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English Vocabulary for Beginning ESL Learners

Premium Fourth Edition

Jean Yates

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Introduction

It is not easy to know how to start learning new words in a language that is not your native one. Most second-language learners depend on a favorite dictionary to get a quick translation of an unknown word; however, dictionaries are full of words that you may never need to use, or even to understand. How do you know which words to learn first?

One of the purposes of this book is to acquaint you with the English words that are most frequently used in the United States today—the words that people use every day with their family, friends, coworkers, and other people in the community in general. Presented here is a basic vocabulary of more than fifteen hundred words that have been carefully chosen because of their frequent appearance and usefulness in daily life. Once you have learned these words and mastered the structures in which they are used, you will be well equipped to add new words to this list, and you'll gradually continue to increase your working vocabulary.

The words of a language can be divided into two groups: content words and function words. Content words in English are either nouns—words that name people, places, things, or abstracts; adjectives—words that describe nouns; verbs—words that describe the actions of nouns; or adverbs—words that describe how an action is performed. Function words are those that form a structure that enables us to put the content words together to make sense. English function words include, for example, words such as *a*, *the*, *of*, *for*, and *and*—words that would be difficult to draw a picture of or to define in a word or two. Both types of words are extremely important for communication in any language.

The second purpose of this book is to provide practice in using content words within the framework of the function words that go with them. By practicing these two types of words together you will be not only learning new vocabulary but also using it correctly, enabling you to form meaningful sentences with a variety of individual words.

There are six sections in the book: Part I: Nouns, Part II: Adjectives, Part III: Verbs, Part IV: Adverbs, Part V: Technology, and Part VI: Numbers. Each of these parts contains a number of units, and each unit consists of special vocabulary for a certain topic and extensive exercises to practice it.

To the Teacher

The best way to learn new vocabulary is to use it, both in speech and in writing. The exercises in this book are designed to give your students that practice by encouraging them to write down exactly what they would say in the context provided. The repetition of words and structures in various types of exercises will help them remember the words and make them their own to use in real situations. By all means, skip words that your students will likely never use or need to understand, and add new words that will be useful to them.

Following are suggestions to help you get the most out of this book:

1. Get a good dictionary, either bilingual or English only, to use as suggested below.
2. Copy on a separate sheet of paper the lists of words presented in each unit.
3. You will already know some of the words. Write a check by each one if you are certain of its meaning.
4. Look up in your dictionary the words that you do not know or are not sure of, and write a word in your language or a definition in English next to it on your paper.
5. Do the written exercises for the entire unit.
6. In the exercises that ask you to write personal sentences, try to use words that are new to you. Of course, if the new words do not fit, use words that you already know.
7. Compare your answers with those in the Answer Key at the back of the book. For the exercises that require personal answers, you may wish to ask a native speaker friend to read your answers to see if they are correct.
8. Go back to your original list, cover up the translations or definitions that you first wrote, and see if you now know all the new words.
9. Try writing more sentences, using the same patterns used in the exercises, to further practice the words that you haven't completely mastered so far.
10. Check out the exercises in the McGraw Hill Language Lab app, for additional practice.
11. Keep practicing!

To the Student

You will need:

1. An English dictionary (bilingual with your language)
2. A notebook

Suggested tasks:

1. Copy all new words in your notebook.
2. Translate each word into your language, and write it next to the English word
   Example:
   husband *esposo*
3. Test yourself:
   Cover the translations. Look at the English words and say them in your language.
   Cover the English words. Look at the translations and say each word in English.
4. Write answers to all the exercises.
5. Check your answers with the Answer Key.
6. Write an English sentence with each new word.
7. Check out the McGraw Hill Language Lab app for audio recordings of answers to many exercises.

PART I

NOUNS

Nouns are the words we use to name all the things we know about, have, see, hear, taste, smell, or feel. This includes words for people, such as *man*, *teacher*, and *friend*. It includes words for places, such as *city*, *kitchen*, and *street*. It includes words for things, such as *ball*, *tree*, and *computer*. And it includes words for things we know exist but can't touch, such as *idea*, *air*, *pollution*, and *strength*.

Many nouns can be counted—one friend, two friends, for example. These nouns have plural forms, which in English usually means they have an *-s* added to the end, according to certain set spelling and pronunciation patterns. A few nouns have "irregular" plurals—instead of ending in *-s*, they have forms that have survived from earlier forms of English or were adapted from other languages. Examples of these include *women*, *men*, *children*, *media*, and *phenomena*.

Other nouns cannot be counted—*air*, *wind*, and *pollution*, for example. They have no plural forms, are used with singular verbs, and are called "noncount" nouns. But noncount nouns can also be things that we can count! First, there are those that it would take a lifetime to count, so we call them by a more general noncount noun, such as *hair*, *sugar*, or *flour*. And then there are those that we categorize in general groups that are named by noncount nouns, such as *furniture*, *mail*, *silverware*, and *china*. Of course we can count *chairs*, *tables*, or *beds*, but the general category *furniture* is never made plural. The noncount noun *mail* includes the *letters* and *cards* that we can count. English has a lot of these words.

One thing that singular, plural, and noncount nouns have in common is that they can all, in certain situations, be preceded by the article *the*. *The* before a noun indicates that both the speaker and the hearer know exactly *which one* of the nouns is being referred to. "*The* groceries are in *the* car," for example, informs the hearer that "the groceries that we just bought" are in "the car that we have."

When you know the patterns for using nouns, you can add new ones to your vocabulary every day and know you are using them correctly. Have fun with nouns!

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Unit 1

People and Places

Words for People

Members of the Family

Review the words in the following list:

aunt
brother
cousin
daughter
father
granddaughter
grandfather
grandmother
grandson
husband
mother
nephew
niece
sister
son
uncle
wife

To identify a member of the family of someone's husband or wife, add *in-law* after the relationship word. For example, a man's *mother-in-law* is his wife's mother.

brother-in-law
daughter-in-law
father-in-law
mother-in-law
sister-in-law
son-in-law

exercise 1-1

Fill in each blank with a word from one of the preceding lists.

1. My father's mother is my _____.
2. Her husband is my _____.
3. My mother's sister is my _____.
4. Her husband is my _____.

5. Their daughter is my _____.

6. My daughter's husband is my _____.

7. I am a _____, _____,

   _____, _____,

   _____, and _____.

8. I have a _____, _____,

   _____, _____,

   _____, and _____.

Categories for People

Review the words in the following list:

acquaintance	girl	neighbor
baby	guest	teenager
boy	host	visitor
child	hostess	woman
friend	man	

exercise 1-2

Match each word from the list on the left with its description on the right.

_____	1. baby	a.	a person who lives or works near where you live or work
_____	2. boy	b.	a grown-up female
_____	3. child	c.	a person between the ages of thirteen and nineteen
_____	4. friend	d.	someone you know well and like
_____	5. girl	e.	a grown-up male
_____	6. man	f.	a person under the age of two
_____	7. neighbor	g.	a young male
_____	8. teenager	h.	a young female
_____	9. woman	i.	a person under the age of thirteen

Names of Workers

Review the words in the following list:

accountant	employer	pianist
actor	engineer	pilot
actress	firefighter	police officer
adviser	football player	professor
architect	guide	programmer
artist	hostess	pupil
beautician	janitor	reporter
boss	journalist	sales agent
carpenter	lawyer	sales assistant
cleaner	mail carrier	singer
cook	manager	stewardess
customer	mechanic	student
dancer	military officer	teacher
dentist	nurse	technician
designer	painter	waiter, waitress
director	patient	writer
doctor	pharmacist	
driver	photographer	

exercise 1-3

Circle the word that best completes each sentence.

1. When I am sick I see a _____.

   lawyer **carpenter** **doctor** **police officer**

2. The person who gives traffic tickets is a _____.

   singer **lawyer** **firefighter** **police officer**

3. The person who lives near my house is my _____.

   firefighter **neighbor** **military officer** **journalist**

4. Medicines are prepared at the drugstore by a _____.

   mechanic **nurse** **pharmacist** **sales assistant**

5. If I have a toothache, I see a _____.

   janitor **doctor** **dentist** **technician**

Parts of the Body

Review the words in the following list:

ankle	heel
arm	hip
cheeks	knee
chest	leg
chin	lips
ears	mouth
elbow	neck
eyes	nose
face	shoulders
fingers	stomach
foot	thumb
hair	toes
hand	waist
head	wrist

exercise 1-4

Fill in the blanks.

1. The _____, _____, _____, _____, _____, _____, _____, _____, and _____ are on the *head*.
2. The *elbow* is in the middle of the _____.
3. The _____ is in the middle of the *leg*.
4. The _____ is between the *hand* and the *arm*.
5. The _____ is between the *foot* and the *leg*.
6. The *foot* has five _____; the *hand* has four _____ and one _____.
7. The *shoulders* are between the _____ and the _____.
8. The _____ is above the *stomach* and below the *chest*.

Words for Places

Outside Places

Review the words in the following list:

airport	gas station	railroad
apartment	grass	river
area	grocery store	road
bank	highway	school
barbershop	hill	shopping center
beach	hospital	shops
building	hotel	sidewalk
bus stop	house	street
church	land	suburb
city	library	sun
corner	moon	town
country	mountain	traffic light
drugstore	neighborhood	train station
farm	ocean	tree
florist	park	yard
garden	post office	

exercise 1-5

Circle the word that does not *belong in each group.*

1.	airport	train station	road	bus stop
2.	library	ocean	mountain	river
3.	drugstore	grocery store	florist	sun
4.	post office	bank	library	farm
5.	street	highway	apartment	road
6.	moon	house	hotel	apartment
7.	tree	post office	yard	garden
8.	church	highway	library	school

exercise 1-6

What places do you go to every day?

_____ _____

_____ _____

_____ _____

_____ _____

exercise 1-7

What places do you go to once or twice a week?

_____ _____

_____ _____

_____ _____

exercise 1-8

What places do you go to occasionally (sometimes)?

_____ _____

_____ _____

_____ _____

exercise 1-9

Where do you never go?

_____ _____

_____ _____

Inside Places

Review the words in the following list:

attic	front door
back door	hall
basement	kitchen
bathroom	laundry room
bedroom	library
ceiling	living room
classroom	office
corner	restaurant
department store	second floor
dining room	store
first floor	wall
floor	window

exercise 1-10

Write the name of the place or places where each of the following things is usually found.

1. bathtub _____
2. bed _____
3. bedspread _____
4. blackboard _____
5. blanket _____
6. book _____
7. bookshelf _____
8. buffet _____
9. bulletin board _____
10. chair _____
11. closet _____
12. coffeemaker _____
13. coffee table _____
14. computer _____
15. copier _____

16. counter _____
17. cup _____
18. desk _____
19. detergent _____
20. dish _____
21. dishwasher _____
22. dresser _____
23. dryer _____
24. elevator _____
25. escalator _____
26. facecloth _____
27. fax machine _____
28. filing cabinet _____
29. fireplace _____
30. fork _____
31. garbage disposer _____
32. glass _____
33. knife _____
34. lamp _____
35. magazine _____
36. microwave oven _____
37. napkin _____
38. newspaper _____
39. night table _____
40. notebook _____
41. pan _____

42. paper _____
43. pen _____
44. pencil _____
45. phone _____
46. pillow _____
47. pillowcase _____
48. plate _____
49. printer _____
50. refrigerator _____
51. saucer _____
52. sheet _____
53. shower _____
54. sink _____
55. soap _____
56. sofa _____
57. spoon _____
58. stairway _____
59. stove _____
60. table _____
61. tea towel _____
62. telephone _____
63. toaster _____
64. toilet _____
65. towel _____
66. TV set _____
67. washing machine _____

Unit 2

Singular, Plural, and Noncount Nouns

Using Singular Nouns

English nouns can be divided into two categories: *count nouns* and *noncount nouns*.

A count noun is *singular* when there is *one* of the person, place, or thing it names.

When a noun is singular, use *a* or *an* before it. Use *a* if it begins with a *consonant* sound; use *an* if it begins with a *vowel* sound.

exercise 2-1

Write a *or* an *before each of the following singular nouns.*

1. _____ brother
2. _____ aunt
3. _____ artist
4. _____ employer
5. _____ janitor
6. _____ professor
7. _____ patient
8. _____ engineer
9. _____ reporter
10. _____ stewardess
11. _____ sister
12. _____ uncle
13. _____ dentist
14. _____ driver
15. _____ actor
16. _____ adviser

17. _____ accountant
18. _____ technician
19. _____ architect
20. _____ actress
21. _____ cheek
22. _____ chest
23. _____ leg
24. _____ ear
25. _____ mouth
26. _____ area
27. _____ apartment
28. _____ river
29. _____ bus stop
30. _____ basement
31. _____ elbow
32. _____ arm
33. _____ ankle
34. _____ nose
35. _____ eye
36. _____ library
37. _____ house
38. _____ ocean
39. _____ airport
40. _____ attic

Use *a* or *an* before a singular noun to answer the question *"What . . . ?"*

What do you do?	I'm **a** secretary.	I'm **an** actor.
What is it?	It's **a** banana.	It's **an** apple.
What do you want?	I want **a** house.	I want **an** apartment.

Use the number *one* before a singular noun to answer the question *"How many . . . ?"*

How many cars do you have?	We have **one** car.
How many English classes are there?	There is **one** class.

Use *"There is . . . "* before a singular noun to indicate that it exists.

There is an accountant in my family.
There is a library on the corner.
There is only one bus stop on this street.

exercise 2-2

Look at page 13 of this book and answer the following questions. Be careful in your choice of a, an, *or* one *before each singular noun.*

1. What do you have in your hands?

   _____

2. What is there at the very end of this book?

   _____

3. In the word *Contents*, what is there between the first *n* and the *e*?

   _____

4. How many *e*'s are there in the word *Contents*?

   _____

Words for Groups of People

Some singular nouns name groups of people who have the same interest. These are called *collective* nouns. Use a collective noun with a singular verb form. Observe the following examples:

band	company
choir	family
chorus	government
class	orchestra
committee	team

exercise 2-3

Fill in each blank with a word from the previous list. Be sure to include a *or* an *in each blank before the noun.*

1. A group of people who take a course together is _____.
2. A group of people who play musical instruments together can be

   _____ or _____.

3. A group of people who form a business is _____.
4. People who are related by blood are _____.
5. A group of people who play together to win a game or sport is _____.
6. A group of people who control public policy in a country is _____.

7. A group of people who make plans for a larger group is called _____.

8. A group of people who sing together is _____ or _____.

Using Plural Nouns

A count noun is *plural* when there is *more than one* of the person, place, or thing it names. To make a singular noun plural:

- Add *-s*:

one tree	three tree**s**
one word	four word**s**
one sister	two sister**s**

- Add *-es* to a few words that end in *-o*:

one echo	two echo**es**
one mosquito	three mosquito**es**
one tomato	four tomato**es**
one hero	four hero**es**
one potato	two potato**es**
one tornado	two tornado**es**

- Add *-es* to nouns that end in *-ch*, *-sh*, *-ss*, and *-x*:

one beach	two beach**es**
one dish	four dish**es**
one dress	two dress**es**
one fax	three fax**es**

- Add *-ies* to nouns that end in a consonant followed by *-y*, after dropping the *-y*:

one city	two cit**ies**
one country	four countr**ies**
one family	two famil**ies**
one puppy	six pupp**ies**

- Add *-ves* to nouns that end in *-f* or *-fe*, after dropping the *-f* or *-fe*:

one calf	two cal**ves**
one half	two hal**ves**
one leaf	three lea**ves**
one knife	five kni**ves**

- Use an irregular form for certain nouns:

one child	two child**ren**
one man	four m**e**n
one person	three pe**ople**
one tooth	four t**ee**th
one mouse	three m**i**c**e**
one woman	three wom**e**n
one foot	two f**ee**t

- Use the singular form for the plural for certain nouns:

one deer	three deer
one sheep	four sheep
one fish	two fish

exercise 2-4

Write the plural form of each of the following nouns.

1. brother _____
2. daughter _____
3. wife _____
4. baby _____
5. child _____
6. man _____
7. woman _____
8. teenager _____
9. artist _____
10. customer _____
11. student _____
12. actress _____
13. boss _____
14. nurse _____
15. eye _____
16. ear _____
17. toe _____
18. church _____
19. city _____
20. library _____
21. bus stop _____
22. post office _____
23. window _____
24. glass _____

25. knife _____

26. fork _____

27. stove _____

28. facecloth _____

exercise 2-5

Write the plural form of each of the following collective *nouns.*

1. band _____

2. choir _____

3. chorus _____

4. class _____

5. committee _____

6. family _____

7. government _____

8. orchestra _____

9. team _____

Use *are there* and a plural noun in a question to ask if any exist and how many:

Are there any cars in your driveway?
How many cars **are there**?
How many houses **are there** on this street?
How many pages **are there** in this book?

Use *there are* followed by any number from *two* on up before a plural noun to tell how many of them exist:

There are two cars in the driveway.
There are ten houses on this street.
There are 208 pages in this book.

Use *there are* before the word *no* when it indicates *zero. No* is followed by a plural noun:

There are no cars in the driveway.
There are no houses on this street.

Not any can be used instead of *no* to indicate *zero*:

There are **not any** cars in the driveway.	There are**n't any** cars in the driveway.
There are **not any** houses on this street.	There are**n't any** houses on this street.

Words for Clothes and Accessories

Review the following examples:

For Men and Women	Usually for Women	Usually for Men
belt	blouse	necktie/bow tie
cap	bracelet	tuxedo
chain	dress	
coat	handbag/purse/pocketbook	
earring	necklace	
hat	nightgown	
jacket	skirt	
raincoat		
ring		
robe		
scarf		
shirt		
suit		
sweater		
sweatshirt		
T-shirt		
umbrella		
wallet		
watch		

exercise 2-6

Select twelve items from the preceding list, and write how many of each item there are in your closets and drawers. Use There are *to begin each sentence.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____

10. _____

11. _____

12. _____

Pairs

Some clothing items are usually in two parts, which are sometimes separate, such as two *gloves*, and sometimes connected, such as *pants*. The nouns are plural. One set of two parts is a *pair*. A *pair of shoes*, for example, is two shoes, one for the left foot and one for the right. A *pair of pants* is one item, with two legs.

Review the following examples of *pairs*:

For Men and Women	Usually for Women
earrings	
glasses	
sunglasses	
gloves	
pajamas	
pants	
jeans	
shorts	
sweatpants	
shoes	
boots	flats
sandals	high heels
slippers	
socks	stockings
	tights

exercise 2-7

How many pairs *do you have in your closets and drawers?*

I have one pair of _____, one pair of _____, and one pair of _____.

I have _____ pairs of _____, _____ pairs of _____, and _____ pairs of _____.

Quantities

To tell an approximate number of plural items there are, use:

some	=	more than one
a few	=	three or four
a lot of/ lots of/ many	=	a large number of/plenty of/enough
not many	=	a small number of
too many	=	more than is good or necessary

I have **some** tickets for the ball game.
There are **a few** seats in the front row.
A lot of people are going to the game.
There are **not many** seats.
There are **too many** people here.

exercise 2-8

Look at all of the lists of nouns for people, places, and things to answer the following questions.

1. What do you have *some* of? Begin each answer with *I have . . .*

2. What are there *a lot of* outside? Begin each answer with *There are . . .*

3. What are there *not many* of in the place where you live? Begin each answer with *There are . . .*

4. What do you see *a few* of right now? Begin each answer with *I see* . . .

5. What do you have *too many* of? Begin each answer with *I have* . . .

Words for Food

Review the following words that name things to eat or drink. These nouns can be either singular or plural.

apple	nut
avocado	orange
banana	pea
bean	pear
carrot	potato
cherry	potato chip
doughnut	salad
drink	sandwich
egg	snack
grape	soda
hamburger	steak
hot dog	tomato
meal	vegetable

exercise 2-9

Write one of the following words or groups of words in each blank, depending on whether the nouns are singular or plural.

a an one some a lot of a few no any two

1. He eats _____ egg and _____ doughnut for breakfast.
2. I like to have _____ apple or _____ orange in the afternoon.
3. Would you like _____ peas and _____ carrots?
4. She wants _____ sandwich and _____ potato chips.
5. I want _____ banana.
6. We would like _____ hot dogs, please.
7. There aren't _____ hamburgers.
8. She is going to the store to buy _____ tomatoes.
9. She's going to buy _____ steaks for dinner.
10. I didn't order _____ salad; I ordered _____ vegetables instead.

Using Noncount Nouns

Many words for food are *noncount* nouns. Some examples are the words in the following list:

Liquids	Dry Items	Meat	Dairy Products	Vegetables	Other
beer	bread	bacon	butter	broccoli	cake
coffee	cereal	beef	cheese	cauliflower	candy
cream	flour	chicken	ice cream	corn	fruit
gravy	rice	fish	yogurt	eggplant	jam
juice	sugar	meat		lettuce	jelly
milk	toast	pork		spinach	pepper
sauce				squash	pie
soup					popcorn
tea					salt
water					
wine					

Many personal care items are also named by noncount nouns. Review the words in the following list:

aftershave lotion
bath gel
conditioner
cream
fingernail polish
fingernail polish remover
lotion
perfume
shampoo
shaving cream
soap
toothpaste

Use *is there any* before a noncount noun to ask if it exists:

Is there any rice in the cupboard?
Is there any fruit in the refrigerator?
Is there any soap in the bathroom?

Use *how much* followed by a noncount noun plus *is there* to ask the amount of it that exists:

How much ice cream **is there**?
How much cereal **is there**?
How much water **is there**?
How much shampoo **is there**?

To tell the approximate amount of a noncount noun, use:

some	=	more than nothing
a lot of	=	a large amount of
a little	=	a small amount of
not much	=	a very small amount of
no/not any	=	nothing

There is **some** ice cream in the freezer.
There is **a lot of** fruit in the bowl.
There is **a little** cereal in the box.
There is **not much** shampoo.
There is **no** water./There is**n't any** water.

exercise 2-10

Use words from the noncount noun food list to answer the following questions.

1. What is there a lot of in your refrigerator?

   _____

2. Is there any candy in the cupboard?

   _____

3. How much bread is there in the kitchen?

   _____

4. Is there any popcorn in the cupboard?

   _____

5. Is there too much of anything?

   _____

exercise 2-11

Use words from the noncount noun personal care items list to answer the following questions.

1. Is there any shampoo in your bathroom?

   _____

2. How much toothpaste is there?

   _____

3. What else is there?

   _____

To tell the exact amount of a noncount noun, use the singular or plural of the container of the item, the weight of the item, or the number of *pieces* or *servings* of it there are:

a can of soup	three cans of soup
a cup of coffee	two cups of coffee
a glass of milk	four glasses of milk
a bowl of cereal	a few bowls of cereal
one spoonful of sugar	two spoonfuls of sugar
one serving of spinach	three servings of spinach
a piece of meat	two pieces of meat
a tube of toothpaste	two tubes of toothpaste

Types of Containers	**Weights and Measures**	**Serving Sizes**
bag	cup	bite
bar	drop	piece
bottle	gallon	sip
bowl	ounce	slice
box	pint	
case	pound	
cup	quart	
glass	spoonful	
jar	tablespoon	
package	teaspoon	
plate		
tube		

exercise 2-12

Look at your answers to Exercise 2-10. Change the approximate amounts of each item to exact amounts and write the complete sentences here.

1. _____

2. _____

3. _____

4. _____

5. _____

exercise 2-13

Look at your answers to Exercise 2-11. Change the approximate amounts of each item to exact amounts and write the complete sentences here.

1. _____

2. _____

3. _____

exercise 2-14

Circle all of the words or sets of words that could be used in each blank.

1. There is _____ bread on the table.
   a little **a** **a lot of** **some** **three slices of** **no** **a slice of**

2. There are _____ bread on the table.
   a little **a few** **some** **three slices of** **an** **no**

3. We need _____ ice cream.
   a little **some** **three bowls of** **many** **a gallon of** **two quarts of**

4. She drank _____ milk.
   a glass of **three glasses of** **a few** **some** **a little**

5. They're going to buy _____ rice.
   some **a little** **a few** **two bags of** **a** **an** **one**

6. I would like to have _____ lettuce on my sandwich.
   a piece of **two pieces of** **a little** **a** **two** **some**

7. He ate _____ cake.
   some **a piece of** **piece of** **two pieces of** **three** **a lot of**

8. There is _____ pie in the refrigerator.

   some **a piece of** **piece of** **two pieces of** **no** **three**

9. There are _____ cups of coffee here.

   a **two** **one** **a few** **a little** **some** **no** **any**

10. I drink _____ juice every morning.

    a **two** **a glass of** **two glasses of** **some** **a lot of** **too many**

Words for Groups of Individual Items

Other *noncount* nouns include words that represent groups of individual items. The individual items can be counted, but the word that represents the entire group cannot.

Furniture	**Mail**	**Jewelry**	**Money**	**Information**	**Trash**
bed	advertisement	bracelet	dime	brochure	boxes
chair	bill	earrings	dollar bill	notice	packaging
desk	letter	necklace	five	pamphlet	used items
dresser	postcard	pin	nickel	report	
nightstand	penny				
sofa	quarter				
table	ten				
	twenty				

For a Desk	**For Cooking**	**Hardware**	**Medicine**	**Makeup**	**Entertainment**
paper	pan	hammer	capsule	blush	game
pen	pot	nail	drop	eyebrow pencil	movie
pencil	spatula	pliers	pill	foundation	party
scissors	spoon	screw	tablet	lipstick	radio
tape		screwdriver		mascara	show
		wrench		powder	television

There is *some* furniture.
You have *a little* mail.
She has *a lot of* jewelry.

He has *a little* money.
We got *some* information.
There is *too much* trash.

There are three chairs.
You have two letters and a postcard.
She has five necklaces, four bracelets, and twenty pairs of earrings.
He has a ten, a five, and three quarters.
We got a brochure and two reports.
There are boxes, old clothes, broken toys, worn-out tires, and broken dishes.

exercise 2-15

Answer each question.

1. How much furniture do you have?

   _____

2. What mail do you usually receive?

   _____

3. What jewelry do you like to wear?

   _____

4. How much money do you have in your pocket?

   _____

5. What do you throw in the trash every day?

   _____

There are many things that cannot be counted. Like all noncount nouns, words for these things do not have plural forms. Review the words in the following list:

advice	help	poverty
air	homework	rain
beauty	housework	sickness
cold	intelligence	snow
courage	kindness	strength
darkness	light	water
health	news	wealth
heat	pollution	work

There is some housework to do.
There is a lot of news.
There is a little snow in the mountains.
There is not much heat in the house.
There is too much rain.

Do *not* use *a*, *an*, *one*, *many*, or any number with a noncount noun.

exercise 2-16

Circle all of the words that can be used in each blank space.

1. We have _____ help.

   many **a little** **four** **an**

2. There is _____ heat.

   no **too many** **some** **a little**

3. They need _____ advice.

   some **an** **not many** **a lot of**

4. She has _____ work.

   many **some** **a little** **a** **an**

5. There is _____ poverty in the city.

   a **too much** **not many** **a lot of**

exercise 2-17

Answer the following questions. Use no, not much, some, a little, a lot of, *or* too much *before each noncount noun.*

1. Do you have news about your friends in your country? Begin your answer with *I have . . .*

   _____

2. Is there work available in this city? Begin your answer with *There is . . .*

   _____

3. How much rain is there here in the summer? Begin your answer with *There is . . .*

   _____

4. Do you need advice? Begin your answer with *I need . . .*

   _____

5. Is there pollution in your area? Begin your answer with *There is . . .*

   _____

Using Articles with Singular, Plural, and Noncount Nouns

The indefinite articles *a* and *an* are used before singular nouns that refer to any one of that person, place, or thing:

A clock is **an** instrument that marks time.
A watch is **a** clock that you wear on your wrist.

The previous sentences do not name a specific clock or watch; they refer to clocks and watches in general.

The articles *a* and *an* can refer to a specific singular noun to tell or ask someone about it for the first time:

I have **a** clock that is 150 years old.
Her boyfriend gave her **a** watch for her birthday.

There are no indefinite articles for plural and noncount nouns. To refer to people, places, or things in general, *no* word (Ø) is placed before the plural or noncount noun:

Ø Clocks are instruments that mark time.
Ø Mail includes anything that can be delivered by the post office.

No word (Ø) can refer to a plural or noncount noun to tell or ask someone about it for the first time:

Her boyfriend brings her Ø flowers every week.
You got Ø mail this morning.

exercise 2-18

Fill in each blank with one of the following.

a **an** **Ø**

1. I am going to buy _____ orange.
2. They sell _____ oranges at the market on the corner.
3. Do you have _____ fruit?
4. Yes, we have _____ oranges and _____ apples.
5. Where do they sell _____ furniture in this city?
6. I'm looking for _____ table, _____ chairs, and _____ desk.
7. We need _____ information.
8. Can you give me _____ advice?
9. Do you have _____ kitchen equipment?
10. I want to buy _____ pot and _____ frying pan.

The definite article *the* is used before a singular noun, a plural noun, or a noncount noun to refer to a specific person, place, or thing.

