

Focus on Grammar 4 | Student Book Answer Key

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1 Simple Present and Present Progressive NAMES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 5

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

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 9

Are you living or working in a foreign country? (Do you worry) about making a mistake with someone's name or title? You (are) right to be concerned. Naming systems (vary) a lot from culture to culture, and people often (have) strong feelings about their names. Well, now help (is) available in the form of an interesting and practical book by Terri Morrison. *Kiss, Bow, or Shake Hands: How to Do Business in Sixty Countries* (consists) of communication tips, information on cross-cultural naming customs, and much more. It also (provides) excellent real-world examples. However, it (is) not just for businesspeople. In today's shrinking world, people (are) always (traveling) to and from foreign countries. They (are) flying to all corners of the world, and they (are) exchanging emails with people they've never actually met. If you (are) doing business abroad or (making) friends across cultures, I (recommend) this book.

EXERCISE 2 page 10

2. is doing / believes 4. is noticing / are giving
3. want / are looking for 5. have / are causing / don't know

EXERCISE 3 pages 10–11

Conversation 1

2. Do ... know 4. calls
3. mean 5. always wins **or** 's always winning

Conversation 2

- | | |
|--------------------|-----------------|
| 1. are expecting | 4. sounds |
| 2. 're looking for | 5. do ... spell |
| 3. do ... think of | |

Conversation 3

- | | |
|-----------------------|---------------|
| 1. call | 6. 'm working |
| 2. does ... come from | 7. owns |
| 3. means | 8. 're joking |
| 4. do ... do | 9. guess |
| 5. sell | 10. influence |

Conversation 4

- | | |
|------------------|------------------|
| 1. does ... have | 4. does ... boil |
| 2. means | 5. boils |
| 3. is boiling | |

EXERCISE 4 page 12

Hi, everybody. ^{I'm writing} I ~~write~~ this note to introduce myself to you, my classmates in English 047.

Our teacher is ^{wants} ~~is wanting~~ a profile from each of us. At first, I was confused because my English dictionary is ^{defines} ~~defining~~ profile as "a side view of someone's head." I thought, "Why does she ^{want} ~~wants~~ that? She sees my head every day!" Then I saw the next definition: "a short description of a person's life and character." Now I understand what to do, so this is my profile:

My name is Peter Holzer. Some of my friends ^{call} ~~are calling~~ me Pay-Ha because that is how my initials actually ^{sound} ~~sounding~~ in German. I am ^{studying} ~~study~~ English here in Miami because I want to attend the Aspen Institute of International Leadership in Colorado. Maybe ^{you're} ~~are you~~ asking yourself, "Why ^{does he want} ~~he wants~~ to leave Miami for Colorado?" The answer is snow! Of course that means adjustments in my life, but good ones. I ^{come} ~~am coming~~ from Austria, so I love to ski. It's part of my identity. In fact, my nickname in my family is Blitz (lightning) because ^{always} ~~always~~ I'm trying to improve my speed.

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 5 page 13

- A**
- a. "Sunshine"
 - b. Karl
 - c. Alex
 - d. "Bozo"
 - e. Red
 - f. Bertha and Vicki

2 Simple Past and Past Progressive

FIRST MEETINGS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 19–20

- A**
- | | | |
|-------------|---------------|----------------|
| 1. research | 3. accomplish | 5. influential |
| 2. pursue | 4. recover | 6. cover |
- B**
- | | | | |
|-----------|-----------|-----------|-----------|
| 1. during | 3. after | 5. during | 7. during |
| 2. after | 4. Before | 6. before | |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 23

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

EXERCISE 2 pages 23–24

- A Conversation 1**
- | | | | |
|---------|------------------|-----------------|--------------|
| 3. did | 5. wasn't crying | 7. was watching | 9. recovered |
| 4. know | 6. came | 8. was thinking | |

Conversation 2

- | | | | |
|----------|-----------------|-----------------|----------|
| 1. saw | 5. was going | 9. didn't want | 13. took |
| 2. were | 6. were walking | 10. happened | |
| 3. doing | 7. asked | 11. went | |
| 4. found | 8. got | 12. was looking | |

Conversation 3

- | | | |
|---------|-----------------|----------------|
| 1. did | 4. slipped | 7. was sitting |
| 2. hurt | 5. was climbing | 8. changed |
| 3. fell | 6. was feeling | 9. met |

EXERCISE 3 pages 24–25

- A Conversation 1**
- | | | | |
|-----------------|-----------------|-----------------|------------|
| 2. were smiling | 4. looked | 6. didn't come | 8. changed |
| 3. was watching | 5. did ... meet | 7. was covering | |

Conversation 2

- | | | |
|-------------------|----------------|-----------------|
| 1. found | 4. was reading | 7. was pursuing |
| 2. was looking | 5. decided | 8. started |
| 3. did ... become | 6. wanted | 9. helped |

Conversation 3

- | | | | |
|---------------------|-------------|-----------------|-----------------|
| 1. Did ... surprise | 4. knocked | 7. were eating | 10. didn't have |
| 2. came | 5. finished | 8. asked | 11. mentioned |
| 3. was cleaning | 6. went | 9. did ... know | 12. saw |

EXERCISE 4 page 26

1. She met Paul when she moved to Australia. **or** When she moved to Australia, she met Paul.
2. She got married while she was studying medicine. **or** While she was studying medicine, she got married. **or** She was studying medicine when she got married. **or** When she got married, she was studying medicine.
3. She was living in Australia when she got married. **or** She got married when / while she was living in Australia. **or** While she was living in Australia, she got married.
4. She got her first job when she had her medical degree. **or** She had her medical degree when she got her first job.
5. She was practicing medicine at Lenox Hospital when she had her son. **or** When she had her son, she was practicing medicine at Lenox Hospital. **or** She had her son while she was practicing medicine at Lenox Hospital. **or** While she was practicing medicine at Lenox Hospital, she had her son.
6. She wrote a book while she was working at Lenox Hospital. **or** While she was working at Lenox Hospital, she wrote a book. **or** When she wrote a book, she was working at Lenox Hospital. **or** While she was working at Lenox Hospital, she was writing a book. **or** While she was writing a book, she was working at Lenox Hospital.
7. She did a TV interview when she finished her book. **or** When she finished her book, she did a TV interview.
8. She left her job when her book became a success. **or** When her book became a success, she left her job.

EXERCISE 5 page 27

I was writing Chapter 2 of my new book when I ^{thought} ~~was thinking~~ of you. The last time I saw you, you ^{were walking} ~~walked~~ down the aisle to marry Dave. That was more than two years ago. How are you? How is married life?

A lot has happened to me since then. While I ^{was working} ~~worked~~ at Lenox Hospital, I decided to pursue a career in writing. In 2014, I ^{published} ~~was publishing~~ a book on women's health issues. It was quite successful here in Australia. I even had several interviews on TV. When I ^{received} ~~was receiving~~

a contract to write a second book, I decided to quit my hospital job to write full-time.

That's what I'm doing now. Paul, too, has had a career change. While I was writing, he was attending law school. He ^{got} ~~was getting~~ his degree last summer. Then Paul and his father established their own law firm.

Oh, the reason I thought of you while I ^{was writing} ~~wrote~~ was because the chapter was about rashes.

Remember the time you ^{got} ~~were getting~~ that terrible rash? We ^{were riding} ~~rode~~ our bikes when you ^{fell} ~~were falling~~ into a patch of poison ivy. And that's how you met Dave! When you ^{fell} ~~were falling~~ off the bike, he offered to give us a ride home. Life's funny, isn't it?

Well, please write soon, and send my love to Dave. I miss you!

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 28

A 3

3

Simple Past, Present Perfect, and Present Perfect Progressive

HOBBIES AND INTERESTS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 34

- A 1. c 2. b 3. b 4. a 5. b 6. c
- B 1. Unfinished 3. Finished 5. Finished
2. Unfinished 4. Unfinished 6. Unfinished

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 38–39

- A Ethan Stowell has been working in the restaurant business for many years. Stowell has received numerous awards as a top chef in the United States. Although he grew up in a family of dancers, Stowell didn't want to join the family business. He quickly realized that his true passion is food. In recent years, Stowell has opened several popular restaurants in Seattle. In addition, he has been collecting cookbooks for years. He has about 2,000 of them!

Since he started his collection in 1995, Chef Stowell has become obsessed with cookbooks. He's been buying new and used books in stores, on websites, at yard sales, and just about anywhere else he can find them. What's more, the books haven't been sitting on shelves all these years. The chef has actually used them to experiment with new kinds of food.

Chef Stowell didn't attend culinary school. Instead, he learned about food by working in restaurants. He got his first cookbooks in order to add to his knowledge. Since then, he has discovered the importance of combining the history of food with his own experiences in life. With this winning combination, he has developed his own style of simply prepared food and has attracted loyal fans.

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

EXERCISE 2 page 39

- | | | | |
|-------------------|---------|-------------------|-----------------|
| 2. found | 5. sold | 8. decided | 11. has donated |
| 3. has been using | 6. told | 9. hasn't stopped | |
| 4. was | 7. knew | 10. has started | |

EXERCISE 3 page 40

Paragraph 1

- | | |
|------------|---|
| 2. bought | 6. has been shooting or has shot |
| 3. was | 7. has competed |
| 4. took | 8. won |
| 5. changed | |

Paragraph 2

- | | |
|-----------------|--|
| 1. began | 5. joined |
| 2. got | 6. have been performing or have performed |
| 3. hasn't spent | 7. has given |
| 4. has become | |

Paragraph 3

- | | |
|--|--|
| 1. found | 5. began |
| 2. has been working or has worked | 6. has been buying or has bought |
| 3. saved | 7. (has been) trading or (has) traded |
| 4. got | 8. has found |

EXERCISE 4 pages 41–42

2. **STUDENT:** Where did you go on your first adventure trip?
ABAD: I went to Lake Louise in Canada.
3. **STUDENT:** How much did your diving trip in Mexico cost?
ABAD: It cost \$1,200.
4. **STUDENT:** How long have you and your team been leading adventure tours?
ABAD: We've been leading adventure tours since 2015 **or** We've been leading ... for ... years.
5. **STUDENT:** What trips have you taken recently?
ABAD: I've recently taken trips to Costa Rica, Peru, and Alaska. **or** I've taken trips ... recently.
6. **STUDENT:** How long have you been writing a travel blog?
ABAD: I've been writing a travel blog since last year **or** I've been writing ... for one year.
7. **STUDENT:** How many people have read your blog this month?
ABAD: One thousand people have read it.
8. **STUDENT:** How many times have you visited Africa?
ABAD: I haven't visited Africa yet.

EXERCISE 5 page 42

~~I'm cooking~~ ^{I've been cooking} since I was in elementary school. When I was ten years old, my mother ~~has taught~~ ^{taught} me how to make simple things such as fried eggs and chicken salad. Then we moved on to more complicated meals. I've always ~~been loving~~ ^{loved} to cook as a way to relax and be creative. Lately, I've been trying my hand at baking, too. Last month, I made my first strawberry cheesecake. BTW, I've ~~been reading~~ ^{read} the *Nutmegs, seven* blog several times. You're right. It's incredible. —**jg20133**

I've been passionate about Do It Yourself ~~since~~ ^{for} several years. DIY gives me an alternative to spending lots of money in stores. I ~~have taken~~ ^{took} a knitting class last year, and since then, ~~I made~~ ^{I've made} a hat, a scarf, and gloves for my boyfriend. My current DIY project is all about upcycling. Last week, my roommate gave me all of her old magazines, and I've been creating a sculpture from them. I haven't finished the sculpture yet, but it's going to be beautiful. —**Claudia**

No one has mentioned video games yet. My friends and I have been playing Mortal Kombat vs DC Universe since this semester ~~has started~~ ^{started}. We enjoy the challenge. And here's a surprise for you. ~~I was~~ ^{I've been} a fan of Pokémon all my life. In my opinion, there's nothing better than Pikachu! —**Fanboy**

STEP 4 COMMUNICATION PRACTICE**EXERCISE 6** page 43

- | | | |
|-------------------|---------|---------------|
| A 2. False | 4. True | 6. Don't Know |
| 3. True | 5. True | 7. True |

4 Past Perfect and Past Perfect Progressive

MUSICIANS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 49

- A**
- | | | |
|----------------|--------------|-----------------|
| 1. transformed | 3. conducted | 5. participated |
| 2. inspired | 4. ethnic | 6. contract |
- B**
- 4 He became conductor of the Simón Bolívar National Youth Orchestra.
 - 2 He turned four.
 - 6 He started a program based on El Sistema.
 - 5 He became music director of the Los Angeles Philharmonic.
 - 1 He started taking music lessons.
 - 3 He became part of El Sistema.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 53

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

EXERCISE 2 page 54

- | | |
|------------------------|-----------------------|
| 2. had already begun | 5. had already won |
| 3. had not yet started | 6. had not yet gotten |
| 4. had already become | 7. had already moved |

EXERCISE 3 pages 54–55

- | | |
|--|---|
| 2. A: Had she started rehearsing
B: Yes, she had. | 6. A: Had she shopped
B: No, she hadn't. |
| 3. A: Had she eaten
B: Yes, she had. | 7. A: Had she done
B: Yes, she had. |
| 4. A: Had she had
B: No, she hadn't. | 8. A: Had she ordered
B: Yes, she had. |
| 5. A: Had she given
B: No, she hadn't. | 9. A: Had she eaten
B: No, she hadn't. |

EXERCISE 4 page 56

- | | |
|---------------------------|---------------------------|
| 2. had been winning | 6. had ... been reading |
| 3. had been waiting | 7. had been studying |
| 4. had been treating | 8. had ... been observing |
| 5. had not been competing | 9. had been hoping |

EXERCISE 5 page 57

2. Where had she been taking music lessons when she began classes at the Juilliard School in New York City?
3. How long had she been studying at Juilliard when she performed with the New York Philharmonic for the first time?
4. Had her fans been waiting a long time when she made her first recording?
5. What had she been noticing about children and music when she started the Midori & Friends program?
6. How had she been helping children around the world when she became a United Nations Messenger of Peace?
7. How many hours a day had they been practicing when they were on stage with her for a concert in Tokyo?
8. Had reporters been taking photos when the concert started at 7:00 p.m.?

EXERCISE 6 page 58

- | | |
|-----------------------|--|
| 2. had been teaching | 8. had been |
| 3. had been observing | 9. had ... been or had ... gone |
| 4. had come up | 10. had been working |
| 5. had shown up | 11. had been living |
| 6. had won | 12. had ... arrested |
| 7. had helped | |

EXERCISE 7 page 59

2. Edson joined Youth Orchestra Los Angeles in 2007 because his mother had been encouraging him to join.
3. Edson had been listening to the sounds of other instruments before he finally decided to play the clarinet.
4. When his story appeared in a newspaper article, Edson had been playing music for a year.
5. By the time he traveled to London with the orchestra in 2013, Edson had been performing with Youth Orchestra Los Angeles for six years.
6. Edison was able to begin classes at Colburn School after he had won a scholarship to the world-famous performing arts school.
7. By the time Edson graduated from high school, he had already played in orchestras with Gustavo Dudamel three times.

