

FOURTH EDITION (第四版)

GRAMMAR *in* CONTEXT

英语语境语法

3B



SANDRA N. ELBAUM



北京大学出版社  
PEKING UNIVERSITY PRESS

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著作权合同登记 图字: 01-2006-0574

图书在版编目(CIP)数据

英语语境语法. 3B / 桑德拉编著. —北京: 北京大学出版社, 2006.1  
(英语语境语法系列丛书)

ISBN 7-301-10315-8

I. 英… II. 桑… III. 英语-语法 IV. H314

中国版本图书馆 CIP 数据核字(2005)第 145673 号

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Grammar in Context 3B, Fourth Edition

EISBN: 1-4130-0823-2

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981-265-832-7

Thomson Learning (A division of Thomson Asia Pte Ltd)

5 Shenton Way, # 01-01 UIC Building Singapore 068808

书 名: 英语语境语法 3B (第四版)

著作责任者: SANDRA N. ELBAUM 编著

责任编辑: 胡 娜 张 冰

标准书号: ISBN 7-301-10315-8/H·1608

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://cbs.pku.edu.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767347

电子邮箱: [zbing@pup.pku.edu.cn](mailto:zbing@pup.pku.edu.cn)

排 版 者: 华伦图文制作中心

印 刷 者: 北京大学印刷厂

经 销 者: 新华书店

889 毫米×1194 毫米 16 开本 20 印张 550 千字

2006 年 1 月第 1 版 2006 年 1 月第 1 次印刷

定 价: 32.00 元(配有光盘)

# 导 言

北京大学英语系教授 王逢鑫

语言由语音、词汇和语法三个要素组成。学习一门外语,必须掌握这三个要素,缺一不可。有人认为只要记住单词,能读出音来,就行了,而语法可有可无。其实这是一种误解。语法是组词造句的法则,十分重要。传统英语语法细分为词法(morphology)和句法(syntax)。词法解释词分为哪些种类,即词类;告诉人们每个词类有什么特点,即词性;说明一个词与别的什么词可以联系在一起使用,即在句子里起什么作用。英语词汇形态与汉语有很大的区别。例如,名词有单、复数之分,还有可数与不可数之分。人称代词有主格、宾格和所有格之分。动词有现在式、过去式和过去分词三种不同形式;还有不定式、现在分词、过去分词和动名词等非谓语动词形式。形容词有原级、比较级和最高级三种形式。数词有基数词和序数词之分。以上词类大都是规则变化,但是也有很多不规则变化的例外情况。例如英语有一百来个不规则动词,其中多数是常用动词。介词后面跟人称代词要用宾格,跟动词要用动名词形式。英语的冠词更是难学。有人学了多年英语,还是弄不清楚什么时候用定冠词,什么时候用不定冠词,什么时候不用任何冠词。虽然不定冠词仅有 a 和 an 两种形式,但是有人把 an hour 写成 a hour,把 a university 写成 an university。这些繁杂的内容都是初学者必须掌握的,使用不当就要犯错误。

英语句法分析句子的种类、结构和功能。英语句法比汉语复杂。英语有各种各样的时态,每种时态有自己固定的形式,不能用错。句法规则繁多,几乎没有什么道理可讲。例如,在一般现在时里,单数第三人称的动词要加-s。情态动词和助动词后面要跟原形动词。英语句子讲究人称和时态前后呼应,左右照顾。诸如此类的条条框框都是初学者的“拦路虎”。

国内外的语言学家和英语教师,曾经尝试使用各种各样的方法来教英语语法。时代不同,学习目的不同,教学对象不同,教材不同,学习方法不同,使得人们很难找到学习英语语法的一个最佳方案。但是,我们了解一下国内外英语语法教学的来龙去脉,或许有助于我们吸取教训,总结经验,寻找有效的学习英语语法的途径。

传统法(traditional method)强调以语法为纲,以语法为教学中心。学生按部就班学习语法规则,先是死记硬背条条框框,然后做大量的机械性(mechanical)练习,基本上是没有上下文的单句翻译、语法填空和造句练习。追求的是语法形式正确无误,而不管在什么情况下使用语言。学习语法,不是为了交际,而是为了阅读内容艰深的文章,分析复杂的句法结构。我国解放前和解放初期的英语专业大学生,是通过传统法学习英语语法的,虽然有一些弊端,例如引导学生重视阅读和笔译,而忽视口头表达能力的培养。但是这种方法也并非一无是处。学生中不乏精通英语的成功者。传统法强调阅读小说、诗歌、戏剧和散文等文学作品,认为文学语言是最好的语言。通过对语句和篇章细致的句法分析,学生获得对语句和篇章



