

Unit 1**Overview of the English Verb System: Time and Tense**

EXERCISE 1 (page 3)

1. past
2. present
3. future
4. past
5. present

EXERCISE 2 (page 3)

1. (a) simple past
(b) simple past; past progressive
(c) past perfect progressive
(d) simple past
(e) simple past; simple past
2. (a) perfect; simple present simple present
(b) simple present
(c) present progressive
(d) present perfect
(e) simple present
(f) present perfect progressive; simple present
(g) present perfect
(h) simple present
3. (a) simple future
(b) simple present; simple future; simple present
(c) simple present; simple future
(d) simple future
(e) future perfect
4. (a) simple past
(b) simple past
(c) simple past
(d) simple past; past progressive; past perfect
5. (a) simple present
(b) present perfect; simple present
(c) present perfect; simple present

EXERCISE 3 (page 3)

Answers are shown on LP page 4.

EXERCISE 4 (pages 5-6)

1. future:

(a) will be, (b) will be, (c) will have completed

2. past:

(a) had, (b) was walking, (c) saw, (d) had gone

3. present:

(a) has, (b) is driving, (c) gets, (d) lives, (e) takes

4. past:

(a) was, (b) was believed, (c) was playing, (d) burned

5. present:

(a) are, (b) is changing, (c) believe, (d) has resulted, (e) are burned, (f) increases/is increased, (g) causes, (h) is, (i) has begun, (j) have discovered, (k) has risen

6. future:

(a) will leave, (b) will be staying, (c) will find

EXERCISE 5 (page 7)

1. My brother called me up yesterday. / I always know he needs to borrow money when he calls, because I never hear from him at any other time. / We spoke about this and that for a few minutes. He asked about my job and my family. We talked about his problems with his boss. / These are typical topics before he finally asks for a loan. / This phone call was no exception. He needed fifty dollars “until pay day”. / Somehow, when payday comes he never remembers to pay back the loan.

2. I'll be really happy when the summer is over. / I don't like hot weather, and I can't stand mosquitoes. There's a lot of both of those things in the summer. / Last summer I tried to escape by going on a trip to Alaska. The heat wasn't bad, but the mosquitoes were terrible! / Next year I think I'll consider a vacation in Antarctica. / I understand it's really cold there in July.

3. For more than fifty years scientists around the world have all used a single system to measure the strength (or “magnitude”) of earthquakes. / The Richter Scale was developed by Charles Richter in 1935. It was designed so scientists could compare the strength of earthquakes in different parts of the world. It was not designed to measure damage in earthquakes, but only intensity. / This is because a less powerful earthquake in a heavily populated area can cause more damage than a stronger earthquake in an unpopulated area.

EXERCISE 6 (page 8)

Answers will vary. Possible answers include:

1. general truth/ movement to specific example/general truth/movement to specific example/general truth
2. general truth/clear time marker or specific example/clear time marker/general truth
3. movement from general statement to specific example/statement of general truth

EXERCISE 7 (page 8)

See LP page 6 and above for underlining. Verb tenses include:

1. simple past; simple present; simple present
2. simple future; simple present; simple present
3. simple perfect; simple past; simple past; simple past; simple past; simple past; simple present; simple present

Activity 2 – Listening

Dr. Deborah Jones is alive. Dr. Sally Smith is dead.

Activity 4 – Writing/speaking

Answers will vary. Possible answers include:

The stock market has crashed.

The U.S. population is moving west.

The new budget was termed a disaster.

The U.S. will protest nuclear testing.

The President will visit China.

The drought is expected to worsen.

There has been a big shakeup at the White House.

There is a new plan to improve bus services.

Test scores are improving in the public schools.

A link has been found between diet and heart disease.

Cancer is reported to be increasing.

There has been a major decrease in the number of international students in the United States.

