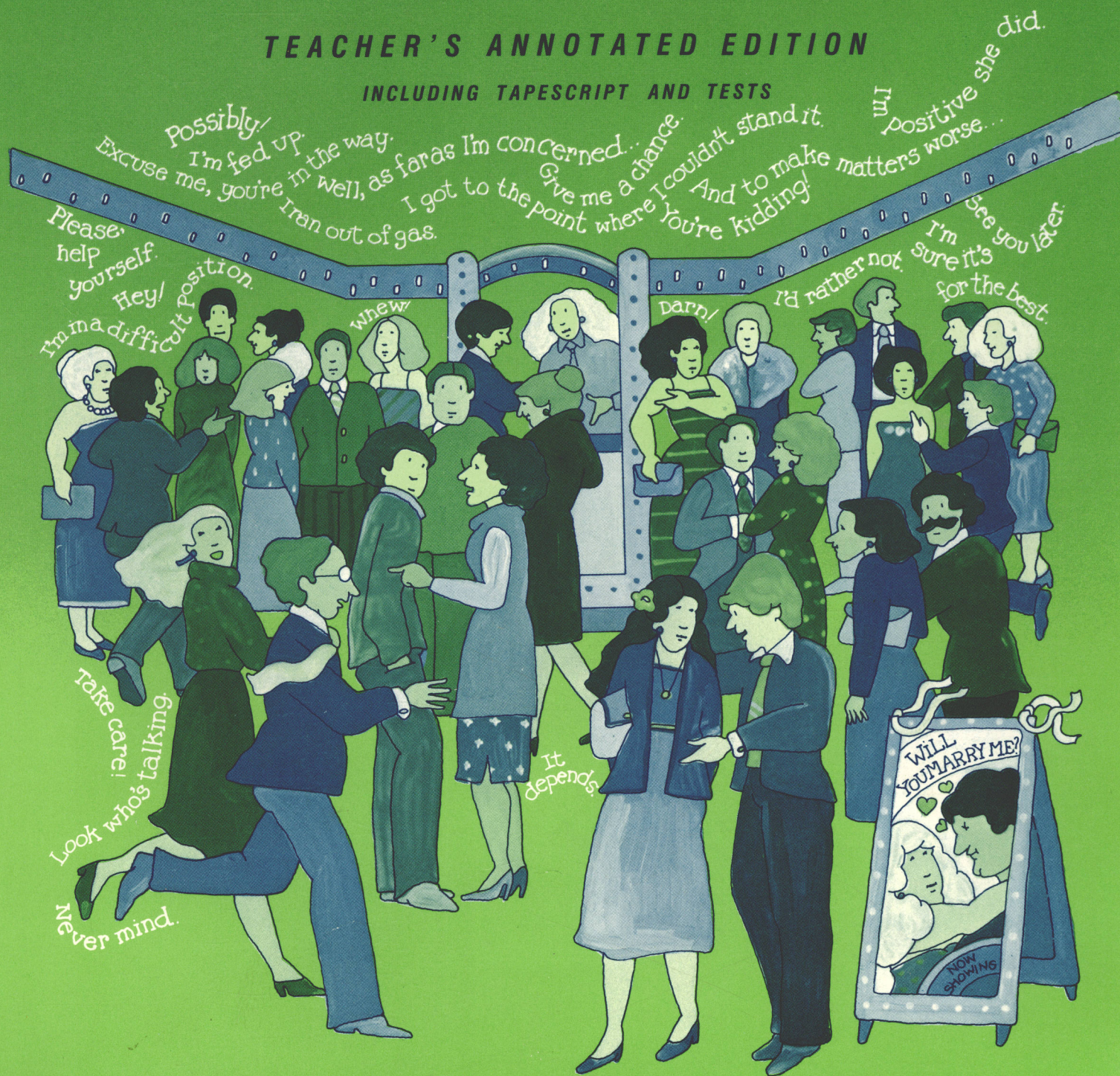


IN TUNE

TEACHER'S ANNOTATED EDITION

INCLUDING TAPESCRIPPT AND TESTS



SCOTT, FORESMAN ENGLISH FOR ADULTS

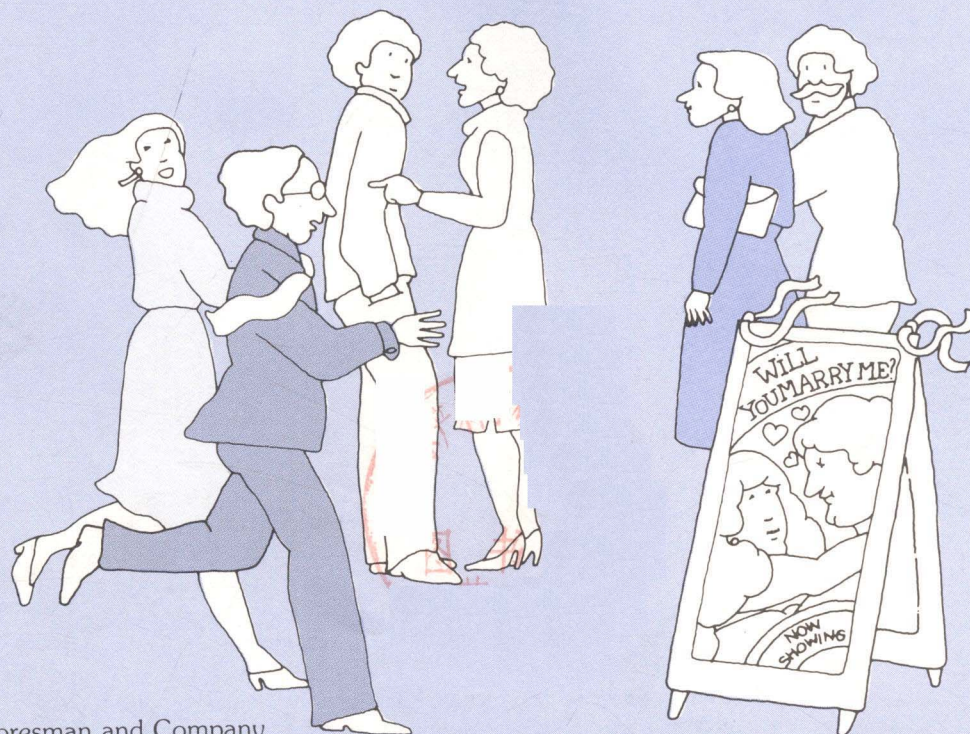
TEACHER'S ANNOTATED EDITION

IN TUNE

BOOK 3

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The Program

SCOTT, FORESMAN ENGLISH FOR ADULTS: IN TUNE is a four-level program designed to teach American English as a second or foreign language to men and women of college age and beyond. The program takes students from a beginner (or false beginner) to a high intermediate level. The choice of subject matter is stimulating and motivating to the mature learner. The combined approach to a command of functionally linked grammar and structures and to the acquisition of a solid, useable core vocabulary will be welcomed by students living in an English-speaking environment, as well as by those who need it for their jobs or simply for the pleasure of communicating in today's most common international language.

