

NATIONAL  
GEOGRAPHIC  
LEARNING

CENGAGE  
Learning

SIXTH EDITION  
**GRAMMAR 3**  
**IN CONTEXT**

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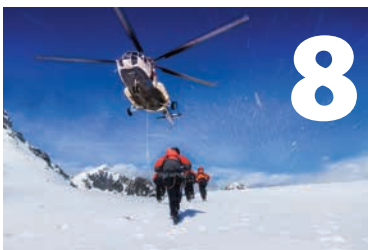
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LESSON

# 1

Verb Review

# LANGUAGE

Ute petroglyph on Walnut  
Knob, east of Blanding, Utah



The limits of my language  
means the limits of my world.

—Ludwig Wittgenstein



# The AMAZING TIMOTHY DONER

Timothy Doner



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

Timothy Doner **looks** like an average student in his T-shirt and jeans. But there **is** something very special about him. He **speaks** 20 languages. He **doesn't speak** all of them equally well, but he **is** very comfortable in many of them. He **feels** most comfortable with Hebrew,<sup>1</sup> Farsi,<sup>2</sup> French, and Arabic. At any one time, he **is studying** three to four languages.

Videos of him **are going** around the Internet. In one video, he **is riding** in a taxi and **talking** to a Haitian taxi driver in French. **In it, he is telling** the driver that he **wants** to learn Creole, a language of Haiti. In another he **is speaking** Russian with the owners of a video store in New York, where he **lives**. In another, he **is speaking** Farsi with the owner of a bookstore. He **is asking** the Farsi speaker for more information about that language. In other videos, he **is studying** Mandarin or **discussing** the similarities between Hebrew and Arabic with native speakers of these languages. He also **speaks** Urdu,<sup>3</sup> Indonesian, Swahili,<sup>4</sup> and Ojibwe, an American Indian language.

Doner **spends** almost all his time trying to learn languages. To learn some languages, he **takes** classes. To learn others, he **studies** on his own. He always **looks** for opportunities to practice with native speakers. Sometimes he **uses** video chats to practice with native speakers in other countries. He **uses** other methods to improve his language ability: He **memorizes** the lyrics<sup>5</sup> of songs or **watches** movies in other languages. He really **enjoys** himself. He **thinks** that language **helps** you connect to other people. When he **speaks** another language, he **feels like** a different person.

Interestingly, he **doesn't study** Spanish. For him, Spanish **isn't** challenging enough.

<sup>1</sup> *Hebrew*: an official language spoken in the State of Israel

<sup>2</sup> *Farsi*: the official language of Iran

<sup>3</sup> *Urdu*: an official language spoken in Pakistan

<sup>4</sup> *Swahili*: a language spoken in Kenya and other countries of the African Great Lakes region

<sup>5</sup> *lyrics*: the words of a song

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

1. Timothy Doner always takes classes to learn foreign languages.
2. He prefers to learn challenging languages.
3. It's impossible for him to practice with native speakers in other countries.

## 1.1 The Present of *Be*

Examples		Explanation
I	<b>am</b>	from New York.
He She It	<b>is</b>	
You We They	<b>are</b>	
I'm surprised about Timothy's abilities. Timothy's an amazing person. He's very intelligent.		Subject pronouns and most singular nouns can contract with a present form of <i>be</i> . <i>I'm, He's, She's, It's, You're, We're, They're, Timothy's</i>
Timothy <b>is</b> smart. Mandarin and Cantonese <b>are</b> languages of China. Haiti <b>is</b> southeast of Florida. It <b>is</b> warm in Haiti all year. I <b>am</b> hot. Let's turn on the air-conditioning. Timothy Doner <b>is</b> from New York. How old <b>is</b> Timothy now? I <b>am</b> hungry. What time <b>is</b> it in New York now? There <b>are</b> many languages in India.		We use a form of <i>be</i> with: <ul style="list-style-type: none"> <li>• a description</li> <li>• a classification</li> <li>• a location</li> <li>• weather</li> <li>• reaction to weather</li> <li>• place of origin</li> <li>• age</li> <li>• physical states</li> <li>• time</li> <li>• <i>there</i></li> </ul>
Observe these seven patterns with the verb <i>be</i> :		
AFFIRMATIVE STATEMENT:		Spanish <b>is</b> the official language of Colombia.
NEGATIVE STATEMENT:		It <b>isn't</b> the language of Brazil.
YES/NO QUESTION:		<b>Is</b> Spanish easy for Italians?
SHORT ANSWER:		Yes, it <b>is</b> .
WH- QUESTION:		Why <b>is</b> Spanish easy for Italians?
NEGATIVE WH- QUESTION:		Why <b>isn't</b> Spanish a challenge for Timothy?
SUBJECT QUESTION:		What <b>is</b> the official language of Brazil?

### Language Note:

We don't make a contraction with *is* if the noun ends in *s, se, ce, ge, ze, sh, ch, or x*.

**French** is one of Timothy's languages. (NOT: French's)



**EXERCISE 1** Listen to the first part of a conversation between two students. Fill in the blanks with the words you hear.

A: What 's your native language?  
1.

B: My native \_\_\_\_\_ French.  
2.

A: \_\_\_\_\_ France?  
3.

B: No, \_\_\_\_\_ from France. \_\_\_\_\_ from Cameroon.  
4. 5.

A: \_\_\_\_\_ Cameroon?  
6.

B: \_\_\_\_\_ in Africa.  
7.

A: What part of Africa \_\_\_\_\_ ?  
8.

B: It's in West Africa.

A: \_\_\_\_\_ the only language in Cameroon?  
9.

B: No, \_\_\_\_\_ . \_\_\_\_\_ many languages in Cameroon, but the two official languages \_\_\_\_\_ French and English.  
10. 11. 12.

**EXERCISE 2** Complete the rest of the conversation from Exercise 1 on your own. Use contractions wherever possible.

A: How many languages are there \_\_\_\_\_ in Cameroon?  
1.

