

GRAMMAR FOR LANGUAGE LEARNING

ELEMENTS *of* SUCCESS

with essential
Online Practice

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2

Grammar Terms Quick Guide

TERMS	EXAMPLES										
base form of a verb The base form of a verb is the simplest form. We can add different endings to the base form.	<p>talk + -s = talks (He talks a lot.)</p> <p>talk + -ed = talked (I just talked to her.)</p> <p>talk + -ing = talking (Who's talking?)</p>										
clause A clause is a group of words with a subject and a complete verb that work together as a unit. A sentence can have one or more clauses.	<p>His flight arrived early. 1 clause</p> <p>They came 1 clause but they didn't stay long. 1 clause</p>										
determiner We use determiners before nouns. Different kinds of determiners add different kinds of information to the noun.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>a friend</td> <td>six friends</td> </tr> <tr> <td>my friend</td> <td>several friends</td> </tr> <tr> <td>her new friend</td> <td>a lot of friends</td> </tr> <tr> <td>those friends</td> <td></td> </tr> </table>	a friend	six friends	my friend	several friends	her new friend	a lot of friends	those friends			
a friend	six friends										
my friend	several friends										
her new friend	a lot of friends										
those friends											
gerund / gerund phrase A gerund is the -ing form of a verb when it is used as a kind of noun phrase (it answers the question <i>what?</i>). A gerund phrase is a phrase with a gerund.	<p>I don't enjoy cooking.</p> <p>You can learn a lot from traveling to different countries.</p>										
helping verb We use a helping verb together with a main verb. The helping verbs <i>do, be, and have</i> signal the time and singular/plural of the verb. Modal verbs (such as <i>can</i> and <i>be able to</i>) are also helping verbs.	<p>She doesn't know.</p> <p>What did he say?</p> <p>I'm leaving.</p> <p>He hasn't come home yet.</p> <p>They can't come.</p>										
linking verb A linking verb connects a subject with information that describes or identifies it. <i>Be</i> is the most common linking verb.	<p>She's really smart. (She = really smart)</p> <p>She is already in the advanced class.</p> <p>That sure smells good.</p> <p>Your new bicycle looks really light.</p>										
non-action verb Non-action verbs describe states instead of actions. They are also called <i>stative verbs</i> .	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>appear</td> <td>believe</td> <td>feel</td> <td>imagine</td> <td>like</td> </tr> <tr> <td>be</td> <td>belong</td> <td>have</td> <td>know</td> <td>understand</td> </tr> </table>	appear	believe	feel	imagine	like	be	belong	have	know	understand
appear	believe	feel	imagine	like							
be	belong	have	know	understand							
noun phrase A noun phrase can be:	<p>car (it)</p> <p>a new car</p> <p>my mother's new car</p> <p>the picture of my mother's new car</p> <p>the new car that my mother bought</p>										
phrase A phrase is a group of words that work together as a unit.	<p>a good person (noun phrase)</p> <p>really nice (adjective phrase)</p> <p>very quickly (adverb phrase)</p>										
to- infinitive A to- infinitive is to + the base form of a verb. It often functions as a kind of noun phrase (it answers the question <i>what?</i>).	<p>I need to get ready.</p> <p>What do you want to do?</p> <p>It's nice to be here.</p>										
<p>For more examples, see the Resources, pages R-2–R-20.</p> <p>For more grammar terms, see the Online Practice Grammar Glossary.</p>											

GRAMMAR FOR LANGUAGE LEARNING

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WARM-UP

A Read these conversations. Where does each one take place? Tell your classmates.

Overheard Conversations

1. A: **May** I help you with something?
B: Yeah. Where **can** I find the laundry detergent?
A: It's in Aisle 5.
B: **Could** you check for me? I looked, but I **can't** find it anywhere.
2. A: I'm sorry, but you **can't** bring that bag on board.
B: OK. So what **should** I do?
A: You **can** give it to me. I'll check it for you.
3. A: That doesn't look right on him.
B: He **might** want to try a smaller size.
A: **Would** you grab one for us?
B: Of course.

B Answer these questions about the conversations above.

1. The words in **blue** are modals. What verb form comes after a modal?
2. How do you form a negative statement with a modal?
3. How do you form a question with a modal?
4. Is there a different form of the modal for a third-person singular subject?
5. Are these statements about the past, present, or future?

C Look back at the quotation on page 188. Identify any modal forms.

6.1 Overview of Modals; Statements with Modals

WHAT IS A MODAL?

main verb
1a Maria **swims** at the Community Center almost every day.

modal + main verb
1b Maria **can't swim** on Sundays because the pool is closed.

modal + main verb
1c I think she **should swim** on her school swim team. She's really good.

A **modal** is a kind of helping verb. It gives us more information about a **main verb**. Compare:

- Sentence **1a** uses a main verb alone to show a statement of fact.
- Sentences **1b** and **1c** use the modals **can** and **should** to give more information about the main verb *swim*.

The simple (one-word) modals are:

can	may	must	shall	will
could	might		should	would

Most modals have more than one meaning.

GRAMMAR TERM: Helping verbs (such as modals) are also called **auxiliary verbs**.

POSITIVE STATEMENTS

	modal	base form
2 I	can	start.
You		
He		
She		
It		
We		
You		
They	should	start.
	must	

NEGATIVE STATEMENTS

	modal + not	base form
3 I	cannot	start.
You		
He		
She		
It		
We		
You		
They	should not	start.
	shouldn't	
	must not	
	mustn't	

To make statements with simple modals, we use a **modal** (+ **not**) + the **base form of a main verb**, as in **2 – 3**. We use the same modal form with all subjects.

We often contract a modal and the word **not**, especially in conversation, as in **3**.

WARNING! We don't use two simple modals together. (NOT: ~~You must can start.~~)



1 | Noticing Modals Circle the modals in these sentences. Underline the main verb that goes with each modal. 6.1 A–B

PROFESSOR GANTRY'S TIPS FOR IMPROVING YOUR ENGLISH

1. To expand³ your vocabulary, you should read something in English every day.
2. You can keep a vocabulary notebook to help you remember new words.
3. To improve your listening ability, you should watch TV or videos in English every day.
4. You shouldn't stop practicing your English, even during vacations.
5. If you don't know many English speakers, you can meet people online and chat with them.
6. You can keep a journal for everyday writing practice.
7. Remember that you must work hard if you want to improve.
8. Most important, you mustn't get discouraged⁴!

F Y I

We use **helping verbs** together with **main verbs**. There are many different kinds of helping verbs. For example:

Tom **is studying** a lot these days.

Mary **doesn't live** in New York anymore.

Next month, our class **will study** earth science.

Susan **can't study** on Sundays because she works.

³expand: to increase

⁴discouraged: without confidence

Talk about It How many of the suggestions in Activity 1 do you follow? Compare ideas with a partner.

A: I read something in English almost every day.

B: That's good. I don't read something every day, but I watch TV in English.

Write about It Write two or three other ways to improve your English. Share your ideas with your classmates.

2 | Error Correction Correct any errors in these sentences but do not change the modal.
(Some sentences may not have any errors.) **6.1 A-B**

RULES AND REGULATIONS

1. Students must to come to class on time.
Students must come to class on time.
2. Customers are can pay with cash or a credit card.
3. Employees don't can wear jeans to work.
4. Guests shouldn't smoking in the rooms.
5. Clerks should be polite and courteous at all times.
6. Employees not can make personal phone calls at work.
7. Students must brought a laptop to class every day.
8. A customer cannot sit in the front seat with the driver.
9. Only a customer can uses the restroom.



Think about It Based on the sentences above, check (✓) the true statements about simple modals. Then share your answers with your classmates.

TRUE

- We can use the word *to* directly after a modal.
- We can use the verb *be* before a modal.
- To make a modal negative, we use *not* after the modal.
- We can use a main verb + *-ing* directly after a modal.
- We can use a past verb form after a modal.
- We use a main verb + *-s/-es* after a modal after singular subjects.
- We use the same modal form with all subjects.

Talk about It Where might you see each of the rules above? Share your ideas with a partner.

A: The first rule is "Students must come to class on time." You probably see that rule in a class syllabus.

B: Or maybe in a student handbook.

6.2 Questions with Modals

A

YES/NO QUESTIONS

	modal	subject	base form
1	Can	I you he she it	start?
	Should	we you they	

SHORT ANSWERS

		modal (+ not)
2	Yes,	can. should.
	No,	can't. shouldn't.

To form **yes/no** questions with modals, we put the **modal** before the subject and use the **base form of a main verb**, as in 1.

We can give short answers to **yes/no** questions with the modal alone, as in 2. In negative short answers, we often use contractions.

WARNING! We don't begin modal questions with other helping verbs (such as *be* or *do*).
(NOT: *Do I can...?* or *Are they should...?*)

B

WH- QUESTIONS

	wh- word	modal	subject	base form	
3	What	should	I	do?	
4	How	can	you	lose	the game?
5	Where	should	Tom	meet	us?
6	When	can	she	come?	
7	Why	should	people	care	about the ocean?
8	Who	should		come	to the meeting?
9	What	can		go	wrong?

For **wh-** questions, we use a **wh- word** + a **modal** and the **base form of a main verb**, as in 3 – 9.



3 | Identifying Questions and Statements

Circle the modals and underline the main verbs in these statements and questions. Then add a period or a question mark to each one. Who says each sentence? Check (✓) your ideas. **6.2 A**

AT THE DOCTOR'S OFFICE

- Can you please take a deep breath?
- Patients must sign in here
- Should I take this medicine every day
- Visitors can stay until 6 p.m. on weekdays
- You should make your next appointment now
- Can I speak to the doctor
- Should I go back to the waiting room
- You can go back to work next week

DOCTOR

RECEPTIONIST

PATIENT

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 | Using Wh- Questions with Modals

Put the words in the correct order to make **wh-** questions.

6.2 B

ASKING FOR INFORMATION

- should/I/when/pay/for my classes
When should I pay for my classes?
- I/who/should/talk to/about joining
- I/my account balance/can/find/where



4. can/tickets/buy/we/when
5. what time/we/get in line/should
6. the receipt/we/how long/keep/should
7. my car/can/park/I/where
8. keep/how long/I/can/a book
9. should/what time/we/get together
10. she/where/sign up/can/for that class
11. can/who/a ride/me/give

Talk about It In what situations do people use each question in Activity 4? Share ideas with your classmates.

"The first question is 'When should I pay for my classes?' You probably ask that when you're registering for classes."

6.3 Permission with Can and Could

GIVING AND DENYING PERMISSION

- A**
- 1 A: Alan **can watch** TV until 5. Then he needs to clean his room before dinner.
B: No problem, Mrs. Parker.
 - 2 A: Do you want that piece of cake?
B: No, I'm full. You **can have** it.
 - 3 A: Excuse me. You **can't use** your cell phone in here.
B: Oh, sorry! I didn't see the sign.
 - 4 A: Is Tara here?
B: She is, but she **can't go out** until she finishes her homework.

In conversation, we often use sentences with **can** to give permission, as in **1 – 2**. This means that something is allowed.

We use **can't** to refuse permission or say something is not allowed, as in **3 – 4**.

Notice: The contracted form **can't** is more common than the full form **cannot**, especially in conversation.

ASKING FOR PERMISSION

- B**
- 5 A: **Can** I **have** a copy of that article?
B: Sure.
 - 6 A: **Can** Tony **stay** for dinner?
B: Of course. He's always welcome.
 - 7 A: **Could** I **look** at that picture again?
B: Absolutely. Here you go.
 - 8 A: **Could** we **use** your car this afternoon?
B: Oh, sorry. I need it today.

To ask for permission, we usually use **can** or **could**, as in **5 – 8**. **Could** usually sounds more polite than **can**. To respond, we usually use expressions like **Sure**, **Of course**, etc., as in **5 – 7**. To say no politely, we often use **sorry** and give a reason, as in **8**.

WARNING! When we respond to a permission question, we don't typically use **can**. (*Yes, you can* is not very common.) Don't use **could** to respond to permission questions. (NOT: *Yes, you could* or *No, you couldn't*.)



5 | Giving and Refusing Permission with Can and Can't Complete these statements with **can** or **can't** and a verb from the box. (More than one answer may be possible.) **6.3 A**

THE PERSON IN CHARGE⁵

Bus driver to passenger

1. Please move back behind the line. You can't stand in this area.
2. Keep your transfer⁶. You _____ it again.

Boss to employee

3. You _____ home a little early today. We're not busy.
4. You _____ personal calls during work hours.

bring
buy
come
eat
go
make
park
stand
start
use

⁵in charge: responsible for someone or something

⁶transfer: a ticket that a passenger can use to change buses without paying again

Security guard to amusement park guest

5. This area is full right now. You _____ a new line over there along the fence.
6. I'm sorry. You _____ your food on the ride. The trash cans are over there.

Police officer to driver

7. You _____ this way. We're closing the street.
8. You _____ your car over there. See where the other cars are?

Parent to child

9. You _____ whatever you want. It's your money.
10. You _____ candy every day. It'll ruin⁷ your teeth.

bring
buy
come
eat
go
make
park
stand
start
use

Write about It What other things would the people in Activity 5 say to give or deny permission? Write more sentences for three of the people in charge. Use *can* or *can't*.

