
Modern American English NEW EDITION

Robert J. Dixon

Workbook

5

P.T. INDIRA

MODERN
AMERICAN
ENGLISH

Robert J. Dixon

New Edition

Workbook **5**

**MODERN
AMERICAN
ENGLISH**

Regents Publishing Company, Inc.



Foreword

This workbook provides additional practice in comprehension, speaking, reading, and writing for students using *Modern American English*, Textbook Five. The lessons in the workbook are closely coordinated with those in the textbook, and every fifth lesson is a review of material that has been previously introduced. Each workbook lesson should be assigned after the corresponding lesson in the text has been covered in class.

Except for review lessons, each lesson is divided into three sections: (1) Reading and Conversation Practice, (2) Vocabulary Study, and (3) Structure and Pattern Practice. The review lessons are divided into only two sections: (1) Conversation Practice and (2) Structure and Pattern Practice. Each section strengthens the development of all the different language skills.

The first section, Reading and Conversation Practice, includes a reading, comprehension questions, and a dialogue that is related to the reading. In presenting the reading, the teacher should first have the students listen as he or she reads the reading. Any questions about new vocabulary items should be answered at this point. This should be followed by choral repetition, individual repetition, and reading out loud by individual students. For the comprehension questions, the usual procedures for question-and-answer practice should be followed. That is, the teacher should present the material first by going over both questions and answers by means of choral and individual repetition. Then individual students should give the answers when the teacher asks the questions.

Student-student practice, with one student asking the questions and another giving the answers, should follow. Spaces are left so that the students can write their answers in the workbook itself.

The dialogues should be presented in the same manner. In addition, the students can memorize the dialogues as a homework assignment. The students can then act out the dialogues in class as short plays.

The second section, Vocabulary Study, gives practice on a number of English words and expressions that frequently create problems for foreign students. Those presented in this workbook are for the most part adverbs and conjunctions with multiple meanings, or adverbial expressions that occur in more than one position in a sentence pattern. Each use or position of these expressions is briefly described first; then there are several examples of that use. The teacher should present the sentences first through choral and individual repetition. This should be followed by having individual students read the sentences out loud.

The third section, Structure and Pattern Practice, corresponds to the same section in the textbook lessons. Additional exercises are given on the grammatical material covered in the textbook lesson. The same procedures are suggested—choral and individual repetition of both cues and responses, followed by individual responses as the teacher gives the cues. Again,

student-student practice should follow. There are several different types of exercises: fill-in, changing, combining, and so on. There are spaces in the workbook in which the students can write their responses to the cues in these exercises. One of the principal uses of this section is for written homework.

The study of structure and the grammatical forms of a language does not always provide students with sufficient experience to understand or participate in a conversation in the language which they are trying to learn, or even to get as much out of reading as they would like. These workbooks give additional practice beyond that in the textbooks so that students can develop the skills necessary for effective understanding and use of the language, whether that may involve reading, writing, or conversation. In short, when used with the textbooks, they give the students the broadest experience with the language that they can obtain in the classroom.

Table of Contents

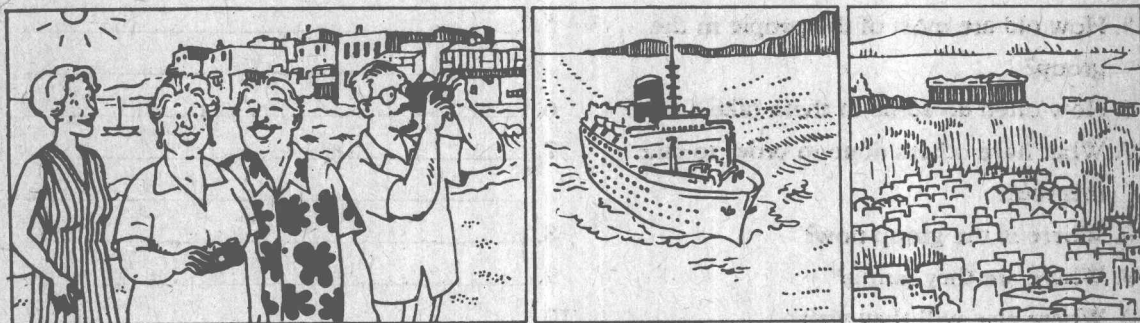
Foreword	i
Lesson 1	1
Lesson 2	7
Lesson 3	13
Lesson 4	19
Lesson 5: Review	26
Lesson 6	35
Lesson 7	41
Lesson 8	47
Lesson 9	53
Lesson 10: Review	59
Lesson 11	67
Lesson 12	73
Lesson 13	80
Lesson 14	86
Lesson 15: Review	93