The is used when the speaker and the listener both know which particular item is being referred to:

She showed me **the** watch *her boyfriend gave her* for her birthday.
The flowers *he sent her* were beautiful.
The furniture *I bought* was cheap.

exercise 2-19

Fill in each blank with one of the following:

a **an** **Ø** **the**

1. I bought _____ radio yesterday.
2. Where is _____ radio (you bought)?
3. We have _____ kitchen equipment on sale.
4. Where is _____ kitchen equipment (that you have on sale)?
5. I love _____ flowers.
6. Are these _____ flowers your friend sent you?
7. Where is _____ medicine the doctor gave you?
8. Are these _____ pills you are taking?
9. He is looking for _____ information.
10. He didn't like _____ information he got from the company.

exercise 2-20

Write two sentences that tell about one thing you have. Use a *or* an *in the first sentence to introduce it. Use* the *in the second sentence to tell more about it.*

1. _____
2. _____

_____

exercise 2-21

Write two sentences that tell about something you have more than one of. Use Ø *in the first sentence to introduce the items. Use* the *in the second sentence to tell more about them.*

1. _____
2. _____

_____

exercise 2–22

Write two sentences that tell about a noncount item you have. Use Ø *in the first sentence to introduce it. Use* the *in the second sentence to tell more about it.*

1. _____

2. _____

_____

The is used when there is only one possible reference:

I left my keys in **the** car. (the car I drive)
Please put the bags in **the** kitchen. (the only kitchen in the house)
Please feed **the** dog. (the dog we own)

exercise 2–23

Fill in each blank with one of the following:

a **an** **the** **Ø**

1. We bought _____ car last night.
2. _____ cars are expensive.
3. _____ car we bought is a convertible.
4. Do you like _____ convertibles?
5. Do you like _____ convertible we bought?

Using Demonstrative Pronouns with Singular, Plural, and Noncount Nouns

There are four *demonstrative pronouns*: *this*, *that*, *these*, and *those*. *This* and *these* refer to nouns that are close enough to touch, things that are *here*.

Use *this* before a singular or noncount noun; use *these* before a plural noun:

This watch is the one I like.
These watches are very expensive.
This jewelry is very expensive.

That and *those* refer to nouns that are not close enough to touch, things that are *there*:

Do you like **that** dress in the store window?
Those dresses in front are very pretty.
That information about the prices is not correct.

exercise 2-24

Fill in each blank with this, that, these, *or* those.

1. _____ book in my hands is very interesting.
2. What are _____ things he is carrying?
3. We're going to see _____ new movie at the Odeon.
4. Come here and look at _____ pictures with me.
5. Who is _____ girl over there?
6. Who are _____ girls over there?
7. Hi, I'm Sally and _____ are my friends, Amy and Courtney.
8. I'm wearing _____ sweater because I'm cold.

Unit 3

Proper Nouns

A *proper noun* is the name that has been given to a person, a group of people, a place, or a thing. The names of religions and of languages are proper nouns. A proper noun is written with a capital letter at the beginning of each word. Here are some examples of proper nouns:

Maria	Garden Club
Tranh Nguyen	Planning Committee
Capitol Hill	February
Oak Street	French
Monday	Ireland
The Daily Mirror	

Longer names and titles of books often have prepositions and articles, which are not written with capital letters, except when those words appear at the beginning:

The University of the East *A Boy's Life in the Country*

exercise 3-1

Change lowercase letters to capital letters where necessary.

1. She's reading a book called *a guide to good manners.*
2. We have to go to the springfield library on monday.
3. They are from italy, and they don't speak spanish.
4. david is going to go to wilson academy for boys in september.

exercise 3-2

Write the proper names of people, places, or things you know.

1. A person I know: _____
2. The street I live on: _____
3. The name of a school: _____
4. The language I speak: _____
5. The country I'm from: _____
6. A river in my country: _____
7. A newspaper: _____
8. A book I like: _____
9. Today's day: _____
10. The date of my birthday: _____
11. A group I belong to: _____
12. A restaurant I like: _____

Unit 4

Possessive Nouns and Pronouns

Possessive Nouns

A *possessive noun* indicates that the person, place, or thing named is the owner or holder of the noun that follows. It answers the question *Whose . . . ?* A possessive noun can be used before a singular noun, a plural noun, or a noncount noun.

It can be a proper noun followed by *-'s*:

Kim's dress **Juan's** shoes. **Susana's** ice cream

A possessive noun can be a common noun followed by *-'s*:

the **teacher's** desk the **man's** glasses a **friend's** mail

When two or more people own or have something, the plural noun is followed by an apostrophe if it ends in *-s*:

the **teachers'** party the **students'** books my **friends'** health

If the plural form does not end in *-s*, it is followed by *-'s*:

the **men's** cars the **children's** class the **people's** money

exercise 4-1

Write a phrase with a possessive noun for each item listed.

1. car/my sister _____
2. hats/the men _____

3. party/the children _____
4. office/the doctor _____
5. apartment/the girls _____
6. class/Miss Ansari _____
7. school/Eduardo Lopes _____
8. meeting/the ladies _____

exercise 4-2

Look at some photographs of your family and friends. Write five things you see, and indicate to whom they belong.

EXAMPLES: That's Debbie's dog.
Those are my sister's shoes.

1. _____
2. _____
3. _____
4. _____
5. _____

Possessive Pronouns

A *possessive pronoun* can be used in place of a possessive noun. A possessive pronoun can be used before a singular, plural, or noncount noun. These are the possessive pronouns:

my	it belongs to **me**
your	it belongs to **you**
his	it belongs to **him**
her	it belongs to **her**
its	it belongs to **an animal, a group, or an organization**
our	it belongs to **me and one or more other people**
your	it belongs to **you and one or more other people**
their	it belongs to **one or more other people, animals, groups, or organizations**

I drive **my** car to work.
Do you have **your** driver's license?

Samuel gave me **his** telephone number.	He gave me **his** telephone number.
Soo doesn't have **her** ticket.	She doesn't have **her** ticket.
Lihn and I bought **our** supplies.	We bought **our** supplies.
Do you and Mat have **your** books?	Do you have **your** books?

exercise 4-3

Look at your answers to Exercise 4-1. Change the possessive nouns to possessive pronouns.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

exercise 4-4

Look at your answers to Exercise 4-2. Change the possessive nouns to possessive pronouns.

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 5

Review of Singular, Plural, and Noncount Nouns

These are similarities between *singular*, *plural*, and *noncount* nouns:

- All can follow *the*:

  the letter **the** letters **the** mail

- All can follow a *possessive noun*:

  John's letter **John's** letters **John's** mail

- All can follow a *possessive pronoun*:

  his letter **his** letters **his** mail

These are similarities between *singular* and *noncount* nouns:

- Both can follow *this*:

  this letter **this** mail

- Both are followed by *a singular verb*:

  The letter **is** here. The mail **is** here.

These are similarities between *plural* and *noncount* nouns:

- They can follow *no*:

  no letters **no** mail

- They can follow *not any*:

  not any letters **not any** mail

- They can follow *some*:

  some letters **some** mail

- They can follow *a lot of* or *lots of*:

  a lot of letters **a lot of** mail
  lots of letters **lots of** mail

- They can be used with no word (Ø) before them, to make a general statement:

  Ø Letters are stamped at the post office.
  Ø Mail is stamped at the post office.

These are characteristics of *singular* nouns only:

- They can follow *a* or *an*:

  a banana **an** orange

These are characteristics of *plural* nouns only:

- They can follow *a few*:

  a few bananas **a few** letters

- They can follow *not many* or *too many*:

  not many bananas **too many** letters

These are characteristics of *noncount* nouns only:

- They can follow *a little*:

  a little fruit **a little** mail

- They can follow *not much* or *too much*:

  not much fruit **too much** mail

exercise 5-1

Circle the word that correctly fills in each blank.

1. There are _____ people in this room.

   a **one** **too many** **too much**

2. There is _____ artist in our family.

   a **some** **a lot of** **an** **these**

3. Do you have _____ books I gave you?

   a **too many** **the** **too much** **an**

4. _____ airplanes are making a lot of noise.

   Too much **Ø** **Those** **This** **A little**

5. I'm hoping you can give me _____ advice.

   too many **an** **one** **three** **a little**

6. Our neighbors have _____ children.

   too much **a lot of** **a little** **one** **a**

7. The doctor says that I eat _____ salt.

   too many **a few** **a** **too much** **this**

8. There are _____ tickets available.

   too much **this** **that** **no** **a little**

9. _____ apartment is near my house.

   John's **A few** **A lot of** **Some** **A**

10. We would like _____ help.

    some **a few** **a** **many** **one**

exercise 5-2

Match the words in the left column with the nouns in the right column.

1.	one	bottles
	four	bottle
2.	these	information
	that	letters
3.	a few	pills
	a little	medicine
4.	too much	sugar
	one	spoonfuls
	a few	spoonful
5.	too many	furniture
	not much	chairs
	a	chair
6.	a	jewelry
	these	necklace
	a little	earrings

7.	that	vegetables
	those	fruit
8.	There is a	hardware
	There are	nail
	There is	screws
9.	There is one	water
	There are no	lights
	There is no	lamp
10.	Here is your	letters
	There are no	letter

Unit 6

Verbs Used as Nouns

The *present participle* form of a verb can be used as a noun to be the subject of a sentence, or the object of a verb or a preposition. Present participles are called *gerunds* when they are used as nouns. (See page 96 for the formation of *present participles*.)

Gerund as Subject	Gerund as Object
Walking is good exercise.	We enjoy **walking**.
Eating well is important.	I like **eating** at this restaurant.
Working here is interesting.	She is tired of **working** here.
Playing with other children makes her happy.	He talks about **playing** with other children.

exercise 6-1

Fill in each blank with the gerund *form of the verb indicated.*

1. We are very tired of (wait) _____ for her.
2. (drive) _____ at night can be dangerous.
3. Do you like (live) _____ here?
4. They argued about her (cook) _____.
5. (study) _____ at the university gave him a good background.
6. We're not afraid of (stay) _____ alone.

exercise 6-2

Write sentences that change the verbs to nouns.

1. sing _____
2. drink _____
3. sleep _____
4. write _____
5. study _____

Unit 7

More Specific Nouns

There are many nouns that can replace general nouns to describe specific people, places, things, and ideas. Some examples follow. *Formal* indicates that the word is used mainly in writing. *Informal* indicates that the word is used mainly in conversation. *Slang* indicates that the word is very informal and that it is currently in style.

Words for People

boy: *a male child from birth to age eighteen*
My sister has three children, two **boys** and a girl.

bum: *a person who makes no effort to succeed*
She says her neighbor is a lazy **bum**.

dude: *a man who pays a lot of attention to his clothes*
Her new boyfriend is a handsome **dude**.

form of address to a friend (slang)
"**Dude**, we're having a party; come on over."

a stranger (slang)
I was walking down the street and that **dude** started talking to me.

gentleman: *a man with good manners*
Your brother is a perfect **gentleman**.

girl: *a female child from birth to age eighteen*
Your daughter is a lovely **girl**.

a young, unmarried woman
Our neighbor is a **girl** who is in law school.

guy: *a boy or man (informal)*
That **guy** who works at the drugstore is very helpful.

kid: *a male or female child (informal)*
There are a lot of **kids** in that family.

lady: *a woman with good manners*
The **lady** who lives across the street is a teacher.

man: *an adult male*
There are six **men** in the study group.

tomboy: *a girl who likes to play boys' games*
When I was ten years old I was a real **tomboy**.

woman: *an adult female*
I met an interesting **woman** at the meeting.

young lady: *a young woman with good manners*
The girls have grown up and are now charming **young ladies**.

youth: *a young man*
One of the **youths** at the convention gave a good speech.

young people
The **youth** of today have many opportunities.

exercise 7-1

Replace each italicized word with a more descriptive one from the previous list.

1. How many *children* does she have? _____
2. Did you notice the *boy* in the yellow shirt? _____
3. My brother's new girlfriend is an accomplished *girl*. _____
4. I don't want to be a *lazy person* who has no ambition. _____

Friends

acquaintance: *a person you have met but don't know very well*
An **acquaintance** of mine works in your office.

boyfriend: *a male who is someone's romantic interest*
Are you bringing your **boyfriend** to the party?

classmate: *a person who is in the same class with someone at school*
The school is so big, I don't even know all of my **classmates**.

colleague: *a person someone works with professionally*
All of my **colleagues** agree with the new plan.

companion: *a friend someone spends a lot of time with or lives with*
They are good **companions**; they go everywhere together.

coworker: *a person who works in the same place as someone*
She cannot get along with any of her **coworkers**.

fiancé: *a male to whom someone is engaged to be married*
He gave her a diamond ring, so now he's her **fiancé**.

fiancée: *a female to whom someone is engaged to be married*
She has been his **fiancée** for five years.

friend: *a person you know and like*
She has a lot of **friends** here.

girlfriend: *a female who is someone's romantic interest*
I can't bring my **girlfriend**, because she lives in another city.

partner: *a companion*
Her **partner** works at the local nursery.

a person who co-owns a business with someone
My doctor is out of town, but his **partner** will see me.

roommate: *a person someone shares a room with*
We have a big room at college, so I have two **roommates**.

exercise 7-2

Fill in each blank with the most appropriate word from the previous list.

1. My aunt got engaged last month, and she is coming to visit with her new _____.
2. Her daughter, who is in college, complains that her _____ doesn't help clean the bathroom.
3. I don't like the boss's new program, but my _____ think it will work.
4. He's not a good friend of mine, just an _____.

Doctors

dentist: *a doctor who takes care of the teeth*
It's a good idea to see a **dentist** at least once a year.

dermatologist: *a skin specialist*
A **dermatologist** can help you with your allergies.

doctor/M.D.: *a person who has the degree of Doctor of Medicine, works to help sick people, and is licensed to prescribe medicine*
When you are sick, you should go to the **doctor**.

ear, nose, and throat doctor/E.N.T.: *a specialist for the ear, the nose, and the throat*
She sees an **E.N.T.** for her sinusitis.

eye doctor/ophthalmologist: *a specialist for eyes*
The **ophthalmologist** prescribed glasses for our son.

gastroenterologist: *a stomach specialist*
He is seeing a **gastroenterologist** to help cure his digestive problems.

general practitioner/G.P.: *an M.D. who treats most common diseases and ailments*
Our **G.P.** takes care of the whole family in one visit.

gynecologist: *a specialist in women's health*
Many women are checked by a **gynecologist** once a year.

obstetrician: *a specialist in the delivery of babies*
As soon as she suspected she was pregnant, she went to see an **obstetrician**.

orthodontist: *a dentist who specializes in straightening teeth*
The **orthodontist** fixed her crooked teeth, and now she has a beautiful smile.

orthopedist: *a specialist in bones*
When he broke his leg, the **orthopedist** put it in a cast.

pediatrician: *a specialist in children's health*
As soon as the baby was born he was examined by a **pediatrician**.

periodontist: *a dentist who specializes in gums*
The **periodontist** was able to help prevent gum recession in most patients.

podiatrist: *a specialist in feet*
The **podiatrist** told her not to wear high-heeled shoes.

specialist: *an M.D. who is an expert in one type of disease or part of the body*
Our G.P. recommended that we take our child to a **specialist**.

surgeon: *a specialist who performs major operations*
The **surgeon** was in the operating room for four hours.

exercise 7-3

Match the health problem in the left column to the doctor in the right column. (Note: there are more problems than types of doctor.)

_____ 1. a woman thinks she is pregnant	a. dentist
_____ 2. a baby cries for three days	b. dermatologist
_____ 3. a child has red spots on his legs	c. pediatrician
_____ 4. a girl breaks her arm	d. eye doctor
_____ 5. a man needs glasses	e. obstetrician
_____ 6. a boy has earaches	f. E.N.T. doctor
_____ 7. a woman has a bad cold	g. G.P.
_____ 8. a girl's skin itches	h. orthopedist
_____ 9. a woman has a toothache	i. orthodontist
_____ 10. a girl needs braces for her teeth	

Artists

actor: *a male artist who performs in the theater, on television, or in the movies*
Which **actor** plays the main character in that film?

actress: *a female artist who performs in the theater, on television, or in the movies*
She is an **actress** who is able to play many different roles.

artist: *a person who works in a creative way*
The **artist** captured the beauty of the landscape.

designer: *an artist who works in clothing or home fashion*
She wears dresses only by her favorite **designer**.

musician: *an artist who composes or performs music*
He is an accomplished **musician** who writes all the songs he sings.

painter: *an artist who makes pictures with oil, watercolor, or another color medium*
The president's portrait was done by a famous **painter**.

photographer: *an artist who works with a camera to depict images*
We need a good **photographer** to capture the emotion of the celebration.

poet: *an artist who writes lyrical verses*
The **poet**'s words made me feel both happy and sad.

sculptor: *an artist who carves or models figures*
This **sculptor** prefers to work with marble.

writer: *an artist who puts words on paper to describe or narrate*
My favorite **writer** makes me feel that I am in the place he is describing.

exercise 7-4

Write the names of five artists you like, indicating the specific work of each one.

1. _____
2. _____
3. _____
4. _____
5. _____

Musicians

Review the words for musicians who play individual instruments:

cello	cellist
clarinet	clarinetist
drums	drummer
guitar	guitarist
keyboard	keyboardist
piano	pianist
saxophone	saxophonist
trombone	trombonist
trumpet	trumpeter
violin	violinist

Review more words for people involved in music:

alto	a female singer with a low voice
bass	a male singer with a low voice
choir or chorus director	someone who directs a group of singers
conductor	someone who directs a band or an orchestra
singer	a person who makes music with his or her voice
soprano	a female singer with a high voice
tenor	a male singer with a high voice

exercise 7-5

Write the names of five musicians you like, indicating the specialty of each one.

1. _____

2. _____

3. _____

4. _____

5. _____

Words for the Arts

Music

blues: *a style of slow jazz evolved from African-American songs*
I love to listen to the **blues** when I'm lonely.

classical: *European music of the latter half of the eighteenth century; music of acknowledged excellence and serious style*
Classical music is often performed by the city's symphony orchestra.

country: *a style of popular music from the rural American south and southwest*
A lot of **country** musicians live and work in Nashville, Tennessee.

folk/ethnic: *music that originates among the common people of a region*
Folk music was very popular in the United States in the 1960s.

jazz: *a kind of music that originated with African-American bands in the southern United States, characterized by improvisation and strong, flexible rhythm*
Jazz is popular in many parts of the world.

oldies: *popular music from an earlier decade*
Her favorite **oldies** are from the 1950s and 1960s.

popular: *music that is appreciated by a large number of people during the current period of time*
That radio station plays only **popular** music.

rap: *a currently popular style of music that originated among African-American performers, characterized by talking, rather than singing, in rhyme and rhythm*
Rap is for listening, not dancing.

rhythm and blues: *a style of music with strong, simple rhythm and lyrics that originated in the late 1940s and early 1950s among African-American groups*
Rhythm and blues is great for swing dancing.

rock: *a popular style of music played by bands with electric guitars, keyboards, and drums, often with emotional singing by a group or one singer*
Rock concerts are very popular among young people.

rock and roll: *a style of music that began in the 1950s and combined elements of rhythm and blues and country*
There were a lot of TV shows with **rock-and-roll** dancers.

exercise 7-6

Which of these types of music do you like best? Write a few sentences to describe the music and the musicians who play it.

_____

_____

_____

Dance

ballet: *a formal, artistic dance with graceful movements and elaborate technique*
She has been dancing **ballet** since she was a child.

a ballet show
We went to the **ballet** last night.

ballroom: *a formal version of popular dance, where style and technique are important, including the* foxtrot, waltz, swing, *and* Latin, *among others*
I'm learning the waltz from my neighbor who teaches **ballroom** dancing.

dance: *movement in time with music*
Dance is a good way to exercise and relax at the same time.

an event where people go to dance
Are you going to the **dance** on Saturday night?

jazz: *a type of ballet performed to jazz music*
She is a top ballet performer and is also accomplished in **jazz**.

Latin: *any of the dances performed to popular music from Latin America, including* merengue, salsa, cumbia, bachata, mambo, samba, cha-cha, *and* tango, *among others*
He is a good swing dancer, but what he really likes is **Latin** dancing.

line: *a dance performed to country music, where dancers dance individually but all follow the same steps*
One good thing about **line** dancing is that you don't need a partner.

tap: *a dance performed with a metal plate attached to the toe or heel of the shoe*
She is good at both ballet and **tap**.

exercise 7-7

Write a sentence that tells what kind of dance you have seen or have performed.

Words for Places

Parks

amusement park: *a park operated as a business that has rides, games, and other entertainment*
All of the children wanted to go on the rides at the **amusement park**.

botanical garden: *a park where plants are cultivated and identified for the public*
There was a beautiful display of orchids at the **botanical garden**.

national or state park: *a parcel of land reserved by the government and administered by the government for preservation and recreation*
You can get a lot of information from the government about visiting the **national parks**.

park: *an outdoor place reserved for the pleasure of the public*
We had a picnic in the **park**.

playground: *a park set aside for children to play in, usually with swings and other equipment for them to play on*

The kids were tired after an afternoon at the **playground**.

theme park: *an elaborate amusement park that is developed around one particular idea, such as a historical time or place, a popular character, or other special interest*

We saw a lot of movie and TV characters at the **theme park**.

zoo: *a park where animals are kept and shown to the public*

The children loved seeing the giraffes at the **zoo**.

exercise 7-8

Match each type of park in the left column with its description in the right column.

_____ 1. amusement park	a. a large park with people dressed in special costumes
_____ 2. botanical garden	b. a small park with swings and a sandbox
_____ 3. national park	c. a park with elephants, monkeys, lions, and tigers
_____ 4. playground	d. a park where you pay to go on rides
_____ 5. theme park	e. a large park that preserves the natural environment
_____ 6. zoo	f. a park where you can learn about different varieties of plants

Stores

boutique: *a small specialty store that sells goods carefully chosen for a particular type of customer and usually offers unique items that are not available at chain stores*

Her sister has individual style and shops only at **boutiques**.

box store: *a large chain store that has a similar structure and layout in each location*

If you need hardware for a project, you can go to a local hardware store or to a big **box store**.

chain store: *one of many stores owned and operated by the same company*

With so many **chain stores**, our cities are becoming more alike.

department store: *a large store that usually has several floors, elevators and escalators, and separate departments for each type of purchase—for example, women's clothing, men's clothing, children's clothing, shoes, linens, kitchen equipment, etc.*

It is very convenient to shop at a **department store** where you can find things for the whole family as well as household goods.

discount store: *a store that sells goods at a lower price than the one suggested by the manufacturer*

You can save a lot of money by buying at a **discount store**, but you don't get any help in selecting your purchases.

mall store: *a chain store often located with other chain stores in a shopping mall*

My friend loves to shop at her favorite **mall stores**.

outlet: *a store that sells goods from a particular manufacturer, at a lower price*

Outlets are often grouped together in malls on the outskirts of cities.

exercise 7-9

Write the name of a store you know that fits each category listed.

1. chain store _____
2. box store _____
3. department store _____
4. discount store _____
5. outlet _____
6. mall store _____
7. boutique _____

Schools

academy: *a private school*
He was educated at a very expensive **academy**.

college: *education beyond high school, where students take general required courses and specialize in a particular area of study leading to a bachelor's degree*
Her mother made sure that she would be able to go to **college**.

elementary school: *a school that contains classes from kindergarten through grade five or six*
Most children go to an **elementary school** near where they live.

graduate school: *the university programs that lead to advanced degrees, including special schools such as law school, medical school, dental school, and business school*
Many students have full-time jobs and go to **graduate school** classes in the evening.

high school: *a school that contains classes from grades nine or ten through twelve*
Graduation from **high school** is a requirement for admission to a college or university, and for many jobs.

kindergarten: *the first year of school, required in the United States by children aged five*
Many children learn to read in **kindergarten**.

middle school: *a school that contains classes from grade six or seven to grade eight or nine*
Middle school students are usually in the beginning stages of adolescence.

preschool: *a school for children aged three or four*
Preschool is a good introduction to school for small children.

private school: *a school administered by a private organization, business, church, or other group*
Most **private schools** require the students to wear uniforms.

public school: *a school administered by a local government where instruction is free*
All of their children go to **public school**.

school: *a place for learning*
He is going to open a cooking **school** in the city.

university: *a college that has four-year bachelor's degree programs and also offers graduate programs where students can do more in-depth study of a chosen subject, leading to a master's degree or a doctor's degree*
Some students prefer to get a bachelor's degree from a small college and then go to a large **university** for a master's degree.

exercise 7-10

Match each type of school with the students who would most likely attend it.

_____ 1. college	a. a three-year-old child
_____ 2. elementary school	b. a nine-year-old child
_____ 3. graduate school	c. the majority of children in the United States
_____ 4. high school	d. a five-year-old child
_____ 5. kindergarten	e. a twelve-year-old child
_____ 6. language school	f. a sixteen-year-old
_____ 7. middle school	g. a person who wants to continue to study after high school
_____ 8. preschool	h. a person who wants to continue to study after college
_____ 9. public school	j. a person who wants to learn French

Words for Things

Houses

apartment: *a place to live that is part of a larger building, owned by a landlord who collects monthly rent*
They will rent an **apartment** until they have enough money to buy a house.

cabin: *a small, roughly built house*
The family likes to stay in a **cabin** in the mountains in the summer.

a bedroom on a ship
The **cabins** on the ship are quite small.

an inside area of an airplane
Those airplanes have a very large passenger **cabin**.

condominium: *a building or group of buildings whose apartments are individually owned*
They are building a new **condominium** near here.

an apartment in a condominium
As soon as he graduated he bought a **condominium** in the city.

cottage: *a small house of one story*
His family has a **cottage** at the beach, where they go every summer.

house: *a building designed as a place to live*
They are expecting a baby and want to move to a bigger **house**.

hut: *a small shelter, with no amenities*
The children made a **hut** in the woods.

mansion: *a large house*
The mayor's official residence is a beautiful **mansion**.

rambler: *a house, bigger than a cottage, that has a number of rooms that are all on one floor.*
They are looking for a **rambler**, because her mother can't climb steps.

townhouse: *a house built in a row of houses, with side walls connected*
Townhouses usually have a lot of steps.

exercise 7-11

Match each type of home in the column on the left with its description from the column on the right.

_____ 1. hut	a. one bedroom, one bath, living room, dining room, kitchen, in a large building of similar units all owned by a company
_____ 2. cabin	b. one bedroom, one bath, living room, dining room, kitchen, in a large building of similar units each individually owned
_____ 3. condominium	c. living room, dining room, kitchen on main level, two bedrooms and bath on second level, one bedroom and bath on third level, recreation room in basement, in row of similar houses
_____ 4. cottage	d. seven bedrooms, eight bathrooms, twelve-foot ceilings, ballroom, swimming pool, guest house, on two landscaped acres
_____ 5. apartment	e. one room, mud floor, low ceiling
_____ 6. mansion	f. bedroom–living room combination, kitchen, outdoor shower, toilet in outhouse
_____ 7. rambler	g. five bedrooms, four bathrooms, living room, dining room, kitchen, all on one floor
_____ 8. townhouse	h. two bedrooms, kitchen–dining room combination, living room, one bath, all on one floor, pretty rose garden and white picket fence

Streets

avenue: *a wide street in a city*
The **avenues** in the city are wide and elegant.

beltway: *a freeway that forms a circle around a city, connecting its outer suburbs*
Traffic is fast on the **beltway**, and you have to be careful.

freeway: *a highway with several lanes and few or no stoplights; vehicles enter and exit via ramps*
There are always a lot of trucks on the **freeway**.

highway: *a main public road that connects towns and cities*
The **highway** is usually crowded.

road: *an open way for the passage of vehicles, people, or animals*
The **road** that leads to our cabin is not paved.

street: *a public way for automobiles, usually with buildings on both sides*
What **street** do you live on?

toll road: *a freeway that charges money to use it*
We took the **toll road** and got there much faster, but it cost ten dollars in tolls.

exercise 7-12

Write the names or route numbers of examples of each type of street.

1. street _____
2. road _____
3. avenue _____
4. highway _____
5. freeway _____
6. toll road _____
7. beltway _____

Automobiles

automobile: *a passenger vehicle that has four wheels and its own engine, for travel on land*
Many families have more than one **automobile**.

car: *an automobile*
Our neighbors just bought a new **car**.

convertible: *a car whose top can be folded back or removed*
It's very pleasant to ride in a **convertible** in nice weather.

sedan: *a car that has a front seat and a rear seat and either two doors or four doors*
The **sedan** is a popular car style.

SUV: *(Sport Utility Vehicle) a high-performance four-wheel-drive car built on a truck frame*
There are lots of **SUVs** on the streets, especially in the suburbs.

van: *a large boxlike automobile that has sliding side doors*
Many people who have small children buy either an SUV or a **van**.

vehicle: *any device used for carrying passengers, goods, or equipment*
Bicycles, motorcycles, cars, and sleds are all **vehicles**.

exercise 7-13

Observe on the street examples of each type of vehicle listed, and make a note of the name of each one. Write a description of the color and make of each one.

1. sedan _____
2. convertible _____
3. SUV _____
4. van _____

Shoes

boots: *a protective covering for the feet and part of the legs*
You need **boots** for walking in the snow.

flats: *women's shoes that have a very low heel*
Flats are more comfortable for walking.

high heels: *women's shoes that have a built-up heel, often three to four inches high*
Many women like to get dressed up in **high heels**.

lace-ups: *shoes that are tightened to the feet by laces that are threaded through holes in the upper part of the shoe*
Children usually get their first **lace-ups** when they are learning to walk.

loafers: *men's or women's slip-on leather shoes that look like moccasins with a solid sole*
Loafers are more casual than oxfords, but they are dressier than sneakers.

Mary Janes: *little girls' shoes with a strap over the top*
Even big girls and women like **Mary Janes**.

moccasins: *soft leather shoes traditionally worn by native North Americans*
Mocassins are especially pretty when they have decorative beading.

oxfords: *leather lace-ups*
Some private schools require the students to wear **oxfords** as part of the school uniform.

pumps: *women's medium-heel or high-heel shoes with closed toe*
Pumps can be worn almost anywhere.

sandals: *shoes made of a sole and straps*
Sandals are great in the summertime.

shoes: *a covering for a person's feet*
Everybody likes to get new **shoes**.

sneakers: *sports shoes with rubber soles; tennis shoes, running shoes, basketball shoes, etc.*
People of all ages wear **sneakers**.

wedges: *high heels with a solid portion that connects the heels to the sole*
Wedges seem to go in and out of style.

exercise 7-14

During the next week, look at the shoes of people on the street for examples of each type of shoe on the list, and make a note that describes each type and the person who is wearing it. Write your descriptions here.

