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1

Present Time

THE DIGITAL WORLD

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 5–6

- A** 1. g 2. f 3. b 4. h 5. a 6. d 7. e 8. c
- B** 1. True 3. False 5. False 7. True
2. True 4. False 6. False 8. True

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 9–10

- A** 2. Action in Progress, But Not Happening Right Now
3. Habitual Action
4. Action in Progress
5. Action in Progress
6. Action in Progress, But Not Happening Right Now
7. Action in Progress, But Not Happening Right Now
8. Action in Progress, But Not Happening Right Now
9. Habitual Action
10. Habitual Action
- B** 2. At least, it seems that way.
3. We want to be connected 24/7.
4. We text people on our cell phones.
5. Nick appears to be addicted to his cell phone.
6. On Facebook, you develop your own page.
7. Do you know the origin of the word “blog”?
8. Elena loves her email.
9. I telecommute two days a week.
10. We need to put things in perspective.

EXERCISE 2 page 10

- | | | | |
|--------------|-------------------|-------------|---------------|
| 2. I walk | 6. I'm trying | 10. I think | 14. I'm doing |
| 3. turn on | 7. It's working | 11. I spend | 15. I love |
| 4. start | 8. I'm writing | 12. I make | |
| 5. is giving | 9. is considering | 13. I have | |

EXERCISE 3 page 11

- | | |
|---------------------|-----------------------------|
| 2. have been | 8. has been |
| 3. have been living | 9. has taught |
| 4. has been | 10. has been teaching |
| 5. has been working | 11. have had |
| 6. has been writing | 12. have owned |
| 7. has also written | 13. have been communicating |

EXERCISE 4 page 11

- | | |
|--|------------------------|
| 2. works well | 7. is thinking clearly |
| 3. is going badly | 8. sounds terrible |
| 4. is growing rapidly | 9. is kind |
| 5. feel sad or are feeling sad | 10. is being obnoxious |
| 6. feel sick or am feeling sick | |

EXERCISE 5 page 12**No Cell Phone Restrictions!**

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

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

Second, teachers don't allow cell phones in classes because they're a distraction. I feel *angry* ~~angrily~~ pretty ~~angrily~~ about this. Cell phones can save lives. Here's an example: Two weeks ago in my history class, a student had his cell phone on. He always keeps it on because his mother

~~isn't speaking~~ ^{doesn't speak} English, and sometimes she needs his help. His mother did call that day, and she had an emergency. He had to call someone to help her. What if the phone hadn't been on?

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

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

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 13

A cell phones

B Possible answers:

2. Jim wants to buy some action figures.
3. Criminals sometimes steal people's personal information.
4. Uncle Jerry has been a victim of identity theft.
5. He's been buying music online.
6. Someone has charged \$8,000 on Uncle Jerry's credit card.
7. No, he probably doesn't have to pay back the money.
8. People are supposed to report problems like thefts immediately.
9. She thinks we need to be careful about buying things online.
10. She thinks it's easy for us to get information, but it's also easy for criminals to get it.

2 Past Time

INTERCULTURAL MARRIAGE

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 19–20

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

- B** 1. False / They had ^{different} similar backgrounds.
 2. False / Jessica ^{didn't have to} had to pay for college herself.
 3. True
 4. True
 5. False / Hector ^{didn't come} came from a wealthy family.
 6. True

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 23–24

- A** 2. **earlier-occurring:** I thought
later-occurring: our relationship was going to stay the same
 3. **earlier-occurring:** I hadn't been giving Hector's family a fair chance
later-occurring: I realized
 4. **earlier-occurring:** I used to think
later-occurring: I would marry a Hispanic woman
 5. **earlier-occurring:** I didn't think
later-occurring: we would ever argue about anything
 6. **earlier-occurring:** that work had become his top priority
later-occurring: It occurred to me
 7. **earlier-occurring:** that Hector had grown up in a family without much money
later-occurring: I realized the importance of the fact
 8. **earlier-occurring:** that I'd been wrong about several things
later-occurring: I realized

- B**
2. Future in the Past
 3. Future in the Past
 4. Habitual Action in the Past

5. Habitual Action in the Past
6. Habitual Action in the Past

EXERCISE 2 pages 24–25

- | | |
|------------------|-----------------------------|
| 2. didn't happen | 9. I wanted |
| 3. met | 10. made |
| 4. invited | 11. led |
| 5. I thought | 12. I've never known |
| 6. I've ever met | 13. has always loved sports |
| 7. called | 14. I've never been able |
| 8. asked | |

EXERCISE 3 page 25

- | | |
|-----------------------|-----------------------|
| 2. was working | 7. was driving |
| 3. hadn't been making | 8. had been doing |
| 4. had been attending | 9. was taking |
| 5. were working | 10. had been thinking |
| 6. were leaving | |

EXERCISE 4 page 26

- | | |
|-----------------------|-----------------------|
| 2. we'd organize | 7. I used to live |
| 3. We'd always manage | 8. my life used to be |
| 4. I used to have | 9. I used to love |
| 5. I used to be | 10. I used to think |
| 6. I'd go | |

EXERCISE 5 pages 27–28

2. Darrell liked Samantha right away because he had never met such an interesting girl before.
3. Samantha was nervous about dating Darrell because her mother had told her not to date Canadian men.
4. By the time Darrell asked Samantha out, Samantha had already decided she couldn't disobey her mother.
5. By the time they graduated from high school, Samantha had still not agreed to go out with Darrell.
6. By the time they both returned to their hometown four years later, Darrell had completed military service, and Samantha had graduated from college.
7. Samantha and her mother went to the hospital one morning because Samantha's mother had woken up with chest pains.
8. Darrell was at the hospital too because he had gotten a job there.
9. Darrell was very kind and helpful to Samantha's mother because he had not forgotten Samantha.

10. Samantha's mother apologized to Darrell because she had made a mistake in forbidding Samantha to go out with him.
11. When a week had passed, Darrell asked Samantha out on a date . . . again.
12. When Darrell and Samantha had dated for six months, they got married . . . with her mother's blessing!

EXERCISE 6 pages 28–29

Answers will vary.

EXERCISE 7 page 29

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

STEP 4 COMMUNICATION PRACTICE**EXERCISE 8** page 30

- A** Possible answer:
 The first-ever wedding of a couple jumping from a plane in parachutes
- B**
2. They've been members of the jumping group for two years.
 3. They have each made over 15 jumps.
 4. They were originally going to get married on a bungee jump.
 5. They decided it would be a little too dangerous.
 6. They couldn't find a minister who would jump with them.
 7. No, Reverend Martinez had never done this kind of wedding before.
 8. Reverend Martinez used to be a pastor in Arizona.

EXERCISE 9 page 31

Possible answers:

Student A

What kind of company did he use to work for? (He used to work for a company that sold carpets and flooring.)

As soon as he pulled into a town, what would he look for? (He would look for a cheap motel to stay in.)

If he'd been lucky enough to arrange an appointment in advance, what would he show people? (He'd show them his samples.)

What would he try to do if he had a spare moment? (He would try to call his children.)

Student B

How long would he stay on the road? (He would stay on the road for two or three weeks at a time.)

What would he do at a lot of different establishments? (He'd leave his business card.)

What would people order? (They'd order a carpet or some linoleum.)

Where did Jack and his family used to live? (They used to live in a small apartment.)

3

Future Time

TRAVEL

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 37

- A** 1. d 2. a 3. b 4. c 5. d 6. b 7. c 8. a
- B** 1. lack 3. tours 5. thieves 7. phrasebook
2. evening 4. marketplace 6. money belt 8. yourself

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 40

- A** 2. You leave in exactly four weeks. simple present
3. A month from now, you ll be relaxing in the sunshine. future progressive
4. I'm going to give you suggestions in five areas. simple future with *be going to*
5. The suggestions will help you with your trip. simple future with *will*
6. You ll have been flying for eight to ten hours. future perfect progressive
7. When you land, it will probably be late morning. two separate actions in the future
8. By then, you ll have acquired nice memories. future perfect
- B** 2. present time 5. present time 8. future time
3. future time 6. present time 9. present time
4. future time 7. future time 10. present time

EXERCISE 2 page 41

2. am going **or** 'm going
3. am taking **or** 'm taking
4. am moving **or** 'm moving
5. will mind **or** 'll mind **or** am going to mind **or** 'm going to mind
6. will not be able to use **or** won't be able to use
7. am seeing **or** 'm seeing
8. leave **or** 'm leaving **or** am leaving
9. arrive **or** 'm arriving **or** am arriving
10. will write **or** 'll write

EXERCISE 3 page 42

2. She'll meet **or** She's going to meet; she arrives
3. Nancy and Carolyn are going to visit / they leave
4. they finish / they'll take a train **or** they're going to take a train
5. They'll visit **or** They're going to visit / they tour
6. they fly / they'll buy **or** they're going to buy

EXERCISE 4 page 42

Answers will vary.

EXERCISE 5 page 43**August 20**

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

September 20

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

Two of the ideas I had about the United States, however, seem to be true. One is that Americans pay more attention to rules than people do in Nigeria. For example, American drivers ~~will~~ seem to obey traffic laws more often than Nigerian drivers do. The other idea is about the American family. In Nigeria, the family is very important, but some Nigerian people think the family means nothing in the United States. I think it might be true, since my American friends almost never mention their parents or their brothers and sisters. Anyway,

I am going to have a chance to see a real American family. ^{I'm going} I go with my roommate Susan to spend Thanksgiving break with her family in Pennsylvania. When I see her family, maybe ^{I'll} I'm going to understand more.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 44

- A** They're going to visit the historical museum and go ice-skating at the mall later.
- B**
- | | | | |
|----------|----------|-----------|-----------|
| 2. False | 5. False | 8. False | 11. False |
| 3. False | 6. False | 9. True | 12. True |
| 4. True | 7. True | 10. False | |

4

Modals to Express Degrees of Necessity

CULTURAL DIFFERENCES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 54

- A**
- | | | | |
|-------------|---------------|----------------|--------------|
| 1. gracious | 3. colleagues | 5. occurred | 7. etiquette |
| 2. overall | 4. odd | 6. reciprocate | 8. albeit |
- B**
- | | | |
|-----------------|----------------------|-----------------|
| 1. didn't know | 3. into a small dish | 5. thought |
| 2. unacceptable | 4. not acceptable | 6. a restaurant |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 59

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

EXERCISE 2 page 60

- | | |
|---------------------------|--------------------------|
| 2. had to worry | 8. should you do |
| 3. don't have to do | 9. you're supposed to do |
| 4. could leave | 10. Should you leave |
| 5. were supposed to leave | 11. ought to have given |
| 6. Should we have left | 12. could have left |
| 7. don't have to leave | |

EXERCISE 3 pages 61–62

- B**
- | | |
|---------------------------|---------------------------|
| 2. should | 5. aren't supposed to |
| 3. must or have to | 6. must or have to |
| 4. shouldn't have | |

EXERCISE 4 page 62

Answers will vary.

EXERCISE 5 page 62

- | | | | |
|--------------------------|-----------------|------------------|------------------|
| A 2. Reduced Form | 6. Reduced Form | 10. Reduced Form | 14. Reduced Form |
| 3. Full Form | 7. Reduced Form | 11. Reduced Form | |
| 4. Reduced Form | 8. Reduced Form | 12. Full Form | |
| 5. Full Form | 9. Full Form | 13. Reduced Form | |

EXERCISE 6 page 63

Dear Indira,

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

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

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

Well, Indira, ^{I've} ~~I~~ got to sign off now. Write soon.