Lesson

1

1. Reading and Conversation Practice

A. Reading.



Miss Nielsen is a librarian from Minnesota. Mr. and Mrs. Petrelli are a retired couple from New Jersey. Mr. Conklin is a schoolteacher from Virginia. They are all members of a tour group that is visiting Greece. Most of the people in the group are fifty years old or more. Some of them take a tour every summer, but others have saved up for several years to go on this trip.

It is early in the morning, but the tour has just arrived at the docks in Piraeus, the seaport of Athens. They are going to take a ship to Mykonos, one of the many islands of Greece. While they are at Mykonos, they will also visit Delos, a smaller island which was sacred to the god Apollo in ancient times. The ruins of Delos from antiquity are among the famous sights of Greece.

Yesterday the group toured Athens. First they went to the Acropolis to see the Parthenon, a famous temple. Then they visited the national museum, which contains many treasures. In the evening they ate in a *taverna*, a typical Greek restaurant, in the *Plaka*, the oldest section of the city. They returned to their hotel at eleven o'clock so they could get up early for today's tour.

A guide travels everywhere with the group. He explains to them in English what they are seeing. Even more important, he takes care of all their travel arrangements for them. He makes hotel reservations, makes sure that their baggage is in the right place at the right time, and arranges for local transportation. Right now, he's checking to see that all the members of the group have their tickets for the ship.

Millions of tourists from the United States travel all over the world every year. Joining a tour is the easiest way to travel because everything is arranged and paid for in advance. Also, there isn't any need for the tourists to know any foreign language. Tours appeal to older people for the most part, whereas many younger people travel on their own. They like to travel without fixed plans; then if they find a place they enjoy, they can stay as long as they like.

B. Answer these questions.

1. What is Miss Nielsen?
2. What are Mr. and Mrs. Petrelli?
3. What is Mr. Conklin?
4. What are they all members of?
5. How old are most of the people in the group?
6. How often do some of them take a tour?
7. What have others done in order to take this tour?
8. Where is the group now?
9. Where are they going?
10. Where else will they visit?
11. Why are they going to Delos?
12. What did the group do yesterday?
13. Where did they go first?
14. What did they see then?
15. Where did they eat in the evening?
16. What time did they return to the hotel?
Why?
17. Who travels everywhere with the group?
18. What does he explain to them?
19. What does he do for them that's even more important?
20. What are some of the things that he does?
21. What's he doing right now?
22. Who travels all over the world every year?
23. Why is joining a tour the easiest way to travel?

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

24. What other advantage is there to taking a tour? 24. _____
25. Who do tours appeal to for the most part? 25. _____
26. What do many younger people do? 26. _____
27. Why do they like to travel without fixed plans? 27. _____

