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Modern American English NEW EDITION

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Robert J. Dixon

Workbook

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MODERN  
AMERICAN  
ENGLISH

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**Robert J. Dixon**

**New Edition**

Workbook

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# MODERN AMERICAN ENGLISH

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**Regents Publishing Company, Inc.**



**Illustrations by Anna Veltfort**

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## Foreword

This workbook provides additional practice in comprehension, speaking, reading, and writing for students using *Modern American English*, Textbook Three. The lessons in the workbook are closely coordinated with those in the textbook; there are fifteen lessons in the workbook as 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.

The lessons are divided into three sections; (1) Vocabulary Study, (2) Structure and Pattern Practice, and (3) Reading and Conversation Practice. The Vocabulary Study section is omitted from the three review lessons. Each section strengthens the development of all the language skills.

The Vocabulary Study includes a number of sentences that contain examples of the structural patterns that are covered in the lesson. Some vocabulary items beyond those given in the textbook are also given in these sentences. They are cued to pictures, and the students give answers to questions cued to the same or similar pictures. The teacher goes over the sentences first by means of choral and individual repetition, followed by reading aloud by individual students. For the question-and-answer practice, the teacher first prepares the students by means of choral and individual repetition of both questions and answers. Then individual students give the answers when the teacher asks the questions. If time permits, student-student practice, with one student asking the questions and another giving the answers, is valuable. Spaces are left so that the students can write their answers in the workbook itself.

A third part of the Vocabulary Study introduces additional vocabulary—idiomatic phrases, for example, or irregular verbs. This additional vocabulary appears at some point in the lesson. These sentences are intended for presentation by choral and individual repetition and reading aloud by individual students.

The second 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, if time permits, student-student practice will be helpful. The exercises are principally of three types: (1) those in which the student completes a sentence by filling in the correct form; (2) those in which the students make a change from one pattern to another; and (3) those in which the student combines two sentences into one. 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 written homework.

The third section, Reading and Conversation Practice, includes a short reading and two short dialogues. As more structures are introduced, there is a more natural mixture of structures in both the reading and the dialogues, although there is an emphasis on the structural material that is presented in that particular lesson. The reading is followed by comprehension questions. Again, there are spaces in which the students can write the answers to these questions. The usual procedures for reading and question-and-answer practice should be followed for the reading and comprehension sections.

The dialogues are also presented in the same manner, but are followed by student-student practice if this is possible. In addition, the students can memorize the dialogues or write new dialogues of a similar nature as a homework assignment. The students can then act out the dialogues in class as short plays.

The study of structure and 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 students the broadest experience with the language that they can obtain in the classroom.

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# Lesson 1

## 1. Vocabulary Study

### A. Study.



1. There have been a lot of changes in John Wilson's office.
- 



2. He's given Joan Rossi a promotion.
- 



3. He's made her the office manager.
- 



4. Jane Gold has become John's secretary.
- 



5. They've hired a new typist to replace Jane.
- 



6. The new typist's name is Arlene Wong.
-



7. They may hire more typists next week.



8. They've had a lot of work recently.



9. Everybody in the office has been very busy.

### B. Answer the questions.

1. Where have there been a lot of changes?



1. \_\_\_\_\_  
\_\_\_\_\_

2. What has John given Joan Rossi?



2. \_\_\_\_\_  
\_\_\_\_\_

3. What has he made her?



3. \_\_\_\_\_  
\_\_\_\_\_

4. What has Jane Gold become?



4. \_\_\_\_\_  
\_\_\_\_\_

5. Why have they hired a new typist?



5. \_\_\_\_\_  
\_\_\_\_\_



6. What's the new typist's name?



6. \_\_\_\_\_

7. What may they do next week?



7. \_\_\_\_\_

8. Have they had much work recently?



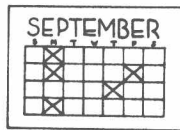
8. \_\_\_\_\_

9. Who's been very busy?

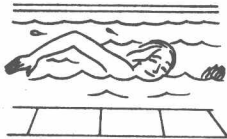


9. \_\_\_\_\_

### C. Study.



1. They've held several meetings this month.



2. I've swum in the pool a few times this winter.



3. Our team has won all of its football games this season.



4. He hasn't swept the floor yet.

FOOTBALL	W	L
WASHINGTON C	9	0
uuuuuuuu	7	2
uuuuuuuuuu	5	5
uuuuuuuu	1	8
uuuuuuuuuu	0	9
uuuuuuuu	0	9

5. Our team hasn't lost a game yet.

The sentences above use the past participle forms of irregular verbs that do not appear in Textbooks One, Two, or Three. The past participle forms of other irregular verbs are given in the Appendix on page 143 of Textbook Three.