1. sandals _____
2. boots _____
3. high heels _____
4. flats _____
5. wedges _____
6. pumps _____
7. Mary Janes _____
8. loafers _____
9. lace-ups _____
10. oxfords _____
11. sneakers _____

Words for Events

Parties

brunch: *a party where both breakfast and lunch dishes are served*
Brunches are popular on Sunday mornings.

cocktail party: *a large party where drinks and snacks are served and where guests stand up and move around to talk to other guests*
Cocktail parties are good places to meet new people.

dinner party: *a party where a formal evening meal is served*
She has very elegant **dinner parties** and always invites interesting people.

engagement party: *a party to congratulate a couple on their commitment to marry one another*
Her sister is having an **engagement party** for them.

get-together: *an informal party*
Our group of friends has a **get-together** every month or so.

luncheon: *a party where a formal lunch is served*
Her mother invited all of the wedding party to a **luncheon**.

open house: *a large party where the guests may arrive and leave at any time during the suggested hours*
We were invited to an **open house** on New Year's Day.

party: *a group of people meeting together for the purpose of having fun*
I'm always ready for a **party**.

a group of people who do something together
The restaurant is reserving a table for a **party** of six people.

reception: *a party to meet, welcome, or say good-bye to someone*
The company invited me to a **reception** to meet the new vice president.

shower: *a party where the guests bring gifts for a bride-to-be or mother-to-be*
Our office is planning a **shower** for our assistant, who is expecting a baby in January.

wedding: *a ceremony to celebrate a marriage*
Were you invited to the **wedding**?

exercise 7-15

Write a few sentences telling what kind of party you like to attend and why you like that kind of party.

Shows

comedy: *a play designed to make people laugh*
The play was a **comedy** about the humor in family life.

concert: *a music show*
The university students were excited about the **concert** given by their favorite band.

drama: *a serious play*
The play was a **drama** about serious issues in family life.

fashion show: *a show where models wear the latest fashions to introduce them to the public*
It's exciting to see the **fashion shows** in New York, Milan, and Paris.

game show: *a television show where people play games to win money or prizes*
She was on that **game show** and won a new car.

movie: *a motion picture or film*
What **movies** are playing in our neighborhood?

opera: *a play set to music*
We went to the **opera** when we were in Italy.

play: *a story written to be acted on a stage*
The high school seniors put on a **play** at the end of the year.

reality show: *a television show that films people as they live their own lives*
A **reality show** can be funny or sad.

show: *an exhibition or entertainment for the public*
The movie was an excellent **show**.

soap opera: *a TV show that shows daily episodes of a story that never ends*
If you start watching a **soap opera**, it is hard to stop.

TV show: *a show broadcast on television*
He doesn't want to stay home and watch **TV shows**.

exercise 7-16

Write a few sentences that name and describe a show you have seen recently.

Games

board game: *a game played on a flat board specially designed for it, often with small pieces that belong to each player, and dice*
Board games are fun for children and adults.

card game: *a game played with a standard deck of cards or cards specially designed for it; bridge, canasta, hearts, Old Maid, Go Fish, etc.*
There are **card games** for children and for adults.

game: *an entertainment where two or more people compete with each other*
Would you like to play a **game** with me?

hide-and-seek: *a children's game where one child, who is "it," must find another child in his or her hiding place, who then becomes "it"*
Hide-and-seek is a game played everywhere.

match: *a tennis, soccer, or rugby game*
I'd love to go to the movies, but I have a tennis **match** this afternoon.

parlor game: *an indoor game that is played among small groups of people at a party*
Charades is a popular **parlor game**.

sports: *an athletic competition; a football game, a baseball game, a volleyball game, etc.*
He loves to spend Sundays watching **sports**.

tag: *a children's game where one child, who is "it," must touch (tag) another, who then becomes "it"*
Tag is a game played by children of all ages.

exercise 7-17

Match each type of game in the left column with one of the descriptions in the right column.

_____ 1. baseball game	a. four players sit around a table; one of them distributes a number of cards to all of the players; players try to win other players' cards, according to a set of rules
_____ 2. board game	b. two players stand on opposite sides of a net and hit a ball back and forth over the net with a racket; a score is made when a player cannot return the ball
_____ 3. card game	c. two teams of nine players each; players hit balls pitched to them by the other team, then try to run around three bases and then to home plate, where a score is made
_____ 4. children's game	d. three or four players arrange their pieces on a board and roll dice to see how many steps they can take in their goal of getting around the board first
_____ 5. parlor game	e. a number of children stand in a circle, while the child who is "it" drops a handkerchief behind one of them; that child then runs after the first one, tags him or her, and becomes "it"
_____ 6. tennis match	f. the guests at a party are divided into teams; one member of each team tries to help his or her teammates guess the answer to a problem, but with restrictions set by the rules of the game

Storms

cyclone: *a violent storm with rotating wind*
They changed their vacation plans because of the **cyclone** warning.

gale: *a wind with a speed between thirty-two and sixty-three miles per hour (between fifty and one hundred kilometers per hour)*
We'd better stay home. It looks like a **gale** outside.

hurricane: *a tropical storm with winds of seventy-four miles per hour (119 kilometers per hour) or greater*
The **hurricane** took the roof off our neighbor's house.

sandstorm: *a storm of sand in the desert*
During the **sandstorm** there were clouds of sand in the air.

storm: *a strong wind with rain, snow, or hail, and sometimes with thunder and lightning*
They had to stop driving because of the **storm**.

tornado: *a violent storm that whirls in a circular motion at speeds up to three hundred miles per hour*
Everyone must seek shelter; there is a **tornado** warning for the area.

exercise 7-18

Replace each italicized word with a more descriptive one.

1. There was a *storm* with winds of eighty miles an hour. _____
2. We stayed in from the *storm* because the winds were blowing at fifty miles an hour.

   _____
3. There was a violent *storm* in the desert. _____
4. The *storm* whirled around at 250 miles per hour, destroying everything.

   _____

PART II

ADJECTIVES

Adjectives are the words that allow us to be artists. Instead of painting the colors or making the music, we can use adjectives—*red*, *beautiful*, *lively*, *loud*—to describe the nouns in our lives.

Adjectives can be simple to use, as they don't change to fit the nouns they describe. For example, the same adjective can describe New York (a *big* city), New York and Los Angeles (*big* cities), or a noncount noun such as "furniture" (*big* furniture).

Adjectives can also be used to compare nouns with each other. To do this, certain adjectives have comparative and superlative forms that are made by adding *-er* or *-est* at the end, for example, "He is *taller* than his brother" or "He is the *tallest* boy in the class." Others are preceded by *more* or *most* to make these comparisons, for example, "She is *more patient* than the other teacher" or "She is the *most patient* teacher at the school."

When you know the patterns for using adjectives, it is easy to add new ones to your vocabulary. Enjoy adjectives and be creative!

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Unit 8

Making Descriptions

Adjectives describe nouns and are usually placed before the nouns they describe:

This is **good** food.

He's a **nice** man.

She has an **expensive** car.

I got **cheap** tickets.

A form of the verb *be* can separate an adjective from the noun (or pronoun) it describes:

The food is **good**.

That man is **nice**.

Her car is **expensive**.

The tickets were **cheap**.

Two adjectives can be connected by the word *and*:

Her car is **big** and **expensive**.

The man is **smart** and **nice**.

A comma is used to separate adjectives when there are more than two:

Her car is **big**, **comfortable**, and **expensive**.

The man is **smart**, **nice**, and **handsome**.

Adjectives That Describe People

Adjectives describe a person's physical and personal characteristics. They answer the questions, "What are you like?" "What is she like?" "What is he like?" and "What are they like?" Review the words in the following list:

able	good	responsible
aggressive	handsome	rich
beautiful	interesting	silly
big	large	smart
brave	lazy	strict
charming	mean	sweet
fast	nice	tall
fat	old	unhappy
friendly	pretty	weak
funny	proud	
generous	quiet	

exercise 8-1

Fill in each blank with one or several words from the list.

1. I am _____.
2. My neighbors are _____.
3. A friend of mine is _____.
4. I don't know anyone who is _____.
5. Most of the people I see every day are _____.

Antonyms

Antonyms are two words with opposite meanings. The adjectives in the following exercises are antonyms of the adjectives in the previous list, but not in the same order.

exercise 8-2

Fill in the antonym for each adjective using the list provided.

cowardly handicapped little shy slow stingy thin ugly unfriendly

1. able _____
2. aggressive _____
3. big _____
4. brave _____
5. beautiful _____
6. fast _____

7. fat _____
8. friendly _____
9. generous _____

exercise 8-3

Fill in the antonym for each adjective using the list provided.

bad boring energetic humble kind noisy plain small young

1. good _____
2. interesting _____
3. large _____
4. lazy _____
5. mean _____
6. old _____
7. pretty _____
8. proud _____
9. quiet _____

exercise 8-4

Fill in the antonym for each adjective using the list provided.

bitter dumb easygoing happy poor serious short strong

1. rich _____
2. silly _____
3. smart _____
4. strict _____
5. sweet _____
6. tall _____
7. unhappy _____
8. weak _____

Prefixes

Many antonyms can be formed by adding a *prefix* to an adjective. The prefixes *in-*, *im-*, *ir-*, and *un-* all mean "not."

exercise 8-5

Fill in the antonym for each adjective using the prefixes indicated.

in-

EXAMPLE: active *inactive*

1. capable _____
2. competent _____
3. considerate _____
4. efficient _____
5. secure _____
6. sincere _____
7. tolerant _____

im-

EXAMPLE: mature *immature*

8. modest _____
9. patient _____
10. polite _____
11. proper _____

ir-

EXAMPLE: responsible *irresponsible*

12. resistible _____
13. reverent _____

un-

EXAMPLE: friendly *unfriendly*

14. balanced _____
15. civil _____

16. civilized _____
17. disciplined _____
18. enthusiastic _____
19. faithful _____
20. fortunate _____
21. happy _____
22. healthy _____
23. kind _____
24. natural _____
25. pleasant _____
26. popular _____
27. reasonable _____
28. selfish _____
29. successful _____
30. tidy _____
31. trustworthy _____
32. truthful _____

Suffixes

Some adjectives are formed by adding a *suffix* to a noun:

	-ful
care	careful
cheer	cheerful
harm	harmful
skill	skillful
tact	tactful
success	successful
truth	truthful

Some (but not all) adjectives that end in *-ful* have antonyms that end in *-less*:

careful	**careless**
harmful	**harmless**
tactful	**tactless**

exercise 8-6

Write in the antonyms for the adjectives indicated. (Be careful—some of these are tricky!)

EXAMPLE: beautiful *ugly*

1. careful _____
2. faithful _____
3. harmful _____
4. successful _____
5. tactful _____
6. truthful _____

The following are also adjective suffixes: *-ent*, *-able*, *-ible*, *-ic*, *-ly*, and *-ive*. Review the adjectives in the following chart:

-ent	***-able***	***-ible***	***-ic***	***-ly***	***-ive***
independent	adorable	flexible	athletic	cowardly	aggressive
insistent	hospitable	gullible	idealistic	friendly	appreciative
intelligent	likable	responsible	materialistic	lively	creative
persistent			optimistic	lonely	imaginative
			pessimistic	lovely	manipulative
					persuasive

exercise 8-7

Fill in each blank with the best word from the prefix group indicated.

-ent

1. A person who is smart is _____.
2. Someone who *persists* doesn't stop trying; that person is _____.
3. Someone who succeeds alone, who doesn't *depend* on help from others, is _____.
4. People who demand action, or *insist* on it, are _____.

-able/-ible

5. People who welcome you to their home are _____.
6. A person who is pleasant, kind, helpful, and friendly is _____.

7. Someone who does his work well and on time is _____.
8. Babies are cute; when they smile they are _____.
9. A person who believes ridiculous stories is _____.
10. People who can adapt to others' needs are _____.

-ic

11. People who expect a good future are _____.
12. People who expect a bad future are _____.
13. A person who is good at sports, such as tennis or football, is _____.
14. Someone who needs to own expensive things is _____.
15. A person who believes the future will be almost perfect is _____.

-ly

16. A person who has a beautiful personality is _____.
17. Someone who has a lot of energy and enthusiasm is _____.
18. People who are afraid to act are _____.
19. A person who likes to talk to and help others is _____.
20. A person who has no friends is probably _____.

-ive

21. *Creative* people have new ideas; they are _____.
22. A person who likes to control the actions of others is _____.
23. A person who gets other people to form an opinion is _____.
24. People who demand to be first are _____.
25. A person who is thankful is _____.

Using Adjectives with Other Words

A/an, *the*, *this*, *that*, *these*, *those*, *my*, *your*, *his*, *her*, *our*, and *their* are *determiners*. An adjective goes between the determiner and the noun it describes:

the irresponsible student
those aggressive lawyers
my adorable friend
our athletic neighbor

The word *a* goes before an adjective that begins with a consonant sound; *an* goes before an adjective that begins with a vowel sound:

a creative child
an independent woman

exercise 8-8

Write a *or* an *in the blank before each adjective.*

1. He is _____ good friend.
2. She is _____ interesting girl.
3. My coworker is _____ optimistic person.
4. Her doctor is _____ capable surgeon.
5. That politician is _____ aggressive leader.

exercise 8-9

Use at least ten adjectives from this unit to describe yourself and other people you know. Be sure to write complete sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Proper Adjectives

Proper adjectives describe people or things by their place of origin or group association. Proper adjectives are written with a capital letter:

African	European
African-American	Jewish
Asian	Mexican
Australian	Muslim
Buddhist	Native American
Canadian	North American
Caribbean	Japanese
Central American	South American
Christian	Western

Look in your dictionary or online to find the Proper Adjectives that describe your nationality or other group you are a part of—and also those that describe important people in your life.

exercise 8-10

Fill in the blanks with the appropriate proper adjectives.

1. Most of the people who live in my neighborhood are _____.
2. I work with a lot of _____ people.
3. I know only a few _____ people.
4. _____ music is my favorite.
5. _____ food is delicious.

Adjectives That Describe a Person's Condition

Adjectives describe a person's condition. They answer the questions, "How are you?" "How is she?" "How is he?" and "How are they?" Review the words in the following list:

busy	happy	so-so
calm	hungry	thirsty
cold	lost	tired
confused	nervous	upset
dead	ready	warm
dirty	satisfied	worried
fine	scared	
glad	sick	

exercise 8-11

Circle the word that best fills in each blank.

1. I had to eat something because I was so _____.

   worried **hungry** **thirsty** **calm**

2. I didn't call you because I knew you were _____.

   busy **so-so** **dead** **glad**

3. We are leaving at 6:00 tomorrow morning. Please be _____.

   worried **scared** **lost** **ready**

4. If you are _____, get a drink from the refrigerator.

   satisfied **confused** **thirsty** **dirty**

5. We're sorry you are _____ and hope you feel better soon.

   happy **upset** **glad** **fine**

6. If you are too _____, put on a sweater.

   cold **warm** **tired** **nervous**

Antonyms

Review the adjectives in the following list:

alive
anxious/upset/nervous
clean
cool
dissatisfied
full
hot
rested
sad/depressed
well

exercise 8-12

Find in the previous list the antonym for each of the following adjectives.

1. calm _____
2. cold _____
3. dead _____
4. dirty _____
5. happy _____
6. hungry _____
7. satisfied _____
8. sick _____
9. tired _____
10. warm _____

The conjunction *but* between adjectives indicates contrast:

I'm **fine** but **tired**.
She is **sick** but **comfortable**.
They are **hungry** but **happy**.
We're **nervous** but **ready**.

exercise 8-13

Answer each question in complete sentences, using at least ten different adjectives. Connect two adjectives with and *or* but. *Use commas when you have more than two adjectives together.*

1. How are you today? _____

_____

2. How is your best friend? _____

_____

3. How is everyone in your family? _____

_____

Adjectives That Describe Objects

Size

Review the following adjectives that describe things by their size:

little/small	medium-sized	big/large
tiny	average-sized	huge/enormous
narrow	of medium width	wide
short	of medium length	long
light	of medium weight	heavy

exercise 8-14

Write the antonyms for the following.

1. wide _____
2. little _____
3. heavy _____
4. enormous _____
5. long _____

exercise 8-15

Describe by size five objects that you see right now. Be sure to write in complete sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

Shape

Review the following adjectives that describe things by their shape:

diamond-shaped
rectangular
round
square
triangular

exercise 8-16

Answer each question in a complete sentence.

1. What do you see that is round?

   _____

2. What do you have that is square?

   _____

3. What traffic sign is triangular?

   _____

4. What is the shape of this book?

   _____

5. What is the shape of a baseball field?

   _____

Color

Review the following adjectives that describe things by their color:

black	green	pink	yellow
blue	gray	purple	white
brown	orange	red	

A color mixed with white is called "light": light blue, light green. A color mixed with black is called "dark": dark red, dark purple. Fashion colors are often named after flowers, fruit, or other natural items: rose, lilac, turquoise, tomato, avocado, chocolate, bark.

exercise 8-17

Describe five things you see by their color. Use complete sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

Quality

Review the following adjectives that describe things by their quality:

acceptable	inefficient
cheap	inferior
comfortable	shoddy
convenient	special
cozy	sturdy
delicious	superior
effective	terrible
efficient	unacceptable
excellent	uncomfortable
expensive	unimportant
favorite	useful
inconvenient	useless
inedible	well-made
ineffective	wobbly

exercise 8-18

Match the adjectives in the left column with their antonyms in the right column.

_____ 1. acceptable	a. expensive
_____ 2. cheap	b. inconvenient
_____ 3. comfortable	c. inedible
_____ 4. convenient	d. ineffective
_____ 5. delicious	e. inferior
_____ 6. effective	f. shoddy
_____ 7. excellent	g. terrible
_____ 8. special	h. unacceptable
_____ 9. sturdy	i. uncomfortable
_____ 10. superior	j. unimportant
_____ 11. useful	k. useless
_____ 12. well-made	l. wobbly

Condition

Review the following adjectives that describe things by their condition:

broken	neat
clean	new
dirty	old
dusty	patched
empty	ragged
fixed	ruined
fresh	spoiled/rotten
full	tidy
like-new	torn
messy	worn

exercise 8-19

Write the antonym to each of the following adjectives.

1. full _____
2. old _____
3. torn _____
4. neat _____
5. clean _____
6. fixed _____
7. rotten _____

exercise 8-20

Describe the condition of five things you have.

1. _____
2. _____
3. _____
4. _____
5. _____

Adjectives That Describe Places

Review the following adjectives that describe places:

airy	light
badly designed	modern
badly located	old-fashioned
cheap	open
cramped	private
crowded	rundown
damp	safe
dangerous	spacious
dark	unfurnished
dry	well-built
empty	well-designed
expensive	well-located
furnished	well-maintained

exercise 8-21

Find the antonyms to the following adjectives in the previous list, and write them in the blanks:

1. cheap _____
2. cramped _____
3. crowded _____
4. damp _____
5. dangerous _____
6. dark _____
7. furnished _____
8. rundown _____
9. private _____
10. modern _____

exercise 8-22

Use at least ten adjectives from the previous list to describe the place you are in right now.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Adjectives That Describe the Weather

Review the adjectives in the following list:

breezy	humid
chilly	icy
clear	nice
cloudy	pleasant
cold	rainy
cool	stormy
dry	sunny
foggy	unpleasant
freezing	warm
hot	windy

exercise 8-23

Complete the following chart by listing the adjectives that describe pleasant weather and those that describe unpleasant weather.

Pleasant Weather	Unpleasant Weather

exercise 8-24

Fill in the blanks with the most appropriate words from the previous list.

1. I don't like to go out on a(n) _____ day.
2. In January the weather is often _____.
3. In May it is usually _____ where I live.
4. Today where I live it is _____.
5. People often go swimming when it is _____.
6. It is dangerous to drive when it is _____.
7. It's good to have an umbrella on a _____ day.
8. It's a good idea to wear a hat when it is _____.
9. A hat can blow off if it is _____.
10. You need a light jacket when it is _____.

Unit 9

Comparisons and Superlatives

Making an Adjective Stronger or Weaker

Review the following chart:

not at all < not very < a little < somewhat < rather < pretty < very < extremely

not at all = The adjective mentioned does not describe the noun.

The tickets are **not at all** cheap.

not very = The noun does not have much of the quality of the adjective.

That area is **not very** safe.

a little = The noun has only a little bit of the quality of the adjective.

The car is **a little** expensive.

somewhat = The noun has some of the quality of the adjective.

The food is **somewhat** spicy.

rather = The noun has quite a few aspects of the quality of the adjective.

It's a **rather** large class.

pretty = The noun has a lot of the quality of the adjective.

It's a **pretty** long trip.

very = The noun is a good example of the quality of the adjective.

They're **very** good books.

extremely = The noun is a superior example of the quality of the adjective.

It's an **extremely** hard course.

exercise 9-1

Fill in the blanks with the word from the previous list that best completes each sentence.

1. My sister's job is to feed the neighbor's cats. Her job is _____ easy.
2. My friend bought a car for $100. His car was _____ expensive.
3. Our neighbor has a dog that barks all night. Our neighbor's dog is

   _____ noisy.
4. Their house is near the metro station and the bus stop. Their house is in a

   _____ convenient location.
5. She invited about fifty people to her house for a celebration. She had a

   _____ large party.

exercise 9-2

Now complete the following sentences with the same types of expressions.

1. My job is _____ easy.
2. My shoes were _____ expensive.
3. My neighbor's dog is _____ friendly.
4. My house is in a _____ convenient location.
5. My dinner last night was _____ salty.

Expressing Negative Effects

The word *too* before an adjective indicates that the adjective is so strong that it has a negative effect:

That car is **too expensive**. (I can't buy it.)
He is **too rich**. (He values money over people.)
They were **too tired**. (They couldn't work.)
The party was **too noisy**. (The police came and sent everybody home.)

exercise 9-3

After each sentence with too, *write a possible negative effect.*

1. The food was too cold. _____
2. It was too rainy. _____
3. I ate too much cake. _____
4. She was driving too fast. _____
5. The shoes are too small. _____

exercise 9-4

Write five sentences that describe yourself or people you know. Use five of these expressions: not at all, a little, somewhat, rather, pretty, very, extremely, too.

1. _____
2. _____
3. _____
4. _____
5. _____

Making Comparisons with Adjectives

Nouns are compared with other nouns by the strength of their adjectives. An adjective made stronger is followed by the word *than* in a comparison.

One-Syllable Adjectives

Adjectives that have only one syllable are made stronger by adding the suffix *-er*:

She is **taller than** her sister.
He is **faster than** the other runner.
These tickets were **cheaper than** those.
It is **colder** in the north **than** in the south.

exercise 9-5

Write the stronger form of each of the following adjectives.

1. bright _____
2. cheap _____
3. clean _____
4. cold _____
5. cool _____
6. damp _____
7. dark _____
8. fast _____
9. fresh _____
10. high _____
11. light _____
12. long _____
13. neat _____
14. new _____
15. old _____
16. plain _____
17. poor _____
18. rich _____
19. short _____
20. sick _____
21. slow _____
22. small _____
23. smart _____

24. sweet _____

25. tall _____

26. young _____

Adjectives that have one syllable and that end in *-e* are made stronger by adding *-r*:

He is **nicer than** his brother.
They are **cuter than** they were before.

exercise 9-6

Write the stronger form of each of the following adjectives.

1. cute _____

2. fine _____

3. lame _____

4. loose _____

5. nice _____

6. pale _____

7. rude _____

8. tame _____

9. wide _____

A few one-syllable adjectives end in *-w*, *-x*, or *-y*. These are made stronger by adding *-er*:

low	**lower**
new	**newer**
slow	**slower**
lax	**laxer**
gray	**grayer**

Other adjectives of one syllable that end in a consonant-vowel-consonant are made stronger by repeating the final consonant and adding *-er*:

She is **bigger** than he is.
I think she's **thinner** than she was before.

exercise 9-7

Write the stronger form of each of the following adjectives.

1. big _____
2. fat _____
3. fit _____
4. hot _____
5. mad _____
6. red _____
7. sad _____
8. thin _____

The comparative (stronger) forms of *good* and *bad* are irregular:

That was a **good** movie, but this one is **better**.
She had **bad** luck, and now it is **worse**.

exercise 9-8

Use good, bad, better, *or* worse *to complete the sentences.*

1. Today's weather is _____. Yesterday's was _____.
2. The job I have is _____. It is _____ than the one I had before.
3. The condition of my room is _____. It is _____ than it was last week.
4. Today I feel _____. I feel _____ than I did yesterday.

Two-Syllable Adjectives

A lot of adjectives have two syllables and end in *-y*. They are made stronger by changing the *y* to *i* and adding *-er*:

He is **happier** now.
I hope it will be **sunnier** tomorrow.
That movie is **funnier** than the last one we saw.

exercise 9-9

Write the stronger form of each of the following adjectives.

1. angry _____
2. bossy _____
3. busy _____
4. cloudy _____
5. cozy _____
6. crazy _____
7. dirty _____
8. easy _____
9. friendly _____
10. funny _____
11. happy _____
12. lazy _____
13. lonely _____
14. lovely _____
15. lucky _____
16. noisy _____
17. pretty _____
18. rainy _____
19. silly _____
20. sunny _____
21. tasty _____
22. ugly _____

A few adjectives that have two syllables are made stronger by adding *-r* (if they end in *-e*) or *-er*:

cruel	**crueler**
gentle	**gentler**
little	**littler**
narrow	**narrower**
quiet	**quieter**
simple	**simpler**

This street is **narrower** than that one.
This exercise is **simpler** than the other one.

exercise 9-10

Fill in each blank with the comparative form of the best adjective from the previous list.

1. It was noisy last night, but now it is _____.
2. The last problem was complicated. This one is _____.
3. The streets in that town are _____ than the avenues in the city.
4. At first he was too rough with the puppy, but now he is _____.
5. The first king was cruel, and this one is _____.
6. This little girl has a baby sister who is _____ than she is.

Most adjectives that have two or more syllables are made stronger by placing the word *more* before them:

more modern	**more** wonderful	**more** responsible
more famous	**more** dangerous	**more** imaginative

exercise 9-11

Write the comparative form of each adjective. Some will end in -er*; others will have* more *before them.*

1. athletic _____
2. boring _____
3. civil _____
4. civilized _____
5. clean _____
6. comfortable _____

7. considerate _____
8. cool _____
9. delicious _____
10. dirty _____
11. fresh _____
12. friendly _____
13. gentle _____
14. gullible _____
15. healthy _____
16. hot _____
17. open _____
18. patient _____
19. persuasive _____
20. pleasant _____
21. proper _____
22. proud _____
23. quiet _____
24. rude _____
25. sad _____
26. serious _____
27. sick _____
28. silly _____
29. sincere _____
30. slow _____
31. small _____
32. stingy _____

33. successful _____

34. sweet _____

35. tiny _____

36. unfriendly _____

37. upset _____

38. useful _____

39. wide _____

40. worried _____

Making Adjectives Weaker

All adjectives can be made weaker by placing the words *not as* before them:

This apple is **not as** good as the other one.
Those dresses are **not as** pretty as these.
These shoes are **not as** comfortable as my old ones.

In a comparison a stronger adjective is followed by *than*; a weaker adjective is followed by *as*:

This desk is **sturdier than** that one.
That chair is **not as comfortable as** this one.

exercise 9-12

In each blank, make the adjective in parentheses stronger or weaker, as appropriate.

1. I bought this dress because it was (pretty) _____ the others in the shop.

2. He took the shoes back to the store because they were (comfortable)

   _____ his old ones.

3. I didn't go back to that restaurant because the food was (good)

   _____ I had expected.

4. We stayed a long time at the party, because it was (good) _____ the last one.

5. The new car is nice, but it's (big) _____ the old one.

Expressing Superlatives

Superlative adjectives indicate that a noun has more of the adjective's quality than two or more other nouns:

John is five feet ten inches tall.	James is six feet tall.	Bill is six feet two inches tall.
John is tall.	James is taller than John.	Bill is taller than John and James.
		Bill is the **tallest** in the class.

Adjectives that end in *-er* in the comparative form end in *-est* in the superlative form:

bigger	**biggest**
cooler	**coolest**
nicer	**nicest**
quieter	**quietest**
sillier	**silliest**
simpler	**simplest**

The superlative forms of *good* and *bad* are irregular:

good	**best**
bad	**worst**

exercise 9-13

Write the superlative form of each adjective.

1. bad _____
2. clean _____
3. cold _____
4. crazy _____
5. cute _____
6. friendly _____
7. gentle _____
8. good _____
9. hot _____
10. silly _____
11. lucky _____
12. mad _____

13. neat _____
14. nice _____
15. rude _____
16. sad _____

exercise 9-14

Choose five of the superlatives in the answers to Exercise 9-13 to describe five people you know.

1. _____
2. _____
3. _____
4. _____
5. _____

Adjectives that are preceded by *more* in their comparative form are preceded by *most* in their superlative form:

more appreciative	**most appreciative**
more difficult	**most difficult**
more modern	**most modern**
more responsible	**most responsible**

exercise 9-15

Write the superlative form of each adjective.

1. active _____
2. bad _____
3. cold _____
4. comfortable _____
5. fast _____
6. flexible _____
7. generous _____

8. happy _____
9. large _____
10. little _____
11. new _____
12. noisy _____
13. serious _____
14. ugly _____
15. uninteresting _____
16. useless _____

exercise 9-16

Choose five of the superlatives in the answers to Exercise 9-15 to describe five people you know or things you have.

