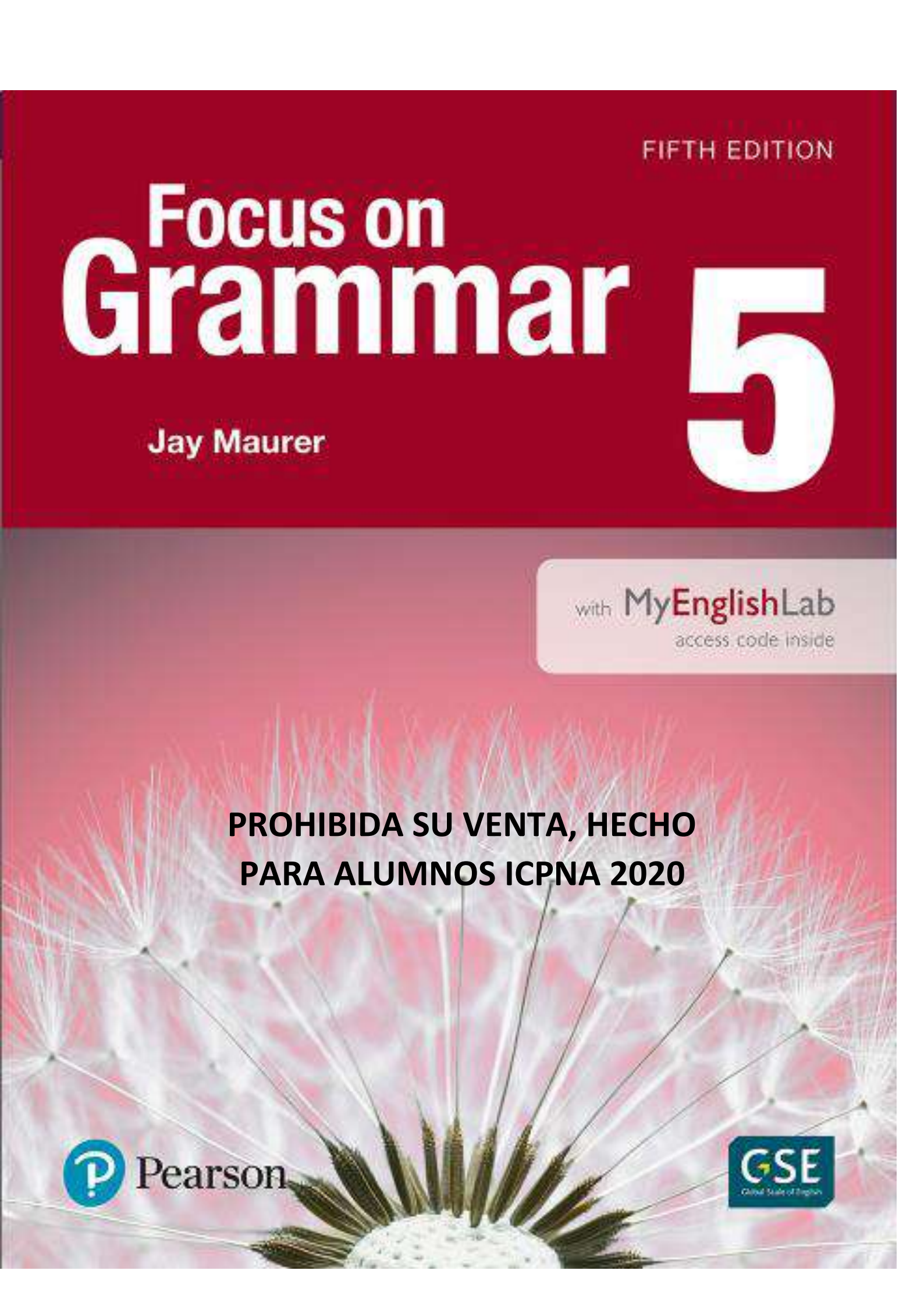
FIFTH EDITION

Focus on Grammar 5

Jay Maurer

with MyEnglishLab
access code inside

PROHIBIDA SU VENTA, HECHO PARA ALUMNOS ICPNA 2020



Pearson

GSE
Global Scale of English

Contents

	Welcome to *Focus on Grammar*	v
	The *Focus on Grammar* Unit	viii
	Scope and Sequence	xiv
	About the Author	xxvi
	Acknowledgments	xxvii
	Reviewers	xxviii
	Credits	xxix
	PART 1 Present, Past, and Future	2
UNIT 1	Present Time	4
UNIT 2	Past Time	18
UNIT 3	Future Time	35
	PART 2 Modals and Other Auxiliaries	50
UNIT 4	Modals to Express Degrees of Necessity	52
UNIT 5	Modals to Express Degrees of Certainty	69
	PART 3 Passive Voice	84
UNIT 6	Passives: Part 1	86
UNIT 7	Passives: Part 2	105
	PART 4 Gerunds and Infinitives	122
UNIT 8	Gerunds	124
UNIT 9	Infinitives	140
	PART 5 Nouns	158
UNIT 10	Count and Non-Count Nouns	160
UNIT 11	Definite and Indefinite Articles	178
UNIT 12	Quantifiers	194
UNIT 13	Modification of Nouns	211

Contents (continued)

	PART 6 Adjective Clauses	226
UNIT 14	Adjective Clauses: Introduction	228
UNIT 15	Adjective Clauses and Phrases	247
	PART 7 Adverbs	264
UNIT 16	Adverbs: Sentence, Focus, and Negative	266
UNIT 17	Adverb Clauses	282
UNIT 18	Adverb and Adverbial Phrases	298
UNIT 19	Connectors	315
	PART 8 Noun Clauses	332
UNIT 20	Noun Clauses: Subjects, Objects, and Complements	334
UNIT 21	Direct and Indirect Speech	352
	PART 9 Conditionals and the Subjunctive	372
UNIT 22	Conditionals; Other Ways to Express Unreality	374
UNIT 23	More Conditions; The Subjunctive	392
	Appendices	411
	Glossary of Grammar Terms	423
	Unit Review Answer Key	427
	Games and Pronunciation Answer Key	435
	Information Gaps, Student B	437
	Index	443
	Text Sources	452

Present, Past, and Future

UNIT 1

Present Time

THE DIGITAL WORLD

UNIT 2

Past Time

INTERCULTURAL MARRIAGE

UNIT 3

Future Time

TRAVEL



UNIT 1

Present Time

THE DIGITAL WORLD

OUTCOMES

- Describe events, states, and situations in the present
- Recognize an author's attitude in an article about technology
- Identify main points in a conversation about identity theft
- Participate in discussions about technology, expressing opinions, agreeing and disagreeing
- Write a five-paragraph essay about the benefits of an electronic device

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. What electronic devices do you use for communication with others? How often do you use them?
2. Do you think digital advances have changed our world for the better or for the worse?

READ

Read this article about staying in close connection with other people.

Connected!

Most of us hardly go anywhere today without a cell phone, an iPad, or a laptop—or so it seems. We're trying to communicate with each other 24/7. We want to be "connected." How do we accomplish this? We access the Internet to contact friends on Facebook or Twitter. We send and receive emails, write and read blogs, call others and text them on our cell phones. We're "available" most of the time. Is this constant communication good? I think it's positive overall, though there are some downsides to living digitally.



My 17-year-old daughter, Allison, is an excellent example. She has joined the social networking sites Facebook and Twitter. Facebook has been around since 2005 and Twitter since 2006. This evening, Allison is sitting in front of her computer. She's reading posts from her friends and writing responses. At the moment, she's laughing, probably at a picture or amusing comment. She's having a great time, but she still hasn't done her homework, and she probably won't finish it until very late tonight.

Then there's my 15-year-old son, Nick. It seems that he just can't do without his cell phone, which he's had since his birthday four months ago. Right now, Nick is texting friends. He's been doing that for the last half hour and shows no signs of stopping. I'm afraid that Nick spends far too much time on his phone, and that it's affecting his powers of concentration. Nick's teachers say he isn't doing well in the classroom. They've been having difficulty getting his attention.

Then there's my wife Elena, who loves email. After dinner every night, Elena gets out her laptop, logs on to the Internet, and reads and answers her messages. These days, she's getting hundreds of email messages a week, and she's having trouble staying on top of them. This makes her feel stressed out.

And then there's yours truly.[1] I go to the office three days a week and telecommute the other two. When I'm working at home, I write a blog. (By the way, do you know the origin of the word "blog"? It's a contraction of "web log," which is a type of website.) On my blog, I write regular entries and comment on what others say. I really enjoy doing this, but it takes up a lot of my time. In addition, I start to feel anxious if I don't update it frequently.

Staying in near-constant communication with others often leads to stress. It tends to prevent us from spending quiet time alone, from reading, from enjoying nature. It can be addictive. It can have undeniably negative effects on our ability to work or study efficiently.

There are a few downsides to living digitally. Does that mean we should limit our exposure to the digital world? As with so many other things in our lives, we need to put things in perspective. Most people realize that there are many advantages associated with frequent communication with others. Through texting and the Internet, my family and I find out important news almost immediately, and we stay in touch with friends we seldom see. So would we give it all up? Not on your life!

1 *yours truly:* me, myself

AFTER YOU READ

A VOCABULARY **Match the words in bold with their meanings.**

____	**1.** We **access** the Internet to contact friends.	**a.** see things clearly
____	**2.** Should we limit our **exposure to** the digital world?	**b.** disadvantages
____	**3.** There are a few **downsides** to living digitally.	**c.** live without
____	**4.** There are advantages **associated with** frequent communication.	**d.** clearly
____	**5.** We need to **put things in perspective**.	**e.** starting point
____	**6.** It can have **undeniably** negative effects.	**f.** experience of
____	**7.** Do you know the **origin** of the word "blog"?	**g.** use
____	**8.** It seems that he just can't **do without** his cell phone.	**h.** connected to

B COMPREHENSION **Read the statements. Check (✓) *True* or *False*.**

	True	False
1. Most people today want to be in frequent communication with others.	☐	☐
2. The author thinks digital living is positive overall.	☐	☐
3. Facebook and Twitter are computer search engines.	☐	☐
4. People have been using Twitter longer than Facebook.	☐	☐
5. The author's daughter is not having a good time tonight.	☐	☐
6. The author's son has had his cell phone for over a year.	☐	☐
7. The author and his wife think that digital living is sometimes stressful.	☐	☐
8. The author seems to think it's good to spend quiet time alone.	☐	☐

C DISCUSSION **Work with a partner. Compare your answers in Exercise B. Give reasons for your answers.**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

PRESENT TIME

Present Time: In General or Now

Simple Present	Present Progressive
Simple Present Verb	*Be* + Base Form + *-ing*
Today, we **spend** a lot of money on electronic devices.	Jack **is looking** for a new iPad.

Present Time: From a Time in the Past Until Now

Present Perfect	Present Perfect Progressive
Have + Past Participle	*Have been* + Base Form + *-ing*
We **have had** email for fifteen years.	He**'s been texting** his friends for the last half hour.

Action + Non-Action Uses

Action Verbs		Most Non-Action Verbs
Simple Form	Progressive Form	Simple Form
They normally **drive** to work.	Today, they**'re taking** the bus.	Teachers **know** he is a good student. They **want** to understand his problem.

Some Verbs: Action + Non-Action Uses

Simple Form (Non-Action Use)	Progressive Form (Action Use)
I **have** a new iPhone.	I'**m having** problems with it.
I **think** I **need** a better computer.	I'**m thinking** about getting one this week.
Our laptop **is** a great computer.	It'**s being** difficult today, though.

Action Verbs

+ Adverb
She **works constantly**. He'**s doing badly** in class.

Some Non-Action Verbs

+ Adjective (Non-Action Use)	+ Adverb (Action Use)
Your car **looks good**. She **feels bad** about what she said. The soup **tastes delicious**.	He **looks** at his iPhone **constantly**. **Feel** the surface **carefully**; it might still be hot. **Taste** the soup **quickly** before it gets cold.

GRAMMAR NOTES

1 Simple Present

Use the **simple present** to show actions or states that are true in general or habitual, and for events in a sequence.

- **general truths** — We **use** the Internet to stay in touch with friends.
- **habitual actions** — After dinner every night, Elena **gets out** her laptop.
- **events in a sequence** — Elena **logs** on to the Internet, **reads** her email, and **starts** responding.

2 Present Progressive

Use the **present progressive** to show actions **in progress right now** (not finished).

Allison **is sitting** in front of the computer.
At the moment, she'**s laughing**.

You can also use the present progressive to show actions that are **in progress** but are **not happening right now**.

He'**s spending** a lot of time on the Internet these days.
(He isn't on the Internet right now.)

BE CAREFUL! We generally don't use the progressive with **non-action** verbs, especially in more formal English.

We **need** to put things in perspective.
NOT We~~'re needing~~ to put things in perspective.

3 Present Perfect and Present Perfect Progressive

The **present perfect** and the **present perfect progressive** connect the past with the present. Use them to show actions and states that **began in the past** and **continue until now**.

- **present perfect**
- **present perfect progressive**

I**'ve had** my iPad for six months.
He**'s been writing** a blog for eight years.

We often use the present perfect and the present perfect progressive with ***for* + a length of time** and ***since* + a starting point**.

Mary **has worked** at her company ***for six years***.
Mary **has been working** at her company ***since 2011***.

BE CAREFUL! Use the **present perfect**, not the present perfect progressive, to describe **completed actions** with a connection to the present.

I**'ve bought** four cell phones in the last two years.
NOT I've ~~been buying~~ four cell phones in the last two years.

4 Action Verbs

Action verbs (also called **active** or **dynamic** verbs) describe **actions**. Action verbs carry the suggestion that the subject is in control of the action.

Use **simple** verb forms (without *-ing*) to describe all of an action—the **action in general**.

I **write** articles for a psychology magazine.
Computers **perform** tasks quickly.

Use **progressive** verb forms (with *-ing*) to describe part of an action—**in progress at a specific time**.

Right now, I**'m writing** my blog.
Today, my computer **is performing** well.

5 Non-Action Verbs

Non-action verbs describe **states** such as appearance, emotions, mental states, perceptions, possession, and wants. We most often use non-action verbs in the **simple** form and not in the progressive.

- **appearance**
- **emotions**
- **mental states**
- **perceptions**
- **possession**
- **wants and preferences**

You **look** stressed.
Elena **loves** email.
I **know** the answer to that question.
We **hear** that all the time.
They **own** four computers.
I **need** a new phone.

USAGE NOTE We sometimes use **non-action verbs** in the **progressive** when they describe **states that can be changed**. They can also **describe actions** when the performer of the action has a choice.

We **have** a new laptop. *(possession)*
We**'re having** trouble with it. *(experiencing trouble)*

He **is** a nice fellow. *(a state)*
Today, he**'s not being** nice. *(a choice—not behaving nicely)*

6 Adverbs and Adjectives

We normally use **adverbs** with **action** verbs and **adjectives** with **non-action** verbs.

• **Action verbs + adverbs**	She always **listens *carefully***. He **works *quickly*** at his job.
• **Non-action verbs + adjectives**	You **sound** really ***excited***! You **look *beautiful***.
BE CAREFUL! Use **non-action** verbs with **adverbs**, not adjectives, to **show actions**.	I don't **hear *well*** when others are talking. NOT I don't hear ~~good~~ when others are talking. The fire alarm **sounded** a warning ***loudly***. NOT The fire alarm sounded a warning ~~loud~~.

REFERENCE NOTES

For definitions and examples of **grammar terms**, see the Glossary on page 423.
For a list of **non-action verbs**, see Appendix 2 on page 413.
For a list of **non-action verbs sometimes used in the progressive**, see Appendix 3 on page 413.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A GRAMMAR NOTES 1–2 **Look at the underlined verbs in the sentences based on the reading. Check (✓) *Habitual Action*, *Action in Progress*, or *Action in Progress, But Not Happening Right Now*.**

	Habitual Action	Action in Progress	Action in Progress, But Not Happening Right Now
1. Most of us hardly go anywhere today without an electronic device.	☑	☐	☐
2. We're trying to stay in touch with people all the time.	☐	☐	☐
3. We access the Internet to contact friends.	☐	☐	☐
4. Allison is sitting in front of the computer.	☐	☐	☐
5. At the moment, she's laughing.	☐	☐	☐
6. Nick's teachers say he isn't doing well at school.	☐	☐	☐
7. Elena is having trouble staying on top of her email.	☐	☐	☐
8. I'm working at home these days.	☐	☐	☐
9. I write a blog.	☐	☐	☐
10. Through the Internet, I stay in touch with friends.	☐	☐	☐

B GRAMMAR NOTES 4–5 **Read the sentences based on the reading. Circle the verbs that describe actions. Underline the verbs that describe states.**

1. People use their electronic devices constantly these days.
2. At least, it seems that way.
3. We want to be connected 24/7.
4. We text people on our cell phones.
5. Nick appears to be addicted to his cell phone.
6. On Facebook, you develop your own page.
7. Do you know the origin of the word "blog"?
8. Elena loves her email.
9. I telecommute two days a week.
10. We need to put things in perspective.

EXERCISE 2 SIMPLE PRESENT AND PRESENT PROGRESSIVE

GRAMMAR NOTES 1–2 **Complete the account of a day in the life of James Marx, magazine writer and Internet blogger. Circle the correct answers.**

Today is Monday, one of the two days a week that I telecommute / I'm telecommuting. (1.) On these days, I walk / I'm walking (2.) about 50 steps to my home office, turn on / am turning on (3.) the computer, and start / am starting (4.) writing. For some reason, my computer printer gives / is giving (5.) me problems today, so at the moment, I try / I'm trying (6.) to fix it. Ah, here we go. It works / It's working (7.) again.

This week, I write / I'm writing (8.) on my blog about the dangers of text messaging. Currently, our state legislature considers / is considering (9.) a law that would prohibit texting while driving or operating machinery. I think / I'm thinking (10.) it would be a good idea to pass the law.

It's now 12:30 p.m., time for lunch. On these days I spend / I'm spending (11.) at home, I make / I'm making (12.) my own lunch. On the other three days, I have / I'm having (13.) lunch in the company cafeteria.

It's 3:30 p.m. I finished my blog an hour ago, and now I do / I'm doing (14.) some Internet research for an article I'm going to write in a few days. I love / I'm loving (15.) these quiet days at home.

EXERCISE 3 PRESENT PERFECT AND PRESENT PERFECT PROGRESSIVE

GRAMMAR NOTE 3 **Complete the paragraph with present perfect or present perfect progressive forms of the verbs in parentheses. Use the progressive form where possible. Do not use contractions.**

James and Elena Marx _____ have known _____ each other for twenty years, and they
1. (know)

_____ married for eighteen years. They _____ in their
2. (be) 3. (live)

current house for three years. James _____ a writer for ten years. He
4. (be)

_____ for *In Touch Magazine* for the past eight years, and he
5. (work)

_____ an Internet blog for the past six years. He _____
6. (write) 7. (also write)

four books on popular culture.

Elena _____ a high school English teacher for the last twelve years.
8. (be)

During that time, she _____ at six different schools. She
9. (teach)

_____ at her current school for five years now.
10. (teach)

The Marxes are a "wired" family. They _____ at least one desktop
11. (have)

computer for fifteen years. Over the years, they _____ six different
12. (own)

computers. James, Elena, Allison, and Nick _____ with friends and relatives
13. (communicate)

online for almost as long as they can remember.

EXERCISE 4 VERBS AND ADJECTIVES OR ADVERBS

GRAMMAR NOTES 4–6 **Complete each statement with the correct forms of the words in parentheses. Change the adjective to an adverb if necessary.**

1. Your new iPhone _____ looks similar _____ to mine.
(look / similar)
2. My old computer crashed, but my new one _____.
(work / good)
3. If your day _____, you are having a bad day.
(go / bad)
4. Cell phone use _____; today, more people are using cell phones than land lines.
(grow / rapid)
5. People who _____ should do something fun to cheer themselves up.
(feel / sad)
6. I was fine yesterday, but today I _____.
(feel / sick)
7. When a person _____, that person is using his or her brain.
(think / clear)
8. I think that new proposal _____.
(sound / terrible)
9. Usually, Molly _____ to her classmates.
(be / kind)
10. Today, however, she _____.
(be / obnoxious)

EXERCISE 5 EDITING

GRAMMAR NOTES 1–6 **Read this student essay. There are eleven mistakes in the use of present time verbs, adjectives, and adverbs. The first mistake is already corrected. Find and correct ten more.**

No Cell Phone Restrictions!

It seems
~~It's seeming~~ that I constantly hear the same thing: "Cell phones are dangerous. We're needing to restrict them. People are dying because of cell phones." Well, I'm thinking cell phones themselves aren't the problem. I'm completely opposed to restrictions on them, and here's why:

First, people say cell phones are being dangerous to health. Supporters of this idea say that cell phones produce harmful radiation, and they can even cause cancer. They say that many studies have been proving this. I think this is nonsense. There hasn't been any real proof. All those studies aren't meaning anything.

Second, teachers don't allow cell phones in classes because they're a distraction. I feel pretty angrily about this. Cell phones can save lives. Here's an example: Two weeks ago in my history class, a student had his cell phone on. He always keeps it on because his mother isn't speaking English, and sometimes she needs his help. His mother did call that day, and she had an emergency. He had to call someone to help her. What if the phone hadn't been on?

Third, people argue that using a cell phone while driving is dangerous. This idea is sounding crazy to me. It isn't more dangerous than turning on the car radio or eating a sandwich. People are allowed to do those things when they drive. The law says you have to have one hand on the steering wheel at all times. It's possible to use a cell phone correctly with one hand. If you know how to drive good, you can do this easily.



This has always been being a free country. I hope it stays that way.

Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 LISTENING

A Listen to the conversation. Check (✓) the topic that is *not* mentioned.

- ☐ credit cards
- ☐ cell phones
- ☐ identity theft
- ☐ the Internet

B Read the questions. Then listen to the conversation again and answer the questions. Use complete sentences.

1. What is Jim doing?

   He is checking out action figures on the Internet.

2. What does Jim want to do?

   _____

3. What do criminals sometimes do on insecure websites?

   _____

4. Who has been a victim of identity theft?

   _____

5. What has Uncle Jerry been doing for a long time?

   _____

6. How much money has someone charged on Uncle Jerry's credit card?

   _____

7. Does Uncle Jerry have to pay back the money?

   _____

8. When are people supposed to report problems like thefts?

   _____

9. What does Mary think we need to be careful about?

   _____

10. According to Mary, what is the problem with the Internet?

    _____

C Work with a partner. Discuss these questions. Then report your conclusions to the class.

1. Is identity theft a serious problem in the digital world?
2. Have you ever had problems like the one described in the Listening, or do you know anyone who has?
3. What have people and companies been doing to deal with these problems? Do they need to do more?

EXERCISE 7 ELECTRONIC DEVICES IN YOUR LIFE

A QUESTIONNAIRE **What part do electronic devices play in your life? Fill out the chart with information about yourself. Check (✓) the appropriate boxes. Add another electronic device at the end of the chart.**

Electronic Device	Have It	Don't Have It	Works Well	Often Use It	Seldom or Never Use It	Comments
Desktop computer	✓		✓	✓		*I spend several hours a day on it. I use it for writing, homework, and entertainment. I am addicted to it.*
Laptop computer						
Cell phone/ smartphone						
Tablet						

B **Work with a partner. Discuss your answers to the questionnaire. Talk about which electronic devices are important in your life and which are not.**

EXAMPLE: A: I have a desktop computer, and I love using it. I spend several hours a day on it. Actually, I'm addicted to it.
B: Do you think you spend too much time on the computer?
A: Well . . .

EXERCISE 8 THEN AND NOW

DISCUSSION **Work with a partner. Choose an electronic device that you own from the chart in Exercise 7. Discuss these questions. Then report your conclusions to the class.**

1. How long have you had this device?
2. How many of these devices have you bought in the last ten years?
3. What do you use this device for? How long have you been using it for this purpose or these purposes?

4. How has this device changed since it was first invented?
5. Is the latest version of this device better in every way than the older versions, or are there any advantages to some of the older devices?

EXERCISE 9 WHAT DO YOU THINK?

A CRITICAL THINKING **You are going to discuss how to solve the problem of distracted driving. First, read this article.**



Every day in the United States, at least nine people are killed and more than 1,100 injured in accidents possibly caused by distracted driving. The CDC identifies three main ways in which drivers become distracted and lose focus:

- **Visually**: Drivers take their eyes off the road.
- **Manually**: Drivers take their hands off the steering wheel.
- **Cognitively**: Drivers take their minds off driving.

Distracted driving usually involves eating, using a cell phone, and/or texting.

Recent surveys have confirmed this information. In one survey, 31 percent of U.S. drivers admitted that they sometimes read, text, or send emails while they are driving. In Europe, the percentage ranges from 21 percent in the United Kingdom to 59 percent in Portugal.

Nearly 50 percent of U.S. high school students sixteen or older say that they text or email while driving. Younger drivers—those under twenty—have the highest percentage of fatal accidents caused by distracted driving.

All but four states now have laws that prohibit texting while driving.

Source: Centers for Disease Control and Prevention

B **Work in a group. Discuss the following questions.**

1. In all but four U.S. states today, texting while driving is illegal. Why is it illegal?
2. Do you agree that distracted driving has been causing a lot of accidents?
3. Do you believe that the problem of texting while driving is most serious among younger drivers?
4. What is the best way to solve this problem? Make several suggestions.

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE **Write a few sentences on the benefits of one of the following electronic devices:**

- cell phone/smartphone
- desktop computer
- tablet

B WRITE **Using your ideas in A, write a five-paragraph essay on the device you have selected. Remember to use the simple present, present progressive, present perfect, and present perfect progressive. Try to avoid the common mistakes in the chart. Use the example below to help you begin your essay.**

EXAMPLE: My smartphone is very important to me. I've had it for three years now. I use it several times a day. Actually, I've been using it since one o'clock this afternoon.

There are several reasons why my smartphone is so essential to me. It has many benefits. For example, . . .

Common Mistakes in Using Present Time Verbs

Don't use most non-action verbs in the present progressive. Be sure to use **non-action verbs in the simple present** unless they are being used in an active sense.	We **need** to buy a new computer. **NOT** We~~'re needing~~ to buy a new computer.
Don't confuse the present perfect and the present perfect progressive. Be sure to use the **present perfect for completed actions**.	Robert **has** already **taken** twenty courses for his degree. **NOT** Robert has already ~~been taking~~ twenty courses for his degree.
Don't use adverbs with sense verbs. Make sure to use **adjectives with sense verbs**.	The soup **tastes good**. **NOT** The soup tastes ~~well~~.

C CHECK YOUR WORK **Look at your essay. Underline the present time verbs. Use the Editing Checklist to check your work.**

Editing Checklist

Did you . . . ?

- ☐ use the simple present for habitual actions
- ☐ use the present progressive for actions that are in progress
- ☐ use the simple present with most non-action verbs
- ☐ use the present perfect for completed actions
- ☐ use adjectives with sense verbs and adverbs with action verbs

D REVISE YOUR WORK **Read your essay again. Can you improve your writing? Make changes if necessary.**

Go to MyEnglishLab for more writing practice.

UNIT 1 REVIEW

Test yourself on the grammar of the unit.

A Complete the email. Circle the correct answers.

Hi Amy,

Just a note to tell you how we do / we're doing (1.) here in Phoenix. Tim loves / is loving (2.) his new job. Our house is on a bus line, so he takes / he's taking (3.) the bus to work every day. I get / I'm getting (4.) to know our neighbors. They seem / They're seeming (5.) friendly. Nancy attends / is attending (6.) the local high school, and she makes / she's making (7.) a lot of new friends there. But she texts / she's texting (8.) her old friends in Boston all the time! I think she misses them.

Love,

Martha

B Complete the paragraph with the correct forms of the verbs in parentheses. Use the present perfect progressive where possible. Do not use contractions.

Doug and Lisa Cho _____ (1. live) in Los Angeles since last March. Doug is a film director. He _____ (2. direct) five movies in his career, and he _____ (3. work) on a sixth since they moved to Los Angeles. Doug and Lisa _____ (4. own) their own house for six months. They _____ (5. remodel) it since they bought it. Lisa works in advertising, and she _____ (6. run) her own advertising business for the last three months.

C Find and correct six mistakes.

My neighbor Jeff is a teacher. His job is going good in general, and he likes it. But sometimes he sounds angrily when he talks about it. He feels frustratedly because a few students in his class behave bad. They pretend to listen to him, and they look quietly and innocent in class. But they don't take their studies serious. Instead, they surf the Internet and text each other during class.

Now check your answers on page 427.

Go to MyEnglishLab to complete the review online.

UNIT 2

Past Time

INTERCULTURAL MARRIAGE

OUTCOMES

- Describe events, states, and situations in the past
- Describe past habits and situations with *would* and *used to*
- Identify past events in an article and a news broadcast
- Discuss past events, goals, and life changes, expressing opinions and giving examples
- Write an essay about a past experience

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. What do you understand by the term "intercultural marriage"?
2. What are some basic challenges that individuals who marry someone from a different culture might face?

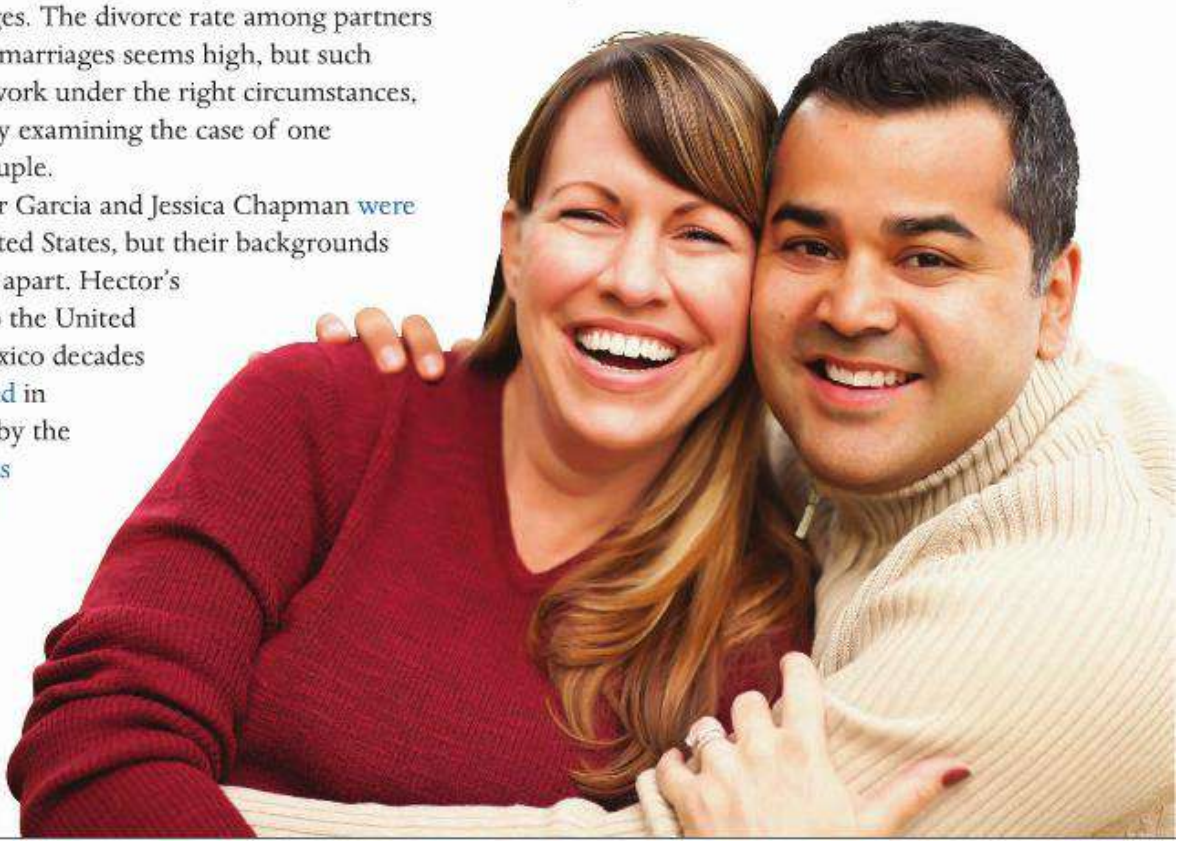
READ

Read this article about intercultural marriage.

That Special Someone

Intercultural marriage is on the rise, not only in North America but in other parts of the world as well. An intercultural couple consists of two people who have different cultural backgrounds. They may come from different countries or from different regions in the same country. They may have different religions, or they may come from different ethnic groups. These couples may have found true love, but they often face difficult and unique challenges. The divorce rate among partners in intercultural marriages seems high, but such marriages can work under the right circumstances, as we will see by examining the case of one intercultural couple.

Both Hector Garcia and Jessica Chapman were born in the United States, but their backgrounds are 180 degrees apart. Hector's parents came to the United States from Mexico decades ago. They settled in California, and by the time Hector was born, they had earned their American citizenship. Hector had



to work to be able to afford college. Jessica, in contrast, grew up in a wealthy Caucasian family in New England. Her parents paid for her college expenses, so she didn't have to work. Hector and Jessica met in biology lab in their senior year of college, and it was a case of love at first sight. After they graduated, Hector asked Jessica to marry him. Hector says, "I used to think I would marry a Hispanic woman whose background was similar to mine. But the minute I met Jessica, I knew she was the one for me." Jessica felt the same and accepted Hector's proposal, and for a while everything went smoothly.

Pretty soon, though, problems arose. Jessica explains: "I thought our relationship was going to stay the same as it had always been. I didn't think we would ever argue about anything. But Hector wanted to buy a house, and he refused to accept any help from my parents. He was working long hours, and I didn't think he was paying enough attention to me. It occurred to me that work had become his top priority. Furthermore, I didn't feel comfortable with Hector's family. We would go to gatherings at his family's house most weekends. Everyone would be talking at once, and I would feel shut out. Eventually, I got so frustrated that I was ready to leave him. Fortunately, I had a heart-to-heart talk with a close friend who was also in an intercultural marriage. She advised me to think about what motivated Hector and to try to understand the culture and values of his extended family. I realized that because he had grown up in a family without much money and had married a woman from a wealthier background, it was important for Hector to do things on his own. That's why he didn't want to rely on help from my father. I realized that I'd been wrong about several things. His family weren't trying to shut me out at their gatherings; they were just a typical Mexican family who liked to talk! I also realized I hadn't been giving Hector's family a fair chance. Since then, his mother and I have become really good friends, and Hector's and my relationship has improved greatly."

This is a case of an intercultural marriage that has worked. One key point emerges[1] from Hector and Jessica's story: Partners in an intercultural marriage should try to understand and acknowledge the cultural values of their spouses and their extended families. If they do, they may well be able to sustain their relationship with that special someone.

1 *emerges:* becomes known or apparent

AFTER YOU READ

A VOCABULARY **Match the words in bold with their meanings.**

____	**1.** They may come from different **ethnic** groups.	**a.** in addition
____	**2.** They often face difficult and **unique** challenges.	**b.** depend
____	**3.** **Eventually**, I got so frustrated I was ready to leave him.	**c.** continue
____	**4.** **Furthermore**, I didn't feel comfortable with Hector's family.	**d.** main goal
____	**5.** Hector didn't want to **rely** on Jessica's father.	**e.** the only one of its kind
____	**6.** It seemed that work had become his top **priority**.	**f.** recognize as valuable
____	**7.** They must **acknowledge** the cultural values of their spouses.	**g.** racial or national
____	**8.** They may **sustain** their relationship with that special someone.	**h.** at a later time

B COMPREHENSION **Read the statements. Check (✓) *True* or *False*. Correct the false statements.**

	True	False
1. Hector and Jessica had similar backgrounds.	☐	☐
2. Jessica had to pay for college herself.	☐	☐
3. Jessica didn't expect that she and Hector would have arguments.	☐	☐
4. Hector thought he would marry a woman of his own background.	☐	☐
5. Hector came from a wealthy family.	☐	☐
6. Jessica and her mother-in-law now have a friendly relationship.	☐	☐

C DISCUSSION **Work with a partner. What kinds of problems did Hector and Jessica have with their marriage? What do you think caused the problems, and how did they solve them?**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

PAST TIME

Past Time: General or Specific (Definite)

Simple Past
Simple Past Verb
Hector's parents **settled** in California.
Jessica's parents **paid** for her college expenses.

Past Progressive
Was/Were + Base Form + *-ing*
Hector **was working** long hours.

Past Time: Not Specific (Indefinite)

Present Perfect
Has/Have + Past Participle
Hector's mother and I **have become** good friends.
This is an intercultural marriage that **has worked**.

Past Time: Habitual or Repeated

Used to + Base Form
I **used to think** I would marry a Hispanic woman.

Would + Base Form
We **would go** to family gatherings every weekend.

Past Time: Before a Time in the Past

Past Perfect	Past Perfect Progressive
Had + Past Participle	*Had been* + Base Form + *-ing*
By the time Hector was born, they **had earned** their American citizenship.	I realized I **hadn't been giving** Hector's family a fair chance.

Future in the Past

Was/Were going to + Base Form	*Would* + Base Form
I thought our relationship **was going to stay** the same.	I didn't think we **would** ever **argue** about anything.

GRAMMAR NOTES

1 Simple Past

Use the **simple past** to express an action or state occurring at a general or specific time in the past.

• **a general time**	Jessica **wanted** to find the right person to marry.
• **a specific time**	Hector **met** his future wife during his senior year in college.

2 Past Progressive

Use the **past progressive** to express an action that was **in progress** (not finished) at a time in the past.	Hector **wasn't paying** enough attention to me.

3 Present Perfect

Use the **present perfect** to express an action or state occurring at an indefinite time in the past.

• **present perfect** for **indefinite** past	Jessica **has learned** a great deal about Hector's family.
• **simple past** for **definite** past	After they **graduated**, Hector **asked** Jessica to marry him.
You can also use the **present perfect** to connect the **past** and the **present**. (See Unit 1.)	Hector and Jessica **have been** married for five years.
BE CAREFUL! Don't use the **present perfect** with a **past time expression**.	Hector and Jessica **got** married five years ago. *(at a definite time in the past)* NOT Hector and Jessica ~~have gotten~~ married five years ago.

4 *Used to* and *Would*

You can use ***used to*** and ***would*** + base form to express habitual past actions or states.

We use ***used to*** to show a **habitual past action** or state that was true in the past but is **no longer true**. *Used to* is generally not used with past-time expressions.

I **used to be** quite lonely. *(I'm not lonely anymore.)*

We use ***would*** to express actions or states that **occurred regularly** during a period in the past.

When I was single, I **would get up** early every morning. *(I did it every morning.)*

USAGE NOTE We often use ***would*** with **past time expressions**.

When I was single, I **would** get up early ***every morning***.

USAGE NOTE ***Used to*** and ***would*** are similar in meaning when they express past actions. However, only ***used to*** can express past location, state of being, or possession.

Jessica **used to live** in New England. *(location)*
NOT Jessica ~~would~~ live in New England.
Mia **used to be** a nurse. *(state of being)*
NOT Mia ~~would~~ be a nurse.
We **used to have** a summer home. *(possession)*
NOT We ~~would~~ have a summer home.

BE CAREFUL! In more formal English, we drop the "d" in ***used to*** in questions and negatives.

Didn't you **use to** date a lot?
NOT Didn't you use~~d~~ to date a lot?
Mary didn't **use to** attend many parties.
NOT Mary didn't use~~d~~ to attend many parties.

5 Past Perfect

Use the **past perfect** with the **simple past** to show which of two actions or states happened **first**.

Hector and Jessica **had known** each other for a year when they ***got*** married.
By the time our wedding day ***arrived***, Jessica's family **had prepared** everything.

USAGE NOTE We don't often use the past perfect in sentences containing ***before*** or ***after***. Use the **simple past** to describe both events.

Hector and Jessica **left** on their honeymoon the day after they **got** married.

6 Past Perfect Progressive

Use the **past perfect progressive** to express an action that was **in progress before** another past action.

Jessica **had been attending** college for three years when she and Hector met.

7 Future in the Past

Future in the past means that an action was planned or expected at a time in the past (before now). Use ***was/were going to*** or ***would*** + base form to describe future in the past actions or states.

• ***was/were going to*** + base form	Hector and Jessica knew that they **were going to get** married on July 15, 2015.
• ***would*** + base form	They knew where the wedding **would take** place. However, they didn't know where they **would go** on their honeymoon.

USAGE NOTE ***Would*** can have two different meanings in past time sentences:

• **habitual past action**	When I was single, I **would go out** every Saturday night with my buddies.
• **future in the past**	I didn't realize that **would change** after I got married.

REFERENCE NOTE

For a list of **irregular verbs**, see Appendix 1 on page 411.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A GRAMMAR NOTES 1, 4–7 **Read the sentences based on the reading. Write the earlier-occurring action or state on the first line and the later-occurring action or state on the second.**

1. By the time Hector was born, they had earned their American citizenship.
   earlier-occurring *they had earned their American citizenship*
   later-occurring *By the time Hector was born*
2. I thought our relationship was going to stay the same.
   earlier-occurring _____
   later-occurring _____
3. I realized I hadn't been giving Hector's family a fair chance.
   earlier-occurring _____
   later-occurring _____
4. I used to think I would marry a Hispanic woman.
   earlier-occurring _____
   later-occurring _____

5. I didn't think we would ever argue about anything.

earlier-occurring _____

later-occurring _____

6. It occurred to me that work had become his top priority.

earlier-occurring _____

later-occurring _____

7. I realized the importance of the fact that Hector had grown up without much money.

earlier-occurring _____

later-occurring _____

8. I realized that I'd been wrong about several things.

earlier-occurring _____

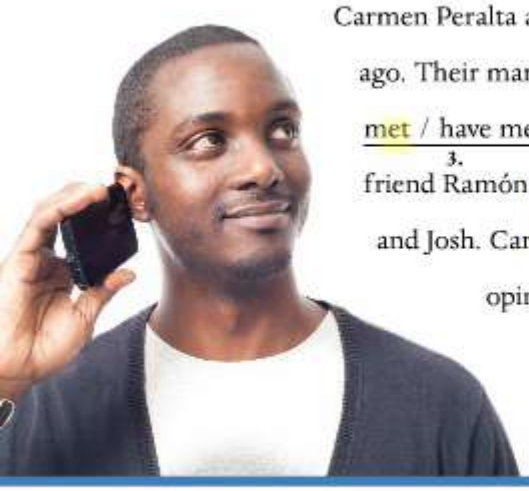
later-occurring _____

B GRAMMAR NOTES 4, 7 **Read the sentences based on the reading. Check (✓) *Future in the Past* or *Habitual Action in the Past*.**

	Future in the Past	Habitual Action in the Past
1. I used to only date women from my own cultural background.	☐	☑
2. I thought our relationship would stay the same.	☐	☐
3. I didn't think we would ever argue about anything.	☐	☐
4. We would go to family gatherings most weekends.	☐	☐
5. Everyone would speak at once.	☐	☐
6. I would feel shut out.	☐	☐

EXERCISE 2 SIMPLE PAST AND PRESENT PERFECT

GRAMMAR NOTES 1, 3 **Complete the story. Circle the correct answers.**



Carmen Peralta and Josh Smith got married / have gotten married (1.) five years ago. Their marriage almost didn't happen / hasn't happened (2.), though. They met / have met (3.) at a restaurant when Josh was studying in Spain. Carmen's friend Ramón invited / has invited (4.) her and her girlfriend Alicia to go with him and Josh. Carmen says, "That night, I thought / I've thought (5.), 'He's the most opinionated man I ever met / I've ever met (6.).' Then, a couple of weeks afterwards, Josh called / has called (7.) me and asked / has asked (8.) me out. I wanted / I've wanted (9.) to say no, but something

made / has made[10.] me accept. After that, one thing led / has led[11.] to another." For his part, Josh says, "Carmen is unique. I never knew / I've never known[12.] anyone even remotely like her." Carmen says, "At first glance, you might have trouble seeing how Josh and I could be married. In certain ways, we're as different as night and day. I was born in Spain; he was born in the United States. I'm an early bird; he's a night owl. He's conservative; I'm liberal. He always loved / has always loved[13.] sports, and I was never able / I've never been able[14.] to stand them. I guess you might say, ultimately, that we're a case of opposites being attracted to each other."



EXERCISE 3 PAST PROGRESSIVE AND PAST PERFECT PROGRESSIVE

GRAMMAR NOTES 2, 6 **Complete the sentences about two intercultural couples and how they met. Use the past progressive or past perfect progressive forms of the verbs in parentheses. Use contractions where possible.**

1. Abimbola _had been living_ (live) in New York for two years when he first met his wife, Linda.
2. In July 2010, Abimbola _____ (work) in a restaurant in Queens.
3. He _____ (not / make) much money until he started working at the restaurant.
4. Linda, on the other hand, _____ (attend) college for three years when she took a job as a hostess at the restaurant.
5. Two of her friends _____ (work) at the restaurant, and they introduced her to Abimbola.
6. One night, Abimbola and Linda _____ (leave) work at the same time, and they decided to go to a movie together. That's when they fell in love.
7. Ali _____ (drive) a taxi in Chicago in the fall of 2014.
8. He _____ (do) landscape work before he was hired by the taxi company.
9. One day, Mei-Ling _____ (take) a taxi home from work, and she started talking to the driver. That driver was Ali.
10. When Mei-Ling met Ali, she _____ (think) about moving away from Chicago for almost a year. But after she met Ali, she changed her mind and decided to stay.

EXERCISE 4 *USED TO* AND *WOULD*

GRAMMAR NOTE 4 **Safiya Abbott and Carmen Peralta, who both got married fairly recently, now live in the same city in the United States. Complete their conversation with the correct forms of *used to* or *would* and the verbs in parentheses. Use *would* and contractions where possible.**

SAFIYA: Carmen, how do you feel about life in the United States? How does it compare with living in Spain?

CARMEN: Well, it was really hard at first, but I'm feeling better about it now.

SAFIYA: How so? What's changed?

CARMEN: Well, I guess the first thing I'd say is that _____ a lot more
1. (my life / be) *my life used to be*
spontaneous. Everything wasn't as planned out as it is here. Like on Friday nights, for example, if my friends and I felt like having a get-together, _____ one on the spot. _____ to find a bunch of people who wanted to go dancing or something. Here everything has to be scheduled and written on your calendar. But I've more or less gotten accustomed to that. And one really positive thing is that I've made different kinds of friends. The friends _____ in Spain were all my age. Now I know people of all different ages.
2. (we / organize)
3. (We / always manage)
4. (I / have)

SAFIYA: Good. So what else has changed for the better?

CARMEN: Well, my job is a lot more interesting now. In Spain, _____ a bank teller. _____ to work every morning just to earn a paycheck. It wasn't very exciting. Now I'm a Spanish teacher, and that's a challenge. Anyway, what about you? How's your life?
5. (I / be)
6. (I / go)

SAFIYA: Good overall. Until recently, I'd never had to work. _____ with my parents, and they supported me. Then I met Peter, and he supported me. But when we left Lebanon and moved to the United States, I started working. Now I'm working for a company downtown, and I really like it. It's fun to see people every day, and I've made a lot of new friends. I realize now that _____ kind of boring. The other thing that's changed is where we live. _____ the house where I lived with lots of people from my family before I married Peter. Now it's just the two of us in a small apartment. At first, I missed the big house and my family, but now I like our apartment.
7. (I / live)
8. (my life / be)
9. (I / love)

CARMEN: So how do you feel about being married?

SAFIYA: I love it.

CARMEN: Me, too. I wouldn't really change a thing. You know how everyone says how great it is to be single? _____ so, too. But not now.
10. (I / think)

EXERCISE 5
SIMPLE PAST AND PAST PERFECT

GRAMMAR NOTES 1, 5

Years ago, Samantha Yang emigrated to Canada from China. Use the simple past and past perfect to complete the story of how Samantha and Darrell Hammer met and decided to get married. Combine each pair of sentences into one sentence. Put the word(s) in parentheses in the logical place in each sentence. Do not use contractions.



1. Samantha Yang attended high school in Canada for a year. Then she met Darrell Hammer. (when)

   Samantha Yang had attended high school in Canada for a year when she met Darrell Hammer.

2. Darrell liked Samantha right away. He never met such an interesting girl before. (because)

   _____

   _____

3. Samantha was nervous about dating Darrell. Her mother told her not to date Canadian men. (because)

   _____

   _____

4. Darrell asked Samantha out. Samantha already decided she couldn't disobey her mother. (by the time)

   _____

   _____

5. They graduated from high school. Samantha still did not agree to go out with Darrell. (by the time)

   _____

   _____

6. They both returned to their hometown four years later. Darrell completed military service, and Samantha graduated from college. (by the time)

   _____

   _____

7. Samantha and her mother went to the hospital one morning. Samantha's mother woke up with chest pains. (because)

_____

_____

8. Darrell was at the hospital, too. He got a job there. (because)

_____

_____

9. Darrell was very kind and helpful to Samantha's mother. He didn't forget Samantha. (because)

_____

_____

10. Samantha's mother apologized to Darrell. She made a mistake in forbidding Samantha to go out with him. (because)

_____

_____

11. A week passed. Darrell asked Samantha out on a date . . . again. (when)

_____

_____

12. Darrell and Samantha dated for six months. They got married . . . with her mother's blessing! (when)

_____

_____

EXERCISE 6 PAST TIME QUESTIONS

GRAMMAR NOTES 1–7 **Answer the questions about your past experiences. Write complete sentences. Use the grammatical structures in parentheses.**

1. How long ago did you start school? (simple past)
   I started school ten years ago.
2. Which countries have you visited? (present perfect)
3. Where were you living one year ago? (past progressive)
4. Had you already met any of your classmates when you started this class? (past perfect)
5. How long had you been studying English when you started this class? (past perfect progressive)
6. What did you use to do when you lived in the country you were born in? (habitual past action with *used to*)
7. What would you do regularly when you first moved to the United States? (habitual past action with *would*)

8. What did you think you were going to be when you were a child? (future in the past with *be going to*)

9. What didn't happen recently that you thought would happen? (future in the past with *would*)

EXERCISE 7 EDITING

GRAMMAR NOTES 1–7 **Read Lynne Kim's journal entry. There are ten mistakes in the use of past tense verbs. The first mistake is already corrected. Find and correct nine more.**

May 20



ve had
I'~~d had~~ a tiring day today, but I just had to write. It's our three-year anniversary. Sejun and I are married three years as of today. So maybe this is the time for me to take stock of my situation. The obvious question is whether I'm happy I got married. The answer is, "Absolutely." When I remember what my life has been like before we were married, I realize now how lonely I've been before. I use to have some problems with his family, but now I really gotten to know them. I love spending time with them! I've even learn some Korean! And Sejun is a wonderful guy. When we were dating, I didn't know how he will behave after we got married. I thought I'll have to do all the housework. But I wasn't having any reason to worry. Today, we split everything 50/50. The only complaint I have is that Sejun snores at night! I guess I'm pretty lucky!

Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 8 LISTENING

A Listen to the news broadcast. What is the topic of the broadcast?

_____

B Read the questions. Listen again to the news broadcast. Answer each question in a complete sentence.

1. What did Tracy Chadwick and Sunil Kapoor hire Reverend Martinez to do?
   They hired him to marry them while they were jumping from a plane.
2. How long have they been members of the jumping group?
   _____
3. To date, how many jumps have Tracy and Sunil each made?
   _____
4. How were they originally going to get married?
   _____
5. Why did they decide not to do this? (first reason)
   _____
6. Why did they decide not to do this? (second reason)
   _____
7. Had Reverend Martinez ever done this kind of wedding before?
   _____
8. Where did Reverend Martinez use to be a pastor?
   _____

C Work with a partner. Discuss these questions. Report interesting examples to the class.

1. Have you ever done anything as unusual as the wedding described in the Listening, or have you known anyone who did? What did you or this person do?
2. Why did you or the person you know do this unusual thing?



EXERCISE 9 WHAT'S THE STORY?

INFORMATION GAP **Work with a partner. Student A will follow the instructions below. Student B will follow the instructions on page 437.**

STUDENT A

- **The story below is missing some information. Your partner has the same story that contains your missing information. Ask your partner questions to find the missing information.**

  EXAMPLE: A: What kind of company did he use to work for?
  B: He used to work for a company that . . .

- **Your partner's story is missing some information. Answer your partner's questions so that your partner can fill in his or her missing information.**

  EXAMPLE: B: How long would he stay on the road?
  A: He would stay on the road for . . .

Jack Strait's life is quite different now from the way it used to be. He used to work for a company that _____. His job required him to do a lot of traveling. He would stay on the road for two or three weeks at a time. It was always the same: As soon as he pulled into a town, he would look for _____.

The next morning, he'd leave his business card at a lot of different establishments, hoping that someone would agree to see him. If he'd been lucky enough to arrange an appointment in advance, he'd show them _____. Occasionally they would order a carpet or some linoleum; most often they wouldn't.

Jack's marriage began to suffer. His wife, Ivana, had come to the United States from Russia to marry him. She didn't know anyone in their town, and her family was back in Russia. She was lonely. He missed Ivana a lot, but there wasn't much he could do about the situation. And when he was on the road, he hardly ever saw his children. He would try to _____ if he had a spare moment. Usually, however, it was so late that they had already gone to bed. The children were growing up without him.

Finally, Ivana laid down the law, saying, "Why should we even be married if we're never going to see each other? I didn't come to this country to be a job widow." Jack decided she was right. He took a risk. He quit his job and started his own business. Things were difficult at first, but at least the family was together.

That was five years ago. Things have changed a lot since then. Jack and his family used to live in a small apartment. Now they own a house. Life is good.

EXERCISE 10 CHANGES IN YOUR LIFE

DISCUSSION **Work in a group. Talk about a significant change in each person's life. Discuss one of the topics in the box or choose your own topic. Ask the questions below. Then report back to the class.**

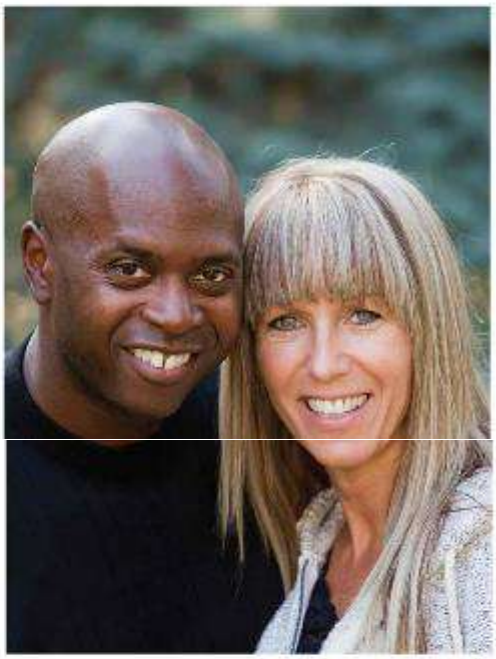
a move to another place	education plans	marriage	career plans

EXAMPLE: My career plans have changed. I wasn't going to attend college. I was going to . . . Now I've decided to . . .

