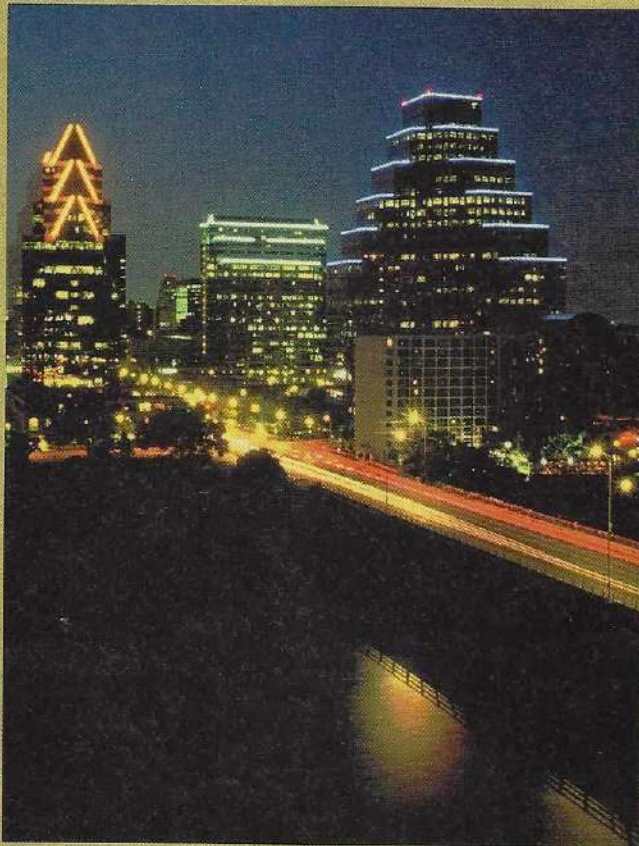


FIFTH EDITION

BASIC

# GRAMMAR *in* CONTEXT

SANDRA N. ELBAUM  
JUDI P. PEMÁN



The cover photo shows the  
Ann W. Richards Congress  
Avenue Bridge over Lady Bird  
Lake in Austin, Texas.

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And many thanks to our students at Truman College, who have increased our understanding of our own language and taught us to see life from another point of view. By sharing their observations, questions, and life stories, they have enriched our lives enormously.

This new edition is dedicated to the millions of displaced people in the world. The U.S. is the new home to many refugees, who survived unspeakable hardships in Burundi, Rwanda, Sudan, Burma, Bhutan, and other countries. Their resiliency in starting a new life and learning a new language is a tribute to the human spirit.—*Sandra N. Elbaum and Judi P. Pemán*

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# A word from the authors

When we started teaching many years ago, grammar textbooks used a series of unrelated sentences with no context. We knew instinctively that there was something wrong with this technique. It ignored the fact that language is a tool for communication, and it missed an opportunity for some important collateral learning to take place. As we gained teaching experience, we noticed that when we embedded the grammar into topics that taught students life skills, this captured their interest, sparked their curiosity, and motivated them to understand the grammar better and use it more effectively.



At the beginning levels of learning English, most ESL students have to face many other confusing challenges in their lives besides a new language: how to do their banking, fill out forms, buy a used car, interview for a job, and more. We decided to use two main characters, Simon and Dorota, to introduce new immigrants to life in the United States. Simon and Dorota have been in the U.S. for quite some time and have gone through these experiences. Now they volunteer to help others adjust to their new lives in the U.S.



Like the other books in the *Grammar in Context* series, a reading (a narrative or a dialogue) introduces the grammar and is followed by grammar charts using sentences from the context of the reading. What sets *Basic* apart is specific attention to vocabulary and listening activities geared to beginning levels of ESL.

At the end of *Grammar in Context Basic*, students should have a good introduction to the most common grammatical structures of the English language, a solid vocabulary base, and an understanding of the practicalities of American life. Students will then be ready for more in-depth study and practice of each structure as found in *Grammar in Context 1, 2, and 3*.

Enjoy using *Grammar in Context Basic*!

—Sandra N. Elbaum and Judi P. Pemán

For  
Cassia, Laila, Gentile, Chimene, Joseph, Joy, and Ange

# Welcome to Grammar in Context

Basic

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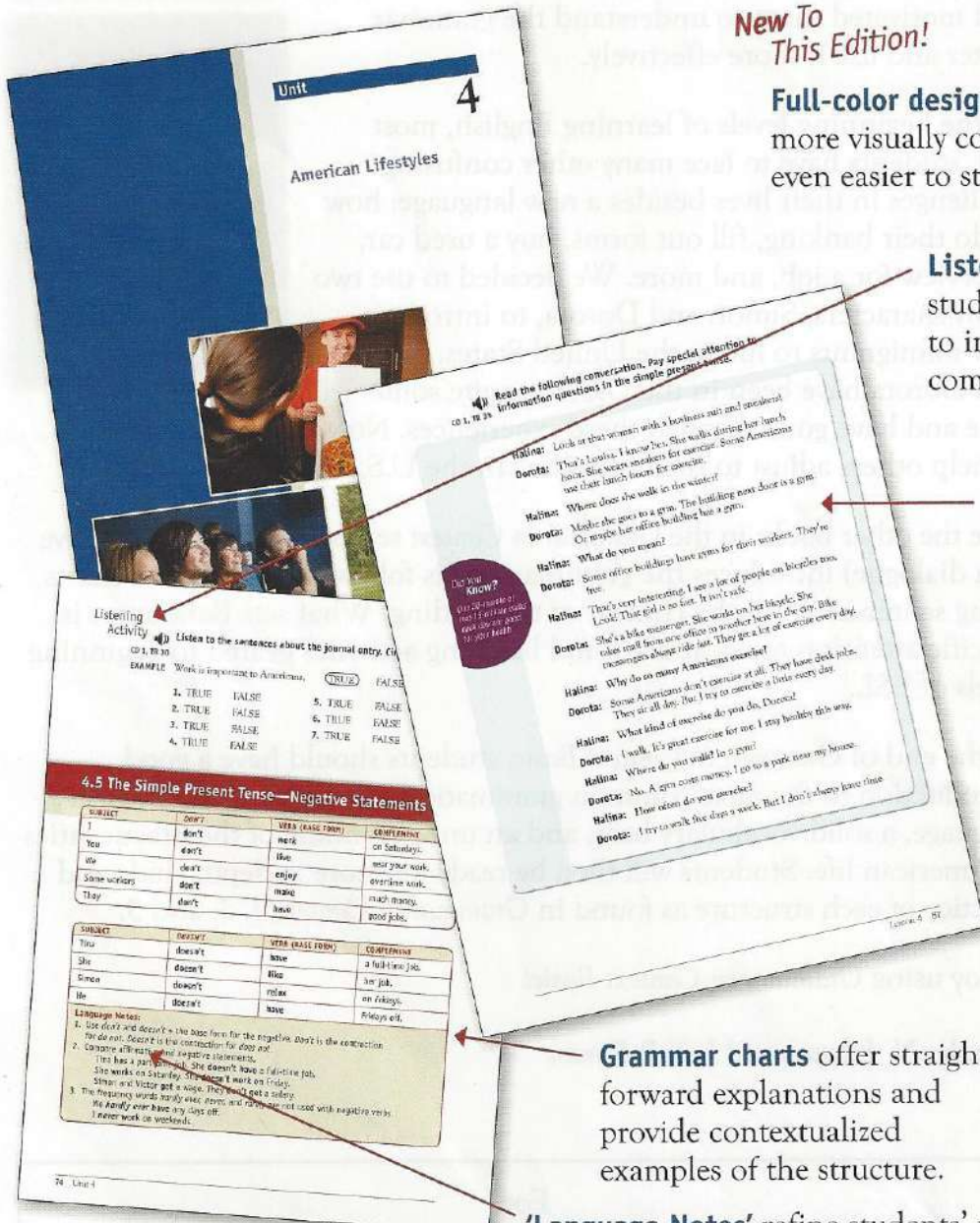
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**High-interest, informative readings** present grammar in context, in the form of journal entries, dialogues, and Web articles, illustrating the grammatical structure in an informative and meaningful way.

**Grammar charts** offer straightforward explanations and provide contextualized examples of the structure.

**'Language Notes'** refine students' understanding of the target structure by providing meaningful examples of the grammar in natural language.



### 4.4 Frequency Words

FREQUENCY	FREQUENCY WORD	EXAMPLES
100%	always	Simon <b>always</b> washes his grill.
	usually	Americans <b>usually</b> call before a visit.
	often	Dorota <b>often</b> goes to the movies with friends.
	sometimes	Women <b>sometimes</b> watch football games.
	rarely	Americans <b>rarely</b> visit friends without an invitation.
	hardly ever	Some Americans <b>hardly ever</b> have free time.
0%	never	I <b>never</b> cook outside in January.

**Language Notes:**  
 1. Frequency words go before the verb. *Usually* and *sometimes* can also go at the beginning of the sentence.  
*Sometimes* we go to the movies.  
*Usually* Dorota has free time on Sundays.  
 2. Frequency words follow the verb *be*.  
 Simon **is always** on time.  
 He **is never** late.

**EXERCISE 81** **ABOUT YOU** Write a sentence with the words given. Add a frequency word from the chart above.

**EXAMPLE** go to the movies

I **hardly ever** go to the movies.

1. cook dinner at home

2. watch TV in the evening

3. invite my friends to my home

**EXERCISE 82** Fill in the blanks in Simon's phone conversation with Victor. Use the verbs in the box below.

plays      have      sells      likes  
 plays      has      need      enjoy

Simon: Are you and Lisa busy tonight?

Victor: No, why?

Simon: The city **has** concerts in the park on Thursdays. Let's all go tonight.

Victor: Sure. That's a great idea.

Simon: Bring Maya. Kids **love** outdoor concerts.

Victor: Are the concerts expensive?

Simon: No. The city **is** free for them. They're free for all of us.

Victor: Where are the concerts?

Simon: At Logan Park on Central Street. A different band **is** there every Thursday evening from 7 to 9 p.m.

The kids **are** fun with their friends. A little store in the park **is** popcorn and ice cream. My daughter

and I **like** ice cream in the summer. Marta and I

**enjoy** the different kinds of music.

**EXERCISE 83** Read the following entry in Holina's journal. Pay special attention to verbs in the simple present tense.

October 15

Americans work hard. But they have fun too. Americans do many different activities in their free time. They often visit each other. But a visitor usually needs an invitation. Or the visitor calls first.

People sometimes invite their friends to their homes. Sometimes, they watch sports on TV together. One popular game is the Super Bowl. The two best football teams in the U.S. play in January or February every year.

Americans like the movies. They often go to the movies on weekends. Theaters sell popcorn, and people eat at the movies.

Families often spend time at school activities. Americans also enjoy museums. Museums have interesting activities. A list of activities is usually on a city's Web site.

City parks have many fun activities too. In warm weather, many city parks have free concerts in the summer. People sometimes have picnics. They cook on a grill and eat outside. They call this kind of food "barbecue." It's very popular.

Americans enjoy their free time.

**Did You Know?**  
 They tipplers have checker tables outside of you. Some parks also get checker tables.

#### Vocabulary in Context

have fun I have fun at the museum. I am happy there.

activity City parks often have free activities, or things to do.

free time Dorota works in the daytime. She has free time at night.

visit (v.) Simon's friends often visit him. They come to his house.

visitor (n.) They are visitors.

each other We visit each other. I visit you, and you visit me.

invite (v.) Americans invite their friends to their homes. They ask their friends to visit them. This is an invitation.

invitation (n.) Many people like football. It's a popular sport.

popular One football team has many players.

teams We are a good team, but they are the best team.

best Tina spends a lot of time with her friends.

spend time Simon and Victor like football. They enjoy the Super Bowl.

enjoy I like outdoor concerts. I listen to music in the park.

outdoor concert This man often cooks on a grill in the summer.

cook (v.)



Grammar is presented in clear, accessible sections to make learning easier.

'About You' communicative activities enhance learning by personalizing the grammar.

Contextualized dialogues improve learners' listening skills and act as models for speaking (also included on the Audio CD).

Vocabulary in Context boxes include new and important words to help students build their vocabulary base and increase their ability to use new words in context.

Enhanced For  
This Edition!

Enhanced editing section guides students to first identify and then correct common grammatical errors in context.

**Editing Advice**

1. Use the *s* form in the affirmative with *he, she, it,* and singular subjects.  
Dorota work in an office.  
She have a good job.
2. Don't use the *s* form after *does* or *doesn't*.  
She doesn't has a new job.  
Where does she works?
3. Don't use *do* or *does* in questions about the subject.  
Who does want to go to the gym?
4. Use the correct word order in questions.  
Where does work your friend?
5. Use the correct question word order with *mean* and *meanings*.  
What mean?

**Editing Quiz**

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Simon: Look at that fat bike messenger.  
Victor: What does "bike messenger" mean?  
Simon: A bike messenger ~~delivers~~ <sup>carries</sup> things.  
Victor: What does a bike messenger ~~delivers~~ <sup>do</sup>?  
Simon: A bicycle messenger ~~delivers~~ <sup>do</sup> packages to offices downtown.  
Victor: Who ~~does~~ <sup>do</sup> work as a bicycle messenger?  
Simon: Usually young, healthy people ~~do~~ <sup>do</sup> this job. But the job is not always safe.  
Victor: Not safe? Why? What ~~does~~ <sup>do</sup> happen to them?  
Simon: People ~~can~~ <sup>can</sup> sometimes their car door. They don't always watch for the messengers. And sometimes bike messengers ~~don't~~ <sup>do</sup> at red lights. They always ride very fast.  
Victor: Does a messenger ~~make~~ <sup>make</sup> a lot of money?  
Simon: Not a lot. Messengers ~~make~~ <sup>make</sup> about \$350 to \$500 a week. And they ~~ride~~ <sup>ride</sup> from 20 to 40 miles. More work ~~mean~~ <sup>mean</sup> more money.  
Victor: ~~Do~~ <sup>Do</sup> they work in bad weather too?  
Simon: Yes. And they ~~don't~~ <sup>don't</sup> complain. It's part of their job.  
Victor: One good thing. They get a lot of exercise. ~~Never~~ <sup>Never</sup> they need to go to a gym!

94 Unit 4

Updated For  
This Edition!

Comprehensive 'Expansion' section for each lesson provides opportunities for students to further develop their writing skills.

**Expansion Learner's Log**


1 What did you learn in this unit? Write four sentences about each of these topics:

- Free-time activities in the U.S.
- Work in the U.S.
- Food in the U.S.
- Exercise in the U.S.

2 Write four questions you still have about work, free-time activities, food, and exercise in the U.S.

**Writing Activity**

Rewrite the following paragraph about Nina. Change *I* to *she*. Make necessary changes to the verbs.



I live in Chicago. I like the city. Why do I like it? Because it's wonderful in the summertime. I often go to a big park downtown. It has concerts every Thursday evening. I don't pay for these concerts. They're free. I like to visit Lake Michigan. It has many free beaches. But the water is cold. I don't swim in June or July. I swim only in August. I also visit a beautiful park on the lake. Sometimes I have dinner at a restaurant near the lake. I don't do that often. It's expensive. I often invite friends to visit the city.

EXAMPLE

Nina lives in Chicago. ...

For more practice using grammar in context, please visit our Web site.

Lesson 4 95

More Writing Models  
In This Edition!

Writing models provide additional writing practice using the grammar structure for that lesson.

## Additional resources for each level:

### FOR THE STUDENT:

*New To  
This Edition!*

- **Online Workbook** features additional exercises that learners can access in the classroom, language lab, or at home.
- **Audio CD** includes dialogues, Listening Activities, and all readings from the student book.
- Student Web site features additional practice:  
<http://elt.heinle.com/grammarincontext>.

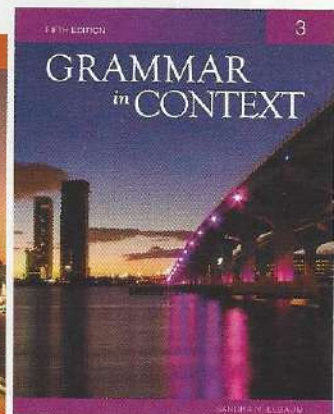
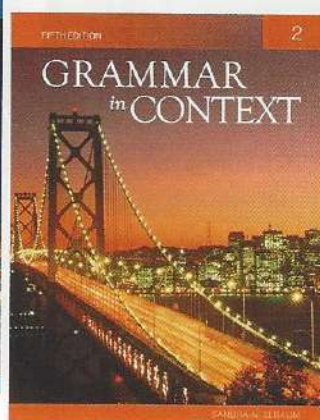
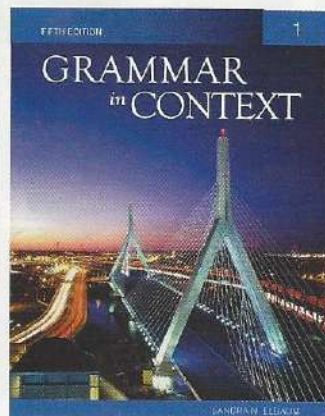
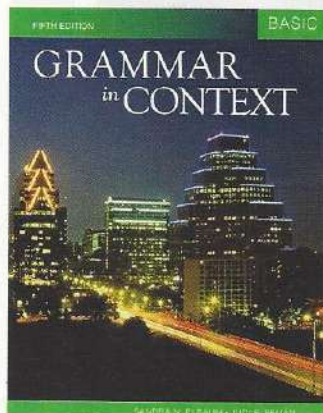
### FOR THE TEACHER:

*New To  
This Edition!*

- **Online Lesson Planner** is perfect for busy instructors, allowing them to create and customize lesson plans for their classes, then save and share them in a range of formats.

*Updated For  
This Edition!*

- **Assessment CD-ROM with ExamView®** lets teachers create and customize tests and quizzes easily and includes many new contextualized test items.
- **Teacher's Edition** offers comprehensive teaching notes including suggestions for more streamlined classroom options.
- Instructor Web site includes a printable Student Book answer key.



# It is nice to meet you!

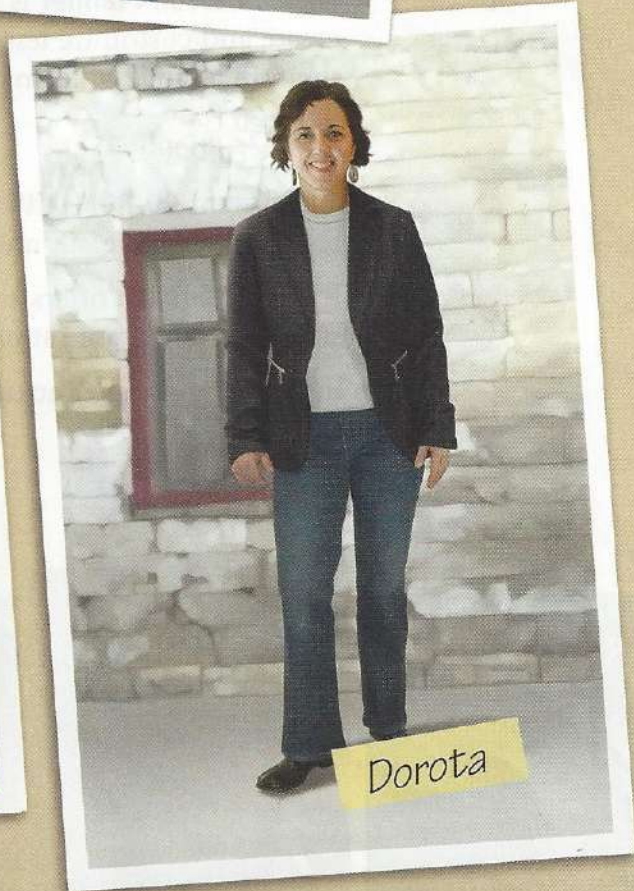
Additional resources



Simon and Marta, with Tina, Amy, and Ed

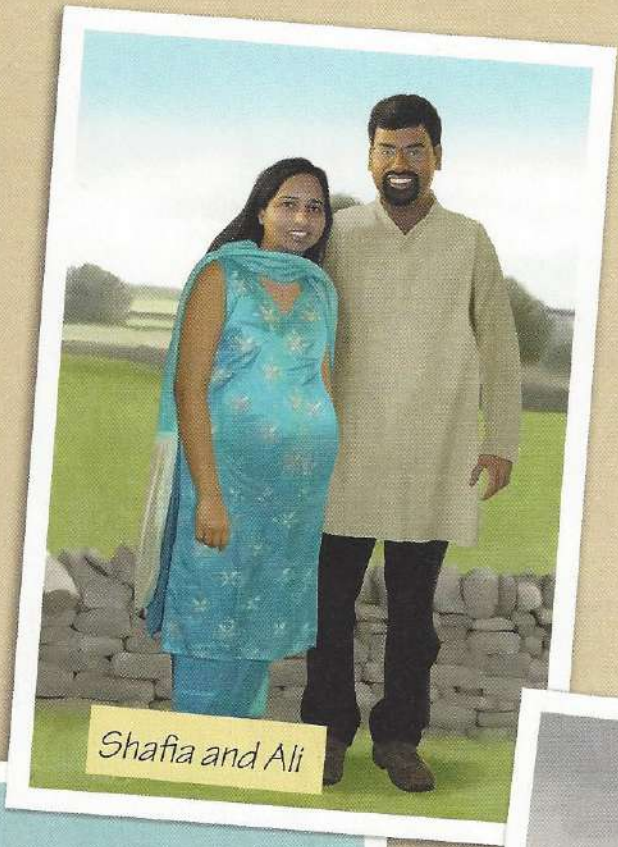


Halina and Peter, with Anna

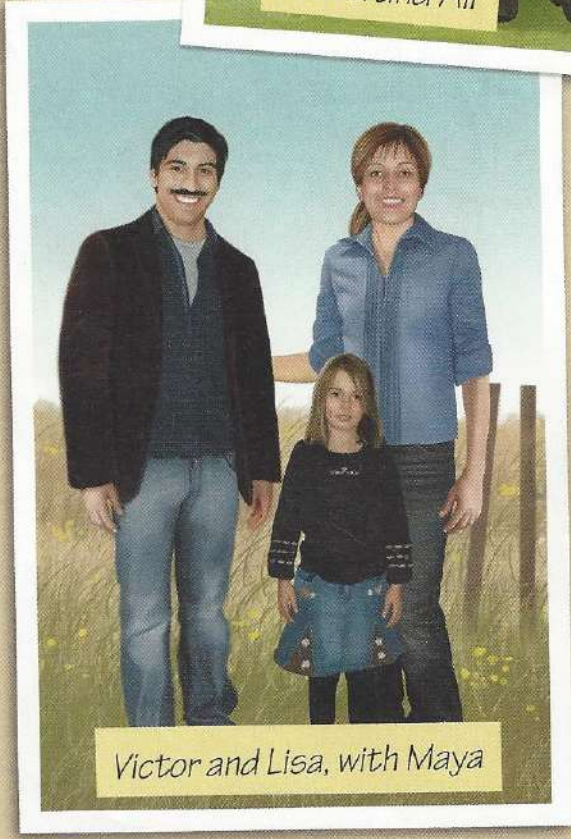


Dorota

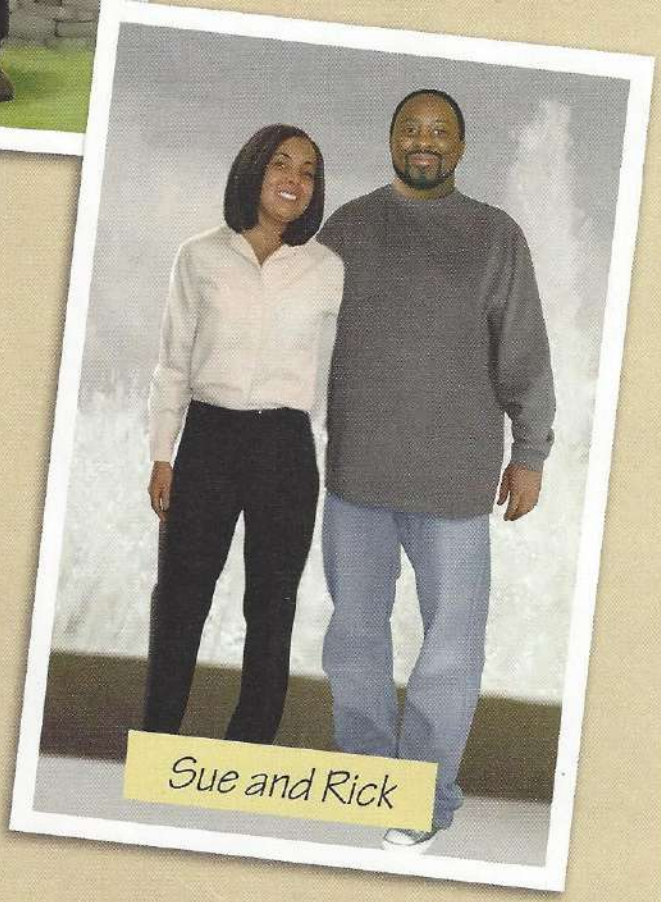




*Shafia and Ali*



*Victor and Lisa, with Maya*



*Sue and Rick*

Welcome to the U.S.



## Grammar

### Subject Pronouns

### Be—Affirmative Statements

## Context

### Help for New Immigrants

## We Are Here to Help

Before

You Read

Circle *yes* or *no*.

1. Many things are new for me in this country.    YES    NO
2. People help me with new things.    YES    NO



**Did You Know?**

Some supermarkets and laundromats are open 24 hours a day.

**Dorota:** Welcome! My name **is** Dorota. I **am** from Poland, but I **am** a citizen of the U.S. now. My first language **is** Polish. This **is** Simon. He **is** from Mexico. We **are** here to help you.

**Simon:** Hi. My name **is** Simon. I **am** from Mexico, but I **am** a citizen now. Spanish **is** my first language. We **are** both here to help you.

**Dorota:** You **are** new in this country. You **are** immigrants. Life **is** different here. Many things **are** different for you—the supermarket **is** different, the laundromat **is** different, the doctor's office **is** different, and the bank **is** different. Everything **is** new for you. Maybe you **are** confused.

**Simon:** We **are** here to help you in new places. The laundromat and supermarket **are** the first places to go.

**Vocabulary in Context**

citizen	Dorota is a <b>citizen</b> of the United States.
help (v.) helpful (adj.)	Dorota and Simon <b>help</b> immigrants. They are <b>helpful</b> .
both	Dorota and Simon are <b>both</b> citizens.
immigrant	I am from Colombia. I am new to the U.S. I am an <b>immigrant</b> .
life	<b>Life</b> in the U.S. is new for me.
different	Simon and Dorota are from <b>different</b> countries.
supermarket	We buy food in a <b>supermarket</b> .
laundromat	The <b>laundromat</b> is a place to wash clothes.
bank	He needs money. He is at the <b>bank</b> .
everything	<b>Everything</b> is new—the bank, the supermarket, and the laundromat.
confused	I am new here. Everything is different. I am <b>confused</b> .

# Listening

## Activity



Listen to the sentences about the conversation.

CD 1, TR 02

Circle *true* or *false*.

EXAMPLE

Dorota and Simon are in the supermarket now.

TRUE

**FALSE**

1. TRUE FALSE

4. TRUE FALSE

2. TRUE FALSE

5. TRUE FALSE

3. TRUE FALSE

6. TRUE FALSE

## 1.1 Subject Pronouns

The comic panels illustrate the use of subject pronouns in different contexts:

- Panel 1 (Top Left):** Dorota says "I am Dorota." and Simon says "I am Simon." (Pronoun: I)
- Panel 2 (Top Right):** Dorota and Simon say "We are here to help." (Pronoun: We)
- Panel 3 (Second Row Left):** Dorota says "She is from Poland." (Pronoun: She)
- Panel 4 (Second Row Right):** Dorota says "He is from Mexico." (Pronoun: He)
- Panel 5 (Third Row Left):** Dorota says "It is a supermarket." (Pronoun: It)
- Panel 6 (Third Row Right):** Dorota and Simon say "They are countries." (Pronoun: They)
- Panel 7 (Bottom Row Left):** Dorota says "You are new here." (Pronoun: You)
- Panel 8 (Bottom Row Right):** Dorota and Simon say "They are new here." (Pronoun: They)

**EXERCISE 1** Fill in the blanks with the correct subject pronoun.

**EXAMPLE** We are immigrants.

1. Dorota is from Poland. \_\_\_\_\_ is here to help.
2. \_\_\_\_\_ am new to this country.
3. Simon is from Mexico. \_\_\_\_\_ is from Mexico City.
4. You and I are new here. \_\_\_\_\_ are confused.
5. The bank is near my house. \_\_\_\_\_ is big.
6. Simon and Dorota are citizens now. \_\_\_\_\_ are helpful.
7. **Halina:** Thank you for your help.  
**Simon:** \_\_\_\_\_ are welcome.

## 1.2 Be—Affirmative Statements

SUBJECT	FORM OF BE	COMPLEMENT
I	am	a citizen.
Dorota She	is	from Poland.
Simon		helpful.
He		from Mexico. in the U.S.
The supermarket It	is	different. big.
We You Dorota and Simon They	are	here to help. new here. American citizens. helpful.

**Language Note:** We use a form of *be* to:

1. describe the subject (*helpful, big*)
2. tell where the subject is from (*from Mexico, from Poland*)
3. classify the subject (*a citizen*)
4. show location (*here, in the U.S.*)

**EXERCISE 2** Fill in the missing words: *am, is, or are.*

**EXAMPLE** The laundromat is different.



1. I \_\_\_\_\_ new here.
2. You \_\_\_\_\_ a citizen.
3. We \_\_\_\_\_ here to help you.
4. Some things \_\_\_\_\_ different in the U.S.
5. He \_\_\_\_\_ confused.
6. Simon and Dorota \_\_\_\_\_ helpful.
7. Dorota \_\_\_\_\_ from Poland.

**EXERCISE 3** Dorota is talking to Halina, a new immigrant. Fill in the blanks with the correct form of *be*.

 CD 1, TR 03

**Halina:** Hi, Dorota. I am Halina.  
*(example)*

**Dorota:** You \_\_\_\_\_ new.  
*(1)*

**Halina:** Yes. I \_\_\_\_\_ from Poland.  
*(2)*

**Dorota:** I \_\_\_\_\_ from Poland too. Many people here \_\_\_\_\_  
*(3)* from Poland. I \_\_\_\_\_ here to help you. Simon \_\_\_\_\_  
*(5)* here to help you too. He \_\_\_\_\_ from Mexico.  
*(7)*

**Halina:** Many things \_\_\_\_\_ new for me.  
*(8)*

**Dorota:** Yes. Life \_\_\_\_\_ different here. But Simon and  
*(9)* I \_\_\_\_\_ both here to help you.  
*(10)*

**Halina:** Thank you.



**EXERCISE 4** **ABOUT YOU** Check (✓) the items that are true for you.

**EXAMPLES** ✓ I am new to the U.S.  
\_\_\_\_\_ I am a citizen of the U.S.

1. \_\_\_\_\_ I am new to the U.S.
2. \_\_\_\_\_ I am new at this school.
3. \_\_\_\_\_ Life is different in a new country.
4. \_\_\_\_\_ I am confused about life in the U.S.
5. \_\_\_\_\_ I am a citizen of the U.S.
6. \_\_\_\_\_ I am an immigrant.
7. \_\_\_\_\_ Americans are helpful.
8. \_\_\_\_\_ I am from Mexico.
9. \_\_\_\_\_ Spanish is my native language.
10. \_\_\_\_\_ My family is in the U.S.

**EXERCISE 5** **ABOUT YOU** Fill in the blanks.

**EXAMPLE** I am a citizen of Peru.

1. My name is \_\_\_\_\_.
2. I am from \_\_\_\_\_.
3. \_\_\_\_\_ is my native language.
4. I am confused about \_\_\_\_\_.
5. \_\_\_\_\_ is a helpful person for me.
6. \_\_\_\_\_ is different for me now.



# Lesson 2

## Grammar

### Contractions (Short Forms)

### Singular and Plural

### *This/That/These/Those*

## Context

### Using a Laundromat

## Help at the Laundromat

Before  
You Read

Circle *yes* or *no*.

1. I use the laundromat.    YES    NO
2. I wash some things by hand.    YES    NO



**Did You Know?**

Clothes have washing or cleaning instructions in the label.

Dorota and a new immigrant, Shafia, are at the laundromat.

**Dorota:** We're at the laundromat.

**Shafia:** The laundromat's new for me. I'm confused.

**Dorota:** Don't worry. We're together. I'm here to help you.

**Shafia:** Thanks. My clothes are dirty.

**Dorota:** These are the washing machines. The small machines are for small items—clothes, towels, and sheets. Those big machines are for big items, like blankets. Coins are necessary for the machines.

**Shafia:** Those machines are different.

**Dorota:** Yes. They're dryers.

**Shafia:** It's hot inside the laundromat.

**Dorota:** You're right.

**Shafia:** It's easy to wash clothes in a laundromat.

**Dorota:** Yes, it is.

**Shafia:** These two washers<sup>1</sup> are empty. I'm ready to wash my clothes.



**Vocabulary in Context**

don't worry	<b>Don't worry.</b> I'm here to help you.
together	Dorota is with Shafia. They're <b>together</b> .
right	<b>A:</b> It's hot here. <b>B:</b> Yes, you're <b>right</b> .
item	These machines are for small <b>items</b> .
clothes	These are my <b>clothes</b> .
necessary	It's <b>necessary</b> to wash clothes.
empty	The dryer is <b>empty</b> .
dirty/clean	Your clothes are <b>dirty</b> . My clothes are <b>clean</b> .

<sup>1</sup>Washer is another word for "washing machine."

## Listening Activity



Listen to the sentences about the conversation.  
Circle *true* or *false*.

CD 1, TR 05

**EXAMPLE** The laundromat is new for Shafia. TRUE FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 4. TRUE | FALSE |
| 2. TRUE | FALSE | 5. TRUE | FALSE |
| 3. TRUE | FALSE |         |       |

## 1.3 Contractions (Short Forms)

LONG FORM		CONTRACTION (SHORT FORM)	EXAMPLES
I am	→	I'm	<b>I'm</b> here to help.
She is	→	She's	<b>She's</b> from Poland.
He is	→	He's	<b>He's</b> from Mexico.
It is	→	It's	<b>It's</b> hot in here.
Life is	→	Life's	<b>Life's</b> different.
Everything is	→	Everything's	<b>Everything's</b> new.
Dorota is	→	Dorota's	<b>Dorota's</b> from Poland.
The laundromat is	→	The laundromat's	The <b>laundromat's</b> hot.
You are	→	You're	<b>You're</b> very helpful.
We are	→	We're	<b>We're</b> together.
They are	→	They're	<b>They're</b> at the laundromat.

### Language Notes:

1. To make a contraction (short form), we put an apostrophe (') in place of the missing letter.
2. We can make a contraction with a subject pronoun + *am*, *is*, and *are*.
3. We can make a contraction with a singular subject + *is*.
4. Do not make a contraction with a plural noun + *are*.

**The dryers are** empty.

**EXERCISE 1** Write the contraction for the words in parentheses ( ).

**EXAMPLE** (I am) \_\_\_\_\_ **I'm** \_\_\_\_\_ new here.

1. (Simon is) \_\_\_\_\_ from Mexico.
2. (He is) \_\_\_\_\_ a citizen of the U.S. now.
3. (Dorota is) \_\_\_\_\_ from Poland.
4. (She is) \_\_\_\_\_ a citizen too.
5. (They are) \_\_\_\_\_ both very helpful.
6. (The laundromat is) \_\_\_\_\_ big.
7. (It is) \_\_\_\_\_ hot in the laundromat.
8. (You are) \_\_\_\_\_ confused.
9. (I am) \_\_\_\_\_ confused too.
10. (We are) \_\_\_\_\_ both confused.

**EXERCISE 2** Shafia and Halina are new immigrants. This is their conversation. Fill in the blanks with *am*, *is*, or *are*. Make a contraction, where possible.



CD 1, TR 06

**Shafia:** I 'm \_\_\_\_\_ from India. You 're \_\_\_\_\_ from Russia, right?  
(example) (example)

**Halina:** No. I \_\_\_\_\_ from Warsaw. It \_\_\_\_\_ in Poland.  
(1) (2)

**Shafia:** I \_\_\_\_\_ new here. I \_\_\_\_\_ confused.  
(3) (4)

**Halina:** We \_\_\_\_\_ both confused. Life \_\_\_\_\_ different here.  
(5) (6)

**Shafia:** Yes. Many things \_\_\_\_\_ new here. The bank \_\_\_\_\_  
new for me. The school \_\_\_\_\_ new for me.  
(7) (8) (9)

**Halina:** Simon and Dorota are citizens now. Simon \_\_\_\_\_ from  
Mexico. He \_\_\_\_\_ helpful. Dorota \_\_\_\_\_ from Poland.  
She \_\_\_\_\_ helpful too.  
(10) (11) (12) (13)

**Shafia:** They \_\_\_\_\_ both very helpful to new immigrants.  
(14)

**Halina:** You \_\_\_\_\_ right.  
(15)



# 1.4 Singular and Plural

*Singular* means one. *Plural* means more than one. A plural noun usually ends in *-s*.

SINGULAR	PLURAL
one machine	five machines
one coin	six coins
one towel	three towels
one blanket	two blankets

## EXERCISE 3 Write the plural form of the words.

EXAMPLE sheet sheets

quarter



1. quarter \_\_\_\_\_

6. towel \_\_\_\_\_

dime



2. dime \_\_\_\_\_

7. item \_\_\_\_\_

nickel



3. dryer \_\_\_\_\_

8. blanket \_\_\_\_\_

4. nickel \_\_\_\_\_

9. coin \_\_\_\_\_

5. machine \_\_\_\_\_





10. dollar \_\_\_\_\_



dollar

# 1.5 This, That, These, Those

*This* and *that* are singular. *These* and *those* are plural.

	SINGULAR	PLURAL
Near →	<b>This</b> is a laundromat. 	<b>These</b> are quarters. 
Not near Far →	<b>That</b> is a big machine. 	<b>Those</b> are the dryers. 

**Language Note:** Only *that is* has a contraction—*that's*.

**That's** a big machine.

**Pronunciation Note:** It's hard for many students to hear the difference between *this* and *these*. Listen to your teacher pronounce the sentences above.

**EXERCISE 4** Fill in the blanks with *this is*, *that's*, *these are*, or *those are*.

**EXAMPLE**



That's the change<sup>2</sup> machine.

1.



\_\_\_\_\_ a dollar.

2.



\_\_\_\_\_ coins.

3.



\_\_\_\_\_ quarters.

4.



\_\_\_\_\_ the big washing machines.

5.



\_\_\_\_\_ an empty machine.

6.



\_\_\_\_\_ dryers.

**EXERCISE 5** Circle the correct word.

**EXAMPLE** The (sheet / sheets) are white.

1. The blankets (is / are) big.
2. (These / This) are the dryers.
3. (They're / They) hot.
4. (Quarter / Quarters) are necessary for the machine.
5. (That / Those) machines are empty.

<sup>2</sup>Four quarters is change for one dollar.

# Lesson 3

## Grammar

### *Be*—Negative Statements

### Adjectives

### Expressions with *It*

### Singular and Plural— Spelling Rules

## Context

### Buying Food

## Help at the Supermarket

Before

You Read

Circle *yes* or *no*.

1. I'm confused in an American supermarket.      YES      NO
2. Prices are the same in every supermarket.      YES      NO



**Did You Know?**

Some people bring their own bags to the supermarket.



bar code

**Dorota:** We're at the supermarket now. It's early. The supermarket isn't crowded. The parking lot's not crowded.

**Halina:** This is my first time in an American supermarket. I'm not sure what to do.

**Dorota:** It's not hard to use the supermarket. I'm here to help you.

**Halina:** Thanks. The prices aren't on the products.

**Dorota:** The prices are on the shelves, under the products. A bar code is on each package. Prices aren't the same every week. Some things are on sale each week. Look—bananas are on sale this week. They're usually 69¢ a pound. This week they're not 69¢ a pound. They're 29¢ a pound.

**Halina:** Look! These cookies are free.

**Dorota:** The samples are free, but the bags of cookies aren't. (ten minutes later) We're finished. This checkout is empty.

**Halina:** The cashier's not here.

**Dorota:** It's an automatic checkout.





## Vocabulary in Context



early	It's 8 A.M. It's <b>early</b> .
crowded	The store is empty. It isn't <b>crowded</b> .
sure	I'm confused. I'm not <b>sure</b> what to do.
hard	It's not <b>hard</b> to use the supermarket. It's easy.
price	The <b>price</b> is 29¢ a pound.
product	The supermarket has many <b>products</b> : milk, fruit, meat.
shelf/shelves	The prices are on the <b>shelves</b> .
bar code	A <b>bar code</b> is on each product.
package	The cookies are in <b>packages</b> .
the same	Prices aren't <b>the same</b> every week.
on sale	Bananas are <b>on sale</b> this week. They're only 29¢ a pound.
pound	Americans use <b>pounds</b> , not kilograms.
free	The packages of cookies aren't <b>free</b> . They're \$2.79.
sample	The <b>samples</b> are free.
cashier	The <b>cashiers</b> are at the checkouts.
automatic checkout	The <b>automatic checkout</b> is fast.

## Listening Activity



CD 1, TR 08

Listen to the sentences about the conversation.  
Circle *true* or *false*.


- EXAMPLE** Simon and Dorota are at the supermarket. TRUE **(FALSE)**
- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 4. TRUE | FALSE |
| 2. TRUE | FALSE | 5. TRUE | FALSE |
| 3. TRUE | FALSE | 6. TRUE | FALSE |

## 1.6 Be—Negative Statements

Compare long forms and contractions (short forms).

NEGATIVE LONG FORMS	NEGATIVE SHORT FORMS	
I <b>am not</b> sure.	I'm <b>not</b> sure.	*
You <b>are not</b> confused.	You're <b>not</b> confused.	You <b>aren't</b> confused.
She <b>is not</b> a cashier. He <b>is not</b> at home.	She's <b>not</b> a cashier. He's <b>not</b> at home.	She <b>isn't</b> a cashier. He <b>isn't</b> at home.
The store <b>is not</b> small. It <b>is not</b> crowded.	The store's <b>not</b> small. It's <b>not</b> crowded.	The store <b>isn't</b> small. It <b>isn't</b> crowded.
That <b>is not</b> the price.	That's <b>not</b> the price.	That <b>isn't</b> the price.
We <b>are not</b> in the laundromat. They <b>are not</b> on sale.	We're <b>not</b> in the laundromat. They're <b>not</b> on sale.	We <b>aren't</b> in the laundromat. They <b>aren't</b> on sale.
The cookies <b>are not</b> free.	**	The cookies <b>aren't</b> free.
<b>Language Notes:</b>		
*1. We cannot make a contraction for <i>am not</i> .		
**2. We cannot make a contraction for a plural noun + <i>are</i> .		

Compare affirmative and negative statements with *be*.

AFFIRMATIVE		NEGATIVE
We <b>are</b> at the supermarket.		We <b>aren't</b> at home.
The milk <b>is</b> fresh.		It <b>isn't</b> old.
I <b>am</b> new here.		I'm <b>not</b> sure about many things.
The samples <b>are</b> free.		The cookies in packages <b>aren't</b> free.
You <b>are</b> from the U.S.		You're <b>not</b> confused.
Halina <b>is</b> a new immigrant.		Dorota <b>isn't</b> a new immigrant.

**EXERCISE 1** Fill in the blanks with a negative form of the underlined verbs. Use contractions if possible.

**EXAMPLE** The supermarket is big. It isn't small.

- The date is on packages. The date \_\_\_\_\_ on fruit.
- We're at the supermarket. We \_\_\_\_\_ at the laundromat.
- Bananas are 29¢ this week. They \_\_\_\_\_ 29¢ every week.
- I'm in the supermarket. I \_\_\_\_\_ in the laundromat.

(continued)

5. The store is empty. It \_\_\_\_\_ crowded.
6. You're helpful. You \_\_\_\_\_ confused.
7. Prices are on the shelves. They \_\_\_\_\_ on the products.
8. The sample cookies are free. The packages of cookies \_\_\_\_\_ free.
9. That's a bar code. That \_\_\_\_\_ the price.

**EXERCISE 2** Check (✓) the true statements. Change the false statements to the negative form and add a true statement. Answers may vary.

**EXAMPLES** \_\_\_\_\_ Supermarkets are dirty. *Supermarkets aren't dirty. They're clean.*

✓  Cashiers are helpful.



parking lot

1. \_\_\_\_\_ I'm confused about supermarkets.
2. \_\_\_\_\_ Life in the U.S. is easy.
3. \_\_\_\_\_ Supermarkets are small.
4. \_\_\_\_\_ Americans are helpful.
5. \_\_\_\_\_ Supermarkets are crowded in the morning.
6. \_\_\_\_\_ Prices are the same every week.
7. \_\_\_\_\_ Supermarkets are hot.
8. \_\_\_\_\_ Bags are free.

## 1.7 Adjectives

An adjective gives a description of a noun.

EXAMPLES			EXPLANATION
<b>Subject</b>	<b>Be</b>	<b>Adjective</b>	An adjective can follow the verb <i>be</i> . subject + <i>be</i> + ( <i>not</i> ) + adjective
The parking lot	is	<b>empty.</b>	
The store	isn't	<b>crowded.</b>	
The samples	are	<b>free.</b>	
Those are <b>free</b> samples. These are <b>big</b> packages.			An adjective can come before a noun. adjective + noun
<p><b>Language Note:</b> Descriptive adjectives are always singular. Only the noun is plural.</p> <p>one <b>free</b> sample two <b>free</b> samples</p>			

**EXERCISE 3**

In each of the conversations below, fill in the blanks with an adjective from the box.



CD 1, TR 09

**Vocabulary for Conversation A**

new	early	helpful	different
crowded	easy	big	

**Conversation A: Halina and Dorota are at the supermarket.**

**Halina:** I'm new to this country. Everything is \_\_\_\_\_ for me.  
(example) (1)

**Dorota:** Don't worry. I'm here with you.

**Halina:** You're very \_\_\_\_\_.  
(2)

**Dorota:** This is the supermarket. It's \_\_\_\_\_  
(3)  
to shop in a supermarket.

**Halina:** The supermarket and the parking lot  
aren't \_\_\_\_\_. Why not?  
(4)

**Dorota:** It's only 10 A.M. It's \_\_\_\_\_.  
(5)

**Halina:** This supermarket is \_\_\_\_\_. In my country, stores are small.  
(6)

**Dorota:** Look! Bananas are on sale this week; they're only 29¢ a pound.  
That's a good price.



**Vocabulary for Conversation B**

small	open	different
hot	big	

**Conversation B: Simon is showing a new immigrant, Victor, the laundromat.**

**Simon:** This is the laundromat.

**Victor:** It's \_\_\_\_\_ in here.  
(1)

**Simon:** Yes, it is. But the door is \_\_\_\_\_.  
(2)

**Victor:** Some machines are \_\_\_\_\_ and some are \_\_\_\_\_.  
(3) (4)

**Simon:** The big machines are for big items, like blankets.

**Victor:** All of these machines are the same, but those are \_\_\_\_\_.  
(5)

**Simon:** These are washing machines. Those machines are dryers.

**Victor:** In my country, sometimes my wife is the washer and the air is the dryer!



## 1.8 Expressions with *It*

EXAMPLES	EXPLANATION
<b>It's</b> hot in the laundromat. <b>It's</b> cold outside.	Use <i>it</i> with weather or temperature.
<b>It's</b> 10 A.M. <b>It's</b> early. <b>It</b> isn't late.	Use <i>it</i> with time.
<b>It's</b> easy <b>to wash</b> clothes at the laundromat. <b>It</b> isn't <b>hard</b> . It's early. <b>It's</b> a good time <b>to shop</b> .	Use <i>it</i> with impersonal expressions: <i>it's easy</i> , <i>it's hard</i> , <i>it's good</i> . An infinitive ( <i>to</i> + the base form of a verb) often follows.

**EXERCISE 4** Fill in the blanks with one of the words from the list below. Answers may vary.

early	important	necessary	crowded
hard	good	hot	easy

**EXAMPLE** It's easy to shop in a supermarket.

- It's \_\_\_\_\_. It's only 8 A.M. The supermarket isn't \_\_\_\_\_ at this hour.
- It's \_\_\_\_\_ in the laundromat. Open the door.
- It isn't \_\_\_\_\_ to wash clothes in a washing machine.
- It's \_\_\_\_\_ to wash my clothes every week.
- It's \_\_\_\_\_ to take coins to the laundromat.
- It's \_\_\_\_\_ to learn about the supermarket and the laundromat.

**EXERCISE 5** **ABOUT YOU** Fill in the blanks to make true statements.

**EXAMPLE** It's good to have friends.

- It's important \_\_\_\_\_
- It's necessary \_\_\_\_\_
- It's good \_\_\_\_\_
- It isn't easy \_\_\_\_\_

# 1.9 Singular and Plural—Spelling Rules

SINGULAR	PLURAL	RULE
coin dime dollar	coins dimes dollars	Add <b>-s</b> to form the plural of most nouns.
dish watch box dress	dishes watches boxes dresses	Add <b>-es</b> to make the plural of nouns that end in <i>sh, ch, x,</i> and <i>ss</i> .
family baby	families babies	Change final <i>y</i> to <i>i</i> and add <b>-es</b> when a word ends in a consonant + <i>y</i> .
day toy	days toys	Add only <b>-s</b> when a word ends in a vowel + <i>y</i> .
shelf life	shelves lives	Take away final <i>f</i> or <i>fe</i> . Add <b>-ves</b> .
<p><b>Pronunciation Note:</b> Sometimes we need to pronounce an extra syllable. Listen to your teacher pronounce these words.</p> <p>price—prices    noise—noises    page—pages</p>		

## EXERCISE 6 Fill in the blanks with the plural form of the noun in parentheses ( ).

**EXAMPLES** The \_\_\_\_\_ *cars* \_\_\_\_\_ are in the parking lot.  
(car)



1. The \_\_\_\_\_ are under the \_\_\_\_\_.  
(price) (shelf)

2. The \_\_\_\_\_ are in a blue box.  
(match)

3. It's Saturday and many \_\_\_\_\_ are at the supermarket.  
(family)

4. The soap for washing \_\_\_\_\_ costs \$1.89.  
(dish)

5. The \_\_\_\_\_ are on sale this week.  
(banana)

6. Some \_\_\_\_\_ are in the supermarket today.  
(baby)



# Editing Advice

1. Use the correct form of *be*.

*are*

You **is** at the laundromat.

2. Every sentence has a subject.

*It's*

**Is** 10:15 A.M.

*It's*

**Is** important to know English.

*He is*

This is Simon. **Is** from Mexico.

3. Don't confuse *this* and *these*.

*These*

**This** are big machines.

4. In a contraction, put the apostrophe in place of the missing letter.

*You're*

**Your'e** late.

*isn't*

The supermarket **is'nt** crowded.

5. Use an apostrophe, not a comma, in a contraction.

*I'm*

**I,m** at the supermarket.

6. Don't make adjectives plural.

*big*

These are **big's** machines.

7. Don't use *a* before a plural noun.

This is a small machine. Those are **a** big machines.

8. Don't confuse *your* and *you're*.

*You're*

**Your** at the supermarket.

9. Don't confuse *he* and *she*.

*She's*

Dorota is from Poland. **He's** from Warsaw.

## Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Dorota and Shafia are in the laundromat.

We're

Dorota: ~~We're~~ here to wash clothes.  
(example)

C

Shafia: ~~It's~~ easy to wash clothes in a laundromat.  
(example)

Dorota: Yes, it is. But ~~is~~ hot in here.  
(1)

Shafia: ~~Your~~ right.  
(2)

Dorota: The door ~~is'nt~~ open.  
(3)

Shafia: ~~This~~ are my blankets.  
(4)

Dorota: ~~Theyr'e~~ big. Those machines ~~is~~ for ~~big's~~ items, and ~~this~~ machines  
(5) (6) (7) (8)  
are for small items. ~~These~~ are ~~a~~ quarters for the machines.  
(9) (10)

Shafia: Thanks. ~~Your'e~~ helpful.  
(11)

Dorota: ~~I,m~~ here to help. Simon's helpful too. But ~~is~~ at the bank today.  
(12) (13)

~~She's~~ with Victor.  
(14)

## Expansion

### Learner's

Log Write three sentences about each of the following topics.  
Use affirmative and negative sentences with *be*.

- An American laundromat
- An American supermarket
- Items in an American supermarket



## Writing

### Activity

Rewrite the following paragraph. Change the singular nouns and pronouns to plurals. Change other necessary words, too.

This is a green apple. It's on sale. It's very big. It's only 75¢ a pound. That's a red apple. It isn't on sale. It's not very big. It's \$1.39 a pound. This is a free sample of the green apple. It's not very fresh. That's a free sample of the red apple. It's fresh. This red apple is good. That green apple isn't good today.



### EXAMPLE

These are green apples. . . .



For more practice using grammar in context, please visit our Web site.

Unit

2

Time and Money



# Lesson

# 1

## Grammar

### Possessive Nouns

### Possessive Adjectives

## Context

### Time

## My Clock Is Fast

Before

You Read

Circle *yes* or *no*.

1. I wear a watch every day.      YES      NO
2. I have a clock in every room of my house.      YES      NO



Read the following conversation. Pay special attention to possessive forms.

Victor and Dorota are in Dorota's car.

**Victor:** Hi, Dorota. I'm surprised to see you. It's **Simon's** turn to help me.

**Dorota:** Yes, it is. But he's with **his** kids today. **His** wife, Marta, is at the hospital. **Her** father is sick. So I'm here to help you with the bank.



**Victor:** It's late. Look at **your** clock. It's 4:30. The bank is closed.

**Dorota:** No, it isn't. **My** clock is fast. It's only 4:15.

**Victor:** So **your** clock is broken.

**Dorota:** No, it isn't. **My** clock is always fast. And **my** watch is always fast. That way I'm always on time.

**Victor:** I'm confused. **Your** clock is fast, and that's OK with you?

**Dorota:** Yes. I'm never late. Time is important for Americans. **Their** ideas about time are different from **our** ideas about time.