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 10

Verbs and Nouns Used as Adjectives

Verbs Used as Adjectives

The *present participle* and the *past participle* of some verbs can be used as adjectives. The *present participle* is the form that ends in *-ing* (see also page 42):

surprise	It is **surprising** news.
excite	You have an **exciting** job.
bore	That is a **boring** program.

Review the present participles in the following list:

boring	gratifying
captivating	inspiring
caring	interesting
confusing	satisfying
daring	surprising
exciting	terrifying
fascinating	threatening
frustrating	

These adjectives describe a person or thing that "performs the action of the verb."

A **caring** mother	=	a mother who *cares for* her children.
A **boring** movie	=	a movie that *bores* the audience.
A **threatening** storm	=	a storm that *threatens* to begin soon.

exercise 10-1

Select the word that best completes each sentence:

1. We left the movie before it ended because it was _____.

   caring **captivating** **boring** **exciting**

2. The math test was too hard for me; I thought the word problems were very

   _____.

   frustrating **exciting** **boring** **satisfying**

3. I don't like horror movies because they are _____.

   interesting **terrifying** **inspiring** **gratifying**

4. Helping other people is extremely _____.

   threatening **confusing** **gratifying** **terrifying**

5. That novel has a lot of different stories happening at the same time; it is very

   _____.

   caring **terrifying** **surprising** **confusing**

6. The circus trapeze artist performed a lot of dangerous stunts. He was a

   _____ young man.

   daring **confusing** **frustrating** **threatening**

The *past participle* of the verb can also be used as an adjective. This is the verb form that often ends in *-ed* or *-en*. There are also quite a few irregular past participles that have different endings. (See page 144.) Following are examples of past participles that are commonly used as adjectives:

She is **excited** about her trip.
The toy is **broken**.
We were **surprised** to hear the news.
The child is **lost**.

Review the past participles in the following list:

broken	gratified	surprised
captivated	grown	terrified
closed	hidden	threatened
confused	inspired	torn
dead	interested	upset
drunk	lost	withdrawn
excited	married	worn
fascinated	satisfied	wounded
forbidden	shut	woven
forgotten	sold	written
found	spoken	
frustrated	stolen	

exercise 10-2

Choose appropriate words from the previous list to fill in the blanks.

1. She needed glasses to read the _____ words.
2. He couldn't hear the _____ words.
3. Police detectives are searching for the _____ painting.
4. It is very dangerous to drive if you are _____.
5. She lives alone now, as her children are all _____.
6. The _____ soldiers were taken to a hospital.
7. _____ fabric is sturdier than knitted fabric.
8. He used his _____ T-shirt for a rag.
9. The people could not read that book because it was on the king's list of

   _____ books.
10. Our new neighbor doesn't talk very much; she is shy and _____.

Often, the *present participle* adjective defines the *cause* of something. The *past participle* adjective defines the *person affected*:

The information was **surprising**.	We were **surprised**.
The game was **exciting**.	The fans were **excited**.
The girl is **fascinating**.	The man is **fascinated**.

exercise 10-3

Select the present participle *adjective or the* past participle *adjective, depending on which best completes each sentence.*

1. We thought the movie was **fascinating/fascinated**.
2. The children were not very **interesting/interested** in the story.
3. That is very **surprising/surprised** news.
4. I thought the questions were **confusing/confused**.
5. That movie was so scary, I was really **terrifying/terrified**.
6. When the band arrived, we were very **exciting/excited**.
7. My friend was **captivating/captivated** by that novel.
8. That store has a lot of **satisfying/satisfied** customers.
9. Waiting in line can be very **frustrating/frustrated**.
10. We were **inspiring/inspired** by our leader's speech.

Nouns Used as Adjectives

Certain nouns can be used as adjectives to tell what the noun described is made of:

a **cardboard** box	=	a box made of cardboard
a **glass** table	=	a table made of glass

exercise 10-4

Write definitions for the following items.

1. a gold necklace _____
2. a metal hook _____
3. a plastic tray _____
4. a silver bracelet _____
5. an oak floor _____
6. a wicker basket _____

7. a dirt road _____
8. a silk blouse _____
9. a wool skirt _____
10. a cotton blanket _____

Certain nouns can be used as adjectives to tell what the noun described is meant to contain. In some cases the two words are written together as one word:

a **mailbox** = a box for mail
a **bookcase** = a case for books

exercise 10-5

Write definitions for the following items.

1. a jewelry box _____
2. an ashtray _____
3. a trash can _____
4. a picture frame _____
5. a flour sack _____
6. a key ring _____
7. a grocery bag _____
8. a glove compartment _____
9. a lunchbox _____
10. a garbage pail _____

Certain nouns can be used as adjectives to tell the purpose of the noun described:

A **potato** peeler is used for peeling potatoes.
A **dishwasher** is used for washing dishes.

exercise 10-6

Write what each of the following is used for.

1. a nutcracker _____
2. a can opener _____
3. a fire extinguisher _____
4. a CD player _____
5. an ice pick _____
6. a hair dryer _____
7. nail polish remover _____
8. a pencil sharpener _____
9. spot remover _____
10. a floor polisher _____

Certain nouns can be used as adjectives to tell what is sold in the type of store described:

a **shoe** store	=	a store where shoes are sold
a **grocery** store	=	a store where groceries are sold

exercise 10-7

Write five other types of stores or shops.

1. _____
2. _____
3. _____
4. _____
5. _____

Certain nouns define other nouns by their type:

a **motorcycle**	=	a cycle with a motor
schoolwork	=	work that is done at school

exercise 10-8

Write the names of the items described.

1. a lock for a bicycle _____
2. a key for a mailbox _____
3. a garden of roses _____
4. work that is done at home _____
5. a desk for a student _____

Some adjectives are formed by adding the suffix *-ed* to a noun. These adjectives often follow another descriptive adjective to which it is closed up or connected by a hyphen:

a three-**legged** stool	=	a stool with three legs
a red**headed** woodpecker	=	a woodpecker (bird) with a red head
a brown-**eyed** girl	=	a girl with brown eyes

Review the following noun + *-ed* adjectives:

evenhanded	fair, just
hardheaded	stubborn
hard-nosed	hardheaded
hotheaded	temperamental
levelheaded	sensible
long-winded	capable of giving long, boring speeches
single-minded	focused on one goal
sure-footed	cautious, secure

exercise 10-9

Circle the most appropriate adjective to fill in each blank.

1. We didn't want to do business with him because he was so _____.

   evenhanded **hardheaded** **sure-footed**

2. I wasn't worried on the hike because our leader was _____.

   hard-nosed **sure-footed** **long-winded**

3. He got the job done efficiently because of his _____ approach.

   single-minded **long-winded** **hotheaded**

4. The meeting went on for hours because of too many _____ speakers.

   sure-footed **single-minded** **long-winded**

5. The school principal treats all cases equally; she is very _____.

   evenhanded **single-minded** **hard-nosed**

6. Try not to make him angry. He's so _____ he might make a scene.

   single-minded **sure-footed** **hotheaded**

Compound Adjectives

A noun connected to its modifiers by hyphens can be used as an adjective. The noun is used in singular form, even though it is modified by a plural marker:

a **twenty-dollar** ticket	=	a ticket that costs twenty dollars
a **ten-foot** pole	=	a pole that is ten feet long
a **two-year** lease	=	a lease that lasts two years

exercise 10-10

Write definitions for the following.

1. a five-year plan _____
2. a three-year warranty _____
3. a lifetime guarantee _____
4. a ten-minute discussion _____
5. a three-pound weight _____
6. a two-week vacation _____
7. a two-year contract _____
8. an all-day meeting _____
9. an all-night party _____
10. an everyday occurrence _____

Unit 11

Adjective Order

When two or three adjectives are used together, they are usually in the following order:

1. quality
2. condition
3. size
4. age
5. shape
6. color
7. origin
8. material
9. type

a **beautiful old** house	(quality, age)
a **nice clean white** uniform	(quality, condition, color)
a **shiny new red** bicycle	(condition, age, color)

exercise 11-1

Rewrite the adjectives in the correct order to describe the indicated nouns.

1. skirt: silk, long, black _____
2. shoes: leather, Italian, new _____
3. earrings: silver, beautiful, Mexican _____
4. cake: birthday, rich, three-layer _____
5. mirror: heavy, antique, round _____

exercise 11-2

Describe five of your favorite things, using two or three descriptive adjectives for each one.

1. _____

2. _____

3. _____

4. _____

5. _____

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PART III

VERBS

Verbs are the wonderful words that give life to language.

The most common verb, *be*, for example, allows us to tell who or what exists in the world, and also when, where, how, and why it exists. In addition, just by changing the form of the verb, we can tell about what existed in the past and what will exist in the future, plus what we wish existed or what we would do if something existed. The verb *be* is used in a different manner from all other English verbs—it has different forms and different patterns.

All other verbs follow a second set of patterns, which enable us to tell facts about people—where and how they live, what they have, how they look and feel, what they like, what they think, and what they do; they also enable us to tell how things work and what happens in the world. And again, with a change in form, we can put all this information in the past or the future, or we can make wishes and conjectures.

Verbs also enable us to ask and answer questions, give commands and suggestions, accept or refuse, and relate and communicate.

Yes, there are a lot of irregular forms that have to be memorized, but they are worth the effort. Verbs are about life. Live well with verbs!

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Unit 12

The Verb *Be*

The most common verb is *be*. It is used to identify or describe a person or thing, or to tell its origin, state, or location.

The Present Tense of *Be*

I **am** tall.
You **are** my friend.
He **is** sick.
She **is** a smart girl.
It **is** a mistake.

We **are** at home.
You (all) **are** great helpers.
They **are** from South America.

exercise 12-1

Fill in each blank with the appropriate form of be *in the present tense.*

1. Bill _____ here.
2. Janet and Mary Jane _____ good friends.
3. Emily _____ on vacation.
4. Betty and I _____ teachers.
5. You _____ a good student.
6. I _____ not tired.

exercise 12-2

Answer each of the following questions in a complete sentence using the verb be.

1. What is your name? _____
2. Where are you from? _____
3. Who are your best friends? _____
4. Where are your best friends now? _____
5. What is in your hand? _____
6. What color is it? _____

Asking Questions with *Be*

Questions with the verb *be* are formed by reversing the subject and the verb:

I am	**Am I . . . ?**	We are	**Are we . . . ?**
You are	**Are you . . . ?**	They are	**Are they . . . ?**
He is	**Is he . . . ?**		
She is	**Is she . . . ?**		
It is	**Is it . . . ?**		

exercise 12-3

Change the following statements to questions.

1. He is here now. _____
2. You are happy. _____
3. I am sitting down. _____
4. He is asking directions. _____
5. They are building a new house. _____
6. She is turning left. _____
7. He is taking photographs. _____
8. She is riding a bicycle. _____

Making *Be* Negative

Sentences with *be* are made negative by placing **not** after the conjugated form:

I am **not** tired.
You are **not** smiling.
He is **not** sitting in the park.
She is **not** at home.
It is **not** earning interest.

We are **not** working.
You all are **not** running.
They are **not** sitting in the park.

Negatives are usually contracted:

I'm not
You **aren't**
He **isn't**
She **isn't**
It **isn't**

We **aren't**
You (all) **aren't**
They **aren't**

exercise 12-4

Make each of the sentences in Exercise 12-3 negative.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

The Past Tense of *Be*

I **was** in the city.
You **were** shy.
He **was** sick.
She **was** not tired.
It **was** good.

We **were** very happy.
You (all) **were** at school.
They **were** broken.

exercise 12-5

Change the answers in Exercise 12-1 to the past tense.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

exercise 12-6

Answer each question in a complete sentence using the past tense of be.

1. Where were you yesterday at 4:00? _____
2. Who was with you? _____
3. Were you indoors or outdoors? _____
4. How was the weather? _____
5. Were there other people there? _____

Unit 13

Non–*To Be* Verbs

Review the words in the following list that have meanings similar to *be*:

appear
become
feel
look
look like
resemble
seem
smell
sound

Regular Present Tense Forms of Verbs Other than *Be*

The basic verb is used with *I*, *you*, *we*, and *they*:

I **look** tired. We **look** silly.

You **look** sick. They **look** beautiful.

The basic verb + the suffix *-s* is used with *he*, *she*, and *it*:

He **looks** good.

She **looks** better.

It **looks** dirty.

exercise 13-1

Match the sentences in the left column with those in the right column.

_____ 1. She is blonde and her mother is blonde.	a. He appears angry.
_____ 2. They are smiling.	b. He looks like me.
_____ 3. You should throw it in the garbage.	c. I feel sick.
_____ 4. We need to rest.	d. It becomes boring.
_____ 5. I like the music.	e. It smells bad.
_____ 6. She is crying.	f. It sounds good.
_____ 7. His face is red.	g. She feels sad.
_____ 8. I have brown eyes. He has brown eyes.	h. She resembles her mother.
_____ 9. It is a long book.	i. They seem happy.
_____10. I need to lie down.	j. We look tired.

exercise 13-2

Choose the word that best completes each sentence.

1. The music **becomes**/**sounds** great.
2. The girls **resemble**/**appear** tired.
3. We **feel**/**smell** tired.
4. The flowers **become**/**smell** wonderful.
5. He **seems**/**resembles** angry.
6. She **seems**/**resembles** her mother.

Spelling Changes in *He*/*She*/*It* Forms

The verbs *go* and *do* add *-es*:

He **goes**.
She **does**.

Verbs that end in *-ch* or *-sh* add *-es*:

He **watches**.
She **washes**.

Verbs that end in *-y* change the *y* to *i* and add *-es*:

He **cries**.
She **tries**.

The *he/she/it* form of the verb *have* is *has*:

He **has** a cold.
She **has** the flu.

exercise 13-3

Write the present tense he/she/it *forms of the following verbs.*

1. match _____
2. eat _____
3. have _____
4. drink _____
5. go _____
6. wish _____
7. clean _____
8. dry _____
9. do _____
10. dance _____

Regular Past Tense Forms

The past tense of most verbs is formed by adding the suffix *-ed* to the basic verb:

appear	**appeared**
look	**looked**
seem	**seemed**
sound	**sounded**

The same form is used for *I*, *you*, *he*, *she*, *it*, *we*, and *they*:

They **appeared** tired.
She **looked** pretty.
He **seemed** nice.
It **sounded** good.

exercise 13-4

Write the past tense forms of the following verbs.

1. clean _____
2. open _____
3. work _____
4. walk _____
5. watch _____

Spelling Changes in Past Tense Forms

Verbs that end in *-e* add *-d*:

change	**changed**
resemble	**resembled**

One-syllable verbs that end in a vowel + a consonant repeat the consonant and add *-ed*. (Many verbs that end in a vowel + a consonant are irregular. See page 119.)

beg	**begged**
hop	**hopped**

Verbs that end in *-y* change the *y* to *i* and add *-ed*:

cry	**cried**
study	**studied**

exercise 13-5

Write the past tense forms of the following verbs.

1. stop _____
2. close _____
3. shop _____
4. exercise _____
5. try _____

Verbs That Describe Usual Activities

Review the verbs in the following list:

brush (your teeth)	plan
call (your friends)	play
clean	rest
close (the door)	smile
comb (your hair)	talk
cook	turn (off the light)
cry	turn (on the light)
dream	walk
exercise	wash (your hands)
laugh	watch
listen	work
open (the door)	

exercise 13-6

Write the past tense form of each of the following verbs.

1. listen _____
2. laugh _____
3. turn _____
4. dream _____
5. cry _____
6. exercise _____
7. brush _____
8. smile _____
9. plan _____
10. watch _____

Telling How Often an Activity Is Performed

never < rarely/seldom < sometimes < often < a lot < every day < always

I **never** watch TV.
She **rarely** calls her friends.
Sometimes he rests in the afternoon.
We **often** play together.
You (all) laugh **a lot**.
They work **every day**.
They **always** smile.

exercise 13-7

Choose ten activities from the previous list, and write a sentence for each that tells how often you do each activity. Use the present tense.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

More Daily Activities

Review the verbs in the following list:

come (home)	make (the bed)
drink (water)	put (on your clothes)
drive	read
eat	ride
eat/have (breakfast)	sit (down)
eat/have (dinner)	sleep
eat/have (lunch)	stand (up)
get (dressed)	take (a bath)
get (up)	take (a shower)
go (to a place)	take (off your clothes)
go (to bed)	think
lie (down)	wake (up)

exercise 13-8

Choose ten verbs from the previous list and tell how often you perform each activity. Use complete sentences.

1. _____
2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Irregular Past Tense Forms

All of the verbs in the previous list have irregular past tense forms. The past tense form is listed after the slash (/):

come/came
drink/drank
drive/drove
eat/ate
get/got
go/went
lie/lay
make/made
put/put
read/read
ride/rode
sit/sat
sleep/slept
stand/stood
take/took
think/thought
wake/woke

exercise 13-9

Using verbs from the previous list in the past tense, write ten sentences that tell what you did yesterday.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Verbs Used for Household Activities

Review the verbs in the following list. If the past tense form is irregular, it is indicated following the slash (/):

clean (the house)
clean (up the mess)
clean (up the yard)
do (laundry)/did
do (the shopping)/did
dust (the furniture)
empty (the dishwasher)
iron (clothes)
load (the dishwasher)
make (appointments)/made
make (repairs)/made
mow (the lawn)
pay (bills)/paid
put (the groceries away)/put
scrub (floors)
sweep (the floor)/swept
take (out the trash)/took
vacuum
wash (the windows)
water (plants)
weed (the garden)

exercise 13-10

Fill in the blanks using the present tense of the verbs in parentheses.

1. John (make) _____ repairs.
2. I (water) _____ the plants.
3. My friends (clean) _____ the house.
4. Mary and Jack (vacuum) _____.
5. My dad (pay) _____ the bills.

Telling When an Activity Is Performed

in the morning
in the afternoon
in the evening
in the fall
in the spring
in the summer
in the winter

at night
at 1:00
at 2:15
at 3:30
at 4:45
at 5:55
at 7:10

on Mondays
on Tuesdays
on Wednesdays
on Thursdays
on Fridays
on Saturdays
on Sundays

on holidays
on my birthday
on the first day of the month
on the tenth of June
on weekends

in January
in February
in March
in April
in May
in June
in July
in August
in September
in October
in November
in December

every day
every month
every night
every week

exercise 13-11

Complete each sentence by telling when the person indicated does the activity in parentheses.

1. I (rest) _____.
2. My best friend (exercise) _____.
3. My neighbors (walk) _____.
4. My friends and I (eat together) _____.
5. I (call my friends) _____.

exercise 13-12

Complete each sentence by telling which activities you usually perform at the times indicated.

1. On Mondays _____.
2. In the summer _____.
3. On weekends _____.
4. In the morning _____.
5. Every day _____.

exercise 13-13

Fill in each blank with the most appropriate verb from the list of household activities.

1. She uses a broom to _____.
2. I take the car to _____.
3. I use the iron to _____.
4. He uses the telephone to _____.
5. We use a wet rag to _____.
6. He takes out his checkbook to _____.
7. He uses a screwdriver to _____.
8. They go outside to _____.

9. We need a washer and dryer to _____.

10. I use a dry cloth to _____.

exercise 13-14

Write five sentences that tell which of the activities on the household activities list you usually did when you were a child. Write the verbs in the past tense.

1. _____

2. _____

3. _____

4. _____

5. _____

Verbs Used in a Classroom

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

answer	play
ask (questions)	read/read
correct (mistakes)	solve (a problem)
do (exercises)/did	spell
draw (a picture)/drew	study
erase	take (a test)/took
help (someone)	take (turns)/took
learn	teach/taught
listen (to someone)	understand/understood
make (a mistake)/made	use (the computer)
pay (attention)/paid	write/wrote

exercise 13-15

Write the past tense forms of the following verbs.

1. answer _____

2. ask _____

3. correct _____

4. erase _____

5. help _____

6. learn _____
7. listen _____
8. pay _____
9. play _____
10. solve _____
11. spell _____
12. study _____
13. use _____

exercise 13-16

Fill in each blank with the past tense of the verb indicated.

1. My mother (teach) _____ me to read and write.
2. He (write) _____ her an e-mail last week.
3. I (understand) _____ today's lesson.
4. We (take) _____ a hard test this morning.
5. You (make) _____ only one mistake.
6. They (do) _____ all of the exercises.
7. They (draw) _____ pictures in class.
8. My friend and I (take) _____ turns with the computer.
9. She (read) _____ us a wonderful story.
10. I hope you (pay) _____ attention.

Making Verbs Negative

In the present tense, all verbs except *be* are made negative by placing *do not* or *does not* before them.

Do not is used for *I*, *you*, *we*, and *they*. It is often contracted to *don't*.

Does not is used with *he*, *she*, and *it*. It is often contracted to *doesn't*.

I **don't** weed the garden.
You **don't** rest.
He **doesn't** exercise.
She **doesn't** smile.
We **don't** sleep late.
You (all) **don't** wake up early.
They **don't** clean up the yard.

exercise 13-17

Rewrite the following sentences, making them negative and using the contracted form.

1. He gets up at 6:00.

   _____

2. They eat breakfast together every morning.

   _____

3. She dreams during the day.

   _____

4. We buy groceries every week.

   _____

5. I laugh a lot.

   _____

In the past tense, verbs are made negative by placing *did not* before them.

Did not is often contracted to *didn't*:

I **didn't** comb my hair.
You **didn't** wash the windows.
He **didn't** call me.
She **didn't** work.
We **didn't** cook.
You (all) **didn't** sweep the floor.
They **didn't** eat dinner.

exercise 13-18

Make the sentences in Exercise 13-16 negative.

1. _____
2. _____
3. _____
4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Activities That Are Often Performed in an Office

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

answer (e-mail)
answer (letters)
answer (the telephone)
attend (meetings)
check (e-mail)
fill (out forms)
make (phone calls)/made
organize files
participate (in discussions)
plan (projects)
search (the Internet)
send (a fax)/sent
take (coffee breaks)/took
type (on the keyboard)
use (the computer)
write (letters)/wrote
write (reports)/wrote

exercise 13-19

Using the verbs in the previous list, write five sentences that tell what you do or don't do at work or in an office at home. Use the present tense.

1. _____

2. _____

3. _____

4. _____

5. _____

exercise 13-20

Change the sentences in Exercise 13-19 to the past tense.

1. _____
2. _____
3. _____
4. _____
5. _____

Asking Questions

A yes-or-no question in the present tense is formed as follows:

do/does + subject + verb

Do is used with *I*, *you*, *we*, and *they*:

Do I need to do this?
Do you study at night?
Do we take the test today?
Do you (all) listen to music?
Do they correct their work?

Does is used with *he*, *she*, and *it*:

Does she go to this school?
Does he correct his work?
Does the computer work?

exercise 13-21

Write yes-or-no questions in the present tense using the verbs and forms indicated. Be sure to write a question mark at the end of each question.

1. write e-mail (you) _____
2. search the Internet (he) _____
3. use the computer (she) _____
4. attend meetings (you all) _____
5. answer the telephone (they) _____
6. take coffee breaks (we) _____

Question Words

Review the words in the following list:

who
what
when
where
why
how
how much

An information question is formed as follows:

question word + *do/does* + subject + basic verb
Who do you like?
What does he do?
When do we take our coffee break?
Where do you all go after work?
Why do they have so many meetings?
How do I turn on this computer?
How much time **do** you have?

Questions with *who* and *what* do not use *do* if the question is about the *subject*. If the answer is the subject, it is formed as follows:

Who + verb	***What*** + verb
Who works here?	**What** goes in this file?

exercise 13-22

Write an information question for each of the following answers. Ask the question that the italicized words answer.

1. *The telephone lists* go in that file.

   _____

2. *Carmen* answers the telephone.

   _____

3. You search the Internet *in the morning*.

   _____

4. We send faxes *to the main office*.

   _____

5. They write the reports *on the computer*.

   _____

Asking Questions in the Past Tense

Yes-or-no questions in the past tense are formed as follows:

did + subject + basic verb
Did I do this correctly?
Did you fill out the forms?
Did he take the test?
Did they send you a fax?

Information questions in the past tense are formed as follows:

question word + *did* + subject + basic verb
Where did you eat lunch?
When did she go on vacation?

Questions with *who* and *what* do not use *did* if the question is about the *subject*. If the answer is the subject, it is formed as follows:

Who + verb	*What* + verb
Who wrote this letter?	**What** helped you learn?

exercise 13-23

Write a yes-or-no question for each of the following answers.

EXAMPLE: I wrote a letter today.
Did you write a letter today?

1. They took a long coffee break.

   _____

2. She didn't answer the telephone.

   _____

3. Alexandra wrote these e-mails.

   _____

4. I searched the Internet this afternoon.

   _____

5. Jairo organized all my files.

   _____

exercise 13-24

Write an information question for each of the following answers. The questions should ask what the italicized words answer.

EXAMPLES: I *wrote a letter* today. *What did you do today?*
I wrote a letter *today.* *When did you write a letter?*

1. *I* wrote a letter today.

   _____

2. He *worked* yesterday.

   _____

3. John called me *last night.*

   _____

4. We ate *at home* on Monday night.

   _____

5. She went home *on the bus.*

   _____

Verbs Used for Shopping

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

ask (for advice)
ask (for help)
buy/bought
cost/cost
examine
find/found
get (a bargain)/got
get (a receipt)/got
give (money to)/gave
hang/hung
hold/held
look (at)
look (for)
pay
pay (with cash)
push (a cart)
read (labels)/read
return
save (money)
sell/sold
send/sent
show
sign
spend (money)/spent
talk (to the manager)
thank (the salesclerk)
try (on clothes)
use (a credit card)
wait (in line)
wear/wore
write (a check)/wrote

exercise 13-25

Using verbs from the previous list, write five sentences that tell what you do when you shop at your favorite store.

1. _____
2. _____
3. _____
4. _____
5. _____

exercise 13-26

Make the sentences in Exercise 13-25 negative.

1. _____
2. _____
3. _____
4. _____
5. _____

exercise 13-27

Using past tense versions of the verbs from the previous list, write five sentences that tell what you did the last time you went shopping.

1. _____
2. _____
3. _____
4. _____
5. _____

exercise 13-28

Make the sentences in Exercise 13-27 negative.

1. _____
2. _____
3. _____
4. _____
5. _____

exercise 13-29

Write yes-or-no questions for the following answers. Use present tense verbs.

1. Yes, I return clothes that don't fit.

   _____

2. No, she doesn't always use her credit card.

   _____

3. Yes, she likes her new shoes.

   _____

4. No, we don't want these shirts.

   _____

5. No, he doesn't like to go shopping.

   _____

exercise 13-30

Write yes-or-no questions for the following answers. Use past tense verbs.

1. Yes, she bought a new dress.

   _____

2. Yes, he forgot to give me a receipt.

   _____

3. No, we didn't try on a lot of clothes.

   _____

4. Yes, she went shopping yesterday.

   _____

5. No, I didn't buy anything.

   _____

exercise 13-31

Write information questions for the following answers. Ask the question that the italicized words answer. (Be careful! Some sentences are in the present tense and others are in the past.)

1. *She* always gets a bargain.

   _____

2. We *waited in line* for thirty minutes.

   _____

3. They spent a lot of money *at that store.*

   _____

4. He always thanks *the salesclerk.*

   _____

5. I wrote the check *yesterday.*

   _____

6. It cost *a hundred dollars.*

   _____

Verbs Used in a Bank

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

apply (for a loan)
borrow (money)
bring (documents)/brought
buy (a CD)/bought
close (an account)
drive (up to the drive-up window)/drove
earn (interest)
forget/forgot
get (a PIN)/got
get (an ATM card)/got
get (cash)/got
lose/lost
make (a deposit)/made
make (an investment)/made
open (an account)
order (checks)
pay (an installment)/paid
remember (your PIN)
save (money)
speak (to the loan officer)/spoke
transfer (funds)
use (the ATM)
wait (in line)
withdraw (cash)/withdrew

exercise 13-32

Circle the most appropriate words to complete each sentence.

1. I had to order checks because I _____.

   earned interest **lost my checkbook** **got an ATM card**

2. She was in a hurry, so she _____.

   drove up to the drive-up window **waited in line** **ordered checks**

3. We brought cash because we wanted to _____.

   apply for a loan **lose money** **make a deposit**

4. I used my ATM card to _____.

   speak to the loan officer **open an account** **withdraw cash**

5. A good way to save money is to _____.

   order checks **get a PIN** **buy a CD**

exercise 13-33

Make the following sentences negative. Pay attention to the verb tenses.

1. They closed their account.

_____

2. This account earns interest.

_____

3. I got a new PIN.

_____

4. He withdrew cash.

_____

5. She makes a deposit every week.

_____

exercise 13-34

Write a question for each of the following answers. Ask the question that the italicized words answer. Pay attention to the verb tenses.

1. *Yes*, I paid an installment last month.

_____

2. *Yes*, we want to open an account.

_____

3. She bought a CD *last week.*

_____

4. He *applied for a loan.*

_____

5. *They* withdraw cash.

_____

exercise 13-35

Write five things you did at a bank this year.

1. _____
2. _____
3. _____
4. _____
5. _____

Using the Present Progressive Tense

The present progressive tense is used to tell that an activity is being performed *now*. The following expressions are used with the present progressive tense to mean *now*:

at present
currently
this week
this month
this year

The present progressive tense is formed by conjugating *be* and adding the present participle. The present participle is the basic verb + the suffix *-ing*:

dream	**dreaming**
laugh	**laughing**

- Verbs that end in *-e* drop the *e* and add *-ing*:

dance	**dancing**
exercise	**exercising**

- Verbs that end in *-ie* change the *ie* to *y* and add *-ing*:

tie	**tying**
lie	**lying**

- Verbs that end in a vowel + consonant double the consonant and add *-ing*:

sit	**sitting**
stop	**stopping**

I **am sitting** down.
You **are listening** to good music.
He **is sleeping**.
She **is writing** a letter.
We **are watching** TV.
You (all) **are making** noise.
They **are talking** on the phone.

