

SIXTH EDITION
GRAMMAR 2
IN CONTEXT

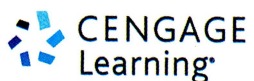
SANDRA N. ELBAUM

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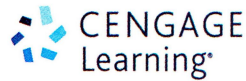
GRAMMAR **2**

IN CONTEXT

SANDRA N. ELBAUM



Australia • Brazil • Mexico • Singapore • United Kingdom • United States



**Grammar in Context 2, Sixth Edition
Student Book
Sandra N. Elbaum**

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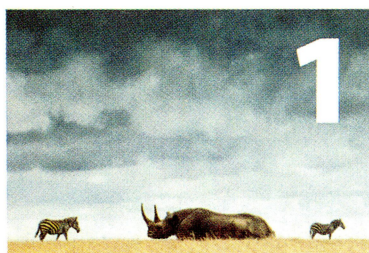
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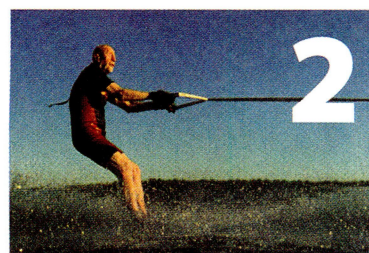
CONTENTS



GRAMMAR The Simple Present Frequency Words

CONTEXT Animals

READING 1 Special Friends	4
1.1 <i>Be</i> Simple Present—Form	5
1.2 Contractions with <i>Be</i>	5
1.3 <i>Be</i> —Use	7
1.4 Negative Statements with <i>Be</i>	8
1.5 <i>Yes/No</i> Questions and Short Answers with <i>Be</i>	10
1.6 <i>Wh</i> – Questions with <i>Be</i>	12
READING 2 Guide Dogs	15
1.7 The Simple Present Affirmative Statements—Form	16
1.8 The Simple Present—Use	17
1.9 The Simple Present—Negative Statements	18
READING 3 Lucy Cooke, Zoologist	20
1.10 The Simple Present—Questions	21
1.11 <i>Wh</i> – Questions with a Preposition	25
1.12 Questions About Meaning, Spelling, Cost, and Time	26
READING 4 Bottlenose Dolphins	28
1.13 Frequency Words with the Simple Present	29
1.14 Position of Frequency Words	30
1.15 Questions about Frequency	32
1.16 Questions with <i>How Often</i>	33
LESSON SUMMARY	36
TEST/REVIEW	37
WRITING	38



GRAMMAR The Present Continuous The Future

CONTEXT Generations

READING 1 Second Careers	42
2.1 The Present Continuous—Form	43
2.2 The Present Continuous—Use	45
2.3 Questions with the Present Continuous	46
READING 2 Digital Natives and Digital Immigrants	50
2.4 Contrasting the Simple Present and the Present Continuous	51
2.5 Action and Nonaction Verbs	53

READING 3 The Future United States Population	57
2.6 The Future with <i>Will</i>	58
2.7 The Future with <i>Be Going To</i>	60
2.8 Choosing <i>Will</i> or <i>Be Going To</i> or Present Continuous for Future	62
2.9 Future + Time or <i>If</i> Clause	64
LESSON SUMMARY	66
TEST/REVIEW	67
WRITING	68



GRAMMAR The Simple Past The Habitual Past with <i>Used To</i>	
CONTEXT What is Success?	
READING 1 Failure and Success	72
3.1 The Simple Past—Form	73
3.2 The Simple Past—Use	74
READING 2 Never Too Late to Learn	75
3.3 The Past of <i>Be</i>	76
3.4 The Simple Past of Regular Verbs	77
3.5 The Simple Past of Irregular Verbs	78
READING 3 If at First You Don't Succeed	81
3.6 Negatives and Questions with the Simple Past	82
READING 4 Success in Changing Laws	85
3.7 The Habitual Past with <i>Used To</i>	86
LESSON SUMMARY	88
TEST/REVIEW	89
WRITING	90



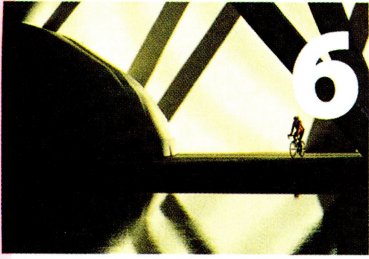
GRAMMAR Possessive Forms Object Pronouns Reflexive Pronouns Questions	
CONTEXT Weddings	
READING 1 A Traditional American Wedding	94
4.1 Overview of Possessive Forms and Pronouns	95
4.2 Possessive Forms of Nouns	96
4.3 Possessive Adjectives	98
4.4 Possessive Pronouns	99
4.5 Questions with <i>Whose</i>	101

READING 2 Economizing on a Wedding	102
4.6 Object Pronouns	103
4.7 Reflexive Pronouns	106
READING 3 New Wedding Trends	108
4.8 Direct and Indirect Objects	109
4.9 <i>Say and Tell</i>	110
READING 4 Questions and Answers about American Weddings	112
4.10 Questions about the Subject	113
4.11 Questions about the Complement	114
LESSON SUMMARY	118
TEST/REVIEW	119
WRITING	120



GRAMMAR Nouns
There + Be
Quantity Words
CONTEXT Thanksgiving, Pilgrims, and Native Americans

READING 1 Thanksgiving	124
5.1 Noun Plurals—Form	125
5.2 Using the Plural for Generalizations	128
5.3 Special Cases of Singular and Plural	129
READING 2 Cranberry Sauce	130
5.4 Count and Noncount Nouns	131
5.5 Nouns That Can Be Both Count and Noncount	132
5.6 Units of Measure with Noncount Nouns	133
5.7 <i>A Lot Of, Much, Many</i>	135
READING 3 The First Americans	137
5.8 <i>There + a Form of Be</i>	138
5.9 <i>Some, Any, A, No</i>	141
READING 4 Navajo Code Talkers	142
5.10 <i>A Few, Several, A Little</i>	143
5.11 <i>A Few vs. Few; A Little vs. Little</i>	143
5.12 <i>Too Much/Too Many vs. A Lot Of</i>	144
LESSON SUMMARY	146
TEST/REVIEW	147
WRITING	148



GRAMMAR Modifiers Adverbs	
CONTEXT A Healthy Planet, a Healthy Body	
READING 1 Feeding the Planet	152
6.1 Modifying A Noun	153
6.2 Adjectives	154
6.3 Noun Modifiers	157
READING 2 Get Healthy!	159
6.4 Adverbs	160
6.5 Adjective vs. Adverb	162
READING 3 A Good Night's Sleep	164
6.6 <i>Too, Too Much, Too Many, and Enough</i>	165
6.7 <i>Too and Very</i>	166
LESSON SUMMARY	168
TEST/REVIEW	169
WRITING	170



GRAMMAR Time Words The Past Continuous	
CONTEXT Immigrants and Refugees	
READING 1 Ellis Island	174
7.1 Time Words	175
7.2 <i>When and Whenever</i>	178
READING 2 Henri and Bridget: Refugees from Rwanda	179
7.3 The Past Continuous—Form	180
7.4 The Past Continuous with a Specific Time	182
7.5 The Past Continuous with a <i>When</i> Clause	184
READING 3 Albert Einstein: Refugee from Germany	185
7.6 The Past Continuous with a <i>While</i> Clause	186
7.7 Simple Past vs. Past Continuous with <i>When</i>	188
7.8 Using the <i>-ing</i> Form After Time Words	189
LESSON SUMMARY	190
TEST/REVIEW	191
WRITING	192



GRAMMAR Modals
CONTEXT Rules and Recommendations

READING 1 An Apartment Lease 196

8.1 Overview of Modals 197

8.2 Phrasal Modals. 197

8.3 Obligation/Necessity—*Must* and Phrasal Modals 199

8.4 Permission/Prohibition—*May* and Phrasal Modals 200

8.5 Expectation—*Be Supposed To*. 201

8.6 Ability/Permission—*Can, Could,* and Phrasal Modals 202

READING 2 Smoke Detectors 204

8.7 Advice—*Should, Ought To, Had Better* 205

8.8 Negatives of Modals 208

READING 3 Starting Life in a New Country 211

8.9 Conclusions or Deductions—*Must* 212

8.10 Possibility—*May/Might*. 214

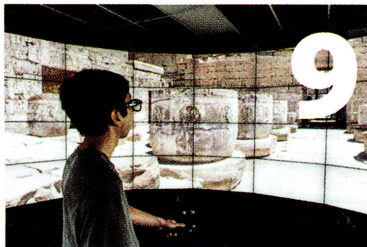
READING 4 At a Garage Sale 216

8.11 Using Modals for Politeness 217

LESSON SUMMARY 220

TEST/REVIEW 221

WRITING 222



GRAMMAR The Present Perfect
The Present Perfect Continuous
CONTEXT Virtual Communities