1. What are some things in your life that have changed significantly in recent years?
2. What were you going to do before that you've decided not to do now?
3. What did you think that you would never do?
4. What did you use to think that you don't think now?
5. What are you now planning to do that you hadn't considered before?

EXERCISE 11 TIMES HAVE CHANGED

DISCUSSION **Work in a group. Discuss differences between marriages sixty years ago and today. Report your opinions to the class.**



1. Were intercultural marriages common sixty years ago? What kinds of people would usually marry each other sixty years ago? What kinds of people often marry each other now? Were there fewer opportunities for people of different ethnicities and races to interact in the past than there are today?
2. Sixty years ago, what problems did intercultural couples use to face? Do you think people were more racist in the past than today?
3. Do you believe that people sixty years ago thought that relationships between different ethnic groups would change? How have they changed, in your opinion? Are they still changing today?

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE **Think about an experience you've had that turned out differently from what you expected. Write a few sentences on each of the following topics:**

- What you thought would happen
- What actually happened
- What you've learned

B WRITE **Using your ideas in A, write a five-paragraph essay on your experience. Remember to use past time verb constructions. Try to avoid the common mistakes in the chart. Use the example below to help you begin your essay.**

EXAMPLE: I've been happily married to my wife, Kate, for years now. But the first time Kate and I met in China, I never dreamed that we would end up husband and wife. In fact, I didn't understand a word Kate was saying because she spoke only English, and I spoke Chinese. . . .

Common Mistakes in Using Past Time Verbs

Don't confuse the present perfect and the simple past. Make sure to use the **present perfect for the indefinite past** and the **simple past for the definite past**.	I **have visited** Nigeria twice. I **was** there last fall. NOT I ~~visited~~ Nigeria twice. I~~'ve been~~ there last fall.
Don't confuse *will* and *would*. Use ***would*** to express the **future in the past**.	Don't worry. Hussein said he **would be** here by five. NOT Hussein said he ~~will be~~ here by five.
Don't confuse *used to* and *would*. Remember to use ***used to* for past location, state of being,** and **possession**.	I **used to have** a motorcycle, but I don't anymore. NOT I ~~would have~~ a motorcycle, but I don't anymore.
Used to is sometimes misspelled in formal English. **Drop the "d"** in questions and negatives.	Didn't you **use to live** in Accra? NOT Didn't you ~~used to live~~ in Accra?

C CHECK YOUR WORK **Look at your essay. Underline the past time verbs. Use the Editing Checklist to check your work.**

Editing Checklist

Did you . . . ?

- ☐ use the present perfect for the indefinite past
- ☐ use the simple past for the definite past
- ☐ use the past perfect to show actions or states before a time in the past
- ☐ use *was going to* or *would* to describe future-in-the-past situations
- ☐ use *used to* for habitual past actions or states that are no long true

D REVISE YOUR WORK **Read your essay again. Can you improve your writing? Make changes if necessary.**

Go to MyEnglishLab for more writing practice.

UNIT 2 REVIEW

Test yourself on the grammar of the unit.

A Complete the paragraph with simple past or present perfect forms of the verbs in parentheses.

Ever since Bob Maynard and Victoria Kwanza _____ (1. get) married, they _____ (2. do) a lot of traveling. They _____ (3. be) to six countries, and they plan to tour another two this summer. So far, their favorite is South Africa, which they _____ (4. visit) twice. The first time _____ (5. be) in 2009. They _____ (6. go) again last year. Victoria says, "When I was a girl, I always _____ (7. want) to marry a man who would travel with me all over the world. Bob is that man. I _____ (8. never know) anyone so adventurous."

B Complete the paragraph with simple past or past perfect forms of the verbs from the box.

be	come	learn	live	meet	not / know	not / speak

Julio Sanchez and Liv Carlsson have an intercultural marriage. Liv is Swedish, and she _____ 1. to the United States to work. She and Julio _____ 2. at a party. Liv _____ 3. many people at the party, and neither did Julio. He is from Colombia, and he _____ 4. English very well at that time. Luckily, before she got the job in the United States, Liv _____ 5. in Spain for several years, and she _____ 6. to speak Spanish very well. So it _____ 7. easy for Liv and Julio to talk to each other at the party . . . and the rest is history!

C Find and correct five mistakes.

Solange grew up in Brazil, and she misses it. When she was a teenager, she didn't used to study very hard at school. Instead, she will go to the beach every day and have fun with her friends. Solange has been being married to Ty, who is American, for ten years. Solange and Ty have two children, Ava and Jacob. Solange wants to show her homeland to her family. They would go to Brazil last year, but unfortunately, they had to call off the trip, though they been planning it for months. Solange hopes that they can go next year instead.

Now check your answers on page 427.

Go to MyEnglishLab to complete the review online.

UNIT

3 Future Time

TRAVEL

OUTCOMES

- Discuss future actions, plans, events, and predictions
- Identify main points in an article about travel
- Identify main points in a conversation about travel plans
- Speculate about future events
- Make predictions about the future
- Write an essay about future goals and aspirations

STEP 1 GRAMMAR IN CONTEXT



BEFORE YOU READ

Discuss the questions.

1. What problem are the travelers in the cartoon having?
2. What can people do to try to prevent this problem?
3. Do you like to travel to distant places, or would you rather stay close to home?

READ

Read this article about getting the most out of a trip.

Get the Most Out of It

So you're visiting some new countries this year? You already have your tickets, and you leave in exactly four weeks. A month from now, you'll be relaxing in the sunshine or touring famous landmarks. But are you prepared to maximize the enjoyment of your experience? In my capacity as *Times* travel editor, I've been journeying abroad since 2007, so I've learned a few things. In this week's column, I'm going to give you suggestions in five areas that will help you get the most out of your trip.



FIRST TIP: Jetlag. If you've ever flown a significant distance away from your home time zone, you know lack of sleep is a problem. By the time you arrive, you'll have been flying for eight to ten hours and won't be able to keep your eyes open. Then your entire body will be out of whack for days. Some effects of jetlag are inevitable, but here's my suggestion for minimizing them: Take a late afternoon or evening flight, and make every effort to sleep on the plane, even if it's only for an hour or so. When you land, it will probably be late morning or early afternoon. Stay up until evening! Don't take a nap, no matter how excruciatingly tired and sleepy you feel. That way, you'll fall into a new rhythm as naturally as possible. Your body will adjust much more quickly.



SECOND TIP: Tours. If you've been abroad before, I'd say go ahead and chart your own course. If you haven't, join a tour group. You can get excellent package deals that include accommodations and tours that hit the high points. Good tour leaders will show you the things you want to see. You'll make new friends and learn a lot. Yes, it's true that tours can be hectic and intense. They're worth it, though.



THIRD TIP: Accommodations. Consider using Airbnb, a website that started in 2008. It's an online marketplace that links people who have property to rent with visitors who are looking for a place to stay. If you want to use Airbnb, you'll need to go to their website and create an account. Then you'll be able to find all kinds of lodging situations—everything from an air mattress in the corner of someone's living room to an entire home or apartment. You can stay in boats, castles, and even igloos and tree houses. You'll certainly meet interesting people, too.



FOURTH TIP: Money and valuables. Resist the temptation to carry your money, passport, or other valuables in a purse or wallet. Keep them in a money belt instead. Potential thieves will be out in force everywhere you go. They'll have a lot more difficulty stealing from a money belt worn around your waist under your clothes.



FIFTH TIP: Language and culture. Few things will please the inhabitants of the countries where you're going more than if you make an effort to learn something about them. Buy a phrasebook and start acquiring some of the basics of the language. Begin now, and you'll have learned enough to accomplish some basic communication by the time you arrive. Discover a bit of the history. Try to step out of your own mindset and put yourself into the shoes of the people who live there.

So there you have it. Take my advice. By the time you get home, you'll have acquired some wonderful memories for your mental scrapbook. Make it the trip of a lifetime.

AFTER YOU READ

A VOCABULARY **Choose the word or phrase that is closest in meaning to the word in bold.**

1. Are you prepared to **maximize** the enjoyment of your experience?
   a. make easy **b.** decrease **c.** complicate **d.** increase
2. Your entire body will be **out of whack** for days.
   a. not working well **b.** ill **c.** wounded **d.** in good shape
3. You'll have **acquired** some wonderful memories.
   a. lost **b.** gained **c.** understood **d.** treasured
4. Some effects of jetlag are **inevitable**.
   a. discouraging **b.** amazing **c.** unavoidable **d.** stressful
5. Here's my suggestion for **minimizing** them.
   a. understanding **b.** increasing **c.** avoiding **d.** decreasing
6. Don't take a nap, no matter how **excruciatingly** tired and sleepy you feel.
   a. pleasantly **b.** terribly **c.** interestingly **d.** boringly
7. Go ahead and **chart your own course**.
   a. take a cruise **b.** hire a tour guide **c.** make your own plans **d.** ask for help
8. Tours can be **hectic** and intense.
   a. stressful **b.** pleasurable **c.** dangerous **d.** expensive

B COMPREHENSION **Complete the statements from the reading.**

1. Jetlag is strongly related to _____ of sleep.
2. To avoid jetlag, you should stay up until the _____ of the day you arrive.
3. The author recommends taking _____ if you haven't been abroad before.
4. Airbnb is an online _____ that links owners and renters.
5. You may be victimized by _____ if you carry valuables in a wallet or purse.
6. The author suggests keeping valuables in a _____.
7. To please the residents of countries you visit, you should buy and study a _____.
8. You'll understand the local people better if you put _____ in their shoes.

C DISCUSSION **Work with a partner. Compare your answers in B. Give reasons for your answers. Then discuss: What do you do when you travel to get the most out of your trip? Have you tried any of the tips in the article, and if so, were they helpful?**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

FUTURE TIME

Simple Future

Will / Be going to + Base Form
You'**ll like** the hotel. You'**re going to like** the hotel.

Future Progressive

Will be / Be going to + Be + Base Form + *-ing*
A week from now, you'**ll be relaxing** in the sun. A week from now, you'**re going to be relaxing** in the sun.

Simple Present

Simple Present Verb
The tour **starts** tomorrow at 4:00 p.m.

Present Progressive

Be + Base Form + *-ing*
We'**re visiting** our friends later this summer.

Two Actions in the Future

Will / Be going to + Simple Present
I'**ll call** you as soon as we **land**. We'**re going to visit** Florence after we **tour** Rome.

Future Perfect

Will have + Past Participle
We'**ll have arrived** by 4:00 p.m.

Future Perfect Progressive

Will have been + Base Form + *-ing*
We **will have been flying** for hours by then.

GRAMMAR NOTES

1 *Be Going to* and *Will*

Use ***be going to*** or ***will*** to say what you think will happen in the future.

- ***be going to***
- ***will***

I think I'**m going to enjoy** the trip.
I think I'**ll enjoy** the trip.

We most often use ***be going to*** to talk about a future situation that is **planned** or already developing.

We'**re going to take** our vacation in June this year.
Look at that sky! It'**s going to rain** for sure!

BE CAREFUL! Use ***will***, not *be going to*, to express a future action **decided on at the moment of speaking**.

Oh, no! I can't go to my dentist appointment this afternoon. I'**ll call** and **change** it.
NOT ~~I'm going to~~ call and change it.

2 Actions in Progress in the Future

Use the **future progressive** (***will be*** or ***be going to be*** + base form + *-ing*) to describe an action that will be **in progress at a certain time** in the future.

- ***will be***
- ***be going to be***

We'll be visiting Florence on our Italy trip.
We're going to be spending time in Rome, too.

We often use the future progressive informally to talk about a **future intention**.

Next week at this time, we'll be climbing Mount Kilimanjaro.

3 Future Scheduled Events

You can use the **simple present** to talk about a future action or state that is part of a **schedule**.

We leave on Saturday at 8:00 p.m.
The plane arrives in Rome at 8:30 a.m.

4 Future Plans

You can use the **present progressive** to talk about a future action or state that is not just an intention but is **already arranged**.

We're traveling to Japan in August.
(We already have our tickets.)
Our friend Cosimo is arriving tonight from Venice.
(He just called with the information.)

5 Two Separate Actions in the Future

To talk about two separate actions or states in the future, use ***will*** or ***be going to*** in the **independent clause** and the **simple present** in the **dependent clause**.

- ***will***
- ***be going to***

INDEPENDENT CLAUSE — DEPENDENT CLAUSE
We'll rent a car when we get to Italy.

DEPENDENT CLAUSE — INDEPENDENT CLAUSE
When we're in Hawaii, we're going to surf.

BE CAREFUL! The verb in the **dependent** clause is in the **simple present**, but its **meaning is future**. Don't use *will* or *be going to* in the dependent clause.

We'll leave as soon as the taxi gets here.
NOT We'll leave as soon as the taxi ~~will get~~ here.

6 Actions Before a Time in the Future

Use the **future perfect** to refer to an action or state that will **happen before a certain time** in the future. Use the **future perfect progressive** to refer to an action or state that **will be happening before a certain time** in the future.

- **future perfect**
- **future perfect progressive**

By the end of our trip, we'll have seen a lot.
By June 1st, we'll have been traveling for two weeks.

USAGE NOTE We often use the **future perfect** with ***by*** and ***by the time***.

By the time we finish our trip, we'll have visited ten countries.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A GRAMMAR NOTES 1–6 **Read the sentences based on the reading. Underline the verbs showing future time and label the ways they show future time.**

1. So you're visiting some new countries this year? *present progressive*
2. You leave in exactly four weeks. _____
3. A month from now, you'll be relaxing in the sunshine. _____
4. I'm going to give you suggestions in five areas. _____
5. The suggestions will help you with your trip. _____
6. You'll have been flying for eight to ten hours. _____
7. When you land, it will probably be late morning. _____
8. By then, you'll have acquired nice memories. _____

B GRAMMAR NOTES 1, 3–4, 6 **Look at the underlined verbs in the sentences based on the reading. Check (✓) *Present Time* or *Future Time*.**

	Present Time	Future Time
1. So you're visiting some new countries this year?	☐	☑
2. You already have your tickets.	☐	☐
3. You leave in exactly four weeks.	☐	☐
4. When you land, it will probably be late morning.	☐	☐
5. You can get package deals that include accommodations.	☐	☐
6. Airbnb links owners with renters.	☐	☐
7. Find out about the countries where you're going.	☐	☐
8. You'll have learned a lot by the time you arrive.	☐	☐
9. Put yourself in the shoes of the people who live there.	☐	☐
10. So there you have it.	☐	☐



EXERCISE 2 PRESENT PROGRESSIVE FOR THE FUTURE

GRAMMAR NOTES 1, 3–4 **Nancy Osborne is traveling in Europe. Complete her email to her friend Evelyn with the correct future forms of the verbs in the box. Use the present progressive where possible.**

arrive	leave	move	see	take
go	mind	not be able to use	~~shine~~	write

To: evelyn111@cmail.com
From: NancyOsb@yoohoo.com
Re: London

Hi Evelyn,

Well, I've been in London for three days now, and it hasn't stopped raining. Fortunately, I read online that the sun _is going to shine_ (1.) tomorrow. Hallelujah! I went to the British Museum yesterday and had such a good time that I _____ (2.) again this morning. In the afternoon, I _____ (3.) a tour of the Tower of London.



I've been staying at a bed and breakfast that's really nice, but it's also pretty expensive, so I _____ (4.) to a hostel tonight. I don't think I _____ (5.) staying there, since I don't need luxury.

I've met some really nice people at the B and B, including a lady who gave me a theater ticket she _____ (6.). So I _____ (7.) a play at a West End theater on Friday night. On Saturday, I _____ (8.) for France at 6 p.m. via the Chunnel train. I _____ (9.) in Paris at 8:30 p.m. Can you believe that?

That's it for now. Hope things are OK with you. I _____ (10.) again soon.

Best,
Nancy

EXERCISE 3 TWO SEPARATE ACTIONS IN THE FUTURE

GRAMMAR NOTE 5 **Complete the sentences about the rest of Nancy's trip to Europe. Describe two actions or events in the future in each sentence. Use the correct forms of the verbs in parentheses. Use contractions where possible.**

1. As soon as *Nancy arrives* (Nancy / arrive) in Paris, *she'll find* (she / find) an inexpensive place to stay.
2. _____ (She / meet) her friend Carolyn the day after _____ (she / arrive).
3. _____ (Nancy and Carolyn / visit) the Eiffel Tower, the Louvre, and the Palace of Versailles before _____ (they / leave) Paris.
4. When _____ (they / finish) touring Paris, _____ (they / take) a train to Rome.
5. _____ (They / visit) Florence and Venice after _____ (they / tour) Rome.
6. Before _____ (they / fly) back to the United States, _____ (they / buy) souvenirs.



EXERCISE 4 FUTURE TIME VERBS

GRAMMAR NOTES 1–6 **Answer the questions. Write complete sentences based on your own experience.**

1. What do you think your career will be?
   I think I will be a nurse.
2. Where do you think you'll be living in five years?
3. What are you going to do this evening after dinner?
4. Where are you going on your next vacation?
5. What are you going to do as soon as you leave English class today?
6. What time does your next English class begin?
7. By what date will you have finished your studies?
8. In a year's time, how long will you have been studying English?

EXERCISE 5 EDITING

GRAMMAR NOTES 1–6 **Read the blog. There are 11 mistakes in the use of future verbs. The first mistake is already corrected. Find and correct 10 more.**

August 20

I am writing these words in English because I need the practice. At this moment, I am waiting to get on an airplane. I'm on my way to a year of study at Columbia University in the United States. It's a ten-hour flight, so I hope I will have gotten some sleep by the time we ~~will~~ land. I am looking forward to being there, but I am also a little afraid. What do I find when I will get to America? Will the Americans be arrogant and unfriendly? Will I make any friends? Am I happy? My best friend back home in Nigeria said, "You don't make any real friends when you'll be there." I am not so sure. I guess I find out.

September 20

I have been here in New York for a month now, and I have found that things are a lot different from what I expected. The majority of people here are friendly. They go out of their way to help you if you need it, and my American friends invite me to go places. Soon, I go hiking with a group from my dormitory.

Two of the ideas I had about the United States, however, seem to be true. One is that Americans pay more attention to rules than people do in Nigeria. For example, American drivers will seem to obey traffic laws more often than Nigerian drivers do. The other idea is about the American family. In Nigeria, the family is very important, but some Nigerian people think the family means nothing in the United States. I think it might be true, since my American friends almost never mention their parents or their brothers and sisters. Anyway, I am going to have a chance to see a real American family. I go with my roommate Susan to spend Thanksgiving break with her family in Pennsylvania. When I see her family, maybe I'm going to understand more.

Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 LISTENING

A The Fosters are traveling in Canada. Listen to their conversation. What are they going to do today?

_____

B Listen again. Read the sentences. Check (✓) *True* or *False*.

	True	False
1. Tim is still in bed.	☑	☐
2. The Fosters are going to the mall this morning.	☐	☐
3. Amy and Tim want to go to the museum.	☐	☐
4. Dad thinks the children will learn something at the museum.	☐	☐
5. Tim thinks it's always important to learn new things.	☐	☐
6. The Fosters are on the tour bus now.	☐	☐
7. The Fosters will miss the bus if they don't hurry.	☐	☐
8. Tim and Amy like tours.	☐	☐
9. Amy and Tim don't want to go on a tour.	☐	☐
10. The Fosters are going to the mall before they go on the tour.	☐	☐
11. The tour will end after 12:30.	☐	☐
12. Amy and Tim are happy that they are going to go ice-skating.	☐	☐

C Work with a partner. Look at the following list of events or activities that will take place in the city on the following day. Which events do you think the parents will want to attend? The children? Both parents and children? Share your predictions with the class.

EXAMPLE: The parents will want to attend the guided tour of the downtown section . . .

- Guided tour of the downtown section of the city
- Disco roller-skating
- *Broadway Across Canada*—a Broadway musical
- Indiana Jones and the Adventures of Archaeology
- GPS Adventures Canada—interactive maze combining technology, nature, and hidden treasure
- Wildlife Photographer of the Year competition
- Emerging artists—exhibition of new student art works
- Valley Zoo excursion
- Kids' indoor tennis practice
- Walk Alberta—guided trail walk through Wolf Willow

EXERCISE 7 WHAT WILL HAPPEN?

A QUESTIONNAIRE **You are going to discuss the future. First, answer the questions about things that might happen in the next twenty-five years. If you think the event will happen, write *yes* in the chart. If you don't think it will happen, write *no*. Add your own question in the last row. Then ask your partner the questions and record his or her responses.**

Event	You	Partner
Will we take vacations at the bottom of the sea?		
Will we travel to other planets in the solar system?		
Will we end poverty?		
Will we stop climate change?		

B **Report your findings to the class. Discuss.**

EXAMPLE: A: Pablo and I think we'll have stopped climate change within twenty-five years.
B: Really? Ming and I don't think we will. We're still going to have problems with flooding and storms caused by climate change . . .



EXERCISE 8 WHERE IN THE WORLD ARE WE?

GAME **Form two teams. With your team, use the prompts to construct eight travel statements about the future. Then create two statements of your own. Present each statement to the other team. They guess what place is being referred to, choosing from the words in the box. Take turns. To check answers, see page 435.**

EXAMPLE: **Prompt:** be landing / largest country in the world / an hour

TEAM A: We'll be landing in the largest country in the world in an hour.

TEAM B: You'll be landing in Russia in an hour.

Brazil	Cairo	China	Mount Kilimanjaro	New York	Rome	the Volga	Toronto

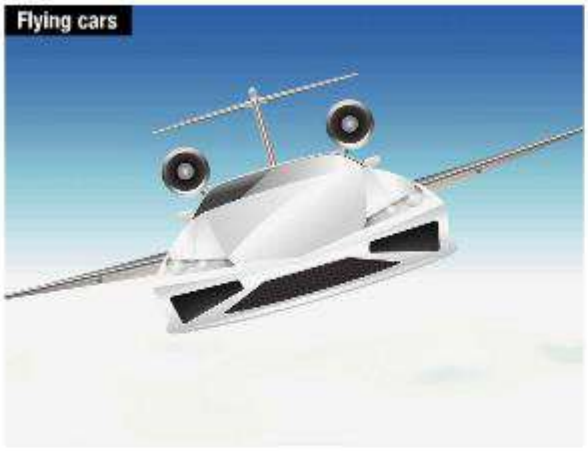
Team A's Prompts:

1. be landing / capital of Egypt / half an hour
2. going to arrive / largest country in South America / three hours
3. arriving / largest city in Canada / an hour
4. going to cross / longest river in Europe / two hours
5. leave for / largest city in the United States / 8 p.m. tonight
6. be / world's most populous country / tomorrow
7. see / Africa's highest mountain / when we land
8. arriving / The Eternal City / forty-five minutes
9. _____
10. _____

Angel Falls	Australia	Canada	Johannesburg	Mumbai	Paris	Tehran	the Nile

Team B's Prompts:

1. be landing / capital of Iran / forty-five minutes
2. going to arrive / largest country in North America / an hour and twenty minutes
3. arriving / largest city in India / an hour and a half
4. going to cross / longest river in Africa / four hours
5. leave for / largest city in South Africa / tomorrow night
6. be / the world's smallest continent / tomorrow morning
7. see / highest waterfall in the world / when we land
8. arriving / the City of Love / ninety minutes
9. _____
10. _____







EXERCISE 9 HOW WILL WE GET AROUND IN THE FUTURE?

A PRESENTATION **Work in a group. You are going to make a presentation about travel in the future. Choose one of the types of transportation in the pictures above, or choose another type. Search for information about it on the Internet. Take notes, and try to find pictures.**

B Write your presentation together. Find the answers to these questions, and include them in your presentation.

1. What power sources will this new type of transportation be using?
2. How expensive is it going to be to fund this new type of transportation?
3. Who will be paying for it?
4. How expensive will it be for citizens to use it?
5. By approximately when will this new type of transportation be ready to use?
6. What will its potential downsides be?
7. Do you think people will want to use this type of transportation instead of their own cars?

C Make your presentation to the class. Listen to their presentations. Then discuss: Which type of transportation do you think will be most common in the future? Give reasons for your answer.

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE **Think about a goal you would like to accomplish in the next ten years of your life. Write a few sentences on each of the following aspects of that goal:**

- what your goal is
- how and when you expect to achieve it
- what difficulties you think you will encounter

B WRITE **Using your ideas in A, write a five-paragraph essay on the goal you want to achieve. Remember to use future time verb constructions. Try to avoid the common mistakes in the chart. Use the example below to help you begin your essay.**

EXAMPLE: For most of my life, one of my goals has been to visit China. This dream is finally going to come true. I leave next Friday for a two-week trip to China with a group from work. We're going to visit Beijing, Shanghai, and the Great Wall. We're even going to . . .

Common Mistakes in Using Future Time Verbs

Don't use ***will*** and ***be going to*** interchangeably. Use ***will*** for **actions decided on the moment of speaking**. Use ***be going to*** for actions that are **already planned**.	Oh, no! It's raining. **I'll get** my umbrella. NOT Oh, no! It's raining. ~~I'm going to~~ get my umbrella. We**'re going to see** a movie. Do you want to come? NOT We~~'ll~~ see a movie. Do you want to come?
Use the **simple present** for the future **only with schedules and timetables**.	**I'll call** her soon. or **I'm going to call** her soon. NOT I ~~call~~ her soon.
In sentences describing two future actions or events, use the **simple present** in **dependent clauses**.	We'll call you as soon as we **arrive**. NOT We'll call you as soon as we ~~will~~ arrive.

C CHECK YOUR WORK **Look at your essay. Underline the future time constructions. Use the Editing Checklist to check your work.**

Editing Checklist

Did you . . . ?

- ☐ use *will* for actions decided at the moment of speaking
- ☐ use *be going to* for planned actions
- ☐ use the simple present for future schedules and timetables
- ☐ use the simple present in dependent clauses in sentences with two actions in the future

D REVISE YOUR WORK **Read your essay again. Can you improve your writing? Make changes if necessary.**

Go to MyEnglishLab for more writing practice.

UNIT 3 REVIEW

Test yourself on the grammar of the unit.

A **Complete the telephone message with the correct forms of the verbs in the box.**

be	call	come	have to	let	stop by

Hi, Mary. This is Bill. I _____ (1.) work late tonight, so I _____ (2.) late for dinner. I _____ (3.) you as soon as my boss _____ (4.) me leave. I _____ (5.) the store and pick up dessert before I _____ (6.) home. Bye. Love you.

B **Complete the email with the correct forms of the words in parentheses. More than one answer is possible in some items. Use contractions where possible.**

Hi Andy,

_____ (1. (Sam and I / take)) our vacation in Australia this year!

_____ (2. (Our flight / leave)) tonight and arrives in Tokyo tomorrow. Then there's a ten-hour flight to Sydney. By the time _____ (3. (we / get)) there,

_____ (4. (we / fly)) for over twenty-four hours. _____ (5. (We / be)) exhausted, but it will certainly be worth it. _____ (6. (We / spend)) two and a half weeks in Australia. _____ (7. (We / send)) you a postcard as soon as

_____ (8. (we / be)) settled in our bed and breakfast in Sydney. Stay tuned!

Martha

C **Find and correct six mistakes.**

A: Hey, Cheryl! How are you doing?

B: Good! I've been traveling all over the country for work. By the time the summer is over, I'll have visiting ten cities, and I'll have been traveled for three months straight!

A: Wow! That's a lot! Do you come to New York, too?

B: Yes! Actually, I'll come to New York next week! Can we get together?

A: Sure! Call me when you're getting to town. It'll be great to see you!

B: I call you as soon as I arrive at my hotel!

Now check your answers on page 427.

Go to MyEnglishLab to complete the review online.

Modals and Other Auxiliaries

UNIT 4

Modals to Express Degrees of Necessity

CULTURAL DIFFERENCES

UNIT 5

Modals to Express Degrees of Certainty

MYSTERIES



PART 2

OUTCOMES

- Express necessity or lack of necessity
- Recognize an author's attitude in an article about cultural differences
- Identify suggestions made in a conversation
- Discuss cultural differences and correct behavior in different cultures
- Write an essay about a past situation that should have been handled differently

OUTCOMES

- Make statements with varying degrees of certainty
- Identify an author's attitude in an academic article
- Identify main ideas and supporting details in an academic discussion
- Discuss possible explanations for various mysterious events
- Write an essay about a mystery



UNIT 4

Modals to Express Degrees of Necessity

CULTURAL DIFFERENCES

OUTCOMES

- Express necessity or lack of necessity
- Recognize an author's attitude in an article about cultural differences
- Identify suggestions made in a conversation
- Discuss cultural differences and correct behavior in different cultures
- Write an essay about a past situation that should have been handled differently

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the photos on pages 52 and 53 and discuss the questions.

1. What are the people in the pictures doing? Do people do these things in your culture?
2. What are some things that should and shouldn't be done in your culture? Make a short list.

READ

Read this article about cultural differences.

What We Should and Shouldn't Have Done



A few months ago, my company sent me to work at our branch office in Japan. My colleague Masayuki and Yukiko, his wife, invited my wife Helen and me out to dinner one night. Although they were very polite and friendly, we didn't feel that the evening went all that smoothly. In fact, we had the impression that we'd made some mistakes in etiquette. I asked my friend Junichi about our experience. He's lived in Japan and the United States, so he knows the cultural differences. He gave me several pointers, so now we know what we should and shouldn't have done at the dinner.

Junichi's first tip was about shoes and sitting down. Some Japanese restaurants have Western-style furniture, but our restaurant had pillows you sit down on. We knew you're supposed to take your shoes off in a Japanese home. It never occurred to us, though, that we should take them off when we sat down on the pillows. Junichi said we definitely ought to have done that.

His second pointer was all about chopsticks. We'd both used them a couple of times at Asian restaurants in the United States, albeit not very skillfully, and we thought we knew the rules for using them. However, I saw Masayuki grimace[1] a bit when I used a chopstick to spear a piece of meat from a bowl and pass it to Helen. He grimaced again when Helen used one of her chopsticks to point at a bowl of food she thought was tasty. Junichi chuckled. "One thing you absolutely mustn't do is use a chopstick to spear food and pass it to someone

1 *grimace:* reaction on his face to express disapproval

else. That reminds Japanese people of the custom of passing cremated bones at a funeral. And you must never point with a chopstick."



We continued to make a few more blunders.[2] I took a bottle of soy sauce on the table and poured it all over my rice. Yukiko seemed a bit shocked when she saw what I was doing. Junichi chuckled again. "You shouldn't ever pour soy sauce directly onto your food. What you have to do is pour soy into a little dish next to your plate and then dip your food into it. And you've also got to be careful not to waste the soy; just pour a small amount of it into the dish."

Then I remembered another point of etiquette. "Do you have to finish everything on your plate?" I asked Junichi. "Towards the end of the meal, Helen still had some food left. But then our waiter brought her some more."

"If you've finished everything, that basically means you're satisfied with the meal and don't want any more. If you still have food on your plate, you're signaling that you want another helping," replied Junichi.

The next pointer was about not using your handkerchief. I'd been suffering from allergies for a week or so, and suddenly I felt I had to blow my nose. I got out my handkerchief and did so. Both Masayuki and Yukiko again looked somewhat surprised. "What did I do wrong?" I asked.

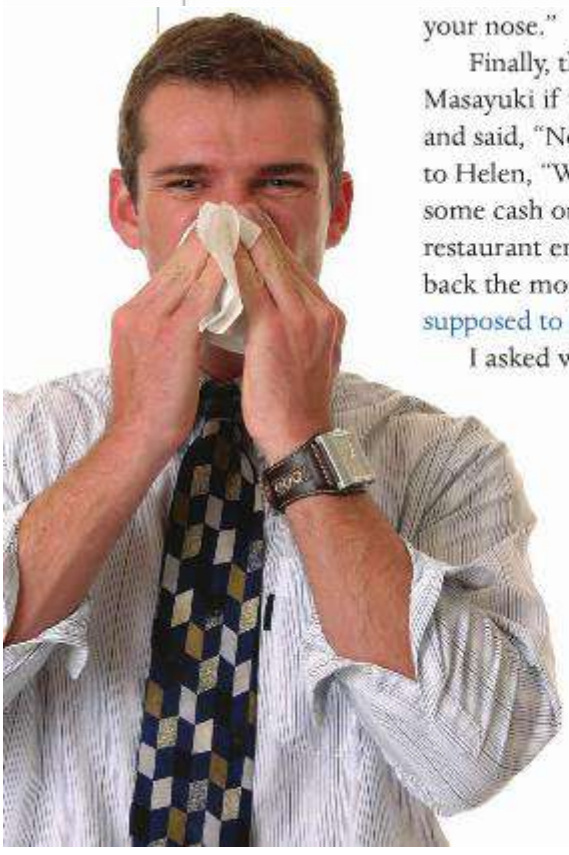
Junichi responded, "You're not supposed to blow your nose in public. It's not considered appropriate."

"What should I have done? I was desperate."

"Well, you could have gotten up and gone to the toilet. Or you could have sniffled.[3]"

I thought that sounded odd. "Sniffled?"

"Yes, it's considered acceptable to sniffle—to avoid blowing your nose."



Finally, the dinner was over. As we got up to leave, I asked Masayuki if we could split the bill with him. He looked troubled and said, "No, no." He and Yukiko walked ahead of us to pay. I said to Helen, "Well, hadn't we better leave a tip?" She nodded, so I left some cash on the table. Just as we were putting our coats on at the restaurant entrance, our waiter came running up to us and handed me back the money. When I asked Junichi about it, he said, "You're not supposed to leave tips in Japan. It's not common at all."

I asked what we might do to express our appreciation to Masayuki and Yukiko. "Shall we reciprocate by inviting Masayuki and Yukiko out?"

"Yes, I think you ought to do that."

Junichi had given me good advice, I thought. What really struck me is how much we all have to learn about other cultures.

---

2 *blunders:* mistakes caused by confusion or ignorance

3 *sniffled:* breathed so others could hear him because his nose was runny or congested

AFTER YOU READ

A VOCABULARY **Complete the sentences with the correct words from the box.**

albeit	etiquette	occurred	overall
colleagues	gracious	odd	reciprocate

1. To be _____ is to be polite, kind, and pleasant.
2. Something true _____ is something true in general.
3. A person's _____ are people that he or she works with.
4. Something that seems _____ is something strange or peculiar.
5. If something hasn't _____ to you, you haven't realized it.
6. To _____ is to do or give something because something similar has been done or given to you.
7. When you behave politely, you follow the rules of _____.
8. If you say "clear _____ cold weather," you mean weather that is clear although cold.

B COMPREHENSION **Complete the sentences. Circle the correct answers.**

1. The author and his wife knew / didn't know they should remove their shoes when they sat down on the pillows.
2. In Japan, it's unacceptable / all right to use a chopstick to spear food and pass it to someone.
3. At a meal in Japan, one should pour soy sauce directly on rice / into a small dish.
4. At a meal in Japan, it's quite all right / not acceptable to use one's handkerchief at the dining table.

C DISCUSSION **Work with a partner. Discuss these questions: Which of the Japanese customs mentioned in the reading are similar to customs in your country, and which are different?**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

MODALS TO EXPRESS DEGREES OF NECESSITY



Obligation (Necessity)

You	must have to have got to	call	them.
You	had to	call	them.

You	must not can't are not allowed to	call	them.
You	weren't allowed to	call	them.

Advice

You	had better should ought to	leave	early.
You	should have ought to have	left	early.

You	had better not shouldn't	leave	early.
You	shouldn't have	left	early.

Expectation

You	are supposed to are to	take	a gift.
You	were supposed to were to	take	a gift.

You	are not supposed to are not to	do	this.
You	were not supposed to were not to	do	this.

Suggestion

You	could might	give	roses.
You	could have might have	given	roses.

No Obligation (No Necessity)

You	don't have to	call	them.
You	didn't have to	call	them.

GRAMMAR NOTES

1 Definition of Modals

Modals are auxiliary verbs that show speakers' attitudes toward the actions they are describing. Modals are used to talk about **obligations**, **advice**, **expectations**, and **suggestions**.

The modals include ***can***, ***could***, ***shall***, ***should***, ***will***, ***would***, ***may***, ***might***, ***must***, and ***had better***. Each modal has only one form for all persons.

I **could take** them some flowers.
We **should get** them a gift.
You **might invite** them out for dinner.

Use **simple modals** (modal + base form) to show **degrees of necessity** in the **present** and the **future**.

We **should invite** Jim to the party tonight.

Use **perfect modals** (modal + *have* + past participle) to show **degrees of necessity** in the **past**.

We **should have invited** Jim to last week's party.

2 Modal-like Expressions

Modal-like expressions are similar in meaning to modals.

Have to and ***have got to*** are similar in meaning to *must*.	You **have to** eat everything on your plate. *(You **must** eat everything on your plate.)* You **have got to** go to bed. *(You **must** go to bed.)*
Ought to and ***be supposed to*** are similar in meaning to *should*.	You **ought to** take a gift. *(You **should** take a gift.)* You**'re supposed to** take off your shoes. *(You **should** take off your shoes.)*
Be allowed to is similar in meaning to *may* and *can*.	Children **are allowed to** play here. *(Children **can** play here.)*

3 Strong Necessity

Use ***must***, ***have to***, and ***have got to*** to show **strong necessity**. They are similar in meaning.

Use ***must*** in **more formal** English to show a very strong obligation that can't be escaped.	You **must eat** everything they offer you.
Use ***have to*** in all situations.	We **have to arrive** on time.
Use ***have got to*** in **conversation** and **informal** writing.	We**'ve got to leave** now.
Use ***will have to*** to show **future necessity**.	We**'ll have to invite** them over.
BE CAREFUL! Use ***had to*** + base form to show **past necessity**. Don't use ***must have*** + past participle.	We **had to leave**. NOT We ~~must have left~~.
BE CAREFUL! ***Have got to*** is rarely used in the negative. Use ***don't have to*** instead.	We **don't have to leave** yet. NOT We ~~haven't got to~~ leave yet.

4 Prohibition and Lack of Necessity

Use ***must not*** + base form to say that it is **necessary not** to do something—i.e., that it is prohibited. Use ***don't/doesn't have to*** + base form to say that something is **not necessary** to do.

• ***must not*** + base form	You **must not smoke** here. *(It is prohibited to smoke here.)*
• ***don't/doesn't have to*** + base form	You **don't have to eat** all the food. *(It's not necessary to eat all the food.)*
In past time, use ***didn't have to*** + base form to say that something **was not necessary**.	You **didn't have to bring** a gift.
BE CAREFUL! Although ***must*** and ***have to*** have equivalent meanings, ***must not*** and ***don't have to*** have very **different meanings**.	A: Is it OK if we miss the flight? B: No! We **mustn't miss** the flight. NOT We ~~don't have to~~ miss the flight.

5 Advice

Use ***should*** and ***ought to*** to offer **advice**. Both these modals mean "It would be a good idea if . . ." or "It's the right thing to do."

- ***should***
- ***ought to***

You **should decline** gently.
We **ought to give** them flowers.

We normally use ***should***, not *ought to*, in **questions** and **negatives**.

A: **Should** we **offer** to help pay the bill?
B: No, you **shouldn't**.

Use ***should have/ought to have*** + past participle to express **advice** about **past situations**. *Should have* and *ought to have* suggest that an action didn't happen. *Shouldn't have* and *ought not to have* suggest that it did.

You **should have done** that the first time.
(but you didn't)
You **ought not to have mentioned** your gift.
(but you did)

USAGE NOTE We often use ***shall*** in **questions** to ask for advice or direction. In this meaning, *shall* is used only with *I* or *we*. When it is used with *we*, it is often followed by a sentence with *let's* + base form. In this meaning, *shall* is similar to *should*.

A: **Shall** we **get** them some flowers?
B: Yes, **let's do** that.

6 Warnings

Use ***had better*** to give a **warning** that something bad or negative will happen if a suggestion or piece of advice is not followed.

Had better is similar to *should* and *ought to*, but **stronger**.

We**'d better go**, or we'll be late for work.

In **questions**, we usually use ***had better*** in the **negative**.

Hadn't you **better avoid** talking about politics during dinner?
(You'll probably offend our hosts if you do.)

7 Expectations

Use ***be supposed to*** and ***be to*** to show **expectations**.

- ***be supposed to***
- ***be to***

You**'re supposed to take off** your shoes when you enter a Japanese home.
All employees **are to attend** the company office party.

Use ***be supposed to*** only in the **present** and the **past**. In the past, the affirmative suggests that an action didn't happen. The negative suggests that it did.

We **were supposed to take** flowers.
(but we didn't)
We **weren't supposed to mention** the gift we'd brought.
(but we did)

Use ***be to*** in more **formal** English to express a strong expectation.

You**'re not to ask** any personal questions at the meeting.

8 Suggestions

Use ***could*** and ***might*** to make polite, not-too-strong **suggestions**. *Could* is much more common than *might* in this function.

Use ***could*** or ***might*** + base form to make **polite suggestions** about the **present** or **future**.	You **could take** them some chocolates. You **might send** a thank-you note.
Use ***could have/might have*** + past participle to make **polite suggestions** about a **past** opportunity. In this meaning, *could have* and *might have* mean that the action didn't happen. However, you can also use *could have* and *might have* to speculate about the past. (See Unit 5.)	You **could have taken** them some flowers. You **might have offered** to help clean up.

PRONUNCIATION NOTE

Reducing Modals and Modal-like Auxiliaries

Modals and modal-like auxiliaries are often **reduced** in rapid speech and in conversation. Note that the full forms are also acceptable.

have to → "hafta"	We **hafta** leave now.
has to → "hasta"	She **hasta** work today.
should have → "should've" (before a vowel)	I **should've *eaten*** a bigger lunch.
should have → "shoulda" (before a consonant)	You **shoulda *called*** sooner.
could have → "could've" (before a vowel)	They **could've *invited*** us to the party.
could have → "coulda" (before a consonant)	You **coulda *brought*** some flowers.
might have → "might've" (before a vowel)	He **might've *advised*** me to do that.
might have → "mighta" (before a consonant)	You **mighta *told*** me about that.
supposed to → "sposta"	You're not **sposta** do that.
might have → "mighta" (before a consonant)	You **mighta *told*** me about that.
supposed to → "sposta"	You're not **sposta** do that.
had better → "better"	We **better** get going.
ought to → "oughta"	Bob **oughta** study harder.
got to → "gotta"	We've **gotta** leave now.

IN WRITING Don't use the forms *hafta*, *hasta*, *sposta*, *oughta*, and *gotta* in writing. You can use the forms *should've*, *could've*, *might've*, and *'d better* in written dialogue and less formal English, but don't use them in formal English.

I **have to** fly to Buenos Aires tonight.
We **ought to** have them over for a card game.
We**'d better** give her a call.
People aren't **supposed to** smoke here.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1–8 **Read the sentences based on the reading. Circle the choice that best explains the meaning of each sentence.**

1. We knew that you're supposed to take off your shoes when you enter a Japanese home.
   a. Japanese people expect guests to remove their shoes.
   b. It doesn't matter whether or not you wear your shoes in a Japanese home.

2. Junichi told us we ought to have removed our shoes.
   a. We removed our shoes, and that was the right thing to do.
   b. We didn't remove our shoes, and that was a cultural mistake in Japan.

3. You have to pour soy sauce into a little dish next to your plate.
   a. You must do this. It's necessary.
   b. You should do this, but it's not really necessary.

4. I felt I had to blow my nose.
   a. It wasn't necessary for me to blow my nose.
   b. It was necessary for me to blow my nose.

5. You are not to blow your nose in public.
   a. It's not acceptable to do this.
   b. It's acceptable to do this.

6. You could have sniffled.
   a. You did sniffle.
   b. You didn't sniffle.

7. Hadn't we better leave a tip?
   a. Shouldn't we leave a tip?
   b. Does it matter whether or not we leave a tip?

8. You're not supposed to leave tips in Japan.
   a. Tips are not expected.
   b. Tips are expected.

9. Yes, I think you ought to do that.
   a. I don't think it matters whether or not you do that.
   b. That would be the right thing to do.

10. Shall we invite Masayuki and Yukiko out for dinner?
    a. Do you think they will go out to dinner with us?
    b. Do you think we should ask them to go out for dinner with us?

EXERCISE 2 MODALS

GRAMMAR NOTES 3–5, 7–8 **Read the conversation between Manuela, a visiting exchange student, and her American friend Jane. Complete the conversation with phrases from the box.**

~~are you supposed to leave~~	don't have to do	ought to have given	should you leave
could have left	don't have to leave	should we have left	were supposed to leave
could leave	had to worry	should you do	you're supposed to do

JANE: Hi, Manuela. How are things going?

MANUELA: Really well. But I need some pointers about something.

JANE: Sure. What?

MANUELA: Tipping. I don't really understand it. Are you supposed to leave (1.) a tip everywhere you eat? This is kind of bothering me. I've never _____ (2.) about this before. We don't tip very much in Brazil.

JANE: You don't?

MANUELA: No. Generally you _____ (3.) that. If the service is really great, you _____ (4.) something, or round your bill up.

JANE: Tell me more. Have you had a problem with this?

MANUELA: Yeah. Last week a Chinese friend of mine and I had dinner at a restaurant. We knew we _____ (5.) a tip, but we didn't know how much.

JANE: How much did you leave?

MANUELA: About 25 percent. _____ (6.) more?

JANE: Wow! Twenty-five percent. That's quite a bit. The service must have been really good.

MANUELA: Actually, it wasn't. The waiter was pretty rude . . . and slow.

JANE: If you're not satisfied with the service, you _____ (7.) anything.

MANUELA: So what _____ (8.) if you're satisfied?

JANE: You should tip the waiter between 15 and 20 percent. Fifteen is the usual.

MANUELA: Hmmm. OK. Now here's another question. I'm confused about what _____ (9.) if you're sitting at a lunch counter instead of at a table. _____ (10.) anything for the person behind the counter?

JANE: It's a nice gesture. Why do you ask?

MANUELA: Yesterday, I had lunch at a cafeteria counter. The waitress was really nice and polite. I felt like I _____ (11.) her something.

JANE: Did you?

MANUELA: No.

JANE: Well, you _____ (12.) something. Maybe 5 to 10 percent.

MANUELA: Oh. OK. Next time I will.

EXERCISE 3 *MUST, HAVE TO, SHOULD,* AND *BE SUPPOSED TO*

A GRAMMAR NOTES 3–5, 7 **Read this short essay about the treatment of babies in two different cultures.**

An American woman was spending a month teaching on the Indonesian island of Bali. She was staying at the home of a Balinese family. Late one afternoon, the woman of the house needed to leave home for a time. When she came back, her eight-month-old son was lying on a large bed, crying loudly. "What is happening with my son?" asked the Balinese woman. "Oh," said the American teacher, "I don't think there's anything wrong with him. I just thought it would be good for him to crawl on the floor for a bit. I put him down to let him crawl, but he didn't seem to like it, and he started crying. I thought maybe it would be a good idea if he just cried to let his frustration out."

A discussion followed. The Balinese woman told the American that in Bali it is not considered a good thing to let babies cry. Since Balinese culture is characterized by the strength of the extended family, there is almost always someone available to pick children up if they start crying and carry them around. In fact, there is even a "putting down" ceremony that occurs when the child is ready to walk and may be put down on the ground for the first time. Furthermore, the Balinese mother said, their children are not expected to crawl because that activity is seen as too much like what animals do.

The American was fascinated with what her Balinese host had told her. She pointed out that in the United States, the extended family is not nearly as prevalent as in Bali, so there is often no one around to help with children. In many families, both mother and father work, so at the end of the day both are too tired to carry children around for long periods. Many also feel that it doesn't hurt babies to allow them to cry for a time. As for crawling, said the American woman, most American parents are delighted when their children learn to crawl, feeling that it is essential for them to develop that skill in order to gain muscular strength and prepare for walking.

Both women learned a great deal that day about the other's culture.



B GRAMMAR NOTES 3–5, 7 **Complete the sentences about the article in A. Use *must*, *have to*, *should*, and *be supposed to*. Use negative or past forms if necessary.**

1. The incident happened because the Balinese woman had to leave home for a time.
2. The American woman thought the baby _____ crawl around a bit on the floor.

3. In Bali, parents believe that babies _____ be picked up and held most of the time, especially if they are crying.
4. The Balinese mother no doubt felt that her American guest _____ put the baby down.
5. In Bali, children _____ crawl since that is too much like what animals do.
6. Most American parents believe that their children _____ crawl because if they don't, they won't develop muscular strength and learn to walk.

EXERCISE 4 *SHOULD HAVE* AND *COULD HAVE*

GRAMMAR NOTES 5, 8 **Read the example sentences. Then think about past situations you have experienced. Write five sentences about things you should or shouldn't have done. Then write five additional sentences about things you could have done.**

I should have studied more for my English test.
I shouldn't have spent so much money on my new computer.
I could have given my sister a better present for her birthday.

EXERCISE 5 REDUCING MODALS AND MODAL-LIKE AUXILIARIES

A PRONUNCIATION NOTE **Listen to each sentence. How is the modal or modal-like auxiliary pronounced? Check (✓) *Full Form* or *Reduced Form*.**

	Full Form	Reduced Form
1. We have to take a gift to the party.	☐	☑
2. We should have had them over for dinner.	☐	☐
3. We're supposed to have dinner at their house on Monday.	☐	☐
4. You could have declined their offer to have a drink.	☐	☐
5. We had better leave now.	☐	☐
6. You might have gotten them some flowers.	☐	☐
7. He wasn't supposed to be here until Monday.	☐	☐
8. The gift has to be wrapped.	☐	☐
9. We ought to go to a movie tonight.	☐	☐
10. You should have eaten your vegetables.	☐	☐
11. We've got to get going soon.	☐	☐
12. You might have asked me if I wanted to go.	☐	☐
13. She could have accepted the job offer.	☐	☐
14. You'd better not mention politics at the dinner table.	☐	☐

B **Listen again. Repeat the sentences.**



EXERCISE 6 EDITING

GRAMMAR NOTES 1–8 **Read the email from Tong-Li, an international exchange student in Australia, to her friend Indira in Singapore. There are nine mistakes in the use of modals or modal-like expressions. The first mistake is already corrected. Find and correct eight more.**

To: indira444@cmail.com
From: TongLi5@cmail.com
Re: Australia

Dear Indira,

Sorry it's taken me so long to email. I ~~should to~~ should have gotten to this weeks ago, but I've been so busy. I'm really looking forward to seeing all you guys again. School is tough but really interesting, and I'm sure I should be studying even more than I have been. Part of the problem is that I'm taking too many classes. You're only suppose to take five a term, but I'm taking six.

Anyway, I've gotten to know a lot of new people. I have this one really good friend, a girl named Jane. She invited me to her house last week for a party. Actually, it was my birthday, but I didn't know she knew that. I figured I better take some kind of gift, but I couldn't decide what it should be. Finally, I came up with the idea of a bouquet of flowers. As soon as I got to the party, I gave it to Jane. But then the funniest thing happened. I guess I ought to expect something was up from the mysterious way Jane was acting, but I didn't. This was a surprise party—for me! As soon as I sat down, a lot of people jumped up from places where they'd been hiding and shouted, "Surprise! Happy birthday!" I was embarrassed, but I must not have been because everyone was really friendly, and pretty soon I forgot about my embarrassment. Then they gave me presents. I was about to put them away, but Jane said, "Aren't you going to open them?" I didn't know what to do. In Singapore, you shouldn't have opened gifts right when you get them, but apparently you are supposed to in Australia. So I opened them. The nicest gift was a new blouse from Jane. She told me I must have gone and try it on immediately, so I did. It's beautiful. Anyway, what a party! I thought I knew all about Australian culture, but the custom of opening up presents in front of the gift giver is a strange one to me.

The weather is kind of chilly. How is it back in Singapore? Nice and warm? I shall bring you something special from Australia when I come?

Well, Indira, I got to sign off now. Write soon.

Love,
Tong-Li



Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

A Listen to the telephone conversation. Where are Dad and Ray, and why are they there?

_____

B Read the questions. Then listen again. Write complete answers.

1. Why should Dad and Ray get home as soon as possible?
   Mom's surprise party is supposed to start in half an hour.
2. Why does Bev think Dad has to get Mom's present today?
   _____
3. What should Dad have done last week?
   _____
4. Why doesn't Dad think they should buy a camera?
   _____
5. Why can't Dad buy Mom a dress?
   _____
6. How does Dad respond when Bev says he could get Mom a blouse?
   _____
7. What does Bev think Dad should get?
   _____
8. What does Mom think is supposed to happen this afternoon?
   _____



C Work with a partner. Discuss these questions. Then share your conclusions with the class.

1. When you attend a birthday party in your culture, are you supposed to take a gift?
2. Are gifts supposed to be wrapped?
3. What types of gifts should you *not* take to a birthday party?

EXERCISE 8 THE KINDNESS OF STRANGERS

INFORMATION GAP **Work with a partner. Student A will follow the instructions below. Student B will follow the instructions on page 438.**

STUDENT A

- **The story below is missing some information. Your partner has the same story that contains your missing information. Ask your partner questions to find the missing information.**

  EXAMPLE: A: Where were the married couple supposed to stay?
  B: They were supposed to stay at . . .

- **Your partner's story is missing different information. Answer your partner's questions so that he or she can fill in the missing information.**

  EXAMPLE: B: What should the married couple have gotten?
  A: They should have gotten . . .

A married couple was traveling in Europe and had just entered a new country. They had been having a wonderful time, but now everything was going wrong. The first problem was finding accommodations. They were supposed to stay at _____, but when they got to the hotel, there was no record of their reservation. The wife said they should have gotten a confirmation number. They hadn't, unfortunately, so they had to spend the night _____. The next day, they finally found a room at a hotel far from the center of town. There were two rooms available: a large one and a tiny one. Since they were on a tight budget, they decided they had better take the tiny one.

The second problem was communication. They were starving after spending hours looking for accommodations, so they went into a restaurant. A waiter brought them a menu, but they couldn't understand it. The husband said they should have _____. They hadn't done that, though, so they didn't know what to order.

Time passed. Other people were being served, but they weren't. Frustrated, they decided they had to do something. But what? They noticed that a boy about eleven years old seemed to be listening to their conversation. Soon, the boy came over to their table. "Excuse me," he said. "You have to _____. Then they'll take your order." The husband and wife were both astonished but grateful. The wife said, "You speak our language very well. Did you study it somewhere?" The boy said, "I lived in Australia for three years. I learned English there." He asked, "Shall I help you order? I can translate the menu."

When the couple got back home, their friends asked them what they had liked best about the trip. The wife said, "Well, the best part was visiting that country where everything went wrong, and that boy helped us. He could have ignored us, but he didn't. It's wonderful when strangers help you. It's made me realize that we should all _____ when the need arises."