The present progressive tense is also used to describe an activity that is planned for the near future. The following expressions are used with the present progressive tense to tell the time of a planned activity:

at 4:00	(later) this week	on Monday	tomorrow
in August	next month	soon	tonight
later	next week	this afternoon	
(later) this month	next year	this evening	

I **am leaving** tomorrow.
You **are working** this afternoon.
He **is going** home at 6:00.
She **is calling** him soon.

We **are watching** TV tonight.
You (all) **are taking** the test next week.
They **are playing** the game in October.

exercise 13-36

Change the following sentences from the present tense to the present progressive tense.

EXAMPLE: I sit down.
I am sitting down.

1. He cashes a check.

   _____

2. I withdraw money.

   _____

3. They open an account.

   _____

4. We apply for a loan.

   _____

5. The investment earns interest.

   _____

6. She gets cash from the ATM.

   _____

7. I save money.

   _____

8. He pays an installment on his loan.

   _____

exercise 13-37

Write five sentences that tell about activities you have planned for the coming week. Use the present progressive tense.

1. _____
2. _____
3. _____
4. _____
5. _____

Verbs Used for Outdoor Activities

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

ask (directions)
build/built
buy (an ice cream)/bought
cross (the street)
drive (a car)/drove
get (in a car)/got
get (off the bus)/got
get (on a bus)/got
get (out of the car)/got
go (jogging)/went
go (straight ahead)/went
grow (flowers)/grew
have (a picnic)/had
hear (airplanes)/heard
lie (in the sun)/lay
mail (a letter)
ride (a bicycle)/rode
run/ran
see (an accident)/saw
sit (in the park)/sat
stop (in an outdoor café)
stroll (in the city)
take (a walk)/took
take (photographs)/took
turn (left)
turn (right)
visit (the zoo)
wait (at a red light)
wait (at a stop sign)
work (in the garden)

exercise 13-38

Fill in each blank with an activity from the previous list that best completes the sentence.

1. I never _____.
2. My best friend always _____.
3. A lot of people where I live _____ on Sundays.
4. I like to _____ every day.
5. Sometimes in the summer my friends and I _____.

exercise 13-39

Write a question for each of the following answers. Ask the question that the italicized words answer.

1. We had a picnic *in the park.*

   _____

2. *They* get off the bus here.

   _____

3. *Yes,* he took a lot of photographs.

   _____

4. *Yes,* she lay in the sun for an hour.

   _____

5. He always buys *an ice cream.*

   _____

exercise 13-40

Make each of the following sentences negative. Use the present tense.

1. She asks directions. _____
2. We turn left here. _____
3. He drives a car. _____
4. They get lost. _____
5. I go jogging. _____

exercise 13-41

Make each of the following sentences negative. Use the past tense.

1. We saw an accident. _____
2. They had a picnic. _____
3. He got on the bus. _____
4. You turned right. _____
5. She got out of the car. _____

exercise 13-42

Write in the irregular past tense forms of the following verbs.

1. be _____
2. become _____
3. build _____
4. buy _____
5. come _____
6. do _____
7. draw _____
8. drink _____
9. drive _____
10. eat _____
11. feel _____
12. find _____
13. get _____
14. go _____
15. grow _____
16. have _____
17. hear _____
18. lie _____
19. make _____
20. pay _____
21. put _____
22. leave _____

23. read _____
24. ride _____
25. run _____
26. see _____
27. sit _____
28. sleep _____
29. spend _____
30. stand _____
31. sweep _____
32. take _____
33. teach _____
34. think _____
35. understand _____
36. wake up _____
37. withdraw _____
38. write _____

Verbs Used for Activities in Public Places

Review the verbs in the following list. Irregular past tense forms are indicated after the slash (/):

ask (for the check in a restaurant)
buy (something from a street vendor)/bought
drink (from a water fountain)/drank
enjoy (your meal)
enter (a building)
enter (a restaurant)
enter (a train or metro station)
get (off the elevator)/got
get (on the elevator)/got
go (through revolving doors)/went
leave (a building)/left
leave (a tip)/left
leave (the station)/left
look (at the menu)
order (your meal)
pay (the waiter)/paid
push (the button)
ride (on the escalator)/rode
talk (on your cell phone)
use (the restroom)

exercise 13-43

Change each sentence from the past tense to the present progressive tense.

1. He got off the elevator.

   _____

2. We ordered our meal.

   _____

3. She paid the waiter.

   _____

4. We left the station.

   _____

5. They went through the revolving doors.

   _____

exercise 13-44

Make the following sentences negative.

1. He is leaving the building.

   _____

2. She is enjoying her meal.

   _____

3. They are riding on the escalator.

   _____

4. I am looking at the menu.

   _____

5. He's talking on his cell phone.

   _____

exercise 13-45

Make a question for each of the sentences in Exercise 13-44.

1. _____
2. _____
3. _____
4. _____
5. _____

Using the Present Perfect Tense

The verb *have* is used with the past participle to make the present perfect tense:

I **have**	we **have**
you **have**	you (all) **have**
he **has**	they **have**
she **has**	
it **has**	

The regular past participles are the same as the past tense forms:

cross	**crossed**
enter	**entered**
mail	**mailed**
walk	**walked**

exercise 13-46

Change the sentences in Exercise 13-40 to the present perfect tense.

1. _____
2. _____
3. _____
4. _____
5. _____

Verbs that are irregular in the past tense usually have an irregular past participle. Compare the verb forms in the following list. These are past participles of the irregular verbs you have already practiced.

Verb	Past Tense	Past Participle
PAST PARTICIPLE SAME AS THE BASIC VERB		
become	became	become
come	came	come
cost	cost	cost
put	put	put
run	ran	run
PAST PARTICIPLE SAME AS THE PAST TENSE		
bring	brought	brought
build	built	built
buy	bought	bought
feel	felt	felt
find	found	found
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
leave	left	left
make	made	made
pay	paid	paid
read	read	read
sell	sold	sold
send	sent	sent
sit	sat	sat
sleep	slept	slept
spend	spent	spent
stand	stood	stood
sweep	swept	swept
teach	taught	taught
think	thought	thought
understand	understood	understood
PAST PARTICIPLE DIFFERENT FROM OTHER FORMS		
be	was, were	been
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
lie	lay	lain
ride	rode	ridden
speak	spoke	spoken
take	took	taken
wake up	woke up	woken up
wear	wore	worn
withdraw	withdrew	withdrawn
write	wrote	written

exercise 13-47

Fill in the blank spaces with the missing forms.

Basic Verb	Past Tense	Past Participle
eat	1. _____	2. _____
3. _____	4. _____	understood
5. _____	wrote	6. _____
take	7. _____	8. _____
9. _____	10. _____	been
11. _____	taught	12. _____
come	13. _____	14. _____

One function of the present perfect tense is to tell that you are in the middle of a list of planned activities, the ones that are *already completed* and the ones that aren't completed *yet*:

I **have worked** three hours.
You **have made** one telephone call.
He **has finished** half of the problems.
She **has written** two letters.
We **have eaten** lunch.
Have you **played** any of the new games?
They **have read** almost all of the books.

The negative forms are a contraction of *have* or *has* and *not*:

I **haven't finished** the project.
You **haven't done** your homework.
He **hasn't watched** this movie.
She **hasn't come** in yet.
We **haven't eaten** dinner.
You (all) **haven't ridden** in my new car.
They **haven't paid** the bill.

exercise 13-48

Change the following sentences from the past tense to the present perfect tense.

1. I didn't eat dinner.

   _____

2. She didn't leave the station.

   _____

3. We didn't look at the menu.

   _____

4. He didn't order his lunch.

   _____

5. She paid the waiter.

   _____

6. We didn't buy anything from a street vendor.

   _____

7. I asked for the check.

   _____

Verbs Used for Leisure Activities

Review the verbs in the following list. Irregular past tense forms appear after the first slash (/); irregular past participles appear after the second slash:

begin (the game)/began/begun
catch (the ball)/caught/caught
compete
dance
go (for a walk)/went/gone
go (to a concert)/went/gone
go (to the movies)/went/gone
go (to the theater)/went/gone
have (a drink with someone)/had/had
have (a party)/had/had
have (coffee with someone)/had/had
have (dinner)/had/had
have (lunch)/had/had
hit (the ball)/hit/hit
kick (the ball)
listen (to music)
listen (to the radio)
lose (the game)/lost/lost
participate (in a sport)
play (a game)
play (an instrument)
see (a movie)/saw/seen
sing/sang/sung
start (the game)
swim/swam/swum
throw (the ball)/threw/thrown
watch(a game)
watch (TV)
win the game/won/won

exercise 13-49

Change the sentences from the present tense to the present progressive tense.

1. The game begins. _____
2. He swims. _____
3. They win. _____
4. She throws the ball. _____
5. We sing together. _____
6. I go to the movies. _____

exercise 13-50

Write a yes-or-no question for each of your answers to Exercise 13-49.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

exercise 13-51

Make the following sentences negative.

1. He has hit the ball. _____
2. I have seen that movie. _____
3. She has had lunch with him. _____
4. We have sung that song. _____
5. They have danced together before. _____

Asking Questions with *Have*

Questions in the present perfect tense put *have* or *has* between the subject of the sentence and the past participle:

Have I **danced** with you before?
Have you **seen** the play?
Has he **played** yet?
Has she **gone** for a walk?
Have we **lost** the game?
Have you (all) **eaten**?
Have they **won** the game?

exercise 13-52

Write yes-or-no questions for the sentences in Exercise 13-51.

1. _____
2. _____

3. _____

4. _____

5. _____

exercise 13-53

Choose five items from the list of leisure activities and write a sentence for each, telling whether you have or haven't done that activity this month.

1. _____

2. _____

3. _____

4. _____

5. _____

exercise 13-54

Choose five items from the list of leisure activities that you are planning to do, and write a sentence for each in the present progressive tense, telling when you plan to do it.

1. _____

2. _____

3. _____

4. _____

5. _____

Verbs Used for Cooking

Review the verbs in the following list. Irregular past tense forms are indicated after the first slash (/); irregular past participles are indicated after the second slash:

add
arrange
bake
barbecue
beat/beat/beaten
blend
boil
grill
ice (a cake)
marinate
microwave
mix
peel
pour

break (an egg)/broke/broken
broil
buy (ingredients)/bought/bought
chill
chop
cook
cut (into pieces)/cut/cut
decorate
dice
freeze/froze/frozen
frost (a cake)
fry
garnish
process
refrigerate
remove (from oven)
remove (from pan)
sauté
separate(an egg)
simmer
slice
spread/spread/spread
sprinkle
stir
strain
whip

exercise 13-55

*Write the number 1 next to each activity below that involves **preparation before cooking**. Write the number 2 next to each activity that involves **cooking**. Write the number 3 next to each activity that occurs **before serving**.*

1. _____ arrange
2. _____ bake
3. _____ break an egg
4. _____ decorate
5. _____ fry
6. _____ garnish
7. _____ ice a cake
8. _____ marinate
9. _____ mix
10. _____ process
11. _____ sauté
12. _____ simmer

exercise 13-56

Change the following sentences from the present tense to the past tense.

1. I add tomatoes to the sauce.

   _____

2. She ices and decorates the cakes in the morning.

   _____

3. He whips the cream.

   _____

4. They cook for a lot of people.

   _____

5. We grill the fish outside.

   _____

exercise 13-57

Write a yes-or-no question for each of your answers to Exercise 13-56.

1. _____
2. _____
3. _____
4. _____
5. _____

exercise 13-58

Change the following sentences from the past tense to the present perfect tense.

1. We barbecued the chicken.

   _____

2. She removed the pan from the oven.

   _____

3. He arranged the salad on the plates.

_____

4. I peeled the potatoes.

_____

5. They spread butter on the bread.

_____

Giving Directions

The basic verb is used to give commands:

Come here.
Bring me a drink.
Go away.
Turn on the light.

Negative commands are formed by adding *don't* before the verb:

Don't come.
Don't bring me anything.
Don't go.
Don't turn on the light.

exercise 13-59

Circle the verbs that best complete the sentences to form instructions in the kitchen.

1. _____ the tomatoes.

Ice **Break** **Slice** **Whip**

2. _____ the cake.

Barbecue **Ice** **Fry** **Strain**

3. _____ the pan from the oven.

Remove **Chop** **Spread** **Chill**

4. _____ butter on the bread.

Spread **Boil** **Bake** **Peel**

5. _____ the champagne.

Dice **Whip** **Chill** **Boil**

6. _____ the eggs into the bowl.

Barbecue **Freeze** **Ice** **Break**

7. _____ a loaf of bread.

Beat **Boil** **Bake** **Peel**

8. _____ water for the tea.

Boil **Fry** **Sauté** **Decorate**

exercise 13-60

Change the verbs in Exercise 13-59 to the present progressive tense to write complete sentences that tell what you are in the middle of doing in the kitchen.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PART IV

ADVERBS

Adverbs are the mechanical tools in our vocabulary. They include words that help us give facts about the states or actions described by verbs. Adverbs enable us to tell where, when, or how often something exists or takes place. For example, "The party is *here*." "The party is *tonight*." "They have a party *every night*." Adverbs enable us to tell how an activity is done, for example, "She drives *very carefully*."

Adverbs are important for understanding and giving information about events and activities. Be accurate with adverbs!

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Unit 14

Adverbs of Place, Time, and Frequency

Adverbs of Place

Certain adverbs answer the question *Where?* Review the adverbs in the following list:

ahead	in
away	inside
below	nearby
close	nowhere
down	out
downstairs	outside
everywhere	there
far away	up
here	upstairs

exercise 14-1

Match each adverb in the left column with its opposite in the right column.

_____	1. downstairs	a.	away
_____	2. here	b.	far away
_____	3. inside	c.	here
_____	4. close by/nearby	d.	nowhere
_____	5. there	e.	outside
_____	6. everywhere	f.	out
_____	7. up	g.	upstairs
_____	8. in	h.	down

An adverb of place after the verb *be* tells the location of a person, place, or thing:

We are **here**.
The girls are **inside**.
Springfield is **nearby**.
The books are **upstairs**.

exercise 14-2

Write the name of a person, a place, or a thing that is in each of the following locations in relation to where you are now.

1. here _____
2. there _____
3. away _____
4. inside _____
5. outside _____
6. nearby _____
7. far away _____
8. everywhere _____

An adverb of place after a verb of movement indicates where a person or thing goes.

exercise 14-3

Fill in each blank with the adverb described.

1. I want to go (to that place) _____.
2. Please move your car (to where I am) _____.
3. Let's drive (to the other side of town) _____.
4. I'm going (to the interior of the house) _____.
5. She's (not far away) _____.
6. He climbed (to the top of the ladder) _____.

7. He ran (to the floor below) _____.

8. She walked (to where the fresh air is) _____.

Using Prepositional Phrases as Adverbs to Indicate Location

Review the expressions in the following list:

Expressions with *in*	Expressions with *on*	Expressions with *at*
in a building	on a balcony	at a place
in a car	on a bicycle	at a restaurant
in a city	on a bus	at an address
in a corner (inside)	on a corner (outside)	at church
in a house	on a deck	at home
in a private airplane	on a hard chair	at school
in a room	on a horse	at the airport
in a small boat	on a motorcycle	at the beach
in a soft chair	on a patio	at the library
in an office	on a ship	at the office
in bed	on a street	at the zoo
in jail	on a train	at work
in the bathtub	on foot	
in the country	on the floor	
in the garden	on the fourth floor	
in the hospital	on the left side	
in the kitchen	on the metro	
in the middle of a place	on the right side	
in the mountains		
in the water		
in town		

exercise 14-4

Fill in each blank with the most appropriate expression from the previous list.

1. We don't live in the city; we live _____.

2. She visited a farm and rode _____.

3. A friend of mine drives to work _____.

4. He lives _____ of that building.

5. They put the new table _____.

6. She committed a crime, and now she is _____.

7. My cousin had an operation and is still _____.

8. We put the grill and the outdoor furniture _____.
9. My daughter isn't at home now; she's studying _____.
10. I don't drive, so I ride to work _____.

Location and Direction

North	Toronto is in the north of North America.
	Canada is north of the United States.
	We are going north for our summer vacation.
South	Miami is in the south of Florida.
	Florida is south of Georgia.
	The birds fly south in the winter.
East	Washington, D.C., is in the east of the United States.
	Washington, D.C., is east of Virginia.
	The plane is flying east.
West	California is in the west of the United States.
	Texas is west of Louisiana.
	The pioneers moved west.

exercise 14-5

Answer the following questions using words from the list of directions. Use complete sentences.

1. Where do you live?

   _____

2. Where is your home in relation to New York?

   _____

3. Where are you going on your next vacation?

   _____

4. Where is that in relation to where you live?

   _____

5. Where is Mexico?

   _____

Adverbs of Time

Certain adverbs answer the question *When?* Review the adverbs in the following list:

Past	Present	Future
a few days ago	already	afterward
a month ago	no longer	Friday night
a week ago	not yet	later
a year ago	now	next month
before	6:00	next October
last month	still	next Thursday
last night	this afternoon	next week
last Tuesday	this evening	next year
last week	this morning	soon
last year	today	then
recently	tonight	this Friday
ten years ago		tomorrow
then		tomorrow morning
this afternoon		Wednesday afternoon
this morning		
yesterday		

exercise 14-6

Fill in each blank with a word or expression from the previous list.

Assume that today is Sunday, the eighth of August 2021. It is 4:00 P.M.

1. _____ was the seventh of August.
2. _____ is the ninth of August.
3. September is _____.
4. July was _____.
5. The twelfth of August is _____.
6. February 2022 is _____.
7. The eighth of August 2011 was _____.
8. I ate breakfast _____.
9. I will eat dinner _____.
10. My birthday is _____.

Using Prepositional Phrases as Adverbs to Indicate Time

Review the expressions in the following list:

Expressions with *in*	Expressions with *on*	Expressions with *at*
in five years	on holidays	at 5:45 P.M.
in March	on July 15	at midnight
in 2021	on my birthday	at night
in ten minutes	on Tuesday	at noon
in the afternoon	on Tuesdays	at 10:00
in the evening	on weekdays	at 3:30
in the middle of the day	on weekends	at 2:30 A.M.
in the middle of the month		
in the middle of the year		
in the morning		
in 2025		

exercise 14-7

Fill in the blanks with the most appropriate expression from the previous list.

1. It is 3:00. I am leaving in thirty minutes. I am leaving _____.
2. She has classes every Monday through Friday. She has classes _____.
3. I am going on vacation the month after February. I am going on vacation _____.
4. It is 2022. He is going to finish school five years from now. He is going to finish _____.
5. We will go to work after we get up tomorrow. We will go to work _____.

Relative Times

before
after
early
late

My appointment is at 3:00. It is **before** 4:00.
Tuesday is **before** Wednesday.
I get off work at 5:00. It is **after** 4:00.
Thursday is **after** Wednesday.
Class begins at 6:00 A.M. It is **early** in the morning.
I get home at 10:00 P.M. It is **late** in the evening.
Class begins at 9:00. If you come at 8:30, you are **early**.
If you come at 9:30, you are **late**.

exercise 14-8

Match the expressions in the left column with those in the right column.

_____ 1. 11:30 P.M.	a. after Friday
_____ 2. 5:00 A.M.	b. before Tuesday
_____ 3. after the event has started	c. early
_____ 4. at noon	d. early in the morning
_____ 5. before the event starts	e. early in the year
_____ 6. in January	f. in June
_____ 7. in November	g. in the middle of the day
_____ 8. in the middle of the month	h. late
_____ 9. in the middle of the year	i. late at night
_____ 10. on Monday	j. late in the year
_____ 11. on Saturday	k. on the fifteenth

Adverbs of Frequency

Certain adverbs can answer the question *How often?* Review the adverbs in the following list:

always	often
frequently	rarely
hardly ever	seldom
never	sometimes
occasionally	usually

exercise 14-9

Answer the following questions using adverbs from the previous list. Put the adverb before the verb. Use complete sentences.

1. How often do you ride the metro?

_____

2. How often does your best friend call you on the telephone?

_____

3. How often do you sleep eight hours a night?

   _____

4. How often do your neighbors have parties?

   _____

Certain other expressions indicate how often an activity is performed. These expressions are placed after the verb:

all the time
every day
every so often
once a week
three times a year
twice a month

exercise 14-10

Answer the following questions using adverbs from the previous list. Use complete sentences.

1. What do you do every so often?

   _____

2. How often do you sit down to eat?

   _____

3. How often do you go on vacation?

   _____

4. What do you do every day?

   _____

5. What special occasion happens once a year?

   _____

Unit 15

Adverbs of Manner

Certain adverbs indicate how an action is performed.

Forming Adverbs from Adjectives

Many adverbs of manner are formed by adding *-ly* to an adjective:

glad	**gladly**
honest	**honestly**
nice	**nicely**

Adverbs that end in *-y* change the *y* to *i* and then add *-ly*:

easy	**easily**
happy	**happily**
noisy	**noisily**

Adverbs that end in *-ic* add *-ally*:

enthusiastic	**enthusiastically**
tragic	**tragically**

Adverbs that end in *-ble* drop the *e* and add *-y*:

comfortable	**comfortably**
humble	**humbly**

Certain adverbs are the same as the corresponding adjective:

early	**early**
fast	**fast**
hard	**hard**
late	**late**

The adverb for *good* is *well*.

exercise 15-1

Write the adverbs that correspond to the following adjectives.

1. active _____
2. aggressive _____
3. bad _____
4. bitter _____
5. brave _____
6. careful _____
7. cautious _____
8. charming _____
9. cheap _____
10. cheerful _____
11. civil _____
12. competent _____
13. considerate _____
14. creative _____
15. efficient _____
16. faithful _____
17. fortunate _____
18. generous _____
19. glad _____
20. imaginative _____
21. interesting _____
22. kind _____

23. loud _____
24. modest _____
25. natural _____
26. nervous _____
27. nice _____
28. patient _____
29. pleasant _____
30. polite _____
31. proper _____
32. proud _____
33. quiet _____
34. reverent _____
35. secure _____
36. selfish _____
37. serious _____
38. sincere _____
39. skillful _____
40. slow _____
41. soft _____
42. successful _____
43. sweet _____
44. tactful _____
45. truthful _____
46. weak _____

exercise 15-2

Write the adverbs that correspond to the following adjectives.

1. capable _____
2. comfortable _____
3. easy _____
4. energetic _____
5. enthusiastic _____
6. fast _____
7. good _____
8. humble _____
9. happy _____
10. noisy _____
11. reasonable _____
12. responsible _____
13. tragic _____

exercise 15-3

Circle the most appropriate adverb to fill in the blank.

1. He went into the burning house and saved the child. He acted _____.
   tragically **easily** **bravely** **sweetly**

2. She always came to work and completed her assignments on time. She acted _____.
   responsibly **humbly** **generously** **easily**

3. He solved all the math problems right away. He solved them _____.
   easily **nicely** **slowly** **nervously**

4. _____, nobody was injured in the accident.

   Successfully **Fortunately** **Proudly** **Skillfully**

5. That store is great; it always accepts returned items _____.

   selfishly **actively** **cheaply** **cheerfully**

6. The customs agent _____ examined all the packages so as not to do any damage.

   noisily **carefully** **aggressively** **enthusiastically**

7. She _____ accepted the invitation.

   tragically **truthfully** **imaginatively** **gladly**

8. He failed the course because his papers were written very _____.

   badly **cautiously** **well** **capably**

9. She's an artist; everything she does is done _____.

   bitterly **charmingly** **creatively** **quietly**

10. He's a wonderful teacher who answers all your questions very _____.

    aggressively **actively** **cheaply** **patiently**

exercise 15-4

Write a sentence for each of five different people, telling how each one performs a particular activity.

EXAMPLE: *My friend Jim works quickly.*

1. _____
2. _____
3. _____
4. _____
5. _____

Comparing Adverbs

Adverbs of manner can be compared by using *more* + **adverb** + *than*:

He argues **more** aggressively **than** the other lawyer.
She writes **more** creatively **than** the other students.

exercise 15-5

Write a sentence for each of the following comparisons usng the cues given in parentheses.

1. John drives at fifty-five miles per hour. Mary drives at sixty-five miles per hour. How does John drive? (slowly)

   _____

2. Susan makes only a few mistakes. Janet makes a lot of mistakes. How does Susan work? (carefully)

   _____

3. David makes a lot of noise when he plays. Charles doesn't make noise. How does Charles play? (quietly)

   _____

Certain adverbs have different forms:

badly	**worse than**
early	**earlier than**
fast	**faster than**
hard	**harder than**
late	**later than**
well	**better than**

A negative comparison is made by using *not* + **verb** + *as* + **adverb** + *as*:

We do**n't** play **as** skillfully **as** the other team.
She does**n't** play the piano **as** well **as** you.
He does**n't** run **as** fast **as** his brother.

exercise 15-6

Compare the actions of each of the people you described in Exercise 15-4 with those of another person.

1. _____
2. _____
3. _____
4. _____
5. _____

exercise 15-7

Look at Exercise 15-5 and answer the following questions using a negative comparison.

1. How does Mary drive in comparison with John?

   _____

2. How does Janet work in comparison with Susan?

   _____

3. How does David play in comparison with Charles?

   _____

exercise 15-8

Complete the following chart by writing positive comparisons for the negative examples and negative comparisons for the positive ones.

	Positive	Negative
1.	more slowly than	_____
2.	_____	not as fast as
3.	more quietly than	_____
4.	_____	not as well as
5.	more energetically than	_____
6.	_____	not as early as
7.	more efficiently than	_____
8.	_____	not as patiently as
9.	harder than	_____
10.	_____	not as seriously as
11.	later than	_____
12.	_____	not as sweetly as

exercise 15-9

Write five sentences that tell what activities you perform at home or at work and how you do each one.

1. _____
2. _____
3. _____
4. _____
5. _____

exercise 15-10

Compare the way you do the activities you described in Exercise 15-9 with the way someone else does them.

1. _____
2. _____
3. _____
4. _____
5. _____

Unit 16

Adverbs That Modify

Adverbs That Modify Verbs

Certain adverbs tell how intensely an action is performed:

hardly/scarcely	=	almost not at all
a little/very little	=	some
well enough	=	adequately
really/well	=	very well

The adverbs *hardly*, *scarcely*, and *really* are placed before the verb they modify:

My car **hardly** runs.

She **scarcely** visits us.

The machine **really** helps.

exercise 16-1

Fill in each blank with the appropriate adverb of intensity.

1. Their new sports car is powerful. It _____ moves.
2. His grandmother is in a wheelchair because she _____ walks.
3. Now that he has studied a year in Mexico, he _____ understands Spanish.
4. Her new boyfriend is so quiet. He _____ said a word at the party.

The adverbs *a little*, *very little*, *well enough*, and *well* are placed after the verb they modify:

She sings **a little**.
He plays **well enough**.
They dance **well**.

exercise 16-2

Fill in each blank with the appropriate adverb of intensity.

1. The new employee is not creative, but he's responsible. He works

   _____.
2. She is a great teacher. She is understanding, and she explains the lessons

   _____.
3. I'm not an expert, but I can dance _____.
4. He isn't a great player, but he plays _____.
5. They are excellent speakers. They speak _____.

exercise 16-3

Answer each of the following questions in a complete sentence.

1. What do you hardly do at all?

   _____

2. What do you do a little?

   _____

3. How hard do you work every day?

   _____

4. Who or what really helps you?

   _____

5. What do you do well enough?

   _____

Adverbs That Modify Adjectives and Other Adverbs

Certain adverbs give strength to an adjective:

not at all < fairly < pretty < rather/quite < very < extremely < too

He is **not at all** shy. (He's the opposite of shy.)
He is **fairly** nice. (He's a little bit nice.)
She is **pretty** strict. (She's not a dictator but she maintains discipline.)
We are **rather** tired. (We need a rest before we can do anything else.)
They are **very** expensive. (They cost more than I would like to pay.)
They are **extremely** expensive. (They cost a lot more than I would like to pay.)
They are **too** expensive. (They cost so much that I will not buy them.)

exercise 16-4

Choose the best adverb from the previous list to fill in each blank.

1. When I got home from work I was _____ tired, so I sat down to rest for a while.
2. I'm not going to the party tonight because I am _____ tired.
3. After hiking all day, I was _____ tired.
4. I didn't sleep well last night, so I was _____ tired when I got up.
5. I took a nap when I got home, so I was _____ tired when my guests arrived.

exercise 16-5

Answer each question using adverbs from the previous list to modify the adjectives.

1. What do you do when you are extremely happy?

   _____

2. What do you do if your friends are too busy to go out?

   _____

3. What do your friends do if you are pretty sick?

   _____

4. What does your boss do if you arrive rather late?

   _____

5. What did you think of the last movie you saw?

   _____

6. What is the weather like today?

   _____

7. Are these exercises hard?

   _____

8. What is not at all easy for you?

   _____

A comparison can be made with an adjective by adding the adverb *much* before the comparative form:

He is **much** taller than I am.
She is **much** quieter than she was before.
This movie is **much** better than the other one.
She's feeling **much** worse.
She is **much** more aggressive than her sister.

exercise 16-6

Using the cues in parentheses, write sentences that compare the following pairs.

1. Sara is four feet ten inches tall. Her brother is six feet two inches tall. (short)

   _____

2. Jackie smiles and talks to everybody. Susan doesn't talk to anybody. (friendly)

   _____

3. Joe cleans the house, cooks, and washes the dishes. Jim helps only a little around the house. (helpful)

   _____

4. Mary plays volleyball, basketball, softball, soccer, and tennis. Her sister sometimes plays tennis. (athletic)

   _____

5. Patricia's baby weighed five pounds. Valerie's baby weighed ten pounds. (small)

   _____

The adverbs *fairly*, *pretty*, *rather*, *quite*, *very*, *extremely*, and *too* can also modify other adverbs:

I walk **fairly** fast.
She reads **pretty** well.
He works **rather** slowly.
He drives **very** carefully.
They work **extremely** hard.
She speaks **too** softly. (Nobody can hear her.)

exercise 16-7

Use the adverbs from the previous list to answer the following questions about yourself.

