



Grammar Sense

Student Book 3 Answer Key



CHAPTER 1

A3: After You Read (p. 5)

2. T 3. F 4. F 5. T 6. F

Examining Form (p. 6)

1. Simple Present

- | | |
|----------------------|-----------------------|
| line 1: 's | line 34: 's |
| line 1: is | line 36: needs |
| line 9: does | line 39: is |
| line 12: 's | line 40: get |
| line 17: helps | line 43: say |
| line 44: interferes | line 44: 're |
| line 20: has | line 46: misses |
| line 21: contains | line 47: says |
| line 25: publicizes | line 49: 're |
| line 49: are | line 50: 're |
| line 26: take | line 52: is |
| line 27: stretch out | line 53: leads |
| line 29: predicts | line 54: doesn't stop |

Present Continuous

- | | |
|---------------------------|--------------------------|
| line 2: ('re) plowing | line 16: are warming up |
| line 3: 're fighting | line 32: is getting |
| line 5: are zooming | line 33: is aging |
| line 6: is beginning | line 34: are not getting |
| line 11: are beginning | line 56: 're napping |
| line 13: are sleeping | line 58: are trying |
| line 14: (are) working | line 59: 're putting |
| line 60: ('re) pretending | |

2. Simple Present Negative Statements

- line 12: 's not
line 50: 're not
line 52: is not
line 54: doesn't stop

Present Continuous Negative Statements

- line 34: are not getting

To make a negative statement in the simple present with forms of *be*, the form to use is *BE + not*. With other verbs, the form to use is *do/does + not + verb*. To make a negative statement in the present continuous, the form to use is *BE + not + verb + -ing*.

3. a. Does the average American sleep six hours a night?
b. Are Americans sleeping less?

In sentence a (simple present), you have to add *do/does* before the subject and change the main verb to its base form. In sentence b (present continuous), you have to invert the subject and *be* (auxiliary verb).

B1: Listening for Form (p. 8)

2. c
3. b
4. c
5. a
6. c
7. a
8. b

B2: Working on Verb Forms (p. 9)

	BASE FORM	SIMPLE PRESENT	PRESENT CONTINUOUS
2.	open	open / opens	opening
3.	fix	fix / fixes	fixing
4.	stop	stop / stops	stopping
5.	wake	wake / wakes	waking
6.	say	say / says	saying
7.	rest	rest / rests	resting
8.	dry	dry / dries	drying

B3: Working on Present Continuous Statements and Questions (p. 9)

Conversation 1

2. I'm wearing shoes.

Conversation 2

1. Are you buying a soda?
2. I'm not getting anything.
3. What are you doing?
4. I'm trying to get back my money.

Conversation 3

1. What are you doing?
2. I'm looking for a pencil.
3. Why are you making such a mess?

B4: Working on Simple Present Statements and Questions (p. 10)

- A. 2. The earth doesn't revolve around the moon. It revolves around the sun.
3. Palm trees don't grow in cold climates. They grow in warm climates.
4. Bees don't live in ponds. They live in hives.
5. The sun doesn't rise in the north. It rises in the east.
6. Penguins don't live in the desert. They live in the Antarctic.
7. Flowers don't bloom in the winter. They bloom in the summer.
8. Spiders don't have six legs. They have eight legs.
- B. Answers will vary. Some examples are:
2. A: What does the earth revolve around?
B: The earth revolves around the sun.
A: Does the earth revolve around the moon?
B: No, it doesn't. It revolves around the sun.
3. A: Where do palm trees grow?
B: Palm trees grow in warm climates.
A: Do palm trees grow in warm climates?
B: Yes, they do.
4. A: Where do bees live?
B: Bees live in hives.
A: Do bees live in ponds?
B: No, they don't. Bees live in hives.
5. A: Where does the sun rise?
B: The sun rises in the east.
A: Does the sun rise in the east?
B: Yes, it does.
6. A: Where do penguins live?
B: Penguins live in the Antarctic.
A: Do penguins live in the desert?
B: No, they don't. They live in the Antarctic.

7. A: When do flowers bloom?
B: Flowers bloom in the summer.
A: Do flowers bloom in the summer?
B: Yes, they do.
8. A: How many legs do spiders have?
B: They have eight legs.
A: Do spiders have six legs?
B: No, they don't. They have eight legs.

B5: Understanding Informal Speech (p. 11)

2. Do you need
3. Are you having
4. Are you doing
5. Do you have
6. Do you like
7. Are you working
8. Do you need

Examining Meaning and Use (p. 12)

1. b 2. a

C1: Listening for Meaning and Use (p. 14)

2. c 4. c 6. b 8. c
3. c 5. a 7. b

C2: Contrasting Activities in Progress with Routine Activities (p. 14)

- A.** Answers will vary. Some examples are:
A boy is building a sandcastle.
His mother is reading a book.
A man is playing with his dog.
He is throwing a ball to his dog.
The dog is catching the ball.
Two teenage boys are sitting on a towel on the sand.
They are listening to a radio and talking.
One boy is holding a soft drink in his hand and is wearing black sunglasses.
Another boy is talking.
People are playing volleyball on the beach.

B. Answers will vary.

C3: Describing Activities in the Extended Present (p. 15)

Answers will vary.

C4: Contrasting Permanent and Temporary Situations (p. 15)

2. f 3. e 4. a 5. b 6. d

C5: Expressing Complaints (p. 16)

Answers will vary.

C6: Introducing a Topic with the Simple Present (p. 16)

- A.** Answers will vary.
B. Answers will vary.

Examining Meaning and Use (p. 17)

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

D1: Listening for Meaning and Use (p. 19)

	STATE OR CONDITION	ACTIVITY
2.		✓
3.	✓	
4.	✓	
5.		✓
6.	✓	

D2: Making Critical Remarks with Stative Verbs (p. 19)

Answers will vary. Some examples are:

2. I don't like it. It smells awful.
3. I don't like it. The fabric feels cheap.
4. I'm not sure. They seem small.
5. I don't like it. It sounds terrible.
6. I don't think so. It is expensive.

D3: Choosing the Simple Present or the Present Continuous (p. 20)

Conversation 1

2. Is it
3. depends on
4. guess
5. 's
6. 'm having

Conversation 3

1. do you dream
2. don't dream
3. has
4. don't remember

Conversation 2

1. hope
2. 'm not interrupting
3. need
4. seems
5. smell

Conversation 4

1. are you doing
2. am smelling
3. think
4. does it smell
5. seems

D4: Describing Physical Sensations (p. 21)

Answers will vary. Some examples are:

2. B: My head aches. OR My head is aching.
3. B: My eye burns. OR My eye is burning.
4. B: My ankle hurts. OR My ankle is hurting.
5. B: My stomach feels bad. OR My stomach is feeling bad.
6. B: My arm itches. OR My arm is itching.

D5: Describing Behavior (p. 21)

- A.** The dogs are sick.
The flowers are purple.
The children are quiet.
The children are sick.
The children are rude.
The children are being quiet.
The children are being rude.
- B.** Answers will vary. Some examples are:
2. She often helps her friends and family.
 3. It is usually very stingy.
 4. Usually, they are very noisy.
 5. He yells at his employees for no reason.
 6. Usually, he is very understanding.
 7. Usually, she says hello.

D6: Understanding Informal Speech (p. 22)

- I hate
- We just love
- She really dislikes
- I love
- I really like

D7: Writing Descriptions (p. 23)

Answers will vary.

E1: Thinking about Meaning and Use (p. 24)

- | | | |
|----------------------|-------------------|-------------------|
| 1. a. No | b. It's not clear | c. Probably not |
| 2. a. No | b. Yes | c. No |
| 3. a. It's not clear | b. Probably not | c. It's not clear |
| 4. a. No | b. No | c. It's not clear |
| 5. a. No | b. Yes | c. No |
| 6. a. No | b. No | c. Probably |

E2: Editing (p. 25)

It's mid-afternoon at a busy law firm in Washington, D.C. The telephones ^{are} ringing, voice mail ^{is piling} piles up, and faxes ^{are taking} are arriving. But what many of the lawyers ^{are} are doing? They ^{are} take naps at their desks! As more and more busy professionals ^{work} work from morning until night, many ^{are sleeping} are sleeping in their offices for just 15 or 20 minutes during the afternoon. And they are not embarrassed about it at all. It ^{is becoming} becomes a new trend, according to a recent survey on napping. Some people ^{sleep} sleep in their chairs, while some ^{prefer} prefer the floor or couches. Everyone agrees that a little nap ^{helps} help them get through their very long workday. Meanwhile, many experts are asking "What ^{does} means this new trend?" It's simple, according to the most experienced nappers. They ^{do} do what people in other cultures and climates ^{is} do every day. And they are pleased that napping ^{is getting} finally gets more common in the workplace.

CHAPTER 2

A3: After You Read (p. 29)

2. c 3. b 4. b 5. a 6. b

Examining Form (p. 30)

- Regular Simple Past
line 7: lifted line 26: occurred
line 8: asked line 31: faded
line 9: replied line 31: disappeared
line 13: glanced line 32: continued
line 14: stared line 35: seemed
line 15: realized line 35: rushed
line 20: seemed line 35: swirled
line 24: impressed line 36: slammed
line 24: clattered line 36: leaped
line 25: scattered

Irregular Simple Past

- | | |
|------------------|----------------|
| line 3: were | line 21: was |
| line 4: saw | line 22: was |
| line 4: was | line 24: came |
| line 5: grew | line 24: was |
| line 7: rang | line 26: were |
| line 8: did see | line 26: were |
| line 10: said | line 27: were |
| line 12: felt | line 29: felt |
| line 14: thought | line 30: ran |
| line 14: saw | line 30: got |
| line 15: was | line 30: saw |
| line 15: was | line 32: went |
| line 19: did | line 34: rang |
| line 21: was | line 37: found |

2. Singular Past Continuous

- | | |
|-----------------------|-----------------------|
| line 12: was standing | line 30: was scraping |
| line 23: was making | line 33: was talking |

Plural Past Continuous

- | | |
|-------------------------|--------------------------|
| line 17: were sitting | line 27: were enjoying |
| line 18: were doing | line 28: were enjoying |
| line 19: were gossiping | line 29: were playing |
| line 20: were talking | line 29: (were) laughing |

3. Before Main Clause

- | |
|--|
| line 19: while they were talking |
| line 23: When the jolt came |
| line 29: While they were playing and laughing |
| line 30: When they got there |
| line 35: Before the watertight door slammed down |

After Main Clause

- | |
|--|
| line 4: when Fleet suddenly saw something directly ahead |
| line 14: before he realized it was an iceberg |
| line 26: when the strange vibration occurred |
| line 33: when the warning bell rang |

B1: Listening for Form (p. 32)

- | | |
|----------------|--------------|
| 2. went | 9. failed |
| 3. was working | 10. lost |
| 4. were going | 11. landed |
| 5. caused | 12. declared |
| 6. cut off | 13. occurred |
| 7. forced | 14. returned |
| 8. was landing | |

B2: Building Simple Past and Past Continuous Sentences (p. 33)

When did you go online yesterday?
What did you do when the bell rang?
What were you studying this morning?
Did you buy a computer?
Did you go online yesterday?
Who paid cash?
What happened last night?
You paid cash.

B3: Identifying Dependent and Independent Clauses (p. 33)

- Something vibrated inside the ship.
- The iceberg hit the ship.
- Some passengers were getting ready for bed.
- A group was still playing bridge.

B4: Combining Sentences with Time Clauses (p. 34)

2. While he was reading, he was listening to music.
He was listening to music while he was reading.
While he was listening to music, he was reading.
He was reading while he was listening to music.
3. After he studied hard, he went to law school.
He went to law school after he studied hard.
4. Before she fell asleep, the doorbell rang.
The doorbell rang before she fell asleep.
Before the doorbell rang, she fell asleep.
She fell asleep before the doorbell rang.
5. When the fire started, we were sleeping.
We were sleeping when the fire started.
When we were sleeping, the fire started.
The fire started when we were sleeping.
6. Before the TV show started, they went to bed.
They went to bed before the TV show started.
Before they went to bed, the TV show started.
The TV show started before they went to bed.
7. While the phone was ringing, they were cooking dinner.
They were cooking dinner while the phone was ringing.
While they were cooking dinner, the phone was ringing.
The phone was ringing while they were cooking dinner.
8. Before the package arrived, she called the post office.
She called the post office before the package arrived.
Before she called the post office, the package arrived.
The package arrived before she called the post office.

B5: Asking and Answering Questions with Time Clauses (p. 34)

Answers will vary.

Examining Meaning and Use (p. 35)

Completed event: 1a and 2a; Unfinished event: 1b and 2b

C1: Listening for Meaning and Use (p. 36)

	ACTIVITY	COMPLETED	MAY CONTINUE
2.	eating dinner	✓	
3.	taking a bath	✓	
4.	painting his kitchen	✓	
5.	baking a cake		✓
6.	writing a letter	✓	

C2: Describing Activities in Progress in the Past (p. 37)

Answers will vary. Some examples are:
 A woman was talking on a cell phone.
 A man was trying to read a book.
 A young man was trying to study.
 Someone was using a copier.
 Two people were using computers.
 Someone was looking for a book.
 A library employee was shelving books.
 A woman was checking out books.
 Someone was returning books.
 Someone was asking the reference librarian questions.
 A mother was reading to her child.

C3: Contrasting In-Progress and Completed Past Situations (p. 38)

- | | | |
|------------------|-----------------|-------------|
| 2. were playing | 7. were telling | 11. dropped |
| 3. were studying | 8. went | 12. ran |
| 4. was reading | 9. stopped | 13. sat |
| 5. was doing | 10. jumped | 14. saw |
| 6. I heard | | |

C4: Describing Background Activities (p. 38)

Answers will vary. Some examples are:

2. We were cooking dinner.
My roommate was doing her homework.
3. We were watching television.
The rain was pouring down.
4. I was using my brother's car.
I was doing my weekly shopping.
5. I was working on an important report.
I was doing research on the Internet.
6. Smoke was coming out of the cafeteria.
The students were taking an exam.

B. Answers will vary.

C5: Describing the Habitual Past (p. 39)

- 2 I used to walk the other way when I saw my friends with their dogs.
- 7 All of my fears disappeared.
- 3 I would worry about visiting their homes.
- 1 I used to be very afraid of dogs.
- 5 That all changed two years ago when my son brought home a stray puppy.
- 8 Now I am a dog lover just like my friends.
- 4 I would shudder with fear when their dogs greeted me at the door.
- 6 The poor little thing looked so helpless.

C6: Using the Simple Past in Discourse (p. 40)

- A.** Answers will vary. Some examples are:
2. When I was five, my parents took me to the circus.
 3. Last night, I waited in line for an hour to see a movie, and my feet hurt.
- B.** Answers will vary.

Examining Meaning and Use (p. 41)

1. c 2. a 3. b

D1: Listening for Meaning and Use (p. 43)

2. a 3. b 4. a 5. a 6. b 7. a 8. a

D2: Using Past Time Clauses (p. 43)

Answers will vary. Some examples are:
 After the dam collapsed, a train engineer outside of the town tried to warn people that the flood was coming.
 While the train engineer sped down the tracks, he blew his train whistle loudly.
 After the water crashed into Johnstown at a very high speed, it destroyed everything in its path.
 When the water crashed into Johnstown, it wiped out villages, bridges, and freight trains.
 Before the force of the water lifted some houses and knocked them into each other, some people were able to escape to the hills right above Johnstown.
 After the Johnstown tragedy, more than 200 photographers came to record the story.

D3: Relating Events with Before and After (p. 44)

A. Answers will vary. Some examples are:

Situation 2

Before Jim tripped and fell, he was winning the race.
After Jim tripped and fell, he was unable to finish the race.

Situation 3

Before their parents came home, the boys were running around the house.
After their parents came home, they were watching television.

B. Answers will vary.

D4: Understanding Cause and Effect (p. 45)

Answers will vary. Some examples are:

2. a. effect b. cause
After they ran out of gas, they had to call for help.
When they ran out of gas, they had to call for help.
3. a. cause b. effect
After the lightning struck, the lights went out.
When the lightning struck, the lights went out.
4. a. cause b. effect
After they painted their house bright pink, their neighbors refused to talk to them.
When they painted their house bright pink, their neighbors refused to talk to them.
a. effect b. cause
After their neighbors refused to talk to them, they painted their house bright pink.
When their neighbors refused to talk to them, they painted their house bright pink.
5. a. effect b. cause
After his best suit didn't fit anymore, he went on a strict diet.
When his best suit didn't fit anymore, he went on a strict diet.
a. cause b. effect
After he went on a strict diet, his best suit didn't fit anymore.
When he went on a strict diet, his best suit didn't fit anymore.
(In the first situation, he lost weight because his best suit was too small.
In the second situation, because he lost weight, his best suit was too big for him.)
6. a. effect b. cause
After a mosquito bit her, her arm started to itch.
When a mosquito bit her, her arm started to itch.
7. a. cause b. effect
After the doorbell rang, he answered the door.
When the doorbell rang, he answered the door.
8. a. cause b. effect
After she found the lost jewelry, she got a reward.
When she found the lost jewelry, she got a reward.

D5: Talking About Interrupted Activities (p. 46)

- A.
2. while I was going down the stairs, I tripped on a shoe
 3. while I was making coffee, I spilled the whole can of coffee on the floor
 4. while I was taking a shower, the phone rang
 5. when I stepped out of the shower, I slipped on the wet floor

6. While I was trying to explain, he got mad and hung up
7. While I was typing the paper, the computer system went down
8. when I was riding the elevator to class, it got stuck

B. Answers will vary.

E1: Thinking about Meaning and Use (p. 47)

2. ? 3. T 4. F 5. ? 6. ?

E2: Editing (p. 47)

2. ^{Before} After he fell asleep, he was reading a book.
3. ^{Did you have} ~~Were you having~~ your own car in college?
4. No errors.
5. Oh, no! I ^{dropped} ~~was dropping~~ my earring. I can't find it.
6. No errors.