EXERCISE 9 DO'S AND DON'TS

A QUESTIONNAIRE **Decide whether each of the behaviors in the chart is required, advised, allowed, or unimportant in your culture or another culture you are familiar with. Check (✓) the appropriate boxes.**











	Must	Should	Mustn't	Shouldn't	Don't Have To	Doesn't Matter
1. hug friends when you see them						
2. take a gift when invited somewhere						
3. shake hands when you meet someone						
4. ask how old someone is						
5. smoke without asking permission						
6. offer to pay your share at a restaurant						
7. remove your shoes at someone's house						
8. leave a tip in a restaurant						
9. ask how much someone weighs						
10. ask what someone's occupation is						
11. call people by their first name						

B **Work in a group. Share your answers in A. Then report your opinions to the rest of the class.**

EXAMPLE: A: When you're invited to dinner in your culture, are you supposed to take a gift?
B: Absolutely. You must take a gift. And it has to be wrapped. What about in your culture?
A: You can if you want to. You should take a gift if it's a birthday party, but . . .

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE **Think of a past situation that you feel you and other people could and should have handled differently. Write a few sentences on the following points:**

- How you handled the situation
- What people must, have to, or should do in these types of situations
- What you could and should have done instead

B WRITE **Using your ideas in A, write a five-paragraph essay about your situation. Remember to use modals of necessity. Try to avoid the common mistakes in the chart. Use the example below to help you begin your essay.**

EXAMPLE: Two years ago, my friend and I were traveling on a train in Europe. It was the middle of the night, and we were both asleep. Suddenly, our compartment door was opened and several young people came in. They began talking very loudly. I told them, "You really have to be quiet. We're trying to sleep here." But they didn't pay attention to me.

There were several things that everyone in the situation could and should have done. We should have known that there would be a problem because we weren't in a private compartment. We could have gotten a private compartment. But we weren't the only ones at fault. People ought to be quiet when they enter a train late at night. The young people should have talked a lot more quietly . . .

Common Mistakes in Using Modals of Necessity

Don't confuse *must not* and *do not have to*. ***Must not*** means that an action is **prohibited**. ***Do not have to*** means an action is **not necessary**.	We **mustn't forget** our passports. We won't be able to travel if we do. NOT We ~~don't have to~~ forget our passports.
Don't use *had* instead of *have* in past modals. Be sure to use ***have*** + **past participle** after ***could***, ***should***, ***may***, and ***might***.	You **should have let** me know you couldn't come. NOT You should ~~had~~ let me know you couldn't come.
Be careful not to omit the ***to*** after ***ought***.	You **ought to give** her a call soon. NOT You ~~ought give~~ her a call soon.

C CHECK YOUR WORK **Look at your essay. Underline the modals of necessity. Use the Editing Checklist to check your work.**

Editing Checklist

Did you . . . ?

- ☐ use *must not* for actions that are prohibited
- ☐ use *do not have to* for actions that are not necessary
- ☐ use *have* in past constructions with *should*, *could*, and *might*
- ☐ include *to* after *ought*

D REVISE YOUR WORK **Read your essay again. Can you improve your writing? Make changes if necessary.**

Go to MyEnglishLab for more writing practice.

UNIT 4 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Circle the correct answers.

1. You weren't supposed to / were supposed to mention the gift. Now it won't be a surprise!
2. She had to / didn't have to bring food. We have a lot left over from the party.
3. Bill might not have / shouldn't have told Ai about it! Now everyone will know.
4. You could / should take some flowers. Or a box of chocolates would be good.
5. We shouldn't / We'd better not discuss anything political. Sam loses his temper easily.
6. You must have / should have your passport with you. You'll be deported if you don't.
7. Chie should / Chie's got to pay her rent by Saturday. She'll be evicted if she doesn't.
8. You aren't allowed to / don't have to go into a Japanese kitchen. It's just not done.
9. Sami should have / could have given them a CD. They like flowers, too.
10. Hadn't we better / Must we get going? The play starts in thirty minutes.

B Look at the underlined phrase in each sentence. Write a modal that has a similar meaning to the phrase.

1. You have to be there by 10 a.m. sharp. _____
2. We ought to invite Hana over for dinner. _____
3. We aren't allowed to smoke in the office. _____
4. Ken has got to study harder. _____
5. Are you supposed to leave a tip here? _____

C Find and correct five mistakes.

A: Did you see the email? All employees is to attend the good-bye party for our CEO, Brent Chang.

B: Yes, I did see it. His wife was invited too, but she must decline because she is going on a trip.

A: Since it's a good-bye party, we don't have to forget to buy him a present. We had better to get him something nice. We ought buy him something useful, too.

B: I agree.

Now check your answers on page 427.

Go to MyEnglishLab to complete the review online.

UNIT 5

Modals to Express Degrees of Certainty

MYSTERIES

OUTCOMES
- Make statements with varying degrees of certainty
- Identify an author's attitude in an academic article
- Identify main ideas and supporting details in an academic discussion
- Discuss possible explanations for various mysterious events
- Write an essay about a mystery

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. When people say, "Columbus discovered the New World," what do they mean?
2. What theories have you heard regarding who might have "discovered" the New World?

READ

Read this article about the discovery of America.

Who *Really* Discovered America?

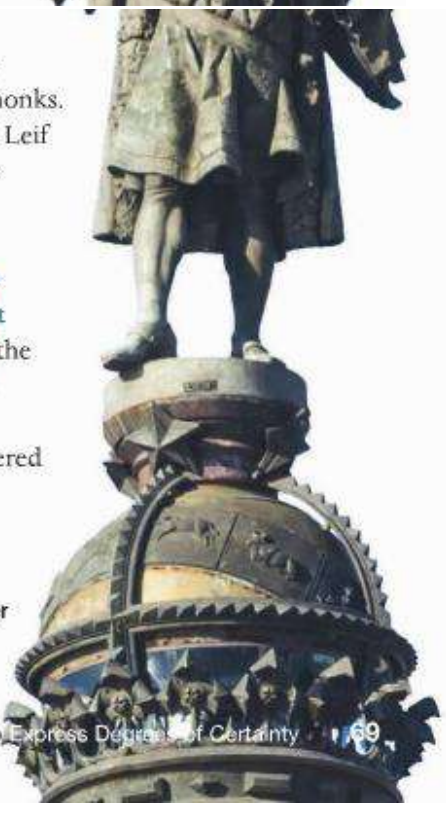


A well-known school rhyme goes like this: "In fourteen hundred and ninety-two, Columbus sailed the ocean blue"—and then discovered America. However, Columbus may not have been the first non-Native American to visit the Western Hemisphere. So many other potential discoverers have been nominated[1] that the question might almost be rephrased as "Who didn't discover America?" What does history show? Who really discovered the New World? Those suggested include the Vikings, the Japanese, the Chinese, the Egyptians, the Hebrews, the Portuguese, and some Irish monks.

The Vikings are the best-known contenders. Evidence suggests that Leif Erikson and cohorts visited the New World about the year 1000, almost 500 years before Columbus. Viking records and New World artifacts[2] indicate they arrived at a place they named "Vinland the Good"—the land of grapes. Scholars originally hypothesized that Vinland must have been Newfoundland. Today, however, it is believed that Vinland couldn't have been that island since it is too far north for grapes to grow. Could the climate have been warmer in Erikson's day? Perhaps. However, current thought is that Vinland may have been the New England coast.

The Japanese are more recent candidates. Pottery fragments discovered in 1956 on the coast of Ecuador date back about 5,000 years. These fragments resemble Japanese pottery of the same era, and it has been

1 *nominated:* proposed, suggested
2 *artifacts:* manmade objects



Statue of Christopher Columbus

established that there was no native pottery in Ecuador in 3000 B.C.E. Could the Japanese have introduced it? Smithsonian Institute scholars conclude that individuals may have sailed from Japan across the Pacific to Ecuador, or Japanese fishermen might have been swept out to sea and carried 10,000 miles across the ocean. This theory may sound unlikely and may eventually be disproved. Nonetheless, the pottery evidence must mean something.

One interesting theory stems from the story of St. Brendan, a sixth-century Irish monk who made many voyages to establish monasteries. A sixth-century document suggests that Brendan made a journey far out into the Atlantic, reports of which may have influenced Columbus to believe that there really was a New World. Brendan and his fellow monks saw "sea monsters," "crystals rising up into the sky," and "a rain of bad-smelling rocks." In 1976, British navigation scholar Tim Severin decided to see if Brendan and his companions could really have accomplished this voyage. Using the specifications described in the St. Brendan text, they built a curragh, an Irish leather boat, and attempted the journey. On the way, they passed Greenland and wintered in Iceland, where they saw whales, a volcano, and icebergs. They theorized that Brendan's sea monsters might have been whales, the ice crystals icebergs, and the bad-smelling rocks volcanic debris. Severin's group did eventually get to Newfoundland, proving that a curragh could have made the journey to North America. Religious artifacts and stone carvings bearing vocabulary and grammatical constructions from Old Irish have been found in Virginia. This suggests that other missionaries[3] could have gone to the New World after Brendan's return. Thus the story may be true.

But back to the original question: Who really "discovered" the New World? Future research should get us closer to an answer. Columbus and the others mentioned above did not, of course, really discover America. The real finders were the Native Americans who migrated across the Bering Strait more than 10,000 years ago. In any case, even if Columbus did not discover the New World, no one disputes that he started two-way communication between the Old World and the New. In that sense, his reputation is still safe.

3 *missionaries:* persons sent to distant places to teach and spread religion

AFTER YOU READ

A VOCABULARY **Match the words in bold with their meanings.**

____ **1.** Many other **potential** discoverers have been nominated.
____ **2.** Leif Erikson and **cohorts** arrived about the year 1000.
____ **3.** Scholars **hypothesized** that Vinland was Newfoundland.
____ **4.** **Nonetheless**, the pottery evidence must mean something.
____ **5.** Severin used the **specifications** described by St. Brendan.
____ **6.** This idea **stems from** the story of St. Brendan.
____ **7.** This **theory** seems unlikely.
____ **8.** The bad-smelling rocks may have been volcanic **debris**.

a. is from
b. remains of an explosion
c. companions
d. descriptions or directions
e. proposed as an explanation
f. however
g. possible
h. proposed explanation

B COMPREHENSION Read the statements. Check (✓) *True* or *False*.

	True	False
1. Schoolchildren are often taught that Columbus discovered America.	☐	☐
2. Scholars originally theorized that Vinland was probably Newfoundland.	☐	☐
3. Vinland could have been Newfoundland because grapes grow there.	☐	☐
4. Pottery fragments found in Ecuador date from the year 5000 B.C.E.	☐	☐
5. The story of St. Brendan definitely convinced Columbus that there was a New World.	☐	☐
6. St. Brendan and his companions could have gotten to America in a curragh.	☐	☐
7. The ice crystals seen by Brendan and his companions must have been icebergs.	☐	☐
8. Columbus opened up communication between the Old World and the New.	☐	☐

C DISCUSSION Work with a partner. Compare your answers in A. Then discuss: Which theory in the article do you think is the most convincing? Who do *you* think discovered America?

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

MODALS TO EXPRESS DEGREES OF CERTAINTY

Speculations about the Present

It	must has (got) to	be	true.	It	can't/couldn't must not	be	true.
It	may/might could	be	true.	It	may not might not	be	true.

Speculations about the Past

It	must have had to have	been	true.	It	can't have couldn't have must not have	been	true.
It	may have might have could have	been	true.	It	may not have might not have	been	true.

Speculations about the Future

We	should ought to	solve	it soon.				
We	may might could	solve	it soon.	We	may not might not	solve	it soon.

GRAMMAR NOTES

1 Different Degrees of Certainty

We use **modals** and **modal-like expressions** to express different **degrees of certainty**. We use them to speculate based on logic and facts.

• Approximately **90% certain**	The story **must be** true.
• Approximately **50% certain**	The story **might be** true.
We use modals with **progressive** as well as **simple** forms.	He **may be planning** another trip.
When we want to state a fact we are absolutely, 100% **sure** of, we **don't use modals**.	That story **is** true. He **was planning** another trip.

2 Almost Certain about the Present

Use ***must/have to/have got to***, ***can't/couldn't***, and ***must not*** + base form to speculate about the **present** when you are **almost certain**.

• ***must***	The evidence **must mean** something.
• ***have to***	That **has to be** the answer to the question.
• ***have got to***	He**'s got to be** wrong about what he's saying.
• ***can't***	That theory **can't** be right.
• ***couldn't***	That **couldn't be** the correct explanation.
• ***must not***	It **must not be** correct.
In **questions**, use ***could/might*** + base form.	**Could** that **be** the case? **Couldn't** that **be** the explanation?
BE CAREFUL! We normally **don't contract *must not*** with this meaning of *must*.	The explorer **must not be** famous. NOT The explorer ~~mustn't~~ be famous.

3 Less Certain about the Present

Use ***may/might/could*** and ***may not/might not*** + base form to speculate about the **present** when you are **less certain**.

• ***may***	We **may know** the answer soon.
• ***might***	That **might be** the solution to the problem.
• ***could***	That **could be** the reason for the confusion.
• ***may not***	They **may not have** any evidence.
• ***might not***	It **might not rain** today after all.
In **questions**, use ***could/might*** + base form.	**Could** that theory **be** correct? **Might** that **be** the real answer?
BE CAREFUL! We usually **do not contract *might not***, and we **never contract *may not***.	They **may not** have any evidence. NOT They ~~mayn't~~ have any evidence.

4 Almost Certain about the Past

Use ***must have/had to have/must not have*** + past participle when you are speculating about the **past** and are **almost certain**.

- ***must have*** — They **must have visited** America.
- ***had to have*** — They **had to have experienced** many difficulties.
- ***must not have*** — He **must not have made** the voyage.

In the **negative**, use ***can't have/couldn't have*** + past participle to suggest impossibility. — That **can't have happened**. / That **couldn't have been** the reason.

In **questions**, use ***can have/could have*** + past participle. — **Can** that really **have taken** place? / **Could** that **have been** the solution?

5 Less Certain about the Past

Use ***may have/might have/could have*** + past participle when you are speculating about the **past** and are **less certain** (about 50%).

- ***may have*** — They **may have reached** the New World.
- ***might have*** — Japanese sailors **might have arrived** in America.
- ***could have*** — They **could have encountered** whales on the trip.

In the **negative**, use ***may not have/might not have*** + past participle. — They **may not have found** it. / They **might not have understood** it.

In **questions**, use ***might have/could have*** + past participle. — **Might** they **have had** trouble? / **Could** they **have reached** the New World?

USAGE NOTE ***Could have*** + past participle has two meanings:

- **possibility**; a degree of certainty — He **could have gone**; I don't know for sure.
- **missed opportunity** — He **could have gone**, but he didn't.

6 Almost Certain about the Future

Use ***should/ought to*** + base form when you are **almost certain** about a **future** action or event. — Continued research **should help**. / We **ought to have** a solution soon.

7 Less Certain about the Future

Use ***may/might/could*** + base form when you are **less certain** (about 50%) about a **future** action or event.

- ***may*** — We **may know** the answer soon.
- ***might*** — She **might win** the election.
- ***could*** — This plan **could be** successful.

In the **negative**, use ***may/might*** + ***not/never*** + base form. — However, we **may never know** the answer. / We **might not be able to solve** the problem.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1–7 **Read each sentence based on the reading. Circle the choice that is closer in meaning to the sentence.**

1. Columbus may not have been the first to visit the Western Hemisphere.
   (a.) He might not have been the first.
   b. He could not have been the first.

2. It must have been about the year 1000 when Leif Erikson visited the New World.
   a. I'm almost certain it was about the year 1000.
   b. I think maybe it was about the year 1000.

3. Vinland couldn't have been Newfoundland.
   a. It must not have been Newfoundland.
   b. It can't have been Newfoundland.

4. How could the voyage have happened?
   a. I'd like an explanation of how the voyage was impossible.
   b. I'd like an explanation of how the voyage was possible.

5. Individuals may have sailed from Japan to Ecuador.
   a. It's possible they did it.
   b. It's almost certain they did it.

6. The pottery evidence must mean something.
   a. I'm almost sure it means something.
   b. I strongly doubt it means something.

7. Other missionaries could have gone to the New World after Brendan's return.
   a. It's possible that they went.
   b. They had the opportunity to go, but they didn't.

8. Continued research should get us closer to an answer.
   a. It's possible that it will.
   b. It's almost certain that it will.

EXERCISE 2 AFFIRMATIVE MODALS

GRAMMAR NOTES 1–6 **Read the conversation. Complete it with the words from the box.**

could be working	may have had to	might be meeting	must have been visiting
~~could have gotten~~	might be	must have	should be

BLAKE: I wonder what's keeping Harry. He's usually on time for office parties. I suppose he _____ (1.) *could have gotten* stuck in traffic.

SAMANTHA: Yeah, that's a possibility. Or he _____ (2.) work late. I've never known him to be late for a party.

BLAKE: You know, I've always felt there's something a little puzzling—or even mysterious—about Harry.

SAMANTHA: What makes you say that?

BLAKE: Well, he never says much about his past. He's an interesting guy, but I don't know much about him. For all I know, he _____ 3. an international spy who works with mysterious cohorts.

SAMANTHA: I think I know what you mean. Or he _____ 4. as a government agent.

BLAKE: This is potentially a case of *cherchez la femme*.

SAMANTHA: What does that mean?

BLAKE: It means "look for the woman." I figure he _____ 5. a girlfriend that he doesn't want us to know about.

SAMANTHA: Yeah, maybe so. You know, now that I think of it, he always leaves work early on Friday afternoons. I see him go to the parking garage about 4:00, and it always seems like he's trying not to be seen. He _____ 6. his secret love.

(The doorbell rings.)

BLAKE: Oh, wait a minute. There's the doorbell. Everyone else is here. That _____ 7. him.

HARRY: Hi, folks. Sorry I'm late. Had some business to take care of.

SAMANTHA: Business, huh. You mean romantic business?

HARRY: Romantic business? What are you talking about?

BLAKE: We figure you _____ 8. your lady love. After all, we see you leave early every Friday afternoon.

HARRY: Pretty funny. Well, there is a lady, and I love her. But it's not what you think.

SAMANTHA: What is it, then?

HARRY: My mother. She's 88 years old, and she lives in a retirement home. I go to see her every Friday.



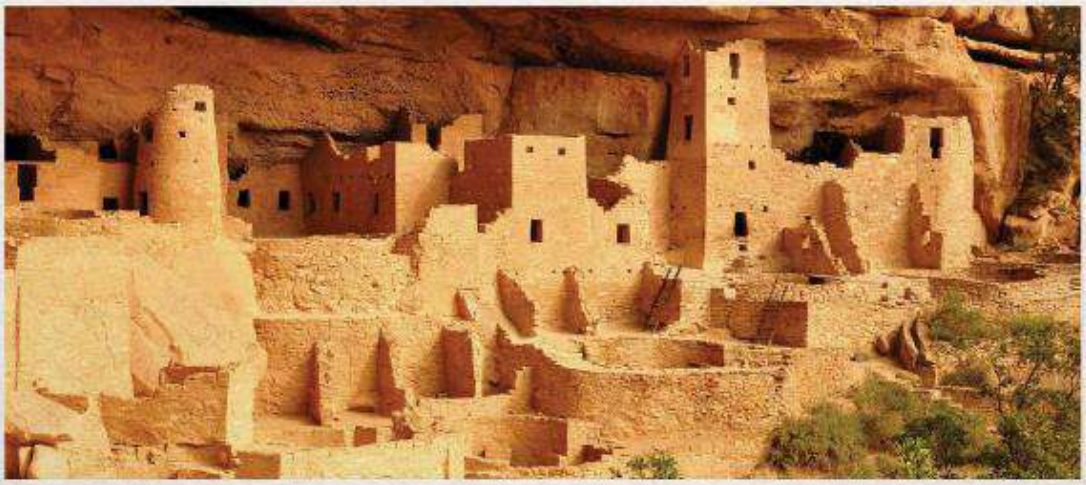
EXERCISE 3 PRESENT AND PAST MODALS

GRAMMAR NOTES 2–5 **Read the article about past cultures. Complete the sentences with past and present modal or modal-like verbs, using the words in parentheses.**

WORLD REVIEW

Have you ever heard of the Anasazi and the Mayans? Both were once great civilizations, but they no longer exist today. Why? There are a number of possible explanations.

First, let's consider the ancient Pueblo people of the U.S. Southwest, called the Anasazi or "ancient ones" by the Navajo. Scholars think that these people _may have settled_ (1. may / settle) in about 100 B.C.E. in the Four Corners area, where today the states of Arizona, Utah, Colorado, and New Mexico come together. We know from the evidence of artifacts and ruins that the Anasazi developed agriculture and built impressive cities and cliff dwellings. About the year 1300, though, something happened. The Anasazi abandoned their dwellings and deserted the region. What _____ (2. could / cause) this? Drought? Warfare? No one knows for sure. However, these people _____ (3. could / not / disappear) completely. Anthropologists believe that they _____ (4. had to / migrate) to the Rio Grande Valley in New Mexico and the White Mountains in Arizona. They assume that today's Pueblo peoples in the Southwest _____ (5. must / be) their descendants. This means that descendants of the Anasazi _____ (6. might / still / walk) the earth. Even if they are, we still don't know what _____ (7. might / bring) an end to the Anasazi's flourishing culture.





Thousands of years ago, the Mayan people dominated large parts of Mexico and Central America. Their culture was technologically advanced, and they built huge cities with elaborate stone palaces and pyramids. Then suddenly, around the year 900 C.E., most of the Mayans abandoned their cities, and the great Mayan civilization collapsed. Nobody knows the reason for this mysterious decline, though scholars have developed several competing theories. One theory holds that by the ninth century, the Mayan population _____ (8. must / grow) so large that it could no longer be supported by agriculture. In other words, the Mayans _____ (9. may / leave) their cities because they ran out of food. Another idea is that Mayan society _____ (10. might / collapse) because the different Mayan city-states were constantly warring with each other. In addition, some scholars claim that an environmental disaster, such as a drought, _____ (11. could / occur). Mayan cities _____ (12. had to / be) dependent on rain for their water supply, and without it, they _____ (13. must / struggle) to survive . . . and eventually lost the struggle. And finally, other experts believe that all three of these factors _____ (14. may / play) a part in the Mayan downfall.

EXERCISE 4 DEGREES OF CERTAINTY ABOUT THE FUTURE

GRAMMAR NOTES 6–7 **Write ten sentences about things you might accomplish in the next ten years. Write two sentences each with *should*, *ought to*, *may*, *might*, and *could*.**

I should finish my college education by 2022.
I ought to speak very good English in ten years.
I might get married within ten years.

EXERCISE 5 EDITING

GRAMMAR NOTES 1–7 **Read this student essay. There are eight mistakes in the use of modals. The first mistake is already corrected. Find and correct seven more.**

Why We Itch

Why do we itch? You ~~must~~ *might* think that scientists have found the answer to this very simple question. Unfortunately, scientists can't answer this question with any certainty. They simply don't know for sure.

There are some clear cases involving itching. If a patient goes to her doctor and complains of terrible itching, the doctor will look for some kind of rash. If he finds a rash, the doctor will probably say that she must eat something she was allergic to, or that an insect must not have stung or bitten her. Scientists can easily explain this kind of case. Most itching, however, does not have an obvious cause.

Here's what scientists do know: Right under the surface of the skin, there are sensory receptors. These receptors detect pain and let the brain know about it. If there is a lot of stimulation to the body, the sensory receptors might carried a message of pain to the brain. If there isn't much stimulation, the sensors might be report it as itchiness.

There has been a lot of speculation about the function of itching. Some researchers think the function of itching may to warn the body that it is about to have a painful experience. Others theorize that early humans might developed itching as a way of knowing they needed to take insects out of their hair. Still others believe that itching could be a symptom of serious diseases such as diabetes and Hodgkin's disease.

One of the most interesting aspects of itching is that it may have be less tolerable than pain. Research has shown, in fact, that most of us tolerate pain better than itching. Many people are willing to injure their skin just so they can get rid of an itch.

Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 LISTENING

A Listen to a discussion in a biology class. What is the main idea of the listening? Circle the correct answer.

a. The way we hear our own voices is different from the way other people hear them.

b. The way we hear our own voices is the same as the way other people hear them.

c. The way we hear our own voices is more accurate than the way other people hear them.

B Now listen to statements made during the discussion. For each statement, circle the sentence that gives the same information.

1. (a.) It's almost impossible that it was me.
   b. It's possible that it was me.
2. **a.** There must be some mistake.
   b. There's possibly some mistake.
3. **a.** It's possible that all of you have had this experience before.
   b. It's almost certain that all of you have had this experience before.
4. **a.** You have probably figured out the answer.
   b. You will probably be able to figure out the answer.
5. **a.** It's got to be because we hear the sound in a different way.
   b. It's possibly because we hear the sound in a different way.



6. **a.** It's possibly because the sound travels through different substances.
   b. It's almost certainly because the sound travels through different substances.
7. **a.** That must affect the way we hear our own voices.
   b. That may affect the way we hear our own voices.
8. **a.** It's almost certain they're not as accurate as they're supposed to be.
   b. It's possible they're not as accurate as they're supposed to be.
9. **a.** It's almost certain it's the opposite.
   b. It's possible it's the opposite.
10. **a.** It's almost certain that's why you don't like it.
    b. It's possible that's why you don't like it.

C **Work with a partner. Continue the last part of the discussion in the listening about why many people may not like their own voices. Discuss these questions:**

1. Do you think it is true that many people don't like their own voices? Why do you think this might be the case?
2. Have you heard a recording of your own voice? If so, how did you feel about it? What do you think could be the reason for your reaction?

EXERCISE 7 DETECTIVE WORK

A PUZZLE **Work with a partner. Solve the puzzles. Suggest several possible solutions to each puzzle. Write them down—from most likely to least likely—and label them accordingly.**

1. On November 22, 1978, an eighteen-year-old thief broke into a lady's house and demanded all her money. She gave him all she had: $11.50. The thief was so angry that he demanded she write him a check for $50. Two hours later, the police caught the thief. How?

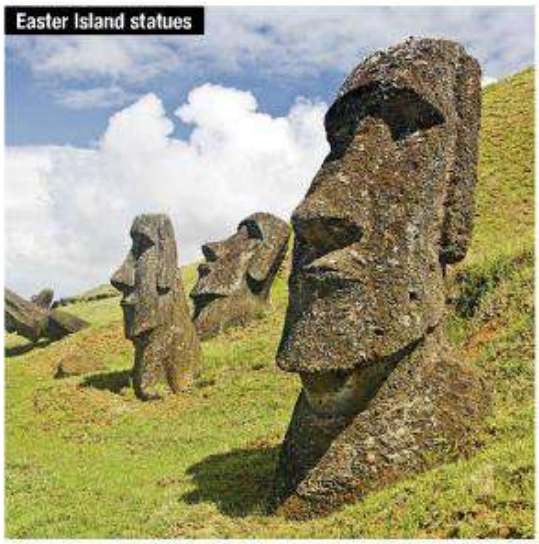
   The lady must have called the police and told them about the check. (most likely)

   Someone might have seen the thief when he ran away from the lady's house. (less likely)

2. A dog owner put some food in a bowl for her cat. Then, because she didn't want her dog to eat the cat's food, she tied a six-foot rope around his neck. Then she left. When she came back, she discovered that the dog had eaten the cat's food. What happened?
3. Two monks decided to ride their bicycles from their monastery to another monastery in a town 6 miles away. They rode for a while and then reached a crossroads where they had to change direction. They discovered that the sign with arrows pointing to different towns in the area had blown down. They didn't know which road was the right one. Nevertheless, they were able to figure out which road to take. What do you think they did?
4. Roy Sullivan, a forest ranger in Virginia, had several experiences in his life in which he was struck by a powerful force. Two times his hair was set on fire. He had burns on his eyebrows, shoulder, stomach, chest, and ankle. Once he was driving when he was hit and was knocked 10 feet out of his car. What do you think happened to him?

B **Report your answers to the class.**

EXAMPLE: We think that the most likely explanation for the first puzzle is that the lady must have called the police and told them about the check. Then the thief must have tried to cash the check at a bank.


Easter Island statues


Nazca lines or geoglyphs


Crop circles


Stonehenge

EXERCISE 9 FAMOUS WORLD MYSTERIES

A PROJECT **Work with a partner. Look at the photos above of famous world mysteries. Choose one of the mysteries and research it on the Internet. Find the answers to these questions:**

1. Who must have made this?
2. How could they have made it?
3. Why might they have made it?
4. What might people have used this place for?

B **Present the information you have discovered to the class. If possible, make a poster, and include visuals in your presentation. Then, as a class, vote on your favorite mystery.**

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Think of an interesting world mystery that you have heard about. Take notes on at least three reasons why you think it is interesting, focusing on unanswered questions about the mystery.

B WRITE Using your ideas in A, write a five-paragraph essay about the mystery you have chosen. Remember to use modals of certainty. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your essay.

EXAMPLE: I have visited Stonehenge twice. I think it's a fascinating place, but I still have many questions about it. For example, how might the builders have moved the gigantic stones? Even if there was a quarry close by, how could people have transported them even a short distance?

Then there's the question of why Stonehenge was built. Some scholars have said people might have built Stonehenge for religious purposes. Others think it must have been a kind of astronomical observatory. . . .

Common Mistakes in Using Modals of Certainty

Don't use *mustn't* in speculations about the present or past. Use ***must not***.	You **must not have understood** what I meant. NOT You ~~mustn't~~ have understood what I meant.
Don't use *had* in past modals. Use ***have*** + **past participle** after *could*, *should*, *may*, and *might*.	You **should have told** me you couldn't come. NOT You should ~~had~~ told me you couldn't come.
Don't omit ***to*** after the modal ***ought***.	We **ought to know** the answer soon. NOT We ~~ought know~~ the answer soon.

C CHECK YOUR WORK Look at your essay. Underline the modals of certainty. Use the Editing Checklist to check your work.

Editing Checklist

Did you . . . ?

- ☐ avoid contracting *must* and *not* when speculating about the present or past
- ☐ use *have* in past modal constructions
- ☐ use *to* after the modal *ought*

D REVISE YOUR WORK Read your essay again. Can you improve your writing? Make changes if necessary.

Go to MyEnglishLab for more writing practice.

UNIT 5 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Circle the correct answers.

1. That must / may be the answer to the mystery. All evidence points to it.
2. Ellen might / will be here later, but I don't know for sure.
3. A monk must / might have made the trip, but the evidence isn't conclusive.
4. It couldn't / shouldn't have been Newfoundland, which is too far north.
5. We should / can't find out what really happened later today. Louis says he knows.
6. You may / ought not to have trouble solving the problem—you're good at math.
7. They had to / might have been home—I heard their music.
8. She might be / has got to be the one who took it. No one else had access to it.
9. They had to be / must have been away last week. Their car was gone.
10. There must / might be a key around here somewhere. Dad said he had one.

B Look at the underlined phrase in each sentence. Write a phrase with a modal that is similar in meaning to the underlined phrase.

1. It's possible that Jeremy had to work late. _____
2. It's very likely that Mari missed her flight. _____
3. It's impossible that they heard the news. _____
4. It's likely that we'll know the answer soon. _____
5. You had the opportunity to get a scholarship. _____

C Find and correct five mistakes.

A: Hi, Jack. I'm glad you finally made it to the party! But where's Gina? Do you think she might have forgotten about the party, or could she had to work late?

B: I think Gina must to be sick. She didn't look good earlier today.

A: That's too bad. What about Al and Lisa?

B: Al told me that he couldn't get here by 7:00, but he should to make it by 8:00. I don't know about Lisa. I suppose she could be work late, but she didn't say anything to me about it.

A: I guess she might been on her way here right now. I hope so!

Now check your answers on page 428.

Go to MyEnglishLab to complete the review online.

Passive Voice

UNIT 6

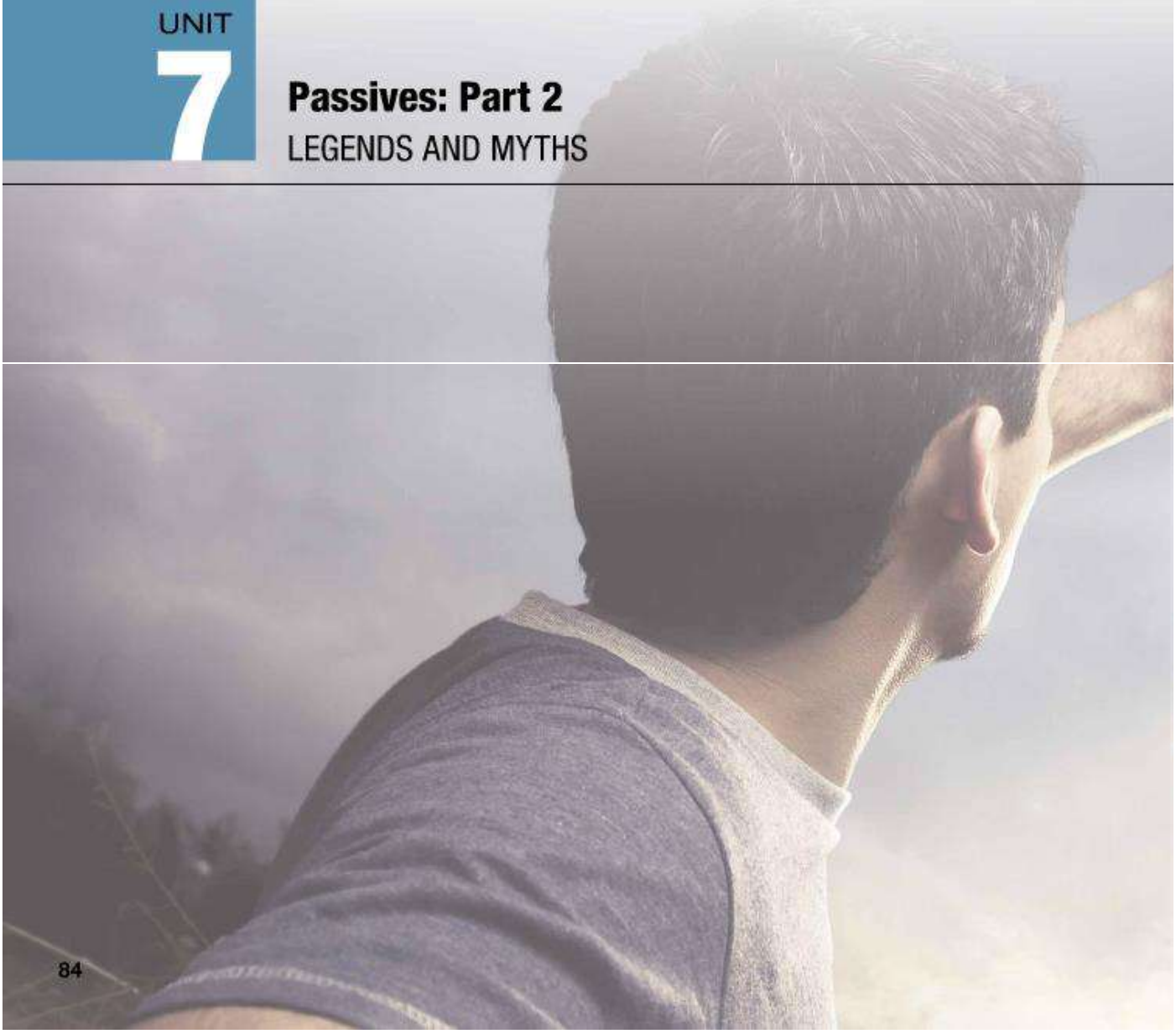
Passives: Part 1

CRIME

UNIT 7

Passives: Part 2

LEGENDS AND MYTHS



PART 3

OUTCOMES

- Use the passive in the past, present, and future
- Use the passive causative to talk about services or activities that people arrange for others to do
- Identify main ideas and details in a narrative
- Identify key details in an interview
- Discuss crime stories and speculate about possible solutions
- Write an essay about a crime

OUTCOMES

- Describe situations or states, and report ideas, beliefs, and opinions with the passive
- Identify the meaning of key concepts in an academic article
- Identify events in a news broadcast
- Participate in discussions on academic topics, expressing and supporting opinions with details
- Write an essay about a legend or myth



UNIT

6 Passives: Part 1

CRIME

OUTCOMES

- Use the passive in the past, present, and future
- Use the passive causative to talk about services or activities that people arrange for others to do
- Identify main ideas and details in a narrative
- Identify key details in an interview
- Discuss crime stories and speculate about possible solutions
- Write an essay about a crime



STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. Many people find crimes fascinating. Do you enjoy hearing about them? If so, why?
2. Do you know of any unsolved crimes?
3. Why do people sometimes sympathize with criminals and want them to get away with their crimes?

READ

Read this news article about an unsolved crime.



Did He Get Away With It?

Have you ever heard of Dan Cooper? He was the central figure in a crime that happened decades ago and still hasn't been solved. Late in November of 1971, on a short flight between Portland, Oregon, and Seattle, Washington, a flight attendant was handed a note by a mysterious middle-aged man dressed in a dark suit. Leaning close to her, he said, "Miss, you'd better look at that note. I have a bomb." He then opened his briefcase so that she could see several red cylinders and a lot of wires. The man, who used the alias "Dan Cooper," was demanding $200,000 (worth about $1,160,000 in 2015 dollars), four parachutes, and a plane to fly him to Mexico.

The plane proceeded to Seattle with none of the other passengers even aware it was being hijacked. The passengers got off the plane, and "Cooper" got what he was demanding: $200,000, all in $20 bills that had been photocopied by FBI agents so they could easily be identified. Then the plane was refueled and took off for Mexico with only Cooper and five crew members on board.

Once the flight was under way, Cooper ordered the flight attendant to go to the cockpit and stay there. As she was leaving, she noticed him trying to tie something around his waist—presumably the bag of money. Then he opened the plane's rear stairway and jumped out of the plane. The crew felt pressure bumps that were probably caused by Cooper's jump. The air temperature was seven degrees below zero. Cooper was not equipped with any survival gear and was wearing only light, casual shoes.

Cooper has not been seen or heard from since that night. Who was he? Did he get away with his plan? Or was he killed trying to commit the perfect crime?

Authorities speculate that Cooper landed near Ariel, a small town near the Columbia River north of Portland. Only one real clue has been discovered. In 1980, an eight-year-old boy inadvertently dug up $5,880 of Cooper's money near a riverbank. It was only a few inches below the surface of the earth, but it had decayed so much that only the picture and the serial numbers on the bills were visible. Rotting[1] rubber bands were found along with the money, indicating that the cash had to have been deposited there before the bands fell apart. Since then, the area has been searched thoroughly, but no trace of Cooper has been found.

What really happened? Many investigators believe that Cooper must have been killed by the combination of the weather conditions and the impact of his fall, but if so, why have none of his remains ever been discovered? Is more information known than has been revealed? Is Cooper's body in some remote part of the wilderness area into which he jumped, or is he living a luxurious life under an alias somewhere? Did he have the $5,880 buried by an accomplice to throw the authorities off the track? Or did he bury it himself? After all these years, one can legitimately ask why this case hasn't been solved.

Cooper has become a legend. His story has been told in books and articles and even in the movie *The Pursuit of D. B. Cooper*. In Ariel, the hijacking is still celebrated every year. Notwithstanding the FBI's claims that Cooper could not have survived the jump, some believe that he did. Local bar owner Dona Elliot says, "He did get away with it . . . so far." Others don't think so. Jerry Thomas, a retired soldier who has been working independently on the case, thinks that Cooper didn't survive the fall and his body will eventually be found. "I know there is something out here," he says. "There has to be."



Police Sketch of Dan Cooper

Will this case ever get solved? Who knows? As of July 2016, none of the missing money had been recovered. Although the case has been officially closed by the FBI, interest in the case of Dan Cooper has not diminished, and it remains the only unsolved air piracy case in American aviation.

1 *rotting:* decaying

AFTER YOU READ

A VOCABULARY **Choose the word or phrase that is closest in meaning to the word in bold.**

1. The plane **proceeded to** Seattle with none of the passengers even aware it was being hijacked.
   a. arrived in **b.** continued to **c.** stopped in **d.** avoided
2. He was tying something around his waist, **presumably** the bag of money.
   a. definitely **b.** definitely not **c.** most likely **d.** probably not
3. Cooper was not **equipped with** any survival gear.
   a. provided with **b.** thinking about **c.** impressed with **d.** interested in
4. An eight-year-old boy **inadvertently** dug up $5,880 of Cooper's money.
   a. eagerly **b.** with help **c.** with great effort **d.** by accident
5. Is more information known than has been **revealed**?
   a. rejected **b.** made known **c.** manufactured **d.** suggested
6. **Notwithstanding** the claims that Cooper couldn't have survived, many believe he did.
   a. In spite of **b.** Involving **c.** Because of **d.** Along with
7. As of 2016, none of the missing money had been **recovered**.
   a. destroyed **b.** known about **c.** seen **d.** gotten back
8. Interest in the case of Dan Cooper has not **diminished**.
   a. lessened **b.** increased **c.** continued **d.** been proved

B COMPREHENSION **Read the statements. Check (✓) *True* or *False*. Correct the false statements.**

	True	False
1. The flight Cooper hijacked originated in Seattle.	☐	☐
2. Dan Cooper claimed to have a bomb.	☐	☐
3. The money Cooper received was in bills of different denominations.	☐	☐
4. The passengers were aware of what Cooper was doing.	☐	☐
5. A portion of Cooper's money was discovered by authorities.	☐	☐
6. Cooper was definitely killed when he fell from the plane.	☐	☐
7. Cooper may have buried the money that the boy dug up.	☐	☐
8. Almost everyone thinks Cooper got away with the crime.	☐	☐

C DISCUSSION **Work with a partner. Based on what you have read so far, do you think Cooper was killed in the jump or survived? Give reasons for your opinion.**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

PASSIVES: PART 1

Active Sentences

Subject	Verb	Object
Cooper	**hijacked**	the plane.
Someone	**found**	the bills.
Authorities	**never solve**	some crimes.

Passive Sentences

Subject	*Be / Get* + Past Participle	(*By* + Agent)
The plane	**was hijacked**	by Cooper.
The bills	**were found.**	
Some crimes	**never get solved**	(by authorities).

Passive Verb Forms

		Be (not)	Past Participle	
Simple Present	The crime	**is (not)**	**investigated**	(by the new team).
Present Progressive		**is (not) being**		
Simple Past		**was (not)**		
Past Progressive		**was (not) being**		
Future		**will (not) be** **is (not) going to be**		
Present Perfect		**has (not) been**		
Past Perfect		**had (not) been**		
Future Perfect		**will (not) have been**		

The Passive with Modals

	Modals	*Be / Have been*	Past Participle	
The case	**can (not)** **may (not)** **might (not)** **should (not)** **ought (not) to** **must (not)** **had better (not)**	**be**	**reopened**	in the future.
	could (not) **might (not)** **must (not)** **should (not)** **ought (not) to**	**have been**		years ago.

The Passive Causative

Subject	*Have / Get*	Object	Past Participle	(*By* + Agent)
We	**had**	the evidence	**checked**	by experts.
She	**has had**	the note	**analyzed.**	
They	**got**	the report	**printed**	by professionals.
He	**is going to get**	a copy	**made.**	

GRAMMAR NOTES

1 Passive Voice vs. Active Voice

A sentence in the passive voice has a corresponding sentence in the active voice. In an **active** sentence, the **subject acts upon the object** of the sentence. In a **passive** sentence, the **subject is acted upon by the agent**.

• **active**	SUBJECT OBJECT The police **catch *some criminals***.
• **passive**	SUBJECT AGENT ***Some criminals*** **are caught** by the police.
The **subject** of the active sentence **becomes the agent** (preceded by the preposition ***by***) in the passive sentence, or disappears.	AGENT Some criminals are caught **by the police**. Some criminals are caught.
Transitive verbs are followed by an **object**. **Intransitive** verbs are not followed by an object. Many verbs can be used both transitively and intransitively.	They **returned *the clothes*** to the store. *(transitive)* They **returned** home late in the evening. *(intransitive)*
BE CAREFUL! Only **transitive** verbs can be made **passive**. **Intransitive** verbs **cannot** be made **passive**.	Several people **died** in the accident. NOT Several people ~~were~~ died in the accident.

2 Forms of the Passive

To form **passive** sentences, use ***be*** + past participle or ***get*** + past participle. They occur in **present**, **past**, and **future** forms, as well as in the **progressive**.

• **present**	Police officers **are** well **trained**. They **get tested** on the job almost daily.
• **past**	The suspect **was arrested** yesterday. He **got caught** committing a crime.
• **future**	He **will be held** in the local jail. He'll **get charged** soon.
To make a **negative** passive sentence, place ***not*** after the first verb.	Cooper **has *not* been caught**. The man **did *not* get killed** in the robbery.
To form **progressive passive** sentences, use ***being*** + past participle.	The prisoner **is** currently **being questioned**. The suspect **is being held** in prison.
USAGE NOTE Use the **present progressive** and **past progressive** passives to describe actions **in progress** (= not finished) at a certain time.	The robbery occurred while the money **was being taken** to a bank.

3 Uses of the Passive

You can use the **passive** in the following situations:

- when you **don't know who** performed the action or it is **not important to say** who performed it

  The money **was stolen**.
  The plane **was refueled**.

- when you want to **avoid mentioning** who performed the action

  Information is known that **hasn't been released**.
  (We don't want to say who hasn't released it.)
  I **was given** some bad advice.
  (We don't want to say who gave the advice.)

- when you want to **focus on the receiver** or the **result** of an action instead of on the agent

RECEIVER	RESULT	AGENT
The **thief**	**was caught**.	
Emma	**was written**	by Jane Austen.

(focus on the title of the novel)

4 The Passive with a *By* Phrase

You can use a ***by*** **phrase** in the following situations:

- when you introduce **new information** about the agent

  The money was stolen **by a person who has a criminal record**.

- when you want to **credit** or **identify** someone who did something

  The bills were photocopied **by FBI agents**.

- when the agent is **surprising**

  The money was found **by a little boy**.

Remember, you can **omit the *by* phrase** in a passive sentence if you feel it is **unnecessary** or **undesirable** to mention the agent.

Why **hasn't** this crime **been solved**?

5 Direct and Indirect Objects as Passive Subjects

Most commonly, **direct objects** of active sentences become subjects of their corresponding passive sentences. However, **indirect objects** can also be subjects of passive sentences.

- **direct object → subject**

  DIRECT OBJECT
  The police **arrested *the suspect***.
  SUBJECT
  ***The suspect* was arrested** by the police.

- **indirect object → subject**

  INDIRECT OBJECT
  The FBI **gave** the money to ***Cooper***.
  SUBJECT
  ***Cooper* was given** the money by the FBI.

6 Passives with Modals

We often use **modals** and **modal-like auxiliaries** in the passive.

To form the **present passive** with a **modal**, use the modal + *be* + past participle.	The criminal **should be arrested**.
To form the **past passive** with a **modal**, use the modal + *have been* + past participle.	He **could have been arrested** before this.
Use ***have (got) to***, ***had better***, ***had to***, ***must***, ***should***, and ***ought to*** in passive sentences to express obligation, necessity, and advisability.	The charges **had to be dropped**. Criminal suspects **must be charged**.
Use ***can*** and ***could*** to express **present** and **past ability**.	Suspects **can't be kept** in jail. The thief **could have been caught**.
Use ***will*** and ***be going to*** to talk about **future** events.	This prisoner **will be tried**. The suspects **are going to be released**.
Use ***can't***, ***could***, ***may***, and ***might*** to talk about **future possibility** and impossibility.	The mystery **may never be solved**. He **can't be released** from jail this year.

7 *Get*-passive vs. *Be*-passive

The ***get*-passive** gives a sense of a process someone or something goes through; that is, it shows change. The ***be*-passive** often shows the result of a process.

USAGE NOTE We often use the ***get*-passive** in conversation. It is rare in more formal writing.	The prisoners **get fed** every evening. Right now, the Blue Team **is getting beaten** in the soccer game.
BE CAREFUL! Although you can use the ***be*-passive** both with action and non-action verbs, use ***get*-passive** only with **active** verbs.	More research **is needed** about the causes of crime. NOT More research ~~gets~~ needed about the causes of crime.

8 Forms of the Passive Causative

Use ***have*** and ***get*** to form the **passive causative** in the past, present, future, and with modals. There is usually little difference in meaning between the causative with *have* and with *get*.

• ***have*** + past participle	You should **have** your car **serviced**.
• ***get*** + past participle	I just **got** my best suit **dry-cleaned**.
• **past** causative	We **had** the windows **washed**.
• **present** causative	I **get** my car **tuned up** twice a year.
• **future** causative	She**'s going to get** her hair **cut**.
• **modal** causative	We **should have** our house **remodeled**.

9 Uses of the Passive Causative

Use the **passive causative** to talk about services or activities that people **arrange for someone else to do**.

The passive causative can occur with a ***by* phrase**, but this phrase is often omitted.	The detective **had** the evidence **analyzed**. Sometimes criminals **get** their hair **dyed**. I **got** my photos **developed** at the drugstore.
Use the *by* phrase only when it is necessary to mention the **agent**.	We **had** our house **inspected *by Jim***.
Note that the passive causative has a **different meaning** from the expression *to get something done*, which means *to finish something*.	I **got** the work **done** by a mechanic. *(passive causative)* I **got** the work **done** by noon. *(I finished the work myself by 12 p.m.)*
BE CAREFUL! Don't confuse the simple past causative with the past perfect.	**SIMPLE PAST CAUSATIVE** They **had** the grass **cut**. *(Someone else cut the grass)* **PAST PERFECT** They **had cut** the grass. *(They had done this before a specific time in the past.)*

REFERENCE NOTE

For more information on **modals**, see Unit 4 on page 55 and Unit 5 on page 71.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1–9 **Read the sentences based on the reading. Underline the passive construction in each sentence. Then write *a*, *b*, or *c* to show why the writer chose to use the passive.**

a	= The writer doesn't know who performed the action, or it is not important to say.
b	= The writer is identifying who performed the action because that information is important.
c	= The writer knows who performed the action, but does not want to identify them.

a **1.** Some crimes never get solved.

____ **2.** A flight attendant was handed a note by a mysterious middle-aged man.

____ **3.** None of the other passengers were even aware the plane was being hijacked.

____ **4.** The bills were found by an eight-year-old boy.

____ **5.** Only one real clue has been discovered.

____ **6.** Rotting rubber bands were found along with the money.

____ **7.** Many investigators believe Cooper must have been killed in the jump.

____ **8.** It makes me suspicious that so many questions have not yet been answered.

____ **9.** Did he have the $5,880 buried by an accomplice?

____ **10.** It is embarrassing that this case hasn't been solved yet.

EXERCISE 2 TRANSITIVE AND INTRANSITIVE

GRAMMAR NOTES 1–2 **Complete the sentences with the active or passive present time form of the verb in parentheses. Then check (✓) *Transitive* or *Intransitive* to identify how each verb is used in the sentence.**

	Transitive	Intransitive
1. Criminals often *return* (return) to the scene of a crime.	☐	☑
2. Usually, when they are not careful, they _____ (catch) by the authorities.	☐	☐
3. Smart criminals _____ (disappear) entirely.	☐	☐
4. They never _____ (go) back to the scene of the crime.	☐	☐
5. Usually a smart criminal _____ (help) by accomplices.	☐	☐
6. The accomplices _____ (reward) by the criminal.	☐	☐
7. Some criminals _____ (not / realize) they have left evidence at the scene.	☐	☐
8. Crime scenes _____ (examine) very closely by the police.	☐	☐

EXERCISE 3 PROGRESSIVE PASSIVES

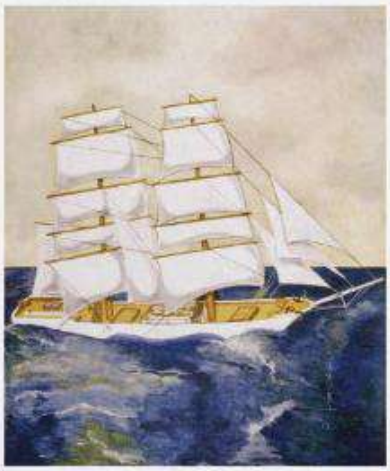
GRAMMAR NOTE 2 **Complete the TV news bulletin with the present progressive and past progressive passive forms of the verbs in parentheses.**

Here is breaking news from KKBO Channel 6. Two suspects _____ (1. hold) *are being held* in the county jail, where they _____ (2. question) about their role in a bank robbery. The robbery took place this morning at the downtown branch of First International Bank. As the bank's doors _____ (3. open) at 9 a.m., the suspects, wearing masks and carrying guns, burst in and demanded that an undisclosed amount of money be placed in a paper bag. They escaped with the funds but were later caught. A customer who _____ (4. serve) at the time of the robbery noticed the license plate number of the vehicle the suspects were driving, and she notified the police. The identities of the two suspects _____ (5. not / reveal) while the investigation _____ (6. complete). Other bank customers _____ (7. currently / interview) for additional information. This is Ron Mason for KKBO News Channel 6. Stay tuned for further updates.



EXERCISE 4 VARIOUS PASSIVES

GRAMMAR NOTES 2, 6 Complete the article with passive constructions with *be* and the correct forms of the verbs in parentheses.



An Unsolved Crime Continues to Fascinate

The pages of history are full of crimes that _have not been solved_ (1. not / solve). Consider, for example, the case of the ship *Mary Celeste*. It had left New York for Italy in November of 1872. About a month later, it _____ (2. discover) floating east of the Azores. No one _____ (3. find) on board, though everything _____ (4. determine) to be in order, and there was no indication why the *Mary Celeste* _____ (5. abandon). Apparently, in fact, tables _____ (6. even / set) for afternoon tea. However, the lifeboat and most of the ship's papers were missing. One theory speculates that the ship _____ (7. might / threaten) by an explosion that _____ (8. cause) by fumes from its cargo of alcohol. That theory, however, _____ (9. never / prove). It doesn't seem an entirely satisfactory explanation, especially since no real evidence of an explosion was apparent. Over the decades, other scenarios _____ (10. propose), many involving charges of foul play. One theory states that the *Mary Celeste* _____ (11. take over) by its own crew. Another holds that the ship's personnel _____ (12. overcome) by pirates. Still another proposes that the ship's personnel _____ (13. kidnap) as part of an insurance fraud scheme.