(five minutes later)

**Dorota:** We're here now. Oh, no. The bank is closed. Today is a holiday. It's Columbus Day.



**Did You Know?**

Some American holidays are: Memorial Day (May), Independence Day (July), Labor Day (September), Columbus Day (October), and Thanksgiving (November).

**Vocabulary in Context**

surprised	Simon isn't here today. Victor is <b>surprised</b> to see Dorota.
turn	It's Simon's <b>turn</b> to help.
kid, son, daughter	Simon and Marta have <b>kids</b> . They have a <b>son</b> and two <b>daughters</b> .
wife	Simon has a <b>wife</b> . Her name is Marta.
clock	Look at the <b>clock</b> . It's 4:30.
fast	Your clock is <b>fast</b> . It's only 4:15.
watch	My <b>watch</b> is fast. It isn't 4:30. It's 4:15.
broken	My clock isn't <b>broken</b> . It's fast.
on time	You're <b>on time</b> . You're not late.
holiday	It's a <b>holiday</b> today. The schools and banks are closed.

## Listening

### Activity

CD 1, TR 11

Listen to the sentences about the conversation.  
Circle *true* or *false*.

- EXAMPLE** The bank is closed today.      TRUE      FALSE
1. TRUE      FALSE      4. TRUE      FALSE  
2. TRUE      FALSE      5. TRUE      FALSE  
3. TRUE      FALSE      6. TRUE      FALSE

## 2.1 Possessive Nouns

EXAMPLES	EXPLANATION
Simon's wife is at the hospital. Marta's father is sick.	Use noun + 's to show relationship.
Dorota's clock is fast.	Use noun + 's to show ownership.

**EXERCISE 1** Fill in the blanks with *Marta's*, *Simon's*, or *Dorota's*.

**EXAMPLE** Dorota's clock is fast.

- \_\_\_\_\_ wife is Marta.
- \_\_\_\_\_ father is sick.
- Today it's \_\_\_\_\_ turn to help, but he's with the kids.
- \_\_\_\_\_ language is Polish.
- \_\_\_\_\_ language is Spanish. He's from Mexico.

**EXERCISE 2** Fill in the blanks. Put the words in the correct order. Add an apostrophe (') + s.

**EXAMPLE** (kids/Simon) Simon's kids aren't in school today.

- (Victor/daughter) \_\_\_\_\_ isn't with him.
- (children/Simon) \_\_\_\_\_ are at home.
- (father/Marta) \_\_\_\_\_ is sick.
- This is (Dorota/car) \_\_\_\_\_.

## 2.2 Possessive Adjectives

Compare subject pronouns and possessive adjectives.

EXAMPLES	SUBJECT PRONOUN	POSSESSIVE ADJECTIVE
I am late. <b>My</b> watch is slow.	I	my
<b>You</b> are late. <b>Your</b> watch is slow.	you	your
<b>He</b> is late. <b>His</b> watch is slow.	he	his
<b>She</b> is late. <b>Her</b> watch is slow.	she	her
<b>We</b> are late. <b>Our</b> clock is slow.	we	our
<b>They</b> are late. <b>Their</b> clock is slow.	they	their

**EXERCISE 3** Fill in the blanks with *my, your, his, her, our, or their*.

**EXAMPLE** You are with your kids.

1. She is with \_\_\_\_\_ kids.
2. They are with \_\_\_\_\_ kids.
3. I am with \_\_\_\_\_ kids.
4. He is with \_\_\_\_\_ kids.
5. We are with \_\_\_\_\_ kids.

**EXERCISE 4** **ABOUT YOU** Circle *true* or *false*.

1. My watch is fast. TRUE FALSE
2. Time is important to me. TRUE FALSE
3. Money is important to me. TRUE FALSE
4. I am with my classmates. Their language is different from my language. TRUE FALSE
5. My teacher's name is hard for me to say. TRUE FALSE

**EXERCISE 5** Simon and Dorota are on the telephone. Fill in the blanks with *my, your, his, her, our, or their*.



CD 1, TR 12

**Simon:** Hi, Dorota. This is Simon. I'm busy today. Marta's busy too.

Her father is sick. \_\_\_\_\_ kids are at home today.  
(example) (1)

\_\_\_\_\_ school is closed. It's \_\_\_\_\_ turn to help Victor  
(2) (3)  
today, but I'm busy.

**Dorota:** That's OK. \_\_\_\_\_ kids need you. I'm not busy today.  
(4)



# Lesson 2

## S.2 Possessive Adjectives

### Grammar

**Be—Yes/No Questions**

**Irregular Plural Forms**

### Context

**Being on Time**

## Time Is Money

Before

You Read

Circle *yes* or *no*.

1. I'm usually on time.      YES      NO
2. My doctor is usually on time.      YES      NO





Read the following conversation. Pay special attention to *yes/no* questions.

*Simon comes to the bank to help Victor.*

**Simon:** Am I late? I'm sorry. Traffic is bad today.

**Victor:** You're not late. It's only 10:15.

**Simon:** Oh, I'm 15 minutes late, then. I'm sorry.

**Victor:** Fifteen minutes is nothing.

**Simon:** In the U.S., people are usually on time.

**Victor:** Really? **Are you serious?**

**Simon:** Yes, I am.

**Victor:** I'm surprised. **Are people on time for everything?**

**Simon:** For most things. They're on time for appointments.

**Victor:** **Is this an appointment?**

**Simon:** Yes, it is. I'm here to help you with the bank.

**Victor:** I'm confused. My doctor is never on time. She's always late.

**Simon:** That's different. Doctors are always late.

**Victor:** **Is it necessary to be on time with friends?**

**Simon:** It's not necessary, but it's polite.

**Victor:** Look. The time and temperature are on a clock outside the bank. **Is time always on your mind?**

**Simon:** Yes, it is. "Time is money." Time is always on our minds.

**Did You Know?**

Americans use Fahrenheit (F) for temperature. Other countries use Celsius (C).



## Vocabulary in Context

traffic	I'm late. <b>Traffic</b> is bad today.
usually	Students are <b>usually</b> on time for class.
serious	Are you <b>serious</b> ? Is it true?
appointment	Victor has a 10 A.M. <b>appointment</b> with Simon.
never	Some people are <b>never</b> on time.
polite	It's <b>polite</b> to say "please" and "thank you."
outside/inside	Victor is <b>outside</b> the bank. He isn't <b>inside</b> the bank.
on (my, your, etc.) mind	Time is always <b>on my mind</b> . I think about it a lot.
always	Some people are <b>always</b> late.
temperature	The <b>temperature</b> is 69 degrees today.

FAHRENHEIT	CELSIUS
0	-18
10	-12
20	-7
30	-1
40	4
50	10
60	16
70	21
80	27
90	32
100	38
212	100

## Listening

### Activity

CD 1, TR 14

**Listen to the questions about the conversation. Circle the correct answer.**

**EXAMPLE** Is traffic bad today?  Yes, it is.  No, it isn't.

- |                   |                  |
|-------------------|------------------|
| 1. Yes, he is.    | No, he isn't.    |
| 2. Yes, they are. | No, they aren't. |
| 3. Yes, they are. | No, they aren't. |
| 4. Yes, it is.    | No, it isn't.    |
| 5. Yes, they are. | No, they aren't. |

## 2.3 Be—Yes/No Questions

Put the form of *be* before the subject to ask a question.

BE	SUBJECT	COMPLEMENT	SHORT ANSWER
Am	I	late?	No, you aren't.
Is	traffic	bad?	Yes, it is.
Is	Simon	on time?	No, he isn't.
Are	you	serious?	Yes, I am.
Are	they	at the bank?	Yes, they are.

### Language Note:

You can use a contraction for a negative answer. Don't use a contraction for an affirmative answer.

Am I late?

No, you aren't. OR No, you're not.

Am I on time?

Yes, you are. (NOT: Yes, you're.)

Compare statements and questions with *be*.

STATEMENTS	QUESTIONS
I am late.	Am I very late?
Time is important.	Is time always on your mind?
People are on time.	Are people always on time?
It is necessary to be on time.	Is it necessary to be on time with friends?

**Pronunciation Note:** A *yes/no* question has rising intonation. Listen to your teacher pronounce the statements and the questions above.

**Punctuation Note:** Put a question mark (?) at the end of a question.

**EXERCISE 1** Fill in the correct form of *be* and the noun or pronoun in parentheses ( ) to make a question.

**EXAMPLES** (Simon and Victor) Are Simon and Victor at the supermarket?  
No, they aren't.

(they) Are they at the bank? Yes, they are.

- (the bank) \_\_\_\_\_ open? Yes, it is.
- (I) \_\_\_\_\_ late? No, you're not.
- (it) \_\_\_\_\_ necessary to be on time? No, it isn't.
- (Simon and Victor) \_\_\_\_\_ inside the bank?  
No, they aren't.
- (we) \_\_\_\_\_ on time? Yes, we are.
- (Simon) \_\_\_\_\_ polite? Yes, he is.



**EXERCISE 2** Answer with a short answer, based on the conversation on page 31.

**EXAMPLE** Is the bank open? Yes, it is.

1. Is Simon on time? \_\_\_\_\_
2. Are Simon and Victor at the bank? \_\_\_\_\_
3. Is Simon with Dorota? \_\_\_\_\_
4. Are doctors usually on time? \_\_\_\_\_
5. Is it necessary to be on time with friends? \_\_\_\_\_
6. Are Americans usually late for appointments? \_\_\_\_\_

**EXERCISE 3** **ABOUT YOU** Answer with a short answer. You may work with a partner.

**EXAMPLE** Are you usually on time?  
Yes, I am.

1. Are you surprised about some things in this country?
2. Is your apartment big?
3. Are you a serious student?
4. Are you an immigrant?
5. Are you an American citizen?
6. Is this class easy for you?
7. Is English hard for you?
8. Are your classmates from your native country?
9. Is this your first English class?
10. Is your dictionary new?

**EXERCISE 4** Fill in the blanks.

**Conversation A:**

  
CD 1, TR 15

**Victor:** \_\_\_\_\_ Am I \_\_\_\_\_ on time?  
*(example)*

**Dorota:** Yes, you \_\_\_\_\_  
*(1)*

**Victor:** \_\_\_\_\_ at the bank?  
*(2)*

**Dorota:** Yes, we \_\_\_\_\_ . We're here to learn about the bank.  
*(3)*

**Victor:** \_\_\_\_\_ open?  
*(4)*

**Dorota:** No, it \_\_\_\_\_ . It's only 8:48. We're a few minutes  
early.  
*(5)*



**Conversation B:**

**Simon:** Hello?

**Marta:** Hi, Simon.

**Simon:** \_\_\_\_\_ in the car?  
(1)

**Marta:** No, I \_\_\_\_\_. I'm at the supermarket now.  
(2)

**Simon:** It's 9 P.M. \_\_\_\_\_ open now?  
(3)

**Marta:** Yes, it \_\_\_\_\_. This store is open 24 hours a day.  
(4)

**Simon:** \_\_\_\_\_ with Halina?  
(5)

**Marta:** No, I'm not. I'm alone.

**Simon:** We need bananas. \_\_\_\_\_ on sale?  
(6)

**Marta:** Yes, they \_\_\_\_\_. They're only 29¢ a pound this week.  
(7)

**Simon:** Buy bread too. \_\_\_\_\_ also on sale?  
(8)

**Marta:** No, it \_\_\_\_\_.  
(9)



## 2.4 Irregular Plural Forms

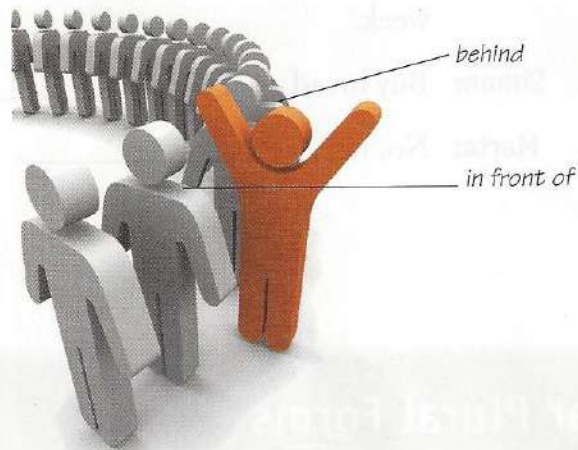
SINGULAR	PLURAL	EXPLANATION
child person	children people	Sometimes the plural form is a different word.
man woman	men women	Sometimes the plural form has a vowel change.

**Pronunciation Note:** You hear the difference between *woman* and *women* in the first syllable. Listen to your teacher pronounce the singular and plural forms.

**EXERCISE 5** Fill in the blanks with the singular or plural form of the noun in parentheses (.).

**EXAMPLE** The men  
(man) are at the bank.

1. One \_\_\_\_\_ is behind me. Two \_\_\_\_\_ are in front of me.  
(person) (person)
2. One \_\_\_\_\_ is with two \_\_\_\_\_.  
(woman) (child)
3. One \_\_\_\_\_ is small.  
(child)
4. One \_\_\_\_\_ is behind me.  
(man)
5. Five \_\_\_\_\_ are in line.  
(woman)
6. Three \_\_\_\_\_ are near the door.  
(man)



**EXERCISE 6** Fill in the blanks with *is* or *are*.

**EXAMPLE** The people at the bank are helpful.

1. This child \_\_\_\_\_ with her mother.
2. Those children \_\_\_\_\_ with their father.
3. The woman \_\_\_\_\_ busy.
4. One person \_\_\_\_\_ alone.
5. The people in the bank \_\_\_\_\_ busy.
6. That man \_\_\_\_\_ polite.

# Lesson 3

## Grammar

### Be—Information Questions

### Articles A and An

## Context

### Getting Cash

## At the ATM

Before

You Read

Circle *yes* or *no*.

1. I have a bank account.    YES    NO
2. I have an ATM card.    YES    NO

security guard





Read the following conversation. Pay special attention to information questions.

*Dorota and Victor are at the bank.*

**Dorota:** Hi, Victor. How are you?

**Victor:** Fine, thanks. Where are we?

**Dorota:** We're at the First Community Bank.

**Victor:** What time is it?

**Dorota:** It's 7:30 P.M. The bank is closed now.

**Victor:** Who's that woman inside?

**Dorota:** She's a security guard.

**Victor:** When is the bank open?

**Dorota:** This bank is open from 9 to 4, Monday through Thursday. It's open from 9 to 7 on Friday and 9 to 1 on Saturday.

**Victor:** Why are we here, then?

**Dorota:** I need cash. I'm out of cash for the supermarket. The ATM is always open.

**Victor:** What's an ATM?

**Dorota:** An ATM is an Automatic Teller Machine. It's a machine for cash.

**Victor:** What's that?

**Dorota:** This is my bank card. It's the key to open the door and use the ATM.

**Victor:** Is it easy to get cash?

**Dorota:** Yes, it is. But a PIN is necessary. And cash in your account, of course!

**Victor:** What's a PIN?

**Dorota:** It's a Personal Identification Number.

**Victor:** What's your PIN?

**Dorota:** That's a secret!

*Did You Know?*

*You can do your banking online. You can see your monthly statement or pay bills.*

## Vocabulary in Context

through	The bank is open Monday <b>through</b> Saturday.
ATM	The <b>ATM</b> is always open.
out of	I'm <b>out of</b> money.
security guard	The <b>security guard</b> is in the bank.
cash	We are at the bank. It's easy to get <b>cash</b> at an ATM.
PIN	A <b>PIN</b> is a Personal Identification Number.
account	I have a bank <b>account</b> .
of course	<b>A:</b> Is the ATM always open? <b>B:</b> Yes, <b>of course</b> .
secret	No one knows my PIN. It's a <b>secret</b> .

## Listening Activity

CD 1, TR 17

**EXAMPLE**

**Listen to the following questions about the conversation. Circle the correct answer.**

Where are Victor and Dorota?

At the bank.

At the supermarket.

- |                             |                         |
|-----------------------------|-------------------------|
| 1. Yes, it's late.          | It's 7:30.              |
| 2. 24 hours a day           | Monday through Saturday |
| 3. from 9 to 4              | 24 hours a day          |
| 4. It's a machine for cash. | It's at the bank.       |
| 5. at 10:15                 | to get cash             |
| 6. 924                      | It's a secret.          |





## 2.5 Be—Information Questions

Information questions begin with *where*, *when*, *why*, *who*, *what*, *whose*, and *how*. Observe the word order in an information question.

QUESTION WORD(S)	BE	SUBJECT + . . . ?	ANSWER
Where	are	we?	We're at the ATM.
What	is	that?	It's a machine.
What time	is	it?	It's 10:15.
Why	are	we here?	We're here to get cash.
When	is	the bank open?	It's open Monday through Saturday.
Who	is	that woman?	She's a security guard.
Whose money	is	this?	It's Dorota's money.
How	are	you?	I'm fine, thanks.
How old	is	Simon's son?	He's 15. OR He's 15 years old.

**Language Note:** You can make a short form (contraction) with most information words and *is*.  
**What's** an ATM?                      **When's** the bank open?                      **Why's** he here?

Compare statements and information questions.

STATEMENTS	QUESTIONS
The bank is open.	When <b>is the bank</b> open?
We are at the ATM.	Why <b>are we</b> at the ATM?
You are a student.	How old <b>are you</b> ?
I am at a bank.	Where <b>am I</b> ?
She is inside the bank.	Why <b>is she</b> inside the bank?
Dorota is from Poland.	Who <b>is Dorota</b> ?
That is Dorota's money.	Whose money <b>is that</b> ?
It is late.	What time <b>is it</b> ?

**Pronunciation Note:** Information questions have a falling intonation. Listen to your teacher pronounce the statements on the left and the questions on the right.

**EXERCISE 1** Fill in the blanks with a question word in this conversation between Dorota and Victor.

CD 1, TR 18



Dorota: How are you?  
*(example)*

Victor: I'm fine. \_\_\_\_\_ are we?  
*(1)*

Dorota: We're at the bank.

Victor: \_\_\_\_\_ 's that?  
*(2)*

Dorota: It's an ATM.

Victor: \_\_\_\_\_ are we here?  
*(3)*

Dorota: To learn about the bank.

Victor: \_\_\_\_\_ 's that woman?  
*(4)*

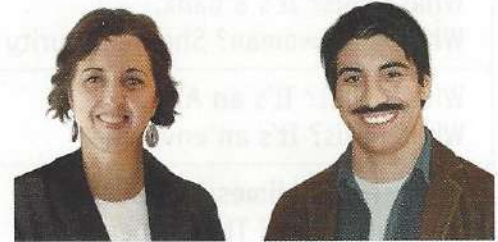
Dorota: She's the security guard.

Victor: \_\_\_\_\_ is the bank open?  
*(5)*

Dorota: Monday through Thursday, from 9 A.M. to 4 P.M., Friday from 9 A.M. to 7 P.M., and Saturday from 9 A.M. to 1 P.M.

Victor: \_\_\_\_\_ is it?  
*(6)*

Dorota: It's 8:45. We're early.



**EXERCISE 2** Complete the question.

**EXAMPLE** It's late. What time \_\_\_\_\_ is it \_\_\_\_\_?

1. We're late. Why \_\_\_\_\_?
2. The ATM is near here. Where \_\_\_\_\_?
3. That woman is in the bank. Who \_\_\_\_\_?
4. That money is Dorota's. Whose \_\_\_\_\_ this?
5. Simon's 42 years old. How \_\_\_\_\_ Marta?

**EXERCISE 3** **ABOUT YOU** Answer the questions. Write a sentence.

**EXAMPLE** What time is it now? \_\_\_\_\_ it's 4:30 now.

1. Where are you from? \_\_\_\_\_
2. Who's your English teacher? \_\_\_\_\_
3. Where's your English teacher from? \_\_\_\_\_
4. Where's your school? \_\_\_\_\_
5. When's the school open? \_\_\_\_\_

## 2.6 Articles A and An

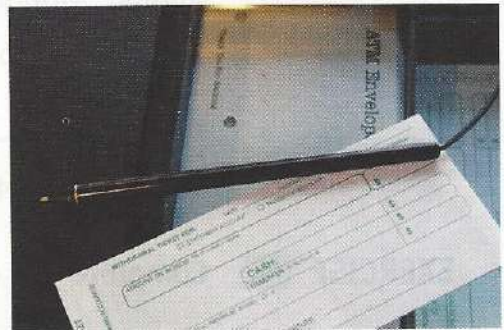
Use *a* or *an* before a singular noun.

EXAMPLES	EXPLANATION
What's this? It's <b>a</b> bank. Who's that woman? She's <b>a</b> security guard.	Use <b>a</b> before a consonant sound.
What's that? It's <b>an</b> ATM. What's this? It's <b>an</b> envelope.	Use <b>an</b> before a vowel sound. The vowels are <i>a, e, i, o,</i> and <i>u</i> .
Quarters and dimes are coins. What are those? They're pennies.	Do not use <b>a</b> or <b>an</b> before a plural noun. <i>Wrong:</i> Quarters and dimes are <i>a</i> coins. <i>Wrong:</i> Those are <i>a</i> pennies.
<p style="text-align: center;"><b>adjective</b>      <b>adjective + noun</b></p> <p style="text-align: center;">↓                      ↓                      ↙</p> <p>The bank is big.      It's <b>a</b> big bank.</p>	Use <b>a</b> or <b>an</b> only if a noun follows the adjective. <i>Wrong:</i> The bank is <i>a</i> big.


### EXERCISE 4 Fill in the blanks with *a* or *an*.

**EXAMPLES** This is   a   bank.  
That's   an   envelope.

- I'm \_\_\_\_\_ immigrant.
- I'm \_\_\_\_\_ new immigrant.
- This is \_\_\_\_\_ PIN.
- This is \_\_\_\_\_ easy PIN.
- A quarter is \_\_\_\_\_ coin.
- Simon isn't \_\_\_\_\_ old man.
- Dorota's from Poland. Poland is \_\_\_\_\_ Eastern European country.
- She's \_\_\_\_\_ busy person.



### EXERCISE 5 Fill in the blanks with the correct form of *be* and *a* or *an* where necessary.

**CD 1, TR 19**  **Victor:** What's that?  
**Dorota:** It 's an \_\_\_\_\_ ATM.  
*(example)*

**Victor:** What's an ATM?

**Dorota:** It \_\_\_\_\_ machine for cash.  
*(1)*

**Victor:** What are these?

**Dorota:** These \_\_\_\_\_ envelopes  
(2)  
for checks.

**Victor:** What \_\_\_\_\_ check?  
(3)

**Dorota:** Look. This \_\_\_\_\_ check. It \_\_\_\_\_ paycheck.  
(4) (5)

**Victor:** What \_\_\_\_\_ those?  
(6)

**Dorota:** Those \_\_\_\_\_ drive-up ATMs.  
(7)

**Victor:** Americans \_\_\_\_\_ busy people. They \_\_\_\_\_ always  
(8) (9)  
in their cars.

**Dorota:** It \_\_\_\_\_ easy way to use the bank.  
(10)



**EXERCISE 6** Add the adjective in parentheses ( ) to the sentence. Change *a* to *an* or *an* to *a* if needed.

**EXAMPLE** First Community is a bank. (old)  
First Community is an old bank.

1. That's an ATM. (new)

\_\_\_\_\_

2. Columbus Day is a holiday. (American)

\_\_\_\_\_

3. This is a number. (identification)

\_\_\_\_\_

4. This is a way to get cash. (easy)

\_\_\_\_\_

5. That's an envelope. (big)

\_\_\_\_\_

6. That's a clock. (old)

\_\_\_\_\_

## Editing Advice

1. *People* is a plural word. Use a plural verb.

The new people <sup>are</sup> is late.

2. Use the correct possessive adjective.

She is with <sup>her</sup> his father.

They are with <sup>their</sup> they mother.

3. Don't confuse *you're* and *your*.

What's <sup>your</sup> you're name?

<sup>You're</sup> Your never late.

4. Use the correct word order in a question.

Why <sup>are you</sup> you are late?

Is <sup>the supermarket big</sup> big the supermarket?

5. Use *a* or *an* before a singular noun.

This is <sup>a</sup> bank. It's <sup>an</sup> old bank.

6. Don't use *a* or *an* with plural nouns.

Victor and Dorota are ~~an~~ immigrants.

7. Use *a*, not *an*, before a vowel sound.

She is <sup>an</sup> a immigrant.

8. Use the correct plural form.

The <sup>children</sup> childs are happy.

9. Use the correct possessive form with nouns.

Dorota <sup>'s</sup> clock is fast.

# Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Victor and Simon are at the bank.

**Victor:** Where <sup>C</sup>are we?  
(example)

**Simon:** We're at the bank. What time <sup>is it</sup>it is?  
(example)

**Victor:** It's 9:15. Why <sup>(1)</sup>we are here?

**Simon:** To learn about the ATM.

**Victor:** What's <sup>(2)</sup>a ATM?

**Simon:** It's <sup>(3)</sup>machine for cash.

**Victor:** <sup>(4)</sup>Where's Dorota today? Why <sup>(5)</sup>she isn't here?

**Simon:** <sup>(6)</sup>His son is home. <sup>(7)</sup>She's with him.

**Victor:** <sup>(8)</sup>Is small her son?

**Simon:** No, <sup>(9)</sup>he's not. He's <sup>(10)</sup>an big boy.

**Victor:** How old is <sup>(11)</sup>Dorota son?

**Simon:** He's 18 years old. He's <sup>(12)</sup>a college student.

**Victor:** Oh, look. The <sup>(13)</sup>bank's closed today.

**Simon:** Don't worry. I have <sup>(14)</sup>a card to use the ATM.

**Victor:** <sup>(15)</sup>Who is those people in the bank? The bank is closed but those

<sup>(16)</sup>mens are inside.

**Simon:** They're <sup>(17)</sup>a security guards.

**Victor:** <sup>(18)</sup>Your right.

# Expansion

## Learner's

Log

① Write three sentences about each topic. Your sentences can be affirmative or negative.

- Time in the United States
- ATM machines

② Write three questions you still have about ATM machines or time in the U.S.

## Writing

Activities

① Write five sentences about Marta and her daughter Amy in the picture. Use affirmative and negative sentences. Use possessives where possible.



EXAMPLE

Dr. Shem is with someone now.

② Write five questions about your sentences above. Use *yes/no* questions and *information* questions with the verb *be*.

EXAMPLES

Where is Doctor Shem?

Is he with Marta and Amy now?



For more practice using grammar in context, please visit our Web site.

# Filling Out Forms





# Lesson

# 1

## Grammar

### Imperatives—Affirmative

### Imperatives—Negative

## Context

### Applications

## Getting a Social Security Card

Before

You Read

Circle *yes* or *no*.

- I have a Social Security card. YES NO
- I write the month before the day.  
(Example: October 27 or 10/27) YES NO



SOCIAL SECURITY ADMINISTRATION Application for a Social Security Card		Form Approved 048 (Rev. 09/02/2009)	
1. NAME TO BE SHOWN ON CARD FULL NAME AT BIRTH IF OTHER THAN ABOVE OTHER NAMES USED		First	Last
2. MAILING ADDRESS Do Not Abbreviate		Street Address, Apt. No., PO Box, Rural Route No. City State Zip Code	
3. CITIZENSHIP (Check One)		<input type="checkbox"/> U.S. Citizen <input type="checkbox"/> Legal Alien <input type="checkbox"/> Naturalized U.S. Citizen <input type="checkbox"/> Legal Alien Rec. <input type="checkbox"/> U.S. Citizen <input type="checkbox"/> Legal Alien Rec. <input type="checkbox"/> Other (See Instructions on Page 11)	
4. SEX		<input type="checkbox"/> Male <input type="checkbox"/> Female	
5. RACE/ETHNIC DESCRIPTION (Check One Only - Voluntary)		<input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Other	
6. DATE OF BIRTH Month, Day, Year		7. PLACE OF BIRTH (Is it State Abroad?)    City    State or Foreign Country    PO Box	
8. A. MOTHER'S MAIDEN NAME		B. MOTHER'S SOCIAL SECURITY NUMBER	
9. A. FATHER'S NAME		B. FATHER'S SOCIAL SECURITY NUMBER	
10. Has the applicant or anyone acting on his/her behalf ever filed for or received a Social Security number card before? <input type="checkbox"/> Yes (If "yes", enter number 11-15.) <input type="checkbox"/> No (If "no", go on to question 14.) <input type="checkbox"/> Don't know (If "don't know", go on to question 14.)			
11. Enter the Social Security number previously assigned to the person listed in item 1.			
12. Enter the name shown on the most recent Social Security card issued for the person listed in item 1.			
13. Enter any different date of birth if used on an earlier application for a card.			
14. TODAY'S DATE Month, Day, Year		15. DAYTIME PHONE NUMBER Area Code    Number	
16. YOUR SIGNATURE    17. YOUR RELATIONSHIP TO THE PERSON IN ITEM 1 IS: <input type="checkbox"/> Self <input type="checkbox"/> Spouse (U.S. Citizen) <input type="checkbox"/> Spouse (Legal Alien) <input type="checkbox"/> Other (Specify)			
DO NOT WRITE BELOW THIS LINE FOR SSA USE ONLY			
SIGNATURE AND TITLE OF EMPLOYER (REQUIRING EMPLOYER'S SIGNATURE CONTRACTIVE EMPLOYER) DATE SSN			



Read the following conversation. Pay special attention to imperative forms.

**Dorota:** I have something for you. **Look.**

**Halina:** What is it?

**Dorota:** It's an application. It's for a Social Security card.

**Halina:** I'm not sure what to do.

**Dorota:** **Don't** worry. It's easy. **Let** me help.

**Halina:** OK. I have a pencil.

**Dorota:** No, no. **Don't** use a pencil. Use a blue or black pen.

**Halina:** OK.

**Dorota:** Here's a pen. **Fill out** all the information. **Print** the information, but **sign** your name in Box 16.

**Halina:** I'm finished.

**Dorota:** What's your date of birth?

**Halina:** 11/6/70.

**Dorota:** Is your birthday in November?

**Halina:** No. It's in June.

**Dorota:** **Don't** write 11/6. **Write** the month, then the day. That's the American way.

**Halina:** OK. 6/11/70.

**Dorota:** **Don't** write 70. Write 1970.

**Halina:** I'm finished. What's next?

**Dorota:** **Don't** forget to **sign** your name. **Make** a copy of your birth certificate. Then **go** to the Social Security office. **Take** your birth certificate and another identity document with you.

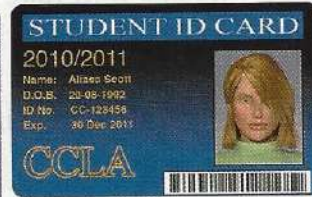
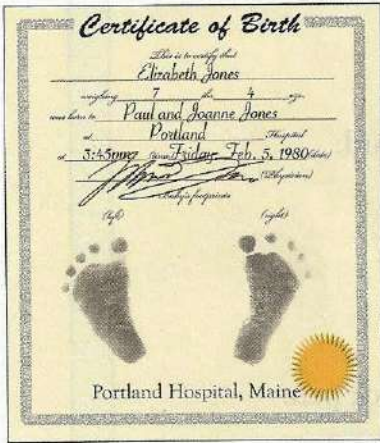
### Did You Know?

Identity documents include:

- Driver's license
- Marriage certificate
- Passport
- School ID (identification) card

# Vocabulary in Context

application	This is an <b>application</b> for a Social Security card.
let	<b>Let</b> me help you.
fill out	<b>Fill out</b> the application with a pen.
information	The application has a lot of questions. Write the <b>information</b> on the line.
print	<b>Print</b> the information like this: <i>Halina Laski</i>
sign	<b>Sign</b> your name. <i>Halina Laski</i>
birthday/date of birth	My <b>birthday/date of birth</b> is June 11, 1980.
forget	Don't <b>forget</b> your Social Security number.
birth certificate	A new baby has a <b>birth certificate</b> .
identity document	My driver's license is one <b>identity document</b> .



## Listening

### Activity



Listen to these instructions about how to fill out a Social Security card application. Circle *true* or *false*.

CD 1, TR 21

- EXAMPLE** Don't use a pencil.      TRUE      FALSE
1. TRUE      FALSE      4. TRUE      FALSE
2. TRUE      FALSE      5. TRUE      FALSE
3. TRUE      FALSE      6. TRUE      FALSE

## 3.1 Imperatives—Affirmative

Use the base form of the verb for the imperative.

EXAMPLES	EXPLANATION
Use a pen. Write your date of birth. Look at this.	Use the imperative to give instructions or suggestions. Use the imperative to get someone's attention.
Help me, <i>please</i> . <i>Please</i> help me.	Add <i>please</i> to be more polite.

**EXERCISE 1** Fill in the blanks with one of the verbs from the box below.

Fill	Use	Take	Sign
Go	Write	Make	Help

**EXAMPLE** Make a copy of your birth certificate.

- I'm confused. \_\_\_\_\_ me, please.
- \_\_\_\_\_ out the application today.
- \_\_\_\_\_ a pen.
- \_\_\_\_\_ the month before the day.
- \_\_\_\_\_ to the Social Security office today.
- \_\_\_\_\_ your birth certificate with you.
- \_\_\_\_\_ your name in Box 16.

## 3.2 Imperatives—Negative

EXAMPLES	EXPLANATION
Don't worry. Don't write 11/6 for June 11. Don't be late.	Use <i>don't</i> + the base form for the negative. <i>Don't</i> is the contraction for <i>do not</i> .

**EXERCISE 2** Fill in the blanks with the negative imperative of a verb from the box below.

put	print	be	forget
worry	use	go	

**EXAMPLE** It's not hard. Don't worry. I can help you.

1. Take your papers with you. \_\_\_\_\_.
2. Stay here. \_\_\_\_\_ to the Social Security office now.
3. Here's a black pen. \_\_\_\_\_ a red pen.
4. Be on time. \_\_\_\_\_ late.
5. Stop. \_\_\_\_\_ one more word on the application.
6. Sign your name in Box 16. \_\_\_\_\_ it.



**EXERCISE 3** Fill in the blanks with an affirmative or negative imperative. Use the verbs from the box below. Answers may vary.

use	put	make
forget	write	take

**EXAMPLE** Don't make the application dirty.

1. \_\_\_\_\_ a pencil to fill out your application.
2. \_\_\_\_\_ to sign your application at the end.
3. \_\_\_\_\_ two forms of ID with you to the Social Security office.
4. \_\_\_\_\_ all four numbers for the year (1970, not 70).
5. \_\_\_\_\_ the day first in your date of birth.

**EXERCISE 4**

This is a conversation between Marta and her daughter Amy. Fill in the blanks with one of the verbs from the box below.

don't ask	make	wash	say
don't touch	let	be	give

CD 1, TR 22



**Amy:** Make (example) me a sandwich, Mommy.

**Marta:** I'm busy now. Later.

**Amy:** What's that, Mommy?

**Marta:** It's my application. Your hands are dirty. \_\_\_\_\_ (1)  
the application.

**Amy:** What's an application, Mommy? And what's that?

**Marta:** It's my birth certificate. Please \_\_\_\_\_ (2)  
questions. Mommy's busy now.

**Amy:** I'm thirsty. \_\_\_\_\_ (3)  
me a glass of milk, Mommy.

**Marta:** Later. \_\_\_\_\_ (4)  
\_\_\_\_\_ (5) me finish. This is very important. . . . OK.  
I'm finished now.

**Amy:** \_\_\_\_\_ (6)  
me a sandwich.

**Marta:** \_\_\_\_\_ (7), "Please."

**Amy:** Please.

**Marta:** And \_\_\_\_\_ (8)  
your hands. . . . Here's your sandwich  
and milk. \_\_\_\_\_ (9), "Thank you."

**Amy:** Thank you, Mommy.



# Lesson 2

## Grammar Let's

### Subject and Object Pronouns

## Context Getting Financial Aid

### Financial Aid Application

Before  
You Read

Circle *yes* or *no*.

- It's easy to get financial aid.  
YES NO
- Online forms are easy.  
YES NO




#### FINANCIAL AID APPLICATION

SECTION 1: To be completed by the STUDENT

After Completing Section 1 - please mail to the Financial Aid Office

Last Name:		First Name:		MI:	Soc. Sec. No.:
Date of Birth:	Preferred Mailing Address:				
Street Address:		Email address:			
Telephone:	City:				
White in school you intend to live:		Marital Status:	Total number of your dependents: _____		
___ with parents ___ on-campus ___ off-campus		S ___ M ___ D ___	Self (___) Spouse (___) Children (___)		
Major Course of Study:		Your Education Goal:			

 Read the following conversation. Pay special attention to *let's* + the base form.

*Halina and Shafia are students at the same school.*

**Halina:** College is expensive in the U.S.

**Shafia:** Yes, it is.

**Halina:** Let's go to the financial aid office at the college tomorrow. Let's get an application.

**Shafia:** That's not necessary. Let's go on the Internet and get an application.

**Halina:** Are the applications online?

**Shafia:** Yes. They're available online.

**Halina:** You're right. Here's the financial aid Web site. The application is here.

**Shafia:** Let's fill out the application online. It's easy. Enter your Social Security number.

**Halina:** That's an easy question.

**Shafia:** Don't use dashes.

**Halina:** OK.

**Shafia:** Now enter your first and last name. Next, create a password.

**Halina:** OK. Don't look at my password. What about this question? What's a middle initial?

**Shafia:** I don't know. Let's call Dorota.

**Halina:** It's after 10 P.M. Let's not call now. Let's not bother her. Let's look up the words in the dictionary.

**Shafia:** Good idea.

### Did You Know?

Many Americans have a middle name. For example, Nicole Anne Jackson and Brian Robert Goldberg.

000-00-0000  
  
 dashes



## Vocabulary in Context

expensive	College is <b>expensive</b> in the U.S. It's a lot of money for many students.
available	Dorota isn't <b>available</b> now. She's busy.
financial aid	<b>Financial aid</b> is money to help pay for college.
online	The application is available <b>online</b> . It's on the Internet.
dash	Write your Social Security number. Don't use <b>dashes</b> .
enter	<b>Enter</b> your name on line 3 of the application.
create a password	<b>Create a password</b> . It's a secret number or word.
what about	<b>What about</b> this question? What is it?
middle initial	My name is Dorota R. Nowak. My <b>middle initial</b> is R.
bother	Let's not <b>bother</b> her. She's busy.
look up	<b>Look up</b> the word in the dictionary.

## Listening

### Activity



Listen to the sentences about the conversation. Circle *true* or *false*.

CD 1, TR 24

**EXAMPLE** Halina needs a financial aid application. TRUE FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 4. TRUE | FALSE |
| 2. TRUE | FALSE | 5. TRUE | FALSE |
| 3. TRUE | FALSE | 6. TRUE | FALSE |

## 3.3 Let's—Affirmative and Negative

EXAMPLES	EXPLANATION
<b>Let's go</b> to the office. <b>Let's get</b> an application.	Use <i>let's</i> + the base form to make a suggestion. <i>Let's</i> is the contraction for <i>let us</i> .
<b>Let's not call</b> now.	Use <i>let's not</i> + the base form to make the negative.

**EXERCISE 1** Fill in the blanks with *let's* or *let's not* and one of the verbs from the box below.

walk	fill it out	go
get	call	drive

**EXAMPLE** Let's go to the financial aid office today.

- \_\_\_\_\_ to the financial aid office. It's not far.
- \_\_\_\_\_. It's very cold today. \_\_\_\_\_ there.
- It's not necessary to go to the office. \_\_\_\_\_ an application online.
- This application is easy. \_\_\_\_\_ now.
- What's a "middle initial"? Where's the telephone?  
\_\_\_\_\_ Dorota now.
- It's late. \_\_\_\_\_ her now. Let's call tomorrow.

## 3.4 Subject and Object Pronouns

Compare subject pronouns and object pronouns.

EXAMPLES	EXPLANATION	
	Subject Pronoun	Object Pronoun
I am confused. Help <b>me</b> .	I	me
<b>You</b> are not alone. I am here to help <b>you</b> .	you	you
<b>He</b> is at home. Call <b>him</b> .	he	him
<b>She</b> is at home. Call <b>her</b> .	she	her
<b>It</b> is your date of birth. Write <b>it</b> .	it	it
<b>We</b> are busy. Don't bother <b>us</b> .	we	us
<b>They</b> are confused. Help <b>them</b> .	they	them
I am finished <b>with it</b> .	Put the subject pronoun before the verb. Put the object pronoun after the verb.	
This application is <b>for you</b> .	Use the object pronoun after a preposition. Some prepositions are: <i>with, for, about, to, on, in, of, at, and from</i> .	
This question is <b>about me</b> .		

**EXERCISE 2** Fill in the blanks with an object pronoun.

**EXAMPLE** I'm confused. Please help me.

1. Dorota is helpful. Let's call \_\_\_\_\_.
2. I'm busy. Don't bother \_\_\_\_\_.
3. We are confused. Please help \_\_\_\_\_.
4. I'm confused too. Don't ask \_\_\_\_\_.
5. Simon is busy. Don't bother \_\_\_\_\_.
6. I'm busy. Your father is here. Ask \_\_\_\_\_ for help.
7. Dorota and Simon are helpful. Let's ask \_\_\_\_\_.
8. The application is necessary. Let's fill \_\_\_\_\_ out.
9. This is my password. Don't look at \_\_\_\_\_.
10. Are you confused? Don't worry. I'm here to help \_\_\_\_\_.

**EXERCISE 3** Fill in the blanks with the object or subject pronoun.

**EXAMPLE** We are with them. They are with us.

1. I am with you. \_\_\_\_\_ are with \_\_\_\_\_.
2. She is with him. \_\_\_\_\_ is with \_\_\_\_\_.
3. They are with us. \_\_\_\_\_ are with \_\_\_\_\_.
4. You are with me. \_\_\_\_\_ am with \_\_\_\_\_.
5. She is with them. \_\_\_\_\_ are with \_\_\_\_\_.

**EXERCISE 4** Fill in the blanks with the object or subject pronoun.



**Shafia:** What's that?

CD 1, TR 25

**Halina:** It (example)'s an application for financial aid. College is expensive in the U.S. We're immigrants. It's very expensive for \_\_\_\_\_ (1).

**Shafia:** It's expensive for Americans too. But it's easy for \_\_\_\_\_ (2) to fill out the application. It isn't easy for \_\_\_\_\_ (3). This question is hard. I'm confused about \_\_\_\_\_ (4).  
Let's call Dorota.



**Halina:** \_\_\_\_\_'s late. It's after 10 P.M. Maybe \_\_\_\_\_'s  
(5) (6)  
asleep. Let's call \_\_\_\_\_ tomorrow.  
(7)

**Shafia:** Or call Simon.

**Halina:** \_\_\_\_\_'s busy. His wife's father is sick. She's with  
(8)  
\_\_\_\_\_ in the hospital. Simon's with his kids. He's with  
(9)  
\_\_\_\_\_ all day.  
(10)

**Shafia:** Let's read the application together. Maybe \_\_\_\_\_ can do  
(11)  
\_\_\_\_\_ together.  
(12)

**Halina:** Let's try.

## Editing Advice

1. Use *not* after *let's* to make the negative.

*not*  
Let's ~~don't~~ be late.

2. Don't use *to* after *don't*.

Don't ~~to~~ write on this line.

3. Don't use *to* after *let's*.

Let's ~~to~~ eat now.

4. Don't forget the apostrophe in *let's*.

*Let's*  
~~lets~~ go home.

5. Use the subject pronoun before the verb.

*They*  
~~Them~~ are good students.

6. Use the object pronoun after the verb or preposition.

*him*                      *them*  
Don't bother ~~he~~.      Look at ~~they~~.

## Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

**Shafia:** Let's <sup>(example)</sup>to call Dorota for help with the application. <sup>C</sup>She is always <sup>(example)</sup>helpful to <sup>(1)</sup>us.

**Halina:** Dorota is busy today. Her brother is sick. She's with <sup>(2)</sup>he. Let's <sup>(3)</sup>don't bother her now.

**Shafia:** Maybe Simon is available. <sup>(4)</sup>Let's call <sup>(5)</sup>him.

**Halina:** <sup>(6)</sup>Don't to call him now. Marta's father is sick. Dorota and Simon are busy today.

**Shafia:** You're right. Let's not <sup>(7)</sup>to bother <sup>(8)</sup>they.

**Halina:** <sup>(9)</sup>Lets try to fill out the application together. The application is online. Let's print <sup>(10)</sup>her.

**Shafia:** <sup>(11)</sup>Make two copies: one for <sup>(12)</sup>you and one for <sup>(13)</sup>I.

**Halina:** OK.

## Expansion

### Learner's

Log

- 1 Write three imperative sentences about each of these topics. Use affirmatives and negatives.
  - How to fill out a Social Security card application
  - How to fill out a financial aid application
- 2 Write three questions you still have about Social Security cards or financial aid for students.

## Writing

### Activities

- ① Rewrite these instructions. Put the sentences in the correct order.

#### How to Get a Social Security Card

Make a copy of your birth certificate.

Take or send all your documents to the Social Security office.

Get an application online or from a Social Security office.

Find another identity document.

Don't forget to sign the form.

Fill out all the necessary information.

Print the information.

- ② Rewrite the following paragraph. Change all the underlined nouns to object pronouns.

This is a financial aid application. Read the financial aid application carefully. Write your name and Social Security number on the financial aid application. Dashes are always in a Social Security number. Don't write the dashes on the application. Some questions are hard. Ask about hard questions. Dorota is helpful. Ask Dorota for help. The man at the financial aid office is helpful too. Ask the man for help.

#### EXAMPLE

	This is a financial aid application. Read it
	carefully. . . .



For more practice using grammar in context, please visit our Web site.

American Lifestyles



**Grammar****The Simple Present Tense—  
Affirmative Statements****Spelling of the -s Form****Uses of the Simple Present  
Tense****Frequency Words****Context****Free-time Activities****Having Fun****Before****You Read**

1. What are your free-time activities?
2. What is your favorite summer activity?







Read the following entry in Halina's journal. Pay special attention to verbs in the simple present tense.

October 15

Americans **work** hard. But they **have** fun too. Americans **do** many different activities in their free time. They often **visit** each other. But a visitor usually **needs** an invitation. Or the visitor **calls** first.

People sometimes **invite** their friends to their homes. Sometimes, they **watch** sports on TV together. One popular game is the Super Bowl. The two best football teams in the U.S. **play** in January or February every year.

Americans **like** the movies. They often **go** to the movies on weekends. Theaters **sell** popcorn, and people **eat** at the movies.

Families often **spend** time at school activities. Americans also **enjoy** museums. Museums **have** interesting activities. A list of activities is usually on a city's Web site.

City parks **have** many fun activities too. In warm weather, many city parks **have** free concerts in the summer. People sometimes **have** picnics. They **cook** on a grill and **eat** outside. They **call** this kind of food "barbecue." It's very popular.

Americans **enjoy** their free time.

**Did You Know?**

Many theaters have cheaper tickets before 6 P.M. Senior citizens also get cheaper tickets.

**Vocabulary in Context**

have fun	I <b>have fun</b> at the museum. I am happy there.
activity	City parks often have free <b>activities</b> , or things to do.
free time	Dorota works in the daytime. She has <b>free time</b> at night.
visit (v.)	Simon's friends often <b>visit</b> him. They come to his house.
visitor (n.)	They are <b>visitors</b> .
each other	We visit <b>each other</b> . I visit you, and you visit me.
invite (v.)	Americans <b>invite</b> their friends to their homes. They ask their friends to visit them. This is an <b>invitation</b> .
invitation (n.)	
popular	Many people like football. It's a <b>popular</b> sport.
teams	One football <b>team</b> has many players.
best	We are a good team, but they are the <b>best</b> team.
spend time	Tina <b>spends</b> a lot of <b>time</b> with her friends.
enjoy	Simon and Victor like football. They <b>enjoy</b> the Super Bowl.
concert	I like outdoor <b>concerts</b> . I listen to music in the park.
cook (v.)	This man often <b>cooks</b> on a grill in the summer.



grill

## Listening

### Activity



Listen to the sentences about the journal entry. Circle *true* or *false*.

CD 1, TR 27

EXAMPLE

Americans like the movies.

TRUE

FALSE

1. TRUE FALSE

5. TRUE FALSE

2. TRUE FALSE

6. TRUE FALSE

3. TRUE FALSE

7. TRUE FALSE

4. TRUE FALSE

## 4.1 The Simple Present Tense—Affirmative Statements

A simple present tense verb has two forms: the base form and the *-s* form.

SUBJECT	VERB (BASE FORM)	COMPLEMENT
I	like	concerts.
You	have	a grill.
We	watch	football games.
Americans	enjoy	movies.
They	buy	popcorn at the movies.

SUBJECT	VERB (-S FORM)	COMPLEMENT
Simon	enjoys	the Super Bowl.
He	likes	sports.
Dorota	has	a lot of friends.
She	visits	them on weekends.
My family	spends	a lot of time in the park.
Our team	plays	every Saturday.
It	has	good players.

### Language Notes:

1. *Have* is an irregular verb. The *-s* form is *has*.
2. *Family* and *team* are singular nouns. Use the *-s* form of the verb with these nouns.

**EXERCISE 1** Fill in the blanks with the correct form of the simple present tense. Use the verb in parentheses ( ).

**EXAMPLE** Simon enjoys movies on the weekends.  
(enjoy)

1. His kids \_\_\_\_\_ activities in parks.  
(like)
2. Simon's family \_\_\_\_\_ fun together.  
(have)
3. His daughter often \_\_\_\_\_ her friends to play.  
(invite)
4. We \_\_\_\_\_ a lot of time with our friends.  
(spend)
5. Americans \_\_\_\_\_ before a visit to a friend's house.  
(call)
6. I \_\_\_\_\_ museums with my friends.  
(visit)
7. The best teams \_\_\_\_\_ in the Super Bowl.  
(play)

## 4.2 Spelling of the -s Form

EXAMPLES	EXPLANATION
visit—visits like—likes see—sees	Add <b>-s</b> to most verbs to make the -s form.
kiss—kisses wash—washes watch—watches fix—fixes	Add <b>-es</b> to base forms with <i>ss</i> , <i>sh</i> , <i>ch</i> , or <i>x</i> at the end. Pronounce an extra syllable.
do—does go—goes	Add <b>-es</b> to <i>do</i> and <i>go</i> . The pronunciation of <i>does</i> is /dʌz/.
worry—worries try—tries	If the base form ends in a consonant + <i>y</i> , change <i>y</i> to <i>i</i> and add <b>-es</b> .
pay—pays play—plays	If the base form ends in a vowel + <i>y</i> , do not change the <i>y</i> . Just add <b>-s</b> .

**EXERCISE 2** Fill in the blanks with the -s form of the verb in parentheses ( ).

**EXAMPLE** The team plays football.  
(play)

1. Each football team \_\_\_\_\_ to be the best.  
(try)
2. Simon's son, Ed, \_\_\_\_\_ football on TV.  
(watch)

(continued)



football player

3. He \_\_\_\_\_ football games on TV.  
(enjoy)
4. He sometimes \_\_\_\_\_ to football games.  
(go)
5. A football player sometimes \_\_\_\_\_ before a big game.  
(worry)
6. Simon \_\_\_\_\_ the grill after a barbecue.  
(wash)
7. He \_\_\_\_\_ a lot of time outside in summer.  
(spend)
8. Simon \_\_\_\_\_ a lot of things with his family.  
(do)

## 4.3 Uses of the Simple Present Tense

EXAMPLES	EXPLANATION
American movie theaters <b>sell</b> popcorn. Americans <b>like</b> the movies.	Use the simple present tense for facts.
We <b>go</b> to the movies once a month. Every week we <b>visit</b> our friends.	Use the simple present for repeated actions.

**EXERCISE 3** Write a sentence with the correct form of the verb in the simple present tense. Use the ideas in the reading. Answers will vary.

**EXAMPLE** Americans / like  
Americans like outdoor concerts.

1. American museums / have

\_\_\_\_\_

2. A park / have

\_\_\_\_\_

3. Two teams / play

\_\_\_\_\_

4. People / invite

\_\_\_\_\_

5. A movie theater / sell

\_\_\_\_\_


6. Americans / cook

\_\_\_\_\_

7. On weekends, American families / enjoy

\_\_\_\_\_

## 4.4 Frequency Words

FREQUENCY	FREQUENCY WORD	EXAMPLES
100%  0%	<b>always</b>	Simon <b>always</b> washes his grill.
	<b>usually</b>	Americans <b>usually</b> call before a visit.
	<b>often</b>	Dorota <b>often</b> goes to the movies with friends.
	<b>sometimes</b>	Women <b>sometimes</b> watch football games.
	<b>rarely</b>	Americans <b>rarely</b> visit friends without an invitation.
	<b>hardly ever</b>	Some Americans <b>hardly ever</b> have free time.
	<b>never</b>	I <b>never</b> cook outside in January.

### Language Notes:

- Frequency words go before the verb. *Usually* and *sometimes* can also go at the beginning of the sentence.  
**Sometimes** we go to the movies.  
**Usually** Dorota has free time on Sundays.
- Frequency words follow the verb *be*.  
 Simon **is always** on time.  
 He **is never** late.

**EXERCISE 4** **ABOUT YOU** Write a sentence with the words given. Add a frequency word from the chart above.

**EXAMPLE** go to the movies  
*I hardly ever go to the movies.*

1. cook dinner at home

2. watch TV in the evening

3. invite my friends to my home

4. visit my friends without an invitation

5. spend time at museums

6. work on Saturdays

**EXERCISE 6** Fill in the blanks in Simon's phone conversation with Victor. Use the verbs in the box below.

pays	have	sells	likes
plays	has	need	enjoy

CD 1, TR 28

**Simon:** Are you and Lisa busy tonight?

**Victor:** No, why?

**Simon:** The city has (example) concerts in the park on Thursdays. Let's all go tonight.

**Victor:** Sure. That's a great idea.

**Simon:** Bring Maya. Kids            (1) outdoor concerts.

**Victor:** Are the concerts expensive?

**Simon:** No. The city            (2) for them. They're free for all of us.

**Victor:** Where are the concerts?

**Simon:** At Logan Park on Central Street. A different band            (3) there every Thursday evening from 7 to 9 P.M. The kids            (4) fun with their friends. A little store in the park            (5) popcorn and ice cream. My daughter Amy            (6) ice cream in the summer. Marta and I            (7) the different kinds of music.

