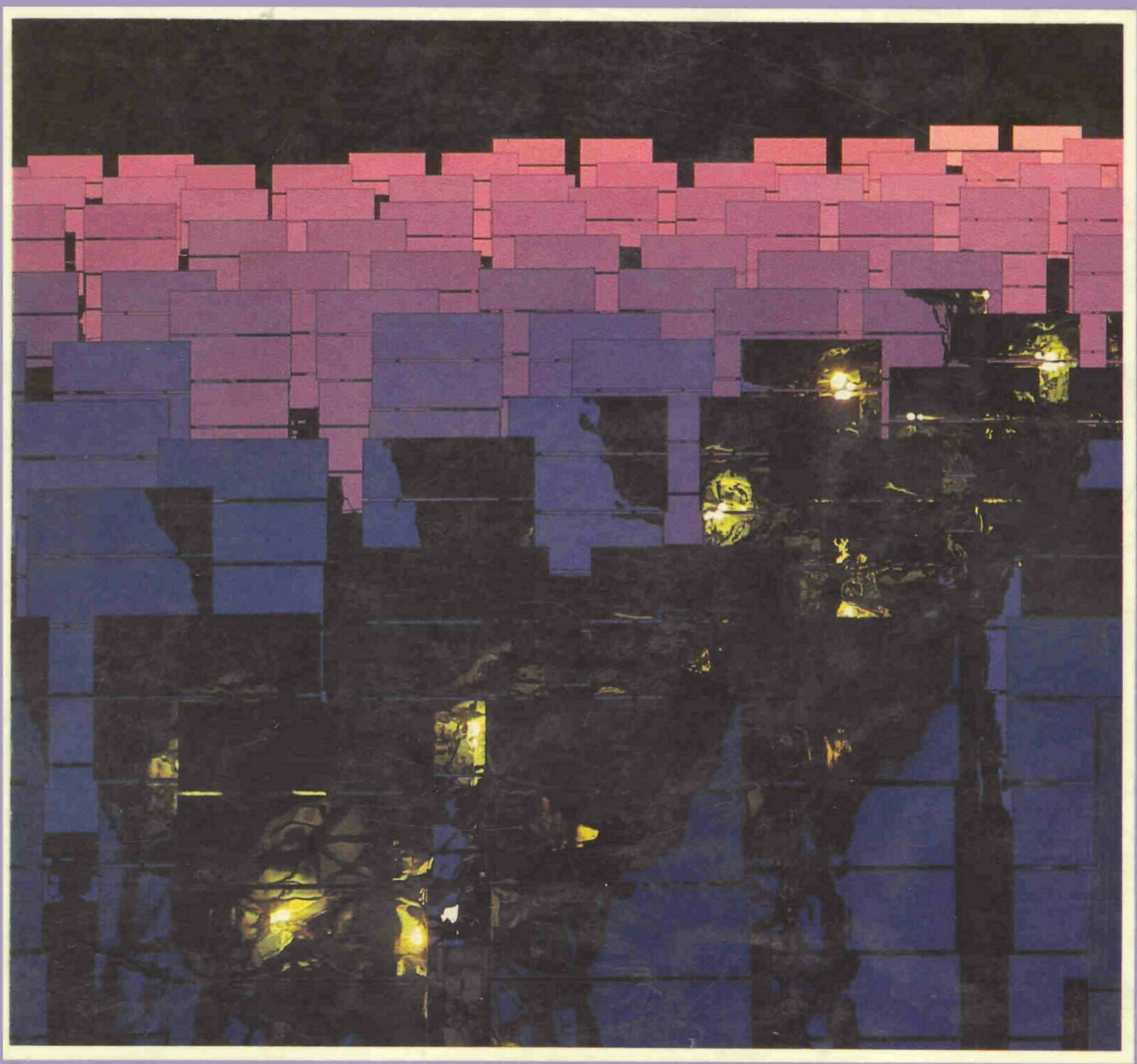
MOSAIC

A Content-Based Grammar

I

Patricia K. Werner



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A Content-Based Grammar

Patricia K. Werner
University of California, Santa Barbara

RANDOM HOUSE NEW YORK

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First Edition

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PREFACE

MOSAIC: THE PROGRAM

Mosaic consists of eight texts plus two instructor's manuals for in-college or college-bound nonnative English students. *Mosaic I* is for intermediate to high-intermediate students, while *Mosaic II* is for high-intermediate to low-advanced students. Within each level, I and II, the books are carefully coordinated by theme, vocabulary, grammar structure, and, where possible, language functions. A chapter in one book corresponds to and reinforces material taught in the same chapter of the other three books at that level for a truly integrated, four-skills approach.

Each level, I and II, consists of four books plus an instructor's manual. In addition to *A Content-Based Grammar,* they include:

- *A Reading Skills Book I, II:* Selections in these books come from many sources, including newspapers, magazines, textbooks, and literature. The emphasis is on building reading and study skills; for example, skimming, scanning, determining the author's point of view, reading charts and graphs, guessing the meaning of new words from context, making inferences, outlining, and techniques for remembering what has been read.
- *A Content-Based Writing Book I, II:* These books provide students with short readings on the chapter themes and include many prewriting, revision, and vocabulary-building exercises. The books focus on the writing process, particularly on techniques for gathering ideas, such as "brainstorming" and "freewriting," and on using feedback to rewrite.
- *A Listening-Speaking Skills Book I, II:* These books teach study skills and language functions through active listening activities based on lectures on chapter themes and sample conversations. A variety of speaking activities to reinforce language functions is also included. A cassette program with instructor's key accompanies each text.
- *Instructor's Manual I, II:* These manuals provide instructions and guidelines for use of the books separately or in any combination

to form a program. For each of the core books, there is a separate section with teaching tips and other suggestions. The instructor's manuals also include sample tests.

MOSAIC I: A CONTENT-BASED GRAMMAR

Designed to teach grammar through content, the text introduces, practices, and applies grammatical structures through the development of topics such as health care, North American lifestyles, economics, and creativity. This thematic approach gives students motivation because they are learning new information through their study of grammar, practicing structures and vocabulary while expanding their own knowledge.

Organization and Teaching Suggestions

The text is organized by grammar structure and by theme. It begins with diagnostic and review material; later chapters introduce more complex structures. Thematically, each chapter develops a different topic chosen according to the frequency of use of particular structures within that topic. The chapters have three to five sections. In general, each section represents approximately one hour of classwork with one hour of homework. The earlier chapters (diagnostic and review) should be completed as quickly as possible. Later chapters may need more class and homework time.

All chapters begin with a general introductory passage that introduces the content and previews the key structures to be covered. Each section within the chapter opens with a brief passage that develops specific content and targets specific structures covered in the section. These passages may be used as silent readings, in class or at home, or as listening or reading comprehension exercises. Each passage is followed by a series of questions to help the students pinpoint both the form and function of structures in context. Instructors can use these questions diagnostically, to find out what students already know about the target structures before going into the formal explanation of the structure. In this way, the text allows the teacher to treat each grammatical structure both inductively and deductively.

All sections have a progression of exercises that continue to develop content while practicing the target structures. Most may be used as either oral or written exercises—individually, in pairs or small groups, or as a class. For example, students might do a

sentence-combining or fill-in exercise in pairs or small groups and then go over the exercise as a class to compare and correct answers. Giving each pair an overhead transparency, making corrections on the overhead, and discussing possible variations is a very effective way of getting the most out of one exercise.

In addition, many exercises include a less-controlled "On Your Own" section, which extends the topic into the student's own experience. Teachers should use these informally and personalize them whenever possible, adapting them to the needs and interests of the students, in order to turn the exercise into meaningful communication.

Each section ends with a speaking or writing activity that incorporates the content and the structures from that section. As with the "On Your Own" sections, teachers should try to adapt and personalize the activities whenever possible to suit the needs and interests of the class. Over sixty activities are included in the text, ranging from role-plays and minidramas to language games to composition and even poetry writing. The activities are optional; depending on class schedules and size, there may not be sufficient time to offer them regularly. Most can be adapted for use as written homework assignments.

Finally, key chapters include summaries of structures and spelling rules. They have been cross-referenced throughout the book, giving students easy access to this reference material.

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CHAPTER 1

NEW CHALLENGES

A REVIEW OF BASIC GRAMMATICAL STRUCTURES AND TERMS

Part One: The Sentence: Subjects, Verbs, and Sentence Types
Part Two: Word Order in English: Modifiers
Part Three: Time in English: The Tenses
Part Four: The Principal Parts of Verbs
Part Five: Irregular Verbs and Troublesome Structures

FUNCTIONS, SKILLS, AND ACTIVITIES

Making introductions
Describing people, places, and events
Describing nonverbal communication
Telling stories

HOW TO SKI
ROOM FOR RENT
GERMAN/ ENGLISH
ENGLISH/ GERMAN
DICTIONARY
MAP
NEW ACCOUNTS
SAVINGS ACCOUNT
CHRISTMAS CLUB ACCOUNT
GOLDEN ACCOUNT
CHECKING ACCOUNT

In this chapter, you will review basic grammatical structures and terms that appear throughout the book. The material should be familiar to you, and you may not need to study the entire chapter. It is designed to give both you and your teacher the opportunity to find out your understanding of basic concepts of English grammar and to learn which structures you need to work on further. While you are studying the chapter, you will also have the chance to get to know more about your classmates—about their ideas, their backgrounds, and their cultures.

Studying α New Language

Learning to communicate in another language and culture may be difficult and frustrating at times, but it can also be one of the most rewarding experiences of your life. Being able to communicate in another language will open doors for you to experience a world of new people, places, and ideas. It will offer you a look at cultures from every part of the earth. Above all, learning about a new culture will make you think as you may never have thought before about your own culture as well as others. The experience will reveal cultural similarities and differences that had never occurred to you. It can also show you a great deal about your own beliefs, attitudes, and perceptions. Within a short time in another country, you will find that you begin to learn a great deal about your own country and culture.

Getting to Know Your Class

1. Learning always involves asking questions. Why don't you begin by finding out some information about a new person in your class or about someone you haven't talked with for a while? At the same time, your teacher will be learning about you. Ask your classmate for the following information, forming complete questions about each item. Be sure to get interesting details and write them down on the card your teacher will give you.

a. Name	What. . . ?
b. Age	How old . .. ?
c. Date of birth	When . .. ?
d. Home town (country)	Where ... ?
e. Native language	What.. . ?
f. Reason for studying English	Why ... ?
g. Length of time studying English	How long ... ?
h. Studies of other foreign languages	Which .. . ?

i. Education (major, occupation, or plans)	What. . . ?
j. Family (single or married; brothers, sisters, children)	Are you ... ? Do you ... ?
k. Interests (sports or hobbies)	What... ?
1. Any special information to share (travels, accomplishments, goals)	

After everyone has finished, introduce your partner to the class. Begin your introduction by saying:

I would like to introduce my classmate ...

2. Take this opportunity to ask your teacher questions about your English course. Be sure to get information on the following points, as well as others you may have questions about.

a. Grammar points you will study	Which ... ?
b. Chapters in the book you will study	Which ... ? How many ... ?
c. Amount of homework each night	How much ... ?
d. Number and frequency of tests	How many ... ? How often ... ?
e. Grades	How ... ?
f. Attendance policy	What... ?
g. Using dictionaries	May we ... ? What kind ... ? Which ... ?
h. Using your native language in class	May we ... ?
i. Ways to learn faster and more efficiently	How ... ?
j. Class parties	Will we ... ? How many ... ?

PART ONE

THE SENTENCE: SUBJECTS, VERBS. AND SENTENCE TYPES

Previewing the Passage

What had you expected before you came here to study? Have your experiences been different from your expectations?

The following passage was written by an English language student from Switzerland. As you read it, compare his ideas to yours.

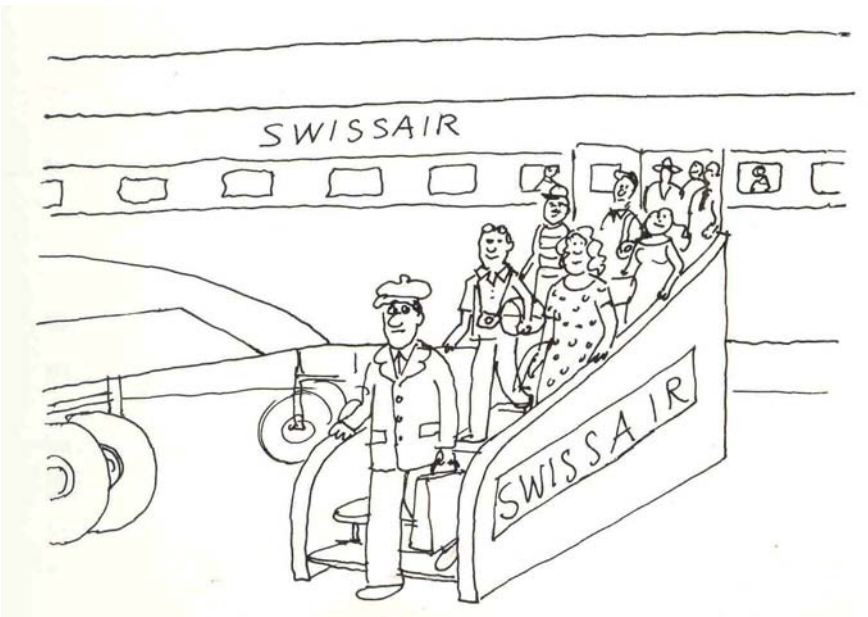
How My American Stay Affected Me

When I left Switzerland, my life changed completely. I had not known what I should expect or how I would be affected in education, sophistication, and personality through my stay in the United States. Coming from a small country and not having traveled outside of Europe, I was not exactly what people would call a sophisticated man. Now I believe that I am a little more aware. Not only did I learn about the United States, but also I learned tremendously about other fascinating cultures. Most of all, I learned to understand and to accept other cultures. Living in a new country and learning about new cultures has been, I believe, the most important experience in my life.

Daniel Pfister

Looking at Structures

1. Sentences may have one subject, or they may have more than one. Find the subject(s) of each sentence and underline it (them) once. Note any sentences with more than one subject.
2. Find the verb(s) and underline each twice.



3. Normally, statements have a subject followed by a verb, and questions have a verb followed by a subject. Of course, there are exceptions. Can you find a statement in the passage that uses a verb before a subject?
4. Gerunds and infinitives are verb forms that may function as nouns; they can be used as subjects, objects, or complements. Circle any verb forms used as nouns in this passage.
5. Look at the beginning of each sentence in the passage. Do the sentences begin the same way? If not, what are some of the variations?

Review of Sentence Types

A simple sentence is a group of words that expresses a complete idea. There are four types of simple sentences. Each includes at least one subject and one verb.

Question

What is your name? Are you a student?	A question asks for information or for a "yes" or "no."

Statement

My name is Miriam. That's a beautiful name.	A statement gives information or opinions.

Exclamation

What a lovely name you have!	An exclamation expresses surprise, pleasure, or other emotions.

Command

(you) Tell me about yourself.	A command tells what to do.

Review of Subjects

The subject is normally the most important person, place, thing, or idea in the sentence. In active sentences, the subject performs the action of the verb.

Noun

Miriam comes from Venezuela.

Pronoun

She studies here.

Phrase

Many Venezuelan students are studying in the United States.

A phrase is a group of related words.

To study in the United States can be expensive.

Studying in the United States can be expensive.

Infinitive *(to* + simple form) or gerund *(ing* form) phrases may be used as subjects. These and other verb forms are covered in Chapter 6.

Clause

How long they stay in the United States depends 011 many things.

A clause is a group of related words that includes a subject and a verb. Dependent clauses are covered in Chapters 7, 8, 9,10, and 12.

Review of Verbs

Action Verbs

Action verbs tell what the subject does.

Intransitive

Miriam **travels** often.

An intransitive verb is complete without an object.

Transitive

When she travels, she always **buys souvenirs.**

A transitive verb *must* have an object. It is incomplete without one.

Objects of Verbs

Direct

She bought **a sweater** for her daughter.

Direct objects answer the questions *who(tn)?* or *what?*

Indirect

She bought **her daughter** a sweater.

Indirect objects answer the questions *to/for who(m)?* or *what?*

Linking Verbs

These verbs connect the subject to the complement. A complement is a noun, pronoun, adjective, or verb form that describes the subject. *Note:* Linking verbs are seldom used in the continuous tenses.

to be	Chato **is an engineer.** His job **is to design factories.**	
to seem, appear, look, become,	**He seems happy in** his new job.	Use adjectives (not adverbs) after linking verbs.
feel, get (meaning become), taste, smell, sound	He seldom **gets bored** with his work. **He feels satisfied** with his situation.	*Note:* Certain verb forms can be used as adjectives. These are covered in Chapter 6.

Exercise A: Review of Subjects, Verbs, Objects, and Complements Find the subjects, verbs, objects, and/or complements in the following sentences. Underline each subject once and each verb twice and label both. Circle any objects or complements.

Example: Many new foreign students come to North America each year.
(S: Many new foreign students; V: come)

no object or complement

1. Most of these students have studied some English before coming to an English-speaking country.
2. Many already read and write English fairly well.
3. A major difficulty for all new students, however, is to understand and speak English.
4. Making phone calls or understanding directions can be difficult.
5. Many Americans speak quite fast or use a lot of slang.
6. Each part of the country has variations in vocabulary and pronunciation.
7. Nevertheless, after the first few weeks, most new students will notice tremendous improvement.
8. All of a sudden, English becomes a lot clearer and easier!

On Your Own Write six original sentences about your own experiences during the first few days here. After your teacher has checked your sentences, exchange your paper with a classmate. Find the subject(s), verb(s), object(s), and/or complement(s) of the sentences your classmate has written.

Exercise B Indicate whether the following are complete or incomplete sentences. If the sentence is incomplete, add words to correct it.

Example: Learning a new language.

Incomplete: She is learning a new language. *Or:* Learning a new language is challenging.

1. Is difficult.
2. It can be frustrating.
3. The experience may be rewarding.
4. Another language will open doors for you.
5. To experience a world of new people, places, and ideas.
6. Cultures from every part of the earth.
7. Think about the similarities and differences.
8. The experience can show you a great deal.
9. You will learn a lot.
10. You will meet.

Sentence Types

Sentences can be simple, compound, complex, or a combination of compound and complex.

Simple

Sukariati arrived from Indonesia last week.	A simple sentence has at least one subject and one verb.
Sukariati's sister and brother are living here now.	A simple sentence may have a compound subject.
Her cousin wanted to come, too, **but couldn't.**	A simple sentence may have a compound verb.

Compound

Sukariati began her classes yesterday, **and she likes them a lot.**	Compound sentences are joined by a conjunction (and a comma): *and, but, or, so, nor, for,* or *yet.*

Complex

Muljati, who is originally from Jakarta, **has lived** in the United States for some time.
She chose to live in California **because she liked** the climate.

Complex sentences are sentences joined by connecting words such as *who, that, because, after, while,* etc. These are covered in Chapters 7, 8, 9, 10, and 12.

Exercise C: Review of Sentence Types Label the subject(s), verb(s), objects, and/or complements in each of the following sentences. Tell whether the sentences are simple, compound, or complex. If the sentence is compound or complex, circle the connectine word.

Examples: V S V OBJECT simple
Have you met Kunio Takahashi? sentence
S V
Kunio is one of the most interesting people (whom)
S V
I have met here. complex sentence

1. My friend Kunio is from Tokyo, Japan.
2. He has studied English in the United States for a year, and now he is hoping to study at an Australian university.
3. Because Kunio wants to study both English and veterinary science, he has applied to schools in the United States and Australia.
4. Is he working on an undergraduate or a graduate degree?
5. Kunio already has his bachelor's degree.
6. He will get his master's degree and then will begin a doctoral program.
7. What did he study as an undergraduate?
8. I'm not really sure.
9. Why don't you ask him when you next see him?
10. He's so busy enjoying American life that I never see him!

On Your Own Write at least six original sentences about a friend of yours. Include at least three sentences that use connecting words. After your teacher has checked your sentences, exchange your paper with a classmate. Analyze your classmate's sentences as you did before.

Activity Separate into small groups and read the following passage together. Take ten minutes to discuss the ideas in the passage and your opinions about them. Then analyze the passage. Find the subject(s) and verb(s) in each sentence. Note whether the sentences are simple, compound, or complex.

New Cultures

> Culture hides much more than it reveals. Strangely enough, what it hides, it hides most effectively from its own members. Years of study have convinced me that the real job is not to understand foreign culture but to understand our own. I am also convinced that all you ever get from studying foreign culture is a token[1] understanding. The ultimate reason for such study is to learn more about your own system. The best reason for experiencing foreign ways is to generate a sense of vitality and awareness—an interest in life that can come only when you live through the shock of contrast and difference.[2]

PART TWO

WORD ORDER IN ENGLISH: MODIFIERS

Previewing the Passage

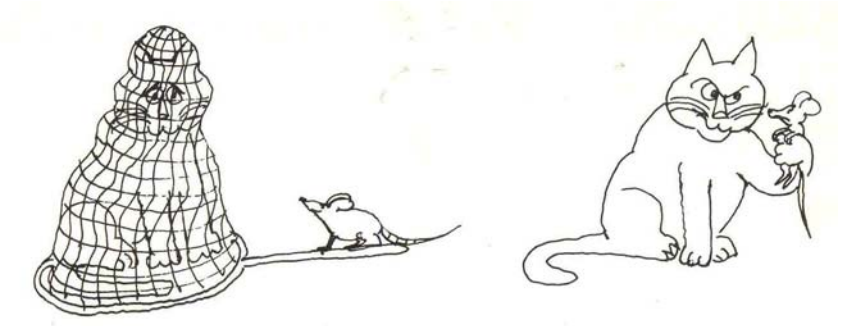
Every culture has "rules" of order, and sometimes these rules are very important. Language is often a good example. In English, the order of words is important. How important is word order in your language? How does it differ from word order in English? As you read the following passage, think about your own language and culture. Then share some of your ideas with your classmates.

Order

The laws of order are those regularities that govern changes in meaning when order changes. "The cat caught the mouse" means something obviously different from "The mouse caught the cat."

[1] *token* superficial, not in depth

[2] Adapted from Edward T. Hall, *The Silent Language* (New York: Double-day, 1959; Anchor Press, 1973), p. 30.



Order is used differently in different languages and cultures. While order is of major importance on the sentence level in English, this is not the case in some languages.

Order also has great importance in other parts of cultural systems besides language: order of birth, order of arrival, order in line to get tickets. Order applies to the courses of a meal. Consider what it would be like to start dinner with dessert, then switch to potatoes, hors d'oeurve,[3] coffee, salad, and end with meat!

Adapted from Hall, *The Silent Language,* pp. 132-33.

Looking at Structures

1. What is the difference in meaning between "The dog bit Johnnie" and "Johnnie bit the dog"? Why are they different?
2. Look at the following sentences from the passage. What do the words in italics describe? Draw arrows to the word(s) they modify. As you do, notice the placement of the modifiers.
   a. *The* laws *of order* are *those* regularities *that govern changes in meaning* when order changes.
   b. Order is used *differently* in *different* cultures.
   c. . . . order is *of major importance* on the *sentence* level *in English* . . .

Word Order

Most sentences in English consist of much more than subjects and verbs because they include some description. Words, phrases, and clauses that describe are called *modifiers,* and English has fairly strict rules for their use. To master English, you must develop a sense for the order in which these modifiers may be used. See pp. 32-33 for a chart on the order of modifiers.

[3]*hors d'oeuvre* (French) appetizers, small snacks before a meal

Exercise A: Review of Modifiers Add the information in parentheses to the following sentences. Is there more than one way to state any of the sentences?

Example: Traveling is an amazing experience, (in foreign countries, always)

Traveling in foreign countries is always an amazing experience.

1. Travel can be tiring but rewarding, (very, extremely)
2. You will learn about cultures, (a great deal, foreign)
3. The problem is the language, (most, difficult, often)
4. Travelers have difficulties in foreign countries, (who don't speak the language, sometimes)
5. It is easier if you speak the language, (much, of the country, fluently)

On Your Own Add your own descriptions to the following sentences.

1. Visiting a(n)_____country can be a(n) _____experience.
2. The_____problem is often_____
3. People_____have difficulties because
4. They may feel_____, or they may become
5. When I went_____, I had (didn't have) _____problems because_____

Exercise B: Error Analysis: Word Order of Modifiers The following sentences have errors in word order. Find the errors and correct them. Use the chart on pp. 32-33 to help you understand these errors.

Example: Many North Americans speak rapidly English.

Many North Americans speak English rapidly.

1. It is difficult often to understand them.
2. That foreign new student has some problems with English.
3. He went yesterday to a restaurant, but he couldn't understand the waiter.
4. He ate at the restaurant a hamburger.

5. He paid money too much.
6. The waiter realized this and returned immediately the money to the student.

Exercise C: Review of Pronouns and Possessive Adjectives
Complete the following sentences by using appropriate pronoun forms. After you have completed the exercise, use the chart below to help you understand any errors.

Body Language

Example: When we communicate, each of us speaks two distinct languages.

1. We express_____with_____bodies as well as with_____words.
2. People's movements often communicate more than _____words.
3. Each culture has_____own body language.
4. Arabs often move very close when_____want to communicate.
5. A Japanese woman will tilt_____head to the side when _____is confused or puzzled.
6. Germans may feel uncomfortable when someone stands or sits close to_____
7. When an American businessman is doing business, _ tries to keep eye contact with_____client.
8. You can learn more about_____body language by observing_____as_____talk with others.

Exercise D: Review of Modifiers Circle the correct word from each pair to complete the following paragraph. As you make each choice try to explain why the other possibility is wrong.

Distance and Communication

In interpersonal (communicate / communication)$_1$ people in almost every culture recognize four (different / differently)$_2$ distances: intimate, personal, (society / social),$_3$ and public. Intimate distance occurs in a very (close / closely)$_4$ relationship such as between a mother and child. Personal distance lets good friends talk closely but (comfortable / comfortably)$_5$ Social distance is used at parties or other gatherings. Public distance (concerns / concerning)$_6$ more formal situations such as between a teacher and student.

These (fourth / four)$_7$ types of distance exist in all countries, but the amount of distance (usual / usually)$_8$ depends on the culture. At a party, for example, a Canadian may sit several feet away from you while (a / an)$_9$ Arab may sit very near you. (Your / Yours) $_{10}$ awareness of the other (culture / culture's) $_{11}$ use of distance can often help you communicate better with (its / it's) $_{12}$ people.

Exercise E: Review of Word Order in Sentences In pairs or in small groups, make complete sentences by putting the following words in order. As a help, the first words in Sentences 1 and 2 have been capitalized.

Example: important / of / our / Our / part / bodies / an / are / language

Our bodies are an important part of our language.

1. expressions / often / Our / people / a / deal / facial / tell / great
2. contact / important / also / Gestures / are / eye / and
3. cultures / use / frequently / some / very / gestures
4. from / only / them / people / occasionally / North / use / America
5. look / people's / into / some / cultures / people / from / directly / other / eyes
6. Americans / other / not / keep / contact / North / with / constant / do / eye / people

On Your Own In pairs or in small groups, write three sentences about body language in your culture. After your teacher has checked your sentences, scramble them. Then, exchange your scrambled sentences with another group. Unscramble the other group's sentences.

Activity In small groups discuss some of the nonverbal communication that is important in your cultures. How close do people prefer to stand or to sit? Do people generally keep eye contact while they are talking? Do they use a lot of gestures or facial expressions? While you are talking, note the differences across the cultures represented in your group. After you have finished, choose one member of the group to give a brief summary of the discussion to the entire class.

PART THREE

TIME IN ENGLISH: THE TENSES

Previewing the Passage

How important is time in your culture? How important is the concept of time in your language? What differences have you noticed between the way time is expressed in English and in your own language?

Time

Time is a core system of cultural, social, and personal life. In fact, nothing occurs except in some kind of time frame, A complicating factor in intercultural relations is that each culture has its own time frames in which the patterns are unique. This means that to function effectively abroad it is just as necessary to learn the language of time as it is to learn the spoken language.

From Edward T. Hall, *The Dance of Life* (Garden City, N.Y.: Anchor Press/Doubleday, 1984), pp. 3-4.

Looking at Structures

This passage uses only one tense, but all together, English has twelve different verb tenses, along with other verb constructions. Because each tense gives a different time sense to *a* sentence, a

simple past - past time present perfect - past to present time

Example: Emilda was born in Switzerland, but she has spent very little of her life there.

1. While Emilda was growing up, her parents moved frequently.
2. By the time she was ten, she had already lived in Europe, Africa, and North America.
3. She would speak French with her father, Italian with her mother, and English at school.
4. As a result, she speaks three languages fluently.
5. She's been living in Iowa for the last ten years.
6. During this time, she has become accustomed to life in the United States, but she misses spending time with her family.
7. She is planning a trip to Europe to visit her parents.
8. She'll be leaving on September 20.

On Your Own When and where were you born? Where did you live while you were growing up? Where did you go to school? What did you study? Have you ever worked? How long have you been studying English? What are some of your plans for the future?

Briefly tell or write a short autobiography. Be sure to include any important events from the past or present, or any plans for the future.

PAST TIME

[1]Javier *used to* scuba dive often.

[2]He *would* always *take* his camera with him.

[3] Last spring, he *had descended* only 25 feet [5]when he *damaged* his ear.

[4]He *had been diving* for several years [5]before this *happened.*

[6]While the other divers *were* still *taking* pictures, [5]Javier *swam* to the surface.

[7] He *has had* surgery and *has* already *regained* most of his hearing

PAST **NOW**

[1]Used To

Describes habitual actions or situations in the past; indicates a situation that no longer exists.

[2]Would

Describes repeated actions in the past.

[3]Past Perfect

Describes an action or situation completed before another event or time in the past.

"Past Perfect Continuous

Describes a continuous action that was in progress before another event or time in the past.

[5]Simple Past

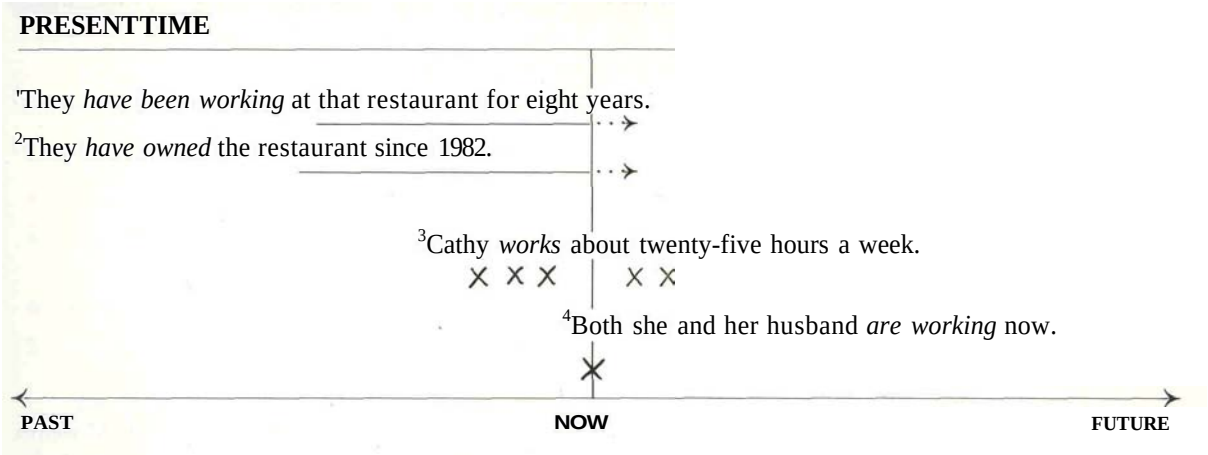
Describes an action or situation completed in the past.

[6]Past Continuous

Describes an action in progress in the past, in the recent past, at a specific time, or when another event occurred.

[7] Present Perfect

Describes an action or situation that occurred either at an unspecified time or a recent time in the past. The exact time is never given, but a period of time may be expressed.



[1]Present Perfect Continuous

Describes actions that began in the past and continue into the present, with the possibility of continuing into the future.

[2]Present Perfect

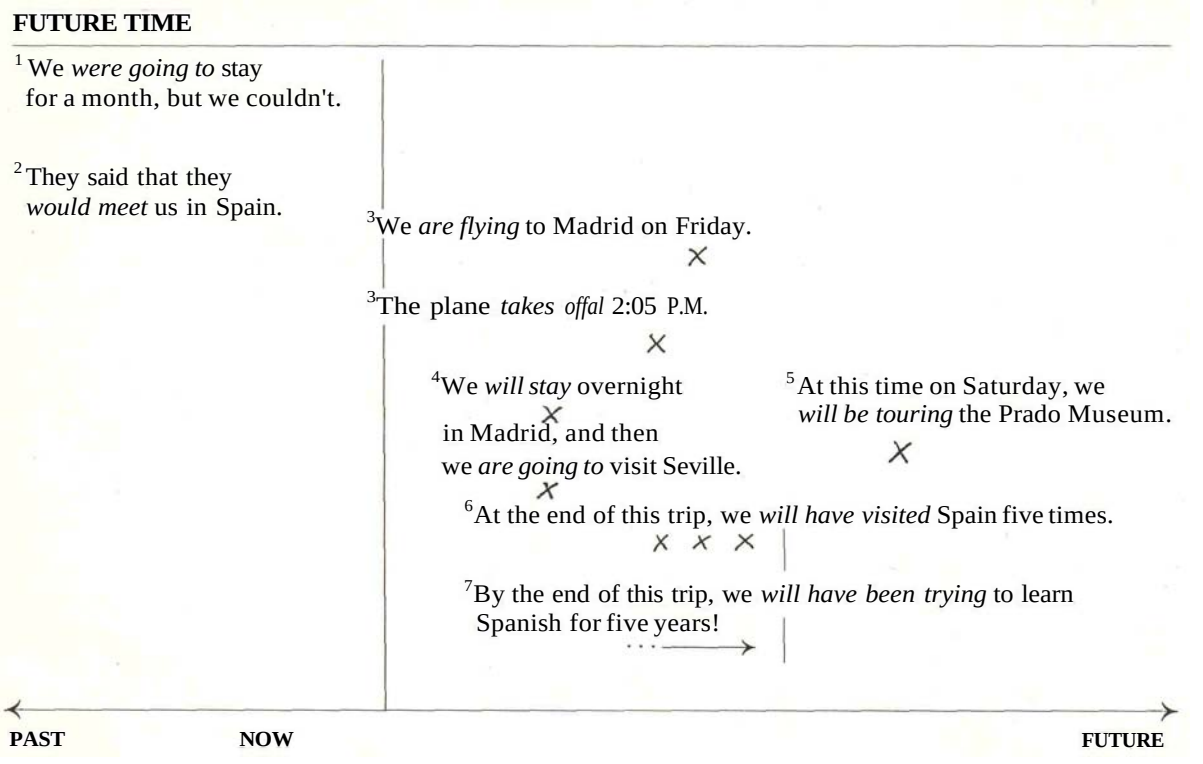
Describes actions or situations that developed in the past and continue into the present, with the possibility of continuing into the future. *(Note:* This meaning of the present perfect occurs only with certain verbs. A time expression must be used to give this particular meaning.)

[3]Simple Present

Describes habits or routines, gives facts, or expresses opinions. It is often used for unspecified time.

[4]Present Continuous

Describes actions or situations in progress at the moment of speaking.



The Future in the Past

[1] *Was/were going to:* Describes intentions in the past. Often, these were not fulfilled.

[2] *Would:* May describe past intentions if used in a dependent clause in reported speech.

[3] Present Tenses Used to Indicate Future Time

Both the present continuous and the simple present tenses may be used to describe future actions or situations.

[4] Simple Future/ Be *going to:*

Both the simple future and *be going to* describe actions in the future.

[5] Future Continuous

Describes actions that will be in progress during a specific time in the future.

[6] Future Perfect

Describes situations or actions that will be finished before another event or time in the future.

[7] Future Perfect Continuous

Describes continuous actions that will be in progress before another event or time in the future.

Exercise B: Error Analysis Many of the following sentences contain errors because the verb tenses and time expressions do not correspond. Discuss the sentences and suggest possible corrections. Indicate which sentences are correct as they are.

1. After Andrea studied in Argentina, she had come to Canada.
2. She has finished her studies in Argentina in 1979.
3. Andrea had been buying her ticket before the exchange rates changed.
4. Andrea said that she was going to stay in Canada for a year.
5. While she lived in Toronto, she was working on her master's degree.
6. She has received her degree three months ago.
7. Since she finished her degree, she travels around the country.
8. She is wanting to visit as many places as possible.
9. She is staying in Montreal since last week.
10. Next week, she will be leaving for South America.

Exercise C: Verb Tense Review The following passage is a story about an Iranian student's first few days in the United States. Complete the story by circling the appropriate verb tense from the pair in parentheses. As you make each choice, try to decide why the other possibility is incorrect. After you have completed the passage, use the time charts to help you analyze your errors.

The Restaurant

Before I (left / had left)$_1$ for the United States, my father (was warning / had warned)$_2$ me, "Every foreigner (has / is having)$_3$ problems in a new country." But I (told / was telling)$_4$ myself, "Ali, you (will have been / will be)$_5$ different. You (don't have / won't have)$_6$ problems in the United States. By the time you (arrive / arrived),$_7$ you (will have learned / will be learning)$_8$ enough English to understand everyone!" So, I (made / have made)$_9$ my preparations, and on January 2nd, I (flew / had been flying)$_{10}$ to Boston.

Of course, I (have had / have)$_{11}$ many problems since I (arrived / was arriving)$_{12}$ in the United States. Some of the funniest ones (occurred / were occurring)$_{13}$ during the first few days after I (had arrived / would arrive)$_{14}$. English (was not/

had not been)$_{15}$ as easy as I (was thinking / had thought).$_{16}$ But I (was making / made)$_{17}$ a friend, and I (was having / would have)$_{18}$ a good time.

During those first few days, the most comical experience (was / was being)$_{19}$ our first night out in a Boston restaurant. My friend—who (spoke / was going to speak)$_{20}$ no English—and I—who (thought / would think)$_{21}$ that I (knew / was knowing)$_{22}$ a lot—(go / went)$_{23}$ out to eat. That night before we (left / have left)$_{24}$ we (had promised / used to promise)$_{25}$ each other that we (would practice / practiced)$_{26}$ a lot of English. We (were going to listen and speak / listened and spoke)$_{27}$ carefully so that we (learned / would learn)$_{28}$ a lot!

After we (had arrived / were arriving)$_{29}$ at the restaurant, we (sat / had sat)$_{30}$ down, and the waiter (was giving / gave)$_{31}$ us menus. While I (was trying / had tried)$_{32}$ to read mine, my friend (was staring / used to stare)$_{33}$ blankly at his. He (understood / understands)$_{34}$ nothing! The waiter (came / was going to come)$_{35}$ back, and we (ordered / were ordering).$_{36}$ My friend, who (had still stared / was still staring)$_{37}$ blankly, (pointed / would point)$_{38}$ to the first three items on the menu. The waiter (seemed / was seeming)$_{39}$ surprised and (asked / was asking),$_{40}$ "(Is / Will… be)$_{41}$ your friend sure?" I (was answering / answered)$_{42}$ "My friend (will be / is)$_{43}$ sure. I (have / will have)$_{44}$ the same." The waiter (was saying / said),$_{45}$ "Okay…. If you (want / are wanting)$_{46}$ that, you (have gotten / will get)$_{47}$ that. Foreigners …"

(Imagine / To imagine)$_{48}$ our surprise when the waiter (came / had come)$_{49}$ back with six dishes: two bowls of tomato soup, two bowls of cream of mushroom soup, and two bowls of clam chowder![4]

[4]Ali Mohamed Rooz-Behani

Activity Have you had difficulties ordering in restaurants? Have you had problems making phone calls? Have Americans misunderstood you? In small groups, take turns telling stories about a funny or embarrassing situation that you have been in while you have been studying English. As a class, you may want to make a small written collection of these stories.

PART FOUR
THE PRINCIPAL PARTS OF VERBS

Previewing the Passage

What is culture? How much does our culture influence us? Edward Hall says that the most basic and obvious parts of our culture are often the parts that influence us the most. As you read the following passage, try to decide what he means by this. What are some of the most basic parts of your culture? Do they influence you a great deal?

What Is Culture?

Cultures are extraordinarily complex, much more so than t.v. sets, automobiles, or possibly even human physiology. So how does one go about learning the underlying structure of culture? Looking at any of the basic systems in a culture is a good place to start—business, marriage and the family, social organization—any will do.

Culture is humanity's medium; there is not one aspect of human life that is not touched and altered by culture. This means personality, how people express themselves (including shows of emotion), the way they drink, how they move, how problems are solved, how their cities are planned and laid out, how transportation systems are organized and function, as well as how economic and government systems are put together and function. However, it is frequently the most obvious and taken-for-granted and therefore the least studied aspects of culture that influence behavior in the deepest and most subtle ways.

Adapted from Edward T. Hall, *Beyond Culture* (Garden City, N.Y.: Anchor Press/Doubleday, 1977), p, 106.

Looking at Structures

1. Verbs have five different forms, which are used to make all the possible verb constructions in English. How many forms can you locate in this passage?
2. What is the subject of the last sentence in Paragraph 1? What form is this? Can this form be used in other ways?
3. Notice the verb forms in the first two sentences of Paragraph 2. Most of the verbs are in the passive voice. What are the parts used to form the passive? Can these be used in other ways?

The Principal Parts of Verbs

All tenses and other verb constructions are formed from the five principal parts of verbs.

Infinitive	Simple Form[1]	Post Form[1]	Past Participle[1]	Present Participle
to walk	walk	walked	walked	walking
to play	play	played	played	playing
to run	run	ran	run	running
to write	write	wrote	written	writing
to be	be	was/were	been	being
to do	do	did	done	doing
to have	have	had	had	having

'See p. 32 for forms of irregular verbs.

The modal auxiliaries—can, *could, may, might, must, ought to, should, will,* and *would—are* not included here because each has only *one* form, the simple form. While modal auxiliaries have many meanings, their form never changes. The modals will be covered in Chapter 4.

Uses of the Principal Parts of Verbs: Verb Tense Formation

SIMPLE FORM

Commands

Walk!	active
Be seated!	passive

SIMPLE FORM

Simple Present

I walk. **She walks.**[1]	Be careful to add s to the verb when the subject is *he, she,* or *it.* *-s* has three pronunciations. Compare: walks ("s"), runs ("z"), watches ("ez")

Simple Post

I walked.[2]	*-ed* has three pronunciations. Compare: looked ("t"), listened ("d"), waited ("ed")

Simple Future

I will walk.

'(See p. 36 for spelling rules for adding *-s* and *-ed.)*
[2]See also irregular verbs, p. 32.

PAST PARTICIPLE[1]

Present Perfect

I have walked. **She has walked.**	Be sure to use *has* with *he, she, it.*

Past Perfect

I had walked.	All use the same form.

Future Perfect

I will have walked.

Passive Voice

I will be told. **He has been told.** We **were told.** She **was being told.**	The passive voice is formed with the past participle and a form of the verb *be.* The time frame of each tense is the same in active or passive. The passive voice is covered in detail in Chapter 11.

PRESENT PARTICIPLE[1]

Present Continuous

I am resting. **She is resting.**	See p. 36 for spelling rules for adding *-ing.*

PRESENT PARTICIPLE[1]

Present Perfect Continuous

He has been resting.
They have been resting.

Past Continuous

He was resting.
We were resting.

Past Perfect Continuous

You had been resting.

Future Continuous

I will be resting.

Future Perfect Continuous

They will have been resting.

Gerund

Resting is important.

The present participle is called a gerund when it acts as a noun.

[1]See p. 70 for a list of verbs not normally used in the continuous tenses.

Exercise A: Review of Spelling and Pronunciation with -s

Change the following sentences to the singular. Add *a* or *an* and change pronouns when necessary. Give the spelling of the verbs, and as you say them aloud, try to notice the various pronunciations of the -5 ending.

1. Children pick up cultural rules quickly. (A child . . .)
2. Children rely on their parents.
3. Children watch and imitate their parents.
4. Parents convey a great deal nonverbally, as well as with words.
5. Children learn their society's rules of time, distance, and order.
6. For example, American parents teach children promptness.
7. If children miss the bus, they get to school late.
8. Eventually, the children try to be on time.

Exercise B: Review of Spelling and Pronunciation with -ed

Use the past tense of the verbs in parentheses to complete the following. Give the spelling of the *-ed* form. Say each aloud and notice the various pronunciations of the *-ed* ending.

1. Margaret Mead_____(study) island people in the South Pacific.
2. She first_____(visit) the isolated Manus tribe in 1928.
3. The Manus_____(agree) to let her live among them.
4. They_____(permit) her to record their day-to-day life.
5. The isolation of the Manus tribe_____(stop) with World War II.
6. The United States government_____(ship) supplies and soldiers through these islands during World War II.
7. This contact with another culture_____(affect) every aspect of Manus life.
8. Incredible changes_____(occur) on the islands.
9. Margaret Mead_____(travel) to the islands again in 1953 and_____(observe) many changes.
10. She noticed that the Manus_____(dress) in western clothes,_____(cook) western food, and _____(carry) transistor radios.

Exercise C: Review of Spelling with -ing Use the present continuous to complete the following sentences. Give the spelling of each present participle.

1. Today, social scientists_____(study) the influence of American television in foreign countries.
2. Many believe that American television_____ (cause) cultural change.
3. Stations around the world_____(carry) American programs, movies, and commercials.
4. Some people believe that American t.v._____ (create) a world culture.
5. Through television, people everywhere_____ (get) regular "lessons" in American culture and values.
6. Some countries_____(control) the number of American programs on local stations.

7. Others_____(begin) to eliminate American shows entirely because they feel the shows _____(threaten) their own culture.
8. Few countries_____(succeed) in eliminating all shows, however.

Activity How did you learn about your culture? Did you learn most as a child in the family? What did you learn when you went to school? What did you learn from friends your own age? What have you learned since you began your English studies? Are you still learning?

In small groups, discuss your opinions on how and when people learn to be members of a culture. As you talk, be sure to consider important aspects of your culture such as its attitudes toward time, distance, education, religion, or marriage and family. After you have finished your discussion, choose one member of the group to give a brief summary for the entire class.

PART FIVE

IRREGULAR VERBS AND TROUBLESOME STRUCTURES

Previewing the Passage

Have you ever listened to a child learning to speak? Children learn a great deal from constant repetition and from trial and error-making mistakes and learning to correct them. How does this compare with your own method of learning English?

Each Language Has Its Exceptions

At least fifteen hundred languages are spoken in the world, and some linguists estimate that as many as eight thousand languages may exist. Even though most languages seem very different, there are some interesting universal aspects of language. The cartoon (on the next page) illustrates one: Every known language seems to have exceptions to its "rules"!

THE FAMILY CIRCUS® **By Bil Keane**

"You don't say 'he taked my chair' . . . it's `my chair was tooken.' "

Looking at Structures

1. What is wrong in the cartoon?
2. What exceptions or irregularities exist in your language? Do there seem to be as many as in English? Why do you think English has so many "special cases"?

Irregular Verbs

See p. 32 for a list of irregular verb forms.

Irregular verbs appear often in both spoken and written English. You should know these verbs *without* consciously thinking about them. For review, use the following exercises for rapid oral practice of many of the irregular forms.

Exercise A: Rapid Review of Irregular Past Forms In pairs, take turns asking and answering the following questions. Use the past tense in your answers. Be sure to change pronouns when necessary.

Example: Is she going *to* leave tomorrow?
No, **she left yesterday.**

1. Is he going to fly to Rome tomorrow?
2. Is he going to quit his job tomorrow?
3. Is she going to freeze vegetables tomorrow?
4. Is he going to swim tomorrow?
5. Are they going to broadcast the program tomorrow?
6. Are you going to dig the hole tomorrow?
7. Are you going to hide the presents tomorrow?
8. Is he going to drive to school tomorrow?
9. Are you going to write your parents tomorrow?
10. Are they going to meet with you tomorrow?

On Your Own In pairs, ask and answer your own questions, using the example as a model: Use the following irregular verbs:

begin	make
bet	pay
buy	read
cut	ride
give	tell

Exercise B: Rapid Review of Irregular Past Participles In pairs, take turns asking and answering the following questions. Use the present perfect tense in your answers and use appropriate pronouns.

Example: Are you going to see that movie?
I've already seen it.

1. Are you going to wind the clock?
2. Are you going to sweep the floor?
3. Are the police going to catch the thief?
4. Is he going to hang the picture?
5. Is she going to sell her house?
6. Is he going to sing my favorite song?
7. Are they going to do the dishes?
8. Is he going to wake up soon?
9. Is he going to forget about it?
10. Is he going to set the table?

On Your Own In pairs, ask and answer your own questions, using the example as a model. Use the following verbs in your sentences.

build	pay
choose	quit
find	speak
fly	split
hit	spread

Exercise C: Rapid Review of Irregular Past and Past Participles In pairs, take turns asking and answering the following questions. Use the past tense and "As a matter of fact . . ." in your answers, plus the appropriate pronouns.

Example: Have you ever eaten lobster?

As a matter of fact, I ate lobster yesterday (last week, last month, etc.).

1. Have you ever broken your leg?
2. Have you ever fallen off your bicycle?
3. Have you ever heard any Brazilian music?
4. Have you ever worn a suit?
5. Have you ever shut a door on your finger?
6. Have you ever bet on a horse?
7. Have you ever cut yourself badly?
8. Have you ever fought with your roommate?
9. Have you ever held a snake?
10. Have you ever written a poem?
11. Have you ever felt carsick?
12. Have you ever slept till noon?

On Your Own In pairs, take turns asking and answering your own questions, using the example as a model. Use the following verbs:

buy	shoot
forget	speak
keep	swim
lead	tear
quit	weave

Exercise D: Rapid Review of Irregular Past and Past Participles In pairs, take turns making statements and responses. Use the present perfect tense to respond and use appropriate pronouns.

Example: I heard that they sold their car.

No, **they haven't sold it.**

1. I heard that he lost his job.
2. I heard that they won the contest.
3. I heard that she found her wallet.
4. I heard that she took the TOEFL.
5. I heard that she led a canoe trip.
6. I heard that he bought a new stereo.
7. I heard that they ran the marathon.
8. I heard that he showed you the letter.
9. I heard that you drew a picture of me.
10. I heard that he gave you a ring.

BASIC WORD ORDER

Articles Demonstratives Possessives	Adjectives of Number	Adjectives Telling Qualities or Characteristics	Adjectives of Size or Shape	Adjectives of Color	Nouns Used as Modifiers	Nouns Pronouns	Auxiliary Verbs	Adverbs of Frequency
The	three	cute	little		Smith	girls		
						They		often
Mary's			big	brown and white		dog	has	
Those	five	heavy		red	English	books		always
My						mother		
That			tall	blond	ski	instructor	is	
	Most	foreign				students	can't	

Note: English is not a completely rigid language. Most of its rules can be broken. In developing a sense of order in English, you will begin to see when and how the rules may be broken. When in doubt, however, follow the rules.

On Your Own In pairs, take turns making your own statements and responses, using the example as a model. Use the following verbs:

break build leave send write

Activity In pairs or in groups of three, practice the irregular verbs by trying to use as many as possible in one-minute conversations. You may change the topic as often as you need to keep the conversation going. Refer to the following list of irregular verbs as you talk.

Irregular Verbs

These verbs have the same form for all three parts:

Simple Form	Past Form	Past Participle
bet	bet	bet
broadcast	broadcast	broadcast
burst	burst	burst
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let

BASIC WORD ORDER

Main Verbs	Indirect Objects	Direct Objects	Adverbiols oi (1) Direction and (2) Place	Adverbials of Manner or Means	Adverbials oi Frequency	Time Expressions
go			to the library	by bicycle	every day	at 9:30.
carry		their books	in backpacks.			
run			through our garden		twice	this morning.
fall			off the shelf			when you . . .
bought	me	those books				three years ago.
skiing			down the slope			now.
speak		English		fluently		when they . . .

Simple Form	Past Form	Past Participle
put	put	put
quit	quit	quit
set	set	set
shut	shut	shut
split	split	split
spread	spread	spread
thrust	thrust	thrust

These verbs have different forms for each part:

Simple Form	Past Form	Past Participle
arise	arose	arisen
awake	awoke	awaked (awoke)
be	was/were	been
bear	bore	borne (active voice) born (passive voice)
begin	began	begun
bite	bit	bitten (bit)
blow	blew	blown
break	broke	broken
choose	chose	chosen
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten

Simple Form	Past Form	Past Participle
fall	fell	fallen
fly	flew	flown
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
give	gave	given
go	went	gone
grow	grew	grown
hide	hid	hidden
know	knew	known
lie (to stretch out on a bed, etc.)	lay	lain
prove	proved	proved (active voice) proven (passive voice)
ride	rode	ridden
ring	rang	rung
rise	rose	risen
see	saw	seen
shake	shook	shaken
show	showed	shown (showed)
sing	sang	sung
sink	sank	sunk
speak	spoke	spoken
spring	sprang (sprung)	sprung
steal	stole	stolen
strive	strove	striven
swear	swore	sworn
swim	swam	swum
take	took	taken
tear	tore	torn
throw	threw	thrown
wake	woke	waked (woken)
wear	wore	worn
weave	wove	woven
write	wrote	written

The simple form and the past participle of these verbs is the same:

Simple Form	Past Form	Past Participle
become	became	become
come	came	come
run	ran	run

The simple and past forms of *beat* are the same:

Simple Form	Past Form	Past Participle
beat	beat	beaten (beat)

The past form and the past participle of these verbs are the same:

Simple Form	Past Form	Past Participle
bend	bent	bent
bleed	bled	bled
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
creep	crept	crept
dig	dug	dug
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
get	got	got (gotten)
grind	ground	ground
hang	hung	hung
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
light	lighted (lit)	lighted (lit)
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
read	read	read (pronunciation change)
say	said	said
sell	sold	sold
send	sent	sent
shoot	shot	shot
sit	sat	sat
spend	spent	spent
spin	spun	spun
stand	stood	stood
stick	stuck	stuck
strike	struck	struck (stricken)
sweep	swept	swept
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
win	won	won
wind	wound	wound

SPELLING RULES

The following chart of spelling rules will help you write various verb forms correctly. Some of these rules also apply to nouns, adjectives, and adverbs and will be covered again in later chapters.

For words ending in:	*ch / sh / s / x / z* sometimes *o*	consonant + *y*
To add *-s*	add *-es:* box = boxes buzz = buzzes go = goes kiss = kisses watch = watches wish = wishes *Note:* The *-es* is fully pronounced in all words, except those ending in *-o.*	change the *y* to *i* and add *-es* or *-ed:* carry = carries certify = certifies deny = denies dry = dries fly = flies
To add *-ed*		carry = carried certify = certified deny = denied dry = dried
To add *-ing*		

*No special rules apply. Simply add the ending.

add *-d:*

agree = agreed
excite = excited
lie = lied
tame = tamed
wave = waved

drop the *e* before adding *-ing:*

change = changing
fade = fading
like = liking

Note: Words ending in *-ee* or *-oe* do not follow this rule: *agree, agreeing; canoe, canoeing.*
For words ending in *-ie*, change the *-ie* to *-y* before adding *-ing: lie, lying; die, dying.*

one vowel + one consonant
one-syllable words

double the final consonant before adding *-ed* or *-ing:*

beg = begged
fan = fanned
pin = pinned
tap = tapped
shop = shopped

beg = begging
fan = fanning
pin = pinning
tap = tapping

multisyllable words

double the final consonant before adding *-ed* or *-ing* *if* stress is on the *last* syllable:

occur = occurred
permit = permitted
refer = referred

begin = beginning
occur = occurring
permit = permitting
refer = referring

CHAPTER 2
ACADEMIC LIFE

A REVIEW OF QUESTIONS AND ANSWERS

Part One: Yes/No Questions, Negatives, Tag Questions, and Short Answers
Part Two: Information Questions and Prepositions
Part Three: Polite Questions, Requests, and Responses

FUNCTIONS. SKILLS. AND ACTIVITIES

Describing people, habits, and schedules
Expressing agreement and disagreement
Writing and distributing a questionnaire
Interpreting charts
Showing politeness in questions and requests
Getting and giving directions

600.4
697.9

This chapter will review question formation. Throughout the chapter, you will practice how to get and give information in day-to-day and academic situations. Some will be informal and others formal, and you should pay close attention to the ways of showing politeness as you practice.

Previewing the Passage

Are you planning to do further academic work in English? If so, you probably have many thoughts on your mind. Have you asked yourself any of the following questions? What other questions or problems have occurred to you?

Studying at a North American College or University

"What is the college system like? Is the Canadian system the same as the U.S. system? I hope I'm not going to have many problems in adjusting. What is the system for grading? What kind of exams are given? Is it difficult to graduate?"

"Will I be able to understand my professors? There'll be a lot of homework, won't there? Should I buy a tape recorder to tape classes?"

"Have I applied to enough schools? I've sent in everything—transcripts, test scores, letters of recommendation; why haven't I heard anything yet?"

"What kind of English test scores do I need to get into academic courses? Do I have to take other entrance exams? All colleges give their own English placement tests, don't they?"

"Could you explain what a 500 on the TOEFL means? I don't really understand how the scores are determined. I would also like to know if I can take classes without a TOEFL score."

Looking at Structures

1. How many different types of questions can you find in the passage? How are they formed?
2. Look at the negative statements in the passage. What are the patterns to their forms?
3. Look at Lines 14-16 again. Which are questions and which are statements? Notice that three question words are used: *what, how,* and *if.* What is the order of the subjects and verbs that follow these question words?

PART ONE

YES/NO QUESTIONS. NEGATIVES, TAG QUESTIONS, AND SHORT ANSWERS

Previewing the Passage

Reading is a major part of academic life, yet both native and nonnative speakers have problems reading. These problems often come from the way people read. As you look at the following conversation, think about how you read in comparison to this student.

Help!

Toshio: Excuse me, Jim. I don't want to bother you while you're studying, but I need some help with my reading assignment. Are you really busy? Do you have a few minutes?

Jim: Sure, I do. What can I do to help you, Toshio?

Toshio: I can't understand this paragraph. I've looked up all the new words, but I still don't understand the ideas. Could you explain it to me?

Jim: I'll try. Let me see the passage. You looked up a lot of words, didn't you? Doesn't that get boring? Sometimes it's better to guess the meanings of the words. A dictionary doesn't always help that much.

Toshio: That's what my teacher says, too. But I have a bad habit, I guess. When I read, I stop at every new word. By the end, I can't remember any of the ideas.

Jim: Have you read the entire paragraph without stopping?

Toshio: No, I haven't. I should do that, shouldn't I?

Jim: Let's do it together. Then, we'll go back to look at the details.

Looking at Structures

1. Look at the two questions in Lines *2* and 3. What are the statements from which these questions were formed? What is the difference in their formation?

2. Look at the negative statements in the third paragraph. What are the affirmative statements from which they were formed? What is the difference in their formation?
3. Look at the questions "You looked up a lot of words, didn't you?" and "Doesn't that get boring?" Are the answers to these questions obvious? Why do you think the speaker asked them?

Yes/No Questions, Negatives, Short Answers, and Tag Questions

Sentences with the continuous and perfect tenses, the modal auxiliaries, and the verb *be* as a main verb all follow the same pattern for formation of questions, negatives, short answers, and tag questions.

The simple present and past tenses use forms of the auxiliary verb *do* in questions, negatives, short answers, and tag questions. The verb *have* follows these patterns when it is a main verb used in these tenses. Refer to pp. 61-62 for examples.

Exercise A: Review of Auxiliaries Many Americans use incomplete questions in conversation. Form complete questions from the following by adding auxiliary verbs and subjects.

Example: Working hard?
Are you working hard?

1. Help you with anything?
2. Need some ideas for your paper?
3. Finished writing it yet?
4. Already typed it?
5. Want me to proofread it?
6. Have to hand it in today?
7. Going to campus soon?
8. Your roommate say when she was coming back with the car?
9. Like a ride?
10. Be ready to go in a few minutes?

Exercise B: Review of Questions and Short Answers Working in pairs, make short conversations from the following statements by using the information in parentheses.

Example: I saw Tomoko last night, (see her / recently)
(still / study biology)
(botany)
(phone number / call)
I saw Tomoko last night. Have you seen her recently?
No, I haven't. Is she still studying biology?
No, she isn't. She's studying botany now.
Do you have her phone number with you? I'd like to call her.
Sorry, I don't.

1. I got a card from your old roommate yesterday, (hear from him / recently)
   (still / go to the University of Massachusetts)
   (Boston College)
   (address / write)
2. I ran into Professor Sommer yesterday, (see him / recently)
   (still / teach beginning German)
   (German literature)
   (schedule / make an appointment with him)
3. I had lunch with Tony last week, (talk to him / recently)
   (still / take classes at the community college)
   (take classes at the university)
   (phone number / call)
4. I saw Miki this morning, (call her / recently)
   (still / write novels)
   (textbooks)
   (address / visit)

On Your Own In pairs, follow the model and create a conversation about someone you know but may not have seen recently.

Exercise C: Review of Negatives Read the following description of an inefficient reader and then think about what an efficient reader must be. Rephrase the selection to describe what an efficient reader is *not.*

Example: An inefficient reader reads slowly.
An efficient reader does not read slowly.
Efficient readers don't read slowly.

An inefficient reader

1. covers all types of reading material at the same speed.
2. reads one word at a time.

3. will reread syllables, words, or phrases.
4. will move his eyes from word to word.
5. whispers words aloud or says words to himself as he reads.
6. pays a great deal of attention to details.
7. reads without thinking about what he is reading.
8. is easily distracted by other thoughts, noises, or people around him.
9. gets tired of reading soon.

Negative Questions

Negative questions are different from affirmative questions because they often show the speaker's expectations or beliefs. However, they should be answered like affirmative questions.

Teacher to Student

"You look confused. **Didn't you study?"** "Yes, I did, but I didn't understand the homework."	If the person is not sure, a negative question means he or she hopes for a *yes* but realizes a *no* answer is also possible.
"This paper is filled with misspelled words! **Didn't you use your dictionary to check spelling?"** "No, I didn't. I'm sorry."	If the person is sure of a *no* answer, he or she may ask a negative question to show anger or surprise.

Exercise D In pairs, complete the following conversations. One person should ask a negative question and the other should give the appropriate *yes* or *no* short response.

Example: I haven't read my assignment yet.
. . . (be worried about the test)
Aren't you worried about the test?
. . . , but I haven't had time to study.
Yes, **I am, but I haven't had time to study.**

1. I don't see Riki.
   . . . (be here)
   . . . , but we expect her any minute.
2. I'm visiting Harvard with her tomorrow.
   . . . (be excited)
   . . . . I've already been there many times.

3. She is going to an interview for graduate school.
   … (feel nervous)
   …. She can't even eat!
4. She has applied to other schools, too.
   … (apply to Yale)
   …, but she hasn't heard anything from them yet.
5. She likes Yale very much.
   … (go to Yale during the 1970s)
   …. She went to Berkeley.

Short Answers with *Too/Either* and *So/Neither*

Short answers are often used to show agreement, either affirmative or negative. *Too* and 50 can be used with affirmative short answers, and *either* and *neither* with negative short answers.

Statement

I like Chinese food.

Affirmative
Short Answer

I do, **too.**	
So do I.	Subject/verb order changes with 50 and *neither*.
Me, **too.**	Informal

Statement

I don't like Chinese food.

Negative
Short Answer

I don't, **either.**	
Neither do I.	Subject/verb order changes with so and *neither*.
Me, **neither.**	Informal

Exercise E Working in pairs or in groups of three, take turns asking each other the following questions. To express your feelings, respond in complete sentences. Your partner(s) can either agree or disagree with you. When expressing agreement, be sure to use *too, either, so,* or *neither.*

How do you feel while you are:

reading English? speaking English?
listening to a difficult lecture, speech, or program in English?
taking a difficult test such as the TOEFL?

writing a paper in English?
using an academic library?
at an American party?

Example: How do you feel while you are reading English?

It's difficult for me to understand everything the first time. I usually feel confused.

So do I.

I do, too.

Activity Silently read the following description of good readers. As you read, observe yourself. Do you use any of the techniques mentioned in the passage? Do you read the same way in your native language and in English?

After reading, separate into small groups. Take the most important ideas from the passage and write a short questionnaire about reading skills to give to your classmates. Use yes/no questions. Exchange questionnaires with another group. While you are completing the questionnaire, share ideas on how to improve both your reading speed and comprehension in English.

A Good Reader

A good reader reads fast and understands most of what he or she reads. Although each person is different, most good readers share six characteristics.

1. Most good readers read a great deal. They make time for reading and spend two full hours, three to four days a week, reading.
2. Fast readers look for the main ideas in their reading. They don't waste time and effort on unimportant details.
3. Good readers practice comprehension by reading more and more difficult material.
4. Fast readers plan their time for reading. Like students with assignments, good readers give themselves time limits, saying, "I want to finish this book by tomorrow. How much time can I spend?"
5. Good readers set goals. (To set a goal, they may read for fifteen minutes for quick understanding, then count the number of pages read and multiply by four. This gives them a number of pages to try to read each hour.) Steadily, they increase these goals.
6. Fast readers concentrate. They do not let outside distractions or daydreams interfere with their reading.

PART TWO

INFORMATION QUESTIONS AND PREPOSITIONS

Previewing the Passage

When is a nonnative English speaker ready to take courses with native speakers? Whether or not you are interested in academic work in English, the following passage includes questions you may want to ask yourself.

English and Academic Success

Scores on English language tests such as the TOEFL or the Michigan Proficiency can give an indication of "readiness," but they give no description of the language skills necessary for academic success. An admissions officer often relies on interviews with incoming foreign students to help determine their language ability. Some of the information an admissions officer will look for includes:

1. How fast does the student read in English? What types of reading give the student problems?
2. How much of a rapid English conversation can the student understand? On a conversational topic? In the student's field? How much can the student participate?
3. On what topics is the student able to write well in English? How long does it take the student to complete two well-written pages?
4. How far can the student be sitting from an English speaker and still understand him or her?
5. When does the student feel comfortable and competent speaking English?

There are no "best" answers to these questions. Yet questions like these help admissions officers find foreign students who are able to listen and read with quick understanding and to speak and write intelligently and correctly.

Looking at Structures

1. Most of the questions in this passage begin with question words. Do these words affect the formation of the questions? That is,

is there any difference in the basic formation of information questions and yes/no questions?

2. Can you find any cases where a question word is the subject of the question?
3. Is question formation the only use of words like *when, where,* or *how?* What other uses do they have?

Information Questions

Information questions ask *who, what, when, where, how often, why,* and so forth. Like yes/no questions, most information questions are formed by using an auxiliary verb before the subject.

Statement

Dr. Johnson gives many assignments.

Yes/No Question

Does she give many assignments?

Information Questions[1]

How many assignments does she usually give? —Too many!

How often did she give assignments last semester?—Every day.

Why is she assigning so much work?—I don't know.

Exercise A Complete the following questions by adding appropriate question words.

Example: Why are you leaving?
Because I have to study.

1. _____ did you leave home this morning?
At 8:30.

2. _____ did you get to school today?
By bus.

3. _____ did you take?
The express bus.

[1]See p. 50 for other examples of information questions.

4._____are you going later?
To the library.

5._____don't you study at home?
Because it's too noisy.

6._____do your roommates make noise?
Almost every night.

7._____do you live with?
Two Americans and one foreign student.

8._____do you pay for rent?
$200 a month.

9._____is your apartment like?
It's large but it's old.

10._____is it to campus from there?
Three blocks.

Information Questions with *Who. Which. What,* and *Whose*

In some information questions, the question word replaces part or all of the subject. Auxiliary verbs are *not* used, and the order of the subject and verb does *not* change.

INFORMATION QUESTIONS

Statement	Dr. Johnson teaches that class.	
who	**Who** teaches that class? —Dr. Johnson.	*Who* is used only with people. It normally takes a singular verb even if the answer is plural.
	Who teaches that class? —Dr. Johnson and two teaching assistants.	
Statement	Dr. Johnson's class has a lot of reading assignments.	
whose	**Whose** class has *a* lot of reading assignments? —Dr. Johnson's.	*Whose* replaces a possessive noun or pronoun.

Statement	Psychology 10 has the most work.	
which	**Which** psychology class has the most work? **Which** has the most work?—Psychology 10.	*Which* can be used with or without a noun. It normally refers to a small set of people, places, or things familiar to the speaker.

Statement	**The amount of homework** makes her class so difficult.	
what	**What** makes her class so difficult?—The amount of homework.	*What* is sometimes used in place of *which.* It is generally more informal than *which,* and it usually refers to a large set of people, places, or things unfamiliar to the speaker.

Exercise B: Information Questions with Who, What Which, and Whose Complete the following questions by using *who, what, which,* or *whose.*

Example: Who is your roommate this semester?
I have three. Miki, Mary, and Anni.

1. _____ is the Canadian?
   Mary is.

2. _____ roommate is from Spain?
   Anni is.

3. _____ is the most difficult thing about foreign roommates?
   The problems with language. We speak four different ones.

4. _____ accent gives you the most difficulty?
   Miki's accent. It's very strong.

5. _____ roommate brought that great stereo?
   Anni did.

6. _____ mother came to visit last week?
   Miki's mother, Bakka.

On Your Own In pairs, take turns asking and answering questions about your own roommates, friends, or family. Use as many question words as possible.

Exercise C: Review of Prepositions Complete the following by using appropriate prepositions of time. Refer to p. 63 for examples of preposition use.

Veronica: How do you like school?

Toshio: Well, I enjoy my classes, but it's difficult for me to start _____at_____ 8:00 because I have to get up_____1 quarter to six in order to catch the bus_____2 7:00. _____3 Mondays, I can sleep_____4 8:30, though, because I only have classes_____5 11:00 _____6 1:30.

Veronica: It's much more pleasant to study_____7 two and a half hours than five hours straight. _____9 Fridays, I don't get a single break! _____10 listening to English_____11 so many hours, I always get headaches. And then, it normally takes me _____12 midnight to finish all of my assignments.

Toshio: I know how you feel. But, we have a long vacation _____13 the summer, and we'll both be able to relax.

Veronica: Right! But_____14 now_____15 the summer is a long time. I may have a nervous breakdown _____16 then.

On Your Own In complete sentences, give your daily schedule for classes (and for work).

Exercise D: Review of Prepositions Make complete sentences from the following by adding the verb *be* and appropriate prepositions of place. Refer to p. 63 for examples of preposition use.

Example: Rhode Island School of Design
Providence, Rhode Island

The Rhode Island School of Design is in Providence, Rhode Island.

1. Boston University
   765 Commonwealth Avenue.
   Boston, Massachusetts
2. Cuesta College
   Highway 1
   San Luis Obispo, California
3. The University of Georgia
   Athens, Georgia
4. Marquette University
   North Fourteenth Street
   Milwaukee, Wisconsin
5. George Washington University
   801 22nd Street, N.W.
   Washington, D.C.