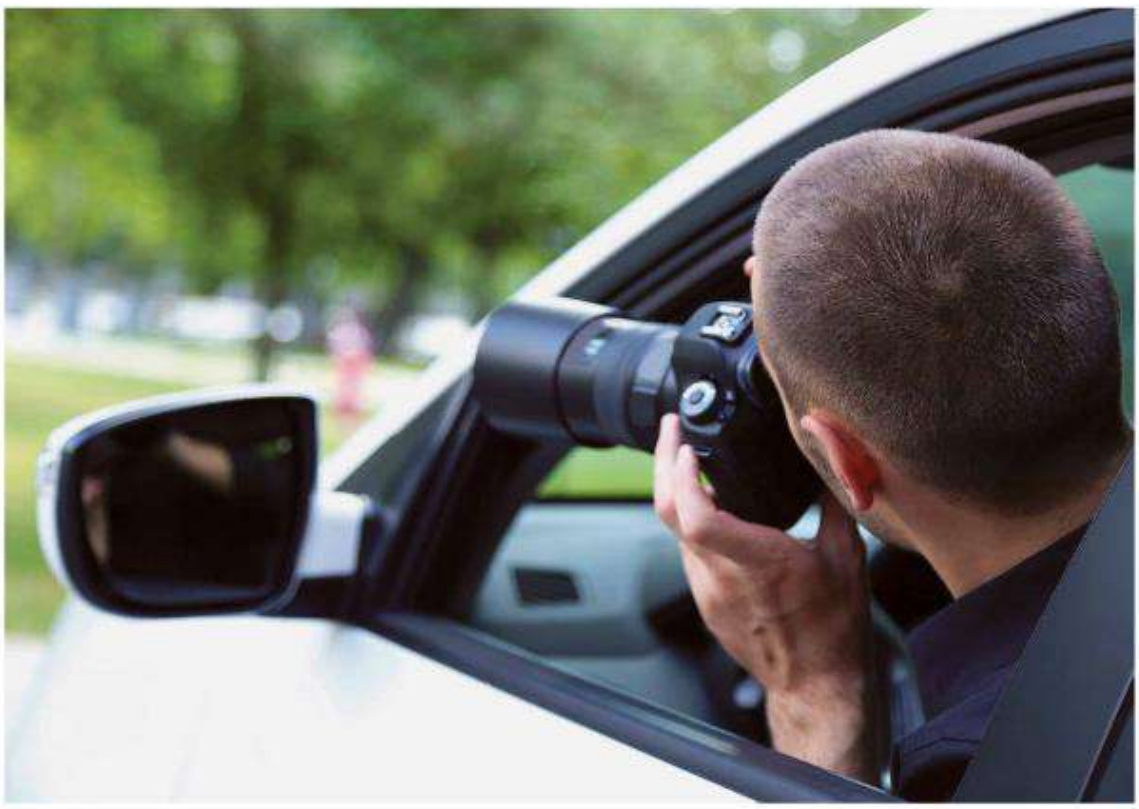
The story of the *Mary Celeste* _____ (14. dramatize) in movies, novels, and plays, so much so that it is a challenge to separate fact from fiction. For the time being, at least, the fate of the *Mary Celeste* will have to remain a mystery.

EXERCISE 5 PASSIVE CAUSATIVE

GRAMMAR NOTES 7–9 **Read each sentence. Then circle the choice that is closest in meaning to the sentence.**

Last week, the private detective Mitch Hanson had an extremely busy schedule.

1. On Monday morning, he had a tooth pulled before going to work.
   a. He pulled the tooth himself. **b.** He arranged for someone to pull the tooth.
2. When he got to work, he had some facts checked for accuracy.
   a. He checked them himself. **b.** Someone else checked them.
3. In the afternoon, he had to review a report. He had finished it by 6:00 p.m.
   a. He finished it himself. **b.** Someone else finished it.
4. On Tuesday and Wednesday, he had to take photographs of a suspect in a case he had been working on. He got it done by the end of the day on Wednesday.
   a. He did it himself. **b.** Someone else did it.
5. On Thursday, Mitch got some photos scanned.
   a. He scanned them himself. **b.** Someone else scanned them.
6. On Friday, he worked until 5:30 p.m. and then went to an appointment. He'd had his income taxes done, and he needed to go over them.
   a. He did the taxes himself. **b.** Someone else did the taxes.



EXERCISE 6 PASSIVE CAUSATIVE VS. PAST PERFECT

GRAMMAR NOTES 1–3, 8–9 **Complete the paragraph with the passive causative or active past perfect forms of the verbs in parentheses. Use progressive forms of the verbs where necessary.**

Yesterday was a typically unpredictable day in the life of Detective Anita Mendoza. Since Anita hadn't been able to eat at home, she got breakfast delivered (1. (get / breakfast / deliver)) to her office as soon as she arrived. After breakfast, she emailed some photos of a crime scene to the lab to _____ (2. (have / them / enlarge)). She spent two hours going over files. Then she left for the garage. While she _____ (3. (get / her car / tune up)), the mechanic said that she should also _____ (4. (have / a taillight / replace)). Anita agreed and arranged to pick the car up later. At lunchtime, she met with the members of her team. Time was short, so one of Anita's colleagues _____ (5. (have / order / pizza)) from a restaurant. The team studied evidence that they _____ (6. (have / get / analyze)) by the crime lab. By 2:00, they _____ (7. (have / complete / the work)). After the meeting, Anita and her team arrested a suspect in a robbery case. Anita _____ (8. (have / the suspect / interview)) by one of her colleagues. When the interview was over, she _____ (9. (have / the suspect / take)) back to his jail cell. Then she discussed the interview with her team. At 5:30, she left the station, picked up her car, and met her husband for dinner at a restaurant. They _____ (10. (have / their kitchen / remodel)) and couldn't do any cooking. At 9:00 p.m., they got home. It's good that Anita loves her work because it was another long, tiring, but interesting day.



EXERCISE 7 EDITING

GRAMMAR NOTES 1–9 **Read this student essay about the disappearance of Judge Joseph Crater. There are nine mistakes in the use of the passive voice. The first one is already corrected. Find and correct eight more.**

The Legend of Judge Crater



On the evening of August 6, 1930, Judge Joseph Force Crater, a wealthy, successful, and good-looking New Yorker, disappeared without a trace. Earlier in the evening, he had been seen with friends at a Manhattan restaurant. At 9:10 p.m., he walked out the door of the restaurant and got into a taxi. The taxi drove away . . . and Judge Crater was never saw or heard from again. It was ten days before he even reported missing. On August 16, his wife, who had been vacationing in Maine, called the courthouse, asked where he was, and learned that he had probably get called away on political business. This news reassured Mrs. Crater for a time. But when the judge still hadn't turned up by August 26, an investigation was started a group of his fellow judges. A grand jury was formed, but its members could not decide what had happened to Judge Crater. They theorized that the judge might have gotten amnesia or run away voluntarily. He might also have been the victim of a crime. His wife disagreed with the first two possibilities. She believed the judge been murdered by someone in the Tammany Hall organization, the political machine that controlled New York City at the time. The mystery still unsolved today. Crater could have been kill by a Tammany Hall agent, murdered by a girlfriend, or kidnapped by an organized crime group. He might actually have suffered from amnesia, or he might have planned his own disappearance. Sightings of Judge Crater have been reported over the past several decades, and various solutions to the mystery have been proposed, but none of them have being proved authentic.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 8 LISTENING

A Listen to the interview. What has been stolen?

B Listen again. Circle the sentence in each pair that gives correct information about what happened.

1. (a.) The janitor found the keeper.
   b. The keeper found the janitor.
2. a. First, the animals eat. Then the food preparation area is cleaned.
   b. First, the food preparation area is cleaned. Then the animals eat.
3. a. Akimura examined the keeper.
   b. A physician examined the keeper.
4. a. The keeper had apparently been drugged.
   b. The keeper had apparently taken drugs.
5. a. Two sea turtles were taken away for two weeks.
   b. Two sea turtles were taken two weeks ago.
6. a. The police were notified quickly about the first robbery.
   b. The police were not notified at all about the first robbery.
7. a. The zoo expansion has been completed.
   b. The zoo expansion has not been completed.
8. a. Voters have not yet approved the zoo expansion.
   b. Voters have already approved the zoo expansion.
9. a. Detective Sadler will check the janitor's references himself.
   b. Detective Sadler will arrange for someone to check the janitor's references.

C Work with a partner. Discuss these questions. Report your answers to the class.

1. Have you heard of other cases in which animals have been stolen? Describe them.
2. Do you think that people who steal animals should be punished severely?
3. Should taxpayer money be spent to solve crimes like the one in the Listening?

EXERCISE 9 WHO STOLE THE PAINTING?

INFORMATION GAP **Work with a partner. Student A will follow the instructions below. Student B will follow the instructions on page 439.**

STUDENT A

- **The story below is missing some information. Your partner has the same story that contains your missing information. Ask your partner questions to find the missing information.**

  EXAMPLE: A: What has been called the world's most famous painting?
  B: The *Mona Lisa* has been called the world's most famous painting.

- **Your partner's story is missing different information. Answer your partner's questions so that he or she can fill in the missing information.**

  EXAMPLE: B: When was the *Mona Lisa* stolen from the Louvre Museum in Paris?
  A: It was stolen from the Louvre Museum on August 21, 1911.

_____, which has been called the world's most famous painting, was stolen from the Louvre Museum in Paris on August 21, 1911. Amazingly, the theft was not even noticed until _____. Vincenzo Peruggia, a handyman, was eventually discovered to be the thief. Peruggia had been hired by the museum to _____. How did he manage to steal the painting? He first hid in a closet overnight. After the museum had been closed for the day, Peruggia took the painting off the wall. He then hid it under his coat and walked out of the building. No one stopped him because at this time, _____ was not given much attention by museum authorities. Also, the actions of the police investigating the crime were unimpressive, to say the least. Peruggia was named a suspect and was questioned twice before it became clear that he had perpetrated the crime. _____ was even treated as a suspect for a time. Two years later, after he tried to sell the *Mona Lisa*, Peruggia was caught in a successful police operation. He was finally arrested and was sentenced to seven months of jail time, and the painting _____.



EXERCISE 10 SOLVE THE CRIME

A CRITICAL THINKING **You are going to try to solve a possible crime. First, read this article about the discovery of some buried coins found in California.**

Saddle Ridge Gold



Saddle ridge gold coins and rusted cans on display

In February 2013, a married couple were walking their dog on their California farm in an area they called Saddle Ridge. They came across a mysterious, battered old can sticking up out of the ground. When they dug up the can, they discovered it was full of gold. They eventually dug up a total of eight cans that contained 1,400 gold coins, worth about $10 million in 2015 dollars. The couple have chosen not to reveal their identities or the exact location of their home. They say they have no idea where the coins came from or who buried them on their property.

Where did these coins come from? One possibility is that they are none other than those stolen from the San Francisco Mint in 1901. Those coins were valued at about $30,000 at the time of the theft and would be worth millions of dollars today. Walter N. Dimmick, a clerk at the San Francisco Mint who had previously been caught forging and stealing, was arrested for the crime, tried, and found guilty. However, the coins he was accused of stealing were never recovered. Had Dimmick buried the coins on the farm before he was captured? Nobody knows for sure. In any case, the prosecution team eventually admitted that Dimmick had been convicted on circumstantial evidence that did not prove his guilt. Additionally, the U.S. government has stated that the coins in the cans probably do not come from one single source: they have different face values, and some are in worse condition than others.

It has also been suggested that the coins were loot that was buried by famous Wild West gangsters like Jesse James or Black Bart. Another less glamorous theory is that the coins simply belonged to a person who did not trust banks. He or she decided to bury the coins to keep them safe instead of depositing them in a bank account. Indeed, several people have already demanded a share of the coins, claiming that their relatives were the ones who hid the treasure.

Many questions remain about the Saddle Ridge gold. Are the married couple telling the truth about their discovery? Why haven't their identities or location been revealed? Could these coins have been stolen from the mint? Was Dimmick really the thief? If not, are any of the other explanations that have been offered about the coins possible or plausible? If the coins were hidden by someone who hated banks, should they be given to the relatives of that person? What do you think?

B **Work with a partner. Discuss the questions posed in the last paragraph of the article. Then share your opinions with the class.**

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE You are going to write about a crime. Do some Internet research to find a crime you are interested in. Take notes about the crime.

B WRITE Using your ideas in A, write a five-paragraph essay about your topic. Remember to use passive constructions. Try to avoid the common mistakes in the chart. Use the example below to help you begin your essay.

EXAMPLE: Stradivarius violins were made in Italy in the 1600s and 1700s. They are considered the best violins in the world because they produce an excellent sound, and they are very beautiful. They are found in such places as the Library of Congress and the Smithsonian Museum. They are also sometimes stolen.

In 1995, a Stradivarius that was valued at $3 million was stolen from the apartment of violinist Erica Morini in New York. Morini died not long after the robbery at the age of ninety-one. The violin has not been recovered. Was it stolen for the money it might bring? Or is it still being played by the thief who took it?

Here's what investigators know . . .

Common Mistakes in Using the Passive Voice

Don't use *being* in **simple passives**. Use ***been***.	That crime hasn't **been** solved. NOT That crime hasn't ~~being~~ solved.
Don't use *been* in **progressive passives**. Use ***being***.	That building is **being** demolished. NOT That building is ~~been~~ demolished.
Don't use *get* for **non-action passives**. Use ***be***.	More teachers **are** needed in our schools. NOT More teachers ~~get~~ needed in our schools.
Don't use incorrect past participles in passive sentences. Make sure you use **correct past participles**.	The ship was **sunk** by the iceberg. NOT The ship was ~~sank~~ by the iceberg.

C CHECK YOUR WORK Look at your essay. Underline the passive constructions. Use the editing checklist to check your work.

Editing Checklist

Did you use . . . ?

- ☐ the past participle of the verb in all passive constructions
- ☐ *been* in simple passive sentences
- ☐ *being* in progressive passive sentences
- ☐ *by* phrases where appropriate
- ☐ the correct past participles in all passive constructions

D REVISE YOUR WORK Read your essay again. Can you improve your writing? Make changes if necessary.

Go to MyEnglishLab for more writing practice.

UNIT 6 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Circle the correct answers.

1. Right now, a new hotel is constructed / is being constructed downtown.
2. Tadao had his car serviced / had serviced his car because he couldn't do it himself.
3. The thieves were caught / caught when they tried to spend stolen money.
4. The driver of the car died / was died in the accident.
5. Evidence shows that the theory has been / being disproved.
6. The children were been / being driven to school when the accident happened.
7. The suspects won't have been / been being arrested by this weekend.
8. Without any help, I got the job done by noon / by an assistant.

B Complete the sentences with the verb *report*. Use passives and the forms in parentheses.

1. The news _____ daily. (simple present)
2. The news _____ right now. (present progressive)
3. The news _____ twice today. (present perfect)
4. The news _____ an hour ago. (simple past)
5. The news _____ when the robbery occurred. (past progressive)
6. The news _____ an hour before the robbery occurred. (past perfect)
7. The news _____ at 5:00 p.m. (simple future)
8. The news _____ by 3:30 p.m. (future perfect)

C Find and correct four mistakes.

The Turkish city of Trabzon has just being hit by a tsunami. The tsunami got caused by an earthquake centered in the Black Sea. At this time last year, international talks were been held on how to protect countries from tsunamis, but no significant decisions were agreed upon. U. N. officials said, "We must get these talks start again."

Now check your answers on page 428.

Go to MyEnglishLab to complete the review online.

UNIT

7

Passives: Part 2

LEGENDS AND MYTHS

OUTCOMES

- Describe situations or states, and report ideas, beliefs, and opinions with the passive
- Identify the meaning of key concepts in an academic article
- Identify events in a news broadcast
- Participate in discussions on academic topics, expressing and supporting opinions with details
- Write an essay about a legend or myth

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. The picture on page 106 shows a psychologist and his patient. In what parts of the world do people consult psychologists? What might people from other cultures think of this practice?
2. Why is the psychologist dressed in a tribal costume in this picture?
3. What is an aspect of your culture that might be hard for people from other cultures to understand? How would you explain it?

READ

Read this article about an unusual tribe of people.

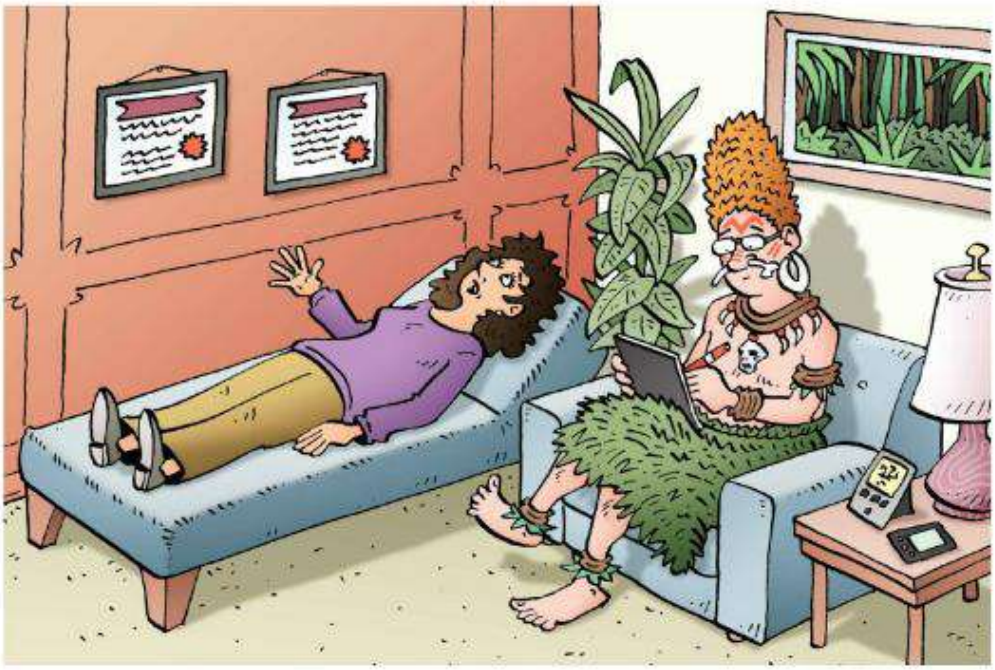
The Strangest of Peoples

For many years, anthropologists have studied strange and unusual peoples all over the world. One of the strangest is a group called the Nacirema, the predominant tribe of the North American continent. The territory of the Nacirema is located between the territories of the Canadian Cree and the Tarahumara of Mexico. In the southeast, their territory is bordered by the Caribbean. Relatively little is known of the origin of this people, though they are said to have come from somewhere to the east. In fact, the Nacirema may be related to certain European and African peoples.

Nacirema people spend a great deal of time on the appearance and health of their bodies. In Nacirema culture, the body is generally believed to be ugly and likely to decay. The only way to prevent this decay is through participation in certain magical ceremonies. Every Nacirema house has a special shrine room devoted to this purpose. Some Nacirema houses have more than one shrine room. In fact, it is felt in Nacirema culture that the more shrine rooms a family has, the richer it is.

What is in the shrine room? The focal point is a box built into the wall, inside of which is a large collection of magical potions, medicines, and creams. Below the box is a small fountain from which water is obtained. Every day, each member of the Nacirema family enters the shrine room, bows to the chest, and receives magic holy water from the fountain.

Several rituals in Nacirema culture are performed by one sex or the other, but not by both. Every morning, for example, a Nacirema man places a magic cream on his face and



then scrapes and sometimes even lacerates[1] his face with a sharp instrument. A similar ritual performed only by women involves the scraping of the legs and underarms.

In Nacirema culture, the mouth is regarded as a highly significant part of the body. The Nacirema are fascinated by the mouth and believe its condition has an important and supernatural effect on all social relationships. The daily body ritual involves an activity that would be considered repulsive in some cultures. It is reported that the Nacirema actually insert into their mouths a stick on one end of which are plasticized hairs covered with a magical paste! They then move these sticks back and forth in their mouths in highly ritualized gestures.

Among the most important individuals in the culture are the "holy-mouth-people." Naciremans visit these practitioners once or twice a year. They possess excellent sharp instruments for performing their magic ceremonies. They place these instruments in the mouths of the Naciremans. If there are holes in the teeth, they are enlarged with these tools. Then a supernatural substance is placed in each hole. It is said that the purpose of this practice is to prevent decay in the teeth and especially to help Nacirema people to find spouses.

Another significant person in Nacirema culture is the "listener," a witch doctor who is thought to have the power to get rid of the devils in the heads of people who have been bewitched.[2] Naciremans believe parents often bewitch their own children, especially while teaching the secret toilet rituals, and the listeners must "unbewitch" them. It is also believed that the secret to getting rid of these devils is simply to talk about them, usually while reclining on a sofa.

Clearly, the Nacirema are a magic-inspired tribe. Much more research is needed in order to understand this strange people.

1 *lacerates:* cuts
2 *bewitched:* "magically" placed under one's power

AFTER YOU READ

A VOCABULARY **Choose the word or phrase that is closest in meaning to the word in bold.**

1. The Nacirema are the **predominant** tribe of the North American continent.
   a. most intelligent **b.** most energetic **c.** most beautiful **d.** most powerful
2. The only way to prevent this decay is through **participation in** magical ceremonies.
   a. starting **b.** admiration of **c.** sharing in **d.** inventing
3. The **focal** point is a box built into the wall.
   a. beginning **b.** unimportant **c.** central **d.** final
4. Every Nacirema house has a special shrine room **devoted to** this purpose.
   a. used for **b.** coming from **c.** kept from **d.** caused by
5. Below the box is a small fountain from which water is **obtained**.
   a. seen **b.** gotten **c.** admired **d.** purchased
6. Naciremans visit these **practitioners** once or twice a year.
   a. scientists **b.** specialists **c.** teachers **d.** assistants
7. This is a practice that would be considered **repulsive** in some cultures.
   a. dangerous **b.** unusual **c.** attractive **d.** disgusting
8. One **ritual** involves the scraping of the legs and underarms.
   a. thought **b.** habitual act **c.** illegal act **d.** unusual event

B COMPREHENSION **Complete the sentences based on the reading.**

1. The Nacirema people are one of several _____ in North America.
2. The shrine room is in reality the _____.
3. The measure of a family's wealth in Nacirema culture is felt to be the number of _____ it has.
4. The activity of scraping the face, legs, or underarms is _____.
5. The stick that Naciremans insert in their mouths is a _____.
6. The holy-mouth-people are _____.
7. The listeners or witch doctors are in reality _____.
8. In reality, the devils in the heads of bewitched people represent mental _____.

C DISCUSSION **Work with a partner. Compare your answers in B. Then discuss: Who are "the Nacirema" meant to represent in real life? Give reasons for your answer.**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

PASSIVES: PART 2

Describing Situations or States

Passive Sentences*

Subject	*Be* + Past Participle	Prepositional Phrase
The people	**are related**	(**to** each other).
The country	**is composed**	**of** two regions.
The island	**is connected**	**to** the mainland.
The capital	**was located**	**in** the South.

*There is no active equivalent to this type of passive sentence. Therefore, there is also no agent that could be expressed with *by* + agent.

Reporting Opinions or Ideas

Active Sentences

Subject	Verb	*That* Clause
Some anthropologists	**say** **think** **believe** **allege**	(**that**) the people came from somewhere to the east.

Passive Sentences with *It* + *That* Clause

It	*Be* + Past Participle	(*By* + Agent)	*That* Clause
It	**is said** **is thought** **is believed** **is alleged**	(by some anthropologists)	(**that**) the people came from somewhere to the east.

Passive Sentences with *To* Phrase

Subject	*Be* + Past Participle	(*By* + Agent)	*To* Phrase
The people	**are said** **are thought** **are believed** **are alleged**	(by some anthropologists)	**to** have come from somewhere to the east.

GRAMMAR NOTES

1 Stative Passive

The passive is often used to describe **situations or states**. This use is called the **stative passive**.

To form the **stative passive**, use *be* + past participle.

These peoples **are related** to each other.
St. Louis **is located** on the Missouri River.

In stative passive sentences, there is normally **no action taking place**. The past participle functions as an **adjective**. It is often followed by a prepositional phrase.

The United States **is composed** of 50 states.
Cuba **is located** in the Caribbean.

Stative passive sentences are often used in everyday English. Examples of stative passive expressions are:

be bordered by
be composed of
be connected to
be connected with
be connected by
be divided into
be divided by
be found in
be located in
be located on
be made up of
be related to
be surrounded by

A peninsula **is surrounded by** water on three sides.

Curitiba **is found in** southern Brazil.

Canada **is made up of** 10 provinces and three territories.

South Africa **is bordered by** Namibia.

Argentina and Uruguay **are divided by** the Uruguay River.

A few stative passive sentences have a corresponding **active sentence**. These include passives formed with ***connect*** and ***surround***.

England and France **are connected** by the Chunnel. *(passive)*
The Chunnel **connects** England and France. *(active)*

BE CAREFUL! Most stative passive sentences do not have a corresponding active sentence, and most do not contain a *by* phrase.

Our two families **are related**.
NOT ~~Genealogists relate our two families.~~

2 Opinion/Belief Passives

We often use regular passives to report **ideas**, **beliefs**, and **opinions**.

To form this type of passive, use ***it*** + ***be*** + **past participle** + ***that***. You can use these verbs to form the passives:

allege
assume
believe
claim
report
say
think

It **is assumed that** this culture is very old.
It **is believed that** Atlantis really existed.

Passive sentences of this type have corresponding **active** sentences.

Scholars **assume that** this culture is very old.
Some people **believe that** Atlantis really existed.

These passive structures may take an optional ***by* phrase**.

It **is claimed (*by some scholars*) that** Shakespeare didn't write all his plays.

BE CAREFUL! Use this passive structure only with verbs that can be followed by a ***that*** clause. *That* is optional and is frequently omitted in informal English.

It **is said (*that*)** these people came from Asia.
NOT ~~It is regarded (that) these people came Asia.~~

3 Opinion/Belief Passives + *To* Phrase

To form passives that report ideas, beliefs, and opinions, you can also use **subject + *be* + past participle + *to* phrase**.

Passive + *to* phrase sentences can be formed from an equivalent **active** sentence with a ***that*** clause. A *by* phrase is optional.

ACTIVE
Scholars **assume *that* the culture dates** from 5000 B.C.E.

PASSIVE
The culture **is assumed** (by scholars) **to date** from 5000 B.C.E.
Bigfoot **is thought to live** in the Pacific Northwest.

The verb in the *to* phrase can be **present** or **past**.

He is said **to be** the author.
The Japanese are thought **to have visited** the New World before Columbus.

USAGE NOTE Passives with ***consider*** can take an infinitive, but they are often followed by just a noun phrase or an adjective.

Native Americans **are considered (to be)** the real discoverers.

USAGE NOTE Passives with ***regard*** can be followed by a *to* phrase but are much more commonly followed by *as* + a noun phrase.

Columbus **is regarded *as*** the discoverer of America.

4 Passives in Academic Discourse and the News

Use passives with *that* clauses or *to* phrases in **academic discourse** and when reporting the **news**. Passive sentences of this type create an objective impression by distancing the author from the idea.

- **+ *that* clause**

It **is believed that** the Abominable Snowman actually exists.

- **+ *to* phrase**

The defendant **is alleged to have committed** the crime.

IN WRITING Authors can create the greatest distance between themselves and an idea by starting a passive sentence with ***it* + *be* + past participle + *that*** clause. This type of sentence is formal.

It is thought that the Vikings explored the New World long ago.

BE CAREFUL! *It* + *be* + past participle + *that* structures occur only with verbs that can be followed by a clause beginning with *that*.

It is claimed that Shakespeare didn't write all of his plays.
NOT ~~It is regarded that~~ Shakespeare didn't write all of his plays.

REFERENCE NOTES

For more information on ***that* clauses**, see Unit 20 on page 337.
For more information on **infinitive (*to*) phrases**, see Unit 9 on page 143.
For a list of **passive verbs followed by a *that* clause**, see Appendix 12 on page 417.
For a list of **stative passive verbs + prepositions**, see Appendix 13 on page 417.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A GRAMMAR NOTES 1–3 **Read the sentences based on the reading. Look at each underlined passive structure. Check *Stative Passive* or *Opinion / Belief Passive*.**

	Stative Passive	Opinion / Belief Passive
1. The Nacirema territory is located between Mexico and Canada.	☑	☐
2. Their territory is bordered by the Caribbean.	☐	☐
3. They are said to be from somewhere to the east.	☐	☐
4. The Nacirema may be related to European and African peoples.	☐	☐
5. The body is generally considered ugly and likely to decay.	☐	☐
6. It is felt that shrine rooms give a family high social status.	☐	☐
7. The mouth is regarded as a significant part of the body.	☐	☐
8. This activity would be considered repulsive in some cultures.	☐	☐
9. The "listener" is thought to have great powers.	☐	☐
10. Naciremans are surrounded by potions, medications, and creams.	☐	☐

B GRAMMAR NOTES 1–3 **Read the sentences based on the reading. For each sentence, answer the questions *yes* or *no*.**

1. The Nacirema territory is located between Mexico and Canada.
   - **a.** Could the sentence be rewritten with a *by* phrase? *no*
   - **b.** Could the sentence be rewritten in the active voice? *no*
2. The Nacirema may be related to European and African peoples.
   - **a.** Could the sentence be rewritten with a *by* phrase? _____
   - **b.** Could the sentence be rewritten in the active voice? _____
3. The mouth is regarded as a significant part of the body.
   - **a.** Could the sentence be rewritten with a *by* phrase? _____
   - **b.** Could the sentence be rewritten in the active voice? _____
4. It is felt that shrine rooms give a family high social status.
   - **a.** Could the sentence be rewritten with a *by* phrase? _____
   - **b.** Could the sentence be rewritten in the active voice? _____

EXERCISE 2 STATIVE PASSIVES

GRAMMAR NOTE 1 **Study the map. Complete the sentences with the stative passive forms of the verbs from the box. Some of the verbs may be used more than once, and some items have more than one possible answer.**



border by	divide into	locate (in)	surround by
connect by	find (in)	make up of	

1. North and South America *are connected by* the Isthmus of Panama.
2. The island nations of the region _____ the waters of the Caribbean.
3. The island of Hispaniola _____ two nations: Haiti and the Dominican Republic.
4. Cuba _____ about 90 miles south of Florida.
5. The nation of Trinidad and Tobago _____ two separate islands: Trinidad and Tobago.
6. On the north, Costa Rica _____ Nicaragua and on the south by Panama.
7. The nation of The Bahamas _____ many islands, some large and some small.
8. The nation of Panama _____ two parts by the Panama Canal.
9. Jamaica _____ west of Hispaniola.
10. The French-speaking islands of Guadeloupe and Martinique _____ the eastern Caribbean, north of South America.

EXERCISE 3 OPINION/BELIEF PASSIVES + *AS* OR *TO* PHRASE

GRAMMAR NOTES 3–4 **Complete the sentences with a present or past passive form of the verbs in parentheses. Add *as* or *to be* as needed.**

1. For centuries before Copernicus, the earth _was thought to be_ (think) the center of the universe.
2. Atlantis _____ (claim) a continent off the coast of Spain with a rich, technologically advanced civilization.
3. In some circles, the Basques _____ (consider) the descendants of people from Atlantis.
4. Mother Teresa and Albert Schweitzer _____ (regard) great humanitarians.
5. In the Middle Ages, fairies and other spirit creatures _____ (believe) real.
6. Since the nineteenth century, George Washington and Abraham Lincoln _____ (consider) the greatest American presidents by many.
7. Bigfoot _____ (say) a large, mysterious forest creature who lives in the Pacific Northwest.
8. In the fifteenth century and afterwards, King Richard III of England _____ (regard) a monstrous king. Today, he has a better reputation.
9. Today, William Shakespeare, perhaps the most famous playwright ever, _____ (assume) the author of the plays credited to him, but some have suggested he couldn't have written them all.
10. From time to time, certain people _____ (allege) criminals, but some are later proved innocent by DNA evidence.

EXERCISE 4 OPINION/BELIEF PASSIVES + *THAT* CLAUSE

GRAMMAR NOTE 4 **Rewrite each sentence with *it* + *be* + past participle + *that* clause. Change the verb in the *that* clause as necessary.**

1. For centuries before Copernicus, the earth was thought to be the center of the universe.
   For centuries before Copernicus, it was thought that the earth was the center of the universe.
2. Flying saucers are claimed by many people to actually exist.
   _____
3. The yeti is said by some to inhabit the Himalayas.
   _____

4. At the time of Plato, Atlantis was thought to have been hit by a series of earthquakes.

_____

5. Atlantis was believed to have sunk into the ocean without a trace.

_____

6. At one time in history, the earth was assumed to be flat.

_____

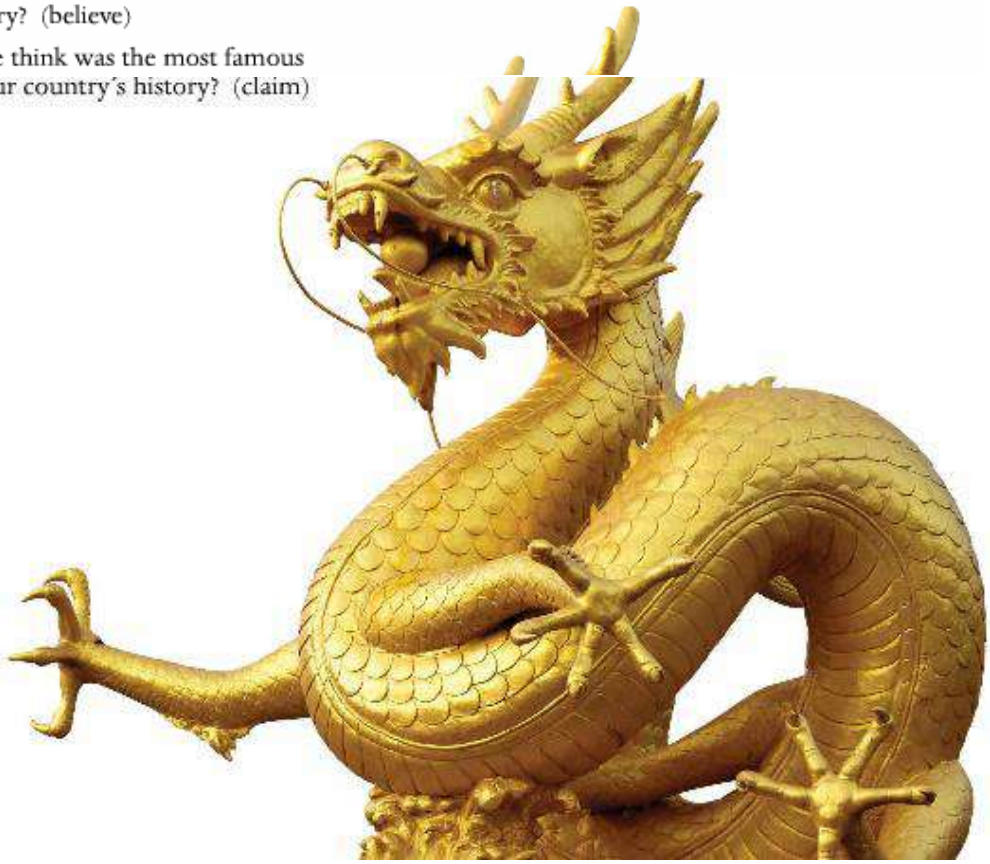
7. The Greek poet Homer is believed by some to have been a composite of several people.

_____

EXERCISE 5 OPINION/BELIEF PASSIVE CONSTRUCTIONS

GRAMMAR NOTES 2–4 **Answer each question about your country with the verb in parentheses. Use a passive construction in each sentence.**

1. Who is one of the most famous mythical characters in your country's past? (regard)
   The Yellow Dragon is regarded as one of the most famous mythical creatures in China.
2. What strange event do people say happened in the distant past in your country? (allege)
3. What well-known creature do people think lives in your country today? (say)
4. What do people think is the most beloved or popular legend in your culture? (feel)
5. Who do people think was the founder of your nation? (assume)
6. Who do people think is the greatest leader in your country's history? (consider)
7. Who do people believe is the best writer or artist in your country's history? (believe)
8. Who do people think was the most famous criminal in your country's history? (claim)



EXERCISE 6 EDITING

GRAMMAR NOTES 1–4 **Read this student essay about a creature that may or may not be real. There are nine mistakes in passive constructions. The first one is already corrected. Find and correct eight more.**

The Snowman



Every area of the world has its own legends, and Asia is no different. One of the most famous Asian legends is about the Abominable Snowman, also called the yeti.

The yeti is ~~believe~~ believed to live in the mountains of the Himalayas. He thought to be a huge creature—perhaps as tall as eight feet. His body is supposed to be covered with long, brown hair. He says to have a pointed head and a hairless face that looks something like a man's. It is claimed that he lives near Mount Everest, the highest mountain in the world, which locates on the border of Nepal and Tibet.

Sightings of the yeti have been reported for centuries, but the yeti was introduced to the rest of the world only in 1921. In that year, members of an expedition to climb Mount Everest saw very large tracks in the snow. They looked like prints of human feet, but no conclusive evidence of the yeti's existence was found.

In 1969, Sir Edmund Hillary, who is regarded one of the greatest climbers ever, arranged an expedition in the region. He planned not to only see the yeti but also to capture him. Once again, tracks were discovered, but that was all. Hillary eventually decided the footprints might simply considered normal animal tracks. He thought the tracks might have been enlarged by the daytime melting of the snow.

Despite the lack of evidence, some scientists continued to believe that the yeti actually exists. Boris F. Porshnev, a Russian scientist, theorized that the yeti is a surviving descendant of Neanderthal Man. Neanderthal Man is believed to live from 200,000 to 25,000 years ago and is thought by some to be an ancestor of modern humans. If this is true, the yeti may be related us!

The mystery continues. Does the yeti really exist? It seems to me that there must be more to this mystery than just melted tracks. Centuries of reports by Himalayan trail guides must mean something. Besides, other yeti-type creatures have reported—most notably, Bigfoot in North America. Time will tell, but maybe we shouldn't be so quick to dismiss the Abominable Snowman as nothing more than an entertaining story.

Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

A Listen to the news bulletin. What has happened?

B Listen again. Read each statement. Check (✓) *True* or *False*.

	True	False
1. It is claimed that one of the earthquakes registered a 9 on the Richter scale.	☑	☐
2. The epicenter of the quakes was located in the Pacific Ocean.	☐	☐
3. The exact number of drowned people is known.	☐	☐
4. Coastal areas were hit by a tsunami.	☐	☐
5. It is thought that severe flooding has occurred inland.	☐	☐
6. The president was reported to be vacationing at his seaside retreat.	☐	☐
7. So far, no looting has been reported.	☐	☐
8. According to the president, it is to be hoped that citizens of the country will stay calm and law-abiding.	☐	☐
9. Citizens are advised to go to low areas.	☐	☐

C Work with a partner. It is assumed in the Listening that the lost continent of Atlantis was real. In your opinion, how should the Atlantis story be regarded? Should it be thought of as just an entertaining story, or should it be considered something more?

EXERCISE 8 TEST YOUR TRIVIA IQ

GAME Form two teams. With your team, use the prompts on page 117 to write six passive-voice questions. Put verbs in the past where necessary. Then ask the other team each question. They guess the answer, choosing from the words in the box. Take turns. Check answers on page 435.

EXAMPLE: **Prompt:** continents / connect by / Isthmus of Panama

TEAM A: Which continents are connected by the Isthmus of Panama?
TEAM B: North and South America.

Albert Schweitzer and Mother Teresa	George Washington and Abraham Lincoln
Atlantis	Hispaniola
Bigfoot	the Bahamas
Costa Rica	the Basque people
Cuba	the yeti
Earth	William Shakespeare

Team A's Prompts:

1. island / compose of / the nations of Haiti, the Dominican Republic

_____?

2. Central American country / border by / Panama, Nicaragua

_____?

3. people / consider by some / be / the descendants of Atlanteans

_____?

4. legendary creature / think / live / the Himalayas

_____?

5. man / claim / be / the greatest playwright ever

_____?

6. individuals / regard / great humanitarians

_____?

Team B's Prompts:

1. Caribbean nation / compose of / many islands

_____?

2. Caribbean nation / locate / about 90 miles south of Florida

_____?

3. forest creature / say / live / the Pacific Northwest

_____?

4. lost continent / think / be located / the Atlantic Ocean

_____?

5. planet / think / be / the center of the universe / before Copernicus

_____?

6. two presidents / regard / the greatest American presidents

_____?

EXERCISE 9 MORE ABOUT THE NACIREMA

A CRITICAL THINKING **You are going to discuss the Nacirema with a partner. First, read more about the tribe.**

The focal point of the shrine is a box, or chest, which is built into the wall. Many charms and magical potions are located in this chest. It is believed that natives cannot live without these preparations. They are obtained from a variety of specialized practitioners. The most powerful of these are the medicine men. They are regarded as very important people in the tribe, and their assistance must be rewarded with substantial gifts. However, the medicine men do not provide the curative potions for their clients. They decide what the ingredients should be and then write them down in an ancient and secret language. This writing is understood only by the medicine men and by the herbalists, who, for another gift, provide the required charm.

The charm is not disposed of after it has served its purpose. It is placed in the charm box of the household shrine. As these magical materials are alleged to cure different types of sicknesses, and the real or imagined illnesses of the people are many, the charm box is usually full to overflowing. The magical packets are so numerous that people forget what their purposes were and fear to use them again. While the natives are very vague on this point, it is assumed that they believe that if they keep the old magical materials in the charm box, in front of which their body rituals are performed, they will in some way be protected from harm.

B **Work with a partner. What do you think the following items are supposed to represent in the article in A? Discuss.**

1. the charm box
2. the medicine men
3. the magical packets
4. herbalists
5. substantial gifts

C **Dr. Horace Miner, an anthropologist, is the author of *Body Ritual Among the Nacirema*, the original article on which this reading is based. Discuss the following questions.**

1. In your opinion, what characteristics are the American people thought to have? In general, are they regarded as scientific and rational, or as spiritual and naïve?
2. How does Dr. Miner's article portray the "Nacirema" (the American people)?
3. Why do you think Dr. Miner chose to describe the American people in this way? What do you think he wanted to say or show by doing this?

EXERCISE 10 UFO?

A PICTURE DISCUSSION **Work in a group. Look at the photos. Then answer these questions, doing research on the Internet if necessary.**

1. What are these two photos alleged to show? Where are the objects in the photos believed to have come from?
2. What is reported to have happened in Roswell, New Mexico, in 1947? What is claimed by the U.S. government to have happened?
3. It is believed by some people that the government doesn't want people to know what really happened in Roswell. Do you think the public has been told the truth about it?
4. UFOs and aliens are considered by some people to be real. What do you think? Is the universe composed of many different planets with their own life forms? Are we surrounded by aliens, and if so, have they visited us on Earth? Will they visit us in the future?



A UFO



Aliens

B **Present your conclusions to the class.**

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE You are going to write about a legend or myth from your culture or another culture you are familiar with. Write a few sentences describing the legend or myth.

B WRITE Using your ideas in A, write a five-paragraph essay on the legend or myth you have chosen. Remember to use stative and opinion/belief passive constructions. Try to avoid the common mistakes in the chart. Use the example below to help you begin your essay.

EXAMPLE: My favorite American myth is the story of Paul Bunyan. Paul was a gigantic lumberjack who was thought to have great strength. It is said that he lived in the North Woods of Minnesota with his enormous blue ox named Babe. The story of Paul and Babe is certainly considered one of the most famous American myths. . . .

Common Mistakes in Using the Passive

Don't mix the passive and the active in the same sentence. Be sure to put **passive** items in a **series** in **parallel structure**.	The fugitive was **captured**, **tried**, and **convicted** of the crime. NOT The fugitive was captured, tried, and ~~they~~ convicted ~~him~~ of the crime.
Be sure to use a form of the verb ***be*** in each passive construction.	Bigfoot **is said** to live in the Northwest. NOT Bigfoot ~~says~~ to live in the Northwest.
Don't use *that* with the verb ***regard***. Use ***as***.	Einstein **is regarded as** a great scientist. NOT Einstein is regarded ~~that he is~~ a great scientist.

C CHECK YOUR WORK Look at your essay. Underline the passive constructions. Use the Editing Checklist to check your work.

Editing Checklist

Did you . . . ?

- ☐ use passives in a series in parallel structure
- ☐ use a form of the verb *be* in each passive construction
- ☐ use *as*, not *that*, with the verb *regard*

D REVISE YOUR WORK Read your essay again. Can you improve your writing? Make changes if necessary.

Go to MyEnglishLab for more writing practice.

UNIT 7 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Circle the correct answers.

1. Spain bordered by / is bordered by Portugal to the west and France to the north.
2. Europeans and Africans are regarded as / that the ancestors of the Nacirema.
3. It claims / is claimed that the Loch Ness Monster actually exists.
4. The body is believed to be / is considered that it is ugly in Nacirema culture.
5. Gebru and I are related to / by marriage.
6. The capital locates in / is located in the center of the nation.
7. Ben Jonson is thought / thinks by some to have written some of Shakespeare's plays.
8. The Basques allege / are alleged to have come from Atlantis.

B Complete each sentence with the correct forms of the words in parentheses.

1. Native Americans _____ (think / have / come) from Asia originally.
2. _____ (It / say) by scholars that Basque is unrelated to other languages.
3. The yeti _____ (claim / witnesses) to be covered with long, brown hair.
4. The culture _____ (assume / experts / date) from the year 3000 B.C.E.
5. Fifteenth- and sixteenth-century artist and scientist Leonardo da Vinci _____ (believe / have / be) left-handed.

C Find and correct seven mistakes.

Hawaii is regarded by one of the most beautiful places in the world. It is composed from a number of islands, some large and some small. An island is an area of land that surrounds on all sides by water, so Hawaii is not bordered of any other country. It is claiming by some that mythical creatures live in Hawaii. For example, the Menehune say to be very small people who live deep in the forests there. They are allege to have lived in Hawaii since before the Polynesians arrived from Tahiti many centuries ago.

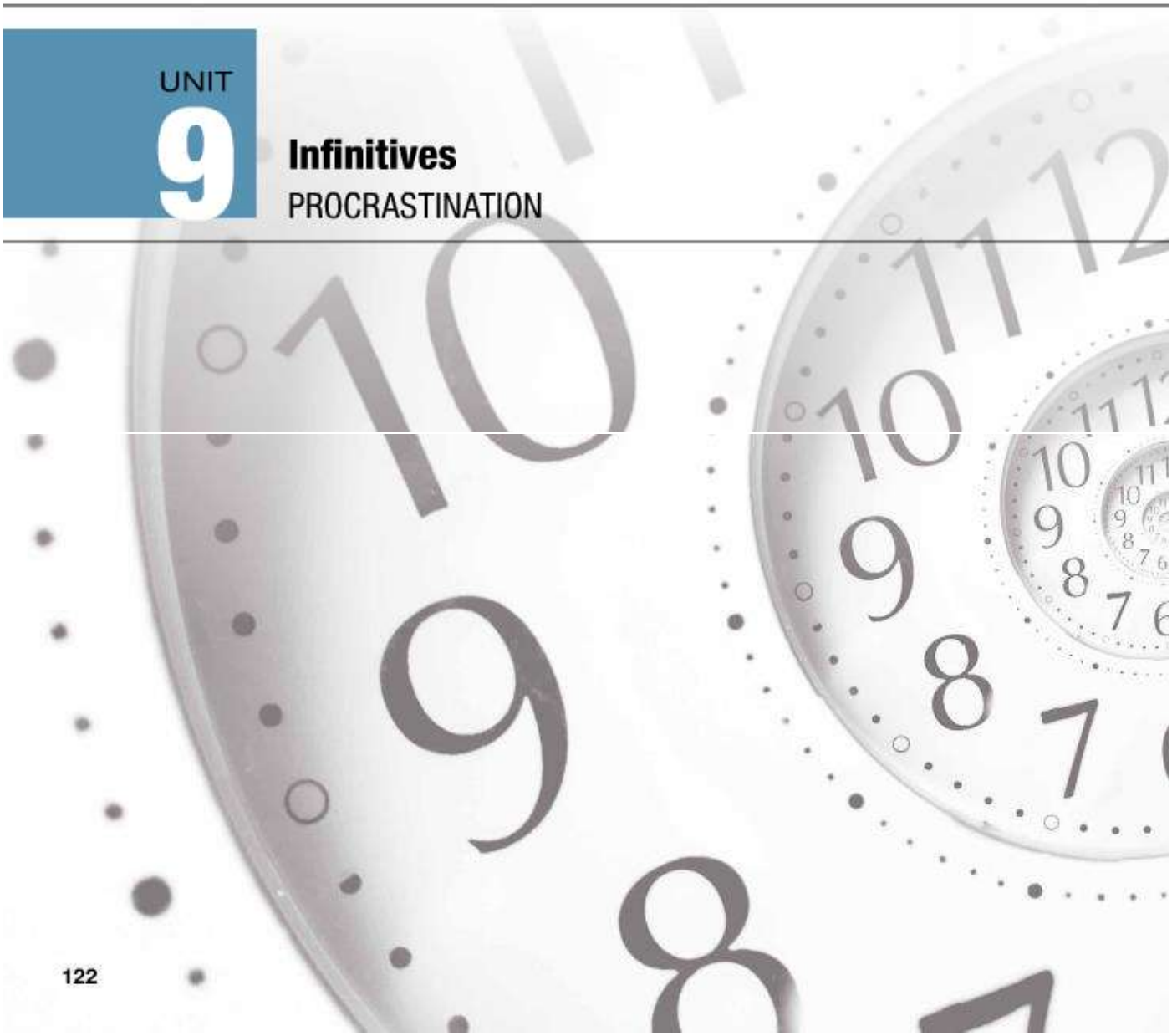
Now check your answers on page 428.

Go to MyEnglishLab to complete the review online.

Gerunds and Infinitives

UNIT 8 **Gerunds**
FRIENDSHIP

UNIT 9 **Infinitives**
PROCRASTINATION



PART 4

OUTCOMES

- Use gerunds as subjects, objects, and complements
- Identify key concepts in an article
- Identify key details in a telephone conversation
- Talk about personal interests, likes, and dislikes
- Discuss the topic of friendship, expressing opinions, agreeing and disagreeing
- Write an essay describing a close friendship

OUTCOMES

- Use infinitives as subjects and objects in the simple, past, and passive forms
- Use verbs with infinitives and/or gerunds
- Recognize and respond to key details in an article and recorded news bulletin
- Conduct an interview and report answers to the group
- Discuss the topic of procrastination, expressing opinions, agreeing and disagreeing
- Write an essay describing a personal experience



UNIT 8

Gerunds
FRIENDSHIP

OUTCOMES
- Use gerunds as subjects, objects, and complements
- Identify key concepts in an article
- Identify key details in a telephone conversation
- Talk about personal interests, likes, and dislikes
- Discuss the topic of friendship, expressing opinions, agreeing and disagreeing
- Write an essay describing a close friendship

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. What do you value in friendships?
2. Are all of your friends the same type of friend (for example, long-term friends, special-interest friends), or are some different types of friends?

READ

Read this article about types of friends.

Friends

I was having trouble finding a subject for this week's column until my wife, Amanda, said, "What about friendship? Talk about that. You have lots of friends." I thought about that a while and realized my perspective on friendship has changed considerably. When I was a boy, I had the naïve notion that friends were either true or false, but now I recognize the complexity of friendship. There are many types of friends. In fact, I can identify at least five types.

TYPE 1: Convenience Friends

These are the friends we make when our schedules and activities coincide. Years ago, I was starting a new job and didn't have a way of getting to work easily. I tried taking the bus, but the commute was ridiculously long. Then I learned that Andrés, a co-worker, lived near me. He had a car, and it was convenient for him to pick me up. We became friends by riding with each other and developed a good relationship. We didn't get together outside the work context, though.

TYPE 2: Special-Interest Friends

My brother, whose passion is kayaking, belongs to a kayaking club. He's made several good buddies at meetings and on river trips. They have exciting times when they go kayaking. Likewise, living through dangerous experiences has made them close. Once the trips are over, though, they don't socialize with each other. Their special interest is the only thing that holds them together.



TYPE 3: Online Friends

Online friendship is a new phenomenon made possible by technology. Communicating with people online has never been easier. Many people today have a rather wide circle of friends that they rarely or never meet in person but whom they regularly talk to or exchange messages with online. But there can be a downside: if someone says something upsetting on social media, for example, it's easy to abandon the relationship just by unfriending that person. However, if one is willing to commit to staying friends, the friendship can be rewarding and fulfilling. We can be online friends with interesting people all over the world that we might never be able to meet in person.

TYPE 4: Part-of-a-Couple Friends

My wife, Amanda, and Gretta, the wife of my buddy Bill, are good examples of this common type of friendship. When our partner has a friend in another couple, we have to go through the often difficult process of getting to know the "other person" in that couple. People may feel they have little or nothing in common with their counterpart and may even resent having to socialize with a "friend" they don't find compatible. Fortunately, Amanda and Gretta have become good friends on their own through their common interest in running.

TYPE 5: "Best" Friends

To me, a best friend is a person with whom we don't have a problem being honest or vulnerable. It's someone who will never desert you, who keeps no record of wrongs, who doesn't spare your feelings or avoid telling you what you need to hear. I have two best friends. One is Ken, whom I met in the military. Our having gone through difficult experiences has bonded us for life. The other is Amanda. We love having long conversations that can wander everywhere and nowhere. Sometimes we talk for hours. We both love being listened to. Other times, we like being together without saying much of anything. I would have a hard time living without my two "best" friends, but it's important to have the others, too.

AFTER YOU READ

A VOCABULARY **Match the words in bold with their meanings.**

____ **1.** When I was a boy, I had a **naïve** notion about friendship.

____ **2.** These are the friends we make when our schedules and activities **coincide**.

____ **3.** We didn't get together outside the soccer **context**, though.

____ **4.** **Likewise**, living through dangerous experiences has made them close.

____ **5.** It's easy to **abandon** the relationship by unfriending the person.

____ **6.** We most often **seek** friends in our own age group.

____ **7.** They may resent having to socialize with a "friend" they don't find **compatible**.

____ **8.** A friend is someone with whom we don't have a problem being **vulnerable**.

a. in the same way

b. give up

c. easy to harm

d. innocent

e. like-minded

f. happen at the same time

g. conditions in which something occurs

h. try to find

B COMPREHENSION **Complete the sentences based on the reading.**

1. If you have the same schedule as someone, that person can become a _____ friend.
2. The author's brother met a lot of friends through _____, his special interest.
3. The _____ of social networking websites has made online friendships possible.
4. One downside of an online _____ is that it's perhaps too easy to abandon an online friend.
5. It's not easy to be friends with someone if you have little or nothing _____ with that person.
6. Some people may not feel like _____ with friends of their spouses.
7. If someone is your best friend, you can be _____ with that person.
8. The author and his wife both place great importance on being _____ to.

C DISCUSSION **Work with a partner. Compare your answers in B. Then talk about a friend who fits into one of the categories in the reading. Describe your experiences and explain why you feel your friend fits into that category.**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

GERUNDS

Gerund as Subject

Gerund (Subject)	Verb	Object
Kayaking	involves	some risks.
Swimming	builds	endurance.
Not inviting him	will cause	resentment.

Gerund as Object

Subject	Verb	Gerund (Object)
They	enjoy	**kayaking**.
I	went	**swimming**.
We	don't advise	**excluding** him.

Gerund as Subject Complement

Subject	Verb	Gerund (Subject Complement)
My sport	is	**skiing**.
His problem	is	**not exercising**.

Gerund as Object Complement

Subject	Verb	Object	Gerund (Object Complement)
He	spends	time	**reading**.
She	found	him	**not working**.

Gerund as Object of a Preposition

	Preposition	Gerund	
She insists	**on**	**going out**	every weekend.
He's accustomed	**to**	**giving**	parties.
They have a reason	**for**	**not inviting**	Michael.