B: There \_\_\_\_\_ about 250 languages. French \_\_\_\_\_ my official language, but my home language \_\_\_\_\_ Beti.  
2. 3. 4.

A: \_\_\_\_\_ similar to French?  
5.

B: No, it \_\_\_\_\_ . Not at all. They \_\_\_\_\_ completely different.  
6. 7.

A: How many speakers of Beti \_\_\_\_\_ there?  
8.

B: \_\_\_\_\_ about 2 million.  
9.

A: Then \_\_\_\_\_ an important language in your country.  
10.

B: Yes, it definitely \_\_\_\_\_ .  
11.

A: My roommate \_\_\_\_\_ from Nigeria. \_\_\_\_\_ near Nigeria?  
12. 13.

B: Yes. Cameroon and Nigeria \_\_\_\_\_ neighbors. Nigeria \_\_\_\_\_ north of Cameroon.  
14. 15.

A: I \_\_\_\_\_ interested in your country, but I \_\_\_\_\_ hungry. \_\_\_\_\_ hungry?  
16. 17. 18.

B: Yes, I \_\_\_\_\_ . Let's go get something to eat. We can finish our conversation over lunch.  
19.

## 1.2 The Simple Present

### FORM

Examples	Explanation
I <b>like</b> English. You <b>know</b> Mandarin. We <b>come</b> from China. The people of Iran <b>speak</b> Farsi.	We use the base form of the verb with <i>I, you, we, they,</i> and plural subjects.  Note: <i>People</i> is a plural word.
Timothy <b>lives</b> in New York. He <b>studies</b> languages.	We use the <i>-s</i> form with <i>he, she, it,</i> and singular subjects.
Every language <b>shows</b> something about the culture. No one in this class <b>speaks</b> Ojibwe.	We use the <i>-s</i> form with subjects beginning with <i>every</i> and <i>no</i> .
Timothy's family <b>lives</b> in New York.	Note: <i>Family</i> is a singular word.
Timothy <b>likes to learn</b> languages.	We can follow the main verb with an infinitive.
Observe these seven patterns with the base form:	
AFFIRMATIVE STATEMENT:	You <b>speak</b> Urdu.
NEGATIVE STATEMENT:	You <b>don't speak</b> Hindi.
YES/NO QUESTION:	<b>Do</b> you <b>speak</b> Farsi?
SHORT ANSWER:	Yes, I <b>do</b> .
WH- QUESTION:	Where <b>do</b> you <b>speak</b> Urdu?
NEGATIVE WH- QUESTION:	Why <b>don't</b> you <b>speak</b> Hindi?
SUBJECT QUESTION:	How many people <b>speak</b> Hindi?
Observe these seven patterns with the <i>-s</i> form:	
AFFIRMATIVE STATEMENT:	Timothy <b>studies</b> Farsi.
NEGATIVE STATEMENT:	He <b>doesn't study</b> Spanish.
YES/NO QUESTION:	<b>Does</b> he <b>study</b> French?
SHORT ANSWER:	Yes, he <b>does</b> .
WH- QUESTION:	Where <b>does</b> he <b>study</b> French?
NEGATIVE WH- QUESTION:	Why <b>doesn't</b> he <b>study</b> Spanish?
SUBJECT QUESTION:	Who <b>studies</b> Spanish?

### Language Notes:

1. *Have* has an irregular *-s* form:

I **have** a language dictionary. Timothy **has** many language dictionaries.

2. The *-s* form of *go* is *goes*.

We **go** to college. My sister **goes** to high school.

3. The *-s* form of *do* is *does*. The pronunciation is /dʌs/.

You **do** your homework at home. She **does** her homework at the library.

4. When we ask questions about *meaning*, *spelling*, *cost*, and *take* + time, we use normal question word order.

What **does** "challenge" **mean**?

How **do** you **say** "challenge" in your language?

How **do** you **spell** "challenge"?

How much **does** a dictionary app **cost**?

How long **does it take** to learn another language?

## USE

Examples	Explanation
Timothy <b>speaks</b> 20 languages. He <b>loves</b> languages, but he <b>doesn't like</b> math.	We use the simple present with facts, general truths, habits, and customs.
Timothy <b>often</b> practices with native speakers. He <b>always</b> tries to learn new things. Does he <b>ever</b> use videos? <b>How often</b> does he use a dictionary?	We use the simple present with regular activities and repeated actions.

### Language Notes:

1. The frequency adverbs are *always, almost always, usually, generally, frequently, sometimes, occasionally, seldom, rarely, hardly ever, almost never, not ever, and never*. Frequency adverbs usually come after the verb *be* and before other verbs.

Timothy is **always** interested in languages.

He **sometimes** finds native speakers to talk to.

2. We can put *sometimes* at the beginning of the sentence too.

**Sometimes** he finds native speakers to talk to.

3. *Seldom, rarely, hardly ever, and almost never* have the same meaning. *Seldom* and *rarely* are more formal. Generally, we use *hardly ever* and *almost never* in conversational English and informal writing.

Do you **ever** speak English with your parents?

No, I **almost never** do. **OR** I **hardly ever** do.

### EXERCISE 3 Use the underlined verbs to help you complete the sentences.

1. Timothy lives in New York. Does he live with his parents?
2. He speaks French. He doesn't speak Spanish.
3. Timothy speaks a lot of languages. \_\_\_\_\_ Urdu? Yes, he \_\_\_\_\_.
4. He memorizes songs. \_\_\_\_\_ poems too?
5. He \_\_\_\_\_ video chat. Does he use other methods too? Yes, he \_\_\_\_\_.
6. He takes classes. \_\_\_\_\_ Farsi classes?
7. New York \_\_\_\_\_ people from all over the world. \_\_\_\_\_ New York have people from Indonesia? Yes it \_\_\_\_\_.
8. Some languages \_\_\_\_\_ accent marks. \_\_\_\_\_ Hebrew have accent marks?
9. Timothy feels different when he speaks another language. Why \_\_\_\_\_ different?
10. He's interested in Creole, but he \_\_\_\_\_ interested in Spanish. Why \_\_\_\_\_ interested in Spanish?

