

Focus on Grammar 3 | Student Book Answer Key

Click a page number (example: [2](#)) to go to the first page of a Unit.

Click [PRINT](#) to print the answers from a single Unit or all the Units in a Part.

PART 1 Present and Past PRINT		
UNIT 1	Present Progressive and Simple Present 2	PRINT
UNIT 2	Simple Past 5	PRINT
UNIT 3	Past Progressive and Simple Past 9	PRINT
UNIT 4	<i>Used to</i> and <i>Would</i> 12	PRINT
UNIT 5	<i>Wh-</i> Questions 15	PRINT
PART 2 The Future PRINT		
UNIT 6	Future 17	PRINT
UNIT 7	Future Time Clauses 21	PRINT
PART 3 Present Perfect PRINT		
UNIT 8	Present Perfect: <i>Since</i> and <i>For</i> 23	PRINT
UNIT 9	Present Perfect: <i>Already</i> , <i>Yet</i> , and <i>Still</i> 26	PRINT
UNIT 10	Present Perfect: Indefinite Past 29	PRINT
UNIT 11	Present Perfect and Simple Past 32	PRINT
UNIT 12	Present Perfect Progressive and Present Perfect 34	PRINT
PART 4 Modals and Similar Expressions PRINT		
UNIT 13	Ability and Possibility: <i>Can</i> , <i>Could</i> , <i>Be able to</i> 37	PRINT
UNIT 14	Permission: <i>Can</i> , <i>Could</i> , <i>May</i> , <i>Do you mind if</i> 41	PRINT
UNIT 15	Requests: <i>Can</i> , <i>Could</i> , <i>Will</i> , <i>Would</i> , <i>Would you mind</i> 43	PRINT
UNIT 16	Advice: <i>Should</i> , <i>Ought to</i> , <i>Had better</i> 46	PRINT
PART 5 Nouns, Quantifiers, and Articles PRINT		
UNIT 17	Nouns and Quantifiers 49	PRINT
UNIT 18	Articles: Indefinite and Definite 52	PRINT
PART 6 Adjectives and Adverbs PRINT		
UNIT 19	Adjectives and Adverbs 55	PRINT
UNIT 20	Adjectives: Comparisons with <i>As...as</i> and <i>Than</i> 58	PRINT
UNIT 21	Adjectives: Superlatives 60	PRINT
UNIT 22	Adverbs: <i>As...as</i> , Comparatives, Superlatives 63	PRINT
PART 7 Gerunds and Infinitives PRINT		
UNIT 23	Gerunds: Subject and Object 66	PRINT
UNIT 24	Infinitives After Certain Verbs 69	PRINT
UNIT 25	More Uses of Infinitives 72	PRINT
UNIT 26	Gerunds and Infinitives 75	PRINT
PART 8 Pronouns and Phrasal Verbs PRINT		
UNIT 27	Reflexive and Reciprocal Pronouns 78	PRINT
UNIT 28	Phrasal Verbs 81	PRINT
PART 9 More Modals and Similar Expressions PRINT		
UNIT 29	Necessity: <i>Have (got) to</i> , <i>Must</i> , <i>Can't</i> 84	PRINT
UNIT 30	Expectations: <i>Be supposed to</i> 87	PRINT
UNIT 31	Future Possibility: <i>May</i> , <i>Might</i> , <i>Could</i> 90	PRINT
UNIT 32	Present Conclusions: <i>Must</i> , <i>Have (got) to</i> , <i>May</i> , <i>Might</i> , <i>Could</i> , <i>Can't</i> 93	PRINT

1 Present Progressive and Simple Present

DIFFERENT CULTURES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 5

- A** 1. a 2. b 3. c 4. c 5. b 6. c
- B** 1. Dan 3. Jason 5. Ina
2. Dan 4. Marty 6. Marty

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 9

JUNE 30: 7:30 p.m. My host parents are still working. Carlos, my “father,” works at home. My “little brother,” Ricardo, is cute. He looks (and acts) a lot like Bobby. Right now, he’s looking over my shoulder and trying to read my journal.

JULY 4: The weather is cold here in the summer. I usually spend the first weekend of July at the beach. Today, I’m walking around in a heavy sweater.

JULY 10: I’m sitting in the school cafeteria with some of my classmates. In Canada, I only drink tea, but at the moment I’m having a cup of strong coffee. It tastes great! The students here come from all over the world. Most of them don’t speak English, so we’re all speaking Spanish. It’s a great way to learn!

AUGUST 6: I usually feel great in the evening, but tonight I feel really tired.

AUGUST 25: I’m feeling very comfortable here now—but it’s almost time to go home! My host parents usually cook a light dinner, but tonight is a special event. They’re preparing a big party for me to say goodbye. I miss them already!

EXERCISE 2 page 10

- A Conversation 1**
- | | | | |
|---------------------|-------------------|------------------|-----------|
| 2. They’re taking | 4. Do you think | 6. I don’t think | 8. I come |
| 3. They’re standing | 5. they’re dating | 7. it means | 9. stand |

Conversation 2

- | | | | |
|------------------|----------------|---------------------|-----------------|
| 1. are you doing | 3. You seem | 5. She's talking | 7. He seems |
| 2. I'm waiting | 4. I'm working | 6. He's not looking | 8. doesn't mean |

EXERCISE 3 pages 10–11**A Conversation 1**

- | | | |
|-----------|----------|-----------|
| 2. starts | 4. walks | 6. appear |
| 3. has | 5. think | |

Conversation 2

- | | | |
|--------------------|----------|-----------------|
| 1. are ... shaking | 3. shake | 5. Do ... shake |
| 2. know | 4. meet | |

EXERCISE 4 pages 11–12

2. attends class / is going on a field trip to the museum
3. eats lunch
4. is eating lunch
5. studies with his classmates / is working on the family web page
6. works in the cafeteria
7. isn't doing homework / is playing tennis
8. isn't playing tennis / is watching a DVD with Eva
9. is having dinner
10. has dinner
11. sends emails / is taking a walk with the family
12. isn't taking a shower / is doing homework

EXERCISE 5 page 12

- | | | |
|-------------|-----------|-------------|
| 1. Informal | 3. Formal | 5. Informal |
| 2. Informal | 4. Formal | 6. Formal |

EXERCISE 6 pages 12–13

It's 12:30 and ^{I'm sitting} I sit in the library right now. My classmates are eating lunch together, but I don't feel hungry yet. At home, we ^{never eat} eat ~~never~~ this early. Today, our journal topic is culture shock (the strange feelings you have when you visit a foreign country for the first time).

It's a good topic for me right now because I'm ~~being~~ pretty homesick. I miss speaking my native language with my friends. And I miss my old routine. At home, we always ^{eat} are ~~eating~~ a big meal at 2:00 in the afternoon. Then we rest. But here in Toronto, ^{I have} I'm ~~having~~ a 3:00 conversation class. Every day, I almost fall asleep in class, and my teacher ^{asks} ask me, "Are you

bored?" Of course I'm not bored. I just need my afternoon nap! This class ^{is always} ~~always~~ is fun.
 This semester, ^{we're working} ~~we work~~ on a project with videos. My team is filming groups of people from
 different cultures at social events. We are ^{analyzing} ~~analyze~~ "personal space." That is ^{means} ~~meaning~~ how
 close to each other these people stand. According to my new watch, it's 12:55, and I have a
 1:00 class. That's all for now. Teachers here really ^{don't like} ~~aren't liking~~ lateness!

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 pages 13–14

- A**
1. **b.** Usually
 2. **a.** Usually
b. Now or These Days
 3. **a.** Usually
b. Now or These Days
 4. **a.** Now or These Days
b. Usually
 5. **a.** Now or These Days
b. Usually
- B** *Answers will vary.*

2 Simple Past

POETS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 19

- A**
- | | | |
|-------------|-------------|-------------|
| 1. topic | 3. journey | 5. emotions |
| 2. admirers | 4. restless | |
- B**
- from 1644 to 1694 / in the seventeenth century
 - poet / traveler
 - studied poetry / became a teacher
 - walked / rode horses
 - traveled to Osaka / was famous

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 23

As the son of a samurai, Basho grew up in the household of Todo Yoshitada, a young lord. After his father's death in 1656, Basho stayed in the Yoshitada household. He and Todo wrote poetry together, and in 1664, they published some poems. Two years later, Todo died suddenly. Basho left the area.

Basho was a restless young man, and he moved around for several years. In the 1670s, he went to Edo and stayed there. He found friendship and success once again. Basho judged poetry contests, published his own poetry, and taught students. His students built him a home outside the city in 1681. They planted a banana tree (*basho* in Japanese) in front and called his home "Basho Hut." That is how the poet got his name: Basho.

In spite of this success, Basho became unhappy. He often wrote about loneliness. He dreamed of traveling. His mother died in 1683, and he began his travels a year later. His trip to the northern part of Honshu in 1689 was difficult, but his travel diary about this journey, *Narrow Road to the Deep North*, became one of Japan's greatest works of literature.

As a famous poet, Basho had many visitors—too many, in fact. In 1693 he locked his gate for a month, stayed alone, and wrote. The following year, he took his final journey, to Osaka. He died there among his friends and admirers.

- 1666 Todo died.
Basho left the area.
1681 Students built the Basho Hut.
1683 Basho's mother died.
1684 Basho began his travels.
1689 Basho traveled to northern Honshu.
1693 Basho locked his gate to visitors.
1694 Basho took his final journey.
Basho died.

EXERCISE 2 page 24

- | | | | |
|---------|-----------|------------|----------|
| 2. were | 4. became | 6. wore | 8. had |
| 3. led | 5. left | 7. allowed | 9. wrote |

EXERCISE 3 page 24

- | | |
|-----------------|-------------------------|
| 2. liked | 8. didn't address / did |
| 3. used | 9. didn't own |
| 4. went / knew | 10. wrote |
| 5. didn't write | 11. appeared |
| 6. sent | 12. didn't know / asked |
| 7. were | |

EXERCISE 4 page 25

- | | | |
|------------------|----------|-----------|
| A 2. didn't know | 4. ate | 6. hopped |
| 3. bit | 5. drank | |

EXERCISE 5 pages 25–26

- A 3. Q: Where did she live?
A: She lived in Amherst, Massachusetts.
4. Q: Did she become famous during her lifetime?
A: No, she didn't.
5. Q: Did Dickinson's admirers often visit her?
A: No, they didn't.
6. Q: Did she travel a lot?
A: No, she didn't.
7. Q: How many poems did Dickinson write?
A: She wrote 1,700 poems.
8. Q: What did she write about?
A: She wrote about nature, time, and human emotions.
9. Q: When did she die?
A: She died in 1886.

EXERCISE 6 page 27**B** *Answers may vary. Possible answers:*

2. That's wrong. She didn't live in Chicago until 1977. She lived there until 1985.
3. That's wrong. He wasn't very shy. He was outgoing.
4. That's right.
5. That's right.
6. That's wrong. She didn't teach Spanish. She taught English and Mexican history.
7. That's wrong. She didn't go to France for her PhD. She went to Germany.
8. That's wrong. Her latest novel didn't appear in 2004. It appeared in 2014.

EXERCISE 7 page 27

Today in class, we read a poem by the American poet Robert Frost. I really ^{enjoyed} enjoy it. It was about a person who ^{chose} ~~choosed~~ between two roads in a forest. Many people believed the person ^{was} ~~were~~ Frost. He ^{thought} ~~thinked~~ about his choice for a long time. The two roads didn't ^{look} ~~looked~~ very different. Finally, he didn't ^{take} ~~took~~ the road most people take. He took the one less traveled on. At that time, he didn't ^{think} ~~thought~~ it was an important decision, but his choice ^{changed} ~~change~~ his life.

Sometimes I feel a little like Frost. As a child, I dreamed of traveling. Two years ago, I ^{decided} ~~decide~~ to move to a new country. It was a long journey and a big change. Did I ^{make} ~~made~~ the right decision? I hope so.

STEP 4 **COMMUNICATION PRACTICE****EXERCISE 8** page 28**A** 2. Turkey 3. read books 4. English 5. farming

B 1975 parents left Turkey
 1980 moved to the U.S.
 1982 began to write poetry
 1991 graduated from college
 1992 won a poetry award
 1994 became a teacher

C *Answers may vary. Possible answers:*

2. He lived with his grandparents. He felt happy.
3. It was a difficult time for him. He was happy to see his parents, but he missed his grandparents. He hated the city.

4. He had no freedom. He felt trapped. He wanted to be in the country, on a farm. He was lonely. He had no friends.
5. He wrote his first poem when he was twelve / in 1982.
6. He didn't learn in school. He wrote poetry every day.

EXERCISE 10 page 29

B Possible answers:

led: fed, bled, fled, read, said, sped, spread

bought: brought, caught, fought, sought, taught, thought

meant: bent, dreamt, went, lent, sent, spent

drew: blew, flew, grew, knew, threw

EXERCISE 12 page 30

Student A

Where did Viggo live as a child? (He lived in Argentina, Venezuela, and **Denmark**.)

What language did Viggo learn to speak? (He learned to speak **Spanish**.)

When did Viggo return to the United States? (He returned to the United States in **1969**.)

What part did Viggo play in *Lord of the Rings*? (He played the part of **Aragorn** in *Lord of the Rings*.)

What did Viggo finish in 1993? (He finished his first **book of poems** in 1993.)

Student B

Where did Viggo attend school? (He attended school in **Argentina**.)

What year did Viggo become a movie actor? (He became a movie actor in **1985**.)

What was Viggo's first movie? (His first movie was **Witness**.)

What did Viggo create for the movie *A Perfect Murder*? (He created **the paintings** for the movie *A Perfect Murder*.)

What did Viggo write for the movie *Lord of the Rings*? (He wrote **music** for *Lord of the Rings*.)

3

Past Progressive and Simple Past

REPORTING EVENTS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 34

- A** 1. e 2. f 3. d 4. b 5. a 6. c

- B** 5 Water entered the *Titanic*.
 3 Frederick Fleet rang the ship's bell.
 4 The *Titanic* hit an iceberg.
 7 The *Carpathia* arrived and saved the survivors.
 1 The *Titanic* was sailing to New York.
 6 The *Titanic* sank.
 2 Frederick Fleet saw an iceberg.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 37–38

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

EXERCISE 2 pages 38–39

- | | |
|-----------------------|----------------------|
| 2. a. was exercising | 5. a. wasn't getting |
| b. wasn't swimming | b. was having |
| 3. a. wasn't drinking | 6. a. wasn't resting |
| b. was eating | b. was enjoying |
| 4. a. wasn't looking | 7. a. was playing |
| b. was listening | b. wasn't dancing |

EXERCISE 3 page 39

- | | | | |
|-----------------|------------------|-----------------|----------------|
| 2. stopped | 8. was | 14. was eating | 20. knew |
| 3. went | 9. happened | 15. felt | 21. was coming |
| 4. found | 10. decided | 16. was sitting | 22. arrived |
| 5. were playing | 11. was sinking | 17. looked | 23. picked up |
| 6. looked | 12. was playing | 18. saw | |
| 7. saw | 13. sank or sunk | 19. noticed | |

EXERCISE 4 page 40

- A**
2. Was your wife playing with you?
 3. What was she doing while you were playing cards?
 4. Did you feel the crash?
 5. What did you do when you heard the noise?
 6. What did you do when the lights went out?
 7. What was she doing while you were looking for her?
 8. What did you do when you found her?

EXERCISE 5 pages 40–41

2. The electricity went out when the wind began to blow.
3. While he was driving home, he was listening to his car radio.
4. He pulled over to the side of the road when he couldn't see anything.
5. While he was listening to the news, he heard about a car crash near his home.
6. When it stopped raining, Mr. Taylor drove home in a hurry.

EXERCISE 6 page 41

This afternoon I ^{went} ~~was going~~ to a movie at school. It was *Titanic*. They were showing it because it was the anniversary of the 1912 disaster. What a beautiful and sad film! Jack (Leonardo DiCaprio) ^{met} ~~was meeting~~ Rose (Kate Winslet) while they both ^{were sailing} ~~sailed~~ on the huge ship. It was the *Titanic*'s first voyage.

Rose was from a very rich family; Jack was from a poor family. They fell in love, but Rose's mother wasn't happy about it. When the ship ^{hit} ~~was hitting~~ the iceberg, the two lovers were together, but then they got separated. Rose ^{found} ~~was finding~~ Jack while the ship was sinking. Seconds before the ship went under, they held hands and ^{jumped} ~~were jumping~~ into the water. Rose survived, but Jack didn't. It was so sad. When I left the theater, I still ^{had} ~~was having~~ tears in my eyes.

