


UNDERSTANDING
AND USING



English
Grammar
Answer Key

FIFTH EDITION

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Pretest, p. 1.

- I Air **consists** of oxygen, nitrogen, and other gases.
- C (*no change*)
- I **Is** the copy machine working right now?
- I We **don't know** Sami's wife.
- I My cell phone network **is often** slow. (*Note: This is a state, not a temporary behavior.*)
- C (*no change*)
- I I turned on the stove, **boiled** the water, and **forgot** to put in the rice.
- I A few children **drew** some pictures this morning while the teacher was talking.
- I When I turned the key, the car **didn't start**.
- C (*no change*)

Exercise 1, p. 1.

- c
- a
- b

Exercise 3, p. 2.

- b. washes
- a. sits
b. is sitting
- a. works
b. is working
- a. is shining
b. shines ... wakes
- a. grow
b. is growing
- a. am trying
b. tries

Exercise 5, p. 3.

- | | |
|------|------|
| 1. a | 5. c |
| 2. b | 6. a |
| 3. a | 7. c |
| 4. b | 8. a |

Exercise 6, p. 4.

- right now
- in the winter, every April
- every year
- right now, today
- every summer, in the spring
- this week
- every summer

Exercise 7, p. 4.

- | | |
|------------|-----------------------|
| 1. beats | 4. removes |
| 2. pumps | 5. laugh Ø |
| 3. carries | 6. goes |

Exercise 8, p. 5.

- | | |
|------------|-------|
| 1. doesn't | 3. Is |
| 2. does | |

Exercise 9, p. 5.

- | | |
|---------|----------|
| 2. Is | 9. Is |
| 3. Are | 10. Do |
| 4. Do | 11. Is |
| 5. Are | 12. Does |
| 6. Is | 13. Do |
| 7. Does | 14. Is |
| 8. Do | |

Exercise 10, p. 5.

- | | |
|-------------------|---------------------|
| 2. causes | 8. blinks |
| 3. falls | 9. doesn't spoil |
| 4. doesn't freeze | 10. uses |
| 5. grow | 11. isn't revolving |
| 6. don't become | 12. is getting |
| 7. are dividing | |

Exercise 11, p. 6.

- | | |
|--------------|-------------------|
| 1. occur | 10. cause |
| 2. have | 11. doesn't last |
| 3. stretches | 12. is forming |
| 4. form | 13. are seeking |
| 5. are not | 14. are getting |
| 6. meets | 15. are listening |
| 7. make | 16. Are you |
| 8. pick up | 17. Do you |
| 9. flies | |

Exercise 12, p. 7.

- | | |
|------|------|
| 1. b | 3. a |
| 2. b | 4. a |

Exercise 13, p. 8.

Underlined verbs: wants, believes, understand

- | | |
|-------------|-----------------------|
| 1. applies | 4. learn Ø |
| 2. provides | 5. gives |
| 3. teaches | 6. looks |

Exercise 14, p. 8.

- smell* describes a state that exists, i.e., the flowers have a smell and that smell is good.
 - is smelling* describes the action of using one's nose.
- think* means "believe" in this sentence and describes a state.
 - am thinking* is an action; thoughts are going through the speaker's mind.
- look* means "appear or seem to be" and describes an apparent state that exists: You are apparently cold.
 - am looking* describes the action of using one's eyes.
- see* describes a perception that exists right now as a result of the speaker using his/her eyes.
 - is seeing* a doctor means "is going to a doctor for help," a general activity in progress at present.
 - are seeing* means they are dating each other, a general activity in progress at present.

5. a. *remember* describes a state that exists.
b. *am remembering* describes an activity in progress: memories are going through my mind.
6. a. *are* describes a state that exists.
b. *are being* describes a temporary behavior: The children are acting awfully quiet.
7. a. *are appearing* describes the action of performing on stage in a theater, a general activity in progress at present.
b. *appears* means “seems” and describes an apparent state that exists.
8. a. *is being* means “is acting.” It describes a temporary behavior.
b. *isn't* refers to his character. It is a state; it is not temporary.
9. a. *is feeling* describes the action of using one’s sense of touch. The baby is using her hands to touch the grass. The activity is in progress at the present moment.
b. *feels* describes a state that exists, the state of the grass; i.e., it is soft.
c. *am not feeling* describes the speaker’s physical feelings of illness, in progress at the present. [Note: The simple present is also possible here with little difference in meaning (*I don't feel well today*) to describe a state that exists.]
d. *feel* means “think or believe” in this sentence and describes a state.

Exercise 15, p. 9.

- | | |
|------|------|
| 2. a | 5. a |
| 3. b | 6. a |
| 4. b | |

Exercise 17, p. 10.

1. A: are you looking
B: look
A: Do you think ... resemble
B: I see
2. A: Do mosquitos exist
B: know
3. am sitting ... is texting ... is opening ... is taking ... is staring ... seems ... is thinking ... do you think ... is doing

Exercise 18, p. 10.

- | | |
|-----------------|---------------------|
| 1. is | 7. looks |
| 2. am standing | 8. are forming |
| 3. is shining | 9. is moving |
| 4. are enjoying | 10. are forecasting |
| 5. is | 11. think |
| 6. are looking | 12. is |

Exercise 19, p. 10.

1. don't have ... don't own ... is wearing ... wear
2. is doing ... is being ... doesn't want ... is always
3. am looking ... looks ... has ... isn't having
4. A: do you like ... Does it need
B: tastes ... reminds

Exercise 20, p. 11.

The Fugitive is an action-packed, edge-of-your-seat movie. The police unjustly accuse Dr. Richard Kimball, the main character, of his wife’s murder. A court finds him

guilty and sentences him to death. On the way to jail, the prison bus crashes and Kimball escapes. A U.S. marshall, Samuel Gerard, vows to catch Kimball. Several times he almost succeeds, but Kimball stays one step ahead of Gerard. In one incredible scene, Kimball jumps from the top of a dam into a river to escape.

Kimball doesn't want Gerard to catch him, but he also wants to solve the murder of his wife. His search for answers takes him to Chicago. He finds upsetting information about a friend and the friend’s work with a pharmaceutical company. After many suspenseful scenes, Kimball finds the real killers and leads Gerard to them.

(The present tense is used to describe the action.)

Exercise 22, p. 13.

1. ordered
2. realized ... needed
3. tried ... answered ... was
4. worried ... was
5. emailed ... explained
6. responded ... fixed
7. relaxed ... received

Exercise 24, p. 14.

- | | |
|-----------------|---------------------|
| 1. woke up | 8. spoke to |
| 2. didn't feel | 9. made / scheduled |
| 3. ached | 10. spoke |
| 4. took | 11. introduced |
| 5. had | 12. filled |
| 6. didn't leave | 13. didn't leave |
| 7. ate / had | 14. confused |

Exercise 25, p. 14.

1. happy, good about my decision
2. two classes, at night
3. the car with gas
4. with colored pencils, several faces, for several hours
5. in the woods, some money
6. from math class, some money from the bank
7. my hand, some rice
8. these jeans, my shirt
9. at the sad ending, when the play finished
10. over the fence, very quickly, in a sunny spot

Exercise 26, p. 15.

Part I

In 2011, at the age of 100, Fauja Singh did something incredible: he ran a 26-mile (42 km.) marathon! He was the first 100-year-old to ever run a marathon. Singh decided he wanted to compete in races when he saw a marathon race on TV. He was 89! He didn't know much about training and showed up for his first session in a suit and tie.

Originally from India, Singh moved to England in the 1990s after his wife and son died. At the time, he said he felt more dead than alive. He was very depressed and later believed that long-distance running saved him.

He competed in his first marathon in London at the age of 89. He prepared for it in only ten weeks. His best time was at the 2003 Toronto Waterfront Marathon. He ran it in five hours and 40 minutes. Singh became world-famous and even carried the Olympic torch in 2012. In 2013, he decided to retire from long-distance running and completed his last marathon in Hong Kong.

Part II

- | | |
|---------|------------|
| 2. wore | 6. was |
| 3. left | 7. carried |
| 4. ran | 8. retired |
| 5. felt | |

Exercise 27, p. 16.

- b
- a

Exercise 28, p. 17.

- | | |
|---------|---------|
| 2. 2, 1 | 4. 2, 1 |
| 3. 1, 2 | 5. 2, 1 |

Exercise 29, p. 18.

- was thinking ... wasn't listening
- was shining ... was blowing
- stopped ... wasn't ... was sitting ... didn't get
- were arguing ... walked
- was waiting ... opened ... found
- was reading ... fell ... covered ... sneaked / snuck

Exercise 30, p. 18.

- | | |
|------|------|
| 1. a | 3. a |
| 2. b | 4. a |

Exercise 31, p. 18.

- | | |
|------------|---------|
| 2. b, c | 6. a |
| 3. a, b, c | 7. a, b |
| 4. b | 8. a, c |
| 5. c | |

Exercise 32, p. 19.

- A: did you break
B: slipped ... was crossing
- B: was looking
A: Did you find
B: parked
- A: Did you ask ... saw
B: was working ... looked ... decided
- A: Were you
B: missed ... didn't want ... was giving
- B: happened
A: got
A: was driving ... wasn't paying ... didn't see ... kept

Exercise 33, p. 20. www.irLanguage.com

Part I

- | | |
|------|------|
| 1. F | 4. T |
| 2. F | 5. F |
| 3. F | 6. F |

Part II

- | | |
|----------|------------|
| 1. had | 9. heard |
| 2. burst | 10. sped |
| 3. broke | 11. saw |
| 4. woke | 12. ran |
| 5. heard | 13. got |
| 6. shook | 14. caught |
| 7. hid | 15. felt |
| 8. came | 16. upset |

Exercise 34, p. 21.

- | | |
|--------|--------|
| 1. yes | 3. no |
| 2. yes | 4. yes |

Exercise 35, p. 21.

- b, c
- a, b
- a, b, c
- a, c
- b

Exercise 37, p. 22.

- Breakfast is an important meal. **I** always eat a big breakfast.
- While I was working in my office yesterday, my cousin **stopped** by to visit me.
- Yuki **stayed** home because she **caught** a bad cold.
- My brother **looks** like our father, but I **resemble** my mother.
- Jun, are you **listening** to me? I am **talking** to you!
- While I was surfing the Internet yesterday, I **found** a really interesting website.
- Did you **speak** English before you **came** here?
- I **do** not agree with your opinion.
- My roommate usually **watches** television, **listens** to music, or **goes** out in the evening.
- Right now Sally **is** in the kitchen eating breakfast.
- While I **was** driving home last night, I **heard** a strange noise in the engine.
- Why **are** you talking about me? **I don't** appreciate that.
- Yesterday, while I was sitting at my computer, Shelley suddenly **came** into the room. **I didn't know** she was there. I was **concentrating** hard on my work. When she suddenly **spoke**, I **jumped**. She **startled** me.

Exercise 38, p. 23.

Note: The directions should say: Underline the past tense verbs.

Today was my first day at the university, and I was late for class. I didn't remember the name of the building and went to the wrong one. After about ten minutes of confusion, I finally found the right class and walked in somewhat embarrassed. A girl with a friendly smile moved her books off the chair next to her. I sat down. The professor was going over the syllabus. I didn't have a copy, but I didn't want to interrupt him. The girl next to me shared hers. The course looked interesting but difficult. I wondered if all my classes had this much work. Then the teacher announced study groups. My new friend and I were in the same group. She introduced herself during the break, and I felt very comfortable when I spoke with her. Maybe the class is going to be OK after all.

Self-Study: Gerunds and Infinitives 1, p. 24.

Test Yourself

- | | |
|------------------|------------------|
| 2. to go | 6. to go |
| 3. going | 7. going |
| 4. to go / going | 8. to go / going |
| 5. to go | |

Perfect and Perfect Progressive Tenses

Pretest, p. 25.

1. I How long have you **known** my sister?
2. C (*no change*)
3. I **Have** you ever seen a ghost?
4. I How **have** you been? I haven't seen you for a while.
5. I Jonas **has** owned his home since last year, but his parents helped him buy it.
6. I How long **have you** been waiting for me?
7. I I **have been** watching TV since I got home.
- 8.-10. C (*no change*)

Exercise 1, p. 25.

1. lived
2. spoken
3. done

Exercise 3, p. 28.

2. ... spoken English?
3. ... known our teacher?
4. ... studied English?
5. ... had a passport / visa?
6. ... owned ... ?
7. ... been awake?
8. ... lived in this town?
9. ... participated in sports?
10. ... played ... ?

Exercise 7, p. 30.

... *since*
 the beginning of March
 December
 last week
 New Year's Day
 yesterday
 you got here

... *for*
 a long time
 two days
 most of the month
 days
 over a week
 ages

Exercise 8, p. 30.

1. have lived ... moved
2. was ... has loved
3. has wanted ... went
4. have seen ... bought
5. left ... have felt

Exercise 9, p. 31.

1. already (unspecified)
2. yet (unspecified)
3. never (unspecified)
4. lately (unspecified)

Exercise 10, p. 32.

1. traveled, taught, ridden, flown
2. finished, worked on, spent time on, looked at, discussed
3. done, tried, paid for, gotten, communicated, bought, decided, researched

Exercise 11, p. 32.

Sample answers:

- | | |
|--------------|-------------------|
| 2. slept | 7. played |
| 3. taught | 8. showed / shown |
| 4. owned | 9. developed |
| 5. witnessed | 10. become |
| 6. aced | |

Exercise 12, p. 33.

1. A: Have ... met (unspecified time)
 B: haven't (unspecified time)
2. B: haven't watched (unspecified time) ... haven't had (unspecified time)
3. A: has been (from the beginning of the week up to now) ... 've had (from the beginning of the week up to now)
4. A: haven't eaten (from the beginning of the day until now) ... 've had (unspecified time)

Exercise 13, p. 33.

- | | |
|----------------------|-------------------|
| 1. has been | 6. has met |
| 2. has ever received | 7. has discovered |
| 3. has wanted | 8. has also heard |
| 4. took | 9. has learned |
| 5. came | |

Exercise 15, p. 34.

Part I

The phrase "bucket list" has become popular because of a movie of the same name: *The Bucket List*. In the movie, two cancer patients, one a playboy and the other a family man, become roommates in the hospital. Neither has a good prognosis. They spend a lot of time together and talk about what they want to do before they "kick the bucket." *Kick the bucket* is an idiom for "die." So the two friends make "a bucket list": a list of things they want to accomplish before they kick the bucket.

Now many people have made bucket lists. Activities often include traveling to exotic places and doing exciting sports like skydiving or bungee jumping. There are books and websites with hundreds of suggestions.

Think about your life. What haven't you done but would like to do?

Part II

1. She has ridden in a hot-air balloon already.
2. She hasn't learned how to write computer code yet.
3. She has eaten at a 5-star restaurant already.
4. She hasn't found a job she never wants to quit yet.
5. She hasn't sung in front of a live audience yet.
6. She hasn't discovered a cure for her insomnia yet.
7. She hasn't slept on a beach under the stars yet.
8. She has swum with the dolphins.
9. She has traveled to Antarctica already.
10. She has had an interesting conversation with a famous person already.

Exercise 17, p. 35.

- | | |
|---------|---------|
| 1. is | 5. has |
| 2. has | 6. is |
| 3. have | 7. have |
| 4. is | 8. have |

Exercise 19, p. 37.*Sample past tense sentences:*

Jin's parents left Hong Kong in 1990.
 His parents started a new life in 1990.
 His parents started a restaurant in 1992.
 Jin started at the University of Melbourne in 2013.
 Jin left Australia in 2015.

Sample present perfect sentences:

Jin's parents have lived in Australia since 1990 (OR for ____ years).
 Jin's parents have been in Sydney since 1991 (OR for ____ years).
 His parents have worked in Sydney since 1991 (OR for ____ years).
 Jin has been / has lived in Hong Kong since 2015 (OR for ____ years).
 Jin has studied Chinese since 2015 (OR for ____ years).

Exercise 20, p. 37.

- has never seen ... saw
- had ... went ... have not had
- has been ... was
- has just occurred ... occurred
- A: have known
B: knew
- have gotten ... saw ... have also gotten

Exercise 21, p. 38.

Have you ever used flashcards to study grammar or vocabulary? Have you made flashcards to study the past participle forms that you saw at the beginning of this chapter? Research has shown that using flashcards with spaced-repetition practice is a very effective way to memorize information.

Spaced repetition means spacing out your practice over a period of time. For example, after you study a list of vocabulary words, you wait a few days to review them. If you get the words correct, you wait longer before you review them again. On the other hand, for words you missed, you practice them over shorter periods of time. There are many apps for spaced-repetition flashcard practice. I personally like AnkiApp because it's very user-friendly. Anki follows your progress and chooses the flashcards for you to study each day.

Why is memorizing this way effective? Think about learning basic math. If you know your times tables (e.g., 5×1 , 5×2 , 5×3), then your mind is free to do more complex math because you don't have to figure out these basic equations. The answer is right there for you to use. We can think of grammar in a similar way. If you know your past participles automatically, you don't need to think about the form before you try to express your ideas.

For English grammar, I think spaced repetition is especially useful for learning irregular past tense and past participle forms; gerunds and infinitives; prepositions; and two- and three-word verbs. You can try out this technique with the past participles that we have studied in this chapter or with the gerunds and infinitives at the end of Chapter 1.

See what you think. You may be pleasantly surprised by your progress. Good luck!

<i>present perfect</i>	<i>simple past</i>
have used	saw
have made	missed
has shown	
have studied	

Exercise 23, p. 39.

I have just learned from my friend Robert Shaw that he has **decided** to leave his position as tour guide and that you need to find a summer replacement quickly. I would like to apply for the position.

I **came** to this city two years ago to study at Columbia University. I **have been** a student in history and economics since that time. I am a hard worker and have held several part-time jobs at the college: tutor, library researcher, and History Department teaching assistant.

I am originally from Mexico City and speak fluent Spanish and English. My father is an English professor, and I **learned** to speak English as a child. When I lived in Mexico, I **worked** at my uncle's hotel. I **helped** tourists with their travel arrangements in the city. I also **gave** city tours in both Spanish and English. I have a good sense of humor, and my tours were a lot of fun.

Because of my history background, I **have been** very interested in this city since I arrived. I have done a lot of reading and have discovered many fascinating stories about it.

I think I have the qualifications to make an excellent tour guide. Would it be possible to speak with you about the job at a convenient time? I thank you in advance.

Exercise 24, p. 39.

- a, c
- a, c

Exercise 25, p. 41.

- are ... have been
- is ... has been
- is ... has been

**Exercise 26, p. 41.**

- has been looking
- has been helping
- have been working
- haven't been getting
- have been traveling
- has been doing

Exercise 27, p. 41.

- been standing outside in the cold.
- been driving around the city.
- been drinking a milkshake.
- been working for six hours straight.
- been trying to fix a leak.
- been listening to music with my headphones on.
- been admiring your new hairstyle.
- been swimming in the pool.

Exercise 28, p. 42.

- has been waiting
- have liked

6. has been watching
7. has been teaching / has taught
8. has been sleeping
9. have been playing ... has been playing / has played

Exercise 29, p. 42.

- | | |
|-------------------------|----------------------------|
| 1. have you been | 8. have they been |
| 2. I've been taking | 9. It's been |
| 3. haven't been working | 10. they've been traveling |
| 4. how are | 11. They've been staying |
| 5. haven't seen | 12. spending |
| 6. They're doing | 13. they're enjoying |
| 7. They're traveling | |

Exercise 30, p. 43.

1. I have had this camera for 8 months now. It takes great pictures. I haven't had any problems with it. It's a little complicated to learn at first, but the instructions help. I have ordered other products from this site and have had great service.
2. I have been taking these vitamins since last year. They're incredible! My memory has improved. I have had more concentration and have been doing better in school. I have lost weight and I haven't even been trying! This product is fantastic!
3. I don't know why this company is in business. I have never been so disappointed with a product in my life. My laptop arrived with a dead battery. The customer service is terrible. I have emailed and called* the company numerous times, but they haven't responded. I have asked for a refund and now am waiting for a response. Order from this company only if you want a defective product.

[Note: *have is implied: (have) called]

Exercise 31, p. 44.

1. 1st event: Someone had knocked on the classroom door.
2. 1st event: The teacher had written my name there.

Exercise 32, p. 45.

1. felt ... had taken / took
2. had already given ... got
3. left ... got ... was ... had already dried
4. made ... put ... had ... had already eaten

Exercise 33, p. 45.

1. looked ... had forgotten ... felt ... offered
2. ran ... hadn't talked ... didn't recognize ... had lost
3. decided ... had never seen ... went

Exercise 35, p. 46.

- | | |
|---------------|----------|
| 1. is ... had | 4. had |
| 2. had | 5. would |
| 3. had | |

Exercise 36, p. 46.

- | | |
|------------|-------------|
| 1. a. have | 3. a. would |
| b. had | b. had |
| 2. a. has | 4. a. had |
| b. had | b. have |

Exercise 37, p. 47.

- | | |
|------|------|
| 1. b | 3. a |
| 2. a | 4. b |

Exercise 38, p. 47.

- | | |
|---------|------------|
| 1. a, b | 3. b, c, e |
| 2. a, d | 4. b, e |

Exercise 39, p. 48.

- | | |
|------|------|
| 1. a | 4. a |
| 2. b | 5. b |
| 3. a | |

Exercise 40, p. 48.

2. a. have been studying
 b. had been studying
3. a. had been daydreaming
 b. has been daydreaming
4. a. have been sleeping
 b. had been sleeping
5. a. had been working
 b. has been working

Exercise 41, p. 49.

- | | |
|----------------|------------|
| 2. Mr. Sanchez | 6. Mr. Fox |
| 3. Alice | 7. Dan |
| 4. Carlos | 8. Ken |
| 5. Jane | 9. Robert |

Exercise 42, p. 49.

- | | |
|----------------|----------------|
| 1. is | 7. has |
| 2. have | 8. had |
| 3. were | 9. had ... had |
| 4. have | 10. is ... has |
| 5. had | 11. have |
| 6. was ... had | |

Exercise 43, p. 50.

- | | |
|------|------|
| 1. a | 4. a |
| 2. b | 5. a |
| 3. b | |

Exercise 44, p. 51.

1. Since I came to this country, I **have learned / have been learning** a lot about the way of life here.
2. I **arrived** here only a short time ago. I **have been** here since last Friday.
3. How long **have** you **been** living here? I **have** been here for almost two years.
4. Why **haven't you** been in class for the last couple of days?
5. I **have been** coaching a soccer team for the last two months.
6. When I was a child, I **lived** with my aunt instead of my parents. My uncle **had died / died** before I **was** born, so I never knew him. My aunt raised me alone.
7. I **have been** living in my cousin's apartment since I **arrived** here. It **is** very small, and we are sharing the bedroom. I **need** my own place, but I **haven't found** one so far.
8. My grandfather **lived** in a small village in Italy when he was a child. At the age of 19, he **moved** to Rome, where he **met** and **married** my grandmother in 1957. My father **was** born in Rome in 1960. I **was** born in Rome in 1989.

CHAPTER 3

Future Time

Pretest, p. 53.

- I The storm will **start** after midnight. It is going to last through the morning.
- C (*no change*)
- C (*no change*)
- I As soon as the snow **stops**, we will leave.
- C (*no change*)
- C (*no change*)
- I By the time Violet retires, she will **have** worked as a nurse for 40 years.

Exercise 1, p. 53.

- d
- b
- e
- c
- a

Exercise 2, p. 54.

Predictions: 2, 3, 6, 7

Exercise 3, p. 55.

Answers will vary.

- is / isn't
- will / won't
- are / aren't
- will / won't
- are / aren't
- will / won't
- will / won't
- is / isn't

Exercise 4, p. 55.

- You will need
- We are going to review
- test will have
- There will be
- You will have
- nobody will finish
- It is going to be
- results will be

Exercise 5, p. 55.

- b
- a, d
- c

Exercise 6, p. 56.