C. Dialogue.



- Miss Nielsen: Oh, Mr. Conklin! You haven't finished breakfast yet.
- Mr. Conklin: I got up a little late.
- Miss Nielsen: The bus is going to leave in five minutes.
- Mr. Conklin: I'm not going along today.
- Miss Nielsen: But don't you want to go to Epidaurus? I hear it's really beautiful.
- Mr. Conklin: I'm sure it is. Everything we've seen in Greece has been beautiful.
- Miss Nielsen: If you hurry, you can still catch the bus.
- Mr. Conklin: No thanks. I want to explore Athens by myself today.
- Miss Nielsen: By yourself? But how will you find your way around?
- Mr. Conklin: Oh, I have a map. And anyway, a lot of the people here speak English.
- Miss Nielsen: I just wonder if it's a wise thing to do.
- Mr. Conklin: I'm sure I'll be all right. I want to see the city, do a little shopping. We only have two days before we start back home, you know.
- Miss Nielsen: Yes, I know. It doesn't seem possible, does it?
- Mr. Conklin: Three weeks can go by very quickly.
- Miss Nielsen: We've seen so many wonderful things! Greece has been everything I always imagined.
- Mr. Conklin: Yes, I've felt the same way. I wish I'd signed up for a longer tour.
- Miss Nielsen: Yes, it does seem too short a time. But perhaps next year.
- Mr. Conklin: I think I'd like to visit Greece on my own next year.
- Miss Nielsen: Not on a tour, you mean?
- Mr. Conklin: Yes. There are so many things to see that most of the regular tours don't include.
- Miss Nielsen: But it's so much easier when everything is planned ahead of time. There aren't any problems with hotels or baggage or anything like that.

- Mr. Conklin: Yes, I know. But you can't stop when you want. I wish I'd spent more time at Mykonos, for instance.
- Miss Nielsen: Time! Oh, I must hurry to catch the bus! Have a good day, Mr. Conklin. And do be careful.
- Mr. Conklin: Yes, thank you. I will.

2. Vocabulary Study

Intensifiers are words like *very* that make adjectives or adverbs more emphatic (or occasionally less emphatic). They come before the adjective or adverb that they are serving to emphasize. In speech, it is the intensifier rather than the adjective or adverb which usually receives the stress.

- They all felt that the Parthenon was *very beautiful*.
The guide explains everything they see *very carefully*.
They were *really excited* about taking a ship to visit the islands of Greece.
The tour was *fairly expensive*.
The buildings in that section of the city are *terribly old*.

Color words have their own intensifiers in such words as *light, dark, bright, vivid, brilliant*, and so on.

- She always wears a *dark green* dress when they go sightseeing.
The buildings on the Acropolis were a *brilliant white* in the sunshine.
They traveled around Greece in a *light blue* bus.
He was wearing a *bright red* shirt.
She has some *bright yellow* flowers in her garden.

Much, a great deal, a lot, and lots are used as intensifiers with comparative forms.

- They found the Parthenon *much more interesting* than the ruins of Delos.
She's *a lot more interested* in architecture than in painting.
It was *a great deal hotter* in Athens than on the islands.
The hotel was *much more expensive* than they had expected.
Her apartment is *lots bigger* than mine.

3. Structure and Pattern Practice

- A. Change these sentences to the present perfect continuous. Change questions to questions and negatives to negatives.

EXAMPLE

- He's written a letter about his trip to Greece. *He's been writing a letter about his trip to Greece.*

1. She's saved up money for a tour this summer.
2. Have you made any plans for your vacation this summer?
3. I haven't thought about my work.
4. She's taught at the university for two years.
5. Have they thought about looking for a place to live in the suburbs?
6. They've installed several new office machines.
7. He hasn't played much tennis this winter.
8. They've looked at places to live in California and Florida.
9. She hasn't traveled recently.
10. Have they explored the islands of Greece?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Change these sentences to the past perfect continuous.

EXAMPLE

The guide had arranged their local transportation.

The guide had been arranging their local transportation.

1. They had taken a tour every summer.
2. Had she spoken English much of the time?
3. She hadn't planned to go back home for a while.
4. She had studied economics before she got her new job.
5. They hadn't trained enough people in technical skills.
6. Had they discussed a new training program?
7. He had led tours for several years.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

8. She had hurried to catch the bus.
9. Had she worked in the advertising
business for a long time?
10. We hadn't listened to the politicians'
speeches.