## 2. Structure and Pattern Practice

### A. Change these sentences to the present perfect. Change the time expression to *recently*.

#### EXAMPLE

They had a lot of work last month.

*They've had a lot of work recently.*

- |   |          |
|---|----------|
| 1. It rained a lot last month.                              | 1. _____ |
| 2. He did a lot of exercises last week.                     | 2. _____ |
| 3. I wrote some letters yesterday.                          | 3. _____ |
| 4. The teacher gave a lot of homework last semester.        | 4. _____ |
| 5. His father taught him a lot about carpentry last summer. | 5. _____ |
| 6. We attended several meetings last month.                 | 6. _____ |
| 7. He went on several business trips last month.            | 7. _____ |

### B. Change to questions.

#### EXAMPLE

They've had a lot of work recently.

*Have they had a lot of work recently?*

- |   |          |
|---|----------|
| 1. He's gone out to lunch.                  | 1. _____ |
| 2. I've seen that picture. (you)            | 2. _____ |
| 3. The picture has started.                 | 3. _____ |
| 4. They've put her in charge of the office. | 4. _____ |
| 4 5. She's cleaned up her room.             | 5. _____ |

6. We've been away for a month. (you)
7. I've lost my book. (you)
8. He's registered for a course in sociology.

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### C. Change to the negative.

#### EXAMPLE

The store has opened.

*The store hasn't opened.*

1. He's handed in his report on the field trip.
2. She's looked at the catalogue.
3. He's gone to bed.
4. I've seen that picture before.
5. There have been a lot of fires this year.
6. We've registered for the new semester.
7. You've been very helpful to me.
8. I've read today's newspaper.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### D. Complete these sentences with *for* or *since* and the phrase in parentheses.

#### EXAMPLE

I haven't seen my adviser. (two months)

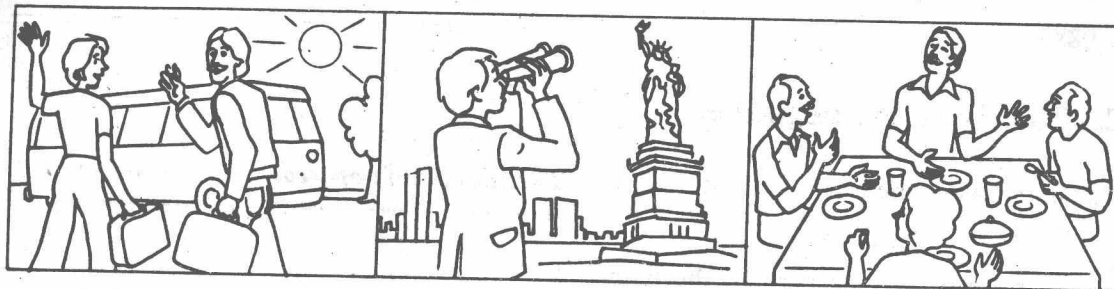
*I haven't seen my adviser for two months.*

1. They haven't gone skiing. (February)
2. They haven't had a dance. (March)
3. They've been very busy. (the last three weeks)
4. She's been the office manager. (last Monday)
5. Bob has had a part-time job. (September)
6. I've attended George Washington College. (two semesters)
7. Akira hasn't gone home. (two years)
8. She's been absent. (Tuesday)
9. She hasn't called me. (a long time)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### 3. Reading and Conversation Practice

#### A. Reading.



The winter semester at George Washington College has ended. The students have taken their final exams. Now they have a week's vacation before the spring semester. The weather has been very pleasant for the first weekend of the vacation. It's been warm and it hasn't rained much.

Several of the students have gone away for the week. Akira has gone to New York. He wants to have some fun because he's studied very hard this year. He's planning to do a lot of sightseeing in New York.

Bob has also left for the week. He's gone to visit his family again. This time he's invited Pete to come with him. Pete hasn't visited Bob's family before. They'll eat a lot and just rest and have a quiet time.