- B: c
- A: c
- B: b
- B: a
- B: c
- B: a

Exercise 7, p. 57.

- prediction
- willingness
- plan
- prediction
- plan
- prediction
- willingness
- plan

Exercise 8, p. 57.

- will meet ... will see
- am going to meet
- will do ... will do
- is going to erase
- won't tell
- won't open

Exercise 9, p. 58.

- a
- b
- a
- b
- a

Exercise 12, p. 59.

They are all in the present tense.

Exercise 13, p. 60.

- stops
- quit
- go
- is going to clean ... has
- is cleaning ... is going to listen
- will look ... finishes

Exercise 14, p. 60.

- am going to listen ... am sleeping
- am going to wait ... comes
- stops ... am going to walk ... buy
- graduates ... is going to enter ... is going to go ... gets

Exercise 15, p. 61.

- What are you going to do as soon as class ends today?
- Before you go to bed tonight, what are you going to do?
- What are you going to do after you wake up tomorrow?
- What are you going to do when you have free time this weekend?
- After you complete this course, what are you going to do?

Exercise 16, p. 61.

Tia **needs** to leave work early. She is going to prepare for her business trip when she **gets** home. After she **packs** her suitcase, she **is going to*** rehearse her PowerPoint® presentation for her clients. Her father is going to come over and watch her presentation after he **finishes** dinner. While he **is watching**, Tia is going to ask him to give her honest feedback. After she **practices** several times, she will not feel so nervous about her presentation. She will **pay** some bills and **send** a few work emails before she **goes** to bed. After she gets into bed, she is going to fall asleep quickly because she **knows** that she is **going to be / will be** very tired.

[*Note: *going to* is used because it's a prior plan. However, *will* is more common in writing, so *will* is also acceptable here.]

Exercise 17, p. 61.

- future meaning
- future meaning
- future meaning

Exercise 18, p. 62.

2. A: now
B: now ... habitually
3. A: future
B: habitually
4. A: future
B: habitually

Exercise 19, p. 62.*Sample answers:*

2. am taking / am catching
3. am stopping / am quitting
4. am seeing
5. are driving

Exercise 20, p. 63.

This coming Saturday, I am beginning my “vacation of a lifetime.” The first place I ’m going to is Bali. My plane leaves at six-thirty Saturday morning. I arrive in Bali late that afternoon. I ’m staying at the Nusa Dua Beach Hotel. I leave Bali on the fifteenth and travel to Thailand. While I ’m there, I ’m staying with some friends. We’ll take a boat tour in Bangkok and then travel to the countryside. There is a national park, and we’ll do some hiking. Finally we’ll finish in Phuket. It’ll be nice to relax on the beaches and go windsurfing too. This will be my first trip to these places.

Exercise 21, p. 63.

They all are forms of the progressive.

Exercise 22, p. 64.

1. is going to be studying / will be studying ... am going to be finishing / will be finishing
2. is going to be seeing / will be seeing ... is going to be doing / will be doing ... is going to be talking / will be talking

Exercise 23, p. 64.

1. arrive ... will be waiting
2. get ... will be shining ... will be singing ... will still be lying
3. A: will be skiing
B: will be thinking
4. B: will be visiting
5. B: will be working

Exercise 24, p. 64.

Jill has some medical tests tomorrow and won’t be attending school. Please let me know if there will be any homework to pick up. I ’ll be picking up my other children at 3:00 and can get the assignments then.

Exercise 25, p. 65.

1. will work
2. will have worked
3. will have been working

Exercise 26, p. 65.

- | | |
|---------------------|---------------------|
| 1. will stay | 5. will need |
| 2. will have stayed | 6. will have had |
| 3. will go | 7. will have helped |
| 4. will have been | |

Exercise 27, p. 66.

1. a. have been
b. had been
c. will have been
2. a. get ... will already have arrived / will have already arrived
b. got ... had already arrived
3. a. have been sitting ... had been sitting ... will have been sitting
b. will have begun ... will have been teaching

Exercise 28, p. 66.

Items 2 and 4 have verbs that express continuing activities (*driving* and *swimming*). It is more natural to use a progressive tense with continuing activities.

Exercise 29, p. 67.

1. Marnie will **make** a good project manager. She has strong leadership skills.
2. Where **will you** be tomorrow after the game finishes?
3. The car **won’t** start. Maybe it has a dead battery.
4. I **am** going to look for a new apartment when my roommate **moves** out.
5. After the movie **ends**, we are going to go out for ice cream.
6. By the time I am 60, my daughter will **have** finished medical school.
7. Don’t worry, honey. Your dad **will pick / will be picking** you up soon.
8. My appointment is for 10:15 tomorrow. What time will we **leave / be leaving** here?
9. As soon as the term **is** over, I **am going to** apply for a part-time job.
10. By their next anniversary, my parents **will have been** together for 43 years.

Pretest, p. 70.

- I It's so noisy right now. Everyone **is** shouting and making a lot of noise in the halls.
- I I haven't been in this town very long. I just **got** here two weeks ago.
- I I'm really glad you **are going** to come / you **are coming** to my hometown next year.
- I Why **did** you **decide** to become a nurse?
- I I **have been** in Australia for the last four months. During this time, I **have** done many things and **seen** many places.
- C (no change)

Exercise 1, p. 70.

- is studying ... is also taking ... begin
- had already gotten up ... rang
- works ... always eats ... leaves ... doesn't usually have
- called ... didn't answer ... was attending
- will attend / will be attending
- got ... was sleeping ... had been sleeping
- is sleeping ... fell ... has been sleeping
- has ... is going to meet / will meet ... will have had ... meets

Exercise 2, p. 71.

- | | |
|------|------|
| 1. b | 4. c |
| 2. a | 5. a |
| 3. b | |

Exercise 4, p. 72.

- | | |
|----------------|-----------------|
| 1. is ... will | 6. had |
| 2. has | 7. has ... have |
| 3. has | 8. was ... had |
| 4. am ... will | 9. has |
| 5. were | 10. had ... are |

Exercise 6, p. 72.

In 1985, my parents **emigrated** to the United States from Brazil. They **had** never traveled outside of Brazil and were excited by the challenge of relocating to a foreign country. Eventually, they **settled** in California. My twin sister and I were born ten years later and **grew** up there. Last year, I **went** to Brazil for the first time to meet extended family. I had always **wanted** to learn more about my family's background. My dreams finally **came** true.

Exercise 7, p. 73.

- Sample sentences using the present perfect progressive:*
He has been cooking some food.
He has been fixing the table.
He has been memorizing vocabulary.
He has been planting flowers.
He has been vacuuming.
He has been washing the windows.
- Sample sentences using yesterday plus the simple past:*
He cooked some food yesterday.
He fixed the table yesterday.
He memorized vocabulary yesterday.
He planted flowers yesterday.
He vacuumed yesterday.
He washed the windows yesterday.

3. Sample sentences using just plus the present perfect:

- He has just cooked some food.
He has just fixed the table.
He has just memorized vocabulary.
He has just planted flowers.
He has just vacuumed.
He has just washed the windows.

4. Sample sentences using the past perfect progressive:

- By the time Tom finished, he had been working for five hours.
Before Tom ate dinner, he had been cleaning for several hours.

Exercise 9, p. 74.

- started
- has been reading / is reading
- has
- hasn't finished
- has finished
- had read
- has ever read
- is going to start / will start / is starting

Exercise 11, p. 74.

- | | |
|------|------|
| 1. a | 4. a |
| 2. a | 5. b |
| 3. b | 6. b |

Exercise 12, p. 74.

- | | |
|------|-------|
| 1. c | 6. a |
| 2. a | 7. c |
| 3. c | 8. b |
| 4. b | 9. a |
| 5. c | 10. b |

Exercise 13, p. 75.**Part I**

- | | |
|------|------|
| 1. F | 3. F |
| 2. F | 4. T |

Part II

- | | |
|----------------|---------------------|
| 1. got | 8. didn't see |
| 2. took | 9. saw |
| 3. put | 10. had been trying |
| 4. didn't open | 11. apologized |
| 5. tried | 12. went |
| 6. knocked | 13. felt |
| 7. opened | 14. had done |

Exercise 14, p. 76.

- | | |
|-----------------------|-----------------------|
| 1. got | 12. am sitting |
| 2. have been trying | 13. have been sitting |
| 3. have been | 14. leaves |
| 4. have had | 15. decided |
| 5. has been staying | 16. am writing |
| 6. have been spending | 17. am getting |
| 7. have been | 18. am going to take |
| 8. went | 19. get |
| 9. watched | 20. are you getting |
| 10. have barely had | 21. are |
| 11. is | |

Subject-Verb Agreement

Pretest, p. 78.

- I **Babies** cry when they are hungry or tired.
- I **Chickens, ducks, and turkeys** lay eggs.
- I Erica **misses** her mother and father.
- I Robert **sings** when he **takes** a shower.
- C (*no change*)
- C (*no change*)
- I Every employee in this building **needs** a security badge.
- 8.–10. C (*no change*)

Exercise 1, p. 78.

- singular, verb
- plural, verb
- plural, noun
- singular, noun

Exercise 2, p. 79.

- bushes
- hats
- rises
- seasons
- develops
- touches
- coughs
- methods
- languages

Exercise 3, p. 79.

- A teacher teaches.
- A freezer freezes.
- A ball bounces.
- A door closes.
- A boxer boxes.
- A mosquito bite itches.
- A boss manages.
- A snake hisses.
- A soldier marches.
- A coach coaches.

Exercise 4, p. 80.*Sample answers:*

- Sometimes it's better to have fewer people do a job.
- Do things today. Don't wait until tomorrow.
- You need to practice a lot if you want to do something well.
- Our actions are more important than our words.
- People are different and that's OK.
- You will have more success if you are early or first.
- Big is not always better. Small things can be good too.
- When we don't hear from someone, it means that everything is OK.

Exercise 5, p. 80.

- a. fruit
b. apples
- a. Vegetables
b. Eating

Exercise 7, p. 81.

- a. are
b. was ... was
c. was
d. is
- a. are
b. surprises
c. approves
d. Do
e. is
- a. is
b. needs
c. needs
- a. do
b. were
c. Is
- a. are
b. are ... is
c. isn't
d. is
e. Is

Exercise 8, p. 82.

- is
- is
- want
- has
- releases
- produces
- seek out
- is
- enjoy
- fear

Exercise 9, p. 82.

A group of people is clapping loudly for the performers. People are clapping excitedly. The audience is asking for an encore.

All of the subjects refer to more than one person.

Exercise 10, p. 83.

- a, b
- a
- a, b

Exercise 11, p. 83.

- ∅
- members
- ∅
- members
- members
- ∅

Exercise 12, p. 83.

- book
- books
- books
- book
- One
- Each
- book
- books

Exercise 13, p. 84.**Part I**

- Every one of
- A number of
- The number
- Financing
- all
- None of
- cars
- One

Part II

- a. were
b. was
c. was
- a. has
b. has
- a. is
b. aren't

Exercise 14, p. 85.

- lives
- are
- is
- is
- calls
- orders
- gives
- touches
- goes
- puts
- turns
- sits
- touches
- happens
- dawns
- is
- runs
- turns
- overcomes
- pleads
- is
- disappears
- becomes
- loves

Exercise 16, p. 86.*Answers will vary.*

- | | |
|-----------------|-----------------|
| 1. is / isn't | 5. is / isn't |
| 2. are / aren't | 6. are / aren't |
| 3. are / aren't | 7. is / isn't |
| 4. are / aren't | |

Exercise 17, p. 86.

- | | |
|--------------|--------------|
| 1. There are | 5. there are |
| 2. There is | 6. Is there |
| 3. Is there | 7. There are |
| 4. Are there | 8. there is |

Exercise 18, p. 87.*1st text*

1. treat
2. is
3. covers
4. tend
5. do not last
6. is
7. get
8. stand
9. is

2nd text

1. is
2. takes
3. take
4. uses
5. enters
6. seems
7. have
8. don't make

Exercise 20, p. 89.

- | | |
|---------|--------------------|
| 2. is | 8. is ... isn't it |
| 3. is | 9. are |
| 4. are | 10. Do |
| 5. is | 11. is |
| 6. is | 12. provides |
| 7. want | |

Exercise 21, p. 89.

- | | |
|-----------------------------|------------------------|
| 2. Linguistics is | 7. is 256 |
| 3. Diabetes is | 8. The Netherlands is |
| 4. English is | 9. Fish are |
| 5. are ... Canadians | 10. is ... one million |
| 6. 70% ... is ... 1% ... is | 11. Harrods ... is |

Exercise 23, p. 90.

1. All the people in the exercise class need to wear athletic shoes.
2. One of the best ways to prevent injury is to warm up first.
3. Recent fitness news suggests that exercising with a buddy improves motivation.
4. Exercise in the water is easy on knee and hip joints.
5. Unfortunately, a lot of people don't exercise.
6. Does the exercise routine feel comfortable?
7. Different types of exercise affect the muscles differently.
8. Is 30 minutes of exercise a day enough?
9. Every person at the gym needs to wear appropriate clothing.
10. Do the elderly use the gym?
11. Exercising too much is dangerous.

Exercise 24, p. 90.

- | | |
|----------|--------|
| 1. has | 5. is |
| 2. is | 6. is |
| 3. need | 7. is |
| 4. needs | 8. are |

Exercise 25, p. 91.

2. All of the windows in our house **were** broken in the earthquake.
3. A lot of the people in my class **work** during the day and **attend** class in the evening.
4. (*no change*)
5. Studying a foreign language often **leads** students to learn about other cultures.
6. One of the most common names for dogs in the United States **is** "Rover."
7. (*no change*)
8. Forty percent of the people in the state of New York **live** in New York City.
9. A group of students **is** waiting for the advising office to open.
10. (*no change*)
11. Unless there **is** a dramatic and comprehensive change in government policies soon, the economic conditions in that country will continue to worsen.
12. (*no change*)
13. While I was in Paris, some of my favorite meals **were** in small out-of-the-way cafés.
14. Most of the mountain peaks in the Himalayan Range **have** snow year round.

Exercise 26, p. 92.

Tipping **is** a common practice throughout the world although the custom can differ considerably among countries. Visitors new to a country **are** often unsure about how much to tip in restaurants, hotels, and airports. Technology **has made** the practice easier. There **are** apps that tell how much to tip in each country for various services.

In the United States and Canada, workers in service industries such as restaurants, airports, and taxi driving commonly **receive** tips. In general, customers tip more when they are happy with the service and less when they are not. The amounts generally **range** from 10–20% of the bill, and the tip is based on the pre-tax amount, not the total bill.

In restaurants, **15%** **is** average. Many restaurants now **include** suggested amounts at the bottom of the receipt. Some restaurants have a mandatory service charge if there is a large group (typically six or more people). It's important to ask about this charge because it is usually 15–20%. Some carry-out or take-out restaurants and coffee shops **have** tip jars that some customers use.

Skycaps at airports and bellhops at hotels also **expect** tips. Generally the number of bags the traveler has **determines** the tip. The amount per bag **varies**, so it's good to check online before you travel. Tips for a taxi driver **are** usually based on a percentage of the fare, and 10–20% is common.

There **are** other service employees that rely on tip income: housekeeping, valet and concierge staff at hotels; food delivery drivers; hairdressers; and tour guides, to name a few. Many employers base their employees' pay on the belief that most customers will leave tips, and they set the pay lower for that reason. Employees **see** tipping as part of their wages, not as an extra.

Before you visit a country, it's a good idea to research tipping practices so you can make informed decisions about tipping.

Pretest, p. 94.

- I The **knives** in the drawer aren't sharp.
- C (*no change*)
- I Their **three-year-old** son is already reading.
- I I live in a **brick** house from the 1920s.
- C (*no change*)
- I Both my **boys'** beds need new mattresses.
- I I'm staying at **my brother's house** for the summer.
- I Do you have the **interview** questions?
- I Jeffrey will **need luck** on his test.
- C (*no change*)
- C (*no change*)
- I Every **employee** at this company receives comprehensive health insurance.
- I Many of **the** online reviews complained about the quality of the work.

Exercise 1, p. 94.

- bookshelf
- video
- curriculum

Exercise 2, p. 96.**-s**

chiefs	photos
clouds	videos
kilos	zeros
memos	zoos
mosquitos	

-es

boxes	matches
classes	mosquitoes
fishes	tomatoes
(<i>possible, but rare</i>)	zeroes
heroes	

-ves

halves	loaves
leaves	scarves
lives	wolves

no change

- deer
fish
sheep

Exercise 4, p. 96.

- men
- attorneys
- discoveries ... laboratories
- data
- beaches ... cliffs
- pianos
- phenomena
- media

Exercise 5, p. 97.*Plural nouns:* cartridges, packages, boxes, pens, pencils**Exercise 6, p. 97.**

- Bacteria ... organisms ... cell
- Bacteria ... creatures
- thousands ... bacteria ... human beings
- Viruses ... organisms ... cells ... things ... cell ... times
- Viruses ... diseases ... humans
- virus ... period ... sentence

Exercise 7, p. 98.

- | | |
|-------------------|-----------------------|
| 1. computer error | 2. airplane passenger |
| computer screen | airplane pilot |
| computer skills | airplane ticket |

Exercise 8, p. 98.

- flowers ... flower
- beans ... bean
- babies ... baby
- children ... child
- salads ... salad
- mosquitoes / mosquitos ... mosquito
- two-hour ... two hours
- ten years old ... ten-year-old
- three-letter ... three letters

Exercise 10, p. 99.

- college
- colleges
- professors
- professor
- assistant
- assistants

Exercise 11, p. 100.

- a. taxis
b. taxi drivers
- a. Managers ... offices
b. office managers
- a. Schools ... activities
b. school activities

**Exercise 12, p. 100.**

In the U.S. and Canada, a popular way to get rid of used **items** is through a garage sale. The owner chooses a day or two, usually over a weekend, and sells miscellaneous **stuff** from the garage, driveway, or yard.

Popular items at garage sales include **books**, old **magazines**, art, clothes, jewelry, wood furniture, and **toys**. Usually the **prices** are very low, and often the buyer can bargain with the seller.

Some **things** you don't want to buy for safety and health **reasons** include bicycle helmets, child car **seats**, **tires**, **mattresses**, upholstered furniture, **cribs**, **baby** bottles, old cookware, and stuffed **animals**. The equipment might be outdated, and anything with upholstery or stuffing might have bugs.

Occasionally people find valuable **merchandise** at garage sales. In 1999, a man in the U.S. paid \$29 for a **painting** by Martin Heade. It turned out the painting was worth over \$800,000! Another man bought a **picture** frame for \$4.00. Inside was a rare copy of the Declaration of Independence, worth over \$2 million!

Exercise 13, p. 101.

1. one
2. more than one
3. more than one
4. one

Exercise 14, p. 101.

1. b. more than one
2. a. manager, offices
b. one
3. a. cousin, grandparents
b. one
4. a. judges, decision
b. more than one
5. a. women, restroom
b. more than one

Exercise 15, p. 102.

1. a. boys'
b. boy's
2. a. children's
b. child's
3. a. baby's
b. babies'
4. a. Bess's / Bess'
b. Mrs. Thomas's / Mrs. Thomas'
c. Jack and Larry's

Exercise 17, p. 102.

2. Psychologists have developed many different kinds of tests. A "personality test" is used to evaluate an **individual's** personal characteristics, such as friendliness or trustworthiness.
3. Many fairy tales tell of **heroes'** encounters with giants or dangerous animals. In one story, the **hero's** encounter with a dragon saves a village from destruction.
4. Play is an important part of **children's** lives. It teaches them about their environment while they are having fun. For instance, they learn from playing with miniature boats that boats float, and they can practice ways to make boats move across water.

Exercise 18, p. 103.

Common usage:

1. a
2. a
3. b

Exercise 19, p. 104.

- | | |
|------|------|
| 1. a | 5. b |
| 2. a | 6. a |
| 3. a | 7. b |
| 4. b | 8. a |

Exercise 20, p. 104.

- | | |
|------|------|
| 1. b | 5. b |
| 2. a | 6. a |
| 3. a | 7. d |
| 4. b | |

Exercise 21, p. 104.

- | | |
|----------|---------------------|
| 1. 11 | 4. Jake |
| 2. Lucy | 5. The boy's mother |
| 3. Ricky | |

Exercise 22, p. 105.

- A: b
B: a, c, d

Exercise 23, p. 105.

2. jewelry (NC) ... rings (C) ... bracelets (C) ... necklace (C)
3. mountains (C) ... fields (C) ... lakes (C) ... scenery (NC)
4. car (C) ... engine (C) ... furniture (NC) ... refrigerator (C) ... junk (NC)
5. Gold (NC) ... iron (NC) ... metals (C)
6. iron (C)

Exercise 24, p. 105.

- | | |
|------------------|-------|
| 1. some ... some | 4. A |
| 2. some | 5. a |
| 3. some | 6. An |

Exercise 26, p. 106.

- | | |
|---------------|----------------|
| 1. garbageØ | 9. appliances |
| 2. realityØ | 10. areas |
| 3. garbageØ | 11. bins |
| 4. newspapers | 12. meters |
| 5. containers | 13. cities |
| 6. bottles | 14. Pharmacies |
| 7. bulbs | 15. leaderØ |
| 8. batteries | |

Exercise 27, p. 106.

Noncount nouns: sunshine, smog, smoke, fog, thunder, lightning

Exercise 28, p. 108.

2. rivers
3. symphonies, music
4. trucks, traffic
5. computers, equipment
6. problems, homework
7. vocabulary, definitions
8. This information
9. advice
10. progress

Exercise 29, p. 108.

- | | |
|------------|---------------|
| 1. sand | 6. soccer |
| 2. physics | 7. steam |
| 3. Arabic | 8. psychology |
| 4. gravity | 9. blood |
| 5. wool | 10. snow |

Exercise 30, p. 109.

1. a. homework
b. assignments
2. a. times
b. time
3. a. advice
b. suggestions
4. a. words
b. vocabulary
5. a. glasses
b. Windows ... glass
c. glasses ... poor eyesight
d. a sight

Exercise 31, p. 109.

- | | |
|---------------|----------------|
| 1. visitors | 9. homeØ |
| 2. stuffØ | 10. houseØ |
| 3. things | 11. garbageØ |
| 4. newspapers | 12. problems |
| 5. magazines | 13. areaØ |
| 6. furnitureØ | 14. decisions |
| 7. boxes | 15. things |
| 8. publicØ | 16. conditionØ |

Exercise 32, p. 110.

1. two, a couple of, both, several, some, a lot of, plenty of, too many, a few, a number of, hardly any, no
2. some, a lot of, plenty of, too much, a little, a great deal of, hardly any, no

Exercise 33, p. 110.

1. A: items, snacks
B: chocolate, sweets, candy, junk food
A: control, limits
2. A: homework
A: questions, requests
3. A: messages, emails
B: time, money, gas in the car, clean clothes
4. A: stress, anxiety
B: help, assistance, advice, support

Exercise 34, p. 111.

2. many ... bills
3. much
4. are ... many ... hours
5. much
6. many ... many friends
7. isn't much
8. is ... much

Exercise 35, p. 111.

2. stamps, rice, stuff, things
3. money, advice, time, Ø
4. Ø, loaves of bread, Ø, jars of honey
5. novels, Ø, poems, Ø
6. orange juice, light bulbs, hardware, computer software
7. sleep, information, facts, help
8. women, movies, scenes, Ø
9. shirts, Ø, pens, Ø
10. patience, wealth, Ø, Ø
11. ideas, theories, hypotheses, Ø
12. Ø, salt, equipment, Ø

Exercise 37, p. 113.

1. a
2. b

Exercise 38, p. 113.

- | | |
|-------------|----------|
| 3. little | 6. a few |
| 4. a little | 7. Few |
| 5. few | 8. A few |

Exercise 39, p. 114.

- | | |
|-------------------------------------|---|
| 2. A: few
B: a little ... a few | 4. A: a little
B: little
A: a little
B: a little
A: a little
B: little |
| 3. A: little
B: a few ... little | |

Exercise 40, p. 114.

