

NOUNS AND QUANTIFIERS

GRAMMAR IN CONTEXT

BEFORE YOU READ Look at the map. Where did each journey start and end? Look at the photo of the boat. When do you think these journeys took place?

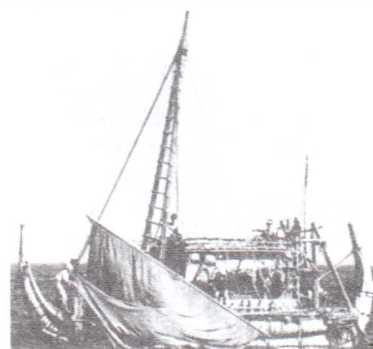


Read this history text about a modern explorer.

WHO REALLY DISCOVERED AMERICA?

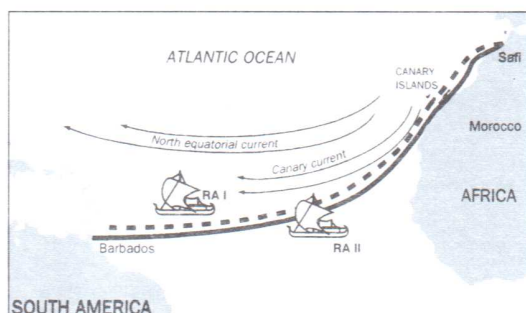
Was **Columbus** really the first **explorer** to discover the **Americas**? The great Norwegian **explorer Thor Heyerdahl** didn't think so. He believed that ancient **people** were able to build **boats** that could cross **oceans**.

To test his **ideas**, **Heyerdahl** decided to build a **copy** of the reed **boats** pictured in ancient Egyptian **paintings** and sail across the **Atlantic** from **North Africa** to **Barbados**. **Heyerdahl's team** also copied ancient Middle Eastern **pots** and filled them with **enough food** for their **journey**—dried **fish**, **honey**, **oil**, **some eggs** and **nuts**, and **a little** fresh **fruit**. **Ra**, the **expedition's boat**, carried an international



group including a **Norwegian**, an **Egyptian**, an **Italian**, a **Mexican**, and a **Chadian**.

On **May 25, 1969**, **Ra** left **Safi** in **Morocco** and headed across the widest **part** of the **Atlantic**. **Ra** fell apart just before it reached **Barbados**, but everyone survived and wanted to try again.



On **May 17, 1970**, **Ra II**, sailing under the **flag** of the **United Nations**, successfully crossed the **Atlantic** in **57 days**. The expedition proved that ancient **civilizations** had **enough skill** to reach the **Americas** long before **Columbus** did.

GRAMMAR PRESENTATION

NOUNS AND QUANTIFIERS

COUNT NOUNS			
ARTICLE / NUMBER	NOUN	VERB	
A One	sailor	is	brave.
(The) Two	sailors	are	

NON-COUNT NOUNS		
NOUN	VERB	
Oil	is	necessary.
Sailing		dangerous.

QUANTIFIERS AND COUNT NOUNS		
	QUANTIFIER	NOUN
I saw	some enough a lot of	sailors. islands. ships.
	a few several many	
I didn't see	any enough a lot of many	

QUANTIFIERS AND NON-COUNT NOUNS		
	QUANTIFIER	NOUN
I used	some enough a lot of	oil. salt. honey.
	a little a great deal of much	
I didn't use	any enough a lot of much	

NOTES

1. Proper nouns are the names of particular people, places, or things. They are usually unique (there is only one). To the right are some categories and examples of proper nouns.

Capitalize the first letter of most proper nouns. We do not usually use an article (*a / an* or *the*) with a proper noun.

Seasons are usually not spelled with a capital letter, and they are often preceded by *the*.

EXAMPLES

People	Heyerdahl, Chadians
Places	Bolivia, Egypt, the Atlantic
Months	September, October, Ramadan
Days	Monday, Tuesday
Holidays	Easter
Languages / Nationalities	Arabic, Italian, Norwegian
Seasons	spring, summer, fall, winter

- The ancient **Egyptians** called their sun god **Ra**.
- The ship sailed in **May**.
- I get two weeks off school at **Easter**.
- We arrived in **the spring**.

2. Common nouns refer to people, places, and things, but not by their individual names. For example, *explorer* is a common noun, but *Heyerdahl* is a proper noun. To the right are some categories and examples of common nouns.

People	explorer, sailor, builder
Places	continent, country, city
Things	pots, eggs, fish, honey

3. Common nouns can be either count or non-count. **Count nouns** (also called countable nouns) are things that you can count separately. They can be singular or plural. For example, you can say *a ship* or *three ships*. You can use *a / an* or *the* before count nouns.

- **a** sailor, **the** sailor, **two** sailors
- **an** island, **the** island, **three** islands
- **a** ship, **the** ship, **four** ships

4. Non-count nouns (also called uncountable or mass nouns) are things that you cannot count separately. For example, in English you can say *gold*, but you cannot say *a gold* or *two golds*. Non-count nouns usually have no plural forms. We usually do not use a / an with non-count nouns. To the right are some categories and examples of non-count nouns.

Some common non-count nouns do not fit into the above categories. You must memorize nouns such as the ones to the right.

BE CAREFUL! When a non-count noun is the subject of a sentence, its verb must be singular. Pronouns that refer to non-count nouns must also be singular.

Abstract words	courage, education, time
Activities	exploring, sailing, farming
Fields of study	geography, history
Foods	corn, chocolate, fish
Gases	air, oxygen, steam
Liquids	water, milk, gasoline
Materials	cotton, plastic, silk
Natural forces	cold, electricity, weather
Particles	dust, sand, sugar, salt

advice	homework	mail
equipment	information	money
furniture	jewelry	news
garbage	luggage	work

- **Reed is** a good material for boats. **It floats** in the heaviest storm.

5. You can use the **quantifiers** *some*, *enough*, *a lot of*, and *any* with both count and non-count nouns.

Use **any** in negative sentences and in questions.

- We have ^{count}*some eggs* and ^{non-count}*some honey*.
- Are there ^{count}*enough pots* and ^{non-count}*enough oil*?
- There were ^{count}*a lot of* good ^{non-count}*times*.
- There was ^{non-count}*a lot of* **danger** too.
- We didn't see ^{count}*any sharks*.
- Is there ^{non-count}*any tea* left?

6. You can use **a few**, **several**, and **many** with plural count nouns in affirmative sentences.

You can use **a little**, **a great deal of**, and **much** with non-count nouns in affirmative sentences.

USAGE NOTE: In affirmative sentences, **many** is more formal than **a lot of**; **much** is very formal.

- **BE CAREFUL!** Don't confuse **a few** and **a little** with **few** and **little**. **Few** and **little** usually mean "not enough."

- **A few** team **members** got sick.
- They experienced **several** large **storms**.
- **Many people** worried about them.
- They had **a little trouble** with the sail.
- They threw away **a great deal of food**.
- **Much planning** went into this.

count

MORE FORMAL: **Many people** agreed.

LESS FORMAL: **A lot of people** agreed.

non-count

VERY FORMAL: We saw **much pollution**.

LESS FORMAL: We saw **a lot of pollution**.

- They received **a little news** during their voyage.
(not a lot, but enough)
- They received **little news** during their voyage.
(probably not enough news)

7. Use **many** with count nouns and **much** with non-count nouns in questions and negative sentences.

USAGE NOTE: In questions and negative sentences **many** and **much** are appropriate for both formal and informal English.

A: How many ships did they see?

B: They didn't see **many**.

A: How much water did they carry?

B: They didn't carry **much**.

FOCUSED PRACTICE

1 MAKING PLANS

Grammar Notes 2-4



Megan and Jason are planning a hiking trip. Complete their conversation with the correct form of the words in parentheses.

JASON: There is still a lot of work to do this evening. We have to plan the food for the trip.
1. (be) 2. (work)

MEGAN: I've been reading this book about camping. There is some good advice about food in it.
3. (be) 4. (advice)

JASON: What does it say?

MEGAN: We should bring a lot of beans and rice.
5. (bean) 6. (rice)

JASON: Potatoes are good on camping trips, too.
7. (Potato) 8. (be)

MEGAN: Fresh vegetables are too heavy to carry. Maybe we can get some when we pass through a town.
9. (vegetable) 10. (be)

JASON: Are the equipment ready? We should go over the checklist.
11. (be) 12. (equipment)

MEGAN: I did that. We need some batteries for the radio.
13. (battery)

JASON: Why do we need a radio? I thought we were running away from civilization.

MEGAN: But the news never stops. I still want to know what's happening.
14. (news) 15. (stop)

JASON: That's OK with me. By the way, do we have enough warm clothing?
16. (clothing)
It gets chilly in the mountains.

MEGAN: That's true. And the cold really bothers me at night.
17. (cold) 18. (bother)

JASON: But we have warm sleeping bags.
19. (bag)



2 HAPPY CAMPERS

Grammar Notes 5-7

Complete these excerpts from a book about family camping. For each paragraph, use the quantifiers in parentheses.

1. (a little / a few)

Try to get a little exercise before a long camping trip. It will help you feel better on the trip. good stretching exercises every day will help. walking or swimming is also useful.

2. (many / a great deal of)

You will need information for a long trip. Your public library has books about family camping. The National Park Service can also provide advice.

3. (a / some) (much / many)

Making a fire is skill, but it's easy to learn. You won't need practice before you can build a roaring campfire. Start with paper and leaves. Place the wood on top of these, and leave spaces for air. Don't use big pieces of wood.

4. (any / enough) (How much / How many)

"There isn't milk left! Who used it all?" times have you heard this cry? To avoid this problem, plan your food in advance. sandwiches are you going to make? bread will you need? Are you planning to have popcorn and pancakes? Do you have butter for these treats **and** your morning toast? eggs will you need? Make sure you have food and beverages before you leave.

(continued on next page)

5. (few / a few) (little / a little)



On our family's first camping trip, we had _____ equipment and almost
a.
no experience, but we still had a lot of fun. It was a blast. We swam, we hiked, and we
made new friends. Of course, we had _____ problems, but not many.
b.
Anyway, _____ inconvenience didn't interfere with our fun.
c.
Today millions of people enjoy camping. In fact, _____ campsites are
d.
available in the summer without a reservation.

3 EDITING

Read Tina's diary entries. There are fourteen mistakes in the use of nouns and verb and pronoun agreement. Find and correct them. The first two mistakes are already corrected.

October 27. I've been on the ^{Canary}~~canary~~ Islands for three days now. I'll start
^{weather is}~~weathers are~~ home when the weather is better. I was so surprised when I picked
up my mails today. My family sent some birthday presents to me.
My Birthday is the 31st. I won't open any gifts until then.

october 29. I think the weather is getting worse. I heard thunders
today, but there wasn't many rain. Typhoon and I stayed in bed.
I started reading a novel, brave New World.

October 30. I left the Canary Islands today—just like columbus. There's
a strong wind and plenty of sunshine now. I went 250 miles.

October 31. I'm 21 today. To celebrate, I drank little coffee for breakfast
and I opened my presents. I got some perfume and some pretty
silver jewelries.

November 1. The electricities are very low. I'd better save them until
I get near New York. I'll need the radio then. It rained today,
so I collected a few waters for cooking.

COMMUNICATION PRACTICE

4 LISTENING



Megan and Jason are planning to make cookies for their trip. Listen to them talk about the recipe. Then listen again and check the ingredients that they have enough of. Listen a third time and make a shopping list of ingredients that they need to buy.

Ingredients		Shopping List	
2 cups of butter	1 cup of cornflakes	_____	_____
✓ 3 cups of brown sugar	8 eggs	_____	_____
2 cups of oatmeal (uncooked)	1 cup of raisins	_____	_____
4 cups of flour	2 cups of chocolate chips	_____	_____

5 DESERT ISLAND

Work with a group. Imagine that you are about to be shipwrecked near a deserted tropical island. You have room in your lifeboat for all the members of your group plus five of the things on the list that follows. Decide what to take, and give your reasons. Compare your choices with other groups' choices.

sugar	fishing equipment	telescope
flour	portable TV set	compass
pasta	radio	maps of the area
beans	batteries	a book, <i>Navigating by the Stars</i>
chocolate	ax	a book, <i>Tropical Plants You Can Eat</i>
fresh water	cooking pot	fireworks

EXAMPLE:

I think we should take a lot of beans. We might not find any food on the island.

ADJECTIVES: EQUATIVES, COMPARATIVES, AND SUPERLATIVES

GRAMMAR IN CONTEXT

BEFORE YOU READ What information does the box at the end of the restaurant review give you? Talk about the dessert in the photograph.

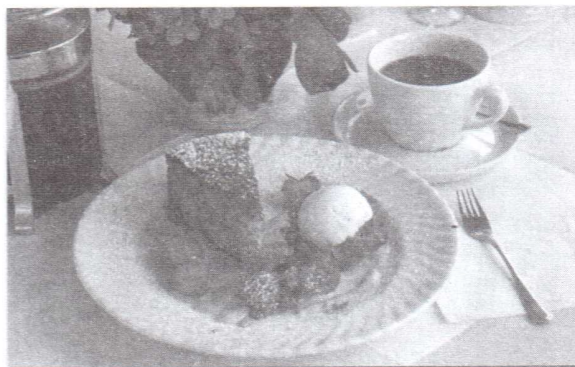


Read this restaurant review from a neighborhood newspaper.

Bigger and (Often) Better

By Dana Lee

The COUNTRY INN has just reopened under new management. The new owners have done a wonderful job redecorating the inn. The dining room looks **bigger, brighter, and prettier** than the old one. The food is just **as good as** before, but, unfortunately,



Almond cake à la mode

The Country Inn

★★★
(very good)

27 Waterside Place
555-3465

Open 11:00 A.M.–11:00 P.M.
Tuesday–Sunday

Reservations not accepted

Average cost of dinner:
\$12–\$23



the menu is **less varied** and **more expensive**. Good choices are the roast chicken with mashed potatoes, the lobster, and the homemade spaghetti with fresh tomatoes and olives. Be sure to leave room for the desserts. The selection keeps getting **better and better**. The homemade almond cake is **as good as**

you can get, and the chocolate soufflé is **as light as** air.

The staff is friendly but not able to handle large numbers of people—**the more crowded** the restaurant, **the slower** the service. At dinner time the lines outside this popular restaurant are getting **longer and longer**. Try lunchtime for a quieter, more relaxed meal.

GRAMMAR PRESENTATION

ADJECTIVES: EQUATIVES, COMPARATIVES, AND SUPERLATIVES

EQUATIVES				
	(Not) As	ADJECTIVE	As	
The new restaurant is	(not) as	bright friendly good comfortable beautiful	as	the old one.

COMPARATIVES			
	COMPARATIVE ADJECTIVE FORM		THAN
The new restaurant is	brighter friendlier better		than
	more less	comfortable beautiful	
			the old one.

COMPARATIVES			
	COMPARATIVE ADJECTIVE FORM	AND	COMPARATIVE ADJECTIVE FORM
The food is getting	better	and	better.
	worse		worse.
	more		more delicious.
	less		less interesting.

COMPARATIVES				
THE	COMPARATIVE ADJECTIVE FORM		THE	COMPARATIVE ADJECTIVE FORM
The	more crowded	the restaurant,	the	slower
				the service.

SUPERLATIVES		
	SUPERLATIVE ADJECTIVE FORM	
You are	the sweetest the funniest the best the most wonderful the least selfish	person in the world.
That's	the nicest the loveliest the worst the most amusing the least original	card I've ever received.

NOTES

1. You can use the **equative** (**as + adjective + as**) to compare people, places, and things. Use the equative to express both similarities and differences.

Use **as + adjective + as** to compare people, places, or things that are equal in some way. Use **just** to emphasize the equality.

Use **not as + adjective + as** to compare people, places, and things that are different in some way.

REMEMBER: It is not always necessary to mention both parts of the comparison. Sometimes the meaning is clear from the context.

EXAMPLES

- The waiter is **as polite as** the waitress, but he's **not as fast as** she is.
(The waiter and waitress are equally polite, but they are not equally fast.)
- The new menu is **just as good as** the old menu.
(The new menu and the old menu are equally good.)
- The new menu **isn't as expensive as** the old menu.
(The new and old menus have different prices. The items on the new menu cost less.)
- I liked the old menu. The new one **isn't as varied**.
(The new menu isn't as varied as the old menu.)

2. Use the **comparative** form of adjectives to focus on a difference between people, places, and things.

- The new room is **bigger than** the old room.
- The new waiters are **more experienced than** the old waiters.

3. There is more than one way to **form the comparative of adjectives**.

- a. For one-syllable adjectives and two-syllable adjectives ending in -y, use **adjective + -er**.

- b. For most other adjectives of two or more syllables, use:

more + adjective

AND

less + adjective

- c. For some adjectives, use either **-er** or **more / less**.

(See Appendix 1, page A-1, for a list of adjectives that use both forms of the comparative.)

ADJECTIVE

COMPARATIVE

bright
friendly

brighter
friendlier

comfortable

more comfortable
less comfortable

expensive

more expensive
less expensive

- The Inn is **pleasanter** than Joe's.
- The Inn is **more pleasant** than Joe's.
- Joe's is **less pleasant** than the Inn.

4. Use the comparative **with *than*** when you mention the things you are comparing.

Use the comparative **without *than*** when it is clear from the context which things you are comparing.

- The apple pie is **nicer *than*** the cake.
- The new desserts are **nicer**.
(*The new desserts are nicer than the old desserts.*)

5. To talk about change—an increase or a decrease—use:

comparative adjective + *and* + **comparative adjective**

- It's getting **harder and harder** to find an inexpensive restaurant.
- It's becoming **more and more difficult**.
(*Both sentences mean the difficulty is increasing.*)
- I'm **less and less interested** in cooking.
(*My interest is decreasing.*)

6. To show cause-and-effect, use:

the + **comparative adjective** + *the* + **comparative adjective**

- **The more crowded** the restaurant, **the slower** the service.
(*When the restaurant gets more crowded, the service gets slower.*)

7. **Comparatives and equatives** often express the same meaning in different ways.

USAGE NOTE: With one-syllable adjectives, we usually use **not as . . . as**. We do not use *less . . . than*.

- The Inn is **more expensive than** Joe's.
- Joe's **isn't as expensive as** the Inn.
- Joe's is **less expensive than** the Inn.
- Our table **isn't as big as** theirs.
NOT ~~Our table is less big than theirs.~~

8. Use the **superlative** form of adjectives to single out one thing from two or more things.

- You are **the nicest** person in the world.
- You are **the most wonderful** friend I've ever had.

9. There is more than one way to form the superlative of adjectives.

a. For one-syllable adjectives or two-syllable adjectives ending in -y, use: ***the* + adjective + *-est***.