Love,
Tong-Li

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 64

- A** Dad and Ray are at a department store to buy Mom a birthday present.
- B** *Possible answers:*
- Everybody else at the party has brought something.
 - Dad should have gone shopping last week.
 - Mom already has three cameras.
 - Mom wouldn't buy a dress without trying on several dresses first.
 - Dad doesn't think it's a good idea to get Mom a blouse.
 - Bev thinks Dad should get Mom a couple of silk scarves.
 - Mom thinks they're all going to a concert this afternoon.

EXERCISE 8 page 65

Possible answers:

Student A

Where were the married couple supposed to stay? (They were supposed to stay at the Grand State Hotel.)

Where did they have to spend the night? (They had to spend the night at the train station.)

What did the husband say they should have done? (He said they should have brought along a phrasebook.)

What did the boy say they had to do? (He said they had to pay for their meal first.)

What did the wife realize? (She realized that we should all be ready to help others.)

Student B

What should the married couple have gotten? (They should have gotten a confirmation number.)

What did they decide they had better do? (They decided they had better take the tiny room.)

What did they decide in the restaurant? (They decided they had to do something.)

What did the boy ask? (He asked, "Shall I help you order?")

What could the boy have done? (The boy could have ignored them.)

5

Modals to Express Degrees of Certainty

MYSTERIES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 70–71

- A** 1. g 2. c 3. e 4. f 5. d 6. a 7. h 8. b
- B** 1. True 3. False 5. False 7. False
2. True 4. True 6. True 8. True

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 74

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

EXERCISE 2 pages 74–75

2. may have had to 6. might be meeting
3. might be 7. should be
4. could be working 8. must have been visiting
5. must have

EXERCISE 3 pages 76–77

2. could have caused
3. could not have disappeared
4. had to have migrated
5. must be
6. might still walk **or** might still be walking
7. might have brought
8. must have grown
9. may have left
10. might have collapsed
11. could have occurred
12. had to have been
13. must have struggled
14. may have played

EXERCISE 4 page 77

Answers will vary.

EXERCISE 5 page 78**Why We Itch**

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

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

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

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

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

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 6 page 79

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

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

6

Passives: Part 1

CRIME

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 88

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

- B 1. False / The flight Cooper hijacked originated in ^{Portland} ~~Seattle~~.
2. True
3. False / The money Cooper received was in bills of ^{the same denomination} ~~different denominations~~.
4. False / The passengers were ^{not} aware of what Cooper was doing.
5. False / A portion of Cooper's money was discovered by ^{a boy} ~~authorities~~.
6. False / Cooper was ^{probably} ~~definitely~~ killed when he fell from the plane.
7. True
8. False / ^{Some people think} ~~Almost everyone thinks~~ Cooper got away with the crime.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 94

2. A flight attendant was handed a note by a mysterious middle-aged man.
3. None of the other passengers were even aware the plane was being hijacked.
4. The bills were found by an eight-year-old boy.
5. Only one real clue has been discovered.
6. Rotting rubber bands were found along with the money.
7. Many investigators believe Cooper must have been killed in the jump.
8. It makes me suspicious that so many questions have not yet been answered.
9. Did he have the \$5,880 buried by an accomplice?
10. It is embarrassing that this case hasn't been solved yet.

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

EXERCISE 2 page 94

- | | |
|------------------|--------------|
| 2. are caught | Transitive |
| 3. disappear | Intransitive |
| 4. go | Intransitive |
| 5. is helped | Transitive |
| 6. are rewarded | Transitive |
| 7. don't realize | Intransitive |
| 8. are examined | Transitive |

EXERCISE 3 page 95

- | | |
|-------------------------|------------------------------------|
| 2. are being questioned | 5. are not being revealed |
| 3. were being opened | 6. is being completed |
| 4. was being served | 7. are currently being interviewed |

EXERCISE 4 page 96

- | | |
|---|--------------------------|
| 2. was discovered | 9. has never been proved |
| 3. was found | 10. have been proposed |
| 4. was determined | 11. was taken over |
| 5. had been abandoned | 12. were overcome |
| 6. had even been set | 13. were kidnapped |
| 7. might have been threatened | 14. has been dramatized |
| 8. was caused or had been caused | |

EXERCISE 5 page 97

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

EXERCISE 6 page 98

- | | |
|---------------------------------|---|
| 2. have them enlarged | 7. had completed the work |
| 3. was getting her car tuned up | 8. had the suspect interviewed |
| 4. have a taillight replaced | 9. had the suspect taken |
| 5. had ordered pizza | 10. were having their kitchen remodeled |
| 6. had gotten analyzed | |

EXERCISE 7 page 99**The Legend of Judge Crater**

On the evening of August 6, 1930, Judge Joseph Force Crater, a wealthy, successful, and good-looking New Yorker, disappeared without a trace. Earlier in the evening, he had ^{been} seen with friends at a Manhattan restaurant. At 9:10 p.m., he walked out the door of the restaurant and got into a taxi. The taxi drove away . . . and Judge Crater was never ^{seen} ~~saw~~ or heard from

again. It was ten days before he ^{was} even reported missing. On August 16, his wife, who had been vacationing in Maine, called the courthouse, asked where he was, and learned that he had probably ^{gotten} ~~get~~ called away on political business. This news reassured Mrs. Crater for a time. But when the judge still hadn't turned up by August 26, an investigation was started ^{by} ~~a~~ group of his fellow judges. A grand jury was formed, but its members could not decide what had happened to Judge Crater. They theorized that the judge might have gotten amnesia or run away voluntarily. He might also have been the victim of a crime. His wife disagreed with the first two possibilities. She believed the judge ^{had} ~~been~~ murdered by someone in the Tammany Hall organization, the political machine that controlled New York City at the time. The mystery ^{is} ~~is~~ still unsolved today. Crater could have been ^{killed} ~~kill~~ by a Tammany Hall agent, murdered by a girlfriend, or kidnapped by an organized crime group. He might actually have suffered from amnesia, or he might have planned his own disappearance. Sightings of Judge Crater have been reported over the past several decades, and various solutions to the mystery have been proposed, but none of them have ^{been} ~~being~~ proved authentic.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 8 page 100

A A koala has been stolen.

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

EXERCISE 9 page 101

Possible answers:

Student A

When was the theft noticed? (The day after it happened.)

What had Peruggia been hired to do? (He had been hired to build glass cases.)

Why did no one stop Peruggia? (No one stopped him because security was not given much attention by museum authorities at this time.)

Who was treated as a suspect for a time? (Famous painter Pablo Picasso was even treated as a suspect for a time.)

What happened to the painting after Peruggia was arrested? (It was returned to the Louvre.)

Student B

Who was eventually discovered to be the thief? (Vincenzo Peruggia, a handyman, was eventually discovered to be the thief.)

What did Peruggia do after the museum had been closed for the day? (He took the painting off the wall.)

How [many times] was Peruggia questioned? (He was questioned twice.)

What happened to Peruggia after he tried to sell the *Mona Lisa*? (He was caught.)

What was Peruggia sentenced to? (He was sentenced to seven months of jail time.)

7

Passives: Part 2

LEGENDS AND MYTHS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 107

- A** 1. d 2. c 3. c 4. a 5. b 6. b 7. d 8. b
- B** 1. tribes 3. shrine rooms 5. toothbrush 7. psychologists
2. bathroom 4. shaving 6. dentists 8. problems

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 111

- A** 2. Stative Passive 7. Opinion/Belief Passive
3. Opinion/Belief Passive 8. Opinion/Belief Passive
4. Stative Passive 9. Opinion/Belief Passive
5. Opinion/Belief Passive 10. Stative Passive
6. Opinion/Belief Passive
- B** 2. a. no 3. a. no 4. a. yes
b. no b. yes b. yes

EXERCISE 2 page 112

2. are surrounded by 7. is made up of
3. is divided into **or** is made up of 8. is divided into
4. is located **or** is found 9. is located **or** is found
5. is made up of **or** is divided into 10. are found in **or** are located in
6. is bordered by

EXERCISE 3 page 113

2. is claimed to have been 7. is said to be
3. are considered (to be) 8. was regarded as
4. are regarded as 9. is assumed to have been
5. were believed to be 10. are alleged to be
6. have been considered (to be)

EXERCISE 4 pages 113–114

2. It is claimed by many people that flying saucers actually exist.
3. It is said by some that the yeti inhabits the Himalayas.
4. At the time of Plato, it was thought that Atlantis had been hit by a series of earthquakes.
5. It was believed that Atlantis had sunk into the ocean without a trace.
6. At one time in history, it was assumed that the earth was flat.
7. It is believed by some that the Greek poet Homer was a composite of several people.

EXERCISE 5 page 114

Answers will vary.

EXERCISE 6 page 115**The Snowman**

Every area of the world has its own legends, and Asia is no different. One of the most famous Asian legends is about the Abominable Snowman, also called the yeti.

The yeti is ^{believed} ~~believe~~ to live in the mountains of the Himalayas. He ^{is} ~~thought~~ to be a huge creature—perhaps as tall as eight feet. His body is supposed to be covered with long, brown hair. He ^{is said} ~~says~~ to have a pointed head and a hairless face that looks something like a man's. It is claimed that he lives near Mount Everest, the highest mountain in the world, which ^{is located} ~~locates~~ on the border of Nepal and Tibet.

Sightings of the yeti have been reported for centuries, but the yeti was introduced to the rest of the world only in 1921. In that year, members of an expedition to climb Mount Everest saw very large tracks in the snow. They looked like prints of human feet, but no conclusive evidence of the yeti's existence was found.

In 1969, Sir Edmund Hillary, who is regarded ^{as} ~~one~~ of the greatest climbers ever, arranged an expedition in the region. He planned not to only see the yeti but also to capture him. Once again, tracks were discovered, but that was all. Hillary eventually decided the footprints might simply ^{be} ~~considered~~ normal animal tracks. He thought the tracks might have been enlarged by the daytime melting of the snow.

Despite the lack of evidence, some scientists continued to believe that the yeti actually exists. Boris F. Porshnev, a Russian scientist, theorized that the yeti is a surviving descendant

of Neanderthal Man. Neanderthal Man is believed to ^{have lived} live from 200,000 to 25,000 years ago and is thought by some to be an ancestor of modern humans. If this is true, the yeti may be related ^{to} us!

The mystery continues. Does the yeti really exist? It seems to me that there must be more to this mystery than just melted tracks. Centuries of reports by Himalayan trail guides must mean something. Besides, other yeti-type creatures ^{been} have reported—most notably, Bigfoot in North America. Time will tell, but maybe we shouldn't be so quick to dismiss the Abominable Snowman as nothing more than an entertaining story.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 116

A Possible answer:

A massive series of earthquakes has struck the nation of Atlantis.