- | | |
|------|------|
| 2. b | 5. a |
| 3. a | 6. b |
| 4. b | |

Exercise 42, p. 115.

- | | |
|--------------|------------------------|
| 1. country | 3. country ... country |
| 2. countries | 4. countries |

Exercise 43, p. 116.

- | | |
|-------------|-------------|
| 1. child | 6. child |
| 2. children | 7. children |
| 3. goalie | 8. parent |
| 4. players | 9. parents |
| 5. players | |

Exercise 44, p. 116.

3. The teacher gave each of **the** students / **each student** a test paper.
4. (*no change*)
5. Every **chair** in that room is uncomfortable.
6. One of the **pieces of** equipment / One **piece of** equipment / **Some** of the equipment / One of the **machines** in our office is broken.
7. Each of the **women** / **Each woman** in the room has an interesting story to tell.
8. One of my favorite **places** in the world is an island in the Caribbean Sea.
9. (*no change*)
10. It's impossible for one human being to know every **language** in the world.
11. I found each of the **errors** / **each error** in this exercise.
12. Vietnam is one of the **countries** I want to visit.

Exercise 45, p. 117.

- | | |
|-------|-------|
| 4. Ø | 6. of |
| 5. of | 7. of |

Exercise 46, p. 118.

- | | |
|-------|--------------|
| 1. of | 7. of |
| 2. of | 8. of |
| 3. Ø | 9. Ø |
| 4. Ø | 10. Ø |
| 5. of | 11. of ... Ø |
| 6. Ø | 12. of |

Exercise 48, p. 119.

- | | |
|-------|-------|
| 1. Ø | 6. of |
| 2. Ø | 7. of |
| 3. Ø | 8. Ø |
| 4. of | 9. of |
| 5. of | |

Exercise 51, p. 120.

- That magazine **contains** many different **kinds** of **stories** and **articles**.
- In my country, there **are a lot** of language schools.
- Alicia is always willing to help her friends in every possible **way**.
- Your country has one of the best-trained **armies** in the world.

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CHAPTER 7 **Articles****Pretest, p. 122.**

- C (*no change*)
- I **The price** of rice and flour is increasing.
- 6. C (*no change*)
- I **The sun** sets around 7:00 P.M. tonight.
- C (*no change*)
- I Who is going to clean **the** windows?
- C (*no change*)
- I **The Nile River** flows through several countries.

Exercise 1, p. 122.

- | | |
|------|------|
| 1. c | 3. a |
| 2. b | |

Exercise 2, p. 123.

- indefinite
- indefinite
- definite
- indefinite
- definite

Exercise 3, p. 123.

- Do you have **some** time to pay them?
- (*no change*)
- There's **some** spilled coffee under the chair.
- ... I have **some** things to add.
- ... There are **some** leftovers.

Exercise 4, p. 124.

- the ... a ... Ø
- an ... The ... The ... Ø
- Ø ... Ø Smoke ... The

Exercise 6, p. 124.*Incorrect sentences:*

- My favorite fruits **are apples** and oranges. (Reason: *Apples* and *oranges* are plural. Do not use *an* with plural nouns.)
- Do all living things **need oxygen**? (Reason: *Oxygen* is noncount. Do not use *an* with a noncount noun.)

- There **is** a lot of **equipment** in the research laboratory.
- I have a **five-year-old** daughter and a **three-year-old** son.
- Most of **the** people / **Most people** in my **apartment** building **are** friendly.
- Dennis'** / **Dennis's** family lives on a sailboat.
- We had two **difficult** tests in chemistry last week.
- Almost **all** students / Almost **all of the** students / **Most (of the)** students in my class are from Asia.
- It's difficult for me to understand English when people use a lot of **slang**.
- George works in research and development at an **airplane** company.

- I need **a** coin / some coins for the bus fare. (Reason: *Coin* is a singular count noun. Do not use *some* with singular count nouns.)

Exercise 7, p. 125.

- | | |
|-------|-------|
| 1. Ø | 5. an |
| 2. an | 6. a |
| 3. Ø | 7. Ø |
| 4. a | 8. Ø |

Exercise 8, p. 125.

- | | |
|-------|--------------|
| 1. 20 | 3. 52 ... 36 |
| 2. 12 | |

All three statements are generalizations.

Exercise 9, p. 126.

- plural
 - plural, generic
 - singular, generic
 - plural
- plural, generic
 - singular, generic
 - plural, generic
 - plural

Exercise 10, p. 126.

Sentences 1, 2, 4

Exercise 11, p. 126.

- | | |
|------|------|
| 1. a | 4. a |
| 2. b | 5. a |
| 3. b | |

Exercise 13, p. 127.

- | | |
|--------------------|----------------|
| 3. Water | 10. A bridge |
| 4. Tennis | 11. Health |
| 5. Tennis players | 12. Adjectives |
| 6. A tennis player | 13. Sentences |
| 7. An island | 14. A sentence |
| 8. Islands | 15. Apples |
| 9. Gold | |

Exercise 14, p. 127.

1. Ø ... Ø ... Ø ... a ... an ostrich
2. Ø ... Ø ... a ... Ø People ... Ø ... Ø ... Ø ... a plant / a tree
3. Ø ... Ø ... Ø ... Ø ... Ø ... Ø ... a ... tears

Exercise 15, p. 128.

Sentence 2

Exercise 16, p. 128.*Specific nouns:* news, situation**Exercise 17, p. 129.**

1. b (This is one program at the company; there are others.)
2. a (There are many movie tickets. This is one.)
3. a (This is one detail; there are others.)
4. b (There are many sports. This is one.)

Exercise 18, p. 129.

2. the ... a ... Ø
3. Ø ... the
4. the ... a ... Ø
5. the ... Ø ... a ... the

Exercise 19, p. 129.

- | | |
|--------------------------|-------------------|
| 1. a | 7. an |
| 2. a | 8. Ø |
| 3. Ø Cell ... Ø | 9. The |
| 4. a | 10. The |
| 5. the | 11. Ø Golf ... an |
| 6. Ø Jewelry ... Ø ... Ø | |

Exercise 20, p. 130.

Conversation 2

Exercise 21, p. 130.

- | | |
|-----------|-------------------|
| 3. B: the | 5. B: the ... the |
| A: a | 6. A: the |
| 4. A: a | B: The |
| B: Ø | |

Exercise 22, p. 131.

- | | |
|--------|--------|
| 1. The | 6. the |
| 2. a | 7. the |
| 3. a | 8. the |
| 4. the | 9. an |
| 5. a | |

Exercise 23, p. 131.

1. I always like to **have rice** in my cupboard. I eat it every day.
2. I **buy junk** food. I know it's not healthy, but I buy it anyway.
3. **My favorite** food is **fruit**. I have **an** apple or (**an**) orange every day.
4. I'm on **a** diet, so I don't really enjoy shopping right now!
5. Hmm. That's **an** interesting question. Probably anything with sugar. I have **a** sweet tooth.

Exercise 24, p. 132.*Sample story:*

I recently read an interesting article about a long-distance swimmer and an amazing experience he had during a race. The man was swimming off the coast of New Zealand. The area had sharks. During the race, he looked down and saw a shark swimming under him. Fortunately, ten dolphins were swimming nearby. The dolphins made a protective circle around the swimmer. The shark didn't fight them and left. The man survived because of the dolphins' protection. The dolphins continued to swim with him and guided him for more than an hour.

Exercise 25, p. 132.

- | | |
|-----------------|-----------------------|
| 1. c. Ø | 3. a. An |
| d. A ... a | b. the ... the ... an |
| e. Ø Caps ... Ø | c. the |
| f. The | d. the ... an |
| 2. a. Ø Beef | |
| b. The | |
| c. Ø | |

Exercise 26, p. 133.

- | | |
|--------|---------|
| 1. a | 9. an |
| 2. a | 10. the |
| 3. a | 11. the |
| 4. a | 12. a |
| 5. a | 13. the |
| 6. The | 14. the |
| 7. a | 15. a |
| 8. the | |

Exercise 27, p. 133.

- | | |
|--------------|--------------|
| 1. Ø ... the | 6. a ... the |
| 2. a ... the | 7. an |
| 3. Ø ... the | 8. a ... the |
| 4. a ... the | 9. the |
| 5. a | |

Exercise 28, p. 133.

1. The Gulf Islands ... Vancouver Island
2. The Canadian Rockies
3. Mount Robson

Exercise 29, p. 134.

1. **The** French Alps
2. Ø Indonesia
3. **The** Amazon River
4. Ø Brazil
5. **The** Caspian Sea
6. **The** Czech Republic
7. **the** United Arab Emirates
8. Ø Antarctica

Exercise 30, p. 135.

1. Ø ... Ø
2. The ... Ø
3. Ø ... Ø

4. Ø ... Ø ... Ø ... Ø
5. the
6. Ø ... Ø ... Ø
7. Ø ... Ø ... Ø ... Ø

Exercise 32, p. 136.

Part II

Sample answers:

1. The voyage began in Holland.
2. The destination was New York.
3. A freak wave hit the boat.
4. The containers went to the bottom of the sea.
5. LEGO® building bricks were inside the containers.
6. People have found the plastic pieces on beaches around the world.
7. Fish eat the plastic pieces. Plastic harms sea life.
8. Plastic has toxic chemicals.
10. No. There is so much plastic in the oceans, and the plastic toy pieces are small.

Exercise 33, p. 136.

2. I want to live in a warm place after I graduate from college.
3. When I was a high school student, I took my first airplane ride overseas.
4. Seoul is the capital city of South Korea.
5. I had a very strange experience at a party last night.
6. Is it a good idea to put plastic in a microwave oven?
7. At the store, a / the salesperson ignored me. I bought my clothes elsewhere.
8. What are some differences between men and women?
9. Is the cost of living very high in your country?
10. I need to tell you about a very important problem in society today.
11. The photos you took are very beautiful.
12. Orange juice is on sale at the store.
13. Everyone seeks happiness in life.

CHAPTER 8

Pronouns



Pretest, p. 139.

1. I The manager asked for a meeting with Bill and me.
2. C (no change)
3. I I enjoy dessert after dinner. Do you enjoy it too?
4. I Students need to check their work carefully. OR A student needs to check his or her work carefully.
- 5-7. C (no change)
8. I Let me tell you the other reason I need to borrow some money.
9. C (no change)
10. C (no change)
11. I I'd prefer that you don't tell anyone. In other words, I would like to keep this secret.

Exercise 1, p. 139.

- A: S ... S
 B: O
 A: O
 B: O

Exercise 2, p. 141.

- | <i>pronoun</i> | <i>antecedent</i> |
|----------------|-------------------|
| 2. They | Nancy and Thomas |
| her | daughter |
| 3. She | Grandma(?s) |
| her | Grandma(?s) |
| she | Grandma(?s) |
| him | cat |
| 4. he | Emil |
| they | colleges |
| him | Emil |
| 5. It | surgery |
| she | Mom(?s) |

Exercise 3, p. 141.

1. them
2. her
3. me
4. Ella and I ... her
5. me

Exercise 4, p. 141.

- | | |
|------------------------|----------|
| 2. She | 7. I |
| 3. her ... her | 8. me |
| 4. Her | 9. me |
| 5. She ... her ... her | 10. my |
| 6. her | 11. mine |

Exercise 5, p. 142.

2. my ... mine
3. hers
4. it
5. Our ... our ... ours ... theirs
6. their ... hers ... his
7. our ... They ... them ... them
8. our ... them

Exercise 6, p. 142.

1. a. Mine ... it's
b. mine ... his
2. a. Ours ... them
b. it ... It's ... ours ... our

Exercise 7, p. 143.

- | | |
|---------|---------|
| 2. b, c | 5. a, b |
| 3. a, c | 6. a, c |
| 4. b, c | |

Exercise 8, p. 143.

- A: its
- A: it's
- B: it's ... its
- A: It's
- B: It's

Exercise 9, p. 144.

- 1. It's
- 2. It ... its ... its
- 3. It ... it ... it
- 4. It's ... them

Exercise 10, p. 144.

- 1. A: him
- B: he's
- C: him
- D: his
- E: his ... he's ... he'll
- 2. A: Does she
- B: Is she
- C: they
- D: their ... he's
- E: them
- F: it's (it is) ... mine ... it's (it has)

Exercise 12, p. 145.

- 3. **(All)** students in Biology 101 **have** to spend three hours per week in the laboratory, where **they do** various experiments with **their** lab partners.
- 4. *(no change)*
- 5. She said **citizens have** two primary responsibilities. **They** should vote in **every election** *(also possible: all elections)* and **they** should serve willingly on juries.

Exercise 13, p. 146.

Most common answers:

- 2. they (informal) ... want
- 3. his or her
- 4. them (informal)
- 5. their (informal)
- 6. his or her
- 7. his or her

Exercise 15, p. 146.

Part I

- 1. a. = individual members; b. = whole group
- 2. a. = whole group; b. = individual members

Part II

- 1. a. It
- b. they ... They
- 2. a. They are ... them
- b. It ... has
- 3. a. They sit
- b. It makes *(Also OK: They make)*

Exercise 16, p. 147.

- 1. themselves
- 2. herself
- 3. himself

Exercise 17, p. 148.

Part I

- 2. herself
- 3. himself
- 4. themselves
- 5. ourselves
- 6. yourself
- 7. yourselves
- 8. oneself

Exercise 18, p. 148.

Part I

- 2. A: himself ... himself
- B: herself
- 3. A: themselves
- B: myself
- 4. A: themselves
- 5. B: yourself
- 6. A: himself
- B: myself
- 7. A: yourself ... himself ... myself ... ourselves ... themselves

Exercise 19, p. 149.

	<i>reflexive pronoun</i>	<i>antecedent</i>
Paragraph 1	we	ourselves
Paragraph 2	They	themselves
Paragraph 3	they	themselves
Paragraph 4	we	ourselves

Exercise 20, p. 150.

- 2. enjoy himself
- 3. proud of yourselves
- 4. pat yourself
- 5. killed himself
- 6. entertained themselves
- 7. introduced myself
- 8. feeling sorry for yourself
- 9. talking to yourself
- 10. laugh at ourselves
- 11. promised herself
- 12. angry at himself

Exercise 21, p. 151.

- 1. yourself
- 2. myself
- 3. ourselves
- 4. himself
- 5. themselves
- 6. herself

Exercise 22, p. 151.

MRS.: you = Mr. Cook
 MR.: He = Jack Woods ... it = car
 MRS.: it = car
 MR.: they = people in general ... you = people in general ... you = people in general
 MRS.: One = people in general ... one = people in general

Exercise 23, p. 151.

- 2. a. people in general
- b. Alex
- c. Sonya
- 3. a. people in general
- b. people in general
- 4. They = airline company; you / your = people in general

Exercise 24, p. 152.

1. When someone is old, he or she doesn't want to learn new things.
2. You may be successful, but not every time.
3. You can do the job best. Don't expect other people to do a job as well as you.
4. You can provide an opportunity for someone, but you can't force him or her to take it.

Exercise 25, p. 152.*Sample revision:*

Many parents have concerns about the impact of social media on their children. One danger is Internet addiction: kids want to have their phones or computers with them at all times. They become anxious if they can't answer an email or message immediately. They want to do their homework while they are chatting with friends. Teenagers say **they** can concentrate and still check social media. However, parents worry that their children need constant interaction and cannot handle quiet time.

Another problem is that social media takes away from in-person contact. Children and teenagers are at risk of interacting with screens more than they interact with one another. Texting and chatting online are not the same as actual conversation. **Children and teenagers** (OR **Kids**) need to learn how to initiate and engage in extended conversations with people. Additionally, when **people** don't have much human contact, **they** can become isolated.

A third concern is that social media exposes children and teens to potentially inappropriate content. Parents can monitor their posts, but **they** can't control other people's posts. There's a good chance **their** child will see something before **the parents** even know about it.

Exercise 26, p. 153.

1. Picture B
2. Picture A

Exercise 27, p. 154.

1. a. Another ... Another ... the other
b. The other
2. a. the other
b. another
3. a. Another ... The other
b. another
4. a. Others
b. Other
c. The other
d. The others

Exercise 28, p. 154.

1. Helen
2. Mai
3. Susie's
4. Thursday

Exercise 30, p. 155.

2. Another ... The other
3. others
4. other
5. other
6. others
7. another



8. Another ... Others
9. others
10. Another ... Others ... other
11. the other
12. the others
13. another
14. Another

Exercise 31, p. 156.

- | | |
|------|------|
| 1. a | 3. b |
| 2. a | 4. b |

Exercise 32, p. 156.

- | | |
|---------------|--------------|
| 1. another | 4. the other |
| 2. the other | 5. Others |
| 3. the others | 6. another |

Exercise 33, p. 156.

- | | |
|------|------|
| 1. T | 3. F |
| 2. F | 4. T |

Exercise 34, p. 157.

2. Another ... other
3. each other
4. the other
5. other ... other
6. other
7. others ... other ... others
8. each other ... each other ... each other ... other
9. other
10. other
11. another
12. the other / another

Exercise 36, p. 158.

- | | |
|------|------|
| 1. a | 4. a |
| 2. b | 5. b |
| 3. b | |

Exercise 37, p. 159.

2. When we were in school, my brother used to play tennis with my sister and **me** every day after school.
3. My cousin and her husband moved to **another** city because they don't like cold weather.
4. If you want to pass your exams, you need to study very hard for **them**.
5. I like to travel because I like to learn about other **countries** and customs.
6. When I lost my passport, I had to apply for **another** one.
7. When I got to class, all of the **other** students were already in **their** seats.
8. In hot weather, you need to water the plants every **other day**.
9. I live in a two-room apartment. **It's** too small for **my** family.
10. A child needs to learn how to get along with **other** people, how to spend **his or her** time wisely, and how to depend on **himself or herself**. OR **Children need** to learn how to get along with **other** people, how to spend **their** time wisely, and how to depend on **themselves**.
11. Other **than** Tom, everyone has responded to the wedding invitation.

12. After work, Mr. Gray asked to speak to Mona and **me** about the company's new policies. He explained **them** to us and asked for **our** opinions.
13. My cousins asked to borrow my car because **theirs** was in the garage for repairs.
14. The players were looking at one **another**, trying to find their weakest opponent.
15. The manager introduced Manual and **me** to the other employees in the new branch office.
16. A hippopotamus spends most of **its** time in the water of rivers and lakes.

Exercise 38, p. 160.

Checking text messages in a meeting sends a negative message. First, it is disrespectful. When people check messages, they aren't paying attention to others in the meeting. It is impossible to read messages and listen to the speaker at the same time. Another problem is that the speaker expects the other members to participate in some way. Maybe they are at the meeting because they need to learn new information or perhaps they need to help problem-solve an issue. They can't participate when they are looking at their phone. Finally, when people check messages, they send the message that their lives are more important than the content of the meeting. This superior attitude can make other people resentful.

CHAPTER 9

Modals, Part 1

Pretest, p. 161.

1. I Applicants **must fill** in the forms in ink.
2. I **We have / We've** got to finish this project before we go home tonight.
3. I The bus doesn't come for a half hour. We don't need to hurry. We **don't have to / don't need to** run.
4. C (*no change*)
5. I What time **are** we supposed to be at the train station tomorrow?
6. C (*no change*)
7. C (*no change*)
8. I It **may / might** snow tomorrow night. There is a 50% chance.
9. C (*no change*)
10. I **Would / Will / Could / Can** you help me?
11. I Would you mind **turning** up the heat?
12. C (*no change*)

Exercise 1, p. 161.

Correct sentences: 1, 4, 5, 6

Exercise 2, p. 162.

- B: to
 B: Ø
 B: Ø
 A: Ø
 B: to

Exercise 3, p. 163.

1. everyday conversation
2. formal writing
3. everyday conversation

Exercise 4, p. 163.

- | | |
|------|------|
| 1. b | 3. a |
| 2. a | 4. b |

Exercise 5, p. 164.

1. must
2. has to
3. have to

4. must
5. have to
6. Does Vicki have to
7. must
8. Does our neighbor have to
9. must
10. Do we have to

Exercise 6, p. 164.

1. What do you have to do after class today?
2. What do you have to do first thing in the morning?
3. What do students in this class have to pay attention to?
4. What time do you have to be in your first class?
5. What are some rules that students must follow?
6. What are some requirements that students must complete ... ?

Exercise 7, p. 165.

b, c

Exercise 8, p. 165.

2. buy; We don't have to buy groceries on the way home.
3. wait; You don't have to wait for Martha.
4. offer; The city doesn't have to offer more public transportation options.
5. fill out; You don't have to fill out the application form by tomorrow.
6. work; Jin doesn't have to work overtime this weekend.

Exercise 9, p. 166.

- | | |
|---------------------|-----------------------|
| 1. b. must not | 3. a. must not |
| c. don't have to | b. must not |
| 2. a. don't have to | 4. a. doesn't have to |
| b. must not | b. doesn't have to |
| c. don't have to | |

Exercise 15, p. 169.

Sample answers:

- | | |
|---------------------|----------------------|
| 2. a. should | 4. a. have to / must |
| b. should | b. should |
| 3. a. has to / must | 5. a. should |
| b. have to / must | b. has to / must |

Exercise 17, p. 171.

- | | |
|---------|---------|
| 1. b | 4. a, b |
| 2. a | 5. b |
| 3. a, b | |

Exercise 20, p. 172.

- The movie should be over now.
- Aja should hear about the job offer soon.
- Your advisor should have a solution for you.
- Our flight should take off on time.

Exercise 22, p. 173.

- | | |
|------|------|
| 1. b | 4. b |
| 2. a | 5. b |
| 3. a | 6. a |

Exercise 23, p. 173.

- | | |
|------|------|
| 1. b | 3. b |
| 2. a | 4. a |

Exercise 24, p. 173.**Part I**

- Larry is able to start a fire without matches.
- I'm not able / unable to send a text.
- Are you able to read the doctor's handwriting?
- Thomas isn't able to drive without glasses.
- I'm not able to remove the stain on your white shirt.
- Every employee is able to do CPR.

Part II

- Larry knows how to start a fire without matches.
- I don't know how to remove the stain on your white shirt.
- Every employee knows how to do CPR.

Exercise 26, p. 174.**Part II**

- | | |
|---------------|-------------------|
| 1. can't come | 4. can't cook |
| 2. can count | 5. Can't you come |
| 3. can take | 6. can drive |

Exercise 27, p. 175.

Sentences 2 and 3

Exercise 28, p. 175.

- a (There is a chance.); b (It's generally possible.)
- a (There is a chance.)
- a (It's generally possible.); b (There is a chance.)
- b (There is a chance.)

Exercise 30, p. 176.

- a, b, d
- a, b, c, e

Exercise 31, p. 176.

- Can / Could / Will / Would
- Can / Could / May

Exercise 33, p. 177.

- Speaker B
- Speaker A

Exercise 34, p. 178.

- Would you mind if I left early?
 - Would you mind leaving early?
- Would you mind talking to Andrew?
 - Would you mind if I talked to Andrew?

Exercise 35, p. 178.

- if I stayed
- if I opened / opening
- if I asked
- smoking
- speaking
- if I changed / changing

Exercise 36, p. 178.

- | | |
|------|------|
| 1. b | 4. b |
| 2. b | 5. b |
| 3. b | 6. b |

Exercise 40, p. 181.

Freshman year can turn out to be the most challenging time in college for students. The transition from high school to college or university involves many changes. One of the biggest differences is the amount of freedom you must learn to manage.

In high school, your life is very structured, and you generally can't choose how you spend your day. It begins and ends at the same time. Teachers take attendance and check homework. They tell you (or your parents) about missing assignments and low grades. Many give daily homework so that there is not too much work at one time.

However, college life is much more unstructured. The class schedule might not be the same every day. You can sleep in one morning and have to be up early the next. If you decide to skip a class, there is probably no one there to say you can't do that.

