) out it
c) them out
d) out them
7. "How did you open the door?"
" _____ ."
a) By key
b) By a key
c) With key
d) With a key
8. "Will she wait for her brother?"
"Yes, she'll _____ ."
a) wait for him
b) wait him for
c) wait for her
d) wait her for

9. "Why did your mother go to the store?"

"She went _____ buy some bread."

- a) for
- b) by
- c) to
- d) with

10. "Who turned off the lights last night?"

"I turned _____ last night."

- a) it off
- b) off it
- c) them off
- d) off them

Lesson 13

A. Verb + *to* + verb: George wants to go.
Verb + noun phrase + *to* + verb: George wants John to go.
George told John to go.

B. *Be* + adjective + *to* + verb: This is easy to learn.

C. *Very, too, enough*

Vocabulary List

agree	feed	lend	reach
angry	fix	nap	safe
carry	force	order	spell
ceiling	help	persuade	sweet
dangerous	hope	plan	try
decide	intend	pleasant	urge
drive	invite	practical	very
enough	learn	promise	whole
expect			

Exercise 1 (A.1, pp. 130–32)

Complete the sentence with the words given. Be sure to use *to* when necessary and make the verb agree with the subject.

(plan go) They plan to go today.

(want call) Mike wants to call his friends.

(can speak) She can speak several languages.

1. (like swim) We _____ a lot in the summer.

2. (might be) She _____ a little late to class.

3. (hope be) James _____ able to take a vacation.

4. (try learn) He is _____ Spanish and German.

5. (will arrive) The airplane _____ in thirty minutes.

6. (intend work) The new man _____ very hard.

7. (might need) She _____ more money for the trip.

8. (plan go) They're _____ to Mexico next month.

9. (promise come) She _____ to class on time.
10. (may pick up) The students _____ their books here.
11. (could speak) I _____ Greek well a long time ago.
12. (need write) Susan _____ a letter to her mother.
13. (decide go) Last night we _____ to Miami.
14. (agree pay) He usually _____ for my lunch.
15. (expect arrive) We _____ around eight o'clock.
16. (will try learn) Our class _____ English.
17. (need try learn speak) He _____ English.
18. (should promise help) We _____ him immediately.
19. (must want go) She _____ in my car.
20. (need agree do) Those men _____ the work now.

Exercise 2 (A.2, pp. 132–33)

Read the two sentences, and then complete the third sentence.

John doesn't want to work. He needs to work.

John doesn't want to work, but he needs to _____ .

1. Mr. Miller didn't want to go to Miami. He had to go to Miami.

Mr. Miller didn't want to go to Miami, _____ .

2. They don't need to eat more. They plan to eat more.

They don't need to eat more, _____ .

3. I might not go with her. I am hoping to go with her.

I might not go with her, _____ .

4. They shouldn't be late. They might be late.

They shouldn't be late, _____ .

5. Susan doesn't want to do the work. She has to do the work.

Susan doesn't want to do the work, _____ .

Lesson 13

6. We might not study tonight. We need to study tonight.

We might not study tonight, _____ .

7. Our cat doesn't want to eat. It must eat.

Our cat doesn't want to eat, _____ .

8. Paul called me up. He didn't intend to call me up.

Paul called me up, _____ .

9. Mr. Smith can't play tennis now. He would like to play tennis now.

Mr. Smith can't play tennis now, _____ .

10. He can't go now. He should go now.

He can't go now, _____ .

11. I didn't get a letter. I hoped to get a letter.

I didn't get a letter, _____ .

12. My mother didn't meet my teacher. She wanted to meet my teacher.

My mother didn't meet my teacher, _____ .

13. Martha doesn't like to do her work. She has to do her work.

Martha doesn't like to do her work, _____ .

14. He will arrive late. He shouldn't arrive late.

He will arrive late, _____ .

15. Carl should try to study more. Carl doesn't want to study more.

Carl should try to study more, _____ .

Exercise 3 (A.3, pp. 133-34)

Write a new sentence. Make the *first* verb negative.

He promised to call her. He didn't promise to call her.

1. The boys want to eat now. _____

2. John planned to study for the examination. _____

3. You are trying to learn English rapidly. _____
4. She prefers to drink water. _____
5. I need to eat more at night. _____

Exercise 4 (A.3, pp. 133–34)

Write a new sentence. Make the *second* verb negative.

He promised to call her. He promised not to call her.

1. She is trying to talk loudly. _____
2. We prefer to drink that beer. _____
3. I tried to sleep in class. _____
4. Tom and Sue agree to do the work. _____
5. Frank decided to go with me. _____

Exercise 5 (A.4, pp. 134–36)

Complete these sentences with the given words.

(Mary answer) We want Mary to answer the question.

(John write) She wants John to write a letter now.

1. (my brother fix) I would like _____ my car.
2. (Mr. Brown help) They expect _____ with the work.
3. (the students bring) The teacher told _____ their books.
4. (George go) Steve wants _____ to the store now.
5. (I use) My father permitted _____ the car.
6. (we clean) Mother wants _____ our rooms immediately.
7. (Mr. and Mrs. Jones come) I invited _____ to my party.
8. (I write) Judy asked _____ a letter for her.
9. (you look) I would like _____ over my test paper.
10. (the children do) He will tell _____ the dishes after dinner.

Lesson 13

Exercise 6 (A.4, pp. 134–36)

Use the words in parentheses to answer these questions with complete sentences.

What did he want Mary to do? (call him)

He wanted Mary to call him.

1. What did the teacher tell Joe to do? (be quiet)

2. What did Mr. Max ask Mark to do? (mail the letters)

3. What did she want Paul to do? (go to the store)

4. What did they invite you to do? (play tennis)

5. What would George like you to do? (eat lunch with him)

6. What did Jack tell you to do? (call him up)

7. What does he expect you to do? (pick him up)

8. What do they need Bob to do? (carry the box)

9. What do you want me to do? (go to the bank)

10. What did Fran ask you to do? (erase the blackboard)

Exercise 7 (B, pp. 136–38)

Read the two sentences, and then complete the third sentence.

This car is fun. To drive this car is fun.

This car is fun to drive _____ .

This number is easy for me. To remember this number is easy for me.

This number is easy for me to remember _____ .

1. Books can be interesting. To read books can be interesting.

Books _____ .

2. Dogs are beautiful. To watch dogs is beautiful.

Dogs _____ .

3. This lesson is easy for me. To understand this lesson is easy for me.

This lesson _____ .

4. English words are difficult. To pronounce English words is difficult.

English words _____ .

5. These pants are very comfortable. To wear these pants is comfortable.

These pants _____ .

6. This medicine is important for you. To take this medicine is important for you.

This medicine _____ .

7. This song is very pretty. To listen to this song is very pretty.

This song _____ .

8. This cake was easy. To make this cake was easy.

This cake _____ .

9. These words are difficult. To spell these words is difficult.

These words _____ .

10. The book will be easy for us. To read the book will be easy for us.

The book _____ .

Lesson 13

11. Cigarettes are bad for you. To smoke cigarettes is bad for you.

Cigarettes _____ .

12. Hamburgers are not expensive. To eat hamburgers is not expensive.

Hamburgers _____ .

13. That recipe is hard. To follow that recipe is hard.

That recipe _____ .

14. This record is nice. To listen to this record is nice.

This record _____ .

15. That movie is not interesting. To watch that movie is not interesting.

That movie _____ .

Exercise 8 (C, pp. 139–41)

Complete these sentences with *too* or *enough*.

Mary is short. She can't reach the ceiling.

Mary is too short to reach the ceiling.

I am twenty-three years old. I can drive a car.

I am old enough to drive a car.

1. Mark is very intelligent. He will pass the test.

Mark is intelligent _____ to pass the test.

2. John is very angry. He can't speak right now.

John is _____ angry to speak right now.

3. I'm hungry. I can eat three hamburgers.

I'm hungry _____ to eat three hamburgers.

4. We are tired. We can't study.

We are _____ tired to study.

5. She is tall. She can reach the ceiling.

She is tall _____ to reach the ceiling.

6. The shirt is big. I can't wear it.

The shirt is _____ big for me to wear.

7. The shirt is small. I can wear it.

The shirt is small _____ to wear.

8. That car is very expensive. She can't buy it.

That car is _____ expensive for her to buy.

9. It's very hot. We can go swimming.

It's hot _____ for us to go swimming.

10. This magazine is hard. I can't understand it.

This magazine is _____ hard for me to understand.

11. Peter is fat. He can't wear those pants.

Peter is _____ fat to wear those pants.

12. We were poor. We couldn't buy any books.

We were _____ poor to buy any books.

13. You have one thousand dollars. You can buy dinner for me.

You are rich _____ to buy dinner for me.

14. The dog is dangerous. We can't touch it.

The dog is _____ dangerous to touch.

15. The store is full. We can't enter it.

The store is _____ full to enter.

16. The food is very salty. We can't eat it.

The food is _____ salty to eat.

17. Mr. Jones was well. He was able to work yesterday.

Mr. Jones was well _____ to work yesterday.

18. The weather is cold. We can go skiing.

The weather is cold _____ for us to go skiing.

Lesson 13

19. This book is easy. We can finish it in a few days.

This book is easy _____ for us to finish in a few days.

20. This car is expensive. I can't buy it.

This car is _____ expensive for me to buy.

Exercise 9 (C, pp. 139–40)

Read the two sentences, and then write a new sentence with *too* or *enough*.

John is very tired. He can't play now.

_____ John is too tired to play now. _____

The book is easy. We can read it.

_____ The book is easy enough for us to read. _____

1. James is sick. He can't go on the trip.

2. I'm tall. I can reach the ceiling.

3. Peter is rich. He can buy a new car.

4. It is warm. The children can go swimming.

5. That man is strong. He can pick up this box.

6. The car is cheap. She can buy it.

7. This hat is very large. I can't wear it.

8. You're very happy. You can forget all your problems.

9. We were sick. We couldn't go to class.

10. Those books are heavy. The boys can't carry the books.

11. The window is low. He can reach it.

12. Randy is very hungry. He can eat four sandwiches.

13. James is short. He can't reach the faucet.

14. The food is very hot. We can't eat it.

15. The dog is very dirty. We can't keep it in the house.

Exercise 10: Review Test

A. Write the word *to* where it is necessary.

1. We will _____ learn _____ speak English.

2. John doesn't _____ study, but he should _____ .

3. I want _____ Mary _____ open the window.

4. They promised _____ not _____ arrive early.

5. The doctor ordered _____ me _____ rest.

6. They might _____ arrive late.

7. I didn't _____ get a letter, but I would like _____ .

8. She is going _____ try _____ do the homework.

9. We would like _____ Rosemary _____ be here.

10. We didn't _____ get a letter, but we wanted _____ .

Lesson 13

B. Read the two sentences and then write a new sentence that means the same thing.

1. John is young. He can't vote.

2. Books are interesting. To read books is interesting.

3. It is cold. We can't go swimming.

4. The table is heavy. You can't pick it up.

5. Long words are difficult. To pronounce long words is difficult.

6. That shirt is expensive. I can't buy it.

C. Write the correct form of *be* in the present tense (*am, is, are*).

1. Short stories _____ interesting to read.

2. To receive many letters _____ very nice.

3. That shirt _____ too expensive for me to buy.

4. To walk in parks _____ pleasant.

5. To read short stories _____ interesting.

Exercise 11: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "Can you vote?"
"Yes, I'm _____ to vote."
a) too old
b) old too
c) old enough
d) enough old
2. They _____ read the lesson.
a) will try
b) try will
c) will try to
d) will to try
3. "Do you like parks?"
"Yes, I do. Parks _____."
a) is pleasant to walk
b) is pleasant to walk in
c) are pleasant to walk
d) are pleasant to walk in
4. We would like _____ now.
a) that she goes
b) that her goes
c) her to go
d) she to go
5. The boys should _____ English.
a) to learn speak
b) learn to speak
c) learn speak
d) speak learn
6. "The weather is great. Let's go swimming."
"Yes, it's _____ to go swimming."
a) too hot for we
b) too hot for us
c) hot enough for we
d) hot enough for us
7. "What do you think of the lessons in the book?"
"These lessons _____ to understand."
a) is easy
b) are easy
c) is very
d) are very
8. "Does Joe speak English?"
"Joe doesn't know English, but he _____."
a) does
b) does to
c) wants
d) wants to
9. "Are you going to buy that hat?"
"No, I'm not. It's _____ for me."
a) enough expensive
b) expensive enough
c) too expensive
d) expensive too
10. "Did John go to class today?"
"No, but he _____ to go tomorrow."
a) does
b) will
c) wants
d) likes

Lesson 14

- A. Some uses of *it* in subject position: It's early. It's easy to understand this lesson.
- B. The expletive *there*: There is a book on the table.
- C. Possessive *of* and *'s*: The legs of the table. The dog's legs.
- D. Possessive pronouns: *mine*, *yours*, etc.
- E. *Whose*
- F. *One* and *ones*

Vocabulary List

assignment	floor	mine	snow
belong	freeze	ours	theirs
block	get	polite	there is
clear up	ground	season	there are
cloudy	hers	seem	unusual
cool off	humid	several	warm up
date	mail	simple	whose
early	marry	ski	yours
far			

Exercise 1 (A.1, pp. 142–44)

Answer the questions in complete sentences.

What time is it? (noon)

It's noon.

What month is it? (June)

It's June.

1. What time is it? (10:45)

2. What time was it fifteen minutes ago?

3. What is the date today? (March 6)

4. What was the date five days ago?

5. How is the weather now? (rain)

6. What day is it today? (Monday)

7. What day will it be tomorrow?

8. Who is at the door? (Mr. Prince)

9. What month is it now? (August)

10. Who was on the phone? (Mary)

Exercise 2 (A.1, pp. 142-44)

Answer these questions in complete sentences.

How far is it from Los Angeles to San Francisco? (400 miles)

It is 400 miles from Los Angeles to San Francisco.

1. How far is it from New Orleans to Washington? (1,100 miles)

2. How far is it from here to the store? (2 miles)

3. How many hours is it from here to Miami? (7 hours)

4. How far is it to the post office? (1 block)

Lesson 14

5. How far is it from New York to Boston? (200 miles)

Exercise 3 (A.3, pp. 146–47)

Write a sentence beginning with *it*.

To drive a car is fun. It is fun to drive a car.

1. To understand this lesson is easy. _____

2. To pronounce English sounds is difficult. _____

3. To wear these pants is comfortable. _____

4. To take this medicine is good for you. _____

5. To call long distance is expensive. _____

6. To make that cake was difficult. _____

7. To smoke cigarettes is bad for your health. _____

8. To read the book will be easy for us. _____

9. To play tennis must be fun. _____

10. To eat hamburgers is not expensive. _____

Exercise 4 (A.3, pp. 146–47; p. 136)

Write two other sentences that express the same idea.

To understand this lesson is easy.

This lesson is easy to understand.

It is easy to understand this lesson.

1. To say “thank you” is polite.

2. To drive a motorcycle can be dangerous.

3. To spell these words is difficult.

4. To buy those shoes was very practical.

5. To live in big houses is very expensive.

Exercise 5 (B.1, pp. 148–50)

Write the correct form of *be*.

There is a book on the table now.

There was a party last night.

1. There _____ a test tomorrow.
2. There _____ two basketball games last night.
3. There _____ several good students in my class this semester.
4. There _____ no money on the table last night.
5. There _____ some milk in the refrigerator now.
6. There _____ some people studying grammar now.
7. There _____ a good book on the shelf last week.
8. There _____ a meeting in New York next month.
9. There _____ many students absent yesterday.
10. There _____ a few people late to class every day.

Lesson 14

Exercise 6 (B.1, pp. 148–50)

Use the words to make a new sentence that begins with *there*.

(now / on the table / a book)

There is a book on the table now.

(a party / next week / here)

There will be a party here next week.

1. (an apple / in the refrigerator / now)

2. (yesterday / a test / in history class)

3. (now / many students / studying English)

4. (a few books / on the desk / a few minutes ago)

5. (on the table / a lot of bread / now)

Exercise 7 (C, pp. 151–52)

Circle the letter of the usual possessive form.

a) the man's car

b) the car of the man

1. a) the boy's watch

b) the watch of the boy

2. a) the cat's tail

b) the tail of the cat

3. a) the machine's work

b) the work of the machine

4. a) Mary's car

b) the car of Mary

5. a) today's homework

b) the homework of today

a) the table's legs

b) the legs of the table

6. a) the girls' purses

b) the purses of the girls

7. a) the book's cover

b) the cover of the book

8. a) yesterday's news

b) the news of yesterday

9. a) the boy's keys

b) the keys of the boy

10. a) the table's top

b) the top of the table

Exercise 8 (C, pp. 151-52)

Write the possessive expression.

the boy has a book

the boy's books

a vacation for a week

a week's vacation

1. John has a pencil

2. the child has a toy

3. the table has a top

4. the box has a cover

5. a car belongs to the man

6. the lady owns a ring

7. the ladies have rings

8. the newspaper for today

9. a tie belongs to Mr. Smith

10. the men have cars

11. the girl has a book

12. the girls have books

13. the children have toys

14. the ladies have purses

15. the pencil has a point

16. Ned owns a house

17. the car belongs to Tom

18. the movie has an end

19. the students have test papers

20. the story has a beginning

Lesson 14

Exercise 9 (C, pp. 151–52)

Write the correct possessive form on the line.

(the boy has a book) The boy's book is on the table.

(the boys have books) The boys' books are on the table.

1. (John owns a book) _____ was very interesting.
2. (the newspaper for today) _____ had a lot of bad news.
3. (the book has a cover) _____ is very dirty.
4. (a car belongs to Mike) _____ uses a lot of gasoline.
5. (the homework for yesterday) I was doing _____ .
6. (Jack wrote a story) We read _____ .
7. (Sue will have a party) _____ will be next week.
8. (the children have a cat) _____ eats a lot.
9. (the boys have a father) _____ came to speak in our class.
10. (the secretary does work) _____ is very good.

Exercise 10 (D, pp. 152–54)

Write the correct possessive pronoun.

my book = mine

his money = his

- | | |
|------------------------|----------------------|
| 1. our car = _____ | 6. his arm = _____ |
| 2. our cars = _____ | 7. my books = _____ |
| 3. her purse = _____ | 8. your pens = _____ |
| 4. their pens = _____ | 9. her money = _____ |
| 5. your pencil = _____ | 10. its leg = _____ |

Exercise 11 (D, pp. 152–54)

Complete the sentence with the correct possessive pronoun.

I like my watch, and she likes hers .

I have my book, and you have yours .

1. She will buy her ticket, and I will buy _____ .
2. He called his aunt, and I called _____ .
3. You should have your homework, and he should have _____ .
4. We forgot our money, and she forgot _____ .
5. I did my work, and you did _____ .
6. Paul signed his name, and Ann and Bob signed _____ .
7. I lost all my money, and he lost all _____ .
8. I didn't eat my sandwich, and Bob didn't eat _____ .
9. They finished their report, and Carol and I are finishing _____ .
10. You'll clean your room, and I'll clean _____ .

Exercise 12 (D, pp. 153)

Read the two sentences, and then complete the third sentence with possessive forms.

John's car is new. Mary's car is new.

John's car is new, and Mary's is too .

Her cat eats fish. His cat eats fish.

Her cat eats fish, and his does too .

1. Your class begins at eight. My class begins at eight.

Your class begins at eight, _____ .

2. Their father is a doctor. Our father is a doctor.

Their father is a doctor, _____ .

3. My clothes are new. Her clothes are new.

My clothes are new, _____ .

Lesson 14

4. Our teacher gave a test today. Their teacher gave a test today.

Our teacher gave a test today, _____ .

5. His watch was expensive. Her watch was expensive.

His watch was expensive, _____ .

6. Their teacher read the story. His teacher read the story.

Their teacher read the story, _____ .

7. Mike's family might attend. Paul's family might attend.

Mike's family might attend, _____ .

8. Their gift cost a lot. Our gift cost a lot.

Their gift cost a lot, _____ .

9. My car can go very fast. Your car can go very fast.

My car can go very fast, _____ .

10. His test was excellent. My test was excellent.

His test was excellent, _____ .

Exercise 13 (E, pp. 154–55)

Write a question with *whose*. Give a short answer.

Mary's cat likes fish.

Whose cat likes fish ?

Mary's does.

He saw Mary's cat.

Whose cat did he see ?

Mary's.

1. This is Steve's pencil.

2. My car cost ten thousand dollars.

3. Matt's father owns this grocery store.

4. She would like to have my car.

5. John is using Steve's pencil.

6. We met Jack's father.

7. Her letter was on the table this morning.

8. They wanted to read Paul's letter.

9. The teacher corrected George's test first.

10. Mark's dog ran away.

Lesson 14

Exercise 14 (F, pp. 156–57)

Write the expression again. Change the noun to *one*, *ones*, or a *possessive pronoun* when possible. Do not repeat the noun.

a good book a good one

a book one

some red books Some red ones

1. a red car _____

2. two red cars _____

3. two cars _____

4. an apple _____

5. a red apple _____

6. a good red apple _____

7. my book _____

8. my green book _____

9. his books _____

10. his green books _____

11. some pencils _____

12. a new watch _____

13. a few watches _____

14. this old pen _____

15. their house _____

16. your old radio _____

17. their money _____

18. their books _____

19. their green books _____

20. many difficult tests _____

21. many tests _____

22. several good books _____
23. these green books _____
24. a cheap shirt _____
25. an expensive shirt _____
26. some pencils _____
27. some yellow pencils _____
28. a few pens _____
29. a few red pens _____
30. a nice present _____

Exercise 15 (F, pp. 156–57)

Complete the sentence with a noun substitute. Use a *possessive pronoun* or *one/ones*. Do not repeat the noun.

I lost my book, but he has his _____ .

I don't like long stories. I prefer short ones _____ .

1. I don't like sour oranges. I prefer _____ .

2. We ate our food, but he didn't eat _____ .

3. "Do you want five green books?"

"Yes, I would like five _____ ."

4. I don't need a lot of books. I only need a few good _____ .

5. I have my ticket, but he doesn't have _____ .

6. She hates big cars, but she likes _____ .

7. I don't like green apples. I prefer _____ .

8. Don't give me a large drink. I'd like _____ .

9. This test is bad, but _____ is very good.

10. I can't take an early flight. I'll have to take _____ .

Lesson 14

Exercise 16: Review Test

A. Answer the questions with complete sentences.

1. How is the weather now? (hot)

2. What month is it? (May)

3. Who is at the door? (Rick)

4. How far is it from New York to Miami? (1,300 miles)

B. Write a sentence beginning with *it*.

1. To write letters is easy. _____

2. To know English is good. _____

3. To play baseball can be fun. _____

C. Write the correct form of *be*.

1. There _____ a party tomorrow.

2. There _____ a test yesterday.

3. There _____ some cats eating fish now.

D. Write the possessive expression

1. Mr. Miller has a car _____

2. a vacation for a week _____

3. the table has a top _____

4. I ate my dinner, and he ate _____ .

5. She lost her book, and they lost _____ .

E. Write a question with *whose*.

1. John's father speaks English and Spanish. _____ ?

2. We visited John's father yesterday. _____ ?

F. Write *yes* or *no* to tell if the expression is correct.

1. _____ this red one

6. _____ a few good ones

2. _____ this one

7. _____ mine green one

3. _____ these red ones

8. _____ mine green ones

4. _____ these ones

9. _____ several ones

5. _____ some ones

10. _____ those cheap ones

Exercise 17: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "Do you need any books?"

"Yes, I would like _____ ones."

a) a few

b) many

c) some good

d) some those

2. "_____ car does he usually drive?"

"Hers."

a) Who

b) Whom

c) Whose

d) Where

3. "_____ a party tonight. Do you want to go?"

"Yes, I do. I'll be ready at eight o'clock."

a) It

b) There

c) It's

d) There's

Lesson 14

4. Our cat likes fish, and _____ does too.
- a) of Mary
 - b) of Mary's
 - c) her
 - d) hers
5. That boy has two books. They're _____ .
- a) books of the boy
 - b) boy of the books
 - c) the boy's books
 - d) the boys' books
6. "How is the weather now?"
- " _____ snowing."
- a) Is
 - b) It
 - c) It's
 - d) There's
7. _____ polite to say "thank you."
- a) Whose is
 - b) There is
 - c) It is
 - d) There
8. We have _____ .
- a) the dog of Mary
 - b) the store's address
 - c) today's newspaper
 - d) a vacation of a week
9. We want _____ ones.
- a) several
 - b) a few
 - c) green
 - d) their
10. "Who was on the phone?"
- " _____ my sister."
- a) She was
 - b) Who were
 - c) It was
 - d) He was

Lesson 15

Expressions of comparison

A. *the same as; different from; like; the same . . . as; as . . . as*

B. *more . . . than; -er than*

C. *the most; the . . . -est*

Vocabulary List

age	feather	lazy	soon
badly	fresh	length	speed
beet	gallon	like	strong
best	gray	long	thick
better	hardness	more	thickness
cheap	height	most	times
deep	high	quality	wide
depth	hill	same	width
distance	honey	shape	wink
farther	joke	size	worse

Exercise 1 (A.1, pp. 158–59)

Write *the same as*, *different from*, or *like*.

My book and your book are the same. There is no difference.

My book is the same as _____ yours.

Mike's car is small and red. Scott's car is big and green.

Mike's car is different from _____ Scott's.

This pencil is very similar to that one.

This pencil is like _____ that one.

1. Peter looks similar to his grandfather.

Peter looks _____ his grandfather.

2. Paul's notebook is old and blue. My notebook is new and yellow.

Paul's notebook is _____ mine.

3. This book is big and heavy. That one is too. There is no difference.

This book is _____ that one.

Lesson 15

4. Pamela eats a lot, and a horse does too.

Pamela eats _____ a horse.

5. Two times three is six, and three times two is too.

Two times three is _____ three times two.

6. My coat is almost the same as my sister's coat.

My coat is _____ my sister's.

7. Alina's address is 225 Church Street. Martha lives there too.

Alina's address is _____ Martha's.

8. This book cost two dollars, and yours did too.

The price of this book is _____ the price of yours.

9. My car is similar to your car.

My car is _____ yours.

10. George has a small yellow car. Sue has a new red car.

His car is _____ hers.

Exercise 2 (A.1, pp. 158–59)

Write a new sentence using *the same as*, *different from*, or *like*.

My test grade was 85, and yours was too.

My test grade was the same as yours.

1. Your watch is very similar to my watch.

2. My shirt is blue and size 15, and yours is too. There is no difference.

3. This house is very small, but that one is very large.

4. My sister is young and pretty. Your sister is young and pretty. They look very similar.

5. My uncle's address is 887 Palm Street, and my aunt lives there too.

6. Mary's purse is brown. Jane's purse is green.

7. Your age is twenty. My age is twenty.

8. She has a small dog. I have a small dog. They are very similar.

9. Your passport is Venezuelan. Her passport is French.

10. This restaurant is small and inexpensive. That restaurant is large and expensive.

Exercise 3 (A.2, pp. 159–63)

Write the correct noun for the adjective.

big / small size

old / young age

1. expensive / cheap _____

2. thick / thin _____

3. fast / slow _____

4. wide / narrow _____

5. far / close _____

6. deep / shallow _____

7. high / low _____

8. tall / short _____

9. hard / soft _____

10. long / short _____

Lesson 15

Exercise 4 (A.2, pp. 159–63)

Underline the correct word in each sentence.

This street is as (narrow, width) as that one.

This man is the same (tall, height) as that one.

1. This shirt is the same (expensive, price) as that one.
2. My brother is as (old, age) as your brother.
3. This steak is as (thick, thickness) as that steak.
4. Peter's car is as (fast, speed) as my car.
5. This table is the same (big, size) as the one in my room.
6. Your pencil is the same (long, length) as mine.
7. This box is as (heavy, weight) as that box.
8. Our swimming pool is the same (deep, depth) as theirs.
9. My problem is as (hard, hardness) as yours.
10. John is the same (tall, height) as Mary.
11. I'm the same (old, age) as Martha.
12. What is the (deep, depth) of the pool?
13. This pool is very (deep, depth).
14. This street is not very (wide, width).
15. This pencil is the same (long, length) as that one.

Exercise 5 (A.2, pp. 160–61)

Write *many* or *much* with these expressions of quantity.

John drank four glasses of milk, and I did too.

John drank as many glasses of milk as Tim.

John drank as much milk as Tim.

1. Susan would like two cups of coffee, and Mary would too.

Susan would like as _____ cups of coffee as Mary.

Susan would like as _____ coffee as Mary.

2. They bought six shirts, and we did too.

They bought as _____ shirts as we did.

3. My sister made two cakes, and my mother did too.

My sister made as _____ cakes as my mother.

4. My car used seven gallons of gasoline, and yours did too.

My car used as _____ gasoline as yours.

My car used as _____ gallons of gasoline as yours.

5. Peter always drinks three glasses of tea at lunch, and Mike does too.

Peter always drinks as _____ tea as Mike.

Peter always drinks as _____ glasses of tea as Mike.

6. Mary ate two slices of cake, and Paul did too.

Mary ate as _____ slices as Paul.

Mary ate as _____ cake as Paul.

7. I used one cup of flour, and Anne did too.

I used as _____ flour as Anne.

I used as _____ cups of flour as Anne.

8. He missed four questions, and she did too.

He missed as _____ questions as she did.

9. He wrote three pages, and I did too.

He wrote as _____ as I did.

He wrote as _____ pages as I did.

10. Jack lost five pounds, and George did too.

Jack lost as _____ pounds as George.

Jack lost as _____ as George.

Lesson 15

Exercise 6 (A.2, pp. 161–63)

Write a new sentence with *as . . . as*.

John drives very carefully, but Jill doesn't.

Jill doesn't drive as carefully as John.

Mike speaks slowly, and Linda does too.

Mike speaks as slowly as Linda.

1. Paul swims very well, but Joe doesn't.

2. John can run very fast, but Peter can't.

3. Mr. Smith works very hard, and his wife does too.

4. Mary cooks well, but George doesn't.

5. Ann swims very quickly, and Jan does too.

Exercise 7 (A.1-2, pp. 158-63)

Write new sentences using *the same . . . as* and *as . . . as*.

That car is expensive, and this one is too.

That car is the same price as this one.

That car is as expensive as this one.

John is twenty years old, and Mary is too.

John is the same age as Mary.

John is as old as Mary.

1. Bill is five feet tall. Joe is five feet tall.

2. I ate two sandwiches. Joe ate two sandwiches.

3. Joe is seventeen years old. Peter is fifteen years old.

4. Mark drank three glasses of milk. Nancy drank three glasses of milk.

5. This steak is an inch thick. That steak is an inch thick.

Lesson 15

Exercise 8 (B, pp. 164–66)

Put a check mark in the parentheses (✓) by the correct comparative form.

- (✓) more careful
- () oftener
- (✓) quicker

- | | |
|-----------------------|--------------------|
| 1. () taller | 6. () better |
| 2. () more important | 7. () more nice |
| 3. () earlier | 8. () necessarier |
| 4. () clearlier | 9. () badder |
| 5. () more rapidly | 10. () sooner |

Exercise 9 (B, pp. 164–66)

Write the correct comparative adjective form.

Gary is rich. Joe is very rich.

Joe is richer than Gary.

1. Jill is five feet tall. Martha is six feet tall.

Martha is _____ than Jill.

2. This book is expensive. That book is cheap.

This book is _____ than that one.

3. Greg's score was good. Paul's score was very good.

Paul's score was _____ than Greg's.

4. Ken drives carefully. Matt drives very carefully.

Matt drives _____ than Ken.

5. George is twenty-one years old. Steve is nineteen years old.

George is _____ than Steve.

6. Our cat is bad. Their cat is very bad.

Their cat is _____ than ours.

7. Mike is intelligent. His sister is very intelligent.

Mike's sister is _____ than he is.

8. The length of this table is four feet. The length of that table is eight feet.

That table is _____ than this table.

9. Judy's coffee is delicious. Martha's coffee is very delicious.

Martha's coffee is _____ than Judy's.

10. This box is heavy. That box is light.

This box is _____ than that box.

Exercise 10 (A-B, pp. 158-66)

Write *as . . . as*, *more . . . than*, or *-er . . . than* for the correct comparative form.

Mary is the same height as Paul.

Mary is as tall as Paul.

Joe is nice, but Peter isn't.

Joe is nicer than Peter.

1. John drives very quickly, but Ann doesn't.

John drives _____ Ann.

2. Mr. Smith is happy. Mrs. Smith is very happy.

Mrs. Smith is _____ Mr. Smith.

3. Mike is the same age as Gary.

Mike is _____ Gary.

4. The grammar test was very difficult, but the reading test wasn't.

The grammar test was _____ the reading test.

5. This ice cream is very good, and that ice cream is too.

This ice cream is _____ that ice cream.

Lesson 15

Exercise 11 (C, pp. 166–68)

Put a check mark in the parentheses (✓) by the correct superlative form.

- () the most happy
- (✓) the most careful
- (✓) the quickest

- | | |
|---------------------------|--------------------------|
| 1. () the most necessary | 6. () the most busy |
| 2. () the goodest | 7. () the easiliest |
| 3. () the worst | 8. () the fastest |
| 4. () the laziest | 9. () the saddest |
| 5. () the most expensive | 10. () the most rapidly |

Exercise 12 (B–C, pp. 164–68)

Write the correct adjective or adverb forms. Follow the examples.

He is ____ .	I am _____ .	She is _____ .
1. tall	<u>taller</u>	<u>the tallest</u>
2. careful	_____	_____
3. good	_____	_____
4. nice	_____	_____
5. intelligent	_____	_____

He runs ____ .	I run _____ .	She runs _____ .
6. fast	_____	_____
7. slowly	_____	_____
8. rapidly	_____	_____
9. badly	_____	_____
10. quickly	_____	_____

Exercise 13 (B-C, pp. 164-68)

Write the correct form of the word on the line.

(old) John is older than Pete, but Mary is the oldest .

(quickly) She drives very quickly .

1. (tall) Mary is _____ than Paul.
2. (good) She is _____ student in the class.
3. (happy) She is usually _____ than Joe, but Jack is always _____ .
4. (interesting) The book on the table is _____ than the book on the student's desk.
5. (difficult) My grammar test was _____ than my reading test, but my writing test was _____ .
6. (pretty) Jane is _____ girl in her class.
7. (nice) Jane is very _____ , but her brother is _____ than she is.
8. (bad) My test was _____ in the class.
9. (easy) The reading exam was very _____ .
10. (cold) It is too _____ to go swimming today.

Exercise 14 (C, pp. 167-68)

Write *more* or *the most* with the nouns.

Mary has more pencils than Joe.

Jack has the most books in the class.

1. Paul usually has _____ money than his brother.
2. Joe ate _____ hamburgers than I did.
3. Susan has _____ watches than Mary does.
4. Mary spent _____ money of all the students.
5. This room has _____ space than the living room, but my bedroom has _____ space.

Lesson 15

- 6. We will need _____ time for the test than your class did, but my sister's class will need _____ .
- 7. John is friendlier than Peter. John has _____ friends than Peter does.
- 8. Who has _____ cars—Mr. Jones or Mr. Green?
- 9. Which student in your class had _____ mistakes on the test?
- 10. Which player on your team made _____ points last night?

Exercise 15: Review Test

A. Write the correct noun.

- 1. as tall as = the same _____ as
- 2. as old as = the same _____ as
- 3. as big as = the same _____ as
- 4. as thick as = the same _____ as
- 5. as long as = the same _____ as

B. Write the forms of these adjectives and adverbs.

	<i>comparative</i>	<i>superlative</i>
1. careful	_____	_____
2. tall	_____	_____
3. good	_____	_____
4. fast	_____	_____
5. quickly	_____	_____
6. busy	_____	_____

C. Underline the correct answer.

1. John is the same (heavy, weight) as Paul.
2. We are as (height, tall) as they are.
3. His test was the (better, best) in our class.
4. He is the (worst, worse) worker here.
5. I have two sisters. Mary is the (taller, tallest) person in our family.

Exercise 16: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "How tall is John?"
"He's _____ as Mike."
 - a) as large
 - b) as high
 - c) the same height
 - d) the same tall
2. Mary is _____ student in the class.
 - a) better
 - b) very good
 - c) the best
 - d) the better
3. Peter is more _____ than Paul is.
 - a) hungry
 - b) careful
 - c) better
 - d) tall
4. My shirt is _____ as yours.
 - a) as price
 - b) as big
 - c) the same soft
 - d) the same small
5. She is _____ than her sister.
 - a) taller
 - b) gooder
 - c) more tall
 - d) more good

Lesson 15

6. "Did Bill buy the same number of books as Sue did?"
"Yes, Bill bought _____ as Sue did."
a) as books
b) as many
c) the same books
d) the same many
7. Their car is small and inexpensive. Our car is large and expensive. Their car is _____ our car.
a) as size as
b) as same as
c) different from
d) different than
8. "None of the boys wants to work."
"Yes, but Paul and John are _____."
a) more lazy
b) same lazy
c) the most lazy
d) the laziest
9. John is six feet tall, but Mary is only five feet tall. John is _____ Mary.
a) tallest as
b) taller than
c) as tall as
d) different tall than
10. John reads quickly, and Mary does too. John reads _____ Mary.
a) as quickly as
b) quicklier than
c) the same quick as
d) more quickly than

Lesson 16

- A. Embedded statements: I know that he lives here.
- B. Embedded wh-clauses: I know who lives here.

Vocabulary List

admit	discover	hope	remind
assume	doubt	imagine	reply
assure	dream	notice	suppose
believe	feel	point out	surround
convince	find out	realize	warn
degree	guess	regret	wonder

Exercise 1 (A, pp. 169–70)

Write a complete sentence to answer the questions. Put parentheses () around the word *that* to show that this word is optional.

Which do you think is bigger—New York or Miami?

I think (that) New York is bigger.

Which do you believe is colder—Florida or Alaska?

I think (that) Alaska is colder.

1. Which do you think is more expensive—a pencil or a book?

2. Which did you learn was correct—more tall or taller?

3. Which do you know is correct— $2 + 2 = 4$ or $2 + 2 = 5$?

4. Which do you think is heavier—a car or a wallet?

5. Which do you think is the biggest state in the United States—Alaska, California, or Texas?

Lesson 16

6. Which do you think is more difficult to pronounce—kitchen or chicken?

7. Which do you think is faster—a cat or a turtle?

8. Which do you think is more expensive—a plane ticket or a bus ticket?

9. Which do you think is better for a picnic—steak or fried chicken?

10. Which do you think is easier to cook—scrambled eggs or toast?

Exercise 2 (B, pp. 172–74)

Make a question from the statement.