结构,尤其是繁杂结构的精确理解。今天我们强调学习语言是为了交流思想,重视口头表达能力,传统法是难当此任的。

听说法(audio-visual method)将英语分成许多基本句型(sentence pattern),将语法教学与句型教学结合在一起。要求学生熟练掌握句型,反复口头练习,达到不假思索,脱口而出的程度。掌握了句型,就等于掌握了语法。20世纪60年代初,听说法引入我国,在当时的英语专业大学生中间曾经奏效。学生反复练习没有上下文的基本句型,虽然枯燥无味,但是在当时的历史环境下,多数学生能够不厌其烦地做大量的机械性口头练习,而取得较好的学习效果。现在的学生要求在学习过程中有更多的独立自主,对死记硬背基本句型不太感兴趣。利用听说法学习英语语法似乎不太合乎时宜了。

语言学家和英语教师总是想方设法改进语法教学。他们先是将以单句练习为主的机械性句型练习,扩充为共有两句话的二人对话,构成一个简单的情景,使所练习的句型变得有意义。再往后,进一步将二人对话扩大为围绕一个主题的、有上下文的情景会话(situational conversation)。这样,学生可以在一定的语境(context)之中通过句型学习英语语法。最初的语境是为了练习某个语言点,或为了掌握某种意念功能而编造的,具有人为的成分。20世纪80年代初,国内外兴起交际法(communicative method)。这种教学法的目标是让学生不仅学会听、说、读、写的语言能力(linguistic competence),还要掌握交际能力(communicative competence)。交际法从交流的目的出发,既要求语法正确(correct in grammar),更要求语用得体的(appropriate in use)。因而在教学中引进了社会与文化因素。学习内容不再是干巴巴的基本句型,而是人们关注的社会问题和文化现象。学生不再为学习语法而学习语法,而是为了交际来学习语法。他们希望能够使用语法正确、语用得体的语言,就人们关注的社会问题和文化现象进行交流。这样就需要在一定的社会环境和文化语境里学习语言,包括学习语法。在学习语言的同时,必须了解英语国家的文化背景,以及中外文化差异。只有学习了相关的文化背景知识,才能更好地掌握语言。这套名为Grammar in Context(《英语语境语法》)的教材,在上述背景下应运而生。

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这套《英语语境语法》的编者 Sandra N. Elbaum 女士,是美国的一位英语教师,专门教授从世界各地到美国的移民,他们是以英语为第二语言的学生。Elbaum 女士幼年随父母由波兰移民到美国,语言差异和文化差异经常使她的父母感到困惑。Elbaum 女士在移民聚居的社区中成长,深知一个外国移民在美国生存,不仅要逾越语言障碍,更要克服文化差异。她有一个信念,就是通过语境学习语法。她不但在教学中身体力行,通过语境教英语语法,而且亲自编写教材,体现这一理念。

这套英语教材名曰《英语语境语法》,实际上是教给学生通过语境学习英语语言。这套教材的宗旨是:让学习者在语境中学习语法,以便学到更多东西,记住更多东西,更加有效地运用语言。

这套教材有如下突出特点:

1. 教给学生进行口头交流和书面交流所必需的语法知识。按照循序渐进原则安排语法点,讲解后面的语法内容都联系和复习前面的语法内容,使整个语法系统构成一个有机的整体。解释每个语法点,都使用形象的语法图表(grammar chart),一目了然。每个语法图表提供有语境的精选例句,并给出清晰的解释,还配以语言提示(language note),增强学习者对所学语法结构的理解。每个语法点还以图表方式解释其形式、用途、语序、主语、相关结构、描述与定义、所需介词搭配、肯

