

EXPLORING

ENGLISH

4

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Tim Harris • Allan Rowe



Exploring English 4

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Contents

Chapter One I

TOPICS

People and cities
Jobs and employers

GRAMMAR

Comparative

FUNCTIONS

Making comparisons
Agreeing and disagreeing
Talking about feelings
Complaining
Sympathizing

Chapter Two 18

TOPICS

Personal experiences
Friends
Finding a job
Career counseling

GRAMMAR

Present perfect: regular and irregular verbs
Present perfect/past simple contrast
Present perfect with “for” and “since”

FUNCTIONS

Evaluating jobs
Applying for a job

Chapter Three 38

TOPICS

Eating out
Job interview
Vacations

GRAMMAR

Infinitive of purpose
Present perfect with “just”
Present perfect with “already” and “yet”

FUNCTIONS

Stating purpose
Interviewing for a job
Asking for and giving information

Chapter Four 55

TOPICS

Food
Good deeds
Sports
Clothes

GRAMMAR

Review

FUNCTIONS

Giving opinions
Agreeing and disagreeing
Talking about changes
Solving problems
Making complaints
Buying clothes
Asking permission
Congratulating

Chapter Five

74

TOPICS

People
Transportation

GRAMMAR

Superlative

FUNCTIONS

Describing people and things
Describing outstanding features
Asking for and giving directions
Giving reasons

Chapter Six

90

TOPICS

Marriage
Crime

GRAMMAR

Used to
Adjective + infinitive
Who/that/which in defining relative clauses

FUNCTIONS

Describing past habits
Clarifying/making specific
Telling a story
Giving excuses
Reporting a crime

Chapter Seven

108

TOPICS

Clothes
Cars
Pets

GRAMMAR

As + adjective + as
As + adverb + as
Comparison of adverbs
Could
So/neither

FUNCTIONS

Comparing
Persuading
Making suggestions
Storytelling

Chapter Eight

126

TOPICS

Current issues
Jobs
Entertainment
Newspaper headlines
Your hometown

GRAMMAR

Review

FUNCTIONS

Giving opinions
Agreeing and disagreeing
Making excuses
Giving directions
Making complaints
Giving advice
Making recommendations

Preview

147

(Teacher see page x.)

GRAMMAR

Present perfect continuous
Might
First conditional
Second conditional

Appendix

152

Irregular verbs
Tapescript
Phrasal verbs
Pronunciation
Vocabulary

Preface

Exploring English is a comprehensive, six-level course for adult and young adult students of English. It teaches all four language skills—listening, speaking, reading, and writing—with an emphasis on oral communication. The course combines a strong grammar base with in-depth coverage of language functions and life skills.

Exploring English:

Teaches grammar inductively. The basic structures are introduced in context through illustrated situations and dialogues. Students use the structures in talking about the situations and re-enacting the dialogues. They encounter each structure in a variety of contexts, including practice exercises, pair work activities, and readings. This repeated exposure enables students to make reliable and useful generalizations about the language. They develop a “language sense”—a feeling for words—that carries over into their daily use of English.

Includes language functions in every chapter from beginning through advanced levels. Guided conversations, discussions, and role plays provide varied opportunities to practice asking for and giving information, expressing likes and dislikes, agreeing and disagreeing, and so on.

Develops life skills in the areas most important to students: food, clothing, transportation, work, housing, and health care. Everyday life situations provide contexts for learning basic competencies: asking directions, taking a bus, buying food, shopping for clothes, and so on. Students progress from simpler tasks, such as describing occupations at the beginning level, to interviewing for jobs and discussing problems at work at more advanced levels.

Incorporates problem solving and critical thinking in many of the lessons, especially at the intermediate and advanced levels. The stories in *Exploring English* present a cast of colorful characters who get involved in all kinds of life problems, ranging from personal relationships to work-related issues to politics. Students develop critical-thinking skills as they discuss these problems, give their opinions, and try to find solutions. These discussions also provide many opportunities for students to talk about their own lives.

Provides extensive practice in listening comprehension through illustrated situations. Students are asked to describe each illustration in their own words before listening to the accompanying story (which appears on the reverse side of the page). Then they answer questions based on the story, while looking at the illustration. The students respond to what they see and hear without referring to text, just as they would in actual conversation.