Boss: I'm sorry. You can't take tomorrow off. We have too much work to do.

6 | Pronunciation Note: *Can/Can't/Could* Listen to the note. Then do Activities 7–9.

In positive statements, we don't usually stress **can**. This means we pronounce it as /kən/ or /kn/. In negative statements, however, we usually stress **can't**. We pronounce it as /kænt[°]/.

POSITIVE STATEMENTS (sounds like /kən/ or /kn/)

NEGATIVE STATEMENTS (sounds like /kænt[°]/)

- 1 You **can** EAT as many vegetables as you want.
- 2 You **can** CALL me after 9.
- 3 You **CAN'T** eat dessert yet.
- 4 You **CAN'T** call before 9.

WARNING! If you stress the word *can* in a statement, listeners may think you said *can't*.

In *yes/no* questions, we don't usually stress **can** or **could**. (We usually pronounce *could* as /kud/ or /kd./) It is often difficult to hear the difference between them in informal speech.

YES/NO QUESTIONS

- 5 A: **Can** I use this pen? (sounds like /kən/ or /kn/)
B: Of course.
- 6 A: **Could** I take a piece of paper? (sounds like /kud/ or /kd/)
B: Sure, no problem.

* The symbol [°] means a consonant is "unreleased." For example, in the word *can't*, the final t does not make a hard t sound.

7 | Listening for *Can* and *Can't* Listen and circle the modal you hear—*can* or *can't*. 6.3 A

1. You can / can't have dessert tonight.
2. The children can / can't stay up late.
3. Students can / can't bring food to class.
4. You can / can't use your notes during the test.
5. You can / can't sell your used books.
6. Customers can / can't seat themselves.

⁷ **ruin:** to damage something so that it is no longer good

7. Passengers **can** / **can't** use cell phones during the trip.
8. You **can** / **can't** enter the building anytime after 6 p.m.
9. You **can** / **can't** wear T-shirts in the office.
10. Employees **can** / **can't** park in front of the store.

Talk about It Take turns reading the sentences in Activity 7 to a partner. Use *can* or *can't*. Your partner listens and says yes if you used *can* and no if you used *can't*.

A: *You can't stay in this room.*

B: *No.*

8 | Making Statements with *Can* and *Can't*

Write *can* or *can't* to make true statements about your school. Take turns reading your sentences to a partner. Discuss any differences between your answers.

6.3 A

ON CAMPUS

1. You _____ study in the library after midnight.
2. You _____ make photocopies in the library.
3. Students _____ use the printer in the office.
4. You _____ check out library books for four weeks.
5. You _____ access Wi-Fi everywhere on campus.
6. You _____ buy pizza on campus.
7. Freshmen _____ register for classes before seniors.
8. You _____ pay your tuition with a credit card.
9. You _____ get food late at night.
10. You _____ buy T-shirts in the bookstore.



Write about It Write three more sentences with *can* or *can't* about your school.

9 | Listening for *Can* and *Could*

Listen and circle the modal you hear in each question—*can* or *could*. Then listen again and complete the responses. **6.3 B**

1. A: Can / Could I take one of these menus?
B: *Of course* _____. Help yourself.
2. A: **Can** / **Could** I use your restroom?
B: _____. It's back there.
3. A: **Can** / **Could** I call you tomorrow?
B: _____! I'm looking forward to hearing from you.
4. A: **Can** / **Could** we sit at a table by the window?
B: _____. There isn't one available.
5. A: **Can** / **Could** I borrow your pencil for a minute?
B: _____. Here you go.
6. A: **Can** / **Could** I take the car tonight?
B: _____. You need to study.

PRONUNCIATION

With short answers, we pronounce the full form of *can* and *can't*.

A: Can I leave now?

B: Yes, you **CAN**. But don't go far.

7. A: **Can / Could** I take the test tomorrow instead of today?
 B: _____. But you need to come in early.
8. A: **Can / Could** the children go upstairs?
 B: _____. But you need to go with them.

Think about It Which responses in Activity 9 are positive and which are negative? Write them in this chart.

Positive	Negative
<i>Of course.</i>	

Talk about It Practice the conversations in Activity 9 with a partner.

10 | Using Can and Could for Permission For each situation, write a short conversation using *can* or *could* for permission. Use at least two negative responses. **6.3 A-B**

- Car rental customer: You want to take the car out of the country, and you want your friend to be able to drive the car.
 Car rental clerk: Give or deny permission.
Customer: Can I take this car out of the country?
Clerk: Yes, but you'll have to pay for insurance.
Customer: And can my friend drive the car?
Clerk: I'm sorry. Only you can drive the car.
- Tenant: You want to hang pictures on the walls and paint the bedroom.
 Landlord: Give or deny permission.
- Patient: You want to take medicine in the morning instead of at night, and you want to keep exercising.
 Doctor: Give or deny permission.
- Customer: You want to return a shirt and receive a refund.
 Store clerk: Give or deny permission.
- Friend 1: You want to borrow a book and keep it for three days.
 Friend 2: Give or deny permission.

RESEARCH SAYS...

It is also possible to use **may** to ask for permission; however, we don't usually do this. *May* usually sounds very polite.

A: Excuse me. **May I borrow** this chair?
 B: I'm sorry. Someone's using it.



Think about It Look at the conversations you wrote above. Write /kn/ over every *can* that you would pronounce without stress. Then practice your conversations and present one to the class.

6.4 Offers with Can, Could, May, and 'll

A	<p>STATEMENTS</p> <p>1 A: I can take you to the airport. B: Great! Thanks!</p> <p>2 A: I could make those calls if you want. B: Thanks so much! I really appreciate that.</p> <p>3 A: I'm going to be late for work. B: I'll give you a ride. My car is right outside.</p>	<p>We often use statements with can and could to make offers, as in 1 – 2.</p> <p>We also make offers with will using the contraction 'll, as in 3.</p>			
B	<p>QUESTIONS</p> <p>4 A: Can I open the door for you? B: Please!</p> <p>5 A: Could we help you with that? B: That's OK. I've got it.</p> <p>6 A: May I take your jacket? B: Thank you.</p> <p>7 Store clerk: How may I help you? Customer: I'm looking for a silver ring.</p>	<p>We also use questions with can, could, and may to make offers, as in 4 – 6. Notice:</p> <div style="text-align: center;"> <p>————— MORE POLITE —————></p> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">can</td> <td style="padding: 5px;">could</td> <td style="padding: 5px;">may</td> </tr> </table> </div> <p>Store clerks often use how with offers of help, as in 7.</p>	can	could	may
can	could	may			
C	<div style="background-color: #ffffcc; padding: 5px; text-align: center;"> <p>POSITIVE RESPONSES</p> <p>Positive responses can be less formal, as in 8 – 9, or more formal, as in 10 – 11.</p> </div> <div style="text-align: center; margin: 5px 0;">↓</div> <div style="border: 1px solid gray; padding: 5px;"> <p>8 A: I'll lend you my notes. B: Thanks!</p> <p>9 A: May I help you put things away? B: Yes, please.</p> <p>10 A: I could come in early tomorrow. B: Great. It's so nice of you to offer.</p> <p>11 A: Could I get you a cup of coffee? B: Thanks. I really appreciate that.</p> </div>	<div style="background-color: #c8e6c9; padding: 5px; text-align: center;"> <p>NEGATIVE RESPONSES</p> <p>For negative responses, it sounds impolite to just say no. Instead, we usually use an expression like the ones in 12 – 15.</p> </div> <div style="text-align: center; margin: 5px 0;">↓</div> <div style="border: 1px solid gray; padding: 5px;"> <p>12 A: Can I take you home? B: That's all right.</p> <p>13 A: I can pay for the tickets. B: That's OK, but thanks for offering.</p> <p>14 A: Could I get you a pillow? B: That won't be necessary. Thanks.</p> <p>15 A: Can I call someone for you? B: No, but thanks anyway.</p> </div>			



11 | Making Offers with Can, Could, and 'll Complete the offers. Use a subject with can, could, or 'll and a verb from the box. (More than one answer is possible.) 6.4 A

A CLASS PRESENTATION

- A: All right. Who wants to do the research?
B: I can look up the articles and other information.
- A: Great! And then we need someone to do the writing.
C: _____ the script.
A: Perfect!
- B: _____ the script—to make sure it doesn't have any mistakes.
A: Good idea.

create	lend	read
find	look up	take
help	proofread ⁸	write

⁸proofread: to check for mistakes

4. D: I have a good camera. _____ some pictures.

A: Oh, wonderful. But we'll need images from the Web, too.

5. E: _____ some images online.

A: OK. Then someone needs to put it all together.

6. D: Send everything to me. _____ the presentation.

A: Perfect! Then, once the slides are done, we need to record⁹ the narration¹⁰.

7. D: Oh, I don't have a very good microphone on my laptop.

C: _____ you mine. _____ you with the recording, too.

D: Thanks.

8. A: Well, I think that's everything. Send it to me when it's all finished and _____ it!

create	lend	read
find	look up	take
help	proofread	write

Talk about It Work in a group of three or four. Choose an activity from this box. Plan the activity. Take turns making offers to help. Continue until everyone has made two offers.

GROUP EVENTS AND PROJECTS

a class picnic	a field trip to a museum	a potluck lunch on campus
a community cleanup project	a grammar presentation	a study group meeting

A: *What do you want to bring to the picnic?*

B: *I'll bring a salad.*

C: *I can bring a tablecloth.*

12 | Noticing Offers with Can and Could Listen and complete these sentences. Then add a period or a question mark to each sentence. **6.4 A-B**

OFFERS FROM HOTEL EMPLOYEES

1. *I can* _____ carry your luggage.
2. _____ call you a taxi if you want
3. _____ offer you today's newspaper
4. _____ take a message for you
5. _____ take your bags to your room
6. _____ offer you some coffee
7. _____ move you to a different room
8. _____ help you find something
9. _____ charge¹¹ the bill to your room
10. _____ make a reservation for you



Talk about It Work with a partner. Choose three of the statements or questions above, and use them to create short conversations. Present one of your conversations to the class.

A: *I can carry your luggage.*

B: *Thanks!*

A: *No problem.*

⁹**record:** to save words or music using a machine

¹⁰**narration:** spoken words that explain what is happening

¹¹**charge:** to put money you owe on a bill that you pay later

13 | Listening for Offers with May Listen and write the missing words. Then decide where each conversation takes place. Write your ideas in the boxes. (More than one answer is possible.) **6.4 B**

POLITE OFFERS

1. A: Good morning. May I help you?
B: Yes. I need to make an appointment.
2. A: _____ your coat?
B: Thank you.
3. A: _____ you something to drink?
B: Yes. Thank you.
4. A: _____ your order?
B: Yes, please. I'll have a small salad.
5. A: _____ you to your table?
B: Thank you.
6. A: _____ you a different size?
B: Sure.
7. A: _____ you find something?
B: Yes. I'm looking for some comfortable boots.
8. A: _____ these to your car for you?
B: That won't be necessary. Thanks.

WHERE?

1. a doctor's office
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Think about It Why do the speakers use *may* in each of the conversations above?

Write about It Work with a partner. Write another conversation for one of the places above. Use offers with *may I*.

Doctor's office (on the telephone)

A: Hello. *May I speak to Dr. Tam?*

B: *I'm sorry. He's not available. May I take a message?*

14 | Usage Note: Using Several Responses Listen to the note. Then do Activities 15 and 16.

When responding to an offer, we often use several expressions to give a longer (and more polite) response.

A: Can I help you with that?

A: Can I help you with that?

B: **Thanks. I appreciate that. It's so nice of you to offer.**

B: **That's all right, but thanks anyway. I'm OK.**

15 | Identifying Responses Listen to the offers and responses. Check (✓) Yes for positive responses and No for negative responses. Then listen again and write each response. Practice the conversations with a partner. **6.4 C**

- | | YES | NO |
|--|-------------------------------------|--------------------------|
| 1. A: Can I get the door for you?
B: <u>Thank you. That would be great.</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. A: Could I help you with that?
B: _____ | <input type="checkbox"/> | <input type="checkbox"/> |

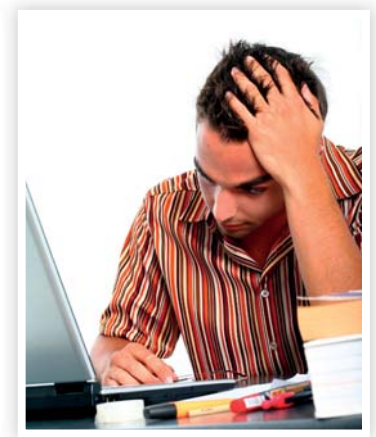
	YES	NO
3. A: I'll dry the dishes. B: _____	<input type="checkbox"/>	<input type="checkbox"/>
4. A: Can I carry that for you? B: _____	<input type="checkbox"/>	<input type="checkbox"/>
5. A: I could take those to the office for you. B: _____	<input type="checkbox"/>	<input type="checkbox"/>
6. A: Can I call somebody for you? B: _____	<input type="checkbox"/>	<input type="checkbox"/>
7. A: We can pay for the supplies. B: _____	<input type="checkbox"/>	<input type="checkbox"/>
8. A: Can I bring you something to drink? B: _____	<input type="checkbox"/>	<input type="checkbox"/>

Think about It Which speakers in Activity 15 give shorter responses? Why? Discuss your ideas with a partner.