Paul remembers who wanted to buy his car.

Does Paul remember who wanted to buy his car?

John told us where he was from.

Did John tell us where he was from?

1. Beth knows who answered the phone.

2. Ron knows whom John called.

3. He can explain why his tests were bad.

4. George knew when the party was.

5. She asked who was coming to the party.

6. The teacher would like to know what time it is.

7. Pedro explained where his country is.

8. Rob will tell us whose books he has.

9. The teacher will tell us which answer is correct.

10. Bill told you where the party was.

Exercise 3 (B, pp. 175-77)

Complete the answers to the questions.

When is our test?

I'm not sure when our test is .

What did he say?

I don't know what he said .

1. Why was Greg late?

We don't know _____ .

2. Which shirt does she prefer?

I'm not sure _____ .

3. Where is the new television?

I want to know _____ .

4. What is the boy's name?

She doesn't know _____ .

Lesson 16

5. Whose keys did he find?

He doesn't remember _____ .

6. Whom did they call?

They didn't say _____ .

7. What time is it?

We need to know _____ .

8. How far is the post office?

Do you know _____ ?

9. Where did he go?

Does his mother know _____ ?

10. What does this word mean?

I'm not sure _____ .

11. Where is he from?

No one knows _____ .

12. Who is that girl in the red dress?

Do you know _____ ?

13. What did he lose?

I don't know _____ .

14. What did Pete eat?

Do you know _____ ?

15. When do we have a test?

Do you know _____ ?

16. What is her phone number?

I'm not sure _____ .

17. How many students passed the test?

The teacher will tell us _____ .

18. How did he go to France?

He didn't tell us _____ .

19. Why did he go to France?

He didn't tell us _____ .

20. How much did he spend?

He didn't tell us _____ .

Lesson 16

Exercise 4 (B, pp. 172-77)

Complete the answers to these questions.

Was Mary at home or in class?

I'm not sure where Mary was .

Is that Paul or Peter?

I wonder who that is .

1. Do they speak English or French?

I don't know _____ .

2. Is the post office five blocks or a mile from here?

I wonder _____ .

3. Did Paul go to France by ship or by plane?

We're not sure _____ .

4. Do you have grammar class at eight or at nine?

I always forget _____ .

5. Can John or Joe drive a car?

I'm not sure _____ .

6. Does the party begin now or later?

Can you tell me _____ ?

7. Is this John's book or Peter's book?

I need to know _____ .

8. Will the Smiths go to England or France?

I'm not sure _____ .

9. Is the new boy's father a doctor or a teacher?

No one knows _____ .

10. Does that new car cost nine or ten thousand dollars?

I don't know _____ .

Exercise 5 (B, p. 178)

Complete the answers to these questions. Use *if* in your answers.

Is the dog under the bed?

I wonder if the dog is under the bed .

Does John speak Japanese?

We'll ask if John speaks Japanese .

1. Did she bake some bread?

I wonder _____ .

2. Did George go to the doctor?

Do you know _____ ?

3. Does he like ice cream?

Do you know _____ ?

4. Are they going home now?

Can you tell me _____ ?

5. Am I in the right room?

I'm not sure _____ .

6. Are you in the right room?

You aren't sure _____ .

7. Was their baby born in December?

I don't remember _____ .

8. Did the new student buy his books?

Paul doesn't know _____ .

9. Will they arrive soon?

I wonder _____ .

10. Can we go to Florida?

We would like to know _____ .

Lesson 16

Exercise 6 (B, pp. 172-78)

Put a check mark in the parentheses (✓) by the correct sentences. If the sentence is not correct, write it correctly.

(✓) Do you know when the party is?

() I'm not sure what time is it.

I'm not sure what time it is.

() I wonder where do they live.

I wonder where they live.

1. () Do you remember what his name is?

2. () We'll ask where are they going.

3. () Can you tell me if John's home now?

4. () Where do they have class in the morning?

5. () We'd like to know where our money is.

6. () You must ask how much does a ticket cost.

7. () He didn't say why wasn't he there.

8. () Do you know how he got there?

9. () I'll ask whether he has enough money.

10. () Do you know what time is it?

Exercise 7: Review Test

A. Write a complete answer to these questions.

1. Which do you think is heavier—a car or a bicycle?

2. Which do you believe is more expensive—a pen or a diamond?

3. Which do you think is sweeter—a tomato or chocolate?

4. Which do you suppose is stronger—a man or a cat?

B. Complete the answers to these questions.

1. When did Joe call?

I don't remember _____ .

2. How far is New York?

I don't know _____ .

3. Is John coming by plane or by bus?

I'm not sure _____ .

4. Were they here yesterday or last week?

Do you recall _____ ?

5. Who is that lady?

I'm not sure _____ .

6. Do they understand English?

I don't know _____ .

7. Did Joe call last night?

Do you know _____ ?

Exercise 8: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. I don't know _____ .
 - a) how came he
 - b) when he go
 - c) if he called
 - d) whether spoke he
2. "Do you remember _____ ?"
"No, I don't."
 - a) why they left
 - b) how left they
 - c) when left they
 - d) that left they
3. "Which do you think is bigger—a car or a cat?" "I think _____ ."
 - a) a car is more big
 - b) that a car is big
 - c) a car is bigger
 - d) is bigger a car
4. I don't remember _____ .
 - a) when did John call
 - b) where Mary did eat
 - c) if he called her
 - d) than he called
5. John knows _____ .
 - a) what time is it
 - b) where the dog is
 - c) how did they call
 - d) that is it raining
6. They don't know _____ to New York.
 - a) when they will go
 - b) where they're going
 - c) if will they go
 - d) how are they going
7. "Did we do lesson 15 last week?"
"I don't recall _____ it."
 - a) did we do
 - b) we didn't
 - c) if we did
 - d) if did we do
8. "Did he say _____ ?"
"I don't recall."
 - a) what his name is
 - b) where is he from
 - c) that did he understand
 - d) if was very hungry now
9. "Does Mr. Jones remember _____ book we want?" "Yes, he does."
 - a) when
 - b) why
 - c) whose
 - d) where
10. "Which do you believe is smaller—a nickel or a quarter?"
"I _____ a nickel is smaller."
 - a) think
 - b) don't think
 - c) think if
 - d) don't think if

Lesson 17

A. Relative clauses

B. *For, during, when, while, before, after, until*

Vocabulary List

after	contain	for	prescription
afterwards	dark	kick	serve
bake	drop	laugh at	storm
before	during	poem	until
bore	fall down	point	while
colorful			

Exercise 1 (A.1, pp. 179–84)

Read the two sentences, and then write a new sentence by including the second one within the first.

I see the man. The man helped us.

I see the man that helped us.

I see the man. We helped the man.

I see the man that we helped.

1. This is the letter. The letter was in my book.

2. This is the letter. John wrote the letter.

3. We read the book. The book discusses Kennedy.

4. We read the book. Peter owns the book.

5. They ate the food. The food was in the refrigerator.

Lesson 17

6. They ate the food. I cooked the food.

7. Did you find the pen? The pen was on the floor.

8. Did you find the pen? I needed the pen.

9. That is the car. The car costs four thousand dollars.

10. That is the car. We saw the car yesterday.

11. Does Mary have the pen? The pen writes green.

12. Does Mary have the pen? John gave the pen to her.

13. This is the television. The television was on sale.

14. This is the television. I bought the television.

15. Did you watch the movie? The movie was on television last night.

16. Did you watch the movie? We watched the movie.

17. I know the girl. The girl has a new green car.

18. I know the girl. You know the girl.

19. We helped the man. The man had a car accident.

20. We helped the man. You know the man.

Exercise 2 (A.1, pp. 179–84)

Read the two sentences, and then complete the new sentence.

The man wrote a famous book. He was here last week.

The man that wrote a famous book was here last week.

I talked to the man. He won a new car.

The man that I talked to won a new car.

1. The house is on Main Street. It costs \$65,000.

The house _____ costs \$65,000.

2. The boy has a broken arm. He is my brother.

The boy _____ is my brother.

3. The student sent her a letter. He is her boyfriend.

The student _____ is her boyfriend.

4. The girl is riding a red bicycle. She is my sister's friend.

The girl _____ is my sister's friend.

5. We saw the man. He works at the bank.

The man _____ works at the bank.

6. She bought the dog. It is brown and black.

The dog _____ is brown and black.

7. I wrote a letter. It was too long.

The letter _____ was too long.

8. Mary made a phone call. It cost two dollars.

The phone call _____ cost two dollars.

Lesson 17

9. The test had thirty questions. It was too hard.

The test _____ was too hard.

10. Mrs. Jones made the food. It was delicious.

The food _____ was delicious.

Exercise 3 (A.1, pp. 179-84)

Answer the questions with complete sentences.

The cat went up the tree. Did you see the cat?

Yes, I saw the cat that went up the tree.

John read a book. Was the book interesting?

Yes, the book that John read was interesting.

Mary likes the car. Is the car expensive?

Yes, the car that Mary likes is expensive.

1. Mary baked a cake. Did John eat the cake?

Yes, _____.

2. John ate a cake. Was the cake delicious?

Yes, _____.

3. The student speaks German. Do you know the student?

Yes, _____.

4. We called the store. Did it close at nine o'clock?

Yes, _____.

5. Mary spoke to the doctor. Did you speak to him?

Yes, _____.

6. The boys bought the book. Did you look at it?

Yes, _____.

7. The boys bought the book. Did the book cost a lot?

Yes, _____.

8. Phil wrote a story. Did the teacher like the story?

Yes, _____ .

9. Phil wrote a story. Was the story very interesting?

Yes, _____ .

10. She cooked some rice. Did you like the rice?

Yes, _____ .

Exercise 4 (A.2, pp. 184–85)

Read the two sentences, and then complete the sentence with *whose*.

I know the student. The student's father is the mayor.

I know the student whose father is the mayor _____ .

1. We visited the man. The man's house is on State Street.

We visited the man _____ .

2. The man is our friend. The man's house is on State Street.

The man _____ .

3. I played tennis with the boy. We rode in the boy's car yesterday.

I played tennis with the boy _____ .

4. The teacher spoke with the student. The student's test grade was poor.

The teacher spoke with the student _____ .

_____ .

5. The teacher only teaches in the morning. The teacher's tests are extremely difficult.

The teacher _____ .

6. John knows the girl. Her father always says "hello" to us.

John knows the girl _____ .

7. The girl is always late to class. Her mother was on television last night.

The girl _____ .

_____ .

Lesson 17

8. The student studies every night. We would like to borrow his notes.

The student _____
_____ .

9. The player was excellent in last night's game. His uniform is almost always dirty.

The player _____
_____ .

10. Bob likes the new girl. Her father owns several stores.

Bob likes the new girl _____ .

Exercise 5 (A.1-2, pp. 179-85)

Read the statement and then answer the question. Write the letter of the correct answer on the line by the number.

The man talking to the teacher is Mr. Smith.

 a Who is Mr. Smith?

- a) the man
- b) the teacher
- c) the student

_____ 1. Bob likes the girl whose sister is in Sue's class. Who is in Sue's class?

- a) Bob
- b) the girl
- c) the girl's sister

_____ 2. The gentleman who sold that car to Mike works at the bank. Who works at the bank?

- a) the gentleman
- b) Mike
- c) the owner of the car

_____ 3. The man whose son the teacher is talking to is Mr. Miller. Whom is the teacher talking to?

- a) the man
- b) the son
- c) Mr. Miller

_____ 4. Mary would like to meet the girl who was playing tennis with Jack. Which of these statements is true?

- a) Mary was playing tennis with Jack.
- b) The girl was playing tennis with Jack.
- c) Mary was playing tennis with the girl.

- _____ 5. Do you think we should invite the girl whose mother is our teacher? Whom should we invite?
- our teacher
 - the girl
 - the girl's mother

Exercise 6 (A.3, pp. 186–87)

Put parentheses around the words which are optional.

We bought the large house (that is) on Main Street.
The man (who is) at the blackboard speaks Greek.

- The book that is on my desk is very interesting.
- I asked the boy who was playing baseball what time it was.
- We ate the cake that was on the table.
- We need a car that is as pretty as theirs.
- Who is the girl who is speaking with the teacher?
- She's going to get a dress that is like Donna's.
- The child who is playing with the cat is my little sister.
- The restaurant which is near our school serves delicious food.
- The man who is going to Miami is a businessman.
- Our teacher is the lady who is standing by the soft drink machine.

Exercise 7 (B.1, pp. 188–89)

Write *for* or *during* on the line.

during the school year

for two hours

- | | |
|------------------------|-----------------------|
| 1. _____ a few minutes | 6. _____ six years |
| 2. _____ a few years | 7. _____ the evening |
| 3. _____ the night | 8. _____ our vacation |
| 4. _____ one day | 9. _____ an hour |
| 5. _____ a long time | 10. _____ three hours |

Lesson 17

Exercise 8 (B.1, pp. 188–89)

Write a complete answer to the question. Use *for* or *during* in your answer.

How long did you study? (two hours)

I studied for two hours.

When did you study? (the afternoon)

I studied during the afternoon.

1. When did you write letters? (my vacation)

2. How long did you have the flu? (two weeks)

3. How long did he talk to you? (twenty minutes)

4. When did she study grammar? (the morning)

5. How long did they stay with you? (a few days)

Exercise 9 (B.2, pp. 189–91)

Write *while* or *when* on the line. Remember to use *when* for an action that is of short duration and *while* for an action that is of a longer duration.

She was studying when the phone rang.

The phone rang while she was studying.

1. We were watching television _____ our parents came home.

2. It began to rain _____ we were working in the yard.

3. She was cooking dinner _____ she dropped the plate.

4. The baby woke up _____ we were watching television.

5. I was writing a letter _____ I realized that I didn't have any stamps.

6. Mr. Jones arrived _____ she was eating her dinner.
7. He was smiling _____ they took his picture.
8. Mary was reading _____ Peter was talking to her.
9. We found a dollar _____ we were cleaning the room.
10. I went home _____ Susan came to the party.

Exercise 10 (B.2, pp. 189–91)

Write a sentence with *while* and another sentence with *when*.

John called. I was taking a shower.

I was taking a shower when John called.
John called while I was taking a shower.

1. Bill lost his book. He was walking to school.

2. Susan called. I was getting ready to eat.

3. He was writing a letter. His pen ran out of ink.

4. Kay was cooking dinner. She received a telephone call.

5. Tom found a dollar bill. He was cleaning under the sofa.

Lesson 17

Exercise 11 (B.3, pp. 191–92)

Write *before*, *after*, or *until* on the line.

We played tennis. We stopped at four o'clock.

We played tennis until four o'clock.

John ate dinner. Then, he studied.

John ate dinner before he studied.

1. Mr. Miller worked. Then, he went home.

Mr. Miller went home _____ he worked.

2. The teacher corrected the papers. He handed them out.

The teacher handed out the papers _____ he corrected them.

3. Rosemary took a shower. Then, she ate breakfast.

Rosemary ate breakfast _____ she took a shower.

4. The boys watched television. They fell asleep at eight o'clock.

The boys watched television _____ they fell asleep at eight o'clock.

5. Mike looked up the words. Then, he tried to pronounce all of them.

_____ Mike looked the words up, he tried to pronounce all of them.

Exercise 12 (B.3, pp. 191–92)

Write a new sentence that begins with *before*, *after*, or *until*. Be sure to use a comma in your new sentence.

We studied before we ate dinner.

Before we ate dinner, we studied.

1. We ate dinner after we studied.

2. She was studying until they arrived.

3. I called John up after I got his letter.

4. You should put the food on the table before the party begins.
-

5. Ken studied grammar before he did his other homework.
-

Exercise 13 (B.3, p. 192)

Write *after* or *afterwards*.

He ate dinner. Afterwards, he called me up.

He called me up after he ate dinner.

1. _____, he ate dessert.
2. _____ class, he went to the library.
3. _____ he takes a shower, he eats breakfast.
4. Please don't call me _____ ten o'clock.
5. Matt went to France _____ he visited England.
6. Matt visited England. _____, he went to France.
7. Maybe I'll call you up _____ I finish my work.
8. Pat ate dinner. _____ that, she went out.
9. _____, we had a cup of coffee.
10. I won't be able to help you _____.

Exercise 14: Review Test

A. Read the two sentences, and then write a new sentence or answer with *who*, *whom*, *which*, *that*, or *whose*.

1. We saw the man. The man wrote a book.

We saw _____.

2. We saw the man. Mary and John know the man.

We saw _____.

Lesson 17

3. Mary baked a cake. Was the cake delicious?

Yes, _____ .

4. The cake was on the table. Was the cake delicious?

Yes, _____ .

5. I talked to the boy. The boy's mother is my teacher.

I talked _____ .

6. The boy lent us his bicycle. The boy's mother is our teacher.

The boy _____ .

B. Write a new sentence using *before*, *after*, *until*, *when*, or *while* .

1. John was reading. Mary was writing.

John _____ .

2. I ate my dinner. Then, I did my homework.

I ate _____ .

3. I did my homework. Then, I ate my dinner.

I did _____ .

4. We studied grammar. We stopped at 7:30.

We studied _____ .

5. He was eating. The telephone rang.

He _____ .

6. The phone rang. He was eating.

The phone _____ .

Exercise 15: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. She eats breakfast immediately _____ she wakes up.
 - a) after
 - b) before
 - c) until
 - d) while
2. "Did you read Peter's letter?"

"No, I didn't read _____ ."

 - a) the letter he wrote
 - b) he wrote the letter
 - c) whom Peter wrote
 - d) whose Peter wrote
3. _____ we were studying, they were studying, too.
 - a) Until
 - b) During
 - c) Whose
 - d) While
4. We played tennis until _____.
 - a) tomorrow
 - b) tonight
 - c) noon
 - d) that it rained
5. The boy _____ is our friend.
 - a) whose
 - b) who
 - c) who is our friend
 - d) that we spoke to
6. Please come to class _____ eight o'clock.
 - a) until
 - b) whose
 - c) while
 - d) before
7. We might study _____ two or three hours.
 - a) for
 - b) until
 - c) while
 - d) during
8. _____ the telephone rang, I answered it.
 - a) For
 - b) Until
 - c) During
 - d) When
9. The people _____ for the bus are tired.
 - a) who is waiting
 - b) who waits
 - c) waiting
 - d) whom waits
10. _____ the time we were in France, we learned a lot of French.
 - a) For
 - b) When
 - c) While
 - d) During

Lesson 18

- A. The present perfect: *have studied*
- B. The present perfect progressive: *have been studying*
- C. The past perfect: *had studied*
- D. Short answers: Yes, I have; No, I haven't.
- E. Irregular verbs: *go, went, gone, etc.*

Vocabulary List

bend	dig	lie	smoothly
billfold	draw	lose	so far
bind	fight	owe	steal
bite	gain	ride	strike
bleed	hit	run	swear
blow	hold	set	sweep
borrow	hurt	shoot	swing
break down	just	shrink	tear
chess	keep	since	weight
choose	lead	sink	wind
deal	let	slide	wring

Exercise 1 (A.1, pp. 193–95; p. 11; p. 26)

Write the forms of *work* in *present*, *past*, and *present perfect*. Follow the examples.

- | verb | verb + <i>ed</i> |
|-------------------------------|--------------------------------|
| 1. I <u>work</u> every day. | 8. I <u>worked</u> last week. |
| 2. You _____ every week. | 9. You _____ in 1960. |
| 3. He _____ every Monday. | 10. He _____ last night. |
| 4. She _____ every summer. | 11. She _____ yesterday. |
| 5. It _____ all of the time. | 12. It _____ a month ago. |
| 6. We _____ most of the time. | 13. We _____ last Monday. |
| 7. They _____ every morning. | 14. They _____ a few days ago. |

have + past participle

15. I have worked for two years.
16. You _____ since 1965.
17. He _____ one week so far.
18. She _____ recently.
19. It _____ many times before.
20. We _____ this semester.
21. They _____ this year.

Exercise 2 (A.1, pp. 193–95)

Put a check mark in the parentheses (✓) by the expressions that are possible with *present perfect* tense.

- (✓) today
 () yesterday
 (✓) this morning

- | | |
|--------------------------|-----------------|
| 1. () last week | 6. () just |
| 2. () this week | 7. () so far |
| 3. () tomorrow | 8. () recently |
| 4. () a few minutes ago | 9. () in 1965 |
| 5. () before class | 10. () today |

Exercise 3 (A.1, pp. 196–97)

Underline the correct tense of the verb. Use the *present perfect* whenever possible.

We (studied, have studied) last week.

We (studied, have studied) today.

1. They (worked, have worked) last month.
2. The men (talked, have talked) to us this week.
3. Mr. Brown (answered, has answered) all our questions last night.

Lesson 18

4. Mary (ate, has eaten) a lot at lunch today.
5. I (read, have read) two of the books so far.
6. Before he went to class, John (ate, has eaten) breakfast.
7. Susan and Joe (bought, have bought) a lot of clothes this week.
8. The children (studied, have studied) in that school two years ago.
9. (Did you work, Have you worked) here in 1970?
10. (Did you study, Have you studied) the lesson today?

Exercise 4 (A.1-2, pp. 193-98)

Write the verb in the correct tense. Use *present perfect* or *simple past* tense. Use *present perfect* whenever possible.

(study) We studied before the test.

(work) They have worked here since 1972.

1. (call) She _____ us after the meeting.
2. (work) I _____ there last year.
3. (be) She _____ a teacher when they _____ students at that school.
4. (have) Bob _____ a headache during the last class.
5. (want) He _____ to buy that car since he saw it.
6. (play) You _____ tennis since you were a child.
7. (visit) They _____ us for a few hours last Sunday.
8. (listen) She _____ to the song, and then she began to cry.
9. (call) _____ she _____ you last night?
10. (want) _____ she _____ a car for a long time?
11. (work) _____ he _____ there in 1965?
12. (visit) _____ James _____ you yesterday?
13. (open) Paul _____ the window a few minutes ago.
14. (answer) I _____ half of the questions so far.
15. (answer) _____ you _____ all the questions yesterday?

Exercise 5 (A.1-2, pp. 193-98)

Read the statement, and then write the verb in parentheses in the correct tense. Use simple *past* or *present perfect*.

(go) I have gone to France several times.

(go) I went to France in 1975.

1. (be) He _____ in Italy three times.
(be) He _____ there in 1965, 1968, and 1972.
2. (live) I _____ in Miami from 1970 to 1980.
(live) I _____ here since 1980.
3. (eat) He _____ a lot of French food last week.
(eat) He _____ a lot of Mexican food this week.
4. (fly) She _____ on Great Airlines the last time she went to New York.
(fly) She _____ on many different airlines.
5. (read) He _____ a good book last week.
(read) He _____ many good books recently.
6. (have) They _____ a lot of parties at their house this year.
(have) They _____ one last night.
7. (go) I _____ there in 1962.
(go) I _____ many times.
8. (write) I _____ many letters to famous people.
(write) I _____ a letter to the president a long time ago.
9. (see) We _____ that movie last night.
(see) It is the best movie that we _____ ever _____.
10. (work) He _____ here in 1965.
(work) He _____ here since 1965.

Lesson 18

Exercise 6 (A.2, pp. 195–98)

Write *since* or *for* on the line.

since yesterday

for a few days

1. _____ last week

6. _____ early this morning

2. _____ a week

7. _____ last month

3. _____ six o'clock

8. _____ one minute

4. _____ six hours

9. _____ Wednesday

5. _____ this morning

10. _____ 1976

Exercise 7 (A.2, pp. 195–98)

Read the two sentences, and then write a new sentence with *since* or *for*.

I live on Green Street. I moved there five months ago.

I have lived on Green Street for five months.

I lived on Green Street in 1970. I live there now.

I have lived on Green Street since 1970.

1. Mr. Brown works at the bank. He began to work there in May.

2. Peter had a big car two months ago. He has one now.

3. I am in class now. I arrived here ten minutes ago.

4. Paul and I know you. We met you last week.

5. I began to go to high school two years ago. I go there now.

6. She stopped speaking Spanish in class last week. She hasn't spoken Spanish again.

7. We like television. We began to like it when our radio broke.

8. They began to hear that noise an hour ago. They hear it now.

9. I know his name. My sister told me his name last week.

10. I like tennis. My father introduced me to the game a few years ago.

Exercise 8 (A.1-2, pp. 193-98)

Read the sentence, and then write *yes* or *no* to tell if the sentence is correct.

yes I was in France in 1962.

no I have been there yesterday.

1. _____ He has been sick a lot this winter.
2. _____ He was sick a lot last winter.
3. _____ Mike has called me last night.
4. _____ They have been here since noon.
5. _____ He has just finished the work.
6. _____ She is sick since yesterday.
7. _____ She was sick since yesterday.
8. _____ I wrote to him twice.
9. _____ I have written to him twice.
10. _____ How long are you here in this country?
11. _____ How many pages have you written so far?
12. _____ Joe ate in that restaurant a few days ago.

Lesson 18

13. _____ I was late to class today.
14. _____ I have been late to my reading class today.
15. _____ Matt knows French for five years.
16. _____ I have met Pat for a year.
17. _____ I had that car since 1962.
18. _____ She has gone to France several times.
19. _____ I have had that green car in 1962.
20. _____ Pat has been in many countries.
21. _____ He has begun to study since six o'clock.
22. _____ He has begun to study a few hours ago.
23. _____ He has just begun to study.
24. _____ She has arrived here five minutes so far.
25. _____ They have studied a lot.

Exercise 9 (B, pp. 198–99; p. 36)

Write the forms of *work* in *present progressive* tense and *present perfect progressive* tense. Follow the examples.

be + verb + ing

1. I am working now.
2. You _____ right now.
3. He _____ at this moment.
4. She _____ now.
5. It _____ right now.
6. We _____ at the present moment.
7. They _____ at this moment.

have + been + verb + ing

8. I have been working for a month.
9. You _____ since 1965.
10. He _____ this week.
11. She _____ today.
12. It _____ so far.
13. We _____ for a week.
14. They _____ recently.

Exercise 10 (B, pp. 198–99)

Read the first sentence. Change the verb from the first sentence to *present perfect progressive* tense in the second sentence.

She is studying grammar now. She has been studying grammar for an hour.

The boys are playing tennis right now. The boys have been playing since noon.

1. Joe is reading a book now. Joe _____ a book since last week.
2. We are eating lunch. We _____ lunch since noon.
3. Our class is studying the history of Greece. Our class _____ the history of Greece for two weeks.
4. That cat is making a lot of noise. That cat _____ a lot of noise for more than an hour.
5. Mike and Sue are writing letters. Mike and Sue _____ letters every day this week.
6. Jane is talking to her mother. Jane _____ to her mother for a long time now.
7. We aren't studying now. We _____ this semester.
8. My television is working very well. My television _____ very well since I bought it.
9. The water is boiling. The water _____ for almost five minutes.
10. Somebody is knocking on the door. Somebody _____ on the door for two minutes.

Lesson 18

Exercise 11 (C, pp. 199–200)

Write the forms of *work* in *past* tense and *past perfect* tense. Follow the examples.

verb + ed

1. I worked yesterday.
2. You _____ last year.
3. He _____ last night.
4. She _____ last week.
5. It _____ a few minutes ago.
6. We _____ in 1970.
7. They _____ last summer.

had + past participle

8. Before I started to work here, I had worked in Miami.
9. You got more money because you _____ many extra hours.
10. He was tired at noon because he _____ all morning.
11. Before Anne went to college, she _____ in a grocery store.
12. John told me that his old stereo _____ perfectly at his party.
13. We arrived home late because we _____ after our normal quitting time.
14. I didn't meet the man that they _____ with.

Exercise 12 (C, pp. 199–200)

Underline the correct verb tense.

John (did, had done) well on the test because he (studied, had studied) very hard.

1. We (worked, had worked) for two hours before John (called, had called).
2. John (called, had called) after we (worked, had worked) for two hours.
3. My friend (arrived, had arrived) late because he (had, had had) problems with his car.
4. I (lived, had lived) in New York before I (moved, had moved) here.

5. Because George (saved, had saved) his money, he (was, had been) able to go to South America.
6. The telephone (was, had been) ringing for two minutes before I (answered, had answered) it.
7. The new student (understood, had understood) the lesson yesterday because the teacher (explained, had explained) it to him two days ago.
8. Because it (was, had been) raining very hard all night, we (weren't, hadn't been) able to go on our trip today.
9. Peter (said, had said) that his vacation (was, had been) very bad.
10. James (knew, had known) the answer because he (was, had been) studying.

Exercise 13 (D, pp. 200–201)

Write a short answer to these questions.

Have you eaten breakfast this morning?

Yes, I have .

Had they eaten breakfast before we arrived?

Yes, they had .

1. Has Peter written a letter to his parents?

Yes, _____ .

2. Have they called him?

No, _____ .

3. Had she thought about her decision before she made it?

Yes, _____ .

4. Have you seen Paul today?

No, _____ .

5. Has Sue done all the work?

Yes, _____ .

6. Have you heard from Mary?

No, _____ .

7. Have you and Mary studied for the test?

Yes, _____ .

Lesson 18

8. Had his car broken down before he went on vacation?

No, _____ .

9. Have I been very angry recently?

Yes, _____ .

10. Have the children ever had a bad cold?

No, _____ .

Exercise 14 (E.1-2, pp. 202-3)

Write the verb forms that are not given (*present, past, past participle*).

go	<u>went</u>	<u>gone</u>
<u>say</u>	<u>said</u>	said

<i>present</i>	<i>past</i>	<i>past participle</i>
1. read	_____	_____
2. _____	_____	slept
3. _____	chose	_____
4. _____	left	_____
5. lend	_____	_____
6. speak	_____	_____
7. build	_____	_____
8. know	_____	_____
9. _____	sang	_____
10. _____	_____	flown
11. _____	_____	made
12. _____	understood	_____
13. give	_____	_____
14. come	_____	_____
15. fall	_____	_____

- | | | |
|-----------|--------|---------|
| 16. meet | _____ | _____ |
| 17. lose | _____ | _____ |
| 18. cost | _____ | _____ |
| 19. drink | _____ | _____ |
| 20. take | _____ | _____ |
| 21. _____ | cut | _____ |
| 22. begin | _____ | _____ |
| 23. _____ | _____ | wrung |
| 24. _____ | found | _____ |
| 25. run | _____ | _____ |
| 26. win | _____ | _____ |
| 27. get | _____ | _____ |
| 28. _____ | _____ | thought |
| 29. _____ | forgot | _____ |
| 30. buy | _____ | _____ |

Exercise 15 (E.1-2, pp. 202-3)

Write the verb forms that are not given (*present, past, past participle*).

go	<u>went</u>	<u>gone</u>
<u>say</u>	<u>said</u>	said

<i>present</i>	<i>past</i>	<i>past participle</i>
1. write	_____	_____
2. sit	_____	_____
3. _____	_____	sold
4. _____	showed	_____
5. see	_____	_____

Lesson 18

<i>present</i>	<i>past</i>	<i>past participle</i>
6. bite	_____	_____
7. teach	_____	_____
8. _____	broke	_____
9. _____	_____	grown
10. bring	_____	_____
11. freeze	_____	_____
12. send	_____	_____
13. _____	_____	driven
14. be	_____	_____
15. do	_____	_____
16. _____	told	_____
17. _____	spent	_____
18. ring	_____	_____
19. _____	had	_____
20. eat	_____	_____

Exercise 16 (E.1-2, pp. 202-4)

Write the verb forms that are not given (*present, past, past participle*).

go	_____ went _____	_____ gone _____
_____ say _____	_____ said _____	said

<i>present</i>	<i>past</i>	<i>past participle</i>
1. sink	_____	_____
2. _____	_____	fed
3. _____	put	_____
4. shrink	_____	_____
5. _____	hung	_____

<i>present</i>	<i>past</i>	<i>past participle</i>
6. _____	set	_____
7. wear	_____	_____
8. shoot	_____	_____
9. _____	swung	_____
10. _____	_____	torn
11. _____	_____	caught
12. fight	_____	_____
13. lie	_____	_____
14. _____	_____	kept
15. wake	_____	_____
16. _____	_____	thrown
17. _____	_____	let
18. bend	_____	_____
19. hide	_____	_____
20. slide	_____	_____
21. _____	blew	_____
22. hurt	_____	_____
23. ride	_____	_____
24. _____	_____	led
25. _____	said	_____
26. bleed	_____	_____
27. strike	_____	_____
28. _____	_____	felt
29. _____	swore	_____
30. _____	meant	_____

Lesson 18

Exercise 17 (E.1-2, pp. 202-3)

Read the sentence, and then use the correct verb tense. Make the verb negative when necessary.

(go) I went to class yesterday.

(make) She made some cookies last month, but she hasn't
made any since.

1. (work) They _____ here since 1969.
2. (do) She _____ the homework last night.
3. (write) He _____ a letter last week, but he _____
any this week.
4. (watch) I _____ some movies on television yesterday.
5. (move) We heard that the Smiths _____ to another state.
6. (lose) She _____ her keys a month ago, but she _____
_____ them since then.
7. (eat) They _____ all the hamburgers before we arrived.
8. (have) The student _____ any more colds or fever since last month
when he _____ to go to the doctor.
9. (tell) The teacher _____ them to do their homework many times this
semester.
10. (begin) Our class _____ late yesterday. It _____
late several times in this course.
11. (buy) I _____ a new shirt last week, but I _____
any since.
12. (give) Susan _____ me some paper a few minutes ago.
13. (speak) Paul _____ to me several times this week.
14. (drink) He _____ any tea at the meeting because he doesn't like it.
15. (study) Brian passed all his exams this week because he _____ every
night last week.

Exercise 18: Verb Discrimination—Past, Present Perfect, Past Perfect
Underline the correct form of the verb.

He (arrived, has arrived, had arrived) at night.

1. We ate the cake that she (baked, has baked, had baked).
2. Paul (lived, has lived, had lived) there since 1970.
3. Paul (lived, has lived, had lived) there in 1970.
4. Paul (lived, has lived, had lived) there before he came here.
5. She (told, has told, had told) me today that she was not going to be in class tomorrow.
6. This letter (came, has come, had come) for you yesterday.
7. Pat (wrote, has written, had written) me a letter a few days ago.
8. I (had, have had, had had) a cold since yesterday.
9. She (was, has been, had been) in Europe a few weeks ago.
10. They (saw, have seen, had seen) that movie twice so far.

Exercise 19: Review Test

A. Read the two sentences, and then combine them using *since* or *for*.

1. John speaks French. He learned it two years ago.

2. We are studying. We began to study at ten o'clock.

3. I had a cold last month, and I have one now.

4. She is learning English. She began in June.

B. Write the past tense and past participle form of the verbs.

- | | | |
|----------|-------|-------|
| 1. go | _____ | _____ |
| 2. do | _____ | _____ |
| 3. begin | _____ | _____ |
| 4. eat | _____ | _____ |

Lesson 18

- 5. study _____
- 6. send _____
- 7. give _____
- 8. write _____
- 9. break _____
- 10. find _____

C. Read the sentence, and then write the correct tense of the verb.

- 1. (go) We _____ yesterday.
- 2. (be) She _____ here since yesterday.
- 3. (do / study) He _____ well on the test yesterday because he _____ very hard.
- 4. (talk) I _____ on the phone last night.
- 5. (see) My teacher _____ the boy copying on the test.

Exercise 20: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

- 1. "Have Mary and John called you?"
"Yes, _____."
a) they did
b) they have
c) I did
d) I have
- 2. She _____ a car since January.
a) doesn't have
b) didn't have
c) hasn't had
d) hadn't has
- 3. It _____ raining before I woke up.
a) has
b) had
c) has been
d) had been

4. We studied _____ one hour last night.
- a) for
 - b) during
 - c) while
 - d) since
5. John Kennedy _____ President in 1962.
- a) was
 - b) went
 - c) has been
 - d) had been
6. The teacher didn't teach our class today, but he _____ us yesterday.
- a) teaches
 - b) taught
 - c) has taught
 - d) had taught
7. I _____ that movie twice so far.
- a) see
 - b) am seeing
 - c) have seen
 - d) had seen
8. They're hungry because they _____ dinner last night.
- a) don't eat
 - b) didn't eat
 - c) hadn't eaten
 - d) haven't eaten
9. "When did Alina go to the hospital?"
"I'm not sure. I think that she _____ in the hospital since last Thursday."
- a) went
 - b) has gone
 - c) was
 - d) has been
10. "Does your father work at the post office?"
"No, my father _____ at the bank since I was born."
- a) works
 - b) is working
 - c) worked
 - d) has been working

Lesson 19

- A. Passive sentences: The letters were written.
- B. The use of *still*, *any more*, *already*, and *yet*
- C. Past participles as modifiers: John is interested.
Adjectives ending in *-ing*: The story is interesting.
- D. Adjective + preposition combinations: interested in music, excited about music

Vocabulary List

action	construct	interest	still
already	disappoint	invent	surprise
amaze	disgust	perform	tire (verb)
any more	excite	pleased	used to
complain	frighten	sharpen	yet
compose	inflation		

Exercise 1 (A, pp. 206–9)

Write the correct form of *write*. Follow the examples.

Present tense, active voice (verb)

1. I write business letters every day.
2. You _____ long letters at night.
3. He _____ a few letters every week.
4. She _____ a business letter every day.
5. We _____ polite letters every day.
6. They _____ a short letter every day.

Present tense, passive voice (be + past participle)

7. Business letters are written every day.
8. Long letters _____ at night.
9. A few letters _____ every week.
10. A business letter _____ every day.
11. Polite letters _____ every day.
12. A short letter _____ every day.

Past tense, active voice (verb)

13. I wrote business letters yesterday.
14. You _____ long letters last night.
15. He _____ a few letters last week.
16. She _____ a business letter last Monday.
17. We _____ polite letters two days ago.
18. They _____ a short letter yesterday.

Past tense, passive voice (be + past participle)

19. Business letters were written yesterday.
20. Long letters _____ last night.
21. A few letters _____ last week.
22. A business letter _____ last Monday.
23. Polite letters _____ two days ago.
24. A short letter _____ yesterday.

Lesson 19

Present progressive tense, active voice (be + verb + ing)

25. I am writing business letters now.
26. You _____ long letters this week.
27. He _____ a few letters today.
28. She _____ a business letter right now.
29. We _____ polite letters now.
30. They _____ a short letter right now.

