

Grammar plus

Unit 1

1 Past tense (page 3)

- Use a form of *be* with *born*: I **was born** here. (NOT: I ~~born~~ here.) Don't use a form of *be* with the verb *die*: He **died** last year. (NOT: He ~~was died~~ last year.)

Complete the conversation.

- A: Do you live around here?
B: No, I don't. I'm from Costa Rica.
A: Really? Were you born in Costa Rica?
B: No. Actually, I was born in Santiago, Panama.
- A: That's interesting. So where ?
B: I grew up in Costa Rica. My family moved there when I was little.
- A: in the capital?
B: No, my family didn't live in a city. We lived in a small town called Grecia.
- A: away from Grecia?
B: Oh, about eight years ago. I left Grecia to go to college.
- A: Where to college?
B: I went to college in San Jose, and I live there now.
- A: And to Miami?
B: I got here a few days ago. I'm visiting my cousin.

2 Used to (page 5)

- Use the base form of *used to* in questions and negative statements: Did you **use to** play sports? (NOT: Did you ~~used to~~ play sports?) I didn't **use to** like bananas. (NOT: I didn't ~~used to~~ like bananas.)
- Don't use *never* in negative statements: I **never used to** wear sunglasses. (NOT: I never ~~didn't use to~~ wear sunglasses.)

Complete the conversations with the correct form of *used to*.

- A: Hey, Dad. What kinds of clothes did you use to wear – you know, when you were a kid?
B: Oh, we wear jeans and T-shirts – like you kids do now.
A: Really? Mom dress like that, too?
B: No, not really. She never like wearing pants. She always wear skirts and dresses.
- A: you play a sport when you were a kid?
B: Well, I be a swimmer. My sister and I swim on a team.
A: Wow, that's cool! Were you good?
B: Yeah. I win gold medals all the time. And my sister be the fastest swimmer on the team.

Unit 2

1 Expressions of quantity (page 9)

▶ Count nouns have a plural form that usually ends in -s. Noncount nouns don't have a plural form because you can't separate and count them: Are there any **parking garages** around here? BUT Is there any **parking** around here? (NOT: Are there any parkings around here?)

Complete the conversations with the correct words in parentheses.

- A: There's (too many / too much) traffic in this city. There should be (fewer / less) cars downtown.
B: The problem is there (aren't / isn't) enough public transportation.
A: You're right. We should have more (bus / buses). There (aren't / isn't) enough of them during rush hour.
- A: How do you like your new neighborhood?
B: It's terrible, actually. There's (too many / too much) noise and (too few / too little) parking.
A: That's too bad. There (aren't / isn't) enough parking spaces in my neighborhood either.
- A: Did you hear about the changes to the city center? Starting next month, there will be more bicycle (lane / lanes) and (fewer / less) street parking.
B: That's good. There (are too many / is too much) pollution downtown. I'm sure there will be (fewer / less) accidents, too.
A: That's true.

2 Indirect questions from Wh-questions (page 11)

▶ Indirect questions are often polite requests for information. *Can you tell me how much this magazine costs?* sounds more polite than *How much does this magazine cost?*

Complete the conversation with indirect questions.

- A: Excuse me. Can you tell me where the post office is ?
B: Yes, of course. The post office is on the next corner.
- A: And could you ?
B: You can find a really good restaurant on Central Avenue.
- A: OK. Do you ?
B: Yes. The restaurant is called Giorgio's.
- A: Thanks. Can you ?
B: Yes. They serve Italian food.
- A: Oh, good! Do you ?
B: It opens at 5:00. Tell them Joe sent you!
A: OK, Joe. Thanks for everything! Bye now.

Unit 3

1 Evaluations and comparisons (page 17)

- In evaluations, *enough* goes after adjectives and before nouns.
adjective + *enough*: This house isn't **bright enough**. (NOT: This house isn't ~~enough~~ bright.)
noun + *enough*: This house doesn't have **enough light**. (NOT: This house doesn't have ~~light~~ enough.)

A Read each situation. Then write two sentences describing the problem, one sentence with *not... enough* and one with *too*.

