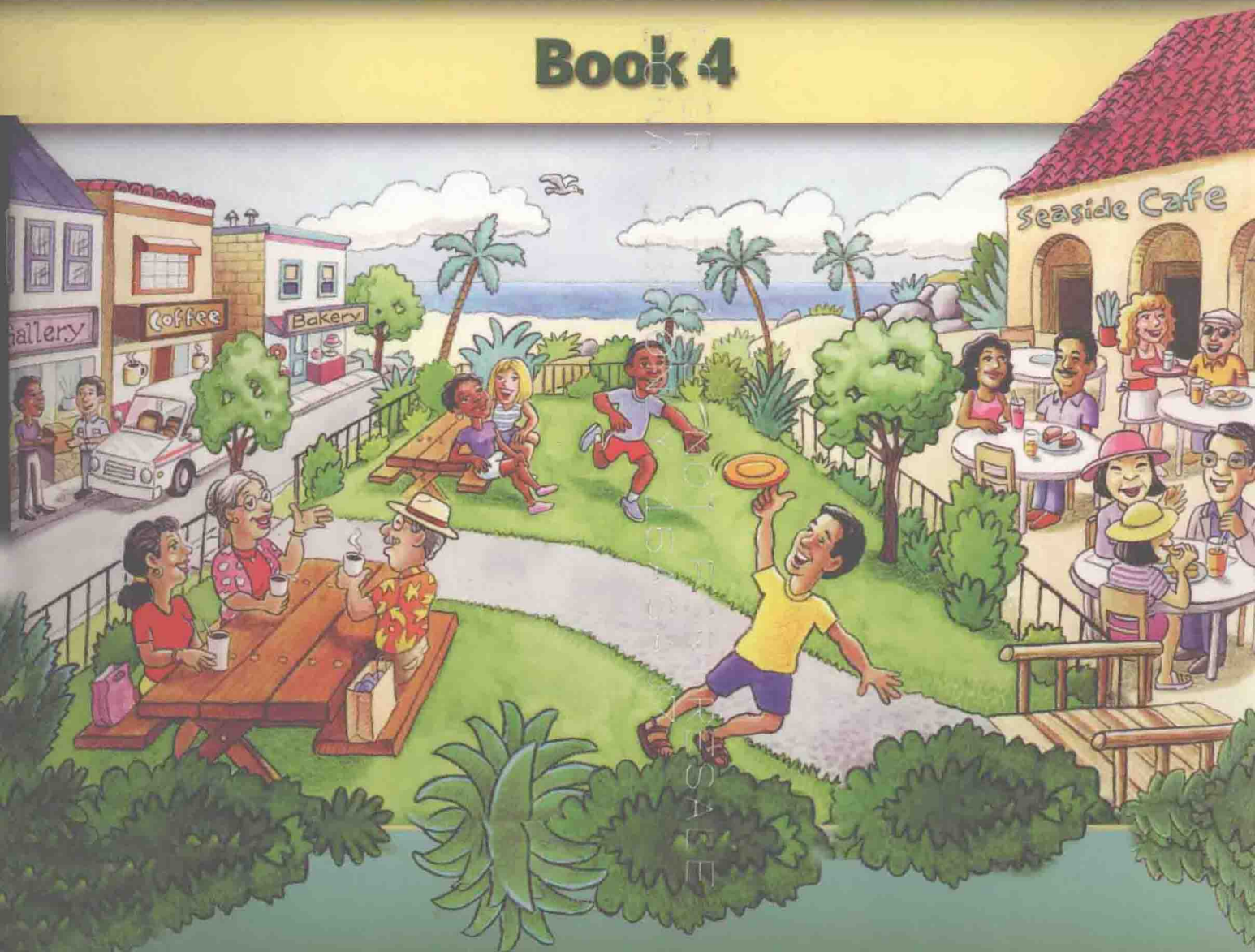


**Workbook**

# **Contemporary English**

**Second Edition**

**Book 4**



**Richard Firsten & Gerry Strei**

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## **Second Edition**

### **Workbook 4**

**Richard Firsten & Gerry Strel**



**McGraw-Hill**

## **Contemporary English Workbook 4**

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ISBN: 0-07-253976-3

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## About the Workbooks

*Contemporary English* is a four-level interactive topic-based English-as-a-Second-Language series for adult learners ranging from the high-beginning level to the low-advanced level. The *Contemporary English* Workbooks are designed for individual independent study as well as for classroom work. In the Workbooks, as in the Student Books, a predictable sequence is maintained.