**Victor:** We            (8) chairs, right?

**Simon:** Yes, but I            (9) some chairs for outside. Don't worry about that. Be at our house about 6:30.

**Victor:** Thanks, Simon.  
See you tonight!



# Lesson

# 2

## Grammar

### The Simple Present Tense— Negative Statements

### Time Expressions with the Simple Present Tense

### Infinitives with Simple Present Tense Verbs

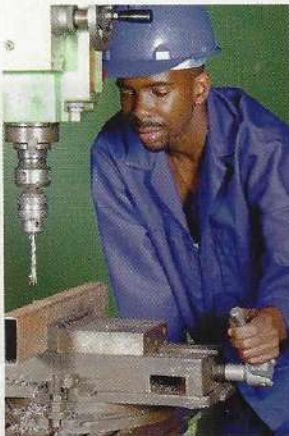
## Context Work

## Working in the U.S.

Before

You Read

1. What's a good job?
2. What's a hard job?



Read the following entry in Halina's journal. Pay special attention to the negative forms of the simple present tense.

October 23

Work is very important to Americans. They often ask each other about their jobs. But they **don't ask** each other about salary or wages.

Americans usually work five days a week. Most people get paid every two weeks. Most office workers and teachers **don't work** on Saturdays and Sundays. But many people have other days off. Workers in stores and restaurants hardly ever have days off on weekends. Stores and restaurants are very busy on weekends.

Full-time work is usually eight hours a day, or 40 hours a week. But many Americans work more. Some people complain. They **don't like** to work so many hours. But others want to make more money. People with wages get extra money for each hour of overtime work.

Sometimes a day off **doesn't mean** free time. Many people **don't relax** on their days off. Some people get part-time jobs on these days. High-school and college students often have part-time jobs.

Today, the average American worker **doesn't expect to keep** the same job for a long time. Young people change jobs often. Older people **don't like** to change jobs often.

Did You Know?

In 2009, the federal minimum wage was \$7.25 an hour.

Vocabulary in Context

make money	He <b>makes</b> \$55,000 a year.
wage/salary	My <b>wages</b> are \$8 an hour. His <b>salary</b> is \$40,000 a year.
get paid	I <b>get paid</b> on Friday. I take my money to the bank.
day off	Tuesday is my <b>day off</b> . I don't work on Tuesdays.
full-time	Simon has a <b>full-time</b> job. He works 40 hours a week.
part-time	Tina has a <b>part-time</b> job. She works after school.
complain	She doesn't like her job. She <b>complains</b> about it a lot.
overtime/extra	I like to work <b>overtime</b> . For <b>extra</b> work, I get <b>extra</b> pay.
relax	We <b>relax</b> on Sundays. We don't work. We go to the park.
mean	"Weekend" <b>means</b> Saturday and Sunday.
average	The <b>average</b> American worker changes jobs often.
expect	He <b>expects</b> to keep his job for five years.
job/work	I like my <b>job</b> . The <b>work</b> is interesting.
keep	I have a good job. I want to <b>keep</b> my job for a long time.



## Listening

### Activity



Listen to the sentences about the journal entry. Circle *true* or *false*.

CD 1, TR 30

**EXAMPLE** Work is important to Americans.      TRUE      FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE |         |       |

## 4.5 The Simple Present Tense—Negative Statements

SUBJECT	DON'T	VERB (BASE FORM)	COMPLEMENT
I	don't	work	on Saturdays.
You	don't	live	near your work.
We	don't	enjoy	overtime work.
Some workers	don't	make	much money.
They	don't	have	good jobs.

SUBJECT	DOESN'T	VERB (BASE FORM)	COMPLEMENT
Tina	doesn't	have	a full-time job.
She	doesn't	like	her job.
Simon	doesn't	relax	on Fridays.
He	doesn't	have	Fridays off.

### Language Notes:

- Use *don't* and *doesn't* + the base form for the negative. *Don't* is the contraction for *do not*. *Doesn't* is the contraction for *does not*.
- Compare affirmative and negative statements.  
Tina **has** a part-time job. She **doesn't have** a full-time job.  
She **works** on Saturday. She **doesn't work** on Friday.  
Simon and Victor **get** a wage. They **don't get** a salary.
- The frequency words *hardly ever*, *never*, and *rarely* are not used with negative verbs.  
We **hardly ever have** any days off.  
I **never work** on weekends.

**EXERCISE 1** Fill in the blanks with the negative form of the verb in parentheses ( ).

**EXAMPLE** Tina doesn't have a full-time job.  
(have)

1. Young people \_\_\_\_\_ one job for a long time.  
(keep)
2. Dorota \_\_\_\_\_ about her job.  
(complain)
3. Some workers \_\_\_\_\_ a lot of money.  
(make)
4. You and I \_\_\_\_\_ the same days off.  
(have)
5. Simon \_\_\_\_\_ about his salary.  
(talk)
6. A day off \_\_\_\_\_ free time for Simon. He's always busy.  
(mean)

**EXERCISE 2** Write a negative sentence with the words given.

**EXAMPLES** Simon works on Saturday. (on Wednesday)

Simon doesn't work on Wednesday.

Simon works on Saturday. (Many Americans)

Many Americans don't work on Saturday.

1. Simon gets paid every two weeks. (every week)  
\_\_\_\_\_
2. Salary means money for a year of work. (money for an hour of work)  
\_\_\_\_\_
3. Some people complain about long work hours. (Dorota and Simon)  
\_\_\_\_\_
4. I get Mondays and Tuesdays off. (weekends off)  
\_\_\_\_\_
5. Halina works part-time. (40 hours a week)  
\_\_\_\_\_
6. Many Americans work overtime. (You and I)  
\_\_\_\_\_

## 4.6 Time Expressions with the Simple Present Tense

SUBJECT	VERB (+ COMPLEMENT)	TIME EXPRESSION
My sister She	works doesn't work	eight hours a day. five days a week. every day. on the weekends.
My friend and I We	have a day off don't have a day off	twice a week. once a month. on Tuesdays.
Those workers They	get paid don't get paid	every two weeks. once a week. every Friday.

**Language Note:** Time expressions with 2 or more words usually go at the end of the sentence. They don't go after the subject.

**EXERCISE 3 ABOUT YOU** Write a sentence about you or someone you know. Use the simple present tense—affirmative or negative—and an expression of time. Add extra information where possible.

**EXAMPLE** take the bus

*I take the bus twice a day. OR*

*My sister doesn't take the bus. She drives to work every day.*

1. relax

2. work

3. have a day off

4. drive

5. complain about work

6. get paid

7. work overtime

## 4.7 Infinitives with Simple Present Tense Verbs

We often use the infinitive (*to + the base form*) after simple present tense verbs. The infinitive form is always the same. We can use infinitives after the following verbs: *want, need, like, expect, and try*.

SUBJECT	VERB	INFINITIVE FORM	COMPLEMENT
I	like don't like	to relax	on the weekends.
He	wants doesn't want	to take	a day off.
She	expects doesn't expect	to have	a day off.
We	try don't try	to do	good work.
They	need don't need	to work	on Saturday.

**EXERCISE 4** Fill in the blanks with the simple present tense, affirmative or negative, and the infinitive. Use the words in parentheses ( ).

**EXAMPLES** Americans \_\_\_\_\_ *don't like to talk* \_\_\_\_\_ about their salaries.  
(not/like/talk)

I \_\_\_\_\_ *expect to get* \_\_\_\_\_ extra money for overtime work.  
(expect/get)

1. Some people \_\_\_\_\_ about their jobs.  
(like/complain)

2. Simon \_\_\_\_\_ his job.  
(not/want/leave)

3. We \_\_\_\_\_ a day off this week.  
(need/take)

4. Americans \_\_\_\_\_ every day.  
(not/expect/work)

5. Dorota \_\_\_\_\_ on Sundays.  
(not/like/work)

6. Simon always \_\_\_\_\_ a good job.  
(try/do)

7. Halina \_\_\_\_\_ a new job.  
(need/find)

**EXERCISE 5** Write each sentence again. Add the verb in parentheses ( ).

**EXAMPLES** Victor takes a day off on Sunday. (want)  
Victor wants to take a day off on Sunday.

He doesn't take a day off on Friday (want)  
He doesn't want to take a day off on Friday.

1. Many Americans get a second job. (try)  
\_\_\_\_\_
2. The workers don't work on Sundays. (expect)  
\_\_\_\_\_
3. I don't complain about my job. (want)  
\_\_\_\_\_
4. Simon doesn't work overtime. (need)  
\_\_\_\_\_

**EXERCISE 6** Fill in the blanks with the simple present tense. Use the negative form of the verbs in parentheses ( ).



CD 1, TR 31

**Dorota:** We have a day off tomorrow. Let's go to the museum.

**Halina:** I'm sorry. But I don't have time. I need to look for a new job.  
(example: have)

**Dorota:** You have a job.

**Halina:** I know. But I \_\_\_\_\_ it. I \_\_\_\_\_ enough hours. And the job \_\_\_\_\_ enough money. My boss \_\_\_\_\_ my work. It's not a good job for me.  
(1 like) (2 work) (3 pay) (4 like)

**Dorota:** There's a job in my company. But it's only part-time.

**Halina:** Thanks, Dorota, but I \_\_\_\_\_ to work part-time. I need a full-time job.  
(5 want)

**Dorota:** The Web is one place to look. But most people \_\_\_\_\_ their jobs on Web sites. They hear about them from other people. So ask all of your friends.  
(6 find)



**EXERCISE 7**

**ABOUT YOU** Write true sentences about work in your hometown or country. Use the simple present tense of the verbs in parentheses ( ), affirmative or negative. Read your sentences to the class.

**EXAMPLE** The average worker in my hometown doesn't work every day.  
(work)

1. A worker \_\_\_\_\_ two days off every week.  
(get)
2. Most people \_\_\_\_\_ more than eight hours a day at work.  
(spend)
3. A company \_\_\_\_\_ extra money for overtime work.  
(pay)
4. People \_\_\_\_\_ overtime.  
(like/work)
5. Most people \_\_\_\_\_ about their jobs.  
(complain)
6. Workers \_\_\_\_\_ low wages.  
(get)
7. Companies \_\_\_\_\_ wages in cash.  
(pay)
8. The average worker \_\_\_\_\_ a part-time job on days off.  
(take)
9. Workers \_\_\_\_\_ four weeks off each year with pay.  
(expect/get)
10. People \_\_\_\_\_ on vacation on their weeks off.  
(go)
11. The average worker \_\_\_\_\_ jobs often.  
(change)
12. The average worker \_\_\_\_\_ the same job for a long time.  
(keep)
13. Teachers \_\_\_\_\_ a lot of money.  
(make)
14. Most women in my hometown \_\_\_\_\_.  
(work)
15. Most high school students \_\_\_\_\_ after school.  
(work)

## Lesson

# 3

### Grammar

#### The Simple Present Tense—Yes/No Questions

### Context

#### American Food

## Eating Customs

Before

You Read

Circle *yes* or *no*.

1. I like American food.    YES    NO
2. I often eat in restaurants.    YES    NO



**Halina:** It's 1:30. It's early. Do Americans usually have lunch at this time?

**Dorota:** One-thirty is late. Lunch hours often begin at 11 A.M. Americans usually have an hour for lunch. Do you want to order a sandwich, Halina?

**Halina:** Yes, I do. I'm hungry. Look. That man has a very big salad.

**Dorota:** Some people eat a salad for lunch.

**Halina:** Does it have meat?

**Dorota:** I don't think so. Maybe the man's a vegetarian. Some people don't eat meat.



**Halina:** Do Americans often eat in restaurants?

**Dorota:** Yes, they do. They're very busy. They don't have time to cook every meal. Sometimes they eat in restaurants. Sometimes they order their food from restaurants.

**Halina:** Do restaurants deliver food to your home?

**Dorota:** Yes, some do. And many restaurants have "takeout" food. They prepare the food for you. You take it home to eat. Supermarkets have prepared food too. It's in the deli section. They have hot and cold food. Some supermarkets have tables, and people eat there. But most people take home prepared food. Prepared food is very popular.

**Halina:** Does prepared food cost more?

**Dorota:** Yes, it does. But it's very convenient.

**Did You Know?**

About 7.3 million Americans are vegetarians. Almost 60 percent are women.



## Vocabulary in Context



order	Halina wants to <b>order</b> a sandwich. She asks for a big sandwich.
hungry	She's <b>hungry</b> . She wants to eat.
vegetarian	He's a <b>vegetarian</b> . He doesn't eat meat.
meal	I eat three <b>meals</b> a day: breakfast, lunch, and dinner.
deliver	That restaurant <b>delivers</b> pizza. Someone brings it to your house.
takeout	Let's order <b>takeout</b> . We take the food home to eat.
prepared food	<b>Prepared food</b> is very popular. It's ready to eat.
deli	Let's go to the <b>deli</b> section. They have sandwiches there.
convenient	Prepared food is <b>convenient</b> . It's fast and easy.

## Listening

### Activity

CD 1, TR 33

Listen to the statements about the conversation. Circle *true* or *false*.

**EXAMPLE** Americans often eat lunch in restaurants.      TRUE      FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE |         |       |

## 4.8 The Simple Present Tense—Yes/No Questions

DO	SUBJECT	VERB (BASE FORM)	COMPLEMENT	SHORT ANSWER
Do	you	like	American food?	Yes, I do.
Do	we	have	time to cook?	No, we don't.
Do	vegetarians	eat	meat?	No, they don't.
Do	they	enjoy	salad?	Yes, they do.

DOES	SUBJECT	VERB (BASE FORM)	COMPLEMENT	SHORT ANSWER
Does	Simon	go	to a restaurant for lunch?	Yes, he does.
Does	Dorota	eat	lunch at 2 P.M.?	No, she doesn't.
Does	this restaurant	have	takeout food?	Yes, it does.

**EXERCISE 1** Fill in the blanks with *do* or *does*. Then write a short answer to each question, based on the conversation on page 81.

**EXAMPLE** Does the man in the restaurant have a salad?

Yes, he does.

1. \_\_\_\_\_ the man's salad have meat?  
\_\_\_\_\_
2. \_\_\_\_\_ Halina want a salad for lunch?  
\_\_\_\_\_
3. \_\_\_\_\_ many Americans eat lunch in restaurants?  
\_\_\_\_\_
4. \_\_\_\_\_ American workers have two hours for lunch?  
\_\_\_\_\_
5. \_\_\_\_\_ some restaurants deliver to your home?  
\_\_\_\_\_
6. \_\_\_\_\_ the deli section have hot and cold food?  
\_\_\_\_\_
7. \_\_\_\_\_ vegetarians eat meat?  
\_\_\_\_\_

**EXERCISE 2** Complete the conversation with the correct question from the box.

- |  |                            |
|--|----------------------------|
| Do you work Monday through Friday?               | Do you deliver the pizzas? |
| Does Joe's Pizza have pizza for vegetarians too? | Does the job pay well?     |
|  | Do you use your car?       |

**EXAMPLE Victor:** I have a new part-time job. I work for Joe's Pizza.

**Simon:** Do you deliver the pizzas?

**Victor:** Yes, I do. I deliver them all over the city.

1. **Simon:** \_\_\_\_\_

**Victor:** No, I don't. I work on the weekends.

2. **Simon:** \_\_\_\_\_

**Victor:** Yes, I do. I put a sign on my car. It says "Joe's Pizza."

3. **Simon:** \_\_\_\_\_

**Victor:** No, it doesn't. But people often give me extra money for the delivery.

**Simon:** We call that money a "tip."

4. **Simon:** \_\_\_\_\_

**Victor:** Yes, it does. Many people order a pizza with no meat.



**EXERCISE 3** Complete each short conversation with a *yes/no* question in the simple present tense. Use the words in parentheses ( ).

**EXAMPLE** A: Many Americans eat lunch outside the home. (eat in restaurants)

B: Do they eat lunch in restaurants?

1. A: Victor likes meat. (like salads)

B: \_\_\_\_\_

2. A: Halina buys food at a supermarket. (buy prepared food)

B: \_\_\_\_\_

3. A: That restaurant has takeout food. (have vegetarian food)

B: \_\_\_\_\_

4. A: You go to lunch early. (go at 11:00 A.M.)

B: \_\_\_\_\_

5. A: Halina and Dorota want to order some lunch. (want to order sandwiches)

B: \_\_\_\_\_

6. A: This restaurant delivers pizza. (deliver sandwiches)

B: \_\_\_\_\_

7. A: Americans eat prepared food. (eat it in the supermarket)

B: \_\_\_\_\_



**EXERCISE 4** **ABOUT YOU** Find a partner. Ask and answer *yes/no* questions with the words given. Your partner adds more information where possible. Then tell the class about your partner's answers.

**EXAMPLE** you/like to eat in restaurants

Student 1: Do you like to eat in restaurants?

Student 2: Yes, I do. I like to eat in Chinese restaurants.

Student 1: Maria likes to eat in Chinese restaurants.

1. you / like pizza

2. you / like to cook

3. you / eat dinner with your family

4. you / sometimes order takeout food

5. you / eat lunch at home

6. someone / cook for you

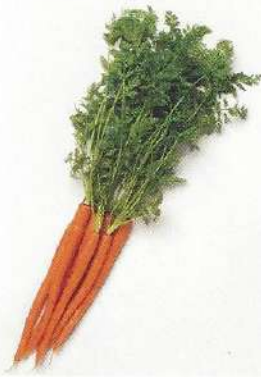
7. restaurants in your country / deliver

8. supermarkets in your country / have deli sections

9. most people in your country / eat meat

**EXERCISE 5** Shafia and Ali are at Halina and Peter's house for dinner. Fill in the blanks in their conversation to make a *yes/no* question in the simple present tense. Use the words in parentheses ( ).

CD 1, TR 34



**Shafia:** Halina, this is a delicious<sup>1</sup> meal. Do you cook  
(example: you/cook)  
like this every day? \_\_\_\_\_ time?  
(1 you/have)

**Halina:** Um . . . not really. \_\_\_\_\_ good?  
(2 the food/taste)

**Ali:** The salad is very good. \_\_\_\_\_ lemon in it?  
(3 it/have)

**Halina:** Well . . . yes. But . . .

**Shafia:** I like the carrots. Something is different about them.  
\_\_\_\_\_ orange juice in them?  
(4 they/have)

**Halina:** Yes, I think so.

**Ali:** \_\_\_\_\_ Halina?  
(5 you/like to cook)

**Peter:** Tell them about the meal, Halina.

**Halina:** Well . . . it's all from the supermarket!

**Shafia:** Of course. But you're the cook. And it's all delicious.

**Halina:** No, I'm not the cook. It's all prepared food.

**Ali:** \_\_\_\_\_ hot food like this?  
(6 the supermarket/prepare)

**Halina:** Yes, it does.

**Shafia:** \_\_\_\_\_ prepared food often?  
(7 you and Peter/eat)

**Halina:** No, we don't. But sometimes it's very convenient.



<sup>1</sup>Delicious food is very good food.

# Lesson 4

## Grammar

### The Simple Present Tense— Information Questions

### The Simple Present Tense— Subject Questions

## Context

### Staying Healthy

## Exercise

Before  
You Read

1. Do you exercise every day?
2. What kind of exercise do you do?



**Did You Know?**

One 30-minute or two 15-minute walks each day are good for your health.

**Halina:** Look at that woman with a business suit and sneakers!

**Dorota:** That's Louisa. I know her. She walks during her lunch hour. She wears sneakers for exercise. Some Americans use their lunch hours for exercise.

**Halina:** Where does she walk in the winter?

**Dorota:** Maybe she goes to a gym. The building next door is a gym. Or maybe her office building has a gym.

**Halina:** What do you mean?

**Dorota:** Some office buildings have gyms for their workers. They're free.

**Halina:** That's very interesting. I see a lot of people on bicycles too. Look! That girl is so fast. It isn't safe.

**Dorota:** She's a bike messenger. She works on her bicycle. She takes mail from one office to another here in the city. Bike messengers always ride fast. They get a lot of exercise every day!

**Halina:** Why do so many Americans exercise?

**Dorota:** Some Americans don't exercise at all. They have desk jobs. They sit all day. But I try to exercise a little every day.

**Halina:** What kind of exercise do you do, Dorota?

**Dorota:** I walk. It's great exercise for me. I stay healthy this way.

**Halina:** Where do you walk? In a gym?

**Dorota:** No. A gym costs money. I go to a park near my house.

**Halina:** How often do you exercise?

**Dorota:** I try to walk five days a week. But I don't always have time.

## Vocabulary in Context



exercise (n.)	Louisa walks for <b>exercise</b> . Some Americans don't
exercise (v.)	<b>exercise</b> a lot.
wear/sneakers	I walk for exercise. I <b>wear sneakers</b> .
during	She often walks <b>during</b> her lunch hour.
gym	I go to a <b>gym</b> . I exercise there.
next door	We work in an office building. The building <b>next door</b> is a gym.
ride a bicycle/ bike	I <b>ride</b> my <b>bike (bicycle)</b> to work.
messenger	A <b>messenger</b> takes information from place to place.
at all	My father has no free time. He doesn't exercise <b>at all</b> .
desk job	He has a <b>desk job</b> . He works at a desk all day.
stay healthy	Dorota exercises a lot. She <b>stays healthy</b> that way.
cost	The gym is expensive. It <b>costs</b> \$100 a month.

## Listening Activity



Listen to the sentences about the conversation. Circle *true* or *false*.

CD 1, TR 36

- EXAMPLE** All Americans exercise. TRUE FALSE
1. TRUE FALSE      4. TRUE FALSE  
 2. TRUE FALSE      5. TRUE FALSE  
 3. TRUE FALSE      6. TRUE FALSE

## 4.9 The Simple Present Tense—Information Questions

QUESTION WORD(S)	DO	SUBJECT	VERB (BASE FORM)	ANSWER
How often	do	you	ride your bike?	Three times a week.
Why	do	we	exercise?	Because we want to stay healthy.
Where	do	they	work?	Near the gym.
When	do	Simon and Marta	walk?	In the morning.
What	do	they	do for exercise?	They walk.
Who	do	you	see at the gym?	All my friends.

QUESTION WORD(S)	DOES	SUBJECT	VERB (BASE FORM)	ANSWER
What kind of exercise	does	Marta	do?	She rides a bike.
What	does	"bike"	mean?	It means bicycle.
How much	does	that bike	cost?	It costs about \$200.
How many days	does	Dorota	exercise?	Five days a week.

**Language Notes:**

1. When we ask *how often*, we want a number of times.
2. We use *because* with answers to *why* questions.
3. Compare statements and questions:  
Marta **rides** a bike. How often **does** Marta **ride** a bike?  
You **walk** fast. Why **do** you **walk** fast?

**EXERCISE 1** Fill in the correct question word in each short conversation. Use *what, who, when, where, how, why, what kind of, how many, how often, or how much*. The underlined words are the answers to the questions.

**EXAMPLE A:** How often does she ride her bicycle?

**B:** She rides her bicycle every day.

1. **A:** \_\_\_\_\_ does "healthy" mean?

**B:** It means not sick.

2. **A:** \_\_\_\_\_ do they walk every day?

**B:** Because it's good exercise.

3. **A:** \_\_\_\_\_ hours do they walk every day?

**B:** They walk for one hour every day.

4. **A:** \_\_\_\_\_ shoes does Louisa have?

**B:** She has sneakers.

5. **A:** \_\_\_\_\_ do good sneakers cost?

**B:** They cost about \$100.

6. **A:** \_\_\_\_\_ do some people get to work?

**B:** They ride their bicycles.

7. **A:** \_\_\_\_\_ does Dorota walk in the park?

**B:** She tries to walk five days a week.

8. **A:** \_\_\_\_\_ does Louisa exercise?

**B:** She exercises during her lunch hour.



**EXERCISE 2** Write questions with the words given. Write an answer to each question. Use the ideas from the conversation on page 87.

**EXAMPLE** what / Halina / ask Dorota

**What does Halina ask Dorota?**

**She asks Dorota about exercise in the U.S.**

1. what kind of exercise / Dorota / do

\_\_\_\_\_

2. where / Dorota / exercise

\_\_\_\_\_

3. when / Louisa / exercise

\_\_\_\_\_

4. how often / Dorota / exercise

\_\_\_\_\_

5. why / people / need to exercise

\_\_\_\_\_

6. what / "bike" / mean

\_\_\_\_\_

**EXERCISE 3** Complete each short conversation with a question. Use the words in parentheses ( ).

**EXAMPLE** A: Dorota walks for exercise. (how often)

B: How often does she walk?

1. A: She wears sneakers to work. (why)

B: \_\_\_\_\_

2. A: She has a day off each week. (when)

B: \_\_\_\_\_

3. A: I have some new shoes. (what kind of)

B: \_\_\_\_\_

4. A: She goes to the gym in the winter. (how often)

B: \_\_\_\_\_



5. **A:** Halina sees some bikes in the street. (how many)

**B:** \_\_\_\_\_

6. **A:** Bike messengers ride fast. (why)

**B:** \_\_\_\_\_

## 4.10 The Simple Present Tense—Subject Questions

Do not use *do/does* when the question word is the subject.

QUESTION WORD(S)	VERB (BASE FORM OR -S FORM)	COMPLEMENT	SHORT ANSWER
Who	wants	a new bike?	Tina does.
Who	works	in that company?	We do.
What kind of people	exercise	here?	Office workers do.
Which company	has	a gym for workers?	My company does.
How many people	wear	sneakers to exercise?	Everybody does.
Whose friend	exercises	at lunch time?	Dorota's friend does.
What	happens	at the gym?	People exercise.

### Language Notes:

1. *Who* questions are singular. Answers can be singular or plural.
2. *How many* questions are plural. Answers can be singular or plural.

**EXERCISE 4** Write a question about each statement. Use the question words in parentheses ( ) as subjects.

**EXAMPLE** Somebody needs a job. (who)

*Who needs a job?*

---

1. Somebody wants to exercise. (who)

---

2. Some jobs pay well. (what kinds of)

---

3. Some people ride their bicycles to work. (how many)

---

4. Some people work three days a week. (who)

---

(continued)

5. Some workers exercise during their lunch hours. (which)  
\_\_\_\_\_
6. Some people in my company exercise before work. (how many)  
\_\_\_\_\_
7. Someone's company has a gym for the workers. (whose)  
\_\_\_\_\_
8. Something happens after lunch. (what)  
\_\_\_\_\_

**EXERCISE 5** Write an information question to complete each short conversation below. The underlined words are the answers. Some questions may vary.

**EXAMPLE** A: What kind of shoes do people wear at the gym?

B: People wear sneakers.

1. A: \_\_\_\_\_

B: Because they want to stay healthy.

2. A: \_\_\_\_\_

B: Dorota's friend does.

3. A: \_\_\_\_\_

B: Some office workers exercise after work in the evening.

4. A: \_\_\_\_\_

B: A bike messenger takes mail from one office to another.

5. A: \_\_\_\_\_

B: That bike costs over \$500.

6. A: \_\_\_\_\_

B: Louisa exercises five days a week.

7. A: \_\_\_\_\_

B: A bike messenger works on a bicycle.

8. A: \_\_\_\_\_

B: Halina and Dorota see only one bike messenger.



# Editing Advice

1. Use the *-s* form in the affirmative with *he, she, it,* and singular subjects.

Dorota work<sup>s</sup> in an office.

She ~~have~~<sup>has</sup> a good job.

2. Don't use the *-s* form after *does* or *doesn't*.

She doesn't ~~has~~<sup>have</sup> a new job.

Where does she ~~works~~<sup>work</sup>?

3. Don't use *do* or *does* in questions about the subject.

Who ~~does want~~<sup>wants</sup> to go to the gym?

4. Use the correct word order in questions.

Where does ~~work~~ your friend?

5. Use the correct question word order with *mean* and *cost*.

What ~~means "bicycle messenger"~~<sup>does "bicycle messenger" mean</sup>?

How much ~~costs that bike~~<sup>does that bike cost</sup>?

6. Don't separate the subject and verb with time expressions of two or more words, except for the time expression "hardly ever."

He ~~three days a week~~ goes to the gym.

7. Use the correct word order with frequency words.

He goes ~~always~~ to the gym.

He ~~usually~~ is tired.

## Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

**Simon:** Look at that fast bike messenger.

**Victor:** What does "bike messenger" mean?

**Victor:** What means "bike messenger"?

(example)

**Simon:** A bike messenger delivers things

(example)

**Victor:** What does a bike messenger delivers?

(1)

**Simon:** A bicycle messenger deliver packages to offices downtown.

(2)

**Victor:** Who does work as a bicycle messenger?

(3)

**Simon:** Usually young, healthy people do this job. But the job is not

(4)

always safe.

**Victor:** Not safe? Why? What does happen to them?

(5)

**Simon:** People open sometimes their car doors. They don't always watch for

(6)

the messengers. And sometimes bike messengers don't stop at red

(7)

lights. They always ride very fast.

**Victor:** Does a messenger make a lot of money?

(8)

**Simon:** Not a lot. Messengers make about \$350 to \$500 a week. And

(9)

they ride often 30 to 40 miles. More work mean more money.

(10)

(11)

**Victor:** Do they work in bad weather too?

(12)

**Simon:** Yes. And they don't complain. It's part of their job.

(13)

**Victor:** One good thing. They get a lot of exercise. Never they need to go to a gym!

(14)

# Expansion

## Learner's

Log

① What did you learn in this unit? Write four sentences about each of these topics:

- Free-time activities in the U.S.
- Work in the U.S.
- Food in the U.S.
- Exercise in the U.S.

② Write four questions you still have about work, free-time activities, food, and exercise in the U.S.

## Writing

Activity

Rewrite the following paragraph about Nina. Change *I* to *she*. Make necessary changes to the verbs.



I live in Chicago. I like the city. Why do I like it? Because it's wonderful in the summertime. I often go to a big park downtown. It has concerts every Thursday evening. I don't pay for these concerts. They're free. I like to visit Lake Michigan. It has many free beaches. But the water is cold. I don't swim in June or July. I swim only in August. I also visit a beautiful park on the lake. Sometimes I have dinner at a restaurant near the lake. I don't do that often. It's expensive. I often invite friends to visit this city.

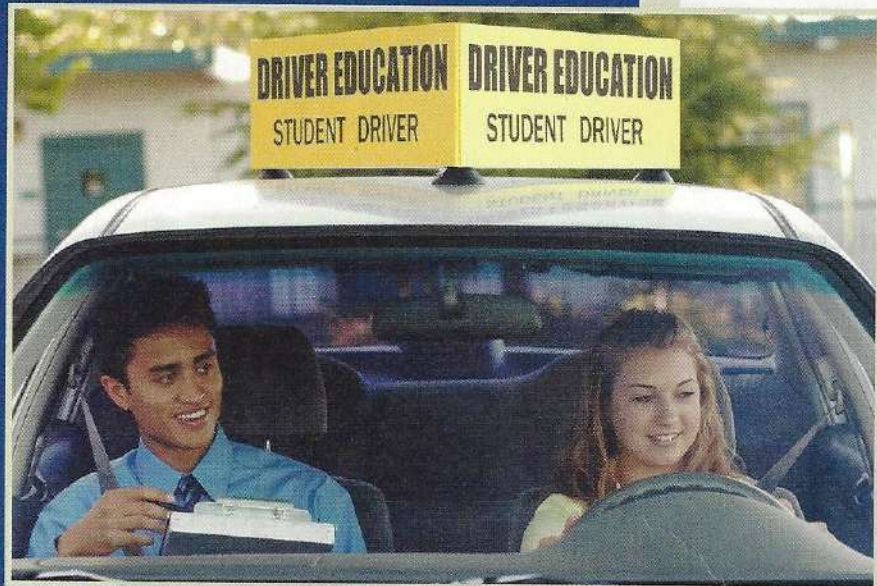
EXAMPLE

Nina lives in Chicago. . . .



For more practice using grammar in context, please visit our Web site.

Driving



# Lesson

# 1

## Grammar

### Modals—*Can* and *Should*

### *Have To*

## Context

### Driving in the U.S.

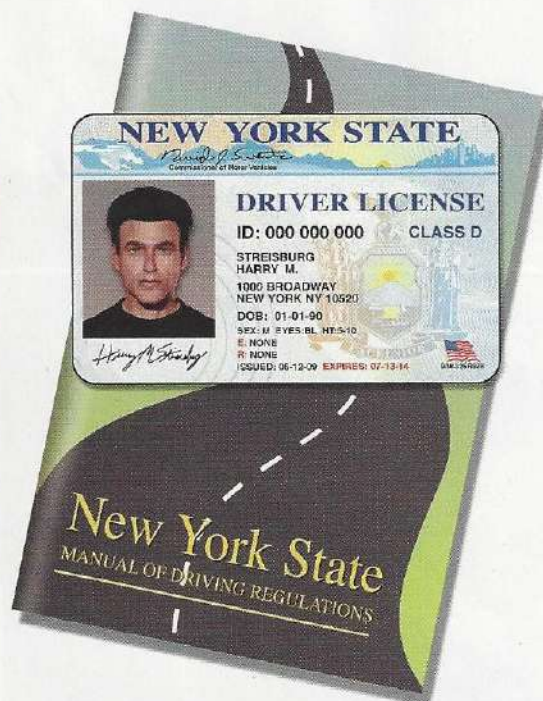
## Getting a Driver's License

Before

You Read

Circle *yes* or *no*.

1. Can you drive?      YES      NO
2. Do you have a driver's license from this state?      YES      NO





Simon's son, Ed, wants to learn to drive. He is 15 years old.

**Ed:** Dad, I want to get my driver's license.

**Simon:** You **have to** get a learner's permit first.

**Ed:** You **can help** me with that.

**Simon:** I **can help** you with the rules. But in this state, drivers under age 18 **have to take** a driver's education class at school. It's the law.

**Ed:** A class takes a long time. I **can learn** faster with you.

**Simon:** No, you **can't**. It takes a long time to learn to drive. You **shouldn't** be in a hurry. First, you **have to pass** two tests: a vision test and a written test. The written test is about the rules of driving in this state. You **have to study** 30 hours in the classroom. It's the law.

**Ed:** And then I **can get** my license. I **don't have to wait** anymore, right?

**Simon:** No. You **can get** a learner's permit. Then you **have to practice** in the car. In this state, you **have to practice** at least 50 hours, but you **should practice** much more. And you **have to wait** three months. Then you **can take** the driving test.

**Ed:** Then I **can get** my license. And I **can drive** with my friends, right?

**Simon:** Not exactly.

**Ed:** What do you mean?

**Simon:** Drivers under the age of 17 in this state **have to drive** with an adult driver at night. You **can have** only one other teenager in the car. And you **can't drive** at all from 11 P.M. to 6 A.M. It's not safe during those hours.

**Ed:** I don't like that. Are you sure?

**Simon:** Yes, I am. These rules are for your safety. This law saves a lot of lives every year. You **can go** online and check the rules of the state there.



### Did You Know?

Car crashes are the number-one cause of death for people ages 16 to 19.

These teenagers have four times more deaths from car crashes than drivers over age 20.

## Vocabulary in Context



learner's permit	A <b>learner's permit</b> lets a new driver practice.
law	Stop at a stop sign. This is the <b>law</b> .
takes time	It <b>takes</b> a long <b>time</b> to be a good driver.
in a hurry	Ed wants his license now. He's <b>in a hurry</b> .
pass a test	When you <b>pass</b> the <b>tests</b> , you can get the permit.
vision test	A <b>vision test</b> checks a person's eyes.
written test	We use pencil and paper for a <b>written test</b> .
rule	Teenagers can't drive between 11 P.M. and 6 A.M. That's the <b>rule</b> .
practice (v.)	Ed's new at driving. He has to <b>practice</b> .
practice (n.)	He needs a lot of <b>practice</b> .
at least	He has to practice <b>at least</b> 50 hours. He can practice 50 hours or more.
under/over	Ed is 15 years old. He's <b>under</b> age 16. Ed's sister Tina is 17. She's <b>over</b> age 16.
teenager/adult	Ed is a <b>teenager</b> . Simon is an <b>adult</b> .
safety (n.)	The rules are for your <b>safety</b> .
save (v.)	They <b>save</b> many lives each year.

## Listening

### Activity

CD 2, TR 02

**Listen to the sentences about the conversation.**  
**Circle true or false.**

**EXAMPLE** All states in the U.S. have the same laws about driving. TRUE **FALSE**

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE |         |       |

## 5.1 Modal: *Can*—Affirmative and Negative

We use *can* to show ability, permission, or possibility.

SUBJECT	CAN	VERB (BASE FORM)	COMPLEMENT
I She Simon It We You They	<b>can</b> <b>cannot</b> <b>can't</b>	help	him.

### Language Notes:

1. We write *cannot* as one word. The contraction for *cannot* is *can't*.
2. *Can* doesn't have an *-s* ending.
3. We often use *can't* with rules or laws.

You **can't** park at a bus stop. It's against the law.

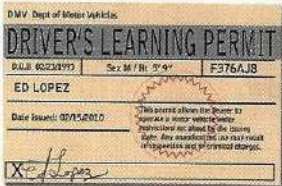
**Pronunciation Note:** In affirmative statements, we usually pronounce *can* /kən/. In negative statements, we pronounce *can't* /kænt/. It is hard to hear the final **t**, so we use the vowel sound and stress to tell the difference between *can* and *can't*. Listen to your teacher pronounce these sentences:

I *can* go. [accent on *go*]

I *can't* go. [accent on *can't*]

**EXERCISE 1** Fill in the blanks with *can* or *can't*. Use the ideas from the conversation on page 99.

**EXAMPLE** Ed can't drive now.



1. Simon \_\_\_\_\_ help Ed with the rules.
2. Ed \_\_\_\_\_ get his driver's license now.
3. People \_\_\_\_\_ find the rules on the state Web site.
4. Ed \_\_\_\_\_ take the driver's education class now.
5. Simon \_\_\_\_\_ help Ed practice in the car now.
6. Ed \_\_\_\_\_ get a learner's permit without a driver's education class.
7. Teenagers under 17 \_\_\_\_\_ drive alone at night in Ed's state.
8. Teenagers under 17 \_\_\_\_\_ have more than one other teenager in the car.

## 5.2 Modal: *Should*—Affirmative and Negative

We use *should* when we give advice or make a suggestion.

SUBJECT	SHOULD	VERB (BASE FORM)	COMPLEMENT
I He She We You They	<b>should</b> <b>should not</b> <b>shouldn't</b>	take	the test today.

**EXERCISE 2** Give advice in each conversation. Use *should* or *shouldn't* and the words in parentheses ( ).

**EXAMPLE A:** I have my written test tomorrow.

**B:** You should read the rule book again tonight.  
(you/read)

1. **A:** My car is dirty.

**B:** \_\_\_\_\_ it today!  
(you/wash)

2. **A:** Ed wants to learn to drive.

**B:** \_\_\_\_\_ in a hurry.  
(he/be)

3. **A:** Ed wants to be a safe driver.

**B:** \_\_\_\_\_ a lot with a good driver.  
(he/practice)

4. **A:** I'm very tired today and I have driving practice.

**B:** \_\_\_\_\_ today. Wait until tomorrow.  
(you/drive)

5. **A:** Ed doesn't know the driving laws in his state.

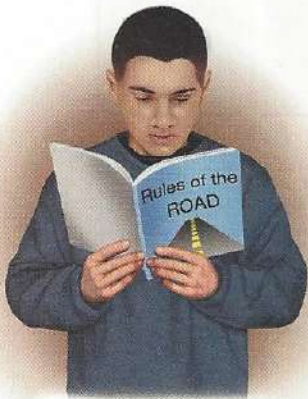
**B:** \_\_\_\_\_ them before the written test.  
(he/learn)

6. **A:** Many cars are on the roads from 4 to 7 P.M.

**B:** \_\_\_\_\_ during those hours.  
(new drivers/drive)

7. **A:** I don't have the book of driving rules, and I need to study it tonight.

**B:** \_\_\_\_\_ online. The information is on the state Web site.  
(you/look)



## 5.3 Have To—Affirmative and Negative

*Have to* shows necessity.

SUBJECT	HAVE TO	VERB (BASE FORM)	COMPLEMENT
She He Ed	has to doesn't have to	pass	the test now.
I You We They	have to don't have to		

### Language Notes:

- In the affirmative, *have to* shows laws or strong necessity.  
Ed **has to** get a learner's permit.
- In the negative, *have to* means not necessary.  
Simon **doesn't have to** work on Saturday.

**Pronunciation Note:** In normal speech, we pronounce *have to* /hæftə/. We pronounce *has to* /hæstə/. Listen to your teacher pronounce the following sentences in normal speech.  
We *have to* take the test.    She *has to* drive to work.

**EXERCISE 3** Fill in the blanks with the affirmative or negative form of *have to*. Use the verbs in parentheses ( ) and the ideas from the conversation on page 99.

**EXAMPLE** Ed has to take (take) a driver's education class.

- Simon \_\_\_\_\_ (get) a learner's permit.
- All drivers \_\_\_\_\_ (pass) the vision and written tests.
- Ed \_\_\_\_\_ (practice) at least 50 hours before the driving test.
- People over age 18 \_\_\_\_\_ (take) a driver's education class.
- Drivers over age 18 \_\_\_\_\_ (be) with an adult driver at night.
- All drivers \_\_\_\_\_ (have) a driver's license.
- Simon \_\_\_\_\_ (teach) Ed the driving rules. Ed can learn them at school.

**EXERCISE 4**

**ABOUT YOU** Write true sentences about driving in your country. Fill in the blanks with the affirmative or negative form of *have to*.

**EXAMPLES** We have to get a permit before the driving test.  
(get)

We don't have to finish high school to get a driver's license.  
(finish)

1. Drivers under age 18 \_\_\_\_\_ a driver's education class.  
(take)
2. New drivers \_\_\_\_\_ a vision test.  
(pass)
3. Young drivers \_\_\_\_\_ with an adult driver.  
(practice)
4. New drivers \_\_\_\_\_ all the answers right on the written test.  
(get)
5. Young drivers \_\_\_\_\_ driving at 11 P.M.  
(stop)
6. New drivers \_\_\_\_\_ at least three months before the driving test.  
(practice)

**EXERCISE 5**

Look at the following road signs from Ed's rule book. Write two sentences about each road sign. Use *can*, *should*, or *have to*, affirmative and/or negative. Answers may vary.

**EXAMPLE** Drivers can't go over 65 miles per hour.  
Drivers have to go at least 45 miles per hour.



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_



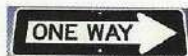
3. \_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

**EXERCISE 6** **ABOUT YOU** Write about drivers in your country. Use the words given. Answers will vary.

**EXAMPLES** They can learn to drive at age 15.

They can't drive without a permit.

1. They can \_\_\_\_\_

2. They can't \_\_\_\_\_

3. They should \_\_\_\_\_

4. They shouldn't \_\_\_\_\_

5. They have to \_\_\_\_\_

6. They don't have to \_\_\_\_\_

**EXERCISE 7** Read the following conversations. Fill in the blanks with the affirmative or negative form of *can*, *should*, or *have to* and the verb in parentheses ( ). Some answers may vary.

**EXAMPLE A:** I don't have a car.

**B:** Don't worry. You can use my car today.  
(use)

1. **A:** I don't like to drive.

**B:** That's OK. You \_\_\_\_\_ the bus.  
(take)

2. **A:** Where are your car keys?

**B:** They're in the car.

**A:** You \_\_\_\_\_ your keys in the car.  
(leave)

3. **A:** Today is a holiday. Do you want to go to a movie?

**B:** No, I'm sorry. I \_\_\_\_\_ the driving rules  
(study)  
for my test on Friday.

**A:** You \_\_\_\_\_ it today. It's Monday. You have  
(do)  
three more days before the test.

4. **A:** Your car is very dirty. You \_\_\_\_\_ it.  
(wash)

**B:** I know, but I \_\_\_\_\_ it today. I'm too busy.  
(wash)

5. **A:** Let's walk to work today.

**B:** We don't have time. We \_\_\_\_\_ at work  
(be)  
in 30 minutes.

6. **A:** My son wants to get his driver's license. But he's only 15.

**B:** Then he \_\_\_\_\_ a driver's training class first.  
(take)

But don't worry. He \_\_\_\_\_ for it.  
(pay)

He \_\_\_\_\_ the class free in school.  
(take)

7. **A:** My written test is tomorrow and I don't know the rules of the road.

**B:** You \_\_\_\_\_ to study until the night before the test.  
(wait)

You \_\_\_\_\_ all the rules in one night. It's not possible.  
(learn)

8. **A:** There's a good program on TV now about driver safety.

**B:** We \_\_\_\_\_ it.  
(watch)

**A:** Good idea!



**EXERCISE 8** Fill in the blanks in the conversations with the correct verbs from the box.

CD 2, TR 03



**Conversation A:** Ed is asking Simon about his friend from Mexico.

doesn't have to get	should study	can drive
has to take	has to get	can use

**Ed:** Dad, one of my friends has an international driver's license.

He can use it to drive in this state, right?  
*(example)*

**Simon:** Yes, he can. But he (1) with an international license for only three months. Then he (2) a new driver's license in this state.

**Ed:** What about a learner's permit?

**Simon:** He (3) a learner's permit. But he (4) the rules of the road for this state. Then he (5) all three of the tests. The rules here are very different from the rules in Mexico.

**Conversation B:** The driving teacher, Mr. Brown, is talking to students in Ed's high school driver's education class.

have to wear	can't see	shouldn't worry
--------------	-----------	-----------------

**Mr. Brown:** Today's class is about the tests for your learner's permit. Does anyone have a question? Karl?

**Karl:** I'm worried about the vision test. I (1) very well.

**Mr. Brown:** You (2). You can take the test with your glasses on. But then you (3) your glasses in the car too. It's the law.



# Lesson 2

## Grammar

**Can, Should, and Have To**  
**Yes/No Questions**  
**Information Questions**  
**Subject Questions**

## Context

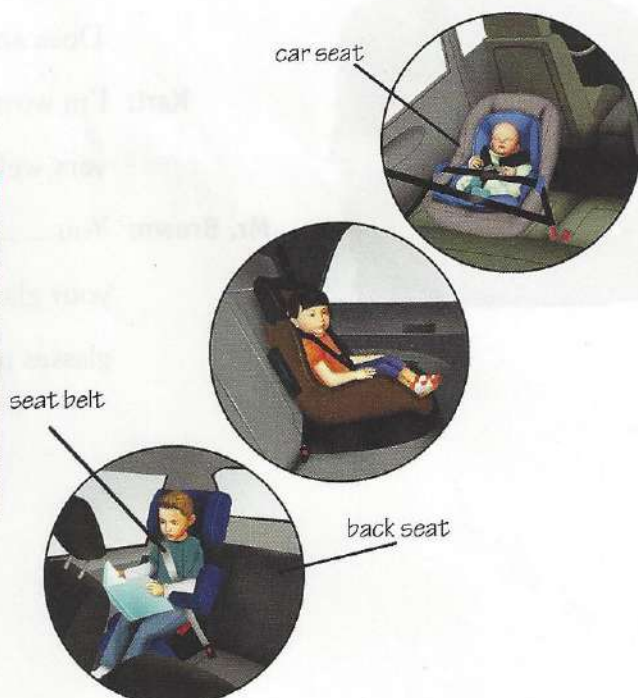
**Using a Car**

### Car Safety for Children

Before

You Read

1. Where should children sit in a car?
2. Do you have a child in your family?  
What kind of car seat does the child use?





Read the following conversation. Pay special attention to *yes/no* questions and information questions with *can*, *should* and *have to*.

*Dorota and Halina are on the way to an outlet mall in another city. Halina asks Dorota about car seats for her daughter, Anna.*

**Halina:** This is my first trip to an outlet mall. **Can I** get a new car seat for Anna there? She's too big for her old infant seat now. And she's still too small for a seat-belt.

**Dorota:** Sure. And things aren't so expensive at the outlet mall.

**Halina:** What kind of car seat should I get?

**Dorota:** Well, she's two now. Seats for older babies are different. We can look in several stores.

**Halina:** How long does Anna **have to be** in a car seat, Dorota?

**Dorota:** In this state, children have to be in a car seat until age eight or 57 inches tall.

**Halina:** Where should I put Anna's seat? **Can I** put it on the front passenger seat?

**Dorota:** No. Anna shouldn't be in the front seat. The air bag can hurt children. They should sit in the back seat until age 12.

*(five minutes later)*

**Dorota:** Halina, I have to stop for gas. Here's a gas station.

**Halina:** I can pay, Dorota. **Do we have to pay first?**

**Dorota:** Yes, the sign says "Pay First." But don't worry, Halina. I can put it on my credit card. I can pay right here at the pump.

**Halina:** Should I wash the windows?

**Dorota:** OK. You can wash the windows. And I can pump the gas.

**Halina:** Where can I get some water? I'm thirsty.

**Dorota:** Right here. This gas station has a store.

### Did You Know?

A ticket for not putting a child in a car seat can be between \$10 and \$200. It depends on the state.

## Vocabulary in Context

on the way	They are in the car. They are <b>on the way</b> to the mall.
outlet mall	<b>Outlet malls</b> have many stores and good prices. They are usually outside of the city.
trip	We are in the car. We're on a <b>trip</b> out of town.
infant	That baby is only three months old. She's an <b>infant</b> .
seat belt	Everyone has to wear a <b>seat belt</b> in a car. It's the law.
several	We can look in <b>several</b> stores. I know three good stores.
until	Children sit in the back seat <b>until</b> age 12. Then they can sit in the front.
passenger	A <b>passenger</b> sits next to the driver or in the back seat.
air bag	An <b>air bag</b> keeps the driver and passengers safe.
hurt	An air bag can <b>hurt</b> a small child.
pump (v.)	We have to <b>pump</b> our own gas.
pump (n.)	We can pay at the <b>pump</b> with a credit card.



air bag

## Listening Activity



CD 2, TR 05

Listen to each statement about the conversation.  
Circle *true* or *false*.

- EXAMPLE** Anna needs a new car seat.      TRUE      FALSE
1. TRUE      FALSE      5. TRUE      FALSE
2. TRUE      FALSE      6. TRUE      FALSE
3. TRUE      FALSE      7. TRUE      FALSE
4. TRUE      FALSE

## 5.4 Can, Should, and Have To—Yes/No Questions

Put *can* or *should* before the subject to make a question.

MODAL VERB	SUBJECT	VERB (BASE FORM)	COMPLEMENT	SHORT ANSWER
Can	I	get	some water?	Yes, you can.
Should	Halina	buy	an infant seat?	No, she shouldn't.
Can	young children	sit	in the front seat?	No, they can't.
Should	Halina	get	a new car seat for Anna?	Yes, she should.

Use *do* or *does* to make questions with *have to*.

DO/DOES	SUBJECT	HAVE TO	VERB (BASE FORM)	COMPLEMENT	SHORT ANSWER
Does	Dorota	have to	get	gas now?	Yes, she does.
Does	a teenager	have to	sit	in the back?	No, he/she doesn't.
Do	I	have to	pump	the gas?	Yes, you do.
Do	we	have to	pay	inside?	No, we don't.

**EXERCISE 1** Write a short answer for each question. Use the ideas from the conversation on page 109.

**EXAMPLES** Does Dorota have to get gas?

*Yes, she does.*

Can Anna sit in the front seat?

*No, she can't.*



lap

1. Should Halina put Anna's car seat in the front passenger seat?

2. Can air bags hurt small children?

3. Does Dorota have to pay in cash for her gas?

4. Can people pump their own gas at the gas station?

5. Do children over age 8 have to use a car seat?

6. Should young children sit in the back seat of the car?

7. Can Anna sit on Halina's lap in the car?

**EXERCISE 2** Fill in the blanks to make *yes/no* questions. Use the phrases from the box below.

Can I pay	Should I wash	Can I put	Does everyone have to use
Can we go	Should we pay	Does Anna have to sit	

**EXAMPLE** Can I pay with a credit card?

- \_\_\_\_\_ for the gas at the pump?
- \_\_\_\_\_ to the outlet mall?
- \_\_\_\_\_ the car seat in the front?
- \_\_\_\_\_ in the back seat?
- \_\_\_\_\_ the windows for you?
- \_\_\_\_\_ a seat belt?

**EXERCISE 3** Complete the *yes/no* question with *can*, *should*, or *have to* and the words given.

**EXAMPLE** A: It's a beautiful day. Can we go for a walk in the park?  
(we/go)

B: Yes, we can.

1. A: It takes 2 hours to drive to the mall. \_\_\_\_\_ gas first?  
(we/get)

B: Yes, we do.

2. A: Gas in this station is expensive. \_\_\_\_\_ another station?  
(we/try)

B: Yes, we should.

3. A: Your car windows are dirty. \_\_\_\_\_ them for you?  
(I/wash)

B: Yes, you can. Thank you.

4. A: I have a new car seat for my son. \_\_\_\_\_ in the back seat?  
(he/sit)

B: Yes, he does.

**EXERCISE 4** **ABOUT YOU** Find a partner. Ask your partner about people and customs in his/her native country. Use the words in parentheses ( ). Your partner can give a short answer.

**EXAMPLE** Can people buy food and drinks at gas stations? **Yes, they can.**  
(people/can/buy)

1. \_\_\_\_\_ their own gas at gas stations?  
(people/have to/pump)

2. \_\_\_\_\_ in a car seat?  
(a young child/have to/sit)

3. \_\_\_\_\_ on an adult's lap in a car?  
(a child/can/sit)

4. \_\_\_\_\_ in the front seat?  
(children/can/sit)

5. \_\_\_\_\_ for their gas at the pump?  
(people/can/pay)

## 5.5 Can, Should, and Have To—Information Questions

### Can/Should

QUESTION WORD(S)	MODAL	SUBJECT	VERB (BASE FORM)	COMPLEMENT	ANSWER
Where	can	Halina	get	a car seat?	At the outlet mall.
Why	should	we	go	to the outlet mall?	To get a good price.
How	can	parents	keep	their children safe in a car?	They can put them in a car seat.
Which car seat	should	I	buy	for Anna?	This one is good.

### Have To

QUESTION WORD(S)	DO/DOES	SUBJECT	HAVE TO	VERB (BASE FORM)	COMPLEMENT	ANSWER
Where	does	Anna	have to	sit?		In the back seat.
How much	do	we	have to	pay	for a car seat?	From \$60 to \$140.