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

8

Gerunds

FRIENDSHIP

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 126

- A** 1. d 2. f 3. g 4. a 5. b 6. h 7. e 8. c
- B** 1. convenience 3. phenomenon 5. in common 7. honest
2. kayaking 4. relationship 6. socializing 8. listened

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 130

- A** 2. Yes 5. Yes 8. Yes
3. No 6. Yes 9. No
4. Yes 7. No 10. Yes
- B** 2. I remembered learning a rhyme.
3. I didn't have a way of getting to the practices.
4. My brother's passion is kayaking.
5. We can go months without contacting each other.
6. Making new friends is sometimes not easy to do.
7. My teacher supported my becoming a writer.
8. I would have a hard time living without my two "best" friends.
2. O 3. OP 4. C 5. OP 6. S 7. O 8. C

EXERCISE 2 pages 131–132

2. resting 5. making 8. working 11. singing
3. not having 6. socializing 9. singing 12. skiing
4. not working 7. meeting 10. not singing

EXERCISE 3 pages 132–133

- | | |
|--------------------------|----------------|
| 2. Bob's helping | 6. my becoming |
| 3. My boss's criticizing | 7. their being |
| 4. Her living | 8. Our getting |
| 5. Mary's advising | |

EXERCISE 4 page 133

- | | | |
|--------------------|----------------|-----------------|
| 2. seeing | 5. arguing | 8. helping |
| 3. having enrolled | 6. having said | 9. passing |
| 4. having assigned | 7. studying | 10. having told |

EXERCISE 5 page 134

- A** 2. Do you prefer being asked out on a date by someone or asking someone yourself?
 3. Are you more interested in entertaining yourself or in being entertained by others?
 4. Do you prefer cooking dinner yourself or being invited to dinner by friends?
 5. Do you like being told what to do by others or giving people orders?
 6. Do you like figuring things out yourself or being shown how to do things by others?
 7. Do you prefer being given advice by friends or giving your friends advice?

EXERCISE 6 page 135

Dear Adam,

I've been here for three days and am having a great time, but I can't help ^{wishing} ~~wish~~ you were here, too. Tell your boss I'm really angry at him. His not ^{letting} ~~let~~ you take any vacation time qualifies him for the Jerk-of-the-Year Award. (Just kidding. Don't say that!)

Believe it or not, the first night I missed hearing all the city noises, but I haven't really had any trouble ^{getting} ~~to get~~ used to the peace and quiet since then. Everything's so relaxed here—there's no ^{rushing} ~~rush~~ around or ^{checking} ~~check~~ things on your cell phone. ^{Getting} ~~Get~~ out of New York City was definitely what I needed, even if it's only for two weeks. The ranch has lots of activities—horseback ^{riding} ~~ride~~, river ^{rafting} ~~raft~~ on the Rio Grande, hiking in the wilderness—you name it. The ranch employees do everything for you. Being taken care of is nice for a change, and I love being chauffeured around Santa Fe in the ranch limousine. Tonight, a group of us are going out to a country-and-western dance place called Rodeo Nites in Santa Fe, so ^{our} ~~we~~ having taken those two-step dance lessons last summer will come in handy. It's just too bad you couldn't come along so we could both have a good time. Tomorrow, we're all going to Taos Pueblo

to watch some weaving being done and to see some Native American dancing. That's great because I'm really interested in ^{learning} ~~learn~~ more about Native American culture. And I'm looking forward to see *Carmen* at the Santa Fe Opera on Saturday.

I'll write again in a day or two. Miss you lots.

Love,
Louise

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 136

- A** He is interested in getting to know some people.
- B**
- | | | |
|----------|----------|----------|
| 2. False | 5. False | 8. False |
| 3. False | 6. True | 9. True |
| 4. True | 7. True | 10. True |

9

Infinitives

PROCRASTINATION

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 142

- A** 1. e 2. g 3. d 4. c 5. f 6. b 7. h 8. a
- B** 1. True 3. True 5. True 7. False
2. False 4. False 6. True 8. True

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 148

- A** 2. O 3. S 4. SC 5. O 6. O 7. SC 8. S 9. O
- B** 2. False 4. True 6. False
3. False 5. True

EXERCISE 2 page 149

- | | |
|-----------------------------------|-------------------------------|
| 2. warned me not to put off | 8. required us to write |
| 3. wanted me to make | 9. important to submit |
| 4. important for me to experience | 10. told me not to turn in |
| 5. forced me to study | 11. advised me to change |
| 6. fortunate to graduate | 12. encouraged me to complete |
| 7. expected to finish | |

EXERCISE 3 page 150

Possible answers:

2. Jack types too slowly to finish in an hour.
3. Marcy will have enough money to buy the car.
4. She started cooking dinner too late to finish before the guests come.
5. Sally didn't eat enough to stay healthy.
6. Carlos is intelligent enough to solve the problem.

EXERCISE 4 pages 150–151

- | | |
|---------------------------|---------------------|
| 2. not to have heard | 6. to have been hit |
| 3. not to have understood | 7. to have fed |
| 4. to have gotten | 8. not to have done |
| 5. to have finished | |

EXERCISE 5 page 151

- | | |
|--|--------------------------------------|
| 2. to be helped by a passing motorist | 5. to be stopped by a police officer |
| 3. your phone service to be disconnected | 6. to be questioned by your boss |
| 4. to be notified by the police | |

EXERCISE 6 page 152

I just had ^{to} write tonight. Until now, I've never had the courage ^{to} do this, but now I do. I've decided to ^{confront} have confronted Sarah about her irresponsibility. This is something that has been bothering me for a long time now, but somehow I've always been reluctant ^{to} force the issue.

So here's the situation: Sarah invites people to do things, but she doesn't follow through. Last week, she asked my fiancé, Al, and me ^{to} have dinner, and she also invited our friends Mark and Debbie. The four of us made plans ^{to} go to her house on Friday evening. Something told me I should call Sarah ^{to ask} asking what we should bring, and it's a good thing I did. Sarah said, "Dinner? I'm not having dinner tonight. I guess I mentioned it as a possibility, but I never settled it with you guys. You misunderstood me." Well, that's just silly. She told us ^{to plan} planning on it for Friday evening at 7 p.m. When I told the others, they were furious. Al said, "I don't expect ^{to be} being treated like royalty. I do expect to be treated with consideration." So tomorrow, I'm going to call Sarah up and make my point. I'm not going to allow her ^{to} make my life miserable.

Enough for now. Time for bed.

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 7 page 153

- A** Three prison inmates are reported to have escaped from the maximum security prison there.
- B**
2. They are thought to have escaped in a prison laundry truck.
 3. They are believed to have been helped by a prison employee.
 4. The new security system was supposed to have been installed two months ago.
 5. The security system wasn't installed because of procrastination on the part of prison officials.
 6. The prisoners are thought to have weapons.
 7. They are believed to be heading in the direction of Union City.
 8. Listeners are warned not to approach the prisoners.
 9. They are asked to contact the Sheriff's Office if they have any information.

10 Count and Non-Count Nouns

HEALTH

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 162

- A** 1. authority 3. offset 5. in moderation 7. advocate
2. hence 4. deviate 6. imperative 8. category
- B** 1. b 2. d 3. d 4. c 5. c 6. b

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 167

2. It's OK in moderation, but I wouldn't make a habit of it.
3. Most fast food is full of salt, sugar, cholesterol, and calories.
4. We love its warmth, but it has its dangers.
5. I've treated patients with cancer.
6. You should wear sunblock if you're going out in the sun for more than a few minutes.
7. He used to be in good shape when he played tennis every day, but now he doesn't get any exercise.
8. Your husband would have a BMI of about 35, which puts him in the obese category.
9. Is there a cure for baldness?
10. I've been losing hair for several years.

EXERCISE 2 page 167

- | | |
|-----------------|-----------------|
| 2. a. Count | 5. a. Count |
| b. Non-count | b. Non-count |
| 3. a. Non-count | 6. a. Non-count |
| b. Count | b. Count |
| 4. a. Count | 7. a. Count |
| b. Non-count | b. Non-count |

EXERCISE 3 page 168

- | | |
|--------------|------------------------------|
| 2. a work | 9. time |
| 3. a talk | 10. hamburgers |
| 4. health | 11. soda |
| 5. a history | 12. milk |
| 6. a time | 13. a film |
| 7. criteria | 14. a local filmmaker |
| 8. Work | 15. an intercultural romance |

EXERCISE 4 page 169

- | | |
|---------------|--|
| 2. a. some | 7. a. some |
| b. a flash of | b. a piece of or a slice of |
| 3. a. any | 8. a. some |
| b. a game of | b. a piece of |
| 4. a. some | 9. a. some |
| b. a piece of | b. a cup of |
| 5. a. any | 10. a. some |
| b. a drop of | b. a grain of |
| 6. a. any | |
| b. a grain of | |

EXERCISE 5 page 170

Answers will vary. All count sentences should include a / an or the plural form of the count noun.

EXERCISE 6 page 171

Hi Kendra!

Your mom and I are having^a wonderful time in Brazil. We landed in Rio de Janeiro on Tuesday. On Wednesday, we walked and sunbathed on the Copacabana and Ipanema beaches. Unfortunately, I didn't put on any sunblock and got a bad sunburn. There's a good news, though; it's better today. Actually, there's one other problem: We don't have enough^{furniture} furnitures in our hotel room. There's no place to put anything. But everything else has been great. We went to^a samba show, too. It was a lot of fun.

The Brazilian people^{are} is very friendly and helpful. On Friday, we had a flight to São Paulo at 9 a.m., and we couldn't get a taxi. But we were saved by one of the hotel employees, who gave us a ride to the airport. We got there just in time. Now we're in São Paulo. It's an

exciting place, but I can't get over the ^{traffic}traffies. It took two hours to get from our hotel to the downtown area.

Yesterday we ate *feijoada*, a typical Brazilian food. It was delicious. Tonight we're going to have dinner at ^avery famous restaurant where they serve every kind of ^{meat}meats you can think of. I'm going to have to go on a diet when we get home!

You wouldn't believe the amount of ^{coffee}coffees the Brazilians drink. They have little cups of coffee several times a day. It's very strong and sweet.

I'm happy to report that your mom hasn't had ~~x~~time to go shopping yet. You know I hate shopping!

Love, Dad

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 172

- A** Joe Hanson's health is not good.
- B** Possible answers:
2. He has high cholesterol.
 3. He skips breakfast.
 4. No, he doesn't have enough time to eat that meal.
 5. He doesn't get any exercise.
 6. He eats fast food for lunch.
 7. He's at high risk for a heart attack.
 8. The doctor is suggesting a radical change.
 9. He will still be able to eat a lot of the foods he likes.
 10. He will need to exercise three times a week at the beginning.

11

Definite and Indefinite Articles

DISAPPEARING SPECIES

STEP 1 GRAMMAR IN CONTEXT**AFTER YOU READ** pages 179–180

- A** 1. d 2. h 3. g 4. e 5. c 6. b 7. a 8. f
- B** 1. True 3. True 5. False 7. True
 2. False 4. False 6. False 8. False

STEP 3 FOCUSED PRACTICE**EXERCISE 1** pages 183–184

- A** 2. G 4. N 6. N 8. N 10. G
 3. D 5. G 7. D 9. G
- B** 2. b 3. a 4. b 5. a 6. b

EXERCISE 2 page 184

- | | | | |
|-----------|-----------|---------|----------|
| 1. b. the | 3. a. a | 5. a. a | 7. a. an |
| c. the | b. The | b. the | b. a |
| 2. a. The | c. a | 6. a. a | c. The |
| b. a | 4. a. The | b. the | d. the |
| c. the | b. an | c. The | |

EXERCISE 3 page 185

- | | | | |
|--------|--------|---------|---------|
| 2. Ø | 6. the | 10. the | 14. the |
| 3. the | 7. the | 11. A | |
| 4. a | 8. the | 12. A | |
| 5. the | 9. an | 13. Ø | |

EXERCISE 4 page 186

Possible answers:

2. a. African elephants are very large mammals that inhabit forests, woodlands, and desert areas in many parts of Africa.
 b. The African elephant is an endangered species.