That wasn't my only adventure of the day. When the movie was over, I left the school auditorium. While I ^{was walking} ~~walked~~ home, I saw an accident between two pedestrians and a car. I was the only one in the area, so ^{when} ~~while~~ I saw the accident, I immediately called the police. When the police got there, they asked me a lot of questions—there were no other witnesses. I'm glad to say that the accident had a happier ending than the movie!

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 7 page 42

B Set of pictures 2

4

Used to and Would

CHANGES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 48

- A** 1. c 2. b 3. c 4. a 5. a 6. c
- B** 1. False 3. False 5. True
2. True 4. False 6. True

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 51–52

Every time I return here, I'm absolutely amazed at all the changes! Today, I did some typical tourist things. First, I went to the top of the Burj Khalifa—the tallest building in the world. (As I'm sure you know, our CN Tower back home in Canada, used to be the tallest. Oh, well. Things change.) Today, from the observation deck, I had a bird's-eye view of the city. It's hard to believe that Dubai used to be just a small town! The transformation is really amazing.

This afternoon, I walked around for hours. I also visited one of the Palm Islands. They're islands built in the early 2000s in the Persian Gulf. They are artificial, but the builders used only natural sand and rock. Amazing—as you can see from the photo. By the way, I used that new travel app on my smartphone. Thanks for telling me about it! It was really helpful—especially the maps. I used to get lost a lot!

After all my sightseeing, I was tired, so right now I'm sitting in an Internet café. There used to be a small hotel right across the street on the corner. I would sometimes stay there when I came here on business. Now there's another huge skyscraper in its place. So many changes! Prices have changed, too. This cup of tea didn't use to cost so much!

Wish you were here. I think you would like it.

EXERCISE 2 pages 52–53

- | | |
|--------------------------|---------------------------|
| 2. used to be | 7. used to have |
| 3. used to live | 8. did ... use(d) to shop |
| 4. Did ... use(d) to be | 9. used to go |
| 5. used to ride | 10. used to be |
| 6. didn't use(d) to have | |

EXERCISE 3 page 53

- | | |
|--------------------|---------------------|
| 2. used to / would | 8. used to / would |
| 3. used to / would | 9. didn't use to |
| 4. used to | 10. used to |
| 5. used to / would | 11. used to / would |
| 6. used to | 12. used to |
| 7. used to / would | |

EXERCISE 4 page 54

- | | |
|---|-----------------|
| 2. would take | 7. used to live |
| 3. didn't use(d) to be or never used to be | 8. would watch |
| 4. would make | 9. would buy |
| 5. would eat | 10. used to be |
| 6. didn't use(d) to be or never used to be | |

EXERCISE 5 page 55

Jason Smith, USA: I come here often for business. It's a great city, but driving in Dubai is difficult. The traffic is really heavy. It used to ^{take} ~~took~~ me just 20 minutes to drive from the airport to my hotel. Now, it sometimes takes me almost an hour. Also, the police are very strict. I was only going a little over the speed limit, but I got a ticket last week on the way to my hotel. I was upset at first, but at least these days you can pay the ticket online. You used to have to pay in person. It would ^{take} ~~took~~ forever!

Lynda Davis, Australia: I love Dubai. It's so international. The population never ^{used to} ~~would~~ be so diverse. Now, more than 85 percent of the people living here are foreign born (including me)! It's all very exciting. And there is so much to do. Today, I ^{visited} ~~used to visit~~ the Burj Khalifa. Afterwards, I walked around for hours. I love all the malls and theaters. When I first came here, there didn't use to be that many things to do in the evening. After work, I would just go home. Now, I can choose from many different activities and events.

Wolfgang Meyer, Germany: There are still these wonderful traditional *souks* (marketplaces), but there used to be many more of them. When I lived here twenty years ago, I would stop at one or more of them on my way home from work. I would buy some fresh fish and vegetables and maybe some interesting spices. Then I would ^{go} ~~went~~ home and cook a great meal for my family.

Graham Scott, UK: This is my first time back in fifteen years. People look really different from before. For one thing, you used to ^{see} ~~saw~~ more people wearing traditional clothing. Men would ^{wear} ~~wearing~~ *kanduras* (long white robes). Women would wear the *abaya* (a full-length black piece of clothing they wear over other clothes). Today, you see more Western-style clothing.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 56

- | | | | |
|-----------------|---------|---------|----------|
| A 2. Now | 5. Now | 8. Past | 11. Past |
| 3. Now | 6. Now | 9. Now | 12. Now |
| 4. Past | 7. Past | 10. Now | |

EXERCISE 7 page 57

A Possible answers:

There used to be a bookstore on the corner. Now there's a bank there.
 There didn't use to be a mailbox on the corner. Now there is one.
 The streets used to be quite dirty. Now they're very clean.
 The condition of the road didn't use to be very good. Now it's excellent.
 There didn't use to be a traffic light. Now there is one.
 There didn't use to be a light for pedestrians. Now there is one.
 There didn't use to be "zebra" crossing for pedestrians. Now there is.
 There didn't use to be a one-way street sign. Now there is.
 There didn't use to be a bike lane. Now there is one.
 There didn't use to be any lampposts. Now there are quite a few.
 There used to be telephone poles and wires. Now there aren't any.
 The apartment building on the corner used to be gray. Now it's light red.
 The apartment building door used to be red. Now it's white.
 There used to be a small red building to the right of the large apartment building. Now there is no building there.
 There used to be a small building to the left of the apartment building. Now there isn't one.
 There didn't use to be flowers and bushes in front of the apartment building. Now there are a lot of them.
 There didn't use to be trash cans in front of the building. Now there are two.

5

Wh- Questions

IN COURT

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 62

- A** 1. b 2. c 3. b 4. a 5. c
- B** 1. b 2. e 3. f 4. a 5. g 6. c 7. d

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 65

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

EXERCISE 2 pages 66–67

- A** 2. How did you get home? 7. What did you do?
 3. Who gave you a ride? 8. When did the police arrive?
 4. What happened next? 9. What did they ask you?
 5. Who did you see? 10. How many police officers came?
 6. who is Deborah Collins?

EXERCISE 3 page 67

2. What happened?
3. How many witnesses described the crime?
4. Who (or Whom) did the witness indicate?
5. Who indicated Harry Adams?
6. Who (or Whom) did the lawyer question?
7. How did the manager look?
8. Who spoke to the jury?
9. What was the verdict?
10. Why did the jury find Adams guilty?
11. How long did the trial last?
12. How much did Adams pay his lawyer?

EXERCISE 4 page 68

did Jones go
Where ~~Jones went~~ on January 15?

Who went with him?

did he return
What time ~~he return~~ home?

did he call
Who ~~he called~~?

did he have
How much money ~~he had~~ with him?

Who
Who ~~him~~ saw him at the station the next day?

How did he look?

was he
Why ~~he was~~ in a hurry?

How many suitcases did he have?

did the witness call
When ~~the witness call~~ the police?

happened
What ~~did happen~~ next?

was his alibi
What ~~his alibi was~~?

STEP 4 COMMUNICATION PRACTICE

EXERCISE 5 page 68

- A**
3. What did they say?
 4. What did they do?
 6. Who saw them at the movies?
 7. What happened after the movie?
 9. What did her boss say?
 10. Who did you believe?
 12. Who did the jury believe?

6

Future

SPACE TRAVEL

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 75

- | | | | |
|----------|-------------|------------|---------------|
| A | 1. purchase | 3. edge | 5. incredible |
| | 2. sold out | 4. takeoff | 6. experience |
| B | 1. Now | 3. Future | 5. Future |
| | 2. Future | 4. Now | 6. Future |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 80–81

- A ROHAN:** This is Enid Rohan, reporting from Spaceport America. Lyn Filipov is in the training program here for a flight with YourSpace, Inc. She's going to fly to the edge of space very soon. So, Lyn, which flight are you taking?
- FILIPOV:** The one that leaves on March 30. By the time I purchased my ticket, the earlier flights were all sold out.
- ROHAN:** What's the training like?
- FILIPOV:** Well, at 110 kilometers—that's 68 miles—above the Earth, there won't be any gravity, so we're practicing moving around in zero-g. It's an incredible feeling— like floating in water, or flying. You feel really free.
- ROHAN:** Aren't you even a little scared?
- FILIPOV:** Right now, I can't wait to go. I'm pretty sure I'll be terrified on takeoff, but it'll be worth it. Totally.
- ROHAN:** How can you afford this? Are you an Internet millionaire?
- FILIPOV:** No, I'm not. Actually, I won a big lottery. When I saw my winning numbers, my first thought was, "I'll buy a ticket for a space tour."
- ROHAN:** What an amazing story! But you're very young. How does your family feel about this?
- FILIPOV:** I'm not that young. I'll be 23 next month. But my parents are nervous, of course. My mother is really afraid I'm going to love space travel and I'll want to keep doing it. And my younger brother is jealous.
- ROHAN:** What do you say to make them feel better?

FILIPOV: I tell my mother, “Listen, Mom, this is an incredible once-in-a-lifetime thing. I won’t make a habit of space travel, I promise.” My brother? He wants a career in space travel, so he’s going to study a lot harder from now on. That’s what he says, anyway.

ROHAN: Thanks for the interview, Lyn. And good luck!

FILIPOV: Thanks. I’ll send you photos.

- B**
- | | |
|-----------------------------|----------------------------------|
| 2. are you taking: Plans | 8. ’ll be: Facts |
| 3. leaves: Schedules | 9. ’m going to love: Predictions |
| 4. won’t be: Facts | 10. ’ll want: Predictions |
| 5. ’ll be: Predictions | 11. won’t make: Promises |
| 6. ’ll be: Predictions | 12. ’s going to study: Plans |
| 7. ’ll buy: Quick Decisions | 13. ’ll send: Promises |

EXERCISE 2 pages 81–82

- A**
- | | | | |
|------------------|-------------------|---------------------|------------------|
| 3. ’ll feel | 7. will ... stay | 11. won’t look | 15. ’ll bump |
| 4. ’ll become | 8. will do | 12. will get | 16. ’ll ... have |
| 5. Will ... feel | 9. will be | 13. won’t recognize | 17. ’ll use |
| 6. won’t last | 10. Will ... look | 14. Will ... float | 18. ’ll be |

EXERCISE 3 pages 82–83

2. He isn’t going to drive. **or** He’s not going to drive.
3. It’s going to rain.
4. He isn’t going to get very wet. **or** He’s not going to get very wet.
5. He’s going to give a speech.
6. He’s going to answer the phone.
7. He’s going to have dinner.
8. He isn’t going to watch TV. **or** He’s not going to watch TV.
9. He isn’t going to sleep. **or** He’s not going to sleep.
10. He’s going to get out of bed.

EXERCISE 4 page 84

2. he’s taking the train to Chicago
3. he’s meeting friends from England for dinner
4. he’s doing the interview for *The Space Show*
5. he’s answering questions from the online chat
6. he’s working on the Space Future website
7. he’s going to an exercise class
8. he’s flying to New York for the Space Transportation Conference
9. he’s answering emails from the Space Future website
10. he’s writing a speech for the next space travel conference

EXERCISE 5 pages 84–85

2. **A:** How many shuttle flights leave this fall?
B: Six shuttle flights leave this fall.
3. **A:** How often does the shuttle depart for the Moon each month?
B: The shuttle departs for the Moon twice each month **or** two times a month.
4. **A:** When does the October 27 flight arrive on the Moon?
B: The October 27 flight arrives on the Moon at 10 a.m. on October 30.
5. **A:** How long does the November 19 flight last?
B: The November 19 flight lasts 95 hours **or** 4 days minus 1 hour **or** 4 days.

EXERCISE 6 page 85

- A** 2. We'll take
 3. leaves
 4. I'll make
 5. are we going to do
 6. We'll think
 7. I'll bring
 8. is going to fall
 9. I'll go
 10. I'll see

EXERCISE 7 page 86

2. Less Formal 4. More Formal 6. Less Formal
 3. More Formal 5. More Formal 7. Less Formal

EXERCISE 8 page 86

Both astronauts and space tourists will ~~traveling~~^{travel} in space, but tourists are ~~gonna~~^{going to} have a much different experience. Space tourists ~~is~~^{are} going to travel for fun, not for work. So, they ~~will~~^{won't} have to worry about many of the technical problems that astronauts worry about. For example, space tourists ~~will need~~^{won't need} to figure out how to use tools without gravity. And they ~~isn't~~^{aren't} going to go outside the spaceship to make repairs. For the most part, space tourists ~~will just~~^{will just or are just going to} see the sights and have a good time.

Still, there will be similarities. Regular activities ~~be~~^{will be or are going to be} the same for astronauts and space tourists. For example, eating, washing, and sleeping will ~~turned~~^{turn} into exciting challenges for everyone in space. And on long trips, everyone is going to ~~doing~~^{do} exercises to stay fit in zero gravity. And both astronauts and space tourists ~~will going to~~^{will or are going to} have many new adventures!

STEP 4 COMMUNICATION PRACTICE

EXERCISE 9 page 87

- A**
- | | | |
|--------|-----------|-----------|
| 2. Now | 4. Future | 6. Future |
| 3. Now | 5. Future | |
- B**
2. True. She thinks the photos of space are incredible.
 3. True. He's working on a schedule for the next tourist flight.
 4. False. It's about space travel.
 5. False. His parents are going to take a taxi to his place.
 6. False. It's going to leave in five minutes.

7

Future Time Clauses

SETTING GOALS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 92

- A** 1. b 2. c 3. b 4. a 5. a
- B** 1. a 2. a 3. b 4. b 5. b

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 95

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

EXERCISE 2 page 96

- | | |
|---|---|
| 3. save | 13. 'll download or 'm going to download |
| 4. 'll buy or 'm going to buy | 14. write |
| 5. 'll feel or 'm going to feel | 15. try or 'm trying |
| 6. 'm | 16. 'll improve or 'm going to improve |
| 7. 'll learn or 'm going to learn | 17. go |
| 8. work or 'm working | 18. 'll know or 'm going to know |
| 9. get up | 19. do |
| 10. 'll check or 'm going to check | 20. 'll write or 'm going to write |
| 11. talk | 21. contact |
| 12. 'll ask or 'm going to ask | 22. 'll work or 'm going to work |

EXERCISE 3 page 97

2. They are going to move to a larger apartment as soon as Jeff gets a raise.
3. After they move to a larger apartment, they're going to have a baby.
4. Sandy will get a part-time job after they have their first child.
5. Sandy will work part-time until their child is two years old.
6. Jeff will go to school while Sandy works full-time.
7. When Sandy and Jeff achieve their goals, they'll feel very proud.

EXERCISE 4 page 97

Graduation is next month! I need to make some plans now because when exams ^{start} will start, ~~won't~~ ^{or 'm not going to} I ~~don't~~ have any free time. What am I going to do when I ^{I finish} ~~finish~~ school? What path will I take? My roommate is going to take a vacation before she ^{looks} ~~ll~~ look for a job. I can't do that because I need to earn some money soon. I think that after I ^{I graduate} ~~ll~~ graduate, I'm going to take a desktop publishing class. As soon as I ^{learn} ~~learned~~ the software, I ^{I'll look or I'm going to look} ~~look~~ for a job with a business publisher. It's hard to find full-time jobs, though. Part-time jobs are easier to find. Maybe I'll take a part-time job until I ^{I find} ~~ll~~ find a good full-time one. Or maybe I'll take a workshop in making decisions before I do anything!

STEP 4 COMMUNICATION PRACTICE**EXERCISE 5** page 98

- A**
- a. 2
 - b. 3
 - c. 5
 - d. 4
 - e. 6

B Possible answers:

- 2. (She'll return to Turkey) before she takes another English course.
- 3. She'll need to know a lot of languages for a job in the hotel industry.
- 4. She'll see her family (while she's in Turkey).
- 5. She'll take a degree program in hotel management (after she returns to the States).
- 6. Ela's going to be very tired after everything she has to do.

8

Present Perfect: *Since* and *For* CAREERS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 105

- A** 1. c 2. b 3. c 4. b 5. a 6. b
- B** 1. False 3. True 5. True
2. False 4. False

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 109

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

EXERCISE 2 page 109

2. for 4. for 6. for
3. Since 5. since 7. since

EXERCISE 3 page 110

2. hasn't stopped 5. have had 8. has skated 11. 've considered
3. has been 6. haven't taken 9. has won
4. have lived 7. have gone 10. has wanted

EXERCISE 4 page 110

2. a. have been 5. a. Since
b. for b. have gone
c. have changed 6. a. Since
d. since b. has become
3. a. Since 7. a. hasn't competed
b. have taken b. for
4. a. Since
b. have opened

EXERCISE 5 page 111–112

- B** 2. How long have you had your M.A. degree?
I've had my M.A. degree since 2005 **or** for eleven years.
3. Have you had any more training since you got your M.A.?
Yes, I have.
4. How long have you been a physical education teacher?
I've been a physical education teacher since 2007 **or** for nine years.
5. How long have you worked as a sports trainer?
I've worked as a sports trainer since 2005 **or** for eleven years.
6. How long have you had a black belt in tae kwon do?
I've had a black belt for two months.
7. Have you won any awards since then?
Yes, I have.
8. How long have you been a member of NEA?
I've been a member of NEA since 2008 **or** for eight years.