11. Farsi challenges him. Spanish \_\_\_\_\_ him.
12. He \_\_\_\_\_ comfortable in Arabic. \_\_\_\_\_ feel comfortable in Hebrew?  
Yes, he \_\_\_\_\_.
13. His parents speak English. \_\_\_\_\_ Hebrew?
14. He is very good at languages. He \_\_\_\_\_ so good at math.
15. He studies languages every day. \_\_\_\_\_ from books?  
Yes, he \_\_\_\_\_.
16. He practices with native speakers. How \_\_\_\_\_ with native speakers?
17. Not many people speak Ojibwe. How many people in the U.S. \_\_\_\_\_ Ojibwe?

**EXERCISE 4** Fill in the blanks to complete the conversation. Use the words given.

**A:** Hi. My name's Bai. I'm from China.

**B:** Hi Bai. My name's Khalid. Do you speak Chinese?  
1. you/speak

**A:** Well, a lot of people \_\_\_\_\_ our language is Chinese. But there are several dialects, or  
2. say  
forms, of Chinese. I \_\_\_\_\_ Mandarin. China \_\_\_\_\_ over 1 billion people,  
3. speak 4. have  
and most people \_\_\_\_\_ Mandarin, but not everyone does. Mandarin  
5. speak  
\_\_\_\_\_ over 800 million speakers. What about you?  
6. have

**B:** I speak Farsi. \_\_\_\_\_ anything about my language?  
7. you/know

**A:** No, I \_\_\_\_\_. Who \_\_\_\_\_ Farsi?  
8. 9. speak

**B:** People in Iran do. We sometimes \_\_\_\_\_ the language "Persian."  
10. call

**A:** What alphabet \_\_\_\_\_ ?  
11. you/use

**B:** We \_\_\_\_\_ the Arabic alphabet, with some differences. We \_\_\_\_\_ from  
12. 13. write  
right to left. \_\_\_\_\_ my writing?  
14. you/want/see

**A:** Yes, I \_\_\_\_\_.  
15.

**B:** ريووصت، I want to see your writing too.

**A:** Here's an example of my writing. 書

**B:** How many letters \_\_\_\_\_ ?  
16. Chinese/have

*continued*



**A:** No. I don't speak Spanish. Spanish \_\_\_\_\_ the official language of most countries in South America. But Brazilians \_\_\_\_\_ Portuguese. What about you?

5.

6.

**B:** Vietnamese \_\_\_\_\_ my native language.

7.

**A:** I \_\_\_\_\_ anything about Vietnamese. \_\_\_\_\_ the same alphabet as English?

8. not/know

9. Vietnamese/use

**B:** Yes, it \_\_\_\_\_. But we use many accent marks on our words. Look. Here's a text message I have in Vietnamese from my sister. *Bạn đang ở đâu?* \_\_\_\_\_ all the extra marks we use on our letters?

10.

11. you/see

**A:** Yes, I \_\_\_\_\_. Wow! It \_\_\_\_\_ very complicated. \_\_\_\_\_ similar to Chinese?

12.

13. look

14.

**B:** Not at all. But there's one similarity: both Chinese and Vietnamese are tonal languages.

**A:** What \_\_\_\_\_ ?

15. mean/"tonal"

**B:** It \_\_\_\_\_ the tone affects the meaning. There \_\_\_\_\_ six tones in Vietnamese. For example, "ma" \_\_\_\_\_ six different things, depending on the tone.

16. mean

17.

18. mean

*continued*

Terraced rice fields in Vietnam



**A:** Really?

**B:** Yes. It can mean “horse,” “but,” or “ghost.” It \_\_\_\_\_ other meanings too, depending on the tone. Tell me about your language.

19. have

**A:** Portuguese \_\_\_\_\_ some accent marks too. But it \_\_\_\_\_ tones.

20. have

21. not/have

Not everyone in Brazil \_\_\_\_\_ Portuguese. There are some other languages too, such as Cocama.

22. speak

**B:** How \_\_\_\_\_ ?

23. you/spell

**A:** C-O-C-A-M-A.

**B:** How many people \_\_\_\_\_ Cocama?

24. speak

**A:** I really \_\_\_\_\_ .

25. not/know

**B:** Right now I really \_\_\_\_\_ English as quickly as possible. It \_\_\_\_\_ a long time to become fluent in a foreign language.

26. want/learn

27. take

**B:** Yes, it does. I have to go now. How \_\_\_\_\_ “see you later” in Portuguese?

28. say

**A:** We say “Até mais tarde.”

**EXERCISE 7** **About You** Write three questions to ask another student about his or her language. Then interview this student. (Choose a student who speaks a different language, if possible.)

1. *What is the official language of your country?* \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## 1.3 The Present Continuous

### FORM

Examples	Explanation
We're <b>watching</b> a video of Timothy Doner and a taxi driver. The driver <b>is telling</b> him about the Creole language.	To form the present continuous, we use a present form of <i>be</i> ( <i>am, is, are</i> ) + the present participle of the verb (base form + <i>-ing</i> ).
Observe these seven forms with the present continuous:	
AFFIRMATIVE STATEMENT:	We <b>are reading</b> about languages.
NEGATIVE STATEMENT:	We <b>aren't reading</b> about animal communication.
YES/NO QUESTION:	<b>Are</b> we <b>reading</b> about Mandarin now?
SHORT ANSWER:	No, we <b>aren't</b> .
WH- QUESTION:	Why <b>are</b> we <b>reading</b> about languages?
NEGATIVE WH- QUESTION:	Why <b>aren't</b> we <b>reading</b> about Mandarin?
SUBJECT QUESTION:	Who <b>is reading</b> about Mandarin?