ADJECTIVE

bright
friendly

SUPERLATIVE

the brightest
the friendliest

b. For most other adjectives of two or more syllables, use:

***the most* + adjective**

OR

***the least* + adjective**

comfortable

expensive

the most comfortable
the least comfortable
the most expensive
the least expensive

c. For some adjectives, use either ***the . . . -est*** or ***the most / the least***. (See Appendix 1, page A-1, for a list of more of these adjectives.)

- My third trip was **the pleasantest**.
- My third trip was **the most pleasant**.
- My first trip was **the least pleasant**.

10. The superlative is often used with expressions beginning with *in* and *of*, such as *in the world* and *of all*.

- You're **the most wonderful** brother *in the universe*.
- He is **the smartest** one *of us all*.

11. The superlative is sometimes followed by a clause. Often the clause uses the present perfect with *ever*.

- That's **the nicest** card *I've ever received*.
- You have **the loveliest** smile *I've ever seen*.

12. Some adjectives have irregular comparative and superlative forms. (See Appendix 3, page A-2 for a list of irregular adjectives.)

ADJECTIVE

good
bad

COMPARATIVE

better
worse

SUPERLATIVE

the best
the worst

FOCUSED PRACTICE

1 MENU

Grammar Notes 2-4

Look at the menu. Then complete the comparisons. Use **-er**, **more**, **less** and **than** in your comparisons.

The Golden Palace

Take Out Menu

Open 7 days a week

Mon-Thurs: 11:00 A.M.–10:00 P.M.

Fri-Sat: 11:00 A.M.–11:00 P.M.

Sunday: 12:00 noon–10:00 P.M.

2465 Mineral Springs Rd.

Tel.: (401) 555-4923

Place your order by
phone and it will be
ready when you arrive.

*Broccoli with Garlic Sauce	\$6.25
Beef with Broccoli	\$7.75
*Beef with Dried Red Pepper	\$7.75
Chicken with Broccoli	\$7.25
*Chicken with Orange Sauce	\$7.25
Sweet and Sour Shrimp	\$8.25
Pork with Scallions	\$6.25
♥Steamed Mixed Vegetables	\$5.50
♥Steamed Scallops with Broccoli	\$7.75

*Hot and Spicy

♥No sugar, salt, or oil

- The sweet and sour shrimp is more expensive than the steamed scallops with broccoli.
(expensive)
- The beef with dried red pepper is _____ the beef with broccoli.
(hot)
- The sweet and sour shrimp is _____ the pork with scallions.
(expensive)
- The chicken with orange sauce is _____ the steamed scallops with broccoli.
(spicy)
- The steamed mixed vegetables are _____ the pork with scallions.
(salty)
- The chicken with broccoli is _____ the chicken with orange sauce.
(mild)
- The steamed mixed vegetables are _____ the beef with dried red pepper.
(healthy)
- The broccoli with garlic sauce is _____ the chicken with broccoli.
(cheap)
- The pork with scallions is _____ the steamed mixed vegetables.
(oily)
- The scallop dish is _____ the shrimp dish.
(sweet)
- The restaurant's business hours on Sunday are _____ they are on Saturday.
(short)

2 THE MORE THE MERRIER**Grammar Note 6**

Complete these comments about a restaurant. Use the comparative forms of the words in parentheses to show cause and effect.

1. **A:** I can't believe the size of this menu. It's going to take me forever to make up my mind.

B: I know what you mean. The longer the menu,
(long)
the more difficult the choice.
(difficult)

2. **A:** People say the food here is getting better and better.

B: And the food, the prices.
(good) (high)

3. **A:** The cigarette smoke in here is really bothering me.

B: Me, too. And I have a cold. Our table is too close to the smoking section.
the room, my cough gets.
(smoky) (bad)

4. **A:** It's pretty loud in here. I can hardly hear myself think.

B: That can happen when a restaurant becomes popular. the restaurant, the room.
(crowded)
(noisy)

5. **A:** Why do they have to put so much salt in the soup?

B: Well, the food, it tastes.
(salty) (good)

A: Oh, I don't agree. Besides, you can always add your own salt.

6. **A:** They certainly give you a lot of food. I can't eat another bite.

B: the portions, it is to finish.
(big) (hard)

3 MORE AND MORE

Grammar Note 5

Look at these statistics for food in the United States. Read the statements. Write **That's right** or **That's wrong**. Then write a true statement. Use **get**, plus the words in parentheses and the comparative form, to talk about change.

FOOD IN THE UNITED STATES	1992	1993	1994	1995
1. Cost of food per year (family of three)	\$4,273	\$4,399	\$4,411	\$4,691
2. Cost of a slice of pizza	\$1.50	\$1.55	\$1.60	\$1.65
3. Sales (in millions of \$) of frozen pizza	\$1,289	\$1,360	\$1,529	\$1,547
4. Consumption* of cheese	26.0 lbs.	26.3 lbs.	26.8 lbs.	27.3 lbs.
5. Consumption of ice cream	16.3 lbs.	16.1 lbs.	16.1 lbs.	15.7 lbs.
6. Consumption of candy	21.5 lbs.	21.9 lbs.	22.5 lbs.	23.4 lbs.

*Consumption numbers = average number of pounds that a person eats (consumes) each year

1. The cost of food is rising.

That's right. It's getting higher and higher.

(high)

2. The cost of a slice of pizza is decreasing.

(expensive)

3. The frozen pizza industry is growing.

(big)

4. The consumption of cheese is increasing.

(high)

5. The consumption of ice cream is rising.

(low)

6. Candy is increasing in popularity.

(popular)

4 COMPARISONS WITH AS . . .**Grammar Note 1**

Read the facts about Los Angeles and New York City. Complete the sentences. Use the words in parentheses with **as . . . as** or **not as . . . as**.



	Los Angeles	New York City
Total population	3,555,638	7,380,906
Population per square mile	7,572	23,894
Land area	469.3 square miles	308.9 square miles
Average temperature	57.2°F (January) 74.1°F (July)	31.8°F (January) 76.7°F (July)
Sunny days	143	107
Annual rainfall	12"	40"
Average wind speed	7.4 mph	9.4 mph

- In population, Los Angeles is not as big as New York.
(big)
- Los Angeles is (crowded) New York.
- In land area, New York is (big) Los Angeles.
- In the winter, Los Angeles is (cold) New York.
- In the summer, Los Angeles is almost (hot) New York.
- Los Angeles is (wet) New York.
- Los Angeles is (windy) New York.
- New York is (sunny) Los Angeles.

5 EDITING

Read this student's essay. Find and correct nine mistakes in the use of comparisons. The first mistake is already corrected.



When I was a teenager in the Philippines, I was an expert on snacks and fast foods. I was growing fast, so the more I ate, the ^{hungrier} ~~hungry~~ I felt. The street vendors in our town had the better snacks than anyone else. In the morning, I used to buy puto (rice muffins) on the way to school. Putos are much sweeter that American muffins. After school, I ate fish balls on a stick or adidas (chicken feet). Snacks on a stick are small than American hot dogs and burgers, but they are much varied. My friend thought banana-cue (banana on a stick) was really great. However, they weren't as sweet from kamote-cue (fried sweet potatoes and brown sugar), my favorite snack.

When I came to the United States, I didn't like American fast food at first. To me, it was interesting than my native food and less tastier too. Now I'm getting used to it, and it seems deliciouser and deliciouser. Does anyone want to go out for a pizza?

COMMUNICATION PRACTICE

6 LISTENING



Timothy is trying to pick a gift for his wife. Listen to the conversation. Then listen again and check the appropriate column.

	Bracelet	Winter Coat	Picture Frame	Soap and Bubble Bath	Star
1. most practical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. sweetest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. least expensive	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. most romantic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. silliest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 WHAT ABOUT YOU?

Grammar Notes 8, 9, 11

Write questions. Use the words in parentheses with the superlative and the present perfect with **ever**.

1. What's the strangest gift you've ever received?
(What / strange / gift / you / receive?)
2. _____
(What / funny / thing / you / do?)
3. _____
(Who / smart / person / you / know?)
4. _____
(What / nice / place / you / see?)
5. _____
(Where / hot / place / you / be?)
6. _____
(What / bad / experience / you / have?)
7. _____
(What / silly thing / you / say?)
8. _____
(What / long / book / you / read?)
9. _____
(What / valuable / lesson / you / learn?)
10. _____
(What / difficult / thing / you / do?)
11. _____
(What / enjoyable / thing / you / do?)

ADVERBS: EQUATIVES, COMPARATIVES, AND SUPERLATIVES

GRAMMAR IN CONTEXT

BEFORE YOU READ Look at the photograph. What game are the people playing? What do you think the two players are trying to do?



Two TV sportscasters are talking about a game in their program, "The Halftime Report." Read this transcript of "The Halftime Report."

RON: Hi, this is Ron Martin . . .

WILL: . . . and I'm Willie Roth. We're your hosts for "The Halftime Report."

RON: Have you ever seen these teams play **more aggressively**?

WILL: No, Ron, I haven't. Folks, we're watching the Bulls battle the Lakers, and both teams are playing **as well as** they've played all year. At the end of the first half, the Bulls are leading 47 to 44.

RON: Each team has lost its top player. Michael Jordan sprained his left ankle, and Shaquille O'Neal is out of the game because of his fouls.

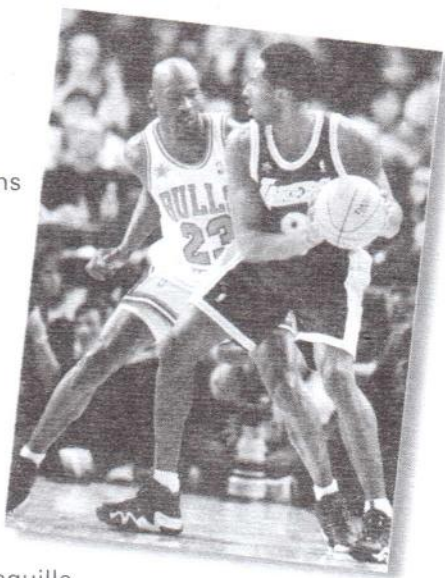
WILL: But with Jordan out, that's going to hurt the Bulls **worse than** the Lakers.

RON: They still have Toni Kukoc. Have you been watching him lately? He's been playing **more and more aggressively** as the season goes on.

WILL: Kukoc is good, all right. In recent games, he's been scoring **more frequently than** any player except Jordan, and he's been playing **the most consistently** of the Bulls.

RON: **The more** he plays, **the better** he looks.

WILL: The second half is ready to begin! See you again after the game.



GRAMMAR PRESENTATION

ADVERBS: EQUATIVES, COMPARATIVES, AND SUPERLATIVES

ADVERBS

They work **quietly**.

It moves **very fast**.

She described it **nice**ly.

It's **absolutely** perfect.

EQUATIVES

		As	ADVERB	As	
The Bulls	played didn't play	as	hard well aggressively consistently	as	the Lakers.

COMPARATIVES

	COMPARATIVE ADVERB FORM	THAN	
The Bulls played	harder better	than	the Lakers.
	more less		
	aggressively consistently		

COMPARATIVES

	COMPARATIVE ADVERB FORM	AND	COMPARATIVE ADVERB FORM
The Bulls are playing	harder	and	harder.
	better		better.
	more		more
	less		aggressively. consistently.

COMPARATIVES

THE	COMPARATIVE ADVERB FORM		THE	COMPARATIVE ADVERB FORM	
The	harder	he played,	the	better	he performed.

SUPERLATIVES

	SUPERLATIVE ADVERB FORM	
He threw	the fastest the best the most accurately the least accurately	of anyone in the game.

NOTES

EXAMPLES

1. Use **adverbs** when you are giving more information about verbs, adjectives, or other adverbs.

- They ^{verb} **furnished** it ^{adverb} **nicely**.
- It's an ^{adverb} **extremely** ^{adjective} **nice** house.
- They got it ^{adverb} **very** ^{adverb} **quickly**.

2. Use **adverbs of manner** when you are describing or giving more information about action verbs. These adverbs often answer "How?" questions.

BE CAREFUL! Do not put an adverb of manner between the verb and the direct object.

- She **described** the apartment **perfectly**.
(*Perfectly tells you how she described the apartment.*)
- He'll **rent** this apartment **quickly**.
NOT ~~He'll rent quickly this apartment.~~

3. **Adverbs of manner** are often formed by adding -ly to adjectives.

(See Appendix 2 on page A-1 for spelling rules for forming -ly adverbs.)

BE CAREFUL! Some adjectives also end in -ly—for example, *silly*, *friendly*, *lovely*, and *lonely*.

- We need a ^{adjective} **quick** decision.
- You should decide ^{adverb} **quickly**.
(*quickly = quick + ly*)
- It's a ^{adjective} **lovely** apartment.

4. Some **adverbs of manner** have two forms: one with -ly and one without -ly.

USAGE NOTE: The form without -ly is often used in informal speech.

- slowly** OR **slow**
quickly OR **quick**
loudly OR **loud**
clearly OR **clear**
- Don't speak so **loudly**; the neighbors will hear.
- OR
- Don't speak so **loud**, the neighbors will hear.

5. Some **common adverbs** do not end in -ly—for example, the adverb form of *good* is *well*.

A few **adjectives** and **adverbs** have the same form—for example, *early*, *fast*, *high*, *late*, and *hard*.

- She's a **good** manager. She manages the building **well**.
- ADJECTIVE
- The visitor was **late**.
 - She is a **hard** worker.
- ADVERB
- He woke up **late**.
 - She works **hard**.

- **BE CAREFUL!** Adding *-ly* to the adjectives *late* and *hard* changes the meaning of these words.

Lately is not the adverb form of *late*. *Lately* means “recently.”

Hardly is not the adverb form of *hard*. *Hardly* means “almost not.”

- We haven't seen any nice apartments ***lately***. We are getting discouraged.
- There's ***hardly*** enough room for a bed. The bed takes up most of the room.

6. Use the **equative**, (*as + adverb + as*) to talk about actions that are the same or equal. Use ***just*** to emphasize the equality.

Use ***not as + adverb + as*** to talk about actions that are not the same or equal.

- Kerr played ***just as well as*** most players.
(*He and the other players played equally well.*)
- Jordan didn't play ***as aggressively as*** O'Neal.
(*Jordan and O'Neal played differently. Jordan played aggressively, but he played less aggressively than O'Neal.*)

7. Use the **comparative form of adverbs** to focus on the differences between actions.

- The Bulls played ***better than*** the Lakers.
- Jordan ran ***faster than*** O'Neal.
- He played ***more skillfully than*** O'Neal.
- He played ***less aggressively than*** O'Neal.

8. It is not always necessary to name the second person or thing. Sometimes it is clear from the context who or what that is.

- Jordan played hard. O'Neal played ***just as hard*** (as Jordan).
- Jordan shot ***more consistently*** (than O'Neal).

9. Use the **superlative form of adverbs** to single out something about an action.

We often use the superlative with expressions beginning with ***of***, such as ***of any player***.

- Kukoc worked ***the hardest***.
- He scored ***the most frequently of any player*** on the team.

10. There is more than one way to form the comparative and superlative of adverbs.

- a. For one-syllable adverbs or for adverbs whose forms are the same as adjectives, use **-er** or **-est**.

► **BE CAREFUL!** Some adverbs have irregular comparative and superlative forms.

(See Appendix 3, page A-2, for a list of irregular adverbs.)

- b. For other adverbs of two or more syllables, use **more / less** or **the most / the least**. Most of these adverbs end in **-ly**.

- c. Note that some adverbs of manner have two comparative and two superlative forms.

USAGE NOTE: Although *more quickly*, *more slowly*, and *the most quickly* and *the most slowly* are the traditional comparative and superlative forms of these adverbs, *quicker*, *slower*, and *the quickest*, and *the slowest* are often heard in informal speech.

ADVERB	COMPARATIVE	SUPERLATIVE
fast	faster	<i>the fastest</i>
hard	harder	<i>the hardest</i>
well	better	<i>the best</i>
badly	worse	<i>the worst</i>

skillfully	more / less skillfully	<i>the most / the least skillfully</i>
------------	-------------------------------	--

ADVERB	COMPARATIVE	SUPERLATIVE
quickly	more quickly quicker	<i>the most quickly</i> <i>the quickest</i>

slowly	more slowly slower	<i>the most slowly</i> <i>the slowest</i>
--------	-------------------------------------	--

11. To talk about change—an increase or a decrease—use:

comparative adverb + **and** + **comparative adverb**

- Kukoc is playing **better and better** as the season continues.
- He is playing **more and more aggressively**.

12. To show a cause-and-effect relationship, use:

the + **comparative adverb** + **the** + **comparative adverb**

- **The harder** he played, **the better** he performed.

FOCUSED PRACTICE

1 STUDENT EVALUATION

Grammar Notes 1-5

Read this evaluation Luis wrote about his teacher. Fill in the blanks. Use either the adjective or adverb form of the word in parentheses.

English 206

EVALUATION

Instructions: Please write your general impression of your teacher this year. All information will be 1. (general) 2. (strict) 3. (confidential)

This English teacher was 4. (exceptional). He was always ready with an 5. (interesting) lesson. Obviously, he prepared 6. (careful) for each class. His class was not 7. (easy), but the time always passed 8. (quick) because it was so 9. (interesting). In conclusion, I recommend this teacher 10. (high). I did very 11. (good) in his class, and I'm sure other students will too.

2 NOT ALL BIKES ARE EQUAL

Grammar Notes 6 and 10

Read this chart comparing several models of bicycles. Complete the sentences. Use **(not) as + adverb + as** and the words in parentheses. Change the adjectives to adverbs.

BICYCLES				
Better ← → Worse				
Model	Braking Speed (Dry Ground)	Braking Speed (Wet Ground)	Shifting Ease	On-Road Handling
A	●	◐	●	◐
B	●	○	●	○
C	○	○	◐	◐

- Model C doesn't stop as quickly as Model A.
(stop / quick)
- On wet ground, Model B
(stop / slow) Model C.
- On dry ground, Model C
(stop / quick) Model B.
- Model A (shift / easy) Model B.
- Model C (shift / easy) Model B.
- On the road, Model B
(handle / good) Models A and C.
- Model A (handle / good) Model C.

3 SPEED READING

Grammar Notes 6, 10 and 12

Complete the conversation with the equative, comparative, and superlative form of the words in parentheses. Add **as** or **than** where necessary.

BILLY: Did you hear about the new speed-reading course? It helps you read

faster and well.
1. (fast) 2. (well)

MIGUEL: No! The fast you read, the little you understand.
3. (fast) 4. (little)

BILLY: But the ad says after the course you'll read ten times rapidly,
understand five times more, and you won't work any hard.
5. (rapidly) 6. (hard)

MIGUEL: I'd like to see that. I read slowly most people, but I remember detail
clearly and long most people do.
7. (slowly) 8. (clearly) 9. (long)

BILLY: Maybe you could read quickly and still remember details.
10. (quickly)

MIGUEL: Did you read the course description completely?