EXERCISE 6 pages 112–113

I've had
I ~~have~~ my skateboard for two years. For me, it's much more than just a sport. It's a form of transportation. It's much faster than walking! —Jennifer, U.S.

for *I've won*
I've been a skater ~~since~~ *for* five years. Since December, I ~~won~~ *have won* two contests. I'd love to turn pro one day and support myself skating. —Paulo, Brazil

since *have you*
Help! I've broken three boards ~~for~~ *since* January!!! Is this normal? How long ~~you have~~ *have you* had your board? —Sang-Ook, South Korea

broken
Broken boards?! That's nothing! Consider yourself lucky! I've ~~break~~ *broken* my wrist twice since I started skating! —Marta, Mexico

I've
Last year, my board hit a rock while I was skating in the street. I fell and hit my head and had to go to the emergency room. I ~~always~~ *I've* worn a helmet since then! —Megan, Australia

I've lived
I ~~live~~ *have lived* in California since 2006. My first love is surfing, but when there aren't any waves, I jump on my skateboard and take to the streets! My motto is "Make the best of what you have!" —Ming, U.S.

watched
Wow! Yesterday, my friend gave me a copy of the video "OP King of Skate." I've ~~watch~~ *watched* it three times since then. The Burnquist part is awesome! —Todd, Canada

At last! A skate park opened near my home last week. Since then, I ^{I've} gone every day. It's a lot more fun than skating in the streets!

—Sylvie, France

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 113

- (A) 2. since 2008 **or** since she started college 5. for six months
3. since 2015 6. for two years
4. since she moved to L.A. **or** since 2015 7. since she was in college

9

Present Perfect: *Already, Yet, and Still***PARTY PLANNING****STEP 1 GRAMMAR IN CONTEXT****AFTER YOU READ** page 119

- A**
- | | | |
|--------------|---------------|-----------------|
| 1. organized | 3. successful | 5. professional |
| 2. available | 4. specific | |
- B**
- went to several parties
 - chose a date for the party
 - chose the time
 - sent invitations

STEP 3 FOCUSED PRACTICE**EXERCISE 1** page 122

- | | | | | | |
|------|------|------|------|-------|-------|
| 2. T | 4. T | 6. T | 8. F | 10. T | 12. F |
| 3. F | 5. T | 7. F | 9. T | 11. F | |

EXERCISE 2 pages 122–123

- A**
- | | |
|----------------------------|-----------------------------|
| 2. B: 've already met | 5. A: Have ... seen ... yet |
| 3. B: 've already had | B: Yes ... have |
| 4. A: Has ... left already | A: haven't seen ... yet |
| B: No ... hasn't | 6. A: 've already planned |

EXERCISE 3 page 123

- I haven't seen Jenna yet.
- I've already met Carlos. **or** I've met Carlos already.
- Have you seen Bruno yet?
- I still haven't tried the cake.
- Some of the guests have already left. **or** Some of the guests have left already.
- Bruno still hasn't arrived!

EXERCISE 4 page 124

3. He's already found a location.
4. He's already written a guest list.
5. He's already bought invitations.
6. He hasn't sent invitations yet. **or** He still hasn't sent invitations.
7. He hasn't planned the menu yet. **or** He still hasn't planned the menu.
8. He's already picked out music.
9. He hasn't shopped for food yet. **or** He still hasn't shopped for food.
10. He hasn't cleaned the house yet. **or** He still hasn't cleaned the house.

EXERCISE 5 pages 124–125

Doug asked: Help! My party is next week and I ^{still} ~~already~~ haven't figured out the food! I'm not at all organized. I've ^{already} ~~yet~~ wasted three days worrying, and I still don't have any ideas. What should I do?

The Party Planner's Advice: Don't panic! Your guests haven't started arriving ^{yet} ~~already~~, so there's still time. Ask everyone to bring something! (You've already ^{invited} ~~invite~~ people, right?) Or order pizza. I haven't met anyone ^{yet} ~~already~~ who doesn't like pizza.

Rosa asked: I'd like to find a "theme" for my next birthday party. I've already ^{had} ~~have~~ a pasta party (10 kinds of pasta!), and I've already ^{given} ~~gave~~ a movie party (everyone dressed up as a movie character). Both were very successful, but I ^{haven't yet or still haven't} ~~haven't still~~ decided what to do this time. Any ideas?

The Party Planner's Advice: Sure. ^{Have} ~~Has~~ you tried this one yet? Ask each guest to bring a baby photo of himself or herself. Collect the photos. People try to match the photos with the guests! Your guests will love it!

STEP 4 COMMUNICATION PRACTICE**EXERCISE 6** page 125

- A**
2. find a place
 3. invite people
 4. borrow extra chairs
 7. find someone to help set up
 8. select music

EXERCISE 7 page 126**Student A**

Has Gisela bought flowers yet? (Yes, she has.)

Has Gisela washed the windows yet? (Yes, she has.)

Has Gisela set the table yet? (No, she hasn't. **or** No, not yet.)

Has Gisela hung up the balloons yet? (Yes, she has.)

Has Gisela wrapped the gift yet? (No, she hasn't. **or** No, not yet.)

Student B

Has Karl baked the cake yet? (Yes, he has.)

Has Karl put the turkey in the oven yet? (No, he hasn't. **or** No, not yet.)

Has Karl mopped the floor yet? (Yes, he has.)

Has Karl washed the dishes yet? (No, he hasn't. **or** No, not yet.)

Has Karl cut up the vegetables yet? (No, he hasn't. **or** No, not yet.)

To Do: Karl

- ✓ buy memory card for camera
- ✓ bake the cake
- put the turkey in the oven
- ✓ mop the floor
- wash the dishes
- cut up the vegetables

To Do: Gisela

- vacuum the carpet
- ✓ buy flowers
- ✓ wash the windows
- set the table
- ✓ hang the balloons
- wrap the gift

10 Present Perfect: Indefinite Past

ADVENTURE TRAVEL

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 130–131

- A** 1. b 2. d 3. f 4. e 5. a 6. c
- B** 1. skiing in the Alps
4. ice-skating
5. mountain climbing

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 134

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

EXERCISE 2 page 135

- | | |
|-----------------------------------|----------------------|
| A 2. 've been | 10. 've thought |
| 3. has been or 's been | 11. 've ... done |
| 4. 've had | 12. 've ... written |
| 5. 've swum | 13. have ... been |
| 6. 've eaten | 14. 've ... returned |
| 7. 've slept | 15. 've ... been |
| 8. has become or 's become | 16. 've ... wanted |
| 9. Have ... found | |

EXERCISE 3 page 136

3. He hasn't ridden a camel. **or** He's never ridden a camel.
4. He's gone up in a hot-air balloon.
5. He's had some really unusual food.
6. He hasn't seen ancient pyramids. **or** He's never seen ancient pyramids.
7. He's sailed a boat on the Nile River.
8. He's swum with dolphins in the ocean.
9. He hasn't been on a safari. **or** He's never been on a safari.
10. He hasn't flown around the world. **or** He's never flown around the world.

EXERCISE 4 pages 136–137

- A**
- | | |
|-----------------------------|--------------------------------------|
| 2. I've gone up a few times | 8. I've always wanted to go |
| 3. I haven't done it lately | 9. I've been to Africa several times |
| 4. Have you traveled a lot | 10. I've just gotten |
| 5. I have | 11. so far, I haven't been |
| 6. Have you ever been | 12. They've just finished |
| 7. I haven't | |

EXERCISE 5 pages 137–138

Answers will vary. Possible answers:

2. She's ridden (on) a camel.
3. She's traveled (a lot). **or** She's seen a lot of countries.
4. She's stayed at the Hotel Roma.
5. She's written a book.
6. She's seen *Cats* three times.

EXERCISE 6 page 138

have
We ~~has~~ received many comments from our clients. We'd like to share some with you.

been
I have always ~~be~~ afraid of heights. But after I saw the beautiful photos on your website, I
has
knew I had to go hot-air ballooning! This ~~have~~ been one of the best experiences of my life so
far. Thank you!

—Britta Kessler, Germany

just returned
We've ~~returned just~~ from a fantastic vacation. I've told all my friends about
your company.

—James Hudson, Canada

I've always wanted to go up in a hot-air balloon. I was not disappointed! —Antonio Vega, Mexico

I've just seen or I just saw
I ~~just seen~~ some new photos posted on the website! Awesome!

—Bill Hampton, USA

gone
I've never ~~went~~ hot-air ballooning, but after visiting your wonderful website, I've decided to
sign up!

—Amalia Lopes, Brazil

written
We gave our parents a balloon trip as an anniversary gift. They've just ~~wrote~~ to say it
never
was fantastic. They've ~~ever~~ been very adventurous, but now they want to go
whitewater rafting!

—Pat Calahan, Ireland

Have you
 You ~~have~~ ever seen the face of a kid on a hot-air balloon ride? The cost of the ride: a lot.

That look on her face: priceless! —Lydia Hassan, New Zealand

broke
 I ~~broken~~ my leg last month, so I haven't ~~lately~~ been able to do sports—*lately* boring! Your
 mountain balloon trip has just *given* ~~gave~~ me a lift—in more than one way! —May Roa, Philippines

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 139

- | | | | |
|--------------------------|----------------|-----------------|-----------------|
| <p>A 2. False</p> | <p>4. True</p> | <p>6. False</p> | <p>8. False</p> |
| <p>3. False</p> | <p>5. True</p> | <p>7. True</p> | |

11

Present Perfect and Simple Past

FAILURE AND SUCCESS

STEP 1 GRAMMAR IN CONTEXT**AFTER YOU READ** page 145

- A** 1. b 2. c 3. a 4. c 5. b 6. c
- B** 1. False 3. False 5. True
2. True 4. True 6. True

STEP 3 FOCUSED PRACTICE**EXERCISE 1** pages 147–148

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

EXERCISE 2 pages 148–149

- | | | | |
|-------------|-----------------|-------------------|--------------|
| 2. enjoyed | 7. threw | 12. has received | 17. asked |
| 3. began | 8. removed | 13. won | 18. admitted |
| 4. sold | 9. accepted | 14. has continued | |
| 5. wrote | 10. has sold | 15. has remained | |
| 6. received | 11. has written | 16. rescued | |

EXERCISE 3 page 149

- | | | | |
|----------------|----------------|-----------------|----------------|
| 2. began | 5. haven't had | 8. quit | 11. had |
| 3. wanted | 6. wrote | 9. remembered | 12. has helped |
| 4. 've written | 7. felt | 10. experienced | 13. discovered |

EXERCISE 4 page 150

- A** 2. when did you write your first book?
3. Was it immediately successful?
4. How many copies did it sell during its first year?
5. When did it come out?
6. has it won any awards since then?
7. How many copies has it sold?

EXERCISE 5 page 151

I've just finished reading *Failure and Success* by Nila Sciretta. Actually, ^{I've read} ~~I read~~ several of her books this year. The book is great! It's no surprise that ^{it's sold} ~~it sold~~ so many copies. —Marta Lopez

^{I've been} ~~I was~~ a big fan of this author for many years, so I was very happy to find her latest book online. ^{I downloaded} ~~I've downloaded~~ it last week and I finished it in two days. It's a great book—perhaps the best book ^{I've read} ~~I read~~ so far this year. I highly recommend it. —Burak Mardin

Have these other people read the same book as me? I ^{didn't like} ~~haven't liked~~ it at all. I thought it was boring. ^{I finished} ~~I've finished~~ it last night, but I'm sorry I bought it. Save your money! —Felipe Casa

^{I've tried} ~~I tried~~ suggestions from *Failure and Success*. This book has changed my attitude about failure. Everyone has failed at some time, but the author has not failed in communicating her message: Failure can be a great teacher! —Soon-Bok Park

^{I've only read} ~~I only read~~ two chapters so far, but I think it's a very interesting and helpful book. I've already learned a lot from it. I especially like all the examples about famous people, like Edison, who ^{failed} ~~have failed~~ at first before they became successful. —Jason Morgen

My husband and I are both college professors. Before we finally ^{found} ~~have found~~ teaching jobs at the same school, we had to live in different cities. It was a very difficult time for us. A friend recommended one of Sciretta's earlier books and it really helped. We're also authors, but we ^{haven't found} ~~didn't find~~ a publisher yet. But thanks to Sciretta's advice, we won't give up! —Ann Braid

STEP 4 COMMUNICATION PRACTICE**EXERCISE 6** page 152

- A**
1. are married
 4. live in Los Angeles
 5. teach at the same university
 7. teach creative writing 101
 8. write books together
 10. love teaching
 11. are happy in Los Angeles
 12. get positive reviews from their students

12

Present Perfect Progressive and Present Perfect

CLIMATE CHANGE

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 158

- A** 1. c 2. d 3. f 4. a 5. b 6. e
- B** 1. False 3. True 5. True
2. True 4. False 6. False

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 162

- | | | |
|---------------|---------------|--------------|
| 2. Finished | 5. Unfinished | 8. Finished |
| 3. Finished | 6. Unfinished | 9. Finished |
| 4. Unfinished | 7. Unfinished | 10. Finished |

EXERCISE 2 page 162

- | | |
|--|--|
| 2. has been writing | 7. We've been waiting |
| 3. has written | 8. has been living or has lived |
| 4. has spoken | 9. has been working or has worked |
| 5. has been speaking | 10. have planted |
| 6. has been studying or has studied | |

EXERCISE 3 page 163

2. She's been writing a book.
3. She hasn't been watching TV.
4. She's been using her computer.
5. She's been drinking coffee.
6. She hasn't been drinking tea.
7. She's hasn't been eating her sandwich.
8. She hasn't been wearing her new black sweater.
9. She's been working hard.
10. It's been raining all day.

EXERCISE 4 page 164

2. have brought
3. have been participating **or** have participated
4. have designed
5. have built
6. have been getting **or** have gotten
7. have entered
8. 've been visiting
9. 've ... been talking **or** 've ... talked
10. has won
11. have received
12. has been

EXERCISE 5 page 165

Answers may vary slightly. Possible answers:

2. **OWEN:** How much money has the team spent on the house?
STUDENT: They've spent \$250,000.
3. **OWEN:** How long have you been leading tours today?
STUDENT: I've been leading them all afternoon.
4. **OWEN:** How many people have visited this week?
STUDENT: So far about 30,000 have visited.
5. **OWEN:** How long have you been interested in solar energy?
STUDENT: I've been interested in solar energy for three years.
6. **OWEN:** How much energy has the house produced today?
STUDENT: It's produced more than it needs.
7. **OWEN:** How long has your team been competing **or** has your team competed?
STUDENT: Since 2010. **or** For X years.
8. **OWEN:** How many prizes has your team won?
STUDENT: We've won one prize.

EXERCISE 6 page 166

Sorry I haven't ^{written} ~~wrote~~ sooner. I haven't ^{had} ~~been having~~ any free time since we arrived in Versailles for the solar house competition. (Our house got here before us!) I'm really excited and also really tired. Since we arrived, we've been ^{living} ~~lived~~ on pizza and coffee. I haven't ^{slept} ~~sleeping~~ more than a few hours since ... well, I can't remember when. Our team has been working day and night for the last two weeks, and today the house looks wonderful. I'm so proud—we've designed a home that's beautiful AND reduces pollution. We're finally ready for the judges, so I've spent most of the day looking at other teams' houses. I've ^{visited} ~~been visiting~~ ten houses today. They are so interesting and creative! I hope they help start

a new trend in housing that is good for the environment. For the last hour, I've just been hanging out in a café with some people from the other teams. I've already ^{drunk} ~~been drinking~~ three cups of coffee—it's delicious, but really strong! ^{We've been} ~~We been~~ practicing our French. I still don't understand too much, but our teammate Jacques Renard is from Quebec, Canada, ^{been helping or helped} ~~and he's been helped~~ me out a lot. Wish us luck and check your text messages for photos of the house.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 167

- A** 2. Doesn't Match 4. Doesn't Match 6. Matches
3. Matches 5. Matches

13

Ability and Possibility: *Can, Could, Be able to*

MULTILINGUALISM

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 175

- A** 1. b 2. a 3. a 4. c 5. b 6. c
- B** 1. more than two languages 4. don't lose
 2. French 5. tourism
 3. doesn't speak 6. enjoyable

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 179–180

- A** What do Spanish-born Julio Iglesias and Canadian-born Celine Dion have in common? They are both world-famous superstars who can sing in many languages. As a young man, Iglesias played football professionally until a serious car accident changed everything. He couldn't walk for two years, and he wasn't able to play football anymore. But he soon discovered that he could sing. Now more than seventy years old, he can still entertain audiences of all ages. He has recorded songs in fourteen languages, including French, Portuguese, German, and Japanese. Did he miss football? Maybe, but he's happy with his career. He realized long ago, he said in a recent interview, "I can sing until the end. I won't be able to play football until the end."