Offers students frequent opportunities for personal expression. The emphasis throughout *Exploring English* is on communication—encouraging students to use the language to express their own ideas and feelings. Free response questions in Books 1 and 2 give students the opportunity to talk about themselves using simple, straightforward English. Every chapter in Books 3–6 has a special section,

called “One Step Further,” that includes discussion topics such as work, leisure activities, cinema, travel, dating, and marriage. Ideas for role plays are also provided to give additional opportunities for free expression. The general themes are familiar to students because they draw on material already covered in the same chapter. Role plays give students a chance to interact spontaneously—perhaps the most important level of practice in developing communication skills.

Provides continuous review and reinforcement. Each chapter concludes with a review section and every fourth chapter is devoted entirely to review, allowing students to practice newly acquired language in different combinations.

Provides exposure to key structures that students will be learning at the next level. This material, included in a special unit called “Preview,” can be introduced at any time during the course at the discretion of the teacher.

Presents attractive art that visually supports and is integral with the language being taught. Humorous and imaginative illustrations, in full color, make *Exploring English* fun for students. In addition, the richness of the art allows teachers to devise their own spin-off activities, increasing the teachability of each page.

Each volume of *Exploring English* is accompanied by a Workbook. The Workbook lessons are closely coordinated with the lessons in the Student Book. They provide additional writing practice using the same grammatical structures and vocabulary while expanding on basic functions and life skills. The activities range from sentence completion exercises to guided paragraph and composition writing.

Student Books and Workbooks include clear labels and directions for each activity. In addition, Teacher’s Resource Manuals are available for each level. These Manuals provide step-by-step guidance for teaching each page, expansion activities, and answers to the exercises. Each student page is reproduced for easy reference.

Audiocassettes for each level featuring an entertaining variety of native voices round out the series. All of the dialogues, readings, and pronunciation exercises are included on the tapes.