College professors don't have to take attendance or check whether their students have completed assignments. Instructors may have all their assignments on a syllabus and not even mention them in class. They might not remind you about deadlines or missing work. You may hear an instructor say, "I am not your parent." Or even, "I am not a babysitter."

You may find you have large blocks of unscheduled time. There are fewer classes each day than in high school, and you will probably not have every class every day. A two- or three-credit class may meet only once or twice a week. Instructors view these longer stretches of time between classes as valuable opportunities for studying. They often assign hefty amounts of reading, but with so many extra-curricular activities available, not to mention social media and Internet distractions, this study time can quickly evaporate. Your grades may suffer if you can't manage time well. Sometimes students don't realize they are in trouble until it is too late.

With an understanding of the challenges ahead, you can prepare in advance. Most colleges offer programs to help students with their transition, and there are many online resources available. The key is to remember that the responsibility for time management rests with you, not with your parents or teachers.

Exercise 42, p. 182.

- A film director must **have** control over every aspect of a movie.
- I'm sorry. I don't have training in this area. I'm / I **am** not able **to** help you. OR I'm / I **am** unable to ...
- You **must not** have your cell phone on during the test. If you do, you will fail.
- We **are** supposed to bring our books to class every day.
- You can **have** a very good time as a tourist in my country. However, my country has many different climates, so you **had** better plan ahead before you **come**.
- Could / Would / Can** you please help me with this?
- The janitor **is** supposed to unlock the building doors.
- During class the students **must sit** quietly.
- May / Could / Can** I leave a few minutes early today? I have a doctor's appointment.
- I'm **supposed** to be at the meeting. I suppose I'd / I **had** better go.

- When you visit a big city in my country, you **must pay** attention to your wallet in a crowded place because a thief **may / might** try to steal it.

Exercise 43, p. 183.

A fast heartbeat, a blank mind, and racing thoughts — these are but a few of the symptoms of test anxiety. It is not unusual for students to feel nervous before tests, but some people become so nervous that they can't think clearly. During the test, they aren't able to understand the questions, and they can't retrieve information they already know. Some students might actually begin to feel physically sick. Nausea, cramping, and headaches are a few of the symptoms that students may have during or even days before a test. In some cases, anxiety can be so severe that otherwise successful students are unable to pass tests.

CHAPTER 10**Modals, Part 2****Pretest, p. 184.**

- C (*no change*)
- C (*no change*)
- I Sorry I'm late. I **had to** drop my mom off at the mall.
- I Last night the chef at the restaurant **made** our favorite dessert.
- C (*no change*)
- C (*no change*)
- I I can't find my wallet. It may have **fallen** out of my purse.
- C (*no change*)
- I Roger jumped when the teacher asked him a question. He must have been **daydreaming**.
- (*no change*)
- My husband **would** rather cook dinner at home tonight than go out to a restaurant.

Exercise 1, p. 184.

The meanings are the same.

Exercise 2, p. 185.

- | | |
|---------|---------|
| 1. a, b | 4. a |
| 2. a | 5. a, b |
| 3. a, b | |

Exercise 3, p. 185.

- would visit / used to visit ... would give / used to give
- used to like
- used to be ... would start / used to start
- would ask / used to ask
- would take / used to take

Exercise 4, p. 186.

- used to live
- would take / used to take

- would wake / used to wake
- would hike / used to hike
- would see / used to see
- used to be
- would get / used to get
- would spend / used to spend
- would find / used to find
- would gather / used to gather

Exercise 5, p. 186.

- a
- b
- b

Exercise 6, p. 187.

- had to leave
- had to get
- had to have
- Did you have to retake
- did we have to register
- did it have to rain

Exercise 7, p. 188.

- She had to take a shower.
- He had to wait at the airport.
- She had to rewrite it.
- He had to sign a contract.
- He had to make a reservation online.

Exercise 8, p. 188.

Sample answers:

- I shouldn't have opened the window.
- I should have gone to the grocery store.
- I shouldn't have bought a box of candy with peanuts in it.
- I should have returned his call.
- I shouldn't have ignored his call.



Exercise 10, p. 189.

1. b
2. b
3. a
4. a

Exercise 11, p. 189.

1. h
2. c
3. a
4. g
5. b
6. e
7. d
8. f

Exercise 12, p. 190.

2. Ray was supposed to work overtime yesterday.
3. Mr. Robbins was supposed to be absent. He was supposed to go to the doctor.
4. They were supposed to have exams.
5. She was supposed to get up at 5:00 A.M.

Exercise 13, p. 190.

2. should have landed (*also possible: come*)
3. should have picked
4. should have gotten
5. should have finished

Exercise 14, p. 190.

a, c, d

Exercise 15, p. 191.**Part I**

Sentences 1, 3, 5

Part II

1. Most students finished ...
2. When I was younger, I could hold ...
3. We took care of ...
4. ... When he was a child, he could do ...
5. I gave ...

Exercise 16, p. 191.

1. a, b
2. a, b
3. a, b
4. b
5. b

Exercise 17, p. 192.

1. b
2. c
3. a

Exercise 18, p. 192.

2. must have the wrong number
3. may / might / could be at a meeting
4. may / might / could fit Jimmy
5. must miss them very much

Exercise 21, p. 193.

1. Rob
2. Linda, Hamid
3. Lucy

Exercise 23, p. 194.

Sample answers:

2. may / might not feel well.
3. must not be thirsty.

4. may / might not have his phone with him.
5. must not have many friends.
6. may / might not be good.

Exercise 25, p. 195.

1. might have left
2. couldn't have left
3. must have left

Exercise 26, p. 196.

2. couldn't have been
3. must have been
4. must not have gotten
5. may / might / could have gotten

Exercise 27, p. 196.

Sample answers:

2. It may have been David because he met with his girlfriend's parents two nights ago.
3. It must have been Dylan because he took a diamond ring with him.
4. It couldn't have been Dick because he is going to wait to get married until he has a better job.
5. It must not have been Doug because he isn't sure if he's ready for marriage.

Exercise 29, p. 197.

2. must not like
3. must have been
4. must have been
5. must not speak
6. must have hurt
7. must mean
8. must have been
9. must have misunderstood
10. must be

Exercise 30, p. 198.

1. should ask
2. shouldn't ask
3. may have upset
4. should try
5. shouldn't have stayed
6. had better have
7. could have told
8. must have known

Exercise 31, p. 199.

1. 50%
2. 100%
3. 50%
4. 90%
5. 50%

Exercise 32, p. 199.

1. Ned
2. Marco
3. Linda

Exercise 33, p. 199.

3. must
4. should / ought to / will
5. should / ought to
6. will
7. must
8. should / ought to / will
9. should / ought to / will
10. must be

Exercise 34, p. 200.

- | | |
|-------------|-----------------|
| 4. Beth | 11. Mark |
| 5. Ron | 12. my neighbor |
| 6. Stacy | 13. Carol |
| 7. Barb | 14. Janet |
| 8. a rat | 15. Stephanie |
| 9. a cat | 16. Bob |
| 10. a mouse | 17. Andre |

Exercise 35, p. 201.

Sentences 3 and 4

Exercise 36, p. 201.

3. must be burning
4. may / might / could be working
5. must be playing
6. may / might / could be staying ... may / might / could be staying
7. should be studying / ought to be studying
8. must be joking
9. may / might / could have been joking
10. must have been joking

Exercise 38, p. 203.

2. must be waiting
3. shouldn't have left
4. might have borrowed
5. must have been watching ... must have forgotten
6. may have been attending (*also possible: may have attended*)
7. must have left
8. might be traveling
9. must not have been expecting
10. must have been daydreaming ... should have been paying ... shouldn't have been staring

Exercise 40, p. 204.

- | | |
|------|-------|
| 2. b | 8. c |
| 3. a | 9. a |
| 4. c | 10. b |
| 5. b | 11. b |
| 6. a | 12. b |
| 7. b | |

Exercise 41, p. 205.

Correct sentences: 3, 4, 5, 6

Exercise 42, p. 206.

2. have to be able to
3. must not have been able to
4. would rather not have to
5. should not have to

Exercise 48, p. 211.

2. could / would / can / will you hand
3. don't / won't have to go
4. can already say / is already able to say
5. must / have to attend
6. had to wait
7. could / might go
8. must not have seen
9. can't / couldn't / must not be ... may / might / could / must belong
10. can't / must not / may not go
11. shouldn't have laughed
12. could / might / may be

Exercise 49, p. 212.

- | | |
|---------|---------|
| 1. a | 4. a |
| 2. b | 5. a, b |
| 3. a, b | |

Exercise 51, p. 212.

2. If you can't find your coat, you **should go** to the lost-and-found office.
3. When I was a child, I **could** climb to the roof of my house and **see** all the other houses and streets.
4. It **may snow** tomorrow. I hope so!
5. We need to reschedule. I won't **be able to** see you at the time we scheduled for tomorrow.
6. I **broke** my leg in a soccer game three months ago.
7. Many students would **rather study** on their own than **go** to classes.
8. Why did Joe **have to** have surgery last week? He looked so healthy.
9. When you visit a big city in my country, you **must pay** attention to your wallet when you are in a crowded place because a thief **may / might** try to steal it.
10. We **were** supposed to review for the test today, but we ran out of time.
11. Our team **won / was able to** win the soccer championship last week.

Pretest, p. 215.

- I A car **accident occurred** in front of my office yesterday.
- I The tax bill **was** checked by the accountant last week.
- 5. C (*no change*)
- I The exams will be **read** by two different teachers.
- I Your homework should have **been** done before you went to your friend's.
- I Sorry, the project isn't quite **finished** yet.
- I Did you know that Alexa is **married** to Khalifa?
- C (*no change*)
- I Tomas is two hours late. I'm **getting** nervous.
- I The speaker had a monotone voice. We were really **bored**.

Exercise 1, p. 215.

- | | |
|------|------|
| 1. A | 4. B |
| 2. A | 5. A |
| 3. B | |

Exercise 2, p. 216.

<i>be</i>	<i>past participle</i>	<i>passive</i>
3. was	shown	yes
4. are	sold	yes
5. will be	sold	yes
6. will be	Ø	no
7. are	given	yes
8. are	Ø	no
9. will be	Ø	no
10. was	sold	yes

Exercise 3, p. 217.

- | | |
|---------|---------|
| 1. c. A | 3. a. A |
| d. A | b. P |
| 2. a. A | c. P |
| b. P | |
| c. A | |

Exercise 4, p. 217.

- | | |
|------------|--------------|
| 1. will be | 3. are |
| 2. were | 4. have been |

Exercise 5, p. 218.

- | | |
|---------------------|--------------------------|
| 2. is being opened | 8. is going to be opened |
| 3. has been opened | 9. will have been opened |
| 4. was opened | 10. Was ... opened |
| 5. was being opened | 11. Will ... be opened |
| 6. had been opened | 12. Has ... been opened |
| 7. will be opened | |

Exercise 7, p. 218.

Correct sentences:

- | | |
|------------|------------|
| 2. a, c, d | 5. a, b, c |
| 3. b, c | 6. b, d |
| 4. a, c | 7. b, c |

Exercise 10, p. 220.

The chief writing material of ancient times was papyrus. It was used in Egypt, Greece, and other Mediterranean lands. Parchment, another writing material that was widely

used in ancient times, was made from the skins of animals, such as sheep and goats. After the hair had been removed, the skins were stretched and rubbed smooth to make a writing surface. Paper, the main writing material today, was invented by the Chinese.

Ink has been used for writing and drawing throughout history. No one knows when the first ink was developed. The ancient Egyptians and Chinese made ink from various natural substances such as berries, soot, and tree bark. Through the centuries, thousands of different formulas have been developed for ink. Most ink today is made from synthetic chemicals.

- Papyrus and parchment were used for writing.
- Parchment was made from the skins of animals, such as sheep and goats.
- The hair was removed, and the skins were stretched and rubbed smooth.
- The Chinese first used paper.
- No one knows when ink was first used.
- Natural substances such as berries, soot, and tree bark were used for ink.
- Chemicals are in ink today. OR Ink is made from chemicals.

Exercise 11, p. 221.

- b. It was sent to the wrong address.
c. We sent it back.
- a. Maria taught her son to use the crosswalk for the first time.
b. She was taught by her parents when she was six.
- a. The pickpocket almost disappeared into the crowd.
b. He was caught by an alert police officer.
- a. Tony cut down a dead tree.
b. The tree fell to the ground with a crash.
c. Fortunately, no one was hurt.
- a. Something very sad happened yesterday.
b. A deer was hit by a truck.
c. It was killed instantly.
d. It died instantly.
- a. When I was in elementary school, we were required to wear uniforms.
b. Later, my high school required students to follow a dress code.
c. I didn't agree with the dress code.
d. Now my children are required to wear uniforms.

Exercise 12, p. 221.

- | | |
|---------|---------|
| 2. b, c | 5. c |
| 3. b | 6. b, c |
| 4. a, c | |

Exercise 13, p. 222.

- were killed by tornadoes
- will be announced / is going to be announced
- are consumed
- have been recalled
- will be delayed / are going to be delayed

Exercise 14, p. 222.

1. I was asked to be a judge for a design contest at a nearby university.
2. (no change)
3. Many different classes are offered in graphic design.
4. (no change)
5. The introductory class is being taught by a visiting professor.
6. Students have been asked to submit their best work from the course.
7. Applicants will be judged on originality and their use of color.
8. The winner is going to be announced at the end of the term.
9. Designs have already been submitted by several top students.
10. A scholarship will be awarded to the winner.

Exercise 15, p. 223.

2. j An island is **surrounded** by water.
3. f Some forest fires are **caused** by lightning.
4. b Is ID theft **growing** because of poor smartphone security?
5. a The *-ing* form of *sit* is **spelled** with a double “t.”
6. c Weather satellites orbit the earth and **send** back images.
7. e Coins were first **used** around 1000 B.C.
8. i Will taxes always **be collected** by governments?
9. k Students have long **been confused** by English grammar.
10. g People with numerophobia are **frightened** by math.
11. d Are wedding rings **worn** by more women than men?

Exercise 16, p. 223.

- | | |
|-------------------|-----------------|
| 1. have been used | 4. is found |
| 2. were made | 5. was ground |
| 3. was needed | 6. was polished |

Exercise 17, p. 224.

2. is produced
3. is exposed ... affects
4. was introduced ... was invented ... have been developed
5. was sent ... sent ... are sent
6. have been collected ... were required
7. was recognized ... was asked ... took ... knew ... multiplied ... came

Exercise 20, p. 225.

4. You will be expected to work some weekends.
5. You may be called in for emergencies.
6. You may be subjected to random drug testing.
7. Jewelry may not be worn.
8. The animals must be treated with respect.
9. All safety rules must be (strictly) observed.
10. You will be expected to interact with the public and answer questions about the animals.

Job: Zookeeper / Worker at a zoo or another place for animals

Exercise 21, p. 226.

2. a. must be kept
b. must keep
3. a. can't be opened
b. can't open

4. a. ought to be divided
b. ought to have been divided
5. a. have to be returned
b. has to return ... will have to pay
6. a. may be offered
b. may offer
c. may have already been offered / may already have been offered
d. may have already offered / may already have offered
7. a. had better be finished
b. had better finish
8. a. is supposed to be sent
b. should have been sent
9. a. must have been surprised
b. must be surprised

Exercise 22, p. 227.

Sample answers:

1. Cell phones must be turned off.
Cell phones have to be turned off.
2. Computers must be used for schoolwork only.
Only schoolwork may be done on computers.
3. Computer games may not be played.
Computer games cannot be played.
4. Music cannot be downloaded from the Internet.
Music must not be downloaded from the Internet.
5. The printer must be used for schoolwork only.
The printer cannot be used for any work except schoolwork.

Exercise 23, p. 227.

1. a. Many lives will be saved with the new medical procedure.
b. The procedure will save many lives.
2. a. Shoppers can look for product information on the Internet every day.
b. Product information can be found on the Internet.
3. a. People should test smoke alarms once a month.
b. Smoke alarms should be tested once a month.
4. a. The typhoon may have killed hundreds of villagers yesterday.
b. Hundreds of villagers may have been killed in the typhoon yesterday.
c. Hundreds of villagers may have died in the typhoon yesterday.
5. a. Medical supplies had better be delivered soon.
b. Villagers had better receive medical supplies soon.

Exercise 24, p. 228.

Sample answers:

2. will be required
3. may / might / could / will be required
4. may / might / could / will be needed
5. must be signed
6. should / ought to / must be understood
7. must be disclosed
8. can / may be broken
9. should / ought to / must be explained

Exercise 26, p. 229.

Part II

- | | |
|---------|---------|
| 2. a | 5. a, c |
| 3. b, d | 6. a, b |
| 4. b, c | 7. a |

Part III

- | | |
|---------------------------|------------------------------|
| 1. were hit | 9. were killed |
| 2. were changed | 10. were left |
| 3. was measured | 11. continued |
| 4. has ever been recorded | 12. could have been lessened |
| 5. was followed | 13. existed |
| 6. were destroyed | 14. didn't reach |
| 7. were swept | 15. have worked |
| 8. died | 16. will not experience |

Exercise 28, p. 231.

- | | |
|-------------------|------------------------------|
| 2. is closed | 7. is torn |
| 3. was turned | 8. isn't set ... aren't done |
| 4. is locked | 9. are lost |
| 5. was locked | 10. is gone |
| 6. isn't finished | |

Exercise 29, p. 232.

- b. am confused
c. was born
d. am married
- a. is spoiled
b. is stuck
c. is clogged
d. is not / wasn't qualified
e. is scheduled
f. wasn't plugged in
- a. is located
b. is ... crowded
c. are exhausted
d. are covered

Exercise 30, p. 233.

How important is context to reading? Extremely! In the 1970s, a famous study was conducted by Bransford and Johnson. Participants were asked to listen to a passage and then answer questions. The passage was similar to the following. Take a minute to read it:

This is a fairly easy process. It can be completed at home or at a different place if the necessary machinery isn't available. First, items are put into different groups. But if there isn't too much to deal with, one group may be enough. It's important to look at everything carefully; a mistake could ruin a group. This first phase doesn't take very long, especially the more times you do it. The next phase goes faster. Once it is taken care of, it won't require your attention until it is finished. At that point, the items will be separated again. These groups will determine where everything goes. Once things are put away, you have finished until the process is repeated the next time.

Did the reading make sense to you? If you were confused, you are not alone. It's difficult to make sense of. Then participants were given the title "Washing Clothes" and asked to read it again. Try this now.

As you can see, context makes a significant difference. That is why you have probably already learned how helpful it is to look at chapter heads and subheads when you are reading a textbook. And don't forget to look at photos and other illustrations even before you start to read — or do an exercise. All of this information will help you read more efficiently.

Not used in the passive: finished, learned

Participle that functions as an adjective: confused

Exercise 32, p. 234.

- | | |
|---------|--------------|
| 2. for | 6. in |
| 3. of | 7. in / with |
| 4. with | 8. about |
| 5. to | |

Exercise 33, p. 235.

- | | |
|---------|----------|
| 1. of | 5. for |
| 2. with | 6. to |
| 3. to | 7. about |
| 4. in | 8. with |

Exercise 34, p. 235.

- She was devoted **to** the sick and is known as the founder of modern nursing ... Florence Nightingale
- He was discriminated **against** because of the color of his skin and fought for freedom for black people in his country ... Nelson Mandela
- She was married **to** Romeo in Shakespeare's tragedy. ... Juliet Capulet
- He was known **for** his comedies, but he was well-acquainted **with** depression. ... Robin Williams
- She was related **to** King Ptolemy. ... Cleopatra
- He was associated **with** technological innovation. ... Steve Jobs
- This singer was dressed **in** black so often that he was called "The Man in Black." ... Johnny Cash
- She was opposed **to** segregation laws in the American South and refused to give up her seat on the bus to a white person. ... Rosa Parks
- Her life was dedicated **to** science, and she was the first woman to win the Nobel Prize. ... Marie Curie

Exercise 35, p. 236.

- | | |
|----------|--------------|
| 1. about | 4. with / by |
| 2. about | 5. to |
| 3. to | 6. to |

Exercise 36, p. 236.

- | | |
|--------------------------|---------------------|
| 2. is finished with | 8. is dedicated to |
| 3. is addicted to | 9. is dressed in |
| 4. is not satisfied with | 10. is committed to |
| 5. is engaged to | 11. A: done with |
| 6. is divorced from | B: prepared for |
| 7. is related to | |

Exercise 37, p. 237.

a bell

Exercise 38, p. 237.

- | | |
|------------|----------|
| 1. lost | 5. hurt |
| 2. wet | 6. fixed |
| 3. dressed | 7. dirty |
| 4. hungry | |

Exercise 39, p. 238.

- | | |
|---------|------------|
| 2. b | 5. a, b, d |
| 3. a, b | 6. b |
| 4. c, d | 7. c |

Exercise 40, p. 239.

- got wet
- get nervous

4. is getting dark
5. is getting better
6. Get well
7. get accustomed
8. get done
9. got depressed
10. got hired
11. got fired
12. got engaged ... got married ... got divorced ... got remarried
13. get paid
14. Did ... get invited

Exercise 42, p. 240.

2. The TV didn't get turned off.
3. The car didn't get washed.
4. Your old photos haven't gotten put away.
5. The floor is getting all wet.

Exercise 43, p. 240.

1. audience
2. movie

Exercise 44, p. 241.

- | | |
|------|------------|
| 1. B | 4. neither |
| 2. A | 5. neither |
| 3. A | 6. B |

Exercise 45, p. 241.

- | | |
|------------------|------------------|
| 2. a. exciting | 4. a. frightened |
| b. excited | b. frightening |
| 3. a. surprising | 5. a. exhausting |
| b. surprised | b. exhausted |

Exercise 47, p. 242.

- | | |
|-------------|--------------|
| 1. frighten | 4. thrilling |
| 2. scary | 5. finished |
| 3. excite | 6. thrilled |

Exercise 48, p. 242.

- | | |
|-------------------------|---------------|
| 2. embarrassing | 10. sleeping |
| 3. injured | 11. thrilling |
| 4. challenging | 12. abandoned |
| 5. expected | 13. Polluted |
| 6. printing | 14. furnished |
| 7. Experienced | 15. dividing |
| 8. growing ... balanced | 16. elected |
| 9. spoiled | 17. amazing |

Exercise 49, p. 243.

- | | |
|---------------|---------------|
| 1. shocked | 4. delightful |
| 2. shocking | 5. confused |
| 3. delightful | 6. confusing |

Exercise 50, p. 244.

Questions:

2. What are you tired of?
3. What (or who) are you pleased with?
4. What do you get really nervous about?

5. What do you want to be remembered for?
6. What is exciting to you?
7. What do kids get excited about?
8. What is confusing to students?
9. What are you confused by?
10. What is confusing to children?

Exercise 51, p. 244.

Part I

1. F
2. F
3. T

Part II

- | | |
|----------------------------|--------------------|
| 1. began | 7. was crowned |
| 2. were established | 8. could be placed |
| 3. were allowed | 9. Winning |
| 4. were not even permitted | 10. were treated |
| 5. was | 11. brought |
| 6. were not invited | |

Exercise 52, p. 245.

2. Two people got **hurt** in the accident and were **taken** to the hospital by an ambulance.
3. The show was so **boring** that we fell asleep after an hour.
4. The students **were** helped by the clear explanation that the teacher gave.
5. The winner of the race hasn't been **announced** yet.
6. When and where **was** the car invented?
7. My brother and I have always been **interested** in learning more about our family background.
8. I **do not / don't** agree with you, so let's agree to disagree.
9. It was late, and I was getting very **worried** about my mother.
10. Many strange **things happened** last night.
11. I didn't go to dinner with them because I had **already eaten**.
12. In class yesterday, I was **confused**. I didn't understand the lesson.
13. My grandmother was walking on an icy sidewalk and **fell** down
14. When we were children, we **were** very afraid of caterpillars. Whenever we saw one of these monsters, we **ran** to our house before the caterpillars could attack us. I still get **scared** when I **see** a caterpillar close to me.