Celine Dion dreamed at an early age of becoming a professional singer, and by the time she was 14, she was able to turn that dream into reality. She entered many singing competitions and was able to take home prizes, including the World Music Award for the best-selling female singer of all time. At first, she only sung in her native French, but she took lessons and soon she was able to sing and record in English. Today, she mostly records in French and English, but, like Julio Iglesias, she can also sing in many languages, including Spanish, German, Italian, Japanese, and Mandarin Chinese. Because of family health problems, she stopped performing for a while. After taking a break from her career, she resumed her schedule. Her fans hope that she will be able to continue entertaining them for many more years.

B *Answers may vary. Possible answers:*

Julio Iglesias

present: He can sing in many languages. He can (still) entertain audiences of all ages.

past: He couldn't walk for two years. He wasn't able to play football anymore. He could sing.

future: He can sing until the end. He won't be able to play football until the end.

Celine Dion

present: She can sing in many languages.

past: She was able to turn that dream into reality. She was able to take home prizes. She was able to sing and record in English.

future: She will be able to continue entertaining them for many more years.

EXERCISE 2 page 181

- | | |
|---|--|
| <p>A</p> <ol style="list-style-type: none"> 2. can't say 3. couldn't order 4. can speak 5. he'll be able to get 6. Was she able to pass 7. can communicate | <ol style="list-style-type: none"> 8. she'll be able to improve 9. Could you speak 10. I could speak 11. were able to become 12. they'll be able to speak |
|---|--|

EXERCISE 3 page 182

- | | |
|---|---|
| <ol style="list-style-type: none"> 2. can understand 3. couldn't discuss / can discuss 4. can read / couldn't read 5. can write / can write | <ol style="list-style-type: none"> 6. couldn't understand / can't understand 7. can understand / couldn't understand 8. can't give |
|---|---|

EXERCISE 4 page 182–183

2. can learn **or** are able to learn
3. can tolerate **or** are able to tolerate
4. 'll be able to enjoy **or** can enjoy
5. can learn **or** are able to learn
6. could practice **or** were able to practice
7. can help **or** is able to help
8. can assist
9. can pick up **or** are able to pick up
10. Will ... be able to learn **or** Can ... learn
11. can acquire **or** are able to acquire
12. was able to learn **or** could learn
13. couldn't lose **or** wasn't able to lose
14. can communicate **or** is able to communicate

EXERCISE 5 page 184

I just read an article about polyglot Dikembe Mutombo. It's an amazing story. When he first went to the United States, he was able to speak French and several other languages, but he couldn't ^{speak} ~~spoke~~ a word of English. He studied six hours a day and soon he ^{was} is able to join in discussions in his classes at Georgetown University. He was also ^{able to} ~~able~~ become a professional basketball player—something he never really planned to do. Today, he can speak nine languages, and he is able to help a lot of people with the money he made as a star basketball player! —Martha O'Neill, Canada

I grew up in Finland, where children learn at least two foreign languages. By the time I was 18, I was ^{to speak} ~~able speaking~~ Finnish, Swedish, English, and German. I'm studying Russian now. Last week, I ^{was able to} ~~could~~ get an A on my final exam. And in a few years, I ^{I'll be able to} ~~can~~ speak my fourth foreign language. I think everyone should learn foreign languages! —Matias Laine, Finland

In India, we grow up speaking many languages. I was born in Bangalore. As a child, I spoke Gujarati at home with my parents. In school, I also learned Kannada (the state language) and India's two official languages (Hindi and English). As a result, today I ^{I'm able to} ~~able to~~ communicate in four languages. —Tanvi Patel, India

My mother could ^{understand} ~~understands~~ both English and Spanish, but she only spoke Spanish with me. I never really knew if she couldn't speak English or if she just didn't want to. It had an advantage for me, though. I learned English at school at an early age, but I was also able to keep my family's native language. Now, I'm fluent in both languages. —Lia Gomez, USA

Here in Europe, we generally learn more than one language because there are so many different countries close together. As a result, we can often communicate with other Europeans when we travel. When I went to Germany last year, I ^{was} ~~were~~ able to speak to the people there and I learned a lot about their country. That wasn't true on my trip to Hungary, though. Hungarian is very different from French. I ^{couldn't or wasn't able to} ~~can't~~ understand a word when I was there! —Philippe Michaud, France

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 6 page 185

- A**
2. greet visitors to the school
 3. speak fluent English
 5. do word processing
 9. order office supplies

14

Permission: *Can, Could, May, Do you mind if*

ROOMMATES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 190

- A**
- | | | |
|---------------|----------------|-----------------|
| 1. annoyed | 3. assumed | 5. presentation |
| 2. guidelines | 4. established | 6. gained |
- B**
- | | | |
|---------|----------|----------|
| 1. True | 3. False | 5. False |
| 2. True | 4. False | |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 194

- | | |
|--------------------------|-------------------|
| 2. Do you mind if I have | 5. Could I borrow |
| 3. Can I wash | 6. Could I hang |
| 4. Sure she can! | |

EXERCISE 2 page 195

2. a. Can ... do
b. Yes, they can.
c. Can ... borrow
3. a. May ... ride
b. Sure. **or** Certainly. **or** Of course. **or** No problem.
4. a. Could ... bring
b. No, you can't.
5. a. May ... use
b. Sorry, but you can't.

EXERCISE 3 page 196

2. **HEATHER:** Can I borrow your black sweater?
TARA: Sorry.
3. **TARA:** Do you mind if my sister stays in our room?
HEATHER: No, not at all. **or** No, I don't.
4. **HEATHER:** May we (please) have the party in the dormitory lounge?
COUNSELOR: Sure. **or** Certainly. **or** Of course. **or** No problem.

5. **HEATHER:** Could we (please) hang decorations from the ceiling of the lounge?
COUNSELOR: Sorry, you can't.
6. **HEATHER:** Could the party go until midnight?
COUNSELOR: Sorry. It can't.
7. **TARA:** Could we play some of your CDs at the party?
ERICA: Sure. **or** Certainly. **or** Of course. **or** No problem.
8. **STUDENT:** Can I study here (**or** in the lounge)?
HEATHER: I'm sorry, you can't.

EXERCISE 4 page 197

2. **A:** Can he ^{come} ~~comes~~ on the train with me?
B: Sorry. Only passengers can board.
3. **A:** Do you mind if I ^{I sit} ~~am sitting~~ here?
B: ^{Sorry.} ~~No, I don't.~~ My friend is sitting here.
4. **A:** Could I ^{look} ~~looked~~ at your newspaper?
B: Yes, of course you ^{can} ~~could~~.
5. **A:** Do you mind if my son ^{plays} ~~play~~ his computer game?
B: No, not at all. It won't disturb me.
A: Thanks.
B: No problem.

STEP 4 **COMMUNICATION PRACTICE****EXERCISE 5** page 198

- A** **Conversation 2** Permission Refused
Conversation 3 Permission Refused
Conversation 4 Permission Given
Conversation 5 Permission Refused
Conversation 6 Permission Given
Conversation 7 Permission Refused

- B** 2. e 3. b 4. f 5. g 6. a 7. c

15

Requests: *Can, Could, Will, Would, Would you mind*

MESSAGES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 203

- A** 1. a 2. c 3. a 4. b 5. a 6. c
- B** 1. False 3. False 5. True
2. True 4. False 6. True

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 206

2. Would you mind lending me five dollars?
3. can you lend me your laptop for a minute?
4. Will you pick up some milk on the way home this afternoon?
5. Would you explain this text message from Kora?
6. Could you text me Jana's address?
7. Will you help me do the dishes?
8. Could you lock the door on your way out?
9. can you tell Ethan to come to the phone?

2. a 3. b 4. b 5. a 6. b 7. a 8. b 9. a

EXERCISE 2 pages 207–208

- A** 2. e 3. g 4. f 5. h 6. i 7. b 8. c 9. a
- B** *Position of please can vary.*
2. Would you please shut the door?
 3. Will you please buy some cereal
 4. Can you close the window, please?
 5. Would you mind waiting for a few minutes, please?
 6. Would you mind washing your cups and dishes, please?
 7. Could you please call back later?
 8. Can you get that book, please?
 9. Could you please repair the photocopier?

EXERCISE 3 page 208

Responses and position of please can vary.

1. c. Can / Could / Will / Would you (please) keep your conversation short (please) **or** Would you mind keeping your conversation short
 d. Answers to questions with a modal: Sure. **or** Certainly **or** No problem. **or** Of course. **or** I'd be glad to.
 Answers to questions with *Would you mind*: Not at all. **or** I'd be glad to. **or** No problem. **or** Of course not.
2. a. Can / Could / Will / Would you (please) explain reflexive pronouns (please) **or** Would you mind explaining reflexive pronouns
 b. I'm sorry, but I can't **or** I'm afraid I can't
 c. Can / Could / Would you (please) come back in twenty minutes (please) **or** Would you mind coming back in twenty minutes
3. a. Can / Could / Will / Would you (please) move your car (please) **or** Would you mind moving your car
 b. Answers to questions with a modal: Sure. **or** Certainly **or** No problem. **or** Of course. **or** I'd be glad to.
 Answers to questions with *Would you mind*: Not at all. **or** I'd be glad to. **or** No problem. **or** Of course not.
4. a. Can / Could / Will / Would you (please) distribute this report (please) **or** Would you mind distributing this report
 b. I'm sorry, but I can't. **or** I'm afraid I can't.

EXERCISE 4 page 209

- | | |
|-------------------|--------------|
| 2. Will you | 5. Could you |
| 3. Would you mind | 6. Would you |
| 4. Can you | |

EXERCISE 5 pages 209–210

For responses, two possible answers are shown, but other answers are possible. Please see the grammar charts.

The meetings are going well, but they are going to go on an extra day. Could you ^{please call} ~~call~~ please

Doug Rogers to try to reschedule our sales meeting?

Sure. or No problem.

~~Not at all.~~ I'll do it right away.

We'll need three extra copies of the monthly sales report. Would you ask Ann to take care of that?

Sure. or I'd be glad to.

~~Yes, I would.~~ (Ann—could you do this?)

I won't have time to return Emma Lopes's call this week. Would you mind ^{calling} to call her and telling her I'll call her back next week?

No problem. Could you email me her phone number?

I hate to ask, but ^{would} will you mind working on Saturday? We'll need the extra time to go over the new information I've gotten.

Sorry, but I ^{can't} couldn't. My in-laws are coming for a visit. But Rob Lin says he can come into the office to help out.

One last thing. I was going to pick up those new business cards, but I won't be back in time.

Would you mind asking the printer to deliver them to the office? I'd really appreciate that.

No problem. or Of course not.
Yes, I would. I'll call and ask him to do it right away.

And this will cheer you up—it looks like our office will receive the award for

Communication Excellence this year.

Great! Can I ^{tell} tell everyone, or is it a secret?

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 210

- A
3. take the kids to the library in the afternoon
 6. go to the movies
 7. walk Mom's dog
 9. go to the gym with John

16

Advice: *Should, Ought to, Had better*

INTERNET RULES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 215

- A**
- | | | |
|-------------|------------------|-------------|
| 1. identity | 3. Avoid | 5. behavior |
| 2. normal | 4. communication | 6. Protect |
- B**
- | | | | |
|-----------|-----------|-----------|-------|
| 1. OK | 3. Not OK | 5. Not OK | 7. OK |
| 2. Not OK | 4. OK | 6. Not OK | |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 219

- A**
- Hothead:** 'd better not forget / shouldn't ... be
Tweety: should stop / ought to ask
Loki: 'd better not do
gud4me: should get
Tweety: shouldn't fight
- B**
- Don't do things you don't want to do.
 - Get a life.
 - Don't fight.

EXERCISE 2 page 220

- | | |
|-----------------------|------------------------|
| 2. 'd better not rent | 7. should listen |
| 3. 'd better keep | 8. ought to read |
| 4. ought to see | 9. ought to watch |
| 5. should turn on | 10. 'd better not give |
| 6. shouldn't use | |

EXERCISE 3 pages 220–221

- You'd better not **or** You shouldn't give out any personal information.
- You'd better not **or** You shouldn't give it to anyone.
- You ought to **or** You'd better **or** You should get virus protection and use it.
- You should **or** You'd better **or** You ought to always keep your virus protection up-to-date.

6. You'd better not **or** You shouldn't believe any "get rich quick" offers.
 7. You shouldn't **or** You'd better not open any email attachments from strangers.
 8. You should **or** You ought to **or** You'd better be careful

EXERCISE 4 page 221–222

- | | |
|-----------------------------------|--------------------------------------|
| 2. Q: should I start posting | 6. Q: should I say to make them stop |
| 3. Q: Should I forward the email | 7. Q: Should I use my birthday |
| A: No, you shouldn't | A: No, you shouldn't |
| 4. Q: Should I buy one online | 8. Q: Should I flame him |
| A: Yes, you should | A: No, you shouldn't |
| 5. Q: Should I check the spelling | 9. Q: Should I use emoticons |
| A: Yes, you should | |

EXERCISE 5 page 222

- | | | |
|----------------|----------------|----------------|
| 2. Less Formal | 4. Less Formal | 6. More Formal |
| 3. More Formal | 5. More Formal | |

EXERCISE 6 page 223

- Justme** My friend asked me to dinner, and she told me I should ^{bring} ~~to bring~~ some food! What kind of an invitation is that? What ^{should I} ~~I should~~ bring to this strange dinner party?
- Sasha** LOL! The invitation is totally normal. Your friend is having a potluck—a dinner party where everybody brings something. It's really a lot of fun. You know, you ^{ought to} ~~ought~~ bring a dish from your country. People will enjoy that.
- Toby** HELP! My first day of class, and I lost my wallet! What ^{should} ~~ought~~ I do first? My student ID, credit card, and cash are all gone.
- R2D2** First of all, you'd ^{better not} ~~not better~~ panic because you need to be calm so you can speak clearly. You should ^{call} ~~to call~~ your credit card company right away. Did you lose your wallet at school? Then you ought to ^{go} ~~going~~ to the Lost and Found Department at your school.
- Smiley** What should an international student ^{do} ~~does~~ to make friends? At my college, people always smile and say, "Hi, how are you?" but they don't wait for an answer!

4gud New students should ^{join}~~joining~~ some clubs and international student organizations.
They also ought to find a student in each class to study with and ask about homework assignments.

Newguy Hi. I'm new to this board. I'm from Vietnam, and I'm going to school in Canada next year. How should I ^{get}~~will~~ get ready?

Smiley Welcome Newguy! I'm at school in Montreal, and you won't believe how cold it gets here. ^{You'd}~~You're~~ better bring a lot of warm clothes!

Sasha You ^{ought to}~~ought~~ check the school's website. They might have a Vietnam Students Association. If they do, you should email the association with your questions.
Good luck!

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 224

- A** 6. Shop at a local computer store.
- 7. Consider a service contract.
- 8. Get the most memory you can afford.

17

Nouns and Quantifiers

TIME CAPSULES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 231

- A** 1. c 2. c 3. b 4. a 5. c 6. b
- B** 1. False 3. False 5. True
2. True 4. True 6. False

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 235

- A** Pompeii was a rich and lively city on the bay of Naples, south of Rome. Wealthy Romans came to spend the summer there in large and beautiful villas. Then on August 24 in the year 79, Vesuvius erupted. The volcano buried the city under 60 feet (18 meters) of ash and killed thousands of people. It also destroyed a great many buildings. But not all of them. The ash preserved many houses, streets, theaters, statues, and a lot of beautiful art.

Pompeii's ruins stayed buried for almost 2,000 years. Then one day in 1748, a Spanish engineer discovered them. Since that time, archaeologists have dug up many everyday objects from this ancient civilization. Furniture, jewelry, money, and even a little food remain from that terrible day. Today, we can "see" the daily lives of people in the first century in a couch made of wood, beautiful bracelets and rings, and bowls and cups made of glass. Preserved fruit, vegetables, bread, eggs, and olives tell us meals then were not so different from meals now!