EXERCISE 8 page 60

Measha Brueggergosman's first-grade teacher urged her parents to give her music lessons. They did, and by age fifteen, she ~~had been deciding~~ ^{had decided} on a singing career. Not growing up in a large cultural center, she didn't have the chance to attend concerts or the opera. However, by the time she enrolled at the University of Toronto, she ~~listening~~ ^{had been listening} to classical music on the radio for years, and she ~~participated~~ ^{had been participating or had participated} in her church's music program since childhood.

After she received her degree in Toronto, Brueggergosman ~~had moved~~ ^{moved} to Düsseldorf, Germany, to study. By age twenty-five, she had been performing internationally for several years and had won a number of important prizes. One enthusiastic judge said she ~~had never been meeting~~ ^{had never met} a singer with such perfect vocal control. By her thirtieth birthday, Brueggergosman ~~has become~~ ^{had become} both a classical music sensation and a popular celebrity.

A diva with a Facebook fan club who ~~had develop~~ ^{had developed} her own unique fashion style, Brueggergosman's fame continued to grow. However, when she experienced a serious health problem in June 2009, Brueggergosman stopped performing. Amazingly, she recovered in time to sing at the ¡Bienvenido Dudamel! concert four months later. When she stepped onto the stage at the Hollywood Bowl and began singing, the audience ~~had fallen~~ ^{fell} in love with her again for her beautiful voice, her style, and her bravery. Brava Brueggergosman!

STEP 4 COMMUNICATION PRACTICE**EXERCISE 9** page 61

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

5

Future and Future Progressive

LIFE IN THE FUTURE

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 70

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

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 75–76

- A** **HAPIN:** Nouvella! It's nice to see you. Are you presenting a paper today?
EON: Hi, Will! Yes. In fact, my talk starts at two o'clock.
HAPIN: Oh, I think I'll go. What do you plan to talk about? Will you be discussing robots?
EON: Yes. I'm focusing on personal robots for household work. My talk is called "Creative Uses of Home Robots."
HAPIN: I want one of those! But seriously, you promised me an interview on personal robots. Will you be getting some free time in the next few weeks?
EON: I'm not sure. I'll call you after the conference, OK?
HAPIN: Great! Where's your son, by the way? Is he with you?
EON: No. Rocky stays in Denver with his grandparents in the summer. I'm going to visit him right after the conference. He ll be ten years old in a few days. I can't believe it!
HAPIN: It's his birthday, huh? Here, take this little model of the flying car for him.
EON: Oh, he s going to love this! Thanks, Will. So what are you working on these days?
HAPIN: Well, *Futurist Magazine* just published my article on cities of the future. And next month at their convention, I'm interviewing members of the World Future Association about flying cars.
EON: That ll be exciting! Good luck!
- B** 2. starts: Schedules 8. 'm going to visit: Plans
 3. 'll go: Quick Decisions 9. 'll be: Facts
 4. Will you be discussing: Plans 10. 's going to love: Predictions
 5. 'm focusing: Plans 11. 'm interviewing: Plans
 6. Will you be getting: Plans 12. 'll be: Predictions
 7. 'll call: Promises

EXERCISE 2 pages 76–77

- | | |
|---|--|
| <p>A</p> <ol style="list-style-type: none"> 2. it's going to rain 3. I'll talk 4. I'll call 5. I'm going | <ol style="list-style-type: none"> 6. I'm sending 7. I'm giving 8. will you be / lands / I'll see 9. Are we going / you're going to like |
|---|--|

EXERCISE 3 page 77

- | | |
|--|---|
| <p>A</p> <ol style="list-style-type: none"> 3. won't be presenting 4. 'm going to be attending 5. are ... going to be doing 6. are ... going to be helping 7. will be improving 8. 'll be cooking 9. 'll be performing | <ol style="list-style-type: none"> 10. are ... going to be buying 11. No, I won't 12. Is ... going to be changing 13. Yes, it is 14. 'll be selling 15. 'm going to be taking |
|--|---|

EXERCISE 4 page 78

3. At 10:05, he'll be (**or** he's going to be) dusting.
4. At 11:05, he won't be (**or** he's not going to be) doing laundry. He'll be (**or** he's going to be) shopping for food.
5. At 12:05, he won't be (**or** he's not going to be) shopping for food. He'll be (**or** he's going to be) doing laundry.
6. At 1:05, he'll be (**or** he's going to be) recycling the garbage.
7. At 2:05, he won't be (**or** he's not going to be) giving Dr. Eon a massage. He'll be (**or** he's going to be) paying bills.
8. At 3:05, he'll be (**or** he's going to be) giving Dr. Eon a massage.
9. At 5:05, he'll be (**or** he's going to be) making dinner.
10. At 6:05, he won't be (**or** he's not going to be) playing cards with Rocky. He'll be (**or** he's going to be) playing soccer with Rocky.

EXERCISE 5 page 79

2. will be (**or** 's going to be) lifting
3. is
4. 're enjoying (**or** enjoy)
5. will be (**or** is going to be) pointing out
6. know
7. 'll be (**or** 're going to be) getting ready
8. unpack
9. 'll be (**or** 're going to be) joining
10. 'll be (**or** 're going to be) watching
11. are relaxing (**or** relax)
12. 'll be (**or** 're going to be) putting on
13. won't be (**or** aren't going to be) thinking

EXERCISE 6 page 80

Your class starts in ten minutes, but you're stuck in traffic. Don't panic. With just a press of a button, your car will ^{lift} ~~lifts~~ off the ground, and you'll be on your way to school. No bad roads, no stop signs, no worries! It seems like science fiction, but it isn't. Experts predict that we'll ^{using} ~~use~~ these amazing vehicles one day.

According to *Car Trends Magazine*, one model, part car and part plane, is going ^{to} ~~be~~ on the market in the not-so-distant future. It will look like a regular car when it's on the road, but its wings will unfold when the driver ^{decides} ~~will decide~~ to take ^{run} ~~runs~~ to the skies. It will ^{run} ~~runs~~ on the same fuel for both land and air travel, and you'll be able to keep it in your garage. (But you're still going ^{to} ~~need~~ an airport to take off and land.)

A better model will be a vertical takeoff and landing vehicle (VTOL). You won't need to go to the airport anymore, and all controls will ^{be} ~~being~~ automatic. Imagine this: You'll be doing your homework while your car ^{is getting or gets} ~~will be getting~~ you to school safely and on time.

And what ^{will} ~~does~~ this future dream car cost? Well, fasten your seatbelts—the price ^{will be or is going to be} ~~will going to be~~ sky-high. At first, it will be about a million dollars, but after a few years, you'll be able to buy one for “only” \$60,000. Don't sell your old vehicle just yet!

STEP 4 COMMUNICATION PRACTICE**EXERCISE 7** page 81

	July				August			
	1	2	3	4	1	2	3	4
Skyler							x	x
Jarek		x	x					
Lorna	x	x						
Zindra		x	x	x		x	x	x

When they're all available: Week 1 in August

EXERCISE 10 page 83

FEBRUARY 2077						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 fly to Tokyo	2 meet with Dr. Kato	3 attend	4	5	6	7
—————→						
8 take Bullet Train to Osaka	9 sightseeing	10	11	12 fly to Denver	13 visit Mom and Dad	14
—————→						—————→
15 fly home	16 give speech at Harvard University	17 meet with Dr. Rover	18 attend	19	20	21 shop with Rocky and Botley
—————→						
22 relax!	23 work at home	24	25	26	27	28 take shuttle to Mars
—————→						

6

Future Perfect and Future Perfect Progressive

GOALS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 87

- A**
- | | | |
|------------|---------------|---------------|
| 1. convert | 3. initiative | 5. affordable |
| 2. status | 4. corporate | 6. meanwhile |
- B**
- | | | | |
|----------|----------|----------|---------|
| 1. False | 3. True | 5. False | 7. True |
| 2. True | 4. False | 6. True | |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 92

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

EXERCISE 2 pages 92–93

2. Debbie won't have gotten married
3. she'll have found an affordable apartment
4. she won't have moved to Miami
5. she'll have spent a summer in France
6. she'll have started working at a bank
7. she'll have created a new app for online banking
8. she won't have bought a house
9. she won't have graduated from college
10. she won't have become a parent

EXERCISE 3 page 93

2. Debbie finds an affordable apartment, she won't have gotten married yet **or** she won't yet have gotten married
3. she starts college, she won't have spent a summer in France yet **or** she won't yet have spent a summer in France
4. she graduates from college, she will already have found an affordable apartment
5. she spends a summer in France, she won't have found a job at a bank yet **or** she won't yet have found a job at a bank
6. she graduates from college, she will already have created a new app for online banking

7. she gets married, she will already have graduated from college
8. she moves to Miami, she won't have bought a house yet **or** she won't yet have bought a house
9. she becomes a parent, she will already have graduated from college
10. she buys a house, she won't have become a parent yet **or** she won't yet have become a parent

EXERCISE 4 page 94

(Note: The clause with *by* can go either at the beginning or at the end of the sentence.)

2. Q: By April 16, how many days will Matt have been working?
A: By April 16, he'll have been working for forty-seven days.
3. Q: By June 16, how many books will Janet have read?
A: By June 16, she'll have read 15 books.
4. Q: How long will Don have been running by May 29?
A: By May 29, he'll have been running for five weeks.
5. Q: How many miles will Tania have run by May 29?
A: By May 29, she'll have run 72 miles (115 km).
6. Q: Will Mary have saved \$100 by March 27?
A: No, she won't.
7. Q: How many apartments will Tim have painted by May 29?
A: By May 29, he'll have painted six apartments.
8. Q: Will he have finished by June 19?
A: Yes, he will.

EXERCISE 5 page 95

By 2025, today's young entrepreneurs ^{will have reached} ~~have reached~~ adulthood. Almost certainly, they'll have converted their creative ideas into cash. And if we're lucky, they'll ^{have} ~~had~~ shown the corporate world that making money by solving problems and helping others is a good business model to follow.

- The Inventioneers designed the SMARTwheel to address the problem of drivers, especially teen drivers, who take their hands off the steering wheel when distracted by activities such as texting, talking on the phone, or eating. By the end of next year, more than 3,000 people in the United States will have ^{died} ~~die~~, and there will have been more than 400,000 injuries as a result of distracted driving. With the SMARTwheel, drivers will have ^{received} ~~been receiving~~ a warning to put both hands on the wheel and pay attention before an accident can occur. And it's possible that they'll have changed their driving habits by the time they ^{are} ~~will be~~ on the road again.

- ZolliPops are Alina Morse's way of helping kids who will eat candy, lots of it, before their next visit to the dentist. "Zollis" are sugar-free, so they won't cause tooth decay. Meanwhile, by the end of this year, Alina will ^{have} ~~has~~ donated ten percent of the profits from her candy business to health education programs for children.
- Moziah Bridges has earned status and respect as the teen owner of Mo's Bows. By the time he's twenty-one, Moziah ^{will have been selling or will have sold} ~~will have been sold~~ his bow ties for nine years. If all goes ^{already have added} ~~will have added~~ according to plan, he'll ~~have added already~~ a collection of jackets and pants by then. Moziah's product line currently includes the Go Mo! bow tie, which earns money to send children to summer camp.

How about a round of applause for the business leaders of tomorrow?

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 96

- A** 2. False 4. False 6. False
 3. True 5. True 7. True

C *Answers will vary. Possible answers:*

She'll have developed a better knowledge of machines (science and technology).
 She'll have improved her math skills.
 She'll have studied traditional subjects like literature, art, history, and music.
 She'll have learned to think outside the box (with different, creative ideas).
 She'll have faced real-world problems and solved them.
 She'll have learned how to follow rules.
 She'll have become responsible (for making rules and keeping promises).
 She'll have realized the importance of initiative.

7 Negative *Yes/No* Questions and Tag Questions

PLACES TO LIVE

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 104

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

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 109

PETRA: Hi, Ken. Nice day, isn't it?

KEN: Sure is. What are you doing home today? Don't you usually work on Thursdays?

PETRA: I took the day off to help my son. He just got back to Berlin, and he's looking for an apartment. You don't know of any vacant apartments, do you?

KEN: Isn't he going to stay with you?

PETRA: Well, he just got a new job at an architecture firm downtown. He wants a place of his own in a quiet area, not one of those neighborhoods with constant noise. Do you know of anything?

KEN: As a matter of fact, I do. The Edwards family lives in a quiet residential neighborhood near the river. You know them, don't you?

PETRA: Yes, I think Anton went to school with their son. But they're not moving, are they?

KEN: Yes, they're moving back to Vancouver next month.

PETRA: Are they? What kind of apartment do they have?

KEN: A one-bedroom. It's very nice.

PETRA: It's not furnished, is it? Anton really doesn't have any furniture.

KEN: Can't he rent some? I did that in my first apartment.

PETRA: I don't know. Isn't it less expensive to buy?

EXERCISE 2 page 110

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

EXERCISE 3 page 110

- A** 3. haven't you 6. No, I didn't 9. haven't they 12. don't you
 4. Yes, I have 7. doesn't it 10. aren't you 13. Yes, we do
 5. did you 8. No, it doesn't 11. Yes, I am 14. isn't it

EXERCISE 4 page 111

- A** 2. Haven't you seen / No, I haven't. 5. Isn't it / Yes, it is.
 3. Doesn't it have / No, it doesn't. 6. Isn't it / Yes, it is.
 4. Aren't you going to paint / Yes, I am. 7. Didn't you know / Yes, I did.

EXERCISE 5 page 111

2. Don't you have a class today? **or** You have a class today, don't you?
 3. Isn't it only 2:30 now? **or** It's only 2:30 now, isn't it?
 4. Don't you have a bike? **or** You don't have a bike, do you?
 5. Isn't Vancouver a beautiful city? **or** Vancouver is a beautiful city, isn't it?
 6. Aren't you coming to see my film tonight? **or** You're coming to see my film tonight, aren't you?
 7. Isn't your class that way? **or** Your class is that way, isn't it?

EXERCISE 6 page 112

2. Didn't he take piano lessons? **or** He took piano lessons, didn't he?
 3. Didn't he (**or** they) move to Tokyo? **or** He (**or** They) moved to Tokyo, didn't he (**or** they)?
 4. Didn't he originally study music composition there? **or** He originally studied music composition there, didn't he?
 5. Didn't he write traditional music, too? **or** He didn't write traditional music, too, did he?
 6. Didn't he paint on paper again? **or** He didn't paint on paper again, did he?
 7. Didn't the structure use 1,003 TV monitors? **or** The structure used 1,003 TV monitors, didn't it?
 8. Didn't he do any more installations after that? **or** He didn't do any more installations after that, did he?
 9. Didn't he become a U.S. citizen? **or** He became a U.S. citizen, didn't he?
 10. Wasn't he 75 years old? **or** He was 75 years old, wasn't he?