### USE

Examples	Explanation
We <b>are practicing</b> English in class now. The teacher <b>is helping</b> us learn English grammar.	We use the present continuous for an action that is happening now.
Look at this video of Timothy. He's <b>talking</b> with a taxi driver. They're <b>having</b> a conversation in Creole.	We use the present continuous to describe what we see in a picture or video.
Timothy <b>is learning</b> many languages. He <b>is making</b> videos of himself. Many people <b>are becoming</b> interested in his talent.	We use the present continuous for an action that is ongoing over a longer period of time.
Mandarin <b>is gaining</b> popularity as a world language.	We can use the present continuous to describe a trend.
We're from Iran. We <b>are living</b> in the U.S. now.	<i>Live</i> in the present continuous often shows a temporary situation. It's also possible to say "We <b>live</b> in the U.S. now."
Timothy <b>is sitting</b> in the back of a taxi. He <b>is wearing</b> jeans and a T-shirt.	With certain verbs, we can use the present continuous to describe a state or condition even though there is no action. These verbs are: <i>sit, stand, lie (recline), wear, sleep</i> .



**EXERCISE 8** Listen to the first part of a conversation between two students. Fill in the blanks with the words you hear.

**A:** Look at those people over there. It looks like they're talking with their hands.  
1.

Why \_\_\_\_\_ that?  
2.

**B:** Oh. That's American Sign Language, or ASL.

**A:** What's that?

**B:** It's the language of deaf people or people who can't hear well.

**A:** \_\_\_\_\_ each word?  
3.

**B:** No. They \_\_\_\_\_ symbols. Each symbol is a whole word. But sometimes they have to spell a word, such as a name.  
4.

**A:** How do you know so much about it?

**B:** I have a nephew who's deaf. \_\_\_\_\_ to learn ASL because I want to communicate with him.  
5.

**A:** Where \_\_\_\_\_ it?  
6.

**B:** At a community college near my house.



**EXERCISE 9** Complete the rest of the conversation from Exercise 8 using the present continuous form of one of the verbs from the box below. Use contractions wherever possible.

learn	get	take✓	knit	wear
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**B:** I 'm taking<sub>1.</sub> sign language classes with my sister and her husband. Like any new language, it takes time and practice. We \_\_\_\_\_<sub>2.</sub> better every day.

**A:** How old is your nephew?

**B:** He's three years old.

**A:** That's pretty young to learn sign language.

**B:** No, it isn't. He \_\_\_\_\_<sub>3.</sub> it very quickly, more quickly than we are! Do you want to see a picture of him?

**A:** He's so cute. He \_\_\_\_\_<sub>4.</sub> an adorable hat.

**B:** It's from me. I knit. In fact, I \_\_\_\_\_<sub>5.</sub> a sweater for him now.

**EXERCISE 10** **About You** Tell if the statement is true or false for you. If the statement is not true for you, correct it. Then work with a partner and ask your partner about these statements.

1. I'm forgetting words in my first language. **F**

**A:** I'm not forgetting words in my first language. Are you forgetting words in your first language?

**B:** No, I'm not. But my younger sister is.

**A:** Why is she forgetting words?

**B:** She's in first grade and all her friends speak English.

2. I'm studying another language (besides English).

3. I'm beginning to mix English with my native language.

4. I'm living with my family.

**EXERCISE 11** **About You** Write sentences to tell about something you are learning at this time in your life.

1. I'm learning to budget my time better.

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

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

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

## 1.4 The Present Continuous vs. The Simple Present— Action and Nonaction Verbs

Examples	Explanation
You don't have to speak so loud. I <b>hear</b> you. Mandarin now <b>has</b> more than 800 million speakers. I <b>know</b> something about Farsi.	Some verbs are nonaction verbs. They describe a state, condition, or feeling, not an action. These verbs don't use the present continuous form even when we talk about now. NOT: Mandarin <i>is now having</i> more than 800 million speakers.
I <b>am listening</b> to a language video. I <b>hear</b> some unusual sounds. We <b>are looking</b> at a video. We <b>see</b> Timothy in a taxi. I'm <b>thinking about</b> a major in linguistics. I <b>think (that)</b> linguistics is interesting. My mom <b>is having</b> a hard time with English. English <b>has</b> many irregular verbs in the past. Marco isn't in class today. He <b>has</b> a cold.	<i>Listen</i> is an action verb. <i>Hear</i> is a nonaction verb. <i>Look</i> is an action verb. <i>See</i> is a nonaction verb. <i>Think about</i> or <i>of</i> is an action verb. <i>Think (that)</i> is a nonaction verb. <i>Have</i> , when it means <i>experience</i> , is an action verb. <i>Have</i> for possession, relationship, or illness is a nonaction verb.
You <b>are looking</b> at the video online.  You <b>look</b> very interested in that video. Timothy Doner <b>looks like</b> an average student.	Some verbs can describe either a sense perception or an action: <i>look, smell, taste, sound, feel</i> . When these verbs describe a sense perception, an adjective or the word <i>like</i> usually follows.

### Language Notes:

1. Some common nonaction verbs are:

- Sense perception verbs: *smell, taste, feel, look, sound, appear*
- Feelings and desires: *like, dislike, love, hate, hope, want, need, prefer, agree, disagree, care (about), expect, matter*
- Mental states: *believe, know, hear, see, notice, understand, remember, think (that), suppose, recognize*
- Others: *mean, cost, spell, weigh*

2. When *see* means *have a relationship with* (personal or professional), it can be an action verb.

I'm **seeing** someone new. (I'm dating someone new.)

I'm **seeing** an ASL specialist for lessons on signing.

3. Native speakers sometimes use *hope, understand, and think* as action verbs.

I'm **hoping** to become an English major.