Unit 2**Overview of the English Verb System: Aspect**

EXERCISE 1 (page 15)

Time frames are listed below. The meanings for each underlined verb phrase are as follows:

1. (future time frame)

will have accomplished: before that time; will have moved out: before that time; has been living: in progress during and before that time; will have said: before that time; will certainly be thinking: at that time; will no longer see: after that time

2. (past time frame)

was: at that time; had been trying: in progress during and before that time; had been working: in progress during and before that time; was: at that time; was just making: in progress during that time; started: at that time; got: at that time; was: at that time; had read: before that time; had studied: before that time; knew: at that time

3. (present time frame)

is: at that time; thinks: at that time; is: at that time; wants: at that time; leaves: at that time; looks: at that time; checks: at that time; has combed: before that times; hasn't put: before that time; makes: at that time; is wearing: during that time; go: at that time; is wearing: during that time; checks: at that time; isn't showing: during that time; are: at that time; makes sure: at that time; has chosen: before that time; match: at that time; likes: at that time; feels: at that time; is: at that time

EXERCISE 2 (page 16)

Answers will vary. In general, sentences describing the students' lives should be in present time frame, those describing grandparents' lives should be in past time frame, and those describing grandchildren should be in future time frame. Ask students to identify sentences that are in simple aspect and explain why they chose that particular tense. Most will be because they are describing habitual or recurrent actions, general ideas, etc.

EXERCISE 3 (page 18)

1. action in progress; uncompleted action
2. action already in progress
3. repeated action
4. repeated action
5. temporary situation
6. action in progress
7. temporary situation
8. action in progress/ temporary situation
9. action happening at a specific time in the future
10. action already in progress

EXERCISE 4 (page 18)

1. am studying (simple)
2. was reading (progressive)
3. get (simple); are marching (progressive)
4. doesn't study/is not studying (simple/progressive)
5. speaks (simple)
6. was looking (progressive); discovered (simple)
7. reached (simple); thought (simple)
8. am trying (progressive)
9. was studying (progressive); heard (simple)
10. be sleeping (progressive)

EXERCISE 5 (page 20)

1. action is related to present moment
2. action happens before another event; action is related to the present moment
3. action happened before another event
4. action happens before another event
5. action is related to the present moment
6. sentence focuses on whether the action is completed or uncompleted
7. action is related to the present moment
8. action is related to the present moment

EXERCISE 6 (page 20)

1. had said/said (perfect/simple)
2. had conducted (perfect)
3. has had (perfect)
4. has visited (perfect)
5. came (simple); had not been (perfect)
6. have traveled (perfect)
7. haven't slept/don't sleep (perfect/simple)
8. had completed (perfect); realized (simple); weren't (simple)
9. have lived (perfect)
10. has studied/studied (perfect/simple)

EXERCISE 7 (page 21)

1. has been raining (perfect progressive)
2. had worked/had been working (perfect/perfect progressive)
3. have found (perfect)
4. has been finding/has found (perfect progressive/perfect)
5. has been cooking/has cooked (perfect progressive/perfect)
6. had been looking/had looked (perfect progressive/perfect); had left/left (perfect/simple)
7. have been trying/have tried (perfect progressive/perfect)

8. will have lived/will have been living (perfect/perfect progressive)
9. have been coming/have come (perfect progressive/perfect); have moved (perfect)
10. have tried (perfect)

EXERCISE 8 (page 22)

- 4) got
- 5) had started
- 6) walked
- 7) shouted
- 8) had just arrived
- 9) kept
- 10) went
- 11) were
- 12) were sitting
- 13) talked
- 14) laughed
- 15) was
- 16) was
- 17) went
- 18) discovered
- 19) was complaining
- 20) asked
- 21) obeyed
- 22) got
- 23) had

EXERCISE 9 (page 22)

- 4) get
- 5) has started
- 6) get
- 7) shouts
- 8) have just arrived
- 9) keep
- 10) go
- 11) are
- 12) are sitting
- 13) talk
- 14) laugh
- 15) am
- 16) is
- 17) go
- 18) discover
- 19) is complaining
- 20) asks

- 21) obey
- 22) gets
- 23) have

EXERCISE 10 (page 23)

- 4) get
- 5) will have started
- 6) walk
- 7) will shout
- 8) will have just arrived
- 9) will keep
- 10) will go
- 11) will be
- 12) will be sitting
- 13) will talk
- 14) laugh
- 15) am
- 16) will be
- 17) will go
- 18) will discover
- 19) will complain
- 20) will ask/ask
- 21) will obey
- 23) will get
- 23) will have

EXERCISE 11 (page 23)

Answers will vary.

