

ETC LANGUAGE AND CULTURE IN DEPTH

A Competency-Based Grammar

ABOUT THE *ETC* PROGRAM

ETC is a six-level ESL (English as a second language) program for adults who are learning English to improve their lives and work skills. The material of each level is divided into two or three books; for a representation of the scope and sequence of the program, see the back cover of any volume.

ETC has been designed for maximum efficiency and flexibility. To choose the materials most suitable for your particular teaching situation:

- decide on the appropriate level by assessing the ability and needs of the students you expect to be teaching. The competency descriptions listed below ("About This Level") will aid you in your assessment.

- decide on the combination of books best suited to the interests and goals of your students. In an intensive course of ten or more hours a week, the large variety of material offered in the books of each level will provide the necessary change of pace and reinforcement that most students require. In a shorter course, however, you may wish to choose one or two of the books available. If your program is a structurally oriented one, your choice will probably include the competency-based grammar; your choice of a supplement—either the reading/writing book or the listening/speaking book—will depend on your students' main purposes in learning English. On the other hand, if your program emphasizes "the natural approach," or if you prefer to minimize the role of explanation and grammar rules, you may choose the two skills books—*ETC Language and Culture in Depth: A Competency-Based Reading/Writing Book* and *ETC Language and Culture in Depth: A Competency-Based Listening/Speaking Book*—as the core of your instructional program.

ABOUT THIS LEVEL

ETC Language and Culture in Depth offers three texts at a low-advanced level. It is directed at students who, at the beginning of the course:

- can get along well in everyday life, are comfortable in social situations in English, are em-

ployed if they want to be, and may be trying to "move up" in the world of work

- can understand everyday speech and carry on conversations at a normal rate of speed with fluency

- can form and combine sentences to express feelings and opinions with an increasing command of sophisticated grammar

- can read slightly simplified practical materials, such as forms, advertisements, and legal agreements, without hesitation and are ready to scan and read materials written for native speakers, such as portions of newspapers and magazines

- can perform practical writing tasks, such as filling out forms and writing recipes, without difficulty; have mastered the basic mechanics of writing; and are reading to improve their writing style, especially in personal and business letters

In general, the competency goals of *ETC Language and Culture in Depth* are to enable students to:

- use sophisticated grammar structures and rules of the language—such as the verb tense system in contrast; gerunds, infinitives, and verb complements; the passive voice; and noun, adjective, and adverb clauses—concentrating on self- and peer-correction of errors

- understand the main ideas, the important details, and the organization of fluent native-speaker speech with a tolerance for ambiguity when necessary; concentrate on "getting the point" of a story; make inferences and recognize some of the implications and subtleties of language

- listen for and extract practical information from typical everyday conversations

- speak fluently, using newly acquired vocabulary accurately, and make appropriate use of language notations and functions, such as making small talk, expressing interest, requesting and giving advice, giving opinions, and agreeing and disagreeing politely

- improve pronunciation by concentrating on the more sophisticated points of the sound and sentence system of English, such as stress, rhythm, sound linking, and sentence focus

- tell their own stories on the chapter topics; use language effectively to complete communica-

tive tasks such as group problem solving and speech making

- express themselves accurately and effectively in different forms of writing, especially letters

ABOUT THIS BOOK

Rationale and Purpose

ETC Language and Culture in Depth: A Competency-Based Grammar is directed at upper-level students who have been exposed to most of the structures and rules of the language. It offers an in-depth course in those areas that low-advanced students may not yet have mastered in oral and written production. In addition, it provides an ample opportunity for error correction, the grammar skill that is most useful to students who are in the process of developing language fluency.

All exercises are competency based: although the focus is on grammar, of course, the content is topics of everyday concern. Students not only acquire information in depth on these practical areas but are also given the opportunity to contribute information and to express their views as they practice the grammar.

Time Estimates

Depending on the amount of material you choose to present and the level of mastery desired, a typical chapter of *ETC Language and Culture in Depth: A Competency-Based Grammar* can be adequately covered in approximately four to eight hours of class time, to be supplemented with two or more hours of homework. Slower classes will require more time; more advanced ones, less.