Today, Pompeii is "alive" again. Millions of tourists walk its streets each year. This amazing unintentional time capsule shows them what everyday life in ancient Rome was like. It is their window to ancient history.

- B Proper Nouns:**
2. Naples 4. Romans 6. Vesuvius
3. Rome 5. August

Count Nouns:*Answers will vary. Possible answers:*

- | | | | |
|--------------|--------------|--------------------|----------------|
| 2. city | 10. houses | 18. archaeologists | 26. bowls |
| 3. bay | 11. streets | 19. objects | 27. cups |
| 4. summer | 12. theaters | 20. civilization | 28. vegetables |
| 5. villas | 13. statues | 21. lives | 29. eggs |
| 6. volcano | 14. ruins | 22. century | 30. olives |
| 7. feet | 15. years | 23. couch | 31. meals |
| 8. people | 16. day | 24. bracelets | 32. tourists |
| 9. buildings | 17. engineer | 25. rings | 33. capsule |

Non-Count Nouns:

- | | | | |
|---------|--------------|-----------|-----------|
| 2. ash | 5. furniture | 8. food | 11. fruit |
| 3. art | 6. jewelry | 9. wood | 12. bread |
| 4. time | 7. money | 10. glass | 13. life |

EXERCISE 2 page 236

- | | | | |
|----------------|-----------------|--------------------|------------------|
| 2. shoes are | 7. Water is | 12. things help | 17. time flies |
| 3. hours | 8. bottles | 13. pictures | 18. people spend |
| 4. ruins | 9. sun is | 14. batteries are | 19. ruins are |
| 5. streets are | 10. sunblock is | 15. clothing makes | |
| 6. years | 11. hat | 16. gets | |

EXERCISE 3 pages 237–238

- A**
- | | |
|--------------------|----------------|
| 1. b. many | 5. a. some |
| 2. a. a lot of | b. a lot of |
| b. many | c. enough |
| c. lots of | d. a few |
| 3. a. some | e. much |
| b. a lot | f. any |
| c. a great deal of | g. some |
| d. any | h. many |
| 4. a. a few | i. many |
| b. a little | j. some |
| c. few | 6. a. a lot of |
| | b. some |
| | c. a little |

EXERCISE 4 page 238

James and I got back from Pompeii ^{a few} days ago. We bought ^{a few} souvenirs, which I'll mail to you all very soon. We're still unpacking and looking over the many, many ^{photographs} ~~photograph~~ (hundreds!) we took of this amazing place. Our ^{guidebook} ~~Guidebook~~ calls ^{Pompeii} ~~pompeii~~ a "time

capsule,” and I truly felt that we were somehow communicating with this rich and vibrant *culture* *is* *time* ~~cultures~~. There ~~are~~ never enough ~~times~~ for everything on vacation, but that’s especially true of Pompeii. Really, there are few places in the world this amazing. You should all try to go. I was so impressed!

I plan to do ~~a several~~ *several* blog posts and put up ~~a lot~~ *a lot of or lots of* photos to show you what I mean. Speaking of time capsules, I was just in the attic putting away ~~any~~ *some* suitcases, and I discovered a trunk *a lot of or lots of* with ~~much~~ old stuff. The old clothing ~~were~~ *was* still in great shape—I might wear ~~some~~ *a lot of or lots of or a great many or many* of the skirts and blouses. Oh, and I found ~~a great deal of~~ letters that ~~Grandpa~~ *Grandma* wrote to ~~grandma~~ when he was working in Italy on an archaeological dig. A few of them made me cry, and one of them had a recipe for Roman apple cake! I think we’ll try to make it, and we’ll let you know how it turns out.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 5 page 239

A Roman Apple Cake Ingredients

1 ½ cups *sugar*
 ½ cup vegetable *oil*
 2 *eggs*
 2 *cups* flour
 1 teaspoon baking powder
 1 *teaspoon* baking soda
 ¼ teaspoon *salt*
 ½ teaspoon cinnamon
 1 cup *milk*
 ½ cup *raisins*
 ½ cup *nuts*
 3 *apples*

Shopping List

eggs
flour
baking soda
nuts
apples

18

Articles: Indefinite and Definite

STORIES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 244

- | | | |
|--------------------|----------------|-------------|
| A 1. famous | 3. honest | 5. enormous |
| 2. wonderful | 4. immediately | |
| A 1. False | 3. True | 5. False |
| 2. False | 4. True | 6. True |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 247

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

EXERCISE 2 page 248

- | | | | |
|------------------------|---------------|----------------|----------------|
| A 1. No article | 6. No article | 11. the | 16. the |
| 2. the | 7. the | 12. No article | 17. No article |
| 3. No article | 8. No article | 13. the | 18. No article |
| 4. the | 9. No article | 14. the | 19. the |
| 5. the | 10. the | 15. the | |

EXERCISE 3 page 249

- | | | | |
|-----------------|---------|---------|---------|
| A 2. the | 10. the | 18. The | 26. The |
| 3. a | 11. the | 19. the | 27. a |
| 4. a | 12. a | 20. an | 28. the |
| 5. a | 13. The | 21. The | 29. the |
| 6. a | 14. the | 22. The | 30. the |
| 7. a | 15. the | 23. a | |
| 8. a | 16. a | 24. The | |
| 9. the | 17. a | 25. an | |

EXERCISE 4 page 250

- | | | | |
|--------|----------|----------|---------|
| 2. the | 8. Ø | 14. the | 20. The |
| 3. the | 9. a | 15. some | 21. a |
| 4. a | 10. the | 16. the | 22. the |
| 5. an | 11. some | 17. the | 23. the |
| 6. the | 12. the | 18. the | |
| 7. a | 13. Ø | 19. the | |

EXERCISE 5 pages 251–252

- | | |
|------------|---------------|
| 1. b. an | 4. a. (blank) |
| c. the | b. The |
| d. a | c. (blank) |
| 2. a. the | d. (blank) |
| b. the | e. the |
| c. An | 5. a. an |
| d. A | b. the |
| 3. a. the | c. the |
| b. (blank) | 6. a. the |
| c. (blank) | b. the |
| | c. (blank) |

EXERCISE 6 page 252

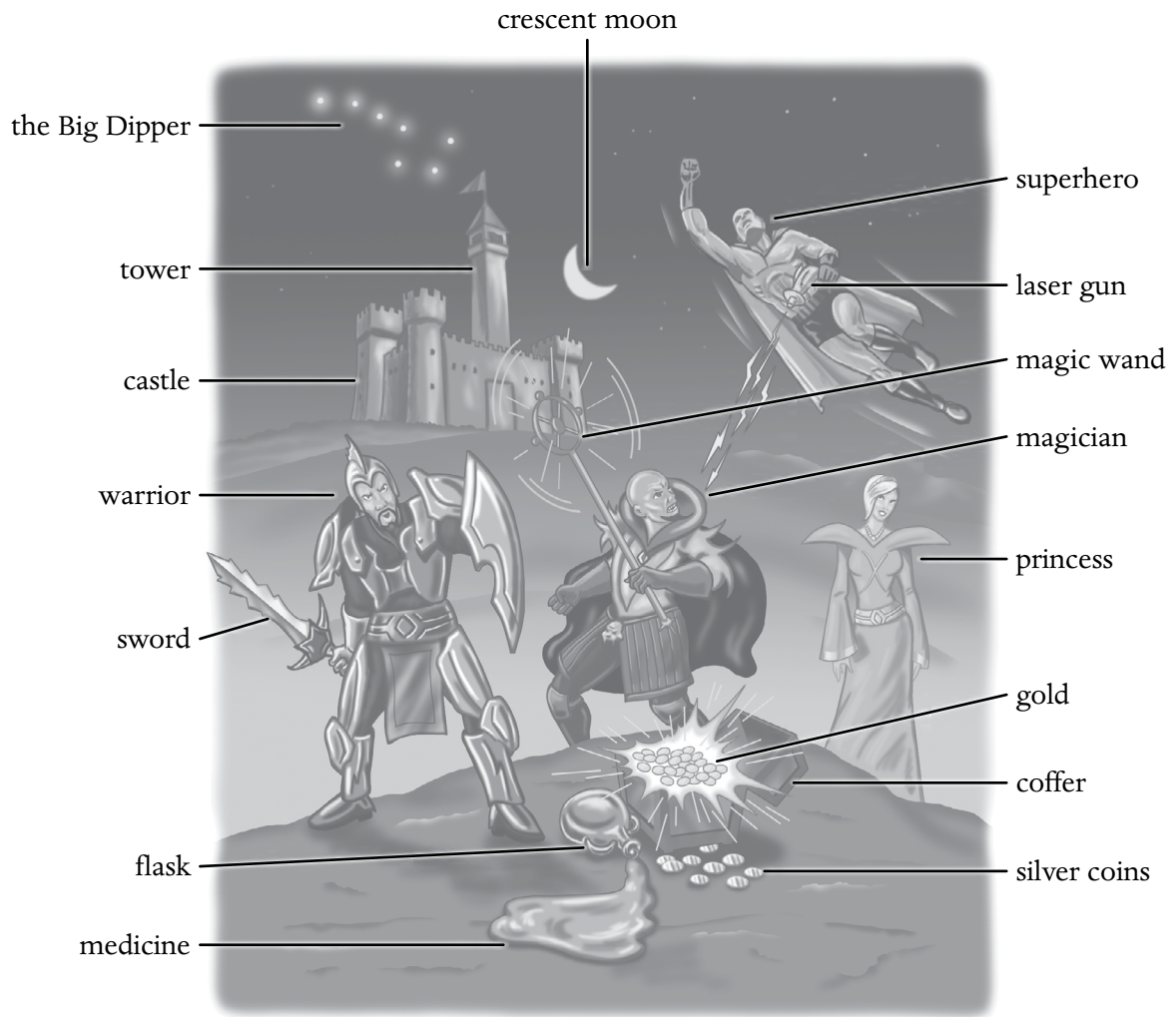
The plumber ^aPlumber had beautiful girlfriend. One day, ^{an}a ape fell in love with the girlfriend and kidnapped her. The plumber chased ^{the}ape to rescue his girlfriend. This simple tale became *Donkey Kong*, ^{the}a first video game with a story. It was invented by Shigeru Miyamoto, an artist with Nintendo, Inc. Miyamoto loved ~~the~~ video games, but he wanted to make them more interesting. He liked fairy tales, so he invented ^astory similar to a famous fairy tale. ^{The}Some story was an immediate success, and Nintendo followed it with *The Mario Brothers* and then with *Super Mario*. The third game became popular all over ^{the}a world, and it is still one of the most famous games in video history. Nintendo has continued to add ~~the~~ new adventures and new ways to play ^{the}game. Now players can follow Mario to outer space and play the game on their Wii. But success and space travel do not change Mario. He is still ^{the}brave little plumber in a red hat.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 253

- A** 2. the 3. video games 4. the 5. the 6. a 7. the 8. a 9. a
- B** 2. a 3. a 4. a 5. a 6. b 7. a 8. b 9. b

EXERCISE 10 page 255



19

Adjectives and Adverbs

HOME

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 261–262

- A** 1. a 2. b 3. c 4. b 5. a 6. b
- B** 1. False 3. True 5. False
2. False 4. True 6. True

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 266

Are you looking for a place to live? This amazing apartment is in a new building and has two large comfortable bedrooms and a small sunny kitchen. The building is very quiet—absolutely perfect for two serious students. It's near the campus on a peaceful street. There's convenient transportation. The bus stop is an easy, pleasant walk, and the express bus goes directly into town. You can run or ride your bike safely in nearby parks. The rent is very affordable. Small pets are welcome. The apartment is available on June 1. Interested students should call Megan at 555-5050. We're sure you'll be satisfied. Don't wait! This beautiful new apartment will rent fast. Nonsmokers, please.

EXERCISE 2 pages 266–267

- | | | | |
|--------------|-------------|-------------|--------------|
| 2. really | 6. happily | 10. totally | 14. quickly |
| 3. new | 7. gorgeous | 11. nice | 15. exciting |
| 4. beautiful | 8. lucky | 12. shy | 16. terribly |
| 5. hard | 9. great | 13. good | 17. really |

EXERCISE 3 page 267

- | | |
|----------------------------|--|
| 2. terribly disappointed | 6. awfully loud |
| 3. surprisingly convenient | 7. pretty accurately |
| 4. incredibly fast | 8. absolutely perfect |
| 5. very clearly | 9. really upset or real upset |

EXERCISE 4 page 268

- | | | | |
|----------------------|---------------|----------------|---------------|
| A 2. charming | 5. disgusted | 8. relaxing | 11. confusing |
| 3. annoyed | 6. exhausting | 9. interesting | 12. amazing |
| 4. charmed | 7. exhausted | 10. interested | |

EXERCISE 5 page 268

- | | |
|--|----------------------------------|
| 2. pretty upsetting things | 7. absolutely charming apartment |
| 3. arrived really late | 8. think about it very carefully |
| 4. awfully important meeting | 9. happened so quickly |
| 5. reacted quite well | 10. really great place |
| 6. didn't seem angry at all or at all angry | |

EXERCISE 6 page 269

2. charming old house
3. peaceful residential neighborhood
4. enormous old tree
5. wide bedroom window
6. Japanese stone bench
7. beautiful large ~~or~~ large beautiful antique table
8. friendly, helpful man ~~or~~ helpful, friendly man
9. young Polish woman
10. nice Italian neighborhood restaurant

EXERCISE 7 page 269

Jeff W. The Northwood dorms are pretty ^{awesome} ~~awesomely~~. They're clean and modern, and they're a convenient walk to class and the dining hall. The halls get ^{terribly noisy} ~~noisy-terribly~~ sometimes, though. When I'm studying ^{hard} ~~hardly~~ for exams, I have to go to the library.

Sheryl Miller Hall is the ideal dorm for freshmen. It's quite small, so I was able to make friends ^{fast} ~~fastly~~ there. Also, the floor counselors are great. Ours explained ^{the rules clearly} ~~clearly the rules~~. She was a ^{nice young French} ~~young French-nice~~ woman, and she was always available when you needed to talk. I was ^{extremely} ~~extreme~~ satisfied. I ^{absolutely recommend} ~~recommend absolutely~~ this ^{amazing dorm} ~~dorm-amazing~~ to anyone.

Tania Warning! Keep away! Wyeth Hall is totally ^{disgusting} ~~disgusted~~. The lounges are ^{incredibly} ~~incredible~~ dirty.
 The toilets don't work ^{well} ~~good~~, and the halls smell ^{bad} ~~badly~~. I had a ^{depressing small brown} ~~small brown depressing~~ room
 on the ground floor. My parents were ^{shocked} ~~shocking~~ when they saw the place.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 8 pages 270–271

A Answers may vary.

- | | | |
|--------------|-------------|-----------------|
| B 2. old | 5. located | 8. modern |
| 3. near | 6. new | 9. new |
| 4. excellent | 7. peaceful | 10. immediately |

- C Apt 2: Sunny
 Apt 3: Very small; Can't bring Loki; Not near stores
 Apt 4: Sounds terrific!

20

Adjectives: Comparisons with
As... as and *Than*

FOOD

STEP 1 GRAMMAR IN CONTEXT**AFTER YOU READ** page 277

- A** 1. b 2. a 3. a 4. c 5. a

- B** 1. **the restaurant:** crowded; new; popular
 2. **the staff:** young
 3. **the food:** delicious; fresh; good
 4. **the choices:** varied; interesting

STEP 3 FOCUSED PRACTICE**EXERCISE 1** page 281

- | | | |
|----------|---------|----------|
| 2. True | 5. True | 8. True |
| 3. True | 6. True | 9. False |
| 4. False | 7. True | 10. True |

EXERCISE 2 page 282

2. isn't as expensive as
3. tastes as good as **or** tastes just as good as
4. doesn't taste as good as
5. doesn't smell as delicious as
6. smells as delicious as **or** smells just as delicious as

EXERCISE 3 page 282–283

- | | |
|------------------------|----------------------|
| 2. hotter than | 8. sweeter than |
| 3. less expensive than | 9. shorter than |
| 4. spicier than | 10. less varied than |
| 5. less salty than | 11. less expensive |
| 6. healthier than | 12. sweeter than |
| 7. cheaper than | |

EXERCISE 4 page 284

2. better and better / the better ... the higher
3. younger and younger / older and older
4. more and more interesting / more and more difficult
5. more and more popular / The harder ... the more popular
6. worse and worse / the spicier ... the better
7. faster and faster / The faster ... the shorter

EXERCISE 5 page 285

When I was a teenager in the Philippines, I was an expert on snacks and fast foods. I was growing fast, so the more I ate, the ^{hungrier} ~~hungry~~ I felt. The street vendors in our town had ^{better} ~~the better~~ snacks than anyone else. In the morning, I used to buy rice muffins on the way to school. They are even ^{sweeter} ~~more sweeter~~ ^{than} ~~that~~ American muffins. After school, I ate fish balls on a stick or *adidas* (chicken feet). Snacks on a stick are ^{smaller} ~~small~~ than traditional American hot dogs and burgers, but they are ^{more} ~~much~~ varied, and the food is much fresher. My friend thought *banana-cue* (banana on a stick) was really incredible. However, they weren't as sweet ^{as} ~~from~~ *kamote-cue* (fried sweet potatoes and brown sugar), my favorite snack.