CHAPTER 3

A3: After You Read (p. 51)

Circle numbers 4, 5, 7, 9, and 12

Examining Form (p. 52)

1. *am/is/are + going to + verb:*
line 20: are going to be line 41: are going to be
line 26: 're going to be line 42: are going to do
- will + verb:*
line 18: will live line 46: will spend
line 27: will have line 51: will die out
line 36: 'll own line 52: will become
line 44: will come line 54: will make
- will be + verb + -ing:*
line 60: will be working
line 62: will be growing
2. line 22: aren't going away
3. simple present as future

B1: Listening for Form (p. 54)

2. c 4. c 6. d 8. d
3. a 5. c 7. b

B2: Working on the Future Continuous (p. 55)

Answers will vary. Some examples are:
He'll also be writing his English paper.
Abdul will also be cleaning his apartment for his mother's visit.
He'll also be preparing a speech for his debate class.
Abdul will be having dinner with Kelly.

B3: Building Sentences Using Future Forms (p. 55)

I'll be leaving soon.
I'm leaving soon.
I leave tomorrow.
Who is going to leave tomorrow?
Who will leave tomorrow?
Who will be leaving soon?
Her family is going to leave tomorrow.
Her family will leave tomorrow.
Her family will be leaving soon.

B4: Asking *When* Questions About the Future (p. 56)

Answers will vary. Some examples are:

2. A: When are you going to get / are you getting / will you be getting a medical checkup?
B: Next week.
3. A: When are you going to take / are you taking / will you be taking the day off?
B: Tomorrow.
4. A: When are you going to clean / are you cleaning / will you be cleaning your apartment?
B: This afternoon.
5. A: When are you going to finish / are you finishing / will you be finishing your work?
B: Later today.
6. A: When are you going to go / are you going / will you be going out to dinner?
B: Tomorrow evening.
7. A: When are you going to do / are you doing / will you be doing your laundry?
B: This Saturday.
8. A: When are you going to shop / are you shopping / will you be shopping for groceries?
B: Tonight.

B5: Working on the Simple Present as Future (p. 56)

A. Answers will vary. Some examples are:

Fall vacation begins on October 12.
It ends on October 15.
Thanksgiving break starts on November 22.
It lasts until November 25.
Classes end on December 6.
Final exams start on December 13.
They last until December 20.

B. Answers will vary.

B6: Working on Future Time Clauses (p. 57)

Answers will vary. Some examples are:

2. Before I go shopping, I'll call you.
Before I go shopping, I'm going to call you.
Before I call you, I'll go shopping.
Before I call you, I'm going to go shopping.
3. After the mail arrives, I'll eat breakfast.
After the mail arrives, I'm going to eat breakfast.
(Illogical: After I eat breakfast, the mail will arrive.
After I eat breakfast, the mail is going to arrive.)
4. When he reads the newspaper, he'll fall asleep.
When he reads the newspaper, he's going to fall asleep.
(Illogical: When he falls asleep, he'll read the newspaper.
When he falls asleep, he's going to read the newspaper.)
5. Before he sets the table, he'll cook dinner.
Before he sets the table, he's going to cook dinner.
Before he cooks dinner, he'll set the table.
Before he cooks dinner, he's going to set the table.
6. When I go home, I'll clean my house.
When I go home, I'm going to clean my house.
(Illogical: When I clean my house, I'll go home.
When I clean my house, I'm going to go home.)

Examining Meaning and Use (p. 58)

1. 1b, 1a 2. 2a, 2b

C1: Listening for Meaning and Use (p. 59)

2. a 4. a 6. b 8. a
3. a 5. b 7. b

C2: Expressing Promises, Plans, and Expectations (p. 60)

Answers will vary.

C3: Using Direct and Indirect Requests (p. 60)

A. Answers will vary. Some examples are:

2. A: Will you please drive me to school?
B: Sure. No problem.
3. A: Will you please lend me your car?
B: Sorry. I need it tonight.
4. A: Will you please buy me one, too?
B: Sure. No problem.

B. Answers will vary. Some examples are:

2. A: Will you be driving to school this evening?
B: Yes. Would you like me to drive you?
A: Yes. Thank you.
3. A: Will you be using your car later?
B: Yes, I will.
A: OK. Never mind.
4. A: Will you be buying concert tickets?
B: Yes. Would you like me to buy you one, too?
A: Yes, please.

Examining Meaning and Use (p. 61)

1. a, c 2. b

D1: Listening for Meaning and Use (p. 63)

	SAME	DIFFERENT
2.	✓	
3.		✓
4.		✓
5.	✓	
6.	✓	

D2: Expressing Plans, Scheduled Events, and Predictions (p. 63)

A. Plans or scheduled events:

We're having an exam tomorrow.
We're having an election tomorrow.
We're having a sale tomorrow.
We're going to have a party tomorrow.
We're going to have an exam tomorrow.
We're going to have an election tomorrow.
We're going to have a sale tomorrow.
We have a party tomorrow.
We have an exam tomorrow.
We have an election tomorrow.
We have a sale tomorrow.

Predictions:

We're having a storm tomorrow.
We're going to have a storm tomorrow.

B. Appropriate:

My new job, It, School, Winter vacation

Illogical:

An explosion, A snowstorm

D3: Discussing Plans and Scheduled Events (p. 64)

- A. Answers will vary.
- B. Answers will vary.

Examining Meaning and Use (p. 65)

1. 1a. 'll snow
1b. 's (probably) going to snow
2a. 'll do
2b. 'm going to do
2. 2a and 2b
3. 1a and 1b

E1: Listening for Meaning and Use (p. 67)

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

E2: Restating Formal Announcements (p. 68)

- Answer will vary. Some examples are:
2. Context: airport announcement
Restatement: Flight 276 is going to be arriving at Gate 12.
 3. Context: sign in subway
Restatement: On April 1, the fare is going to increase to \$1.75.
 4. Context: class schedule
Restatement: Classes are going to resume on January 22.
 5. Context: poetry reading
Restatement: Tonight we are going to begin with a short poem.

E3: Restating Predictions (p. 68)

2. The driver is going to lose control.
3. Computers will cost much less in a few years.
4. The buzzer is going to sound.
5. In a few years, "smart refrigerators" will tell owners when they need milk.
6. He is going to die.

For numbers 2, 4, and 6, use *be going to* rather than *will* because there is evidence that an event is fairly certain to happen very soon.

E4: Making Quick Decisions and Stating Plans (p. 68)

- A. Answers will vary.
- B. Answers will vary.

E5: Understanding the Order of Future Events (p. 69)

- A.
- | | | | | |
|------|------|------|------|------|
| 2. a | 3. b | 4. b | 5. b | 6. b |
|------|------|------|------|------|
- B. Answers will vary.

E6: Verbs Expressing the Future (p. 70)

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

E7: Repeating Future Forms in Discourse (p. 71)

Answers will vary.

F1: Thinking About Meaning and Use (p. 72)

2. I'll be working.
3. I'm going to carry in the packages.
4. I'll answer it.
5. I'll have a bowl of soup.
6. I'm making a cake later.
7. I'm going to cook pasta.
8. I work Monday and Friday.
9. Maybe I'll do my homework.
10. I did. I'm going to get it.

F2: Editing (p. 73)

One of the most exciting advances in medicine in the next few years is ~~going to be~~ ^{going to be} ~~gonna be~~ the widespread use of robots in the operating room. Experts predict that "robot assistants" ~~are never replacing~~ ^{will never/are never going to replace} surgeons. Nevertheless, there is no doubt that robots ~~going to~~ ^{will/are going to} revolutionize surgery. In just a few years, robots ~~become~~ ^{will/are going to} the standard in certain types of heart surgery, eye surgery, hip surgery, and brain surgery. Why ~~this is~~ ^{is this} going to happen? The answer is simple. No surgeon will ever be able keep his or her hand as steady as the hand of a robot. No surgeon ~~is ever being~~ ^{is ever going to be/will ever be} able to greatly magnify a microscopic blood vessel with his or her own eyes. These are simple and routine tasks for medical robots.

Some patients are still worried, however. In the words of one patient before hip surgery, "How do I know the robot ~~isn't going to/won't~~ ^{is going to/will drill} ~~doesn't~~ go crazy? Maybe it ~~drills~~ a hole in my head instead of my hip!"

Surgeons are quick to reassure their patients. "That's impossible," says one optimistic surgeon. "I promise that ~~isn't going to/won't happen~~ ^{isn't happening}. Robots are medical assistants. They'll work when I ~~am going to give~~ ^{give} them a command, and they'll stop when I will say so. I ~~be~~ ^{am going to/will} be right there the whole time."

CHAPTER 4

A3: After You Read (p. 79)

2. T
3. F
Scientists think that we haven't discovered everything about the human brain.
4. F
Scientists haven't discovered how to move memories from one person to another person.
5. F
Physicists have observed only about 10% of the universe.
6. T

Examining Form (p. 80)

- line 19: haven't discovered
line 30: have estimated
line 32: 've observed
line 34: haven't found
line 39: has evolved
line 43: have reached
line 47: 've begun
- The two forms of *have* are *has* and *have*. Use *has* for third-person singular subjects. For first- and second-person singular subjects, and for third-person plural subjects, use *have*.
- Regular Verbs
line 19: haven't discovered
line 30: have estimated
line 32: 've observed
line 39: has evolved
line 43: have reached

Irregular Verbs
line 34: haven't found
line 47: 've begun
The past participle of regular verbs is the same as the simple past form (verb +*-ed*). Irregular verbs have special past participle forms.

B1: Listening for Form (p. 81)

- They called their senator in Washington.
- Who's read the book over there?
- Where's the team playing this week?
- She's worried about her father.
- Who's gone fishing?
- You've bought all of the equipment already.
- We looked up his telephone number.

B2: Identifying Past Participles (p. 82)

- cooked had
eaten heard
forgotten sung
found written
gotten
- appeared happened
broken left
exploded rained
fallen started
gone sunk
allowed driven
bought kept
cut spent
destroyed taken
drawn thrown

B3: Building Present Perfect Sentences (p. 82)

- I've been sick.
I've forgotten your umbrella.
She hasn't arrived early.
She hasn't been sick.
She hasn't forgotten your umbrella.
She hasn't bought herself anything.
It hasn't snowed a lot.
It hasn't melted quickly.
Have you arrived early?
Have you been sick?
Have you forgotten your umbrella?

B4: Completing Conversations with the Present Perfect (p. 83)

- | | |
|-----------------------|-----------------------|
| <i>Conversation 1</i> | <i>Conversation 4</i> |
| 2. 've heard | 1. have we done |
| 3. has begun | 2. 've made |
| <i>Conversation 2</i> | 3. 've done |
| 1. has Tom been | 4. 've swept |
| 2. 's been | 5. has bought |
| 3. have known | 6. haven't taken |
| <i>Conversation 3</i> | |
| 1. haven't sent | |
| 2. has happened | |
| 3. haven't called | |
| 4. written | |

B5: Understanding Informal Speech (p. 84)

- Have you taken
- Have you been
- Have you eaten
- Has she left
- Have you seen
- Have you done
- Has he called

Examining Meaning and Use (p. 85)

- b
- a

C1: Listening for Meaning and Use (p. 86)

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

C2: Talking About Life Experiences with *Ever* (p. 86)

- A. 2. A: Have you ever bounced a check?
B: Yes, I have. Have you? OR No, I haven't. Have you?
3. A: Have you ever lost your wallet?
B: Yes, I have. Have you? OR No, I haven't. Have you?
4. A: Have you ever run out of gas?
B: Yes, I have. Have you? OR No, I haven't. Have you?
5. A: Have you ever told a lie?
B: Yes, I have. Have you? OR No, I haven't. Have you?
6. A: Have you ever met a famous person?
B: Yes, I have. Have you? OR No, I haven't. Have you?
7. A: Have you ever seen a comet?
B: Yes, I have. Have you? OR No, I haven't. Have you?
8. A: Have you ever ridden a motorcycle?
B: Yes, I have. Have you? OR No, I haven't. Have you?

B. Answers will vary.

C3: Making Up Reminders with Indefinite Past Time (p. 87)

- A. Answers will vary. Some examples are:
- go to bed early, choose an interview suit, set the alarm clock
 - ask the salesperson the price, take it to the mechanic, take it for a test drive
 - pack the sunscreen, buy snacks, bring a beach umbrella

B. Answers will vary.

C. Answers will vary.

C4: Writing About Accomplishments and Progress (p. 87)

A. Answers will vary.

B. Answers will vary.

Examining Meaning and Use (p. 88)

1. c 2. a and b 3. b

D1: Listening for Meaning and Use (p. 89)

A.

	RECENT PAST TIME	CONTINUING TIME UP TO NOW
2.	✓	
3.		✓
4.		✓
5.	✓	
6.	✓	

- B. 2. a 3. b 4. b

D2: Talking About Continuing Time up to Now (p. 90)

Answers will vary, but questions will be as follows:

- How long have you known how to speak English?
- How long have you had your driver's license?
- How long have you owned this book?
- How long have you been a student?
- How long have you lived in your apartment/house/dorm?
- How long have you known the student in this class?
- How long have you owned your car/ bicycle?
- How long have you known how to use a computer?
- How long have you been in this city?

D3: Reaching Conclusions About Recent Past Time (p. 91)

Answers will vary. Some examples are:

- Recently, she's become more confident, too.
- (I think) he has just asked her to marry him.
He's acted nervous lately.
Recently, he's become very devoted to his girlfriend.
- (I think) she has just stolen a cookie.
Lately, she's stolen many cookies from the cookie jar.
She's recently learned how to climb on the stepstool.
- (I think) he has just graduated.
Lately, he's studied hard to get good grades.
He recently graduated.
- (I think) he has just burned his meal.
He's cooked very few meals lately.
He's recently learned how to cook.
- (I think) he has just gone shopping.
Lately, he's done his shopping on Saturday morning.
Recently, he's bought extra food for his family.

D4: Writing About Recent Past Events (p. 92)

- A.
- has signed antipollution legislation
 - has won \$2 million in the lottery
 - has made a rare discovery
 - has received a grant
- B.
- Technology Stock Rise
 - MCJ Moves to Texas
 - State Universities Lose Millions
 - Perez Leaves for China and Japan

Examining Meaning and Use (p. 93)

1. 1a

In 1a, the speaker still works in Los Angeles, which is indicated by the use of the present perfect verb tense, *'ve worked* and the use of the simple present in *I love my job*. The present perfect can express situations that continue at the present time. In 1b, the speaker no longer works in Los Angeles, which is indicated by the use of the simple past *worked* and *loved*. The simple past can express only situations that are completed and no longer exist.

2. 2a asks about the time of a past event.

2b does not ask about the time of a past event.

E1: Listening for Meaning and Use (p. 94)

2. a 4. b 6. b 8. a
3. a 5. a 7. b

E2: Choosing the Simple Past or the Present Perfect (p. 95)

- | | |
|--------------------|--------------------|
| 2. I bought | 10. I phoned |
| 3. I moved | 11. she was |
| 4. I've owned | 12. Didn't he take |
| 5. I've had | 13. he left |
| 6. It's been | 14. died |
| 7. Have you called | 15. He lived |
| 8. She's worked | 16. They were |
| 9. she graduated | |

E3: Asking for Information (p. 96)

Answers will vary. Some examples are:

- A: Has the mayor spoken yet?
B: No, he hasn't. He speaks at twelve.
A: Did the mayor speak yet?
B: No, he didn't. He speaks at twelve.
- A: Has the picnic already started?
B: Yes, it has. It started at four thirty.
A: Did the picnic already start?
B: Yes, it did. It started at four thirty.
- A: Have the fireworks begun yet?
B: No, they haven't. They begin in an hour.
A: Did the fireworks begin yet?
B: No, they didn't. They begin in an hour.
- A: Has the three-legged race happened already?
B: Yes, it has. It happened at two.
A: Did the three-legged race happen already?
B: Yes, it did. It happened at two.
- A: Has the pie-eating contest already ended?
B: Yes, it has. It ended forty-five minutes ago.
A: Did the pie-eating contest already end?
B: Yes, it did. It ended forty-five minutes ago.
- A: Have The Melodians sung yet?
B: Yes, they have. They sang an hour ago.
A: Did The Melodians sing yet?
B: Yes, they did. They sang an hour ago.
- A: Has the sing-along taken place already?
B: No, it hasn't. It takes place at seven thirty.
A: Did the sing-along take place already?
B: No, it didn't. It takes place at seven thirty.
- A: Have the line dancers performed yet?
B: Yes, they have. They performed at three.
A: Did the line dancers perform yet?
B: Yes, they did. They performed at three.

E4: Introducing Topics with the Present Perfect (p. 97)

- A. Answers will vary.
- B. Answers will vary.

F1: Thinking About Meaning and Use (p. 98)

- 2. a. T 4. a. T 6. a. F 8. a. T
- b. ? b. ? b. T b. ?
- 3. a. F 5. a. ? 7. a. F
- b. ? b. T b. ?

F2: Editing (p. 99)

Since 1993, the Hubble space telescope ^{provided} ~~has provide~~ us with extraordinary pictures of the universe. It has shown us new comets and black holes. It ^{has} ~~is~~ found exploding stars. Astronomers have been amazed that the Hubble space telescope ^{has} ~~have~~ sent back so many spectacular images. But it hasn't always been this way. The Hubble space telescope ^{has} ~~was~~ actually been in space since 1990. However, for the first three years, there was a problem with the main mirror. The pictures that it sent back to earth were not at all clear. In 1993, two astronauts ^{have} ~~had~~ fixed the problem. They took a space walk and dropped a special lens over the mirror. Since then, there ^{has been} ~~was~~ no problem with the space telescope.