The program is above all practical. Though the goal is to teach real language, this is never allowed to create confusion. There is always a proper balance between the functional and structural needs of the student. The program might best be described as *a functional syllabus thoroughly integrated with a systematic presentation of structure*.

A careful control of vocabulary, structures, and functions means that at every step students are aware of what is expected of them:

- New words are presented, practiced, and summarized in separate vocabulary sections within each lesson. Students practice the new words using only known structures or easily comprehended new ones.
- New structures are explained and practiced in distinct grammar sections, using only known vocabulary.
- New functions are always introduced and developed in logical accordance with the use of new structures and are practiced in conversations, mini-conversations, and exercises.

Thus students always work with materials with which they can feel secure and which they can easily transfer to their everyday needs.

Each book is designed to take from 80 to 120 contact hours to teach. This number will vary depending on the number of students in the group, whether it is an intensive or extensive course, and whether or not the Workbook/Tape Manual is used.

Each of the four levels consists of the following *core components*:

- Student Book
 - Cue Book
 - Teacher's Annotated Edition
- and these *reinforcement materials*:
- Workbook/Tape Manual
 - Audio: Language Cassettes
 - Audio: Songs

Student Book and Cue Book

Each Student Book contains twenty lessons. At the end of each lesson is a self-test, by which students can evaluate their own progress. Answers to the self-tests, a complete end vocabulary keyed to the lesson in which each word was taught, and a grammatical index appear at the back of the book.

Packaged with each Student Book is a sixteen-page Cue Book, which students use in conjunction with the text and with the separate Workbook/Tape Manual. The charts and drawings in the Cue Book are a visual aid used for various kinds of exercises, conversation expansion, and vocabulary drill and reinforcement. They are unlabeled, and their use is not limited to the lesson in which they are first presented. Thus recurring exercises calling for use of the Cue Book afford repeated opportunities for recall and eventual mastery.

A pictorial explanation of the use of the Cue Book appears in the front of each Student Book. (Additional copies of the Cue Book are available in packages of ten.)

Teacher's Annotated Edition

The Teacher's Annotated Edition reproduces the Student Book in full size. On each page a column of sidenotes offers teaching objectives (both functionally based and grammatical), suggestions for teaching procedures, grammar and usage notes, answers to all exercises, and suggestions for use of the Workbook. In addition, in the front of the Teacher's Annotated Edition are the answers to the Workbook exercises, a complete tapescript for the language cassettes, tests, and answers to the tests. A copy of the Cue Book is packaged with each Teacher's Annotated Edition.

Workbook/Tape Manual

The Workbook/Tape Manual reinforces the skills presented in the Student Book through a fresh, different approach. Each Student Book lesson has a corresponding Workbook lesson consisting of three pages of reading and writing exercises followed by a fourth page designed for use with the language cassettes. This fourth page concentrates on the listening and speaking skills, emphasizing pronunciation and listening comprehension. (Exception: Lesson 1 includes only *one* page of reading-writing exercises plus the page of pronunciation and listening comprehension.)

Certain exercises in the Workbook/Tape Manual call for use of the Cue Book.

Audio: Language Cassettes

The three cassettes that accompany each level contain selected materials from the Student Book and all of the listening-speaking material for use with the Workbook/Tape Manual. A tapescript appears in the front of the Teacher's Annotated Edition.

Audio: Songs

These cassettes, one for each level, contain commercial-quality recordings of the six songs written for each book. Lyrics to the songs, with guitar chords, appear at the end of certain lessons in each Student Book.

Tests

In the front of the Teacher's Annotated Edition are five tests designed to follow Lessons 4, 8, 12, 16, and 20. Permission is hereby granted to duplicate these tests on available photocopying machines.

Organization of a Lesson

Conversations

Each lesson begins with one or more conversations. These combine new vocabulary and structures with familiar material in inviting, functionally oriented situations. Humor, perhaps the best motivator of all, is at the root of much of the conversational material. But growing from this humorous base is a wealth of practical everyday language.

In working with the conversations, help your students from the beginning in the important skill of understanding spoken English. Encourage global understanding of sentences by teaching students to listen for the words that convey the meaning. These are normally those that take the stress. For example, *I like to dance to the music of the Beatles*. If your students manage to understand the spoken words *like / dance / Beatles*, they will grasp the meaning of the sentence.

To help students master this listening comprehension skill, you may want to work with the conversations *after* teaching the new words and grammar points they will need to understand the text. Then play the tape or read the conversation aloud, while students look at the illustrations (but not at the text). Ask simple yes / no questions, with the text still covered. Then play the tape or read the conversation aloud with the students reading along. At this point you may want to ask a few questions that require more than a yes / no answer. Practicing in this way, and encouraging students to listen for meaning, you will stimulate real listening, an ability so many of us lack even in our native language and which is so vital as we aim for communication in a new language.

New Words

We lay great emphasis upon the teaching and mastering of vocabulary, which we believe to be the key to communication. All new words for which students will be held responsible are presented, worked with, summarized, and practiced. Many are presented through labeled visuals, thus minimizing the use of the students' native language even as they study. Words that do not lend themselves to visualization are presented in context in *Mini-Conversations* and, beginning midway through Book 2, in *Definitions*.

Constant reentry of words in subsequent lessons helps memorization and permits students to acquire a well-developed personal vocabulary.

Our unique approach to vocabulary development enables students to communicate in English quickly and with maximum self-confidence.

The presentation of the new words is followed by *Conversation Practice*. This section allows students to use the new words to answer questions about the opening conversation(s). In Book 1, they also reconstruct the conversation(s) through use of a modified cloze technique. Each conversation is reprinted, with key words and phrases replaced by the appropriate number of dashes. This enables students to visualize entire sentences and gives them a graphic sense of English sentence structure. In the crucial beginning stage, it prevents them from omitting important structures, thus helping keep their communication as error-free as possible.

In Books 2–4, the cloze technique is replaced by *Situations*. These consist of guided conversation practice through role-play. In Book 2 these are carefully structured and controlled; in Books 3–4 they become gradually more open-ended, leaving students the freedom to expand their conversations *ad lib*. In all *Situations* the students work in groups of two or three to develop dialogues around situations or events similar to those in the opening conversations.

In the *Summary of New Words* all of the new vocabulary is listed alphabetically by part of speech. This list serves particularly as an aid to review before class and before tests.

Following the list are one or more *Exercises* focusing on the new words. Many of these call for use of the separate Cue Book.

Grammar Summary

In this section, students are shown examples of grammar points they first encountered in the opening conversation(s). The points are then explained in simple language, insofar as this is necessary or possible. Numerous additional aids and explanations are offered in the sidenotes for these pages in the Teacher's Annotated Edition. However, this summary should remove a burden from your shoulders by providing curious students with straightforward answers to their questions about the why's and how's of English.