If I'm **understanding** you correctly, you're afraid of making a mistake.

I'm **thinking** that I need to practice English more. (This use of the present continuous often means *I'm beginning to think . . .*)

**EXERCISE 12** Fill in the blanks with the present simple or present continuous to complete the conversation. In some cases, the verb is provided for you. In other cases, use context clues to find the verb.

**A:** What are you looking at?  
1.

**B:** I'm looking at a video of Timothy Doner. Listen!

**A:** What language \_\_\_\_\_? I \_\_\_\_\_ it.  
2. \_\_\_\_\_ it?  
3. not/recognize  
4. you/understand

**B:** Of course. He's speaking my language, Russian! I \_\_\_\_\_ this for the second time  
5. watch  
now. I \_\_\_\_\_ very carefully now and I \_\_\_\_\_ a few small  
6. listen 7. hear  
mistakes, but he \_\_\_\_\_ almost like a native Russian. And he \_\_\_\_\_ so  
8. sound 9. know  
much slang. He even \_\_\_\_\_ like a Russian using Russian gestures.  
10. look

**A:** Who \_\_\_\_\_ to? And what \_\_\_\_\_ about?  
11. he/talk 12. they/talk

**B:** He \_\_\_\_\_ to the owners of a Russian video store. They \_\_\_\_\_  
13. \_\_\_\_\_ themselves. The Russians \_\_\_\_\_ surprised to hear an American speak their language so well.  
14. introduce  
15. look

**A:** Learning so many languages \_\_\_\_\_ time. I wonder if he has any fun in his life.  
16. take

**B:** He \_\_\_\_\_ languages, and he \_\_\_\_\_ a great time. Listen.  
17. love 18. have  
He \_\_\_\_\_ and \_\_\_\_\_ with the Russians.  
19. laugh 20. joke

**A:** I \_\_\_\_\_ that he's amazing. Is he good in other subjects too?  
21. think

**B:** He says he \_\_\_\_\_ math.  
22. not/like

**A:** What \_\_\_\_\_ to do with so many languages?  
23. he/plan

**B:** He \_\_\_\_\_ of becoming a linguist.  
24. think

**A:** I \_\_\_\_\_ that's a perfect profession for him.  
25. think

**EXERCISE 13** **About You** Write statements about language and culture.

1. I think that it's important to be bilingual.

2. I think that \_\_\_\_\_

3. I now know that \_\_\_\_\_



Abamu Degio (left) watches a recording of herself singing a traditional Koro song with Anthony Degio (center) and K. David Harrison (right), who works for the Living Tongues Institute.

# The ENDURING<sup>6</sup> VOICES PROJECT



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

You probably know that there are endangered animals and plants. These are living things that are disappearing. Some animals, like dinosaurs, are already extinct.<sup>7</sup> And many more living things **are going to become** extinct. But do you know that many languages are also disappearing? Every year, several languages go extinct. Today there are more than 7,000 languages. By the year 2100, more than half of these languages **will probably disappear**. When the last speaker of a language dies, the world loses the knowledge contained in that language.

Some languages have a lot of speakers. Mandarin, for example, now has 845 million speakers. English has 360 million first-language speakers. The Ojibwe language of Native Americans has about 5,000 speakers. Most of them are older than 65. Other languages have only 1 or 2 speakers. If nothing changes, these languages **will die** when the last speaker dies. The disappearance of languages is happening all over the world.

Why do some languages disappear? Languages like English, Mandarin, Russian, Arabic, Hindi, and Spanish dominate world communication and

business. In a part of Russia where the Tofa language exists, parents want their children to learn Russian because it **will permit** greater education and success. Right now there are very few speakers of Tofa. How **will** this language **survive**? **Is it going to be** completely lost?

In the project Enduring Voices, linguists visit areas around the world to record native speakers of endangered languages. They are helping many communities preserve their languages online. If you visit the Enduring Voices project online, you **will be able to** hear the sounds of these endangered languages. Even when the last speaker dies, these languages **won't be** lost.

Why are linguists doing this project? Language tells us a lot about a culture. You probably have words in your native language that have no exact translation in English. These special words say something about your culture. When a language dies, an entire culture disappears with it. Seri is a language of Mexico. According to a Seri elder, if one child learns to speak Seri and another child learns to speak Spanish, they **will be** different people.

<sup>6</sup> *enduring*: long lasting

<sup>7</sup> *extinct*: no longer in existence

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

1. One language dies each day.
2. Hindi is an important language in business.
3. Technology is helping to preserve dying languages.

## 1.5 The Future—Form

Examples	Explanation
Many languages <b>will disappear</b> . English <b>will not disappear</b> . Some languages <b>won't survive</b> .	We can use <i>will</i> + the base form for the future. The contraction for <i>will not</i> is <i>won't</i> .
Some living things <b>are going to become</b> extinct. The Tofa language <b>is probably going to disappear</b> .	We can use <i>be going to</i> + the base form for the future.
You <b>are going to hear</b> some strange sounds if you <b>visit</b> the Enduring Voices website. When the last speaker of Tofa <b>dies</b> , the language <b>will die</b> .	Some future sentences have two clauses: a main clause and an <i>if</i> or time clause. We use the future only in the main clause. It doesn't matter which clause comes first.
Observe these seven patterns with <i>will</i> :	
AFFIRMATIVE STATEMENT:	Some languages <b>will disappear</b> .
NEGATIVE STATEMENT:	My language <b>won't disappear</b> .
YES/NO QUESTION:	<b>Will</b> English <b>disappear</b> soon?
SHORT ANSWER:	No, it <b>won't</b> .
WH- QUESTION:	Why <b>will</b> some languages <b>disappear</b> ?
NEGATIVE WH- QUESTION:	Why <b>won't</b> English <b>disappear</b> soon?
SUBJECT QUESTION:	Which languages <b>will disappear</b> soon?
Observe these seven patterns with <i>be going to</i> :	
AFFIRMATIVE STATEMENT:	We <b>are going to study</b> English.
NEGATIVE STATEMENT:	We <b>aren't going to study</b> Mandarin.
YES/NO QUESTION:	<b>Are</b> we <b>going to study</b> French?
SHORT ANSWER:	No, we <b>aren't</b> .
WH- QUESTION:	Why <b>are</b> we <b>going to study</b> English?
NEGATIVE WH- QUESTION:	Why <b>aren't</b> we <b>going to study</b> French?
SUBJECT QUESTION:	Who <b>is going to study</b> French?