For ease of use, the essential information in the **Spotlight** boxes of the Student Books is reproduced in the Workbooks. Each **Spotlight** is followed by a series of practice exercises, progressing from simple fill-in-the-blanks to more challenging activities that ask students to use the target structures as they write answers to real-life questions about themselves. Each unit contains a **Focus on Vocabulary** section in which students practice using new and recycled vocabulary in meaningful contexts. The activities in each unit's **Read, Think and Write** section cover higher-order thinking skills. Answers to all Workbook activities can be found in the Annotated Teacher's Edition.

At the end of each unit of the Workbook 4, one or two activities ask learners to organize the information, usually with the same type of graphic organizer used in the **Wrap Up** section found in the student book. The final problem-solving activity challenges learners to apply the content to their own lives. Each unit closes with a brief questionnaire, similar to **Think About Learning** in the Student Book, in which students note what was most enjoyable and helpful in the Workbook.

In short, the *Contemporary English* Workbooks provide the additional individualized practice students need, in a learner-friendly format.

## **Contents**

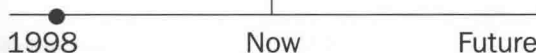
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# Unit 1 Looking for the Right Job

## Spotlight on Review Present Perfect

Use the simple past to talk about things that happened at a specific time in the past. You can use time words like **yesterday, last month, in 1998, three years ago.**

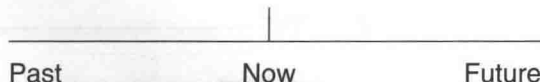
I **worked** in a factory in 1998.



Use the present perfect to talk about things that happened at some time in the past and that still affect the present. The time is not specific, and the action could be something that happened one time or several individual times. Time words often used with present perfect are **several/many/a few times, already** (in affirmative statements and questions) and **yet** (in questions and negative statements).

She has already sent the faxes.

She hasn't sent the faxes yet.



### Grammar Tip

Time words tell us if the time in the past is specific or not.

**Incorrect:** I have taken a computer class in 1998.

Use present perfect to show that something happened in the past and can happen again in the future. Time words often used are **before** and in the **past**.

I **have worked** in a factory before.

## Practice 1

Fill in each blank with the simple past or present perfect of the verbs in parentheses.

1. Pemba **work** worked as an electrician in Nigeria from 1989 to 1995.
2. He **receive** \_\_\_\_\_ an electrician's certificate in his country in 1989.
3. Pemba **have** \_\_\_\_\_ a job as an assembler since 1998.
4. He **get** \_\_\_\_\_ that job through an ad in the newspaper.
5. Pemba **not work** \_\_\_\_\_ as an electrician since his arrival in the U.S.
6. Last week, Pemba's neighbor **tell** \_\_\_\_\_ him to contact people about jobs for electricians.
7. Since that conversation, Pemba **talk** \_\_\_\_\_ to a few people.
8. His contacts **not help** \_\_\_\_\_ him yet, but Pemba has hope.



## Practice 2

Complete the conversation with the simple past or present perfect of the verbs in bold. If you see a question mark (?) at the end of a sentence, be sure to use question order.

Susan: When (1) **you/get** did you get to United States?

Pemba: I (2) **be** \_\_\_\_\_ here since 1998.

Susan: (3) **you/work** \_\_\_\_\_ as an assembler all that time?

Pemba: Yes, but I (4) **be** \_\_\_\_\_ an electrician in Nigeria.

Susan: Really? Why (5) **you/not get** \_\_\_\_\_ an electrician's job when you (6) **arrive** \_\_\_\_\_ in this country?

Pemba: I (7) **not have** \_\_\_\_\_ a license, and I (8) **not know** \_\_\_\_\_ any electricians who could help me.

Susan: (9) **you/meet** \_\_\_\_\_ my friend Nambi? He could help.

Pemba: No, I (10) **not have** \_\_\_\_\_ the pleasure.

Susan: I'll fix that. Nambi!



## Practice 3

Fill in the blanks with the simple past or present perfect of the verbs in bold. Use the present perfect whenever possible.

Pemba (1) **come** came to the United States several years ago. When he (2) **arrive** \_\_\_\_\_ in this country, he (3) **want** \_\_\_\_\_ to find a job as an electrician.

Pemba (4) **work** \_\_\_\_\_ as an assembler since his arrival. He (5) **not be able** \_\_\_\_\_ to find a job as an electrician. Pemba's friends (6) **tell** \_\_\_\_\_ him many times that he (7) **not have** \_\_\_\_\_ any luck finding a job as an electrician because he (8) **not join** \_\_\_\_\_ a union. They (9) **advise** \_\_\_\_\_ him to tell everybody that he is looking for a new job. Lots of people often (10) **find** \_\_\_\_\_ jobs that way.