8. _____
9. _____
10. _____

Additional Vocabulary

(in) advance
ancient
antiquity
arrangement
baggage
bright
brilliant
carefully
dock
(to) explore
fixed (adj)
god
(for) instance
librarian
need (n)

retired (adj)
ruin
sacred
(to) save up
schoolteacher
(to) seem
taverna
temple
(to) tour
treasure
whereas
wise
(to) wish
(to) wonder

Lesson 2

1. Reading and Conversation Practice

A. Reading.



Kay works for a U.S. airline that flies to Tokyo from Honolulu. She is a flight attendant. She makes two flights a week between Honolulu and Tokyo. Her base is Honolulu, and she has an apartment there that she shares with three other women. However, she spends almost as much time in Tokyo as in Honolulu. In Tokyo, the airline provides hotel rooms for the members of the flight crew.

Some of the members of the crew stay in the hotel all the time they are in Tokyo, but not Kay. She finds Japan beautiful and fascinating. She likes to go sightseeing and shopping in Tokyo. She also enjoys visiting other well-known Japanese cities such as Kyoto and Nara. After all, she says, she got her job with the airline so that she could travel and see the world. Now she wants to take advantage of the opportunity that she has.

One of the women with whom Kay works is a Japanese named Yoko. Through her, Kay has met several other Japanese. They have shown her much more of Tokyo than the other crew members see. Kay has even learned a little Japanese. She'd like to study the language, but her schedule doesn't give her enough time for regular lessons.

The flight that Kay usually works on arrives in Tokyo in the early evening. Then Kay goes to the hotel, has dinner, and gets a good night's sleep. After that, she is free from the next morning until the afternoon of the following day. She usually calls Yoko, and they arrange to meet. Sometimes they go sightseeing in Tokyo, and at other times they take short trips to some of the picturesque places nearby. In the evening, they usually go to a movie or show. Sometimes they go out with some of the young men that Yoko knows.

B. Answer these questions.

1. What kind of company does Kay work for? 1. _____
2. What does she do? 2. _____
3. How often does she fly? 3. _____
4. What is her base? 4. _____
5. Where does she live? 5. _____
6. How much time does she spend in Tokyo? 6. _____
7. What does the airline provide there? 7. _____
8. What do some of the crew members do? 8. _____
9. Does Kay do the same thing? 9. _____
10. Does she like Japan? 10. _____
11. What does she like to do in Tokyo? 11. _____
12. What else does she enjoy doing? 12. _____
13. Why did she get her job with the airline? 13. _____
14. What does she want to take advantage of now? 14. _____
15. Who is one of the women Kay works with? 15. _____
16. Whom has Kay met through her? 16. _____
17. What have they shown her? 17. _____
18. What has Kay learned? 18. _____
19. Why doesn't she study Japanese? 19. _____
20. When does Kay usually get to Tokyo? 20. _____
21. What does Kay do then? 21. _____
22. When is she free? 22. _____
23. What does she usually do? 23. _____
24. What do she and Yoko do? 24. _____
25. What do they usually do in the evening? 25. _____

C. Dialogue.



(Tammy is a new member of the flight crew of Kay's flight.)

Tammy: What's that you're eating?

Kay: It's a Japanese dish.

Tammy: A Japanese dish? What is it?

Kay: Cucumber stuffed with crab meat.

Tammy: That doesn't sound too bad.

Kay: It's good. Here, try one.

Tammy: Mmm, you're right, it is good! But I thought they only served Western-style food in the hotel.

Kay: The waiter knows I like Japanese food, so he brought this as a special treat for me.

Tammy: You've been in Japan a lot, haven't you?

Kay: Nearly once a week for the last two years.

Tammy: This is only my second time.

Kay: Did you get to do any sightseeing the other time?

Tammy: I started to go out of the hotel, but to tell you the truth, I got frightened by all the people and the strange signs and the traffic.

Kay: I can believe you about the traffic. I think it's even more frightening because they drive on the left.

Tammy: So that was what was wrong! I was so scared I didn't even figure it out.