- Our family needs a big house. This house is very small.
 - This house isn't big enough for us.*
 - This house is too small for us.*
- We want to live on a quiet street. This street is very noisy.
 -
 -
- We need three bedrooms. This house has only two.
 -
 -
- We want a spacious living room. This one is cramped.
 -
 -

B Rewrite the comparisons using *as... as*. Use *just* when possible.

- My new apartment is smaller than my old one.
My new apartment isn't as large as my old one.
- This neighborhood is safer than my old one.
.....
- This apartment has a lot of privacy. My old one did, too.
.....
- My rent is reasonable now. It was very high before.
.....

2 Wish (page 20)

- Use *could* (the past of *can*) and *would* (the past of *will*) with *wish*: I **can't** move right now, but I wish I **could**. My landlord **won't** paint my apartment, but I wish he **would**.

Match the problems with the wishes.

- | | |
|---|---|
| 1. My house isn't very nice.c.... | a. I wish I could find a good roommate. |
| 2. It costs a lot to live here. | b. I wish he'd return my calls. |
| 3. My landlord won't call me back. | c. I wish it were more attractive. |
| 4. I have noisy neighbors. | d. I wish I could afford a car. |
| 5. I don't like living alone. | e. I wish their music weren't so loud. |
| 6. The buses don't run very often. | f. I wish it weren't so expensive. |

Unit 4

1 Simple past vs. present perfect (page 23)

► Use the simple past – not the present perfect – when you say when an event ended:
I **had** sushi last night. (NOT: I've had sushi last night.)

Complete the conversations. Choose the best forms.

- A: What (did you have / have you had) for dinner last night?
B: I (tried / have tried) Indian food for the first time. (Did you ever have / Have you ever had) it?
A: A friend and I (ate / have eaten) at an Indian restaurant just last week. It (was / has been) delicious!
- A: (Did you ever take / Have you ever taken) a cooking class?
B: No, I (didn't / haven't). How about you?
A: I (took / have taken) a few classes. My last class (was / has been) in December. We (learned / have learned) how to make some wonderful Spanish dishes.
- A: I (watched / have watched) a great cooking show on TV yesterday.
B: Really? I (never saw / have never seen) a cooking show. (Was it / Has it been) boring?
A: No, it (wasn't / hasn't). It (was / has been) very interesting!

2 Sequence adverbs (page 25)

► *Then, next, and after that* mean the same. *First* comes first, and *finally* comes last; you can use the other adverbs in any order: **First**, put some water in a pan. **Then/Next,/ After that**, put the eggs in the water. **Finally**, boil the eggs for seven minutes.

Unscramble the steps in this recipe for hamburgers. Then write the steps in order.

- :
salt and pepper add in the bowl to the meat then
- :
two pounds of chopped beef put in a bowl first,
- Step 1 : First, put two pounds of chopped beef in a bowl.
put the burgers in a pan finally, and cook for 10 minutes
- :
next, the meat and the salt and pepper mix together
- :
into four burgers after that, with your hands form the meat
- :

Unit 5

1 Future with *be going to* and *will* (page 31)

- ▶ Use the base form of the verb – not the infinitive (*to* + base form) – with *will*: I think I'll **go** to Hawaii next winter. (NOT: I think I'll ~~to~~ go to Hawaii next winter.)
- ▶ Use *be going to* – not *will* – when you know something is going to happen: Look at those black clouds. It's **going to** rain. (NOT: It ~~will~~ rain.)

Complete the conversation with the correct form of *be going to* or *will* and the verbs in parentheses.

- A: It's Friday – at last! What *are you going to do* (do) this weekend?
B: I'm not sure. I'm really tired, so I probably (not do) anything exciting. Maybe I (see) a movie on Saturday. How about you? How (spend) your weekend?
A: My wife and I (do) some work on our house. We (paint) the living room on Saturday. On Sunday, we (clean) all the rugs.
B: (do) anything fun?
A: Oh, I think we (have) a lot of fun. We like working around the house. And Sunday's my birthday, so we (have) dinner at my favorite Italian restaurant.
B: Now that sounds like fun!

2 Modals for necessity and suggestion (page 33)

- ▶ Some modals for necessity and suggestion are stronger than others.
Weak (for advice or an opinion): *should, ought to*
Stronger (for a warning): *had better*
Strongest (for an obligation): *must, need to, have to*

Choose the correct word or words to complete the advice to travelers.