The new grammar points are then practiced in a series of exercises under the heading *Developing Your Skills*.

Reading / Writing

From time to time there is a reading based on the theme of a particular lesson. The readings offer the opportunity to work with the new vocabulary and structures, and to focus on the functions in a slightly different context. Any unknown words are footnoted, and students are not held responsible for remembering them (unless they are introduced as part of the students' active vocabulary in a later lesson).

Following most readings is a writing section that offers an opportunity for some beginning paragraph writing.

Most adult students of English are interested primarily in acquiring mastery of the spoken language. Thus we emphasize the speaking skill. But since the language skills all reinforce each other, reading and writing are a part of the program almost from the beginning.

It is important to remember, too, that simple narrative prose is often easier to understand than conversational language, so for students to encounter the material they have been working with in the context of a reading can aid in comprehension and mastery, as well as provide extra material for classroom discussion. Similarly, having students write brief paragraphs about material still fresh in their minds can also serve as valuable reinforcement, while giving you very useful feedback about their progress.

Talk About Yourself

People do enjoy talking about themselves and expressing their views on subjects of interest to them. So here the students are given a chance to use the new vocabulary, structures, and functions in a more open-ended conversational situation. By answering questions about themselves, their families, and their life situations, students are led to self-expression in ever more meaningful utterances.

Test Yourself

Through this self-test students can evaluate their own grasp of the material in the lesson. Though these are meant for students to do on their own, you may want to work with them in class. Answers appear in a separate section at the back of the Student Book. We have suggested to the stu-

Music: Why and How

dents a grading scale adding up to 10. You may want to expand upon this by suggesting that 9–10 is excellent; 8, good; 7, acceptable; and that for 6 or below, extra work may be needed on the subject of that particular test or a conference with you may be desirable.

What to say . . .

Though they are meant largely for student enjoyment, these cartoons illustrating common expressions do lend themselves to class discussion. At later levels, you may want to ask students to use the expressions in other contexts or even to provide their own mini-dialogues for the cartoon. (Some of the expressions will have been presented in the lessons themselves, but those that are not should not be considered part of the students' active lexicon.)

Song

Following six of the lessons in each book are the lyrics to songs, with accompanying guitar chords. For an explanation of their purpose and use, see the following section.

People learning a second language often suffer from embarrassment. They are sometimes unable to speak or to reply to even the simplest question because of shyness, self-consciousness, or an unreasonable desire for perfection. Most often, however, a simple lack of sufficient practice in the vocabulary and structures of the language is at the root of the problem.

Learning a language requires great patience and a lot of repetition. Few of us are willing or able to set aside the time to repeat structural patterns on our own. This means that for most students, the only organized practice in speaking English is done in the classroom.

If, on the other hand, students have an opportunity to learn a song with a memorable melody and written in a style similar to what they are used to hearing on the radio or on records, they will have a ready-made mnemonic, a memory aid that will help them recall the material unconsciously.

Songs are a strong motivating device at all levels. But beginners particularly, who can barely comprehend three seconds of talk on the radio or in a film, are delighted to discover that they can understand and repeat something that lasts as long as three or four minutes!

The music written for *IN TUNE* is the kind that can be heard over any radio station. In fact, some of the songs have been played over the radio—and in night clubs. And people have danced to the music without realizing that these were "teaching songs." Look at the repetitions of *want* and *like* + infinitive and of those same verbs + direct object noun or pronoun in the song "Saturday Night" (Book 1, page 19) or of the prepositions in "Friday the 13th" (Book 1, page 46), and you will quickly see that these songs are very much a form of pattern practice. Listen to the music on the cassette and you will see how well disguised that practice is.

The songs are written in many popular styles: ballads, folk songs, country and western, etc. There is no sameness or boring predictability.

We would suggest the following procedure for using the songs:

1. Play the cassette once or twice for pleasure and general listening, with books closed. Then play it again, after telling students to listen very carefully to see how much they can understand. Some songs they will understand easily; in others, they should recognize important patterns and certain words and phrases.

2. With books open, play the song once again. Explain any unknown words or phrases. The song should be a pleasure, not a threat, so avoid treating it as a listening comprehension test. On the other hand, you may want to ask a few yes / no or who / when / where / why questions.

3. Play the song in brief segments, letting students repeat after the tape.

4. Ask students to sing along with the tape. (Don't turn down the volume when they start singing. Doing so would immediately stifle the introverts and those who sing out of tune.)

You will probably find that students want to hear the songs over and over. A sing-along session at the beginning or end of the class period can be very enjoyable. For those who play the guitar or piano, chords have been included with the lyrics in the Student Book.

If students should want their own copies of the cassettes, they are available through Scott, Foresman or through the bookstore where you purchased the program. Please remember that the songs are protected under international copyright, and reproduction of the cassettes, music, or lyrics is strictly prohibited.

From One Teacher to Another

We all know that our students are taking English in order to learn to speak. Then why don't we let them? We teachers all tend to talk too much in class. Here is a typical example:

TEACHER: What does Jack like to do?

STUDENT: He likes to sing.

TEACHER: *That's right. Jack likes to sing.*

Not only do we needlessly repeat the correct answer, but we usually do so with a greatly exaggerated stress and intonation pattern. If the pattern "What does ____ like to do? / He / She likes to ____" has been presented and taught, then the students should ask and answer each other. Ideally, the teacher should be like an orchestra conductor, attending to the rhythm and timing and allowing the musicians to get on with the performing.

SCOTT, FORESMAN ENGLISH FOR ADULTS: *IN TUNE* allows for maximum student communication in the classroom. Most of the exercises are designed for students to ask and answer each other or for one student to give a cue and the other to respond. Your primary tasks are to explain unknown structures and then to maintain a good classroom rhythm, encouraging participation and making suggestions and corrections as necessary.

As much as possible, encourage what we call the read-and-look-up technique. As students do the exercises in pairs or in a round, ask them not to speak with their heads buried in their books. They should instead read the cue or question, then say it aloud while facing their partner, who should then answer using the same technique. Though this may at first be difficult for some students, they will quickly get the hang of it and will certainly understand the purpose behind it. After all, their own goal is to communicate (and to understand communication) in English, and that cannot be done staring at a book.

A large number of adults learning English very seldom open their books after class. This is due not to lack of interest, but to the demands of family life, jobs, and perhaps even other classes. The best possible use must be made of the time they spend with you. The Cue Book and the exercises in the Student Book give them constant help in memorizing the vocabulary and learning the structures while they are in the classroom. The visual approach to vocabulary, particularly at the early levels, permits rapid learning of the new words. It also allows greater use of English and much less

dependence on the native language than does a purely verbal approach. And the Cue Book, since it requires recall, leads to real mastery of vocabulary. Students will tend to respond quickly to the demands it makes upon them.