EXERCISE 7 page 113

2. isn't it? 5. is it? 8. doesn't she?
 3. do you? 6. are there? 9. can it?
 4. won't they? 7. have you? 10. aren't I?

EXERCISE 8 page 113

BEN: It's been a long time, Joe, ^{hasn't} ~~haven't~~ it?

JOE: That depends on what you mean by a long time, doesn't ^{it} ~~that~~?

BEN: ^{Aren't} ~~Are not~~ you afraid to show your face here in Vancouver?

JOE: I can take care of myself. I'm still alive, ^{aren't} ~~amn't~~ I?

BEN: Until someone recognizes you. You're still wanted by the police, ^{aren't} ~~are~~ you? But that has ^{has} ~~hasn't~~ it?

JOE: I'll be gone by morning. Look, I need a place to stay. Just for one night.

BEN: I have to think about my wife and kid. Don't you have any place else to go?

JOE: ^{No, I don't.} ~~Yes, I do.~~ There's no one to turn to but you. You have to help me.

BEN: I've already helped you plenty. I went to jail for you, ^{didn't} ~~haven't~~ I? And didn't I ^{keep} ~~kept~~ my mouth shut the whole time?

JOE: Yeah, OK, Ben. Don't you remember what happened in Vegas, ~~do you?~~

BEN: You won't let me forget it, will you? OK, OK. I can make a call.

STEP 4 COMMUNICATION PRACTICE**EXERCISE 9** page 114

- | | | | |
|------------------|----------|----------|---------|
| A 1. True | 3. False | 5. True | 7. True |
| 2. True | 4. False | 6. False | 8. True |

EXERCISE 11 page 115**Student A**

- It is the capital of the United Kingdom, isn't it? (Yes, it is.) **or**
It isn't the capital the capital of the United Kingdom, is it? (Yes, it is.)
- London lies on a river, doesn't it? (Yes, it does.) **or**
London lies on the ocean, doesn't it? (No, it doesn't.)
- It consists of two "boroughs," or parts, doesn't it? (No, it doesn't.) **or**
It consists of thirty-two "boroughs," or parts, doesn't it? (Yes, it does.)
- It has a lot of theaters, doesn't it? (Yes, it does.) **or**
It doesn't have a lot of theaters, does it? (Yes, it does.)

6. Many tourists visit London, don't they? (Yes, they do.) **or**
Not many tourists visit London, do they? (Yes, they do.)
7. It is a very safe city, isn't it? (Yes, it is.) **or**
It isn't a very safe city, is it? (Yes, it is.)

Student B

2. It lies on the Atlantic Coast, doesn't it? (No, it doesn't.) **or**
It doesn't lie on the Atlantic Coast, does it? (No, it doesn't.)
3. It has a very large port, doesn't it? (Yes, it does.) **or**
It doesn't have a very large port, does it? (Yes, it does.)
4. It is a very beautiful city, isn't it? (Yes, it is.) **or**
It isn't a very beautiful city, is it? (Yes, it is.)
5. Many tourists visit the city, don't they? (Yes, they do.) **or**
Not many tourists visit the city, do they? (Yes, they do.)
6. You can hear many different languages there, can't you? (Yes, you can.) **or**
You can't hear many different languages there, can you? (Yes, you can.)
7. Movie production is an important industry in Vancouver, isn't it? (Yes, it is.) **or**
Movie production isn't an important industry in Vancouver, is it? (Yes, it is.)

8

Additions and Responses: *So, Too, Neither, Not either, and But***SIMILARITIES AND DIFFERENCES****STEP 1 GRAMMAR IN CONTEXT****AFTER YOU READ** page 120

- A**
- | | | |
|--------------|-------------|----------------|
| 1. identical | 3. reserved | 5. factor |
| 2. image | 4. complex | 6. investigate |
- B**
- | | |
|---|---------------------------------|
| 1. marriage histories, types of jobs, hobbies | 4. personality, adoptive mother |
| 2. twins, nature and nurture | 5. remember things perfectly |
| 3. stressed | 6. partly controls |

STEP 3 FOCUSED PRACTICE**EXERCISE 1** pages 124–125

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

EXERCISE 2 page 125

- | | | | |
|------------|-----------|-----------|--------|
| 2. too | 4. did | 6. didn't | 8. So |
| 3. neither | 5. hadn't | 7. either | 9. but |

EXERCISE 3 page 126

- A**
- | | | | |
|----------|-----------|----------|------------|
| 2. did I | 4. do too | 6. do I | 8. would I |
| 3. can I | 5. do I | 7. can I | |

EXERCISE 4 page 127

2. but Randy isn't
3. and so does Randy **or** and Randy does too
4. and so does Randy **or** and Randy does too
5. and Randy doesn't either **or** and neither does Randy
6. and so does Randy **or** and Randy does too
7. and so does Randy **or** and Randy does too
8. but Randy didn't
9. and so has Randy **or** and Randy has too
10. but Randy does
11. but Randy didn't
12. and neither does Randy **or** and Randy doesn't either

EXERCISE 5 page 128

My brother is just a year older than I am. We have a lot of things in common. We look alike. In fact, sometimes people ask us if we're twins. I am 5'10", and so ^{is he} ~~he~~ is. I have thick black hair and dark brown eyes. So ^{does he} ~~he~~ does. He wears glasses, and I do too. We also share some of the same interests. I love to play soccer, and ^{does} ~~he~~ too. Both of us swim every day, but I can't dive, and ^{neither} ~~either~~ can he.

Although there are a lot of similarities between us, there are also many differences. For example, he likes eating all kinds of food, but I don't. Give me hamburgers and fries every day! My brother doesn't want to go to college, but I ^{do} ~~don't~~. I believe it's important to get as much education as possible, but he wants to get real-life experience. I like to read a lot and think carefully about complex problems, but my brother is a man of action. I think our personalities are an important factor in these choices. I am reserved and easygoing, but he ^{isn't} ~~doesn't~~. He talks a lot and has strong opinions. When I think about it, despite the many things we have in common, we really are more different than similar.

STEP 4 COMMUNICATION PRACTICE**EXERCISE 6** page 129

- | | |
|--|--|
| <p>A 2. Woman</p> <p>3. Man / Woman</p> <p>4. Man / Woman</p> <p>5. Man / Woman</p> <p>6. Neither</p> | <p>7. Woman</p> <p>8. Neither</p> <p>9. Man / Woman</p> <p>10. Man / Woman</p> |
|--|--|

EXERCISE 8 page 130

Possible answers:

Michael doesn't have a beard, but Matthew does.

Michael wears glasses, and so does Matthew.

Michael reads French, but Matthew doesn't.

Michael is married, but Matthew isn't.

Michael plays sports, and so does Matthew.

9 Gerunds and Infinitives: Review and Expansion

FAST FOOD

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 138

- A** 1. globe 3. convenience 5. consequence
 2. objection 4. reliability 6. appealing
- B** 1. c 2. c 3. a 4. a 5. b 6. b

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 143

1. In my opinion, eating fast food is ____.
2. Which meals are you used to eating at a fast-food restaurant?
3. Which types of fast food do you like to eat?
4. To select a fast-food restaurant, what kind of information do you use?
5. How often are you likely to eat at a fast-food restaurant?
6. How much do you enjoy going to fast-food restaurants?
7. How do you feel about seeing the same fast-food restaurants all over the world?
8. Do you think the government should require fast-food restaurants to include healthy choices?

EXERCISE 2 page 144

- | | | | |
|----------------|-------------|------------|--------------|
| 2. going | 5. Ordering | 8. getting | 11. choosing |
| 3. to maintain | 6. Having | 9. gaining | 12. to avoid |
| 4. to consider | 7. to lose | 10. eating | |

EXERCISE 3 page 145

- | | |
|--|---|
| 2. recommended ordering | 6. is trying to decide |
| 3. volunteered to throw out | 7. admits (or admitted) going |
| 4. has stopped (or stopped) eating | 8. remember playing |
| 5. deserved (or deserves) to receive | |

EXERCISE 4 page 146

2. Andre's (~~or~~ Andre) choosing to go
3. decided not to use
4. finding
5. to see
6. changing
7. to do
8. support their (~~or~~ them) selling
9. appreciate my friend's (~~or~~ my friend) encouraging
10. to express
11. having
12. expected to find
13. didn't expect (~~or~~ hadn't expected) to see
14. to bring
15. not eating
16. need to have
17. try to stay away ~~or~~ try staying away
18. urge the administration to set up
19. keep on buying

EXERCISE 5 page 147

Re: love those tacos

eating ~~or to eat~~

I love ~~eat~~ tacos for my lunch. I think they're delicious, convenient, nutritious, and inexpensive. I don't mind ~~to have~~ *having* the same thing every day! And I'm not worried about any health consequences. What do you think?

Re: vegetarian travel

I'm a vegetarian. I stopped ~~to eat~~ *eating* meat two years ago to lose weight and improve my overall health. I feel a little nervous about traveling to other countries. I'm interested in ~~go~~ *going* to Ghana and other countries in the region in September. Is it easy to find meatless dishes there?

Re: takoyaki

Hi! I am Paulo, and I come from Brazil. I travel a lot, and I enjoy ~~to try~~ *trying* different foods from all over the globe. I hope I have a chance ~~trying~~ *to try* takoyaki (fish balls made with octopus) when I go to Japan. Is there a takoyaki shop you can recommend my going to? I look forward to ~~hear~~ *hearing* from you.

Re: Cheap and delicious in Seoul

Eating
~~Eat~~ in Seoul is one of life's great pleasures. It's easy *to find* ~~find~~ delicious food at reasonable prices. I
 suggest *trying* ~~to try~~ *kimbap*. It's made with steamed rice and fresh ingredients such as carrots and
 spinach, rolled in seaweed—a little like Japanese sushi. I'd be happy to post the recipe if you
 want *to have* ~~having~~ it.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 148

- | | | |
|---|---|--|
| <p>A 2. Lily</p> <p>3. Lily / Victor</p> | <p>4. Neither</p> <p>5. Lily / Victor</p> | <p>6. Lily / Victor</p> <p>7. Lily</p> |
|---|---|--|

10

Make, Have, Let, Help, and Get
ZOOS AND MARINE THEME PARKS**STEP 1 GRAMMAR IN CONTEXT****AFTER YOU READ** page 154

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

STEP 3 FOCUSED PRACTICE**EXERCISE 1** page 156

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

EXERCISE 2 page 157

2. had 4. got 6. had 8. let
3. made 5. let 7. had 9. helped
2. h 3. e 4. a 5. g 6. b 7. i 8. d 9. f

EXERCISE 3 page 158

2. didn't let Ana (**or** her) work
3. didn't make Pablo (**or** him) rewrite
4. didn't have Justin (**or** him) guess
5. got Rachel and Greta (**or** them) to research
6. helped Rachel (**or** her) find (**or** to find)

EXERCISE 4 page 159

2. made (**or** had) María (**or** her) drive **or** got María (**or** her) to drive
3. didn't get John (**or** him) to read
4. let John (**or** him) borrow
5. didn't let John (**or** him) use
6. helped Paul (**or** him) choose (**or** to choose)

EXERCISE 5 page 160

Blackfish, a documentary film about orcas in captivity, made people ^{think} ~~to think~~ about the use of these magnificent mammals in marine theme parks. Public pressure even got SeaWorld to change the orca shows at its theme parks. But the orcas are still in captivity. So it's time for action.

In captivity, an orca can't have normal physical or emotional health. In the wild, an orca swims freely and has a complex social life in a large family group. However, marine theme parks and aquariums make this animal ^{live} ~~lives~~ in a small, chemically-treated pool where it may get sick and die. There are arguments that captive orcas have helped humans ^{learn or to learn} ~~learned~~ about them. However, orcas cannot behave naturally in captivity when trainers have them ^{perform} ~~to perform~~ embarrassing tricks for a "reward." How can watching tricks or seeing orcas in a small pool help ^{us} ~~we~~ understand them?

Don't let these beautiful animals ^{suffer} ~~suffering~~ this cruel treatment for human entertainment!

First, help us end orca shows. Stop going to these shows, and get your friends and family ^{to stop} ~~stop~~ also. Next, we must make marine theme parks and aquariums stop buying orcas. And they must let experts ^{retrain} ~~to retrain~~ the orcas now in captivity and release them to a normal life.

Write to your government officials and tell them how you feel.

Help us help the orcas! It's the humane thing to do. Sign this petition and send it to everyone you know.

STEP 4 COMMUNICATION PRACTICE**EXERCISE 6** page 161

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

11

Phrasal Verbs: Review and Expansion

TELEMARKETING

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 166–167

- A**
- | | | |
|---------------|-------------------|------------------|
| 1. disappears | 3. text messaging | 5. sales methods |
| 2. control | 4. the same | 6. certain |
- B**
- | | | |
|----------|----------|----------|
| 1. False | 3. True | 5. False |
| 2. True | 4. False | 6. True |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 171

- A** Although your phone number is on the Do Not Call list, every night you still end up with calls from telemarketers. Lots of them. Why not have some fun then? We came up with these amusing tactics:
- When the telemarketer asks, “How are you today?”—tell her! Go over every detail. Don’t leave anything out. Say, “I have a headache you wouldn’t believe, and my back is acting up again. I ran into an old friend, and I couldn’t remember her name! Now I can’t figure out the instructions for downloading. . .”
 - When a telemarketer calls during dinner, request his home telephone number so you can call him back. When he refuses, ask him to hold on. Put the phone down and keep on eating until you hear the dial tone.
 - Ask the telemarketer to spell her first and last name and the name of the company. Tell her to speak slowly—because you’re taking notes. Ask questions until she gives up answering and hangs up.
 - To credit card offers, say, “Thanks a lot! My company just laid me off, and I really need the money!”
- B**
- | | | | |
|--------------|-----------------|--------------|----------------|
| 1. acting up | 4. laid off | 7. hold on | 11. figure out |
| 2. go over | 5. came up with | 8. leave out | 12. ran into |
| 3. hangs up | 6. call back | 10. put down | |

EXERCISE 2 page 172

- | | | | |
|-----------------|------------------|-------------------|---------------|
| 2. end up with | 6. help out | 10. go along with | 14. pick out |
| 3. let ... down | 7. fall for | 11. find out | 15. turned up |
| 4. hang up | 8. watch out for | 12. turn ... down | 16. fill out |
| 5. got to | 9. give ... back | 13. put on | 17. count on |

EXERCISE 3 page 173

- A**
- | | |
|--------------------|--------------------|
| 2. turn it down | 6. wrote them down |
| 3. filled it out | 7. take it off |
| 4. leave them out | 8. turn it off |
| 5. called her back | |

EXERCISE 4 page 174**Lose Weight**

- | | |
|---------------------|----------------------|
| 2. give them up | 6. Sign up for it |
| 3. get to it | 7. Fill it out |
| 4. fill you up | 8. stick to our plan |
| 5. Try our plan out | 9. take you off |

Make \$\$\$\$ Working from Home!