1. You (must / should) show identification at the airport. They won't allow you on a plane without an official ID.
2. Your ID (needs to / ought to) have a picture of you on it. It's required.
3. The picture of you (has to / ought to) be recent. They won't accept an old photo.
4. Travelers (must / should) get to the airport at least two hours before their flight. It's not a good idea to get there later than that.
5. All travelers (have to / had better) go through airport security. It's necessary for passenger safety.
6. Many airlines don't serve food, so passengers on long flights probably (must / ought to) buy something to eat at the airport.

Unit 6

1 Two-part verbs; *will* for responding to requests (page 37)

- ▶ Two-part verbs are verb + particle.
- ▶ If the object of a two-part verb is a noun, the noun can come before or after the particle: **Take out** the trash./**Take** the trash **out**.
- ▶ If the object is a pronoun, the pronoun must come before the particle: **Take it out**. (NOT: Take ~~out~~ it.)

Write conversations. First, rewrite the request given by changing the position of the particle. Then write a response to the request using *it* or *them*.

- Put away your clothes, please.
A: *Put your clothes away, please.*
B: *OK. I'll put them away.*
- Turn the lights on, please.
A:
B:
- Please turn your music down.
A:
B:
- Clean up the kitchen, please.
A:
B:
- Turn off your phone, please.
A:
B:

2 Requests with modals and *Would you mind ... ?* (page 39)

- ▶ Use the base form of the verb – not the infinitive (*to* + base form) – with the modals *can*, *could*, and *would*: **Could you get** me a sandwich? (NOT: Could you ~~to~~ get me a sandwich?)
- ▶ Requests with modals and *Would you mind ... ?* are polite – even without *please*. *Can you get me a sandwich?* sounds much more polite than *Get me a sandwich*.

Change these sentences to polite requests. Use the words in parentheses.

- Bring in the mail. (could)
Could you bring in the mail?
- Put your shoes by the door. (would you mind)
.....
- Don't leave dishes in the sink. (would you mind)
.....
- Change the TV channel. (can)
.....
- Don't play ball inside. (would you mind)
.....
- Clean up your mess. (would you mind)
.....
- Put away the clean towels. (can)
.....
- Pick up your things. (could)
.....

Unit 7

1 Infinitives and gerunds for uses and purposes (page 45)

- Sentences with infinitives and gerunds mean the same: *I use my cell phone to send text messages* means the same as *I use my cell phone for sending text messages*. Use a gerund – not an infinitive – after *for*: Satellites are used **for studying** weather. (NOT: Satellites are used for ~~to study~~ weather.)

Read each sentence about a technology item. Write two sentences about the item's use and purpose. Use the information in parentheses.

1. My sister's car has a built-in GPS system. (She use / get directions)
 - a. *She uses the GPS system to get directions.*
 - b. *She uses the GPS system for getting directions.*
2. I love my new smartphone. (I use / take pictures)
 - a.
 - b.
3. That's a flash drive. (You use / back up files)
 - a.
 - b.
4. My little brother wants his own laptop. (would only use / watch movies and play games)
 - a.
 - b.
5. I'm often on my computer all day long. (I use / shop online and do research)
 - a.
 - b.

2 Imperatives and infinitives for giving suggestions (page 47)

- With imperatives and infinitives, *not* goes before – not after – *to*: Try **not to** talk too long. (NOT: Try ~~to not~~ talk too long.)

Rewrite the sentences as suggestions. Use the words in parentheses.

1. When you go to the movies, turn off your phone. (don't forget)
When you go to the movies, don't forget to turn off your phone.
2. Don't talk on the phone when you're in an elevator. (try)
.....
3. Don't eat or drink anything when you're at the computer. (be sure)
.....
4. Clean your computer screen and keyboard once a week. (remember)
.....
5. Don't use your tablet outside when it's raining. (make sure)
.....
6. When the bell rings to start class, put your music player away! (be sure)
.....

Unit 8

1 Relative clauses of time (page 51)

- ▶ Relative clauses with *when* describe the word *time* or a noun that refers to a period of time, such as *day, night, month, and year*.