On Your Own In complete sentences, give your own home address, the address where you are living now, your school address, and the address of your best friend. Use appropriate prepositions in your sentences.

Exercise E: Information Questions In pairs, alternate asking appropriate questions and giving the following answers.

Example: Q: How often do you study at the library?
A: I usually study there once or twice a week.

1. Q: _____
   A: After school, from about 3:30 to about 5:00.
2. Q: _____
   A: Walk down three blocks, turn right, and you will see it on the left.
3. Q: _____
   A: Because it is quieter than my apartment.
4. Q: _____
   A: It's about five blocks from my apartment to campus.
5. Q: _____
   A: I have two roommates right now.
6. Q: _____
   A: He is the tall one with the glasses.
7. Q: _____
   A: My other roommate has brown curly hair and wears a moustache.
8. Q: _____
   A: He usually rides his motorcycle.

FACTS AND FIGURES ON SELECTED U.S. UNIVERSITIES. 1981-82

			Student Population				Undergraduate Enrollment by Discipline								
Name	Location	Calendar	**Graduate**	**Undergraduate**	**Foreign Students**	**Agriculture**	**Arts and Science**	**Business**	**Communications**	**Education**	**Engineering**	**Fine and Performing Arts**	**Health Services**	Tests Required	Annual Expenses: Tuition and Fees
Arizona State University	Tempe, Arizona	Semester	9,875	28,200	5%	-	31%	30%	-	5%	16%	6%	8%	SAT or ACT TOEFL	$ 710 in state $2,540 out of state
Auburn University	Auburn, Alabama	Quarter	1,668	17,009	-	7%	21%	15%	-	11%	22%	-	13%	SAT or ACT TOEFL	$ 990 in state $1,290 out of state
Boston University	Boston, Massachusetts	Semester	9,331	13,263	8%	-	46%	14%	11%	4%	12%	5%	8%	SAT TOEFL	$7,275
Case Western Reserve	Cleveland, Ohio	Semester	5,042	3,446	4%	-	42%	10%			46%	-		SAT or ACT TOEFL	$6,450
University of California	Berkeley, California	Semester	9,437	20,977	2%	-	78%				18%	-		SAT or ACT TOEFL	$1,173 in state $3,150 out of state
University of California	Santa Barbara, California	Quarter	2,166	13,545	1%	-	88%				11%	-		SAT or ACT TOEFL	$1,194 in state $3,150 out of state
University of Colorado	Boulder, Colorado	Semester	3,960	18,265	1%	-	68%	12%			12%			SAT or ACT TOEFL	$1,113 in state $3,019 out of state
University of Wisconsin	Madison, Wisconsin	Semester	9,619	28,127	2%	10%	50%	-		11%	12%	-	10%	SAT or ACT TOEFL	$1,015 in state $2,587 out of state

On Your Own In pairs, take turns asking and answering questions about your own schedules, study habits, apartments, houses, or dormitory rooms.

Activity Many of you may be considering getting a degree from a U.S. college or university. How do you choose a school? The chart on p. 54 will give you an idea of the many factors involved in making a choice—tuition, entrance requirements, location, majors, and so forth. Look over the chart and then use it to practice asking and answering questions with a partner. Add your own questions.

1. What will you major in?
2. Where would you like to go to school?
3. What size school would you like to attend?
4. How much can you afford to spend for tuition?

PART THREE

POLITE QUESTIONS, REQUESTS, AND RESPONSES

Previewing the Passage

Many new students spend their first few days on a campus getting lost! Have you had any interesting, funny, or not-so-funny experiences learning your way around?

Where Is the Library?

Toshio: Excuse me. Could you help me, please? I'm new here, and I don't know my way around. I'd like to know where the undergraduate library is.

Connie: Sure! It's not too far from here. In fact, I'll be going in that direction in just a few minutes. Do you mind waiting a little while? I have to speak to a professor here, but it should only take a minute. Then I'd be happy to show you where the library is.

Toshio: Thanks. That's thoughtful of you. Take your time. I'll wait here until you are finished.

Looking at Structures

1. Underline each request in the passage.
2. What is the tone of this conversation? Formal? Informal? Familiar? Polite? How can you tell? Find any questions and answers that show politeness.
3. In Line 5, what verb form follows the verb *mind?*

Politeness in English

Every language has its ways of expressing politeness. The phrasing, intonation, and facial expression can make a statement or request polite or impolite. In English, we add words to make a statement or request more polite. As a general rule, the shorter the sentence is, the less polite it usually is.

MAKING REQUESTS

Commands

Help me. — Less polite

Direct Requests

Please help me.
or
Help me, please.

Yes/No Questions

Do you have time (a moment, a minute) to help me?

Yes/No Questions with Modal Auxiliaries

Can you help me, please? — Informal
Could you help me, please?
Would you help me, please?

Do you mind helping me? — A negative answer means an affirmative response ("No, I don't mind" means "It's no problem" or "I will").
Would you mind helping me?

MAKING REQUESTS

Negative Questions

Why don't we help that old lady?

A negative question with "Why don't I (you, we) . . ." is often a polite request or suggestion.

Embedded Questions

I would like to know if you could help me.

Would you let me know when you could help rne?

The second subject comes *before* the verb in embedded questions. Embedded questions are covered in detail in Chapter 12.

More polite

ASKING FOR PERMISSION

Statement

I am going to use your car.

Less polite

Requests with Modal Auxiliaries

Can I use it, please?
Could I use it, please?
May I use it, please?

Informal

Embedded Questions

Do you mind if I use your car?
Would you mind if I used your car?

Is it all right with you if I use your car?
Would it be all right with you if I used your car?

A negative answer means an affirmative response ("No, I don't mind" means "It's all right").

More polite

RESPONSES

Negative	**Affirmative**	
Not on your life!	Yeah, sure.	Less polite
No way!	Okay! Okay!	↓
Not in a million years!	Oh, all right.	
Too bad, I can't. …	Sure. No problem. Anytime.	
I'm sorry, but. …	Of course.	
I feel bad about this, but. . . .	Certainly,	
I wish I could, but. . ..	With pleasure! I would be very happy (to . . .).	More polite

Exercise A Working in pairs, change these commands to more polite requests and give suitable responses.

Example: Leave the room.

Could you leave the room for just a moment? We're planning something for you!

No problem.

1. Open the door.
2. Carry these bags for me.
3. Set them on the table.
4. Put the groceries away.
5. Wash the dishes.
6. Help me with my homework.
7. Take out the trash.
8. Lend me $10.

On Your Own Role-play making the preceding requests. Use the following characters: two roommates, grandmother (grandfather) and grandchild, foreign student visiting a North American family.

Borrow **and Lend**

These verbs can be confusing. Compare:

borrow	Could I **borrow** your bicycle?	We borrow *something* from someone.
lend	Would you **lend** me your bicycle?	We lend *someone* something.

Exercise B In pairs, take turns making requests and responses by using either *borrow* or *lend* with the following cues.

Example: borrow / dictionary

Could I borrow your dictionary?

Of course.

1. borrow / grammar book
2. lend / pen
3. lend / some paper
4. borrow / your notes from yesterday's lecture
5. lend / your notes
6. borrow / some money
7. lend / $10
8. lend / your car

On Your Own Role-play these requests using the following characters: roommates, teacher/student, two strangers.

Exercise C Working in pairs, ask and answer questions on the following. Change these direct questions into more polite forms by adding:

"I would like to know. . . ."
"Could you tell me. . . ."
"Do you know. .. ."

Remember that your second subject comes *before* the second verb. *Do, does,* and *did* are not used.

Example: Where is the library?

Could you tell me where the library is, please?

Certainly,....

1. When is the meeting?
2. How often do the classes meet?
3. How many students will there be in my class?
4. Where can I buy that textbook?
5. How far is the dorm from here?
6. How long does it take to walk there?
7. Which math class should I take?
8. How long has Professor Meyer been gone?
9. What is our homework for tomorrow?
10. Where did my roommate go?

On Your Own In pairs, role-play these requests using the following characters: student/school counselor, strangers, student/teaching assistant.

Exercise D: Error Analysis—All Question Forms Many of the following sentences contain errors. Correct the error or indicate that the sentence contains no errors.

Why didn't he come to the party?

1. Have I to do all the homework for tomorrow?
2. Can you tell me where did my roommate go?
3. I would like to know where is there a mailbox nearby.
4. Which sweater did she buy?
5. Who did call you?
6. Where he is studying now?
7. Would you mind if I close the door?
8. Why you don't come to visit us more often?
9. Whose car are you driving?
10. Do you mind to help me for a minute?
11. Who told you that?
12. May you give me change for a dollar?
13. Did not she mail the package?
14. How often you have classes?
15. Whose book this is?

Activity Using a map, a phone book, a bus schedule, and a newspaper from your area, practice asking for and giving information with one of your classmates. Be sure to give good explanations of schedules and locations. Ask for the following information and add a few requests of your own. While you are practicing, vary the relationships between the speakers (roommates, strangers, teacher/student, and so forth).

Example: the nearest post office

Excuse me. Where is the nearest post office? Could you tell me how I can get there? Do you know when it closes?

1. the nearest hospital
2. a movie that your partner recommends
3. an inexpensive restaurant
4. your classmate's apartment
5. *a* hair salon
6. the telephone company business office
7. the nearest branch of your bank
8. a sports event coming up soon
9. a musical concert coming up soon
10. the nearest branch of the public library

Statements, Questions, and Short Answers

THE CONTINUOUS AND PERFECT TENSES. THE MODAL AUXILIARIES. AND *BE* AS A MAIN VERB*

	Question Word	Auxiliary Verb	Subject	Auxiliary Verb (and Negative)	Main Verb	Auxiliary Verb	Pronoun	Short Answers	
AFFIRMATIVE AND NEGATIVE STATEMENTS			Ted Ted Ted	is (was) (not) should (may, etc.) (not) has (had) (not)	studying, study, studied.				
TAG QUESTIONS			Ted Ted	is isn't	studying, studying,	isn't is	he? he?	Yes, he is.	No, he isn't,
			Ted Ted	should shouldn't	study, study,	shouldn't should	he? he?	Yes, he should.	No, he shouldn't,
			Ted Ted	has hasn't	studied, studied,	hasn't has	he?	Yes, he has.	No, he hasn't.
YES/NO QUESTIONS		Is(n't) Should(n't) Has(n't)	Ted Ted Ted		studying? study? studied?			*Note:* A *yes* or *no* answer to a question depends on the answer, not on the question.	
INFORMATION QUESTIONS	Where What How long	is should has	Ted Ted Ted		studying? study? studied?				
	Who			is	studying?				

**Be* as a main verb forms statements and questions in the same way as the auxiliary *be* does.

THE SIMPLE PRESENT AND PAST TENSES AND *HAVE* AS A MAIN VERB*

	Question Word	Auxiliary Verb	Subject	Auxiliary Verb (and Negative)		Main Verb	Auxiliary Verb	Pronoun	Short Answers	
AFFIRMATIVE STATEMENTS			You (I, we, they) Ted(he, she, it) She (we, they, etc.)			study. studies. studied.				
NEGATIVE STATEMENTS			You Ted	don't doesn't	(didn't) (didn't)	study. study.				
TAG QUESTIONS			You You Ted Ted	don't doesn't		study, study, studies, study, study?	don't do doesn't does	you? you? he? he?	Yes, I do (did). Yes, he does (did).	No, I don't (didn't). No, he doesn't (didn't).
YES/NO QUESTIONS		Do(n't) Does(n't) Did(n't)	you Ted she			study? study?			*Note:* A *yes* or *no* answer to a question depends on the answer, not on the question.	
INFORMATION QUESTIONS	Where When Who	do does	you Ted			study? study? studied?				

**Have* as a main verb forms statements and questions in the same way as other simple present and past tense verbs.

Prepositions

Prepositions of Time

in the morning (afternoon, evening)	Use *in* or *during* with a period of time.
during the summer (spring, fall, winter)	
in January	
on Monday **on** September 20	Use *on* with a day or date.
at 9:00 **at** noon (midnight)	Use *at* with a specific time. *Exception: at night*
from 9:00 **to (until, till)** 5:00	Use *from ... to (until, till)* with a beginning and ending time.
for six hours (five days)	Use *for* with a duration of time.
since Wednesday (June, 6:00)	Use *since* with a beginning time.
by Monday	Use *by* to mean "until but not after."
	Other prepositions of time include *before, after,* and *around.*

Prepositions of Place

in Paris (Illinois, Japan) **in** the apartment (house, library)	Use *in* with cities, states, regions, countries, and buildings.
on State Street (Hollister Avenue) **on** Lake Michigan (the Colorado River)	Use *on* with streets and bodies of water.
at 121 Beacon Street (5583 Cheryl Drive) at home (work, school, church)	Use *at* with specific addresses and with these idiomatic expressions.
	Other prepositions of place include *in back (front) of, outside (of), near, next to, behind, over, under, above,* and *across (from).*

Prepositions of Direction

to Europe (Argentina, Chicago) **up (down, along)** the Nile	Other prepositions of direction include *through, over, around, across, in(to), out of, toward, under,* and *above.*

Prepositions of Manner	
in (out of) a car (taxi, elevator)	Use *in* or *out of* + an article with vehicles that can carry four to six people.
on (off [of]) a bus (plane, train, boat) **on (off** [of]) a bicycle (motorcycle, horse)	Use *on* or *off (of)* + an article with vehicles (or other means of transportation) that carry either one person or many people.
with a knife (scissors, hammer)	Use *with* with tools or other equipment. *Exception: in pen (pencil, ink)*
by car (plane, bus)	Use *by* (without an article) with means of transportation. *Exception: on foot*
Prepositions of Purpose	
for a vacation	Use *for* to give reasons. *Exception: on business*
as president (a representative)	Use *as* with jobs or other positions.

CHAPTER 3
THE FAMILY

THE VERB TENSES

Part One: The Present Continuous and Simple Present Tenses

Part Two: The Simple Past and Past Continuous Tenses

Part Three: The Present Perfect and Present Perfect Continuous Tenses

Part Four: The Future Tenses; *Be Going to*

Part Five: *Would, Used to, Was/ Were Going to*

Part Six: The Past Perfect and Past Perfect Continuous Tenses

FUNCTIONS. SKILLS, AND ACTIVITIES

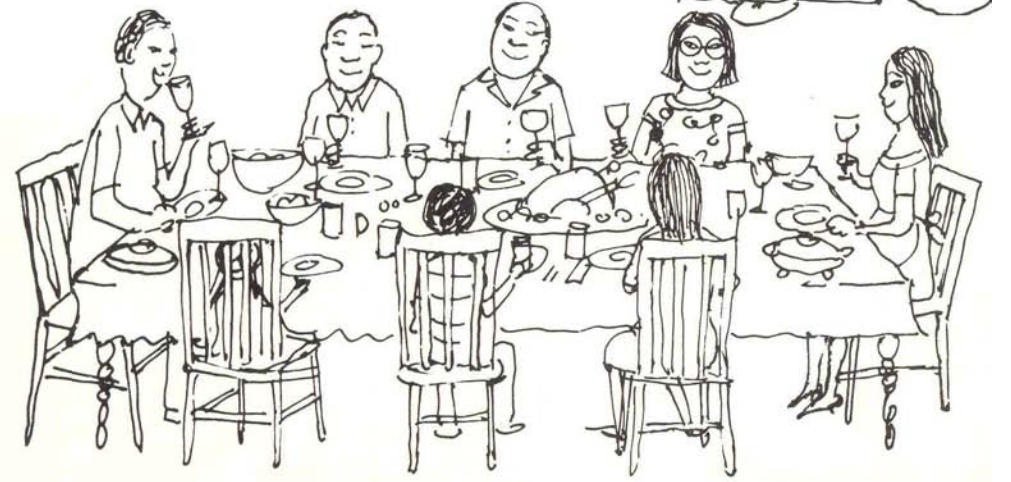
Discussing current events and trends

Expressing opinions

Making generalizations, comparisons, and predictions

Describing scenes, habits, and schedules

Telling stories



In this chapter, you will review the uses of all the verb tenses in English. As you read or listen to the passages, pay close attention to the time expressions used with each tense. Also notice the shifts from one tense to another. Later, in Chapters 7 and 12, you will take a more detailed look at time sequences and tense shifts with complex sentences.

Previewing the Passage

Have you lived with or become close to an American family? Before coming here, what had you heard, read, or thought about American families? From your experience, is the "typical" American family similar to or different from what you had believed?

What Is Happening to the American Family?

The condition of the American family is a frequent topic throughout the United States today. Many Americans feel that the once-solid family is collapsing under the weight of such destructive elements as mobility, divorce, and the generation gap. Others believe that the American family is in transition; they think that people are exploring alternatives that will create a healthier variety of lifestyles in the future. A growing number of Americans, moreover, contend that "family breakdown" is a myth and that the American family is as strong and solid as ever.

The strength and solidarity of the American family has been the subject of two interesting sociological studies of thousands of families in Muncie, Indiana. The first study, *Middletown,* had already been in print for fifty years when the second study ended in 1979. The 1979 results showed, interestingly enough, that "no significant decline in the Middletown family" had taken place since the first study. In fact, the second study found "more solidarity among family members, less of a gap between generations, better communication between husbands and wives, and more attention to religion." Americans had expected very different results from the study, and these findings were surprising.

Is Muncie, Indiana, typical? Dr. Theodore Caplow, who helped direct the second study, says, "Yes, . . . 'Middletown' does not differ greatly from the country as a whole."

Looking at Structures

1. What is the time frame of the first paragraph? The second? The third? Can you point out which tenses are used to express the different time frames?
2. Many complex sentences in the first paragraph use both the simple present and the present continuous tenses (for example, "They think that people are exploring alternatives .. ."). In these particular sentences, which tense expresses thoughts or opinions and which describes actions?
3. Several complex sentences in the second paragraph include both the simple past and the past perfect tenses (for example, "The 1979 results showed ... that 'no significant decline'... had taken place .. ."). What is the difference in the time frames of the two tenses?

PART ONE

THE PRESENT CONTINUOUS AND SIMPLE PRESENT TENSES

Previewing the Passage

What is your family like? Is it a typical family in your culture? Is the "typical" family changing? Do many people live alone? Do young couples live by themselves or with either person's parents? What about grandparents, aunts, uncles?

Facts and Figures About the American Family

The family is still the main unit in U.S. society; yet, in its traditional sense, the family is disappearing. The average American household is steadily getting smaller. One in five households now consists of one person living alone, while large families (six or more people) make up little over 5 percent of American households. On the other hand, nonfamily households (groups of unrelated people who live together) are increasing rapidly. Over one-fourth of today's households are nonfamily households. Most dramatically, the number of people who live in families with a single parent (male or female) is skyrocketing.

10 Overall, one out of every eight children—and nearly half of all black children—now has a single-parent home. Still, nine out of ten people continue to live in households as family members. In all, today's social scientists believe that although family life is definitely changing, the family is here to stay.

Looking at Structures

1. Underline all verbs that give facts. What tenses are they in?
2. Underline all verbs that express situations or activities in progress today. What tenses are they in?
3. Find the adverbs in the second, third, and fourth sentences. Where are they placed in relation to the verbs?

The Present Continuous Tense

The present continuous tense describes actions or situations in progress at the moment of speaking. This includes activities that are happening right now and current activities of a general nature. The tense is often used for activities or situations that are temporary rather than permanent.

At the Moment of Speaking

Sandy **is studying** in the other room now.

Current Activities

She's **taking** a heavy load of classes this semester, so she has to study a lot.

These time expressions are often used with the present continuous tense: *now, at the moment, today;* expressions with *this (this morning, this quarter).*

See p. 36 for spelling rules for verbs ending in *-ing.*

Exercise A Answer the following in complete sentences using the present continuous tense.

1. What are three things that you are doing right now?
2. What are two things that you are not doing now?
3. What are two things that you are doing this quarter (semester)?
4. What are three things that you are not doing this quarter (semester)?

Exercise B: Spelling Review Add *-ing* to the following verbs, making any necessary spelling changes.

1. study	4. insist	7. plan	10. change
2. occur	5. write	8. happen	11. swim
3. travel	6. open	9. begin	12. heat

Verbs Not Normally Used in the Continuous Tenses

The following verbs are seldom used in the continuous tenses, *except* in certain idioms or in descriptions of a definite action.

Feelings or Thoughts			**Compare:**
want[1]	prefer	believe	I don't think this is
need	dislike	understand	a good idea.
love	hate	remember	I am thinking about
like	know	recognize	another possibility
mean[1]	mind	appreciate	right now.
be	think[1,2]	consider[1,2]	We have been considering several alternatives.

Perceptions		Compare:
seem	hear[2]	This apple looks good.
appear	see[2]	I am looking at the apple now.
taste[2]	look[2]	It tastes delicious.
smell[2]	sound	I am tasting the apple now.

Possession	
have[3]	We own a car.
own	It belongs to my brother and me.
belong to	He has the car today.
possess	He is having a good time
cost	with it.[3]

The Simple Present Tense

The simple present tense often refers to actions or situations that do not change frequently. It is used to describe habits or routines. It is also used to express opinions or to make general statements of fact.

[1]These verbs sometimes appear in the present perfect continuous tense.

[2]These verbs sometimes appear in the present or past continuous tense in the description of a specific action.

[3]In idiomatic use, *be having* means "be experiencing."

Fact

Alan and Lu **live** in Wyoming.

Routine

Alan and Lu usually **work** six days a week on their ranch

Opinion

Lu **likes** Wyoming, but Alan **prefers** Colorado.

These time expressions are often used with the simple present tense: *often, every day, from time to time.* See pp. 72-73 for other examples.

See p. 36 for spelling rules for verbs ending in *-s.*

Exercise C Answer the following in complete sentences using the simple present tense.

1. What are three things that you do every morning?
2. What are two things that you do not do every day?
3. What are three facts about yourself?
4. What are three things that you like (to do)?
5. What are two things that you don't like (to do)?

Exercise D: Spelling and Pronunciation Review Give the *he* or *she* form of the following verbs in the present tense. Then list them according to the way the *-s* ending is pronounced in each: s (walks), *Z* (runs), or *ez* (watches).

1. carry	6. employ	11. fly
2. establish	7. laugh	12. do
3. reply	8. bet	13. collect
4. watch	9. worry	14. argue
5. go	10. box	15. stay

Exercise E Complete the following passage with simple present or present continuous forms of the verbs in parentheses.

Housing in America

Nowadays, fewer and fewer single families own large houses. Large older houses____1 (be) too expensive now, and today's smaller families_____2 (need / not) so much space. As a result, many people today _____3 (buy) condominiums or duplexes, or they _____4 (stay) in rented apartments longer instead of buying homes. Others_____5 (try) creative alternatives. For example, two young families, the

Johnsons and the Lords,_____6 (purchase) a large home and_____7 (share) the cost. Single people also_____8 (get) together with friends or relatives to buy houses. They_____9 , (see) the advantages of owning a home, but they _____10 (need) several incomes to pay the mortgage.

On Your Own Tell a little about housing in your home town or country. Do people own their own homes or do they rent? Is this changing? Are people trying alternatives?

Exercise F Complete the passage with present continuous or simple present forms of the verbs in parentheses.

Gardening

While most people buy (buy) their fresh vegetables in a supermarket, we._____l (prefer) to grow our own. My wife and I_____. 2 (like / not) the taste of most store-bought vegetables. That small garden plot behind the garage_____3 (belong) to our neighbor, but he_____4 (use / not) it this summer. So, we_____5 (grow) our vegetables there this year. Today, my wife_____6 (plant) tomatoes and beans. To her, nothing_____7 (taste) better than vine-ripened tomatoes. She really 8(dislike) the tough-skinned, tasteless tomatoes from the grocery store. This year, we _____9 (grow) quite a crop—five different varieties of tomatoes.

Adverbs of Frequency and Other Time Expressions

Expressions such as the following are frequently used with the simple present tense.

Adverbs of Frequency	**Other Time Expressions**
always	without fail
almost always	as a rule
usually	on a regular basis

Adverbs oi Frequency	Other Time Expressions
often	
generally, in general, normally	by and large
sometimes	
occasionally	every so often
seldom	(every) now and then
rarely	from time to time
hardly ever	
almost never	
never	

Placement with Statements

Adverbs of- frequency and other one-word adverbs may be placed before the main verb in a sentence, while longer expressions are placed at the end or at the beginning of a sentence. Adverbs of frequency usually follow auxiliary verbs and *be* used as a main verb.

Adverbs of Frequency	Longer Expressions
WITH ONE VERB	WITH VERBS IN ALL TENSES
It seldom rains in southern California.	**As a rule,** the rainy season in California lasts only a short time.
Reggie **usually** exercises outdoors.	Athletes like Reggie can train outdoors **almost every day.**
WITH AUXILIARY VERBS AND *BE* AS THE MAIN VERB	
The weather there is **rarely** bad and people don't **usually** need heavy clothes.	
It has **occasionally** snowed along the coast, however.	

Questions and Negatives

Ever means "at any time." In a question, ever immediately follows the subject, and in a negative it follows the auxiliary verb. Other adverbs with negative connotations such as *never, seldom,* and *rarely* may be used at the beginning of sentences. In these cases, an auxiliary verb is used before the subject.

Question: Does it **ever** snow in southern California?

Negative: It hasn't **ever** snowed in San Diego.

Subject/ Verb Inversion: **Never have I seen** snow in San Diego.
Seldom does the temperature **drop** below 45 °F.
Rarely is it cold.

Exercise G Complete the passage with simple present or present continuous forms of the verbs in parentheses. Add adverbs when indicated.

A U.S. Commuter

Dave Peterson normally wakes (wake / normally) up at 5:45 A.M. If he _____1 (get) into the shower first, he_____2 (be) ready for breakfast by 6:30. If he_____3 (be / not) too late, he_____4 (eat) some breakfast. Ten minutes _____5 (be / usually) enough for him to gulp down some coffee and a piece of toast while he _____6 (scan) the newspaper. Dave_____ (run) out the door at a quarter to seven and_____8 (have) just enough time to make the express train. The brisk morning walk_____9 (do) him wonders because it _____10 (wake) him up a bit. He

_____11 (pick / always) up a copy of *The Wall Street Journal* near the station and_____12 (fold) it neatly in quarters, lengthwise. Dave_____13 (read / usually) it while he_____14 (stand) on the train.

As a rule, he_____15 (arrive) at the office a few minutes before 8:30. Most of his co-workers 16 (get / rarely) there before 9:00. Dave 17 (have / not) to be in until 9:00 either, but it_____18 (look) good to the boss if he_____19 (work) before 9:00.

Five days a week, fifty weeks a year, that_____20 (be) how Dave's day_____21 (begin), just like clockwork.

On Your Own Tell about a typical morning for you. When do you get up? Do you ever wake up late? Do you always eat breakfast? When do you leave home?

Exercise H Complete the passage with appropriate forms of the verbs in parentheses. Add adverbs when indicated.

Family Responsibilities

Household chores can be tedious. All of us in the Peterson household. have (have) busy schedules, so we 1 (try) to share the chores. Our plan _____2 (work / seldom) out though! For example, our son Dan_____3 (do / usually) the dinner dishes, but tonight he _____4 (study) for an exam. So, guess who_____5 (wash) the dishes tonight? Me! Our daughter Sue _____6 (take care of / normally) the laundry, but she _____7 (visit) friends out of town. So, guess who_____8 (do) the laundry this week? Me! My husband and I_____9 (alternate) cooking, as a rule, but he_____10 (meet) with an important client this evening. So, guess

who_____11 (make) dinner again? Me! I _____12 (mind / not) doing all these chores; in fact, I_____13 (enjoy) them. Time_____14 (be) my problem, however; I_____15 (work) forty hours a week in a lab at the university, and I_____15 (have / often) to stay late when I_____17 (work) on a special project. It_____jg (seem) that I_____19 (be) the only one in the family who_____20 (hold down) two full-time jobs!

On Your Own Tell about responsibilities in your family. Who normally takes care of the house or apartment? Who usually cleans? Who cooks? Who does the laundry?

Activity In pairs or in small groups, learn a little more about lifestyles in your classmates' cultures. Take turns describing some of the following:

1. a typical family in (name of city or country)
2. a typical weekday for a typical family
3. a typical weekend
4. a typical holiday
5. a typical house or apartment

As you share your ideas, be sure to include information or opinions about changes that are taking place in your culture. After you have finished your discussion, choose one member of the group to give a brief summary to the entire class.

PART TWO

THE SIMPLE PAST AND PAST CONTINUOUS TENSES

Previewing the Passage

Family life is often chaotic, but someone usually tries to keep things organized. Who was the person in your family who made sure that everything worked out?

A Day in the Life of a Traditional Housewife

She arose early, before dawn, in order to fix breakfast and to wake her family. She nudged, prodded, and yelled until everyone was finally out of bed. While everyone else was showering, shaving, and dressing, she was frying eggs, making coffee, and preparing sack lunches. One by one, the family members came down to the kitchen. When each person sat down, she served breakfast. She hustled and bustled, making sure that everyone was awake to face the day. After everyone had gone, she began her day's work. During the day, she mopped, swept, did dishes, vacuumed, mended clothes, washed, ironed, scrubbed. . . .

And today's mother? She does everything that mothers used to do and more. Over one-half of mothers in the United States today maintain their homes while also managing to hold down eight-hour-per-day, forty-hour-per-week jobs.

Looking at Structures

1. What tenses appear in this passage? In which lines do the tenses shift? Were the actions in the third sentence happening at the same time or one after the other? In the fifth sentence?
2. Note the use of the construction *used to* in Line 11. From the meaning of the sentence, can you explain why the author chose this structure?

The Simple Past Tense

The simple past tense describes actions or situations that began and ended in the past.

Six years ago, we **bought** a home in the suburbs.

Then we **found** an apartment in the city

We **moved** there **last year.**

These time expressions are oft used with the simple past:

ago (two weeks ago, three years ago, a month ago today) the day before yesterday, etc.

Sequence expressions are *also* used: *first, then, later, finally, last.*

See p. 36 for spelling rules for verbs with *-ed* endings.

See p. 32 for a list of irregular verbs.

Exercise A: Spelling Review Add *-ed* to the following verbs, making any necessary spelling changes. Pronounce the past forms aloud and try to distinguish the various pronunciations of the *-ed* ending. List them according to pronunciation: *t (washed), d (changed), ed (waited).*

1. need	6. paint	11. occur
2. study	7. hope	12. stop
3. insist	8. agree	13. cry
4. rob	9. permit	14. play
5. travel	10. wrap	15. clean

Exercise B Complete the passage with the simple past form of the verbs in parentheses.

The American Dream

The "American dream" is a stereotypical image that grew about family life. In the 1950s, it_____1 (become) synonymous with family life. What_____2 (be) the "dream"?

As the first step, families_____3 (buy) or _____4 (build) a cozy little home in the suburbs. This_____5 (mean / often) a long commute to work. Many husbands_____6 (ride) the train or 7 (drive) two hours each way, but this 8 (be) part of the "dream."

The husband "_____9 (wear) the pants" in the family: He_____10 (make) the decisions because

he_____11 (go) to work, he_____12 (pay) the bills, and he "_____13 " (put) food on the table. (Of course, his wife actually_____14 (make) the meals!)

The wife_____15 (spend) her time at home. She _____16 (take) care of the children,_____17 (keep) house,_____18 (do) laundry, _____19 (iron),_____20 (sweep) and _____21 (scrub) floors, and_____22 (run) errands. Occasionally she_____23 (find) time for a hobby.

According to the "dream," everyone_____' 24 (be) happy with this arrangement. This _____ 25 (be) the image that people_____26 (hold) of the "perfect family." If the husband or wife_____27 (feel) bored or discontented, he or she_____28 (hide) these feelings.

On Your Own In your society, what is the image of the "perfect family"? Does it really exist? Give a brief description of it and then compare this image to your view of what actually exists in your society.

The Past Continuous Tense

The past continuous tense describes actions in progress in the recent past (a few moments before the moment of speaking) or at a specific time in the past.

Recent Past

Oh! You startled me! I was **taking** a little nap.

Specific Past Time

A year ago now, we **were living** in the Back Bay.

Time expressions such as *a few minutes (moments) ago, at that time,* and *then* are often used with the past continuous.

See p. 70 for a list of verbs not normally used in the continuous tenses.

See p. 36 for spelling rules for verbs with *-ing* endings.

Exercise C Using complete sentences, answer the following questions.

1. What were you doing two hours ago?
2. Where were you living a year ago?
3. What were you doing when you decided to come to this school?
4. What were you thinking about a moment ago?
5. What was your classmate,..., doing a few minutes ago?
6. What were you doing the day before yesterday?
7. What was your teacher doing at this time yesterday?
8. What were you studying two weeks ago?

When and While

These connecting words are frequently used to connect two past actions.

while	He was watching t.v. **while** I was doing the dishes.	*While* may connect two past continuous actions that were occurring at the same time.
when or **while**	John was talking to the man at the door **when** his mother phoned. **While** John was talking to the man at the door, his mother phoned.	*When* or *while* may connect a simple past and past continuous action: *while* + the action in progress or *when* + the action that interrupted it.
when	**When** the doorbell rang, John answered it.	*When* may connect two simple past actions: *when* comes before the action that happened first.

Exercise D Using the simple past and past continuous tenses with *when* and *while,* tell a story using the following information.

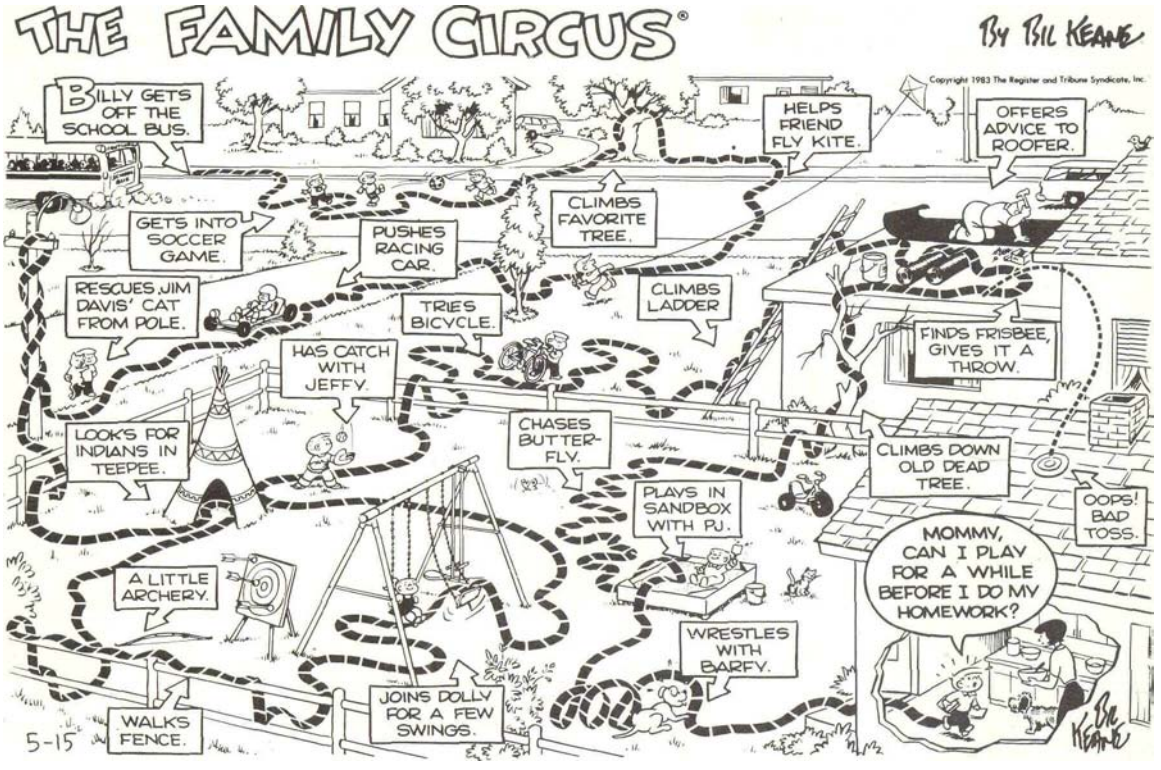
Example: This morning, everything went wrong at the Peterson household. Last night when Dave went to bed, he forgot to set the alarm. At 8:35 a.m., Dave . . .

8:35 a.m.	wakes up late
8:36-8:38 a.m.	takes a shower
8:39 a.m.	gets out of the shower
8:39 a.m.	falls on the floor
8:39-8:40 a.m.	shaves
8:40 a.m.	cuts his face
8:40 a.m.	throws the razor on the floor
8:41-8:42 a.m.	gets dressed
8:42 a.m.	tears a hole in his shirt
8:43 a.m.	finds a new shirt
8:44 a.m.	makes coffee
8:45 a.m.	pours the coffee
8:45 a.m.	spills coffee on his shirt
8:46-8:47 a.m.	looks for another clean shirt
8:47 a.m.	the doorbell rings
8:47 a.m.	runs to the door, but no one is there
8:48 a.m.	loses his temper
8:48 a.m.	goes back to the bedroom
8:50 a.m.	lies down and goes back to sleep

Exercise E Do you have clear memories of a particular time in your childhood or youth? Perhaps you remember a series of events, pleasant or unpleasant, such as Dave Peterson's. Or, perhaps it was a party, a celebration, a trip, or an accident. Briefly tell your story by answering the following questions. You may want to add other details.

1. How old were you?
2. Where were you living (staying, and so forth)?
3. What happened?
4. What were you doing when this happened?
5. What were other people around you (family, friends, and so forth) doing when this took place?
6. How did you feel?
7. What did you do?
8. What did others do then?
9. What was the result?

Activity F "The Family Circus" is a daily cartoon in the United States. Billy is the oldest child in a family. He has a bad habit of going places *indirectly*. Follow his path, telling step by step where he went and what he did. Use the simple past and past continuous tenses in your description.



PART THREE

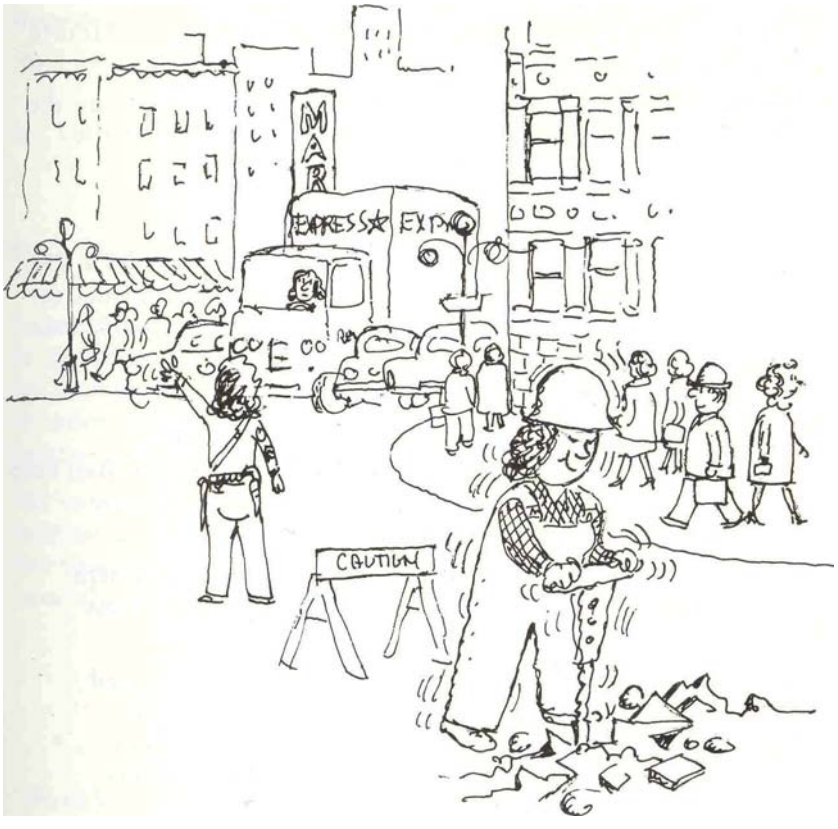
THE PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS TENSES

Previewing the Passage

In the United States, many changes have been taking place in the roles of men and women. Have their roles been changing in your culture, too? How has this affected your society?

A Look at Women Since the 1950s

The traditional role of women in the United States has been changing a great deal since World War II. In recent years, more and more women have been leaving their homes to return to school or



to join the work force. Their interests and pursuits have been spreading to all aspects of society. In the process, they have become more independent and self-assured. Today, the American woman is a major political, social, and economic force in the United States.

Will her changing role alter our social system? Most analysts agree that it has already affected U.S. society dramatically. Above all, it has affected the traditional role of men.

Although some men (and women) still have not accepted these changes in roles, the changes are a reality. Moreover, many persons have found the majority of these changes beneficial: Today's lifestyles are more flexible. This flexibility has given both men and women a wider variety of choices. For many, this has meant happier and more satisfying lives.

Looking at Structures

1. What is the time frame of the first sentence? What tense is used? Is a time expression used? If so, does it affect the time frame of the verb?

2. Answer the same questions about the second, third, and fourth sentences.
3. Find the verbs and adverbs in Lines 9 and 11. Where are the adverbs located in relation to the verbs?

The Present Perfect Tense I

The present perfect tense can describe an event that happened (or did not happen) at an unknown time in the past. *No specific time* is given with these statements.

I've gone to Tokyo **several times. I last went** there **three years ago.**	No specific past time is given with the present perfect. When a specific past time is used, the verb is in the simple past.
Have you **ever visited** Paris?	*Ever* is often used in present perfect questions. It means "at any time in the past."
How many times have you **talked** to her in Buenos Aires? She **has called** at least five times.	The present perfect is used to refer to *repeated* past actions. *How many times ... ?* is often used in questions to give this meaning.

(Not) Yet. Still... Not, Just. Recently, and *Already*

These adverbs are frequently used with the present perfect tense.

Questions

Have you already read the book?	*Already* may be used before the past participle or at the end of a sentence.
Have you read it **already?**	
Have you read it **yet?**	*Yet* is normally used at the end of a sentence.

Affirmative Answer

Yes, I've **just** read it.	*Just* must come before the past participle.
Yes, I've **already** read it.	*Already* and *recently* may come at the end of a sentence or before the past participle. *Recently* is sometimes used to begin a sentence.
Yes, I've read it **recently.**	
Yes, I've **recently** read it.	

Negative Answers

No, I haven't read it yet.	*Yet* is normally used at the end of a sentence.
No, **I still** haven't read it.	*Still* must come before *have* or *has.*

The Present Perfect Tense II

In some cases, the present perfect tense can also describe actions or situations that developed in the past and that have continued up until the moment of speaking. It implies that the action or situation will continue in the future. A time expression *must* be used to give this meaning.

We've **worked** hard **since** the beginning of school. We've **worked** hard for several weeks.	Time expressions such as *since* + beginning time, *for* + period of time, so *far, to date, till now,* or *up to now* must be used with the present perfect to tell that the action began in the past and has continued into the present.
We've had a lot of work **ever since** the beginning of class.	In conversation, *ever* is often added to *since* to stress continuity.

Exercise A In pairs, take turns asking and answering questions. Use *Have you ever . . . ?* and *How many times have you . . . ?* with the following information.

Example: fly a small plane

Have you ever flown a small plane?

No, **I haven't. As a matter of fact, I've never been in one.**

or

Yes, I have.

How many times have you flown a plane?

Several....

1. be in a hurricane (earthquake, or other natural disaster)
2. loose your wallet
3. buy a car
4. have an accident
5. get a speeding ticket
6. have a flat tire
7. read a novel in English
8. take the TOEFL test

On Your Own Based on the model, use your own ideas to ask and answer questions about studies, hobbies, or sports. Choose some of the following and add your own.

1. play / baseball, tennis, hockey
2. go / camping, canoeing, hiking, sailing
3. try / wind surfing, scuba diving
4. make / clothing, exotic foods, pottery
5. do / oil painting, woodworking

Exercise B In pairs, take turns making statements and responses. Complete each conversation by adding a sentence that uses *already.*

Household Chores

Example: Don't start the washing machine! I haven't put all my clothes in yet!

Sorry! I've already started it.

1. Don't put the broom away. I haven't swept the floor yet.
   Sorry....
2. Don't wax the floor. I haven't washed it yet.
   Sorry....
3. Don't walk in the kitchen. The floor hasn't dried yet.
   Sorry....
4. Don't mail those bills! I haven't signed the checks yet.
   Sorry....
5. Don't throw the newspaper away! Your father hasn't read it yet.
   Sorry. . . .
6. Don't start painting the walls. I haven't washed them yet.
   Sorry....

Exercise C In pairs, take turns making statements and responses. Complete the conversation by adding sentences that use the verb shown in parentheses and the expression "not. . . yet."

Example: This chicken is terrific.

Oh, really?_____(taste)

I haven't tasted it yet.

1. These cookies are delicious!
   Oh, really?_____(try)
2. The vegetables are bland.
   I know_____(season)
3. The Lords are here.
   Oh, really?_____(talk)

4. Melanie looks terrific!
   Oh, really?_____(see)
5. Dr. Lord is a wonderful person.
   Oh, really?_____(meet)
6. No one has champagne.
   I know_____(serve)

Exercise D In pairs, take turns asking and answering the following questions. Complete each conversation by adding a sentence that includes the information in parentheses and the expression "still. . . not."

Example: Have you studied all the chapters for the test yet?
Yes, but_____(review my notes)
Yes, but I still haven't reviewed my notes.

1. Have Nancy and Jerry bought a new house yet?
   Yes, but_____(sell the old one)
2. Has Gary finished painting his house yet?
   Yes, but_____(repair the roof)
3. Has Melanie put in the vegetable garden yet?
   Yes, but_____(plant the flowers)
4. Have they had their computer for a while?
   Yes, but_____(learn how to program it)
5. Has Tim's baby, Alice, started walking yet?
   Yes, but_____(begin talking)

On Your Own Have you written to your family lately? Have you been to the language lab? Have you done your laundry? Have you paid your rent? List four things that you planned to do but still haven't done.

Exercise E In pairs, take turns asking and answering questions about your own friends, classes, and area. Use *already, recently, just, still,* or *yet* in your answers.

Example: **Have you been to Disneyland yet?**
Yes, I've already been there three times.

1. go to_____(the name of a local tourist spot)
2. visit_____(a local museum)
3. eat at_____(a local restaurant)
4. meet_____(a new friend)
5. use_____(a lab or library at your school)

On Your Own Use your own ideas to ask and answer at least five more questions.

The Present Perfect Continuous Tense

The present perfect continuous tense describes actions or situations that developed in the past and that have continued to the

moment of speaking. This tense often implies that the action or situation will continue in the future.

Present Perfect Continuous

We've **been working** hard **since** the beginning of school.	With time expressions such as *for, since, all morning (day, week,* etc.), the present perfect continuous stresses the duration of an activity.
We've **been working** hard.	Without time expressions, the present perfect continuous refers to a general activity that began in the past and has continued to the present.
How long have they been helping you?	*How long...* ? is often used with the present perfect continuous.

See p. 70 for a list of verbs not normally used in the continuous tenses.

Exercise F In pairs, take turns asking questions and responding to them. Use *How long. . . ?* in your questions.

Example: You're still in school! **How long have you been working on your degree?**

I've been working on my master's degree for about three years.

1. I didn't know that you were a jogger_____?
   Well, I've been running for about three years. I run about two and a half miles each day.
2. I didn't know that you moved_____?
   We've been living in Cambridge for two months.
3. It's still raining. What a shame! I come to Boston, and the weather is terrible_____?
   It's been like this for almost a week.
4. I didn't know that you could play the guitar_____?
   A long time. Since I was in grade school.
5. Bruno and Kuniko came together_____?
   Didn't you know? They've been going out together for several months.

On Your Own In pairs, take turns asking and answering questions about your own friends, classes, hobbies, and so forth. Use some of the following ideas and be sure to add your own.

How long have you been . . .?

1. study / English (other subjects)
2. play / (sports)
3. do / (hobbies or crafts)

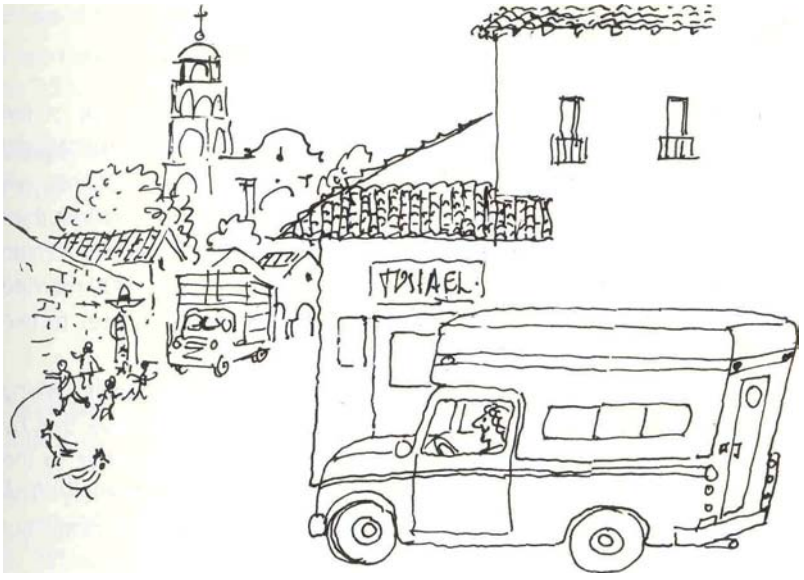
Exercise G Complete the passage with present perfect or present perfect continuous forms of the verbs in parentheses. Mark all cases where both forms are possible and be prepared to explain any difference in meaning between the two tenses.

Growing Old in America

For years, the elderly were the "forgotten" members of American society, but in recent times this has changed / has been changing (change). The elderly _____1 (form) groups such as the Gray Panthers to represent their rights. These groups _____2 (affect) America politically, economically, and psychologically. Most importantly, they _____3 (remind) America that elderly people are valuable and energetic citizens who shouldn't be forgotten.

Individuals, too, _____4 (make) their mark on the American conscience. For example, sixty-seven-year-old Dorothy Jackson, a widow from Gallup, New Mexico, _____5 (become) quite a celebrity because of nationwide stories and articles about her. Dorothy _____6 (travel) from state to state in her mini-motor home for quite a few years. Since 1978, she _____7 (cover) more than 50,000 miles, from New York to California, from Canada to Mexico.

People like Dorothy _____8 (show) Americans of all ages that "age is only a state of mind. Just because you _____9 (grow) old does not mean that your time to enjoy life, to be productive, to grow and learn _____10 (end)."



Activity Consider the current trends in your culture concerning changes in the family, in the role of women, in employment, in lifestyles in general. When did these changes begin? How have they developed? Has your country been affected by changes taking place in the United States?

In pairs or in small groups, compare some of the changes that have been taking place in your societies. Then choose one member of your group to give a brief summary of your discussion to the entire class.

PART FOUR

THE FUTURE TENSES; BE GOING TO

Previewing the Passage

The U.S. Census Bureau gathers statistics on almost everything. The following passage includes some statistics and predictions made by social scientists based on the 1980 census.

New Directions in Family Life

If present trends continue until the year 2000, nine out of ten Americans will marry, but they will get married later than they did in the 1950s and '60s. The majority will have children, but they will have children later. Also, they most likely will have fewer children than their parents and grandparents. American divorce rates will remain high (in 1980, there were 109 divorced people for every 1000 married ones), but most who divorce will be remarrying within a year or two of the divorce.

Are these trends going to affect American life drastically? Many family experts see hopeful signs in the trends. They believe that by the year 2000, Americans will have learned to adapt better to the continual and rapid change characteristic of modern society. The family will remain the most important unit of American society, but it will be a family ready to adapt to changing times.

Looking at Structures

1. Four different forms of the future are used in the preceding passage. Underline them and try to explain why each is used. Are there cases where any of the four forms would be correct?
2. What tense is the first verb in the passage? Can you explain why this tense is used instead of a future form?

The Future

Several forms exist in English for expressing future time.

Be Going to

I'm going to be home no later than 7:00.	*Going to* is often used to express specific future plans or intentions. It is used frequently in conversation and is often pronounced *gonna* or *gunna.*

Simple Future

When **will** you **get** home tonight?	*Will* expresses future intentions, and it is almost always used to express requests, promises, offers, and predictions. In some cases, *will* and *going to* are interchangeable, but *will* is preferred in formal English.

Present Continuous

I am serving dinner at 7:30.

Simple Present

Dinner is at 7:30

Both the present continuous and the simple present can be used to express future time. Normally a time expression or the context indicates that the action or situation is in the future. Verbs of movement such as *go, come, arrive,* and *leave* are often used in present tenses even when they have future meanings.

Exercise A In pairs, take turns asking and answering the following questions.

1. Will you see your family (boyfriend, girlfriend, best friend) soon?
2. When are you going to see them (him, her)?
3. When are you going to call them (him, her) next?
4. Will the call be long distance?
5. Will it be expensive?
6. When are you writing your next letter to your family (best friend, and so forth)?

On Your Own Add your own questions. Take turns asking each other about upcoming parties, trips, tests, concerts, and so forth.

Exercise B Complete the passage with the simple present, *be going to,* or the simple future form of the verbs in parentheses. In some cases, more than one choice may be possible. Be prepared to discuss your choices.

The High Cost of Children

According to Lawrence Olson in his book *Costs of Children,* in the future children will become (become) much more expensive to raise. American parents of children born in the 1980s_____1 (spend), on an average, $226,000 to raise a firstborn son to age twenty-two. A first-born daughter_____2 (be) even more expensive—$247,000. (These figures_____3 (take / not) inflation into account.)

Olson_____4 (estimate) that it

_____5 (cost) approximately 2.2 percent more to raise a girl than a boy. He_____6 (attribute) the difference to such items as wedding expenses, cosmetics, and transportation. Olson_____7 (base) the total figures on the assumption that a child of either sex_____8 (attend) a private college or university for four years.

Because the basic expenses in raising a child—food, clothing, transportation, and education_____9 (be) difficult to cut, future parents_____10 (need / most likely) to make some decisions. Aware of how expensive it_____11 (be) to raise a child, future parents_____12 (have) to choose between having fewer children and reducing the money that they_____13 (spend) on each child.

The Future Continuous Tense

The future continuous tense normally refers to actions that will be in progress in the future.

Can you imagine! At this time tomorrow, we **will be landing** in Mauritania!

Yes, but at this time next week, we'll **be flying** home.

These time expressions are often used with the future continuous: *at this time next week (month, year,* etc.), *at that time (at 3:00,* etc.), *the day after tomorrow, a week (year) from today.*

Exercise C Complete the following in your own words, using the future continuous.

Example: Right now I am sitting in class. At this time tomorrow ... **I will be sitting in class. / I'll be studying at the library.**

1. Right now I am living in . . . (an apartment). A month from now. . . .
2. This session I am going to . . . (name of school). Next session. . . .
3. This session I am taking English. Next session . . . .
4. Right now I am studying grammar. At this time tomorrow . . . .

Exercise D In pairs, take turns asking and answering the following questions.

Example: What will you be doing the day after tomorrow?

I will probably be studying for a test.

1. What will you be doing at this time on Saturday?
2. What will you be studying a month from now?
3. Will you still be going to school six months from now?
4. Will you be working a year from now?
5. Where will you be living at that time?
6. Will you be using English then?

The Future Perfect and Future Perfect Continuous Tenses

These tenses refer to situations or actions that will have occurred *before* another event or time in the future. They appear in written English, but they are not used often in spoken English.

Future Perfect

By the end of the trip, we **will have traveled** over ten thousand miles.

Time expressions used with these tenses include *by the time ..., by* + date or time, *when.*

Future Perfect Continuous

When you arrive, you **will have been traveling** for twenty-two hours.

See p. 70 for a list of verbs not normally used in the continuous tenses.

Exercise E Change the following sentences to the future perfect tense. Use *more* or *even (more)* (for emphasis) in your new sentences.

Example: The role of women has changed greatly.

By 2000, the role of women will have changed even more.

1. Families have become smaller.
2. The cost of living has increased.
3. Raising children has gotten more expensive.
4. Many men have begun to do housework.
5. Many women have gone back to school.
6. Many women have started to work.

Exercise F Underline the verbs in the following sentences and describe the time in which the actions or situations occur.

Example: Family life has (1) changed, and by the year 2000, it will have (2) changed even more.

(1) Present perfect shows "changes" at an unknown time in the past; (2) future perfect shows "changes" after today but before the year 2000.

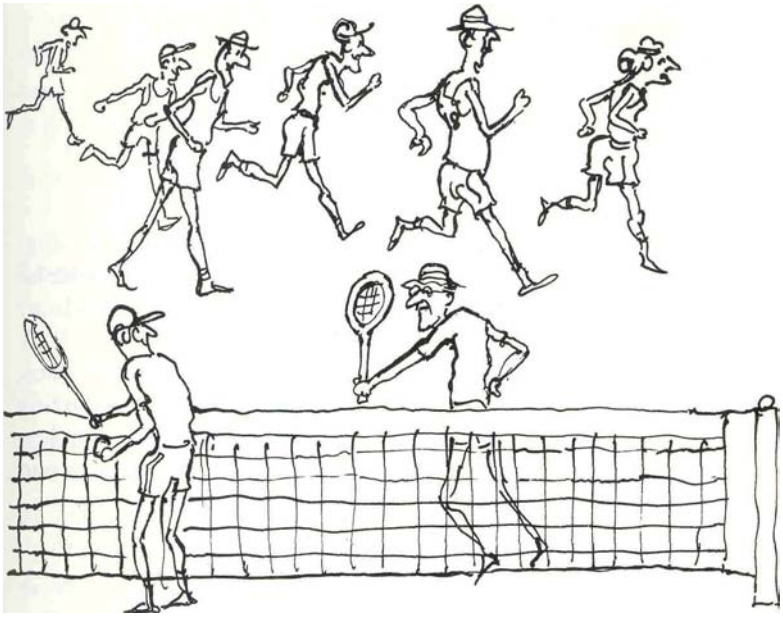
1. Women's roles have been changing a great deal.
2. By the end of this century, women's roles will have become more definite.
3. By that time, men will have become accustomed to these changes.
4. By then, men will have gone through many changes, too.
5. In the year 2000, even more women will be working.
6. Twenty years from now, more men will probably be staying at home.

Exercise G Complete the passage with appropriate present or future forms of the verbs in parentheses. Several choices may be possible. Be prepared to explain your choices.

An Older U.S. Population

Americans who are (be) now in their 40s 1 (live / most likely) to be at least 80, and people now in their 30s _____ 2 (live) even longer. Some population scientists _____ 3 (predict), in fact, that healthy, active lifetimes past 100 years _____ 4 (seem / not) unusual for many of today's infants.

According to statistics from the U.S. Census, the median age of Americans today _____ 5 (be) 31.6 years. The statisticians _____ 6 (estimate) that by 2050 the median age of our population _____ 7 (increase) 10 years, to 41.6 years old. They also _____ 8 (estimate) that more than 20 percent of the people alive in 2050



_____9 (be) older than 65. Moreover, the

majority of the population_____10
(consist) of people much older than what we

11(consider/now)
"middle age."

These population changes_____12
(cause) tremendous changes in future attitudes. By

then, we_____13 (consider)
twenty-year-olds "youngsters," almost babies! At 45 people

_____14 (come / just) into their

prime, while at 65 people_____15 (enter)
"middle age." Perhaps within our lifetimes, a person

16(be / not) elderly until after his or her
100th birthday!

Just as important as changes in attitudes, these population

changes_____17 (affect /
certainly) lifestyles, the economy, and the system of educa-

tion. By 2050, students_____18
(stay / probably) in school for 30 to 35 years
instead of 18 to 20 years. No doubt they

19(study)subjectsthat

_____20 (exist / not) today. And they

_____21 (return / most likely) to school many times during their lifetimes to change careers.[4]

Activity What do you think life will be like in the twenty-first century? What do you hope you will be doing? Where will you be living? Will you have gotten married? Will you have children? Grandchildren? Will you still be in the same career?

In small groups, discuss your plans and dreams for jobs, marriage, and family. Also consider changes that will be occurring in the world around you—politically, economically, and technologically. After you have finished, choose one member of the group to give a brief summary of your discussion to the class.

PART FIVE

WOULD, USED TO, WAS/ WERE GOING TO

Previewing the Passage

The following passage is a childhood story from a great storyteller, Al Monom. As you go through it, think about your childhood. Was there a storyteller in your family? Was storytelling an important part of family gatherings? Is it an important part of your culture?

The Old Days

My Pa used to play the violin. Us children[5] would gather around the potbelly stove in the kitchen during those long, freezing-cold winter nights in Wisconsin, and we would be glued to the sounds of that old violin. My Pa made that violin sing.

That violin gave us our best entertainment because my Pa used to play for dances around the county. We would get so excited when he told us that we were going to go to a dance. About one Saturday night a month, he would hitch the horses, pack the entire family into the wagon, and take us off to the dance. Now that was real excitement!

[4]Adapted from a Knight-Ridder News Service release.
[5]*us children* colloquial for "we children"

I still have that violin. It has got to be at least a hundred and fifty years old now. I've played it on and off through the years, and others have picked it from time to time. But nobody has made it sing the way my Pa used to.

Al Monom, age 87, Middleton, Wisconsin.

Looking at Structures

1. What is the verb in the first sentence? Is there any difference in meaning between that sentence and "My Pa played the violin"?
2. Notice the verb forms in the second sentence. Do these verbs indicate that the event happened only once, or more than once?
3. Look at the sentences in Lines 6 and 7. What is the time frame of "we were going"?
4. What verb tenses are used in the third paragraph? Is any specific time mentioned? When did these actions take place?

The Habitual Past: Would and Used To

Would + simple form and *used to* + simple form are used to describe actions in the past that were repeated on a regular basis.

would or **used to**	When I was a child, my family **would travel** in the West every summer. **We used to visit** the Tetons every year.	Both *would* and *used to* describe past actions that were repeated.
used to	My father **used to live near** the mountains, (not: *would live)*	*Used to* must be used for continuous actions, *Would* can be used *only* for repeated actions.
	Campsites **used to be** free; now you have to pay to camp, (not: *would be)*	*Used to* also refers to situations in the past that no longer exist.

Note: Do not confuse the constructions *used to* + simple form and *be used to* + gerund, which means "be accustomed to." Compare: */ used to get up early. (I don't anymore.) I am used to getting up early. (I frequently get up early and it doesn 't bother me.)*

Exercise A Using *would* or *used to,* change the following sentences from the simple past tense to the habitual past. Note any cases where *would* cannot be used.

Example: We lived in a small town.

We used to live in a small town. *(Would* is not possible.)

1. Our family had a television, but we seldom watched it.
2. We always found other ways to pass the time.
3. All of the children in the neighborhood were friends.
4. In the summer, we always played games, rode our bicycles, and went swimming.
5. All of us liked to swim.
6. In autumn, we always made big piles of leaves to jump in.
7. In winter, we skated and skied all the time.
8. We built snow slides through the back yards and sledded down them every day after school.
9. Finally springtime came after months of winter.
10. We waited for summer to arrive again.

On Your Own What are some things that you used to do as a child? Give at least four sentences of your own about childhood pastimes.

Exercise B Using *used to* and adding *not anymore,* show a change in habits from the past to the present.

Example: My cousin lived in Hawaii.

My cousin used to live in Hawaii, but he doesn't anymore.

1. He went to the university there.
2. He cut classes often.
3. He swam in the ocean every day.
4. He had fun all the time.
5. He always got a good suntan.
6. He also failed all of his exams.

On Your Own Based on the preceding example, make at least four statements about yourself, your friends, or your family.

The Future in the Past: Was/Were Going To

Was I were going to + verb is used to describe past intentions.

That summer, the family **was going to visit** Colorado, too.	This structure is often used to express an intention that was not completed.

Compare:

They **visited** Colorado.	Completed action.
They **were going to visit** Colorado, but they didn't have enough time.	Action not completed.

Exercise C In pairs, use the following cues to ask and answer questions.

Example: clean your room

Have you cleaned your room yet?

I was going to clean it a while ago, but I didn't have time.

1. make your bed
2. sweep the floor
3. take the garbage out
4. pick your clothes up
5. do the laundry
6. iron your shirts

On Your Own Have you made plans recently that did not work out? Were you going to take a trip? Buy a car? Write your family? Give at least four sentences about something that you were going to do yesterday (last week, etc.) but haven't done yet.

Activity Your childhood may have been different from those of your classmates. Think of a few memorable events from your childhood and share them with the others. Separate into small groups and take turns telling stories. To get started, try to think of some of the funniest or most frightening, interesting, or awkward things that happened to you or your family. After you have finished, choose one story to use as the basis for a short composition.

PART SIX

THE PAST PERFECT AND PAST PERFECT CONTINUOUS TENSES

Previewing the Passage

All over the world, people have been moving from rural areas into the cities. What population shifts have occurred in your area or country? Why? What effects have they had?

The following passage concerns changes that have occurred in the United States. As you read it, think about why people leave their rural homes.

The Urbanization of America

Until the beginning of World War I, the United States had been primarily an agricultural society. Before the war, the majority of Americans had lived in rural areas, and the extended family had been the basic unit of American society. World War I, along with the Great Depression that followed, altered this dramatically. In 1900 over 40 percent of the U.S. population lived or worked on farms, but by 1930 that figure was much lower: 30.1 percent. During the Depression, over three-quarters of a million farmers lost their land. As individuals and entire families moved to cities in search of work, urban areas grew tremendously. This trend has continued to the present, and today less than 4 percent of Americans work in agriculture. Some modern families are going against the urbanization trend, however, by returning to rural areas in search of more peaceful lifestyles.

Looking at Structures

1. This passage uses several different verb tenses, each one covering a different period of time. What are these time periods, and which tenses are used to express them?
2. The past perfect tense appears several times in the first part of this passage, but in conversation, an American talking about this subject might use the simple past tense instead. What does that tell you about the past perfect tense?

The Past Perfect Tense

The past perfect tense refers to an activity or situation completed *before* another event or time in the past.

The children **had just begun** school **when** their father **received** his transfer to another city.

This tense is rarely used in a simple sentence; it is almost always contrasted with another verb in a compound or complex sentence.

The family **had already moved** several times in the past **before** the children **were** in school.

Time expressions such as *just, already, recently, barely, scarcely, no sooner, hardly,* or connecting words such as *when, before, after, until, by the time that* are often used with the past perfect.

Note: The simple past is often used instead of the past perfect in conversation. However, in sentences with *when,* the time difference in the two tenses can change the meaning of the sentence.

Compare:

It **began** to rain **when I went out.** — The rain began at that time.

It **had begun** to rain **when I went** out. — The rain had begun earlier.

Exercise A Complete the following sentences by using either the simple past or the past perfect tense of the verbs in parentheses.

Example: Before changing lifestyles *began* (begin) to separate modern families, several generations of the same family *had often lived* (live / often) together.

1. Until the automobile, the Depression, and the world wars _____(bring) changes in U.S. life, American lifestyles_____(remain) constant for a century.

2. American society_____(begin / already) to change when World War II_____ (break out).
3. After rural families_____(move) to the cities in search of work, they_____ (create) new lives there instead of returning to their farms.
4. Women_____(work / rarely) outside the home before World War II_____ (produce) a labor shortage.
5. After women_____(experience) the world of work, many_____(find) it difficult to return to their traditional roles.
6. By the time that World War II_____ (come) to an end, the American way of life (change) tremendously.

The Past Perfect Continuous Tense

The past perfect continuous tense, like the past perfect tense, is used to contrast an earlier and a later time in the past. It is occasionally used instead of the past perfect tense to emphasize the continuous nature of the earlier event.

Kathy **had been working** steadily for two years **before** she finally got a raise.

One of her co-workers had **been doing** the same job for only a short time **before** she **received** a raise.

See p. 70 for a list of verbs not normally used in the continuous tenses.

Note: The past perfect continuous tense is usually used with *for* + period of time, Like the past perfect, this tense is seldom used in conversation. It is used more frequently in written English.

Exercise B Using *by the time that* and *already,* combine the following pairs of sentences. Be sure to change verb tenses when necessary.

Example: Women fought to get the vote for years.
The Nineteenth Amendment was ratified in 1920.

Women had already been fighting to get the vote for years by the time that the Nineteenth Amendment was ratified in 1920.

1. Serious economic problems affected world trade for several years.
   The stock market crashed in 1929.
2. Farmers struggled to maintain their farms for several years.
   The drought of 1935-36 began.
3. Blacks and other minorities tried for years to receive equality under the law.
   The Civil Rights Act was passed in 1957.
4. Martin Luther King worked for civil rights for more than a decade.
   He was awarded the Nobel Peace Prize in 1964.
5. The Soviet Union experimented with spacecraft for several years.
   The United States began its space program.
6. Young Americans explored ways of working and helping abroad.
   John F. Kennedy established the Peace Corps in 1961.

Exercise C: Review of Past Tenses Complete the following passage with appropriate past forms of the verbs in parentheses. In some cases, more than one choice may be possible. Be prepared to discuss your choices.

Immigrant Families and the Great Depression

It was (be) 6:45 in the morning, and Katherine Nuss was going (go) out into the gray morning light. She_____1 (walk) around the corner to the streetcar stop and_____2 (begin) the journey to the great houses of High Street. The wages _____3 (be) low—$2 for a twelve- or thirteen-hour day. Some nights it_____4 (be) nearly nine o'clock by the time she_____5 (trudge) from the trolly to her own home at 1020 West Mulberry Street. Nevertheless, the work_____6 (mean) money. While she_____7 (scrub) floors, _____g (wash) windows,_____9

(polish) woodwork, and_____10 (cook) meals for the rich families of Springfield, she _____11 (support) her children and _____12 (keep) the family together.

In 1933, the economic situation_____13 (get) worse in her town, as in the rest of the nation. At that time, America_____14 (come) close to the bottom of the Great Depression. Her husband _____15 (be) disabled, and they_____16 (have) many children to feed. So, Katherine Nuss _____17 (go) back to work. Once again, she _____18 (clean) houses, the same thing she _____19 (do) as a teenage immigrant fresh off the boat from Europe. She_____20 (clean) house for the wealthy families on the hill in order to keep her own family together.

Both she and her husband_____21 (know) the preciousness of family because of their own hard experiences. Many years before, as children, both_____22 (lose) their own parents through death and immigration to America. Both, as adults,_____23 (place) family next to God as the highest values of life.

Katherine_____24 (be) a little girl in Austria-Hungary when her mother_____25 (die). Her father_____26 (leave) her with relatives and _____27 (sail) for America. Like millions of other immigrants, he_____28 (look) for his future in the New World.

Katherine_____29 (be) fourteen years old when her father_____30 (send) for her. She _____31 (arrive) at Ellis Island, New York, in 1910—alone, frightened, and unable to speak a word of English. All she_____32 (have)_____33 (be) a slip of paper with her father's home address in Cincinnati.

Exercise D: Review of Tenses Complete the following passage using appropriate forms of the verbs in parentheses. In some cases, more than one choice may be possible. Be prepared to discuss your choices.