Kay: But there's so much to see and do here, you really should go out. I get so impatient with all the people on the crew! They just stay in the hotel and sleep or go to the stores in the Ginza.

Tammy: The Ginza? What's that?

Kay: It's the shopping and theater district—like a combination of Broadway and Fifth Avenue in New York.

Tammy: That sounds pretty exciting to me.

- Kay: But it's just a beginning. There's so much to see and do here! Japan is a beautiful country.
- Tammy: What do you do when you're here?
- Kay: As much as I can. I explore Tokyo with Yoko—
- Tammy: The Japanese member of the crew?
- Kay: That's the one. And we make trips to places like Kyoto and Nara.
- Tammy: What are you going to do tomorrow? Can you show me around a little, until I get over feeling so strange?
- Kay: We're planning to go to Kamakura.
- Tammy: Kamakura? Where's that?
- Kay: It's a town on the seashore, not far from Tokyo, really, but very lovely, with Japanese houses and good restaurants. Yes, do come along with us. It will be a wonderful introduction to Japan for you.

2. Vocabulary Study

Quite is an intensifier used in the regular way with adjectives and adverbs.

Fixing the machines was *quite expensive*.

He answered the questions *quite easily*.

I'm not *quite ready* yet.

Quite is used occasionally with nouns. In that case, it comes before the indefinite article (*a* or *an*).

That was *quite a letter* you wrote.

We had *quite an accident* last night.

More often, the noun following *quite* is modified by an adjective, and *quite* then comes before the noun phrase. It may also come before the adjective, but this usage is less common.

They had *quite an interesting tour*.

They had *a quite interesting tour*.

We've had *quite a long day* of sightseeing.

We've had *a quite long day* of sightseeing.

It's *quite an easy way* to travel.

It's *a quite easy way* to travel.

They stayed at *quite a comfortable hotel*.

They stayed at *a quite comfortable hotel*.

They ate dinner at *quite a good restaurant*.

They ate dinner at *a quite good restaurant*.

Quite can also be used before *a lot of* and *a few*.

She spends *quite a lot of time* in Tokyo.

She has *quite a few* Japanese friends.

3. Structure and Pattern Practice

Change these sentences to the continuous. Change questions to questions and negatives to negatives.

EXAMPLE

You should get ready for the tour now.

You should be getting ready for the tour now.

- | | |
|---|-----------|
| 1. They'll go on another tour of Greece next summer. | 1. _____ |
| 2. The bus should come along in a minute. | 2. _____ |
| 3. Where will you stay in Tokyo? | 3. _____ |
| 4. They may save up for another trip. | 4. _____ |
| 5. He can't think about teaching in a high school all his life. | 5. _____ |
| 6. How long is the politician going to speak? | 6. _____ |
| 7. You should show your friend around the town. | 7. _____ |
| 8. They must work for an airline. | 8. _____ |
| 9. The service technician can't have trouble with that machine. | 9. _____ |
| 10. She must study Japanese with her friend Yoko. | 10. _____ |
| 11. He'd rather work in the computer section. | 11. _____ |
| 12. Will they get married this summer? | 12. _____ |
| 13. When are they going to move to Honolulu? | 13. _____ |
| 14. The children shouldn't go out in such cold weather. | 14. _____ |
| 15. He shouldn't try to do so many things at the same time. | 15. _____ |
| 16. When will you stop in Tokyo again? | 16. _____ |
| 17. They won't give their new employees special skill training. | 17. _____ |
| 18. We may get a raise next month. | 18. _____ |

19. They'd better put their baggage on the bus soon.

20. What would you rather do?

19. _____

20. _____

Additional Vocabulary

attendant
avenue (Fifth Avenue)
base
combination
(to) come along with
crab
crew
cucumber
fascinating (adj)
flight
frightened (adj)
frightening (adj)

(to) get over
introduction
picturesque
scared (adj)
seashore
show (n)
(to) show around
strange
(to) stuff
treat (n)
waiter
Western-style