- | | |
|-------------------------|---------------------------------------|
| 1. Turn your hobby into | 7. send the materials out |
| 2. takes \$2,000 in | 8. Check them out |
| 3. turn work down | 9. send them back |
| 4. take employees on | 10. put your decision off |
| 5. go after those jobs | 11. pass it up |
| 6. set it up | 12. cash in on this great opportunity |

EXERCISE 5 page 175

JL: Hello?

TM: This is Bob Watson from *Motorcycle Mama*. I'm calling to offer you a 12-month subscription for the low price of just \$15 a year. Can I ^{sign you up} ~~sign up~~ you?

JL: No thanks. I'm trying to eliminate clutter, so I'm not interested in any more magazine subscriptions. Besides, I just sat ^{down} ~~up~~ for dinner.

TM: Why don't you at least ^{try it out} ~~try out~~ it for six months? This is a great opportunity. Don't ~~miss out on it~~ ~~miss it out on~~!

JL: Sorry, I'm really not interested. I don't even have a motorcycle.

TM: Really? When I got on my first motorcycle, I didn't want to get off. Owning a motorcycle is great! You should look into it. And you can ~~count on Motorcycle Mama on~~ ^{count on Motorcycle Mama}. We'll tell you everything you need to know. Let me send you a free copy of our magazine, and you ~~can look over it~~ ^{look it over}.

JL: I'll say this as firmly as I can. I'm not interested. And no matter what you say, I'm not going to ~~fall for it~~ ^{fall for it}. Please take my name ~~out~~ ^{off} your list. If you keep on ~~call~~ ^{calling}, I'll notify the authorities. Goodbye.

TM: No, hold ~~out~~ ^{on}! Don't hang up! Don't turn this great offer ~~off~~ ^{down}! Chances like this don't come around every day!

JL: OK. I have an idea. Why don't you give me your phone number, and I'll ~~call back you~~ ^{call you back} during your dinner?

(The telemarketer ~~hangs the phone~~ ^{hangs up}.)

JL: And good-bye to you, too!

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 176

- | | | |
|-------------|---------|----------|
| (A) 2. True | 4. True | 6. False |
| 3. False | 5. True | 7. False |

12

Adjective Clauses with Subject Relative Pronouns

PERSONALITY TYPES AND FRIENDS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 183–184

- A**
- | | | |
|--------------|---------------|-----------|
| 1. tendency | 3. contradict | 5. unique |
| 2. sensitive | 4. require | 6. trait |
- B**
- | | | | |
|--------------|--------------|--------------|--------------|
| 1. Introvert | 3. Extrovert | 5. Extrovert | 7. Introvert |
| 2. Extrovert | 4. Introvert | 6. Introvert | 8. Extrovert |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 189

Look at the photo. Do you see a glass which is half full or a glass which is half empty? For optimists, people who have a positive view of life, the glass is half full. For pessimists, people who have a negative view of life, the glass is half empty.

Most of us know people who have a strong tendency to be either optimistic or pessimistic. I have a friend whose life motto is "Things have a way of working out." Even when something bad happens, Cindi remains optimistic. Last year, she lost a job that was extremely important to her. She didn't get depressed; she just thought "Well, maybe I'll find a new job that's even better than this one!" But then there is the example of Monica, who always sees the dark side of every situation, even when something good happens. She recently won a lot of money in a contest. Is she happy about this windfall? Not really. She worries that she won't know how to spend the money wisely. And now she's also worried that her friend Dan, who is struggling to start his own business, will be jealous of her. Cindi and Monica are women whose outlooks on life are as different as day and night.

Former U.S. president Harry Truman defined the two personalities well: "A pessimist is one who makes difficulties of his opportunities, and an optimist is one who makes

opportunities of his difficulties.” However, people can learn to make these tendencies less extreme—even Cindi and Monica. Experts who study personality types agree: Half full or half empty, you may not be able to change how much water is in your glass, but you can often change how you view the situation and how you respond to it.

EXERCISE 2 page 190

- | | | |
|----------|------------|------------|
| 2. takes | 5. focus | 8. sees |
| 3. that | 6. include | 9. provide |
| 4. who | 7. whose | 10. who |

EXERCISE 3 pages 190–191

- A** 2. j 4. a 6. d 8. g 10. f
3. e 5. i 7. b 9. c

- B** 2. An extrovert is a person (or someone) who (or that) requires a lot of time with others.
3. An introvert is a person (or someone) who (or that) requires a lot of time alone.
4. An opportunity is a situation which (or that) gives you a chance to experience something good.
5. Opposites are people who (or that) have completely different personalities.
6. An optimist is a person (or someone) who (or that) usually sees the bright side of situations.
7. An outlook is an attitude which (or that) shows your ideas about your future.
8. A pessimist is a person (or someone) who (or that) usually sees the dark side of situations.
9. Creativity is an ability which (or that) makes you able to produce new ideas.
10. A windfall is money which (or that) was unexpected.

EXERCISE 4 page 191

3. He drives to school with his sister Jena, who wants to go to law school.
4. Jena, who loves to argue, is always contradicting him.
5. This personality trait never annoys cheerful Sami, who just laughs.
6. Jena, whose personality is perfect for a lawyer, is going to have a great career.
7. I always look forward to the class, which meets three days a week.
8. San Antonio, which is in Texas, has a lot of community colleges.
9. My school, which is one of the largest colleges in the country, has students from all over the world.

EXERCISE 5 page 192

2. The office party is going to be at the restaurant which is (or that's) across the street from the library.
3. I liked that speaker who talked about optimists.
4. Bill and Sue aren't close friends with the Swabodas, whose interests are very different from theirs.

5. I lent some chairs to the new neighbors, who are having a party tonight.
6. I'm watching an old video of Jason which (~~or~~ that) totally defines his personality.
7. My boyfriend, who is visiting Venezuela with some friends, left me a lot of plants to water.

EXERCISE 6 pages 192–193

2. no commas
3. My brother, who is one year older than me, is an extrovert.
4. no commas
5. no commas
6. The book, which is about personality types, is really interesting.
7. no commas
8. My boyfriend, who hates parties, actually agreed to go to one with me.

EXERCISE 7 page 193

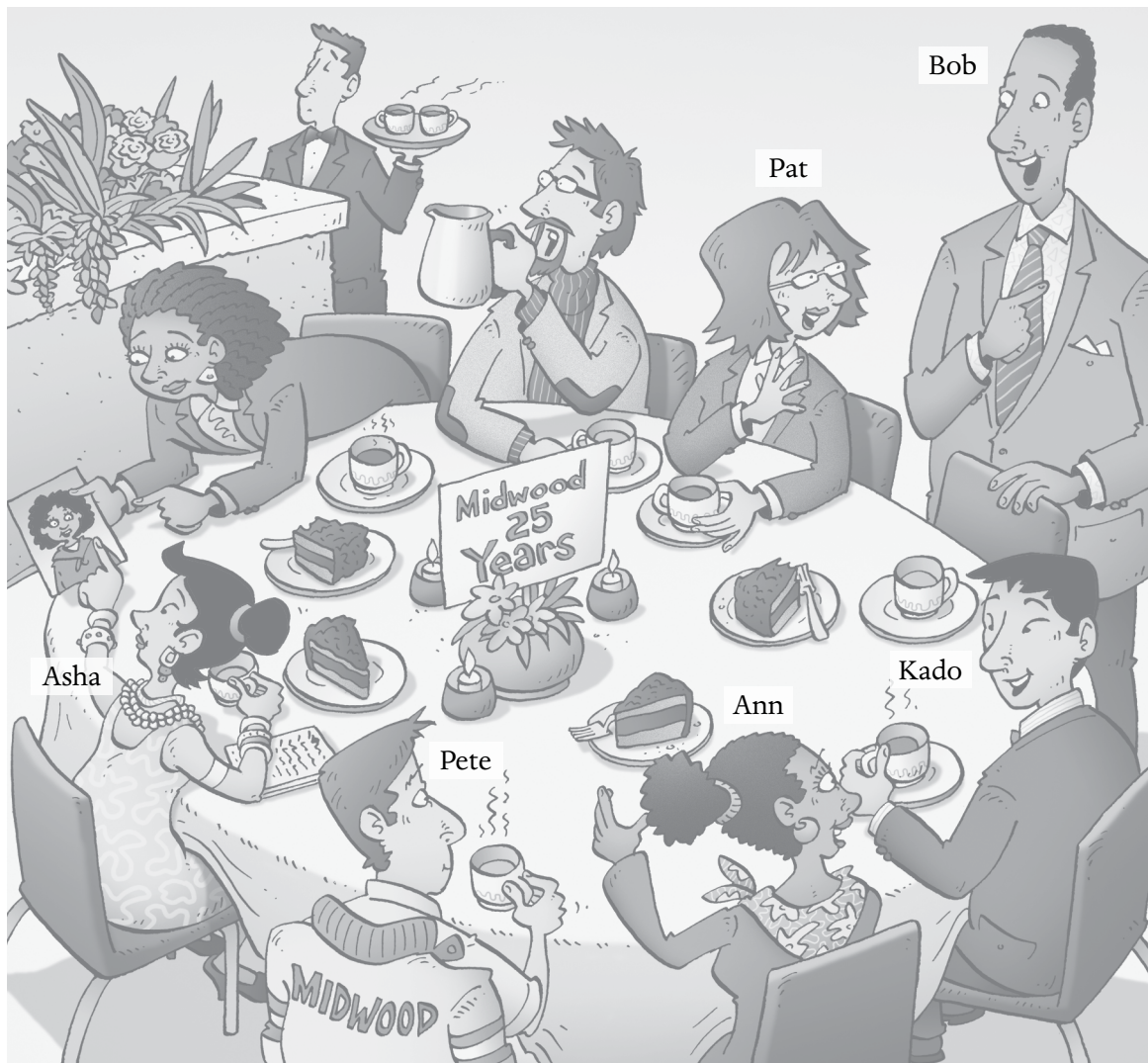
A writer once said friends are born, not made. In other words, we immediately become friends with people who ~~they~~ are compatible with us. I have to contradict this writer. Last summer, I made friends with someone ^{who or that} ~~which~~ is very different from me.

In July, I went to Mexico City to study Spanish for a month. In our group, there were twenty students and five adults, ^{were} ~~was~~ all language teachers. Two of the teachers stayed with friends in Mexico City, and we saw those teachers only during the day. But we spent a lot of time with the teachers, ~~x~~ who stayed with us in the dormitory. They were the ones who helped us when we had problems. After my first two weeks, I had a problem ^{which or that} ~~it was~~ getting me down. Mexico City, ^{which} ~~that~~ is a very exciting place, was too distracting. I'm a real extrovert—someone who ~~he~~ wants to go out all the time—and I stopped going to my classes. As a result, my grades suffered. When they got really bad, I wanted to leave. Bob Taylor, who was the most serious teacher in the dorm, was very sensitive to those feelings. But he was also optimistic about my situation. He helped me get back into my courses, [^] which were actually pretty interesting. I managed to do well after all! After the trip, I kept writing to Mr. Taylor, ^{whose} ~~who's~~ letters are always friendly and encouraging. Next summer, he's leading another trip ^{which or that} ~~what~~ sounds great. It's a three-week trip to Spain. I hope I can go.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 8 page 194

A



13

Adjective Clauses with Object Relative Pronouns

THE IMMIGRANT EXPERIENCE

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 201

- A**
- | | | |
|---------------|---------------|-------------|
| 1. encounter | 3. poverty | 5. issue |
| 2. generation | 4. compelling | 6. struggle |
- B**
1. recommends / has read
 2. similar to
 3. has nothing to paint with
 4. Lima
 5. attend his art exhibit / decide if he would immigrate
 6. Wari / the immigrants in the book / her grandfather

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 207–208

- A** In the compelling story “Absence,” author Daniel Alarcón explains what happens to most immigrants. Eventually, there is a day when the newness of a new country ends. Suddenly, the things that immigrants used to be interested in become annoying. Even worse, these things become problems for the immigrant. For example, the stores where they shop suddenly seem small, crowded, and expensive. Or they continue to struggle with English, which they have been studying for many months.

At this point, the list of things that immigrants miss from their home country begins to grow. They think about the boss whose name they once wanted to forget. Amazingly, they remember him as someone who they respected and admired. They have memories of quiet streets and beautiful parks where their children played without a care in the world. And the food back home was fresh and mouth-wateringly delicious. Most of all, they remember the warmth of the people, with whom they could always connect. They miss the feeling of fitting in and belonging.

Fortunately, 21st century immigrants can call or Skype with friends and family who they've left behind. They can also use money that they've earned in their new country to travel back to their old country for a visit. Immigrants of previous generations didn't have these advantages.

B ADE: The two articles ^{that or which} you posted on our class blog are great!

ALICIA: Thanks. I wrote the first one the day ^{when or that} I finished reading *Immigrant Voices*. You can tell I was really excited about the book, can't you?

ADE: You're not alone. My sister loves immigrant literature. It's something ^{that or which} she talks about all the time. In fact, the "birthday box" ^{that or which} she sent me last week had a copy of *Immigrant Voices* in it.

ALICIA: Have you read it yet?

ADE: Not yet. But I will. It's on the list of things ^{that or which} I'm going to do after midterm exams.

ALICIA: Well, as I said in my blog post, you'll love the book. By the way, you're from Nigeria, aren't you?

ADE: I was born in Nigeria. But this is the country ^{that or which} I grew up in. I think of myself as Nigerian-American.

EXERCISE 2 pages 208–209

- | | |
|---------------------------------|------------------------------|
| 2. who(m) ... stayed | 7. who(m) ... take care of |
| 3. when ... was | 8. that (or which) ... put |
| 4. which ... had | 9. that (or which) ... have |
| 5. that (or which) ... wanted | 10. that (or which) ... find |
| 6. where (or in which) ... were | |

EXERCISE 3 page 209

2. where (or in which) I drank coffee every day
3. whose sister I knew from school
4. that (or which) many students attended
5. that (or which) we both felt very good about
6. when (or that) I had to leave Cracow

EXERCISE 4 page 210

2. , when their marriage was arranged by relatives
3. , where (~~or~~ in which) there was a large Chinese community
4. , where (~~or~~ in which) all the children worked
5. , which he heard on the radio
6. , where they opened another Chinese restaurant
7. , whose music he loved
8. , for which he won an award ~~or~~ which he won an award for
9. , who(m) he married in 1976,

EXERCISE 5 page 211

2. I lived with my parents and my siblings, who(m) you've met.
3. I had two sisters, who(m) I felt a close connection to (~~or~~ to whom I felt a close connection), and an older brother.
4. My sisters and I shared a room, where we spent nights talking.
5. My brother, who(m) I hardly ever saw, slept on the living room couch.
6. It was a large old couch my father had made himself.
7. My best friend, whose family I loved, lived across the hall.
8. We went to the same school, where we both studied English.
9. Mr. Robinson, who(m) everyone was a little afraid of (~~or~~ of whom everyone was a little afraid), was our English teacher.
10. After school, I worked in a bakery my aunt and uncle owned.
11. They sold delicious bread and cake, which people stood in line for hours to buy.
12. My brother and sisters, who(m) I miss, live far away now.
13. When we get together, we like to talk about the old days, when we all lived at home.