READING 1 Google 226

9.1 The Present Perfect—Forms. 227

9.2 The Past Participle 230

9.3 The Present Perfect with an Adverb. 233

READING 2 Crowdfunding 234

9.4 The Present Perfect—Overview of Uses 235

9.5 The Present Perfect with Continuation from Past to Present 236

9.6 The Simple Past, The Present Perfect, The Simple Present 238

READING 3 Khan Academy	240
9.7 The Present Perfect with Repetition from Past to Present	241
9.8 The Present Perfect with an Indefinite Time in the Past	243
9.9 The Present Perfect vs. The Simple Past	246
READING 4 Technology: Genealogy and the Genographic Project	248
9.10 The Present Perfect Continuous—Forms	249
9.11 The Present Perfect Continuous—Use	251
LESSON SUMMARY	254
TEST/REVIEW	255
WRITING	256



GRAMMAR Gerunds Infinitives	
CONTEXT Jobs	
READING 1 Finding a Job	260
10.1 Gerunds—An Overview	261
10.2 Gerunds as Subjects	262
10.3 Gerunds as Objects	265
10.4 Preposition + Gerund	267
READING 2 Employment Engagement	270
10.5 Infinitives—An Overview	271
10.6 Infinitives after Expressions with <i>It</i>	272
10.7 Infinitives after Adjectives	273
10.8 Infinitives after Verbs	274
10.9 Objects before Infinitives	276
10.10 Infinitives to Show Purpose	277
10.11 Infinitive or Gerund after a Verb	278
LESSON SUMMARY	280
TEST/REVIEW	281
WRITING	282



GRAMMAR Adjective Clauses	
CONTEXT Making Connections with Friends	
READING 1 Reconnecting with Old Friends	286
11.1 Adjective Clauses—Overview	287
11.2 Relative Pronouns as Subjects	288
11.3 Relative Pronouns as Objects	291
READING 2 Making Connections Using Meetup	295
11.4 Relative Pronouns as Objects of Prepositions	296
11.5 <i>Whose</i> + Noun	298
READING 3 Mark Zuckerberg and Facebook	300
11.6 Adjective Clauses with <i>Where</i> and <i>When</i>	301
LESSON SUMMARY	304
TEST/REVIEW	305
WRITING	306



GRAMMAR Superlatives	
Comparatives	
CONTEXT Sports and Athletes	
READING 1 Gregg Treinish: Extreme Athlete and Conservationist	310
12.1 The Superlative Form of Adjectives and Adverbs	311
12.2 Superlatives—Use	313
READING 2 Americans' Attitude Toward Soccer	316
12.3 Comparative Forms of Adjectives and Adverbs	317
12.4 Comparatives—Use	319
READING 3 An Amazing Athlete	323
12.5 <i>As... As</i>	324
12.6 <i>As Many/Much... As</i>	326
12.7 <i>The Same... As</i>	327
READING 4 Football and Soccer	330
12.8 Showing Similarity with <i>Like</i> and <i>Alike</i>	331
LESSON SUMMARY	334
TEST/REVIEW	335
WRITING	336



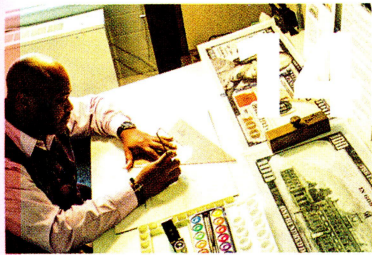
GRAMMAR Passive Voice and Active Voice
CONTEXT The Law

READING 1 The Supreme Court 340
13.1 Active and Passive Voice—Overview 341
13.2 The Passive Voice—Form 342

READING 2 Jury Duty 344
13.3 Passive Voice—Use 345
13.4 Negatives and Questions with the Passive Voice 347

READING 3 Unusual Lawsuits 349
13.5 Transitive and Intransitive Verbs 350

LESSON SUMMARY 354
TEST/REVIEW 355
WRITING 356



GRAMMAR Articles
Other/Another
 Indefinite Pronouns
CONTEXT Money

READING 1 Millennials and Money 360
14.1 Articles—An Overview 361
14.2 Making Generalizations 362
14.3 Classifying or Defining the Subject 363

READING 2 Kids and Money 365
14.4 Non-Specific Nouns 366
14.5 Specific Nouns 367
14.6 Specific or Non-Specific Nouns with Quantity Words 370

READING 3 Billionaires 372
14.7 *Another* and *Other* 373
14.8 More about *Another* and *Other* 374
14.9 Definite and Indefinite Pronouns 376

LESSON SUMMARY 378
TEST/REVIEW 379
WRITING 380

APPENDICES

A. Spelling and Pronunciation of Verbs	AP1–AP3
B. Irregular Noun Plurals	AP4
C. Spelling Rules for Adverbs Ending in <i>-ly</i>	AP5
D. Metric Conversion Chart	AP6–AP7
E. <i>Make</i> and <i>Do</i>	AP8
F. Prepositions of Time	AP9
G. Verbs and Adjectives Followed by a Preposition	AP10
H. Direct and Indirect Objects	AP11
I. Capitalization Rules	AP12
J. Uses of Articles	AP13–AP14
K. Irregular Verb Forms	AP15–AP16
L. Map of the United States of America	AP17
M. Spelling of Comparative and Superlative Forms	AP18
N. Résumé	AP19

GLOSSARY OF GRAMMATICAL TERMS

GLOSSARY	G1–G5
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INDEX

INDEX	I1–I8
--------------------	-------

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I wish to acknowledge the immigrants, refugees, and international students I have known, both as a teacher and as a volunteer with refugee agencies. These people have increased my understanding of my own language and taught me to see life from another point of view. By sharing their observations, questions, and life stories, they have enriched my life enormously.

This new edition is dedicated to the millions of displaced people in the world. The United States is the new home of many refugees, who survived unspeakable hardships in Burundi, Rwanda, Iraq, Sudan, Burma, Bhutan, and other countries. Their resiliency in starting a new life and learning a new language is a tribute to the human spirit.

—*Sandra N. Elbaum*

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My parents immigrated to the United States from Poland and learned English as a second language as adults. My sisters and I were born in the United States. My parents spoke Yiddish to us; we answered in English. In that process, my parents' English improved immeasurably. Such is the case with many immigrant parents whose children are fluent in English. They usually learn English much faster than others; they hear the language in natural ways, in the context of daily life.



Learning a language in context, whether it be from the home, from work, or from a textbook, cannot be overestimated. The challenge for me has been to find a variety of high-interest topics to engage the adult language learner. I was thrilled to work on this new edition of *Grammar in Context* for National Geographic Learning. In so doing, I have been able to combine exciting new readings with captivating photos to exemplify the grammar.

I have given more than 100 workshops at ESL programs and professional conferences around the United States, where I have gotten feedback from users of previous editions of *Grammar in Context*. Some teachers have expressed concern about trying to cover long grammar lessons within a limited time. While ESL is not taught in a uniform number of hours per week, I have heeded my audiences and streamlined the series so that the grammar and practice covered is more manageable. And in response to the needs of most ESL programs, I have expanded and enriched the writing component.

Whether you are a new user of *Grammar in Context* or have used this series before, I welcome you to this new edition.

Sandra N. Elbaum

For my loves
Gentile, Chimene, Joseph, and Joy

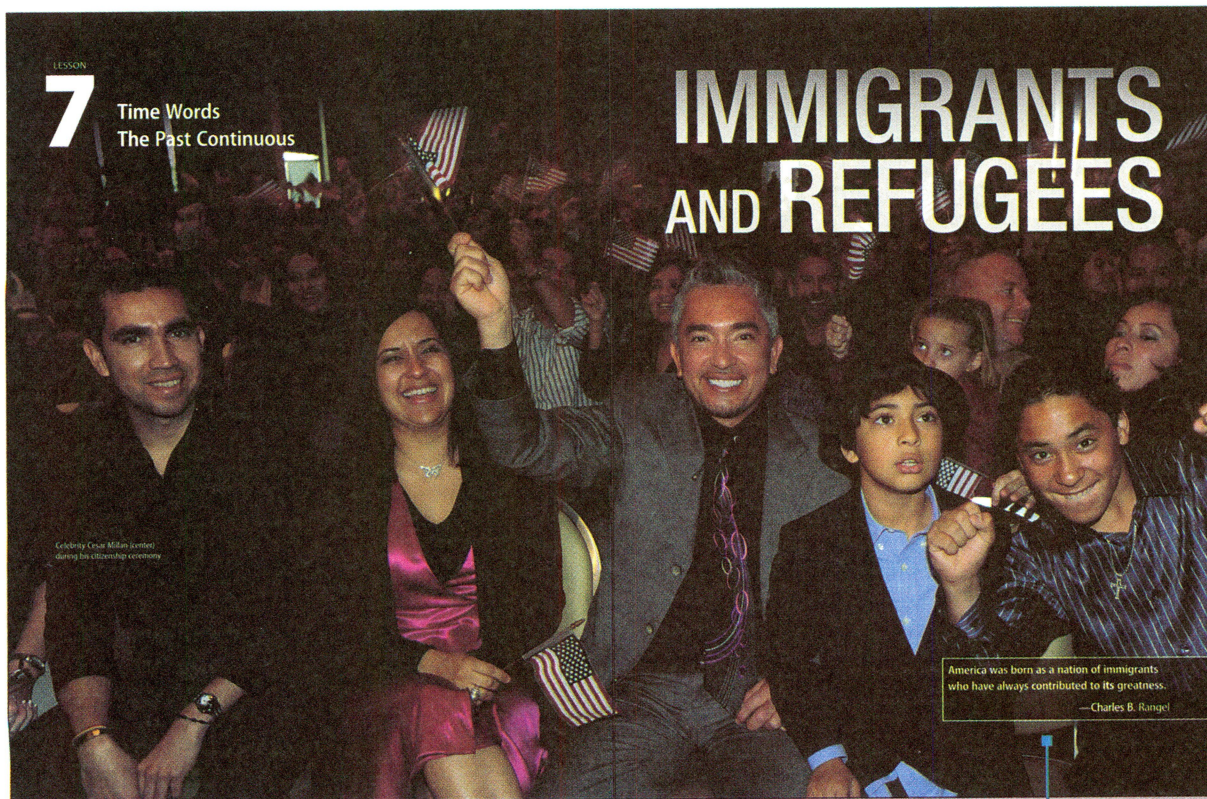
Welcome to **GRAMMAR IN CONTEXT**, Sixth Edition