EXERCISE 12 (page 23)

Answers will vary. Tense choices should be similar to the following possible answers:

1. I had never eaten hamburger./I thought everyone was rich.
2. I am homesick./I have done badly on a test.
3. snow before I visited Colorado./couples kissing in public before I came to the United States.
4. will be very happy./will be waving hello at the airport back home.
5. I don't have time to exercise. /work is too crazy.
6. thought babies came from a factory./always pretended that I had my own horse.
7. was a student in high school./have been living in America.
8. have been thinking about my family./have been worrying about the next grammar test.
9. will get married./will find a good job./will go back to my country.
10. visited the Seychelles/bought a house.

Activity 1 – Listening

Conversation 1

- a) Mary doesn't want a roommate.
- d) John doesn't have a roommate at the moment, but he's looking for one.

Conversation 2

- b) Peter is not looking the contract over at this moment.
- c) Denise is looking the contract over at this moment.

Conversation 3

- b) He finished washing the floors after Angela's arrival.
- d) He emptied the trash after Angela's arrival.
- e) The janitor finished the windows before Angela's arrival.

Conversation 4

- b) Bob doesn't work at the steel mill now.
- c) Dave works at the steel mill now.

Unit 3
Adverbial Phrases and Clauses

EXERCISE 1 (page 32)

Answers will vary. Possible answers include:

1. phrase; Who runs the government?
2. clause; Where is John? What did John do yesterday?
3. clause; Who is studying English? Who is taller, you or Rebecca?
4. phrase; When did you come to the US? When did you start studying English?
5. phrase; What time is lunch? When does the bus leave?
6. phrase; Where is Michiko from? Where did you get that notebook?
7. phrase; Why do you go bike riding? Why does he watch TV?
8. clause; When will you start working? When will you get married?
9. clause; Why is John working after school? Why is he looking for a job?
10. phrase; Why is Luis worried? Why can't you go to the movies tonight?
11. phrase; How can you improve your pronunciation? How can you improve your conversational skills?
12. clause; Who can bake a cherry pie? Who can tell when you aren't feeling happy?
13. phrase; Why are you in this class? Why are you reading this book?
14. phrase; Why are you reading the paper? What are you hoping to do after graduation?
15. phrase; Who left the party early? Who loves the old woman?
16. clause; How long will Juan study English? How long will he be in the language program?
17. phrase; Who did you give the money to? Where did you send that letter?
18. phrase; What do you need to bring to class everyday? What does he always forget to bring?
19. phrase; How much is that ring? Why didn't you buy me a Mercedes?
20. clause; How long will you continue studying? How long will you qualify for a discount at the bookstore?
21. clause; Why does he need money? Why did he go to the bookstore?

EXERCISE 2 (page 32)

1. [Matt likes to get up early most days], [but he prefers to sleep late on weekends].
2. [Denise has a lot work] [that has to get done], [so she won't consider taking a vacation].
3. [Because they feel war is too destructive], [many people are opposed to military solutions for international problems].
4. [I once met a man] [who looked just like a friend of mine].
5. [John is looking for an additional job] [that he can do in his spare time] [because he needs some extra money].
6. [I know an old lady] [who swallowed a fly].
7. [Although I have many friends,] [I still enjoy meeting people] [that I've never met before].

8. [Last night after dinner Peter wrote to an old friend] [who(m) he went to school with].

EXERCISE 3 (page 34)

(Boldfaced words are those that students should circle.)

Biff Bicep is a serious body-builder. (3) He **tries** to increase the size of his muscles by lifting weights at a gym near his house. (4) He usually goes there at the same time every day. (5) He **drinks** special vitamin supplements to gain weight and (6) **works out** vigorously twice a day – in the morning and in the afternoon. (7) He usually starts out on an exercise bike to warm up his muscles. Then he moves on to his exercises. (8) He **exercises** his upper body on Mondays, Wednesdays, and Fridays. (9) On Tuesdays, Thursdays, and Saturdays, he **does** exercises to develop the muscles of his lower body. (10) He never works out on Sundays, so his muscles can have a chance to rest.