EXERCISE 6 page 212

Eva Hoffman spent her early childhood in Cracow, Poland, the city ^{where or in which} ~~that~~ she was born. When she was thirteen, she moved with her family to Vancouver, Canada. Her autobiography, *Lost in Translation: A Life in a New Language*, ^{which} ~~that~~ she wrote in 1989, describes her experiences as she leaves Cracow, the city which she called ~~it~~ home.

In spite of her family's poverty and small, crowded apartment, Ewa Wyda (Hoffman's Polish name) loved her native city. It was a place ^{where or in which or no relative pronoun} ~~when~~ life was lived intensely. She used to visit the city's many cafés with her father, ^{who or whom} ~~that~~ she watched in lively conversations with his friends. Hoffman remembers her neighbors as people ~~x~~ who she spent many happy hours with. Among them was Marek, ^{whose} ~~who~~ apartment she visited almost daily and who she always believed she would one day marry.

Madame Witeszczak, ^{that or who or whom or no relative pronoun} who Ewa took piano lessons from, was the last person ~~which~~ Ewa said goodbye to before she left Poland. “What do you think you’ll miss most?” her teacher asked. “Everything. Cracow. The school . . . you. Everything . . .”

At her new school in Vancouver, Hoffman is given her English name, Eva, ^{which} ~~that~~ her teachers find easier to pronounce. Ewa, however, feels no connection to the name. In fact, she feels no connection to the English name of anything ^{that or which or no relative pronoun} ~~what~~ she feels is important. All her memories are still in her first language, Polish.

The story of Eva as she grows up and comes to terms with her new identity and language is fascinating and moving. It’s a familiar story that all immigrants can relate to.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 213

A 1

14

Modals and Similar Expressions: Review

SOCIAL NETWORKING

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 221

- | | | | |
|----------|------------|-------------|-------------|
| A | 1. respond | 3. involved | 5. resource |
| | 2. content | 4. limit | 6. network |
| B | 1. False | 3. True | 5. False |
| | 2. True | 4. False | 6. True |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 226–227

A How do I join Facebook?

It's easy. You just have to complete an online form with some basic information—your name, birthday, and gender. Oh, and you must have an email address.

Are there any age restrictions?

Yes. You must be 13 or older to join.

I'm worried about privacy. Do I really have to provide personal information such as my date of birth?

Yes, you do. But you will be able to hide personal information if you'd like.

Do I have to post a photo of myself?

It's not required, but most people do. To get the full benefit of making connections, you ought to give as much information as you feel comfortable with. Remember: Facebook is a great resource, so get involved!

Can someone post a photo of me without my permission?

Yes. As long as it doesn't break any of Facebook's rules, people don't have to ask. However, if the photo is embarrassing, a lot of users feel the poster really ought to get permission.

What if I don't like a photo that someone has posted of me?

Unfortunately, Facebook cannot remove a photo if it hasn't broken any rules. If you're unhappy with the photo, however, you can remove your name from it.

There must be some dangers in social networking. What should I do to protect myself?

The number 1 rule is this: You must not give your password to anyone. Ever. Also, you should never give out information that strangers could use to contact you in the real world.

B Ability or Possibility:

1. will be able to hide
2. Can ... post

3. cannot remove
4. can remove

Advice:

1. ought to give
2. ought to get

3. should ... do
4. should never give out

Necessity:

1. have to complete
2. must have
3. must be

4. have to provide
5. have to post
6. don't have to ask

Prohibition:

1. must not give

Conclusions:

1. must be

Future Possibility:

1. could use

EXERCISE 2 pages 228–229

- | | | | |
|-------------------|----------------|----------------|--------------|
| 2. has got to | 8. 'll have to | 14. must | 20. has to |
| 3. 'd better | 9. may not | 15. be able to | 21. couldn't |
| 4. should | 10. Should | 16. could | 22. must |
| 5. 'll be able to | 11. can | 17. must | |
| 6. can't | 12. could | 18. should | |
| 7. ought to | 13. can | 19. may not | |

EXERCISE 3 page 230

- | | |
|---|---|
| 2. can't or couldn't be | 7. must not know |
| 3. can or is able to keep | 8. won't have to worry about |
| 4. may or might or could get rid of | 9. may or might or could go |
| 5. should or ought to be | 10. should or ought to get on |
| 6. had to go | 11. might or could win |

EXERCISE 4 page 231

It's fast (*wiki* means *quick* in Hawaiian); it's convenient (you ~~must not~~ ^{don't have to} go to the library); and, best of all, it's free. It's the world's most popular online encyclopedia, and you don't even have to register to use it. It's called "the free encyclopedia that anyone can ^{edit} ~~edit~~." Volunteers around the world contribute to the millions of articles on its website, which are usually

more up-to-date than what you may find in a book. You ^{can} ~~can't~~ also click on hyperlinks to get more information. But, critics say, users ^{ought to} ~~ought~~ be aware that the content may not always be 100 percent accurate. A “paper” encyclopedia has professional editors who fact check every article. Not so with Wikipedia. As a result, many teachers say their students ^{shouldn't} ~~should~~ rely on it when they write reports. It's wrong to think that just because an article is on a famous website, it must be reliable. It ^{might} ~~mights~~ be a good starting point when researching a topic, but writers should then check the facts with other sources. Then there is always the issue of plagiarism. Remember: Wikipedia information is free to use and edit, but you ^{must not or can't} ~~don't have to~~ copy other people's writing without giving them credit. It's against the law!

Along with the freedom of Wikipedia come some dangers. People can “vandalize” articles. This means that they maliciously insert wrong information into a text or remove important facts. Wikipedia says it deals quickly with these attacks, but, again, users ^{have} ~~has~~ to be aware that information could be wrong.

Online encyclopedias have changed the way we get information. Will they one day replace paper encyclopedias? It's very possible. But for now, it might be a good idea to hold on to that library card. In the meantime, it's safe to say that despite some disadvantages, an online encyclopedia ^{can} ~~can't~~ be a very useful resource if you are careful and use common sense.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 5 page 232

- | | | | | |
|----------|---------------|------------|------------------|---------------------------|
| A | 2. 've got to | 5. have to | 8. don't have to | 11. Will . . . be able to |
| | 3. must | 6. could | 9. might | 12. might |
| | 4. can't | 7. can | 10. ought to | |
| B | 2. True | 4. True | 6. True | 8. True |
| | 3. False | 5. False | 7. False | 9. False |

15

Advisability in the Past

REGRETS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 239

- A** 1. b 2. a 3. c 4. a 5. b 6. a
- B** 1. Whittier 4. Kline
 2. Freeman and DeWolf 5. Freeman and DeWolf
 3. Kline 6. Burns

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 242

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

EXERCISE 2 page 243

- A** 4. shouldn't have taken 9. should ... have fired
 5. should ... have used 10. could have examined
 6. might 've asked 11. should ... have handled
 7. could've paid 12. ought to have warned
 8. ought to have worn 13. shouldn't have fired

EXERCISE 3 page 244

Answers may vary slightly. Possible answers:

2. might've warned him
3. shouldn't have eaten all the chocolate
4. might've called me
5. could've listened to me
6. shouldn't have jogged five miles
7. should've applied for the job **or** I shouldn't have given up
8. should've invited her to the party
9. might've called
10. ought to have done the laundry

EXERCISE 4 page 245

- | | |
|---------------------|---------------------|
| 1. B: should have | 4. A: should have |
| 2. A: should have | B: ought to have |
| B: might have | 5. A: ought to have |
| 3. A: ought to have | B: could have |
| B: could have | |

EXERCISE 5 page 245

About a week ago, Jennifer was late for work again, and Doug, our boss, told me he wanted to fire her. I was really upset. Of course, Jennifer shouldn't ^{have} ~~had~~ been late so often, but he might ^{have} ~~has~~ talked to her about the problem before he decided to let her go. Then he laughed and told me to make her job difficult for her so that she would quit. He thought it was amusing! I just pretended I didn't hear him. What a mistake! It was unrealistic to think the problem would just go away. I ^{ought to have} ~~ought~~ confronted him right away. Or I could at least have warned Jennifer. Anyway, Jennifer is still here, but now I'm worried about my own job. Should I have ^{told} ~~telling~~ Doug's boss? I wonder. Maybe I ^{should have handled} ~~should handle~~ things differently last week. The company should never ^{have} ~~has~~ hired this guy. His behavior isn't normal! I'd better figure out some techniques for handling these situations.

STEP 4 COMMUNICATION PRACTICE**EXERCISE 6** page 246

- A** Walk to work; Buy coat; Call Ron

16

Speculations About the Past

UNSOLVED MYSTERIES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 254

- A**
- | | | |
|----------------|-------------|-------------|
| 1. assume | 3. victim | 5. decade |
| 2. speculation | 4. indicate | 6. preserve |
- B**
- | | | |
|------------------|------------------|------------------|
| 1. Possibly True | 3. Possibly True | 5. Possibly True |
| 2. Probably True | 4. Probably True | |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 257

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

EXERCISE 2 page 258

- | | |
|--------------------------|------------------------|
| 2. might have been | 8. must have worried |
| 3. could have happened | 9. could not have made |
| 4. might have wanted | 10. must have been |
| 5. must not have wanted | 11. may have worn |
| 6. could have identified | 12. might have been |
| 7. might have resulted | |

EXERCISE 3 page 259

- | | |
|-------------------------|------------------------------|
| 4. Could ... have been | 9. Could ... have identified |
| 5. couldn't have been | 10. could have |
| 6. Could ... have been | 11. could ... have known |
| 7. could have been | 12. must not have |
| 8. could ... have meant | |

EXERCISE 4 pages 260–261

- Dinosaurs must not have survived the cold.
- Dinosaurs might have become extinct because a huge meteor hit the Earth.
- A Bigfoot couldn't have kidnapped Albert Ostman.
- Ostman must have seen a bear.

6. Ostman could have dreamed ~~or~~ dreamt about a Bigfoot.
7. He might have made up the story.
8. The man had to have changed the photo.
9. The man might have seen a large fish.
10. The man may have seen a dead tree trunk.
11. A dinosaur couldn't have been in the lake.

EXERCISE 5 page 261

- | | | |
|-------------|------------------|-------------|
| 2. might've | 4. couldn't have | 6. must've |
| 3. may've | 5. might've | 7. could've |

EXERCISE 6 page 262

Rapa Nui (Easter Island) is a tiny island in the middle of the Pacific. To get there, the first settlers had to ~~had~~ ^{have} traveled more than 1,000 miles (1,609 kilometers) in open boats. Some scientists believed only the Polynesians of the Pacific Islands could have ~~make~~ ^{made} the journey. Others thought that Polynesians couldn't have carved the huge stone statues on Rapa Nui. They speculated that Mayans or Egyptians ~~may be~~ ^{may or might or could} have traveled there. (Some people even said that space aliens might ~~helped!~~ ^{have helped}) Finally, a University of Oslo scientist was able to study the DNA from ancient skeletons. Professor Erika Halberg announced, "These people ~~has~~ ^{had} to have been the descendants of Polynesians."

We now know that the islanders built the statues, but we have also learned that they must ~~had~~ ^{have} solved even more difficult problems. The first settlers came sometime between the years 400 and 700. At first, Rapa Nui must ~~be~~ ^{have been} a paradise with its fishing, forests, and good soil. Their society may have grown too fast for the small island, however. Botanical studies show that by the 1600s, they had cut down the last tree. The soil ~~must not have~~ ^{must have} washed away, so they couldn't farm. And with no wood to build boats, they couldn't have ~~able~~ ^{been able} to fish. For a period of time, people starved and fought violently, but when the Dutch discovered Rapa Nui in 1722, they found a peaceful, healthy population growing fields of vegetables. How ~~the islanders could have~~ ^{could the islanders have} learned in this short period of time to live peacefully with so few resources? For our troubled world today, this might be the most important "mystery of Easter Island."

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 7 page 263

- A**
2. True
 3. True
 4. False (The man thinks this piece came from the top of an object.)
 5. True
 6. False (The man thinks this object is a tool.)

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

17

The Passive: Overview

GEOGRAPHY

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 271

- A** 1. c 2. f 3. a 4. e 5. b 6. d
- B** 1. Students
 2. Fascinating reporting and beautiful photographs
 3. Reza Deghati
 4. A group of professionals including geographers, explorers, teachers, and mapmakers
 5. Hundreds of thousands of people a month
 6. It has been extended to include worlds beyond Earth.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 274

- | | | | |
|------------|------------|------------|-------------|
| 2. Active | 5. Passive | 8. Active | 11. Passive |
| 3. Passive | 6. Passive | 9. Passive | 12. Passive |
| 4. Active | 7. Passive | 10. Active | |

EXERCISE 2 pages 274–275

3. is spoken by 240 million people
4. (Around **or** Approximately) 1,200 million people speak
5. Korean is spoken
6. Japanese is spoken by
7. speak English
8. Turkish is spoken by

EXERCISE 3 pages 275–276

- | | |
|--|-----------------------------|
| A 2. was ... established (1548) | 4. is ... called (El Prado) |
| 3. are produced (agricultural tools) | 5. is played (soccer) |
| B 1. is surrounded / is covered | 4. is known |
| 2. was established | 5. was formed |
| 3. are made | |

EXERCISE 4 pages 276–277

- A** 3. Is ... grown 6. No, it isn't 9. is ... mined 12. has been made
 4. No, it isn't 7. has been eaten 10. are found
 5. Is ... spelled 8. are ... used 11. are spoken

EXERCISE 5 pages 278–279

Answers may vary slightly. Possible answers:

2. Quinoa isn't spelled with a *k*. It is spelled with a *q*.
3. Llamas aren't raised only for transportation. They are used (~~or~~ raised) for many things.
4. Rubber isn't found in the Oriente. Oil and natural gas are found there.
5. A great civilization wasn't created on the shores of the Pacific. It was created around (~~or~~ on the shores of) Lake Titicaca.
6. Portuguese isn't spoken by the government. Spanish is spoken by the government.

EXERCISE 6 page 279

3. are not allowed (cross out *the rules*)
4. is controlled by the feet, the head, and the body
5. was not played (cross out *people*)
6. has been made popular by Pelé, Beckham, and other international stars
7. have been played by different cultures
8. was enjoyed (cross out *Chinese people*)
9. was banned by King Edward III of England
10. were played (cross out *players*)
11. is organized by FIFA

EXERCISE 7 page 280

Reza Deghati ^{was} born in Tabriz, Iran, in 1952. When he was only fourteen years old, he began teaching himself photography. At first, he took pictures of his own country—its people and its architecture. When he was twenty-five, he ~~was~~ decided to become a professional. During a demonstration, he was asked by a French news agency to take photos. He only shot one and a half rolls of film (instead of the usual twenty to forty), but his photos ^{were} ~~was~~ published in *Paris Match* (France), *Stern* (Germany), and *Newsweek* (U.S.A.).