Exercise 53, p. 246.

There are ten passive verbs:

- is made
- have been roasted
- is pressed
- is called
- is separated
- has been done
- is left
- is known
- is ground (up)
- are added

Pretest, p. 247.

- I At the hotel on the lake where we went for our summer vacation, (**there are so many outdoor activities**).
- I I don't know where **she goes** after work.
- I He didn't understand at all what I **said**.
- C (*no change*)
- C (*no change*)
- I I wasn't sure where **to** look for the information.
- C (*no change*)
- C (*no change*)
- I "No cell phone use during class," our teacher said.
- I I asked Elias what he was doing. He told me he **was** waiting for me.
- I Roberta said she **had** to work late last night.
- C (*no change*)

Exercise 1, p. 247.

Complete sentences: 1, 2, 3, 5, 6

Exercise 2, p. 248.

- What did you say?
- No one knows where Tom went.
- Where did Tom go?
- I'd like to know where Tom went.
- How do you know where Tom went?

Exercise 3, p. 248.

- What does Alex need? **Do** you know?
- Do you know what Alex needs?
- We talked about what Alex needs.
- What do you need? **Did** you talk to your parents about what you need?
- My parents know what I need.

Exercise 4, p. 249.

- a
- b

Exercise 5, p. 249.

- where he lives
- when it starts
- what time I am leaving / we are leaving
- whose phone numbers those are
- who left the stove on
- who those people are
- what happened
- Why she broke off her engagement with Thomas
- where they went
- what we are doing (in class)
- what you and Mom said / Mom and you said

Exercise 6, p. 250.

- Can you tell me what this means?
- Can you tell me what my grade was?
- Can you tell me who I am supposed to talk to?
- Can you tell me when our next assignment is due?
- Can you tell me how much time we have for the test?

- Can you tell me when classes end for the year?
- Can you tell me where our class is going to meet?
- Can you tell me what time the computer lab closes?

Exercise 7, p. 251.

- Why is he coming? ... why he is coming.
- What/Which flight will he be on? ... what/which flight he will be on?
- Who is going to meet him at the airport? ... who is going to meet him at the airport?
- Who is Jim Hunter? ... who Jim Hunter is.
- Where does he live? ... where he lives.
- Where is Tom right now? ... where Tom is right now.
- Why is he there? ... why he is there?
- Who does he work for? ... who he works for?
- How long has he worked for them? ... how long he has worked for them?

Exercise 9, p. 252.

- What my family thinks of me is very important to me.
- I always pay attention to what other people think of me.
- Where we live is exciting.
- How we eat is healthy.
- I think how most celebrities behave is admirable.
- I usually don't believe what I read in advertisements.

Exercise 10, p. 252.

- | | |
|--------------------------|-----------------------|
| 2. A: is my eraser | 4. A: has he been |
| B: it is | B: he has been |
| 3. A: didn't Franco lock | 5. A: are we supposed |
| B: he didn't lock | B: we are supposed |

Exercise 11, p. 253.

- Do you know how many minutes (there) are in 24 hours? (1,440 minutes)
- Do you know who won the Nobel Peace Prize last year? OR ... who the winner of the Nobel Peace Prize was last year?
- Do you know where Buddha was born? (northern India — which is now part of Nepal)
- Do you know how far it is from the earth to the sun? (about 93 million miles/149 million km.)
- Do you know when the first man walked on the moon? (1969)
- Do you know how long it takes for the moon to rotate around the earth? (about a month — 27 days, 8 hours)

Exercise 12, p. 253.

- I wonder whether the mail has arrived.
 I wonder whether or not the mail has arrived.
 I wonder whether the mail has arrived or not.
 I wonder if the mail has arrived or not.

Whether, if, and or not are added to *yes/no* questions.

Exercise 13, p. 254.

- Let me know if the financial report is ready.
- Let me know if it will be ready tomorrow.

3. Let me know if the copy machine needs paper.
4. Let me know if someone is waiting for me.
5. Let me know if we need anything for the meeting.
6. Let me know if you are going to be there.
7. Please check whether they got my message.
8. Please check whether the copy machine is working.
9. Please check whether there is any paper left.
10. Please check whether this information is correct.
11. Please check whether the fax came in.
12. Please check whether we are going to have Monday off.

Exercise 14, p. 254.

Partner A:

1. I wonder where Tom is.
2. I wonder when he is coming.
3. I wonder if/whether he's having car trouble.
4. I wonder how long we should wait for him.
5. I wonder if/whether anyone called him.
6. I wonder if/whether he forgot.

Partner B:

1. I wonder what causes earthquakes.
2. I wonder when the first book was written.
3. I wonder why dinosaurs became extinct.
4. I wonder if/whether there is life on other planets.
5. I wonder how life began.
6. I wonder if/whether people will live on the moon someday.

Exercise 16, p. 255.

1. Let's ask where the bus station is.
2. Let's ask how much the city bus costs.
3. Let's ask if/whether there is a bike rack on the bus.
4. Let's ask if/whether this bus schedule is correct.
5. We need to figure out how far it is from here to town.
6. We need to figure out how much it costs to take a bus from here to downtown.
7. We need to figure if/whether there is free Wi-Fi available.
8. I don't know where I/you left my/your keys.
9. I don't know if/whether my/your keys are in my/your bag.
10. I don't know where my/your shoe is.
11. I don't know what I/you did with my/your briefcase.
12. I'll find out if/whether he is single or married.
13. I'll find out what he does.
14. I'll find out where he works.
15. I'll find out if he'd (he would) like to come to dinner.

Exercise 17, p. 255.

Sample answers:

1. Do you know if/whether the restaurant is open yet?
2. Could you tell me what the homework was?
3. I'll find out what the date is.
4. I haven't heard if/whether it is supposed to be sunny.
5. Could you tell me how many days I have to return the coat?
6. I don't care if/whether we go to a movie or watch one at home.
7. It doesn't matter to me if/whether you bring your dog.
8. I'd like to know why I have a late fee on my bill.

Exercise 18, p. 256.

1. to do
2. to get

Exercise 19, p. 256.

2. The plumber told me how to fix the leak in the sink.
3. Please tell me where to meet you.
4. Robert had a long excuse for being late for their date, but Sandy didn't know whether to believe him or not.
5. Jim found two shirts he liked, but he wasn't sure which one to buy.
6. I've done everything I can think of to help Andy get his life turned around. I don't know what else to do.

Exercise 20, p. 256.

Sample answers:

2. to speak Chinese
3. to get ... to get her perfume ... to give her a gift card
4. to stay ... to do

Exercise 21, p. 257.

Correct sentences: 2, 3

Exercise 24, p. 258.

Sample answers:

2. It's too bad that Tim hasn't been able to make any friends. OR That Tim hasn't been able to make any friends is too bad.
3. It's a fact that the earth revolves around the sun. OR That the earth revolves around the sun is a fact.
4. It's true that exercise can reduce heart disease. OR That exercise can reduce heart disease is true.
5. It's clear that drug abuse can ruin one's health. OR That drug abuse can ruin one's health is clear.
6. It's unfortunate that some women do not earn equal pay for equal work. OR That some women do not earn equal pay for equal work is unfortunate.
7. It's surprising that Irene, who is an excellent student, failed her entrance examination. OR That Irene, who is an excellent student, failed her entrance examination is surprising.
8. It's a well-known fact that English is the principal language of business throughout much of the world. OR That English is the principal language of business throughout much of the world is a well-known fact.

Exercise 25, p. 259.

3. It's a fact that ...
4. It isn't true that ... (It's about 55–78%, depending on body size.)
5. It isn't true that ... (It's sunlight.)
6. It's a fact that ...
7. It isn't true that ... (It went online in 1992 and was developed by British computer scientist Tim Berners-Lee.)
8. It's a fact that ... (The average pregnancy is 22 months.)
9. It isn't true that ... (They were made out of tree trunks — 3500 B.C.)
10. It's a fact that ...
11. It's a fact that ...

Exercise 26, p. 259.

2. The fact that traffic is getting worse every year is undeniable.
3. The fact that the city has no funds for the project is unfortunate.

- The fact that the two leaders don't respect each other is obvious.
- The fact that there were no injuries from the car accident is a miracle.

Exercise 27, p. 259.

- Ⓐ Watch out!Ⓜ Mrs. Brooks said.
- Ⓐ Are you OK?Ⓜ she asked.
- Ⓐ You look like you're going to fall off that ladder,Ⓜ she said.

The punctuation is inside the quotation marks.
A comma is used at the end of a quoted statement.

Exercise 28, p. 260.

- Henry said, "There is a phone call for you."
- "There is a phone call for you," he said.
- "There is," said Henry, "a phone call for you."
- "There is a phone call for you. It's your sister," said Henry.
- "There is a phone call for you," he said. "It's your sister."
- I asked him, "Where is the phone?"
- "Where is the phone?" she asked.

Exercise 29, p. 261.

Sample answer:

And the moral of the story is to work hard and prepare for your future needs.

Exercise 31, p. 262.

Note: The use of *that* is optional for all the sentences.

- Jason and Liz are engaged
 - Jason and Liz were engaged
- not many in the class had a passing grade
 - not many in the class have a passing grade
 - not many in the class have a passing grade
- there are 1,440 minutes in a day
 - there are 1,440 minutes in a day

Exercise 32, p. 263.

- Mustafa said he was having the special.
- My parents said they went / had gone there for their anniversary.
- My dad said he went / had gone to school with the chef.
- Noor said she was going to join us for lunch.
- Noor said she is going to join us for lunch.
- Mustafa said he had never tasted such a delicious dessert.
- A customer said there was a mistake on their bill.

Exercise 33, p. 263.

- Maria asked if/whether we had seen her notes.
- Oscar asked me what I was/we were talking about.
- David asked if/whether the decision needed to be made today.
- Lillian asked if/whether everyone was sure this was the right decision.
- Ricardo asked me if/whether what I was saying was true.

Exercise 34, p. 263.

- | | |
|---------|---------|
| 1. said | 4. told |
| 2. said | 5. said |
| 3. said | 6. told |

Exercise 35, p. 264.

Alicia said she **couldn't** find her glasses and that she **had** to leave.

Exercise 37, p. 265.

- was scheduled
- could
- was snowing
- had
- had applied
- was going to continue

Exercise 38, p. 265.

- couldn't lend ... was
- was wearing ... was giving
- would meet ... promised
- was considering ... thought ... should do
- were going to be ... had to attend

Exercise 39, p. 266.

- that she was excited about her new job and that she had found a nice apartment.
- that he expected us to be in class every day and that unexcused absences may/might affect our grades.
- that Highway 66 would be closed for two months and that commuters should seek alternate routes.
- that every obstacle was a steppingstone to success and that I should view problems in my life as opportunities to improve myself.

Exercise 40, p. 266.

Sample answers:

- Alex asked Lea what she was doing. She replied that she was drawing a picture.
- Asako asked Marta if she wanted to go to a movie Sunday night. Marta said that she would like to but that she had to study.
- Johnny asked Mrs. Robinson how old she was. She told him that it was not polite to ask people their age. He also asked her how much money she made. She told him that was impolite too.

Exercise 41, p. 267.

- be
- speak

Exercise 42, p. 268.

- | | |
|-------------|------------|
| 2. turn off | 5. explain |
| 3. dress | 6. be |
| 4. tell | |

Exercise 43, p. 268.

- | | |
|-------------|---------------|
| 1. provide | 4. be named |
| 2. be given | 5. be allowed |
| 3. choose | |

Exercise 44, p. 268.

- | | |
|--------------|------------------|
| 1. show up | 5. be turned off |
| 2. wear | 6. lock |
| 3. share | 7. use |
| 4. be shared | |

Exercise 45, p. 269.

1. Tell the taxi driver **where** you want to go.
2. My roommate came into the room and asked me why **I wasn't** in class. I said (that) I **was** waiting for a telephone call from my family. OR I told him (that) ...
3. It was my first day at the university, and I **was** on my way to my first class. I wondered who else **would** be in the class **and what** the teacher would be like.
4. My professor asked me **what I intended** to do after I **graduated**.
5. **What a patient tells a doctor is** confidential.
6. What my friend and I **did was** our secret. We didn't even tell our parents what **we did**. (also possible: **had done**)
7. The doctor asked **if/whether** I felt OK. I told him that I **didn't** feel well.
8. I asked him what kind of **movies he liked**. **He said to me / He told me** (that) **he liked** romantic movies.
9. **"Is it true** (that) you almost drowned?" my friend asked me. "Yes," I said. "I'm really glad to be alive. It was really frightening."

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CHAPTER 13

Adjective Clauses

Pretest, p. 272.

1. C (no change)
2. I The gift **that is on the coffee table is for you**.
3. I A movie a friend **recommended turned** out to be very entertaining.
4. C (no change)
5. I I spoke with a couple **whose son** created a popular social media app.
6. I Each hotel room has a safe **in** which you can keep your valuables. (also possible: safe which you can keep your valuables **in** / safe **where** you can keep your valuables.)
7. C (no change)
8. I Anyone **who** wants to volunteer is welcome to come.
9. C (no change)
10. I Indonesia, **which** consists of thousands of islands, is the fourth most populated country in the world.
11. C (no change)
12. I The apartment building has ten floors and no elevator, **which will** be a challenge for me.

Exercise 1, p. 272.

1. diver
2. ring

The noun determines the pronoun.

Exercise 2, p. 273.

2. a, b
3. a, b
4. b

Exercise 3, p. 273.

2. The guy **who/that** is talking loudly on his phone is in my math class.

10. **The fact** that I almost drowned makes me very careful about water safety when I go swimming.
11. I didn't know where **I was** supposed to get off the bus, so I asked the driver **where the science museum was**. She **told** me the name of the street. She said she **would** tell me when **I should** get off the bus.
12. My mother did not live with us. When other children asked me **where my mother was**, I told them (that) she **was** going to come to visit me very soon.
13. When I asked the taxi driver to drive faster, he said **he would** drive faster if **I paid him** more. OR When I asked the taxi driver to drive faster, he said, "I will drive faster if you pay me more." At that time I didn't care how much **it would cost**, so I told him to go as fast as he **could**.
14. My parents told me **it** is essential to know English if I want to study at an American university.

Exercise 46, p. 269.

1st paragraph: that the information is very clear

2nd paragraph: What Simon has just done

3rd paragraph: that every student know (subjunctive)

3. The passenger **who/that** is sitting next to me is from Argentina.
4. The students **who/that** are standing behind us are from Turkey.
5. We are going on a route that is very crowded in the mornings.
6. The train that we are on often breaks down.

Exercise 5, p. 274.

Part I

- | | |
|-------------|--------------|
| 2. who is | 6. who had |
| 3. who has | 7. who would |
| 4. who are | 8. who has |
| 5. who have | |

Part II

1. will be
2. would like
3. is moving
4. have asked
5. are asking
6. have worked
7. had been stealing

Exercise 6, p. 275.

2. g who/that cleans teeth.
3. a that is decayed.
4. c that is put into a cavity
5. I that numbs the tooth area so the patient doesn't feel pain.
6. h that is put around a tooth.
7. b that straightens teeth.
8. f who/that put braces on teeth.
9. d who/that treat children.

Exercise 7, p. 275.

Note: *which* can be used in place of *that* although *which* is more common in British English.

1. He is looking for a job that leaves him free on weekends.
2. He is not looking for a job that requires him to work on weekends.
3. He is not looking for a job that includes a lot of long-distance travel.
4. He is not looking for a job that has a long commute.
5. He is looking for a job that is close to home.
6. He is looking for a job that has flexible hours.

Exercise 8, p. 276.

- | | |
|------|------|
| 1. S | 4. S |
| 2. O | 5. O |
| 3. S | |

Exercise 9, p. 276.

- | | |
|---------------|---------------|
| 2. b, e | 5. b, e |
| 3. a, b, d, e | 6. b, e |
| 4. b, e | 7. a, b, d, e |

Exercise 10, p. 277.

2. I bought the TV that / Ø a consumer guide rated highly.
3. The doctor who(m) / that / Ø you advised me to see was very helpful.
4. The tour guide recommended a restaurant that / Ø his cousin owns.
5. I didn't like the plumber who(m) / that / Ø my friend told me to call.

Exercise 11, p. 277.

In the a. sentences, the preposition comes at the end of the adjective clause.

In the b. sentences, the preposition comes before *whom/which* (at the beginning of the adjective clause).

Exercise 12, p. 278.

1. a, b, e
2. a, b, d, f

Exercise 13, p. 278.

1. The man who I was telling you about is standing over there.
The man whom I was telling you about is standing over there.
The man that I was telling you about is standing over there.
The man I was telling you about is standing over there.
The man about whom I was telling you is standing over there.
2. I must thank the people who I got a present from.
I must thank the people whom I got a present from.
I must thank the people that I got a present from.
I must thank the people I got a present from.
I must thank the people from whom I got a present.
3. The meeting that Omar went to was interesting.
The meeting to which Omar went was interesting.
The meeting Omar went to was interesting.
The meeting which Omar went to was interesting.

Exercise 14, p. 278.

- | | |
|----------------------|----------------------|
| 2. a. who / that / Ø | 4. a. who / that / Ø |
| b. who / that | b. who / that |
| 3. a. that | 5. a. that |
| b. that / Ø | b. that / Ø |

Exercise 15, p. 279.

1. In our village, there were many people **who/that** didn't have much money.
2. I enjoyed the book that you told me to **read**.
3. I still remember the man **who taught** me to play the guitar when I was a boy.
4. I showed my father a picture of the car I am going to **buy as** soon as I save enough money.
5. The man about **whom** I was **talking walked** into the room. OR The **man whom** I was talking about walked into the room. I hope he didn't hear me.
6. The people **who/that** appear in the play are amateur actors.
7. I don't like to spend time with people **who/that lose** their temper easily.
8. In one corner of the marketplace, an elderly **man was** playing a violin.
9. People who **work** in the hunger **program estimate** that 45,000 people worldwide die from starvation and malnutrition-related diseases every single day of the year.

Exercise 17, p. 280.

Correct sentences: 1, 2

Exercise 18, p. 280.

1. whose parents
2. whose department
3. whose health-care workers are on strike

Exercise 19, p. 281.

- | | |
|-------------|-------------|
| 1. a. whose | 3. a. whose |
| b. who | b. who |
| 2. a. who | |
| b. whose | |

Exercise 20, p. 281.

3. There is the girl whose mother is a surgeon.
4. There is the person whose picture was in the newspaper.
5. There is the woman whose car was stolen.
6. There is the woman whose keys you found.
7. There is the teacher whose class you are in.
8. There is the author whose book you read.

Exercise 21, p. 281.

2. I have been assigned a roommate whose parents teach at this school.
3. The people who live on my dorm floor seem nice.
4. I have a professor who won a prestigious award.
5. I met the man whose wife is the president of the college.

Exercise 22, p. 281.

- | | |
|----------|----------|
| 1. who's | 5. whose |
| 2. who's | 6. who's |
| 3. whose | 7. who's |
| 4. who's | 8. whose |



Exercise 23, p. 282.

- | | |
|------------|------------|
| 1. who is | 5. who is |
| 2. whose | 6. whose |
| 3. who has | 7. who has |
| 4. whose | 8. who is |

Exercise 25, p. 282.

2. This is the mattress where my grandmother hid some money.
This is the mattress under which my grandmother hid some money.
This is the mattress which / that / Ø my grandmother hid some money under.
3. That is the drawer where Johnny keeps a supply of candy.
That is the drawer in which Johnny keeps a supply of candy.
That is the drawer which / that / Ø Johnny keeps a supply of candy in.
4. Here is the safe where my mom locks up her jewelry.
Here is the safe in which my mom locks up her jewelry.
Here is the safe which / that / Ø my mom locks up her jewelry in.

Exercise 26, p. 283.

- | | |
|-------------|-------------|
| 1. a. which | 3. a. which |
| b. where | b. where |
| c. in which | c. in which |
| 2. a. where | 4. a. which |
| b. in which | b. where |
| c. which | c. in which |

Exercise 27, p. 284.

- | | |
|---------------|---------------|
| 1. that | 6. who / that |
| 2. that | 7. who / that |
| 3. where | 8. where |
| 4. who / that | 9. who / that |
| 5. that | |

Exercise 29, p. 284.**Part I**

- | | |
|-------|-------|
| 1. on | 3. in |
| 2. at | 4. in |

Part II

2. 7:05 is the time when their plane arrives.
7:05 is the time at which their plane arrives.
3. 2010 is the year when I last saw them.
2010 is the year in which I last saw them.
4. July is the month when the weather is usually the hottest.
July is the month in which the weather is usually the hottest.

Exercise 30, p. 285.

3. This used to be a movie theater when I was young.
4. We liked that restaurant where you could get a good meal for a great price.
5. The bakery where they made the best chocolate cake is no longer there.
6. There was a time when there were no stoplights.
7. The house where I was born is now an office building.

Exercise 32, p. 285.

- | | |
|---------|---------|
| 1. a, b | 4. b, c |
| 2. a, c | 5. a, b |
| 3. b | 6. b |

Exercise 33, p. 286.*Sample paragraph:*

Robert Ballard is an oceanographer who made headlines in 1985. He led a team that discovered the remains of the *Titanic*. The *Titanic* was an “unsinkable” passenger ship that has rested on the floor of the Atlantic Ocean since 1912 when it struck an iceberg. After Ballard had finished his examination of the ship, he left a memorial plaque that honored all those who died on that terrible night.

Exercise 34, p. 286.

1. someone at the top who understands our jobs
2. ones who seem to know everything
3. everything they want to do

Exercise 37, p. 288.

The adjective clause in sentence 1 can be omitted without changing the meaning.
The commas are used to set off additional information.

Exercise 38, p. 289.

1. Mercury, which is the nearest planet to the sun, is also the smallest planet in our solar system.
2. Research has shown that children who watch violent video games may become more aggressive.
3. People who live in glass houses shouldn't throw stones.
4. In a children's story, Little Red Riding Hood, who went out one day to visit her grandmother, found a wolf in her grandmother's bed.

Exercise 39, p. 289.

2. a. necessary: Did you hear about the man who rowed a boat across the Atlantic Ocean?
b. additional: My uncle, who loves boating, rows his boat across the lake near his house nearly every day.
3. a. additional: Rice, which is grown in many countries, is a staple food throughout much of the world.
b. necessary: The rice which we had for dinner last night was very good.
4. a. necessary: The newspaper article was about a man who died two weeks ago of a rare tropical disease.
b. additional: The obituary said that Paul O'Grady, who died two weeks ago of a sudden heart attack, was a kind and loving man.
5. a. additional: Tea, which is a common drink throughout the world, is made by pouring boiling water onto the dried leaves of certain plants.
b. necessary: Tea which is made from herbs is called herbal tea.
6. a. necessary: Toys which contain lead paint are unsafe for children.
b. additional: Lead, which can be found in paint and plastics, is known to cause brain damage in children.

Exercise 40, p. 290.

- | | |
|------|------|
| 3. a | 5. a |
| 4. b | 6. b |

Exercise 41, p. 290.

Note: When reading aloud, pause slightly after each comma.

1. a. (no change)
b. We enjoyed Mexico City, where we spent our vacation.

2. a. One of the most useful materials in the world is glass, which is made chiefly from sand, soda, and lime.
b. (no change)
3. a. You don't need to take heavy clothes when you go to Bangkok, which has one of the highest average temperatures of any city in the world.
b. Bangkok, where my father was born, is known as the Venice of the East.
4. a. Mr. Trang, whose son won the spelling contest, is very proud of his son's achievement.
b. (no change)
5. a. (no change)
b. (no change)

Exercise 42, p. 290.

- | | |
|------|------|
| 1. b | 3. a |
| 2. a | 4. b |

Exercise 43, p. 291.

Sample answers:

1. developed QDOS.
2. Tim Paterson worked for.
3. meant "quick and dirty operating system."
4. was developing a personal computer.
5. was looking for an operating system, bought Paterson's.
6. became known as MS-DOS.