Gladstone Gulp is a serious dieter. (11) He always seems to be trying to lose weight by going on special weight-reducing diets whenever he feels too heavy. (12) He usually drinks a special diet drink at breakfast and lunch. (13) Sometimes he **doesn't eat** anything after breakfast in order to save a few calories. (14) He also tries not to snack in between meals. (15) As a result, he **is** usually really hungry when he gets home, and (16) so he often goes directly to the kitchen to find something to eat. Although he **is** a serious dieter, he's not a terribly successful one. (17) He **has** never permanently lost more than a few pounds. (18) He's always looking for a magic way to lose weight without having to diet or exercise.

The meaning of each adverbial is:

3. manner; place; place
4. frequency; place; time; frequency
5. reason
6. manner; frequency; time; time
7. frequency; place; reason; time; place
8. time
9. time; reason
10. frequency; time; reason
11. frequency; manner; frequency
12. frequency; time
13. frequency; time; reason
14. manner
15. manner; frequency; time
16. frequency; manner; place; reason
17. frequency; manner
18. frequency; manner

EXERCISE 4 (page 35)

1. Every few months Gladstone Gulp goes on a new diet because he feels heavy.

2. He regularly uses diet pills to increase his metabolism.
3. He occasionally rides an exercise bicycle very hard to use up calories.
4. He sometimes trades diet plans with his friend Biff.
5. He reads carefully about every new diet in magazines whenever he can.
6. He doesn't always follow their directions carefully.
7. He usually drinks a special vitamin supplement to make sure he gets proper nutrition.

EXERCISE 5 (page 35)

Answers will vary. Possible answers include:

1. She goes to school every day.
2. She eats vegetables for her health.
3. He speaks English very well.
4. Joe always brushes his teeth before bedtime.
5. John plays tennis outdoors.
6. Ivan watches TV occasionally.
7. Maria sings better than anyone else in her family.
8. Steve automatically locks his car whenever he parks it.
9. Janet starts conversations with people she doesn't know with considerable difficulty.
10. Jacob usually does his homework after class.

EXERCISE 6 (page 36)

(2) (a) place, adverbial phrase (b) place, adverbial phrase (c) manner, adverbial clause (d) time, adverbial clause

Reasons: the adverbial phrases of place are shorter than the clauses

(3) (a) time, adverbial clause (b) manner, adverb (c) place, adverbial phrase (d) reason/purpose, adverbial phrase

Reasons: adverbial clause connects the sentence to the previous one. The phrases follow the general order of place before reason/purpose.

(4) (a) time, adverb (b) place, adverbial phrase (c) manner, adverbial phrase

Reasons: manner comes at the end for clarity

(5) (a) place, adverb (b) time, adverbial phrase (c) time, adverbial clause (d) time, adverbial clause

Reasons: place comes before time, the shorter time adverbials come before the longer ones

(6) (a) frequency, adverb (b) manner, adverb (c) manner, adverb (d) reason, adverbial clause

Reasons: these adverbials follow the usual order

(7) (a) manner, adverb (b) place, adverbial phrase (c) time, adverbial phrase

Reasons: these adverbials follow the usual order

(8) (a) frequency/time, adverbial phrase (b) place, adverbial phrase (c) reason, adverbial phrase

Reasons: these adverbials follow the usual order

EXERCISE 7 (page 39)

1. Rarely have I seen such a mess!
2. Often Gladstone is so hungry that he eats an entire cake.
3. Usually he doesn't lose control.
4. Never will we finish this project!
5. Seldom does Steve feel unhappy for very long!
6. Quickly and efficiently, Denise printed out the letter of complaint and sent it special delivery to Mr. Green.