3. a. California condors are very large land birds that became extinct in the wild in 1987.
b. The California condor is a critically endangered species.
4. a. Wheels are circular devices that turn around a central point.
b. The wheel was invented 5,000 to 6,000 years ago.
5. a. Telephones are communication devices that convert sound signals into waves.
b. The telephone was invented in 1878 by Alexander Graham Bell.
6. a. Guitars are stringed instruments that typically have six strings.
b. The guitar was invented in the 1400s in Spain.
7. a. Clarinets are woodwind instruments that use reeds.
b. The clarinet was invented around 1700 in Europe.
8. a. Libraries are places that lend people books to read.
b. The library is an important institution in every town or city.
9. a. Eyes are parts of the body that allow us to see.
b. The eye is vulnerable to injury.

EXERCISE 5 page 187**Down with Poaching!**

Last summer, our family took ^a wonderful trip to several countries in Africa. I learned a lot about all the amazing animals that inhabit ^{the} African continent. The most upsetting thing I learned about, though, was the problem of poaching. Poachers are hunters who capture or kill animals illegally. ^{The main} Main reason they do this, of course, is to earn money. The majority of poachers are paid by organized crime groups that sell the poached animals' body parts worldwide for large amounts of cash. Consider elephants, for example. Elephant tusks, bones, and skin can be illegally sold for great profits. In August of ~~the~~ 2014, it was estimated that about 100,000 African elephants were being killed each year by poachers. Another animal that is ^a target of poachers is the black rhinoceros. In recent decades, its population has decreased by 97.6 percent.

Why are these animal products so much in demand? The main reason is that there is a mistaken belief these animal body parts have powers they do not really have. For example, rhino horn can supposedly be used to treat ~~the~~ hangovers, fever, and cancer. But it has not been proven that the product will cure any of these. The ivory from elephants' tusks is made into jewelry, eating utensils, and religious objects. One pound of ivory will sell for \$30,000 a pound. Compare that to ~~the~~ gold, which sells for about \$22,000 a pound. Another main

reason for poaching is that animals and animal parts are extremely popular as trophies. Some people love the idea of having a set of elephant tusks to display over their fireplace. That seems like ^dvery selfish idea to me.

Poaching is having a very negative effect on the survival of certain species, especially species that are endangered. I don't want to see any more species die. In my opinion, we must do everything within our power to stop the illegal activity of the poaching.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 188

A They are talking about reintroducing wolves into national parks.

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

EXERCISE 7 page 189

Possible answers:

Student A

Where do mountain gorillas live? (They live in Uganda, Rwanda, and the Democratic Republic of the Congo.)

What do mountain gorillas have? (They have thick fur.)

Who dominates mountain gorilla social groups? (Adult silverbacks dominate social groups.)

Who leaves traps for the gorillas? (Poachers leave traps for them.)

What are the principal causes of mountain gorilla endangerment? (Poaching and loss of habitat are the principal causes.)

Since mountain gorillas are not able to interact with other gorillas, what is the result? (Lack of genetic diversity is the result.)

Student B

What is an adult male called? (It's called a silverback.)

What is a group composed of? (It's composed of a dominant male and several females and young gorillas.)

What is the mountain gorilla? **or** Why can silverbacks often remove traps? (The mountain gorilla is an intelligent creature.)

Why do gorillas need a good deal of food daily? (They are herbivores.)

What is clear? (It is clear that human development and encroachment on locales where mountain gorillas have traditionally lived has split their habitat into widely separated areas.)

What is lack of genetic diversity within the species? (It is a serious problem indeed.)

12

Quantifiers

STUDY SKILLS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 196

- A** 1. g 2. c 3. e 4. h 5. d 6. f 7. b 8. a
- B** 1. amount 3. fewer 5. harder 7. activity
2. manage 4. task 6. perfectionism 8. participate

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 202

2. Y 4. N 6. N 8. Y 10. N 12. Y
3. N 5. Y 7. N 9. Y 11. N

EXERCISE 2 page 202

2. any 5. many 8. every
3. less 6. some 9. little
4. a great deal of 7. several 10. number

EXERCISE 3 page 203

2. less 6. both of 10. few 14. every
3. more 7. \$50 11. any
4. a few 8. as many 12. a couple
5. one of 9. much 13. some

EXERCISE 4 page 204

2. fewer 4. a lot of 6. The number of 8. all
3. more 5. less 7. a great deal

EXERCISE 5 page 205

2. Full Form 5. Full Form 8. Reduced Form 11. Reduced Form
3. Reduced Form 6. Reduced Form 9. Reduced Form 12. Reduced Form
4. Full Form 7. Full Form 10. Full Form

EXERCISE 6 page 205

My fellow citizens: We are at a time in our history when we need to make some real sacrifices. Recent presidents have made a great ^{many} deal of promises they didn't keep. Tonight you deserve to hear the truth. On the economy, we've made ^a little progress, but we still have a ^{great deal of or a lot of} ~~great many~~ work to do. That's why I'm proposing several measures. First, I want to raise taxes on the very wealthy because ~~a~~ few of them really pay their share. Second, many members of the middle class are carrying an unfair tax burden, so I'm asking for a tax cut for them. Third, there are ^{many or a great many or a lot of} ~~much~~ loopholes in the current laws that allow ^{some} ~~any~~ people to avoid paying any taxes at all. I want to close these loopholes.

We have more problems to deal with. One major one is this: We have relatively ^{little} ~~few~~ money available for education reform, and we've also made ~~a~~ little progress in decreasing pollution and meeting clean air standards. Therefore, as my final measure, I am asking Congress to approve a 50-cent-a-gallon increased tax on gasoline. This will create ^a ~~great deal~~ of additional revenue. My goal is to make a college education affordable for ^{all} ~~every~~ people who desire it.

STEP 4 COMMUNICATION PRACTICE**EXERCISE 7** page 206

A Luis is in danger of not doing well or failing in this class.

- B**
- | | | |
|-------------|----------|----------------|
| 2. one test | 5. many | 8. a couple of |
| 3. most | 6. fewer | 9. a lot |
| 4. a little | 7. many | 10. all |

EXERCISE 10 page 208

Possible answers:

Student A

What should you take in class? (You should take plenty of good notes.)

How many people learn effectively by just listening to a lecture? (Relatively few people learn effectively by following this strategy.)

How much time should you spend reviewing your notes? (You don't have to spend a lot of time doing this.)

What is a well-known English proverb? (“All work and no play makes Jack a dull boy.”)

What should you make sure you do? (You should make sure you eat healthy food and get enough sleep.)

What will you waste if you don’t stay with a project until it’s done? (You’ll waste a great deal of time.)

Student B

Who prefers to just listen to a lecture? (Some students prefer to just listen to a lecture.)

How often should you review your notes? (You should review them every day.)

How long should you go over your notes daily? (You should go over your notes for a few minutes daily.)

When will your life be dull indeed? (Your life will be dull indeed if you never have any fun.)

What will you have if you eat healthy food and get enough sleep? (You’ll have fewer problems and less stress.)

What should you do once you start something? (You should keep working at it until you’ve made a visible amount of progress.)

13

Modification of Nouns

EXPECTATIONS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 213

- A** 1. f 2. e 3. b 4. g 5. h 6. c 7. a 8. d
- B** 1. True 3. True 5. False 7. True
2. False 4. True 6. True 8. False

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 217

2. Maze is a favorite to medal in the women's (downhill).
3. Few if any are expecting Maze to take a gold (medal).
4. Maze ends up tied with a Swiss (skier).
5. Your friend has recommended the Academy Award-nominated (Her).
6. The website raves about its awesome (commentary) on our technological (addiction).
7. The movie is full of preposterous, unconvincing (events).
8. Children sometimes do not meet their parents' career (expectations) for them.
9. I stand at the top of a steep, icy (slope).
10. We sometimes have an excessive (focus) on goals.

EXERCISE 2 pages 217–218

2. new silk
3. ugly purple denim
4. suitable formal
5. interesting, important **or** important, interesting
6. good, memorable **or** memorable, good
7. sloppy, unstylish **or** unstylish, sloppy
8. round sapphire
9. oval green emerald
10. excellent tomato-and-cheese
11. fancy formal
12. beautiful purple denim

EXERCISE 3 pages 218–219

- | | |
|---------------------|------------------------|
| 2. a one-paragraph | 6. an eyesight-related |
| 3. a 300-page | 7. a ten-gallon |
| 4. a six-year | 8. performance-induced |
| 5. a stress-related | 9. a two-month |

EXERCISE 4 page 219

Answers will vary. Possible answers:

2. I'm really glad I finally finished that stressful work project.
3. He always wears his comfortable old jacket.
4. For me, having my fortune told is usually a surprising, amusing experience.
5. An eleven-year-old child won the spelling contest.
6. *Inside Out* is an award-winning movie.
7. The last football game of the season had a disappointing, unexpected outcome.
8. Unfortunately, my daughter has unrealistic, naïve expectations for her career.
9. I bought my sister an expensive short blue cotton skirt for her birthday.

EXERCISE 5 page 220

1. She's going to wear her new red silk dress.
2. Everyone expected that ugly, strange, old building to be torn down.
3. The trip we took was an expensive, silly, miserable waste of time.
4. She was upset by her disappointing, terrible test scores.
5. My intelligent, gracious twenty-five-year-old sister just got engaged.
6. My parents just bought an attractive old condo.

EXERCISE 6 page 220

FRIDAY: It's midnight, the end of a long day. My first week of ^{medical school} ~~school-medical~~ is over, and I'm exhausted but happy! Everything has exceeded my expectations. I knew I'd be working hard, but my classes are a lot more interesting than I thought they'd be. I'm not completely sure yet, but I think I want to go into ^{child psychiatry} ~~psychiatry-child~~ because I love working with children—especially nine- and ^{ten-year-old} ~~ten-years-old~~ kids.

Yesterday our psychiatry class visited a large new hospital where many ^{troubled middle-class} ~~middle-class-troubled~~ children go for treatment. I expected to see a lot of boys and girls behaving badly, but most of them were pretty quiet and relaxed. They just looked like they needed some warm, personal attention.

Today in our surgery class we had a bright, hardworking teacher, a ~~Brazilian~~ ^{young Brazilian} doctor who was substituting for our usual professor. I didn't expect a whole lot from a substitute, but this guy gave us ~~an international helpful~~ ^{a helpful international} viewpoint on things.

The only thing I don't like about medical school is the ~~cafeteria~~ ^{disgusting cafeteria} food. I'm going to have to start getting some ~~Chinese hot tasty~~ ^{tasty hot Chinese} food from my favorite local place.

I just downloaded a ~~computer new~~ ^{new computer} program, and I hope it works correctly. But it's time for me to get some sleep now, so I'll try it out tomorrow.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 221

A Possible answer:

Josh thinks he is not a good baseball player anymore. The coach says Josh's fears are controlling him.