16 | Using Offers and Responses Work with a partner. Write a short conversation for each situation. Use *can*, *could*, *ll*, and *may*. Then present your conversations to another pair. 6.4 A-C

WHEN PEOPLE NEED HELP

1. A: Your partner doesn't understand the homework. Offer to help.
B: Accept the offer.
A: Can I help you with that? I took that class last year.
B: Thanks! That would be great. I really appreciate it.
2. A: Your friend forgot to bring money for lunch. Offer to pay for today's lunch.
B: Refuse the offer.
3. A: Your partner looks lost. Offer to help.
B: Accept the offer. Explain what you are looking for.
4. A: Your teacher is having trouble opening the door because she is holding a large box. Offer to carry the box.
B: You are the teacher. Accept the offer.
5. A: You have just eaten dinner at your partner's house. Offer to help with the dishes.
B: Refuse the offer.
6. A: Your partner has just arrived at your home. Offer something to eat or drink.
B: Accept the offer.
7. A: The class is over and the whiteboard is covered with writing. Offer to help the teacher.
B: You are the teacher. Accept the offer.
8. A: A friend is having difficulty opening a jar. Offer to help.
B: Refuse the offer.



Think about It Did any of the conversations you heard above use *may*? Was the choice appropriate? Why or why not?

6.5 Requests with Can / Could / Will / Would and Would You Mind

MAKING REQUESTS WITH CAN / COULD / WILL / WOULD

- A**
- 1 A: **Can** you please **turn off** the light?
B: Sure.
- 2 A: **Could** you please **repeat** the question?
B: Of course. . . Where do you live?
- 3 A: **Will** you **help** me, please?
B: No problem. What can I do?
- 4 A: **Would** you **take** this outside for me?
B: I'm sorry. I hurt my back yesterday and I can't carry anything.

We use **can**, **could**, **will**, and **would** to make requests, as in 1 – 4. *Could* and *would* usually sound more polite than *can* and *will*.

To make a request more polite, we can put **please** between the subject and the verb, as in 1 – 2, or at the end, as in 3.

WARNING! We don't usually use short answers to respond to requests. (NOT: *Yes, I can / could / will / would*.) We usually use expressions like *Sure*, *Of course*, etc., as in 1 – 3.

MAKING REQUESTS WITH WOULD YOU MIND

- B**
- 5 A: **Would you mind working** this Saturday?
B: Not at all. What time should I come in?
- 6 A: **Would you mind moving** that way a little, please?
B: No, of course not.
- 7 A: **Would you mind closing** the shop today?
B: I'm sorry. I can't. I have an appointment.

We also make polite requests with **would you mind** + the **-ing form of a verb**, as in 5 – 7. We sometimes use **please** at the end of questions with *would you mind*, as in 6.

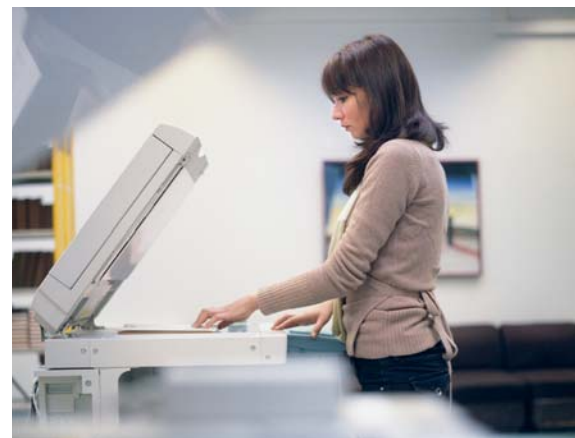
Notice: To agree with a request with *would you mind*, we usually use *no* or another negative word, as in 5 – 6. It's also possible to respond with words such as *Sure* and *OK*.



17 | Listening for Can/Could/Will/Would in Requests Listen and complete the requests. (Some of the requests include *please*.) Then practice with a partner. 6.5 A

REQUESTS FOR AN ADMINISTRATIVE ASSISTANT

- A: Would you make four copies of this, please?
B: Of course.
- A: _____ me the file on the Jones account?
B: Sure. I'll be right back.
- A: _____ Martin Garcia for me?
B: Sure. Right now?
- A: _____ a meeting with Jill Summers?
B: Yes, of course.
- A: _____ the mail, please? I left it on your desk.
B: OK.
- A: _____ until 5:30 tonight?
B: I'm sorry. I can't tonight. I can come in early tomorrow, though.
- A: _____ a copy of the report? I can't find mine.
B: No problem.
- A: _____ tech support to come by? My computer isn't working.
B: Sure. I'll call them now.



18 | Pronunciation Note: *Would You/Could You* Listen to the note. Then do Activity 19.

In everyday conversation, we usually pronounce **would you** and **could you** as “wouldja” and “couldja.”

- | | | |
|---|--------------------|----------------------------------|
| 1 Would you hand me the TV remote? | <i>sounds like</i> | “Wouldja hand me the TV remote?” |
| 2 Could you open the window? | <i>sounds like</i> | “Couldja open the window?” |

19 | Listening for Reduced Questions Listen to and repeat these questions. Then ask and answer the questions with a partner. **6.5 A**

CLASSROOM FAVORS

1. Would you help me with the homework?
2. Could you lend me a pencil?
3. Could you check my paper for mistakes?
4. Would you pronounce this word for me?
5. Would you tell the teacher that I went to the office?
6. Could you hand me a dictionary?
7. Would you trade¹² seats with me?
8. Could you explain the assignment for me?

A: *Would you help me with the homework?*

B: *We don't have any homework, do we?*



20 | Making Requests with *Would You Mind* Use the verb in parentheses to write a request with *would you mind*. Then listen to the conversations and write the responses. **6.5 B**

GETTING READY FOR A CELEBRATION

1. A: *Would you mind setting* _____ the table? (set)
B: *Of course not.* _____
2. A: _____ these decorations? (put up)
B: _____. Where do you want them?
3. A: _____ the napkins? (fold)
B: _____. Which napkins?
4. A: _____ the glasses? (wash)
B: _____, but I have to leave for a few minutes.
5. A: _____ some balloons? (blow up)
B: _____. How many do you want?
6. A: _____ the candles on the cake? (put)
B: _____
7. A: _____ some ice cream? I forgot to buy it. (pick up)
B: _____. What kind do you want?
8. A: _____ the chairs? (set up)
B: _____. I hurt my back.

¹²**trade:** to exchange something for something else

Think about It Which responses in Activity 20 are positive and which are negative? Write them in this chart.

Positive (agreeing to a request)	Negative (refusing a request)
<i>Of course not.</i>	

21 | Making Requests Read these requests for clarification. Rewrite each one as a question using the words in parentheses. **6.5 A-B**

ASKING FOR CLARIFICATION

- | | |
|---|---|
| <ol style="list-style-type: none"> Repeat that. (can/please)
<i>Can you repeat that, please?</i> Spell that for me. (could/please) Say that again. (would) | <ol style="list-style-type: none"> Say that more slowly. (would you mind) Speak a little louder. (will/please) Say that one more time. (can) Repeat that. (would you mind) Speak more slowly. (would/please) |
|---|---|

Talk about It Ask a partner these questions. When your partner answers, ask for clarification using one of the questions you wrote above.

- | | |
|--|--|
| <ol style="list-style-type: none"> What's your family name?
<i>A: What's your family name?</i>
<i>B: Reynoso.</i>
<i>A: I'm sorry. Can you repeat that, please?</i> What street do you live on? What city were you born in? | <ol style="list-style-type: none"> What's your phone number? What was the name of your high school? What is your date of birth? Where are your parents from? What's your favorite kind of music? Who is your favorite actor? |
|--|--|

22 | Making Polite Requests Read each informal situation. Then rewrite each conversation to fit the more formal situation. Use a polite form for every request and response. **6.5 A-B**

INFORMAL SITUATIONS

- Mother: Will you close the door when you leave?
Son: Yeah, sure.
- Father: Make sure the back door is locked before you go.
Son: Uh-huh.
- Friend 1: Could you move your chair?
I can't see.
Friend 2: OK.
- Friend 1: Can you open the window?
It's hot in here.
Friend 2: That window doesn't open.

FORMAL SITUATIONS

- Host: *Would you please close the door when you leave?*

- Houseguest: *Of course.*

- Host: _____

- Houseguest: _____
- Stranger 1: _____

- Stranger 2: _____
- Stranger 1: _____

- Stranger 2: _____

INFORMAL SITUATIONS

5. Friend 1: Could you help me with this?
Friend 2: Sure.
6. Co-worker 1: Could you hand me that paper?
Co-worker 2: Here.
7. Co-worker 1: Can you show me the new printers?
Co-worker 2: They're over there.
8. Co-worker 1: Wait for me! I'll be done in a minute.
Co-worker 2: OK.

FORMAL SITUATIONS

5. Worker: _____

Employer: _____
6. Worker: _____

Employer: _____
7. Customer: _____

Clerk: _____
8. Worker: _____

Employer: _____

6.6 Desires and Offers with Would Like

STATING DESIRES

noun phrase

1 I'd like some coffee.

to- infinitive

2 I'd like to live in Paris.

noun phrase to- infinitive

3 I'd like my friend to come for dinner.

We can use **would like** to talk about desires (what someone wants). We can use *would like* with:

- a **noun phrase**, as in 1
- a **to- infinitive**, as in 2
- a **noun phrase + to- infinitive**, as in 3

Notice the contractions with *would*:

I'd you'd he'd she'd * we'd they'd

* We don't contract it *would* in writing.

ASKING ABOUT DESIRES

- 4 A: **Would** you **like to live** in Europe someday?
B: Yes, I **would**. / No, I **wouldn't**.
- 5 A: **What would** Sara **like to study**?
B: I think she'd **like to study** medicine.

We can also use *would like* in questions to ask about desires, as in 4 – 5.

Notice that when we use *would* in a question, we often use *would* in the answer, too.

MAKING OFFERS

- 6 A: **Would** you **like to come in**?
B: Yes, please. Thank you.
- 7 A: **Would** you **like some tea**?
B: I'd **love** some, thanks.
- 8 A: **Would** you **like me to help** you?
B: That **would be** great, thanks.

We use questions with *would you like* to offer something politely, as in 6 – 8.

To respond to offers with *would you like*, we may use the responses listed in Chart 6.4 C, as in 6.

We may also respond to these offers with **I'd love . . .** or **that would be** + an adjective, as in 7 – 8.

MAKING INVITATIONS

- 9 A: **Would** you **like to have** lunch on Friday?
B: I'm sorry. I'd **love to**, but I have to work.

We often use *would you like to* when we make an invitation, as in 9.

To say no politely, we often use *I'd love to, but . . .* and give a reason. (A response just with *no* may seem impolite.)



23 | Using I'd Like and I'd Like To Complete each conversation with *I'd like* or *I'd like to*. Then practice with a partner. **6.6 A**

WHAT DO YOU WANT?

1. A: What do you want to do tonight?
B: *I'd like to* _____ go to that new restaurant.
2. A: How can I help you?
B: _____ two pounds of fish.
3. A: Can I help you?
B: _____ try on these pants.
4. A: Can I get something for you?
B: _____ a smaller size, please.
5. A: Good morning. Law Offices.
B: _____ speak to Mr. Chavez.
6. A: Mr. Chavez is out of the office right now.
B: _____ leave a message.
7. A: Can I help you find something?
B: _____ this sweater in red, please.
8. A: Do you need something?
B: _____ see that paper again.
9. A: Do you want to go to Café Royale?
B: I think _____ try a new place this week.
10. A: _____ have one of those robot vacuum cleaners.
B: I wonder how well they work.

F Y I

We can also talk about offers with **want**. However, *would like* is more polite.

A: What do you want to do tonight?

B: I **want to go** to that new restaurant.

24 | Using Would Like + Noun Phrase + To- Infinitive Write ten sentences using information from this chart and your own ideas. **6.6 A**

I'd like	movie theaters my friend radio stations textbook writers the administration the cafeteria the management the new student the teacher	to begin . . . to bring . . . to explain . . . to help . . . to make . . . to offer . . . to open . . . to play . . . to prepare . . . to show . . .
----------	--	---

I'd like the administration to explain the new schedule.

Talk about It Share some of the sentences you wrote above with a partner. Do you want any of the same things?

A: *I'd like the administration to explain the new schedule.*

B: *Me too! I don't understand it.*

25 | Talking about Desires with *Would Like* Complete the questions using the verbs in parentheses and *would like*. Write your answer. **6.6 B**

1. A: What city _____ *would you like to visit* _____? (visit)
B: _____
2. A: What famous person from history _____
to? (talk)
B: _____
3. A: What famous living person _____? (meet)
B: _____
4. A: What moment in your life _____? (repeat)
B: _____
5. A: Where _____ on vacation? (go)
B: _____
6. A: What _____ for dinner tonight? (eat)
B: _____
7. A: What superpower¹³ _____? (have)
B: _____
8. A: Where _____ in ten years? (be)
B: _____
9. A: What other languages _____? (learn)
B: _____
10. A: What special talent¹⁴ _____? (have)
B: _____

F Y I

Sometimes *would like* expresses a wish. This may be something possible or impossible.