When I came to the United States, I didn't like American fast food at first. To me, it was ^{less interesting} ~~interesting~~ than my native food and ^{tasty} ~~less tastier~~, too. Now I'm getting used to it, and in many ways it seems just as good. In fact, it seems ^{more and more delicious} ~~deliciouser and deliciouser~~.

STEP 4 **COMMUNICATION PRACTICE****EXERCISE 6** page 286

- | | | |
|--------------------------------------|-----------------------------|-------------|
| A 2. Angela's
3. Di Roma's | 4. Di Roma's
5. Angela's | 6. Angela's |
|--------------------------------------|-----------------------------|-------------|

21

Adjectives: Superlatives

CITIES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOUR READ pages 291–292

- A** 1. a 2. c 3. b 4. a 5. c 6. b
- B** 1. False 3. True 5. False
2. False 4. True 6. False

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 294

- A**
- **Go to the CN Tower.** It's one of the tallest buildings in the world. From there, you can get the best view of the city and countryside.
 - **Drive along Yonge Street.** At 1,200 miles (1,800 km), it's one of the longest streets in the world. For one weekend in July, it's one of the liveliest, too. Come and join one million others for the exciting Yonge Street Festival.
 - **Visit PATH,** the world's largest underground shopping complex.
 - **Explore the Old Town of York.** It has the most historic buildings in the whole city.
 - **Take the Yuk Yuk's Comedy Tour** of the Entertainment District—you'll have a good time on the funniest bus ride in town.
 - **Visit the Toronto Zoo.** There's always something new and fascinating going on. Local people call it the best family outing in Toronto.
- B**
3. There are longer streets than Yonge Street.
 5. PATH is larger than all other underground shopping complexes.
 6. The Old Town of York has more historic buildings than other sections of Toronto.
 7. There is no funnier bus ride in town than the Yuk Yuk's Comedy Tour.

EXERCISE 2 page 295

- | | |
|------------------------------|--------------------------------------|
| 2. the smallest | 6. the warmest |
| 3. the largest / the biggest | 7. The rainiest / The driest |
| 4. the coldest | 8. the cheapest / the most expensive |
| 5. the hottest | 9. the cheapest / the most expensive |

EXERCISE 3 page 296

- | | |
|---------------------|-----------------|
| 2. the most famous | 5. the clearest |
| 3. the heaviest | 6. the fastest |
| 4. the most popular | 7. the longest |

EXERCISE 4 pages 296–297

Answers will vary.

- X is the most multicultural city I've ever visited.
Y is the least multicultural city I've ever visited.
- X is the most comfortable place I've ever stayed.
Y is the least comfortable place I've ever stayed.
- X has the friendliest (~~or~~ the most friendly) people I've ever met.
Y has the least friendly people I've ever met.
- X is the most expensive trip I've ever taken.
Y is the least expensive trip I've ever taken.
- X is the most interesting place I've ever seen.
Y is the least interesting place I've ever seen.
- X is the most exciting team I've ever watched.
Y is the least exciting team I've ever watched

EXERCISE 5 page 297

Greetings from Toronto—the ~~beautiful~~ ^{most beautiful} city I've visited on the North American continent.
 Yesterday, we went to the CN Tower—the ~~more~~ ^{the most} recognizable structure in Canada. From
 there, you get the best view of the city—the different neighborhoods, the harbor, the fast
 traffic. It made my head spin! This is one of ~~most~~ ^{the most} dynamic places I've ever visited! The
 restaurant was the ~~most expensive~~ ^{expensive} I've ever seen, so we just enjoyed the view and then
 went to Kensington Market to eat. This place has ~~the baddest~~ ^{the worst} crowds, but the cheapest and
~~the gooddest~~ ^{the best} food we've had so far. We're staying in East Toronto. It's not ~~the closer~~ ^{the closest} place to
 downtown, but it has some of ~~most~~ ^{the most} historic buildings. In fact, our bed-and-breakfast is called
 1871 Historic House. John Lennon slept here!

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 6 page 298

- A** **the most convenient:** Hôtel Le Germain
- the least convenient:** Westin Harbour Castle
- the most comfortable:** Hôtel Le Germain
- the most expensive:** Hôtel Le Germain
- the least expensive:** Eaton Chelsea
- the biggest:** Eaton Chelsea
- the smallest:** Hôtel Le Germain

22

Adverbs: *As . . . as*, Comparatives,
Superlatives

SPORTS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 303

- A**
- | | | |
|-------------|-------------|------------|
| 1. requires | 3. debate | 5. source |
| 2. values | 4. competes | 6. insults |
- B**
- | | | |
|----------|----------|----------|
| 1. False | 3. True | 5. False |
| 2. True | 4. False | |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 307

- A** I read with interest last week's article "Sports: Separation of the Sexes?" The author claims that female athletes can compete as well as males. I cannot disagree more strongly! Women are simply not as powerful as men. That's not an insult. It's a fact. And it's the source of the problem. Even the best female athlete cannot throw a ball as hard or run as fast as the average male athlete. It's true that in some sports that don't require great strength, some women can compete as effectively as men. But those are the exceptions, not the rule. There are many examples of women who play the best of anyone on their team, but still play worse than the average male athlete. Women are trying harder and harder to enter the sports world of men. And the harder they try, the more they will fail. Clearly, women can be great athletes. I just think that they should compete with women against other women.
- B**
- 1. equal ability:** as well as / as effectively as
 - 2. unequal ability:** not as powerful as / not . . . as hard . . . as fast as
 - 3. a comparative:** more strongly / worse than
 - 4. a superlative:** the best
 - 5. an increase:** harder and harder
 - 6. cause and effect:** the harder . . . the more

EXERCISE 2 page 308

- | | |
|---|--|
| 2. doesn't fit as comfortably as | 6. protects the feet as effectively as |
| 3. supports the ankles as well as | 7. lasts as long as |
| 4. don't support the ankles as well as | 8. doesn't last as long as |
| 5. doesn't protect the feet as effectively as | 9. don't cost as much as |

EXERCISE 3 pages 308–309

- | | |
|------------------------------------|----------------|
| A 2. less aggressively than | 8. better |
| 3. as aggressively | 9. longer |
| 4. as hard as | 10. less than |
| 5. the most effectively | 11. the faster |
| 6. more consistently than | 12. the faster |
| 7. more cooperatively than | |

EXERCISE 4 page 309

- | | |
|---|----------------|
| 3. the slowest or the most slowly | 7. higher than |
| 4. slower than or more slowly than | 8. the best |
| 5. the farthest | 9. the worst |
| 6. faster than | |

EXERCISE 5 page 310

CINDY: What a game! Spero, have you ever seen two teams play more aggressively ~~than~~?

SPERO: No, I haven't, Cindy. Folks, we're in Bangkok, Thailand, watching the Australian and French teams battle for the Women's World Basketball Championship. It's halftime, and just listen to that crowd! I think the Australians cheer ^{the loudest} ~~the most loudest~~ of any fans in the game!

CINDY: Well, the court really belonged to France for the first part of the game, Spero. And without question, Maud Medenou of France was playing ^{the best} ~~the better~~ of all the players on both teams. But the Australian team recovered more quickly than I thought possible. They've scored almost as frequently ^{as} ~~than~~ the French in the first half. The score is now 30-28, France, and no one can predict a winner at this point.

SPERO: I heard that Elizabeth Cambage, Australia's star player, injured her arm yesterday, but you can't tell from the way she's playing today. So far, she's scored ^{the most} ~~the least~~ of any player on her team. She's playing a great game.

CINDY: And with an injury, too! Spero, I have to say that's pretty amazing. But Medenou isn't that far behind. Did you notice that she's been playing ^{more} ~~more intensely~~ and more intensely in this tournament? You can see that she really wants the ball, and she's getting it more consistently in every game.

SPERO: You're right, Cindy. And ^{the harder} ~~the more hard~~ she plays, the more she scores. The spectators love her. They're cheering ^{more} ~~more~~ and less enthusiastically.

CINDY: The Australians have really been playing a great defense tonight. They've been blocking Medenou more effectively than any other team this season. But can they stop her?

SPERO: We'll find out soon! The second half is ready to begin. See you again after the game.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 311

- | | |
|---|---|
| <p>A 2. fast / Chin</p> <p>3. regularly / Marta</p> <p>4. frequently / Chin</p> <p>5. frequently / Chin</p> <p>6. faster / Marta</p> <p>7. fast / Chin</p> | <p>8. skilfully / Marta</p> <p>9. well / Marta</p> <p>10. better / Chin</p> <p>11. aggressively / Chin</p> <p>12. aggressively / Chin</p> |
|---|---|

23 Gerunds: Subject and Object

HEALTH ISSUES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 319

A **OK to Do:** approve of, in favor of, permit
Not OK to Do: ban, illegal, prohibit

- | | |
|--|--|
| <p>B</p> <ol style="list-style-type: none"> 1. Japan 2. Austria 3. The United Arab Emirates 4. Zambia | <ol style="list-style-type: none"> 5. Austria 6. Mexico 7. The United Arab Emirates |
|--|--|

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 322

Posted by Grofumeur on February 16, 2016 at 15:30:03

I can't stand seeing all the new No Smoking signs. It's getting harder and harder to have a good time. Next thing you know, they'll ban laughing! Eating in a restaurant or having an espresso in a café is just no fun anymore! Junk food is worse than smoking. But I bet the government won't prohibit people from ordering burgers and fries for lunch!

Reply posted by Nuffsed on February 17, 2016 at 12:15:22

Hey, Grofumeur—I'm against smoking in public places. I'm even in favor of banning smoking in apartment buildings. I don't get sick when my boyfriend has a Big Mac, but sitting in a room full of his cigarette smoke makes my hair and clothing stink. I'm really enjoying the new regulations.

Reply posted by Swissfriend on February 17, 2016 at 20:53:11

Hi, Smokers! I am a member of Freunde der Tabak, a Swiss group of smokers and non-smokers. We always suggest practicing courtesy to non-smokers and tolerance of smokers. I enjoy smoking, but I dislike inhaling secondhand smoke. I don't see a problem with people smoking outside, and I'm against banning it.

Reply posted by Cleanaire on February 18, 2016 at 9:53:11

Friend—Have you ever tried to stop smoking? If so, then you know you are addicted to nicotine. The younger you start smoking, the harder it is to quit. I definitely don't approve of advertising cigarettes or selling them to young people. That should be illegal!

EXERCISE 2 page 323

- | | | |
|---------------|---------------|---------------|
| 2. Staying | 5. starting | 8. increasing |
| 3. smoking | 6. Not eating | 9. Not going |
| 4. Exercising | 7. drinking | 10. joining |

EXERCISE 3 pages 323–324

- | | |
|---|--------------------|
| 2. denied eating | 6. avoids eating |
| 3. enjoy running | 7. mind exercising |
| 4. go swimming | 8. keep trying |
| 5. admitted (or admits) being | |

EXERCISE 4 pages 324–325

2. You can improve your health by quitting smoking.
3. I'm very happy about starting an exercise program.
4. This program gives you great ideas for solving health issues.
5. Now I'm proud of myself for swimming a mile every day.
6. They can help by listening to your concerns.
7. I ran my first 10 km race without stopping.
8. You should ask a doctor before starting an exercise program.

EXERCISE 5 page 325

DAY 1: I quit ^{smoking} ~~to smoke~~! This was the first day of the rest of my life as a non-smoker. ^{Getting} ~~Get~~ through the day wasn't too difficult. I quit drinking coffee today, too, and I think that helped. I used to enjoy ^{having} ~~had~~ a cigarette with a cup of coffee in the morning. But now I'm looking forward to ^{getting} ~~get~~ healthier.

DAY 3: Today was harder. I kept wanting a cigarette. I called Dinah. She told me to take deep breaths and stay busy. That worked. I have to resist ^{eating} ~~eat~~ too much. Gaining 5 pounds ^{isn't} ~~aren't~~ a big deal, but I don't want to gain more than that.

DAY 5: I got through the workweek smoke free. My boss definitely approves of the new me. She keeps ^{telling} ~~tells~~ me, "You can do it." I really appreciate ^{having} ~~to have~~ her support. I miss ^{smoking} ~~smokeing~~, but I DON'T miss ~~to~~ standing outside in the cold just to have a cigarette. I also don't mind ^{not} ~~don't~~ burning holes in my clothes!

DAY 7: Dinah suggested ^{going} ~~to go~~ out to dinner, but I can't risk ^{being} ~~be~~ around smokers. Instead, we went ^{shopping} ~~shoping~~, and I bought a shirt with the money I saved during my first week as a non-smoker. Also, I'm happy about ^{having} ~~have~~ clothes that smell fresh! Not smoking has advantages.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 326

- | | | |
|----------------------|-----------------|-------------|
| A 2. OK to Do | 4. OK to Do | 6. OK to Do |
| 3. Not OK to Do | 5. Not OK to Do | 7. OK to Do |

24

Infinitives After Certain Verbs

HAPPINESS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 331

- A** 1. f 2. a 3. d 4. b 5. c 6. e
- B** 1. False 3. True 5. True
2. False 4. True 6. False

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 334

- A** I have been unhappy since I moved here. Dara advised (me) to join a club. I didn't know anyone, and I wanted to make new friends. So, I finally did it! I decided to join the school's Outdoor Adventure Club, and I went to my first meeting last night. I'm really excited about this. The club is planning a hiking trip next weekend. I can't wait to go. I hope it won't be too hard for my first adventure. Last night, they also decided to go rafting in the spring. At first, I didn't want to sign up, but the leader was so nice. He urged (me) not to miss this trip, so I put my name on the list. After the meeting, a group of people asked (me) to go out with them. We went to a coffee shop and talked for hours. Well, I hoped to make some new friends when I joined this club, but I didn't expect (everyone) to be so friendly. I'm glad Dara persuaded (me) not to give up.
- B** 2. They (also) decided to go rafting in the spring.
3. He urged me not to miss this trip.
4. I'm glad Dara persuaded me not to give up.
5. Dara advised me to join a club.
6. I can't wait to go.
7. I decided to join the school's Outdoor Adventure Club.
8. I didn't expect everyone to be so friendly.
9. (At first) I didn't want to sign up.
10. I wanted to make new friends.

EXERCISE 2 page 335

- | | |
|--------------------------|------------------------|
| 2. decided not to focus | 5. agreed to go |
| 3. remembered to call | 6. chose not to drive |
| 4. tried not to complain | 7. volunteered to help |

EXERCISE 3 page 335

2. us to get enough sleep / us to aim for at least six hours
3. us to stay healthy / us not to eat junk food
4. us to do something fun every day
5. us not to spend too much time alone
6. us not to give up, us to be patient
7. us to come to the next happiness workshop

EXERCISE 4 page 336

2. encouraged Ina to keep trying
3. advised Diego to stop focusing on his problems
4. reminded Emilia to go to the happiness workshop
5. asked Larry to help her plan a birthday party for Bill
6. (finally) decided to take a photography class
7. forgot to go to the workshop

EXERCISE 5 page 336

- | | | |
|----------------|----------------|----------------|
| 2. Less Formal | 4. Less Formal | 6. More Formal |
| 3. More Formal | 5. More Formal | 7. Less Formal |

EXERCISE 6 page 337

Studies show that happy people tend ^{to have} ~~having~~ more friends. You know from experience that friends are important for your happiness, and you'd like to make some new ones. Maybe you're at a new school or job, or, possibly, you have changed and the "new you" wants ^{to meet} ~~meet~~ new people.