**EXERCISE 5** Answer each question. Use the ideas from the conversation on page 109.

**EXAMPLE** How can people pay for gas?

*They can pay with a credit card or cash.*



1. When can a child sit in the front passenger seat?

\_\_\_\_\_

2. Why does a small child have to sit in the back seat?

\_\_\_\_\_

3. Where can people pay for gas at the gas station?

\_\_\_\_\_

4. Why does Halina have to get a new car seat for Anna?

\_\_\_\_\_

5. Where can Halina buy water?

\_\_\_\_\_

6. What kind of seat should Halina buy?

\_\_\_\_\_

7. Why does Dorota have to stop at a gas station?

\_\_\_\_\_

**EXERCISE 6** Ask questions about each statement using the question words given.

**EXAMPLE** Anna has to sit in the back seat.

Why does Anna have to sit in the back seat?

1. They have to stop for gas on their trip.

How often \_\_\_\_\_

2. Dorota should drive slowly.

Why \_\_\_\_\_

3. An air bag can hurt small children.

How \_\_\_\_\_

4. Halina has to buy some things for Anna.

What \_\_\_\_\_

5. Anna can't sit in the front seat right now.

When \_\_\_\_\_

6. You should get a new car seat for your daughter.

Why \_\_\_\_\_

**EXERCISE 7** Complete each short conversation with a question. Use the words given.

**EXAMPLE** A: Please get in the car.

B: \_\_\_\_\_ Where should we sit?  
(where/we/should sit)

1. A: There's child safety information on the Web.

B: \_\_\_\_\_  
(which Web site/I/should check)

2. A: Halina doesn't have a good car seat for Anna.

B: \_\_\_\_\_  
(where/she/can buy a good one)

3. A: Anna is two years old.

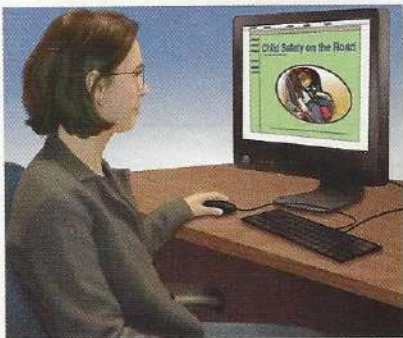
B: \_\_\_\_\_  
(what kind of car seat/Halina/have to buy for her)

4. A: Car seats have different prices.

B: \_\_\_\_\_  
(how much/she/should spend)

5. A: Children have to sit in car seats.

B: \_\_\_\_\_  
(why/they/have to sit in car seats)





## 5.6 Can, Should, and Have To—Subject Questions

### Can/Should

QUESTION WORD(S)	MODAL VERB	VERB (BASE FORM)	COMPLEMENT	ANSWER
Who	should	pay	for the gas?	Dorota should.
What	can	happen	to the baby in the front seat?	The air bag can hurt her.
How many people	can	sit	in the back seat?	Three can.

### Have To

QUESTION WORD(S)	HAVE TO	VERB (BASE FORM)	COMPLEMENT	ANSWER
Who	has to	stop	for gas?	Dorota does.
Which children	have to	sit	in the back seat?	All small children do.

**EXERCISE 8** Ask a question for each answer. Use the following question words as subjects: *who*, *which*, *how many*, or *what*. The underlined words are the answer.

**EXAMPLE** *Who has to buy a car seat?*

Halina has to buy a car seat.

1. \_\_\_\_\_

The gas station on my street can give us the best price for gas.

2. \_\_\_\_\_

Anna should sit in the back seat.

3. \_\_\_\_\_

Two people have to take a trip today.

4. \_\_\_\_\_

Air bags can hurt children in a car.

5. \_\_\_\_\_

Drivers under age 17 have to drive with an adult at night.

6. \_\_\_\_\_

Halina should buy some water.

**EXERCISE 9**

Fill in the conversation with a group of words from the box below.

When does he have to take	Can you put	Do you have to use
He should practice	We can stop	I have to take
Ed should learn		

Marta and Simon talk about Ed's driving practice.



Marta: Do you have to use the car today?  
*(example)*

Simon: Yes.

Marta: \_\_\_\_\_ some gas in the car for me?  
*(1)*

Simon: Sure. \_\_\_\_\_ Ed out for driving practice later this  
afternoon. \_\_\_\_\_ at the gas station.  
*(2)*

\_\_\_\_\_ how to pump gas too.  
*(3)*

Marta: \_\_\_\_\_ the driving test?  
*(4)*

Simon: In just three weeks!

Marta: \_\_\_\_\_ a lot. He doesn't have much time.  
*(5)*



## Editing Advice

1. Always use the base form after *can*, *should*, and *have to*.

She <sup>drive</sup> can ~~drives~~ the car.

2. Don't use *to* after *can* and *should*.

The child can't ~~to~~ sit in the front seat.

3. Use the correct word order in a question.

Why you can't drive?

4. Don't forget to use *do* or *does* with *have to* in questions.

Why <sup>do</sup> you have to take a vision test?

5. Don't use *do* or *does* with subject questions.

Who <sup>has</sup> ~~have~~ to sit in the back? The baby does.

# Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

This is a conversation between Ed and his driving teacher, Mr. Brown, after the first class.

**Ed:** How many pages <sup>do</sup> we have to study in the *Rules of the Road* book for tomorrow?

**Mr. Brown:** You <sup>C</sup> should learn the rules in the first lesson.

**Ed:** Tell me about licenses in this state. When I can drive with my friends?

**Mr. Brown:** Let's see. You're only 15. You can to have only one passenger in the car under age 20. And your friend have to sit in the front passenger seat, not in the back.

**Ed:** How many hours we have to practice before the driving test?

**Mr. Brown:** Fifty hours. But you should to practice more. And you have to practice ten hours at night.

**Ed:** How we can do that? We can't drive at night.

**Mr. Brown:** You can drive until 11 p.m. and an adult driver has to goes with you. Then it's OK.

**Ed:** Does the adult has to be one of my parents?

**Mr. Brown:** No. But he or she has to have a license.

**Ed:** Yes, I know. And everybody have to wear a seatbelt too.

# Expansion

## Learner's

Log

① Use *can*, *should*, and *have to* (affirmative and/or negative) to write three sentences about each topic:

- Driver's licenses
- Gas stations
- Children's car seats

② Write three questions you still have about driving in the U.S.

## Writing

Activity

Write one negative and one affirmative sentence about each picture. Use *can*, *should*, and *have to*. Write about what is wrong with each picture.

EXAMPLE



The baby *can't* sit on the mother's lap.  
The baby *has to* be in an infant seat.



For more practice using grammar in context, please visit our Web site.

School



**Grammar**

Modal: *Must*—Affirmative and  
Negative Statements

*Must and Have To*

*Must Not and Don't Have To*

**Context**

Eating at School

**School Lunch Programs**

Before

You Read

1. What do children like to eat for lunch?
2. Do elementary schools in your country give free lunches to children?



Children need good nutrition. The U.S. has a National School Lunch Program to give children well-balanced meals. Schools in this program **must** follow guidelines. They **must not** serve children a lot of fat, sugar, or salt. They **must** serve food from each of these four groups: meat, vegetables and fruit, grains and bread, and milk.

Some families don't make much money. These families **have to** pay a small amount (less than 50¢). Children from very low-income families **don't have to** pay for a school lunch at all. Some families have enough money and **have to** pay the full price. But it isn't expensive. It's less than \$2.00.

Parents **must** fill out an application to get free lunch for their children. They **must** tell the truth about their family income.

Children **don't have to** eat the school lunch. They can bring a lunch from home.

**Did You Know?**

About 16.5 million American children are in the free lunch program.

**Vocabulary in Context**



fruits



vegetables



grains and bread

meat



milk

nutrition	Children need good <b>nutrition</b> to be healthy. They need to eat good food.
balanced	A <b>well-balanced</b> lunch has items from each food group.
guideline	The National School Lunch Program makes <b>guidelines</b> . They tell the schools what to serve.
fat	Potato chips and French fries have a lot of <b>fat</b> .
serve	Schools give children lunch. They <b>serve</b> lunch every day.
grain	We use <b>grains</b> to make bread.
income/ low-income	Their <b>income</b> is \$30,000 a year. Their children are from a <b>low-income</b> family.
amount	Fifty cents is a small <b>amount</b> of money.
less than	The lunch costs \$1.75. It's <b>less than</b> \$2.00.
tell the truth	<b>Tell the truth</b> on the application. Don't give false information.

## Listening

### Activity

Listen to the sentences about the reading. Circle *true* or *false*.

CD 2, TR 08

**EXAMPLE**

School lunches have vegetables.

TRUE

FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE |         |       |

## 6.1 Modal: *Must*—Affirmative and Negative Statements

EXAMPLES	EXPLANATION
Schools <b>must</b> serve milk to children. Parents <b>must</b> fill out an application for the free lunch program.	We use <i>must</i> to show rules or laws.
School lunches <b>must not</b> have a lot of sugar. School lunches <b>must not</b> have a lot of fat.	When the rule is “don’t do this,” use <i>must not</i> .

**EXERCISE 1** Fill in the blanks with one of the verbs from the box below.

be      fill out      tell      sign      pay      serve

**EXAMPLE** The lunch is not free for everyone. Some families must pay.

- The school must \_\_\_\_\_ a nutritious lunch.
- Parents must \_\_\_\_\_ an application for the school lunch program.
- Parents must \_\_\_\_\_ the application.
- Parents must \_\_\_\_\_ the truth about their family income.
- School lunches must \_\_\_\_\_ well-balanced.
- Schools must \_\_\_\_\_ meat, vegetables, fruit, grains, and milk with every lunch.



**Bayside Public Schools**  
**Application for Free and Reduced Price Meals**

To apply for free and reduced price meals for your child(ren), you must fill out this form and sign it. Use a pen.

**Part 1** List the names of children at school.

Name(s) of Child(ren) Last Name, First Name	Age	School	Grade	Class
1.				
2.				
3.				

**Part 2** List the names of all adult household members and their monthly incomes.

Last Name, First Name	Monthly Income
1.	
2.	
3.	

**Part 3** Signature and Social Security Number. I certify that all the above information is true.

Signature of Parent or Guardian	Mailing Address											
Social Security Number	Phone Number											
<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">-</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px; text-align: center;">-</td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>				-				-				( )
			-				-					

For school use only

Date received _____	Date approved _____
---------------------	---------------------

**EXERCISE 2** Look at the application for the school lunch program above. Change the sentences below from imperative statements to statements with *must* or *must not*.

**EXAMPLES** Print your answers. You must print your answers.

Don't use a pencil. You must not use a pencil.

1. Fill out the application. You \_\_\_\_\_

2. Sign your name. You \_\_\_\_\_

3. Don't write in the last box. You \_\_\_\_\_

4. Write your monthly income. You \_\_\_\_\_

5. Use a pen. You \_\_\_\_\_

6. Don't use a pencil. You \_\_\_\_\_

7. Don't give false information. You \_\_\_\_\_

## 6.2 Must and Have To

*Must* and *have to* have very similar meanings.

EXAMPLES	EXPLANATION
You <b>must</b> write your family income. You <b>have to</b> write your family income. Schools <b>must</b> serve children milk. Schools <b>have to</b> serve children milk.	<i>Must</i> is very formal. We use <i>must</i> for rules and laws. We can also use <i>have to</i> for rules and laws. <i>Must</i> is stronger than <i>have to</i> .
Marta <b>has to</b> make lunch for her daughter. We <b>have to</b> buy more bread.	Use <i>have to</i> for personal necessity. Don't use <i>must</i> for personal necessity.
<p><b>Language Note:</b> In a question, <i>have to</i> is more common than <i>must</i>.                      Do I <b>have to</b> sign the application?                      Do schools <b>have to</b> serve children milk?</p>	

**EXERCISE 3** Fill in the blanks with *must* + a verb to talk about rules. Answers will vary.

**EXAMPLE** Students must apply for the school lunch program.

- Schools \_\_\_\_\_ guidelines from the National School Lunch Program.
- On an application, parents \_\_\_\_\_ their names.
- On the school lunch application, parents \_\_\_\_\_ their family income.
- School lunches \_\_\_\_\_ food from each of the four groups.
- Schools \_\_\_\_\_ children milk with every lunch.

**EXERCISE 4** Fill in the blanks to talk about personal necessities. Use *have to/has to* + a verb. Answers will vary.

**EXAMPLE** I have to call my mom every day.

- In class, we \_\_\_\_\_.
- The teacher \_\_\_\_\_.
- A mother \_\_\_\_\_.
- Children \_\_\_\_\_.
- College students \_\_\_\_\_.
- I \_\_\_\_\_ every day.

## 6.3 Must Not and Don't Have To

*Have to* and *must* have very similar meanings. *Don't have to* and *must not* have very different meanings.

EXAMPLES	EXPLANATION
School lunches <b>must not</b> have a lot of fat. You <b>must not</b> tell the truth. You <b>must not</b> give false information.	<i>Must not</i> gives a rule.
Children <b>don't have to</b> eat the school lunch. They can bring a lunch from home. Children of low-income families <b>don't have to</b> pay for lunch. They can get a free lunch.	<i>Don't have to</i> shows that something is not necessary.

**EXERCISE 5** **ABOUT YOU** Work with a partner. Name three things you *don't have to* do.

**EXAMPLE** I don't have to work on Saturdays.

**EXERCISE 6** **ABOUT YOU** Work with a partner. Name three things students *must not* do at this school or in this class.

**EXAMPLE** Students must not talk in the library.

**EXERCISE 7** Fill in the blanks with the negative of *must* or *have to*. Remember, they do NOT have the same meaning.

**EXAMPLES** Schools in the lunch program must not serve a lot of sugar.

Children don't have to be in the school lunch program.

- Many families in the school lunch program \_\_\_\_\_ pay. Their children get free lunch.
- Maya \_\_\_\_\_ eat at school. She can eat at home.
- Parents \_\_\_\_\_ give false information on the application.
- You \_\_\_\_\_ drink the milk. You can drink water.
- Ed \_\_\_\_\_ study at home. He can study in the library.
- You \_\_\_\_\_ talk loudly in the school library. It's a rule.
- Children \_\_\_\_\_ come late to school.

## Lesson 2

### Grammar

#### Count and Noncount Nouns

#### Quantity Expressions with Noncount Nouns

#### *Much/A Lot Of/A Little* with Noncount Nouns

#### *Some/Any* with Noncount Nouns

### Context

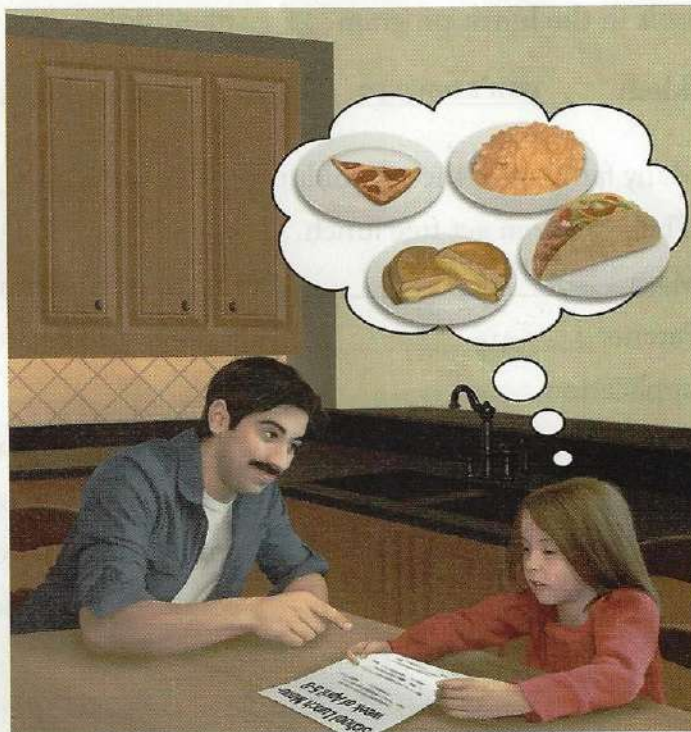
#### Lunch Food

## Maya's School Lunch

### Before

#### You Read

1. What foods are good for children?
2. What are some things children don't like to eat?



**Victor:** How are the lunches at your school? Do you like them?

**Maya:** Sometimes I do. Sometimes I don't. My favorite lunches are pizza, grilled cheese sandwiches, macaroni and cheese, and tacos. Sometimes we get a **piece of fish**, but I don't like fish.

**Victor:** What do you drink?

**Maya:** We always get a small **carton of milk**.

**Victor:** Do you get any **fruit**?

**Maya:** Yes. We always get a **piece of fruit**—an apple, an orange, a banana, or a small **bunch of grapes**. But some kids don't like the fruit. Sometimes they throw away the fruit.



**Victor:** That's terrible! Fruit is so good for you. Do the kids get any **soda**?

**Maya:** No. The teacher says that we shouldn't have **much sugar**. Sugar isn't good for us. But I love soda.

**Victor:** Your teacher's right. Do all children get school lunches?

**Maya:** No. Some kids bring a lunch from home. My friend Wanda always brings her lunch to school in a lunch box. Her mother usually gives her a sandwich and a **candy bar** or a **bag of potato chips**. She always brings a small **bottle of juice**. Juice is good for you, isn't it? It doesn't have **much sugar**.

**Victor:** Juice has a **lot of sugar**. It's better to eat a **piece of fruit**. Please eat your fruit. Don't throw it away!

**Maya:** Dad, why do you always have a **can of soda** with you? It's better to drink a **bottle of water**.

**Victor:** You're right. But this soda doesn't have **any sugar**.



**Did You Know?**

The national free lunch program provides free or low-cost lunches to more than 30 million children in the U.S.

## Vocabulary in Context

favorite	Maya loves pizza. Pizza is her <b>favorite</b> lunch.
bunch of	The kids sometimes get a small <b>bunch of</b> grapes with lunch.
throw away	Don't <b>throw away</b> the fruit. It's good for you.
terrible	It isn't good to throw away fruit. It's <b>terrible!</b>
lunch box	Some kids take their lunches to school in a <b>lunch box</b> .
better	Juice is okay, but water is <b>better</b> .

## Listening Activity






CD 2, TR 10  
EXAMPLE

Listen to the sentences about the conversation. Circle *true* or *false*.

Maya always likes her school lunch.	TRUE	<input checked="" type="radio"/> FALSE
1. TRUE	FALSE	4. TRUE
2. TRUE	FALSE	5. TRUE
3. TRUE	FALSE	6. TRUE

## 6.4 Count and Noncount Nouns

Some nouns are count nouns. We can count them. Some nouns are noncount nouns. We don't count them.

EXAMPLES	EXPLANATION
One <b>sandwich</b> has jelly. Two <b>sandwiches</b> have cheese. One <b>child</b> has a lunch box from home. Twenty <b>children</b> get free lunch.	A count noun has a singular and a plural form. We can use a number with a count noun.
You need <b>bread</b> for a sandwich. Victor drinks <b>coffee</b> every day. The school always serves <b>milk</b> .	A noncount noun has no plural form. We don't use a number with a noncount noun.
<b>Common noncount nouns are:</b>	
milk butter water cream salt oil	bread food* chicken candy pork rice
	pizza coffee soda corn fat popcorn
	meat tea fruit* butter macaroni
	soup juice cheese sugar fish
    	
*You sometimes see the plural of <i>fruit</i> and <i>food</i> . <b>Fruits</b> means different kinds of fruit. <b>Foods</b> means different kinds of food.	

**EXERCISE 1** **ABOUT YOU** Tell how often you eat or drink each item. Practice **noncount nouns (no plural form)** and the frequency words from the box below.

always	every day	often	sometimes	rarely	never
--------	-----------	-------	-----------	--------	-------

**EXAMPLES** fruit  
I eat fruit every day.  
popcorn  
I never eat popcorn.

coffee  
I rarely drink coffee.

1. milk
2. tea
3. coffee
4. water
5. soda
6. juice
7. bread
8. rice

9. pizza
10. meat
11. chicken
12. fish
13. fruit
14. popcorn
15. candy
16. cheese

**EXERCISE 2** **ABOUT YOU** Tell how often you eat or drink each item. Practice **count nouns and frequency words**.

**EXAMPLES** potato(es)  
I eat potatoes at least once a week.



banana(s)  
I eat one banana a day.



avocado(es)  
I never eat avocados.



1. banana(s)
2. apple(s)
3. potato chip(s)
4. cookie(s)
5. grape(s)



6. egg(s)



7. cracker(s)



8. orange(s)



9. hamburger(s)








10. hot dog(s)

# 6.5 Quantity Expressions with Noncount Nouns

EXAMPLES	EXPLANATION
<p>I eat <b>three pieces of fruit</b> a day.            I drink <b>two cups of tea</b> a day.            Children get <b>one carton of milk</b> with lunch.</p>	<p>To talk about quantity with a noncount noun, use a unit of measurement that you can count: <i>cup of, bowl of, carton of, teaspoon of, piece of, etc.</i></p>

## QUANTITY EXPRESSIONS WITH NONCOUNT NOUNS

a slice of pizza	a leaf of lettuce	
a loaf of bread	a piece of fish	
a slice of bread	a piece of meat	
a piece of bread	a can of tuna	
a slice of cheese	a piece of chicken	
a carton of milk	a jar of peanut butter	
a gallon of milk	a piece of candy	
a glass of milk	a piece of fruit	
a can of soda	an ear of corn	
a cup of coffee	a teaspoon of salt	
a pound of coffee	a bowl of popcorn	
a cup of tea	a teaspoon of sugar	
a glass of juice	a jar of mayonnaise	
a bottle of juice	a tablespoon of mayonnaise	
a bottle of oil		
a bowl of soup		
a can of soup		



**EXERCISE 3** Complete this conversation with one of the words from the box below.

can      jar      candy      fruit      milk

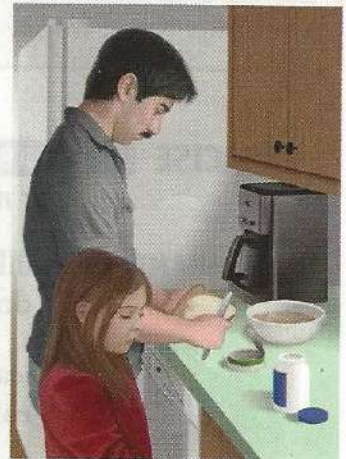
- Amy:** Mom, I'm hungry. Can I have a piece of candy ?  
*(example)*
- Marta:** You know it isn't good for you. Have a piece of \_\_\_\_\_.  
*(1)*
- Amy:** Can I have a peanut butter and jelly sandwich too? Where's the peanut butter?
- Marta:** You can find a \_\_\_\_\_ of peanut butter in the cabinet next to the refrigerator.  
*(2)*
- Amy:** I see a \_\_\_\_\_ of soda in the refrigerator. Can I have it too?  
*(3)*
- Marta:** No. Soda has a lot of sugar. Drink a glass of \_\_\_\_\_.  
*(4)*

**EXERCISE 4** Victor is teaching Maya to make a tuna sandwich. Fill in the blanks with a quantity expression. Answers may vary.

- Victor:** You can find a loaf of bread on the table. Take two \_\_\_\_\_ of bread and put them on a plate. Open a \_\_\_\_\_ of tuna and put the tuna in a bowl. You can find a \_\_\_\_\_ of mayonnaise in the refrigerator. Add two \_\_\_\_\_ of mayonnaise.  
*(example)*  
*(1)*  
*(2)*  
*(3)*  
*(4)*

Mix the tuna and mayonnaise. Put the tuna on the bread. Now you have a healthy lunch.

- Maya:** Dad, can I have a \_\_\_\_\_ of soda with my sandwich?  
*(5)*
- Victor:** Sorry. But you can have a \_\_\_\_\_ of water with it.  
*(6)*
- And you can have a \_\_\_\_\_ of fruit after lunch.  
*(7)*



**EXERCISE 5 ABOUT YOU** Add a quantity if you eat or drink these items. If not, say, "I don't eat/drink \_\_\_\_\_."

**EXAMPLE** I eat two slices of bread a day. OR I *don't eat bread*.

1. I drink \_\_\_\_\_ of water a day.
2. I eat \_\_\_\_\_ of fruit a day.
3. I drink \_\_\_\_\_ of coffee a day.
4. I drink \_\_\_\_\_ of milk a day.
5. I drink \_\_\_\_\_ of tea a day.
6. I drink \_\_\_\_\_ of juice a week.

## 6.6 Much/A Lot Of/A Little with Noncount Nouns

EXAMPLES	EXPLANATION
I eat <b>a lot of</b> cheese. I don't drink <b>a lot of</b> milk. I don't use <b>much</b> sugar.	Use <i>a lot of</i> with large quantities.  In negatives, you can also use <i>much</i> .
He uses <b>a little</b> sugar. He drinks <b>a little</b> tea.	Use <i>a little</i> with small quantities.
<b>Language Note:</b> We say <i>use</i> , not <i>eat</i> , with <b>sugar, salt, and butter</b> . We add these things to food.	

**EXERCISE 6 ABOUT YOU** Tell if you eat, drink, or use these items. Use *a lot of* or *much*.

**EXAMPLES** milk  
I don't drink a lot of milk.

meat  
I eat a lot of meat.

salt  
I don't use much salt.

- |            |           |
|------------|-----------|
| 1. cheese  | 6. coffee |
| 2. popcorn | 7. salt   |
| 3. rice    | 8. sugar  |
| 4. candy   | 9. butter |
| 5. milk    | 10. soup  |

**EXERCISE 7** Fill in the blanks with *a little* and one of the words from the box below. Answers may vary.

meat	butter	milk	salt	sugar	oil
------	--------	------	------	-------	-----

**EXAMPLE** Use   a little oil   to cook.

- Put \_\_\_\_\_ and \_\_\_\_\_ in the coffee.
- The pizza has \_\_\_\_\_ and a lot of cheese.
- Put \_\_\_\_\_ on the bread.
- Put \_\_\_\_\_ in the soup.

## 6.7 Some/Any with Noncount Nouns

EXAMPLES	EXPLANATION
A: Does the pizza have <b>any</b> meat? B: Yes. The pizza has <b>some</b> meat.	We use <i>any</i> or <i>some</i> in questions. We use <i>some</i> in affirmatives. We use <i>any</i> in negatives.
A: Do kids get <b>any</b> soda with their lunches? B: No. They don't get <b>any</b> soda.	
A: Do you want <b>some</b> coffee? B: No. I don't want <b>any</b> coffee.	

**EXERCISE 8** Fill in the blanks with *some* or *any*. In some cases, both answers are possible.

**EXAMPLE** The pizza has   some   meat.

- I don't want \_\_\_\_\_ soda.
- The school lunch doesn't have \_\_\_\_\_ candy.
- Do you want \_\_\_\_\_ milk?
- I want \_\_\_\_\_ juice.
- The sandwich has \_\_\_\_\_ mayonnaise.
- Does the soup have \_\_\_\_\_ salt?
- She's a vegetarian. She doesn't eat \_\_\_\_\_ meat.
- I can't buy my lunch today. I don't have \_\_\_\_\_ money.
- You should eat \_\_\_\_\_ fruit every day.

# Lesson

# 3

## Grammar

### Count and Noncount Nouns

*Some vs. Any*

*A Lot Of and Much vs. Many*

*A Few vs. A Little*

*How much vs. How many*

## Context

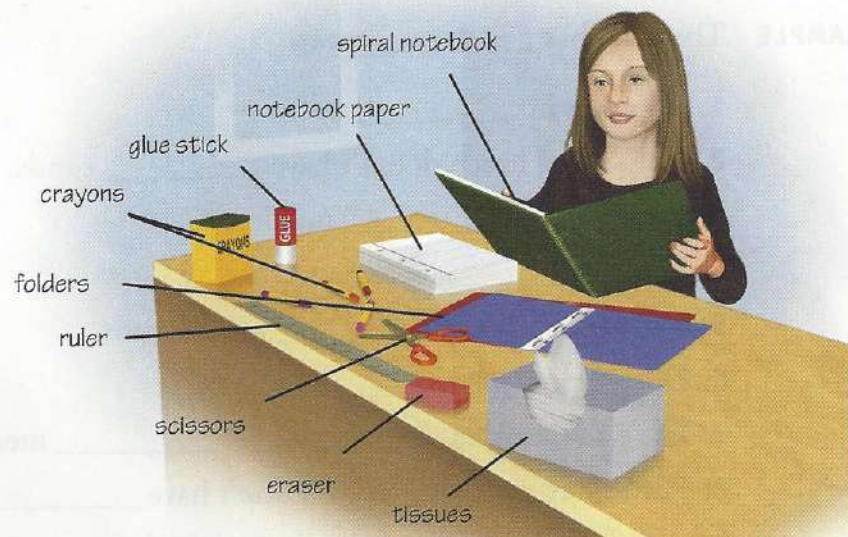
### School in the U.S.

## School Supplies

Before

You Read

1. What do children need for school?
2. Should small children have a lot of homework?



*It's Maya's first day of school. She has a note for Victor.*

**Victor:** What's this?

**Maya:** It's a note from school. It has a lot of information about the school. And this is my list of school supplies. I need a lot of supplies for school.

**Victor:** How many things do you need?

**Maya:** I need two erasers, one ruler, two spiral notebooks, ten pencils, one glue stick, one pair of scissors, one large package of notebook paper, four folders, one box of tissues, and one box of crayons.

**Victor:** How many crayons are in one box?

**Maya:** I don't know, but we need at least 24.

*Victor calls Simon for help.*

**Victor:** I have a few questions about my daughter's school. I need some advice. Do you have any time now?

**Simon:** Yes, Victor. I have a little free time now.

**Victor:** My daughter has a list of school supplies. Where do I buy them?

**Simon:** Many stores sell school supplies, but the office supply store near my house has a sale on school supplies now. I have a few coupons. We can go together.

**Victor:** Do I have to buy any books? How much money do I need for books?

**Simon:** You don't have to buy any books for public school. The school gives books to the students. Students return them at the end of the school year.

**Victor:** That's good. The note from school has a lot of information about homework. Do American kids get a lot of homework?

**Simon:** Yes, they do.

**Victor:** One more question. Do I have to buy a uniform for my daughter?

**Simon:** I don't know. Children in some schools need uniforms. Read me the information from your daughter's school.

**Victor:** OK.

**Did You Know?**

Most American children start school at the age of 5.

## Vocabulary in Context

school supplies	Children need <b>school supplies</b> . They need pencils, paper, rulers, and more.
note	The teacher sometimes writes a <b>note</b> to parents.
advice	Victor needs Simon's <b>advice</b> about school.
coupon	I can save money. I can get 50¢ off with this <b>coupon</b> .
public school	Every child can go to <b>public school</b> . Public school is free.
return	Students don't keep books. They <b>return</b> them to the school.
uniform	In some schools, all the children wear the same <b>uniform</b> .



coupons

## Listening Activity



Listen to the sentences about the conversation. Circle *true* or *false*.

CD 2, TR 14

EXAMPLE

Victor has a note from Maya's teacher.  TRUE  FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 4. TRUE | FALSE |
| 2. TRUE | FALSE | 5. TRUE | FALSE |
| 3. TRUE | FALSE | 6. TRUE | FALSE |

## 6.8 Count and Noncount Nouns: *Some* vs. *Any*

EXAMPLES	EXPLANATION
Maya has <b>some</b> information from her teacher. Victor has <b>some</b> questions for Simon.	Use <i>some</i> with noncount nouns and plural count nouns.
Does she need <b>any/some</b> glue? Does she need <b>any/some</b> pencils?	Use <i>any</i> or <i>some</i> with both noncount nouns and plural count nouns in questions.
Maya doesn't have <b>any</b> homework today. Victor doesn't have <b>any</b> coupons.	Use <i>any</i> with both noncount nouns and plural count nouns in negatives.
<b>Language Note:</b> <i>Homework</i> , <i>information</i> , and <i>advice</i> are noncount nouns. They have no plural form. To add a specific quantity, we can say <i>a homework assignment</i> ; <i>a piece of information</i> ; <i>a piece of advice</i> .	

### EXERCISE 1 Fill in the blanks with *some* or *any*.

EXAMPLE I need some paper for school.

- Do you have \_\_\_\_\_ homework today?
- We have \_\_\_\_\_ math homework.
- I don't have \_\_\_\_\_ problems with my homework.
- Maya needs \_\_\_\_\_ notebooks.

5. I don't need \_\_\_\_\_ paper for my gym class.
6. Do you need \_\_\_\_\_ erasers for school?
7. We need \_\_\_\_\_ crayons for school.
8. Victor needs \_\_\_\_\_ advice from Simon.

**EXERCISE 2** **ABOUT YOU** Answer the questions. Use *some* or *any* in your answers.

**EXAMPLE** Do you have any time to watch TV?  
Yes. I have some time to watch TV after school.

1. Do you have any homework today?
2. Do you need any books for this course?
3. Does this class have any students from Korea?
4. Do you need any paper to do this exercise?
5. Do you have any information about universities in the U.S.?
6. Do you have any advice for new students?

## 6.9 Count and Noncount Nouns: A Lot Of and Much vs. Many

EXAMPLES	EXPLANATION
Maya needs <b>a lot of/many</b> school supplies. Does she need <b>a lot of/many</b> pencils? She doesn't need <b>a lot of/many</b> notebooks.	Use <i>a lot of</i> or <i>many</i> with count nouns.
Does Victor have <b>a lot of/much</b> information about the school? He doesn't have <b>a lot of/much</b> money. Maya needs <b>a lot of</b> paper.	Use <i>a lot of</i> or <i>much</i> with noncount nouns in questions and negatives. In affirmative statements, use <i>a lot of</i> . Don't use <i>much</i> .

**EXERCISE 3** Circle the correct answer. In some cases, both answers are possible.

**EXAMPLE** I have (*much* / *a lot of*) paper, but I don't have (*many* / *a lot of*) pencils.

1. Some children drink (*much* / *a lot of*) juice, but they don't drink (*many* / *much*) water.
2. Maya eats (*a lot of* / *many*) fruit, but she doesn't eat (*much* / *many*) bananas.
3. (*Many* / *Much*) stores have school supply sales in August.
4. I need (*a lot of* / *much*) information about schools in the U.S.

(continued)

5. Children need (*a lot of / much*) school supplies.
6. I have (*much / a lot of*) homework, but I don't have (*much / many*) time to do it.
7. (*Many / A lot of*) children get a free lunch in the U.S.

## 6.10 Count and Noncount Nouns: *A Few* vs. *A Little*

EXAMPLES	EXPLANATION
Maya needs <b>a few</b> erasers. She needs <b>a few</b> pencils.	Use <i>a few</i> with count nouns.
Victor spends <b>a little</b> time with Maya every day. School lunches cost <b>a little</b> money.	Use <i>a little</i> with noncount nouns.

### EXERCISE 4 Fill in the blanks with *a few* or *a little*.

**EXAMPLE** Maya drinks a little juice every day.

1. Victor has \_\_\_\_\_ time to help Maya with her homework.
2. Maya has \_\_\_\_\_ good friends at school.
3. Maya watches \_\_\_\_\_ TV programs on the weekend.
4. Victor needs \_\_\_\_\_ advice from Simon.
5. Maya needs \_\_\_\_\_ pencils for school.

### EXERCISE 5 **ABOUT YOU** Fill in the blanks.

**EXAMPLE** I have a few \_\_\_\_\_ *good friends* \_\_\_\_\_.

1. I need a little \_\_\_\_\_.
2. I know a few \_\_\_\_\_.
3. I eat a little \_\_\_\_\_ every day.
4. I eat a few \_\_\_\_\_ every week.
5. I use a little \_\_\_\_\_.



## 6.11 Count and Noncount Nouns: *How Much vs. How Many*

EXAMPLES	EXPLANATION
<b>How many</b> coupons do you have? <b>How many</b> pencils does Maya need for school?	Use <i>how many</i> with count nouns.
<b>How much</b> paper does she need? <b>How much</b> money do I need for books?	Use <i>how much</i> with noncount nouns.
<b>How much</b> does this book cost? <b>How much</b> is the school lunch?	Use <i>how much</i> to ask about cost.

### EXERCISE 6 **ABOUT YOU** Find a partner. Ask these questions about an elementary school in your partner's country.

**EXAMPLE** How many days a week do kids go to school?  
They go to school five days a week.

1. How many months a year do kids go to school?
2. How many kids are in an average class?
3. How much time do kids spend on homework?
4. How many hours a day are kids in school?
5. How much time do kids have for vacation?
6. How much money do kids spend on books?
7. Do kids get school lunch? How much does it cost?
8. Do kids wear a uniform? How much does a uniform cost?

### EXERCISE 7 **ABOUT YOU** Fill in the blanks with *much* or *many*. Then answer the question.

**EXAMPLE** How many lessons do we do a day?  
We do one lesson a day.

1. How \_\_\_\_\_ classes do you have now?
2. How \_\_\_\_\_ money do you need to take one class?
3. How \_\_\_\_\_ paper do you need for your homework?
4. How \_\_\_\_\_ students in this class speak Spanish?
5. How \_\_\_\_\_ books do we need for this course?
6. How \_\_\_\_\_ time do you spend on your homework?
7. How \_\_\_\_\_ homework do you have today?
8. How \_\_\_\_\_ dictionaries do you have?

EXERCISE 8

Circle the correct word(s) in parentheses ( ) to complete this conversation between Victor and his neighbor, Maria. In some cases, both answers are possible.

CD 2, TR 15



**Maria:** I have (*a little* / *a few*)<sup>(example)</sup> questions. I need (*a little* / *a few*)<sup>(1)</sup> information. Do you have (*any* / *some*)<sup>(2)</sup> time to answer my questions?

**Victor:** Yes. I have (*a little* / *a few*)<sup>(3)</sup> time right now.

**Maria:** Can my kids get into the free lunch program?

**Victor:** Maybe. If you don't make (*many* / *much*)<sup>(4)</sup> money, they can probably get into the free lunch program.

**Maria:** I don't make (*many* / *a lot of*)<sup>(5)</sup> money. What should I do?

**Victor:** You have to fill out a form. The form has (*many* / *much*)<sup>(6)</sup> questions.

**Maria:** How (*much* / *many*)<sup>(7)</sup> does a school lunch cost?

**Victor:** The full price is \$1.75. That's not (*much* / *any*)<sup>(8)</sup> money.

**Maria:** I have (*a lot of* / *much*)<sup>(9)</sup> kids in school, so for me it's (*much* / *a lot of*)<sup>(10)</sup> money.

**Victor:** How (*much* / *many*)<sup>(11)</sup> kids do you have?

**Maria:** Six. Four are in school, so I really need to learn about the free lunch program.



# Editing Advice

1. Don't use *to* after *must*.

Schools ~~to~~ serve a good lunch. *OR*

*Schools have to serve a good lunch.*

2. Don't put *a* or *an* before a noncount noun.

I like to eat ~~a~~ rice.

3. Use *of* with a unit of measure.

I want a cup <sup>*of*</sup> coffee.

4. Don't forget *of* with *a lot of*.

I don't have a lot <sup>*of*</sup> homework today.

5. Don't confuse *much* and *many*, *a little* and *a few*.

He doesn't have <sup>*many*</sup> ~~much~~ friends.

Maya doesn't have <sup>*much*</sup> ~~many~~ homework today.

I eat a <sup>*few*</sup> ~~little~~ grapes every day.

Put a <sup>*little*</sup> ~~few~~ salt in the soup.

6. Don't use *much* in affirmative statements.

He drinks <sup>*a lot of*</sup> ~~much~~ tea.

7. Don't use *no* after a negative verb.

I don't have <sup>*any*</sup> ~~no~~ money.

8. Don't use the plural form with noncount nouns.

Victor gets a lot of <sup>*information*</sup> ~~informations~~ from Simon.

## Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Maya is home with Victor after school.

**Maya:** Daddy, can I have a few grapes? And can I have some milk too?  
(example) (example) C

**Victor:** I'm sorry. We don't have no milk today. Do you want a glass water?  
(1) (2)

**Maya:** I don't like to drink a water. Do we have any juice?  
(3) (4)

**Victor:** Yes, but you can have just a little. Juice contains much sugar.  
(5) (6)

**Maya:** But you drink soda, Daddy. Soda contains a lot sugar.  
(7)

**Victor:** My soda doesn't have any sugar.  
(8)

**Maya:** Oh. Can I watch TV now?

**Victor:** Do you have any homework today?  
(9)

**Maya:** I just have a homework for math.  
(10)

**Victor:** Do your homework first. Then you can watch TV.

**Maya:** OK. I have a paper for a school trip. You must to sign it. Sign here.  
(11)

**Victor:** I have to read it first. Hmm. I don't understand something here.  
(12)

I can call Simon for some advices.  
(13)

# Expansion

## Learner's

Log

① What did you learn in this unit? Write three sentences about each of these topics:

- Rules for school lunch programs
- Foods in school lunch programs
- Healthy foods
- School supplies

② Write three questions you still have about American elementary schools.

## Writing

Activities

① Use information from Exercise 6 on page 139 to write a short paragraph of five or six sentences about schools in your partner's country.

② Rewrite the following paragraph. Add a quantity word or expression before the underlined words.

I buy healthy food for my family. And I try to be a good example for my family. For example, I drink water before each meal. Then I'm not so hungry. I don't drink soda. I drink tea after a meal. I have cereal for breakfast. I have salad with soup for lunch. I eat fruit every day too. I don't eat red meat. I try to eat fish or chicken every week. I always eat vegetables with dinner. Friends ask me about food for their kids. I always give them advice: "A parent has to be a good example."

EXAMPLE

I buy a lot of healthy food for my family. And I try to be a good example for my family....



For more practice using grammar in context, please visit our Web site.

Shopping



## Lesson

# 1

### Grammar

Time Expressions with Prepositions

Time Expressions without Prepositions

Prepositions of Place

Prepositions in Common Expressions

### Context

Buying Necessary Things

## Twenty-Four/Seven

Before

You Read

1. Do you shop late at night? Why or why not?
2. What stores do you like? Why?



Read the following conversation between Sue and Rick, an American couple. Pay special attention to prepositions.

**Sue:** Look. We're **out of** coffee. We need coffee for tomorrow morning. Can you go out and buy some?

**Rick:** Now? It's late. It's **after** 9:30. We can get it **in** the morning. I always wake up early.



**Sue:** Tomorrow is Saturday. The stores are crowded **on** Saturday. I don't like to shop **on** the weekend. Anyway, we like to drink coffee **in** the morning.

**Rick:** But the supermarket is closed **at** night.

**Sue:** You're right. But the convenience store is open. It's open 24/7.

**Rick:** My news program is **on** TV **at** 10 P.M. I don't have time **before** the news program. It starts **in** 20 minutes.

**Sue:** You can go **after** the news.

*(Rick is now **at** the convenience store. Sue calls him **on** his cell phone.)*

**Rick:** Hello?

**Sue:** Hi. Are you **at** the convenience store now?

**Rick:** I'm still **in** the car. I'm **in** the parking lot.

**Sue:** Can you go **to** the pharmacy too and get some aspirin? I have a headache.

**Rick:** Can I get the aspirin **at** the convenience store?

**Sue:** You can, but aspirin is **on** sale this week **at** the pharmacy—two bottles for \$5.00.

**Rick:** Which pharmacy?

**Sue:** The pharmacy **near** the convenience store. It's **on** the corner. It's **next** to the gas station.

**Rick:** Is the pharmacy open late too?

**Sue:** Yes, it's open 24/7.

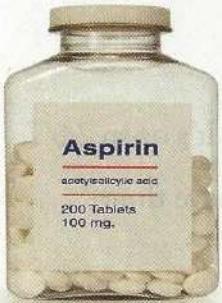
**Did You Know?**

Prices at a convenience store are sometimes high. You are paying for the convenience of 24/7.




## Vocabulary in Context

24/7	<b>24/7</b> means a place is open 24 hours a day, seven days a week.
wake up	Rick <b>wakes up</b> early for work.
shop/ go shopping	I like to <b>shop</b> in the morning. I like to <b>go shopping</b> early.
convenience store	A <b>convenience store</b> is a small supermarket. It's open late, often 24/7.
program(s)	TV has many <b>programs</b> . Every hour you can see a different <b>program</b> .
news	The <b>news</b> tells us about city, country, and world happenings.
still	Rick's not at the store. He's <b>still</b> in the car.
aspirin/ headache	Take an <b>aspirin</b> for your <b>headache</b> .
pharmacy	You can buy aspirin and other medicine in a <b>pharmacy</b> .
corner	The store is on the <b>corner</b> of Main Street and Willow Street.



## Listening

**Activity**  Listen to the sentences about the conversation. Circle *true* or *false*.

CD 2, TR 17

**EXAMPLE** Sue and Rick like to drink coffee in the morning.

TRUE  FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE |         |       |

## 7.1 Time Expressions with Prepositions

Prepositions are connecting words. We can use prepositions with time expressions.

The store is open	in the morning.
	in the daytime.
	in the afternoon.
	in the evening.
	at night.
The news program starts	at 10 P.M.
	in 20 minutes.
You can go out	after 9:30.
	after the news program.
	after work.
Sue goes to sleep	before 10:30.
The stores are crowded	on Saturdays.
	on the weekend.
<p><b>Language Note:</b> A sentence can have two time expressions.  Rick goes to work <b>at 7 A.M. in the morning.</b>  He wakes up <b>at 8 A.M. on the weekend.</b></p>	

**EXERCISE 1** Fill in the blanks with the correct preposition of time: *in, on, after, before, or at*.

**EXAMPLE** Sue and Rick don't work at night.

- They work \_\_\_\_\_ Monday.
- They don't work \_\_\_\_\_ the evening.
- They don't work \_\_\_\_\_ the weekend.
- They can buy coffee \_\_\_\_\_ the morning.
- Many stores open \_\_\_\_\_ 9 A.M.
- The convenience store is open \_\_\_\_\_ night.
- It's 9:37 now. It's \_\_\_\_\_ 9:30.
- We go shopping \_\_\_\_\_ the afternoon.
- The supermarket closes at 10 P.M. Go there \_\_\_\_\_ 10.

**EXERCISE 2****ABOUT YOU** Ask a question with *When do you . . .* and the words given. Another student will answer.**EXAMPLE** watch TV**A:** When do you watch TV?**B:** I watch TV at night.

- |                                |                       |
|--------------------------------|-----------------------|
| 1. drink coffee                | 7. wash your clothes  |
| 2. relax                       | 8. eat lunch          |
| 3. go to sleep                 | 9. read the newspaper |
| 4. wake up                     | 10. see your friends  |
| 5. go shopping                 | 11. do your homework  |
| 6. listen to OR watch the news | 12. take an aspirin   |

## 7.2 Time Expressions without Prepositions

In some cases, we don't use a preposition with time.

The store is open	24 hours a day.
The store is open	seven days a week.
We shop	three times a month.
They buy milk	once a week.
We cook	every day.
The convenience store is open	24/7.
The convenience store is open	all day and all night.

**EXERCISE 3****ABOUT YOU** Fill in the blanks.**EXAMPLE** I visit my parents once a month.

- I \_\_\_\_\_ 7 days a week.
- I \_\_\_\_\_ once a day.
- I \_\_\_\_\_ twice a week.
- I \_\_\_\_\_ all night.
- I \_\_\_\_\_ all day.

**EXERCISE 4 ABOUT YOU** Fill in the blanks with a time expression. Tell about your country.

**EXAMPLE** People usually listen to the news every day.

1. Pharmacies are usually open \_\_\_\_\_
2. Supermarkets in big cities are open \_\_\_\_\_
3. Most banks are open \_\_\_\_\_
4. Most people shop for food \_\_\_\_\_

**EXERCISE 5 ABOUT YOU** Ask a question with *how many* and the words given. Use a time expression. Another student will answer.

**EXAMPLE** days a week / work

**A:** How many days a week do you work?

**B:** I work five days a week.

- |                                      |                                 |
|--------------------------------------|---------------------------------|
| 1. times a day / check your e-mail   | 4. hours a night / sleep        |
| 2. hours a day / talk on the phone   | 5. times a day / cook           |
| 3. times a month / go to the library | 6. times a week / shop for food |

## 7.3 Prepositions of Place

We can use prepositions with a place.

PREPOSITION	EXAMPLES
in	Rick is <b>in</b> the car. He is <b>in</b> the parking lot.
near	The pharmacy is <b>near</b> the convenience store.
next to	The pharmacy is <b>next to</b> the gas station.
on	The convenience store is <b>on</b> the corner.
at	Rick is <b>at</b> the convenience store now. Sue and Rick are <b>at</b> home in the evening. They are <b>at</b> work in the daytime.
to	Go <b>to</b> the pharmacy.

**Language Note:** Compare:

I'm **in** the store. (I'm not outside the store.)

I'm **at** the store. (I may be inside or in the parking lot, ready to go in.)

**EXERCISE 6** This is a phone conversation between Victor and Lisa. Lisa is at home. Victor is on his cell phone in his car. Fill in the blanks with the correct preposition: *in, on, at, near, to, or next to*.

CD 2, TR 18

**Victor:** Hello?

**Lisa:** Hi. It's Lisa. Where are you now?

**Victor:** I'm at school. Where are you?  
*(example)*

**Lisa:** I'm (1) home. Are you (2) class?

**Victor:** No, I'm (3) the parking lot. My class starts in ten minutes.

**Lisa:** Can you go (4) the store on your way home? We need milk. There's a sale on milk (5) Tom's Market.

**Victor:** Where's Tom's Market?

**Lisa:** It's (6) the school. It's (7) the corner. It's (8) the laundromat.



## 7.4 Prepositions in Common Expressions

We can use prepositions in many common expressions.

PREPOSITION	EXAMPLE
on	Rick is <b>on the phone</b> .
	The news program is <b>on TV</b> . You can hear the news <b>on the radio</b> .
	Aspirin is <b>on sale</b> .
	Buy milk <b>on your way</b> home.
for	Aspirin is on sale this week, two bottles <b>for \$5.00</b> .
out of	We don't have any coffee. We're <b>out of coffee</b> .

**EXERCISE 7** Fill in the blanks in this conversation with *on, in, next to, of, after, out of* or *for*.

CD 2, TR 19



**Simon:** I'm going to the store after work. Eggs are on sale—two dozen \_\_\_\_\_ \$1.89.  
(1)

**Marta:** Buy bananas too. They're \_\_\_\_\_ sale—one pound \_\_\_\_\_ 39 cents.  
(2) (3)

**Simon:** Anything else<sup>1</sup>?

**Marta:** Oh, yes. Buy coffee too.

**Simon:** Are we \_\_\_\_\_ coffee? So soon?  
(4)

**Marta:** Yes. We drink a lot of coffee.

(Simon is \_\_\_\_\_ the store now. He's \_\_\_\_\_ the phone with Marta)  
(5) (6)

**Simon:** I'm at Tom's Market now. Do we need anything else?

**Marta:** Yes. Buy some tea. The tea is \_\_\_\_\_ the coffee.  
(7)

Then come home right away. Your favorite show is \_\_\_\_\_ TV at 7 P.M.  
(8)



dozen = 12

<sup>1</sup>Anything else means anything more.

**EXERCISE 8** Fill in the blanks in this conversation with the correct preposition: *in, on, at, to, or after.*

CD 2, TR 20



**Sue:** Hi. I'm on my cell phone.  
*(example)*

**Rick:** Are you \_\_\_\_\_ the car?  
*(1)*

**Sue:** No, I'm still \_\_\_\_\_ work. I can't come home right now.  
*(2)*

\_\_\_\_\_ work, I have to make a few stops. I can be home  
*(3)*

\_\_\_\_\_ about<sup>2</sup> an hour and a half.  
*(4)*

**Rick:** Where do you need to go?

**Sue:** I need to buy gas. Then I have to go \_\_\_\_\_ the supermarket.  
*(5)*

**Rick:** Then can you come home?

**Sue:** No. Then I have to go to the post office. The post office closes

\_\_\_\_\_ 6 P.M.  
*(6)*

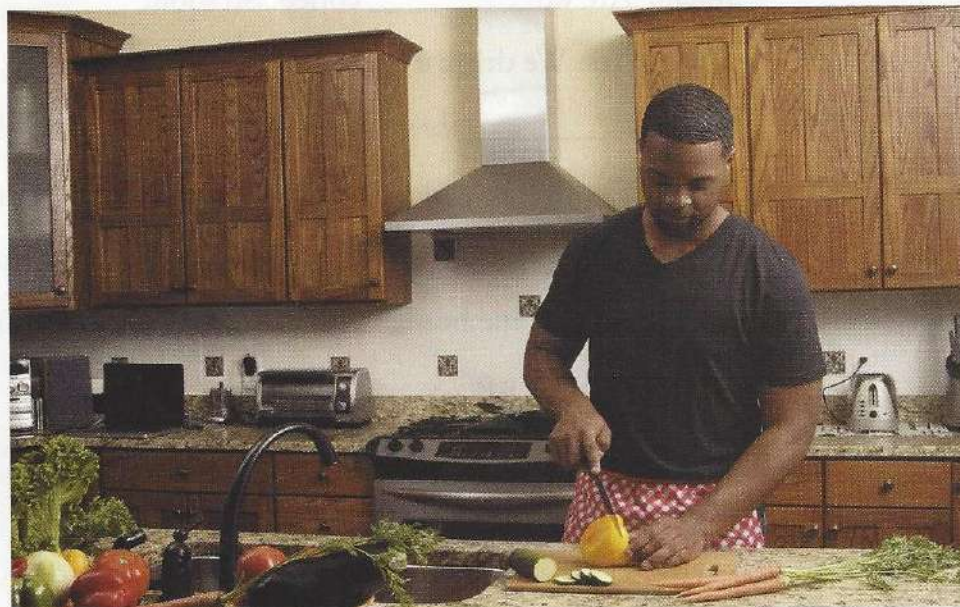
**Rick:** Why do you have to do all of this now? I'm preparing dinner now. And it's almost ready.

**Sue:** Oh, thanks, Rick. I can go to the supermarket \_\_\_\_\_  
*(7)*

dinner. And you can get gas \_\_\_\_\_ your way to work.  
*(8)*

**Rick:** Good. Then just stop \_\_\_\_\_ the post office.  
*(9)*

And don't be too late.