Possessive + Gerund

	Possessive	Gerund	
Bob and Helen worry about	**Emily's**	**having**	so few friends.
	her		
	the children's		
	their		

Active and Passive Gerunds

	Active Gerunds	Passive Gerunds
Simple	**Inviting** them to her wedding was a nice gesture on her part.	**Being invited** to her wedding was a great surprise to them.
Past	**Having invited** them to her wedding made her feel good.	**Having been invited** to her wedding is a fond memory for them.

GRAMMAR NOTES

1 Form and Function of Gerunds

A **gerund** is a **noun made from a verb**. Gerunds and gerund phrases perform the same functions as nouns.

To form a gerund, add *-ing* to the **base form** of the verb.	**Cooking** is my hobby. I like **eating**, too.
Add ***not*** before a gerund to make a **negative** statement.	**Not calling** her was a big mistake.
Many words in English end in *-ing*. Don't confuse gerunds with verbs in the progressive form or with present participles used as adjectives or in adverbial phrases.	I've been **making** friends at work. *(progressive form)* Mary is enrolled in a **cooking** class. *(as adjective)* **Walking on the beach**, I wondered why she was angry at me. *(adverbial phrase)*
BE CAREFUL! Be sure to spell gerunds correctly.	**Smoking** is not good for your health. NOT ~~Smokeing~~ is not good for your health. **Swimming** is very good exercise. NOT ~~Swiming~~ is very good exercise.

2 Gerunds as Subjects and Subject Complements

Gerunds and gerund phrases often function as **subjects** and **subject complements**.

They act as **subjects** of a sentence.	**Gardening** is one of my hobbies.
They act as **subject complements**. Subject complements occur after the verb *be* and other linking verbs such as *seem*. They describe or add information about the subject of the sentence.	*Star Wars* is a movie worth **seeing**.

3 Gerunds as Objects and Object Complements

Gerunds and gerund phrases often function as **objects** and **object complements**.

They act as **objects** of a sentence.	I like **playing** soccer.
They act as **object complements**. Object complements describe or add information about the object of the sentence.	Melanie has trouble **making** new friends.
Common examples of verbs and verb phrases that have gerunds as objects are: *avoid* *consider* *feel like* *mind* *can't help* *enjoy* *keep*	I **enjoy meeting** new people. You should **avoid working** late. I **can't help feeling** sorry for her.
We often use ***go* + gerund** to talk about recreational activities: *go skiing*, *go swimming*, *go hiking*, etc. In this type of sentence, *go* has the basic meaning of "do the activity of."	We **go skiing** every weekend in the winter. We **went swimming** yesterday afternoon.

4 Gerunds as Objects of Prepositions

Gerunds and gerund phrases often function as **objects of prepositions**.

Many preposition combinations are followed by gerunds:

- **verb + preposition**
- **adjective + preposition**

They **insisted on giving** us a present.
She's **good at making** friends.

Note that the word ***to*** can be a preposition or part of an infinitive.

He will adjust ***to* working** hard. *(preposition)*
He tries ***to* work** hard. *(part of the infinitive)*

BE CAREFUL! Don't confuse ***be used to*** and ***used to***. The *to* in *be used to* is a preposition. The *to* in *used to* is part of the infinitive.

I'm used to getting up early. *(accustomed to)*
I **used to get up** early, but I don't anymore. *(habitual past)*
NOT ~~I'm used to~~ get up early.

5 Possessive Gerunds

In writing and more formal speaking, use a **possessive** noun or pronoun **before a gerund** to show possession.

Pete's dominating every conversation bothers me.
His dominating every conversation bothers me.

USAGE NOTE In conversation and informal writing, we often use a **name** or an **object pronoun before a gerund** instead of a possessive. We don't use subject pronouns before gerunds.

I don't like **Pete dominating** every conversation.
I don't like **him dominating** every conversation.

6 Simple and Past Gerunds

Gerunds can occur in **simple** or **past** form.

We often use a **simple gerund** (without a past participle) to make a **generalization**.

Making friends is a natural thing to do.
Eating a good diet is important.

We often use a **past gerund** (*having* + past participle) to show an **action** that **occurred before** the action of the main verb in the sentence.

Having met Jane in my first week of college **helped** me throughout my college career.

USAGE NOTE You can also use a **past gerund** to **emphasize** the **difference in time** between two actions. The simple gerund is also correct in many situations.

I realize now that my **having gone** to college is the reason I got this job.
or
I realize now that my **going** to college is the reason I got this job.

7 Passive Gerunds

Gerunds and gerund phrases can occur in **passive** form.

- **present passive**: *being* + past participle
- **past passive**: *having been* + past participle

She hates **being ignored**.
She's still angry about **having been ignored**.

REFERENCE NOTES

For a list of common **verbs followed by gerunds**, see Appendix 14 on page 417.

For a list of common **adjective + preposition combinations followed by gerunds**, see Appendix 18 on page 419.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A GRAMMAR NOTE 1 **Read each sentence based on the reading. Check (✓) *Yes* if the *-ing* word is a gerund. Check *No* if it isn't a gerund.**

	Yes	No
1. I've long since stopped thinking about friendship in these terms.	☑	☐
2. These are the friends we make by engaging in some specific activity.	☐	☐
3. He belongs to a kayaking club.	☐	☐
4. We enjoy just catching up on each other's activities.	☐	☐
5. I have been kayaking for years.	☐	☐
6. Online friendships are worth pursuing.	☐	☐
7. He was my teacher in a writing class.	☐	☐
8. They have a common interest in running.	☐	☐
9. We are having dinner with another couple next week.	☐	☐
10. I would have a hard time being single again.	☐	☐

B GRAMMAR NOTES 2–4 **Read each sentence based on the reading. Underline the gerund. Then write *S* if the gerund is being used as a subject, *O* if it is being used as an object, *OP* if it is the object of a preposition, or *C* if it is a subject or object complement.**

C 1. I was having trouble finding a subject.

2. I remembered learning a rhyme.

3. I didn't have a way of getting to the practices.

4. My brother's passion is kayaking.

5. We can go months without contacting each other.

6. Making new friends is sometimes not easy to do.

7. My teacher supported my becoming a writer.

8. I would have a hard time living without my two "best" friends.



EXERCISE 2 SIMPLE GERUNDS

GRAMMAR NOTES 1–4, 6 **Maria Roybal is constantly tired and dissatisfied. She has gone to a doctor to see if there is anything physically wrong with her. Use words from the box to complete the conversation with gerunds. Some words will be used twice.**

do	meet	not sing	rest	ski	work
make	not have	not work	sing	socialize	

DOCTOR: Well, Maria, what seems to be the problem?

MARIA: I'm tired all the time. Some nights when I come home from work, I'm so exhausted I don't feel like _____doing_____ (1.) anything but collapsing on the sofa and _____ (2.) in front of the TV. Is there anything physically wrong with me?

DOCTOR: No, I've looked at your test results, and you're healthy. How long have you been feeling like this?

MARIA: Oh, two or three months, I guess. Long enough so that I've started to worry about _____ (3.) any energy.

DOCTOR: How much are you working?

MARIA: Well, I'm putting in a lot of overtime—all in all, at least 60 hours a week, I'd say.

DOCTOR: Why are you doing this? Are you trying to make yourself sick?

MARIA: Well, at this point, _____ (4.) overtime is out of the question. I've got a lot of bills to pay off. The other thing is that my company recently transferred me to the office here, and I hardly know anyone, so my focus is on _____ (5.) money right now. I like _____ (6.), but I don't know quite how to go about _____ (7.) new people.

DOCTOR: You're not married, then?

MARIA: No, I'm not.

DOCTOR: Well, I think you need to stop _____ (8.) so much and start to enjoy yourself a little—to put things in balance. I'd say you need a hobby—and some friends.

MARIA: A hobby? You mean some tiring thing like gardening?

DOCTOR: No. That's an OK hobby if you like it, but I think you need a more social one.

MARIA: Like what?

DOCTOR: Oh, maybe like karaoke. Do you like _____ (9.)?

MARIA: I love music, but I don't have much of a voice. Also, I think that _____ (10.) at all is better than _____ (11.) badly.

DOCTOR: Have you ever gone cross-country _____12._____?

MARIA: Well, yes. I used to do a lot of cross-country when I lived in Utah. I loved it.

DOCTOR: I have a friend who runs a cross-country ski club. I think there are a lot of people your age in it. I'll give you her cell-phone number.

MARIA: That would be great. Thanks a lot.



EXERCISE 3 POSSESSIVE GERUNDS

GRAMMAR NOTE 5 **Complete each sentence with a possessive noun or pronoun and a gerund. Use the correct forms of the words in parentheses.**

1. I have two best friends, Bob and Mary. Bob is my co-worker. I'm grateful for _____his giving_____ (he / give) me a ride to work every day.
2. I'm new to the firm, so I also appreciate _____ (Bob / help) me learn my job.
3. _____ (My boss / criticize) my work is hard to deal with, so Bob's encouragement is vital.
4. Mary is my neighbor. _____ (She / live) so close is wonderful.

5. I especially appreciate _____ (Mary / advise) me on tough issues.

6. She knows how to deal with _____ (I / become) discouraged.

7. I couldn't ask for two better friends than Bob and Mary. I'm thankful for _____ (they / be) there for me when I need them.

8. _____ (We / get) together frequently helps us stay close.

EXERCISE 4 SIMPLE AND PAST GERUNDS

GRAMMAR NOTE 6 **Complete the sentences with simple gerunds or past gerunds with *having* + past participle. Use a past gerund if it is possible to do so.**

Martha, who is 20 years older than I am, is one of my best friends. One of the best things that ever happened to me was my _____ (1. meet) *having met* her long ago when I was an unhappy college sophomore. Martha and I have stayed friends. I look forward to _____ (2. see) her whenever our schedules permit. Our relationship hasn't always been smooth, though. Martha and I were both in the same calculus class. I was having a lot of difficulty and was angry at myself for _____ (3. enroll) in a class I didn't need for my degree. It was too late to drop the class, though. Since I was frustrated, I often complained to the teacher during class. Once, I told her she was unfair for _____ (4. assign) so much difficult homework the week before. Martha stopped me one day after class. She said she was tired of my continual _____ with the teacher. "You need to grow up," she said. I was offended at first, but soon I realized that she was right. I had to get rid of my negative attitude. I did need to grow up. In fact, the older I get, the clearer it is to me that her _____ (6. say) that changed the course of my life. Anyway, a few days later, I asked Martha if she would mind _____ (7. study) with me and _____ (8. help) me with the homework. She agreed. With a lot of patient work, I succeeded in _____ (9. pass) the course. Eventually, Martha and I became great friends. I will always be thankful for Martha's _____ (10. tell) me what I needed to hear when I needed to hear it. She has certainly made a difference in my life.

EXERCISE 5 ACTIVE AND PASSIVE GERUNDS

A GRAMMAR NOTES 6–7 **Write questions using the words in parentheses. Write a passive gerund and an active gerund in each sentence.**

1. (like / awaken / by an alarm clock) (wake up / on your own)
   Do you like being awakened by an alarm clock or waking up on your own?
2. (prefer / ask / out on a date / by someone) (ask / someone / yourself)
   _____
3. (more interested in / entertain / yourself) (in / entertain / by others)
   _____
4. (prefer / cook dinner / yourself) (invite / to dinner / by friends)
   _____
5. (like / tell / what to do / by others) (give / people / orders)
   _____
6. (like / figure things out / yourself) (show / how to do things / by others)
   _____
7. (prefer / give / advice / by friends) (give / your friends / advice)
   _____

B **Write true answers to your questions from A.**

I like waking up on my own. I hate being awakened by an alarm clock.



EXERCISE 6 EDITING

GRAMMAR NOTES 1–7 Read this letter from a woman on vacation. It has ten mistakes in the use of gerunds. The first mistake is already corrected. Find and correct nine more.



Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

A Brian Hansen and Jane Travanti are having a telephone conversation. Listen. What is Brian's main reason for joining the orienteering club?

_____

B Listen again. Check (✓) *True* or *False*.

	True	False
1. Brian has tried orienteering before.	☐	☑
2. Brian thinks he should stop working.	☐	☐
3. Being experienced in orienteering is necessary to join Jane's club.	☐	☐
4. Jane's club tries to go orienteering at least twice a month.	☐	☐
5. In the summer, they get around by biking.	☐	☐
6. In the winter, they get around by cross-country skiing.	☐	☐
7. Brian has gone cross-country skiing before.	☐	☐
8. Being single is a requirement for joining the club.	☐	☐
9. The club collects dues to pay for organizing their activities.	☐	☐
10. On the 15th, they'll get to the forest by carpooling.	☐	☐

C Work with a partner. Brian thinks that joining the orienteering club will help him meet new people. Do you agree? What are other ways of meeting new people?

EXERCISE 8 ALL ABOUT YOU

A CONVERSATION You are going to talk about yourself with a partner. First, complete the sentences about your own life with gerunds or gerund phrases.

1. I spend a lot of time _____.
2. I especially enjoy _____.
3. I've always avoided _____ because _____.
4. I strongly dislike _____.
5. On weekends, I don't feel like _____.
6. I have stopped _____ recently.
7. I have trouble _____.
8. I'm still not used to _____.
9. I'm looking forward to _____.
10. If you visit my country, I recommend _____.

B Work with a partner. Talk about your lives. Share some or all of your answers to the questions in A.

EXAMPLE: A: I spend a lot of time playing computer games. I especially enjoy playing fantasy baseball games. What do you enjoy doing?
B: I enjoy hiking. I've always avoided playing computer games because I spend a lot of time working on the computer at my job! What do you dislike doing?
A: I dislike . . .

EXERCISE 9 YOU'VE GOT TO HAVE FRIENDS!

A QUESTIONNAIRE What do you value in friendships? Add your own item to the chart. Then complete the chart for yourself by rating each item.

People show they are friends by . . .	Rating
Giving each other presents	
Always being honest with one another	
Not hurting each other's feelings	
Giving help whenever it is asked for	
Lending money if it is asked for	

1 = Not Important in a Friendship
2 = Somewhat Important in a Friendship
3 = Very Important in a Friendship

B Work with a group. Discuss your answers to the questionnaire. Do you agree on what is important in a friendship? What kinds of things do people show they are friends by doing?

EXAMPLE: A: I think that people show they are friends by giving each other presents.
B: I don't think that giving presents is important in a friendship. I think that always being honest with each other is more important . . .

EXERCISE 10 MAKING FRIENDS AROUND THE WORLD

CROSS-CULTURAL COMPARISON Work in a group of students from different countries. Discuss the topic of making friends around the world. Using gerunds and gerund phrases, answer the questions.

1. How do people make friends in your country? What might be unique about the process of making friends there? Do you think making friends is easy or difficult?

   EXAMPLE: A: In my country, making friends is easy. It's easy to start talking to a stranger in the street. Soon, that stranger is your friend.
   B: In my country, making friends with men is easy if you are a man. But making friends with women is nearly impossible . . .

2. If you are now living in a country you were not born in, is making friends in your new country easy or difficult? Have you had trouble making friends in this country? Do you think getting to know people from a different country is challenging?

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE **Think about a friendship that has been meaningful for you. Write a few sentences on each of the following points:**

- We became friends by . . .
- We've made our friendship stronger by . . .
- We've stayed friends by . . .

B WRITE **Using your ideas in A, write a five-paragraph essay about your friendship. Remember to use different kinds of gerunds. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your essay.**

EXAMPLE: One of the most meaningful friendships I've ever had is the one with my friend Sarah Rodriguez. We became friends by going to the same school. Making friends wasn't that easy at first . . .

Ever since Sarah and I became friends, we've enjoyed sharing all kinds of experiences. We can't go more than a month or so without contacting or even visiting each other . . .

Common Mistakes in Using Gerunds

Don't mix gerunds with infinitives in the same sentence. Keep **gerunds** and gerund phrases in **parallel structure**.	All my best friends love **going** to movies, **having** dinner together, and **taking** short trips. NOT All my best friends love going to movies, having dinner together, and ~~to go~~ on short trips.
Don't use subject pronouns before gerunds or gerund phrases. Use **possessive pronouns** in more formal English.	John's a good friend, but **his** constantly **interrupting** people is annoying. NOT John's a good friend, but ~~he~~ constantly interrupting people is annoying.
In **less formal English**, you can use **object pronouns** before gerunds or gerund phrases.	John's a good friend, but **him** constantly **interrupting** people is annoying.

C CHECK YOUR WORK **Look at your essay. Underline the gerunds. Use the Editing Checklist.**

Editing Checklist

Did you . . . ?

- ☐ use gerunds in parallel structure
- ☐ use possessive pronouns before gerunds as appropriate
- ☐ use object pronouns before gerunds in informal English

D REVISE YOUR WORK **Read your essay again. Can you improve your writing? Make changes if necessary.**

Go to MyEnglishLab for more writing practice.

UNIT 8 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Circle the correct answers.

1. Thank you very much for not smoke / not smoking.
2. Maria is extremely good at to make / making new friends.
3. I'm bothered by Emiko's / Emiko is talking so loudly.
4. She insisted on giving / to give me a present.
5. Carlos is used to have / having his family near him.
6. People with glaucoma have difficulty to see / seeing.
7. Most people dislike being awakened / being awaken by an alarm clock.
8. Pavlina was annoyed at not having been invited / not to be invited.

B Complete each sentence with a gerund phrase that is correct for formal English. Use the correct forms of the words in parentheses.

1. _____ (Mary / invite) them to the get-together was a mistake.
2. _____ (Be / invite) to her party was a big surprise.
3. Bob is feeling sad about _____ (not / have / call) you when he was in town.
4. Asha is concerned about her _____ (children / not / have) any friends.
5. I sometimes _____ (have / trouble / understand) my teacher when she speaks quickly.
6. Hassan is not _____ so much homework.

C Find and correct six mistakes.

A: Going to that movie was a good idea; it's definitely worth to see.

B: I agree! It was great. So, how's it going at work these days? Are you excited about having hiring your friend Jack to work with you?

A: Well . . . no! I thought I'd enjoy to work with him, but I'm kind of upset with him right now. First of all, he has trouble finish his work on time. And sometimes he's rude. At a meeting yesterday, I was bothered by he coming in without asking permission. Also, he seems to hate told what to do; he prefers making his own decisions.

Now check your answers on page 429.

Go to MyEnglishLab to complete the review online.

UNIT 9

Infinitives

PROCRASTINATION

OUTCOMES
- Use infinitives as subjects and objects in the simple, past, and passive forms
- Use verbs with infinitives and/or gerunds
- Recognize and respond to key details in an article and recorded news bulletin
- Conduct an interview and report answers to the group
- Discuss the topic of procrastination, expressing opinions, agreeing and disagreeing
- Write an essay describing a personal experience

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. What is procrastination?
2. What are the dangers of procrastination?
3. Do you ever procrastinate? If so, in what situations?

READ

Read this article about procrastination.

Seize the Day

Picture this scenario: It's late Sunday afternoon. Jane is making dinner. Ben needs the paperwork for this year's taxes. It has to be given to the accountant tomorrow.

BEN: Jane, have you got the paperwork ready for the taxes? I have to take it to the accountant first thing in the morning.

JANE: Ben, the Garcias are coming in about an hour. I'm trying to get dinner into the oven. I can't stop to find the paperwork now.

BEN: But honey, I've got to have it. You said you'd do it.

JANE: Why didn't you tell me you needed it tonight? I didn't know I had to get it together so soon.

BEN: I really did plan to remind you about it, but I forgot to. What are we going to do? Can't you stop for a little while?

JANE: If I stop cooking, I won't have enough time to finish before the Garcias get here. Tell you what: you go look for it, and if you can't find it, I'll help you later this evening.

Does this kind of situation ring a bell?[1] It illustrates the problem of procrastination. I interviewed psychiatrist Robert Stevens to find out more about this problem.

REPORTER: Dr. Stevens, I want to ask you if there's such a thing as a procrastination syndrome.

STEVENS: Well, I don't know if we can call it a syndrome, but procrastination is widespread and can be a very serious problem for some people.

REPORTER: Can we start with a definition of procrastination?

1 *ring a bell:* remind you of something

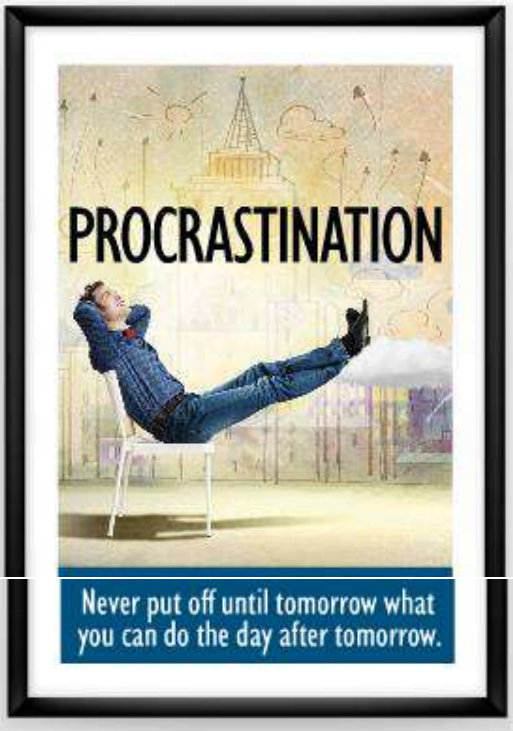
STEVENS: Of course. To procrastinate is literally to put things off until tomorrow. It's a postponing of events until a later time. But unlike the word "postpone," which has a neutral sense, the word "procrastinate" has a negative connotation. There are sometimes good reasons to postpone things, but never to procrastinate. Procrastinating has the sense of avoidance.

REPORTER: All right. Now what causes people to procrastinate? Laziness?

STEVENS: That's a popular idea, but I'd have to say that laziness isn't the major cause. No, I think that fear is really the most important force that motivates people to put things off.

REPORTER: Fear? Can you explain?

STEVENS: Well, procrastinators want to live up to other people's expectations. They're afraid to fail or make mistakes, or maybe they don't want to be rejected. Interestingly, procrastination has nothing to do with education. Some of the most learned people are among the worst procrastinators.



REPORTER: What would be an example of that?

STEVENS: Well, let's see . . . Suppose a professor—a woman we'll call Blanche—has been planning a lecture. She's mentioned the lecture to colleagues but hasn't told them the time and date it will take place, which would be the straightforward thing to do. Either consciously or subconsciously, she expects to fail, so she delays telling people until the very last moment. Her colleagues expected her to have told them before now. When she didn't, they forgot about the event and made other plans. It's too short notice for most of them to come. Blanche's fear has caused things to turn out like this. She feels bad about it, but she doesn't know how to change.

REPORTER: Well, what if a procrastinator would like to change? What would you advise that person to do?

STEVENS: Getting a procrastinator to change can be a tough nut to crack,[2] but I recommend three principles for my clients. The first is never to put off until tomorrow what needs to be done today. Not to avoid painful or difficult things is the second. They're part of life. The third is contained in the Latin phrase *carpe diem*—"seize the day." I try to consider every experience an opportunity. I don't want people to take unnecessary or foolish risks, but I do advise them not to put off living. They may not get another chance.

REPORTER: Well, Dr. Stevens, thanks for a stimulating discussion.

2 *a tough nut to crack:* a difficult problem to solve

AFTER YOU READ

A VOCABULARY **Match the words in bold with their meanings.**

____	**1.** Picture this **scenario**.	**a.** cause
____	**2.** The word *postpone* has a **neutral** sense.	**b.** direct and simple
____	**3.** Procrastination is **widespread**.	**c.** meaning
____	**4.** The word *procrastinate* has a negative **connotation**.	**d.** common
____	**5.** This situation **illustrates** the problem of procrastination.	**e.** possible situation
____	**6.** That would be the **straightforward** thing to do.	**f.** shows the meaning of
____	**7.** Is there such a thing as a procrastination **syndrome**?	**g.** not showing feelings
____	**8.** Fear can **motivate** people to put things off.	**h.** pattern of behavior

B COMPREHENSION **Read the statements. Check (✓) *True* or *False*.**

	True	False
1. Jane is not going to stop dinner preparations.	☐	☐
2. The word *postpone* has a positive sense.	☐	☐
3. To procrastinate is literally to put things off until tomorrow.	☐	☐
4. Dr. Stevens believes it is sometimes appropriate to procrastinate.	☐	☐
5. Dr. Stevens believes that fear is the major cause of procrastination.	☐	☐
6. According to Dr. Stevens, procrastinators are afraid to fail.	☐	☐
7. Dr. Stevens believes it is permissible to avoid difficult or painful things.	☐	☐
8. Dr. Stevens thinks it is good to consider every experience an opportunity.	☐	☐

C DISCUSSION **Work with a partner. Compare your answers in B. Justify your answers. Then discuss this question: Do the psychiatrist's explanations seem plausible? If you procrastinate, do you think fear is the reason you do it?**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

INFINITIVES

Infinitive as Subject

Infinitive (Subject)	Verb	Object
To procrastinate	causes	a lot of problems.
Not to go ahead	proved	a mistake.

Infinitive as Object

Subject	Verb	Infinitive (Object)
Not everyone	wants	**to procrastinate.**
He	decided	**not to go ahead.**

Infinitive as Subject Complement

Subject	Verb	Infinitive (Subject Complement)
His job	is	**to motivate** people.
Their real intention	is	**not to succeed.**

It + *Be* + Adjective + Infinitive

It	*Be*	Adjective	(*For*/*Of* + Noun/Pronoun)	Infinitive
It	is	foolish	(for Alice/her)	**to procrastinate.**
It	was	wrong	(of Hal/him)	**not to go ahead.**

Verbs Followed by Infinitives

	Verb	(Noun/Pronoun)	Infinitive
They	**decided**	Ø*	**to call.**
	convinced	Steve/him	
	expected	(Steve/him)	

*Ø = When *decide* is used with an infinitive, it cannot be followed by a noun or object pronoun.

Adjectives Followed by Infinitives

	Adjective	Infinitive	
Hal is	**reluctant**	**to complete**	his work on time.
He's	**careful**	**not to make**	mistakes.
They're	**happy**	**to hear**	the test has been postponed.

Nouns Followed by Infinitives

	Noun	Infinitive	
He can always think of	**reasons**	**to put off**	studying.
It seems like	**the thing**	**to do.**	
She always shows	**reluctance**	**to finish**	a job.

Too/Enough with Infinitives

	Too + Adjective/Adverb	Infinitive	
The project is	**too** complicated	**to finish**	on time.
Alice types	**too** slowly	**to meet**	the deadline.

	Adjective/Adverb + *Enough*	Infinitive	
Steve is	intelligent **enough**	**to understand**	the situation.
He didn't call	quickly **enough**	**to get**	the job.

	Enough + Noun	Infinitive	
They have	**enough** intelligence	**to pass**	the test.
	intelligence **enough**		

Active and Passive Infinitives

	Active Infinitives	Passive Infinitives
Simple Past	She plans **to invite** them.	They expect **to be invited**.
	She was glad **to have invited** them.	They were happy **to have been invited**.

GRAMMAR NOTES

1 Form and Function of Infinitives

An **infinitive** is ***to* + the base form of a verb**. Infinitives and infinitive phrases often perform the same functions as **nouns**.

Infinitives and infinitive phrases can be:

- **subjects**
- **objects**
- **subject complements**

To finish what you started is advisable.
I'd like **to invite** you to dinner.
A teacher's job is **to create** a desire to learn.

To make an infinitive **negative**, place ***not*** before *to*.

It's advisable **not to get** behind in your homework.
The teacher asked her students **not to be** late.

USAGE NOTE Using an infinitive as the subject of a sentence is relatively formal. ***It* + *be* + adjective + an infinitive** is more common. We often use *for* + a noun or pronoun to say who or what does the action.

It's advisable **to finish** what you started.
It's important **for a student to take** good notes in class.

USAGE NOTE To avoid repeating an infinitive just mentioned, replace the verb with ***to***. This is called **ellipsis**.

Steve knew he had to go to work, but he didn't want **to**.

BE CAREFUL! Don't confuse *to* as part of an infinitive with *to* as a preposition. *To* in an infinitive is followed by the base form of the verb. *To* as a preposition is followed by a gerund, regular noun, or pronoun.

I plan **to *work*** hard.
NOT I plan to ~~working~~ hard.
I'm used **to *working*** hard.
NOT I'm used to ~~work~~ hard.

2 Verbs + Infinitives and Gerunds

Some verbs can be followed only by infinitives, others only by gerunds, and others by either infinitives or gerunds. These verbs fall into four patterns:

- **verbs followed only by infinitives**

appear	*manage*	*want*
decide	*need*	*would like*
expect	*pretend*	
hope	*seem*	

They **managed to find** new jobs.
She **pretended to be** busy.

- **verbs followed only by gerunds**

avoid	*enjoy*	*keep*
be worth	*feel like*	*mind*
can't help	*have trouble*	*miss*
consider	*have a hard time*	*spend (time)*

We **considered hiring** him.
I don't **feel like working** today.

- **verbs followed by infinitives or gerunds; no real meaning change**

begin	*hate*	*prefer*
can't stand	*like*	*start*
continue	*love*	

They **began to encourage** her.
or
They **began encouraging** her.

- **verbs followed by infinitives or gerunds; significant meaning change**

forget	*regret*	*try*
go on	*remember*	
quit	*stop*	

I **stopped to buy** a soda.
(I stopped another activity in order to buy a soda.)
I **stopped buying** sodas.
(I stopped the activity of buying sodas. I don't buy them anymore.)
Maria **didn't remember to call**.
(She didn't call.)
Alicia **doesn't remember calling**.
(She called but doesn't remember doing it.)

3 Verbs + Nouns + Infinitives

Certain **verbs** are followed only by **infinitives**.

She **offered to help** me.
Jama **decided to accept** the job.

Other verbs must be followed by a **noun or pronoun + an infinitive**:

advise	*encourage*	*order*	*tell*
allow	*force*	*persuade*	*urge*
convince	*invite*	*require*	*warn*

I **warned *Stan* to make** the payments.
NOT I ~~warned to make~~ the payments.
We told *Nancy* to come early.
NOT We ~~told to come~~ early.

Still other verbs may be followed by an **infinitive** or by a **noun or pronoun + an infinitive**:

ask	*expect*	*need*	*want*
choose	*get*	*pay*	*would like*

We **expected to finish** on time.
We **expected *Asha* to finish** on time.
I **would like to visit** you this week.
I **would like *her* to drive** me to your house.

4 Adjectives + Infinitives

Certain **adjectives** can be followed by **an infinitive**. These adjectives usually describe people, not things. They often express **feelings** about the action described in the infinitive.

George is ***afraid*** **to make** mistakes.
Mary is ***not willing*** **to help** us.

Common adjectives followed by infinitives are:

afraid	*fortunate*	*important*	*reluctant*
amazed	*glad*	*likely*	*sorry*
excited	*happy*	*proud*	*willing*

Helen was ***fortunate*** **to get** a job.
Martin is ***reluctant*** **to tell** us what happened.

5 Nouns + Infinitives

Nouns are often followed by **an infinitive**. When this occurs, the infinitive gives **information about the noun**.

Cozumel is a good ***place*** **to spend** a vacation.
Generosity is a good ***trait*** **to have**.

A noun + infinitive often expresses **advisability** or **necessity**.

Starting immediately is the ***thing*** **to do**.
Honesty is the best ***policy*** **to pursue**.

6 *Too* and *Enough* + Infinitives

We often use the words ***too*** and ***enough*** before infinitives.

Use *too* in the pattern ***too*** + **adjective/adverb + infinitive**. It implies a negative result.

We were ***too*** **tired to do** any work today.
(So we didn't work.)
Sam started ***too*** **late to finish** on time.
(So he didn't finish.)

Use ***enough*** + **infinitive** after an adjective or adverb.

Ken is **strong *enough* to lift** 80 kilos.
Mia is running **fast *enough* to win** the race.

We often use ***enough*** **before a noun** + infinitive.

There's not ***enough*** **money to pay** for the repairs.

You can also use ***enough*** **after a noun** in more formal English.

There is not **money *enough* to purchase** the automobile.

Add ***for*** + **a noun or pronoun** to show who performs the action of the infinitive.

There's not **enough money *for Jane* to pay** for the repairs.

7 Simple, Past, and Passive Infinitives

Infinitives can occur in **simple**, **past**, and **passive** forms.

Use a **simple infinitive** (without a past participle) to indicate an action in the **same general time frame** as the action in the main verb.	I **expected** you **to call**. We **asked** you **not to do** that.
Use a **past infinitive** (*to* + *have* + past participle) to show an action or state that **occurred before** the action of the main verb.	You **seem to have forgotten** the report that was due today. Arnie **appears not to have understood** what you said.
Infinitives can occur in **passive** form. In the present, use *to* + *be* or *get* + past participle. In the past, use *to* + *have* + *been* + past participle. Use the **past passive** form to indicate an action or state that occurred before the action of the main verb.	The work is supposed **to be finished** by tomorrow. The work was **to have been done** before now.

REFERENCE NOTES

For a list of **verbs followed by infinitives**, see Appendix 15 on page 418.

For more information on **verbs followed by gerunds or infinitives**, see Unit 8 on page 127 and Appendices 16 and 17 on page 418.

For a list of **verbs followed by noun/pronoun + infinitives**, see Appendix 19 on page 419.

For a list of **adjectives followed by infinitives**, see Appendix 20 on page 419.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A GRAMMAR NOTE 1 **Read these sentences based on the reading. How is the underlined infinitive or infinitive phrase used in each sentence? Write *S (subject)*, *O (object)*, or *SC (subject complement)*.**

0 **1.** I really did plan to remind you about it.

____ **2.** I want to ask you if there's such a thing as procrastination.

____ **3.** To procrastinate is literally to put things off until tomorrow.

____ **4.** It's not a good idea to delay doing important tasks.

____ **5.** Maybe they don't want to be rejected.

____ **6.** She expects to fail.

____ **7.** The first is never to put off until tomorrow what needs to be done today.

____ **8.** Not to avoid painful or difficult things is the second.

____ **9.** I try to consider every experience as an opportunity.

B GRAMMAR NOTES 2–3, 5, 7 **Read the first sentence in each pair. Check (✓) *True* or *False* for the second sentence.**

	True	False
1. "I can't stop to find the paperwork now." The speaker doesn't have time to find the paperwork.	☑	☐
2. "I really did plan to remind you about it, but I forgot to." The speaker doesn't remember reminding someone.	☐	☐
3. "Maybe they don't want to be rejected." Maybe they're worried about rejecting someone.	☐	☐
4. "Maybe they just don't want to be told *no*." Maybe they always want to be given *yes* answers.	☐	☐
5. "Her friends no doubt expected her to have called them." Her friends probably thought she was going to call them before now.	☐	☐
6. "The second piece of advice is not to avoid painful or difficult things." The advice is to stay away from painful or difficult things.	☐	☐

EXERCISE 2 VERBS AND ADJECTIVES + INFINITIVES

GRAMMAR NOTES 2–4 **Complete the sentences with the verbs or adjectives in parentheses. Use infinitives, and add pronouns if necessary. See Appendices 19 and 20 on page 419 for help.**

I'm basically a procrastinator. I've always _____ wanted to stop _____ (1. want / stop) procrastinating but didn't know how. It started when I was a teenager and I had trouble getting my schoolwork done. My parents always _____ (2. warn / not / put off) doing my assignments. However, they also _____ (3. want / make) my own decisions. I guess they thought it was _____ (4. important for / experience) the consequences of my actions, so they never _____ (5. force / study) hard . . . and I didn't. I guess I was _____ (6. fortunate / graduate) from high school, and then from college. Later, when I started working, I still _____ (7. expect / finish) my tasks by doing things at the last minute. However, I soon learned that that strategy wouldn't work anymore. There were 20 employees in my department, and my boss _____ (8. require / write) sales reports every month. I was nervous about the reports, so I put them off, of course, and didn't even start them until the day they were due. When I tried to turn in one report a week late, my boss got angry. He said it was _____ (9. important / submit) the reports on time, and he _____ (10. tell / not / turn in) a report late again. He _____ (11. advise / change) my whole attitude toward finishing necessary tasks. He _____ (12. encourage / complete) my reports quickly, without worrying about whether they were perfect or not, and then check them before submitting them to him. I took his advice and, many painful months later, I am starting to conquer the procrastination demon.



EXERCISE 3 *TOO* AND *ENOUGH* + INFINITIVES

GRAMMAR NOTE 6 **For each situation, write a sentence with *too* + adjective or adverb + infinitive or with *enough* + infinitive.**

1. It's 5:15. Jill's flight leaves at 5:45, and it takes 45 minutes to get to the airport. (enough)
   Jill doesn't have enough time to get to the airport.

2. Jack's 10-page report is due in an hour. He types only 25 words a minute. (too)

3. Marcy wants to buy her friend's used car, which costs $5,000. She has $4,000 in the bank and is able to save $400 a month. Her friend must sell the car within three months. (enough)

4. Eve invited guests to dinner. She waited until 6:45 to start cooking the meal. The guests are expected by 7:00. (too)

5. Sally's doctor advised her to eat three meals a day to stay healthy. To lose weight, Sally ate only one small meal a day. She became quite sick. (enough)

6. Carlos has a very difficult problem to solve, but he is a very intelligent man and can solve it if he applies himself. (enough)

EXERCISE 4 PAST INFINITIVES

GRAMMAR NOTE 7 **Complete the paragraph with past infinitives. Use the words in parentheses. One sentence will be in the passive.**

My husband and I took a five-day trip out of town and left the kids in charge. On the morning we were returning, we called our son and daughter. We expected them _*to have cleaned*_ (1. clean) the house because we were having dinner guests that evening. When I asked Jennifer about this, she at first seemed _____ (2. not / hear) me, and quickly changed the subject. I persisted in the question, and this time Jennifer pretended _____ (3. not / understand) what I'd said. "You mean the house needs to be clean tonight?" she said. "Yes," I said. "Did you clean it?" "Well, sort of. Josh was supposed _____ (4. get) some cleaning supplies, but I can't find them anywhere. I did what I could, Mom." "Well, this is important, Jen. We expect you two _____ (5. finish) the cleaning by the time we get home," I said in my firmest voice.



When we got home, the house appeared _____ (6. hit) by a tornado. The kids were nowhere to be found. Dirty dishes were everywhere. Jennifer and Josh appeared _____ (7. feed) the animals, but they seemed _____ (8. not / do) anything else. Next time, we won't trust the kids to take care of the house!

EXERCISE 5 PASSIVE INFINITIVES

GRAMMAR NOTE 7 **Read the sentences. Then complete the questions with passive infinitives. Use the words in parentheses.**

1. On your second day of a new job, you are an hour late to work. (fire / by the company)
   Would you expect *to be fired by the company*?
2. You have a flat tire on a busy freeway. (help / by a passing motorist)
   Would you expect _____?
3. You have put off paying your phone bill for three months. (your phone service / disconnect)
   Would you expect _____?
4. Your son or daughter has been stopped for speeding. (notify / by the police)
   Would you expect _____?
5. You are going 10 miles over the speed limit. (stop / by a police officer)
   Would you expect _____?
6. Your report was due three days ago. (question / by your boss)
   Would you expect _____?

EXERCISE 6 EDITING

GRAMMAR NOTES 1–7 **Read the entry from Amanda's journal. There are ten mistakes in the use of infinitives. The first mistake is already corrected. Find and correct nine more.**



I just had to write tonight. Until now, I've never had the courage do this, but now I do. I've decided to have confronted Sarah about her irresponsibility. This is something that has been bothering me for a long time now, but somehow I've always been reluctant force the issue. So here's the situation: Sarah invites people to do things, but she doesn't follow through. Last week, she asked my fiancé, Al, and me have dinner, and she also invited our friends Mark and Debbie. The four of us made plans go to her house on Friday evening. Something told me I should call Sarah asking what we should bring, and it's a good thing I did. Sarah said, "Dinner? I'm not having dinner tonight. I guess I mentioned it as a possibility, but I never settled it with you guys. You misunderstood me." Well, that's just silly. She told us planning on it for Friday evening at 7 p.m. When I told the others, they were furious. Al said, "I don't expect being treated like royalty. I do expect to be treated with consideration." So tomorrow, I'm going to call Sarah up and make my point. I'm not going to allow her make my life miserable.

Enough for now. Time for bed.

Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

A Listen to the news bulletin. What is reported to have happened in Grandview?

_____

B Read the questions. Listen again. Answer each question in a complete sentence.

1. How many prisoners are reported to have escaped?

   Three prisoners are reported to have escaped.

2. How are they thought to have escaped?

   _____

3. By whom are they believed to have been helped?

   _____

4. When was the new security system supposed to have been installed?

   _____

5. Why wasn't the new security system installed?

   _____

6. What are the prisoners thought to have?

   _____

7. In what direction are they believed to be heading?

   _____

8. What are listeners warned not to do?

   _____

9. What are they asked to do if they have any information?

   _____

C Work with a partner. Discuss these questions.

1. Do you think prisoners should be allowed to serve a reduced sentence in return for good behavior?
2. Do you think it is too easy for criminals to escape from prison?
3. What can prisons do to make it more difficult to escape?
4. Why are listeners warned not to approach the escaped prisoners?

EXERCISE 8 ALL ABOUT A CLASSMATE

A INTERVIEW **You are going to interview a partner about experiences in his or her life. Ask your partner these questions and record his or her responses.**

1. What is something you are proud to have done?
2. What is something that you have always been reluctant to do?
3. What is something that you are willing to do if necessary?
4. What is something that your parents always encouraged you to do?
5. What is something that you were warned not to do but did anyway?

B **Report your findings to the class.**

EXAMPLE: Peichi is proud to have gotten good grades in all her classes this year.

EXERCISE 9 FAMOUS QUOTATIONS ABOUT PROCRASTINATION

A CRITICAL THINKING **You are going to discuss famous quotations related to procrastination. First, work with a partner. Talk about what each quotation means. Then put the quotation in your own words, using infinitives.**

1. The early bird catches the worm. — *Unknown*

   It is better to get to a place earlier than everyone else, because then you will get a reward.

2. Procrastination is the thief of time. — *Edward Young, poet*

3. Someday is not a day of the week. — *Janet Dailey, procrastination expert*

4. Never put off till tomorrow what may be done the day after tomorrow just as well. — *Mark Twain, author*

5. What is deferred is not avoided. — *Thomas More, philosopher and statesman*

6. Don't ask for directions if you're not going to start the car. — *Rob Liano, author*

7. Perfection is man's ultimate illusion. It simply doesn't exist. — *David D. Burns, psychologist*

B **Work in a group. Evaluate the quotations. Do you think they are true or not? Give reasons for your answers. Then report interesting conclusions to the class.**

EXAMPLE: "The early bird catches the worm."

A: I find this quotation to be true. I agree that it is better to get somewhere before others do. The early bird does usually earn the reward.

B: It's not always better to get somewhere first. Sometimes it's better to wait . . .

EXERCISE 10 HOW TO GET SOMETHING DONE

A PICTURE DISCUSSION **Work in a group. Look at the two photos below. The people in both pictures have been told to complete an important task. Answer the questions.**

1. What is the man in Photo 1 doing? What do you think he wants to do right now? Does he need to do anything different in order to complete the task he has been assigned?
2. What are the people in Photo 2 doing? What does their attitude toward the task appear to be? Do they need to do anything different in order to complete the task they have been assigned?
3. Which people seem to be more likely to complete their task? Why?

B **Report back to the class.**

EXAMPLE: The man in Photo 1 is playing with a paper airplane. We think he doesn't want to work on the task he is supposed to do. To complete the task, he needs to . . .

Photo 1



Photo 2



Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE **Most of us have procrastinated at one time or another. Think of a situation in which you put off doing something that needed to be done. Write a few sentences on each of the following aspects of the situation.**

- How you managed to get into the situation
- Why and how you put off the task that needed to be done
- What the consequences turned out to be

B WRITE **Using your ideas in A, write a five-paragraph essay about the situation in which you procrastinated. Remember to use different kinds of infinitives. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your essay.**

EXAMPLE: There have been lots of times when I didn't do things that needed to be done, but one that sticks in my mind is the time I had to get my car tuned up. I was scheduled to go on a cross-country trip, and I knew I needed to take my car in for a tune-up. One thing led to another, though, and I continued to procrastinate. To put things off never works, as you will see. Here's what happened. . . .

Common Mistakes in Using Infinitives

Don't use gerunds after **verbs** and **adjectives** that are followed by **infinitives**. If you are unsure, check Appendices 14–18 on pages 417–419.	Carlos **managed to earn** a scholarship. NOT Carlos managed ~~earning~~ a scholarship.
Don't confuse *to* as part of an infinitive with *to* as a preposition. When ***to*** is part of an **infinitive**, it is followed by the **base form** of the verb. When ***to*** is a **preposition**, it is often followed by a **gerund**.	She never **used to work** hard. NOT She never used to ~~working~~ hard. She wasn't **used to working** hard. NOT She wasn't used to ~~work~~ hard.

C CHECK YOUR WORK **Look at your essay. Underline the infinitives. Use the Editing Checklist to check your work.**

Editing Checklist

Did you . . . ?

- ☐ avoid using gerunds after adjectives and verbs followed by infinitives
- ☐ use *to* as part of the infinitive with the base form of the verb
- ☐ use *to* as a preposition with a gerund

D REVISE YOUR WORK **Read your essay again. Can you improve your writing? Make changes if necessary.**

Go to MyEnglishLab for more writing practice.

UNIT 9 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Circle the correct answers.

1. What did Carlos decide to do / doing about his job?
2. He quit accepting / to accept a position at Windale's.
3. Did Ben ever manage giving up / to give up tobacco?
4. Yes. He actually stopped to smoke / smoking two months ago.
5. Did you remember to have locked / to lock the front door?
6. Yes, it's locked. I remember to lock / locking it when I left.
7. Alicia is afraid to confront / confronting Jaime about the problem.
8. That's because he hates to be criticized / to be criticizing.

B Complete the sentences with the correct forms of the verbs in parentheses.

1. My accountant warned me _____ (not / put off) doing my taxes.
2. I was _____ (allow / choose) which project I wanted to work on.
3. The work was supposed to have been done, but that seems _____ (not / happen).
4. The town was a mess. It appeared _____ (be / hit) by a tornado.
5. Berta was too _____ (tired / finish) her assignment.
6. Sayid never came; he seems _____ (forget) about the meeting.

C Find and correct six mistakes.

I decided buy an apartment last year. My friends warned not to procrastinate. They told me buying the apartment as soon as possible before prices went up. But there are occasionally good reasons postpone big decisions. I found an apartment I liked on the beach, but it wasn't enough cheap to buy. So I procrastinated . . . and the prices went down! I'm lucky to gotten my apartment for a very low price.

Now check your answers on page 429.

Go to MyEnglishLab to complete the review online.

Nouns

UNIT 10
Count and Non-Count Nouns
HEALTH

UNIT 11
Definite and Indefinite Articles
DISAPPEARING SPECIES

UNIT 12
Quantifiers
STUDY SKILLS

UNIT 13
Modification of Nouns
EXPECTATIONS

PART 5

OUTCOMES

- Use regular and irregular count and non-count nouns, and nouns that are only plural
- Make certain non-count nouns countable
- Identify the interviewee's opinion in an interview transcript
- Comment on important details from a conversation
- Discuss health habits, supporting opinions with examples
- Write a five-paragraph essay about personal health habits

OUTCOMES

- Use indefinite, definite, and zero articles in a variety of different situations
- Identify key information in a scientific article
- Identify and comment on key details from a conversation on a topic of nature conservancy
- Discuss nature conservancy
- Write a five-paragraph essay about an endangered species

OUTCOMES

- Describe quantities and use quantifiers with count and non-count nouns
- Identify key information in an advice column
- Identify key details in a conversation about a student's academic difficulties
- Talk about your life now compared to your life in the past
- Discuss the meaning and implications of research data on a foreign country
- Write an essay about improving study habits

OUTCOMES

- Add more information about nouns with adjective and noun modifiers
- Identify an author's attitude in a magazine article
- Identify key details in a conversation
- Engage in a literary analysis of a short story
- Discuss experiences with overcoming obstacles
- Write an essay discussing expectations about life events



UNIT 10

Count and Non-Count Nouns

HEALTH

OUTCOMES

- Use regular and irregular count and non-count nouns, and nouns that are only plural
- Make certain non-count nouns countable
- Identify the interviewee's opinion in an interview transcript
- Comment on important details from a conversation
- Discuss health habits, supporting opinions with examples
- Write a five-paragraph essay about personal health habits

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. What are the most important health issues these days?
2. What should people do to stay healthy?

READ

Read this transcript of part of a TV program about health.

Concerned About Health? Ask the Expert.

MIRANDA OLSON: Good afternoon. Welcome to *Ask the Expert*. I'm Miranda Olson. My guest today is Dr. Mel Brand, an authority on everyday health issues, and we're going to devote today's entire program to your questions about health. So let's get right to it with our first caller. . . . Tell us your name and where you're from.

SALLY MATTHEWS: Hi, Dr. Brand. I'm Sally Matthews from San Diego, California. We hear a lot of negative stuff about fast food, but my husband and kids love hamburgers and fries and sodas. How bad is fast food?

DR. MEL BRAND: Sally, it's OK in moderation—but I wouldn't make a habit of eating it. Most fast food is full of salt, sugar, cholesterol, and lots of calories. An occasional trip to a fast-food place won't hurt you, especially if you can offset the junk food with healthy salads or sandwiches. But I wouldn't eat it more than once or twice a week.

MIRANDA OLSON: OK. Next question?

BOB GONZALES: Dr. Brand, I'm Bob Gonzales from Tampa, Florida. I'm twenty-five years old, and my question is about sun. My lovely wife is a wonderful woman, but she's also a member of the sunblock police. She won't let me go out the door without putting sunblock on. I've always been able to get a good tan, so is this really necessary? It's a pain.

DR. BRAND: Bob, I've got to side with your wife. The sun makes us feel wonderful, and we love its warmth, but it has its dangers. I've treated patients with skin cancer. The most telling example was an older man who hiked for forty years and refused to wear a hat. He developed skin cancer and didn't survive it.



I'm not trying to scare you, but I do advocate sunblock if you're going out in the sun for more than a few minutes. And you should definitely wear a brimmed[1] hat that protects your face and your neck. And that's all of us, not just fair-skinned people.

MIRANDA OLSON: OK. Let's go to the next question now.

MARTINA SMITH: Dr. Brand. I'm Martina Smith from Toronto, Canada. My question is about weight. My husband has gotten enormous. He's 5 feet 11 inches tall and weighs about 250 pounds. He used to be in good shape when he was a tennis champion, but now he doesn't get any exercise. When I try to get him to go to the gym, he either says he's too tired or he doesn't have time. Any suggestions?

DR. BRAND: Martina, it's evident that your husband is way too heavy. Have you heard of body mass index? Anyone with a BMI[2] of more than 25 is considered overweight. Hence, your husband would have a BMI of about 35, which puts him in the obese[3] category. He's got to start exercising and taking off the pounds. Have him start slowly and build up to at least three times a week and not deviate from that plan. Get him to play a game of tennis with you. But don't delay.

MIRANDA OLSON: All right. Do we have another question?

FRANK LEE: Hi, Dr. Brand. I don't know if this is a health question or not, but is there a cure for baldness? I've been losing my hair since I was thirty-five, and . . .

1 *brimmed:* with an edge that gives protection or shade
2 *BMI:* body mass index; a numerical measurement of body fat
3 *obese:* extremely overweight

AFTER YOU READ

A VOCABULARY **Complete the sentences with the words from the box.**

advocate	category	hence	in moderation
authority	deviate	imperative	offset

1. Someone who is an accepted expert in a certain field is a(n) _____.
2. The word _____ means basically the same as *for this reason*.
3. To do something in order to make something bad have a smaller effect is to _____ it.
4. To _____ from a plan or course of action is to turn away from it.
5. When you do something _____, you don't do it too much.
6. When it is extremely important to do something, it is _____ to do it.
7. To _____ something is to support or recommend it.
8. A(n) _____ is a general class of things or ideas.

B COMPREHENSION **Complete the sentences based on the reading. Choose the correct answers.**

1. According to Dr. Brand, consuming fast food is ____ OK.
   a. usually **b.** occasionally **c.** never **d.** always
2. Dr. Brand suggests that too much ____ in food is not beneficial.
   a. protein **b.** calcium **c.** fiber **d.** sugar
3. Dr. Brand says ____ should wear sunblock if they spend time in the sun.
   a. fair-skinned people **b.** dark-skinned people **c.** people over forty **d.** everyone
4. Exposure to the sun ____ cause skin cancer.
   a. will **b.** shouldn't **c.** can **d.** won't
5. Anyone with a BMI exceeding ____ is considered overweight.
   a. 40 **b.** 35 **c.** 25 **d.** 20
6. Dr. Brand believes exercise is of ____ importance to someone who is overweight.
   a. no **b.** great **c.** some **d.** minimal

C DISCUSSION **Work with a partner. Compare your answers in B. Then discuss: What health issue are you most concerned about personally?**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

NOUNS

Proper Nouns
Mel Brand is a physician.

Common Nouns
The **doctor** is an **expert**.

Count and Non-Count Nouns

Count Nouns			
Article or Number	Noun	Verb	
A One	**snack**	is	refreshing.
The Two	**snacks**	are	

Non-Count Nouns		
Noun	Verb	
Rice	is	nourishing.
Nutrition		important.

Nouns with Count and Non-Count Meanings

Count Meaning	Non-Count Meaning
There's **a hair** in my soup!	Sandra has black **hair**.
A chicken escaped from the henhouse.	We had **chicken** for dinner.
How many **times** did you eat out?	It takes **time** to prepare a good meal.
Please bring us **two coffees**.	I'd like some **coffee**.
Brie is **a** soft **cheese**.	**Cheese** is produced in France.
I see **a light** in the window.	The sun provides **light**.
Her new novel is **a work** of art.	Ideally, **work** should be fulfilling.

Non-Count Nouns Made Countable

Non-Count Noun	Made Countable
You need **advice**.	Let me give you **a piece of advice**.
Let's play **tennis**.	Let's play **a game of tennis**.
There's not enough **salt** in the soup.	Add **one spoonful of salt**.
I like **bread** with my meal.	Please get **a loaf of bread** at the store.
It's unhealthy to eat **meat** every night.	The recipe takes **three pounds of meat**.
Please put more **paper** in the printer.	**Two packages of paper** are all we have.

GRAMMAR NOTES

1 Definition of Nouns

Nouns name persons, places, or things. There are two types of nouns: **proper** nouns and **common** nouns.

Proper nouns name particular persons, places, or things. They are usually unique and are **capitalized** in writing. For example: *Dr. Brand, Kinshasa, China, the United Nations*	**Dr. Brand** has an office in this building. She comes from **China**.
Common nouns refer to people, places, or things but are **not** the **names** of particular individuals. For example: *scientist, athlete, city, country, building*	My uncle is a **scientist**. This is the biggest **city** in this area.