Grammar in Context presents grammar in interesting contexts that are relevant to students' lives and then recycles the language and context throughout every activity. Learners gain knowledge and skills in both grammar structures and topic areas.

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many with National Geographic content, introduce the target grammar in context and provide the springboard for practice.

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reinforce the grammar through natural spoken English.



Second Careers

Read the following article. Pay special attention to the words in bold.

Judy Perlman, of Chicago, **is starting** a new career—making dolls. She sells most of them before Christmas, at holiday fairs all over Illinois. "**I'm having** more fun than ever before. **I'm traveling** in my new job and **meeting** new people. Right now **I'm preparing** for my next show. **I'm not earning** a lot of money, but I don't care." Why isn't she worried about making money? Perlman is a retired teacher, and she's **getting** a pension.¹

Many older people **are starting** new careers in their retirement. Americans **are living** longer than ever before. The average life expectancy in the United States is seventy-six years for men and eighty-one years for women. Most people retire in their midsixties. That means that retired people can have many years ahead of them. Some people are content just relaxing. But many seniors **are getting** involved in interesting hobbies or second careers. If they **are getting** a pension or **living off** savings from their work years, many can afford to find rewarding work without worrying about money. "**I'm enjoying** every minute of my new career. I think this is the best time of my life," says Perlman.

Some senior citizens decide not to retire at all. Frank Babbit of Newark is a carpenter, and he's **still working**. He has his own business and works fifty hours a week. And he's almost eighty-eight years old.

Today healthy retirees **are exploring** many options, from relaxing to starting a new business or making a hobby into a new career. How do you see yourself as a retiree?

¹ pension: a regular payment made by a business or government to a retired employee
² senior: an older person; this usually refers to people over 65.

42 Lesson 2

COMPREHENSION CHECK Based on the reading, tell if the statement is true (T) or false (F).

- Judy Perlman is working as a teacher.
- People are living longer these days.
- Some people earn money from a job and get a pension at the same time.

2.1 Present Continuous²—Form

For the present continuous, we use a form of *be* (*is, am, are*) + verb + *-ing*.⁴

Subject	Be (am, is, are)	Verb + -ing	
I	am	working	hard.
Judy	is	making	dolls.
She	is	getting	a pension.
Some seniors	are	starting	second careers.
You	are	exploring	possibilities.

Language Notes:

- We can make a contraction with the subject pronoun and a form of *be*. Most nouns can also contract with *is*.³
I'm having fun. We're learning new things.
Judy's making dolls. Frank's working as a carpenter.
- To form the negative, we put *not* after *am/is/are*. In many cases, we can make a negative contraction in two ways:
She is not working. = **She isn't** working. = **She's not** working.
You are not relaxing. = **You aren't** relaxing. = **You're not** relaxing.
- For *I am not*, there is only one contraction:
I am not traveling. = **I'm not** traveling.
- We do not repeat the *be* verb after *and* or *or*.
Some people **are working and getting** a pension.
- We can put an adverb between *be* and the verb + *-ing*.
He's **still** working.

² Some grammar books refer to the present continuous as the present progressive.
³ For a review of the spelling of the *-ing* form of the verb, see Appendix A.
⁴ See Lesson 1, page 5 for exceptions.

The Present Continuous, The Future 43

NEW REDESIGNED GRAMMAR CHARTS offer straightforward explanations and provide contextualized clear examples of the structure.

TEST/REVIEW

Fill in the blanks to complete the conversation. Use the words given and context clues to help you. Use contractions wherever possible.

- A: There ^{was} a good program on TV last night. ^{Did you see} it?
B: No, I ^{wasn't}. What ^{was} about?
A: It was about successful people who ^{started} at first.
B: Who ^{did they talk} about?
A: One success was Bill Gates. Gates ^{started} a company with a friend when he ^{was} 17 years old.
B: What kind of company ^{did they start}?
A: They ^{built} software to help regulate traffic. They ^{tried} to sell it to the city, but they ^{weren't} successful.
B: Why ^{weren't they} successful?

Enhanced For This Edition!

END-OF-LESSON ACTIVITIES help learners review and apply the target grammar to writing.

SUMMARY OF LESSON 3

The Simple Past of Be

AFFIRMATIVE STATEMENT: Dawson was happy.
NEGATIVE STATEMENT: He wasn't rich.
YES/NO QUESTION: Was he from a large family?
SHORT ANSWER: Yes, he was.
WH- QUESTION: Where was he born?
NEGATIVE WH- QUESTION: Why wasn't he in school?

The Simple Past of Regular Verbs

AFFIRMATIVE STATEMENT: Andrée wanted to go to the North Pole.
NEGATIVE STATEMENT: He didn't want to go over land.
YES/NO QUESTION: Did he want to go by balloon?
SHORT ANSWER: Yes, he did.
WH- QUESTION: Why did he want to go to the North Pole?
NEGATIVE WH- QUESTION: Why didn't he want to go over land?

The Simple Past of Irregular Verbs

AFFIRMATIVE STATEMENT: Dawson felt happy.
NEGATIVE STATEMENT: He didn't feel lonely.
YES/NO QUESTION: Did he feel good when he learned to fly?
SHORT ANSWER: Yes, he did.
WH- QUESTION: How did he feel about his life?
NEGATIVE WH- QUESTION: Why didn't he feel lonely?

The Habitual Past with Used To

AFFIRMATIVE STATEMENT: Black children used to attend separate schools.
NEGATIVE STATEMENT: They didn't use to attend schools with white children.
YES/NO QUESTION: Did baseball teams use to have black players?
SHORT ANSWER: No, they didn't.
WH- QUESTION: Why did schools use to segregate students?

Robinson ^{was born} in 1919 in the South. His family ^{was} very poor. When he was just a baby, his father ^{left} the family and his mother ^{moved} the family to California. When he ^{was} in high school and college, he ^{was interested} in several different sports. After junior college, he ^{went} to the University of California, where he ^{was} won awards in baseball, basketball, football, and track. He ^{didn't finish} college. He ^{took} a job as athletic director of a youth organization. Then he ^{entered} the army in 1942. After he left the army in 1944, he ^{accepted} an offer to be the athletic director at a college in Texas. In 1945, the Kansas City Monarchs, an African American baseball team, ^{sended} him an offer to play professional baseball. In 1947, the Brooklyn Dodgers ^{offered} him a contract. The manager of the team ^{knew} that Robinson would face racial discrimination. He ^{didn't want} Robinson to fight back. Some people in the crowds ^{yelled} racial insults to him. Even some of his teammates ^{objected} to having an African American on their team. Robinson ^{wasn't} surprised. He ^{knew} this would happen. Some other teams ^{threatened} not to play against the Dodgers. How the manager of the team ^{reacted}? The manager, Leo Durocher, ^{supported} Robinson. He ^{said} that he would rather keep Robinson than some of them. In one game, when people ^{yelled} racial insults at Robinson, the team captain ^{came} over and ^{put} his arm around Robinson to show his support. Robinson ^{succeeded} in breaking the racial barrier. He ^{became} the highest paid player in

the door for other African American athletes.
He ^{was} died in 1972.

extraordinary (like George Dawson). It can be
at did you learn from your failure?

Edit your writing from Part 3.