Exercise 44, p. 292.

1. b
2. b

Exercise 45, p. 292.

2. I went to a few sales, only one of which had good discounts.
3. There are many clothing stores, the majority of which are for women and teenage girls.
4. I tried on five dresses, two of which I liked.
5. The movie theater is showing four movies, none of which sound good.
6. There are several ethnic restaurants in the food court, all of which have reasonable prices.
7. There are two cafés side by side, both of which serve excellent coffee.

Exercise 47, p. 293.

Which refers to:

1. The soccer team worked very hard to win
2. Some of the athletes attended practice during vacation

Exercise 48, p. 293.

2. She usually came to work late, which upset her boss.
3. So her boss fired her, which made her angry.
4. She hadn't saved any money, which was unfortunate.
5. So she had to borrow some money from me, which I didn't like.
6. She has found a new job, which is lucky.
7. So she has repaid the money she borrowed from me, which I appreciate.
8. She has promised herself to be on time to work every day, which is a good idea.

Exercise 49, p. 293.

2. The blue whale, which can grow to 100 feet and 150 tons, is considered the largest animal that has ever lived.

3. The plane was met by a crowd of 300 people, some of whom had been waiting for more than four hours.
4. In this paper, I will describe the basic process by which raw cotton becomes cotton thread.
5. The researchers are doing case studies of people whose families have a history of high blood pressure and heart disease to determine the importance of heredity in health and longevity.
6. At the end of this month, scientists at the institute will conclude their AIDS research, the results of which will be published within six months.
7. According to many education officials, "math phobia" (that is, fear of mathematics) is a widespread problem to which a solution can and must be found.
8. The art museum hopes to hire a new administrator under whose direction it will be able to purchase significant pieces of art.
9. The giant anteater, whose tongue is longer than 30 centimeters (12 inches), licks up ants for its dinner.
10. The anteater's tongue, which can go in and out of its mouth 160 times a minute, is sticky.

Exercise 50, p. 294.

- (2) city
- (3) 6:00
- (4) parking lot
- (5) bus
- (6) reports
- (7) coffee
- (8) commuting for an hour and a half

Exercise 52, p. 296.

2. **Walt Disney, the creator** of Mickey Mouse and the founder of his own movie production company, once was fired by a newspaper editor because he had no good ideas.
3. **Thomas Edison, the inventor** of the light bulb and the phonograph, was believed by his teachers to be too stupid to learn.
4. **Albert Einstein, one** of the greatest scientists of all time, performed badly in almost all of his high school courses and failed his first college entrance exam.

Exercise 53, p. 296.

2. Ecosystems are biological communities that/which contain living things and non-living things that/which are found in one particular environment.
3. The ecosystems that/which are being studied in our class include a tropical rain forest and Antarctic islands.
4. An optional trip to the Montreal Insectarium, which is considered North America's leading museum of insects, is also being offered.
5. Students who/that do not want to see insects can spend more time at the Biodome.

Exercise 54, p. 296.

- | | |
|------|---------|
| 1. a | 3. a, b |
| 2. b | 4. a |

Exercise 55, p. 297.

2. , the capital of Iraq.
3. , sensitive instruments that measure the shaking of the ground.

4. , the lowest place on the earth's surface,
5. , the capital of Argentina.
6. , devices that produce a powerful beam of light.
7. , the northernmost country in Latin America,
8. , the most populous country in Africa,
9. , the largest city in the Western Hemisphere, ... , the largest city in the United States,

Exercise 56, p. 298.

1. He saw geometric pattern in the objects that/which he looked at.
2. Water that/which was pouring from a faucet had crystal structures.
3. These were details that/which he had never seen before.
4. He began to draw complex patterns, some (of) which/some that took him weeks to finish.
5. Eventually he went to Finland to meet Dr. Berit Brogaard, who is/was a specialist in brain injuries.
6. Dr. Brogaard used a special MRI machine to study Padgett's brain and discovered that the part of the brain that/which is used for math was more active.
7. He also wrote a book, *Struck by Genius*, in which he described the trauma that/which he went through.

Exercise 57, p. 298.

1. Diamond Head, which is a mountain near Waikiki, was formed by a volcano 300,000 years ago.
2. Scientists studying Diamond Head say it is no longer an active volcano.
3. Visitors can hike the Diamond Head Trail, located inside the volcano's crater.
4. The trail, which leads hikers to a 360-degree view at the top, is 2.25 kilometers (1.4 miles) long.
5. Tourists planning to hike to the top should bring sunscreen and water because there is no shade on the trail.
6. The path, ending with 250 steps, is very steep.
7. At the top is an observation point overlooking Honolulu and the ocean.
8. Signs that/which are posted on the trail warn hikers not to leave the trail.
9. The trails can become very crowded. Some people are asking for changes allowing more access for tourists.
10. Many people who/that want to preserve the natural habitats oppose this change.

Exercise 58, p. 299.

Sample answers:

2. Disney World, an amusement park located in Orlando, Florida, covers a large area of land that includes lakes, golf courses, campsites, hotels, and a wildlife preserve.
3. The Republic of Yemen, located at the southwestern tip of the Arabian Peninsula, is an ancient land that has been host to many prosperous civilizations, including the Kingdom of Sheba and various Islamic empires.

Exercise 59, p. 300.

1. Baseball is the only sport in which I am **interested**.
OR Baseball is the only sport (**which**) I am interested **in**.
2. My favorite teacher, **Mr. Chu**, **was** always willing to help me after class.
3. It is important to be polite to people who **live** in the same building.
4. My sister has two children, **whose names** are Ali and Talal.
5. Paulo comes from Venezuela, (**which is**) a Spanish-speaking country.
6. There are some people in the government (who **are**) trying to improve the lives of the poor.
7. A myth is a story **expressing** traditional beliefs. OR A myth is a story **that / which expresses** traditional beliefs.
8. There is an old legend (**which is / that is**) **told** among people in my country about a **man who lived** in the seventeenth century and saved a village from destruction.
9. An old **man fishing** (OR **who / that was fishing**) next to me on the pier was mumbling to himself.
10. The road that we **took through** the **forest was** narrow and steep.
11. There are ten universities in Thailand, seven of **which** are located in Bangkok, (**which is**) the capital city.
12. At the national park, there is a path **leading** (OR **that / which leads**) to a spectacular waterfall.
13. At the airport, I was waiting for some relatives **who / that / whom / Ø** I had never **met before**.
14. It is almost impossible to find two persons **whose opinions** are the same.
15. On the wall, there is a colorful poster **that/which consists of/consisting** of a group of young people (who **are**) dancing.
16. The sixth member of our household is Pietro, **who** is my sister's son.
17. Before I came here, I didn't have the opportunity to speak with people **whose native tongue is English**.
OR ... people **for whom English** is their native tongue.

Exercise 60, p. 301.

Part I

A cancer is a group of cells that divide and grow abnormally. In normal cell activity, new cells divide to replace old or damaged cells. With cancer, the cells grow out of control. Sometimes they spread to other places in the body. At this point, the cancer is malignant and often incurable. A cancer is named after the organ where it began. For example, a cancer beginning in the lungs is called lung cancer.

Part II

It mainly answers the question "What happens?"

Pretest, p. 302.

1. C (*no change*)
2. I I appreciated **hearing** the news about your family.
3. I The professor decided **not** to give a long final exam.
4. I The team captain **encouraged** the players **to** work harder at practices.
5. C (*no change*)
6. I Who is responsible **for clearing** ice from the walkways?
7. C (*no change*)
8. C (*no change*)
9. I It can be deadly **to drive** a car and text at the same time.
10. C (*no change*)
11. C (*no change*)
12. I Instead of **having** a quiet night at home, why don't we invite a few friends over?

Exercise 2, p. 303.

With gerunds: 1a, 2b, 2c, 3a

Exercise 3, p. 303.

With infinitives: 3, 4, 5, 7

Exercise 5, p. 305.

Sample answers:

- | | |
|-------------|-------------|
| 2. paying | 6. applying |
| 3. going | 7. having |
| 4. deciding | 8. being |
| 5. making | 9. dropping |

Exercise 6, p. 305.

Sample answers:

2. getting
3. having
4. cleaning ... cleaning ... cleaning
5. going
6. doing
7. being

Exercise 8, p. 306.

- | | |
|------------|------------|
| 2. hoping | 5. doing |
| 3. working | 6. leaving |
| 4. going | |

Exercise 9, p. 306.

1. b
2. a

Exercise 10, p. 307.

Questions:

1. What do you need to do today?
2. What would you like to do this weekend?
3. What do you plan to do with English?
4. What should people refuse to do?
5. What shouldn't people pretend to do?
6. What should students expect to do?

Exercise 12, p. 307.

1. texting ... to stop ... to turn off ... to tell
2. to join ... lending ... to help ... to pay ... talking ... to see ... to have
3. getting ... to wait ... to be ... taking ... hearing

Exercise 13, p. 308.

1. We told **you** to call us.
2. Did Sami invite **you** to the party?
3. I warned **you** to drive more slowly.

Exercise 14, p. 309.

- | | |
|---------------------------|----------------------------|
| 4. to leave | 12. me to leave |
| 5. to leave / me to leave | 13. to leave / me to leave |
| 6. to leave | 14. me to leave |
| 7. to leave / me to leave | 15. me to leave |
| 8. me to leave | 16. me to leave |
| 9. to leave | 17. to leave |
| 10. to leave | 18. to leave |
| 11. to leave | |

Exercise 15, p. 309.

- | | |
|----------------------|-----------------------|
| 1. a. advised | 4. a. are not allowed |
| b. was advised | b. do not allow |
| 2. a. was forced | 5. a. warned |
| b. forced | b. was warned |
| 3. a. was encouraged | |
| b. encouraged | |

Exercise 16, p. 310.

Sample answers:

2. Roberto reminded me to take my book back to the library.
I was reminded (by Roberto) to take ...
3. The Dean of Admissions permitted me to register for school late.
I was permitted (by the Dean of Admissions) to register ...
4. The law requires every driver to have a valid driver's license.
Every driver is required (by law) to have ...
5. My boss told me to come to the meeting ten minutes early.
I was told to come ...

Exercise 18, p. 310.

Same meaning: 1 and 4; different meaning: 2, 3, 5

Exercise 19, p. 311.

1. b. swimming / to swim
2. a. seeing / to see
b. watching / to watch
c. reading / to read
3. a. moving / to move ... racing / to race
b. to move ... to race
4. a. lecturing / to lecture
b. talking
5. a. driving ... taking
b. driving / to drive ... taking / (to) take

6. a. to inform
b. not following
7. a. remaining / to remain
b. crying ... holding ... feeding ... burping ... changing

Exercise 20, p. 313.

- | | |
|------|------|
| 1. i | 6. c |
| 2. f | 7. h |
| 3. b | 8. a |
| 4. g | 9. d |
| 5. e | |

Exercise 21, p. 313.

- | | |
|------|------|
| 1. b | 4. b |
| 2. a | 5. a |
| 3. b | |

Exercise 22, p. 313.

- | | |
|-------------|-------------|
| 1. b. to do | 2. a. to do |
| c. to turn | b. to do |
| d. doing | c. watching |
| e. to lock | 3. talking |
| f. locking | b. to get |
| | c. drinking |

Exercise 24, p. 314.

1. b. me not to be late for the meeting
c. me not to be late for the meeting
2. a. to carry the suitcases
b. to carry the suitcases
3. a. quitting our jobs and opening our own business
b. quitting our jobs and opening ...
4. a. to take a check
b. me to pay cash
5. a. looking at the teacher / answering the question
b. not to look at the teacher / not to answer the question
6. a. me not to smoke
b. me not to smoke
c. me not to smoke
7. a. working on my paper
b. working on my paper
c. working on my paper
8. a. talking to his friends
b. talking to his friends
c. talking to his friends
9. a. to buy his wife an anniversary present
b. to buy his wife an anniversary present

Exercise 25, p. 315.

Each is a gerund.

Exercise 26, p. 316.

2. about going
3. in going
4. about going (*also OK: to go*)
5. to going
6. from going
7. from going
8. about going

Exercise 27, p. 317.

- | | |
|-----------------|-----------------|
| 2. to being | 4. for spilling |
| 3. about flying | 5. about having |

- | | |
|------------------|-------------------|
| 6. for being | 11. for doing |
| 7. for flying | 12. from taking |
| 8. from standing | 13. of listening |
| 9. of stealing | 14. in convincing |
| 10. for taking | |

Exercise 29, p. 318.

- | | |
|-------------------|--------------------|
| 2. of doing | 11. to wearing |
| 3. to getting | 12. to working |
| 4. for giving | 13. from making |
| 5. on taking | 14. to ... leaving |
| 6. in being | 15. having |
| 7. of working | 16. to doing |
| 8. for not coming | 17. for running |
| 9. in finding | 18. from using |
| 10. for coming | |

Exercise 30, p. 319.

Sample answers:

2. in finishing the project early / in getting the project done
3. about doing housework
4. for helping (out)
5. for not finishing his report
6. to eating spicy food
7. from going away for the (holiday) weekend

Exercise 34, p. 321.

Each is a form of the verb *go*.

Exercise 36, p. 322.

- | | |
|------------------|------------------|
| 2. go fishing | 5. went biking |
| 3. go sailing | 6. going dancing |
| 4. went swimming | |

Exercise 39, p. 324.

- | | |
|--------------|-------------|
| 1. exploring | 8. watching |
| 2. walking | 9. doing |
| 3. listening | 10. finding |
| 4. relaxing | 11. to go |
| 5. reading | 12. leaving |
| 6. sleeping | 13. to go |
| 7. getting | |

Exercise 41, p. 325.

1. remembering his children's birthdays
2. hiding his report card
3. eating her breakfast
4. learning foreign languages
5. sitting in traffic
6. singing songs on the bus trip
7. studying in the library
8. waiting in line to buy movie tickets [*Note: Some speakers of American English say "on line."*]

Exercise 46, p. 330.

- | | |
|--------------|---------------|
| 1. to do it. | 8. to do it. |
| 2. to do it. | 9. doing it. |
| 3. to do it. | 10. doing it. |
| 4. to do it. | 11. to do it. |
| 5. to do it. | 12. to do it. |
| 6. doing it. | 13. to do it. |
| 7. doing it. | 14. doing it. |

15. doing it.
16. to do it.
17. to do it.
18. to do it.
19. doing it.
20. doing it?
21. doing it.
22. doing it?
23. doing it?
24. to do it.
25. doing it.
26. doing it.
27. to do it.
28. doing it.
29. to do it.
30. doing it?
31. doing it.
32. to do it.
33. to do it.
34. to do it.
35. doing it.
36. to do it.
37. to do it.
38. doing it.
39. doing it?
40. doing it.
41. doing it.
42. to do it.
43. doing it.
44. to do it.
45. to do it.
46. doing it?
47. to do it.
48. doing it?
49. doing it.
50. to do it.

Exercise 48, p. 331.

- | | |
|---------|---------|
| 2. b | 5. b |
| 3. a, b | 6. a, c |
| 4. b, c | 7. a |

Exercise 49, p. 331.

1. I don't mind **having** a roommate.
2. **It is** hard for me **to** understand people who speak very fast.

3. Learning about another **country is** very interesting.
4. I tried very hard **not to make** any mistakes.
5. **Finding** an English tutor wasn't difficult. (An infinitive is also OK, but the gerund is more common.)
6. All of us needed **to go** to the ticket office before the game yesterday.
7. I'm looking forward **to going swimming** in the ocean.
8. **Skiing** in the Alps was a big thrill for me.
9. Don't **keep asking** me the same questions over and over.
10. During a fire drill, everyone is required **to leave** the building.
11. I don't **enjoy playing** card games. I prefer to spend my **time reading** or **watching** movies. OR **I prefer spending** my **time reading** or **watching** movies.
12. When I entered the room, I found my young son **standing** on the kitchen table.
13. Instead of **working**, Katie was lying on her bed **thinking** about her fiancé.

Exercise 50, p. 332.

Part II

- | | |
|-----------|---------------|
| 1. gerund | 3. infinitive |
| 2. gerund | 4. gerund |

CHAPTER 15

Gerunds and Infinitives, Part 2



Pretest, p. 334.

1. I Yasmin is returning **home to complete** her medical studies.
2. C (*no change*)
3. I Your little puppy seems very eager to **please**.
4. I The baby isn't **tired enough** to sleep right now.
5. I It's easy to be **fooled** by Jordan's charm.
6. C (*no change*)
7. C (*no change*)
8. I The car is really dirty. It needs to be **washed**.
9. C (*no change*)
10. I Could you help **me carry** the groceries inside? There are several bags.
11. I Rafael lets his young **children stay** up past midnight on weekends.
12. C (*no change*)
13. C (*no change*)

Exercise 1, p. 334.

Sentences 2, 3, 5

Exercise 2, p. 335.

- | | |
|--------|--------|
| 3. for | 6. to |
| 4. to | 7. for |
| 5. to | |

Exercise 3, p. 335.

- | | |
|------|------|
| 1. d | 5. h |
| 2. f | 6. c |
| 3. g | 7. e |
| 4. b | 8. a |

Exercise 4, p. 336.

Use *in order* with:

1. a, e
2. a, b, d

Exercise 6, p. 336.

The *be* verb comes before the adjectives; infinitives come after the adjectives.

Exercise 10, p. 339.

1. too ... to
2. enough ... to

Exercise 11, p. 339.

- | | |
|--------------|--------------|
| 1. a. too | 4. a. too |
| b. enough | b. enough |
| 2. a. enough | 5. a. enough |
| b. too | b. enough |
| 3. a. too | 6. a. too |
| b. enough | b. enough |

Exercise 13, p. 340.

- | | |
|------|------|
| 1. b | 4. b |
| 2. a | 5. a |
| 3. b | 6. b |

Exercise 14, p. 340.

1. to be given
2. being diagnosed
3. being seen
4. to be seen

Exercise 15, p. 340.

2. to be invited
3. to be invited
4. being invited
5. being invited
6. to be invited

Exercise 16, p. 341.

3. being understood
4. to be handwritten ... to be typed
5. to be called
6. being told
7. to be elected
8. to be given

Exercise 17, p. 342.

- | | |
|-----------------|---------------------|
| 1. able to read | 4. to be understood |
| 2. being | 5. to solve |
| 3. to read | 6. using |

Exercise 20, p. 343.

3. Mr. and Mrs. Sanchez regret having missed your wedding.
4. Nicholas appears to have gotten a new job.
5. The mechanic admitted having overcharged for repairs.
6. Mariah claims to have met several celebrities.

Exercise 21, p. 343.

1. c. meeting
d. meeting
e. met
2. a. survive
b. survived
c. survive
d. survived
e. surviving
f. survived

Exercise 22, p. 344.

- | | |
|---------|---------|
| 1. b | 5. a, b |
| 2. a | 6. a, b |
| 3. a, b | 7. b, c |
| 4. b, c | |

Exercise 24, p. 345.

2. to be fed / feeding
3. to clean
4. to gather

5. to be washed / washing
6. to be watered / watering
7. to pick them
8. to be repaired / repairing

Exercise 25, p. 345.

Sample answers:

1. The porch needs to be rebuilt / needs rebuilding.
2. The foundation needs to be replaced / needs replacing.
3. The siding needs to be painted / needs painting.
4. The roof needs to be fixed / needs fixing.

Exercise 27, p. 346.

They take the simple or *-ing* form, not the infinitive.

Exercise 29, p. 347.

Sample answers:

2. yell / yelling
3. fall / falling
4. run / running
5. ask about / asking about
6. help / helping

Exercise 30, p. 347.

- | | |
|------------|------------|
| 2. slam | 5. call |
| 3. snoring | 6. walking |
| 4. playing | 7. calling |

Exercise 31, p. 348.

Correct sentences: 1, 3, 4

Exercise 32, p. 348.

- | | |
|--------------------|---------------|
| 1. challenge | 5. forget |
| 2. (to) figure out | 6. (to) clear |
| 3. sit | 7. cook |
| 4. (to) move | |

Exercise 33, p. 349.

- | | |
|------|------|
| 1. c | 3. b |
| 2. a | |

Exercise 34, p. 350.

- | | |
|------|------|
| 1. b | 3. c |
| 2. a | |

Exercise 35, p. 350.

- | | | |
|------|------|------|
| 1. c | 3. b | 5. b |
| 2. a | 4. a | 6. c |

Exercise 36, p. 350.

- | | |
|--------------|-------------------|
| 3. cashed | 6. fixed |
| 4. to cook | 7. to do |
| 5. shortened | 8. take ... taken |

Exercise 39, p. 352.

You will probably hear/see sentence 2 more, but sentence 1 is correct in formal English.

Exercise 6, p. 360.

- The price of the room includes Wi-Fi, buffet breakfast, and use of the exercise room.
- (no change)
- We got an adjoining room for our son, his wife, and their daughter.
- (no change)
- My wife called room service, asked about vegetarian options, and ordered a meal.
- We searched for an on-demand movie with action, adventure, and suspense.
- (no change)
- The front desk clerk, the bellhop, the concierge, and the housekeeping staff were very attentive and courteous.

Exercise 7, p. 360.

- She is opening the door and greeting her guests.
- She is taking their coats and hanging them up in the closet.
- Molly is kind, generous, and trustworthy.
- Since she is hard of hearing, please try to speak loudly and clearly.
- Her boyfriend has come to the party with flowers, candy, and a ring.
- He has knelt down in front of her, taken her hand, and asked her to marry him.
- Molly is calm enough to listen and (to) say yes.
- They talked about getting married in June or (in) August.
- Molly was surprised but not shocked.
- They had discussed getting married at some point but not this year.

Exercise 8, p. 361.*Sample answers:*

- the noise
I dislike living in a city because of the air pollution, (the) crime, and (the) noise.
- flowers
Hawaii has a warm climate, beautiful beaches, and many interesting tropical trees and flowers.
- is a good leader
Mary Hart would make a good president because she works effectively with others, has a reputation for integrity and independent thinking, and is a good leader.

Exercise 10, p. 362.*Correct sentences:* 1, 3, 4**Exercise 11, p. 362.**

- Some members did push-ups, and some members lifted weights.
- The teacher demonstrated correct form. **A** group of new members watched.
- The teacher demonstrated correct form, and a group of new members watched.
- An assistant was available to help, but only a few people needed him.
- An assistant was available to help. **Only** a few people needed him.

Exercise 12, p. 363.*Correct sentences:* 2, 4

- I'd like to help. **Let** me know what you need.
- It's really hard to know what to do. **We** don't have much information yet.
- Let's wait to see what happens. **We** don't want to make a decision prematurely.

Exercise 13, p. 363.*Sample rewrite:*

Thank you for offering to drive students to the track meet. We are still hoping we can get a bus, **and** we will know later today. The first race starts at 4:00. The boys will be leaving school around 1:15, **but** the girls can leave at 1:30 since their race is at 4:30. We always appreciate parent volunteers. Thanks again for contacting me, **and I** will be back in touch soon.

Exercise 14, p. 363.

Ziplining began as a way to get people across impassible places like canyons **and** rivers. But in the 1980s, Costa Rica, with its emphasis on eco-tourism, turned it into a thrilling adventure. The opportunity to soar over spectacular scenery has made ziplining one of Costa Rica's top tourist attractions.

The concept is very simple. **A** cable is strung across a scenic area, for example, a lush forest or fast-moving river. **One** end of the cable is higher than the other. A harness for the rider hangs from the cable. **Riders** are strapped tightly into the harness. They climb to a platform, jump off, and **fly** through the air.

Ziplining's popularity has spread worldwide. **The** longest zip line is in Sun City, South Africa, where one cable is 1.2 miles (2 km) long. Average speeds are 75 miles (120 km) per hour! Not all zip line rides are as hair-raising. **Companies** around the world strive to provide exciting and **safe** rides that will appeal to a variety of experience levels and age groups.

Exercise 15, p. 364.

Agreement is determined by the noun that directly precedes the verb.