<sup>2</sup>About an hour and a half can be 90 minutes, 95 minutes, 85 minutes, etc.

# Lesson 2

## Grammar

*There Is* and *There Are*—Affirmative Statements

*There Is* and *There Are*—Negative Statements

Quantity Words

## Context

Large Stores and Small Stores

### Good Prices or Good Service

Before

You Read

1. Are clerks in stores usually helpful?
2. Do you like to shop in big stores or small stores? Why?



home supply store

hardware store



Read the following conversations. Pay special attention to affirmative and negative forms of *there is* and *there are*.

**Conversation 1: At a big home supply store**

**Sue:** You know I don't like to shop on Saturday. **There are** a lot of shoppers, and **there's** no place to park.

**Rick:** Look. **There's** a space over there.

**Sue:** (*In the store*) **There are** no shopping carts.

**Rick:** Let's take a basket. We only need lightbulbs.

**Sue:** **There are** so many things in this store. It's hard to find things.

**Rick:** **There's** a clerk over there. Let's ask him. Excuse me, sir. I need to find lightbulbs.

**Clerk:** Lightbulbs are in aisle 3. **There's** a clerk there. He can help you.

(*After visiting aisle 3*)

**Sue:** **There's** no one in aisle 3 to help. Can you please help us?

**Clerk:** Sorry. I don't work in aisle 3. That's not my department.

**Sue:** (*To Rick*) The service here is terrible. **There aren't** enough clerks in this store. No one is interested in helping us.

**Rick:** But the prices are good here. And **there are** always coupons for this store in the newspaper. I have a coupon for a package of six lightbulbs for \$10.



**Conversation 2: In a small store**

**Clerk:** Can I help you?

**Peter:** Yes. I need lightbulbs.

**Clerk:** Lightbulbs are downstairs, but **there's** no elevator in this store. I can get the lightbulbs for you. Do you want some coffee? **There's** a coffee machine over there. It's free for customers.

**Peter:** Thanks for your help. (*Thinking*) I prefer this store. **There's** good service here. **There are** helpful clerks here. And **there's** free coffee.



**Did You Know?**

Big home supply stores often teach free classes in home repair.

## Vocabulary in Context



home supply store/hardware store

A **home supply store** and a **hardware store** have many things for the home: tools, lightbulbs, paint, etc.



shopping cart

We use a **shopping cart** for our items in a store.

basket

We can use a **basket** for a few items in a store.

lightbulb

Rick needs a **lightbulb** for his lamp.

aisle

Lightbulbs are in **aisle**<sup>3</sup> 3.

clerk

A **clerk** works to help people in a store.

interested

The clerk isn't **interested** in helping Rick.

service

Peter likes good **service**. He likes help in a store.

enough

There are a lot of shoppers, but there aren't **enough** clerks.

40% off

The coupon says 40% (**percent**) **off**. The package of lightbulbs is \$5. It's \$3.00 with the coupon.

downstairs

We're on the first floor. Lightbulbs are **downstairs**.

elevator

Peter needs an **elevator** to go downstairs.

prefer

Peter doesn't like the big store. He **prefers** the small store.

## Listening Activity



CD 2, TR 22

Listen to the sentences about the conversation. Circle **true** or **false**.

**EXAMPLE** There's a coupon in the newspaper for lightbulbs.

TRUE

FALSE

1. TRUE      FALSE

4. TRUE      FALSE

2. TRUE      FALSE

5. TRUE      FALSE

3. TRUE      FALSE

6. TRUE      FALSE

<sup>3</sup>The pronunciation of *aisle* is /'aɪl/. Don't pronounce the s.

## 7.5 *There Is* and *There Are*—Affirmative Statements

Sometimes we use *there is* or *there are* to introduce the subject.

### Singular Nouns

THERE	IS	A/AN/ONE	SINGULAR NOUN	PREPOSITIONAL PHRASE
There	is	a	parking lot	at the store.
There	is	an	elevator	in the hardware store.
There	is	one	clerk	in aisle 4.

### Noncount Nouns

THERE	IS	(QUANTITY WORD)	NONCOUNT NOUN	PREPOSITIONAL PHRASE
There	is		free coffee	for the customers.
There	is	some	milk	near the coffee machine.
There	is	a lot of	sugar	in your coffee.

**Language Note:** The contraction for *there is*: *there's*.

### Plural Nouns

THERE	ARE	(QUANTITY WORD)	PLURAL NOUN	PREPOSITIONAL PHRASE
There	are		coupons	in the newspaper.
There	are	two	clerks	in aisle 6.
There	are	a lot of	cars	in the parking lot.

**Language Note:** *There are* has no contraction.

**EXERCISE 1** Fill in the blanks with *there is* or *there are*. Make a contraction whenever possible.

**EXAMPLE** \_\_\_\_\_ *There are* \_\_\_\_\_ a lot of items in the big store.

- \_\_\_\_\_ a sale on lightbulbs this week.
- \_\_\_\_\_ a lot of lightbulbs in aisle 3.
- \_\_\_\_\_ two elevators in the big store.
- \_\_\_\_\_ many shoppers in the big store.
- \_\_\_\_\_ a sign near the lightbulbs.
- \_\_\_\_\_ coffee for the customers in the small store.
- \_\_\_\_\_ good service in the small store.

**EXERCISE 2** This is a cell phone conversation between Simon and Victor. Fill in the blanks with *there is* or *there are*. Make a contraction whenever possible.

CD 2, TR 23

**Simon:** Hello?

**Victor:** Hi, Simon. It's Victor.

**Simon:** Are you at home?

**Victor:** No, I'm not. I'm at the department store<sup>4</sup> with my wife.

There's  
(example) a big sale at this store—50% off all winter items. Lisa loves sales. She wants to buy a winter coat.

\_\_\_\_\_ a lot of women in the coat department,  
(1) but \_\_\_\_\_ only one clerk.  
(2)

Where are you?

**Simon:** I'm at home. \_\_\_\_\_ a football game on TV.  
(3)

**Victor:** I know. I think all the men are at home in front of the TV.

\_\_\_\_\_ only one man in the department—me.  
(4)

**Simon:** That's too bad. It's a great game.

**Victor:** I know. \_\_\_\_\_ a TV in the store, and  
(5)

\_\_\_\_\_ some nice chairs in front of the TV.  
(6)

So I can watch the game too.

**Simon:** \_\_\_\_\_ two games today. Maybe you can watch  
(7) the next game with me.

**Victor:** That's great!



<sup>4</sup>A department store sells many different things: clothes for men and women, toys, furniture, and more.

## 7.6 *There Is* and *There Are*—Negative Statements

We can use *there is* and *there are* in negative statements.

### Singular Count Nouns

<i>THERE</i>	<i>IS</i>	<i>NO</i>	SINGULAR COUNT NOUN	PREPOSITIONAL PHRASE
There	is	no	coffee machine	in the big store.
There	is	no	elevator	in the big store.
There	is	no	clerk	in aisle 3.

### Noncount Nouns

<i>THERE</i>	<i>ISN'T</i>	<i>ANY</i>	NONCOUNT NOUN	PREPOSITIONAL PHRASE
There	isn't	any	space	in the parking lot.
There	isn't	any	coffee	in the big store.
There	isn't	any	time	for shopping now.
<i>THERE</i>	<i>IS</i>	<i>NO</i>	NONCOUNT NOUN	PREPOSITIONAL PHRASE
There	is	no	space	in the parking lot.
There	is	no	coffee	in the big store.
There	is	no	time	for shopping now.

### Plural Nouns

<i>THERE</i>	<i>AREN'T</i>	<i>ANY</i>	PLURAL NOUN	PREPOSITIONAL PHRASE
There	aren't	any	lightbulbs	in this aisle.
There	aren't	any	shopping carts	in the small store.
<i>THERE</i>	<i>ARE</i>	<i>NO</i>	PLURAL NOUN	PREPOSITIONAL PHRASE
There	are	no	lightbulbs	in this aisle.
There	are	no	shopping carts	in the small store.

**EXERCISE 5 ABOUT YOU** Fill in the blanks to tell about the place where you live.

**EXAMPLE** There are no children in my building.

1. There's no \_\_\_\_\_ in my building.
2. There aren't many \_\_\_\_\_ in my building.
3. There are a lot of \_\_\_\_\_ in my building.
4. There are some \_\_\_\_\_ in my apartment.
5. There aren't enough \_\_\_\_\_ in my apartment.
6. There's a(n) \_\_\_\_\_ in my kitchen.
7. There aren't any \_\_\_\_\_ in my bedroom.

**EXERCISE 6** Fill in the blanks with *any, some, many, a lot of, enough, one, or no* to complete this conversation. In some cases, more than one answer is possible.



**Sue:** Where are the batteries? I need some batteries for the flashlight.  
*(example)*

**Rick:** Look in the closet.

**Sue:** There aren't \_\_\_\_\_ batteries in the closet.  
*(1)*

**Rick:** Look in the kitchen. There are \_\_\_\_\_ batteries there, I think.  
*(2)*

**Sue:** There's only \_\_\_\_\_ battery here. This flashlight needs two batteries. We need to go to the hardware store and get more batteries.  
*(3)*

**Rick:** Let's go to the home supply store.

**Sue:** I prefer the small store. In the big store, there aren't \_\_\_\_\_ clerks to help you. Sometimes I have questions, but there are \_\_\_\_\_ clerks to answer them. Or I find a clerk and he says, "That's not my department."  
*(4)*  
*(5)*

**Rick:** I don't have \_\_\_\_\_ questions about batteries. A battery is a battery. Look at this section of the newspaper. There are \_\_\_\_\_ things on sale at the big store—hundreds of things.  
*(6)*  
*(7)*

**Sue:** We don't need hundreds of things. We just<sup>5</sup> need batteries.

<sup>5</sup>Just means only.



**EXERCISE 7**

Fill in the blanks with the missing words from the box below. You can combine two words to fill in some blanks. Make a contraction wherever possible.

there	they	is	are
it	not	isn't	



CD 2, TR 25

**Rick:** Let's go to the hardware store today. There's a sale on tools. \_\_\_\_\_ really cheap today.  
(1)

**Sue:** Let's go to the department store. \_\_\_\_\_ a sale on all shoes. \_\_\_\_\_ 50 percent off. Let's go to the department store first and then to the hardware store.  
(2)  
(3)

**Rick:** \_\_\_\_\_ enough time. It's almost 4:00. The hardware store closes at 5:30. \_\_\_\_\_ Saturday today, and the hardware store \_\_\_\_\_ open late on Saturday.  
(4)  
(5)  
(6)

**Sue:** The small hardware store \_\_\_\_\_ open late, but the home supply store is open 24/7. You know, I don't really want to go to the hardware store with you. I'm not interested in tools. I have an idea. You can go to the hardware store, and I can go to the department store. I need shoes.

**Rick:** Need or want? You have 20 pairs of shoes.

**Sue:** \_\_\_\_\_ all old. I need new shoes.  
(8)

**Rick:** And I need new tools.



# Lesson 3

## Grammar

*There Is and There Are—Yes/No Questions*

*There Is and There Are—Information Questions*

## Context

**Smart Shopping**

## Choices

Before

You Read

1. Is it easy to make choices in a store? Why or why not?
2. Do you compare prices when you shop?





Halina and Peter are in the supermarket.

**Peter:** There are many brands of shampoo. Why are there so many brands? Do people need so many choices?

**Halina:** I don't think so. Is there a difference between this shampoo for \$2.99 and that shampoo for \$7.99?

**Peter:** I don't know. Let's buy the cheap one.

**Halina:** OK. There's probably no difference.

**Peter:** Are there any other items on the shopping list?

**Halina:** Just two. We need sugar. The sugar is in aisle 6.  
(in aisle 6)

**Halina:** This sign says 25 ounces for 89¢. That one says five pounds for \$2.18. Which one is a better buy?

**Peter:** I don't know. What's an ounce?

**Halina:** It's part of a pound.

**Peter:** How many ounces are there in a pound?

**Halina:** Sixteen.

**Peter:** We need a calculator.

**Halina:** No, we don't. Look. There's a small sign under the sugar. The five-pound bag is about 2.7¢ an ounce. The 25-ounce bag is about 3.5¢ an ounce. The big bag is a better buy.

**Peter:** You're a smart shopper. Are we finished? Is there anything else on the list?

**Halina:** Yes. There's one more thing—dog food.

**Peter:** Wow! Look. There are over 20 kinds of dog food.

**Halina:** Dogs have choices too.

bread, sugar  
rice, cheese  
fruit, milk  
shampoo  
aspirin  
dog food

Did You Know?

One pound = .45 kilograms.  
One ounce = 28.35 grams.

## Vocabulary in Context

choice	There are 20 kinds of dog food. There are a lot of <b>choices</b> .
shampoo	I need to wash my hair. I need <b>shampoo</b> .
brand	Many companies make shampoo. There are a lot of <b>brands</b> of shampoo.
difference between	What's the <b>difference between</b> the cheap shampoo and the expensive one?
better buy	The large bag of sugar is a <b>better buy</b> . We can save money.
ounce	One pound = sixteen <b>ounces</b> .
calculator	I need a <b>calculator</b> to do math.



## Listening Activity



Listen to the sentences about the conversation. Circle *true* or *false*.

CD 2, TR 27

**EXAMPLE** There are many different brands of shampoo in the store.

TRUE      FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 4. TRUE | FALSE |
| 2. TRUE | FALSE | 5. TRUE | FALSE |
| 3. TRUE | FALSE | 6. TRUE | FALSE |

## 7.8 There Is and There Are—Yes/No Questions

Compare statements and questions with *there is* and *there are*.

STATEMENT	QUESTION	SHORT ANSWER
There's a shampoo aisle.	Is there a tool aisle in this store?	No, there isn't.
There are large bags of sugar.	Are there any small bags of sugar?	Yes, there are.
There's dog food in this aisle.	Is there any cat food in this aisle?	Yes, there is.

### Language Notes:

- We often use *any* in questions with noncount and plural count nouns.
- Don't make a contraction in an affirmative short answer.

**EXERCISE 1** Finish the short answers.

**EXAMPLE** Are there any clerks in the store? Yes, there are.

1. Is there a price on the shampoo bottles? No, \_\_\_\_\_
2. Are there a lot of shoppers in the store? Yes, \_\_\_\_\_
3. Is there any dog food on sale this week? No, \_\_\_\_\_
4. Are there a lot of choices of dog food? Yes, \_\_\_\_\_
5. Is there a coupon for sugar? Yes, \_\_\_\_\_
6. Are there any shopping carts in this store? No, \_\_\_\_\_

**EXERCISE 2** Complete the questions.

**EXAMPLE** Is there good service in a small store? Yes, there is.

1. \_\_\_\_\_ any shoppers in the dog food aisle?  
Yes, there are.
2. \_\_\_\_\_ a clerk in the dog food aisle? No, there isn't.
3. \_\_\_\_\_ any space in the parking lot? No, there isn't.
4. \_\_\_\_\_ any coupons for shampoo in the newspaper?  
Yes, there are.
5. \_\_\_\_\_ an elevator in the supermarket? No, there isn't.
6. \_\_\_\_\_ a lot of shoppers today? Yes, there are.

**EXERCISE 3** Ask a question with *is there* or *are there any* and the words given. Another student will answer.

**EXAMPLE** an elevator / in this building

**A:** Is there an elevator in this building?

**B:** No, there isn't.

1. Mexican students / in this class
2. hard exercises / in this lesson
3. new words / in this lesson
4. pictures / on this page
5. a verb chart / in your dictionary
6. a computer lab / at this school
7. public telephones / on this floor
8. a gym / at this school

## 7.9 There Is and There Are—Information Questions

*How much/how many* and *why* are common question words with *is there* and *are there*. Notice question word order.

QUESTION WORD(S)	IS/ARE	THERE	PHRASE	ANSWER
How much sugar	is	there	in the bag?	One pound.
How many ounces	are	there	in a pound?	Sixteen.
Why	are	there	20 different kinds of shampoo?	I don't know.

Compare *yes/no* questions and information questions.

YES/NO QUESTIONS	INFORMATION QUESTIONS
Are there ten items on the list?	How many items are there on the list?
Are there different kinds of shampoo?	Why are there different kinds of shampoo?
Are there many kinds of dog food?	How many kinds of dog food are there?
Is there a difference between this shampoo and that shampoo?	Why is there a difference in price?

**EXERCISE 4** Read the statements. Write an information question with the words in parentheses ( ).

**EXAMPLE** There are ten kinds of dog food. (how many / shampoo)

How many kinds of shampoo are there?

1. There are a few items on the list. (how many)

\_\_\_\_\_

2. There are 16 ounces in a pound. (how many / in two pounds)

\_\_\_\_\_

3. There are some people in this line. (how many)

\_\_\_\_\_

4. There are many kinds of dog food. (why)

\_\_\_\_\_

5. There is a pharmacy in the store. (why)

\_\_\_\_\_

6. There's a difference in price between these two shampoos. (how much)

\_\_\_\_\_





**EXERCISE 5** Use the following words to ask and answer questions about your class or school. Use *how much* or *how many* in your questions.

**EXAMPLE** desks / in this class

**A:** How many desks are there in this class?  
**B:** There are 20 desks in this class.

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1. students / in this class  | 5. men's washrooms / on this floor    |
| 2. windows / in this room    | 6. floors / in this building          |
| 3. paper / on the floor      | 7. pages / in this book               |
| 4. telephones / in this room | 8. grammar information / on this page |

**EXERCISE 6** Write questions and answers for the items in the box below.

<p>3 feet = one yard 12 inches = one foot</p>  <p>ruler</p>	<p>16 ounces = one pound 4 cups = one quart</p>  <p>cup</p>	<p>4 quarts = one gallon 2 pints = one quart</p>  <p>quart pint</p>
<p><b>Abbreviations:</b>  foot = ft. OR '  inch = in. OR ''  quart = qt.      ounce = oz.                                      pound = lb.                                      pint = pt.</p>		
		 <p>gallon</p>

**EXAMPLE** How many feet are there in a yard? There are 3 feet in a yard.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**EXERCISE 7** Fill in the blanks with the missing words from the box below.

there's	there is	there are
is there	are there	how many



CD 2, TR 28

**Ali:** I'm going for a walk.

**Shafia:** Wait. I need a few things at the supermarket. Let me look at my shopping list.

**Ali:** How many items are there ?  
(example)

**Shafia:** About ten. Also go to the office supply store. We need CDs.

**Ali:** Where's the office supply store?

**Shafia:** (1) a few office supply stores near here. (2) one next to the supermarket on Elm Street.

**Ali:** (3) CDs (4) in a package?

**Shafia:** You can buy a package of 50.

**Ali:** (5) anything else on your list?

**Shafia:** Yes, (6). We need computer paper for the printer. Buy five packs of paper, please.

**Ali:** (7) sheets of paper (8) in a pack?

**Shafia:** Five hundred, I think.

**Ali:** I need the car. (9) enough gas in it?

**Shafia:** I don't think so. Please get some gas too.



**EXERCISE 8**

Fill in the blanks to complete the conversation. Use *there is*, *there are*, *is there*, or *are there*. Make a contraction whenever possible.

CD 2, TR 29



**Marta:** The kids need new coats. Let's go shopping today.

*sweater*

There's  
(example)  
a 12-hour sale at Baker's  
Department Store—today only.



**Simon:** \_\_\_\_\_ a sale on men's coats too?  
(1)

**Marta:** Yes, \_\_\_\_\_  
(2) \_\_\_\_\_ (3)

a lot of great things on sale: winter coats, sweaters,  
boots, gloves, and more.



*boots*

**Simon:** How do you always know about all the sales in town?

**Marta:** \_\_\_\_\_ an ad in the store window. It says,  
(4)  
"End of winter<sup>6</sup> sale. All winter things 50% off."

**Simon:** Why \_\_\_\_\_ a sale on winter things? It's still winter.  
(5)

**Marta:** Spring is almost<sup>7</sup> here.

**Simon:** It's only January. It's so cold. \_\_\_\_\_ two or  
(6)

three more months of winter.

**Marta:** We think it's winter. But stores need  
space for new things.

*gloves*



<sup>6</sup>The four seasons are: summer, fall, winter, and spring.

<sup>7</sup>Almost means very close in time.

## Editing Advice

1. Use the correct preposition.

Sue likes to shop <sup>at</sup> ~~in~~ the night.

Your favorite program begins <sup>in</sup> ~~after~~ 20 minutes.

2. Don't use prepositions with certain time expressions.

Simon works five days ~~in~~ a week.

3. Don't use *to* after *near*.

There's a convenience store ~~to~~ near my house.

4. Don't write a contraction for *there are*.

<sup>There are</sup>  
~~There're~~ 20 students in the class.

5. Don't use *a* after *there are*.

There are a good sales this week.

6. Don't use a double negative.

There aren't <sup>any</sup> ~~no~~ lightbulbs in this aisle.

7. Use correct word order.

How many batteries <sup>are there</sup> ~~there are~~ in the flashlight?



# Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Ali: I need a lightbulb for this lamp. **Are there** any extra lightbulbs?  
(example)

Shafia: No, there **aren't** ~~isn't~~. We need to buy more.  
(example)

Ali: Let's go **in** the hardware store. Is it open now?  
(1)

Shafia: No. It's late. The hardware store isn't open **in the** night. It closes  
(2)  
**in** 6:00 P.M. But the big store **near to** the bank is open very late.  
(3) (4)

Ali: **There are** a lot of things **in** sale **at** that store. Let's make a list.  
(5) (6) (7)

Shafia: We don't need a lot of things. We only need lightbulbs.

Ali: What about batteries? **Are there** **a** batteries in the house?  
(8) (9)

Shafia: **There're** some AA batteries.  
(10)

Ali: But we need C batteries for the radio.

Shafia: There **aren't no** C batteries in the house.  
(11)

Ali: Do you want to go **to** the store with me?  
(12)

Shafia: My favorite program starts **after** five minutes. Can you go alone?  
(13)

Ali: OK.

Shafia: There's **no** rice in the house. Can you get some rice too?  
(14)

Ali: There isn't **any** rice at the hardware store.  
(15)

Shafia: Of course not. But the hardware store is **next** the supermarket.  
(16)

In fact, you don't need the hardware store at all. **There are** a lightbulbs  
(17) (18)  
and batteries at the supermarket too.

Ali: **There's no** need to go to two stores. Is this supermarket open **at night**?  
(19) (20)

Shafia: Yes. It's open seven days **in** a week. And it's open **all night**.  
(21) (22)

# Expansion

## Learner's

Log

① What did you learn in this unit? Write three sentences about each of these topics:

- Shopping in the United States
- Different types of stores
- Getting a good price

② Write three questions you still have about shopping in the U.S.

## Writing

Activity

Write five or six sentences to describe each picture. You can write affirmative or negative statements. Or you can write questions.



Picture A



Picture B

EXAMPLE

In picture A, there are two customers in the aisle. They're Simon and Victor.

Why are they in the pharmacy?



For more practice using grammar in context, please visit our Web site.

Errands



## Lesson

# 1

### Grammar

#### The Present Continuous Tense—Affirmative Statements

#### Spelling of the *-ing* Form

#### Uses of the Present Continuous Tense

#### The Present Continuous Tense—Negative Statements

### Context

#### Mail in the U.S.

## At the Post Office

### Before

#### You Read

1. What services does the U.S. post office have? What does it sell?
2. Do you send packages to your country? Why or why not?



Victor's wife, Lisa, is at the post office today. She's writing in her journal. She's learning some new words. Read the following journal entry. Pay special attention to the present continuous tense.

November 8

It's Friday morning. People **are doing** errands. I'm at the post office. Many things **are happening** at the post office. The clerks are very busy. Many people **are waiting** in line. They're **not getting** fast service today. But they **aren't complaining**. Halina and Dorota are first in line. Halina's daughter, Anna, is with her.

A customer at the counter has two packages. A clerk is behind the counter. The clerk **is weighing** one package. He's **using** a scale. The customer **is holding** the second package. He **isn't paying** for the postage in cash. He's **using** his credit card.

Marta **is picking up** a package. Amy is with her. Amy **is holding** Marta's hand. Marta **is giving** her identification (ID) to the clerk.

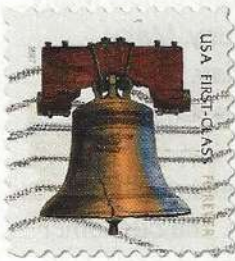
A customer **is using** the automated postal center. He **isn't waiting** in line. He's **mailing** a package, and he's **weighing** the package on the scale. He's **paying** by credit card. The machine **is printing** the postage label. Self-service is fast.

A customer **is buying** stamps from a stamp machine. He's **paying** in cash. He's **not using** coins. He's **putting** a ten-dollar bill in the stamp machine. Stamp machines in the post office give coins for change. This man **is getting** some one-dollar coins in change. Nobody **is buying** mailing supplies today.

Did You Know?

The U.S. made its first stamps in 1847. They cost 5 cents. Today people send more than 202 billion pieces of mail each year.

## Vocabulary in Context



do errands	Marta's <b>doing errands</b> today. She's going to the post office and the bank.
line/wait in line	The <b>line</b> is long. The customers have to <b>wait in line</b> .
counter	The clerks work behind the <b>counter</b> at the post office.
weigh	The clerk is <b>weighing</b> a customer's package. The package <b>weighs</b> two pounds.
scale	We use a <b>scale</b> to weigh things.
postage/stamp	When we mail a package, we have to pay <b>postage</b> . When we mail a letter, we put a <b>stamp</b> on it.
customer	One <b>customer</b> is buying stamps.
pick up/package	Marta is <b>picking up</b> her <b>package</b> . She is getting it from the clerk.
hold/ hold hands	A customer is <b>holding</b> a package. He has the package in his hands. Marta is <b>holding</b> Amy's <b>hand</b> .
automated postal center	We can weigh our packages and pay for postage at the <b>automated postal center</b> . We don't need a clerk.
print	In the automated postal center, a machine weighs a package. It also <b>prints</b> the postage.
self-service	You don't need a clerk to buy stamps. You can use a machine. It's <b>self-service</b> .
mailing supplies	<b>Mailing supplies</b> are boxes and envelopes.

## Listening

### Activity



CD 3, TR 02

Listen to the sentences about the activities in the post office. Circle *true* or *false*.

**EXAMPLE** People are waiting in line at the post office.      TRUE      FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE | 8. TRUE | FALSE |

## 8.1 The Present Continuous Tense—Affirmative Statements

We form the present continuous tense with a form of *be* + verb *-ing*.

SUBJECT	BE	VERB <i>-ING</i>	COMPLEMENT
I	am	mailing	a letter.
Dorota	is	waiting	in line.
Nobody	is	buying	mailing supplies.
We	are	using	the stamp machine.
You	are	picking up	a package.
The clerks	are	standing	behind the counter.

### Language Notes:

- We can make contractions with a pronoun + *be*.  
**I'm** mailing a letter.  
**She's** waiting in line.  
**We're** using the stamp machine.
- We can make contractions with a singular noun + *is*.  
**Lisa's** writing in her journal.
- There is no contraction for a plural noun + *are*.

**EXERCISE 1** Fill in the blanks with the present continuous tense. Use contractions where possible. Use the ideas from the reading and the verbs in the box below. Answers may vary.

wear   give   weigh   help   pay   stand   buy   wait   do

**EXAMPLE** One customer 's buying some stamps.

- Dorota \_\_\_\_\_ next to Halina and Anna.
- Dorota, Halina, and Anna \_\_\_\_\_ in line.
- Marta \_\_\_\_\_ her ID to the postal clerk.
- Nobody \_\_\_\_\_ boxes or envelopes.
- The clerks \_\_\_\_\_ the customers.
- A customer \_\_\_\_\_ a package at the automated postal center.
- A lot of people \_\_\_\_\_ errands today.
- Some customers \_\_\_\_\_ in cash.



scale

## 8.2 Spelling of the *-ing* Form

VERB	-ING FORM	RULE
go eat look	going eating looking	In most cases, add <i>-ing</i> to the base form.
sit plan	sitting planning	If a one-syllable verb ends in consonant + vowel + consonant, double the last consonant. Then add <i>-ing</i> .
give write	giving writing	If the verb ends in a consonant + <i>e</i> , drop the <i>e</i> . Then add <i>-ing</i> . Do not double the last consonant after you drop the <i>e</i> . WRONG: writting
show pay fix	showing paying fixing	Do not double final <i>w</i> , <i>x</i> , or <i>y</i> . Just add <i>-ing</i> .

**EXERCISE 2** Fill in the blanks with the present continuous tense of the verb in parentheses ( ). Spell the *-ing* form correctly. Use contractions where possible.

**EXAMPLE** Marta 's picking \_\_\_\_\_ up a package.  
(pick)



- A man \_\_\_\_\_ some stamps from a machine.  
(get)
- Halina \_\_\_\_\_ with Dorota.  
(wait)
- The clerk \_\_\_\_\_ a customer's credit card.  
(take)
- Halina and Dorota \_\_\_\_\_.  
(talk)
- They \_\_\_\_\_ the people in the post office.  
(look at)
- Two customers \_\_\_\_\_ machines.  
(use)
- A man \_\_\_\_\_ money in the stamp machine.  
(put)
- One customer \_\_\_\_\_ a package.  
(weigh)
- Nobody \_\_\_\_\_ to buy mailing supplies.  
(plan)
- Marta \_\_\_\_\_ her ID to a clerk.  
(give)
- Lisa \_\_\_\_\_ in her journal now.  
(write)



# 8.3 Uses of the Present Continuous Tense

EXAMPLES	EXPLANATION
People <b>are buying</b> stamps now.	The action is happening now, at this time.
Halina's <b>standing</b> near the counter. Marta and Amy <b>are holding</b> hands.	The verbs <i>stand</i> , <i>sleep</i> , <i>sit</i> , <i>wear</i> , <i>hold</i> , and <i>wait</i> have no action. We use the present continuous tense to describe a present situation.
I'm <b>working</b> overtime this week. Lisa's <b>learning</b> some new words today.	The action is happening during a specific present time period.

**Language Note:** Some common time expressions with the present continuous tense are: *now*, *right now*, *at the moment*, *at this time*, *today*, *all day*, *this week*, and *this month*.

**EXERCISE 3** Write two sentences about each picture with verbs from the box.

stand	wait	wear	play	hold	give	take	write	use
leave	work	pick up	go	buy	put	mail	get	sit

**EXAMPLE**



This man is going into the post office. He's holding some envelopes.



1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(continued)



3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



6. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 8.4 The Present Continuous Tense—Negative Statements

SUBJECT	BE	NOT	VERB -ING	COMPLEMENT
I	am	not	getting	mailing supplies.
Marta	is	not	buying	stamps.
You	are	not	going	to the bank.
Halina and Dorota	are	not	talking	to the clerk.

**Language Note:** We can make negative contractions with *be*.

Marta's **not** using the stamp machine.

She **isn't** mailing a letter.

We're **not** buying supplies.

We **aren't** mailing a package.

I'm **not** waiting in line. (There's only one contraction for *I am not*.)

**EXERCISE 4** Rewrite each sentence below. Make a negative sentence with the words given.

**EXAMPLE** Marta is picking up a package. (talk to Amy now)  
She's not talking to Amy now. OR She isn't talking to Amy now.

1. A customer is buying stamps. (use his credit card)  
\_\_\_\_\_
2. Many people are waiting in line. (complain about the service)  
\_\_\_\_\_
3. Halina and Dorota are waiting for service. (use self-service)  
\_\_\_\_\_
4. Lisa's writing in her journal. (mail a package)  
\_\_\_\_\_
5. Halina is doing errands today. (shop with Peter)  
\_\_\_\_\_

**EXERCISE 5** **ABOUT YOU** Use the words below to write true sentences about your activities at the present time. Make an affirmative or negative statement. If you write a negative statement, write a true affirmative statement also.

**EXAMPLES** I / do errands now  
I'm not doing errands now. I'm doing an exercise in English.

We / use pencils now  
We're using pencils now.

1. I / write in a journal  
\_\_\_\_\_
2. The teacher / wear sneakers  
\_\_\_\_\_
3. We / use a dictionary  
\_\_\_\_\_
4. The teacher / look at my ID  
\_\_\_\_\_
5. We / talk about the supermarket  
\_\_\_\_\_

(continued)

6. The students / complain about this exercise

---

7. I / try to learn all the new words

---

8. The teacher / help me now

---

**EXERCISE 6** Marta has her package now. She's leaving the post office. She sees Dorota and Halina. Read their conversation. Then make two sentences about the conversation with the words given. Use the present continuous tense, affirmative and/or negative. Answers will vary.

**Marta:** Hi, Dorota. It's nice to see you, Halina. How are you?

**Halina:** I'm fine. It's good to see you, Marta.

**Dorota:** Hi, Marta. I'm mailing this package to my son. He's in college now. He's living in Canada this year. As usual, this line isn't moving very fast.

**Marta:** The post office has services online now. The Web site has prices for all packages. You can print the postage. You can pay for it online with your credit card. Then you can give the package to your mail carrier the next day. The cost is the same. And it's fast!

**Dorota:** I know. But I can't weigh the package at home. I don't have a scale. I need to send this package today. My son's waiting for his winter clothes.

**Marta:** This post office has a new automated postal center. You can weigh the package and pay for postage from a machine now. It's over there. And nobody's waiting.

**Dorota:** That's OK. It's my turn now.

**Marta:** Amy and I are going to lunch now. Do you both want to come with us?

**Halina:** I'm sorry. We can't. Peter's waiting for us outside in the car.



**EXAMPLE** Halina / listen

**Halina is listening to Marta and Dorota..**

**She isn't talking much.**

1. Dorota's son / live

---

---

2. Dorota / mail

---

---

3. Dorota's son / expect

---

---

4. Dorota / complain

---

---

5. Marta / talk about

---

---

6. Peter / wait

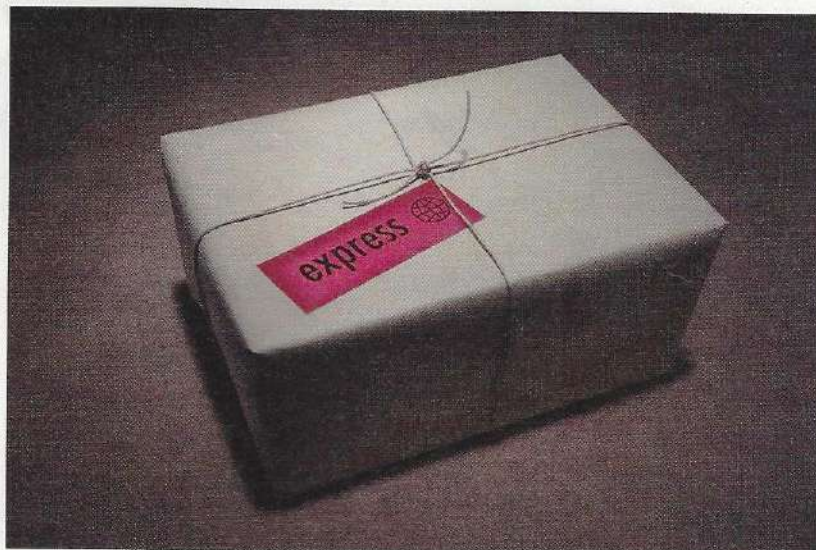
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7. Marta and Amy / leave

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**EXERCISE 7** Complete the short conversations with an affirmative or negative verb in the present continuous tense. Use contractions where possible.

**EXAMPLE A:** Can I use your computer?

**B:** Sorry, I 'm using \_\_\_\_\_ it at the moment. Can you wait?  
(use)

**1. A:** Can you mail this letter for me?

**B:** Sorry, I \_\_\_\_\_ home all day today.  
(stay)

I \_\_\_\_\_ to the post office.  
(go)

I \_\_\_\_\_ my homework.  
(do)

**2. A:** Dorota can't do these errands with you now.

**B:** Why not?

**A:** Her friend \_\_\_\_\_ her today.  
(visit)

**3. A:** I need help at the post office.

**B:** Victor \_\_\_\_\_ today. He can help you.  
(work)

**4. A:** Please don't use the phone right now.

**B:** Why not?

**A:** Because I \_\_\_\_\_ to make an important call.  
(plan)

**5. A:** What's wrong<sup>1</sup> with this stamp machine?

**B:** I don't know. But it \_\_\_\_\_ right today. Let's wait in  
(work)  
line for a clerk.

**6. A:** This post office is very busy right now.

**B:** Yes. A lot of people \_\_\_\_\_ in line.  
(wait)

**7. A:** Look at the line at the counter. It's too long.

**B:** But nobody \_\_\_\_\_ the automated postal center.  
(use)

**A:** Then let's go there.

**8. A:** My credit card is in the machine. But it \_\_\_\_\_  
(print)

the postage label. What's wrong?

**B:** I don't know. Let's ask the clerk.

<sup>1</sup>"What's wrong?" asks about a problem.

# Lesson 2

## Grammar

### The Present Continuous Tense

Yes/No Questions

Information Questions

Subject Questions

## Context

Easy Banking

## The Drive-Through

Before  
You Read

1. Are there any drive-throughs in your neighborhood?
2. Which drive-throughs do you use?



Read the following conversation. Pay special attention to *yes/no* questions and information questions using the present continuous tense.

*Americans do a lot of errands from their cars. They use drive-throughs. Marta and Amy are at their bank drive-through now.*

**Amy:** Are we going home now, Mommy?

**Marta:** Not yet. I still have a few errands.

**Amy:** Where are we going now?

**Marta:** To the bank. I need some quarters for the washing machine. I can get a roll of quarters at the bank.

**Amy:** Why are you turning here, Mommy? The bank's over there.

**Marta:** I'm using the drive-through, and it's right here.

**Amy:** There's someone ahead of us. **What's she doing? Is she getting quarters too?**

**Marta:** I don't know. She's probably getting money. Maybe she's cashing a check.

**Amy:** **Who's talking?** I hear someone.

**Marta:** That's the teller. She's behind the window. She's using a microphone.

**Amy:** **What's that man doing over there?**

**Marta:** He's sending a deposit to the teller at the window. There's money or checks in that envelope.

**Amy:** **What's he holding?**

**Marta:** It's a tube. It's a place for his deposit. He can put checks or cash in the tube, and a machine takes the tube to the teller.

**Amy:** **Is the teller helping both customers at the same time?**

**Marta:** Yes.

*Did You Know?*

*Many businesses have drive-throughs: banks, restaurants, and pharmacies.*



## Vocabulary in Context



drive-through	Marta and Amy are using a <b>drive-through</b> . They don't have to get out of the car for service.
roll	You can get a <b>roll</b> of quarters at a bank.
turn	They are <b>turning</b> into the drive-through.
ahead of	Three people are <b>ahead of</b> us in line. We have to wait.
probably/ maybe	That customer is giving money to the teller. He's <b>probably</b> making a deposit. But <b>maybe</b> he needs money. I'm not sure.
cash a check	The woman has a check. She needs cash. She's <b>cashing</b> her <b>check</b> at the bank.
deposit (v.) deposit (n.)	We put money in the bank. We <b>deposit</b> money. The man is making a <b>deposit</b> in the bank.
teller	A <b>teller</b> is helping a customer at the bank.
microphone	The teller is using a <b>microphone</b> to talk to people.
tube	A customer is using a <b>tube</b> to send a deposit to the teller.

## Listening

### Activity



CD 3, TR 04

Listen to the following questions about the conversation.  
Circle *true* or *false*.

**EXAMPLE** Amy is asking a lot of questions.      TRUE      FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE | 8. TRUE | FALSE |

## 8.5 The Present Continuous Tense—Yes/No Questions

BE	SUBJECT	VERB -ING	COMPLEMENT	SHORT ANSWER
Am	I	using	the right envelope?	Yes, you are.
Are	you	talking	to the teller?	Yes, I am.
Is	Halina	going	into the bank?	No, she isn't.
Are	we	turning	here?	No, we're not.
Are	they	waiting	in their cars?	Yes, they are.

**EXERCISE 1** Make a *yes/no* question with the words given. Answer the question with a short answer. Use the ideas from the conversation on page 188.

**EXAMPLE** Amy / talk to her mother

Is Amy talking to her mother? Yes, she is.

1. Marta and Amy / use the drive-through

\_\_\_\_\_

2. Marta / cash a check

\_\_\_\_\_

3. Marta and Amy / wait in the car

\_\_\_\_\_

4. Marta / answer Amy's questions

\_\_\_\_\_

5. the teller / help Marta now

\_\_\_\_\_

6. the man / hold the tube

\_\_\_\_\_

7. the man / ask for a roll of quarters

\_\_\_\_\_

8. two customers / get service at the same time

\_\_\_\_\_

**EXERCISE 2** **ABOUT YOU** Use the words given to ask a partner questions about his or her activities right now. Your partner will answer with a short answer first and then add information. Write the questions and answers for practice.

**EXAMPLE** (you / speak English)

**A:** Are you speaking English now?

**B:** Yes, I am. I'm using the present continuous tense.

1. you / ask for help

\_\_\_\_\_

2. someone / help you

\_\_\_\_\_

\_\_\_\_\_

3. your teacher / complain about your work

---

---

4. you / write in your book

---

---

5. your teacher / stand in front of the class

---

---

6. you / learn a lot of new words today

---

---

7. you / wait for something

---

---

## 8.6 The Present Continuous Tense—Information Questions

QUESTION WORD(S)	BE	SUBJECT	VERB -ING + COMPLEMENT	SHORT ANSWER
What	are	you	doing?	Waiting for service.
Where	is	he	going?	To the drive-through.
How many people	is	the teller	helping?	Two.
Who	is	the teller	helping?	A man and a woman.
Why	are	we	waiting?	Because the teller is busy.
How	are	some customers	making a deposit?	In a tube.
Why	are	people	using the drive-through?	Because it's easy and fast.
What	is	Amy	asking about?	The drive-through.

### Language Notes:

1. Sometimes a preposition (*about, to, etc.*) comes at the end of a question.
2. Remember, we can make a contraction with some question words and *is*.

**What's** Amy asking about?

**EXERCISE 3** Write questions for the answers given. Use the question words: *who, what, where, why, how many, and how*. The underlined phrase is the answer.

**EXAMPLE** What is Amy asking Marta?

Amy's asking Marta about the drive-through.

1. \_\_\_\_\_

The teller is talking to a customer.

2. \_\_\_\_\_

Marta is waiting for some quarters at the bank.

3. \_\_\_\_\_

Marta is expecting to get one roll of quarters.

4. \_\_\_\_\_

The customer is putting a deposit in a tube.

5. \_\_\_\_\_

The teller is talking to customers with a microphone.

6. \_\_\_\_\_

The teller is helping two customers at the moment.

7. \_\_\_\_\_

Marta and Amy are talking about the customers.

8. \_\_\_\_\_

Because it's easy and convenient to use the drive-through.

**EXERCISE 4** Complete the conversation between Marta and Amy at the drive-through of a fast-food restaurant. Use the words and expressions in the box.

are waiting	He's asking	is putting
What are you ordering	Why are we going	is it doing



**Amy:** Mommy, the sign is talking. How is it doing that?  
(example)

**Marta:** It's not the sign. It's the clerk. Look. He's over there behind the window. \_\_\_\_\_ for our order<sup>2</sup>.

**Amy:** \_\_\_\_\_, Mommy?  
(1)

**Marta:** A chicken sandwich and a salad. Milk too. What about you, Amy?

<sup>2</sup>An order is a list of food people want from a restaurant.

**Amy:** Ummmmmm.

**Marta:** Hurry, Amy, the clerk's waiting. And customers  
\_\_\_\_\_ behind us.

(3)

**Amy:** Ummmm. I want a chicken sandwich too.

**Marta:** (*speaking to the clerk*) Two chicken sandwiches, two salads, and  
two cartons of milk, please.

**Clerk:** That's \$7.79.

**Amy:** \_\_\_\_\_ to the next window?

(4)

**Marta:** To pick up our food. Look. The clerk \_\_\_\_\_  
our lunch in a bag. (5)

**Clerk:** Two dollars and 21 cents is your change. Thank you. Have a  
good day.



## 8.7 The Present Continuous Tense—Subject Questions

QUESTION WORD(S)	BE	VERB PHRASE	ANSWER
Who	is	talking?	Amy and Marta are.
What	is	happening at the bank?	Customers are doing business.
Which customer	is	waiting in line?	Marta is.
How many customers	are	getting quarters now?	One customer is.

### Language Notes:

1. Use a plural verb (*are*) after *how many*, even if the answer is singular.
2. Use a singular verb (*is*) after *who*, even if the answer is plural.

**EXERCISE 5** Make questions for each answer given. The underlined word or phrase is the answer. Use the question words *who*, *which*, *what*, and *how many* as subjects.

**EXAMPLE** Which customer is using the tube? OR Who is using the tube?

A man is using the tube.

1. \_\_\_\_\_

The teller is using a microphone.

2. \_\_\_\_\_

One customer is making a deposit.

3. \_\_\_\_\_

A man and a woman are getting help now.

4. \_\_\_\_\_

Something is happening at the bank.

5. \_\_\_\_\_

Three customers are using the drive-through.

6. \_\_\_\_\_

A tube is taking the man's deposit to the teller.

## Editing Advice

1. Always use a form of *be* with the present continuous tense.

<sup>is</sup>  
He <sup>^</sup>working at that store.

2. Don't forget to use the *-ing* form with present continuous verbs.

<sup>are waiting</sup>  
Marta and Amy ~~are wait~~ at the drive-through.

3. Use the correct word order in a question.

<sup>is he</sup>  
What ~~he is~~ doing there?

4. Don't use the present continuous tense for usual or customary actions.

<sup>works</sup>  
Sometimes Simon ~~is working~~ on Saturdays.

5. Follow the spelling rules for the *-ing* form.

<sup>taking</sup>  
A clerk is ~~takeing~~ a customer's order.

# Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Amy and Marta continue their conversation in the car.

Amy: Why <sup>are you</sup> ~~you are~~ turning here?  
(example)

Marta: I need to stop at the pharmacy. A lot of cars <sup>C</sup> ~~are waiting~~ at the  
(example)  
drive-through. Let's go inside.

Amy: But usually ~~you're using~~ the drive-through. Why ~~are we go~~ inside now?  
(1) (2)

Marta: The drive-through is very busy and I want to talk to a pharmacy clerk.  
(inside, at the pharmacy counter)

Amy: That woman's ~~wearing~~ a white coat. Is she a doctor?  
(3)

Marta: No. She's a pharmacy clerk. She's busy. ~~She talking~~ to a customer. We  
(4)  
have to wait.

Amy: What ~~are they~~ talking about?  
(5)

Marta: That customer's ~~buying~~ aspirin. Maybe ~~he asking~~ about the brands of  
(6) (7)  
aspirin. Or maybe the clerk's ~~giving~~ the customer advice. Now it's our turn.  
(8)

(in the car again)

Marta: What ~~are you doing~~, Amy?  
(9)

Amy: I'm hungry. I'm ~~eat~~ my sandwich now.  
(10)

# Expansion

## Learner's

Log

① What did you learn in this unit? Write three sentences about each topic.

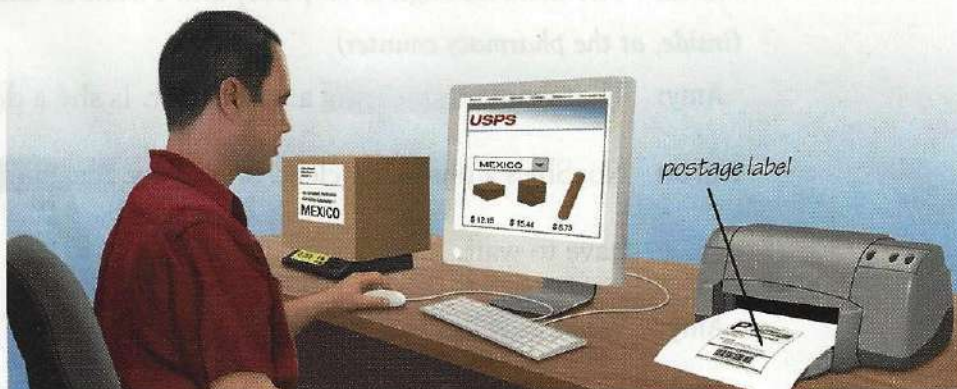
- U.S. post office services
- Drive-throughs

② Write three questions you still have about the post office, banks, or drive-throughs in the U.S.

## Writing

Activity

Write a paragraph of five or six sentences about what is or isn't happening in the picture.



EXAMPLE

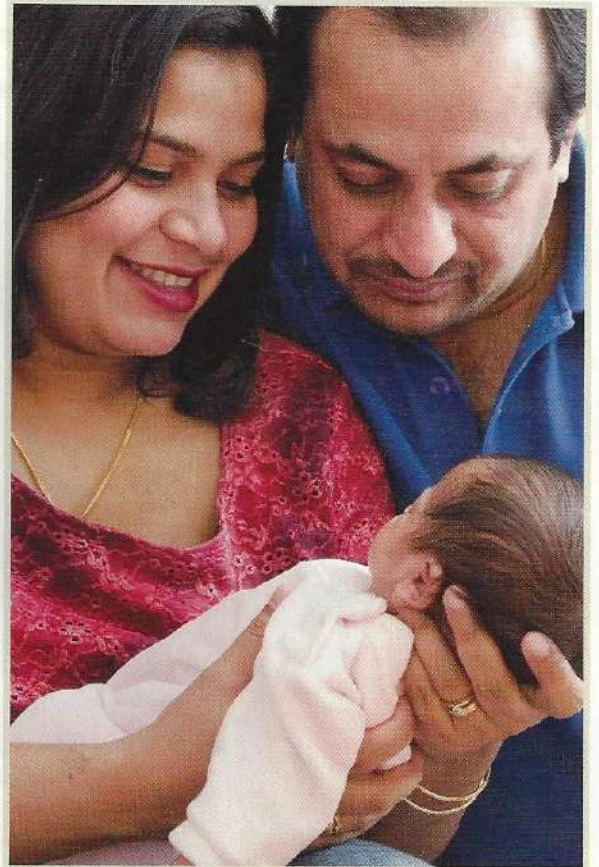
Simon is working on his computer. He isn't going to the post office today.



For more practice using grammar in context, please visit our Web site.



**Making Changes**



## Grammar

The Future Tense with *Be Going To*  
Affirmative Statements  
Negative Statements  
Uses  
Time Expressions

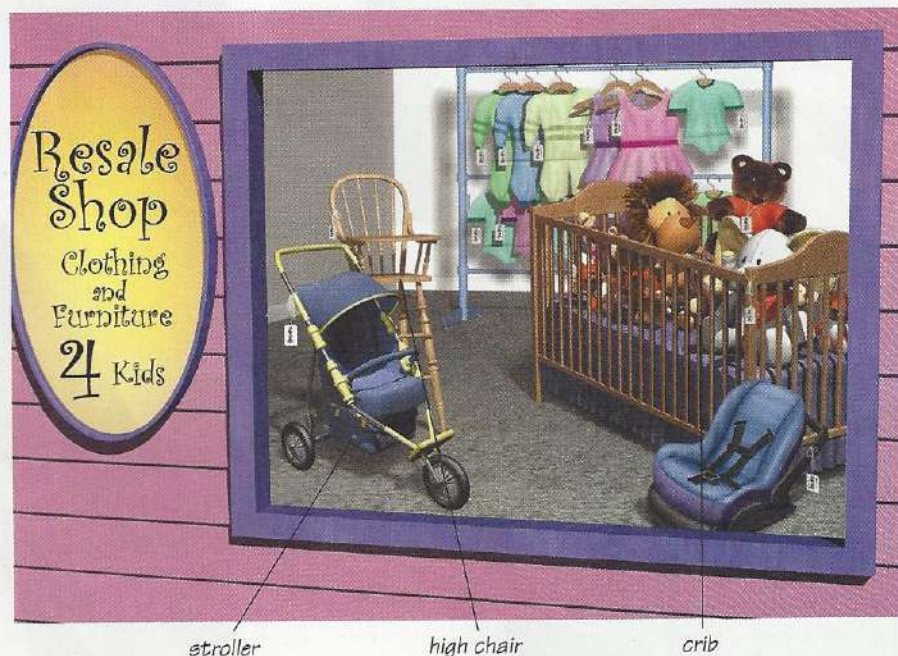
## Context

Baby Needs

### Getting Ready for a New Baby

Before  
You Read

1. What do parents have to buy for a new baby?
2. What changes in family life are necessary for a new baby?



Shafia and her husband, Ali, **are going to have** a baby in August. Dorota and Halina are visiting Shafia. Ali is at work.

**Shafia:** My baby's **going to arrive** in two months. I'm not ready.

**Dorota:** Let's see. You're **going to need** a crib, a high chair, and a car seat.

**Halina:** You can use my daughter's crib. She's two now, and she has a bigger bed. She's **not going to need** the crib anymore.

**Shafia:** That's wonderful, Halina. Thank you. I'm **not going to need** a car seat for a while. We don't have a car right now.

**Dorota:** Then you're **going to need** a stroller to take the baby outside. There's a resale shop for kids in my neighborhood. You can get a high chair and a stroller there. Resale shops are not expensive.

**Shafia:** What's a resale shop, Dorota?

**Dorota:** It's a store with used items. People take their used clothing and furniture there. The shop sells them at a low price. The money often goes to a charity. Resale shops are very popular.

**Shafia:** That's a great idea. We can go on Thursday.

**Dorota:** That's fine. But don't buy too many clothes for the baby. People **are going to give** you gifts.

**Shafia:** You're right. We have a lot of relatives. We're **not going to buy** too much.

**Halina:** You're also **going to need** some help for the first weeks. New babies are a lot of work. And you're **not going to get** much sleep.

**Shafia:** I know. My mother's **going to help**. She's **going to stay** with us for the first month. She's so excited. She's **going to be** a grandmother for the first time.



### Did You Know?

The average age of first-time mothers is going up. Today it is about 25 years old.