Possible

I'd like to visit Beijing.

Impossible

I'd like to talk to Napoleon.

Talk about It Ask a partner the questions above. After your partner answers, ask for more information.

A: *What city would you like to visit?*

B: *I think I'd like to go to Beijing someday.*

A: *Why?*

26 | Making Offers with *Would You Like* Complete these conversations with *would you like to*, *would you like*, or *would you like me to*. Then practice with a partner. **6.6 C**

AT A RESTAURANT

1. A: *Would you like to* _____ look at the menu?
B: Please.
2. A: _____ a salad?
B: No, just the sandwich.
3. A: _____ bring you some water?
B: That would be great.
4. A: _____ some dessert?
B: No, thanks. I'm stuffed¹⁵.



¹³ **superpower:** an imaginary ability, such as being very strong, flying, or becoming invisible

¹⁴ **talent:** a natural ability to do something well

¹⁵ **stuffed:** full (informal)

5. A: _____ take these plates?
B: Yes, please. We're all finished.
6. A: _____ sit near the window?
B: Yes, perfect.
7. A: _____ anything else?
B: Just the check, thanks.
8. A: _____ a table or a booth¹⁶?
B: A booth, if there's one open.

Talk about It Work with a partner. Take turns asking the questions in Activity 26 again. Give your own responses.

A: *Would you like to look at the menu?*

B: *No, thanks. I'll just have coffee.*

27 | Identifying Offers and Desires Listen and complete these conversations. Add a period or a question mark. Then practice with a partner. **6.6 A-C**

AT A CLOTHING STORE

1. Clerk: Can I help you?
Customer: Yes. *I'd like to* _____ see this in blue.
2. Clerk: _____ keep the hangers
Customer: Sure.
3. Clerk: _____ a different color
Customer: No, I think I'll look for something else.
4. Customer: _____ try this on
Clerk: OK. You can go on into the fitting room.
5. Clerk: Can I help you with anything else?
Customer: _____ look at some accessories—
maybe a belt or some jewelry
6. Customer: I don't really like these sleeves.
Clerk: _____ look for a different style for you
7. Clerk: _____ hold this for you
Customer: That would be great, thanks.
8. Clerk: _____ help you find something else
Customer: No, thanks. I'm fine for now.



Think about It Label each sentence you completed above as *D* (desire) or *O* (offer). Then compare with your classmates.

"I'd like to see this in blue" is a desire.

¹⁶ **booth:** a table with benches in a restaurant

28 | Offering Help Write two offers of help for each picture. Remember: Besides *would like*, we can also use *can, could, may*, and *'ll* to make offers. See Chart 6.4 for more information. **6.6 C**



Talk about It With a partner, choose a role for each picture above. One of you is a person in a picture, and the other is offering help. Role-play a conversation. Don't look at the offers you wrote.

- A: *Can I help you with the door?*
- B: *Yes, please!*
- A: *No problem.*

29 | Making Invitations Work with a partner. One person invites the other to do something from the list on the left. The other person accepts. Then change roles. (Use the information in the boxes to begin and accept.) **6.6 C**

1. have dinner with me

- A: *Are you doing anything tonight?*
- B: *No, not really.*
- A: *Would you like to have dinner with me?*
- B: *That sounds great!*

BEGINNING AN INVITATION

- Are you busy later today? Are you doing anything tonight?
- Are you free on Saturday? Do you have plans this weekend?

2. work in my group
3. sit next to me
4. watch a movie with me
5. come to a football game
6. join my group for lunch
7. study together after school
8. go to the park with me

ACCEPTING AN INVITATION

- I'd love to. That would be great.
- Sure. What time? Yeah. That sounds like fun.

Talk about It Role-play several of the invitations above again. This time, turn down the invitations by saying, "I'm sorry. I'd love to, but . . ." and giving an excuse.

6.7 Preferences with *Would Rather* and (*Would*) *Prefer*

<p>A</p>	<p>WOULD RATHER VS. WOULD PREFER</p> <p>1 A: Do you want to go out tonight? B: No, I'd rather stay home.</p> <p>2 A: Would you like some coffee? B: I'd rather not have caffeine at this hour.</p> <p>3 A: Do you know when you want to meet? B: Well, I'd prefer a morning this week if that works for you.</p> <p>4 A: Would you like coffee or tea? B: I'd prefer coffee. Thanks.</p>	<p>When we prefer one situation to another, we often use would rather (not) + the base form of a main verb, as in 1 – 2.</p> <p>When we prefer one thing to another, we can use would prefer + a noun phrase, as in 3 – 4.</p> <p>Notice: It is common to contract <i>would</i> as 'd, especially in everyday conversation.</p> <p>For information on using <i>prefer</i> + a gerund or <i>to</i>- infinitive, see Unit 7, pages 230 and 236.</p>
<p>B</p>	<p>GENERAL PREFERENCES: WOULD RATHER AND PREFER</p> <p>5 Todd would rather wear jeans than dress up.</p> <p>6 I would rather watch basketball than watch baseball any day.</p> <p>7 Tina prefers raspberries to strawberries. (NOT: Tina would prefer raspberries to strawberries.)</p> <p>8 A: Do you like tea? B: Not really. I prefer coffee to tea. (NOT: I would prefer coffee to tea.)</p>	<p>When we prefer something in general, we can use would rather, as in 5 – 6. We rarely use would prefer in this way. Instead, we use prefer + a plural count noun or noncount noun, as in 7 – 8.</p> <p>When we state two choices, we use:</p> <ul style="list-style-type: none"> • would rather A than B, as in 5 – 6 • prefer A to B, as in 7 – 8
<p>C</p>	<p>ASKING QUESTIONS ABOUT PREFERENCES</p> <p>9 A: Would you rather live in a cold place or a warm place? B: I'd rather live in a warm place.</p> <p>10 A: Would you prefer white or wheat bread? B: Wheat, please.</p> <p>11 A: Do you prefer warm weather or cool weather? B: I prefer warm weather.</p>	<p>We can ask about preferences using <i>would rather</i>, <i>would prefer</i>, and <i>prefer</i>. We often use or to offer a choice in these questions, as in 9 – 11.</p>



30 | Using *I'd Rather* and *I'd Prefer* Underline the uses of *I'd rather* and circle the uses of *I'd prefer* in the responses on the right. Then match each sentence on the left with a response. **6.7 A**

- | | |
|---|--|
| 1. Would you like to have a picnic? <u>g</u> | a. I don't know. I think <u>I'd rather stay home.</u> |
| 2. Do you want to have dinner at 9 tonight? ____ | b. Yes, but I'd prefer one with more activities. |
| 3. Let's get pizza for lunch. ____ | c. Can we do something else? I'd rather not spend money. |
| 4. I'd like to go to the beach today. ____ | d. It's OK but I'd prefer a larger screen. |
| 5. What do you think of your phone? ____ | e. I'd rather not*. I have a sunburn. |
| 6. Do you want to go shopping? ____ | f. Actually, I'd prefer an earlier time, if that's OK. |
| 7. Do you want to go to a baseball game tonight? ____ | g. I'd rather not eat outside. It's kind of cold. |
| 8. Do you like this book? ____ | h. I'd prefer Chinese food, if you don't mind. |

Talk about It Work with a partner. Take turns reading the sentences on the left above. Give a new response. Try to use *I'd rather* or *I'd prefer*.

* *I'd rather not* can be a polite way to say no to a suggestion.

31 | Stating Preferences Complete this survey with *to* or *than*. Then check (✓) *True* or *False*. **6.7 B**

Survey: What Is Your Work Style?

	TRUE	FALSE
1. I would rather work with others <u> <i>than</i> </u> work alone.	<input type="checkbox"/>	<input type="checkbox"/>
2. I prefer a quiet workplace _____ a noisy one.	<input type="checkbox"/>	<input type="checkbox"/>
3. I'd rather work indoors _____ outdoors.	<input type="checkbox"/>	<input type="checkbox"/>
4. I'd rather wear casual clothes _____ dress up.	<input type="checkbox"/>	<input type="checkbox"/>
5. I prefer a neat desk _____ a messy one.	<input type="checkbox"/>	<input type="checkbox"/>
6. I'd rather work with computers _____ talk to people.	<input type="checkbox"/>	<input type="checkbox"/>
7. I'd rather write _____ work with numbers.	<input type="checkbox"/>	<input type="checkbox"/>
8. I prefer busy days at work _____ slow days.	<input type="checkbox"/>	<input type="checkbox"/>

Write about It Compare your answers to the survey above with a partner. Then write about any differences between you and your partner.

I prefer busy days at work but Maria prefers slow days.

32 | Questions about General Preferences Complete these questions with *would you rather* or *do you prefer*. Add two questions of your own. **6.7 C**

Moving? Take Our Housing Survey

1. *Would you rather* live in an apartment or a house?
2. _____ downtown or the suburbs¹⁷?
3. _____ live on a busy street or a quiet street?
4. _____ live in a single-story home or a home with two floors?
5. _____ carpeting or wood floors?
6. _____ electric appliances or gas appliances?
7. _____ have a yard or a swimming pool?
8. _____ modern homes or older homes?
9. _____
10. _____

F Y I

When two choices repeat the same information, we often omit the repeated words.

Would you rather **live in a cold place** or (live in) **a warm place**?

Do you prefer **busy days at work** or **slow days** (at work)?

Talk about It Ask and answer the questions above with a partner.

A: Would you rather live in an apartment or a house?

B: I think I'd rather live in an apartment.

A: Really? Why?

B: I don't want to take care of a yard.

¹⁷**suburbs:** parts of a city away from downtown, usually with a lot of houses and not many businesses

6.8 Advice with *Should*, *Ought To*, and *Had Better*

A	<p>1 You should try the new café. It's fantastic.</p> <p>2 It's nice to see you. We ought to visit more often.</p> <p>3 You'd better hurry. You're going to miss the meeting.</p>	<p>We make suggestions or give advice with should, ought to, and had better, as in 1 – 3.</p> <p>Notice: We usually shorten <i>had better</i> to 'd better, as in 3, especially in speaking.</p>
B	<p>SHOULD</p> <p>4 You should call your mother. She's lonely.</p> <p>5 You shouldn't drink so much soda. It's bad for you.</p> <p>6 Should I apply for this scholarship?</p> <p>7 What should I take for a sore throat?</p> <p>OUGHT TO</p> <p>8 You ought to try these strawberries. They're fantastic.</p>	<p>We use <i>should (not)</i> to give advice or to say that something is a good idea, as in 4 – 5. We also use <i>should</i> to ask for advice, as in 6 – 7.</p> <p><i>Ought to</i> is similar to <i>should</i>, but we use it much less often, as in 8. Notice:</p> <p>ought to + the base form of a verb</p> <p>WARNING! We do not usually use <i>ought to</i> in negative statements or questions.</p>
C	<p>ADVERBS FOR SOFTENING ADVICE</p> <p>9 You should probably call him tomorrow.</p> <p>10 You probably ought to read the instructions.</p> <p>11 Maybe you should take the other class.</p> <p>12 Perhaps you should call a lawyer.</p>	<p>We sometimes use the adverbs probably, maybe, and perhaps to soften advice we give. Notice:</p> <ul style="list-style-type: none"> • We can use probably after <i>should</i>, as in 9. • We can use probably before <i>ought to</i>, as in 10. • We can use maybe and perhaps at the beginning of a sentence, as in 11 – 12. <p><i>Perhaps</i> is less common and sounds more formal.</p>
D	<p>HAD BETTER</p> <p>13 Mother to son: You had better be home by 11. (= If you aren't home by 11, you're going to get in trouble.)</p> <p>14 They'd better finish the roof soon. It's going to rain next week.</p> <p>15 I'd better not stay any longer. I'm going to be late!</p>	<p>We use <i>had better (not)</i> to give strong advice, as in 13 – 15.</p> <p>We often use <i>had better</i> to emphasize that something needs to happen soon. It often suggests that if the person doesn't follow the advice, something bad will happen.</p> <p>WARNING! <i>Had better</i> does not refer to the past, even though it uses <i>had</i> (the past of <i>have</i>).</p>



33 | Noticing Advice Underline the advice in this conversation with *should*, *ought to*, and *had better*. 6.8 A

VISITING A FRIEND

- A: I'm so glad you're finally coming to see me! Be sure to bring some jeans and good walking shoes.

B: OK. Are we going hiking or something?

A: Yes, on Friday. But you should also bring some nice clothes. I made reservations at a really good restaurant for Saturday night.
- B: Do I need to bring bedding¹⁸?

A: No, don't worry about that. My roommate is gone for the weekend. You should probably bring an extra pillow, though. I think she took hers with her.
- B: So what else are we doing?

A: Well, it's up to you. Do you want to go shopping? Or would you rather do something like go to a museum? We've got a great science museum.

B: Both of those sound good to me.

A: Well, we won't have time for it all . . . you really ought to visit more often!


¹⁸ **bedding:** sheets, blankets, and pillows

4. B: Maybe I should come again in the summer.
 A: That's a great idea! Come in July. I have two weeks off, and it'll be much warmer and drier.
 Oh, that reminds me: you'd better bring an umbrella. We've been getting a lot of rain lately.
5. B: I'll do that. Listen, I'd better start packing. I'll call you when I land, OK?
 A: Great! Can't wait to see you!