The presentation of structures is deliberate, steady, and logically sequential. The "whole story" is not always given at once. For example, we teach the singular subject pronouns in Lessons 1 and 2 (Lesson 1 being devoted exclusively to *I / you*) and the plural subject pronouns in Lesson 3. In this way students are never given more than they can learn comfortably, and they can regularly review as they increase their knowledge of a given structure. This continual reinforcement leads to a far greater mastery of the material than would an approach that is immediately and exhaustively thorough. Unlike computers, which will store an unlimited amount of information fed in at great speed, students—and particularly adults—can fully absorb and master only so much information at a time. A glance at the objectives listed in the tables of contents of the four books will give you a picture of the sequence of material. Over the four levels, you will discover that we present all important verb tenses and moods and all of the structures necessary to a good command of spoken English.

Similarly, care has been taken to introduce the functions gradually throughout the program, reviewing and building upon them. For example, the function of expressing gratitude is introduced in Book 1 by the simple "Thanks" and "Thank you." In Book 2 this is expanded upon with the more formal "That's very kind of you."

Although we also cultivate the reading and writing skills, the goal of the program is to teach spoken English. The language taught is colloquial. For example, you will note that we use contractions throughout, and many colloquial expressions are presented as part of the active vocabulary. For students visiting or living in an English-speaking country, this is what they will hear. For others it is the type of English that they will encounter in films and on television. In the listening comprehension sections in Books 3 and 4 we begin to attune the students' ears to such common colloquialisms as *gonna* for *going to* and the *shwa* sound used in such words as *you* (*I'll see you later* = [siyə] instead of [siyu]). This is English as it is spoken. How much better to have them prepared for this in the classroom rather than at the movies,

where most students discover that they can't understand what is being said because the actors don't use "classroom English."

We hope that you will enjoy using *IN TUNE*. We feel sure that your students will, for we have filled it with lively situations and gentle, mature humor, as well as with practical, useful, everyday language. And to this we have added the universal language of music. We have tried to lighten the heavy burden of second-language learning for the student, and thereby for you. As you use the program, let your classroom be lively, for that is always a sure sign of progress.

Answers to Workbook Exercises

Lesson 1 / Page 1

- A. to practice using** whatever, whoever, whenever, wherever
- Whatever
 - wherever
 - whenever
 - Whoever
 - whenever
 - Whatever
- B. to write sentences using** whatever, whoever, whenever, wherever
- The pilot saw mountains wherever he looked.
 - She wore whatever she found in the closet.
 - Whenever he gets angry, he hangs up.
 - The thieves will bring back whatever they stole.
 - Whoever shouted has to leave the room.
 - Wherever there's a problem, he finds it.
- C. to practice lesson vocabulary from given root words**
- farmers
 - electrician
 - interviewer
 - politicians
 - firefighters
 - fisherman
- D. to practice lesson vocabulary and identify various meanings of old and poor**
- The poor plumber! 1
- That fisherman is very poor. 2
- The old judge was very smart. 4
- There's no friend like an old friend. 5
- She hates those old shoes. 3

Lesson 2 / Pages 3-5

- A. to practice subject and reflexive pronoun agreement**
- problem / itself
 - I / myself
 - We / ourselves
 - bosses / themselves
 - You / yourselves
 - he / himself
 - you / yourself
 - they / themselves
 - writer / herself
 - door / itself
- B. to practice lesson vocabulary**
- razor blade / sharp
 - shoelaces / loose
 - oven / recipe
 - boots / tight / try on

C. to complete a dialogue using phrases and expressions

- What's wrong with
- at all
- You're kidding
- Welcome
- Help yourselves
- Darn
- By the way
- on sale
- Who is it by

D. to practice lesson vocabulary

- fell down
- cured
- make-up
- joke / laughed
- razor blades
- heels
- serving / drops

E. to read a story and answer questions about it

- "Help Yourself!"
- She describes wonderful meals that are easy to make and gives a new recipe every week.
- (Mr.) Tim Panz.
- Because it was really his recipe and Ms. Fry said he was just there to help her.
- Mr. Panz gave it to Ms. Fry carelessly and she cut herself.
- No, he laughed.
- (Because) Mr. Panz dropped it.
- She took it out of the oven and served some for Mr. Panz.
- No, he refused to. He suddenly hugged his stomach, looked very sick, and complained loudly that he had indigestion.
- "Help yourself!"

Lesson 3 / Pages 7-9

- A. to practice pronouns + of**
- d
 - e
 - f
 - b
 - a
 - c
- B. to practice using** in the way, out of the way, near, and far from
- near
 - in the way
 - near
 - out of the way
 - near
 - far from
 - near
 - in the way

C. to practice vocabulary and test comprehension of sequential events

- stop the camper
- put up a tent
- make a fire
- cook some food
- finish your meal
- say goodnight
- go to sleep
- hear a strange noise
- leave quickly

D. to practice vocabulary

- VIP's
- captain
- go sailing
- campground
- to surf

E. to practice vocabulary

- captain; VIP's
- sand; tent; fire; camper; someone surfing, sailing, drowning; litter
- captain; VIP's
- plane; captain
- fire; litter; camper; tent; sand

F. to write a post card using lesson vocabulary

Answers will vary.

G. to practice verb conjugation and lesson vocabulary

- You mean they're hiring a new captain?
- They're camping near the mountains tonight.
- They're sailing to Europe in approximately two weeks.
- Is he troubling his folks again?
- He isn't spending any money on souvenirs.
- The beach is crowded, but he's surfing anyway.
- That village isn't welcoming tourists this year.

Lesson 4 / Pages 11-13

A. to practice using plus or including

- including
- plus
- including
- plus

B1. to practice lesson vocabulary

- a. carburetor d. flat tire
- b. battery e. tank
- c. radiator

B2. to rewrite sentences using the adverb back

- a. When Roy went / came back to the sales office of Glib & Son, he found Glib's son asleep at a desk.
- b. But I won't be able to come back without a car!
- c. In fact he may not be / come back today at all.

B3. to rewrite sentences using the verb to return

- a. Well then, you'll have to return later and see my father.
- b. When will your father return?

C. to practice using can, to be able, must, and have to

- 1. Will you be able to 4. can't
- 2. has to 5. don't need to
- 3. must

D. to practice using I won't be able to . . . / I'm afraid you'll have to . . .

- 1. marry / ask 4. spend / live
- 2. solve / talk to 5. fill / fix
- 3. hire / look for

E. to test comprehension of the uses of could

Answers will vary. Possible answers:

- 1. Could I have some vegetables to take home?
- 2. Could I pay for the car later?
- 3. Could we still go to the beach?
- 4. Could you have my car ready this afternoon?
- 5. Could you change the tire quickly?

Lesson 5 / Pages 15-17

A. to practice lesson vocabulary

Answers will vary.