BILLY: I read it completely. I always read things.
11. (completely)

4 THE ALL-AROUND ATHLETE

Grammar Notes 6, 9, and 10

Look at the chart. Then complete the sentences. Use the comparative or superlative form of the adverbs in the box.

far good fast bad slow high

	BROAD JUMP	POLE VAULTING	5-MILE RUN
Athlete 1	14.3 feet	7 feet 3 inches	24 minutes
Athlete 2	14.1 feet	7 feet 2 inches	28 minutes
Athlete 3	15.2 feet	7 feet 8 inches	30 minutes
Athlete 4	15.4 feet	8 feet 2 inches	22 minutes



1. Athlete 1 jumped farther than Athlete 2.

2. Athlete 4 vaulted the highest of all.

3. Athlete 3 ran _____.

4. Athlete 2 ran _____ Athlete 4.

5. Athlete 4 jumped _____.

6. Athlete 1 ran _____ Athlete 2.

7. Athlete 4 vaulted _____ Athlete 2.

8. All in all, Athlete 4 did _____.

9. All in all, Athlete 2 did _____.

COMMUNICATION PRACTICE

5 LISTENING



Listen to the radio announcer. He is describing a horse race. Then listen again and rank the horses from first place (1) to last place (5).

- _____ Exuberant King
- _____ 1 Get Packin'
- _____ Inspired Winner
- _____ Señor Speedy
- _____ Wild Whirl

6 A QUESTIONNAIRE

Answer the questionnaire.

1. How many hours do you work /study every week? _____
2. How many books have you read this month? _____
3. When did you last watch a sports event? _____
4. How many hours a week do you participate in sports? _____
5. How many trips have you taken in the last year? _____
6. How many countries have you visited? _____

Now add your own questions.

7. _____
8. _____
9. _____
10. _____

Work in groups. Compare your answers to questions 1–6 with those of your classmates. Ask the group your own questions (7–10) and compare the answers.

Find out:

1. Who works/studies the hardest?
2. Who reads the most?
3. Who has watched a sports event the most recently?
4. Who participates in sports the most regularly?
5. Who has traveled the most frequently?
6. Who has traveled the most extensively?

EXAMPLE:

Sharif works the hardest. He works 45 hours every week.

PRESENT AND FUTURE TIME

GRAMMAR IN CONTEXT

BEFORE YOU READ

1. Where do you like to travel?
2. Look at the cartoon. When you travel, do you ever bargain to get a better price?
3. Is it fair to try to get a lower price for an item, or is it better to pay the price the seller wants?



Read an article about learning how to bargain.

WORLD TRAVELER

It's a Bargain

BY TAMMY SAMUELSON

In an open-air market in Turkey, a tourist is admiring the beautiful oriental rugs on display. She finds one she likes and asks the price. "One thousand dollars," the vendor says. She knows she shouldn't pay the full price, so she says "six hundred." "Nine hundred," the vendor counters. The woman throws up her hands in mock frustration and walks away. The vendor goes after her. Not long afterwards both vendor and buyer agree on eight hundred dollars, a 20 percent reduction. Both vendor and customer are smiling and happy. They've just participated in a ritual that has existed for centuries, all over the world: bargaining.

So you're visiting another country this year? You already have your tickets, and you leave next Tuesday at 4 P.M. A week from now you'll be relaxing in the sunshine or visiting famous landmarks. By the end of the summer, you'll have been traveling for several weeks, and it'll be time to think about bringing back some souvenirs for friends and family. Souvenirs cost money, though, so maybe if you do some bargaining, you'll be able to get some good buys. ... What? You don't know how to bargain? You're afraid to? Relax. In my capacity as *Times* travel editor, yours truly has been making trips abroad since 1995, and bargaining is one thing I've learned how to do. In this week's column I'm going to give you some tips on how to perform this most enjoyable activity.

continued ►

First tip: Find out how much something is worth. When you bargain with someone, the object of the game is not to beat the vendor. It's to pay a fair price for whatever you want to buy. So do some research. Get a good idea of the general price range for an item. That way you'll be able to bargain with confidence.

OK. You've been doing your research. Now you know how much things cost, so you can go shopping.

Second tip: Never accept the first offer. You'll need to make a counter-offer when the vendor announces the price.

Remember: The vendor expects this.

Third tip: Treat the vendor with respect. Remember that, while the bargaining experience should not be a competition, it should be a game. Stick to your guns, but have fun with the process. If the vendor insists it's impossible to go any lower on the price, show him or her how much money you have. But be polite.

Fourth tip: Be prepared to walk away if you don't get a fair price. Don't get angry. Just make it clear that you're not going to buy if the vendor doesn't come down. If he doesn't, start to walk away. As soon as you do this, he will most likely come running after you.

The final tip: Be sure to wear sunglasses. For centuries people of many cultures have regarded the eyes as "the windows of the soul." If you're nervous or intimidated, this will show in your eyes. Wear dark glasses to conceal your anxiety. You'll feel more confident if you do.

So, are you persuaded? Feel a little more confident, or at least a little less nervous? If you go home without having experienced bargaining, you'll have missed out on one of life's most interesting experiences. Give it a try. Have a great trip and have no fear! ●

Source: Based on Rich Beattie, "How to Bargain for Anything . . . Anywhere," *Travel Holiday*, September 1998, pp. 56, 58, 60.

GRAMMAR PRESENTATION

PRESENT AND FUTURE TIME

PRESENT TIME: IN GENERAL; NOW

SIMPLE PRESENT

Souvenirs **cost** money.

PRESENT PROGRESSIVE			
SUBJECT	AM / IS / ARE	BASE FORM + -ING	
A tourist	is	admiring	the beautiful oriental rugs on display.

PAST TO PRESENT TIME: FROM A TIME IN THE PAST UNTIL NOW

PRESENT PERFECT			
SUBJECT	HAS / HAVE	PAST PARTICIPLE	
This ritual	has	existed	for centuries.

PRESENT PERFECT PROGRESSIVE			
SUBJECT	HAS / HAVE BEEN	BASE FORM + -ING	
Yours truly	has been	making	trips abroad since 1995.

FUTURE TIME: A TIME IN THE FUTURE (GENERAL OR SPECIFIC)

WILL		
WILL	BASE FORM	
You'll	need	to bring back some souvenirs.

BE GOING TO		
BE GOING TO	BASE FORM	
I'm going to	give	you some tips on bargaining.

FUTURE PROGRESSIVE			
	WILL BE	BASE FORM + -ING	
A week from now you	'll be	relaxing	in the sunshine.

SIMPLE PRESENT: A SCHEDULE OR TIMETABLE

You **leave** next Tuesday at 4 P.M.

PRESENT PROGRESSIVE: AN ALREADY-ARRANGED ACTION OR EVENT

	<i>Am / Is / Are</i>	<i>BASE FORM + -ING</i>	
So you	're	traveling	abroad this summer?

TWO ACTIONS IN THE FUTURE

You'll **need** to make a counter-offer when the vendor **announces** the price.

FUTURE TIME: BEFORE A CERTAIN TIME IN THE FUTURE**FUTURE PERFECT**

	<i>WILL HAVE</i>	<i>PAST PARTICIPLE</i>	
You	will have	missed out	on one of life's most interesting experiences.

FUTURE PERFECT PROGRESSIVE

<i>WILL HAVE BEEN</i>	<i>BASE FORM + -ING</i>	
By the end of the summer, you'll have been	traveling	for several weeks.

NOTES

- 1.** Use the **simple present** to show actions, events, or states that happen habitually or as a general rule.

We also use the **simple present** to narrate events in sequence.

EXAMPLES

- Souvenirs **cost** money.
- Vendors **expect** you to bargain.
- A tourist **finds** a beautiful rug and **asks** the price.
- "One thousand dollars," the vendor **says**.

- 2.** Use the **present progressive** to show actions, events, or states that are in progress at the moment (not finished).

► **BE CAREFUL!** Stative verbs are not usually used in the progressive. These verbs include *have* (= possess), *believe*, *own*, *want*, *like*, *need*, *know*, *love*. See Appendix 4 on page A-2 for a list of common verbs usually used statively. When stative verbs occur in the progressive, they generally have different meanings. Look at the examples in the next column.

- A tourist **is admiring** the beautiful oriental rugs on display.
- I **have** a blue Toyota Camry. (*possess*)
- We're **having** dinner now. (*eating*)

3. The **present perfect** and the **present perfect progressive** connect the past and the present. Use them to express states or actions that began in the past and continue until now. Include *for* or *since* and a time expression. Remember that *for* is used to show an amount of time and *since* shows a starting point.

- **BE CAREFUL!** Use the present perfect, not the simple present, for actions or events that began in the past and are continuing now.

- Bargaining is a ritual that **has existed** for centuries. (*an amount of time*)
- Yours truly **has been making** trips abroad **since** 1995. (*a starting point*)
- I've **been** here for three months now.
NOT ~~I'm here for three months now.~~

4. Use **will** to show a future state, action, or event decided on at the moment of speaking.

Will is used in the progressive to describe an action that will be in progress at a certain time in the future.

- You'll **need** to make a counter-offer when the vendor announces the price.
- A week from now you'll **be relaxing** in the sunshine or **visiting** famous landmarks.

5. **Be going to** usually shows a planned future. Use it to express a state, action, or event already planned before the moment of speaking.

- In this week's column, I'm **going to give** you some tips on how to perform this most enjoyable activity.

6. We can use both **will** and **be going to** when we say what we think will happen in the future.

- **BE CAREFUL!** Use **will**, not **be going to**, to express an unplanned future action.

- **BE CAREFUL!** Use **be going to**, not **will**, to talk about a future situation that is already developing.

NOTE: Both **will** and **be going to** can be used informally in the progressive to show a planned future action.

- I think I'll **enjoy** the trip.
- I think I'm **going to enjoy** the trip.
- Call me next week. Maybe I'll **be** free.
NOT ~~Maybe I'm going to be free.~~
(*Maybe* shows that the situation is unplanned.)
- Look at those dark clouds! It's **going to rain**.
NOT ~~It will rain.~~
- I'll **be studying** tonight.
- I'm **going to be studying** tonight.

7. You can use the **present progressive** to express a future event or action that has already been arranged.

- So you're **visiting** another country this year?

8. The **simple present** can be used to show a future state, action, or event that is part of a schedule or timetable.

► **BE CAREFUL!** Use the simple present as future only to show something that is part of a schedule.

- You **leave** next Tuesday at 4 P.M.

9. Look at this sentence. It contains an independent clause and a dependent clause.

Many dependent clauses begin with words such as *if, when, before, after, as soon as, and until*.

When a dependent clause talks about a future time, use the simple present in the dependent clause and the future with *will* or *be going to* in the independent clause. Both verbs are future in meaning. The simple present shows the first future action, and the future shows the second future action.

► **BE CAREFUL!** Don't use the future with *will* or *be going to* in the dependent clause. Use it in the independent clause.

- You'll need to make a counter-offer
 independent clause
 dependent clause
 when the vendor announces the price.

- As soon as you **walk** away,
 dependent clause
 independent clause
 the vendor **will** most likely **come running** after you.

- When we get to Italy, we'll rent a car.
 Not ~~When we will get to Italy, we'll rent a car.~~

10. Use the **future perfect** to show a state, action, or event that will happen before a certain time in the future.

You can also use the **future perfect** in the progressive.

NOTE: The **future perfect** is often used with *by* and *by the time*.

- If you go home without having experienced bargaining, **you will have missed out** on one of life's most interesting experiences.
- By the end of the summer, you'll **have been traveling** for several weeks.
- **By the time** we finish our trip, we'll **have visited** eighteen countries.

FOCUSED PRACTICE

1 A POSTCARD HOME

Grammar Notes 1 - 4

Connie Osborne is traveling in Europe. Complete her postcard to her friend Evelyn with the correct forms of the verbs below.

write

visit

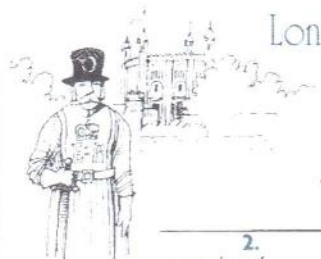
shine

stay

love

be

go



London Towers Hotel

Hi Evelyn, Sunday, July 19

Well, I 1. in
London for a week now, and the sun
2. every day since I got here. What a
surprise. I 3. my favorite museums
and all the usual attractions. Went to the British Museum
yesterday and had a great time. Also went to the Tower of
London. I love those guides in their funny hats.

I 4. in a bed and breakfast, which is really
nice, but it's also pretty expensive, so I 5. to a
hostel tonight.

The British people are so friendly and helpful!
And I really 6. the accent.

I 7. again soon.

Best,
Connie



To:

Evelyn Nordin
5502 SW 99th St.
Seattle, WA 98136
USA

2 THE FLEA MARKET

Grammar Notes 1, 2, 4, 5, 9, and 10

Work with a partner. Decide which sentences Student A and Student B say. Mark the sentences **A** or **B**. Then write them in the order of a dialog. Read the dialog aloud with your partner.

- _____ Take it easy. We'll be there in a few minutes. We'll have arrived as soon as we cross the big bridge coming up. See it?
- _____ I'll have developed a splitting headache by the time we get there if you don't stop complaining.
- _____ Next time you go to the flea market, I'm staying home!
- _____ Well, excuse me for living!
- _____ Just stop making all that noise!
- _____ We're really late. By the time we get to the flea market, they'll have sold all the best items. Those antique vases I love will be all gone.
- _____ Yes. But we're already an hour late. We'll have missed all the best bargains.
- _____ Next time we're going to leave home two hours earlier. That way, even if we get lost, we'll still have time to get some good bargains. You know how I love to bargain.

3 A WORLD TRAVELER

Grammar Notes 1 - 4

Read the article about John Clouse. At the time the article was written, Clouse had visited more countries than anyone else in the world. Complete the passage by choosing the correct forms of the verbs in parentheses.

TRAVEL Section 6**This Man's Been Nearly Everywhere**

John Clouse _____ the thickest,
1. (have)
most dog-eared passport in the world. Turn
to page 16 of the *1996 Guinness Book of World
Records* and you _____ the reason.

He _____ the record for traveling
3. (hold)
to all 192 of the globe's sovereign countries, and
to all but six of the non-sovereign or other
territories that existed in early 1996.

Clouse, who has spent about \$1.25 million
roaming from A to Z in the past 40 years, says
he travels for the love of it, not to outrun
anybody else who may be keeping a list. He is
now down to just three remote islands to visit.

Clouse _____ his journeys since
4. (continue)
making the record book, and has not only visited
every country in the world, but some two or

(continued on next page)

three times. Now he _____ on the
5. (focus) remaining three islands.

"Yeah, I'm trying to finagle my way to three places: the Paracel Islands, owned by China in the South China Sea," he says. "And on two occasions the weather has kept me away from reaching Bouvet, an island in Norwegian Antarctica. No. 3 is Clipperton, a French island about 700 miles west of Acapulco."

Clouse says he _____ East Africa.
6. (love) "It's one of the most beautiful places in the world," he says. "In Kenya and Tanzania the weather is gorgeous almost every day, and Lake Nyasa must be what the garden of Eden looked like."

After all his traveling he says, "I _____ there are evil empires and evil
7. (not believe) people. Yes, there are some bad leaders in the world, but seeing people as individuals has taught me that they are all basically alike. You can be in some terrible place and someone will extend hospitality to you."

Clouse _____ light, with a small
8. (travel) suitcase, and seldom _____ first class.
9. (go) His complete collection of *National Geographic* magazines is his main source for research.

Clouse began his traveling adventures just after

World War II when severe frostbite in the war sent him to England for recovery, then to Paris and other parts of Europe.

"I thought, boy, this is the life," he says of his travels then. "And when I got out of law school and was making a little money, I started to travel." Years ago he stopped taking photos and now _____ a journal of his travels.
10. (keep)

He has crossed the Atlantic Ocean at least 100 times, and the Pacific Ocean 40 or 50 times. His 18-year-old son, Chauncey, had visited over 100 countries by the time he was 5 years old. But for now, it is not "like father like son."

"We _____ about seven miles across
11. (live) the river from Kentucky," says Clouse. "My son would not go those seven miles . . . He'd say, sorry, Dad, I've got something else to do."

Clouse concludes that the right attitude is synonymous with the lightness of his suitcase. "Travel without a lot of mental baggage," he says. "Try not to go with preconceived notions that the place _____ dirty or hostile, and if it
12. (be) _____, go with the flow and make the
13. (be) best of it.

"Learn a few words like please and thank you," he suggests. "That really _____ people."
14. (please)

4 EDITING

Find and correct the thirteen mistakes in present and future verb usage in the following composition.

**Travel Log**

I am writing these words in English because I ~~am needing~~^{need} the practice. At this moment I am on an airplane over the Pacific Ocean, on my way to a year of study at New York University in the United States. I am looking forward to being there, but I am also a little afraid. What will I find when I will get to America? Will the Americans be arrogant and violent? Will I make any friends? Am I happy?

These were the words I wrote in my diary on the airplane last month. But I'm here for a month now, and I've found that things are a lot different from what I expected. I've found that the majority of people here are friendly. They are going out of their way to help you if you need it.

On television, the news programs are speaking a lot about bad events like accidents, murders, diseases, and fights. But I don't see as much violence in my life as I do on television. I have not been mugged and I no worry all the time about my safety.

Two of the ideas I had about the United States, however, are seeming to be true. One is that Americans aren't paying much attention to rules. One of my best American friends says, in fact, "Rules are made to be broken." The other idea I had is about the American family. In Japan the family is very important, but some Japanese people are thinking that the family means nothing in the United States.

I'm not knowing if this is true or not. But I think it might be true, since my American friends almost never are mentioning their parents or their brothers and sisters.

Anyway, I am going to have a chance to see a real American family. I'm going with my roommate Susan to spend Thanksgiving break with her family in Pennsylvania. When I will see her family, I will understand more!

COMMUNICATION PRACTICE

5

LISTENING



*The Fosters, a family from England, are traveling in Canada. Listen to their conversation on the tape. Then listen again and mark the following sentences **True (T)** or **False (F)**.*

- _____ 1. Tim is still in bed.
- _____ 2. The Fosters are going to the mall this morning.
- _____ 3. Amy and Tim want to go to the museum.
- _____ 4. Dad thinks the children can learn something at the museum.
- _____ 5. The Fosters are on the tour bus now.
- _____ 6. The Fosters will miss the bus if they don't hurry.
- _____ 7. Amy and Tim like tours.
- _____ 8. Tim thinks it's always important to learn new things.
- _____ 9. Amy and Tim would rather go to the museum by themselves than go on a tour.
- _____ 10. The Fosters will go to the mall before they go on the tour.

6

BY THIS TIME NEXT YEAR . . .

Grammar Note 10

Tell a partner what new place(s) you will have visited by this time next year. Then tell your partner what you will have accomplished within five years. Use the future perfect.