## Focus on Vocabulary

### Practice 4

Fill in the blanks in these mini-conversations with words from the box.

to network	filled	job leads
human resources	union	join
position	to switch	newsletter
		classified ads

1. Nambi: Aren't you happy being an assembler, Pemba?  
Pemba: No, not really. I'd like (1) to switch jobs.
2. Susan: Have you gotten any (2) \_\_\_\_\_, Pemba?  
Pemba: No, not yet. But I'll continue (3) \_\_\_\_\_ with people.
3. Pemba: How can I (4) \_\_\_\_\_ the (5) \_\_\_\_\_?  
Receptionist: I'll send you an application and a copy of our (6) \_\_\_\_\_.
4. Pemba: Hello. I'm calling about the (7) \_\_\_\_\_ as an electrician. It was  
in the (8) \_\_\_\_\_ in the newspaper.  
Boss: That job hasn't been (9) \_\_\_\_\_ yet. Send your resume to the  
(10) \_\_\_\_\_ department.

### Practice 5

Circle the correct ending for each definition.

1. A certificate is a sheet of paper that says a person **has been in a program /**  
**has completed a program.**
2. To recommend somebody for a job means to say he/she **will accept a low salary /**  
**is very qualified.**
3. Your background is all about your **work history / future plans.**
4. An apprenticeship is something you have **in school / at work.**
5. A candidate is somebody who **is qualified for a job / has applied for a job.**
6. You need to receive training **to become a sports fan / to become a fast-food cook.**
7. If your performance review is acceptable, **you will be fired / you might get a raise.**
8. To be motivated means **to do things very quickly / to have good reasons to do something.**



## Spotlight on Review Present Perfect Continuous

Use the present perfect progressive (**have + been + present participle**) to talk about experiences that started in the past and are still continuing.

Compare the present perfect progressive with the present perfect and simple past:

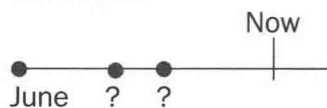
### Simple Past

I **had** an interview yesterday.



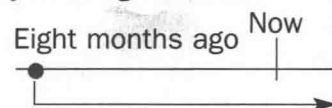
### Present Perfect

I've **had** three interviews since June.



### Present Perfect Progressive

I've **been looking** for a new job for eight months.



**For** describes a period of time (eight months, two years, five hours). **Since** describes a specific starting point (March 1990, 2:00 P.M. You can use **for** and **since** with the present perfect and the present perfect progressive.

## Practice 6

Circle your choice between the simple past or the present perfect continuous to complete each sentence in this interview.

Roger: Tell me, Pemba, where (1) did you work / have you been working as an electrician in Nigeria?

Pemba: At Rafiki Construction in Lagos. I (2) worked / have been working there for three years. But I (3) didn't work / haven't been working as an electrician since I (4) left / have been leaving Nigeria.

Roger: Why (5) didn't you get / haven't you been getting an electrician's license after your arrival in this country?

Pemba: I (6) tried / have been trying to support my family. They (7) depended / have been depending on me.

### Grammar Tip

With some verbs (**like, live, work, study, teach**), you can use either present perfect or present perfect continuous. The meaning is the same. With other verbs, present perfect continuous is used to express how long an activity has been in progress. For example: **I have read five books in English. / I have been reading books in English for one year.**

Fill in the blanks with the present perfect or present perfect continuous and the words in bold type. Write short answers in the blanks that don't have any words in bold.

Pemba: Excellent. I don't have any more questions.

Fill in the blanks with information that is true about you. Use the verbs in bold in the simple past, present perfect, or present perfect continuous.

- UNIT 1 5

## Spotlight on Tag Questions

Use tag questions when you think you know the answer, but you want to be sure.

If the verb is affirmative, the tag question is negative. If the verb is negative, the tag question is affirmative.

If the first part uses **be**, repeat this verb in the tag question + the subject.

You're an assembler, **aren't** you?

She **wasn't** laid off, **was** she?

If the verb in the first part is in the simple present, use **do**, **don't**, **does**, or **doesn't** + the subject. If the verb in the first part is in the simple past, use **did** or **didn't** + the subject.

You **work** at Cinch Factory now, **don't** you?

He **didn't** get a raise last week, **did** he?



Repeat the **auxiliary** or the **modal** if one is used in the first part.

You've been working at Cinch for nine months, **haven't** you?

I **should** work some overtime, **shouldn't** I?

### Practice 9

Fill in the blanks with a tag question.