B. to practice using indirect statements

- 1. The judge says / She says (that) she doesn't like to put people in jail, but sometimes she has to.
- 3. The mechanic says / He says (that) he can't find anything wrong with the battery.
- 4. The firefighter says / He says (that) he gets tired of telling people not to smoke in bed.
- 5. The captain says / He says (that) we'll land in approximately ten minutes.
- 6. The personnel manager says / He says (that) they were looking for someone with more experience.
- 7. The receptionist says / She says (that) she'll give him the message.

C. to answer questions about a conversation using indirect speech

Answers will vary. Examples:

- 2. Ms. Wasted tells him to look for another secretary.
- 3. He says he can make things better if she gives him a chance.
- 4. She says she's tired of working for someone who doesn't believe she can do her job.
- 5. He says that Ms. Wasted's always on time, that she writes fantastic reports, and that she knows where everything is.
- 6. She asks him to remember the phone messages.
- 7. He says she takes wonderful phone messages.
- 8. She wanted to ask Mr. Chambers where Mr. Powell should meet him.
- 9. He apologizes when he remembers what happened.
- 10. He says he got very excited because he had to see Mr. Chambers about something very urgent.
- 11. He says he didn't know what he was doing.
- 12. She tells him that she wants more money.
- 13. She says she'll let him know when she'll go back to work.
- 14. Perhaps she'll take a long vacation.

D. to practice indirect commands

- 1. The tour guide told us to leave our hotel rooms on time.
- 2. Peter's father told him not to go swimming too far from the beach.
- 3. An old friend told me to keep in touch.
- 4. My boss told me to let him know who was at the fair.
- 5. She told him to always keep a spare in the trunk.

E. to change indirect commands to direct statements

- 2. "Please check the oil."
- 3. "Buy your own make-up!"

Lesson 6 / Pages 19-21

A. to practice using until as a preposition

- 2. The restaurant serves lunch until 2:30 P.M.
- 3. They won't go camping until next weekend.
- 4. They won't run out of medicine until Thursday.
- 5. The factory will (or: they'll) hire new workers until the 30th of this month.

B. to practice using until or unless

- 1. Unless 6. until
- 2. until 7. unless
- 3. Unless 8. unless
- 4. unless 9. until
- 5. until 10. until

C. to practice vocabulary

- 1. say "Thank goodness!"
- 2. luck
- 3. "It was nice talking to you."
- 4. make-up

D. to practice the present perfect, simple past, and past progressive forms of new verbs

- 2b. blew up 4b. pushed
- c. were blowing up c. has pushed
- d. has blown up d. were pushing
- 3b. has held 5b. has reduced
- c. was holding c. reduced
- d. held d. were reducing

E. to practice new two-part verbs

1. d 2. f 3. c 4. j 5. b 6. g 7. h 8. e
9. a 10. i

F. to practice using the Conditional Type 1

- 2b. If you pick up that broken bottle, you won't get a flat tire.
c. If you don't pick up that broken bottle, you'll get a flat tire.
d. Either you pick up that broken bottle, or you'll get a flat tire.
3b. If I check these orders carefully, our customers won't complain about mistakes.
c. If I don't check these orders carefully, our customers will complain about mistakes.
d. Unless I check these orders carefully, our customers will complain about mistakes.
4b. If you don't bring the car back, they won't return your deposit.
c. Unless you bring the car back, they won't return your deposit.
d. Either you bring the car back, or they won't return your deposit.

G. to combine sentences using either . . . or or neither . . . nor

1. Neither the farmer nor the fisherman miss a day of work.
2. We can use either a plane or a helicopter to get to the island.
3. It's neither convenient nor easy to do that now.
4. Either he's talking to someone I can't see, or maybe he's crazy.

Lesson 7 / Pages 23–25

A. to practice lesson vocabulary

1. manages 4. Pollution
2. deep 5. believed / decided
3. moved 6. deserves / for the best

B. to practice using I'm thinking of or I feel like + present participle

2. I feel like pulling it.
3. I feel like running away from it.
4. I'm thinking of moving it.
5. I'm thinking of teaching English.

C. to practice using there + auxiliary verbs

1. There may be
2. There used to be
3. there hasn't been
4. there weren't
5. There will be
6. There isn't going to be
7. There have to be
8. There are

D. to practice using the short form

1. be able to 3. refused to
2. love to 4. need to

E. to practice using may or definitely

2. She is definitely complaining.
3. He is definitely tired of the children.
4. He may buy that record.
5. He may be able to hear the other person.
6. She may have to go to the hospital.
7. She may choose a dress.
8. That purse (or: it) will definitely belong to the customer (or: her) now.
9. She may buy boots.
10. That bed (or: it) is definitely the wrong size.

F. to practice vocabulary and the short form of infinitives

1. teach / able to
2. look forward to / used to
3. to go back to work / hate to
4. to make up your mind / intend to

Lesson 8 / Pages 27–29

A. to practice using present participles as nouns

2. Interviewing the hijackers is her job.
3. Feeling nervous doesn't help the passengers.
4. Saving the passengers won't be easy.
5. Cheering the soldiers isn't a good idea right now.
6. Finding that they can't land because of the hijacking will be a surprise.

B. to identify reported speech and reported questions in a conversation

1. said 5. told 9. said
2. asked 6. said 10. said
3. said 7. asked (or: asked)
4. asked 8. said 11. told

C. to practice using reported speech
Compositions will vary.

D. to practice using especially and present participles as adjectives

2. Any child, but especially a growing child.
3. Any trip, but especially a camping trip.

E. to practice vocabulary

1. b 2. a 3. a 4. a 5. b 6. b 7. a
8. b 9. b 10. a

F. to practice using reported speech

1. The coach told us (that) we would win the cup even if it killed us.
2. The plumber told us (that) it would cost a lot of money, but he could fix it.
3. The captain told the passengers (that) they would have to leave the boat or they would drown.
4. The smart guy told the hijackers (that) he was going to call the police.
5. We asked the doctor if his condition was better.

Lesson 9 / Pages 31–33

A. to practice using object pronouns

1. one / him 5. one / her
2. me / one 6. it / them
3. them / him (or: her) 7. them / one
4. one / us

B. to practice using object pronouns

2. I married him for his money.
I married him for it.
3. I asked him for an autograph.
I asked him for one.
4. I gave him a kiss.
I gave him one.
5. I served them some food.
I served them some.
6. He scored one for our team.
He scored one for us.

C. to practice using demonstrative pronouns with down here / there, and up here / there

1. that 3. this 5. those
2. these 4. that

D. to practice using object pronouns with prepositions

- | | | |
|---------------|-------------|------------|
| 1. for them | 3. at these | 5. near it |
| 2. except her | 4. of them | |

E. to practice using past participles as adjectives

2. Because they're typed orders.
3. Because they're signed contracts.
4. Because it's not an ironed shirt.
5. Because it's a hijacked plane.
6. Because it's a paid bill.
7. Because it's a borrowed book.