2 Types of Common Nouns

There are two types of common nouns: **count** nouns and **non-count** nouns.

Count nouns refer to things that you **can count separately**. They can be singular or plural.	**One woman** lives in this apartment. There are **eight planets** in our solar system. Some **vegetables** are tasty.
You can use ***a*** or ***an*** before singular count nouns.	I'd like **a sandwich**. Do you want **an apple**?
Non-count nouns refer to things that you **cannot count separately**. In their basic sense, they have **no plural form**. We do not use ***a*** or ***an*** with them.	You should avoid **cholesterol**. NOT You should avoid ~~a cholesterol~~.
The definite article ***the*** and the quantifiers ***some*** and ***any*** often precede non-count nouns.	Let me give you **some advice**. Sally said she didn't need **any advice**. NOT Sally said she didn't need ~~an advice~~.
We often use a **singular verb** with a **non-count noun**. We use a **singular pronoun** to refer to the noun.	**Rice** feeds millions. **It** feeds millions.

3 Categories of Non-Count Nouns

Non-count nouns fall into a number of different categories.

• **abstractions:** *beauty, energy, honesty, love*	**Honesty** is the best policy.
• **diseases:** *AIDS, cancer, influenza, malaria*	She is undergoing treatment for **cancer**.
• **fields of study/languages:** *Arabic, engineering, English, physics, Spanish*	He learned **Arabic** in Saudi Arabia.
• **food and drink:** *bread, coffee, fish, meat, tea, water*	They don't eat **fish**.
• **natural phenomena:** *electricity, heat, lightning, rain, sun*	I got too much **sun** today.
• **particles:** *dust, pepper, salt, sand, sugar*	This food needs some **salt**.
• **others:** *equipment, furniture, money, news, traffic*	Do you have enough **money** in your account?

4 Count and Non-Count Meanings of Nouns

Many nouns have **both a non-count** and **a count meaning**.

When we add the indefinite article, ***a/an***, to a **non-count noun** or make the noun **plural**, the noun **becomes a count noun**, and its **meaning changes**. It generally changes from a mass that cannot be counted to one or more examples that can be counted.

Film is a major art form.
I've seen a lot of interesting **films** lately.
(individual movies)

I used to be a professor of **history**.
I read **a history** of the Civil War.
(a single book)

Mandy gets a lot of **exercise** every day.
I always start my workout with **a** warm-up **exercise**.
(a specific exercise that has a beginning and an end)

When we place *a/an* before non-count nouns or make the nouns plural, they also take on these meanings: ***type of***, ***kind of***, or ***variety of***.

In Italy, I tasted **a** new **pasta**.
That shop sells many different **teas**.
Many tasty **cheeses** are produced in France.
I drank **a soda**.

BE CAREFUL! Not all non-count nouns can be made countable. See Appendix 7 on page 415.

We were stuck in **traffic** for hours.
NOT We were stuck in ~~a traffic~~ for hours.
We had **fun** yesterday.
NOT We had ~~a fun~~ yesterday.

5 Making Non-Count Nouns Countable with Phrases

We can make certain non-count nouns countable by adding a **phrase** that gives them a **form**, a **limit**, or a **container**.

	NON-COUNT NOUN	MADE COUNTABLE
• **a form**	**rain**	**a drop of** rain
	rice/sand	**a grain of** rice/sand
• **a limit**	**advice**	**a piece of** advice
	news	**a** news **item**
• **a container**	**coffee/tea**	**a cup of** coffee/tea
	soda	**a can of** soda

USAGE NOTE We often use phrases that make nouns countable instead of ***some*** or ***any***. We use them when we want to be **more precise** and emphatic. They are commonly found in writing.

May I give you **some advice**? *(less precise)*
May I give you **a piece of advice**? *(more precise)*

6 Irregular Nouns

Certain nouns are **irregular**.

- **non-count nouns** ending in ***-s:***
  news, mathematics, economics, physics

  The **news is** not good tonight.
  Mathematics is a difficult subject for me.

- **count nouns** with **irregular plurals:**
  criterion, criteria
  stimulus, stimuli
  phenomenon, phenomena
  species, species

  Thunder is **an** atmospheric **phenomenon**.
  Thunder and lightning are atmospheric **phenomena**.

- nouns that are **normally plural** only:
  people
  police

  People are funny.
  NOT ~~People is~~ funny.
  The **police are** coming.
  NOT The ~~police is~~ coming.

USAGE NOTE In the singular, we normally use ***person*** and ***police officer***. ***People*** can also be used in the singular when it means an ethnic group.

Tilahun is **an** interesting **person**.
My daughter became **a police officer**.
The Hutu are **a people** living in Rwanda and Burundi.

REFERENCE NOTES

For a list of **irregular noun plurals**, see Appendix 4 on page 414.
For a list of **non-count nouns**, see Appendix 5 on page 414.
For a list of **ways of making non-count nouns countable**, see Appendix 6 on page 415.
For a list of **nouns with non-count and count meanings**, see Appendix 8 on page 416.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1–6 **Read the sentences based on the reading. Underline the count nouns. Circle the non-count nouns.**

1. We're going to devote the entire program to your questions about health.
2. It's OK in moderation, but I wouldn't make a habit of it.
3. Most fast food is full of salt, sugar, cholesterol, and calories.
4. We love its warmth, but it has its dangers.
5. I've treated patients with cancer.
6. You should wear sunblock if you're going out in the sun for more than a few minutes.
7. He used to be in good shape when he played tennis every day, but now he doesn't get any exercise.
8. Your husband would have a BMI of about 35, which puts him in the obese category.
9. Is there a cure for baldness?
10. I've been losing hair for several years.

EXERCISE 2 COUNT AND NOUN-COUNT NOUNS

GRAMMAR NOTE 4 **Look at the word in bold in each pair of sentences. What kind of noun is it? Check *Count* or *Non-count*.**

		Count	Non-Count
1	a. You need to get more **exercise**.	☐	☑
	b. Have you finished the **exercise** yet?	☑	☐
2.	a. There's a **hair** in my soup!	☐	☐
	b. Bruce has short black **hair**.	☐	☐
3	a. **Work** can be boring, but it can also be fulfilling.	☐	☐
	b. Samantha's new novel is a **work** of art.	☐	☐
4.	a. Please bring us four **sodas**.	☐	☐
	b. Drinking too much **soda** is not good for you.	☐	☐
5.	a. The **history** I'm reading about World War I is interesting.	☐	☐
	b. **History** has always been my favorite subject.	☐	☐
6.	a. **Film** is my favorite art form.	☐	☐
	b. My uncle recommended this **film**.	☐	☐
7.	a. The last **time** I saw Helena, she was sick.	☐	☐
	b. I never have enough **time** to do the things I want.	☐	☐

EXERCISE 3 COUNT AND NON-COUNT NOUNS

GRAMMAR NOTES 4, 6 Complete the event postings on the website. Choose the correct count or non-count form.

SHOUT FIND: NEAR:

JEFFERSON JUNG: POETRY READING

Wednesday, August 28, 2018, 7 p.m. • Burlington Civic Center

Poet Jefferson Jung will give reading / (a reading) (1.) from his latest book of poems, which he describes as work / a work (2.) in progress.

HELEN HAMMOND: HEALTH IN THE TWENTY-FIRST CENTURY

Friday, August 30, 2018, 8 p.m. • Burlington City Hall

Professor Helen Hammond will give talk / a talk (3.) on health / a health (4.) in the twenty-first century. Professor Hammond has written history / a history (5.) of public health care in the United States. At time / a time (6.) when some people think that Americans are unhealthier than ever, she will discuss all the government's criterion / criteria (7.) for making budget cuts to Medicaid and other health care programs.

LABOR DAY PICNIC

Monday, September 2, 2018, 5–9 p.m. • Patton Park

Work / A work (8.) on the renovation of Patton Park is now complete, and we're all set for the annual Labor Day picnic! If you haven't bought your tickets yet, time / a time (9.) is running short! As usual, we'll have hamburgers / hamburger (10.) and hot dogs, as well as soda / a soda (11.) and milk / a milk (12.) for the kids.

BURLINGTON FILM FESTIVAL

Tuesday and Wednesday, September 3–4, 2018, 7–12 p.m. • Burlington Civic Auditorium

Local theater owner Anna Waters will open this year's festival with film / a film (13.) by the famous director Maximilian Garcia. The following evening, Ms. Waters will introduce Sophia Chiwetel, local filmmaker / a local filmmaker (14.), who will present her own new movie about an intercultural romance / intercultural romance (15.) between a Nigerian woman and an American man.

EXERCISE 4 NON-COUNT NOUNS MADE COUNTABLE

GRAMMAR NOTE 5 **Complete the pairs of sentences. In the sentences on the left, use *some* or *any*. In the sentences on the right, use a phrase that makes the non-count noun countable. Look at Appendix 7 on page 415 for help.**

	Less Precise	More Precise
1.	**a.** When we moved to the new office, we lost ___some___ equipment.	**b.** When we moved to the new office, we lost ___two pieces of___ equipment.
2.	**a.** Look! I just saw _____ lightning in the sky.	**b.** Look! I just saw _____ lightning in the sky.
3.	**a.** We didn't play _____ tennis after all.	**b.** We didn't play _____ tennis after all.
4.	**a.** Let me give you _____ advice: Don't eat that doughnut.	**b.** Let me give you _____ advice: Don't eat that doughnut.
5.	**a.** There hasn't been _____ rain here for over a month.	**b.** There hasn't been _____ rain here for over a month.
6.	**a.** There wasn't _____ rice left on the plate.	**b.** There wasn't _____ rice left on the plate.
7.	**a.** I bought _____ meat at the	**b.** I bought _____ meat at
8.	**a.** We bought _____ furniture at the mall.	**b.** We bought _____ furniture at the mall.
9.	**a.** I always have _____ coffee when I wake up in the morning.	**b.** I always have _____ coffee when I wake up in the morning.
10.	**a.** I got _____ sand in my shoes when I was at the beach.	**b.** Some people think you can see the world in _____ sand.

EXERCISE 5 COUNT AND NON-COUNT NOUNS WITH *A*, *AN*, *THE*

GRAMMAR NOTES 2–6 For each noun, write a sentence in which the noun is used in a non-count sense and another sentence in which it is used in a count sense. Make sure that the count sentences include *a*, *an*, or the plural form of the count noun.

1. **time**
   Non-count: Time passes much too quickly.
   Count: We had a great time in Mexico last summer.

2. **film**
   Non-count: _____
   Count: _____

3. **equipment**
   Non-count: _____
   Count: _____

4. **advice**
   Non-count: _____
   Count: _____

5. **work**
   Non-count: _____
   Count: _____

6. **talk**
   Non-count: _____
   Count: _____

7. **experience**
   Non-count: _____
   Count: _____

8. **fish**
   Non-count: _____
   Count: _____

9. **light**
   Non-count: _____
   Count: _____

10. **history**
    Non-count: _____
    Count: _____

EXERCISE 6 EDITING

GRAMMAR NOTES 1–6 **Read the email. There are ten mistakes in the use of count and non-count nouns. The first mistake is already corrected. Find and correct nine more.**

Hi Kendra!

Your mom and I are having a wonderful time in Brazil. We landed in Rio de Janeiro on Tuesday. On Wednesday, we walked and sunbathed on the Copacabana and Ipanema beaches. Unfortunately, I didn't put on any sunblock and got a bad sunburn. There's a good news, though; it's better today. Actually, there's one other problem: We don't have enough furnitures in our hotel room. There's no place to put anything. But everything else has been great. We went to samba show, too. It was a lot of fun.

The Brazilian people is very friendly and helpful. On Friday, we had a flight to São Paulo at 9 a.m., and we couldn't get a taxi. But we were saved by one of the hotel employees, who gave us a ride to the airport. We got there just in time. Now we're in São Paulo. It's an exciting place, but I can't get over the traffics. It took two hours to get from our hotel to the downtown area.

Yesterday we ate *feijoada*, a typical Brazilian food. It was delicious. Tonight we're going to have dinner at very famous restaurant where they serve every kind of meats you can think of. I'm going to have to go on a diet when we get home!

You wouldn't believe the amount of coffees the Brazilians drink. They have little cups of coffee several times a day. It's very strong and sweet.

I'm happy to report that your mom hasn't had a time to go shopping yet. You know I hate shopping!

Love, Dad



Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

A Listen to the conversation. How is Joe Hanson's health?

_____

B Listen again. Answer each question with a complete sentence.

1. What is Joe Hanson concerned about?
   He is concerned about his weight.
2. Does Joe have high, medium, or low cholesterol?
   _____
3. Which meal does Joe skip daily?
   _____
4. Does he have enough time to eat that meal?
   _____
5. How much exercise does he get?
   _____
6. What kind of food does he eat for lunch?
   _____
7. What health issue is Joe at high risk for?
   _____
8. What kind of change is the doctor suggesting regarding Joe's eating habits?
   _____
9. What foods will Joe still be able to eat?
   _____
10. How many times a week will Joe need to exercise at the beginning?
    _____

C Work with a partner. Talk about the health habits of someone you know. Discuss these questions.

1. How much exercise does the person get?
2. Does he or she have any bad habits?
3. Does he or she eat regular meals?
4. What kind of diet does the person follow?
5. Does the person have any specific health problems?

EXERCISE 8 HEALTHY VS. UNHEALTHY

A CRITICAL THINKING **You are going to compare the habits of Jack Gonzales and Marvin Hamner. First, read the descriptions.**

Jack Gonzales gets up about 7 a.m. each morning and starts his day by taking his dog for a walk. When they return, Jack fixes a big breakfast. After breakfast, he reads the newspaper and then bikes to work. He's fortunate to have a workplace that believes in the benefits of exercise, so he's able to take a half hour off at 11:00 a.m. and visit the gym located in his building. At 12:30 p.m., he generally has lunch with his colleagues. He usually takes a sack lunch consisting of a sandwich, two pieces of fruit, and a glass of V-8 juice. When his workday ends at 5:00 p.m., he bikes back home and makes his dinner. He goes out two evenings a week: One evening he volunteers at an animal shelter, and the other he plays the clarinet in a band. When he gets home, he usually reads for an hour or so. Occasionally, he watches TV. He's normally in bed by 11:00 p.m.

Jack's co-worker Marvin Hamner usually doesn't get up until about 8:15. Since he's almost always pressed for time, he generally skips breakfast. His morning meal, in fact, is usually a doughnut and coffee, topped off with a cigarette. He doesn't have time to bike or walk to work, so of course he drives. Sometimes, he doesn't make it there on time. Most days he's tired and sleepy, so he depends on coffee to keep him awake. At midday, he goes out to a fast-food restaurant and eats a meal full of fatty foods with lots of cholesterol. Marvin doesn't use the company's gym. At 5:00 p.m., he leaves the office and heads for his car. At home, he often orders pizza, his favorite food, for dinner. After dinner, he watches TV until about midnight. He smokes quite a few cigarettes while he's engrossed in the TV. It's usually 1 a.m. by the time he gets to bed.

B **Work in a group. Compare Jack and Marvin using the following criteria. Give each person a rating on a scale of 1 to 5, 5 being the healthiest. Discuss their differences, giving reasons for your answers.**

Criteria	Jack	Marvin
Regularity of meals		
Quality of food at meals		
Exercise		
Good habits		
Bad habits		

C **Report your ratings to the class.**

EXAMPLE: In our group, we gave Jack a rating of 5 for regularity of meals, and we gave Marvin a rating of 3. Both Jack and Marvin eat meals at around the same time every day, but Marvin usually doesn't eat breakfast. . . .

EXERCISE 9
MY HEALTH

A QUESTIONNAIRE

Complete the questionnaire. Choose the answers that best apply to you.



1. In general, I'd say I'm in ____ health.
   a. excellent **b.** good **c.** fair **d.** poor

2. Exercise is ____ to me.
   a. very important **b.** important **c.** somewhat important **d.** not important

3. The best exercise for me is ____.
   a. running **b.** swimming **c.** walking **d.** weight lifting

4. My favorite kind of food is ____.
   a. meat **b.** pasta **c.** dessert **d.** salad

5. The drink I like the best is ____.
   a. water **b.** soda **c.** milk **d.** coffee

6. I never miss ____.
   a. a meal **b.** a party **c.** exercising **d.** watching TV

7. It's difficult for me to ____.
   a. lose weight **b.** gain weight **c.** avoid stress **d.** get enough sleep

8. I ____ smoke.
   a. never **b.** seldom **c.** sometimes **d.** often

9. I'm ____ ill.
   a. often **b.** sometimes **c.** seldom **d.** never

B **Work in a group. Discuss your questionnaire answers. What health habits do you have in common with your classmates? What health trends do you see in your class?**

EXAMPLE: A: I think I'm in good health. Exercise is important to me, and I swim twice a week. My favorite drink is water, and I love salad.
B: I'm in good health, too. I think exercise is very important, and I run every day. What about you, Kimiko?
C: I think I'm in fair health. I drink a lot of soda, and I don't get enough exercise . . .

EXERCISE 10 THE NOUN GAME

A GAME **Divide into two teams. First, work with your own team. Look at the words in the word box. Match them with their definitions in the chart.**

~~advice~~	a space	baldness	fast food	people	talk	work
~~a criterion~~	a talk	cancer	film	rice	the police	
a film	a tan	cholesterol	lightning	space	thunder	
a people	a work	criteria	news	sunblock	traffic	

a. _____: an art form that involves moving pictures on a screen	**f.** _____: a brownish color that the sun gives to the skin	**k.** _____: a cream used on the skin to protect it from burning by the sun	**p.** _____: a sudden electrical discharge in the atmosphere	**u.** _____: a movie
b. *advice*: an opinion about what could or should be done about a situation	**g.** _____: movement of people or vehicles along routes of transportation	**l.** _____: a substance found in the human body and in various foods	**q.** _____: people who are responsible for capturing criminals, etc.	**v.** _____: a booming sound that occurs with an electrical discharge in the air
c. _____: conversation	**h.** _____: a disease involving the abnormal growth of cells in the body	**m.** _____: standards, rules, or tests on which judgments can be made	**r.** _____: a grain that many people eat, grown in warm climates	**w.** _____: a particular ethnic group
d. _____: a condition that involves the loss of hair on the head	**i.** _____: a blank or empty area	**n.** _____: hamburgers, fries, and fried chicken, for example	**s.** _____: your job or activities that you do regularly to earn money	**x.** _____: the area beyond the atmosphere of the earth
e. _____: a painting, book, play, or piece of music, for example	**j.** *a criterion*: a standard, rule, or test on which judgments can be made	**o.** _____: information about events that have happened recently	**t.** _____: human beings	**y.** _____: a formal discussion

B **Work with the other team. Take turns asking and answering *what* questions about each word or phrase in the word box. Then check your answers on page 435. Which team got the most answers correct?**

EXAMPLE: TEAM A: What is *advice*?
TEAM B: *Advice* is an opinion about what could or should be done about a situation.
TEAM B: What is *a criterion*?
TEAM A: *A criterion* is a standard, rule, or test on which judgments can be made.

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE **Think about your own health. Write a few sentences about each of the topics below.**

- Your diet
- Your approach to exercise
- Your approach to work

B WRITE **Using your ideas in A, write a five-paragraph essay in which you evaluate your own health. Remember to use count and non-count nouns. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your essay.**

EXAMPLE: How is my health? Overall, I think it is reasonably good, though there's certainly room for improvement.

My diet is good in general, though I should cut down on sugar. . . .

As for exercise, I visit the gym at least five days a week. I do lots of different kinds of exercise: weight training, swimming, and biking. . . .

The area in which my health needs improvement is work. I've been told by friends that I work too many hours every week. . . .

Common Mistakes in Using Count and Non-Count Nouns

Don't use ***a*** or ***an*** with non-count nouns or plural count nouns. Use ***a*** or ***an*** with **singular count** nouns.	I had **a sandwich**, **an apple**, and **a glass of juice**. NOT I had a sandwich, an apple, and ~~glass~~ of juice. Both **work** and **play** are important in life. NOT Both ~~a~~ work and ~~a~~ play are important in life.
Don't use plural verbs with **singular nouns** that end in *-s*. Use **singular verbs**.	**Mathematics is** difficult for me. NOT Mathematics ~~are~~ difficult for me.
Don't use the word ***people*** with a singular verb. Use a **plural verb**.	A lot of **people live** in this neighborhood. NOT A lot of people ~~lives~~ in this neighborhood.

C CHECK YOUR WORK **Look at your essay. Underline the count and non-count nouns. Use the Editing Checklist to check your work.**

Editing Checklist

Did you . . . ?

- ☐ use *a* or *an* with singular count nouns
- ☐ avoid using non-count nouns with *a* or *an*
- ☐ use singular verbs with singular nouns ending in *-s*
- ☐ use the word *people* with plural verbs

D REVISE YOUR WORK **Read your essay again. Can you improve your writing? Make changes if necessary.**

Go to MyEnglishLab for more writing practice.

UNIT 10 REVIEW

Test yourself on the grammar of the unit.

A **Look at the underlined word in each sentence. Write *C* (*count noun*) or *NC* (*non-count noun*).**

_____ **1.** Jack Sanderson describes his latest novel as a work in progress.

_____ **2.** Let me give you some advice: Walk for half an hour every day.

_____ **3.** My favorite dinner is fried chicken and mashed potatoes.

_____ **4.** We saw an interesting new film at our local movie theater last night.

_____ **5.** I don't care much for potatoes, but I do like rice.

_____ **6.** My favorite professor is giving a talk tonight.

_____ **7.** In my view, reading is one of the most beneficial activities.

B **Complete the sentences with the correct count or non-count form of the words in the box. Add phrases like *a piece of* if necessary.**

advice	cheese	exercise	rice

1. a. There is no doubt that _____ provides many benefits to the body.

b. We always start off our English class with a couple of grammar _____.

2. a. I've given you several _____, but you haven't followed any of them.

b. The _____ you gave me sounded good but turned out to be unrealistic.

3. a. There wasn't a single _____ left in the bowl.

b. _____ is a very important type of grain grown in Asia.

4. a. _____ is one of my absolute favorite foods.

b. Gouda is _____ made from whole or skimmed milk.

C **Find and correct five mistakes.**

Many people needs to lose weight these days. I do too. My doctor gave me an advice to help me lose weight. He said I should improve my diet. But it takes a work to prepare a nutritious meal. Also, I dislike cauliflower, carrots, beans, and most other vegetable. And I like to drink a can of sodas with every meal. What can I do?

Now check your answers on page 429.

Go to MyEnglishLab to complete the review online.

UNIT 11

Definite and Indefinite Articles

DISAPPEARING SPECIES

OUTCOMES

- Use indefinite, definite, and zero articles in a variety of different situations
- Identify key information in a scientific article
- Identify and comment on key details from a conversation on a topic of nature conservancy
- Discuss nature conservancy
- Write a five-paragraph essay about an endangered species

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. Is the disappearance of animal and plant species a serious problem?
2. What do you think could be done to stop the disappearance of species?

READ

Read this article about disappearing species.

Going, Going . . . Gone?

WHAT DO THE AUROCH, the passenger pigeon, and the western black rhinoceros have in common? The answer: They've all gone extinct. These vanished animals typify the problem of the disappearance of species. Several grim statistics indicate the seriousness of the issue. Today more than 18,000 species are thought to be in danger of extinction. This means that over 40 percent of the world's animals are considered at risk. It is also estimated that about one-half of the world's animal species have disappeared since 1970. Many feel that something must be done to stop this, and soon. But what?

Some animals have been extinct for a considerable time. Aurochs, large wild oxen that lived in Europe and Asia, had died out by the early 1600s. The passenger pigeon was once the most common bird in North America. Historically it populated the eastern U.S. and Canada, but by the end of the nineteenth century it had almost disappeared because of habitat destruction and excessive hunting. The last known passenger pigeon, a female named Martha, died at the Cincinnati Zoo on September 1, 1914. More recently, we have lost the western black rhinoceros, which lived in the southeastern part of the African continent. It declined greatly over the twentieth century and was last seen in 2008. It was officially declared extinct on November 6, 2013.

Which animals are presently in danger of extinction? There are three significant categories: critically endangered, endangered, and vulnerable. Those considered critically endangered include the mountain gorilla of central Africa and the California condor. Those termed endangered include the Asian elephant and the blue whale. Those considered vulnerable include the African lion and the polar bear of northern North America.



Critically endangered



Endangered



Vulnerable

The picture looks bleak[1] overall. Nevertheless, the situation is not hopeless. There have been a few successes in bringing animals back from the edge of extinction. The whooping cranes of Canada and the United States are one example. In 1941, there were only twenty-one cranes in captivity and two in the wild. By 2015, there were estimated to be 603 birds in the wild. Their story can be considered a limited recovery, though there is still a potential problem of species diversity. The humpback whale is another species that has made something of a comeback, particularly since the ban on commercial whaling was instituted.

Human activity is by far the most significant cause of animal extinction. The most crucial problem is loss of habitat caused by the increase of human population and its associated development. This includes expanded farming, excessive hunting, poaching,[2] and man-made pollution. To that we can add climate change and the effects of invasive species that overwhelm[3] the native animals of an area.

What can we do? Several strategies have been suggested: (1) reduce our use of meat and dairy products; (2) focus on renewable energy; (3) change our shopping habits; (4) support laws that restrict development; and (5) support efforts to protect the rain forests, wetlands, coral reefs, and grasslands. There is need for alarm. If we're concerned about the loss of species, we need to make our voices heard. Once an animal is gone, it is gone forever.

1 *bleak*: giving no encouragement
2 *poaching*: taking by illegal hunting
3 *overwhelm*: completely defeat

AFTER YOU READ

A VOCABULARY **Match the words in bold with their meanings.**

____	**1.** Sadly, these animals have **vanished** from the earth.	**a.** plans of action
____	**2.** Some animals have been extinct for a **considerable** time.	**b.** extremely important
____	**3.** **Nevertheless**, the situation is not hopeless.	**c.** variety
____	**4.** A ban on whaling was **instituted** decades ago.	**d.** disappeared
____	**5.** There is still a problem of species **diversity**.	**e.** introduced
____	**6.** The most **crucial** aspect is loss of habitat.	**f.** limit
____	**7.** Several **strategies** have been suggested.	**g.** in spite of that
____	**8.** We need to support laws that **restrict** development.	**h.** long, extensive

B COMPREHENSION Read the statements. Check (✓) *True* or *False*.

	True	False
1. More than 18,000 species are believed to be in danger of extinction.	☐	☐
2. About one-fourth of the world's species have disappeared since 1970.	☐	☐
3. Aurochs had gone extinct by the early 1600s.	☐	☐
4. The passenger pigeon once populated the western U.S. and Canada.	☐	☐
5. At present, the mountain gorilla is considered vulnerable.	☐	☐
6. The habitat of the polar bear is in the southern hemisphere.	☐	☐
7. Whooping cranes have made a partial recovery.	☐	☐
8. Climate change is considered the most significant cause of extinction.	☐	☐

C DISCUSSION Work with a partner. Which of the strategies mentioned in the last paragraph of the article do you think are most likely to succeed in preventing the disappearance of species? Give reasons for your answer.

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

INDEFINITE AND DEFINITE ARTICLES

A/An: Indefinite Article

	Non-Specific	Generic
Singular Count Nouns	The mountain gorilla is **an** endangered **species**.	**A species** is a particular type of animal or plant.

Zero Article (No Article)

	Non-Specific	Generic
Plural Count Nouns	Africa has thousands of animal **habitats**.	**Habitats** are environments inhabited by individual animal groups.
Non-Count Nouns	Water **pollution** has a negative impact on animal habitats.	**Pollution** is the introduction of harmful substances into the environment.
Proper Nouns	**Ms. Rodriguez** spent a year in **Africa**. She worked in **Cameroon** and **Nigeria**. She now lives in **New York City**.	

The: Definite Article

	Specific	Generic
Singular Count Nouns	Our zoo recently acquired **a polar bear**. **The polar bear** it acquired is gigantic. It's **the largest animal** in **the zoo**.	**The polar bear** is a vulnerable species.
Plural Count Nouns	**The rain forests** in South America are being cut down.	We need to protect **the rain forests** everywhere.
Non-Count Nouns	**Poaching** has become a serious problem in those countries.	**Poaching** is the taking of animals by illegal hunting.
Proper Nouns	Ms. Rodriguez crossed **the Sahara**, visited **the Pyramids**, and sailed down **the Nile**.	

GRAMMAR NOTES

1 Indefinite and Definite Nouns

Nouns can be **indefinite** or **definite**.

We use **indefinite** nouns when we **do not have a particular** person, place, or thing in mind.

A wolf is **a** wild **animal**.

Indefinite nouns can be **non-specific** or **generic**.

A noun is **non-specific** when it is **one out of many** members of the same group or class.

We saw **a** gigantic **lion** on today's excursion.
We also saw **a giraffe**.

A noun is **generic** when it represents **all members** of a class or category of persons, places, or things. Generic nouns talk about **things in general**.

Giraffes are native to the African continent.
Lions normally have tawny yellow coats.

We use **definite** nouns when we **know which particular** person, place, or thing is being talked about.

The food we had for lunch was terrible.
The island used to be the habitat of many animals.

A noun or noun phrase is normally **definite** if you can ask a ***which* question** about it. Nouns of this type are often followed by a phrase with *of*.

A: **Which food** was terrible?
B: ***The* food** we had for lunch was terrible.

A: **Which country** is Nairobi the capital of?
B: Nairobi is **the capital *of* Kenya**.

A noun is often **indefinite** the first time we mention it. It is usually **definite** after the first mention.

I'm reading about ***an*** endangered **animal**. ***The* animal** lives in West Africa.

2 Indefinite Article *A/An*

Use the indefinite article, ***a/an***, with **indefinite singular count nouns**.	Our city needs **a** good **zoo**. She wants to be **an anthropologist**.

3 Zero Article

Use **zero article** (= no article) with indefinite plural count nouns, indefinite non-count nouns, names of people, names of most countries, and habitual locations.

• **indefinite plural count nouns**	This area used to have wild **animals**.
• **indefinite non-count nouns**	**Platinum** and **gold** are valuable minerals.
• **names of people**	**Mr. Jama** is a zoologist.
• **names of most countries**	Ngorongoro Crater is found in **Tanzania**.
• **habitual locations**	People spend most of their time at **work**, at **school**, or at **home**.

4 Definite Article *The*

Use the **definite article *the*** in a variety of different situations.

Use ***the*** with **non-count nouns** and **singular and plural nouns** that are **definite** for you and your listener or reader.	**The food** we had for lunch was terrible. **The island** used to be the habitat of many animals. **The animals** who lived there have become extinct.
Use ***the*** with nouns that describe something **unique**.	**The world** is certainly an interesting place. **The sun** gives us light and heat.
An **adjective** can often make a noun represent something unique:	
• ***first***, ***last***, ***only***, ***right***, ***wrong***	**The *last* passenger pigeon** died in 1914.
• **comparative** forms of adjectives	**The *stronger*** of the two animals is **the *older*** one.
• **superlative** forms of adjectives	It was **the *worst* disaster** in the country's history.
You can also use ***the*** to talk about the following categories:	
• **inventions**	**The wheel** was invented thousands of years ago.
• **musical instruments**	Helen plays **the piano**.
• **parts of the body**	**The brain** is the seat of intelligence.
The is also used with the following:	
• **public places**	**the** bank, **the** post office, **the** library, **the** gym
• the names of many **geographical features**	**the** Grand Canyon, **the** Congo (River), **the** Pacific (Ocean), **the** Persian Gulf, **the** Atlas Mountains
• the names of a few **countries**	**the** Netherlands, **the** United States, **the** Dominican Republic, **the** Bahamas, **the** United Kingdom
• the names of **ships**	**the** *Titanic*, **the** *Queen Mary*

5 Generic Nouns + Articles

There are **five principal ways** to use nouns **generically**.

• **indefinite article + count noun**	**A whale** is a large marine mammal that inhabits the world's oceans.
• **zero article + plural count noun**	**Dogs** are domestic mammals related to **wolves** and **foxes**.
• **definite article + singular count noun**	The **mountain gorilla** is considered critically threatened.
• **definite article + plural count noun**	**The whooping cranes** are making a comeback.
• **zero article + non-count noun**	**Water** is essential for survival of animals, humans, and plants.
You can also make a generic statement with the **definite article + adjective**. In this kind of statement, a noun such as *people* is implied. The adjective is plural in meaning and takes a plural verb.	**The rich are** fortunate. They need to help **the poor**, who **are** not so fortunate.

REFERENCE NOTE

For more complete lists of **nouns used with the definite article**, see Appendices 9–11 on pages 416 and 417.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A GRAMMAR NOTES 1–5 **Read the sentences based on the reading. For each sentence, identify the underlined word or phrase as *non-specific* (*N*), *generic* (*G*), or *definite* (*D*).**

D 1. These vanished species typify the problem of the disappearance of species.

____ 2. The passenger pigeon was once the most common bird in North America.

____ 3. About one-half of the world's animal species have disappeared since 1970.

____ 4. The last passenger pigeon that died was a female.

____ 5. Recently we lost the western black rhinoceros.

____ 6. The humpback whale has made something of a comeback.

____ 7. This comeback was positively influenced by the ban on commercial whaling.

____ 8. Invasive species can overwhelm the native animals of an area.

____ 9. We need to support efforts to protect the rain forests throughout the world.

____ 10. Once an animal is gone, it is gone forever.

B GRAMMAR NOTES 1, 5 **Read the sentences based on the reading. Then circle the answer that correctly explains the meaning of the sentence.**

1. A giraffe is a long-necked mammal native to Africa.
   (a.) All giraffes are long-necked mammals.
   b. Some giraffes are long-necked mammals.
2. The auroch had died out by the beginning of the 1600s.
   a. Some of the aurochs had died out.
   b. All of the aurochs had died out.
3. The passenger pigeon populated the eastern United States and Canada.
   a. Passenger pigeons in general populated this area.
   b. One particular passenger pigeon populated this area.
4. The whooping crane is doing much better these days.
   a. Some whooping cranes are doing much better.
   b. Whooping cranes in general are doing much better.
5. On our African trip, we saw hippopotamuses.
   a. We saw some hippopotamuses.
   b. We saw all the hippopotamuses.
6. We need to protect the world's grasslands.
   a. We need to protect some of the grasslands.
   b. We need to protect all of the grasslands.

EXERCISE 2 INDEFINITE AND DEFINITE ARTICLES

GRAMMAR NOTES 1–2, 4–5 **Complete the sentences with *a*, *an*, or *the*.**

1. ___The___ (a.) earth has only one moon. It has two sides. We never see _____ (b.) dark side of _____ (c.) moon.
2. _____ (a.) planet Saturn has many moons. Titan is _____ (b.) moon of Saturn. It is _____ (c.) largest of Saturn's moons.
3. On our first morning in Rwanda, we saw _____ (a.) gorilla far off in the distance. _____ (b.) gorilla we saw was _____ (c.) silverback.
4. _____ (a.) last confirmed sighting of _____ (b.) individual dodo bird occurred on the island of Mauritius in 1662.
5. We saw _____ (a.) humpback whale. It was _____ (b.) largest whale I have ever seen.
6. Our friends are taking _____ (a.) trip around _____ (b.) world. _____ (c.) trip will last four months.
7. We saw _____ (a.) elk being pursued by _____ (b.) wolf. _____ (c.) elk managed to escape from _____ (d.) wolf.

EXERCISE 3 ARTICLES: *A*, *AN*, *THE*, AND ZERO ARTICLE

GRAMMAR NOTES 1–5 **Complete the paragraph. Circle the correct articles (Ø = *zero article*).**

We are losing many species, and a major contributor to the loss of species is pollution. One of a / (the) / Ø most serious causes of pollution is plastics. Did you know that a / the / Ø plastics represent about 10 percent of all pollution on a / the / Ø earth today?

How can a / the / Ø product that is so essential to the lifestyle of a / the / Ø twenty-first century also be one of a / the / Ø worst polluters? Obviously, the answer is complex, but we can begin by noting that plastic is everywhere. It's in landfills; it's on city streets; it's in forests; it's in lakes and oceans.

Consider the following facts about products made with plastic. One of the most polluting plastic products is a / the / Ø disposable diaper. It requires about 450 years to biodegrade. Fishing line takes about 600 years. It was originally thought that plastics in a / the / Ø ocean would take a / an / the extremely long time to decay, but researchers have recently discovered that water currents make plastic degrade faster. However, the vast increase in the amount of plastic reaching the ocean makes a / the / Ø process slower.

When plastic products do decay in the ocean, the chemicals in them gradually enter the water and can sicken animals like birds, whales, and sea turtles, which eat them. A / The / Ø whale, for example, might eat pieces of plastic and become ill or even die. A / The / Ø seagull might get tangled in fishing line. Even more seriously, a / the / Ø large netting, which of course contains plastic, captures larger animals. Normally, they are unable to escape and end up drowning or starving to death. These examples show us that a / the / Ø problem of plastic pollution is becoming increasingly acute.



EXERCISE 4 GENERIC NOUNS

GRAMMAR NOTE 5 **Write two sentences about each noun, using the correct forms of the words given. In sentence *a*, use zero article + the plural. In sentence *b*, use the definite article. Add necessary articles and prepositions along with the word *that*.**

1. Mountain gorilla

   a. *Mountain gorillas are great apes that inhabit forest areas in three central African countries.*
   (be / great ape / inhabit forest areas in three central African countries)

   b. *The mountain gorilla is a critically endangered species.*
   (be / critically endangered species)

2. African elephant

   a. _____
   (be / very large mammal / inhabit forests, woodlands, and desert areas in many parts of Africa)

   b. _____
   (be / endangered species)

3. California condor

   a. _____
   (be / very large land bird / became extinct in the wild in 1987)

   b. _____
   (be / critically endangered species)

4. wheel

   a. _____
   (be / circular device / turn around a central point)

   b. _____
   (be / invented 5,000 to 6,000 years ago)

5. telephone

   a. _____
   (be / communication device / convert sound signals into waves)

   b. _____
   (be / invented in 1878 by Alexander Graham Bell)

6. guitar

   a. _____
   (be / stringed instrument / typically have six strings)

   b. _____
   (be / invented in the 1400s in Spain)

7. clarinet

   a. _____
   (be / woodwind instrument / use reeds)

   b. _____
   (be / invented around 1700 in Europe)

8. library

   a. _____
   (be / place / lend people books to read)

   b. _____
   (be / important institution in every town or city)

9. eye

   a. _____
   (be / part of the body / allow us to see)

   b. _____
   (be / vulnerable to injury)



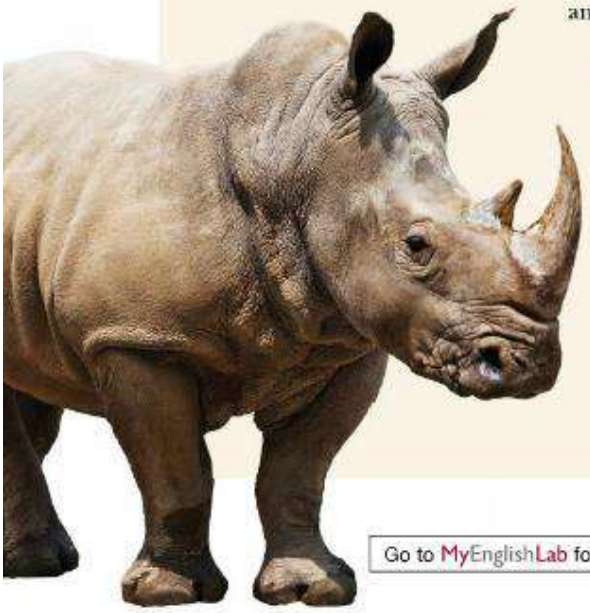
EXERCISE 5 EDITING

GRAMMAR NOTES 1–5 **Read the student composition about poaching. There are nine mistakes in the use of articles. The first mistake is already corrected. Find and correct eight more.**

Down with Poaching!

Last summer, our family took a wonderful trip to several countries in Africa. I learned a lot about all the amazing animals that inhabit African continent. The most upsetting thing I learned about, though, was the problem of poaching. Poachers are hunters who capture or kill animals illegally. Main reason they do this, of course, is to earn money. The majority of poachers are paid by organized crime groups that sell the poached animals' body parts worldwide for large amounts of cash. Consider elephants, for example. Elephant tusks, bones, and skin can be illegally sold for great profits. In August of the 2014, it was estimated that about 100,000 African elephants were being killed each year by poachers. Another animal that is target of poachers is the black rhinoceros. In recent decades, its population has decreased by 97.6 percent.

Why are these animal products so much in demand? The main reason is that there is a mistaken belief these animal body parts have powers they do not really have. For example, rhino horn can supposedly be used to treat the hangovers, fever, and cancer. But it has not been proven that the product will cure any of these. The ivory from elephants' tusks is made into jewelry, eating utensils, and religious objects. One pound of ivory will sell for $30,000 a pound. Compare that to the gold, which sells for about $22,000 a pound. Another main reason for poaching is that animals and animal parts are extremely popular as trophies. Some people love the idea of having a set of elephant tusks to display over their fireplace. That seems like very selfish idea to me.



Poaching is having a very negative effect on the survival of certain species, especially species that are endangered. I don't want to see any more species die. In my opinion, we must do everything within our power to stop the illegal activity of the poaching.

Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 LISTENING

A Listen to the conversation between a husband and a wife. What are they talking about doing with wolves?

_____

_____

_____

_____



A herd of elk



Wolves

B Read the statements. Then listen again to the conversation. Complete the sentences. Circle the correct answers.

1. According to the husband, the newspaper is on the side of ____.
   a. an environmentalist (b.) the environmentalists
2. The husband thinks ____ point of view is not being considered.
   a. the ranchers' and hunters' b. the environmentalists'
3. The husband supports the point of view of ____.
   a. both ranchers and hunters b. only hunters
4. The husband ____ a hunter.
   a. is b. is not
5. The husband thinks ____ are dangerous creatures.
   a. wolves in general b. some wolves
6. The husband says that wolves kill ____.
   a. a lot of people b. a few people
7. The wife supports the point of view of ____.
   a. the ranchers and hunters b. the environmentalists
8. Before 1995, ____ in Yellowstone were too numerous.
   a. elk b. wolves
9. According to the wife, ____ elk have been killed off.
   a. a number of old and sick b. all old and sick
10. The wife thinks ____ are intelligent and helpful.
    a. some wolves b. wolves in general

C Work with a partner. What is your viewpoint on the controversy discussed in the Listening? Is the wolf a dangerous animal? Is the husband's view of wolves a stereotype? Should wolves be placed in national parks?

EXERCISE 7 THE MOUNTAIN GORILLA

INFORMATION GAP **Work with a partner. Student A will follow the instructions below. Student B will follow the instructions on page 440.**

STUDENT A

- **The article below is missing some information. Your partner has the same article that contains your missing information. Ask your partner questions to find the missing information.**

  EXAMPLE: A: What is the mountain gorilla?
  B: The mountain gorilla is a great ape.

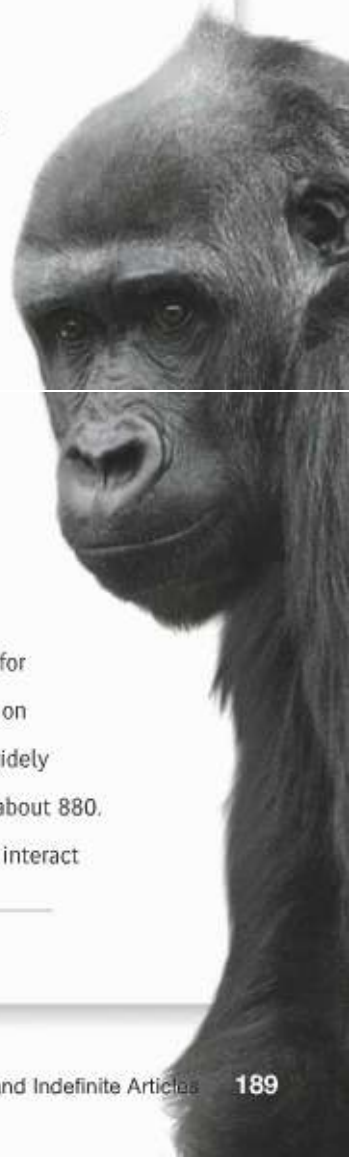
- **Your partner's story is missing different information. Answer your partner's questions so that he or she can fill in the missing information.**

  EXAMPLE: B: What kind of ape is the mountain gorilla?
  A: It is the largest of the great apes.

THE MOUNTAIN GORILLA is _____; in fact, it is the largest of the great apes. Mountain gorillas inhabit national parks in three countries in central Africa: Uganda, Rwanda, and _____.

Mountain gorillas have _____, a characteristic that enables them to live in cold, mountainous areas. An adult male is called a silverback and can grow as tall as 6 feet 3 inches, or 1.9 meters. Adult males can weigh up to 430 pounds, or 195 kilograms. Mountain gorillas live together in social groups dominated by _____. A group is composed mainly of a dominant male and several females and young gorillas. The mountain gorilla is an intelligent creature; silverbacks can often remove the traps left by _____. Since these animals are herbivores, they need a good deal of food daily in order to support their great bulk.

The mountain gorilla is a critically endangered species. There are two principal causes of its endangerment: _____. Mountain gorillas are sometimes hunted for food, and they are pursued by poachers for their fur and for sale to zoos. It is clear that human development and encroachment on locales where mountain gorillas have traditionally lived has split their habitat into widely separated areas. There were only 254 mountain gorillas in 1981, and there are now about 880. This sounds positive, but since particular groups of mountain gorillas are not able to interact with other gorilla groups, the result is _____ within the species. This is a serious problem indeed.



EXERCISE 8 TEST YOUR TRIVIA IQ

GAME **Work in a group. Complete the chart below. First, read each answer in the chart. Choose a word from the word box that matches the answer. Then use the word to form a *what* or *who* question with the correct article and verb. Then check your answers on page 435. Which group got the most answers correct?**

~~auroch~~	brain	humpback whale	poaching	post office	silverback	sun	water
bank	elk	plastic	poor	rich	species	telephone	wolves

Questions	Answers
1. *What is an auroch?*	It's a now-extinct wild ox that lived in Europe and Asia.
2.	It's a place in a town or city where one keeps one's money.
3.	They're the people who have very little money.
4.	It's capturing or killing animals by hunting illegally.
5.	It's something that is useful and that also pollutes the earth.
6.	They're animals that have been reintroduced in national parks.
7.	It's an ocean-dwelling mammal that is now less endangered than in the past.
8.	It's the part of the human body that you use to think.
9.	They're the people who have a great deal of money.
10.	It's the device invented in 1878 by Alexander Graham Bell.
11.	It's a particular type of animal or plant.
12.	It's a type of animal killed by wolves in Yellowstone National Park.
13.	It's an adult male gorilla that is in charge of his own group.
14.	It's the source of heat and light on the earth.
15.	It's something that is essential for the survival of humans, animals, and plants.
16.	It's the place in a city or town where one can mail letters and packages.

EXERCISE 9 HOW DO YOU FEEL ABOUT IT?

A SURVEY **Complete the survey. Walk around the class and ask people their opinions. Keep track of how many people think each proposed action is *Not Important*, *Important*, or *Very Important*.**

EXAMPLE: A: How do you feel about saving the mountain gorilla and other endangered species?
B: I think saving the mountain gorilla is important . . .

Proposed Actions	Not Important	Important	Very Important
Saving the mountain gorilla and other endangered species			
Protecting the rain forests from farming and other development			
Stopping plastic pollution			
Developing industry to give people jobs and end poverty			
Stopping animal poaching and trade of animal body parts			
Expanding farmland to feed more people			

B **Rank the proposed actions in the chart above in order of importance. Then work in a group. Discuss why you ranked the actions in the order you did. Then share your survey results and your rankings with the class.**

EXAMPLE: In our group, we ranked "Stopping plastic pollution" as "very important." We feel that plastic pollution is a serious problem. There is too much plastic pollution in the oceans and on our beaches . . .



Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE **Think of an animal species that is critically endangered, endangered, or vulnerable. Write a few sentences about each of the following points. Do some research on the Internet if necessary.**

- the species that is endangered
- the habitat of the species
- the outlook for saving the species

B WRITE **Using your ideas in A, write a five-paragraph essay about the endangered species that you have chosen. Remember to use generic nouns and definite and indefinite articles with nouns. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your essay.**

EXAMPLE: The endangered species that I am most interested in is the mountain gorilla. Mountain gorillas live in Rwanda, Uganda, and the Democratic Republic of the Congo. There are only about 880 of them left in the wild.

The main threats that the gorillas face are loss of habitat and illegal hunting, especially poaching. . . .

Common Mistakes in Using Nouns with Articles

Use ***a/an*** with **indefinite count nouns**.	The mountain gorilla is **an endangered species**. NOT The mountain gorilla is ~~endangered species~~.
Use ***the*** before **definite nouns**.	**The food** we ate at that restaurant was terrible. NOT ~~Food~~ we ate at the restaurant was terrible.
Don't use *the* before **indefinite non-count nouns**. Use **zero article** in this situation.	**Poaching** is a big problem. NOT ~~The~~ poaching is a big problem.
Don't use ***the*** with count nouns unless they are **generic nouns**.	**Antelopes** are commonly hunted by lions. NOT ~~The~~ antelopes are commonly hunted by lions.

C CHECK YOUR WORK **Look at your essay. Underline nouns used with *a*, *an*, or *the* and generic nouns with zero article. Use the Editing Checklist to check your work.**

Editing Checklist

Did you . . . ?

- ☐ use *a* or *an* with indefinite count nouns
- ☐ use *the* before definite nouns
- ☐ use zero article before non-count nouns
- ☐ avoid using *the* before count nouns unless they are generic

D REVISE YOUR WORK **Read your essay again. Can you improve your writing? Make changes if necessary.**

Go to MyEnglishLab for more writing practice.

UNIT 11 REVIEW

Test yourself on the grammar of the unit.

A **Identify each underlined word or phrase as *non-specific* (*N*), *definite* (*D*), or *generic* (*G*).**

____ **1.** The clarinet was invented around the year 1700.

____ **2.** My parents bought me a trumpet when I started band in middle school.

____ **3.** The moon is Earth's only satellite.

____ **4.** Water is an extremely valuable commodity, especially in desert areas.

____ **5.** In my view, we need to help the poor in whatever way we can.

____ **6.** The man who is giving the lecture is my next-door neighbor.

____ **7.** The ship was hit by an iceberg on its maiden voyage.

____ **8.** The kids spilled juice all over the kitchen floor.

B **Complete the sentences with *a*, *an*, or *the* where necessary. Write Ø if no article is needed.**

Disaster at Sea: Many Lives Lost

April 16, 1912. In the latest news, _____ (1.) *Titanic*, _____ (2.) British steamer, sank in _____ (3.) North Atlantic last night after hitting _____ (4.) iceberg, disproving its builders' claims that it couldn't be sunk. Ironically, _____ (5.) ship was on its maiden voyage from Southampton, England, to _____ (6.) New York City. More than 1,500 people perished, in large part because it was felt that _____ (7.) lifeboats took up too much deck space, so there were only twenty of them.

C **Find and correct five mistakes.**

One of the most famous animals in the history of Earth is a dinosaur. The extinction of the dinosaurs is still a matter of debate in scientific community. Why did they die out? Many scientists now believe that giant meteorite flew through the space and hit our planet very hard. This changed an earth's climate, making it too cold for dinosaurs to survive.

Now check your answers on page 429.

Go to MyEnglishLab to complete the review online.

UNIT

12 Quantifiers

STUDY SKILLS

OUTCOMES

- Describe quantities and use quantifiers with count and non-count nouns
- Identify key information in an advice column
- Identify key details in a conversation about a student's academic difficulties
- Talk about your life now compared to your life in the past
- Discuss the meaning and implications of research data on a foreign country
- Write an essay about improving study habits

STEP 1 GRAMMAR IN CONTEXT

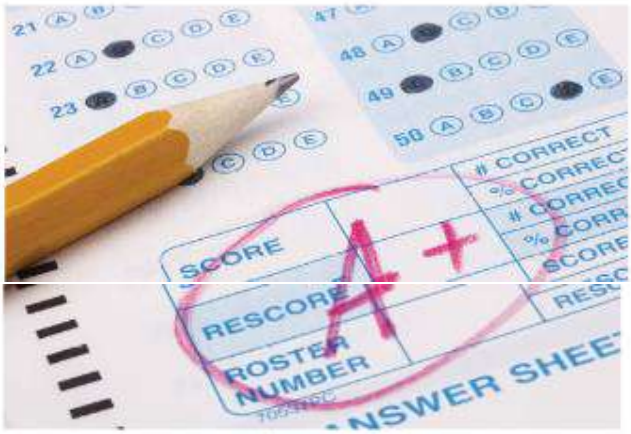
BEFORE YOU READ

Discuss the questions.

1. Do you enjoy studying? What do you consider your greatest challenge in studying?
2. What study habits do you think successful students have?

READ

Read this article about study skills.

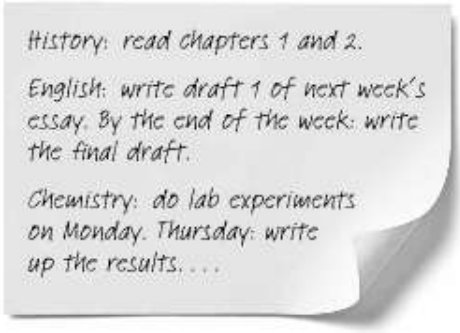


The Study Habits of Successful Students

College students face many challenges. They have to take care of a large number of responsibilities in a limited amount of time. There are plenty of distractions that can divert students' attention from their studies. Most students struggle at one point or another to maintain focus on their schoolwork. But if you're a student, don't despair. All of the study tips listed below have been proven to help students to be successful in their studies.

TIP 1: Figure out how much time you need to devote to each subject. The general recommendation is to study two hours outside of class for every hour spent in class. If you're taking fifteen credits, plan to allocate approximately thirty hours a week to school study. That may sound like a lot of hours, but that's just the general recommendation. Bear in mind that you shouldn't study constantly either. All the aspects of your life—work, recreation, socializing, study, exercise—need to be kept in balance. If you find yourself overloaded, take fewer classes the next time around.

TIP 2: Make yourself a study schedule. There are basically two types of schedule: time orientation and task orientation. In time orientation, you get out your weekly calendar and list the precise time and number of hours you will devote to each subject. So, for example, if you're taking a zoology class, you might write down something like this: *Tuesdays/Thursdays 2 to 4 p.m.: study zoology.* In task orientation, you delineate[1] the number of tasks you have to accomplish each week but don't specify times or exact numbers of hours. Instead, you might lay out the week's tasks like this:



I personally have found task orientation to be the superior method, but that's just me. Determine which method works better for you. Both types of orientation are basically "to do lists." The trouble with lists, though, is that people sometimes spend a lot of time writing down what they need to do and little time actually doing it. Just make a general outline of what you want to accomplish in a particular week so that you won't forget any important things.