Exercise 16, p. 364.

- | | |
|--------|--------|
| 2. is | 6. are |
| 3. is | 7. are |
| 4. are | 8. are |
| 5. is | |

Exercise 17, p. 365.

- Yes. Both passengers and the driver were injured in the bus accident.
- Yes. The government is increasing both taxes and spending.
- Yes. The city suffers from both air and water pollution.
- Yes. Our team lost not only its first but also its second game.
- Yes. Some tech companies need not only more workers and but also more office space.
- Yes. The city is building not only a new freeway but also a new subway.

Exercise 18, p. 365.

- Yes. Either Jonas or William is going to take care of the neighbor's cat.
- Yes. Either my sister or brother is driving Ms. Androv to the airport.
- Yes. We can use either the front or back stairs.
- No. Neither her children nor her husband speaks English.
- No. They have neither an air-conditioner nor fan in their apartment.
- No. The window washers were neither fast nor slow.

Exercise 19, p. 365.

- | | |
|------|------|
| 1. b | 4. b |
| 2. a | 5. b |
| 3. a | |

Exercise 20, p. 366.

- Both Rika and Bettina enjoy shopping during sales.
- Neither Matt nor Taka is joining us.
- Both Matt and Taka are sick.
- Neither this store nor that store has the size I need.
- We can either eat lunch here or look for other restaurants.
- Both the manager and the assistant manager were helpful.
- You need either your receipt or your credit card for a return.
- Both the shops and the food court close at 10:00.
- We can take either the bus or (the) subway home.

Exercise 21, p. 367.

- | | |
|---------------|--------------|
| 2. harmless | 6. eating |
| 3. beneficial | 7. destroy |
| 4. tangle | 8. trainable |
| 5. attack | |

Exercise 22, p. 367.

Note: Parallel structures that are found within a larger parallel structure are underlined twice.

- justice, peace, and brotherhood
- where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy
- not the words of our enemies, but the silence of our friends
- political and moral question ... oppression and violence ... oppression and violence ... revenge, aggression, and retaliation

Exercise 23, p. 368.

- Slowly and **cautiously**, the firefighter climbed the burned staircase.
- Janice entered the room and looked around. **She** knew no one.
- Derek made many promises, but he had no intention of keeping any of them.
- The pioneers hoped to clear away the forest and **plant** crops.
- When Nadia moved, she had to rent an apartment, make new friends, **and find** a job.
- All plants need light, **a suitable climate**, and an ample supply of water and minerals from the soil.
- Both the main earthquake and subsequent aftershocks **were** devastating to the town.
- With their sharp eyesight, fine hearing, **and strong sense of smell**, wolves hunt mainly at night.
- Not only speed but also endurance **determines** a runner's success in a race.
- The ancient Egyptians had good dentists. **Archaeologists** have found mummies that had gold fillings in their teeth.

CHAPTER 17**Adverb Clauses****Pretest, p. 370.**

- I The first time I met your parents at the party for Nicholas and his girlfriend, **(I thought they were very nice)**.
- I After the movie ended, **the** audience stayed in their seats for a few minutes.
- I **When** Josh died, his family was very sad.
- I Rosa inherited a large amount of money from her parents **because** she was an only child.
- I Now that I **have** graduated, I need to look for a job.
- C (*no change*)
- I While some people enjoy being online a lot, others **don't**.
- C (*no change*)
- C (*no change*)
- I Even if he invites me to the party, I **won't** go. OR Even if he **doesn't invite** me to the party, I **will** go.

- C (*no change*)
- C (*no change*)
- I Only if Abdul's foot is better **can he** play in the soccer match next month.

Exercise 1, p. 370.

The adverb clause can be placed at the beginning or end of the sentence. When it comes before the main clause, there is a comma. If it comes after the main clause, there is no comma.

Exercise 2, p. 371.

- d, e, f
- a, d, e

Exercise 3, p. 372.

- Adolfo planned to stay with his cousins when he came to Chicago.
- As soon as the plane landed, a blizzard began.
- A blizzard began as soon as the plane landed.
- Once the plane landed, a blizzard began.
- Adolfo didn't go outside the airport until it stopped.
- When it stopped, Adolfo went outside.
- When he went outside, there weren't any taxis.
- He was stranded at the airport until the roads were cleared.
- As soon as the roads were cleared, he left the airport.

Exercise 4, p. 372.

- Paulo is a member of a championship basketball team. **He** is a wheelchair athlete. Paulo's legs are paralyzed. **When** he plays, he moves around the basketball court in a wheelchair. **He** has competed in many tournaments, and his team often wins.
- Fritz is a golden retriever. **He** appears to a typical dog except he has an important job. **He** is a service dog. **He** has been trained to help a blind person. **Whenever** his owner needs to go downtown, Fritz assists him. Fritz can help him cross streets, get on buses, go down stairs, and avoid obstacles.
- Sometimes when people speak to someone who is hard of hearing, they shout. **Shouting** is not necessary. **It** is important to face the person and speak clearly. **People** who are hard of hearing can often read lips. **My** father is hard of hearing, but he can understand me when I look at him and say each word clearly.

Exercise 5, p. 372.

- The next time** the teacher speaks too fast, Oscar is going to ask her to slow down.
- While** Oscar is listening to English, he tries not to translate from his language.
- His teacher encourages students to figure out the meaning **before** they check their dictionaries.
- Ever since** Oscar began studying English, he has wanted to speak fluently.

Exercise 6, p. 374.*Sample answers:*

- [after I do my homework.]
 - [before I went to my friend's house.]
 - [By the time you get home,] ... will have cooked
- [Ever since I was a child,] ... have been afraid
 - [when I petted it.]
 - [Whenever I see spiders,]
 - [as I was getting dressed this morning.]
 - [By the time I stopped screaming,] ... had run away
- [The last time I went overseas,] ... [The next time I go,]
 - [Whenever I create a password for a website,]
 - [Ever since I learned about identity theft,]

Exercise 7, p. 374.

- After the passengers got on the plane, the flight attendant closed the door.
- The passengers got on the plane before the flight attendant closed the door.
- Malea feels nervous whenever she flies.

- While the plane was climbing, we hit turbulence.
- Just as I was falling asleep, the pilot made an announcement.
- I fell asleep as soon as he finished.
- Just after I stood up to walk to the restroom, the flight attendant told us to fasten our seat belts.
- We had to stay in our seats until the pilot turned off the seat belt sign.
- Since we had lunch, the person next to me has been talking non-stop.
- The next time I fly, I will bring earplugs.
- I will text you as soon as we land.
- Just as soon as I get my bags, I will meet you in the passenger-loading zone.
- The first time I flew this airline, my bags were lost.
- I will be happy to stretch my legs once we get off the plane.
- By the time we land, we will have been on the plane for ten hours.

Exercise 8, p. 375.

- | | |
|------|-------|
| 2. d | 9. b |
| 3. c | 10. b |
| 4. d | 11. b |
| 5. d | 12. a |
| 6. a | 13. b |
| 7. b | 14. d |
| 8. c | |

**Exercise 9, p. 376.***Sample answers:*

- Just after Judy returned to her car, she called the police.
- Just as the police arrived, Judy began crying in frustration.
- When Judy returned to her car, she discovered that her car had been broken into.
- While Judy was buying jeans, a thief broke into her car.
- By the time Judy returned to her car, the thief was gone.
- As soon as Judy got back to her car, she called the police.

Exercise 11, p. 377.*Sample answers:*

- he thought the person was asking him about leaving.
- she gave a long answer.
- he won't snap his fingers.
- they have learned that cultural misunderstandings are a normal part of learning another language.
- they just smile.

Exercise 12, p. 377.*Idea of "because":*

- Now that I've finished art school,
- Since I've had formal training,

Exercise 13, p. 377.

- We can compare hotel prices since they are posted online.
- Now that we have read the online hotel reviews, we can choose our hotel.

- There is little chance we will get lost because we have GPS on our phones.
- Since people post online reviews instantly, customer service has improved.
- We won't get so homesick because we can video chat with our families.

Exercise 14, p. 378.

- Now that my grandmother lives alone, ...
- Now that she is 90, ...

Exercise 15, p. 379.

Sentence 2

Exercise 16, p. 379.

- | | |
|------|------|
| 2. a | 4. a |
| 3. b | |

Exercise 17, p. 379.

- | | |
|----------------|-----------------------|
| 2. a. Because | 4. a. even though |
| b. Even though | b. Because |
| 3. a. because | 5. a. Even though ... |
| b. even though | because |
| | b. Because |

Exercise 18, p. 380.

- Yes. Even though I stayed up all night, I went to work anyway.
- No. Even though my sister has a new baby, I haven't met her yet.
- Yes. Even though the food was terrible, I ate it anyway.
- Yes. Even though I didn't study, I passed the test anyway.
- No. Even though the weather is terrible today, I didn't stay home.
- No. Even though I fell down the stairs, I didn't get hurt.
- No. Even though I sent in an excellent college application, I didn't get accepted.
- Yes. Even though I rehearsed my speech several times, I was nervous.
- No. Even though I told the truth, no one believed me.
- No. Even though I bought a brand-new air conditioner, it doesn't work.
- Yes. Even though I changed my password, my account still got hacked.
- No. Even though I have a new cat and dog, I don't have enough pets.
- Yes. Even though my grandfather is 100 year old, he is still young at heart.
- Yes. Even though I didn't understand the joke, I laughed anyway.
- No. Even though my friends gave me a surprise birthday party, I wasn't surprised.
- No. Even though I backed up my computer files, I couldn't find all my documents.

Exercise 19, p. 380.

Sentences 1, 3

Exercise 20, p. 381.

- | | |
|------|------|
| 2. d | 5. a |
| 3. c | 6. b |
| 4. c | |

Exercise 22, p. 382.

Sentence 2

Exercise 23, p. 382.

- If I stay up all night, ...
- If I am sick tomorrow, ...
- If I wake up tomorrow and speak English fluently, ...
- If the power is out for 24 hours, ...
- If the government puts a 20% tax on snack food, ...

Exercise 24, p. 382.

It's your first day of class, and you're not sure what to call your teacher. Is the first name acceptable or too informal? If you use a title, should it be *Dr.* or *Professor*?

At the college level, many teachers actually prefer to use first **names because it feels friendlier and less formal**. They prefer not to have the psychological distance that a title creates.

While many teachers prefer first names, some would rather use titles. *Dr.* is for someone with a Ph.D. degree. It is important to know that not all instructors have Ph.D.s. In that case, *Professor* is more **appropriate as long as the teacher has the following job title: Professor, Associate Professor, or Assistant Professor**. Note that the last name, not first name, is used with *Dr.* and *Professor*.

Even though many graduate students teach college courses, they are not professors. One option for addressing them is *Ms.* or *Mr.* + last name. But most prefer first **names since they are still technically students**.

You can always ask your teacher: "What would you like to be called?" or "How would you like to be addressed?" Teachers like to have contact with students, and knowing your teacher's preference may make it easier for you to approach him or her.

Exercise 25, p. 383.

Correct sentences: 1, 2, 3, 4

Exercise 26, p. 383.

- | | |
|-----------|-----------|
| 2. a. so | 5. a. so |
| b. are | b. did |
| 3. a. not | 6. a. not |
| b. don't | b. can't |
| 4. a. so | |
| b. are | |

Exercise 27, p. 384.

True sentences: 1, 4, 5, 6

Exercise 28, p. 384.

- | | |
|------|------|
| 2. b | 5. b |
| 3. a | 6. b |
| 4. a | |

Exercise 29, p. 385.

- they are funny
 - they aren't funny
- you are finished
 - you aren't finished
- he gets a scholarship
 - he doesn't get a scholarship

5. a. the weather is cold
b. the weather is hot
6. a. you approve
b. you don't approve
7. a. it snows
b. it snows

Exercise 30, p. 386.

Sentence 1

Exercise 31, p. 386.

2. In case you (should) need to see me, I'll be in my office tomorrow morning around ten.
3. In case you (should) need any more information, you can call me.
4. In case you (should) have any more questions, ask Dr. Smith.
5. In case the dentist calls (should call), come get me.
6. In case you aren't happy with your present, you can return it to the store and get something else.

Exercise 33, p. 386.

- | | |
|----------|-----------|
| 1. isn't | 3. better |
| 2. is | 4. worse |

Exercise 34, p. 387.

2. You can't travel to that country unless you have a visa.
3. Unless you sign up for the test by Monday, you can't take it next month.
4. It's difficult to return a product to that store unless you have a receipt.
5. You can't get a motorcycle license unless you have passed a special training course.
6. The store won't accept your credit card unless you have ID with you.
7. Traffic fines increase unless you pay them right away.

Exercise 36, p. 387.

- | | |
|--------|---------|
| 1. No. | 3. No. |
| 2. No. | 4. Yes. |

Exercise 37, p. 388.

True sentences: 1, 3

Exercise 38, p. 388.

2. you have an invitation.
 3. you have a student visa.
 4. chews gum
 5. will go to the movie
 6. the temperature reaches 32°F / 0°C.
- (Notice subject-verb inversion for sentences 7.–10.)
See Chart 17-11 fn., p. 388.)
7. will you pass the exam.
 8. can you get into the soccer stadium.
 9. can he have screen time.
 10. will I have enough money to go to school.

Exercise 39, p. 389.

2. The doctor will give you a prescription only if you see her in person.
The doctor won't give you a prescription unless you see her in person.

3. You can go back to work only if you don't have a fever.
You can go back to work unless you have a fever.
4. I will leave for a few hours only if you don't need my help.
I will leave for a few hours unless you need my help.
5. You can take sick time only if you have a doctor's note.
You can't take sick time unless you have a doctor's note.
6. Your prescription will be ready on time only if you call the pharmacy now.
Your prescription won't be ready on time unless you call the pharmacy now.
7. You will get well quickly only if you take your medicine.
You won't get well quickly unless you take your medicine.

Exercise 40, p. 389.

1. Even if it rains, the party will be held outdoors.
Even if it doesn't rain, the party will be held indoors.
2. Whether or not it rains, the party will be held outdoors/indoors.
3. In case it rains, the party will be held indoors.
4. Unless it rains, the party will be held outdoors.
5. Only if it rains will the party be held indoors.
Only if it doesn't rain will the party be held outdoors.

Exercise 41, p. 390.

1. Once **we pay** our bills, we'll have a little money left over for the holidays.
2. **In case** there is an emergency, call the number on this paper.
3. (*no change*)
4. Unless you have a doctor's note, you **can't** take sick time from work.
5. If **tenants have** any questions about the apartment, they need to contact the manager.
6. Only if you help me **will I** clean the apartment.
7. When Yusef finished medical school at the age of 21, (**people were very surprised**).
8. The last time we were at the theater on a holiday weekend, (**it was very crowded**).
9. Even **if** I get a promotion to manager, I won't relocate to another city.
10. I care about you **whether** or not you believe me.

Exercise 42, p. 390.

How do people learn best? There is not one answer since much depends on individual learning styles and needs. Over 300 years ago, however, the noted inventor Benjamin Franklin made some observations regarding learning that still hold true for a great many learners today: "Tell me and I forget. Teach me and I remember. Involve me and I learn."

Imagine that you are learning how to fold a paper airplane. Before you ever pick up a piece of paper, the person says the following:

- Take a piece of paper.
- Fold it in half.
- Open the paper.
- Look at the crease in the middle.
- Now take one corner and fold it down along the crease.

All of the information is presented verbally. How well are you going to learn how to fold a paper airplane so long as the instructor continues in this manner?

Now imagine that your instructor is standing before you with paper and gives the directions while she folds the paper herself. Will this help you more?

Finally, imagine that both you and your instructor have paper. Every time she gives you instructions, both you and she fold your own papers.

Of the three methods, which one will be the most effective in helping you learn how to fold a paper airplane?

It's interesting to think about Benjamin Franklin's quote in relation to learning English. How do you learn English best? Is "being told" effective for you? What about "being taught"? How about "being involved"?

Tense: simple present

CHAPTER 18

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Reduction of Adverb Clauses to Modifying Adverbial Phrases

Pretest, p. 392.

1. C (*no change*)
2. I Before **Joseph accepted** the job, the company offered **him** additional vacation days. OR Before accepting the job, **Joseph was offered** additional vacation days.
3. C (*no change*)
4. I Since **coming** to this country, I have experienced some interesting cultural traditions.
5. C (*no change*)
6. C (*no change*)
7. I Not **having** spent much time with her grandparents when she was younger, Lauren was happy about their summer visit.
8. I **Needing** the package by the weekend, Barry paid for express delivery.
9. C (*no change*)
10. C (*no change*)

Exercise 1, p. 392.

Correct sentences: 1, 2

Exercise 2, p. 393.

- | | |
|------|------|
| 1. b | 4. a |
| 2. b | 5. b |
| 3. a | 6. b |

Exercise 3, p. 394.

2. a. Before I came to class, I stopped in a café for a cup of coffee. / Before coming to class, I stopped in a café for a cup of coffee.
- b. Before the students came to class, they met at a café for lunch. / Before coming to class, the students met at a café for lunch.
3. a. Since Alberto moved here, he has been taking business classes. / Since moving here, Alberto has been taking business classes.
- b. Since Alberto opened his new business, his family hasn't seen much of him. / (*no change*)
4. a. Omar's wife drove Omar to his downtown office after he (had) finished breakfast. / (*no change*)
- b. Omar walked up ten flights of stairs to his office after he (had) entered the building. / Omar walked up ten flights of stairs to his office after entering the building.

5. a. When the waiter took my order, I forgot to order a beverage. / (*no change*)
- b. When I order coffee, I always ask for extra cream and sugar. / When ordering coffee, I always ask for extra cream and sugar.
6. a. You should always read a contract carefully before you sign your name. / You should always read a contract carefully before signing your name.
- b. Before I signed my name, I had a lawyer look over the contract. / Before signing my name, I had a lawyer look over the contract.
7. a. After Karl had been climbing for several hours, his muscles began to ache. / (*no change*)
- b. After Karl slipped and lost his footing, he held onto the ledge with all his strength. / After slipping and losing his footing, Karl held onto the ledge with all his strength.

Exercise 5, p. 395.

1. Alan
2. a bear

Exercise 6, p. 396.

Modifying adverbial phrases:

1. b. Being a young widow with three children (because)
2. a. Sitting on the airplane and watching the clouds pass beneath me (while)
- b. Tapping her fingers loudly on the tray table in front of her (while)
3. a. Having guessed at the answers for most of the test (because)
- b. Realizing that I didn't know much (because / while)
4. a. Walking down the icy stairs without using the handrail (because / while)
- b. Having broken her arm in the fall (because)

Exercise 7, p. 396.

2. Not having tasted the soup, his girlfriend didn't realize how bad it was.
3. Believing that honesty can be hurtful, David doesn't tell her how he really feels.
4. Being a better cook, David does most of the cooking for them.

Exercise 8, p. 396.

- | | |
|------------|---------|
| 2. a, c | 6. b, c |
| 3. a, b | 7. b, c |
| 4. a, b, c | 8. b |
| 5. a, c | 9. a, b |

Exercise 9, p. 397.

2. a. Having made a “Welcome Home” sign, my younger siblings were excited to see me.
b. (no change)
3. a. Living a long distance from her job, my mom has to leave early every morning.
b. (no change)
4. a. Hearing / Having heard that my cousin was in the hospital, I called my aunt to find out how she was doing.
b. (no change)
5. a. (no change)
b. Not wanting to yell, my brother began taking deep breaths.
6. a. Recognizing my neighbor but having forgotten his name, I just smiled and said, “Hi.”
b. (no change)
7. a. (no change)
b. Convinced that she had the ability, I encouraged her to keep trying and not give up.

Exercise 10, p. 398.

2. e. Having done very well in her studies, Nancy expects to be hired by a top company after graduation.
3. h. (Having been) Born two months early, Monique needed special care for the first few weeks of her life.
4. d. Having done everything he could for the patient, the doctor left to attend other people.
5. a. Having never eaten / Never having eaten Thai food before, Marta didn’t know what to expect when she went to the restaurant for dinner.
6. c. Having no one to turn to for help, Sayid was forced to work out the problem by himself.
7. f. (Being) Extremely hard and nearly indestructible, diamonds are used extensively in industry to cut other hard minerals.
8. b. (Being) Able to crawl into very small places, mice can hide in almost any part of a house.

Exercise 11, p. 398.*Incorrect sentences:*

3. While **I was** walking across the street at a busy intersection, a truck nearly hit me. / While walking across the street at a busy intersection, **I was nearly hit by a truck.**
5. After **I arrived** at a picnic with my cousins, it began to rain quite hard.
6. While **I was** waiting for my husband at the mall, a friend from high school called out my name.
8. Being from out of town, **visitors were confused by** two streets that had the exact same name.

Exercise 12, p. 399.

There is a lot of interesting research that addresses how students can become more successful learners. In this blog, I’d like to highlight a few strategies for you to think about. While reading them, ask yourself if these strategies would be helpful to you.

1. **Space your practice:** When deciding whether to cram for a test or spread the review out over several days or weeks, you will benefit more by doing the latter, according to researchers. Cramming is very popular with students, but one problem is that it takes more energy to stay focused as the hours pass by. This energy is better used for learning. More important, cramming uses short-term memory. When you space out the practice over time, you activate your long-term memory and learn the material more deeply.
2. **Take a test:** Before beginning to learn new material, test your existing knowledge. For example, take a pretest like the one that opens each chapter of this book. You may get all the answers wrong, but interestingly enough, this doesn’t matter. Many scientists believe that pretests help prepare the brain to take in new information. One theory is that our thinking somehow adjusts so that we better know what to look for when learning new material. You can also benefit from self-testing. There are many ways to do this, but here are a few common ones. After reading a passage, try to recall the key points from memory. Or, make your own practice questions to answer. Another helpful technique is to quiz yourself frequently with flashcards that you create. These types of self-quizzing force you to use your long-term memory and help you remember better.
3. **Handwrite, rather than type, your notes.** A study at Princeton and UCLA found that students who wrote out their lecture notes were better able to understand concepts and retain information than students who used a laptop. When writing out notes in longhand, students have to think more. They can’t write every single word, so they have to comprehend and summarize as they write. With typing, it can become more of an automatic task, and all the words can be included without students’ really thinking about them.

Adverbial clauses:

(Introduction) While reading = While you are reading

1. When deciding = When you are deciding
2. Before beginning = Before you begin
when learning = when we learn
After reading = After you read
3. When writing out = When they write out

Exercise 13, p. 399.

All three sentences have the same meaning.

Exercise 14, p. 400.

1. b. Upon crossing the marathon finish line, Tina collapsed in exhaustion.
2. a. Upon looking in my wallet, I saw I didn’t have enough money to pay my restaurant bill.
b. (no change)
3. a. Upon finishing the exam, bring your paper to the front of the room.
b. Upon finishing the exam, I decided to check all my answers again.
4. a. Upon hearing the good news, the kids jumped up and down with joy.
b. (no change)

Exercise 15, p. 400.

3. a. (no change)
- b. Before leaving on her trip, Jane worked two jobs to earn enough money for a three-week stay.
4. a. My parents reluctantly agreed to let me attend the concert after talking / having talked it over.
- b. Not having checked if I had my ticket with me, I arrived at the concert empty-handed.
5. a. (no change)
- b. Being very popular, forest campsites are often taken by mid-morning.
6. a. After having to wait / having had to wait for more than half an hour, we were finally seated at the restaurant.
- b. Discovering that I had left my wallet in the car, I told my friends to order without me while I went to get it.

Exercise 17, p. 401.

- | | |
|------|------|
| 1. a | 3. b |
| 2. b | 4. a |

Exercise 18, p. 402.

A small accident helped Alexandar Graham Bell with his invention of the telephone. While running a test to create a machine for voices, Bell spilled acid on his coat. He called to Mr. Watson, his assistant, who was in a different room. Watson heard Bell's words coming out of their new machine. Upon realizing what had happened, Watson and Bell knew that the invention was successful. Bell told the world about his discovery after testing the machine multiple times. Scientists understood the value of his work, but the general public, believing the phone was more of a toy, paid little attention to his announcement.