CHAPTER 5

A3: After You Read (p. 103)

- 2. knits (a pair of mittens)
- 3. aging
- 4. similar
- 5. our genes
- 6. exercise

Examining Form (p. 104)

- 1. line 13: have been knitting
line 18: have been participating
line 19: has been trying
line 48: have been studying
line 51: have been reading
line 52: (have been) learning
line 52: (have been) interacting
line 56: have been getting
- 2. There are two auxiliaries in each example: *have/has + been*. The *-ing* ending is added to the main verb.
- 3. The two forms of *have* are *has* and *have*. Use *has* for third-person singular subjects. For first- and second-person subjects, and third-person plural subjects, use *have*.

B1: Listening for Form (p. 105)

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

B2: Completing Conversations with the Present Perfect Continuous (p. 106)

- | | |
|--------------------------|------------------------|
| <i>Conversation 1</i> | <i>Conversation 3</i> |
| 2. haven't been feeling | 1. has been giving |
| 3. Have you been getting | 2. haven't been making |
| 4. haven't been sleeping | 3. has been getting |
| <i>Conversation 2</i> | <i>Conversation 4</i> |
| 1. haven't been going | 1. have you been doing |
| 2. 've been helping | 2. 've been exercising |
| 3. 've been packing up | 3. haven't been eating |
| 4. 's been taking | |

B3: Unscrambling Questions (p. 107)

- A. 2. Who have you been writing to lately?
3. Have you been sleeping well recently?
4. Have you been working hard this semester?
5. Have you been exercising enough lately?
6. What time have you been getting up recently?
7. What have you been doing in the evening?
8. Where have you been eating lunch this semester?
- B. Answers will vary.

B4: Writing Your Own Sentences (p. 107)

- Answers will vary. Some examples are:
- 2. I haven't been sleeping.
 - 3. They have been talking.
 - 4. Have you been listening to the teacher?

B5: Understanding Informal Speech (p. 108)

- 2. I have been visiting
- 3. Have you been feeling
- 4. I have been having
- 5. Have you been exercising
- 6. I have been walking

Examining Meaning and Use (p. 109)

- 1. b 2. a 3. c

C1: Listening for Meaning and Use (p. 110)

		MAX	HELEN
2.	Who is no longer sick?	✓	
3.	Who still volunteers at a hospital?		✓
4.	Who has been to Chicago more than once this year?	✓	
5.	Who has tried to call Eddie more recently?		✓
6.	Who is playing chess these days?	✓	

C2: Making Apologies and Excuses (p. 110)

- Answers will vary. Some examples are:
- 2. I'm sorry. I've been waiting for the bus.
 - 3. I'm sorry. I've been working late every night this week.
 - 4. I'm sorry. I've been visiting my friends after school.
 - 5. I'm sorry. I've been thinking about something.
 - 6. I'm sorry. I've been forgetting to help out lately.

C3: Reaching Conclusions (p. 111)

Answers will vary. Some examples are:
 There's an open bag of potato chips on the coffee table.
 Someone has been having a snack.
 The computer is on. Someone has been using the computer.
 There is a book on the sofa. Someone has been reading.
 There is a piece of cake and a glass of milk on the table.
 Someone has been having a snack.
 The bed is unmade. Someone has been sleeping in her bed.
 The drawers are open. Someone has been going through her drawers.
 The shower is dripping. Someone has been taking a shower.

C4: Writing Advertisements (p. 112)

- A.** Answers will vary. Some examples are:
 2. Have you been trying to exercise more?
 3. Have you been looking for an apartment?
 4. Have you been planning to get away for a vacation?
B. Answers will vary.

Examining Meaning and Use (p. 113)

- 2a and 2b
- 1a and 1b
- Vera has probably finished the book.
 In 1a, the activity is continuing up to the present.

D1: Listening for Meaning and Use (p. 114)

	COMPLETED	CONTINUES
2.	✓	
3.		✓
4.		✓
5.	✓	
6.		✓
7.		✓
8.	✓	

D2: Contrasting the Present Perfect and the Present Perfect Continuous (p. 115)

- A.**
- have been thinking/have thought
 - have been wondering/wondering
 - have been reading
 - have read
 - have been
 - have been
 - haven't had
 - have been writing
 - have changed
 - have you been doing
 - Have you been working
 - Have you had
 - have had
 - Have you decided / Did you decide
- B.** Answers will vary.

D3: Writing a Conversation (p. 116)

Answers will vary.

D4: Connecting the Past and the Present in Discourse (p. 117)

- | | |
|-----------------------------------|-------------------------|
| 2. since | 11. gotten |
| 3. had | 12. did Eric say |
| 4. were | 13. been talking |
| 5. been having OR had | 14. reached |
| 6. been getting OR gotten | 15. I've been thinking |
| 7. happened OR I thought | 16. said |
| 8. criticized | 17. been putting it off |
| 9. did they say | |
| 10. have been applying OR applied | |

E1: Thinking About Meaning and Use (p. 118)

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

E2: Editing (p. 119)

Life expectancy is the average number of years that a person will live. Two thousand years ago, the Romans ~~have~~ ^{lived} ~~been living~~ only an average of 22 years. In other words, they ~~have been having~~ ^{had} a life expectancy of 22. Since the beginning of the twentieth century, life expectancy around the world has been rising dramatically in many parts of the world. It will certainly continue to go up well into the twenty-first century. The rise in life expectancy ~~has been being~~ ^{is} due to the fact that people have been taking much better care of themselves. Each generation has experienced better nutrition and medical care than the one before. In 1900, people in the United States ~~have been living~~ ^{lived} to an average age of 47. All that has changed, however: the life expectancy in 1998 was 77, and it may be even higher today.

CHAPTER 6

A3: After You Read (p. 123)

2. T 3. F 4. T 5. F 6. F

Examining Form (p. 124)

- line 16: 'd admired
 line 17: had been
 line 18: 'd lumped
 line 20: 'd relied
 line 28: 'd attempted
 The contracted form of *had* in the past perfect is *'d*.
- auxiliaries: had, been
 main verb: search
 The past perfect form is *had* + past participle.
 The past perfect continuous form is *had* + *been* + main verb + *-ing*.

B1: Listening for Form (p. 126)

- | | |
|--------------------|---------------------|
| 2. 'd been working | 10. had crossed |
| 3. visited | 11. had been trying |
| 4. made up | 12. had died |
| 5. wanted | 13. had been |
| 6. became | 14. seemed |
| 7. hadn't flown | 15. happened |
| 8. hadn't let | 16. flew |
| 9. didn't care | |

B2: Working on Verb Forms (p. 127)

2. We went to school. (simple past)
We had been going to school. (past perfect continuous)
3. They tried hard. (simple past)
They had tried hard. (past perfect)
4. I had held his hand. (past perfect)
I had been holding his hand. (past perfect continuous)
5. You had fun. (simple past)
You had had fun. (past perfect)
6. He had made a mess. (past perfect)
He had been making a mess. (past perfect continuous)
7. They thought about it. (simple past)
They had been thinking about it. (past perfect continuous)
8. We did nothing. (simple past)
We had done nothing. (past perfect)
9. What had happened? (past perfect)
What had been happening? (past perfect continuous)
10. It got harder. (simple past)
It had been getting harder. (past perfect continuous)

B3: Building Sentences (p. 127)

- | | |
|-----------------------|-----------------------|
| Had you been sick? | She had been sick. |
| Had you had lunch? | Who had left? |
| She had left. | Who had lunch? |
| She had lunch. | Who had taken a walk? |
| She had taken a walk. | Who had been working? |
| She had been working. | Who had been left? |
| She had been left. | Who had been sick? |

B4: Asking and Answering Questions (p. 128)

- A.**
2. A: Before you started this course, had you ever studied English grammar?
 3. A: Before you started this course, had you ever spoken on the phone in English?
 4. A: Before you started this course, had you ever written any letters in English?
 5. A: Before you started this course, had you ever seen any English-language movies?
- B.**
2. A: Before you started this course, had you been learning any songs in English?
 3. A: Before you started this course, had you been practicing English with friends?
 4. A: Before you started this course, had you been watching any TV programs in English?
 5. A: Before you started this course, had you been listening to English language news broadcasts?

B5: Transforming Sentences (p. 128)

3. She had limped for the last mile.
6. Had anyone looked for us?
7. They had tried to call for help.
8. What had been happening?

Items 2, 4, and 5 cannot change because verbs with stative meanings are not usually used with the past perfect continuous.

B6: Understanding Informal Speech (p. 129)

2. had gone
3. had taught
4. had prepared
5. had, signed up
6. had, been trying

Examining Meaning and Use (p. 130)

1. a. because a tree had fallen across my driveway
b. after she had enrolled
c. He'd been on a mountain climbing expedition
d. Although I'd been terrified,
2. past perfect
3. simple past

C1: Listening for Meaning and Use (p. 132)

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

C2: Expressing the Order of Past Events (p. 132)

2. 2, 1
Before he graded the exam, he read the answers carefully.
Before he graded the exam, he had read the answers carefully.
3. 1, 2
They had been married for five years when they got divorced.
4. 1, 2
After the car collided with a truck, someone called the police.
After the car had collided with a truck, someone called the police.
5. 2, 1
Until the doctor said she was very healthy, she was worried.
Until the doctor said she was very healthy, she had been worried.
6. 1, 2
By the time she slept for ten hours, I decided to wake her up.
By the time she had slept for ten hours, I decided to wake her up.

C3: Discussing Previous Accomplishments (p. 133)

1. They hadn't fixed the window yet.
They hadn't repaired the lock yet.
2. He had already completed the English requirement.
He had already taken the math courses.
He hadn't passed the writing test yet.
3. She had already looked at the classified ads.
She had already gone to an employment agency.
She hadn't written her résumé yet.

C4: Describing New Experiences (p. 134)

- A.** Answers will vary. Some examples are:
- b. They had never bathed a baby before.
c. They had never fed a baby before.
 - a. She had never lived on her own before.
b. She had never slept in a dormitory before.
c. She had never cooked her own meals before.
 - a. He had never used an electronic cash register before.
b. He had never gotten a paycheck before.
c. He had never stocked shelves before.
 - a. She had never driven a car before.
b. She had never been so scared before.
c. She had never felt so nervous before.
- B.** Answers will vary.

Examining Meaning and Use (p. 135)

1. a 2. b

D1: Listening for Meaning and Use (p. 137)

	JUST BEFORE	UNCLEAR
2.		✓
3.	✓	
4.	✓	
5.		✓
6.	✓	
7.		✓
8.		✓

D2: Talking About Continuing Past Actions (p. 137)

- When Brigitte's fiancé joined the company, she had been working at C & M for two years.
When Brigitte's fiancé joined the company in 1999, she had been working at C & M since 1997.
- When the electricity went off, the chicken had been baking for fifteen minutes.
When the electricity went off at 5:45, the chicken had been baking since 5:30.
- When the phone woke Lisa up, she had been sleeping for three hours.
When the phone woke Lisa up at 2:00 A.M., she had been sleeping since 11:00 P.M.
- When Paulo and Celia got married, they had been dating for two years.
When Paulo and Celia got married in 2000, they had been dating since 1998.
- When Kate graduated from medical school, she had been studying for six years.
When Kate graduated from medical school, she had been studying since 1996.
- When Carlos moved to Paris, he had been living in Mexico City for two years.
When Carlos moved to Paris in 2000, he had been living in Mexico City since 1998.
- When Eric gave his first recital, he had been taking piano lessons for six months.
When Eric gave his first recital in July 2000, he had been taking piano lessons since January of that year.

D3: Expressing Reasons and Results (p. 138)

- A.** Answers will vary. Some examples are:
- because she had cheated.
 - because she hadn't liked it.
 - He joined a gym because he had been gaining weight.
- B.** Answers will vary. Some examples are:
- We were tired
 - she made a big mistake.
 - Because the traffic had been bad, we were late for our appointment.

D4: Expressing Contrasts (p. 138)

- A.** Answers will vary. Some examples are:
- even though she hadn't done her homework.
 - Although they had dressed warmly,
 - Even though he had been making a lot of money,
- B.** Answers will vary. Some examples are:
- We had no more food
 - we stopped communicating.
 - I didn't finish the project.

D5: Adding Background Information (p. 139)

- A.** Answers will vary. Some examples are:
- I had been up all night packing my belongings. I had been feeling excited to move into my new apartment.
 - It had started to rain. We had been planning to meet our friends for dinner.
 - My furniture had been moved. My window had been opened.
- B.** Answers will vary.

E1: Thinking About Meaning and Use (p. 140)

- | | | | |
|---------|---------|---------|---------|
| 2. a. F | 4. a. F | 6. a. F | 8. a. T |
| b. T | b. T | b. T | b. ? |
| 3. a. F | 5. a. ? | 7. a. F | |
| b. T | b. T | b. T | |

E2: Editing (p. 141)

In 1953, Edmund Hillary and Tenzing Norkay were the first climbers to reach the top of Mount Everest. Since then, many people ~~had~~^{have} climbed Mount Everest, especially in recent years. Before 1953, no human had ever stood on top of the world's highest peak, although some had tried. George Mallory and Sandy Irvine, for example, ~~had~~ died almost thirty years earlier on a perilous path along the North Ridge. Since 1953, many more people ~~had~~^{have} [have] set world records. In 1975, Junko Tabei of Japan ~~had become~~^{became} the first woman on a mountaineering team to reach the top. In 1980, Reinhold Messner of Italy ~~had become~~^{became} the first person to make the climb to the top alone, without other people and without oxygen. In 1995, Alison Hargreaves of Scotland ~~had~~ duplicated Messner's triumph. She became the first woman to climb Mount Everest solo and without oxygen.

Each climber faces frigid winds, storms, avalanches, and most dangerous of all, the serious effects of the high altitude on the heart, lungs, and brain. So why ~~had~~^{have} many hundreds of people tried to climb Mount Everest in recent years? In 1998, for example, 650 people ~~had~~^{had} tried to reach the top, and on one single day, 12 people actually succeeded. The only way to explain these numbers is to understand that the climb up Mount Everest represents the ultimate challenge of reaching the “top of the world.”

CHAPTER 7

A3: After You Read (p. 147)

2. c 3. b 4. a 5. a 6. b

Examining Form (p. 148)

- line 4: might do
line 5: might have
line 17: could be
line 20: might strengthen
line 21: may offer
line 31: could be
line 32: may be
line 33: may add
line 35: might be
- Modals followed by the main verb *be*
line 17: could be
line 31: could be
line 32: may be
line 35: might be

Modals followed by a different main verb
line 4: might do
line 5: might have
line 20: might strengthen
line 21: may offer
line 33: may add

B1: Listening for Form (p. 150)

- | | |
|----------|---------------|
| 3. may | 8. Could |
| 4. can't | 9. has to |
| 5. might | 10. may |
| 6. must | 11. could |
| 7. Could | 12. 's got to |

B2: Completing Conversations with Modals (p. 151)

- | | |
|-----------------------|-----------------------|
| <i>Conversation 1</i> | <i>Conversation 3</i> |
| 2. can't be | 1. has to be |
| <i>Conversation 2</i> | 2. couldn't be |
| 1. should arrive | 3. must be |
| 2. won't arrive | <i>Conversation 4</i> |
| 3. ought to be | 1. has got to be |
| | 2. should be |

B3: Using Short Answers with Modals (p. 152)

- Answers will vary. Some examples are:
- | | |
|---------------------|----------------------|
| 3. B: It might. | 6. B: They couldn't. |
| 4. B: They must. | 7. B: They could. |
| 5. B: They may not. | 8. B: It might be. |

B4: Building Sentences with Modals (p. 152)

- John must have a problem.
- John might be sleeping.
- John might have a problem.
- John can't be sleeping.
- John can't have a problem.
- John has to be sleeping.
- John has to have a problem.
- It must be sleeping.
- It must be true.
- It must be a problem.
- It must be broken.
- It must have broken.
- It might be sleeping.
- It might be true.
- It might be a problem.
- It might be broken.
- It might have a problem.
- It might have broken.
- It can't be sleeping.
- It can't be true.
- It can't be a problem.
- It can't be broken.
- It can't have a problem.
- It can't have broken.
- It has to be sleeping.
- It has to be true.
- It has to be a problem.
- It has to be broken.
- It has to have a problem.
- It has to have broken.

B5: Writing Your Own Sentences with Modals (p. 152)

Answers will vary.

Examining Meaning and Use (p. 153)

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

C1: Listening for Meaning and Use (p. 155)

	LESS CERTAINTY	MORE CERTAINTY
2.		✓
3.	✓	
4.		✓
5.		✓
6.		✓
7.		✓
8.	✓	

C2: Expressing Degrees of Certainty (p. 156)

Answers will vary. Some examples are:

- | | |
|-----------------------|-----------------------|
| <i>Conversation 2</i> | <i>Conversation 4</i> |
| 1. should | 1. has got to |
| 2. must | 2. could |
| <i>Conversation 3</i> | <i>Conversation 5</i> |
| 1. has to | 1. might |
| 2. ought to | 2. must |

C3: Guessing with *Could, Might, and May* (p. 157)

Answers will vary. Some examples are:

1. They might be looking at the horse race.
They may be enjoying an outdoor concert.
2. They could be celebrating a pay raise.
They might be having a birthday celebration.
They may be throwing old papers away.

C4: Making Guesses and Drawing Conclusions (p. 157)

Answers will vary. Some examples are:

2. There might not be a fire. The fire alarm was ringing all day yesterday.
3. He may be shy around new people. He doesn't seem unhappy.
4. She has to be on a diet. She didn't eat dessert yesterday, either.
5. I must be getting sick. I never sneeze unless I'm sick.
6. She could have a secret admirer. Yesterday, she received a box of chocolate without a card.
7. She may be asleep. She said she didn't sleep well last night.
8. He has got to be exhausted. He has two jobs.