TIP 3: Put things in order of priority, from most important to least important. Study the harder subjects first, when you have more energy and focus. If your grade needs improvement in a certain class, put in more work on that class. If you have a large project, such as a major term paper, break it down into smaller, more manageable segments. Get started and do a bit of work on it each day. That way you can avoid the misery of having an assignment due imminently[2] with not enough time to finish it. While you're doing this, avoid perfectionism. You can refine things later.

TIP 4: Find yourself some study partners. If you join a study group, you will complete assignments more quickly because you will be working with several other people who have the same goal. You can ask for help when you are having a little trouble understanding something. If you understand a topic well, explaining it to your study partners will help you to remember it better. However, make sure that you choose the right study partners. No study partner is preferable to the wrong study partners. You don't want to waste any time studying with people who are not prepared or who aren't serious about their work.

TIP 5: Find yourself the right study environment. A great many people work well in quiet locales[3] with few distractions. Many find they accomplish little real work when they are interrupted by cell phone calls and text messages. But not everyone is like this. Some people actually work well in situations where there's a great deal of noise, music, or other activity going on around them. If you're like this, that's fine. Any locale that allows you to put in quality study time will ultimately help you succeed in your classes.

TIP 6: Always remember why you are doing all this studying. If you don't already have a positive attitude toward learning, adopt one. Be eager to learn. Participate in class as much as possible. Above all, make the most of your present opportunity. It may not come around again.

1 *delineate:* outline
2 *imminently:* very soon
3 *locales:* places

AFTER YOU READ

A VOCABULARY **Match the words in bold with their meanings.**

____ **1.** If you feel stressed, don't **despair**.	**a.** in the end
____ **2.** **Allocate** thirty hours a week to study.	**b.** improve
____ **3.** That amount of study is **approximate**.	**c.** decide to use
____ **4.** Each **aspect** of your life needs to be in balance.	**d.** direction or type of thought
____ **5.** Two strategies are time and task **orientation**.	**e.** close but not quite exact
____ **6.** List the **precise** time and number of hours.	**f.** exact
____ **7.** You can **refine** things later.	**g.** lose hope
____ **8.** Good study locales will **ultimately** help you succeed.	**h.** part

B COMPREHENSION **Complete the sentences based on the reading.**

1. Students have to take care of many responsibilities in a limited _____ of time.
2. It's not how much or how little time you have; it's how you _____ your time that's important.
3. If you feel overloaded this term, take _____ classes next term.
4. For the author, _____ orientation is the superior method to make a schedule.
5. The author's recommendation is to study the _____ subjects first.
6. The author recommends avoiding _____ when studying day by day.
7. The author says some people work well when there's _____ going on around them.
8. The author says that a student should _____ in class as much as possible.

C DISCUSSION **Work with a partner. Compare your answers in B. Do you agree that the study habits described in the article are effective? How many of the study habits do you personally have?**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

QUANTIFIERS

Quantifiers	With Count Nouns	With Non-Count Nouns
One	**One class** is open.	Ø*
Each	**Each subject** is challenging.	Ø
Every	**Every day** is different.	Ø
Two	**Two classes** are open.	Ø
Both	**Both subjects** are challenging.	Ø
A couple of	I have **a couple of** hard **classes**.	Ø
Several	I study with **several** good **friends**.	Ø
Few	He has **few friends**.	Ø
A few	She has **a few good friends**.	Ø
Many	Are you taking **many classes**?	Ø
A great many	He has earned **a great many credits**.	Ø
A number of	She has earned **a number of credits**.	Ø
Little	Ø	They have **little money**.
A little	Ø	She has **a little money**.
Much	Ø	Does he do **much studying**?
A great deal of	Ø	She does **a great deal of studying**.
A bit of	Ø	I have **a bit of trouble** with math classes.
No	They have **no vehicles** of their own.	They have **no spare time**.
Any	They don't have **any vehicles** of their own.	They don't have **any spare time**.
Some	They have **some friends**.	They have **some money**.
Enough	You have **enough friends**.	You have **enough money**.
A lot of	He has **a lot of good teachers**.	He has **a lot of self-confidence**.
Lots of	I have **lots of appointments** today.	I have **lots of** spare **time** this week.
Plenty of	She has **plenty of good teachers**.	She has **plenty of patience**.
Most	**Most students** are motivated.	**Most work** is useful.
All	**All students** are important.	**All work** can be tiring.

* Ø: The quantifiers *little, a little, much, a great deal of,* and *a bit of* are not used with count nouns. The quantifiers *one, each, every, two, both, a couple of, several, a few, few, many, a great many,* and *a number of* are not used with non-count nouns.

GRAMMAR NOTES

1 Definition of Quantifiers

Quantifiers state the **number** or **amount** of something.

Quantifiers can be single **words** or **phrases**.	There are **forty** people in my calculus class. I'm spending **a great deal of** time studying.
Quantifiers are used with both **nouns** and **pronouns**.	I'm taking **six *classes*** this semester. **All of *them*** are challenging.
Quantifiers are often used **alone** if a noun or pronoun has just been mentioned, as in a question.	A: Have you made **many friends** here at school? B: Yes, I've made **a lot**.

2 Quantifiers + Nouns

Use quantifiers with all types of **nouns**.

• with **singular count** nouns: *one, each, every*	***Each* student** in the class has a computer. I was able to solve ***every* problem** on the exam.
• with **plural count** nouns: *two, both, a couple of, a dozen, several, a few, few, many, a great many, a number of*	***Many* students** earned scholarships. ***A number of* students** in the class come from other countries.
• with **non-count** nouns: *a little, little, much, a great deal of, amount of, a bit of*	I had ***a great deal of* difficulty** getting to class today. The ***amount of* traffic** on the roads was amazing.
• with both **plural** and **non-count** nouns: *no, any, some, enough, a lot of, lots of, plenty of, most, all*	He had ***no* friends** before he came here. He had ***no* money** either. ***All* students** have to pay tuition. ***All* work** is potentially worthwhile.

3 *Amount, Number*

Use ***amount*** with **non-count** nouns.	The ***amount* of stress** in people's lives seems to be growing.
Use ***number*** with **count** nouns.	The ***number* of mistakes** I made on the exam was incredible.

4 *A Few, Few, A Little, Little, A Bit*

Use ***a few***, ***few***, ***a little***, ***little***, and ***a bit*** to describe **small amounts** or **numbers** of things.

Use ***a few*** and ***few*** with **count** nouns. Use ***a little*** and ***little*** with **non-count** nouns.	Sayid has ***a few*** good **friends**. He has ***few*** **problems** at school. Asha has ***a little*** **trouble** with math classes. She has ***little*** **difficulty** with English, though.
There are **meaning differences** between ***a few*** and ***few*** and between ***a little*** and ***little***.	
Use ***a few*** and ***a little*** to give a statement a **positive** sense. They mean "a small number or amount, but probably **enough**."	I have ***a few*** **investments**. *(a small number, but probably enough)* We have ***a little*** **food** at home. *(a small amount, but probably enough)*
Use ***few*** and ***little*** to give a statement a **negative** sense. They mean "a small number or amount, but probably **not enough**."	Hank has ***few*** **friends**. *(a small number, but probably not enough)* He also has ***little*** **self-confidence**. *(a small amount, but probably not enough)*
Note that if we add ***only*** to *a few* or *a little*, the **positive** sense **disappears**.	I have ***only*** **a few** friends. *(I would like more.)* I have ***only*** **a little** money. *(I would like more.)*
In comparisons, use ***fewer*** with **count** nouns and ***less*** with **non-count** nouns.	I have ***fewer*** **problems** than I used to. I earn ***less*** **money**, though.
You can use ***as many*** + **count** noun as a quantifier.	Helen doesn't have ***as many*** **health issues** now.
In positive comparisons, use ***more*** with both count and non-count nouns.	I have ***more*** **friends** now than I used to. I also have ***more*** **self-confidence**.
A little and ***a bit*** are similar in meaning. ***A bit*** must be used with ***of*** if a noun follows.	Ellen had ***a little*** **trouble** with the exam. I had ***a bit of*** **difficulty** myself.
You can also combine *a little* and *bit* in a single sentence.	Our team had ***a little bit of*** **luck** and won the game.

5 *Much, Many, A Great Many, A Lot, Lots, A Great Deal*

Use ***much***, ***many***, ***a great many***, ***a lot***, ***lots***, and ***a great deal*** to describe **large amounts** or **numbers** of things.

Use ***much*** and ***a great deal*** with **non-count** nouns.	I don't have ***much*** free **time**. Presidents are under ***a great deal of*** **stress**.
Use ***many*** and ***a great many*** with **count** nouns.	There are ***many*** job **opportunities** for college graduates. The government employs ***a great many*** **workers**.
USAGE NOTE We don't often use ***much*** in affirmative sentences, especially in conversation. We usually replace it with ***a lot of*** or ***lots of***. Use ***a lot of*** and ***lots of*** both with count and non-count nouns.	We spend ***a lot of*** **money** on rent. There's ***lots of*** **construction** going on. There are ***a lot of*** **books** for this class. The professor gives ***lots of*** **quizzes**.
However, ***much*** is common in **questions**, **negative** statements, and in combination with the adverb ***too*** in affirmative sentences.	Did they spend ***much*** **money**? She doesn't watch ***much*** **TV**. I ate ***too much*** for dinner.
IN WRITING The quantifiers ***a great deal*** and ***a great many*** are somewhat formal. We use them more in writing than in conversation.	I have had to do ***a great deal of*** **work** for my physics class. There are ***a great many*** **students** in lecture classes.

6 *Some, Any*

Use ***some*** and ***any*** with both **count** and **non-count** nouns.

In **affirmative** statements, use ***some*** in its basic sense.	Bill bought ***some*** new **textbooks**. He borrowed ***some*** **money** from me.
In **negative** statements, use ***any*** in its basic sense.	Alice didn't take ***any*** **trips** last year. She didn't have ***any*** spare **time**.
Use both ***some*** and ***any*** in **questions**.	Did you buy ***some*** **clothes**? Did you see ***any*** good **movies**?
In general, use ***some*** in **offers** and ***any*** in **negative** questions.	Would you like ***some*** **soda**? *(an offer)* Didn't you send ***any*** **postcards**? *(a negative question)*
In affirmative sentences, ***any*** sometimes carries the expectation that the statement described is **not expected** or not very likely.	If you still have **any questions**, we can talk about them after the review is finished. *(The speaker thinks it's not very likely that the students will still have questions.)*
In affirmative sentences, ***any*** can also have a meaning similar to ***every***, with the emphasis on one item in particular.	I would recommend **any professor** in the history department. *(Every professor in the department is good.)*
BE CAREFUL! Don't use two negatives in the same simple sentence.	Jack **didn't** understand **anything** in the lecture. NOT Jack didn't understand ~~nothing~~ in the lecture.

7 Quantifiers in Phrases with *of*

Many **quantifiers** appear in **phrases** with the preposition *of* before plural nouns or non-count nouns.

Use a **quantifier** + ***of*** + ***the*** or another determiner when you are **specifying** particular persons, places, things, or groups.	**Many *of the* students** in my class got good grades. *(a specific group of students)* I've already spent **a lot *of the* money** I earned. *(a specific amount of money)*
We often use **quantifiers without *of*** when we have **no particular** person, place, thing, or group in mind.	***Many* businesses** take credit cards. *(businesses in general)* ***Most* people** don't understand the Theory of Relativity. *(people in general)*
USAGE NOTE Quantifiers such as ***most of*** and ***many of*** can be followed by a singular or a plural verb, depending on the noun that follows ***of***.	**Most of the information** we heard ***was*** useful. **Most of the students *were*** paying attention.
BE CAREFUL! Don't use quantifiers with ***of*** before a **singular** noun.	**A few of the students** did well on the exam. NOT A few of the ~~student~~ did well on the exam.

PRONUNCIATION NOTE

Reducing *of* in Quantifiers

Quantifiers containing the preposition ***of*** are often reduced in rapid speech and in conversation. The word ***of*** is often reduced to "a." This reduction often happens when the word following *of* begins with a consonant. When the word following *of* begins with a vowel, full forms are generally used.

a couple of	→	"**a couple a**"	We met **"a couple a"** new people at the party.
a lot of	→	"**a lotta**"	I had **"a lotta"** work to do tonight.
lots of	→	"**lotsa**"	There are **"lotsa"** great movies playing.
plenty of	→	"**plentya**"	There's **"plentya"** time to get there.
a number of	→	"**a numbera**"	I had **"a numbera"** problems with the homework.
amount of	→	"**amounta**"	The **"amounta"** traffic today was incredible.
a bit of	→	"**a bitta**"	He had **"a bitta"** trouble hearing the lecture.
most of	→	"**mosta**"	I was able to solve **"mosta"** the problems.

IN WRITING The forms *couple a*, *lotta*, *lotsa*, *plentya*, *a numbera*, *amounta*, *bitta*, and *mosta* are **not used in writing**.

We have **a lot of** work left to do.
There's **plenty of** food for everyone.
We had **lots of** fun at the amusement park.
The **amount of** money she earns is amazing.

REFERENCE NOTE

For more information on **count and non-count nouns**, see Unit 10 on page 163.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1–7 **Read the sentences based on the reading. Could the underlined quantifiers be replaced with the words in parentheses without changing the basic meaning or creating an incorrect sentence? For each sentence, write *Y* (*Yes*) or *N* (*No*).**

N **1.** Students have a limited amount of time. (number)

____ **2.** We get twenty-four hours each day. (every)

____ **3.** I think I can offer you some reasonable suggestions. (any)

____ **4.** Figure out how much time you need to devote to each subject. (many)

____ **5.** That may sound like a lot of hours. (a great many)

____ **6.** You list the number of hours you have to devote to each task. (amount)

____ **7.** Take fewer classes the next time around. (less)

____ **8.** People sometimes spend a lot of time writing down what they have to do. (a great deal of)

____ **9.** Get started and do a bit of work on your assignment each day. (a little)

____ **10.** Many people accomplish little real work when they're interrupted by distractions. (a little)

____ **11.** Some people work well in noisy situations. (Any)

____ **12.** Any locale where you can study easily will help you succeed in your classes. (Every)

EXERCISE 2 QUANTIFIERS

GRAMMAR NOTES 2–6 **Complete the paragraph. Circle the correct answers.**



I just got back from my year of study in Germany. I had less / (fewer) difficulties (1.) with the language than I expected. I didn't take some / any classes (2.) that were given in English. All year long, I spent less / fewer money (3.) than I expected I would. During the week, I had to spend a great deal of / much time (4.) studying. I didn't have many / much spare hours (5.), so I couldn't do anything but hit the books. I did have some / any time (6.) to visit tourist attractions on the weekends, though. I lived in an apartment with any / several other students (7.) who were also at the university. We would study together almost all / every evening (8.). We had a little / little trouble (9.) getting along with each other because everyone was friendly. In fact, the amount / number of (10.) friendships I made during the year was amazing. It was really a wonderful year.

EXERCISE 3 MORE QUANTIFIERS

GRAMMAR NOTES 2–7 **Diego and Alicia Marquez are trying to save money for their college tuition. They are examining their budget. Complete their conversation with quantifiers from the box, using each expression once.**

$50	a few	any	both of	few	more	one of
a couple	~~a lot of~~	as many	every	less	much	some

ALICIA: Diego, we're still spending _____ (1. a lot of) money on things we don't really need. After I pay the bills this month, we're going to have even _____ (2.) cash left over than we did last month. We've got to save for next semester's tuition, remember? We're not saving enough money. If we don't start saving _____ (3.), one of us is going to have to take the semester off.

DIEGO: OK, but what have we bought that we don't need?

ALICIA: That exercise machine, for one thing. We've only used it _____ (4.) times. We could get a year's membership at the gym for what it cost and still have something left over.

DIEGO: You mean _____ (5.) us could get a membership, don't you?

ALICIA: No, _____ (6.) us could. That's what I'm saying. The machine cost $600, and memberships are $250 each. How about selling the thing and going to the gym?

DIEGO: Hmm. Maybe you're right. What else?

ALICIA: Well, we're spending about _____ (7.) extra a month on those premium cable channels. We wouldn't have _____ (8.) channels to choose from if we went back to the basic coverage, but we don't watch very _____ (9.) TV anyway. We're always studying.

DIEGO: Yeah, you're right. . . . And you know, I'd say we could get rid of the land line. We've used it very _____ (10.) times in recent months, and it's expensive. We wouldn't have _____ (11.) telemarketing calls, either, because telemarketers don't call cell phone numbers.

ALICIA: OK. Let's cancel it, then. And here's one more suggestion. We should start taking a sack lunch to the college _____ (12.) of times a week instead of eating out at noon. If we did these four things, we'd have _____ (13.) money left _____ (14.) month, and we could use it to pay next semester's bills.

DIEGO: Oh no! Not my lunches with the guys! Lunchtime is when I get to see them.

ALICIA: Invite them over to study and then have dinner afterwards.

EXERCISE 4 QUANTIFIERS AND NUMBERS

GRAMMAR NOTES 2, 4–5, 7 Imagine that you are researching statistics for a class assignment. Study the chart. Then complete each sentence with the appropriate quantifier from the box.

Categories	The World in 1960	The World in 2009–2015
Population	3,020,100,000	7,315,000,000 (2015)
Birth rate per thousand people	31.2	19.15 (2012)
Death rate per thousand people	17.7	8.37 (2009)
Female life expectancy at birth	51.9 years	68.07 years (2009)
Male life expectancy at birth	48.6 years	64.29 years (2009)
World literacy (the number of people 15 and older who can read and write)	42%	83% (2010)
Female literacy	42%	80% (2012)
Male literacy	58%	89% (2012)

Notes: The figures above are based on the most recent statistics available and are approximations.
Literacy = the number of people 15 and older who can read and write
Illiteracy = the inability to read and write

a great deal all a lot of fewer less ~~many~~ more the number of

1. There were more than twice as _____many_____ people in the world in 2015 as there were in 1960.
2. There were _____ births per thousand people in 2012 than in 1960, which shows that global efforts to avoid overpopulation have been successful.
3. There were _____ deaths per thousand people in 1960 than in 2014. This statistic proves that we have made great progress in improving world health.
4. Since 1960, there has been _____ progress in increasing the life expectancy of both men and women.
5. Today, as in 1960, there is _____ male illiteracy than female illiteracy. In other words, more men can read than women.
6. _____ literate females in the world is still lower than that of men, an indication that there is still a lot of work to be done in educating women around the world.
7. Literacy in the world has increased _____ since 1960, which is very encouraging to those involved in global education reform.
8. Literacy rates have been rising, but they need to rise even more. When _____ the people in the world know how to read and write, we will have achieved our goal.

EXERCISE 5 REDUCING *OF* IN QUANTIFIERS

PRONUNCIATION NOTE **Listen to each sentence. How is the quantifier pronounced? Check (✓) *Full Form* or *Reduced Form*.**

	Full Form	Reduced Form
1. I've made lots of friends in my classes.	☐	☑
2. I've got plenty of assignments to finish this weekend.	☐	☐
3. The amount of traffic on the freeway was discouraging.	☐	☐
4. I did a number of exercises in my grammar book.	☐	☐
5. There are a lot of amazing professors at our school.	☐	☐
6. I was able to answer most of the questions on the exam.	☐	☐
7. Mary bought a couple of apples for us to eat.	☐	☐
8. Bill had a bit of trouble finishing his term paper.	☐	☐
9. Most of the students passed the exam.	☐	☐
10. Many of the examples are difficult to understand.	☐	☐

EXERCISE 6 EDITING

GRAMMAR NOTES 1–7 **Read the excerpt from a college student's speech in an "If I Were President" debate. There are ten mistakes in the use of quantifiers. The first one is already corrected. Find and correct nine more.**

My fellow citizens: We are at a time in our history when we need to make some real sacrifices. Recent presidents have made a great ~~deal of~~ many promises they didn't keep. Tonight you deserve to hear the truth. On the economy, we've made little progress, but we still have a great many work to do. That's why I'm proposing several measures. First, I want to raise taxes on the very wealthy because a few of them really pay their share. Second, many members of the middle class are carrying an unfair tax burden, so I'm asking for a tax cut for them. Third, there are much loopholes in the current laws that allow any people to avoid paying any taxes at all. I want to close these loopholes.

We have more problems to deal with. One major one is this: We have relatively few money available for education reform, and we've also made a little progress in decreasing pollution and meeting clean air standards. Therefore, as my final measure, I am asking Congress to approve a 50-cent-a-gallon increased tax on gasoline. This will create great deal of additional revenue. My goal is to make a college education affordable for every people who desire it.

Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING



A Listen to the conversation between a college student and his professor. What is Luis's problem?

_____

_____

B Listen again. Then complete the sentences about the Listening. Circle the correct answers.

1. Luis has missed a lot of / (a few) assignments.
2. Luis has failed a number of tests / one test.
3. Luis can understand few / most of the short stories he has read.
4. Luis feels he understands some / a little of the poetry he has read.
5. The professor thinks Luis is taking too many / few classes this term.
6. The professor recommends that Luis take few / fewer classes next term.
7. Luis works many / a few hours every week.
8. There are no / a couple of students who are willing to help Luis.
9. The professor thinks Luis can pass the class if he does a bit / a lot of work.
10. Luis will also have to turn in most / all of his regular assignments.

C Work with a partner. Discuss the questions.

1. Should professors or tutors be available to help students who are having difficulty in classes? If so, what would be a reasonable number of hours of availability per week?
2. What should be the maximum number of classes a student may take each semester?
3. How many hours a week should students be permitted to work while taking classes?

EXERCISE 8 WHAT ABOUT YOU?

A CONVERSATION **You are going to have a conversation comparing your life now to your life before you started studying English. Write eight sentences using each of the quantifiers from the box.**

a few	a great deal of	a little	a lot of	fewer	less	many	more

B Work with a partner. Talk about the changes in your life. Compare them with your partner's changes. Then report interesting examples to the class.

EXAMPLE: A: I have more work to do now than I did before I started studying English.
B: I have less work now. Before I started studying, I had a lot of work to do . . .

EXERCISE 9 CHINA HAS MANY PEOPLE

A PRESENTATION **Imagine you are a student in a geography class. You are going to give a presentation about a country. Look at the chart about China. Then pick a country from the box, or choose another country. Complete the chart about that country. Do research on the Internet if necessary.**

Argentina	Egypt	Nicaragua
Australia	India	Nigeria
Brazil	Kenya	Somalia
Canada	Libya	United States

Country	China	
Number of people	1.3 billion	
Size / Land area	3.705 million sq miles (9.597 million sq kilometers)	
Number of cities with over one million people	160 cities	
Literacy	96.4 %	
Number of rivers	Almost 50,000	
Number of mountains	Thousands	
Amount of oil produced	4.189 million barrels daily	

B **Work with a partner. Present your information on the country you researched. Listen to his or her presentation.**

C **Compare the country you researched with your partner's country. Ask and answer the following questions. Then report your answers to the class.**

1. Which country has more people?

   EXAMPLE: A: Your country is China, and my country is Argentina. Which country has more people?
   B: China has more people than Argentina.

2. Which country has a greater land area?
3. Which country has a larger number of cities over one million people?
4. Which country has a higher amount of literacy?
5. Which country has fewer rivers?
6. Which country has fewer mountains?
7. Which country produces less oil?

EXERCISE 10 STUDY SKILLS

INFORMATION GAP **Work with a partner. Student A will follow the instructions below. Student B will follow the instructions on page 441.**

STUDENT A

- **The article below is missing some information. Your partner has the same article that contains your missing information. Ask your partner questions to find the missing information.**

  EXAMPLE: A: Who feels most alert early in the morning?
  B: Many people feel most alert early in the morning.

- **Your partner's article is missing different information. Answer your partner's questions so that he or she can fill in the missing information.**

  EXAMPLE: B: Who is at their best late at night?
  A: A few people are at their best late at night.

Want to be the best student you can be? Here are several suggestions.

- Do your studying when you are the most awake and alert. _____ feel most alert early in the morning. A few people, however, are at their best late at night. Identify your own particular characteristics.

- Take _____ in class. Some students prefer just to listen to a lecture, believing that note-taking distracts them from what the professor is saying. Relatively _____, however, learn effectively by following this strategy. You interact with the course material when you take notes about it, and that kind of active learning is highly beneficial.

- Review your notes regularly. Do this every day if possible. You don't have to spend _____ doing this. Going over your notes for a few minutes daily can really help you to learn and retain information.

- Examine your lifestyle and make improvements in it if necessary. According to a well-known English proverb, "_____ makes Jack a dull boy." You need to work hard, but your life will be dull indeed if you never have any fun. Build in time for entertainment and socializing. And while you're at it, make sure you eat healthy food and get _____. You'll have fewer problems and less stress if you do.

- Finish whatever you start. Once you start something, keep working at it until you've made a visible amount of progress. Then stay with the project until it's done. If you don't do this, you'll simply waste _____. Don't worry if this takes a long time. Rome wasn't built in a day, but it did get built.

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE You are going to write about your study habits and how you would like to improve them. Write a few sentences about the ways in which you study and what you would like to change.

B WRITE Using your ideas in A, write a five-paragraph essay about improving your study habits. Remember to use quantifiers with nouns and pronouns. Try to avoid the common mistakes in the chart. Use the example below to help you begin your essay.

EXAMPLE: I need to improve my study habits. The first thing I need to do is to get more sleep. I do most of my studying in the late evening, and I don't get to bed until about 1:00 a.m. I get up at 6:30 a.m., so I'm tired all day. When I try to study, I have very little energy, so I don't remember many of the things I work on.

Another thing I need to work on is to take more notes in class. All of my teachers have said I can use my laptop to take notes in class, so I'm going to start using it. I have enough speed as a typist to take down everything my professors say. . . .

Common Mistakes in Using Quantifiers

Don't use *amount* with **count nouns**. Use ***number***.	I was amazed by **the number of** people there. NOT I was amazed by the ~~amount~~ of people there.
Don't use *less* with **count nouns**. Use ***fewer***.	I made **fewer mistakes** on this week's exam. NOT I made ~~less~~ mistakes on this week's exam.
Avoid using *much* in **affirmative sentences** except in very formal English. Use ***a lot of***, ***lots of***, or ***a great deal of***.	I have **a lot of energy** in the morning. NOT I have ~~much~~ energy in the morning.
Don't use *a few* and *a little* in sentences with a **negative sense**. Use ***few*** and ***little***.	He's lived here for years, but he has **few friends** and **little social interaction**. NOT He's lived here for years, but he has ~~a few~~ friends and ~~a little~~ social interaction.

C CHECK YOUR WORK Look at your essay. Underline quantifiers and the nouns they occur with. Use the Editing Checklist to check your work.

Editing Checklist

Did you . . . ?

- ☐ use *amount* with non-count nouns and *number* with count nouns
- ☐ use *less* with non-count nouns and *fewer* with count nouns
- ☐ avoid using *much* in affirmative sentences
- ☐ use *few* and *little* in sentences with a negative sense

D REVISE YOUR WORK Read your essay again. Can you improve your writing? Make changes if necessary.

Go to MyEnglishLab for more writing practice.

UNIT 12 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Circle the correct answers.

1. Most / Most of people can study more easily in quiet places.
2. I can't believe the number / amount of homework we have to do in this class.
3. I have a big test tomorrow, but I don't have some / any time to study today.
4. My friend Ali earned a lot of / much money at his part-time job.
5. Can you please get me few / a couple of candy bars at the store?
6. The number / amount of students at this college has increased.
7. About how much / many people are in your biology class?
8. Bob's problem is that he has little / a little motivation to pass his classes.
9. We have plenty / plenty of glasses and plates, so don't bring any.
10. We have any / no money left after our night on the town.

B Look at each underlined word or phrase. Write a quantifier that has a similar meaning to it.

1. I have made a lot of friends in my English class. _____
2. I don't have a lot of homework to finish this afternoon. _____
3. He has a great deal of money in the bank. _____
4. Andrea has some problems in her Chinese class. _____
5. There are many problems with your plan. _____
6. Each person in the class earned a good score on the test. _____

C Find and correct four mistakes.

On the whole, I have lot of fun at my new job. I earn less money than I used to, but I have a lot fewer stress. Most of my co-workers are responsible and work hard, but a few of them do a little if any work. The majority of my colleagues have a lot of experience, so I can ask them for advice and help. The only real negative about my new position is the number of traffic on the roads in the morning and afternoon.

Now check your answers on page 429.

Go to MyEnglishLab to complete the review online.

UNIT

13 Modification of Nouns

EXPECTATIONS

OUTCOMES

- Add more information about nouns with adjective and noun modifiers
- Identify an author's attitude in a magazine article
- Identify key details in a conversation
- Engage in a literary analysis of a short story
- Discuss experiences with overcoming obstacles
- Write an essay discussing expectations about life events

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. What is the difference between hoping for something to happen and expecting it to happen?
2. In your experience, does what you expect to happen usually happen? Give an example.
3. How can expectations be a negative force? How can they be a positive force?

READ

Read this article about expectations.

I Hope for It, but I Don't Expect It

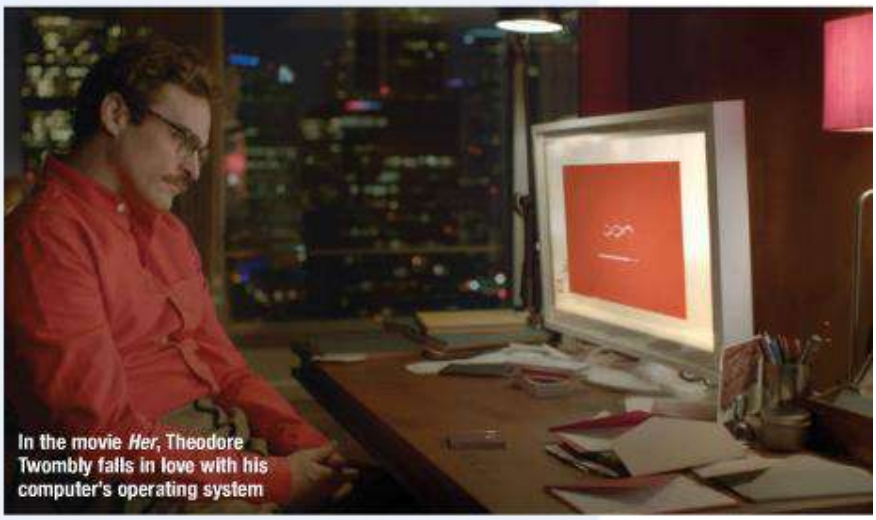
It's the 22nd Winter Olympics in Sochi, Russia. Slovenian skier Tina Maze has emerged as a strong favorite to medal in the super-combined women's downhill in alpine skiing. In her record-breaking season of 2012–2013, Maze had won eleven World Cup medals, and she had previously earned two silver medals in the 2010 Vancouver Winter Olympics. Many expect her to win this downhill race, but she doesn't. After finishing in the number four position, she says, "Somebody had to finish fourth." Two days later, however, the situation is different. Few if any are expecting Maze to take a gold medal in the women's downhill race, but take one she does. Amazingly, Tina ends up tied with Swiss skier Dominique Gisin. The two skiers finish with exactly the same time, the first time this has happened in a Winter Olympics. Maze later says she'd thought she'd blown her chance[1] for a gold medal because in the second part of the race she'd made some small mistakes. But the 30-year-old Maze wins Slovenia's first gold medal ever—even though after her supposed "mistakes" she hadn't expected to win at all.



Tina Maze kisses the snow after her win

1 *blown her chance:* lost her opportunity

It's the weekend, and you and your friend feel like going to a movie. You search the local movie listings, but nothing sounds particularly interesting. Then you remember that a film website has recommended the Academy Award-nominated film *Her*. The website raves about its fascinating plot, its excellent color photography, and its awesome commentary on our culture's technological addiction. The movie is about a man who writes love letters for others and ends up falling in love with the operating system on his computer. You find this an amusing idea and are curious to see how the movie storyline will be developed. So you go to the movie, expecting to like it . . . but as you watch it you find it full of increasingly preposterous[2] and unconvincing events. Contrary to your expectations, you end up disliking the movie. Your friend, who didn't read any reviews prior to seeing the movie, winds up having much more positive feelings about it than you do.



In the movie *Her*, Theodore Twombly falls in love with his computer's operating system

These two situations illustrate what we might call "the mystery of expectations." On the one hand, events often have surprising outcomes that turn out much more positively than we had expected. On the other hand, events often do not turn out as we feel they will or should. Sometimes children do not meet their parents' career expectations of them; athletes do not win the contests people expect them to win; great literature doesn't live up to its reputation. I asked a psychology instructor at a local university whether she thought expectations can actually make things turn out negatively, or whether we're merely talking about an unpleasant, frustrating irony[3] of the human condition. She observed that the mind has immense power to control outcomes. In sporting competitions, for instance, she noted that athletes sometimes concentrate too hard and make mistakes they wouldn't normally make. They miss the basket, don't hit the ball, or lose the race. In effect, they're letting their expectations control them.

I then asked the professor if she had ever experienced this phenomenon in her everyday life. She said she had, many times: "Let me give you a personal example from skiing that shows the mind's tremendous power. There are days when I feel like a tense, cautious intermediate skier, and I stand at the top of a steep, icy slope, plotting my every move down the course. I fear that I'll fall, thereby ensuring that

2 *preposterous:* ridiculous, absurd
3 *irony:* a condition that is the opposite of what is expected

I do fall. Other days I feel different. My expectations are miles away. I forget about myself, ski well, and don't fall. To be successful, people should concentrate on the process instead of the goal. When they persist in placing an excessive focus on goals, they often fail. Have you heard the phrase 'trying too hard'? That's what people often do."

I asked the professor about her overall recommendation for dealing with the phenomenon of expectations. Her concluding statement was this: "It's better to hope for things than to expect them." Good suggestion, I thought.

AFTER YOU READ

A VOCABULARY **Match the words in bold with their meanings.**

____	**1.** Tina Maze has **emerged** as a favorite to win a medal.	**a.** make certain to happen
____	**2.** The website **raves about** the movie's fascinating plot.	**b.** opposite
____	**3.** **Contrary** to your expectations, you dislike the picture.	**c.** because of that
____	**4.** The mind has the power to control any **outcome**.	**d.** continue
____	**5.** It's caused by **intense** concentration.	**e.** praises highly
____	**6.** I become afraid, **thereby** guaranteeing that I'll fall.	**f.** appeared
____	**7.** My fear will **ensure** my eventual fall.	**g.** effect or result
____	**8.** We sometimes **persist** in focusing too much on goals.	**h.** very strong

B COMPREHENSION **Read the statements. Check (✓) *True* or *False*.**

	True	False
1. Tina Maze was expected to medal in the super-combined race.	☐	☐
2. Maze had never had a record-breaking season before 2014.	☐	☐
3. Maze had earned silver medals in an earlier Winter Olympics.	☐	☐
4. Few people expect Maze to take a gold medal in the downhill.	☐	☐
5. The movie *Her* is about a writer who falls in love with a woman.	☐	☐
6. *Her* makes a commentary on our present-day addiction to technology.	☐	☐
7. The human mind often controls outcomes of situations.	☐	☐
8. People usually fail because they are not trying hard enough.	☐	☐

C DISCUSSION **Work with a partner. Compare and justify your answers in B. Then discuss this question: Do you find the author's arguments about expectations convincing? Give an example from your personal experience that supports or opposes the arguments.**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

MODIFICATION OF NOUNS

	Adjective Modifier	Noun Modifier	Head Noun
I remember the		**Winter**	Olympics.
	wonderful		athletes.
	amazing	**downhill**	races.
	unexpected	**Slovenian**	victory.

Order of Modifiers

	Opinion	Size	Age	Shape	Color	Origin	Material	Purpose	
I saw a	**great**		**new**			**French**		**action**	movie.
I met its	**fascinating**		**young**			**Chinese**			director.
She had		**large**		**round**			**jade**		earrings.
She wore a		**long**			**red**		**silk**	**party**	dress.

Several Modifiers

Different Modifier Categories	Same Modifier Category
A **great new epic** movie	A **serious**, **profound**, and **heartwarming** movie A **serious**, **profound**, **heartwarming** movie A **heartwarming**, **profound**, **serious** movie

Compound Modifiers

The movie has lots of	**computer-generated** **strange-looking**	scenes. creatures.
The main character is a	**thirteen-year-old** **long-haired, short-legged**	girl. boy.

GRAMMAR NOTES

1 Types of Modifiers

Nouns can be **modified** both by **adjectives** and by **other nouns**.

Adjective and **noun modifiers** usually come before the noun they modify. The noun they modify is called the **head noun**.

ADJECTIVE MODIFIERS / NOUN MODIFIER / HEAD NOUN
Neymar is a **famous Brazilian** **soccer** **player**.

Noun modifiers usually come **directly before** the **noun** they modify.

***Milk* chocolate** is chocolate made with milk.
***Chocolate* milk** is milk with chocolate in it.

When there are **both adjective** and **noun modifiers** in a sentence, the **noun modifier comes closer** to the head noun.

ADJECTIVE MODIFIER / NOUN MODIFIER / HEAD NOUN
She is a **good** **tennis** **player**.

2 Adjective Modifiers

Two common types of adjective modifiers are **present participles** and **past participles**.

Present participial modifiers, which end in *-ing*, often describe someone or something that **causes a feeling**.

It was a **boring** movie.
(The movie caused the viewers to be bored.)
We heard some **shocking** news today.
(The news caused people to be shocked.)

Past participial modifiers, which end in *-ed* or *-n*, often describe someone who **experiences a feeling**.

The **bored** viewers left the movie.
(The viewers experienced the feeling of boredom.)
There were a lot of **shocked** people who heard the news.
(The people experienced the feeling of shock.)

3 Order of Modifiers

When there is **more than one modifier** of a noun, the modifiers occur in a **fixed order**.

The following is the usual order of modifiers, from first to last position:

POSITION	CATEGORY OF MODIFIER	
1	opinion	**ugly, beautiful, dull, interesting**
2	size	**big, tall, long, short**
3	age or temperature	**old, young, hot, cold**
4	shape	**square, round, oval, triangular**
5	color	**red, blue, pink, purple**
6	origin, nationality, social class	**computer-generated, Congolese, middle-class**
7	material	**wood, cotton, denim, silk, glass**
8	purpose	**action, party, sports, residential**

The order can be changed to reflect the emphasis a speaker or writer wants to give to a particular adjective.

He was a **young, interesting** man.
(emphasis on **young***)*
He was an **interesting young** man.
(emphasis on **interesting***)*

4 Modifiers in the Same Category

When a noun has **two or more modifiers** in the **same category**, separate the adjectives with a **comma**. If the modifiers are in **different** categories, **do not separate** the modifiers with a comma.

He is a **serious, hardworking** student.
(same category)
I bought a **beautiful denim** shirt.
(different categories)

One way to determine whether adjectives are in the same category is to add the word ***and*** between the modifiers. If the resulting statement is **logical**, the modifiers are in the same category.

He is a **serious and hardworking** student.
(logical—same category)
NOT I bought a ~~beautiful and denim~~ shirt.
(not logical—different categories)

The **order** of adjectives in the **same category** can **vary**.

He is a **serious, hardworking** student.
He is a **hardworking, serious** student.

5 Compound Modifiers

Compound modifiers are constructed from **more than one word**.

There are four common kinds of compound modifiers:

- **number + noun** — I work in a **twelve-story** building.
- **noun + present participle** — It's a **prize-winning** film.
- **noun + past participle** — It's a **crime-related** problem.
- **adjective + past participle** — The actor plays a **long-haired, one-armed** pirate in the movie.

Compound modifiers that **precede** a noun are usually **hyphenated**. If they occur **after** a noun, they are usually **not hyphenated**.

It's a **computer-generated** program.
The program is **computer generated**.

BE CAREFUL! Plural nouns used as modifiers become **singular** when they come **before** the noun.

Her daughter is ten years old.
She has a **ten-year-old** daughter.
NOT She has a ~~ten-years-old~~ daughter.

6 Number of Modifiers

In general, the **number** of adjective and noun modifiers in a sentence should be **limited**.

Avoid using more than **three adjective modifiers** in a sentence.

That **tall, beautiful, energetic** woman is my sister.

Avoid using more than **one or two noun modifiers** in a sentence.

We went to a **baseball** game last night.

BE CAREFUL! Sentences containing more than two noun modifiers can be confusing. Break up a string of noun modifiers with prepositional phrases or rearrange the modifiers in some other way.

Student Jerry Gonzales won the award for painting portraits.
OR
Jerry Gonzales won the award for **portrait** painting.
NOT Jerry Gonzales won the ~~student portrait painter~~ award.

PRONUNCIATION NOTE

Pausing With Modifiers of Nouns

When the **modifiers** of a noun are in the **same category**, we normally **pause** between them in speaking. In writing, we place a **comma** between them. When modifiers of nouns are in **different categories**, we **do not normally pause** between them in speaking, and we do not separate the modifiers with commas in writing.

- modifiers in the **same category** — It was an **icy, dark, stormy** evening. / He is an **arrogant, opinionated, proud** man.
- modifiers in **different categories** — I'm going to wear my **round blue sapphire** earrings. / He is an **elderly middle-class** man.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1–6 **Read the sentences based on the reading. Circle all head nouns that have noun or adjective modifiers before them. Underline adjective modifiers once and noun modifiers twice.**

1. It's the 22nd Winter Olympics.
2. Maze is a favorite to medal in the women's downhill.
3. Few if any are expecting Maze to take a gold medal.
4. Maze ends up tied with a Swiss skier.
5. Your friend has recommended the Academy Award-nominated *Her*.
6. The website raves about its awesome commentary on our technological addiction.
7. The movie is full of preposterous, unconvincing events.
8. Children sometimes do not meet their parents' career expectations for them.
9. I stand at the top of a steep, icy slope.
10. We sometimes have an excessive focus on goals.

EXERCISE 2 MULTIPLE MODIFIERS

GRAMMAR NOTES 3–5 **Bill and Nancy are dressing for a party being thrown by Nancy's new boss. Nancy isn't sure what is expected and is worried about making a bad impression. Complete their conversation. Unscramble the modifiers in parentheses. Place commas where they are needed.**

BILL: This is a _____ formal office _____ party, isn't it? What if I wear my
1. (office / formal)

_____ tie?
2. (silk / new)

NANCY: That's fine, but don't wear that _____ shirt with it.
3. (purple / denim / ugly)

People will think you don't have any _____ clothes.
4. (formal / suitable)

BILL: So what? Why should I pretend I like to dress up when I don't?

NANCY: Because there are going to be a lot of _____
5. (interesting / important)

people there, and I want to make a _____
6. (memorable / good)

impression. It's my job, remember? I don't want people to think my husband is a

_____ dresser. Humor me just this once, OK?
7. (unstylish / sloppy)

Hmm. . . . I wonder if I should wear my _____
8. (round / sapphire)

earrings or the _____ ones.
9. (green / oval / emerald)

(Later, at the party.)

NANCY: Hi, Paul. This is Bill, my husband.

PAUL: Welcome. Bill, I'm glad to meet you. Help yourselves to snacks. There are some _____ sandwiches.
10. (tomato-and-cheese / excellent)

NANCY: Thanks!

PAUL: Nancy, I guess you expected this to be a _____ party.
11. (formal / fancy)
Sorry I didn't make it clear that it's casual. I hope you won't feel out of place.

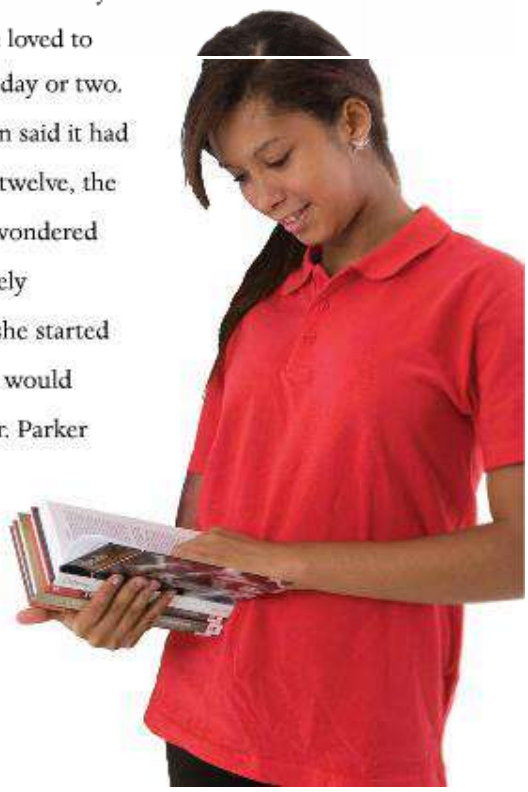
BILL: Thanks. We'll be fine. By the way, Paul, that _____ shirt
12. (beautiful / denim / purple)
you're wearing is great. Where did you get it?

EXERCISE 3 COMPOUND MODIFIERS

GRAMMAR NOTE 5 **Complete the sentences with compound modifiers. Use the words in parentheses. Add the indefinite articles *a* or *an* where necessary.**

Pam and Allen Murray took their daughter Heather to a reading specialist because Heather could not read aloud in class. Heather told Dr. Parker, the specialist, that she got frustrated in her reading class because the teacher was having the students read aloud every day. Even though it was only _a fifty-minute_ period, to Heather, it seemed like a year. When the
1. (fifty minutes)
teacher called on Heather to read aloud, Heather would panic every time, even if it was only _____ assignment. Dr. Parker asked Heather if she had any
2. (one paragraph)
problems with silent reading. Heather said she didn't, adding that she loved to read to herself and could finish _____ book in a day or two.
3. (300 pages)

Dr. Parker asked how long this problem had been going on. Allen said it had begun when Heather was in the first grade. Since Heather was now twelve, the situation had become _____ ordeal. Dr. Parker wondered
4. (six years)
how the problem had started. Pam replied that she felt it was definitely _____ problem, since Heather had lisped when she started
5. (related to stress)
school. Heather added that she had felt bad when the other children would laugh at her when she pronounced her "s" sounds as "th" sounds. Dr. Parker agreed that teasing might have caused Heather's problem but suggested another possibility—that Heather's inability to read aloud could be _____ problem. She asked if
6. (related to eyesight)
it would be all right to test Heather's vision. When the Murrays



agreed, Dr. Parker asked Heather to read two eye charts, which she was able to read perfectly. She then asked Heather to read a sentence that she held at a distance. "The gunfighter walked down the street wearing _____ hat." Heather read the sentence with no difficulty at all.
7. (ten gallons)

After this test, Dr. Parker told Heather's parents that Heather had _____ anxiety. Since Heather had often failed before, she expected to fail again . . . unless she was distracted and encouraged to think about something else before she read. During the test, Dr. Parker had distracted Heather by referring to her vision.
8. (induced by performance)

Dr. Parker said that she had _____ program that would teach Heather to read aloud proficiently. Heather was more than willing to try it, so the Murrays made arrangements to start the program soon.
9. (two months)

EXERCISE 4 MODIFIERS IN SENTENCES

GRAMMAR NOTES 2–5 **Write a sentence for each phrase, changing the phrase so that the modifier appears before the head noun. Use correct punctuation.**

1. a flight that takes ten hours

   Last month, I was on a ten-hour flight from Bogotá to Buenos Aires.

2. a project for work that was stressful

   _____

3. a jacket that is old and comfortable

   _____

4. an experience that surprises and amuses me

   _____

5. a child who is eleven years old

   _____

6. a movie that wins an award

   _____

7. an outcome that was disappointing and unexpected

   _____

8. expectations that are unrealistic and naïve

   _____

9. a skirt that is made of cotton, is short, is blue, and is expensive

   _____



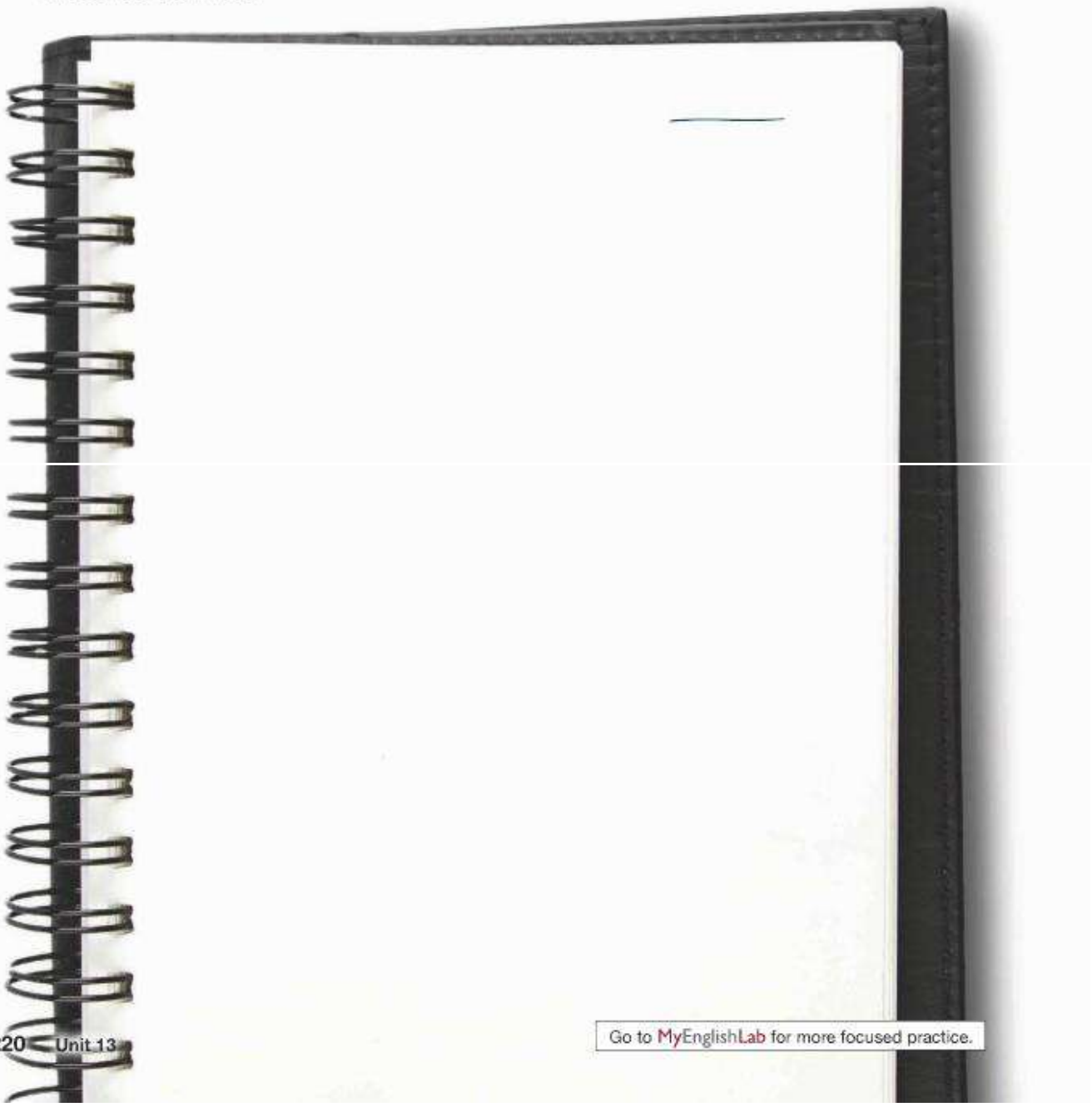
EXERCISE 5 PAUSING WITH MODIFIERS OF NOUNS

A PRONUNCIATION NOTE Listen to the sentences. Then write each sentence, placing commas and hyphens where necessary.

B Work in pairs. Compare your sentences in A. Discuss why you think your punctuation and spelling are correct. Then check the answers on page 436.

EXERCISE 6 EDITING

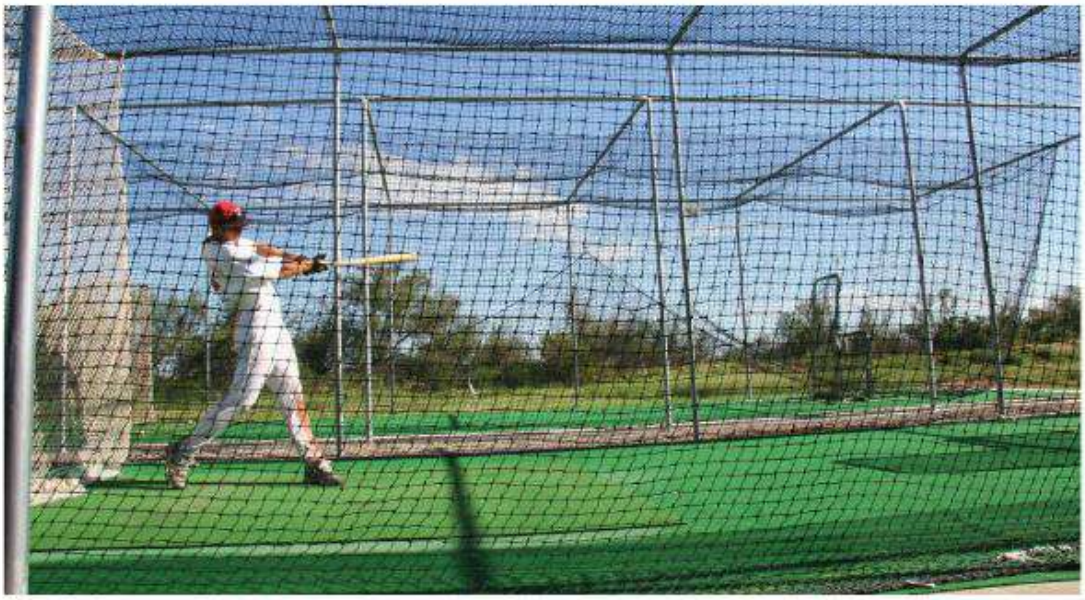
GRAMMAR NOTES 1–6 Read the entry from medical student Jennifer Yu's computer journal. There are nine mistakes in the use of modifiers. The first mistake is already corrected. Find and correct eight more.



Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING



A Listen. What is Josh's problem, and, according to the coach, what is causing it?

_____

_____

B Read the statements. Then listen to the conversation again. Check (✓) *True* or *False*.

	True	False
1. Josh is having a difficult time right now.	☑	☐
2. Josh thinks he's no longer a good baseball player.	☐	☐
3. Josh is now playing on a high school baseball team.	☐	☐
4. Josh's strong point used to be throwing the ball.	☐	☐
5. Josh's batting average is OK in practices.	☐	☐
6. The coach says few other players have had the same problem as Josh has.	☐	☐
7. The coach says Josh should stop being afraid.	☐	☐
8. The coach says it's a good idea for Josh to compare himself to others.	☐	☐
9. Josh has been considering leaving the team.	☐	☐
10. Josh should have a higher batting average if he worries less.	☐	☐

C DISCUSSION **Work with a partner. Do you think the strategy that the coach suggests is an effective way of dealing with an expectation-based problem? Why or why not? Discuss.**

EXERCISE 8 A FAMOUS STORY

A CRITICAL THINKING **You are going to analyze a famous Arabic story. First, read the story.**

Death Speaks

Long ago, a kind, wealthy nobleman lived in Baghdad. One day, he sent his chief servant to the crowded marketplace to buy food. Before long, the frightened servant returned. "Master," he said, "when I was in the marketplace just now, I had a terrifying experience. I was about to pay for things when a strange woman bumped me, and I turned to see that it was Death. She was wearing a single-piece black garment, and she waved her bony white hands and put a spell on me. Master, may I please borrow your strongest horse? It is not my time to die, so I will ride to Samarra to avoid my fate. Please let me have the horse; I must ride quickly." The nobleman gave the servant his best horse, and the servant rode away as fast as he could.

