

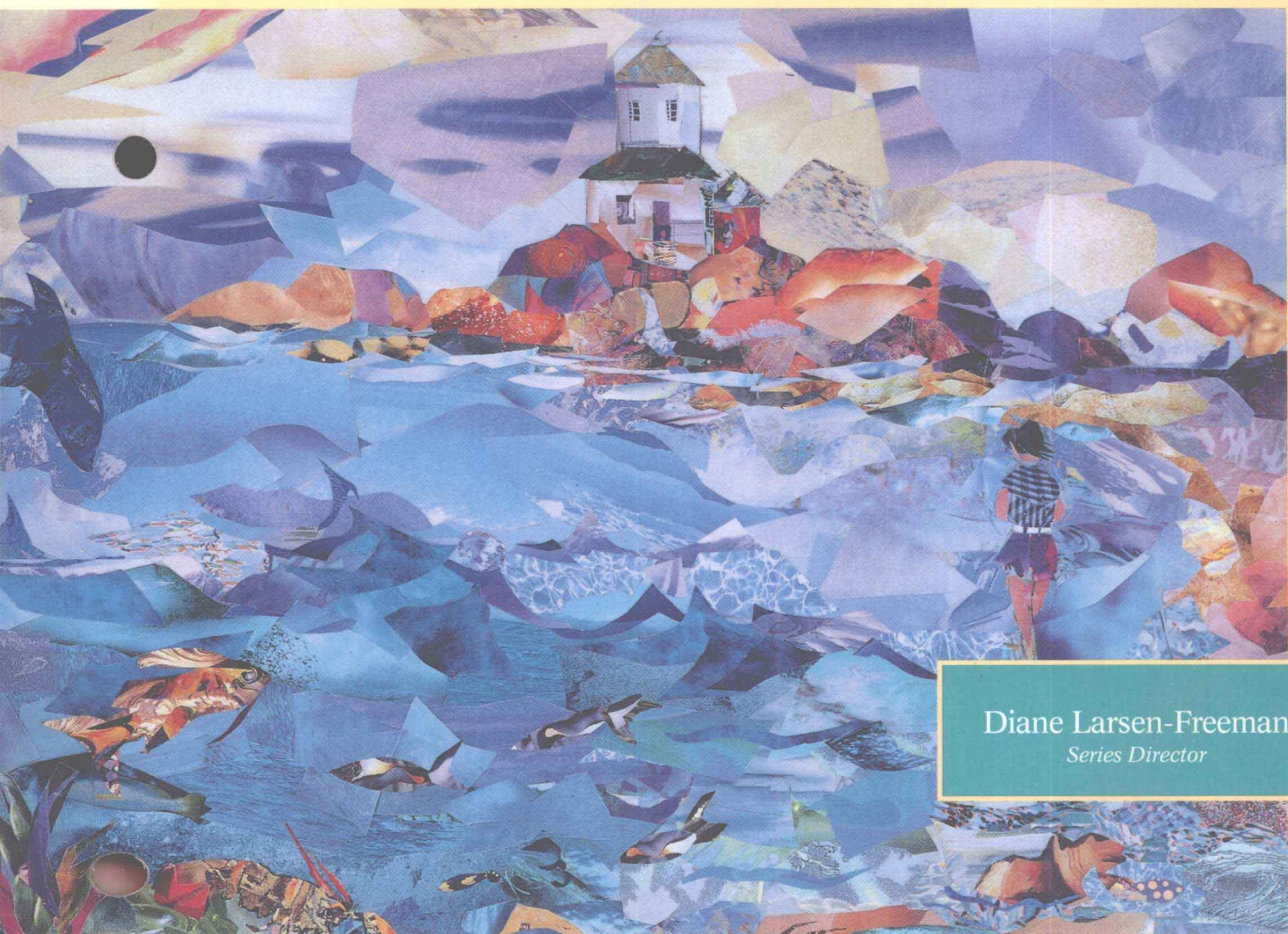
W O R K B O O K

GRAMMAR DIMENSIONS

Form, Meaning, and Use

F O U R

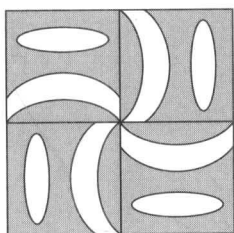
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Grammar Dimensions

Workbook Four



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Heinle & Heinle Publishers
A Division of Wadsworth, Inc.
Boston, Massachusetts 02116 U.S.A.