Chapter

1

TOPICS

People and cities

Jobs and employers

GRAMMAR

Comparative

FUNCTIONS

Making comparisons

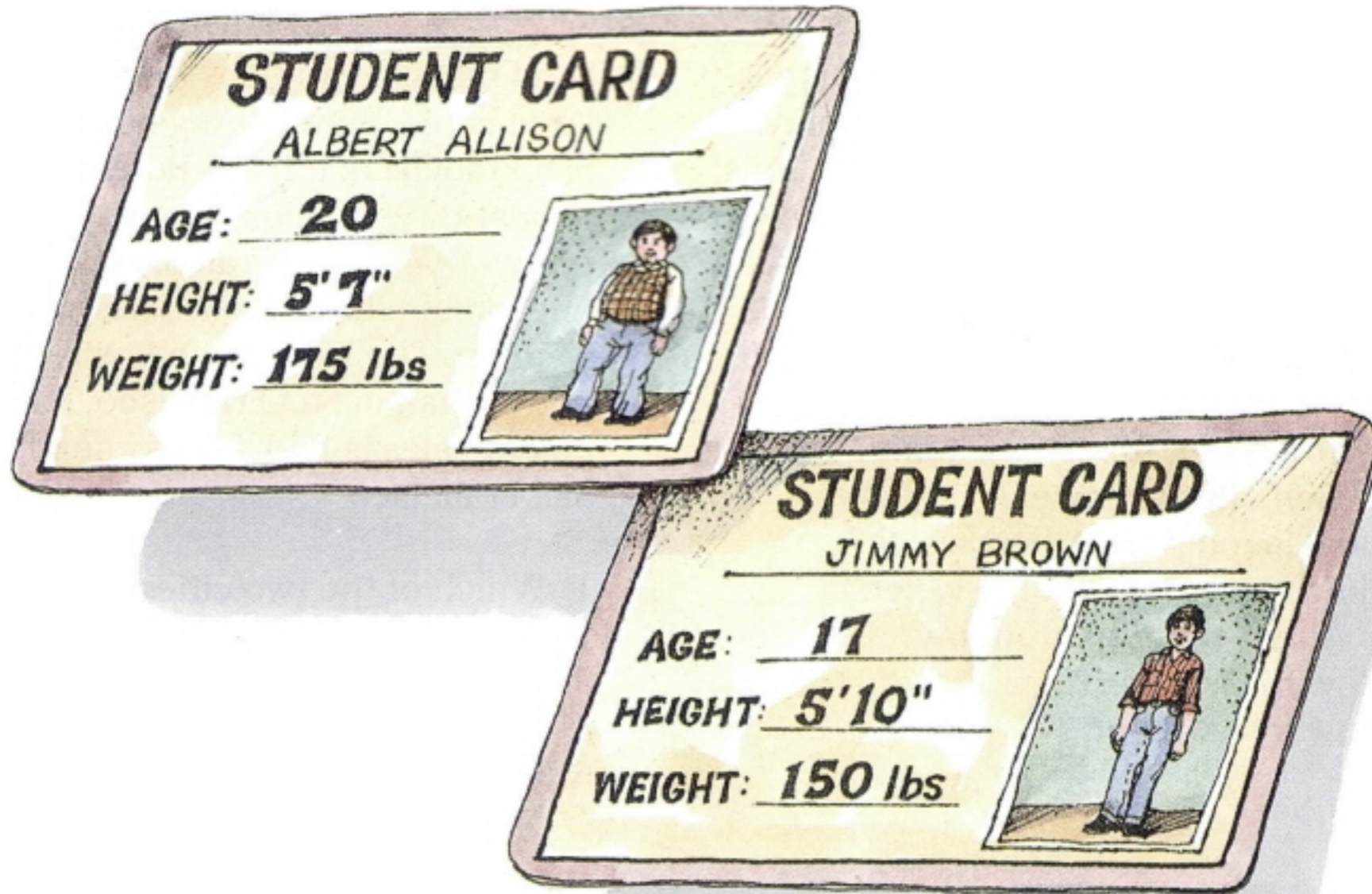
Agreeing and disagreeing

Talking about feelings

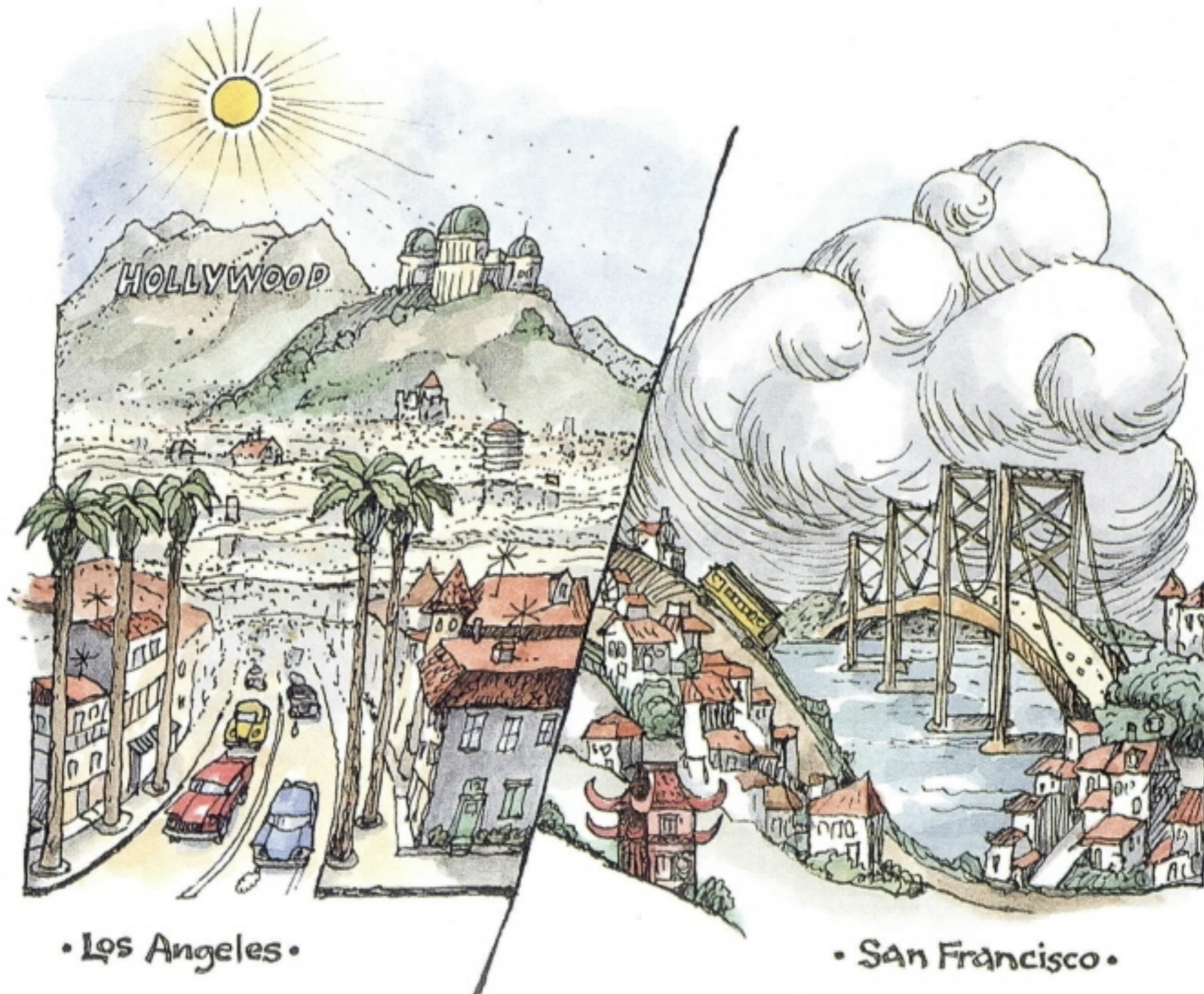
Complaining

Sympathizing

1



2



1. Talk about the pictures.
2. Listen to the stories.
3. Answer the story questions.

READING

1 Albert is twenty years old and Jimmy is seventeen. Albert is older than Jimmy. He's also heavier. He weighs 175 pounds. Jimmy only weighs 150 pounds. Jimmy is younger and thinner than Albert. And he's taller. Jimmy is five feet ten inches tall. Albert is only five feet seven inches tall.

1. Who's older, Albert or Jimmy?
2. Which one is heavier?
3. How much does Albert weigh?
4. How much does Jimmy weigh?
5. Is Albert taller than Jimmy?
6. How tall is Albert?
7. How tall is Jimmy?

2 San Francisco and Los Angeles are both large cities. But Los Angeles is larger than San Francisco. It has a population of almost three million people. The population of San Francisco is less than one million. Los Angeles has very good weather. The weather in Los Angeles is better than in San Francisco. But the air in Los Angeles is bad. It's worse than in San Francisco.

1. Which of the two cities is larger?
2. What's the population of Los Angeles?
3. What's the population of San Francisco?
4. Which city has better weather?
5. Is the air better in Los Angeles than in San Francisco?

SHORT-WORD COMPARATIVE

Albert is older than Jimmy.

_____ bigger _____.

_____ heavier _____.

_____ shorter _____.

WRITTEN EXERCISE • Complete the sentences, using the comparative form.

Jimmy is (tall) taller than Albert.

The air in Los Angeles is (bad) worse than in San Francisco.

1. Tino is (strong) _____ than Johnnie.
2. Mabel is (heavy) _____ than Linda.
3. A bicycle is (cheap) _____ than a motorcycle.
4. An airplane is (fast) _____ than a car.
5. Mr. Bascomb is (rich) _____ than Dr. Pasto.
6. Sam is (busy) _____ than Jack.
7. These glasses are (clean) _____ than those.
8. Your lessons are (easy) _____ than mine.
9. The weather in Los Angeles is (good) _____ than in San Francisco.

CONVERSATION



Listen and practice.