1. How well do you cook?

   _____

2. How hard do you work?

   _____

3. What do you do rather quickly?

   _____

4. Do you sleep well?

   _____

5. What do you do too slowly?

   _____

exercise 16-8

Use the adverbs from the previous list to answer the following questions about someone you know.

1. How well does he or she cook?

   _____

2. How hard does he or she work?

   _____

3. What does he or she do rather quickly?

   _____

4. Does he or she drive well?

   _____

5. How hard does he or she work?

   _____

PART V

ENGLISH IN THE TWENTY-FIRST CENTURY: TECHNOLOGY

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Unit 17

General Vocabulary for Technology

Here is the basic vocabulary of computer technology.

Nouns

The Computer

personal computer/PC: *a machine used for preparing and storing documents, communicating and getting information through the Internet, and providing entertainment*

desktop: *a full-size computer that is installed and used on a desk or table*

laptop: *a portable computer of a size that can be set on one's lap*

notebook: *a portable computer, smaller than a laptop*

palmtop: *a small, wireless computer that can be held in the hand*

tablet: *a touch-screen wireless minicomputer that enables the user to watch videos, play games, read publications, and access the Internet*

hard drive/hard disk drive/HDD: *a basic part of the computer that stores its important information, such as programs and data files*

hardware: *the computer and the physical accessories necessary for its functioning*

program: *a set of instructions that enable a computer to perform a specific task*

software: *the programs installed on the hardware that tell the computer what to do*

operating system/OS: *a large collection of programs that controls operations of the computer; the basic software that allows the user and the computer to interact and the computer's hardware and software applications to communicate*

application/app: *software added to the operating system that enables a specific task to be performed*

device: *a machine used to perform one or several tasks*

gadget/gizmo: *a device*

USB port: *a small connector in the computer that allows a device or accessory to connect to the computer*

accessories: *items that help you or may be necessary for using your equipment*

screen: *the lighted panel that displays your work or other information on the computer*

mouse: *a pointing device that is held under one of the computer user's hands and is used to move the cursor on the computer screen*

touch pad: *a small device built into laptop computers that functions as an alternative to a mouse*

cursor: *an indicator on a computer screen that shows where a user can enter text*

keyboard: *a device with letters, numbers, and other instructional buttons that enables you to prepare a document or perform other tasks on the computer; usually used in connection with a mouse or touch pad.*

keypad: *a type of keyboard that may have specialized tasks when used with machines other than a computer*

compact disc/CD: *a round, flat unit (disc), 4¾ inches in diameter, which contains digital information*
USB flash drive: *a small device on which you can save and store large amounts of your work or other information from the computer; it is portable and enables you to continue working on or reading your documents on another computer*

printer: *a machine connected to your computer that enables you to reproduce on paper your work or other material found on the computer*

ink-jet: *a type of printer that uses ink to reproduce images on paper*

cartridge: *the case holding ink for an ink-jet printer or toner for a laser printer or copier*

laser: *a type of printer that is faster than an ink-jet and is good for making a large number of copies*

toner: *a powder used instead of ink in a laser printer*

scanner: *a machine connected to your computer that can reproduce an exact image in digital form and allow you to view and store it on your computer*

copier: *a machine that can make photocopies of images or documents*

earphones: *devices you place in your ears that enable you to privately hear music or other audio material from a computer or other machine*

headset: *a device that you place over your ears as a substitute for earphones*

I prefer to use a **desktop** computer, but I take a **notebook** with me when I travel.

Manufacturers of **operating systems** usually introduce new programs every three or four years.

It's a good idea to save your work on a **USB flash drive**.

Sometimes it's hard to choose between an **ink-jet printer** and a **laser printer**.

Do you prefer to use a **headset** or **earphones**?

exercise 17-1

Choose the most appropriate word or words to complete each sentence.

1. One way to save work you have done on a computer is with a _____.

   headset **laser** **USB flash drive** **cursor**

2. If your laser printer starts printing lighter images, you probably need _____.

   toner **an ink cartridge** **a new keypad** **a scanner**

3. A convenient way to do word processing while you are traveling is to take with you a _____.

   video game **laptop** **desktop computer** **tablet**

4. You probably need a new computer if your _____ is destroyed.

   printer **scanner** **hard drive** **USB flash drive**

5. If you want to write a letter using a computer, you need to know how to use the _____.

   headset **scanner** **keyboard** **laser**

exercise 17-2

Do you use a computer? Do you prefer a desktop or a laptop? What operating system do you use? What accessories do you use with your computer?

_____

_____

The Internet

The **Internet** is the global system of interconnected computer networks that allows access to the World Wide Web and a wide range of other resources.

World Wide Web/the Web/www: *a part of the universe of information that is accessible through the Internet; the Web has a body of software with a set of guidelines that allows you to get information or contribute to the information available*

cyberspace: *the nonphysical area created and inhabited by the Internet*

cable: *a system of underground wires that enables access to Internet and television services*

broadband: *a high-speed Internet system*

modem: *a device used to connect to the Internet using either cable or telephone lines*

router: *a device that links a computer to a network, thus enabling Internet service*

Bluetooth: *a wireless system built into certain devices that provides a secure way to connect and exchange information between them; Bluetooth exists in many products, such as telephones, games, watches, some high-definition (HD) headsets, modems, and watches. HD headsets offer improved, high-definition sound quality and have Bluetooth, as do certain watches, which work with telephones to display caller ID (so you don't have to get out your cell phone to see who's calling)*

Wi-Fi: *a wireless technology that enables network access*

hot spot: *a Wi-Fi connection to the Internet*

You can find the answer to many questions on the **Internet**, but it's important to remember that not everything you read there is correct.

Do you have a **cable** connection to the Web where you live, or do you depend on **Wi-Fi**?

More and more **hot spots** are being made available worldwide.

exercise 17-3

Circle the most appropriate word or words to complete each sentence.

1. The Internet is also known as _____.

   Bluetooth **Wi-Fi** **the Web** **cable**

2. To connect your computer to the Internet, you need _____.

   Bluetooth **broadband** **a modem** **cyberspace**

3. The Internet is accessible _____.

   only in the United States **only in highly developed countries** **worldwide** **only to educated people**

4. A hot spot refers to _____.

   cyberspace **cable** **a router connection** **Wi-Fi**

Using the Computer

To use the computer as a word processor, you need to purchase and install an operating system and connect the computer to an electrical outlet. You can use a laptop computer with a battery that can be recharged in an electrical outlet.

To use a printer, you need to connect it to your computer and to an electrical outlet, then follow the instructions for installing it.

To use the Internet, you need to either subscribe to a cable service or find a Wi-Fi hot spot.

Adjectives

analog: *refers to the traditional way of recording, storing, and transmitting sound and information*

digital: *refers to a way of recording and storing sound that is more suited to computers*

embedded: *built into a device*

smart: *capable of making adjustments that resemble human decisions, especially in response to changing circumstances; some examples are smartphone, smart card, SMART Board*

wireless: *having the capability of functioning without the use of a cable*

touch screen: *a feature on certain computers that enables you to give commands and enter information by touching the screen with your fingers instead of using a mouse*

Verbs

plug in: *to connect a cord to an electrical outlet or a wire to a device or machine*

key in: *to put information into a computer by using a keyboard*

store: *to save information on the computer for future viewing*

install: *to set up a machine so that it will function*

enable: *to make possible*

download: *to receive information from the Internet on your computer*

upload: *to add information to an Internet site*

copy: *to reproduce a document*

save: *to make sure your work or other information remains available in the computer for future viewing and editing*

print: *to reproduce on paper your work or other information on the computer*

Our new teacher uses the **SMART Board** to help us learn geography.

If your computer isn't working, the first thing to do is make sure that it is **plugged in**.

When you buy a **printer**, you need to follow the directions for **installing** it in your computer.

The professor required his students to **download** a lot of information from the **Internet**.

exercise 17-4

Circle the most appropriate word or words to complete each sentence.

1. The traditional way of storing sound is with _____ device.
   an embedded **an analog** **a smart** **a wireless**
2. On some computers, you can use a _____ to give commands.
   digital phone **touch screen** **Wi-Fi** **scanner**
3. If you do not want to lose work you have done on a computer, you need to _____ it.
   copy **print** **install** **save**
4. Getting information from the Internet on your computer screen is called _____.
   uploading **installing** **downloading** **keying in**

Unit 18

Contacting Other People: The Technology of Communications

The Telephone

The telephone, or phone, is a device that transmits and receives sound, most commonly the human voice. It allows two people separated by large distances to talk to each other.

Types

corded/landline: *a telephone connected by a pair of wires to a telephone network*

cordless: *a telephone that has a portable handset that communicates by radio with a base station that is connected by wire to the telephone network; it does not function when it is too far from the base station*

mobile/cell: *a portable telephone that communicates with the telephone network by radio; it usually functions over a wide area, within a country, and sometimes even internationally*

smartphone: *a mobile phone with an embedded computer that enables you to perform a number of tasks in addition to speaking and listening*

Applications/Apps

Apps that are available on some mobile phones enable the following operations:

text messaging: *sending a written message that will appear on the telephone screen of the person you are contacting*

using the Internet: *finding information on the Internet*

using e-mail: *sending a written message that will appear on the computer of the person you are contacting*

navigating: *getting directions to a different location*

taking photographs: *using a digital camera that is built into the telephone*

making a video: *using a digital video camera that is built into the telephone*

face-to-face talking: *using a device that enables you to see the person you are talking to*

listening to music: *using a device that allows you to download music to your telephone and listen to it through earphones*

Telephone Parts

handset: *the device that you hold in your hand and place next to your ear and close to your mouth so that you can listen and talk*

microphone: *a device built into the handset where you direct your voice*

earphone: *a device that reproduces the voice of the other person*

ringer: *a device that makes a sound so that you know when a call is coming in*

ringtone: *the sound or music made by the ringer*

vibrate: *an option on a cell phone that produces motion so that you know when a call is coming in when you have the ringer turned off*

keypad: *a grid of numbers, letters, and symbols that enables you to enter the telephone number of the person you want to contact, usually located on the handset; it may be in the form of buttons to push or a touch screen*

Many people have decided to use only a **cell phone** instead of having a **landline**.

It is dangerous to talk on a **cell phone** or send a **text message** while you are driving a car.

The **ringer** on his **cell phone** makes a musical sound.

When you're at the movies, you should turn off the **ringer** on your **cell phone**, and put it on vibrate if you're expecting a call.

exercise 18-1

Choose the most appropriate word or words to complete the following sentences.

1. Your telephone is equipped with _____ so that you can hear the person on the line.

   a handset **an earphone** **a microphone** **a keypad**

2. Your telephone is equipped with _____ so that you know when a call is coming in.

   a keypad **a microphone** **an earphone** **a ringer**

3. A telephone cannot be used for _____.

   washing your hands **taking pictures** **sending a written message** **checking your e-mail**

4. You can use a _____ when you go for a walk in your neighborhood.

   cell phone **cordless phone** **landline** **all of the previous answers**

Using the Telephone

For a telephone to function, it must be connected to a communication service provided by one of a number of private companies that do business in particular geographic areas. In some countries, this service is provided by the government. Each company has its own set of optional services and payment scales. Customers are usually billed monthly for these services.

telephone call: *a communication from one telephone to another*

area code: *a three-digit number (in the United States—it may be different in other countries) assigned to a limited area, which can include part of a city, an entire city, an area of a state, or, if it has a small population, an entire state*

country code: *a two-digit number assigned to a country for use in international calls*

telephone number: *a person's area code, followed by a seven-digit number (in the United States) assigned by a telephone service to that person; your telephone number identifies you in the telephone system*

operator: *an employee of a telephone company who helps make connections*

pay phone: *a public telephone from which you can call someone after inserting coins or a credit card, or entering the number from a calling card*

calling card: *a small card that you can buy in advance that enables you to make calls from a pay phone or from your personal phone when you enter the number or code printed on the card*

Types of Calls

local: *a call to or from someone who lives within your area code*

long-distance: *a call to or from someone who lives outside your area code, but in the same country*

international: *a call to or from someone in a different country*

operator-assisted: *a call, usually international, made with the assistance of an operator*

direct dial: *an international call made by entering on a keypad the digits 011 (calling from the United States), followed by the country code, the area code, and the telephone number of the person you are calling*

conference: *a call between more than two telephones, allowing a group conversation*

Telephone Options

caller ID: *the telephone number (identification) of the person who is calling you; if you have this option, this number appears on your telephone before you answer a call*

voice mail: *a service that answers your telephone when you are unable to and allows the caller to leave a message*

speakerphone: *a device built into some telephones that allows you to listen and speak from the same room without holding the handset up to your face*

call waiting: *a service that alerts you during a call to inform you that another person is calling you at that moment and that you can choose to accept that call and ask the current caller to wait for a few moments*

Making Calls to a Business

When you make a call to a business, a machine-recorded voice often answers and asks you to choose from a number of **menu options** by keying in a number on your telephone. The options

usually include different departments or individuals at the business. After choosing the department you wish to speak to, you may then be asked to wait **on hold** until someone is able to speak to you. Sometimes the information you want can be provided by the machine. In other cases, you may have to request the aid of an **agent**. Very often, you are told that your questions to the business can be answered **online** (through the Internet).

The Fax Machine

fax machine: *a machine that enables you to send a document over a telephone line; the machine copies the document and sends it electronically to its destination*

fax: *the document you send through a fax machine*

fax: *a verb that means to send a fax*

fax server: *a computerized system that receives and stores incoming faxes electronically*

She wanted to keep her **telephone number** a secret but found out that it was on the **Internet**.

I couldn't get my call to go through, so I got the **operator** to place it for me.

If he doesn't answer the phone, leave a message on his **voice mail**.

It's frustrating when you are put **on hold** and have to wait a long time for someone to answer.

exercise 18-2

What kind of telephone do you have? What apps does it have? Make a list here.

_____

_____

_____

exercise 18-3

Choose the most appropriate word or words to complete each sentence.

1. If you want to make a telephone call, you need _____.

   a telephone number **an operator** **a pay phone** **a calling card**

2. A country code is necessary for _____.

   a call from a pay phone **a call from a cell phone** **an international call** **an operator-assisted call**

3. When you make a call to a business, they often put you _____.

   on the menu **on hold** **on a speakerphone** **on call waiting**

4. If you need to send a document to someone, you can _____.

   call it in **put it on hold** **put in on voice mail** **fax it**

exercise 18-4

Have you ever made an international call? Explain how you did it.

First, _____

Then, _____

After that, _____

Finally, _____

exercise 18-5

Do you prefer to call your friends or to send them text messages? Why?

_____

_____

The Internet for Communicating

The **Internet** is another way to communicate with other people.

go/be online: *to use an Internet service to communicate with another person or people or to search or access sites on the Internet*

e-mail: *a system that allows you to send personal written messages to other people at their e-mail addresses from your e-mail address using a personal computer that is connected to the Internet; your e-mail address is assigned to you when you subscribe to an Internet service or sign up for e-mail through another company; computers where e-mail may be read or sent are made available to the public in such places as libraries, hotels, and Internet cafés. E-mail is so widely used that traditional mail through the post office is now called "snail mail" because it is so slow by comparison.*

user name/user ID: *a series of letters and/or numbers that you choose as your online identification; it is the first part of your e-mail address*

@: *(pronounced "at") the symbol that follows your user name in your e-mail address*

domain: *a common network name under which a collection of network devices are organized; the final part of your e-mail address is a period (pronounced "dot") plus the name of the domain; some examples are .com, .org, .edu (in the United States), and .mx (Mexico), .es (Spain), .uk (England)*

instant messaging/IM: *a service that allows you to send a message to someone who is online at the same time you are*

junk mail: *e-mail that you receive from someone unknown to you, often from an individual or business that would like to sell something to you*

spam: *junk mail that is designed to trick you or damage your computer*

virus: *a destructive computer program that copies and spreads itself via the Internet, causing damage to your computer*

malware: *software created with malicious intent that can harm the operation of a computer*

antivirus systems: *software that can be installed on your computer to block malware*

firewall: *a device used by an antivirus system that will help protect your computer from spam and malware*

video calling: *using special software, contacting someone who has the same software, enabling you both to see and talk to each other*

networking: *using the Internet to contact more than one person at a time*

social networks: *Internet groups that you can join and invite your friends and acquaintances to join so that you can keep in contact with each other in a semipublic way; there are also networks that enable (usually well-known) people to send instant messages to anyone in the general public who wishes to receive them*

blog: *a regular commentary made by an individual through a special Internet page*

online classes: *courses offered by many schools and universities that allow students to complete the required work by accessing the material, communicating with the teacher or professor, and taking exams through the Internet*

Many people send casual invitations by **e-mail**, but more formal ones by **snail mail**.

We were **online** at the same time and ended up **IM'ing** each other all afternoon.

My **antivirus software** requires continuous updates.

They have a **firewall** at work that rejects e-mails from unknown sources.

My neighbors are from Spain and use **video calling** to visit with their families every day.

When she was studying abroad, she wrote a **blog** describing all her adventures.

exercise 18-6

Complete each sentence with the most appropriate word or words.

1. In order to send an e-mail, you need _____.

   a firewall **malware** **a blog** **an e-mail address**

2. You can get your own personal e-mail address from _____.

   a social network **a videophone** **an Internet service provider** **a friend**

3. Domains based in the United States include _____.

   .es **.edu** **.mx** **.aus**

4. When you are online, you can _____.

   make telephone calls **send e-mails** **print documents** **all of the above**

Unit 19

Getting Information: The Media

Newspapers and Magazines

Newspapers and magazines are the traditional way to get local, national, and international news and information. Both can be bought at newsstands, supermarkets, and drugstores, and both are available for home delivery by subscription. Most newspapers and magazines are available online, and some offer material online that is not included in the printed issues.

Television for Getting Information

A television is a device that projects a still or moving image on its screen and delivers sound through its speakers. Television is a very popular way for people to get the news. There are also numerous programs on television that present commentary and analysis of the news from different points of view, in addition to talk shows where people discuss current issues. Cable or satellite television is a source for local government and civic programs that focus on events in local areas and make important public announcements in emergencies. Many educational and informative programs covering a wide range of topics are also available on television.

Types

high-definition television/HDTV/HD: *a television with high-resolution video, making the images on the screen clearer and showing more detail than older-style televisions*

flat screen/flat panel: *a slim television that can be hung on a wall or set on a pedestal*

plasma: *a flat screen television whose images are produced by gases contained in many tiny cells that are positioned between two plates of glass*

LCD: *television that uses liquid crystal display technology to produce images*

LED: *an LCD television that uses light-emitting diode backlighting instead of fluorescent lights*

Connections

plug-in: *a connection to an electrical outlet that enables you to receive a limited number of local programs with no fees*

cable: *a connection through an underground wiring system that enables you to receive hundreds of local, national, and international programs; this service is available in many areas and is provided by private companies, who charge a monthly fee*

dish: *a connection through a device that is placed on your roof or high on the side of your house and enables you to receive hundreds of programs; this service is available in many areas and is provided by private companies, who charge a monthly fee*

Internet-enabled TV: *a process by which you can download programs from the Internet directly to your television screen*

streaming services: *apps that enable you to download movies and television shows to your TV screen*

Using a Television

remote (control): *a handheld device that enables you to turn a television (or other appliance) on or off, change channels, adjust the volume, record programs, and control other connected apps from a distance*

arrow button: *a button on the remote that allows you to make changes to the television set-up or programming*

enter: *a button, usually located in the center of the arrow buttons on a remote, that you push to confirm your selection of a change*

DVR/digital video recorder: *an app for a television that enables you to record and save programs so that you can watch them later*

Plasma TVs are a little cheaper than **LEDs** and **LCDs**.

My friend doesn't have **cable** or a **dish**, but she can get lots of programs **downloaded** to her TV from the **Internet**.

We'll have to miss our favorite show, but we can save it on our **DVR** and watch it later.

The Internet for Getting Information

Almost any kind of information can be found on the Internet, which is made up of millions of **websites**.

website: *a page or pages of information about a business, government, other organization, or person made available on the Internet to anyone who wishes to read it; accessed via a website address, also known as a URL (uniform resource locator)*

Web page: *a page on a website*

HTML: *the standard that controls how Web pages are formatted and displayed*

hyperlink: *a reference to, and address of, another website where you can find more information about a topic mentioned on a website or Web page; clicking on the hyperlink or "link" will take you to this website*

search engine/browser: *a software application that is used to locate and display Web pages; a search engine may be found through its website address*

http://: *the first part of a website address, an abbreviation of "hypertext transfer protocol"; HTTP defines how messages are formatted and transmitted and what actions Web servers and browsers should take in response to various commands*

www.: *World Wide Web; the second part of a website address*

.com/.org/.edu/.org/.mx/.es/.uk/etc.: *names of domains; the final part of a website address; pronounced "dot com," "dot e-d-u," "dot org," "dot u-k," etc.*

user ID: *a name or e-mail address that identifies the person using the Internet*

password: *a second identification code, usually made up of letters and numbers, that is used to help ensure that the person using the Internet site is really the person to whom a user name belongs; you decide what your password is for each site you contact, and you should keep it a secret to protect your privacy and to help ensure that another person does not make any transaction in your name*

Verbs

scroll: *to move up or down a page on the computer screen using the mouse or touch pad*

surf: *to do research on or explore the Internet*

click: *to press one of the mouse or touch pad buttons and open a website*

enter: *to click on a button that will enable your information to be processed*

download: *to make a website visible on your computer screen*

upload: *to send your information to a website*

streaming: *getting continuous download from the Internet so that there is no program interruption*

It's convenient to get news on the **Internet**, but many people prefer to hold a real **newspaper** or **magazine** in their hands.

Their band is looking for someone to help them design a **Web page**.

Is it safe to **upload** your credit card number to a secure **website**?

exercise 19-1

Choose the most appropriate word or words to complete the following sentences.

1. Web page formats are controlled by _____.

   http **www.** **.com** **HTML**

2. To do business through the Internet, you need a _____.

   hyperlink **user ID** **user ID and password** **password**

3. "Surfing" is a way to _____.

   upload data **get information** **read your e-mail** **get a user ID**

4. When you have decided on a password, you should _____.

   keep it a secret **post it on your Web page** **tape it to your computer** **give it only to your friends on a secure social networking site** **all of the previous answers**

Unit 20

Entertainment

Television/TV for Entertainment

Types of Video Entertainment Provided Electronically

movies: *films that are also shown in theaters and/or on television*

DVD/digital video disc: *a round, flat unit (disc) that stores large amounts of information—usually in the form of video—and can be played on a computer or with a DVD player connected to a television*

Blu-ray disc: *a round, flat unit, the same size as a CD or a DVD, that can be played with a Blu-ray player and has more than five times as much storage capacity as a DVD*

video games: *entertainment for one or more people, ranging from mental puzzles to highly physical activity*

computer games: *puzzle-type pastimes often based on traditional card games, games that require hand-eye coordination, games that allow the player to act out a role, and those that allow more than one player to participate*

game consoles: *apps that can be connected to a television that enable you to play a wide range of games, follow exercise programs, learn dance moves, download movies and music—actually to pursue almost any type of entertainment you can think of*

Audio Devices

Audio devices allow you to listen to music, the spoken word, or other sounds.

radio: *a device that transmits sounds by electric waves without wires; provides varied programs that offer music, news reports, commentary, comedy shows, theater, interviews, and so on through public broadcasts; radios are often built into cars and portable devices*

CD player: *a device, often built into a computer or a car, which plays CDs*

boom box: *a portable device that has a built-in radio and CD player and can be plugged in to an electrical outlet or powered by batteries*

MP3 player: *a small device that comes equipped with earphones and enables you to listen to music anywhere; you can plug an MP3 player into a computer and, for a fee, transfer music to it from the Internet; some MP3 players also provide electronic games*

Reading Devices/Electronic Books/E-Readers

Handheld reading devices are equipped with a screen on which the pages of a book can be displayed, enabling you to purchase, read, and store books electronically.

Cameras

digital camera: *a camera that enables you to capture images (like still photographs), without using film, that can be viewed, stored, and printed from your computer; many cell phones have a digital camera built in, but an individual camera usually produces higher-quality images*

digital camcorder: *a video camera that enables you to capture moving images (like motion pictures/movies), without using film, that can be viewed on a computer or projected onto a screen as well as stored in your computer*

exercise 20-1

Choose the most appropriate word or words to complete the following sentences.

1. If you want to walk down the street listening to music, you can carry _____.

   a boom box **an MP3 player** **a portable radio** **all of the above**

2. You can select the type of entertainment you want on your television by using _____.

   a boom box **a dish** **a remote control** **an MP3 player**

3. E-readers are useful while you are traveling because _____.

   you have access to a large number of books **you can watch movies on them** **they have built-in cameras** **none of the above**

exercise 20-2

Make a list of the items listed in this section that you own or use regularly. After each one, write the brand name and tell what you use it for.

_____

_____

_____

Unit 21

Technology in Other Places

For Traveling

GPS/Global Positioning System: *a device that gives directions to a specified destination using on-screen instructions or a voice to tell the driver when and where to turn and give other important driving details; these devices are also useful on a boat, and walkers can use portable, handheld ones; some cell phones have a GPS built in*

Other apps: *different apps allow you to use the Internet, check e-mail, and stream television from a device installed in your car; most modern car engines are also built, tuned, and repaired with the use of computers*

e-tickets: *airline tickets that you purchase online and print out before you leave for the airport*

airport check-in: *a system that enables you to confirm your flight and print out your boarding pass using your computer and printer before you leave for the airport*

airport scanner: *a machine that inspects your baggage or your body for security purposes before you board an airplane*

For Banking

ATM/automatic teller machine: *a machine, located at a bank, shopping center, airport, or other convenient place, that enables you to deposit or withdraw money with the use of a special ATM card issued by your bank*

online banking: *using a connection to the Internet to do all of your business with your bank, including paying bills, moving money from one account to another, tracking loan payments, and so on*

For Shopping

credit card: *a plastic card with a number issued by a bank that allows you to purchase items without paying cash, then pay for them at the end of the month in one transaction; high interest charges are made if the bill is not paid in full by a certain date*

debit card: *a plastic card similar to a credit card issued by a bank that allows you to purchase items without paying cash; the amount you spend is immediately deducted from your bank account*

self checkout: *machines at checkout lines (usually in grocery stores) that enable you to pay quickly without the assistance of a cashier*

price check: *a machine placed in a store that allows you to electronically find the price of an item for sale there*

Internet shopping: *purchasing products through the Internet using a credit card*

Everywhere Else

Electronic devices affect practically every area of our lives. In our homes, **garage door openers**, **programmed heating, air-conditioning**, and other **appliances**, **security systems**, **baby monitors**—even our **children's toys**—are more and more based on ever-changing technology. The same is true regarding our health care, with machines that see inside our bodies, such as **MRI (magnetic resonance imaging)** and **CAT (computerized axial tomography) scan** machines and others that inspect our skin, bones, eyes, and teeth; **radiation** machines, **heart pumps**, **laser surgery**, and **electronic hearing aids** are just a few of the many ways that technology has helped improve the quality of our lives. Art and music have been transformed. Our schools are incorporating technology in an effort to improve learning. In our towns and cities, among many other functions, electronic devices control traffic and enable the police to fight crime. Offices cannot function without the use of electronic devices, and industry depends on technology in the manufacture of almost everything. In short, without technology, our lives would be brought to a standstill.

A good **GPS** can be a lifesaver when you are lost.

By using **ATMs** when you travel to another country, you can avoid having to change your cash into local currency.

Often if you don't find what you want in a store, you can find it and purchase it **online**.

exercise 21-1

1. Make a list of the items or services listed in Unit 21 that you own or use regularly. After each one, write the brand name and tell what you use it for. (Most people refer to their electronic devices by their brand names.)

_____

_____

_____

_____

2. Write a paragraph explaining how your life has changed in the past ten years because of new technology.

3. Challenge #1: Go through this entire section—Part V, Units 17 through 21—and identify all of the items that are sold under brand names. See if you can list the brands that are currently on the market.

4. Challenge #2: Make a list of any other new technological products and devices you find. Update your list as often as necessary.

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PART VI

NUMBERS

Numbers in a vocabulary book? Why do we need to talk about numbers? Actually, we almost never stop talking about them! Without numbers, we can't talk about or use money, tell the time, or determine dates. Without numbers, we would be unable to measure anything—from our own height and weight to the ingredients we use in our kitchens; we could not use telephones or computers; we would be unable to understand how fast we are supposed to drive our cars, or how to determine the amount and size of supplies we need for a project. The list goes on. And the faster new electronic devices enter our lives, the more we have to rely on numbers—and need the words that enable us to talk about them. Maybe this chapter should be number 1 in this book!

Here we will practice the English words that are used to denote numbers for counting, ordering, measuring, and calculating—in other words—those used in basic mathematics and in our daily lives.

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Unit 22

The Numbers from Zero to 1 Million

Words for Numbers

digit: *a number consisting of only one symbol.*

The numbers from 0 to 9 consist of one digit each.
The numbers from 10 to 99 consist of two digits each.
The numbers from 100 to 999 consist of three digits each, etc.

cardinal numbers: *numbers used for counting*

The cardinal numbers from zero to 100 are:

0 zero	1 one	2 two	3 three	4 four
5 five	6 six	7 seven	8 eight	9 nine
10 ten	11 eleven	12 twelve	13 thirteen	14 fourteen
15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen

The numbers 21 to 29 have a hyphen (-) when they are written as words.