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

14

Adjective Clauses: Introduction

PERSONALITY

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 230

- | | | | | |
|----------|-------------|--------------|------------|-------------|
| A | 1. conflict | 3. secure | 5. data | 7. enable |
| | 2. discount | 4. gravitate | 6. insight | 8. Moreover |
| B | 1. True | 3. False | 5. True | 7. True |
| | 2. True | 4. False | 6. False | 8. False |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 236–237

- A** 2. N 3. Y 4. Y 5. N 6. N 7. N 8. N
- B**
2. Try to place yourself and people you know into one or more categories.
 3. Nancy, who started her own business several years ago, is the perfect example.
 4. Type Cs tend to be the kind of people who become accountants, programmers, or engineers.
 5. He's the type of person who loves details.
 6. Nancy is impatient with detail and routine, which is why she has hired Paul and Mandy to manage her business.
 7. Nancy's husband, Jack, whom most people consider a charismatic person, is a good example.
 8. Type Cs are sensitive, which can translate into trouble communicating with others.
 9. Type D people are those who like routine and tend not to enjoy adventure.
2. I 3. NI 4. I 5. I 6. NI 7. NI 8. NI 9. I

EXERCISE 2 page 237

- | | | |
|----------|---------|----------|
| 2. who | 5. who | 8. whose |
| 3. which | 6. whom | 9. Ø |
| 4. who | 7. who | 10. who |

EXERCISE 3 pages 237–238

2. The company, which is named Excelsior Computer, has existed for fifteen years.
3. The building where we do most of our work is located downtown.
4. The office that I work in has been remodeled.
5. Darren Corgatelli, whose wife is my aunt, is the perfect Type A boss.
6. Darren, whom I've known since I was a child, is an excellent manager.
7. Darren's wife Sarah, who is a perfect Type C, keeps the company running smoothly.
8. I joined the company in 1995, when I graduated from college.
9. I really admire the personalities of my colleagues, whose advice has been invaluable.
10. I have to do some telemarketing, which I don't like.

EXERCISE 4 pages 238–239

2. which is why
3. the other prisoners respected
4. he's been working for
5. the psychiatrists considered
6. which is why
8. an opinion which makes me **or** an opinion that makes me
9. whom the other prisoners respected
10. that has employed him **or** which has employed him
11. whom the psychiatrists considered
12. evidence which makes me **or** evidence that makes me

EXERCISE 5 page 239

- A**
2. The man who lives down the street from me is a friend of my father.
 3. The teacher who handed out the awards is really a well-known scientist.
 4. The teacher, who handed out the awards, is really a well-known scientist.
 5. The student, who lives close to campus, has low gasoline bills.
 6. The student who lives close to campus has low gasoline bills.
 7. The garden which Mary planted is the most beautiful one of all.
 8. The garden, which Mary planted, is the most beautiful one of all.

2. I 3. I 4. NI 5. NI 6. I 7. I 8. NI

EXERCISE 6 page 240

Dear Mom and Dad,

Well, the first week of college has been kind of tough, but it's turned out OK. My advisor, who ^{Ø or that or which} he is also from Winnipeg, told me about growing up there, so we had something ~~who~~ we could talk about.

Since I'm still thinking about what my major is going to be, my advisor had me take one of those tests ^{that or which} show you what you're most interested in. It was called the Strong Interest Test. I found out that I'm most interested in things ^{that} involve being on the stage and performing in some way, ^{which} that doesn't surprise me a bit. I always liked being in school plays. Remember? So I signed up for two drama courses ^{that or which} seem like they're going to be really interesting.

My advisor also had me do one of those personality inventories that ~~they~~ tell you what kind of person you are. This is something that is all new to me, but I found out some things ^{that or which} whose are really interesting. According to the test I took, I'm a person ^{who or that} whom is classified as a Type B person. I had no idea what that meant, but I've learned that a Type B person is someone ^{who or that} which likes people a lot and likes to socialize. That fits me pretty well, I think.

Classes start on Wednesday, and I'm getting to know the other people in the dormitory ^{where} which I live. It's pretty exciting being here. That's it for now.

I'll call in a week or so.

Love,
Alice

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 241

A Al is attending college.

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

15

Adjective Clauses and Phrases

CULTURE SHOCK

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 248–249

- A** 1. e 2. g 3. f 4. d 5. c 6. h 7. a 8. b
- B** 1. students 3. magnificent 5. frustration 7. acceptance
2. subway 4. honeymoon 6. negotiation 8. mastery

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 253

- A** 2. He also met many Americans most of whom were kind and helpful to him.
3. This stage is normally characterized by negative feelings examples of which include anxiety, loneliness, and homesickness.
4. Jamal reaches the stage of mastery in which he again feels comfortable with the culture.
5. The subway which he was initially so impressed with, now seems dirty and noisy.
6. He longs for the things he has been accustomed to in his native land.
- B** 2. that results **or** which results
3. that is experienced **or** which is experienced
4. who experiences **or** that experiences **or** who is experiencing **or** that is experiencing
5. which include
6. that is characterized **or** which is characterized
7. who is tired **or** who is tiring **or** who has tired
8. that involves **or** which involves

EXERCISE 2 page 254

2. She got a job at a company she had heard good things about.
3. She appreciates the kindness of the supervisor she reports to.
4. She is fond of the other employees she works with.
5. She is amazed at the variety of countries they come from.

6. However, the long commute is the one thing she is tired of.
7. Nonetheless, Asha is happy with the company she works at.

EXERCISE 3 page 254

2. most of whom become homesick for their native country
3. all of which seem serious at the time
4. many of which do not pay well
5. most of whose families are not with them
6. few of whom lose their native languages and accents

EXERCISE 4 page 255

2. Los Angeles, often a difficult place to adjust to, has become Bi-Yun's new home.
3. Bi-Yun has had several jobs in the United States, including driving a taxi and washing dishes.
4. At the university, he has participated in extracurricular activities involving music and sports.
5. Bi-Yun is currently dating a fellow student in his history class
6. Bi-Yun, a very social person, shares an apartment with four other students.
7. Bi-Yun, a star athlete in South Korea, is currently on the university track team.

EXERCISE 5 page 256

2. Sundar has made friends from many different countries. These countries include South Africa and Japan.
3. After he arrived in Seattle, Sundar faced a number of challenges. These challenges included finding an affordable place to live and making friends with his neighbors.
4. Sundar's favorite tourist attractions are the Seattle Art Museum and the Space Needle. He has been to both of these attractions several times.
5. He got to know his landlord and his next-door neighbor very well. He greatly respects both of these people.

EXERCISE 6 page 256

Answers will vary.

EXERCISE 7 page 257

Hi Rosa,

I'm writing this in English because I think we both need the practice. How are you doing?

Please say "hi" to everyone back there, ^{including} ~~included~~ all our friends in the neighborhood.

I'm still having a hard time here in Los Angeles, but things are a little better than they were.

I'm not quite as lonely as before because I've met some people in my neighborhood, many

whom
 of which are friendly, but so far I don't know anyone really well. I do have some friends
 from or who are from
 who from my classes at the university, most of whom are very interesting. I'm looking forward
 to getting to know them better as time goes on. The hardest thing is the food, most of which I
 just don't like very much. It's difficult to find quality food that's not too expensive.

I did do one really fun thing recently. One of my friends from school and I went to Universal
 Studios. We took a tram tour around the park and saw several actors working, some of whom
 I recognized. I felt like jumping off the tram and shouting, "Would everyone or everyone who is or everyone that is
 give me your autograph?" Universal is where the last Indiana Jones movie was filmed—you
 know, those movies starring
 starred Harrison Ford?

I've got to get back to studying. I can hardly wait to see you and the family in the summer.

Email me.

Love,
 Elena

STEP 4 COMMUNICATION PRACTICE

EXERCISE 8 page 258

A Possible answer:

Miryam's personal life isn't going well. She doesn't seem to have any good friends.

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

16

Adverbs: Sentence, Focus, and Negative

CONTROVERSIAL ISSUES

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 268

- A** 1. b 2. d 3. b 4. a 5. a 6. d 7. a 8. c
- B** 1. military 3. against 5. required 7. unfeminine
2. orientation 4. feminine 6. fair 8. willingly

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 272

2. Basically, I think service should be voluntary.
 3. Young people aren't all the same, obviously.
 4. I'm an accepting guy, but even I find that suggestion extreme.
 5. Men and women are clearly different.
 6. Little do many people realize how dangerous military service can be.
 7. I just don't agree with the basic idea.
 8. In some countries, women are only allowed to perform medical duties in the military.
 9. Not only should it be allowed, but it should also be promoted.
 10. In Switzerland, only men are allowed to serve in combat.
2. S 4. F 6. N 8. F 10. F
3. S 5. S 7. F 9. N

EXERCISE 2 page 273

Possible answers:

1. National service is obviously beneficial. **or**
Obviously, national service is beneficial. **or**
National service is beneficial, obviously.
2. Unfortunately, military service can be dangerous. **or**
Military service can unfortunately be dangerous. **or**
Military service can be dangerous, unfortunately.

3. I'm against the death penalty essentially because I consider it cruel. **or**
Essentially, I'm against the death penalty because I consider it cruel. **or**
I'm against the death penalty because I consider it cruel, essentially.
4. There's certainly a lot more violence in movies than in the past. **or**
Certainly, there's a lot more violence in movies than in the past. **or**
There's a lot more violence in movies than in the past, certainly.
5. Nuclear weapons can be eliminated, hopefully. **or**
Hopefully, nuclear weapons can be eliminated. **or**
Nuclear weapons can hopefully be eliminated.
6. A vaccine against AIDS can possibly be developed. **or**
Possibly, a vaccine against AIDS can be developed. **or**
A vaccine against AIDS can be developed, possibly.
7. The prime minister's position is wrong, clearly. **or**
Clearly, the prime minister's position is wrong. **or**
The prime minister's position is clearly wrong.

EXERCISE 3 page 273

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

EXERCISE 4 page 274

2. There are many women in the military worldwide. Rarely do women fight alongside men in combat.
3. Some uninformed people oppose the military. In no way is military service useless.
4. Violence won't ever be completely eliminated. Neither will poverty (be completely eliminated).
5. Climate change has become a popular topic. Seldom did we hear about it in the past.
6. I bought an SUV. Never had it occurred to me that SUVs could harm the environment, but I learned they can.
7. Not only should we support access to health care for everyone, but we should also take action to make it happen.
8. The political candidate gave a wonderful speech. Little did I know that he was being insincere.

EXERCISE 5 page 275

2. Though officially neutral, even Switzerland has a military.
3. Only in three countries is there required military service.
4. Not only do Brazil, Canada, the United States, and Venezuela allow women to serve in the military, but they also allow them to serve in combat.
5. Only men are required to serve in combat in Brazil, Canada, the United States, and Venezuela.
6. Only in Israel and China are women required to do military service.

EXERCISE 6 page 276

- | | | |
|------------|------------------|----------------------|
| 2. So am I | 4. here it comes | 6. here comes a taxi |
| 3. So do I | 5. There it goes | |

EXERCISE 7 page 276

- | | | | |
|----------|----------|----------|----------|
| 2. Bill | 4. don't | 6. we | 8. visit |
| 3. agree | 5. like | 7. women | |

EXERCISE 8 page 277

Hi, Dad,

I'm waiting for the 5:25 train, so ^{I just} ~~just~~ I thought I'd drop you an email. I've been at the global warming conference. Actually, I almost didn't get to the conference because ^{we almost} ~~almost we~~ didn't get our taxes done on time. Vicky and I stayed up late last night, though, and I mailed the forms this morning.

I hate income taxes! Only once in the last ten years ^{have we} ~~we have~~ gotten a refund, and this time the form was so complicated that ^{even} Vicky got ~~even~~ upset, and you know how calm she is. Maybe we should move to Antarctica or something. No taxes there.

Besides that, we've been having problems with Donna. It's probably nothing more serious than teenage rebellion, but whenever we try to lay down the law, she gets defensive. Rarely ^{does she take} if ever ~~she takes~~ criticism well. When we try to correct her, she usually says, "Why can't you just leave me alone?" Fortunately, Sam has been behaving like an angel, and ^{so has} ~~Toby so has~~. But they're not teenagers!