EXAMPLE:

By this time next year, I **will have visited** Mexico City.

Within five years, I **will have graduated** from college, **gotten** a good job, . . .

GRAMMAR IN CONTEXT

BEFORE YOU READ

1. What do you understand by the term “arranged marriage”?
2. Would you rather find your own person to marry or have someone else select that person for you?
3. Do you think an arranged marriage is likely to be a happy marriage?



Read an article about an unusual marriage that took place recently.

LIFESTYLES

A Marriage Made on the Internet?

How many Americans have ever considered asking friends or relatives to select their future spouse for them? Not very many, apparently. Yet this is exactly what David Weinlick did.

Weinlick had apparently been considering marriage and had known for a long time that he was going to get married on June 13, 1998. Where the wedding would take place and who would be invited he already knew. He just didn't know who he would be marrying. You see, he hadn't met his bride yet.

It all started four years ago. Friends would repeatedly ask Weinlick, an anthropology student at the University of Minnesota, when he was going to tie the knot.

He got tired of these questions, so he just picked a date out of the blue: June 13, 1998. As this date kept getting closer and closer, Weinlick, twenty-eight, knew he had to do something. His friend Steve Fletcher came up with the idea of a democratic selection process. Weinlick liked the idea, so he advertised for a bride on the Internet on a Bridal Nomination Committee Web site.

He devised an application form and asked friends and relatives to interview the candidates and select the winner. They did this at a “bridal candidate mixer” before the ceremony on the day of the wedding.

Weinlick's friends and relatives took the request quite seriously.

continued ►

Internet Marriage

Though Weinlick wasn't sure who his bride would be, he did want to get married. He said he thinks commitment is important and that people have to work at relationships to make them successful. Weinlick's sister, Wenonah Wilms, said she thought that all of the candidates were nice but that she was looking for someone really special. Wilms added that it was important for her brother to marry someone who would fit into family celebrations like at Christmas.

So who won the election? It was Elizabeth Runze, a pharmacy student at the University of Minnesota. Runze hadn't met Weinlick before she picked up a candidate survey on the Monday before the wedding. They talked more when Runze turned in the survey about her career plans and hobbies the next day. After her selection, Runze said the day was the most incredible she had ever experienced.

Weinlick was happy, too. After the selection the groom said the plan turned out almost exactly as he had hoped.

By the time the wedding day rolled around, Weinlick had prepared everything: the rings, the musicians, his tuxedo, and the reception afterwards. The two took their vows at the Mall of



America in Minneapolis while about 2,000 shoppers looked on from the upper levels of the mall.

Weinlick and Runze's union qualifies as an "arranged marriage," a phenomenon which has never had much currency in America. Arranged marriages are common in many other parts of the world, though, or at least they used to be.

Runze's parents support the marriage. Runze's mother said her daughter was taking the whole event seriously. She predicted the couple's marriage would be long-term.

Weinlick's father wasn't so positive. He said he admired his son's independence and wished him well but wasn't really happy about the wedding, adding that he thought it was a case of treating a serious step too lightly.

Sources: Based on information in "A Match Made in the Mall: Minnesota Anthropology Student Weds Bride Chosen by Family and Friends," *Dallas Morning News*, June 14, 1998, p. 7A, copyright: The Associated Press; "Here Come the Bridal Candidates; Society: Friends of 28-year-old will vote to select his mate. As election day nears, Dad is not so sure of the plan," Home Edition, *Los Angeles Times*, June 8, 1998, p. A-19.

GRAMMAR PRESENTATION

PAST TIME

PAST TIME: A TIME IN THE PAST (GENERAL OR SPECIFIC)

SIMPLE PAST

Weinlick's father **admired** his son's independence and **wished** him well.

PAST PROGRESSIVE

SUBJECT	WAS / WERE	BASE FORM + -ING	
Weinlick's sister	was	looking for	someone really special.

USED TO + BASE FORM

Arranged marriages **used to be** common in many parts of the world.

WOULD + BASE FORM

Friends **would** repeatedly **ask** Weinlick when he was going to tie the knot.

PAST TIME: A TIME IN THE PAST (INDEFINITE)

PRESENT PERFECT

How many Americans **have** ever **considered** asking friends or relatives to select their future spouse for them?

PAST TIME: BEFORE A TIME IN THE PAST

PAST PERFECT

SUBJECT	HAD	PAST PARTICIPLE	
Weinlick	had	known	for a long time that he was going to get married on June 13, 1998.

PAST PERFECT PROGRESSIVE

SUBJECT	HAD BEEN	BASE FORM + -ING	
Weinlick	had apparently been	considering	marriage.

PAST TIME: AFTER A TIME IN THE PAST BUT BEFORE NOW

FUTURE IN THE PAST			
	WAS / WERE GOING TO	BASE FORM	
Weinlick had known for a long time that he	was going to	get	married on June 13, 1998.

FUTURE IN THE PAST: WOULD			
	WOULD	BASE FORM	
He knew where the wedding and who	would would	take place be	invited.

FUTURE IN THE PAST: WOULD BE + -ING		
	WOULD	BASE FORM + -ING
He just didn't know who he	would	be marrying.

NOTES

EXAMPLES

1. Use the **simple past** to express a state, event, or action at a specific time in the past or a general time in the past.

- Weinlick **liked** the idea, so he **advertised** for a bride on the Internet.

2. Use the **past progressive** to express an action that was in progress (not finished) at a time in the past.

- Weinlick's sister said she **was looking for** someone really special.

3. Use the **present perfect** (*have / has + past participle*) to express a state, event, or action at an indefinite time in the past.

- **BE CAREFUL!** Don't use the present perfect with a past time expression.

- How many Americans **have** ever **considered** asking friends or relatives to select their future spouse for them?
- Weinlick **got** married **several months ago**.
NOT ~~Weinlick has gotten married several months ago.~~

Notice the difference between the simple past and the present perfect. The simple past is the definite past. The present perfect is the indefinite past.

- The two **took** their vows at the Mall of America in Minneapolis. (definite—a specific time)
- Arranged marriage **has** never **had** much currency in America. (indefinite—no specific time)

4. Use the **past perfect** (*had* + past participle) to show a state, event, or action that happened before a certain time in the past.

Use the **past perfect** with the past tense to show which of two past states, events, or actions happened first. The **past perfect** is often used with *by* or *by the time*.

- Weinlick **hadn't met** his bride yet. (*He had not met her before he set the wedding date.*)
- By the time the wedding day rolled around, Weinlick **had prepared** everything. (*First he prepared everything; then the wedding day rolled around.*)

5. Use **used to** + base form to show a habitual state, event, or action that was true in the past but is no longer true.

- Arranged marriages **used to be** common in many countries. (*They're not very common anymore.*)

6. You can also use **would** + base form to express actions or events that occurred regularly during a period in the past.

► **BE CAREFUL!** **Used to** and **would** are similar in meaning when they are used to express past actions. They can be used interchangeably in many situations. However, only **used to** can show past location, state, or possession.

- Friends **would** repeatedly **ask** Weinlick when he was going to get married.
- We used to have a summer home.
NOT ~~We would have a summer home.~~

7. Use **was / were going to** or **would** + base form to describe a state, event, or action that was planned in the past (before now). Sentences with **was / were going to** or **would** are sometimes called **future in the past**. See Note 5, page 57 for a discussion of sequence of tenses.

- Weinlick had known for a long time that he **was going to get** married on June 13, 1998.
- He knew where the wedding **would take place** and who **would be** invited.
- He just didn't know who he **would be marrying**.

FOCUSED PRACTICE

1 USING VERB TENSES

Grammar Notes 1-7

This is part of a memoir written by a young woman. Choose the correct form of the verb in parentheses for each of the blank spaces.

My parents and I came to live in the United States when I was five years old. Although my family is now very comfortable, at first we had a hard time adjusting to life here. We had thought that everybody in America was very rich. Imagine our surprise when we learned that it was hard for many people, my father included, to make a living.

My father had been working as a dentist in Europe before we came here thirty-three years ago. Here he couldn't work as a dentist right away because he hadn't been passing the state examinations yet. While he was studying for the dentist examinations, he worked in a dental laboratory in order to support his family. Within a year, he passed the examinations and established himself in practice with a local dentist. He had a long and successful career as a dentist. By the time he retired last year, he was practicing dentistry for thirty years. During his career, he earned the respect of his peers and the devotion of his patients, as well as the love of the poor immigrants to whom he used to contribute his services free of charge. My mother, too, has been happy here. She got a degree in finance five years ago, and she now owns and operates her own profitable copy center. She has been taking courses for a long time before she actually got her degree. She would take only one or two courses each semester because she was busy looking after my father, my brother, and me. Now she is an independent woman who runs her own business.

(continued on next page)

I myself _____ a wonderful life. Three years ago I
 _____ my law degree, and since then I
 _____ in a small law firm where I am very happy. I know the
 partners of the firm quite well, as I _____ here in the summers
 when I was in law school. While I _____ here one summer, I
 _____ a terrific man, whom I married the following year. He
 doesn't work here anymore; he _____ a judge and is well
 respected in the community.

My family and I faced some difficulties when we first _____
 in this country because we _____ things to be as difficult as
 they in fact were. We didn't know then what we know now: that we
 _____ beyond our wildest dreams.

2

BEFORE AND AFTER

Grammar Notes 1, 5, 6

*Jim Garcia and Mark Stevens both got married fairly recently. Fill in the blanks in their conversation with the correct forms of **used to** or **would** and the indicated verbs. Use **would** if possible. Contract **would** if it occurs with a pronoun.*

MARK: So, Jim, how does it feel to be an old married man? Been about six months, hasn't it?

JIM: Yep. It feels great. It's a lot different, though.

MARK: Yeah? How so?

(continued on next page)

JIM: Well, I guess I'd say I used to have ^{1.(have)} a lot more freedom. Like on Saturdays, for example. I ^{2.(sleep)} until eleven or even noon. Then when I got up my buddies and I ^{3.(usually go)} out for breakfast at a restaurant. Now Jennifer and I get up at eight at the latest. She's really an early bird. And I either make her breakfast or she makes it for me.

MARK: Does that bother you?

JIM: You know, it doesn't. Life actually ^{4.(be)} kind of lonely. It's not anymore. What about you? Have things really changed?

MARK: They sure have. For one thing, the neighborhood is totally different. Remember the apartment I ^{5.(live)} in, right north of downtown? Well, Ellen and I just bought a house in the suburbs. That's a trip, let me tell you.

JIM: I'll bet.

MARK: Yeah. My weekends ^{6.(be)} my own. I ^{7.(spend)} all day Saturday working on my car or going mountain biking. Now I have to cut the grass and take care of the yard.

JIM: So would you change anything?

MARK: Sure wouldn't. You know how everyone says how great it is to be single? Well, that ^{8.(be)} my attitude too. Not now. Now I'd say "been there, done that."

JIM: Me too. I wouldn't change a thing.

3 PLANS AND EXPECTATIONS

Grammar Note 7

*Before Jim got married, he jotted down some of his plans and expectations. Now that he's married, he's looking at them. Some of them came true, and some didn't. Jim is telling Mark about his thoughts. Write Jim's sentences. Use the indicated future-in-the-past constructions: **was / were going to + verb** or **would + verb**.*

(continued on next page)

Column A

1. "I think it'll be quite a while before we have any children."
2. "I think I'll probably feel just a little bit trapped."
3. "I think that we're going to live in an apartment."
4. "I expect that there won't be as much money to spend."
5. "I hope that we'll be happy."
6. "I'm sure that we're going to have a lot of fun together."
7. "I don't think I'll be seeing as much of my buddies."
8. "I figure that we're going to be taking a lot of trips."

Column B

I thought it would be quite a while before
we had any children,
but that's not true. Our first baby is due in
four months.

but I haven't felt that way at all.

and we do.

but that's not true. Jennifer really knows
how to keep our lifestyle economical.

and we are. Tremendously.

and we do.

and I don't. That's OK, though.

but we haven't taken any, yet.

4 EDITING

Read Jennifer Garcia's diary entry. Find and correct the nine errors in verb constructions.



May 20

Dear Diary,

I just had to write today. It's our six-month anniversary. Jim and I ^{have been} ~~are~~ married six months as of today. So maybe this is the time for me to take stock of my situation. The obvious question is whether I'm happy I get married. The answer is "Absolutely." When I remember what my life has been like before we get married, I realize now how lonely I've been before. Jim is a wonderful guy. Since we both work, we take turns doing the housework. He's really good about that. When we have been dating, I wasn't sure whether or not I'm going to have to do all the housework. But I had not to worry. Today we split everything 50/50. The only complaint I have is that Jim snores at night. When I told him that, he only says, "Well, sweetie, you snore too." I don't believe it. But if this is our only problem, I guess we're pretty lucky.

Well, Diary, I would have a long and tiring day. It's time to go to sleep. I'll write again soon.

Jennifer

COMMUNICATION PRACTICE

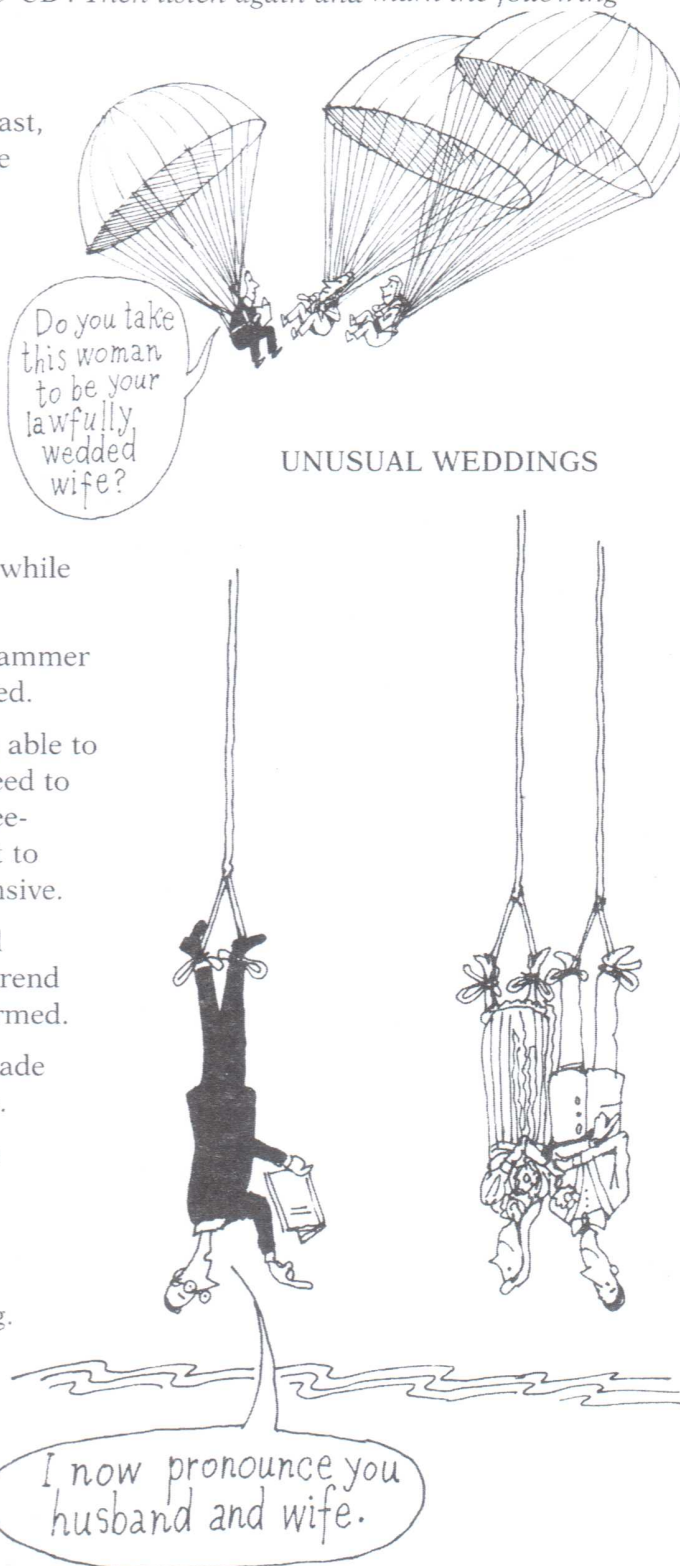
5 LISTENING



Listen to the news broadcast on the CD. Then listen again and mark the following sentences **True (T)** or **False (F)**.

True **False**

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. According to the broadcast, this is the first parachute wedding that has ever taken place. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The bride and groom have known each other for four years. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. This was the first parachute jump for Yang and Hammer. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Yang and Hammer had intended to get married while bungee-jumping. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. By the time Yang and Hammer landed, they were married. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Yang and Hammer were able to find a minister who agreed to marry them while bungee-jumping but decided not to because it was too expensive. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. This is the most unusual wedding ceremony Reverend Martinez has ever performed. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. To date, Martinez has made several parachute jumps. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Reverend Martinez once married a couple on horseback. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Martinez intends to do more parachute jumping. |



6 PICTURE DISCUSSION

With a partner, discuss this picture. Describe the situation. What is happening? Approximately how long do you think these people have been married? Do you think their relationship is less interesting or satisfactory than it used to be, or is it just different? Present your opinions to the class.



Source: Printed by permission of the Norman Rockwell Family Trust. Copyright © 1930 the Norman Rockwell Family Trust.

6

PAST, PRESENT,
AND FUTURE

GRAMMAR IN CONTEXT

BEFORE YOU READ

1. Would you like to have a personal robot in your home that would work for you?
2. What are some of the advantages and disadvantages of technology around the house?

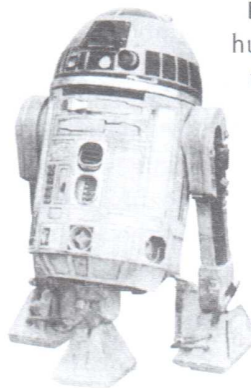
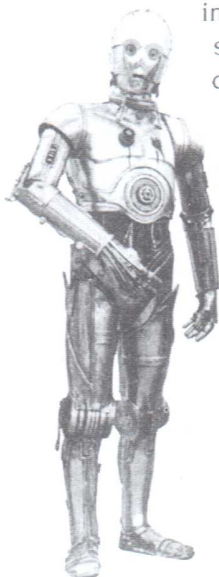


Read an article about robots.

MY FRIEND THE ROBOT

Technology marches on. What we only dreamed about yesterday is a reality today. What we dream about today will become a reality tomorrow—or, at the rate things are going, maybe this evening. Did you know, for example, that there are now computers that can operate underwater? Soon there will be computers that we can wear. There is now computer-controlled plastic surgery. And then there are robots. Twenty years ago, hardly anyone thought personal computers would become common

in the home, but they have. Robots may now be at the stage that personal computers were twenty years ago. The development of the personal robot may be the next big technological advance, and some are predicting that within twenty years, home robots will have become as common as PCs are today.