1. The most popular way to find a job is networking, isn't it?
2. Not many people found jobs last year on the Internet, \_\_\_\_\_?
3. Many people can get jobs by going directly to companies, \_\_\_\_\_?
4. Employment agencies don't help many people find jobs, \_\_\_\_\_?
5. My chances of finding a job aren't very good on the Web, \_\_\_\_\_?
6. Pemba has been looking for a job for a long time, \_\_\_\_\_?
7. Pemba won't stop until he finds a good job, \_\_\_\_\_?
8. Pemba was an electrician in Nigeria, \_\_\_\_\_?
9. You don't need another job right now, \_\_\_\_\_?
10. It's not easy to find a job, \_\_\_\_\_?

## Practice 10

Using the words in parentheses, write a statement to go before each tag question.

(Neil / want / change jobs)

1. Neil wants to change jobs, doesn't he?

(Pemba / Nigerian)

2. \_\_\_\_\_, isn't he?

(your company / not hire / any more people / this year)

3. \_\_\_\_\_, will they?

(I / apply / this job / Internet)

4. \_\_\_\_\_, can't I?

(you / already / speak / employment counselor)

5. \_\_\_\_\_, haven't you?

(Margaret / not wear jeans / job interview)

6. \_\_\_\_\_, should she?

(we / supposed to give / age / application)

7. \_\_\_\_\_, are we?

## Practice 11

Fill in the first blank with a verb form from the box, and in the second blank add a tag question.

have had	saw	are hiring	won't be
aren't looking	came	can learn	

Interviewer: You (1) came here today about the sales job,  
(2) didn't you?

Applicant: Yes, you (3) \_\_\_\_\_ salespeople, (4) \_\_\_\_\_?

Interviewer: You (5) \_\_\_\_\_ our ad in the *Times* (6) \_\_\_\_\_?

Applicant: Yes, I did.

Interviewer: You (7) \_\_\_\_\_ experience as a salesperson,  
(8) \_\_\_\_\_? So (9) \_\_\_\_\_ about new  
merchandise fast, (10) \_\_\_\_\_?

Applicant: Yes, I can.

Interviewer: You (11) \_\_\_\_\_ for work at night, (12) \_\_\_\_\_?

Applicant: No. That (13) \_\_\_\_\_ a problem, (14) \_\_\_\_\_?

## Practice 12

Use these questions to interview two classmates, friends, or family members. Write their answers in complete sentences. If time permits, share the information in class.

1. How did you find your last/current job?
2. Was that job/Is this job the one you would like to keep doing?
3. If so, why? If not, what would you like to do instead?

A. Name:

Relationship:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

A. Name:

Relationship:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Read, Think and Write

### Practice 13

Correct Barry Cantor's résumé. Cross out things he shouldn't include (see examples). Change anything that isn't correct. Use the space on the left and right margins if you need room for your changes.

<p>Mr. Barry Cantor 4114 Honey Hill road Miami, FL 33124 305 755 2354 Email: <a href="mailto:barryc@jove.net">barryc@jove.net</a></p>	
<p>Birthdate: Objective Qualifications</p>	<p>9/29/74 human resources Manager Have worked as a manager • good communication skills • caring, concerned individual</p>
<p>Experiences January, 2001 to present</p>	<p>assistant human resources manager • in charge of employees benefits • supervised social events • managed sick leave &amp; vacations</p>
<p>1998–2001</p>	<p>human resources officer • interviewed job applicants • keep employee records • left because not happy with salary</p>
<p>Education 1994–1998</p>	<p>B.S. in industrial psychology (George Bunker University, Clarkstown Tx)</p>
<p>Hobbies</p>	<p>square dancing tennis and soccer</p>
<p>Volunteer Work</p>	<p>volunteer with my wife at the local Red Cross</p>
<p>Reference</p>	<p>If you want, I can give them to you.</p>

## Practice 14

Write questions that elicit the answers given.

Interviewer: (1) \_\_\_\_\_?

Applicant: The last job I had was at the Kitchen Sink.

Interviewer: (2) \_\_\_\_\_?

Applicant: It's a specialty store where they sell things for cooking.

Interviewer: (3) \_\_\_\_\_?

Applicant: I sold high quality pots, pans, and other cooking utensils.

Interviewer: (4) \_\_\_\_\_?

Applicant: Because the store relocated and the commute was too far.

Interviewer: (5) \_\_\_\_\_?

Applicant: It's been three months since I was laid off.

Interviewer: (6) \_\_\_\_\_?

Applicant: Yes, I'd be very happy to start right away!

Interviewer: Now, (7) \_\_\_\_\_?

Applicant: Yes, I do. Can you tell me about benefits? What kind of . . .

## Check Your Learning

Read these statements. Then check yes or no.