Organization

Like most other books in the *ETC* program, this grammar book consists of an introduction and ten chapters, each focusing on a general content area, such as "Getting an Education," "Money, Money, Money," "Getting Help," "Going Places," and "Getting along with People." Each chapter is divided into four parts with specific purposes. Parts One, Two, and Three each begin with a story that functions as both a pretest and a posttest. All errors to correct in the story correspond to the grammar points that are presented and practiced in the pages that follow. Part Four summarizes and reviews the previous material of the chapter, sometimes focusing on particular grammar contrasts.

How To Use This Book

Since every instructor has a unique teaching style and since every class of students differs in some way from every other, there are no set prescriptions for presenting, reinforcing, and reviewing the material of the *ETC* program. Through extensive class testing, however, the authors have collected teaching techniques and activities that have consistently proven successful. (Those suggestions marked with a star (*) are ideas for supplementary activities that we recommend only if students need more practice and time is available.) We hope these suggestions will prove useful. Pick and choose among them, leaving out those that seem to be "overkill" or that do not apply to the section in question or to your particular teaching situation; supplement the suggestions with your own ideas when necessary. Note that text activities marked with a star (*) are challenging ones in which students are required to "go beyond the text" to communicate their own information and opinions while practicing the relevant grammar.

CHAPTER OPENER

The opener at the beginning of each chapter provides a "warm-up" to the material that follows.

1. Discuss the chapter title with the class. Ask what topics students expect to find in the chapter.
2. Although the lists of competencies and grammar points to be presented are directed toward the instructor, advanced students may wish to look them over, suggesting points that might be emphasized or omitted.
3. In discussing the photograph, you may want to include examples of the grammar points to be introduced, checking on students' comprehension and ability to include them in responses. Ask students questions about the picture that will stimulate discussion.

INTRODUCTION / GRAMMAR TERMS AND CONCEPTS

As in other books of the program, the introductory chapter of *ETC Language and Culture in Depth: A Competency-Based Grammar* differs from the ten full chapters that follow. Thus, suggestions for presentation are offered here.

Parts of Speech

In general, you should regard the terms for grammar points (*transitive verbs, the present perfect continuous, passive modals, indefinite pro-*

nouns, etc.) only as points of reference, not as items to be learned in themselves. In grammar teaching, concentrate first on students' comprehension of oral or written sentences containing the grammar and second on their use of the constructions in the expression of ideas and communication. In presenting a lesson on the parts of speech, make sure that you point out how the terms might be useful: in discussing sentence patterns, analyzing and correcting errors, explaining and applying grammar rules, and so on.

1. Allow students time to look over the boxed explanation, reading it aloud if desired.
2. Say words (first those in the explanation and then others that students should know) and have students identify the part of speech of each (Example: carefully Answer: adverb Example: through Answer: preposition). If students have difficulty with a word, present it in context, clearing up possible areas of confusion (Example: He *threw* the ball. Answer: verb Example: He threw it *through* the window. Answer: preposition). Be sure to present words that represent different parts of speech in different contexts in sentences that show their meanings (Example: Before you *stop work*, you must make one more *stop* and *work* there for a while.).
3. Discuss the illustration and present Exercise A by reading the story aloud; ask comprehension questions to make sure that students have understood the main idea and have "gotten the joke." Help the class complete the first few items. Then allow them time to complete the others on their own, making sure they are writing the numbers of the parts of speech listed in the explanation over the appropriate words. Check the exercise orally, asking students their answers and explaining any items that caused difficulty.
- *4. Have students "retell" the story in their own words, paying special attention to their use of parts of speech.
- *5. If "parts of speech" seems to be a difficult concept, provide more explanation and practice. You might begin by listing and explaining the clues that will help students to distinguish the various parts of speech, such as:
 - word function (Example: nouns and pronouns = subjects, objects of verbs and prepositions, and complements of linking verbs such as *be* and *become*)
 - word position (Examples: in statements, nouns and pronouns usually come before

verbs; adjectives before nouns and after *a/an* or *the*; adverbs between the words of a verb phrase; and prepositions before nouns)

- word endings (Examples: the plural ending and certain suffixes, such as *-tion*, on nouns; the third person singular, past tense, and *-ing* endings on verbs; certain suffixes, such as *-ary* and *-ent*, on adjectives; the *-ly* ending on adverbs of manner)

After explaining each point, provide examples and have the class suggest additional ones.