The Simple Past, The Habitual Past with Used To 91

WRITING

PART 1 Editing Advice

- Use *was/were* with *born*.
Dawson ^{was} born in the South.
- Don't use *was* or *were* with *die*.
He ^{was} died in 2001.
- Don't use a past form after *to*.
Nyad decided ^{to swam} from Cuba to Florida.
- Don't use *was* or *were* to form the simple past.
She ^{was} accomplished her goal.
- Use a form of *be* before an adjective. Remember, some *-ed* words are adjectives.
Dawson ^{was} excited about going to school.
- Don't use *did* with an adjective. Use *was* or *were*.
Andrée and his men ^{didn't} successful.
- Form the past question correctly.
Why ^{didn't you} read the article?
Why ^{did} Dawson ^{write} a book?
Why Dawson ^{wrote} a book?
- Use the base form after *didn't*.
He ^{didn't} learned to read when he was a child.
- Don't forget the *d* in *used to* in affirmative statements.
He ^{used} to live in the South.
- Don't add the verb *be* before *used to* for habitual past.
Nyad ^{used} to be a sportscaster.
- Use the correct past form.
Nyad ^{swam} from Cuba to Florida.

PART 2 Editing Practice

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them, if the shaded words are correct, write C.

I recently ^{read} an article about Jackie Robinson. He ^{was} the first African American to play on a major league baseball team, the Brooklyn Dodgers. Major league baseball teams ^{use to} have only white players. Blacks ^{were used to} have their own teams.

Updated For This Edition!

ENHANCED WRITING SECTION is divided into two sections which provide students with editing and writing activities to consolidate the grammar structures learned in each lesson.

ADDITIONAL RESOURCES FOR EACH LEVEL

Updated For This Edition!

ONLINE WORKBOOK

powered by MyELT provides students with additional practice of the target grammar and greater flexibility for independent study.

- Engages students and supports classroom materials by providing a variety of interactive grammar activities.
- Tracks course completion through student progress bars, giving learners a sense of personal achievement.
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Go to NGL.Cengage.com/MyELT

Lesson 7 Practice 4

INSTRUCTIONS
Rewrite the sentences to make them more formal. Click the PDF icon for this exercise.

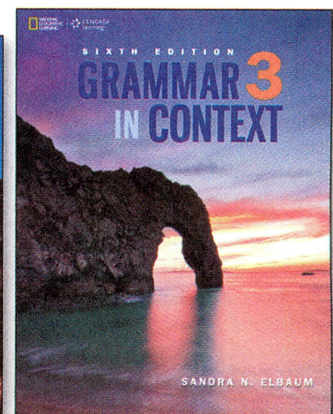
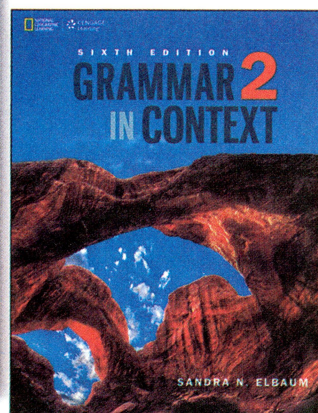
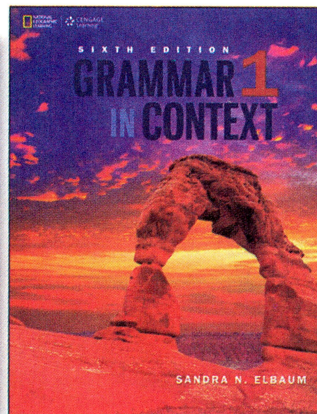
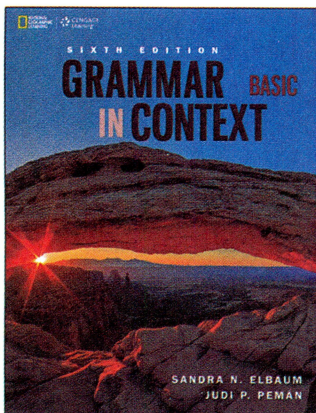
1. The teacher I spoke to is here. _____
2. The website that I got the information from was a news organization. _____
3. The store that we bought the computer from closed. _____
4. The house they're interested in has a swimming pool. _____
5. There's a piece of property we want to invest in. _____
6. I'd like you to meet someone I work with. _____
7. That's the professor that I grade papers for. _____
8. She's the friend I talk to about my problems. _____

Lesson 3 Pre-Test

INSTRUCTIONS
Choose the best answer to complete the sentences.

1. ___ Avatar directed by James Cameron?
 - Did
 - Was
 - Have
2. It ___ by millions of people since its release in 2009.
 - saw
 - has been seen
 - was seen
3. The film ___ billions of dollars.
 - was brought in
 - is brought by
 - has brought in
4. Avatar ___ for nine Oscars and ___ three.

Show Answers Submit



LESSON

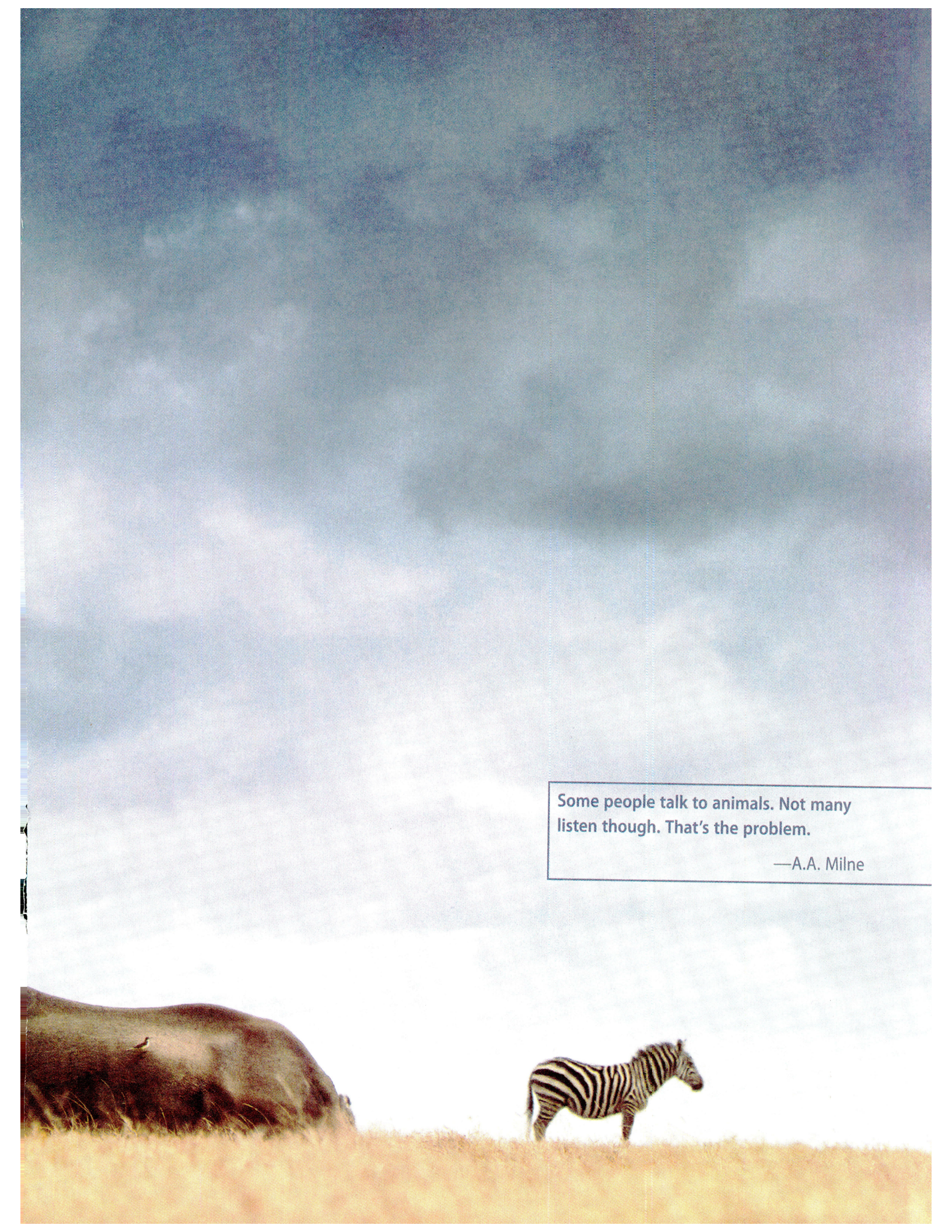
1

The Simple Present Frequency Words

ANIMALS

A black rhino and two zebras roam
a savanna under cloudy skies.





Some people talk to animals. Not many
listen though. That's the problem.

—A.A. Milne

Special Friends



CD 1
TR 2

Read the following article. Pay special attention to the words in bold.

They **are** our friends. We play with them. We talk to them. We spend a lot of money on them. We love them. Who **are** they? Our pets, of course. About 56 percent of Americans **live** with one or more animals. There **are** about 74 million pet cats and 70 million pet dogs in the United States. There **are** more pets than children in the United States! The most popular pets **are** dogs and cats. Other popular pets **are** fish, birds, and rabbits.