Meanwhile, Donna's school has started a new open-campus policy. Students can leave the campus whenever they don't have a class. ^{They don't even} ~~Even they don't~~ have to tell the school office where they're going or when they'll be back. No way ^{do} ~~do~~ Vicky and I approve of that policy! School time, in our view, is for studying and learning, not for socializing. Little do those school officials realize how much trouble unsupervised teenagers can get into.

Well, Dad, ^{comes} ~~comes~~ here the train ^{comes}. I'll sign off now. Email or text me soon.

Love,
Ken

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 9 page 278

A The caller thinks that human nature doesn't change.

B 2. True

3. True

4. True

5. False

6. False

7. False

8. True

17

Adverb Clauses

SPORTS

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 284

- A** 1. derive 3. lurk 5. prevalence 7. infer
2. shift 4. parallel 6. factor 8. awry
- B** 1. c 2. b 3. b 4. a 5. c 6. b 7. c 8. a

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 288–289

2. While sports may look good on the surface, problems lurk underneath.
 3. Because he penalized a player, a British referee received death threats.
 4. When the Olympic Games started about 2,700 years ago in Greece, the contests held were basically those derived from war.
 5. Running paralleled the physical exertion you might have to make if an enemy was chasing you.
 6. Although athletes still try to achieve their personal best, the emphasis has shifted away from the individual pursuit of excellence.
 7. I wondered why tickets are so expensive until I remembered the key factor: players' salaries.
 8. Baseball is cheaper, though it's not really a bargain at an average ticket cost of \$30.
 9. We see violence wherever we look.
 10. Once we assume violence is inevitable, it will be almost impossible to stop.
2. contrast 5. condition 8. contrast
3. reason 6. contrast 9. place
4. time 7. time 10. time

EXERCISE 2 page 289

2. If 4. after 6. When 8. If
3. unless 5. Though 7. until

EXERCISE 3 page 290*Possible answers:*

2. Although Greek city-states were often at war with one another, Olympic contestants stopped fighting during the games.
3. After they had been held for over 1,000 years, the ancient Olympic games were outlawed by the Roman Emperor Theodosius I. **or**
When they had been held for over 1,000 years, the ancient Olympic games were outlawed by the Roman Emperor Theodosius I.
4. Since Romans thought the Greeks wore too few clothes, Theodosius outlawed the games in 393. **or**
Because Romans thought the Greeks wore too few clothes, Theodosius outlawed the games in 393.
5. French educator Pierre de Coubertin revived the Olympics because he thought they would promote international peace. **or**
French educator Pierre de Coubertin revived the Olympics since he thought they would promote international peace.
6. Tug-of-war was dropped from the Olympics in 1920 after American and British athletes disagreed about how it should be played. **or**
Tug-of-war was dropped from the Olympics in 1920 when American and British athletes disagreed about how it should be played. **or**
Tug-of-war was dropped from the Olympics in 1920 because American and British athletes disagreed about how it should be played. **or**
Tug-of-war was dropped from the Olympics in 1920 since American and British athletes disagreed about how it should be played.
7. New Olympic sports often appear as demonstration events before they are adopted as medal sports.
8. Any sport can potentially become a medal event if it can be scored and fulfills certain criteria.

EXERCISE 4 page 291*Possible answers:*

2. unless the Shark player misses the basket
3. Although the Blues will probably lose the game **or**
Though the Blues will probably lose the game **or**
Even though the Blues will probably lose the game
4. even though they probably won't win **or**
though they probably won't win **or**
although they probably won't win
5. Because the weather was bad **or**
Since the weather was bad **or**
As the weather was bad
6. until the weather

EXERCISE 5 page 292**Why Sports?**

People are criticizing school athletics these days. Supposedly, there's too much emphasis on sports, ^{while} if there's not enough emphasis on education. People say that sports are too dangerous and encourage violence. I disagree. In my opinion, school sports are a positive force.

Sports are positive ^{because or since or as} although they get students involved in something. We constantly hear that violence is increasing. But I think a lot of people get involved in crime when they don't have enough to do. After ^{you} you'll play any kind of sport for two or three hours, it's hard to commit a violent act even ^{if} you want to.

Second, sports teach people a lot of worthwhile things. If students play on a team, they learn to get along and work with others. ^{Whenever} Wherever their team wins, they learn how to be good winners. When their team loses, [^] they find out that they have to struggle to improve. They discover that winning a few and losing a few are part of the normal ups and downs of life. Also, students improve their physical condition ^{if or when} unless they participate in sports.

Finally, sports are positive ^{because or since or as} though they allow students who don't have enough money for college to earn sports scholarships and improve their chances for a successful life. ^{If} Unless a young soccer player from a small village in Africa can get a scholarship, he will have a chance to get an education and probably make his life better. If a young woman with little money earns a scholarship to join a college swim team, she'll have the chance to earn a college degree and go on to a worthwhile job. ^{Although or Though or Even though or Even if} Because school sports programs have some problems that need to be fixed, their benefits outweigh their disadvantages. I should know because I got a sports scholarship myself. School sports must stay.

STEP 4 **COMMUNICATION PRACTICE**

EXERCISE 6 page 293

A *Possible answer:*

Lillian thinks she became successful because her parents loved and supported her.

B *Possible answers:*

2. They spent a lot of time at the beach since they didn't have a lot of toys or video games.
3. She decided she wanted to become a champion swimmer and go to the Olympics.
4. They agreed to pay for lessons if Lillian would stick to her plan and practice regularly.
5. They are less aware that sports have psychological benefits.
6. Whenever kids play sports, they achieve more, connect with other people, and improve their self-esteem.
7. She got discouraged whenever she had a hard time learning a new stroke.
8. She can't imagine herself doing anything else because swimming is a total passion for her.

18

Adverb and Adverbial Phrases

COMPASSION

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ pages 299–300

- A** 1. d 2. g 3. h 4. a 5. f 6. e 7. c 8. b
- B** 1. boot 3. shattered 5. revenge 7. mistake
2. criminals' 4. coma 6. moved 8. trial

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 304–305

- A** 2. On checking the children, Reg and Maggie found them in the back seat.
3. Before speeding away, Reg quickly weighed his options.
4. Upon realizing the danger they were in, Reg floored the gas pedal.
5. The criminals were placed on trial after being turned over to the police.
6. On returning to the United States, Nicholas's parents received requests to tell their son's story.
- B** 2. Yes 4. No 6. Yes 8. Yes
3. No 5. Yes 7. No

EXERCISE 2 page 305

2. While we were traveling in Europe, we had several opportunities to help people. /
While traveling in Europe, we had several opportunities to help people.
3. Because the travelers had a flat tire, we stopped to help them fix it. /
Cannot be shortened.
4. When my friend saw an injured person on the roadside, he pulled over to help. /
Seeing an injured person by the roadside, my friend pulled over to help.
5. While my roommate was recuperating in the hospital, I called her parents to inform them of the accident. /
Cannot be shortened.

6. Because we realized that our friends were running late, we gave them a ride to the airport. /
Realizing that our friends were running late, we gave them a ride to the airport.
7. After the boy fell into the river, his friend dived into the water to rescue him. /
Cannot be shortened.
8. As she was trying to fix her computer, Anna realized that she needed her brother's help. /
Trying to fix her computer, Anna realized that she needed her brother's help.

EXERCISE 3 pages 306–307**A Animal Compassion and Emotion**

Many people think that animals are fundamentally different from us. Since they are not human, animals supposedly cannot express emotions. Is this true? Are animals incapable of compassion and other emotions? Consider these accounts by Marc Bekoff, a professor emeritus of ecology at the University of Colorado and an expert on animal behavior. Bekoff recounts two situations in which elephants demonstrated compassion and other emotions.

In the first account, Bekoff describes a situation that took place at a reserve in Kenya. While Bekoff and a fellow researcher were observing elephants, they saw that a younger elephant named Babyl walked very slowly. She had trouble walking because she had been crippled some years previously. But Babyl was never allowed to fall too far behind while she was searching for food with her herd. The other elephants waited for Babyl because they sensed she needed protection from predators. Interestingly, Babyl's fellow elephants didn't seem to benefit in any material way from her presence. They seemed to change their regular behavior for her sake since they cared for her and wanted her to remain a part of the herd.

The second situation took place at an elephant sanctuary in Tennessee with two elephants, Shirley and Jenny. Compassionate individuals had brought both elephants to the sanctuary to live because they wanted the animals to recover from abuse they had suffered in the entertainment industry. When Shirley, an older female, arrived at the sanctuary, she was put in a stall next to Jenny, a younger female. To the keepers' astonishment, the two elephants reached out and touched each other through the bars separating them, and they roared in the typical elephant greeting. After their keepers checked the sanctuary records, they discovered that the elephants had been together in a circus twenty-two years previously. At that time, Jenny had been a calf and Shirley a twentysomething. It was obvious that the two elephants remembered each other, and they were happy to see each other. After they were reunited, the two elephants quickly became inseparable.

B Possible answers:

2. Observing (the) elephants **or** While observing (the) elephants
3. having been crippled some years previously
4. while searching for food with her herd
5. sensing she needed protection from predators
6. caring for her and wanting her to remain part of the herd

7. wanting the animals to recover from the abuse they had suffered in the entertainment industry
8. On arriving at the sanctuary **or** Upon arriving at the sanctuary
9. After checking the sanctuary records **or** Having checked the sanctuary records
10. After being reunited **or** Having been reunited

EXERCISE 4 pages 307–308

Possible answers:

2. On seeing the tourists, the boy asked them to buy a guidebook.
3. Not having any local money, the tourists were not able to buy a guidebook then.
4. Impressed by the hard-working boy, the tourists decided to go back and buy a guidebook.
5. Finding a place to change currency, they obtained some local money.
6. Having gone back to the train station, they were unable to find the boy.
7. After finding and talking with a policeman, they learned where the boy had gone.
8. Having found the boy, they bought a guidebook from him.

EXERCISE 5 page 309**A Helping Hand**

If you're at all like me, you hear a lot of requests to help others. ^{Barraged} ~~Barraging~~ by constant appeals for money to support homeless shelters, the Special Olympics, or the like, people ^{subjected or being subjected} tend to tune out. I certainly used to do that. I don't think I was selfish. But ~~subjecting~~ to so many requests, I felt overwhelmed, and my brain was numbed. After listening to yet another TV request asking viewers to sponsor a child overseas, I would say to myself, "I'll bet the money is pocketed by some local politician." Finally, convincing myself that I didn't have enough money to help others in any case, I was able to ignore all the requests. Or at least that was the way I thought before ^{being} sent by my magazine to South America to do a human interest story on poor children. My opinions changed upon ^{seeing} the reality of the life of a poor child.

^{Having landed or On landing} ~~While landing~~

in Santa Simona, I took a taxi to my hotel in the center of town, where I met Elena, a girl of ten or eleven. ^{Sitting} ~~Sat~~ on a dirty blanket on the sidewalk in front of the hotel, she caught my eye. Elena was trying to earn a living by selling mangoes. ^{Smiling} ~~Smiled~~ at me, she asked, "Mangos, señor?—Mangoes, sir?" I bought some mangoes and some other fruit, and we talked together. Elena's life had been difficult. Her parents were both dead, and she lived

with an elderly aunt. Having ^{had} polio at the age of five, she now walked with a limp. She and her aunt often went hungry.