定句、否定句和疑问句及回答等项目。每个项目都配有大量的口头和笔头练习。

2. 不是为教语法而教语法,而是通过语法教学,给学习者提供有用的(usable)、有意义的(meaningful)技能和基本文化知识。在课堂上,教师不是局限于让学生做机械性练习,而是让他们通过二人对话、小组活动、游戏、讨论等多种形式的扩展活动(expansion activity),互相启发,互相帮助,学以致用。通过阅读、作文、独立思考的练习等方式,学习者拓展自己的语言知识和交际能力,最终达到既能有效使用语言,又有信心正确使用语言进行交流的双重目的。
3. 教材将英语语法学习和美国文化语境结合起来。全套教材分为1、2、3三级,每级又分为两个分册,共有1A、1B、2A、2B、3A、3B等6个分册。1级和2级各有14课;3级有10课。每课内容,包括语法讲解和练习、阅读课文和扩展活动,都围绕美国社会的一个热门话题,构成一个语境。从语言学习角度,涉及一个语法点;从文化学习角度,涉及一个话题。二者巧妙结合。1级有学校生活、美国政府、美国节日、美国人及其住宅、家庭与姓名、美国人生活方式、婚礼、飞行、购物、营养与健康、伟大女性、美国地理、约会与婚姻、实习等14个话题。2级有宠物、老年生活、改善生活、婚礼、感恩节与印第安人、健康、移民、租房、上网搜索、找工作、交友、体育、法律、货币等14个话题。3级有工作、好莱坞、灾难与悲剧、消费者警告、肯尼迪家族、计算机与互联网、帮助他人、来到美国、关爱儿童、科学与科幻小说等10个话题。这些语境概括了美国社会的方方面面,是了解美国文化和在美国生存所必需的基本知识。这些语境有助于学习者掌握必需的文化背景知识,使他们懂得美国文化在语言、信仰和日常生活情景等方面的重要作用。

这是一套通过语境学习英语的好教材。使用这套教材,学习者不仅可以熟练掌握英语语法,运用英语语言;而且可以学习美国文化背景知识,在语境中学习英语,在语境中使用英语。希望学习者喜欢这套教材,并通过学习这套教材学好英语。

*In memory of  
Meyer Shisler—teacher, scholar, inspiration*

# Acknowledgments

Many thanks to Dennis Hogan, Jim Brown, Sherrise Roehr, Yeny Kim, and Sally Giangrande from Thomson Heinle for their ongoing support of the *Grammar in Context* series. I would especially like to thank my editor, Charlotte Sturdy, for her keen eye to detail and invaluable suggestions.

And many thanks to my students at Truman College, who have increased my understanding of my own language and taught me to see life from another point of view. By sharing their observations, questions, and life stories, they have enriched my life enormously.—*Sandra N. Elbaum*

Thomson Heinle would like to thank the following people for their contributions:

**Marki Alexander**  
Oklahoma State  
University  
Stillwater, OK

**Joan M. Amore**  
Triton College  
River Grove, IL

**Edina Pingleton  
Bagley**  
Nassau Community  
College  
Garden City, NY

**Judith A. G. Benka**  
Normandale Community  
College  
Bloomington, MN

**Judith Book-  
Ehrlichman**  
Bergen Community  
College  
Paramus, NJ

**Lyn Buchheit**  
Community College of  
Philadelphia  
Philadelphia, PA

**Charlotte M. Calobrisi**  
Northern Virginia  
Community College  
Annandale, VA

**Sarah A. Carpenter**  
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College  
Bloomington, MN

**Jeanette Clement**  
Duquesne University  
Pittsburgh, PA

**Allis Cole**  
Shoreline Community  
College  
Shoreline, WA

**Jacqueline M.  
Cunningham**  
Triton College  
River Grove, IL

**Lisa DePaoli**  
Sierra College  
Rocklin, CA

**Maha Edlbi**  
Sierra College  
Rocklin, CA

**Rhonda J. Farley**  
Cosumnes River College  
Sacramento, CA

**Jennifer Farnell**  
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Program  
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**Abigail-Marie  
Fiattarone**  
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College  
Mesa, AZ

**Marcia Gethin-Jones**  
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Connecticut  
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Program  
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**Linda Harlow**  
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College  
Santa Rosa, CA

**Suha R. Hattab**  
Triton College  
River Grove, IL

**Bill Keniston**  
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College

Bloomington, MN

**Walton King**  
Arkansas State  
University  
Jonesboro, AR

**Kathleen Krokhar**  
Truman College  
Chicago, IL

**John Larkin**  
NVCC-Community and  
Workforce  
Development  
Annandale, VA

**Michael Larsen**  
American River College  
Sacramento, CA

**Bea C. Lawn**  
Gavilan College  
Gilroy, CA

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Pasadena, CA

**Oranit  
Limmaneeprasert**  
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**Melanie A. Majeski**  
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Community College  
Waterbury, CT