To begin with, psychologist Timothy Johnson strongly advises ^{you to turn off} ~~to turn off~~ your computers. He says that "friending" people on Facebook just isn't the same as making real friends. You need ^{to go out} ~~go out~~ and interact with real people. He says, "Decide right now ^{not to} ~~to don't~~ refuse invitations. When a classmate or co-worker invites you for coffee, just say yes." Join a club and volunteer to ^{do} ~~doing~~ something. That responsibility will force you to attend

the meetings. By doing these things, you will manage ^{to meet} ~~meeting~~ a lot of new people. Dr. Johnson warns us, however, ^{not to} ~~don't~~ rush to become close friends with someone right away. Relationships take time. You have to learn to listen. It is important to encourage your new friend to ^{talk} ~~talks~~ by asking him or her questions. Allow each relationship ^{to develop} ~~develops~~ naturally, and soon you'll have a group of people you are really comfortable interacting with. These types of friendships are important to happiness because they help you to feel connected, and feeling connected leads to increased happiness.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 338

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

25

More Uses of Infinitives

SMART DEVICES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 343

- A** 1. b 2. b 3. a 4. c 5. b 6. a
- B** 1. False 3. False 5. True 7. False
 2. True 4. False 6. False

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 346

The telephone has really changed a lot in less than a century. From the 1920s through the 1950s, there was the good old-fashioned rotary phone. It had just one function, but it wasn't that convenient to use. Callers had to turn a dial to make a call. And it was too big and heavy to move from place to place. (Besides, there was that annoying cord connecting it to the wall!). The 1960s introduced the touch-tone phone. It was much faster to place a call with it. You just pushed buttons in order to dial. With cordless phones, introduced in the 1970s, callers were free to move around their homes or offices while talking. Then came a really major change—hand-held cell phones. These were small enough to carry with you and you didn't even have to be inside to talk to your friends. But it wasn't until the invention of the camera phone that people began to use the phone to do more than just talk. And, that was nothing compared to today's multipurpose smartphones. People use them to do almost everything. What will the newest technology bring to the phone? It's hard to predict. But one thing is certain: It will be faster and cheaper. And, as always, people will find uses for it that are difficult to imagine today.

EXERCISE 2 pages 346–347

- A** 2. d 3. a 4. e 5. c

- B**
- He took the bus in order not to be late.
 - We turned off our phone in order not to get calls.
 - She recorded her favorite TV show in order not to miss it.
 - He went to Eli's Electronics (in order) to buy a new phone.

EXERCISE 3 page 347

- | | |
|-------------------------|--------------------------------|
| 2. to drive to Montreal | 6. to buy fruit and vegetables |
| 3. to pass it | 7. to have coffee |
| 4. to get more gas | 8. to communicate with her |
| 5. to exchange money | |

EXERCISE 4 page 348

- | | | |
|-------------|----------------|----------------|
| 2. to use | 4. to remember | 6. to find out |
| 3. to spend | 5. to watch | 7. to own |

EXERCISE 5 pages 348–349

- A**
- | | |
|-------------------------------------|--------------------------------|
| 2. early enough to call | 5. cheap enough for him to get |
| 3. too quickly for me to understand | 6. too busy to go |
| 4. too late to see | |

EXERCISE 6 pages 349–350

Click here ^{to tell} ~~for telling~~ us how you've used your smartphone or smartwatch recently.

I was riding my bike when I saw an accident. A car hit a truck, but it didn't stop. I used my smartphone ^{to take} ~~take~~ a picture of the car and the license plate number. Then I used it to call the police. It was so fast and convenient to ^{use} ~~using~~!

—Jason Harvey, England

I was at a great concert in Mexico City. I wanted to share the experience with my best friend back home. I picked up my smartphone and used it to make a video and ^{(to) send} ~~sending~~ it to my friend. Instantly my friend was "there" with me. Awesome!

—Emilia Leale, Italy

I was at the mall and used my smartwatch ^{to pay} ~~for paying~~ for my purchases. It's quick, easy, and safe. I didn't have to take my wallet out of my pocket or hand my credit card to the store assistant. I just held my watch near the store's "reader" and double clicked. Done!

—Bruno Neves, Brazil

I'm really into health and fitness. ^{In order to} ~~In order~~ monitor my health, I use my smartwatch to check my heart rate when I run. I also use it to count my steps when I'm out and about. It's always on my wrist, so I don't have to remember to take it with me. —Clarisa Flores, Mexico

I sell houses. I always use my smartphone in order ^{not to} ~~to~~ waste my customers' time. When I see an interesting house, I immediately send a photo. Then, if they are interested, I make an appointment for them. That way, they can see the house ^{fast enough} ~~enough fast~~ to make an offer before other people. Without a smartphone, my job would be ^{too} ~~to~~ hard to do. —Andrea Cook, U.S.

Last night, I used my phone to ^{help} ~~helping~~ me make dinner. First, I searched online for a recipe. It was in ounces, so I used an app to ^{convert} ~~converts~~ it to grams. Then I used another app to create a shopping list. When I returned home from shopping, I set the phone's timer to ^{remind} ~~reminded~~ me when to take the food out of the oven. While dinner was baking, I used the phone to listen to my favorite songs. I love this thing! It combines functions for work and play, and it's ^{smart enough} ~~enough smart~~ to do almost everything. Too bad it can't do the dishes, too! —Kim Soo-Min, South Korea

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 350

- A
3. find a recipe
 8. find information in encyclopedias and dictionaries
 9. create a "To Do" list
 11. look at newspaper headlines from around the world
 12. put together a clothing outfit

26

Gerunds and Infinitives

PROCRASTINATION

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 356

- A**
- | | | |
|--------------|------------|-----------------|
| 1. project | 3. anxious | 5. discouraging |
| 2. universal | 4. task | 6. tactic |
- B**
- not enjoying the task
 - not having enough time
 - feeling anxious about the task
 - thinking your work has to be perfect

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 359

- A** Like many students, Eva is a procrastinator. She keeps putting off her schoolwork. When she studies, she often stops (to go) for a walk in the park. She wants (to improve) her study habits, but she isn't sure how. Eva decided (to make) a list every day of tasks she needs (to do). She always remembers (to make) her list, but she often forgets (to read) it. It's very discouraging, and Eva is worried about getting bad grades. Last night, Eva remembered reading an article in the school newspaper about a support group for procrastinators. She thinks being in a group is a good idea. It's difficult (to try) to change on your own. She likes sharing ideas with other students. Maybe it will help.
- B**
- False. She often goes for walks.
 - True
 - True
 - False. She often forgets to read it.
 - True
 - True
 - False. She likes to share ideas with others. **or** She likes sharing ideas with others.

EXERCISE 2 page 360

- | | |
|--------------------------------|----------------|
| 2. starting | 9. to work |
| 3. to study or studying | 10. to do |
| 4. finishing | 11. making |
| 5. making | 12. being |
| 6. doing | 13. to do |
| 7. working | 14. to improve |
| 8. to do or doing | 15. putting |

EXERCISE 3 page 360

- | | | | |
|-------------|-------------|---------------|-------------|
| 2. doing | 5. to spend | 8. to take | 11. doing |
| 3. starting | 6. doing | 9. to give | 12. joining |
| 4. to do | 7. working | 10. finishing | |

EXERCISE 4 page 361

- A** 3. Working on a long project is difficult.
 4. It feels great to complete a job on time.
 5. It's a good idea to reward yourself for finishing a project.
 6. It's very helpful to be in a support group.
 7. Meeting people with the same problem is good.

EXERCISE 5 pages 361–362

- meeting Todd
- to come later **or** to be there tonight
- taking too many breaks
- listening to music **or** to listen to music
- to go home
- to give Eva a ride home / to stay a little longer
- to drive carefully

EXERCISE 6 page 362

For months I was thinking about ^{going} ~~to go~~ to a support group for procrastinators, but I kept putting it off! Last night, I finally decided ^{to go} ~~going~~, and I'm glad I did. I'm not alone! There were a lot of people there with the same problem as me. I expected them ^{to be} ~~being~~ boring, but they were really quite interesting—and helpful. I even knew some of the other students there. I remembered ^{meeting} ~~to meet~~ a few of them at a school party last year. I really enjoyed ^{talking} ~~to talk~~ to Todd, and before I left I promised ^{to come} ~~coming~~ again.

I have a math test tomorrow, so I really should stop ^{writing} ~~to write~~ now and start studying. See, I've already learned some helpful tactics from ^{being} ~~to be~~ in this group! I have to stop making excuses and start my work! NOW!

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 363

- | | |
|--|---|
| <p>A 2. Things Eva Doesn't Do</p> <p>3. Things Eva Does</p> <p>4. Things Eva Does</p> | <p>5. Things Eva Doesn't Do</p> <p>6. Things Eva Does</p> <p>7. Things Eva Doesn't Do</p> |
|--|---|

EXERCISE 12 page 365

Student A

What did Pat quit making? (She quit *making excuses*.)

What can't Kay afford to do? (She can't afford *to fail*.)

What did Lev finish doing? (He finished *writing* his paper.)

Student B

What did Lee decide to do? (He decided *to join the group*.)

What does Uta keep trying to do? (She keeps *trying to change*.)

What did Jeff learn to do? (He's learned *to start projects early*.)

27

Reflexive and Reciprocal Pronouns

SELF-TALK

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 371

- | | | | |
|----------|-------------|--------------|-----------------|
| A | 1. reaction | 3. fault | 5. impact |
| | 2. realize | 4. temporary | 6. maintain |
| B | 1. Sara | 3. Sara | 5. Tom and Sara |
| | 2. Tom | 4. Tom | |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 374

Positive self-talk can affect our thoughts, feelings, and actions. It can even make the difference between winning and losing. Top athletes not only compete against one another, they also compete against themselves when they try to improve their performances. Many athletes use self-talk to maintain their self-confidence and help themselves reach new goals. If you've asked yourself how Korean Olympic gold and silver winner Yuna Kim can do those perfect jumps under so much stress, now you know it's probably because she's telling herself, "Yuna! You can! You will! You are!"

One sports psychologist believes that Olympic athletes are not very different from one another—they are all the best in their sports. When two top athletes compete against each other, the winner is the one with the most powerful positive "mental movies."

According to psychologists, ordinary people themselves can use these techniques, too. (And they can do it by themselves, without getting professional help.) They can create "mental movies" to help themselves succeed in difficult situations. So, when you are feeling discouraged about something, picture yourself succeeding and tell yourself, "You can do it!"

EXERCISE 2 page 375

- A**
- | | |
|------------------------|---------------|
| 2. ourselves | 6. herself |
| 3. myself / yourself | 7. themselves |
| 4. each other / myself | 8. ourselves |
| 5. ourselves | |

EXERCISE 3 pages 375–376

- | | |
|-------------------------------------|---------------|
| 2. myself | 7. themselves |
| 3. one another or each other | 8. himself |
| 4. yourselves | 9. myself |
| 5. one another or each other | 10. myself |
| 6. itself | |

EXERCISE 4 pages 376–377

- Tom cut himself (while he was shaving).
- Sara smiled at herself (in the mirror).
- Tom talked to himself (in the mirror).
- Tom and Sara talked to each other (on the phone) **or** talked to one another (on the phone).
- Sara drove herself (to the party).
- Tom and Sara greeted each other (at the party) **or** greeted one another (at the party).
- Tom and Sara introduced themselves (to a woman at the party).

EXERCISE 5 page 378

Jan's birthday was Wednesday, and I forgot to call him. I reminded ^{myself} ~~me~~ all day, and then I forgot anyway! I felt terrible. My sister Anna said, "Don't be so hard on ^{yourself} ~~yourself~~es." But I myself didn't believe her. She prides herself on remembering everything. Then I finally remembered the article on self-talk. It said that people can change the way they explain problems to ^{themselves} ~~themselves~~. Well, I listened to the way I talked to ^{myself} ~~me~~, and I realized it sounded really insulting—like the way our high school math teacher used to talk to us. I thought, Jan and I are good friends, and we treat ^{each other} ~~each other~~'s well. One mistake shouldn't impact our friendship that much. In fact, he forgave ^{me} ~~myself~~ for my mistake right away. And I forgave him for forgetting our dinner date two weeks ago. Friends can forgive ^{each other or one another} ~~themselves~~, so I guess I can forgive myself.

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 6 page 378

- | | | | | |
|----------|-------------|------------|---------------|---------------|
| A | 2. himself | 4. herself | 6. each other | 8. yourselves |
| | 3. yourself | 5. herself | 7. ourselves | |

28

Phrasal Verbs

SCIENCE

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 385

- A** 1. d 2. e 3. a 4. b 5. f 6. c
- B** 1. True 3. False 5. False
2. True 4. True 6. True

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 388–389

- A** Eloy Rodriguez grew up in Edinburg, Texas, where his elementary school teachers passed Chicano students over for special honors classes. They also punished them for speaking Spanish. Before Rodriguez went on to become the first U.S.-born Chicano biology instructor at his university, he worked eighteen hours a day and slept in his lab, getting by on very little sleep. “I was very aware that I was the first this, and the first that, and I knew that some people were waiting for me to slip up.” Rodriguez didn’t slip up. However, he knows that when students feel teachers don’t treat them fairly, it turns them off education. Many of them just give up.

Today, Dr. Rodriguez is passing his own success on. When he became a professor at Cornell University, he set out to find Latino graduate students. He takes these students with him on many of his trips and works hard to turn them into top scientists. In 1990, he set up KIDS (Kids Investigating and Discovering Science)—a science program for minority elementary school children. They put on white lab coats and investigate science with university teachers who treat them like research scientists. They observe nature and figure out problems. In interviews, Rodriguez always brings up role models. “I saw my first snowflake before I saw my first Chicano scientist,” he says. Because of Rodriguez’s efforts, many students will not face the same problem.

- B** 2. True 4. False 6. False 8. False
3. True 5. True 7. True

EXERCISE 2 page 389

- | | | | |
|-----------------|-----------------|-------------------|-------------|
| 2. sign up | 5. Hand ... in | 8. get up | 11. try out |
| 3. pick up | 6. find out | 9. keep on | 12. pass up |
| 4. fill ... out | 7. work ... out | 10. talk ... over | |

EXERCISE 3 page 390

- | | | | |
|-------|--------|---------|--------|
| 2. up | 4. out | 6. over | 8. out |
| 3. up | 5. up | 7. out | |

EXERCISE 4 page 390

- A** 2. take them off 4. cover it up 6. wake him up
3. turn it on 5. call it off

EXERCISE 5 page 391

2. Set up the experiment. **or** Set the experiment up.
3. Carry it out.
4. Sit down when you're done.
5. Go on to page 26.
6. Write up your reports. **or** Write your reports up.
7. Hand them in.
8. Take off your lab coats. **or** Take your lab coats off.
9. Put them away.
10. Clean up the lab. **or** Clean the lab up.

EXERCISE 6 page 391

got back
I just ~~got~~ from Venezuela ~~back~~! I spent two weeks in the Amazon rain forest with Dr.

Rodriguez. We carried out research there on plants that the Piaroa people use as medicine.

made up
We ~~made down~~ a list of these plants, and we're going to analyze them when we get back to school next week.

set up
We ~~set down~~ camp near the Orinoco River, hundreds of miles from any major city. Life there

is hard. You *get up* ~~get~~ very early ~~up~~ every morning. You must always *watch out* ~~watch up~~ and never touch a new insect or plant. If you *pick it up* ~~pick up~~ it, you can get a bad skin rash. But plants can also cure.

One day, I felt sick. One of the Piaroa gave me the stem of a certain plant to chew. It worked!

found out
Later, I ~~found up~~ that the same plant helps cure insect bites. And believe me, insects are a big

problem in the rain forest. I used up many bottles of repellent. But even when I ^{put it on} ~~put on it~~, it didn't totally keep the insects away.