### Language Notes:

1. You can contract pronouns with *will*: *I'll, you'll, he'll, she'll, it'll, we'll, they'll*. In conversation, you also hear contractions with some question words: *who'll, where'll*, etc.
2. In conversational English and informal writing, such as texting, *going to* for future is often pronounced and written "gonna."



**EXERCISE 14** Listen to the conversation between two students. Fill in the blanks with the words you hear.

**A:** What are you majoring in?

**B:** I'm majoring in art now, but I *'m going to change* \_\_\_\_\_ my major next semester.  
1.

**A:** What \_\_\_\_\_  
2.

**B:** I \_\_\_\_\_ my master's in applied linguistics.  
3.

**A:** What's that?

**B:** It's a degree that \_\_\_\_\_ me to teach English as a second language. When I  
4.  
\_\_\_\_\_ back to my country, I \_\_\_\_\_ an English teacher.  
5. 6.

**A:** Why do you want to be an English teacher?

**A:** It \_\_\_\_\_ easy for me to find a job in China.  
7.

**B:** Why \_\_\_\_\_ so easy?  
8.

**A:** Because everyone there wants to learn English these days.

**B:** But English isn't your native language.

**A:** That doesn't matter. I know that if I \_\_\_\_\_ every day, I \_\_\_\_\_ fluent soon.  
9. 10.

This semester, I have a Chinese roommate, and we speak Mandarin all the time. But next semester,

I \_\_\_\_\_ with an American woman from my math class.  
11.

I \_\_\_\_\_ English with her every day, so my English \_\_\_\_\_  
12. 13.

quickly. I'm sure of it.

**B:** You're probably right. You \_\_\_\_\_ a lot of slang and natural English from her.  
14.

**A:** That's the idea!

**B:** Do you have any other great plans for your future?

**A:** After I \_\_\_\_\_ for a few years, I \_\_\_\_\_ my own language school  
15. 16.  
in my hometown.

**EXERCISE 15** Fill in the blanks with one of the words from the box below. Practice the future with *will*.

have	teach ✓	die	make	be able to hear
hear	learn	visit	continue	

The Enduring Voices project is an important project for several reasons. It will teach 1. future generations a lot about their past. After all members of a language group \_\_\_\_\_, 2. future generations \_\_\_\_\_ the language of their ancestors. In addition, they \_\_\_\_\_ 3. \_\_\_\_\_ 4. more about the native culture of their ancestors. Also, linguistics students and professors \_\_\_\_\_ 5. a record of languages. This project \_\_\_\_\_ 6. linguistic research easier. I hope this project \_\_\_\_\_ 7. for many more years so that we can preserve information about language and culture. If you \_\_\_\_\_ 8. the project online, you \_\_\_\_\_ 9. languages that are in danger of dying.

**EXERCISE 16** Fill in the blanks with the words given. Practice the future with *be going to*.

**A:** My wife is from Colombia. She speaks Spanish. I'm from Ukraine. I speak Ukrainian and Russian.  
**B:** How do you communicate with your wife?  
**A:** I speak Spanish, so we speak Spanish to each other. But we are going to have 1. have a baby in three months. When the baby is born, we \_\_\_\_\_ 2. switch to English at home.  
**B:** Why \_\_\_\_\_ 3. you/do that?  
**A:** We live in the U.S. now. The baby \_\_\_\_\_ 4. have the opportunity to speak perfect English. We're immigrants, so we \_\_\_\_\_ 5. not/live in our native countries anymore. So Spanish, Russian, and Ukrainian \_\_\_\_\_ 6. not/be so important in our daughter's life.  
**B:** Then she \_\_\_\_\_ 7. lose the opportunity to become bilingual or trilingual.  
**A:** Well, we think that if we speak three languages in the home, this \_\_\_\_\_ 8. confuse her.  
**B:** I don't agree. I think it \_\_\_\_\_ 9. open many doors for her in the future. It's so easy for small children to learn languages.  
**A:** When she's in high school, she \_\_\_\_\_ 10. have the chance to learn a foreign language.  
**B:** The best time to learn a foreign language is when you're young. Follow my advice. You won't be sorry.

**EXERCISE 17** About You Write about some plans you have for your future.

1. After I finish my degree, *I'm going to return to my country.* \_\_\_\_\_
2. When I go back to my country, \_\_\_\_\_
3. After I complete my studies, \_\_\_\_\_