F. to practice using past participles of new verbs

- | | |
|-------------------|------------------------|
| 2. froze / frozen | 4. tore / torn |
| 3. hid / hidden | 5. wore out / worn out |

G. to practice using so + adv. / adj. (+ that)

2. His condition was so serious (that) he lived only a few more days.
3. He was so shy (that) it was very difficult to make friends with him.
4. He looked so nervous (that) I had to ask him if it was urgent.
5. Today her desk is so messy (that) she can't find anything.
6. My fingers were so frozen (that) I couldn't turn the key.
7. He straightened up his closet so nicely (that) I asked him to clean mine.
8. The steaks were so well-done (that) they were burned.

Lesson 10 / Pages 35–37

A. to practice using number of and amount of

- | | |
|--------------|--------------|
| 1. amount of | 4. amount of |
| 2. amount of | 5. amount of |
| 3. number of | 6. number of |

B. to practice lesson vocabulary

1. d 2. f 3. c 4. e 5. b 6. a

C. to practice lesson vocabulary

- | | |
|-----------------|----------------------|
| 1a. can't stand | 3a. good-for-nothing |
| b. reason | b. dreaming |
| 2a. fire | 4a. planet |
| b. smoke | b. astronaut |

D. to practice using the present perfect progressive

2. have (or: We've) been launching
3. have (or: I've) been snoring
4. have (or: I've) been dreaming
5. have (or: I've) been developing
6. has (or: She's) been getting to the point where
7. have (or: They've) been testing
8. has (or: plane's) been shaking

E. to practice using the present perfect and the present perfect progressive

- | | |
|------------------|-----------------------|
| 1. known | 7. settled |
| 2. burned | 8. made up |
| 3. been painting | 9. been straightening |
| 4. decided | 10. been testing |
| 5. given | 11. been shaking |
| 6. arrested | 12. been cheering |

F. to read a story and answer questions about it
Answers will vary.

Lesson 11 / Pages 39–41

A. to practice using can't be and must be

2. They can't be tourists. They must be reporters.
3. He can't be her boss. He must be her boyfriend.
4. He can't be a hijacker. He must be a passenger.
5. They can't be training right now. They must be trying to save the passengers.
6. They can't be watching the planes take off. They must be watching the hijacking.

B. to practice using can't be and must be

- | | |
|-------------|--------------|
| 1. can't be | 8. can't be |
| 2. can't be | 9. must be |
| 3. can't be | 10. must be |
| 4. must be | 11. can't be |
| 5. can't be | 12. must be |
| 6. must be | 13. must be |
| 7. can't be | 14. can't be |

C. to identify the meanings of as: while or because

- | | |
|------------|-------------|
| 1. while | 6. Because |
| 2. While | 7. while |
| 3. Because | 8. Because |
| 4. Because | 9. while |
| 5. while | 10. because |

D. to practice using as

2. As they were coming into the house, they smelled the smoke.
3. As the scientists were launching it, the spaceship blew up.
4. As they were finishing the game, he scored the winning goal.
5. As he was very lazy, he lost his job.
6. As he was the captain of the ship, he was the last one to leave.
7. As they were very cold, they lit a fire.
8. As his wife was snoring very loudly, he couldn't sleep last night.

E. to practice using like or as

- | | | |
|---------|---------|---------|
| 1. like | 3. As | 5. As |
| 2. like | 4. like | 6. like |

F. to practice verbs of sense perception

1. e 2. f 3. a 4. h 5. b 6. j 7. c
8. g 9. d 10. i

G. to express opinions using It looks like or It sounds like

2. It sounds like an urgent matter.
3. It looks like a brand new model.
4. It sounds like an excellent opportunity.
5. It looks like they're in terrible condition.
6. It sounds like a boring interview.
7. It sounds like I'll have to check the engine.
8. It looks like they're very neat.

Lesson 12 / Pages 43–45

A. to practice using the passive voice

2. Only corn is raised by those farmers.
3. Those trees were burned by a UFO.
4. The tractor was driven by a young boy.
5. We were protected from the storm by a blanket.
6. Every new vehicle is tested by the factory.
7. The glass was broken by an angry crowd.
8. Only small cars are being produced by most of the companies.
9. A new kind of metal has been developed by scientists.
10. The cover of the book was designed by Bill Seabright.

- B. to practice using made of and made from**
- Those toys are made of plastic.
 - That string is made of nylon.
 - All glass is made from sand.
 - Some chairs are made of metal.

- C. to read a dialogue and answer questions about it**
Answers will vary.

- D. to find phrases in the dialogue that use impersonal you and your**
- the . . . Dummy can help you tell everyone . . . that you don't intend to do any work.
 - . . . your boss or family won't ever ask you to do anything again!
 - Do you have to push a button . . .
 - You just put the dummy in your favorite chair . . . and your problems will be all over!
 - People will stop asking you to do things . . .

- E. to write sentences using impersonal you and the passive voice**
- You can't raise grapes in this area.
 - Grapes can't be raised in this area.
 - You should protect your children.
 - Children should be protected.
 - You shouldn't park vehicles near the hospital door.
 - Vehicles shouldn't be parked near the hospital door.

Lesson 13 / Pages 47–49

- A. to practice using I'd rather . . . than**
- I'd rather go to jail than pay more taxes
 - I'd rather give others advice than solve my own problems
 - I'd rather go downhill than uphill
 - I'd rather have good health than a lot of money
 - I'd rather get a position in business than work for the government
 - I'd rather work weekdays than weekends
 - I'd rather invest in real estate than (in) jewelry

- B. to practice using the Conditional Type 2**
- If I were the younger boy, I'd hit him.
 - If I were one of those people, I'd take a taxi instead.
 - If I were there, I'd save the drowning man.
 - If I were in that accident, I'd call the police.
 - If I were playing soccer, I'd be the best player on the team.
 - If I were that fisherman, I'd look for a quieter place.
 - If I were in that race, I'd use a car.
 - If I were going camping, I wouldn't park there.

- C. to practice using the conditional of can**
- If he visited Forest Town, he could buy some wood.
 - If he drove to Arsenal, he could get a new one.
 - If you went shopping in Dairyburg, you could bring back some great cheese.
 - If you were in Fleece, you could buy wool.
 - If you went to Boswell, you could check their new models.
 - If you stopped at Shark Bay, you could have a wonderful meal.
 - If you sailed from Utopia, you could export your oil.

- D. to complete sentences using the Conditional Type 2**
Answers may vary.
- if today were a weekday.
 - if he had great wealth.
 - if he explained his ideas well.
 - if she paid her taxes on time.
 - if he weren't a bad coach.
 - if it weren't so far from us.
 - if the weather weren't bad.
 - if he deserved it.