Think about It Is there any other advice in the conversation in Activity 33 that DOESN'T use a modal form?

34 | Using *Should* and *Shouldn't* for Advice Read this advice. Complete the sentences with *should* or *shouldn't* and an appropriate verb. **6.8 B**

Living with Your Roommates: Tips for Getting Along



1. If you have concerns¹⁹, you should talk to your roommates about them. Communication is important.
2. Talk about what "clean" means. Different people have different ideas about cleanliness. You and your roommates _____ this issue to prevent²⁰ misunderstandings.
3. Make a cleanup schedule, and put it where everyone will see it every day. You _____ the schedule regularly so that one person isn't always doing the same job.
4. Check with your roommates before you put up pictures or decorations. One roommate _____ these decisions alone. Everyone needs to agree.
5. You _____ dirty dishes in the sink where they can attract²¹ insects and other pests. You _____ always _____ your dishes right away.
6. You don't need to tell your roommates about everything you do, but you _____ them if you're going to be gone so they don't worry.
7. Respect each other's property. You _____ your roommates' food or borrow your roommates' clothes without permission.
8. Deal with problems right away. If you aren't happy about something, you _____ your roommates immediately. Otherwise, the problems will probably become worse.

Write about It Write three more tips for roommates like the ones above. Then share them with your classmates.

¹⁹ **concerns:** worries or problems

²⁰ **prevent:** to stop something from happening

²¹ **attract:** to make someone or something come somewhere

35 | Asking Questions with *Should* Use *should*, a subject, and a verb from the box to ask for advice about each situation. Then practice with a partner. **6.8 B**

1. A: Can you please go to the supermarket for me?
B: What should I get?
2. A: Now, don't stay out too late, OK?
B: Well, what time _____ home?
3. A: You really need to get another job.
B: I know, but what kind of job _____?
4. A: I think you need to get some advice.
B: Who _____?
5. A: You sound terrible. There's some cough syrup in the cabinet.
B: Good idea. How much _____?
6. A: Could you please call Andrea for me?
B: _____ her cell?
7. A: Could you bring some chairs in from the other room?
B: Sure. How many _____?
8. A: The company has really been doing well lately.
B: Oh yeah? _____ the owner for a raise?
9. A: The new neighbors seem nice.
B: Yeah, they do. _____ them over for dinner?
10. A: I wonder why the teacher isn't here yet.
B: No idea. How long _____ for him?

ask
bring
call
come
get
invite
look for
take
talk to
wait

Talk about It Work with a partner. Choose a place from this box. Ask for and give advice for that place.

classroom doctor's office mall school office train station

Classroom

A: *Where should I sit?*

B: *You should sit in front.*

36 | Using Adverbs with *Should* and *Ought To* Rewrite each sentence in the correct order. **6.8 C**

HOW TO MAKE FRIENDS

1. with other people/you/probably/ought to/more time/spend
You probably ought to spend more time with other people.
2. should/a club/probably/you/join
3. perhaps/join/a study group/should/you
4. you/to/more people/perhaps/introduce yourself/should
5. should/you/be/a little friendlier/maybe

6. volunteer somewhere/you/ought to/perhaps
7. a little more often/should/smile/maybe/you
8. you/ought to/go/maybe/to more social²² events

Think about It The adverbs in the advice in Activity 36 make it softer. Why and when would we want our advice to be softer?

Write about It Write three more pieces of advice about making friends. Then share them with your classmates.

 **37 | Using Had Better** Listen and complete these conversations. Then practice with a partner. 6.8 D

SHORT ON TIME

1. A: They're waiting for me outside.
B: You'd better go.
2. A: The door says "Private."
B: OK. _____ here, then. I'm sure she'll come out pretty soon.
3. A: _____. I've got a lot to do this afternoon.
B: OK. It was nice seeing you again!
4. A: _____. I think my boss is coming back.
B: OK. Call me later.
5. A: They're going to run out of those jeans at that price.
B: You're right. _____ early tomorrow.
6. A: Why isn't Jack here yet?
B: I don't know. But _____ a good excuse.
7. A: What's he yelling about?
B: I don't know. But _____ in there. He'll yell at you, too.
8. A: I'm going to the SuperStore.
B: _____. They close in a half an hour.
9. A: The car is all fixed now.
B: _____ about that. It took long enough.
10. A: _____! We're leaving in a couple of minutes.
B: I'm coming. I'm coming.

P R O N U N C I A T I O N

It is often difficult to hear the 'd in sentences with **had better**.

We say: "You better go."

We write: You'd **better** go.

Write about It Write four conversations using the sentences in this box. Practice them with a partner.

I'd better get going.	We'd better stay here.	You'd better be careful.	You'd better hurry.
-----------------------	------------------------	--------------------------	---------------------

- A: *Do you know what time it is?*
 B: *It's 3:00.*
 A: *Oh! I'd better get going.*
 B: *OK. See you later.*

²²**social:** connected to doing things with other people

6.9 Suggestions with *May / Might / Could* and Other Expressions

A	<p>COULD, MIGHT, AND MAY</p> <p>1 You could wait until tomorrow.</p> <p>2 Maybe you could try again tomorrow.</p> <p>3 You might want to think about that a little more.</p> <p>4 You may want to try that again.</p>	<p>We often use could (or maybe . . . could) to make suggestions, as in 1 – 2.</p> <p>We also sometimes use the phrase might / may want to to make polite suggestions, as in 3 – 4. In this case, <i>might</i> and <i>may</i> have a meaning similar to “maybe.”</p>
	<p>WHY DON'T / LET'S / HOW ABOUT / WHAT ABOUT</p> <p>5 A: Why don't you wear the blue tie? B: Really? Do you think it looks OK?</p> <p>6 A: Why doesn't Bob wash dishes while we make dessert? B: OK. What can I do?</p>	<p>We also use other non-modal expressions to make suggestions.</p> <p>We can use why don't / doesn't to make suggestions, as in 5 – 6.</p>
B	<p>7 A: So, where should we go for dinner? B: Let's try the new Thai place.</p> <p>8 A: I'm pretty hungry. B: OK. Let's go out right now.</p>	<p>We use let's to suggest an activity for you and another person, as in 7 – 8.</p> <p><i>Let's</i> is a short form of <i>let us</i>. We rarely use the full form.</p>
	<p>9 A: What should I make for lunch? B: How about a tuna sandwich?</p> <p>10 A: Who should I call? B: What about Martin? I think he can help you.</p> <p>11 A: How about taking a walk with me? B: That sounds good.</p> <p>12 A: I don't know where to take my aunt. B: What about taking her to the History Museum?</p>	<p>We use how about and what about to make suggestions—often to respond to a request for a suggestion. They are followed by:</p> <ul style="list-style-type: none"> • a noun phrase, as in 9 – 10 • the -ing form of a verb, as in 11 – 12



38 | Making Suggestions with *Could* and *Might/May Want To* Read these instructions from a teacher to students. Imagine that you have a friend who is not doing well in class. Change the instructions to polite suggestions. Rewrite each sentence with *could*, *might want to*, or *may want to*. **6.9 A**

Having Trouble? Here's How to Improve Your Grades

1. Form a study group. *You might want to form a study group.*
2. Do fewer extracurricular activities²³.
3. Take better notes in class.
4. Do the practice problems at the end of the chapter, even if the teacher didn't assign them.
5. Do the reading early, so you have time to reread.
6. Proofread and rewrite your essays before you turn them in.
7. Look for online help.
8. Get a tutor.

F Y I

Sometimes we make suggestions with **might** (without *want to*):

You **might try** the asparagus. I hear it's delicious.

²³ **extracurricular activities:** school activities that are not part of the regular class schedule

Write about It Write two suggestions for succeeding in your English class. Share them with your classmates.

39 | Making Suggestions with Why Don't Complete these conversations with suggestions, using your own ideas. Then practice with a partner. **6.9 B**

1. A: I need **some new boots**.
B: Why don't *you try Robert's? They're having a sale.*
A: Sounds good. Let's go!
2. A: I'm so **tired**.
B: Why don't _____
A: I probably should.
3. A: Khalid has a **headache**.
B: Why doesn't _____
A: That's a good idea. I think I'll suggest that to him.
4. A: I need a **new phone**.
B: Why don't _____
A: Good idea.
5. A: I can't hear **the TV very well**.
B: Why don't _____
A: Could you do it for me, please?
6. A: Sara doesn't have **anything to do tonight**.
B: Why doesn't _____
A: OK, I'll invite her.
7. A: My **computer** isn't working.
B: Why don't _____
A: Yeah. I'll probably do that.
8. A: I can't find **my phone!**
B: Why don't _____
A: OK. I'll try that.



I need a new phone.



My computer isn't working.

Talk about It Replace the **bold** words in each conversation above with your own ideas. Make new conversations with a partner.

- A: I need a new computer.*
B: Why don't we go to OfficeWorld? I need some printer ink.
A: Sounds good. Let's go!

40 | Making Suggestions with *How About/What About* and *Let's* Complete each conversation with a suggestion, using your own ideas. Then practice with a partner. **6.9 B**

- A: I don't know which classes to take next semester.
B: How about _____?
- A: I don't know what to make for dinner.
B: What about _____?
- A: My cousin is coming to visit. Where should I take her?
B: What about _____?
- A: What should we do tonight?
B: I don't know. Let's _____.
- A: Who should we invite to the concert?
B: How about _____?
- A: I'm so hungry.
B: Let's _____.

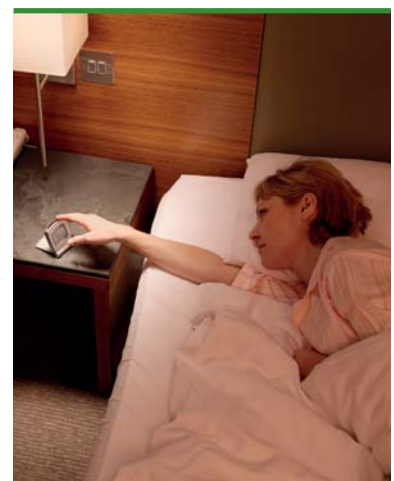
Talk about It Work with a partner. Choose one of the conversations in Activity 40 (or a similar idea), and continue the conversation. Partner A, reject Partner B's first suggestion. Then present your conversation to another pair.

- A: I don't know which classes to take next semester.*
B: How about calculus?
A: I don't think I need any more math classes.
B: Then maybe you could take a business class.
A: That's a good idea. I'll do that.

41 | Giving Advice and Making Suggestions Write three suggestions for each person's problem. Use *should*, *had better*, *may/might want to*, *why don't*, and *what/how about*. **6.9 A-B**

PROBLEMS

- I can't get to sleep at night. When I lie down in bed, I just can't stop thinking about things. It takes me hours to fall asleep.
You should try some breathing exercises. Or you might want to play some soft music.
- I have a co-worker who keeps talking to me while I'm working. It's very annoying. I try not to be very friendly with him, but he doesn't get the hint²⁴.
- I'm having trouble getting my homework done because I'm addicted to the Internet. I turn on my computer to study, and pretty soon I'm watching videos and chatting with friends.
- I'm always losing things. I leave my sweater in the classroom all the time, last week I lost my car keys, and now I can't find my wallet!
- I have a friend who only calls me when she has a problem. I don't hear from her for weeks and weeks, and then she'll call and ask for help with something.



Write about It Write about a problem that you or someone you know has. Exchange papers with a partner, and write two suggestions or pieces of advice for each other.

²⁴ **hint:** something that you say, but not in a direct way

6.10 Obligation with Must, Have To, Had To, and Have Got To

A	<p>MUST (NOT)</p> <p>1 Schools must pay taxes on that income. It is required by law.</p> <p>2 The government must cut spending by 17 percent, or the city will be in trouble.</p> <p>3 Employees must not park in the customer lot.</p> <p>4 You mustn't worry about it.</p>	<p>We use must—mostly in writing—to say that something is necessary or is required, as in 1 – 2.</p> <p>We use must not to say something is not allowed or to strongly advise against something, as in 3 – 4. We can contract <i>must not</i>, as in 4, but it is not common.</p> <p>WARNING! Using <i>must</i> in this way sounds very formal. We rarely use <i>must</i> with this meaning in spoken English.</p>
B	<p>HAVE TO</p> <p>5 You have to choose one of these colors.</p> <p>6 Everyone has to help with the laundry.</p> <p>7 Do you have to cook tonight?</p> <p>8 Why does she have to leave so early?</p> <p>9 You don't have to carry those books. I'll take them later if you want.</p>	<p>Have to / has to also expresses necessity or requirement, as in 5 – 9. It is much more common than <i>must</i> in speaking.</p> <p><i>Have to</i> is a phrasal modal. Unlike simple modals, <i>have to / has to</i> must agree with the subject.</p> <p>We use do / does to form questions and negatives with have to, as in 7 – 9.</p>
	<p>HAD TO</p> <p>10 A: Did he have to work late yesterday? (NOT: Must he work late yesterday?)</p> <p>B: No, he didn't. But he had to work late on Tuesday.</p>	<p>We use had to and didn't have to to talk about things that were or were not necessary in the past, as in 10.</p>
C	<p>DON'T HAVE TO VS. MUST NOT</p> <p>11a He doesn't have to park the car. I'll be right back. (This is not necessary. It's a choice.)</p> <p>11b You must not park in a fire lane. (This is not allowed.)</p>	<p>The negative form of have to, as in 11a, means “not necessary.” This is not the same meaning as must not. Must not means something is not allowed or not advisable, as in 11b.</p>
D	<p>HAVE GOT TO</p> <p>12 People are not completing their work on time, and that has got to change.</p> <p>13 I 've got to pick up my brother after school.</p> <p>14 I don't have to be at work until 10. (NOT: I don't have got to . . .)</p>	<p>We also use have / 've got to to say that something is necessary, as in 12 – 13. It is very common in speaking.</p> <p>We don't use <i>have got to</i> in questions or negative sentences. Instead, we use a form of <i>have to</i>.</p>



42 | Using Must and Must Not Read about the problems in the staff break room. Write a list of rules. Use *must* and *must not*. **6.10 A**

To: Ann Thompson

Subject: Problems in the Break Room

We've been seeing the following problems in the break room. Please advise. Employees are:

- leaving dirty dishes in the sink.
Employees must wash their dishes. They must not leave dirty dishes in the sink.
- taking food that belongs to other employees.