Present progressive tense, passive voice (be + being + past participle)

31. Business letters are being written now.
32. Long letters _____ this week.
33. A few letters _____ today.
34. A business letter _____ right now.
35. Polite letters _____ now.
36. A short letter _____ right now.

Be + going to, active voice (be + going to + verb)

37. I am going to write business letters tomorrow.
38. You _____ long letters next week.
39. He _____ a few letters tomorrow.
40. She _____ a business letter later.
41. We _____ polite letters in the future.
42. They _____ a short letter next Monday.

Be + going to, passive voice (be + going to + be + past participle)

43. Business letters are going to be written tomorrow.
44. Long letters _____ next week.
45. A few letters _____ tomorrow.
46. A business letter _____ later.
47. Polite letters _____ in the future.
48. A short letter _____ next Monday.

Modals, active voice (modal + verb). Use will for 49–51 and should for 52–54.

49. I will write business letters tomorrow.
50. You _____ long letters next week.
51. He _____ a few letters tomorrow.
52. She should write a business letter to Mr. Jones.
53. We _____ polite letters to the customers.
54. They _____ a short letter immediately.

Modals, passive voice (Modal + be + past participle). Use will for 55–57 and should for 58–60.

55. Business letters will be written tomorrow.
56. Long letters _____ next week.
57. A few letters _____ tomorrow.
58. A business letter should be written to Mr. Jones.
59. Polite letters _____ to the customers.
60. A short letter _____ immediately.

Present perfect tense, active voice (have + past participle)

61. I have written business letters this week.
62. You _____ long letters many times.
63. He _____ a few letters since yesterday.
64. She _____ a business letter every day.
65. We _____ two polite letters so far.
66. They _____ a short letter every day this week.

Present perfect tense, passive voice (have + been + past participle)

67. Business letters have been written this week.
68. Long letters _____ many times.
69. A few letters _____ since yesterday.
70. A business letter _____ every day.
71. Two polite letters _____ so far.
72. A short letter _____ every day this week.

Exercise 2 (A, pp. 206-9)

Write the verb in the passive voice.

Mr. Brown wrote that book. That book was written by Mr. Brown.

You should do the work immediately. The work should be done immediately.

1. We are going to do all of the work tomorrow. All of the work _____ tomorrow.
2. Martha has to write those letters. Those letters _____ by Martha.
3. The maid cleans our rooms every day. Our rooms _____ by the maid every day.
4. Everyone should eat more green vegetables. More green vegetables _____ by everyone.
5. Mark has done most of the work this week. Most of the work _____ by Mary this week.

6. All of the boys painted the kitchen. The kitchen _____ by all of the boys.
7. We had called the police before Paul called them. The police _____ by us before they _____ by Paul.
8. Mr. Todd will give the final exam. The final exam _____ by Mr. Todd.
9. They found the keys last night. The keys _____ last night.
10. The maid is cooking the potatoes now. The potatoes _____ by the maid now.

Exercise 3 (A, pp. 206-9)

Write a sentence with a verb in the passive voice.

That student wrote the story.

The story was written by that student.

1. Mary is making tonight's dinner.

2. Mr. Smith will give the grammar and vocabulary tests.

3. The president made many new laws.

4. Susan washes the dishes every night.

5. My brother bought that car a long time ago.

6. All of the people must do the work.

7. Susan has telephoned Mrs. Smith.

Lesson 19

8. The grammar teacher will grade our test papers.

9. The secretary should write those letters immediately.

10. Someone has to call the police immediately.

Exercise 4: Verb Discrimination—Active/Passive Voice

Underline the correct verb form.

He (writes, is written) long letters most of the time.

Most small cars (make, are made) in Japan.

1. All the letters (signed, were signed) yesterday.
2. They (watched, were watched) the movie.
3. John (has studied, has been studied) for the test.
4. Our car (shouldn't use, shouldn't be used) a lot of gasoline.
5. The people (saw, were seen) the president.
6. She (has sharpened, has been sharpened) the pencils.
7. The new hospital (is building, is being built) this year.
8. My friends (are going to bring, are going to be brought) their parents.
9. That letter (was writing, was written) several years ago.
10. She (is made, is making) a cake.

Exercise 5 (B.1, pp. 209–10)

Write *still* or *any more* on the line.

We still don't have enough money.

We can't sing well any more.

1. I studied French in high school a long time ago, but I can't speak it _____.
2. She is _____ in New York. She won't return until next week.
3. Richard took the medicine. He isn't sick _____.
4. Bill took some medicine, but he is _____ sick.
5. I worked at the bank last year, and I _____ work there.

6. I worked at the bank last year, but I don't work there _____ . Now I work in a supermarket.
7. When I ate dinner in that restaurant last night, the food was very bad. I won't go there _____ .
8. They didn't pay their telephone bill from last month. They don't have a telephone _____ .
9. I don't like other people to use my car. Please don't use it _____ .
10. The teacher has explained the lesson several times, but Pamela _____ doesn't understand.

Exercise 6 (B.1, pp. 209–10)

Read the two sentences, and then write a new sentence with *still* or *any more*.

We didn't have enough money yesterday. We don't have enough money now.

We still don't have enough money.

1. We could speak French last year. We can't speak French now.

2. They didn't have a telephone last month. They don't have a telephone now.

3. I was sick last week. I am sick now.

4. Joe worked here last year. He is working here now.

5. She isn't hungry now. She was hungry a few minutes ago.

Lesson 19

Exercise 7 (B.2, pp. 210–11)

Write *already* or *yet* on the line.

She hasn't called me yet .

He has already called me.

1. We were expecting him to arrive at noon. It's only eleven o'clock, and he has _____ arrived.
2. The teacher is asking for the test papers, but those students haven't finished _____
_____ .
3. They were supposed to be here an hour ago, but they haven't arrived _____ .
4. Her boss is very angry because she hasn't arrived at the office _____ .
5. I have a big test tomorrow, but I haven't studied _____ .
6. She has only been in the United States for a few weeks, but she _____ speaks English very well.
7. "Have you written that letter?"
"Yes, I have _____ written it."
8. "Have you _____ studied for the final exam?"
"Yes, I have."
9. Mr. Johnson usually gets home at six o'clock, but he is home _____ and it's only five-thirty.
10. Pete usually loses things very easily. I gave him a pencil a few minutes ago, and he has _____ lost it.

Exercise 8 (B.2, pp. 210–11)

Read the sentences, and then write a new sentence using *already* or *yet*.

It's only seven-thirty, but they have arrived. They have already arrived.

It's seven-thirty, but they haven't arrived. They haven't arrived yet.

1. The weather is very hot, but it isn't summer.

2. They are waiting for the bus, but it hasn't come.

3. It's only eleven-thirty, but John has eaten lunch.

4. Today is only the first day of December, but we have bought our Christmas gifts.

5. The store usually closes at six o'clock. It's only five-thirty, but that store is closed.

Lesson 19

Exercise 9 (B.1-2, pp. 209-11)

Write *still*, *any more*, *already*, or *yet* on the line.

The test is tomorrow, but John hasn't studied for it yet .

I called his office, but he still hasn't returned my call.

1. The teacher explained the lesson just a few minutes ago. Mike has _____ forgotten what the teacher explained.
2. The teacher has told them that they must do their work. They won't listen to him.
They _____ won't do their work.
3. Paul didn't mail his letter yesterday, but he will mail it soon. He hasn't mailed it _____ .
4. The history class begins too early in the morning for Peter. He went to class during the first week of the semester, but he hasn't gone back _____ .
5. Grammar class begins at eight o'clock sharp. It's _____ eight-ten, and class hasn't started _____ .
6. Marco hasn't received his visa _____ . He has been waiting for it for more than a month.
7. American passports are good for five years. I've had mine for just a year. My passport is _____ good.
8. "Did the plane arrive early?"
"Yes, it has _____ arrived."
9. "Where are the passengers from Flight 449?"
"They haven't left the airplane _____ ."
10. "Is Jack there?"
"No, he isn't. He has _____ gone home."

Exercise 10 (C, pp. 211–13)

Write the correct past participle / *-ing* verb form.

The movie interests Peter.

The movie is interesting .

Peter is interested .

1. That class always bores the students.

That class is _____ .

The students are _____ .

2. The movie frightened us.

We were _____ .

The movie was _____ .

3. The news surprised the people.

The people were _____ .

The news was _____ .

4. The clown entertained the children.

The clown was _____ .

The children were _____ .

5. Paul's decision disappointed his family.

His family was _____ .

Paul's decision was _____ .

Exercise 11 (C, pp. 211–13)

Underline the correct adjective form.

The news was (excited, exciting).

1. The (shocked, shocking) people began to cry when they heard the news.
2. That man was (disgusted, disgusting) by the movie.
3. The movie was (disgusted, disgusting).
4. The answer was very (confused, confusing). It confused everyone in class.

Lesson 19

5. His new book is (interested, interesting) and all of the people are (interested, interesting).
6. His explanation was not (convinced, convincing).
7. The (frightened, frightening) little boy began to cry.
8. My trip was very (excited, exciting).
9. The history lesson today was very (bored, boring).
10. He explained the lesson again, but I was still (confused, confusing).
11. Were the students (bored, boring) in class yesterday?
12. The people were very (surprised, surprising) when they read the newspaper.
13. He is very (worried, worrying) about his test grade.
14. The movie that I saw last night was (interested, interesting).
15. His dogs can jump very high. They are really (amazed, amazing).

Exercise 12 (D, pp. 213–14)

Write the correct preposition on the line.

He is unhappy about leaving his family.

1. She's tired _____ eating this food.
2. They were surprised _____ his new clothes.
3. Are you pleased _____ your new doctor?
4. I'm very worried _____ my grandmother.
5. The children are accustomed _____ waking up very early.
6. Joe is in favor _____ the new law.
7. Peter is always bored _____ his classes.
8. I was very disappointed _____ my test grade.
9. He's used _____ American food.
10. We are very interested _____ going on vacation in Florida.

Exercise 13 (D, pp. 213–14)

Read the sentences, and then write a new sentence using an *adjective + preposition* structure. Be sure that the *-ing* form of the verb is used to describe the action.

Mary received a good grade. She's very happy.

She's very happy about receiving a good grade.

Bess doesn't have enough money. She is worried.

She is worried about not having enough money.

1. John made the best grade. He was surprised.

2. Mike eats hamburgers all of the time. He's tired of it.

3. George doesn't have a car. He's unhappy.

4. They want to learn English. They are interested.

5. I am spending too much money. I am worried.

6. Dave wakes up at six in the morning. He is accustomed to it.

7. Bill and Frank go to the park every Sunday. They are bored with it.

8. Maria eats American food now. She is used to it.

9. Mr. Jones pays a lot of taxes. He is not in favor of it.

10. Mark is going to Europe. He's excited about it.

Lesson 19

Exercise 14 (D, p. 214)

Write the correct structure with *read*. Follow the examples.

be + used to + verb + ing

1. I am used to reading a lot.
2. You _____ a lot.
3. He _____ a lot.
4. She _____ a lot.
5. We _____ a lot.
6. They _____ a lot.

used to + verb

7. I used to read a lot.
8. You _____ a lot.
9. He _____ a lot.
10. She _____ a lot.
11. We _____ a lot.
12. They _____ a lot.

Exercise 15 (D, p. 214)

Read the situation, and then complete the sentence with *be + used to + verb + ing* or *used to + verb*.

I am accustomed to waking up early.

I am used to waking up early.

I studied a lot last semester, but I don't study any more.

I used to study a lot.

1. Matt is accustomed to eating American food now. He hated it when he first arrived in the United States.

He _____ American food.

He _____ only food from his country.

2. Ted is accustomed to attending five classes now. Last semester he only had one class.

Ted _____ five classes.

Ted _____ one class daily.

3. Mrs. Smith doesn't cook dinner any more. She has a maid.

Mrs. Smith _____ dinner.

Mrs. Smith _____ the food that her maid cooks.

4. The name of this store was "The Toy Store." Now the name has been changed to "The Play Room."

The name of the store _____ "The Toy Store."

5. Sam ate Italian food a long time ago. Now he will not eat it.

Sam _____ Italian food.

Exercise 16: Review Test

- A. Underline the correct verb form.

1. That car (made, was made) in Japan.
2. The movie (saw, was seen) by many people.
3. The watch is going to (sell, be sold) soon.
4. The house is (building, being built) this year.
5. They should (do, be done) the work next week.

- B. Write *still*, *any more*, *already*, or *yet*.

1. We _____ haven't received the check.

2. "Do you have their money?"

"No, they haven't paid me their money _____."

3. "Has Mike _____ called you?"

"Yes, he has. It's only eight o'clock, but he called a few minutes ago."

4. Mary isn't sick _____. She feels much better.

5. "Have you called him up?"

"No, not _____. I'll do it right away."

Lesson 19

C. Underline the correct answer.

1. John was very (disappointed, disappointing) with the news.
2. After the trip, we were very (tired, tiring).
3. The (excited, exciting) news was nice to hear.
4. That book is (disgusted, disgusting).

D. Write the correct preposition.

1. We were surprised _____ the price of his new car.
2. They are accustomed _____ eating sandwiches for dinner.
3. I am very excited _____ going to Europe.
4. Are you used _____ hearing English all of the time?
5. My parents are always worried _____ me.

Exercise 17: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. That house _____ last year.
 - a) built
 - b) was build
 - c) was being built
 - d) has been built
2. John's story was very _____ .
 - a) bored
 - b) excited
 - c) surprised
 - d) amusing
3. We _____ haven't received today's newspaper.
 - a) yet
 - b) still
 - c) already
 - d) any more
4. They are accustomed _____ American food now.
 - a) to eat
 - b) to eating
 - c) of eat
 - d) of eating

5. The television _____ broken since last week.
- a) was
 - b) has
 - c) was been
 - d) has been
6. We have _____ made our lunch.
- a) yet
 - b) still
 - c) already
 - d) any more
7. John thought that the test was very _____ .
- a) confused
 - b) confusing
 - c) broken
 - d) breaking
8. "Where are the letters?"
- "Those letters _____ already."
- a) mailed
 - b) was mailed
 - c) had been mailed
 - d) have been mailed
9. Kevin _____ his keys all of the time.
- a) lose
 - b) losing
 - c) loses
 - d) is lost
10. Jane and Sue are _____ their new dog.
- a) used of
 - b) happy for
 - c) unhappy by
 - d) worried about

Review Test 3 (Lessons 11–19)

Choose the best answer and put a circle around the letter of the correct answer.

1. We need to know ____ .
 - a) where is Boston
 - b) when are they coming
 - c) what time is it
 - d) who the new boy is
2. I was talking to the man ____ .
 - a) that Mary knows
 - b) which Mary knows
 - c) whom knows Mary
 - d) who know Mary
3. We have completed five lessons ____ .
 - a) since
 - b) after
 - c) so far
 - d) during
4. “Is it raining yet?”
“It _____ be raining. I saw a lady with a wet umbrella.”
 - a) should
 - b) should to
 - c) must
 - d) must to
5. “ _____ we smoke here?”
“No, no one is permitted to smoke here.”
 - a) May
 - b) Must
 - c) Should
 - d) Have
6. Jack needs to pass the final exam in order to pass the course. He ____ study hard.
 - a) can
 - b) may
 - c) might
 - d) should
7. “Why aren’t they coming to the party tonight?”
“I don’t know. They _____ study.”
 - a) can have to
 - b) have to can
 - c) must have to
 - d) have to must
8. They studied hard, and we ____ .
 - a) studied too
 - b) studied either
 - c) did too
 - d) didn’t either
9. These words are very ____ .
 - a) difficult of pronounce
 - b) difficult to pronouncing
 - c) easy for me of pronounce
 - d) easy for me to pronounce
10. The man _____ is my uncle.
 - a) whom is talking
 - b) who talks now
 - c) is talking
 - d) talking
11. John really needs _____ to the library now.
 - a) go
 - b) to go
 - c) going
 - d) has gone
12. Mr. Miller wants ____ a letter for him.
 - a) Susan writes
 - b) Susan to write
 - c) that Susan write
 - d) that Susan writes

13. This book is _____ read.
 a) easy enough for
 b) enough easy for
 c) easy enough to
 d) enough easy to
14. The hamburgers _____ yesterday.
 a) ate
 b) were ate
 c) are eaten
 d) were eaten
15. "Where is John?"
 "He doesn't work here _____ ."
 a) too
 b) still
 c) already
 d) any more
16. This machine works well, but the new machine is better because it works _____.
 a) rapidlier
 b) more rapidly
 c) as rapidly as
 d) the most rapidly
17. Mark was tired last night because he _____ tennis all afternoon.
 a) must play
 b) has played
 c) had played
 d) has playing
18. Mr. Smith is very happy _____ the news.
 a) of
 b) by
 c) for
 d) about
19. Pam _____ hasn't done the work.
 a) too
 b) yet
 c) still
 d) already
20. Yesterday was Friday. I _____ to class.
 a) must go
 b) must went
 c) had to
 d) had to go
21. "How did they get here?"
 "They came _____ ."
 a) for see me
 b) to see me
 c) by bus
 d) by walk
22. I think _____ a party now.
 a) it is
 b) that it's
 c) there is
 d) whose is
23. "Did you enjoy the book?"
 "No, it was _____ read."
 a) hard very to
 b) hard enough to
 c) too hard to
 d) enough hard
24. The new hospital _____ when the government ran out of money for the project.
 a) was building
 b) is building
 c) was being built
 d) is being built
25. "Did George like the movie?"
 "No, he didn't. He was _____ ."
 a) bored
 b) boring
 c) interested
 d) interesting
26. My new shoes are too small. When I get home, I'm going to _____.
 a) take off them
 b) take them off
 c) took off them
 d) took them off

Review Test 3

27. The group arrived _____ car.
a) with
b) for
c) in
d) by
28. We can't go outside because _____ .
a) is raining
b) is too cold
c) it's cold enough
d) it's too cold
29. Jill was eating dinner _____ I called her up.
a) when
b) while
c) during
d) already
30. "Are you going to France?"
"No, I'm not. The ticket is _____ me."
a) too expensive to
b) too expensive for
c) expensive enough to
d) expensive enough for
31. Jack's cat likes that brand of cat food, and _____ too.
a) Mary does
b) hers does
c) Mary likes
d) hers likes
32. "Would you like some onions?"
"Yes, please. I'd like some _____ ."
a) one
b) small one
c) ones
d) small ones
33. I can't imagine _____ that is.
a) of whom car
b) what car does
c) that whose car
d) whose car
34. "Where is my paper?"
"Maybe she _____ ."
a) put out it
b) hand it in
c) gave back it
d) threw it away
35. Martha went to the store _____ some milk.
a) for buy
b) for buying
c) to buy
d) to buying
36. " _____ is this?"
"It's mine."
a) Of who
b) Of whom
c) Who's
d) Whose
37. "Have you read _____ ?"
"No, but I will."
a) today newspaper
b) the today newspaper
c) the newspaper of today
d) today's newspaper
38. The girls have their books, and we have _____ books.
a) ours
b) our
c) our ones
d) ours ones
39. I believe I am _____ Bill.
a) taller than
b) taller that
c) more tall than
d) more tall that
40. "How many of those shirts _____ today?"
"About thirty."
a) have sold
b) are sold
c) were selling
d) have been sold

41. I like the red shirt, but I prefer the ____ .
- one blue
 - blues ones
 - blues one
 - blue one
42. I know _____ here.
- whose lives
 - whom lives
 - that he lives
 - that lives he
43. The man _____ last night.
- we saw
 - that we saw
 - we will visit called
 - that we will visit
44. "Did they study a lot?"
- "Yes, they studied _____ ."
- afterwards
 - during five days
 - for the vacation
 - until five o'clock
45. "Have all of the students gone home?"
- "Yes, they _____ ."
- did
 - had
 - have
 - gone
46. He speaks English well because he _____ it since he was a child.
- speaks
 - spoke
 - has spoken
 - had spoken
47. He didn't pass the test because he ____ .
- must not study
 - must not studied
 - hadn't studied
 - hadn't to study
48. John likes to swim, and Mark ____ .
- doesn't either
 - likes either
 - does too
 - likes too
49. John said that all the apples _____ yesterday.
- was eaten
 - had been eaten
 - ate
 - were ate
50. This book is _____ as that one.
- same price
 - as price
 - different
 - as expensive

Review Test 4 (Lessons 11–19)

Choose the correct answer. Put a circle around the letter of the answer.

- “Where are my papers?”
“I threw _____ .”
 - away it
 - it away
 - away them
 - them away
- “_____ did John send the letter?”
“He sent it by air mail.”
 - Which
 - Why
 - How
 - Can
- “Should he study more?”
“Yes, he _____ study a lot.”
 - must to
 - needs to
 - is going
 - can to
- “Can I help you?”
“Yes, I would like _____ help me.”
 - you to
 - for you
 - that you
 - you can
- “How many people were _____
at the party?”
“About twenty-five.”
 - those
 - there
 - they
 - we
- “How did you learn the words?”
“By _____ them several times.”
 - write
 - wrote
 - writing
 - written
- “What did he eat?”
“I’m not sure what _____ .”
 - did he eat
 - did eat he
 - he ate
 - ate he
- “Do you know the boy and his father?”
“Yes, the boy _____ I know used
to be in my class.”
 - whose
 - which
 - whose father
 - which father
- “Did you go to Japan?”
“No, but I had _____ .”
 - must
 - could
 - planned to
 - expecting to
- “What did the doctor say?”
“He told _____ .”
 - I resting
 - that I rest
 - me to rest
 - to me rest
- “Did you study?”
“Yes, we studied _____ the weekend.”
 - for
 - while
 - since
 - during
- I passed all my exams because I
_____ very hard.
 - am studied
 - am studying
 - had studied
 - have studied

13. "Will you go to the party tonight?"
"No, but I _____ ."
a) hope
b) won't
c) want to
d) must to
14. "Did he receive his check _____ ?"
"No, but he might get it tomorrow."
a) yet
b) since
c) still
d) any more
15. "What were you doing?"
"I was reading _____ she called me up."
a) when
b) while
c) whose
d) during
16. Joseph is _____ waking up very early.
a) unhappy with
b) excited of
c) tired for
d) used to
17. "Did you discuss the problem?"
"Yes, we _____ ."
a) thought of it
b) talked it over
c) asked for it
d) wrote it down
18. "Did you find the book?"
"Yes, we found the book
_____ looking for."
a) what we were
b) what were we
c) we were
d) were we
19. These two pencils are the same _____ .
a) thick
b) length
c) wide
d) cheap
20. "Is that Paul or is that Joe?"
"I don't know _____ ."
a) who is
b) is who
c) who that is
d) who is that
21. "Can you play tennis now?"
"No, I'm _____ to play right now."
a) tired too
b) too tired
c) tiring too
d) too tiring
22. "Is John still working at the bank?"
"Yes, he _____ working
there for a long time."
a) is
b) has
c) has been
d) had been
23. "I can't reach that shelf."
"I'm not _____ either."
a) tall very
b) tall enough
c) short very
d) short enough
24. "_____ test was the best?"
"Mark's was."
a) Whose
b) Whom
c) Why
d) Who
25. "How's the weather now?"
"_____ raining."
a) There is
b) There
c) It is
d) It

Review Test 4

26. "Which do you think are sweeter—bananas or lemons?"
"I think _____ are sweeter."
a) that bananas
b) that lemons
c) which bananas
d) which lemons
27. These books are easy _____ .
a) that I read
b) that me read
c) to me for read
d) for me to read
28. "Who has a watch?"
"I don't, but I know _____ ."
a) whose he does
b) whose does he
c) what time is it
d) what time it is
29. "Did you see John's new car?"
"Yes, I saw the car _____ John bought."
a) whose
b) which
c) whom
d) this
30. "Do you need some maps?"
"Yes, I'd like _____ ones, please."
a) some
b) a few
c) large
d) those
31. "Does Paul have a test tomorrow?"
"Yes, he _____ study tonight."
a) has
b) ought
c) must
d) won't
32. John's cat sleeps under the house, and _____ too.
a) mine is
b) yours sleeps
c) hers does
d) Mary does
33. "How was your test?"
"Mine was _____ ."
a) the best
b) most good
c) enough easy
d) easy very
34. "Do you think that Mike and John are Canadian?"
"I know that Mike is from Canada, and John _____ ."
a) can't be either
b) might be too
c) is either
d) isn't too
35. "Are you hungry?"
"No, I've _____ eaten."
a) already
b) any more
c) still
d) yet
36. "What happened to the letters that I left on my desk?"
"They _____ yesterday."
a) mailed
b) mailing
c) were mailed
d) were mailing
37. Matt has a new car, and Jill _____ .
a) has too
b) does too
c) has either
d) does either
38. "Will you help me find the pencils?"
"Yes, I'll _____ ."
a) look for them
b) look at them
c) put them away
d) put them out

39. "Are you _____ about the news?"
 "Yes, of course."
 a) used
 b) surprising
 c) bored
 d) happy
40. "Will you read a lot tonight?"
 "Yes, _____ will be very hard."
 a) tomorrow's test
 b) last week's exam
 c) the test of tomorrow
 d) the homework of now
41. "Where are _____ ?"
 "They're on the table."
 a) the pens of Mary
 b) John's pencils
 c) mine papers
 d) the students' book
42. "How many tests have you had _____ ?"
 "Only one."
 a) last week
 b) so far
 c) any more
 d) recent
43. "Was the book interesting?"
 "Yes, the book _____ was very good."
 a) was read
 b) we read
 c) reading
 d) interesting
44. This table is _____ that one.
 a) the same height
 b) the same weight
 c) as long as
 d) as age as
45. "Do you like coffee?"
 "Yes, but tea is more _____ ."
 a) delicious
 b) carefully
 c) better
 d) good
46. "Where did Greg go?"
 "He went home _____ some money."
 a) to get
 b) for get
 c) by getting
 d) with getting
47. "Do you always walk in the park?"
 "Yes, this park is pleasant _____ ."
 a) for walk
 b) for walk in
 c) to walk
 d) to walk in
48. I conclude that Jane has the correct answer. She _____ right.
 a) must have
 b) should have
 c) must be
 d) should be
49. "Whom were you talking to just now on the phone?"
 " _____ was Ricky."
 a) He
 b) It
 c) These
 d) There
50. "Are you still taking that medicine?"
 "The doctor said I _____ take it when I feel a little sick, but it isn't necessary to take it every day."
 a) have
 b) may
 c) ought
 d) am able

Lesson 21

- A. Verb + noun phrase + verb: See him go.
- B. Wish sentences: I wish they knew.
- C. *Wh*-word + *to* + verb: They decided when to go.

Vocabulary List

awful	park	sore	tractor
bridge	province	stadium	weak
groceries	relatives	strength	wish
let	skill	throat	wonderful

Exercise 1 (A, pp. 231-34)

Underline the correct verb form.

He saw her (leave, to leave) school.

I want her (leave, to leave) now.

1. Mr. Jones needs someone (help, to help) him.
2. She was watching him (play, to play) baseball.
3. Peter heard the telephone (ring, to ring), but he was too lazy (answer, to answer) it.
4. Mike has (go, to go) to class in a few minutes.
5. I let Mary and Sue (use, to use) my car.
6. I permitted them (use, to use) it for two hours.
7. Have you seen them (sing, to sing) on television?
8. I'll have the maid (make, to make) the beds.
9. We felt the house (shake, to shake) during the storm.
10. Parents should (make, to make) their children (eat, to eat) good food.
11. I'll have my secretary (type, to type) the letter.
12. They want me (help, to help) them.
13. The policeman made the men (go, to go) away.
14. Please help me (learn, to learn) these verbs.
15. Would you permit me (borrow, to borrow) your car?

Exercise 2 (A, pp. 231–34)

Write *to* on the line if it is necessary. If it is not possible to write *to*, then draw a line.

We saw her leave.

I want her to leave.

1. I had the man _____ fix my car.
2. We are planning _____ go tomorrow.
3. They would like _____ leave as early as possible.
4. Did you watch that elephant _____ eat?
5. The king made the men _____ sign the paper.
6. My father had told us not _____ go yet.
7. I caught a bird, but I let it _____ go.
8. Can you hear the baby _____ cry?
9. He often cries _____ get our attention.
10. I helped them _____ study last night.
11. Would you like us _____ help you?
12. I was watching them _____ play tennis.
13. Would you permit me _____ use your watch?
14. Would you let me _____ use your watch?
15. He's planning _____ arrive around noon.
16. Did they see you _____ take the money?
17. He ordered me _____ take the medicine.
18. She made them _____ leave.
19. She forced them _____ leave.
20. Mark watched the dogs _____ play.
21. We felt the plane _____ move.
22. I expect _____ receive a letter.

Lesson 21

23. I'm expecting _____ receive a letter.
24. Do you often watch her _____ play tennis?
25. Are you going to watch her _____ play tennis?

Exercise 3 (B, pp. 234–36)

Wish for the opposite by supplying the correct answer.

They aren't here. I wish they were here.

1. He doesn't want to help me. I wish he _____ to help me.
2. I don't know that girl. I wish I _____ that girl.
3. She won't arrive early. I wish she _____ early.
4. Peter doesn't speak slowly. I wish that Peter _____ slowly.
5. Susan doesn't speak English. I wish that Susan _____ English.
6. We don't have enough money to buy a car. I wish we _____ enough money to buy a car.
7. You can't come to my party. I wish you _____ come to my party.
8. He won't talk to his sister. I wish he _____ to his sister.
9. I am not tall. I wish I _____ tall.
10. I can't speak French. I wish I _____ speak French.

Exercise 4 (B, pp. 234–36)

Wish for the opposite situation by changing the verb and the italicized word.

John speaks *slowly*. I wish John spoke rapidly.

1. The test will be *difficult*. I wish the test _____ be _____.
2. Your sister is *sick*. I wish your sister _____.
3. They eat *fast*. I wish they _____.
4. The store is *closed* now. I wish the store _____ now.
5. My answers are *wrong*. I wish my answers _____.
6. She is *absent* today. I wish she _____ today.
7. I live in the *city*. I wish I _____ in the _____.
8. Today is *Monday*. I wish today _____.
9. The teacher gives *difficult* tests. I wish the teacher _____ tests.
10. Those pants are *expensive*. I wish those pants _____.

Lesson 21

Exercise 5 (B, pp. 234–36)

Wish for the opposite by writing the correct answer on the line.

Coffee is expensive.

I wish coffee weren't expensive.

Ann has a bad cold.

I wish Ann didn't have a bad cold.

1. A new car costs a lot of money.

I wish a new car _____ a lot of money.

2. He works six days every week.

I wish he _____ six days every week.

3. I have to study now.

I wish I _____ to study now.

4. The grammar test has fifty questions.

I wish the grammar test _____ fifty questions.

5. Our class begins early in the morning.

I wish our class _____ early in the morning.

6. I speak with an accent.

I wish I _____ with an accent.

7. I have a big test tomorrow.

I wish I _____ a big test tomorrow.

8. The test will be difficult.

I wish the test _____ be difficult.

9. I need fifty more dollars to buy that radio.

I wish I _____ fifty more dollars to buy that radio.

10. My car uses a lot of gasoline.

I wish my car _____ a lot of gasoline.

Exercise 6 (B, pp. 234–36)

Read the problem, and then fill in the missing words to wish for the opposite. Follow the examples.

<i>Problem</i>	<i>Wish</i>
1. I am not well.	I wish I <u>were</u> well.
2. I am sick.	I wish I <u>weren't</u> sick.
3. You are not here.	I wish you _____ here.
4. She is sad.	I wish she _____ sad.
5. I speak slowly.	I wish I _____ fast.
6. I speak slowly.	I wish I _____ slowly.
7. He has a cold.	I wish he _____ a cold.
8. You eat fast.	I wish you _____ fast.
9. I have a cold.	I wish I _____ a cold.
10. They work at night.	I wish they _____ at night.
11. She isn't ready.	I wish she _____ ready.
12. I am not tall.	I wish I _____ tall.
13. I don't have a car.	I wish I _____ a car.
14. He doesn't understand.	I wish he _____ .
15. He doesn't write well.	I wish he _____ well.
16. They aren't rich.	I wish they _____ rich.
17. They don't like my food.	I wish they _____ my food.
18. She speaks fast.	I wish she _____ slowly.
19. She speaks fast.	I wish she _____ fast.
20. They don't know her.	I wish they _____ her.

Lesson 21

Exercise 7 (B, pp. 234–36)

Wish for the opposite situation by completing the statement with a short response.

I can't go with you, but I wish I could .

I am too tired to go, but I wish I weren't .

1. She isn't a good cook, but she wishes she _____ .
2. Mr. Sims will be late, but we wish he _____ .
3. He's never early, but he wishes he _____ .
4. It's raining now, but I wish it _____ .
5. He can't speak English, but I wish he _____ .
6. They don't have a car, but they wish they _____ .
7. They have a big car, but they wish they _____ .
8. She always loses her keys, but she wishes she _____ .
9. I don't understand this homework, but I wish I _____ .
10. They don't read very fast, but they wish they _____ .
11. He has a lot of bills, but he wishes he _____ .
12. It rains every day in the summer, but everyone wishes it _____ .
13. They don't know the answer, but they wish they _____ .
14. He can't go to class tomorrow, but he wishes he _____ .
15. He will not go to the party this afternoon, but we wish he _____ .

Exercise 8 (C, pp. 237–38)

Read the first sentence, and then complete the second one with a question word + *to* + verb.

Should she buy this book or that book?

She doesn't know which to buy .

1. We know what we should do. We know _____ .
2. They don't know if they should leave in the morning or in the afternoon.
They don't know _____ .

3. Should we invite Susan or Mary?

We don't know _____ .

4. "Do you think they will arrive on time?"

"Of course. I told them _____ ."

5. I'm not sure if I should stay for five days or one week.

I must decide _____ .

6. Can I get there better by bus or by plane?

I'd like to know _____ there.

7. Should we send \$50 or \$100?

He told us _____ .

8. "Do you think Joe will make enough food?"

"Yes, I told him _____ ."

9. "Does Mary know how to cook the food?"

"Yes, I told her _____ the food."

10. "Did Paul buy the right forks for the dinner?"

"Yes, he knew _____ ."

Exercise 9: Review Test

A. Underline the correct answer.

1. She asked me (help, to help) her (study, to study).

2. We advised them (go, to go) in August.

3. Those people let us (drive, to drive) their car.

4. I saw them (go, to go) to the airport.

B. Wish for the opposite by writing the missing words.

1. We don't speak English well. We wish we _____ English well.

2. My sister is tall. She wishes she _____ tall.

3. Peter will arrive late. I wish he _____ arrive early.

Lesson 21

4. They have to study. They wish they _____ to study.
5. It is expensive. I wish it _____ cheap.

C. Complete the second sentence with a question word + *to* + verb.

1. We don't know if we should arrive at 8 P.M. or 9 P.M. We don't know _____
_____ .
2. Should they bring \$15 or \$20? They don't know _____ .
3. Will we invite Joe or his brother? We don't know _____ .
4. What should they do first? They don't know _____ first.

Exercise 10: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "Can you go with us tomorrow?"
"No, I can't, but I wish I _____ ."
a) can
b) could
c) went
d) could have
2. "Will they arrive on time?"
"Yes. I told them _____ to get here."
a) which
b) where
c) when
d) whom
3. They _____ us to do the work.
a) wanted
b) watched
c) saw
d) let
4. "Did Mary go to the store?"
"Yes, but she didn't know _____ buy."
a) what
b) what to
c) when
d) when to

5. "Did the bus move?"
"Yes, we felt _____ ."
a) move it
b) it move
c) it to move
d) to it move
6. "The weather is really bad."
"Yes, I wish it _____ ."
a) didn't rain
b) doesn't rain
c) weren't raining
d) wasn't raining
7. "Will he go to France next month?"
"Yes, but he wishes he _____ to go."
a) hadn't
b) hasn't
c) didn't have
d) doesn't have
8. We wish we knew _____ French well.
a) speak
b) to speak
c) how speak
d) how to speak
9. "Do you need more gas in your car?"
"No, I had the man _____ my car yesterday."
a) fill
b) to fill
c) how fill
d) how to fill
10. "Are you leaving now?"
"Yes, I am. I wish I _____ more time to talk, but I must get home now."
a) have
b) had
c) doesn't have
d) didn't have

Lesson 22

- A. *Must have, might have, should have, could have*
- B. *Must have* with progressive forms: *must have been going*
- C. Short answers: *Did they go? They must have.*
- D. Wish sentences in the past: *I wish you had visited them.*

Vocabulary List

cough	karate	mud	souvenir
could have	knock	must have	thief
discourage	lecture	refuse	tools
dorm	mayor	should have	valuable
generous	message	sneeze	wreck
hurricane	might have		

Exercise 1 (A, pp. 239–43)

Read these conversations between two people, and then underline the correct answer.

“Did you know that Mary didn’t pass the test?”

“Yes, I did. She really (should, must) have studied more.”

1. “Was yesterday’s class interesting?”

“Yes, it was. You (should, might) have been here.”

2. “Paul was absent.”

“Yes, he (should, must) have been sick.”

3. “Did you go to Europe?”

“I (could, must) have gone there, but I went to Japan instead.”

4. “John didn’t answer his telephone when I called, but I’m sure he was at home.”

“Well, he (should, might) have been in the shower.”

5. “She didn’t pass the test, but she had studied a lot.”

“Well, the test (must, can) have been very difficult.”

6. “My father bought two new cars for our family.”

“He (should, must) have spent a lot of money.”

7. “John went to a party last night, and he didn’t have his report in class today.”

“He (might, should) have been at the library last night.”

8. “Did you need this map of the city?”

“Yes, it (must, might) have helped me to find the building that I was looking for.”

9. “My brother has never liked sports, but yesterday he played basketball for a few hours!”

“He (could, must) have been very tired when he finished.”

10. "Does your father already know about the trip?"
"Yes, he does. My mother (must, should) have told him."
11. "Did you help your sister?"
"I (should, could) have helped her, but I wasn't able to."
12. "Jane was very sick."
"She (shouldn't, must not) have gone outside without a coat."
13. "I don't have any money now."
"You (shouldn't, must not) have spent all of your money last night."
14. "He wrote his answers with a pen. The teacher said to use a pencil."
"He (shouldn't, must not) have understood the instructions."
15. "The new student tried to talk to me, but he doesn't speak much English."
"Well, I (couldn't, shouldn't) have helped you because I only speak English."
16. "Where did he lose his passport?"
"He (might, should) have left it on the plane."
17. "Why did he lose his passport?"
"He (might not, should not) have been very careful."
18. "John has a black eye today."
"He (should, must) have had a fight with someone."
19. "My clock is broken, and I woke up late today."
"Why didn't you tell me? I (must, could) have called you this morning."
20. "It's possible that the mailman has already come."
"Yes, he (might, will) have come while we were shopping."