^{Investigating}
Investigated the question the next day, I talked to several different authorities, and I learned that they were indeed trying to help. Having become convinced that money from sponsors does in fact get to those who need it, I knew my attitude had to change. Learning that I could sponsor Elena for less than a dollar a day, I began to feel ashamed. After all, I spend more than that on my dogs. But what remains most vivid in my mind is my vision of Elena. She didn't beg or feel sorry for herself. ^{Selling}
Sold her mangoes, she earned a living, and her spirit shone through in the process. So I say to all of you reading this: The next time you hear an ad about sponsoring a child, pay attention.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 310

- A** an oil spill in the Mediterranean; World Cup news
- B** Possible answers:
2. The success of the conference depends on the good-faith actions of Mr. Tintor.
 3. Mr. Tintor has shown that he doesn't really want peace because he has refused to release any rebel prisoners of war.
 4. An aide said he did not expect the conference to take place as scheduled.
 5. They acknowledged that the current AIDS vaccine is ineffective.
 6. The new nation will be called the Central Asian Republic.
 7. The new government requested billions of dollars of foreign aid after it declared the nation's independence.
 8. Michaels had nearly given up hope of being rescued.
 9. Hutchinson had heard Michaels' cries for help.

19

Connectors

MEMORY

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 317

- A** 1. c 2. h 3. b 4. f 5. g 6. e 7. a 8. d
- B** 1. False / Forgetting things such as another person's name is quite ~~uncommon~~ ^{common}.
 2. True
 3. True
 4. False / Our short-term memory holds up ~~better~~ ^{worse} than our long-term memory.
 5. True
 6. True
 7. False / There is ~~no~~ evidence that staying mentally active can slow memory deterioration.
 8. True

STEP 3 FOCUSED PRACTICE

EXERCISE 1 pages 322–323

- A** 2. T 3. T 4. S 5. T 6. C
- B** 2. The frontal lobes lose mass; therefore, short-term memory gets worse.
 3. First of all, there are two types of memory, long-term and short-term.
 4. Consequently, elderly people would do well to eat several small meals each day.
 5. Meanwhile, things have been happening to our short-term memory.
 6. It is difficult or impossible to completely avoid memory decline. However, it can be slowed.
 7. Furthermore, the first syllable of “Sarah” rhymes with “bear.”
 8. Most importantly, memory improvement takes
2. R 3. O 4. R 5. T 6. C 7. A 8. O

EXERCISE 2 page 323

2. Frank has an excellent memory, but he doesn't use it to good advantage.
3. Marta was having trouble remembering things, so she signed up for a memory course.
4. Marta was having trouble remembering things; consequently, she signed up for a memory course.
5. You need to start taking better notes; otherwise, you won't do well on the exam.
6. You need to start taking better notes, or you won't do well on the exam.
7. I have difficulty remembering people's names, yet I can always remember what they were wearing.
8. I have difficulty remembering people's names; on the other hand, I can always remember what they were wearing.
9. Amanda forgot to pay her bill, so the power company turned off her electricity.
10. Amanda forgot to pay her bill; therefore, the power company turned off her electricity.

EXERCISE 3 page 324

- | | | | |
|-----------|--------------|----------------|--------------|
| 2. First | 4. however | 6. In addition | 8. otherwise |
| 3. second | 5. therefore | 7. Meanwhile | 9. In fact |

EXERCISE 4 page 325

Possible answers:

2. He ran out the door quickly, but he forgot his wallet.
He ran out the door quickly; however, he forgot his wallet.
3. He was speeding, so a police officer stopped him.
He was speeding; consequently, a police officer stopped him.
4. He didn't have his wallet, and he didn't have his insurance card.
He didn't have his wallet; moreover, he didn't have his insurance card.
5. In the meantime, his co-workers were waiting for him to make a presentation.
Meanwhile, his co-workers were waiting for him to make a presentation.
6. Hank has to improve his memory, or there could be consequences.
Hank has to improve his memory; otherwise, there could be consequences.

EXERCISE 5 page 326**My Car Is Moving to the Suburbs**

Yesterday, I drove my car to the college. I usually have trouble finding a parking place, ~~but~~ ^{however} this time it was almost impossible. There were simply no parking places anywhere near the campus, so I had to park in the downtown mall. When I finished class, I walked back to the mall. ~~Therefore~~ ^{However}, I couldn't remember where I'd parked my car! Believe it or not, it took me forty-five minutes to find it. I've had enough of this, ~~yet~~ ^{so} I've decided that I'm going to send my car to a new home in the suburbs.

I used to think that a car was the most wonderful thing in the world. I loved the freedom of being able to drive to my job or to the college whenever I wanted. To cut down on costs, I joined a carpool with four other people. The carpool was OK, ^{but} ~~nevertheless~~ I didn't like having to wait around when my carpool members weren't ready to leave. Consequently, I started driving alone, and that worked really well for a while.

~~Although~~ ^{However} I've recently changed my mind about owning a car. Now it's clear to me that there are just too many disadvantages to having a car in town. For example, sitting stalled in your car in a traffic jam is stressful, ^{and} ~~besides~~ ^{Furthermore or Moreover or In addition} it's a phenomenal waste of time. ~~Whereas~~, there's always the chance my car will be vandalized when I park it on the city streets. I have to park on the streets because it would cost me \$200 a month to park my car in a parking garage.

~~Nonetheless~~ ^{Therefore or Consequently} I've decided to leave my car at my cousin Brent's house in the suburbs. Otherwise, I'll end up going broke paying for parking and a course in memory improvement. My car will have a good home, and I'll use it just for longer trips. When I'm in the city, though, I'll take the bus or the tram, ^{or} ~~otherwise~~ I'll walk. They say you can meet some interesting people on the bus. Maybe I'll find the love of my life. My only problem will be remembering which bus to take.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 pages 327–328

- A** The visitor has a Hawaiian name.
The visitor is wearing a tuxedo.

- B** 2. b 3. b 4. a 5. b 6. a 7. a 8. b 9. a

20

Noun Clauses: Subjects, Objects,
and Complements

BIRTH ORDER

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 336

- | | | | | |
|---|----------------|---------------|------------------|----------------|
| A | 1. enterprises | 3. compelling | 5. conscientious | 7. sole |
| | 2. innovator | 4. niche | 6. configuration | 8. temperament |
| B | 1. True | 3. True | 5. False | 7. False |
| | 2. False | 4. False | 6. True | 8. True |

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 342

- A
- Sam and Jerry are examples of what researchers call the birth-order theory.
 - I know what the explanation is.
 - They sense that they have to become different from the oldest child.
 - What he learned from the analysis led him to develop his theory.
 - It is evident that firstborns are usually self-confident.
 - That there are exceptions to the birth-order theory is clear.
 - The fact that they are the sole children in their families makes them identify with their parents.
2. SC 3. O 4. O 5. S 6. AC 7. S 8. S
- B
- The question is whether the theory is accurate. / Is the theory accurate?
 - I know what that word means. / What does that word mean?
 - What they should do is give each child unique attention. / What should they do?
 - Whether or not they can change the influences of birth order is an open question. / Can they change the influences of birth order?

EXERCISE 2 page 343

- | | |
|----------------------------|--------------------------------------|
| 2. that he's | 8. that he's turned out |
| 3. that he's earned | 9. that he has |
| 4. That he's going to do | 10. the fact that it's getting worse |
| 5. what she wants to study | 11. what we can do |
| 6. that she's typical of | 12. that he matures |
| 7. that it's important | 13. that you and Jaime are |

EXERCISE 3 pages 344–345

2. if he had any children
3. how long he had been doing that
4. what had made him start writing
5. how old their children were **or** how old his children were
6. if his family fit the theories he had written about
7. what he could tell her about the others
8. how they dealt with her rebelliousness **or** how he dealt with their rebelliousness
9. what he considered his greatest strength as a counselor

EXERCISE 4 page 345

2. Wherever you kids and your mother want to go
3. whomever you want
4. whoever doesn't already have a full teaching load
5. You should get whichever one
6. However you want to deal with it
7. whatever you'd like to do

EXERCISE 5 page 346

Dear Mr. and Mrs. Chen,

I'm writing to give you a progress report on your son James. In general, I would say ^{that} ~~what~~ he is doing better than previously, though he still isn't performing up to his abilities. ^{What} ~~That~~ stands out to me is his tendency to daydream. It's clear ^{that} ~~what~~ he is paying better attention during class activities, and that is a good sign. At this point, his two weakest subjects are math and science. This is quite surprising, given the fact ^{that} ~~what~~ he scored highly on the recent national achievement tests in both those subjects. Currently, he is failing math and barely passing science. I am quite puzzled ^{the fact} ~~by that~~ he is doing so poorly in these areas. ^{Whatever} ~~However~~ is preventing him from achieving success needs to be identified. I recently asked him what ^{his difficulty is} ~~is his difficulty~~ in math and science, but he did not seem to have a clear idea.

On the positive side, James is doing very well in English. He is also performing reasonably well in history and art. However, there is still the problem of missing assignments. Up until recently, I thought ~~the fact~~ that he wasn't doing the work. But last week I asked him *if he did* ~~did he do~~ the work but simply forgot to submit it, and he said *that* ~~which~~ was the case.

Thank you for your efforts to monitor James's study time in the evenings. Children today have so many distractions. Your son is lucky to have parents who care about his education. Please call me if you have any concerns.

Sincerely,
Paula Brand

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 page 347

- A** They are visiting the counselor to get help with their daughter, who seems sad and depressed.
- B**
- | | | |
|----------|----------|----------|
| 2. True | 5. False | 8. True |
| 3. True | 6. True | 9. False |
| 4. False | 7. False | 10. True |

21

Direct and Indirect Speech

COMMUNICATION AND MISUNDERSTANDING

STEP 1 GRAMMAR IN CONTEXT**AFTER YOU READ** page 354

- A** 1. e 2. g 3. f 4. b 5. c 6. h 7. d 8. a
- B** 1. communication 3. less 5. slow 7. schoolchildren
2. more 4. active 6. positive 8. adults

STEP 3 FOCUSED PRACTICE**EXERCISE 1** pages 361–362

- A** 2. I 4. C 6. C 8. I 10. I
3. I 5. I 7. C 9. C
- B** 2. simple present → simple past 6. will → would
3. simple present → simple past 7. shall → should
4. simple past → past perfect 8. can → could
5. present perfect → past perfect

EXERCISE 2 pages 362–363

2. (that) she was leaving her husband for the third time.
3. (that) a couple was going to sue a restaurant because of rude waiters.
4. (that) the president had vetoed the health bill because of miscommunication.
5. (that) a woman's sister refused to invite her to her wedding.
6. (that) the governor had lied about his intentions to sign a tax bill.
7. (that) a rock star and his band were no longer performing together.
8. (that) high school students would soon be required to take a communication course to graduate.

EXERCISE 3 pages 363–364

Possible answers:

2. "Where's our regular teacher?"
3. "How long will you be with us?"
4. "What are you going to teach us?"

5. "What's algebra?"
6. "Can you explain that again?"
7. "Will we have to do homework?"
8. "How often will we have to do homework?"
9. "Why are you going to make us do homework every night?"
10. "Do you really have a teaching degree?"

EXERCISE 4 page 364

"So what happened?" I asked.

"Well," Linh said, "we were all seated in the living room. There were about twelve people there. Several of them were high-society types."

"What were you doing with a bunch of high-society people?" I asked.

"Good question," Linh answered. "Actually, I was visiting my cousin, and I was her guest."