## 1.6 Choosing *Will*, *Be Going To*, or Present Continuous for Future

Examples	Explanation
<p>Many languages <b>will disappear</b>.                      Many languages <b>are going to disappear</b>.                      Your daughter <b>will have</b> many opportunities if she's bilingual.                      Your daughter <b>is going to have</b> many opportunities if she's bilingual.</p>	<p>For predictions, you can generally use either <i>will</i> or <i>be going to</i>. <i>Will</i> is more common in formal writing.</p>
<p>When the baby is born, <b>we're going to switch</b> to English.                      I'm <b>going to start</b> an English language school in China.</p>	<p>We generally use <i>be going to</i> to describe something that was planned before it was mentioned.</p>
<p>I'm <b>studying</b> linguistics at the University of Illinois next year.</p>	<p>We sometimes use the present continuous with a future meaning when we have a definite plan. Often, a time or place is mentioned.</p>
<p><b>A:</b> You should help your kids become bilingual.  <b>B:</b> Thanks for your advice. I'll <b>think</b> about it.</p> <p><b>A:</b> I'm having trouble with my English assignment. <b>Will</b> you <b>help</b> me?  <b>B:</b> Of course I <b>will</b>.</p> <p><b>A:</b> I can't hear you.  <b>B:</b> I'll <b>speak</b> louder.</p> <p><b>A:</b> I'm going to become an ESL teacher.  <b>B:</b> You'll <b>be</b> good at it.</p>	<p>We use <i>will</i> when we make:</p> <ul style="list-style-type: none"> <li>• a promise</li> <li>• a request for help</li> <li>• an offer to help</li> <li>• a comment of reassurance</li> </ul> <p>These sentences do not describe a plan, but the future occurs to the speaker at the time he or she speaks.</p>
<p>My parents <b>won't support</b> me if I major in art.</p>	<p>We can use <i>won't (will not)</i> to mean <i>refuse to</i>.</p>

**EXERCISE 18** Choose *will* or *be going to* to fill in the blanks with the verbs given. In some cases, both *will* and *be going to* are possible.

**A:** Where are you going?

**B:** To the coffee shop nearby.

**A:** I will go with you. I need a cup of coffee too.  
1. go

**B:** Well, I'm not really going there for coffee. I \_\_\_\_\_ a quiet table in the corner and use the Wi-Fi there. I have to do research for a composition.  
2. get

**A:** What topic \_\_\_\_\_?  
3. you/use

**B:** I'm interested in animal communication, so I \_\_\_\_\_ those words and see what I can find.  
4. just/google

**A:** Why \_\_\_\_\_ about that?  
5. you/write

**B:** I read an article in *National Geographic* about it. I found it fascinating. So I \_\_\_\_\_ for more information about it.  
6. look

**A:** I \_\_\_\_\_ with you anyway. I promise I \_\_\_\_\_ you. I \_\_\_\_\_ a cup of coffee. I have my laptop, so I \_\_\_\_\_ my e-mail while you do your research.  
7. go  
8. not/bother  
9. just/get  
10. check

**B:** I could use your help a little. I'm not very good with spelling. After I write my first draft, \_\_\_\_\_ me correct the spelling?  
11. you/help

**A:** Of course, I \_\_\_\_\_.  
12.

**B:** I sometimes ask my roommate to help me, but he \_\_\_\_\_ it. He says I have to do this on my own. This is my first composition for this class, and I'm afraid I \_\_\_\_\_ a good job.  
13. not/do  
14. not/do

**A:** I'm sure you \_\_\_\_\_ fine.  
15. do

**B:** OK, then. Let's go. I \_\_\_\_\_ the coffee.  
16. buy

**A:** And I \_\_\_\_\_ your spellchecker.  
17. be

# An UNUSUAL ORPHAN



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

CD 1  
TR 7

She **was born** in West Africa in 1965. She **was** an orphan; her mother **died** when she was very small. She **didn't stay** in Africa. She **came** to the United States when she **was** only ten months old. Allen and Beatrix Gardner, an American couple in Nevada, **adopted** her and named her Washoe. **Did** she **learn** to speak English with her new American family? Well, not exactly. Washoe **was** a chimpanzee. And the Gardners **were** language researchers.

The Gardners, who **were** interested in animal communication, **understood** that nonhuman primates<sup>8</sup> can't make human sounds. So they **taught** Washoe American Sign Language (ASL). The Gardners **avoided** using speech around her so that she could learn the way a deaf child learns. Washoe **was** the first nonhuman to acquire a human language.

Washoe **lived** at home with the Gardners. She **liked** to look through books, magazines, and catalogs. She especially **liked** shoe catalogs! Then, when she **was** five years old, language researchers Roger and Deborah Fouts **took** her to the Primate Institute at the University of Oklahoma. There were other chimps there that could communicate with American Sign Language. When Washoe **met** other chimps for the first time, she **didn't like** them. She **called** them "black cats" or "black bugs." Eventually she **started** to interact and "talk" to them.

Researches **wanted** to see if Washoe would communicate with baby chimps using ASL. Washoe **had** two baby chimps, but they **died** when they were very young. Researchers **gave** her a male baby chimp, Loulis, to take care of. Washoe quickly **adopted** him. She **started** signing to Loulis. She even **taught** him signs by taking his hands and showing him how to say "food." During her life, Washoe **learned** about 350 signs and **taught** signs to younger chimps.

Washoe **died** in 2007 at the age of 42.

<sup>8</sup> *primate*: a member of the highest order of animals, including humans, apes, monkeys, and lemurs

Washoe and Loulis

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

1. Studies show that chimps can learn to speak.
2. Washoe taught her own babies how to sign.
3. Washoe spent time with other chimps in Oklahoma.