	YES	NO
I understand better how to use the present perfect.		
I understand how to use the present perfect continuous.		
I understand how to use tag questions.		
I want to tell the teacher:		

## Unit 2 Transportation Ups and Downs

## Spotlight on Review Past Perfect

Luis **had planned** to meet Eva at 6:00 before the accident happened.

A horizontal timeline with three points marked by dots. The first dot is labeled 'Luis made plans' below it. The second dot is labeled 'accident' below it. A vertical line segment marks the 'Now' point, labeled 'Now' above it. The timeline is labeled 'Past' at the far left, 'Now' at the 'Now' point, and 'Future' at the far right.

Use the past perfect (**had** + past participle) to show that one action in the past happened before another action in the past.

By 5:00, Luis **had called** the agent. He hadn't called Ed yet.

A horizontal timeline with three points: 'Past', 'Now', and 'Future'. A dot is placed under 'Past' with the label 'called agent' below it. Another dot is placed under 'Now' with the label '5:00' below it.

The past perfect is often used with **by** (a time in the past).

When two actions are in the past, use past perfect to show the first action and simple past to show the second. You can change the order of the actions in the sentence, but the verb tenses stay the same.

action 1                                          action 2

Luis **had bought** flowers for his wife before he **left** for the airport.

action 2                      action 1  
Before he **left** for the airport, Luis **had bought** flowers for his wife.

## Practice 1

**Circle the correct verb form in the following sentences about Luis and Eva.**

1. Luis **had never been** / **have never been** in an accident before.
2. Eva **had just arrived** / **just arrives** home when the telephone **rings** / **rang**.
3. Before she **had left** / **left** home, Luis **tells** / **had told** Eva that he would meet her at noon.
4. When the car behind Luis **hit** / **had hit** him, he **had slowed down** / **has slowed down**.
5. By 7:00. the police officer **has filed** / **had filed** a report, but Luis **hadn't filed** / **didn't file** a claim yet.
6. Eva and Luis **wanted** / **had wanted** to cook dinner together, but the accident **caused** / **had caused** a change in their plans.



## Practice 2

Unscramble Ramon's answers to his insurance agent's questions about an accident.

Agent: Tell me exactly what happened, Ramon.

Ramon: had the car in front of me stopped just it hit I when .

1. The car in front of me had just stopped when I hit it.

Agent: Were you driving fast when the accident happened?

Ramon: I no, not was . / had in fact, slowed down just I .

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

Agent: What do you suppose was the cause of the accident?

Ramon: looked down occurred just had I when accident the .

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

Agent: What else happened?

Ramon: the car had after the car hit I , ahead of me crashed  
behind me into my car .

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

## Practice 3

Fill in each blank with the simple past or the past perfect of a verb in the box.

look	hit	crash
notice	not be	change

Police Officer: Please describe the accident for me.

Ramon: Well, I (1) \_\_\_\_\_ the car in front of me at the intersection.

Police Officer: Aren't you familiar with this intersection?

Ramon: No. I (2) \_\_\_\_\_ on Harvard Avenue before.

Police Officer: Didn't you see the light turn red?

Ramon: I (3) \_\_\_\_\_ **hit** down at my map when the light

(4) \_\_\_\_\_. By the time I (5) \_\_\_\_\_ the red

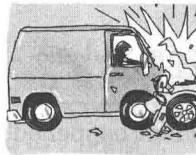
light, I (6) \_\_\_\_\_ into the car in front of me already.

# Focus on Vocabulary

## Practice 4

Match the sentences with the pictures.

1.   c  



5.           



a. He was injured.

2.           



6.           



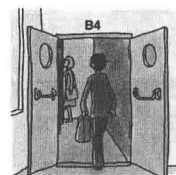
b. This plane is going to land.

c. There has been a collision.

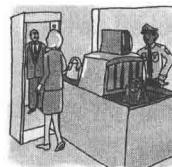
d. She wants to book a flight.

e. She has just passed security.

3.           



7.           



f. The truck is towing a damaged car.

g. She is entering the gate to board a plane.

4.           



8.           



h. This is the baggage claim area.

## Practice 5

Match the terms with the definitions.

1.   b   to submit

a. rates

2.            small bags taken on the plane

b. to file

3.            amount not covered

c. to cover

4.            insurance protection

d. coverage

5.            costs

e. policy

6.            responsibility

f. liability

7.            to include

g. deductible

8.            card allowing you to get on

h. boarding pass

9.            insurance plan

i. carry-ons

10.            planes coming in

j. flight attendant

11.            airline employee

k. departures

12.            planes leaving

l. arrivals