"So what went wrong?" I asked.

"Well, a woman asked me where I was going to school. I said I was attending a community college. Then the woman's husband asked me if I was going to a real college after that. That made me pretty mad, and I got red in the face," Linh said. "I guess I raised my voice."

"Oh, wow!" I said. "Then what?"

"Well," Linh said, "my cousin came to the rescue. She explained to the man that a community college education can be just as good as a university education, and it's cheaper. It turned out that the man and his wife were from a European country, and they didn't understand our system. He said he hadn't understood and was sorry."

"How did you feel about the whole thing?" I asked.

"Embarrassed at first," Linh answered. "But it all turned out OK because of my cousin. It's great when there's someone who can smooth things over."

EXERCISE 5 page 365

- | | |
|------------------------------|-----------------------------|
| 2. I could | 9. it meant |
| 3. what she needed | 10. would like |
| 4. she had to write | 11. was |
| 5. her | 12. if she thought it meant |
| 6. what the quotation was | 13. could learn |
| 7. it was | 14. she understood |
| 8. what she thought it meant | |

EXERCISE 6 page 366

Dear Emily,

I just wanted to fill you in on Tim's school adventures. About two months ago, Melanie said she ^{felt} ~~feels~~ we should switch Tim to the public school. He'd been in a private school for several months, as you know. I asked her why ^{she thought} ~~did she think~~ that, and she said, "He's miserable where he is, and I don't think the quality of education is good there. He ^{says} ~~tells~~ he doesn't feel like he can communicate with the teachers and that no one understands him. He also doesn't think he has many friends." She said she thought we ^{could} ~~can~~ move him to the local high school, which has a good academic reputation. I ^{said to or told} ~~told~~ her that I agreed with her, but that we should ask Tim. The next morning, we asked Tim if he wanted to stay at the private school. I was surprised at how strong his response was. He ^{told or said to} ~~said~~ me that he hated the private school and didn't want to go there any longer. So we moved him. He's been at the new school for a month now, and he's doing well. Whenever I ask him ^{if he has} ~~does he have~~ his homework done, he says, "Dad, I've already finished it." He's made several new friends. Every now and then, he asks us why ^{we didn't} ~~didn't we~~ let him change schools sooner. He says people are treating him as an individual now. I'm just glad we moved him when we did.

Not much else is new. Oh, yes—I do need to ask ^{if you're} ~~are you~~ coming for the holidays. Email soon and let us know. Or call.

Love,
Charles

STEP 4 **COMMUNICATION PRACTICE****EXERCISE 7** page 367

- A** Ellen Sands discusses speaking about yourself instead of the other person.
- B** Possible answers:
2. She said that people should not return anger for anger.
 3. She asked Sands to give an example.
 4. Sands said the two women were arguing about dividing up the family estate.

5. Rosa said Alicia always had gotten her own way because she had been their mother's favorite.
6. Alicia said Rosa was a very selfish person.
7. Alicia could have said Rosa had really hurt her feelings.
8. Alicia could have told Rosa that she had felt really disrespected.

22

Conditionals; Other Ways to Express Unreality

ACHIEVEMENTS AND INVENTIONS

STEP 1 GRAMMAR IN CONTEXT**AFTER YOU READ** page 376

- A** 1. c 2. a 3. b 4. c 5. b 6. c 7. a 8. b
- B** 1. True 3. False 5. True 7. False
 2. False 4. False 6. False 8. True

STEP 3 FOCUSED PRACTICE**EXERCISE 1** page 382

- A** 2. U 3. R 4. U 5. U 6. U 7. R 8. R
- B** 2. future 4. mixed 6. present 8. present
 3. past 5. future 7. future

EXERCISE 2 pages 382–383

2. We might colonize Mars if engineers develop efficient space travel.
3. We will run out of energy if researchers don't develop alternative fuel sources.
4. If we don't stop climate change, the polar ice caps could melt.
5. If people drive hybrid cars, they help the environment.
6. If current population trends continue, the world will have nine billion people by 2060.

EXERCISE 3 page 383

- | | | | |
|------------------|---------------|--------------|--------------------|
| 2. will you give | 6. I'd report | 10. it would | 14. you'll have to |
| 3. I will | 7. I go | 11. were | |
| 4. would you do | 8. I'll feel | 12. I'd talk | |
| 5. took | 9. exposed | 13. won't | |

EXERCISE 4 pages 384–385

- A** 2. They wish they had taken the subway instead.
 3. He wishes he had a better computer.
 4. He wishes he could afford a new computer.

5. People wish their cell phones worked in this area.
6. They wish they had good cell phone service.

- B**
2. If only subways weren't noisy and crowded.
 3. If only researchers would invent a computer that would never break down.
 4. If only all computers were affordable for everyone.
 5. If only someone would invent a cell phone that could work everywhere.
 6. If only cell phones didn't need cell phone towers.

EXERCISE 5 page 385

- | | |
|-------------------------------------|-----------------------------|
| 2. wouldn't have taken | 7. hadn't mentioned |
| 3. would never have met | 8. would never have told |
| 4. would be | 9. would never have applied |
| 5. hadn't offered | 10. wouldn't be studying |
| 6. would never have started talking | |

EXERCISE 6 page 386

Hi, Bruce,

This has been one of those days when I wish I ^{had} ~~would have~~ stayed in bed. When I turned on my computer this morning, it crashed immediately. It's not like this has never happened before . . . but I certainly wish the computer ^{hadn't chosen or had not chosen} ~~didn't choose~~ this day, of all days, to crash. My scholarship application was due this afternoon by 3:00 p.m., and I had almost everything ready for it. I just needed half an hour or so to put some finishing touches on it. So I was pretty desperate. As soon as my computer crashed, I took it straight to a repair shop, but it took me two hours to get there. If I ^{I'd gotten or I had gotten} ~~got~~ it there by 11 a.m., they probably could ^{have fixed} ~~fix~~ it in time for me to make the three o'clock deadline. But I didn't get there until 12.

Everything would have worked out if there ^{hadn't or had not} ~~wouldn't have~~ been a major traffic jam on the freeway. I was stuck in traffic for an hour and a half. I wish I ^{'d or had} ~~had~~ the sense to take another highway and not the freeway. I'm also mad at myself for another reason. If I ^{'d or had} ~~sent~~ in the application a week ago, they would ^{already have received or have already received} ~~already receive~~ it, and everything would be fine right now.

Anyway, the computer will be fixed by tomorrow. If I[/] get the application emailed by the end of the day, I might still be eligible for the scholarship. If only someone ^{would invent} ~~invented~~ a computer that would never crash!

Send me a text on my cell phone, which is working fine. I need some cheering up.

Elena

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 page 387

A Possible answer:

In 1947, people at Harvard found an actual bug in an early computer. Then Grace Harper started using the term “bug” to refer to computer problems.

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

EXERCISE 9 page 389

Possible answers:

Student A

If Ford could make Model Ts cheaper than other cars, what did he know? (He knew that people would buy them.)

What can't workers do if they have to move around a lot and do many different tasks? (They can't produce as much.)

What can a business do if it makes many products quickly? (It can charge less for each one.)

What would have happened if Ford hadn't figured out a way to build his cars more efficiently? (It's possible that cars never would have become popular with the masses.)

What would have happened to the workers if Ford's changes hadn't been made? (They might have been happier.)

Student B

When did Ford know that ordinary people wouldn't buy his cars? **or** Under what conditions did Ford know that ordinary people wouldn't buy his cars? (He knew they wouldn't buy his cars if they were expensive.)

What can everyone do if you divide a big job into many different smaller tasks? (Everyone can do his or her task faster.)

What would happen if each worker was responsible for only one task? (He or she would be easier to train.)

When might the world be a better place? **or** Under what conditions might the world be a better place? (It might be a better place if there were fewer cars in it.)

What could have happened to the workers when they had to perform the same repetitive actions endlessly? (They could have felt like machines.)

23

More Conditions; The Subjunctive

ADVICE

STEP 1 GRAMMAR IN CONTEXT

AFTER YOU READ page 394

- A** 1. f 2. d 3. g 4. a 5. h 6. b 7. e 8. c
- B** 1. room 3. doormat 5. fairness 7. married people
2. order 4. used to 6. drop in 8. call

STEP 3 FOCUSED PRACTICE

EXERCISE 1 page 399

2. IV 3. SV 4. IM 5. IV 6. IV 7. IM 8. SV 9. IM

EXERCISE 2 page 399

2. Yes 4. No 6. Yes
3. No 5. Yes

EXERCISE 3 page 400

2. With a lot of overtime, I'll keep my job.
3. If so, that would help solve your problem.
4. And if not, what can I do?
5. Otherwise, it might damage your kidneys.
6. Without coffee, I can't make it through the day.

EXERCISE 4 pages 401–402

- A** 2. Had Daria 4. with 6. if not
3. otherwise 5. if so
- B** Possible answers:
2. If Daria had 5. if they were (still hiring)
3. if she didn't (find employment) 6. If they weren't
4. if she had

EXERCISE 5 pages 402–403*Possible answers:*

2. (that) the company give them higher wages.
3. (that) her husband see a doctor
4. (that) they acquire the small company
5. (that) they buy the house
6. (that) she visit Bangkok

EXERCISE 6 page 403

- | | |
|--|---|
| A 2. necessary that they take
3. important that they find
4. essential that they make | 5. crucial that they communicate
6. advisable that they stay |
|--|---|

EXERCISE 7 page 404

Dear Hei-Rim,

It's time I wrote and filled you in on what's been happening since I left Russellville. I finally got a job! Remember when you suggested I ^{check}checked online for job offers? It was a good suggestion, but for some reason there were no available jobs being advertised. A couple of weeks ago, I was getting worried since I had spent almost all my savings. I had gotten to the point where it was absolutely essential that I ^{find}found something. ^{If not or Otherwise}If so, I would have to go back to Russellville. ^{Had I or If I had}I had known how difficult this would be, I would probably have stayed in Russellville! Anyway, I decided to just walk around downtown and see what turned up. That's when I saw a beautiful little florist's shop with a "help wanted" sign in the window. I walked right in and asked if the job was still open. Can you believe that it was? The owner said that he hadn't had time to post the job online yet. So your advice would have worked ^{had the timing or if the timing had}the timing had been different. The bottom line is that I'm employed!

I was really happy in my job until my boss hired a new assistant manager who has been making my life miserable. Among other things, he ^{I make or that I make}demands me to make coffee for him. He also insists that I ^{I do}am doing other things that aren't in my job description. I took this job to work with plants, not to serve him coffee. I think it's crucial ^{that I or for me to}^tell him where I stand. It's important that he ^{stop}stops treating me as his personal assistant.

I have a few days off for the holidays. Do you have some time off? If ^{so} ~~not~~, how about coming down here for a visit? Wouldn't that be fun? I have a spare bedroom in my apartment. If you can come, I suggest ^{you or that you} ~~you to~~ drive, since it isn't far. Please email or text and let me know.

Love,
Daria

STEP 4 COMMUNICATION PRACTICE

EXERCISE 8 page 405

- A** Possible answer:
She needs advice on how to deal with her daughter.
- B**
2. She almost demanded that her mother babysit.
 3. She wouldn't have answered the phone.
 4. She had to call and insist her daughter come and pick up the kids.
 5. The daughter has been working overtime.
 6. It's important that her daughter pay more attention to her kids.
 7. Marge suggests Nancy call her daughter back and tell her she's changed her mind.
 8. With a little firmness, she can get her daughter to take responsibility for herself.