## Vocabulary in Context

arrive	Ali isn't home now. He's going to <b>arrive</b> at 6 P.M.
crib	Babies sleep in <b>cribs</b> .
high chair	Babies sit in a <b>high chair</b> to eat.
wonderful	I'm so happy for your help. Your help is <b>wonderful</b> .
for a while	She's going to stay here <b>for a while</b> . I don't know how long.
stroller	You can take a baby outside in a <b>stroller</b> .
used	This furniture is not new. It's <b>used</b> .
resale shop	You don't need to buy new items. You can buy good used items at a <b>resale shop</b> . <sup>1</sup>
furniture	She needs baby <b>furniture</b> : a crib and a high chair.
charity	The resale shop gives money to a <b>charity</b> . The charity helps sick children.
relative	She is my husband's sister. She is a <b>relative</b> of our family.
gift	Relatives and friends are going to buy <b>gifts</b> for the baby.
get some sleep/ not get much sleep	I'm tired. I need to <b>get some sleep</b> . I <b>don't get much sleep</b> these days. I have a new baby.
excited	My family is <b>excited</b> about the baby. They're very happy.

## Listening

### Activity

CD 3, TR 07

**Listen to the sentences about the conversation.  
Circle true or false.**

- EXAMPLE** Resale shops sell only new things.      TRUE      **FALSE**
- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE | 8. TRUE | FALSE |

<sup>1</sup>Resale shops are sometimes called "thrift stores."

## 9.1 The Future Tense—Affirmative Statements

### Be Going To—Forms

SUBJECT	BE	GOING TO	VERB (BASE FORM)	COMPLEMENT
I	am	going to	need	some help.
My mother	is	going to	help	me.
We	are	going to	have	a baby.
You	are	going to	give	us a crib.
Shafia and Ali	are	going to	buy	a used high chair.
Their relatives	are	going to	help	them.
There	is	going to	be	a change in Shafia's life.

**Language Note:** In informal speech, we pronounce *going to* /gənə/. Listen to your teacher pronounce the sentences in the chart above.

**EXERCISE 1** Fill in the blanks with the affirmative of the verb in parentheses ( ). Use the future tense with *be going to*. Make a contraction wherever possible.

**EXAMPLE** Shafia 's going to get (get) some things for the baby.

- Halina and Dorota \_\_\_\_\_ (see) Shafia again on Thursday.
- Shafia's mother \_\_\_\_\_ (help) her with the new baby.
- The new baby \_\_\_\_\_ (arrive) soon.
- Shafia's relatives \_\_\_\_\_ (bring) a lot of gifts for the baby.
- Halina and Dorota \_\_\_\_\_ (take) Shafia to the resale shop.
- Shafia \_\_\_\_\_ (need) a stroller for the baby.
- Shafia and Ali \_\_\_\_\_ (be) parents for the first time.
- With the help of her friends, Shafia \_\_\_\_\_ (be) ready for the baby.
- Shafia's mother \_\_\_\_\_ (visit) her daughter for a month.
- Shafia and Ali \_\_\_\_\_ (enjoy) their new baby.

## 9.2 The Future Tense—Negative Statements

SUBJECT	FORM OF BE + NOT	GOING TO	VERB (BASE FORM)	COMPLEMENT
I	am not	going to	need	a new car seat.
Shafia's father	is not	going to	visit	her in August.
We	are not	going to	buy	a lot of things.
You	are not	going to	give	us a stroller.
Shafia's relatives	are not	going to	come	to the resale shop on Thursday.
There	are not	going to	be	many people at the resale shop.

**EXERCISE 2** Fill in the blanks with the negative form of *be going to*. Use the verbs in parentheses ( ). Use contractions where possible.

**EXAMPLE** Shafia isn't going to buy a lot of baby clothes.  
(buy)

- With a new baby, Shafia and Ali \_\_\_\_\_ a lot of sleep.  
(get)
- Shafia's mother \_\_\_\_\_ for a year.  
(stay)
- Shafia \_\_\_\_\_ a car seat for a while.  
(need)
- Dorota, Halina, and Shafia \_\_\_\_\_ at the resale store today.  
(shop)
- There \_\_\_\_\_ enough space in Dorota's car for the baby furniture.  
(be)
- Relatives \_\_\_\_\_ Shafia a crib.  
(give)
- The resale shop \_\_\_\_\_ open next Sunday.  
(be)
- Dorota and Halina \_\_\_\_\_ any baby clothes at the resale shop.  
(buy)
- Ali \_\_\_\_\_ Shafia to the resale shop.  
(take)



## 9.3 The Future Tense—Uses

EXAMPLES	EXPLANATION
Shafia's going to buy some things for the baby.	We use <i>be going to</i> with future plans.
You're not going to get much sleep.	We use <i>be going to</i> with predictions for the future.
<b>Language Note:</b> We often shorten <i>going to go</i> to <i>going</i> . We're going to go to the resale shop next week. = We're going to the resale shop next week.	

**EXERCISE 3** Fill in the blanks with the affirmative or negative form of *be going to* and the verb in parentheses ( ). Use the information from the conversation on page 199. Make a contraction wherever possible.

**EXAMPLES** Halina and Dorota are going to help Shafia.  
(help)

Shafia and Ali aren't going to buy a lot of clothes for the baby.  
(buy)

- Shafia isn't going to buy a crib.  
(buy)
- Shafia's mother isn't going to be a grandmother.  
(be)
- Halina is going to give Shafia Anna's crib.  
(give)
- Shafia isn't going to need a high chair for the baby.  
(need)
- Shafia, Halina, and Dorota are going to go to the resale shop this afternoon.  
(go)
- Shafia's baby is going to arrive next month.  
(arrive)
- There isn't going to be a new baby in Shafia's house soon.  
(be)
- Shafia and Ali are going to get a lot of gifts for the baby.  
(get)
- There isn't going to be many changes in Shafia and Ali's life.  
(be)
- Shafia's mother is going to help her the first month.  
(help)
- The resale shop isn't expensive. Shafia isn't going to spend a lot of money there.  
(spend)

## 9.4 Time Expressions

Time expressions can go at the beginning or end of the sentence. Learn the prepositions with each time expression.

EXAMPLES	EXPLANATION
She's going to visit me <b>in two weeks</b> . <b>In January</b> , he's going to visit me. They're going to visit me <b>in 2015</b> .	We use <i>in</i> with numbers of days, weeks, months, or years in the future. It means <i>after</i> . We use <i>in</i> with years or names of months.
I'm going to visit you <b>on January 12</b> .	We use <i>on</i> with dates.
<b>On Thursday</b> , I'm going shopping. I'm going shopping <b>this Thursday</b> .	We use <i>on</i> or <i>this</i> with names of days. <i>This</i> means a future day in a present week.
<b>This week</b> , I'm going to get some new clothes. My parents are going to visit <b>next week</b> .	We use <i>this</i> with future time in the same week, month, or year. Use <i>next</i> with future time after the present week.
<b>Tomorrow</b> I'm going to help you. I'm not going to help you <b>tonight</b> .	We use <i>tomorrow</i> for the day after today. <i>Tonight</i> means this night.
She's going to stay with us <b>for a while</b> .	<i>For a while</i> means for an indefinite amount of time.
She's going to live here <b>for a year</b> .	We use <i>for</i> with a time period.
We're going to see our relatives <b>soon</b> .	We use <i>soon</i> for a near future time that is not specific.
Ali's going to come home from work <b>at 6:00</b> .	We use <i>at</i> for a specific time in the future.

**EXERCISE 4** Fill in the blanks with the correct preposition for each time expression. Use *in*, *on*, *at*, and *for*.

**EXAMPLE** Shafia's going to have her baby in two months.

- Shafia's going to visit the resale shop \_\_\_\_\_ Thursday.
- Shafia and Ali are going to stay in their apartment \_\_\_\_\_ a while.
- Ali's going to be home \_\_\_\_\_ 6:00 P.M. today.
- Ali's life is going to change a lot \_\_\_\_\_ August.
- Shafia's mother is going to stay with her \_\_\_\_\_ a month.
- Shafia's mother is going to arrive \_\_\_\_\_ August 10.
- Shafia and Ali's child is going to be in school \_\_\_\_\_ 2015.



**EXERCISE 5** **ABOUT YOU** Make predictions about your future. Think about your life in ten years. Use the verbs given in the affirmative or negative with *be going to*. Add more information where possible.

**EXAMPLE** live in an apartment

In ten years, I'm not going to live in an apartment.

I'm going to have a house.

1. live in this city

2. be a student

3. work in an office

4. have a big family

5. be a U.S. citizen

6. forget my language

7. return to my country to live

8. have a car OR have a different car

**EXERCISE 6** Look at part of Shafia's calendar for June. Write about her activities. Make affirmative and/or negative statements with *be going to* and the words given. Add a time expression in the future. Then rewrite the sentence with a different time expression. Use the expressions on page 204.

**EXAMPLE** Shafia / be busy

Shafia's going to be busy this month.

She isn't going to go shopping tomorrow.

TUE	WED	THUR	FRI
2 TODAY	3	4 Resale shop 1 P.M.	5
9 Doctor's appointment 3 P.M.	10	11	12 Visit Ali's parents
16	17 Exercise class 9 A.M. to 11 A.M.	18	19 Dinner with Halina and Peter 7 P.M.
23 Doctor's appointment 3 P.M.	24	25 Get ready for the trip to New York-Ali	26 Movie at home with Dorota—Ali out of town

1. Ali / be out of town

---



---

2. Shafia / take an exercise class

---



---

3. Dorota / come to Shafia's house

---



---

4. Shafia / see the doctor

---



---

5. Ali / get ready for a trip to New York

---



---

6. Shafia, Halina, and Dorota / go to the resale shop

\_\_\_\_\_

\_\_\_\_\_

7. Shafia and Ali / have dinner with Halina and Peter

\_\_\_\_\_

\_\_\_\_\_

8. Shafia and Ali / visit Ali's parents

\_\_\_\_\_

\_\_\_\_\_

9. Shafia / have free time

\_\_\_\_\_

\_\_\_\_\_

**EXERCISE 7** Complete the conversations. Use the verbs given in the affirmative or negative with *be going to*. Make contractions where possible.



**Conversation A:**

CD 3, TR 08

Halina and Shafia are talking about the new baby's room.

**Halina:** Where's the baby's room?

**Shafia:** We have an extra room. It's small. But there 's going to be \_\_\_\_\_  
(example: be)  
enough space for a crib.

**Halina:** What's in the room now?

**Shafia:** There's a desk and a computer. But we \_\_\_\_\_  
(1 leave)  
them there. Ali \_\_\_\_\_  
(2 move) them to the living room  
next month. His brother \_\_\_\_\_  
(3 help) him. The desk  
is very heavy.

**Halina:** What about the color of the walls?

**Shafia:** We \_\_\_\_\_  
(4 paint) them pink. But not now. There  
\_\_\_\_\_  
(5 be) enough time.



paint



**Conversation B:**

Halina, Dorota, and Shafia are talking about the baby's name.

**Halina:** Shafia, do you have a name for the baby?

**Shafia:** No. Ali and I \_\_\_\_\_ a name right now.  
(1 choose)

After the baby's birth, we \_\_\_\_\_ some of our  
(2 ask)  
relatives for ideas. It's very important to choose the right name.

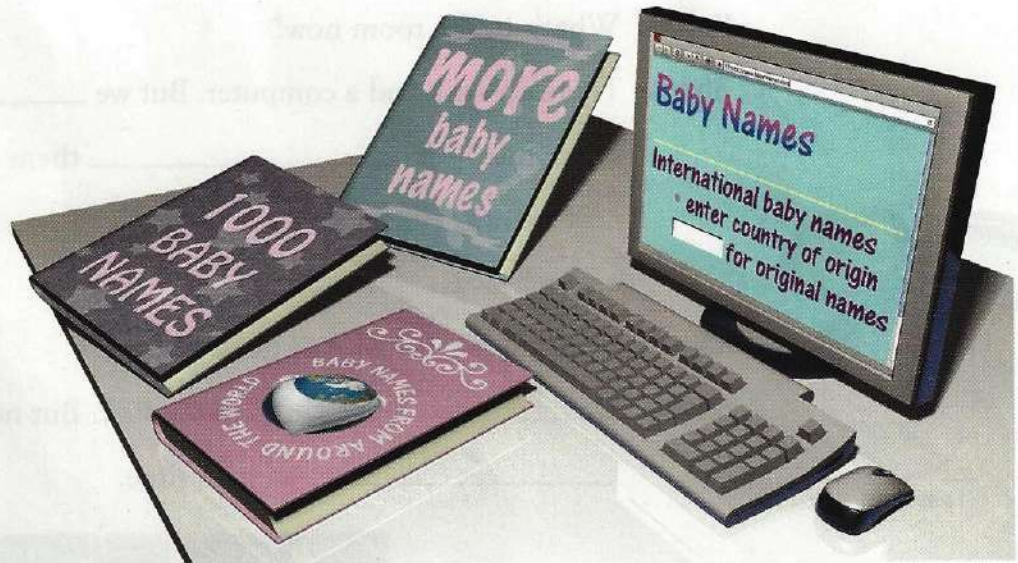
**Dorota:** There are long lists of names on the Web. Just search for<sup>2</sup> "baby names." You can even find the meaning of each name.

**Shafia:** That's interesting. But the baby \_\_\_\_\_ an  
(3 have)  
American name. We \_\_\_\_\_ the baby a name  
(4 give)  
from our country.

**Dorota:** There are names from other countries on the Web too. There are thousands of names for boys and girls.

**Shafia:** Thanks, Dorota. But we \_\_\_\_\_ to see the baby  
(5 wait)  
first.

"Dorota" means gift from God.  
"Halina" means light.



<sup>2</sup>Search for means look for.

# Lesson

# 2

## Grammar

The Future Tense with *Be Going To*  
 Yes/No Questions  
 Information Questions  
 Questions with *How Long*  
 Subject Questions

## Context

A Change of Address

## Moving to a New Apartment

Before  
 You Read

1. Is it hard to move? Why or why not?
2. How do people prepare to move?

OFFICIAL MAIL FORWARDING CHANGE OF ADDRESS ORDER		OFFICIAL USE ONLY	
Please PRINT items 1-10 in blue or black ink. Your signature is required in item 9.			
1. Change of Address for: (Read Attached Instructions)		2. Is This Move Temporary? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> Individual (R) <input type="checkbox"/> Entire Family (R) <input type="checkbox"/> Business (R)		Zone/Rates (R) No	
3. Start Date: see options		Date Mailed (R) Print Date: M M D D Y Y	
4. IF TEMPORARY move, print date to discontinue forwarding: (ex. 03/27/06)		Printed on Date: M M D D Y Y	
5a. LAST Name & Jr/Sr/etc.		Destination (R) Enter zip code	
5b. FIRST Name and MI		Destination (R) Enter zip code	
6. BUSINESS Move, Print Business Name		Destination (R) Enter zip code	
7a. OLD Mailing Address			
7b. For Puerto Rico Only: If address is in PR, print urbanization name, if appropriate.			
7c. OLD APT or Suite		7d. State	
7e. OLD CITY		7e. ZIP	
8a. NEW Mailing Address			
8b. For Puerto Rico Only: If address is in PR, print urbanization name, if appropriate.			
8c. NEW APT/Suite or POB		8d. State	
8e. NEW CITY		8e. ZIP	
9. Print and Sign: Name (see conditions on reverse)		10. Date Signed: M M D D Y Y	
Print: _____		Sign: _____	
Sign: _____		OFFICIAL USE ONLY	



- Victor:** I'm going to move in two weeks. There's so much to do!
- Simon:** You're right. **Are you going to hire a mover?**
- Victor:** No, I'm not. I'm going to rent a truck. We don't have a lot of things. But I'm going to need some help. **Are you going to be available on the 25th of this month?**
- Simon:** Sure. I can help you.
- Victor:** Thanks, Simon. What should I do about my mail?
- Simon:** You can fill out a change-of-address card at the post office. Or you can fill it out online. It's easy to do. The post office sends your mail to your new address for one year.
- Victor:** **What's going to happen with my phone?**
- Simon:** You have to call the phone company. **Is your new apartment going to be in the same neighborhood?**
- Victor:** Yes, it is. Why?
- Simon:** Then you can probably keep the same phone number.
- Victor:** That's good. **How long is it going to take for the new service?**
- Simon:** You can usually get it on the same day. There's a fee to change phone service from one place to another. But it's not usually more than \$50.
- Simon:** **When are you going to pack? Are you going to need boxes?**
- Victor:** I'm starting to pack now. I have some boxes, but not enough.
- Simon:** Go to some stores in your neighborhood. You can ask them for their old boxes.
- Victor:** That's a good idea. I also have a lot of old things. **What am I going to do with them?** I don't want to move them.
- Simon:** You can give them to charity. There's a resale shop in this neighborhood.



**Did You Know?**

Many Americans move every year. But the number is going down. Only 11.9 percent of Americans moved in 2008. It was the lowest number since 1948.

## Vocabulary in Context

move (v.)	We're going to <b>move</b> to a new apartment in two weeks.
mover (n.)	We need a <b>mover</b> to help us with the furniture.
hire	Victor isn't going to <b>hire</b> movers. His friends are going to help him.
address	Victor's <b>address</b> is 1245 Madison Street.
truck	The car isn't big enough. You're going to need a <b>truck</b> .
rent	I can <b>rent</b> a truck for one day. It's not expensive.
neighborhood	Victor is moving close to his old apartment. His new apartment is in the same <b>neighborhood</b> .
fee	He's going to pay a <b>fee</b> to change his phone service.
pack	I'm going to <b>pack</b> my things. I'm going to put them in boxes.

## Listening

### Activity

CD 3, TR 10

Listen to the sentences about the conversation.  
Circle *true* or *false*.

- EXAMPLE** Victor is going to rent a truck.      TRUE      FALSE
1. TRUE      FALSE      4. TRUE      FALSE
2. TRUE      FALSE      5. TRUE      FALSE
3. TRUE      FALSE      6. TRUE      FALSE

## 9.5 The Future Tense—Yes/No Questions

BE	SUBJECT	GOING TO	VERB (BASE FORM)	COMPLEMENT	SHORT ANSWER
Am	I	going to	need	a change-of-address card?	Yes, you are.
Is	Victor	going to	move	to another city?	No, he isn't.
Are	we	going to	get	a new phone number?	No, you aren't.
Are	Victor and Lisa	going to	hire	a mover?	No, they aren't.
Are	there	going to	be	any problems?	No, there aren't.

**Language Note:** Compare word order in statements and questions:

**You are** going to move. **Are you** going to move to a new neighborhood?

**I am** going to need a truck. **Am I** going to need boxes?

**EXERCISE 1** Write *yes/no* questions about Victor and Simon's conversation on page 210. Use *be going to* and the words given. Give a short answer.

**EXAMPLE** Victor / move soon

Is Victor going to move soon? Yes, he is.

1. Victor / hire a mover

2. he / buy some boxes

3. his new apartment / be in the same neighborhood

4. he / change his phone number

5. it / take a long time to get new phone service

6. the post office / send Victor's mail to his new address

7. there / be a fee to change phone service

8. Victor / move all his things to his new apartment

**EXERCISE 2** Complete the short conversations. Write a *yes/no* question with *be going to*. Use the words in parentheses ( ).

**EXAMPLE** A: We're going to move.

B: Are you going to move this week?

(this week)

1. A: I'm going to change my address.

B: \_\_\_\_\_

(your phone number too)

2. A: He's going to pay for that service.

B: \_\_\_\_\_

(more than \$50)

3. A: They're going to move.

B: \_\_\_\_\_

(to a house)



4. **A:** Simon's going to help.

**B:** \_\_\_\_\_

(Marta too)

5. **A:** Victor's not going to move all his things.

**B:** \_\_\_\_\_

(give some things to charity)

6. **A:** Victor's going to rent a new apartment.

**B:** \_\_\_\_\_

(in a different city)

7. **A:** Victor's going to get a change-of-address card.

**B:** \_\_\_\_\_

(online)

## 9.6 The Future Tense—Information Questions

QUESTION WORD(S)	BE	SUBJECT	GOING TO	VERB (BASE FORM) + COMPLEMENT	SHORT ANSWER
Why	are	you	going to	move?	Because my apartment is too small.
Where	is	Victor	going to	live?	In the same neighborhood.
What	is	he	going to	give to charity?	His old things.
When	are	they	going to	get boxes?	Next week.
How many boxes	are	they	going to	get?	About 50.
What kind of fee	is	there	going to	be?	A service fee of \$50.

### Language Notes:

1. Compare word order in statements and questions.

**You are** going to move. When **are you** going to move?

**I am** going to need boxes. How many boxes **am I** going to need?

2. Remember, some question words can contract with *is*.

**Where's** Victor going to live?

**Why's** he going to move?

**EXERCISE 3** Ask an information question about each statement. Use the question words in parentheses ( ).

**EXAMPLE** A: Victor's going to get a change-of-address card. (Where)  
B: Where's he going to get it?

1. A: I'm going to rent a truck. (When)

B: \_\_\_\_\_

2. A: Victor's going to change his phone service. (Why)

B: \_\_\_\_\_

3. A: There are going to be some problems. (What kind of)

B: \_\_\_\_\_

4. A: Victor's friends are going to help him. (How)

B: \_\_\_\_\_

5. A: You're going to need boxes. (How many)

B: \_\_\_\_\_

6. A: The truck is going to cost money. (How much)

B: \_\_\_\_\_

7. A: I'm going to give some items to charity. (Which)

B: \_\_\_\_\_

8. A: We're going to get some boxes. (Where)

B: \_\_\_\_\_



**EXERCISE 4** Look at the short answer to each question below. Then ask a question with the words given. Use the correct question word with *be going to*.

**EXAMPLE** A: When's Victor going to move?

(Victor / move)

B: In about two weeks.

1. A: \_\_\_\_\_  
(Victor and Lisa / rent)

B: A truck.

2. A: \_\_\_\_\_  
(the fee / be for new phone service)

B: Less than \$50.

3. A: \_\_\_\_\_  
(they / move)

B: Because their apartment is too small.

4. A: \_\_\_\_\_  
(Simon / help Victor)

B: On the 25th of this month.

5. A: \_\_\_\_\_  
(Victor / get boxes)

B: From a store in the neighborhood.

6. A: \_\_\_\_\_  
(Victor and Lisa / rent)

B: A large, three-bedroom apartment.

7. A: \_\_\_\_\_  
(Victor and Lisa / pack)

B: 50 boxes.

8. A: \_\_\_\_\_  
(Victor / do with his old items)

B: Give them to charity.

9. A: \_\_\_\_\_  
(the phone company / change your service)

B: On moving day.

10. A: \_\_\_\_\_  
(you / have the same phone number)

B: Because I'm going to live in the same neighborhood.

## 9.7 The Future Tense—Questions with *How Long*

EXAMPLES	EXPLANATION
A: <b>How long</b> are you going to stay? B: <b>Until</b> next week.	We use <i>how long</i> to ask about specific amounts of time. We can use <i>until</i> in answers to <b>how long</b> questions. Use <i>until</i> when the action ends at a specific time.
A: <b>How long</b> are they going to wait? B: <b>For</b> 15 minutes.	We can use <i>for</i> in answers to <b>how long</b> questions. Use <i>for</i> when the action takes an amount of time.

**EXERCISE 5 ABOUT YOU** Find a partner. Ask and answer questions with *How long* and *be going to* for each statement. Your partner can give an answer with *for* or *until*. Write the questions and answers.

**EXAMPLE** you / be in this class

A: How long are you going to be in this class?

B: I'm going to be in this class until the end of the semester.

1. our class / work on this exercise

A: \_\_\_\_\_

B: \_\_\_\_\_

2. we / use this book

A: \_\_\_\_\_

B: \_\_\_\_\_

3. you / stay at school today

A: \_\_\_\_\_

B: \_\_\_\_\_

4. this school / be open today

A: \_\_\_\_\_

B: \_\_\_\_\_

5. you / be a student

A: \_\_\_\_\_

B: \_\_\_\_\_

6. you / stay in the U.S.

A: \_\_\_\_\_

B: \_\_\_\_\_

## 9.8 The Future Tense—Subject Questions

QUESTION WORD(S)	BE	GOING TO	VERB (BASE FORM)	COMPLEMENT	ANSWER
What	is	going to	happen?		I'm going to move.
Who	is	going to	help	you?	My friends are.
How many friends	are	going to	help	you?	Two.
Which services	are	going to	change?		Only the phone service.

**EXERCISE 6** Write a subject question for each statement. Use the question word(s) in parentheses ( ). Make a contraction where possible.

**EXAMPLE** Somebody's going to visit me. (Who)

Who's going to visit you?

1. Something's going to change. (What)

\_\_\_\_\_

2. Many people are going to move this year. (How many)

\_\_\_\_\_

3. Some services are going to be expensive. (Which)

\_\_\_\_\_

4. Somebody's going to give me some boxes. (Who)

\_\_\_\_\_

5. Something's going to happen on Thursday. (What)

\_\_\_\_\_

6. A mover's going to help me. (Which)

\_\_\_\_\_

7. Some apartments are going to be available. (How many)

\_\_\_\_\_

**EXERCISE 7**

Victor is calling a truck rental company. He wants to rent a truck for his move. Complete Victor's conversation using *yes/no* questions and information questions with *be going to*. Use the words in parentheses ( ).



CD 3, TR 11



**Clerk:** Avery Truck Rental. How can I help you?

**Victor:** I need to rent a truck. I'm going to move, and I need some information about prices.

**Clerk:** Sure. Are you going to return the truck here or in another city?  
(example: you/return)

**Victor:** I'm going to return it here.

**Clerk:** O.K. \_\_\_\_\_?  
(1 what kind of truck/you/need)

**Victor:** Uh . . . I don't know.

**Clerk:** Well, \_\_\_\_\_?  
(2 how many rooms/you/move)

**Victor:** It's a two-bedroom apartment.

**Clerk:** A 15-foot truck is enough.

**Victor:** \_\_\_\_\_?  
(3 it/have/room for my sofa)

**Clerk:** Oh, yes. It's going to be fine. \_\_\_\_\_?  
(4 when/you/move)

**Victor:** In two weeks.

**Clerk:** \_\_\_\_\_ on the weekend or during the week?  
(5 it/be)

**Victor:** I'm not sure. Why is that important?

**Clerk:** It's \$20 a day more on the weekend. And we don't have many trucks available on the weekends.

**Victor:** \_\_\_\_\_ any trucks available two weeks from today?  
(6 there/be)

**Clerk:** *(checking computer)* Sorry. Saturday's our busiest day. All of our trucks are going to be out that day.

**Victor:** OK, then. I can move on a weekday.

**Clerk:** \_\_\_\_\_ enough?  
(7 one day/be)

**Victor:** Yes. I need it for just one day.

**Clerk:** OK. It's going to be \$39.99 a day and 99 cents a mile. \_\_\_\_\_, cash or credit?  
(8 How/you/pay)

**Victor:** I'm not ready to pay now. I'm only calling about prices. Thank you.

**EXERCISE 8** Complete the conversation between Victor and Simon. Use the phrases from the box below.

are going to help      I'm going to get      I'm going to invite  
are you going to pack      aren't going to move      Are you going to be  
We're going to meet

**Simon:** When are you going to pack the rest of your things?  
(example)

**Victor:** This week. \_\_\_\_\_ more boxes today.  
(1)

**Simon:** Ed and I can help you move on Saturday, the 25th. We're available all day.

**Victor:** Thanks, but the people in my new apartment \_\_\_\_\_ until Saturday. \_\_\_\_\_ available on Sunday?  
(2)  
(3)

**Simon:** I think so. How many people \_\_\_\_\_ you?  
(4)

**Victor:** Just two of my friends. \_\_\_\_\_ at my house at 1:00. Then later, \_\_\_\_\_ you all for pizza.  
(5)  
(6)



## Editing Advice

1. Use a form of *be* with *going to*.

We <sup>'re</sup> going to shop at a resale shop.

2. Use the correct word order in questions.

Where <sup>are they</sup> they are going to work?

3. Use the correct preposition with time expressions.

We are going to move <sup>in</sup> after two weeks.

4. Don't forget *to* after *going*.

Victor's going <sup>to</sup> rent a truck.

5. Don't forget the *-ing* on *going to*.

I'm <sup>going</sup> go to move next week.

## Editing Quiz

Some of the **shaded words and phrases** have mistakes. Find the mistakes and correct them. If the shaded words are correct, write **C**.

**Dorota:** We <sup>'re</sup> going to have a party for Shafia. <sup>C</sup> It's going to be at my house.  
(example) (example)

Can you help me?

**Halina:** Sure. What kind of party are you go to have?  
(1)

**Dorota:** A baby shower.

**Halina:** Baby shower? What's that?

**Dorota:** At a baby shower, people have lunch together. And everyone brings a gift for the baby.

**Halina:** When it's going to be?  
(2)



**Dorota:** The party going to be next weekend, on Saturday, the 12th.

**Halina:** Who's going be there?

**Dorota:** Shafia's relatives and good friends.

**Halina:** Are we going to cook?

**Dorota:** We're going to cook some things. But we're go to buy food at the deli too.

**Halina:** What time the party going to start?

**Dorota:** On 2 P.M.

**Halina:** But Peter has to work until 4 P.M. on Saturday.

**Dorota:** Don't worry. This shower's for women only.

## Expansion

### Learner's

Log

**1** What did you learn in this unit? Write three sentences about each topic.

- Resale shops
- Preparing for a new baby
- Preparing to move
- Renting a truck

**2** Write two questions you still have about each topic above.

## Writing

### Activity

Write a paragraph of six to eight sentences about the picture. Write about what is happening now and what is going to happen.



#### EXAMPLE

Victor is coming out of his apartment building. He is moving today. He is going to put some boxes on the truck.

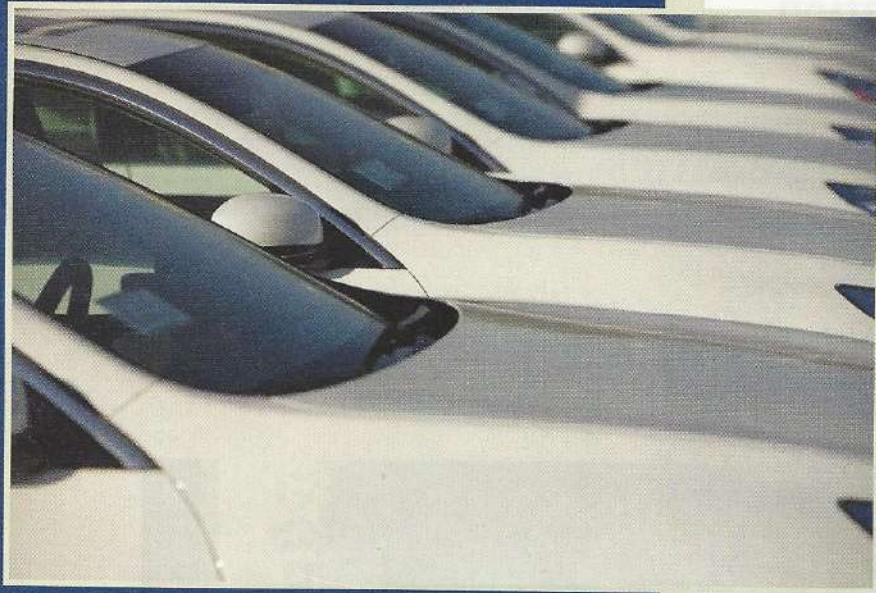


For more practice using grammar in context, please visit our Web site.

Unit

10

Choices



## Lesson

# 1

## Grammar

### Comparative Forms of Adjectives

### Spelling of the *-er* Form

### Comparisons with Nouns and Verbs

## Context

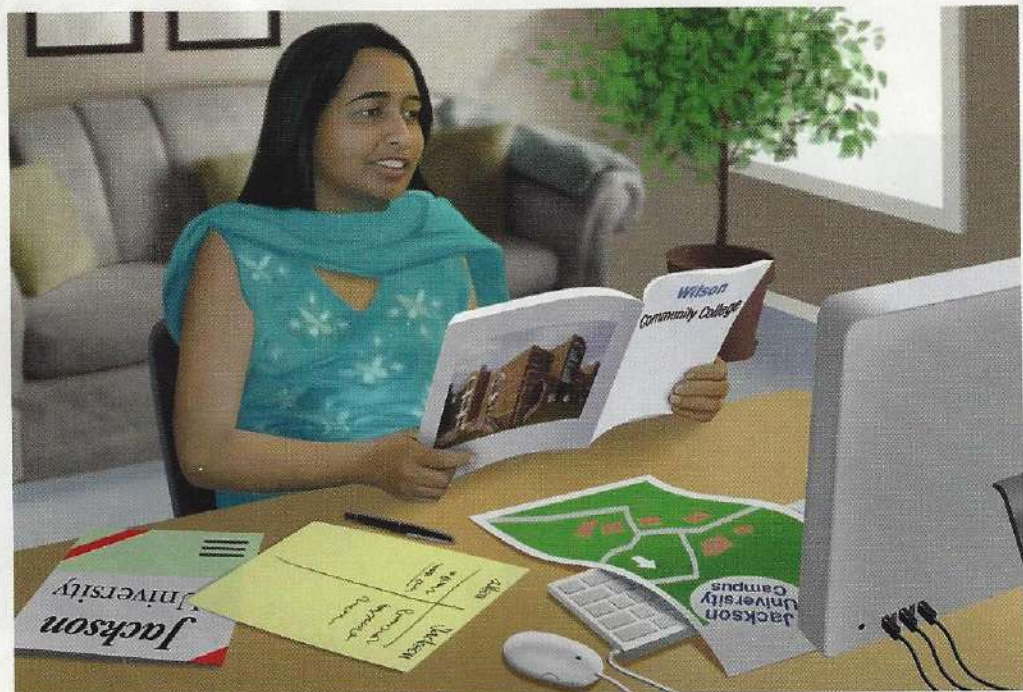
### Higher Education

## Community Colleges and Universities

Before

You Read

1. Where is the state university in this state?
2. What community colleges do you know about in this area?



Read the following web article. Pay special attention to comparative forms.

**Did You Know?**

There are different levels of college degrees: associate's degree, bachelor's degree, master's degree, and PhD (or doctorate)

In the U.S., many students choose to go to a community college. Students can get a two-year certificate or degree. Some students start their education at a community college. Then they go to a four-year college or university to get a bachelor's degree.

A four-year university is **more expensive than** a community college. The average tuition at a community college is \$2,360 a year. At a four-year state university, it's \$6,185 a year.<sup>1</sup> A community college is often **closer to home than** a four-year college. Community colleges in big cities often have several campuses.

There are other differences too. A community college often has **smaller classes than** a university. Some university classes can have **more than** 100 students. Also, students at a community college are usually **older than** students at a four-year college. The average age of students at a community college is 29. At a university, most students are between the ages of 18 and 24.

Community college students are often **busier** too. Many students have full- or part-time jobs and families. Community colleges are **more convenient than** universities for students with small children. Many community colleges offer child-care services. There are more night and weekend classes too.

Which is **better** for you: a community college or a four-year college?

**Vocabulary in Context**



education	We go to school to get an <b>education</b> .
certificate	My cousin has a <b>certificate</b> from a community college to work with children.
bachelor's degree	My brother has a <b>degree</b> from a four-year college. He has a <b>bachelor's degree</b> in French.
tuition	College is not free. Students have to pay <b>tuition</b> to go to college.
campus	My college has several <b>campuses</b> . There is a <b>campus</b> near my house. There is another <b>campus</b> downtown.
between	The number 20 is <b>between</b> 18 and 24.
child care	People with small children need <b>child care</b> when they work or go to school. ( <b>Child care</b> is sometimes called "day care.")
offer	The college <b>offers</b> good services for students. It has child-care services and weekend classes.

<sup>1</sup>These statistics are from 2007-2008.

## Listening

### Activity



Listen to the sentences about the reading. Circle *true* or *false*.

CD 3, TR 13

**EXAMPLE** You can get a two-year certificate from a community college.

**TRUE**

FALSE

1. TRUE FALSE

4. TRUE FALSE

2. TRUE FALSE

5. TRUE FALSE

3. TRUE FALSE

6. TRUE FALSE

## 10.1 Comparative Forms of Adjectives

We can compare two people or things.

SIMPLE FORM	COMPARATIVE FORM	EXAMPLES	EXPLANATION
old tall	older taller	Community college students are <b>older than</b> university students.	After a one-syllable adjective, add <b>-er</b> .
busy happy	busier happier	Community college students are often <b>busier than</b> university students.	After a two-syllable adjective that ends in <i>y</i> , change <i>y</i> to <i>i</i> and add <b>-er</b> .
simple quiet	simpler <b>more</b> simple quieter <b>more</b> quiet	Math 1 is <b>simpler than</b> Math 2. Math 1 is <b>more simple than</b> Math 2.	Some two-syllable adjectives have two forms: <i>simple</i> , <i>quiet</i> , <i>friendly</i> , <i>common</i> .
helpful crowded expensive	<b>more</b> helpful <b>more</b> crowded <b>more</b> expensive	University tuition is <b>more expensive than</b> community college tuition.	With most other two-syllable adjectives and all three-syllable adjectives, add <b>more</b> before the adjective.
good bad	<b>better</b> <b>worse</b>	A C grade is <b>better than</b> a D grade. An F grade is <b>worse than</b> a D grade.	Some comparative forms are irregular. We change the word completely.

### Language Notes:

1. We use *than* to complete the comparison. We omit *than* if we do not mention the second item of comparison.

The university is **bigger than** the college, but the college is **more convenient**.

2. We can put *much* before a comparative form.

Those students are **much younger** than we are.

3. It is very formal to use the subject pronoun after *than*. Most Americans use the object pronoun.

FORMAL: You are busier than **I** am.

INFORMAL: You are busier than **me**.

## 10.2 Spelling of the *-er* Form

SIMPLE ADJECTIVE	COMPARATIVE ADJECTIVE	EXPLANATION
old cheap	older cheaper	Add <b>-er</b> to most adjectives.
big hot	bigger hotter	If a one-syllable adjective ends with consonant + vowel + consonant, double the final consonant before adding <b>-er</b> .
nice late	nicer later	If the adjective ends in <i>e</i> , add <b>-r</b> only.
busy easy	busier easier	If a two-syllable adjective ends in <i>y</i> , change <i>y</i> to <i>i</i> and add <b>-er</b> .

**EXERCISE 1** Write the comparative forms of the adjectives. Use correct spelling with *-er* endings. In some cases, there are two answers.

**EXAMPLES** busy busier  
 excited more excited  
 common commoner OR more common

- |                      |                     |
|----------------------|---------------------|
| 1. convenient _____  | 11. hot _____       |
| 2. big _____         | 12. good _____      |
| 3. fine _____        | 13. kind _____      |
| 4. lazy _____        | 14. mad _____       |
| 5. hard _____        | 15. late _____      |
| 6. funny _____       | 16. bad _____       |
| 7. expensive _____   | 17. cheap _____     |
| 8. friendly _____    | 18. simple _____    |
| 9. interesting _____ | 19. long _____      |
| 10. quiet _____      | 20. beautiful _____ |

**EXERCISE 2** Use the information in the table below to do the exercise. Fill in the blanks with the comparative form of one of the adjectives in the box. Add *than* where necessary. The numbers in the table go with the numbers in the exercise.

WILSON COMMUNITY COLLEGE		JACKSON UNIVERSITY
<b>EXAMPLE:</b>	has night and weekend classes	doesn't have night or weekend classes
1.	\$90 per credit hour <sup>2</sup>	\$450 per credit hour
2.	average class size = 16 students	average class size = 30 students
3.	80 percent of students have jobs	10 percent of students have jobs
4.	has a child-care center	doesn't have a child-care center
5.	All classes are in one building.	The campus has more than 60 buildings.
6.	College opened in 1985.	University opened in 1910.
7.	good for me	good for my brother

busy	good	big	convenient
old	small	expensive	

**EXAMPLE** Wilson is more convenient than Jackson for people with day jobs.

- Jackson is \_\_\_\_\_ Wilson.
- Classes at Wilson are \_\_\_\_\_ classes at Jackson.
- Most students at Wilson work full-time. Students at Wilson are \_\_\_\_\_ students at Jackson.
- Wilson is \_\_\_\_\_ Jackson for parents with small children.
- Jackson is \_\_\_\_\_ Wilson.
- Jackson is \_\_\_\_\_ Wilson.
- Wilson is good for me, but Jackson is \_\_\_\_\_ for my brother because he's finishing his bachelor's degree.

<sup>2</sup>College students get credits for their classes. The number of credits usually depends on the number of hours in class per week. For a three-hour course, a student gets three credits.



**EXERCISE 3**

Use the comparative form of the words in the boxes to fill in the blanks. Add *than* where necessary.

convenient

cheap

busy

close

old

young

**Conversation 1**

**CD 3, TR 14 A:** I don't plan to go to Cassidy University. I prefer Newtown Community College.

**B:** Why?

**A:** The tuition's only \$1,200 a semester. It's cheaper than <sup>(example)</sup> a four-year college. Also it's \_\_\_\_\_<sub>(1)</sub> to my home, so I can walk there. And the students are \_\_\_\_\_<sub>(2)</sub>. I'm 32. A lot of the students are in their 30s and 40s.

**B:** You're right. Most of the students at Cassidy University are \_\_\_\_\_<sub>(3)</sub> the students at Newtown Community College. They're under 22 years old.

**Conversation 2**

**A:** A lot of the community college students have small children. Newtown has a child-care center. So it's \_\_\_\_\_<sub>(1)</sub> for people with small children.

**B:** You don't have kids.

**A:** No. But my sister does. We're planning to take classes together. She's got a full-time job. Her kids are 3 and 5 years old. So she's much \_\_\_\_\_<sub>(2)</sub> I am. The child-care center is really good for her.

*(continued)*

expensive

bad

convenient

cheap

slow

hard

interesting

good

### Conversation 3

**A:** I prefer Cassidy University.

**B:** Why? The tuition is high. Cassidy is \_\_\_\_\_ Newtown.  
(1)

**A:** I know. But I want to be a nurse, and Cassidy's nursing program is \_\_\_\_\_ Newtown's nursing program. I can  
(2)

save money with my textbooks. I can buy them online. They're \_\_\_\_\_ online than at the bookstore.  
(3)

**B:** But it's \_\_\_\_\_ to get your books online. Sometimes  
(4)  
it takes a week.

**A:** Yes, but it's \_\_\_\_\_. The books come right to my  
(5)  
house.

### Conversation 4

**A:** I'm having a problem with my grades. My classes this semester are \_\_\_\_\_ my classes last semester. And my grades are not  
(1)  
so good. My grades this semester are \_\_\_\_\_ my grades  
(2)  
last semester.

**B:** You should go to your teachers for help.

**A:** You're right. How are your classes this semester?

**B:** I love my history class, but my math class is just numbers. My history  
class is \_\_\_\_\_ my math class.  
(3)

**EXERCISE 4 ABOUT YOU** Compare yourself to another person.

**EXAMPLE** tall I am taller than my best friend. OR My brother is taller than me.

1. responsible \_\_\_\_\_
2. helpful \_\_\_\_\_
3. busy \_\_\_\_\_
4. funny \_\_\_\_\_
5. friendly \_\_\_\_\_
6. polite \_\_\_\_\_
7. strong \_\_\_\_\_
8. quiet \_\_\_\_\_

## 10.3 Comparisons with Nouns and Verbs

EXAMPLES	EXPLANATION
Part-time students need <b>more time</b> to finish college <b>than</b> full-time students do.	We can use <i>more</i> before nouns to make a comparison statement. Use <i>than</i> before the second item of comparison.
You spend <b>less money</b> at a community college. My math class has <b>fewer students than</b> my biology class.	We can use <i>less</i> or <i>fewer</i> with nouns to make a comparison. <ul style="list-style-type: none"><li>• Use <i>less</i> with noncount nouns.</li><li>• Use <i>fewer</i> with count nouns.</li></ul>
I prefer the city college because it costs <b>less</b> . You pay much <b>more</b> at a university. I study <b>harder</b> on the weekends.	We can use a comparative form after verbs.

**EXERCISE 5 ABOUT YOU** Find a partner. Ask your partner questions about the items below. Write sentences about you and your partner with the words given. Read your sentences to the class.

**EXAMPLE** have books I have more books than Max.

1. work hard \_\_\_\_\_
2. take classes \_\_\_\_\_
3. walk \_\_\_\_\_
4. have time to relax \_\_\_\_\_
5. study \_\_\_\_\_
6. have brothers and sisters \_\_\_\_\_

**EXERCISE 6** Compare Newtown Community College and Cassidy University using the information below. Add *than* where necessary. The numbers in the table go with the numbers in the exercise.



	Newtown Community College	Cassidy University
<b>EXAMPLE:</b> students	2,000	10,000
1. cost per credit hour	\$80	\$200
2. night classes	150	50
3. books in library	8,000	50,000
4. campuses	5	2
5. average number of students in a class	16	30
6. students over the age of 40	215	77
7. married students	800	200

**EXAMPLE** Cassidy has more students than Newtown.

1. Newtown costs \_\_\_\_\_ per credit hour.
2. Newtown has \_\_\_\_\_ Cassidy.
3. Newtown has \_\_\_\_\_ in its library.
4. Newtown has \_\_\_\_\_ Cassidy.
5. Newtown has \_\_\_\_\_ in a class.
6. Newtown has \_\_\_\_\_ over the age of 40.
7. Cassidy has \_\_\_\_\_ Newtown.

**EXERCISE 7** Shafia is in college. In her journal, she is comparing herself to Simon's daughter Tina. Tina is in high school. Fill in the blanks to complete this story. Make comparisons with adjectives, nouns, or verbs. Answers will vary.

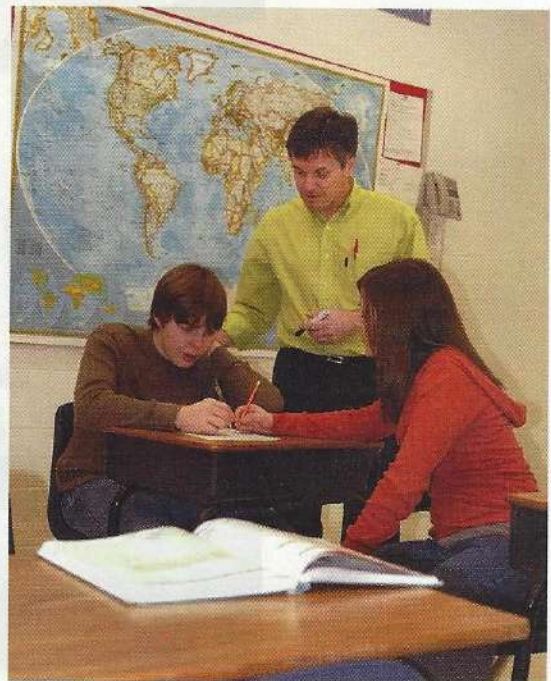
Tina is in high school, and I'm in college. I have \_\_\_\_\_ **more** \_\_\_\_\_  
(example)  
responsibilities than she does. Tina doesn't have to work, but I do.

I have a part-time job, and I'm taking 12 credit hours. I have  
\_\_\_\_\_ work but \_\_\_\_\_ time to study.  
(1) (2)

College classes are \_\_\_\_\_ high school classes. Tina  
(3)  
studies only two hours a day. I study four hours a day. I have  
much \_\_\_\_\_ homework than she does.  
(4)

The class size is different too. My classes are  
\_\_\_\_\_ Tina's classes. Her classes have 25 students.  
(5)  
Some of my classes at college have 200 students.

Students at my college are all ages. Many students in my class are  
much \_\_\_\_\_ I am. Some of them are my parents' age.  
(6)  
In high school, all the students are about the same age.



## Lesson

# 2

### Grammar

#### Superlative Forms of Adjectives

#### Spelling of the *-est* Form

#### Superlatives with Nouns and Verbs

### Context

#### Buying a Car

## Choosing a Used Car

### Before

#### You Read

1. Do you have a car? Is it a new car or a used car? What kind of car is it?
2. What's your favorite car? Why?



**Victor:** I want to buy a used car. My coworker, Sam, wants to sell me his 2001 car. He wants \$6,000. Is that a good price?

**Simon:** I don't know. The best way to get information about used car prices is in the "blue book."

**Victor:** What's the "blue book"?

**Simon:** The "blue book" shows prices and other information about new and used cars. It can help you. We can look at it online. Then you can make a decision.

*(after Simon goes online)*

**Simon:** Look. Here's your coworker's car.

**Victor:** There are three prices for the same car. Why?

**Simon:** The price depends on several things: condition of the car, mileage, and extras, like air-conditioning and power windows. Cars in the best condition with the lowest mileage and the most extras are the most expensive. Cars with the highest mileage and the most problems are the cheapest.

**Victor:** Sam says his car is in good condition.

**Simon:** The best way to know for sure is to take it to a mechanic. You need a good car. Repairs are very expensive.

**Victor:** But it costs money to go to a mechanic.

**Simon:** It's better to lose \$200 than \$6,000. But the price of the car is not the only thing to consider. Also consider fuel economy. There's a Web site that compares fuel economy. Here it is. Look. Your coworker's car gets only 19 miles per gallon (mpg). Look at these other two cars. This car gets 30 miles per gallon. This one gets 35 miles per gallon. Your coworker's car is the cheapest to buy but it isn't the most economical to use.

**Victor:** There's a lot to know about buying a used car!

**Did You Know?**

When you buy a new or used car, you do not have to pay the asking price. The buyer can try to get a lower price from the seller.

## Vocabulary in Context

coworker	Victor works with Sam. Sam is Victor's <b>coworker</b> .
make a decision	There are many choices. Victor has to <b>make a decision</b> .
condition	My car is in good <b>condition</b> . I have no problems with it.
depend on	The price of the car <b>depends on</b> miles, condition, etc.
mileage	How many miles does the car have? What is its <b>mileage</b> ?
air-conditioning	<b>Air-conditioning</b> makes the car cool.
extras	This car has a lot of <b>extras</b> : air-conditioning, a CD player, etc.
like	My car has extras, <b>like</b> air-conditioning.
mechanic	A <b>mechanic</b> fixes cars.
repair	An old car needs a lot of <b>repairs</b> .
consider	You have to <b>consider</b> a lot of things before you buy a car.
fuel economy/ economical	This car doesn't use a lot of gas. This car has good <b>fuel economy</b> . It is very <b>economical</b> .

## Listening Activity



CD 3, TR 16

**Listen to the sentences about the conversation. Circle true or false.**

- EXAMPLE** Victor's coworker wants to sell his car for \$2,000. TRUE      **FALSE**
1. TRUE      FALSE      5. TRUE      FALSE  
 2. TRUE      FALSE      6. TRUE      FALSE  
 3. TRUE      FALSE      7. TRUE      FALSE  
 4. TRUE      FALSE





## 10.4 Superlative Forms of Adjectives

We use the superlative form to point out the number-one item in a group of three or more. Add *the* before the superlative form.

SIMPLE FORM	SUPERLATIVE FORM	EXAMPLES	EXPLANATION
low tall	<b>the lowest</b> <b>the tallest</b>	Car A has <b>the lowest</b> mileage.	After a one-syllable adjective, add <b>-est</b> .
easy happy	<b>the easiest</b> <b>the happiest</b>	<b>The easiest</b> way to compare prices is with the blue book.	After a two-syllable adjective that ends in <i>y</i> , change <i>y</i> to <i>i</i> and add <b>-est</b> .
simple quiet	<b>the simplest</b> <b>the most simple</b> <b>the quietest</b> <b>the most quiet</b>	Car A is <b>the most quiet</b> . Car A is <b>the quietest</b> .	Some two-syllable adjectives have two forms: <i>simple</i> , <i>quiet</i> , <i>friendly</i> , <i>common</i> .
helpful expensive	<b>the most helpful</b> <b>the most expensive</b>	Car A is <b>the most expensive</b> car.	With most other two-syllable adjectives and all three-syllable adjectives, add <b>the most</b> before the adjective.
good bad	<b>the best</b> <b>the worst</b>	Which car is in <b>the best</b> condition? Car C is in <b>the worst</b> condition.	Some superlative forms are irregular. We change the word completely.

### Language Notes:

- We often add a prepositional phrase after a superlative phrase.  
Your car is the oldest car **in the parking lot**.
- You can use *one of the* before a superlative form. The noun after it is plural.  
The blue car is **one of the worst cars** in the parking lot.
- Omit *the* after a possessive form.  
**My best** friend has a new car.



Car A  
28,000 miles  
\$11,000



Car B  
75,000 miles  
\$5,500



Car C  
150,000 miles  
\$800

## 10.5 Spelling of the *-est* Form

SIMPLE ADJECTIVE	SUPERLATIVE ADJECTIVE	EXPLANATION
old cheap	oldest cheapest	Add <i>-est</i> to most adjectives.
big hot	biggest hottest	If the adjective ends with consonant + vowel + consonant, double the final consonant before adding <i>-est</i> .
nice late	nicest latest	If the adjective ends in <i>e</i> , add <i>-st</i> only.
busy easy	busiest easiest	If a two-syllable adjective ends in <i>y</i> , change <i>y</i> to <i>i</i> and add <i>-est</i> .

**EXERCISE 1** Write the superlative form of the adjectives below. Use correct spelling with *-est* endings. In some cases, there are two answers.

**EXAMPLES** interesting    the most interesting    early    the earliest

- |               |       |             |       |
|---------------|-------|-------------|-------|
| 1. convenient | _____ | 9. hot      | _____ |
| 2. big        | _____ | 10. good    | _____ |
| 3. fine       | _____ | 11. kind    | _____ |
| 4. lazy       | _____ | 12. mad     | _____ |
| 5. funny      | _____ | 13. late    | _____ |
| 6. expensive  | _____ | 14. helpful | _____ |
| 7. friendly   | _____ | 15. busy    | _____ |
| 8. quiet      | _____ | 16. common  | _____ |

**EXERCISE 2** Victor is comparing three cars. Write superlative sentences about these three cars, using the information in the table and the words in the box on the following page.