The New Fatherhood

Steve, who played (play) in a high school rock band and _____1 (do) long-distance bicycling during college, _____2 (find) a new pastime in his children, Molly and Max. He not only _____3 (bathe), _____4 (change), and _____5 (feed) them but also gladly _____6 (take) the children on his fishing trips.

Steve _____7 (view) his role in the practical aspects of baby care as typical of contemporary fathers: "Yesterday," he _____8 (say), "three other teachers and I _____9 (sit) in the office at school talking about our children. We _____10 (discuss) brands of diapers and whether our babies 11 (eat) solid foods yet." Clearly, there _____12 (be) tremendous changes in the roles that fathers _____13 (play), especially in the early years of their children's care. Steve _____14 (feel) that it _____15 (be) more important for him to share in the raising of Molly and Max than it _____16 (be) to earn a little more money each year. He _____17 (want / not) to be a stranger to his own children.

Fathers _____18 (appear) to have far more capacity to care for small children than people _____19 (think) in the past. Traditionally, psychologists _____20 (assume) that the mother _____21 (be) the better-suited parent for early childcare—both temperamentally and biologically. But recent research _____22 (suggest) that, given

a chance, fathers_____23 (be) as caring as mothers with their infants and toddlers. If Steve's success with his children_____24 (gi^ve) ^anv indication of the future of fatherhood, more and more fathers _____25 (take) an active role in the raising of their children.

Activity The twentieth century has been a period of tremendous change worldwide: in work and careers, family life, education, medical care, transportation, eating habits, shopping, and entertainment, to name only a few areas. Choose one area of change as the topic for a short composition. First, describe the situation in your culture 25, 50, 75, or 100 years ago. Then, describe the situation today, making comparisons between the past and present. Finally, use your composition as the basis for a three-minute presentation to the class.

Example: Until the age of television, most Italian families had spent their evenings together. They would talk, read, sing, or tell stories ....

VERB TENSE TIME LINE

The following table summarizes the verb tenses covered in this chapter.

PAST		PRESENT	FUTURE
Used to They used to smoke.	**Simple Post** Dan ran the marathon in two hours.	**Present Continuous** J.J. is taking the dog for a walk now.	**Simple Future** **Be Going to** Dinner will be at 6:30. We are going to have spaghetti.
Would He would get so excited at the first sign of snow!		**Simple Present** They play golf every Tuesday. She loves golf. Dunlop makes several kinds of golf balls.	**Simple Present/** **Present Continuous** Steve is leaving tomorrow. He comes back on Saturday.
Past Continuous Denise was eating when-	**Simple Past** -we called her.		
		Present Perfect I have lived here for a year. He has just left.	
Past Perfect She had lived in Boston before-	**Simple Past** she moved to California.	**Present Perfect Continuous** Polly has been working at the bank since 1975.	**Future Continuous** The Goggins will be arriving on Tuesday at 3:45.
Past Perfect Continuous They had been waiting for hours when	**Simple Post** - I arrived. The Future in the Past He was going to call, but he didn't. He said that he would call.		**Future Perfect** We will have completed Chapter 10 by next Monday. **Future Perfect Continuous** In a few minutes, we will have been practicing for three hours.

The simple tenses: Information-based tenses that may describe actions or situations.
Tne continuous tenses: Action-based tenses that normally describe actions in progress at specific times.
The perfect tenses: Tenses that show the relationship of actions or situations over time.

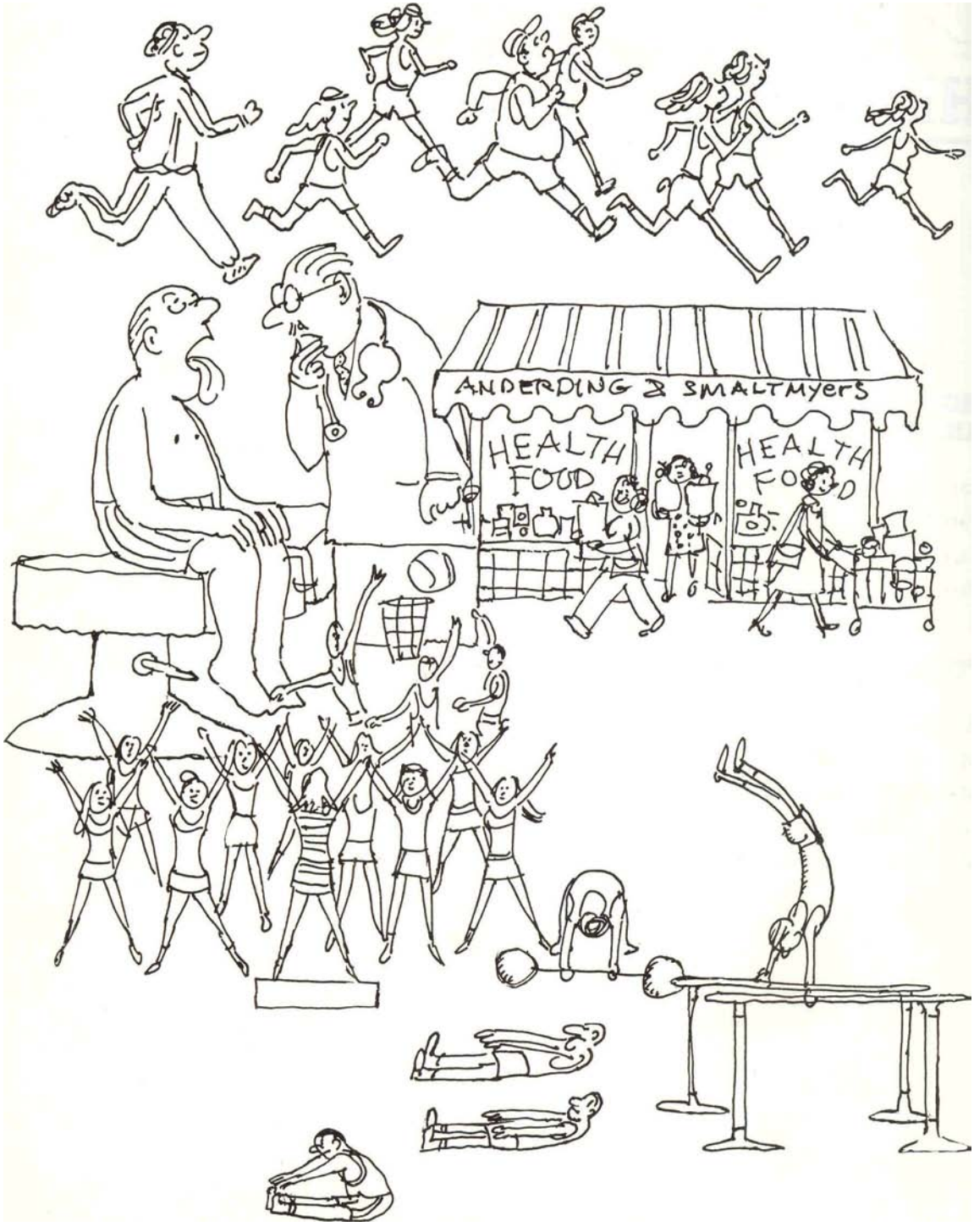
CHAPTER 4
HEALTH

MODAL AUXILIARIES AND RELATED STRUCTURES

Part One: The Modals of Ability and Expectations
Part Two: The Modals of Request, Permission, and Preference
Part Three: The Modals of Need and Advice
Part Four: The Modals of Possibility and Probability

FUNCTIONS, SKILLS. AND ACTIVITIES

Expressing abilities, expectations, and preferences
Making requests
Making plans and appointments
Giving advice and recommendations
Making assumptions and speculating


ANDERDING & SMALTMYERS
HEALTH FOOD
HEALTH FOOD

In this chapter you will study the forms and functions of the modal auxiliaries, as well as some structures related to them in usage. This chapter emphasizes the present forms. In Chapter 8, you will review these and study the past forms in more detail. In Chapter 11, you will study the passive forms in detail.

Previewing the Passage

What is good health to you? How do you maintain your health? How does health care in North America differ from health care in your country? What is the general attitude toward medical care in your country or culture?

How Healthy Are You?

Good health is not something you are able to buy at the drugstore, and you can't depend on getting it back with a quick visit to the doctor when you're sick, either. Making your body last without major problems has to be your own responsibility. Mistreating your system by keeping bad habits, neglecting symptoms of illness, and ignoring common health rules can counteract the best medical care.

Nowadays, health specialists promote the idea of wellness for everybody. Wellness means achieving the best possible health within the limits of your body. One person may need many fewer calories than another, depending on metabolism. Some people might prefer a lot of easier exercise to more strenuous exercise. While one person enjoys playing seventy-two holes of golf a week, another would rather play three sweaty, competitive games of tennis.

Understanding the needs of your own body is the key. Everyone runs the risk of accidents, and no one can be sure of avoiding chronic disease. Nevertheless, good health is most often ruined by poor diet, stress, a bad working environment, and carelessness. By changing your habits or the conditions surrounding you, you can lower the risk or reduce the damage of disease.

Looking at Structures

1. Find the verbs in Lines 2 and 9. What form of the verb follows each modal auxiliary?

2. Find the verb in Line 4. What form follows the verb *has?* Can you substitute a modal auxiliary and keep the same basic meaning of the sentence? Do you need to make any changes?
3. Look at these pairs of phrases. Can you explain any differences in meaning between them?

One person may need …	One person needs …
Some people might prefer …	Some people prefer …
Another person would rather play …	Another plays …
You can lower the risk …	You lower the risk …

PART ONE

THE MODALS OF ABILITY AND EXPECTATIONS

Previewing the Passage

In recent years, North Americans have become very conscious of physical fitness. Has this happened in your culture, too? What do people do to keep fit?

Physical Fitness

Physical fitness is a combination of many factors: weight, muscle strength, endurance, flexibility, circulatory and respiratory systems, and stress tolerance. Physically fit people should be able to stay the same weight. They can lift at least one-half their body weight. They can go through a busy day, either physically or mentally, and feel refreshed the next morning. They ought to be able to bend and twist easily in all directions. Wearing the right clothing and shoes, fit people can walk a level mile in fifteen minutes or less. Lastly, but importantly, physically fit individuals are able to control the effects of too much stress through exercise and relaxation.

Looking at Structures

1. Underline all of the modal auxiliaries in the passage. What form of the main verb follows each modal?
2. Find the auxiliary *should* in the second sentence. What is its meaning? Now compare the following.

   They should be able to stay the same weight.

   They are able to stay the same weight.

   They should stay the same weight.

   They must stay the same weight.

   What are the differences in meanings in these sentences?

Modal Auxiliaries

A modal has only one form for all persons of the verb, but it can have several meanings and time frames, depending on the context in which it is used. A complete list of the modals discussed in this chapter appears on page 137; it includes related structures (structures often used in place of modal auxiliaries). In this section, you will look at some modals and related structures that express ability and expectations.

MODAL AUXILIARIES OF ABILITY AND EXPECTATIONS

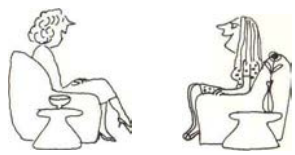
Function	Present Form	Past Form
ABILITY	can (cannot) / (not) be able to } + simple form	could (not) / (not) be able to } + simple form
PRESENT ABILITY	John **can** run five miles, but I **can't (cannot).** How many miles **are** you **able to** run?	Affirmative and negative statements and questions all give the meaning of ability.
PAST ABILITY	He **couldn't** run as fast as she **could.** **I wasn't able to** run because of the rain.	In rapid speech, *can* is weakly stressed *(kin). Can't* is stressed more strongly.
EXPECTATIONS	should (not) / ought (not) to } + simple form	should (not) have / ought (not) to have } + past participle
PRESENT EXPECTATIONS	The doctor **should** arrive at any minute. Your appointment **shouldn't** take long. **Shouldn't** she arrive soon? That medicine **ought to** be here today.	*Should* and *ought to* mean *will probably.* *Should* is more common than *ought to.* Affirmative and negative statements and questions all give the meaning of expectation. *Ought to* is seldom used in questions, however. Negative questions are often used for added emphasis. *Otta* is the rapid pronunciation of *ought to.*
PAST EXPECTATIONS	He **should have** arrived by the time we get there. He **ought to have** arrived by now. **Shouldn't** they **have** left by now? It **ought not to have** taken them so long to get here.	*Should have* is more common than *ought to have.* Affirmative and negative statements and questions all give the meaning of past expectation. *Ought to* is seldom used in questions, however. Negative questions are often used for added emphasis. *Shudda* is the rapid pronunciation of *should have. Ottuv* is the rapid pronunciation of *ought to have.*

Exercise A It is often difficult to distinguish *can* and *can't* in rapid conversation. Of course, there is a tremendous difference in meaning! As your teacher rapidly reads the following sentences, circle *can* or *can't* according to what you hear.

1. I (can, can't) swim a mile.
2. John (can, can't) run a mile.
3. I (can, can't) walk a mile.
4. She (can, can't) ski very well.
5. He (can, can't) jog ten miles.
6. They (can, can't) skate very well.

Exercise B Food produces energy. One ounce of fat gives 267 calories of energy. A pound of fat is equivalent to 4,272 calories. The following chart gives you the appropriate calories burned in sports and other activities.

Calories Burned per Hour	**Activity**
72-84	sitting and talking
120-150	walking at a slow pace
240-300	doing housework (cleaning, mopping, scrubbing)
300-360	walking briskly; playing doubles tennis; playing Ping-Pong (table tennis)
350-420	bicycling; ice- or roller-skating
420-480	playing singles tennis
480-600	downhill skiing; jogging
600-650	running (5.5 mph); bicycling *(13* mph)
over 660	running (6 or more mph); handball; squash; swimming (depends on stroke and style—excellent overall conditioner)



Use the information from the chart to form sentences with *can.*

Example: You (a person) can burn over 300 calories by walking briskly for an hour.

On Your Own Which of these sports do you know how to play? Which don't you know how to do? Give at least five original sentences using *can (not); could (not)* or *(not) be able to.*

Example: **I can swim, but I'm not able to swim long distances any more. When I was younger, I could.**

or

***I* can ski, but I can't swim.**

Exercise C The following list includes movements that physically fit people should be able to do. Using *can, could,* or *be able to,* work with a classmate to assess your own physical fitness. Compare how well you can do these activities with how well you were able to do them at age fifteen. Take turns asking each other questions, then together decide how physically fit you both are.

- walk or run a mile in less than fifteen minutes
- bicycle ten miles
- lift one-half your weight over your head
- do six push-ups in a row
- do three chin-ups
- touch your toes without bending your legs
- kick your foot above shoulder height
- sit cross-legged without something to support your back

On Your Own Individually or in pairs, make a list of at least five things you can do now that you couldn't do ten years ago. Then make another list of at least five things you could do as a child that you can't do now. These may include the sports you play, the languages you speak, the type of clothing you wear, and so forth.

Exercise D Change the following sentences to use *should* or *ought to* instead of *expect.* You will need to change the subject in each sentence. Use the example as a model.

Example: We expect the doctor to arrive at any minute.

The doctor should arrive at any minute.

(The doctor ought to arrive at any minute.)

1. The doctor expects the exam to take only a few minutes.
2. She doesn't expect there to be any problems.
3. She expects to have plenty of time to answer questions.

4. The doctor expects your exam to be normal.
5. She doesn't expect you to need another checkup for at least a year.
6. You can expect your bill to arrive within a week.

Now, working in pairs, take turns changing each of the preceding sentences to past expectations.

Example: The doctor expected the exam to take only a few minutes.
The exam should have taken only a few minutes.
The exam ought to have taken only a few minutes.

On Your Own When do you expect to hear from your parents? Did you expect them to call or write before now? When do you expect to take your next trip? Had you expected to take a trip already? Write at least six sentences about past or present expectations using *should* or *ought to.*

Activity Americans in the 1980s have become very concerned about their health. In fact, physical fitness has become almost a national obsession. In large cities and small towns alike, people jog regularly, join sports teams, and go to health clubs to work out. What is the attitude toward health and physical fitness in your culture? Is fitness important? Are there differences in fitness for males and females? In small groups, prepare a brief report on the attitudes toward health and fitness in your cultures. Describe a typical "physically fit" man and woman in each culture and note any similarities or differences in cultural attitudes.

PART TWO

THE MODALS OF REQUEST, PERMISSION, AND PREFERENCE

Previewing the Passage

Have you visited a doctor or dentist since you came here? What was the experience like?

Office Visits

Receptionist: Good afternoon. Doctor's office. Do you mind holding for a minute? *(click)* Hello. Thank you for holding. May I help you?

Estella: Hello. This is Estella Ortiz. I would like to make an appointment to see Dr. Fox soon for a checkup.

Receptionist: Dr. Fox will be on vacation for the next three weeks. Would you like to see one of the other doctors?

Estella: No, I'd rather wait to see Dr. Fox. When is the earliest that I can schedule an appointment?

Receptionist: He has openings during the week of September 12th. Would you rather come in the morning or in the afternoon?

Estella: I'd rather not come in the morning. Could you give me an appointment after 4:00 p.m. on either Tuesday or Thursday?

Receptionist: I can schedule you for 4:15, Tuesday afternoon.

Estella: Thanks. That'll be fine.

Looking at Structures

1. Locate all the requests in the conversation. Underline the verb forms in each.
2. Are there any requests in this conversation that are not in question form? How do you know?
3. Locate any statements or questions that express preferences.

MODAL AUXILIARIES OF REQUEST. PERMISSION, AND PREFERENCE

Function	Asking for Action	Asking for Permission
REQUESTS AND PERMISSIONS	Would you mind + *-ing*	Would you mind if I . . . + past tense
Formal ↓ Informal	Would you . . / Could you . . / Can you . . . / Will you . . . + simple form	May I. . / Could I / Can I . + simple form

	Request	Response	
ASKING FOR ACTION	**Would** you **mind** calling a doctor?	No, I wouldn't. Of course not.	*Would you mind...* is always followed by a gerund. A negative response means "I will."
	Would you call a doctor, please?	Certainly.	*Please* is often added to any request.
	Could you call Dr. Fox?	Of course.	
	Can you please come soon?	Sure.	*Can* is informal, and it is used among friends.
	Will you come immediately?	No problem.	*Will* is somewhat rude in tone. It is used in urgent situations or among friends.
ASKING FOR PERMISSION	**Would** you **mind** if I came late for my appointment?	No, I wouldn't.	*Would you mind if I. . .* is always followed by the past tense of a second verb. It is polite and very formal. A negative response means "It's all right."
	May I help you?	Yes, you may.	*May* is very formal. It is most often used in service situations.
	Could I talk with the doctor?	Yes, of course.	*May* and *could* are preferred in polite speech.
	Can I see the nurse?	Yes, you can.	*Can* is very informal but it is often used in conversation.

Function	Present Form	Past Form
PREFERENCE	I would rather (not) . . . Would you rather (not) . . . ? Wouldn't you rather . . . ? } + simple form	I would rather (not) have... Would you rather (not) have . . . ? Wouldn't you rather have...? } + past participle
	I would (not) like (prefer) . . . Would you like (prefer) . . . Wouldn't you like . . . } + infinitive or noun	I would (not) have liked (preferred) . . . Would you have liked (preferred) . . . Wouldn't you have liked . } + infinitive or noun
PRESENT PREFERENCES	**I would like** an appointment. **I'd like** to make an appointment. **Would** you **like** to see Dr. Jones? No, **I would like (prefer)** to see Dr. Fox.	Affirmative and negative statements and questions with *would like (prefer)* may express desires or preferences. *Would like (prefer)* is followed by either a noun or an infinitive. It is often used in contracted form.
	Would you rather come in the morning or the afternoon? **I'd rather** come in the morning. **I'd rather not** come in the afternoon.	Affirmative and negative statements and questions with *would rather* express preferences or choices. The contracted form *(I'd* etc.) is almost always used in conversational English.
PAST PREFERENCES	**I would have** liked (preferred) an appointment on Monday, but there weren't any available. **I would not have** liked a late appointment.	**Would like** has several past constructions. This variation is commonly used.
	Would you rather have come on the weekend? **I'd rather have** come last week.	In rapid speech, *rather have* is often pronounced *rather of.*

Notes on pronunciation: In rapid speech, *would, could,* and *can* are seldom pronounced clearly. Listen carefully as your teacher reads the following to you:

Would you . . . ?	*wudja*	Would he . . . ?	*wuddi*
Could you . .. ?	*kudja*	Could he . . . ?	*kuddi*
Can you . . . ?	*kenya*	Can he .. . ?	*keni*

Exercise A In pairs, take turns making and responding to requests. Complete the following conversations by using *would, would you mind, could,* or *can* in your requests.

Example: **Would you mind helping me for a little while?**
No, I wouldn't. I'd be happy to help you.

1. _____
Certainly I could. When do you need the book?

2. _____
Sure, I can. Where do you want to go?

3. _____
Of course. When would you like to see the doctor?

4. _____
Of course I would. When would you like me to come?

5. _____
No problem! I can stop by the pharmacy for you.

6. _____
Of course I wouldn't mind. What would you like me to do?

Exercise B In an emergency, being polite is not as important as taking care of the situation. In emergencies, people often use commands. In most other circumstances, abrupt commands are considered rude.

Imagine that you are in a first aid class (not in an emergency situation). In pairs, take turns making and responding to requests. Change the following commands to polite requests by using *could, would,* or *would you mind.*

Example: Quick! Call the doctor!
Would you please call the doctor?
Certainly. Which doctor would you like me to call?

1. Hurry! Get me some bandages!
2. Find some clean towels!
3. Open all the windows!
4. Give me a knife!
5. Don't touch that!
6. Help me move this!
7. Wash your hands!
8. Don't move!
9. Get a blanket!
10. Hold this!

On Your Own 1 Go around the room making polite requests. Turn to the student on your right and request something (a book, a

pencil, money, and so forth). Your neighbor should respond and then turn to the next student and make a request.

On Your Own 2 Role-play the following requests.

1. You are in a movie theater. The person next to you is talking. Ask him or her to be quiet.
2. You are at a play. Ask the person in front of you to take off his or her hat.
3. You are in an elevator and someone is smoking. Ask the person not to smoke.
4. You are at home and it is 1:30 A.M. Your neighbors are making a lot of noise. Ask them to be quiet.

Exercise C In pairs, complete the following conversations asking for permission. Use *could, may,* or *would you mind if I* to ask permission.

Example: **May I** use your car for a while this weekend?
Of course. When do you need the car?

1. _____
Sure. I don't need that book for several days.

2. _____
No, not at all. Open as many windows as you'd like.

3. _____
Certainly. Go ahead and take the bicycle whenever you want.

4. _____
No, I wouldn't. I'd be happy if you joined me.

5. _____
No problem. I'm finished with the computer.

6. _____
Thank you, but I'm just looking.

On Your Own Role-play asking for the following.

1. You would like to borrow your sister's (brother's, roommate's) bicycle.
2. You would like to borrow your sister's (brother's, roommate's) car.
3. You would like to use your sister's (brother's, roommate's) favorite sweater (jacket, coat).

Exercise D In pairs, take turns making suggestions and stating preferences with the following cues. Use the example as a model Remember: *Would like* is followed by an infinitive.

Example: go to a movie / stay home.
Wouldn't you like to go to a movie tonight?
To be honest, I'd rather stay home.

1. have Italian food for dinner / Chinese food
2. go out for dinner / not spend money
3. visit New York this weekend / not go to a big city
4. take a long vacation / several short trips
5. live at the ocean / in the mountains
6. buy a big car / a small, inexpensive car

On Your Own With a new partner, make your own suggestions and responses. They may include suggestions on movies, restaurants, trips, classes, concerts, and so forth.

Exercise E: Pronunciation of Modals of Request Your teacher will rapidly read the following requests *but* not in the order listed. Listen carefully and write down the form that you hear.

1. Could you help?
2. Could he help?
3. Would you help?
4. Wouldn't he help?
5. Can't you help?
6. Couldn't you help?
7. Can you help?
8. Wouldn't you help?

Activity Have you been to the doctor or dentist recently? Will you see one soon? In pairs, practice making telephone calls to arrange appointments. Role-play making appointments, by phone, for:

1. a routine checkup
2. getting your teeth cleaned
3. an emergency dental appointment
4. an emergency doctor's appointment
5. X-rays required for your job

PART THREE

THE MODALS OF NEED AND ADVICE

Previewing the Passage

Do you know what to do in a medical emergency? What should you do if someone is choking? What should you do if someone breaks his or her leg? The following passage covers basic steps

for emergency care. As you read the passage, try to think of other steps to follow for accidents or illnesses.

Please remember that the following include only basic first aid guidelines. For detailed information, you should ask your local Red Cross office.

Emergencies

Everyone ought to know the basic steps to follow in case of an emergency. The American Red Cross gives these general guidelines to follow in any emergency situation:

1. If necessary, you must rescue the victim as quickly and carefully as possible.
2. Someone should call for medical help immediately.
3. You should check to see if the victim is breathing and give him or her artificial respiration, if necessary.
4. You should control severe bleeding.
5. If you suspect poisoning, immediately give a conscious victim water or milk to dilute[1] the poison. If the victim is unconscious or having convulsions,[2] however, you must not give any fluids.
6. In the case of an accident, if you do not have to rescue the victim, you should not move him or her.
7. If you must move the victim, check to see if he or she has injuries *before* moving him or her, if possible.

1.*dilute* make thinner or weaker
2.*convulsions* violent muscle contractions

Looking at Structures

1. Underline all modal auxiliaries used in the preceding passage. What form of the verb follows them?
2. Read Instructions 6 and 7 again. Is there a difference in meaning between *if you do not have to* and *if you must?*
3. Now read Instruction 5 again. What is the meaning of *you must not give?* Is there a difference in meaning between *do not have to* and *must not?*

MODALS OF NEED AND ADVICE

Function	Present Form			Past Form	
	AFFIRMATIVE	NEGATIVE		AFFIRMATIVE	NEGATIVE
NEED	must have to	must not	+ simple form	had to + simple form	
LACK OF NEED		don't/doesn't have to			didn't have to + simple form
ADVICE	had better should ought to	had better not should not ought not to	+ simple form	should have ought to have	should not have ought not to have + past participle

PRESENT NEED	You **must** practice every day if you want to improve. John **has to** study, so he can't play today. You **must not** let tennis interfere with your work.	In affirmative statements and questions, *must* and *have to* have similar meanings. Both mean "need to." *Must not* expresses a strong need *not* to do something.
PRESENT LACK OF NEED	I **don't have to** to study, so I can play tennis.	In negative statements, *do/does not have to* refers to something that is *not* necessary to do. Its meaning is very different from *must not.*
PRESENT ADVICE	He **had better** lose some weight. He **had better not** gain more weight. You **should** get more exercise. **Should** I start an exercise program? You **ought to** start tomorrow.	In affirmative and negative statements and questions, *had better, should,* and *ought to* all express advice. *Had better* and *ought to* are seldom used in questions, however. In rapid speech, *had* is not always pronounced in *had better. You'd better* often sounds like *ya bedder.*
PAST NEED (FULFILLED)	I **had to** make reservations for a tennnis court. **Did** you **have to** give them a deposit?	In affirmative statements and questions, *had to* implies that the action was completed (the need was fulfilled).
PAST ADVICE (UNFULFILLED)	You **should have** spent more time practicing. **Should I have** practiced every day? We **ought to have** played much better than we did.	In affirmative and negative statements and questions, *should have* and *ought to have* give advice on past actions or situations. *Ought to have* is seldom used in questions, however. Both imply that the action was not completed according to the advice given (the advice was not fulfilled).

Exercise A Complete the following by using either *must not* or *don't / doesn't have to.* (See the chart on p. 127).

Example: If the victim has a neck injury, you

must not move him.

1. If you do not have to make an emergency rescue, do not move the victim.
2. A person with a neck or back injury should not be moved unless absolutely necessary.
3. If your victim has swallowed a chemical poison, you ought to make her vomit.
4. You _____ try different remedies with a poison victim unless you are sure of the poison.
5. You don't have to study first aid, but it may be helpful some day.
6. A person who knows first aid _____ call a doctor about every small accident.

Exercise B Change the following from commands to affirmative or negative statements by using *should, ought to, had better, have to,* or *must.*

Example: If someone feels faint:

- Have the person lie flat with his head low.
  or
- Make the person lower his head between his knees and breathe deeply.

If someone feels faint, you should have him lie flat. You must keep his head low. You should make him breathe deeply.

1. If someone faints:
   - Lay the person down on his back.
   - Keep him lying down until he completely recovers.
   - Don't let him stand up quickly.
2. If someone gets cut seriously:
   - Try to stop the bleeding at once.
   - Use a clean bandage to cover the wound.
   - Do not remove the bandage when the bleeding stops.
   - Try to raise the wound up high.

3. If you suspect a broken bone:
   - Don't let the victim bend the surrounding joints (knee, ankle, elbow, etc.).
   - Give first aid for shock.
   - Don't touch an open wound.
   - Cover the wound gently.
4. If you suspect a head injury:
   - Keep the person quiet.
   - If possible, do not move him.
   - Loosen the clothing around his neck.
   - Do not give him any stimulants (coffee, etc.).
5. If someone is choking:
   - Hit the person's back, between the shoulder blades, with the heel of your hand as quickly and forcefully as possible. Or,
   - Use manual thrusts to the upper stomach or lower chest (the Heimlichmaneuver).

6. If someone gets burned (first- or second-degree burns):
   - Apply cold water until the pain goes away.
   - Dry the burned area very gently.
   - Cover the burn with a bandage to protect it, if necessary.
   - Do not break any blisters or remove any skin.

Exercise C: Past Needs with Had to Use the information from Exercise B to help you complete the following. Give at least two sentences for each situation telling what you *had to* do.

Example: Our teacher fainted.

We had to lay her down on her back. We had to keep her quiet until she recovered.

1._____cut herself badly.

2._____broke his leg playing soccer.

3._____was hit by a car and seemed to have a head injury.

4._____began choking at the lunch table.

5._____burned himself/herself while cooking dinner.

On Your Own What are five things that you had to do during the past week? Did you pay your rent? Did you take any tests? What do you normally do that you didn't have to do last week?

Exercise D: Pronunciation of Present and Perfect Models In rapid conversation, it is often difficult to distinguish present and perfect rnodals. As your teacher reads the following sentences, circle the modal form (present or perfect) that you hear.

1. They (should come / should have come).
2. He (ought to set / ought to have set) a specific time.
3. She (should become / should have become) a doctor.
4. She (ought to quit / ought to have quit) her job.
5. It (should cost / should have cost) less.
6. We (shouldn't let / shouldn't have let) that happen.

Exercise E In pairs, respond to the following sentences with a statement using either *should have* or *ought to have.*

Example: Jack studied first aid last semester.

I should have studied it, too, but I didn't.

1. Veronica went to the dentist last week.
2. Centa ran six miles this morning.
3. Midori took an exercise class last quarter.
4. Ted swam for two hours this morning.
5. Futoshi had a checkup yesterday.
6. Nancy rode her bicycle to school today.

On Your Own In pairs, ask each other about the past weekend. What interesting, exciting, or constructive things did your partner

do? Could or should you have done the same? After interviewing your partner, tell what he or she did and then tell what you should or could have done.

Activity In pairs or in small groups, give advice on the following topics or choose some topics of particular interest to you. Be sure to use a variety of modals of advice as you discuss your topic.

1. how to get in shape
2. how to protect yourself from the sun
3. how to develop a good tennis serve
4. how to mend a sprained ankle
5. how to cure tennis elbow
6. how to eat well on a low budget

PART FOUR

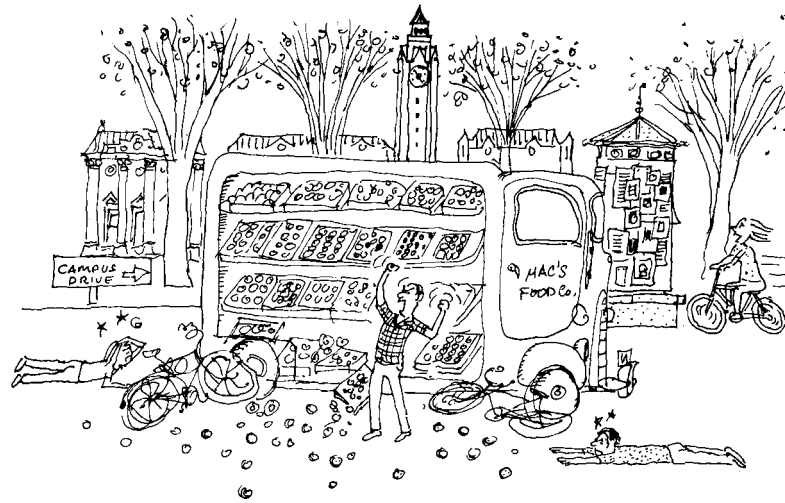
THE MODALS OF POSSIBILITY AND PROBABILITY

Previewing the Passage

At many times, we don't have all the information necessary to make a judgment. So, we make "educated guesses." That is, based on the information we have, we try to figure out what the problem may be or what might have happened. In medicine, the clues used in making "educated guesses" are called *symptoms.* The following passage gives you basic first aid information on symptoms. Remember that these are only basic guidelines. For more detailed information, you should ask your local Red Cross office.

First Aid

In the United States, accidents are the number one cause of death in people under age forty-five. Unfortunately, most of us sooner or later will be faced with an emergency. The victim may be someone near you or it might be you; in either case, recognizing the injury or illness and knowing what to do could save a life. The following are some of the symptoms of common injuries or illnesses.



Possible Injury or Illness	Symptoms
A person may be in shock:	if the victim is weak, pale, thirsty, cool, nauseous, or sweaty around the lips, forehead, palms, or arms if the pulse is fast but weak
A person may have a head injury:	if the victim is dizzy or bleeding from the nose, ears, or mouth if the pulse is slow and strong *or* fast and weak if the victim cannot move an arm or leg if the pupils of the eyes are different sizes
A person may have a sprained joint (knee, wrist, ankle, etc.):	if the victim's knee (etc.) is swollen, tender, bruised, painful when moved
A person may have a broken bone (arm, leg, hip, etc.):	if the victim's arm (etc.) is swollen, tender to the touch, bruised, very painful when moved, deformed in shape
A person may have frostbite:	if the victim's skin changes color, develops blisters, is numb

Possible Injury or Illness	Symptoms
A person may have had a heart attack:	if the victim is coughing, nauseous, or dizzy
	if the victim has pain in the chest, trouble breathing, a bluish color in the lips and around the fingernails

Looking at Structures

1. Underline all uses of modal auxiliaries in the preceding passage.
2. Read the opening paragraph again. Is there any significant difference in the meanings of the modals *could, might,* and *may?*

MODAL AUXILIARIES OF POSSIBILITY AND PROBABILITY

Function	Present Form	Past Form
PROBABILITY POSSIBILITY	must (not) may (not) might (not) could (not) } + simple form	must (not) have may (not) have might (not) have could (not) have } + past participle
PRESENT PROBABILITY	You **must** be in shock from the accident. Your head **must** hurt a lot! You **must not** feel good.	In affirmative and negative statements, *must* and *must have* express probability. Both mean "probably." *Must* is not used with questions with this meaning. In rapid speech, *must have* is pronounced *must of.*
PAST PROBABILITY	You **must have** been in shock after the accident. Your head **must have** hurt terribly. You **must not have** felt good.	
PRESENT POSSIBILITY	He may have a bad case of the flu. He **might** have a bad cold. **He might not** come to school tomorrow. **Could** he have pneumonia?	In affirmative and negative statements, *may (have), might (have),* and *could (have)* all express possibility. All mean "possibly" or "perhaps." *May* is not used with questions with this meaning. In rapid speech, *may have* is pronounced *may of, might have* is pronounced *might of,* and *could have* is pronounced *cuddof.*
PAST POSSIBILITY	She **may have** hurt her leg. She **might have** broken her leg. She **couldn't have** broken it.	

Exercise A The modals *may, might,* and *could* are often used to suggest possibilities. Negative questions beginning *Why don't you* or *Why don't we* are also used to make suggestions. In threes, practice negative questions and modals of possibility by making short conversations from the following cues. Use the example as a model.

Example: have problems with my eyes
see an eye doctor
need glasses
I've been having problems with my eyes.
Why don't you see an eye doctor?
You might need glasses.

1. have a problem with my teeth
   see a dentist
   have a cavity
2. get earaches lately
   go to an ear doctor
   have an infection
3. worry a lot lately
   take a short vacation
   need some rest
4. gain weight here
   get more exercise
   go on a diet

Exercise B Using the information in the chart on p. 132 or your own knowledge, diagnose the following symptoms. Use the modals *may, might,* or *could* to make your diagnoses.

Example: The victim is weak and pale.
He could be in shock.

1. The victim's pulse is fast.
2. The victim cannot move her arms.
3. The victim is dizzy.
4. The victim's knee is swollen.
5. The victim is very thirsty.
6. The victim's pupils are different sizes.
7. The victim's ears are covered with blisters.
8. The victim feels a great deal of pain when his arm is moved.

Now, use *may, might,* or *could have happened* to make your diagnoses.

Example: The victim was playing soccer. His knee is very tender. It is swollen.
He may have sprained his knee.

1. The victim suddenly felt sharp pains in his chest. He is breathing with great difficulty.

2. The victim fell while roller-skating. Her wrist is swollen and tender. She cannot move it without a great deal of pain.
3. The victim was in a car accident. She is dizzy, and she cannot move her arm.
4. The victim was jogging. His ankle and the back of his leg are very sore.

On Your Own In pairs or in small groups, role-play scenes from the preceding exercise. Take turns playing the injured party and the doctors.

Exercise C In pairs, take turns making statements and responses. Use *must* with the cues in parentheses to form your responses.

Example: I didn't sleep very well last night, (be tired)

You must be tired.

1. The food at lunch today was very salty, (be thirsty)
2. The food at the other cafeteria is good today, (have a new cook)
3. My friend never eats carrots, (not like them)
4. Every time I eat carrots, I sneeze, (be allergic to them)
5. I burned my hand on the stove last night, (hurt)
6. I can't read signs when I'm driving, (need glasses)
7. My friend sprained her knee playing tennis, (not be able to walk very well)
8. My roommate shut her finger in the car door, (be painful)

On Your Own Is anyone absent from your class today? Does anyone look particularly excited or happy? Does anyone look worried? Try to guess why.

Example: Jorge's not here.

He may be sick.

He might have gone away for a long weekend.

He must not have done his homework!

Exercise D In pairs, use the cues and take turns making statements and responses with *must have.* Use the example as a model.

Example: break / leg

walk

I broke my leg last year.

It must have been difficult for you to walk.

1. break / jaw
   eat
2. sprain / wrist
   write
3. have / ear infection
   hear
4. drink / coffee constantly
   sleep
5. have / noisy roommates
   study

On Your Own Have you ever broken your leg or your arm? Have you had other medical problems? Have you felt homesick? Have you had problems with friends or roommates? The pattern of statement and response in the preceding example is often used when we want to show sympathy for someone's situation or problem. In pairs, take turns telling about unfortunate situations you've been in. Sympathize with your partner by making comments using *must* or *must have*.

Exercise E: Review of Models Make statements about the following.

Example: The Hagemens are coming here for dinner around 6:00. It's 5:00.

Expectation: **They should arrive in about an hour.**

1. I haven't put the roast in the oven yet.

   Advice:_____

2. The house is a mess.

   Advice:_____

   Past advice: _____

3. I don't have enough time to get everything ready by 6:00.

   Past advice: _____

   Possibility: _____

4. I'm going to call the Hagemens to ask them to come at 6:30.

   Request (to the Hagemens): _____

5. It's 6:45, and the Hagemens are not here yet.

   Possibility: _____

   Possibility: _____

6. It's 6:50, and the phone is ringing.

   Possibility:_____

7. The Hagemens are at the hospital.

   Past probability:_____

   Request (to the Hagemens):_____

8. Mr. Hagemen was driving fast on an icy road.

   Pastadvice:_____

Activity Have you ever been in an emergency situation? How did you react? Did you know what to do to help?

Fast reactions can come with practice, and most first aid classes practice role-playing emergencies. In small groups, use the information about symptoms and emergency first aid in this section to help you role-play emergency situations. If you have been in an emergency situation, you may want to base your role-play on that situation. If not, you may create your own or choose from the following ideas. Include doctors, nurses, and patients in your role-plays.

1. There has just been a car accident. People in both cars were injured. The emergency squad is arriving at the scene.
2. You're at a ski resort, and there has just been a ski accident. Three people collided while they were skiing down a difficult slope. The ski patrol is arriving at the scene.
3. There has just been a fire in the school library. Many students were studying there at the time. The emergency squad is arriving at the scene.

SUMMARY OF MODAL AUXILIARIES

Present/Future Time Frame

AUXILIARY	FUNCTION	
can	ability	**Can** you touch your toes without bending your knees?
could	request	**Could** I make an appointment with Dr. Horiuchi?
	possibility	Perhaps Noriko **could** take you to the dentist.

SUMMARY OF MODAL AUXILIARIES

Present/ Future Time Frame

AUXILIARY	FUNCTION	
may	request permission	May I leave now? Yes, you may.
	possibility	Sulaiman may be sick.
might	possibility	He might have the flu.
must	probability	He must be at the doctor's.
	need	You must take this medicine on an empty stomach.
must not	strong need not to do something	You must not drive while you are taking this medicine.
ought to	advice	She ought to get more rest.
	expectation	The doctor ought to be here soon.
shall	request	Shall I get a bandage?
	intention	We shall probably go to the hospital later today.
should	advice	I should give up smoking.
	expectation	The swelling should go down in a few hours.
will	intention	I will get more exercise from now on!
	request	Will you help me?
would	request	Would you get me a bandage?
	preference	I would rather have juice than soda pop.

RELATED STRUCTURES		
be able to	ability	Are you able to swim three miles?
had better	advice	You had better not swim so soon after lunch.
have to (have got to)	need	I have to (have got to) lose weight.
don't/doesn't have to	lack of need	We don't have to get X-rays.

SUMMARY OF MODAL AUXILIARIES

Past Time Frame

AUXILIARY	FUNCTION	
could	ability	I **could** not swim until last year.
could have	possibility	I **could have** taken lessons sooner.
may have	possibility	They may already **have** gone to the hospital.
might have	possibility	Juan **might have** injured his back when he fell.
must have	probability	He **must have** been in a lot of pain.
ought to have	unfulfilled advice	He **ought to have** been more careful.
	expectation	The doctor **ought to have** called us by now.
should have	unfulfilled advice	**Should** we have waited for help?
	expectation	Someone **should have** arrived by now.
would	habits	When I was younger, I **would** always faint at the sight of blood.
would have	preference	She **would rather not have** visited the hospital.
	unfulfilled intention	Under other circumstances, **would you have** had that operation?
RELATED STRUCTURES		
be able to	ability	Nadia **was able to** run two miles.
didn't have to	lack of need	We **didn't have to** practice on Monday because of the rain.
had to	need	We **had to** practice twice as long yesterday because we missed practice on Monday.
used to	habits	We **used to eat a lot** of sugar, but we don't any more.

CHAPTER 5
MONEY MATTERS

NOUNS AND NOUN MODIFIERS

Part One: Introduction to Count and Noncount Nouns; Plural Forms; Indefinite Articles

Part Two: The Definite Article with Count and Noncount Nouns

Part Three: Indefinite Adjectives and Pronouns

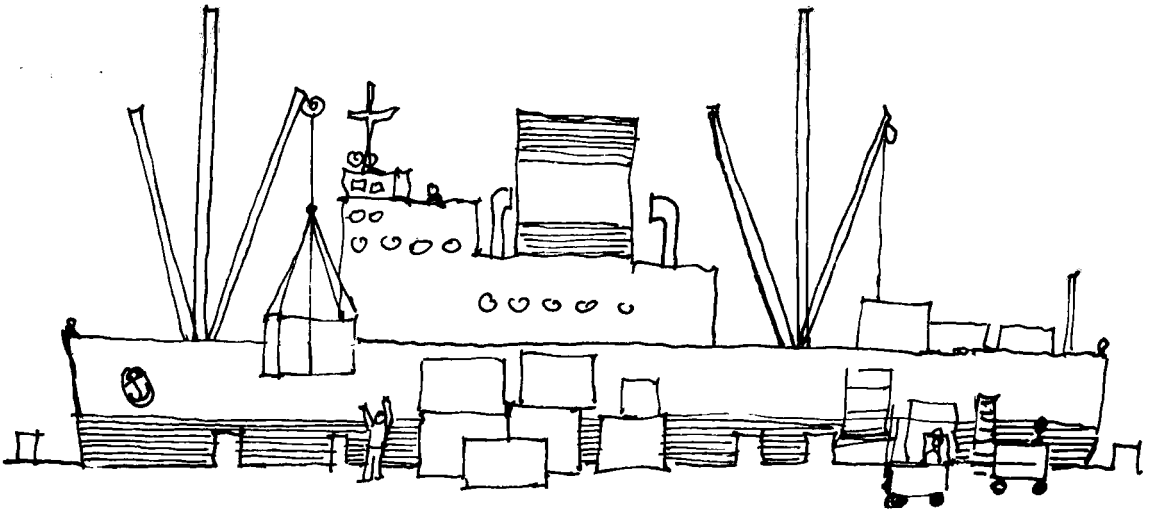
Part Four: Units of Measurement

FUNCTIONS. SKILLS, AND ACTIVITIES

Making generalizations

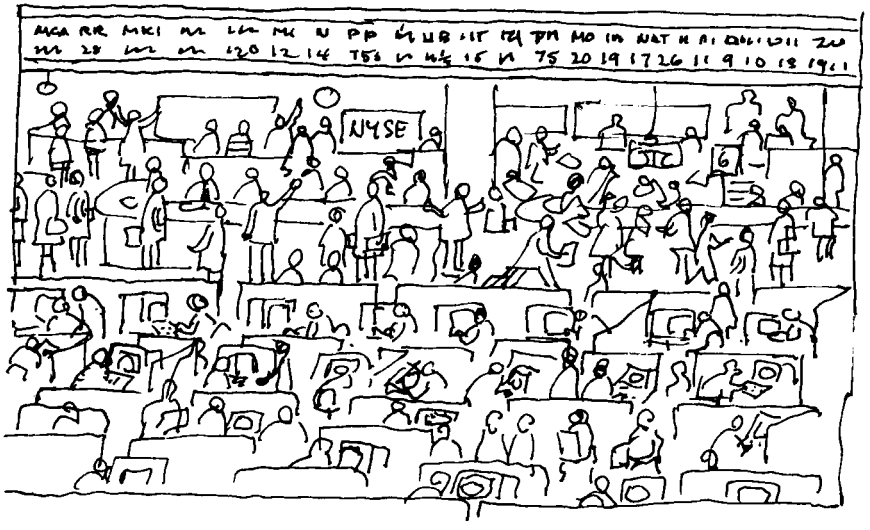
Identifying and describing particular people, places, and things

Making comparisons



CURRENCY EXCHANGE

BANK


NYSE

In this chapter, you will study singular and plural count nouns, noncount nouns, articles, and a variety of units of measurement and adjectives. As you study the chapter, try to understand the distinction between types of nouns in English. This will help you develop a sense for the use of singular and plural nouns, as well as the use of indefinite and definite articles.

Previewing the Passage

Have you ever taken a course in economics? Do you read or listen to economics news? Are you familiar with terms such as *trade, productivity, deficit, interest,* or *debt?* Or is the subject of economics confusing to you?

As you go through the following passage, try to define the various economics terms mentioned. Look them up or ask their meanings if they are unfamiliar. These terms will be useful to you throughout the chapter.

The Global Economy

Of all the sciences, only two are subjects that have a direct and noticeable effect on our lives every day. One is meteorology, the study of weather. Heat, cold, sun, and rain affect us in many ways—in the kind of clothing we wear, for example, and the types of activities we do outdoors. Economics is the other science that affects the everyday lives of all of us. Each time we spend money, or it is spent on us, we are contributing to the economic life of our country and, in fact, of the world.

Most people have a basic understanding of the weather, but how many people feel comfortable with the subject of economics? Often, economics seems to be a mysterious subject. Newspapers and television use terminology that can resemble a foreign language. They speak of the gross national product, the cost of living, the prime rate, the money supply, productivity, the unemployment rate, the balance of payments, and so forth.

In some ways, economics is like an enormous jigsaw puzzle. Each piece is basic, but the pieces interconnect, one to another, in a large picture. To look at the whole picture, you must begin piece by piece.

Looking at Structures

1. Look at the phrase *the study of weather* in the first paragraph. *The* + noun + *of* + noun is a common pattern in English. Underline all other examples of this pattern in the passage.

2. Does "economics" take a singular or plural verb? Can you think of other examples of nouns like *economics?*
3. *Economics* in Line *5* is not preceded by an article. *Economic life* in Line 7 is preceded by *the.* Can you explain why?
4. Find the following phrases in the passage:

   "are *subjects* that"

   "with *the subject* of economics."

   "a mysterious *subject."*

   Which phrases are specific and which are general? Based on these examples, what general rule can you give for use of articles with singular and plural nouns?

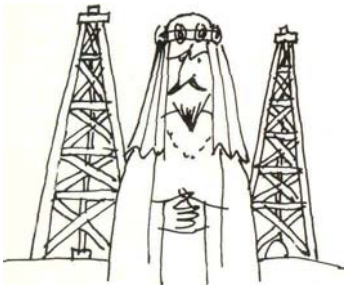
PART ONE

INTRODUCTION TO COUNT AND NONCOUNT NOUNS; PLURAL FORMS; INDEFINITE ARTICLES

Previewing the Passage

Wealth often means different things to different people. As you go through the following passage, think about your own definition of wealth. Consider the possessions that are highly valued in your culture. Are these similar to possessions that are valued highly in North America?

What Is Wealth?



The definition of wealth has changed throughout history, and each economic system has added its own interpretation. Yet, people in all systems of the world—communist, capitalist, socialist—share a common trait. Everyone values some things more highly than others.

To some people, wealth may be tangible. It may mean ownership of businesses, houses, cars, stereos, jewels, luxuries. To others, wealth may mean control of resources, such as petroleum, gold, silver, or natural gas. To the philosophical, wealth may be intangible. For these, wealth is found in ideals, beliefs, and emotions: honesty, love, courage, trust, faith. To much of the world, however, wealth is simply having enough food: bread, rice, fish, meat, fruit.

Every individual, as well as every culture, has his or her own value system. In many cases, these values are determined by need. When

food is what a person needs the most, simply having enough to eat is true wealth.

Looking at Structures

1. Underline all of the nouns in the second paragraph. Do you find any major differences in the types of nouns you have underlined? Give examples.
2. *Philosophical* is normally an adjective. How is it used in Line 8?

Nouns

A noun may name a person, a place, an object, an activity, an idea or emotion, or a quantity. A noun may be concrete (physical: *book, table, gas)* or abstract (nonphysical: *friendship, sadness, hope)*. Both abstract and concrete nouns can be classified into two types: count nouns and noncount nouns.

Count Nouns

Count nouns are nouns that may be counted *(apples, oranges)*. They have both singular and plural forms. Most count nouns are concrete nouns; some are abstract, however.

Singular

I have a **friend.**

My **friend** owns a car.

The **car** is old, but it runs well.

She bought **her** car a long time ago.

Singular count nouns *must* be preceded by an article *(a, an,* or *the)* or an adjective *(one, my,* etc.).

Plural

Cars are expensive.

Some cars are more expensive than others.

The cars that I like are economical but attractive.

Have you had **many opportunities** to ride in foreign cars?

How many **times** have you ridden in a foreign car?

The or adjectives *(some, several, a few,* etc.) are often used with plural count nouns, depending on the meaning of the sentence. The different meanings will be covered throughout this chapter.

See p. 173 for spelling rules for plural nouns.

Noncount Nouns

Noncount nouns are usually concrete mass nouns *(food, water)* or abstract nouns *(wealth, happiness)* that we don't normally count. Noncount nouns are singular.

Mass Nouns

Air and water are necessary for life.

Food is expensive these days.

A pound of coffee (butter, tea, rice) costs much more than it used to.

Noncount nouns are seldom used with articles.

Mass nouns are often used with units of measurement, such as *pound, gallon,* etc. See Part Four.

Abstract Nouns

Honesty is always best.

I need some **advice** on this.

I need **more information.**

Do you have **any news?**

Your happiness (health, security) is most important.

Adjectives *(some, any, your,* etc.) may be used with noncount nouns. See Part Three.

I enjoy **photography.**

Have you studied **economics or physics?**

Most activities and studies are noncount nouns (even though some end in *-s).*

Nouns That Are Both Count and Noncount

Many nouns have several meanings; the meaning of the noun determines whether it functions as a count or noncount noun. This, in turn, determines whether the noun has a plural form and whether articles are used with it. Many nouns have both noncount and count uses. Compare:

Noncount

Hope is important. — *hope* = a feeling or attitude with no specific limits

Count

She had many **hopes** for success, — *hopes* = specific plans or goals

Noncount

I studied **business** in college. — *business* = an idea or activity

Count

We have a **business** in Florida. — *A business* = a store or firm

Noncount

We had **chicken** for dinner last night. — *Chicken* = a type of food

Count

My uncle has a **chicken.** — *A chicken* = *a* bird

Noncount

I have **time** to go there now. — *Time* = an unspecified period of minutes, hours, etc.

Count

I have gone there many times. — *Times* = occasions

Exercise A Working in pairs, separate the following nouns into two groups: count nouns and noncount nouns. Use an asterisk (*) to mark any words that may be both count and noncount. *Note:* Many of the economics terms in the list appear throughout the chapter; check their meanings if you do not know them.

Examples:

Count	**Noncount**
friend	happiness
employee	
business*	business*

friend	happiness	supply	advice
employee	business	key	equipment
product	productivity	news	resource
furniture	machinery	inflation	lunch
money	investment	food	wallet
gold	profit	price	socialism
loss	work	company	manager
hour	economics	wish	consumer
time	capitalism	market	opportunity
boss	salary	oil	gasoline
interest	employment	automobile	traffic

Form the plural of each count noun from your list.

Look at your list of noncount nouns. Indicate which are mass nouns (measurable quantities) and which are abstract nouns (ideas, emotions, or activities).

These lists should help you recognize a pattern to the types of nouns that are normally noncount. Being able to recognize noncount nouns will help you in the use of articles and of singular and plural forms.

The Indefinite Article with Count Nouns

A or *an* is used before a singular count noun. The indefinite article may mean *one,* or it may mean an unspecified person or thing.

a	I bought a banana. I bought a house. A European lives next door.	*A* is used before a singular count noun that begins with a consonant sound,
an	I wasted an egg. I wasted **an** hour.	*An* is used before a singular count noun that begins with a vowel sound.

Note: A or *an* is never used with a noun that functions as a non-count noun.

Exercise B The following nouns are all singular. Some are count and some are noncount. Form complete sentences by using *We have* or *We don't have.* Use *a* or *an* with count nouns and nothing with noncount nouns.

Examples: imported car

We have an imported car.

expensive gas in …

We have expensive gas in Italy.

1. computer
2. heavy traffic in …
3. problem with traffic in …
4. income tax in …
5. high inflation in …
6. high inflation rate in …
7. information for you
8. time for …
9. news for you
10. hot (cold) weather during …
11. suggestion for you
12. advice for you

On Your Own Working in pairs, take turns giving cues and forming sentences. Give singular cues only and mix count and noncount nouns. Use words from Exercise A or select your own.

Examples: gold

We have gold in Colombia.

new roommate

We have a new roommate.

Unspecified or Unidentified Count and Noncount Nouns

Both count and noncount nouns may be used to refer to unspecified or unidentified people, things, and so forth. In this case, a singular count noun is preceded by *a* or *an,* but plural count nouns and noncount nouns are used without articles.

COUNT NOUNS

Singular

A house can be expensive.	*A house* = one house or any house in general *Remember:* Either an article or an adjective *must* be used with a singular count noun.

Plural

Houses are getting more expensive.	*Houses* = all houses in general Articles are not used with unspecified or unidentified plural count nouns.

NONCOUNT NOUNS

Love is wonderful. **Time** is **money.** **Health** is better than **wealth.**	Articles are not used with unspecified noncount nouns. *Remember:* Noncount nouns always take singular verbs.

Exercise C The following sentences make generalizations about large companies. Change the count nouns in italics from plural to singular or from singular to plural. Add or omit *a* and *an* and make other changes in verbs and pronouns. *Note:* In this exercise, *multinational* and *multinational corporation* have the same meaning.

Example: *Multinational corporations* are *companies* that operate in more than one country.

A multinational corporation is a company that operates in more than one country.

1. *Multinationals,* such as IBM or Pepsi, may operate in over one hundred countries.
2. Because of their size, *multinational corporations* often make *products* at *lower costs* than *local industries* can.
3. *Multinationals* can also make *countries* dependent on them.
4. *A multinational corporation* may import *a raw material* from *a foreign country.*
5. *A multinational* may make *a product* in one country and export it to another country.
6. Today, *a country* may require *a company* to build *an assembly plant* in *an area* where *a product* will be sold.
7. Building *a factory* in *a foreign country* still benefits *a multinational*
8. It eliminates *a major expense* in transportation.

Exercise D The following definitions of economic terms include both count and noncount nouns. Complete the definitions by using *a, an,* or *X* (to indicate that no article is necessary).

Example: The balance of ___X___ payments is the difference between the amount of ___X___ money that leaves ___a___ country and the amount that comes in, through ___X___ imports, ___X___ exports, ___X___ investments, and so forth.

1. ____1 *black market* is the illegal sale of _____2 products.
2. *Capital* is _____3 money or _____4 assets such as _____5 gold or buildings that can be used to make ___6 invest ments.
3. _____7 *depression* is _____8 very severe drop in economic activity _____9 high unemployment and ___10 low produc tion usually occur during ___11 depression.
4. The *gross national product (GNP)* is the total value of _____12 goods and _____13 services produced in _____14 country in ___15 specified period of ___16 time (usually each year).
5. The *money supply* is the total amount of _____17 money in circulation.
6. ____18 *productivity* is the total national output of _____19 goods and _____20 services divided by the number of _____21 workers.

Activity A *generalization* is a general statement that expresses an idea or an opinion about people, things, ideas, and so forth. Often, it gives a general rule or conclusion based on limited or insufficient information. For example, consider the following statements. Are these true in *all* cases?

1. French people drink wine.
2. Japanese people always have dark hair.
3. American men are tall.
4. Latin Americans are fantastic dancers.

Notice that these generalizations use plural count nouns (without articles). This is one of the most common ways to make generalizations. As a class or in small groups, share some of the generalizations that are common in your culture. Include both generalizations that people in your culture make and generalizations that others make about people in your culture.

PART TWO

THE DEFINITE ARTICLE WITH COUNT AND NONCOUNT NOUNS

Previewing the Passage

What are the most valuable resources in the world today? What are the primary natural resources from your region? What effect do these resources have on your local economy?

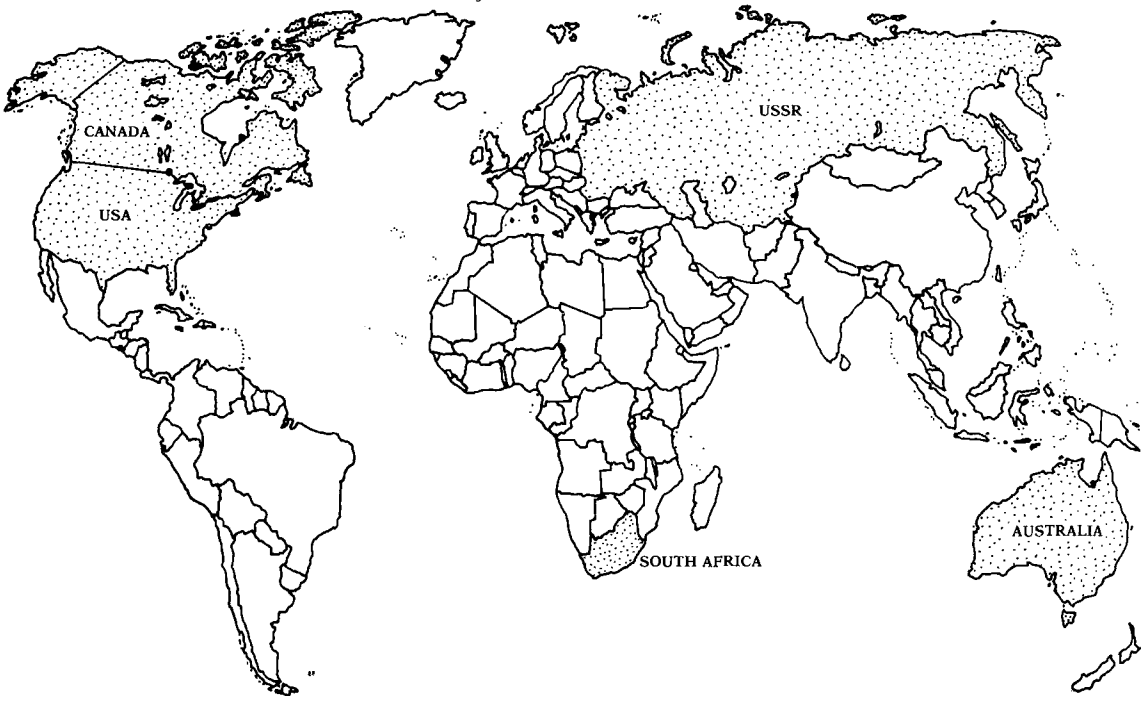
World Resources

Over hundreds and hundreds of years, people have discovered a wide variety of valuable resources to use for food, fuel, building materials, money, fertilizers, tools, weapons, medicine, and so forth. Some important ones are: coal, iron ore, petroleum, copper, gold, and diamonds.

Because many raw materials are located in only a few places, their locations become very important. A few examples of large mineral

The World Mineral Powers

All countries with 5 percent or more of at least four major minerals, 1976



and fuel deposits are: the petroleum deposits off the coast of Venezuela and in the deserts surrounding the Persian Gulf; the lead and zinc mines of upper Silesia; the tin mines of Malaysia, Bolivia, and the U.S.S.R., which together make up one-half of the world total; the silver-mining area that runs from Mexico to British Columbia; the famous Witwatersrand of South Africa, which produces much of the world's gold; and the Rustenberg district (also in South Africa), where most of the earth's platinum is mined.

Looking at Structures

1. The definite article *the* is not used at all in the first paragraph. Can you give any reasons why?
2. *The* is used frequently in the second paragraph. Can you give its two primary uses in the paragraph?

The Definite Article with Count Nouns

The is used before a singular or plural count noun when that noun is specifically identified or its identity is already understood.

Nonspecific

Today, **companies** may earn over one billion dollars annually.	No articles are used for unspecified nouns.

Specific

PLURAL

Today, **the companies that earn over one billion dollars a year** are primarily oil companies.	Phrases or clauses that come immediately after a noun often identify or specify it, so *the* is used. *The* is also used after a noun has been used (and identified). Compare: *He owns a company.* ***The*** *company is located in Japan.*
The majority of the companies with billion-dollar incomes are oil companies.	*The* + noun + *of* is a frequent combination.

SINGULAR

The company with the highest income is Exxon.	*The* is normally used with superlatives.

Exercise A The following sentences include both specific and nonspecific count nouns. Use *the* or *X* (to indicate that no article is necessary) to complete them.

Example:

X natural resources are important to all countries.

1. primary natural resources in England are tin and iron ore.
2. raw materials are used to make_____products.
3. raw materials that are used to make_____cars include iron ore, rubber, and petroleum.
4. petroleum deposits in the Amazon will be difficult to extract.

5._____petroleum deposits are located in many parts of the world.

6._____mines near Bogota, Colombia, produce large quantities of salt.

7._____mines can be_____very dangerous places to work.

8._____coal mines in West Virginia have caused many deaths.

The Definite Article with Noncount Nouns

Articles are not normally used with noncount nouns. However, noncount nouns, like count nouns, may be preceded by *the* when the noun is *specifically* identified.

Nonspecific	
Gold is a precious metal.	No articles are used with unspecified nouns.
Specific	
The gold in jewelry is mixed with other metals.	*The* is used with a noncount noun when the noun is identified by phrase or clause.
The gold that is used in jewelry is mixed with other metals.	
South Africa produces **the most gold** in the world.	*The* is usually used with superlatives.

Exercise B The following sentences include both specific and nonspecific noncount nouns. Complete them by using *the* or *X* (to indicate that no article is necessary).

Example: X silver is valuable.

1. Most of_____silver in the United States is used to make photographic and X-ray film.

2._____iron ore is used to make_____steel.

3._____iron ore from eastern Canada is high in quality.

4. Japan produces some of_____beststeel in the world today.

5._____oil from Saudi Arabia is lighter in weight than_____ oil from Venezuela.

6._____oil is the most important single factor in the world's economy.

7._____gold is perhaps_____most highly treasured metal.

8. Since 1910, one-third of_____gold in the world has been mined in South Africa.

On Your Own What are some of the important resources and products in your area or country? Create at least four original sentences, using both specific and nonspecific nouns.

Example: Coffee is important in Brazil. The best coffee comes from ....

The with Proper Nouns

The has specific uses with proper nouns, especially with geographical locations. Because proper nouns identify specific places, *the* is often used. There are few exceptions to the rules. (See the chart on pp. 156-157.)

Exercise C Make complete sentences from the following cues. Add *of, from,* and *in* and be sure to include *the* when necessary.

Example: large gold deposits / exist / Andes Mountains / South America

Large gold deposits exist in the Andes Mountains in South America.

1. oil / be valuable
2. oil / Saudi Arabia / be lightweight and high in quality
3. copper / South America / be easy to mine
4. copper / be important for the communications industry
5. silver / United States / be primarily found in / Rocky Mountains
6. silver / be used to make photographic film
7. 40 percent / silver / United States / be used for photography
8. diamonds / be / precious gems
9. large diamond mines / exist / Ural Mountains / Soviet Union

On Your Own Make generalizations and then add specific details about the following nouns.

Example: car

Cars are everywhere in Istanbul. The most popular car is probably....

1. university
2. job
3. music
4. sports
5. television (program)

THE WITH LOCATIONS AND OTHER PROPER NOUNS

Without the	With *the*	Exceptions
The is not used with names of continents, countries, states, provinces, counties, cities, and streets: *Africa* *Russia* *Ohio* *Quebec* *State Street*	*The* is used when the class of noun *(republic, state,* etc.) comes before the name: *the* + class + *of* + name: *the continent of Asia* *the Union of Soviet Socialist Republics (the USSR)*	*the Netherlands* *the Sudan* *the Hague* *the Avenue of the Americas* *the Champs-Elysees*
	The is used with most names of regions: *the West* *the Midwest* *the Plains*	*New England* *southern Ontario*
The is not used with singular islands, lakes, and mountains: *Oahu* *Figi* *Lake Superior* *Mt. Whitney* *Pike's Peak*	*The* is used with plural islands, lakes, and mountains: *the Hawaiian Islands* *the Great Lakes* *the Alps*	*the Isle of Wight* *the Great Salt Lake* *the Matterhorn* (and other mountains with German names that are used in English)
	The is used with oceans, seas, rivers, canals, deserts, jungles, forests, and bridges: *the Pacific Ocean* *the Persian Gulf* *the Mississippi River* *the Suez Canal* *the Sahara Desert* *the Golden Gate Bridge* *Note:* The class name is often omitted with well-known oceans, deserts, and rivers: *the Atlantic* *the Nile*	

THE WITH LOCATIONS AND OTHER PROPER NOUNS

Without the	With /Ae	Exceptions
The is not used when the name of a college or university comes before the word *college* or *university:* *Boston University* *Lawrence College*	*The* is normally used when the word *college, university,* or *school* comes before the name *(the + ... + of* + name): *the University of California* *the Rhode Island School of Design*	*the Sorbonne*
The is not used with names of languages: *German* *Japanese* *Note: The* is used with the word *language: the German language*	*The* is used with adjectives of nationality and other adjectives that function as nouns: *the Germans* *the Japanese* *the rich* *the poor* *The* is used with names of museums and libraries: *the Museum of Modern Art* *the Chicago Public Library*	
The is not used with dates when the month begins the phrase: *March 28*	*The* is used when the number comes before the month: *the twenty-eighth of March*	
The is not used with specific years: 795/ *1890*	*The* is used with decades, centuries, and eras: *the (19)50s* *the 1800s* *the Dark Ages*	

Exercise D Complete the following passage by using *the* or *X* (to indicate that no article is necessary).

World Resources

X minerals are abundant in___1 nature_____2 earth is made up of_____3 minerals, and even_____4 most valuable minerals are found in_____5 common rocks everywhere. Nevertheless, many of___6 minerals near_____7 earth's surface are in___8 small amounts. As a result, they cannot be mined economically. Only_____9 big deposits can be mined at a reasonable cost.

_____10 biggest deposits of___11 minerals are distributed unequally around_____12 world. Some minerals, like_____13 iron in___14 Mesabi Mountains in_____15 Michigan, are almost gone. Others, like___16, copper, cobalt, and_____17 petroleum, are located under___18 Atlantic and_____19 Pacific Oceans and_____20 Persian Gulf.

We have already taken many of_____21 mineral deposits that were easy to mine. Today,_____22 companies have to look harder and deeper to find___23 minerals, and_____24 cost of_____25 minerals reflects this. Unless_____26 exploration and_____27 technology keep up with our use of_____28 resources,_____29 cost of_____30 minerals will increase dramatically.

Exercise E Complete the following by adding *the* or *X* (to indicate that no article is necessary).

Resources

Some of___1 earth's most valuable resources are found in only a few countries. For example, _____2 South Africa and_____3 Soviet Union produce one third to one half of many vital resources. They are __ 4 world's largest producers of_____5 manganese and___6 chrome (which are used to produce_____7 steel) and of platinum and

8 gold_____9 Australia is another country that contains major resources. It has large deposits of___10 oil, 11 gas,____12 iron ore, and_____13 coal. In fact, _____14 Japan gets almost one-half of its iron ore (which is used to make_____15 steel) and__16, large quantities of _____17 coal from__18 Australia_____19 Canada, too, has_____20 large mineral deposits_____21 oil and__22 natural gas deposits in_____23 Canada are some of_____24 biggest in the world.

Activity Are you interested in knowing more about gold? Petroleum? Diamonds? A certain kind of wood: mahogany, teak, ebony? A certain kind of rock: marble, slate, granite? Choose one resource that you would like to learn more about and briefly research it at the library. Gather information on where this resource is found today, how it is extracted, and how it is used. Use your research as the basis for a short composition. Finally, share your information with the rest of the class in a three- to five-minute presentation.

PART THREE

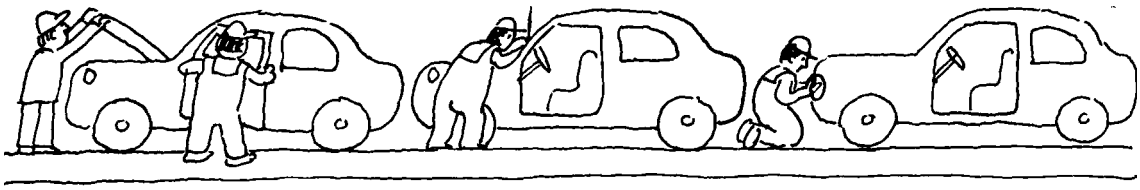
INDEFINITE ADJECTIVES AND PRONOUNS

Previewing the Passage

Whether or not you have studied the subject, your own experience and common sense will give you many ideas about the organization of a business. As you read the following passage, consider these questions: How can the size of a business affect its organization? What are some of the good and bad points of large operations? Does size or organization affect job satisfaction most?