EXERCISE 8 (page 41)

There may be several possible explanations. Possible explanations include:

2. a. after
b. order emphasizes the contrast introduced by "on the other hand"
3. a. after
b. basic order—no special emphasis
4. a. before
b. emphasizes cause; underscores logical relation of cause and effect
5. a. before
b. follows the chronological order of events
6. a. after
b. basic order—no special emphasis
7. a. after
b. order expresses the logical relationship between cause and effect
8. a. before
b. follows the chronological order of events

Activity 4 – Listening

Answers will vary. Here are some possible questions. You should be able to determine the correct answers from the audio script.

Broadcast #1:

Who: Who toppled the government of Surinam? Who appeared on national television to announce the takeover?

What: What happened in Surinam? What did the coup leaders promise?

Where: Where did they announce the take-over? Where had normal holiday activities resumed?

When: When did the coup leaders say elections would be held? When did the coup take place?

Why: Why did people think that Desi Bouterse was responsible for the coup? Why did the U.S. and Dutch governments condemn the coup?

How: How did the coup take place? How was the change in government announced?

Broadcast #2:

Who: Who died yesterday? Who was Roosevelt Williams?

what :What did Williams die from? What was Williams known for?

Where: Where did he do his work? Where will memorial services be held?

When: When was he first diagnosed with AIDS? When will memorial services be held?

why :Why was he well-known? Why did some private organizations set up treatment programs?

How: How successful were his efforts at AIDS education? How did he help other people with AIDS?

Unit 4
Passive Verbs

EXERCISE 1 (page 49)

See student page 47 for underlines. The passive verb forms are as follows:

Stonehenge: were transported: plural, affirmative, past, simple; would be required: plural, affirmative, present, simple; was considered: singular, affirmative, past, simple; was occupied: singular, affirmative, past, simple

The Nazca Lines: can be seen: plural, affirmative, present, simple; would be required: plural, affirmative, present, simple; are used: plural, affirmative, present, simple; weren't discovered: plural, negative, past, simple

EXERCISE 2 (page 49)

1. have been forgotten
2. was established
3. is manufactured
4. is obtained
5. will be required
6. have been discovered
7. is being made
8. had been left
9. was built
10. is produced
11. will have been sent
12. were being noticed
13. will be needed
14. have been forgotten
15. are being studied

EXERCISE 3 (page 50)

1. are spoken
2. have been mined
3. are considered
4. is eaten
5. is consumed
6. were worshiped
7. has been developed
8. were invented

EXERCISE 4 (page 50)

Answers will vary. Possible answers include:

Batik is made in Indonesia. The best batik is produced by hand. The cloth is painted with wax and then it is dyed. The cloth is used for clothing and decoration. It is exported to many other countries.

EXERCISE 5 (page 50)

Answers will vary. Possible answers include:

1. The origins of the Nazca Lines have been forgotten.
2. Golden Gate University was established in 1901.
3. Batik is manufactured in Indonesia.
4. Lapis lazuli is obtained in Afghanistan.
5. Students will be required to take a test before they can enter the university
6. New treatments for AIDS have been discovered in the last year.
7. Candy is being made next door.
8. The wallet had been left by mistake.
9. This house was built in 1952.
10. Oil is produced in many Middle Eastern countries.
11. By the time you get here, the results will have been sent to your office.
12. The symptoms were being noticed even before we went to the doctor.
13. More time will be needed if we want to do a good job.
14. We have been forgotten.
15. New designs for a bridge are being studied by the commission.

EXERCISE 6 (pages 51-52)

(Boldfaced words are those that students should circle. Italicized words are those that students should draw a square around.)

...(2) **They** consist of huge pictures, several kilometers in size, that were drawn in the desert. (3) They portray such things as birds, spiders, and abstract geometrical designs. (4) **These pictures** were made more than three thousand years ago by removing stones and dirt over large areas to expose the differently colored soil beneath.

(5) The amazing thing about the Nazca Lines is that none of **these pictures** can be seen by *people on the ground*. (6) They are so huge that **they** can only be seen from a great height. (7) **The pictures** were constructed with amazing precision. (8) **How such measurements** were made still hasn't been satisfactorily explained. (9) It seems impossible that **the primitive construction techniques that existed three thousand years ago** could have been used to create such gigantic, perfectly constructed designs.