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ISBN 0-8384-5147-0

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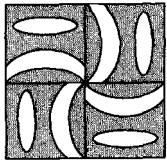
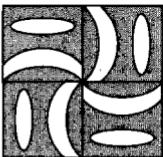


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UNIT
 1

Verb Tenses in Discourse

Exercise 1 (*Focus 1*)

Underline the verbs of the main clauses in each sentence. Then state the time frame for each passage: present, past, or future. Circle words such as time adverbs that help to signal the time frame.

1. And then there is my cousin Bao-bao, whose real name is Roger. Everyone in the family has been calling him Bao-bao ever since he was a baby, which is what *bao-bao* means—“precious baby.” Later, we kept calling him that because he was the crybaby who always wailed the minute my aunt and uncle walked in the door, claiming we other kids had been picking on him. And even though he’s now thirty-one years old, we still think of him as Bao-bao—and we’re still picking on him. (From *The Kitchen God’s Wife* by Amy Tan. New York: Ballantine Books, 1991, p. 4.)
2. At thirty-four, I was the oldest student in the first-year class, perhaps in the whole school. And one of the least prepared as well. While nine-tenths of my classmates had been science majors, some even having completed advanced degrees and doctorates, I’d never been exposed to anything but literature and history years ago as an undergraduate at Princeton. Over the decade since then, I’d worked in semi-menial capacities in various hospitals and institutions, and it was only by going to night school for the past two years that I’d gained the bare minimum of credits in chemistry and physics and biology. With that kind of scanty and eccentric background, how could I survive? (From *Gentle Vengeance* by Charles LeBaron. New York: The Putnam Publishing Group, 1981.)
3. I’m shaking, trying to hold something inside. The last time I saw them, at the funeral, I had broken down and cried big gulping sobs. They must wonder now how someone like me can take my mother’s place. A friend once told me that my mother and I were alike, that we had the same wispy hand gestures, the same girlish laugh, and the same sideways look. When I shyly told my mother this, she seemed insulted and said, “You don’t even know little percent of me! How can you be me?” And she’s right. How can I be my mother at Joy Luck? (From *The Joy Luck Club* by Amy Tan. New York: Ballantine Books, 1989, pp. 14–15.)
4. I did very well at the Academy. Throughout the four long winters I spent in Colorado Springs, there were few distractions and plenty of pressure to work harder, always work harder.

Academy standards in the sciences and engineering were quite high. The rest of my courses, however, were more or less a matter of swallowing and regurgitating. This left plenty of time for the varsity track squad. At one point I was a quarter of the Academy’s nationally ranked mile relay team. There was no time or inclination, of course,

for thoughts on the growing anti-war movement except to note that the demonstrators looked hairy and dirty and were probably just lazy. Never mind. We Junior Birdmen would protect them from themselves. (From *Witness to War* by Charlie Clements. New York: Bantam Books, 1984, p. 65.)

5. After she finishes her A.S. degree in Computer Information Systems, Rosa is going to transfer to Iowa State University, where she will pursue a B.S. degree. She's going to room with her best friend Maria, who is studying Business Administration. Both of them will finish their degrees in two more years, and then they will take the summer off to see parts of the United States and Canada.

Exercise 2 (Focus 2)

Identify the moment or moments of focus for each passage. Discuss and determine whether each moment of focus is (1) a point of time or (2) a period of time, and whether it is explicitly stated or implied.