	CAR A	CAR B	CAR C
<b>mileage</b>	28 mpg	25 mpg	20 mpg
<b>size</b>	big enough for four passengers	big enough for five passengers	big enough for six passengers
<b>year</b>	2002	2008	2006
<b>cost</b>	\$4,000	\$12,000	\$10,000
<b>condition</b>	needs work	in very good condition	in average condition

expensive  
good

big  
cheap

economical  
bad

old  
new

**EXAMPLE** Car A gets 28 miles per gallon. It's the most economical.

1. Car C is \_\_\_\_\_ inside.
2. Car A is from 2002. It's \_\_\_\_\_.
3. Car B is from 2008. It's \_\_\_\_\_.
4. Car B costs \$12,000. It's \_\_\_\_\_.
5. Car A costs \$4,000. It's \_\_\_\_\_.
6. Car B is in very good condition. It's \_\_\_\_\_.
7. Car A is in very bad condition. It's \_\_\_\_\_.

**EXERCISE 3** Fill in the blanks with the superlative form of one of the words from the boxes. Answers may vary.

big

hard

close

good

convenient

**Part A:**

1. On the phone:

**Shafia:** I need your help. I want to buy a car. This is one of

the biggest

(example)

decisions of my life. What's

\_\_\_\_\_ car?

(1)

**Dorota:** I can't answer that question. It depends on your needs.

2. At home:

**Marta:** This is your last year of high school. Let's talk about college for you. I prefer Lake College for you because it's

\_\_\_\_\_ to our home. It's \_\_\_\_\_

(2)

(3)

because you can walk there.

**Tina:** But Lake College isn't very good. I want to go to

\_\_\_\_\_ college in the U.S. I want to be a doctor.

(4)

**Marta:** It takes many years to be a doctor. You are choosing one of

\_\_\_\_\_ professions<sup>3</sup>.

(5)

**Tina:** I know, but I really want to be a doctor. I'm

\_\_\_\_\_ student in my biology class.

(6)

<sup>3</sup>A profession is a job for a person with a college degree.

hard  
easy

slow  
fast

early  
good

economical  
expensive

**Part B:**

3. At the college:

**Halina:** Which English class should we take?

**Shafia:** How about<sup>4</sup> this one? It starts at 8:00 A.M. It's \_\_\_\_\_ class in the day.  
(1)

**Halina:** I don't like morning classes. How about this one?

**Shafia:** No, no. Not that one! That teacher is \_\_\_\_\_ at the school.  
(2)

4. At the electronics store:

**Halina:** I need to buy a new computer. My old computer is slow. I want to buy \_\_\_\_\_ one. How about this one?  
(3)

**Peter:** Yes, it's fast. But look at the price! It's \_\_\_\_\_ computer in the store!  
(4)

5. At the post office:

**Halina:** What's \_\_\_\_\_ way to send this package? I need to save money.  
(5)

**Clerk:** You can send it by third-class mail.

But it's \_\_\_\_\_ way. It can take a week.  
(6)

**EXERCISE 4 ABOUT YOU** Write about the number-one person in your family for each of these items.

**EXAMPLE** tall My brother Tim is the tallest person in our family.

1. helpful \_\_\_\_\_
2. beautiful \_\_\_\_\_
3. interesting \_\_\_\_\_
4. serious \_\_\_\_\_
5. funny \_\_\_\_\_
6. old \_\_\_\_\_
7. good at sports \_\_\_\_\_
8. bad at sports \_\_\_\_\_

<sup>4</sup>We use *how about* to offer a helpful idea.

# 10.6 Superlatives with Nouns and Verbs

EXAMPLES	EXPLANATION
Which car uses <b>the most</b> gas?	We can use <i>the most</i> before nouns to make superlative statements.
I want to spend <b>the least</b> money possible. This car has <b>the fewest</b> extras.	We can use <i>the least</i> and <i>the fewest</i> before nouns. <ul style="list-style-type: none"> <li>• Use <i>the least</i> with noncount nouns.</li> <li>• Use <i>the fewest</i> with count nouns.</li> </ul>
Which car costs <b>the least</b> ? Who drives <b>the best</b> in your family?	We can use a superlative form after verbs.

**EXERCISE 5** Victor and Simon are looking at car prices online. Fill in the blanks with the superlative forms of the words from the box. Answers may vary.

repairs	cheap	good
economical	extras	expensive

CD 3, TR 17

**Victor:** Look at these ten cars. Should I get the cheapest car? (example)

**Simon:** \_\_\_\_\_ is sometimes \_\_\_\_\_.

**Victor:** How is that possible?

**Simon:** The cheapest car sometimes needs \_\_\_\_\_.

You should also consider fuel economy. This car gets 35 miles per gallon. It's \_\_\_\_\_.

**Victor:** But I like this one \_\_\_\_\_.

**Simon:** That one gets only 22 miles per gallon.

**Victor:** But it has \_\_\_\_\_: air-conditioning, power windows, sunroof, and more.

**Simon:** You want my advice, right? This is my \_\_\_\_\_ advice.

sunroof



**EXERCISE 6 ABOUT YOU** Form a group with three or more classmates. Find the answers to these questions. Report your answers to the class.

1. Who speaks the most languages?
2. Who's the youngest?
3. Who's the best student?
4. Who has the longest last name?
5. Who's the newest immigrant?
6. Who's the shortest?
7. Who has the largest family?
8. Who lives the closest to the school?
9. Who's taking the most classes?
10. Who talks the most in class?

**EXERCISE 7** Fill in the blanks with the comparative or superlative form of the word in parentheses ( ). Add *than* or *the* where necessary.

1. Gas in Europe is \_\_\_\_\_ gas in the U.S.  
(expensive)
2. There are three kinds of gas. Premium gas is \_\_\_\_\_.  
(expensive)
3. Can you help me buy a used car? You have \_\_\_\_\_  
I do.  
(information)
4. I have many choices. I'm thinking of buying \_\_\_\_\_  
car.  
(economical)
5. Is a Japanese car \_\_\_\_\_ an American car?  
(good)
6. This car is \_\_\_\_\_ that car.  
(cheap)
7. I'm looking at three cars. This car is \_\_\_\_\_ of all  
of them. And it is in \_\_\_\_\_ condition. It probably  
needs \_\_\_\_\_ repairs.  
(pretty)  
(good)  
(few)
8. My new car is \_\_\_\_\_ my old car.  
(beautiful)
9. A car is \_\_\_\_\_ a bicycle.  
(convenient)

# Editing Advice

1. Don't use *-er* and *more* together.

My new car is ~~more~~ better than my old car.

2. Don't use *-est* and *most* together.

I want to buy the ~~most~~ cheapest car.

3. Use *than* before the second item of comparison.

This car is more expensive <sup>than</sup> that car.

4. Don't confuse *then* and *than*.

My English class is easier <sup>than</sup> ~~then~~ my math class.

5. Use *the* before a superlative form.

Which is <sup>the</sup> ~~a~~ best college in this city?

6. Don't use *more* in superlative statements.

My brother is the <sup>most</sup> ~~more~~ interesting person in my family.

7. Use correct spelling with the comparative and superlative forms.

My brother is the <sup>laziest</sup> ~~lazyest~~ student in his class.

My English class is <sup>bigger</sup> ~~biger~~ than my art class.

8. Don't use *the* with a possessive form.

Math is my ~~the~~ worst subject in school.

## Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Halina wants to get a new job soon. She needs child care for Anna during the day.

**Halina:** I have to find good child care for Anna. Can you help me find <sup>the</sup> ~~best~~ <sub>(example)</sub> one for my family? You know <sup>C</sup> ~~more~~ <sub>(example)</sub> about this ~~than~~ <sub>(1)</sub> I do.

**Marta:** Let's look for information on the Internet. That's the ~~easiest~~ <sub>(2)</sub> way to get information. Here's a list of ten child-care centers in this city.

**Halina:** Play-Time is ~~the more expensive~~ <sub>(3)</sub>. It's too expensive for me. What about these two, Kiddy-Place and Tiny Tot?

**Marta:** I think Kiddy Place is ~~more better~~ <sub>(4)</sub> for you ~~then~~ <sub>(5)</sub> Tiny-Tot. It's very close to your home. So it's ~~more convenient~~ <sub>(6)</sub> for you. How old is Anna now?

**Halina:** She's two and a half.

**Marta:** Kiddy-Place only takes children three years old and ~~older~~ <sub>(7)</sub>. We have to find a place that takes ~~more younger~~ <sub>(8)</sub> children.

**Halina:** What about this one, Baby Bear? It's ~~cheaper~~ <sub>(9)</sub> Kiddy-Place and ~~closer~~ <sub>(10)</sub> to my house.

**Marta:** That's a good choice. My sister has three boys, and ~~her the youngest~~ <sub>(11)</sub> son goes to that child-care center. Her son loves it, and she's very happy with it too.

**Halina:** You always give me ~~best~~ <sub>(12)</sub> advice. Thanks for your help.



# Expansion

## Learner's

Log

① What did you learn in this unit? Write three sentences about each topic.

- Community colleges and four-year universities
- Comparing used cars

② Write three questions you still have about each topic above.

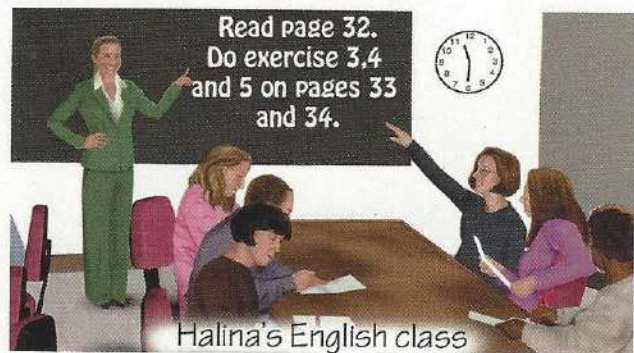
## Writing

Activities

① Write a paragraph. Compare three classes you are taking (for example: math, grammar, and reading). Write six or seven superlative sentences about your classes. Write about hours of class each week, price of books, how easy the classes are, your grades in the classes, the amount of homework, how many students are in the classes, and how important each class is for you.

EXAMPLE My chemistry class has the most credit hours.

② Write six or seven sentences about the pictures. Compare Shafia's and Halina's English classes. Compare the room, the desks, the teachers, the time of class, and the homework.



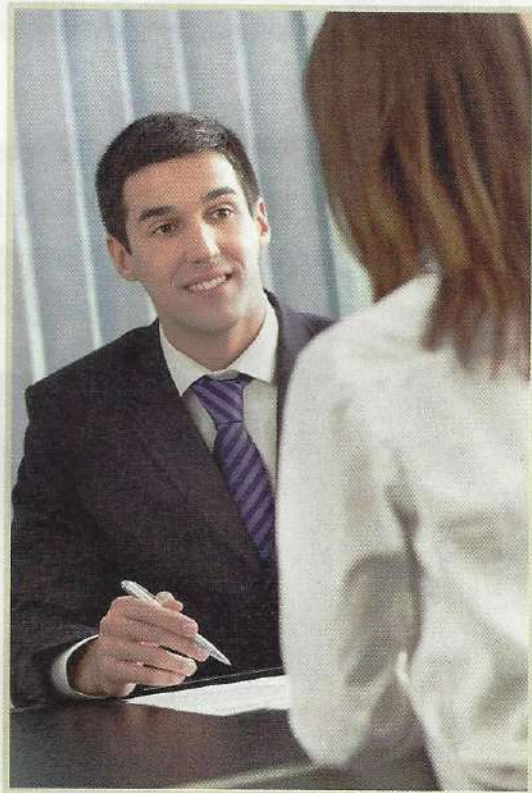
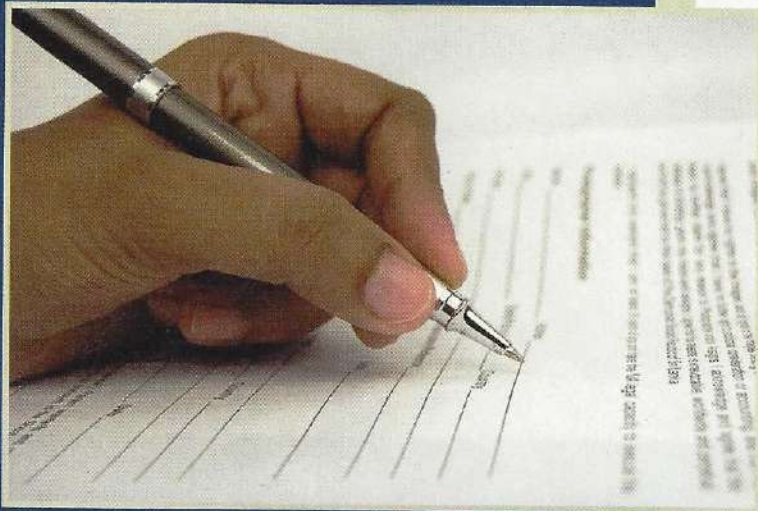
EXAMPLE

Shafia's class has fewer students than Halina's class.



For more practice using grammar in context, please visit our Web site.

Getting a Job



## Lesson

# 1

### Grammar

#### The Past Tense of *Be*

Affirmative and Negative Statements

Time Expressions in the Past

*Yes/No* Questions

Information Questions

Subject Questions

### Context

#### Job Applications

## Applying for a Job in a Store

Before

You Read

1. What jobs can people get in stores?
2. How do people look for jobs?





Read the following conversation. Pay special attention to the past tense of the verb *be*.

CD 3, TR 18

*Halina is talking to Dorota on the phone.*

**Dorota:** Hi, Halina. I **was** at your house several hours ago, but you **weren't** home.

**Halina:** I **was** at Baker's Department Store today.

**Dorota:** Were there any good sales?

**Halina:** I **wasn't** there for the sales. I **was** there to apply for a job as a clerk. Positions are available now for the holidays. A lot of people **were** there, but they **weren't** happy. There **was** a long line to apply for jobs.

**Dorota:** Were there interviews today too?

**Halina:** There **were** no interviews. I **was** surprised. The application **was** on a computer.

**Dorota:** Many big stores have job applications on the computer now. Employers usually interview people later. How **were** the questions on the application? **Were** they hard to answer?

**Halina:** They **weren't** hard at all. They **were** easy. The first questions **were** about my job history and education. There **were** questions about references. You **were** one of my references, Dorota.

**Dorota:** You can use me as a reference anytime. What **were** some other questions?

**Halina:** There **were** some funny questions. One **was**: "Your job starts at 8:00. Where should you be at 8:00? A) in the parking lot, B) in the employees' room, or C) in your department."

**Dorota:** That's interesting. What **was** your answer?

**Halina:** It **wasn't** A or B. Time is important here. It **was** C, of course.

### Did You Know?

Almost all stores and small businesses have at least one interview with future employees. For professional jobs, there are often two and sometimes three interviews.

## Vocabulary in Context

apply for	I want to <b>apply for</b> a new job. I have to fill out an application.
position	There are jobs available at Baker's. What <b>position</b> do you want to apply for?
the holidays	Store employers often hire extra clerks in November and December before the Christmas and New Year <b>holidays</b> .
interview (v.) interview (n.)	People from the store are going to talk to me. They are going to <b>interview</b> me. The <b>interview</b> is tomorrow.
employer/ employee	My <b>employer</b> has a big business. He hires new people each year. These people are his <b>employees</b> .
reference	Dorota is a <b>reference</b> for Halina. Employers are going to call her. They're going to ask her questions about Halina.
as	He uses his past employers <b>as</b> references. She works <b>as</b> a cashier. He wants a job <b>as</b> a clerk.

## Listening

### Activity

CD 3, TR 19

**Listen to the sentences about the conversation. Circle true or false.**

- EXAMPLE** Halina wants a job in a department store.      TRUE      FALSE
1. TRUE      FALSE      5. TRUE      FALSE
2. TRUE      FALSE      6. TRUE      FALSE
3. TRUE      FALSE      7. TRUE      FALSE
4. TRUE      FALSE

# 11.1 The Past Tense of *Be*—Affirmative Statements

## Affirmative Statements with *Was*

SUBJECT	BE	COMPLEMENT
I	was	at the store this morning.
It		crowded.
Dorota		at home.
She		busy.
Peter		at home.
He		with Anna.
There		a long line at the store.

## Affirmative Statements with *Were*

SUBJECT	BE	COMPLEMENT
You	were	at home.
We		in line.
The questions		easy.
They		sometimes funny.
There		a lot of questions.

**EXERCISE 1** Fill in the blanks with *was* or *were*. Use the information from the conversation on page 249.

**EXAMPLE** Halina was at Baker's Department Store today.



- Halina's job application \_\_\_\_\_ online.
- Some of the questions \_\_\_\_\_ funny.
- The application \_\_\_\_\_ easy to fill out.
- There \_\_\_\_\_ questions about Halina's job history on the application.
- People \_\_\_\_\_ in line for jobs at Baker's today.
- Dorota \_\_\_\_\_ at Halina's house today.
- Positions \_\_\_\_\_ available today for the holidays.
- There \_\_\_\_\_ a question about time.

## 11.2 The Past Tense of *Be*—Negative Statements

### Negative Statements

SUBJECT	BE	COMPLEMENT
I	<b>was not</b>	late.
The store	<b>wasn't</b>	open until 8:00 A.M.
We	<b>were not</b>	happy in line.
The questions	<b>weren't</b>	hard.

#### Language Notes:

1. Use *not* to form the negative. The contractions are *wasn't* and *weren't*.
2. After *there*, you can use *wasn't/weren't any* or *was/were no*.

There **weren't any** interviews today.      There **wasn't any** time for questions.

OR

There **were no** interviews today.

OR

There **was no** time for questions.

**EXERCISE 2** Fill in the blanks with the affirmative or negative form of the verb *be* in the past tense. Use the ideas from the conversation on page 249.

**EXAMPLES** Halina was at the store to apply for a job.

She wasn't there to shop.

1. The questions on the application \_\_\_\_\_ hard.
2. The question about time \_\_\_\_\_ funny for Halina.
3. Anna \_\_\_\_\_ with Halina today. Anna \_\_\_\_\_ at home with Peter.
4. Some people \_\_\_\_\_ happy because the lines were long.
5. There \_\_\_\_\_ questions about references.
6. Simon \_\_\_\_\_ one of Halina's references.
7. There \_\_\_\_\_ some positions available for the holidays.
8. There \_\_\_\_\_ any interviews today.
9. Halina \_\_\_\_\_ surprised by the funny questions.

# 11.3 Time Expressions in the Past

EXAMPLES	EXPLANATION
I was at Baker's two days <b>ago</b> .	We use <i>ago</i> with numbers of minutes, hours, days, weeks, months, or years. It means <i>before now</i> .
Dorota wasn't at work <b>yesterday</b> .	<i>Yesterday</i> is the day before today.
We were at the store <b>last week</b> . They weren't with us <b>last night</b> .	We use <i>last</i> with the words <i>night</i> , <i>week</i> , <i>month</i> , and <i>year</i> . It means the night, week, month, or year before the present one.

**EXERCISE 3 ABOUT YOU** Make statements about you. Use the words given. Use the affirmative or negative form of *be* in the past tense.

**EXAMPLE** in a department store two hours ago

I wasn't in a department store two hours ago.

1. late for work (or class) last week

\_\_\_\_\_

2. at a job interview yesterday

\_\_\_\_\_

3. an employee of a store last year

\_\_\_\_\_

4. an employer in my country

\_\_\_\_\_

5. in my country last year

\_\_\_\_\_

6. surprised by the questions on Halina's application

\_\_\_\_\_

7. with my family last weekend

\_\_\_\_\_

8. at a different school a few months ago

\_\_\_\_\_

9. in college in my country

\_\_\_\_\_



## 11.4 The Past Tense of *Be*—Yes/No Questions

BE	SUBJECT	COMPLEMENT	SHORT ANSWER
Was	I	on time today?	Yes, you were.
Was	Halina	at home this morning?	No, she wasn't.
Were	you	surprised by the questions?	Yes, I was.
Were	Anna and Peter	with you?	No, they weren't.
Was	there	a line at the store?	Yes, there was.
Were	there	any interviews today?	No, there weren't.

**Language Note:** Compare statements and *yes/no* questions:

**You were** at Baker's. **Were you** on time?

**There was** an application online. **Was there** a paper application?

**EXERCISE 4** Write a *yes/no* question about each statement. Use the words in parentheses ( ). Answer with a short answer. Use the ideas from the conversation on page 249.

**EXAMPLE** Halina was at Baker's Department Store today. (at a job interview)

*Was she at a job interview? No, she wasn't.*

1. Many people were at Baker's today. (to apply for jobs)

\_\_\_\_\_

2. There were questions on Halina's application. (about her family)

\_\_\_\_\_

3. The job application was online. (easy to fill out)

\_\_\_\_\_

4. Halina was surprised. (by some of the questions)

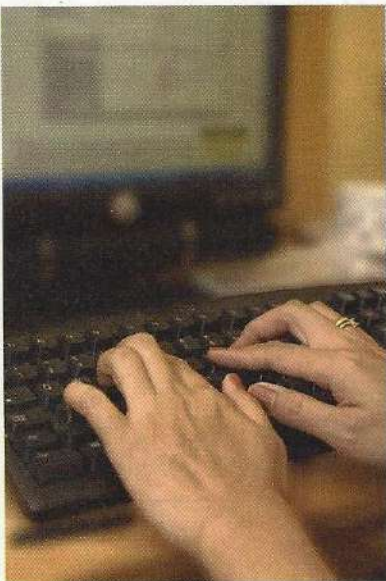
\_\_\_\_\_

5. Many people were in line. (for interviews)

\_\_\_\_\_

6. Halina wasn't home this morning. (with Dorota)

\_\_\_\_\_



## 11.5 The Past Tense of *Be*—Information Questions

QUESTION WORD(S)	BE	SUBJECT	COMPLEMENT	ANSWER
When	was	Baker's	open?	Early this morning.
How long	was	Halina	at Baker's?	For about an hour.
Who	was	your last employer?		Community Bank.
How	was	your job	at Community Bank?	It was great!
Where	were	the job applications?		Online.
Why	were	there	a lot of people at Baker's?	Because there were jobs available.

**Language Note:** Compare statements and information questions:  
**The line was long. How long was the line?**

**EXERCISE 5** Complete the short conversations. Ask an information question about each statement. The underlined words are the answers.

**EXAMPLE** A: I wasn't at work today.

B: Where were you?

A: I was at a job interview.

1. A: My employer was surprised.

B: \_\_\_\_\_

A: Because I was an hour late for work.

2. A: There were a lot of questions on the application.

B: \_\_\_\_\_

A: They were easy.

3. A: They were out of town for the holidays.

B: \_\_\_\_\_

A: In Florida.

4. A: I was at Baker's several days ago.

B: \_\_\_\_\_

A: On December 23.

5. A: We were in your country last year.

B: \_\_\_\_\_

A: For about 3 months.

# 11.6 The Past Tense of *Be*—Subject Questions

QUESTION WORD(S)	BE	COMPLEMENT	ANSWER
What kinds of questions	were	on the application?	Questions about education and job history.
How many employees	were	late today?	Only one.
Which employee	was	late?	The new employee.
Who	was	at Baker's?	Halina was.
What	was	on the Web site?	The job application was.

**EXERCISE 6** Complete the short conversations. Use the question words as subjects. Use *be* in the past tense.

**EXAMPLE** A: Some employees were at the office yesterday.

B: Who was there?

1. A: Many questions were on the application.

B: What kinds of \_\_\_\_\_

2. A: Some people were surprised.

B: Who \_\_\_\_\_

3. A: Positions were available in that company last month.

B: How many \_\_\_\_\_

4. A: Something was wrong with your application.

B: What \_\_\_\_\_

5. A: Some of the questions were funny.

B: Which \_\_\_\_\_

**EXERCISE 7** Shafia is interested in Halina's job application. She is asking a lot of questions. Fill in their conversation with items from the box below. You can use some items more than once.

there were	were	was	what was
were there	weren't	wasn't	were you



**Shafia:** So, your application was on a computer. Were you OK with that?  
*(example)*

CD 3, TR 20

**Halina:** Sure. I know a lot about computers. The computer was an important part of my job in Poland.

**Shafia:** \_\_\_\_\_ your job in Poland?

(1)

**Halina:** I was a department manager in the shoe department of a big store.  
Part of my job was to write reports.

**Shafia:** \_\_\_\_\_ a lot of questions about your job  
(2)  
history? American employers are very interested in that.

**Halina:** Yes, but I have a very short job history.

**Shafia:** \_\_\_\_\_ it difficult to find references? I worry  
(3)  
about that. I don't know many people here.

**Halina:** I can always use Dorota as a reference. And two references  
\_\_\_\_\_ my college teachers. It  
(4)  
\_\_\_\_\_ difficult to find references. People are  
(5)  
happy to be a reference for you.

**Shafia:** \_\_\_\_\_ any questions about American work  
(6)  
customs? Those are difficult. I don't know much about work  
customs here.

**Halina:** \_\_\_\_\_ some questions. But they  
(7)  
\_\_\_\_\_ difficult to answer. There were three  
(8)  
possible answers. It \_\_\_\_\_ easy to choose  
(9)  
the correct answer most of the time.



## Lesson

# 2

### Grammar

#### The Simple Past Tense—Affirmative

##### Regular Forms

##### Spelling of the *-ed* Form

##### Irregular Forms

#### The Simple Past Tense—Negative

### Context

#### Job Interviews

## Applying for a Job in an Office

### Before

#### You Read

1. Do you want a job in an office? Why or why not?
2. Where do you want to work? Why?





CD 3, TR 21

Read the following conversation. Pay special attention to simple past tense verbs, affirmative and negative.

**Halina:** I had a job interview today.

**Dorota:** Great! Was it at Baker's Department Store?

**Halina:** No. I **applied** for a job in an office. I **saw** an ad online for a sales position a few weeks ago. I **sent** my résumé. And they **called** me yesterday. I **went** for the interview this morning.

**Dorota:** That was fast. How was the interview?

**Halina:** Well, I **didn't** get there on time. I **didn't** find parking close to the office building. I **had to** park three blocks away.

**Dorota:** How late were you?

**Halina:** Only 15 minutes.

**Dorota:** Next time, go to the place the day before the interview. You can check travel time and parking then.

**Halina:** I **didn't** like the interview, Dorota. It **took** an hour. There were two people behind a desk. They **asked** me a lot of questions. And I was nervous.

**Dorota:** What were some of the questions?

**Halina:** Well, one question was, "Why do you want this job?" I **told** them the truth. My last job was difficult. I **worked** a lot of hours. I **didn't** make enough money.

**Dorota:** You shouldn't complain about your past jobs. Instead, say positive things about this new company.

**Halina:** I **did**. I **told** them some good things. Their company isn't too far from my neighborhood. It's easy to get there. I **didn't** complain about the parking.

**Dorota:** But you **didn't** say anything about the company. Find some information on the company's Web site. What does the company do? What do you like about it? It's important to know something about the company.

**Halina:** I **made** a lot of mistakes in this interview. I **said** the wrong things.

**Dorota:** Don't worry. It was good practice. The next time is going to be easier. You're going to be more prepared.

### Did You Know?

Sometimes companies hire people for 90-day trial periods. If the employee does good work, he or she can be a regular employee.

## Vocabulary in Context

sales position	Halina wants a <b>sales position</b> . She wants to sell things in a store.
résumé	Your <b>résumé</b> is very important. It shows your job history and your education history.
get (to a place)/ get there	The company is near my house. It's easy to <b>get to</b> the office. I can <b>get there</b> by bus.
block	Halina parked three <b>blocks</b> from the office.
difficult	My last job was <b>difficult</b> . It was hard for me.
instead	Don't drive. Take the bus <b>instead</b> .
positive	Don't complain. Say something <b>positive</b> instead.
make mistakes	Some of her answers on the test were wrong. She <b>made mistakes</b> .
prepared	It's important to be <b>prepared</b> for a job interview.
nervous	I answered some questions wrong. I was <b>nervous</b> .



## Listening

### Activity



Listen to the sentences about the conversation. Circle *true* or *false*.

CD 3, TR 22

**EXAMPLE** Halina made mistakes in her job interview.      TRUE      FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE |         |       |

## 11.7 The Simple Past Tense of Regular Verbs— Affirmative Statements

We add *-ed* to the base form of the verb to form the simple past tense of regular verbs.

SUBJECT	VERB + -ED	COMPLEMENT
I	<b>complained</b>	about my last job.
Halina	<b>filled out</b>	the application.
She	<b>needed</b>	a reference.
We	<b>talked</b>	about my job history.
You	<b>wanted</b>	a better job.
The employers	<b>asked</b>	me a lot of questions.

**Language Note:** The simple past tense of regular verbs is the same for all persons:  
I **worked** hard. She **worked** hard. They **worked** hard.

**Pronunciation Note:** The *-ed* ending has three sounds: /d/, /t/, and /ɪd/. We pronounce the /ɪd/ sound if the verb ends in a *t* or *d* sound. Listen to your teacher pronounce the following sentences:

/d/ Peter **stayed** home.

/t/ She **parked** three blocks away.

Halina **used** the car.

I **talked** about my last job.

/ɪd/ You **expected** to get the job.

I **decided** to try again.

### EXERCISE 1 Fill in the blanks with the simple past tense of the verb in parentheses ( ).

**EXAMPLE** Halina parked (park) three blocks from the office building.

- Halina \_\_\_\_\_ (fill out) an application for a sales position.
- A company \_\_\_\_\_ (call) Halina for an interview.
- Two people \_\_\_\_\_ (interview) Halina.
- The people \_\_\_\_\_ (ask) Halina about her job history.
- Halina \_\_\_\_\_ (complain) about her old job.
- Dorota and Halina \_\_\_\_\_ (talk) about the interview.
- Halina \_\_\_\_\_ (need) references for this position.
- She \_\_\_\_\_ (use) Dorota as a reference.



## 11.8 Spelling of the *-ed* Form

BASE FORM	PAST FORM	EXPLANATION
work	worked	For most verbs, add <i>-ed</i> to the base form.
live	lived	If the verb ends in <i>e</i> , add <i>-d</i> only.
study	studied	If the verb ends in consonant + <i>y</i> , change <i>y</i> to <i>i</i> and add <i>-ed</i> .
stay	stayed	If the verb ends in a vowel + <i>y</i> , do not change the <i>y</i> to <i>i</i> .
shop	shopped	Double the final consonant if a single syllable word ends in consonant + vowel + consonant.

**EXERCISE 2** Fill in the blanks with the simple past tense of the verb in parentheses ( ). Use the spelling rules from chart 11.8 above.

**EXAMPLE** I liked my job in that company.  
(like)

- Halina \_\_\_\_\_ for the sales position.  
(apply)
- Employees in that company \_\_\_\_\_ business in college.  
(study)
- You \_\_\_\_\_ the car in front of the office building.  
(stop)
- Several employees \_\_\_\_\_ to work on Saturday.  
(plan)
- We \_\_\_\_\_ at the interview for half an hour.  
(stay)
- Baker's \_\_\_\_\_ new workers for the holidays.  
(hire)

## 11.9 The Simple Past Tense of Irregular Verbs— Affirmative Statements

Some verbs do not use *-ed* to form the past tense. We call these irregular verbs. Here are some common irregular verbs.

BASE FORM	PAST FORM	BASE FORM	PAST FORM	BASE FORM	PAST FORM
take	took	say	said	send	sent
have	had	tell	told	go	went
get	got	make	made	see	saw
know	knew	give	gave	do	did

**Language Notes:**

- We use irregular forms in the affirmative statements and in subject questions.
- For a list of irregular past tense forms, see Appendix D.

**EXERCISE 3**

Fill in the blanks with the simple past tense of a verb from the box below. Use chart 11.9 to check for irregular forms of the simple past tense.

see	have	send	give
go	get	tell	take

**EXAMPLE** Halina saw two people at her interview.

- Halina \_\_\_\_\_ a job interview last week.
- She \_\_\_\_\_ her résumé to a company.
- She \_\_\_\_\_ to the office building for an interview.
- The interview \_\_\_\_\_ an hour.
- Halina \_\_\_\_\_ information about the job online.
- Halina \_\_\_\_\_ Dorota about her interview.
- Dorota \_\_\_\_\_ Halina some good advice.

## 11.10 The Simple Past Tense—Negative Statements

We use *didn't* + the base form for the negative of both regular and irregular verbs in the past. *Didn't* is the contraction for *did not*.

SUBJECT	DIDN'T	VERB (BASE FORM)	COMPLEMENT
I	didn't	work	at Baker's last year.
Halina	didn't	arrive	on time.
My employer	didn't	hire	any new employees.
You	didn't	apply	for the job.
We	didn't	know	all the answers.
They	didn't	give	the right answer.

**Language Note:** Compare the affirmative and the negative.

She **worked** on Saturday. She **didn't work** on Sunday.

They **went** by car. They **didn't go** by bus.

**EXERCISE 4** Use the words in parentheses ( ) to make a negative statement about the sentence given.

**EXAMPLE** Halina said many things. (positive things about the company)

But she didn't say positive things about the company.

1. Halina parked her car. (close to the office building)

But \_\_\_\_\_

2. Halina had an interview for an office job. (at Baker's)

But \_\_\_\_\_

3. Dorota went with Halina to the supermarket. (to her job interview)

But \_\_\_\_\_

4. The new employees worked during the week. (on the weekends)

But \_\_\_\_\_

5. Halina used Dorota as a reference on her application. (Simon)

But \_\_\_\_\_

**EXERCISE 5** Complete the short conversations with the affirmative or negative of the verb in parentheses ( ). Use the simple past tense.

**EXAMPLES** **A:** I used you and Dorota as references on a job application.

**B:** Yes, I know. The company called Dorota yesterday.  
(call)

But they didn't call me.  
(call)

1. **A:** Halina applied for a job at Baker's last month.

**B:** Yes, but she \_\_\_\_\_ the job. She's still looking  
for a job.  
(get)

2. **A:** You look nervous. What's wrong?

**B:** I \_\_\_\_\_ a big mistake at work today.  
(make)

3. **A:** You didn't apply for the sales position. Why?

**B:** I \_\_\_\_\_ time. I'm going to apply next week.  
(have)

4. **A:** I was surprised by the news.

**B:** We were all surprised. We \_\_\_\_\_ this news.  
(expect)

5. A: Why did you leave your last job?

B: The company \_\_\_\_\_ me out of town on business  
(send)  
too often. I \_\_\_\_\_ my family enough.  
(see)

6. A: You have a new job now.

B: I know. Your friend Jesse \_\_\_\_\_ me.  
(tell)

## EXERCISE 6

**ABOUT YOU** Use the words given to talk about your past activities. Make an affirmative or negative past tense sentence.

**EXAMPLE** work on weekends in my country

I worked on weekends in my country. OR I didn't work on weekends.

1. apply to come to this school

\_\_\_\_\_

2. use the computer to fill out the application

\_\_\_\_\_

3. go to high school in my country

\_\_\_\_\_

4. take a test to enter this class

\_\_\_\_\_

5. study English in my country

\_\_\_\_\_

6. get a job my first month in the U.S.

\_\_\_\_\_

7. take classes at a different school last year

\_\_\_\_\_

8. see my friends last night

\_\_\_\_\_

9. need to buy a book for this class

\_\_\_\_\_

10. make a lot of mistakes in this exercise

\_\_\_\_\_

**EXERCISE 7** Complete the conversation between Dorota and Halina about another job interview three weeks later. Use the affirmative or negative of the verb in parentheses ( ). Use the simple past tense.

CD 3, TR 23

**Halina:** Thanks for your advice about interviews, Dorota. Unfortunately<sup>1</sup>,

I didn't get the sales position. But I  
(example: get)  
 \_\_\_\_\_ another interview this morning. It was  
(I have)  
 for a position in another company. I \_\_\_\_\_  
(2 make)  
 any mistakes this time.



**Dorota:** That's good.

**Halina:** I was on time. And I was prepared. I \_\_\_\_\_ about  
(3 learn)  
 the company on the Web first. I \_\_\_\_\_ the  
(4 tell)  
 interviewers positive things about their company.

I \_\_\_\_\_ about my old job. I was lucky too. They  
(5 complain)  
 \_\_\_\_\_ about Anna. I'm not sure about child  
(6 ask)  
 care for her yet.

**Dorota:** Don't worry, Halina. They can't ask any personal questions in a job interview. It's against the law.

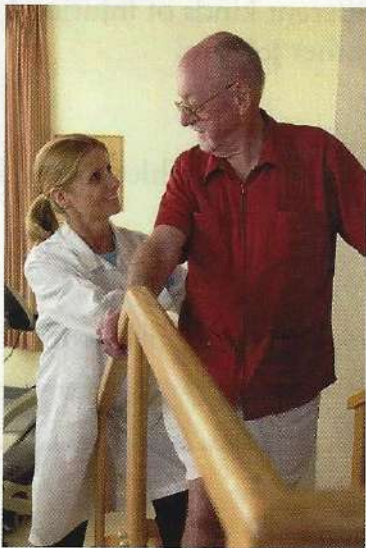
**Halina:** Really? I \_\_\_\_\_ that.  
(7 know)



<sup>1</sup>We use *unfortunately* to introduce bad news.

**Grammar****The Simple Past Tense****Yes/No Questions****More Irregular Verbs****Information Questions****Subject Questions****Context****Choosing a Career****Jobs of the Future****Before****You Read**

1. Do you know some people with interesting jobs? What kinds of jobs do they have?
2. In your opinion, what are some jobs of the future?



Matt is visiting Simon and Marta for the first time. Matt helped Marta's father in the hospital. Simon and Marta are talking about Matt's job.

**Simon:** So, Matt, you have an interesting career. You are a physical therapist, right?

**Matt:** Well, not exactly. I'm a PT assistant. I help the physical therapists in the hospital.

**Marta:** Why did you choose this career, Matt?

**Matt:** Well, I like physical activity. I like to help people. And a job in health services is a good job for the future. Did you know that?

**Simon:** Yes. We read something about it last week.

**Marta:** What did you do to prepare for this job?

**Matt:** First, I took classes at a community college. I was in a special program for PT assistants.

**Simon:** How long did it take?

**Matt:** Two years. I got a certificate from the college.

**Marta:** Did you have on-the-job training also?

**Matt:** Yes. We had training at the hospital for some time. I worked with several physical therapists and their patients. I learned to help people with many different kinds of injuries. I was so busy in those days. I had another job too.

**Marta:** What did you do?

**Matt:** I was a part-time fitness instructor at an athletic club. I thought about a career in fitness.

**Simon:** How long did you stay there?

**Matt:** Only a year. It was temporary. Two jobs took too much time.



**Did You Know?**

The U.S. population is getting older. Because of this, jobs in health care are increasing.

## Vocabulary in Context

career	Matt studied for his <b>career</b> . He likes his job in health services.
on-the-job training	Companies often give new employees <b>on-the-job training</b> . The employees work and learn about the job at the same time.
patient	Marta's father was in the hospital. He was a <b>patient</b> .
injure (v.) injury (n.)	She fell and broke her leg. She <b>injured</b> her arm too. The <b>injuries</b> are very serious.
physical therapist (PT)	A <b>physical therapist</b> helps patients move and exercise after an accident or injury.
assistant	An <b>assistant</b> helps another person with his/her job.
fitness instructor	A <b>fitness instructor</b> works at a health club. He or she helps people with exercise and exercise machines.
athletic club (health club)	People go to an <b>athletic club</b> to exercise. Sometimes we call it a <b>health club</b> or gym.
temporary	Matt's job was <b>temporary</b> . He stayed for only one year.

## Listening

### Activity

CD 3, TR 25

Listen to the sentences about the conversation. Circle *true* or *false*.

<b>EXAMPLE</b>	Matt works at a health club.	TRUE	<b>FALSE</b>
1.	TRUE	FALSE	5. TRUE
2.	TRUE	FALSE	6. TRUE
3.	TRUE	FALSE	7. TRUE
4.	TRUE	FALSE	



## 11.11 The Simple Past Tense—Yes/No Questions

The question pattern for regular and irregular verbs is the same. Use *did* + the base form.

DID	SUBJECT	VERB (BASE FORM)	COMPLEMENT	SHORT ANSWER
Did	I	choose	a good career?	Yes, you did.
Did	Matt	visit	Simon and Marta?	Yes, he did.
Did	they	invite	Matt to their home?	Yes, they did.
Did	you	work	last Saturday?	No, I didn't.
Did	we	know	about your last job?	No, you didn't.

### Language Notes:

- In fast, informal speech, we sometimes pronounce *did you* as /dɪdʒə/, and *did he* as /dɪdi/. Listen to your teacher pronounce the following sentences:  
 Did you choose a career?                      Did he get the job?  
 Did you make a good choice?                 Did he have any training?
- Compare affirmative statements and questions.  
 He **worked** on Saturday. **Did** he **work** on Sunday?  
 She **got** the job. **Did** she **get** a good salary?

**EXERCISE 1** Write *yes/no* questions with the words given. Answer them with a short answer. Use the ideas in the conversation on page 268.

**EXAMPLE** Matt / need / an education for his job  
 Did Matt need an education for his job? Yes, he did.

1. Matt / get / a bachelor's degree

\_\_\_\_\_

2. Matt's employer / offer / on-the-job training

\_\_\_\_\_

3. Simon and Marta / ask / about Matt's family

\_\_\_\_\_

4. Simon / hear / about health careers on TV

\_\_\_\_\_

5. Matt / help / Simon's father in the hospital

\_\_\_\_\_

6. Simon and Marta / ask / Matt a lot of questions

\_\_\_\_\_

## 11.12 More Irregular Verbs in the Simple Past Tense

BASE FORM	PAST FORM	BASE FORM	PAST FORM	BASE FORM	PAST FORM
eat	ate	spend	spent	come	came
choose	chose	keep	kept	meet	met
read	read*	feel	felt	leave	left
write	wrote	think	thought	hear	heard

**\*Pronunciation Note:** The past tense of **read** sounds like the color **red**.

**EXERCISE 2** Fill in the blanks about the conversation on page 268 with the affirmative of a simple past tense verb. Choose verbs from the chart above and from the chart on page 262. Answers may vary.

**EXAMPLE** Matt spent two years at a community college.

- Marta \_\_\_\_\_ Matt in the hospital.
- Matt \_\_\_\_\_ to Simon and Marta's house.
- Matt \_\_\_\_\_ a career in health services.
- Matt \_\_\_\_\_ about a career as a fitness instructor.
- Simon \_\_\_\_\_ about careers in health services last week.
- It \_\_\_\_\_ Matt two years to get a certificate from college.
- Then Matt \_\_\_\_\_ a full-time job at a hospital.
- The hospital \_\_\_\_\_ him on-the-job training.
- During his training, Matt \_\_\_\_\_ a temporary job at an athletic club.
- Two jobs \_\_\_\_\_ too much of Matt's time.
- He \_\_\_\_\_ his job at the athletic club for only a year. Then he \_\_\_\_\_ it.
- Matt \_\_\_\_\_ Simon and Marta all about his training.
- At the hospital, Matt \_\_\_\_\_ many people with injuries.
- After his training, Matt \_\_\_\_\_ how to help people with injuries.
- After the conversation, Matt \_\_\_\_\_ dinner with Simon and Marta.

## 11.13 The Simple Past Tense—Information Questions

QUESTION WORD(S)	DID	SUBJECT	VERB (BASE FORM)	COMPLEMENT	ANSWER
Why	did	I	make	mistakes?	Because you weren't prepared.
What kind of job	did	Matt	find?		A job as a PT assistant.
Where	did	you	hear	about the job?	From a friend.
How	did	you	prepare	for the job?	I took courses at a community college.
How many people	did	they	interview	today?	Five.
How long	did	they	work	at the hospital?	For five years.

**Language Note:** Compare affirmative statements and information questions.

Matt **got** his job last year. How **did** he **get** his job?

Matt **went** to Simon and Marta's house. Why **did** he **go** to their house?

He **worked** at an athletic club. When **did** he **work** at an athletic club?

**EXERCISE 3** Write an information question for each answer in the short conversations. The underlined words are the answers. Answers may vary.

**EXAMPLE A:** How many jobs did he apply for?

**B:** He applied for three jobs.

1. **A:** \_\_\_\_\_

**B:** I took classes at Newtown Community College.

2. **A:** \_\_\_\_\_

**B:** Simon read about careers in health services.

3. **A:** \_\_\_\_\_

**B:** Matt met four PT assistants in that hospital.

4. **A:** \_\_\_\_\_

**B:** They helped people with injuries.

5. **A:** \_\_\_\_\_

**B:** Marta's father stayed in the hospital for three weeks.

6. **A:** \_\_\_\_\_

**B:** Matt got a part-time job as a fitness instructor.

7. **A:** \_\_\_\_\_

**B:** He kept that job for a year.

# 11.14 The Simple Past Tense—Subject Questions

In a subject question, use the past form of the verb.

QUESTION WORD(S)	VERB <i>-ED</i> OR IRREGULAR FORM	COMPLEMENT	ANSWER
What	<b>happened</b>	to the patient?	She went home.
Who	<b>helped</b>	the new patient?	Matt did.
How many students	<b>got</b>	a certificate in PT?	Thirty students did.
Which newspaper	<b>had</b>	information about health careers?	Last week's newspaper did.

**EXERCISE 4** Make questions with the words given. Use the question word as the subject. Use regular and irregular past tense verbs.

**EXAMPLE** Who / take / those people to the hospital

*Who took those people to the hospital?*



1. What / happen / at the health club yesterday

2. Who / tell / you about that job

3. How many people / apply / for the job as a fitness instructor

4. Which patient / spend / two weeks at the hospital

5. Which student / choose / a job in health services

6. Who / write / about jobs of the future

7. What kinds of patients / need / help with their injuries

8. How many physical therapists / go / to community colleges

## 11.15 More Irregular Verbs in the Simple Past Tense

BASE FORM	PAST FORM	BASE FORM	PAST FORM	BASE FORM	PAST FORM
put	put*	fall	fell	pay	paid
break	broke	hurt	hurt*	cost	cost*
find	found	understand	understood	buy	bought
drive	drove	lose	lost	sell	sold

**Language Note:** \*For some verbs, the base form and the past form are the same.

**EXERCISE 5** Write a question and an answer with the words given. Use the words in parentheses ( ) in the answer. Be careful. Some questions are about the subject.

**EXAMPLE** Where / the patient / hurt her arm (at the health club)

*Where did the patient hurt her arm?*

*She hurt it at the health club.*

1. How / she / hurt her arm (fall and break)

2. Which arm / she / break (her right arm)

3. Who / drive / her to the hospital (her husband)

4. How long / the woman / stay in the hospital (only a few hours)

5. What kind of help / she / get later (from a good physical therapist)

6. Who / help / her in her house (she / pay for a service)

7. How much / this service / cost (\$15 an hour)

---

---

8. Where / she / find this service (online)

---

---

9. How much work time / she / lose (only a week)

---

---

## Editing Advice

1. Don't use the simple past tense after *to* (the infinitive).

He wanted to <sup>spend</sup>~~spent~~ some time at the health club.

2. Use the base form after *did* and *didn't*.

Where did they <sup>go</sup>~~went~~ after work?

They didn't <sup>find</sup>~~found~~ good jobs.

3. Use the correct verb form and word order in questions.

Where <sup>did your brother go</sup>~~your brother went~~ to college?

4. Don't use *did* in subject questions about the past. Use the past form.

What <sup>happened</sup>~~did happen~~ at the interview today?

5. Use the correct spelling of the *-ed* forms.

She <sup>applied</sup>~~applyed~~ for a job as a fitness instructor.

6. Use the correct verb form.

I <sup>hurt</sup>~~hurted~~ my leg.      He <sup>broke</sup>~~breaked~~ his arm.

## Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Matt is talking to a new patient, Tracy, about her injury.

**Matt:** Tracy, <sup>give</sup> did your doctor <sup>(example)</sup> gave you a note for me?

**Tracy:** Yes. He <sup>C</sup> gave me this note.  
<sup>(example)</sup>

**Matt:** Thanks. <sup>(1)</sup> What happen? How <sup>(2)</sup> you hurt your shoulder, Tracy?

**Tracy:** I <sup>(3)</sup> falled during my exercise walk. I <sup>(4)</sup> broke my shoulder. There was something on the sidewalk and I <sup>(5)</sup> didn't saw it.

**Matt:** That's terrible! <sup>(6)</sup> Did you called 911?

**Tracy:** I <sup>(7)</sup> wanted to called 911 but I <sup>(8)</sup> didn't have my cell phone.

But someone <sup>(9)</sup> help me.

**Matt:** Who <sup>(10)</sup> did help you?

**Tracy:** A nice woman <sup>(11)</sup> stoped her car to help me.

**Matt:** What <sup>(12)</sup> the woman did? <sup>(13)</sup> Did she took you to the hospital?

**Tracy:** No. She <sup>(14)</sup> call 911 and <sup>(15)</sup> waited with me. Then the ambulance <sup>(16)</sup> come and <sup>(17)</sup> taked me to the hospital.

**Matt:** You <sup>(18)</sup> were lucky. <sup>(19)</sup> Did you know the woman?

**Tracy:** No, I didn't. I wanted to <sup>(20)</sup> thanked her later, but she <sup>(21)</sup> didn't tell me her name.

## Expansion

### Learner's

Log **1** What did you learn in this unit? Write three to five sentences about each topic:

- How Halina applied for a job at Baker's
- Halina's first job interview
- Halina's second job interview
- How Matt got a job as a physical therapist's assistant

**2** Write two questions you still have about each of the four topics above.

### Writing

#### Activity

Rewrite the following conversation between Matt and his new patient, Tracy. Change *now* to *last year*. Make the necessary changes to the verbs.

**Matt:** Do you have a job now, Tracy?

**Tracy:** Yes, I do. I work in the employment services department at Baker's Department Store.

**Matt:** What do you do there?

**Tracy:** I keep information about employees. I help employees with their problems. And I write reports.

**Matt:** How do you get a job like that?

**Tracy:** Well, it isn't difficult. It takes two years to get a certificate in business. Then I have to send a lot of résumés to different companies.

**Matt:** Do you like your job?

**Tracy:** No, I don't. I don't want to work in business. I want to have a career in health services like you.

#### EXAMPLE

Matt: Did you have a job last year, Tracy?



For more practice using grammar in context, please visit our Web site.



Giving Back



## Grammar

Review of Verb Tenses—Affirmative  
and Negative

Review of Infinitives

Review of Modal Verbs—Affirmative  
and Negative

Review of Time Expressions

## Context

Volunteers

## Helping Others

Before

You Read

1. What help did you need as a newcomer? Who helped you? How?
2. What do you do to help other newcomers?





Read the following conversation. Pay special attention to verb tenses and modals in the affirmative and negative.

*Simon, Dorota, Victor, Lisa, and Halina are in a coffee shop.*

**Victor:** Simon, thanks for your help on moving day. With your help, it **didn't take** us a long time. You gave me some good advice about used cars too. But I **don't have** a car yet. I'm still looking.

**Simon:** How's your new apartment?

**Lisa:** We're very comfortable there. It's big and sunny. Our daughter likes her new school too. She **doesn't have to walk** far. We're all **enjoying** life in the U.S. now. We **don't feel** like newcomers anymore. Thanks for all your help. We're **not going to forget** it.

**Simon:** No problem.<sup>1</sup> Any time.

**Halina:** I want to **thank** you, Dorota. With your help, I **learned** about many important places in this city. Also, you **helped** me with my Social Security card. And your advice about job interviews **was** very helpful. I really **like** my new job. I'm **going to stay** with this company for a while.

**Dorota:** I was happy to help, Halina.

**Halina:** My life is easier now. I **don't feel** confused. I feel comfortable now. Maybe I **can help** you in your work with newcomers. I **can be** a volunteer. I'm **going to have** more time from now on.

**Victor:** You **can count on** my help too.

**Simon:** That's good. Marta and I **are going to have** a meeting for volunteers next week. We **have to meet** in the evening. Many people **work** during the day. You **should come**. You **can learn** about other volunteer activities too. There are many opportunities to help others.

### Did You Know?

In 2008, 61.8 million Americans volunteered a total of 8 billion hours.

<sup>1</sup>No problem is another way of saying "you're welcome."

## Vocabulary in Context

yet	Victor has a driver's license, but he doesn't have a car <b>yet</b> .
comfortable	Halina feels <b>comfortable</b> here now. Her life here is easier for her.
newcomer	My friend just arrived in the U.S. He is a <b>newcomer</b> .
really	Halina <b>really</b> likes her new job. She likes it very much.
volunteer (n.) volunteer (v.)	Simon and Dorota are <b>volunteers</b> . They <b>volunteer</b> with newcomers. They do not get paid for their work.
from now on	Halina and Victor have an easier life now. <b>From now on</b> , they are going to have more time.
count on	You always help us. We can always <b>count on</b> you.
opportunity	There are many <b>opportunities</b> to help. You have a choice of many things.

## Listening

### Activity

Listen to the sentences about the conversation. Circle *true* or *false*.

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**EXAMPLE** Simon, Dorota, and their friends are at Simon's house.

- |    |      |       |  |       |       |
|----|------|-------|--|-------|-------|
|    |      | TRUE  | <input checked="" type="radio"/> FALSE |       |       |
| 1. | TRUE | FALSE | 5. TRUE                                | FALSE |       |
| 2. | TRUE | FALSE | 6.                                     | TRUE  | FALSE |
| 3. | TRUE | FALSE | 7.                                     | TRUE  | FALSE |
| 4. | TRUE | FALSE | 8.                                     | TRUE  | FALSE |

## 12.1 Review of Verb Tenses—Affirmative and Negative

### The Simple Present Tense

	EXAMPLES	EXPLANATION
<i>Be</i>	a. Dorota <b>is</b> 40 years old. b. Halina <b>isn't</b> a manager now. c. Dorota <b>is</b> from Poland. d. The five friends <b>are</b> in a coffee shop. e. It <b>isn't</b> cold today. f. It <b>is</b> 3:00 P.M. g. Halina and Victor <b>are</b> happy. Their lives <b>aren't</b> as difficult now. h. It <b>is</b> hard to start life in a new country.	a. Age b. Occupation/work c. Place of origin d. Location e. Weather f. Time g. Description h. After <i>it</i> in impersonal expressions
<i>There + Be</i>	a. There <b>is</b> a need for volunteers. b. There <b>aren't</b> many people in the coffee shop	a. Use <i>there is</i> to introduce a singular subject. b. Use <i>there are</i> to introduce a plural subject.
Other Verbs	a. Halina <b>works</b> in an office. b. Dorota <b>doesn't work</b> every day.	a. Facts b. Habits, customs, regular activity

### The Present Continuous Tense

EXAMPLES	EXPLANATION
Halina <b>is thanking</b> Dorota. They <b>are meeting</b> in a coffee shop.	Actions at the present moment
Halina <b>isn't looking</b> for a job at this time. She <b>is thinking</b> about volunteer activities.	Actions at a present time period

### The Future Tense

	EXAMPLES	EXPLANATION
<i>Be</i>	Halina and Victor <b>are going to be</b> volunteers.	Future plans and predictions
<i>There + Be</i>	There <b>isn't going to be</b> a volunteer meeting tomorrow.	
Other Verbs	Halina <b>is going to help</b> newcomers. Halina <b>is going to have</b> more free time soon.	