The Organization of a Business

In all economic systems today, most businesses of any size rely on one system of organization: the division of labor. This means that



the workers are specialized. Each worker has a particular duty to perform as one part of the whole operation.

A good example of the division of labor is an assembly line in an automobile factory. One worker may install a door while another is installing the hood. The others add lights, windshield wipers, and so on. Normally, workers stay in one place, and a conveyor belt moves the product to them. If one worker had the responsibility of producing an entire car, he or she might be able to complete one each year. By comparison, factories with assembly lines produce an average of about thirty-five cars a year per worker.

The division of labor permits mass production, but it does have some disadvantages. For one thing, few people know or understand all aspects of an operation. In addition, mass production may be more efficient, but many workers complain that they get little job satisfaction from working on one small duty, day after day. To them, there is much more satisfaction in doing a job from start to finish.

Looking at Structures

1. Underline all uses of *a or an* in the passage. Then, try to classify the various uses. What are the meanings of *a* or *an* in this passage?
2. What do the words *another* in Line 6 and *others* in Line 7 refer to?
3. What is the meaning of *few people* in Line 14? Of *little job satisfaction* in Line 16? Why is *few* used with *people* and *little* used with *fob satisfaction?*

Indefinite Adjectives and Pronouns

Indefinite adjectives, such as *some, many,* and *little,* are used with nouns instead of giving specific amounts. Indefinite pronouns replace nouns. The type of noun (count or noncount) determines which words may be used.

Noncount Nouns

How **much** (money) do you have?
I have **a little** (money).
I have **only a little** (money).
I have **very little** (money).
I have **less** (money) than ever!
This is **the least** (money) I have ever had.

Much, quite a little, a little, only a little, not much, little, very little, less, and *the least* are used as adjectives with noncount nouns. Or, they may be used without the noun.

Count Nouns

How **many** (dollars) do you have?
I have **several** (dollars).
I have **a couple (of** dollars).
I have a few (dollars).
I have **only a few** (dollars).

Many, quite a few, several, a couple (of), a few, only a few, not many, few, fewer,[1] and *the fewest*[1] are used as adjectives with count nouns. Or, they may be used without the noun.

Both Count and Noncount Nouns

Who has **the most** (money)?
I have a lot **(of** quarters).
I have **plenty (of** cash).
I have **no** money.
I have **none.**

The most, more, a lot (of), lots (of), plenty (of), and *no* are used with both count and noncount nouns; *none* is a pronoun.

Do you have any (money)?
I don't have any (dollar bills).

Any is used in questions and negatives with both count and noncount nouns.

Exercise A: Oral Practice of Adjectives with Count and Noncount Nouns Use the following cues to form complete sentences. Begin with / *(don't) have* and add *much, many, few,* or *little.* Make the count nouns plural.

Example: money

I have little money.

1. time
2. furniture
3. friends
4. problems
5. energy
6. homework
7. news
8. assignments

[1]In informal speech, *less* and *the least* are often used instead of *fewer* and *the fewest.*

Exercise B *Few* and *little* mean "not many (much)" but *a few* and *a little* mean "some." Indicate the differences in meaning in the following sentences by using + ("some") or — ("not many or much").

Examples:

+ There are a few good restaurants in town.
— There are few good restaurants in town.

1._____We have little homework for the weekend.

2._____We have a little homework for the weekend.

3._____I have a little advice for you.

4._____I have few ideas for you.

5._____He has little information on that.

6._____There is little traffic today.

7._____Do you have a little time?

8._____We have a few pages to read for tomorrow.

On Your Own Write at least six original sentences using *few, a few, little,* and *a little.* After your teacher has checked your sentences, exchange papers with another student. Mark each sentence + or —.

Exercise C In pairs, ask and answer questions based on the following cues. Give answers based on your own opinions and offer any additional information you know on the subject. Be sure to make any count nouns plural.

Questions: Is / Are there any (many, much)... ?

Answers: There is / are a lot (some, only a little, too many, quite a few, etc.)....

Examples: **oil...**

Is there much oil in your country?

Unfortunately, there isn't much oil in my country. We have only a few small deposits.

taxi...

Are there many taxis in Buenos Aires?

I think there are thousands!

1. gold in ...
2. news from ... in U.S. newspapers
3. multinational corporation

4. tax in...
5. workers' strike
6. government bureaucracy
7. honest politician
8. poverty
9. factory
10. air or water pollution
11. problem with unemployment
12. good transportation
13. agriculture
14. high-technology industry
15. available job in business

One, Another, the Other, Others, the Others

These pronouns and adjectives are often used to list more than one item. They are used with, or in place of, count nouns. Articles are not used for general (unspecified) items. *The* is used for specified or identified items. The choice depends on how many items are in the group and whether the speaker is referring to the entire group. Compare:

We have *two* problems. *One* is lack of money. *The other* is lack of time.

We have *several* problems. One is lack of money. *Others* are lack of time and transportation.

We have *four* problems. *One* is lack of money. *Another* is lack of time. *The others* are lack of transportation and equipment.

Adjective	Pronoun	Meaning
SINGULAR		
one problem	one	
another problem	another	an additional problem
the other problem	the other	the second of two or the last of a group
PLURAL		
some problems	some	
other problems	others	additional problems
the other problems	the others	the last of a group

Exercise D Use the following information to make statements using *one, another, others, the other,* and *the others.* Use the example as a model.

Example: There are five major areas of business.

- accounting
- data processing
- finance, management, and marketing

One is accounting. Another is data processing. The others are finance, management, and marketing.

1. There are four major fields in accounting.
   - bookkeeping
   - private accounting and public accounting
   - government accounting
2. There are three major areas of data processing.
   - computer operating
   - computer programming
   - systems analysis
3. There are several major areas in marketing.
   - advertising
   - research and development
   - distribution
   - buying
   - sales

On Your Own What are some of the job possibilities in your field? For example, in the airlines industry there are jobs for pilots, flight attendants, mechanics, air traffic controllers, and so forth. Make a brief list of jobs in your field. Then, use *one, another,* and so forth as you present your list to the class.

Exercise E Complete the following passage by adding *a, ah, the,* or *X* (to indicate that no article is necessary). In some cases, more than one article may be appropriate. Be prepared to explain your choices.

Economic Systems

A government may control X money,___1 products,_____2 prices,___3 imports, and_____4 exports. _____5 basic difference between_____5 communist system and_____7 capitalist system is how much___8 government controls_____9 economy of___10 country.

____11 simple view of_____12 communism is that_____13 central government makes all decisions about_____14 production and_____15 consumption_____16, equally simple view of_____17 capitalism is that___18 private individuals decide both. In theory,_____19 communist system plans its economy according to_____20 needs and _____21 desires of all of its citizens, whereas_____22 capitalist system bases every decision on_____23 ability to make _____24 profit. In practice, neither system has so much nor so little control.

Exercise F Complete the following passage by adding *a, an, the,* or *X* (to indicate that no article is necessary). In some cases, more than one article may be appropriate. Be prepared to explain your choices.

John Maynard Keynes[2]

The United States is a clear example of___1 government control within_____2 capitalist system. Since_____3 1930s, much of_____4 U.S. economy has been directed by _____5 government. This is as___6 result of_____7 economic thinking of one man, John Maynard Keynes.

Keynes was_____8 British economist who wrote_____9 very complex principles of___10 economics. All, however, are based on___11 relatively simple idea. Keynes believed that ____12 national government can, and should, use___13 spending,_____14 taxing, and_____15 borrowing to change___16, economy_____17 idea of _____18 deficit spending (when_____19 government spends more than it has in order to stimulate_____20 economy) comes directly from_____21 Keynesian economics. _____22 effect of John Maynard Keynes is obvious in

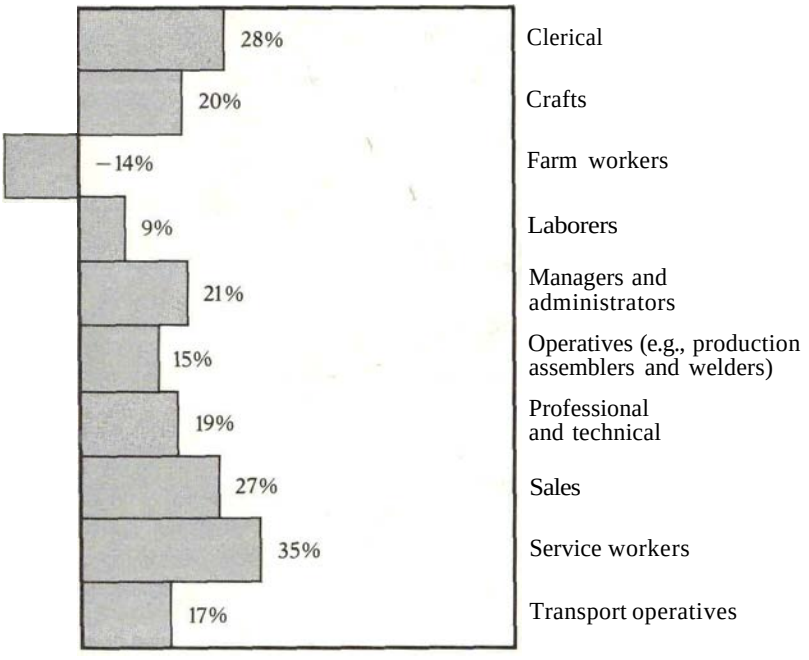
[2]Pronounced "canes."

_____23 United States today. For better or for worse,_____24 U.S. government has_____25 enormous national debt. Over_____26 last forty years, much of_____27 deficit spending has gone toward_____28 necessary social programs. Yet, _____29 national debt is_____30 primary cause of_____31 inflation, and then, of_____32 high interest rates that are used to control_____33 inflation.

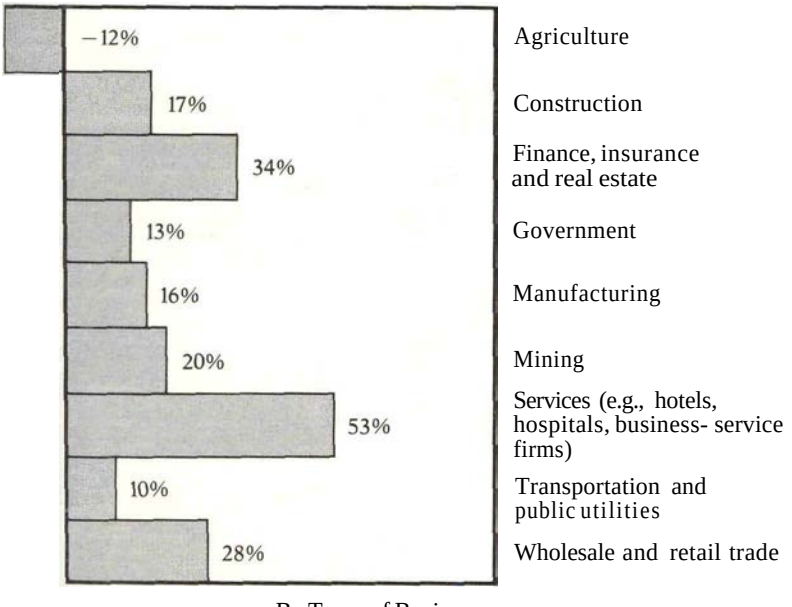
Activity In small groups, look at the statistics on jobs of the future shown on p. 167. Consider the possible number of openings, the education needed for each career, and the salary range. Try to imagine other factors involved in each career that cannot be included in statistical charts: job satisfaction, job change and advancement, job security. Then make recommendations on career choices for these college students.

1. *Student A:* Dan
   - has a strong aptitude for mathematics
   - is not comfortable in a large group of people
   - likes a quiet atmosphere
   - is worried about job security
2. *Student B:* Nancy
   - enjoys talking with people
   - loves to travel
   - is good at spotting new trends
   - is persuasive
   - likes to spend money
3. *Student C:* Steve
   - gets along well with people
   - enjoys giving directions
   - likes to organize
   - has an extroverted personality; is not shy
4. *Student D:* Dora
   - is analytical
   - enjoys discussions and arguments
   - focuses on details
   - loves to read
   - writes well

Example: Nancy would do well in sales. One reason is that she enjoys people. Another reason is that she likes to travel. Sales jobs often involve traveling….



By Career Fields



By Types of Businesses

Source: Bureau of Labor Statistics. 1978-1990 projections

PART FOUR
UNITS OF MEASUREMENT

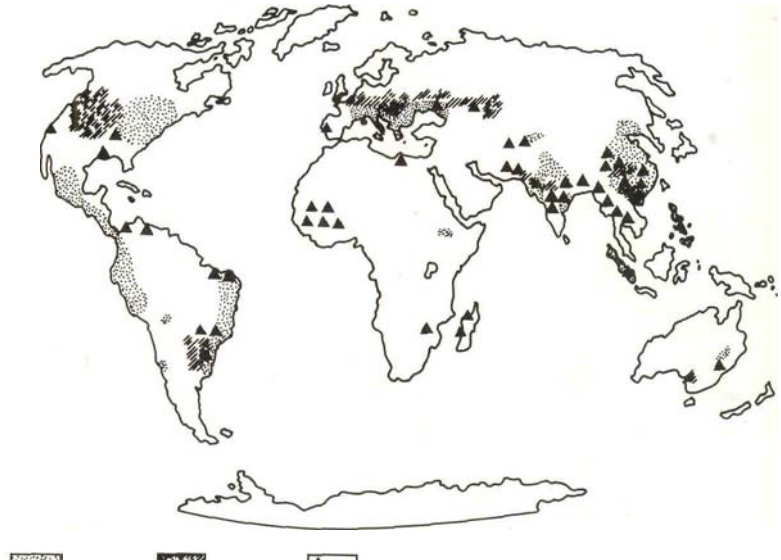
Previewing the Passage

What is the typical diet of people in your culture? Does religion or tradition play an important part in the diet? Have the diets and eating habits in your country or culture changed much in the last thirty years? If so, why?

Food and Agribusiness

The demand for different food products depends on three factors: the number of people in the area, their standard of living, and their cultural attitudes. The first two factors are obvious. The third, cultural attitudes, often depends on diet habits and religion. Take attitudes toward diet in the United States, for example. Changes in preferences and prices have had an interesting effect on consumption in America. In 1940, Americans consumed 19.4 pounds of butter and margarine per person, and most of it was butter. Now they eat only 16 pounds,

Main wheat, rice, and corn areas



most of it margarine. Fruit consumption per person has dropped from 158 pounds to 100 pounds per year. Before World War II, Americans averaged 155 pounds of wheat flour a year; now they average only 110. On the other hand, Americans are eating more chicken, turkey, and vegetables.

Looking at Structures

1. All the units of measurement in the passage are in pounds. What are other common U.S. units of measurement?
2. Notice the words *chicken* and *turkey* in Line 12. These are two nouns that can be either count or noncount. What is the difference between: *chicken, a chicken; turkey, a turkey?* Can you think of other examples of nouns (food names) such as these?

Units of Measurement

Units of measurement are commonly used in this pattern: number or percent + unit + *of* + name of item.

pound **ounce**	I would like three **pounds** of hamburger, please. Please get five **pounds** of potatoes.	These are used with items such as meat, poultry, fruit, cheese, and other solid items.
gallon **quart** **pint** **ounce**	How much is a **gallon** of milk? I would like a **pint** of chocolate ice cream.	These are used with all liquids and with ice cream.
bottle	He brought us a **bottle** of champagne.	*Bottle* is used with liquids such as wine, beer, and soda.
carton	Would you get a **carton** of milk? She bought a **carton** of cigarettes. Please get two **cartons** of eggs.	*Carton* has several meanings. It is a wax-coated paper container for milk, ice cream, yogurt, and so forth. It is also used with cigarettes and with eggs.
dozen	Please get a **dozen** eggs.	*Dozen* = twelve. *Note: of* is not used after *dozen.*

can	Would you like a can of beer?	*Can* is used with both liquids and solids.
six- (twelve-) pack	Please buy a **six-pack** of German beer and a **twelve-pack** of diet soda.	*Six- (twelve-) pack* is used with beer or soda.
package	He brought several **packages** of cookies and candy.	*Package* is often used for any paper or plastic bag or container.
box	We need another **box** of crackers and two large **boxes** of cereal.	*Box* is used with solid items.
jar	She sent us a jar of marmalade from England.	*Jar* is used with semi-liquids such as mayonnaise, jam, and mustard. A *jar* has a wider neck than a *bottle*.
head	How many **heads** of lettuce should I get for the salad?	*Head* is used with lettuce and cabbage.
bunch	I bought a **bunch** of grapes. He gave us a beautiful **bunch** of flowers.	*Bunch* is used for items that grow together, such as grapes or bananas, or for items that are tied together. In informal English, *a bunch* is often used to mean "a lot."
loaf	We baked two **loaves** of bread yesterday.	*Loaf* is used with bread.
slice	Would you like another **slice** of bread? Would you give me a **slice** of Swiss cheese?	*Slice* is used with bread. Sometimes it is used with meat, cheese, and other solids.
piece	Would you like another **piece** of pie?	*Piece* is used with all solids.
tube	We need another **tube** of toothpaste.	*Tube* is used with toothpaste, creams, and ointment.
bar	Is there another **bar** of soap?	*Bar* is used with solid hand soap.

Exercise A Complete the following grocery lists by adding appropriate units of measurement. Be sure to use *of* when necessary.

2 pounds of	ground beef	1	prapes
1	butter	2	orar.kers
1	milk	1	mayonnaise
1	eggs	5	hanr) snap
1	lettuce	1	toothpaste

On Your Own Make a list of at least six food of household items that you need to buy. Use appropriate units of measurement.

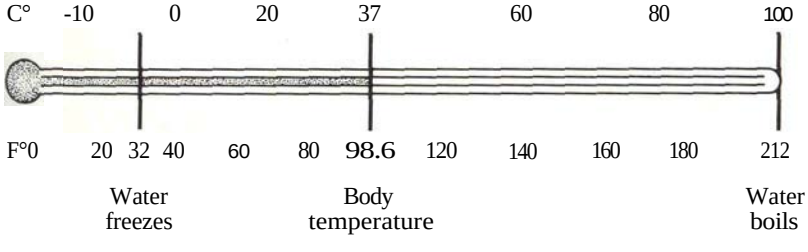
Metric and British Units

Length Meter: about 1.1 yards
Centimeter: .01 meter: about .4 inch
Kilometer: 1,000 meters: about .6 mile

Volume Liter: about 1.06 quarts
Milliliter: 0.001 liter: five make a teaspoon

Weight Gram: 30=1.1 ounces
Kilogram: 1,000 grams: about 2.2 pounds

Temperature Celsius: 0°C = 32°F



Exercise B Using the chart of equivalents, convert the following amounts from British to metric units. You may give approximate (rounded-off) equivalents.

Example: four gallons of gasoline

Four gallons of gas is approximately equal to sixteen liters of gas.

1. two pounds of cheese
2. one quart of milk
3. five pounds of chicken
4. two yards of fabric
5. one teaspoon of salt
6. ten feet of rope
7. one pint of cream
8. one cup of flour
9. three inches of string
10. three teaspoons of sugar

Exercise C Has inflation affected prices in your country? Compare prices in your country five years ago and today. If you are not certain, give approximate costs.

Example: milk

Five years ago a gallon (liter) of milk cost __
Today it costs __

1. bread
2. rice
3. sugar
4. toilet paper
5. bananas
6. eggs
7. tea
8. gasoline
9. blue jeans
10. flour
11. vitamins
12. coffee
13. beef
14. butter
15. laundry detergent
16. toothpaste
17. corn
18. chicken
19. hand soap
20. beans

Exercise D Complete the following passage by using *a, an, the,* or *X* (to indicate that no article is necessary). In some cases, more than one article may be appropriate. Be prepared to explain your choices.

World Food

In 1910, X farmers represented 33 percent of *the* U.S. work force, and it took more than _ 1 hour of _ 2 work to produce _ 3 bushel of corn. By 1980, _ 5 two minutes produced _ 6 same amount, and _ 7 farm employment had fallen to about 3 percent. Through _ 8 science and _ 9 technology, _ 10 modern agriculture has become one of _ 11 greatest success stories of this century.

Yet _ 12 hunger plagues the earth. At least 500 to 600 million people are malnourished—so poorly fed that they are unable to function properly—according to _ 13 Food and Agriculture Organization of _ 14 United Nations. These numbers continue to rise as _ 15 80 million babies are born each year. The earth needs _ 16 annual food increase equal to _ 17 Canada's total yearly

grain harvest to keep up with___18 growth in_____19 population.

_____20 population growth is not_____21 only problem. As_____22 countries become richer, they turn from_____23 vegetable to_____24 animal protein_____25 meat production normally uses more resources in_____26 land,_____27 water, and_____28 work. When_____29 farmland is poor, raising_____30 cows for_____31 meat is efficient, but when _____32 farmland is rich, raising_____33 crops gives much more food.

_____34 wheat,_____35 rice, or_____35 other crops grown for direct human consumption produce much more human food per acre_____37 reason for this is that_____38 cow uses up to 90 percent of____39 energy from_____40 grain to convert it to_____41 meat. It takes_____42 550 kilograms of_____43 grain to produce 100 kilograms of_____44 meat.

On Your Own What is the normal diet in your culture? Does it include many imported items? What is grown or produced in your area?

Activity In small groups, make a list of household staples and daily necessities used in your countries or cultures. Be sure to include common household items as well as food. Compare the prices of these items today and five years ago. (Use any appropriate information from Exercise C.) As you work, make note of the differences both in items and in costs across cultures or countries. Finally, one member of the group should report your findings to the class.

SPELLING RULES FOR NOUN PLURALS

The plural of many nouns is formed by adding 5. The following list includes other spelling variations.

For Nouns Ending in:		Add:	
consonant + *y*	city~~y~~	*i* + *es*	= cities
	baby~~y~~		= babies
ch, sh, x, s, z, and sometimes *o*	church	*es*	= churches
	box		= boxes
	tomato		= tomatoes
Exceptions	dynamo		= dynamos
	ghetto		= ghettos
	piano		= pianos
	portfolio		= portfolios
	radio		= radios
	studio		= studios
f or *lf*	shel~~f~~	*ves*	= shelves
	loa~~f~~		= loaves
Exceptions	belief		= beliefs
	chief		= chiefs
	proof		= proofs
	roof		= roofs
	safe		= safes

Irregular Noun Plurals		
	woman	women
	man	men
	child	children
	person	people
	foot	feet
	tooth	teeth
	goose	geese
	mouse	mice
	ox	oxen
	deer	deer
	fish	fish
	sheep	sheep
	series	series
	species	species

Nouns with Foreign Origins		Add:	
	analy~~is~~	*es*	analyses
	bas~~is~~		bases
	cris~~is~~		crises
	hypothes~~is~~		hypotheses
	synthes~~is~~		syntheses
	thes~~is~~		theses

Nouns with Foreign Origins

criterion	criteria
phenomenon	phenomena
curriculum	curricula
index	indices or indexes
memorandum	memoranda
nucleus	nuclei
radius	radii
stimulus	stimuli
syllabus	syllabi or syllabuses

CHAPTER 6
LEISURE TIME

INFINITIVES, GERUNDS, AND OTHER VERB FORMS

Part One: Forms of Gerunds and Infinitives; Prepositions Followed by Gerunds; Adjectives, Adverbs, and Nouns Followed by Infinitives

Part Two: Verbs Followed by Gerunds or Infinitives (1)

Part Three: Verbs Followed by Gerunds or Infinitives (2)

Part Four: Verbs Followed by Either Gerunds or Infinitives

Part Five: Causative and Structurally Related Verbs; Verbs of Perception; Present and Past Participles Used as Adjectives

FUNCTIONS. SKILLS. AND ACTIVITIES

Explaining a process

Giving opinions

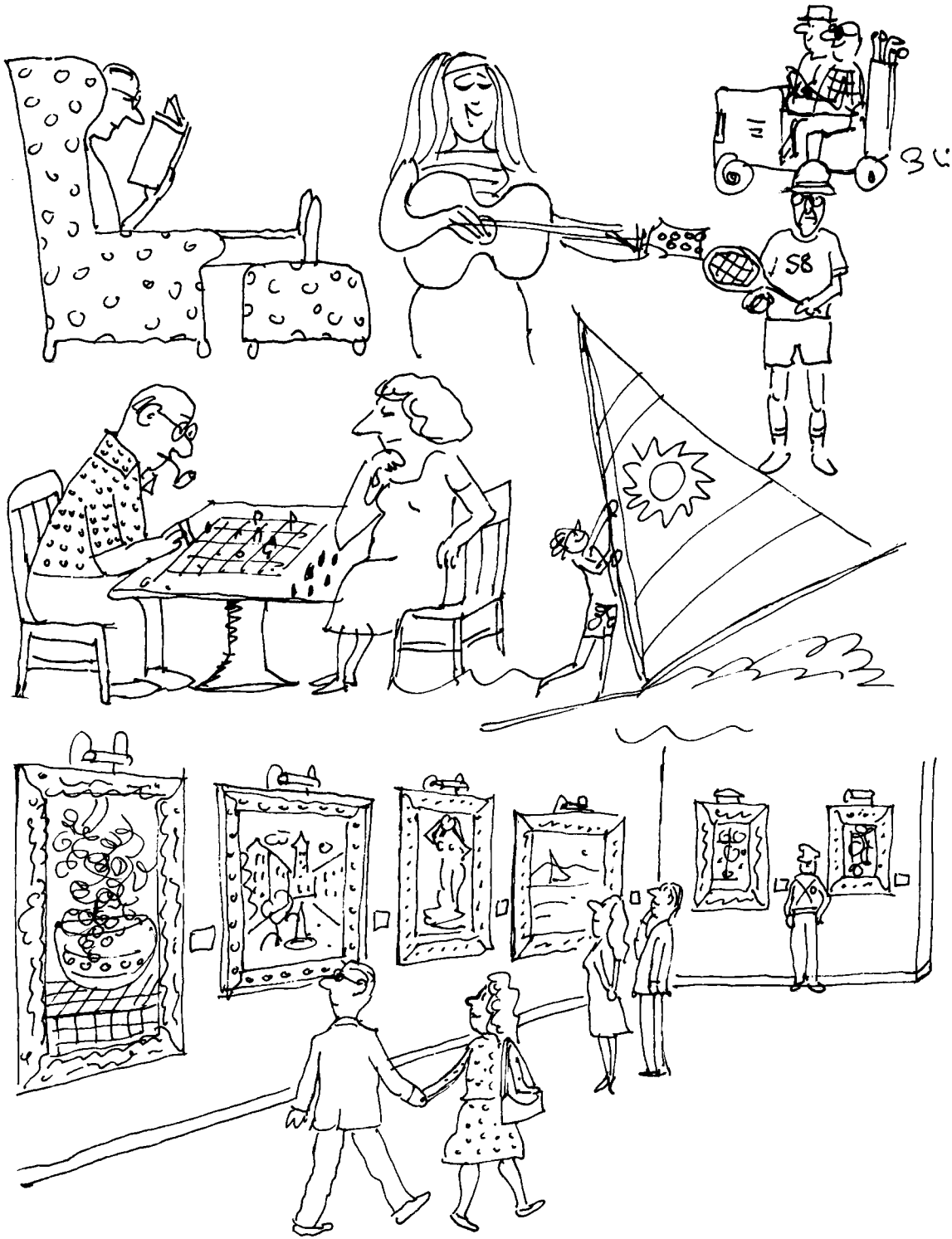
Expressing tastes and preferences

Making predictions

Telling stories

Giving directions and explaining rules

Describing places, feelings, and perceptions


58

In this chapter you will study the use of infinitives and gerunds, including how they can function as nouns, which verbs they often follow, and how the use of one or the other can change the meaning of a sentence. You will also look at a few uses of other verb forms: simple, present participle, and past participle forms.

Previewing the Passage

Do you lead a fast-paced life? How much leisure time do you have? Is taking time to relax an important part of your life? Is relaxation important in your culture? What are the primary sources of stress in your culture?

How Important Is Leisure Time?

How important is leisure time? How important is time to relax and to collect yourself? Many doctors believe that learning to relax in order to relieve day-to-day tension could one day save your life.

In our fast-paced world, it is almost impossible to avoid building up tension from stress. All of us confront stress daily; anything that places an extra demand on us is stress. We encounter stress on the job, and we face it at home.

The body responds to stress by "mobilizing its defenses." Blood pressure rises and muscles get ready to act. If our tension is not relieved, it can start numerous reactions, both physical and psychological. Yet, we can learn to cope with stress effectively and to avoid its consequences. How? By relaxing in the face of stress. According to researcher Hans Selye of the University of Montreal, the effects of stress depend not on what happens to us, but on the way we react. In times of stress, taking a few moments to sit quietly and relax can make anyone feel better.

Looking at Structures

1. What are the subject/verb combinations in the third sentence? Can you explain the sequence of verb forms in the dependent clause *(that learning .. .)*?
2. In Line 4, what verb form follows *it is almost impossible?* What verb form follows *avoid?*
3. In Line 12, what verb form follows the word *by?*
4. In the last sentence, what verb form follows *make?*
5. Underline all verb forms in the passage that are not used as part of a subject/verb combination.

PART ONE

FORMS OF GERUNDS AND INFINITIVES; PREPOSITIONS FOLLOWED BY GERUNDS; ADIECTIVES, ADVERBS, AND NOUNS FOLLOWED BY INFINITIVES

Previewing the Passage

What do you like to do during your free time? What do you do when you want to get some exercise? When you're feeling lazy? Are you typical of people from your culture?

"To Each His Own"

"Diversions" can take many different forms. Some people enjoy listening to classical music, while others are interested in going to rock concerts. One person may be fascinated by watching an eagle in its nest, whereas another might be bored by sitting in a field for hours, studying the eagle through binoculars. It may be pure pleasure for you to play endless hours of chess, but for others it could be pure frustration. Fortunately, people have invented countless ways of amusing themselves, and whatever your particular taste is, no doubt there's a physical or mental activity for you to get involved in and enjoy. Of course, finding the activity that is right for you is half the fun!

Looking at Structures

1. Underline all the prepositions in the passage. Then indicate the form of the word that follows them.
2. What verb form follows *It may be pure pleasure* in Line 6? What acts as the subject of that verb form?
3. What is the subject of the last sentence?

Gerunds

The gerund has the same form as the present participle (simple form + *-ing),* but it is used as a noun. It may be used as the

subject or the complement of a sentence or as the object of either a verb or a preposition.

I enjoy the **ocean.**	noun object of a verb
I enjoy **swimming.**	gerund object of a verb
Swimming is my favorite sport.	gerund subject
My favorite sport is **swimming.**	gerund complement
By swimming every day, I get a lot of exercise.	gerund object of a preposition

Active

Teaching is a difficult job.

Not having a job can be worse, though.	*Not* is used before the gerund to form the negative.
Everyone was worried about **John's (his) finding** another job.	Possessive nouns or pronouns are often used with gerunds.

Passive

Being fired can be a terrible experience.	Passive gerunds are formed by using *being* and the past participle of the main verb.
Not being rehired is almost like **being fired.**	
Everyone was concerned about **John's (his) being fired.**	See page 36 for spelling rules for the *-ing* ending.

Exercise A: Forms of Gerunds Complete the following sentences with active or passive gerunds formed from the verbs in parentheses. Include negatives and subjects when indicated.

Laughter and Relaxation

Example: Laughing (laugh) is one of the healthiest ways of relaxing (relax).

1. _____(relax) is difficult if you are worried about a problem.
2. _____(laugh) can keep you from _____(worry) about a problem.
3. Some humor is universal, but other humor depends on _____(you / understand) certain types of jokes.
4. _____(understand / not) American humor is a problem for many foreigners.

5. People everywhere enjoy_____(listen) to jokes. In fact, some don't even mind_____(tell) the same joke several times.

6._____(make) people laugh can be a full-time job. For example, comedians and circus clowns earn their living by_____(laugh) at.

Gerunds as Objects of Prepositions

Only the gerund form of verbs may be used to replace nouns as the objects of prepositions.

Thanks for **the phone call.**	noun
Thanks for **calling.**	gerund

Exercise B: Prepositions Followed by Gerunds Do you have a hobby, a sport, or another activity that you enjoy? It may be photography, skiing, playing the guitar, reading science fiction, or jogging. Use the following exercise to share your knowledge and experience with your classmates.

Complete the following sentences by using gerunds after the prepositions and by adding any other necessary information. You may want to use the following verbs: *do, watch, listen (to), try, study, buy,* and so forth.

Example: Some people can learn ... by ....
Some people can learn photography by studying it.

1. Others learn best by....
2. Some people learn from ... others.
3. Here are my recommendations for....
4. You should start by.. ..
5. Before ..., you should....
6. While ..., you should....
7. Instead of ..., you can....
8. After..., you....

On Your Own Give at least six original sentences describing how to do something. You may give more information on your topic from the preceding exercise, or you may choose another topic. Use as many of the following prepositions as possible:

by	for	after	in
from	before	while	about

Common Expressions with Prepositions That Are Often Followed by Gerunds

be accused of
be afraid of
be famous for
be fed up with
be good at
be interested in
be satisfied with (dis-satisfied with)
be tired of
approve of (disapprove of)
blame (praise) someone for
call off
complain about
excuse someone for
get through with
plan on
put off
talk about (talk over)
think about
worry about

In several idiomatic expressions, *to* is a preposition. The gerund form must be used after these expressions if a verb form is used. *Note:* Do not confuse the preposition *to* with the *to* used in infinitives.

I am looking forward **to the party.**	noun
I am looking forward **to seeing you.**	gerund (not: *I am looking forward to see you.)*

object to
plead (guilty/innocent) to
be used to
be opposed to
be accustomed to
look forward to

Exercise C Complete the following conversations by adding prepositions and gerunds.

1. **John:** I'm tired _____ television. Let's find something else to do.

   Susan: Aren't you interested _____1 _____2 the news?

   John: No, I'm not. I'm fed **up** _____3 _____4 only bad news.

   Susan: You always complain _____5 _____6 only bad news. Why don't you think _____7 _____8 a news reporter.

You're good_____9_____10 stories. Then you could write about good news!

2. **Nancy:** You look upset. What's the matter?

Sandy: Jim is afraid_____11_____12 his job. He's worried_____13_____14 fired.

Nancy: You both need some rest and relaxation. Why don't you think_____15_____16 a short trip this weekend? I know a place that is famous_____17 18veryrelaxing.

3. **Fred:** Aren't you looking forward_____19 _____20 to the movie tonight?

Margaret: I like movies, but the movie you are planning _____21_____22 is very violent. I don't approve_____23_____24 so much violence in movies.

Fred: Well, I'm also interested_____25 _____26 to the new movie at the Strand. Would you object_____27_____28that movie?

Infinitives

The infinitive is *to* + the simple form of the verb. Like the gerund, it is a verb form that can replace a noun in a sentence. The infinitive may be used as the subject, the complement, or the object of a verb. It may *not* be the object of a preposition. In addition, an infinitive may be used as a modifier to show **purpose.** In this use, it may appear at various points within a sentence.

I would like **dinner.**	noun
I would like **to eat.**	infinitive object of a verb
His favorite thing to do is **to eat.**	infinitive complement
To eat at Maxim's is one of his goals.	infinitive subject

It is expensive **to eat** there.	anticipatory *it* as the subject before an infinitive
To pay the bill, he'll have to save for a month.	infinitive of purpose

Active

He likes **to spend money.**	
It will be difficult **for John (him) to save** money.	*For* + a noun or object pronoun often precedes the infinitive as its subject.
It is difficult **for John not to spend** money.	*Not* is used before the infinitive to form the negative.

Passive

Certain subjects need **to be studied** several times.	Passive infinitives are formed by using *to be* and the past participle of the main verb.
It's important **for students to be told** that.	
There was no reason **for her not to be told** about that.	

Exercise D: Forms of Infinitives Complete the following by using either active or passive infinitive forms of the verbs in parentheses. Be sure to include negatives or subjects when indicated.

Stress

Lois: What a stressful day! I need to take (take) a vacation!

Clark: You certainly look tired. Of course, you don't need _____(tell) that, I suppose.

Lois: This story had_____2 (finish) by 10:00. In order_____3 (I / finish) it on time, I had _____4 (stay) up all night last night. It would be terrific_____5 (have / not)_____6 (work) for the rest of the day.

Clark: Wouldn't it be great_____7 (take) a month off? It would be nice_____8 (do) nothing but relax.

Lois: It would be even nicer_____9 (the boss /

give) us a raise. Then, I wouldn't have_____10 (work) so much. Well, it's easy_____11 (dream), isn't it?

Adverbs. Adjectives, and Nouns Followed by Infinitives

A variety of constructions can be followed by infinitives. Below are some of the most common.

ADVERBS

too	This tennis racket is too heavy for me **to use.**	
not . . . enough	This handle **isn't** big **enough to grip** well.	
enough	This racket is light **enough to use** yet strong **enough to last** a long time.	
where, when, how	I would like to know **where to buy a** good racket.	*When, where,* and *how* can be followed by infinitives. Such phrases are reduced forms of noun clauses (*I would like to know where I can buy a good racket).*

ADJECTIVES

I am pleased to see you. It is **great to see** you.	Many adjective/infinitive combinations follow this pattern: It + *be* + adjective + infinitive.
It was **nice of you to come.**	*Of* + an object often follows adjectives such as *nice, good,* and *polite.*
He was the first (person) **to leave.**	Infinitives often follow ordinals *(the first, the second)* or adjectives such as *the last, the only.*

NOUNS

There is **work to be done.**	Passive infinitives are used after *there* + *be* + noun.
In order to finish, we have to work faster. **(To finish,** we have to work faster.)	Infinitives are often used with *in order* to express purpose or goals.
Today, many people are шіщ computers **to help** them in their work.	*In order* is not necessary for this meaning; it may be omitted.

Exercise E Gerunds are used more often than infinitives as objects of sentences. However, infinitives are frequently used with anticipatory *it* as a subject. Change the following sentences to begin with *it*.

Example: Listening to music is relaxing.

It's relaxing to listen to music.

1. For many people, hearing classical music is enjoyable.
2. For other people, going to a rock concert is more exciting.
3. Playing classical music well can be difficult.
4. Learning a piece of music can take several weeks.
5. Appreciating classical music was never easy for me.

On Your Own Form complete sentences from the following and add a few of your own.

1. It's hard. . . .
2. It's easy for me. . . .
3. It's fun..
4. It's interesting. .. .
5. It's boring.. . .

Exercise F Add infinitive phrases to complete the following sentences.

Example: What terrible weather! It's unusual. . . .

It's unusual to have rain this time of year.

1. You're doing so much work for this party. I would be happy....
2. Has anyone received the TOEFL scores yet? We're all anxious. ...
3. Do you really want to have a picnic? It's too cold....
4. I'm so happy for you! You are lucky....
5. He came in early from skiing. He said there wasn't enough snow..

6. It's getting late. Are you ready . . . ?
7. Thanks! It's kind of you. . . .
8. Do you think that she runs fast enough. . . ?

Exercise G Complete the following passages by filling in the gerund or the infinitive form (active or passive) of the verbs in parentheses. Be sure to include negatives or subjects when indicated.

1. Learning to Relax

Relaxing _____ (relax) should be easy, but many people are so accustomed to_____1 (keep up) a fast pace in their work that it is difficult _____2 (they / relax). Instead of _____3 (calm down) and_____ (enjoy) a free moment, they immediately worry about _____5 (do) something else. It is hard _____6 (they / be / not) busy.

2. Dance

_____7 (dance) is the best way _____8 (some people / relax). While _____9 (dance), you can forget about _____10 (worry). Even if you don't know how 11(dance), you can still enjoy yourself by_____12 (move) to the music. 13(know/not) how _____14 (dance) well shouldn't bother you. It's more important_____15 (you / enjoy) the music and movement.

3. Yoga

Interest in_____16 (learn) yoga is at an all-time high, and with good reason. In the past decade, millions of people have begun to realize the effects of _____17 (live) with stress and the importance of_____18(relax). Yoga is a discipline that combines mental, spiritual, and physical well-being. It

teaches you how_____19 (care) for your health and beauty at the same time. Most yoga exercises consist of_____20 (stretch) your body in all directions while_____21 (breathe) regularly and deeply. By_____22 (practice) disciplines such as yoga, you can learn how_____23 (slow) yourself down and_____24 (appreciate) the effects of_____25 (relax).

Activity In pairs or in small groups, use the following phrases in a discussion of your favorite pastimes (sports, hobbies, arts, crafts). After you have finished, choose one member of your group to give a brief summary of your discussion for the entire class.

I'm interested in....
I'm bored by....
I'm excited about....
I'm fascinated by....
I'm amused by....
I'm afraid of....
I'm good at....

It's fun....
It's enjoyable....
It's boring....
It's exhausting....
It's interesting....
It's exciting....

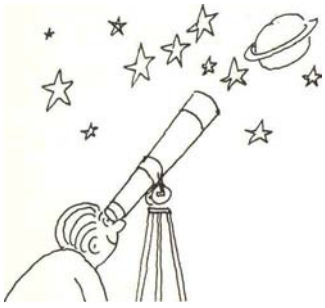
Example: I'm interested in photography. I'm not very good at using all the different lenses, but it's fun. For me, it's always enjoyable to take pictures and to develop my own film. And, it's less expensive for me to do it myself.

PART TWO

VERBS FOLLOWED BY GERUNDS OR INFINITIVES (1)

Previewing the Passage

Have you ever tried any air sports, like hot-air ballooning or hang gliding? Or, does just looking at the sky appeal to you more? Are you familiar with the stars? Have you noticed differences in the night sky here and the night sky at your home?



The Sky

Humans have always been fascinated by the sky, the wind, and the stars. Even in ancient times, men and women imagined flying or traveling through space—long before it was ever possible to do. Through the years, some of the greatest inventions—telescopes, airplanes, radar, satellites, and spaceships—have come from people who hoped to master the sky.

There are people who enjoy simply looking at the sky. They enjoy watching a sunset or cloud formations or gazing at stars on a clear night. Others, though, want to find action, and they try all types of air sports, like flying, ballooning, hang gliding, or skydiving.

And, finally, there are those who use the sky to learn more about themselves and their futures. The art of reading the stars—astrology-has existed for centuries. Its zodiac is based on some of the brightest constellations in the sky.

Looking at Structures

1. Underline all the infinitives and gerunds in the preceding passage.
2. Which words precede the gerunds? Which words precede infinitives?

Some verbs are followed by gerunds, some by infinitives, and some by either. Begin by studying the following groups; Parts Three and Four will include additional verbs. A complete list with examples is on p. 218.

Verbs Followed by Gerunds

I can't help wondering about the universe.

Can you imagine **traveling** through outer space?

anticipate	consider	imagine	recommend
be worth	dread	involve	suggest
can(not) help	enjoy	mind	

Verbs Followed by Infinitives

Would you **dare to try** skydiving?

I **would like to learn** hang gliding.

appear	have	learn	seem
be (able, supposed)	hope	need[1]	want[1]
dare[1]	know how	plan	would like[1]
decide			

Exercise A Complete the following, using gerund or infinitive forms of the verbs in parentheses.

Example: They appeared . . . (be angry)

They appeared to be angry.

1. We anticipated … (get home late)
2. It was worth … (wait for him)
3. We decided … (leave earlier)
4. She enjoyed … (visit Hawaii)
5. He didn't mind .. . (tell about that) (passive)
6. He needed … (tell about that) (passive)
7. They recommended … (see a doctor)
8. I would like … (see her)

On Your Own Form complete sentences from the following cues.

Example: want / study

He wanted to study medicine.

1. appear / be
2. decide / stay
3. enjoy / listen
4. hope / return
5. not mind / help
6. plan / study
7. want / learn
8. would like / visit

Exercise B Complete the following, using gerund or infinitive forms of the verbs in parentheses. Remember that prepositions are followed by gerunds, and many adjectives and adverbs are followed by infinitives. Be sure to include negatives or subjects when indicated.

Amateur Astronomy

1. Would you like_____1 (know) more about the stars, but you don't know where _____2 (begin)? Well, even though there appear_____3 (be) millions of stars, only about six thousand are visible.

2. The visible stars are the brightest but not necessarily the closest. Many of these seem_____4

[1]See Part Three for more information on these verbs.

(group) together. These groupings are called constellations, and many have unusual names, such as Taurus the Bull and Orion the Hunter. You can learn

_____5 (recognize) many of the constella-

tions by_____6 (remember) what they represent.

3. The best time_____7 (you / study) the stars is during cold, clear nights. It is easier

_____8 (see) many of the fainter stars then because the atmosphere lets more light reach the earth.

4. Don't be discouraged by_____9 (have / not) a telescope. You can always see important stars, like Polaris, the North Star. Early navigators knew

how_____10 (tell) direction by

_____11 (find) Polaris because it is almost directly over the North Pole. In order

_____12 (keep) a steady direction east or

west, you have_____13 (make) sure Polaris is in the same position each night. Explorers have used

this method of_____14 (navigate) for over three thousand years.

5. If you are interested in_____15

(learn) more, consider_____16(enroll) in a

course or_____17 (join) a local group of

astronomers. And, of course, before_____18 (invest) in a telescope or any expensive equipment, ask your local science museum or school department for advice.

Exercise C Complete the following, using gerund or infinitive forms of the verbs in parentheses. Be sure to include subjects when indicated.

Bird-watching

There are some things you can do anywhere—like

_____l (watch) birds. Bird-_____2

(watch) is a pastime, even a competitive sport, for millions

of people around the world. To bird lovers, it's thrilling _____3 (see) a rare bird in the wild, but it's equally exciting_____4 (observe) birds close to home. The sport is a relaxing but rewarding one for anyone who enjoys_____5 (be) outdoors. Bird-watchers recommend_____6 (you / buy) a guidebook to local birds and_____7 (get) good shoes for_____8 (walk). They suggest _____9 (visit) your local parks regularly and perhaps_____10 (get) involved in a bird-watching society. Within a short time, you will learn 11(identify)manyspeciesofbirds.

Exercise D Complete the following passage by adding the gerund or infinitive form of the verbs in parentheses.

High in Ae Sky: Ballooning

Could you imagine_____1 (stand) in a basket and_____2 (float) into the sky with a small tank of gas as your only power source? Some people would never dare_____3 (try) the sport of _____4 (balloon), but others dream of _____5 (escape) the worry and work below. For those of you who dread_____6 (be) up high, this is not your sport! But for those of you who don't mind_____7 (be) high above the ground for hours at a time, hot-air_____8 (balloon) can fulfill your greatest escape fantasies. From up high, you will be able_____9 (see),_____10 (hear), and_____11 (feel) a whole new world. Perhaps you won't be able_____12 (help) 13 (feel) a little nervous, but you can anticipate_____14 (see) your world from a whole new perspective.

Balloonists all agree that the pleasure of the sport is worth_____15 (take) the risk and 16 (face up to) one's fears. They believe that many fears come simply from_____17 (understand / not) the principles of_____18 (fly) a balloon_____19 (make) it fly involves _____20 (hold) air inside the balloon and _____21 (heat) it. The air inside the balloon is lighter than the surrounding air, which makes the balloon rise.

If you really want_____22 (escape), _____23 (balloon) may be the sport for you! Plan_____24 (leave) your troubles on the ground as you experience the skies above.

Activity Have you ever visited an astrologer or a fortune-teller? In many cultures, telling the future is an important art. Some tell the future through the stars, others through tea leaves, coffee grounds, or crystal balls. Today, use your grammar book to tell the future. Work in pairs or in small groups and role-play a visit to a fortune-teller. Use the following with gerunds or infinitives in your role-plays.

Example: Do you really want. . . ?

Do you really want to know your future?

1. It will involve....
2. You seem....
3. Your future appears....
4. I can't help....
5. You can anticipate....
6. You had better (not) hope....
7. Have you considered . . . ?
8. You must learn....
9. You need....
10. I suggest....

PART THREE

VERBS FOLLOWED BY GERUNDS OR INFINITIVES (2)

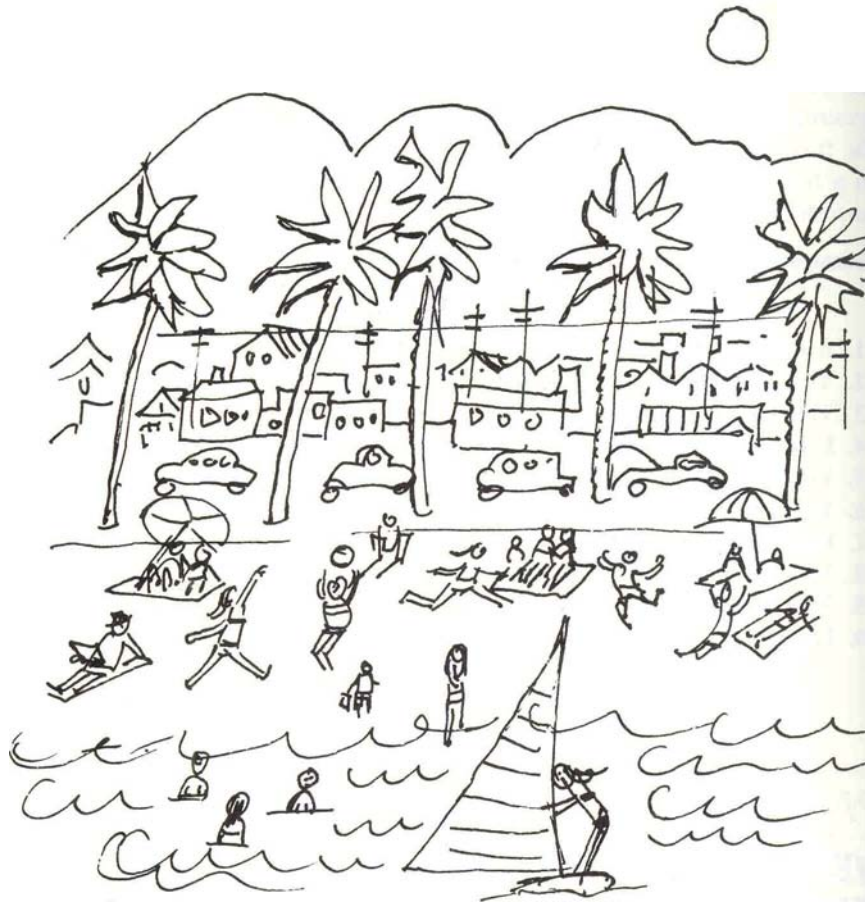
Previewing the Passage

Do you like to be indoors, or would you rather be outdoors? Do you like to play organized sports, such as soccer or baseball, or do you prefer individual activities, such as camping or hiking?

Back on Earth

Some people like to spend their leisure time relaxing indoors, but others enjoy getting outdoors as often as possible. Outdoor lovers take advantage of every tree moment to get outside and do the sports they like best.

In making outdoor plans, people who live in areas with four seasons have to depend on the weather, but those fortunate enough to live



in a warm climate like that of southern California can expect to have good weather almost every day.

Many say that southern California offers the best of all worlds. The ocean is always nearby, but for those who dislike swimming or spending time among the crowds at the beach, some of America's highest mountains rise to the north and east. And for those who can tolerate baking in the hot sun, one of America's largest deserts and its lowest point is only a few hours away.

Looking at Structures

1. Find all the infinitives and gerunds in the passage. Which words precede gerunds? Which precede infinitives?
2. Look at the last line of Paragraph 1. Notice that *to* precedes *get,* but the next verb form, *do* is by itself. Can you explain why *to* was omitted?

More Verbs That Are Followed by Gerunds

I appreciated your **explaining** the rules.
The referee **suggested reading** the rule book.

admit	escape	practice
appreciate	finish	regret
avoid	forgive	risk
complete	keep (on)	spend (time)
delay	miss	tolerate
dislike	postpone	understand

More Verbs That Are Followed by Infinitives

Can you **afford to buy** that new set of golf clubs?
I would **hesitate to spend** that much money.

afford	hesitate	refuse
agree	intend	tend
care	manage	threaten
deserve	mean	volunteer
fail	offer	wait
forget	prepare	wish
happen	pretend	

Exercise A Complete the following, using gerund or infinitive forms of the verbs in parentheses. Be sure to include negatives or subjects when indicated.

Example: We can't afford . . . (buy that car)
We can't afford to buy that car.

1. They agreed … (not / tell anyone)
2. We appreciated … (he / tell us that)
3. He had avoided … (tell us)
4. She deserved … (tell) (passive)
5. I can't forgive … (they / be rude)
6. He happened … (mention / the subject)
7. We regretted … (not / tell) (passive)
8. He waited … (tell / officially) (passive)

On Your Own Using your own words, form complete sentences from the following cues.

1. agree / go
2. avoid / go
3. complete / write
4. delay / tell

5. forget / tell
6. manage / avoid / tell
7. offer / help
8. postpone / do
9. refuse / do
10. wait / hear

Verbs That May Be Followed by a (Pro)noun and Infinitive

Infinitives may follow these verbs directly, or a noun or pronoun object may come between the verb and the infinitive. The meaning of the sentence changes with the use of a (pro)noun. *Note: For is* not used before the (pro)noun.

verb + [(pro)noun] + infinitive

She **asked to play** soccer with us.

She **asked her friend to play** soccer with us.

ask	expect	want
beg	need	would like
dare	promise	use

Verbs That *Must* Be Followed by a (Pro)noun Object Before an Infinitive

A noun or pronoun object *must* follow these verbs. The object comes between the verb and the infinitive. *Note: For* is not used before the (pro)noun.

verb + (pro)noun + infinitive

The doctor **encourage him to get** more exercise.

She **persuaded him to start** a regular exercise program.

advise[2]	get	remind
allow[2]	hire	require
cause[2]	invite	teach[2]
convince	order	tell
encourage[2]	permit[2]	urge
force	persuade	warn

Exercise B In the following sentences, is the (pro)noun following the verb the object of the main verb or the subject of the infinitive? Complete the following sentences by using *for* or *X* (to indicate that nothing is needed.)

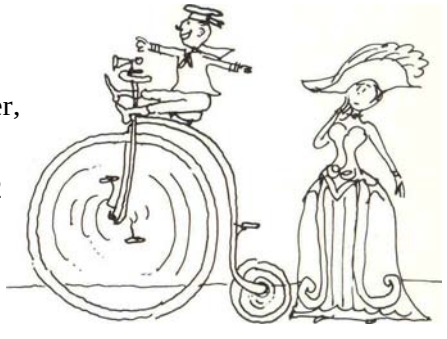
[2]See Part Four for more information on these verbs.

Examples: We asked X Mary to go camping with us.
It was difficult for her to decide.

1. We had expected her to say yes immediately.
2. She promised___ us to ask for vacation time,
3. It wasn't easy___ her to get time off from work.
4. We told_____her to keep trying.
5. We finally convinced_____Mary to come.
6. Then, she invited_____her friend to come.
7. In order_____both of them to come, we had to find a bigger tent.
8. Our neighbor wanted . us to use his tent.

Exercise C Complete the following passage by using infinitive or gerund forms of the verbs in parentheses. Be sure to include negatives or noun objects when indicated.

Bicycling



1. Bicycles were invented in the early nineteenth century as "toys" for the rich, the only people who could afford to buy (buy) the early models. Later, bikes became more affordable, but few people would dare_____1(risk)_____2 (fall) in order_____3 (try) one.
2. By 1899, one out of every six Americans had managed_____4 (buy) a bike and _____5 (learn) how_____ (ride) it. The bicycle boom was on! Even the *New York Times* hired_____7 (reporters / cover) races and encouraged_____8 (local groups / sponsor) bicycling events. But then the automobile was invented, and its popularity threatened_____9 (eliminate) the bicycle entirely.
3. The 1970s and the oil crisis brought new popularity to the bicycle when the government urged _____10 (Americans / drive / not) as much. At the same time, doctors were advising

11 (people/get) more exercise.
Bicycle sales skyrocketed—from fewer than seven million in 1970 to over fifteen million in 1973.

4. The popularity of _____12 (bicycle) is expected _____13 (keep) _____14 (increase) as millions of people worldwide rely on bikes for transportation and recreation. In fact, in Washington, D.C., alone, over seventy thousand bicyclists commute to their jobs daily. These cyclists risk _____15 (hit) by cars, and they have _____16 (tolerate) _____17 (breathe) exhaust-filled air. Yet, bicycle commuters have learned _____18 (live) with these hazards. They refuse _____19 (give up) the exercise and the low cost of _____20 (ride) a bicycle to work every day.

Exercise D Complete the following passage with gerund or infinitive forms of the verbs in parentheses. Include negatives and objects where indicated.

The Simple Life: Camping

Camping __(camp) can teach you many things. It can teach you how _____1 (recognize) and _____2 (appreciate) plants and animals, how _____3 (set up) a tent, how _____4 (cross) a stream, and how _____5 (read) a map. Most of all, you can anticipate _____6 (understand) more about yourself and your place in nature.

Whether you decide _____7 (hike) into the wilderness, _____8 (travel) by canoe, or simply _____9 (drive) to a nearby campground, you are probably looking for some of the same experiences. Most campers hope _____10 (find) a simpler lifestyle, away from a world filled with computers and microwave ovens _____11 (camp) makes people relax. They tend _____12 (forget) about work and worries while they enjoy

_____ 13 (be) outdoors.

Because the number of U.S. campers is increasing daily, the National Park Service advises_____14 (outdoor lovers / remember) several things. First, although it encourages_____15 (campers / enjoy) the outdoors, it urges_____16 (everyone / treat) nature with respect. That involves_____17 (leave) your campsite *cleaner* than you found it. It involves _____18 (learn)_____19 (enjoy) the natural world of plants and animals while _____20 (disturb / not) it. Remember: Wild animals *are* wild and they can hurt you, just as you can hurt them.

The Park Service invites_____21 (you / enjoy) and_____22 (explore) the world of nature, but at the same time, it expects_____23 (you / protect) each area you visit so that future generations may look forward to_____24 (have) similar enjoyable experiences.

Activity In small groups, make up a story together. One member of your group will begin, and the rest will add to it to create an entire story. Each student must talk continuously for at least thirty seconds. As you tell the story, keep your book open to p. 198 and use as many of the verbs in the list as possible. (To make this activity more difficult, you may use the rule that no verb can be repeated!) Try to use an infinitive or gerund with each.

If you have a tape recorder, record your story. If you don't have a tape recorder, choose one or two members of your group to write the story as you are talking. Make any necessary corrections. Finally, tell the story to the entire class. You may use your own opening to begin the story, or you may use one of the following lines:

1. "It was a dark and stormy night."
2. "Romeo, Romeo, wherefore art thou Romeo?"
3. "As Gregor Samsa awoke one morning from uneasy dreams, he found himself transformed in his bed into a gigantic insect."
4. "Once upon a time there lived ..."
5. "This is the tale of a meeting of two lonesome, skinny, fairly old men on a planet which was dying fast. . . ."

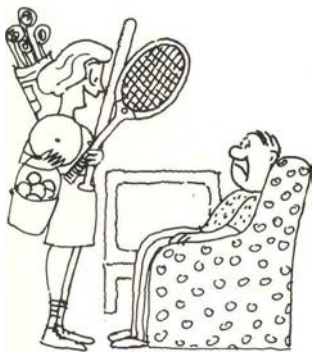
PART FOUR

VERBS FOLLOWED BY EITHER GERUNDS OR INFINITIVES

Previewing the Passage

Do you enjoy talking about sports? Which ones? How do you feel in a group of people who are discussing sports? Do you know people who often talk about sports but never do them?

The Armchair Athlete



An armchair athlete is someone who loves talking about sports but who never seems to get around to doing any.

Helen: Harry, let's play some tennis today.
Harry: I'd love to play a set or two, but my elbow hurts. I've decided to stop playing tennis until it feels better.
Helen: But Harry, you haven't played tennis in months!
Harry: Oh yes, I have. I remember playing a set with you in December.
Helen: Harry, that was five months ago. Well, then, how about going roller-skating?
Harry: I'd like to, but my knee hurts.
Helen: Harry, quit trying to make excuses. You're just plain lazy!
Harry: No, I'm not. Besides, there's a golf tournament on t.v. today. Let's just stay here and watch it. And after that, there's boxing.
Helen: Harry, I can't stand to watch any more t.v. Let's *do* something!

Looking at Structures

1. The word *love* is used in Lines 1 and 4. Americans often use *love* in this sense, meaning, "to like something very much." What verb form follows *love* in Line 1? What form follows *I'd love* … in Line 4? What does this tell you about the effect of *would* on the verb?
2. *How about* . . . is often used to make suggestions. Can you rephrase the question, *How about going roller-skating?*
3. Explain the meaning of the sentence, *Quit trying to make excuses.*

Verbs Followed by Either Infinitives or Gerunds

These verbs may be followed by either infinitives or gerunds without affecting the basic meaning of the sentence.

verb + gerund	**It began raining.**	These sentences have the same meaning.
verb + infinitive	It **began to rain.**	

begin	hate	neglect
can't bear	like	prefer
can't stand	love	start
continue		

Verbs Followed by Gerunds or Infinitives, Depending on the Use of α (Pro)noun Object

These verbs are followed by gerunds if no (pro)noun object is used. If a (pro)noun object is used, they must be followed by infinitives.

verb + gerund	We don't **permit smoking** here.
verb + (pro)noun + infinitive	They **permitted him to smoke** in the other room.

advise	encourage
allow	permit
cause	teach

Exercise A Complete the following conversation by using gerund or infinitive forms of the verbs in parentheses. Add (pro)noun objects when indicated, paying careful attention to the use of gerunds and infinitives. Note any instance where either an infinitive or a gerund is possible.

Doctor: What happened, Harry?
Harry: Well, Doctor, my knee suddenly began to hurt (hurting) (hurt) several weeks ago, but I've neglected_____1 (do) anything about it until now. I prefer_____2 (go / not) to a doctor unless it's absolutely necessary.

Helen: He may not like_____3 (go) to the doctor, but he certainly loves_____4 (com plain) about his aches and pains!

Doctor: I don't find anything obviously wrong, Harry. But, I'd advise_____5 (you / take) it easy for a week or two. I'd advise_____6 (do / not) any stren uous exercise.

Helen: Doctor, please don't encourage_____7 (Harry / be) lazy. If he continues_____8 (sit) at home, he'll get even lazier. I just can't stand _____9 (watch) another day of television. It's already started_____10 (drive) me crazy!

Doctor: I said, *"strenuous* exercise," Helen. That allows 11(Harry/ do)otheractivities.In fact, I encourage_____12 (he / do) any form of moderate exercise.

Verbs That Change Meaning, Depending on the Use oi Infinitives or Gerunds

		Meaning
stop, quit	**He stopped (quit) to** smoke, (infinitive)	He stopped his work in order to smoke a cigarette.
	He **stopped (quit) smoking,** (gerund)	He does not smoke anymore.
remember	I always **remember to buy** the paper, (in finitive)	I never forget to buy the paper,
	I remember buying the paper, (gerund)	I remember that I bought the paper yesterday.
try	The room was hot, so we **tried to open** the window, (infinitive)	We were not able to open the window,
	The room was hot, so we tried the fan, but it didn't work. Then, we **tried opening** the win dow, (gerund)	The window was an other possibility,

mean	**I meant to visit** Brazil, (infinitive)	I planned to visit Brazil, but I couldn't.
	A trip to Brazil **meant spending** much more money, (gerund)[3]	A trip to Brazil involved spending much more money.

Exercise B Complete the following by using the infinitive or the gerund form of the verbs in parentheses.

1. After the volleyball game, we all stopped to have (have) a cup of coffee, but Joanie didn't join us. She said that she had stopped_____(drink) coffee because the caffeine bothered her.

2. Everyone at work was surprised when John quit _____(take) a long vacation in South America. He said that we should quit_____ (be) so responsible and take off for faraway places, too!

3. "I tried_____(open) the front door, but it seems_____(be) stuck."

   "Have you tried_____(use) the key? It's locked, you know."

4. "Did you remember_____(buy) a Monopoly game?"

   "Of course, I didn't remember_____(buy) one. I didn't know that you wanted one."

   "You knew, but you forgot_____(get) one. I distinctly remember_____(tell) you _____(buy) one this morning. This means _____(postpone) our party tonight."

   "You meant_____(tell) me, but *you* forgot. I didn't forget!"

Exercise C: Review of Infinitives and Gerunds Complete the following sentences by using either the infinitive or gerund form (active or passive) of the verbs in parentheses. Include subjects or negatives where indicated.

[3]An impersonal subject *(it, this, that,* etc.) must be used with *mean* + a gerund.

Chess

Example: Mastering (master) chess may be frustrating, but it can also be rewarding.

1. It will take time and patience_____(you / learn) the game well.
2. _____(memorize) the moves of each chess piece is the first step.
3. In order_____(learn) faster, it is best _____(you / watch) other players.
4. It is also helpful_____(teach) by a good player.
5. _____(plan) a sequence of moves, rather than just one at a time, is the secret to good strategy.
6. _____(pay / not) attention to your opponent's moves can be disastrous.
7. _____(win) the game is important, but _____(play) well,_____(develop) strategies, and_____(get / not) nervous are just as important.
8. _____(watch) by spectators distracts some chess players.
9. Some spectators need_____(tell) _____(be) quiet.

Exercise D: Review oi Infinitives and Gerunds Complete the following passage by using infinitive or gerund forms of the verb; in parentheses.

Monopoly

Monopoly, Parker Brothers' game of buying (buy) and_____1 (sell) real estate was invented in 1933 by an unemployed engineer, Charles Darrow. Darrow had lost his job at the beginning of the Depression, and although he had continued_____2 (look) everywhere, he hadn't been able_____3 (find) work in three years. During those years, he tried _____*A* (walk) does and_____5

(fix) electric irons_____6 (make) some money.

._____7 (keep) his spirits up, he invented things.

First, Darrow tried_____8 (create) better bridge score pads and_____9 (make) jigsaw puzzles. Unfortunately, no one was interested in _____10 (buy) any of his ideas. Finally, he began_____11 (dream) about the days before the Depression when he and his wife had been able _____12 (afford)_____13 (take) vacations. He remembered_____14 (visit) Atlantic City, New Jersey, and he started_____15 (draw) maps of the streets. From these, he developed his game.

The Darrows began_____16 (spend) every evening_____17 (buy),_____18 (rent),_____19 (develop), and_____20 (sell) real estate. There was no television in those days, and they couldn't afford_____21 (go)to the movies. _____22 (play) with large amounts of money and property was entertaining, however, even if neither

were real. Soon friends began_____23 (stop by) in the evenings_____24 (try) _____25 (play) the game.

Darrow's friends and neighbors asked_____26 (he / make) sets for them. After a while, Darrow could not make enough sets_____27 (satisfy) the demand for them, so he went to Parker Brothers with his game. At first, Parker Brothers rejected it, but that didn't discourage Darrow from_____28 (try) again. Soon, Parker Brothers made him an offer.

Today, Monopoly is the most popular game in the world. It is sold in fifteen languages.

Activity In pairs or in small groups, use as many of the following verbs as possible to talk about and explain your favorite indoor games. You may want to describe card games, board games, puzzles, or parlor games such as charades. As you talk, be sure to explain any rules involved.

allow	dislike	permit	start
begin	hate	prefer	stop
can't stand	like	remember	try
continue	love		

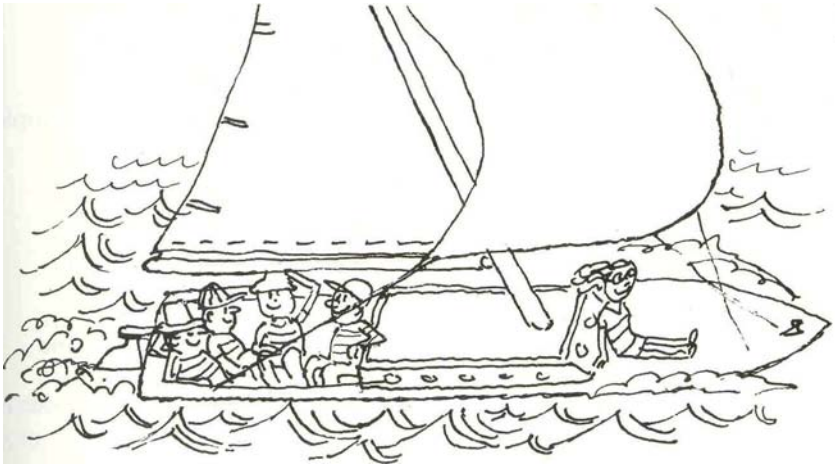
Example: In Monopoly, you begin by dividing the money and by choosing playing pieces. Then, ...

PART FIVE

CAUSATIVE AND STRUCTURALLY RELATED VERBS; VERBS OF PERCEPTION; PRESENT AND PAST PARTICIPLES USED AS ADJECTIVES

Previewing the Passage

Have you ever gone sailing? Is it a popular sport in your area? What about other water sports? Some people have a difficult time on boats because they get seasick. Have you ever experienced motion sickness (seasickness, airsickness, carsickness)? Have you heard of any good remedies for these?



Sailing

Nothing is more exhilarating[4] than sailing over white-capped waves on a bright blue day. As the wind blows salty air across your face, you begin to breathe the richness of the sea. You feel the salt clinging to your skin and the sun burning your cheeks. You watch the seagulls flying and the pelicans diving for fish. Now the boat pitches[5] and makes you stagger[6] back and forth. Trying to regain your balance, you grin. The trip is exciting and you feel alive. You smile, seeing, smelling, tasting, feeling the life and the power of the sea.

Looking at Structures

1. Notice the use of *exhilarating* in Line 1 and *exciting* in Line 7. Both are present participles used as adjectives. Do they describe something, or do they describe the effect of something on you? What rule can you give about this use of the *-ing* form?
2. What verb form follows *feel* in Line 3? Which follows *watch* in Line 5?
3. Which verb form follows *makes* in Line 6?

^*exhilarating* exciting
'^*pitches* rolls forward suddenly
^*stagger* walk out of balance

Causative Verbs and Structurally Related Verbs

Several verbs in English use special constructions with the simple form or past participle of a second verb.

let	**I let him borrow** my car. I **let** them **help me.**	*Let* takes a (pro)noun and the simple form of another verb as objects. It does *not* take an infinitive.
make	**I made him wash** my **car.** **I made** them **help** me. The news **made me unhappy.** The bad weather **made us late.**	*Make* takes a (pro)noun and the simple form of another verb as objects. *Make* + (pro)noun + adjective is also frequently used. *Make* gives the idea of force or lack of choice: There are no alternatives.
have	**Active** **I had him wash** my car. I had the barber cut my hair. **Passive** **I had** my car **washed** (by him). I had my hair cut (by the barber).	*Have* may take a (pro)noun and simple form objects, or it may use a passive construction with the past participle. These constructions with *have* are often used when you make special arrangements or pay money for a service. *Remember:* You *have* someone *do* something, or you *have* something *done* by someone.
help	**I helped her carry the** packages. **I helped her to carry the** packages.	*Help* may take the simple form or the infinitive of another verb as an object.
need **get**	**Active** **I needed him to wash** my car. **I got him to wash** my car.	*Get* and *need* may take (pro)noun and infinitive objects, *or* they may use passive constructions with the past participle. The passive construction or *get* is similar in meaning to the passive constructive of *have*. *Get* is frequently used in conversational English.