1. I've been working for the bus company for more than a year now. My mother was a ticket seller, too. She started working in 1958, during the Big Leap Forward. When she retired at the age of 50, I took over the job for her. In general now, the bus company doesn't recruit new workers from the outside. That's one way of providing jobs for the children of the people who work for the bus company. My father was a bus driver. He was born in Beijing and never left. (From *Chinese Profiles* by Zhang Xinxin and Sang Ye. Beijing: Chinese Literature Press, 1986, p. 113.)
2. There was this guy who used to ride the bus every day. He'd come up and start talking to me, even when I ignored him. This guy was really good looking. He told me he worked in a song and dance troupe. He even showed me his identity card. He really was an actor or something. But it never worked out. You never can trust the kind of people you meet on a bus. (From *Chinese Profiles* by Zhang Xinxin and Sang Ye. Beijing: Chinese Literature Press, 1986, p. 117.)
3. I thought, when I came as a student to Iowa, that I was coming simply to get a Master of Fine Arts degree in creative writing at the Writer's Workshop in the heartland. But now, thinking back on it, I realize that I was looking for more out of life; that I never really intended to go back to the very circumscribed, safe life that my parents had promised. While I was a student living in a dorm in Iowa City, Iowa, my parents did find for me the perfect Bengali groom for an arranged marriage. I didn't know the first name of this man. He had seen my photograph, and he'd said, "Terrific, I'll take her." I was expected, certainly, to do what girls of my class normally did—be happy in an arranged marriage; be content, anyway, in an arranged marriage. But deep down, I must have rejected that safe, circumscribed life. So fate sometimes is full of happy accidents, and I fell in love with a fellow student, Clark Blaise. After a two-week whirlwind courtship, we got married during lunchtime. And therefore, I made my life in this country. (From an interview with Bharati Mukherjee, in *Bill Moyers: A World of Ideas II*. New York: Doubleday, 1990, p. 7.)
4. All sixth graders in Hong Kong had to pass the Secondary School Entrance Exam before they could obtain a seat in secondary school. In 1964 when I took the exam, there were

more than twenty-thousand candidates. About seven thousand of us passed: four thousand were sent to government and subsidized schools, the other three thousand to private and grant-in-aid schools. I came in around no. 2000; I was lucky. Without the public exam, there would be no secondary school for So Tsi-fai. His future was sealed. (From "So Tsi-fai" by Sophronia Liu, in *Ourselves among Others*, Carol J. Verburg, editor. Boston: Bedford Books of St. Martin's Press, 1991, p. 219.)

Exercise 3 (Focus 3)

Each of the following passages has one sentence with an inappropriate verb tense for the context. Identify the sentence that has the error and correct it.

1. (a) The earth is the fifth largest planet and the third from the Sun. (b) It is the only planet in the solar system known to have water. (c) Its day, caused by its rotation, is between those of Neptune (16 hours) and Mars (24.5 hours). (d) Earth's seasons are caused by its tilt; when the North Pole of the planet is pointed toward the Sun, it will be summer in the Northern Hemisphere, and vice versa.
2. (a) The moon is larger than Pluto, the smallest planet in the solar system. (b) Its rotation takes exactly the same time as its orbit around the earth; thus it always shows the same side to the earth. (c) The moon wasn't solely responsible for raising and lowering the oceans of the earth, but its pull is 2.2 times greater than that of the Sun.
3. (a) Pluto's orbit is so irregular that it is now inside of Neptune's orbit. (b) Thus Pluto, until 1999, is the second farthest planet from the Sun. (c) Pluto took almost 248 Earth years to go around the Sun. (d) It rotates once every 6.4 days.
4. (a) Mercury is the second smallest planet in our solar system. (b) Because Mercury is so close to the Sun, its year takes only 88 Earth days. (c) However, Mercury rotates much more slowly than Earth, so a day on Mercury will take almost 59 Earth days; thus its year is less than two days long.
5. (a) Scientific projections of Mercury's surface temperature are very interesting. (b) The side closest to the Sun is estimated to be around 800°F (427°C) during the "day." (c) However, scientists do not agree on the temperature on the "night" side. (d) Some scientists believed that there is no atmosphere to regulate temperature, and thus the temperature plunges to -300°F (-184°C). (e) Some Russian scientists, however, believe that there is a regulating atmosphere, which holds the night side to "room temperature"—about 70°F (21°C).
6. (a) Mars is the third smallest planet, with a diameter about half the size of Earth. (b) A day on Mars will last almost exactly as long as a day on Earth—24 hours and 37 minutes. (c) A year, however, is about twice as long—687 days.
7. (a) Mariner 9, the first artificial satellite to be placed in an orbit about Mars, has photographed the entire planet's surface. (b) Preliminary study of these photos and other data shows that Mars resembles no other planet we know. (c) Some features of the planet's surface can be explained by volcanoes, earthquakes, craters, and glaciers, the last of which is no longer present on Mars. (d) Other features, including a canyon 10 times longer and three times deeper than the Grand Canyon, have been explained only with the premise that Mars once had large quantities of flowing water. (e) The exact composition