Lesson 22

Exercise 2 (A, pp. 239–43)

Read the sentences, and then write a new sentence with the correct modal.

Does Mary speak Spanish? (I conclude that she does.)

Mary must speak Spanish.

Did she do the work? (I conclude that she did.)

She must have done the work.

1. Is John a good student? (It's possible.)

2. Was he a good tennis player? (I conclude that he was.)

3. Did Mary study for the test? (It was desirable, but she didn't.)

4. Will Mary study for the test? (She ought to.)

5. Did they eat lunch? (They had the opportunity, but they didn't.)

6. Does Paul like hamburgers? (I conclude that he does.)

7. Did we spend too much money? (It's possible.)

8. Did George eat all of the bread? (I conclude that he did.)

9. Were they here yesterday? (They had the opportunity, but they weren't.)

10. Did it rain last night? (It's possible, but I'm not sure.)

Exercise 3 (B, pp. 244–46)

Write these sentences again with a past modal. Use a progressive verb form with the modal.

It is possible that John was sleeping.

John might have been sleeping.

1. It's possible that it was raining last night.

2. I conclude that she was studying for a long time.

3. It's not possible that John was studying last night.

4. It was desirable for him to go to class every day, but he didn't.

5. I conclude that Paul wasn't doing all of the homework.

6. He ought to have been saving his money, but he wasn't.

7. It's possible that Ben was eating dinner when I called.

8. I conclude that he was eating dinner when I called.

9. Sam wasn't studying last night. He didn't pass the test today.

10. It's impossible that you were talking to Tim at noon.

Lesson 22

Exercise 4 (A–B, pp. 239–46)

Read the situation, and write a sentence with a modal to describe the situation. Use *-ing* if it is necessary.

Peter missed class last week. (might)

Peter might have been sick.

She didn't eat breakfast, lunch, or dinner yesterday. (must)

She must have been hungry last night.

1. Jane was putting a stamp on an envelope when I saw her at the post office. (must)

2. It was cold, but she wasn't wearing a coat. (should)

3. I understand French, but I didn't help the new students from France. (could)

4. I had the opportunity to study, but I wasn't studying last night. (could)

5. Mark didn't have any money because he forgot to go to the bank. (should)

Exercise 5 (C, pp. 247–48)

Give a short answer to these questions.

Should they have studied more?

Yes, they should have .

1. Might she have lost all the money?

Yes, _____ .

2. Might she have been studying?

Yes, _____ .

3. Could they have been sleeping?

No, _____ .

4. Could they have stolen the money?

No, _____ .

5. Should Joe have called us sooner?

Yes, _____ .

6. Should you have been reading your book?

Yes, _____ .

7. Could you have used another person to help you?

Yes, _____ .

8. Should I have called you earlier?

No, _____ .

9. Should he have worked all day?

Yes, _____ .

10. Should he have been working all day?

Yes, _____ .

Exercise 6 (C, pp. 247–48)

Read the statement, and then complete the sentence with *but*.

I didn't study, but I should have .
(*I had the obligation to study*)

1. I thought they hadn't studied last night, _____ .
(*it was possible*)

2. Sue doesn't believe she spent the money, _____ .
(*she concludes that she spent it*)

3. We didn't go to Florida, _____ .
(*we had the opportunity to go*)

4. They said they had been swimming, _____ .
(*it was not possible*)

5. He wasn't working, _____ .
(*he had the opportunity*)

Lesson 22

Exercise 7 (D, pp. 249–51)

Wish for the opposite by changing the verbs.

They weren't here. I wish they had been here.

1. The new car cost a lot of money. I wish the new car _____ a lot of money.
2. I didn't know that girl. I wish I _____ that girl.
3. She arrived late. I wish she _____ late.
4. Peter spoke loudly. I wish Peter _____ loudly.
5. Susan didn't speak English. I wish Susan _____ English.
6. We didn't have enough money. I wish we _____ enough money.
7. You weren't able to come to my party. I wish you _____ able to come to my party.
8. He didn't help us study. I wish he _____ us study.
9. It was raining. I wish it _____ raining.
10. I was too busy to leave home. I wish I _____ too busy to leave home.

Exercise 8 (D, pp. 249–51)

Wish for the opposite by changing the verb to past perfect and then writing the opposite of the adjective/adverb.

Joe *spoke rapidly*. I wish Joe had spoken slowly .

1. The test *was difficult*. I wish the test _____ .
2. Your sister *was sick*. I wish your sister _____ .
3. They *ate dinner fast*. I wish they _____ .
4. The store *was closed*. I wish the store _____ .
5. I *wrote the wrong* answer. I wish I _____ .
6. He *drove fast*. I wish he _____ .
7. They *arrived late*. I wish they _____ .
8. The teacher *explained* the words *rapidly*. I wish the teacher _____ .
_____ .

9. The homework *was difficult*. I wish the homework _____ .

10. The watches *were expensive*. I wish the watches _____ .

Exercise 9 (D, pp. 249–51)

Wish for the opposite situation. Use the short form of the predicate.

He didn't understand, but he wishes he had _____ .

They are sick, but I wish they weren't _____ .

1. He can't help us, but I wish _____ .

2. They don't speak English, but they wish _____ .

3. I wasn't studying, but I wish _____ .

4. She wasn't here, but she wishes _____ .

5. She isn't here, but she wishes _____ .

6. They arrived late, but they wish _____ .

7. She is always hungry, but she wishes _____ .

8. Peter wasn't early, but now he wishes _____ .

9. I bought a new car, but I wish _____ .

10. I never study, but I wish _____ .

11. We like chocolate, but our doctor wishes _____ .

12. He ate chocolate, but he wishes _____ .

13. They won't call me, but I wish _____ .

14. She didn't understand, but now she wishes _____ .

15. We were visiting them, but we wish _____ .

16. We were there, but we wish _____ .

17. We are here, but we wish _____ .

18. He eats a lot, but he wishes _____ .

19. He ate a lot, but he wishes _____ .

20. They can't play well, but they wish _____ .

Exercise 10: Review Test

A. Underline the correct answer.

1. We (should, must) have studied more. Our tests were very bad.
2. They (must, should) have been drinking milk. Here are their glasses, and there is a little milk in them.
3. John (couldn't, must not) have gone to France. It's impossible.
4. They (might, should) have heard us. It's possible.
5. He had the opportunity to go, but he didn't. He (could, should) have gone.
6. I didn't understand him. I (must, should) have listened better.

B. Write the correct short answer.

1. Did you call? (it was desirable)

No, but I _____ .

2. Did they call you? (it was impossible)

No, they _____ .

3. Were they eating? (I conclude they were)

Yes, they _____ .

C. Wish for the opposite. Use the short form.

1. They didn't understand, but they wish _____ .

2. We weren't at the party, but we wish _____ .

3. She went there, but she wishes _____ .

4. It wasn't raining, but I wish _____ .

Exercise 11: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "Did you pass the test?"
"No, I didn't. I wish I _____ more."
a) study
b) studied
c) was studying
d) had studied
2. "Did Pete fall asleep in class again today?"
"Yes, he did. The teacher told him that he _____ gone to bed earlier last night."
a) must have
b) must had
c) should have
d) should had
3. John read Martha's letters, but he wishes he _____ .
a) doesn't
b) didn't
c) hasn't
d) hadn't
4. "Is it possible that they were sick?"
"No, they _____ sick."
a) could not be
b) must not be
c) couldn't have been
d) must not have been
5. "My brother is in your class. I suppose that you know him."
"Well, I _____ met him, but I don't remember."
a) should
b) must
c) should have
d) must have
6. France was very expensive. I wish I _____ to Japan.
a) went
b) was
c) had gone
d) hadn't went
7. "Is the car clean now?"
"Yes, someone _____ washed it."
a) must have
b) must have been
c) should have
d) should have been
8. It was raining very hard, but we wish it _____ .
a) wasn't
b) weren't
c) hadn't been
d) hasn't been
9. "Did you hear that Mr. Smith was a famous tennis player a few years ago?"
"Yes, I did. He _____ have been very good."
a) must
b) will
c) should
d) can
10. "Did you eat dinner twice?"
"I _____ twice, but I didn't."
a) might eat
b) should eat
c) could have eaten
d) must have eaten

Lesson 23

- A. Subordinators: *if, unless, because, although, whether, whenever*
B. *Because of, in spite of, regardless of*

Vocabulary List

although	climate	if	unless
because	freely	in spite of	whenever
because of	hold up	regardless of	whether
carefree			

Exercise 1 (A.1, pp. 252–53)

Read the sentence, and then write *if* or *unless*.

She will arrive on time if she doesn't wake up late.

She will arrive on time unless she wakes up late.

1. I will pay the rent _____ you don't have enough money.
2. I will pay the rent _____ you have enough money.
3. We won't pass the test _____ we study.
4. We won't pass the test _____ we don't study.
5. They will call us _____ they need our help.
6. They won't call us _____ they need our help.
7. You will be late _____ you don't hurry.
8. You will be late _____ you hurry.
9. We can go _____ the tickets aren't too expensive.
10. It won't snow _____ the weather gets colder.
11. He'll get angry _____ you don't clean his room.
12. I'll stay home _____ they invite me to their party.
13. _____ the food is very good, we'll eat it.
14. _____ everyone can go, I don't want to go.
15. _____ we hurry, we'll be late for sure.

Exercise 2 (A.1, pp. 252–53)

Change the sentences with *if* to *unless* and those with *unless* to *if*.

I won't go if they don't invite me.

I won't go unless they invite me.

We'll be late unless we hurry up.

We'll be late if we don't hurry up.

1. They will do the work if they don't go to the party.

2. He can't learn English if he doesn't study.

3. We will call off the party unless the rain stops.

4. She can't buy a new car if she doesn't get a job.

5. I won't study unless it's necessary.

Exercise 3 (A.2, pp. 253–54)

Read the sentence, and then write *because* or *although*.

I called him because he told me to.

1. We didn't eat _____ we were on a diet.

2. They failed the test _____ they had studied.

3. Mary is popular _____ she is very nice.

4. I went by plane _____ I like to fly.

5. She wore a coat _____ it was very cold.

6. He speaks Spanish very well _____ he only studied it for two semesters.

7. He continued to work _____ he was very tired.

Lesson 23

8. The girls cried _____ they were sad.
9. We went there by car _____ it was cheaper than going by bus.
10. They need more paper _____ they ran out of it.
11. _____ it's hot, we turned on the air conditioner.
12. _____ it was late, we hurried.
13. _____ she had studied, Jane made an excellent grade on the test.
14. _____ I was sick, I went to work yesterday.
15. _____ I was sick, I didn't go to class.

Exercise 4 (A.2, pp. 253–54)

Read the two sentences, and then write a new sentence with *because* or *although*.

I have to study. I have a big test.

I have to study because I have a big test.

1. We don't like the summer. It's too hot.

2. They aren't going to buy the car. They have enough money.

3. She's very tall. All of her brothers are short.

4. She's very tall. Both of her parents are tall.

5. My watch was expensive. It is made of gold.

Exercise 5 (A.3, pp. 254–55)

Read the sentences, and then underline the correct answer.

I will go to New York, but John must go with me.

I'll go to New York (if John goes, whether or not John goes).

1. He always wears a raincoat. The weather isn't important to him.
He wears a raincoat (if it's raining, whether it's raining or not).
2. Mary usually studies. She studies every night.
She studies (if she has a test, whether or not she has a test).
3. We are going to play tennis. We don't have to wait for Paul.
We will play tennis (if Paul comes, whether Paul comes or not).
4. They will cook dinner. They can cook without my help.
They'll cook dinner (if I help them, whether or not I help them).
5. I would like to open the door. I need my keys.
I'll open the door (if I find my keys, whether or not I find my keys).
6. John always knows the words. He doesn't have to study.
He always knows the words (if he looks them over, whether or not he looks them over).
7. I want to eat lunch. I only like steak.
I'll eat at Bob's house (if he cooks steak, whether or not he cooks steak).
8. They want to take a trip to France. They have a lot of money to spend.
They'll go to France (if the ticket is cheap, whether or not it is cheap).
9. He likes to read. He only reads good books.
He'll read the new book (if it's interesting, whether it's interesting or not).
10. He wants to mail a letter. He needs a stamp.
He'll mail the letter (if he gets a stamp, whether or not he gets a stamp).

Exercise 6 (B, pp. 255–56)

Read the sentence and write *because* or *because of*.

We were tired because we had run five miles.

1. We didn't have a picnic _____ it was raining.
2. We didn't have a picnic _____ the rain.
3. I called Bob _____ I had a problem.
4. I called Bob _____ my problem.
5. She asked me _____ she thought I knew the answer.
6. _____ I didn't study, I failed the test.

Lesson 23

7. _____ my bad grade, I didn't pass the course.
8. _____ the price, I decided to buy the radio.
9. We like him _____ his nice personality.
10. _____ he is a nice person, we like him a lot.

Exercise 7 (B, pp. 255–56)

Read the sentence and write *although* or *in spite of*.

I went to class in spite of my cold.

1. She didn't study _____ she knew about the test.
2. I ate the food _____ it wasn't very good.
3. I ate the food _____ the bad taste.
4. _____ the radio was expensive, I bought it.
5. He sent me a new television _____ it wasn't my birthday or Christmas.
6. He didn't wear a coat _____ the cold weather.
7. He is an excellent basketball player _____ he is very short.
8. My children attend that school _____ the distance they have to walk each morning.
9. She passed the test _____ the difficulty.
10. _____ the test was difficult, she passed it.

Exercise 8 (B, pp. 255–56)

Read the sentence and write *whether or not* or *regardless of*.

We'll travel tomorrow whether or not it's snowing.

1. We'll travel _____ the weather.
2. They'll call _____ the time.
3. I plan to buy a car _____ it costs a lot.
4. _____ you can come with me, I'm going to Atlanta.

5. _____ the length of the book, I'm sure I won't have any problems reading it.
6. She always makes good grades _____ the subject.
7. He can pronounce a word _____ he has heard it before.
8. We didn't know _____ they had eaten lunch.
9. He'll buy steak for dinner _____ the price.
10. _____ his plans, the other family members will celebrate Christmas at home this year.

Exercise 9 (B, pp. 255–56)

Read the sentence and write *because*, *because of*, *although*, *in spite of*, *whether or not*, or *regardless of*.

We didn't go because of the bad weather.

We didn't go because the weather was bad.

1. He gave us more money _____ we didn't need it.
2. The weather is cold, but he'll go outside _____ it.
3. We'll go next week _____ the weather.
4. She ate again _____ she had just eaten dinner.
5. I would like to stop at a restaurant that serves chicken, but I'll stop at the next restaurant _____ the type of food they serve.
6. Mary says that the food is very salty. We'll eat it _____ the taste.
7. We heard the song _____ the batteries were weak.
8. John played tennis yesterday _____ he was very tired.
9. We'll read any book _____ its topic or length.
10. We'll read that book with seven hundred pages _____ its length.

Lesson 23

Exercise 10 (B, pp. 255–56)

Read the first sentence, and then complete the second one with *because of*, *regardless of*, or *in spite of* and a noun.

We didn't go because the weather was bad.

We didn't go because of the bad weather .

1. They will buy a ticket whether or not it's expensive.

They will buy a ticket _____ .

2. I was late because it was raining.

I was late _____ .

3. We will read the book whether or not it is long.

We'll read the book _____ .

4. John was happy although he had made a bad grade.

John was happy _____ .

5. We took the trip although the ticket was expensive.

We took the trip _____ .

Exercise 11 (B, pp. 255–56)

Underline the correct answer.

We didn't go (because, because of) the rain.

She was studying (although, in spite of) she didn't have a test.

They eat steak (whether or not, regardless of) the price.

1. She likes candy (because, because of) it's sweet.
2. She likes it (because, because of) the taste.
3. We bought the ticket (although, in spite of) the cost.
4. We bought it (although, in spite of) it was expensive.
5. I will go (whether or not, regardless of) John agrees to go.
6. I will go (whether or not, regardless of) John's decision.
7. Peter ate the food (because, because of) he was hungry.
8. Mary walks to class (although, in spite of) the distance.
9. He will be on time (whether or not, regardless of) the weather.
10. We left (because, because of) we didn't like the movie.

11. I get up early (whether or not, regardless of) I have to.
12. Bob was laughing (because, because of) John's joke.
13. Students should study (although, in spite of) they don't want to.
14. He'll do the work (whether or not, regardless of) he is paid well.
15. She was crying (because, because of) the onions.
16. (Whether or not, Regardless of) the time, I will call you.
17. I went to class (although, in spite of) I didn't want to.
18. She got sick (although, in spite of) the flight was very pleasant.
19. She got sick (although, in spite of) the pleasant flight.
20. (Because, Because of) the bad weather, we couldn't drive home.

Exercise 12: Review Test

Underline the correct answer.

1. We will go (if, unless) the weather isn't bad.
2. She wore a coat (because, although) it was very cold.
3. They will learn English (if, unless) they always speak Spanish outside of class.
4. She wore a heavy coat (because, although) the weather was warm.
5. I need Paul to go with me. I'll go (whether or not, if) Paul goes.
6. John will call me (if, although) he has time.
7. I always study. I study (whether or not, if) I have a test.
8. She called (because, because of) she had a problem.
9. It is very cold (because, because of) it's winter.
10. They will call (whether or not, regardless of) it's late.
11. They will call (whether or not, regardless of) the time.
12. Suzy came to class yesterday (although, in spite of) she was sick.
13. She ate cake and ice cream (although, in spite of) her diet.
14. Please call me (if, unless) you need to.
15. Please call me (if, unless) it's necessary.
16. They bought a car (because, although) it was expensive.
17. I'll use a pencil (if, although) I can find one.
18. Mary always cooks a lot of food (whether or not, regardless of) she is expecting a lot of guests.
19. The store was still open (although, in spite of) the time.
20. We ate the potatoes (because, although) they didn't taste very good.

Lesson 23

Exercise 13: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. We were late _____ the weather was very bad.
 - a) although
 - b) because
 - c) in spite of
 - d) regardless of
2. We will be on time _____ we run.
 - a) if
 - b) unless
 - c) although
 - d) whether
3. They bought the car _____ the good price.
 - a) in spite of
 - b) because of
 - c) unless
 - d) if
4. I went _____ I didn't have to.
 - a) in spite of
 - b) regardless of
 - c) although
 - d) whether
5. "Can you go if it's raining?"
"I can go _____ it's raining."
 - a) whether or not
 - b) regardless of
 - c) in spite of
 - d) because
6. "Did you like the beach?"
"Yes, I liked it _____ the rainy weather."
 - a) although
 - b) because
 - c) in spite of
 - d) whether or not
7. Peter ate the food _____ he was very hungry.
 - a) because of
 - b) because
 - c) in spite of
 - d) in spite
8. _____ it was late, we went to sleep.
 - a) Although
 - b) Because
 - c) Whether
 - d) Unless
9. "That house costs half a million dollars!"
"Yes, but he's going to buy it _____ the price."
 - a) because
 - b) although
 - c) regardless
 - d) in spite of
10. "Did you eat the dinner that Mary cooked?"
"Yes, I ate it _____ I knew that Mary's cooking is never good."
 - a) because
 - b) although
 - c) in spite of
 - d) regardless of

Lesson 24

A. Conditional sentences:

If he knows the answer, he will tell her.

If he knew the answer, he would tell her.

If he had known the answer, he would have told her.

Vocabulary List

ball-point pen
bill

college
millionaire

mine (noun)
postcard

raise

Exercise 1 (A, p. 257)

Read the sentence, and then write the correct form of the verbs on the line. Pay close attention to the adverbials of time in the sentences. Follow the examples.

get

buy

1. If he gets his check, he will buy a dog tomorrow.
2. If he _____ his check, he _____ a dog right now.
3. If he _____ his check, he _____ a dog last week.

come

be

4. If Bob _____ to class tomorrow, we _____ surprised.
5. If Bob _____ to class right now, we _____ surprised.
6. If Bob _____ to class yesterday, we _____ surprised.

have

take

7. If he _____ a cold tomorrow, he _____ some aspirin.
8. If he _____ a cold right now, he _____ some aspirin.
9. If he _____ a cold last night, he _____ some aspirin.

make

work

10. She _____ more money tomorrow if she _____ very hard.
11. She _____ more money this week if she _____ very hard.
12. She _____ more money last month if she _____ very hard.

study

pass

13. If she _____ , she _____ all of her tests next week.
14. If she _____ , she _____ all of her tests this week.
15. If she _____ , she _____ all of her tests last week.

do

be

16. I _____ things better next year if I _____ president.
17. I _____ things better now if I _____ president.
18. I _____ things better last year if I _____ president.

Exercise 2 (A, pp. 257-59)

Complete the verbs in these statements about a student who is thinking about what will happen to him in the future. Follow the examples.

1. (study/pass) If I study very hard, I will pass the TOEFL.*
2. (pass/enter) If I _____ the TOEFL, I _____ the university.
3. (enter/be) If I _____ the university, I _____ a university student.
4. (be/have) If I _____ a university student, I _____ to study very hard.
5. (have/make) If I _____ to study very hard, I _____ good grades.
6. (make/receive) If I _____ good grades, I _____ a degree with honors.
7. (receive/get) If I _____ a degree with honors, I _____ a good job.

*TOEFL = Test of English as a Foreign Language. This test is required for university admission of students whose native language is not English.

Exercise 3 (A, pp. 257–60)

Complete the verbs in these sentences about a person who is thinking about what would happen to him if he received some money right now. Follow the examples.

1. (receive/put) If I received \$1,000, I would put half of it in the bank.
2. (put/have) If I _____ half of it in the bank, I _____ \$500.
3. (have/take) If I _____ \$500, I _____ a trip.
4. (take/go) If I _____ a trip, I _____ to Canada.
5. (go/visit) If I _____ to Canada, I _____ my friends.
6. (visit/have) If I _____ my friends, I _____ a good time.
7. (have/stay) If I _____ a good time, I _____ as long as possible.

Exercise 4 (A, pp. 257–62)

Complete the verbs in these statements about a student who is thinking about what would have happened to him if he had gone to class yesterday. Follow the examples.

1. (go/know) If I had gone to class yesterday, I would have known about the composition.
2. (know/do) If I _____ about the composition, I _____ it.
3. (do/write) If I _____ it, I _____ about my family.
4. (write/be) If I _____ about my family, my paper _____ interesting.
5. (be/like) If my paper _____ interesting, the teacher _____ it.
6. (like/get) If the teacher _____ it, I _____ a good grade.
7. (get/be) If I _____ a good grade, I _____ very happy.

Lesson 24

Exercise 5 (A, pp. 257–62)

Answer these questions with complete sentences. Begin your answer with *if*.

What would you do if you were rich?

If I were rich, I would take a big trip.

What will you do if your cat is hungry?

If my cat is hungry, I will feed it.

What would you have done if it had been raining?

If it had been raining, I would have stayed home.

1. What will you do if the ticket is expensive?

2. What will you do if you have a test?

3. What would you have done if they had invited you?

4. What would you buy if you went to Switzerland?

5. What would you have drunk if you hadn't drunk water?

6. What would you have studied if you had studied last night?

7. What will you say if someone tells you "Thank you"?

8. What would you speak if you lived in France?

9. What will you do if your car has a flat tire?

10. What would you have done if you hadn't had enough money?

Exercise 6 (A, pp. 257–62)

Write the correct verb form on the line.

(see) If I had seen you, I would have told you the news.

1. (get) If I _____ my check, I'll go to the bank.
2. (be) We would begin eating if Joe _____ here.
3. (do) If I _____ my homework, I would have passed the test.
4. (eat) I _____ the cake if I had been hungry.
5. (hear) If I _____ any news, I'll call you.
6. (go) If it weren't raining now, we _____ to the beach.
7. (play) If I had my racket, I _____ tennis with you.
8. (wear) I _____ a suit if I go to the party.
9. (need) If I make a cake, I _____ some sugar.
10. (be) If I _____ you, I wouldn't do that.

Exercise 7 (A, pp. 257–62)

Write the correct verb form on the line.

(see) If I see him, I'll tell him you're looking for him.

1. (be) If you _____ still sick tomorrow, you will have to go to the doctor.
2. (eat) If I _____ that food, I'll get sick.
3. (do) If you _____ your homework, you would have known all the answers.
4. (have) If she _____ a television, she wouldn't have been bored.
5. (get) He will let me know if the cat _____ sick again.
6. (write) If he _____ that letter yesterday, he wouldn't have had to do it today.
7. (cook) If I buy the food, she _____ it.

Lesson 24

8. (call) If John had arrived home, he _____ me already.
9. (be) If it _____ raining, we wouldn't drive to Atlanta.
10. (lend) Susan _____ you the money that you need if she had enough.

Exercise 8: Review Test

Write the correct form of the verb on the line.

1. (have) I will study if we _____ a test.
2. (buy) I _____ some watches if I went to Germany.
3. (eat) I would have spent too much money if I _____ more food.
4. (be) If he _____ late tomorrow, he _____ in trouble.
5. (see) If I _____ you, I would have told you the news.
6. (work) If I _____ there, I would make a lot of money.
7. (write) If she had remembered, she _____ you a letter.
8. (run) Paul would have won the race if he _____ faster.
9. (play) She will be tired if she _____ tennis tonight.
10. (be) If it _____ raining, we wouldn't go.
11. (call) If she had a phone, I _____ her now.
12. (go) If they had invited me, I _____ with them.
13. (read) If she gives me a book, I _____ it.
14. (study) I _____ another lesson if I had had more time.
15. (fly) If she _____ here, she would have arrived last night instead of this morning.

Exercise 9: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. If you were my friends, you ____ me.
 - a) helped
 - b) will help
 - c) would help
 - d) would have helped
2. Peter ____ if we invite him.
 - a) will come
 - b) does come
 - c) would have come
 - d) might have come
3. If George _____ sick, he would have gone to the doctor.
 - a) were
 - b) was
 - c) would have been
 - d) had been
4. We would study if we ____ a test.
 - a) had
 - b) have
 - c) had had
 - d) would have had
5. "Can you help me?"
"I'll help you tomorrow if I _____ enough time."
 - a) have had
 - b) have
 - c) had
 - d) will have
6. If she had been sad, she ____ a lot.
 - a) cried
 - b) will cry
 - c) would have cried
 - d) would cry
7. "Are you sure that you don't know him?"
"Well, if he _____ in my class last semester, I would know him."
 - a) was
 - b) were
 - c) had been
 - d) would be
8. If it's raining, we ____ have the picnic.
 - a) don't
 - b) won't
 - c) wouldn't
 - d) couldn't
9. If you _____ here, you would have had a great time.
 - a) were
 - b) would be
 - c) had been
 - d) would have been
10. If I ask my father and he agrees, I _____ his car.
 - a) use
 - b) uses
 - c) will use
 - d) would use

Lesson 25

- A. *So . . . that*: so busy that he can't go; *such . . . that*: such a busy man that he can't go
- B. Negative questions: Isn't the teacher here?
- C. Tag questions: John is here, isn't he?

Vocabulary List

across	department	so	such
climb	fall asleep	soldier	ticket
comfortably	invent	speeding	twice

Exercise 1 (A, pp. 263–65)

Change the expressions with *so* to *such*.

The man is so busy. He is such a busy man .

1. The baby is so beautiful. She is _____ .
2. Today is so cold. This is _____ .
3. The car is so expensive. It is _____ .
4. The boy is so tall. He is _____ .
5. The books are so heavy. They are _____ .
6. The movie was so interesting. It was _____ .
7. The cats are so ugly. They are _____ .
8. Mark is so interesting. He is _____ .
9. That watch is so pretty. That is _____ .
10. His sister is so unhappy. She is _____ .

Exercise 2 (A, pp. 263–65)

Change the expressions with *such* to *so*.

He is such a busy man. The man is so busy .

1. This is such a dirty table. This table is _____ .
2. These are such expensive pants. These pants are _____ .
3. It is such a cold day. Today is _____ .
4. He was such a good student. The student was _____ .
5. This is such delicious wine. This wine is _____ .
6. That is such a heavy box. That box is _____ .
7. He is such an intelligent boy. That boy is _____ .
8. This is such a pretty picture. This picture is _____ .
9. These are such heavy boxes. These boxes are _____ .
10. Those are such nice shoes. Those shoes are _____ .

Exercise 3 (A, pp. 263–65)

Read the sentences, and then write *so*, *such a*, *such an*, or *such* on the line.

Mr. Smith is so tall that he can reach the ceiling.

This is such a good book.

1. Today is _____ cold day that I won't go to school.
2. You are _____ good friend that I would do anything for you.
3. My father is _____ intelligent that he had a scholarship when he was in college.
4. I'm _____ hungry that I could eat a horse.
5. They're _____ good children.
6. I'm _____ tired that I can't continue walking.
7. She's _____ nice person.
8. It's _____ cold outside that my dogs don't want to go out of the house.
9. You're _____ handsome boy that you must have many girlfriends.
10. They always write _____ good compositions.

Lesson 25

Exercise 4 (A, pp. 263–65)

Read the situation, and then write two new sentences. Use *so . . . that* in the first one and *such . . . that* in the second one.

This book is boring. I can't read it.

This book is so boring that I can't read it.

This is such a boring book that I can't read it.

1. The weather is cold. There is ice on our car.

2. This car is too expensive for us to buy.

3. This lesson is easy. Everyone understands it.

4. Mark and Henry are nice. Everyone likes them.

5. The restaurant was good. We want to return as soon as possible.

Exercise 5 (B, pp. 266–67)

Write a negative question.

It's time to leave now. Isn't it time to leave now?

1. She is going to France. _____

2. They work in the bank. _____

3. He had a cold during the vacation. _____
4. It was raining when you arrived. _____
5. He speaks French. _____
6. He has been in Austria. _____
7. They had already done their work. _____
8. You ate dinner with John. _____
9. It has been snowing since Monday. _____
10. We should clean our room now. _____

Exercise 6 (B, pp. 266–67)

Give a short answer to the following questions.

Did you study?

Yes, I did .

1. Weren't you afraid?

Yes, _____ .

2. Weren't you afraid?

No, _____ .

3. Didn't he go home?

Yes, _____ .

4. Don't they understand?

No, _____ .

5. Aren't they early?

No, _____ .

6. Isn't she your sister?

Yes, _____ .

7. Can't he speak English?

Yes, _____ .

8. Isn't there a test today?

No, _____ .

9. Doesn't she have a car?

Yes, _____ .

10. Can't she hear well?

No, _____ .

Lesson 25

Exercise 7 (C, pp. 267–68)

Write a tag question, and then give the expected short answer.

Paul is sick, isn't he ?

Yes, he is .

1. You can go, _____ ?

_____ .

2. We're all ready, _____ ?

_____ .

3. They don't have a car, _____ ?

_____ .

4. We can't go, _____ ?

_____ .

5. She's happy, _____ ?

_____ .

6. It isn't raining, _____ ?

_____ .

7. Bob didn't bring his books, _____ ?

_____ .

8. She couldn't hear well, _____ ?

_____ .

9. Peter speaks German, _____ ?

_____ .

10. She won't call tonight, _____ ?

_____ .

11. He wrote you another letter, _____ ?

_____ .

12. You aren't hungry, _____ ?
_____ .
13. Sue will be ready, _____ ?
_____ .
14. She did the work, _____ ?
_____ .
15. I sent you the money, _____ ?
_____ .
16. He hasn't seen that movie yet, _____ ?
_____ .
17. She hadn't been late before, _____ ?
_____ .
18. There isn't much time, _____ ?
_____ .
19. They should study more, _____ ?
_____ .
20. They shouldn't come late, _____ ?
_____ .

Exercise 8: Review Test

A. Write *so* or *such*. Remember to use *a* or *an* when necessary.

1. She is _____ happy that she's crying.
2. He is _____ tall that he can touch the ceiling.
3. It is _____ good day that we might have a picnic.
4. The test was _____ difficult that nobody in my class passed it.
5. Mr. Smith was _____ hungry that he ate lunch twice.
6. That was _____ interesting movie that I want to see it again.

Lesson 25

B. Make negative questions.

1. She went to France. _____
2. They are here. _____
3. It's hot in here. _____
4. She has a car now. _____

C. Write a tag question, and then give the expected answer.

1. She's here, _____ ?
_____ .
2. They ate the rice, _____ ?
_____ .
3. It's been raining, _____ ?
_____ .
4. He didn't go, _____ ?
_____ .
5. We weren't late, _____ ?
_____ .
6. Joe will go with us, _____ ?
_____ .

Exercise 9: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

- | | |
|---|---|
| 1. This book is _____ difficult that we can't read it.
a) such
b) that
c) so
d) too | 2. You're going tomorrow, _____ ?
a) won't you
b) aren't you
c) will you
d) are you |
|---|---|

3. Mr. Smith is _____ busy that he is always tired.
- a) so
 - b) too
 - c) such
 - d) such a
4. "Don't they have a new car?"
- "Yes, _____ ."
- a) they do
 - b) they don't
 - c) it does
 - d) it doesn't
5. His hat is _____ small for me to wear.
- a) so
 - b) too
 - c) such
 - d) such a
6. They spoke to you, _____ ?
- a) did they
 - b) didn't they
 - c) do they
 - d) don't they
7. "Won't you be late to class?"
- "Yes, _____ ."
- a) I do
 - b) I don't
 - c) I will
 - d) I won't
8. He's been sick for a long time, _____ ?
- a) isn't he
 - b) doesn't he
 - c) hasn't he
 - d) wasn't he
9. "Will you have more coffee?"
- "Yes, this is _____ good coffee."
- a) too
 - b) so
 - c) such
 - d) such a
10. They didn't go by ship, _____ ?
- a) did they
 - b) they did
 - c) didn't they
 - d) they didn't

Lesson 26

A. *Self* pronouns: *myself*, *yourself*, etc.

B. Verb expressions in *-ing* after other verbs: I enjoyed singing.

Vocabulary List

alone	finish	itself	package
avoid	get through	keep (on)	sew
can't help	herself	mirror	themselves
consider	himself	myself	yourself
enjoy	insist on	ourselves	yourselves

Exercise 1 (A.1, p. 269)

Write the correct reflexive pronoun.

Mary herself

- | | | | |
|----------------|-------|--------------|-------|
| 1. I | _____ | 6. we | _____ |
| 2. you (sing.) | _____ | 7. you (pl.) | _____ |
| 3. he | _____ | 8. they | _____ |
| 4. she | _____ | 9. Bob | _____ |
| 5. it | _____ | 10. the boys | _____ |

Exercise 2 (A.1, pp. 269–70)

Read the situation, and then complete the sentences.

John wanted a cake. He made one.

John made a cake for himself

John made himself a cake

1. She wanted a chair. She found one.

She found _____

She found _____

2. I wanted a car. I bought one.

I bought _____ .

I bought _____ .

3. The boy likes to read a short story. He wrote one.

He wrote _____ .

He wrote _____ .

4. Paul needed some aspirin. He got some.

He got _____ .

He got _____ .

5. They needed some skirts. They sewed some.

They sewed _____ .

They sewed _____ .

6. We wanted some pie. We cut a piece.

We cut _____ .

We cut _____ .

7. He was thirsty. He poured a glass of milk.

He poured _____ .

He poured _____ .

8. We were hungry. We fried some fish.

We fried _____ .

We fried _____ .

9. Jack and Sue were hungry. They cooked some eggs.

They cooked _____ .

They cooked _____ .

10. Martha was cold. She got a sweater.

She got _____ .

She got _____ .

Lesson 26

Exercise 3 (A.2, pp. 270–71)

Use a reflexive pronoun for emphasis.

I'll make lunch myself .

She wrote that book herself .

1. Did you drive all the way here _____ ?
2. They bought a house _____ .
3. Did Joe read the whole book _____ ?
4. We ate the whole cake _____ .
5. Did Mary go to England _____ ?
6. I did the work _____ .
7. Paul saw the accident _____ .
8. We cooked all the food _____ .
9. Did you paint this picture _____ ?
10. He grew those vegetables _____ .

Exercise 4 (A.2, p. 271)

Use *by* + a reflexive pronoun to mean "alone."

I live by myself .

She's going by herself .

1. He needs to be _____ when he is sad.
2. They work faster when they work _____ .
3. I did all of the work _____ .
4. She answered the questions correctly _____ .
5. I cooked _____ .
6. The boys cleaned their room _____ .
7. Did you wash all the dishes _____ ?
8. Do you live _____ ?

9. Mark and I don't like to be _____ .

10. Did he write this _____ ?

Exercise 5 (A.1-2, pp. 269-71)

Match the sentences with the meanings. Choose the meaning which is similar to the sentence, and write the letter on the line by the number. Follow the examples.

 d 1. I bought a book for myself.

 c 2. I bought a book by myself.

_____ 3. I bought myself a book.

_____ 4. I bought a book myself.

a) I wanted a book, so I bought one.

b) I bought a book. No other person bought one.

c) I was alone when I bought a book.

_____ 5. He'll bake himself a cake.

_____ 6. He'll bake a cake by himself.

_____ 7. He'll bake a cake himself.

_____ 8. He'll bake a cake for himself.

a) He wants a cake, so he'll bake one.

b) He'll bake a cake. No other person will do it.

c) He'll be alone when he bakes the cake.

_____ 9. You wrote the note yourself.

_____ 10. You wrote yourself the note.

_____ 11. You wrote the note by yourself.

_____ 12. You wrote the note to yourself.

a) You wrote a note to remember something.

b) You wrote the note. No other person wrote it.

c) You were alone when you wrote the note. No one helped you write it.

Lesson 26

Exercise 6 (B, pp. 271-74)

Underline the correct verb form. Some sentences may have two answers.

We wanted (to go, going).

They like (to work, working) here.

1. She prefers (to cook, cooking) her own meals.
2. He insists on (to go, going) by car.
3. They began (to study, studying) about nine o'clock.
4. We started (to eat, eating) dinner around six.
5. You should avoid (to smoke, smoking).
6. I can't help (to eat, eating) bread and butter.
7. He's considering (to move, moving) soon.
8. She planned (to see, seeing) that movie.
9. We finished (to work, working) at four P.M.
10. Bob would like (to write, writing) a letter now, but he doesn't have enough time.