(10) Why were these **gigantic pictures** made? (11) Were they intended as gifts for the gods, as some people have suggested? (12) Or, as others believe, were they created as “direction signs” for visitors from other planets? (13) No one knows. (14) **One thing** is known: **The reasons and methods of their construction** have been destroyed by *time*, but **the pictures** have been preserved for at least two thousand – and maybe even three thousand – years!

EXERCISE 7 (page 52)

Answers may vary. Possible answers include:

1. active: Pilots discovered the Nazca Lines in the 1930s.
passive: The Nazca Lines were first discovered by pilots who flew over the area in the 1930s.
2. active: Ancient Romans couldn't explain the origin of Stonehenge.
passive: Stonehenge couldn't be explained by the ancient Romans.
3. active: Lee Harvey Oswald assassinated John F. Kennedy.
passive: John F. Kennedy was assassinated by Lee Harvey Oswald.
4. active: Beings from outer space have visited the Earth.
passive: The Earth has been visited by beings from outer space.
5. active: Parents should teach their children good manners.
passive: Children should be taught good manners by their parents.
6. active: Society often discriminates against social minorities.
passive: Social minorities are often discriminated against by society.

EXERCISE 8 (page 53)

1. Not necessary.
2. Not necessary.
3. Not necessary.
4. Not necessary/Necessary. (second agent cannot be deleted – by *someone in my English class* is important information)
5. Necessary. (agent cannot be deleted)
6. Necessary. (agent cannot be deleted)

EXERCISE 9 (page 55)

1. were
2. got/was
3. being
4. gets
5. get
6. get/be

EXERCISE 10 (page 56)

Answers will vary. Possible answers include:

John appeared suddenly.

America consists of 50 states.

This seems easy.

She looks sad.

A strange thing occurred at the party.

It took place at the party.

Jack resembles his mother.

It happened at the laundromat.

The car collided with the bus.
 A problem emerged.
 Patty disappeared.
 The bridge vanished in the fog.

EXERCISE 11 (page 57)

1. agent is obvious from context/agent is not the focus
2. agent is unknown/to make a general explanation
3. to emphasize receiver
4. to emphasize receiver/agent is obvious from context
5. agent is unknown

EXERICSE 12 (page 58)

(1) are sometimes discriminated against

REASON: to focus on the receiver

(3) are sometimes denied

REASON: to focus on the receiver

(4) is slowly being eliminated

REASON: to make a general explanation

(7) were not allowed

REASON: agent is unknown

(8) were forced

REASON: agent is unknown

(9) were changed / is no longer permitted

REASON: agent is unknown / agent is unknown

(11) are still paid

REASON: agent is unknown

(13) are not allowed / can be fired

REASON: agent is unknown / agent is obvious from context

(16) has been made

REASON: agent is unknown

EXERCISE 13 (page 59)

(1) began

(2) were intended

(3) were called

(4) started/was started

(5) is referred to

(6) is

(7) comprise

(8) stand

(9) know

(10) were written

(11) existed

EXERCISE 14 (page 60)

- (1) was built
- (2) was designed
- (3) serve
- (4) consider
- (5) is made
- (6) intended
- (7) to be located
- (8) copy
- (9) planned
- (10) consist
- (11) was used
- (12) was imprisoned
- (13) died
- (14) got
- (15) implement
- (16) was accomplished

Activity 4 – Listening

Step 1

Answers will vary. Possible answers include:

A previously unknown painting by Diego de Velasquez has been found in a storage closet in the Ministry of the Interior in Madrid.

Step 2

1. A painting by Velasquez was discovered in a storage closet.
2. It was probably painted sometime between 1685 and 1700.
3. It had probably been put there during the Spanish Civil War.
4. It wasn't listed on any of the inventories of the ministry.
5. Experts at the Prado Museum authenticated the painting.
6. The ministry will do some "serious housekeeping."
7. The painting has been valued at over \$1.5 million.