Reza, as he is ^{known} ~~knew~~ professionally, has covered several wars, and he has ^{been} ~~be~~ wounded on assignment. Among all his assignments, the project dearest to his heart is photographing children, who he calls “the real victims of war.” He has donated these photos to humanitarian organizations. Always concerned with the welfare of children, Reza has made

it his life's mission to help them receive an education. His organization AINA^{was} created, in part, to achieve this goal.

When he was interviewed ~~by an interviewer~~, Reza was asked to give advice to wannabe photojournalists. He replied, "There is a curtain between the photographer and the subject unless the photographer is able to break through it. . . . Open your heart to people, so they know you care."

Today, Reza Deghati lives in Paris. His photos ^{are} is widely distributed in more than fifty countries around the world, and his work is published in *National Geographic* as well as many other internationally famous publications.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 8 page 281

- | | |
|--|--|
| <p>A 2. is located
3. is inhabited
4. are spoken
5. wasn't . . . discovered
6. was inhabited
7. was ruled</p> | <p>8. is used
9. are grown
10. are exported
11. is visited
12. have been built</p> |
|--|--|

EXERCISE 10 page 283

	Mindanao	Luzon		Mindanao	Luzon
tobacco	N	Y	pigs	Y	Y
corn	Y	N	gold	Y	Y
bananas	Y	N	manganese	N	Y
coffee	N	Y	cotton	N	Y
pineapples	N	Y	rubber	Y	N
sugar	Y	Y	lumber	Y	N
cattle	Y	Y			

EXERCISE 11 page 284

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

18

The Passive with Modals and Similar Expressions

INTERNATIONAL COOPERATION

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 289

- A**
- | | | |
|-------------|----------------|----------------|
| 1. assemble | 3. perspective | 5. undertaking |
| 2. concern | 4. cooperate | 6. benefit |
- B**
- | | | | |
|----------|---------|----------|----------|
| 1. True | 3. True | 5. False | 7. False |
| 2. False | 4. True | 6. True | 8. False |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 292–293

- A CM:** I understand that some parts of the ISS could not be built, and the building of other parts was delayed (by) various problems. But the whole station has finally been assembled. What an undertaking this has been! When was it completed?
- BK:** It was finished at the end of 2010. In February of that year, the last major sections—Tranquility and the Cupola—were attached. In Tranquility, oxygen can be produced and waste water can be recycled. And life in the ISS will be supported (by) Tranquility's equipment if communication with Earth can't be maintained for a period of time.
- CM:** And the Cupola? I understand it was built (by) the European Space Agency.
- BK:** Yes, it was. It's amazing. It should be considered one of the most important parts of the station. It's got seven huge windows, and the views of Earth and space are spectacular.
- CM:** Why the big windows?
- BK:** Because maintenance outside the space station has to be performed (by) robots. The windows allow astronauts to observe and control them more easily. But I think that the perspective of Earth and space that we gain from these views might be considered just as important.
- CM:** Why is that?
- BK:** Observing the Earth and space keeps the astronauts in touch with the importance of their mission. Originally the station was going to include sleeping cabins with windows, but that part of the project couldn't be accomplished for a number of reasons. Now the sleeping cabins are windowless, and the Cupola is everyone's favorite hangout.

CM: Now that the station is complete, will more scientific work be done on the ISS?

BK: Yes, it will. The ISS is the first step to further exploration of our solar system. On the ISS, ways to grow food in space can be developed, and new materials can be tested, for example. But most important of all, human interactions have got to be understood better. An international crew from fifteen different countries makes the ISS a wonderful laboratory for cross-cultural understanding. This could be one of the great benefits of the ISS.

CM: I guess we don't know what might be discovered, right?

BK: Right. That's what makes it so exciting.

- B**
- | | |
|-------------------------------|------------|
| 1. Tranquility's equipment. | 3. Robots. |
| 2. The European Space Agency. | |

EXERCISE 2 pages 293–294

- | | |
|--|---------------------------------|
| 2. can be protected | 14. doesn't have to be squeezed |
| 3. can't be considered | 15. can be heated |
| 4. can be compared | 16. (be) eaten |
| 5. must be attached | 17. must be attached |
| 6. can't be used | 18. has got to be provided |
| 7. might be damaged | 19. can be used |
| 8. has to be sucked | 20. could be accessed |
| 9. can be washed | 21. can be exchanged |
| 10. don't have to be concerned | 22. are going to be enjoyed |
| 11. can be sent | 23. must be allowed |
| 12. (be) burnt up or (be) burned up | 24. will be lost |
| 13. should be taken | |

EXERCISE 3 page 295

- A**
- | | |
|--------------------------|-------------------------------|
| 2. can be sent | 7. should be sent |
| 3. might not be accepted | 8. have to be approved |
| 4. shouldn't be rejected | 9. will be shared |
| 5. 's got to be trained | 10. could be done |
| 6. can't be done | 11. 're going to be surprised |

EXERCISE 4 page 296

6:15 a.m. In the past, astronauts used sleeping restraints, so their feet and hands didn't float around while they were sleeping. It was clear that sleeping arrangements had to be ^{made} ~~make~~ more comfortable. Luckily, things have improved a lot. Last night, I slept in a soft sleeping bag that's attached to the wall of my sleeping "pod." It seemed very natural. But maybe the

sleeping quarters could ^{be} designed differently. They're too small—it's kind of like sleeping in a closet.

1:00 p.m. Lunch was pretty good. Chicken teriyaki. It's nice and spicy, and the sauce can ^{be tasted} actually taste, even at zero gravity. More had better ^{be flown} fly in for us soon. It's the most popular dish in the freezer and will all be eaten up soon!

4:40 p.m. I'm worried about my daughter. Just before I left on this mission, she said she was planning to quit school at the end of the semester. That's only a month away. I want to call her and discuss it. But I worry that I might get angry and yell. I might ^{be} overheard by the others. We really could use a little more privacy here.

10:30 p.m. The view of Earth is unbelievably breathtaking! Tonight I spent a long time just looking out the window and watching Earth pass below. At night, a halo of light surrounds the horizon. It's so bright that the tops of the clouds can ^{be seen} see. It can't be described. It simply ^{has} have to be experienced.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 5 page 297

- | | | |
|--------------------------|-----------------|---------------------|
| <p>A 2. could</p> | <p>4. must</p> | <p>6. be helped</p> |
| <p>3. will</p> | <p>5. can't</p> | |

19

The Passive Causative

PERSONAL SERVICES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 303

- A**
- | | | |
|--------------|------------|--------------|
| 1. option | 3. Caution | 5. permanent |
| 2. temporary | 4. expand | 6. risk |
- B**
- | | | | |
|----------|---------|----------|---------|
| 1. True | 3. True | 5. False | 7. True |
| 2. False | 4. True | 6. False | |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 306

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

EXERCISE 2 page 307

2. Debra got her hair permed on the 7th.
3. Amber had her dog groomed on the 14th.
4. They're going to get their windows washed on the 16th.
5. They had the carpets cleaned on the 13th.
6. Amber is going to have her ears pierced on the 25th.
7. Jake got his hair cut on the 12th.
8. They're going to have food and drinks delivered on the 20th.

EXERCISE 3 page 308

2. get (or have) it dry cleaned
3. 're going to have (or get) them washed or 're having (or 're getting) them washed
4. 'm going to have (or get) it cut or 'm having (or 'm getting) it cut
5. have (or get) it colored
6. have (or get) it removed
7. 've had (or 've gotten) it repaired
8. Did ... have (or get) it painted? or Have ... had (or gotten) it painted?

EXERCISE 4 page 309

February 21: The party was tonight. It went really well! The house looked great. Last week, Mom and Dad had the floors waxed and all the windows ^{cleaned} ~~clean~~ professionally, so everything sparkled. And of course we ^{had the whole house painted} ~~had the whole house painted~~ ourselves last summer. (I'll never forget that. It took us two weeks!) I wore my silver dress that I ^{had} ~~have~~ shortened by Bo; and my best friend, Alicia, wore her new black gown. Right before the party, I got ^{my hair cut} ~~cut my hair~~ by André. He did a great job. There were a lot of guests at the party. We ^{had invited almost fifty people} ~~had almost fifty~~ people invited, and they almost all showed up for our family event! The food was great, too. Mom made most of the main dishes herself, but she had the rest of the food ^{prepared} ~~prepare~~ by a caterer. Mom and Dad had hired a professional photographer, so at the end of the party we ^{had our pictures taken} ~~took our pictures~~. Here's one of me and Alicia.

STEP 4 COMMUNICATION PRACTICE**EXERCISE 5** page 310

- A**
- | | |
|--------------------------------|--------------------------------|
| 2. Hires Someone to Do the Job | 6. Hires Someone to Do the Job |
| 3. Does the Job Herself | 7. Hires Someone to Do the Job |
| 4. Hires Someone to Do the Job | 8. Does the Job Herself |
| 5. Does the Job Herself | |
- B**
- Because it's a safe neighborhood, and she got the locks changed.
 - Because she painted the apartment herself in just one afternoon.
 - Because they fit into the car.
 - Because she will look different. She will have had her hands painted, she will have had her hair cut, and she will have colored it purple.

EXERCISE 7 page 311

- A** Possible answers:
- She had her nose shortened.
 - She had her chin lengthened.
 - She had her lips enlarged.
 - She had her tattoo and mole removed.
 - She had her teeth straightened.
 - She had her hair cut, permed, and colored.
 - She had the lines around her mouth and eyes removed **or** filled in.
 - She had her left ear pierced.

20 Present Real Conditional Sentences

SHOPPING

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 317–318

- A** 1. policy 3. precaution 5. site
 2. consumer 4. secure 6. dispute
- B** 1. c 2. a 3. b 4. a 5. b 6. c 7. a

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 321

You're shopping in a foreign city. Should you pay full price, or should you bargain? If you don't know the answer, you can pay too much or miss a fun experience. Bargaining is one of the greatest shopping pleasures if you know how to do it. The strategies are different in different places. Check out these tips before you go.

Hong Kong Hong Kong is one of the world's greatest shopping cities. If you like to bargain, you can do it anywhere except the larger department stores. The trick is not to look too interested. If you see something you want, pick it up along with some other items and ask the prices. Then make an offer below what you are willing to pay. If the seller's offer is close to the price you want, then you should be able to reach an agreement quickly.

Italy When Italians shop at outdoor markets, they often bargain. You can try this, too, if you want to get a better price. In stores, you can politely ask for a discount if you want to bargain. Take your time. Make conversation if you speak Italian. Show your admiration for the object by picking it up and pointing out its wonderful features. When you hear the price, look sad. Make your own offer. Then end the bargaining politely if you don't agree.

Mexico In Mexico, people truly enjoy bargaining. There are some clear rules, though. You should bargain only if you really are interested in buying the object. If the vendor's price is far more than you want to pay, then politely stop the negotiation. If you know your price is truly reasonable, walking away often brings a lower offer.

Remember, bargaining is always a social interaction, not an argument. And it can still be fun even if you don't get the item you want at the price you want to pay.

EXERCISE 2 page 322

- A**
2. You can make better decisions if you have good business skills.
 3. A buyer needs great interpersonal skills if she's negotiating prices.
 4. If there's a big international fashion fair, I'm usually there.
 5. If I go to a fair, I can see hundreds of products in a few days.
 6. I usually stay two weeks if I'm traveling to Europe.
 7. If my husband has the time to come, he and our son, Pietro, do things together.
 8. Pietro comes to the fair with me if my husband doesn't have time.
 9. I always go shopping if I have free time.

EXERCISE 3 pages 323–324

2. If you want to buy some nice but inexpensive clothes, (then) take the train to outdoor markets in towns *outside* of the city.
3. If you want to go shopping in the Grand Bazaar, (then) you have to go during the week.
4. If your son wants to buy computer games, (then) he should try the Pantip Plaza.
5. If you plan to buy some silver jewelry in Mexico, (then) try bargaining.
6. If you want to find some nice secondhand clothing shops, (then) try Portobello Market on the weekend.

EXERCISE 4 pages 324–325

3. When people are watching the sunrise in Wellington, people are watching the sunset in Madrid.
4. When it's midnight in Jakarta, it's 6:00 p.m. in Madrid.
5. When people are eating lunch in Montreal, people are eating dinner in Johannesburg or Mumbai.
6. When people are getting up in Honolulu, people are going to bed in Jakarta.
7. When it's 7:00 a.m. in Honolulu, it's 7:00 p.m. in Johannesburg.
8. When it's 5:00 a.m. in Wellington, it's 9:00 a.m. in Los Angeles.

EXERCISE 5 page 325

Tomorrow, I'm flying to Hong Kong for a fashion show! My son, Pietro, is flying with me, and my husband is already there. When Pietro's off from school, I ^{like} ~~like~~ to take him on trips with me. If my husband comes too, they ^{go} ~~are going~~ sightseeing during the day. Our plane leaves Los Angeles around midnight. If we ^{fly} ~~flew~~ at night, we can sleep on the plane. (At least that's the plan!)

I love Hong Kong. We always have a great time ~~x~~ when we ~~will~~ go there. The shopping is really fantastic. When I'm not working, I'm shopping.

I'll be arriving at the hotel around 7:00 a.m. When ~~it will be~~^{it's} 7:00 a.m. in Hong Kong, it's midnight in London. That's probably too late to call you, so I'll just text. OK?

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 326

- | | | | |
|---|----------|----------|----------|
| A | 2. False | 4. False | 6. False |
| | 3. True | 5. True | |

21

Future Real Conditional Sentences

CAUSE AND EFFECT

STEP 1 GRAMMAR IN CONTEXT**AFTER YOU READ** pages 332–333

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

STEP 3 FOCUSED PRACTICE**EXERCISE 1** page 335

- A** 2. e 3. f 4. a 5. c 6. b
- B** *Answers will vary. Possible answers:*
2. If I give my boyfriend a new pair of shoes, he'll walk out of the relationship.
3. If I use my lucky pen, I'll get 100 percent on the test.

EXERCISE 2 page 336

- A** 2. Unless 6. if 10. If 14. if
3. If 7. If 11. if 15. unless
4. If 8. unless 12. If
5. if 9. Unless 13. if

EXERCISE 3 page 337

- | | | | |
|--------------|---------------|------------------|---------------|
| 2. a. washes | 5. a. is | 8. a. throw | 11. a. put |
| b. 'll rain | b. 'll get | b. 'll have | b. 'll become |
| 3. a. walk | c. itches | 9. a. drop | 12. a. cut |
| b. 'll have | d. 'll give | b. 'll have | b. 'll grow |
| 4. a. sweep | 6. a. throws | 10. a. put | |
| b. 'll sweep | b. will start | b. 'll keep away | |
| | 7. a. sit | | |
| | b. won't get | | |

EXERCISE 4 page 338

- A**
2. If you take the job, you won't have the chance to travel a lot. You'll never leave the office.
 3. If you stay at ZY3, you won't get a raise every year. You'll get a raise every two years.
 4. If you join ZY3, you're not going to have wonderful health care benefits. You're going to have terrible health care benefits.
 5. If you accept ZY3's offer, it won't be the best career move of your life. It will be the worst career move of your life.