Exercise 7 (B, pp. 271-74)

Write the correct form of the verb.

(eat) I can't help eating candy.

1. (go) We'll _____ tomorrow. We plan _____ after lunch.
2. (eat) We're very hungry. Let's stop _____ at the next restaurant that we see.
3. (write) I found a letter that I had written a long time ago. However, I don't remember _____ it.
4. (stay) He wants _____. He insists on _____ at home.
5. (swim) I kept on _____. My sister and I really enjoy _____.
6. (play) Does he like _____ tennis?
7. (play) Do you want _____ tennis now?
8. (smoke) My doctor told me to stop _____.
9. (read) When did you get through _____ the book?
10. (speak) She can't help _____ fast.

Exercise 8 (B, pp. 271–74)

Write the correct form of the verb.

(be) We need to be on time.(eat) I enjoy eating spaghetti.

1. (see) I really wanted _____ that movie.
2. (do) He promises _____ the work
3. (think) She kept on _____ about the problem.
4. (watch) I didn't remember _____ the news on television. I was so busy that I forgot.
5. (listen) I don't remember _____ to the news. I might have, but I'm not really sure.
6. (play) She can't _____ tennis very well.
7. (move) I felt the airplane _____ .
8. (sing) Mary enjoys _____ very much.
9. (go) I'm considering _____ to Mexico in May.
10. (eat) I got through _____ at noon.
11. (work) The students kept on _____ until lunch.
12. (eat) I stopped _____ when the telephone rang.
13. (learn) We like _____ other languages.
14. (have) We expect _____ a very good time.
15. (take) Mary must consider _____ her car if I can't take mine.

Exercise 9: Review Test

A. Match the sentences with the meanings. Write the letter of the meaning on the line by the number.

- _____ 1. I bought the picture myself.
- _____ 2. I bought the picture by myself.
- _____ 3. I bought myself the picture.
- _____ 4. I bought the picture for myself.
- a) I wanted a picture, so I bought one.
- b) I was alone when I bought the picture.
- c) I bought the picture. No other person bought it.

B. Write the correct reflexive pronoun.

1. I cut _____ .
2. He saw _____ in the mirror.
3. Mary bought a new book for _____ .
4. The man was talking to _____ .
5. We wrote it by _____ .

C. Write the correct form of the verb.

1. (write) She enjoys _____ letters very much.
2. (help) We must _____ them as much as possible.
3. (go) He insists on _____ to church.
4. (eat) We stopped _____ butter because we are on a diet.
5. (play) Can they _____ football today?

Exercise 10: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. "What did the doctor say?"
"He told her to avoid _____ chocolate."
a) eat
b) eats
c) eating
d) to eat
2. I got through _____ at five o'clock.
a) work
b) works
c) to work
d) working
3. We might _____ to Miami next week.
a) go
b) goes
c) to go
d) going
4. I bought _____ a chair for my apartment.
a) by myself
b) for myself
c) myself
d) me
5. We made dinner _____ .
a) ourself
b) ourselves
c) for us
d) for we
6. Mary went home, but Bob kept on _____ .
a) worked
b) works
c) to work
d) working
7. I cut _____ .
a) me
b) my
c) myself
d) meself
8. I'm considering _____ the work later.
a) do
b) to do
c) doing
d) am doing
9. "Did Mary go with him?"
"No, he went _____ ."
a) hisself
b) heself
c) by himself
d) by hissself
10. "Will you buy him a car?"
"No, he must buy _____ ."
a) one himself
b) one yourself
c) one myself
d) one herself

Lesson 27

- A. Nouns used as complements after direct objects: They elected Kennedy president.
- B. Adjectives used as complements after direct objects: He pushed the door open.
- C. Noun + *-ing* verb expressions used as direct objects: We watched the boys playing.

Vocabulary List

appoint	elect	plain	shovel
barber	mashed	press	smell
boil	medium	push	type
chairman	name	rare	wave
committee	nominate	raw	well-done
designate	pet	shine	wipe
dry-clean			

Exercise 1 (A, pp. 275–77)

Read the situation, and then complete the sentence. Use *as* when it is necessary.

The people elected Johnson. He is president.

The people elected Johnson president.

They selected Bill. He is the new representative.

They selected Bill as the new representative.

1. We chose Bob. He is our new leader.

We chose _____.

2. They have a new baby. His name is Paul.

They named _____.

3. The people liked Edward. They wanted him to be the king.

The people made _____.

4. His name is Joseph. He is called Joe.

Everyone calls _____.

5. The students selected the winner. Mark was the winner.

The students selected _____.

Exercise 2 (A, pp. 275–77)

Answer these questions with complete sentences.

What do you call baby cats?

I call baby cats kittens.

1. What do you call baby dogs?

2. What do you call people from Japan?

3. Whom did the Americans elect as president in the last election?

4. What do you call people from Spain?

5. Whom did the coach select as the best player?

Exercise 3 (B, pp. 277–80)

Read the situation, and then complete the sentence using adjectives and past participles.

I want somebody to clean my room.

I want my room cleaned.

He painted the house. It is white now.

He painted the house white.

I like coffee. My coffee must be black.

I like my coffee black.

1. Mike had someone fix his car.

Mike had _____.

2. I pulled the curtain. It's closed now.

I pulled _____.

Lesson 27

3. Ann cut her hair. It is short now.

Ann cut _____ .

4. I want you to sell my house.

I want _____ .

5. I want you to take my picture.

I want _____ .

6. I eat potatoes. I like to fry my potatoes.

I like _____ .

7. We need someone to make our beds.

We need _____ .

8. I would like you to repair my car.

I would like _____ .

9. I like soup, but it must be hot.

I like _____ .

10. I need someone to clean my room.

I need _____ .

11. I want somebody to paint my house.

I want _____ .

12. I'm going to have somebody wash my clothes.

I'm going to have _____ .

13. He wants someone to toast his bread.

He wants _____ .

14. I would like someone to correct my mistakes.

I would like _____ .

15. She likes steak. Her steak must be well-done.

She likes _____ .

Exercise 4 (C, pp. 280–81)

Read the two sentences, and then complete the third sentence.

I watched Mary. She was playing tennis.

I watched Mary playing tennis .

1. They saw me. I was swimming.

They saw _____ .

2. He watched the cat. It was eating its food.

He watched _____ .

3. I caught John. He was copying my homework.

I caught _____ .

4. We heard the girls. They were singing.

We heard _____ .

5. We found our brother. He was sleeping on the sofa.

We found _____ .

6. Mary felt her face. It was getting hot and turning red.

Mary felt _____ .

7. I was able to smell the cake. It was burning in the oven.

I was able to smell _____ .

8. Paul saw us. We were leaving school.

Paul saw _____ .

9. She left her son. He was studying in his room.

She left _____ .

10. They heard the dog. It was barking all night.

They heard _____ .

Lesson 27

Exercise 5: Discrimination of Verb Forms (11/A.1, 13/A.1, 13/A.4, 21/A, 26/B, 27/C)

Write the correct form of the verb on the line.

(stop / eat) He told me to stop eating fatty foods.

(use) I let him use my pen.

1. (stop / smoke) He told me _____ immediately.
2. (try / catch / steal) The police should _____ the man _____ the money.
3. (have / arrive) The boss insists on _____ his employees _____ at eight in the morning.
4. (watch / play) We found the boys _____ some people _____ baseball.
5. (consider / let / use) Do you plan _____ John _____ your car?
6. (do) She persuaded Mark _____ the work.
7. (try / avoid / eat) I will _____ fried foods.
8. (cook / cook) We began _____ dinner around two o'clock, and we didn't stop _____ until eight o'clock.
9. (promise / help) You must _____ not _____ him.
10. (try / call) I continued _____ Mark.
11. (watch / land / take) We went to the airport _____ the airplanes _____ and _____ off.
12. (go / try / buy) Martha asked me _____ to the store _____ some fresh apples.
13. (study / study) I didn't get through _____ until midnight although I began _____ in the afternoon.
14. (drive / travel) He stopped _____ because he was too tired to keep on _____ .
15. (let / watch) Will he _____ you _____ the game on his television set?
16. (eat) They invited me _____ dinner at their house.
17. (smell / burn) We could _____ the fish _____ .

- 18. (remember) He wrote the words several times in order to help him _____ them.
- 19. (avoid / drive) They would like _____ in the noon traffic.
- 20. (get / sleep) Joe is used to _____ up early now, but he used to _____ until ten or eleven every morning.

Exercise 6: Review Test

A. Read the sentences, and then write a new sentence.

- 1. The people elected Jackson. He's president.

- 2. I like soup. My soup must be hot.

- 3. Mary swept the floor. It is clean now.

- 4. I want someone to clean the floor.

- 5. She cut her hair. It's short now.

- 6. The man painted the room. It's pink now.

- 7. I want someone to wash the dishes now.

- 8. They saw us. We were taking the money.

- 9. He heard her. She was singing a song.

- 10. John found them. They were studying grammar.

Lesson 27

B. Underline the correct word.

1. I smelled the fish (fried, frying).
2. I want my room (clean, cleaned) by the maid.
3. I like my bread (toast, toasted).
4. I need my house (sell, sold) as soon as possible.

Exercise 7: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. I found the lesson _____ .
a) difficult
b) as easy
c) wrote
d) finish
2. We can smell the food _____ .
a) cooks
b) to cook
c) cooked
d) cooking
3. The teacher selected _____ as the best student.
a) I
b) he
c) you
d) she
4. "What color did you paint the kitchen?"
"We painted _____ ."
a) the room yellow
b) the yellow room
c) the yellow
d) yellow it
5. "Is John the new secretary?"
"Yes, the members elected _____ ."
a) secretary John
b) John secretary
c) secretary
d) John it
6. "Didn't his parents give him the name Michael?"
"Yes, but everyone calls _____ ."
a) Mike
b) him
c) him Mike
d) Mike to him
7. "What happened to your hair?"
"I had it _____ ."
a) short to cut
b) cutting short
c) short cut
d) cut short
8. "Did you find the dog?"
"Yes, I found _____ ."
a) it to eat
b) it eat
c) it eating
d) it eats
9. "Are you going to sell your house?"
"Yes, I want _____ immediately."
a) it sold
b) sold it
c) it selling
d) selling it
10. "What do you call young cats in English?"
"I call _____ ."
a) them kittens
b) kittens to them
c) it kittens
d) kittens to it

Lesson 28

- A. Verb expressions in *-ing* functioning as noun phrases: Traveling is fun.
- B. Verb expressions in *-ing* functioning as subordinate clauses: Sitting in a chair, he watched TV.

Vocabulary List

annoy	effort	noisily	storm
argue	fulfill	profitable	talent
campaign	gallery	purchase	thrill
contest	geometry	require	toss
creak	hobby	shout	

Exercise 1 (A, pp. 282–83)

Write the correct form of the verb. Use the *-ing* form in the subject position.

(walk) It's good exercise to walk every day.

(walk) Walking every day is good exercise.

- (study) It's necessary _____ to learn English.
- (study) _____ is necessary to learn English.
- (go) It's important _____ to class every day.
- (eat) _____ spaghetti is fun.
- (play) _____ tennis is good exercise.
- (ride) It makes me tired _____ bicycles for a long time.
- (ride) _____ bicycles makes me tired.
- (drive) _____ that car isn't safe.
- (drive) It isn't safe _____ that car.
- (learn) _____ English is usually easy.

Lesson 28

Exercise 2 (A, pp. 282–83)

Read the two sentences, and then write a new sentence.

Practice the *-ing* form of the verb.

I play tennis. It's fun.

Playing tennis is fun.

1. We drive our cars. It's necessary.

2. She learned to use chopsticks. It was fun.

3. I always do the homework. It's difficult.

4. They visited Europe. It was very exciting.

5. I read all the compositions. It was tiring.

Exercise 3 (B, pp. 283–84)

Write a new sentence which begins with an *-ing* verb phrase.

John was cleaning his room. He found his wallet.

Cleaning his room, John found his wallet.

1. Mary is a secretary. She knows how to type.

2. George has a new car. He doesn't have to take a bus any more.

3. They were eating lunch. They saw us from their kitchen window.

4. I saw the picture. I thought about my cousin.

5. She was waiting for the bus. She got tired.

6. The boys were playing baseball. They lost the ball.

7. I was wiping the table. I spilled hot water on myself.

8. I was preparing dinner. I cut my finger.

9. He was playing baseball. He tore his pants.

10. They were speaking with their friends. They had a great time.

Exercise 4 (B, pp. 284–85)

Write a new sentence which begins with *having* + past participle.

I ate dinner. Then I began to study.

Having eaten dinner, I began to study.

1. We played tennis. We took a shower and ate lunch.

2. They called us. They called the other students.

3. John did the work. He sat down to watch television.

4. Mark worked last year. He went to France at Christmas.

Lesson 28

5. The children took the medicine. They felt much better.

6. He ate dinner. He washed all the dishes.

7. I finished my homework. I went to bed.

8. I was sick for a week. I went to see the doctor today.

9. He finished the test early. He started to look his answers over.

10. She wrote some letters. She went to the post office to mail them.

Exercise 5: Review Test

A. Write the correct verb form on the line.

1. (write) It's important _____ letters to your family and friends.

2. (drive) _____ a big car is expensive.

3. (play) It's fun _____ tennis.

4. (stay) _____ awake all night made me late for class.

5. (be) _____ on time is important.

B. Write a new sentence which begins with an *-ing* form of the verb or *having* + past participle.

1. We ate dinner. We ate dessert.

2. We were watching television. We ate all of the popcorn.

3. She is the teacher. She knows all the students' names.

4. Mary wrote the verbs several times. She learned them quickly.

Exercise 6: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. ____ the test, I left the classroom.
 - a) Finish
 - b) Finished
 - c) Finishing
 - d) Having finished
2. It's necessary _____ to class.
 - a) go
 - b) goes
 - c) to go
 - d) going
3. _____ her car on Main Street, she had an accident.
 - a) Drive
 - b) To drive
 - c) Driving
 - d) Having driven
4. _____ that car is fun.
 - a) Drive
 - b) To drive
 - c) Driving
 - d) Having driven
5. _____ Chinese is very difficult.
 - a) Learn
 - b) Learned
 - c) Learning
 - d) Having learned
6. It makes us very happy _____ you.
 - a) see
 - b) to see
 - c) seen
 - d) have seen
7. It isn't very safe _____ that motorcycle.
 - a) to drive
 - b) driven
 - c) driving
 - d) drive
8. "Why do you enjoy tennis?"

"_____ tennis is a lot of fun."

 - a) Plays
 - b) Played
 - c) Playing
 - d) Having play
9. "Did you see him when you were going to lunch?"

"Yes, _____."

 - a) he saw me going to lunch
 - b) I saw him going to lunch
 - c) going to lunch, he saw me
 - d) going to lunch, I saw him
10. "Did he go to lunch after he had phoned you?"

"Yes, _____."

 - a) phoning me, he went to lunch
 - b) having phoned me, he went to lunch
 - c) phoning him, I went to lunch
 - d) having phoned him, I went to lunch

Lesson 29

- A. Conjunctions: *and, but, or*, and sentence connectors: *however, therefore, also*, etc.
- B. Adverbial expressions of time and place in sentence initial position: *At nine o'clock, we have class.*
- C. Summary statements: *in other words*

Vocabulary List

also	cotton	in fact	on the other hand
apply	elsewhere	in other words	over
appointment	farm	in spite of that	peach
as a matter of fact	field	in summary	refreshment
as a result	forest	intonation	rose
besides	furthermore	lawn	similarly
bowl	however	lie	still
briefly	in addition	lie down	therefore
carpenter	in a word	likewise	thus
cherry	in brief	moreover	to summarize
coast	in contrast	nevertheless	veto
consequently	indeed	on the contrary	yet
conversely			

Exercise 1 (A.1, pp. 286–87)

Put a comma where it is necessary.

John was sick, but he was happy.

John was sick but happy.

1. We like swimming and fishing.
2. I must go or I'll never wake up tomorrow.
3. We need eggs butter and milk.
4. They want Mary and John to go.
5. We ate fish but they had beef.
6. The food was delicious but expensive.
7. We need bread or crackers.
8. She went to the doctor but she's still sick.
9. She kept on singing and listening to the radio.
10. Mary ordered steak rice green beans and a dessert.
11. He likes reading and writing.
12. They went to North America and South America.

13. I did the work and I went to sleep.
14. Did you prefer the red blue or white shirts?
15. The tea was good but it was very sweet.

Exercise 2 (A.2, pp. 288–89)

Put the correct punctuation. Indicate which letters should be capitalized.

She played tennis, but she lost.

She played tennis. ^HHowever, she lost.

1. We ran four miles therefore we were very tired.
2. The boys made a cake but it tasted horrible.
3. Mary was happy about the news however Sue was sad.
4. Mr. Smith likes baseball but I prefer football.
5. It was raining therefore we didn't have a picnic.

Exercise 3 (A.2, pp. 288–89)

Write *therefore*, *however*, or *also*. Add the correct punctuation.

I failed the test. Therefore, I was unhappy.

1. I'm on a diet. _____ I will not eat any bread.
2. She's sick. _____ she must go to class.
3. Paul has a test in the morning. _____ he has a test in the afternoon.
4. We like tennis. _____ we don't like basketball.
5. You're very short. _____ you can't reach the ceiling.
6. I was late today. _____ I was late twice last week.
7. She has a quarter and a nickel. _____ she has thirty cents.
8. We bought a new radio. _____ we don't like it very much.
9. The store is closed. _____ I can't buy the food until tomorrow.
10. Mike visited France. _____ he visited Germany and England.

Lesson 29

Exercise 4 (A.2, pp. 289–90)

Read the first sentence, and then decide if the italicized word is similar to *but*, *and*, or *so*.

He didn't study. *However*, he passed the test.

He didn't study, but he passed the test.

1. Paul was very sick. *Therefore*, he didn't attend class.

Paul was very sick, _____ he didn't attend class.

2. She ate a sandwich. *Also*, she ate some ice cream.

She ate a sandwich, _____ she ate some ice cream.

3. Bob won the prize. *As a result*, he was very happy.

Bob won the prize, _____ he was very happy.

4. Going to the beach on a hot summer day is a lot of fun. *On the other hand*, getting too much sun is painful.

Going to the beach on a hot summer day is a lot of fun, _____ getting too much sun is painful.

5. Mr. Smith bought a present for his daughter. *Likewise*, he bought a gift for his son.

Mr. Smith bought a present for his daughter, _____ he bought a gift for his son.

6. That car costs a lot of money. *In spite of that*, Jack plans to buy it.

That car costs a lot of money, _____ Jack plans to buy it.

7. We don't like ice cream because it's expensive. *In addition*, it's very fattening.

We don't like ice cream because it's expensive _____ it's very fattening.

8. It was raining hard. *Thus*, we had to cancel the game.

It was raining hard _____ we had to cancel the game.

9. Steve moved to another city. *Nevertheless*, we call each other at least once a week.

Steve moved to another city, _____ we call each other at least once a week.

10. We went on vacation in Mexico because the plane ticket was cheap. *Moreover*, the hotels there were inexpensive.

We went on vacation in Mexico because the plane ticket was cheap _____ the hotels there were inexpensive.

Exercise 5 (B, pp. 290–92)

Change the position of the time/place expression in the second sentence and add the word *there*.

The paper is on the desk. Envelopes are inside the drawer.

The paper is on the desk.

Inside the drawer there are envelopes.

We always eat lunch at noon. Grammar class is afterwards.

We always eat lunch at noon.

Afterwards there is grammar class.

1. The Atlantic is to the east of our country. The Pacific lies to the west.

2. Writing class is at eight o'clock. Reading class is immediately afterwards.

3. That station was playing good music last hour. Other good songs are on it now.

4. Canada is north of the United States. Mexico is south of the United States.

5. She watched a good movie at nine. The news was at eleven.

Exercise 6 (C, p. 293)

Write a statement which summarizes the situation. Begin your sentence with *in other words*.

He doesn't have a nickel or a dime. He doesn't have a dollar.

In other words, he doesn't have any money.

1. You don't think Paul is nice. He makes you unhappy and nervous.

2. Joe went to Norway during his last vacation. He wants to return as soon as possible.

3. Edward studies very hard. He seldom misses class, and he always makes good grades.

4. She watched television from six until midnight. Then, she listened to the radio and wrote some letters until it was time for breakfast.

5. Martha knows how to cook spaghetti, potatoes, and rice. She knows how to cook meat, fish, and seafood.

Exercise 7: Review Test

A. Add the correct punctuation.

1. I want cake coffee and a glass of milk.
2. She's working and he's studying.
3. I don't like fish. However I sometimes eat it.
4. I'm tired but happy.

B. Underline the correct answer.

1. He's hungry. (Therefore, Also), he's thirsty.
2. My car is broken, and I don't have any money for a taxi. (However, In other words), I must walk.
3. I like vegetables. (Therefore, However), I eat potatoes.
4. She has a high fever, and she feels dizzy. (Also, In other words), she's very sick.
5. We can write the letters now, (or, but) we can write them later.
6. They sent me a Christmas card. (Nevertheless, Likewise), I sent them a card.

C. Change the position of the time/place expression in the second sentence. Use the word *there*.

1. The post office is to the north. The bank is to the south.

2. The meeting begins at six. The party is at seven.

3. Ten people are eating in the cafeteria. Eight people are studying in the library.

Exercise 8: Review Test

Choose the correct answer. Put a circle around the letter of the answer.

1. They went to Austria, Greece, and England. _____ , they spent their vacation in Europe.
 - a) But
 - b) And
 - c) However
 - d) In other words
2. We ate dinner, _____ Alice wasn't hungry then.
 - a) or
 - b) and
 - c) also
 - d) but

Lesson 29

3. They called Mary, _____ .
 - a) Joe but Paul
 - b) Joe, but Paul
 - c) Joe and Paul
 - d) Joe, and Paul
4. Mexico is to the south. _____ lies Canada.
 - a) To the north is
 - b) To the north there
 - c) It to the north
 - d) There to the north
5. We had a picnic, played some games, and went swimming. _____ we had a lot of fun.
 - a) However
 - b) However,
 - c) In other words
 - d) In other words,
6. I've already been to the park. I didn't enjoy it. _____ , I don't want to go there again.
 - a) But
 - b) And
 - c) Therefore
 - d) However
7. The weather was _____ .
 - a) sunny but hot
 - b) sunny, but hot
 - c) sunny also hot
 - d) sunny, also hot
8. Most cars are expensive. _____ , this car isn't.
 - a) Also
 - b) And
 - c) However
 - d) Therefore
9. It's raining very hard. _____ , we won't be able to have the picnic today.
 - a) Or
 - b) But
 - c) However
 - d) Therefore
10. Mr. Smith is very tall. His _____ is short.
 - a) son, but,
 - b) son, but
 - c) son, however,
 - d) son, however

Review Test 5 (Lessons 21–29)

Choose the best answer and put a circle around the letter of the correct answer.

1. We _____ Mary to go.
 - a) saw
 - b) heard
 - c) told
 - d) made
2. The teacher _____ me do the work.
 - a) wanted
 - b) told
 - c) made
 - d) found
3. I _____ the boy eating my sandwich.
 - a) told
 - b) found
 - c) promised
 - d) let
4. She _____ them find the answers.
 - a) helped
 - b) wanted
 - c) advised
 - d) observed
5. "Tom speaks so loudly."
"Yes, but I wish he _____ ."
 - a) doesn't
 - b) didn't
 - c) hadn't
 - d) hasn't
6. "Did you go to the store?"
"Yes, but I didn't know _____ ."
 - a) what buy
 - b) what to buy
 - c) what buying
 - d) what bought
7. "Did you forget the letters?"
"I don't think I did, but I _____ ."
 - a) might
 - b) must
 - c) might have
 - d) must forgotten
8. "Are they in London?"
"Yes, and I wish I _____ there, too."
 - a) was
 - b) were
 - c) am
 - d) had been
9. "Did you go to class?"
"No, I didn't go, but I _____ ."
 - a) must
 - b) must have
 - c) should
 - d) should have
10. My car is wet. It _____ last night.
 - a) must rain
 - b) should rain
 - c) must have rained
 - d) should have rained
11. "Did you understand the class?"
"No, but I wish I _____ it."
 - a) did
 - b) had
 - c) understood
 - d) had understood
12. "I failed my test."
"You _____ harder last week."
 - a) should study
 - b) must study
 - c) should have studied
 - d) must have studied
13. "She went on vacation."
"I wish she _____ ."
 - a) doesn't go
 - b) didn't go
 - c) wouldn't gone
 - d) hadn't gone

Review Test 5

14. "Did you have an opportunity to eat lunch?"
"I _____ lunch, but I didn't."
a) could eat
b) must eat
c) could have eaten
d) must have eaten
15. He wasn't here, but he wishes he _____.
a) did
b) was
c) were
d) had been
16. "What were they doing?"
"They might have _____ at the library."
a) studied
b) studying
c) been studied
d) been studying
17. She can't go, but she wishes she _____.
a) can
b) did
c) could
d) had gone
18. "Why didn't she answer her phone?"
"Well, she might _____ in the shower."
a) be
b) being
c) have been
d) have being
19. We can't go _____ it is raining.
a) if
b) but
c) unless
d) in spite of
20. "Did the students finish their tests?"
"Yes, they _____."
a) must
b) must have
c) will
d) will have
21. "Why is the teacher happy?"
"John is _____ student."
a) such a good
b) a such good
c) so good
d) good so
22. "What did you do to your house?"
"I had my house _____ green."
a) paint
b) painted
c) to paint
d) painting
23. "Can he talk yet?"
"No, he's _____ to talk."
a) too young
b) for young
c) so young
d) such young
24. "Weren't you afraid?"
"Yes, I _____."
a) was
b) were
c) wasn't
d) weren't
25. "Isn't your father a doctor?"
"Yes, _____."
a) he is
b) he isn't
c) they are
d) they aren't
26. "Where were the boys?"
"We found them _____."
a) play
b) playing
c) to play
d) played
27. "She should be studying, _____?"
"Yes, she should."
a) should she
b) shouldn't she
c) ought she
d) oughtn't she

28. "Paul has had a cold, _____ ?"
"Yes, you're right."
a) has he
b) hasn't he
c) does he
d) doesn't he
29. "Do you like airplanes?"
"Yes, _____ is a good experience."
a) to fly
b) fly
c) flying
d) having flown
30. "They play very well, _____ ?"
"Yes, they are excellent players."
a) are they
b) aren't they
c) do they
d) don't they
31. They were happy _____ they passed the hard tests.
a) although
b) whether
c) because
d) regardless
32. "Did they go on vacation?"
"No, they stayed home _____ the bad weather."
a) unless
b) for
c) because of
d) in spite of
33. If John _____ lunch there, he will like it.
a) ate
b) eats
c) will eat
d) had eaten
34. If I'm sick tomorrow, I _____ the doctor.
a) call
b) called
c) will call
d) would call
35. We liked the movie.
Watching the movie, _____ .
a) it was very good
b) we had a good time
c) it liked us a lot
d) it lasted two hours
36. I like all fruit. _____ , I like apples.
a) And
b) But
c) Therefore
d) However
37. I found the food very good.
_____ , John didn't like it.
a) Also
b) However
c) Therefore
d) In other words
38. _____ he didn't like it, John ate the food.
a) Regardless of
b) In spite of
c) Because
d) Although
39. If it rains, we _____ .
a) wouldn't go
b) won't go
c) wouldn't have gone
d) hadn't gone
40. If we had gone, we _____ a good time.
a) had had
b) would have had
c) had been
d) would have been
41. He is _____ that he can reach the ceiling.
a) too tall
b) so tall
c) tall too
d) tall so
42. "How did you go to France?"
"We considered _____ by ship, but we flew."
a) go
b) to go
c) going
d) gone

Review Test 5

43. We need tables, _____ lamps.
a) chairs and
b) chairs, and
c) chairs also
d) chairs, also
44. "They didn't listen to the teacher."
"They _____ listened more carefully."
a) must have
b) should have
c) must have been
d) should have been
45. She lost her purse, and she couldn't find her keys. _____, today has not been a good day for her.
a) However
b) In other words
c) Also
d) But
46. "Do you need any help?"
"No, thank you. I'll do it _____."
a) for myself
b) by myself
c) for me
d) by me
47. "What did he do when the phone rang?"
"He stopped _____ and answered the phone."
a) eat
b) ate
c) to eat
d) eating
48. "What will Ann do?"
"She will _____ doing the work."
a) let
b) see
c) avoid
d) watch
49. They named _____.
a) Steve the new baby
b) Steve he
c) the new baby Steve
d) he Steve
50. "What happened to your finger?"
"I cut _____."
a) me
b) my
c) myself
d) me it

Review Test 6 (Lessons 21–29)

Choose the best answer and put a circle around the letter of the correct answer.

1. "I found the movie boring."
" _____ , you wasted your money, didn't you?"
 - a) However
 - b) Likewise
 - c) On the other hand
 - d) In other words
2. "John looked tired in class."
"Yes, he _____ have studied all night."
 - a) should
 - b) would
 - c) must
 - d) can
3. "He went home."
"I wish he _____ here now to help us."
 - a) was
 - b) gone
 - c) were
 - d) went
4. "Are we going to eat at home?"
"Yes, we are _____ you have better plans."
 - a) unless
 - b) however
 - c) if
 - d) and
5. "Has it been a long time since you played this game?"
"Yes, I might have forgotten how _____ ."
 - a) to play
 - b) playing
 - c) it plays
 - d) played
6. "Did he receive the letter?"
"If he _____ it, he would have told me."
 - a) receive
 - b) received
 - c) had received
 - d) would have received
7. "I need a car."
"Maybe Tom will let you _____ his."
 - a) use
 - b) used
 - c) using
 - d) to use
8. These are _____ expensive apples that we can't buy any.
 - a) such an
 - b) such a
 - c) such
 - d) so
9. "I saw Joe a few minutes ago."
"You _____ have seen him. He's out of town."
 - a) wouldn't
 - b) couldn't
 - c) mustn't
 - d) shouldn't
10. "Anne bought a book for _____ , didn't she?"
"Yes, she did."
 - a) sheself
 - b) herself
 - c) she
 - d) her
11. "What was he doing?"
"He might have been _____ television."
 - a) watched
 - b) watching
 - c) watch
 - d) watches
12. "Why didn't you go?"
"It was _____ cold that we didn't want to go."
 - a) too
 - b) such
 - c) so
 - d) unless

Review Test 6

13. "Did it rain last night?"
"It _____ . My car is wet."
a) should have
b) must have
c) might not
d) could not
14. "What did he tell the secretary to do?"
"He _____ her type a letter."
a) remembered
b) would like
c) had
d) wanted
15. "Are you hungry?"
"Yes, I'd like salad _____ meat."
a) and
b) , and
c) so
d) , so
16. I didn't study, but I wish I _____ .
a) do
b) did
c) had
d) would
17. "Are you going to the beach?"
"I'll go _____ the weather's nice."
a) unless
b) although
c) so
d) if
18. "He needs a new radio."
"He wishes he _____ enough money to buy one right now."
a) has
b) had
c) had had
d) would have
19. "She has a new car, _____ she?"
"No, she still has her old one."
a) hasn't
b) has
c) doesn't
d) does
20. "Why did you go?"
"Bob _____ going."
a) made us
b) insisted on
c) promised
d) wanted
21. "I didn't see that movie."
"I wish you _____ it."
a) had seen
b) were seen
c) saw
d) had
22. "What did you do when your leg began to hurt?"
"I stopped _____ ."
a) to play
b) playing
c) played
d) play
23. "Did you buy some fruit?"
"No, I didn't know how much _____ ."
a) to buy
b) buying
c) bought
d) buy
24. "She wore a raincoat yesterday, didn't she?"
"Yes, she wore one _____ it was raining."
a) regardless of
b) in spite of
c) because
d) although
25. "Isn't his name Robert?"
"Yes, but they call _____ ."
a) Bob to him
b) him to Bob
c) Bob him
d) him Bob
26. We have vocabulary class in the morning.
_____ there is grammar class.
a) On the other hand
b) In the afternoon
c) In other words
d) Nevertheless

27. "Do you want the maid to clean your room?"
 "Yes, I want it _____ as soon as possible."
 a) to clean
 b) cleaning
 c) cleaned
 d) cleans
28. "Did you hear her _____?"
 "No, I didn't."
 a) to sing
 b) singing
 c) sings
 d) having sung
29. He didn't feel well. _____, he went to work.
 a) So
 b) But
 c) Therefore
 d) However
30. "What did she do when she received the letter?"
 "She started _____."
 a) cry
 b) cried
 c) crying
 d) cries
31. "Did he pass the test?"
 "He failed the test _____ the questions on verbs."
 a) regardless
 b) because of
 c) therefore
 d) likewise
32. "What are you going to do?"
 "If I had some money, I _____ a trip now."
 a) would take
 b) will take
 c) take
 d) took
33. "Where were you yesterday?"
 "I was at work, but I wish I _____ there."
 a) wasn't
 b) weren't
 c) hadn't been
 d) wouldn't have been
34. _____ lunch, we took a walk.
 a) Eaten
 b) Eating
 c) Having eaten
 d) Having eating
35. "When can I call you?"
 "Please call me _____ it's late."
 a) because of
 b) in spite of
 c) whether or not
 d) regardless
36. "Did they paint the white house?"
 "Yes, they painted _____."
 a) red the white house
 b) the white house red
 c) the red house white
 d) white the red house
37. "_____ English is hard work, isn't it?"
 "Yes, it is."
 a) Having taught
 b) To teaching
 c) Teaching
 d) To taught
38. "What will you do if it's raining?"
 "We'll go to the park _____ the weather."
 a) whether or not
 b) however
 c) regardless
 d) in spite of

Review Test 6

39. "John is here, _____ he?"
"Yes, he is."
a) isn't
b) is
c) doesn't
d) does
40. "Will you help me?"
"If I _____ here tomorrow,
I'll be glad to help you."
a) were
b) am
c) be
d) will be
41. "I heard that he speaks fast."
"I wish he _____ slowly."
a) speaks
b) speak
c) spoke
d) spoken
42. "He wasn't tired was he?"
"No, he wasn't tired, _____ the
distance that he had driven."
a) regardless of
b) in spite of
c) because
d) whether
43. "Can you cook?"
"If I _____, I wouldn't eat out so much."
a) had cooked
b) would have
c) could cook
d) would cook
44. "I'm lost."
"Don't worry. I know which road _____."
a) taking
b) to take
c) having taken
d) that we take
45. Mr. Smith is _____ busy man
that he rarely takes a vacation.
a) so
b) too
c) such a
d) a such
46. "Did he go alone?"
"Yes, he went _____."
a) himself
b) him
c) by himself
d) for himself
47. "Do you speak French?"
"No, but I wish I _____."
a) speak
b) spoke
c) do
d) did
48. "Are you going to Chicago?"
"Yes, I'm going _____ Peter
goes with me or not."
a) because
b) whether
c) regardless
d) unless
49. "Mark broke his arm, _____ he?"
"Yes, he had an accident."
a) hadn't
b) hasn't
c) didn't
d) doesn't
50. "Paul caught a bad cold."
"He _____ have worn his coat yesterday."
a) would
b) should
c) must
d) was able

Answer Key

Lesson 1

Exercise 1, p. 1: I am, you are, he is, she is, it is, we are, you are, they are

Exercise 2, p. 2: 1. is 2. are 3. are 4. are 5. are 6. is 7. are 8. am 9. are 10. are

Exercise 3, p. 2: 1. are 2. is 3. am 4. is 5. is 6. is 7. are 8. is 9. is 10. are

Exercise 4, p. 3: 1. Is 2. Are 3. Is 4. Is 5. Are 6. Are 7. Are 8. Is 9. Are 10. Is

Exercise 5, p. 3: 1. Are 2. Is 3. Am 4. Are 5. Is 6. Is 7. Is 8. Are 9. Are 10. Are

Exercise 6, p. 3: 1. Are the dogs hungry? 2. Is the pen new? 3. Is my key on the table? 4. Are they from Honduras? 5. Are you sick today? 6. Is it cold in the room? 7. Are the green books heavy? 8. Is Bill thirsty? 9. Am I right? 10. Are we wrong?

Exercise 7, p. 4: 1. it 2. they 3. he 4. they 5. he 6. we 7. we 8. we 9. she 10. they 11. he 12. they 13. he (or, she) 14. they 15. it 16. they 17. he 18. she 19. she 20. they

Exercise 8, p. 5: 1. It 2. We 3. they 4. They 5. They 6. he 7. it 8. You 9. She 10. they

Exercise 9, p. 5: 1. S,. 2. S,. 3. Q,? 4. S,. 5. Q,? 6. Q,? 7. S,. 8. Q,? 9. S,. 10. Q,?

Exercise 10, p. 6: 1. it's 2. I'm 3. she's 4. they're 5. you're 6. Mike's 7. the key's 8. the boy's 9. he's 10. we're

Exercise 11, p. 6: 1. He's 2. They're 3. I'm 4. She's 5. It's 6. They're 7. They're 8. We're 9. Mary's 10. I'm 11. You're 12. She's 13. It's 14. They're 15. John's 16. You're 17. I'm 18. We're 19. You're 20. He's 21. Mary's 22. The book's 23. It's 24. I'm 25. The key's

Exercise 12, p. 7: 1. Yes, they are. 2. Yes, he is. 3. Yes, we are. (Yes, you are.) 4. Yes, he is. 5. Yes, I am. (Yes, we are.) 6. Yes, you are. 7. Yes, it is. 8. Yes, they are. 9. Yes, she is. 10. Yes, I am. (Yes, we are.)

Exercise 13, p. 7: 1. No, they aren't. 2. No, he isn't. 3. No, we aren't. 4. No, she isn't. 5. No, I'm not. (No, we aren't.) 6. No, we aren't. (No, you aren't.) 7. No, it isn't. 8. No, they aren't. 9. No, it isn't. 10. No, you aren't.

Exercise 14, p. 8: 1. Are you hungry?; Yes, I am. (Yes, we are.); No, I'm not. (No, we aren't.) 2. Are the boys cold?; Yes, they are.; No, they aren't. 3. Am I a good student?; Yes, you are.; No, you aren't. 4. Are they late for class?; Yes, they are.; No, they aren't. 5. Are the books on the table?; Yes, they are.; No, they aren't.