- *6. Name a part of speech and have students in small groups or "teams" list as many words in that category as they can think of within a specific length of time, perhaps two or three minutes. Then have each group in turn call out a word; write it on the chalkboard and ask other students to provide examples of sentences with the word.
- *7. Provide additional activities and games involving parts of speech, such as having students find as many examples of a particular part of speech as they can in a story or reading, looking up related words in an English-English dictionary, and so on.

Verb Tenses

Upper-level students should understand that although they may have learned specific "rules" for the choice of verb tenses when they were beginning their study of English, the choice becomes more complex and subtle as their use of language becomes more sophisticated. In many cases, more than one verb tense form would be correct in a particular context, with or without a change of meaning. Nevertheless, the forms of verb tenses remain fixed and can be identified by the various elements in a verb phrase (Examples: *-ing* form, past participle).

1. Allow students time to look over the boxed explanation, reading it aloud if desired. You might ask them to read aloud the specific examples of verb phrases that are presented in bold type. Point out the meanings of the words in the terms for verb tenses (Examples: an *-ing* verb signals a continuous form; a past participle signals a perfect form).
2. Say verb phrases (first those in the explanation and then others that students should understand) and have students identify the verb tense of each (Example: had been studying Answer: past perfect continuous). If stu-

dents have difficulty with a tense form, present it in context, clearing up possible areas of confusion.

3. Discuss the illustration and present Exercise B by reading the story aloud; ask comprehension questions to make sure that students have understood the main idea and have "gotten the joke." Help the class complete the first few items. Then allow them time to complete the others on their own, making sure they are writing the numbers of the verb tenses listed in the explanation over the appropriate phrases. Check the exercise orally, asking students their answers and explaining any items that caused difficulty.
- *4. Have students "retell" the story in their own words, paying special attention to their use of verb tenses.
- *5. If "verb tense forms" seems to be a difficult concept, provide more explanation and practice. You might begin by listing and explaining the clues that will help students to distinguish the various verb tenses, such as:
 - the presence or absence of elements such as the auxiliary verbs *be* or *have*, an *-ing* verb, or a past participle. Point out how these elements can occur in various combinations.
 - the accompanying time expressions (Examples: *sometimes*, *once a day*, or *every two weeks* with a simple tense form; *right now* and *at present* with the present continuous; *yesterday*, *last weekend*, and *a year ago* with the simple past and past continuous; *tomorrow night*, *next week*, *in a day or so*, and *an hour from now* with the future tenses; *for two years*, *since May 22*, and *all my life* with the perfect tenses). Point out that although the rules for time expressions generally hold, they are not rigid.
 - the "time meaning" of the verb phrase (Examples: the simple present expresses a present condition or fact or repeated or habitual action in the present time frame, the simple past emphasizes the completion of past action or activity, and the present perfect tenses express action that began in a time frame relative to the present or that occurred at a nonspecific past time). Point out that these are general concepts that will help speakers choose verb tenses, but that correct use often has to come with experience and a "feeling" for the language.
- *6. Name a verb tense and have students in small groups or "teams" create as many sentences in that tense as they can think of within a specific length of time, perhaps five to ten minutes. Then have a student from each group write the best sentences (those clearly illustrative of the tense) on the chalkboard. Other students make corrections if necessary.
- *7. Explain each of the major tenses quickly in turn, drawing a "diagram" of its meaning on the chalkboard if possible. After each explanation, ask individuals several "real" questions using that tense form in a natural context, checking that the class has understood the answers (Examples: Simple Present: Are you from Latin America? Do you like American food? Present Continuous: Where are you living at present? Why are you studying English? Simple Past: When did you arrive in this country? Past Continuous: Where were you living before? Present Perfect: How long have you been in this country? Present Perfect Continuous: Since when have you been studying English?).