Employees are (*continued*):

3. leaving old lunches in the refrigerator.
4. not cleaning up spills in the microwave.
5. leaving crumbs on the table.
6. finishing the coffee and not making a new pot.
7. not returning to work on time.
8. leaving the lights and the television on when no one is in the room.

43 | Using Have To/Don't Have To Use *have to/not have to* to talk to a partner about rules for driving. Use these phrases. Do you and your partner agree on the rules? **6.10 B**

DRIVING

1. follow the rules of the road

A: Everyone has to follow the rules of the road.

B: Well, police officers don't always have to follow them.

2. wear a seat belt in the back seat
3. use your headlights in the daytime
4. go 15 miles per hour near schools
5. stop at all four-way intersections²⁵
6. stop for ambulances
7. register²⁶ your car every year
8. learn to drive from a professional driving instructor



44 | Using Have To and Had To Complete these air travel conversations with positive and negative forms of *have to* or *had to* + a subject if necessary. Then practice with a partner. **6.10 B**

AIRPORT AND AIRPLANE CONVERSATIONS

1. Passenger 1: *Do I have to* _____ check this bag?

Passenger 2: I'm not sure. It looks pretty big. It _____ fit under the seat if you want to take it on the plane.

Passenger 1: Well, I _____ check it last time I flew; they let me put it in an overhead compartment.

2. Passenger: Where _____ check in?

Clerk: You already have your boarding pass. You _____ check in. Just go straight to the gate.

3. Passenger: Why _____ pay for lunch? I _____ pay on this airline last year.

Flight attendant: Maybe you were on a longer flight? We offer a free meal on flights over six hours long. I can bring you some peanuts. You _____ pay for those.

²⁵**intersections:** places where two or more roads meet and cross each other

²⁶**register:** to put a name on an official list

4. Passenger 1: Hey, what happened?

Passenger 2: My plane was late. I _____ run all the way across the airport to make my connection. I sure hope my bag doesn't get lost.

Passenger 1: Well, the airline _____ pay for your bag if they lose it.

Passenger 2: I'd rather have my bag!

45 | Using Have To/Don't Have To and Must Not Write sentences about air travel with *have to*, *don't have to*, and *must not*. Use these phrases. **6.10 B-C**

AIRLINE RULES

- | | |
|---|------------------------------------|
| 1. bring knives onto the airplane
<i>Passengers must not bring knives onto the airplane.</i> | 4. get a boarding pass |
| 2. turn off your phone during takeoff | 5. carry identification |
| 3. get out of your seat when the seat belt light is on | 6. pay for coffee or tea |
| | 7. buy a ticket for a baby |
| | 8. follow the pilot's instructions |

Think about It Look at the sentences you wrote above that use *have to*. In which sentences could you change *have to* to *must*? Why?

Write about It Write four more sentences about air travel like the ones above. Use *must*, *must not*, *have to*, and *don't have to*.

46 | Using Modals of Obligation Write four sentences about each profession. Use *have to/don't have to* and *must/must not*. Then compare ideas with your classmates. **6.10 B-C**

JOB REQUIREMENTS

- | | |
|--------------------------|------------------------------|
| 1. doctors | 5. chefs |
| 2. teachers | 6. firefighters |
| 3. accountants | 7. computer programmers |
| 4. professional athletes | 8. administrative assistants |

Doctors have to go to school for a long time.
Doctors must have a license.

 **47 | Pronunciation Note: Got To** Listen to the note. Then do Activity 48.

In speaking, we often pronounce **got to** as "gotta." However, we don't write "gotta."

- | | | |
|-------------------------------------|-----------------------|----------------------------------|
| 1 I have got to go. | <i>can sound like</i> | "I've gotta go." |
| 2 She has got to try harder. | <i>can sound like</i> | "She's gotta try harder." |
| 3 He has got to understand. | <i>can sound like</i> | "He's gotta understand." |

It is also sometimes difficult to hear the **'ve** in sentences with **have got to**.

- | | | |
|----------------------------|-----------------------|----------------------|
| 4 I have got to go. | <i>can sound like</i> | "I gotta go." |
|----------------------------|-----------------------|----------------------|

48 | Using Have Got To Look at Mika’s calendar. Talk to a partner about what she *has got to/doesn’t have to* do. Pay attention to the pronunciation of *got to*. **6.10 C-D**

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
morning		work 8–12	take Tim to doctor	work 8–12	do homework	clean house	garden
evening	do laundry	go to accounting class		go to accounting class		have dinner with the Wangs	

“On Sunday evening, Mika’s got to do laundry.”

“She doesn’t have to do anything on Tuesday evening.”

Talk about It Complete the calendar for yourself. Tell a partner what you’ve got to do this week. Pay attention to the pronunciation of *got to*.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
morning							
evening							

Write about It Write three sentences about the schedule you made above and three sentences about your partner’s schedule. Use *have/has got to* and *don’t/doesn’t have to*.

49 | Error Correction Correct any errors in these sentences. (Some sentences may not have any errors.)

- Everyone must to work hard so we can finish on time.
Everyone must work hard so we can finish on time.
- I’ve got get home early today.
- We must not pay for the concert. It’s free.
- Do the parents must come to the ceremony²⁷?
- He doesn’t got to make dinner. I’ll do it.
- She hasn’t to come to work early this week. The office is opening late.
- You don’t have to copy a friend’s software. It’s against the law.
- Last year, we must pay an entrance fee²⁸, but it’s not required anymore.

²⁷ **ceremony:** a formal event, such as a graduation

²⁸ **fee:** the money you pay to do something



6.11 Using Modals and Related Forms in Speaking

A

ASKING FOR PERMISSION TO SPEAK OR INTERRUPT

- 1 I'm sorry. **Can** I **say** something?
- 2 **Can** I **tell** you something?
- 3 Excuse me. **Could** I **ask** you a question?
- 4 I'm sorry. **May** I **interrupt** for a moment?
- 5 **May** I **speak** to you for a minute?

We often use the modals **can** and **could** as a polite way of interrupting someone or beginning to speak, as in 1 – 3.

We also use **may** in a similar way, as in 4 – 5. However, **may** is more formal and less common.

INTRODUCING RELATED IDEAS

- 6 A: I don't know how I'm going to finish all the papers we have to write this semester.
B: Yes, and **how about** the class project?
A: I know! It's a lot of work.

We can use the expressions **how about** and **what about** to introduce a related idea to a conversation, as in 6.

B

MAKING A POLITE REQUEST

- 7 A: **Can** I **ask you to speak** a little louder?
B: Sure. Can you hear me now?
- 8 A: **Could** I **ask you to close** the window?
B: Of course.
- 9 A: **May** I **ask you to be** a little quieter?
B: Oh, sorry!

To make a request more polite, as in 7 – 9, we sometimes use:

Can Could May	I ask	+	you	+	to- infinitive
---------------------	-------	---	-----	---	----------------

We often make requests like these in formal situations and to ask for something difficult or uncomfortable.

C

USING REDUCED FORMS IN SPEAKING

10	would you	<i>sounds like</i>	"wouldja"
11	could you		"couldja"
12	should you		"shouldja"
13	have got to		"ve gotta"
14	has got to		"sgotta"
15	have to		"hafta"
16	has to	"hasta"	

We often use reduced forms with modals in speaking, as in 10 – 16.

WARNING! We do not write reduced forms.
(NOT: I hafta complete my application by April 1.)
(NOT: Wouldja please submit your reference by April 1.)



50 | Asking for Permission to Speak Listen to these conversations and complete the requests.

Then practice with a partner. **6.11 A**

1. A: Excuse me, Professor. Can I ask you _____ something?
B: Yes, of course. What is it?
2. A: Mrs. Taylor?
B: Yes?
A: _____ after class?
3. A: . . . and at that point it looked as if the people were going to—
B: I'm sorry. _____
A: Sure. What is it?
4. A: Um. _____ something?
B: Uh-huh.

5. A: So then I told her that I didn't really think that was a good idea, and—
 B: I'm sorry. _____ for a second?
6. A: That was the most boring book I've ever read.
 B: Are you kidding? I loved it! I thought it was really funny.
 A: No way! How about the part when—
 C: Wait. _____
 A: What?
7. A: Excuse me. _____ for a moment?
 B: Of course. Come on in.
8. A: I was telling my friend that he—
 B: Excuse me. I'm sorry. _____

51 | Having a Group Discussion Work in a group. As a group, choose one of these topics to discuss. As you are talking, use the expressions in the box to add new ideas or interrupt. **6.11 A**



1. a local sports team
2. a current news event
3. a famous person
4. a movie or TV show
5. what you're studying right now

How about/What about . . . ?
 Can I say something?
 Could I ask a question?
 May I speak for a minute?

- A: The Panthers played really well last weekend. They got a goal right away.
 B: Yeah, and how about when they scored again? Just after halftime.
 C: Can I ask you something?
 A: Sure.*

52 | Asking for a Favor Write a request for a favor for each situation. Use *can*, *could*, or *may* and a *to-* infinitive. Then compare ideas with a partner. **6.11 B**

1. Your professor is speaking very fast.
I'm sorry. Can I ask you to speak more slowly?
2. You are leaving a restaurant. You drop your keys and they land under someone else's table.
3. You are trying to study in the library and someone is humming.
4. You meet an author and you want him to sign your book.
5. You are trying to hear a lecture, and someone near you is making a lot of noise.
6. You are at a movie and someone sits down in front of you. She is wearing a large hat.
7. Someone calls you when you are very busy.
8. You want to eat lunch at a table in the cafeteria. Someone has spread books and papers all over the table.
9. You want something at the market that is on a high shelf. There's a tall person standing next to you.
10. You forgot your glasses and can't see from the back of the classroom. All of the seats in front are taken.

53 | Listening for Reduced Modals Listen to these conversations and write the missing words, including the subject and the full form of the modal + verb. Then practice with a partner. Use reduced forms. **6.11 C**

1. A: *Could you bring* _____ me the flashlight?
I can't see what I'm doing.
B: Sure.
2. A: _____ at 6:00.
B: OK.
3. A: _____ earlier tomorrow.
B: OK. I'll tell him.
4. A: _____ these to Sarah?
I think she needs them.
B: No problem.
5. A: When _____ back to the doctor?
B: In about two months.
6. A: _____ you something.
B: Yeah? What is it?
7. A: _____ about that already.
B: How? I didn't tell her.
8. A: Why do _____ this?
B: The boss wants us to.

6.12 Contrasting Modals in Speaking and Writing

The uses of the modals described in this unit are more common in speaking than in writing.

In everyday conversation, we often choose more informal modals or similar expressions, as in **1a – 4a**.

A

	MORE INFORMAL
1a	I want to inquire about the receptionist job.
2a	Can you please send me the form?
3a	Can you help me?
4a	Please call me at 401-555-0134.

When we do use the modals from this unit in writing, we often choose a more polite form, as in **1b – 4b**.

	MORE POLITE
1b	I would like to inquire about the receptionist job.
2b	Could you please send me the form?
3b	I would appreciate your help.
4b	Could you please call me at 401-555-0134?

B

USING MAY FOR PERMISSION IN WRITING

- 5 Passengers **may use** the bike rack on the back of the bus.
- 6 Passengers **may not bring** bicycles onto the bus.

We rarely use **may** for permission in speaking. When we do, it usually sounds very formal and unnatural. However, we do use **may** in writing to give and refuse permission, as in **5 – 6**.



54 | Making Requests in Writing Rewrite these sentences so that they are appropriate for more formal writing. **6.12 A**

WRITTEN CORRESPONDENCE

1. Please let us use your letter in our advertising.
Would you please let us use your letter in our advertising?
2. I want to meet with you about a possible salary increase.
3. Can I return this item?
4. I want to ask about any internship possibilities.
5. Please reply as soon as possible.
6. Will you call me at your earliest convenience?

7. Can you look at the enclosed documents?
8. I want to receive the information as soon as possible.
9. Let me know if you have any questions.
10. Will you send me your contact information?