C5: Stating Expectations and Drawing Conclusions (p. 158)

3. Terry must be admitting new patients. OR Terry should be admitting new patients.
4. it must be 4:30. OR it should be 4:30.
5. Terry must be giving patients medicine. OR Terry should be giving patients medicine.
6. Terry must be discharging patients. OR Terry should be discharging patients.
7. Terry must be meeting with night nurses. OR Terry should be meeting with night nurses.
8. it must be 10:00. OR it should be 10:00.
9. it must be 2:45. OR it should be 2:45.
10. Terry must be attending a meeting. OR Terry should be attending a meeting.

C6: Expressing Understanding (p. 159)

Answers will vary. Some examples are:

2. You must be hungry. OR You must feel starved.
3. You must be nervous. OR You must feel anxious.
4. You must be relieved. OR You must feel glad.
5. You must be excited. OR You must feel happy.
6. You must be angry. OR You must feel mad.
7. You must be disappointed. OR You must feel unhappy.
8. You must be upset. OR You must feel sad.

C7: Expressing Strong Certainty and Disbelief (p. 159)

A. Answers will vary.

B. Answers will vary.

Examining Meaning and Use (p. 160)

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

D1: Listening for Meaning and Use (p. 162)

	LESS CERTAINTY	MORE CERTAINTY
2.		✓
3.		✓
4.	✓	
5.		✓
6.		✓
7.	✓	
8.		✓

D2: Expressing Degrees of Certainty (p. 162)

Answers will vary. Some examples are:

2. We may come later.
3. The flight will arrive at 8:10.
4. It could rain this afternoon.
5. It shouldn't be cold tonight.
6. He ought to get the job.
7. Genetically engineered dogs and cats may become common.
8. He might be taking the express train this evening.
9. The class will meet on Thursdays next semester.
10. She should be in Miami for the winter.

D3: Making Predictions About the Weather (p. 163)

Answers will vary. Some examples are:

Tomorrow:

Tomorrow may be cloudy.

There might be sleet in the afternoon.

It should rain overnight.

Saturday:

There will be rain and strong winds on Saturday morning.

It should clear in the afternoon, but it may rain on

Saturday evening.

There could be flooding.

Sunday:

There will be sunshine on Sunday morning.

It could snow in the evening.

It probably won't snow after midnight.

D4: Making Predictions About Your Lifetime (p. 164)

A. Answers will vary. Some examples are:

3. might
4. won't
5. could
6. might
7. could
8. may not
9. will
10. will not

B. Answers will vary.

C. Answers will vary.

E1: Thinking About Meaning and Use (p. 165)

2. c
3. a
4. c
5. b
6. a
7. b
8. a

E2: Editing (p. 165)

Epilepsy is an illness that causes people to have brain seizures. ^{Could} ~~Might~~ a dog help a person with epilepsy? Scientists believe that dogs ^{could} ~~should~~ warn their owners before a seizure occurs and researchers think there ^{may be} ~~is~~ an explanation. They believe that a dog may ^{smell} ~~smelling~~ the chemical changes that usually happen in a person's body before a seizure. Some dogs have success rates of over 90 percent. Since this rate is higher than chance, researchers think ^{there must be} ~~there's to be~~ something going on.

CHAPTER 8

A3: After You Read (p. 169)

2. ✓ 3. ✓ 4. 5. ✓ 6.

Examining Form (p. 170)

1. line 8: has to have been line 43: could have generated
 line 19: could have happened line 45: must have acted
 line 23: could have launched line 48: must have rotated
 line 23: could have fallen line 56: could have taken off
 line 24: (could have) managed line 62: could have helped
 line 31: could have helped line 63: might have developed
 line 39: may have provided

2. Past Modals with Singular Subjects
 line 8: has to have been line 39: may have provided
 line 19: could have happened line 43: could have generated
 line 23: could have launched line 48: must have rotated
 line 23: could have fallen line 56: could have taken off
 line 24: (could have) managed line 63: might have developed
 line 31: could have helped

Past Modals with Plural Subjects

line 45: must have acted
 line 62: could have helped
 There is no difference in form between past modals with singular subjects and past modals with plural subjects. Past modals have only one form with all subjects.

3. The auxiliary *have* follows the modals. The form of the main verbs is the past participle.

B1: Listening for Form (p. 172)

2. shouldn't have 6. should have
 3. may have 7. must have
 4. could have 8. shouldn't have
 5. couldn't have

B2: Completing Conversations (p. 173)

- | | |
|--------------------------|---------------------------|
| <i>Conversation 1</i> | <i>Conversation 4</i> |
| 2. might not have liked | 1. must have had |
| 3. must have been | 2. should have stopped by |
| <i>Conversation 2</i> | 3. could have heard |
| 1. shouldn't have driven | <i>Conversation 5</i> |
| 2. should have taken | 1. might have left |
| <i>Conversation 3</i> | 2. couldn't have |
| 1. couldn't have left | 3. must have dropped |
| 2. might have forgotten | 4. might have locked |

B3: Asking and Answering Questions with Past Modals (p. 174)

- Answers will vary. Some examples are:
3. A: Could prehistoric birds have had wings?
 B: Yes, they must have.
 4. A: Could prehistoric birds have jumped from trees?
 B: No, they couldn't have.
 5. A: Could prehistoric birds have run fast?
 B: Yes, they could have.
 6. A: Could prehistoric birds have lived on the ground?
 B: No, they couldn't have.
 7. A: Could prehistoric birds have eaten smaller animals?
 B: Yes, they could have.
 8. A: Could prehistoric birds have eaten seeds?
 B: Yes, they must have.

B4: Forming Past Modals (p. 174)

2. The report should have been available on April 12.
 3. He ought to have studied more for the test.
 4. I could have worked harder.
 5. She has to have been home.
 6. I should have done things differently. I should have exercised more. I know I could have found the time.
 7. I should have relaxed more. Perhaps I could have learned yoga.
 8. I shouldn't have worried so much. Worrying couldn't have been good for my health.

B5: Understanding Informal Speech (p. 175)

2. could have 6. must have
 3. might not have 7. could have
 4. must have 8. might have
 5. should have

Examining Meaning and Use (p. 176)

1. a, d 2. b, c

C1: Listening for Meaning and Use (p. 177)

	LESS CERTAINTY	MORE CERTAINTY
2.		✓
3.		✓
4.		✓
5.	✓	
6.	✓	
7.	✓	
8.		✓

C2: Understanding Degrees of Certainty (p. 178)

Answers will vary. Some examples are:

- A: He couldn't have built a fire.
B: He might have built a fire.
- A: He could have frozen to death.
B: He must have frozen to death.
- A: He must have lived in a valley.
B: He may not have lived in a valley.
- A: He might not have been older than 25.
B: He couldn't have been older than 25.

C3: Making Guesses and Drawing Conclusions (p. 178)

Answers will vary.

C4: Expressing Impossibility and Disbelief (p. 179)

Answers will vary. Some examples are:

- B: He couldn't have sent me a letter. He died a very long time ago.
- B: It couldn't have run out of gas. I don't have a car.
- B: I couldn't have grown three inches taller this week. I haven't grown in years.
- B: I couldn't have lost a million dollars yesterday. I've never had a million dollars.
- B: I couldn't have swum the English Channel last week. I don't know how to swim.

C5: Writing About Impossibility and Disbelief (p. 179)

A. Answers will vary.

B. Answers will vary.

Examining Meaning and Use (p. 180)

1. b, c 2. a 3. c

D1: Listening for Meaning and Use (p. 182)

2. a 4. b 6. b 8. a
3. b 5. b 7. b

D2: Contrasting *Could* and *Could Have* (p. 182)

- could have ridden
- could see
- could have taken
- could have called

D3: Talking About Past Opportunities (p. 183)

A. Answers will vary. Some examples are:

Situation 1

- He could have gone to medical school.
- He could have taught science in a high school.
- He could have directed a research program.

Situation 2

- He could have become a cook in a restaurant.
- He could have opened a restaurant.
- He could have worked in a hotel.
- He could have started his own business.

Situation 3

- She could have been a fiction writer.
- She could have gone to law school.
- She could have worked for a newspaper.
- She could have become a teacher.

Situation 4

- He could have become an art teacher.
- He could have gotten a job in advertising.
- He could have done graphic design.
- He could have opened an art gallery.

B. Answers will vary.

C. Answers will vary.

D4: Talking About Advice in the Past (p. 184)

Answers will vary. Some examples are:

Situation 1

- A: Should he have brought an expensive gift?
B: No, he shouldn't have. His friend didn't expect an expensive gift.
- A: Should he have brought a bottle of wine?
B: Yes, he could have. Wine is a common gift.
- A: Should he have brought five friends?
B: No, he shouldn't have. There was not enough food for his friends, too.

Situation 2

- A: Should he have waited for the host?
B: Yes, he should have. It is rude to eat before the host.
- A: Should he have eaten more slowly?
B: Yes, he could have. He might not be hungry anymore.
- A: Should he have asked for more?
B: No, he shouldn't have. He should have waited for his friend to offer him more.
- A: Should he have waited for someone to offer him more?
B: Yes, he should have. It's polite to wait until you are offered more.

Situation 3

- A: Should he have whistled?
B: No, he shouldn't have. It's not polite to whistle at waiters.
- A: Should he have snapped his fingers?
B: No, he shouldn't have. It is rude to snap your fingers.
- A: Should he have clapped loudly?
B: No, he shouldn't have. It's not common to clap loudly in a restaurant.
- A: Should he have raised his hand when the waiter was looking at him?
B: Yes, he could have. That is a polite way to get the waiter's attention.

Situation 4

- A: Should he have ignored it?
B: No, he shouldn't have. He should have brought it to the waiter's attention.
- A: Should he have told the waiter?
B: Yes, he should have. The waiter could have corrected the mistake.
- A: Should he have called the manager immediately?
B: No, he shouldn't have. He should have talked to the waiter first.
- A: Should he have shouted at the waiter?
B: No, he shouldn't have. It may not have been the waiter's mistake.

D5: Expressing Regret (p. 185)

Answers will vary. Some examples are:

- I should have paid more attention to the rice. I shouldn't have left it on the stove.

- I should have closed the car windows. I shouldn't have left them open during the rainstorm.
- I should have insured my aunt's birthday gift. I shouldn't have been in such a hurry.
- I should have applied for a summer job. I shouldn't have waited so long.
- I should have obeyed the speed limit. I shouldn't have driven so fast.

D6: Writing About Regrets (p. 185)

A. Answers will vary.

B. Answers will vary.

E1: Thinking About Meaning and Use (p. 186)

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

E2: Editing (p. 187)

- When ~~he could~~ ^{could he} have called?
- He might ~~x~~ ^{have} been late.
- I ~~ought to~~ ^{have} visited him at the hospital.
- ~~May~~ ^{Could} he have taken the train instead of the bus?
- She must ~~have~~ ^{had} a cold yesterday.
- I ~~should~~ ^{shouldn't} have asked him. I'm sorry that I did.
- He should have ~~taking~~ ^{taken} the exam.
- You could ~~or~~ ^{have} called me.
- She ~~have~~ ^{had} to have arrived yesterday.
- The letter might ~~arrive~~ ^{have} arrived this afternoon.
- He must ~~had~~ ^{have} a cold yesterday.

CHAPTER 9

A3: After You Read (p. 193)

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

Examining Form (p. 194)

- Singular Simple Present Passive
line 15: is (universally) recognized
line 24: is (generally) recognized
line 27: Is (ever) produced
Plural Simple Present Passive
line 11: are signaled
line 27: are ever produced
line 28: are induced
line 29: are induced
line 32: are not understood
- Singular Simple Past Passive
line 18: was found
line 22: was shown
Plural Simple Past Passive
line 21: were permitted

- Present Continuous Passive
line 24: are being studied
Past Continuous Passive
line 14: were being shown
line 23: were being expressed

B1: Listening for Form (p. 195)

- | | |
|-----------------------|-------------------------|
| 2. was asked | 6. are reserved |
| 3. were being studied | 7. were reported |
| 4. is, understood | 8. are, being published |
| 5. is, covered | |

B2: Asking and Answering Questions with Simple Present Passives (p. 196)

- is picked up
- is recycled
- are the recycled items collected
- are collected
- are taken away
- is done
- is sold

B3: Working on Simple Past Passives (p. 196)

- | | |
|----------------|-----------------|
| 2. were melted | 6. were removed |
| 3. were cooled | 7. was poured |
| 4. were heated | 8. was formed |
| 5. were built | |

B4: Working on Present and Past Continuous Passives (p. 197)

- A.
- are being made
 - are being painted
 - is being replaced
 - are being built
 - is being upgraded
 - is being added
 - are being installed
- B.
- were being made
 - were being painted
 - was being replaced
 - were being built
 - was being upgraded
 - was being added
 - were being installed

B5: Working on Passive Questions (p. 197)

- A.
- How many computers are not being replaced?
 - Which software program is being installed?
 - How much money is being spent?
 - Are more employees being hired?
 - Is new furniture being purchased?
 - Is the old equipment being thrown away?
 - Are the hours of operation being expanded?
- B.
- How many computers were not being replaced?
 - Which software program was being installed?
 - How much money was being spent?
- C.
- Was new furniture purchased last semester?
 - Was old equipment thrown away last semester?
 - Were the hours of operation expanded last semester?

Examining Meaning and Use (p. 198)

- They have about the same meaning.
- 1a and 2a
- 1b and 2b

C1: Listening for Meaning and Use (p. 199)

	ACTIVE	PASSIVE
2.	✓	
3.		✓
4.		✓
5.		✓
6.		✓
7.	✓	
8.		✓

C2: Using Agents and Receivers (p. 200)

- The window was broken by the child.
- The concert was attended by many people.
- She made the cake.
- We canceled the appointment.
- The car was repaired by two mechanics.

C3: Focusing on Receivers (p. 200)

- the bride and groom were being photographed.
 - drinks were being served.
 - Answers will vary.
- the wine was being chilled.
 - the salad was being made.
 - the table was being set.
 - Answers will vary.
- one person was being lifted into an ambulance.
 - a man was being given oxygen.
 - two witnesses were being questioned.

Answers will vary.

C4: Choosing Verbs with Active or Passive Forms (p. 201)

- A new theory about facial expressions was proposed by a psychologist.
- This sentence cannot change into the passive form because *emerge* is an intransitive verb. Intransitive verbs have no passive form.
- The new theory was being considered by the research team.
- This sentence cannot change into the passive form because *have* is a transitive nonpassive verb. Many transitive verbs with nonpassive meanings, such as *have*, do not have passive forms.
- Each participant is being paid by the psychology department.
- This sentence cannot change into the passive form because *arrive* is an intransitive verb. Intransitive verbs have no passive form.
- More equipment for data analysis is still needed by the researchers.

Examining Meaning and Use (p. 202)

- 1b 2a

D1: Listening for Meaning and Use (p. 203)

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

D2: Describing Results (p. 204)

Answers will vary. Some examples are:

- was blocked.
 - were injured.
 - was trapped.
 - was actually untouched.
 - were shattered.
- was closed.
 - was canceled.
 - were given.
 - were forced to stay home.
- were put away.
 - were vacuumed.
 - was dusted.
 - were cleaned.
 - was swept.

D3: Omitting Agents (p. 205)

- The prices at the farmer's market are always being reduced. (b)
- Applications for summer employment are being accepted at the supermarket. (b)
- Our new carpet was ruined when a pipe burst in our house. (b)
- The report was lost sometime during the week. (d)
- At that moment, the door was being unlocked. (a)
- Attention, please. Tickets for the 5:00 PM show are now being sold. (c)
- Many books about health and nutrition are being written. (b)
- Last year, undergraduates were required to take a minimum of four courses per semester. (b)
- Portuguese and a number of other languages are spoken in Brazil. (b)

D4: Writing Definitions (p. 205)

- A.** Answers will vary. Some examples are:
- Labor Day is an American holiday that is celebrated in September.
 - The tuxedo is a garment that is worn by a groom.
 - Farsi is a language that is spoken in Iran.
 - Wine is an alcoholic beverage that is made from grapes.
 - Rice is a food that is eaten by people all over the world.

B. Answers will vary.

D5: Keeping the Focus (p. 206)

- A.** 2. b 4. a 6. b 8. a
3. a 5. b 7. a

- B.** Answers will vary. Some examples are:
- They must be prescribed by a physician. They may be harmful to your health.
 - It is not difficult to learn. Romance languages also include Italian and Spanish.
 - It is now recorded on compact discs. They are collectors' items now.
 - They can understand a lot about a person that way. Our expressions tell what we are thinking.
 - It is more common than meat. A staple is a food that is eaten at almost every meal.

C. Answers will vary.

E1: Thinking About Meaning and Use (p. 208)

2. b 4. b 6. b 8. a
3. a 5. b 7. b

E2: Editing (p. 209)

It is ~~claiming~~^{claimed} by psychologists that everyone lies at some time or other. Moreover, many people can lie without showing it in their facial expressions or body language. For this reason, lie detector tests are frequently ~~use~~^{used} in police investigations. The use of such tests to detect lies is many hundreds of years old.

For example, it is ~~believe~~^{believed} that in China suspected liars were forced to chew rice powder and then spit it out. If the powder was dry, the suspect ~~is~~^{was} considered guilty. In Spain, another variation for lie detection ~~used~~^{was used}. The suspect ~~was being required~~^{was required} to swallow a slice of bread and cheese. It was believed that if the bread stuck inside the suspect's mouth, then he or she was lying. Psychologists report that these strange methods actually show a basic principle that is ~~know~~^{known} about lying: Anxiety that is related to lying is linked to lack of saliva, or dry mouth.

Modern lie detectors, which are ~~calling~~^{called} polygraphs, are used to indicate changes in heart rate, blood pressure, breathing rate, and perspiration while a person is ~~be~~^{being} examined. Questions about the validity of the polygraph, however, are frequently ~~raising~~^{raised}. Consequently, results from polygraphs are often thrown out in legal cases.