After "covering" each tense, allow students time to jot down a few "real" questions that they might like to ask their classmates; give necessary help. After the verb tense lesson, allow students time to interview each other in pairs, taking notes on their partners' answers. Then, in small groups, have each student tell about his or her partner. Alternatively or additionally, have students write about the classmates they have interviewed, collect the papers, and read them aloud (leaving out the names of both the writers and the interviewees). Correct the grammar as you read. The class tries to identify who you are reading about as quickly as possible.
- *8. Provide additional activities and games involving verb tenses, such as having students find as many examples of a particular tense as they can in a story or reading.

Other Verb Forms

1. Allow students time to look over the boxed explanation, reading it aloud if desired.
2. Say verb phrases (first those in the explanation and then others that students should understand) and have students identify the verb form. If students have difficulty with a phrase, present it in context, clearing up possible areas of confusion.

3. Discuss the illustration and present Exercise C by reading the story aloud; ask comprehension questions to make sure that students have understood the main idea and have “gotten the joke.” Help the class complete the first few items. Then allow them time to complete the others on their own, making sure they are writing the numbers of the verb forms listed in the explanation over the appropriate words. Check the exercise orally, asking students their answers and explaining any items that caused difficulty.
- *4. Have students “retell” the story in their own words, paying special attention to their use of verb forms.
- *5. If “verb forms” seems to be a difficult concept, provide more explanation and practice. After explaining each point, provide examples and have the class suggest additional ones.
- *6. Provide additional activities and games involving verb forms, such as having students find as many examples of a particular verb form as they can in a story or reading.

Grammar Correction

This grammar text is unique in the *ETC* program in that it is based on the concept of grammar correction, first of contrived (but possibly typical) errors and later of students’ own speech and writing. All of the stories that require correction are presented as the words of Pita Tamal, an immigrant who likes to talk but who makes numerous mistakes when he does. Pita is introduced for the first time here, although if students look closely, they may recognize him as the unfortunate man who couldn’t speak a word of English in the story in Exercise C.

1. Read aloud the explanation and discuss the concept of error correction. Make clear that although grammar exercises and activities may be useful in improving one’s language abilities, students won’t really have “mastered” grammar until they can self-monitor (i.e., correct themselves, preferably even before they make mistakes). Point out that this grammar text and course will help them with the skill of grammar correction, first of the language of the book character Pita, who makes an unrealistic number of mistakes, and later of their own work. Throughout the course, encourage students to become aware of grammar errors (even those that may have become “fossilized” in their own speech and

- writing) and to politely correct one another.
2. Have students try to correct Pita’s first speech and then allow them to compare their work with the grammar corrections that follow.
3. You might prepare the class for Exercise D by telling a brief “language story” of your own, perhaps about an experience you had in another country where you didn’t know the language very well. Then allow students time to prepare an informal “speech” or to write a paragraph of their own. In small groups, have them tell their stories or read aloud their paragraphs in turn, answering questions and discussing the experience or problem; encourage the listeners to make grammar corrections. Each student then tells the class a few things he or she remembers about the story of another student in his or her group. The class makes corrections, asks questions, and discusses the topics.

CHAPTERS 1–10

The following instructions for presentation of the various kinds of explanations, exercises, and activities in the ten chapters of the text are necessarily general. Adapt the suggestions to the particular section in question, adding and deleting steps when necessary.

THE INTRODUCTORY STORY

The purpose of the humorous story that introduces each of the first three parts of each chapter is to present, in a practical context, examples of typical errors that might be made if the grammar principles and rules in the part are disregarded. In addition, it may present the important vocabulary that appears in the grammar exercises—the words that students will need to discuss the topic of the chapter. It also serves as a “warm-up” to the competencies that are listed in the part opener.