Exercise 15, p. 9: 1. No, it isn't. It's green. 2. No, they aren't. They're closed. 3. No, I'm not. I'm a student. 4. No, she isn't. She's from the United States. 5. No, it isn't. It's easy.

Exercise 16, p. 9: 1. — 2. an 3. — 4. a 5. a 6. a 7. a 8. — 9. an 10. —

Exercise 17, p. 10: 1. The boys are hungry. 2. They are sick now. 3. We are busy in class. 4. The shoes are black. 5. Are the books closed? 6. Are we late for class? 7. They are teachers. 8. You are students. 9. The cats are black. 10. They are good students.

Exercise 18, p. 10: A. 1. am 2. is 3. are 4. are 5. are 6. Are B. 1. We're here. 2. You're students. 3. They're busy now. 4. They're books. C. 1. Are the books green? Yes, they are. 2. Is the watch new? No, it isn't. 3. Are you tall? Yes, I am. (Yes, we are.) D. 1. a 2. a 3. an 4. — 5. —

Exercise 19, p. 11: 1. a) 2. c) 3. c) 4. c) 5. b) 6. c) 7. d) 8. c) 9. a) 10. a)

Lesson 2

Exercise 1, p. 13: 7. I speak 8. you speak 9. he speaks 10. she speaks 11. we speak 12. they speak 13. I have 14. you have 15. he has 16. she has 17. we have 18. they have 19. I practice 20. you practice 21. he practices 22. she practices 23. we practice 24. they practice 25. I study 26. you study 27. he studies 28. she studies 29. we study 30. they study 31. I do 32. you do 33. he does 34. she does 35. we do 36. they do

Exercise 2, p. 14: 1. begins 2. drink 3. have 4. pronounces 5. work 6. arrives 7. comes 8. eats 9. leave 10. sing 11. is 12. go 13. are 14. speaks 15. arrives 16. study 17. has 18. likes 19. teach 20. have

Exercise 3, p. 15: 1. arrive 2. begin 3. come 4. drinks 5. eat 6. has 7. leaves 8. pronounce 9. sing 10. works 11. is 12. like 13. have 14. is 15. speaks 16. lives 17. practice 18. eats 19. are 20. studies

Exercise 4, p. 17: 7. do I speak 8. do you speak 9. does he speak 10. does she speak 11. do we speak 12. do they speak 13. do I have 14. do you have 15. does he have 16. does she have 17. do we have 18. do they have 19. do I practice 20. do you practice 21. does he practice 22. does she practice 23. do we practice 24. do they practice 25. do I study 26. do you study 27. does he study 28. does she study 29. do we study 30. do they study 31. do I do 32. do you do 33. does he do 34. does she do 35. do we do 36. do they do

Exercise 5, p. 18: 1. do they drink 2. do I have 3. do we work 4. do they teach 5. do you sing 6. does he drink 7. do you leave 8. do we study 9. does she speak 10. does Bill eat 11. does he work 12. does she study 13. do you like 14. do you have 15. does he go 16. do they like 17. does he have 18. do we go 19. do you live 20. does John have

Exercise 6, p. 19: 1. Do they sing well? 2. Does she come late every day? 3. Do they have ten books? 4. Does Paul have a new watch? 5. Does Mary arrive at 9:00 A.M.?

Answer Key—Lessons 2 and 3

Exercise 7, p. 19: 1. He eats; Does he eat 2. He has; Does he have 3. She drinks; Does she drink 4. Bob studies; Does Bob study 5. Mark speaks; Does Mark speak

Exercise 8, p. 20: 1. Yes, they do. 2. Yes, it does. 3. Yes, they do. 4. Yes, she does. 5. Yes, he does. 6. Yes, I do. (Yes, we do.) 7. Yes, she does. 8. Yes, he does. 9. Yes, they do. 10. Yes, you do.

Exercise 9, p. 21: 1. No, it doesn't. 2. No, they don't. 3. No, they don't. 4. No, it doesn't. 5. No, he doesn't. 6. No, she doesn't. 7. No, I don't. (No, we don't.) 8. No, you don't. 9. No, we don't. 10. No, it doesn't.

Exercise 10, p. 22: 1. Yes, I do. 2. No, he doesn't. 3. Yes, they do. 4. Yes, she does. 5. Yes, we do. 6. No, they don't. 7. Yes, she does. 8. Yes, they do. 9. No, he doesn't. 10. No, she doesn't.

Exercise 11, p. 22: 1. Are 2. Do 3. Is 4. Am 5. Does 6. Is 7. Does 8. Does 9. Are 10. Is 11. Do 12. Am 13. Are 14. Do 15. Are 16. Is 17. Is 18. Does 19. Is 20. Do

Exercise 12, p. 23: 1. Do 2. Are 3. Do 4. Is 5. Does 6. Do 7. Does 8. Is 9. Does 10. Is 11. Are 12. Does 13. Does 14. Is 15. Do 16. Are 17. Am 18. Do 19. Are 20. Do

Exercise 13, p. 23: 1. Yes, they are. 2. No, he isn't. 3. Yes, they do. 4. No, they aren't. 5. Yes, he does. 6. Yes, it is. 7. No, I don't. 8. Yes, we are. 9. Yes, she does. 10. No, it isn't. 11. Yes, they do. 12. No, I don't. 13. Yes, it is. 14. No, they aren't. 15. Yes, I do. 16. Yes, I am. 17. Yes, I am. 18. Yes, we are. 19. Yes, I do. 20. Yes, I do. 21. Yes, they do. 22. No, they aren't. 23. Yes, you are. 24. Yes, I am. 25. Yes, I do.

Exercise 14, p. 24: 1. No, it isn't. 2. No, I'm not. 3. No, it isn't. 4. Yes, I do. 5. Yes, I do. 6. Yes, they are. 7. No, you aren't. 8. Yes, I am. 9. Yes, he does. 10. No, he doesn't. 11. No, it isn't. 12. No, they aren't. 13. Yes, he does. 14. No, it isn't. 15. Yes, we do. 16. No, it isn't. 17. Yes, I do. 18. Yes, it is. 19. Yes, I do. 20. Yes, you are. 21. Yes, we are. 22. No, it isn't. 23. No, he doesn't. 24. Yes, it is. 25. Yes, they do.

Exercise 15, p. 26: 2. usually 3. often 4. sometimes 5. seldom 6. never

Exercise 16, p. 26: 1. often has 2. never eat 3. seldom study 4. sometimes drink 5. often drinks

Exercise 17, p. 27: 1. I sometimes study grammar at night. 2. He usually studies vocabulary. 3. We always practice pronunciation. 4. They seldom write letters to their parents. 5. You always have coffee for breakfast. 6. Jack often comes to class late. 7. Mary never sings. 8. We seldom speak Spanish in class. 9. They often study at night. 10. I never eat toast.

Exercise 18, p. 28: 1. am always 2. are never 3. is usually 4. are often 5. are seldom

Exercise 19, p. 28: 1. The class is always at 8 A.M. 2. The letters are seldom long. 3. He is usually hungry. 4. We are seldom at home in the morning. 5. Bill is never absent. 6. They're seldom in class. 7. I'm always well. 8. Mary's often happy. 9. The

teacher is sometimes busy in the afternoon. 10. She is never sick.

Exercise 20, p. 29: 1. is never 2. always eat 3. never study 4. is sometimes 5. seldom drinks 6. always arrive 7. is always 8. seldom speak 9. never go 10. are seldom 11. is usually 12. always has 13. is always 14. is often 15. never studies

Exercise 21, p. 29: 1. Is the man often in class? 2. Do they usually work in the afternoon? 3. Does he often study grammar? 4. Are you often in the library?

5. Are pencils always yellow? 6. Do we always write our homework? 7. Are they usually on time? 8. Do they usually drink milk? 9. Does she always eat a sandwich for lunch? 10. Is she sometimes late?

Exercise 22, p. 30: 1. Are they ever at home in the morning? 2. Do they ever eat hamburgers for dinner? 3. Do you ever sing in class? 4. Am I ever wrong? 5. Do we ever have toast for breakfast?

Exercise 23, p. 30: 1. No, never. 2. Yes, usually. 3. Yes, always. 4. Yes, sometimes. 5. Yes, often.

Exercise 24, p. 31: A. 1. Do you eat toast? Yes, I do. 2. Are they sick? No, they aren't. 3. Does he always arrive late? Yes, he does. 4. Am I usually right? No, you aren't. B. 1. We always eat lunch in the kitchen.

2. They are usually in class. 3. I sometimes write letters. 4. You never understand the lesson. 5. He is seldom late. C. 1. Are you ever in the library? Yes, usually. 2. Do we ever eat lunch at noon? No, never.

D. 1. is always 2. begins 3. Do 4. Are 5. usually eat 6. write 7. always do

Exercise 25, p. 32: 1. a) 2. c) 3. d) 4. a) 5. c) 6. c) 7. d) 8. d) 9. c) 10. b)

Lesson 3

Exercise 1, p. 33: 1. place 2. place 3. time 4. place 5. time 6. frequency 7. time 8. time 9. frequency 10. place

Exercise 2, p. 34: 1. C 2. X 3. X 4. C 5. C

Exercise 3, p. 34: 1. We eat lunch in a restaurant at noon. 2. They have class at the university at 10 A.M. 3. I have coffee there before class. 4. He studies in the library every night. 5. She practices pronunciation in the laboratory every day. 6. They go to class every day. 7. You drink milk at the table in the morning. 8. You write letters in the library at night. 9. She studies in class every day. 10. He comes to class every day.

Exercise 4, p. 35: 1. They teach Spanish in my school every day. 2. Mary usually understands the lessons in class. 3. He goes to the office at 7:00 A.M. every day. 4. They eat breakfast at 8:30 in the morning. 5. I have coffee in the kitchen in the morning. 6. The girl is always in class in the morning. 7. I seldom do my homework in my room. 8. He comes to class at noon every day. 9. He lives in a big house on Main Street in Atlanta. 10. John usually plays baseball at 4:00 P.M.

Exercise 5, p. 36: 1. am 2. are 3. is 4. is 5. is 6. are 7. are 8. was 9. were 10. was 11. was 12. was 13. were 14. were

Exercise 6, p. 37: 1. was 2. were 3. were 4. were
5. was

Exercise 7, p. 37: 1. was 2. Were 3. was 4. was
5. Was 6. was 7. were 8. Was 9. was 10. were

Exercise 8, p. 38: 1. Were you hungry? Yes, I was.
(Yes, we were.) No, I wasn't. (No, we weren't.)
2. Were the boys cold? Yes, they were. No, they
weren't. 3. Was I wrong? Yes, you were. No, you
weren't. 4. Were they late for class? Yes, they were.
No, they weren't. 5. Was Mary in the kitchen? Yes,
she was. No, she wasn't.

Exercise 9, p. 39: 1. work 2. work 3. works
4. works 5. works 6. work 7. work 8. worked
9. worked 10. worked 11. worked 12. worked
13. worked 14. worked

Exercise 10, p. 39: 1. he studied 2. she listened
3. they attended 4. I was 5. you presented 6. he
learned 7. you talked 8. she was 9. you arrived
10. he waited 11. I repeated 12. I worked 13. he
worked 14. they studied 15. you liked

Exercise 11, p. 40: 1. Did we practice writing? Yes, we
did. No, we didn't. 2. Did I study the right lesson?
Yes, you did. No, you didn't. 3. Did he ask the
question? Yes, he did. No, he didn't. 4. Did Mary and
John like the book? Yes, they did. No, they didn't.
5. Did he wait for Pat? Yes, he did. No, he didn't.
6. Did they want to go home? Yes, they did. No, they
didn't. 7. Did she repeat the words? Yes, she did. No,
she didn't. 8. Did the student arrive late? Yes, he did.
No, he didn't. 9. Did Mr. Miller work there for two
years? Yes, he did. No, he didn't. 10. Did the cat like
the milk? Yes, it did. No, it didn't.

Exercise 12, p. 42: 1. have 2. was 3. do 4. Did
5. Were 6. worked 7. practice 8. were 9. worked
10. was 11. does 12. was 13. listened 14. does
15. Did

Exercise 13, p. 42: 1. Were they here? Yes, they were.
2. Was John hungry? No, he wasn't. 3. Did they speak
English? Yes, they did. 4. Were the boys here? No,
they weren't. 5. Did John have a book? Yes, he did.
6. Was the book green? Yes, it was. 7. Did you like the
book? No, I didn't. 8. Were you and John hungry?
Yes, we were. 9. Did Mary have a car? Yes, she did.
10. Was the car blue? No, it wasn't. 11. Did the boys
study? Yes, they did. 12. Did you understand the
lesson? No, I didn't. 13. Was the test easy? Yes, it
was. 14. Were the tests easy? No, they weren't.
15. Did you need a pencil? Yes, I did. 16. Were you
hungry? Yes, I was. 17. Were you a student? Yes, I
was. 18. Were you students? Yes, we were. 19. Did
you have a pen? No, I didn't. 20. Did you have a
nickel? Yes, I did. 21. Did John and Mary like the
sandwich? Yes, they did. 22. Were they in class? No,
they weren't. 23. Was I a good teacher? Yes, you
were. 24. Were you a good student? Yes, I was.
25. Did you study at night? Yes, I did.

Exercise 14, p. 43: 1. Was your father the president?
No, he wasn't. 2. Were you the president? No, I
wasn't. 3. Was the man hungry? No, he wasn't.
4. Did you like the movie? Yes, I did. 5. Did you speak
English? Yes, I did. 6. Were the girls here? Yes, they

were. 7. Was I right? No, you weren't. 8. Were you
right? Yes, I was. (Yes, we were.) 9. Did the man have
a pencil? Yes, he did. 10. Did Mr. Miller write long
letters? No, he didn't. 11. Was the pencil green? No, it
wasn't. 12. Were the books heavy? No, they weren't.
13. Did the teacher have a pencil? Yes, he did. 14. Was
the vocabulary class difficult? No, it wasn't. 15. Did
we have a green grammar book? Yes, we did. 16. Was
the book blue? No, it wasn't. 17. Did you like the
book? Yes, I did. 18. Was the watch new? Yes, it was.
19. Did you like the watch? Yes, I did. 20. Were John
and I good students? Yes, you were. 21. Were you and
I good students? Yes, we were. 22. Was the test
difficult? No, it wasn't. 23. Did John like bread? No,
he didn't. 24. Was the test easy? Yes, it was. 25. Did
Paul, Mary, and John have a car? No, they didn't.

Exercise 15, p. 45: A. 1. We study English in class
every day. 2. He goes to the bank at 7:00 A.M. every
day. 3. I was in the library at 8:00 last night. B. 1. I
watched 2. you studied 3. he worked 4. they
practiced 5. she was 6. we were C. 1. Did the man
listen to the radio? Yes, he did. No, he didn't. 2. Did
he play tennis yesterday? Yes, he did. No, he didn't.
3. Did you practice the verbs yesterday? Yes, I did.
(Yes, we did.) No, I didn't. (No, we didn't.) 4. Did
Mary and Matt arrive at noon? Yes, they did. No, they
didn't. D. 1. was 2. walked 3. pronounced 4. Did
5. Is 6. listen 7. Did 8. Is 9. Do 10. Do

Exercise 16, p. 46: 1. c) 2. a) 3. b) 4. d) 5. d) 6. a)
7. d) 8. c) 9. b) 10. c)

Lesson 4

Exercise 1, p. 48: 1. Does John study history? Yes, he
does. What does John study? History. 2. Do we like
hamburgers? Yes, we do. What do we like?
Hamburgers. 3. Do you write letters? Yes, I do. What
do you write? Letters. 4. Do they eat soup for lunch?
Yes, they do. What do they eat for lunch? Soup. 5. Did
we like grammar class? Yes, we did. What did we like?
Grammar class. 6. Does Mark write letters every day?
Yes, he does. What does Mark write every day?
Letters. 7. Did Paul study French? Yes, he did. What
did he study? French. 8. Did she pronounce the word?
Yes, she did. What did she pronounce? The word.
9. Did the student learn the lesson? Yes, he did. What
did the student learn? The lesson. 10. Did the teacher
present the vocabulary? Yes, he did. What did the
teacher present? The vocabulary.

Exercise 2, p. 51: 1. What does large mean? It means
big. 2. What does tiny mean? It means very small.
3. What does rarely mean? It means seldom. 4. What
does noon mean? It means twelve o'clock in the day.
5. What does hard mean? It means difficult. 6. What
does unhappy mean? It means sad (or not happy).
7. What does week mean? It means seven days.
8. What does dozen mean? It means twelve. 9. What
does excellent mean? It means very good. 10. What
does smart mean? It means intelligent.

Exercise 3, p. 52: 1. Does Mary study at night? Yes,
she does. When does Mary study? At night. 2. Do we

Answer Key—Lesson 4

eat at noon? Yes, we do. When do we eat? At noon.
3. Did John arrive yesterday? Yes, he did. When did John arrive? Yesterday. 4. Did they practice on Monday? Yes, they did. When did they practice? On Monday. 5. Does she have class in the afternoon? Yes, she does. When does she have class? In the afternoon.
Exercise 4, p. 53: 1. When did Mary study? Every day. 2. When did she work? Yesterday. 3. When do you eat breakfast? At 10 o'clock. 4. When does he arrive? In the afternoon. 5. When does John have class? At 2 P.M.

Exercise 5, p. 54: 1. Did you learn French in France? Yes, I did. (Yes, we did.) Where did you learn French? In France. 2. Does she study at home? Yes, she does. Where does she study? At home. 3. Do they play tennis in the park? Yes, they do. Where do they play tennis? In the park. 4. Did Sam study in the library? Yes, he did. Where did Sam study? In the library. 5. Does Ruth live in Texas? Yes, she does. Where does Ruth live? In Texas.

Exercise 6, p. 55: 1. Where do we study? In the library. 2. Where does Mary have class? In room four. 3. Where did John and Sam live? In New York. 4. Where did you practice English? In the laboratory. 5. Where do you eat lunch? In the kitchen.

Exercise 7, p. 56: 1. Who visited Mr. Miller? Mary did. 2. Who asked Mark? He did. 3. Who helped Alan with the homework? Joe did. 4. Who telephoned Paul? The girl did. 5. Who plays tennis with John? Ann does. 6. Who knows Jack well? You do. 7. Who understands Mary? Bill does. 8. Who waited for Greg? We did. 9. Who listened to the doctor? She did. 10. Who works with Pat? Rick and Sue do.

Exercise 8, p. 57: 1. Whom did Mary visit? Mr. Miller. 2. Whom did he ask? Mark. 3. Whom did Joe help with the homework? Alan. 4. Whom did the girl telephone? Paul. 5. Whom does Ann play tennis with? John. 6. Whom do you know well? Jack. 7. Whom does Bill understand? Mary. 8. Whom did we wait for? Greg. 9. Whom did she listen to? The doctor. 10. Whom do Rick and Sue work with? Pat.

Exercise 9, p. 59: 1. Who visited Martha yesterday? Whom did Jane visit yesterday? 2. Who studies with Matt? Whom does Anne study with? 3. Who studies with Matt in the evening? Whom do Anne and Bob study with in the evening? 4. Who plays tennis with Anne and Matt every day? Whom do John and Martha play tennis with every day? 5. Who waited for all the students? Whom did the teacher wait for?

Exercise 10, p. 60: 1. Whom 2. Who 3. Who 4. Who 5. Whom 6. Whom 7. Who 8. Who 9. Who 10. Whom

Exercise 11, p. 60: 1. When does she arrive? 2. Where did Mary learn French? 3. Whom did she ask? 4. Who wants a new car? 5. What does Jane have?

Exercise 12, p. 61: 1. a) Who studied English in England? b) What did Susan study in England? c) Where did Susan study English? 2. a) Who practices tennis in the park? b) What does Joe practice in the park? c) Where does Joe practice tennis? 3. a) Who usually studies history with Peter? b) What

does Mike usually study with Peter? c) Whom does Mike usually study history with?

Exercise 13, p. 61: 1. Who 2. Whom 3. Whom 4. Who 5. Where 6. When 7. Who 8. Where 9. When 10. When

Exercise 14, p. 62: 1. When is he usually hungry? 2. Where is she now? 3. When is Mark tired? 4. Who is in New York? 5. Where is the book? 6. What is on the table? 7. Who was late to class yesterday? 8. When is he absent? 9. Who is a teacher? 10. What is he?

Exercise 15, p. 62: 1. a) Who is in class now? b) Where is Mary now? c) When is Mary in class? 2. a) What is in Florida? b) Where is the school? 3. a) Who is always hungry at noon? b) When is Mrs. Jones always hungry? 4. a) Who is the president? b) What is Peter?

Exercise 16, p. 63: 1. What do they do in the library? 2. What does Joe do at noon? 3. What did she do last night? 4. What does Bob do at night? 5. What does she do after dinner? 6. What did Paul and Peter do in France? 7. What did they do at noon? 8. What do you do at 9 o'clock? 9. What do we do every morning? 10. What do they do at night?

Exercise 17, p. 63: 1. Whom did John wait for? 2. Whom did the students listen to? 3. Whom does he give presents to? 4. When does she arrive? 5. What did he look for? 6. Where are they from? 7. What do you always watch in the afternoon? 8. Whom do the students write letters to? 9. Who has class at 9 A.M.? 10. What do you listen to every evening?

Exercise 18, p. 64: 1. work 2. work 3. works 4. works 5. work 6. work 7. am working 8. are working 9. is working 10. is working 11. are working 12. are working

Exercise 19, p. 65: 1. is studying 2. is teaching 3. am writing 4. are watching 5. are eating 6. am using 7. is walking 8. is looking 9. are doing 10. is looking

Exercise 20, p. 65: 1. you are reading 2. X 3. I am studying 4. X 5. X 6. you are working 7. X 8. X 9. we are writing 10. X 11. X 12. X 13. I am drinking 14. X 15. she is playing 16. she is eating 17. I am writing 18. we are walking 19. they are studying 20. X

Exercise 21, p. 66: 1. are eating 2. likes 3. have 4. am 5. see 6. is writing 7. are watching 8. is going 9. has 10. am listening

Exercise 22, p. 66: 1. Are they speaking Japanese? Yes, they are. 2. Is Martha writing a letter? No, she isn't. 3. Is the teacher teaching lesson 6? No, he isn't. 4. Are the students studying? Yes, they are. 5. Is Patti eating lunch? Yes, she is.

Exercise 23, p. 67: 1. a) Who is talking to Paul? b) Whom is Mary talking to? 2. a) Who likes coffee and tea? b) What do they like? 3. a) Who is studying English in Canada? b) What are my sisters studying in Canada? c) Where are my sisters studying English? 4. a) Who is drinking tea in the kitchen? b) What is she drinking in the kitchen? c) Where is she drinking tea?

Exercise 24, p. 68: 1. Where 2. Who 3. When

4. Whom 5. What 6. What 7. Where 8. What
 9. Whom 10. Who 11. When 12. What 13. What
 14. Where 15. Whom 16. What 17. Who 18. Who
 19. Where 20. When 21. What 22. Who 23. Who
 24. When 25. What

Exercise 25, p. 70: 1. is walking 2. have 3. opened
 4. rained 5. play 6. repeats 7. need 8. are studying
 9. are going 10. is working 11. likes 12. isn't 13. is
 14. is playing 15. aren't

Exercise 26, p. 71: 1. It's a wall clock. 2. They're red
 pencils. 3. It's a big dog. 4. I'm an intelligent student.
 5. It's a gold watch. 6. They're grammar books. 7. It's
 an apple tree. 8. She's a French teacher. 9. He's a
 good man. 10. It's a car factory.

Exercise 27, p. 72: 1. It's a bottle. 2. It's a tree.
 3. It's a garden. 4. It's a flower. 5. It's a station.
 6. It's a watch. 7. It's a pocket. 8. It's a magazine.

Exercise 28, p. 72: A. 1. a) Who arrived late every
 day? b) What did Paul do every day? c) When did
 Paul arrive late? 2. a) What was on the table?
 b) Where was the book? 3. a) Who is explaining the
 lesson to the class? b) What is the teacher explaining
 to the class? c) Whom is the teacher explaining the
 lesson to? 4. a) What does dozen mean? 5. a) Who is
 playing tennis now? b) What are they doing now?
 c) When are they playing tennis? B. 1. Is the man
 waiting for the bus? Yes, he is. 2. Are they eating
 lunch now? No, they aren't. C. 1. is reading 2. reads
 3. prefer 4. sees 5. need D. 1. It's a small watch.
 2. They're good books. 3. It's an apple tree. 4. It's an
 expensive car. 5. It's a car factory.

Exercise 29, p. 74: 1. b) 2. d) 3. b) 4. d) 5. b) 6. b)
 7. c) 8. b) 9. b) 10. b)

Lesson 5

Exercise 1, p. 76: 1. work 2. work 3. works
 4. works 5. works 6. work 7. work 8. worked
 9. worked 10. worked 11. worked 12. worked
 13. worked 14. worked 15. am going to work 16. are
 going to work 17. is going to work 18. is going to
 work 19. is going to work 20. are going to work
 21. are going to work

Exercise 2, p. 77: 1. I am going to study 2. she is
 going to read 3. they are going to do 4. he is going to
 eat 5. he is going to eat 6. we are going to go 7. I am
 going to study 8. she is going to study 9. he is going to
 work 10. they are going to visit

Exercise 3, p. 78: 1. am going to work 2. is going to
 go 3. are going to eat 4. are going to study 5. is going
 to write 6. are going to go 7. are going to read 8. are
 going to play 9. are going to buy 10. are going to visit

Exercise 4, p. 79: 1. No, I'm going to eat the cake
 tomorrow. 2. No, we're going to study all of the
 lessons tomorrow. 3. No, Jane's going to speak with
 Paul tomorrow. 4. No, John and Sue are going to go to
 New York tomorrow. 5. No, Mark is going to do the
 homework tomorrow.

Exercise 5, p. 79: 1. Are the students going to study
 history? Yes, they are. What are the students going to
 study? History. 2. Is Rick going to write a letter

tomorrow? No, he isn't. Who is going to write a letter
 tomorrow? Rick is. 3. Are Judy and Jane going to play
 tennis tomorrow? No, they aren't. Who is going to play
 tennis tomorrow? Judy and Jane are. 4. Are we going
 to study math tomorrow afternoon? Yes, we are. What
 are we going to do tomorrow afternoon? Study math.
 5. Is Mrs. Sanders going to call Joe? Yes, she is. Whom
 is Mrs. Sanders going to call? Joe. 6. Are Bob and Bill
 going to go to Florida? No, they aren't. Where are Bob
 and Bill going to go? To Florida. 7. Is the party going
 to begin at seven o'clock? Yes, it is. When is the party
 going to begin? At seven o'clock.

Exercise 6, p. 81: 1. I'm not 2. they don't 3. it
 wasn't 4. he isn't 5. we don't 6. I didn't 7. you
 aren't 8. I don't 9. I wasn't 10. you didn't 11. it
 doesn't 12. he didn't 13. you weren't 14. she isn't
 15. they weren't 16. you don't 17. she didn't 18. we
 aren't 19. he wasn't 20. it didn't 21. he doesn't
 22. we didn't 23. they aren't 24. they didn't 25. we
 weren't 26. she doesn't 27. she wasn't

Exercise 7, p. 82: 1. He doesn't work hard. 2. They
 aren't studying. 3. He didn't study French. 4. I'm not
 hungry now. 5. They aren't writing letters. 6. You
 don't have all your books. 7. She doesn't have all her
 books. 8. He wasn't sick. 9. He doesn't speak
 French. 10. They didn't arrive late. 11. I'm not going
 to write two letters. 12. You didn't like the movie.
 13. She doesn't play tennis. 14. They weren't hungry.
 15. Mr. Smith doesn't teach German. 16. They don't
 do the work on time. 17. He doesn't do the work on
 time. 18. They didn't do the work on time. 19. He
 didn't do the work on time. 20. He isn't going to do
 the work on time.

Exercise 8, p. 83: 1. He didn't play tennis. 2. He isn't
 playing tennis. 3. She isn't going to call Paul. 4. He
 doesn't like toast with butter. 5. He didn't like the
 book. 6. I'm not tired. 7. He doesn't have a new car.
 8. I don't do my work all of the time. 9. I didn't do my
 work last week. 10. I'm not doing my work. 11. I'm
 not going to do my work tomorrow. 12. They don't
 have my keys. 13. We weren't very tired. 14. Mike
 doesn't know all the answers. 15. Mike doesn't study
 at night. 16. The student from Mexico wasn't absent
 yesterday. 17. She didn't study last night. 18. She isn't
 going to study tomorrow. 19. Pat doesn't write well.
 20. They weren't late to class today.

Exercise 9, p. 84: 1. He isn't always sick. 2. He
 doesn't usually study. 3. I'm not often late. 4. I don't
 always arrive on time. 5. The students don't usually
 read well. 6. She doesn't always do her work. 7. Mark
 doesn't always arrive late. 8. Mark didn't always arrive
 late. 9. They aren't usually early. 10. He didn't always
 do his work on time.

Exercise 10, p. 84: The negative adverbs are:
 2. seldom, 4. rarely, 7. never

Exercise 11, p. 84: 1. She doesn't usually arrive on
 time. 2. She seldom arrives on time. 3. She doesn't
 always arrive on time. 4. She rarely arrives on time.
 5. She never arrives on time. 6. She doesn't often
 arrive on time.

Exercise 12, p. 85: 1. They don't usually study at

Answer Key—Lessons 5 and 6

night. 2. They aren't always at home. 3. negative

4. They don't always do the work. 5. negative

Exercise 13, p. 85: 1. any 2. some 3. some 4. any

5. some 6. any 7. some or any 8. any 9. any

10. some or any

Exercise 14, p. 86: 1. some 2. any 3. some/any

4. some/any 5. some 6. some/any 7. some/any

8. any 9. some 10. some

Exercise 15, p. 86: 1. Yes, he does. No, he doesn't.

Yes, he has some. No, he doesn't have any. 2. Yes,

they are. No, they aren't. Yes, they are going to buy

some. No, they aren't going to buy any. 3. Yes, I do.

No, I don't. Yes, I have some. No, I don't have any.

4. Yes, I do. No, I don't. Yes, I want some. No, I don't

want any.

Exercise 16, p. 87: 1. played 2. are going to study

3. are going to be 4. attends 5. need 6. are listening

7. assisted 8. is raining 9. did 10. visit

Exercise 17, p. 87: 1. is studying 2. studied 3. studies

4. am going to study 5. did 6. do 7. are doing 8. is

going to do 9. needed 10. are going to need 11. need

12. need 13. am 14. was 15. am going to be 16. am

17. Do you work 18. Are you working 19. Did you

work 20. Are you going to work 21. Is it going to rain

22. Did it rain 23. Does it rain 24. Is it raining

Exercise 18, p. 89: A. 1. Is George going to study

Spanish next year? 2. Who is going to study Spanish

next year? 3. What is George going to study next

year? 4. When is George going to study Spanish?

B. 1. Paul isn't here. 2. He doesn't usually study

hard. 3. She wasn't absent. 4. We didn't play for one

hour. 5. She doesn't smoke most of the time.

C. 1. I'm not 2. I wasn't 3. they aren't 4. it isn't

5. you weren't D. 1. some 2. any 3. some/any

4. some/any 5. any

Exercise 19, p. 90: 1. b) 2. a) 3. c) 4. c) 5. b) 6. b)

7. b) 8. b) 9. c) 10. d)

Lesson 6

Exercise 1, p. 91: 1. The apple. 2. The radio. 3. The

car. 4. The spoon. 5. The new house. 6. The glass of

water. 7. The television. 8. The shoes. 9. The apple.

10. The coffee.

Exercise 2, p. 92: 1. — Mr. Smith is a teacher. 2. —

John is studying — architecture. 3. *The* University of

California is on — College Street in—Los Angeles.

4. I bought *a* comb and *a* pen yesterday. *The* comb is

black, and *the* pen is green. 5. Do you prefer—

American history or *the* history of—France? 6. —

Mrs. Miller bought *a* newspaper and *a* watch. She was

reading *the* newspaper last night. 7. — Spanish is *a*

popular language. 8. — John likes—coffee. 9. I prefer

the music of—Mexico, but she likes—French music.

10. — Doctor Allen is from *the* Netherlands. He has *a*

new office here. 11. — Mrs. Allen is *a* good nurse.

12. I live in—Bogotá. It is *the* capital of—Colombia.

13. We visited *the* Atlantic Ocean, but we didn't visit

the Mississippi River. 14. — Harvard University is in

the United States. 15. Last summer we visited—

Switzerland,—Egypt,—South Africa, and *the* Soviet

Union. 16. Ann: "Do you like—oranges?" Sam: "Yes,

but I prefer—apples." 17. *The* Hawaiian Islands are in

the Pacific Ocean. 18. Peter is from *the* Dominican

Republic. 19. He studied—English,—algebra, and *the*

architecture of—Greece this semester. 20. —Argentina

is in—South America. 21. *The* Orinoco River is in—

Venezuela. 22. *The* United States is in—North

America. 23. *The* people in Switzerland speak—

French,—German, and—Italian. 24. I eat—salad

for—lunch every day. 25. Sue: "How was lunch?" Pat:

"*The* salad was excellent."

Exercise 3, p. 94: 1. I like—coffee for—breakfast.

2. *The* United States is a large country. 3. Did you ever

see *the* Amazon River? 4. He speaks—Japanese and—

Chinese. 5. Who visited *the* Soviet Union? 6. She

studied—American history. 7. Did you study—history

last semester? 8. Did you study *the* history of—Greece

last semester? 9. — Professor Jones teaches —

mathematics. 10. Matt doesn't like — tea.

Exercise 4, p. 94: 1. I like— hamburgers. 2. Do you

like—tea? 3. Did you ever visit—Argentina? 4. We

study—English in school. 5. — Greek architecture is

interesting. 6. Joe is studying — music. 7. He likes

the music of Mozart. 8. I'm going to see — Canada.

9. — Dr. Borman is a busy man. 10. *The* Netherlands

is in — Europe.

Exercise 5, p. 95: 1. C 2. C 3. NC 4. C 5. NC

6. NC 7. C 8. NC 9. NC 10. C 11. C 12. NC

13. C 14. NC 15. C

Exercise 6, p. 95: 1. some 2. a 3. some 4. some

5. an 6. a 7. some 8. a 9. some 10. some 11. some

12. some 13. some 14. a 15. some 16. a 17. a

18. some 19. a 20. a 21. some 22. some 23. some

24. a 25. a 26. a 27. some 28. some 29. a 30. some

Exercise 7, p. 96: 1. some 2. some 3. a 4. some

5. the 6. — 7. an 8. some 9. some 10. a 11. some

12. a 13. the 14. — 15. some 16. an 17. the 18. an

19. a 20. some 21. — 22. the 23. some 24. some

25. —

Exercise 8, p. 97: 1. I need three pieces of bread.

2. She wants two glasses of orange juice. 3. He wants

two slices of cake. 4. They are going to buy five

pounds of sugar. 5. You need three tubes of

toothpaste. 6. I need two sheets of paper.

7. Mr. Smith wants a cup of coffee.

Exercise 9, p. 98: 1. a few 2. a few 3. a little 4. a

few 5. a few 6. a little 7. a few 8. a little 9. a little

10. a little 11. a little 12. a little 13. a little 14. a

little 15. a few 16. a little 17. a little 18. a few 19. a

little 20. a little

Exercise 10, p. 98: 1. much 2. much 3. many

4. much 5. much 6. many 7. many 8. many 9. much

10. much 11. many 12. much 13. many 14. many

15. many 16. much 17. much 18. much 19. much

20. many

Exercise 11, p. 99: 1. a little 2. a lot of 3. a little 4. a

few 5. a lot of 6. a lot of 7. a little 8. a few 9. a lot

of 10. a lot of

Exercise 12, p. 100: 1. much, a lot of 2. many, a lot of

3. many, a lot of 4. much, a lot of 5. much, a lot of

Exercise 13, p. 101: 1. much, a lot of 2. a little

3. many, a lot of 4. many, a lot of 5. a few

Exercise 14, p. 101: 1. many 2. a little 3. a lot of 4. a

lot of 5. a few 6. a lot of 7. much 8. a lot of 9. a little 10. much

Exercise 15, p. 102: 1. How much ink do you want? A little. 2. How many bottles of ink do you want? A few. 3. How many apples do you want? A few. 4. How much orange juice do you want? A little. 5. How much coffee do you want? A little. 6. How many books do you want? A few. 7. How much money do you want? A little. 8. How much homework do you want? A little. 9. How many stamps do you want? A few. 10. How much furniture do you want? A little.

Exercise 16, p. 103: 1. not many 2. not much 3. not all 4. not any or none

Exercise 17, p. 103: 1. No, not much of the class was interesting. 2. No, not many of the students are excellent. 3. No, none of the teachers are excellent. 4. No, not all of the girls are going to New York. 5. No, none of the stories are very good. 6. No, not much of the food is delicious. 7. No, not many of the tests in the class were good.

Exercise 18, p. 104: 1. This 2. Those 3. These 4. That 5. This 6. These 7. this 8. Those 9. that 10. these 11. those 12. Those 13. Those 14. This 15. That

Exercise 19, p. 104: 1. her 2. his 3. their 4. my 5. your 6. our 7. their 8. his 9. her 10. its

Exercise 20, p. 105: 1. his 2. her 3. his 4. his 5. our 6. their 7. her 8. her 9. your 10. our 11. my 12. your 13. our 14. their 15. my

Exercise 21, p. 106: A. 1. — Mr. Jones studies — English in *the* United States. 2. I bought *a* pencil and *a* newspaper. I use *the* pencil to write letters and I read *the* newspaper. 3. *The* Netherlands and — Germany are in — Europe. 4. Mary is going to study — Greek philosophy and *the* philosophy of — Rome. 5. Would you like *some* oranges? 6. Would you like *an* orange? 7. Would you like *the* orange on the table? 8. Do you like — oranges? B. 1. I need two sheets of paper. 2. I want two slices of bread. C. 1. a little 2. many/a lot of 3. many/a lot of 4. a few D. 1. these 2. those 3. this 4. that E. 1. my 2. your 3. their 4. her 5. his
Exercise 22, p. 107: 1. c) 2. d) 3. c) 4. b) 5. b) 6. c) 7. c) 8. c) 9. b) 10. c)

Lesson 7

Exercise 1, p. 109: 1. Please write your name. 2. Please go to the bank. 3. Please give me a sheet of paper. 4. Please lend me a dollar.