#### B. Answer these questions.

1. What has ended?
2. What have the students taken?
3. What do they have now?
4. How has the weather been?
5. Has it been cold?
6. Has it rained a lot?
7. What have several of the students done?
8. Where has Akira gone?
9. Why does he want to have some fun?
10. What's he planning to do?
11. Who else has gone away?
- 6 12. Where has Bob gone?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

13. What has he invited Pete to do?
14. Has Pete visited Bob's family before?
15. What will they do?

13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

### C. Dialogues.



1. Joan: Have you finished the letters yet?  
Arlene: Yes, I've typed all of them. Here they are.  
Joan: You've done a good job. I don't see any mistakes.  
Arlene: Thank you.  
Joan: Have you had lunch?  
Arlene: No, not yet.  
Joan: But it's half past one!  
Arlene: When should I take my lunch hour?  
Joan: From twelve thirty to one thirty.  
Arlene: I'll go out now then.



2. Betty: Where have you been?  
Mike: At the library. I'm trying to study over the vacation.  
Betty: The campus seems quiet today.  
Mike: Yes, everybody's left for the week.  
Betty: Where's Akira?  
Mike: He's gone to New York to do some sightseeing.  
Betty: And what about Bob?  
Mike: He's gone home, and Pete's gone with him.  
Betty: Well, I'm happy just to stay here. The campus is beautiful in the spring.  
Mike: Yes, and the weather's been wonderful this week.

### Additional Vocabulary

beautiful  
change (n)  
helpful  
(to) invite

manager (office manager)  
mistake  
quiet

recently  
(to) replace  
sightseeing

# Lesson 2

## 1. Vocabulary Study

### A. Study.



1. Akira had planned his trip to New York for a long time.

---



2. He'd heard about what to see in New York.

---



3. He'd read several guide books before he went.

---



4. He'd made a reservation at a hotel.

---



5. He'd sent for theater and concert tickets.

---



6. Akira got back to the campus Sunday afternoon.

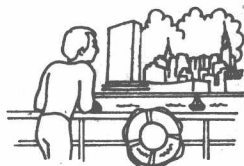
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7. He told his friends that he'd had a very good time.



8. He said that he'd done a lot of sightseeing.



9. He said that he'd liked the boat trip around New York best of all.

### B. Answer the questions.

1. What had Akira planned for a long time?



1. \_\_\_\_\_  
\_\_\_\_\_

2. What had he heard about?



2. \_\_\_\_\_  
\_\_\_\_\_

3. What had he read before he went?



3. \_\_\_\_\_  
\_\_\_\_\_

4. What kind of reservation had he made?



4. \_\_\_\_\_  
\_\_\_\_\_

5. What kind of tickets had he sent for?



5. \_\_\_\_\_  
\_\_\_\_\_

6. When did Akira get back to the campus?



6. \_\_\_\_\_  
\_\_\_\_\_

7. What did he tell his friends?



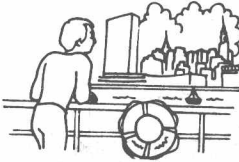
7. \_\_\_\_\_

8. What did he say that he'd done?



8. \_\_\_\_\_  
\_\_\_\_\_

9. What did he say that he'd liked best?



9. \_\_\_\_\_  
\_\_\_\_\_

### C. Study.



1. Which sport do you like best?  
I like baseball best.



2. Which city did he like best?  
He liked San Francisco best.



3. Which subject do you like best?  
I like math best.



4. Which season do you like best?  
I like spring best.





5. Which field trip did the students like best?

They liked the first one best.



6. Which car does he like best?

He likes the blue one best.

## 2. Structure and Pattern Practice

- A. Change these sentences so that they begin with *He said that*.  
Change the past tense to the past perfect.**

EXAMPLE

He had a good time.

*He said that he'd had a good time.*

1. He lost his book.
2. The weather was good.
3. He gave his secretary a better job.
4. He took a boat trip around New York.
5. He planned his trip for a long time.
6. The exams were very difficult.
7. He saw a baseball game.
8. There were a lot of people on the bus.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### **B. Change to questions.**

EXAMPLE

She'd had a good time.

*Had she had a good time?*

1. It had rained during the night.
2. He'd invited Pete to go with him.
3. She'd gotten a promotion.
4. He'd made her the office manager.
5. They'd hired more typists.
6. I'd read the guide book. (you)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_