Passive

I needed my car washed (by him).

I got my car **washed** (by him).

I got my hair cut.

I got my stereo **repaired.**

I got my film **developed.**

Exercise A Traveling is fun, but both travel and transportation can cause many problems. Imagine that you've been on a long trip and you're telling about a few of the difficulties you had. Use the following cues to form complete sentences.

Example: the boat ride / seasick

The boat ride made me seasick.

1. the plane ride / airsick
2. the bus ride through the mountains / dizzy
3. the food / sick
4. the altitude / light-headed
5. the taxi drivers / afraid
6. the traffic / late everywhere

On Your Own Think about the last trip that you took. What were some of your reactions to the sights, sounds, smells, food, weather, and so forth? Add at least six sentences using your own ideas with *make*.

Exercise B Answer the following questions in complete sentences.

1. In general, do you let other people borrow things from you?
2. Do you let other people use your camera (records, golf clubs, or other things that you value in your hobby)?
3. Would you let your best friend borrow something you really value?
4. If it were lost or stolen, would you make your best friend replace it?
5. If it were damaged, would you have your friend pay for repairs?

Exercise C Imagine that you are planning to take a trip. Think of all of the preparations before you leave. Complete the following sentences with appropriate past participles.

Example: I'll have an itinerary planned by a travel agent.

1. I'll have reservations_____at a hotel.
2. I'll get my car_____
3. I'll need the mail_____at the post office.
4. I'll need my plants_____
5. I'll have my clothes_____at the cleaners.
6. I'll get my suitcases_____

On Your Own 1 When you have your car checked before a long trip, what do you have done? Use the following cues to form complete sentences with *have, need,* or *get.* Be sure to add some of your own ideas.

1. the oil / change
2. the brakes / adjust
3. the tires / check
4. the spare tire/ repair
5. the engine / tune

On Your Own 2 What are some repairs or services that you've had done lately? Try to list at least six.

Example: I had (got) my last roll of film developed.

Exercise D Complete the following passage with appropriate forms of the verbs in parentheses.

Superstardom

Bjorn: Jack, this is Bjorn. I'm taking a little trip and I need a few things. Have someone_____I (buy) me some tennis balls. Oh, and get someone_____2 (make) two reservations on the next flight to Rio de Janeiro.

Jack: Anything else that you want?

Bjorn: Yes, get my white suit_____3 (press) and my white hat_____4 (clean). Have my bags _____5 (pack) and ready to go in an hour. Oh, also, I need a letter_____6 (send) to my attorney. Tell her to have a contract_____7 (write) for those new t.v. commercials. I'll let you_____8 (take) care of the details.

Jack: All right. Have a nice time. When are you coming back?

Bjorn: Tomorrow. Have someone_____9 (meet) me at the airport.

Verbs of Perception

The verbs *see, look (at), watch, observe, listen (to), hear, smell, taste, perceive,* and *feel can* be followed by a second verb. Depending on the meaning, the second verb can be in the simple or the present participle form. The present participle is used more frequently, however.

Present Participle

We **heard** the bell **ringing.** action in progress

Simple Form

We **heard** the bell **ring.** completed action

Present Participle

We **saw** the building **burning** down. action in progress

Simple Form

We **saw** the building **burn** down. completed action

Exercise E Imagine that you have just taken a boat ride. Use the information in parentheses to complete the following sentences describing what you saw, felt, and so forth.

Example: While we were on the ocean, we saw (seagulls / fly / boat).

While we were on the ocean, we saw seagulls flying (fly) around the boat.

1. We watched (pelicans / dive / fish.)
2. We heard (waves / crash / the boat).
3. We felt (saltwater / burn / our cheeks).
4. We watched (sail / fill / air).
5. We felt (wind / blow / our faces).
6. We saw (ocean / become / stormy).

On Your Own Think of a place with lots of unusual sights and sounds. It may be a place that you've visited recently, or it may be a place that you remember from the past. Give at least six original sentences using verbs of perception to describe things that you saw, smelled, heard, and so forth.

Examples: There's a beautiful place in the mountains where we used to camp. From the camp, we could see the mountains rising sharply above us. We would sit and watch deer and moose eating in the meadow below us.

Last week I went to Disneyland, and it was incredibly crowded. In every direction, I saw thousands of people walking, standing, eating, laughing, arguing, getting sunburned and tired. I heard hundreds of people screaming as they rode on the different rides.

Present and Past Participles

The participle forms of many verbs may also be used as adjectives. In particular, verbs that express emotions are often used in this way.

Verb

The ideas in that book **interested** me a great deal.

Present Participle

The ideas in that book were very **interesting** to me.

The present participle expresses the effect of the subject on someone or something.

Past Participle

I was very **interested in** the ideas in that book.

I am getting more **excited about** the subject every day.

I never get **bored with** that book.

The past participle expresses the reaction of the subject to someone or something.

Exercise F Think about a movie that you've seen recently. Give a short review of the movie by answering the following questions.

1. Why were you interested in seeing the movie?
2. Was the plot interesting?
3. Were you impressed with the acting or the filming?
4. Was the language confusing?
5. Did you ever get bored during the movie?
6. Were you tired by the end of the movie, or were you relaxed (excited, exhilarated)?

On Your Own Think about a trip you've taken, a sport you've played, or a restaurant, store, or museum you've visited during the past few weeks. Give at least six original sentences using either the present or past participles. You may choose from the following verbs or add your own.

Positive Feelings	**Negative Feelings**
interest	confuse
fascinate	bewilder
amuse	bore
intrigue	tire
surprise	shock
excite	worry
amaze	disappoint
relax	annoy

Exercise G Complete the following by using either the present or the past participle of the verb in parentheses. Include appropriate prepositions.

Scuba Diving

Example: (frighten) Staying under water is frightening to many people.

1. (worry) Some people get_____ staying under water for a long time.
2. (interest) Yet, people everywhere are_____ _____trying scuba diving.
3. (excite) Scuba diving is_____many people.
4. (thrill) They are_____seeing exotic fish and coral.
5. (amaze) It is_____see the variety of fish and plant life that exists under water.
6. (surprise / often) Divers are the tameness of some of the sea animals and fish.
7. (bore) A sea lion that seems_____ swimming may try to play with a diver.
8. (attract) Be careful, though. Sometimes a shark may be _____divers nearby.

Exercise H: Review Complete the following passage by using appropriate forms (simple, infinitive, gerund, or present or past participle) of the verbs in parentheses.

Ride the Wind

1 (windsurf) is the "hottest," coolest, smoothest, and fastest way _____ 2 (sail) across the water. "It's _____ 3 (thrill)," says one windsurfer. "When I catch the wind, I let myself _____ 4 (go), and soon I feel myself _____ 5 (fly) across the water! It makes me _____ 6 (want) _____ 7 (keep) on _____ 8 (go) without ever _____ 9 (stop). I get so _____ 10 (excite) that I forget how far from shore I've gone."

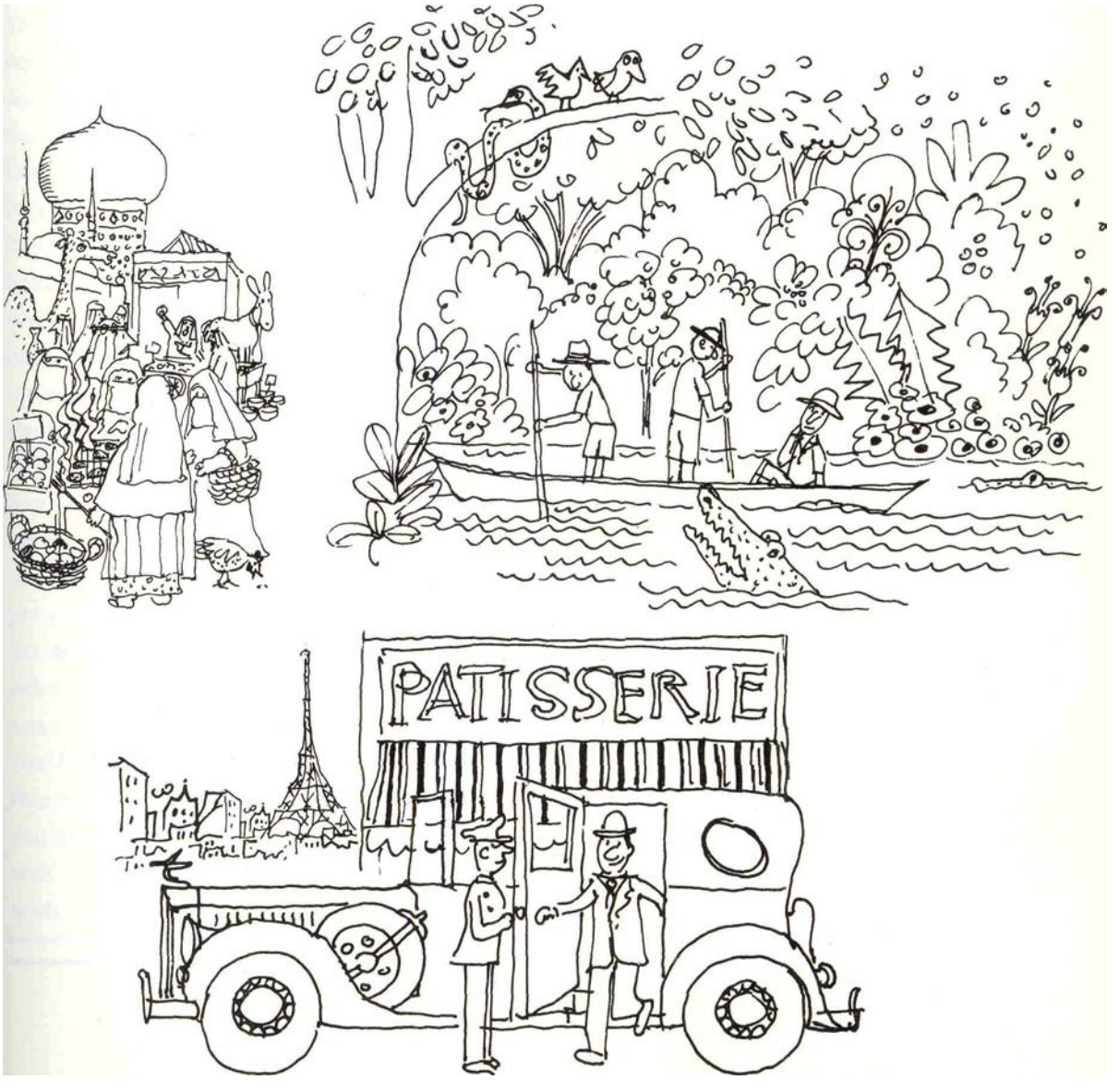
_____ 11 (windsurf) is the sport for water lovers who want _____ 12 (have) a great time even though they aren't able _____ 13 (get) to the ocean regularly. You can try _____ 14 (windsurf) on a lake or even a pond. If you decide _____ 15 (try) it, remember:

_____ 16 (learn) _____ 17 (windsurf) usually means a lot of falls into the water. Plan _____ 18 (get) very wet your first day. But, after one day of _____ 19 (fall), you can expect _____ 20 (master) the art of _____ 21 (windsurf).

_____ 22 (windsurf) is all a matter of _____ 23 (practice) balance and position, and you can usually have someone _____ 24 (teach) you in three to six hours. Soon you will begin _____ 25 (feel) your bod _____ 26 (move) with the board. Those who windsurf seem _____ 27 (agree): If you know how _____ 28 (ride) a bike, you can learn _____ 29 (windsurf). Just remember 30 (nick) ahotdavor

_____31 (rent) a wetsuit because there is no way _ _ _ _ _ _ _ _ _ _ _ _ 3 2(avoid)_____33 (get) wet.

Activity Traveling to faraway places is one of the most fascinating ways to spend your leisure time. Imagine yourself in the Middle East, in the Amazon, or in Paris. Imagine where you have been and how you arrived at this destination. Imagine what you will do next. As you imagine, describe everything that you see, hear, smell, feel, perceive. Are you excited? Are you nervous? What are the most interesting things around you?



SUMMARY: VERBS FOLLOWED BY GERUNDS OR INFINITIVES

Verbs Often Followed by Gerunds

admit	She **admitted** stealing the money.
anticipate	**We anticipate** arriving late.
appreciate	I really **appreciated** getting your car.
avoid	**She avoids** stepping on cracks—a superstition.
be worth	I am sure it **is worth** waiting.
can(not) help	**He can't help** getting upset about that.
complete	**He completed** the editing of his paper at 3:00 a.m.
consider	**Have you considered** moving?
delay	They **delayed** starting the game because of the rain.
deny	**He denied** speeding.
dislike	He really **dislikes** getting up early.
dread	**She dreads** going to the dentist.
enjoy	We always **enjoy** traveling.
escape	We narrowly **escaped** hitting the other car.
finish	**Have you finished** writing that paper?
forgive	**I can forgive** his cheating, but I can't **forgive** his lying.
imagine	**Can you imagine** living in Bogota?
involve	This job **involves** meeting a lot of people.
keep (on)	**Keep on** working until I tell you to stop.
mention	**Did she mention** quitting her job?
miss	**I miss** hearing your voice.
postpone	Will they **postpone** calling a meeting?
practice	A good tennis player has to **practice** serving.
recommend	**I recommend** taking some aspirin.
regret	**I regret** saying that.
risk	**She risked** losing all her money in that deal.
spend (time)	**Do you spend** much **time** doing your homework?
suggest	They **suggested** having a picnic.
tolerate	I can't **tolerate** listening to rock music.
understand	**Do you understand** his not calling?

SUMMARY: VERBS FOLLOWED BY GERUNDS OR INFINITIVES

Verbs Often Followed by Infinitives

SUBJECT + VERB + INFINITIVE

afford	We can't **afford** to go.
agree	They **agreed** to help.
appear	**She appeared** to be calm, but she was quite nervous.
be	We **were** to do the homework in Chapter 3.
be able	**Were** you **able** to finish the work?
be supposed	You **were supposed** to do it yesterday.
care	I don't **care** to go.
decide	**He decided** to stay.
deserve	**She deserves** to get a high grade.
fail	They **failed** to make the announcement.
forget	**I forgot** to buy eggs.
happen	Did he **happen** to stop by?
have	**I have** to leave.
hesitate	Don't **hesitate** to call!
hope	We **hope** to visit Rome next spring.
intend	**I intend** to stop there for several days.
know how	Do you **know how** to play squash?
learn	**She is learning** to play tennis.
manage	Somehow he **managed** to finish the race.
offer	They **offered** to help us.
plan	**We planned** to leave earlier.
prepare	They **prepared** to get on board the plane.
pretend	He **pretended** not to notice us.
refuse	**I refuse** to get up at **5:00 A.M.!**
seem	**He seems** to be upset.
tend	**She tends** to forget things.
threaten	The employee **threatened** to quit.
volunteer	Several people **volunteered** to help us.
wait	**She waited** for the mailman to come.
wish	We **wished** to go, but we couldn't.

SUMMARY: VERBS FOLLOWED BY GERUNDS OR INFINITIVES

Verbs Often Followed by Infinitives

SUBJECT + VERB + [(PRO)NOUN] + INFINITIVE

ask	We **asked** to come. We **asked** them to come.
beg	He **begged** to go. He **begged** us to go.
dare	**I dared** to go. **I dared** him to go.
expect	**I expect** to finish soon. **I expect** them to finish soon.
need	**I need** to go. **I need** you to go.
promise	She **promised** to help. She **promised** her mother to help.
want	They **want** to leave. They **want** us to leave.
would like	He **would like** to stay. **He would like** you to stay.
use	They **used** to live there, (habitual past) They **used** a hammer to fix the table, (method)

SUBJECT + VERB + (PRO)NOUN + INFINITIVE

advise*	The doctor **advised** me to rest.
allow*	He won't **allow** you to swim.
cause*	The accident **caused** me to faint.
convince	She **convinced** us to try again.
encourage*	**I encourage** you to study languages.
force	The hijacker **forced** them to land the plane.
get	He **got** them to pay ransom.
hire	We **hired** you to do the job.
invite	They **invited** us to come.
order	**I am ordering** you to stop!
permit*	**Will** they **permit** us to camp here?

*These verbs may be followed by gerunds if no (pro)noun object is used after the main verb.

SUMMARY: VERBS FOLLOWED BY GERUNDS OR INFINITIVES

Verbs Often Followed by Infinitives

SUBJECT + VERB + [(PRO)NOUN] + INFINITIVE

persuade	Perhaps we can **persuade** them to let us go.
remind	Did you **remind** her to buy milk?
require	The school **required** us to wear uniforms.
teach*	He **taught** me to play tennis.
tell	**I told** him not to come.
urge	We **urge** you to change your mind.
warn	**I am warning** you to stop!

VERB + INFINITIVEORGERUND(SAMEMEANING)

begin	**hate**	**negect**
can't bear	**like**	**prefer**
can't stand	**love**	**start**
continue		

VERB + INFINITIVE OB GERUND (DIFFERENT MEANINGS)

stop	**try**
quit	**mean**
remember	

CHAPTER 7
CREATIVITY

COMPOUND AND COMPLEX SENTENCES: ADVERB CLAUSES OF TIME; FACTUAL CONDITIONAL SENTENCES

Part One: Review of Sentence Types and Sentence Problems

Part Two: Adverb Clauses of Time and Factual Conditional Sentences: Unspecified or Present Time

Part Three: Adverb Clauses of Time: Past Time with the Simple Past and Past Perfect Tenses

Part Four: Adverb Clauses of Time: Past Time with the Simple Past and Past Continuous Tenses

Part Five: Adverb Clauses of Time and Factual Conditional Sentences: Future Time

FUNCTIONS. SKILLS. AND ACTIVITIES

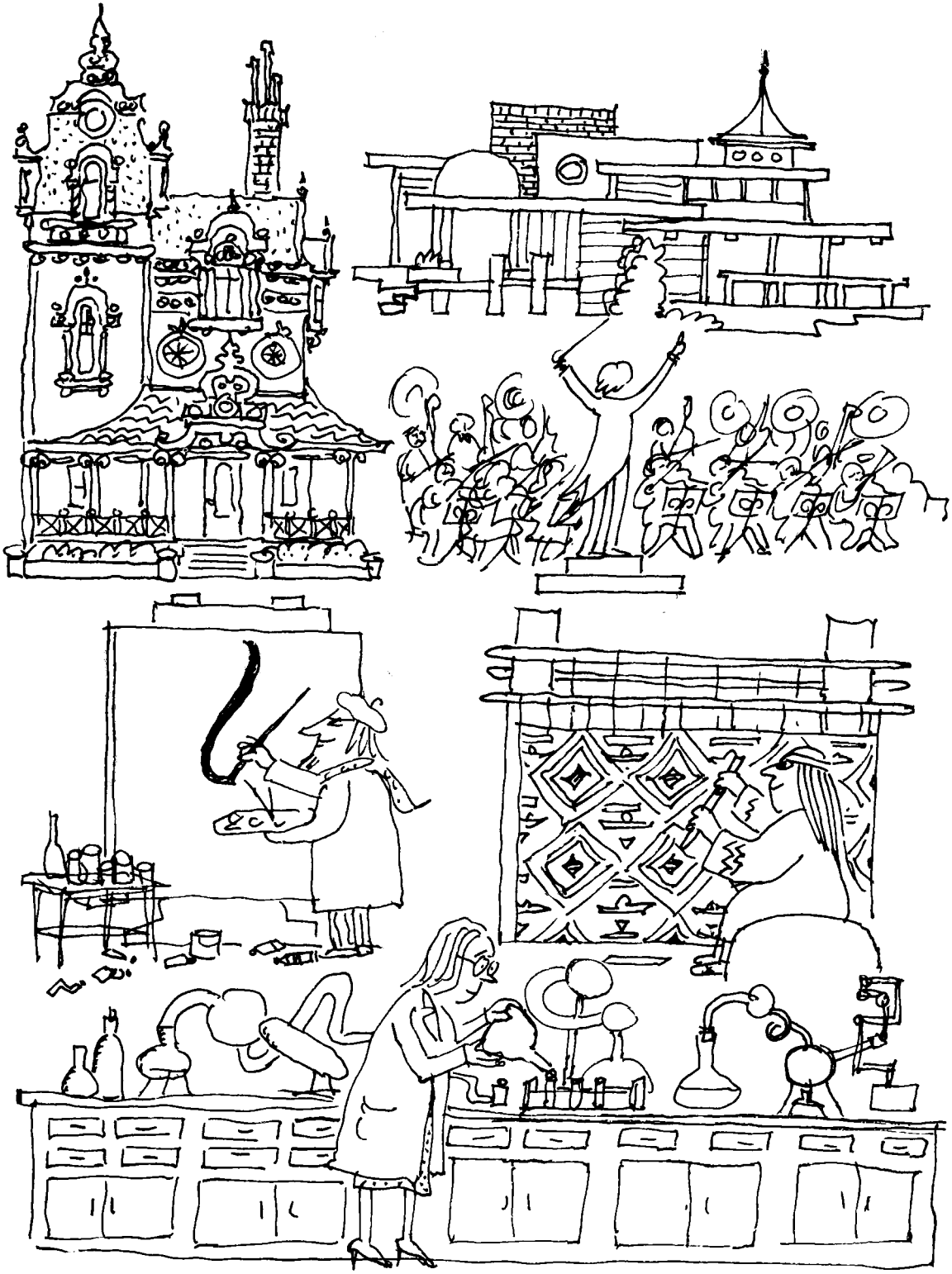
Explaining processes

Describing people and personal characteristics

Giving biographical information

Making plans and decisions

Analyzing causes and effects



In this chapter, you will review the variety of sentence types in English, and you will begin to study complex sentences. This chapter focuses on complex sentences with adverb clauses of time and condition. As you study the chapter, pay close attention to the sense of time conveyed by the different verb tenses.

Previewing the Passage

Creativity is a difficult concept to define because it means different things to different people. What is your own definition of creativ ity? What are some activities that you consider creative? Who are some people that you consider creative?

The Creative Urge

If an inventor builds an astounding machine or an artist produces a stunningly original work, we call this creative genius. Yet, creativity is not only in the realm of artists and scientists: It is an attribute we all have within us. The creative urge is the most profoundly human—and mysterious—of all our attributes. Without fully under standing how or why, each of us is creative.

Since earliest times, humans have produced marvelous creations. Learning to use fire and to make tools were incredibly creative achievements. Above all, early humans produced our most extraordi nary creation: language.

After our ancestors had learned to communicate with each other, a long series of *amazing* developments began. Creativity flourished among such peoples as the ancient Egyptians, Minoans, Greeks, Mayans, and the Benin of Africa. Long before the modern age, of machines, our ancestors had already developed sophisticated techniques and systems in mathematics, astronomy, engineering, art, architecture, and literature.

Of course, not every society has made tremendous achievements by today's standards. While the Egyptians were developing mathema tics and building libraries, other societies were still learning to use fire. By the time Europe began to use money, China had already been trading with paper currency for hundreds of years. Nevertheless, every new achievement represents human creativity. If one attribute characterizes humans, it is our creative urge to improve, to find new ways of doing things.

Looking at Structures

1. What is the time frame of each paragraph in the passage?
2. Which tenses and time expressions give you information on the various time frames? Give specific examples from each paragraph.

PART ONE

REVIEW OF SENTENCE TYPES AND SENTENCE PROBLEMS

Previewing the Passage

What is creativity? People have always tried to analyze it and define it. The following passage defines creativity by describing steps in the creative process. Do you think that one step is more important than another? Are there any other steps in the process?

Thoughts on Creativity

According to the dictionary definition of *create,* ordinary people are creative every day. *To create* means "to bring into being, to cause to exist"—something each one of us does daily.

We are creative whenever we look at or think about something in a new way. First, this involves an awareness of our surroundings. It means using all of our senses to become aware of our world. This may be as simple as being aware of color and texture, as well as taste, when we plan a meal. Above all, it is the ability to notice things that others might miss.

A second part of creativity is an ability to see relationships among things. If we believe the expression, "There is nothing new under the sun," then creativity is remaking or recombining the old in new ways. For example, we might do this by finding a more efficient way to study or a better way to arrange our furniture. Or, we might make a new combination of camera lenses and filters to create an unusual photograph.

A third part of creativity is the courage and drive to make use of our new ideas, to apply them to achieve some new result. To think up a new concept is one thing; to put the idea to work is another.

These three aspects of creativity are involved in all the great works of genius, but they are also involved in many of our day-to-day activities.

Looking at Structures

1. Find the subject(s) and verb(s) of the first sentence. Is this sentence simple, compound, or complex?
2. Find the subject(s) and verb(s) of the first sentence of the second paragraph. Is this sentence simple, compound, or complex? What word is used to join the two clauses in the sentence? Can each part of the sentence stand alone?
3. Find the subject(s) and verb(s) of the second sentence of the fourth paragraph. Is this sentence simple, compound, or complex? It is made up of two sentences joined by a semicolon. The same sentence can be written with *but,* or it can be written as two sentences. Is there any difference in meaning or in emphasis? Why do you think the author chose to use a semicolon?
4. Find the subject(s) and verb(s) of the last sentence. Is this sentence simple, compound, or complex?

Review of Sentence Types

Sentences may be simple, compound, complex, or a combination of compound and complex.

Simple

Creativity is part of everyday life.	Simple sentences have one subject and verb.

Compound

Many artists are highly creative, but ordinary people can be just as creative.	Compound sentences are two simple sentences connected by *but, and, or, nor, for, so,* or *yet* (and in many cases a comma).
Some people are creative from childhood; **however,** others show their genius later in life.	A compound sentence may be formed by joining two sentences with a semicolon. Transition words or phrases are often used with compound sentences. Most transitions are followed by a comma.

Complex

Although some people are creative from childhood, others show their genius later in life.

Complex sentences consist of two or more clauses: a main clause that is complete by itself and one or more dependent clauses introduced by a subordinating conjunction *[when(ever), where, because, although, etc.]* or a relative pronoun *[that, who(ever), which, whose,* etc.].

PUNCTUATION GUIDELINES

Coordinate Clauses

A comma is normally used _____, and before conjunctions that join two independent clauses.

Note: The comma is optional in short sentences.

Transitions

Most transitions are used at the beginning of a sentence or after a semicolon. They are normally followed by a comma. In some cases, transitions may be used in the middle or at the end of a sentence.

In addition, _____

in addition, _____

Subordinate Phrases and Clauses

Most adverb phrases and clauses may begin or end sentences. A comma is normally used after introductory phrases and clauses.

_____ while

While _____,

Exercise A: Review of Compound Sentences Combine the following sentences by using commas and *and, but, or, for, so, yet,*

or *nor*. In some sentences, more than one conjunction may be appropriate. Change nouns to pronouns and add punctuation where necessary.

Creativity and the Senses

Examples: Part of creativity is an awareness of our surroundings. This awareness involves using all of our senses.

Part of creativity is an awareness of our surroundings, and this involves using all of our senses.

1. Some people use all of their senses often. Most of us rely on our sight much of the time.
2. Many people don't pay attention to sounds. Many people don't take time to listen.
3. A musician pays attention to sounds. A musician wants to find interesting new combinations.
4. A musician can find music in exotic sounds. A musician can hear music in ordinary noises.
5. A car horn may produce a new rhythm. A bird may sing a new sequence of notes.
6. Another person may not hear these combinations. A music lover will find these combinations.

Exercise B Label subject(s) and verb(s) in the following quotations. Then indicate what type of sentence each is (simple, compound, or complex). If the sentence is compound or complex, circle the connecting word. Underline the *dependent* clauses in the comnlex sentences.

Examples: In order to create, there must be a dynamic force. (simple sentence)

What force is more potent than love is?—Igor Stravinsky (complex sentence)

1. The creative person is both more primitive and more cultivated, more destructive, a lot madder, and a lot saner than the average person is.—Frank Barron
2. Creative minds always have been known to survive any kind of bad training.—Anna Freud
3. All men are creative, but few are artists.—Paul Goodman
4. Human salvation lies in the hands of the creatively maladjusted. —Martin Luther King, Jr.
5. In creating, the only hard thing's to begin;
   A grass blade's no easier to make than an oak.
   —James Russell Lowell

6. One must still have chaos in oneself to be able to give birth to a dancing star.—Friedrich Nietzsche
7. He who does not know how to create should not know. —Antonio Porchia
8. A creative artist works on his next composition because he was not satisfied with his previous one.—Dmitri Shostakovich

Transitions

Transitions are words or phrases that link two related ideas. The accompanying list contains some of the most frequently used. In the following chapters, you will study these and other transitions in more detail.

FUNCTION

Provide Examples

Anyone can be creative. **For example,** a cook who tries a new recipe is creative.	*For instance* is also used to give examples. Like *for example,* it is common in conversational English.

Express Emphasis

Each of us is creative, and **in fact,** we are creative more often than we realize.	*In fact* emphasizes important or little-known information.

Give Additional Information

Creativity involves looking at things in a new way; **in addition,** it means trying them.	*In addition* has the same meaning as "also."

Show Contrast

Everyone can be creative; **however,** many people are afraid to try.	*However* has the same meaning as "but."
Some people never try new ideas; **on the other hand,** there are many people who constantly try new things.	*On the other hand* refers to another side of an issue.

Provide α Reason or Result

Creativity is a mysterious process; **therefore,** it is difficult to define.

Therefore means "as a result" or "so."

Show Sequence (by Time or Order)

Creativity involves several steps. **First,** it is being aware of something. Next, it involves seeing a relationship with something else. **Then,** it means using the new ideas.

Some of the most common sequence transitions are: *first, second, now, then, earlier, later, finally.* Sequence transitions are not normally used with a semicolon.

Exercise C Put the following steps in order to describe the process of taking a picture. Use sequence transitions *(first, second,* etc.) as you reorder the sentences. More than one sequence is possible.

Taking Photographs

Example: First, load your camera with film.

1. Check the light exposure.
2. Focus the camera.
3. Choose an appropriate lens.
4. Take the picture.
5. Look at the object from several different angles.
6. Remove the lens cap.
7. Load your camera with film.
8. Compose your picture.

On Your Own Do you have a hobby that you enjoy? Briefly describe some of the steps involved. Use sequence transitions in your description.

Exercise D Combine the following sentences, using *for example, in addition, on the other hand, however, therefore,* or *in fact.* Add appropriate punctuation and make other necessary changes.

Example: Being creative involves making the best use of your senses. Being creative means looking at the same object from many different perspectives.

Being creative involves making the best use of your senses; for example, it means looking at the same object from many different perspectives.

1. A good photographer looks at the object itself. A good photographer considers the distance, angle, texture, and light.
2. Light is one of the most important aspects of a good picture. The same scene can be either unusual or boring, depending on the light.
3. A creative photographer experiments with light. He or she may take the same picture at many different times of day.
4. Mornings and evenings give warm light and long shadows. Noon gives harsh, bright light to a picture.
5. Morning or afternoon light intensifies color. Noon sunlight makes the color paler.
6. Morning and evening light is richer. Most outdoor photographers work between sunrise and 10:00 A.M. and between 4:00 P.M. and sunset.

Sentence Problems: Fragments, Run-ons, Comma Splices

These are common errors in writing. They involve incorrect punctuation.

Fragment

Thinking up new ideas.	Fragments are incomplete sentences.

Run-on Sentence

Thinking up new ideas can be difficult it is important.	A run-on sentence is two sentences combined without proper punctuation.

Comma Splice

Thinking up new ideas can be difficult, it is important.	A comma splice is two sentences joined with a comma but without a connecting word.

Exercise E: Sentence Problems Some of the following sentences are well written. Others are incomplete or are punctuated incorrectly. For each sentence, indicate: *complete (C), incomplete (I),* or *punctuation error (PE).* Then, rewrite the incorrect sentences correctly.

Example:

I If a scientist makes an outstanding discovery.

A scientist may make an outstanding discovery. *Or:* If a scientist makes an outstanding discovery, we call this creativity or genius.

1._____When an artist produces a masterpiece.

2._____People are creative not only in art or science, they are also creative in their daily lives.

3._____Ordinary people are creative every day.

4._____Creativity involves awareness, it means noticing the world around us.

5._____To think up a new concept.

6._____It is the courage and drive to make use of new ideas.

Exercise F: Sentence Problems The following passage contains errors: fragments, run-on sentences, and comma splices. First, read the passage once to understand the ideas. Then, correct the passage by adding or omitting punctuation.

Creativity

One form of creativity is the sudden flash of insight. When an idea pops into your head. This is what Arthur Koestler called the Eureka process. *Eureka* comes from the story of the ancient Greek scientist Archimedes. Archimedes supposedly leapt naked from his tub. Shouting "Eureka!" *Eureka* means "I have found it," he had suddenly figured out why some things float.

Not all creative discoveries come like a flash of light, though. In fact, Thomas Edison, the inventor of the light bulb, tried hundreds of metal combinations in his laboratory. Before he found the right one to conduct electricity. Edison was able to create something new and valuable because of his energy and tenacity. He gave his own definition of genius, it is 1 percent inspiration and 99 percent perspiration.

Despite their differences, Edison and Archimedes had much in common, they followed the same process. First, both recognized a problem. And were aware of previous steps to solve it. Both consciously or unconsciously worked toward a solution. Finally, both arrived at a solution, this was the creative idea.

Activity "Poetic license" is the poet's "permit" to break any rule of grammar or punctuation in order to be creative. In small groups, read the following poem and try to find any instances where rules are broken. As you read, consider why the poet wrote in this manner. Would the piece still be poetry if it followed all the rules?

To Look at Anything

To look at any thing,
If you would know that thing,
You must look at it long:
To look at this green and say
"I have seen spring in these
Woods," will not do—you must
Be the thing you see:
You must be the dark snakes of
Stems and ferny plumes of leaves,
You must enter in
To the small silences between
The leaves,
You must take your time
And touch the very peace
They issue from.

--John Moffit

From John Moffit, *The Living Seed* (New York: Harcourt, Brace & World, 1962), p. 413.

PART TWO

ADVERB CLAUSES OF TIME AND FACTUAL CONDITIONAL SENTENCES: UNSPECIFIED OR PRESENT TIME

Previewing the Passage

In the following quotation, Theodore Levitt talks about thinking versus doing. As you read, try to decide if you agree with his thoughts on creative ideas and innovation.

Creativity and Innovation

If creativity is thinking up new things, innovation is doing them. Ideas are useless unless they are used, and the proof of their value is in their implementation.[1]

There is no shortage of creativity or creative people. . . . If there is a shortage, it is a shortage of innovators.

Theodore Levitt, Harvard University

Looking at Structures

1. Reread the first and last sentences. What is the role of *if* in the two sentences?
2. Can you rephrase the statement "Ideas are useless unless they are used" by using *if?* What changes do you have to make? What is the relationship between *if* and *unless?*

Adverb Clauses of Time: Unspecified or Present Time

Time clauses can relate ideas or actions that occur at the same time or in a sequence. These may be habitual, repeated activities, or they may be occurring in the present.

implementation: being put into action

Subordinating Conjunction		
when with habitual activities	**When** my roommate finishes dinner, he begins studying. He goes out in the evening **when** he doesn't have homework.	*When* joins two actions that happen at the same time or that happen one immediately after the other. *When* comes before the earlier action. In many cases, *when* means "any time" and is the equivalent of *whenever*.
whenever with habitual activities	**Whenever** he studies, he listens to the radio. He likes to listen to music **whenever** he studies.	*Whenever* means "any time." The simple present is normally used in both clauses.
as / while with habitual activities	He often listens to classical music **while** he studies. **As** he is studying, he often listens to classical music.	*While* and *as* may join two actions that happen at about the same time. The present continuous can be used in the dependent clause to emphasize the continuous nature of the activity. Note that the verb in the main clause determines whether the action is habitual or happening at the moment of speaking.
as / while with present activities	Tonight, he is listening to rock music **while** he is studying.	*While* and *as* can also join two actions that are happening at the present. In this case, both clauses are in the present continuous.
before / after / until with habitual activities	**Before** he finishes, he reviews his work. He takes a break **after** he has finished.	*Before, after,* and *until* join actions that occur in sequence. Either the simple present or the present perfect may be used in the dependent clause.

	He always works **until** he has finished.	The present perfect emphasizes the completion of the action.
since with past and present activities	He has been studying **since** I arrived.	*Since* joins a previous action or situation to an action or situation in progress. The main clause is in the present perfect (continuous) and the dependent clause *is* in the simple past.

Exercise A In pairs or in small groups, use the following questions to help you describe the process of writing a composition. You may do this orally, or you may write a short composition together.

How to Write α Composition

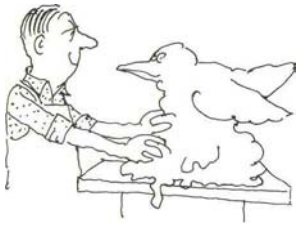
1. When you begin to write, what do you do first? What should you do first?
2. Do you try to do other things while you are thinking or writing? For example, do you listen to music while you are writing?
3. What do you do after you have gathered your ideas?
4. Do you write until you have completed the paper?
5. As you are writing, do you change your ideas?
6. After you have finished writing, what should you do?
7. What should you do before you hand in your paper?

Exercise B Describe the following processes by using statements and time clauses.

Explain: (a) what you should do before you begin . . ., (b) what you should do while you are . . . , and (c) what you should do after you have finished.

Example: **Before you begin painting, you should choose a good piece of watercolor paper.**

1. Painting a watercolor
   - Choose a good piece of watercolor paper.
   - Sketch your drawing lightly.
   - Wet the paper with water.
   - Use watery paint for large areas.



- Catch any drips.
- Use a drier brush for details.
- Let your painting dry completely.
- Mount your picture.

2. Sculpting clay
   - Put a mat down to protect the table.
   - Work the clay with your hands.
   - Add water to soften the clay.
   - Shape individual parts of the sculpture.
   - Attach each part by pinching it on.
   - Smooth the sculpture with water.
   - Use tools to draw any details.
   - Carefully put the sculpture on a piece of paper.
   - Let the scuplture dry at least twenty-four hours.

On Your Own Give a brief but detailed description of another process that you are familiar with. It may be a hobby or craft, or it may be some other process.

Factual Conditional Sentences: Unspecified or Present Time

In factual conditional sentences, the main clause is the effect or result of the dependent clause.

if	**If** he studies during the week, he usually has time to relax on the weekend.	Many factual conditional sentences in the simple present refer to habitual activities or activities that are true in general.
unless	He rarely works on the weekend **unless** he has a long assignment.	*Unless* is used similarly to "if ... not" in many sentences. However, *unless* is more emphatic than "if … not."

Exercise C According to Paul Heist in *The Creative College Student,* the following are some of the chief characteristics of creative students and of creative people in general. Creative people are: independent, innovative, spontaneous, flexible, rebels, complex in their outlook, open to a wide range of experience. Creative people: play with ideas and concepts, develop their own sense of beauty, have different styles of performing. Use this information to form at least eight sentences with *if* or *unless.* Add your own opinions and ideas to each. You may want to combine your ideas into several short paragraphs.

Example: independent

If a person is independent, he or she is more likely to try new things. Unless people try new things, they never develop new ideas.

Exercise D Complete the following sentences in your own words.

1. I feel most creative when....
2. It is easiest for me to write (sing, draw, etc.) if....
3. Most of my best ideas come after....
4. It is hard for me to concentrate unless....
5. I have done my best work since....
6. I really enjoy listening to music while....
7. I am fascinated whenever....
8. It is not easy for me to start a project before....
9. I am often afraid to ... until....
10. New ideas usually come to me after....

Exercise E What type of student are you? What type of person are you? Answer the following questions in complete sentences.

1. When do you do two things at once?
2. Do you watch t.v. while you are doing your homework?
3. What else do you do while you are doing your homework?
4. Can you concentrate if people around you are talking or doing other things?
5. Are you nervous before you take a test?
6. Do you celebrate after you have turned in a big assignment?
7. Do you always take notes (listen carefully) when you are in class?
8. Do you get depressed if you get less than an A?

Activity Who is someone that you consider creative? Do you have a friend or relative who is good at making or fixing things, at painting, at cooking or baking, at playing or writing music? Give a brief presentation on a creative individual you know. Use the following questions to help you prepare.

1. How is this person creative?
2. When is he or she the most creative? What seems to inspire him or her?
3. Has this person always been creative?
4. What interesting things has he or she done or produced?
5. What is this person doing now? Is he or she still involved in creative activities?

'Whistler in the Dark
self-portrait

PART THREE

ADVERB CLAUSES OF TIME: PAST TIME WITH THE SIMPLE PAST AND PAST PERFECT TENSES

Previewing the Passage

A Renaissance person is someone who is knowledgeable and accomplished in a wide variety of fields. The following passage is about such a person, Leonardo da Vinci. As you read the passage, think about da Vinci's achievements. How was he able to be so creative?

Leonardo da Vinci

The *Mona Lisa.*

Most people recognize Leonardo da Vinci as the painter of the *Mona Lisa* and the Lasf *Supper.* Yet, Leonardo was a master of design, engineering, science, and invention, as well as a master of art.

After Leonardo had painted his most famous works, he began to spend more time on his other dreams. As a military engineer, Leonardo had drawn plans for primitive tanks and airplanes long before they were ever dreamed possible. He is also credited with having designed the first parachute and having constructed the first elevator.

In the sciences, Leonardo was equally amazing. He had discovered complex principles of physics nearly a century before Galileo. In anatomy, Leonardo studied muscle and bone structure to improve his painting, and even after he had tired of painting, he continued to study the workings of the heart. He had even speculated on the circulation of blood a century before William Harvey proved it. Leonardo da Vinci was so far ahead of his time that not until this century did his genius become truly evident.

Looking at Structures

1. What tenses are used in the first sentence of the second paragraph? Why are these tenses used?
2. Find any other sentences in the passage that show two distinct periods of time within one sentence.

Adverb Clauses of Time: Past Time with the Simple Past and Past Perfect Tenses

Time clauses can relate an earlier event or situation to a later one. The past perfect (continuous) is generally used for the earlier event.

Subordinating Conjunction		
before, until, when, by the time (that)	Leonardo da Vinci **had painted** the *Mono. Lisa* **before** he **worked** on many of his ideas for inventions.	In sentences with time clauses, the past perfect is used to refer to an event or situation that came before another event or time in the past.[2]
	Leonardo da Vinci **had already worked as a** civil engineer, military engineer, and architect **by the time** he **began** his major paintings.	Adverbs such as *already, just, scarcely,* and *hardly* are often used with the past perfect. They normally come between *had* and the past participle.
after	**After** Leonardo da Vinci **had painted** his major art works, he **spent** more time on his inventions.	In complex sentences, with *after,* the past perfect (continuous) is used in the dependent (not the main) clause.

Exercise A Everyone develops special talents during his or her lifetime, but few are able to equal the extraordinary feats of the following individuals. Complete the passages by using past or past perfect forms of the verbs in parentheses.

1. Ibn Sines

Ibn Sina -___was_____. (be) a Persian who __wrote_____(write) *The Canon of Medicine.* This medical encyclopedia_____l (be) very ad-

[2]In conversational (informal) English, the simple past is often substituted for the past perfect in sentences with *before, after,* or *until.* See p. 103.

vanced; as a result, scholars_____2 (use) it for five centuries. Before his death in 1037, Ibn Sina

_____3 (complete) an additionial 150 books on such varied subjects as philosophy, mathematics, theology, and astronomy. Like many learned men, he

_____4 (begin) early. By the age of ten, he

_____5 (memorize) the Koran. By the age of

eighteen, he_____6 (be) physician to a sultan.

2. Sor Juana Ines de Ia Cruz

Sor Juana, the Great Mexican poet,_____1 (be born) in Mexico City around 1651. She

_____2 (start / already) to read before she

_____3 (be) three years old. By her seventh

birthday, she_____4 (try) to enter the univer-

sity. Because girls_____5 (be allowed / not)

in the university, Sor Juana eventually_____5

(join) the convent. During her life, she_____7 (write) extraordinary prose and poetry. Before she

_____8 (die) in 1695, she_____ (collect) a library of over four thousand books.

3. Johann Wolfgang von Goethe

Goethe_____1 (live) from 1749 to 1832. He

_____2 (be) a scientist as well as the greatest

of German poets. By age sixteen, he_____3 (write / already) religious poems, a novel, and a prose epic.

While continuing to write, he_____4 (study)

both law and medicine. After he_____5 (be

invited) to live in Weimar, Goethe_____6 (become) minister of state. Because of his position, he

_____7 (educate) himself in agriculture, horti-

culture, and mining. He then_____8 (proceed) to master anatomy, biology, optics, and mineralogy.

4. John Stuart Mill

Perhaps John Stuart Mill_____1 (master/ already) more at age thirteen than most people learn in their entire lives. He_____2 (begin) reading Greek at three and Latin at seven. By age twelve, he _____3 (read) all the masterpieces in both lan guages. He then_____4 (turn) to logic and political economy; by eighteen, he_____5 (write) articles on these topics for the *Westminister Review.*

5. Margaret Mead

By the time Margaret Mead_____l (be) twenty six, she_____2 (become / already) a cura tor of the American Museum of Natural History. Before she _____3 (reach) age thirty, she _____4 (publish) two major books on people of Oceania. Before her death in 1978, she _____5 (write) hundreds of articles and books on topics ranging from anthropology to nuclear warfare and disarmament.

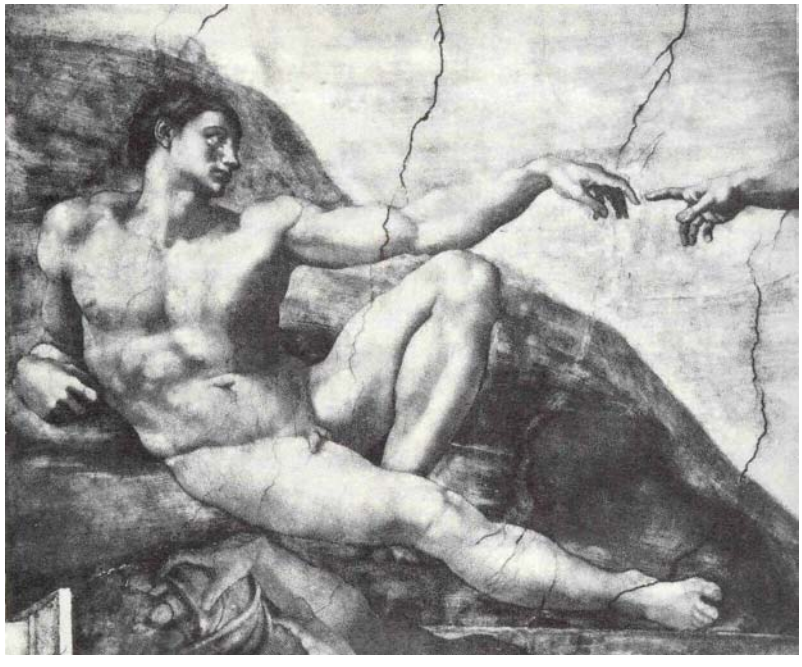
On Your Own Is there someone who you particularly admire for his or her knowledge or accomplishments? He or she may be a musician, a scholar, a sports figure, a politician, a friend. What did this person do? How did he or she accomplish this? Give a brief description of these accomplishments in chronological order.

Exercise B The following exercise gives you information on Michelangelo and some of his accomplishments. The sentences are listed in chronological order. Use the cues in parentheses to combine each pair. Make other changes when necessary and pay close attention to verb tenses.

Michelangelo Buonarroti (1475 1564)

1. Artists used the technique of fresco[3] for centuries. The Italians perfected the technique of fresco, (before)
2. Both Michelangelo and Leonardo da Vinci worked with fresco. Michelangelo and Leonardo were commissioned to work on a painting in Florence, (when / already)

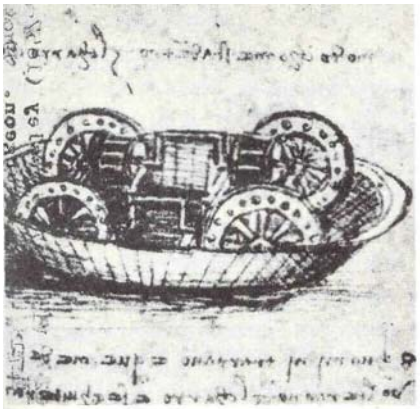
fresco the art of painting on a moist plaster surface



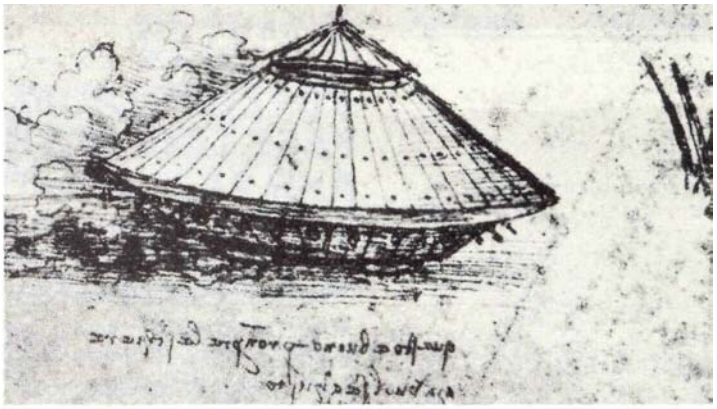
A detail from the Sistine Chapel ceiling by Michelangelo Buonarroti.

3. Michelangelo started work on the Council Room in Florence. The pope called Michelangelo to Rome, (when / scarcely)
4. Leonardo da Vinci planned to fresco another part of the Council Room. Leonardo did not finish his work, (but)
5. Michelangelo went to Rome. The two artists never had another opportunity to work together, (after)
6. Michelangelo arrived in Rome. The pope commanded Michelangelo to fresco the Sistine Chapel, (when / just)
7. Michelangelo didn't finish the ceiling. The pope impatiently opened the Sistine Chapel in 1509. (when / yet)
8. Michelangelo, without assistance, covered 5,800 square feet with fresco painting. Michelangelo finished the Sistine Chapel ceiling, (by the time that)

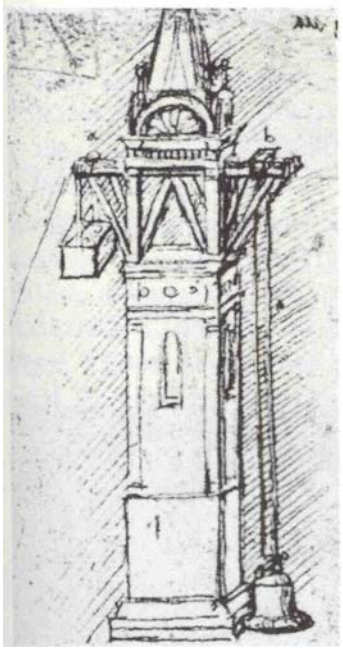
Activity Leonardo da Vinci was definitely "ahead of his time." He drew plans for a number of inventions that were not developed until centuries later. In small groups, discuss one of the following drawings. Try to imagine what da Vinci had been thinking, doing, or feeling before he created his plans and how he arrived at them. You might want to use the following questions in your discussion. After you have finished, choose one member to give a brief summary for the entire class.



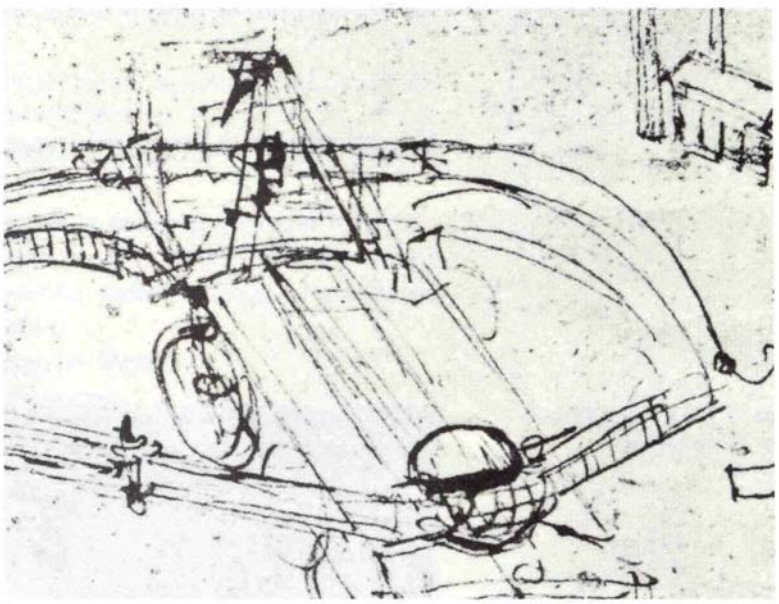
Tank.



Submarine.



Elevator.



Airplane.

1 Describe the drawing.

2. What led da Vinci to these ideas? What problems had he been trying to solve?

3. Can you think of any reasons why he didn't develop the actual invention? Were all the necessary materials available at that time?

4. When were these inventions actually developed?

5. How have they changed since then?

6. How have they affected our lives?

CHAPTER 7

PART FOUR

ADVERB CLAUSES OF TIME: PAST TIME WITH THE SIMPLE PAST AND PAST CONTINUOUS TENSES

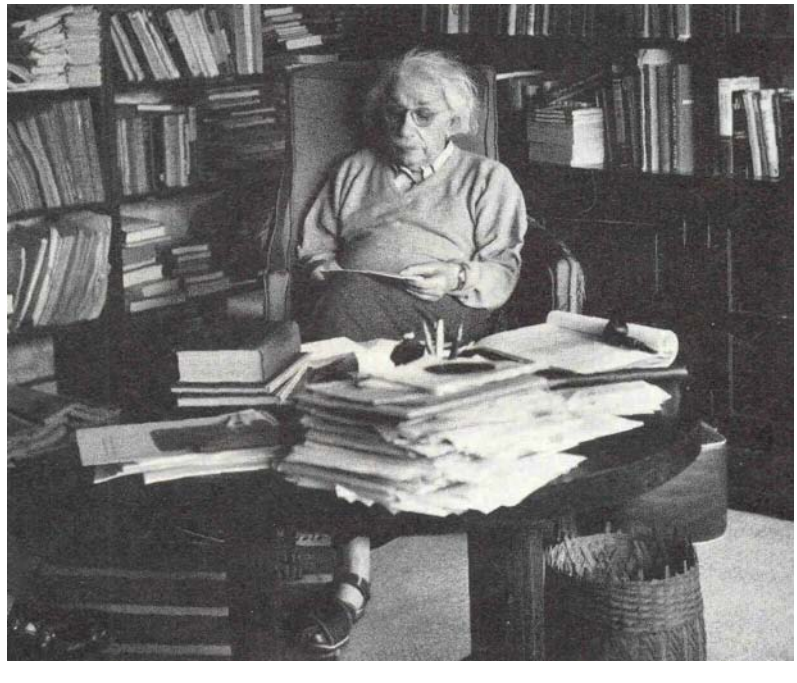
Previewing the Passage

Many creative individuals seem to create nothing for years and then suddenly produce a wealth of ideas or creations. Have you ever thought about a problem for quite a while and then found the answer while you were doing something completely different?

Creativity and Revolutionary Discoveries

One of history's greatest revolutionary thinkers has been Albert Einstein, yet virtually no one foresaw his creativity. Born in Germany on March 14, 1879, Einstein showed no early evidence of genius.

Albert Einstein in Princeton, New Jersey.



While he was learning to talk, he had so many difficulties that his parents suspected that he was mentally retarded. He was a mediocre high school student, and when he finally graduated from a technical institute in Zurich, he was unable to get a teaching appointment in science. He ended up doing clerical work in a patent office in Bern, Switzerland.

Clerical work was not what Einstein wanted, but while he was working in the office, he could think. Several years later, he published five scientific papers in one year, 1905. These papers included an explanation of his special theory of relativity, which began a scientific world revolution.

Looking at Structures

1. What time frames are expressed in the sentence in Lines 4-5? Which tenses are used to express these?
2. What time frames are expressed in the sentence in Lines 6-7? Which tenses are used to express them?

Adverb Clauses of Time: Past Time with the Simple Past and Past Continuous Tenses

Time clauses can relate two past events or situations that happened at approximately the same time.

Subordinating Conjunction		
when, if	**When** Einstein had time during the workday, **he wrote** down his ideas.	The simple past is used in time clauses to express two past situations or actions directly connected in time of occurrence; *if* or *when* is used with the earlier of the two actions.
	If he had enough time, he **wrote** out long mathematical equations.	If also expresses the cause/effect relationship of the two clauses. The main clause is the effect or result of the dependent clause.

Subordinating Conjunction		
while	**While he was working** in the patent office, he **had** plenty of time to think.	The past continuous is used in time clauses to express past actions in progress at a particular time.
as	**As** he **was working,** he was also **thinking.**	

Exercise A Many of science's greatest findings or events have come as a result of good luck as well as hard work. Complete the following passages by using simple past or past continuous forms of the verbs in parentheses.

1. In the late 1800s, Louis Pasteur (experiment) with bacteria. When Pasteur _____1 (give) chickens old bacteria by accident, they_____2 (become) sick but they_____3 (die / not). When he _____4 (repeat) the injections several times, the chickens_____5 (develop) a resistance to infection. This discovery _____6 (begin) his work on immunization.
2. While von Mering and Minkowski (study) the pancreas (which helps to metabolize sugar), they_____2 (remove) the organ from several dogs. Subsequently, a laboratory assistant _____3 (notice) something unusual. Flies _____4 (swarm) around the cages of these dogs, but they_____5 (go / not) near the cages of other dogs. When the two researchers_____6 (test) the dogs without pancreases, they_____7 (discover) that the dogs_____8(have) the symptoms of diabetes. This incident_____9 (give) medical science the first information connecting the pancreas to the cause of diabetes.

3. A Danish researcher, Henrik Dam,

1 (do) experiments with chickens

when he_____2 (find) that certain diets

_____3 (cause) internal bleeding. When

he_____4 (change) the diet, the bleed-

ing_____5 (stop). Through his work, he

_____6 (discover) the importance of vitamin K, especially for patients undergoing surgery.

4, In 1929, the English bacteriologist, Alexander Fleming,

_____l (experiment) with a bacteria

culture when it_____2 (be-come) contaminated by a mold. When the mold

_____3 (touch) the bacteria, the bac-

teria_____4 (die). Fleming

_____5 (save) this mold and

_____6 (let) it continue to grow in a

liquid. While this mold_____7 (grow), it

_____8 (produce) a substance that

_____9 (be) able to kill a number of bacteria.

Moreover, the substance_____10 (harm/

not) animals. This substance later_____11 (become) known as penicillin.

Exercise B Complete the following passage by using simple past, past continuous, or past perfect forms of the verbs in parentheses.

Marie Curie and the Discovery of Radium.

1. Born in Poland in 1867, Marie Sklodowska

_____(be) unable to attend school there beyond the high school level.

2. After an older brother and sister_____ (leave) for university education in Paris, Marie

_____(work) to send them money and to save for her own education.

3. While she_____(work), Marie

_____(teach) herself from family books.

Marie Curie.

4. By 1891, she_____(save) enough money, and she_____(go / also) to Paris.
5. While Marie_____(study) at the Sorbonne, she_____(live) as economically as possible and_____(spend) all of her time studying.
6. When she_____(graduate), Marie SkIodowska_____(be) at the top of her class.
7. In 1894, she_____(meet) Pierre Curie, who _____(become / already) somewhat famous for his work in physics.
8. After Marie_____(marry) Pierre Curie, she _____(begin) to apply his earlier discoveries to the measurement of radioactivity.
9. Scarcely six years after Marie_____(arrive) in Paris, she_____(make) major discoveries about radioactivity; Pierre_____(see) the potential and_____(drop) his own research to join her.
10. In December 1898, the Curies_____(conduct) other experiments with uranium ore when they _____(detect) a new radioactive substance: radium.
11. In 1903, Marie Curie_____(write) her dissertation on radioactivity, and for it, she and Pierre _____(share) that year's Nobel Prize in physics with Antoine Becquerel.
12. After Pierre Curie's death in 1906, Marie _____(continue) her study of radioactive elements, and in 1911 she_____(win) the Nobel Prize in chemistry.[4]

On Your Own Use information from the preceding exercise to write a short paragraph about Marie Curie.

Exercise C The following sentences give a brief chronology of the life of Albert Einstein. Combine each group of sentences by using

[4]Marie Curie is the only person in history to win two Nobel prizes in science.

coordinating conjunctions *(and, but, . . .)*, subordinating conjunctions *(when, while, as, before, after, until, if, . . .)*, or transitions. Change words, phrases, verb tenses, and punctuation when necessary.

Example: In 1900, Albert Einstein graduated from the Polytechnic Academy in Zurich. Later that year, Albert Einstein became a Swiss citizen. Later that year, Albert Einstein took a job in a Swiss patent office.

In 1900, after Albert Einstein had graduated from the Polytechnic Academy in Zurich, he became a Swiss citizen and took a job in a Swiss patent office.

1. Albert Einstein worked in the patent office for three years. Then, Albert Einstein married Mileva Marie.
2. Albert Einstein worked in the patent office for several years. During that time, he developed many of his theories.
3. Albert Einstein did not publish any scientific papers. Then, in 1905, Albert Einstein published five scientific papers.
4. These papers were published. Einstein immediately became famous in the scientific community.
5. These papers contained many revolutionary ideas. The scientific community reacted with respect and amazement.
6. During the next six years, Einstein continued to develop his theory of relativity. During that time, Einstein continued to study the relationship between mass and energy. During that time, Einstein tried to incorporate gravity into his theory.
7. Einstein worked on his theories. During that time, Einstein taught in Switzerland and in Prague. During that time, Einstein had two sons, Hans Albert and Edward.
8. Einstein taught in Prague for a brief time. Then, the Einstein family returned to Switzerland. Einstein taught at the Polytechnic Academy in Zurich.

Exercise D The following is a continuation of the chronology of Albert Einstein's life. Use the information to write a short paragraph on him. Combine ideas by using coordinating conjunctions, subordinating conjunctions, and transitions. Change words, phrases, verb tenses, and punctuation when necessary.

1914: Einstein accepted a position at the Prussian Academy of Sciences.

The Einstein family moved to Berlin.
Einstein's wife and sons vacationed in Switzerland.
World War I began.
His family was unable to return to Germany.
This forced separation eventually led to divorce.

1916: Einstein published his paper on the general theory of relativity.

This theory was revolutionary.
It contradicted Newton's ideas on gravity.
It predicted irregularities in the motion and light from Mercury.
During this time, Einstein devoted much of his time to pacifism.
Einstein began to write and distribute antiwar literature.

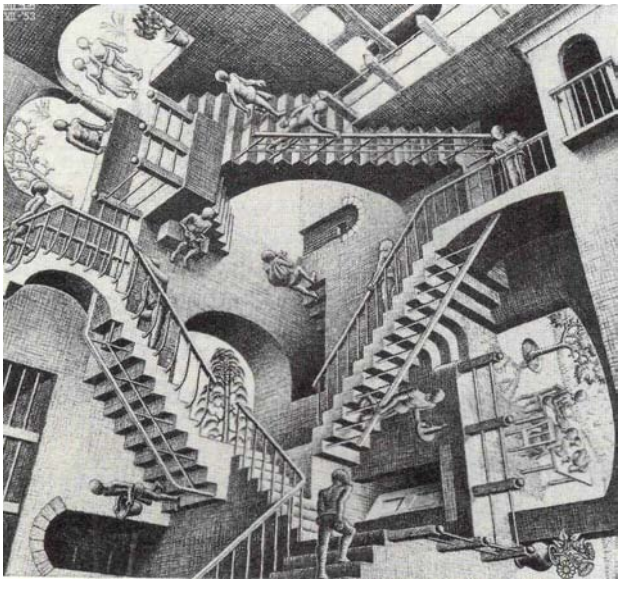
1919: The Royal Society of London verified Einstein's predictions about Mercury.

Einstein quickly became famous.
Einstein married Elsa, the daughter of a cousin of his father.
Einstein stayed in Berlin.
Einstein continued to work for pacifism.

1921: Einstein was awarded the Nobel Prize in physics.

On Your Own At the library, research the later part of Einstein's life. Use this along with information from the opening passage, Exercise C, and Exercise D to write a short biography of Albert Einstein.

Activity M. C. Escher was a Dutch artist who lived from 1902 to 1972. He created some of the most unusual and stimulating drawings in history. The drawing below is his interpretation of *Relativity.* In pairs or in small groups, discuss the following questions about this work. Be sure to include your own questions, too.



1. How do you react when you see a drawing like this?
2. Try to imagine what Escher was thinking about while he was planning this.
3. Why do you think he called it *Relativity?*
4. How do you think he drew the picture? For example, do you think he drew several separate pictures and later put them together?

PART FIVE

ADVERB CLAUSES OF TIME AND FACTUAL CONDITIONAL SENTENCES; FUTURE TIME

Previewing the Passage

Making decisions is one of the most creative things we do. As you read the following passage, think about your own decision making. How do you make choices?

A Creative Outlook on the Future

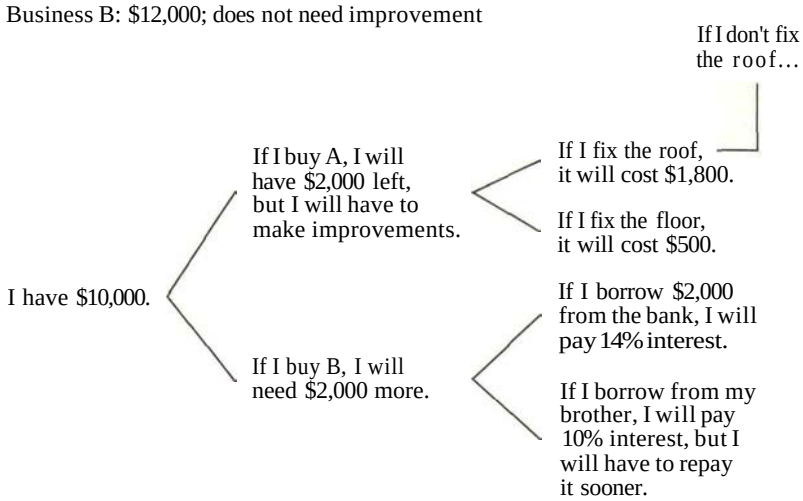
Creativity will be increasingly important to us as more changes take place in the future. A creative outlook will help us see alternatives while we are deciding what to do and how to act.

In many ways, creativity is just that: the ability to see all the alternatives. It can be an analytical process. In business, "decision trees" systematically present all the possible causes and effects of an action. Imagine, for example, that you are planning to buy a business: You can use a decision tree such as the following to compare different possibilities. After you have completed the tree, you will have a list of all your alternatives.

Of course, nothing is certain. The best plans may change. Yet, considering all the alternatives will give you the best position in making a choice. Seeing all points of view will help you find creative alternatives.

Business A: $8,000; needs many improvements

Business B: $12,000; does not need improvement



Looking at Structures

1. Look at the first paragraph again. What verb tense is used in the main clause in each sentence? What tenses are used in the dependent clauses?
2. What verb tenses are used in the sentence in Lines 9 and 10?
3. Look at the causes and effects in the decision tree. What is the sentence pattern of each?

Adverb Clauses of Time: Future Time

Time clauses can relate ideas or actions that will occur at the same time or in a sequence in the future.

Subordinating Conjunction	
when	**When** I finish, I **will call** you.
before	**I won't call** you **before I have finished.**
until	**I will work until I have finished.**
after	**After I finish, I will take** a long vacation!

The verb in the dependent clause is in the simple present or the present perfect tense. The verb in the main clause is in a future tense. The present perfect emphasizes the completion of an action.

Subordinating Conjunction		
while **as**	**While I am working, T will not think** about my vacation.	The present continuous is often used with *while* or *as.* It emphasizes that an action is in progress.

Exercise A Think about your next writing assignment and the steps in writing that you listed in Exercise A, Part Two. What are you going to do before you start writing? While you are writing? After you have finished writing? Form complete sentences from the cues. Add specific information about your next writing assignment.

Example: think about a topic

Before I start writing, I am going to think about… (a topic). While I am thinking about the topic, I'll gather information on….

1. make a list of ideas
2. organize the ideas into logical groups
3. write a rough draft
4. rewrite the rough draft
5. proofread the composition

On Your Own Is there an important event coming up for you soon? It might be a test, a trip, a date with someone, or a game in sports. Explain what you plan to do before, during, and after the event. Create at least eight sentences about your plans, using *when, before, after,* etc.

Factual Conditional Sentences: Future Time

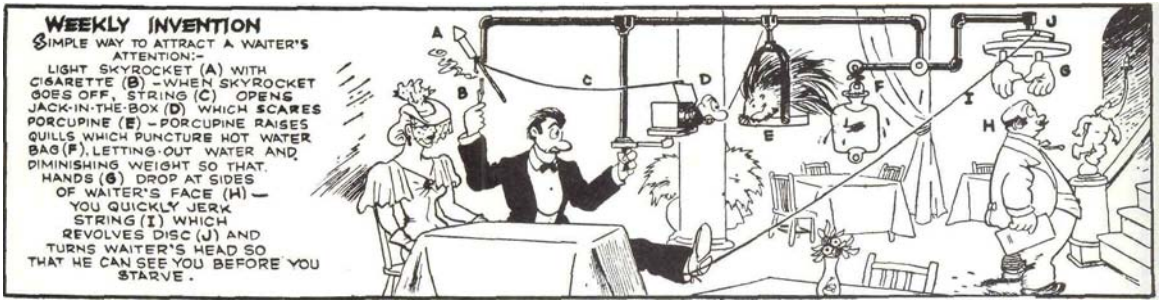
Factual conditional sentences that refer to the future normally express predictions or intentions. The prediction/intention in the main clause will or will not occur depending on the condition expressed in the *if* clause.

if	**If I finish** my work, I **will** (may, might, etc.) go to the party. **I am not going** to go (can't go, shouldn't go, etc.) **if I haven't finished** my work.	The verb in the dependent clause is in a present tense. The verb in the main clause is be *(going to)* or a modal auxiliary: *will, may, might, should,* etc.

unless	**Unless I finish** my work, **I am not going** to go (can't go, shouldn't go, etc.) to the party.	*Unless* is similar in meaning to if… *not* in many sentences, but *unless* is more emphatic.

Exercise B Rube Goldberg was a creative American cartoonist. He "created" some of the world's most amazing "inventions." The invention in the accompanying cartoon is designed to attract a waiter's attention. Read the text and then follow the drawing to give the step-by-step process involved. Use *if* to join the steps.

Example: If you light the skyrocket, the string will open the jack-in-the-box.