This trip changed my life! I'm now thinking about switching my major to pharmacology. I want to ^{find out} ~~find over~~ more about how people can use the same plants that animals use as medicine.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 392

- | | | | |
|--------------------------------------|-----------------------------|----------------------------|----------------|
| <p>A 2. False
3. True</p> | <p>4. False
5. True</p> | <p>6. True
7. True</p> | <p>8. True</p> |
|--------------------------------------|-----------------------------|----------------------------|----------------|

EXERCISE 9 page 393

- a. 5
- b. 6
- c. 3
- d. 1
- e. 4
- f. 2

29

Necessity: *Have (got) to, Must, Can't*

RULES AND REGULATIONS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 399

- A**
- | | | |
|--------------|-------------|----------|
| 1. computers | 3. movies | 5. books |
| 2. rules | 4. sleeping | 6. bags |
- B**
- | | | | |
|----------|----------|---------|----------|
| 1. False | 3. True | 5. True | 7. False |
| 2. False | 4. False | 6. True | |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 404–405

- A BEN:** Hello. I'm Australian, and I'm planning to spend several weeks in Europe with my family. I have some questions. First, do we have to get visas to visit Italy?
- CLERK:** No. Australians don't have to have a visa to enter Italy, but you can't stay for longer than ninety days without one. And, of course, you must have a valid passport to enter the country.
- BEN:** Can my wife and I use our Australian driver's licenses in Italy?
- CLERK:** You have to carry your Australian license, but you must also have a valid International Driver's Permit. And you've got to be at least eighteen years old.
- BEN:** When do we have to get the IDPs? Is it possible to apply for them when we get to Europe?
- CLERK:** No, you must apply before you leave. The Australian Automobile Association can help you. You'll also have to purchase accident insurance, but you can do this at the car rental agency in Italy.
- BEN:** We'll be in Italy in January. We don't have a set schedule, so we haven't made any reservations. Is that going to be a problem?
- CLERK:** Yes. You've really got to have reservations, even in January—especially in major cities like Rome, Florence, or Venice.
- BEN:** One more question. What about travel insurance? Is it necessary?
- CLERK:** You don't have to get travel insurance, but we strongly recommend it. That way, if something goes wrong, you can save yourselves a lot of money and hassles.
- BEN:** You're right. Better safe than sorry! Thanks a lot. You've been very helpful.

- B** 1. Not Necessary 3. Against the Rules 5. Against the Rules 7. Not Necessary
 2. Necessary 4. Necessary 6. Necessary 8. Necessary

EXERCISE 2 page 405

Answers may vary slightly. Possible answers:

... and he has to give the house keys to Nora.

Ann has to buy phone cards online, and she has to buy batteries for the camera.

She doesn't have to call Pet Care or stop the mail for two weeks.

Sean and Maya don't have to pack clothes.

They have to download music for the trip, and they have to say good-bye to friends.

EXERCISE 3 page 406

- | | |
|--------------------------------------|------------------------------------|
| 1. b. can't leave | 3. a. do ... have to wait |
| c. have to (or have got to) check in | b. won't (or don't) have to wait |
| d. Do ... have to get | 4. a. 've got to (or have to) call |
| e. we do | b. can't use |
| f. have to (or they've got to) do | 5. a. 've got to (or have to) walk |
| g. has to (or has got to) park | b. do ... have to get up |
| 2. a. can't weigh | c. can't sit |
| b. 'll (or 're going to) have to pay | 6. a. won't (or don't) have to be |
| c. Do ... have to bring | |
| d. I do | |
| e. 've got to (or have to) have | |
| f. 've got to (or have to) go | |

EXERCISE 4 page 407

- | | |
|----------------------------------|----------------------------------|
| 2. must keep | 7. must not (or mustn't) weigh |
| 3. must not (or mustn't) be | 8. must show |
| 4. must fit | 9. must have |
| 5. must not (or mustn't) contain | 10. must not (or mustn't) get up |
| 6. must have | 11. must not (or mustn't) use |

EXERCISE 5 page 407

- | | |
|-------------------------------|--------------------------------|
| 2. don't have to bring | 6. must not (or mustn't) enter |
| 3. must not (or mustn't) play | 7. don't have to leave |
| 4. must not (or mustn't) dive | 8. must not (or mustn't) stay |
| 5. don't have to swim | |

EXERCISE 6 page 408

- | | | |
|----------------|----------------|----------------|
| 1. More Formal | 4. Less Formal | 7. More Formal |
| 2. Less Formal | 5. More Formal | 8. Less Formal |
| 3. Less Formal | 6. More Formal | 9. Less Formal |

EXERCISE 7 pages 408–409

We're on our way back to Australia. We ^{had} ~~have~~ to leave the hotel at 5:30 this morning, and then we ^{had} ~~had~~ got to wait in line at the airport for hours. What a hassle! This flight is great, though. There are TVs at every seat and hundreds of movies to watch. But Mom says we can't sit for more than three hours at a time because it's unhealthy, and we ^{must or have to or 've got to} ~~must to~~ drink water every hour when we're not sleeping. This flight is fourteen hours long, so we have to ^{take} ~~taking~~ care of ourselves. Thanks for the camping knife. I used it a lot in Italy, but before we ^{had} ~~has~~ to put it in my checked suitcase because of the safety regulations. You ^{must not or mustn't or can't} ~~don't have to~~ bring knives in carry-on bags. Well, I've got to get up and walk around again. Email me.

We'll be on this plane for ten more hours!

STEP 4 COMMUNICATION PRACTICE**EXERCISE 8** page 409

- A**
- | | | |
|----------|---------|----------|
| 2. False | 4. True | 6. False |
| 3. False | 5. True | |
- B**
- a. 5
 - b. 3
 - c. 2
 - d. 6
 - e. 4

30

Expectations: *Be supposed to*

MANNERS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 415

- A** 1. a 2. b 3. c 4. a 5. c 6. b
- B** 1. True 3. True 5. Don't Know
2. False 4. False 6. False

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 418–419

- A** The dictionary defines *manners* as polite ways of behaving in social situations. Manners are governed by rules (called *etiquette*). They tell us what we are supposed to do, and, just as important, what we are not supposed to do. Manners are like the oil in a machine. They are supposed to make things run more smoothly.

Some examples of “good” manners seem very logical and easy to understand. You are supposed to hold the door open for the person behind you. If you don't, the door can hit the person in the face. In some cultures, you are not supposed to keep your street shoes on when you enter someone's home. Leaving your shoes on is considered “bad” manners. It's rude because they bring dirt into the home. Again, the reason for the custom is clear. But why in many cultures are you supposed to shake hands when you meet someone for the first time? Many historians believe that in the past the handshake was supposed to prove that people were not hiding weapons (knives, for example) up their sleeve.

Many customs, such as the handshake, have complicated rules connected to them. Who is supposed to offer their hand first? How firmly and for how long are you supposed to hold the other person's hand? If you are wearing gloves, are you supposed to remove your glove before shaking hands? The answer to these and other questions vary from culture to culture. It can be confusing, and it is not always easy to know the right thing to do.

- B** *Answers may vary. Possible answers:*
2. They are supposed to make things run more smoothly.
 3. You are supposed to hold the door open for the person behind you.
 4. You are not supposed to keep your street shoes on when you enter someone's home.

5. The handshake was supposed to prove that people were not hiding weapons (knives, for example) up their sleeve.
6. For how long are you supposed to hold the other person's hand?

EXERCISE 2 page 419

- | | |
|---|---|
| 2. 're not (or aren't) supposed to wear | 5. 're not (or aren't) supposed to open |
| 3. 're not (or aren't) supposed to show | 6. 're supposed to open |
| 4. 're supposed to arrive | 7. 're supposed to leave |

EXERCISE 3 page 420

2. You're supposed to chew with your mouth closed.
3. You're not (~~or~~ aren't) supposed to reach across the table for food. You're supposed to ask someone to pass it.
4. You're supposed to eat quietly.
5. You're supposed to use your napkin to clean your fingers and mouth.
6. You're supposed to keep your napkin on your lap when you're not using it.
7. You're not (~~or~~ aren't) supposed to start eating before your host.
8. You're not (~~or~~ aren't) supposed to comb you hair at the table.
9. You're not (~~or~~ aren't) supposed to put your napkin on your chair when you are finished eating.
10. You're supposed to say "Excuse me" if you leave the table before the end of a meal.

EXERCISE 4 pages 420–421

- | | |
|---|-------------------------------|
| A 1. b. am ... supposed to bring | 4. a. am ... supposed to call |
| 2. a. Was ... supposed to do | 5. a. was supposed to go |
| b. 're supposed to wait | 6. a. am ... supposed to say |
| 3. a. 's supposed to rain | b. 's supposed to be |
| b. are supposed to be | |

EXERCISE 5 pages 421–422

Q: I had dinner at a friend's house last week. The first course was soup and it was already on the table. When I sat down, I began to eat it. My friend's mother looked a little surprised. Did I do something wrong? ^{Was} ~~Am~~ I supposed to wait before starting to eat?

A: Yes. In this country, you ^{are supposed} ~~supposed~~ to wait until your host begins or says, "Please begin."
You are ^{not supposed} ~~supposed~~ not to start first.

Q: My friend is getting married, and he chose me to be his "best man." What does this mean? As the best man, what ^{am I} ~~I am~~ supposed to do?

A: First of all, you should feel very good. It is an honor to be the best man. In general, the best man's job is to help the groom. You can find online lists with all your tasks (and there are many!). Perhaps one of the most important ones is that you are supposed to keep the ring for your friend until he needs it during the ceremony. (Nervous grooms are famous for forgetting or losing the ring).

Q: We ^{were supposed} supposed to get married, but we just decided to cancel the wedding. We've already received some wedding gifts. What do we do with them? ^{Are} ~~Do~~ we supposed to return them to our friends and relatives now that the wedding is canceled?

A: Yes, unfortunately you are supposed to return all the gifts you received—unless you have already used them.

Q: I was in line at the supermarket waiting to pay. It was the “express” line, but the woman in front of me had a shopping cart filled with food and beverages. I had just one item. I said to the woman, “Sorry, but you are ^{not supposed to} ~~supposed to not~~ be on this line if you have more than ten items.” She got very angry at me. Was I wrong to say something?

A: No, you weren't wrong, the woman was wrong. First, for being in the wrong line, and then for getting angry at you. People are ^{supposed} ~~supposing~~ to follow the rules, and her behavior was a definite violation of the rules. You were right to say something—as long as you did it politely.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 422

- A** 2. are not 3. is not 4. are not 5. are

31

Future Possibility: *May, Might, Could*

WEATHER

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 428

- A** 1. c 2. a 3. c 4. a 5. c
- B** 1. False 3. False 5. False
2. True 4. True 6. False

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 431

- A** **ANNA:** Are you going to drive to work tomorrow?
CODY: I don't know. I might. Why?
ANNA: I just heard the local weather report. A cold front is moving into the region. It may snow tonight.
CODY: Oh, then I may have to shovel snow before I leave. You know, on second thought, I might just take the 7:30 train instead of driving. I have a 9:00 meeting, and I don't want to miss it. Do you have a class tomorrow morning?
ANNA: No, but I'm going to the library to work on my paper. Maybe I'll bundle up and take the train with you in the morning. And let's try to go home together, too. Maybe we could meet at the train station at 6:00, OK? I'm taking the 6:30 train home.
CODY: I might not be able to catch the 6:30 train. My boss said something about working late tomorrow. I may be stuck there until 8:00. I'll call you tomorrow afternoon and let you know what I'm doing.
ANNA: OK. I'll get some takeout on the way home. Do you mind eating late?
CODY: No. I definitely want to have dinner together.
ANNA: Me too. Definitely.
- B** **CODY:**
- | | | |
|-------------|-------------|------------|
| 2. Possible | 4. Certain | 6. Certain |
| 3. Possible | 5. Possible | 7. Certain |
- ANNA:**
- | | | |
|-------------|-------------|------------|
| 2. Certain | 4. Possible | 6. Certain |
| 3. Possible | 5. Certain | 7. Certain |

EXERCISE 2 page 432

- | | | |
|----------|----------------|----------|
| 2. could | 4. may not | 6. may |
| 3. might | 5. 'm going to | 7. might |

EXERCISE 3 page 432

2. She may (**or** might) buy some notebooks before class.
3. She's going to go to the meeting with Mrs. Humphrey at 11:00.
4. She may (**or** might) have coffee with Sue after class.
5. She's going to go to work at 1:00.
6. She may (**or** might) go shopping for snow boots after work.
7. She may (**or** might) take the 7:00 train.

EXERCISE 4 page 433

- A**
- | | | |
|----------------|----------------|----------------|
| 2. they won't | 4. It won't | 6. It could be |
| 3. It could be | 5. It could be | |

EXERCISE 5 page 433

Every few years, the ocean near Peru becomes warmer. This change is called El Niño.

El Niño ^{may} ~~may be~~ cause big weather changes all over the world. The west coasts of North and South America might have very heavy rains. On the other side of the Pacific, New Guinea might ^{become} ~~becomes~~ very dry. Northern regions could have warmer, wetter winters, and southern areas ^{may} ~~may be~~ become much colder. These weather changes affect plants and animals. Some fish ^{may not} ~~mayn't~~ survive in warmer waters. They may die or swim to colder places. In addition, dry conditions could ^{cause} ~~causing~~ crops to die. When that happens, food may get very expensive.

El Niño does not happen regularly. It may happen every two years, or it might not come for seven years. Will El Niño get worse in the future? It ^{could} ~~could be~~. Pollution ^{may or might or could} ~~will~~ increase the effects of El Niño, but no one is sure yet.

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 6 page 434

A **FRIDAY**

Possible: Sunny; Low 50s

SATURDAY

Certain: Sunny; Windy

Possible: 62°

SUNDAY

Possible: Cold; Windy; Snow flurries

32

Present Conclusions: *Must, Have (got) to, May, Might, Could, Can't*

MYSTERIES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 439

- A**
- | | | |
|------------------|-------------|-----------|
| 1. advertisement | 3. method | 5. amazed |
| 2. salary | 4. position | |
- B**
- | | | |
|-----------------|--------------------|-------------|
| 1. is very sure | 3. possibly | 5. is |
| 2. possibly | 4. doesn't believe | 6. possibly |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 443–444

- A** Sherlock Holmes studied the note: *The Red-Headed League does not exist anymore.*
- "This could be serious," Holmes told Wilson. "What can you tell us about your clerk Vincent?"
- "Vincent couldn't be dishonest," replied Wilson. "In fact, he took this job for half the usual salary because he wanted to learn the business. His only fault is photography."
- "Photography?" Holmes and Watson asked together.
- "Yes," replied Wilson. "He's always running down to the basement to work with his cameras."
- Wilson left soon after that.
- "Wilson's clerk might be the key to this mystery," Holmes told Watson. "Let's go see him." An hour later, Holmes and Watson walked into Wilson's shop. The clerk was a man of about thirty, with a scar on his forehead.
- Holmes asked him for directions. Then he and Watson left the shop.
- "My dear Watson," Holmes began. "It's very unusual for a thirty-year-old man to work for half-pay. This clerk has to have a very special reason for working here."
- "Could it have something to do with the Red-Headed League?" Watson asked.
- "Yes. Perhaps the clerk placed that ad in the newspaper. He may want to be alone in the shop. Did you look at his legs?"
- "No, I didn't."
- "He has holes in his trouser knees. He must spend his time digging a tunnel from Wilson's basement. But where is it?"
- Holmes hit the ground sharply with his walking stick. "The ground isn't hollow, so the tunnel can't be here in front of the shop. Let's walk to the street in back of Wilson's shop."

- B** 2. Less Certain 4. Less Certain 6. Very Certain
3. Very Certain 5. Very Certain

EXERCISE 2 page 444

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

EXERCISE 3 page 445

2. Vincent must not be the clerk's real name.
3. He must not know about the poster.
4. He must be very clever.
5. Number 27 Carlisle Street must be City Bank.
6. Vincent's tunnel must not lead to those shops.
7. Vincent's tunnel must lead to the bank.
8. The tunnel must be almost finished.

EXERCISE 4 page 446

- A** 2. That's got to be wrong. 5. It's got to be nearby.
3. It's got to cost less than \$50. 6. You can't be tired.
4. It can't be after 11:00.

EXERCISE 5 page 446–447

- A** 2. might not 4. might 6. might not
3. might 5. must be 7. must

EXERCISE 6 page 447

2. could be 7. could be
3. couldn't be **or** can't be 8. Could ... be
4. couldn't be **or** can't be 9. couldn't be **or** can't be
5. Could ... be 10. could ... be
6. couldn't be **or** can't be 11. could be

EXERCISE 7 page 448

The main character, Molly Smith, is a college ESL teacher. She is trying to find her dead grandparents' first home in the United States. It may ^{be} ~~being~~ in a nearby town. The townspeople there seem scared. They ^{could have} ~~could be~~ have a secret, or they ^{might or may or could} ~~must~~ just hate strangers. Molly found some letters hidden in an old encyclopedia that might lead her to the place. They ^{'ve got to or have to} ~~got to~~ be important because the author mentions them right away. The letters

must
~~might~~ contain family secrets. I'm almost certain of it. Who is the bad guy? It couldn't be
the student because he wants to help. It *might or may or could* ~~must~~ be the newspaper editor in the town. That's
a possibility.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 8 page 448

- | | |
|--|--|
| <p>A</p> <p>2. Less Certain</p> <p>3. Less Certain</p> <p>4. Very Certain</p> <p>5. Completely Certain</p> <p>6. Completely Certain</p> | <p>7. Very Certain</p> <p>8. Very Certain</p> <p>9. Less Certain</p> <p>10. Less Certain</p> <p>11. Less Certain</p> |
|--|--|