EXERCISE 5 pages 338–339

Answers will vary. Possible answers:

3. If I take out student loans, I won't have to depend on my family. **or** I won't have to depend on my family if I take out student loans.
4. If I go to law school, I'll earn more money. **or** I'll earn more money if I go to law school.
5. If I earn more money, I'll pay back my loans quickly. **or** I'll pay back my loans quickly if I earn more money.
6. If I pay back my loans quickly, I'll put my sister through college. **or** I'll put my sister through college if I pay back my loans quickly.
7. If I go to law school, I may (**or** might **or** could) go into politics. **or** I may (**or** might **or** could) go into politics if I go to law school.
8. If I go into politics, I'll be able to improve life for others. **or** I'll be able to improve life for others if I go into politics.
9. If I go into politics, I might (**or** may **or** could) get elected to the city council. **or** I might (**or** may **or** could) get elected to the city council if I get into politics.
10. If I get elected to the city council, I might (**or** may **or** could) run for mayor. **or** I might (**or** may **or** could) run for mayor if I get elected to the city council.

EXERCISE 6 page 339

Should I campaign for student council president? I'll have to decide soon if I ^{want}~~wanted~~ to run. If ^{I'm}~~I'll~~ be busy campaigning, I won't have much time to study. That's a problem because I'm not going to get into law school ^{unless I get or if I don't get}~~if I get~~ good grades this year. On the other hand, the problems in this school are widespread, and ^{is going to get or will get}~~nothing is getting~~ done if Todd Laker becomes president again. I'm 100 percent certain of that, and most people agree with me. But will I know what to do if ^I~~I'll~~ get the job? Never mind. I shouldn't anticipate difficulties. I really need to have a better attitude. I'll deal with that problem ~~x~~ if I win. I know what I'll do. If I ^{I'm going to or I'll}~~I~~ become president, I cut my hair. That always brings me good luck!

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 7 page 340

- A** 3. publish teacher evaluations on the student council's website
- 4. get the college to provide a bus service between the airport and the college
- 6. reduce tuition costs

22

Present and Future Unreal Conditional Sentences

WISHES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 346–347

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

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 350

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

EXERCISE 2 page 351

- | | |
|--------------------------|------------------------|
| 3. were | 11. thought |
| 4. would moan | 12. realized |
| 5. were | 13. would understand |
| 6. could wish | 14. might have to wait |
| 7. had | 15. insisted |
| 8. wouldn't have to deal | 16. were |
| 9. were | 17. would ride |
| 10. could find | |

EXERCISE 3 page 352

- My husband would ask for a raise if he were ambitious.
- I'd play sports if I were in shape.
- If I had enough time, I would study for the exam.
- If I weren't too old, I'd go back to school.
- I could (or would be able to) do my job if my boss explained things properly.

7. If I were good at math, I'd balance my checkbook.
8. I could (~~or~~ I'd be able to) stop smoking if I didn't feel nervous all the time.
9. If I weren't so tired, I wouldn't get up so late.

EXERCISE 4 pages 352–353

3. I wish I were a handsome prince.
4. I wish I didn't live in the sea.
5. I wish I lived in a castle.
6. I wish the fisherman didn't come here every day.
7. I wish he wouldn't return tomorrow.
8. I wish his wife didn't always want more.
9. I wish she wouldn't ask for a bigger house.
10. I wish she could be satisfied.
11. I wish they left (~~or~~ would leave) me alone.
12. I wish I could grant my own wishes.

EXERCISE 5 page 353

2. If you were the leader of this country, what would you do?
3. How would you feel if you never needed to sleep?
4. What would you do if you had more free time?
5. If you had three wishes, what would you ask for?
6. What would you do if you didn't have to work?
7. If you had a ticket for anywhere in the world, where would you travel?
8. If you could build anything, what would it be?
9. If you could meet a famous person, who would you want to meet?
10. Who would you have dinner with if you could invite three famous people?

EXERCISE 6 page 354

What would happen to the women if all the men in the world ^{disappeared} ~~would disappear~~? What would happen to the men ^{if} ~~when~~ there were no women in the world? Philip Wylie's 1951 science-fiction novel, *The Disappearance*, addresses these fascinating questions. The answers show us how society has changed since the 1950s.

According to Wylie, if men and women ^{lived} ~~live~~ in different worlds, the results would be a disaster. In Wylie's vision, men are too aggressive to survive on their own, and women are too helpless. If women didn't control them, men ^{would} ~~will~~ start more wars. If men ^{weren't} ~~aren't~~ there to pump gas and run the businesses, women wouldn't be able to manage.

If Wylie ^{were} is alive today, would he write the same novel? Today, a lot of men take care of their children, and a lot of women run businesses. In 1951, Wylie couldn't imagine these changes because of his opinions about men and women. I wish that Wylie ^{were} ~~was~~ here today. If he were, then he might ^{learn} ~~learns~~ that men are not more warlike than women, and women are not more helpless than men. His story might be very different.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 355

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

23

Past Unreal Conditional Sentences

ALTERNATE HISTORIES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 361

- A** 1. e 2. f 3. a 4. c 5. d 6. b
- B** 1. staying in one's own country 5. the survival of an animal species
 2. a meteor hitting the Earth 6. a person's appearance
 3. missing one's train

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 364

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

EXERCISE 2 page 365

- | | |
|---|---|
| 2. would have gone ... hadn't lost | 7. hadn't rescued ... wouldn't have saved |
| 3. could have gone ... hadn't gotten | 8. hadn't helped ... might have gone |
| 4. wouldn't have felt ... had found | 9. wouldn't have been ... hadn't met |
| 5. had ... been | 10. would have been ... hadn't been |
| 6. wouldn't have known ... hadn't shown | |

EXERCISE 3 page 366

- | | |
|----------------------|---------------------------|
| 2. had been | 10. might've been able to |
| 3. had happened | 11. hadn't overslept |
| 4. would've been | 12. would've taken |
| 5. had arrived | 13. 'd taken |
| 6. could've received | 14. wouldn't have been |
| 7. hadn't had | 15. hadn't stopped |
| 8. would've been | 16. might've avoided |
| 9. hadn't ignored | |

EXERCISE 4 page 367

2. if she had planned ahead, I might not have met the love of my life
3. If she hadn't been so disorganized, my next trip to Jamaica wouldn't have been for my honeymoon
4. if I had broken my leg, I couldn't have accepted her dinner invitation
5. If I hadn't gone skiing that day, she wouldn't have knocked me over
6. if she hadn't knocked me over, we wouldn't have gotten married
7. If he hadn't been such a good writer, I wouldn't have thought about contacting him
8. If I had known, I might not have been brave enough to write to him
9. If we had met right away, I might not have realized that

EXERCISE 5 page 368

- A**
2. **HELEN:** I wish I had caught my train. I wish I hadn't had to find a taxi.
 3. **TAXI DRIVER:** I wish she hadn't gotten mugged near my taxi. I wish she hadn't needed to go to the hospital.
 4. **GERRY:** I wish Helen hadn't seen me with Lydia. I wish Helen hadn't left me.
 5. **LYDIA:** I wish I hadn't started seeing Gerry again. I wish I had broken up with him.
 6. **JAMES:** I wish I had told Helen about my wife. I wish I hadn't lost her trust.
 7. **HELEN:** I wish James had called me. I wish I hadn't gotten so depressed.
 8. **ANNA:** I wish James hadn't lied to Helen. I wish he hadn't hurt her.

EXERCISE 6 page 369

Have you ever made a small decision that changed the rest of your life? Has an unimportant event, like missing a bus, ever altered the course of your personal history? What would have happened if you had ^{decided} ~~decide~~ to do something different? How would your life ^{have} ~~had~~ been different if you hadn't missed your bus? ^{Would} ~~Will~~ your life have been better or worse?

Several years ago, I went to see *Sliding Doors*, a movie about parallel lives. At first, I wasn't going to go because I had too much school work to do. But, at the last minute, my friend convinced me to take a break. I rushed out of the house just in time to see my bus pull away. I was upset with myself. "I wish I ^{had} ~~have~~ left earlier!" I thought. I got to the movie theater late, and in my rush, I dropped my jacket. A friendly-looking guy picked it up and handed it to me. We started talking, met for coffee after the movie, and, five months later, we were married.

I often think of that day. ^{If} ~~When~~ I hadn't gone to the movies, I wouldn't have met my husband-to-be. Also, if I ^{hadn't} ~~had~~ missed my bus, I probably ^{wouldn't} ~~won't~~ have met him, either. And, if

^{hadn't}
I ~~haven't~~ dropped my jacket, he might not have noticed me. (Of course in *his* version of the story, he says he would have noticed me even if there ^{had been} ~~were~~ a hundred other people in the theater lobby that day!)

The movie *Sliding Doors* is about alternate histories. It is ironic that a film about alternate histories ended up changing my history. If I hadn't ^{gone} ~~went~~ to see *Sliding Doors*, my life would have been very different.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 370

A Conversation 1

2. True 3. False

Conversation 2

1. False 2. True 3. True

Conversation 3

1. True 2. True 3. True

Conversation 4

1. False 2. True 3. True

Conversation 5

1. True 2. True 3. False

Conversation 6

1. True 2. False 3. True

24

Direct and Indirect Speech

TRUTH AND LIES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 377–378

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

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 381

- A** “Lying during a job interview is risky business,” says Martha Toledo, director of the management consulting firm Maxwell. “The truth has a funny way of coming out.” Toledo tells the story of one woman, Jane, applying for a job as an office manager. The woman told the interviewer that she had a B.A. degree. Actually, she was eight credits short. She also said that she had made \$50,000 at her last job. The truth was \$10,000 less. “Many firms really do check facts,” warns Toledo. In this case, a call to the applicant’s company revealed the truth. “She was a strong applicant,” says Toledo, “and most of the information on the résumé was true. Nevertheless, those details cost her the job.”

Toledo relates a story about another job applicant, George. During an interview, George reported that he had quit his last job. George got the new job and was doing well until the company hired another employee, Pete. George and Pete had worked at the same company. Pete later told his boss that his old company had fired George. After George’s supervisor became aware of the lie, he stopped trusting George, and their relationship became difficult. Eventually, George quit.

- B** 1. b 2. b 3. b 4. a

EXERCISE 2 page 382

- | | | | |
|-----------|---------|------------|----------|
| 2. wanted | 6. told | 10. told | 14. had |
| 3. her | 7. was | 11. wasn't | 15. said |
| 4. said | 8. said | 12. said | 16. felt |
| 5. had | 9. her | 13. told | 17. she |

EXERCISE 3 page 383

2. a. He said (that) his car had broken down (**or** broke down).
b. He (**or** Mr. Brown) said (that) he had missed the meeting. (**or** missed)
3. a. He said (that) he had to drive his aunt to the airport.
b. She (**or** Tina) said (that) she had already bought (**or** already bought) movie tickets.
4. a. She said (that) she exercised (**or** exercises) every day.
b. He said (that) she looked (**or** looks) very fit.
5. a. He (**or** Mr. Morgan) said (that) his bill was (**or** is) overdue.
b. He said (that) he had just mailed (**or** just mailed) it.
6. a. He said (that) he was (**or** he's) 35.
b. She said (that) he didn't (**or** doesn't) look 35.

EXERCISE 4 page 384

3. She (**or** Lisa) said (that) they hadn't mentioned (**or** didn't mention) the starting salary.
4. He (**or** Ben) said (that) he needed (**or** needs) a lot of money to pay off his student loans.
5. She (**or** Lisa) said (that) they wanted (**or** want) someone with some experience as a programmer.
6. He told her (that) he worked (**or** works) as a programmer for Data Systems.
7. She said (that) they needed (**or** need) a college graduate.
8. He (**or** Ben) told her (that) he had graduated (**or** graduated) from Florida State.
9. She (**or** Lisa) said (that) they didn't (**or** don't) want a recent graduate.
10. He (**or** Ben) told her (that) he had gotten (**or** got) his degree four years ago (**or** before).
11. She (**or** Lisa) told him (that) she hadn't been (**or** wasn't) aware of that.
12. He (**or** Ben) said (that) he really appreciated the information.
13. She (**or** Lisa) told him (that) her boss had just come in, and (that) she had to go.

EXERCISE 5 page 385

Everyone gets urgent email messages. They tell you that billionaire Bill Gates now ^{wants} ~~wanted~~ to give away his money—to YOU! They ^{say or tell you} ~~say you~~ that a popular floor cleaner kills family pets. They report that your computer monitor ^{has} ~~had~~ taken photographs of you. Before I became aware of Internet hoaxes, I used to forward these emails to all my friends. Not long ago, a very annoyed friend ^{explained} ~~explains~~ that the story about killer bananas was a hoax (an untrue

said or told me
 story). He ~~said me~~ ^{that} the majority of those scary emails were hoaxes. ~~He~~ ^{He} told me about these common signs of hoaxes:

- The email always says that it ~~was~~ ^{is} very urgent. It has lots of exclamation points.
- It ~~tells~~ ^{says or tells you} that it is not a hoax and quotes important people. (The quotations are false.)
- It urges you to send the email to everyone you know.

said or told me
 He also ~~told~~ that a lot of Internet sites reveal information about Internet hoaxes. With this information, you can avoid forwarding all your friends a false warning. So, before you announce that sunscreen ~~had~~ ^{has} made people blind, check out the story on a reliable website.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 386

- A**
- | | | | |
|---------|---------|-----------|--------|
| 2. are | 4. take | 6. was | 8. use |
| 3. like | 5. was | 7. wanted | |

- B** *Answers will vary. Possible answers:*

Conversation 2

Lisa said that she never misses an aerobics class, but she isn't going to the class on Sunday. She's going to sleep late.

Conversation 3

Lisa told Mark that the staff meeting was on Monday afternoon, but it's really on Tuesday.

Conversation 4

Lisa said she loved the meat sauce. She said she wanted the recipe. But she's a vegetarian.

25

Tense Changes in Indirect Speech

EXTREME WEATHER

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 394

- A** 1. devastation 3. exceed 5. shelter
2. inevitable 4. extreme 6. whereas
- B** 1. d 2. a 3. e 4. b 5. c 6. b 7. a 8. b

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 398–399

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

EXERCISE 2 page 399

2. They said (that) it was going to pass north of there.
3. They said (that) the bridge had collapsed that afternoon.
4. They said (that) it wasn't really a tornado, just a very big storm.
5. They said (that) people were leaving town.
6. They said (that) they wouldn't be able to restore the electricity until the next day.
7. They said (that) cars couldn't use the highway because of the flooding.
8. They said (that) people ought to use bottled water for a few days.