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On Your Own Do you have ideas for an ingenious invention? Describe it to your classmates. If you want, first draw a sketch of your invention. Then explain its operation step by step.

Exercise C Many actions lead to chains of events; one action often creates an effect that may cause another action. Thus, almost any action may be both an effect and a cause. Consider a decision from both points of view: first, as an effect, and second as a cause.

Example: My friend wants to quit smoking.

effect

If my friend cares about her health, she'll quit smoking.

cause effect

If my friend quits smoking, she'll feel much better.

If she quits smoking, she can save money.

Unless she quits smoking, she's going to have health problems later.

As a class, look at a decision that one of you must make. Choose one of the following and form sentences with *if* or *unless.*

1. Is someone in your class planning to buy a car, a house, or a business?
2. Is someone planning to take a long or unusual trip?
3. Is someone in the process of applying to other schools?

On Your Own Think of a decision that you must make soon. Then make a decision tree. Think of all the effects of each action and write them on your decision tree. Use this information to help you make your decision.

Exercise D The following guidelines for excellence in business are from *In Search of Excellence* by Thomas J. Peters and Robert H. Waterman. According to Peters and Waterman, these are the eight attributes of "excellent, innovative companies." After reading the list, think about the causes and effects of these attributes. Then, think about the consequences for a company that does not have them. Form sentences using *if, unless, before, after,* and *when* to express your ideas. You may have several opinions for each. Excellent, innovative companies:

Example: **1.** take action

They make theories and analyses, but most importantly, they try new ideas.

If a company is innovative, it will take action.

When a company takes action, it will be able to see results, rather than guess the results.

If a company doesn't try something new, another company will probably try it first.

Unless a company tries new ideas, it won't make any progress.

2. are close to the customer
   They get their ideas from the people they serve; they listen carefully to their customers.
3. encourage independence and ingenuity
   They don't hold people back; they encourage people to be creative and to take risks. They support experimentation.
4. work for productivity through people
   They treat everyone in the company as an important source of ideas; they never encourage a "we/they" management/worker situation.

5. keep "quality" as the basic philosophy of the organization
   Quality is the most important thing, not status, organization, resources, or technology.
6. stick to their own business
   They don't get involved in things that are outside of their area of expertise; they don't acquire jobs or businesses they don't know how to run.
7. keep their organization simple and their staff to a minimum
   Their structures and systems are simple; they avoid having too many managers.
8. are both centralized and decentralized
   Control is loose because workers at all levels have authority and responsibility; on the other hand, control is tight because top management decides the basic direction of the company.

Activity Think about the various descriptions of creativity, innovation, and excellence in this chapter. Try to put these ideas to use as you consider the problems of teaching and learning a language. Imagine that you and your classmates are educational consultants. You have been asked to design a program for a private language school.

Separate into small groups. Discuss your ideas on the best ways to learn languages. Then, as a group, make a list of recommendations for planning a language program. Be sure to consider the following and to add any of your own ideas:

1. How many students should there be per class? How many different teachers should students have?
2. How many hours a day should students have classes? When should the classes be offered?
3. What kinds of classes should be offered?
4. Should there be a language lab? Should use of the lab be optional or mandatory?

Remember that both money and time may be problems for the students. Some may be working. Some may have families. Many will not be able to afford expensive classes. How should you plan if you want to offer economical and effective classes?

CHAPTER 8
CHOICES

HOPE, WISH, AND IMAGINATIVE CONDITIONAL SENTENCES

Part One: *Hope versus Wish;* The Subjunctive Mood with *Wish*

Part Two: *Otherwise;* Imaginative Conditional Sentences: Present or Unspecified Time

Part Three: Perfect Modal Auxiliaries

Part Four: Imaginative Conditional Sentences: Past Time; Past and Present Time

FUNCTIONS, SKILLS, AND ACTIVITIES

Expressing hopes, wishes, preferences, and regrets

Expressing unfulfilled intentions

Expressing past possibilities and probabilities

Giving advice about past and present situations

CATALOG
STATE COLLEGE OF CATALOGS
CATALOG
S.C TECH SPRING
EAST STATE
CATALOG
SPRING
FOR SALE

In this chapter you will look at the difference in expressing hopes, wishes, and dreams, in contrast to describing reality. To do so, you will review the modal auxiliaries, and you will study the verbs *hope* and *wish* and various conditional sentences.

Previewing the Passage

How do you make decisions? Do you decide quickly? Do you carefully weigh the pros and cons of each choice? Do you "just let things happen"? The way you make decisions and the attitude you have about them can reveal a great deal. Think about the decision-making process as you read the following passage.

Making Choices

Throughout our lives, we are faced with choices: choices in schools, in careers, in personal and community life. Sometimes the decision is clear, and we can look ahead optimistically and say, "I hope that everything will work out." At other times, the decision is not clear, and we find ourselves repeating, "I wish I knew what to do. I wish I had the answer." We go to others for advice, asking those around us, "What would you do if you were in my position?" and we ask ourselves, "What if I did this or I did that?"

Eventually we make the choice. Some are good choices, and some are bad choices. Some choices bring happiness and satisfaction while others bring regrets: "I wish I hadn't done that." "If I had known better, I would never have done that."

Living with a good choice is easy, but living with a bad choice can be difficult. Yet as we evaluate ourselves and our actions, each day each of us has the opportunity to look forward or to look backward, to be optimistic or to be pessimistic. We can live with hopes and dreams, or we can live with wishes and regrets.

Looking at Structures

1. Reread the sentence in Lines 5 and 6. Does the person know what to do? Does the person have the answer? What is the time frame of the sentence? What verb is used after *wish?*
2. Reread the sentence in Line 11. What is the time frame of this sentence? What verb is used after *wish?*

3. Reread the question in Line 7. What is the time frame of this question? What verbs are used?
4. Reread the question in Line 8. The expression *what if* is a shortened form that is frequently used in conversation. The verb has been omitted. Can you give the long form: *What . . . if I did that?*
5. Reread the sentence in Lines 11-12. What is the time frame of this sentence? What verbs are used?

PART ONE

HOPE VERSUS *WISH;* THE SUBJUNCTIVE MOOD WITH *WISH*

Previewing the Passage

Is life more complicated today than it was years ago? Is growing up in today's world more difficult? As you read the following passage, compare your opinions with those of Susan Fox.

Looking Toward the Future

Being a teenager in today's world isn't easy. Sometimes I wish I were living in a different time and a different place. I wish life were simpler. There are too many choices to make, and most of the time, I don't feel ready to make them. People my age have to deal with so many responsibilities so early in life. We hope that we can make the right decisions, but it's hard. Careers and the economy, drugs and alcohol, sex, the military, the environment, nuclear arms—all of these make life much more complicated today. Generations before us hoped that they would be able to have a good life. My generation hopes that we will be able to live.

Susan Fox, 17, Eau Claire, Wisconsin

Looking at Structures

1. Reread the second and third sentences and underline the verbs. Are these sentences about reality or dreams? How do you know? What verbs are used?

2. Reread the last two sentences and underline the verbs. What is the time frame of each sentence?

Hope versus *Wish*

The verb *hope is* generally used to express optimism, that something is possible. The verb *wish* is often used to express impossibility or improbability, that the speaker wants reality to be different than it is. To show the contrast to reality, *would, could,* or a special verb form—the subjunctive mood—is used after *wish.* The subjunctive mood shows that the ideas are imaginary, improbable, or contrary to fact. Compare:

I hope (that) he **will come.**
I hope (that) he **is coming.**

I think that he may come. (I hope so.)

I wish (that) he **would come.**
I wish (that) he **were coming.**

I don't think he's going to come (but I wish he would).

Wishes About the Future

I wish (that) he **would (could) come.**

I wish (that) he **were going to come.** (I think that he isn't going to come.)

Wishes About the Present

I wish (that) they **were** here. (They aren't there.)

I wish (that) they **were coming.** (I think they aren't coming.)

I wish (that) they **came** more often. (They don't come very often.)

Present and future wishes are expressed by using *would, could,* or a subjunctive verb form. In most cases, this form is the same as the simple past tense. However, in formal English, *were* is used for all forms of the verb *be.* In informal English, *was* is often used with /, *he, she,* and *it,* although it is considered incorrect.

Wishes About the Past

I wish (that) she **had come.** (She didn't come.)

I wish (that) she **had been** here. (She wasn't here.)

Past wishes are also expressed by using a subjunctive verb form. This form is the same as the past perfect tense in all cases: *had* + past participle.

Exercise A Underline the verbs in the dependent clauses. Do the verbs refer to the present, past, or future? Indicate the time frame of each. Then, rephrase each sentence to show its meaning.

Examples: I wish I were going to go to Spam. (I **m probably not going to go to Spain, but I would like to.)**

I wish that you were here. **(You're not here, and I miss you.)**

I wish that I had gone with you. **(I didn't go with you. I regret that.)**

1. I wish that I had saved more money.
2. I wish that I had enough money to go to Spain.
3. I wish that plane tickets were cheaper.
4. I wish that the airlines would lower the fares.
5. I wish that I were flying to Madrid.
6. I wish that I had studied Spanish.
7. I wish that I could study in Spain.
8. I wish that I knew how to speak Spanish.

Exercise B North Americans love to put bumper stickers on their cars. One popular type of bumper sticker begins, "I'd rather be . . . ," meaning "I wish I were . . ." It tells about our hobbies and interests. Rephrase the following sentences to use *wish.*

Example: I'd rather be skiing.

I wish I were skiing.

1. I'd rather be sailing.
2. We'd rather be jogging.
3. I'd rather be in Paris.
4. I'd rather be windsurfing.
5. We'd rather be playing tennis.
6. I'd rather be in Rio.

On Your Own Right now you are studying English. As you are reading this, what do you wish you were doing (or *not* doing)? Give at least six sentences.

Example: I wish I were swimming. I wish I didn't have to do this work. I wish I could go to the beach. . . .

Exercise C In pairs, take turns making statements and responses. Use the example as a model. Change nouns to pronouns when necessary.

Example: My cousin had the chance to study abroad.

My cousin had the chance to study abroad.

Don't you wish that you had had the chance to study abroad, too?

Of course. (Or: Not really.)

1. My nephew went to Japan last year.
2. My brother got a scholarship at the university.
3. My father learned to speak German.
4. My niece worked in South America.
5. My sister got her degree in business.
6. My sister-in-law took a lot of computer classes.

On Your Own Each of us has to make choices, and sometimes we make the wrong ones. Think of three bad choices that you have made: in your studies, your career, or some recent decision or problem. Looking back, what do you wish that you had done? Create at least four sentences telling what you wish you had done.

Activity The verbs *hope* and *wish* often represent the attitudes of the optimist and the pessimist. The optimist *hopes* that everything will work out, while the pessimist *wishes* it would. In small groups, write short dialogues that include people who are optimistic and people who are pessimistic. The dialogue may be serious or it may be comical. Here are some suggestions for topics:

1. The menu at the dormitory tonight: Imagine that you all live in a dormitory. The food is notoriously bad! Some of you would like to send the cook to the moon or at least to a cooking school. Yet a few of you try to be kind in your attitude toward the cook. You optimistically hope for a miracle.
2. The first date with a new boyfriend/girlfriend: Most of us are nervous before a first date. Imagine that you are going out with a new person tonight. You will have to meet his or her family, and you hope to make a good impression on everyone. Yet, you are worried about not saying and doing the right things.

Be sure to include a role for everyone in your group. After you have finished, role-play your dialogues for the class.

PART TWO

OTHERWISE; IMAGINATIVE CONDITIONAL SENTENCES:

Previewing the Passage

Hindsight is the knowledge and understanding we have when we look back in time. Hindsight often shows us the "right answers" or the "right ways." As you read the following passage, think about *second chances,* the opportunities to try again. Are there things that you would do differently if you had the chance?

If I Had My Life to Do Over

I'd make a few more mistakes next time. I'd relax. I would limber up. I would be sillier than I had been this trip. I would take fewer things seriously. I would climb more mountains and swim more rivers. I would eat more ice cream and less beans. I would perhaps have more actual troubles, but I'd have fewer imaginary ones.

You see, I'm one of those people who live sensibly and sanely hour after hour, day after day. Oh, I've had my moments, and if I had it to do over again, I'd have more of them. In fact, I'd try to have nothing else. Just moments, one after another, instead of living so many years ahead of each day. I've been one of those persons who never goes anywhere without a hot water bottle and a parachute. If I had it to do again, I would travel lighter.

If I had my life to do over again, I would start barefoot earlier in the spring and stay that way later in the fall. I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.

Nadine Stair, 85, Louisville, Kentucky

Looking at Structures

1. Is this passage about reality or dreams? How do you know?
2. Look at the title of this passage. What verb is used? Does it refer to the past or the present?
3. Most of the passage is written in the conditional with *would.* What is the function of *would* in these sentences?

Otherwise

Otherwise is a transition that is used to contrast reality with wishes and dreams. It means "if the situation were different" or "under other circumstances."

I don't have any money;

- **otherwise,** I would take a trip.
- **otherwise,** I could fly.
- **otherwise,** I might buy a car.

Like other transitions, *otherwise* is often used with a semicolon.

The auxiliaries *would, could,* and *might* are frequently used after *otherwise.*

Exercise A Complete the following sentences in your own words.

1. I don't have much money this month; otherwise, I might....
2. I have a lot of homework tonight; otherwise, we could. ...
3. I am out of shape; otherwise, I....
4. I'm afraid of the ocean; otherwise....
5. I don't know how to ... ; otherwise....

Imaginative Conditional Sentences: Present or Unspecified Time

Imaginative conditional sentences express conditions that the speaker or writer thinks of as unlikely, untrue, or contrary to fact. They may be wishes and dreams, or they may express advice to others. The following conditional sentences refer to the moment of speaking or to habitual activities, depending on the context.

If I had more money, I **might travel.**

If **I spent** less money, I **could save** more.

If **I were** rich, I **would** visit every country.

If **I were you, I would** try to save more money.

A modal auxiliary is used in the main clause. The subjunctive is used in the *if* clause. In most cases, this form is the same as the simple past tense. For the verb *be,* however, *were* is used for all persons in formal English.

Exercise B Answer the following questions in your own words.

1. Where would you be if you weren't here (in this class, city, etc.)? What might you be doing?

2. If you had the chance to go anywhere you wanted, where might you go? Where would you go if you could return to some place for another visit?
3. If you could travel differently, how would you go?
4. If you were able to go back in time, which year or era would you choose? Why would you choose that time?
5. If you had the opportunity to talk with a special person again, who would it be? Why?
6. If you were able to do a part of your life over, what would you do differently?

Exercise C Add to the following statements by making a sentence with *if.*

Example: I wish I had more free time. If. ...

I wish I had more free time. If I had more free time, I could (would) travel more.

1. I wish I were at home. If....
2. I wish I were younger. If....
3. I wish I were older. If....
4. I wish I spoke English better. If....
5. I wish there were only one language. If....
6. I wish our teachers didn't give so much homework. If....
7. I wish I had more time each day. If....
8. I wish the world were smaller. If..

Exercise D Are you talkative, shy, impatient, patient? Are you a good listener? Do you have a good memory? What are some characteristics or traits that you wish you had? Complete the following in your own words.

Example: If I weren't so . . . , I. . . .

If I weren't so careless, I would do better on tests.

1. If I weren't so ..., I....
2. If I didn't.. ., I....
3. If I were more ..., I....
4. If I were less ..., I....
5. If I... more, I....
6. If I... less, I....

Exercise E In pairs or in small groups, take turns explaining a problem or situation and giving advice on how to deal with it.

Example: I get frequent headaches, and sometimes I can't see clearly.

If I were you, I would go to an eye doctor.

If I were you, I would have my eyes checked.

Here are some problems you may have had. Feel free to include your own.

1. I'm always late.
2. My roommates are very noisy.
3. Coffee makes me nervous.
4. I speak my own language more than I speak English.
5. I need a much higher score on the TOEFL to get into the school that I am interested in.
6. The car that I have now uses a lot of gas.
7. I've been gaining a lot of weight since I began to study here.
8. I never seem to have any money left at the end of the month.

Activity 1 Many countries honor their great citizens with statues or monuments *after* the persons have died. Japan, however, is different. Japan has a special title, "National Living Treasure," which is given to a few select individuals during their lifetime. Imagine that your country gave the title "National Living Treasure." If you were to choose people from your country, whom would you choose and why? (If you are from Japan, make your own choices and, if possible, compare them with your government's choices.) In pairs or in small groups, share your ideas. Make sure to include some of the following in your choices:

1. women
2. politicians
3. teenagers
4. scientists
5. humanitarians
6. artists (musicians, actors or painters, etc.)

For example, if you were to choose a woman, who might it be?

Activity 2 W. H. Auden wrote these words about the wisdom of youth and age:

If age, which is certainly
Just as wicked as youth, looks any wiser,
It is only that youth is still able to believe
It will get away with anything, while age
Knows only too well that it has got away with nothing.

W. H. Auden, "The Sea and the Mirror," *The Collected Poetry of W. H. Auden* (New York: Random House, 1945).

Think about the advice older people have given you (your parents, grandparents, relatives, or friends). In small groups, share stories of their wisdom, insight, and advice. Then, choose one or more of the stories as the basis for a dialogue. Your dialogue may be serious or comical. Write a short dialogue, using as many *if* clauses as possible. Be sure to include a role for each member of the group. Finally, role-play your dialogue for the class.

PART THREE

PERFECT MODAL AUXILIARIES

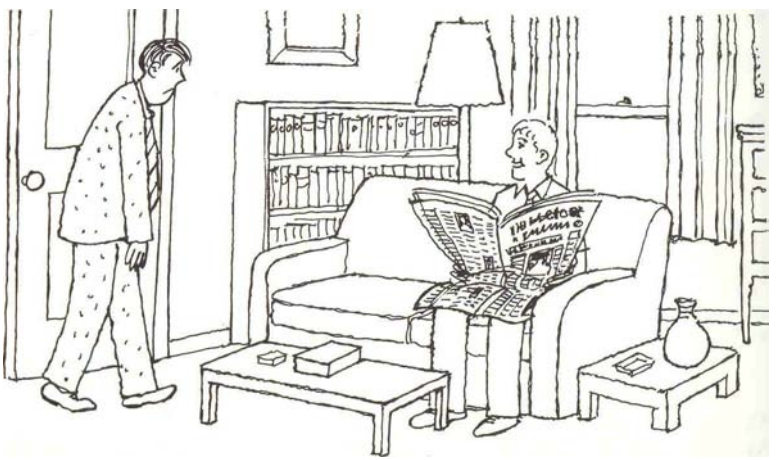
Previewing the Passage

At many points in our lives, we realize that we've made a mistake or that we've missed an opportunity because of a poor choice. As you go through the following passage, think about Tom's situation. Has something like this ever happened to you?

Jobs and Careers

Steve: Did you get the job?

Tom: No, I didn't. You know, I should have taken that computer programming class when I had the chance. I wouldn't have lost this opportunity then.



Steve: Did they want someone with programming experience? Would they have hired you then?

Tom: Yes, I'm sure. What a shame! I could have made $30,000 a year. It might have been even more. I wish I'd known this a year ago when I decided not to take that computer class.

Looking at Structures

1. Underline all of the modal auxiliaries in the passage.
2. Do these auxiliaries refer to real events or situations? If not, what do they refer to?
3. What form of the main verb is used after these auxiliaries?

Perfect Modal Auxiliaries

Perfect modal auxiliaries express past activities or situations that were not real or that did not occur. Often, they express our wishes in hindsight.

Formation: Modal + *(not) have* + past participle

UNFULFILLED INTENTIONS AND PREFERENCES		
would	**I would have gone,** but it was impossible.	*Would have* refers to past intentions that were not fulfilled.
would rather	**I would rather have gone with you than stay here.**	*Would rather have* refers to past preferences that were not fulfilled.
UNFULFILLED ADVICE		
should	**You should have gone, too.**	*Should have* and *ought to have* refer to actions that were advisable but did not take place.
ought to	**He ought to have stayed longer.**	*Ought to have* is less common than *should have.*

Formation: Modal + *(not) have* + past participle

PAST POSSIBILITIES

could	**I could have gone** later.	*Could have, may have,* and *might have* refer to Past possibilities. In many cases, the speaker or writer is uncertain whether the action took place.
might	**He might have called.**	
may	He **may have left** already.	

PAST PROBABILITIES

must	**He must have left.**	*Must have* refers to past probabilities. The speaker or writer is fairly certain that the action took place.

Exercise A Change the modals to perfect forms in the following sentences.

Example: He may leave soon.

He may have already left.

1. The boss may hire someone soon.
2. We should get a raise soon.
3. We could get a big increase in salary.
4. The boss may fire John soon.
5. There must be a problem.
6. John might look for another job.
7. John must be worried.
8. John should be more careful.

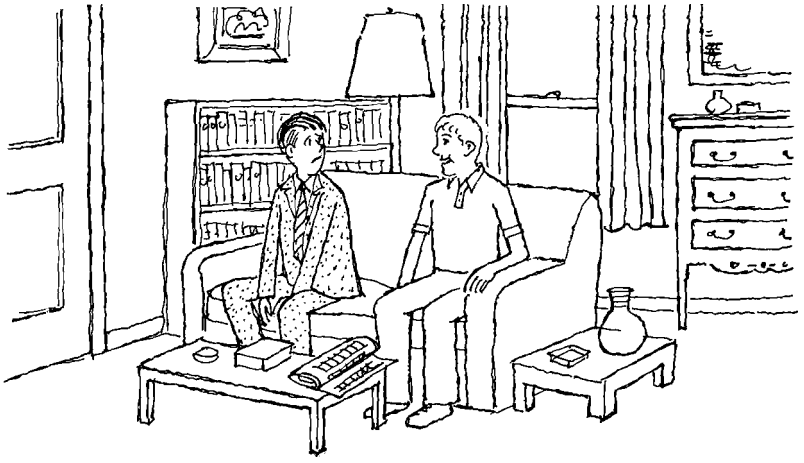
Now, listen carefully as your teacher reads both the present and past forms. Try to distinguish between the two. What clues can you find to help you distinguish the two forms in rapid speech?

Exercise B In pairs, take turns making statements and responses based on the model. Use *too* or *either* in your responses.

Example: I was excited about the job.

I would have been excited, too.

1. I was nervous during the interview.
2. I forgot to talk about my experience.
3. I didn't remember to tell everything.



4. My voice shook a little.
5. I didn't think about the time.
6. I really wanted that job.

On Your Own Have you felt nervous, excited, worried, or angry about something lately? In pairs, share your thoughts about an experience that was difficult or exciting. Use perfect modals in the responses.

Exercise C We often use *would rather have* as a way to complain or to show that we're in a bad mood. For emphasis, *much* is often added: *This movie is terrible. I would much rather have stayed home.* In pairs, take turns asking and answering questions from the following cues. Use the example as a model.

Example: study engineering / go into medicine

Aren't you glad that you studied engineering?

Not really. I would (much) rather have gone into medicine.

1. study English / learn Russian
2. come to (this city) / go to (another city)
3. go to the party last week (month) / watch television
4. see a movie / read a book
5. travel to (city, area, etc.) / stay at home
6. choose to live where you do / live . . . (in an apartment, dorm, etc.)

On Your Own Think of a few "bad choices" you've made lately. Did you go to a terrible movie? Did you have a boring weekend? In pairs, take turns sharing your own complaints or regrets.

Example: Last weekend I . . ., but I would much rather have__

Past Advice or Need

In the present, English has many words to express advice *(should, ought to, had better)* and need *(have to, must).* In the past, there are expressions for advice or need that was fulfilled and advice or need that was *not* fulfilled. Compare:

Present/Future	**Past**
ADVICE	NOT COMPLETED
He ought to go. **He should go.** **He had better go.**	**He ought to have gone.** **He should have gone.** **He had better have gone.**
NEED	PROBABLY COMPLETED
He has to go. He must go.	**He had to** go.
LACK OF NEED	
He **doesn't have to** go.	He **did not have to** go.

Exercise D In pairs, take turns making statements and responses. Use *should have* or *ought to have* in your responses.

Example: I took typing last semester.

I should have taken typing, too, but I didn't.

1. I took some business classes last year.
2. My best friend studied computer programming.
3. My sister learned several foreign languages.
4. My brother worked during summer vacation.
5. My cousin arranged a work-study program to earn extra money.
6. My roommate completed two majors.

On Your Own Take turns making your own statements and responses based on the example. Use the following cues and create your own.

1. study / test
2. read / assignment
3. go over / homework
4. work / language lab

Exercise E Tom was unable to get the job he wanted because of his lack of training and experience. Looking back, he decided he had made a few mistakes.

The following sentences express present need or advice. Change them to past forms. Choose between *should have* and *had to,* depending on whether the action was completed or not.

Examples: "Tom, you should have more business courses." (Tom didn't do this.)

Tom should have taken more business courses, but he didn't.

"Tom, you must take more science courses." (Tom did this.)

He had to take more science courses.

1. "Tom, you'd better study several computer languages." (Tom didn't do this.)
2. "Tom, you ought to have a strong background in computer science." (Tom didn't have this.)
3. "Tom, you have to take some English classes." (Tom did this.)
4. "Tom, you must learn accounting." (Tom did this.)
5. "Tom, you should spend a lot of time on the computer." (Tom didn't do this.)
6. "Tom, you must take all of the required courses." (Tom did this.)

On Your Own To prepare for your studies at this school, what did you have to do? What should you have have done? List at least four things that you had to do. Then, list at least four things that you should have done but didn't.

Exercise F: Perfect Modal Auxiliaries with Offterwise Rephrase the following sentences to use *otherwise.* Use *may have, might have, could have,* or *would have* in your new sentences.

Example: It was a great opportunity, so I was excited about it.

It was a great opportunity; otherwise, I would not have been so excited.

1. I didn't have experience, so I didn't get the job.
2. I didn't know how to use that computer, so they didn't hire me.
3. I never studied Pascal, so I couldn't use their computer.
4. I was nervous during the interview, so I forgot a lot of things.
5. My explanations weren't clear, so I didn't make a good impression.

On Your Own We often use *otherwise* to make excuses when we haven't done something. What haven't you done recently that you should have done? Add at least six original sentences that use *otherwise* and perfect modals. Some ideas for topics are: assignments, trips or vacations, calls or letters home, problems with a roommate or friend.

Example: I didn't have much free time last weekend; otherwise, I would have written my family.

Activity The field of medicine changes constantly. Engineering changes with each new development, and so do business, entertainment, travel, communications, economics, and politics. Computer science is one of the best examples of a changing field. Changes are occurring in almost every career. In retrospect, think about what you could or should have done to prepare for changes in your field. Or, think about how you might have prepared better to begin your career. Separate into small groups of students in (or interested in) related fields or careers. In your groups, share your ideas on what you should have studied, what you might have learned, how you could have prepared for the changes in your area. After you have finished, choose a member of the group to give a brief summary of the discussion for the entire class.

PART FOUR

IMAGINATIVE CONDITIONAL SENTENCES: PAST TIME; PAST AND PRESENT TIME

Previewing the Passage

"What if . . . ?" is one of the most frequently asked questions: "What would have happened if we had done this instead of that?" As you read the following passage, think about hindsight and foresight with respect to our treatment of the environment. Have you seen changes in your city or area that you wish had never happened?

Living Conditions: The City and the Country

At the beginning of this century, Los Angeles was a sleepy little town, and even as recently as the 1950s and early '60s, there were

farms and orchards close to our house. Gardens thrived here, and you could find an incredible variety of exotic plants and shrubs. Of course, there weren't any freeways, and there used to be a good transportation system of electric trains. The air was crystal clear, and as a young child I could see the mountains to the north and east almost every day.

Now, we've got freeways, traffic, and pollution. What a shame! If you had seen Los Angeles thirty years ago, you would have been amazed.

If the city had known what was going to happen.... If Los Angeles had kept its train system, we might have avoided some of the traffic problems. If city planners had only thought more about the future, they could have put more money into public transportation. If fewer people had moved to southern California, the population wouldn't have grown so fast. If L.A. hadn't grown so fast, we might not have so many problems today. No one anticipated these things; otherwise, we might have been a lot more careful. I certainly wish that we had.

Debra Love, 35, native of Los Angeles

Looking at Structures

1. Underline all of the sentences with *if* clauses. What verbs are used after *if?*
2. Look at the main clauses in each of these sentences. What modals are used? What time periods are referred to?
3. Look at the next-to-the-last sentence. How is the sentence joined? What verbs are used in each clause?
4. Look at the last sentence. This is a shortened sentence. What is the full sentence? What verb is used after *wish?*

Imaginative Conditional Sentences: Past Time

Conditional sentences with *if* can be used to describe wishes and dreams about past situations or events that did *not* take place. The verb in the *if* clause is *had* + a past participle, and the verb in the result clause is usually *would, could,* or *might* + *have* + a past participle.

If we had bought that house, we **could not have gone** to Europe.

We **would have spent a lot if we had gone.**

Exeicise A Combine the following sentences by using *if.*

Places to Live and to Visit

Example: I wish I had visited New York. Then, I could have seen the Statue of Liberty.

If I had visited New York, I could have seen the Statue of Liberty.

1. I wish I had gone to San Francisco. Then, I could have ridden the cable cars all the time.
2. I wish I had chosen to study in Hawaii. Then, I could have gone swimming every day.
3. I wish I had studied Greek. Then, I could have gone to school in Athens.
4. I wish I had applied to schools in Montreal. Then, I could have studied both French and English.
5. I wish I had saved more money. Then, I could have made a trip throughout North America.
6. I wish I had planned my studies differently. Then, I could have visited more places.

Exercise B Answer the following questions in your own words.

1. If you had had the choice, where would you have been born?
2. If you had had the choice, would you have grown up in a city or in the country?
3. If you had chosen a different language to study, what would it have been?
4. If you had chosen a different city to study in, where might you have gone?
5. If you had been able to begin your studies at any time, when would you have begun?
6. If you had chosen a different career, what might you have studied?

Imaginative Conditional Sentences: Past and Present Time

Conditional sentences with *if* can be used to describe past actions or situations that have affected the present. The verb in the *if* clause is *had* + a past participle, and the verb in the result clause is a simple or continuous modal.

If we hadn't bought that house, we might still be in an apartment.
If we hadn't bought that house, we **would** still **be paying** rent.
We **would have** much less space **if we hadn't bought** the house.

Exercise C Answer the following questions in your own words.

1. What would life be like today if someone hadn't invented the automobile? The airplane? The telephone?
2. What might your life be like today if you had been born the opposite sex? Sixty years ago? In a different climate or country?
3. What couldn't you do today if you hadn't enrolled in this school? Learned English?

Exercise D Boston is a very "livable" city. In recent years, it has made major improvements. These have made the city even more pleasant. Change the following sentences to include *if* clauses. Change *very* to *so* when necessary. Use either simple or perfect modals in the main clause.

Example: Boston valued its past; as a result, it restored many old buildings.

If Boston had not valued its past, it would not have restored so many old buildings.

Faneuil Hall, a preserved historic site in Boston.

1. Bostonians were concerned about historic parts of the city; as a result, they fought to preserve them.
2. Bostonians cared about the beauty of the city; as a result, they preserved many historic areas.
3. The city made major improvements in the old waterfront area; as a result, it is a great attraction today.
4. Boston renovated all the old waterfront warehouses; as a result, shops and restaurants opened there.
5. The city developed parks and gardens along the harbor; as a result, the waterfront area is very attractive.

On Your Own Think about your home town or the town where you are living now. Have changes taken place in recent years? Have these been good or bad? What if these changes hadn't taken place? What would your area be like? Make at least four statements using conditional sentences with both past and present time.

Activity "What if" you had been born at a different time? How would your life have been different? "What if" you had been born in a different place? How would your life be different today? In small groups, test your knowledge of history, geography, and social customs. Take turns choosing times and places and ask each other to describe what life would have been like then and there. Be sure to answer in complete sentences in order to practice *if* clauses.

Examples: **"What could you be living in if you had been born in the Arctic?"**

"I could be living in an igloo if I had been born there."

"What would life have been like if you had been born in Paris in 1789?"

"If I had been born then, it would have been dangerous. I would have been born in the middle of a revolution."

CHAPTER 9
THE PHYSICAL WORLD

ADVERB CLAUSES AND RELATED STRUCTURES

Part One: Adverb Clauses and Related Structures Showing Cause, Purpose, and Effect or Result

Part Two: Adverb Clauses and Related Structures Showing Contrast

Part Three: Comparative and Superlative Adjectives and Adverbs

Part Four: Comparisons

Part Five: Adverb Clauses Showing Result

FUNCTIONS, SKILLS. AND ACTIVITIES

Explaining causes and effects
Giving presentations
Interpreting charts and graphs
Reading maps
Describing places
Making comparisons
Telling stories

In this chapter, you will study compound and complex sentences that show cause, purpose, contrast, comparison, and effect or result. As you study the chapter, note the relationships between ideas and the variety of ways these relationships can be expressed.

Previewing the Passage

In some parts of the world, the weather is always the same, but in other parts, it changes frequently. Changeable or not, weather gives us *water,* something that is essential to all life. In your area or country, does the weather change often? What are the most important sources of water? Is the water supply adequate for the population?

The Hydrologic Cycle

Every day, approximately four trillion gallons of fresh rainwater or snow falls on the United States. Americans use only one-tenth of this fresh water, and most of the water returns to the system, to be recycled and used again. The renewal process is called the *hydrologic cycle.* Each day the sun evaporates[1] one trillion tons of water from the oceans and land and lifts it as vapor into the atmosphere. This is the greatest physical force at work on earth.

Nevertheless, the United States, as well as most of the world, faces serious water problems, of both quality and quantity. Because rain and snow do not fall evenly across the land, the U.S. West, with 60 percent of the land, receives only 25 percent of its moisture. Although the East receives a tremendous amount of moisture, it faces problems of quality. Because of large population centers, old sewage systems,[2] and pollution, most of the East—from New England to Florida—faces a lack of *clean* water.

As our population grows, demands for clean water will be greater than ever before. Even if an increased population uses the same amount of water as we do now, the United States will face severe shortages. Because water—clean water—is essential to all life, we must begin now to care for this resource adequately.

Evaporates changes from liquid to gas
[2]*sewage systems* water purification systems

Looking at Structures

1. Reread the second paragraph and indicate the sentence types used (simple, compound, or complex). What connecting words are used?
2. What is the main subject/verb combination of the first sentence in each paragraph? Do these subjects and verbs begin the sentences? What punctuation is used to indicate introductory words or phrases?
3. The first sentence in Paragraph 3 is a shortened comparison. What is the longer form of the comparison?

PART ONE

ADVERB CLAUSES AND RELATED STRUCTURES SHOWING CAUSE, PURPOSE. AND EFFECT OR RESULT

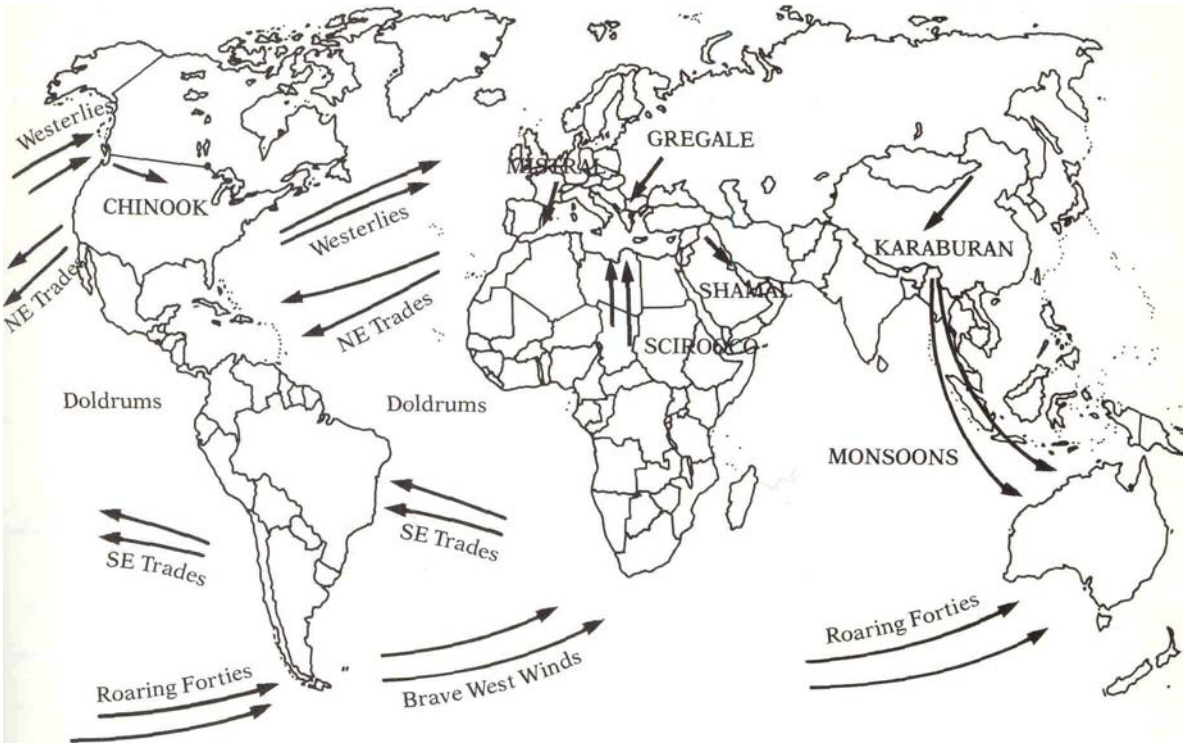
Previewing the Passage

How important is weather prediction in your area? How accurate does it seem to be? Have there been any changes in the weather in your area in the past several years?

World Weather Patterns

Because all weather is interconnected, a change in one area affects other areas. Today, scientists collect information worldwide so that they can understand and predict the earth's weather more accurately. Due to technological advances in the last three decades, meteorologists now possess detailed information from weather satellites on cloud cover, precipitation, temperature changes, wind speed and direction, and energy from both the sun and earth.

This collection of data reveals some interesting facts. For example, winds in one region are accompanied by opposite winds in another; therefore, if north winds are extremely cold in one part of the world,



south winds are abnormally warm in another part. Since winds affect precipitation, changes in wind patterns alter the amount of rainfall.

Looking at Structures

1. How many clauses does the first sentence have? What is the main clause of the sentence?
2. How many clauses does the third sentence have? What is the function of *due to?*
3. What punctuation is used in the first and third sentence? Why?
4. Explain the use of the commas and the semicolon in the second paragraph.

Clauses, Phrases, and Transitions Showing Cause. Purpose, and Effect or Result

English has a variety of words and phrases to relate ideas and show cause and purpose. The following are the most common:

Cause

TO INTRODUCE CLAUSES		
because since	Because there was a drought in 1976-77, California had serious water shortages.	Most adverb clauses may begin or end sentences.[4]
TO INTRODUCE PHRASES		
because of **due to**	**Because of the** drought, the government controlled water use.	Prepositions are followed by phrases, *not* clauses.

Purpose

TO INTRODUCE CLAUSES		
so that	The government gave each house or apartment a monthly limit **so that** it could control water use.	So *that* is used only between two clauses. Clauses with *so that* use modal auxiliaries *(can, could, may, might, will, would). Note: that* is sometimes omitted from these sentences. Do not confuse so *(that)* (meaning purpose) with the conjunction so (meaning result). Compare: *I needed bread, so I went to the store,* (result); *I went to the store so (that) I could buy bread,* (purpose)
TO INTRODUCE PHRASES		
in order to	Restaurants even stopped serving water with meals **in order to** conserve.	In written English, *in order to* is used more frequently than *so that.* It is considered better stylistically.

[4]Introductory words, phrases, and clauses are normally followed by a comma. Most transitions are used at the beginning of sentences. See Chapter 7 for more information on punctuation.

therefore **thus** **consequently** **accordingly** **as a result** **for this (that) reason**	Rainfall was far below normal; **therefore,** farm production fell dramatically. Everyone used less water. **As a result,** the state was able to survive the drought.	Transitions may be used to relate the ideas in two different sentences. *Therefore, thus, consequently,* and *accordingly* are used more frequently in formal English. The other transitions are used in both formal and conversational English.

Exercise A Complete the following passage by adding *because* or *because of.*

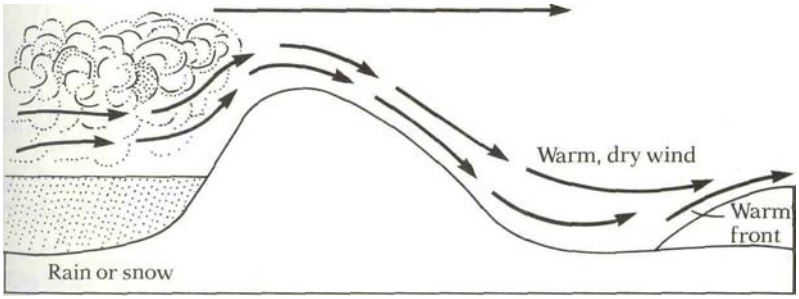
Mountains and Weather

_____1 their height, mountains are important in the making of weather. When moisture-filled air encounters mountains, it is forced upward.

_____2 the air cools at higher altitudes, water vapor turns to rain or snow. By the time the air passes over the mountaintops it has lost its moisture.

_____3 the air is much cooler and thinner then, it sinks. _____4 the dryness of these downward winds, Indians in the western United States call them "snow eaters." They can evaporate snow at the rate of two feet a day.

General movement of weather systems

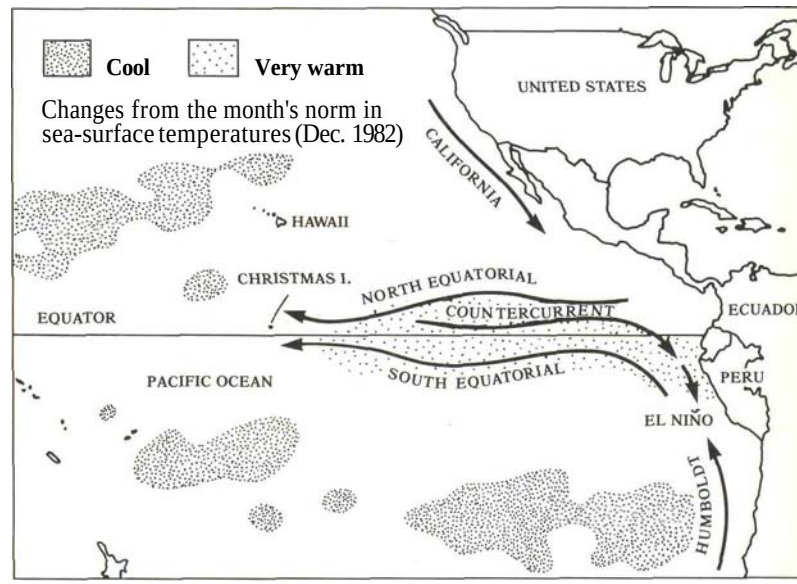


Exercise B Complete the following passage by adding *so that* or *in order to.*

The Strange Weather of 1983

The years 1982-83 produced extremes of weather in much of the world. Since then, meteorologists have been watching many parts of the world_____1 they can learn more about the causes of the unusual weather Some scientists have studied volcanoes _____2see their effect on temperature. Others are researching "El Nino," a warm-water current near the equator,_____3 learn its role in weather. In addition, meteorologists are studying air pollution_____4 they can understand its effect on weather, as well as its role in "acid rain." Most importantly, scientists are collecting data worldwide_____ they can learn the interrelationships in global weather.

El nino is a warm water current off western South America that usually appears for a brief time around Christmas. In 1982-83, however, it lasted well over one year, changing ocean temperatures and affecting weather patterns worldwide.



Exercise C In the following sentences, change so *that* to *in order to* or *in order to* to *so that.*

Example: Meteorologists collect data in order to find patterns in the weather.

Meteorologists collect data so that they can find patterns in the weather.

1. Meteorologists study climates around the world in order to learn about the interrelationships.
2. They measure wind speeds so that they can calculate the effects on air pressure and circulation.
3. They watch high- and low-pressure areas in order to predict changes in the weather.
4. They study mountainous regions in order to learn how mountains affect weather.
5. Meteorologists take smog samples so that they can study the effects of air pollution on weather.
6. Meteorologists work with oceanographers and geologists so that they can understand the roles of oceans and land formations in weather.

On Your Own Doctors take X-rays in order to look for broken bones. A businesswoman learns accounting *so* that she can manage her income. What do people in your career or hobby do? What are they currently studying? Create at least five original sentences using *so that* and *in order to.*

Exercise D Combine the following sentences, using *because* or *since.* Make any other changes and add punctuation when necessary.

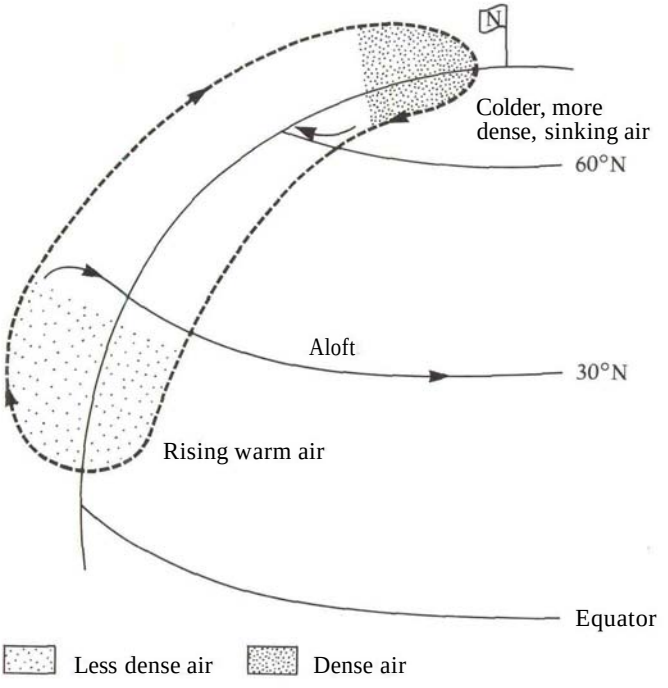
Air Circulation Patterns

Example: The equator is closest to the sun. The atmosphere around the equator absorbs the most solar energy.

Since (because) the equator is closest to the sun, the atmosphere around it absorbs the most solar energy.

1. The air near the equator absorbs more solar energy. The air near the equator is much hotter than the air near the poles.
2. Hot air rises. Low-pressure areas develop at the equator.
3. Low-pressure areas are like gaps in the atmosphere. Cold air moves in from the poles to fill the low-pressure areas.
4. This cold air is warmed by the equatorial heat. This cold air also expands and must rise.
5. This pattern is a cycle. Air almost always moves toward the equator on the surface and away from it at high altitudes.
6. Hot and cold air flow in this cycle. Our atmosphere is continually in motion.

On Your Own Summarize the information given in the preceding exercise by answering these questions in your own words.



1. Why is the area around the equator the hottest part of our atmosphere?
2. Why does the atmosphere move in a cycle?

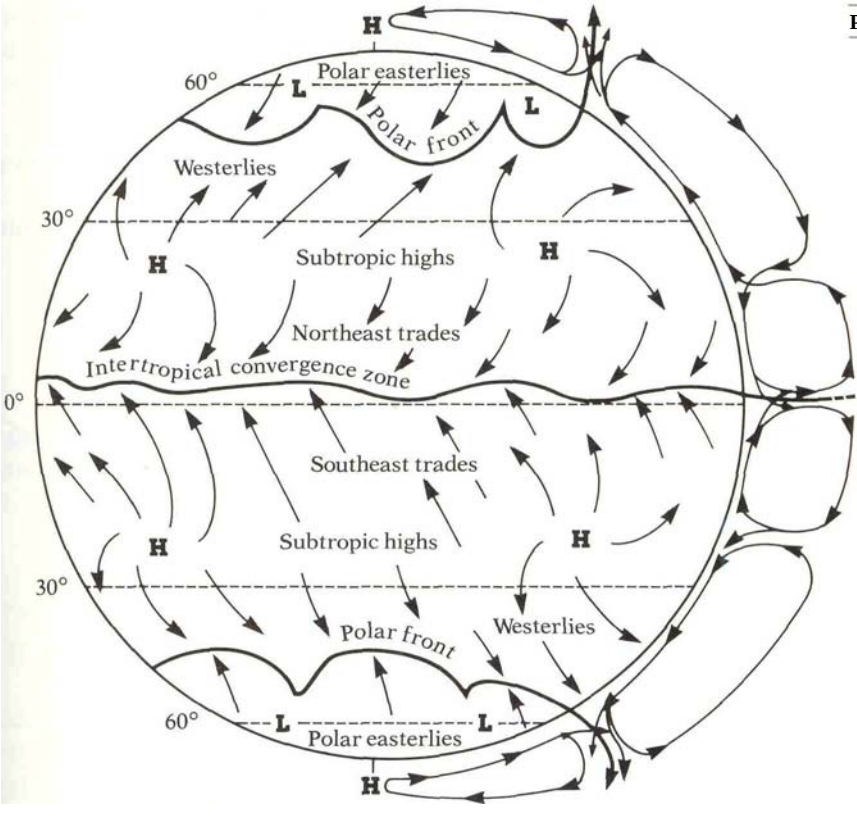
Exercise E Combine the following sentences, using *because, since, therefore, thus, as a result, consequently, accordingly,* and *for this reason.* Use each at least once. Change words and add punctuation when necessary.

The Earth's Rotation and Weather

Example: The rotation of the earth and its atmosphere affects air patterns. Air does not move directly north and south.

The rotation of the earth and its atmosphere affects air patterns; as a result, air does not move directly north and south.

1. Outer space is frictionless. The earth's atmosphere moves at the same speed as the earth.
2. The earth's circumference at the equator is almost 25,000 miles. The air at the equator travels 25,000 miles each day.
3. There is little surface wind at the equator. The earth and the air move at the same speed.



4. Away from the equator, the surface speed of the earth decreases. The earth's circumference grows smaller toward the two poles.
5. Away from the equator, the air and the earth do not move at the same speed. The midlatitude winds are born.
6. Wind patterns become extremely complicated. The earth's surface affects wind patterns.
7. The oceans and mountains break wind patterns. High-altitude winds going to the poles can lose their heat.
8. These high-altitude winds lose their heat. These high-altitude winds sink and mix with the surface winds below.

On Your Own Summarize the information given in the preceding exercise by answering these questions in your own words.

1. Why is there normally little wind at the equator?
2. Why do winds develop away from the equator?
3. What are three factors that affect wind patterns?

Activity Use the information and structures you have studied in this section to help you prepare a three-minute presentation

on one of the following topics. You may need to do some further reading on wind, water, or weather in order to prepare fully. If it will help you, use diagrams during your presentation. Be prepared to answer questions regarding your information.

- rainfall in a region of the United States, Canada, or your own country
- wind patterns in a region of the United States, Canada, or your own country
- unusual weather patterns
- unusual winds
- what a high- or low-pressure area is
- weather satellites

Remember: your information does not have to be extremely technical or detailed. The way you present the information is more important.

PART TWO

ADVERB CLAUSES AND RELATED STRUCTURES SHOWING CONTRAST

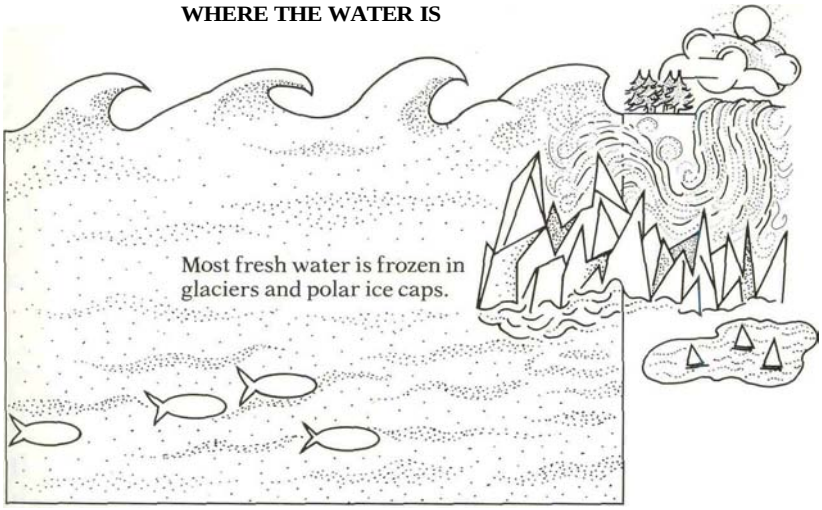
Previewing the Passage

Either too much or too little water can be a disaster. Has drought or flooding been a serious problem in your area or country? Is water pollution a problem? What steps has your region or country taken to reduce pollution?

Consumable Water

Although 75 percent of the earth's surface is covered by water, only 3 percent of this water is fresh water; 97 percent is salt water. And, while 3 percent of the earth's water is fresh, three-quarters of that is ice, primarily in the polar ice caps. Thus, just less than 1 percent of the earth's water is available for human use.

Despite its lack of taste, color, odor, and calories, water is a powerful beverage. It is the only substance necessary to all life. Many



organisms can live without oxygen; however, none can survive without water. The human body itself is 78 percent water.

Even though water is critical to all life, it is often taken for granted until a disaster occurs. These disasters may be natural, such as droughts or floods, or they may be human caused, such as pollution of surface water or groundwater.

Looking at Structures

1. Find all of the words in the passage that show contrasts. Which begin clauses? Which do not?
2. What punctuation is used in the first sentence? What punctuation is used in the sentence in Lines 7-9?

Clauses, Phrases, and Transitions Showing Contrast: Concession and Opposition

A variety of words and phrases may be used to relate contrasting ideas. The following are the most common.

Concession

The following clauses, phrases, and transitions are used to express ideas or information that is different from our expectations.

TO INTRODUCE CLAUSES

although **even though** **though**	**Although** water covers much of the earth, very little is usable.	These conjunctions are commonly used in speaking and writing, but *although* is preferred in formal English.

TO INTRODUCE PHRASES

despite **in spite of**	Despite technological advances, removing salt from ocean water is still very expensive.	*Despite* and *in spite of* are followed by phrases, not clauses. The phrases may contain nouns, pronouns, or gerunds.

TRANSITIONS

however **nevertheless**	Several countries have large desalinization projects; **however,** no country gets the majority of its water through this process.	*Nevertheless* is used in formal English. *However* is frequently used in both speaking and writing. *However* may appear at the beginning or end or in the middle of a sentence.

Opposition

The following clauses, phrases, and transitions are used to express an opposite view of the same idea or information.

TO INTRODUCE CLAUSES

whereas **where** **while**	**While** some countries rely on water conservation, others find unusual methods for increasing the water supply.	*While, where,* and *whereas* are usually used to contrast direct opposites. *Whereas* is used in formal English.

TO INTRODUCE PHRASES

instead of	**Instead of** importing water, some Middle Eastern countries are importing icebergs from the Arctic.	*Instead of* is followed by a noun phrase or a gerund, not a clause.

TRANSITIONS		
on the other hand, in contrast	This is not the most practical way to get more water; on the other hand, it is creative.	*On the other hand* relates different points that are not necessarily direct opposites.
on the contrary	This is not an economical way to get more water; on the contrary, it is very expensive.	*On the contrary* is used to contrast direct opposites.

Exercise A Each selection uses transitions of contrast. Rewrite the sentences in bold type to include clauses with *although, even though, though, while, where,* or *whereas.*

1. **Fog**

The earth cools at night, and water vapor condenses in damp areas, such as river valleys, producing fog. **We call it by a different name; *nevertheless,* fog is simply a cloud that forms near the ground. Clouds are formed when warm air rises and is cooled; *on the other hand,* fog is formed when air cools near the ground or ocean.**

2. **Cirrus Clouds**

Because high-altitude winds pull cirrus clouds apart, these wispy clouds often look like spider webs. **Cirrus clouds often mean warm weather; *however,* they are the coldest clouds.** Because they often rise to heights of 40,000 feet, the moisture contained in cirrus clouds is frozen into ice crystals.

3. **Clouds and Oceans**

Because the land and the sea affect clouds differently, sailors often use clouds to help navigate. **Clouds will often form over land; the skies out at sea, *on the contrary,* will remain cloudless. Early Polynesian navigators did not have compasses; *nevertheless,* they could sail from island to island by reading the clouds.**

Exercise B Complete the following sentences, using ideas about your area or country. Then, give any additional information you may know on the topic.

Examples: The United States has a Clean Water Act that should. . . .

The United States has a Clean Water Act that should control or prevent pollution.

Despite.. . .

Despite this law, many companies pollute.

1. My government has many programs to help....
   In spite of....
2. We have laws to protect....
   Despite....
3. We also have laws against....
   However,....
4. The most important resources in my area (country) are....
   In spite of....
5. Farmers in my area (country) produce....
   However,....
6. Our major energy sources are....
7. We don't produce enough....
   In spite of....
8. Politicians in my area (country) are not supposed to....
   Nevertheless,....

Exercise C Read the following pairs of sentences and decide whether the information shows concession or opposition. Then combine the sentences with *while, where, whereas, although, even though,* or *though.* Be sure to change or omit words and to add punctuation when necessary.

Example: Each year, 80,000 cubic miles of water evaporate from the oceans. Fifteen thousand cubic miles of water evaporate from land, (opposition)

Each year, while 80,000 cubic miles of water evaporate from the oceans, 15,000 evaporate from land.

1. Land contributes less than 15 percent of the water vapor in the atmosphere. Land receives over one-quarter of the world's annual rainfall (approximately 24,000 cubic miles).
2. The actual locations of rainfall depend on geography and winds. The total annual rainfall in the world is enough to provide every human an average of 22,000 gallons every day.
3. Every year, 470 inches of rain fall on Mt. Waialeale in Hawaii. Desert regions in Africa get less than 1 inch of rain annually.

4. Each year, 1.7 inches of rain fall in California's Death Valley. A few hundred miles away, in the Pacific Northwest, 140 to 150 inches of rain fall.
5. All precipitation begins with the cooling and condensing of water vapor. It may reach earth as rain, sleet, snow, or hail, depending on air currents, temperature, and humidity.
6. In clean air, only temperature and humidity determine when vapor condenses into water. In polluted air, chemicals and particles of dust affect the process.
7. In clear air, condensation happens slowly. In particle-filled air, condensation occurs much more rapidly.
8. Meteorologists do not know all the effects of air pollution. Many believe that pollution can and will change our weather patterns.

Now, rewrite your sentences from the preceding exercise with the transitions *however, nevertheless, on the contrary,* or *on the other hand.*

Exercise D Combine the following sentences, using *although, even though, however, nevertheless, while, where, on the other hand,* or *on the contrary.*

Example: Water exists in three forms—gas, liquid, and solid. The most common freshwater form on earth is ice.

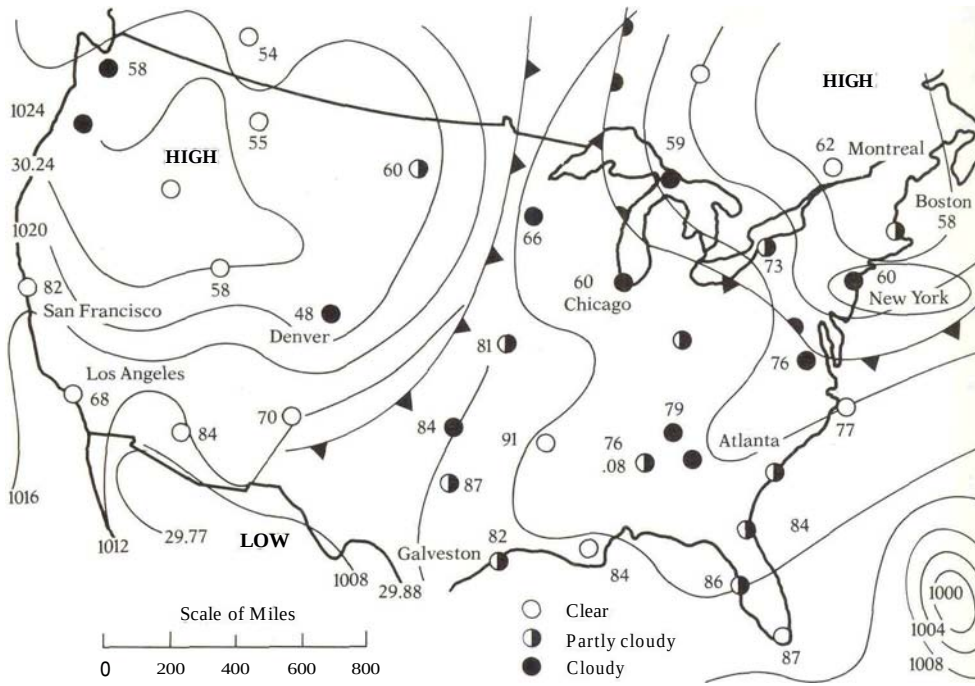
Although water exists in three forms—gas, **liquid, and solid—the most common freshwater form on earth is ice.**

1. Almost three-quarters of the earth's surface is water. We cannot easily use most of this water.
2. Seventy-one percent of the earth's surface is covered by saltwater ocean. Seventy-five percent of all the world's fresh water is in glacial ice.
3. Water freezes at 32 degrees Fahrenheit (O degrees Celsius). Snow and ice depend on other factors that influence temperature, such as altitude.
4. Land masses in the Northern Hemisphere are large enough to influence and even create climates. Land masses in the Southern Hemisphere are too small and too far from the South Pole to create cold climates.
5. The Arctic is a frozen ocean, covered by sea ice and surrounded by land. The Antarctic is a frozen continent, covered by glacier ice and completely surrounded by sea.
6. Snow and ice cover the peaks of many mountains. The regional "snow line" varies greatly according to latitude.

7. Near the poles, the snow line is at sea level. In the tropics, the snow line is above 20,000 feet (6,000 meters).
8. Glaciers can exist on moderately high mountains in the middle latitudes. Near the equator, glaciers exist on only the highest peaks, such as Chimborazo, Kilimanjaro, and Mount Kenya.

On Your Own After you have finished combining these sentences, use them to write a paragraph on snow and ice. You may want to rewrite, add, or omit portions in order to vary your sentences.

Activity In pairs or in small groups, use the following to learn how to read a weather map. Check the weather map in your local newspaper and prepare a short forecast of upcoming weather. Tell what you are basing your predictions on, using as many connectors of cause, purpose, or contrast as you can.



Cold Front
The line between cold and warm air masses, usually moving southward and eastward bringing brief storms and cooler weather.

Stationary
The line between two air masses of similar temperature, moving only slightly. It often brings lengthy periods of precipitation.

Worm Front
The line between a mass of warm air and retreating cold air, usually moving northward and eastward and led by rain or snow.

Occluded
The line on which a warm front has been overtaken by a cold front. It usually moves eastward, bringing precipitation.

KOW TO READ THE WEATHER MAP

PART THREE

COMPARATIVE AND SUPERLATIVE ADIECTIVES AND ADVERBS

Previewing the Passage

About 75 percent of the world's population lives within fifty miles of an ocean. Where are the biggest population centers in your country? Are they located on or near bodies of water? What are the major bodies of water in or surrounding your region or country? How important are they to the economy and social structure?

The World's Oceans

Geographers and mapmakers recognize four major oceans: the Pacific, Atlantic, Indian, and Arctic. The Pacific is the largest of the four. At 64,186,300 square miles,[5] it is almost twice as large as the Atlantic Ocean (33 million square miles), and it is more than twice as large as the Indian Ocean (28 million square miles). The Arctic Ocean is much smaller than the other three major bodies of water. At 5 million square miles, the Arctic Ocean is only one-twelfth the size of the Pacific. It is much shallower than the Pacific, too. The average depth of the Pacific is 13,739 feet, whereas the average depth of the Arctic Ocean is 4,362 feet. In averages, the Atlantic and Indian Oceans are almost as deep as the Pacific. Although the Indian Ocean is smaller in size than the Atlantic, its average depth is greater than that of the Atlantic.

Other major bodies of water include the South China Sea, the Caribbean Sea, the Mediterranean Sea, and the Bering Sea. In total, 75 percent of the world's surface is covered by water.

Looking at Structures

1. Underline all the comparatives *(more . . . than, less . . . than,* etc.) and superlatives *(the .. . -est)* in the passage.
2. How many bodies of water are being compared in Sentence 2? Which form of the adjective is used?

^*square mile* a square area measuring one mile on each side

3. How many bodies of water are being compared in the sentence in Line 8? Which form of the adjective is used?
4. How many bodies of water are being compared in the sentence in Lines 10-11? Which form of the adjective is used?
5. Notice that *the* precedes the name of each ocean. Do we use *the* with other bodies of water? Rivers, lakes, ponds?

Comparisons with Adjectives and Adverbs

The positive forms of adjectives and adverbs are used in expressions with *(not) as... as (as slow as, not as slowly as).* Comparative forms are used to compare two things. Superlative forms are used to describe three or more things. *The* is normally used with superlative forms.

COMPARATIVES AND SUPERLATIVES

		Comparatives	**Superlatives**
Add *-er* and *-est* to:			
one-syllable adjectives	young	younger	(the) youngest
adjectives and adverbs that have the same form	early	earlier	(the) earliest
	fast	faster	(the) fastest
	hard	harder	(the) hardest
	late	later	(the) latest
two-syllable adjectives that end in *-y, -ble, pie* (and sometimes *-tie* and *-die)*	funny	funnier	(the) funniest
	humble	humbler	(the) humblest
	simple	simpler	(the) simplest
Add *-er* and *-est* or use *more, less, the most, the least* with:			
adjectives that end in *-Iy, -ow, -er,* and *-some*	shallow	shallower	(the) shallowest
		more shallow	(the) most shallow
	clever	cleverer	(the) cleverest
		more clever	(the) most clever
Use *more, less, the most, the least* with:			
two-syllable adjectives that end in *-ous, -ish, -ful, -ed, -nt, -st,* and *-ing*	joyous	more joyous	(the) most joyous
	selfish	more selfish	(the) most selfish
	caring	more caring	(the) most caring
adjectives of three or more syllables	difficult	more difficult	(the) most difficult
most *-Iy* adverbs	quickly	more quickly	(the) most quickly

IRREGULAR ADJECTIVES AND ADVERBS

Adjective	Adverb		
bad	badly	worse	(the) worst
good		better	(the) best
well	well	better	(the) best
far	far	farther	(the) farthest (distance)
		further	(the) furthest
little	little	less	(the) least
many		more	(the) most
much	much	more	(the) most

Exercise A The Great Lakes of North America form the largest body of fresh water in the world and, with their connecting waterways, are the largest inland water transportation system. Use this chart to complete the following exercise.

THE GREAT LAKES

	Length	Width	Deepest Point	Volume	Total Area (square miles)
	(MILES)		(FEET)	(CUBIC MILES)	UNITED STATES AND CANADA
Erie	241	57	210	116	32,630
Huron	206	183	750	850	74,700
Michigan	307	118	923	1,180	67,900
Ontario	193	53	802	393	34,850
Superior	350	160	1,330	2,900	81,000

Example: Length:

Lake Erie is shorter than Lake Michigan, but it is longer than Lake Huron or Lake Ontario.

1. Width:

   a. Lake Superior is a little_____than Lake Huron.

   b. Lake Ontario is the_____of the five lakes.

   c. Lake Huron is the_____of the five lakes.

2. Depth:
   a. Lake Superior is by far the_____of the five lakes.
   b. Lake Erie is the_____of the five lakes.
   c. Lake Ontario is_____than Lake Huron, but it is_____than Lake Michigan.
3. Volume:
   a. Lake Erie holds the_____water of the five lakes.
   b. Lake Huron holds_____water than Lake Michigan.
   c. Lake Superior holds over twice as_____water as Lake Michigan.
   d. Lake Michigan holds_____water than Lakes Erie and Huron combined.
4. Total area:
   a. Lake Erie covers the_____area of the five lakes.
   b. Lake Superior covers the_____area of the five lakes.

Exercise B Without looking back at the opening passage, try to complete the following, using the appropriate adjectives.

Example: The Pacific is the largest of the four oceans.

1. The Pacific is almost twice as_____as the Atlantic.
2. The Pacific is_____than twice as _____as the Indian Ocean.
3. The Arctic Ocean is_____than the other three oceans.
4. At an average depth of 4,362 feet, the Arctic is _____than the Pacific.
5. The Atlantic and Indian Oceans are almost as _____as the Pacific Ocean.
6. At an average depth of 13,739 feet, the Pacific is _____of the four oceans.

7. The Indian Ocean is_____ in size than the Atlantic.

8. The average depth of the Indian Ocean is _____than that of the Atlantic.

Activity In pairs or in small groups, make up quizzes for each of the following charts. Be sure to write at least ten questions per quiz. In your quizzes, ask questions that compare items within the charts. Set a time limit for completing the quizzes, and then exchange with a classmate or with another group. Return your quiz to the author(s) to be corrected.