CHAPTER 10

A3: After You Read (p. 213)

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

Examining Form (p. 214)

1. Modal Passive
headline: should be punished
line 8: can be punished
line 22: can be ordered
line 24: may be required
line 31: can be imprisoned
line 34: could be fined
line 35: (could be) jailed
The three parts of the modal passive are: modal + *be* + past participle.
2. Future Passive
line 38: will be considered
line 39: will not be enforced
The three parts of the future passive are: *will* + *be* + past participle. Another way to form it is: *be going to* + past participle.

3. The three parts of the present perfect passive are: *has/have* + *been* + past participle.

B1: Listening for Form (p. 215)

	ACTIVE	PASSIVE
2.	✓	
3.		✓
4.		✓
5.		✓
6.	✓	
7.	✓	
8.		✓

B2: Working on Future and Modal Passives (p. 216)

- A.
2. will be posted
 3. will not be announced
 4. will be canceled
- 1.
- will be shipped
 - will be added
 - will be credited
 - will be refunded
- B.
2. cannot be refilled
 3. should be kept
 4. may be stored
- 1.
- needs to be listed
 - has to be reported
 - must be accompanied
 - should be sent

B3: Working on Present Perfect Passives (p. 217)

2. These products have been manufactured by the company for three years.
3. This book has been translated into many languages.
4. The senator has been called dishonest.
5. The recipes have been created by a famous chef.
6. A new prescription has been recommended by the doctor.

B4: Asking and Answering Passive Questions (p. 217)

- A.
2. A: Should bicyclists be allowed on busy streets?
B: Yes, they should. OR No, they shouldn't.
 3. A: Should violent scenes be banned from television?
B: Yes, they should. OR No, it shouldn't.
 4. A: Should guns be sold in stores?
B: Yes, they should. OR No, they shouldn't.
 5. A: Should men be given parental leave for childcare?
B: Yes, they should. OR No, they shouldn't.
 6. A: Should women be paid the same wages as men?
B: Yes, they should. OR No, they shouldn't.
 7. A: Should parents be punished for their children's crimes?
B: Yes, they should. OR No, they shouldn't.
 8. A: Should animals be used for medical research?
B: Yes, they should. OR No, they shouldn't.
- B. Answers will vary.

Examining Meaning and Use (p. 218)

- Agents:
 - the instructor
 - a team of experts
 - Gregory Marks
 - the author
- The agents in 1b and 2a give important or unexpected information.
The agents in 1a and 2b seem unnecessary.

C1: Listening for Meaning and Use (p. 219)

	NECESSARY AGENT	UNNECESSARY AGENT
2.		✓
3.	✓	
4.		✓
5.		✓
6.		✓
7.		✓
8.	✓	

C2: Including or Omitting Agents (p. 219)

- Many car accidents in this community have been caused by drunk drivers.
(The agent is included because it completes the meaning of the sentence.)
- Children shouldn't be allowed to watch too much television.
(The agent is omitted because it is obvious.)
- Lawmakers will pass a gun control law soon.
(The agent is omitted because it is obvious.)
- The British government was led by Winston Churchill in World War II.
(The agent is included because it contains important information.)
- Will parents of juvenile offenders be punished?
(The agent is omitted because it is obvious.)
- This incredible story was written by a young child.
(The agent is included because it is surprising.)

C3: Including or Omitting Agents (p. 220)

- At the hospital:
- He'll be told whether it is broken.
 - If his arm is broken, he'll be sent back to the emergency room.
 - First his arm will be put in the proper position.
 - Then a cotton sleeve will be put over his arm, and it will be wrapped with wet bandages.
 - After it sets, he'll be told how to care for the cast.
- At school:
- Please listen carefully. The instructions are going to be read only once.
 - Each student will be given a test booklet and a pencil.
 - The students will be asked to turn to the first page.
 - Then they will be shown a set of pictures.
 - They will be told to check the correct answer in the booklet.
 - After the last picture, the booklets will be collected.
 - Finally, the students will be dismissed.

Examining Meaning and Use (p. 221)

- We use sulfur dioxide to produce sulfuric acid.
 - As a special benefit to on-line customers, we will ship orders free of charge.
 - You must insure your vehicle. You must present proof of insurance.
- Passive sentences sound more formal and impersonal because the focus is on the results or the receiver of the action and not on the agent.
 - Sentence *a* would be used in academic discourse such as a textbook; sentence *b* would be used in public discourse such as an advertisement; and sentence *c* would be used in public discourse such as a rule.

D1: Listening for Meaning and Use (p. 222)

A.

	ACADEMIC DISCOURSE	PUBLIC DISCOURSE	PERSONAL DISCOURSE
2.	✓		
3.		✓	
4.		✓	
5.			✓
6.		✓	
7.	✓		
8.		✓	

B. Answers will vary.

D2: Understanding Newspaper Headlines (p. 223)

- A new cancer treatment has been discovered.
A new cancer treatment was discovered.
 - The president's trip has been delayed by the weather.
The president's trip was delayed by the weather.
 - A site has been selected for the recycling plant.
A site was selected for the recycling plant.
 - The restaurant has been closed by the Health Department.
The restaurant was closed by the Health Department.
 - A golfer has been struck by lightning.
A golfer was struck by lightning.
- B. In newspaper headlines, the passive is used to convey an objective or impersonal tone. The passive often sounds more formal, factual, or authoritative. In some sentences, the agent was included because it provided information necessary to complete the meaning or because it was important information.

D3: Understanding Informal Speech (p. 224)

- might be promoted
- may be transferred
- was accepted
- was caught
- could be fired
- was rewarded
- was nominated

D4: Writing Rules (p. 225)

- A.**
- Membership passes must be shown at the gate.
 - Guest passes can be purchased at the main office.
 - The number of guests may be limited on weekends.
 - Children under 12 are not admitted unless an adult accompanies them. OR . . . unless they are accompanied by an adult.
 - Small children must be supervised at all times.
 - A shower must be taken before entering the pool.
 - The lifeguard must be obeyed at all times.
 - Diving is permitted in designated areas only.
 - Smoking, gum chewing, and glass bottles are prohibited.
 - Food may be eaten in the picnic area only.

B. Answers will vary.

E1: Thinking About Meaning and Use (p. 226)

2. b 4. b 6. a 8. a
3. b 5. b 7. b

E2: Editing (p. 227)

2. The letter ought to ^{be} delivered in the afternoon.
3. The bell will be ^{ring} several times.
4. A young man has ^{been} put in prison for 20 years. That's terrible!
5. The mail has ^{been} sent to the wrong address.
6. Will a new road ^{be built} soon, or will the old one be repaired?
7. It will ^{not be} needed any longer.
8. All applications must ^{be} accompanied by a check.

CHAPTER 11

A3: After You Read (p. 231)

2. F 3. T 4. T 5. F 6. T

Examining Form (p. 232)

- Gerund as Subject
line 6: driving line 16: His weaving
line 14: driving line 16: (His) putting
- Gerund Following a Verb
line 10: weaving line 22: using
- Infinitive Directly Following a Verb
line 22: to relax
- It is in subject position.

B1: Listening for Form (p. 234)

	GERUND	INFINITIVE
2.	✓	
3.	✓	
4.		✓
5.		✓
6.		✓

B2: Rephrasing Subject Gerunds as *It . . .* + Infinitive (p. 234)

- It's not a good idea to study all night.
- It takes too much time to walk to work.
- It is important to get exercise.
- It costs a lot of money to own a house.
- It can be useful to know a foreign language.

B3: Working on Subject Gerunds and *It . . .* + Infinitive (p. 235)

A. Answers will vary.

B. Answers will vary.

B4: Building Sentences with Gerunds and Infinitives (p. 235)

He told me to speak Spanish.
She expects me to go more slowly.
She expects me to speak Spanish.
She expects to go more slowly.
She expects to speak Spanish.
He learned to go more slowly.
He learned to speak Spanish.
They advised me to go more slowly.
They advised me to speak Spanish.
They advised leaving.
They advised taking a driving class.
Don't delay leaving.
Don't delay taking a driving class.

B5: Distinguishing Gerunds and Infinitives After Verbs (p. 235)

- seeing it? 7. to see it.
- seeing it. 8. to see it.
- to see it. 9. seeing it.
- seeing it. 10. to see it.
- to see it.

B6: Using Short Answers to Questions with Infinitives (p. 236)

- B: don't expect to
- B: would like to
- B: doesn't want to
- B: plan to
- B: needs to

B7: Asking Information Questions with Gerunds and Infinitives (p. 237)

- A.** Answers will vary. Some examples are:
- A: What do you enjoy doing on Sundays?
B: Reading the paper. What about you?
A: I enjoy cooking (on Sundays).
 - A: What do you suggest doing after dinner?
B: Watching television. What about you?
A: I suggest taking a walk (after dinner).
 - A: What would you like to do on your birthday?
B: Go to a movie. What about you?
A: I would like to go to a club (on my birthday).
 - A: What do you want to do during your vacation?
B: Relax. What about you?
A: I want to go to the beach (during my vacation).
 - A: What do you avoid doing on the weekend?
B: Working. What about you?
A: I avoid getting up early (on the weekend).

7. A: What do you hope to do next summer?
 B: Go to Europe. What about you?
 A: I hope to buy a new car (next summer).
 8. A: What do you dislike doing in the morning?
 B: Eating breakfast. What about you?
 A: I dislike waking up early (in the morning).

B. Answers will vary.

B8: Asking Yes/No Questions with Gerunds and Infinitives (p. 237)

Answers will vary. Some examples are:

2. A: Do you suggest staying home or going out tonight?
 B: Going out.
 3. A: Do you hope to live in a big city or a small town?
 B: A big city.
 4. A: Do you need to study a lot or a little?
 B: A lot.
 5. A: Do you recommend eating breakfast or skipping breakfast?
 B: Eating breakfast.
 6. A: Do you want to stay in your apartment or find a new apartment?
 B: Find a new apartment.

Examining Meaning and Use (p. 238)

Same meaning: 2a and 2b; Different meaning: 1a and 1b

C1: Listening for Meaning and Use (p. 240)

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

C2: Rephrasing Gerunds and Infinitives (p. 240)

2. A: I hate driving in traffic.
 B: Then you should continue taking the bus home.
 3. A: It started raining a few minutes ago.
 B: Then let's wait here. I don't like walking in the rain.
 4. A: I hate to wait in line.
 B: So do I. That's why I prefer shopping late at night.

C3: Making Suggestions (p. 241)

Answers will vary.

C4: Expressing Feelings and Preferences (p. 242)

- A.** 1. 2. getting up 3. 1. to feel
 3. to worry / worrying 2. to find / finding
 4. to do 3. to avoid
 2. 1. shopping 4. cooking
 2. to watch / watching
 3. to buy
 4. to fight / fighting
 5. to go
 6. going
 7. to have / having

B. Answers will vary.

Examining Form (p. 243)

1. In sentence b, the gerund follows a verb phrase ending in a noun. In sentence c, the gerund follows a phrasal verb. In sentence a, the gerund follows a preposition.
 2. Sentence d has a phrase containing an infinitive (*to reach* their distinctions). The infinitive follows an adjective (anxious).

D1: Listening for Form (p. 245)

2. relaxing 7. going
 3. working 8. leaving
 4. to finish 9. catching up
 5. working 10. to relax
 6. taking

D2: Using Gerunds After Prepositional Phrases (p. 245)

Answers will vary. Some examples are:

2. After finding a job, make sure to start a savings account.
 3. Instead of cooking dinner, let's go out to eat.
 4. Besides doing the laundry, I need to go to the grocery store.
 5. By reducing stress, you will be a healthier person.
 6. In addition to cleaning your apartment, you need to get your car fixed.
 7. Before using a computer, make sure you know how to type.
 8. After looking for an apartment, you'll need to buy furniture.

D3: Choosing Between Gerunds and Infinitives (p. 246)

A. Answers will vary. Some examples are:

2. A: What are you good at?
 B: I'm good at cooking chicken. What about you?
 A: I'm good at playing the guitar.
 3. A: What are you eager to do?
 B: I'm eager to finish college. What about you?
 A: I'm eager to visit my family in two weeks.
 4. A: What are you afraid of doing?
 B: I'm afraid of riding in elevators. What about you?
 A: I'm afraid of meeting new people.
 5. A: What are you ready to do right now?
 B: I'm ready to go to a movie. What about you?
 A: I'm ready to eat dinner.
 6. A: What are you accustomed to doing?
 B: I'm accustomed to eating dessert every night.
 What about you?
 A: I'm accustomed to spending Sundays with my family.
 7. A: What are you determined to do before you are 50?
 B: I'm determined to skydive before I'm 50.
 What about you?
 A: I'm determined to travel around the world before I'm 50.
 8. A: What are you looking forward to doing next year?
 B: I'm looking forward to studying in Japan next year.
 What about you?
 A: I'm looking forward to going to college next year.

D4: Working on Purpose Infinitives (p. 246)

A. Answers will vary. Some examples are:

2. to pick up my clothes.
 3. to fill a prescription.
 4. to return a book.
 5. to fill up the gas tank.

B. Answers will vary.

Examining Meaning and Use (p. 247)

1. In 1a, Jane is driving. In 1b, Tom is driving.
2. In 2a, Sam might come early. In 2b, Susan might come early.

E1: Listening for Meaning and Use (p. 248)

2. b 4. a 6. b 8. b
3. b 5. a 7. a

E2: Expressing Intentions and Desires (p. 249)

Answers will vary. Some examples are:

3. Situation A: to be the next president of the United States.
Situation B: to be unemployed for a few months.
4. Situation A: you to give me advice.
Situation B: you to help me.
5. Situation A: raising enough money for my campaign.
Situation B: disappointing my family.
6. Situation A: everyone to vote.
Situation B: you to find out the truth.
7. Situation A: to tell you why I'll make the best candidate.
Situation B: to apologize for my mistakes.
8. Situation A: campaigning every weekend.
Situation B: explaining my side of the story.

E3: Talking About Teaching (p. 249)

- A. Answers will vary.
B. Answers will vary.

F1: Thinking About Meaning and Use (p. 250)

2. F 4. F 6. F 8. T 10. F
3. T 5. T 7. T 9. T

F2: Editing (p. 251)

Unfortunately, it is very common ^{to} encounter aggressive drivers every day.

They are usually trying to ~~getting~~ ^{get} somewhere in a hurry. ~~Their~~ ^{to} speeding can cause them ~~to~~ ^{to} follow too closely or ~~change~~ ^{to} lanes frequently without signaling.

In order ^{to} avoid becoming an aggressive driver, there are a number of rules ~~following~~ ^{to follow}. First, allow enough time to ~~reach~~ ^{reach} your destination. Second, change your schedule to keep from ~~drive~~ ^{driving} during rush hours. Third, call ahead ~~to~~ ^{to} explain if you are going to be late. Then you can relax.

If you see an aggressive driver, try ~~get~~ ^{to} get out of the way safely. Never challenge an aggressive driver by ~~speed~~ ^{speeding} up or attempting to hold your position in your lane. Don't let others make you ~~drive~~ ^{to} dangerously. You need ^{to} be in control at all times.

CHAPTER 12

A3: After You Read (p. 257)

2. F Chicken soup makes you feel better both emotionally and physically.
3. T
4. F Dr. Sackner showed that chicken soup was better at fighting congestion than hot or cold water.
5. F Chicken soup is good for colds, but Dr. Ziment thinks spicy foods are even better.
6. T

Examining Form (p. 258)

1. line 22: literature line 25: chemical
line 23: centuries line 26: soup
line 23: drugs line 27: drug
line 24: Chicken
2. Adjective + Noun
line 22: early, medical literature
Article + Noun
line 23: the drugs line 26: the soup
Article + Adjective + Noun
line 25: a certain chemical line 27: a common drug
3. line 23: centuries line 24: Chicken
4. Singular Plural
line 22: literature line 23: centuries
line 24: Chicken line 23: drugs
line 25: chemical
line 26: soup
line 27: drug

B1: Listening for Form (p. 260)

2. Ø 5. Ø 8. Ø 11. the 14. a
3. Ø 6. The 9. Ø 12. the
4. the 7. Ø 10. the 13. a

B2: Identifying Indefinite and Definite Articles (p. 260)

Have you ever eaten coconut? You probably have, but you may not be very familiar with coco palms [I]. Coconuts [I] come from coco palms [I], which are trees [I] that grow in tropical regions [I]. Coco palms [I] are very unusual because all of the parts [D] of the tree [D] have a commercial value [I]. For example, coconuts [I] are an important food [I] in tropical regions [I], and coconut milk [I], which comes from inside the coconut [D], is a nutritious drink [I]. Coconut oil [I], the most valuable product [D] of all, also comes from coconuts [I]. Some of the other parts [D] of the tree [D] that are eaten include the buds [D] and young stems [D]. Besides food [I], the tree [D] is also used for manufacturing commercial products [I]. The leaves [D] are used for making fans [I] and baskets [I], and the fibers [D] from the husks [D] and trunks [D] are made into mats [I], cord [I], and rope [I]. Even the hard shells [D] and the husks [D] are used to make fuel [I], and the trunks [D] are used for timber [I].

B3: Building Sentences with Indefinite and Definite Articles (p. 261)

- | | |
|-----------------------|---------------------------|
| I ate some rice. | They had some fun. |
| I ate some vegetables | They had some vegetables. |
| I ate rice. | They had rice. |
| I ate vegetables. | They had fun. |
| I ate the rice. | They had vegetables. |
| I ate the vegetables. | They had the pencil. |
| They had a pencil. | They had the rice. |
| They had an idea. | They had the vegetables. |
| They had some rice. | They had the idea. |

B4: Transforming Sentences (p. 261)

- A.** 2. Take some peaches. / Take the peaches.
 3. This is an herb.
 4. A child gets more colds than an adult.
 5. We need a magazine with more information.
 6. I watched some movies last night.
- B.** 2. Take a sheet of paper and a pen.
 3. Did you eat the cookies or cake?
 4. I'm taking medication and eating yogurt twice a day.
 5. Did you see the movie last week?
 6. I went to the store yesterday.