of the famous expanding and retracting caps on Mars' poles remains unknown, though most scientists believe them to be composed of both water and carbon dioxide ice.

8. (a) Predicting the movements of the planets was important to many past cultures, who believed that their fates were related to those of the planets. (b) Today many cultures still follow the movements of the planets and have paid special attention to their positions on important days such as births, deaths, and anniversaries.
9. (a) However, many physicists are unhappy with the continuing belief in the effect of the planets on people's lives. (b) Physicist and author Carl Sagan has noted that this effect is tested frequently in the case of twins. (c) Both will be born under identical planetary conditions, yet they can easily have very unequal fortunes.
10. (a) Still, the planets retained a special influence over our imagination. (b) Countless love poems deal with the moon and the planets—one of which, Venus, is considered to be the goddess of love. (c) And no pair of lovers can fail to appreciate the beauty of a full moon in a clear sky.

Exercise 4 (Focus 4)

GROUP

Here are some passages from Studs Terkel's interviews in *The Great Divide* (see the textbook). Examine the passages and discuss both their overall time frames and their tense shifts. Use the questions below as a guide; more than one answer may be appropriate.

- Does the passage have a consistent overall time frame?
 - If so, is it present or past?
 - If not, what time frames does it have?
 - What verb tenses do the speakers use to introduce topics?
 - When speakers shift tenses, why do they do it?
 - To explain or support a general statement with past description, or elaborate on a topic.
 - To support a claim about the present with examples from the past.
 - To provide background information about a topic.
 - To express a comment or opinion about a topic.
 - To support a general statement about change by comparing past and present situations.
1. (a) I worry about the future every day. (b) Will we be able to put [our children] through college, if that's what they want? (c) Will they be out in the work force working for four dollars an hour? (d) What kind of home can you buy on four dollars an hour? (e) [My husband's] nephew, he's married, twenty-one, and working for four-fifty an hour.
 2. (a) This year, nobody in the class asked me what I make. (b) They asked me questions about ethics: could they follow their own impulses if they worked on a newspaper? (c) I told them, on my job I'd just pick up on things that I thought people should know about. (d) I can't be an advocate working on a paper like the *Chicago Tribune*, but I can cover anti-apartheid protests on campuses and at least give them coverage. (e) I sensed

for the first time that kids were really interested in that stuff. (f) About six, seven years ago, it was always money. (g) I think it's changing.