Pet ownership **isn't** cheap. Americans spend more than \$55 billion a year on their pets. There **are** schools, toys, hotels, clothes, and cemeteries for pets. The average dog owner spends over \$200 a year on vet¹ bills.

For many Americans, pets **are** part of the family. Many owners sleep with their dogs or cats. Some people travel with their pets. (The average cost to fly with a pet is \$125 each way.) Some hotels allow guests to bring their pets.

Pets are great for your health. Contact with an affectionate² dog or cat can lower a person's blood pressure. Also, pets **are** a comfort to lonely people.

Animals need a lot of attention. Before you buy a pet, it **is** important to answer these questions:

- **Are** you patient?
- **Are** you home a lot?
- If you have children, **are** they responsible?
- **Is** this a good animal for children?
- **Are** pets allowed where you live?
- **Are** you or your family members allergic³ to pets?

It is important to understand that a pet **is** a long-term responsibility—and a long-term friend.

¹ *vet*: short for veterinarian; an animal doctor

² *affectionate*: loving

³ *allergic*: very sensitive to a particular animal or plant

A man plays with his affectionate dog.



COMPREHENSION CHECK Based on the reading, tell if the statement is true (T) or false (F).

1. The most popular pets in the U.S. are dogs and cats.
2. About 74 percent of Americans have a pet.
3. Pets are not allowed on an airplane.

1.1 Be Simple Present—Form

Examples		Explanation	
Subject	Form of Be		Forms of be: am, is, are
I	am	happy with my dog.	We use <i>am</i> with <i>I</i> .
The child He She The cat It That There	is	responsible. intelligent. lonely. happy. cute. a friendly cat. a dog in the yard.	We use <i>is</i> with <i>he, she, it, this, that</i> , and singular subjects (<i>the child, the cat, this, that</i> , etc). We use <i>there is</i> with a singular noun.
We You Pets They Those There	are	responsible. home a lot. fun. good friends. cute kittens. schools for dogs.	We use <i>are</i> with <i>we, you, they, these, those</i> , and plural subjects (<i>pets, cats</i> , etc.). We use <i>there are</i> with a plural noun.

1.2 Contractions with Be

Examples		Explanation
I am	I'm responsible.	A contraction combines two words. We can make a contraction with the subject pronoun and <i>am, is, or are</i> . We put an apostrophe (') in place of the missing letter.
You are	You're patient.	
She is	She's happy.	
He is	He's kind.	
It is	It's necessary.	
We are	We're busy.	
They are	They're cute.	
There is	There's a pet store near my house.	We can make a contraction with <i>there is, here is, and that is</i> .
Here is	Here's an idea. Let's get a dog.	
That is	That's a friendly cat.	
cat is dog is	The cat's hungry. Your dog's cute.	We can make a contraction with most singular nouns and <i>is</i> .
A fox is a relative of a dog. A mouse is a small animal. This is a cute cat.		We don't make a contraction with <i>is</i> if the preceding word ends in <i>s, se, ce, ge, ze, sh, ch, or x</i> .

1.3 Be—Use

Examples	Uses
I am patient.	With a description (an adjective)
A vet is an animal doctor.	With a classification or definition of the subject
My dog is in the yard.	With a location
This dog is from Alaska.	With a place of origin
The dog is cold. It is cold outside.	With a physical reaction to the temperature (<i>hot, cold, warm</i>) and with weather. The subject for sentences about weather is <i>it</i> .
My dog is three (years old).	With age
The cat is hungry. I am afraid of dogs.	With a physical or emotional state: <i>hungry, thirsty, afraid</i>
There are toys for dogs. There is an animal hospital near my house.	With <i>there</i> , to show that something exists
It is ten o'clock now.	The subject for time is <i>it</i> .
It is important to be responsible with a pet.	With certain expressions beginning with <i>it</i>

Language Note:

Some words that end in *-ed* are adjectives: *tired, married, worried, interested, bored, excited, crowded, located*.

The pet shop is **located** on the corner.

The children are **excited** about the new puppy.

EXERCISE 3 Fill in the blanks with the correct form of *be*. Then write **D** for description, **C** for classification, **L** for location, **O** for origin, **W** for weather, **A** for age, **P** for a physical or emotional state, **TH** for *there*, **T** for time, **I** for expressions beginning with *it*. Use contractions wherever possible.

- My dog 's small. D
- You _____ home a lot. _____
- This dog _____ friendly. _____
- There _____ a lot of pets in the U.S. _____
- It _____ fun to own a pet. _____
- It _____ hot today. _____
- The dog _____ thirsty. _____
- The puppies _____ three months old. _____
- It _____ 7 a.m. _____
- I _____ from Vietnam. _____
- Vietnam _____ a country in Asia. _____

1.4 Negative Statements with *Be*

Examples	Explanation
The dog owner is not home now. She isn't home during the day. You are not ready for a pet. You aren't patient.	To make a negative statement with <i>be</i> , we put <i>not</i> after a form of <i>be</i> . The negative contractions are <i>isn't</i> and <i>aren't</i> .

We can make contractions in negative statements with most subject pronouns + a form of *be* or with a form of *be + not*. (Exception: *I am not*)

I am not	I'm not	—
you are not	you're not	OR you aren't
he is not	he's not	OR he isn't
she is not	she's not	OR she isn't
it is not	it's not	OR it isn't
we are not	we're not	OR we aren't
they are not	they're not	OR they aren't

Language Notes:

1. We can make contractions with most nouns:

The dog is not friendly. = The **dog's not** friendly. = The **dog isn't** friendly.

2. Remember: We cannot make a contraction with certain words + *is*. (See 1.2)

This is not a good pet. = This **isn't** a good pet. (NOT *This's not*)

EXERCISE 4 Fill in the first blank with the correct form of *be*. Then fill in the second blank with a negative form. Use contractions wherever possible. In some cases, more than one answer is possible.

- Today 's _{a.} my daughter's birthday. It isn't _{b.} a holiday.
- My daughter and I _____ _{a.} at the pet shop. We _____ _{b.} at home.
- My husband _____ _{a.} at work now. He _____ _{b.} with me.
- I _____ _{a.} patient with dogs. I _____ _{b.} patient with cats.
- This puppy _____ _{a.} for my daughter. It _____ _{b.} for my son.
- My daughter _____ _{a.} responsible. My son _____ _{b.} responsible.
- Dogs _____ _{a.} good for protection. Cats _____ _{b.} good for protection.
- This _____ _{a.} a small dog. It _____ _{b.} a big dog.
- There _____ _{a.} a lot of puppies here. There _____ _{b.} a lot of kittens here.

EXERCISE 5 Circle the correct words to complete the sentences. In some cases, both answers are possible, so circle both options.

1. My dog (is/~~are~~) sick.
2. (~~She's not~~/~~She isn't~~) young.
3. She (~~is~~/~~'s~~) 15 years old.
4. She (~~isn't~~/~~not~~) hungry.
5. This (~~is~~/~~'s~~) a serious problem.
6. My dog and I (~~am~~/~~are~~) at the vet.
7. (~~I'm not~~/~~I amn't~~) happy.
8. We (~~is~~/~~are~~) worried about the dog.
9. (~~The vet's~~/~~The vet~~) a good doctor.
10. There (~~'s~~/~~are~~) many dogs in the waiting room.
11. (~~They aren't~~/~~They're not~~) all sick.
12. There (~~are~~/~~is~~) one cat in the waiting room.
13. (~~It's~~/~~It~~) in a box.
14. The box (~~is~~/~~'s~~) small.
15. There (~~are~~/~~'re~~) pet magazines in the waiting room.
16. (~~Is~~/~~It's~~) important to have a healthy pet.
17. (~~It's~~/~~It~~) my turn with the vet now.
18. (~~I'm~~/~~I~~) next.



1.5 Yes/No Questions and Short Answers with Be

Compare statement word order with yes/no question word order.

Statement Word Order	Yes/No Question	Short Answer
I am patient.	Am I patient with pets?	Yes, you are.
You are happy.	Are you happy with the new dog?	Yes, I am.
The vet is kind.	Is the vet patient?	Yes, she is.
It is important to take the dog to the vet.	Is it important to give the dog exercise?	Yes, it is.
We are at the vet.	Are we in her office?	No, we're not.
Pets are fun.	Are pets interesting?	Yes, they are.
They are interested in a pet.	Are they interested in a bird?	No, they aren't.
Those are cute puppies.	Are those your puppies?	Yes, they are.
That is a friendly dog.	Is that your dog?	No, it's not.
There are dogs at the vet.	Are there birds at the vet?	No, there aren't.