Combine the two sentences using *when*.

1. Thanksgiving is a holiday. Entire families get together.
.....
Thanksgiving is a holiday when entire families get together.
2. It's a wonderful time. People give thanks for the good things in their lives.
.....
3. It's a day. Everyone eats much more than usual.
.....
4. I remember one particular year. The whole family came to our house.
.....
5. That year was very cold. It snowed all Thanksgiving day.
.....
6. I remember another thing about that Thanksgiving. My brother and I baked eight pies.
.....

2 Adverbial clauses of time (page 54)

- ▶ An adverbial clause of time can come before or after the main clause. When it comes before the main clause, use a comma. When it comes after the main clause, don't use a comma: When Ginny and Tom met, they both lived in San Juan. BUT: Ginny and Tom met when they both lived in San Juan.
- ▶ The words *couple* and *family* are collective nouns. They are usually used with singular verbs: When a couple **gets** married, they often receive gifts. (NOT: When a couple **get** married, they often receive gifts.)

Combine the two sentences using the adverb in parentheses. Write one sentence with the adverbial clause before the main clause and another with the adverbial clause after the main clause.

1. Students complete their courses. A school holds a graduation ceremony. (after)
 - a. After students complete their courses, a school holds a graduation ceremony.
 - b. A school holds a graduation ceremony after students complete their courses.
2. Students gather to put on robes and special hats. The ceremony starts. (before)
 - a.
 - b.
3. Music plays. The students walk in a line to their seats. (when)
 - a.
 - b.
4. School officials and teachers make speeches. Students get their diplomas. (after)
 - a.
 - b.
5. The ceremony is finished. Students throw their hats into the air and cheer. (when)
 - a.
 - b.

Unit 9

1 Time contrasts (page 59)

- Use the modal *might* to say something is possible in the present or future: In a few years, movie theaters **might** not exist. = In a few years, maybe movie theaters won't exist.

Complete the conversation with the correct form of the verbs in parentheses. Use the past, present, or future tense.

- A: I saw a fascinating program last night. It talked about the past, the present, and the future.
B: What kinds of things did it describe?
A: Well, for example, the normal work week in the 20th century (be) 35 hours. Nowadays, many people (work) more than 40 hours a week.
B: Well, that doesn't sound like progress.
A: You're right. But on the show, they said that most people (work) fewer hours in the future. They also talked about the way we shop. These days, many of us (shop) online. In the old days, there (be) no supermarkets, so people (have to) go to lots of different stores. In the future, people (do) all their shopping online.
B: I don't believe that.
A: Me neither. What about cars? Do you think people (still drive) cars a hundred years from now?
B: What did they say on the show?
A: They said that before the car, people (walk) everywhere. Nowadays, we (drive) everywhere. And that (not change).

2 Conditional sentences with *if* clauses (page 61)

- The *if* clause can come before or after the main clause: **If** I change my eating habits, I'll feel healthier. / I'll feel healthier **if** I change my eating habits. Always use a comma when the *if* clause comes before the main clause.
► For the future of *can*, use *will be able to*: If you save some money, you'll **be able to buy** a car. (NOT: ... you'll ~~can buy~~ a car.)
► For the future of *must*, use *will have to*: If you get a dog, you'll **have to take care** of it. (NOT: ... you'll ~~must take care~~ of it.)

Complete the sentences with the correct form of the verbs in parentheses.

1. If you *exercise* (exercise) more often, you 'll *feel* (feel) more energetic.
2. If you (join) a gym, exercise (become) part of your routine.
3. You (not have to) worry about staying in shape if you (work out) three or four times a week.
4. If you (ride) a bike or (run) a few times a week, you (lose) weight and (gain) muscle.
5. You (sleep) better at night if you (exercise) regularly.
6. If you (start) exercising, you (might/not have) as many colds and other health problems.

Unit 10

1 Gerunds; short responses (page 65)

- ▶ Short responses with *so* and *neither* are ways of agreeing. The subject (noun or pronoun) comes after the verb: I love traveling. **So do I.** (NOT: So I do.) I can't stand talking on the phone. **Neither can I.** (NOT: Neither I can.)