Robots that looked like vaguely humanoid, walking tin cans used to be the staple of science fiction writers. Czech writer Karel Čapek gave us the word “robot” in his play *R.U.R.*, *Rossum’s Universal Robots*, in 1921. Čapek coined the term from *robota*, which means “forced labor” or “drudgery.” The robots in Čapek’s play eventually destroyed mankind because they had learned to love

continued ►

MY FRIEND THE ROBOT

and hate. Today, though, most visualize robots not as threatening creatures but as beneficial machines that are helping us with our work, especially unpleasant drudgery.

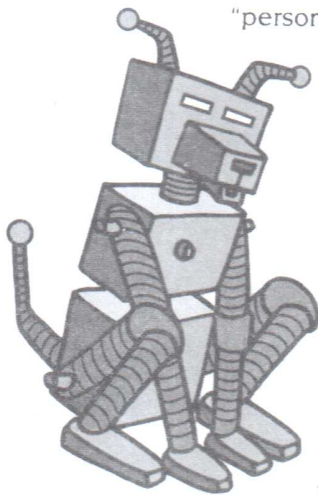
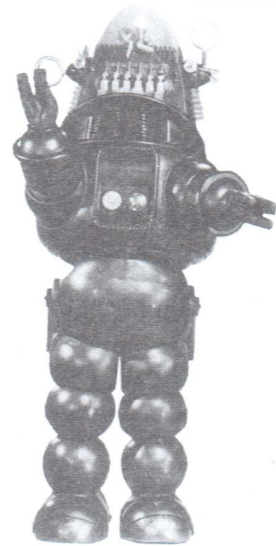
Computer science professor Gregory Dudek recalls how bulky and awkward computers were when they first appeared and how they've been getting much smaller and more efficient. He predicts the same kind of development for the personal robot, saying, "That's the kind of change we're looking for in the robot industry. I don't think it will happen in the next two years, but in the next five or ten, certainly."

However, many researchers see future robots as much more than just mechanical workers that perform the tasks we don't want to do. Many see them as companions. Consider robotic pets, for example. The Sony Corporation has developed a robotic dog that wags its tail, fetches a ball, and responds to human commands. Researchers at the Georgia Institute of Technology have been developing a mobile robot called Pepe, short for

"personal pet." Its makers hope that future users will regard it more as a friend or companion than as a robot. Wouldn't you like to have a robot pet that does what you want, but you wouldn't have to feed it or take it to the vet to get its shots?

Another use of robots is as waiters or servants. Does this sound unbelievable? It isn't. In London's Yo! Sushi restaurant, there are robots that prepare food, serve drinks, warn customers to get out of their way, and make funny statements like, "Life is a never-ending circuit."

Robots will probably never replace humans. Wouldn't it be nice, though, to have companions who will do our drudgery for us, be there when we wish, speak when spoken to, listen attentively to everything we say, and not talk back?



Source: Peter H. Lewis, "And Now, R2D2 for You, Too." *New York Times*, August 6, 1998, p. G1.
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GRAMMAR PRESENTATION

CONTRASTING TENSES: PAST, PRESENT, AND FUTURE

PAST TIME

SIMPLE PAST: DEFINITE

Czech writer Čapek **gave** us the word "robot" in his play *R.U.R.* in 1921.

PRESENT PERFECT: INDEFINITE

Personal computers **have become** common in the home.

SIMPLE PAST AND PAST PERFECT: TWO PAST ACTIONS

Robots **destroyed** mankind because they **had learned** to love and hate.

PRESENT TIME

SIMPLE PRESENT: IN GENERAL

Technology **marches** on.

PRESENT PROGRESSIVE: NOW

That's the kind of change we're **looking for** in the robot industry.

PRESENT PERFECT: FROM A TIME IN THE PAST UNTIL NOW

Professor Stern **has worked** at the university all his adult life.

FUTURE TIME

FUTURE WITH WILL

Personal robots **won't resemble** humans as much as they do today, and they'll almost certainly **be** smaller.

FUTURE PERFECT: BEFORE A TIME IN THE FUTURE

Some are predicting that within twenty years robots **will have become** as common in the home as PCs are today.

FINISHED ACTION

SUBJECT	PRESENT PERFECT	
	<i>Has / Have</i>	PAST PARTICIPLE
General Robotics	has	developed

a robot dog named Pepe.

UNFINISHED ACTION

SUBJECT	PRESENT PERFECT PROGRESSIVE	
	<i>Has / Have Been</i>	PRESENT PARTICIPLE
General Robotics	has been	developing

advanced robots for years.

SIMPLE AND PROGRESSIVE FORMS: ALL OR PART OF AN ACTION

ALL OF AN ACTION: SIMPLE FORM

Sony Corporation has developed a robotic dog that **wags** its tail and **fetches** a ball.

PART OF AN ACTION: PROGRESSIVE FORM

That robot dog **is wagging** its tail.

VERBS USED STATIVELY AND ACTIVELY

STATIVE USE

We **have** a personal robot at our house.

The food **tastes** delicious.

ACTIVE USE

The children **are having** a good time playing with their personal robot.

The chef **is tasting** the stew that he's making.

SEQUENCE OF TENSES

TENSE AND TIME

Most people **visualize** robots as beneficial creatures that **will help** us with our work.

Twenty years ago hardly anyone **thought** personal computers **would be** common in the home.

NOTES

1. With certain verbs, the **present perfect** and the **present perfect progressive** are similar in meaning. Speakers often use the progressive to suggest a shorter or more temporary action. They often use the simple form to suggest a longer or more permanent action.

If the word *always* is in the sentence, we can only use the simple form.

In another use, the progressive and the simple forms are very different in meaning. Only the simple form can be used to describe actions that are finished.

The progressive form is used to describe actions that are still in progress.

2. Remember that we use simple forms to describe finished actions or states and actions in general.

We use progressive forms to describe actions in progress.

EXAMPLES

- John Brown **has been working** at General Robotics for a year.
- Professor Stanley **has worked** for a robotics firm for over twenty years.
- Professor Stanley **has always worked** in robotics.
NOT ~~Professor Stanley has always been working in robotics.~~
- General Robotics **has developed** a robot dog. (a finished action)
- General Robotics **has been developing** advanced robots for years. (an unfinished action)
- The Sony Corporation has developed a robotic dog that **wags** its tail, **fetches** a ball, and **responds** to human commands. (actions in general)
- That's the kind of change we're **looking for** in the robotics industry. (action in progress)

3. Verbs used **statively** show conditions or situations that exist. Verbs used **actively** show action. Some verbs are basically stative and are rarely used actively (= to depict an action that is happening). Examples of these are *want, need, like, own, know, and belong*.

Other verbs are often used statively but are sometimes used actively (= to depict an action happening). When they are used in this way (usually in the progressive), they often take on different meanings. Examples of these are *have* (= eat or drink), *be* (= behave), *think* (= work mentally), and the sense verbs *see, hear, taste, feel, and smell*.
(See Appendix 4 on page A-2 for a list of common verbs used statively.)

- Professor Stanley **knows** a lot about robots.
NOT ~~Professor Stanley is knowing a lot about robots.~~
- Everyone **will have** a personal robot.
(*will possess*)
- We'll **be having** dinner at a restaurant.
(*will be eating*)
- Helen **is** a serious person.
(*state of being*)
- Helen **is being** silly today. (*behaving*)
- The food **tastes** delicious. (*state*)
- The cook **is tasting** the soup. (*action*)
- I **think** technology is wonderful.
(*My opinion is . . .*)
- Jim **is thinking** carefully.
(*working mentally*)

4. Remember that the word **there** shows the **existence** of something. It can be used in the past, present, and future. It is used with simple, not progressive, forms and usually with the verb *be*.

- In a Sushi restaurant in London, **there are** robots that serve drinks.
- **There have been** a lot of technological advances in the last twenty years.
- Didn't **there use to be** a factory on this lot?
- **There were** a lot of people working there.

5. When verbs in the same sentence are in the same general time frame, we usually keep them in the same sequence: past with past; present or present perfect with present or future.

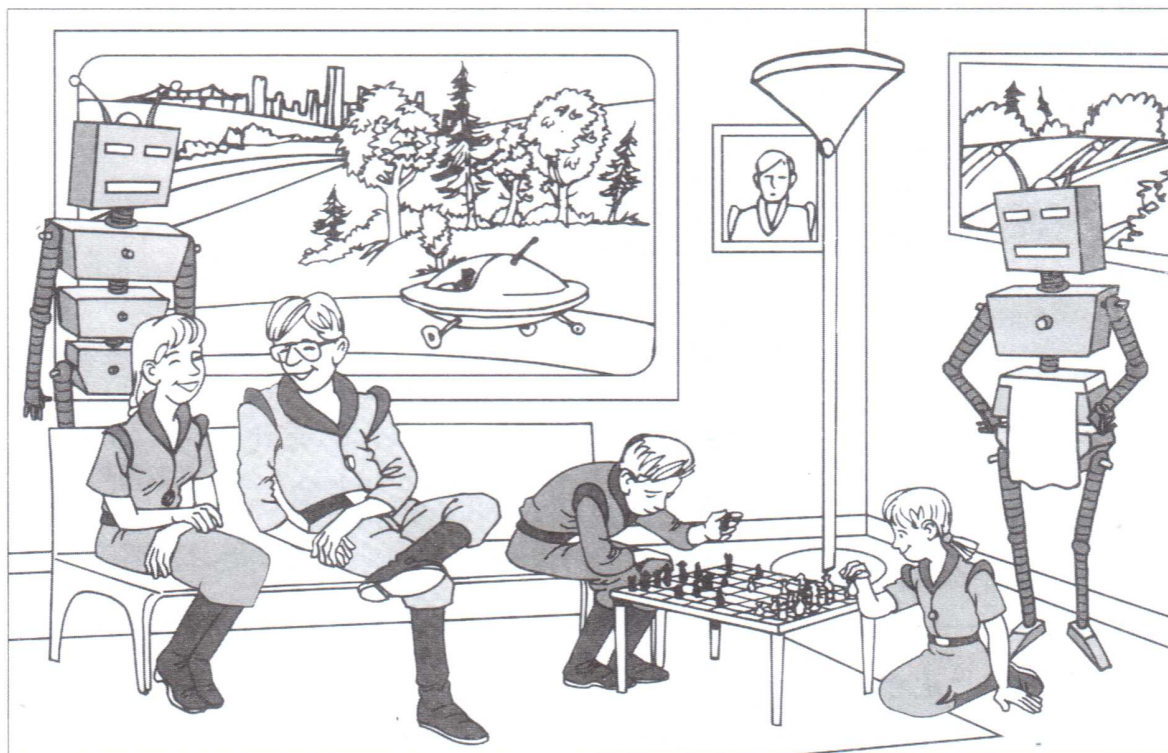
When verbs in the same sentence are in different time frames, they are usually not in the same sequence.

- Twenty years ago, hardly anyone **thought** personal computers **would be** common in the home.
- The Sony Corporation **has developed** a robotic dog that **wags** its tail, **fetches** a ball, and **responds** to human commands. (same general time frame)
- Robots **may now be** at the stage that personal computers **were** twenty years ago. (different time frames)

FOCUSED PRACTICE**1 IN THE YEAR 2020**

Grammar Notes 2, 3

It is the year 2020. Look at the pictures. Complete the paragraph with the appropriate forms of the verbs in the box.



smell

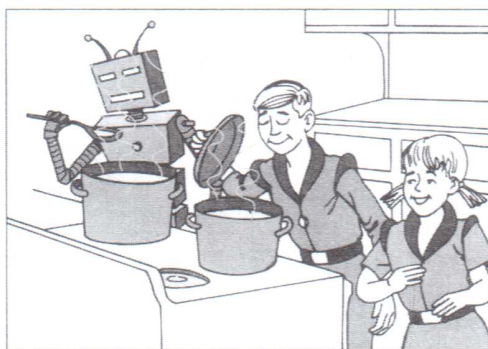
be

think

have

taste

help



It's almost dinnertime. Herkimer the robot

_____ is tasting _____ the soup to see if it's ready.

1.

Joshua and Jane are hungry. The food

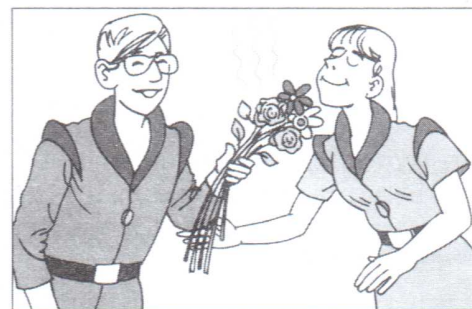
_____ is _____ delicious.

2.

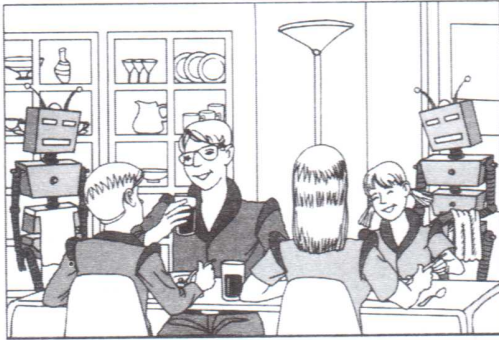
Mr. and Mrs. Bellotti are relaxing. Mrs. Bellotti

_____ is smelling _____ some flowers Mr. Bellotti has just brought home.

3.

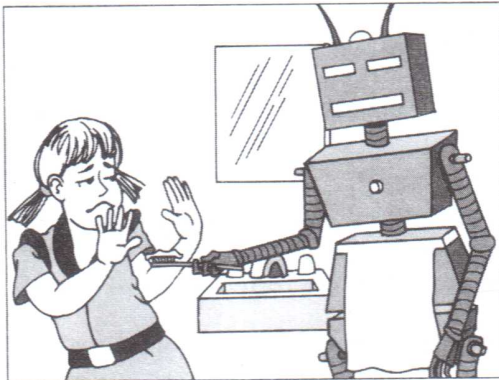
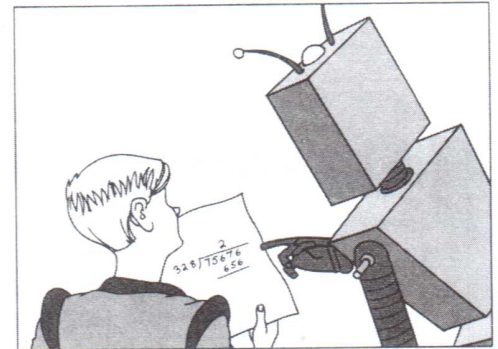


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The Bellottis _____ dinner. Everyone
 _____ the food _____
 delicious.

It's later in the evening. Joshua _____ a
 test tomorrow in mathematics. Right now he
 _____ trouble finishing his last
 homework problem. Herkimer _____
 Joshua. He _____ about the solution to
 the problem.



Now it's bedtime. Jane _____ usually
 very cooperative. Tonight she _____
 difficult. Helena the robot _____ a
 hard time getting Jane to brush her teeth.

2

WE'VE COME A LONG WAY

Grammar Note 4

Think of a grandparent or an older person you know. Interview that person, asking these questions. Then record the answers, using **there** + the appropriate form of the verb **be** on the lines below. Share the interview with the class.

1. In your opinion, what advances in technology have there been in the past fifty years that you find amazing?

2. What change has there been in your life as a result of these advances in technology?

(continued on next page)

3. What problems or difficulties did there use to be in your life that no longer exist because of technology?

4. What new inventions do you think there will or might be in our homes fifty years from now?

5. What's the best new invention there ever was, as far as you're concerned?

3 EDITING

Herkimer is one of the new multilingual robots that speak several languages. However, he has problems with English verb tenses. Find and correct the nine errors in verb usage in his journal entry.

April 15; 5:42 P.M.

My owners, Mr. and Mrs. Bellotti, ^{purchased} ~~were purchasing~~ me a week ago. However, they didn't bring me to their home until yesterday, so I have only been knowing them for one day.

There have been two of us robots in the household, myself and my co-robot, who is named Helena. Helena lived here for several months. She and I are having different responsibilities. Her principal responsibilities are the care of Jane, the daughter, and the household cleaning. My principal responsibilities are the care of Joshua, the son, and the preparation of the family's meals.

So far today I have been preparing breakfast and lunch. The family liked their breakfast very much. They said the food was delicious. For the last hour I have prepared dinner, and it will be ready soon.

Later this evening I will helping Joshua with his mathematics homework. Joshua thinks mathematics is difficult. I'm thinking Joshua needs more self-confidence.

COMMUNICATION PRACTICE

4 LISTENING



Read these questions. Then listen to the news broadcast. Circle **True (T)** or **False (F)** according to the statements in the broadcast.

- T F 1. Personal robots have not been available until now.
- T F 2. Ready Robotics' new personal robot will be cheaper than previous robots.
- T F 3. Robert the Robot has already gone into production.
- T F 4. Researchers have been working on Robert the Robot for five years.
- T F 5. The company expects to sell a million units of Robert the Robot before the end of the year.
- T F 6. The problem of the woman in Manitoba was that her personal robot ran away.
- T F 7. When Parker found the robot, it was vacuuming the floor.
- T F 8. Parker had washed her dishes before going to bed.
- T F 9. The robot washed the dishes and then mopped the floor.
- T F 10. The robot that Parker found was friendly.

5 PICTURE DISCUSSION

With a partner, talk about the cartoon. Explain the meaning of each statement. What has already happened? Will the man be able to defeat his robot friend in the next game?

WHAT IF YOUR ROBOT PAL IS SMARTER THAN YOU ARE?



ROBOTMAN © NEA. Reprinted by permission.

7

MODALS AND
MODAL-LIKE VERBS

GRAMMAR IN CONTEXT

BEFORE YOU READ Where can you find a page like the one below? What kind of information do you expect it to have?



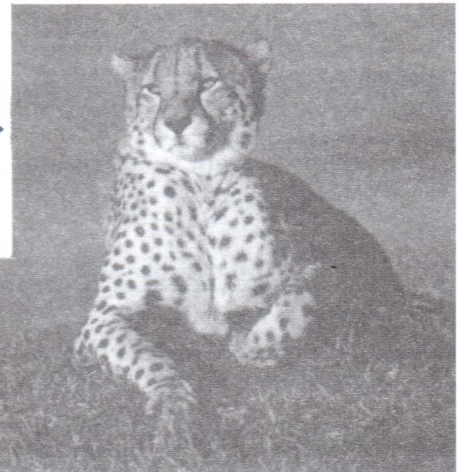
Read the TV schedule.

Must-See TV FRIDAY HIGHLIGHTS

NOWHERE TO HIDE

9 P.M. 13

It's the fastest animal in the world. It **can run** up to 70 m.p.h. It **can climb** trees and even **swim**, and still the cheetah **may become** extinct. You **don't have to travel** to Africa to find out why. Watch "The Big Cat" and learn why this beautiful animal is endangered, and what we **ought to do** to save it.