Unit 5
One-Word and Phrasal Modals

EXERCISE 1 (page 67)

1. Victor doesn't have to do his homework.
2. Is Victor able to speak Spanish at home?
3. Can Victor speak Spanish? Yes, he can.
4. Where is he allowed to speak Spanish?
5. Why can't he speak Spanish at school?
6. Should Victor speak Spanish at school?
7. Should Victor speak English at school?
8. Did Victor used to speak Spanish?
9. Is Victor allowed to speak Spanish in school? No, he isn't.
10. Why should he speak English in school? Why shouldn't he speak Spanish?

EXERCISE 2 (page 71)

Answers will vary. Possible answers include:

Sentence #: 4, 11, 12

Example: Can you help me? / Could you turn down the radio?

Sentence #: 10

Example: Can I bring a friend to the party? / My I come in?

Sentence #: 3

Example: Could you come to my house for dinner? / Would you like to come to my party?

Sentence #: 12, 17

Example: I could do it for you. / Shall I help you?

Sentence #: 14, 15, 18

Example: I'll be on time. / I'm going to do it for you.

Sentence #: 5, 6, 13, 16

Example: We could try to sing. / Shall we have Chinese food?

Sentence #: 7, 8, 9, 10, 16, 18

Example: You ought to study harder. / You shouldn't be late for class.

EXERCISE 3 (page 74)

Answers will vary. Possible answers include:

Sentence #: 1

Example: Tests can be very tricky. / English can be confusing.

Sentence #: 10

Example: It couldn't be 5:00 already! / That can't be Mary! She's in Morocco.

Sentence #: 6, 13

Example: I will be there next week. / I'm going to leave tomorrow.

Sentence #: 5, 7, 11

Example: I could be too busy to do it. / I may have to work.

Sentence #: 8, 12, 14

Example: You must be tired from all that work. / They should be here by now.

Sentence #: 9

Example: I can speak Spanish. / I couldn't run fast enough to catch the ball.

Sentence #: 4, 15

Example: I used to play the guitar. / We would pretend we were pirates when we were children.

EXERCISE 4 (page 75)

1. request
2. future time
3. ability
4. permission
5. advice
6. advice/necessity
7. prediction
8. logical inference
9. necessity
10. prediction
11. request
12. permission
13. prediction
14. request
15. ability

EXERCISE 5 (page 76)

- (2) can't get (ability)
- (3) I'm supposed to be; musn't be; they'll cancel (obligation; obligation; future activity)
- (4) had better leave (advisability)
- (5) is supposed to come (advisability)
- (6) shouldn't be (advisability)
- (7) going to tell; can't find (future activity; necessity)
- (8) 'm supposed to keep; can't find (advisability; ability)
- (9) won't be able to go; have to go (future ability; obligation)
- (10) I'm going to be (future activity)

EXERCISE 6 (page 76)

Answers will vary. Possible answers include:

1. I must make my bed.
2. You should send emails frequently.
3. You should study harder.
4. I can play the piano.

5. I may have a party for my birthday.
6. You can't drink beer in class.
7. I can't water ski.

EXERCISE 7 (page 77)

Answers will vary.

EXERCISE 8 (page 77)

Answers will vary.

EXERCISE 9 (page 79)

Answers will vary Possible answers include:

1. People should have to send their children to school.
2. People shouldn't have to follow one particular religion.
3. People shouldn't have to go to work wherever the government sends them.
4. People shouldn't have to work without pay on community projects.
5. People shouldn't have to always obey their leaders.
6. People should have to vote in elections.
7. People should have to report criminals to the police.
8. People shouldn't have to get permission to leave the country.
9. People shouldn't have to serve in the army.
10. People should have to pay taxes.

EXERCISE 10 (page 80)

1. future activity, necessity
2. future activity, ability
3. future activity, permission
4. necessity, ability
5. necessity, permission
6. advisability, ability
7. advisability, permission
8. necessity, ability

EXERCISE 11 (page 80)

Answers will vary. Possible answers include:

1. a. must be allowed to
b. should/shouldn't be allowed
c. should have to
2. a. has to/has got to be able to
b. am going to be able to
c. have to be able to