## 1.7 The Simple Past

### FORM

Examples	Explanation
Washoe <b>learned</b> about 350 signs. She <b>lived</b> with the Gardners for four years.	Many simple past verbs are regular. To form the simple past of regular verbs, add <i>-ed</i> or <i>-d</i> to the base form. learn → <b>learned</b> live → <b>lived</b>
Washoe <b>had</b> two baby chimps. She <b>taught</b> younger chimps signs.	Many simple past verbs are irregular. have → had teach → taught
Washoe <b>learned</b> to sign. She <b>didn't learn</b> to speak. <b>Did</b> the Gardners <b>teach</b> her? Who <b>taught</b> her?	We use the past form only in affirmative statements and subject questions. After <i>did</i> or <i>didn't</i> , we use the base form.
Washoe <b>was</b> an orphan. The Gardners <b>were</b> language researchers.	The past of <i>be</i> is irregular. It has two forms in the past. I, he, she, it → <i>was</i> we, you, they → <i>were</i>
Observe these seven patterns with a regular verb:	
AFFIRMATIVE STATEMENT:	Washoe <b>learned</b> American Sign Language.
NEGATIVE STATEMENT:	She <b>didn't learn</b> to speak.
YES/NO QUESTION:	<b>Did</b> she <b>learn</b> 1,000 signs?
SHORT ANSWER:	No, she <b>didn't</b> .
WH- QUESTION:	When <b>did</b> she <b>learn</b> to sign?
NEGATIVE WH- QUESTION:	Why <b>didn't</b> she <b>learn</b> more than 350 signs?
SUBJECT QUESTION:	How many chimps <b>learned</b> to sign?
Observe these seven patterns with an irregular verb:	
AFFIRMATIVE STATEMENT:	Researches <b>taught</b> Washoe to sign.
NEGATIVE STATEMENT:	They <b>didn't teach</b> Washoe to speak.
YES/NO QUESTION:	<b>Did</b> they <b>teach</b> her American Sign Language?
SHORT ANSWER:	Yes, they <b>did</b> .
WH- QUESTION:	Why <b>did</b> they <b>teach</b> her American Sign Language?
NEGATIVE WH- QUESTION:	Why <b>didn't</b> they <b>teach</b> her to speak?
SUBJECT QUESTION:	Who <b>taught</b> Washoe to sign?
Observe these seven patterns with the verb <i>be</i> :	
AFFIRMATIVE STATEMENT:	Washoe <b>was</b> born in Africa.
NEGATIVE STATEMENT:	She <b>wasn't</b> born in the U.S.
YES/NO QUESTION:	<b>Was</b> she born in a zoo?
SHORT ANSWER:	No, she <b>wasn't</b> .
WH- QUESTION:	Where <b>was</b> her mother?
NEGATIVE WH- QUESTION:	Why <b>wasn't</b> she with her mother?
SUBJECT QUESTION:	Who <b>were</b> her trainers?

For a list of irregular past verbs, see Appendix H.

*continued*

## USE

Examples	Explanation
Washoe <b>met</b> other chimps at the Primate Institute. She <b>liked</b> to look at books. She <b>didn't learn</b> to speak. She <b>died</b> in 2007.	We use the simple past to refer to an event that started and ended at a definite time in the past. It can be a single event or a repeated event.

### Language Note:

It is not necessary to mention when the action happened, but the simple past implies that a definite time or times can be pinpointed.



### EXERCISE 19 Listen to the following sentences. Fill in the blanks with the words you hear.

- Washoe was <sup>a.</sup> born in Africa. She <sup>b.</sup> born in the United States.
- She <sup>a.</sup> her human trainers. At first she <sup>b.</sup> other chimps.  
Why <sup>c.</sup> other chimps?
- <sup>a.</sup> baby chimps? Yes, she <sup>b.</sup>. She <sup>c.</sup> two babies but they <sup>d.</sup>.
- Who <sup>a.</sup> her American Sign Language? The Gardners <sup>b.</sup> her ASL.
- How long <sup>a.</sup> with the Gardners? She <sup>b.</sup> with them for three years.
- The Gardners <sup>a.</sup> speech around Washoe. Why <sup>b.</sup> speech around her?

### EXERCISE 20 Use a form of the underlined words to complete the sentences.

- Washoe lived with the Gardners. She didn't live in a zoo.
- The Gardners took care of her at home. Who care of her at the Primate Institute?
- She started to communicate with other chimps, but she immediately.
- She felt comfortable with humans. At first, she comfortable with other chimps.  
Why comfortable with other chimps?

5. Researchers gave her a baby chimp—Loulis. Why \_\_\_\_\_ her a baby chimp?
6. She taught Loulis to make signs. How many signs \_\_\_\_\_?
7. Washoe \_\_\_\_\_ very old when she died. She was only 42.
8. When \_\_\_\_\_? She died in 2007.

**EXERCISE 21** Read the conversation and fill in the blanks with the simple past by using context clues.

**A:** Did you like \_\_\_\_\_ the story about Washoe?  
1.

**B:** Yes, I \_\_\_\_\_. I liked it very much. Washoe was the first animal to learn human communication. But she \_\_\_\_\_ the only one. There \_\_\_\_\_ many more studies with chimps and gorillas after that. I \_\_\_\_\_ a program on TV a few years ago about Koko, a gorilla. Like Washoe, she \_\_\_\_\_ to make about one thousand signs using American Sign Language.  
2. 3. 4. 5. 6.

*continued*

Nim was another chimpanzee who learned to use some American Sign Language signs to communicate.



**A:** Wow! That's amazing. When \_\_\_\_\_?  
7.

**B:** She didn't die. She's alive and living in California.

**A:** \_\_\_\_\_ born in Africa?  
8.

**B:** No, she wasn't. She was born at the San Francisco Zoo.

**A:** When \_\_\_\_\_ to train her?  
9.

**B:** They began to train her when she \_\_\_\_\_ one year old.  
10.

**A:** \_\_\_\_\_ anything else interesting from the TV program?  
11.

**B:** Yes, I learned a lot of interesting things. For example, when Koko wants something, she asks for it.

One time she \_\_\_\_\_ a cat and her trainers \_\_\_\_\_ her a stuffed cat.  
12. 13.

But she \_\_\_\_\_ happy with it. She didn't \_\_\_\_\_ a stuffed animal. She  
14. 15.  
wanted a real cat.

**A:** \_\_\_\_\_ it to her?  
16.

**B:** Yes, they \_\_\_\_\_. They gave her a baby kitten. In fact, she had a choice of kittens and she  
17.  
\_\_\_\_\_ a gray male kitten. She even \_\_\_\_\_ him a name: "All Ball."  
18. 19.

**A:** That's so sweet. So now she has All Ball to play with.

**B:** Unfortunately, no. One day All Ball \_\_\_\_\_ away from Koko's cage. He ran into the street,  
20.  
and a car hit and killed him.