The curious, worried nobleman went to the marketplace and soon encountered me in the crowd. "Why did you wave your arms at my servant and cast a wicked spell on him?" he asked me.

"I did not cast a wicked spell on him, or any other kind of spell," I answered. "When I saw him, I waved my hands because I couldn't believe my eyes. You see, I was very surprised to see him in Baghdad since I am to meet him tonight in Samarra."

B **Work with a partner. Answer the questions.**

1. Who is the narrator of the story?
2. How would you describe the narrator's physical appearance?
3. How did the servant feel when he returned from the marketplace? Why did he feel this way?
4. Why did the servant want to ride to Samarra?
5. What does the story suggest about escaping from fate?

C **Work in a group. What do you think the story shows about expectations? Discuss.**

EXAMPLE: A: I think the poor, frightened servant expects to die because he thinks Death cast a spell on him.
B: I agree, but I also think the servant expects to escape that fate. . . .

EXERCISE 9 OVERCOMING A PROBLEM

A DISCUSSION **Work in a group. Has anyone in your group dealt with one of the problems listed below? If not, does someone know a person who has? What was the problem? How did the person overcome it?**

- dealing with public-speaking anxiety
- not being able to get hired for a worthwhile job
- failing tests even though you have studied hard
- losing athletic competitions because you were nervous
- dealing with a problem of unfair treatment

B **Work with another group. Discuss your findings. What similarities or differences do you see in the ways people dealt with their problems?**

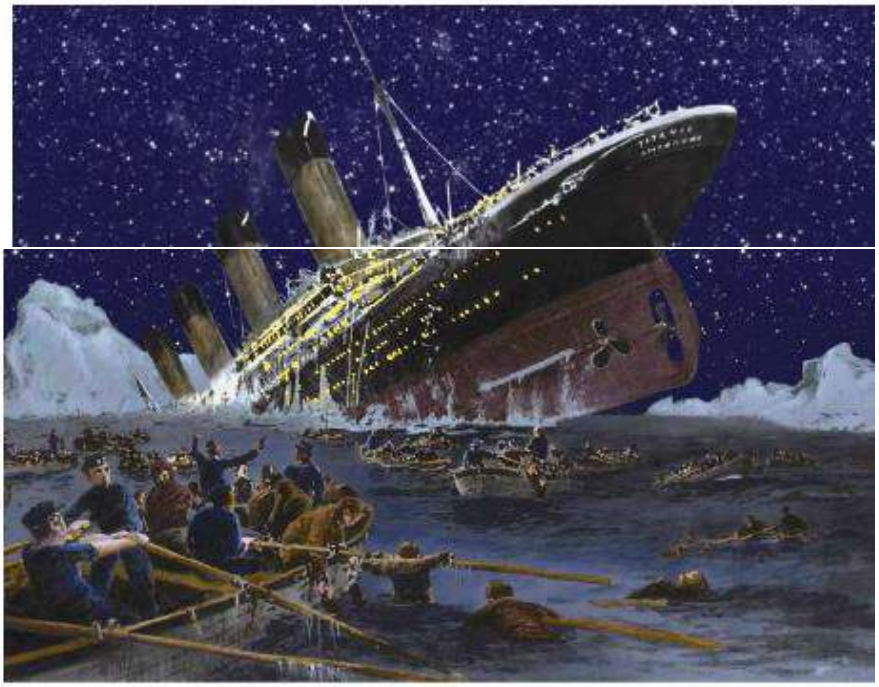
EXAMPLE: A: I have dealt with public-speaking anxiety. I couldn't participate in classroom discussions because I didn't think I had interesting things to say. I expected people to get bored when I talked. I overcame my anxiety problem by forcing myself to say one small thing every day in class.

B: I know someone else who had public-speaking anxiety. He felt anxious about public speaking because his English pronunciation wasn't very good. . . .

EXERCISE 10 NO ONE EXPECTED IT TO SINK . . .

A PICTURE DISCUSSION **Work with a partner. Look at the picture of the sinking of the *Titanic* in April 1912. Describe what you see, using as many modifiers as possible. Write down your sentences. Then share your sentences with another pair.**

The ship was sinking into the dark, icy ocean waters.



B **Work in a group. Discuss what the picture and the situation suggest about expectations.**

EXAMPLE: The *Titanic* was supposed to be an unsinkable ship. Its builders didn't expect it to sink. . . .

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE You are going to write an essay about the kinds of expectations people have about major life experiences. Choose one of the following topics and write a few sentences about it.

- marriage
- family
- career
- education

B WRITE Using your ideas in A, write a five-paragraph essay about your view of people's expectations about a major life experience. Remember to use adjective and noun modifiers with head nouns. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your essay.

EXAMPLE: Many people have very traditional marriage expectations. First, they expect to find the perfect husband or wife that they'll always be in love with. . . .

Second, many expect their marriage to be a never-ending honeymoon. They think nothing will ever go wrong. . . .

Third, many newly married people expect that they'll soon live in a nice house and have intelligent, beautiful children. . . .

Common Mistakes in Using Adjective and Noun Modifiers

Don't separate **modifiers in different categories** with commas. Separate **modifiers in the same category** with **commas**.	I bought my wife a **beautiful silk blouse**. NOT I bought my wife a beautiful, silk blouse. *Hugo* is a **heartwarming, substantive film**. NOT *Hugo* is a ~~heartwarming substantive~~ film.
Don't use plural compound modifiers when they come **before** a **head noun**. Use **single** compound modifiers.	It's **a three-hour trip**. NOT It's a ~~three-hours~~ trip.
Don't use multiple noun modifiers of a head noun in a single sentence. Use **one or two noun modifiers**.	Bill won the high school award for basketball players. NOT Bill won the ~~high school basketball player~~ award.

C CHECK YOUR WORK Look at your essay. Underline adjective modifiers once and noun modifiers twice. Circle head nouns. Use the Editing Checklist to check your work.

Editing Checklist

Did you . . . ?

- ☐ avoid separating modifiers in different categories with commas
- ☐ separate modifiers in the same category with commas
- ☐ use singular compound modifiers before a head noun
- ☐ use no more than two noun modifiers of a head noun

D REVISE YOUR WORK Read your essay again. Can you improve your writing? Make changes if necessary.

Go to MyEnglishLab for more writing practice.

UNIT 13 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences by putting the modifiers in the correct order.

1. It was a _____ day.
   (humid / summer / sweltering)
2. She was nervous about the _____ interview.
   (job / challenging / five-hour)
3. I'm going to wear my _____ shirt.
   (cotton / striped / new)
4. We were introduced to the _____ actor.
   (Asian / young / handsome)
5. I didn't think the team would do so well in the _____ game.
   (soccer / World Cup / last)
6. She lived in a _____ cabin.
   (little / dirty / old)

B Rewrite each phrase so that the modifiers come before the noun.

1. a son who is eleven years old _____
2. a pleasure that was unexpected _____
3. a new experience that was surprising _____
4. six periods of fifty-five minutes each _____
5. a proposal initiated by voters _____
6. a building with forty-five stories _____
7. a statue from China made of ivory _____
8. a cat that is gray and heavy _____

C Find and correct six mistakes.

Over the weekend, I attended a film wonderful festival. As I expected, the films were excellent in general, with one major exception. This one exception was a horror terrible movie with a lot of special silly effects and strange looking creatures. The best film overall, surprisingly, was a digitally remastered version of *Gone with the Wind*. I'd seen it previously and wasn't all that excited about seeing it again. I was pleasantly surprised. Even though it's a nearly four-hours-long movie, it never gets boring. Everyone should see this awesome exciting movie at least once.

Now check your answers on page 430.

Go to MyEnglishLab to complete the review online.

Adjective Clauses

UNIT 14

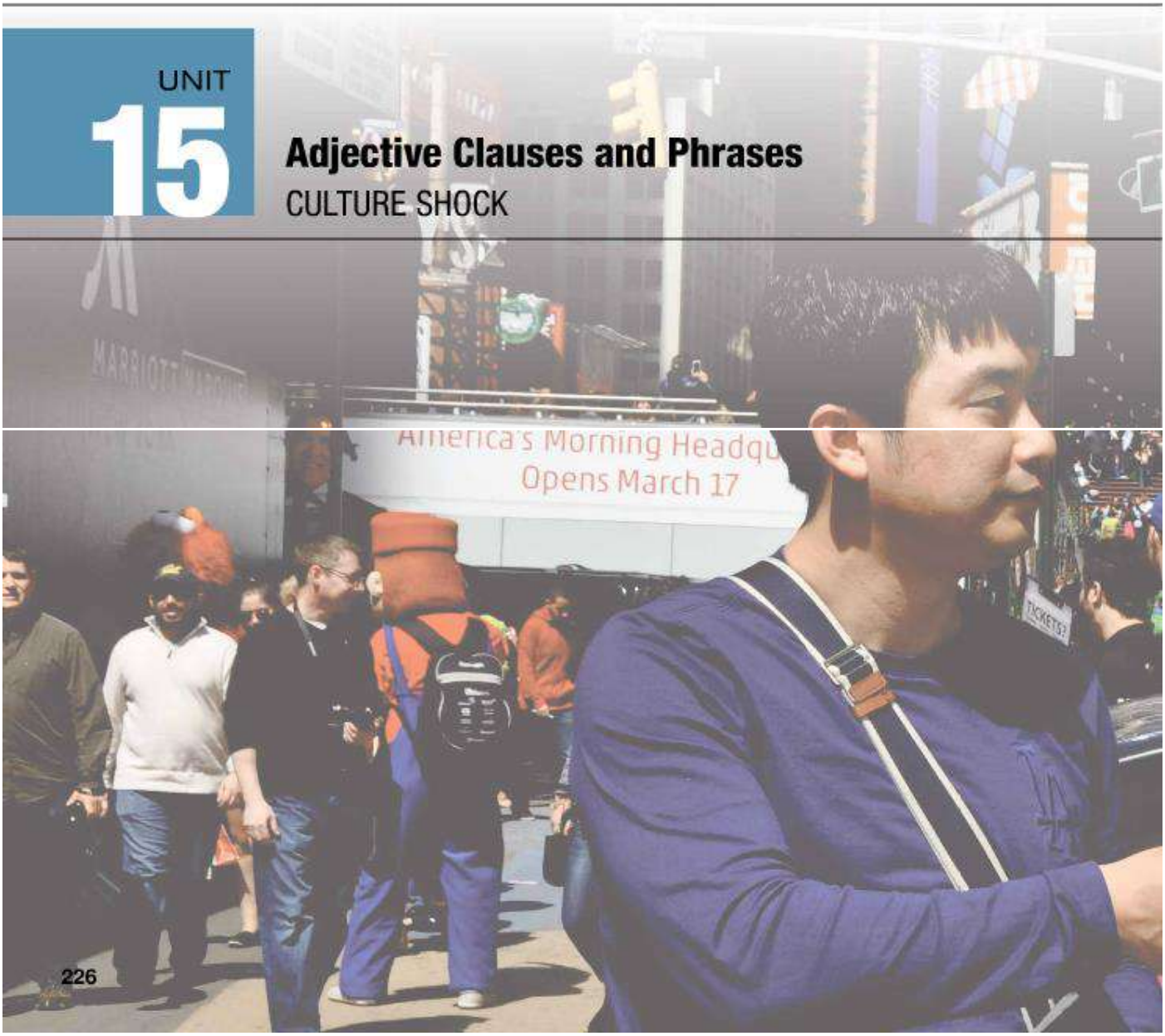
Adjective Clauses: Introduction

PERSONALITY

UNIT 15

Adjective Clauses and Phrases

CULTURE SHOCK



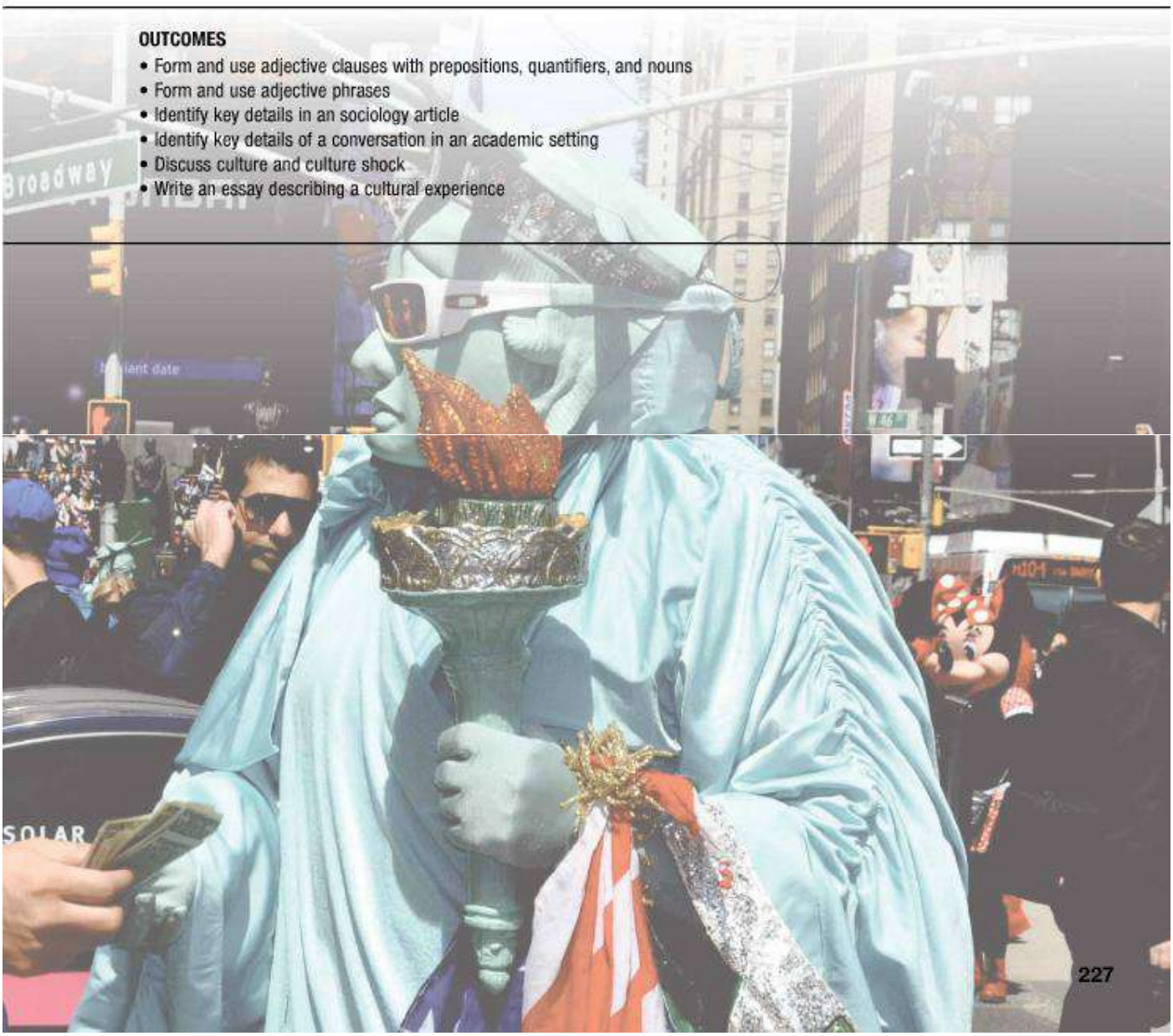
PART 6

OUTCOMES

- Modify subjects and objects of sentences with adjective clauses
- Identify key details in a psychology article
- Identify and comment on key details from a conversation about university life
- Discuss personality traits of various people
- Conduct research about a famous person and present findings to the class
- Write an essay about the personality type that fits you

OUTCOMES

- Form and use adjective clauses with prepositions, quantifiers, and nouns
- Form and use adjective phrases
- Identify key details in an sociology article
- Identify key details of a conversation in an academic setting
- Discuss culture and culture shock
- Write an essay describing a cultural experience



UNIT 14

Adjective Clauses: Introduction

PERSONALITY

OUTCOMES

- Modify subjects and objects of sentences with adjective clauses
- Identify key details in a psychology article
- Identify and comment on key details from a conversation about university life
- Discuss personality traits of various people
- Conduct research about a famous person and present findings to the class
- Write an essay about the personality type that fits you

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. Complete the sentence with an adjective that describes your personality well: "I am a person who is _____."
2. Is it helpful to classify people into personality types or to place yourself in a personality category? Why or why not?

READ

Read this article about personality.

What Type Are You?



IMAGINE YOU'RE AT A PARTY where you know several people well. The hosts have a new party game that involves comparing each person to a flower. Which flower would you choose for each person and which flower for yourself? Are you the kind of person who resembles a daisy, open to the world most of the time? Or are you more like a morning glory, which opens up only at special moments?

Why do we enjoy party games like these that reveal our personality traits and help us to classify people's personalities? Classifying personalities can enable us to understand both ourselves and others better. Moreover, it can assist us in working together effectively and minimizing conflict. For these reasons, over the last century, many personality types have been recognized, and tests have been devised that help us to identify these types. Personality identification has become a science.

Carl Jung, a Swiss psychiatrist who is regarded as one of the fathers of modern psychiatry, published a famous work on personality in 1921. Isabel Briggs Myers, an American author who studied and admired Jung's theories, felt that Jung's ideas were important and should be made understandable to the general public. Briggs Myers was very disturbed by the global conflict of World War II and had a strong desire to help people to understand each other better. Along with her mother, Katharine Briggs, Briggs Myers created the Myers-Briggs Type Indicator, or MBTI. The MBTI, which

is constantly being revised and improved, has become the world's most popular test of personality identification. The MBTI is now used for a variety of purposes, such as marital counseling, training of executives, and career decisions.

In the 1950s, cardiologists Meyer Friedman and Ray Roseman proposed two new personality categories, Type A and Type B, based on the idea that some people (Type As) were more likely to suffer from heart disease than others (Type Bs). This idea has now been discounted, but the basic outlines of these personality types have become popular, and Type C and D categories have followed them into common use.

What type of personality do you have? What about your co-workers, friends, and family? Try to place yourself and people you know into the following categories. Bear in mind, though, that most people don't fit perfectly into a single category.

TYPE A
Self-driven, competitive



Type As are "drivers," competitive individuals who have a no-nonsense approach to life. They're the kind of people who tell you exactly what they think without mincing words.[1] They embrace risk and change and often turn out to be entrepreneurs.[2] Nancy, who started her own greeting card business three years ago, is the perfect example. However, Nancy is impatient with detail and routine, which is why she has hired Paul and Mandy to manage her business.

TYPE B
Charismatic, easy-going



Type Bs are socializers. They're extroverts, the kind of people who love the spotlight. They love to entertain people. They often gravitate toward jobs in sales or marketing or as performers on radio and TV. Nancy's husband, Jack, whom most people consider a charismatic[3] person, is a good example. He's the host of a two-hour talk radio show.

TYPE C
Introverted, stress-prone



Type Cs are lovers of detail and data. They tend to be individuals who become accountants, programmers, or engineers. Paul, an accountant, is an example. He's the type of person who loves the details that Nancy hates. Type Cs are sensitive, which can cause them to have trouble communicating with others.

1 *without mincing words*: speaking of something negative with plain, direct language
2 *entrepreneurs*: people who own and run a business
3 *charismatic*: having personal qualities that attract and hold people

TYPE D

Loves routine, follows orders



Type D people are those who like routine and tend not to enjoy adventure. Not surprisingly, they usually resist change. They feel secure when they're told what to do. They're often compassionate. Mandy, who loves her office job, is Type D. She wouldn't be happy as the boss. Nor would Paul. But they both appreciate working for Nancy.

What did you learn by classifying personalities in this way? Did it give you any insight into yourself and others?

AFTER YOU READ

A VOCABULARY **Complete the sentences with the words in the box.**

conflict	data	discount	enable	gravitate	insight	moreover	secure

1. Myers was disturbed by the global _____ in the 1940s.
2. That idea has been proven wrong, and people now _____ it.
3. Type Ds feel _____ when they're told what to do.
4. Type Bs often _____ towards sales jobs.
5. Type Cs enjoy working with _____.
6. Did your research give you any _____ into the problem?
7. Understanding personality types can _____ us to understand others better.
8. Linda is very confident. _____, she is aggressive and extroverted.

B COMPREHENSION **Read the statements. Check (✓) *True* or *False*.**

	True	False
1. Carl Jung was important in the development of modern psychiatry.	☐	☐
2. Isabel Briggs Myers wanted to help people understand each other better.	☐	☐
3. The Myers-Briggs inventory has not been changed since it was devised.	☐	☐
4. Most people belong to only one personality category.	☐	☐
5. A Type A person likes change.	☐	☐
6. A Type B person generally doesn't like to be the center of attention.	☐	☐
7. A Type C person sometimes has trouble communicating with others.	☐	☐
8. A Type D person does not like to be told what to do.	☐	☐

C DISCUSSION **Work with a partner. Compare your answers in B. Give reasons for your answers. Then describe a person you know who fits closely into one of the personality categories.**

Go to MyEnglishLab for more grammar in context practice.

STEP 2 GRAMMAR PRESENTATION

ADJECTIVE CLAUSES

Adjective Clauses: Placement

Main Clause		Adjective Clause	
	Noun/Pronoun	Relative Pronoun	
They met a	woman	**who**	**teaches psychology**.
This is the	personality test	**that**	**I took**.

Main Clause	Adjective Clause		Main Clause Continued
Noun/Pronoun	Relative Pronoun		
The woman	**who**	**teaches psychology**	is also a writer.
The personality test	**that**	**I took**	was very revealing.

Relative Pronouns as Subjects: *Who*, *Which*, *That*

People		
I have friends	**who**	love to talk.
I have a friend	**that**	loves to talk.

Things		
This is a book	**which**	is useful.
These are books	**that**	are useful.

Relative Pronouns as Objects: *Who(m)*, *Which*, *That*, Ø*

People		
This is the doctor	**who(m)** **that** **Ø**	we consulted.

Things		
This is the test	**which** **that** **Ø**	he gave us.

* Ø = no pronoun

Whose + Noun to Indicate Possession

People
She is the woman **whose son** is so famous.
She is the woman **whose son** I am tutoring.

Things
It's the book **whose reviews** were so good.
It's the book **whose reviews** I have just read.

Where and *When* in Adjective Clauses

Where		
Place		
I remember the café	**where**	we met.

When		
Time		
I remember the day	**(when)** **(that)** **Ø**	we parted.

Adjective Clauses: Identifying or Nonidentifying

Adjective Clauses That Identify	Adjective Clauses That Do Not Identify
No Commas	Commas
The woman **who created the test** studied psychology. The test (**that**) **she created** describes personality types.	Sara Gomez, **who created the test**, studied psychology. The Gomez test, **which she created**, describes personality types.

GRAMMAR NOTES

1 Definition of Adjective Clauses

A **clause** is a group of words that contains at least one **subject** and a **verb** showing past, present, or future time.

Clauses are either independent or dependent.	
Independent clauses can stand alone as **complete sentences**.	The house is in the suburbs. *(independent)*
Dependent clauses **cannot stand alone**. They need to be linked with another clause to be fully understood.	that we bought *(dependent)* The house **that we bought** is in the suburbs. *(dependent clause linked to independent clause)*
An **adjective clause** is a **dependent** clause that **modifies a noun or a pronoun** in a main (independent) clause.	The elderly lady **who lives down the street** is a very interesting personality. *(The dependent clause modifies "elderly lady.")*
A sentence with an adjective clause can be seen as a combination of two sentences. An adjective clause can occur **after** or **inside** a main clause.	John is a man. + He works hard. John is a man **who works hard**. Mary is interesting. + I like her a lot. Mary, **whom I like a lot**, is interesting.
An adjective clause commonly begins with a relative pronoun: ***who***, ***whom***, ***which***, ***whose***, or ***that***. It can also begin with ***when*** or ***where***. For a list of pronouns that can introduce adjective clauses, see Appendix 22 on page 420.	Frank, ***who* is quite shy**, spends a lot of time alone. Let's do something ***that* is fun**. I can remember a time ***when* I was carefree**.
The word that begins an adjective clause usually comes **directly after the noun** or **pronoun** that the clause modifies.	**Toronto**, ***which*** is the largest city in Canada, is a beautiful place.

2 Subjects in Adjective Clauses

The **subjects** in adjective clauses can refer to **people or things**.

To refer to **people**, use ***who*** and ***that*** as the subjects of verbs in adjective clauses. *That* is less formal than *who*.

The Ings are the **people *who*** bought the house.
Sam is the **man *that*** lives next door to me.

To refer to **things**, use ***which*** and ***that*** as the subjects of verbs in adjective clauses.

Math is the **subject *which*** is the hardest for me.
This is the **car *that*** is the nicest.

The **verb** in an adjective clause **agrees** with the **noun** or pronoun that the clause modifies.

There are many ***people*** who **have taken** this personality test.
Myers-Briggs is the ***test*** that **is** the best known.

BE CAREFUL! Do not use a **double subject** in an adjective clause.

Type C individuals are **people who** love detail and data.
NOT Type C individuals are people who ~~they~~ love detail and data.

BE CAREFUL! Do not use *which* to refer to **people**. Use ***who*** or ***that***.

Ann is a **person *who*** spends a lot of time alone.
NOT Ann is a person ~~which~~ spends a lot of time alone.

3 Objects in Adjective Clauses

The **objects** in adjective clauses can refer to **people** or **things**.

To refer to **people**, use ***whom***, ***who***, or ***that*** as the **objects** of verbs in adjective clauses.

Whom is quite formal and is more common in writing than in speech. *Who* and *that* are used in both formal and informal situations. When it refers to people, *that* is less formal than *who* and is commonly used in conversation and informal writing.

Mr. Pitkin, ***whom* I mentioned yesterday**, is my boss.
Mr. Pitkin was the person ***who* I mentioned**.
Mr. Pitkin was the person ***that* I mentioned**.

To refer to **things**, use ***which*** and ***that*** as the **objects** of verbs in adjective clauses. *Which* is a bit more formal than *that*.

The test ***which* I took** was difficult.
The test ***that* James took** was easy.

USAGE NOTE In conversation and informal writing, you can **omit** the **relative pronoun** if it is an **object**. This is the most common spoken form for sentences containing adjective clauses. (See Note 7 for more information on omitting relative pronouns.)

Mrs. Gomez is the woman **I met**.
The car **we bought** was cheap.

BE CAREFUL! Make sure that the **verb agrees** with the **subject**, not the object of the clause.

The Wangs are the people that ***Sally* knows**.
NOT The Wangs are the people that Sally ~~know~~.

4 *Whose* in Adjective Clauses

Use ***whose*** to introduce an adjective clause that indicates **possession**.

Use ***whose*** to replace ***his/her/its/their*** + a **noun**. An adjective clause with *whose* can modify people or things:

- **people**

Ken is the man. + We met his wife. =
Ken is the man ***whose*** **wife we met**.

- **things**

It's a theory. + Its origins go back many years. =
It's a theory ***whose*** **origins go back many years**.

BE CAREFUL! The relative pronoun *whose* **cannot be omitted**.

Harvey, ***whose*** **house we're renting**, is a lawyer.
NOT Harvey, ~~house we're renting~~, is a lawyer.

5 *Where* in Adjective Clauses

Use ***where*** to introduce an adjective clause that modifies a noun of **place**.

Use ***where*** to replace the adverb ***there***.

This is the restaurant. + We ate there.
This is the restaurant ***where*** **we ate**.

You can replace *where* with ***which*** **or** ***that*** + **a preposition**, such as *in*, *at*, or *for*. In this type of adjective clause, *which/that* can be omitted.

- ***which***

This is the building ***where*** **she works**.
This is the building (***which***) she works **in**.

- ***that***

This is the hotel ***where*** **we stayed**.
This is the hotel (***that***) we stayed **at**.

BE CAREFUL! Use an adjective clause with ***where*** only if you can restate the location with the word ***there***. Do not use an adjective clause with *where* if the location cannot be stated in this way.

Chihuahua is the town ***where*** **I was born**. =
Chihuahua is the town. I was born ***there***.

Stockholm is a city ***that*** **has beautiful scenery**.
NOT Stockholm is a city ~~where has beautiful scenery~~.

6 *When* and *That* in Adjective Clauses

Use ***when*** and ***that*** to introduce an adjective clause that modifies a noun of **time**.

I can't think of a **time** ***when*** I wasn't happy.
She told us about a **time** ***that*** she was carefree.

USAGE NOTE In conversation and informal writing, you can **omit** ***when*** and ***that*** in this type of adjective clause.

I can't think of a **time I wasn't happy**.
She told us about a **time she was carefree**.

7 Identifying and Nonidentifying Adjective Clauses

Two types of adjective clauses are **identifying** and **nonidentifying**.

An **identifying adjective clause** (also called **essential**) is **necessary to identify** the **noun** that it refers to.

Identifying adjective clauses **are not enclosed in commas**.

People **who embrace risk and change** are classified as Type A people.
(shows which kind of people are called Type A people)

People **who love the spotlight** are classified as Type B people.
(shows which kind of people are called Type B people)

A **nonidentifying adjective clause** (also called **nonessential**) **gives additional information** that is not necessary to identify the noun or pronoun to which it refers.

Nonidentifying adjective clauses **are enclosed in commas**.

Maryam**, who is undoubtedly a Type A person,** is the student body president.
(does not distinguish Maryam from any other person but gives extra information about her)

BE CAREFUL! You can **omit** relative pronouns only in **identifying** adjective clauses. You **cannot omit** the relative pronoun in **nonidentifying** adjective clauses.

The man **you met on Friday** is Tarik.
Tarik, ***who*** **just took the personality inventory**, is originally from Lebanon.
NOT Tarik, ~~just took the personality inventory~~, is originally from Lebanon.

BE CAREFUL! You can use **that** as a relative pronoun only in an **identifying** clause. Don't use *that* as a relative pronoun in a **nonidentifying** clause. Use ***which*** in this type of clause.

The Myers-Briggs test, ***which*** **I took a long time ago**, has proved to be accurate.
NOT The Myers-Briggs test, ~~that~~ I took a long time ago, has proved to be accurate.

8 Special Use of *Which* in Adjective Clauses

In conversation and informal writing, you can use the relative pronoun ***which*** to refer to an **entire previous idea**.

Jamal is a socializer. + That quality impresses me =
Jama is a socializer, ***which*** impresses me.

Paris is beautiful and exciting. + Those qualities are why I like going there =
Paris is beautiful and exciting, ***which*** is why I like going there.

IN WRITING In more formal speaking and in writing, use a **noun** at the **beginning** of a *which* or *that* clause.

Jamal is a socializer, **a quality *which*** impresses me.
Paris is beautiful and exciting, **qualities *that*** make me like going there.

PRONUNCIATION NOTE

Pausing in Identifying and Nonidentifying Clauses

Sentences with identifying adjective clauses and nonidentifying adjective clauses are not pronounced in the same way.

Identifying clauses have **no pauses** before and after them.	The woman **who is wearing a red skirt and a green blouse** is my friend's mother. The tie **which has a stain on it** needs to be dry-cleaned.
Nonidentifying clauses have **pauses** before and after them. The pauses correspond to **commas** in written sentences.	The woman, **who is wearing a red skirt and a green blouse**, is my friend's mother. The tie, **which has a stain on it**, needs to be dry-cleaned.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A GRAMMAR NOTES 1–8 **Read these sentences based on the reading. Could the underlined words be replaced by the words in parentheses without creating a different meaning or making an incorrect sentence? Write *Y (Yes)* or *N (No)*.**

Y **1.** Are you the kind of person who resembles a daisy? (that)

____ **2.** Or are you more like a morning glory, which opens up only at special moments? (that)

____ **3.** Try to place yourself and people whom you know in these categories. (Ø)

____ **4.** Type As are competitive individuals who take a no-nonsense approach to life. (that)

____ **5.** They're the kind of people who tell you exactly what they think. (Ø)

____ **6.** Nancy is impatient with detail and routine, which is why she has hired Paul and Mandy to manage her business. (that)

____ **7.** Type Bs are the kind of people who love the spotlight. (whom)

____ **8.** Mandy, who loves her office job, wouldn't be happy as the boss. (that)

B GRAMMAR NOTE 7 **Read the sentences based on the reading. Underline the adjective clause in each sentence. Then identify the clause as *identifying (I)* or *nonidentifying (NI)*.**

I **1.** Imagine you're at a party where you know several people well.

____ **2.** Try to place yourself and people you know into one or more categories.

____ **3.** Nancy, who started her own business several years ago, is the perfect example.

____ **4.** Type Cs tend to be the kind of people who become accountants, programmers, or engineers.

____ **5.** He's the type of person who loves details.

____ **6.** Nancy is impatient with detail and routine, which is why she has hired Paul and Mandy to manage her business.

____ **7.** Nancy's husband, Jack, whom most people consider a charismatic person, is a good example.

____ **8.** Type Cs are sensitive, which can translate into trouble communicating with others.

____ **9.** Type D people are those who like routine and tend not to enjoy adventure.

EXERCISE 2 RELATIVE PRONOUNS

GRAMMAR NOTES 2–4, 8 **Complete the paragraph. Circle the correct answers.**

I come from a family (which) / whom (1.) has eight members. I have three sisters and two brothers, who / which (2.) made a lot of noise in the house when we were growing up. Our house, which / that (3.) is four stories high, has eight bedrooms. The members of my family, who / whom (4.) are all interesting, fit nicely into the Type A to D categories of personality types. My mother and father, who / whom (5.) both like to be with people a great deal, are extroverts. My favorite brother, with who / whom (6.) I still spend a lot of time, is an introvert. My other brother, who / which (7.) is a Type A, is a great guy, but always has to be right. My favorite sister, who / whose (8.) fiancé is the same age as I am, is a Type A. Of my other two sisters, the one Ø / which (9.) I am closer to is a Type C. I'm less close to the sister who / Ø (10.) is much older than I am. She's a Type D.

EXERCISE 3 IDENTIFYING AND NONIDENTIFYING CLAUSES

GRAMMAR NOTES 2–7 **Combine each pair of sentences into one sentence with an adjective clause, using the word in parentheses. Use the first sentence in each pair as the main clause. Add commas where necessary. The sentences are connected as a story.**

1. The company makes computers. I work for the company. (that)

The company that I work for makes computers.

2. The company has existed for fifteen years. It is named Excelsior Computer. (which)

_____

3. The building is located downtown. We do most of our work in the building. (where)

_____

4. The office has been remodeled. I work in the office. (that)

_____

5. Darren Corgatelli is the perfect Type A boss. His wife is my aunt. (whose)

_____

6. Darren is an excellent manager. I've known him since I was a child. (whom)

_____

7. Darren's wife, Sarah, keeps the company running smoothly. She is a perfect Type C. (who)

_____

8. I joined the company in 1995. I graduated from college then. (when)

_____

9. I really admire the personalities of my colleagues. Their advice has been invaluable. (whose)

_____

10. I have to do some telemarketing. I don't like telemarketing. (which)

_____

EXERCISE 4 FORMAL AND INFORMAL ADJECTIVE CLAUSES

GRAMMAR NOTES 2–3, 7–8 **Read two reports by an attorney. Using the words in parentheses, complete the spoken report with informal adjective clauses. Omit relative pronouns if possible and use contractions. Then complete the written report with formal adjective clauses. Do not omit relative pronouns and do not use contractions. Put all verbs in the correct forms.**

Spoken Report

Our client is a guy _____ *who's been in trouble* _____ for minor offenses in the past,
1. (have / be / in trouble)

but I don't think he's a murderer, _____ I feel comfortable
2. (be / why)

defending him. He did time in the penitentiary from 2008 to 2010, and according to all the reports he was a really social Type B person _____.
3. (the other prisoners / respect)

Since he got out of jail in 2010, he's had a good employment record with Textrix, an electronics company _____.
4. (he / have / be working for)

The psychological reports on him show that when he was in prison he was a person _____ well-balanced
5. (the psychiatrists / consider)

and even-tempered, _____ I don't think he's guilty.
6. (be / why)

Written Report



EXERCISE 5 PAUSING IN IDENTIFYING AND NONIDENTIFYING CLAUSES

A PRONUNCIATION NOTE Listen for the pauses in the sentences. Place commas around the adjective clauses if necessary. Then identify each clause as *identifying* (*I*) or *nonidentifying* (*NI*).

NI 1. The man, who lives down the street from me, is a friend of my father.

____ 2. The man who lives down the street from me is a friend of my father.

____ 3. The teacher who handed out the awards is really a well-known scientist.

____ 4. The teacher who handed out the awards is really a well-known scientist.

____ 5. The student who lives close to the campus has low gasoline bills.

____ 6. The student who lives close to the campus has low gasoline bills.

____ 7. The garden which Mary planted is the most beautiful one of all.

____ 8. The garden which Mary planted is the most beautiful one of all.

B Work with a partner. Read the sentences in A aloud in a different order. Your partner guesses which type of adjective clause is in each sentence—identifying or nonidentifying.

EXERCISE 6 EDITING

GRAMMAR NOTES 1–8 **Read the message from a college student to her parents. There are eleven mistakes in the use of adjective clauses. The first mistake is already corrected. Find and correct ten more.**

TO: grants36@yoohoo.com
FR: AliceG@yoohoo.com
RE: My first week at college

Dear Mom and Dad,

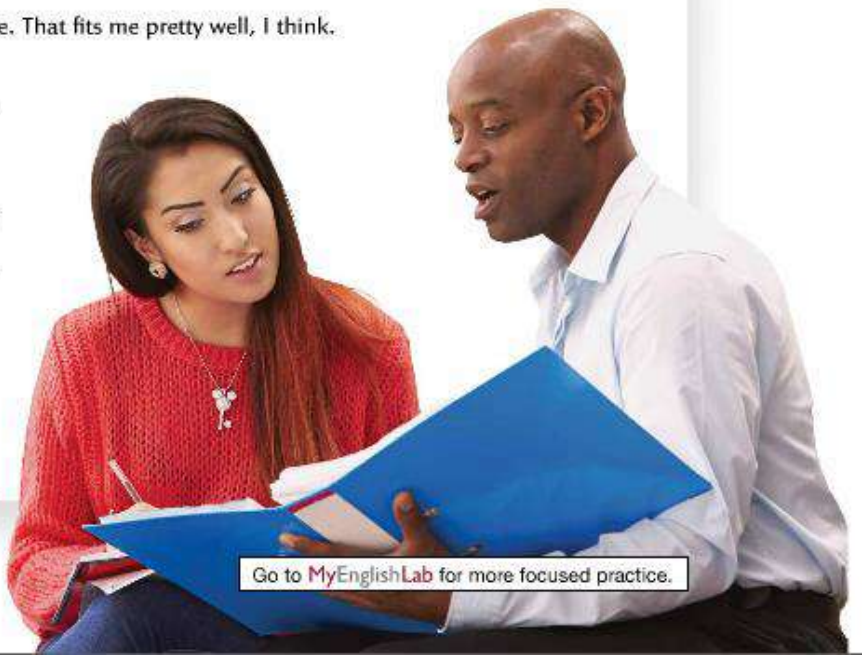
Well, the first week of college has been kind of tough, but it's turned out OK. My advisor, who ~~he~~ is also from Winnipeg, told me about growing up there, so we had something who we could talk about.

Since I'm still thinking about what my major is going to be, my advisor had me take one of those tests show you what you're most interested in. It was called the Strong Interest Test. I found out that I'm most interested in things involve being on the stage and performing in some way, that doesn't surprise me a bit. I always liked being in school plays. Remember? So I signed up for two drama courses seem like they're going to be really interesting.

My advisor also had me do one of those personality inventories that they tell you what kind of person you are. This is something that is all new to me, but I found out some things whose are really interesting. According to the test I took, I'm a person whom is classified as a Type B person. I had no idea what that meant, but I've learned that a Type B person is someone which likes people a lot and likes to socialize. That fits me pretty well, I think.

Classes start on Wednesday, and I'm getting to know the other people in the dormitory which I live. It's pretty exciting being here. That's it for now. I'll call in a week or so.

Love,
Alice



Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

A Listen to a telephone conversation that Al had with his parents. What is Al doing these days?

B Read the pairs of sentences. Then listen again to the conversation. Circle the answer that correctly describes what you heard.

1. **a.** Al likes his dormitory.
   b. Al doesn't like his dormitory.
2. **a.** The dormitory has one supervisor.
   b. The dormitory has more than one supervisor.
3. **a.** Both of Al's roommates are from Minnesota.
   b. One of Al's roommates is from Minnesota.
4. **a.** There is one group of girls living in the dormitory.
   b. There is more than one group of girls living in the dormitory.
5. **a.** The girls live on the same side of the building as Al.
   b. The girls live on the other side of the building from Al.
6. **a.** Al has one English class.
   b. Al has more than one English class.
7. **a.** Al has one history class.
   b. Al has more than one history class.
8. **a.** Al's writing class is going to be easy.
   b. Al's math class is going to be easy.
9. **a.** Al has one advisor.
   b. Al has more than one advisor.

C Work with a partner. Discuss these questions.

1. What is the best place that you've lived since you became a student? The worst?
2. What are benefits that you have gained in living with others?
3. What is the easiest course you have taken? The hardest?
4. Have you had advisors who have been helpful? How did they help you?

EXERCISE 8 A NIGHT AT THE MOVIES

A PICTURE DISCUSSION **Work in a group. Carefully examine the picture. Describe the people in the picture. What are they doing? What kinds of personalities do you think they have? Write sentences with adjective clauses.**

EXAMPLE: The man who is talking on his cell phone is annoying some of the people near him. He seems to be a person that is loud and inconsiderate.



B **Share your results with the rest of the class. Which group has created the most sentences?**

EXERCISE 9 WHAT TYPE ARE YOU?

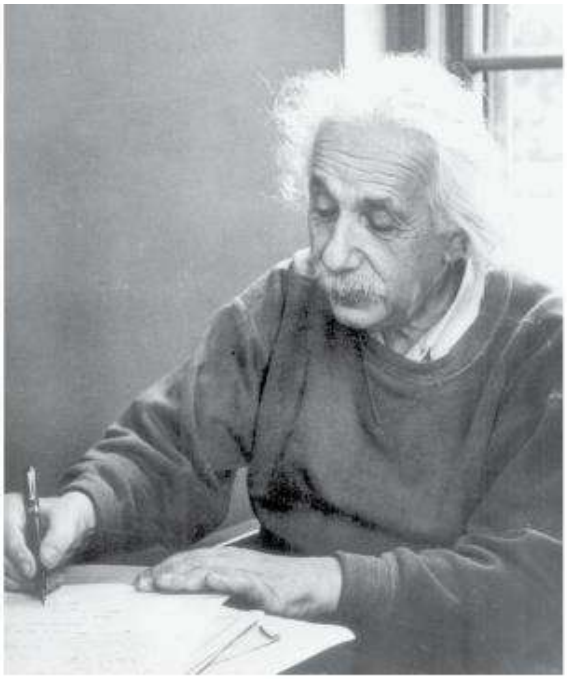
A SURVEY Walk around the classroom and find four people who believe they fit into one of these personality types: Type A, Type B, Type C, or Type D. Find out why they think they have one of these personality types. Write the name of the student in the chart and the reasons that they gave you.

Personality Type	Name	Reasons
Type A Self-driven, competitive 		
Type B Charismatic, easy-going 		
Type C Introverted, stress-prone 		
Type D Loves routine, follows orders 		

B Read your sentences about each person aloud. Add other facts you may know about the person. Don't say the person's name. The class attempts to guess the name of the student you are describing.

EXAMPLE: A: This is a person who considers himself or herself a Type A person. This person, who is very competitive, has been studying English for five years.
B: Is it Carlos?
A: Yes!

EXERCISE 10
HE WAS A GREAT SCIENTIST WHO . . .



A PRESENTATION You are going to give a presentation about the personality of a famous person in the world, either in the present or the past. Choose a person from the box, or choose another person who interests you. Do research on the Internet to find information about the personality of the individual you have chosen. Then complete the chart.

Albert Einstein	Lionel Messi
Lady Gaga	Marilyn Monroe
Nelson Mandela	Mother Teresa
Angela Merkel	Kanye West

Name	
Occupation	
Nationality	
Life Dates	
Accomplishments	
Personal Characteristics	

B Write a presentation about the person you researched in A. Use adjective clauses in your sentences.

Albert Einstein, who was a theoretical physicist and one of the greatest scientists of all time, was born in Ulm, Germany in 1879. He died in Princeton, New Jersey in the United States in 1955. Einstein, whose theory of relativity is considered a major contribution to scientific knowledge, left Germany when Adolf Hitler came to power. He was a peace-loving individual who . . .

C Make your presentation to the class.

Go to MyEnglishLab for more communication practice.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE **Consider the personality categories that have been mentioned in this unit and choose the one that fits you best. Write a few sentences about why you believe you fit into this particular category.**

B WRITE **Using your ideas in A, write a five-paragraph essay about the personality type that best fits you. Remember to use identifying and nonidentifying adjective clauses. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your essay.**

EXAMPLE: No single personality type applies perfectly to a person, but for me one comes closer than all the others. The personality category that fits me most closely is Type B. First, Type Bs are social people who are basically extroverts. I've always enjoyed my friends, which is why I think this category fits me quite well. . . .

Common Mistakes in Using Adjective Clauses

Use *who*, not *which*, to refer to **people**.	The neighbor **who** is the nicest is Mrs. Lopez. NOT The neighbor ~~which~~ is the nicest is Mrs. Lopez.
Don't use a **double subject** in an adjective clause.	I'm impressed by people **who** are kind and helpful. NOT I'm impressed by people who ~~they~~ are kind and helpful.
Don't enclose identifying adjective clauses with **commas**.	People who put others before themselves are admirable. NOT People, who put others before themselves, are admirable.
Don't use *that* to introduce a **nonidentifying** adjective clause. Use ***who***, ***whom***, or ***which***.	Hussein, **who** is my best friend, was born in Tanzania. NOT Hussein, ~~that~~ is my best friend, was born in Tanzania.

C CHECK YOUR WORK **Look at your essay. Underline adjective clauses. Use the Editing Checklist to check your work.**

Editing Checklist

Did you . . . ?

- ☐ use *who* or *whom* to refer to people and *which* to refer to things
- ☐ avoid using a double subject in adjective clauses
- ☐ enclose nonidentifying clauses with commas
- ☐ avoid using *that* to introduce a nonidentifying adjective clause

D REVISE YOUR WORK **Read your essay again. Can you improve your writing? Make changes if necessary.**

Go to MyEnglishLab for more writing practice.

UNIT 14 REVIEW

Test yourself on the grammar of the unit.

A **Complete the sentences. Circle the correct answers.**

1. The lady who / which is my teacher is the third from the right.
2. Hong Kong is the city that / where I was born.
3. Elena, that / whom I met at the conference, has a Type A personality.
4. The man whose / which car we borrowed is my father's boss.
5. Boris Popov is very detail-oriented, that / which is why we should hire him.
6. I can't remember a time where / when he wasn't helpful.
7. Lions are the animals that Lea like / likes the best.
8. Chuy is a person who / who he prefers to be alone.

B **If necessary, place commas in the correct places in the sentences.**

1. The man who lives next door is very talkative.
2. The book Sara bought was written by Junot Díaz.
3. Mrs. Ching whose dog is always barking is very wealthy.
4. The people I work with all have Type D personalities.
5. Yaoundé is the city in which I was born.
6. Ms. Voicu who is a student is from Romania.
7. Tumba whose children are very energetic is always exhausted.

C **Find and correct five mistakes.**

Last week in my psychology class, we took a personality test who is designed to determine what kind of person you are. The test, that I found interesting, took a couple of hours to complete. Today I got my results, whose were pretty much what I expected. I have many friends whom mean a lot to me, so it's not surprising that I'm classified as an extrovert. I would recommend that everyone wants to find out more about himself or herself should take a test like this.

Now check your answers on page 430.

Go to MyEnglishLab to complete the review online.

UNIT 15

Adjective Clauses and Phrases

CULTURE SHOCK

OUTCOMES
- Form and use adjective clauses with prepositions, quantifiers, and nouns
- Form and use adjective phrases
- Identify key details in an sociology article
- Identify key details of a conversation in an academic setting
- Discuss culture and culture shock
- Write an essay describing a cultural experience

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. What problems do you think that someone who moves to a new country might face?
2. Have you ever lived in a different culture from the one you grew up in? If so, what was your experience like?

READ

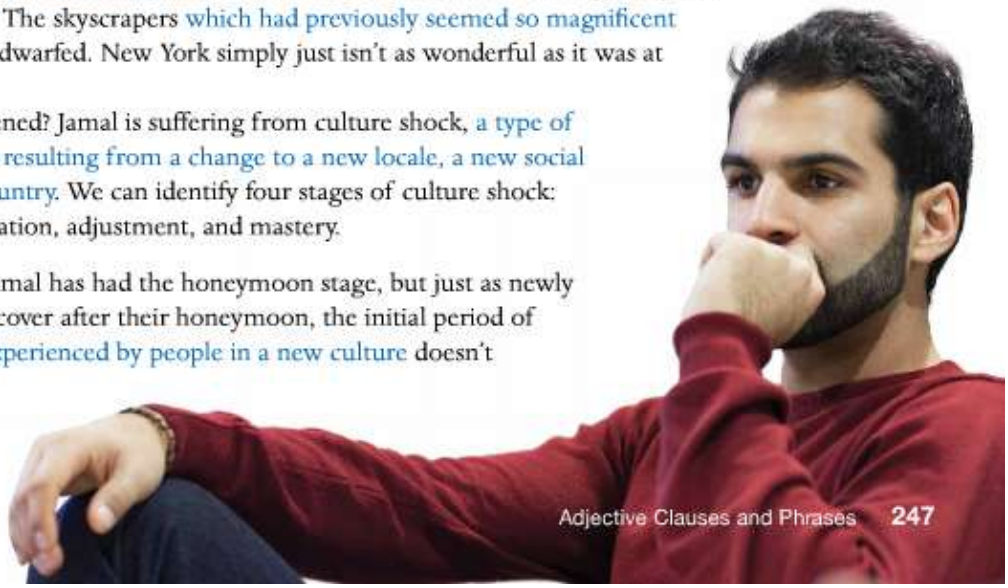
Read this article about culture shock.

What Is Culture Shock?

Jamal is a young man who has been in New York City for five months and is studying at an American university. When he first got to the United States, everything seemed exciting and wonderful. He met a lot of new students that he immediately became friends with. He got acquainted with a number of Americans, most of whom were kind and helpful to him. He fell in love with many aspects of New York, including its towering downtown skyscrapers and its amazing subway system. That was five months ago. Now things have changed considerably. The Americans he has met don't seem as kind or helpful as they did at the beginning. His friends, some of whom he continues to see regularly, are still here, but many of them don't have time to get together anymore. The subway, which he was initially so impressed with, now just seems dirty, noisy, and much too crowded. The skyscrapers which had previously seemed so magnificent now make him feel dwarfed. New York simply just isn't as wonderful as it was at the beginning.

What has happened? Jamal is suffering from culture shock, a type of disorientation often resulting from a change to a new locale, a new social setting, or a new country. We can identify four stages of culture shock: honeymoon, negotiation, adjustment, and mastery.

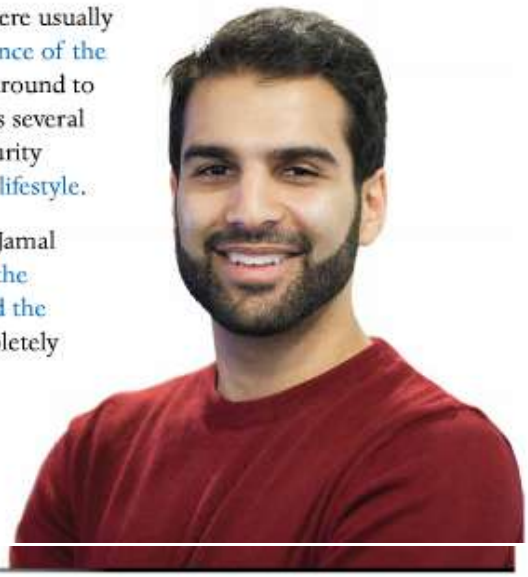
HONEYMOON: Jamal has had the honeymoon stage, but just as newly married couples discover after their honeymoon, the initial period of joyful excitement experienced by people in a new culture doesn't last. The delight they felt



with the new and perhaps exotic food, the new language, and their new surroundings is replaced by the feelings of frustration that will characterize the next stage.

NEGOTIATION: Three months or more after one has made an entry into a new culture, the honeymoon stage is generally replaced by the negotiation stage. This stage is normally characterized by negative feelings, examples of which include anxiety, loneliness, and homesickness. Jamal is lacking the support of his parents, his extended family, and his friends. Even worse, he has been having trouble communicating with others. Whereas Americans were previously impressed with his mastery of English, suddenly people don't seem to understand him very well. He can't find the kinds of food he wants to eat. He longs for the friends, family, and the customs he has been accustomed to in his native land. Jamal's stage of negotiation is probably the most difficult of the four stages for anyone experiencing culture shock to get through.

ADJUSTMENT: Somewhere between six and twelve months, there usually begins a period of adjustment characterized by a gradual acceptance of the new culture. Jamal, tiring of his months of negativity, has come around to the idea that New York City might be worth living in after all. His several months of discontent have gradually given way to a kind of maturity involving acceptance of the culture and adopting a more normal lifestyle.



MASTERY: Sometime in his second year of living in New York, Jamal reaches the stage of mastery, in which he feels comfortable with the culture and is again content to be here. In this period, often called the bicultural stage, Jamal has attained the ability to participate completely in the New York culture and regard it favorably. This does not mean that he has been converted into an American. It does mean that he is flexible enough to keep many aspects of his native culture while adopting those parts of his new culture that appeal to him. Jamal wasn't able to avoid culture shock, but he was able to master it.

AFTER YOU READ

A VOCABULARY **Match the words in bold with their meanings.**

1. The skyscrapers cause him to feel **dwarfed**.
2. Jamal is experiencing **disorientation**.
3. He is **flexible** enough to keep his native culture.
4. Negotiation is followed by a time of **adjustment**.
5. Jamal has now gained a kind of **maturity**.
6. He has **attained** the ability to participate completely.
7. Jamal has not been **converted** into an American.
8. **Whereas** people used to be impressed with his English, now they don't understand him well.

a. changed
b. although
c. full development
d. adaptation to a new situation
e. made to appear small
f. able to change easily
g. confusion
h. succeeded in getting