- E. to practice the simple past, future, and present perfect progressive tenses of new verbs**
- encouraged
 - will encourage
 - have been encouraging (or: 've been encouraging)
 - will explain (or: 'll explain)
 - have been explaining (or: 've been explaining)
 - explained
 - will wish for (or: 'll wish for)
 - wished for
 - have been wishing for (or: 've been wishing for)
 - invested
 - have been investing (or: 've been investing)
 - will invest (or: 'll invest)

Lesson 14 / Pages 51–53

- A. to practice using would to express habitual past**
- Before there were factories, people would make their own clothes.
 - When I had to do it by hand, I'd spend hours doing this work.
 - When I came home from school, I'd help my parents with the chores.
 - Whenever we heard him say "Grr!," we'd leave the dog alone.
- B. to practice using would to express disapproval**
- e
 - c
 - a
 - b
 - d
- C. to practice lesson vocabulary**
- willing / half hour
 - machine / by hand
 - backward / forward
 - king / queen / left
 - lawnmower
 - dress up / occasions
 - Grandpa / anyway / milk / feed
- D. to practice using I wish . . .**
Answers will vary.
- E. to read a story and answer questions about it**
Answers will vary.

Lesson 15 / Pages 55–57

A. to practice using the passive voice

1. Many crops were killed by the cold weather.
2. The candidate was shot by someone in the crowd.
3. Trees have been planted all over by city workers.
4. Another fool has been elected by the voters.
5. The results of the research have been explained by the scientists.
6. Very little money has been spent on education by the government.
7. A new industry has been started by foreign investors.
8. Since the disaster in Moronia, help has been offered by many countries.

B. to practice using the present perfect and the simple past in the passive voice

2. hasn't been reduced / was elected
3. has been done / was organized
4. was invented / have been made
5. has been spent / was told
6. has been parked / was arrested
7. have been learned / was launched
8. have been scored / was allowed

C. to identify nouns formed from verbs and verbs from their corresponding nouns

- | | |
|---------------|------------------|
| 1. election | 7. to explain |
| 2. to argue | 8. to arrange |
| 3. to expect | 9. equipment |
| 4. to inform | 10. to protect |
| 5. to suggest | 11. to encourage |
| 6. to invent | 12. organization |

D. to write nouns from given verbs

- | | |
|-----------------|--------------|
| 1. management | 3. agreement |
| 2. applications | 4. education |

E. to practice using in order to

2. in order to break the news to them
3. in order to live
4. in order to develop this industry

F. to practice using must and otherwise

2. The president must be protected; otherwise, he may be shot.
3. The president must reduce inflation and unemployment; otherwise, he won't be reelected.
4. This government must give more advantages to the poor; otherwise, it won't last very long.
5. Those farmers must plant different crops every year; otherwise, the ground will become poor.
6. He must pay me what this car is worth; otherwise, I'll sell it to somebody else.
7. We must encourage foreign investment; otherwise, some industries won't be developed.
8. The ambulance must get to the hospital soon; otherwise, the patient will die.

Lesson 16 / Pages 59–61

A. to practice using to have + noun + past participle

2. had the plans looked at
3. had the wiring checked
4. had a new door made
5. had the faucet fixed
6. had the contracts examined
7. had the tour described
8. had the carburetor cleaned
9. had the steak cooked
10. had the information collected

B. to practice using to need + verb in the passive voice and to need + present participle

2. It needs to be closed. It needs closing.
3. It needs to be fixed. It needs fixing.
4. It needs to be ironed. It needs ironing.
5. It needs to be signed. It needs signing.
6. It needs to be told. It needs telling.
7. It needs to be typed. It needs typing.
8. They need to be changed. They need changing.

C. to complete sentences using the correct form of to have + noun / pronoun + past participle

2. . . . I had it reduced.
3. . . . I'm going to have you arrested!
4. . . . I'm going to have my breakfast served in bed.
5. . . . we had them tested by the scientists.

D. to practice using to need + verb in the passive voice and to have + noun + past participle

2. The oil needs to be checked. He's having the oil checked.
3. The car needs to be fixed. They're having the car fixed.
4. The car needs to be serviced. He's having the car serviced.
5. The tire needs to be changed. She's having the tire changed.

E. to practice lesson vocabulary

- | | |
|----------------|----------------|
| 1. ghosts | 6. roof |
| 2. the inside | 7. a number of |
| 3. the outside | 8. plumbing |
| 4. furnace | 9. brick |
| 5. wiring | 10. owner |

Lesson 17 / Pages 63–65

A. to agree and disagree with predictions

Answers will vary. Some possible answers:

1. Neither do I; I don't either; I'm sure they won't; I'm (absolutely) positive they won't; Oh, definitely not; Of course they won't.
2. Maybe / Perhaps (it will); It may; Possibly; Probably; I'm not sure; I guess / suppose so.
3. I don't think so; No, they won't; Of course they won't.
4. I'm sure it will; I'm (absolutely) positive it will; Oh, definitely; Of course it will.
5. Neither do I; I don't either; I'm sure it can't be; I'm (absolutely) positive it can't be; Oh, definitely not; Of course it can't.
6. I'm sure he won't; I'm (absolutely) positive he won't; Oh, definitely not; Of course he won't.
7. Maybe (not); Maybe / Perhaps she won't; Possibly / Probably not; I guess not.
8. No, she won't; I don't think so; Of course she won't.

B. to practice lesson vocabulary

- | | |
|----------------|-----------------|
| 1. arguments | 6. crystal ball |
| 2. coincidence | 7. positive |
| 3. distant | 8. ahead of |
| 4. silly | 9. nonsense |
| 5. cousins | 10. clear |

C. to complete predictions using I guess or I don't think

1. I don't think
2. I guess
3. I guess
4. I don't think
5. I don't think

D. to practice agreeing and disagreeing with predictions

Answers will vary.

E. to complete a dialogue using statements of agreement and disagreement

1. Of course you did.
2. You may be.
3. Probably not.
4. I don't either.
5. I suppose I will.
6. Absolutely.
7. I did.

Lesson 18 / Pages 67-69

A. to practice using the past perfect tense

2. Mother had already shaken it.
3. Someone else had already made one.
4. The night watchman had already checked it.
5. The city workers had already emptied them.
6. The secretary had already straightened them.

B. to practice using the past perfect tense in the passive voice

2. The file hadn't been organized before it was given to me.
3. The wires had been pulled out of the wall.
4. The safe hadn't been found by the robbers.
5. The file cabinet had been equipped with a special lock.
6. A fire had been lit in the wastebasket.
7. The jar had been left open by the children.
8. The elevator had been designed especially for that building.
9. The photocopier had been fixed only a week ago.
10. The feathers had been collected and sold to a hat factory.

C. to practice using the past perfect tense

2. After I'd made fifty copies, the photocopier broke down.
3. After they'd collected all the wastebaskets, they emptied the garbage.
4. After the night watchman had fallen asleep, the thieves knew they could do whatever they wanted.
5. After we'd gone up one floor, the elevator suddenly stopped.