**Maria Marin**  
De Anza College  
Cupertino, CA

**Karen Miceli**  
Cosumnes River College  
Sacramento, CA

**Jeanie Pavichevich**  
Triton College  
River Grove, IL

**Herbert Pierson**  
St. John's University  
New York City, NY

**Dina Poggi**  
De Anza College  
Cupertino, CA

**Mark Rau**  
American River College  
Sacramento, CA

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**Martha Yeager-Tobar**  
Cerritos College  
Norwalk, CA



## A word from the author

It seems that I was born to be an ESL teacher. My parents immigrated to the U.S. from Poland as adults and were confused not only by the English language but by American culture as well. Born in the U.S., I often had the task as a child to explain the intricacies of the language and allay my parents' fears about the culture. It is no wonder to me that I became an ESL teacher, and later, an ESL writer who focuses on explanations of American culture in order to illustrate grammar. My life growing up in an immigrant neighborhood was very similar to the lives of my students, so I have a feel for what confuses them and what they need to know about American life.



ESL teachers often find themselves explaining confusing customs and providing practical information about life in the U.S. Often, teachers are a student's only source of information about American life. With **Grammar in Context, Fourth Edition**, I enjoy sharing my experiences with you.

**Grammar in Context, Fourth Edition** connects grammar with American cultural context, providing learners of English with a useful and meaningful skill and knowledge base. Students learn the grammar necessary to communicate verbally and in writing, and learn how American culture plays a role in language, beliefs, and everyday situations.

Enjoy the new edition of **Grammar in Context!**

*Sandra N. Elbaum*

# Grammar in Context

*Students learn more, remember more, and use language more effectively when they learn grammar in context.*

Learning a language through meaningful themes and practicing it in a contextualized setting promote both linguistic and cognitive development. In **Grammar in Context**, grammar is presented in interesting and culturally informative readings, and the language and context are subsequently practiced throughout the chapter.

New to this edition:

- New and updated readings on current American topics such as Instant Messaging and eBay.
- Updated grammar charts that now include essential language notes.
- Updated exercises and activities that provide contextualized practice using a variety of exercise types, as well as additional practice for more difficult structures.
- New lower-level *Grammar in Context Basic* for beginning level students.
- New wrap-around Teacher's Annotated Edition with page-by-page, point-of-use teaching suggestions.
- Expanded Assessment CD-ROM with ExamView® Pro Test Generator now contains more questions types and assessment options to easily allow teachers to create tests and quizzes.

Distinctive Features of *Grammar in Context*:

Students prepare for academic assignments and everyday language tasks.

Discussions, readings, compositions, and exercises involving higherlevel critical thinking skills develop overall language and communication skills.

Students expand their knowledge of American topics and culture.

The readings in **Grammar in Context** help students gain insight into and enrich their knowledge of American culture and history. Students gain ample exposure to the practicalities of American life, such as writing a résumé, dealing with telemarketers, and junk mail, and getting student internships. Their new knowledge helps them adapt to everyday life in the U.S.

Students learn to use their new skills to communicate.

The exercises and Expansion Activities in **Grammar in Context** help students learn English while practicing their writing and speaking skills. Students work together in pairs and groups to find more information about topics, to make presentations, to play games, and to role-play. Their confidence in using English increases, as does their ability to communicate effectively.

# Welcome to Grammar in Context, Fourth Edition

*Students learn more, remember more, and use language more effectively when they learn grammar in context.*

**Grammar in Context, Fourth Edition** connects grammar with rich, American cultural context, providing learners of English with a useful and meaningful skill and knowledge base.

An Audio Program allows students to hear the readings and dialogs, and provides an opportunity to practice their listening skills.

Readings on American topics such as Instant Messaging, eBay, and The AIDS Ride present and illustrate the grammatical structure in an informative and meaningful context.

**2.10 | Participles Used as Adjectives to Show Feelings**

The participles of a verb can be used as adjectives.