Write about It Choose one of these situations, and write a short email to your professor making a request. Make sure to explain clearly who you are, exactly what you want, and why. Thank him or her.

a letter of recommendation extra-credit homework more time to complete an assignment

55 | Using May/May Not Use these phrases to write about what students *may* and *may not* do at your school or in your class. Share your sentences with a partner. **6.12 B**

School Rules

- | | |
|------------------------------------|--------------------------------------|
| 1. smoke on campus | 5. wear a hat in the classroom |
| 2. take food into the library | 6. speak without raising their hands |
| 3. bring coffee into the classroom | 7. miss more than five classes |
| 4. use cell phones during class | 8. contact their instructors at home |

1. *Students may not smoke on the central campus.*

Write about It What rules would you add to the ones above? Write two more rules for your school. These can be rules that exist or that you think should exist. Then share your ideas with your classmates.

WRAP-UP Demonstrate Your Knowledge

A | SURVEY Ask five classmates these questions and write down their answers. Ask them for the reasons for their answers. (You can ask follow-up questions.)

1. Do you prefer ice cream or cake?
2. Would you rather have an ordinary home in an exotic place or an extraordinary home in an ordinary place?
3. Would you like to travel to outer space?
4. Would you rather be unusual or completely average?
5. Do you prefer early mornings or late nights?
6. Would you like to know your future?
7. Do you prefer classical music or pop music?
8. Would you like to be really famous?
9. Would you rather win \$1 million or get your dream job?
10. Would you like to be able to read minds²⁹?

Compare answers with a partner. Are there similarities in the answers you got?

²⁹ **read minds:** to know what other people are thinking

B | BROCHURE Create a short guide to your city. Think about what you would recommend to a visitor. Tell him or her where to go, what to bring, and how to act. Then create your guide. Include both pictures and text if possible. Then present your guide to your classmates.

"Hong Kong is a great city to visit. It's a very international city—a lot like London or New York. You usually have to get a visa to travel to Hong Kong, but that's pretty easy to do. You shouldn't visit during the summer because there are often cyclones. I think the best time to visit is between October and December. When you arrive, you should get . . ."

Tips for Traveling in Hong Kong



You shouldn't visit Hong Kong during the summer. There are often cyclones. The best time to visit is between October and December.



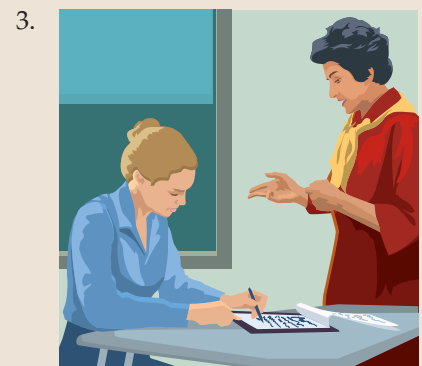
You should get an Octopus Card after you arrive. This is a quick and easy way to pay for the public transport system.

C | PERSONAL REFLECTION Compare your childhood to adulthood. Think about these questions. Then explain your experience (orally or in writing) to your classmates.

1. What chores did/do you do?
2. What was/is your bedtime?
3. Who prepared/prepares your food?
4. Who was/is in charge of your schedule?
5. Who earned/earns money to support you?
6. Who made/makes the decisions for you?

When I was a kid, I was always in a hurry to grow up. Life seemed easier then. I didn't have to worry about a lot. I had to do some chores—like cleaning my room and taking out the garbage. But my parents took care of me. . .

D | ROLE-PLAY Work with a partner. Write a conversation for each picture. Use the modals from this unit. Include five or six lines in each conversation.



Server: Can I bring you something to eat?

Woman: Yes. I'd like a salad.

Man: Could I get a hamburger with no tomato?

Server: Of course. Would you like anything else?

With your partner, practice your favorite conversation in Activity D. Perform your conversation for the class without reading it. As you listen to other students' role-plays, write down the modals you hear and their uses. For example: *can*–permission, *should*–advice, *would* you–request.

6.13 Summary of Modals I

MODALS	USES	EXAMPLES
can	Permission	Can I bring my bicycle onto the bus? I'm sorry. You can't bring your coffee into class.
	Offers	Can I help you with that box? It looks heavy.
	Requests	Can I have a napkin? I spilled something here.
could	Permission	Excuse me. Could I ask you a question?
	Offers	Could I give you a ride somewhere? I could open that package for you.
	Requests	Could you go to the store for me? I don't have time today.
	Suggestions	Maybe you could ask a friend for help.
had better ('d better)	Strong Advice	You had better hurry ! Everyone is leaving soon.
	Warning	You 'd better not try that again. It's dangerous.
have to (phrasal modal)	Obligation / Lack of Necessity	He has to take one more test. Then he's finished for the year. He gave me the tickets. I didn't have to pay for anything. I couldn't go out last night because I had to work .
may	Permission	May I use your phone? I left mine in the car.
	Offers	May I help you with that?
	Suggestions	You may want to ask your teacher for help. You may not want to take that class—it's very difficult.
might	Suggestions	You might want to wear a coat. It's going to get cold tonight. You might not want to sit there. The seat is wet.
must	Obligation / Prohibition	Employees must wash their hands before returning to work. Employees must not wear jeans or sandals.
ought to	Advice	You ought to try this game. It's really fun.
will ('ll)	Offers	I 'll bring you a sandwich.
	Requests	Will you take these downstairs for me?
would ('d)	Offers	Would you like some fruit?
	Desires	I 'd love some ice cream. Thank you.
	Requests	Would you move a little to the left? Would you mind repeating that?
		Preferences
		Would you rather eat later? No, I 'd rather eat now.

7

Gerunds and To- Infinitives



By failing to prepare,
you are preparing to fail.

—BENJAMIN FRANKLIN, WRITER,
SCIENTIST, AND STATESMAN
(1706–1790)

Talk about It What does the quotation above mean? Do you agree or disagree?

WARM-UP 229**7.1 Verb + Gerund** 230

Usage Note: Go + Gerund 232

7.2 Preposition + Gerund 233**7.3 Verb + To- Infinitive** 236

Pronunciation Note: To 237

7.4 Verb + Gerund or To- Infinitive 239**7.5 Infinitives of Purpose** 242**7.6 Gerunds and To- Infinitives as Subjects** 243**7.7 Using Gerunds and To- Infinitives in Speaking** 245**7.8 Using Gerunds and To- Infinitives in Writing** 247**WRAP-UP** Demonstrate Your Knowledge 248**7.9 Summary of Gerunds and To- Infinitives** 249**WARM-UP**

- A** | Read these statements and check (✓) *True* or *False* for you. Then compare answers with a partner. How are you the same or different?

WHAT ARE YOUR LIKES AND DISLIKES?

	TRUE	FALSE
1. I enjoy shopping .	<input type="checkbox"/>	<input type="checkbox"/>
2. I don't mind getting up early in the morning .	<input type="checkbox"/>	<input type="checkbox"/>
3. I love to watch old movies .	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to sing .	<input type="checkbox"/>	<input type="checkbox"/>
5. I hate being late .	<input type="checkbox"/>	<input type="checkbox"/>
6. I'm not interested in traveling .	<input type="checkbox"/>	<input type="checkbox"/>
7. I don't like to exercise .	<input type="checkbox"/>	<input type="checkbox"/>
8. I can't stand to eat vegetables .	<input type="checkbox"/>	<input type="checkbox"/>

- B** | The **green** phrases in the statements above are gerunds. The **blue** phrases are *to-* infinitives. Based on the examples, are these statements true or false? Check (✓) your answers.

	TRUE	FALSE
1. A gerund can be one <i>-ing</i> word or a group of words with an <i>-ing</i> word.	<input type="checkbox"/>	<input type="checkbox"/>
2. A <i>to-</i> infinitive includes <i>to</i> + the base form of a verb.	<input type="checkbox"/>	<input type="checkbox"/>
3. Both a gerund and a <i>to-</i> infinitive can follow the main verb in a sentence.	<input type="checkbox"/>	<input type="checkbox"/>
4. A gerund can follow a preposition (e.g., <i>by</i> , <i>in</i> , <i>of</i>).	<input type="checkbox"/>	<input type="checkbox"/>
5. A <i>to-</i> infinitive can follow a preposition.	<input type="checkbox"/>	<input type="checkbox"/>

- C** | Look back at the quotation on page 228. Identify any gerunds or *to-* infinitives.

7.1 Verb + Gerund

- A**
- 1 They **can't stop laughing.**
verb gerund
- 2 He **likes reading.**
verb gerund
- 3 I need to **begin working on my essay.**
verb gerund
- 4 She **keeps texting me funny stories.**
verb gerund

After certain verbs, we can use the *-ing* form of a verb as an object, as in **1 – 4**. It is a kind of noun phrase and answers the question *what*.

We call this kind of noun phrase a **gerund**. We use gerunds to talk about an action as a kind of thing. A gerund can be:

- an *-ing* form alone, as in **1 – 2**
- an *-ing* form + other words, as in **3 – 4**

Common verbs followed by gerunds include:

begin	finish	keep	prefer	start
dislike	forget	like	remember	suggest
enjoy	go	mind	(can't) stand	try

For a list of common verbs followed by gerunds, see the Resources, page R-7. For spelling rules for the *-ing* form of verbs, see the Resources, page R-4.

- B**
- 5 I'm considering **not going to work.**
- 6 I hate **not being on time.**
- 7 I can't imagine **not living here.**

We add **not** before a gerund to make it negative, as in **5 – 7**.



1 | Using a Verb + Gerund in Conversation Complete these conversations with the *-ing* form of the verb in parentheses. Then practice with a partner. **7.1 A**

- A: I really enjoyed meeting you. (meet)
B: Me too.
- A: Are you busy?
B: No, we just finished . (eat)
- A: Should I get a new computer? My old one is so slow.
B: You know, I'd suggest . I think there might be a sale soon. (wait)
- A: Do you have that book I lent you?
B: I don't remember a book from you. (borrow)
- A: Amanda looks awfully worried these days. What's going on?
B: I don't know, but I think she's going to quit her job.
A: But I thought she liked there. (work)
- A: Why are you in such a hurry?
B: What do you mean? You know I can't stand late. (be)
- A: Shhh. Stop ! (talk)
B: What's the matter?
A: I just heard a strange noise.
- A: Would you like me to drive now?
B: Not yet. I can keep for a while. (go)

PRONUNCIATION

In everyday conversation, you may hear some English speakers pronounce **-ing** as **-in'**.

Just quit **thinking** about it.
(may sound like "thinkin'")

She keeps **saying** the same thing.
(may sound like "sayin'")

9. A: I'm going to buy a magazine.
 B: Well, don't be long. They're going to begin _____ the airplane
 in a few minutes. (board¹)
10. A: When are you going to start _____ an apartment? (look for)
 B: Next week.
11. A: Does anyone know the answer to the question? Khalid? What do you think?
 B: Would you mind _____ the question? (repeat)
12. A: Would you ever want an office job?
 B: Never! I really dislike _____ all day. (sit)

Think about It Circle the gerunds in Activity 1. Then write each gerund under the correct group in this chart.


A gerund can be an <i>-ing</i> form alone.	A gerund can be an <i>-ing</i> form + other words.
	<i>meeting you</i>

Think about It Look at the examples in the chart above. What kinds of other words can follow an *-ing* form?

2 | Asking Questions with a Verb + Gerund Complete these questions with the *-ing* form of the verb in parentheses. **7.1 A**

Personal Questions

1. Do you enjoy cooking? (cook)
2. Did you like _____ to school as a child? (go)
3. When did you begin _____ English? (study)
4. Did you start _____ any sports as a child? (play)
5. What is one thing you can remember _____ angry about? (get)
6. What do you usually do after you finish _____ dinner? (eat)
7. What do you suggest _____ for a headache? (take)
8. Is there anything you can't stand _____? (do)



Talk about It Ask a partner the questions above. Then tell the class one thing you learned about your partner.

"Ben doesn't enjoy cooking."

¹ **board:** to get on a bus, train, ship, plane, etc.

3 | Usage Note: Go + Gerund

 Read the note. Then do Activity 4.

We often use **go** + a **gerund** for types of fun activities and recreation.

go camping	go jogging	go shopping
go exploring	go riding	go swimming
go hiking	go running	go walking

4 | Using Go + Gerund

 Complete the questions below with a word or phrase from the box. Use the *-ing* form of the **bold** verb. (Many different questions are possible.) **7.1 A**

camp (in the woods)	hike (in the mountains)	shop (for clothes)	swim (in the ocean)
explore (in your city)	jog (in the morning)	shop (for food)	walk (with friends)

YOUR HABITS AND YOUR TOWN

1. How often do you go _____?
2. Where do you usually go _____?
3. When did you last go _____?
4. Where did you last go _____?
5. Where can you go _____?
6. Do you enjoy going _____?
7. Do you ever go _____?
8. Would you like to go _____ someday?

Talk about It Ask a partner the questions you wrote above. Then tell the class one thing you learned about your partner.

"Maria never goes jogging."