CRITIC'S CHOICE

9 P.M. 4

Can't decide what to watch? You **shouldn't miss** tonight's "Medics." Dr. Wing and Dr. Miles **might finally get married**. Then again, they **might not**. A flu epidemic means that Wing **must not leave** the hospital. **Can** Wing and Miles **find** a way to the altar, or **do** we **have to wait** until next season?

MOVIE CLASSIC

10 P.M. 7

In "It **Has to Be** You," baseball star Rob Gold **can't hit** a ball anymore. He **has to face** the fact that his career **might be** over. Then he meets a sports psychologist. Soon, Rob **is able to hit** the ball out of the park, but he **can't strike up** a romance with the beautiful psychologist.

AGAINST THE LAW

8 P.M. 4

Who's been killing the members of a prestigious law firm? It **may be** a dissatisfied client, or it

might even be the head of the firm. It **couldn't be** that cute new law school graduate, or **could** it? You **won't be able to guess**. "You'd Better **Not Look**" will keep you in the dark until the very end.

CARTOON CRISIS

7 P.M. 5

Linda decides the Simpsons **can't be** her real family. The only smart one in America's favorite cartoon family, Linda believes that her real family **must live** somewhere in Centerville, and she **has got to find** them. **Could** anyone **change** her mind? Her dad, Hector, **might**. Watch this episode of "The Simpsons" to find out.

GRAMMAR PRESENTATION

MODALS AND MODAL-LIKE VERBS

ABILITY: CAN AND COULD

SUBJECT	MODAL	BASE FORM OF VERB	
She	can (not)	act.	last year.
	could (not)	act	

ABILITY: BE ABLE TO*

SUBJECT	BE ABLE TO	BASE FORM OF VERB	
She	is (not)	able to	act.
	was (not)		

ADVICE: SHOULD, OUGHT TO, HAD BETTER

SUBJECT	MODAL	BASE FORM OF VERB	
You	should (not)	watch	this TV show.
	ought to		
	had better (not)		

NECESSITY: MUST AND CAN'T

SUBJECT	MODAL	BASE FORM OF VERB	
You	must (not)	go.	
	can't		

NECESSITY: HAVE (GOT) TO*

SUBJECT	HAVE (GOT) TO	BASE FORM OF VERB	
We	(don't) have to	go.	
He	has (got) to		

*Unlike modals, which have one form, *be* in *be able to* and *have* in *have (got) to* change for different subjects and tenses.

FUTURE POSSIBILITY: MAY, MIGHT, COULD

SUBJECT	MODAL	BASE FORM OF VERB	
You	may (not)	start	at 8:00.
	might (not)		
	could		

(continued on next page)

**ASSUMPTIONS:
MAY, MIGHT, COULD, MUST, CAN'T**

SUBJECT	MODAL	BASE FORM OF VERB	
They	may (not) might (not) could (not) must (not) can't	be	actors.

ASSUMPTIONS: HAVE (GOT) TO

SUBJECT	HAVE (GOT) TO	BASE FORM OF VERB	
They	have (got) to	be	actors.
He	has (got) to		an actor.

NOTES

1. Modals are auxiliary (helping) verbs that we use to express

- a. Social functions such as giving advice.
- b. Logical possibilities such as making assumptions.

REMEMBER: Modals have only one form. They do not have an -s in the third person singular. The verb following the modal is the base form.

EXAMPLES

- You **should watch** this program.
- It **could be** the best of the season.
- She **might tape** it.
NOT ~~She mights tape it.~~
NOT ~~She might to tape it.~~

2. Use *can* or *be able to* to describe present ability.

USAGE NOTE: **Can** is used more frequently than **be able to** in the present tense.

Use **could** and **was / were able to** for past ability.

Use the correct form of **be able to** for all other tenses.

- She **can sing**, but she **can't dance**.
- We **aren't able to get** Channel 11.
- Before she took lessons, she **could sing**, but she **wasn't able to dance** well.
- Since her lessons, she **has been able to get** good roles on TV.

3. Use *should* and *ought to* to give advice.

USAGE NOTE: *Should* is more formal than *ought to*.

Use *had better* for urgent advice—when you believe that something bad will happen if the person does not follow the advice.

Use *should* to ask for advice.

Use *shouldn't* and *had better not* for negative statements.

- You **should watch** “Mystery!” tonight.
- Terri **ought to watch** it, too.
- You’d **better stop** watching so much TV or your grades will suffer.
- **Should I buy** a new TV set?
- You **shouldn’t get** it repaired.
- You’d **better not stay** up too late.

4. Use *have to*, *have got to*, and *must* to express necessity.

USAGE NOTES:

a. *Have to* is the most common expression in everyday use.

b. *Have got to* is usually used only in spoken English and informal writing. When it is used in spoken English, it often expresses strong feeling on the part of the speaker.

c. *Must* is used to express obligation in writing, including official forms, signs, and notices.

When *must* is used in spoken English, the speaker

- usually is in a position of power.
- is expressing urgent necessity.

Must and *have got to* refer only to the present or the future.

Use the correct form of *have to* for all other tenses.

- You **have to press** *Start* to begin recording.
- You’ve **got to see** this! It’s really funny!
- You **must have** your VCR on Channel 3 in order to record.
(*VCR instruction manual*)
- You **must go** to bed right now, Tommy!
(*mother talking to her young son*)
- You really **must talk** to your boss about a raise.
(*friend talking to a friend*)
- You **must go** to bed now.
- You’ve **got to get up** early tomorrow.
- He **had to go** to bed early last night.
- She **has had to miss** her favorite program since she enrolled in that class.

(continued on next page)

- **BE CAREFUL!** The meanings of **must not** and **don't have to** are very different.

Must not expresses prohibition.

Don't have to expresses that something is not necessary.

USAGE NOTE: We often use **can't** instead of **must not** to express prohibition in spoken English.

- He **must not watch** that program.
(*He is not allowed to watch the program.*)
- He **doesn't have to watch** that program.
(*It isn't necessary for him to watch it, but he can watch it if he wants to.*)
- He **can't stay** up past 10:00.

5. Use **may**, **might**, and **could** to talk about future possibility.

Use **may not** and **might not** to express the possibility that something will not happen.

- **BE CAREFUL!** **Couldn't** means that something is impossible.

USAGE NOTE: We usually do not begin questions about possibility with **may**, **might**, or **could**. Instead we use **will** or **be going to** and phrases such as **Do you think . . . ?** or **Is it possible that . . . ?**

However, we often use **may**, **might**, or **could** in short answers to these questions.

- The show **may start** at 10:00. I'm not sure.
- It **might be** very good.
- It **could win** an award.

- It **may not make** people laugh.
- It **might not be** good.

- It **couldn't start** at 10:00. The news is on then.

A: **Do you think** she'll win an award?

B: She **might**. She did a great acting job.

A: **Is** Midge **going to star** in the show?

B: She **may**. She hasn't decided yet.

6. We often make **assumptions**, or “best guesses,” based on information we have. The modal that we choose depends on how certain we are about the assumption.

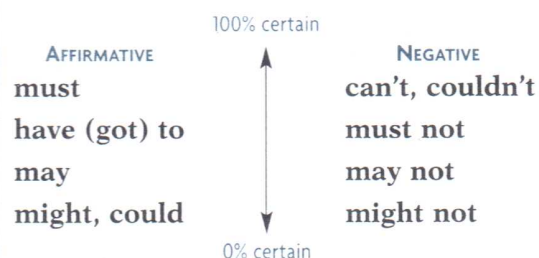
- a. Use **must**, **have to**, and **have got to** to state affirmative conclusions when you are almost 100% certain that something is true.

When you are less certain, use **may**, **might**, and **could** to express affirmative possibilities.

- b. Use **can't** and **couldn't** to express negative conclusions when you are almost 100% certain that something is impossible.

Use **must not** when you are slightly less certain.

When you are even less certain, use **may not** and **might not** to express negative possibilities.



- She **must live** here. Her name's on the door.
- She **has to be** home. She just answered the phone.
- She's **got to know** something. She's his wife.
- He **may be** the murderer. He looks guilty.
- He **might know** something about the crime. He lives right next door.
- He **could be** home now. The lights are on.
- They **can't be** guilty. They weren't even in the city when the crime occurred.
- They **couldn't own** a gun. It just isn't like them.
- You **must not know** them very well. You've only met them twice.
- We **may not have** enough evidence. No one saw the suspect.
- That **might not be** important. We have his fingerprints.

FOCUSED PRACTICE**1 A NIGHT OF TV**

Circle the correct words to complete these conversations.

1. **A:** What do you feel like watching?
B: It's 7:00. We could / shouldn't watch "The Simpsons". It's just starting now.
2. **A:** Do you think the Simpsons aren't Linda's real family?
B: They can't / must be. She looks just like them!
3. **A:** This show is really funny, but I may / 've got to leave now, or I'll be late.
B: No problem. I can / should tape the rest of the show for you.
4. **A:** There's a two-hour mystery on at 8:00.
B: If we watch that, we won't be able to / have to watch "Medics" at 9:00.
A: That's what VCRs are for. We could / 'd better not watch one show and tape the other.
5. **A:** I think the law clerk is the killer.
B: It could / couldn't be the clerk. She was on a plane to Barbados at the time of the last murder. Remember?
6. **A:** Is it OK if I turn the volume up? I can / can't hear what they're saying.
B: Sure. But you 'd better / 'd better not make it too loud, or you'll wake the baby.
7. **A:** What's the matter with Dr. Wing? He's acting kind of strange.
B: He must / must not be sick. Everyone around him has the flu.
8. **A:** I'm just going to see what's on Channel 13 during this commercial.
B: Wow! Look at that cheetah run! They have got to / don't have to be the fastest animals in the world!

(continued on next page)

9. **A:** Do you think that Dr. Wing and Dr. Miles will get married in this episode?
B: They might not / should not. There are only five minutes left!
10. **A:** Poor Rob. It must / might be awful for an athlete to suddenly lose so many games.
B: Don't worry. I'm sure the sports psychologist might / will be able to help him.
11. **A:** How can / should you watch those horror movies? They give me the creeps.
B: You 've got to / shouldn't remember that it's all special effects.
12. **A:** Have they done the weather forecast yet?
B: Yes. They say it's going to clear up by early tomorrow morning.
A: Oh, good. That means I don't have to / must not take my umbrella.

2 WHAT COULD BE WRONG?

Complete Rob's conversation with a sports psychologist. Rewrite the phrases in parentheses using modals.

- ROB:** That's it! I'm quitting. I can't do this anymore.
 1. (I don't have the ability to do)
- DR. ANN:** Oh, sure, just give up. Then _____ what's
 2. (you are not required to find out)
 really wrong.
- ROB:** What else _____ ? Wait until they trade me?
 3. (do you advise that I do?)
- DR. ANN:** OK, _____ about this. When did this start?
 4. (it's a good idea for us to talk)
- ROB:** Three months ago. One day _____ the ball, and the
 5. (I had the ability to hit)
 next day _____.
 6. (I didn't have the ability)
- DR. ANN:** Look, you don't lose a skill overnight. _____.
 7. (It's impossible for that to happen)
- But _____ hitting the ball because something is
 8. (it's possible for you to stop)
 bothering you. And _____ what that is yet.
 9. (it's almost impossible that you know)
- ROB:** So, I'm a good ballplayer, but _____.
 10. (it's almost 100% certain that I'm crazy)
- DR. ANN:** Rob, _____ thinking that way or
 11. (it's urgent that you stop)
_____ another home run ever again.
 12. (it's possible that you won't hit)
- ROB:** OK. What _____ ?
 13. (is it necessary that I do?)
- DR. ANN:** First, _____ to remember what was happening just
 14. (it's a good idea for you to try)
 before your problem started.

3 EDITING

Read these postings to an online message board for the TV show "Medics". Find and correct eleven mistakes in the use of modals. The first mistake is already corrected.

MEDICS BULLETIN BOARD

[\[Follow Ups\]](#) [\[Post a Reply\]](#) [\[Message Board Index\]](#)

Last night's "Medics" was awesome! I cried when Miles and Wing couldn't ^{get} ~~to get~~ married in the emergency room because that really sick patient came in. Miles ~~abled~~ to save the patient's life, but the priest had to leave, so they couldn't had the ceremony. Oh, well. There's always next season.

I just read in *TV Now* that the actor who plays Dr. Miles might leave the show because of a contract dispute! He have to be the most talented (and best-looking!) actor around. I love him! They better renew his contract, or I'll stop watching!

I think they ought handle more social issues on the show. They could do some episodes about AIDS or teen pregnancy. It's good when a show be able to entertain and educate at the same time.

Last episode shows Dr. Miles shaking hands with a sick patient and then eating an apple without first washing his hands. Come on now! You must not be a rocket scientist to know that you can get sick that way! The writers have better check their facts!

Help! I just started watching "Medics" and I'm confused. Can anyone tells me what the relationship is between Tania and Jax? She can be his mother, she's much too young! I suppose she might be his sister, but I'm not sure that makes any sense.

4 SPECULATING SPECTATORS

Work with a partner. Look at the TV listings. What types of programs do you think they are?

	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30
CHANNEL ①	Around the World		The Dark Glove ('98) Roy Collins				Live at 1	Johnny!
②	Great Performances: Vivaldi, Mozart, Stravinsky					Garden	World	Nighttime
③	To Mars and Back		King of the Jungle		The Joke's on You	How to Boil Water	The Hulk vs. Bad Boy	Pet Heroes
④	Judge Jim	Detective Ramsey	The Long Goodbye ('96) Vera Garcia, Antonio Serrano				Top Ten	Volcano
⑤	Boston College vs. Massachusetts				The Week that Was		The Civil War	
⑥	Elvis Presley: A Portrait singer's life		Recipes for Life	Ask Dr. Anne	Shadows in the Sand ('99) Crystal Powers (Part 2)			
⑦	Rita's World	You Guessed It!	Money Week	October Sky ('99) Laura Dern, Jake Gillenahall			A Laugh a Minute	

EXAMPLE:

A: "Around the World." What type of show is that?


B: It could be a travel show.

A: Or it might be a news show with international reports.

COMMUNICATION PRACTICE

5



 Listen to part of a script from a TV series. Listen again and complete the script with the modals you hear. Listen a third time to check your answers.

MIA: I can't stop
1. thinking of Jessie. Where is she?!

JON: Wherever she is, she
_____ be scared.

MIA: She's my baby, my little girl. She
_____ know that
3.
it's safe to come home.

Jon: She's been missing for
twenty-two hours. Maybe we
_____ wait until
4.
tomorrow to call the police.



MIA: I've already called them. I keep thinking that there's something I _____ or _____ be doing.

5.
6.

Jon: I know. Is there anything *I* _____ do? _____
I call Martine?

MIA: I've been thinking about that. We _____ tell Martine.

Jon: OK. It's your decision. Have you checked with Dylan? Jess _____
be there. 10.

MIA: With Dylan? She _____ be with Dylan! (*telephone rings*)
 I _____ get that. It _____ be Jessie.

JON: It _____ be the police.

(continued on next page)

Read the statements and decide if they are **True (T)** or **False (F)**.

- T 15. Jon believes Jessie is scared.
16. Jon wants to wait before calling the police.
17. Mia doesn't want to tell Martine that Jessie is missing.
18. Mia thinks that Jessie is with Dylan.
19. Jon doesn't think the police are phoning.

6**CLASS DISCUSSION: INTERNATIONAL TV**

Talk about TV in your country. Discuss the following questions:

- How many channels can you watch?
- How late can you watch?
- What programs do you recommend? What programs don't you recommend?
- Who are the most popular TV personalities?
- Do you have to pay tax for using a TV?
- Can you watch programs from other countries?
- Should foreign shows have subtitles, or should they be dubbed?

8

ADVISABILITY AND OBLIGATION IN THE PAST

GRAMMAR IN CONTEXT

BEFORE YOU READ What are some examples of typical regrets that people have? Why do you think the article is called “Useless Regrets”?



Read this article from a popular psychology magazine.

USELESS *Regrets*

Not only the saddest, but perhaps the most destructive. According to recent ideas in psychology, our feelings are mainly the result of the way we *think* about reality, not reality itself.

According to Nathan S. Kline, M.D., it's not unusual to feel deep regret about things in the past that you think you **should have done** and did not do—or the opposite, about things you did do and feel you **should not have done**. In fact, we learn by thinking about past mistakes. For example, a student who fails a test learns that he or she **should have studied** more and can improve on the next test.

However, thinking too much about past mistakes and missed opportunities can create such bad feelings that people become paralyzed and can't move on with their lives. Arthur Freeman, Ph.D., and Rose DeWolf have labeled this process “woulda/coulda/shoulda thinking,” and they have written an entire book about this type of disorder.

*For all sad words of tongue or pen
The saddest are these:
“It might have been.”*

—John Greenleaf Whittier

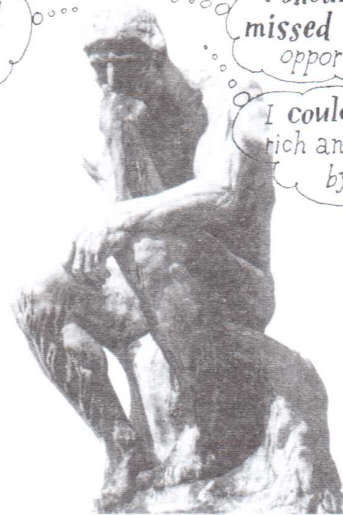
*I ought to
have applied
to college.*

*I could have
become a
doctor.*

*My parents might
have encouraged
me more.*

*I shouldn't have
missed that
opportunity.*

*I could have been
rich and famous
by now.*



(continued on next page)

USELESS *Regrets*

(continued)

In *Woulda/Coulda/Shoulda: Overcoming Regrets, Mistakes, and Missed Opportunities*, Freeman and DeWolf suggest challenging regrets with specifics. "Instead of saying, 'I **should have done better**,'" they suggest, "Write down an example of a way in which you **might have done** better. Exactly what **should you have done** to produce the desired result? Did you have the skills, money, experience, etc. at the time?" In the case of the student who **should have studied** more, perhaps on that occasion it was not really possible.

When people examine their feelings of regret about the past, they often find that many of them are simply not based in fact. A mother regrets missing a football game in which her son's leg was injured. She blames herself and the officials. "**I should have gone,**" she keeps telling herself. "**I could have prevented** the injury. They **might** at least **have telephoned** me as soon as it happened." Did she *really* have the power to prevent her son's injury? **Should** the officials **have called** her *before* looking at the injury? Probably not.

Once people realize how unrealistic their feelings of regret are, they are more

ready to let go of them. Cognitive psychologist David Burns, M.D., suggests specific strategies for dealing with useless feelings of regret and getting on with the present. One amusing technique is to spend ten minutes a day writing down all the things you regret. Then say them all aloud (better yet, record them), and listen to yourself.