3. (a) People are now shopping for churches. (b) In the old days, you went to the church where your parents and grandparents went. (c) And you expected your children to go. (d) There were expectations of a community. (e) You never thought of living with your boyfriend, because what would the community think? (f) They expected you would marry in their presence in the church. (g) Those expectations are gone because the community is gone. (h) The community is based on shared values.
4. (a) I'm forty-four, born two weeks after Pearl Harbor. (b) There was never any doubt I would go to college. (c) When I got married, I expected my children would go to college. (d) The possibility for that was lost in the divorce. (e) There isn't the money. (f) There's only so much you can do as a single parent. (g) And you're gone from the household during the day. (h) None of my three kids has gone to college.
5. (a) I was born in Dayton, Ohio. (b) My parents had come up from the South during the black migration. (c) They had met in the kitchen of the house where my mother was working as a domestic servant. (d) My father was working for a catering service. (e) It was during a party.
(f) There was always that upward-mobility feeling. (g) They did not have a lot of formal education, but they were definitely imbued with that Protestant work-ethic. (h) They were very religious and very family-oriented. (i) They were lower-income, they were not lower-class. (j) Those were the values they conveyed to me. (k) All the good old-fashioned values.
(l) I've often said that the first word I learned was not "mama," it was "college." (m) As far back as I can remember, it was understood that I was going to college.
6. (a) What concerns me is that I am so alone now. (b) There are so few blacks who have shared in this opportunity. (c) A few of us are allowed in the door and then it's shut. (d) No more. (e) I see a gap within our own community. (f) It reflects to some degree our society at large. (g) When the barriers of segregation finally fell, there was a massive rush, like a coiled spring finally unleashed. (h) Too many of our brothers and sisters were left behind. (i) That's what we're stuck with today.
7. (a) I decided I needed more training. (b) I joined a program in word processing, secretarial. (c) Since then, I've landed a real decent job as a paralegal. (d) I work with a lot of immigrants who are having a hard time.

Exercise 5 (*Focus 5*)

PAIR

Without reading the stories below, quickly choose story one, two, or three. Read the one you have chosen and memorize the basic story, and then close your book. Retell the story to your partner, using present tense verbs wherever possible to make the story seem more immediate. Then listen to your partner's story and decide if it seems more effective in the present tense.

1. A student took an exam in a large lecture course with over 300 students. At the end of the period, the professor announced that time was up, and the students had to turn in their exams. All the students came to the front and put their exams in a pile, except

for one student who remained at his seat for 10 extra minutes furiously filling in answers. When the student came to the front to hand in his exam, the professor told him that his grade would be lowered for taking too much time. Suddenly the student stiffened and indignantly asked the professor, "Do you know who I am?" The surprised professor replied, "No." The student replied, "Good!" and with one quick motion, lifted the huge pile of papers and placed his in the middle.

2. Four students sharing a dormitory room stayed out late one night and were too tired to get up in time for their early class the next morning. On the way to school, they all agreed on an excuse to tell the professor. They arrived near the end of class, and went up to the professor to ask if they could make up the day's quiz. The professor asked them why they were late, and they told him that it was because they had had a flat tire on the way to school. The professor told them to take their seats in separate corners of the room and each take out a sheet of paper for their quiz. He then asked them each to write down which tire was flat.
3. A woman was very unhappy. She had loaned a friend five hundred dollars, and she was worried because the friend never mentioned the loan and might try to deny it. Her father told her to write the friend a note, asking the friend for the one thousand dollars she had borrowed. The woman asked her father why she should say the amount was one thousand dollars. The father said that when the friend read the note, she would send another note stating that she only owed five hundred dollars, and then she couldn't deny the debt.

The story in number 4 is written in the present tense. Change the verbs to the past tense, and compare the two versions. Which do you like better? Why?

4. Three brothers are crossing a field together when a thunderstorm overtakes them. They run inside a half-ruined temple. The storm grows worse, and lightning begins to crash down in a great circle around the temple. The brothers are terrified, and they think that the lightning must be trying to strike one of them for being a sinner. So they decide to find out who it might be by hanging their hats outside of the temple door; whoever's hat is hit will have to leave the temple. They put the hats outside, and one of them is hit by a ferocious bolt of lightning. So they throw that farmer out into the storm. The lightning, however, stops for a moment, and then one final, enormous bolt smashes the temple and the men inside. For they are the real sinners for sending their brother out into the storm.