EXERCISE 3 pages 400–401

2. That's wrong. She said (that) tornadoes were most common in the spring.
3. That's right. She said (that) the largest tornado in history was the Tri-State Tornado.
4. That's right. She said (that) tornado winds can reach a speed of 318 mph (about 512 kph).
5. That's right. She said (that) tornadoes usually travel at a speed of 70 mph (about 112 kph).
6. That's wrong. She said (that) the Tri-State Tornado lasted three and a half hours.
7. That's right. She said (that) North America had the most tornadoes.
8. That's wrong. She said (that) most deaths had occurred in Southeast Asia.
9. That's wrong. She said (that) we couldn't prevent tornadoes.
10. That's right. She said (that) we still had to improve our ability to predict this force of nature.

EXERCISE 4 pages 402–403

2. I'm worried about you and Lena.
3. If you weren't so stubborn, you'd pack up and leave right now.
4. I've had some experience with floods.
5. You (~~or~~ You and Lena) have to put sandbags in front of your doors.
6. You ought to fill the sinks and bathtub with clean water.
7. You should buy a lot of batteries.
8. We can't stay here.
9. We want to stay with you (~~or~~ you and Lena).
10. We're leaving tonight.
11. We (~~or~~ Zofia and I) should have called sooner.
12. The storm will hit tonight.
13. The rainfall is going to be very heavy.
14. The storm may (~~or~~ might) last for several hours.

EXERCISE 5 page 403

What is it like to live through a flood? For my report, I interviewed the Nemec family, who experienced last month's floods in our city. They reported that ^{they} ~~we~~ had experienced fear and sadness. On September 14, the family went to a movie. Jerzy, a high school student, said ^{couldn't} ~~can't~~ drive the car home because their street was flooded. He said it had happened in only three hours. Mrs. Nemec said that all their belongings ^{were} ~~are~~ ruined, but that their cat ^{had} ~~has~~ escaped to an upstairs bedroom. They were sad about losing so many valuable items, but she said she ^{would} ~~will~~ have been much sadder to lose the family pet. Jerzy's father also said their home had been a complete mess and that the family had worked all ^{that} ~~this~~ week to clean out the house. Anna, who is in junior high school, wanted to keep her old dollhouse. It had belonged to her mother and her mother's mother. At first, her father ^{told} ~~said~~ her that she wouldn't be able to keep it because seeing it would just make her sad. Anna replied that she saw memories ^{that} ~~in this~~ dollhouse—not just broken wood. She said she couldn't bear to throw it away. In the end, they kept it. Mr. Nemec said he and Anna ^{were} ~~are~~ able to restore the dollhouse a few weeks later. Mrs. Nemec said that Anna had taught them something important ^{that day} ~~today~~. She also said that if they had known about the flood in advance, they would ^{have} ~~had~~ left the city.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 404

- A**
- | | |
|-------------------------------|----------------------------------|
| 2. should go home immediately | 8. will close at 1:00 |
| 3. may stay closed | 9. will be closed tomorrow |
| 4. are dangerous | 10. will close at noon |
| 5. drive slowly | 11. will stay open until evening |
| 6. avoid driving | 12. are open now |
| 7. will close today | |

26

Indirect Instructions, Commands, Advice,
Requests, Invitations

HEALTH ISSUES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 409–410

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

- B 1. Stop drinking coffee and cola late at night.
3. Get more exercise.
5. Have a banana before bed.
6. Spend the night at a sleep clinic.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 412

- A 2/18 11:00 a.m. The clinic called and asked me to arrive at 8:30 tonight. They told me to bring my pajamas and toothbrush. They told me people also like to bring their own pillow.

8:30 p.m. I arrived on schedule. My room was small but cozy. Only the video camera and cable told me I was in a sleep clinic. Juan Estrada, the technician for the night shift, told me to relax and watch TV for an hour. Then he left me alone in the room.

9:30 p.m. Juan came back and got me ready for the test. He pasted twelve small metal disks to my face, legs, and stomach. I asked him to explain, and he told me that the disks, called electrodes, would be connected to a machine that records electrical activity in the brain.

11:30 p.m. Juan came back and asked me to get into bed. After he hooked me up to the machine, he instructed me not to leave the bed that night. I fell asleep easily.

2/19 7:00 a.m. Juan came to awaken me and to disconnect the wires. I told him that I didn't think insomnia was my problem—those electrodes hadn't interfered with my sleep at all! He invited me to join him in the next room, where he had spent the whole night monitoring the equipment. I looked at the pages of graphs and asked myself aloud whether Juan and Dr. Ray would be able to read my weird dream of the night before. Juan laughed and told me not to worry. "Those just show electrical impulses," he assured me.

8:00 a.m. Dr. Ray reviewed my data with me. He told me I had healthy sleep patterns, except for some leg movements. He told me to get more exercise, and I promised I would.

- B** 2. "Bring your pajamas and tooth brush."
 3. "Relax."
 6. "Don't leave the bed."
 8. "Get more exercise."

EXERCISE 2 page 413

3. She said to drink hot herbal tea with honey.
4. She told her not to drink black tea.
5. She said to pinch the place between his upper lip and his nose.
6. She told him to make a toothpaste of one tablespoon of baking soda and a little water.
7. She said to brush as usual.
8. She told her to spread cool, cooked oatmeal over the rash.
9. She said to try soaking the rash in a cool bath with a quarter cup of baking soda.
10. She told her not to scratch the rash.
11. She said to eat onions or garlic every day.
12. She told her to ask her doctor about a vitamin B supplement.

EXERCISE 3 page 414

A I dreamed that an extraterrestrial came into my room. He told me to get up. Then he said to follow him. There was a spaceship outside the clinic. It was an astonishing sight! The creature from outer space invited me to come aboard. I asked him to lead the way! Juan, the lab technician, was on the ship. Suddenly, Juan told me to pilot the ship. He ordered me not to leave the controls. Then he went to sleep. Next, Dr. Ray was at my side giving me instructions. He told me to slow down. Then he said to point the ship toward the Earth. There was a loud knocking noise as we hit the ground, and I told everyone not to panic. Then I heard Juan tell me to wake up. I opened my eyes and saw him walking into my room at the sleep clinic.

- | | |
|------------------------------|-------------------------------------|
| B 2. Follow me. | 7. Slow down. |
| 3. Come aboard. | 8. Point the ship toward the Earth. |
| 4. Lead the way. | 9. Don't panic. |
| 5. Pilot the ship. | 10. Wake up. |
| 6. Don't leave the controls. | |

EXERCISE 4 page 415

I am SO tired! I hardly got any sleep at all last night. That makes three sleepless nights in a row, so I decided to call one of those health lines that gives you advice. The nurse I spoke to told me ^{to} exercise every day. But, and this is important, she also said ^{not} ~~to~~ to exercise late in the day. That can interfere with sleep. I'll try that. She asked me about what I eat and drink.

When she heard about all the coffee I drink, she told me ^{not to} ~~to not~~ drink any in the evening. No coffee! I need coffee to stay awake! She said ^{to have} ~~having~~ milk at night instead because there is a chemical in milk that can make you sleepy. She had some other good tips for me, too. She ~~told me~~ ^{or said} ~~told~~ to keep the bedroom cool. People sleep better when the room isn't warm. Oh, and she said ~~that~~ not to look at a computer, e-book, or cell phone screen for an hour before bedtime. The "blue" light from these screens also interferes with sleep. I didn't know that! And I told her what my mother used to say. Mom always told me ~~to~~ ^{get} ~~getting~~ up and scrub the floor when I couldn't sleep. ~~The~~ nurse agreed that sometimes works. She advised one of her patients ^{to} ~~^~~ balance his checkbook. He went right to sleep just to escape from the task! By the way, look at this funny cartoon about insomnia!

Anyhow, the nurse was very helpful and all her ideas sound good. In fact, I want to try them out right away. The only problem is, I'm so excited about them, I'm not sure I'll be able to fall asleep tonight!

STEP 4 COMMUNICATION PRACTICE

EXERCISE 5 page 416

- | | | | |
|----------------|-------------|------------------|------------------|
| A 2. Do | 4. Don't Do | 6. Not Mentioned | 8. Don't Do |
| 3. Do | 5. Do | 7. Don't Do | 9. Not Mentioned |

27

Indirect Questions

JOB INTERVIEWS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 421–422

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

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 426

- A** **ANDREA:** So, how did the interview go?
BRUNO: It went well! The interviewer, Mr. Chen, asked me a lot of good questions.
ANDREA: Great. Tell me about it.
BRUNO: Well, first, he asked me how much experience I'd had, and I told him I'd been a sales manager for 10 years. Let's see . . . He also asked what I would change about my current job. I thought that was a good question.
ANDREA: It was. What did you say?
BRUNO: Well, I didn't want to say anything negative, so I told him that I was ready to take on a lot more responsibility.
ANDREA: Good answer! What else did he ask?
BRUNO: Oh, you know, the usual things. He asked what my greatest success had been, and how much I was making at my current job. He also asked me how I handled on-the-job stress.
ANDREA: Did you tell him you have no problems handling stress?
BRUNO: Of course! Then he asked me what my goals were. Oh, and he asked me if I had any questions for him.
ANDREA: Did you?
BRUNO: Yes. I had researched the company online, and had several questions. Mr. Chen seemed pleased with them.
ANDREA: So, do you think you'll get a job offer?
BRUNO: I already did! At the end of the interview, he asked me when I could start!

- B**
3. "What was your greatest success?"
 4. "How much are you making at your current job?"
 7. "Do you have any questions for me?"
 8. "When can you start?"

EXERCISE 2 page 427

2. She asked when the interview was.
3. She asked where the company was.
4. She asked if he needed directions.
5. She asked how long it takes to get there.
6. She asked if he was going to drive.
7. She asked who was going to interview him.
8. She asked when they would let him know.

EXERCISE 3 page 428

2. They can't ask if you've ever been arrested.
3. They can't ask what your religion is.
4. They can't ask how many children you have.
5. They can't ask if you are married.
6. They can't ask how tall you are.
7. They can't ask what your husband (**or** wife) does.
8. They can't ask where you were born.

EXERCISE 4 page 429

2. Ms. Suarez asked Jason what kind of experience he had.
3. Jason asked Ms. Suarez if there was opportunity for promotion.
4. Ms. Suarez asked Jason why he had applied for that position.
5. Ms. Suarez asked Jason if he was interviewing with other companies.
6. Ms. Suarez asked Jason if he had gotten along well with his last employer.
7. Jason asked Ms. Suarez how job performance was rewarded.
8. Ms. Suarez asked Jason what his salary was at his last job. **or** Ms. Suarez asked Jason what his salary at his last job was.
9. Jason asked Ms. Suarez what his responsibilities would be.
10. Jason asked Ms. Suarez when the job started.

EXERCISE 5 page 430

This morning I interviewed Alex Kaminski for the administrative assistant position. Since this job requires a lot of contact with the public, I thought it was appropriate to do some stress questioning. I asked Mr. Lopez why ^{he couldn't} ~~couldn't he~~ work under pressure. I also ^{asked} ~~told~~ him,

“Why does your supervisor dislike you?” Finally, I inquired when he would quit the job with our company?[?]
[^]

Mr. Kaminski remained calm throughout the interview. He answered all my questions, and he had some excellent questions of his own. He asked ^{we perform} ~~if~~ we expected changes in the job.^x
 He also asked how often ~~do we perform~~ ^{we perform} employee evaluations. I was quite impressed when ^{I decided or I had decided} ~~he asked why did I decide~~ to join this company.

Mr. Kaminski is an excellent candidate for the job, and I believe he will handle the responsibilities well. At the end of the interview, Mr. Kaminski inquired when we could let him know our decision. I asked him ^{whether} ~~if~~ or not he was considering another job, and he said he was. I think we should act quickly in order not to lose this excellent potential employee.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 431

- A** **OK to Ask:** Name, Work experience, Reason for seeking position, Skills
Not OK to Ask: Age, National origin, Height or weight, Marital status, Information about spouse, Arrest record, Financial situation

28

Embedded Questions

TIPPING AROUND THE WORLD

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 438–439

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

B 2. Who do I tip?
 3. Is it OK to ask someone whether I should leave a tip?
 6. How can I learn about tipping customs in other countries.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 443

This book is for you if . . .

- you've ever avoided a situation just because you didn't know how much to tip.
- you've ever realized (too late) that you were supposed to offer a tip.
- you've ever given a huge tip and then wondered if a tip was necessary at all.
- you've ever needed to know how to calculate the right tip instantly.
- you're new to the United States and you're not sure who you should tip here.
- you'd like to learn how tipping properly can get you the best service for your money.

What readers are saying . . .

"Essential, reliable information—I can't imagine how I got along without it."

—Chris Sarton, Minneapolis, Minnesota

"Take *Tips* along if you want a stress-free vacation."

—Midori Otaka, Osaka, Japan

"I took my fiancée to dinner at Deux Saisons and knew exactly how to tip everyone!"

—S. Prasad, San Francisco, California

"You need this book—whether you stay in hostels or five-star hotels."

—Cuno Pumpin, Bern, Switzerland

Do you want to learn who to tip, when to tip, and how much to tip? Get the ultimate guide to tipping and get all the answers to your tipping questions!

EXERCISE 2 page 444

3. if (~~or~~ whether ~~or~~ whether or not) restaurant servers accept tips now?
4. why this happened.
5. if (~~or~~ whether ~~or~~ whether or not) I should tip the driver?
6. who expects a tip and who doesn't.
7. if (~~or~~ whether ~~or~~ whether or not) it's the custom to tip airport and train porters?

EXERCISE 3 pages 445–446

3. how we're going to choose.
4. how much a bus tour costs?
5. what they put in the sauce.
6. where the Forum is?
7. how much the subway costs?
8. how far you're going.
9. if (~~or~~ whether ~~or~~ whether or not) they have tour buses that go there.
10. if (~~or~~ whether ~~or~~ whether or not) we could rent a car and drive there?

EXERCISE 4 page 446

- | | |
|------------------------------|----------------------|
| 2. how to get | 5. how to figure out |
| 3. when (what time) to leave | 6. who to invite |
| 4. where to go | |

EXERCISE 5 page 447

^{if or whether}
 I wonder [^] you can help clarify some tipping situations for me. I never know what ^{to do} ~~doing~~ at
 the hairdresser's. I don't know if I should tip the person who washes my hair? [^] What about
 the person who cuts it, and the person who colors it? And what happens if the person is the
 owner? [^] Do you know ^{if or whether} ~~do~~ I still need to tip him or her? That doesn't seem logical. (And often
 I'm not even sure who ^{the owner is} ~~is the owner~~!) Then I never know how much to tip or where ^{I should} ~~should~~ I
 leave the tip? [^] Do I leave it on the counter or in the person's hands? What if somebody's
 hands are wet or have hair color on them? Can I just put the tip in his or her pocket? It
 all seems so complicated! I can't imagine how ~~do~~ customers figure all this out? [^] What's
 the custom? I really need to find out what to do—and FAST! My hair is getting very long
 and dirty.

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 6 page 448

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