Exercise 2, p. 110: 1. Would you please read page 95. 2. Would you please close the window. 3. Would you please pass me the salt. 4. Would you please come in.

Exercise 3, p. 110: 1. Don't sleep late. 2. Don't forget your ticket. 3. Don't eat my lunch. 4. Don't call me tonight. 5. Don't arrive late.

Exercise 4, p. 110: 1. Let's leave soon. 2. Let's sing some songs. 3. Let's go to a movie. 4. Let's do our homework. 5. Let's eat lunch now.

Exercise 5, p. 111: 1. shelf 2. loaf 3. knives 4. wives 5. child 6. women 7. businessman 8. — 9. men 10. feet 11. — 12. sheep 13. fish 14. — 15. teeth 16. policeman 17. mice 18. gentlemen

Exercise 6, p. 112: 1. is 2. children 3. knives 4. are 5. are 6. are 7. feet 8. teeth 9. loaves 10. is 11. arrive 12. men 13. These 14. are 15. have

Exercise 7, p. 112: 1. one 2. it 3. some 4. one 5. some 6. one 7. one 8. some 9. It 10. one

Exercise 8, p. 113: 1. another one 2. the other one 3. the other one 4. another one 5. The other one 6. another one 7. The other one 8. another one 9. the other one 10. the other one

Exercise 9, p. 113: 1. another one, the other one 2. the other one 3. the other one 4. others 5. the others 6. the other one 7. others 8. others 9. the other one 10. the other one 11. others 12. Another one 13. the other one 14. another one 15. others

Exercise 10, p. 114: 1. others 2. Another one 3. others 4. the other one 5. the others

Exercise 11, p. 115: 1. I 2. you 3. he 4. she 5. it 6. we 7. they 8. me 9. you 10. him 11. her 12. it 13. us 14. them 15. my 16. your 17. his 18. her 19. its 20. our 21. their

Exercise 12, p. 115: 1. She, her 2. He, them 3. He, them 4. She, them 5. They, it 6. We, you 7. he, his, him 8. they, their, them 9. we, our, us 10. We, it

Exercise 13, p. 116: 1. We 2. their 3. her 4. I, it 5. him 6. her 7. it, him 8. My 9. I 10. them 11. She, her 12. his, him 13. he, them 14. me 15. I, it 16. them 17. It 18. me 19. His 20. It

Exercise 14, p. 116: A. 1. Please pass the sugar. 2. Would you please pass the sugar. 3. Let's have a party. 4. Please don't speak loudly. B. 1. men 2. knives 3. children 4. mice 5. sheep 6. feet C. 1. are 2. is 3. are D. 1. one 2. another one 3. others 4. some 5. it 6. other E. 1. She, them 2. It 3. them 4. He, her 5. you 6. you, your, you
Exercise 15, p. 118: 1. b) 2. b) 3. b) 4. b) 5. a) 6. c) 7. b) 8. c) 9. b) 10. c)

Lesson 8

Exercise 1, p. 119: 1. Susan writes a letter to Sam. 2. I always read the newspaper to my brother. 3. We show our gift to the class. 4. She teaches new words to the students. 5. Please tell the good news to Mary. 6. I'm going to sell my bicycle to Bob. 7. I usually lend my car to Paul. 8. Did she bring an apple to the teacher? 9. Would you please take the food to your father. 10. He passed the salt to me.

Exercise 2, p. 120: 1. I teach Bill the lesson. 2. You showed Mr. Smith the map. 3. He brings my family the newspaper. 4. Please lend John the money. 5. Did you write your sister a long letter? 6. I sold Bill my car. 7. Pass your father the glass. 8. She is going to read me the letter. 9. Take Mrs. Jones the money. 10. I never tell my father lies.

Exercise 3, p. 120: 1. a),b) 2. a),b) 3. a),b) 4. a),b) 5. a),b)

Exercise 4, p. 121: 1. He's going to ask the teacher a question. 2. They charged Mr. Smith twenty dollars. 3. She saved Joe ten cents. 4. We asked the man the time of day. 5. Santa Claus wished the child Merry Christmas. 6. The bicycle cost me fifty dollars. 7. The store charged them ten dollars for a new shirt.

Answer Key—Lessons 8 and 9

Exercise 5, p. 121: 1. b) 2. b) 3. b) 4. b) 5. b)

Exercise 6, p. 122: 1. She explained the vocabulary to the students. 2. Mary reported the news to the women. 3. We suggested that restaurant to them. 4. I introduced Susan to Mike. 5. I described my trip to my family. 6. Bill mentioned the idea to the men. 7. I spoke English to Mr. Jones. 8. He proved his age to the girl. 9. The teacher repeated the answers to the class. 10. I always say “hello” to Jane.

Exercise 7, p. 123: 1. a) 2. a) 3. a) 4. a) 5. a)

Exercise 8, p. 123: 1. ab) 2. b) 3. a) 4. ab) 5. ab) 6. b) 7. ab) 8. ab) 9. a) 10. a) 11. ab) 12. b) 13. ab) 14. a) 15. a) 16. b) 17. a) 18. ab) 19. ab) 20. ab) 21. a) 22. ab) 23. ab) 24. b) 25. a)

Exercise 9, p. 124: 1. I’m going to get some water for John. 2. She found the newspaper for Mr. Miller.

3. She made a cake for the girl. 4. The teacher got a test for the student. 5. My brother did a favor for me.

Exercise 10, p. 125: 1. I made the students some tea. 2. Mr. Smith bought his wife a dress. 3. He found me a pencil. 4. He did me a favor. 5. They got me a ticket.

Exercise 11, p. 125: 1. a),b) 2. a),b) 3. a),b) 4. a),b) 5. a),b)

Exercise 12, p. 125: 1. The doctor prescribed the medicine for me. 2. She cashed the check for Mike. 3. The teacher pronounced the word for the students. 4. He closed the window for the girl. 5. Martha did the homework for Bill. 6. The teacher answered the question for the boy. 7. The teacher changed the test grade for the student.

Exercise 13, p. 126: 1. a) 2. a) 3. a) 4. a) 5. a) 6. a) 7. a) 8. a)

Exercise 14, p. 127: 1. a) 2. a) 3. ab) 4. a) 5. ab) 6. ab) 7. a) 8. a) 9. ab) 10. ab) 11. a) 12. a) 13. ab)

Exercise 15, p. 127: 1. to me 2. for me 3. me 4. for me 5. to me 6. me 7. to me 8. to me 9. me 10. to me 11. for me 12. me 13. to me 14. for me 15. to me 16. me 17. me 18. me 19. for me 20. me 21. for me 22. for me 23. to me 24. for me 25. for me

Exercise 16, p. 129: 1. explained 2. made 3. show 4. sends 5. pass 6. pronounced 7. take 8. sent 9. bring 10. get 11. lend 12. found 13. tells 14. wished 15. mentioned 16. give

Exercise 17, p. 130: 1. drank 2. gave 3. became 4. read 5. began 6. got 7. saw 8. wore 9. took 10. sat 11. woke 12. broke 13. ate 14. knew 15. spoke 16. forgot 17. met 18. tore 19. came 20. wrote 21. chose

Exercise 18, p. 130: 1. gave 2. come 3. took 4. forget 5. break 6. was 7. began 8. give 9. ate 10. got

Exercise 19, p. 131: 1. Yes, he chose a car. 2. No, they didn’t break the glass. 3. No, she didn’t begin the work. 4. Yes, I saw the movie. 5. No, I didn’t forget your book.

Exercise 20, p. 131: 1. left 2. did 3. understood 4. sent 5. had 6. stood 7. felt 8. spent 9. made 10. put 11. slept 12. cost 13. lent 14. meant 15. cut 16. heard 17. brought 18. taught 19. told 20. bought 21. thought 22. said

Exercise 21, p. 132: 1. had 2. bought 3. hear 4. sent 5. cut 6. made 7. tell 8. said 9. felt 10. sleep

Exercise 22, p. 133: 1. They ate steak. 2. You told me yes. 3. Robert made tea. 4. I slept six hours. 5. She brought one book.

Exercise 23, p. 133: 1. broke 2. brought 3. ate 4. did 5. woke 6. cut 7. attended 8. felt 9. drank 10. sent 11. spoke 12. slept 13. wanted 14. knew 15. meant 16. wore 17. were 18. bought 19. studied 20. chose 21. went 22. put 23. made 24. got 25. began 26. had 27. gave 28. thought 29. sat 30. spent 31. said 32. read 33. was 34. saw 35. met 36. left 37. worked 38. tore 39. took 40. taught 41. told 42. cost 43. understood 44. became 45. wrote 46. forgot 47. heard 48. came 49. lent 50. stood

Exercise 24, p. 134: A. 1. She cashed a check for me. 2. I did a favor for the boys. I did the boys a favor. 3. He announced the schedule to us. 4. Mr. Jones bought a present for Bill. Mr. Jones bought Bill a present. 5. The shirt cost him six dollars. B. 1. to me 2. me 3. for me 4. me 5. for me 6. to me 7. for me 8. me 9. to me 10. for me C. 1. brought 2. told 3. bought 4. read 5. spent 6. slept 7. meant 8. found 9. gave 10. saw 11. chose 12. heard 13. cut 14. taught 15. drank

Exercise 25, p. 136: 1. c) 2. c) 3. b) 4. c) 5. d) 6. d) 7. b) 8. a) 9. d) 10. b)

Lesson 9

Exercise 1, p. 137: 1. quietly 2. wisely 3. clearly 4. fast 5. sadly 6. easily 7. silently 8. sincerely 9. badly 10. hard 11. loudly 12. slowly 13. carefully 14. well 15. beautifully 16. promptly 17. really 18. poorly 19. rapidly 20. suddenly

Exercise 2, p. 138: 1. correctly 2. carefully 3. fast 4. well 5. beautifully 6. hard 7. carefully 8. sincerely 9. quickly 10. well

Exercise 3, p. 138: 1. an excellent writer 2. a slow eater 3. fast readers 4. a careful driver 5. good singers 6. a hard worker 7. a clear speaker 8. a rapid swimmer 9. a good adviser 10. good workers

Exercise 4, p. 139: 1. correctly 2. easy 3. carefully 4. quiet 5. silently 6. loud 7. rapidly 8. careful 9. clear 10. sincere 11. sad 12. quickly 13. wise 14. slow 15. beautiful

Exercise 5, p. 139: 1. The students pronounced the words correctly yesterday. 2. She always cooks dinner rapidly. 3. He called the store immediately. 4. She always drives carefully at night. 5. He spoke to me sincerely last night. 6. I never eat fast at home. 7. He is going to read the lesson carefully. 8. He is a careful worker at the bank. 9. The good students always arrive punctually. 10. Steven spoke English well a year ago.

Exercise 6, p. 140: 1. The quiet lady is reading. 2. The student from Colombia has a blue shirt. 3. The store on Green Street sells shoes. 4. The boy from Canada speaks English and French. 5. The question about verbs is difficult. 6. That short story is very good. 7. The chair near the door is old. 8. The lady with blond hair is a nurse. 9. Those students from Canada

are intelligent. 10. The book about tennis is very good.

Exercise 7, p. 141: 1. Who talked to Mary last night? When did they talk to Mary? Whom did they talk to last night? 2. Who visited Jack in Miami last month? Whom did she visit in Miami last month? Where did she visit Jack last month? 3. How much did that blue shirt cost him? Which shirt cost him ten dollars? 4. When did Mike eat two hamburgers? How many hamburgers did Mike eat at noon? What did Mike eat at noon? 5. Who walked six miles this morning? How far did Tim walk this morning? 6. Who was a teacher in New York in 1977? What was Mr. Smith in New York in 1977? When was Mr. Smith a teacher in New York? 7. What did they give to him? Whom did they give a present to?

Exercise 8, p. 142: 1. Who saw Bill yesterday? Whom did we see yesterday? When did we see Bill? 2. What cost ten dollars? How much did that book cost?

3. Who bought two pens for Jill? How many pens did he buy for Jill? Whom did he buy two pens for?

4. What did George do in Brazil? Where did George study Portuguese? 5. How much did the girls spend at the store? Where did the girls spend twenty dollars?

Exercise 9, p. 143: A. 1. fast 2. wisely 3. easily 4. hard 5. sincerely 6. well B. 1. well 2. carefully C. 1. careful 2. slow D. 1. Please read the questions carefully. 2. They always read slowly in class.

E. 1. That store on State Street is expensive. 2. That student from Brazil studies a lot. F. 1. a) Who bought two shirts for his father yesterday? b) How many shirts did John buy for his father yesterday? c) Whom did John buy two shirts for yesterday? d) When did John buy two shirts for his father? 2. a) Who spent five dollars in the store? b) Where did Bill spend five dollars? c) How much did Bill spend in the store?

Exercise 10, p. 144: 1. a) 2. a) 3. b) 4. b) 5. c) 6. c) 7. d) 8. b) 9. c) 10. a)

Review Test 1: Lessons 1–9, pp. 146–49

1. b) 2. b) 3. d) 4. b) 5. d) 6. c) 7. d) 8. c) 9. c) 10. a) 11. c) 12. b) 13. d) 14. a) 15. b) 16. c) 17. b) 18. a) 19. b) 20. b) 21. b) 22. d) 23. c) 24. c) 25. d) 26. c) 27. b) 28. b) 29. c) 30. d) 31. b) 32. b) 33. c) 34. c) 35. c) 36. d) 37. a) 38. c) 39. c) 40. b) 41. b) 42. b) 43. b) 44. d) 45. a) 46. c) 47. a) 48. b) 49. a) 50. d)

Review Test 2: Lessons 1–9, pp. 150–53

1. d) 2. b) 3. a) 4. c) 5. b) 6. b) 7. d) 8. a) 9. b) 10. d) 11. c) 12. d) 13. c) 14. b) 15. c) 16. c) 17. b) 18. d) 19. b) 20. c) 21. c) 22. b) 23. c) 24. d) 25. c) 26. c) 27. b) 28. b) 29. b) 30. c) 31. a) 32. a) 33. b) 34. d) 35. c) 36. b) 37. c) 38. c) 39. c) 40. a) 41. b) 42. d) 43. d) 44. c) 45. a) 46. c) 47. c) 48. a) 49. d) 50. c)

Lesson 11

Exercise 1, p. 154: 7. I can play 8. you can play 9. he can play 10. she can play 11. we can play 12. they can play 13. I should study 14. you should study 15. he should study 16. she should study 17. we should study 18. they should study 19. I must be 20. you must be 21. he must be 22. she must be 23. we must be 24. they must be 25. I might have 26. you might have 27. he might have 28. she might have 29. we might have 30. they might have 31. I may use 32. you may use 33. he may use 34. she may use 35. we may use 36. they may use

Exercise 2, p. 155: 1. must 2. might 3. should 4. can 5. will 6. must 7. may 8. could 9. should 10. might

Exercise 3, p. 156: 1. can 2. will 3. must 4. might 5. must 6. May 7. must 8. should 9. might 10. will 11. must 12. can 13. could 14. must 15. must

Exercise 4, p. 157: 1. can drive 2. must get 3. can type 4. could play 5. may use 6. might receive 7. will arrive 8. must be 9. must take 10. must have 11. can speak and write 12. can run 13. should have 14. can sing 15. will leave

Exercise 5, p. 158: 1. aren't able to 2. won't 3. couldn't 4. can't 5. might not 6. mustn't 7. isn't going to 8. may not 9. aren't able to 10. won't 11. don't have to 12. doesn't have to 13. can't 14. shouldn't 15. shouldn't

Exercise 6, p. 159: 1. Will Paul arrive in a few minutes? Yes, he will. 2. Should Mark study grammar now? Yes, he should. 3. Might they be at home now? No, they might not. 4. Could he get up late every day? No, he couldn't. 5. May I smoke in this room? No, you may not. 6. Can your mother cook very well? Yes, she can. 7. Must every student do his homework? Yes, he must. 8. May we help you? Yes, you may. 9. Can you speak Spanish? No, I can't. 10. Should you go to bed early? Yes, I should.

Exercise 7, p. 161: 1. Who could play tennis every day? What could they play every day? When could they play tennis? 2. What must we study tonight? When must we study vocabulary? 3. Who should be here around nine o'clock? Where should she be around nine o'clock? When should she be here? 4. Who will see Mary tonight? Whom will Henry see tonight? When will Henry see Mary? 5. Which man might have five chairs for sale? How many chairs might that man have for sale?

Exercise 8, p. 162: 1. Who should listen to the radio more often? What should he listen to more often? 2. Who might arrive tonight? When might the girls arrive? 3. Where must Mr. and Mrs. Jones be tomorrow morning? When must Mr. and Mrs. Jones be here? 4. Who shouldn't play with matches? What shouldn't children play with? 5. Who will talk to the doctor at the hospital? Whom will you talk to at the hospital? Where will you talk to the doctor?

Exercise 9, p. 163: 1. Who speaks English? What does Martha speak? 2. Who arrived at noon? When did they arrive? 3. Whom did she see at school? Where did she see Joe? 4. Who can play tennis very well? What can

Answer Key—Lessons 11, 12, and 13

they play very well? 5. Who has a new car? 10. What does Bob have?

Exercise 10, p. 163: 1. Who had a history test yesterday? Which test did Paul have yesterday? 2. Who will drive four hundred miles tonight? How many miles will they drive tonight? 3. What should everyone send to the sick boy? Whom should everyone send a card to? 4. What cost him twenty dollars? How much did this new shirt cost him? 5. Who will take a history test tomorrow? What will the students take tomorrow?

Exercise 11, p. 164: 1. and Suzy is too. 2. and they will too 3. and she does too 4. and Mr. Todd does too 5. and she is too 6. and they did too 7. and he might too 8. and Mike does too 9. and he should too 10. and I was too

Exercise 12, p. 165: 1. and John won't either 2. and the reading book isn't either 3. and I didn't either 4. and Peter couldn't either 5. and Jane might not either 6. and he wasn't either 7. and we don't either 8. and he didn't either 9. and Mr. Jones isn't either 10. and I'm not either

Exercise 13, p. 166: 1. but my sister does 2. but she isn't 3. but Jane will 4. but Mr. Art doesn't 5. but your brother can 6. but her husband was 7. but she could 8. but my sister did 9. but their friends won't 10. but I never do

Exercise 14, p. 167: 1. but they don't 2. and we should too 3. and he couldn't either 4. and she did too 5. and John and Mary weren't either 6. but her brother will 7. and my sister is too 8. but I am not 9. and she does too 10. and she does too

Exercise 15, p. 168: 1. might not 2. don't either 3. do too 4. is too 5. will 6. wasn't 7. didn't 8. couldn't either 9. didn't 10. doesn't either 11. will too 12. won't 13. could 14. didn't either 15. does

Exercise 16, p. 169: A. 1. should 2. will 3. must 4. might 5. may 6. can 7. must 8. must 9. could
B. 1. I could play football. 2. She will do the work. 3. It might rain. 4. She must have two brothers.
C. 1. John isn't very hungry now, and Mary isn't either. 2. They will come by bus, but my brother won't. 3. They had to study yesterday, and we did too. 4. Sally speaks French, and Paul does too. 5. This man couldn't go with us, and that man couldn't either.

Exercise 17, p. 170: 1. b) 2. b) 3. b) 4. d) 5. c) 6. b) 7. b) 8. c) 9. d) 10. b)

Lesson 12

Exercise 1, p. 171: 1. ask for it 2. hand it in 3. put it on 4. take it off 5. listen to it 6. speak to you 7. wake you up 8. think of you 9. wait for you 10. call on you 11. talk to us 12. pick us up 13. wait for us 14. listen to us 15. look for us 16. look at them 17. throw them away 18. give them back 19. hand them out 20. look for them 21. leave me out 22. think of me 23. call me up 24. call on me 25. pick me up

Exercise 2, p. 172: 1. Look for them 2. Think of it. 3. Turn them on. 4. Look it over. 5. Talk to him.

6. Pick it up. 7. Put them on. 8. Ask for him. 9. Wait for it. 10. Put it out. 11. listen to it. 12. throw it away. 13. handed them out. 14. handed them in. 15. looking for it.

Exercise 3, p. 173: 1. he looked them up 2. he (she) gives them back 3. I didn't wake him (her) up 4. he won't look at them 5. I can't think of it 6. he turned them off 7. he waited for her 8. they may take them off 9. he didn't talk to her 10. she put it up

Exercise 4, p. 174: 1. Why did Matt go to the store? In order to buy some fruit. To buy some fruit. For some fruit. 2. Why did Peter leave the room? In order to look for a chair. To look for a chair. For a chair.

3. Why did he have to study a lot? In order to pass the test. To pass the test. For the test. 4. Why will Patty go home? In order to get her homework. To get her homework. For her homework.

Exercise 5, p. 175: 1. to 2. to 3. for 4. to 5. for 6. to 7. for 8. to 9. for 10. to 11. for 12. to 13. to 14. to 15. to 16. for 17. for 18. for 19. to 20. for

Exercise 6, p. 176: 1. by 2. by 3. with 4. with 5. by 6. with 7. by 8. by 9. with 10. with 11. by 12. with 13. with 14. with 15. by 16. by 17. with 18. by 19. with 20. by

Exercise 7, p. 177: 1. slowly 2. well 3. fast 4. rapidly 5. beautifully 6. hard 7. carefully 8. promptly 9. sincerely 10. well

Exercise 8, p. 178: 1. by running 2. by working 3. by writing 4. by listening 5. by walking 6. by reading 7. by using 8. by following 9. by mixing 10. by repeating

Exercise 9, p. 179: 1. How 2. How 3. Why 4. How 5. Why 6. How 7. How 8. How 9. Why 10. Why 11. How 12. How 13. How 14. Why 15. How

Exercise 10, p. 179: 1. How did he answer? With a smile. 2. Why did they call? To ask a question. 3. How did we learn French? By practicing every day. 4. How did she arrive? By bus. 5. Why did Kay go to the bank? For some money. 6. Why did she come? To learn English. 7. Why did we call? To get some information. 8. How did he cut the apple? With a knife. 9. How are they communicating? By phone. 10. How should they go? With a group.

Exercise 11, p. 181: A. 1. them off 2. at it 3. them back 4. it down B. 1. Why did she go to the store? For some bread. 2. How did they cook the meat? By frying it. 3. Why did he write a letter? To get some information. 4. How did she come home? By bus. 5. How does he prefer to write? With a pencil.

C. 1. by 2. with 3. by 4. to 5. for 6. with 7. by 8. up 9. down 10. up

Exercise 12, p. 182: 1. c) 2. b) 3. b) 4. b) 5. c) 6. a) 7. d) 8. a) 9. c) 10. c)

Lesson 13

Exercise 1, p. 184: 1. like to swim 2. might be 3. hopes to be 4. trying to learn 5. will arrive 6. intends to work 7. might need 8. planning to go 9. promises to come 10. may pick up 11. could speak 12. needs to write 13. decided to go 14. agrees to pay

15. expect to arrive 16. will try to learn 17. needs to try to learn to speak 18. should promise to help 19. must want to go 20. need to agree to do

Exercise 2, p. 185: 1. but he had to 2. but they plan to 3. but I am hoping to 4. but they might 5. but she has to 6. but we need to 7. but it must 8. but he didn't intend to 9. but he would like to 10. but he should 11. but I hoped to 12. but she wanted to 13. but she has to 14. but he shouldn't 15. but he doesn't want to

Exercise 3, p. 186: 1. The boys don't want to eat now. 2. John didn't plan to study for the examination. 3. You aren't trying to learn English rapidly. 4. She doesn't prefer to drink water. 5. I don't need to eat more at night.

Exercise 4, p. 187: 1. She is trying not to talk loudly. 2. We prefer not to drink that beer. 3. I tried not to sleep in class. 4. Tom and Sue agree not to do the work. 5. Frank decided not to go with me.

Exercise 5, p. 187: 1. my brother to fix 2. Mr. Brown to help 3. the students to bring 4. George to go 5. me to use 6. us to clean 7. Mr. and Mrs. Jones to come 8. me to write 9. you to look 10. the children to do

Exercise 6, p. 188: 1. The teacher told Joe to be quiet. 2. Mr. Max asked Mark to mail the letters. 3. She wanted Paul to go to the store. 4. They invited me to play tennis. 5. George would like me to eat lunch with him. 6. Jack told me to call him up. 7. He expects me to pick him up. 8. They need Bob to carry the box. 9. I want you to go to the bank. 10. Fran asked me to erase the blackboard.

Exercise 7, p. 189: 1. Books can be interesting to read. 2. Dogs are beautiful to watch. 3. This lesson is easy for me to understand. 4. English words are difficult to pronounce. 5. These pants are very comfortable to wear. 6. This medicine is important for you to take. 7. This song is very pretty to listen to. 8. This cake was easy to make. 9. These words are difficult to spell. 10. The book will be easy for us to read. 11. Cigarettes are bad for you to smoke.

12. Hamburgers are not expensive to eat. 13. That recipe is hard to follow. 14. This record is nice to listen to. 15. That movie is not interesting to watch.

Exercise 8, p. 190: 1. enough 2. too 3. enough 4. too 5. enough 6. too 7. enough 8. too 9. enough 10. too 11. too 12. too 13. enough 14. too 15. too 16. too 17. enough 18. enough 19. enough 20. too

Exercise 9, p. 192: 1. James is too sick to go on the trip. 2. I'm tall enough to reach the ceiling. 3. Peter is rich enough to buy a new car. 4. It is warm enough for the children to go swimming. 5. That man is strong enough to pick up this box. 6. The car is cheap enough for her to buy. 7. This hat is too large for me to wear. 8. You're happy enough to forget all your problems. 9. We were too sick to go to class. 10. Those books are too heavy for the boys to carry. 11. The window is low enough for him to reach. 12. Randy is hungry enough to eat four sandwiches. 13. James is too short to reach the faucet. 14. The food is too hot for us to eat. 15. The dog is too dirty for us to keep in the house.

Exercise 10, p. 193: A. 1. We will learn to speak English. 2. John doesn't study, but he should. 3. I want Mary to open the window. 4. They promised not to arrive early. 5. The doctor ordered me to rest. 6. They might arrive late. 7. I didn't get a letter, but I would like to. 8. She is going to try to do the homework. 9. We would like Rosemary to be here. 10. We didn't get a letter, but we wanted to.

B. 1. John is too young to vote. 2. Books are interesting to read. 3. It is too cold for us to go swimming. 4. The table is too heavy for you to pick up. 5. Long words are difficult to pronounce. 6. That shirt is too expensive for me to buy. C. 1. are 2. is 3. is 4. is 5. is

Exercise 11, p. 195: 1. c) 2. c) 3. d) 4. c) 5. b) 6. d) 7. b) 8. d) 9. c) 10. c)

Lesson 14

Exercise 1, p. 196: 1. It's 10:45. 2. It was 10:30. 3. It's March 6. 4. It was March 1. 5. It's raining. (or, It's rainy.) 6. It's Monday. 7. It will be Tuesday. 8. It's Mr. Prince. 9. It's August. 10. It was Mary.

Exercise 2, p. 197: 1. It is 1,100 miles from New Orleans to Washington. 2. It is 2 miles from here to the store. 3. It's 7 hours from here to Miami. 4. It is 1 block to the post office. 5. It is 200 miles from New York to Boston.

Exercise 3, p. 198: 1. It is easy to understand this lesson. 2. It is difficult to pronounce English sounds. 3. It is comfortable to wear these pants. 4. It is good for you to take this medicine. 5. It is expensive to call long distance. 6. It was difficult to make that cake. 7. It is bad for your health to smoke cigarettes. 8. It will be easy for us to read the book. 9. It must be fun to play tennis. 10. It is not expensive to eat hamburgers.

Exercise 4, p. 198: 1. "Thank you" is polite to say. It is polite to say "thank you." 2. A motorcycle can be dangerous to drive. It can be dangerous to drive a motorcycle. 3. These words are difficult to spell. It is difficult to spell these words. 4. Those shoes were very practical to buy. It was very practical to buy those shoes. 5. Big houses are very expensive to live in. It is very expensive to live in big houses.

Exercise 5, p. 199: 1. will be 2. were 3. are 4. was 5. is 6. are 7. was 8. will be 9. were 10. are

Exercise 6, p. 200: 1. There is an apple in the refrigerator now. 2. There was a test in history class yesterday. 3. There are many students studying English now. 4. There were a few books on the desk a few minutes ago. 5. There is a lot of bread on the table now.

Exercise 7, p. 200: 1. a) 2. a) 3. b) 4. a) 5. a) 6. a) 7. b) 8. a) 9. a) 10. b)

Exercise 8, p. 201: 1. John's pencil 2. the child's toy 3. the top of the table 4. the cover of the box 5. the man's car 6. the lady's ring 7. the ladies' rings 8. today's newspaper 9. Mr. Smith's tie 10. the men's cars 11. the girl's book 12. the girls' books 13. the children's toys 14. the ladies' purses 15. the point of

Answer Key—Lessons 14, 15, and 16

the pencil 16. Ned's house 17. Tom's car 18. the end of the movie 19. the students' test papers 20. the beginning of the story

Exercise 9, p. 202: 1. John's book 2. Today's newspaper 3. The cover of the book 4. Mike's car 5. yesterday's homework 6. Jack's story 7. Sue's party 8. The children's cat 9. The boys' father 10. The secretary's work

Exercise 10, p. 202: 1. ours 2. ours 3. hers 4. theirs 5. yours 6. his 7. mine 8. yours 9. hers 10. its

Exercise 11, p. 203: 1. mine 2. mine 3. his 4. hers 5. yours 6. theirs 7. his 8. his 9. ours 10. mine

Exercise 12, p. 203: 1. and mine does too 2. and ours is too 3. and hers are too 4. and theirs did too 5. and hers was too 6. and his did too 7. and Paul's might too 8. and ours did too 9. and yours can too 10. and mine was too

Exercise 13, p. 204: 1. Whose pencil is this? Steve's. 2. Whose car cost ten thousand dollars? Mine. 3. Whose father owns this grocery store? Matt's. 4. Whose car would she like to have? Mine. 5. Whose pencil is John using? Steve's. 6. Whose father did we meet? Jack's. 7. Whose letter was on the table this morning? Hers. 8. Whose letter did they want to read? Paul's. 9. Whose test did the teacher correct first? George's. 10. Whose dog ran away? Mark's.

Exercise 14, p. 206: 1. a red one 2. two red ones 3. two 4. one 5. a red one 6. a good red one 7. mine 8. my green one 9. his 10. his green ones 11. some 12. a new one 13. a few 14. this old one 15. theirs 16. your old one 17. theirs 18. theirs 19. their green ones 20. many difficult ones 21. many 22. several good ones 23. these green ones 24. a cheap one 25. an expensive one 26. some 27. some yellow ones 28. a few 29. a few red ones 30. a nice one

Exercise 15, p. 207: (Some answers in this exercise may vary.) 1. sweet ones 2. his 3. green ones 4. ones 5. his 6. small ones 7. red ones 8. a small one 9. that one 10. a late one

Exercise 16, p. 208: A. 1. It is hot. 2. It is May. 3. It is Rick. 4. It is 1,300 miles from New York to Miami. B. 1. It is easy to write letters. 2. It is good to know English. 3. It can be fun to play baseball. C. 1. will be 2. was 3. are D. 1. Mr. Miller's car 2. a week's vacation 3. the top of the table 4. his 5. theirs E. 1. Whose father speaks English and Spanish? 2. Whose father did we visit yesterday? F. 1. yes 2. yes 3. yes 4. no 5. no 6. yes 7. no 8. no 9. no 10. yes

Exercise 17, p. 209: 1. c) 2. c) 3. d) 4. d) 5. c) 6. c) 7. c) 8. c) 9. c) 10. c)

Lesson 15

Exercise 1, p. 211: 1. like 2. different from 3. the same as 4. like 5. the same as 6. like 7. the same as 8. the same as 9. like 10. different from

Exercise 2, p. 212: 1. Your watch is like mine. 2. My shirt is the same as yours. 3. This house is different from that one. 4. My sister is like yours. 5. My uncle's address is the same as my aunt's. 6. Mary's

purse is different from Jane's. 7. Your age is the same as mine. 8. Her dog is like mine. 9. Your passport is different from hers. 10. This restaurant is different from that one.

Exercise 3, p. 213: 1. price 2. thickness 3. speed 4. width 5. distance 6. depth 7. height 8. height 9. hardness 10. length

Exercise 4, p. 214: 1. price 2. old 3. thick 4. fast 5. size 6. length 7. heavy 8. depth 9. hard 10. height 11. age 12. depth 13. deep 14. wide 15. length

Exercise 5, p. 214: 1. many, much 2. many 3. many 4. much, many 5. much, many 6. many, much 7. much, many 8. many 9. much, many 10. many, much

Exercise 6, p. 216: 1. Joe doesn't swim as well as Paul. 2. Peter can't run as fast as John. 3. Mr. Smith works as hard as his wife. 4. George doesn't cook as well as Mary. 5. Ann swims as quickly as Jan.

Exercise 7, p. 217: 1. Bill is the same height as Joe. Bill is as tall as Joe. 2. I ate as many sandwiches as Joe. I ate as much as Joe. 3. Peter isn't the same age as Joe. Peter isn't as old as Joe. 4. Mark drank as many glasses of milk as Nancy. Mark drank as much milk as Nancy. 5. This steak is the same thickness as that one. This steak is as thick as that one.

Exercise 8, p. 218: The correct comparative forms are: 1, 2, 3, 5, 6, 10

Exercise 9, p. 218: 1. taller 2. more expensive 3. better 4. more carefully 5. older 6. worse 7. more intelligent 8. longer 9. more delicious 10. heavier

Exercise 10, p. 219: 1. more quickly than 2. happier than 3. as old as 4. more difficult than 5. as good as

Exercise 11, p. 220: The correct superlative forms are: 1, 3, 4, 5, 8, 9, 10

Exercise 12, p. 220: 1. taller, the tallest 2. more careful, the most careful 3. better, the best 4. nicer, the nicest 5. more intelligent, the most intelligent 6. faster, the fastest 7. more slowly, the most slowly 8. more rapidly, the most rapidly 9. worse, the worst 10. more quickly, the most quickly

Exercise 13, p. 221: 1. taller 2. the best 3. happier, the happiest 4. more interesting 5. more difficult, the most difficult 6. the prettiest 7. nice, nicer 8. the worst 9. easy 10. cold

Exercise 14, p. 221: 1. more 2. more 3. more 4. the most 5. more, the most 6. more, the most 7. more 8. more 9. the most 10. the most

Exercise 15, p. 222: A. 1. height 2. age 3. size 4. thickness 5. length B. 1. more careful, the most careful 2. taller, the tallest 3. better, the best 4. faster, the fastest 5. more quickly, the most quickly 6. busier, the busiest C. 1. weight 2. tall 3. best 4. worst 5. tallest

Exercise 16, p. 223: 1. c) 2. c) 3. b) 4. b) 5. a) 6. b) 7. c) 8. d) 9. b) 10. a)

Lesson 16

Exercise 1, p. 225: 1. I think (that) a book is more expensive. 2. I learned (that) taller was correct. 3. I

know (that) $2+2=4$ is correct. 4. I think (that) a car is heavier. 5. I think (that) Alaska is the biggest state in the United States. 6. I think (that) kitchen is more difficult to pronounce. (or I think (that) chicken is more difficult to pronounce.) 7. I think (that) a cat is faster. 8. I think (that) a plane ticket is more expensive. 9. I think (that) fried chicken is better for a picnic. 10. I think (that) toast is easier to cook.

Exercise 2, p. 226: 1. Does Beth know who answered the phone? 2. Does Ron know whom John called? 3. Can he explain why his tests were so bad? 4. Did George know when the party was? 5. Did she ask who was coming to the party? 6. Would the teacher like to know what time it is? 7. Did Pedro explain where his country is? 8. Will Rob tell us whose books he has? 9. Will the teacher tell us which answer is correct? 10. Did Bill tell you where the party was?

Exercise 3, p. 227: 1. why Greg was late 2. which shirt she prefers 3. where the new television is 4. what the boy's name is 5. whose keys he found 6. whom they called 7. what time it is 8. how far the post office is 9. where he went 10. what this word means 11. where he is from 12. who that girl in the red dress is 13. what he lost 14. what Pete ate 15. when we have a test 16. what her phone number is 17. how many students passed the test 18. how he went to France 19. why he went to France 20. how much he spent

Exercise 4, p. 230: 1. what they speak (or which they speak) 2. how far the post office is 3. how Paul went to France 4. when I have grammar class 5. who can drive a car 6. when the party begins 7. whose book this is 8. where the Smiths will go 9. what the new boy's father is 10. how much that new car costs

Exercise 5, p. 231: 1. if she baked some bread 2. if George went to the doctor 3. if he likes ice cream 4. if they are going home now 5. if I am in the right room 6. if you are in the right room 7. if their baby was born in December 8. if the new student bought his books 9. if they will arrive soon 10. if we can go to Florida

Exercise 6, p. 232: 1. (✓) 2. We'll ask where they are going. 3. (✓) 4. (✓) 5. (✓) 6. You must ask how much a ticket costs. 7. He didn't say why he wasn't there. 8. (✓) 9. (✓) 10. Do you know what time it is?

Exercise 7, p. 233: A. 1. I think (that) a car is heavier. 2. I believe (that) a diamond is more expensive. 3. I think (that) chocolate is sweeter. 4. I suppose (that) a man is stronger. B. 1. when Joe called 2. how far New York is 3. how John is coming 4. when they were here 5. who that lady is 6. if they understand English 7. if Joe called last night

Exercise 8, p. 234: 1. c) 2. a) 3. c) 4. c) 5. b) 6. a) 7. c) 8. a) 9. c) 10. a)

Lesson 17

Exercise 1, p. 235: 1. This is the letter that was in my book. 2. This is the letter that John wrote. 3. We read the book that discusses Kennedy. 4. We read the book that Peter owns. 5. They ate the food that was in the refrigerator. 6. They ate the food that I cooked. 7. Did

you find the pen that was on the floor? 8. Did you find the pen that I needed? 9. That is the car that costs four thousand dollars. 10. That is the car that we saw yesterday. 11. Does Mary have the pen that writes green? 12. Does Mary have the pen that John gave to her? 13. This is the television that was on sale. 14. This is the television that I bought. 15. Did you watch the movie that was on television last night?