Language Notes:

- In a question, we put *am, is, or are* before the subject.
- We use a contraction for a short *no* answer. We don't use a contraction for a short *yes* answer.
Is your son responsible? No, he isn't. **OR** No, he's not.
Is your daughter responsible? Yes, she is. (NOT Yes, she's.)
- We use a pronoun (*he, we, you, etc.*) in a short answer.
- When the question contains *this* or *that*, the answer uses *it*, even for people.
Is that the vet? Yes, **it** is.

Pronunciation Note: We usually end a *yes/no* question with rising intonation.

EXERCISE 6 Fill in the blanks to complete each item. Use contractions wherever possible.

- A:** Is a bird a good pet?
B: Yes, it is. A bird is a very good pet.
- A:** _____ happy with your new kitten?
B: Yes, I am. My new kitten is fun.
- A:** _____ interested in birds?
B: No, he _____. My son's interested in fish.
- A:** _____ a vet near here?
B: Yes, _____. There's a vet on the next block.
- A:** _____ in the yard?
B: No, she _____. The dog is in the house.

6. **A:** _____ ready for a dog?
B: No, I'm not. _____ not home enough.
7. **A:** _____ good with pets?
B: No, you _____. You're not patient enough.

EXERCISE 7 Fill in the blanks to complete this conversation. Use contractions wherever possible. In some cases, more than one answer is possible.

- A:** ______{1.} this your dog?
B: Yes, it ______{2.} is.
A: He ______{3.} beautiful.
B: Thanks. But it's a "she."
A: ______{4.} friendly?
B: Yes, she ______{5.} .
A: She's so small. ______{6.} a puppy?
B: No, she ______{7.} . ______{8.} four years old.
A: ______{9.} hard to take care of a dog?
B: No, it ______{10.} .
A: ______{11.} home a lot?
B: No, ______{12.} . ______{13.} a student. But my parents ______{14.} home a lot.
A: I love dogs, but I ______{15.} home very much, and I live alone. So that ______{16.} a problem.
B: Cats ______{17.} good pets too. With a cat, it ______{18.} necessary to be home a lot. I think a cat ______{19.} the perfect pet for you. ______{20.} right?
A: No, you ______{21.} . I'm allergic to cats.

1.6 Wh- Questions with Be

Compare statement word order with *wh-* question word order.

Affirmative Statements	Affirmative <i>Wh-</i> Questions
I am lost.	Where am I ?
You are lonely.	Why are you lonely?
That is a nice dog.	What kind of dog is that ?
The cat is old.	How old is the cat ?
It is important to choose the right pet.	Why is it important to choose the right pet?
She is at work.	When is she at home?
There are a lot of dogs in my neighborhood.	How many dogs are there in your neighborhood?
Negative Statements	Negative <i>Wh-</i> Questions
The dogs aren't friendly.	Why aren't the dogs friendly?
You aren't happy with the dog.	Why aren't you happy with the dog?

Language Notes:

- Most question words can contract with *is*. (Exceptions: *which is*; *how much is*)
 - What's a vet?
 - Where's your cat?
 - Which is bigger, my dog or your dog?
- After *what*, we can use a noun:
 - what kind, what color, what country, what time
- After *how*, we can use an adjective or adverb:
 - how long, how hard, how old, how big, how much, how many
- After *which*, we can use a noun:
 - which dog, which vet, which animal



EXERCISE 8 Fill in the blanks with the words you hear.

A: Is that
1. your dog?

B: No. It's my neighbor's dog.

A: _____?
2. It's so cute.

B: I think it's a mutt.

A: _____
3. a mutt?

B: It's a mixed breed dog.

A: My daughter wants a dog. But dogs are so expensive.

B: A mutt isn't so expensive.

A: _____
4. expensive?

- B:** Because a mutt isn't so popular. You can get a mutt at an animal shelter. Dogs aren't expensive there.
- A:** _____ an animal shelter?
5.
- B:** It's a place for unwanted pets. Those animals need a loving family.
- A:** _____ healthy?
6.
- B:** Yes, they _____. The vets check the animals' health.
7.
- A:** Why _____ so many unwanted pets?
8.
- B:** There are a lot of unwanted pets because some people aren't responsible. They get a pet and then realize it's too much trouble to take care of it. What about your daughter?
_____ responsible?
9.
- A:** Yes, _____.
10.
- B:** _____ ?
11.
- A:** She's almost ten years old.
- B:** I love dogs, but it's not a good idea for our family.
- A:** _____ a good idea?
12.
- B:** We're all too busy.

EXERCISE 9 Fill in the blanks to complete the phone conversation.

- A:** Hello?
- B:** Hi, Betty. This is Lara. How are you ?
1.
- A:** I'm fine. I'm not home now.
- B:** Where _____ ?
2.
- A:** I'm at the animal hospital with the cat.
- B:** You have two cats. Which cat _____ sick?
3.
- A:** Fluffy.
- B:** _____ wrong with Fluffy?
4.
- A:** He isn't hungry or thirsty.

continued

B: _____?
5.

A: He's only four years old.

B: _____ alone?
6.

A: No, I'm not.

B: _____ with you?
7.

A: My daughter's with me.

B: Why _____ at school?
8.

A: She's on spring break now. She's very worried.

B: Why _____ worried?
9.

A: Fluffy is tired all the time. Oh, I have to go. The vet is ready to see us now.

B: OK. Call me later.

EXERCISE 10 **About You** Find a partner. Ask each other these questions and share your answers.

1. Are pets popular in your native country? What kind?
2. What's a popular name for dogs in your native culture?
3. What's a better pet—a dog or a cat?



GUIDE DOGS



Read the following article. Pay special attention to the words in bold.

Most pet dogs have an easy life. They **eat, play,** and **sleep.** But guide dogs **work** hard. They **go** to school for training. They **learn** to help blind people move from place to place safely.

Guide dog training **lasts** five months. The dogs **take** difficult tests to graduate. If they **graduate,** they **get** a job. Only about 72 percent of dogs in the training program **graduate.** In pet dog training, trainers **use** food as a reward. In guide dog training, the trainers **don't use** food. They **use** physical and verbal affection.

Guide dogs **don't** completely **lead** their owners, and their owners **don't** completely **control** the guide dogs. They **work** together as a team. A guide dog **doesn't know** where its owner wants to go, so it **follows** the owner's instructions. Dogs **don't see** color, so they **don't know** if a traffic light is red or green. A guide dog **stops** at all curbs⁴ and intersections and **waits** for the owner's command. The owner **decides** if it **is** time to cross the street by listening to the sound of traffic. The dog **doesn't decide.**

A guide dog **works** in all kinds of situations: noisy places, bad weather, crowds of people, and other difficult situations. Guiding **is** very complicated, and it **requires** a dog's full attention. When you **see** a guide dog, don't pet it or talk to it. The dog **needs** to concentrate on its job.

Most guide dogs **are** golden retrievers, Labrador retrievers, or German shepherds. These three breeds are very intelligent, obedient,⁵ and friendly.

Like other dogs, guide dogs **like** to play too, but only after the work is finished. How **do** dogs **know** when their work is finished? When the harness⁶ is on, they **know** there is work to do. When it is off, they can play.

⁴ *curb*: the edge between the sidewalk and the street

⁵ *obedient*: willing to follow rules

⁶ *harness*: a strap and collar that some dogs wear

A woman walks with her guide dog.



COMPREHENSION CHECK Based on the reading, tell if the statement is true (T) or false (F).

1. A guide dog decides when it is time to cross the street.
2. Trainers use food to train a guide dog.
3. It takes five months to train a guide dog.

1.7 The Simple Present Affirmative Statements—Form

A simple present tense verb has two forms: the base form and the -s form.

Examples			Explanation
Subject	Base Form	Complement	
I You We They Some people	work	hard.	We use the base form of the verb when the subject is <i>I, you, we, they</i> , or a plural noun. NOTE: <i>People</i> is a plural noun.
Subject	-s Form	Complement	
He She It The dog Everyone My family	works	hard.	We use the -s form of the verb when the subject is <i>he, she, it</i> , or a singular noun. NOTE: <i>Everyone</i> and <i>family</i> are singular words.

Language Notes:

1. *Have* is an irregular verb. The -s form is *has*.
I **have** a pet dog. My friend **has** a guide dog.
2. We use the -s form in the following expression: It **takes** (time) to do something.
It **takes** time to train a guide dog.
3. We use the -s form after an -ing subject (gerund).
Training a dog **starts** early.
4. For the spelling of the -s form, see Appendix A.



EXERCISE 11 Fill in the blanks with the words you hear.

Most people think_{1.} of a dog as a pet. But people ______{2.} dogs for all kinds of reasons. Guide dogs ______{3.} people with disabilities. Another kind of helpful dog is a search and rescue dog. *Search* ______{4.} "look for." *Rescue* ______{5.} "to help someone in a dangerous situation." In a disaster, such as an earthquake or a flood, it is important to find missing people quickly. You probably

_____ 6. that dogs _____ 7. an excellent sense of smell. Their sense of smell _____ 8. them great in search situations. They _____ 9. with humans to try to find missing people. They _____ 10. many lives. They _____ 11. people that humans can't find. I _____ 12. dogs. And I _____ 13. to help other people.