(continued)

## The Simple Past Tense

	EXAMPLES	EXPLANATION
<i>Be</i>	Halina <b>was</b> a department manager in Poland.	Actions completed in the past
<i>There + Be</i>	There <b>weren't</b> many people in the coffee shop yesterday.	
Regular Verbs	Victor <b>moved</b> to a new apartment two weeks ago. He <b>didn't move</b> far away.	
Irregular Verbs	Halina <b>got</b> a job in an office. She <b>didn't get</b> a job in a store.	

**EXERCISE 1** Complete each sentence about the conversation on page 281 with the correct tense of the verb in parentheses ( ). Use affirmative verbs.

**EXAMPLE** Halina is talking to Dorota now.  
(talk)

- Simon, Dorota, Halina, Lisa, and Victor \_\_\_\_\_ together in a coffee shop.  
(sit)
- Victor's family \_\_\_\_\_ a bigger apartment.  
(find)
- Lisa \_\_\_\_\_ the new apartment.  
(like)
- Victor and Halina \_\_\_\_\_ American life now.  
(enjoy)
- Simon \_\_\_\_\_ Victor good advice about used cars.  
(give)
- Victor \_\_\_\_\_ a used car soon.  
(buy)
- Halina and Victor \_\_\_\_\_ newcomers several months ago.  
(be)
- Halina \_\_\_\_\_ a Social Security card.  
(have)
- Dorota \_\_\_\_\_ Halina with her Social Security card.  
(help)
- Halina \_\_\_\_\_ Dorota with other newcomers from now on.  
(help)
- There \_\_\_\_\_ a volunteer meeting at Marta's house soon.  
(be)

**EXERCISE 2** Read each sentence. Write the negative form with the words in parentheses ( ).

**EXAMPLE** The five friends are having coffee now. (lunch)  
**They aren't having lunch.**

1. Victor and Halina are talking about their lives now. (their problems)  
\_\_\_\_\_
2. Victor wanted to move. (stay in his old apartment)  
\_\_\_\_\_
3. His old apartment was too small. (big enough for his family)  
\_\_\_\_\_
4. Victor feels comfortable in the U.S. now. (strange anymore)  
\_\_\_\_\_
5. Simon gave Victor advice about cars. (about jobs)  
\_\_\_\_\_
6. Halina and Victor had a lot to do at first. (much free time then)  
\_\_\_\_\_
7. Victor and Lisa need a used car. (a new car)  
\_\_\_\_\_
8. Halina's going to work in the same company for a while. (look for another job soon)  
\_\_\_\_\_

## 12.2 Review of Infinitives

### EXAMPLES

Halina started **to work** for a new company.  
She expects **to stay** there for a while.  
I'm happy **to help** you.  
It's fun **to be** a volunteer.  
It takes time **to learn** about a new country.  
Halina wants **to help** other people.  
Victor is trying **to buy** a used car.

### EXPLANATION

The infinitive is *to* + the base form of the verb.  
The tense is always in the verb before the infinitive.  
Infinitives can go after:

- verbs
- adjectives
- impersonal expressions with *it*

**EXERCISE 3** Complete each sentence with an infinitive phrase. Use the ideas from the conversation on page 281. Answers will vary.

**EXAMPLE** It's good to help other people.

1. Victor wants \_\_\_\_\_
2. Halina needed \_\_\_\_\_
3. Halina is planning \_\_\_\_\_
4. It's not easy \_\_\_\_\_
5. Simon and Marta like \_\_\_\_\_
6. Simon and Marta are planning \_\_\_\_\_
7. Dorota was happy \_\_\_\_\_

## 12.3 Review of Modal Verbs—Affirmative and Negative

### Can, Should, Must, Have To

EXAMPLES	EXPLANATION
a. Victor <b>can speak</b> Spanish. Dorota <b>can't speak</b> Spanish. b. Simon has a license. He <b>can drive</b> . Ed <b>can't drive</b> . c. Victor and Halina <b>can volunteer</b> now. Peter is too busy. He <b>can't volunteer</b> now.	a. Ability—no ability b. Permission—no permission c. Possibility—impossibility
a. We <b>should be</b> on time. b. You <b>shouldn't arrive</b> late to an interview.	a. Advice or suggestion to do something b. Advice not to do something
a. Workers <b>must have</b> a Social Security card. b. You <b>must not drive</b> without a driver's license.	a. Strong obligation because of a rule or law b. Strong obligation not to do something because of a rule or law
a. Victor's daughter <b>has to go</b> to school. b. She <b>doesn't have to buy</b> her lunch at school. She can bring a lunch from home.	a. Necessity (by law, custom, rule, or personal obligation) b. Not necessary



**EXERCISE 4** **ABOUT YOU** Fill in the blanks. Make sentences that are true about you. Use the affirmative or negative of the modals in parentheses ( ).

**EXAMPLES**


I have to work tonight.  
(have to)

I can't read the newspaper without a dictionary.  
(can)

1. \_\_\_\_\_ speak English every day.  
(should)
2. \_\_\_\_\_ go to a meeting today.  
(have to)
3. \_\_\_\_\_ speak English like an American.  
(can)
4. \_\_\_\_\_ speak my native language in this class.  
(should)
5. \_\_\_\_\_ drive.  
(can)
6. \_\_\_\_\_ pay for classes at this school.  
(have to)

**EXERCISE 5** Halina, Victor, Lisa, Simon, and Dorota continue their conversation. Fill in the blanks with the correct forms of the verbs in parentheses ( ). Use the different tenses, infinitives, and modals.

Part 1:

  
CD 3, TR 28

**Dorota:** We need more volunteers this year.  
(example: need)

There's a lot to do. Sometimes we \_\_\_\_\_ enough volunteers to help all the newcomers.  
(I get, negative)

**Victor:** What else do volunteers do?

**Simon:** Well, many newcomers \_\_\_\_\_ how to drive in the U.S. They \_\_\_\_\_ sure about the rules on American roads. Volunteers \_\_\_\_\_ people with their driving practice. Tomorrow, Dorota and I \_\_\_\_\_ with a group of newcomers.

One young man \_\_\_\_\_ to work every day.  
(6 have to / drive)



(continued)

I \_\_\_\_\_ with him yesterday. But

(7 practice)

I \_\_\_\_\_ busy next week.

(8 be)

**Victor:** I \_\_\_\_\_ him. But I \_\_\_\_\_ a car yet.

(9 want / help)

(10 have, negative)

**Simon:** That's OK. This newcomer \_\_\_\_\_ a good used car last month. He \_\_\_\_\_ someone else's car.

(11 buy)

(12 need / use, negative)

### Part 2:

**Dorota:** Next Thanksgiving, we \_\_\_\_\_ a holiday dinner for newcomers. We \_\_\_\_\_ volunteers now. It's difficult \_\_\_\_\_ people right before a holiday. Everyone is so busy then.

(1 prepare)

(2 look for)

(3 find)

**Halina:** Peter and I \_\_\_\_\_ you. I \_\_\_\_\_.

(4 want / help)

(5 can / cook)

**Dorota:** Thanks, Halina. I \_\_\_\_\_ my friend Nancy about you. Nancy \_\_\_\_\_ holiday meals every year in a school in her neighborhood. Her holiday dinners are very popular with newcomers. Last year, fifty newcomers \_\_\_\_\_.

(8 come)

There \_\_\_\_\_ enough volunteers. Nancy

(9 be, negative)

\_\_\_\_\_ enough food. So I \_\_\_\_\_

(10 have, negative)

(11 volunteer / help)

her. I \_\_\_\_\_ the extra food from the deli.

(12 get)

Everyone \_\_\_\_\_ a wonderful time.

(13 have)

## 12.4 Review of Time Expressions

always	sometimes	this week	right away
never	hardly ever	in a few weeks	yesterday
from now on	rarely	next week	last year
often	right now	soon	two weeks ago
usually	at the moment	tomorrow	every week

**EXERCISE 6** Circle the time expressions in the following sentences. Then fill in the blanks in the sentences with an affirmative verb from the box. Use the correct tense. Answers may vary.

help	move	tell	come	give	have
be	enjoy	teach	try to get	find	invite

**EXAMPLE** At the coffee shop (yesterday), Dorota told Halina more about her friend Nancy.

- Nancy often \_\_\_\_\_ newcomers.
- These newcomers hardly ever \_\_\_\_\_ all the items necessary for their new life in America.
- Nancy usually \_\_\_\_\_ them clothes and things for their house.
- And she always \_\_\_\_\_ them about American life.
- Last year, five new families from Africa \_\_\_\_\_ into Nancy's neighborhood.
- In just a month, Nancy \_\_\_\_\_ them enough items for a comfortable home.
- She \_\_\_\_\_ jobs for them later too.
- These families \_\_\_\_\_ their new life in America now.
- Nancy \_\_\_\_\_ all the newcomers to her famous holiday dinner later this year.
- Last year, a city news reporter \_\_\_\_\_ to Nancy's dinner.
- His report \_\_\_\_\_ on TV a week later.
- A lot of people \_\_\_\_\_ her now.
- Nancy \_\_\_\_\_ them to work with newcomers now.

**EXERCISE 7** Look at the picture below. Write a paragraph about the picture. Use all the tenses you learned in this book: simple present, present continuous, future (*be going to*), simple past, and modal verbs. Use affirmative and negative sentences.

**EXAMPLES** Newcomers are going to have an American Thanksgiving dinner.

There's a turkey on each table.



# Lesson 2

## Grammar

Review of *Yes/No* Questions

Review of *Information* Questions

## Context

Volunteer Activities

### Charity Work

Before  
You Read

1. What volunteer activities do you know about?
2. Why do people volunteer?





Read the following conversation. Pay special attention to *yes/no* questions and information questions.

*There's a volunteer meeting at Marta's house.*

**Marta:** Good evening, everyone. These are my friends Rhonda, Val, and Elsa. They're volunteers. They're going to tell you about volunteer work. Rhonda, are you ready? What's your volunteer group doing this month?

**Rhonda:** Hello, everyone. My name is Rhonda and I work for an airline. We have a program to help poor children in other countries. This month we're planning a trip to South America. We're going to bring wheelchairs, eyeglasses, and medical supplies to people in small villages.

**Marta:** Who gives you these supplies, Rhonda?



**Rhonda:** Doctors give us medical supplies. Volunteers save their old eyeglasses for us. Charities help us too. And our airline pays for the flights.

**Marta:** Do you bring anything else to these people?

**Rhonda:** Yes. We bring clothing for children and adults too. And we also have special projects each year.

**Marta:** What did your group do last year, Rhonda? Was it a project for South Americans too?

**Rhonda:** Yes, it was. We brought a sick little boy from Colombia here to the U.S. He needed an operation. They didn't have medical care in his village. Two months later, I brought a healthy boy back to his parents. They were so happy. And I was too.

**Marta:** Do volunteers have to work for the airline?

**Rhonda:** Only airline workers can go on the trips. But you can help too.

**Marta:** How can we help?

**Rhonda:** You can collect supplies for us.

**Marta:** What are you going to do next?

**Rhonda:** Right now, we're collecting clothing and toys for a holiday party for Colombian kids.

**Marta:** Rhonda can answer your questions now. Does anyone have a question for Rhonda?

### Did You Know?

Most volunteers in America are women between the ages of 35 and 44. But volunteers over age 60 give the most hours of their time.

## Vocabulary in Context



wheelchair	Some people can't walk. They need a <b>wheelchair</b> .
village	Only 500 people live in his <b>village</b> .
collect	Rhonda <b>collects</b> eyeglasses to give to poor people.
fly (v.)/ flight (n.)	Rhonda is going to <b>fly</b> from New York to Colombia next week. Her <b>flight</b> leaves at 5 P.M.
airline	What <b>airline</b> is she going to use to fly to Colombia?
project	Rhonda's <b>project</b> is to collect clothing for poor people.
bring/ brought	A: What did you <b>bring</b> to the volunteer meeting? B: I <b>brought</b> some eyeglasses and clothes.
operation	A little boy was very sick. He needed an <b>operation</b> at a hospital.
toys	Children like to play with <b>toys</b> .



## Listening

### Activity



Listen to the sentences about the conversation. Circle *true* or *false*.

CD 3, TR 30

**EXAMPLE** Marta's asking Rhonda about her volunteer activities. TRUE FALSE

- |         |       |         |       |
|---------|-------|---------|-------|
| 1. TRUE | FALSE | 5. TRUE | FALSE |
| 2. TRUE | FALSE | 6. TRUE | FALSE |
| 3. TRUE | FALSE | 7. TRUE | FALSE |
| 4. TRUE | FALSE | 8. TRUE | FALSE |

## 12.5 Review of Yes/No Questions

### The Simple Present Tense

	YES/NO QUESTIONS	SHORT ANSWERS
<i>Be</i>	<b>Is</b> Rhonda a volunteer? <b>Are</b> the volunteers from South America?	Yes, she is. No, they aren't.
<i>There + Be</i>	<b>Is</b> there a meeting at Marta's house? <b>Are</b> there any Colombians at the meeting?	Yes, there is. No, there aren't.
Other Verbs	<b>Does</b> Dorota <b>work</b> for an airline? <b>Do</b> charities <b>help</b> with supplies?	No, she doesn't. Yes, they do.

### The Present Continuous Tense

YES/NO QUESTIONS	SHORT ANSWERS
<b>Is</b> Rhonda <b>talking</b> about her career?	No, she isn't.
<b>Are</b> you <b>listening</b> to Rhonda?	Yes, I am.
<b>Are</b> the volunteers <b>asking</b> for money?	No, they aren't.
<b>Are</b> we <b>learning</b> about volunteer activities?	Yes, we are.

### The Future Tense

YES/NO QUESTIONS	SHORT ANSWERS
<b>Is</b> Rhonda <b>going to need</b> help?	Yes, she is.
<b>Is</b> there <b>going to be</b> a party for the volunteers?	No, there isn't.
<b>Are</b> new volunteers <b>going to help</b> ?	Yes, they are.

### The Simple Past Tense

	YES/NO QUESTIONS	SHORT ANSWERS
<i>Be</i>	<b>Were</b> you a volunteer last year? <b>Was</b> Rhonda in South America last week? <b>Were</b> the volunteers helpful last year?	No, I wasn't. No, she wasn't. Yes, they were.
<i>There + Be</i>	<b>Was</b> there a problem with the volunteers? <b>Were</b> there enough volunteers to help?	No, there wasn't. Yes, there were.
Regular and Irregular Verbs	<b>Did</b> Rhonda <b>help</b> a sick boy? <b>Did</b> volunteers <b>go</b> to Mexico?	Yes, she did. No, they didn't.



## Modal Verbs and *Have To*

	YES/NO QUESTIONS	SHORT ANSWERS
<i>Should</i>	<b>Should</b> we volunteer for that project?	Yes, we should.
<i>Can</i>	<b>Can</b> I volunteer?	Yes, you can.
<i>Have To</i>	<b>Did</b> Rhonda <b>have to</b> volunteer for this project?	No, she didn't.
	<b>Do</b> volunteers <b>have to</b> come to the meeting?	Yes, they do.

**Language Note:** Questions with *must* are not common. We use *have to* for questions.

**EXERCISE 1** Ask a *yes/no* question about the conversation on page 292. Use the words given. Use the same tense as in the statement. Answer your question with a short answer.

**EXAMPLE** Rhonda has a job. (with an airline)

*Does she have a job with an airline? Yes, she does.*

- Rhonda is talking. (about her job with the airline)  
\_\_\_\_\_
- Rhonda brings medical supplies to poor children. (wheelchairs)  
\_\_\_\_\_
- A little boy needed medical care last year. (an operation)  
\_\_\_\_\_
- The sick boy was from a village. (from the U.S.)  
\_\_\_\_\_
- Rhonda brought the boy to the U.S. (back to his parents)  
\_\_\_\_\_
- The volunteers are going to have a party. (in the U.S.)  
\_\_\_\_\_
- There are many people at Marta's house today. (any volunteers)  
\_\_\_\_\_
- People should save their medical supplies for Rhonda's projects. (toys too)  
\_\_\_\_\_
- People can ask Rhonda questions. (about other projects)  
\_\_\_\_\_

## 12.6 Review of Information Questions

### The Simple Present Tense

	INFORMATION QUESTIONS	ANSWERS
<i>Be</i>	Who <b>is</b> Rhonda? Where <b>are</b> the volunteers?	She's Marta's friend. They're at Marta's house.
<i>There + Be</i>	Why <b>is</b> there a meeting today at Marta's house? How many people <b>are</b> there at the meeting?	To give information about volunteer work. About 20.
Subject Questions	Who <b>collects</b> eyeglasses? Which airline <b>helps</b> people?	Many people do. Rhonda's airline does.
Other Questions	Where <b>does</b> Rhonda <b>work</b> ? How <b>do</b> doctors <b>help</b> ?	At an airline. They give medical supplies.

### The Present Continuous Tense

	INFORMATION QUESTIONS	ANSWERS
Subject Questions	How many volunteers <b>are speaking</b> at the meeting?	Three.
Other Questions	What kind of trip <b>is</b> Rhonda <b>planning</b> ? What <b>are</b> volunteers <b>collecting</b> now?	A trip to bring supplies to South America. Children's clothing and toys.

### The Future Tense with *Be Going To*

	INFORMATION QUESTIONS	ANSWERS
<i>Be</i>	What <b>is</b> the new project <b>going to be</b> ? When <b>are</b> you <b>going to be</b> a volunteer?	A holiday party for kids. Next month.
<i>There + Be</i>	When <b>is</b> there <b>going to be</b> another meeting? How many meetings <b>are</b> there <b>going to be</b> ?	Next week. Only two more.
Subject Questions	Which children <b>are going to get</b> the gifts? Who <b>is going to be</b> at the next meeting?	The children in one small village. Many new volunteers.
Other Questions	What <b>is</b> Rhonda <b>going to do</b> with the toys? When <b>are</b> the volunteers <b>going to give</b> the toys to the children?	She's going to give them to kids. In December.

## The Simple Past Tense

	INFORMATION QUESTIONS	ANSWERS
<i>Be</i>	Where <b>was</b> the last meeting? Why <b>were</b> the sick boy's parents worried?	We don't know. Because there was no medical care in their village.
<i>There + Be</i>	Why <b>was</b> there a special project last year? What kind of help <b>was</b> there for the boy?	Because a little boy was sick. Medical help.
Subject Questions	Which volunteers <b>brought</b> the boy to the U.S.? Who <b>came</b> to the meeting?	Rhonda and her friends did. Victor and Lisa did.
Other Questions—Regular and Irregular Verbs	What kind of help <b>did</b> the boy <b>need</b> ? When <b>did</b> the boy <b>have</b> his operation?	He needed an operation. He had it last year.

## Modal Verbs and *Have To*

	INFORMATION QUESTIONS	ANSWERS
Subject Questions	Who <b>can</b> help Rhonda? How many children <b>had to</b> get an operation last year?	All of us can help her. One did.
Other Questions	When <b>can</b> we help Rhonda? What <b>should</b> we bring to Rhonda?  When <b>does</b> Rhonda <b>have to</b> get the toys?	You can help right now. You should bring her clothing and toys. Before her next trip.
<b>Language Note:</b> Questions with <i>must</i> are not common. Use <i>have to</i> for questions.		

**EXERCISE 2**

Write an information question about each sentence. Use the question words in parentheses ( ). Then write the answers. Use the ideas in the conversation on page 292.

**EXAMPLE** Rhonda has a job. (What kind)

*What kind of job does she have?*

*She works for an airline.*

1. Rhonda does volunteer work. (What kind)

2. Rhonda went to South America last year. (Why)

3. Someone pays for the flights to South America. (Who)

4. The volunteers are going to have a party for children. (When)

5. A sick boy had to come to the U.S. (Why)

6. People can help with the holiday project. (How)

7. We should collect things for Rhonda. (What)

8. Rhonda is explaining something to the new volunteers. (What)



**EXERCISE 3** Look at the picture below. Rhonda is at the Christmas party for the children. Write six questions about the picture. Use *yes/no* questions and information questions. Use all the tenses: simple present, present continuous, future, and past. Use modal verbs too. Write the answers.

**EXAMPLES** Is there a Christmas tree at the party? Yes, there is.

Who is talking to Santa? A little girl is talking to Santa.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**EXERCISE 5**

Elsa, another volunteer, is talking now. People are asking Elsa questions. Complete each question with the words given. Use the answers to help you choose the tense.



**Marta:** This is Elsa. She volunteers to help older people. She works with a neighborhood group. She works one week each month.

**Woman:** Are you going to work this week, Elsa?  
(example: you / work)

**Elsa:** Yes, I am. I'm going to help an older woman in my neighborhood. She can't see very well and she lives alone.

**Man:** How \_\_\_\_\_ her?  
(1 you / help)

**Elsa:** I'm going to take her to a doctor's appointment tomorrow, and I'm going to take her to the supermarket on the weekend.

**Woman:** What \_\_\_\_\_  
(2 this woman / do)  
all day?

**Elsa:** She goes to the gym two days a week. She exercises in a swimming pool.



**Woman:** \_\_\_\_\_ the bus to the gym?  
(3 she / have to / take)

**Elsa:** No, she doesn't. Another volunteer takes her.

**Woman:** \_\_\_\_\_ ?  
(4 she / can swim)

**Elsa:** She doesn't exactly swim. She takes an exercise class for seniors. It's exercise in the water.

**Woman:** When \_\_\_\_\_ these classes?  
(5 she / start)

**Elsa:** She started the classes 20 years ago. She says, "This class is responsible for my long life." She's 90 years old!

**Man:** How \_\_\_\_\_ this job, Elsa?  
(6 find)

**Elsa:** I heard about it from a friend in the neighborhood. We need more volunteers. Who \_\_\_\_\_ us?  
(7 want/help)

# Editing Advice

1. Use the base form after *doesn't*, *don't*, *didn't*, *have to*, and modals.

Peter didn't <sup>go</sup> ~~went~~ to the meeting last Saturday.

He had to <sup>work</sup> ~~worked~~ last Saturday.

Volunteers should <sup>go</sup> ~~to go~~ to the meetings.

2. Don't forget to use the base form in an infinitive.

They wanted to <sup>help</sup> ~~helped~~ us with the project.

3. Don't use a form of *be* with the simple present or past tenses.

Elsa's neighbor <sup>goes</sup> ~~is go~~ to the store every week.

She <sup>walked</sup> ~~was walk~~ to the store yesterday.

4. Don't use statement word order in a question.

Where <sup>did he work</sup> ~~he worked~~ last year?

When Elsa <sup>is Elsa going to drive</sup> ~~is going to drive~~ her neighbor to the supermarket?

5. Don't use *do*, *does*, or *did* in a subject question.

Who <sup>works</sup> ~~does work~~ as a volunteer?

6. Be sure each verb is in the correct tense and form for the context.

Everyone <sup>left</sup> ~~leaved~~ Marta's meeting at 10:00 last night.

The older woman <sup>goes</sup> ~~is going~~ to the gym two days a week.

7. Use the correct form in a short answer.

Are you a volunteer? No, <sup>I'm not.</sup> ~~I don't.~~

# Editing Quiz

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

Marta is interviewing another volunteer, Sam, at her meeting.

**Marta:** What kind of volunteer job <sup>do</sup> you have?  
(example)

**Sam:** I <sup>C</sup> work at a nature museum. I teach children's groups about animals, birds, and plants. Last month a group <sup>(1)</sup> come to do a school project. I <sup>(2)</sup> help them. They <sup>(3)</sup> had to wrote a report about the birds in our museum. They <sup>(4)</sup> didn't knew about these birds before.

**Marta:** That's interesting. Where <sup>(5)</sup> did you heard about this job?

**Sam:** I <sup>(6)</sup> finded it on the Internet. <sup>(7)</sup> There's a great Web site for volunteers. It's www.serve.gov.

**Marta:** How <sup>(8)</sup> this site works?

**Sam:** You fill in your city and your interests. The site <sup>(9)</sup> give you many opportunities. It's easy <sup>(10)</sup> use. You <sup>(11)</sup> doesn't have to look at many different sites.

**Marta:** <sup>(12)</sup> It's just for young people?

**Sam:** No, <sup>(13)</sup> it doesn't. There are opportunities for older people too. They can go to Senior Corps for information.

**Marta:** <sup>(14)</sup> I'm have an idea for a volunteer project. What <sup>(15)</sup> should I do?

**Sam:** You <sup>(16)</sup> should to put your idea on the site and ask for volunteers. Many people <sup>(17)</sup> are volunteering these days. And more people <sup>(18)</sup> going to volunteer in the future.

**Marta:** Why?

(continued)



**Sam:** <sup>(19)</sup> There's a new law in October 2009, the Serve America Act.

Because of this law, student volunteers can get money for their education. And the number of older people <sup>(20)</sup> is going up. So <sup>(21)</sup> we going to have more older volunteers too.

**Marta:** Thank you for your time Sam. We hope all of you can stay for coffee and cake. Sam, <sup>(22)</sup> you're going to stay for coffee with us?

**Sam:** Yes, thank you. But I <sup>(23)</sup> have to leave by 4:30.

## Expansion

### Learner's

#### Log

**1** Write three sentences about each topic. Use a different tense in each sentence.

- Val's volunteer job
- Elsa's volunteer job
- Rhonda's volunteer job

**2** Write three questions you still have about volunteer work.

### Writing

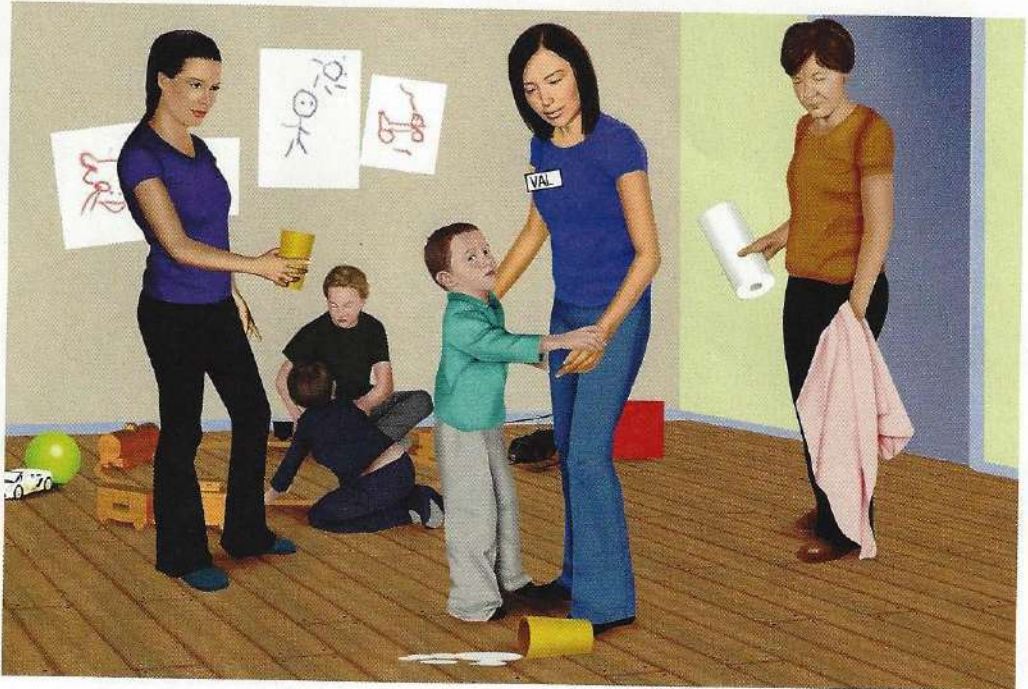
#### Activities

**1** Answer one of the following questions. Use affirmative and negative statements in the correct tense. Write 6–8 sentences.

- Do you know a volunteer in the U.S.? What does he/she do?
- Do you want to be a volunteer? What are you going to do? Why?
- Were you (or was someone you know) a volunteer in your country? Write about your (or the person's) volunteer activity.
- Did a volunteer help you? How?

**EXAMPLE** My neighbor Tom is a volunteer. He builds and repairs houses for low income people. . . .

2 Write five to six true sentences about the picture of Val in the child-care center. Write at least one sentence with each tense you learned in this book: the present continuous, simple present, future, past, and a modal verb.



EXAMPLE

Val is talking to a little boy.



For more practice using grammar in context, please visit our Web site.

# Appendices

## Appendix A

### The Calendar

Months	Days	Seasons
January (Jan.)	Sunday (Sun.)	Winter
February (Feb.)	Monday (Mon.)	Spring
March (Mar.)	Tuesday (Tues.)	Summer
April (Apr.)	Wednesday (Wed.)	Fall or Autumn
May	Thursday (Thurs.)	
June (Jun.)	Friday (Fri.)	
July (Jul.)	Saturday (Sat.)	
August (Aug.)		
September (Sept.)		
October (Oct.)		
November (Nov.)		
December (Dec.)		

### Dates

January 6, 1999

Jan. 6, 1999

1/6/1999

1/6/99

1-6-99

March 27, 2010

Mar. 27, 2010

3/27/2004

3/27/10

3-27-10



(continued)

# Numbers

Cardinal Numbers	Ordinal Numbers
1 = one	first
2 = two	second
3 = three	third
4 = four	fourth
5 = five	fifth
6 = six	sixth
7 = seven	seventh
8 = eight	eighth
9 = nine	ninth
10 = ten	tenth
11 = eleven	eleventh
12 = twelve	twelfth
13 = thirteen	thirteenth
14 = fourteen	fourteenth
15 = fifteen	fifteenth
16 = sixteen	sixteenth
17 = seventeen	seventeenth
18 = eighteen	eighteenth
19 = nineteen	nineteenth
20 = twenty	twentieth
21 = twenty-one	twenty-first
30 = thirty	thirtieth
40 = forty	fortieth
50 = fifty	fiftieth
60 = sixty	sixtieth
70 = seventy	seventieth
80 = eighty	eightieth
90 = ninety	ninetieth
100 = one hundred	hundredth
1,000 = one thousand	thousandth
1,000,000 = one million	millionth

**Peter Thomas** 6-38/542 7024  
 17 Cherry Tree Lane  
 New York, NY 10001

DATE September 6, 2010

PAY TO THE ORDER OF Teresa Jones \$ 950<sup>00</sup>/<sub>100</sub>

Nine Hundred Fifty and 00/100 DOLLARS

**Summerville Bank**

FOR rent Peter Thomas

⑆0123456789⑆ 0123456789101⑆ 7024

# Appendix B

## Spelling Rules for Verbs and Nouns

### Spelling of the -s Form of Verbs and Nouns

Verbs	Nouns	Rule
visit—visits need—needs like—likes spend—spends see—sees	chair—chairs bed—beds truck—trucks gift—gifts bee—bees	Add <b>-s</b> to most words to make the -s form.
miss—misses wash—washes catch—catches fix—fixes	dress—dresses dish—dishes match—matches box—boxes	Add <b>-es</b> to base forms with <i>ss</i> , <i>sh</i> , <i>ch</i> , and <i>x</i> at the end.
worry—worries try—tries study—studies	party—parties city—cities berry—berries	If the word ends in a consonant + <i>y</i> , change <i>y</i> to <i>i</i> and add <b>-es</b> .
pay—pays play—plays enjoy—enjoys	boy—boys day—days key—keys	If the word ends in a vowel + <i>y</i> , do not change the <i>y</i> . Just add <b>-s</b> .
	leaf—leaves knife—knives	If the noun ends in <i>f</i> or <i>fe</i> , change <i>f</i> or <i>fe</i> to <b>ves</b> .

#### Irregular -s Forms of Verbs

have—has  
go—goes  
do—does

#### Irregular Plural Forms of Nouns

man—men	foot—feet
woman—women	tooth—teeth
child—children	person—people (or persons)
mouse—mice	fish—fish

(continued)

## Spelling of the *-ing* Forms of Verbs

Verbs	Rule
go— <b>going</b> eat— <b>eating</b> spend— <b>spending</b>	Add <b>-ing</b> to most verbs to make the <b>-ing</b> form.
take— <b>taking</b> write— <b>writing</b> make— <b>making</b>	If a verb ends in silent <b>e</b> , drop the <b>e</b> and add <b>-ing</b> . Do NOT double the final consonant. WRONG: writting
pay— <b>paying</b> buy— <b>buying</b> worry— <b>worrying</b> study— <b>studying</b>	If a verb ends in a <b>y</b> , just add <b>-ing</b> . WRONG: studing
stop— <b>stopping</b> run— <b>running</b> split— <b>splitting</b>	If a one-syllable verb ends in consonant + vowel + consonant, double the final consonant and add <b>-ing</b> .
begin— <b>beginning</b> permit— <b>permitting</b> occur— <b>occurring</b>	If a two-syllable word ends in consonant + vowel + consonant, double the final consonant and add <b>-ing</b> only if the last syllable is stressed.
open— <b>opening</b> happen— <b>happening</b> develop— <b>developing</b>	If a multi-syllable word ends in consonant + vowel + consonant and the final syllable is not stressed, do NOT double the final consonant. Just add <b>-ing</b> .

## Spelling of the *-ed* Forms of Regular Past Tense Verbs

Verbs	Rule
listen— <b>listened</b> look— <b>looked</b>	Add <b>-ed</b> to most regular verbs to form the past tense.
bake— <b>baked</b> smile— <b>smiled</b> save— <b>saved</b>	If a verb ends in silent <b>e</b> , just add <b>-d</b> .
worry— <b>worried</b> study— <b>studied</b>	If a verb ends in a consonant + <b>y</b> , change the <b>y</b> to <b>i</b> and add <b>-ed</b> .
enjoy— <b>enjoyed</b> delay— <b>delayed</b>	If a verb ends in a vowel + <b>y</b> , just add <b>-ed</b> .
stop— <b>stopped</b> drag— <b>dragged</b> slam— <b>slammed</b>	If a one-syllable verb ends in consonant + vowel + consonant, double the final consonant and add <b>-ed</b> .
permít— <b>permitted</b> occúr— <b>occurred</b>	If a two-syllable word ends in consonant + vowel + consonant, double the final consonant and add <b>-ed</b> only if the last syllable is stressed.
ópen— <b>opened</b> háppen— <b>happened</b> devélop— <b>developed</b>	If a multi-syllable word ends in consonant + vowel + consonant and the final syllable is not stressed, do NOT double the final consonant. Just add <b>-ed</b> .

## Appendix C

### Spelling Rules for Comparative and Superlative Forms

Simple Form	Comparative Form	Superlative Form	Rule
old cheap	older cheaper	oldest cheapest	Add <b>-er</b> and <b>-est</b> to most adjectives.
big hot	bigger hotter	biggest hottest	If the adjective ends with consonant + vowel + consonant, double the final consonant before adding <b>-er</b> or <b>-est</b> .
nice late	nicer later	nicest latest	If the adjective ends in <b>e</b> , add <b>-r</b> or <b>-st</b> only.
busy easy	busier easier	busiest easiest	If the adjective ends in <b>y</b> , change <b>y</b> to <b>i</b> and add <b>-er</b> or <b>-est</b> .

# Appendix D

## Alphabetical List of Irregular Past Forms

Base Form	Past Form	Base Form	Past Form
be	was/were	lend	lent
become	became	let	let
begin	began	lie <sup>1</sup>	lay
bend	bent	light	lit (or lighted)
bet	bet	lose	lost
bite	bit	make	made
blow	blew	mean	meant
break	broke	meet	met
bring	brought	mistake	mistook
build	built	pay	paid
buy	bought	put	put
catch	caught	quit	quit
choose	chose	read	read <sup>2</sup>
come	came	ride	rode
cost	cost	ring	rang
cut	cut	run	ran
do	did	say	said
draw	drew	see	saw
drink	drank	sell	sold
drive	drove	send	sent
eat	ate	shake	shook
fall	fell	shoot	shot
feed	fed	shut	shut
feel	felt	sing	sang
fight	fought	sit	sat
find	found	sleep	slept
fit	fit	speak	spoke
fly	flew	spend	spent
forget	forgot	spread	spread
get	got	stand	stood
give	gave	steal	stole
go	went	swim	swam
grow	grew	take	took
have	had	teach	taught
hear	heard	tear	tore
hide	hid	tell	told
hit	hit	think	thought
hold	held	throw	threw
hurt	hurt	understand	understood
keep	kept	wake	woke
know	knew	wear	wore
lead	led	win	won
leave	left	write	wrote

<sup>1</sup>When *lie* means to not tell the truth, the past form is *lied*. When it means to place something down, the past form is *lay*.

<sup>2</sup>We pronounce the past tense of *read* like the color red.



## Capitalization Rules

- The first word in a sentence: **M**y friends are helpful.
- The word “I”: My sister and **I** took a trip together.
- Names of people: **J**ulia **R**oberts; **G**eorge **W**ashington
- Titles preceding names of people: **D**octor (**D**r.) **S**mith; **P**resident **L**incoln; **Q**ueen **E**lizabeth; **M**r. **R**ogers; **M**rs. **C**arter
- Geographic names: the **U**nited **S**tates; **L**ake **S**uperior; **C**alifornia; the **R**ocky **M**ountains; the **M**ississippi **R**iver

NOTE: The word “the” in a geographic name is not capitalized.

- Street names: **P**ennsylvania **A**venue (**A**ve.); **W**all **S**treet (**S**t.); **A**bbey **R**oad (**R**d.)
- Names of organizations, companies, colleges, buildings, stores, hotels: the **R**epublican **P**arty; **H**einle **C**engage; **D**artmouth **C**ollege; the **U**niversity of **W**isconsin; the **W**hite **H**ouse; **B**loomingdale’s; the **H**ilton **H**otel
- Nationalities and ethnic groups: **M**exicans; **C**anadians; **S**painiards; **A**mericans; **J**ews; **K**urds; **E**skimos
- Languages: **E**nglish; **S**panish; **P**olish; **V**ietnamese; **R**ussian
- Months: **J**anuary; **F**ebruary
- Days: **S**unday; **M**onday
- Holidays: **C**hristmas; **I**ndependence **D**ay
- Important words in a title: **G**rammar in **C**ontext; **T**he **O**ld **M**an and the **S**ea; **R**omeo and **J**uliet; **T**he **S**ound of **M**usic

NOTE: Capitalize “the” as the first word of a title.

## Glossary of Grammatical Terms

- **Adjective** An adjective gives a description of a noun.  
It's a *tall* tree.      He's an *old* man.      My sisters are *nice*.
- **Adverb** An adverb describes the action of a sentence or an adjective or another adverb.  
She speaks English *fluently*.      I drive *carefully*.  
She speaks English *extremely well*.      She is *very* intelligent.
- **Affirmative** means yes.
- **Apostrophe '** We use the apostrophe for possession and contractions.  
My *sister's* friend is beautiful.      Today *isn't* Sunday.
- **Article** The definite article is *the*. The indefinite articles are *a* and *an*.  
I have *a* cat.      I ate *an* apple.      *The* teacher is helpful.
- **Base Form** The base form, sometimes called the "simple" form, of the verb has no tense. It has no ending (-s or -ed): *be, go, eat, take, write*.  
I didn't *go* out.      He doesn't *know* the answer.  
You shouldn't *talk* in the library.
- **Capital Letter** A B C D E F G . . .
- **Comma ,**
- **Comparative Form** A comparative form of an adjective or adverb is used to compare two things.  
My house is *bigger* than your house.  
Her husband drives *faster* than she does.
- **Complement** The complement of the sentence is the information after the verb. It completes the verb phrase.  
He works *hard*.      I slept *for five hours*.      They are *late*.
- **Consonant** The following letters are consonants: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*.  
NOTE: *y* is sometimes considered a vowel, as in the word *syllable*.
- **Contraction** A contraction is made up of two words put together with an apostrophe.  
*He's* my brother.      *You're* late.      *What's* your name?  
(*He's* = *He is*)      (*You're* = *You are*)      (*What's* = *What is*)

- **Count Noun** Count nouns are nouns that we can count. They have a singular and a plural form.

1 pen – 3 pens      1 table – 4 tables

- **Frequency Words** Frequency words are *always, usually, often, sometimes, rarely, seldom, hardly ever, and never.*

I *never* drink coffee.      We *always* do our homework.

- **Imperative** An imperative sentence gives a command or instructions. An imperative sentence omits the word *you*.

Come here.      Don't be late.      Please sit down.

- **Infinitive** An infinitive is *to + the base form*.

I want *to leave*.      You need *to be* here on time.

- **Modal** The modal verbs are *can, could, shall, should, will, would, may, might, and must*.

They *should* leave.      I *must* go.

- **Negative** means no.

- **Nonaction Verb** A nonaction verb has no action. We do not usually use a continuous tense (*be + verb -ing*) with a nonaction verb. The nonaction verbs are: *believe, cost, care, have, hear, know, like, love, matter, mean, need, own, prefer, remember, see, seem, think, understand, want, and sense-perception verbs.*

She *has* a computer.      We *love* our mother.      You *look* tired.

- **Noncount Noun** A noncount noun is a noun that we don't count. It has no plural form.

She drank some *water*.      He ate some *rice*.  
I need *money*.      We had a lot of *homework*.

- **Noun** A noun is a person (*brother*), a place (*kitchen*), or a thing (*table*). Nouns can be either count (*1 table, 2 tables*) or noncount (*money, water*).

My *brother* lives in California.      My *sisters* live in New York.  
I get *money* from my parents.      Everyone needs *love*.

- **Object** The object of the sentence follows the verb. It receives the action of the verb.

He bought *a car*.      I saw *a movie*.      I met *your brother*.

- **Object Pronoun** Use object pronouns (*me, you, him, her, it, us, and them*) after the verb or preposition.

He likes *her*.      I saw the movie. Let's talk about *it*.

- **Parentheses ( )**

- **Participle, Present** The present participle is verb + *-ing*.

She is *sleeping*.      They are *laughing*.

(continued)

- **Period .**
- **Phrase** A phrase is a group of words that go together.  
*Last month my sister came to visit.*  
*There is a red car in front of my house.*
- **Plural** Plural means more than one. A plural noun usually ends with *-s*.  
*She has beautiful eyes.*      *Please wash the dishes.*
- **Possessive Form** Possessive forms show ownership or relationship.  
*Mary's coat is in the closet.*      *My brother lives in Miami.*
- **Preposition** A preposition is a connecting word: *about, above, across, after, around, as, at, away, before, behind, below, by, down, for, from, in, into, like, of, off, on, out, over, to, under, up, and with.*  
*The book is on the table.*      *I live with my parents.*
- **Pronoun** A pronoun takes the place of a noun.  
*Dorota bought a new car. She bought it last week.*  
*John likes Mary, but she doesn't like him.*
- **Punctuation** Period . Comma , Colon : Semicolon ; Question Mark ? Exclamation Mark !
- **Question Mark ?**
- **Regular Verb** A regular verb forms its past tense with *-ed*.  
*He worked yesterday.*      *We listened to the radio.*
- **-s Form** The *-s* form is a present tense verb that ends in *-s* or *-es*.  
*He lives in New York.*      *She watches TV a lot.*
- **Sentence** A sentence is a group of words that contains a subject<sup>1</sup> and a verb (at least) and gives a complete thought.  
**SENTENCE:** *She came home.*  
**NOT A SENTENCE:** *When she came home*
- **Simple Form of Verb** The simple form of the verb, also called the "base" form, has no tense; it never has an *-s, -ed, or -ing* ending.  
*Did you see the movie?*      *I can't find his phone number.*
- **Singular** Singular means one.  
*She ate a sandwich.*      *I have one television.*
- **Subject** The subject of the sentence tells who or what the sentence is about.  
*My sister bought a new car.*      *The car is beautiful.*

<sup>1</sup>In an imperative sentence, the subject *you* is omitted: *Sit down. Come here.*

- **Subject Pronouns** Use subject pronouns (*I, you, he, she, it, we, you, and they*) before a verb.

*They* speak Japanese.      *We* speak Spanish.

- **Superlative Form** A superlative form of an adjective or adverb shows the number-one item in a group of three or more.

January is the *coldest* month of the year.  
You have the *best* seat in the room.

- **Syllable** A syllable is a part of a word that has only one vowel sound. (Some words have only one syllable.)

change (one syllable)      after (af-ter = two syllables)  
look (one syllable)      responsible (re-spon-si-ble = four syllables)

- **Tense** A verb has tense. Tense shows when the action of the sentence happened.

**SIMPLE PRESENT:** She usually *drives* to work.

**FUTURE:** She *is going to drive* tomorrow.

**PRESENT CONTINUOUS:** She *is driving* now.

**SIMPLE PAST:** She *drove* yesterday.

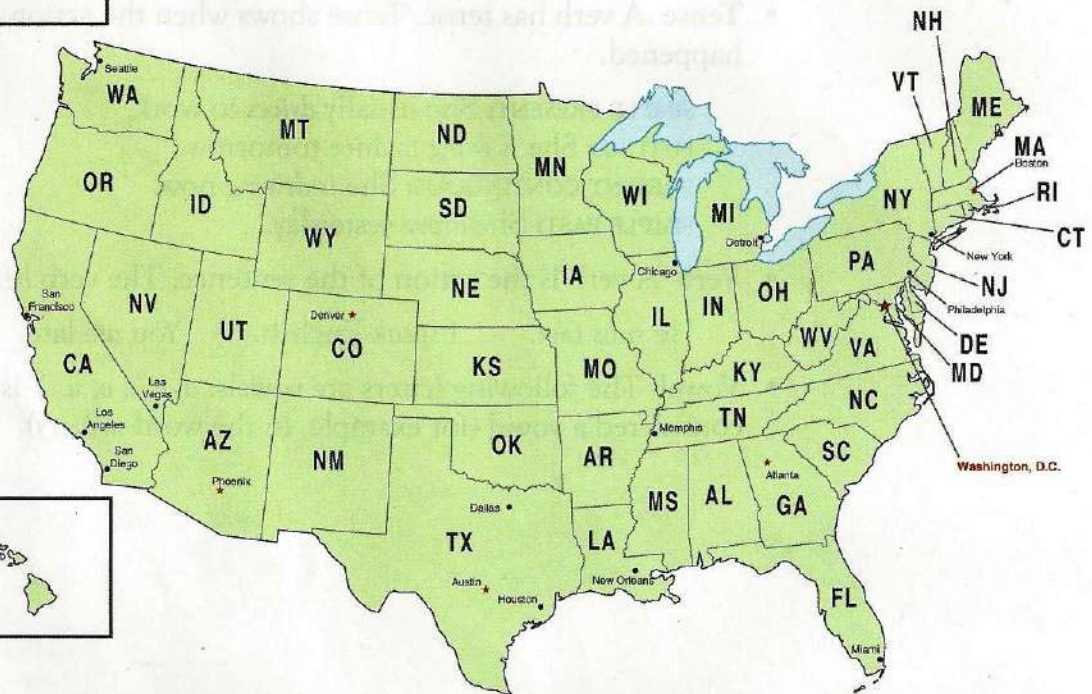
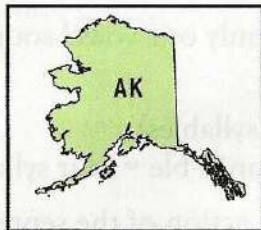
- **Verb** A verb is the action of the sentence. The verb *be* connects.

He *runs* fast.      I *speak* English.      You *are* late.

- **Vowel** The following letters are vowels: *a, e, i, o, u*. *Y* is sometimes considered a vowel (for example, in the word *mystery*).

# Appendix G

## The United States of America: Major Cities



AL	Alabama	HI	Hawaii	MA	Massachusetts	NM	New Mexico	SD	South Dakota
AK	Alaska	ID	Idaho	MI	Michigan	NY	New York	TN	Tennessee
AZ	Arizona	IL	Illinois	MN	Minnesota	NC	North Carolina	TX	Texas
AR	Arkansas	IN	Indiana	MS	Mississippi	ND	North Dakota	UT	Utah
CA	California	IA	Iowa	MO	Missouri	OH	Ohio	VT	Vermont
CO	Colorado	KS	Kansas	MT	Montana	OK	Oklahoma	VA	Virginia
CT	Connecticut	KY	Kentucky	NE	Nebraska	OR	Oregon	WV	West Virginia
DE	Delaware	LA	Louisiana	NV	Nevada	PA	Pennsylvania	WI	Wisconsin
FL	Florida	ME	Maine	NH	New Hampshire	RI	Rhode Island	WY	Wyoming
GA	Georgia	MD	Maryland	NJ	New Jersey	SC	South Carolina	DC*	District of Columbia

\*The District of Columbia is not a state. Washington, D.C., is the capital of the United States.  
 Note: Washington, D.C., and Washington state are not the same.

# Appendix H

## Vocabulary in Context Index

Vocabulary Word(s)	Page Number	Vocabulary Word(s)	Page Number
24/7	148	bring/brought	293
40% (percent) off	157	broken	27
account	39	bunch of	128
activity	65	calculator	166
address	211	campus	225
adult	100	career	269
advice	136	cash	39
ahead of	189	cash a check	189
air bag	110	cashier	16
air-conditioning	236	casual clothes	178
airline	293	certificate	225
aisle	157	charity	200
always	32	child care	225
amount	121	choice	166
application	50	citizen	3
apply for	250	clean	9
appointment	32	clerk	157
arrive	200	clock	27
as	250	clothes	9
aspirin	148	collect	293
assistant	269	comfortable	282
at all	88	complain	73
at least	100	condition	236
athletic club	269	confused	3
ATM	39	consider	236
automated postal center	178	convenience store	148
automatic checkout	16	convenient	82
available	56	cook	65
average	73	corner	148
bachelor's degree	225	cost	88
balance	121	count on	282
bank	3	counter	178
bar code	16	coupon	136
basket	157	coworker	236
behind	178	create a password	56
best	65	crib	200
better	128	crowded	16
better buy	166	customer	178
between	225	dash	56
birth certificate	50	date of birth	50
birthday	50	daughter	27
block	260	day off	73
both	3	deli	82
bother	56	deliver	82
brand	166		

(continued)

Vocabulary Word(s)	Page Number	Vocabulary Word(s)	Page Number
depend (on)	236	guideline	121
deposit	189	gym	88
desk job	88	hard	16
difference between	166	hardware store	157
different	3	have fun	65
difficult	260	headache	148
dirty	9	health club	269
do errands	178	help/helpful	3
don't worry	9	high chair	200
downstairs	157	hire	211
drive-through	189	hold/hold hands	178
during	88	holiday/holidays	27, 250
each other	65	home supply store	157
early	16	hungry	82
economical	236	hurt	110
education	225	identity document	50
elevator	157	immigrant	3
employer/employee	250	in a hurry	100
empty	9	income/low-income	121
enjoy	65	infant	110
enough	157	information	50
enter	56	injure	269
everything	3	injury	269
excited	200	inside	32
exercise	88	instead	260
expect	73	interested	157
expensive	56	interview	250
extra	73	invite/invitation	65
extras	236	item	9
fast	27	job	73
fat	121	keep	73
favorite	128	kid	27
fee	211	lamp	157
fill out	50	laundromat	3
financial aid	56	law	100
fitness instructor	269	learner's permit	100
fly/flight	293	less than	121
for a while	200	let	50
forget	50	life	3
free	16	like	236
free time	65	lightbulb	157
from now on	282	line	178
fuel economy	236	look up	56
full-time	73	lunch box	128
furniture	200	mailing supplies	178
get paid	73	make a decision	236
get some sleep	200	make mistakes	260
get (to a place)	260	make money	73
gift	200	maybe	189
go shopping	148	meal	82
grain	121	mean	73



Vocabulary Word(s)	Page Number	Vocabulary Word(s)	Page Number
mechanic	236	pound	16
messenger	88	practice	100
microphone	189	prefer	157
middle initial	56	prepared	260
mileage	236	prepared food	82
move/mover	211	price	16
necessary	9	print	50, 178
neighborhood	211	probably	189
nervous	260	product	16
never	32	program	148
newcomer	282	project	293
news	148	public school	136
next door	88	pump	110
note	136	really	282
nutrition	121	reference	250
of course	39	relative	200
offer	225	relax	73
on (my, your, etc.) mind	32	rent	211
on sale	16	repair	236
on the way	110	resale shop	200
on time	27	résumé	260
online	56	return	136
on-the-job training	269	ride a bicycle/bike	88
operation	293	right	9
opportunity	282	roll	189
order	82	rule	100
ounce	166	safety	100
out of	39	salary	73
outdoor concert	65	sales position	260
outlet mall	110	same	16
outside	32	sample	16
over	100	save	100
overtime	73	scale	178
pack	211	school supplies	136
package	16, 178	seat belt	110
park	88	secret	39
part-time	73	security guard	39
pass a test	100	self-service	178
passenger	110	serious	32
patient	269	serve	121
permit	100	service	157
pharmacy	148	several	110
physical therapist (PT)	269	shampoo	166
pick up	178	shelf/shelves	16
PIN	39	shop	148
polite	32	shopping cart	157
popular	65	sign	50
position	250	sneakers	88
positive	260	son	27
postage	178	spend time	65

(continued)

Vocabulary Word(s)	Page Number	Vocabulary Word(s)	Page Number
stamp	178	tuition	225
stay healthy	88	turn	27, 189
still	148	under	100
stroller	200	uniform	136
supermarket	3	until	110
sure	16	used	200
surprised	27	usually	32
takeout	82	vegetarian	82
take time	100	village	293
team	65	vision test	100
teenager	100	visit/visitor	65
tell the truth	121	volunteer	282
teller	189	wage	73
temperature	32	wait in line	178
temporary	269	wake up	148
terrible	128	watch	27
through	39	wear	88
throw away	128	weigh	178
together	9	what about	56
toys	293	wheelchair	293
traffic	32	wife	27
training	100	wonderful	200
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truck	211	written test	100
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