Example: World Waterfalls

T /(FjKegon Falls in Japan is higher than Akaka Falls in Hawaii, (false)

WORLD WATERFALLS

Name	Location	Height (Feet)
AFRICA		
Chirombo	Zambia	880
Finca	Ethiopia	508
Livingstone	Zaire	875
Lofi	Zaire	1,115
Magwa	South Africa	450
Murchison	Uganda	400
Ruacana	Angola	406
Tugela	South Africa	3,110
Victoria	Zimbabwe, *Zambia*	355
ASIA		
Diyaluma	Sri Lanka	600
Jog (Gersoppa)	India	830
Kegon	Japan	330
Kurundu Oya	Sri Lanka	620
Nachi	Japan	430
Sivasamudram (Kaver)	India	320
Yudaki	Japan	335
EUROPE		
Gavarnie	France	1,385
Giessbach	Switzerland	1,312
Glomach	Scotland	370
Kile	Norway	1,840
Marmore	Italy	525
Mongefossen	Norway	2,539
Rjoandefoss	Norway	1,847

WORLD WATERFALLS

Name	Location	Height (Feet)
OCEANIA		
Akaka	Hawaii, USA	420
Barren	Australia	770
Helena	New Zealand	860
Sutherland	New Zealand	1,904
Tully	Australia	972

LARGE LAKES OF THE WORLD

Lake	Continent	Area (Square Miles)	Length (Miles)	Maximum Depth (Feet)
Caspian Sea	Asia, Europe	143,243	746	3,264
Superior	North America	31,700	383	1,301
Victoria	Africa	26,724	250	270
Aral Sea	Asia	25,676	266	256
Huron	North America	23,010	247	748
Michigan	North America	22,300	321	923
Tanganyika	Africa	12,650	420	4,700
Baykal	Asia	12,162	395	5,316
Great Bear	North America	12,096	190	1,356
Chad	Africa	10,000	175	25
Erie	North America	9,910	241	209
Winnipeg	North America	9,417	265	60
Ontario	North America	7,340	193	775
Ladoga	Europe	7,104	124	738
Balkhash	Asia	7,027	376	87
Maracaibo	South America	5,120	110	100
Bangweulu	Africa	4,500	50	
Dongting	Asia	4,500	80	

GREAT WORLD DESERTS

Desert	Location	Size
Arabian (Eastern)	North Africa	70,000 square miles
Atacama	Chile	140,000 square miles
Dasht-i-Kavir	Iran	450 miles long, 175 miles wide
Death Valley	California, USA	140 miles long, 10 miles wide
Gibson	Australia	250,000 square miles
Gobi	China, Mongolia	500,000 square miles
Great Salt Lake	Utah, USA	125 miles long, 80 miles wide
Kalahari	South Africa	225,000 square miles
Kara-Kum	Turkmen SSR, USSR	115,000 square miles

GREAT WORLD DESERTS

Desert	Location	Size
Mojave	California, USA	15,000
Namib	Africa	800 miles long, 60 miles wide
Negev	Israel	5,000 square miles
Nubian	Sudan, Africa	150,000 square miles
Rub al Khali	Arabia	235,000 square miles
Sahara	Africa	3,500,000 square miles
Sechura	Peru	10,000 square miles
Syrian (El Hamad)	Arabia, Iraq, Jordan, Syria	450 miles long, 350 miles wide
Taklamakan	China	180,000 square miles
Thar (Great Indian)	India, Pakistan	500 miles long, 275 miles wide
Vizcaino	Baja, California, Mexico	6,000 square miles

WORLD'S LEADING BRIDGES

Bridge	Location	Span (Meters)	Completion Date
SUSPENSION			
Humber	England	1,410	1981
Verrazano-Narrows	New York, USA	1,298	1964
Golden Gate	California, USA	1,280	1937
Mackinac Straits	Michigan, USA	1,158	1957
Bosporus	Turkey	1,074	1973
George Washington	New York, USA	1,067	1931
Tagus	Portugal	1,013	1966
Forth Road	Scotland	1,006	1964
Severn	England, Wales	988	1966
Tacoma Narrows	Washington, USA	853	1950
Angostura	Venezuela	712	1967
Kanmon Strait	Japan	712	1973
San Francisco-Oakland	California, USA	704	1936
Bronx-Whitestone	New York, USA	701	1939
Quebec	Canada	668	1970
Kvalsund	Norway	525	1976
Kleve-Emmerich	West Germany	500	1965
Bear Mountain	New York, USA	497	1924
CABLE-STAYEO, STEEL DECK			
Hooghly River	India	457	
Saint Nazaire	France	404	1975
Stretto di Rande	Spain	400	1978
Luling	Louisiana, USA	376	*
Dusseldorf	West Germany	367	1978
Yamatogawa	Japan	355	
Duisburg-Neuenkamp	West Germany	350	1970
West Gate	Australia	336	1974
Brazo Largo	Argentina	330	1977
Zarate	Argentina	330	1977

WORLD'S LEADING BRIDGES

Bridge	Location	Span (Meters)	Completion Date
CABLE-STAYED. PRESTRESSED-CONCRETE DECK			
Pasadas	Argentina; Paraguay	330	
Brotonne	France	320	1976
Pasco-Kennewick	Washington, USA	299	1979
Wadi-Kuf	Libya	282	1972
Tie!	Netherlands	267	1975
Manuel Belgrano	Argentina	245	1973
Rafael Urdaneta	Venezuela	235	1962
Poleevera	Italy	206	1967

*Under construction

PART FOUR

COMPARISONS

Previewing the Passage

The world has a tremendous variety of climates. Which do you prefer?

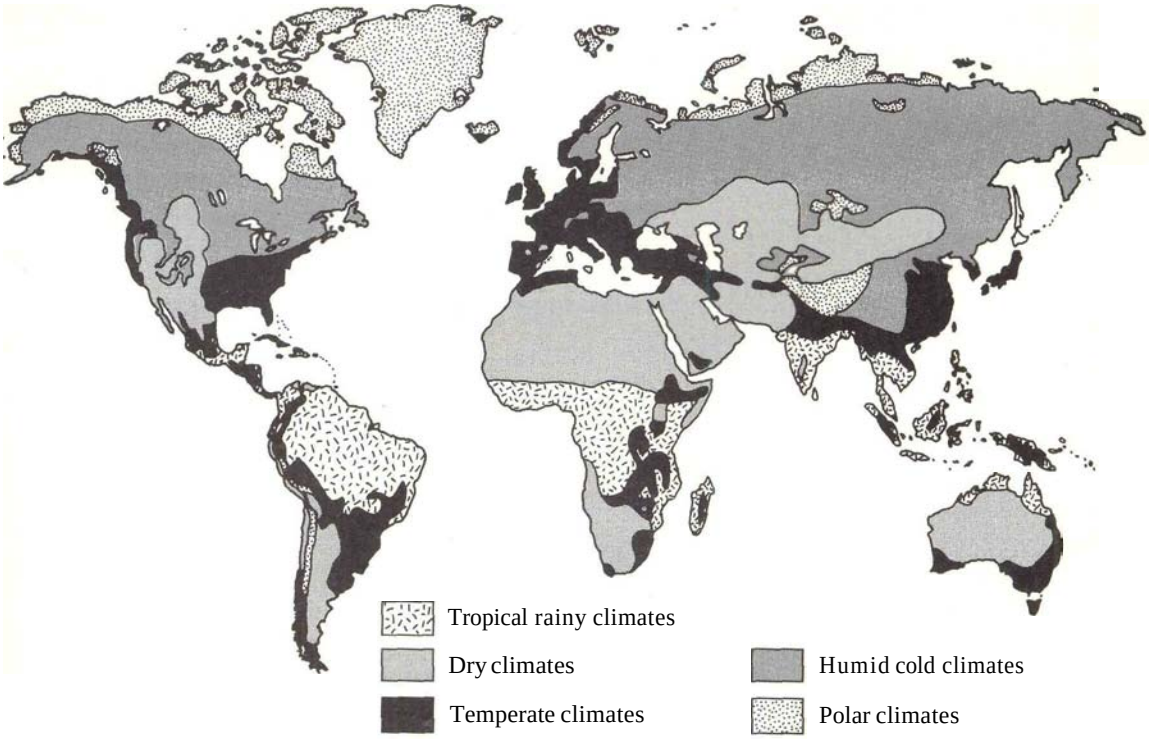
World Climates

Climates can change greatly. Even in a "steady" climate, an area can receive much more rain in some years than it does in others. Too, some areas may get less rain in an entire year than they normally get in one month. Temperature sometimes varies as much as rainfall does. An area with winters that are normally severe may have temperatures above freezing during an entire winter season.

Despite these changes, meteorologists have tried to define the typical climates of each part of the world. The following is a world map of climates. Note that these conditions may vary greatly from year to year.

Looking at Structures

1. Underline all the comparisons in the passage.
2. Notice the word *does* in Line 5. What verb does it replace? Is it necessary to the meaning of the sentence?
3. Can you find another example of this type of construction?



Clauses and Phrases Showing Comparison

Adverb clauses of comparison can be formed with *than* or *as.* In conversational English, these clauses are often shortened to phrases.

more … than	In 1983, northern Peru received **more** rain **than** it had ever gotten before.	Comparative adjectives and adverbs are used with *than.*
less, -er **… than**	Southern Peru got **less** rain **than** northern Peru got. Southern Peru got **less** rain **than** northern Peru **did.**	A clause may follow *than* or *as;* these clauses often use an auxiliary verb instead of repeating the first verb. Or the clause may be shortened to a phrase.
	Southern Peru got **much less** rain **than** northern Peru.	*Much* and *many are* often used to intensify *more* or *less.*

as ... as	The government helped the area **as much as** it could.	Positive (not comparative) adjectives or adverbs are used with as ... *as*.
	The government helped the area **as much as** possible.	In formal English, subject pronouns are used with *than* and *as*. Compare: / *helped more than he did. I helped more than he.* In informal English, an object pronoun is often used with *than* and *as* if no verb follows the pronoun. / *helped more than him.*

Review of More, Much, Малу, Less, Fewer

These adjectives are often used to compare nouns.

Count Nouns

I ate many more cookies than he did.

He ate **fewer** cookies than I did

He did not eat as **many** cookies as I did.

Use *more* or *fewer* with count nouns. *Many* may be used to intensify either. (In informal conversation, English speakers often use *less* instead of *fewer*, although it is considered incorrect.)

Noncount Nouns

I ate much more ice cream than he did.

He ate **less** ice cream than I did.

He did not eat as **much** ice cream as I did.

Use *more* or *less* with noncount nouns. *Much* may be used to intensify either,

Exercise A Complete the following passage by adding *than* or as.

The Sun and Weather

Four main factors determine weather: temperature, pressure, humidity, and wind. The sun, more our own earth, has the greatest effect on these factors. The earth receives less_____1 two billionths of the sun's

total energy, yet it receives more energy in one minute _____2 we can produce in an entire year through power plants.

The earth loses_____3 much energy_____4 it absorbs because of reflection from cloud tops, ice fields, and snow. In addition, water vapor in our atmosphere shields the earth because it absorbs more energy _____5 it allows to pass through. When the water vapor absorbs more energy_____6 it can hold, it begins to condense and form clouds. In this way, the cycle of rainfall begins again.

The sun, then, ultimately causes all weather. The sun determines why parts of Hawaii receive_____7 much rain in one month_____8 parts of Chile have gotten in sixty years.

Exercise B Many comparisons are "understood." Complete the shortened comparisons in the following sentences by adding *than* and the understood comparison.

Example: Southwestern Canada has pleasant weather. The weather in northern Canada is much colder **(than the weather in southwestern Canada is.)**

1. British Columbia has a lot of mountains. Alberta is much flatter.
2. Manitoba is filled with lakes. Alberta doesn't have as many.
3. Edmonton has harsh winters. The winters in Vancouver aren't as severe.
4. Last year, eastern Canada got a lot of snow. This year it didn't get as much.
5. Toronto is usually quite windy in the winter. Last winter it wasn't as windy.
6. Montreal is humid, but Quebec City is often much more humid.

Exercise C: Comparison of Nouns Complete the following sentences by using *fewer* or *less.*

Example: Small towns generally have fewer cars than large cities do.

1. Small towns normally have_____pollution than large cities because they have_____traffic.

2. In general, towns with_____factories have _____problems with pollution.
3. Despite pollution, people continue to move to areas like southern California, which has_____bad weather than most parts of the country.
4. Southern California gets_____inches of rain in one year than Vancouver, British Columbia, gets in one month.
5. Southern California has_____windy days than British Columbia does.
6. Southern California gets_____snow than British Columbia does.

Exercise D Rephrase the following sentences, changing clauses of opposition to clauses of comparison. Give at least two new versions for each.

Example: Mt. Waialeale, Hawaii, gets 460 inches of rain annually, while the Atacama Desert in Chile gets almost no rain.

Mt. Waialeale gets much more rain than the Atacama Desert in Chile does.

The Atacama Desert gets much less rain than Mt. Waialeale does.

The Atacama Desert is much drier than Mt. Waialeale is.

Mt. Waialeale is much wetter (rainier) than the Atacama Desert is.

1. Portland, Oregon, is almost always cloudy, while Los Angeles, California, is almost always sunny.
2. Parts of upstate New York received fifteen feet of snow in 1978, while almost no snow fell in Wisconsin that winter.
3. Parts of Libya can reach 130 degrees Fahrenheit, while parts of the polar areas never get above O degrees.
4. Mount Washington in New Hampshire has winds of over one hundred miles per hour, while areas around the equator almost never have winds.

Activity Give a brief description of the climate in your home town, including information about temperature, wind, rain, snow, clouds, and pollution. Then compare it to the city where you are living now or to another city or area that you particularly like.

PART FIVE
ADVERB CLAUSES SHOWING RESULT

Previewing the Passage

What water-management projects—dams, desalinization systems, sewage treatment—exist in your area or country? Are there any problems that you know of with these systems?

Technology and Water

In order to manage its water, the United States has rearranged its landscape considerably. The country has spent billions of dollars to construct 20 million dams, to irrigate 60 million acres of land, and to build canals that carry one-fifth of intercity freight. This massive alteration has created extraordinary situations. For example:

1. Dams control the Tennessee River so tightly that its water flow can be turned on and off like a faucet.
2. The direction of the Chicago River has been reversed so that it flows away from Lake Michigan; thus, it carries sewage away from the center of the city instead of toward it.
3. Texans have pumped so much water from the ground beneath Houston that parts of the city have sunk several feet.
4. The Southwest uses such great quantities of water from the Colorado River that the river actually dries up before it ever reaches the ocean.

Looking at Structures

1. Read the first example. *Dams control....* What word follows *so?*
2. Reread the fourth example. What words follow *such?* What does this tell you about the different uses of so and *such?*
3. Reread the third example. *Water,* a noun, comes after the word so. Why is so used instead of *such?*
4. What is the meaning of so *that* in the third example? Is it different from the other uses of so and *that* in the passage?

Adverb Clauses and Related Structures Showing Result

Clauses with *that* can be used to show the results or effect of a situation. See Part One for phrase connectors and transitions often used in these types of sentences.

so... (adjective/ adverb)...**that**	Dams control the Tennessee River **so tightly that** it can be turned off like a faucet.	So may be followed by an adjective or an adverb.
so much (many)... (noun)... **that**	**So much water** has been pumped from beneath Houston **that** parts of the city are sinking.	So *much* or so *little* is used with a noncount noun. So *many or so few* is used with a count noun.
	So many wells are dry now **that** the city is worried about its water supply.	
such (a/an)... (noun)... **that**	**Such great quantities** of water are used **that** the Colorado River dries up before it ever reaches the ocean.	*Such* is used with nouns. Remember to use *a* or *an* with a singular count noun.

Exercise A Combine the following sentences with so . *that.* Change or omit words when necessary.

Example: In parts of the world, rainfall is sparse. People in those areas constantly conserve water.

In parts of the world, rainfall is so sparse that people constantly conserve water.

1. In other parts of the world, rainfall is plentiful. Little effort is made to conserve water.
2. People in these countries practice little water conservation. A drought can have disastrous consequences.

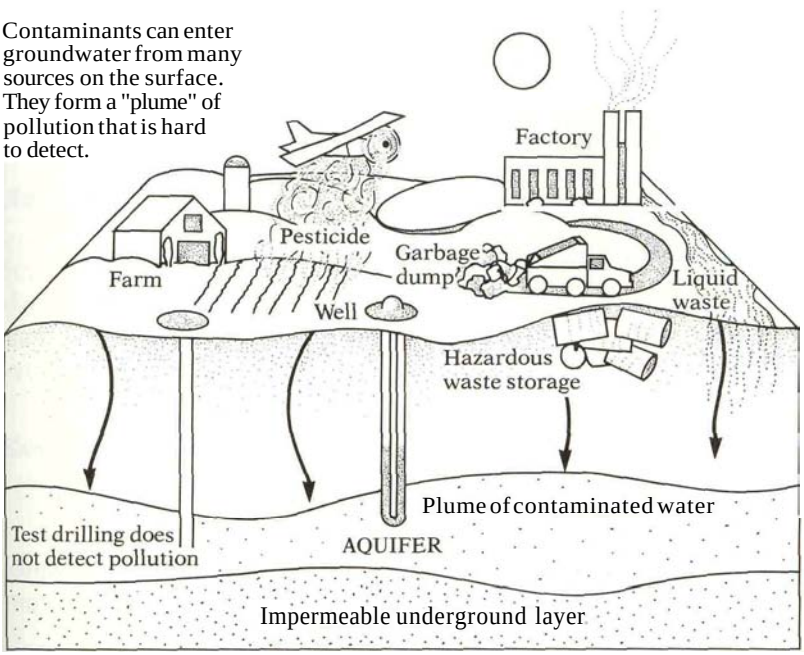
3. For example, from May 1975 to August 1976, European rainfall was far below normal. Reservoirs dried up, crops failed, and water had to be rationed.
4. In other parts of the world, droughts are common. They are a daily "fact of life."
5. Some droughts, such as in recent years in north-central Africa, are long and severe. They can devastate entire populations.

Exercise B: Article Review Complete the following passage by adding *a, an,* or *X* (to indicate that no article is needed).

Altering the Environment

1 surface fresh water—_____2 water in_____3 lakes,_____4 streams, and___5 rivers—is replenished about once_____6 week_____7 groundwater—_____8 water underground—is replenished much more slowly. Because_____9 rainfall is not dependable, _____10 people dig wells to get____11 constant supply of_____12 freshwater.

Poisoning Water Underground



Because of____13 well digging,_____14 parts of the United States are like_____15 pincushion. Over 150,000 wells have been dug to tap the Ogallala aquifer,_____16, underground reservoir beneath____17 eight states. It has taken nature at least 25,000 years to fill this aquifer, and it is taking____18 humans only____19 few decades to empty it.

Exercise C: Review of Much, *Many, Few. Little* Identify the count and noncount nouns in the following sentences. Then, complete the sentences by adding *much, little, many,* or *few.*

1. The Los Angeles basin has so_____natural water that it can supply only about 200,000 people.
2. With so_____people (over seven million living in the basin alone), Los Angeles has to import large quantities of water.
3. Los Angeles gets as_____as 80 percent of its total water supply through an aquaduct from the Owens Valley in east-central California.
4. Most of this water is from surface streams, but at times, as _____as 30 percent comes from groundwater pumping.
5. _____Owens Valley residents say that Los Angeles is turning their valley into a desert.
6. They claim that Los Angeles leaves them so_____ ground and surface water that it is destroying the environment of the valley.
7. For example, between 1900 and 1920, Los Angeles pumped so_____gallons of water that it dried up 100-square-mile Owens Lake.
8. _____of the land is now covered with sagebrush, and_____crops can grow.

Exercise D Combine the following sentences with *so much . . . that* or *so many . . . that.*

Examples: Government departments are involved in water management. Water use is almost impossible to control.

So many government departments are involved in water management that water use is almost impossible to control.

Government bureaucracy is involved in water management. Water use is almost impossible to control.

So much government bureaucracy is involved in water management that water use is almost impossible to control.

1. Water leaks from pipes beneath Berwyn, Illinois. The city loses one million gallons of water a day.
   The water pipes beneath Berwyn have leaks. The city loses one million gallons of water a day.
2. Bridges in the United States need repair. The 1981 estimated repair bill was over $47 billion.
   Repair is needed on U.S. bridges. The 1981 estimated repair bill was over $47 billion.
3. Wells have become polluted. It is becoming a severe national problem.
   Groundwater has become polluted. It is becoming a severe national problem.

On Your Own Do you know of similar problems with water management in your area? If so, tell your class about them. Use *so much* or *so many* in your sentences.

Examples: Venice has so many problems with the water that the city doesn't know what to do.

Exercise E Make at least eight sentences about the weather in your area. Use the following nouns and adjectives with *such a(n) ... that* or *such . . . that.*

Adjectives			**Nouns**	
cold	dreary	clear	day	weather
hot	foggy	humid	morning	storms
dry	cloudy	bright	afternoon	climate
damp	sticky	oppressive	evening	season
envigorating			night	winters
			month	fall

Examples: humid / month

July was such a humid month that I thought I would collapse!

cold / winters

Wisconsin has such cold winters that I think I will move to Florida.

Exercise F: Review of Compound and Complex Sentences Combine the following sentences, using a variety of connecting words and phrases. Change or omit words and add punctuation when necessary.

Tsunami

Tsunami is a Japanese word that means "large waves in harbors." It is appropriate because only a major disturbance can produce large waves in sheltered bays.

1. In the United States, tsunami are often called "tidal waves." The name "tidal wave" is incorrect.
2. Tsunami have nothing to do with the tides. The approach of tsunami on an open coast may look like a rapid rise of the tide.
3. Almost all tsunami have followed tremendous earthquakes. Some scientists believe a sudden lift or drop in the ocean floor produces these giant waves.
4. An alternative explanation is that huge submarine landslides produce them. There is no good proof of the idea of submarine landslides.
5. Tsunami move at enormous speeds in the open ocean. Tsunami can average 450 miles per hour.
6. Their height in the open ocean is small. They may have no effect on the deep-sea floor. Along a coast, they become very destructive.
7. A major earthquake shook Alaska in 1946. A tremendous tsunami hit Hawaii several hours later.
8. The waves took only four hours to reach Hawaiian shores after the earthquake. Then, the shallow waters off Hawaii slowed them down.
9. The waves slowed very much. The waves moved at a rate of only about fifteen miles per hour near the coast.
10. Their depth was limited in the shallow water. They grew in height to the size of a three-story wall.

On Your Own Individually or in pairs, use your new sentences to write a paragraph on tsunami.

Activity Think about yourself and your reactions to a disaster situation. You may have experienced a flood, an earthquake, a typhoon, a blizzard. In small groups, describe the disaster and talk about how you felt and what you did.

Example: When the earthquake hit Caracas, the buildings shook so much that I thought everything would fall. I was so frightened that I could hardly breathe….

CHAPTER 10
HUMAN BEHAVIOR

ADJECTIVE CLAUSES AND RELATED STRUCTURES

Part One: Review of Modifiers

Part Two: Adjective Clauses with *That, When, Where:*
Replacement of Subjects and Objects of Verbs

Part Three: Restrictive and Nonrestrictive Clauses;
Adjective Clauses with *Who, Which, Whose:*
Replacement of Subjects

Part Four: Adjective Clauses with *Who(m)* and *Which:*
Replacement of Objects of Verbs,
Replacement of Objects of Prepositions

Part Five: Adjective Clause to Phrase Reduction:
Appositives, Participial Phrases

FUNCTIONS. SKILLS. AND ACTIVITIES

Describing traditions and events

Summarizing

Defining terms

Comparing and contrasting holidays and customs

In this chapter, you will review basic word order of modifiers, and you will study adjective clauses. As you study the chapter, pay attention to the role of punctuation with these clauses.

Previewing the Passage

Many things affect the way we think and act, but perhaps the most powerful and pervasive force in our lives is religion. As you go through this passage, think about religion in your culture. How important is it? How does it affect or control your behavior?

Religion and Human Behavior

Does life have meaning? What gives it meaning? Why do we act the way we do? What is the best way to live? How can we be happy? How can we find peace?

These are questions that people have struggled with throughout history. Philosophers, psychologists, sociologists, and physicists are among the many thinkers who have tried to give us answers. We look for answers within ourselves, but few are satisfactory. In the end, it is religion that gives most of the world answers to these questions.

Hundreds of religions exist in the world, yet all religions try to answer the same questions. Every religion teaches basic ideas that help humans understand their nature and their behavior. Every religion describes two sides of human nature—the animal and the divine. It is these opposing sides that cause conflicts. Every religion gives people a method that they can follow to resolve the conflicts. All religions have a goal, which is in one form or another the transformation of humans from the animal to the divine. This transformation to inner peace is common to all religions, though it has many names: nirvana, heaven, salvation.

All cultures in the world have religious beliefs. For that reason, every part of life is affected by religions, whose teachings offer guidelines on ways to live.

Looking at Structures

1. Look at the first sentence of the second paragraph. What type of sentence is it? What word(s) does the dependent clause modify?

2. Find at least four other examples of adjective clauses like this in the passage. Circle the connecting word (relative pronoun) in each clause and the word(s) that it modifies.

PART ONE
REVIEW OF MODIFIERS

Previewing the Passage

This chapter talks about five of the major world religions. It begins with Hinduism, the oldest of the five. What do you know about Hinduism? Is it practiced in your country or area?

Hinduism

The religious tradition that we call *Hinduism* is the product of 5,000 years of development. The name, however, dates only from about A.D.[1] 1200, the time when the invading Muslims wished to distinguish the faith of the people of India from their own.

Hindu is the Persian word for *Indian.* Hindus themselves, however, call their religious tradition the eternal teaching or law *(sanatana dharma).*

Hinduism has no founder and no prophet.[2] It has no specific church structure, nor does it have a set system of beliefs defined by one authority. The emphasis is on a way of living rather than on a way of thought. Radhakrishnan, a former president of India, once remarked: "Hinduism is more a culture than a creed."

Looking at Structures

1. What are the subject, verb, and complement of the first sentence? What are the roles of the other words in the sentence? What do they describe?
2. Look at the sentence, *Hinduism has no founder and no prophet.* Rephrase the sentence by using *does not have.* What changes do you have to make in the sentence?

[1] A.D. *anno Domini,* "in the year of the Lord"; that is, after Christ

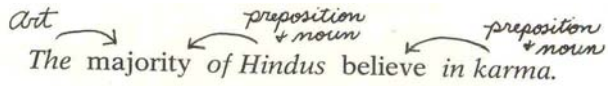
[2] *prophet* a person who claims to speak for God

Hindus at temple.

3. Look at the second sentence in the third paragraph. What is the conjunction in the sentence? Can you explain the word order of the second clause?

Exercise A: Review of Modifiers Identify the italicized modifiers in the following sentences (adjective, adverb, etc.) Indicate which word(s) each modifies.

The Diversity of Hindu Belief



1. *An important* concept *of Hinduism* is karma, *which means "action" or "work."*
2. Because *most* Hindus believe *in reincarnation,* karma *also* means the consequences *of actions from one life to the next.*
3. To *some* social scientists, karma is *heredity, our genetic inheritance,* and dharma is *free will, the ability to make choices.*
4. Reincarnation means *an* individual has lived *many* lives and will live many more until the *final* liberation.
5. Because of karma and reincarnation, respect *for life, customs, and laws* is very important to *Hindus.*
6. *Some* Hindus believe that being a vegetarian is *the best way to* show respect *for life.*

Exercise B: Review of Articles Complete the following by using *a, an, the,* or χ (to indicate that no article is necessary).

Hinduism

For a person from the West, religion may be confusing. Instead of God,_____2 Hinduism has Brahman,_____3 ultimate reality, which is completely impersonal. Brahman is_____4 unity of everything. Instead of creation, there *is*_____5 cycle of_____6 creation, preservation, and_____7 destruction. Instead of _____8 specific religious doctrine,_____9 Hindus have _____10 variety of_____11 beliefs.

_____12 Hinduism does not honor_____13 historical event, like____14 revelations to Moses or Muhammad. It does not have_____15 bridge between God and_____16 humans, like____17 coming of Christ. Instead, Hinduism says that____18 truth is inside each person, waiting to be realized.

Exercise C. Recognition of Adjective Clauses Underline the dependent clauses in each of the following sentences and circle the word(s) they modify.

The River Ganges

Example: The Ganges is a river that flows through northern India.

1. It is a river whose water is sacred to Hindus.
2. Hindus from all over the world travel to the Ganges, which is the symbol of life without end.
3. Every day, the Ganges is filled with hundreds of thousands of people who come to drink or bathe in the sacred water.
4. Millions of people come for the great Kumbh Mela Festival, which is held once every twelve years.

The Ganges River.

5. This festival takes place at Allahabad, where the Ganges and the Jumna rivers join.
6. Varanasi, which is another city on the Ganges, is the most sacred for Hindus.
7. All Hindus hope to die at Varanasi, where the sacred water gives eternal life.
8. The sacred ashes of those who have died at Varanasi are thrown on the river, and their lives will continue forever.

Activity The word *holiday* originally was "holy day," and it had a strictly religious meaning. Today, we use holiday to mean any vacation day. Just as religions celebrate special holidays, so do cities, states, countries, and cultures.

In groups, look at the types of holidays celebrated in the various countries, cultures, and religions represented in your class. First, separate into four groups. Each group will take a season (spring, summer,, winter, or fall). In your group, make a list of the holidays celebrated during that season. Include a brief description of how and where they are celebrated. Are there similar holidays in several cultures? Are they celebrated in similar ways?

After you have finished, share your information with the rest of the class. Later, in Part Three, you will be asked to give a brief presentation about a holiday from your religion or culture.

PART TWO

ADJECTIVE CLAUSES WITH *THAT*. WHEN, *WHERE:* REPLACEMENT OF SUBJECTS AND OBJECTS OF VERBS

Previewing the Passage

Hinduism and Buddhism are closely related in many ways. Siddhartha Gautama was a Hindu who sought knowledge throughout his life, and his teachings developed into Buddhism. Why do you think Buddhism became a separate religion? Has this happened in other religions?

Buddhism

The Great Buddha of Kamakura.

Buddhism developed from the teachings of Siddhartha Gautama (the Buddha or "enlightened one"). However, it is not a religion that honors one person, human or divine. Buddha is neither a god nor a god-sent mediator. He is not a "redeemer" that can save others.

In Buddhism, teaching *(dharma)* and knowledge are more important than the person, Buddha. This knowledge is a special religious knowledge that people attain through transcending human limitations. It is knowledge that goes far beyond the limits of thought. It leads to the ultimate goal where the personality is transformed. The path to this transformation is a method of forming "right" habits.

Today, Buddhists refer to Buddha as the great example, but every person has to seek his or her own enlightenment. Selflessness and the seeking of peace on earth are the ways to enlightenment.

Looking at Structures

1. What is the role of *that honors one person* in Lines 2-3?
2. What is the role of *that can save others* in Line 4? Can you give a definition of *redeemer* based on the information in this sentence?
3. Look at the two preceding clauses again. The first describes a thing or idea, and the second describes a person. Why do both begin with *that?*

Adjective Clauses

An adjective clause is a clause that modifies a noun or pronoun. An adjective clause usually comes immediately after the word(s) it modifies. In some cases, a pronoun or prepositional phrase may come between the noun and the clause.

Adjective Clauses with *That:* Replacement of Subjects

That can replace the subject of a simple sentence.

Simple Sentences

Siddhartha was a **person.**

This person tried to overcome suffering.

Complex Sentence

Siddhartha was a person that tried to overcome suffering.

That is used to refer to ideas, things, and people. *(Note: Who* is normally preferred to refer to people.) No punctuation is used with clauses with *that.*

Simple Sentences

Buddhism is a **religion.**

This religion teaches a way of living.

Complex Sentence

Buddhism is a religion **that** teaches a way of living.

Exercise A Combine the following sentences to form adjective clauses with *that.* Make any necessary changes in the sentences.

Buddhism

Example: Buddhism is a way of life. This way of life combines an ethical philosophy and a religion.

Buddhism is a way of life that combines an ethical philosophy and a religion.

1. Buddha is a word from Sanskrit. This word from Sanskrit means "the enlightened one."

2. Buddha was a Hindu. This Hindu sought to relieve suffering.
3. Buddha taught a way of life. This way of life avoids extremes.
4. Through meditation, Buddha learned laws of life. Laws of life include the "Four Noble Truths" of Buddhism.
5. The first law is about suffering. The suffering comes from our past actions or "karma."
6. The second law talks about desires. The desires are for the wrong things.
7. The third law says changing our lives will solve the problems. The problems come from desires.
8. The fourth law describes a way of living. The way of living is Buddha's path to inner peace.

On Your Own Summarize the information given in the preceding exercise by completing this sentence in your own words: "Buddha taught a way of living that. …"

Adjective Clauses with *That, When,* or Where: Replacement of Objects of Verbs

The relative pronouns *that, when,* or *where* can replace the object of the verb in a simple sentence.

Simple Sentences

The **ideas** helped relieve suffering.

Siddhārtha taught **these ideas.**

Complex Sentences

The ideas **that** Siddhartha taught helped relieve suffering.

The ideas Siddhartha taught helped relieve suffering.

That may refer to people, things, or ideas. It is sometimes omitted when it replaces an object.

Simple Sentences

Siddhārtha lived at a **time.**

People suffered tremendously **then.**

Complex Sentence

Siddhartha lived at a time **when** people suffered tremendously.

When refers to time,

Simple Sentences

Nepal is a **country.**

Both Buddhism and Hinduism are practiced **there.**

Complex Sentence

Nepal is a country **where** both Buddhism and Hinduism are practiced.

Where refers to places.

Exeicise B Combine the following sentences by using *that, when,* or *where.* Eliminate words whenever necessary.

Nirvana

Example: Nirvana is a state of being. A person can reach nirvana through learning.

Nirvana is a state of being that people can reach through learning.

1. The word is *nirvana.* Buddhists use this word to describe inner peace.
2. Nirvana is the goal. Every Buddhist hopes to achieve this goal.
3. It is a feeling. People describe the feeling as inner peace.
4. According to an early Buddhist scripture, nirvana is an area. There is no earth, water, fire, or air there.
5. It is a transformation. An individual achieves the end of suffering then.
6. The way is through meditation. People can reach nirvana this way.

Exercise C Whenever you study a new subject, you need to define and to understand key words. Definitions often use adjective clauses. In order to understand Exercise D, first define the following key words. In pairs or small groups, form your own definitions. Then, check your dictionary or ask your teacher.

Example: Most religions teach people how to live. Our lifestyle is the way that we … **(choose to live; think and act).**

1. Morality is the rules or beliefs that we….
2. Our livelihood is the way that….

3. Discipline is the effort that....
4. Concentration is the effort that....
5. Wisdom is ... that we....
6. Our intentions are ... that we....

Exercise D Combine the following sentences by using *that* or *where.* Form an adjective clause from the second sentence and use it to modify the word(s) in italics. Make any necessary changes.

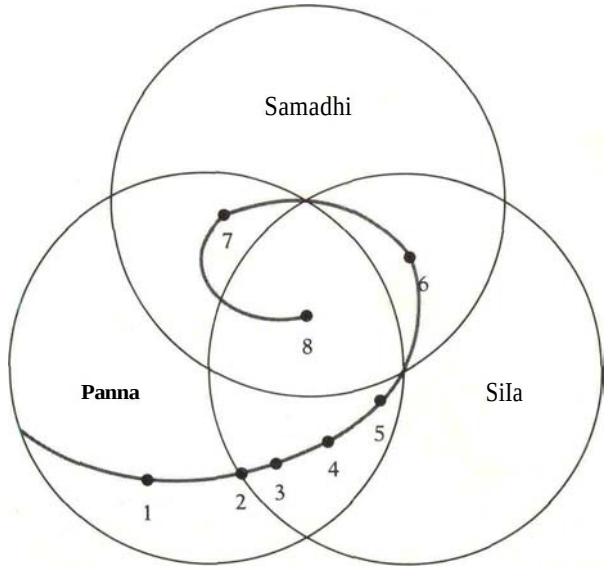
The Eightfold Path

Example: The way to nirvana is a *method.* Buddhists call the method the "Eightfold Path."

The way to nirvana is a method that Buddhists call the "Eightfold Path."

1. The Eightfold Path is a *method for living.* Buddha taught this method for living.
2. The Eightfold Path gives *a moral way of living.* This moral way of living includes "right speech," "right action," and "right livelihood."
3. It has *instructions on discipline.* These instructions on discipline involve "right effort," "right mindfulness," and "right concentration."
4. The Eightfold Path also discusses *wisdom.* We develop this wisdom through "right views" and "right intentions."

The Eight-Fold Path.



5. The Eightfold Path *is* not a *set of teachings.* A set of teachings emphasizes strictness or severity.
6. The Eightfold Path is a *middle way.* Extremes and impulses are avoided there.
7. Buddhism goes beyond *strong feelings.* Strong feelings cause inner conflicts.
8. The Eightfold Path is a demanding *lifestyle.* The lifestyle is both practical and balanced.

On Your Own Summarize the information given in the preceding exercise by completing this sentence in your own words: "The lifestyle that Buddha. . . ."

Activity After you have completed this section, there still may be words that confuse you. Make a short list of new vocabulary that you don't completely understand. Then, in small groups, write your own definitions for them.

After you have written your own definitions, check with other groups, with your teacher, or with your dictionary to see if the definitions are correct. You may also want to define some of the following words:

atheism	festival	ritual
belief	prayer	sin
doctrine	prophet	tradition
faith	religion	worship

PART THREE

RESTRICTIVE AND NONRESTRICTIVE CLAUSES; ADIECTIVE CLAUSES WITH *WHO, WHICH, WHOSE:* REPLACEMENT OF SUBIECTS

Previewing the Passage

About one-half of the world's religions are monotheistic (believing in one God), while the others are polytheistic. In your opinion, is this a major difference in beliefs? Is this more important than any similarities among religions?

A Passover Seder.

Judaism

Judaism, which is the parent of both Christianity and Islam, is the oldest of the world's three great monotheistic religions. The core of Judaism is the belief that there is only one God, who is the creator and ruler of the whole world. He is transcendent[3] and eternal.[4]

Judaism was founded by Abraham. According to Jewish tradition, Abraham made an agreement with God that he and his family would teach the doctrine that there was only one God. In return, God promised Abraham the land of Canaan for his descendants.

Judaism is based on two fundamental texts: the Old Testament of the Bible (the Torah) and the Talmud, which is a collection of poetry, anecdotes, laws, traditions, biographies, and prophecies of the ancient Jews. All of Judaism's teachings, laws, and customs are also called the *Torah,* which means "to teach."

Looking at Structures

1. Notice the commas in the first sentence. Does the clause *which is the parent...* give essential information? Or, does it give extra details?
2. No commas are used with *that there was only one God* in Line 3. Is this essential information? What does this tell you about the use of commas with adjective clauses?

^*transcendent* going beyond the limits of time and space
^*eternal* forever

Restrictive and Nonrestrictive Adjective Clauses

Restrictive clauses identify the nouns they describe. Restrictive clauses give *essential* information about these nouns. *No* commas are used with restrictive clauses.

Nonrestrictive clauses do *not* define or identify the nouns they describe. Nonrestrictive clauses give *extra* information; the information is not needed to identify the noun(s) described. A comma is used at the beginning and at the end of a nonrestrictive clause. *(Note: That* may not be used with these clauses.)

Restrictive

I met a professor **who teaches a religious studies course at the college.**	Restrictive clauses explain *which* people, places, things, or ideas: not everyone or everything; only what is described in the clause.

Nonrestrictive

I met Professor Chang, **who teaches a religious studies course at the college.**	Nonrestrictive clauses add extra information about the noun(s). They do *not* explain *which* people (places, etc.). The identity of the noun is already known. Clauses that modify proper names, entire groups, or nouns that are unique (the sun, etc.) are normally nonrestrictive.

Note: In some cases, the same clause may either identify or give extra information, depending on the situation.

Compare:

My brother **who lives in Oregon** is a teacher. (I have several brothers; the brother in Oregon is a teacher.)	This clause tells *which* brother. No commas are used,
My brother, **who lives in Oregon,** is a teacher. (I have only one brother, or I'm talking about one brother now. By the way, he lives inOregon.)	This clause gives extra information. Commas are used,

Note: In spoken English, speakers often pause before and after a nonrestrictive clause. This tells you that the information is *extra.* Thus, pauses are likely in the second sentence, but not in the first.

Exercise A As your teacher reads the following sentences aloud, underline the adjective clause in each. Then, decide whether the information is *essential* or *extra.* Add commas if the information is extra.

Example: People who believe in Judaism are called Jews.
essential information; no commas

1. Steve Wise who comes from Maryland is Jewish.
2. Steve's brother who lives in Chicago is a rabbi. (Steve has only one brother.)
3. Steve's brother who lives in Chicago is a rabbi. (Steve has several brothers.)
4. Judaism is based on the Talmud and the Old Testament which is also part of the Christian Bible.
5. The Bible which has two parts is the basis for both Judaism and Christianity.
6. A synagogue is a place where Jews worship and study.
7. The Touro Synagogue which is in Newport, Rhode Island, is the oldest in the United States.
8. The synagogue which is in Newport is the oldest in the United States.

Adjective Clauses with Who or *Which:* Replacement of Subjects

The relative pronoun *who* or *which* can replace the subject of a simple sentence.

Simple Sentences

We spoke with Professor Chang.

Professor Chang is an exchange scholar.

Complex Sentence

We spoke with Professor Chang, who is an exchange scholar.

Who is used to refer to people only.

Simple Sentences

Professor Chang will lecture on his specialty.

His specialty is the transitions of Judaism.

Complex Sentence

Professor Chang will lecture on his specialty, **which** is the tradition of Judaism.	*Which* is used to refer to things or ideas. *Note: Which* must be used with nonrestrictive clauses. *That* may *not* be used with commas. *(That* is preferred in restrictive clauses that describe things or ideas, however.)

Exercise B In the following sentences, decide whether you may change *who* or *which to that.* If you cannot, explain why not.

Example: A rabbi is a person who teaches and leads worship.

A rabbi is a person that teaches and leads worship. You can change *who* to *that* because the clause is restrictive (no commas are necessary).

1. *Rabbiis* a Hebrew word which means "teacher" or "my master."
2. Only a person who has learned the Torah may be called a rabbi.
3. A rabbi has many duties, which include interpreting Jewish law and giving spiritual guidance.
4. Originally, rabbis were scholars who lived and studied at the synagogues.
5. Rabbis were the people who taught young children the Jewish faith.
6. Rabbi Gordon, who is a friend of ours, teaches several classes each week.

Exercise C Use *who* or *which* to form an adjective clause from the second sentence in each pair. Combine the sentences and add commas when necessary.

Jewish Holidays

Example: Passover celebrates the liberation of the Hebrews from slavery in Egypt.
Passover is in the spring.

Passover, which is in the spring, celebrates the liberation of the Hebrews from slavery in Egypt.

1. Many religions have spring festivals like Passover. Passover marks the spring planting.

2. Passover commemorates the Jews. These Jews made the Exodus from Egypt.
3. Rosh Hashanah is the celebration of the "birthday of the world." Rosh Hashanah is the New Year's festival in the fall.
4. The shofar is a trumpet. This trumpet is made from a ram's horn.
5. The shofar is blown at Rosh Hashanah. The shofar symbolizes God as king of the world.
6. The ten days are a time for confessing sins and asking forgiveness. These ten days follow Rosh Hashanah.
7. This period ends with Yom Kippur. Yom Kippur is the "Day of Atonement."
8. Yom Kippur is special for many Jews. Many Jews fast and pray the entire day.
9. On Yom Kippur, the synagogues are filled with people. People are praying and asking forgiveness for their sins.
10. The rabbi blows the shofar. The shofar announces the end of the fast.

On Your Own Summarize the information given in the preceding exercise by completing this sentence in your own words: "Three important Jewish holidays are Passover, which . . . , Rosh Hashanah, which . . . , and Yom Kippur, which. . . ."

Adjective Clauses with Whose: Replacement of Possessives

The relative pronoun *whose* can replace a possessive.

Simple Sentences

I never miss a class with Professor Chang.

Professor Chang's (his) lectures are always fascinating.

Complex Sentence

I never miss a class with Professor Chang, **whose** lectures are always fascinating.

Whose refers to people. In informal usage, it may also refer to places, ideas, or things.

Simple Sentences

I particularly enjoyed the last lecture.

Its topic was "Judaism and the Legal System."

Complex Sentence

I particularly enjoyed the last lecture, **whose** topic was ""Judaism and the Legal System."

Exercise D The following sentences include adjective clauses with *whose*. Rephrase these sentences to form two complete sentences by eliminating *whose* and adding a possessive.

Judaism and Learning

Example: The Jewish tradition of learning comes from the Bible, whose chapters stress the importance of education.

The Jewish tradition of learning comes from the Bible. The Bible's chapters (the chapters of the Bible) stress the importance of education.

1. The tradition of learning centers around children, whose education begins at a young age.
2. Education begins with the parents, whose duty is to teach the commandments.
3. The education of the child continues with the rabbi, whose teaching includes both religious and social ideas.
4. Rabbis usually teach at a synagogue, whose function is to serve both as a house of prayer and as a place for learning.
5. Traditionally, all rabbis were scholars whose studies and teachings have shaped modern Judaism.
6. Religious education follows a strict progression whose order and methods have changed little over centuries.

A rabbi teaching a class in a synagogue.

Exercise E Combine the sentences by using *who, which, that,* or *whose.* Form an adjective clause from the second sentence in each pair. Change words and add commas when necessary.

Food and Jewish Tradition

Example: The Talmud gives detailed rules for daily life. The Talmud is the foundation for Jewish customs and traditions.

The Talmud, which is the foundation for Jewish customs and traditions, gives detailed rules for daily life.

1. The rules in the Talmud explain rituals. These rituals ensure God's favor and protection.

2. For example, the first obligations on waking are to thank God and to wash the hands. To wash the hands symbolizes purity.
3. Cleanliness is the basis for many Jewish customs. Cleanliness is very important in Judaism.
4. There are many rules in the Talmud. These rules cover food preparation.
5. Food is called "kosher." This food has been prepared in special ways.
6. Foods like pork have traditionally been forbidden. Pork spoils easily.
7. This is an example of a religious custom. The basis of the religious custom was practical: to protect against food poisoning.
8. Some Jews are called "orthodox." These Jews follow these rules strictly.

Activity What is your favorite holiday? Is it a religious, cultural, or national holiday? How is it celebrated? Is there special food, clothing, dancing, or music? Prepare a brief (three-to-five minute) presentation on the holiday of your choice. If possible, bring any special clothing, music, or pictures to show the class as you are describing the holiday.

Example: This is a picture of the Passover celebration at my parents' home. My father is the man who. . . . He is wearing a yarmulke, which symbolizes. . . .

PART FOUR

ADJECTIVE CLAUSES WITH *WHO(M)* AND *WHICH:* REPLACEMENT OF OBJECTS OF VERBS. REPLACEMENT OF OBJECTS OF PREPOSITIONS

Previewing the Passage

The teachings of Jesus have had a tremendous impact on our world. What do you know about his teachings? Are you familiar with the various Christian sects?

Pope John-Paul II in France.

Christianity

Christianity is based on the teachings of Jesus Christ, whom Christians call the "Son of God." At the same time, Christians commemorate Jesus as an actual historical figure. He was a man of lowly social standing who was unknown outside of the small part of the Roman Empire where he lived and died.

Jesus was born in Bethlehem, in Judea, in about 4 B.C.[5] and was raised in Galilee, where he spent most of his short life. Little is known about Jesus' early years. Our knowledge of Jesus comes from the last three years of his life, which he spent preaching a doctrine of brotherly love and repentance. During these three years of teaching, he and his closest followers traveled throughout Palestine. Wherever Jesus went, he drew large crowds. Before long, he was known as a healer, and people came from far and wide to ask his help.

As Jesus grew popular with the common people, who saw him as their long-awaited savior, he became a political threat. Within a short time, Jesus was arrested as a political rebel and was crucified.

Looking at Structures

1. Rephrase the first sentence to make two independent sentences. What replaces *whom?*
2. Look at the use of *whom* in Line 1 and *who* in Line 4. What is the difference in their use?

[5]B.c. before Christ

Adjective Clauses with Whom and *Which:* Replacement of Objects of Verbs

The relative pronouns *who(m)* and *which* can replace the object of a verb in a simple sentence.

Simple Sentences

Dr. Gill will teach a class on the early Christians.

I met Dr. Gill last week.

Complex Sentence

Dr. Gill, **whom** I met last week, will teach a course on the early Christians.

Whom is used to refer to to people only; it replaces an object. *Note: Whom* is used in formal speaking and writing; *who* is often substituted in informal English.

Simple Sentences

History 410 covers early Roman history.

Dr. Gill teaches History 410.

Complex Sentence

History 410, which Dr. Gill teaches, covers early Roman history.

Which is used to refer to things or ideas; it replaces an object. *Which* must be used in nonrestrictive clauses (with commas). *That* is preferred in restrictive clauses (without commas) that describe things or ideas.

Exercise A Underline the adjective clauses in the following sentences. Then decide whether the clauses are restrictive or nonrestrictive. Add commas if the clauses are nonrestrictive.

The Beginnings of Christianity

Example: After Christ's death, the disciplies whom Jesus had chosen met privately, **(no commas needed)**

1. Peter whom Jesus had chosen as leader kept the disciples together.
2. The disciples were Jews, and they believed in Judaism which they continued to practice.
3. Christianity as a separate religion actually began with Paul whose life was changed by a vision of Jesus.
4. At Paul's death in about A.D. 60, Christianity was a small sect which most people ignored.
5. By 400, Christianity was the official religion of the Roman Empire whose territory extended throughout the Mediterranean.
6. Today, Christianity has over one billion followers of whom 58 percent are Roman Catholic and 35 percent are Protestant.

Exercise B Combine the following sentences by using *whom* or *which.* Form an adjective clause from the second sentence in each pair. Change words and add punctuation when necessary.

Holidays and Calendars

Example: The word *holiday* actually came from the words *holy* (religious) and *day.* We use the word *holiday* to mean a vacation day.

The word *holiday,* which we use to mean a vacation day, actually came from the words *holy* and *day.*

Christmas in France.

1. Many holidays come from religious events. Countries everywhere celebrate these holidays.
2. Some of the holidays are now more social than religious. Christianity instituted many of these holidays.
3. Christmas originally honored only the birth of Jesus Christ. People now celebrate Christmas throughout the world.
4. Nowadays Santa Claus is a major character in the Christmas celebration. We see Santa Claus in every store window.
5. The calendar is also based on the birth of Jesus Christ. Many nations follow this calendar.
6. The Roman calendar was first calculated by a Roman abbot and astronomer, Dionysius Exiguus. Much of the world uses the Roman calendar.
7. Dionysius set Christ's birth as the beginning of the calendar. The Catholic church commissioned Dionysius.
8. Other calendars include the Islamic, the Chinese, and the Jewish calendars. Many people follow these calendars.

Adjective Clauses with Whom and *Which:* Replacement of Objects of Prepositions

Relative pronouns may replace the object of a preposition. These constructions are formal and are seldom used in conversational English.

Simple Sentences

Dr. Gill teaches a course in early Roman history. I was introduced to Dr. Gill yesterday.

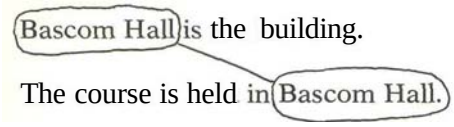
Complex Sentences

Dr. Gill, **to whom** I was introduced yesterday, teaches a course in early Roman history,(formal)

Dr. Gill, **who(m)** I was introduces to yesterday, teaches a course in early Roman history, (informal)

In formal English, the preposition begins the adjective clause. In informal English, the preposition follows the verb in the adjective clause. If the preposition begins the clause, *whom, which* or *whose* must be used.

Simple Sentences



Complex Sentences

Bascom Hall is the building **in which** the course is held, (formal)

Bascom Hall is the building **that** the course is held **in** (or **where** the course is held), (informal)

Exercise C Combine the following sentences by using *whom* or *which* with prepositions. Form adjective clauses from the second sentence in each pair. Use the adjective clause to modify the italicized word(s). Change words and add commas when necessary.

The Bible

Example: The Greek word *biblia* simply means "the books." The word *Bible* is derived from *biblia.*

The Greek word *biblia,* from which the word *Bible* is derived, simply means "the books."

1. The Bible is a collection of *books.* Both Christians and Jews take their doctrines from these books.
2. These books were written over a period of more than one thousand *years.* During that time, numerous authors contributed their own styles and perspectives.
3. The *Old Testament* is the longer of the Bible's two sections. Judaism is based on the Old Testament.
4. According to the Bible, God's revelation to Moses included 10 *commandments.* Most Western legal codes are founded on the commandments.
5. The *New Testament* has twenty-seven writings completed during the first century A.D. Christianity derives its teachings from the New Testament.
6. Its gospels, revelations, and letters were written by *many authors.* We get a variety of perspectives on the life and teachings of Jesus from these authors.

Exercise D: Review of Adjective Clauses Combine the following sentences by using *which, whose,* or *that.* Form adjective clauses from the second sentence in each pair. Omit or change words and add commas when necessary.

Christianity

1. The name *Christianity* was not used during the lifetime of Jesus. The name *Christianity* includes all Christian sects.
2. *Jesus* is the Greek name for *Joshua. Joshua* means "Jehovah is salvation" in Hebrew.
3. *Christ* comes from a Greek word. The Greek word means "messiah" or "anointed one."
4. Christ was a name. The people of Antioch, Syria, gave the name to Jesus.
5. The ending *-ian* was added to *Christ. Ian* comes from Latin.
6. The name *Christian* appeared in later portions of the New Testament. *Christian* was soon adopted by the followers of Jesus.
7. Many words in Christianity come from Greek. The Romans used Greek as the common language of their empire.
8. The great missionary St. Paul wrote in Greek. Saint Paul's thirteen letters are an important part of the New Testament.

Exercise E: Review of Adjective Clauses Combine the following sentences by using *who, which, whose, that,* or *when.* Form adjective clauses from the second sentence in each pair. Omit or change words when necessary and pay close attention to punctuation.

Christianity Today

1. Christianity has three major branches: Roman Catholic, Eastern Orthodox, and Protestant. Christianity has over one billion followers.
2. The largest group is the Roman Catholic church. The Roman Catholic church is headed by the pope, the bishop of Rome.
3. The sources of Christianity's three major branches were two historic movements. The attempts of these movements to make reforms divided the Roman Catholic church.
4. The first branch, Eastern Orthodox, dates from 1054. The "great schism" occurred between East and West (Greek and Latin Christianity) in 1054.
5. Actually, differences had begun centuries before 1054. These differences centered around authority and control.
6. The second branch developed from a sixteenth-century movement. The movement is called the Reformation.
7. The Reformation began as a protest against some Roman Catholic practices. The result of the Reformation was Protestantism.

8. Protestants hoped to reform the Catholic church. Protestants saw abuse of faith, power, and money in the Catholic church.
9. Eventually, other divisions led to the formation of over 250 Protestant sects. The divisions concerned specific beliefs and practices.
10. Lutheranism is the largest branch of Protestantism. The various churches of Protestanism are now loosely united by the World Council of Churches.

On Your Own Summarize the information given in the preceding exercise by completing this sentence in your own words: "Christianity has three major branches: Roman Catholic, which

Activity Most religions and cultures have special ceremonies to mark important stages in life. Birth, adolescence, and death are commemorated in special ways around the world. In pairs or in small groups, discuss one or more of these ceremonies and prepare a brief presentation for the entire class. Make sure to include descriptions of actions, food, special clothing or music, and so forth.

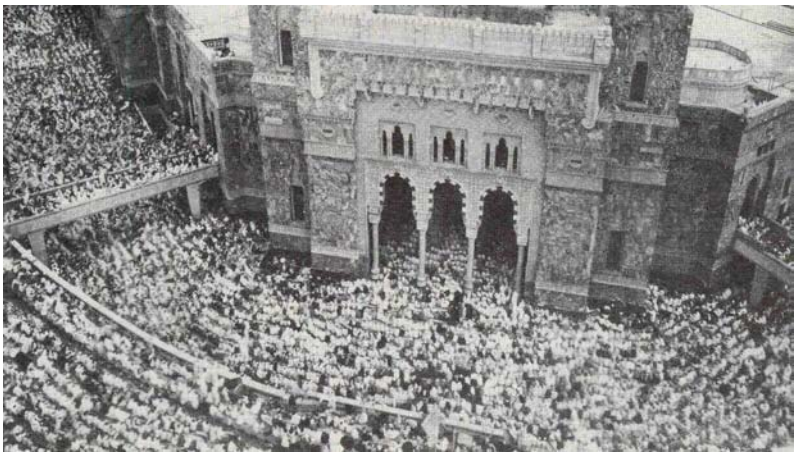
Example: Baptism, or christening, is the ceremony that Christians use to welcome a child into the world and into the faith. The ceremony often uses a baptismal font, which is a large basin.. . .

PART FIVE

ADJECTIVE CLAUSE TO PHRASE REDUCTION: APPOSITIVES, PARTICIPIAL PHRASES

Previewing the Passage

Most religions have some form of meditation. Many great thinkers have gone to the desert or the mountains in order to be alone, to think, and to search for answers. What is the role of solitude in this search?



Millions of people during the pilgrimage at midday prayers at the Mosque in Mecca.

Islam

Islam, beginning in Mecca about A.D. 610, is the youngest of the great religions. It was founded by Muhammad, a respected and influential citizen of Mecca. Not feeling satisfied with success and security, Muhammad continued to search for answers to the many questions that bothered him. Finally, leaving friends and family, Muhammad sought the desert and its solitude. It was there that the event occurred which was to change his life and to affect the history of the world. According to Islamic tradition, on a lonely night, the angel Gabriel appeared to Muhammad. Muhammad returned from the desert to proclaim the words of Allah, revealed to him by the angel. This event began the religion we now call Islam.

Looking at Structures

1. Rephrase the second sentence to include an adjective clause. What do you have to add?
2. Rephrase the next-to-the-last sentence to include an adjective clause. What do you have to add?
3. Based on these two examples, what general rule can you make for changing adjective clauses into phrases?
4. Rephrase the first sentence to make two independent sentences. How do you have to change *beginning in Mecca about* A.D. *610?* Now, form an adjective clause from the original phrase. What does this tell you about clauses and phrases with verbs other than the verb *be?*

Adjective Clause to Phrase Reduction: Appositives

Appositives are nouns or noun phrases that describe nouns. Nonrestrictive adjective clauses can be shortened to appositives.

Clause

We recently met Dr. Carlson, **who is a professor of Islamic studies.**

Appositive Phrase

We recently met Dr. Carlson, **a professor of Islamic studies.**

We recently met a professor of Islamic studies, **Dr. Carlson.**

Eliminate the relative pronoun and the verb *be* from a *nonrestrictive* adjective clause to form an appositive. The order of the noun and the appositive can usually be reversed without affecting the meaning of the sentence.

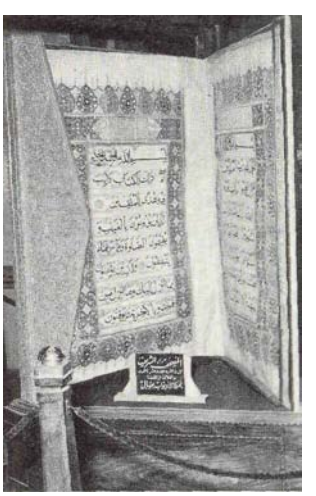
Exercise A In the following sentences, change the adjective clauses to appositive phrases.

The Koran

Example: The Koran, which is the sacred book of the Muslims, is viewed as a perfect revelation from God.

The Koran, the sacred book of the Muslims, is viewed as a perfect revelation from God.

1. The Koran, which is the foundation of Islam, takes its name from the Arabic verb "recite."
2. The whole book, which is the length of the Christian New Testament, is memorized by many Muslims.
3. Those who memorize the Koran earn a special title, which is "Hafiz."
4. The first chapter, which is *Sura 1,* is the most common prayer among Muslims.
5. The rest of the Koran, which is 114 more chapters *(suras),* is arranged according to length.
6. Worship, which is a way of life in Islam, is not separate from work or any other aspect of daily life.



A page from the Koran.

On Your Own Summarize the information given in the preceding exercise by completing this sentence in your own words: "The Koran,

Adjective Clause to Phrase Reduction: Past Participles

Adjective clauses with verbs in the passive voice may be shortened to phrases that use the past participle.

Clause	
Dr. Carlson recently taught a course **that was called "Islam and the arts."**	Eliminate the relative pronoun and the verb *be* from an adjective clause to form a phrase with a past participle. See Chapter 11 for more information on the passive voice.
Phrase	
Dr. Carlson recently taught a course **called "Islam and the** Arts."	

Exercise B In the following sentences, change adjective clauses to phrases with past participles.

Worship in Islam

Example: Muslims follow a set of rules and traditions that is called the "Five Pillars of Islam."

Muslims follow a set of rules and traditions called the "Five Pillars of Islam."

1. The *shahada,* which is repeated each day, is the Muslim's statement of faith.
2. The second pillar consists of prayers that are said five times a day while facing toward Mecca.
3. The prayers are said with heads that are bowed to the ground in respect for Allah.
4. The third pillar is a donation of money that is determined by a Muslim's income.
5. The fourth pillar is to fast during the ninth month of the Muslim calendar, which is known as Ramadan.
6. The last pillar of Islam is a pilgrimage to Mecca, which is made at least one time in a person's life if health and finances permit.

Adjective Clause to Phrase Reduction: Present Participles

Some adjective clauses with verbs in the active voice may be shortened to phrases using present participles.

Clause

Over 600 million people, **who represent** every race and continent, believe in Islam.

Adjective clauses with *who, which,* or *that* in the subject position may be shortened to phrases with present participles. *Who, which,* or *that* is omitted, and the present participle of the verb is used

Phrase

Over 600 million people, **representing** every race of the and continent, believe in Islam.

Clause

Islam, **which began in** Arabia, has spread throughout the world.

Phrase

Islam, **beginning** in Arabia, has spread throughout the world.

Exeicise C In the following sentences, change the adjective clauses to phrases with present participles.

Example: Islam, which spread from Spain to Indonesia, brought new art forms to many parts of the world.

Islam, spreading from Spain to Indonesia, brought new art forms to many parts of the world.

1. Islam has contributed to numerous art forms, which include weaving, painting, metalwork, literature, and architecture.
2. The most important influence in Islamic art is religion, which determines both artistic style and content.
3. For example, mosques everywhere are built in the same way, which follows the design of Muhammad's seventh-century house in Medina.
4. A Muslim who travels in a foreign country will find the same design in all mosques.
5. Mosques may be large or small, but they have the same design, which consists of an open courtyard and enclosed prayer halls.
6. Artisans who work with ceramic, wood, and metal have created magnificent decorations, such as at the mosque in Medina.

Exercise D Locate the appositive or participial phrase in each of the following sentences. Then expand the sentences by changing the phrases to adjective clauses.

Example: Modern science owes a tremendous debt to the Islamic Empire, the center of Western learning from the ninth to the fourteenth centuries.

Modern science owes a tremendous debt to the Islamic Empire, which was the center of Western learning from the ninth to the fourteenth centuries.

1. Islam has given us the knowledge of Greek science, preserved and developed by the Muslims.
2. Much of Islam's scientific development was done at Baghdad, the capital of the Islamic Empire.
3. Caliph Ma'mum, ruler from 813 to 833, created the "House of Wisdom."
4. The House of Wisdom, including a library, a translation bureau, and a school, was a sophisticated center of learning.
5. At the House of Wisdom, scholars studied Greek, Persian, and Indian scientific works translated into Arabic.
6. Scientists studying ancient Greek manuscripts developed the foundations for modern medicine.
7. Muslim scientists experimenting with a variety of laboratory techniques developed the foundation for modern chemistry.
8. In mathematics, Muslims gave us three extremely important ideas: the use of numerals, the decimal system, and the concept of zero.

Activity In many countries and cultures, marriage has both a civil and a religious ceremony. How is a marriage performed in your religion or in your culture? What are the steps leading to marriage? What is the actual ceremony like? Is there a party or a dinner after the ceremony? What is the typical clothing, music, or dance?

Form small groups and give a brief description of marriage rites. You may choose to work in groups from the same religion or from the same culture. Or, you may choose groups of all men and all women, to give the male and female points of view. If you wish, you can include a role play of a typical marriage, translating the words said in the ceremony into English.

Activity George Bernard Shaw said, "There is only one religion, though there are a hundred versions of it." After studying this chapter, do you agree with Shaw's thoughts? If this is true, why have the religions of the world created so many divisions among people? How would the world be different if everyone believed in only one religion? Use information from this chapter and your own ideas and opinions to write a short essay agreeing or disagreeing with Shaw's thoughts.

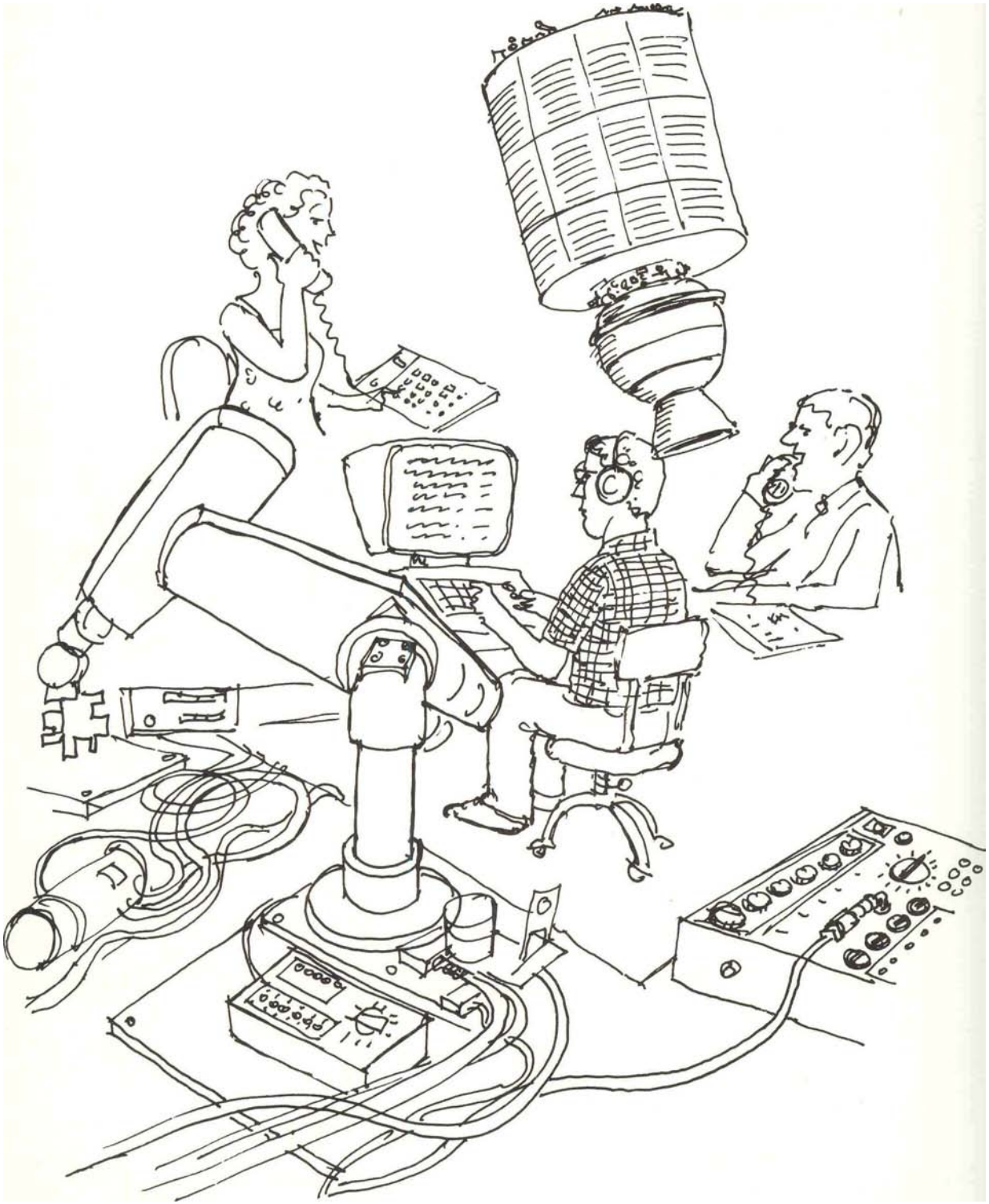
CHAPTER 11
TECHNOLOGY

THE PASSIVE VOICE

Part One: The Passive Voice: Simple Tenses
Part Two: The Passive Voice: Perfect Tenses
Part Three: The Passive Voice: Continuous Tenses
Part Four: The Passive Voice: Modal Auxiliaries

FUNCTIONS. SKILLS, AND ACTIVITIES

Explaining a process
Comparing past and present developments
Making predictions
Speculating



In this chapter, you will study the forms and uses of verbs in the passive voice. With these, you still study some idiomatic constructions similar to passive voice constructions. As you study the chapter, pay attention to both the focus and forms of passive constructions, as compared with active constructions.

Previewing the Passage

Something becomes obsolete when it no longer has any useful purpose. In today's world of high technology, new developments seem to make old inventions obsolete. Yet, is this true? Are any of the old inventions really obsolete? As you go through the following passage, consider the old and the new. How does one affect the other?

Communication and the Impact of Inventions

Old inventions are not necessarily eliminated by new inventions. The older inventions may be replaced, but they seldom become truly obsolete because new roles are often created for them. One of the best examples of the changing uses of inventions is the field of long-distance communication.

Until the 1800s, all interpersonal communication had been limited by distance and time. The 1800s brought a series of amazing inventions that extended the range of human communication. Each of these inventions was expected to replace existing technology. For example, when the telephone was introduced in the late nineteenth century, it was assumed that the mail service would become obsolete. Similarly, it was thought that the wireless and the radio would replace the telephone. When television came in, many people expected the "death" of radio. Today, we still hear people say that television is the "death" of the book.

But in our own time, we have had an opportunity to see how and why such predictions were wrong. We have seen television (together with the automobile) provide new roles for the radio. Both have created new roles and strengthened older roles for the newspaper. And, of course, all of these have created important new roles for the book.

We can only imagine what may be invented during the years to come. Equipment could be designed that would change our entire perspective on communication. Yet, one thing is certain. Older inventions, like the book, the newspaper, the telephone, or the television, will not be eliminated although their roles may be changed greatly.

Looking at Structures

1. Underline the subject and verb of the first sentence. Is the verb in the active or passive voice? Can you rephrase the sentence to begin with *new inventions?* Based on this example, what is the role of *by new inventions* in the passive sentence?
2. Underline the subjects and verbs in the second sentence. Unlike the first sentence, the second sentence does not have a phrase with *by.* Can you add one? *(The older inventions may be replaced by....)* Why do you think the phrase with *by* was not used?
3. Underline all other passive-voice verbs in the passage. Tell whether they refer to past, present, or future time.
4. Reread the sentences with *it was assumed that* in Line 11 and *it was thought that* in Line 12. Who thought or assumed these things?
5. Notice the use of *would* in the same sentences. What time frame is expressed?

PART ONE

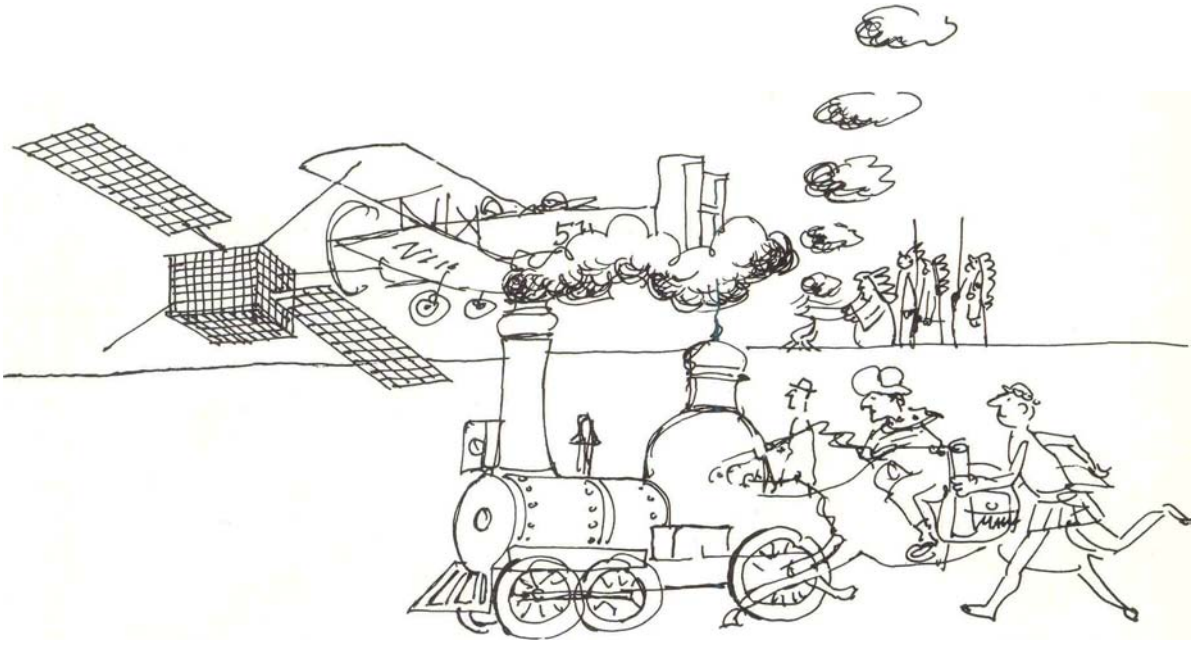
THE PASSIVE VOICE: SIMPLE TENSES

Previewing the Passage

Try to imagine the problems of communication before the days of the telegraph and telephone. How was news sent? What do you know about early forms of long-distance communication?