Examining Meaning and Use (p. 262)

- 1a
- 2b refers to a small quantity of the underlined noun.
 2a classifies the underlined noun.

C1: Listening for Meaning and Use (p. 263)

		SPECIFIC	NOT SPECIFIC
2.	apples		✓
3.	a new doctor		✓
4.	a friend	✓	
5.	some soup	✓	
6.	an appointment	✓	
7.	a book		✓
8.	cough medicine	✓	

C2: Introducing New Information (p. 264)

- A.** Answers will vary. Some examples are:
- B:** I bought a loaf of bread, some eggs, and a watermelon.
 - B:** I take a suitcase, some clothes, and an iron.
 - B:** I want some new clothes, a watch, and some CDs.
 - B:** I keep chewing gum, a comb, and a pen in my pockets.
 - B:** You can buy tools, nails, and lightbulbs at a hardware store.

C3: Classifying Nouns (p. 264)

- A.** Answers will vary.
B. Answers will vary.

Examining Meaning and Use (p. 265)

1. b 2. a 3. c

D1: Listening for Meaning and Use (p. 267)

2. a 4. a 6. a 8. a
 3. a 5. b 7. b

D2: Choosing Definite or Indefinite Articles (p. 267)

- | | |
|-----------|-----------|
| 1. 2. a | 4. 1. the |
| 2. 1. The | 2. an |
| 2. a | 3. the |
| 3. an | 5. 1. the |
| 4. a | 2. the |
| 3. 1. an | |
| 2. the | |

D3: Using *Another* and *The Other* (p. 268)

Answers will vary.

D4: Making Inferences Based on General Knowledge (p. 268)

Answers will vary. Some examples are:

- The waiter gave a detailed description of the lunch specials.
- The mechanic said that it would be very expensive to fix the problem.
- The teller forgot to give me a receipt.
- The author did an excellent job of creating suspense.
- The receptionist said that I could make an appointment for next week.

D5: Connecting Information (p. 269)

- A.** 5. He cut the wire and jumped from the window into a creek.
 3. No one knows exactly where he found the ladder.
 1. Another prisoner has escaped from the local prison.
 4. He was able to reach a high window covered with wire.
 6. He swam across the creek, climbed over a wall, stole a car, and drove away.
 2. Sometime during the night, the prisoner climbed up a ladder.
- B.** Answers will vary.

D6: Talking About Familiar Nouns (p. 270)

Answers will vary. Some examples are:

- I went to the First National bank before I came to class.
- I bought the *Daily News* before I came to class.
- The mayor who was just elected is going to speak on television tonight.
- I didn't feel well yesterday, so I went to the doctor who you recommended to me.

D7: Understanding Shared Information (p. 270)

- A.** Answers will vary. Some examples are:
- One man is selling his car. The other man wants to buy the car. They are discussing the price.
 - The couple wants to buy their first home. The woman just found out that the bank will give them a loan to buy a house.
 - The three women attended a concert recently. One of the women took photographs. They want to look at the pictures together.
 - The woman is talking to her roommate who was supposed to pay the telephone bill. He forgot, and now the payment will be late.
 - The two men are brothers. One of them has just gotten season tickets for their favorite basketball team.
- B.** Answers will vary.

Examining Meaning and Use (p. 271)

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

E1: Listening for Meaning and Use (p. 273)

		GENERIC	SPECIFIC
2.	almonds	✓	
3.	garlic	✓	
4.	food		✓
5.	the onion	✓	
6.	a cold		✓
7.	vitamins	✓	
8.	a headache	✓	

E2: Defining Nouns with A/An (p. 273)

Answers will vary. Some examples are:

- An iris is a tall yellow or purple flower.
- An elm is a tall tree with large leaves.
- A pineapple is a tropical fruit.
- A crib is a bed for babies.
- An octopus is an eight-legged sea-creature.
- A calculator is a small mathematical device.
- A screwdriver is a tool with a narrow blade for turning screws.

E3: Rephrasing Formal Generic Sentences (p. 274)

A. Kangaroos are Australian animals with very distinctive physical features. They have large back legs that are used for hopping very fast, and they have very large tails that help them maintain their balance. Female kangaroos carry their young around in special pockets of skin on their stomachs that are called pouches.

B. Answers will vary.

E4: Choosing Between Generic and Specific Nouns (p. 274)

- A.**
1. 2. a
 1. A
2. a
 1. Ø
2. The
 1. Ø
2. The
3. a
 1. Ø
2. Ø
 1. Ø
2. a

B. Answers will vary.

F1: Thinking About Meaning and Use (p. 276)

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

F2: Editing (p. 277)

- When you get to my house, you don't have to ring ^{the} doorbell. Just walk in.
- We have plenty of sandwiches. Please take ~~the~~ another one.
- My grandparents were ~~some~~ immigrants. They came to this country in 1920.
- She graduated with a major in ~~the~~ mathematics and physics.
- ~~The~~ life is not always easy.
- Calcium is ^a mineral.
- Please pass the rice and ~~the~~ salt.
- ^{The} book I bought was on sale.
- Let's sit in ~~a~~ ^{the} last row so that we can leave quickly when the play is over.

CHAPTER 13

A3: After You Read (p. 281)

- T
- F The company got a new contract advertising pâté.
- F The Pollaks think that the business world has gotten too casual.
- T
- F Formal Fridays can be a little confusing to outsiders.

Examining Form (p. 282)

- line 31: that had read about Formal Fridays
line 32: who wears gowns and tuxedos
line 36: that has gotten too casual
line 45: who was dressed in a tuxedo
line 46: who was wearing a glittery black dress
line 56: who was wearing a tuxedo
- Relative Pronoun Noun/Noun Phrase
line 31: that a person
line 32: who anyone
line 36: that a business world
line 45: who Sal Giacchi
line 46: who Betty Uhler
line 56: who a Pollack employee
- Nonrestrictive
line 45: who was dressed in a tuxedo
line 46: who was wearing a glittery black dress
Restrictive
line 31: that had read about Formal Fridays
line 32: who wears gowns and tuxedos
line 36: that has gotten too casual
line 56: who was wearing a tuxedo

B1: Listening for Form (p. 284)

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

B2: Identifying Relative Clauses (p. 285)

- Paul: Do you mean my new blue shirt, which is at the cleaners?
- Rita: Oh. Well, what about the shirts that are hanging on the bedroom door?
- Paul: Hmm...should I wear the white one or the one that has pinstripes?
- Rita: Wear the one that feels more comfortable. What time is the interview?
- Paul: The boss's secretary, who called to confirm yesterday, said 10:15, although the manager who originally contacted me said 10:30. I'd better be there at 10:15.
- Rita: By the way, was the booklet that came from the Department of Labor helpful?
- Paul: Yes, especially part 3, which had a lot of practical advice.
- Rita: Is the position that's open a new one?
- Paul: No. I know the person who has it now. She's leaving to work in the Boston branch, which opens after the first of the year.

B3: Building Sentences with Subject Relative Pronouns (p. 285)

- We like the man who works in the bakery.
We like Gary, who works in the bakery.
We like the new phone cards, which are affordable.
We like cars that are affordable.
We like cars which are affordable.

B4: Working on Placement of Relative Clauses (p. 286)

- A. 2. Some employers won't hire applicants who dress too casually.
3. Employees who oppose dress codes believe that clothing is a form of free expression.
4. Some companies restrict clothing that has sports logos on it.
5. A company dress code may not allow women to wear skirts that are very short.
- B. 2. What do you think about rule number 3, which restricts very tight clothing?
3. My nephew Dan, who works for a high-tech company, often wears very unusual clothing.
4. My boss, who has been here only for a year, is trying to enforce a new dress code.
5. Casual dress, which is hard to define, has become the new standard in many companies.

B5: Working on Verb Agreement in Relative Clauses (p. 286)

2. who / that asks
1. which was
2. that / which looks
1. who lives
2. who own / that
1. who / that treats
2. who has
1. who finished
2. who / that were
1. which has
2. that / which are

B6: Combining Sentences with Who, That, or Which (p. 287)

- The professor who / that teaches Russian called me.
- My sister has a cat that / which has three kittens.
- Did you buy the socks that / which were on sale?
- The little girl who / that hurt her knee was crying.
- They gave us an exam that / which lasted an hour.
- I spoke to two women who / that saw the accident.
- The child who / that was sick went home.

Examining Meaning and Use (p. 288)

- 1b
- 2b

C1: Listening for Meaning and Use (p. 289)

- a
- a
- a
- a
- b
- a
- b
- b

C2: Identifying Nouns (p. 290)

- Answers will vary. Some examples are:
- My car is the one that has a dog inside it.
 - My boots are the ones that have a zipper.
 - My raincoat is the one that has a scarf in the pocket.
 - My backpack is the one that has a water bottle in the pocket.
 - My keys are the ones that are on a soccer ball key ring.

C3: Identifying and Defining with Subject Relative Pronouns (p. 291)

- Answers will vary. Some examples are:
- b. She is famous for painting flowers that were colorful.
 - a. Gene therapy is a new branch of genetic engineering that may someday help prevent cancer.
b. Cancer is a serious medical condition that causes tumors to grow in the body.
 - a. Martin Luther King, Jr. was an African American who led the civil rights movement in the 1960s.
b. Passive resistance is a nonviolent method of protest that was previously used by Mahatma Gandhi in the 1940s.
 - a. A phobia is an exaggerated fear that can prevent a person from leading a normal life.
b. People who have a fear of being in open places suffer from agoraphobia. People who have a fear of being in closed places suffer from claustrophobia.

C4: Defining Words with Relative Clauses (p. 291)

- Answers will vary. Some examples are:
- A neurologist is a doctor who treats diseases of the nervous system.
 - A pediatrician is a doctor who treats children.
 - A dentist is a doctor who treats teeth.
 - A cardiologist is a doctor who treats heart problems.
 - A podiatrist is a doctor who treats foot problems.

C5: Distinguishing Between Two Nouns (p. 292)

- Answers will vary. Some examples are:
- The shoes that were made in Brazil.
 - The boy who is wearing shorts./The boy wearing shorts.
The boy who is throwing a/the ball./The boy throwing a/the ball.
 - The woman who is on the phone./The woman on the phone.
The woman who is using the computer./The woman using the computer.

4. The man who is drinking a soda./The man drinking a soda.
The man who is reading a magazine./The man reading a magazine.
5. The hat that is hanging on the wall./The one hanging on the wall.
The hat that is on the shelf./The one on the shelf.
6. The tea mix that has sugar./The tea mix with sugar.
The tea mix that doesn't have sugar./The tea mix without sugar.

C6: Connecting Ideas with Relative Clauses (p. 293)

- A.** Answers will vary. Some examples are:
School dress codes are becoming popular again, although this doesn't necessarily mean that students have to wear uniforms. A school dress code is a set of rules that restricts certain types of clothing. Some dress codes prohibit certain T-shirts which have offensive writing or pictures on them. Other dress codes prohibit certain types of pants or shirts that are very baggy or tight. Many others prohibit certain types of skirts and dresses that are several inches above the knee. Some dress codes go even further. They don't allow sports clothing that has logos on it.

B. Answers will vary.

Examining Meaning and Use (p. 294)

1. a (necessary information); b (not essential information)
2. b

D1: Listening for Meaning and Use (p. 295)

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

D2: Adding Extra Information (p. 296)

- A.** Answers will vary. Some examples are:
2. I once visited the Vatican, which is in Rome.
 3. I've never met Mr. Williams, who is the president of the company.
 4. I'd like to meet Bill Gates, who is an extremely successful businessman.

- B.** Answers will vary. Some examples are:
2. My best friend, who is the best student in her class, studies every night.
 3. My birthday, which is in November, is very important to me.
 4. My home, which is on the top floor of my building, has a great view of the city.

D3: Choosing Restrictive or Nonrestrictive Relative Clauses (p. 296)

2. restrictive
3. nonrestrictive We live in the South, which is very warm and humid.
4. nonrestrictive My father, who loves to play golf, lives next to a golf course. OR My father, who lives next to a golf course, loves to play golf.
5. restrictive
6. restrictive
7. nonrestrictive I've invited my friend Jane, who works in the legal division at your company.
8. nonrestrictive Pollution, which is still a major problem, was a political issue in the last election.

D4: Describing a Person (p. 297)

Answers will vary. Some examples are:

2. My uncle who owns a hardware store has three sons. His youngest son, who is a great baseball player, is my age.
3. My friend who is a medical student is always studying. Her boyfriend, who lives in the same apartment building, never sees her.
4. The teacher that we had for biology last year is no longer at our school. Her husband, who is an army officer, was transferred overseas.
5. My neighbor who lives across the street just bought a new car. His son, who helps all the neighbors, is washing it now.
6. My classmate who sits next to me always helps me with my homework. His friend, who has a computer, lets us use it to type our essays.

E1: Thinking About Meaning and Use (p. 298)

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

E2: Editing (p. 299)

What kind of clothing should people ^{who} ~~which~~ visit a place of worship wear? Is it acceptable to wear jeans to mosques, churches, or synagogues? Should a worshiper wear something that is sporty and comfortable or something ^{that/which} ~~what~~ is more dressy? These are questions ^{that/which} ~~who~~ concern many religious leaders these days.

Opinions are strongly divided about the type of clothing ^{that/which} ~~is~~ appropriate for worship. According to some religious leaders, people ^{who/that} ~~which~~ come to pray should wear clothing that ^{shows} ~~show~~ respect and admiration for their religion. They shouldn't be wearing clothes that ^{are} ~~is~~ for jogging, shopping, or attending a ball game. On the other hand, there are many religious leaders ^{who/that} ~~are~~ who don't care about such material issues. They believe that religion, which is a spiritual matter, isn't concerned with clothing. They welcome everyone ^{who} ~~who~~ ^{attends} ~~attend~~ religious services.

Most people think that the issue actually goes beyond clothing. More formal clothing usually accompanies an atmosphere ^{is} ~~is~~ more traditional and serious. Informal clothing, on the other hand, is more acceptable in religious services that they are more contemporary and informal.

CHAPTER 14

A3: After You Read (p. 303)

2. b 3. a 4. c 5. c 6. b

Examining Form (p. 304)

- | | |
|----------------------------|---------------------|
| 1. Object Relative Pronoun | Noun/Noun Phrase |
| line 1: which | Women's World Cup |
| line 6: who | Mia Hamm |
| line 9: that | passion |
| line 16: which | Title IX |
| line 18: that | role models |
| line 24: which | Mia Hamm Foundation |
| line 30: that | things |
2. The object relative pronoun missing from each clause is *which/that*.

B1: Listening for Form (p. 306)

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

B2: Examining Relative Clauses with Object Relative Pronouns (p. 306)

Kay Valera used to be a "soccer mom." She sat on the sidelines while she watched her children play soccer. But now the 40-year-old mom has become a soccer player in a women's league which she joined last spring. One of the things that she has learned is how challenging it is to play a sport that requires players to think, kick, and run at the same time. As she plays, she recalls all the advice that she has given her kids. Everything that looked so easy from the sidelines is now so challenging.

Many kids and dads come to the games to cheer on the moms. And what happens when mom makes a mistake or her team loses? The kids can be very encouraging, but they also love to discuss the mistakes that mom made and the moves that she should have made. They might say, "Don't feel bad, you did your best, but you know that kick that you tried in midfield, well . . ."

B3: Using Object Relative Pronouns (p. 307)

- Marcus, (who) we saw on Tuesday, (doesn't) work with us.
- The bike (that / which / Ø) they bought (is) missing.
- Ellen, (who) works with me, (is) always late for work.
- The people (that / who / Ø) she (visits) live nearby.
- The teacher (that / who / Ø) I like (is) not here today.

B4: Combining Sentences Using Relative Clauses (p. 308)

- Answers will vary. Some examples are:
- Here is a photo of your grandfather who I still miss so much.
 - Our dog Teddy, who we loved a lot, is in this picture.

- The dress which I wore to my wedding is in this box.
- I'll never forget the guests who I invited to my wedding.
- I remember my high school teacher Miss Pullman who I liked so much.
- Here is a poem that I wrote in her class.
- This is an award that I received for my poem.

B5: Asking and Answering Questions with Object Relative Pronouns (p. 308)

Answers will vary. Some examples are:

- A: What is a game that you liked to play as a child?
B: Hide-and-seek is a game that I liked to play as a child.
- A: Who is the relative that you look like most?
B: The relative that I look like most is my aunt.
- A: Who is the person that you call when you're in trouble?
B: The person that I call when I'm in trouble is my best friend.
- A: What is a food you have never tasted?
B: Fried chicken is a food I have never tasted.
- A: Who is a teacher you will always remember?
B: My second grade teacher is a teacher I will always remember.
- A: What is a book which you like to read over and over again?
B: A book which I like to read over and over again is *The Great Gatsby*.
- A: What is a thing that you can't live without?
B: Sunshine is a thing that I can't live without.

Examining Meaning and Use (p. 309)

- 1a. The coat that costs \$200 is on sale now.
1b. The coat you wanted is on sale now.
2a. Megan Quann, who was only 16, was on the Olympic swimming team.
2b. Megan Quann, who I know, was on the Olympic swimming team.
- In 1a and 1b, the relative clauses help identify the noun.
In 2a and 2b, the relative clauses add extra information about the noun.

C1: Listening for Meaning and Use (p. 310)

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

C2: Identifying Nouns (p. 311)

- A. Answers will vary. Some examples are:
- that likes to garden.
 - who enjoys reading the newspaper.
 - which challenges me.
 - that has a swimming pool.
 - who goes dancing every Friday night.
 - that offer discount prices.
 - who knows how to have fun.

B. Answers will vary.

C3: Adding Extra Information (p. 311)

- A. Answers will vary. Some examples are:
- The Olympics occur every four years.
 - The New York Yankees have a lot of fans.
 - Wayne Gretzky is a famous hockey player.
- B. Answers will vary.