Rewrite A's line using the words given. Then write an agreement for B.

- I hate waiting in line at the bank. (can't stand)
A: I can't stand waiting in line at the bank.
B: Neither can I.
- I don't like reading about politics or politicians. (interested in)
A:
B:
- I can remember people's names. (good at)
A:
B:
- I have no problem with working on weekends. (don't mind)
A:
B:
- I love going for long walks in my free time. (enjoy)
A:
B:
- I can't manage time well. (not good at)
A:
B:

2 Clauses with *because* (page 68)

- ▶ Clauses with *because* answer the question "Why?" or "Why not?": Why would you make a good flight attendant? I'd make a good flight attendant **because** I love traveling and I'm good with people.

Complete the sentences with *because* and the phrases in the box.

- I don't write very well
- I love arguing with people
- I'm afraid of flying
- ✓ I'm much too short
- I'm not patient enough to work with kids
- I'm really bad with numbers

- I could never be a fashion model because I'm much too short.
- I wouldn't make a good high school teacher
- I wouldn't want to be a flight attendant
- I could never be an accountant
- I would make a bad journalist
- I'd be an excellent lawyer

Unit 11

1 Passive with *by* (simple past) (page 73)

- ▶ The past participle of regular verbs is the same form as the simple past: Leonardo da Vinci **painted** *Mona Lisa* in 1503. *Mona Lisa* was **painted** by Leonardo da Vinci in 1503.
- ▶ The past participle of some – but not all – irregular verbs is the same form as the simple past: The Egyptians **built** the Pyramids. The Pyramids were **built** by the Egyptians. BUT Jane Austen **wrote** *Pride and Prejudice*. *Pride and Prejudice* was **written** by Jane Austen.

Change the sentences from active to passive with *by*.

1. The Chinese invented paper around 100 C.E.
Paper was invented by the Chinese around 100 C.E......
2. Marie Curie discovered radium in 1898.
.....
3. Dr. Felix Hoffmann made the first aspirin in 1899.
.....
4. Tim Berners-Lee developed the World Wide Web in 1989.
.....
5. William Herschel identified the planet Uranus in 1781.
.....
6. Georges Bizet wrote the opera *Carmen* in the 1870s.
.....

2 Passive without *by* (simple present) (page 75)

- ▶ When it is obvious or not important who is doing the action, don't use a *by* phrase: Both the Olympics and the World Cup are held every four years. (NOT: ... are held by people ...)

Complete the information with *is* or *are* and the past participle of the verbs in the box.

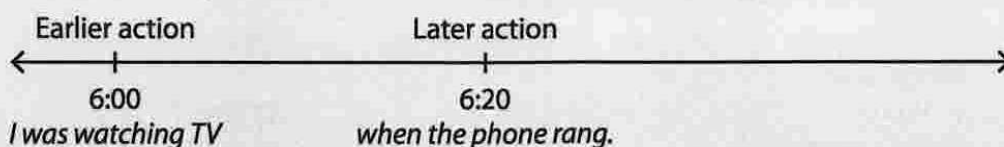
base
export
import
know
✓ speak
use

1. Portuguese – not Spanish – *is spoken* in Brazil.
2. Diamonds and gold from South Africa by countries all over the world.
3. The U.S. dollar in Puerto Rico.
4. Hawaii for its beautiful beaches.
5. Many electronic products by Japan and Korea. It's an important industry for these two countries.
6. The economy in many island countries, such as Jamaica, on tourism.

Unit 12

1 Past continuous vs. simple past (page 79)

- When the past continuous is used with the simple past, both actions happened at the same time but the past continuous action started earlier. The simple past action interrupted the past continuous action.



Complete the conversations with the correct form of the verbs in parentheses. Use the past continuous or the simple past.

- A: What happened to you?
B: I *fell* (fall) while I *was jogging* (jog) in the park.
- A: you (see) the storm yesterday?
B: Yes. It (start) while I (drive) to work.
- A: We finally (move) to a larger apartment.
B: That's good. I know you (live) in a tiny place when your daughter (be) born.
- A: My sister (have) a bad accident. She (hurt) her back when she (lift) weights at the gym.
B: That (happen) to me last year, but I (not lift) weights. I (take) a boxing class and I (trip).