Long-Distance Communication

During most of human history, interpersonal communication was limited by time and distance. Even the most important news could not be delivered immediately. Then, the 1800s brought revolutionary changes in communication. First, the train was invented, and later came the telegraph, telephone, and radio. Within a few years, our range of communication was no longer determined by the speed of a runner or of a horse.



Today, almost the entire world is connected by telephone. "Eyewitness" reports are broadcast daily by news programs. Television programs from France or Mexico are shown simultaneously in Japan, Egypt, or Canada. This rapid long-distance communication is often taken for granted. Yet, as recently as one hundred years ago, none of this was possible.

Looking at Structures

1. What is the subject and verb of the first sentence? What form of the verb is used? Can you rephrase this sentence to begin with *time and distance?*
2. Underline all other examples of verbs in the passive voice.

The Passive Voice: Simple Tenses

Most transitive verbs (verbs that take an object) can be used in the passive voice as well as in the active voice. In sentences in the activf voice, primary focus is on the subject (the agent or doer of the action). To give primary focus to the object, use the passive voice. The passive voice occurs in both spoken and written English, and it is used frequently in technical writing.

Active	subject verb direct object Alexander Graham Bell **invented** the telephone.	The object in the active voice becomes the subject in the passive. The agent (the active-voice) subject) is sometimes included in passive sentences to tell who or what did the action. The verb *be* is singular or plural to agree with the subject; it also tells the tense of the passive construction.
Passive	The telephone **was invented** by Alexander Graham Bell. (agent)	
Active	subject verb direct object Millions of people use telephones every day.	
Passive	Telephones **are used** by millions of people every day. agent	
Active	subject verb indirect object direct object The United States **gave** Bell the patent for the telephone.	In active-voice sentences with both a direct and an indirect object, either object may become the subject of the corresponding passive sentence, but this occurs more frequently with the indirect object than the direct object.
Passive	**Bell was given** the patent for the telephone by the United States. The patent for the telephone **was given** to Bell by the United States.	

Note: Be and *gel* have idiomatic uses in English that are similar to passive constructions,

be (get) finished	I **am finished** with my work. The game **will be finished** by **2:00.**
be (get) done	**I got done** with my work early.
be(get)through	You **are through** early today.
be (get) over	The movie **got over** at 10:30.
be gone	The sugar **is** all **gone.**

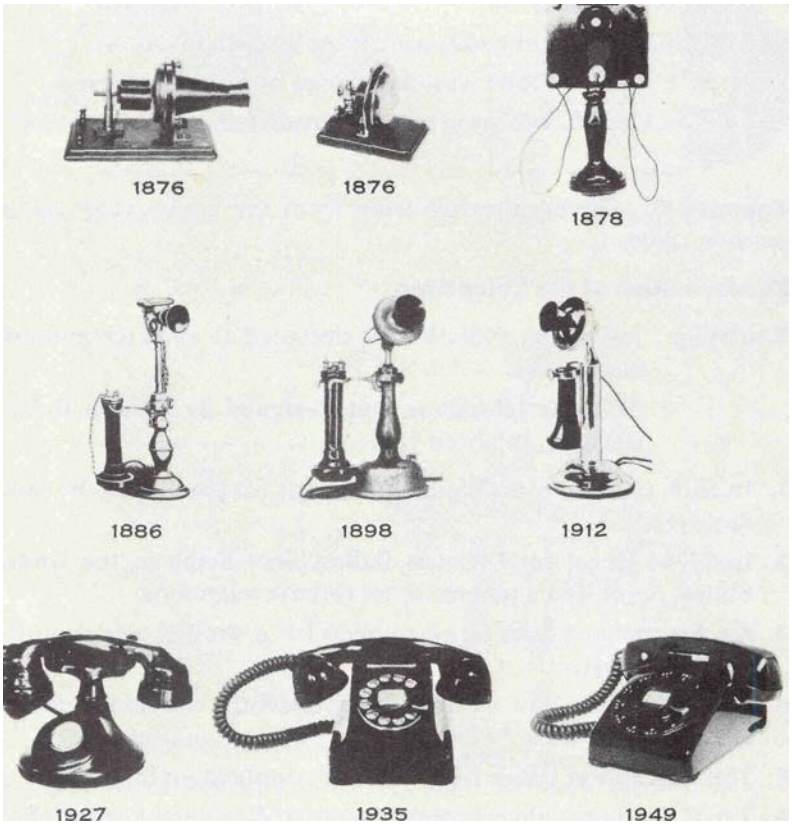
Exercise A Complete the following by using either the present or past tense of the verbs in parentheses. Use the passive voice.

Long-Distance Communication

Example: Until 1845 and the invention of the telegraph, all communication was carried (carry) from place to place by individuals or their messengers.

1. Before the telegraph, the speed of communication _____(limit) by the speed of transportation.

2. History_____(fill) with examples of efforts to communicate news quickly, such as Pheidippides' twenty-two-mile run to bring the news of the Greek victory at Marathon.
3. Until 1876, most day-to-day information_____ (communicate) by letter, newspapers, or conversation.
4. The telephone_____(invent) in 1876, only a little more than one hundred years ago.
5. Today, the telephone_____ (take) for granted by much of the world.
6. According to Marshall McLuhan, "The telephone began as a novelty, became a necessity, and_____ (regard / now) as an absolute right."



7. Over 400 million telephones_____(use) daily by people throughout the world.
8. Between 1950 and 1975, over 2.3 trillion (2,300,000,000,000) telephone calls_____(made) by Bell Telephone customers in the United States.

Exercise B Change the following from the passive voice to the active voice.

The Telegraph

Example: In 1816, a single-wire telegraph was invented by an Englishman, Francis Ronalds.

An Englishman, Francis Ronalds, invented a single-wire telegraph in 1816.

1. The first practical electrical telegraph was built by Harrison Gray Dyer in 1826.
2. Messages were sent by Dyer across eight miles of wire.
3. Later, an electrical alphabet code was developed by an American, Joseph Henry.
4. Until 1837, different codes were used by each inventor.
5. Then, a standard code was introduced by Samuel Morse.
6. The Morse code was soon adopted by all telegraph operators.

Exercise C Change the following from the active voice to the passive voice.

The Invention of the Telephone

Example: A German, Philipp Reis, designed an early telephone in about 1861.

An early telephone was designed by Philipp Reis, a German, in about 1861.

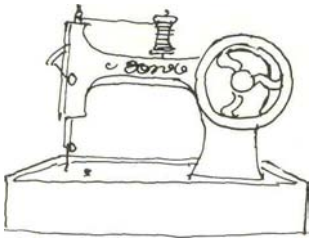
1. In 1876, two inventors filed applications for patents on the same day.
2. In 1876, Alexander Graham Bell, a Scot living in the United States, requested a patent for an electric telephone.
3. An American, Elisha Gray, applied for a similar patent on the very same day.
4. Both Bell and Gray, working independently, developed similar electric telephones.
5. The U.S. Patent Office received Bell's application first.
6. The U.S. Patent Office gave the patent to Alexander Graham Bell.

Exercise D Form complete sentences in the passive voice by using the following cues.

Example:

Auguste Rodin / 1880

The Thinker was sculpted by Auguste Rodin in 1880.



1. Elias Howe / 1846

2. Ludwig van Beethoven /1801

3. Christopher Columbus/ 1492

4. William Thorton, Benjamin Latrobe, and Charles Bullfinch/1818-1830

5. Leonardo da Vinci/ 1503-1506

On Your Own Name two inventions and their inventors, two books and their authors, two paintings and their painters, two pieces of music and their composers, and two buildings, (monuments, bridges, etc.) and their designers.

By + Agent

By + noun (or pronoun) can be used in passive sentences to tell who or what performed the action of the verb. However, most passive sentences in English do *not* contain these phrases. Use *by* + agent only if the phrase gives information that is:

Important to the Meaning of the Sentence	
The majority of overseas phone calls are sent **by satellite.**	*By* + agent must be used if the sentence is meaningless without it.
A Name or Idea That Is Important in the Context	
The telephone was invented **by Alexander Graham Bell.**	Proper names are often included because they give specific information. Other nouns and pronouns are often omitted.
Telephones are made **by people** in factories.	
New or Unusual Information	
Today, overseas calls are sent **by satellite.**	*By* + agent is normally included if the phrase introduces new or unusual information. After the agent is understood, the phrase is usually omitted to avoid repetition.
The calls are beamed **by satellite** from one country to another.	

Exercise E The following selection gives you a sequence of information on the telephone. Decide whether each *by* + agent is necessary to the meaning of the selection. Tell which phrases you would omit and explain why.

Examples: *Sentence 1:* Do not omit the phrase because it tells *who* invented the telephone.

Sentence 2: The phrase can be omitted. It is obvious from the passive subject that the patent was from the U.S. government.

1. In the 1870s, a crude but effective electric telephone was invented by Alexander Graham Bell and Thomas Watson.
2. The official U.S. patent for this telephone was issued by the U.S. Patent Office on March 7, 1876.

3. In the same year, similar patents were applied for by other inventors; nevertheless, the patent was awarded to Bell and Watson by the U.S. Patent Office.
4. In Bell and Watson's first system, the human voice was directly converted to electricity by moving magnets.
5. However, many problems in clarity and distance were encountered by Bell and Watson with this system.
6. Then, voice vibrations were used by Bell and Watson to control a power source.
7. In the beginning, batteries were used by Bell and Watson as the power source.
8. The voice vibrations were carried over wire by the battery current.
9. This concept of voice vibration is still used by companies in telephone transmissions today.

Exercise F Change the following sentences from the active voice to the passive voice. Use *by* + agent only if it is important to the meaning of the passive sentence.

Today's Telephones

Example: Somone dials a call.

A call is dialed.

1. The telephone equipment connects the line to an electronic generator.
2. The generator sends electronic pulses through the cable.
3. Each pulse makes a fixed unit.
4. The phone company charges the caller's account for each unit.
5. The cables carry large numbers of calls simultaneously.
6. Each cable handles as many as 100,000 calls at the same time.

Anticipatory *It* and the Passive Voice

The passive voice is often used with *it* to avoid mentioning the agent or source. *By* + agent is rarely used with these constructions.

Active

People said, "The earth is flat."

It is often used with the passive form of verbs such as *believe, confirm, deny, fear, hope, mention, report, say,* and *think.* Past expressions like *it was believed* also indicate that these ideas may have changed.

Passive

It was said, "The earth is flat."	*That* is added when a direct quote is changed to reported speech. In reported speech, verbs often shift to past tenses. See Chapter 12 for more information on reported speech.
It was said that the earth **was** flat	

Exercise G As we learn more about our world, many of our beliefs change. Expressions such as *it was believed, felt, thought,* or *said that. . .* are used to indicate past beliefs that have changed. In these cases, *would* and *was/were going to* express "the future in the past."

Rephrase the following quotations to include these expressions:

- It was believed that....
- It was said that....
- It was felt that....
- It was feared that....
- It was thought that....
- It was hoped that....

Note: Remember to use past verb forms in the *that* clause.

Examples: "The telephone is going to change people's lives."

It was feared that the telephone was going to change people's lives.

"People won't write letters anymore."

It was believed that people wouldn't write letters anymore.

1. "People will forget how to read."
2. "The telephone will corrupt people."
3. "Parents will not be able to supervise their children's conversations."
4. "Telephones will change romance."
5. "Telephones are going to eliminate the postal service."
6. "Paper companies will go out of business."
7. "People are going to gossip more."
8. "People are not going to have any privacy."

On Your Own Think of other developments in science, technology, business, education, or the arts. What was believed about these? How were they going to affect people's lives?

Exercise H First read the following passage for meaning. Then complete the passage with either active or passive forms (simple present or past tenses) of the verbs in parentheses.

Today, (scholars in all cultures_____1 (discuss) the phenomenon of "technological diffusion." In plain words, they_____2 (talk) about how a technical discovery_____3 (become) something for widespread and everyday use. Many inventions _____4 (use) every day, but the telephone _____5 (become) an everyday item faster than almost any other invention in history. In May 1877, 6 telephones_____6 (be) in commercial use. In November 1877, there_____7 (be) 3,000, and by 1881,133,000.

Today, people everywhere_____8 (affect) by the telephone, although most_____9 (use) it without thinking much about it. In the beginning, however, many people_____10 (fear) the telephone. It_____11 (believe) by some that the telephone_____12 (be) evil, and laws _____13 (suggest) by a few to prohibit telephones in bedrooms in order to prevent secret conversations. (Telephones would allow private romantic conversations, and this would corrupt people, especially young girls!) But, these ideas and fears_____14 (overcome) by the overwhelming demand for telephones.

At first in the United States, young boys _____15 (employ) to operate the telephone switchboards, but because of their language and tricks many of them_____16 (lose) their jobs. Soon, in September 1878, Emma M. Nutt_____17 (hire) as the first woman telephone operator. In France, women_____18 (employ) from the start, in part because all boys and young men_____19 (require) to serve in the army. More importantly, the

female voice_____20 (carry) much more clearly over early telephone lines.

In the late 1800s, the telephone, together with the typewriter,_____21 (bring) thousands of women to work in offices. Fashions_____22 (change) to suit the needs of female workers, and "appropriate" clothing for work_____23 (introduce / soon). The shirtwaist dress and the blouse_____24 (design) for women "going to business." The telephone, obviously,_____25 (help) begin the social revolution that_____20 (continue) today.

Today, the telephone_____27 (be) so much a part of our lives that it_____28 (notice / not) unless it_____29 (be) out of order. No other invention_____30 (be) as safe as the telephone, and no other invention_____31 (use) so often.

On Your Own Summarize the information in the preceding exercise by answering these questions:

1. How long did it take for the telephone to become widespread?
2. What were some of the early beliefs and fears about the telephone?
3. Who was the first female telephone operator in the United States? When was she hired?
4. Why were female operators preferred?
5. What was the effect of the telephone on women, fashion, and work?

Activity Have you ever played quiz games like $10,000 Pyramid or Trivial Pursuit? These are question-and-answer games based on categories of information. To play a classroom version, first choose several (five or six) categories from which to draw your questions: music, art, inventions, buildings, discoveries, and so forth. Then, separate into two teams. In groups, make at least five questions for each category. For example, "Who invented the sewing machine?" or "Name the composer(s) of 'Hey Jude'." Be sure not to let the other group hear you; they will be asked these questions. After you have completed your questions, give them to your teacher.

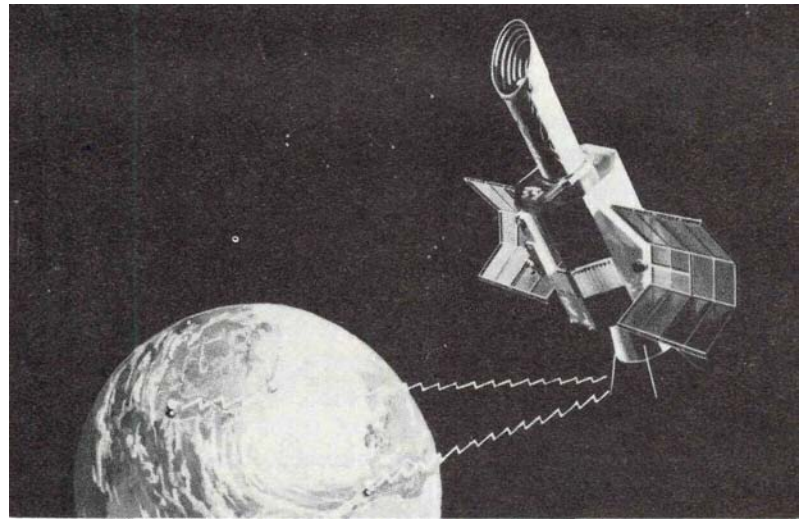
Play the game by choosing categories and questions. Points are scored by answering questions correctly. Your teacher will ask each group the questions; a different member of the group must answer each time. You may play until you reach a certain score or until all the questions have been asked. You may also add special rules such as, "An answer must be grammatically correct to score points," or "Five bonus points are won for a correct answer using the passive voice."

PART TWO

THE PASSIVE VOICE: PERFECT TENSES

Previewing the Passage

The communications industry is perhaps the fastest-growing industry in the world today. As you read the following passage, think of the technology that has been developed during your lifetime. What examples can you give?



A communications satellite (drawing).

Technology and Communications

In recent years, the communications industry has been revolutionized by new technological developments. The range and capacity of modern systems have been improved tremendously. These new systems have led to innovative commerical and consumer uses.

Before the advances of the last twenty years, long-distance communication had been much more expensive and much less reliable. In most cases, wire cables had been used to send information. By the 1860s, cables had been laid across the Atlantic Ocean to connect North America and Europe. Cable systems were used in long-distance communication for almost one hundred years.

Today, wire communication cables are still in operation, but in many parts of the world, the wire has been replaced by other materials, especially glass fibers. In addition, satellites have been launched to beam information worldwide. Fibers and satellites will certainly dominate future developments in communication.

Looking at Structures

1. Underline all uses of the passive voice.
2. Give the forms of the verb *be* and explain the time frame expressed by each passive verb.

The Passive Voice: Perfect Tenses

Present Perfect

Active	subject verb object Technology **has revolutionized** the communications industry.
Passive	The communications industry **has been revolutionized** by technology.

Past Perfect

Active	subject verb Before satellites, cables **had transmitted** object telephone and telegraph communications.
Passive	Before satellites, telephone and telegraph communications **had been transmitted by** cables.

Exercise A Change the following sentences from the passive to the active voice.

Communications Networks

Example: In recent years, long-distance communication has been improved tremendously by technological advances.

In recent years, technological advances have improved long-distance communication tremendously.

1. Costs have been decreased by new developments.
2. In the beginning, telephones had been connected by a single wire cable.
3. In the early days, only one telephone call had been carried by each cable.
4. By 1936, a twelve-channel cable had been developed by the British.
5. By the early 1940s, most single cables had been replaced by these cables.
6. In recent years, many cables have been replaced by glass fibers and lasers.

Exercise B Change the following from the active to the passive voice. Omit the agent unless it is important to the meaning of the sentence.

The Development of Satellites

Example: We had used cables before the development of satellites.

Cables had been used before the development of satellites.

1. Scientists had launched balloons covered with aluminum.
2. They had reflected radio signals off the balloons.
3. People in other areas had picked up these radio signals.
4. By the mid 1960s, the United States had launched *Echo* I and *Telstar.*
5. *Telstar* had transmitted t.v. programs between the United States and Europe and Japan.
6. By the mid 1970s, scientists had developed hundreds of satellites.

Exercise C Complete the following with appropriate active or passive forms (present or past perfect tenses) of the verbs in parentheses.

Example: Before satellites, most electronic communication had been sent (send) by cables.

1. Before satellites, telephones and telegraphs _____(use) cables that were above ground or under ground or water.
2. By 1960, the United States_____ (launch) a communications balloon.
3. By the mid 1960s, the first satellite____ (launch).
4. Since the 1960s, satellites_____ (improve) tremendously.
5. Scientists_____(make) many improvements in satellites since the 1960s.
6. Hundreds of satellites_____(develop) and_____(launch) by countries all over the world.

Exercise D Complete the following with appropriate active or passive forms (simple or perfect tenses) of the verbs in parentheses.

Today's Satellites

In the last twenty years, tremendous advances have been made (make) in satellite technology. Until the mid 1960s and *Telstar*, satellites_____1 (be) passive; that is, they_____2 (use) only to reflect signals. Then, active satellites_____3 (develop). These_____4 (equip) with antennas for receiving and sending information.

The next advances_____5 (make) in the control of the orbit of the satellite. The first satellites, like *Telstar*,_____6 (place) in orbit very close to the earth. They_____7 (circle) the earth every one or two hours. Because of this, complicated tracking equipment_____8 (need), and use of the satellite_____9 (limit) to the time that the satellite_____10 (be) near the ground stations.

Since that time, the technology_____11 (develop) to overcome these problems. Now, satellites _____12 (place) in orbit 22,300 miles (35,800 kilometers) above the earth. At this altitude, they _____13 (circle) the earth in exactly twenty-four hours and therefore_____14 (remain) above exactly the same spot. In this way, they can be used twenty-four hours a day.

Today's satellites,_____15 (be) extremely sophisticated. They_____16 (design) and _____17 (build) to receive and send information one hundred times faster than normal telephone lines. Moreover, they_____18 (be) able to handle much more information simultaneously. For example, *Intelsat V*, which_____19 (launch) in 1980, _____20 (have) the capacity to relay 12,000 telephone links or several color television channels at the same time.

Activity Think of a piece of equipment that is important in your career or in one of your hobbies. When was it invented? By whom? How is it made? How is it used today? What equipment or operations have been developed since the original? How had these been used or done years ago? How have they been improved? Prepare a brief presentation of three to five minutes on this item including pictures and/or a demonstration, if you like. You may present this individually or in small groups, if several students have the same interests.

For example, if you are a photographer, you may want to choose a brief explanation of a camera or of a certain type of lens. If you are a civil engineer, you might present a brief description of a tool, such as a transit, which is used in your work.

PART THREE

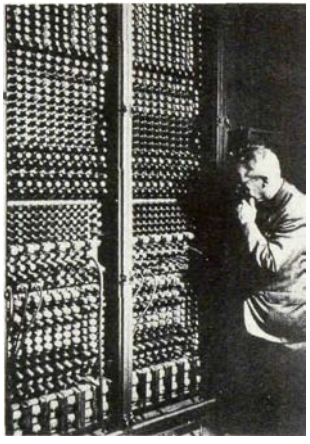
THE PASSIVE VOICE: CONTINUOUS TENSES

Previewing the Passage

Are you familiar with computers? Have you ever used one? What do you know about their uses today?

Computers

An early general-purpose **computer.**



In 1944, the first general-purpose computer, Mark I, was put into operation. This first computer was electromechanical; it was very slow and very large. In fact, all early computers were so large that several floors of a building were needed to house them.

By the end of the 1950s, computers were being designed to use transistors. Transistors made them smaller, less expensive, more powerful, and more reliable. Today, these are known as second-generation computers.

Third-generation computers used "chips" to store the memory of the computer, but it wasn't until the silicon chip was devised that computers became truly small and affordable. Computers with silicon chips are known as fourth-generation computers.

Today, all aspects of our lives are being affected by computers. Our phone calls are being directed by computers, our cars are being

is designed by computers, our mail is being sorted by computers, our bank balance is being calculated by computers, and our children are being taught by computers.

All of these functions are performed by fourth-generation computers. Fifth-generation computers, with artificial intelligence, are being developed and perfected now. It remains to be seen how the fifth generation will affect our lives.

A modern microcomputer.

Looking at Structures

1. What is the subject and verb of the sentence in Lines 5-6? No phrase with *by* is used; who (what) do you think the agent of the action is? What is the time frame of this sentence?
2. Reread the fourth paragraph. What verb tense is used throughout this paragraph? What is time frame of the paragraph?
3. The phrase *by computers* is repeated often in the fourth paragraph. In most passive sequences like this, the phrase with *by* would be omitted. Why do you think that the author chose to repeat it (instead of omitting it)?

The Passive Voice: Continuous Tenses

Present Continuous

Active	Many companies **are using** computers for interoffice communication.
Passive	Computers **are being used** for interoffice communication.

Past Continuous

Active	Ten years ago, companies **were using** memos.
Passive	Ten years ago, memos **were being used.**

Exercise A Change the following sentences from active to passive voice. Omit *by* + agent if it is not necessary to the meaning of the sentence.

Example: By 1944, people were operating the first computer.
By 1944, the first computer was being operated.

1. Soon, people were using large computers in government and business.

2. During the 1950s, people were building computers with vacuum tubes.
3. By 1959, transistors were replacing the vacuum tubes.
4. Soon, people were designing electronic circuits for computers.
5. By the 1960s, people were using electronic circuits in all computers.
6. By the early 1970s, people were developing the silicon chip.
7. Soon, people were designing affordable microcomputers.
8. By the mid 1970s, stores everywhere were selling computers.

Exercise B Change the following sentences from the active voice to the passive voice. Omit the agent in later sentences to avoid repetition.

Computers and People

Example: Computers are affecting people's jobs.
People's jobs are being affected by computers.

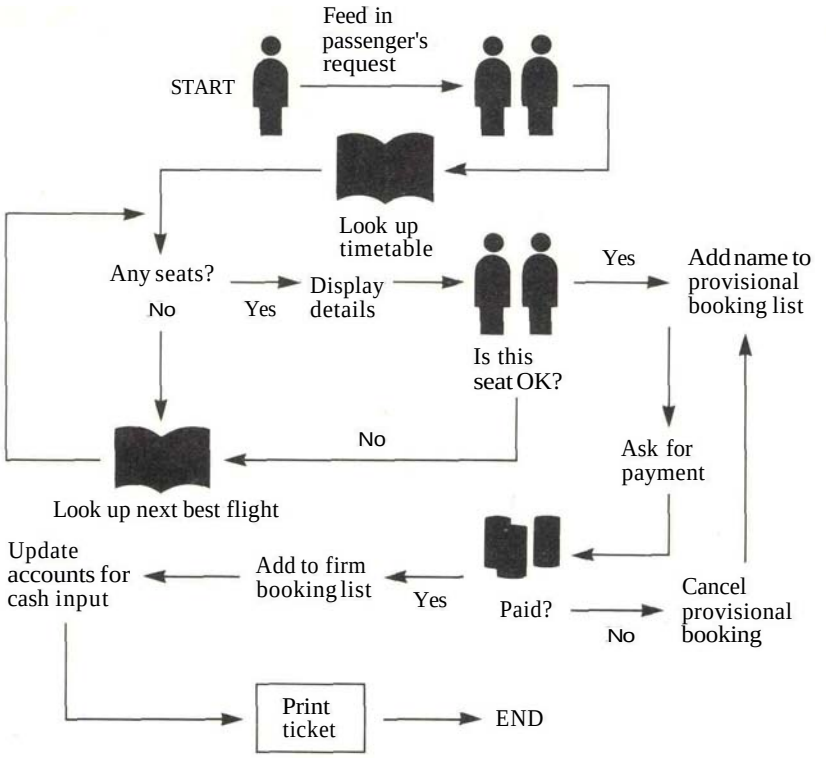
1. For example, computers are replacing workers on assembly lines.
2. Computers are also replacing office workers.
3. However, computers are creating new jobs in many fields.
4. Computers are training new employees through special programs.
5. Computers are teaching and testing students throughout the United States.

On Your Own Write at least six original sentences about equipment that is currently being used in your career or hobby.

Exercise C Change the following sentences from the present continuous, active voice to the past continuous, passive voice. Use the example as a model.

Example: Today, computers are typing letters, (secretaries)
Ten years ago, letters were being typed by secretaries.

1. Today, computers are addressing envelopes, (secretaries)
2. Computers are filling prescriptions, (pharmacists)
3. Today, computers are sorting mail, (postal workers)
4. Computers are calculating bank balances, (accountants)
5. Today, computers are figuring taxes, (accountants)
6. Computers are diagnosing illnesses, (doctors)
7. Computers are teaching children, (teachers)
8. Today, computers are designing cars, (engineers)



When an airline booking is made from a computer terminal it is not only the seat availability that is checked. The computer can also be programmed to offer alternative flights that have seat vacancies. It first makes a provisional booking, then calculates the cost, asks for payment, makes the appropriate entry in the airline's accounts and prints the ticket for the flight with all the relevant details. As the flow chart shows, there are a number of alternative paths in the program depending on the fulfillment of certain conditions.

Exercise D Imagine that you are buying an airplane ticket. Look at the diagram above, which shows the process. Form complete sentences from the following cues to explain the step-by-step process.

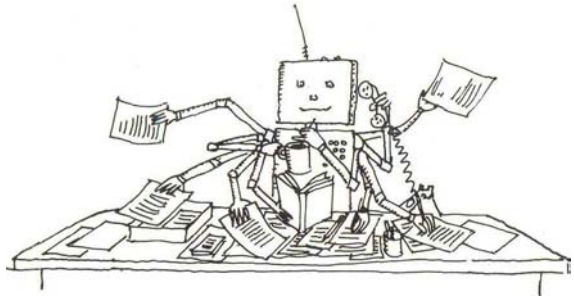
Example: the request / enter into the computer

The request is being entered into the computer.

1. the possible flights/ check by the computer
2. the cost / calculate
3. the payment / enter
4. the account / credit
5. the seat / reserve
6. the ticket / print

Exercise E Test your memory of information that was covered earlier in this chapter. In pairs, take turns asking and answering the following questions.

1. Was the telegraph being used in 1850?
2. Was Morse code being used with the telegraph in 1850?
3. Were telephones being used in 1860?
4. Were communication satellites being used in the 1950s?
5. Was *Telstar* being used in 1960?
6. Were computers being used in the 1930s?
7. Were transistors being used in computers in 1955?
8. Was the silicon chip being used in computers in 1982?



Exercise F Complete the following passage by using either the active or passive voice of the verbs in parentheses. Use the simple present, present continuous, or present perfect tense.

Never temperamental, always on time, always efficient, Epistle. reads _____(read) the mail each morning, _1 (choose) the most important letters, and. _____2 (highlight) significant parts long before the boss_____3 (arrive).

Epistle_____4 (be / not) an ordinary secretary. Epistle_____5 (be) a robot.

Epistle_____6 (develop / recently) by IBM as part of an entire program of artificial intelligence. Computerized robots like Epistle_____7 (program / now) to think and reason something like the human brain. Eventually, these robots_____g (expect) to revolutionize working conditions. At present, artificial intelligence_____9 (consider) the most promising technological development in years.

Although the general public_____10 (know) relatively little about artificial intelligence, it 11 (begin / already) to affect the lives of millions. Both robots and computers_____12 (build / already) to do amazingly "humanlike" work. For example, in several U.S. hospitals, computers _____13 (diagnose / now) diseases with 85 percent accuracy. In England, a "bionic nose" _____14 (create / recently) to distinguish subtle differences in smell.

In the past twenty-five years of research, computers _____15 (go) from playing chess to helping design complex systems of their own. According to Melvin Siegel at Carnegie Mellon Robotics Institute, "Today, technology _____16 (change) the computer from a fantastically fast calculating machine to a device that _____17 (see),_____18 (touch), _____19 (smell),_____20 (recognize) spoken commands, and_____21 (answer) in plain English."

Activity Imagine that you have the opportunity to interview some thinking robots. In small groups, write a short dialogue interviewing one or more robots. Practice the interview and then role-play it for the entire class. Here are some suggested questions to ask. Be sure to add more of your own.

- What are you programmed to do?
- Are you being taught new skills?
- Have you been programmed to smell (see, taste, etc.)?
- How was your "nose" designed?

PART FOUR

THE PASSIVE VOICE: MODAL AUXILIARIES

Previewing the Passage

Have you heard of lasers? Have you ever seen a laser light show? Does your supermarket use a laser cash register? As you read the following passage, share any information you know about lasers.

Lasers

In 1898, H. G. Wells published his classic science fiction novel, *The War of the Worlds.* The story described Martians who invaded the earth with weapons shooting lethal beams of light.

Our world was not conquered by Martians, but it/s being "invaded" by a powerful force: intense, concentrated beams of light called lasers. Lasers are producing a technological revolution. At present,

lasers can be used in surgery, in navigation of planes, in telephone and television transmission, in supermarket cash registers, in factories, and in filmmaking.

All of these current uses have only begun to demonstrate the possibilities of the laser. In the near future, lasers may be used for numerous types of medical diagnoses and surgery. They might also be used for military purposes. Most of all, within a few years, lasers will be employed throughout the communications industry.

Looking at Structures

1. Underline all the modal auxiliaries in the passage.
2. Are the modals active or passive?
3. Give the function of each modal used in the passage (ability, etc.).

The Passive Voice: Modal Auxiliaries

Active

subject verb object
Today, we **can use** lasers in many different fields.

subject verb object
A doctor **may use** a laser in an operation.

subject verb object
A supermarket **might use** a laser to read food prices.

Passive

Today, lasers **can be used** in many different fields.
A laser may **be used** in an operation.
A laser **might be used** to read food prices.

Exercise A Complete the following sentences by using the passive form of the modals and verbs in parentheses.

Example: A laser may be explained (may / explain) by comparing it to ordinary light.

1. Energy_____(can / store) in any kind of light.
2. The energy in ordinary light_____ (cannot / control) easily.
3. In ordinary light, light waves_____ (may / send) in all directions.
4. On the other hand, laser light_____ (may / focus) on one specific spot.
5. To make a laser, light waves_____ (must / concentrate) in a single direction.
6. The stored energy in a laser_____ (may / release) in powerful, intense waves.
7. Tremendous heat_____(can / produce) by the release of this energy.
8. Much less heat and power_____ (can / produce) by the energy of ordinary light.
9. A laser beam_____(can / control) at many different wavelengths.
10. Different effects_____(may / produce) by lasers at each different wavelength.

Exercise B The following passage is written in the active voice. It contains many sentences that could be improved by using the passive voice. Rewrite the selection using sentences in the passive voice when appropriate. Omit the agent if it is not necessary to the meaning of the sentence.

Almost anything may block a laser beam. Even a cloud can block a laser beam. As a result, we must direct lasers across an open space. We can also use cables to protect lasers from interference. Or we can use glass fibers instead of cables.

We must make these glass fibers from pure glass. Impurities in normal glass will absorb a great deal of light. We must remove all impurities from the glass to make optical fibers for lasers. We will perfect this technology soon.

We can now send laser signals about 50 kilometers along optical fibers. Soon, we will replace many copper cables with optical fibers. In fact, optical systems may run all new communications systems of the future.

On Your Own What changes may occur in your career or in a favorite hobby? What equipment or ideas are being developed now for use in the future? Give at least five sentences using passive modals to tell about these future developments.

Exercise C Complete the following by using active or passive forms of the modals and verbs in parentheses.

Optical communication systems can provide (can / provide) a much greater information-carrying capacity than existing systems. For example, the capacity of overloaded telephone networks _____1 (can / increase) by replacing existing cables with optical-fiber cables. Individual glass fibers _____2 (can / be) very thin and they _____3 (may / pack) tightly without causing interference. (Interference is a great problem in high-frequency electrical communications.)

In addition, much more information _____4 (may / carry) by a laser beam in a glass fiber than _____5 (can / carry) by an electric current in a copper cable. The amazing capacity of optical fibers _____6 (may / exploited / never) to the fullest in the world's telephone systems, but in theory a single laser _____7 (could / allow / probably) half the people in the world to talk to the other half.

Activity Test your powers of invention. In pairs or in small groups choose an object. It could be anything: a pencil, a doorknob, a pin. Stare at it and study it carefully. Then tell how the object could be improved. For example, could it be made stronger, smaller, more durable, lighter weight, more attractive, less expensive, and so forth?

Activity In the 1930s, the actor Orson Welles terrified much of the United States when he broadcast H. G. Wells' famous novel *The War of the Worlds* on the radio. Many listeners believed that this story was true. They thought that the earth really was being invaded by Martians with ray guns.

Imagine that the earth is, in fact, being invaded by people from outer space. In small groups, write a short dialogue about this invasion. Then, practice your dialogue and role-play it for the entire class.

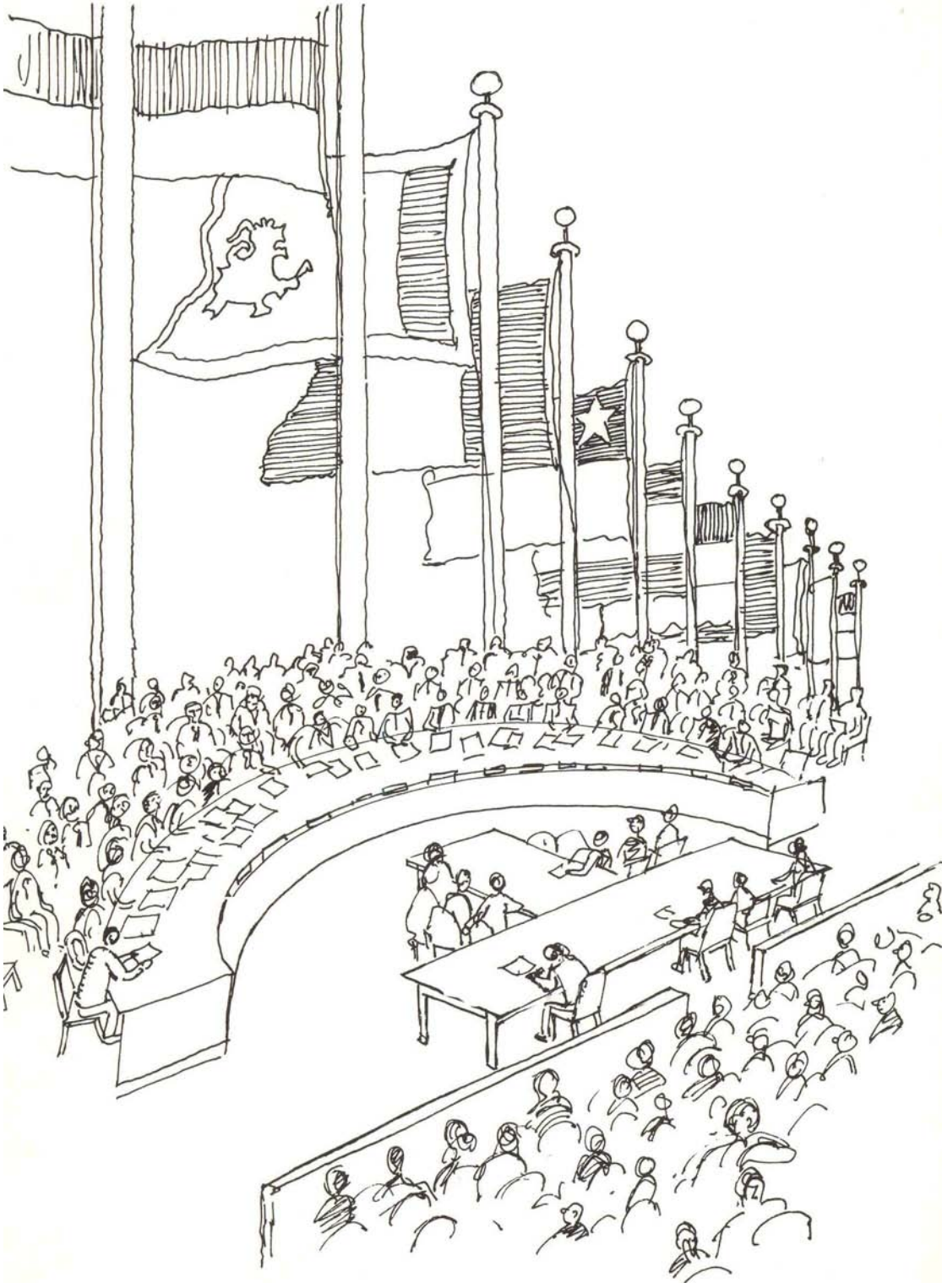
CHAPTER 12
LIVING TOGETHER ON A SMALL PLANET

NOUN CLAUSES

Part One: Noun Clauses with *That;* Reported Speech
Part Two: Noun Clauses with // and *Whether;*
Noun Clauses with Question Words
Part Three: Clause to Phrase Reduction; Review of Clauses

FUNCTIONS. SKILLS, AND ACTIVITIES

Expressing opinions, hopes, and regrets
Reporting, paraphrasing, and summarizing
Debating
Writing a class poem



In this chapter, you will study some of the uses of noun clauses, including indirect quotes and reported speech, and embedded questions.

Previewing the Passage

Many people say that the future of life on earth is in danger. They believe that we will soon destroy ourselves. Margaret Mead, however, looked at the future optimistically. As you read the following passage, think about your own opinions. What do you believe about the future of our world?

Margaret Mead Speaking on the Future of Humanity

I am optimistic by nature. I am glad that I am alive. I am glad that I am living at this particular very difficult, very dangerous, and very crucial period in human history.

To this extent my viewpoint about the future reflects a personal temperamental bent—something that must always be taken into account. But, of course, unsupported optimism is not enough.

I support my optimism with my knowledge of how far mankind has come. Throughout the hundreds of thousands of years that human life has evolved, at first physically and later culturally, human beings have withstood tremendous changes and have adjusted to radically new demands. What we have to realize, I believe, is that human ingenuity, imagination, and faith in life itself have been crucial both in initiating changes and in meeting new demands imposed by change.

As an anthropologist I also have seen how a living generation of men born into a Stone Age culture has moved into a modern world all at once, skipping the many small steps by which mankind as a whole moved from the distant past into the present.

I find these things encouraging. An earlier generation invented the idea of invention. Now we have invented the industrialization of invention—a way of meeting a recognized problem by setting hundreds of trained persons together to work out solutions and, equally important, to work out the means of putting solutions into practice.

This is what made it possible to send men to the moon and to begin the exploration of outer space. This should give us reason to believe

also that we can meet the interlocking problems of runaway populations, war, and the pollution of the earth on which we depend for life. None of these problems is insoluble.

What we need is the will to demand solutions and the patience to learn how to carry them out. 30

Margaret Mead, *Redbook Magazine,* February 1972.

Looking at Structures

1. Reread the last sentence. Is it simple, compound, or complex? What is the subject of this sentence? What types of words are usually used as subjects?
2. Reread the first sentence of the third paragraph. Is it simple, compound, or complex? What is the object of the preposition *of?* What types of words are usually used as objects of prepositions?
3. Find any other clauses in the passage that are used in place of nouns.
4. Reread the second and third sentences of Paragraph 3. Both sentences contain clauses beginning with *that.* What is the function of each clause?

PART ONE

NOUN CLAUSES WITH *THAT;* REPORTED SPEECH

Previewing the Passage

What are the three most important things in your life? As you read the following quote, compare your own ideas to those of the author.

On Friendship

If someone asked me to list the three most important things in my life, I'd have to tell the person my health, my family, and my friends. And, I'd say that I worked very hard at all three of them. I know that you can't choose your family, and I realize sometimes you can't guarantee your health. But I believe that you are responsible for your friends. You make them and you keep them. Or, you lose them. Someone once said that a true friend was the best possession, and

that's a proverb I believe in. I believe that you have to treat your friends accordingly. Treat them with care and affection just as you would your most valuable possession.

Edward Sonnenberg

Looking at Structures

1. Underline all uses of *say* and *tell* in the passage. Do nouns or pronouns follow either?
2. Reread the third and fourth sentences. What are the main clauses of the sentences? What verbs are used? What are the objects of those verbs?
3. What is the proverb in the third-to-the-last sentence? Are those the exact words of the speaker? What do you think the exact words were? What verb tense and punctuation would be used if these were the speaker's exact words?

Noun Clauses with *Thai*

Noun clauses may replace nouns or pronouns as subjects, objects, or complements. These clauses often begin with the subordinating conjunction *that.* In conversational English, *that* is frequently omitted. Compare:

I know **something.**

I know **(that) friends are important.**

Noun clauses often follow such verbs as: *ask, believe, hope, know, mention, notice, realize, regret, remark, say, tell, think, understood,* and *wish.*

Exercise A Answer the following questions in your own words. Use noun clauses after *learn, realize, know, regret,* and *believe.*

1. What have you learned about people in general during this class?
2. What are the three most important things about other cultures that you have learned during this class?
3. What have you realized about your own culture?
4. What are five new things that you now know about English?
5. Is there anything that you regret about your work in English?
6. What do you believe is the most valuable thing about your experience here?

On Your Own Write four questions of your own on any topic. After your teacher has checked your paper, exchange with a classmate. Answer your classmate's questions, using *know, realize, understand, believe,* and so forth in your answers.

Quotations and Reported Speech

Quotations are the exact words that someone says. They are used with quotation marks. A comma often precedes or follows a quotation. For example:

> Ralph Waldo Emerson once said, "The only way to have a friend is to be one."

Reported speech tells the ideas, but *not necessarily* the exact words, of the original speaker. Reported speech does not normally require commas or quotation marks. For example:

> Ralph Waldo Emerson once said that the only way to have a friend is (was) to be a friend to someone.

Sequence of Tenses in Reported Speech

Verbs and certain modal auxiliaries may shift to past forms in reported speech. These shifts most often occur when the report is being given at a different time or place or when the original speaker is giving the report. If the fact or event being reported is still true or still going on, the shift is frequently optional.

	Quotation	Reported Speech	Notes
Changes in tense	Molly said, "Max is at home."	Molly said (that) Max was (is) at home.	In reported speech, when the verb in the main clause *(Molly said, he mentioned,* etc.) is in the past, the verb in the noun clause is often in a past tense.
	Molly mentioned, "Max is studying."	She mentioned (that) he was (is) studying.	
	She remarked, "He is going to study all day."	She remarked (that) he was (is) going to study all day.	
	She said, "He has a lot of work."	She said (that) he had (has) a lot of work.	*That* is often omitted.
	She added, "He hasn't finished yet."	She added (that) he hadn't (hasn't) finished yet.	
	She said, "He started yesterday."	She said (that) he started (had started) yesterday.	The shift of simple past and past continuous tenses in the noun clause to perfect forms is often optional.*
	She said, "He was working very hard."	She said (that) he was working (had been working) very hard.	
Changes in modal auxiliariest	Molly said, "Max can't come."	She said (that) Max couldn't (can't) come.	*Can* often shifts to *could.*
	she remarked, "Max may come later."	She remarked (that) he might (may) come later.	*May* often shifts to *might.*
	She added, "He will tell us."	She added (that) he would (will) tell us.	*Will* often shifts to *would.*
	She stressed, "He must finish his work."	She stressed (that) he had to (must) finish his work.	*Must* is sometimes changed to *had to* when need is expressed.

*In some cases, use of the past perfect or past perfect continuous changes the meaning. It can indicate that a situation is finished or is no longer true. Compare: *He said that he wanted to go.* (Perhaps he still wants to.) *He said that he had wanted to go.* (He no longer wants to.)

^In reported speech, modals are changed less frequently than other verbs or auxiliaries because of the problems of differences in meaning.

Pronoun and Adverb Changes in Reported Speech

In reported speech, pronouns are changed to show a change in speakers. Adjectives and adverbs are sometimes changed too. The use of *this, that, these, those, now, then, here,* and *there* depends on the time and place of the reported speech. *Today, tomorrow,* and *yesterday* may also change according to the time of the reported speech.

Pronouns

Mary said, "I need your work."	Mary said that she needed (needs) my work.
Mary said, "We must finish soon!"	Mary said that we had to (must) finish soon.
Erik said, "You have to finish immediately."	Erik said that we had to (have to) finish immediately.

Demonstrative Pronouns and Adjectives

Mary said, "This is important."	Mary said that that (this) was important.
Mary said, "These papers are important."	Mary said that those (these) papers were important.

Adverbs

Mary said, "I need them now."	Mary said that she needed them then (now).
Mary said, "The papers are here."	Mary said that the papers were there (here).

Exercise B The following quotes are students' responses to various questions. Change each quote to reported speech. Make all necessary changes in verb tenses.

Example: "I have really, really learned a lot here."—Noriko, female, Japan

Noriko said that she had really learned a lot there (here).

1. What has been the best part of your stay in California?
   a. "I have met a lot of interesting people here."—Alfonso, male, Colombia
   b. "I've made wonderful new friends during my stay here." —Masahiko, male, Japan
   c. "I learned how to surf."—Veronica, female, Brazil
   d. "I got married."—Sulaiman, male, Saudi Arabia
2. What do you like best about Boston?
   a. "I really enjoy the incredible variety of people here." —Odelmo, male, Venezuela
   b. "I'm leaning more every day! This city has a lot to offer." —Soheila, female, Iran
   c. "I can do almost anything here. This afternoon I may see a movie—there are at least ten good ones to pick from. Or, I may go to a museum—there are several excellent ones. If I want to see sports, there's always something going on." —Frank, male, Switzerland

3. How did you like the experience of spending a winter in Wisconsin?
   a. "We were extremely cold at first! We weren't used to cold weather at all. Now, my family is learning to adapt to it."—Lijia, female, Nicaragua
   b. "I love winter, so it hasn't bothered me."—Patricia, female, Mexico
   c. "It was difficult at the beginning. Some days, I almost froze while I was walking home. I'm finally getting used to it." —Bedi, male, Mauritania

Verbs and Modal Auxiliaries That Do Not Change in Reported Speech

In certain cases of reported speech, no changes are made in verbs or modal auxiliaries.

	Quotations	Reported Speech	Notes
No tense changes	Molly says, "Max is at home."	Molly says (that) Max is at home.	In reported speech, no tense change occurs when the verb in the main clause is in the present tense.
	Molly adds, "He hasn't finished his work yet."	Molly adds (that) he hasn't finished his work yet.	
Optional tense changes	Molly said, "Max is a hard worker."	Molly said (that) Max was (is) a hard worker.	When the noun clause gives factual information that is always true, either present or past forms may be used.
	Molly said, "He works very hard."	Molly said (that) he worked (works) very hard.	
No change in modal auxiliaries	Molly said, "Max should finish soon."	Molly said (that) Max should finish soon.	*Could, might, ought to, should,* and *would* are not normally changed in reported speech.
	Molly added, "He must be tired."	Molly added (that) he must be tired.	*Must* does not change when it expresses probability.
	She remarked, "He ought to have started sooner."	She remarked (that) he ought to have started sooner.	Perfect modals are not changed in reported speech.

Exercise C Change the following quotes to reported speech. Make any necessary changes. If you feel that these statements can be true at any time, include both present and past forms.

Example: Ralph Waldo Emerson said, "The only way to have a friend is to be one."

Ralph Waldo Emerson said that the only way to have a friend was (is) to be one.

1. Wilson Mizner remarked, "The best way to keep your friends is not to give them away."
2. Charles Colton wrote, "True friendship is like sound health; the value of it is seldom known until it is lost."
3. Elbert Hubbard said, "Your friend is the person who knows all about you, and still likes you."
4. Ned Rorem remarked, "Sooner or later you've heard all your best friends have to say. Then comes the tolerance of real love."
5. Kurt Vonnegut wrote, "Love is where you find it… it's foolish to go looking for it."

Exercise D Change the following quotes to reported speech. Be sure to change modals, verbs, or pronouns when necessary. If you feel that these statements can be true at any time, include both past and present forms.

Example: In her book *Emma,* Jane Austen wrote, "Business may bring money, but friendship hardly ever does."

In her book *Emma,* Jane Austen wrote that business might (may) bring money, but that friendship hardly ever did (does).

1. In his journals, Emerson remarked, "It is one of the blessings of old friends that you can afford to be stupid with them."
2. Shakespeare said, "A friend should bear his friend's infirmities."
3. In *Thus Spake Zarathustra,* Nietzsche wrote, "A friend should be a master at guessing and keeping still."
4. La Rochefoucauld wrote in his *Maxims,* "However rare true love may be, it is less rare than true friendship."
5. In the first century, a Roman author wrote, "The friendship that can come to an end never really began."

On Your Own Share your own thoughts with your classmates. Do you agree with the statements from Exercises C and D? Can you think of other sayings about love or friendship from your culture?

Say and Tell/

In general, *say* is used when the speaker is *not* mentioned. *Tell* is used when the speaker *is* mentioned. (We say something, but we tell *someone* something). Compare: *Molly said that Max had to work. Molly told* me *that Max had to work.*

Exercise E Interview one of your classmates. Ask the following questions and then give a report of your classmate's answers. Begin each sentence with *(name of classmate) said... (told me)....*

1. In your opinion, why are friends important?
2. What are the three best things about having close friends?
3. Are there disadvantages to having very close friendships?
4. What do you miss the most about your friends who don't live here?

Changing Commands to Reported Speech

Commands must be changed to infinitives or to dependent clauses in reported speech. If a dependent clause is used, an appropriate noun or pronoun and modal or verb must be added to the command.

Command

She said, "Come at 8:00."

Infinitive

She said to come at 8:00.

Infinitive phrases are discussed in Part Three.

Reported Speech

She said that we should come at 8:00.

Should is used frequently in reported commands. Depending on the strength of the command, other forms may be used.

Command

She told us very firmly, "Come at 8:00."

Infinitive

She told us very firmly to come at 8:00.

Reported Speech

She told us very firmly that we must come at 8:00.

Exercise F Ann Landers gave the following advice on love and friendship. Read her advice and make six statements in your own words, changing the commands to reported speech. Begin your sentences with a variety of openers: *She said, stated, mentioned, wrote,* and so forth. Use *should, ought to, have to, had better,* or *must* in the noun clause, depending on the strength of the advice.

To Help You Improve the Quality of Life

On this day-
Mend a quarrel,
Search out a forgotten friend,
Dismiss a suspicion and
replace it with trust,
Write a letter to someone who
misses you,
Encourage a youth who has
lost faith,
Keep a promise,
Forget an old grudge,
Examine your demands on others and vow to reduce them,
Fight for a principle,
Express your gratitude,
Overcome an old fear,
Take two minutes to appreciate
the beauty of nature,
Tell someone you love him.
Tell him again,
And again,
And again.

Ann Landers,
The Ann Landers Encyclopecia

Example: Ann Landers said that I (we, people) should mend a quarrel.

On Your Own Do you have any other suggestions to add to Ann Landers' list?

Exercise G Answer the following questions in your own words, using reported speech where appropriate.

1. When did you last talk to your best friend or another friend who you hadn't seen for a while? What did you talk about? What news did your friend tell you? What did you say about that? What news did you tell your friend?
2. Have you made a promise lately? To whom did you make the promise? What did you promise?
3. Have you had an argument lately? What was it about? Whom did you argue with? What did you say to each other? How did you settle the argument?
4. Have you had to make a decision or solve a problem lately? What was the situation? Did you discuss it with anyone? What did you talk about? What advice did the person give you?

Exercise H: Paraphrasing Look back at the opening passage by Margaret Mead. Then use the following cues to help you paraphrase her ideas. Use these phrases to begin your sentences. *Note:* Because Margaret Mead is now dead, any quotes about herself *must* be changed to past forms. The changes are optional for more general quotes.

- Margaret Mead said. . . .
- She told us. …
- She mentioned. . . .
- She believed. . . .

Example: optimistic by nature

Margaret Mead said that she was optimistic by nature.

1. glad to be alive
2. glad / live
3. support / optimism
4. human beings / withstand tremendous changes
5. human ingenuity, imagination, and faith in life / crucial to change
6. see Stone Age cultures / move into the modern world in one generation
7. mankind as a whole / move by small steps into the present
8. be encouraged by these things
9. people / can solve the problems of population, war, and pollution
10. need the will and patience to find and carry out solutions

Activity In small groups, discuss the following quotations about friendship. After you have finished your discussion, choose a spokesperson to give a brief report to the class. Be sure to use reported speech in the summary of your discussion.

"No man is an island . . . ; every man is part of the main. . . . Any man's death diminishes me because I am involved in mankind, and therefore never send to know for whom the bell tolls; it tolls for thee."—John Donne

"He who has a thousand friends has not a friend to spare,
And he who has one enemy will meet him everywhere."
—Ali ibn-Abi-Talib, *A Hundred Sayings*

"I wish that people who are conventionally supposed to love each other would say to each other when they fight, 'Please—a little less love, and a little more common decency.'"—Kurt Vonnegut, *Slapstick*

PART TWO

NOUN CLAUSES WITH IFAND WHETHER;NOUN CLAUSES WITH QUESTION WORDS

Previewing the Passage

Do you believe that world peace is possible? Or, do you believe that there will always be war? As you read the following quotations, share your opinions with your classmates.

Thoughts on War and Peace

"I don't know whether war is an interlude during peace, or peace is an interlude during war."—Georges Clemenceau

"The Civil War is not ended: I question whether any serious war ever does end."—T. S. Eliot

"We used to wonder where war lived, what it was that made it so vile. And now we realize that we know where it lives, that it is inside of ourselves."—Albert Camus, *Notebooks 1935-1942*

Looking at Structures

1. Find the subject(s), verb(s), and object(s) of the first and second quotations. What word introduces the noun clauses? Can you form yes/no questions from these statements? What changes do you have to make?
2. Find the subject(s), verb(s), and object(s) of the third quotation. What words introduce the noun clauses? Can you make any information questions from these statements? What changes do you have to make?

Noun Clauses with // and *Whether*

Yes/no questions may be changed into noun clauses by using *if* and *whether*. *Note:* The subject must come *before* the verb in the noun clause.

Yes/No Questions	Noun Clauses with *H, Whether*
Is he coming?	I wonder **if** he is coming.
Has he left yet?	Do you know **whether** he has left yet?
Can he come?	I wonder **whether** he can come.
Does he want to come?	Could you tell me **if** he wants to come?
Did he arrive?	I would like to know **whether** he arrived.

Exercise A Do you have a final assignment or test in the next few days? Take this opportunity to ask your teacher for more information about the final days of this session. Change the following direct questions to noun clauses. Be sure to use correct word order. Begin your questions with the following: *Would (could, can, will) you tell* me … *? I would like to know. . . .*

Example: Will there be any more homework this quarter (semester)?

I would like to know whether (if) **there will be any more homework this quarter.**

1. Will there be a final test in this class?
2. Do I have to take a proficiency exam?
3. Is it necessary to study for the proficiency test?
4. Have I completed all of the assignments for this class?
5. Am I going to pass this course?
6. Could I talk to you about my progress?
7. Will we have a class party?
8. Does anyone want to plan one?

Noun Clauses with Question Words

Information questions may also be changed to noun clauses. Question words such as *when, where,* and *how* are used to introduce them. *Note:* The subject must come *before* the verb in noun clauses.

Information Questions	Noun Clauses with Question Words
Where is the library?	I would like to know **where the library is.**
How can I find it?	Please tell me **how I can find it.**
When does it close?	Do you know **when it closes?**

Noun clauses with question words are often used in polite requests, such as / *would like to know…; Could you tell me…;* and so forth.

Exercise B Imagine that you have to write a term paper for a class. Change the following questions about the assignment to noun clauses. Be sure to use correct word order. Begin your new sentences with the following:

- Could (would, can) you tell me … ?
- I would like to know….
- I wonder….
- I don't know (understand)….

Example: When is the paper due?

Could you tell me when the paper is due?

1. How long should the paper be?
2. How many sources should I use?
3. Where can I get information on the topic?
4. Which section of the library should I check?
5. When could I discuss this with you?
6. Where can I find someone to type it?

Exercise C Change the following direct questions to noun clauses. Be sure to use correct word order. Begin your questions with the following:

- I wonder….
- I would like to know. .. .
- Could anyone tell me… ?
- Could anyone explain… ?

Example: Why is it sometimes difficult for people to understand each other?

I wonder why it is sometimes difficult for people to understand each other.

1. Is the problem the lack of a common language?
2. Can a universal language solve our problems?
3. Do experiences with other cultures help us communicate better?
4. How can we learn to understand each other?
5. When will there be world peace?

As a class, pose the questions in Exercise C and discuss your opinions on them.

On Your Own On a piece of paper, write a general question that you would like to ask your class. Be sure to sign your name. Then ask someone to collect all the papers and mix them. Take turns selecting a paper and reporting the question to the class. Everyone should try to help answer the question.

Example: Have you enjoyed the experience of learning a new language?

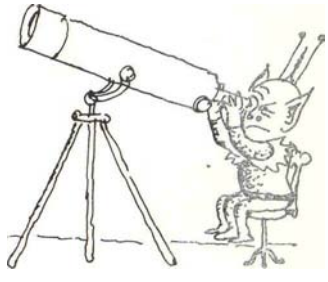
(Name of classmate) would like to know if we have enjoyed the experience of learning a new language.

What have you learned about other cultures?

(Name of classmate) wants to know what we have learned about other cultures.

Exercise D Read the following poem or listen to it as your teacher reads it aloud. Then make three questions or statements about it. These may be questions about vocabulary to ask your teacher or your classmates, or they may be your opinions or observations about the content of the poem. Begin your sentences with some of the following:

- I would like to know why (how, when, where, etc.)...,
- I wonder why (how, what kind, etc.)...
- Could anyone explain to me what (why, how, etc.)... ?
- I don't understand what (why, how, etc.). ...
- Why do you think that... ?
- What I'd like to know is....



"A planet doesn't explode of itself," said dryly
The Martian astronomer, gazing off into the air—
"That they were able to do it is proof that highly
Intelligent beings must have been living there."

John Hall Wheelock, *The Gardener and Other Poems (New York:* Charles Scribner's Sons, 1961).

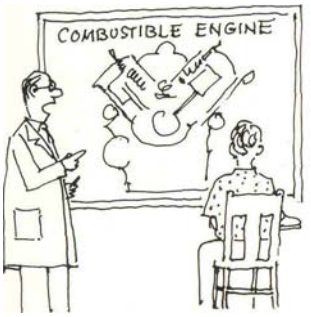
Activity Have you ever listened to a radio talk show such as "The Larry King Show"? Have you heard radio advice programs where callers can ask professionals (doctors, lawyers, psychiatrists, auto mechanics, etc.) for help or advice? Plan a talk show in your class. Choose one or two people to moderate the program. Then take turns being the "on-the-air professional." You may want to use your real occupation or interest area (a hobby, sport, etc.), or you may take on a role such as world tennis champion, movie star, heart surgeon, and so forth. The class can take turns "calling in" for advice. If possible, make arrangements with your local telephone company to use educational telephones (a Telezonia telephone kit).

Activity Imagine that you have the opportunity to question today's world leaders on their policies. In small groups, prepare a list of at least ten issues that you would like these leaders to address. Use the following expressions in your questions: *We would like to know. . . . We would like to ask you. . . . Could you please explain to us. . . ? We don't understand. . . . Could you tell us. . . ?* Then, take turns role-playing world leaders. You may want to organize a panel that will answer questions in a "Face the Nation (the World)" format. The rest of the class will ask questions to those role-playing the leaders.

PART THREE

CLAUSE TO PHRASE REDUCTION; REVIEW OF CLAUSES

Previewing the Passage



How do we learn? How can we learn best? Consider the following opinions on education and learning. Do you agree or disagree with them? What are your own opinions? How does this apply to learning a language?

Education, Learning, and Knowledge

"Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught." —Oscar Wilde, "The Critic as an Artist," *Intentions,* 1891

"Experience is not what happens to you; it is what you do with what happens to you."—Aldous Huxley, *Reader's Digest,* March 1956

" I am convinced that it is of primordial importance to learn more every year than the year before. After all, what is education but a process by which a person begins to learn how to learn?"—Peter Ustinov, *Dear Me,* 1977

"It is not a question of how much a man knows, but what use he makes of what he knows. Not a question of what he has acquired and how he has been trained, but of what he is and what he can do."—J. G. Holland

Looking at Structures

1. Underline the subject(s) and verb(s) in the first quotation. What is the object of the verb *remember?* What does *that is worth knowing* modify? What type of clause is it?
2. Underline the subject(s) and verb(s) in the second quotation. How many clauses are there? What are the complements of *is?* What is the object of the preposition *with?*
3. Underline the subject(s) and verb(s) in the third quotation. What is the object of the first sentence? What comparison is made in the first sentence? In the second sentence, what noun does *by which a person begins to learn how to learn* modify?
4. Circle all the subject/verb combinations in the fourth quotation.

REDUCTION OF NOUN CLAUSES TO INFINITIVE PHRASES

Quotations	Reported Speech		Notes
COMMANDS	**NOUN CLAUSES**	**INFINITIVE PHRASES**	
She said, "Come early."	She said that we should come early.	She said to come early.	The infinitive expresses the same meaning as *should* + verb.
She told us, "Come early."	She told us that we should come early.	She told us to come early. She advised (urged) us to come early.	The verbs *advice, beg, command, direct, encourage, order, urge,* and *warn* follow the same pattern as *tell* in infinitive phrases. The indirect object must be used.
REQUESTS FOR ACTION	**NOUN CLAUSES**	**INFINITIVE PHRASES**	
She asked (us), "Will you come early?"	She asked (us) if we would come early.	She asked us to come early.	Requests with *Will you . . .*, *Can you . . .*, *Would you .. .*, and *Could you . . .* can be reduced to infinitive phrases. The indirect object *must* be used with the infinitive phrase.
She asked (us), "Could you help me?"	She asked (us) whether we could help her.	She asked us to help her.	
REQUESTS FOR PERMISSION	**NOUN CLAUSES**	**INFINITIVE PHRASES**	
She asked (me), "Could I speak to John?"	She asked (me) if she could speak to John.	She asked to speak to John.	Requests for permission with *May I...*, *Could I...*, and *Can I...* can be reduced to infinitive phrases. *No* indirect object is used.

REDUCTION OF NOUN CLAUSES TO INFINITIVE PHRASES

Quotations	Reported Speech		Notes
YES/NO QUESTIONS:	NOUN CLAUSES	INFINITIVE PHRASES	
We asked (her), "Should we leave now?"	We asked (her) if we should leave then.	We asked (her) whether (or not) to leave then.	Yes/no questions with modal auxiliaries may be reduced to infinitive phrases. *Whether (or not)* is always used with an infinitive form. *Note:* The speaker and the subject of the question *must* be the same person(s). The indirect object is not necessary.
We asked (her), "Should we come at six or at seven?"	We asked (her) whether we should come at six or at seven.	We asked (her) whether to come at six or at seven.	
IMFORMATION giIESTIONS;	NOUN CLAUSES	INFINITIVE PHRASES	
We asked (her), "How can we get to your house?"	We asked (her) how we could get to her house.	We asked (her) how to get to her house.	Information questions (with *when, where, what,* and *how)* may be reduced to infinitive phrases. *Note:* The speaker and the subject of the question *must* be the same person(s). The indirect object is not necessary.
We asked (her), "Where should we park?"	We asked (her) where we should park.	We asked (her) where to park.	

Exercise A First change each quotation to reported speech. Then reduce the noun clauses to infinitive phrases.

Examples: Our teacher warned us, "Do all the homework."

Our teacher warned us that we should do all the homework.

Our teacher warned us to do all the homework.

1. Our teacher reminded us, "Study for the test!"
2. He told us, "Review the entire chapter."
3. He said, "Go over the information several times."
4. John asked the teacher, "Would you repeat the assignment, please?"
5. Mary asked the teacher, "Could you explain noun clauses again?"
6. Nancy asked the teacher, "How much time should I spend reviewing?"
7. The teacher said, "Don't spend more than two hours."

8. Harry asked, "When should I come for the test?"
9. Susan asked, "What should I bring?"
10. She asked, "May I use a dictionary?"
11. The teacher told her, "Don't bring a dictionary."
12. The teacher added, "Don't worry too much!"

On Your Own Much of the education process involves giving commands and asking and answering questions. What are some other typical classroom commands, questions, and answers? Write at least five. After your teacher has checked your paper, exchange it with another classmate. Change your classmate's sentences, first to reported speech and then to infinitive phrases.

Exercise B: Review of Clauses, Phrases, and Transitions Individually, in pairs, or in small groups, combine the following sentences. Use appropriate subordinating or coordinating conjunctions, transitions, or phrases. Many variations are possible; above all, try to vary your sentence structures and to eliminate unnecessary words.

How Can People Learn Best?

1. The greatest puzzle of education is a question.
   How can a child learn best?
2. People everywhere agree on an idea.
   Education is important.
   Few people agree on something.
   How should we provide education?
3. Does a child learn well in these ways?
   Information is taught by practice.
   Information is taught by repetition.
   Information is taught by memorization.
4. Does a child learn better in other ways?
   The teacher stimulates the child's curiosity.
   The teacher makes learning fun.
   The teacher makes learning pleasant.
5. Are there certain subjects?
   These subjects must be memorized.
   These include the alphabet and numbers.
   These include the rules of spelling.
   These include the multiplication tables.
6. Memorization is a part of education.
   Repetitive drill is a part of education.

7. Does this mean something?
   Can most learning be taught in that way?
   Should most learning be taught in that way?
8. Should learning be fun for the student?
   Is schooling very hard work?
   The student must be forced to do it.

On Your Own In pairs or in small groups, discuss the questions raised in Exercise B. What are your opinions on the best ways to study and to learn? After you have finished your discussion, choose one member to give a brief summary for the entire class. Be sure to use reported speech in your summary.

Exercise C: Review of Clauses, Phrases, and Transitions What is your reaction to the following quotation? Think about your own educational experience and use your ideas to complete the sentences to form a short paragraph. Then present it to the class.

"I am always ready to learn, but I am not always ready to be taught."—Winston Churchill

a. I agree / disagree with Churchill's idea because....
b. I believe that....
c. I remember a time when....
d. While I was....
e. After I had....
f. As a result....
g. If I hadn't——
h. Nevertheless....

On Your Own Organize a debate on the merits of education and experience. Let half the class argue in favor of education and the other half in favor of experience. If you want, have your debate center on the process of language learning: Can you really learn a language in a classroom? Without a class and a teacher, do people have enough discipline to learn a language well?

Activity Poetry is a beautiful form of expression in any language, but it is often difficult to write. In poetry, every word plays an important role, so each must be chosen with care. Interestingly, it is sometimes easier to write poetry in a second or foreign language. A language learner can bring different perspectives and ideas to poetry and thus produce unusual combinations of words and images. Individually, in small groups, or as a class, use the following directions to help you write short poems. You may choose your own topic or select from the suggestions below.

1. Choose the name of another classmate and write a poem about your classmate.
2. Write a poem about English (grammar, composition, etc.).
3. Write about an emotion or idea: love, friendship, homesickness, curiosity.
4. Write about a favorite place.
5. Write about your home area or country.

Guidelines:

You need not follow these strictly.

Line 1: Write a sentence of three to five words about your topic.

Line 2: Take a noun from Line 1 and describe it.

Line 3: Add movement to the idea in Line 2.

Line 4: Pick a word in Line 3 and compare it to something *(X is like . . .)*.

Line 5: Take the idea in Line 4 and describe it or add more action.

Line 6: Take the idea in Line 5 and compare it to something *(X is...)*.

Line 7: Make the idea in Line 6 either very big or very small.

Line 8: Describe the idea in Line 7.

Lines 9 IO: Make a final statement (your opinion, etc.).

A Smaller World

We came from so many places,
Gentle, crowded, warm, noisy, icy places,
Excited travelers, nervous and naive,
Like newborns entering a new world.
Babbling and blundering our way to English,
Like babies learning to talk.
Mountains of words, ideas, customs to climb,
A struggle for understanding.
Yet our world has become smaller
Because we have known each other.

Class poem written by students from Mexico, Brazil, Japan, Colombia, Kuwait, Honduras, Switzerland, and Indonesia.

A view of the earth from the moon.

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