20 twenty	21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four
25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine

30	40	50	60	70	80	90
thirty	forty	fifty	sixty	seventy	eighty	ninety

The numbers 31 to 39, 41 to 49, etc., have a hyphen (-) when they are written as words—just like 21 through 29.

32	43	54	65	76	87	99
thirty-two	forty-three	fifty-four	sixty-five	seventy-six	eighty-seven	ninety-nine

hundreds: *numbers consisting of three digits*

100	200	300	400	500	600
one hundred	two hundred	three hundred	four hundred	five hundred	six hundred

700	800	900
seven hundred	eight hundred	nine hundred

One hundred can be spoken as "one hundred" or "a hundred."

Examples of numbers between the hundreds:

134	247	356
one hundred thirty-four	two hundred forty-seven	three hundred fifty-six
or	or	or
a hundred and thirty-four	two hundred and forty-seven	three hundred and fifty-six

thousands: *numbers consisting of 4, 5, or 6 digits*

One thousand can be spoken as "one thousand" or "a thousand."

1000
one thousand
a thousand

comma: *a comma may be written after thousands of one digit.*

1000 *or* 1,000 2100 *or* 2,100 5639 *or* 5,639 7981 *or* 7,981

A comma is always written after thousands of more than one digit.

10,000	23,458	780,000
ten thousand	twenty-three thousand, four hundred (and) fifty-eight	seven hundred (and) eighty thousand

millions *numbers consisting of 7, 8, or 9 digits*

One million can be spoken as "one million" or "a million."
A comma is always written after a million or millions.

1,000,000	478,690,000
one million	four hundred (and) seventy-eight million,
a million	six hundred (and) ninety thousand

billions: *numbers higher than 999,000,000*

trillions: *numbers higher than 999,000,000,000*

1,000,000,000	1,000,000,000,000
one billion	one trillion
a billion	a trillion

exercise 22-1

Write a number for each word.

1. seventeen _____
2. seventy-six _____
3. three hundred and forty-three _____
4. one thousand and two _____
5. fifty-eight million _____
6. four _____
7. fifty _____
8. sixty-one thousand, five hundred and thirty _____

exercise 22-2

How many digits are there in each of the numbers listed in Exercise 22-1?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

exercise 22-3

Write each number in words.

1. 2 _____
2. 75 _____
3. 463 _____
4. 1941 _____
5. 21,777 _____
6. 999,999 _____
7. 3,862,886 _____
8. 28,000,001 _____
9. 110,966,315 _____

Unit 23

Telling the Time and the Date

The Time

To ask the time, say:

What time is it?

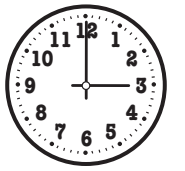
When the time is at the exact hour, say:



It's one o'clock.



It's two o'clock.



It's three o'clock.

Continue in this way for each hour.

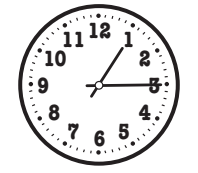
When the time is between hours, say:



It's five after one.
It's five past one.
It's one-oh-five.



It's ten after one.
It's ten past one.
It's one-ten.



It's a quarter after one.
It's a quarter past one.
It's one-fifteen.



1:20

It's twenty after one.
It's twenty past one.
It's one-twenty.



1:25

It's twenty-five after one.
It's twenty-five past one.
It's one-twenty-five.



1:30

It's one-thirty.
It's half-past one.



1:35

It's twenty-five to two.
It's one thirty-five.



1:40

It's twenty to two.
It's one-forty.



1:45

It's a quarter to two.
It's one-forty-five.



1:50

It's ten to two.
It's one-fifty.



1:55

It's five to two.
It's one fifty-five.



12:00

midnight: 12:00 when it is in the middle of the night

noon: 12:00 when it is in the middle of the day

a.m.: the hours between midnight and noon
You can also say: *in the morning*.

p.m.: the hours between noon and midnight
You can also say: *in the afternoon*, *in the evening*, or *at night*.

exercise 23-1

What time is it? Write out the words.

1. _____  6:30

2. _____  7:20

3. _____  11:50

4. _____  9:45

5. _____  10:10

6. _____  4:15

7. _____  8:35

8. _____  1:05

exercise 23-2

Complete these sentences.

1. Twelve o'clock in the middle of the day is called _____.
2. Twelve o'clock in the middle of the night is called _____.
3. *a.m.* indicates the hours between _____ and _____.
4. *p.m.* indicates the hours between _____ and _____.

The Time of an Event

To ask the time of an activity or event, say:
What time do you eat breakfast?
What time is the class / party / concert / appointment / etc.?

To answer, use *at* before the time:
I eat breakfast at eight a.m.
The class is at nine o'clock a.m.
The concert is at 8:30 p.m.
My appointment is at 12:45 p.m.

exercise 23-3

Answer these questions.

1. What time do you get up? _____
2. What time do you go to bed? _____
3. What time is it now? _____
4. What is an event you have this week? _____
5. What time is your event? _____

The Date

Ordinal numbers are used when telling the date.

Ordinal numbers: *numbers used to give the order in time of items in a series*

The ordinal numbers are:

1st first	2nd second	3rd third	4th fourth	5th fifth	6th sixth	7th seventh	8th eighth	9th ninth	10th tenth
11th eleventh		12th twelfth		13th thirteenth		14th fourteenth		15th fifteenth	
16th sixteenth		17th seventeenth		18th eighteenth		19th nineteenth		20th twentieth	

21st	22nd	23rd	24th	25th	26th
twenty-first	twenty-second	twenty-third	twenty-fourth	twenty-fifth	twenty-sixth
27th	28th	29th	30th	31st	
twenty-seventh	twenty-eighth	twenty-ninth	thirtieth	thirty-first	

The same pattern continues for higher numbers:

41st	52nd	63rd	85th	100th	631st
forty-first	fifty-second	sixty-third	eighty-fifth	one-hundredth	six hundred thirty-first

exercise 23-4

Write the following ordinal numbers in words.

1. _____ 1st	2. _____ 3rd	3. _____ 10th	4. _____ 12th
5. _____ 9th	6. _____ 41st	7. _____ 54th	8. _____ 67th
9. _____ 88th	10. _____ 132nd	11. _____ 591st	12. _____ 333rd

To say the date, use one of the following patterns:

1. month + ordinal number + comma + year

   It's February 20th, 2022.
   (February twentieth, two thousand twenty-two)

   It's October 18th, 2023.
   (October eighteenth, two thousand twenty-three)

2. the + ordinal number + of + month + year

   It's the 20th of February, 2024.
   (the twentieth of February, two thousand twenty-four)

Earlier years are said as follows:

1492	1776
fourteen ninety-two	seventeen seventy-six
1843	1991
eighteen forty-three	nineteen ninety-one

Dates can be given in numbers, with the month first, then the day, then the year.

1/18/33	4/20/74	8/11/03	3/1/22
January 18, 1933	April 20, 1974	August 11, 2003	March 1, 2022

decade: *a period of ten years, for example:*

the 60s (1960–69 /the sixties)
the 70s (1970–79 /the seventies)
the 80s (1981–89 /the eighties)
the 90s (1991–99 /the nineties)
the aughts (2000–2009)
the twenty-tens (2010–2019)
the twenty-twenties (2020–2029)

exercise 23-5

Write these dates.

1. 2/2/1998 _____
2. 7/18/2000 _____
3. 5/31/2019 _____
4. 6/6/2024 _____

exercise 23-6

Write the dates of the following (use the current year).

1. New Year's Day _____
2. Valentine's Day _____
3. U.S. Independence Day _____
4. Your birthday _____

Unit 24

Identification Numbers, Telephone Numbers, and Addresses

Forms of Identification

ID: *abbreviation for* identification

Common forms of ID are a country's Passport, a U.S. Driver's License, and a Social Security Number.

All of these have a special number that is only for one person.

SSN: *Social Security Number*

The SSN is the U.S. government ID.

Everyone who works in the United States must obtain an SSN.

An SSN is: three digits–hyphen–two digits–hyphen–four digits

PIN: *Personal ID number*

A secret number chosen by someone that identifies him or her on an account for doing business or getting a service. It is usually a 4-digit number.

You need a PIN number to get cash from an ATM machine, for example.

VIN: *Vehicle ID number*

Each registered vehicle, such as a car or truck, has a VIN that identifies it.

Telephone Numbers

Telephone numbers within the United States have 10 numbers, as follows:

area code: *the first three digits of the telephone number*
These are sometimes in parentheses (212).
a hyphen, then the next three digits
a hyphen, then the next four digits

Examples: (301)-524-3375 or 301-524-3375
Say: three zero one
five two four
three three seven five
A zero is sometimes spoken as *oh*.

International Telephone Numbers

exit code: *a number used to indicate a call outside of the country.*
The exit code for the United States is 011.

country code: *the identification number of the country you wish to call*
The country code for the United States is 1.

To call another country from the United States:
011 + country code of the other country + local telephone number

To call the United States from another country:
The exit code of the other country + 1 + 10-digit local telephone number
For example, the exit code when calling from the U.K. is 00.

Street Addresses

zip code: *a five-digit number, sometimes followed by a hyphen and a four-digit number*

Street addresses are given in the following order:
Line 1: Name of person or company
Line 2: House or building number Name of street
(apartment, room, or office number) – for larger buildings
Line 3: Name of city Name or abbreviation of state ZIP code

Examples: Mrs. Sandra Williams
8329 S. Lee Street, Apt. 1B
Alexandria, OH 43001

Dr. Roger Browne
904 22nd St., Room 10, 4th Floor
Springfield, MA 01020-1170

Post Office Addresses

post office box: *a private mailbox located at a post office*

A post office box may be obtained for a monthly rental fee.

Post office box addresses are given as follows:

Line 1: Name of person or business

Line 2: PO Box number

Line 3: City, State zip code

Internet Addresses

An address on the Internet is given in the following order, with no spaces:

https://

www.

chosen name or letters

.com (*or* .org / .net / .edu / *etc.*)

forward slash (/) followed by a series of letters, numbers, and symbols that take you to the exact place for what you are searching

For example, to find an earlier edition of this book, type the following Internet address in your browser:

https://www.mhprofessional.com/9780071763035-usa-practice-makes-perfect-english-vocabulary-for-beginning-esl-learners-group

An **e-mail address** is given in the following order, with no spaces:

chosen ID name

@

name of domain (yahoo / gmail / aol / etc.

.com (*or* .net / .org / .edu / etc.)

To **register** at a website on the Internet (for shopping or business), enter:

a **user ID** (often your e-mail address)

a **password** (a letter-number-symbol combination of your choice)

Street addresses, web addresses, e-mail addresses, ID numbers, passwords—or any combination of numbers we use for identification—are always spoken one digit at a time, to avoid any possible confusion.

exercise 24-1

Match the items in the left column with the appropriate items in the right column. One item will have more than one match.

	Column 1	Column 2
1. _____	area code	a. xyz@xyz.edu
2. _____	country code	b. http://www.mheducation.com
3. _____	e-mail address	c. Springfield
4. _____	exit code	d. CO
5. _____	street address	e. 011-1-671-495-2292
6. _____	city name	f. (282) 321-0000
7. _____	international telephone number	g. (202)
8. _____	office address	h. 1
9. _____	password	i. 011
10. _____	PIN number	j. 47 Maple Ave
11. _____	state abbreviation	k. suQ#%92
12. _____	Post Office Box number	l. 1 Cameron Square, 4th floor, Rm 201
13. _____	telephone number within U.S.	m. PO Box 304
14. _____	user ID	n. 0987
15. _____	website address	o. 22207
16. _____	zip code	

exercise 24-2

Answer these questions.

1. What is your telephone number? _____
2. What is your telephone number when called from another country?

   _____
3. What is your address? _____
4. What is your e-mail address? _____

Unit 25

Using Whole Numbers

Numbers in Formulas

equals: *is the same as*

= *sign or symbol for equals*

equation: *statement indicating that the numbers on one side of the equal sign have the same value as those on the other side of it*

< *greater than; indicates that the number following is greater (higher) than the number preceding*

> *less than; indicates that the number following is less (lower) than the number preceding*

Adding

add: *to combine or "put with"*

addition: *combining two or more numbers*

sum: *the total of added numbers; the result of addition*

amount: *quantity; the value of the sum*

plus: *increased by*

+ *symbol for plus, indicating addition*

5	+	4	=	9
five	plus	four	equals	nine (sum)

exercise 25-1

Write the answers to the following problems:

1. 3 + 5 = _____
2. 10 + 100 = _____
3. 25 + 30 = _____
4. 11 + 11 = _____
5. 37 + 47 = _____
6. 268 + 309 = _____

Subtracting

subtract: *take away a number or amount from another number*

subtraction: *decreasing*

difference: *the result of subtraction; what is left after a number is subtracted from another*

minus: *decreased by; less*

– *symbol for minus, indicating amount to be taken away*

10	–	3	=	7
ten	minus	three	equals	seven (difference)

exercise 25-2

Write the answers to the following problems.

1. 8 – 2 = _____
2. 13 – 7 = _____
3. 27 – 9 = _____
4. 59 – 4 = _____
5. 182 – 81 = _____
6. 599 – 142 = _____

Multiplying

multiply: *add a number to itself a given number of times*

multiplication: *multiplying*

times: *the number of times a number is added to itself*

× or • *sign or symbol for times*

product: *the result of multiplying*

3	×	4	=	12
three	times	four	equals	twelve (product)

exercise 25-3

Write the answers to the following problems.

1. $4 \times 2 =$ _____
2. $8 \times 3 =$ _____
3. $9 \times 10 =$ _____
4. $100 \times 10 =$ _____
5. $17 \times 2 =$ _____
6. $36 \times 3 =$ _____

Dividing

divide: *find how many times a number contains another number*

division: *the process of dividing*

dividend: *the number or amount to be divided*

divisor: *the number or amount by which another is divided*

divide into: *find the number of times the divisor needs to be multiplied by.*
The divisor goes *into* the dividend.

divide by: *find the number of times the dividend contains the divisor.*
The dividend is divided *by* the divisor.

÷ *sign or symbol for division*

quotient: *the result of division*

12	÷	4	=	3
twelve (dividend)	divided by	four (divisor)	equals	three (quotient)

or

4	goes into	12		3 times

exercise 25-4

Write the answers to the following problems.

1. $12 \div 2 =$ _____
2. $60 \div 5 =$ _____
3. $72 \div 12 =$ _____
4. $100 \div 10 =$ _____
5. $64 \div 8 =$ _____
6. $250 \div 5 =$ _____

exercise 25-5

Fill in each blank with the correct word.

1. The result of an addition problem is the _____.
2. The result of a subtraction problem is the _____.
3. The result of a multiplication problem is the _____.
4. The result of a division problem is the _____.

Unit 26

Using Partial Numbers

Fractions

fraction: *number that is less than a whole number*

A fraction is written with one number before or over a slash (/) and another number after or underneath the slash.

numerator: *the number above the line; the number of parts considered*

denominator: *the number below the line; the number of parts the whole is being divided into*

	½	¾	⅝	9/10
numerator	1	3	5	9
denominator	2	4	8	10

To read a fraction, say the numerator first, with a cardinal number.

Then say the denominator, using an ordinal number.*

*When the denominator is 2, say *half* instead of *second*.

The plural of *half* is *halves*.

When a whole of something is divided into two pieces, each piece is one-half (½) of the whole thing.

When a whole of something is divided into four pieces, each piece is one-fourth (¼) of the whole thing. Three pieces are three-fourths (¾) of the whole.

When a whole of something is divided into eight pieces, each piece is one-eighth (⅛) of the whole thing. Five pieces are ⅝ of the whole.

When a whole of something is divided into ten pieces, each piece is one-tenth (1/10) of the whole thing. Nine pieces are 9/10 of the whole.

To add a fraction to a whole number, say:

$2\frac{1}{2}$	$4\frac{1}{3}$	$6\frac{2}{5}$
two and a half	four and one-third	six and two-fifths

reducing fractions: *evenly dividing both the numerator and the denominator by one other number*

$\frac{2}{4}$ both 2 and 4 can be divided by 2:
$2 \div 2 = 1 \quad 4 \div 2 = 2$
The reduced fraction is $\frac{1}{2}$.

$\frac{15}{60}$ both 15 and 60 can be divided by 3
$15 \div 3 = 5 \quad 60 \div 3 = 20$
The reduced fraction is 5/20—*but*
both 5 and 20 can be divided by 5
$5 \div 5 = 1 \quad 20 \div 5 = 4$
The reduced fraction is $\frac{1}{4}$

exercise 26-1

Circle the correct answers.

1. A fraction is (greater than / less than) a whole number.
2. The numerator of a fraction is (before the slash / after the slash).
3. The denominator of a fraction indicates (all of the parts /some of the parts) of the whole.

exercise 26-2

Reduce the following fractions, if possible.

1. $\frac{2}{6}$ _____
2. $\frac{5}{10}$ _____
3. $\frac{24}{36}$ _____
4. $\frac{5}{24}$ _____
5. $\frac{7}{49}$ _____

Decimals

decimal: *another way of writing a fraction, using a decimal point*

decimal point: *a period placed before a fraction expressed in decimal figures*

whole numbers: *numbers placed before a decimal point*

partial numbers: *numbers placed after a decimal point*

Partial numbers are fractions—less than one.
To convert a fraction to decimal form, divide the numerator by the denominator.

$\frac{1}{2}$	1 divided by 2 = .50	$\frac{1}{2}$ is the same as .50
$\frac{1}{4}$	1 divided by 4 = .25	$\frac{1}{4}$ is the same as .25
$\frac{3}{4}$	3 divided by 4 = .75	$\frac{3}{4}$ is the same as .75

Decimal fractions are read as follows:

.1	.01	.001
one-tenth ($\frac{1}{10}$)	one-hundredth ($\frac{1}{100}$)	one-thousandth ($\frac{1}{1000}$)
.5	.05	.005
five-tenths ($\frac{5}{10}$)	five-hundredths ($\frac{5}{100}$)	five-thousandths ($\frac{5}{1000}$)
	.10	.010
	ten-hundredths ($\frac{10}{100}$)	ten-thousandths ($\frac{10}{1000}$)
	.25	.025
	twenty-five hundredths ($\frac{25}{100}$)	twenty-five thousandths ($\frac{25}{1000}$)

Percent

percent: *a hundredth*

% *the symbol for percent*

100 percent *is a whole*

.01 = one-hundredth (1/100) = one percent (1%)

.05 = five-hundredths = five percent (5%)

.50 = fifty-hundredths = fifty percent (50%)

.99 = ninety-nine hundredths = ninety-nine percent (99%)

exercise 26-3

Fill in each blank with the appropriate answer.

1. $\frac{1}{10}$ written in decimal form is _____.
2. Whole numbers are placed _____ a decimal point.
3. Partial numbers are placed _____ a decimal point.
4. .06 is read as _____.
5. eight-tenths is written as _____ in fraction form, or _____ in decimal form
6. .017 is read as _____.
7. Twenty-five percent is the same as _____.
8. Seventy-five hundredths is the same as _____.

Unit 27

Measuring

Measuring Weight

weight: *how heavy something is*

pound (lb.): *the standard for measuring weight in the United States*
A pound is equal to about .454 kilograms.

ounce (oz.): *1/16 of a pound*
There are 16 ounces in 1 pound.

ton: *2000 pounds*
Tons are used for measuring the weight of very heavy things, like cars.

Measuring Liquid and Dry Ingredients

teaspoon: *(about 5 milliliters)*

tablespoon: *three teaspoons*

cup: *8 ounces*

pint: *2 cups* or *16 ounces*

quart: *4 cups* or *2 pints* or *32 ounces*
A quart is a little less than 1 liter.

gallon: *16 cups* or *8 pints* or *4 quarts* or *64 ounces*

exercise 27-1

Fill in each blank with the appropriate answer.

1. One pound is equal to _____ ounces.
2. One ton is equal to _____ pounds.
3. One gallon is equal to _____ quarts.
4. One quart is equal to _____ pints.
5. One tablespoon is equal to _____ teaspoons.
6. One cup is equal to _____ ounces.

Measuring Distance, Height, Width, Depth, and Area

distance: *the length of space from one point to another*

height: *the length of space from the ground to the top of something*

width: *the length of space from one side to the other side of something*

depth: *the length of space from the front to the back of something*

area: *the length times the width of a space*

inch: *the smallest unit for measuring distance, height, and width*

" *the symbol for inch or inches*

An inch is equal to about 2.54 centimeters.
Inches are often divided into halves, quarters, eighths, and sixteenths.

½"	¼"	⅛"	1/16"
a half-inch	a quarter of an inch	an eighth of an inch	a sixteenth of an inch

foot: *12 inches*

feet: *the plural of foot*

' *the symbol for foot or feet*

yard: *3 feet* or *36 inches*
A yard is equal to about .9144 meters.

mile: *5,280 feet*

square: *a figure with four equal sides*
Area is measured in squares.

acre: *43,560 square feet*
An acre is equal to about 4,047 square meters.

square mile: *640 acres*
A square mile is equal to about 2,590 square kilometers.

exercise 27-2

Match the items in the left column with their equivalents in the right column. Some items will have more than one match.

	Column 1	Column 2
1. _____	one acre	a. $\frac{1}{12}$ foot
2. _____	one foot	b. $\frac{1}{3}$ yard
3. _____	one inch	c. $\frac{1}{36}$ yard
4. _____	one mile	d. 12 inches
5. _____	one square mile	e. 3 feet
6. _____	one yard	f. 36 inches
		g. 43,560 square feet
		h. 5,280 feet
		i. 640 acres

Measuring Speed

speed: *how fast something moves*

mph: *miles per hour*

Road vehicle speed is measured in mph.

speed limit: *the maximum speed allowed*

Highway, street, and road signs indicate the maximum mph allowed.

Some typical speed limits:

10 mph (for speed bumps)	25 mph (for school zones)	25 or 30 mph (for residential streets)	55 or 60 mph (for highways)	60 to 75 mph (for freeways)

exercise 27-3

Match the items in the left column with the appropriate items in the right column. There will be more than one match for several items.

	Column 1	Column 2
1. _____	10 mph	a. freeways
2. _____	25 mph	b. highways
3. _____	30 mph	c. medium fast
4. _____	55 mph	d. medium slow
5. _____	70 mph	e. residential areas
		f. school zones
		g. slow
		h. speed bumps
		i. very fast
		j. very slow

Measuring Temperature

degrees: *units for measuring heat*
In the United States, heat is measured in Fahrenheit degrees.

° symbol for degrees

Some typical temperatures in the Fahrenheit system:

below 0°–32°	32°	45–50°	
extremely cold	freezing	cold	
(stay indoors)	(wear a winter coat, hat, gloves)	(you still need a coat)	
60–70°	75°	80–90°	above 90°
cool	perfect	very warm	extremely hot
(carry a light jacket)	(for most people)	(wear light clothing)	(stay indoors or in the shade)

Cooking temperatures

Oven temperatures in the United States are also given in Fahrenheit degrees.

Some typical oven temperatures:

200°	325°–350°	450°–500°
low heat	medium heat	very high heat
(for keeping food warm)	(for baking and roasting)	(for broiling or grilling)

exercise 27-4

Match the items in the left column with the corresponding items in the right column. Some items will have more than one match.

	Column 1	Column 2
1. _____	carry a light jacket	a. 100°
2. _____	extremely cold	b. 200°
3. _____	extremely hot	c. 45°
4. _____	for baking	d. 325°
5. _____	for broiling	e. 350°
6. _____	for grilling	f. 450°
7. _____	for keeping food warm	g. 75°
8. _____	for roasting	h. 80°
9. _____	no need for a coat	i. 95°
10. _____	perfect weather	j. below 0°
11. _____	stay indoors	k. below 32°
12. _____	very cold	l. 65°
13. _____	wear a bathing suit	
14. _____	wear a hat and gloves	
15. _____	wear light clothing	

Unit 28

Counting Money

Currency

Currency: *the official money used for buying and selling in a country*

The currency of the United States is based on the **dollar (US$)**.

bill: *money made of paper,*

The U.S. dollar is in the following denominations:

$1.00 a one-dollar bill	$5.00 a five-dollar bill	$10.00 a ten-dollar bill
$20.00 a twenty-dollar bill	$50.00 a fifty-dollar bill	$100 a one hundred–dollar bill

One **dollar** = 100 **cents**

coin: *a round metal disc worth one of the following amounts:*

$.01 = one cent

A one-cent coin is copper-colored and is called a **penny**.

$.05 = five cents

A five-cent coin is nickel-colored and is called a **nickel**.

It is larger than a penny.

$.10 = 10 cents

A ten-cent coin is silver-colored and is called a **dime**.

It is smaller than a penny. It is the smallest U.S. coin.

$.25 = 25 cents

A 25-cent coin is silver-colored and is called a **quarter**.

It is larger than a nickel.

$.50 = 50 cents

A 50-cent coin is silver-colored and is called a **half-dollar** or a **fifty-cent piece**. It is the largest U.S. coin.

$1.00 = one dollar

A dollar coin is golden in color and is called a **one-dollar coin**.

It is slightly larger than a quarter and slightly smaller than a fifty-cent piece.

change: *another word for coins, sometimes called* **loose change**

change for a dollar: *coins used to divide up the dollar into smaller amounts*

It could be 2 fifty-cent pieces, 4 quarters, 10 dimes, 20 nickels, or 100 pennies, or any combination of coins that equals one dollar.

change for a quarter: *coins used to divide up a quarter into smaller amounts*

It could be two dimes and a nickel, three nickels and a dime, or any combination of dimes, nickels, and pennies that equals 25 cents.

change for larger bills: *can be given in smaller bills*

Change for a fifty-dollar bill (a "fifty") could be two twenties and a ten, or five tens, or any combination of tens, fives, and ones that equals fifty dollars.

interest: *money earned when money is invested in a bank or other business*

Interest amounts are calculated in percentages.

loan: *money borrowed from a bank or other business or person, for which interest is paid.*

exercise 28-1

Match the items in the left column with their equivalents in the right column. Some items have more than one match.

Column 1	Column 2
1. _____ five dollars	a. a fifty-cent-piece
2. _____ twenty-five cents	b. a five and five ones
3. _____ three pennies	c. a quarter
4. _____ four nickels	d. five ones
5. _____ two twenties	e. five twenties
6. _____ a half-dollar	f. four quarters
7. _____ two half-dollars	g. four twenties and a ten
8. _____ change for a hundred-dollar bill	h. one dollar
9. _____ change for a ten	i. ten tens
10. _____ a quarter and two pennies	j. three cents
11. _____ ninety dollars	k. twenty cents
	l. twenty-seven cents
	m. two dimes and a nickel
	n. two fifties
	o. two quarters
	p. $.03
	q. $.20
	r. $.25
	s. $.27
	t. $.50
	u. $1.00
	v. $5.00
	w. $40.00

Answer Key

Part I Nouns
Unit 1 People and Places

1-1

1. grandmother
2. grandfather
3. aunt
4. uncle
5. cousin
6. son-in-law
7. Answers will vary.
8. Answers will vary.

1-2

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

1-3

1. doctor
2. police officer
3. neighbor
4. pharmacist
5. dentist

1-4

1. cheeks . . . chin . . . ears . . . eyes . . . face . . . hair . . . lips . . . mouth . . . nose
2. arm
3. knee
4. wrist
5. ankle
6. toes . . . fingers . . . thumb
7. neck . . . arm
8. waist

1-5

1. road
2. library
3. sun
4. farm
5. apartment
6. moon
7. post office
8. highway

1-6 Answers will vary.

1-7 Answers will vary.

1-8 Answers will vary.

1-9 Answers will vary.

1-10

1. bathroom
2. bedroom
3. bedroom
4. classroom
5. bedroom
6. any room
7. any room
8. dining room
9. classroom, office
10. any room
11. bathroom, bedroom, hall, kitchen
12. kitchen
13. living room
14. library, office
15. library, office
16. kitchen, restaurant, store
17. dining room, kitchen, restaurant, any room
18. classroom, office
19. kitchen, laundry room
20. dining room, kitchen, restaurant
21. kitchen, restaurant
22. bedroom
23. laundry room
24. department store
25. department store
26. bathroom
27. office
28. office
29. living room
30. dining room, kitchen, restaurant
31. kitchen, restaurant
32. dining room, kitchen, restaurant, any room
33. dining room, kitchen, restaurant
34. any room
35. any room
36. kitchen, restaurant
37. dining room, kitchen, restaurant
38. any room
39. bedroom
40. classroom, office, any room
41. kitchen, restaurant
42. classroom, office, any room
43. classroom, office, any room
44. classroom, office, any room
45. pocket, any room
46. bedroom, living room
47. bedroom
48. kitchen, dining room, restaurant
49. classroom, library, office
50. kitchen, restaurant
51. kitchen, dining room, restaurant
52. bedroom
53. bathroom
54. bathroom, kitchen, laundry room, restaurant
55. bathroom, kitchen, laundry room
56. living room
57. dining room, kitchen, restaurant
58. hall
59. kitchen, restaurant
60. any room
61. kitchen
62. any room
63. kitchen, restaurant
64. bathroom
65. bathroom, kitchen
66. bedroom, living room, any room
67. laundry room

Unit 2 Singular, Plural, and Noncount Nouns

2-1

1. a
2. an
3. an
4. an
5. a
6. a
7. a
8. an
9. a
10. a
11. a
12. an
13. a
14. a
15. an
16. an
17. an
18. a
19. an
20. an
21. a
22. a
23. a
24. an
25. a
26. an
27. an
28. a
29. a
30. a
31. an
32. an
33. an
34. a
35. an
36. a
37. a
38. an
39. an
40. an

2-2

1. I have a book.
2. There is an answer key.
3. There is a *t*.
4. There is one *e*.

2-3

1. a class
2. a band . . . an orchestra
3. a company
4. a family
5. a team
6. a government
7. a committee
8. a choir . . . a chorus

2-4

1. brothers
2. daughters
3. wives
4. babies
5. children
6. men
7. women
8. teenagers
9. artists
10. customers
11. students
12. actresses
13. bosses
14. nurses
15. eyes
16. ears
17. toes
18. churches
19. cities
20. libraries
21. bus stops
22. post offices
23. windows
24. glasses
25. knives
26. forks
27. stoves
28. facecloths

2-5

1. bands
2. choirs
3. choruses
4. classes
5. committees
6. families
7. governments
8. orchestras
9. teams

2-6

Answers will vary.