Before beginning the exercise, point out that there may be more than one way to correct some of the underlined errors, but that students are to choose the simplest way—the way that requires the fewest changes. Explain that in some cases a word or words should be changed and in others a word should be added, deleted, or placed in another position in the sentence. Vary your presentation of the stories throughout the course, following one of these suggestions or using methods of your own.

1. Have individuals read aloud one sentence at a time, correcting the underlined errors. After

each sentence, the class agrees or disagrees with the corrected version and suggests alternative corrections, if any.

2. Have students work in pairs to complete the exercise as a "pretest." Students exchange books. One student turns to the correct version of the story in Appendix A while the other tries to read aloud the story correctly. Whenever he or she makes an error, his or her partner underlines the corresponding word or phrase in the correct version. The first student later uses the marked-up story to study grammar; he or she notes the mistakes and pays particular attention to the corresponding grammar explanations in the text.

Students in pairs may or may not want to reverse roles and repeat the above steps. In any case, they will probably have questions about whether or not there are other ways to correct the underlined mistakes; walk around the class to give necessary help.

3. Have students individually rewrite the introductory story on a separate piece of paper, correcting the underlined errors as best they can. They may wish to compare their version with the correct one in Appendix A, underlining their own errors. Alternatively, they may choose not to correct their writing at this time, instead waiting until they have covered the grammar in the chapter.

GRAMMAR HEADS AND EXPLANATIONS

Naming elements in grammar exercises is generally a less useful activity than actually using the elements in sentence formation and—ultimately—in real communication. Nevertheless, the terms in the heads for grammar explanations may provide helpful points of reference. Make sure that students understand the terms, even if they don't use them themselves.

If you prefer to practice the use of grammar principles without pointing them out, you may not wish to present the boxed grammar explanations in class at all. Explain to students that they are for reference only. On the other hand, if you believe in emphasizing rules and structure, these presentations can be considered the "core" of the grammar book. Here are some techniques for presenting them:

1. Read aloud the sentences that describe the structures or tell the rules as students read them silently; explain vocabulary—especially the grammatical terms—if necessary. As you

read aloud each example sentence, have students tell the words in it that illustrate the relevant grammar (Example: the present continuous verb tense Possible Answers: is writing, are standing Example: the auxiliary verb before the subject Possible Answers: is, are, doesn't, have). You may also wish to ask students to identify other relevant elements of the examples (Examples: the subject, the object, the linking verb, the determiner).

2. Be careful to adapt your presentation of new grammar to the level of the students. There are many methods of introducing grammar orally, of course, and—especially if the relevant points prove difficult—you may wish to prepare for or to reinforce the book explanations in your own way. If possible, contextualize drills to some extent by making "true" sentences about yourself, members of the class, and people they know. Here are suggestions for a few quick techniques:

- To practice forms, conduct oral substitution drills, giving students a sentence to repeat and elements to substitute (Example: I've been working too hard lately. / the secretary in the ESL office Answer: The secretary in the ESL office has been working too hard lately. Example: these days Answer: The secretary in the ESL office has been working too hard these days.). If the grammar is presented in the book as a comparison, focus attention on the contrasting elements.
- Conduct oral transformation drills, giving students a sentence to change (Example: Change this sentence to the negative: You'd better stay up to study. Answer: You'd better not stay up to study. Example: Change this sentence to a question: I've never had a serious medical problem. Question: Have you ever had a serious medical problem?).
- Copy the sentence pattern on the board, having students supply vocabulary for the various slots and complete the sentence (Example: subject / modal + *have* / past participle Possible Answer: You may have made a mistake.).
- If you are practicing grammar that involves questions and answers, ask questions that contain the relevant points and have students suggest as many possible answers as they can in thirty seconds or so. Then give possible answers

and have students suggest corresponding questions.

- Say sentences with the relevant grammar, having students either identify them as correct or correct the errors orally.