Once you listen to your own “woulda/coulda/shoulda” thoughts, it’s easier to see their illogic. For example, it’s unlikely that your entire career is in ruins because of one joke. You’re an adult and you can choose to go out instead of cleaning house. That doesn’t make you a lazy person. And your friend isn’t a jerk for making a single mistake.

After you recognize how foolish most feelings of regret sound, the next step is to let go of them and to start dealing with life in the present. For some, this might be harder than sighing over past errors. An Italian proverb notes, "When the ship has sunk, everyone knows how they **could have saved** it." The message from cognitive psychology is similar. It's easy to second guess about the past; the real challenge is to solve the problems you face right now.

- I **shouldn't have told** that joke in the office. My career is ruined.
- I **ought to have cleaned** the house instead of going out this weekend. My mother's right. I'm just lazy.
- My friend **could have told me** he was going out of town this weekend. He's an inconsiderate jerk. I **should never have started** going out with him.



GRAMMAR PRESENTATION

ADVISABILITY AND OBLIGATION IN THE PAST:

SHOULD HAVE, OUGHT TO HAVE, COULD HAVE, MIGHT HAVE

STATEMENTS				
SUBJECT	MODAL*	HAVE	PAST PARTICIPLE	
He	should (not) ought (not) to could might	have	told	her.

* *Should, ought to, could, and might* are modals. Modals have only one form. They do not have -s in the third-person singular.

YES / NO QUESTIONS				
SHOULD	SUBJECT	HAVE	PAST PARTICIPLE	
Should	he	have	told	her?

SHORT ANSWERS				SHORT ANSWERS			
AFFIRMATIVE				NEGATIVE			
Yes,	he	should	have.	No,	he	shouldn't	have.

WH- QUESTIONS					
WH- WORD	SHOULD	SUBJECT	HAVE	PAST PARTICIPLE	
When	should	he	have	told	her?

CONTRACTIONS		
should have	=	should've
could have	=	could've
might have	=	might've
should not have	=	shouldn't have

NOTES

EXAMPLES

1. Use the modals **should have**, **ought to have**, **could have**, and **might have** to talk about actions and states that were advisable in the past. These modals often communicate a sense of regret or blame.

- I **should've applied** to college.
(I didn't apply to college, and I'm sorry.)
- I **ought to have taken** that job.
(I didn't take the job. That was a mistake.)
- She **could've gone** to a better school.
(She didn't go to a good school. Now she regrets her choice.)
- You **might've told** me.
(You didn't tell me. That was wrong.)

2. USAGE NOTE: **Should not have** and **ought not to have** are the only forms used in negative statements. **Should not have** is more common.

Should (not) have is the most common form used in questions.

- He **shouldn't have missed** the exam.
- He **ought not to have missed** the exam.
- **Should he have called** the teacher?

3. PRONUNCIATION NOTES:

- a. In informal speech, **have** in modal phrases is often pronounced like the word *of*.

► **BE CAREFUL!** Do not write *of* instead of *have* with past modals.

- b. In informal speech **to** in *ought to* is pronounced like the word *a*.

► **BE CAREFUL!** Do not write *a* instead of *to* with *ought*.

- **could have** /kʊdəv/

- I **should have** gone.
NOT I ~~should of~~ gone.

- **ought to** /ɔtə/

- I **ought to** have gone.
NOT I ~~ought a~~ have gone.

REFERENCE NOTE

Could have and **might have** are also used to express speculations about the past. (See Unit 9.)

FOCUSED PRACTICE

1

DISCOVER THE GRAMMAR

Read each numbered statement. Then choose the sentence (a or b) that best describes the situation.

1. I shouldn't have called him.
☒ a. I called him.
b. I didn't call him.
2. My parents ought to have moved away from that neighborhood.
a. They're going to move, but they're not sure when.
b. Moving was a good idea, but they didn't do it.
3. I should have told them what I thought.
a. I didn't tell them, and now I regret it.
b. I told them, and that was a big mistake.
4. We could have told you that movie was no good.
a. We didn't know you were planning to go, so we didn't tell you.
b. We haven't seen the movie yet, so we can't tell you about it.
5. He might have warned us about the traffic.
a. He didn't know, so he couldn't tell us.
b. He knew, but he didn't tell us.
6. Felicia could have been a vice president by now.
a. Felicia didn't become a vice president.
b. Felicia is a vice president.
7. I ought to have practiced more.
a. I practiced enough.
b. I didn't practice enough.
8. They shouldn't have lent him their car.
a. They refused to lend him their car.
b. They lent him their car.

2

ETHICS DISCUSSION

A class is discussing an ethical question. Complete the discussion with the correct form of the verbs in parentheses or short answers. Choose between affirmative and negative.

Problem: Greg, a college student, worked successfully for a clothing store for a year. He spent most of his salary on books and tuition. One week he wanted some extra money to buy a sweater to wear to a party. He asked for a raise, but his boss refused. The same week, Greg discovered an extra sweater in a shipment he was unpacking. It was very stylish and just his size. Greg "borrowed" it for the weekend and then brought it back. His boss found out and fired him.

(continued on next page)

- TEACHER: _____ Should _____ Greg's boss _____ have given _____ him a raise?
1. (Should / give)
- STUDENT A: Yes, he _____. After all, Greg had worked there for a whole
2. _____ year. His boss _____ at that point.
3. (should / refuse)
- STUDENT B: But maybe his boss couldn't afford a raise. Anyway, Greg still
_____ the sweater. It wasn't his.
4. (should / take)
- TEACHER: What _____ he _____ instead?
5. (should / do)
- STUDENT C: He _____ his boss to sell him the sweater. Then he
6. (might / ask) _____ for it slowly, out of his salary.
7. (could / pay)
- STUDENT A: He _____ his old clothes to the party. A new sweater just
8. (ought to / wear) _____ wasn't worth all this trouble.
- TEACHER: Well, _____ Greg's boss _____ him?
9. (should / fire)
- STUDENT B: No, he _____ Greg had been a good employee for a year.
10. _____ And he did bring the sweater back.
- TEACHER: How _____ he _____ the situation?
11. (should / handle)
- STUDENT C: He _____ him. He _____ just
12. (ought to / warn) _____ him without any warning.
13. (should / fire)

3 GRETA REGRETS

Read the things Greta is complaining about. Rewrite all the things she regrets about the past, using the modals in parentheses. Choose between affirmative and negative.

1. I didn't go to college. Now I'm unhappy with my job.

(should) I should have gone to college.

2. My brother quit a good job, and now he's sorry. I knew it was a mistake, but I didn't warn him. How inconsiderate of me!

(might) _____

3. I feel sick. I ate all the chocolate.

(should) _____

(continued on next page)

4. Christina didn't come over. She didn't even call.

(might) _____

5. I didn't have enough money to buy the shirt. Why didn't Ed offer to lend me some?

(could) _____

6. I jogged five miles yesterday, and now I'm exhausted.

(should) _____

7. The supermarket charged me for the plastic bag. They used to be free.

(should) _____

8. I didn't do the laundry yesterday, so I don't have any clean socks. Everyone else gets their laundry done on time. Why can't I?

(ought to) _____

9. I didn't invite Cynthia to the party. Now she's angry at me.

(should) _____

10. Yesterday was my birthday, and my brother didn't send me a card. I'm hurt.

(might) _____

4

EDITING

Read this journal entry. Find and correct six mistakes in the use of modals. The first mistake is already corrected.



December 15

About a week ago, Jennifer was late for work again, and Doug, our boss, told me he wanted to get rid of her. I was really upset. Of course, Jennifer shouldn't ^{have} ~~had~~ been late so often, but he might has talked to her about the problem before he decided to let her go. Then he told me to make her job difficult for her so that she would quit. I just pretended I didn't hear him. What a mistake! I ought a have confronted him right away. Or I could at least have warned Jennifer. Anyway, Jennifer is still here, but now I'm worried about my own job. Should I of told his boss? I wonder. Maybe I should handle things differently last week. The company should never has hired this guy.

COMMUNICATION PRACTICE

5 LISTENING



Jennifer is taking some of Dr. David Burns's advice by recording all the things she regrets at the end of the day. Listen to her recording. Then listen again and check the things she did.

To Do

- ☐ Homework
- ☒ Walk to work
- ☐ Make \$100 bank deposit
- ☐ Buy coat
- ☐ Call Aunt Rose
- ☐ Call Ron
- ☐ Go to supermarket
- ☐ Finish David Burns's book

6 WHAT A MESS!

Work with a partner. Look at the picture of Jennifer's apartment. What should she have done? What shouldn't she have done? Write as many sentences as you can in five minutes. When you are done, compare your answers with those of your classmates.



EXAMPLE:

She should have paid the electric bill.

9

SPECULATIONS AND
CONCLUSIONS ABOUT THE PAST

GRAMMAR IN CONTEXT

BEFORE YOU READ What do you think the design in the photograph represents? Who do you think made it? When?



The great achievements of ancient cultures fascinate modern people. Read one writer's theories regarding these achievements.

Close Encounters

In 1927, Toribio Mexta Xesspe of Peru **must have been** very surprised to see lines in the shapes of huge animals and geometric forms on the ground below his airplane. Created by the ancient Nazca culture, these beautiful forms (over 13,000 of them) are too big to recognize from the ground. However, from about 600 feet in the air, the giant forms take shape. Xesspe **may have been** the first human in almost a thousand years to recognize the designs.

Since their rediscovery, many people have speculated about the Nazca lines. Without airplanes, how **could** an ancient culture **have made** these amazing pictures? What purpose **could** they **have had**?

One writer, Erich von Däniken, has a theory as amazing as the Nazca lines themselves. According to von Däniken, visitors from other planets brought their civilization to the Earth thousands of years ago. When these astronauts visited ancient cultures here on Earth, the people of those cultures **must have believed** that they were gods. Since the Nazcans **could have built** the lines according to instructions from an aircraft,

(continued on next page)



Nazca lines

Close Encounters

(continued)

von Däniken concludes that the drawings **might have marked** a landing strip for the spacecraft of the ancient astronauts. Von Däniken writes, "The builders of the geometrical figures **may have had** no idea what they were doing. But perhaps they knew perfectly well what the 'gods' needed in order to land."

In his book *Chariots of the Gods?* (New York: Bantam, 1972) von Däniken offers many other "proofs" that ancient cultures had contact with visitors from other planets. Giant statues on Easter Island provide von Däniken with strong evidence of the astronauts' presence. Von Däniken estimates that the island **could only have supported** a very small population. After examining the simple tools that the islanders probably used, he concludes that even 2,000 men working day and night **could not have been** enough to carve the figures out of hard stone. In addition, he says that at least part of the population **must have worked** in the fields, **gone** fishing and **woven** cloth. Therefore, he concludes, "Two thousand

men alone **could not have made** the gigantic statues."

In a later book, *In Search of Ancient Gods* (New York: Putnam, 1984), von Däniken sees additional "evidence" in a famous map created by a Turkish admiral, Piri Reis, in 1513. The map appears to include Antarctica, which was not discovered until 300 years later. Von Däniken believes that in 1513 map makers **couldn't possibly have had** the information shown in this map. He insists, "Whoever made it **must have been able to fly** and to take photographs." According to von Däniken, only one conclusion is possible: "To me it is obvious that extra-terrestrial spacemen made the maps from space stations in orbit. During one of their visits, they made our ancestors a present of the maps."

Obvious? Well, perhaps not to everyone. Scientists, among others, are skeptical and prefer to look for answers closer to home. However, von Däniken's theories continue to fascinate people, both believers and non-believers. And even nonbelievers must admit that space visitors **might have contributed** to human culture. After all, no one can prove that they didn't . . .



Easter Island: Statues of space visitors?

GRAMMAR PRESENTATION

SPECULATIONS AND CONCLUSIONS ABOUT THE PAST:

MAY HAVE, MIGHT HAVE, COULD HAVE, MUST HAVE, HAD TO HAVE

STATEMENTS				
SUBJECT	MODAL* / HAD TO	HAVE	PAST PARTICIPLE	
They	may (not) might (not) could (not) must (not) had to	have	seen	the statues.

*May, might, could, and must are modals. Modals have only one form. They do not have -s in the third person singular.

CONTRACTIONS		
may have	=	may've
might have	=	might've
could have	=	could've
must have	=	must've
could not	=	couldn't

Note: We usually do not contract *may not have*, *might not have*, and *must not have*.

QUESTIONS			
DO / BE	SUBJECT	VERB	
Did	they	carve	these statues?
Were			aliens?

SHORT ANSWERS			
SUBJECT	MODAL / HAD TO	HAVE	BEEN
They	may (not) might (not) could (not) must (not) had to	have.	
		have	been.

YES / NO QUESTIONS: COULD			
COULD	SUBJECT	HAVE	PAST PARTICIPLE
Could	he	have	seen aliens?
			been an alien?

SHORT ANSWERS			
SUBJECT	MODAL / HAD TO	HAVE	BEEN
He	may (not) might (not) could (not) must (not) had to	have.	
		have	been.

WH- QUESTIONS				
WH- WORD	COULD	HAVE	PAST PARTICIPLE	
Who	could	have	built	the statues?
What			happened	to these people?

NOTES

1. Use **may have**, **might have**, and **could have** to express speculations, or possibilities, about a past situation. These speculations are usually based on facts that we have.

EXAMPLES

FACT

Archaeologists found pictures of creatures with wings.

SPECULATIONS

- Space beings **may have visited** that culture.
- The pictures **might have marked** a landing strip for a spacecraft.
- The pictures **could have shown** mythological creatures.

2. Use **must have** and **had to have** when you are almost certain about your conclusions.

FACT

The Easter Island statues are made of stone.

CONCLUSIONS

- The islanders **must have had** sharp tools.
- The stone **must not have been** too hard for the tools they had.

FACT

The statues are very big.

CONCLUSION

- They **had to have been** difficult to move.

USAGE NOTE: We usually do not use **had to have** in negative statements to draw conclusions.

3. **Couldn't have** often expresses a feeling of disbelief or impossibility.

- He **couldn't have drawn** that map! He didn't have enough information.

4. We do not usually use **may have** or **might have** in questions about possibility. We use **could have**.

- **Could** the Nazca people **have drawn** those lines?

5. Use **been** in short answers to questions that include a form of **be**.

However, use only the **modal + have** in short answers to questions containing other verbs.

A: **Could** von Däniken **have been** wrong?

B: He certainly **could have been**. There are other explanations.

A: **Was** Xesspe surprised when he saw the Nazca lines?

B: He **must have been**. No one knew about them at that time.

A: **Did** archaeologists **measure** the drawings?

B: They **must have**. They studied them for years.

A: **Did** Reis **make** copies of his map?

B: He **might have**. They've found several copies of it already.

6. PRONUNCIATION NOTE:

In informal speech, **have** in modal phrases is often pronounced like the word *of*.

- **BE CAREFUL!** Do not write *of* instead of *have* with these past modals.

• **could have** /kʊdəv/

• They **must have been** very skillful.
NOT ~~They must of been ...~~

FOCUSED PRACTICE

1 ON THEIR OWN?

Complete the review of Erich von Däniken's book, *Chariots of the Gods?* with the verbs in parentheses.

Who could have made the Nazca lines? According to Erich von Däniken, author of this best-seller, ancient human achievements like these present a great mystery. Our ancestors could / make these structures on their own, he believes. Their cultures were too primitive. Von Däniken's solution: They had to / get help from space visitors.

Von Däniken's many readers may not realize that practical experiments have helped explain several of these "mysteries." Von Däniken asks: How could / plan the Nazcans the lines from the ground? Archaeologists now believe that this civilization might / develop flight. They think that ancient Nazcans

may / draw pictures of hot-air balloons on pottery. To test their theory, archaeologists were able to build a similar balloon, using the same material the Nazcans had. The balloon soared high enough to view the Nazca lines, showing that Nazcans themselves could / design the pictures from the air.

But what about the Easter Island statues? Could / cut the huge statues from hard rock with primitive tools? And how could / move only 2,000 people them around the island?

When he wrote his book, von Däniken must / not know about the Easter Island experiments of 1955. Working with ancient stone tools, seven Easter Islanders carved the rough shape of a statue in just three days. Only two hundred men were able to move a twelve-ton statue across the island. These experiments proved that the ancient islanders could / carve and transport these statues without any help from alien visitors. Not only that, the island's population might / be much larger than von Däniken believes. One scientist speculates that as many as 20,000 people

may / live on Easter Island. Could / help space aliens Erich von Däniken write his book? After all, von Däniken started with no formal education and very little money. How

(continued on next page)

_____ he _____ the world's great archaeological sites
and _____ an international best-
seller? Of course, we believe that von Däniken
_____ these sites and
_____ his ideas without help from
other worlds. In fact, we give von Däniken a lot more
credit than he gives our ancestors. A wiser response
to the mysterious achievements of the past might be
to say, "Our ancestors _____ great
skill, intelligence, and strength to create these
wonderful things."

16. (could / visit)

17. (write)

18. (could / explore)

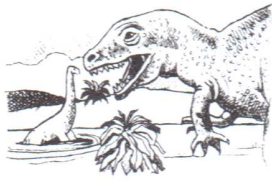
19. (develop)

20. (must / have)



2 NATURE PUZZLES

Read about these puzzling events and the speculations on their causes. Then rewrite the sentences. Substitute a modal phrase for the underlined words.



Dinosaurs existed on the Earth for about 135 million years. Then, about 65 million years ago, these giant reptiles all died in a short period of time. What could have caused the dinosaurs to become extinct? Here's what scientists say.

1. It's likely that the Earth became colder. (must)

The Earth must have become colder.

2. Probably, dinosaurs didn't survive the cold. (must not)

3. It's been suggested that a huge meteor hit the Earth. (might)

4. It's possible that dust from the crash blocked the sun for a long time. (may)



In 1924, Albert Ostman went camping alone in Canada. Later, he reported that a Bigfoot (a large, hairy creature that looks human) had kidnapped him and taken him home, where the Bigfoot family treated him like a pet. Ostman escaped after several days. What do you think happened? Could a Bigfoot really have kidnapped Ostman?

5. A Bigfoot didn't kidnap Ostman—that's impossible. (couldn't)

6. Ostman probably saw a bear. (must)

7. It's possible that Ostman dreamed it. (may)

8. It could be that he thought his dream was real. (could)



In 1932, a man was taking a walk around Scotland's beautiful Loch Ness. Suddenly, a couple hundred feet from shore,

the water bubbled up and a huge monster appeared. The man took a picture. When it was developed, the picture showed something with a long neck and a small head. Since then, many people have reported similar sightings. What do you think? Did the man really see the Loch Ness monster?