I _____ 14. to enter a training program for search and rescue dogs. The training program for people _____ 15. twelve weeks. The training program for dogs usually _____ 16. when the dog is twelve weeks old.

The trainer and the dogs _____ 17. together to save lives.

1.8 The Simple Present—Use

Examples	Uses of the Simple Present
A dog has a good sense of smell. Guide dogs help people. Americans love pets. Some people sleep with their pets.	To talk about general truths, habits, or customs
I walk my dog three times a day. He feeds his cat every morning and every night.	To show regular activity or repeated action

EXERCISE 12 Fill in the blanks with the base form or the -s form of the verb given.

- A guide dog _____ *needs* _____ to take a test to graduate.
need
- Training a guide dog _____ time and patience.
take
- Trainers _____ affection to teach the dogs.
use
- A guide dog _____ at all curbs.
stop
- It _____ to wait for the owner's instructions.
need
- When you _____ a guide dog, don't play with it.
see
- Everyone _____ to understand this.
need
- My neighbor _____ a guide dog.
have

1.9 The Simple Present—Negative Statements

Examples	Explanation
The owner decides when to cross the street. The dog doesn't decide when to cross the street. The dog stops at a curb. It doesn't stop because of a red light.	We use <i>doesn't</i> + the base form with <i>he, she, it,</i> or a singular subject. Compare: decides doesn't decide stops doesn't stop <i>Doesn't</i> is the contraction for <i>does not</i> .
Some trainers use food to reward a dog. Guide dog trainers don't use food. We have a cat. We don't have a dog.	We use <i>don't</i> + the base form with <i>I, you, we, they,</i> or a plural subject. Compare: use don't use have don't have <i>Don't</i> is the contraction for <i>do not</i> .

EXERCISE 13 Fill in the blanks with the negative form of the underlined verb.

- A guide dog needs a lot of training. A pet dog doesn't need a lot of training.
- Most dogs play a lot. Guide dogs _____ during their work time.
- A guide dog works hard. A pet dog _____ hard.
- People see colors. Dogs _____ colors.
- A guide dog goes on public transportation. A pet dog _____ on public transportation.
- Search means "look for." *Rescue* _____ "look for."
- A dog has a good sense of smell. A person _____ a good sense of smell (compared to a dog).
- Training begins with young dogs. Training _____ when a dog is an adult.
- I want to train rescue dogs. I _____ to train family dogs.
- You work with guide dogs. You _____ with search and rescue dogs.

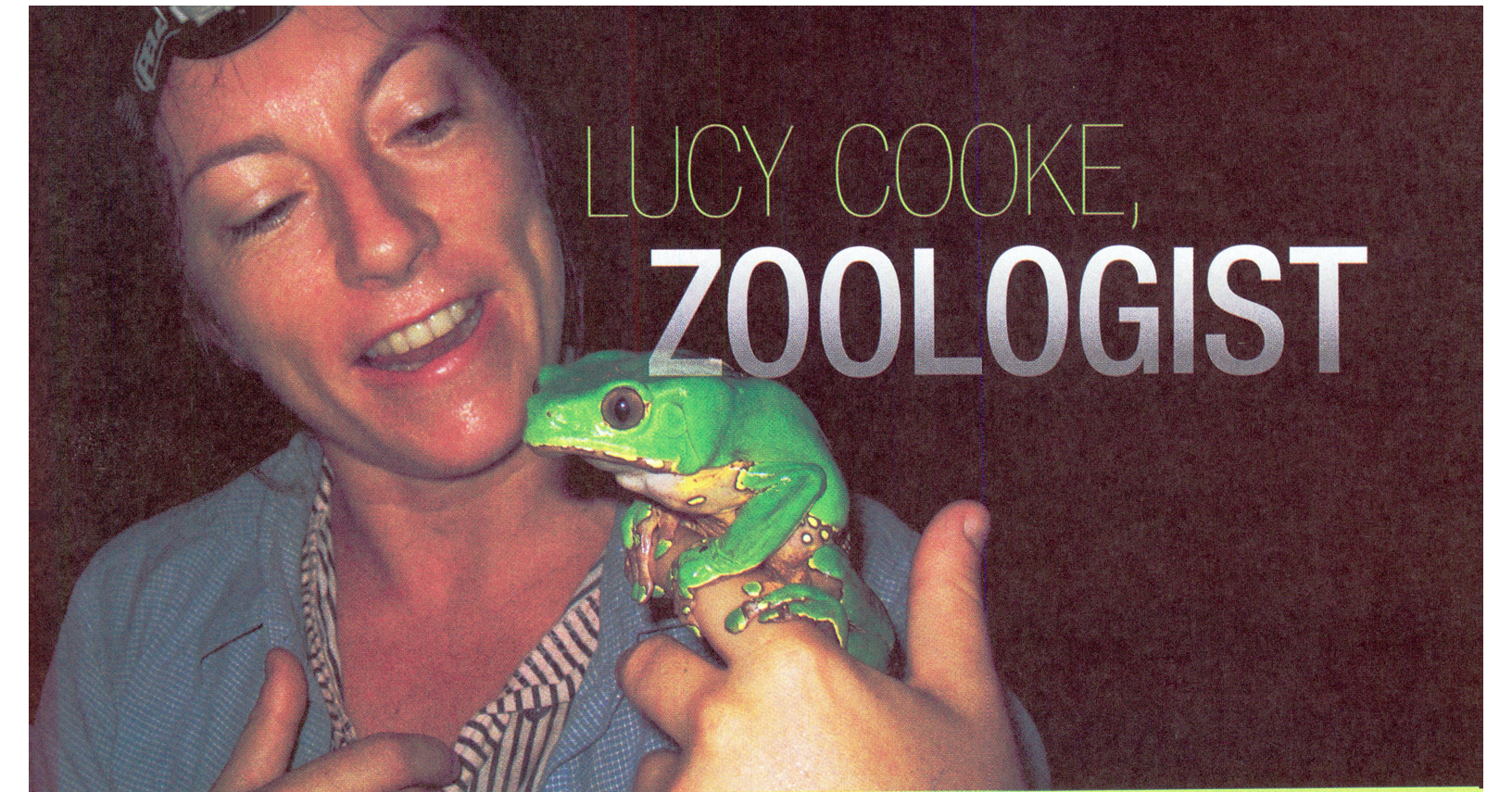
EXERCISE 14 Fill in the blanks with the correct negative form of one of the verbs from the box.

make	allow	help✓	know	work	graduate
like	want	leave	use		

1. Rescue dogs don't help people with disabilities. They try to find people in danger.
2. Most restaurants _____ pets, but they permit guide dogs.
3. A dog _____ if a traffic light is green or red.
4. About 28 percent of dogs _____ from a guide dog training program.
5. Guide dogs _____ when the harness is off.
6. The dog _____ the decision to cross the street.
7. Guide dog trainers _____ food as a reward. They use affection.
8. Don't pet or play with a guide dog. The owner _____ the dog to lose concentration on the job.
9. Dogs _____ to be alone. They enjoy people.
10. Some people _____ their pets when they go on vacation.
They travel with their pets.



A rescue dog prepares for a training exercise.



LUCY COOKE, ZOOLOGIST



Read the following article. Pay special attention to the words in bold.

Which animal **do** you **prefer** to see? A baby panda, a toad, or a snake? Most people choose the baby panda. Why **do** people **choose** this animal? Most people like cute, furry animals with big eyes, like the panda. These animals get a lot of attention. Why **don't** people **like** snakes and toads? They're just not cute like pandas.

Lucy Cooke wants people to respect all animals. Who is Lucy Cooke? Why **does** she **want** to show people the importance of other animals? Cooke is a zoologist, a scientist who studies animals. She worries about the future of all animals. Scientists need money to study and protect these animals, but they get less money for toads and snakes than for pandas.

"There are so many television shows about koala bears and kittens," Cooke says. To get people interested in less popular animals, Cooke writes stories about them in a blog. She also makes videos about them and puts them online. People love her videos. Many of them are fun to watch.

Cooke is especially interested in frogs and other amphibians.⁷ Some of these are in danger of disappearing. She wants to save these animals. Why **does** she **want** to save these animals? Other animals depend on them for food. If we save frogs, we save other animals too.

Do you **know** about the flying frog in Borneo? It has wings. It lives in the treetops and goes from tree to tree without going down to the ground. **Do** you **know** about the poison⁸ dart frog? It is only one centimeter long. But it has enough poison to kill ten people.

Scientists need research money to protect all animals. Cooke's videos and blog make people aware of all kinds of animals.

⁷ *amphibian*: an animal that can live on the land or in the water

⁸ *poison*: a substance that harms or kills people or animals

COMPREHENSION CHECK Based on the reading, tell if the statement is true (T) or false (F).