Exercise 1 (Focus 1)

GROUP

For each of the verbs underlined, decide which type of information is being conveyed by use of a simple or progressive tense, choose the letter of one or more of the categories given, and write it above the verb (refer to your textbook, Focus 1 and Focus 2, for examples). Multiple interpretations are possible; you may find it helpful to decide which types of information are *not* being conveyed.

Simple present expresses

- a. general ideas, relationships, and truths
- b. habitual or repeated actions
- c. mental perceptions or emotions
- d. possession or personal relationships
- e. time frame and moment of focus

Progressive aspect expresses

- f. actions already in progress at the moment of focus
- g. actions at the moment of focus as opposed to habitual actions
- h. repeated actions
- i. temporary situations in contrast to permanent states
- j. periods of time in contrast to points of time
- k. uncompleted actions

(1) Are you wondering how to get into the best companies or how to accelerate your rise to management? Many employers say they (2) are looking for people who (3) have an MBA degree in addition to their technical credentials.

Major firms often (4) look more closely at technical people with advanced management degrees. Some firms expressly (5) ask for upper-level degrees. According to one corporate recruiter, graduate management degree holders (6) understand not just how products are made, but also how corporations work.

Stephanie Tran (7) believes that her master's degree in Information Systems has helped her greatly. She (8) feels that the degree (9) gives her a view of how technology is used in business.

For example, Stephanie (10) is currently writing the specifications and instructions for a new system. Her technical knowledge (11) provides the detail the documentation needs. Her business knowledge (12) helps her understand the needs of the workers using the

system. She **(13)** is also looking to the future for technical standards the company might want to adopt for future purchases, **(14)** thinking about future marketing applications, and **(15)** building in ways to cut costs.

Exercise 2 (Focus 2)

Decide whether a simple tense or progressive tense is appropriate for each blank and fill in the blank with the correct form of the verb in parentheses. Then choose one of the categories from Exercise 1 to explain *why* the verb is appropriate.

1. As she and her friends **(a)** _____ (talk) about the classes they **(b)** _____ (want) to take next semester, Lin **(c)** _____ (notice) that Sang **(d)** _____ (seem) sad. When she **(e)** _____ (ask) him what was wrong, he **(f)** _____ (tell) her that he **(g)** _____ (have) doubts about next semester. Although he **(h)** _____ (go) to school full-time last semester, he **(i)** _____ (run) his sick father's business now, and he rarely **(j)** _____ (have) enough time to study.
2. Right now Tran **(a)** _____ (study) English at a community college. She **(b)** _____ (hope) to transfer to a four-year college and study electrical engineering. She **(c)** _____ (be) the first in her family to go to college, and so she **(d)** _____ (feel) a lot of pressure not to fail. She **(e)** _____ (have) very supportive parents, though, who **(f)** _____ (do, constantly) everything they can to encourage her. Her mother often **(g)** _____ (mail) her presents from home, and her father **(h)** _____ (tell, always) her how proud he **(i)** _____ (be) of her.
3. Kim **(a)** _____ (have) an R.N. degree, but she **(b)** _____ (work) as a waitress until her English **(c)** _____ (improve) enough for her to pass her nursing exam. Every day she **(d)** _____ (work) from ten in the morning until late at night, sometimes one or two o'clock. She **(e)** _____ (be) so tired when she gets home that she just **(f)** _____ (take) a shower while her dinner **(g)** _____ (cook), **(h)** _____ (eat) dinner, and **(i)** _____ (go) to bed without any time to study. She **(j)** _____ (realize) that her schedule

- (k) _____ (take) away her opportunities to improve herself, but she really
(l) _____ (need) the money.

Exercise 3 (Focus 3)

Underline the present perfect and past perfect verbs in the following passages. Explain what information is expressed by the perfective aspect of these verbs. Choose one or more of the categories below (refer to Focus 3 in your textbook for examples).