D. to practice using such (a / an) + noun and so + adjective

2. such nonsense
3. so frightened
4. such a strange election
5. so nicely
6. so mad
7. so uncomfortable
8. such good advice

E. to complete sentences using such (a / an) + noun and so + adjective

2. a. They were such superstitious architects . . .
b. The architects were so superstitious . . .
3. a. It was such a crowded elevator . . .
b. The elevator was so crowded . . .
4. a. It was such a loud argument . . .
b. The argument was so loud . . .
5. a. It was such a strong safe . . .
b. The safe was so strong . . .

F. to complete sentences that use intensifiers with appropriate that clauses
Answers will vary.

G. to complete sentences using so that and whether or not

1. so that
2. whether
3. so that
4. so that
5. whether or not
6. Whether or not
7. so that
8. Whether or not

Lesson 19 / Pages 71-73

A. to practice using reported speech in the past

2. Sneaky told the police (that) he'd never told on his friends.
3. She told the officer (that) she knew it hadn't just disappeared.
4. We asked the night watchman where he'd been when it happened.
5. The building's previous owners told me (that) they'd never seen a ghost.
6. My boyfriend asked (me) whether or not / if I was superstitious.
7. She said (that) she hadn't noticed anything strange.
8. My mother asked (me) whether or not / if I'd cleaned the inside too.
9. I asked whether or not / if I had a choice.
10. He asked the kids who had eaten all the jam.
11. The captain said (that) he'd already informed the passengers.
12. The tourists asked themselves why they'd ever trusted him.

B. to practice lesson vocabulary

1. treated / trust
2. beaten / lousy
3. choice
4. liar
5. open up
6. worth it

C. to practice the expression to make someone do something

2. Those people are making the elevator man wait for them.
3. That lady is making the store take back the sweater.
4. The salesman is making the children leave his department.
5. The noise is making the man shout.
6. That saleswoman is making the customer try on boots that are too small.

D. to read a story and answer questions about it
Answers will vary.

E. to complete two-word verbs and find their definitions

1. up / d
2. with / h
3. up / e
4. out / a
5. up / b
6. out / c
7. on / f
8. up / g

Lesson 20 / Pages 75–77

A. *to match Cue Book visuals with given situations and to give advice using ought to and shouldn't*

2. /1/ They ought to be ready for a fire.
3. /7/ They shouldn't let the hijackers realize that they're coming.
4. /3/ They ought to stay out of the way as they write their stories.
5. /10/ They ought to wait until it's safe to land.
6. /8/ They ought to watch from inside the building.
7. /6/ They shouldn't worry about what time lunch will be served.

B. *to practice using ought to and shouldn't*

2. Then you ought to interrupt him.
3. Then she shouldn't lie.
4. Then he shouldn't spend it carelessly.
5. Then you shouldn't let him treat you.
6. Then you ought to mind your own business.

C. *to practice using ought to and lesson vocabulary*

2. You ought to get some nails.
3. You ought to get a screwdriver.
4. You ought to get a saw.
5. You ought to get (some) cement.

D. *to practice expressions beginning with for*

- | | |
|------------------|-------------|
| 1. a good cause | 5. how long |
| 2. Heaven's sake | 6. sale |
| 3. nothing | 7. example |
| 4. very little | 8. now |

E. *to practice lesson vocabulary*

- | | |
|---------------------|------------------|
| 1. responsibility | 6. lumberyard |
| 2. cause | 7. hammer / nail |
| 3. opinion | 8. hardware |
| 4. cement | 9. group |
| 5. orphanage / room | |

F. *to identify and practice words that do not belong in given groups*

Sentences will vary.

- | | |
|--------------|----------------|
| 1. inflation | 5. warranty |
| 2. insurance | 6. opportunity |
| 3. lock | 7. tool |
| 4. hardware | |

G. *to arrange given words into groups*

1. cruise; guide; hotel; souvenir
2. battery; carburetor; driver's license; engine; radiator; tank; tire; trunk; wheel
3. bomb; explosion; gun; hijacker
4. coach; goals; team
5. astronaut; earth; planet; spaceship
6. blood; bone; brain; face; skin; tail

Tapescript for Pronunciation and Listening Comprehension Exercises

Lesson 1 / Page 2

- A. In English we usually put heavy stress on one syllable in each word. Listen and repeat.

fisherman

lawyer

plumber

carpenter

soldier

sailor

- B. Circle the unstressed syllables in the words above.

- C. The unstressed syllables in Exercise A have an [ə] or [ɪ] sound. Listen for the unstressed [ə] or [ɪ] sound in these words and circle the syllable that has it.

1. actor

2. forget

3. pardon

4. porter

5. surprise

6. control

7. neighbor

8. pilot

- D. In the sentences below, the words *you*, *your*, and *you're* are sometimes pronounced [yə] or [yɜː]. Repeat each sentence, pronouncing the words in *italics* as if they were one word.

- Good to see *you*!
- Where have *you* been?
- Did you start *your own business*?
- You know*, people come and go.
- You're kidding*!
- It was nice *talking to you*.
- I wish *you the best of luck*.

Lesson 2 / Page 6

- A. In these words the letters *a-n* are in the *unstressed* syllables and are pronounced [ən]. Listen and repeat.

announcer	pleasant
orange	Russian
thousand	another
woman	Venezuelan

- B. In these words the letters *a-n* are in the *stressed* syllables and are pronounced [æn]. Listen and repeat.

pantyhose	mechanic
answer	Spanish
fantasy	understand
sandwich	Japan

- C. Now listen and repeat.

[ən]	[æn]
African	candy
husband	January
gentleman	channel
fisherman	manager
attendant	dancing
island	standing

- D. Listen for the sound of the word *can* in these sentences. Circle *can* whenever it has the unstressed [ən] sound; underline it whenever it has the stressed [æn] sound.

A: Can you give me something for indigestion?

B: I certainly can.

A: I can see it now.

B: You can?

A: You can come with us.

B: Can I, really?

A: I hope I can help you.

B: I'll tell you if you can.

A: Can that medicine cure both of us?

B: I don't know. Can it?

- E. You will hear eight pairs of words and a sentence after each pair. Listen and circle the word you hear in the sentence.

1. (fall) follow: You'll fall if you're not careful.

2. one (own): Use your own toothbrush.

3. (grow) go: Flowers need water and sun to grow.

4. shoulder (soldier) The soldier picked up his gun.

5. wake up (make-up): She looks very different when she wears make-up in the morning.

6. short (sharp) Knives and razor blades are sharp.

7. (loose) lose: His shirt was loose because he couldn't find his tie.

8. cried (tried) He tried to stop the car but it was too late.

Lesson 3 / Page 10

- A. When we are speaking informally, we sometimes use a [ən] sound instead of a [ɪŋ] sound. Listen.

[ən]	[ɪŋ]
writin'	stealing
talkin'	needing
shoutin'	thinking
throwin'	reading
smilin'	loving
bringin'	hugging
drownin'	kissing
sleepin'	cooking