2-7

Answers will vary.

2-8

Answers will vary.

2-9

1. an OR one . . . a OR one
2. an OR one . . . an OR one
3. some OR a lot of OR a few OR any . . . some OR a lot of OR a few OR any OR two
4. a OR one . . . some OR a few OR a lot of
5. a OR one
6. some OR two OR a few
7. any
8. some OR a lot of OR a few OR two
9. some OR a few OR two
10. a . . . some OR two

2-10

Answers will vary.

2-11

Answers will vary.

2-12

Answers will vary.

2-13

Answers will vary.

2-14

1. a little, a lot of, some, no, a slice of
2. three slices of
3. a little, some, three bowls of, a gallon of, two quarts of
4. a glass of, three glasses of, some, a little
5. some, a little, two bags of
6. a piece of, two pieces of, a little, some
7. some, a piece of, two pieces of, a lot of
8. some, a piece of, no
9. two, a few, some, no
10. a glass of, two glasses of, some, a lot of

2-15

Answers will vary.

2-16

1. a little
2. no, some, a little
3. some, a lot of
4. some, a little
5. too much, a lot of

2-17

Answers will vary.

2-18

1. an
2. Ø
3. Ø
4. Ø . . . Ø
5. Ø
6. a . . . Ø . . . a
7. Ø
8. Ø
9. Ø
10. a . . . a

2-19

1. a
2. the
3. Ø
4. the
5. Ø
6. the
7. the
8. the
9. Ø
10. the

2-20

Answers will vary.

2-21

Answers will vary.

2-22

Answers will vary.

2-23

1. a
2. Ø
3. The
4. Ø
5. the

2-24

1. This
2. those
3. that
4. these
5. that
6. those
7. these
8. this

Unit 3 Proper Nouns

3-1

1. She's reading a book called ***A G**uide to **G**ood **M**anners*.
2. We have to go to the **S**pringfield **L**ibrary on **M**onday.
3. They are from **I**taly, and they don't speak **S**panish.
4. **D**avid is going to go to **W**ilson **A**cademy for **B**oys in **S**eptember.

3-2

Answers will vary.

Unit 4 Possessive Nouns and Pronouns

4-1

1. my sister's car
2. the men's hats
3. the children's party
4. the doctor's office
5. the girls' apartment
6. Miss Smith's class
7. Ben Lindsay's school
8. the ladies' meeting

4-2

Answers will vary.

4-3

1. her car
2. their hats
3. their party
4. his/her office
5. their apartment
6. her class
7. his school
8. their meeting

4-4

Answers will vary.

Unit 5 Review of Singular, Plural, and Noncount Nouns

5-1

1. too many
2. an
3. the
4. Those
5. a little
6. a lot of
7. too much
8. no
9. John's
10. some

5-2

1. one bottle/four bottles
2. these letters/that information
3. a few pills/a little medicine
4. too much sugar/one spoonful/a few spoonfuls
5. too many chairs/not much furniture/a chair
6. a necklace/these earrings/a little jewelry
7. that fruit/those vegetables
8. There is a nail/There are screws/There is hardware
9. There is one lamp/There are no lights/There is no water
10. Here is your letter/There are no letters

Unit 6 Verbs Used as Nouns

6-1

1. waiting
2. Driving
3. living
4. cooking
5. Studying
6. staying

6-2

Answers will vary.

Unit 7 More Specific Nouns

7-1

1. boys OR girls OR kids
2. dude OR guy OR youth
3. young lady
4. bum

7-2

1. fiancé
2. roommate
3. coworkers OR colleagues
4. acquaintance

7-3

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

7-4

Answers will vary.

7-5

Answers will vary.

7-6

Answers will vary.

7-7

Answers will vary.

7-8

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

7-9

Answers will vary.

7-10

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

7-11

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

7-12

Answers will vary.

7-13

Answers will vary.

7-14

Answers will vary.

7-15

Answers will vary.

7-16

Answers will vary.

7-17

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

7-18

1. hurricane
2. gale
3. sandstorm
4. tornado

Part II Adjectives

Unit 8 Making Descriptions

8-1

Answers will vary.

8-2

1. handicapped
2. shy
3. little
4. cowardly
5. ugly
6. slow
7. thin
8. unfriendly
9. stingy

8-3

1. bad
2. boring
3. small
4. energetic
5. kind
6. young
7. plain
8. humble
9. noisy

8-4

1. poor
2. serious
3. dumb
4. easygoing
5. bitter
6. short
7. happy
8. strong

8-5

1. incapable
2. incompetent
3. inconsiderate
4. inefficient
5. insecure
6. insincere
7. intolerant
8. immodest
9. impatient
10. impolite
11. improper
12. irresistible
13. irreverent
14. unbalanced
15. uncivil
16. uncivilized
17. undisciplined
18. unenthusiastic
19. unfaithful
20. unfortunate
21. unhappy
22. unhealthy
23. unkind
24. unnatural
25. unpleasant
26. unpopular
27. unreasonable
28. unselfish
29. unsuccessful
30. untidy
31. untrustworthy
32. untruthful

8-6

1. careless
2. unfaithful
3. harmless
4. unsuccessful
5. tactless
6. untruthful

8-7

1. intelligent
2. persistent
3. independent
4. insistent
5. hospitable
6. likable
7. responsible
8. adorable
9. gullible
10. flexible
11. optimistic
12. pessimistic
13. athletic
14. materialistic
15. idealistic
16. lovely
17. lively
18. cowardly
19. friendly
20. lonely
21. imaginative
22. manipulative
23. persuasive
24. aggressive
25. appreciative

8-8

1. a
2. an
3. an
4. a
5. an

8-9

Answers will vary.

8-10

Answers will vary.

8-11

1. hungry
2. busy
3. ready
4. thirsty
5. upset
6. cold

8-12

1. anxious/upset/nervous
2. hot
3. alive
4. clean
5. sad/depressed
6. full
7. dissatisfied
8. well
9. rested
10. cool

8-13

Answers will vary.

8-14

1. narrow
2. big/large
3. light
4. tiny
5. short

8-15

Answers will vary.

8-16

Answers will vary.

8-17

Answers will vary.

8-18

1. h
2. a
3. i
4. b
5. c
6. d
7. g
8. j
9. l
10. e
11. k
12. f

8-19

1. empty
2. new
3. patched
4. messy
5. dirty
6. broken
7. fresh

8-20

Answers will vary.

8-21

1. expensive
2. spacious
3. empty
4. dry
5. safe
6. light
7. unfurnished
8. well-maintained
9. open
10. old-fashioned

8-22

Answers will vary.

8-23

Pleasant: breezy, clear, cool, dry, nice, pleasant, sunny, warm
Unpleasant: chilly, cloudy, cold, foggy, freezing, hot, humid, icy, rainy, stormy, unpleasant, windy

8-24

1. freezing (Answers may vary.)
2. cold OR freezing OR icy OR unpleasant
3. pleasant (Answers may vary.)
4. Answers will vary.
5. hot (Answers may vary.)
6. foggy OR icy OR rainy OR stormy
7. rainy
8. cold OR freezing OR sunny
9. breezy OR windy
10. chilly

Unit 9 Comparisons and Superlatives

9-1

1. pretty
2. not at all
3. very
4. very
5. pretty

9-2

Answers will vary.

9-3

These are possible answers, but all may vary.

1. I didn't eat it.
2. We stayed home.
3. I got sick.
4. She got a ticket.
5. I'm not going to buy them.

9-4

Answers will vary.

9-5

1. brighter
2. cheaper
3. cleaner
4. colder
5. cooler
6. damper
7. darker
8. faster
9. fresher
10. higher
11. lighter
12. longer
13. neater
14. newer
15. older
16. plainer
17. poorer
18. richer
19. shorter
20. sicker
21. slower
22. smaller
23. smarter
24. sweeter
25. taller
26. younger

9-6

1. cuter
2. finer
3. lamer
4. looser
5. nicer
6. paler
7. ruder
8. tamer
9. wider

9-7

1. bigger
2. fatter
3. fitter
4. hotter
5. madder
6. redderv
7. sadder
8. thinner

9-8

Answers will vary.

9-9

1. angrier
2. bossier
3. busier
4. cloudier
5. cozier
6. crazier
7. dirtier
8. easier
9. friendlier
10. funnier
11. happier
12. lazier
13. lonelier
14. lovelier
15. luckier
16. noisier
17. prettier
18. rainier
19. sillier
20. sunnier
21. tastier
22. uglier

9-10

1. quieter
2. simpler
3. narrower
4. gentler
5. crueler
6. littler

9-11

1. more athletic
2. more boring
3. more civil
4. more civilized
5. cleaner
6. more comfortable
7. more considerate
8. cooler
9. more delicious
10. dirtier
11. fresher
12. friendlier
13. gentler
14. more gullible
15. healthier
16. hotter
17. more open
18. more patient
19. more persuasive
20. more pleasant
21. more proper
22. prouder
23. quieter
24. ruder
25. sadder
26. more serious
27. sicker
28. sillier
29. more sincere
30. slower
31. smaller
32. stingier
33. more successful
34. sweeter
35. tinier
36. more unfriendly
37. more upset
38. more useful
39. wider
40. more worried

9-12

1. prettier than
2. not as comfortable as
3. not as good as
4. better than
5. not as big as

9-13

1. worst
2. cleanest
3. coldest
4. craziest
5. cutest
6. friendliest
7. gentlest
8. best
9. hottest
10. silliest
11. luckiest
12. maddest
13. neatest
14. nicest
15. rudest
16. saddest

9-14

Answers will vary.

9-15

1. most active
2. worst
3. coldest
4. most comfortable
5. fastest
6. most flexible
7. most generous
8. happiest
9. largest
10. littlest
11. newest
12. noisiest
13. most serious
14. ugliest
15. most uninteresting
16. most useless

9-16

Answers will vary.

Unit 10 Verbs and Nouns Used as Adjectives

10-1

1. boring
2. frustrating
3. terrifying
4. gratifying
5. confusing
6. daring

10-2

1. written
2. spoken
3. stolen
4. drunk
5. grown
6. wounded
7. Woven
8. worn
9. forbidden
10. withdrawn

10-3

1. fascinating
2. interested
3. surprising
4. confusing
5. terrified
6. excited
7. captivated
8. satisfied
9. frustrating
10. inspired

10-4

1. a necklace made of gold
2. a hook made of metal
3. a tray made of plastic
4. a bracelet made of silver
5. a floor made of oak
6. a basket made of wicker
7. a road made of dirt
8. a blouse made of silk
9. a skirt made of wool
10. a blanket made of cotton

10-5

1. a box for jewelry
2. a tray for ashes
3. a can for trash
4. a frame for a picture
5. a sack for flour
6. a ring for keys
7. a bag for groceries
8. a compartment for gloves
9. a box to carry your lunch in
10. a pail for garbage

10-6

1. for cracking nuts
2. for opening cans
3. for extinguishing (putting out) fires
4. for playing CDs
5. for breaking up ice
6. for drying hair
7. for removing nail polish
8. for sharpening pencils
9. for removing spots
10. for polishing floors

10-7

Answers will vary.

10-8

1. a bicycle lock
2. a mailbox key
3. a rose garden
4. homework
5. a student desk

10-9

1. hardheaded
2. sure-footed
3. single-minded
4. long-winded
5. evenhanded
6. hotheaded

10-10

1. a plan for the next five years
2. a warranty that lasts three years
3. a guarantee that lasts as long as you are living
4. a discussion that lasts ten minutes
5. a weight (or dumbbell) that weighs three pounds
6. a vacation that lasts two weeks
7. a contract for two years
8. a meeting that lasts all day
9. a party that lasts all night
10. something that happens every day

Unit 11 Adjective Order

11-1

1. a long black silk skirt
2. new Italian leather shoes
3. beautiful Mexican silver earrings
4. a rich three-layer birthday cake
5. a heavy round antique mirror

11-2

Answers will vary.

Part III Verbs

Unit 12 The Verb *Be*

12-1

1. is
2. are
3. is
4. are
5. are
6. am

12-2

Answers will vary.

12-3

1. Is he here now?
2. Are you happy?
3. Am I sitting down?
4. Is he asking directions?
5. Are they building a new house?
6. Is she turning left?
7. Is he taking photographs?
8. Is she riding a bicycle?

12-4

1. He isn't here now.
2. You're not happy.
3. I'm not sitting down.
4. He isn't asking directions.
5. They aren't building a new house.
6. She isn't turning left.
7. He isn't taking photographs.
8. She isn't riding a bicycle.

12-5

1. was
2. were
3. was
4. were
5. were
6. was

12-6

Answers will vary but should include these verbs.

1. I was . . .
2. . . . was with me.
3. I was . . . OR We were . . .
4. It was . . .
5. No, nobody else was there. OR Yes, ____ was there. OR Yes, ____ and ____ were there.

Unit 13 Non–*To Be* Verbs

13-1

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

13-2

1. sounds
2. appear
3. feel
4. smell
5. seems
6. resembles

13-3

1. matches
2. eats
3. has
4. drinks
5. goes
6. wishes
7. cleans
8. dries
9. does
10. dances

13-4

1. cleaned
2. opened
3. worked
4. walked
5. watched

13-5

1. stopped
2. closed
3. shopped
4. exercised
5. tried

13-6

1. listened
2. laughed
3. turned
4. dreamed
5. cried
6. exercised
7. brushed
8. smiled
9. planned
10. watched

13-7

Answers will vary.

13-8

Answers will vary.

13-9

Answers will vary.

13-10

1. makes
2. water
3. clean
4. vacuum
5. pays

13-11

Answers will vary.

13-12

Answers will vary.

13-13

1. sweep the floor
2. do the shopping
3. iron clothes
4. make appointments
5. wash the windows OR clean up the mess
6. pay bills
7. make repairs
8. clean up the yard OR mow the lawn OR take out the trash OR water plants OR weed the garden
9. do laundry
10. dust the furniture

13-14

Answers will vary.

13-15

1. answered
2. asked
3. corrected
4. erased
5. helped
6. learned
7. listened
8. paid
9. played
10. solved
11. spelled
12. studied
13. used

13-16

1. taught
2. wrote
3. understood
4. took
5. made
6. did
7. drew
8. took
9. read
10. paid

13-17

1. He doesn't get up at 6:00.
2. They don't eat breakfast together every morning.
3. She doesn't dream during the day.
4. We don't buy groceries every week.
5. I don't laugh a lot.

13-18

1. My mother didn't teach me to read and write.
2. He didn't write her an e-mail last week.
3. I didn't understand today's lesson.
4. We didn't take a hard test this morning.
5. You didn't make only one mistake.
6. They didn't do all of the exercises.
7. They didn't draw pictures in class.
8. My friend and I didn't take turns with the computer.
9. She didn't read us a wonderful story.
10. I hope you didn't pay attention.

13-19 Answers will vary.

13-20 Answers will vary.

13-21
1. Do you write e-mail?
2. Does he search the Internet?
3. Does she use the computer?
4. Do you all attend meetings?
5. Do they answer the telephone?
6. Do we take coffee breaks?

13-22
1. What goes in that file?
2. Who answers the telephone?
3. When do you search the Internet?
4. Where do we send faxes?
5. Where do they write the reports?

13-23
1. Did they take a long coffee break?
2. Did she answer the telephone?
3. Did Mary write these e-mails?
4. Did you search the Internet this afternoon?
5. Did John organize all your files?

13-24
1. Who wrote a letter today?
2. What did he do yesterday?
3. When did John call you?
4. Where did you eat on Monday night?
5. How did she go home?

13-25 Answers will vary.

13-26 Answers will vary.

13-27 Answers will vary.

13-28 Answers will vary.

13-29
1. Do you return clothes that don't fit?
2. Does she always use her credit card?
3. Does she like her new shoes?
4. Do you want these shirts?
5. Does he like to go shopping?

13-30
1. Did she buy a new dress?
2. Did he forget to give you a receipt?
3. Did you try on a lot of clothes?
4. Did she go shopping yesterday?
5. Did you buy anything?

13-31
1. Who always gets a bargain?
2. What did you do for thirty minutes?
3. Where did they spend a lot of money?
4. Who does he always thank?
5. When did you write the check?
6. How much did it cost?

13-32
1. lost my checkbook
2. drove up to the drive-up window
3. make a deposit
4. withdraw cash
5. buy a CD

13-33
1. They didn't close their account.
2. This account doesn't earn interest.
3. I didn't get a new PIN.
4. He didn't withdraw cash.
5. She doesn't make a deposit every week.

13-34
1. Did you pay an installment last month?
2. Did you want to open an account?
3. When did she buy a CD?
4. What did he do?
5. Who withdrew cash?

13-35

Answers will vary.

13-36

1. He is cashing a check.
2. I am withdrawing money.
3. They are opening an account.
4. We are applying for a loan.
5. The investment is earning interest.
6. She is getting cash from the ATM.
7. I am saving money.
8. He is paying an installment on his loan.

13-37

Answers will vary.

13-38

Answers will vary.

13-39

1. Where did you have a picnic?
2. Who gets off the bus here?
3. Did he take a lot of photographs?
4. Did she lie in the sun for an hour?
5. What does he always buy?

13-40

1. She doesn't ask directions.
2. We don't turn left here.
3. He doesn't drive a car.
4. They don't get lost.
5. I don't go jogging.

13-41

1. We didn't see an accident.
2. They didn't have a picnic.
3. He didn't get on the bus.
4. You didn't turn right.
5. She didn't get out of the car.

13-42

1. was, were
2. became
3. built
4. bought
5. came
6. did
7. drew
8. drank
9. drove
10. ate
11. felt
12. found
13. got
14. went
15. grew
16. had
17. heard
18. lay
19. made
20. paid
21. put
22. left
23. read
24. rode
25. ran
26. saw
27. sat
28. slept
29. spent
30. stood
31. swept
32. took
33. taught
34. thought
35. understood
36. woke up
37. withdrew
38. wrote

13-43

1. He is getting off the elevator.
2. We are ordering our meal.
3. She is paying the waiter.
4. We are leaving the station.
5. They are going through the revolving doors.

13-44

1. He isn't leaving the building.
2. She isn't enjoying her meal.
3. They aren't riding on the escalator.
4. I'm not looking at the menu.
5. He's not talking on his cell phone.

13-45

1. Is he leaving the building?
2. Is she enjoying her meal?
3. Are they riding on the escalator?
4. Are you looking at the menu?
5. Is he talking on his cell phone?

13-46

1. She hasn't asked directions.
2. We haven't turned left here.
3. He hasn't driven a car.
4. They haven't gotten lost.
5. I haven't gone jogging.

13-47

1. ate
2. eaten
3. understand
4. understood
5. write
6. written
7. took
8. taken
9. be
10. was, were
11. teach
12. taught
13. came
14. come

13-48

1. I haven't eaten dinner.
2. She hasn't left the station.
3. We haven't looked at the menu.
4. He hasn't ordered his lunch.
5. She has paid the waiter.
6. We haven't bought anything from a street vendor.
7. I have asked for the check.

13-49

1. The game is beginning.
2. He is swimming.
3. They are winning.
4. She is throwing the ball.
5. We are singing together.
6. I am going to the movies.

13-50

1. Is the game beginning?
2. Is he swimming?
3. Are they winning?
4. Is she throwing the ball?
5. Are you singing together?
6. Are you going to the movies?

13-51

1. He hasn't hit the ball.
2. I haven't seen that movie.
3. She hasn't had lunch with him.
4. We haven't sung that song.
5. They haven't danced together before.

13-52

1. Has he hit the ball?
2. Have you seen that movie?
3. Has she had lunch with him?
4. Have you/we sung that song?
5. Have they danced together before?

13-53

Answers will vary.

13-54

Answers will vary.

13-55

1. 3
2. 2
3. 1
4. 3
5. 2
6. 3
7. 3
8. 1
9. 1
10. 1
11. 2
12. 2

13-56

1. I added tomatoes to the sauce.
2. She iced and decorated the cakes in the morning.
3. He whipped the cream.
4. They cooked for a lot of people.
5. We grilled the fish outside.

13-57

1. Did you add tomatoes to the sauce?
2. Did she ice and decorate the cakes in the morning?
3. Did he whip the cream?
4. Did they cook for a lot of people?
5. Did you grill the fish outside?

13-58

1. We have barbecued the chicken.
2. She has removed the pan from the oven.
3. He has arranged the salad on the plates.
4. I have peeled the potatoes.
5. They have spread butter on the bread.

13-59

1. Slice
2. Ice
3. Remove
4. Spread
5. Chill
6. Break
7. Bake
8. Boil

13-60

1. I am slicing the tomatoes.
2. I am icing the cake.
3. I am removing the pan from the oven.
4. I am spreading butter on the bread.
5. I am chilling the champagne.
6. I am breaking the eggs into the bowl.
7. I am baking a loaf of bread.
8. I am boiling water for the tea.

Part IV Adverbs

Unit 14 Adverbs of Place, Time, and Frequency

14-1

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

14-2

Answers will vary.

14-3

1. there
2. here
3. there
4. inside
5. nearby
6. up
7. downstairs
8. outside

14-4

1. in the country
2. on a horse
3. in a car
4. on the fourth floor
5. in the kitchen
6. in jail
7. in the hospital
8. on a balcony OR on a deck OR on a patio
9. at school OR at the library
10. on a bicycle OR on a bus OR on a train OR on the metro

14-5

Answers will vary.

14-6

1. Yesterday
2. Tomorrow
3. next month
4. last month
5. this Thursday
6. next year
7. ten years ago
8. this morning
9. this evening OR tonight
10. Answers will vary.

14-7

1. at 3:30
2. on weekdays
3. in March
4. in 2027
5. in the morning

14-8

1. i
2. d
3. h
4. g
5. c
6. e
7. j
8. k
9. f
10. b
11. a

14-9

Answers will vary.

14-10

Answers will vary.

Unit 15 Adverbs of Manner

15-1

1. actively
2. aggressively
3. badly
4. bitterly
5. bravely
6. carefully
7. cautiously
8. charmingly
9. cheaply
10. cheerfully
11. civilly
12. competently
13. considerately
14. creatively
15. efficiently
16. faithfully
17. fortunately
18. generously
19. gladly
20. imaginatively
21. interestingly
22. kindly
23. loudly
24. modestly
25. naturally
26. nervously
27. nicely
28. patiently
29. pleasantly
30. politely
31. properly
32. proudly
33. quietly
34. reverently
35. securely
36. selfishly
37. seriously
38. sincerely
39. skillfully
40. slowly
41. softly
42. successfully
43. sweetly
44. tactfully
45. truthfully
46. weakly

15-2

1. capably
2. comfortably
3. easily
4. energetically
5. enthusiastically
6. fast
7. well
8. humbly
9. happily
10. noisily
11. reasonably
12. responsibly
13. tragically

15-3

1. bravely
2. responsibly
3. easily
4. Fortunately
5. cheerfully
6. carefully
7. gladly
8. badly
9. creatively
10. patiently

15-4

Answers will vary.

15-5

1. John drives more slowly than Mary.
2. Susan works more carefully than Janet.
3. Charles plays more quietly than David.

15-6

Answers will vary.

15-7

1. Mary doesn't drive as slowly as John.
2. Janet doesn't work as carefully as Susan.
3. David doesn't play as quietly as Charles.

15-8

1. not as slowly as
2. faster than
3. not as quietly as
4. better than
5. not as energetically as
6. earlier than
7. not as efficiently as
8. more patiently than
9. not as hard as
10. more seriously than
11. not as late as
12. more sweetly than

15-9

Answers will vary.

15-10

Answers will vary.

Unit 16 Adverbs That Modify

16-1

1. really
2. hardly OR scarcely
3. really
4. hardly OR scarcely

16-2

1. well enough
2. well
3. a little OR well enough
4. a little OR well enough
5. well

16-3

Answers will vary.

16-4

1. pretty OR rather OR quite OR very
2. too OR extremely OR very
3. extremely OR very
4. pretty OR rather OR quite
5. not at all

16-5

Answers will vary.

16-6

1. Sara is much shorter than her brother.
2. Jackie is much friendlier than Susan.
3. Joe is much more helpful than Jim.
4. Mary is much more athletic than her sister.
5. Patricia's baby was much smaller than Valerie's.

16-7

Answers will vary.

16-8

Answers will vary.

Part V English in the Twenty-First Century: Technology

Unit 17 General Vocabulary for Technology

17-1

1. USB flash drive
2. toner
3. laptop
4. hard drive
5. keyboard

17-2

Answers will vary.

17-3

1. the Web
2. a modem
3. worldwide
4. Wi-Fi

17-4

1. an analog
2. touch screen
3. save
4. downloading

Unit 18 Contacting Other People: The Technology of Communications

18-1

1. an earphone
2. a ringer
3. washing your hands
4. cell phone

18-2

Answers will vary.

18-3

1. a telephone number
2. an international call
3. on hold
4. attach it to an e-mail

18-4

Answers will vary.

18-5

Answers will vary.

18-6

1. an e-mail address
2. an Internet service provider
3. .edu
4. all of the above

Unit 19 Getting Information: The Media

19-1

1. HTML
2. user ID and password
3. get information
4. keep it a secret

Unit 20 Entertainment

20-1

1. all of the above
2. a remote control
3. you have access to a large number of books

20-2

Answers will vary.

Unit 21 Technology in Other Places

21-1

Answers will vary.

Part VI Numbers

Unit 22 The Numbers from Zero to 1 million

22-1

1. 17
2. 76
3. 343
4. 1002
5. 58,000,000
6. 4
7. 50
8. 61,530

22-2

1. 2
2. 2
3. 3
4. 4
5. 8
6. 1
7. 2
8. 5

22-3

1. two
2. seventy-five
3. four hundred (and) sixty-three
4. one thousand nine hundred (and) forty-one OR nineteen forty-one (for a year)
5. twenty-one thousand, seven hundred (and) seventy-seven
6. nine hundred (and) ninety-nine thousand, nine hundred (and) ninety-nine
7. three million, eight hundred (and) sixty-two thousand, eight hundred (and) eighty-six
8. twenty-eight million (and) one
9. one hundred (and) ten million, nine hundred (and) sixty-six thousand, three hundred (and) fifteen

Unit 23 Telling the Time and the Date

23-1

1. six-thirty
2. seven-twenty *OR* twenty after seven
3. eleven-fifty *OR* ten to twelve
4. nine-forty-five *OR* a quarter to ten
5. ten-ten *OR* ten after ten
6. four-fifteen *OR* a quarter after four
7. eight-thirty-five *OR* twenty-five to nine
8. one-o-five *OR* five after one

23-2

1. noon
2. midnight
3. midnight . . . noon
4. noon . . . midnight

23-3

Answers will vary.

23-4

1. first
2. third
3. tenth
4. twelfth
5. thirty-ninth
6. forty-first
7. fifty-fourth
8. sixty-seventh
9. eighty-eighth
10. one hundred (and) thirty-second
11. five hundred (and) ninety-first
12. three hundred (and) thirty-third

23-5

1. February 2, 1998
2. July 18, 2000
3. May 31, 2019
4. June 6, 2024

23-6

1. 1/01/_____ or January 1, _____ (year will vary)
2. 2/14/_____ February 14, _____ (year will vary)
3. 7/4/_____ July 4, _____ (year will vary)
4. _____/_____/_____ (date will vary)

Unit 24 Identification Numbers, Telephone Numbers, and Addresses

24-1

1. g
2. h
3. a
4. i
5. j
6. c
7. e
8. l
9. k
10. n
11. d
12. m
13. f
14. a
15. b
16. o

24-2

Answers will vary.

Unit 25 Using Whole Numbers

25-1

1. 8
2. 110
3. 55
4. 22
5. 84
6. 577

25-2

1. 6
2. 6
3. 18
4. 55
5. 101
6. 457

25-3

1. 8
2. 24
3. 90
4. 1000
5. 34
6. 108

25-4

1. 6
2. 12
3. 6
4. 10
5. 8
6. 50

25-5

1. sum
2. difference
3. product
4. quotient

Unit 26 Using Partial Numbers

26-1

1. less than
2. before the slash
3. all of the parts

26-2

1. $\frac{1}{3}$
2. $\frac{1}{2}$
3. $\frac{2}{3}$
4. $\frac{5}{24}$
5. $\frac{1}{7}$

26-3

1. .1
2. before
3. after
4. six hundredths
5. $\frac{8}{10}$ *OR* .8
6. seventeen thousandths
7. one-fourth *OR* $\frac{25}{100}$ *OR* .25 OR twenty-five hundredths
8. 75% *OR* seventy-five percent

Unit 27 Measuring

27-1

1. 16
2. 2000
3. 4
4. 2
5. 3
6. 8

27-2

1. g
2. b, d
3. a, c
4. h
5. i
6. e, f

27-3

1. j, h
2. f, g
3. d, e
4. b, c
5. a, i

27-4

1. l
2. j
3. a, i, f
4. d, e
5. f
6. f
7. b
8. d, e
9. a, g, h, i
10. g
11. a, i
12. k
13. a, h, i
14. j, k
15. a, h, i

Unit 28 Counting Money

28-1

1. d, v
2. c, m, r
3. j, p
4. k, q
5. w
6. a, o, t
7. f, h, u
8. e, i, n
9. b
10. l, s
11. g