We use perfect tenses to express the following:

- Events that happen before the moment of focus
 - Events that began in the past and continue to be true at present in contrast to completed events
 - Events that the speaker believes are relevant to the moment of focus in contrast to unrelated events
1. The day begins at 4:30 A.M. At that time I can hear Rosalie, the fifty-year-old woman who runs this little farm, padding to and fro in soft slippers doing I know not what to the stove, the dishes, the kitchen, and the pantry. By the time I get up, a couple of hours later, the cows have been attended to, breakfast prepared, the washing hung out, apples peeled, eggs collected, and other unseen tasks performed. Rosalie waves me to the kitchen table; and, though the gruel is curiously sour, I must eat, for she has made it especially for me and has filled it full of her best grains and buttermilk. She nods, smacks her lips, smiles her head, in vicarious delight, with every spoonful I take. I smile and grunt right back, and lately I have meant it, for the flavor of the stuff begins to grow on you. (From *Journal of a War: Northwest Europe, 1944–45* by Donald Pearce. The Macmillan Company of Canada, 1965.)
 2. (a) My work alone had awarded me a top place and I was going to be one of the first called in the graduating ceremonies. On the classroom blackboard, as well as on the bulletin board in the auditorium, there were blue stars and white stars and red stars. No absences, no tardiness, and my academic work was among the best of the year.
(b) My hair pleased me too. Gradually the black mass had lengthened and thickened, so that it kept at last to its braided pattern and I didn't have to yank my scalp off when I tried to comb it.
(c) I hoped the memory of that morning would never leave me. Sunlight was itself young, and the day had none of the insistence maturity would bring it in a few hours. In my robe and barefoot in the backyard, under cover of going to see about my new beans,

I gave myself up to the gentle warmth and thanked God that no matter what evil I had done in my life He had allowed me to live to see this day. (From *I Know Why the Caged Bird Sings* by Maya Angelou. New York: Random House, Inc., 1969.)

3. In a theater the other day I saw a picture of a man who had developed the soap bubble to a higher point than it had ever before reached. He had become the ace soap bubble blower of America, had perfected the business of blowing bubbles, refined it, doubled it, squared it, and had even worked himself up into a convenient lather. The effect was not pretty. Some of the bubbles were too big to be beautiful, and the blower was always jumping into them or out of them, or playing some sort of unattractive trick with them. It was, if anything, a rather repulsive sight. Humor is a little like that: it won't stand much blowing up, and it won't stand much poking. It has a certain fragility, an evasiveness, which one had best respect. (From "Some Remarks on Humor" by E.B. White. From an adaptation to the preface to *A Subtreasury of American Humor*, edited by Katherine S. White and E.B. White. New York: Harper and Row, 1954.)

Exercise 4 (Focus 3)

Choose either a simple or perfect tense to fill in each blank. More than one answer may be correct; be prepared to explain why you chose one aspect. You may find the review of points below (from your textbook) helpful:

Simple tenses express	Perfective aspect expresses
a. general ideas, relationships, and truths	f. events that happen before the moment of focus
b. habitual or repeated actions	g. events that began in the past and continue to be true at present in contrast to completed events
c. mental perceptions or emotions	h. events that the speaker believes are relevant to the moment of focus in contrast to unrelated events
d. possession or personal relationships	
e. time frame and moment of focus	

For years many Americans (1) _____ (believe) that somewhere between the ages of 40 and 60 people (2) _____ (suffered) something called a "midlife crisis." This (3) _____ (be) the feeling that youth (4) _____ (be) permanently behind, and only old age (5) _____ (lie) ahead. The stereotypical response to a midlife crisis (6) _____ (involve) some attempt to regain youth, and indeed, there

(7) _____ (be) many newspaper stories about women having plastic surgery and men having affairs with younger women.