1. Cooke makes videos about animals.
2. The Borneo frog needs to go to the ground to get food.
3. Cooke writes a blog about animals.

1.10 The Simple Present—Questions

Compare statements, *yes/no* questions, and short answers.

Statement	Yes/No Question & Short Answer	Explanation
Cooke studies animals.	Does she study frogs? Yes, she does .	For <i>yes/no</i> questions with <i>he, she, it</i> , or a singular subject, we use <i>Does</i> + subject + base form.
She writes a blog.	Does she write about pets? No, she doesn't .	
People like cute animals.	Do people like insects? No, they don't .	For <i>yes/no</i> questions with <i>I, we, you, they</i> , or a plural subject, we use <i>Do</i> + subject + base form.
Koala bears get attention.	Do pandas get attention? Yes, they do .	

Language Note:

Compare *yes/no* questions and short answers with *be* and other simple present verbs:

Is Cooke a zoologist? Yes, she **is**.

Does Cooke do research? Yes, she **does**.

Compare statements and *Wh-* questions.

Statement	Wh- Question	Explanation
Cooke studies frogs.	How does Cooke study frogs?	For <i>wh-</i> questions with <i>he, she, it</i> , or a singular subject, we use <i>Wh-</i> word + <i>does</i> + subject + base form.
She makes videos.	Why does she make videos?	
Some frogs live in trees.	Where do other frogs live ?	For <i>wh-</i> questions with <i>I, we, you, they</i> , or a plural subject, we use <i>Wh-</i> word + <i>do</i> + subject + base form.
Some frogs have wings.	Why do these frogs have wings?	
Cooke doesn't study plants.	Why doesn't Cooke study plants?	For negative <i>wh-</i> questions, we use <i>Wh-</i> word + <i>don't</i> or <i>doesn't</i> + subject + base form.
Borneo frogs don't live on the ground.	Why don't Borneo frogs live on the ground?	

Language Note:

Compare *wh-* questions with *be* and other simple present tense verbs:

What kind of animals **are** you interested in?

What kind of animals **do** you **like**?

Why **aren't** people interested in some animals?

Why **don't** people **like** some animals?

EXERCISE 15 Listen to the conversation. Fill in the blanks with the words you hear.

A: There's a program on TV tonight about search and rescue dogs. Do you want _{1.} to watch it with me?

B: I _{2.} about guide dogs. But I _{3.} anything about search and rescue dogs. What _{4.} search _{5.} ?

A: Search _{6.} "look for."

B: _{7.} search?

A: S-E-A-R-C-H.

B: What _{8.} these dogs _{9.} ?

A: When there is a disaster, like an earthquake, they _{10.} the workers find missing people. They _{11.} people's lives.

B: How _{12.} they _{13.} that?

A: They _{14.} a great sense of smell. They can find things that people can't.

B: _{15.} a lot of training?

A: Yes, they _{16.}.

B: What kind of dogs _{17.} ?

A: They usually _{18.} large, strong dogs. Labrador retrievers or golden retrievers are often search and rescue dogs. Let's watch the program together tonight.

B: What time _{19.} ?

A: At 9 p.m.

B: _{20.} your dog _{21.} to watch the program with us?

A: Ha! I _{22.} think so. My dog is lazy. She just _{23.} to eat, play, and sleep.

EXERCISE 16 Fill in the blanks to complete the conversation. Use context clues to help you.

A: Do you like _{1.} animals?

B: Yes, I _{2.}. In fact, I like animals very much, especially dogs.

A: _{3.} a dog?

B: No, I don't have a dog, but my sister has two Labradors. I love to play with them when I visit her.

A: If you love dogs, why _____ a dog?
4.

B: Because my landlord _____ dogs.
5.

A: That's too bad. _____ he permit cats?
6.

B: Yes, he _____.
7.

A: Why _____ cats but not dogs?
8.

B: He says dogs make a lot of noise. I have a cat, but I have to find a new home for her.
_____ you know anyone who wants a cat?
9.

A: No, I _____. Sorry. Why _____ your cat?
10. 11.

B: I want my cat, but my girlfriend doesn't.

A: Why _____ your cat?
12.

B: She's allergic to cats.

A: That's a problem.

EXERCISE 17 About You Choose Part 1 to interview a student who has a dog, or Part 2 to interview a student who has a cat.

PART 1: Use the words below to interview a student with a dog.

1. your dog / big

A: Is your dog big?

B: Yes, she is.

2. your dog / sleep a lot (how many hours)

A: Does your dog sleep a lot?

B: Yes, she does.

A: How many hours does she sleep?

B: She sleeps about fifteen hours a day.

3. how old / your dog

4. it / a male or a female

5. what / your dog's name

6. what / your dog / eat

7. how often / you / take your dog out

8. your dog / do tricks (what kind)

9. your dog / have toys (what kind)

continued

10. your dog / friendly
11. your dog / bark a lot (when)
12. why / you / like dogs

PART 2: Use the words below to interview a student with a cat.

1. how old / your cat
2. it / a male or a female
3. what / your cat's name
4. your cat / eat special food (what kind)
5. your cat / friendly
6. your cat / sit on your lap a lot
7. your cat / have toys (what kind)
8. your cat / sleep with you (where)
9. why / you / like cats

EXERCISE 18 Circle the correct words to complete the conversation.

A: We're late. Hurry. The train is ready to leave.

B: Let's go . . . (on the train) . . . Why (*that dog is*^{1.} / *is that dog*) on the train? (*Are/Do*)^{2.} they allow dogs on trains?

A: Not usually. But that's not an ordinary dog. That's a guide dog. It's a dog that helps people with disabilities.

B: How (*do they help/they help*)^{3.} people?

A: They (*help/helps*)^{4.} blind people move from place to place, on foot and by public transportation.

B: (*Are/Do*)^{5.} they need a lot of training?

A: Yes, they (*are/do*).^{6.}

B: Where (*do/are*)^{7.} they get their training?

A: They get their training at special schools. There are guide dogs for the blind, the deaf,⁹ and people in wheelchairs.

B: Why (*are you/you are*)^{8.} such an expert on guide dogs?

A: My cousin is blind. He has a guide dog.

B: Then you know a lot about guide dogs.

⁹ *deaf*: not able to hear

A: Yes, I (*am/do*)^{9.} A guide dog (*need/needs*)^{10.} to concentrate.

B: When (*are/do*) they play?^{11.}

A: They (*play/plays*)^{12.} when the owner (*take/takes*)^{13.} off the dog's harness. Then the dog (*know/knows*)^{14.} its work is finished.

B: It's amazing what a dog can do.

1.11 Wh- Questions with a Preposition

Examples	Explanation
A: What does Lucy Cooke write about ? B: She writes about animals in danger. A: What are these animals in danger of ? B: They're in danger of disappearing.	In conversation, most people put the preposition at the end of the <i>wh</i> - question.
A: Where does Lucy Cooke come from ? B: She comes from England. A: Where is she from ? B: She's from England.	For place of origin, we use <i>be from</i> or <i>come from</i> .
A: What time does the program begin? B: It begins at 9 p.m.	We omit <i>at</i> in a question about time.

Language Note:

Putting the preposition before a question word is very formal. When the preposition comes at the beginning, we use *whom*, not *who*.

FORMAL: **With whom** does the dog sleep?

INFORMAL: **Who** does the dog sleep **with**?

EXERCISE 19 Complete each question using the underlined words as clues.

- Lucy Cooke comes from England. What city does she come from ?
- I'm interested in pandas. What animals _____ you _____ ?
- What _____ Lucy Cooke _____ ? She writes a blog about animals in danger.
- Who _____ ? She studies animals with other zoologists.
- She travels to other countries. Which countries _____ ?
- Cooke worries about certain animals. Which animals _____ ?
- I want to learn more about tree frogs. What animals _____ you _____ ?
_____ ?

1.12 Questions About Meaning, Spelling, Cost, and Time

Wh- Word	Do/Does	Subject	Verb (Base Form)	Complement
What	does	"puppy"	mean?	
How	do	you	spell	"puppy"?
How	do	you	say	"puppy" in Spanish?
How much	does	a puppy	cost?	
How long	does	it	take	to train a puppy?

Language Note:

Questions about meaning, spelling, cost, and *take* + time follow usual question word order.

EXERCISE 20 Fill in the blanks to complete the conversation.

A: Do you have a pet?
1.

B: Yes. I have a new kitten.

A: I don't know the word "kitten." What _____?
2.

B: Kitten means "baby cat."

A: Oh. What's his name?

B: Romeo.

A: How _____?
3.

B: R-O-M-E-O. _____ any pets?
4.

A: Yes, I do. I have a bird.

B: What kind of bird _____?
5.

A: I have a bird that talks. I don't know the name in English.

How _____ "loro" in English?
6.

B: Parrot. So you have a parrot.

A: Yes. His name is Chico.

B: How old _____?
7.

A: He's almost twenty years old.