5 | Using Not + Gerund

 Complete these sentences with the *-ing* form of the verb in parentheses. Use *not* where appropriate to make the sentences true. **7.1 B**

PEOPLE'S PREFERENCES

1. Most children love _____ candy. (eat)
2. Most children dislike _____ to bed early. (go)
3. Most children start _____ around age 1. (walk)
4. Most students like _____ a midterm test. (have)
5. Most students prefer _____ lots of homework every night. (do)
6. Many people prefer _____ alone. (travel)
7. Most people dislike _____ on holidays. (work)
8. Most doctors recommend _____. (exercise)
9. Some doctors recommend _____ after 8 p.m. (eat)



Write about It Write six sentences about what you *love*, *dislike*, *prefer*, or *recommend*.

I dislike going to bed early.

6 | Error Correction Correct any errors in these sentences. (Some sentences may not have any errors.)

1. She didn't remember she meets me.
2. I finished study at 8 and went out.
3. I like learned languages a lot.
4. We continued walk for a while.
5. I do not like be alone.
6. My grandfather continued worked until he was 80.
7. Many children start learn a second language when they are very young.
8. He speaks English well because he began studied at a young age.
9. I hope you don't mind to answer this question.
10. You can't avoid to make mistakes when you speak a second language.

7.2 Preposition + Gerund

A	<p>PREPOSITION + GERUND</p> <p>1 He left without saying anything.</p> <p>2 You can improve your grades by studying more.</p> <p>3 You can learn a lot from traveling.</p>	<p>We sometimes use the prepositions without, by, and from + a gerund to answer the question <i>how</i>, as in 1 – 3.</p>
B	<p>ADJECTIVE + PREPOSITION + GERUND</p> <p>4 I'm tired of watching this.</p> <p>5 Aren't you sick of working on this?</p> <p>6 I'm shy about giving orders.</p>	<p>Certain adjectives go together with specific prepositions. We often use a gerund after these adjectives + prepositions, as in 4 – 6.</p> <p>For a list of common adjectives + prepositions followed by gerunds, see the Resources, page R-8.</p>
C	<p>VERB + PREPOSITION + GERUND</p> <p>7 I don't feel like cooking tonight.</p> <p>8 She's thinking about quitting her job.</p> <p>9 We look forward to seeing them.</p>	<p>Certain verbs go together with specific prepositions. We often use a gerund after these verbs + prepositions, as in 7 – 9.</p> <p>For a list of common verbs + prepositions followed by gerunds, see the Resources, page R-8.</p>



7 | Using a Preposition + Gerund Match the first part of each sentence on the left with a preposition + gerund on the right. (More than one answer may be possible.) **7.2 A**

EDUCATION

- | | |
|--|--------------------------------|
| 1. You won't do well on tests <u>d</u> | a. by coming to class on time. |
| 2. You can't learn a foreign language ____ | b. by skipping class. |
| 3. You will learn a lot ____ | c. without practicing. |
| 4. You won't make your teacher happy ____ | d. without studying. |
| 5. You can make your teacher happy ____ | e. from taking notes in class. |

HEALTH

- | | |
|--|----------------------------------|
| 6. You probably won't lose weight ____ | f. by eating less. |
| 7. Your skin can turn orange ____ | g. from eating too many carrots. |
| 8. You can get lung cancer ² ____ | h. from smoking cigarettes. |
| 9. You can damage your skin ____ | i. without exercising. |
| 10. You can lose weight easily ____ | j. by sitting in the sun. |

²**cancer:** a serious disease

Write about It Think of a different way to complete the first part of each sentence in Activity 7. Use *without*, *by*, or *from* + a gerund.

You won't do well on tests by not studying.

8 | Using an Adjective + Preposition + Gerund Write ten meaningful questions using ideas from this chart. Use each gerund in the right column only once. (Many different questions are possible.) **7.2B**

	Adjective + preposition		Gerund		
Are you	afraid of	interested in	becoming a doctor?	getting hurt?	being a chef in a restaurant?
	capable of	nervous about	being a student?	listening?	running a business?
	good at	tired of	doing puzzles?	teaching?	saying something stupid?
			giving speeches?		

Talk about It Ask a partner the questions you wrote above.

A: Are you interested in becoming a doctor?

B: Do you mean a medical doctor? No, not really.

9 | Using a Verb + Preposition + Gerund Complete each set of sentences with a verb + preposition from the box. **7.2C**

- It's getting late. We should think about going to bed.
- Elderly people often _____ falling down.
- We should probably _____ going swimming. It's too cold.
- Students often _____ having too much homework.
- Lots of young people _____ becoming an actor or musician.
- Did you ever _____ doing something that you didn't do?
- Most people don't _____ working when they are sick.
- What do you _____ doing next year?
- Are you going to _____ getting better grades?
- Some parents don't _____ using physical punishment³.
- You should _____ being late to class.
- My friends and I _____ doing scary things, but we never actually do them.
- What can you _____ starting a fire?
- It's dark outside, but I'm going to _____ looking for my lost watch.

complain about
forget about
think about
worry about

admit to
dream of
feel like

apologize for
believe in
plan on
work on

keep on
talk about
use for

Write about It Write sentences about yourself using four of the verbs + prepositions above with gerunds.

I sometimes think about changing schools.

³physical punishment: hitting someone because he or she did something bad

10 | Using a Preposition + Gerund in Conversation Underline the gerunds. What comes before each gerund? Circle the form and check (✓) your answers. Then practice with a partner. **7.2 A-C**

	PREPOSITION ALONE	ADJECTIVE + PREPOSITION	VERB + PREPOSITION
1. A: What's the matter? B: Nothing really. I'm just <u>tired of watching this</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. A: Are you doing anything special for the holiday? B: Yeah. I'm thinking of having some friends over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A: What are you planning on doing tomorrow? B: I'm probably just going to stay home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A: I need to leave early tomorrow. B: OK, but don't go without saying goodbye.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A: Did you call David back? B: No. I don't feel like talking to him right now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A: You're really good at making presentations. B: You think so? A: Yeah.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A: Are you still looking for an apartment? B: Yes, but I don't have much hope of finding one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A: I'm excited about working together. B: Me too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. A: Are you going home soon? B: No, I'm going to keep on studying for a while.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 | Stating Ideas with Gerunds Complete these sentences with your own ideas. Use gerunds. **7.2 B-C**

ALL ABOUT ME

1. I'm good at _____.
2. I'm afraid of _____.
3. I sometimes worry about _____.
4. I'm not capable of _____.
5. I dream of _____.
6. As a child, I sometimes complained about _____
_____.
7. I often feel like _____.
8. I think people should apologize for _____
_____.

WARNING!

Be careful not to confuse a verb + the preposition to (which is followed by a gerund) with a to- infinitive (to + the base form of a verb).

I look forward to seeing you.
(NOT: I look forward to see you.)
I want to see you later.

Talk about It Compare your ideas above with your classmates. Make a list of all your different ideas.

*I'm good at... organizing things
playing soccer
spending money*

7.3 Verb + To- Infinitive

A

1 verb Nobody **wants** to- infinitive **to go.**

2 verb They **are planning** to- infinitive **to stay here.**

3 verb I **need** to- infinitive **to stop at the store.**

4 verb Last year I **decided** not + to- infinitive **not to move away.**

After certain verbs, we can use a **to- infinitive** as an object, as in **1 – 4**. It is a kind of noun phrase and answers the question *what*. It can be:

- to + the base form of a verb, as in **1**
- to + the base form of a verb + other words, as in **2 – 3**

Common verbs followed by to- infinitives include:

agree	continue	hope	need	seem
ask	decide	learn	prefer	start
begin	expect	like	promise	want

We add **not** to make a to- infinitive negative, as in **4**.

For a list of common verbs followed by to- infinitives, see the Resources, page R-9.

B

COMPARE 5A–5B

5a I **want** **to do** the dishes.

5b I **want** **my brother** **to do** the dishes.

6 We asked **your sister** **to come** over.

7 I was expecting **him** **to be** there.

8 My parents **told** **us** **to work** hard.

9 My father **taught** **me** **to swim**.

We can use a **noun phrase** or **object pronoun** between certain verbs and the to- infinitive, as in **5b – 7**. Examples of these verbs are:

ask	expect	need	prefer	want
-----	--------	------	--------	------

The noun phrase or pronoun shows who or what performs the action of the to- infinitive.

A few verbs must use a noun phrase or pronoun before the to- infinitive, as in **8 – 9**. Examples of these verbs are:

advise	allow	encourage	remind	teach	tell
--------	-------	-----------	--------	-------	------

For a list of common verbs followed by an object + a to- infinitive, see the Resources, page R-9.

C

CORRECT THE COMMON ERRORS (See page R-19.)

10 **X** They wanted to saved their money.

12 **X** She encouraged me about going.

11 **X** She hopes graduate this year.

13 **X** I expect him no to graduate.



12 | Using Verbs + To- Infinitives in Conversation Complete each conversation with the to- infinitive form of a verb from the box. Then practice with a partner. 7.3 A

1. A: Do you want to do something tonight?

B: Sure. Let's eat out somewhere.

2. A: Is Hassan still sick?

B: Yes, but I think he's starting _____ a little better.

3. A: Can I start the meeting?

B: Go ahead. Everyone seems _____ here.

4. A: What's the matter?

B: I can't continue _____ with Mika. She's driving me crazy.

5. A: I'll see you later.

B: Yes, I hope _____ you soon.

be
do
feel
see
work

6. A: How did you learn _____ a car?
B: My father taught me.
7. A: Are you ready?
B: For what?
A: Come on. You agreed _____ me with my homework.
B: OK. OK.
8. A: I thought you were going to a movie.
B: I decided _____.
9. A: What did you get Anna for her birthday?
B: Do you promise _____ her?
A: Of course.
10. A: Are you leaving soon?
B: No, I expect _____ here for another hour.

be
drive
(not) go
help
(not) tell

13 | Pronunciation Note: To Listen to the note. Then do Activities 14 and 15.

With a *to*-infinitive, we usually pronounce **to** like /tə/ or sometimes just /t/. It can be difficult to hear.

1 She wants **to learn to speak** Chinese. *sounds like* "She wants /tə/ learn /t/ speak Chinese."

When **to** is the last word in a sentence, speakers pronounce its full sound. It sounds like /tu/.

2 A: Did you pay the rent?
B: Oh, no. I forgot **to**.

14 | Pronouncing To- Infinitives Listen to each question and write the verb + *to*-infinitive you hear. Then practice saying the questions. **7.3 A**

YOUR SCHEDULE

- Where do you _____ *expect to be* _____ at this time tomorrow?
- Where do you _____ tomorrow?
- What do you _____ tonight?
- Who do you _____ tomorrow?
- What do you _____ in the morning?
- Where do you _____ the afternoon tomorrow?
- When do you _____ tomorrow?
- When do you _____ a vacation?
- What do you _____?
- How many times a day do you _____?



Write about It Write answers to the questions above. Use complete sentences.

- I expect to be at home at this time tomorrow.*

15 | Listening for a Verb (+ Noun Phrase) + To- Infinitive Listen and check (✓) the sentence you hear. **7.3 B**

- | | |
|--|--|
| 1. <input type="checkbox"/> a. I don't want to do the dishes.
<input checked="" type="checkbox"/> b. I don't want him to do the dishes. | 6. <input type="checkbox"/> a. Do you want to go with them?
<input type="checkbox"/> b. Do you want me to go with them? |
| 2. <input type="checkbox"/> a. She doesn't want to go.
<input type="checkbox"/> b. She doesn't want them to go. | 7. <input type="checkbox"/> a. Did she ask to come over?
<input type="checkbox"/> b. Did she ask him to come over? |
| 3. <input type="checkbox"/> a. They didn't ask to help.
<input type="checkbox"/> b. They didn't ask us to help. | 8. <input type="checkbox"/> a. Do you want to go somewhere?
<input type="checkbox"/> b. Do you want her to go somewhere? |
| 4. <input type="checkbox"/> a. My brother doesn't need to be there.
<input type="checkbox"/> b. My brother doesn't need me to be there. | 9. <input type="checkbox"/> a. Do you want to stay?
<input type="checkbox"/> b. Do you want me to stay? |
| 5. <input type="checkbox"/> a. I expect to call her at noon.
<input type="checkbox"/> b. I expect her to call at noon. | 10. <input type="checkbox"/> a. When do they expect to get there?
<input type="checkbox"/> b. When do they expect you to get there? |

Talk about It Work with a partner. Read a sentence in each pair above. Ask your partner to say "sentence A" or "sentence B."

16 | Using a Verb (+ Noun Phrase) + To- Infinitive Use each quotation to write a new sentence. Some sentences will need a noun phrase before the to- infinitive, and some will not. **7.3 B**

REPORTING STATEMENTS

- Toshi: "I don't expect my brother to help."
Toshi doesn't expect his brother to help.
- Emma: "I expect to be there by 7."
Emma expects _____.
- Kate: "I want John to read something."
Kate wants _____.
- Carlos: "I really want to see that movie."
Carlos _____.
- Sam: "I need someone to give me a ride to school."
Sam _____.
- Mary: "I advised David to get there early."
_____.
- Isabel: "I told my brother to do his homework."
_____.
- Rob: "I encouraged Amanda to take the job."
_____.
- Sarah: "I taught my sister to ride a bike."
_____.
- Matt: "I really don't want to leave."
_____.