However, some recent studies (8) _____ (place) doubt on this stereotype, particularly for people who (9) _____ (possess) certain traits. One research group (10) _____ (learn) that people who (11) _____ (be) happiest during their middle ages (12) _____ (look) honestly at themselves and (13) _____ (accept) the changes that (14) _____ (come) with age. At middle age, these people (15) _____ (understand) that they (16) _____ (have, not) the same strength or beauty as they (17) _____ (have) when they (18) _____ (be) twenty. So instead of relying on their physical qualities, at midlife these people (19) _____ (learn) to use the skills and wisdom the years (20) _____ (give) them. Often they use these qualities in ways that they (21) _____ (consider, not) before. Women especially (22) _____ (tend) to find surprising strengths in themselves at middle age. For example, the writers Kate Chopin and Edith Wharton (23) _____ (publish, not) anything before the age of 40.

Studies on relationships at middle age (24) _____ (find) a steady decline of stress in marriages all the way from youth into old age. Researchers (25) _____ (believe) that this (26) _____ (be) at least partly caused by what couples (27) _____ (learn) about each other when they are young. Finally, although in past studies middle-aged adults (28) _____ (score) lower than their younger counterparts on standardized cognitive tests, some researchers now (29) _____ (feel) that middle-aged people may simply see problems in equally intelligent but different ways from the young. Although they may not compute problems as quickly, middle-aged people (30) _____ (collect) more experience to base their solutions on. A young gardener might make a wonderful plan for his garden from the best books available, only to see his older neighbor's plot prosper from his greater knowledge of the weather and soil in that area.

Exercise 5 (Focus 3)

The perfective aspect is used to express (A) events that happen before the moment of focus, (B) events that begin in the past and continue to be true at present in contrast to completed events, and (C) events that the speaker believes are relevant to the moment of focus in contrast to unrelated events. Underline the perfect verbs in the following passages, and decide what type(s) of information are being expressed by the perfective aspect of these verbs. The first one has been done for you as an example.

1. (a) There was, however, one Italian import whose vocabulary has had an influence on the language out of all proportion to its significance in the American-Italian community: the Mafia. (b) Now treated as synonymous with organized crime (which it is not), the Mafia has added terms like *godfather*, *the family*, and *capo* to the language. (c) Hollywood's love affair with "gangster movies" has ensured a wide dissemination of criminal slang: *hoodlum*, *racketeer*, *rough house*, *hatchet man*, *doing the dirty work*, *hot seat* (originally "the electric chair"), *protection racket* and *loan shark*. (From *The Story of English* by Robert McCrum, William Cran, and Robert MacNeil. New York: Viking, 1986.)
2. (a) It is always tempting to make a direct link between the play of the child and the work of the adult . . . (b) None other than Frank Lloyd Wright himself recounted in his autobiography that he had played with Froebel blocks and that these had had an important influence on his creative development. (c) The Los Angeles architect Frank Gehry has claimed that his choice of career was influenced by his childhood construction play, and several of his projects do have the air of large playthings. (d) As a young graduate I worked for Moshe Safdie, the architect of Montreal's Habitat, which has often been likened to a pile of children's blocks and was in fact designed using Lego bricks. (From *The Most Beautiful House in the World* by Witold Rybczynski. New York: Viking, 1989.)
3. (a) The hallmark of the United States has been growth. (b) Americans have typically defined this process in quantitative terms. (c) Never was that more true than in the first half of the nineteenth century, when an unparalleled rate of growth took place in three dimensions: population, territory, and economy. (d) In 1850, Zachary Taylor—the last president born before the Constitution—could look back at vast changes during his adult life. (e) The population of the United States had doubled and then doubled again. (f) Pushing relentlessly westward and southward, Americans had similarly quadrupled the size of their country by settling, conquering, annexing, or purchasing territory that had been occupied for millennia by Indians and claimed by France, Spain, Britain, and Mexico. (From *Battle Cry of Freedom: The Civil War Era* by James M. McPherson. New York: Oxford University Press, 1988).