CHAPTER 19**Connectives That Express Cause and Effect, Contrast, and Condition****Pretest, p. 404.**

1. C (no change)
2. I **Because the** roof was leaking, the living room had water on the floor.
3. C (no change)
4. I **Because** most large grocery stores have delis, we have been cooking less. (Note: A comma has been added.)
5. C (no change)
6. I The waiter was **so** helpful that I tipped him extra.
7. C (no change)
8. C (no change)
9. I The weather was sunny and warm. Nevertheless, we **didn't go** to the beach. OR The weather was sunny and warm. **So / Therefore / Consequently**, we went to the beach.
10. I Despite **the fact** that Andreas is a hard worker, he can't seem to keep a job for more than a few months.
11. C (no change)
12. I We need to hurry. Otherwise, we **won't** catch our plane. OR Otherwise, we'll **miss** our plane.

Exercise 1, p. 404.

1. Even though
2. so
3. consequently

Exercise 2, p. 405.

Connecting words: Even though ... nevertheless ... Although ... so ... Now that ... However

Exercise 3, p. 406.

Sentences 1, 2, 3, 4

Exercise 4, p. 506.

2. Martina feels homesick. (E) Martina moved to a new town. (C)
Because Martina moved to a new town, she feels homesick.
3. Vivian worked very hard. (C) Vivian won a scholarship. (E)
Because Vivian worked very hard, she won a scholarship.
4. Victor has lost weight. (E) Viktor reduced his sugar intake. (C)
Because Viktor reduced his sugar intake, he has lost weight.
5. Sanae increased her department's profits. (C) She was promoted to manager. (E)
Because Sanae increased her department's profits, she was promoted to manager.

Exercise 5, p. 406.

1. a, c
2. b, c

Exercise 6, p. 407.

1. because of / due to
2. because
3. because
4. Because of / Due to
5. Because
6. because of / due to

Exercise 7, p. 407.

2. the flu
3. loud noises at the beach
4. circumstances beyond their control
5. generous donors

Exercise 8, p. 408.

Sentences 1, 4, 6

Exercise 9, p. 408.

1. The runner wears a special blade attached at his knee. Therefore, he can compete in races. OR He, therefore, can compete in races. OR He can compete in races, therefore. OR The runner wears a special blade attached at his knee; therefore, he can compete in races.
2. The runner wears a special blade attached at his knee. Consequently, he can compete in races. OR He, consequently, can compete in races. OR He can compete in races, consequently. OR The runner wears a special blade attached at his knee; consequently, he can compete in races.
3. The runner wears a special blade attached at his knee, so he can compete in races.

Exercise 10, p. 409.

1. Because it was cold, she wore a coat.
2. (*no change*)
3. Because of the cold weather, she wore a coat.
4. (*no change*)
5. The weather was cold. Therefore, she wore a coat. OR The weather was cold; therefore, she wore a coat.
6. The weather was cold. She wore a coat, therefore. OR The weather was cold; she wore a coat, therefore.
7. The weather was cold, so she wore a coat.

Exercise 11, p. 409.

1. Freezing rain fell on the city. It was unsafe to walk outside because of slippery streets and falling branches.
2. Due to improvements in weather forecasting, people knew about the storm well in advance.
3. The storm damaged the power lines. Consequently, the town was without electricity. OR The storm damaged the power lines; consequently, the town was without electricity.
4. Due to the snowstorm, only two students came to class. The teacher, therefore, canceled the class.

Exercise 12, p. 409.*Correct sentences:* 3, 4**Exercise 13, p. 410.**

1. b, c
2. a, b
3. a
4. b

Exercise 14, p. 411.

1. The weather was bad. Therefore, we postponed our trip. OR We, therefore, postponed our trip. OR We postponed our trip, therefore. OR The weather was bad; therefore, we postponed our trip
2. Since the weather was bad, we postponed our trip. OR We postponed our trip since the weather was bad.
3. The weather was bad, so we postponed our trip.
4. Because of the bad weather, we postponed our trip. OR We postponed our trip because of the bad weather.
5. The weather was bad. Consequently, we postponed our trip. OR We, consequently, postponed our trip. OR We postponed our trip, consequently. OR The weather was bad; consequently, we postponed our trip.

6. Due to the fact that the weather was bad, we postponed our trip. OR We postponed our trip due to the fact that the weather was bad.

Exercise 15, p. 411.

1. Due to the fact that a camel can go completely without water for eight to ten days, it is an ideal animal for desert areas. OR A camel is an ideal animal for desert areas due to the fact that it can go completely without water for eight to ten days.
2. A tomato is classified as a fruit, but most people consider it a vegetable since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. OR Since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables, a tomato is considered a vegetable.
3. Due to a consumer demand for ivory, many African elephants are being slaughtered ruthlessly. Consequently, many people who care about saving these animals from extinction refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction, consequently, refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction refuse to buy any item made from ivory, consequently.
4. Because most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth, many sailors of the time refused to venture forth with explorers into unknown waters. OR Many 15th-century sailors / sailors of the 15th-century refused to venture forth with explorers into unknown waters because most Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth.

Exercise 16, p. 411.

1. d
2. c
3. a
4. b

Exercise 17, p. 412.

2. a. so
- b. such
- c. so
3. a. so
- b. so
- c. so
4. a. so
- b. so
- c. such

Exercise 19, p. 413.

2. g The radio was so loud that I couldn't hear what Michael was saying.
3. b Olga did such poor work that she was fired from her job.
4. a The food was so hot that it burned my tongue.
5. c The wind was so strong that it blew my hat off my head.
6. f The tornado struck with such great force that it lifted cars off the ground.
7. d So few students showed up for class that the teacher postponed the test.
8. h Charles used so much paper when he wrote his report that the printer ran out of ink.

Exercise 20, p. 413.*Correct completions:* 1, 4**Exercise 21, p. 414.**

3. a. Please be quiet so (that) I can hear what Sharon is saying.
b. I asked the children to be quiet so (that) I could hear what Sharon was saying.
4. a. I'm going to go to a cash machine so (that) I will have / have enough money to go to the store.
b. I went to a cash machine yesterday so (that) I would have enough money to go to the store.
5. a. Tonight Ann and Larry are going to hire a babysitter for their six-year-old child so (that) they can go out with some friends.
b. Last week, Ann and Larry hired a babysitter so (that) they could go to a dinner party at the home of Larry's boss.
6. a. Yesterday, I put the meat in the oven at 5:00 so (that) it would be ready to eat by 6:30.
b. Be sure to put the meat in the oven at 5:00 so (that) it will be / is ready to eat by 6:30.
7. a. I'm going to leave the party early so (that) I can get a good night's sleep tonight.
b. I'm not going to look at any messages on my phone or computer before I go to sleep so (that) my mind will be free of distractions.
8. a. Tommy pretended to be sick so (that) he could stay home from school.
b. He held a thermometer under hot water so (that) it would show a high temperature.

Exercise 22, p. 415.

3. I need a visa so **that** I can travel overseas.
4. I needed a visa, so I went to the embassy to apply for one.
5. Marta is trying to improve her English so **that** she can become a tour guide.
6. Olga wants to improve her English, so she has hired a tutor.
7. Tarek borrowed money from his parents so **that** he could start his own business.
8. I turned off my phone so **that** I can concentrate on my paperwork.

Exercise 23, p. 416.

- | | |
|--------|--------|
| 1. no | 4. no |
| 2. yes | 5. no |
| 3. yes | 6. yes |

Exercise 24, p. 416.

- | | |
|------------|------------|
| 1. outside | 5. outside |
| 2. inside | 6. outside |
| 3. outside | 7. outside |
| 4. outside | 8. inside |

Exercise 25, p. 417.

- | | |
|-----------|-----------|
| 1. was | 5. was |
| 2. wasn't | 6. wasn't |
| 3. was | 7. was |
| 4. was | |

Exercise 26, p. 417.**Part I**

- | | |
|--------------------|-------------------|
| 1. a. Nevertheless | 3. a. even though |
| b. but | b. but |
| c. even though | c. Nevertheless |
| 2. a. but | |
| b. Nevertheless | |
| c. Even though | |

Part II

- | | |
|---------------|-------------|
| 4. a. However | 5. a. yet |
| b. yet | b. Although |
| c. Although | c. However |

Exercise 27, p. 417.

1. b. (*no change*)
c. Even though Anna's father gave her some good advice, she didn't follow it.
d. Anna's father gave her some good advice. **She** did not follow it, however.
2. a. Thomas has been broke for months. I offered him some money. **He** refused it.
b. (*no change*)
c. Thomas has been broke for months. **Nevertheless**, he refused the money that I offered him.
d. Thomas has been broke for months, yet he still refused the money that I offered him.

Exercise 28, p. 418.

1. Even though his grades were low, he was admitted to the university. **OR** He was admitted to the university even though his grades were low.
2. His grades were low, but he was admitted to the university anyway.
3. His grades were low, yet he was still admitted to the university.
4. His grades were low. **Nonetheless**, he was admitted to the university. **OR** His grades were low; nonetheless, he was admitted to the university.
5. Despite his low grades, he was admitted to the university.
6. He was admitted to the university despite the fact that his grades were low. **OR** Despite the fact that his grades were low, he was admitted to the university.

Exercise 29, p. 418.

Sentences 1, 3, 4, 5

Exercise 30, p. 419.*Sample answers:*

1. My grandfather is quite active; however, my grandmother is often in bed. **OR** My grandfather is quite active. My grandmother, on the other hand, is often in bed.
2. My grandmother has a sunny personality; however, my grandfather is more negative. **OR** My grandmother has a sunny personality. **My** grandfather, on the other hand, is more negative.
3. Elderly people in my country usually live with their children; however, the elderly in the United States often live by themselves. **OR** The elderly in the United States, on the other hand, often live by themselves.



Exercise 34, p. 420.

- | | |
|----------|----------|
| 1. can | 3. can't |
| 2. can't | 4. can't |

Exercise 35, p. 420.*Sample answers:*

- I need to / should / had better / have to wash my clothes tonight. Otherwise, I won't have any clean clothes to wear tomorrow.
- We need to / should / had better / have to start cooking dinner now. Otherwise, it won't be ready in time.
- I need to / should / had better / have to change my sheets. Otherwise, I won't be able to sleep.
- You need to / should / had better / have to help me get ready for the party. Otherwise, I won't have one.
- We need to / should / had better / have to clear the snow from the walkway. Otherwise, people could slip and fall.
- I need to / should / had better / have to begin as soon as I get home. Otherwise, I won't get everything done.
- You need to / should / had better / have to start soon. Otherwise, the weekend will be over!

Exercise 36, p. 421.*Sample answers:*

- I failed the exam because I did not study.
- Although I studied, I failed / didn't pass the exam.
- I did not study. Therefore, I failed / didn't pass the exam.
- I did not study. However, I passed the exam.
- I studied. Nevertheless, I failed / didn't pass the exam.
- Even though I did not study, I (still) passed the exam.
- I did not study, so I failed / did not pass the exam.
- Since I did not study, I failed / did not pass the exam.
- If I study for the exam, I will pass it.
- Unless I study for the exam, I will fail / won't pass it.
- I must study. Otherwise, I will fail / won't pass the exam.
- Even if I study, I won't pass / will fail.
- I did not study. Consequently, I failed / didn't pass the exam.
- I did not study. Nonetheless, I passed the exam.
- I will probably fail / I probably won't pass the exam whether I study or not.
- Only if I study will I pass the exam.
- I studied hard, yet I (still) failed / didn't pass the exam.
- You'd better study, or else you will fail / not pass the exam.

Exercise 37, p. 421.

- | | |
|------|------|
| 1. a | 5. a |
| 2. a | 6. b |
| 3. b | 7. a |
| 4. b | |

Exercise 39, p. 422.

- | | |
|--------------|--------------|
| 1. so that | 4. therefore |
| 2. However | 5. If |
| 3. therefore | 6. While |

Exercise 40, p. 423.

- The hotel had a mistake on its website. The price was very **low**, so many people wanted rooms.
- Due to **the high cost of medical care** in the U.S., people need to have insurance.
- The dorm room I was assigned to has a broken heater; therefore, I have complained to the office.
- Because **Jamal waited too long to renew his visa**, it has expired.
- Jenn had surprisingly low test scores. **Therefore**, the college she chose didn't admit her.
- Despite **the freezing weather** today, I'm going to take a run in the park.
- It was such a hard test **that** no one finished on time.
- We should leave now; otherwise, we will get stuck in traffic.
- The electric bill was months overdue; **therefore**, the power company turned off the power to the home. OR The electric bill was months overdue; nevertheless, the power company **didn't turn** off the power to the home.
- Please talk more quietly so that we **can** hear the speaker.
- You should apply for a scholarship soon unless you **want** to miss the deadline. OR You should apply for a scholarship soon **if** you don't want to miss the deadline.
- Since **many people know your password**, you **should change it**.
- My parents bought a house in our neighborhood so that they **can / could** be closer to their grandchildren.

Exercise 41, p. 424.*Sample answers:*

- a pessimist thinks negatively about it.
- she sees it as a single event and believes she will do better on the next one.
- she sees it as luck.
- optimists don't.
- they are happier / they are not so affected by bad events.
- pessimists see the worst.
- they can train themselves to respond to events in more positive terms.
- pessimists can learn to be optimistic.
- he needs to first become conscious of his behavior.

Conditional Sentences and Wishes

Pretest, p. 426.

- I If I had more money right now, I **would** lend you some.
- C (*no change*)
- C (*no change*)
- I I would apply for a scholarship if I **were** you.
- I School would be easy for me if I **had** your memory.
- 9. C (*no change*)
- I The subway was late. Otherwise, I **would have been** here an hour ago.
- C (*no change*)
- I I wish you **would** stop complaining.

Exercise 1, p. 426.

Sentence 1 is unreal or a hypothetical situation.
Sentence 2 is a real situation.

Exercise 2, p. 427.

- R
- R
- U
- U

Exercise 3, p. 427.

- will do
- would do
- would have done

Exercise 4, p. 428.

Sentence 2 = habitual
Sentences 1 and 3 = future

Exercise 5, p. 428.

- a. habitual
b. future
- a. future
b. habitual
- a. habitual
b. future

Exercise 6, p. 428.

- (*both correct*)
- will let
- (*both correct*)
- (*both correct*)
- (*both correct*)
- will recharge

Exercise 8, p. 429.

- If I'm talking
- If we get
- If it's
- If he's planning
- If it's not working
- If she works
- If I should get

Exercise 9, p. 429.

- a. isn't
b. doesn't teach
- a. doesn't have
b. isn't

Exercise 10, p. 430.

- a. unreal
b. real
- a. real
b. unreal
- a. unreal
b. real

Exercise 11, p. 430.

- spend; If they didn't spend so much time shopping, they would save a lot of money.
- doesn't like; If the boy liked peas, he would eat them.

Exercise 12, p. 431.

- a. have
b. had
- a. will go
b. would go / could go
- a. am
b. were not

Exercise 14, p. 431.

- will float / floats
- were ... would not be ... would not exist
- will disappear / disappears
- didn't hibernate ... would need
- had ... would have to ... wouldn't be

Exercise 15, p. 432.

- now
- yesterday

Exercise 16, p. 432.

- lost, f
- helped, c
- stayed, a
- been, b
- had, e

Exercise 17, p. 433.

- had followed ... wouldn't have spent
- hadn't been ... would have paid
- had rented ... would have found
- had listened ... wouldn't have driven
- had taken ... would have been

Exercise 19, p. 433.

- If I had known ... I would have acted
- If we hadn't believed ... we wouldn't have felt
- If you hadn't told ... I wouldn't have believed
- If it had been ... I wouldn't have been
- If he hadn't lied, I would have had

Exercise 20, p. 434.

- a. no
b. no
c. past
- a. no
b. no
c. present
- a. no
b. no
c. past
- a. no
b. no
c. present
- a. no
b. yes
c. present
- a. yes
b. no
c. past
- a. no
b. no
c. present

Exercise 21, p. 435.

- c. U If the weather had been warm, (past)
- a. U If I had more money, (present/future)
b. U If I had had more money, (past)

3. a. R If I don't have to work, (present/future)
- b. U If I hadn't had to work, (past)
- c. U If I didn't have to work, (present/future)

Exercise 22, p. 435.

1. b. I would buy it.
c. I would have bought it.
2. a. they will call.
b. they would call.
c. they would have called.
3. a. he would have asked.
b. he will ask.
c. he would ask.
4. a. if it fit.
b. if it had fit.
c. if it fits.
5. a. if we have extra time.
b. if we had had extra time.
c. if we had extra time.

Exercise 23, p. 435.

1. a. have
b. had
c. had had
2. a. would go
b. would have gone
c. will go
3. a. had been ... would have visited
b. is ... will visit
c. were ... would visit

Exercise 24, p. 436.

1. were ... would tell
2. had had ... would have taken
3. have ... will give
4. had ... wouldn't have to
5. B: would have come ... helped ... had told
A: would have come ... had called
6. doesn't rain ... will die ... die ... will go
7. had realized ... wouldn't have made
8. would we use ... didn't have

Exercise 25, p. 437.

- | | |
|-----------|----------|
| 1. a. no | 3. a. no |
| b. no | b. yes |
| 2. a. yes | c. no |
| b. no | 4. a. no |
| | b. yes |

Exercise 26, p. 437.

- | | |
|------------|------------|
| 4. did | 8. were |
| 5. weren't | 9. had |
| 6. had | 10. didn't |
| 7. weren't | 11. hadn't |

Exercise 27, p. 438.

1. Yoko
2. Olga

Exercise 28, p. 438.

1. b. were
2. a. hadn't been
b. had been ... would have

3. a. had been ... wouldn't have
- b. hadn't been ... would have

Exercise 29, p. 439.

2. if you were wearing a coat, you wouldn't be cold.
3. if he hadn't been driving too fast, he wouldn't have gotten a ticket.
4. if I weren't enjoying myself, I would leave.
5. if you hadn't been sleeping, I would have told you the news as soon as I heard it.

Exercise 30, p. 439.

3. weren't drying
4. hadn't been drying
5. were having
6. hadn't been reading
7. weren't vacuuming

Exercise 31, p. 440.

1. earlier ... now
2. now ... earlier

Exercise 32, p. 440.

1. earlier ... now
2. now ... earlier
3. now ... earlier in the semester
4. in the past ... now
5. now ... an hour ago
6. today ... this morning
7. right now ... yesterday

Exercise 33, p. 440.

2. The room is full of flies because you left the door open.
If you hadn't left the door open, the room wouldn't be full of flies.
3. You are tired this morning because you didn't go to bed at a reasonable hour last night.
If you had gone to bed at a reasonable hour last night, you wouldn't be tired this morning.
4. I didn't finish my report yesterday, so I can't begin a new project today.
If I had finished my report yesterday, I could begin a new project today.
5. I'm not you, so I didn't tell him the truth.
If I were you, I would have told him the truth.
6. I don't know anything about plumbing, so I didn't fix the leak in the sink myself.
If I knew something about plumbing, I would / could have fixed the leak in the sink myself.

Exercise 34, p. 441.

- | | |
|--------------------|--------------------|
| 1. hadn't collided | 4. hadn't collided |
| 2. hadn't hit | 5. had survived |
| 3. hadn't blocked | |

Exercise 35, p. 441.

All the sentences are correct.

Exercise 36, p. 442.

2. Were I you, ...
3. Were I your teacher, ...
4. Should I change my mind, ...
5. ... had she been better prepared

6. Had I a choice, ...
7. Should you need to reach me, ...
8. Had I known what would happen, ...

Exercise 37, p. 442.

- | | |
|---------|---------|
| 2. b | 5. a, d |
| 3. c, d | 6. b, c |
| 4. a | 7. c, d |

Exercise 38, p. 443.

True sentences: 1, 3

Exercise 39, p. 443.

3. The fire would have spread quickly if the fire trucks had been far away.
4. If I hadn't stepped on the brakes, I would have hit the little girl on the bike.
5. I couldn't have finished my project on time if you hadn't helped me.
6. If my party guests hadn't quieted down, the neighbors would have called the police about the noise.
7. I would have missed my flight if my friend hadn't called and woken me up.

Exercise 40, p. 443.

- | | |
|---------|------|
| 1. a, b | 4. a |
| 2. a | 5. b |
| 3. b | |

Exercise 41, p. 444.

1. would try
2. is finished
3. would have tried
4. would have been here
5. weren't working / didn't work
6. would have worn
7. were ... wouldn't be
8. weren't ... would be paying
9. hadn't turned on
10. would forget ... weren't
11. would be
12. wouldn't ride

Exercise 44, p. 446.

2. were shining
3. had gone
4. knew
5. were wearing / had brought
6. had
7. could meet
8. had come
9. were lying
10. hadn't forgotten
11. had eaten
12. hadn't stayed

Exercise 45, p. 446.

- | | |
|----------|------------|
| 5. did | 11. did |
| 6. had | 12. were |
| 7. could | 13. didn't |
| 8. would | 14. could |
| 9. were | 15. had |
| 10. had | |

Exercise 46, p. 447.

Part II

- | | |
|----------------|-----------------|
| 2. now; unreal | 5. past; unreal |
| 3. now; unreal | 6. past; unreal |
| 4. now; real | |

Exercise 47, p. 448.

Correct sentences: 1, 3

Exercise 48, p. 448.

2. would lend
3. were coming
4. weren't going to give
5. would tell
6. would happen

Exercise 49, p. 448.

1. (a) Anna wishes Yoko would come to the concert.
(b) Anna wishes Yoko would change her work schedule / her mind.
2. (a) Helen wishes Judy would pick up after herself, wash her dirty dishes, pick up her clothes, and make her bed.
(b) Judy probably wishes Helen wouldn't nag her to pick up after herself.

Exercise 50, p. 449.

2. hadn't become ... had become
3. had come
4. would tell
5. A: didn't have to
B: were
6. had worn

Exercise 52, p. 450.

1. If I had **known** more about it, I would have had better advice for you.
2. If **I were** you, I would spend more time outdoors. OR **Were I** you, I would spend more time outdoors.
3. Should my manager **need** to reach me, I'll be at the bank and post office.
4. If **anyone** should ask for me, tell them I'm not available. OR **Should anyone ask** for me, tell them I'm not available.
5. If you continue to drive so fast, **I will** get out of the car.
6. She wishes she **had gone** to the doctor when she first had symptoms.
7. If it were not **snowing** outside, we could walk to the mall.
8. I would have done things differently **had I** received the correct information.
9. They hurried; otherwise, they **would** have missed their train.
10. The team never **would** have won the game yesterday without your help.
11. I hope I **can** meet with you tomorrow.
12. We're really late. I wish you **would** hurry.
13. If I had brought a lunch to work, I wouldn't **be** hungry now.
14. I wish I **had asked** more questions when we reviewed for the exam yesterday.

. Exercise 53, p. 450

Can you imagine a world where people felt no pain? At first it sounds appealing. You wouldn't know the agonizing suffering that comes from pain. If you had a throbbing headache or toothache, you wouldn't even feel it. But you also wouldn't know to check if the headache or toothache indicated something more serious. Or if you had a different condition, like a broken bone, you wouldn't necessarily know that it needed to be treated.

Some people are born with an inability to feel pain. However, rather than being a positive condition, it causes untold problems. If people can't feel pain, they don't know if they are hurt. For parents of young children, this is a

nightmare. How would a child know about the dangers of a hot stove or broken glass? A burn wouldn't be painful and a cut wouldn't hurt.

Parents of these children have to continually watch for injuries. Normal activities like going to the playground aren't at all normal. Suppose a child fell from the top of a slide. He or she might find this fun and try to do it again, risking further injury.

Pain turns out to be lifesaving; it helps us to know if something is wrong and requires treatment. Without it, we would go through life hurting ourselves, possibly with deadly outcomes. www.irLanguage.com