C4: Expressing Your Opinion (p. 312)

Answers will vary. Some examples are:

- I like teachers who are patient. I don't like teachers that give too much homework.
- I like clothes that are fashionable. I don't like clothes which are expensive.
- I like newspapers that have important news. I don't like newspapers which only report gossip.
- I like friends who are loyal. I don't like friends that are late.
- I like TV shows which are based on real life. I don't like TV shows that are silly.
- I like foods that are light and healthy. I don't like foods which are heavy and greasy.
- I like music that is soothing and relaxing. I don't like music that is too loud.
- I like books which are interesting. I don't like books that are boring.
- I like pets that are easy to take care of. I don't like pets which require too much attention.

Examining Form (p. 313)

- We saw the movie that everyone is talking about.
 - We saw the movie about which everyone is talking.
- In sentence a, the preposition occurs at the end of the relative clause.
In sentence b, the preposition occurs at the beginning of the relative clause.
In sentence a, that is used. (You can also use which or \emptyset here.)
In sentence b, which is used. (You can only use which here.)

D1: Listening for Form (p. 315)

2. b 3. a 4. a 5. b

D2: Building Relative Clauses Ending in Prepositions (p. 315)

- A man who/whom/that/ \emptyset I always talk to at the supermarket called me last night.
A man who/whom/that/ \emptyset I went to high school with called me last night.
A man who/whom/that/ \emptyset I used to live next door to called me last night.
- The movie that/which/ \emptyset we went to last night was great.
The movie that/which/ \emptyset you told us about was great.
The movie that/which/ \emptyset I didn't want to go to was great.
The movie that/which/ \emptyset you reported on in class was great.
- Do you know the doctor who/whom/that/ \emptyset Young-soo lives across from?
Do you know the doctor who/whom/that/ \emptyset Eva fell in love with?
Do you know the doctor who/whom/that/ \emptyset Luisa works for?
Do you know the doctor who/whom/that/ \emptyset I was waiting for?
- Have you read the book that/which/ \emptyset the whole class is interested in?
Have you read the book that/which/ \emptyset the teacher looked for last week?

Have you read the book that/which/ \emptyset Julie wrote about?

Have you read the book that/which/ \emptyset I brought in?

- Today we're going to read the story that/which/ \emptyset you heard a lot about.

Today we're going to read the story that/which/ \emptyset you listened to on tape.

Today we're going to read the story that/which/ \emptyset I was working on.

Today we're going to read the story that/which/ \emptyset the lecturer talked about.

D3: Working on Relative Clauses Ending in Prepositions (p. 316)

A. Answers will vary. Some examples are:

- that/which/ \emptyset she grew up in.
- that/which/ \emptyset Stefan is sitting on.
- who/that/ \emptyset she spoke to on Tuesday.
- that/which/ \emptyset he hasn't heard about.
- that/which/ \emptyset she listened to last night.
- who/that/ \emptyset he didn't talk to right after the game.
- that/which/ \emptyset I'm interested in.

B. Answers will vary. Some examples are:

- You ask her the name of the town in which she grew up.
- A salesman recommends the one on which Stefan is sitting.
- Today she asked for the nurse to whom she spoke on Tuesday.

Examining Meaning and Use (p. 317)

Sentence b sounds the most formal.

E1: Listening for Meaning and Use (p. 318)

	FORMAL	INFORMAL	CONTEXT
2.	✓		an academic lecture
3.	✓		an awards reception or ceremony
4.		✓	a mother talking to her son
5.	✓		a courtroom
6.		✓	a cooking lesson

E2: Rephrasing Formal Relative Clauses (p. 318)

Application for Travel Insurance

- List the city that/which/ \emptyset you'll depart from and the city that/which/ \emptyset you'll return to.
- List the name of the tour operator who/that/ \emptyset you'll be traveling with.
- List the hotel that/which/ \emptyset you'll be staying in.
- List the code numbers of any extra tours that/which/ \emptyset you've registered for.

Job Application

- Name two colleagues who/that/ \emptyset you've worked closely with.
- Name one supervisor who/that/ \emptyset you've worked for in the last year.
- List two different projects that/which/ \emptyset you've worked on.
- Name two decisions that/which/ \emptyset you've played an important role in.
- Name the job that/which/ \emptyset you'd like to apply for.

E3: Reducing Relative Clauses Ending in Prepositions (p. 319)

Answers will vary.

E4: Writing an E-mail Message (p. 320)

Answers will vary.

E5: Using *Where, When,* and Object Relative Pronouns (p. 320)

- A.** 2. where / in which
3. where / in which
4. when / that / \emptyset / during which
5. that / which
6. where / in which
7. which
8. when / that / \emptyset

B. Answers will vary.

C. Answers will vary.

F1: Thinking About Meaning and Use (p. 322)

1. b. T 5. a. F 8. a. T
2. a. F b. F b. T
b.
6. a. T
3. a. T b. F
b. F 7. a. T
4. a. F b. F
b. T

F2: Editing (p. 323)

Sisleide Lima do Amor, ~~which~~^{who} soccer fans know as Sissi, was not discouraged as a child by the boys who wouldn't let her play the game ~~with~~ which she loved most. Eventually, she got her way on the streets of Salvador, Brazil, because the soccer ball that the boys wanted to play with ~~it~~ was hers. Still, she often ran home with her ball after she grew frustrated with the negative attitudes that the boys displayed. Sissi had learned to play soccer by practicing with all kinds of objects ~~what~~^{that} she found around the house. These included rolled-up socks, oranges, bottle caps, and the heads of dolls that her parents had given her ~~them~~. It was her father who finally decided that she needed a soccer ball to keep her from destroying her dolls.

Sissi showed her admiration for Brazil's male soccer heroes by choosing the jersey number ~~who~~^{that/which/ \emptyset} Romario wears and by shaving her head to resemble the style ~~in~~^{which} Ronaldo has made famous. During the Women's World Cup, Sissi displayed the type of skill fans will long remember. Left-footed Sissi scored seven goals for her team, including a goal that she kicked in with her weaker right foot. According to Sissi, her seventh goal is the one about which she keeps thinking ~~about~~ / the one ~~about~~ which she keeps thinking about. During a 3-3 tie,

she kicked the ball into a spot the goalkeeper couldn't reach ~~it~~, and her team's 4-3 victory put them into the semifinals. Most fans would agree that it is Sissi's style of playing that has given her the kind of world recognition ~~who~~^{that/which/ \emptyset} she deserves.

CHAPTER 15

A3: After You Read (p. 329)

2. a 3. c 4. b

Examining Form (p. 330)

1. *Selection 1*
If there is beauty in the person
If there is harmony in the house
If there is order in the nation
2. *Selection 2*
if I had it to do over again (line 13)
If I had my life to live over (line 15)
- Selection 3*
if it were over tomorrow
The verb form in each main clause is *would* + verb.
3. *Selection 4*
Wish is in the present tense. The verb form used in each clause that follows *wish* is the past form.

B1: Listening for Form (p. 332)

2. b 4. a 6. b 8. a
3. b 5. a 7. a

B2: Working on Real and Unreal Conditionals (p. 332)

A. Answers will vary.

B. Answers will vary.

B3: Building Conditional and Wish Sentences (p. 332)

- If I were ready, I'd leave.
If she is sick, call for help.
If she is sick, he'll take over.
If she is sick, you could come later.
If they were driving, I'd leave.
If they were driving, you could come later.
I wish I were ready.
I wish they were driving.

B4: Working on *Wish* Sentences and Unreal Conditionals (p. 333)

- A.** 1. 2. did / 'd
3. would buy
2. 1. weren't
2. were
3. would get / 'd get
4. could leave
3. 1. had
2. had
3. would have / 'd have
4. 1. could
2. didn't have
3. would stay / 'd stay

B. Answers will vary.

B5: Completing Real and Unreal Conditionals (p. 333)

A. Answers will vary. Some examples are:

2. I call and let the doctor know.
3. I would stay home.
4. I forget someone's name.
5. I could find a better one.
6. I have enough money.

B. Answers will vary.

B6: Understanding Informal Speech (p. 334)

2. were too late
3. weren't so unfriendly
4. were ready
5. were mad
6. were going

Examining Meaning and Use (p. 335)

Sentence b is a promise.

Sentence a is a statement of fact.

Sentence d is a warning.

Sentence c is an instruction.

C1: Listening for Meaning and Use (p. 337)

	FACTS OR GENERAL TRUTHS	ADVICE, WARNINGS, INSTRUCTIONS	PROMISES
2.			✓
3.	✓		
4.		✓	
5.			✓
6.		✓	
7.	✓		
8.		✓	

C2: Describing Factual Conditions (p. 337)

Answers will vary. Some examples are:

If you're between 7 and 15, it costs \$30 to buy a half-season pass.

If you're 16 or older, it costs \$75 to buy a full-season pass.

If you're 16 or older, it costs \$45 to buy a half-season pass.

If you have children 6 and under, they ski free when accompanied by an adult ticket holder.

If you're a member, you get two free days of skiing: once before December 23 and once after March 6. One guest is allowed each time.

If you're a member, you get a 50% discount on lift tickets on Membership Appreciation Days.

If you're a member, you get a free lift ticket for one guest per member on Membership Appreciation Days.

C3: Making Promises (p. 338)

Answers will vary. Some examples are:

2. If I am elected mayor, I will improve education.
3. If you vote for me, I will build new schools.
4. If I become mayor, I will reduce crime.

5. If I am elected mayor, I will hire more police.
6. If you vote for me, I will expand health care.
7. If I become mayor, I will open more hospitals.
8. If I am elected mayor, I will cut taxes.
9. If you vote for me, I will employ more women.
10. If I become mayor, I will employ more minorities.

C4: Rephrasing Advice with Conditional Sentences (p. 338)

Answers will vary. Some examples are:

2. If you study hard, you won't fail the test.
If you don't want to fail the test, (you should) study hard.
3. If you make calls at night, your telephone bill won't be so high.
If you don't want a high telephone bill, (you should) make calls at night.
4. If you don't eat so much, you won't get indigestion.
If you don't want indigestion, you shouldn't eat so much.
If you don't want indigestion, don't eat so much.
5. If you read a book for a while, you'll fall asleep easily.
If you want to fall asleep easily, (you should) read a book for a while.
6. If you call the doctor, you'll get some good advice.
If you want some good advice, (you should) call the doctor.

C5: Giving Warnings with *If* and *Unless* Clauses (p. 339)

A. Answers will vary. Some examples are:

2. You'll be unhealthy
3. you won't get enough sleep
4. you won't have strong bones
5. you will gain weight

B. Answers will vary. Some examples are:

2. you don't watch your step
3. you read without the light
4. you go outside with wet hair
5. you play with matches

C. Answers will vary.

Examining Meaning and Use (p. 340)

1. 1a expresses something that is more likely to happen.
1b expresses something that is probably imaginary.
2. 2b sounds more direct.
2a sounds more indirect.

D1: Listening for Meaning and Use (p. 341)

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

D2: Asking Questions About Unusual Situations (p. 342)

A. Answers will vary. Some examples are:

2. you met the president?
3. you won a million dollars?
4. you had a free plane ticket?
5. you had a big party?
6. you got sick?

B. Answers will vary.

D3: Giving Advice with *If I Were You* (p. 342)

Answers will vary. Some examples are:

- If I were you, I'd find a new apartment.
If I were you, I wouldn't pay rent.
- If I were you, I'd cancel one of them so your friends don't get angry.
If I were you, I wouldn't be so quick to say "yes" next time.
- If I were you, I'd change my phone number.
If I were you, I wouldn't list my number in the phone book.
- If I were you, I'd try to be nice to him anyway.
If I were you, I wouldn't put up with it.
- If I were you, I'd call the police to explain.
If I were you, I wouldn't pay the ticket.
- If I were you, I'd take a computer class.
If I were you, I wouldn't buy a computer yet.
- If I were you, I'd hire an English tutor.
If I were you, I wouldn't turn in assignments late.

D4: Asking Permission (p. 343)

Answers will vary. Some examples are:

- A: Would you mind if I listened to the news?
B: No, not at all.
- A: Would it bother you if I opened the window?
B: No, I'm hot, too.
- A: Would it be OK if I borrowed your book?
B: Sure, I just finished reading it.

D5: Using Conditionals with Many Results (p. 343)

- A. Answers will vary.
B. Answers will vary.

Examining Meaning and Use (p. 344)

- 1b is a wish about the present moment. 1a is a wish about the future.
- 2a expresses a complaint. 2b expresses a regret.

E1: Listening for Meaning and Use (p. 345)

		EXISTS	DOESN'T EXIST
2.	pictures		✓
3.	free time		✓
4.	a car	✓	
5.	a safety lock		✓
6.	a limit	✓	
7.	a credit card	✓	
8.	your guitar	✓	

E2: Making Wishes About the Present (p. 346)

Answers will vary. Some examples are:

- I wish I made more money. If I made more money, I'd buy a car.
- I wish I could change classes. If I changed classes, I'd take something more interesting.
- I wish I weren't so busy. If I weren't so busy, I could spend more time with my friends.
- I wish I didn't live in a big city. If I didn't live in a big city, I'd spend more time outside.
- I wish I didn't drive to work. If I didn't drive to work, I'd be much more relaxed.

- I wish I could get more exercise. If I exercised more, I'd be healthier.
- I wish I had my cell phone. If I had it with me, I could call for help.

E3: Making Wishes About the Future (p. 346)

Answers will vary. Some examples are:

- I wish you would eat healthier food!
- If only you would go out with me tonight!
- I wish you would relax!
- I wish you would stay here until the weather improves!
- If only you would finish college!

E4: Complaining with *Wish* and *If Only* Sentences (p. 347)

Answers will vary. Some examples are:

- If only he wouldn't use up all the hot water in the shower!
- I wish he wouldn't stay in the bathroom so long.
- If only he would write down phone messages!
- I wish he would clean up the kitchen.
- I wish he wouldn't talk on the phone for hours.

E5: Expressing Regret with *Wish* Sentences (p. 347)

Answers will vary. Some examples are:

- I did, but I sold the last one ten minutes ago.
- I could, but I was absent yesterday.
- I did, but I have to work.
- there were, but you just ate the last one.
- it were, but it's colder than it was yesterday.

F1: Thinking About Meaning and Use (p. 348)

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

F2: Editing (p. 349)

What ~~you would~~^{would you} do if there were an earthquake in your area? Would you know what to do? Some people are too frightened to find out about safety precautions. They wish they ~~live~~^{lived} somewhere else. If you could, ~~won't~~^{wouldn't} you rather find out what to do in advance? Here is some advice about what to do before, during, and after an earthquake.

- If you don't have a box of emergency equipment and supplies, you will need to prepare one in advance.
- If you ~~would~~^{are} indoors during an earthquake, you should stay away from windows, bookcases, and shelves.
- If it ~~were~~^{is} possible, you should turn off the gas, water, and electricity.
- If you ~~will be~~^{are} able, stand in a doorway or get under a sturdy desk or table.

5. After the earthquake, don't walk around unless you are ~~not~~ wearing shoes to protect your feet from broken glass.
Don't wait. Don't wish you ~~are~~ ^{were} prepared. Be prepared!

2. 1. wishes
2. had seen
3. wish
4. had shown
3. 1. Do you ever wish
2. had learned
3. wish
4. had been
B. 2. he had
3. we had
4. they hadn't
5. she could have

CHAPTER 16

A3: After You Read (p. 353)

2.
3. ✓
4. ✓
5.

Examining Form (p. 354)

1. line 12: . . . what would have happened if there had been no Bering Strait or English Channel or no Franklin Delano Roosevelt.
line 18: What would have happened if, in February 1933, Giuseppe Zangara's hand had not been pushed aside in Miami and his bullet had killed Franklin Roosevelt rather than the mayor of Chicago?
line 51: If Cleopatra had been less attractive, Marc Antony would have kept his mind on the affairs of the state and not been eliminated from the race for Roman emperor.
line 62: If Marc Antony had done that, it would have hastened the rise of Christianity and the fall of the Roman Empire by a hundred years.
line 69: If Joseph Ginoux, a café owner in Arles, had allowed Vincent van Gogh to pay for his lodgings in paintings instead of evicting him, then Vincent would have had some peace and security.
2. The past perfect verb form is used in each *if* clause. *Would have* + past participle is used in each main clause.

B1: Listening for Form (p. 355)

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

B2: Completing Past Conditional Sentences (p. 356)

- A. Answers will vary. Some examples are:
2. I would have chosen my friends more carefully.
3. I would have studied law.
4. I wouldn't have succeeded in school.
5. I would have traveled all over Asia.
6. I would have experienced a different way of life.
7. I wouldn't have come to the United States.
8. I wouldn't have seen my classmates.

B. Answers will vary.

B3: Working on Past Conditionals (p. 356)

Answers will vary.

B4: Understanding Informal Speech (p. 357)

2. might have done
3. wouldn't have been
4. could have had
5. would have been
6. wouldn't have won

B5: Working on Past Wishes (p. 358)

- A. 1. 3. wishes
4. had gone

Examining Meaning and Use (p. 359)

1. Sentence a refers to a situation that was not true in the past. (In fact, she wasn't a better student, so she didn't graduate on time.)
2. Sentence b refers to a situation that is not true in the present. (In fact, she isn't a better student, so she won't graduate on time.)

C1: Listening for Meaning and Use (p. 360)

2. b 4. a 6. a 8. a
3. a 5. a 7. b

C2: Giving Indirect Advice (p. 361)

Answers will vary. Some examples are:

2. B: (If I'd been you,) I would have asked what the money was for.
3. B: (If I'd been you,) I would have complained to the manager.
4. B: (If I'd been you,) I would have asked the questions again.
5. B: (If I'd been you,) I would have asked my boss why I didn't get the raise.
6. B: (If I'd been you,) I would have demanded to speak to the supervisor.