Chaplin's movies **entertained** people. (verb)  
His movies are **entertaining**. (present participle) People are **entertained**. (past participle)

Chaplin's movies **interest** us. (verb)  
Chaplin's movies are **interesting**. (present participle) We are **interested** in his movies. (past participle)

Examples	Explanation
The movie <b>bored</b> us. ( <b>bored</b> = verb) a. The movie was <b>boring</b> . I left the <b>boring</b> movie before it was over. b. Some people were <b>bored</b> . The <b>bored</b> people got up and left.	In some cases, both the present participle (a) and the past participle (b) of the same verb can be used as adjectives. The present participle (a) gives an active meaning. The movie <i>actively</i> caused a feeling of boredom. The past participle (b) gives a passive meaning. It describes the receiver of a feeling. The people were bored by the movie.
a. Chaplin had an <b>interesting</b> life. He was poor and then became very rich. b. I am <b>interested</b> in Chaplin. I would like to know more about him. a. The main character in <i>Friday the Thirteenth</i> is a <b>frightening</b> man. b. I was <b>frightened</b> and couldn't sleep after seeing the movie.	A person can cause a feeling in others or he can receive a feeling. Therefore, a person can be both <i>interesting</i> and <i>interested</i> , <i>frightening</i> and <i>frightened</i> , etc.
The book is <b>interesting</b> . (never <i>interested</i> ) The movie is <b>entertaining</b> . (never <i>entertained</i> )	An object (like a book or a movie) doesn't have feelings, so a past participle cannot be used to describe an object.

Language Note:  
1. The following pictures show the difference between a **frightening** man and a **frightened** man.


a. The man is **frightening** the children. = He's a **frightening** man.

b. The man is **frightened** by the robber. = He's a **frightened** man.

**CHARLIE CHAPLIN**

Before You Read

1. Have you ever heard of Charlie Chaplin?
2. Have you ever seen a silent movie? Do you think a silent movie can be interesting today?



Charlie Chaplin, 1889–1977

Read the following article. Pay special attention to participles used as adjectives.

Charlie Chaplin was one of the greatest actors in the world. His **entertaining** silent movies are still popular today. His **amusing** character "Little Tramp" is well **known** to people throughout the world. Chaplin had an **amazing** life. His idea for this poor character in worn-out shoes, round hat, and cane probably came from his childhood experiences.

Born in poverty in London in 1889, Chaplin was abandoned by his father and left in an orphanage by his mother. He became **interested** in acting at the age of five. At ten, he left school to travel with a British acting company. In 1910, he made his first trip to America. He was talented, athletic, and hard-working, and by 1916 he was earning \$10,000 a week. He was the highest-paid person in the world at that time. He produced, directed, and wrote the movies he starred in.

Even though "talkies" came out in 1927, he didn't make a movie with sound until 1940, when he played a comic version of the **terrifying** dictator, Adolf Hitler.

As Chaplin got older, he faced **declining** popularity as a result of his politics and personal relationships. After he left the U.S. in 1952, Chaplin was not allowed to re-enter because of his political views. He didn't return to the U.S. until 1972, when he was given a special Oscar for his lifetime of **outstanding** work.

Did you Know?  
President Ronald Reagan did not want Chaplin to be allowed back into the U.S.


Passive Voice; Participles Used as Adjectives; Get + Participles and Adjectives 77

Grammar charts offer clear explanations and provide contextualized examples of the structure.

Language Notes refine students' understanding of the target structure.

**EXERCISE 8** Which of the following sentences can be changed to passive voice? Change those sentences. If no change is possible, write *no change*.

**EXAMPLES** Today they do most animation with computer software.  
 Today most animation is done with computer software.  
 Walt Disney moved to Hollywood in 1923.  
 No change.



1. I heard a noise outside. What happened?
2. Someone left a box of popcorn on the seat.
3. Many movie stars live in California.
4. Marilyn Monroe was a famous actress. She died in 1962.
5. I slept during the movie.
6. You can rent *Finding Nemo* on DVD.
7. They will show a movie at 9:30 in the auditorium.
8. They have sold all the tickets.

**EXERCISE 9** Fill in the blanks with the active or passive form of the verb in parentheses ( ).

**EXAMPLES** Walt Disney was a clever businessman.  
 (past: be)  
 His cartoons are seen all over the world.  
 (present: see)

1. Walt Disney \_\_\_\_\_ famous when he \_\_\_\_\_ Mickey Mouse.  
 (past: become) (past: create)
2. Walt Disney \_\_\_\_\_ most of his cartoon characters.  
 (past: not/draw)

72 Lesson 2

A variety of contextualized activities keeps the classroom lively and targets different learning styles.

A Summary provides the lesson's essential grammar in an easy-to-reference format.