16. Did you watch the movie that we watched? 17. I know the girl that has a new green car. 18. I know the girl that you know. 19. We helped the man that had a car accident. 20. We helped the man that you know. **Exercise 2, p. 237:** 1. that is on Main Street 2. that has a broken arm 3. that sent her a letter 4. that is riding a red bicycle 5. that we saw 6. that she bought 7. that I wrote 8. that Mary made 9. that had thirty questions 10. that Mrs. Jones made

Exercise 3, p. 238: 1. John ate the cake that Mary baked 2. the cake that John ate was delicious 3. I know the student that speaks German 4. the store that we called closed at nine o'clock 5. I spoke to the doctor that Mary spoke to 6. I looked at the book that the boys bought 7. the book that the boys bought cost a lot 8. the teacher liked the story that Phil wrote 9. the story that Phil wrote was very interesting 10. I liked the rice that she cooked

Exercise 4, p. 239: 1. whose house is on State Street 2. whose house is on State Street is our friend 3. whose car we rode in yesterday 4. whose test grade was poor 5. whose tests are extremely difficult only teaches in the morning 6. whose father always says "hello" to us 7. whose mother was on television last night is always late to class 8. whose notes we would like to borrow studies every night 9. whose uniform is almost always dirty was excellent in last night's game 10. whose father owns several stores

Exercise 5, p. 240: 1. c) 2. a) 3. b) 4. b) 5. b)

Exercise 6, p. 241: 1. (that is) 2. (who was) 3. (that was) 4. (that is) 5. (who is) 6. (that is) 7. (who is) 8. (which is) 9. (who is) 10. (who is)

Exercise 7, p. 241: 1. for 2. for 3. during 4. for 5. for 6. for 7. during 8. during 9. for 10. for

Exercise 8, p. 242: 1. I wrote letters during my vacation. 2. I had the flu for two weeks. 3. He talked to me for twenty minutes. 4. She studied grammar during the morning. 5. They stayed with me for a few days.

Exercise 9, p. 242: 1. when 2. while 3. when 4. while 5. when 6. while 7. when 8. while 9. while 10. when

Exercise 10, p. 243: 1. Bill lost his book while he was walking to school. Bill was walking to school when he lost his book. 2. Susan called while I was getting ready to eat. I was getting ready to eat when Susan called. 3. His pen ran out of ink while he was writing a letter. He was writing a letter when his pen ran out of ink. 4. Kay received a telephone call while she was cooking dinner. Kay was cooking dinner when she received a telephone call. 5. Tom found a dollar bill while he was cleaning under the sofa. Tom was cleaning under the sofa when he found a dollar bill.

Answer Key—Lessons 17 and 18

Exercise 11, p. 244: 1. after 2. after 3. after 4. until
5. After

Exercise 12, p. 244: 1. After we studied, we ate dinner. 2. Until they arrived, she was studying. 3. After I got his letter, I called John up. 4. Before the party begins, you should put the food on the table. 5. Before Ken did his other homework, he studied grammar.

Exercise 13, p. 245: 1. Afterwards 2. After 3. After 4. after 5. after 6. Afterwards 7. after 8. After 9. Afterwards 10. afterwards

Exercise 14, p. 245: A. 1. the man who wrote a book (or, the man that wrote a book) 2. the man whom Mary and John know (or, the man that Mary and John know) 3. the cake that Mary baked was delicious (or, the cake which Mary baked was delicious) 4. the cake that was on the table was delicious (or, the cake which was on the table was delicious) 5. to the boy whose mother is my teacher 6. whose mother is our teacher lent us his bicycle B. 1. was reading while Mary was writing 2. my dinner before I did my homework 3. my homework before I ate my dinner 4. grammar until 7:30 5. was eating when the telephone rang 6. rang while he was eating

Exercise 15, p. 247: 1. a) 2. a) 3. d) 4. c) 5. d) 6. d) 7. a) 8. d) 9. c) 10. d)

Lesson 18

Exercise 1, p. 248: 1. work 2. work 3. works 4. works 5. works 6. work 7. work 8. worked 9. worked 10. worked 11. worked 12. worked 13. worked 14. worked 15. have worked 16. have worked 17. has worked 18. has worked 19. has worked 20. have worked 21. have worked

Exercise 2, p. 249: The possible answers are: 2, 6, 7, 8, 10

Exercise 3, p. 249: 1. worked 2. have talked 3. answered 4. ate 5. have read 6. ate 7. have bought 8. studied 9. Did you work 10. Have you studied

Exercise 4, p. 250: 1. called 2. worked 3. was, were 4. had 5. has wanted 6. have played 7. visited 8. listened 9. Did . . . call 10. Has . . . wanted 11. Did . . . work 12. Did . . . visit 13. opened 14. have answered 15. Did . . . answer

Exercise 5, p. 251: 1. has been, was 2. lived, have lived 3. ate, has eaten 4. flew, has flown 5. read, has read 6. have had, had 7. went, have gone 8. have written, wrote 9. saw, have . . . seen 10. worked, has worked

Exercise 6, p. 252: 1. since 2. for 3. since 4. for 5. since 6. since 7. since 8. for 9. since 10. since

Exercise 7, p. 252: 1. Mr. Brown has worked at the bank since May. 2. Peter has had a big car for two months. 3. I have been in class for ten minutes. 4. Paul and I have known you since last week. 5. I have gone to high school for two years. 6. She hasn't spoken Spanish in class since last week. 7. We have liked television since our radio broke. 8. They have heard that noise for an hour. 9. I have known his name

since last week. 10. I have liked tennis for a few years.

Exercise 8, p. 253: 1. yes 2. yes 3. no 4. yes 5. yes 6. no 7. no 8. yes 9. yes 10. no 11. yes 12. yes 13. yes 14. no 15. no 16. no 17. no 18. yes 19. no 20. yes 21. no 22. no 23. yes 24. no 25. yes

Exercise 9, p. 254: 1. am working 2. are working 3. is working 4. is working 5. is working 6. are working 7. are working 8. have been working 9. have been working 10. has been working 11. has been working 12. has been working 13. have been working 14. have been working

Exercise 10, p. 255: 1. has been reading 2. have been eating 3. has been studying 4. has been making 5. have been writing 6. has been talking 7. haven't been studying 8. has been working 9. has been boiling 10. has been knocking

Exercise 11, p. 256: 1. worked 2. worked 3. worked 4. worked 5. worked 6. worked 7. worked 8. had worked 9. had worked 10. had worked 11. had worked 12. had worked 13. had worked 14. had worked

Exercise 12, p. 256: 1. had worked, called 2. called, had worked 3. arrived, had had 4. had lived, moved 5. had saved, was 6. had been, answered 7. understood, had explained 8. had been, weren't 9. said, had been 10. knew, had been

Exercise 13, p. 257: 1. he has 2. they haven't 3. she had 4. I haven't 5. she has 6. I haven't 7. we have 8. it hadn't 9. you have 10. they haven't

Exercise 14, p. 258: 1. read, read, read 2. sleep, slept, slept 3. choose, chose, chosen 4. leave, left, left 5. lend, lent, lent 6. speak, spoke, spoken 7. build, built, built 8. know, knew, known 9. sing, sang, sung 10. fly, flew, flown 11. make, made, made 12. understand, understood 13. give, gave, given 14. come, came, come 15. fall, fell, fallen 16. meet, met, met 17. lose, lost, lost 18. cost, cost, cost 19. drink, drank, drunk 20. take, took, taken 21. cut, cut, cut 22. begin, began, begun 23. wring, wrung, wrung 24. find, found, found 25. run, ran, run 26. win, won, won 27. get, got, gotten 28. think, thought, thought 29. forget, forgot, forgotten 30. buy, bought, bought

Exercise 15, p. 259: 1. write, wrote, written 2. sit, sat, sat 3. sell, sold, sold 4. show, showed, shown 5. see, saw, seen 6. bite, bit, bitten 7. teach, taught, taught 8. break, broke, broken 9. grow, grew, grown 10. bring, brought, brought 11. freeze, froze, frozen 12. send, sent, sent 13. drive, drove, driven 14. be, was/were, been 15. do, did, done 16. tell, told, told 17. spend, spent, spent 18. ring, rang, rung 19. have, had, had 20. eat, ate, eaten

Exercise 16, p. 260: 1. sink, sank, sunk 2. feed, fed, fed 3. put, put, put 4. shrink, shrank, shrunk 5. hang, hung, hung 6. set, set, set 7. wear, wore, worn 8. shoot, shot, shot 9. swing, swung, swung 10. tear, tore, torn 11. catch, caught, caught 12. fight, fought, fought 13. lie, lay, lain 14. keep, kept, kept 15. wake, woke, woken 16. throw, threw, thrown 17. let, let, let 18. bend, bent, bent 19. hide, hid, hidden 20. slide, slid, slid 21. blow, blew, blown 22. hurt, hurt, hurt

23. ride, rode, ridden 24. lead, led, led 25. say, said, said 26. bleed, bled, bled 27. strike, struck, struck 28. feel, felt, felt 29. swear, swore, sworn 30. mean, meant, meant

Exercise 17, p. 262: 1. have worked 2. did 3. wrote, hasn't written 4. watched 5. had moved 6. lost, hasn't lost 7. had eaten 8. hasn't had, had 9. has told 10. began, has begun 11. bought, haven't bought 12. gave 13. has spoken 14. didn't drink 15. had studied

Exercise 18, p. 263: 1. had baked 2. has lived 3. lived 4. had lived 5. told 6. came 7. wrote 8. have had 9. was 10. have seen

Exercise 19, p. 263: A. 1. John has spoken French for two years. 2. We have been studying since ten o'clock. 3. I have had a cold for a month. (or, I have had a cold since last month.) 4. She has been learning English since June. B. 1. went, gone 2. did, done 3. began, begun 4. ate, eaten 5. studied, studied 6. sent, sent 7. gave, given 8. wrote, written 9. broke, broken 10. found, found C. 1. went 2. has been 3. did, had studied 4. talked 5. saw

Exercise 20, p. 264: 1. b) 2. c) 3. d) 4. a) 5. a) 6. b) 7. c) 8. b) 9. d) 10. d)

Lesson 19

Exercise 1, p. 266: A. 1. write 2. write 3. writes 4. writes 5. write 6. write 7. are written 8. are written 9. are written 10. is written 11. are written 12. is written 13. wrote 14. wrote 15. wrote 16. wrote 17. wrote 18. wrote 19. were written 20. were written 21. were written 22. was written 23. were written 24. was written 25. am writing 26. are writing 27. is writing 28. is writing 29. are writing 30. are writing 31. are being written 32. are being written 33. are being written 34. is being written 35. are being written 36. is being written 37. am going to write 38. are going to write 39. is going to write 40. is going to write 41. are going to write 42. are going to write 43. are going to be written 44. are going to be written 45. are going to be written 46. is going to be written 47. are going to be written 48. is going to be written 49. will write 50. will write 51. will write 52. should write 53. should write 54. should write 55. will be written 56. will be written 57. will be written 58. should be written 59. should be written 60. should be written 61. have written 62. have written 63. has written 64. has written 65. have written 66. have written 67. have been written 68. have been written 69. have been written 70. has been written 71. have been written 72. has been written

Exercise 2, p. 270: 1. is going to be done 2. have to be written 3. are cleaned 4. should be eaten 5. has been done 6. was painted 7. had been called, were called 8. will be given 9. were found 10. are being cooked

Exercise 3, p. 271: 1. Tonight's dinner is being made by Mary. 2. The grammar and vocabulary tests will be given by Mr. Smith. 3. Many new laws were made by the president. 4. The dishes are washed by Susan

every night. 5. That car was bought by my brother a long time ago. 6. The work must be done by all of the people. 7. Mrs. Smith has been telephoned by Susan. 8. Our test papers will be graded by the grammar teacher. 9. Those letters should be written by the secretary immediately. 10. The police have to be called by someone immediately.

Exercise 4, p. 272: 1. were signed 2. watched 3. has studied 4. shouldn't use 5. saw 6. has sharpened 7. is being built 8. are going to bring 9. was written 10. is making

Exercise 5, p. 272: 1. any more 2. still 3. any more 4. still 5. still 6. any more 7. any more 8. any more 9. any more 10. still

Exercise 6, p. 273: 1. We can't speak French any more. 2. They still don't have a telephone. 3. I am still sick. 4. Joe is still working here. 5. She isn't hungry any more.

Exercise 7, p. 274: 1. already 2. yet 3. yet 4. yet 5. yet 6. already 7. already 8. already 9. already 10. already

Exercise 8, p. 275: 1. The weather is already very hot. 2. The bus hasn't come yet. 3. John has already eaten lunch. 4. We have already bought our Christmas gifts. 5. The store is already closed.

Exercise 9, p. 276: 1. already 2. still 3. yet 4. any more 5. already, yet 6. yet 7. still 8. already 9. yet 10. already

Exercise 10, p. 277: 1. boring, bored 2. frightened, frightening 3. surprised, surprising 4. entertaining, entertained 5. disappointed, disappointing

Exercise 11, p. 277: 1. shocked 2. disgusted 3. disgusting 4. confusing 5. interesting, interested 6. convincing 7. frightened 8. exciting 9. boring 10. confused 11. bored 12. surprised 13. worried 14. interesting 15. amazing

Exercise 12, p. 278: 1. of 2. at 3. with 4. about 5. to 6. of 7. with 8. with (or, in) 9. to 10. in

Exercise 13, p. 279: 1. John was surprised at making the best grade. 2. Mike is tired of eating hamburgers all of the time. 3. George is unhappy about not having a car. 4. They are interested in learning English. 5. I am worried about spending too much money. 6. David is accustomed to waking up at six in the morning. 7. Bill and Frank are bored with going to the park every Sunday. 8. Maria is used to eating American food now. 9. Mr. Jones is not in favor of paying a lot of taxes. 10. Mark is excited about going to Europe.

Exercise 14, p. 280: 1. am used to reading 2. are used to reading 3. is used to reading 4. is used to reading 5. are used to reading 6. are used to reading 7. used to read 8. used to read 9. used to read 10. used to read 11. used to read 12. used to read

Exercise 15, p. 280: 1. is used to eating, used to eat 2. is used to attending, used to attend (or, used to have) 3. used to cook, is used to eating 4. used to be 5. used to eat

Exercise 16, p. 281: A. 1. was made 2. was seen 3. be sold 4. being built 5. do B. 1. still 2. yet 3. already 4. any more 5. yet C. 1. disappointed 2. tired 3. exciting 4. disgusting D. 1. at 2. to 3. about 4. to 5. about

Answer Key—Lessons 19 through 23

Exercise 17, p. 282: 1. c) 2. d) 3. b) 4. b) 5. d)
6. c) 7. b) 8. d) 9. c) 10. d)

Review Test 3: Lessons 11–19, pp. 284–87

1. d) 2. a) 3. c) 4. c) 5. a) 6. d) 7. c) 8. c) 9. d)
10. d) 11. b) 12. b) 13. c) 14. d) 15. d) 16. b)
17. c) 18. d) 19. c) 20. d) 21. c) 22. c) 23. c)
24. c) 25. a) 26. b) 27. d) 28. d) 29. a) 30. b)
31. b) 32. d) 33. d) 34. d) 35. c) 36. d) 37. d)
38. b) 39. a) 40. d) 41. d) 42. c) 43. c) 44. d)
45. c) 46. c) 47. c) 48. c) 49. b) 50. d)

Review Test 4: Lessons 11–19, pp. 288–91

1. d) 2. c) 3. b) 4. a) 5. b) 6. c) 7. c) 8. c) 9. c)
10. c) 11. d) 12. c) 13. c) 14. a) 15. a) 16. d)
17. b) 18. c) 19. b) 20. c) 21. b) 22. c) 23. b)
24. a) 25. c) 26. a) 27. d) 28. d) 29. b) 30. c)
31. c) 32. c) 33. a) 34. b) 35. a) 36. c) 37. b)
38. a) 39. d) 40. a) 41. b) 42. b) 43. b) 44. c)
45. a) 46. a) 47. d) 48. c) 49. b) 50. b)

Lesson 21

Exercise 1, p. 292: 1. to help 2. play 3. ring, to
answer 4. to go 5. use 6. to use 7. sing 8. make
9. shake 10. make, eat 11. type 12. to help 13. go
14. learn (or, to learn) 15. to borrow

Exercise 2, p. 293: 1. — 2. to 3. to 4. — 5. —
6. to 7. — 8. — 9. to 10. to (or, —) 11. to 12. —
13. to 14. — 15. to 16. — 17. to 18. — 19. to
20. — 21. — 22. to 23. to 24. — 25. —

Exercise 3, p. 294: 1. wanted 2. knew 3. would
arrive 4. spoke 5. spoke 6. had 7. could 8. would
talk 9. were 10. could

Exercise 4, p. 295: 1. would, easy 2. were well 3. ate
slowly 4. were open 5. were right 6. were present
7. lived, country 8. were Friday 9. gave easy 10. were
cheap

Exercise 5, p. 296: 1. didn't cost 2. didn't work
3. didn't have 4. didn't have 5. didn't begin 6. didn't
speak 7. didn't have 8. wouldn't 9. didn't need
10. didn't use

Exercise 6, p. 297: 1. were 2. weren't 3. were
4. weren't 5. spoke 6. didn't speak 7. didn't have
8. didn't eat 9. didn't have 10. didn't work 11. were
12. were 13. had 14. understood 15. wrote 16. were
17. liked 18. spoke 19. didn't speak 20. knew

Exercise 7, p. 298: 1. were 2. wouldn't 3. were
4. weren't 5. could 6. did 7. didn't 8. didn't 9. did
10. did 11. didn't 12. didn't 13. did 14. could
15. would

Exercise 8, p. 298: 1. what to do 2. when to leave
3. whom to invite 4. when to arrive 5. how long to
stay 6. how to get 7. how much to send 8. how much
to make 9. how to cook 10. which to buy

Exercise 9, p. 299: A. 1. to help, study/to study 2. to
go 3. drive 4. go B. 1. spoke 2. weren't 3. would
4. didn't have 5. were C. 1. when to arrive 2. how
much to bring 3. whom to invite 4. what to do

Exercise 10, p. 300: 1. b) 2. c) 3. a) 4. b) 5. b)
6. c) 7. c) 8. d) 9. a) 10. b)

Lesson 22

Exercise 1, p. 302: 1. should 2. must 3. could
4. might 5. must 6. must 7. should 8. might 9. must
10. must 11. should 12. shouldn't 13. shouldn't
14. must not 15. couldn't 16. might 17. might not
18. must 19. could 20. might

Exercise 2, p. 304: 1. John might be a good student.
2. He must have been a good tennis player. 3. Mary
should have studied for the test. 4. Mary should study
for the test. 5. They could have eaten lunch. 6. Paul
must like hamburgers. 7. We might have spent too
much money. 8. George must have eaten all of the
bread. 9. They could have been here yesterday. 10. It
might have rained last night.

Exercise 3, p. 305: 1. It might have been raining last
night. 2. She must have been studying for a long time.
3. John couldn't have been studying. 4. He should
have gone to class every day. 5. Paul must not have
been doing all of the homework. 6. He should have
been saving his money. 7. Ben might have been eating
dinner when I called. 8. He must have been eating
dinner when I called. 9. Sam should have been
studying last night. 10. You couldn't have been talking
to Tim at noon.

Exercise 4, p. 306: 1. Jane must have been mailing a
letter. 2. She should have been wearing a coat. 3. I
could have helped the new students from France. 4. I
could have been studying last night. 5. Mark should
have gone to the bank.

Exercise 5, p. 306: 1. she might have 2. she might
have been 3. they couldn't have been 4. they couldn't
have 5. he should have 6. I should have been 7. I
could have 8. you shouldn't have 9. he should have
10. he should have been

Exercise 6, p. 307: 1. but they might have 2. but she
must have 3. but we could have 4. but they couldn't
have been 5. but he could have been

Exercise 7, p. 308: 1. hadn't cost 2. had known
3. hadn't arrived 4. hadn't spoken 5. had spoken
6. had had 7. had been 8. had helped 9. hadn't been
10. hadn't been

Exercise 8, p. 308: 1. had been easy 2. had been well
3. had eaten dinner slowly 4. had been open 5. had
written the correct answer 6. had driven slowly 7. had
arrived early 8. had explained the words slowly 9. had
been easy 10. had been cheap

Exercise 9, p. 309: 1. he could 2. they did 3. I had
been 4. she had been 5. she were 6. they hadn't
7. she weren't 8. he had been 9. I hadn't 10. I did
11. we didn't 12. he hadn't 13. they would 14. she
had 15. we hadn't been 16. we hadn't been 17. we
weren't 18. he didn't 19. he hadn't 20. they could

Exercise 10, p. 310: A. 1. should 2. must 3. couldn't
4. might 5. could 6. should B. 1. should have
2. couldn't have 3. must have been C. 1. they had
2. we had been 3. she hadn't 4. it had been

Exercise 11, p. 311: 1. d) 2. c) 3. d) 4. c) 5. d)
6. c) 7. a) 8. c) 9. a) 10. c)

Lesson 23

Exercise 1, p. 312: 1. if 2. unless 3. unless 4. if 5. if
6. unless 7. if 8. unless 9. if 10. unless 11. if

12. unless 13. If 14. Unless 15. Unless

Exercise 2, p. 313: 1. They will do the work unless they go to the party. 2. He can't learn English unless he studies. 3. We will call off the party if the rain doesn't stop. 4. She can't buy a new car unless she gets a job. 5. I won't study if it isn't necessary.

Exercise 3, p. 313: 1. because 2. although 3. because 4. because 5. because 6. although 7. although 8. because 9. because 10. because 11. Because 12. Because 13. Because 14. Although 15. Because

Exercise 4, p. 314: 1. We don't like the summer because it's too hot. 2. They aren't going to buy the car although they have enough money. 3. She's very tall although all of her brothers are short. 4. She's very tall because both of her parents are tall. 5. My watch was expensive because it is made of gold.

Exercise 5, p. 315: 1. whether it's raining or not 2. whether or not she has a test 3. whether Paul comes or not 4. whether or not I help them 5. if I find my keys 6. whether or not he looks them over 7. if he cooks steak 8. whether or not it is cheap 9. if it's interesting 10. if he gets a stamp

Exercise 6, p. 315: 1. because 2. because of 3. because 4. because of 5. because 6. Because 7. Because of 8. Because of 9. because of 10. Because

Exercise 7, p. 316: 1. although 2. although 3. in spite of 4. Although 5. although 6. in spite of 7. although 8. in spite of 9. in spite of 10. Although

Exercise 8, p. 316: 1. regardless of 2. regardless of 3. whether or not 4. Whether or not 5. Regardless of 6. regardless of 7. whether or not 8. whether or not 9. regardless of 10. Regardless of

Exercise 9, p. 317: 1. although 2. in spite of 3. regardless of 4. although 5. regardless of 6. in spite of 7. although 8. although 9. regardless of 10. in spite of

Exercise 10, p. 318: 1. regardless of the price 2. because of the rain 3. regardless of the length 4. in spite of the bad grade 5. in spite of the price

Exercise 11, p. 318: 1. because 2. because of 3. in spite of 4. although 5. whether or not 6. regardless of 7. because 8. in spite of 9. regardless of 10. because 11. whether or not 12. because of 13. although 14. whether or not 15. because of 16. Regardless of 17. although 18. although 19. in spite of 20. Because of

Exercise 12, p. 319: 1. if 2. because 3. unless 4. although 5. if 6. if 7. whether or not 8. because 9. because 10. whether or not 11. regardless of 12. although 13. in spite of 14. if 15. if 16. although 17. if 18. whether or not 19. in spite of 20. although

Exercise 13, p. 320: 1. b) 2. a) 3. b) 4. c) 5. a) 6. c) 7. b) 8. b) 9. d) 10. b)

Lesson 24

Exercise 1, p. 321: 1. gets, will buy 2. got, would buy 3. had gotten, would have bought 4. comes, will be 5. came, would be 6. had come, would have been 7. has, will take 8. had, would take 9. had had, would have taken 10. will make, works 11. would make, worked 12. would have made, had worked 13. studies,

will pass 14. studied, would pass 15. had studied, would have passed 16. will do, am 17. would do, were 18. would have done, had been

Exercise 2, p. 322: 1. study, will pass 2. pass, will enter 3. enter, will be 4. am, will have 5. have, will make 6. make, will receive 7. receive, will get

Exercise 3, p. 323: 1. received, would put 2. put, would have 3. had, would take 4. took, would go 5. went, would visit 6. visited, would have 7. had, would stay

Exercise 4, p. 323: 1. had gone, would have known 2. had known, would have done 3. had done, would have written 4. had written, would have been 5. had been, would have liked 6. had liked, would have gotten 7. had gotten, would have been

Exercise 5, p. 324: (Answers may vary.) 1. If the ticket is expensive, I won't buy it. 2. If I have a test, I will study. 3. If they had invited me, I would have gone to their party. 4. If I went to Switzerland, I would buy a watch. 5. If I hadn't drunk water, I would have drunk tea. 6. If I had studied last night, I would have studied history. 7. If someone tells me "Thank you," I will say "You're welcome." 8. If I lived in France, I would speak French. 9. If my car has a flat tire, I will change it. 10. If I hadn't had enough money, I would have borrowed some from you.

Exercise 6, p. 325: 1. get 2. were 3. had done 4. would have eaten 5. hear 6. would go

7. would play 8. will wear 9. will need 10. were
Exercise 7, p. 325: 1. are 2. eat 3. had done 4. had had 5. gets 6. had written 7. will cook 8. would have called 9. were 10. would lend

Exercise 8, p. 326: 1. have 2. would buy 3. had eaten 4. is, will be 5. had seen 6. worked 7. would have written 8. had run 9. plays 10. were 11. would call 12. would have gone 13. will read 14. would have studied 15. had flown

Exercise 9, p. 327: 1. c) 2. a) 3. d) 4. a) 5. b) 6. c) 7. c) 8. b) 9. c) 10. c)

Lesson 25

Exercise 1, p. 328: 1. such a beautiful baby 2. such a cold day 3. such an expensive car 4. such a tall boy 5. such heavy books 6. such an interesting movie 7. such ugly cats 8. such an interesting person 9. such a pretty watch 10. such an unhappy person

Exercise 2, p. 328: 1. so dirty 2. so expensive 3. so cold 4. so good 5. so delicious 6. so heavy 7. so intelligent 8. so pretty 9. so heavy 10. so nice

Exercise 3, p. 329: 1. such a 2. such a 3. so 4. so 5. such 6. so 7. such a 8. so 9. such a 10. such

Exercise 4, p. 330: 1. The weather is so cold that there is ice on our car. This is such cold weather that there is ice on our car. 2. This car is so expensive that we can't buy it. This is such an expensive car that we can't buy it. 3. This lesson is so easy that everyone understands it. This is such an easy lesson that everyone understands it. 4. Mark and Henry are so nice that everyone likes them. Mark and Henry are such nice people that everyone likes them. 5. The restaurant was so good that we want to return as soon as possible.

Answer Key—Lessons 25, 26, and 27

This was such a good restaurant that we want to return as soon as possible.

Exercise 5, p. 330: 1. Isn't she going to France? 2. Don't they work in the bank? 3. Didn't he have a cold during the vacation? 4. Wasn't it raining when you arrived? 5. Doesn't he speak French? 6. Hasn't he been in Austria? 7. Hadn't they already done their work? 8. Didn't you eat dinner with John? 9. Hasn't it been snowing since Monday? 10. Shouldn't we clean our room now?

Exercise 6, p. 331: 1. I was 2. I wasn't 3. he did 4. they don't 5. they aren't 6. she is 7. he can 8. there isn't 9. she does 10. she can't

Exercise 7, p. 332: 1. can't you? Yes, I can. 2. aren't we? Yes, we are. 3. do they? No, they don't. 4. can we? No, we can't. (or, No, you can't.) 5. isn't she? Yes, she is. 6. is it? No, it isn't. 7. did he? No, he didn't. 8. could she? No, she couldn't. 9. doesn't he? Yes, he does. 10. will she? No, she won't. 11. didn't he? Yes, he did. 12. are you? No, I'm not. 13. won't she? Yes, she will. 14. didn't she? Yes, she did. 15. didn't I? Yes, you did. 16. has he? No, he hasn't. 17. had she? No, she hadn't. 18. is there? No, there isn't. 19. shouldn't they? Yes, they should. 20. should they? No, they shouldn't.

Exercise 8, p. 333: A. 1. so 2. so 3. such a 4. so 5. so 6. such an B. 1. Didn't she go to France? 2. Aren't they here? 3. Isn't it hot in here? 4. Doesn't she have a car now? C. 1. isn't she? Yes, she is. 2. didn't they? Yes, they did 3. hasn't it? Yes, it has. 4. did he? No, he didn't. 5. were we? No, we weren't. (or, No, you weren't.) 6. won't he? Yes, he will.

Exercise 9, p. 334: 1. c) 2. b) 3. a) 4. a) 5. b) 6. b) 7. c) 8. c) 9. c) 10. a)

Lesson 26

Exercise 1, p. 336: 1. myself 2. yourself 3. himself 4. herself 5. itself 6. ourselves 7. yourselves 8. themselves 9. himself 10. themselves

Exercise 2, p. 336: 1. a chair for herself, herself a chair 2. a car for myself, myself a car 3. a short story for himself, himself a short story 4. some aspirin for himself, himself some aspirin 5. some skirts for themselves, themselves some skirts 6. a piece of pie for ourselves, ourselves a piece of pie 7. a glass of milk for himself, himself a glass of milk 8. some fish for ourselves, ourselves some fish 9. some eggs for themselves, themselves some eggs 10. a sweater for herself, herself a sweater

Exercise 3, p. 338: 1. yourself (or, yourselves) 2. themselves 3. himself 4. ourselves 5. herself 6. myself 7. himself 8. ourselves 9. yourself 10. himself

Exercise 4, p. 338: 1. by himself 2. by themselves 3. by myself 4. by herself 5. by myself 6. by themselves 7. by yourself (or, by yourselves) 8. by yourself 9. by ourselves 10. by himself

Exercise 5, p. 339: 1. a) 2. c) 3. a) 4. b) 5. a) 6. c) 7. b) 8. a) 9. b) 10. a) 11. c) 12. a)

Exercise 6, p. 340: 1. to cook, cooking 2. going 3. to

study, studying 4. to eat, eating 5. smoking 6. eating 7. moving 8. to see 9. working 10. to write

Exercise 7, p. 340: 1. go, to go 2. to eat 3. writing 4. to stay, staying 5. swimming, swimming 6. to play, playing 7. to play 8. smoking 9. reading 10. speaking

Exercise 8, p. 341: 1. to see 2. to do 3. thinking 4. to watch 5. listening 6. play 7. move (or, moving)

8. singing 9. going 10. eating 11. working 12. eating 13. to learn, learning 14. to have 15. taking

Exercise 9, p. 342: A. 1. c) 2. b) 3. a) 4. a)

B. 1. myself 2. himself 3. herself 4. himself 5. ourselves C. 1. writing 2. help 3. going 4. eating 5. play

Exercise 10, p. 343: 1. c) 2. d) 3. a) 4. c) 5. b) 6. d) 7. c) 8. c) 9. c) 10. a)

Lesson 27

Exercise 1, p. 344: 1. Bob as our new leader 2. their new baby Paul 3. Edward king (or, Edward the king) 4. Joseph Joe 5. Mark as the winner

Exercise 2, p. 345: 1. I call baby dogs puppies. 2. I call people from Japan Japanese. 3. The Americans elected (the name of the president) as president in the last election. 4. I call people from Spain Spaniards. 5. The coach selected (a person's name) as the best player.

Exercise 3, p. 345: 1. his car fixed 2. the curtain closed 3. her hair short 4. my house sold 5. my picture taken 6. my potatoes fried 7. our beds made 8. my car repaired 9. my soup hot 10. my room cleaned 11. my house painted 12. my clothes washed 13. his bread toasted 14. my mistakes corrected 15. her steak well-done

Exercise 4, p. 347: 1. me swimming 2. the cat eating its food 3. John copying my homework 4. the girls singing 5. our brother sleeping on the sofa 6. her face getting hot and turning red 7. the cake burning in the oven 8. us leaving school 9. her son studying in his room 10. the dog barking all night

Exercise 5, p. 348: 1. to stop, smoking 2. try, to catch, stealing 3. having, arrive 4. watching, play (or, playing) 5. to consider, letting, use 6. to do 7. try, to avoid, eating 8. to cook, cooking 9. promise, to help 10. trying (or, to try), to call 11. to watch, land, take (or, landing, taking) 12. to go, to try, to buy 13. studying, to study (or, studying) 14. driving, traveling 15. let, watch 16. to eat 17. smell, burning 18. remember (or, to remember) 19. to avoid, driving 20. getting, sleep

Exercise 6, p. 349: A. 1. The people elected Jackson president. 2. I like my soup hot. 3. Mary swept the floor clean. 4. I want the floor cleaned. 5. She cut her hair short. 6. The man painted the room pink. 7. I want the dishes washed. 8. They saw us taking the money. 9. He heard her singing a song. 10. John found them studying grammar. B. 1. frying 2. cleaned 3. toasted 4. sold

Exercise 7, p. 350: 1. a) 2. d) 3. c) 4. a) 5. b) 6. c) 7. d) 8. c) 9. a) 10. a)

Lesson 28

Exercise 1, p. 351: 1. to study 2. Studying 3. to go 4. Eating 5. Playing 6. to ride 7. Riding 8. Driving 9. to drive 10. Learning

Exercise 2, p. 352: 1. Driving our cars is necessary. 2. Learning to use chopsticks was fun. 3. Doing the homework is always difficult. 4. Visiting Europe was very exciting. 5. Reading all the compositions was tiring.

Exercise 3, p. 352: 1. Being a secretary, Mary knows how to type. 2. Having a new car, George doesn't have to take a bus any more. 3. Eating lunch, they saw us from their kitchen window. 4. Seeing the picture, I thought about my cousin. 5. Waiting for the bus, she got tired. 6. Playing baseball, the boys lost the ball. 7. Wiping the table, I spilled hot water on myself. 8. Preparing dinner, I cut my finger. 9. Playing baseball, he tore his pants. 10. Speaking with their friends, they had a great time.

Exercise 4, p. 353: 1. Having played tennis, we took a shower and ate lunch. 2. Having called us, they called the other students. 3. Having done the work, John sat down to watch television. 4. Having worked last year, Mark went to France at Christmas. 5. Having taken the medicine, the children felt much better. 6. Having eaten dinner, he washed all the dishes. 7. Having finished my homework, I went to bed. 8. Having been sick for a week, I went to see the doctor today. 9. Having finished the test early, he started to look his answers over. 10. Having written some letters, she went to the post office to mail them.

Exercise 5, p. 354: A. 1. to write 2. Driving 3. to play 4. Staying 5. Being B. 1. Having eaten dinner, we ate dessert. 2. Watching television, we ate all of the popcorn. 3. Being the teacher, she knows all the students' names. 4. Writing the verbs several times, she learned them quickly.

Exercise 6, p. 355: 1. d) 2. c) 3. c) 4. c) 5. c) 6. b) 7. a) 8. c) 9. d) 10. b)

Lesson 29

Exercise 1, p. 356: 1. no comma 2. go, or 3. eggs, butter, and 4. no comma 5. fish, but 6. no comma 7. no comma 8. doctor, but 9. no comma 10. steak, rice, green beans, and 11. no comma 12. no comma 13. work, and 14. red, blue, or 15. good, but

Exercise 2, p. 357: 1. miles. Therefore, we 2. cake, but 3. news. However, Sue 4. baseball, but 5. raining. Therefore, we

Exercise 3, p. 357: 1. Therefore, 2. However, 3. Also, 4. However, 5. Therefore, 6. Also, 7. Therefore, 8. However, 9. Therefore, 10. Also,

Exercise 4, p. 358: 1. so 2. and 3. so 4. but 5. and 6. but 7. and 8. so 9. but 10. and

Exercise 5, p. 359: 1. The Atlantic is to the east of our country. To the west there lies the Pacific. 2. Writing class is at eight o'clock. Immediately afterwards there is reading class. 3. That station was playing good music last hour. Now there are other good songs on it.

4. Canada is north of the United States. South of the United States there is Mexico. 5. She watched a good movie at nine. At eleven there was the news.

Exercise 6, p. 360: (Answers may vary) 1. In other words, you don't like Paul very much. 2. In other words, Joe had a good time in Norway. 3. In other words, he is a very good student. 4. In other words, she didn't sleep last night. 5. In other words, Martha is a very good cook.

Exercise 7, p. 360: A. 1. cake, coffee, and 2. working, and 3. However, I 4. no comma B. 1. Also 2. In other words 3. Therefore 4. In other words 5. or 6. Likewise C. 1. The post office is to the north. To the south there is the bank. 2. The meeting begins at six. At seven there is the party. 3. Ten people are eating in the cafeteria. In the library there are eight people studying.

Exercise 8, p. 361: 1. d) 2. d) 3. d) 4. b) 5. d) 6. c) 7. a) 8. c) 9. d) 10. c)

Review Test 5: Lessons 21–29, pp. 363–66

1. c) 2. c) 3. b) 4. a) 5. b) 6. b) 7. c) 8. b) 9. d) 10. c) 11. d) 12. c) 13. d) 14. c) 15. d) 16. d) 17. c) 18. c) 19. a) 20. b) 21. a) 22. b) 23. a) 24. a) 25. a) 26. b) 27. b) 28. b) 29. c) 30. d) 31. c) 32. c) 33. b) 34. c) 35. b) 36. c) 37. b) 38. d) 39. b) 40. b) 41. b) 42. c) 43. b) 44. b) 45. b) 46. b) 47. d) 48. c) 49. c) 50. c)

Review Test 6: Lessons 21–29, pp. 367–70

1. d) 2. c) 3. c) 4. a) 5. a) 6. c) 7. a) 8. c) 9. b) 10. b) 11. b) 12. c) 13. b) 14. c) 15. a) 16. c) 17. d) 18. b) 19. c) 20. b) 21. a) 22. b) 23. a) 24. c) 25. d) 26. b) 27. c) 28. b) 29. d) 30. c) 31. b) 32. a) 33. c) 34. c) 35. c) 36. b) 37. c) 38. d) 39. a) 40. b) 41. c) 42. b) 43. c) 44. b) 45. c) 46. c) 47. d) 48. b) 49. c) 50. b)

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