CONTROLLED (UNSTARRED) EXERCISES

Each grammar explanation is followed by one or more controlled grammar exercises, distinguished by capital letters, in which students are to supply or manipulate the language elements that are being focused on. These are of various types: words to arrange in order, sentences with items to choose from in brackets, sentences to complete by filling in the blanks, paragraphs with missing words to add, statements to convert to sentences with comparable meanings, questions to answer with given vocabulary, and others. Here are some suggested general techniques for presentation and completion of the various kinds of exercises:

1. Read the instructions aloud and check that students understand what they are to do by completing the first few items—including the given example if any—orally.
2. If the exercise is based on pictures, discuss them by asking questions related to the point of the lesson, such as “Where does this scene take place? What are the people doing? What is about to happen?” If the exercise is based on practical “realia” (charts, ads, headlines, etc.) or a brief reading, provide a “warm-up” with a brief oral scanning or skimming exercise that checks students’ comprehension of the material.
3. At the beginning of the course, you might want to allow students time to complete an exercise on their own or in pairs or groups, walking around the classroom to provide necessary help and answer individual questions. After the class is familiar with the text, however, you might prefer to assign most controlled exercises for homework, in order to encourage student self-reliance and to save valuable class time for the more challenging communicative activities.
4. Some exercises are designed for partner or small group work. If you choose to complete them orally, begin by modeling the first few items for the class with a strong student. Then allow the class to complete the exercise in pairs or groups, walking around the room to give necessary help. Finally, check for mas-

tery by having some students “perform” items or the entire exercise for the class.

5. Exercises can be checked orally in class, by having students write the answers on the chalkboard, and/or by providing copies of the relevant pages of the answer key in this instructor’s manual so students can correct their own work. Be sure to provide time for questions and additional explanations and/or practice. Explain that at a high grammar level, there are often alternative answers for the same item; these can be equally correct or one may be preferable to the others for reasons of style. Allow students to suggest other possibilities when relevant.
- *6. With their books open or closed, encourage students to create sentences of their own that are similar to those in the exercise. If there are errors in the grammar being emphasized, have other students make corrections.
7. Provide follow-up work if necessary or if desired for additional practice. Giving cues, you might have students summarize the information in the exercise, focusing on the relevant grammar; you could also ask questions about the information that will elicit the structures and forms. Another possibility is to say sentences from the exercise with the relevant grammar, having students either identify them as correct or correct the errors orally.
- *8. If the class is interested in games or other activities that involve students in language use while getting them to practice particular structures, you might want to refer to the instructor’s annotated editions of the lower-level grammar texts in this *ETC* program for ideas, adapting the suggestions to your students’ levels of ability. Teacher reference books that offer imaginative ideas and creative activities to practice particular grammar points are also available. If you present such activities, be sure to review and emphasize the structures that students are to practice so that they don’t miss the pedagogical point of the exercise.

COMMUNICATIVE (STARRED) EXERCISES

Exercises marked with a star (*) are more difficult than controlled ones because they require students to supply their own vocabulary and to construct their own sentences, usually about real facts and issues, personal experiences, and their own opinions.

1. If necessary, review the relevant grammar

points before students begin the activity. You also may want to present a quick vocabulary lesson, reminding students of words that will be useful.

2. After presenting the example in the text, provide models of your own by telling your own ideas or opinions or by having a conversation with one or more especially capable students.
3. To provide more opportunity for individual practice, divide the class into small groups. More advanced students may prefer to work together while you help less able ones, or you can encourage better students to improve their own skills by helping lower-level classmates. In any case, try to mix students of various language backgrounds.
4. Walk around the classroom and participate in one group at a time, giving necessary help.
5. Set a time limit for the group activity.
6. Provide immediate feedback and review: have a few students repeat the activity for the class

while others make corrections and suggestions. You can also have students tell one or more interesting things that they have learned from their classmates during the group activity.

7. You may want to allow students to put their ideas in writing in various forms (questions and answers, paragraphs, dialogs, etc.), in class or as homework, as an additional check of mastery. If you do, be sure to write some kind of reaction to their efforts and/or to correct the grammar or underline the errors so that students can correct their own grammar.
8. If an activity requires outside preparation or research, be sure that students understand what they are to do and how they can best proceed. You might assign such tasks to pairs or small groups. Take care to follow up outside assignments thoroughly so that students will be encouraged to continue to complete them.