2 Present perfect continuous (page 81)

- The same time expressions used with the present perfect can also be used with the present perfect continuous. Don't confuse *for* and *since*: I've been working here **for** five years./I've been working here **since** 2010.

Complete the sentences with the present perfect continuous form of the verbs in parentheses.

- A: What *have* you *been doing* all day?
B: I (clean) the house, and Peter (watch) TV. He (not feel) very well lately.
A: How you (feel) these days?
B: I (feel) great. I (not eat) any junk food, and I (exercise) a lot. I (take) really good care of myself.
- A: How long you and Joe (date)?
B: We (go out) together for almost a year. Can you believe it?
A: Maya and I (date) for even longer. I think it's time to get married. We (talk) about it a lot lately.
B: Joe and I (not talk) about marriage, but I (think) about it.

Unit 13

1 Participles as adjectives (page 87)

- Adjectives ending in *-ing* are present participles. They are things that *cause* a feeling. Adjectives ending in *-ed* are past participles. They *express* the feeling.

Complete the sentences with the correct participle.

1. Why are we watching this *boring* movie? Are you *bored* with it? (boring/bored)
2. Kristen Stewart is an actress. I'm by her talent. (amazing/amazed)
3. Are you in computer-generated special effects? The latest 3-D movies are very (interesting/interested)
4. I had an experience the last time I went to the movies. I started to cough, and I couldn't stop. I was really (embarrassing/embarrassed)
5. Julie and I saw the new *Pirates of the Caribbean* movie. I found it , but Julie didn't seem very by it. (amusing/amused)
6. Oh, I'm really with Jeremy right now. He took me to the most movie last night. I wanted to walk out after half an hour, but he wouldn't leave! (disgusting/disgusted)
7. Do you think sci-fi movie directors make their films intentionally? I get so by the complicated storylines and weird characters. (confusing/confused)
8. I think that great books make great movies. If I find a book , I'm usually by the movie also. (fascinating/fascinated)

2 Relative pronouns for people and things (page 89)

- Relative clauses give information about nouns. Don't use a personal pronoun in a relative clause: He's an actor **that** won two Oscars. (NOT: He's an actor **that he** won two Oscars.)

Complete the conversations. Use *that* for things and *who* for people.

- A: How did you like the movie last night? Was it any good?
B: It wasn't bad, but it's not the kind of movie *that* makes you think. I like films have a strong message and interesting storylines.
- A: How about the acting? Did you like the actors star in it?
B: Cameron Diaz is pretty good, actually.
- A: Oh, she's the blonde actress was going out with Justin Timberlake.
B: Justin who? Who's that?
A: Oh, you know him. He's the one was in the band 'N Sync years ago. It was a "boy band" was popular in the 1990s.
- B: I remember 'N Sync, but I don't remember the names of the guys were in the band.
- A: Well, I loved Justin Timberlake when I was a kid. And he's not a bad actor. Did you see the movie *The Social Network*?
B: I did see that. It's about the guys started Facebook, right? I didn't realize Justin Timberlake was in it. Now I'll have to see it again!

Unit 14

1 Modals and adverbs (page 93)

- ▶ Use the modals *might/may, could, and must* and the adverbs *maybe/perhaps, possibly/probably, and definitely* when you aren't sure about what you're saying:
slight possibility: *might, may, maybe, perhaps*
possibility: *could, possibly, probably*
strong possibility: *must, definitely*

Rewrite each sentence in different ways, using the words in parentheses.

1. Perhaps it means she doesn't agree with you.
 - a. (maybe) *Maybe it means she doesn't agree with you.*.....
 - b. (might)
 - c. (may)
2. That gesture could mean "Come here."
 - a. (possibly)
 - b. (probably)
3. That almost definitely means he doesn't understand you.
 - a. (must)

2 Permission, obligation, and prohibition (page 95)

- ▶ Use *have/has* with *got to*: You've **got to** keep the door closed. (NOT: You ~~got to~~ keep the door closed.)

Complete the conversations with the words and phrases in the box. Use each word or phrase only once.