C3: Distinguishing Fact and Fiction (p. 361)

2. Facts: 1. Napoleon's armies didn't have proper nails for horseshoes.
2. They didn't conquer Russia.
Paraphrase: Napoleon's armies would have conquered Russia, but they didn't have proper nails for horseshoes.
3. Facts: 1. *Apollo 13* had an explosion during its flight.
2. It didn't land on the moon.
Paraphrase: *Apollo 13* would have landed on the moon, but it had an explosion during its flight.
4. Facts: 1. Mozart died young.
2. He didn't finish his famous piece *Requiem*.
Paraphrase: Mozart would have finished his famous piece *Requiem*, but he died so young.
5. Facts: 1. I was worried about the "Y2K" problem.
2. I didn't enjoy my celebration on December 31, 1999.
Paraphrase: I would have enjoyed my celebration on December 31, 1999, but I was worried about the "Y2K" problem.

C4: Describing the Ifs of History (p. 362)

Answers will vary.

Examining Meaning and Use (p. 363)

- Present situations: 1a and 2a
Past situations: 1b and 2b
- 2a and 2b

D1: Listening for Meaning and Use (p. 364)

- a 4. b 6. a 8. b
- a 5. b 7. b

D2: Expressing Regret (p. 364)

Answers will vary. Some examples are:

- I wish I hadn't raised my voice.
If only I hadn't gotten angry.
- I wish I'd told him how I felt.
If only I'd explained my feelings.
- I wish I'd called my doctor before I missed so many classes.
If only I'd called my doctor as soon as I started to feel sick.
- I wish someone had called to remind me.
If only I'd remembered his birthday.
- I wish I hadn't accepted the first offer so quickly.
If only the other company had called me first.

D3: Expressing Regret or Dissatisfaction (p. 365)

A. Answers will vary. Some examples are:

- B: I wish he hadn't.
- B: If only it hadn't.
- B: I wish it hadn't been.
- B: If only I had.
- B: I wish it hadn't.
- B: If only they had.

B. Answers will vary.

D4: Explaining Wishes (p. 365)

A. Answers will vary.

B. Answers will vary.

E1: Thinking About Meaning and Use (p. 366)

- b. T
- a. T
b. F
- a. F
b. T
- a. F
b. T
- a. T
b. T
- a. F
b. T
- a. T
b. T
- a. T
b. T

E2: Editing (p. 367)

Historians love to think about the dramatic "what-ifs" of history. They have even given the name "counterfactual history" to this pursuit. How would history ^{have} had changed if some key

event had been different? What would the consequences ^{have} been if the weather ^{had} had been different in a certain battle? What would ^{have} had happened if a famous person had lived instead of died? These are the sorts of questions that are asked in two recent books that imagine how history might ^{have} been under different circumstances: *What If?*, edited by R. Cowley and S. Ambrose; and *Virtual History*, edited by N. Ferguson.

Don't just wish ^{you'd} you've been alive in a different era. Go back and explore what could have, should have, or might have happened at various times in history. You won't be sorry. You'll wish ^{you'd} you'll gone back sooner!

CHAPTER 17

A3: After You Read (p. 373)

-
-
-
- ✓
- ✓

Examining Form (p. 374)

- a.
 - line 5: how bad your job has to be
 - line 21: what opportunities are out there
 - line 22: what kinds of skills and experience are required to get those jobs
 - line 23: how much these positions pay
 - line 30: which areas you need more experience in
 - line 31: which skills you need to improve
 - line 32: what opportunities are available
 - line 32: what the salaries are
 - line 35: what you learn during your job hunt to improve your current position
 - b.
 - line 2: whether you want a new job
 - line 13: whether he should continue at his present job or start to look for a new one
 - line 26: if you would actually end up switching jobs
 - line 38: if you can work on different types of projects to expand your opportunities
 - c.
 - line 10: that his managers treated him with respect
 - line 12: that his managers recognized his efforts or his new skills
 - line 16: that job hunting and working to improve his current job are opposites
 - line 34: that you are not making enough money
 - line 36: that you should present your boss with the results of your salary research and a list of your accomplishments, and then ask for a raise
2. Answers will vary. Some examples are:
- Wh-* clause: opportunities are
 - Whether/if* clause: you want
 - That* clause: you are not making

The noun clauses listed above are all in statement word order (subject, verb, object).

B1: Listening for Form (p. 375)

	WH- CLAUSE	IF/WHETHER CLAUSE	THAT CLAUSE
2.	✓		
3.		✓	
4.	✓		
5.		✓	
6.			✓
7.	✓		
8.		✓	

B2: Identifying Noun Clauses (p. 376)

Many employment counselors believe that your résumé is a kind of personal advertisement. It summarizes what you have accomplished and describes what kind of work you want. Hopefully, it tells why you should be hired. A good résumé doesn't always determine whether you will get an interview, but a bad one will certainly eliminate your chances.

Résumés are only one tool that you need to use in your employment search. Many employers don't even use them; employers often decide whether they should hire you based on other information. Nevertheless, most employment counselors believe that it is worthwhile to write a good résumé. It helps you get organized. Most importantly, it helps you figure out what kind of job you really want and whether or not you have the qualifications.

B3: Working on Wh- Clauses (p. 376)

1. the mail didn't come
2. happened
3. the post office closes
1. the chemistry exam will be / is going to be / is
2. it will start / is going to start / starts
3. it will last / is going to last / lasts
1. this costs
2. he is

B4: Working on If/Whether Clauses (p. 377)

Answers will vary. Some examples are:

1. it is going to rain today.
1. these avocados are on sale?
2. they are
1. there are any seats for the concert on May 7.
2. there are any seats available for the eighth?
1. there is a telephone
2. there is
1. it is going to be warm
2. it is (going to be)

B5: Unscrambling Sentences with That Clauses (p. 378)

2. They predict it will happen soon.
3. I guess that I need some help.
4. I remembered that my rent is due tomorrow.
5. He proved he could do it.

B6: Completing Noun Clauses (p. 378)

2. how long you worked there?
3. if you liked your job.

4. what your greatest strength is?
5. why you are changing jobs?

B. Answers will vary.

Examining Meaning and Use (p. 379)

1. Noun Clause:
what I need
everything on your list
whether I did or not
if it's in the car
Verb:
decide
get
know
wonder

Decide, know, and wonder express mental activities.

2. 2b

C1: Listening for Meaning and Use (p. 380)

2. a
3. b
4. b
5. b
6. a
7. b
8. a

C2: Expressing Uncertainty (p. 381)

Answers will vary. Some examples are:

2. I can't remember what time it occurred.
3. I have no idea what it looked like.
4. I'm not certain how many people there were.
5. I'm not certain what the license plate number was.
6. I don't know how fast it was going.
7. I can't remember what color it was.
8. I'm not sure what he looked like.

C3: Adding If/Whether Clauses to Expressions of Uncertainty (p. 382)

A. Answers will vary. Some examples are:

1. b. whether or not she will have to work late.
c. if her boss will like her.
2. a. if they will ask him a lot of questions.
b. whether he should bring a gift or not.
c. If they will approve of him.

B. Answers will vary.

C4: Asking Indirect Questions with If/Whether Clauses (p. 383)

Answers will vary. Some examples are:

2. Do you have any idea if the library is closed during vacation?
3. Could you please tell me if the teacher is going to show a film today?
4. Do you know whether the assignment is due tomorrow?
5. Do you have any idea whether the new language lab is open yet?
6. Could you please tell me if I missed anything important yesterday?

C5: Asking Indirect Questions with *Wh*- Clauses (p. 383)

Answers will vary. Some examples are:

1. b. A: Excuse me. Could you please tell me where the baggage claim is?
B: It's upstairs to the right.
2. a. A: Excuse me. Could you please tell me what time it is?
B: Sure. It's 3:15.
b. A: Excuse me. I was wondering if you know where the bus schedule is.
B: It's next to the bus stop.
3. a. A: Excuse me. Do you have any idea what the price of this shirt is?
B: It's \$37.50.
b. A: Excuse me. Could you tell me what size these pants are?
B: They're medium.
4. a. A: Excuse me. Could you tell me where the manager is?
B: He's in the produce department.
b. A: Excuse me. I was wondering how much this broccoli is.
B: It's \$1.49 a pound.
5. a. A: Excuse me. Do you know where the history department is?
B: I think it's on the second floor in Room 217.
b. A: Excuse me. Could you tell me where I can pay my tuition bill?
B: You can pay it at the bursar's office.

Examining Meaning and Use (p. 384)

1. 2a and 2b
2. 1a and 1b have different meanings because they have different tenses in their noun clauses. When the mental activity verb is in the present tense, such as *know* in 1a and 1b, the verb in the following noun clause can be in the present, past, or future. The meaning of the sentence depends on which tense is used.

D1: Listening for Meaning and Use (p. 386)

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

D2: Thinking About Tense Agreement with *That* Clauses (p. 386)

- A.** 2. they'll accept, they accept, they accepted
3. wouldn't be
4. had won
5. needs, needed, will need
6. will start, starts, started
- B.** Answers will vary.

D3: Giving Opinions Using *That* Clauses (p. 386)

- A.** Answers will vary. Some examples are:
2. I agree that most people are basically honest. It's common for people to tell the truth rather than a lie.
 3. I don't believe that marriage contracts are a good idea. I think that it makes marriage less romantic.
 4. I agree that you can't really change someone. I think if you try, you will just be disappointed.
 5. I feel that all children should leave home at 18. I think parents should only be responsible for the first 18 years of their children's lives.

6. I agree that we learn from our mistakes. I think the most valuable lessons are learned from making mistakes.

B. Answers will vary.

D4: Expressing Opinions About Work (p. 387)

A. Answers will vary.

B. Answers will vary.

E1: Thinking About Meaning and Use (p. 388)

2. ? 4. F 6. T 8. ?
3. T 5. ? 7. F

E2: Editing (p. 389)

2. I asked her if ^I could borrow her pen.
3. I thought that she ^{was} ~~is~~ sleeping when I called.
4. I can't remember who called ^{she} ~~it~~.
5. Do you know if ^{you are} ~~are you~~ coming with us?
6. I didn't realize ~~it~~ that she was absent.
7. She thought that he ^{would} ~~will~~ come later.
8. Do you know if ^{or not} ~~or not~~ he's staying? / Do you know ^{whether} ~~if~~ or not he's staying?
9. I need John's phone number, but I don't know where the phone book ^{is} ~~is~~.
10. Frederica didn't understand what ^{the teacher was saying} ~~was saying the teacher~~.

CHAPTER 18

A3: After You Read (p. 393)

- 2.
3. ✓
- 4.
- 5.
6. ✓

Examining Form (p. 394)

1. **Reporting Verbs**
line 9: were asked
line 14: were asked
line 20: reported
line 32: ask
2. ***wh*- clause:** what health problems they had discussed with each patient
***that* clause:** that they had such problems
***if/whether* clause:** if they understand
infinitive clause: to fill out a detailed questionnaire
3. **Reported Speech Clause** **Reporting Verbs**
line 12: to list their most serious health problems asked
line 19: that cholesterol was a major concern reported
line 22: (that) their patients were suffering from obesity, high blood pressure, or certain health problems said

- line 24: that they had an obesity problem report
- line 25: (that) they had high blood pressure say
- line 26: that there was concern about their heart said
- line 28: that patients often misunderstood their doctors concludes
- line 29: that doctors may be missing the most important concerns of their patients proposes

B1: Listening for Form (p. 396)

2. a 3. b 4. b 5. a 6. b
7. a 8. b

B2: Identifying Reported Speech (p. 396)

1. A: You're kidding. Julia said the same thing happened to her on Tuesday. I wonder whether we should complain to Allison. She hired him.
B: I'm not sure if we should say anything yet. I asked Tom what he thought. He said that we should wait one more week.
2. A: Did you hear the news? Channel 7 reported that the superintendent just resigned.
B: I know. I wonder if something happened. Everyone says he was pleased with the way things were going.
A: Yesterday's news mentioned that he hadn't been feeling well lately. Maybe it's something serious and his doctor told him to resign.
3. A: Did you speak to the travel agent?
B: Yes. I asked whether I needed to change the flight. He admitted that he'd made a mistake, but he said that he would take care of it. He assured me that everything would work out.
A: Let's hope so. I told you to be careful during the holiday season. They're so busy that they often make mistakes.

Other reporting verbs:

wonder report mention admit assure

B3: Building Sentences with Tell, Say, and Ask (p. 397)

- He asked them if it was raining.
He asked them if I had called earlier.
He asked if it was raining.
He asked if I had called earlier.
He asked to leave early.
I said that it was raining.
I said that I had called earlier.
I said to leave early.
She told them (that) it was raining.
She told them (that) I had called earlier.
She told them to leave early.

B4: Restating Questions with Reported Speech (p. 398)

- A. Answers will vary. Some examples are:
2. What do you like to do?
3. Where do you work?
4. How old are you?
5. How long have you studied English?
6. What are your hobbies?

- B. Answers will vary. Some examples are:
2. They also ask me what I like to do.
3. They usually want to know where I work.
4. They sometimes want to know how old I am.
5. Someone typically asks how long I've studied English.
6. Some people even ask what my hobbies are.

B5: Reporting Statements, Questions, and Imperatives (p. 398)

Answers will vary. Some examples are:

2. The patient asked if she could have a copy of the test results.
The doctor told her (that) the lab is sending one.
3. The patient asked how often she should take the medicine.
The doctor told her not to take it more than three times a day.
4. The patient asked if she needed to come back.
The doctor said (that) it wouldn't be necessary unless there was a problem.
5. The patient said (that) she needed to be better by the weekend.
The doctor asked her why.
6. The patient said (that) she was going out of town for a few days.
The doctor told her she would be fine and that she should get lots of sleep.

Examining Meaning and Use (p. 399)

1. a and c 2. b

C1: Listening for Meaning and Use (p. 401)

2. a 4. b 6. a 8. b
3. b 5. b 7. b

C2: Understanding Reporting Verbs (p. 402)

2. informed 5. asked 8. promised
3. confessed 6. replied 9. told
4. explained 7. advised 10. admitted

C3: Reporting Messages (p. 403)

Answers will vary. Some examples are:

1. b. Joe's Repair Shop called on Monday. They asked you to call them back before 6:00 P.M.
2. a. Bob called on Tuesday. He said that he would call back later.
b. Richard Smith called on Tuesday. He explained that he wanted/wants to talk to you about an insurance policy. He said that his number is 555-1221.
3. a. Rosa called on Wednesday. She said that she was just calling to say hello.
b. Stuart Lee called on Wednesday. He remarked that he had been calling for several days. He asked if anything is/was wrong. He requested that you call him back soon.
4. a. Eric Martin called today. He asked where you are/were. He said that he has/had some questions.
b. Gibson's called today. They said (that) they will/would be able to deliver the desk you ordered on Monday, March 27.
c. Tanya called today. She said that she was sorry she hasn't/hadn't called. She said that she should have called sooner.

C4: Reporting a News Item (p. 404)

A. Answers will vary. Some examples are:

This report states that schools have begun to put “communication skills” into the curriculum.

A spokesman for the Medical Association said that the time has come to focus more on doctor-patient communication.

The latest Smith Public Opinion Poll reports that the best doctors talk with their patients.

The poll also indicates that the best doctors encourage questions, explain procedures, and discuss alternatives.

The poll reports that the best doctors also know how to listen and sometimes even use humor.

This reports says that as a result, first-year medical students are spending more time speaking and listening in retirement homes, homeless shelters, soup kitchens, and other community agencies.

The report indicates that first-year medical students are also in the classroom discussing what kinds of communication skills they need to treat these patients, and that they are also learning how to interact with patients in a variety of situations.

The situation is in the present; therefore, the tenses are in the present.

B. Answers will vary.

C5: Reporting Advice (p. 405)

- A. 1. she go to an employment agency.
she should go to an employment agency.
2. (that) she think about getting another degree.
that she should think about getting another degree.
her to find out about different types of graduate programs.
(that) she find out about different types of graduate programs.
3. (that) she quit her job and have a baby
that she should quit her job and have a baby.
(that) she should try to teach part-time instead of full-time.
4. (that) she not quit but just take a leave of absence for a year.
that she shouldn't quit but just take a leave of absence for a year.
her to ask for a raise before she does anything else.
(that) she ask for a raise before she does anything else.
that she should ask for a raise before she does anything else.
5. she ask to teach a different grade next year.
that she ask to teach a different grade next year.
that she should ask to teach a different grade next year.
to do whatever makes her happy.
that she should do whatever makes her happy.

B. Answers will vary.

C. Answers will vary.

D1: Thinking About Meaning and Use (p. 407)

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

D2: Editing (p. 408)

Linguist Deborah Tannen claims ~~x~~ men and women have different conversational styles. She argues that the differences can cause miscommunication between the sexes. Here's a typical example of what Professor Tannen means.

A married couple met at the end of the day. They greeted each other, and he asked her how ~~had~~ her day been. She replied that she ~~has~~ ^{had had} a very busy day. She explained ~~him~~ ^{to} that she had attended several different meetings, and she had seen four clients. She described how she had felt and what ~~had she~~ ^{she had} been thinking. After that, she eagerly turned to her husband and asked how ~~your~~ ^{his} day had been. He replied that it had been the same as usual. She looked disappointed, but quickly forgot about it until later that evening when they met friends for dinner. During the meal, her husband told the group that something extraordinary had happened to him ~~today~~ ^{that day}. He went on to explain the amusing details. Everyone laughed except his wife. She felt quite frustrated and confused. She didn't understand why he hadn't told her the story earlier in the evening.

According to Tannen, the answer relates to the difference in conversational styles between men and women. She ~~tells~~ ^{says} that women use conversation to establish closeness in a relationship, but men consider conversation to be more of a public activity. Men use it to establish their status in a group. Do you agree with this distinction? Do you know men or women like this?