9. Most likely the man changed the photograph. (must)

10. Perhaps the man saw a large fish. (might)

11. It's possible that it was a dead tree trunk. (may)

12. It's very unlikely that he saw a dinosaur. (couldn't)

3 ARCHAEOLOGY 101

Some archaeology students are asking questions in class. Use the modals in parentheses to write short answers.

1. A: Do you think the people on Easter Island built the giant statues themselves?

B: They could have
(could)
They had the knowledge and the tools.

2. A: Were the Nazcans really able to fly?

B: _____
(might)
There's some evidence that they had hot-air balloons.

3. A: Is it possible that the Nazcan lines were ancient streets?

B: _____
(could not)
Some of them just lead to the tops of mountains and then end abruptly.

4. A: Do you think the Nazcans used "the streets" during religious ceremonies?

B: _____
(might)
But we have no proof.

5. A: Did the sixteenth-century Turkish admiral, Piri Reis, know about Antarctica?

B: _____
(could not)
Antarctica wasn't discovered until 1842.

6. A: Von Däniken says that many ancient artifacts show pictures of astronauts. Could these pictures have illustrated anything closer to Earth?

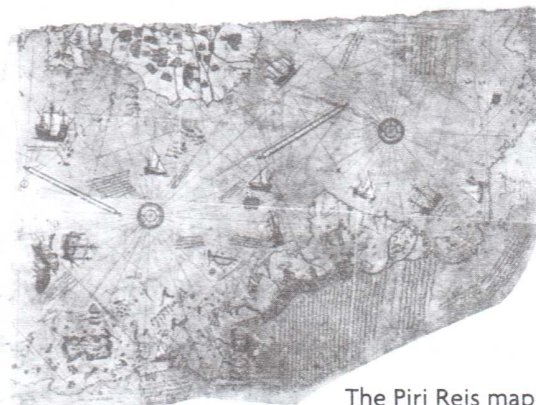
B: _____
(may)
It's possible that the pictures show people dressed in local costumes.

7. A: Was von Däniken upset by all the criticism he received?

B: _____
(might not)
After all, it created more interest in his books.

8. A: Do you think von Däniken helped increase general interest in archaeology?

B: _____
(must)
Just look at how many of you are taking this class!



The Piri Reis map

COMMUNICATION PRACTICE

4 LISTENING



Some archaeology students are discussing artifacts they have found at various sites. Look at the pictures. Then listen to the students speculate and draw conclusions about what each item is. Listen again and match the pictures with the appropriate conversation.



1. _____



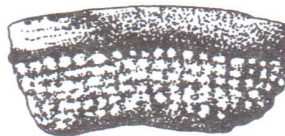
2. _____



3. _____



4. _____



5. _____



6. a

5 USEFUL OBJECTS

Work in small groups. Look at the objects that archaeologists have found in different places. Speculate on what they are and how people might have used them.

1.



Archaeologists found this object in the sleeping area of an ancient Chinese house. It's about the same diameter as a basketball.

EXAMPLE:

I think people might have used this as a foot stool. The floor must have been cold at night, and people could have rested their feet on it.

ADDITIONS AND RESPONSES WITH *So, Too, Neither, Not either, AND But*

GRAMMAR IN CONTEXT

BEFORE YOU READ Look at the pictures of twins. Find the things that are different about them and the things that are the same.



Read this magazine article about identical twins.

THE TWIN QUESTIONS: NATURE OR NURTURE?

by RUTH SANBORN, *Family Life* Editor

MARK AND GERALD are identical twins. Mirror images of each other, they also share many similarities in lifestyle. Mark is a firefighter, and **so is Gerald**. Mark has never been married, and **neither has Gerald**. Mark likes hunting, fishing, and Chinese food. **Gerald does too.**

These similarities might not be unusual in identical twins, except for one fact: Mark and Gerald were separated when they were five days old. They grew up in different states with different families. Neither one knew that he had a twin until they found each other accidentally at age thirty-one.

Average people are fascinated by twins, and **so are scientists**. Identical twins share the same genes. Therefore, they offer researchers the chance to study the effect of genetic inheritance on health and personality.

However, when identical twins grow up together, they also experience the same environment. How can

researchers separate these environmental factors from genetic factors? By looking at identical twins who are separated at birth! Twins with completely different childhoods give researchers the chance to study the age-old question: Which has more effect on our lives, heredity (the genes we receive from our parents) or environment (the social influences in our childhood)?

MARK AND GERALD



(continued on next page)

THE TWIN QUESTIONS: *continued*



JIM AND JIM

Some startling coincidences have turned up in these studies. One astonishing pair is the Springer and Lewis brothers, who were adopted by different families soon after birth. The Springer family named their adopted son Jim. **So did the Lewis family.** When the two Jims met for the first time as adults, they discovered more surprising similarities. Jim Lewis had worked as a gas station attendant and a law enforcement agent. **So had Jim Springer.** Both men had had dogs. Lewis had named his Toy; **so had Springer.** And believe it or not, Lewis had married a woman named Linda, divorced her, and later married a woman named Betty. **So had Springer.**

Do our genes really determine our names, our spouses, our jobs, even our pets? The lives of other twins indicate that the question of nature or nurture is even more complicated than that.

Identical twins Andrea and Barbara, for example, were born in Germany and separated shortly after birth.

Andrea stayed in Germany, **but Barbara didn't.** She moved to the United States with her adoptive American family. The twins grew up in different cultures, speaking different languages. Barbara didn't know she had a twin, **but Andrea did,** and she searched for her sister. When they met, they discovered amazing similarities. Each had a scar on her lip from an accident. Each had had a tonsillectomy —on the same day!

Nevertheless, there were important differences. Andrea is outgoing and expressive, **but Barbara isn't,** despite her identical genetic heritage. Both sisters got married and had two children. Andrea stayed married, but Barbara married and divorced several times.

Clearly, heredity doesn't completely govern our lives. **Our environment doesn't either.** The lives of twins separated at birth suggest that we have a lot to learn about the complex role these two powerful forces play in shaping human lives.

BARBARA AND ANDREA



This photograph was taken on the day Barbara and Andrea were reunited. The man standing between them, Thomas Gulotta, helped bring them together.

GRAMMAR PRESENTATION

ADDITIONS AND RESPONSES WITH SO, TOO, NEITHER, NOT EITHER

WITH BE AS THE MAIN VERB

AFFIRMATIVE		NEGATIVE	
SUBJECT + BE	(AND) + SO + BE + SUBJECT	SUBJECT + BE + NOT	(AND) + NEITHER + BE + SUBJECT
Amy is a twin,	and so is Sue.	Amy isn't very tall,	and neither is Sue.

AFFIRMATIVE		NEGATIVE	
SUBJECT + BE	(AND) + SUBJECT + BE + TOO	SUBJECT + BE + NOT	(AND) + SUBJECT + BE + NOT EITHER
Amy is a twin,	and Sue is too.	Amy isn't very tall,	and Sue isn't either.

WITH ALL AUXILIARY VERBS EXCEPT DO

AFFIRMATIVE		NEGATIVE	
SUBJECT + AUXILIARY	(AND) + SO + AUXILIARY + SUBJECT	SUBJECT + AUXILIARY + NOT	(AND) + NEITHER + AUXILIARY + SUBJECT
Amy has had two sons,	and so has Sue.	Amy can't ski,	and neither can Sue.

AFFIRMATIVE		NEGATIVE	
SUBJECT + AUXILIARY	(AND) + SUBJECT + AUXILIARY + TOO	SUBJECT + AUXILIARY + NOT	(AND) + SUBJECT + AUXILIARY + NOT EITHER
Amy has had two sons,	and Sue has too.	Amy can't ski,	and Sue can't either.

WITH DO AS AUXILIARY VERB

AFFIRMATIVE		NEGATIVE	
SUBJECT + VERB	(AND) + SO + DO + SUBJECT	SUBJECT + DO + NOT + VERB	(AND) + NEITHER + DO + SUBJECT
Amy likes dogs,	and so does Sue.	Amy doesn't like cats,	and neither does Sue.

AFFIRMATIVE		NEGATIVE	
SUBJECT + VERB	(AND) + SUBJECT + DO + TOO	SUBJECT + DO + NOT + VERB	(AND) + SUBJECT + DO + NOT + EITHER
Amy likes dogs,	and Sue does too.	Amy doesn't like cats,	and Sue doesn't either.

(continued on next page)

ADDITIONS WITH *BUT*

WITH *BE* AS THE MAIN VERB

AFFIRMATIVE	NEGATIVE	NEGATIVE	AFFIRMATIVE
SUBJECT + <i>BE</i>	<i>BUT</i> + SUBJECT + <i>BE</i> + <i>NOT</i>	SUBJECT + <i>BE</i> + <i>NOT</i>	<i>BUT</i> + SUBJECT + <i>BE</i>
Amy is outgoing,	but Sue isn't .	Amy isn't quiet,	but Sue is .

WITH ALL AUXILIARY VERBS EXCEPT *DO*

AFFIRMATIVE	NEGATIVE	NEGATIVE	AFFIRMATIVE
SUBJECT + AUXILIARY	<i>BUT</i> + SUBJECT + AUXILIARY + <i>NOT</i>	SUBJECT + AUXILIARY + <i>NOT</i>	<i>BUT</i> + SUBJECT + AUXILIARY
Amy has traveled,	but Sue hasn't .	Amy couldn't swim,	but Sue could .

WITH *DO* AS AUXILIARY VERB

AFFIRMATIVE	NEGATIVE	NEGATIVE	AFFIRMATIVE
SUBJECT + VERB	<i>BUT</i> + SUBJECT + <i>DO</i> + <i>NOT</i>	SUBJECT + <i>DO</i> + <i>NOT</i>	<i>BUT</i> + SUBJECT + <i>DO</i>
Amy lives here,	but Sue doesn't .	Amy doesn't drive,	but Sue does .

NOTES

- 1. Additions** are phrases or short sentences that follow a statement. They express similarity to or contrast with the information in the statement without repeating the information.

EXAMPLES

SIMILARITY

- Lewis bites his fingernails, **and so does Springer**.
(*Lewis bites his fingernails. Springer bites his fingernails, too.*)

CONTRAST

- Barbara's marriage ended, **but Andrea's didn't**.
(*Barbara's marriage ended. Andrea's marriage didn't end.*)

- 2. Use *so*, *too*, *neither*, or *not either* in additions of similarity.**

In the examples, note that additions of similarity can either be clauses or separate sentences.

- Mark is a firefighter, **and so is Gerald**.

OR

- Mark is a firefighter, **and Gerald is too**.
(*Mark is a firefighter. Gerald is a firefighter.*)

- Mark isn't married. **Neither is Gerald**.

OR

- Mark isn't married. **Gerald isn't either**.
(*Mark isn't married. Gerald isn't married.*)

- 3. Use *so* or *too* if the addition follows an affirmative statement.**

Use ***neither*** or ***not either*** if the addition follows a negative statement.

- Mark **is** a firefighter, and **so is** Gerald.

OR

- Mark **is** a firefighter, and Gerald **is too**.

- Mark **didn't** get married. **Neither did** Gerald.

OR

- Mark **didn't** get married. Gerald **didn't either**.

- So is** Gerald.

NOT ~~So Gerald is.~~

- Neither did** Gerald.

NOT ~~Neither Gerald did.~~

- **BE CAREFUL!** Notice the word order after ***so*** and ***neither***. The verb comes before the subject.

(continued on next page)

4. Use **but** in additions of contrast.

If the statement is affirmative, the addition is negative.

- Amy **lived** in Germany, **but** Sue **didn't**.

If the statement is negative, the addition is affirmative.

- Amy's family **didn't speak** English, **but** Sue's **did**.

5. Additions always use a form of be or an auxiliary verb (a form of *be*, *have*, *do*, or *will* or a modal verb such as *can*, *could*, *should*, or *would*). The verb used in the addition depends on the verb used in the preceding statement.

- If the statement uses *be*, use **be** in the addition, too.
- If the statement uses an auxiliary verb, use the same auxiliary verb in the addition.
- If the statement doesn't use *be* or an auxiliary verb, use an appropriate form of **do** in the addition.

- I'm a twin, and so **is** my cousin.
- Jim Lewis **had** worked in a gas station, and so **had** Jim Springer.
- I **can't** drive, and neither **can** my twin.
- Lewis **bought** a Chevrolet, and so **did** Springer.
- Lewis **owns** a dog, and so **does** Springer.

6. In conversation, you can use short **responses** with **so**, **too**, **neither**, and **not either** to express agreement with another speaker. These short responses are sometimes called "rejoinders."

USAGE NOTE: In informal speech people say **Me too** to express agreement with an affirmative statement and **Me neither** to express agreement with a negative statement.

A: I **have** a twin sister.

B: **So do I.** OR **I do too.**

A: I **don't have** any brothers or sisters.

B: **Neither do I.** OR **I don't either.**

A: I **think** twin studies are fascinating.

B: **Me too.**

A: I've **never heard** of the Jim twins.

B: **Me neither.**

7. In conversation, use short **responses** with **but** to express disagreement with another speaker. You can often omit *but*.

A: I **wouldn't like** to have a twin.

B: Oh, (*but*) I **would**.

FOCUSED PRACTICE

1 DOUBLE TROUBLE

Grammar Notes 1 - 5

Circle the correct words to complete this paragraph.

Sometimes being a twin can cause trouble. In high school, I was in Mr. Jacobs's history class. Neither / So^{1.} was my brother. One day we took a test. I got questions 18 and 20 wrong. My brother did so / too^{2.}. I didn't spell *Constantinople* correctly, and either / neither^{3.} did my brother. The teacher was sure we had cheated. As a result, I got an F on the test, and so did / got^{4.} my brother. We tried to convince Mr. Jacobs of our innocence. After all, I had sat on the left side of the room, but my brother didn't / hadn't^{5.}. As always, he sat on the right. But Mr. Jacobs just thought we had developed some elaborate way of sharing answers across the room. Our parents believed we were honest, but Mr. Jacobs didn't / weren't^{6.}. The principal didn't either / too^{7.}. We finally convinced them to give us another test. This time I got items 3 and 10 wrong. Guess what? Neither / So^{8.} did my brother. Our teacher was astounded, and / but^{9.} we weren't. We were just amused.

2 WE HAVE SO MUCH IN COMMON

Grammar Note 6



Two twins are talking. They agree on everything. Complete their conversation with responses.

MARTA: I'm so happy we finally found each other.

CARLA: So am I^{1.}. I always felt like something was missing from my life.

MARTA: So ^{2.}. I always knew I had a double somewhere out there.

CARLA: I can't believe how similar we are.

MARTA: Neither ^{3.}. It's like always seeing myself in the mirror.

CARLA: Not only do we look identical, we like and dislike all the same things.

MARTA: Right. I hate lettuce.

CARLA: I ^{4.}. And I detest liver.

MARTA: So ^{5.}. I love pizza, though.

CARLA: So ^{6.}. But only with tomato and cheese. I don't like pepperoni.

MARTA: Neither ^{7.}.

(continued on next page)

CARLA: This is amazing! I wonder if our husbands have so much in common.

MARTA: So _____!

8.

3 THE TWO BOBS

Grammar Notes 1 - 5

Look at this chart about the twins' husbands. Then complete the sentences about them. Add statements with **so**, **too**, **neither**, **not either**, and **but**.

	BOB BOWEN	BOB PHILLIPS
Age	42	42
Height	6'2"	5'8"
Weight	180 lb	180 lb
Color hair	blond	blond
Color eyes	blue	brown
Hobbies	tennis	tennis
Favorite food	steak	steak
Military service	yes	no
Education	graduate degree	graduate degree
Languages	English, Spanish	English, French
Job	lawyer	engineer
Brothers or sisters	none	none

- Bob Bowen is 42, _____ and so is Bob Phillips. OR and Bob Phillips is too. _____
- Bob Bowen is 6'2", _____
- Bob Bowen weighs 180 pounds, _____
- Bob Bowen has blond hair, _____
- Bob Bowen doesn't have green eyes, _____
- Bob Bowen plays tennis, _____
- Bob Bowen likes steak, _____
- Bob Bowen served in the military, _____
- Bob Bowen has attended graduate school, _____
- Bob Bowen doesn't speak French, _____
- Bob Bowen became a lawyer, _____
- Bob Bowen doesn't have any brothers or sisters, _____

4 EDITING

Read this student's composition. There are five mistakes in the use of sentence additions. Find and correct them. The first mistake is already corrected.

Name: Ryan Tarver



MY BROTHER AND I

My brother is just a year older than I am. (I'm 18.) We have a lot of things in common. We look alike. I am 5'10", and so ^{is he} he is. I have straight black hair and dark brown eyes, and so does he. We share some of the same interests, too. I love to play soccer, and he too. Both of us swim every day, but I can't dive, and either can he.

Although there are a lot of similarities between us, there are also many differences. For example, he likes eating all kinds of food, but I don't. Give me hamburgers and fries every day! My brother doesn't want to go to college, but I don't. I believe it's important to get as much education as possible, but he wants to get real-life experience. Our personalities are quite different. I am quiet and easygoing, but he not. He has lots of energy and talks a lot. When I think about it, we really are more different than similar.

COMMUNICATION PRACTICE

5 LISTENING



A couple is out on a first date. Listen to their conversation. Then listen again and complete the chart by putting a check in the correct column(s).

	Man	Woman		Man	Woman
1. loves Italian food	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. enjoys fiction	<input type="checkbox"/>	<input type="checkbox"/>
2. cooks	<input type="checkbox"/>	<input type="checkbox"/>	7. plays sports	<input type="checkbox"/>	<input type="checkbox"/>
3. eats out a lot	<input type="checkbox"/>	<input type="checkbox"/>	8. watches sports on TV	<input type="checkbox"/>	<input type="checkbox"/>
4. enjoys old movies	<input type="checkbox"/>	<input type="checkbox"/>	9. watches news programs	<input type="checkbox"/>	<input type="checkbox"/>
5. reads biographies	<input type="checkbox"/>	<input type="checkbox"/>	10. wants to see the documentary	<input type="checkbox"/>	<input type="checkbox"/>

6 LET'S EAT OUT

Work in pairs. Look at these two restaurant ads. What do the two restaurants have in common? In what ways are they different? Discuss these questions and agree upon the restaurant you want to go to.

Luigi's Italian Restaurant

Family-style eating since 1990

Open Tuesday–Sunday, 12:00–9:00

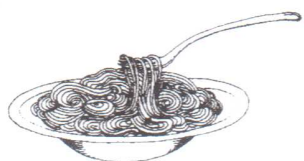
EARLY-BIRD SPECIAL

(full dinner for \$10.95 if ordered before 6:00)

No reservations necessary

No credit cards

875 Orange St.



Antonio's Ristorante Italiano

Established in 1990

Relaxed dining in a romantic atmosphere

open seven days a week—dinner only
reservations suggested

all credit cards accepted

1273 Orange Street 453-3285

one free beverage with this ad



EXAMPLE:

A: Luigi's serves Italian food.

B: So does Antonio's.