- | |
|-------------------|
| are allowed to |
| aren't allowed to |
| can |
| ✓ can't |
| have to |
| have got to |

1. A: Oh, no! That sign says "No fishing." That means we *can't* fish here.
B: You're right. We go somewhere else to fish. I think you fish in the pond on Cedar Road. Let's go there.
2. A: What does that sign mean?
B: It means bad news for us. It means you bring dogs to the beach. We'd better take Buddy home.
3. A: Please don't leave your garbage here. You put it in the trash room down the hall. That's one of the building's rules.
B: I'm really sorry.
4. A: You put your bike in the bike room downstairs, if you want. It's much safer than locking it up outside.
B: Oh, that's great! I'll do that. I didn't know about the bike room.

Unit 15

1 Unreal conditional sentences with *if* clauses (page 101)

- ▶ The clauses in unreal conditional sentences can come in either order. Don't use a comma when the *if* clause comes second: **If I won the lottery, I'd share the money with my family./I'd share the money with my family if I won the lottery.**

Complete the conversation with the correct form of the verbs in parentheses.

- A: If a friend *asked* (ask) to borrow some money, what *would* you *say* (say)?
B: Well, if I (have) any extra money that month, I probably (give) it to her.
- A: What you (do) if someone (give) you a million dollars?
B: Hmm, I'm not sure. I (buy) a lot of nice clothes and jewelry, or I (spend) some and (give) some away, or I (put) it all in the bank.
- A: If you (think) a friend was doing something dangerous, you (say) something to him, or you (keep) quiet?
B: I definitely (talk) to my friend about it.
- A: What you (do) if you (have) a problem with your boss?
B: That's a hard one. If that (happen), I (talk) to the Human Resources department about it, or I just (sit down) with my boss and (talk) about the situation.

2 Past modals (page 103)

- ▶ Use *should have* and *would have* for all subjects. They don't change form: He **should have called** sooner. (NOT: He should ~~has~~ called sooner.)

Read the situations. Use the words in parentheses to write opinions and suggestions.

- My neighbor had a party last night. It was very loud, so I called the police.
(you / speak / to your neighbor first)
You should have spoken to your neighbor first.
- The mail carrier put someone else's mail in my box. I threw it away.
(you / write / a note and leave / the mail in your box)
- My sister asked if I liked her new dress. It didn't look good on her, but I said it did. (I / tell her the truth)
- A salesperson called me last night. I didn't want to buy anything, but I let her talk to me for almost half an hour.
(I / tell her I'm not interested / hang up)

Unit 16

1 Reported speech: requests (page 107)

- ▶ When a reported request is negative, *not* comes before *to*: Don't leave your wet towel on the floor. She told me **not to leave** my wet towel on the floor. (NOT: She told me ~~to not~~ leave my wet towel on the floor.)

Harry's roommate, Tyler, is making some requests. Read what Tyler said to Harry. Write the requests with the verb in parentheses and reported speech.

1. "Can you put away your clean clothes?" (ask)
Tyler asked Harry to put away his clean clothes.
2. "Meet me in the cafeteria at school at noon." (say)
3. "Don't leave your shoes in the living room." (tell)
4. "Hang up your wet towels." (say)
5. "Could you stop using my phone?" (ask)
6. "Make your bed on weekdays." (tell)
7. "Don't eat my food." (say)
8. "Be a better roommate!" (tell)

2 Reported speech: statements (page 109)

- ▶ The tense of the introducing verb (*ask, say, tell*) changes when the sentence is reported: simple present → simple past; present continuous → past continuous; present perfect → past perfect. Modals change, too: *can* → *could*; *will* → *would*; *may* → *might*.

Bill and Kathy are having a barbecue on Sunday. They're upset because a lot of their friends can't come. Read what their friends said. Change the excuses into reported speech.

1. Lori: "I have to visit my grandparents that day."
Lori said that she had to visit her grandparents that day.
2. Mario: "I'm going to a play on Sunday."
3. Julia: "I've promised to take my brother to the movies that day."
4. Daniel: "I can't come. I have to study for a huge exam on Monday."
5. The neighbors: "We'll be out of town all weekend."
6. Alice: "I may have to babysit my nephew."