Answer Key for Text Exercises

INTRODUCTION / GRAMMAR TERMS AND CONCEPTS

p. 2, Exercise A:

1. 5 2. 3 3. 1 4. 5 5. 1 6. 1 7. 2 8. 3 9. 5
10. 3 11. 1 12. 4 13. 2 14. 1 15. 5 16. 1
17. 2 18. 4 19. 2 20. 1 21. 2 22. 3 23. 2
24. 1 25. 4 26. 5 27. 3 28. 1 29. 2 30. 1
31. 2 32. 4 33. 3 34. 1 35. 2 36. 5 37. 1
38. 4 39. 4 40. 2 41. 5 42. 1 43. 2 44. 1
45. 1 46. 2 47. 4

p. 4, Exercise B:

1. 10 2. 8 3. 5 4. 2 5. 5 6. 7 7. 2 8. 2 9. 2
10. 7 11. 9 12. 4 13. 2 14. 2 15. 2 16. 4 17. 1
18. 1 19. 2 20. 4 21. 10 22. 2 23. 2 24. 8
25. 2 26. 2 27. 8 28. 2

p. 6, Exercise C:

1. 1 2. 3 3. 3 4. 1 5. 1 6. 1 7. 1 8. 2 9. 2
10. 2 11. 1 12. 2 13. 3 14. 3 15. 1 16. 2
17. 3 18. 4 19. 5 20. 5

CHAPTER 1 / MEETING PEOPLE

Part One / The Simple Present and the Present Continuous Tenses: Statements

p. 10, Exercise A:

1. It's, isn't 2. It isn't, is 3. aren't 4. is, am not
5. isn't 6. there aren't 7. am

p. 10, Exercise B:

(Answers will vary.)

p. 11, Exercise C:

1. I don't study English a lot. 2. My daughter
doesn't like music. 3. My parents don't live in the
United States now. 4. My children go to school
all day. 5. My son wants a job.

p. 11, Exercise D:

1. don't 2. doesn't 3. does 4. do

p. 12, Exercise F:

1. The students and teachers are having a party
at school now. 2. There are people getting ac-
quainted in different ways. 3. Many students are
eating, and a few teachers are too. 4. There are
some people dancing, and some people are sing-

ing. 5. A few students are worrying about their
English, so they aren't talking to anyone. 6. A
man is standing close to a woman, but he isn't
touching her. 7. She isn't feeling comfortable, so
she is backing away. 8. There is a man telling a
story. He is talking too much. 9. His sister is
listening to him, but his classmates aren't.
10. Not everyone is having a good time, but most
people are. 11. There is someone playing the
guitar. 12. He isn't playing well, so there is no
one listening.

p. 13, Exercise G:

Possible answers: A man and a woman are shak-
ing hands. Many people are talking to each
other. Some people are eating snacks. Two girls
are greeting each other with a hug. One young
man is bowing to another.

p. 14, Exercise K:

1. 're not going 2. am studying 3. am working
4. is helping 5. are visiting 6. call 7. don't see
8. are, playing 9. have 10. are attending
11. work

p. 14, Exercise L:

(See Appendix A, p. 203.)

Part Two / The Simple Past and the Past Continuous Tenses: Statements

p. 16, Exercise A:

1. A few weeks ago, a new family moved in next
door. 2. We didn't know them, and they didn't
know us, so we didn't talk. 3. Last week there
was a letter to them in our mailbox. 4. It wasn't
late. I walked to their house with the letter. 5. I
knocked at the door, and they opened it. 6. They
wanted to talk, and I did, too. 7. It was a pleasant
conversation, but it wasn't long. 8. We did the
same thing the next day. 9. I was happy about
the visit, and they were happy, too. 10. They
didn't know about the mailman's plan, but I did.

p. 17, Exercise B:

1. got 2. had 3. told 4. worked 5. traveled
6. met 7. took 8. wrote 9. quit 10. became
11. was 12. swam 13. ran 14. won 15. rode
16. played 17. skied 18. stayed 19. did
20. kept 21. went 22. asked 23. owned
24. sold 25. made 26. paid

p. 18, Exercise D:

1. were greeting 2. were, shaking 3. was, kissing 4. wasn't touching 5. was bowing 6. were, hugging 7. weren't 8. weren't eating 9. were talking 10. were introducing 11. were trying 12. was 13. were feeling 14. weren't talking 15. was 16. wasn't feeling 17. was having

p. 19, Exercise E:

Possible answers: A girl was looking in her mirror. A boy was carrying a drink. The drink was spilling. A girl was looking closely at a man's shirt. A boy was playing a trick with the mustard bottle.

p. 20, Exercise H:

1. was drinking 2. came 3. wasn't feeling *or* did not feel 4. were waiting 5. arrived 6. were helping *or* helped 7. stopped 8. was carrying 9. were sitting 10. were talking *or* talked 11. invited 12. seemed

p. 20, Exercise K:

(See Appendix A, p. 203.)

Part Three / The Simple Future Tense: Statements

p. 22, Exercise A:

1. There will be a lot of people at this party tonight. 2. Everyone is going to eat my cake, and they are probably going to enjoy it. 3. It will be delicious, and everybody will compliment me. 4. All the women are going to admire my new suit. 5. They will ask me to dance, and I won't refuse. 6. I'm not going to rest. I'm going to dance with everybody.

p. 22, Exercise B:

(Answers will vary.)

p. 24, Exercise C:

Probable answers: 1. 're going to go 2. are taking 3. 'm not driving 4. are going to fly 5. will be 6. am going to finish 7. am going to get 8. 'm not working 9. am going to be 10. am going to be 11. starts 12. will pick 13. ends 14. will go 15. will call 16. will have

p. 24, Exercise F:

(See Appendix A, p. 203.)

Part Four / Action vs. Nonaction Verbs; Summary of Verb Tenses

p. 25, Exercise A:

Probable answers: 1. smells 2. tastes 3. contains 4. know 5. cost 6. means 7. is 8. thinks 9. am 10. is enjoying 11. wants 12. like 13. sounds 14. believe 15. remember 16. are playing 17. is planning 18. is dreaming 19. is falling 20. aren't eating 21. aren't talking 22. know 23. am

p. 27, Exercise B:

1. 's looking 2. am 3. feels 4. isn't having 5. looks 6. tastes 7. isn't tasting 8. hates 9. bet 10. sees 11. likes 12. is seeing 13. is 14. don't think 15. is thinking 16. is looking 17. wonder 18. has 19. don't matter 20. doesn't like 21. wants 22. is 23. am having 24. look 25. smells 26. guess 27. am falling

p. 28, Exercise C:

(Answers will vary.)

p. 29, Exercise D:

Probable answers: 1. went 2. tasted 3. was 4. shouted 5. began 6. whispered 7. is 8. going 9. is laughing 10. explained 11. are 12. know 13. gave 14. called 15. chuckled 16. remembered 17. said 18. sounds 19. will try 20. stood 21. called 22. paid 23. laughed 24. smiled 25. sat 26. comforted 27. isn't 28. understand

CHAPTER 2 / GETTING AN EDUCATION

Part One / Yes/no Questions (Present, Past, Future)

p. 32, Exercise A:

1. Weren't there reading labs last semester? Yes, there were. 2. Is the school offering reading labs this semester? Yes, it is. 3. Isn't there going to be an English Fundamentals Lab next semester? No, there isn't. 4. Was he teaching Session 1 in November? Yes, he was. 5. Is he teaching both classes this semester? No, he isn't. 6. Isn't he going to teach computer classes next semester? No, he isn't. 7. Are you going to take an ESL class next semester? Yes, I am. (No, I'm not.)

p. 34, Exercise B:

1. Did Mr. West teach an ESL class last semester? Yes, he did. 2. Didn't the school offer two com-