**SUMMARY OF LESSON 2**

**PART 1 Passive Voice**

Passive Voice = Be + Past Participle	Use
<b>With an Agent:</b> Mickey Mouse <b>was created</b> by Walt Disney. Star Wars <b>was directed</b> by George Lucas.	The passive voice can be used with an agent, especially if we want to emphasize the result of the action. <b>Note:</b> Do not mention the agent if it is not a specific person. <b>Wrong:</b> Spanish is spoken by people in Mexico.
<b>Without an Agent:</b> a. Hollywood <b>was built</b> at the beginning of the twentieth century. b. Children <b>are not allowed</b> to see some movies. c. The Oscar presentation <b>is seen</b> all over the world. d. I <b>was told</b> that you didn't like the movie. Reagan <b>got shot</b> in 1981. I <b>got fired</b> from my job. A lot of people <b>got killed</b> in the war.	The passive voice is usually used without an agent: a. When it is not important to mention who performed the action b. When the agent is obvious c. When the agent is not a specific person but people in general d. To hide the identity of the agent Ger can be used instead of be in certain conversational expressions. Do not use get when the agent is mentioned. <b>Wrong:</b> Reagan got shot by John Hinckley.

88 Lesson 2

Editing Advice gives students pre-writing practice by alerting them to common errors.

#### EDITING ADVICE

1. Don't use *to* after a modal. (Exception: *ought to*)  
You should to buy a new car.
2. Use the base form after a modal.  
She can't <sup>go</sup> goes with you.  
You should <sup>study</sup> studying every day.
3. Don't forget *d* in *supposed to*, *permitted to*, *allowed to*.  
He's not <sup>d</sup> suppose to drive. He's too young.  
You're not <sup>ed</sup> allow to talk during the test.

Test/Review at the end of each lesson provides a chance to review and/or assess the grammar from the lesson.

#### LESSON 4 TEST/REVIEW

PART I Find the mistakes with the underlined words, and correct them. Not every sentence has a mistake. If the sentence is correct, write C.

- EXAMPLES He got to talk to you.  
You ought to come to class earlier. C
1. You must to leave the building immediately.
  2. We not allowed to use our books during a test.
  3. To become a U.S. citizen, you must be able to speak simple English.
  4. She can't find a job.
  5. You're almost out of gas. You better fill up your gas tank.
  6. The boss expects everyone to be on time. You'd better don't come late to the meeting.
  7. She can type very fast.
  8. Where I can find information about museums in this city?
  9. You're not allowed to talk during a test.
  10. It's cold outside. You'd better take a sweater.
  11. We're supposed to write a composition about our parents.
  12. I got to buy a new car.
  13. When is your brother supposed to arrive?
  14. It's suppose to rain tomorrow.

176 Lesson 4

Modals—Present and Future; Related Expressions 177

#### EXPANSION ACTIVITIES

##### Classroom Activities

1. Form a small group. Take something from your purse or pocket that says something about you. Show it to your group. Your group will make deductions about you.  
EXAMPLE car keys  
You must have a car.
2. On the left are some American customs. On the right, tell if there is a comparable custom in your native culture. Write what that custom is.

In the U.S.	In my native culture
When someone sneezes, you're supposed to say, "Bless you."	
If you're invited to a party, in most cases you're not supposed to take your children.	
Americans sometimes have potluck parties.	
Guests are supposed to bring food to the party.	
There are some foods you can eat with your hands. Fried chicken and pizza are examples.	
Students are not supposed to talk to each other during an exam.	
When you're too sick to go to work, you're supposed to call your employer and say you're not coming in that day.	

Expansion Activities provide opportunities for students to interact with one another and further develop their speaking and writing skills.

##### Outside Activities

1. Call your local phone company to find out how much it costs to order Caller ID service.
2. Watch an infomercial on TV. Write several sentences telling what the product is supposed to do.
3. If you have an apartment lease, make a copy of it and circle all the modals.

##### Internet Activities

1. Look for the Web sites of the Federal Trade Commission, the Better Business Bureau, or the National Fraud Information Center. Find some interesting consumer information to share with the class.
2. At a search engine, type in *do-not-call registry*. If you want to, add your phone number (s) to this registry.
3. At a search engine, type in *infomercial*. Find a report about TV infomercials. Print it and bring it to class.
4. At a search engine, type in *scam*. Print out an article about any type of scam you find and bring it to class. Circle all the modals in the article.

Additional Activities at <http://elt.thomson.com/gic>

Internet Activities encourage students to use technology to explore a wealth of online resources.



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