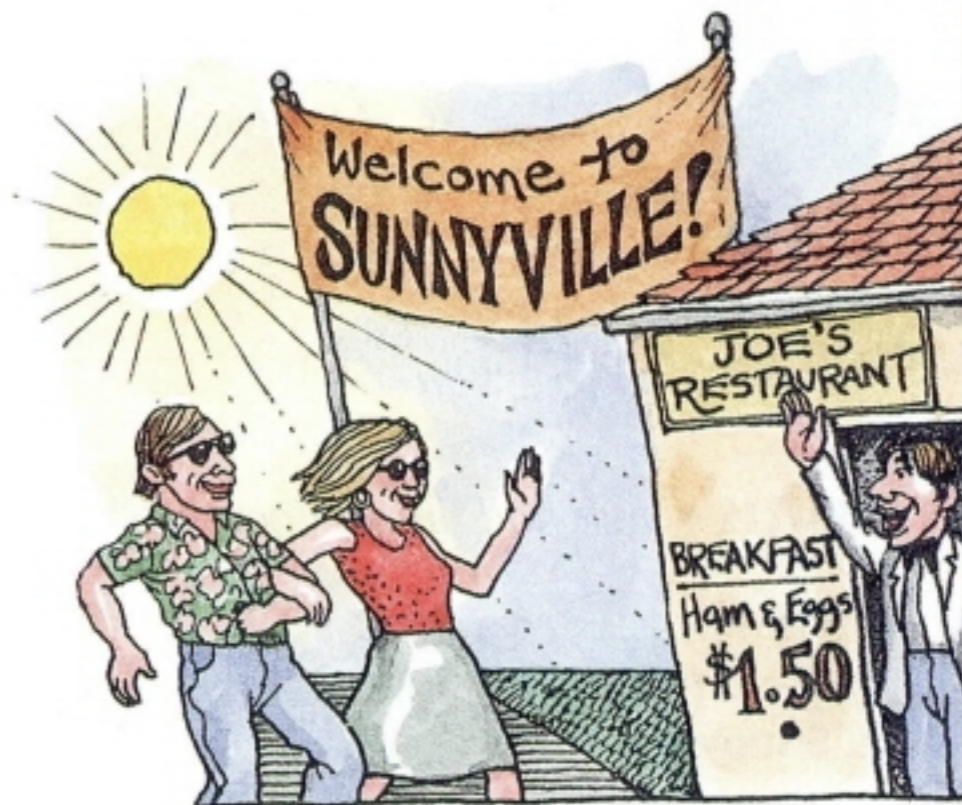
MABEL: Do you think Sunnyville is better than Fast City?

SAM: Sure. People are nicer in Sunnyville.



MABEL: But isn't it expensive there?

SAM: Sunnyville is cheaper than Fast City.



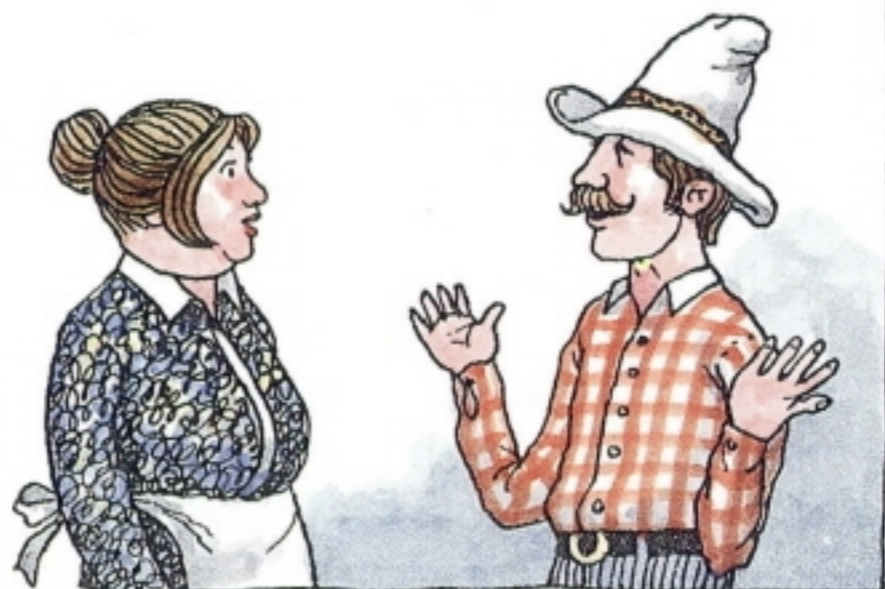
MABEL: What about the weather?

SAM: It's better in Sunnyville.



MABEL: Then why do some people prefer Fast City?

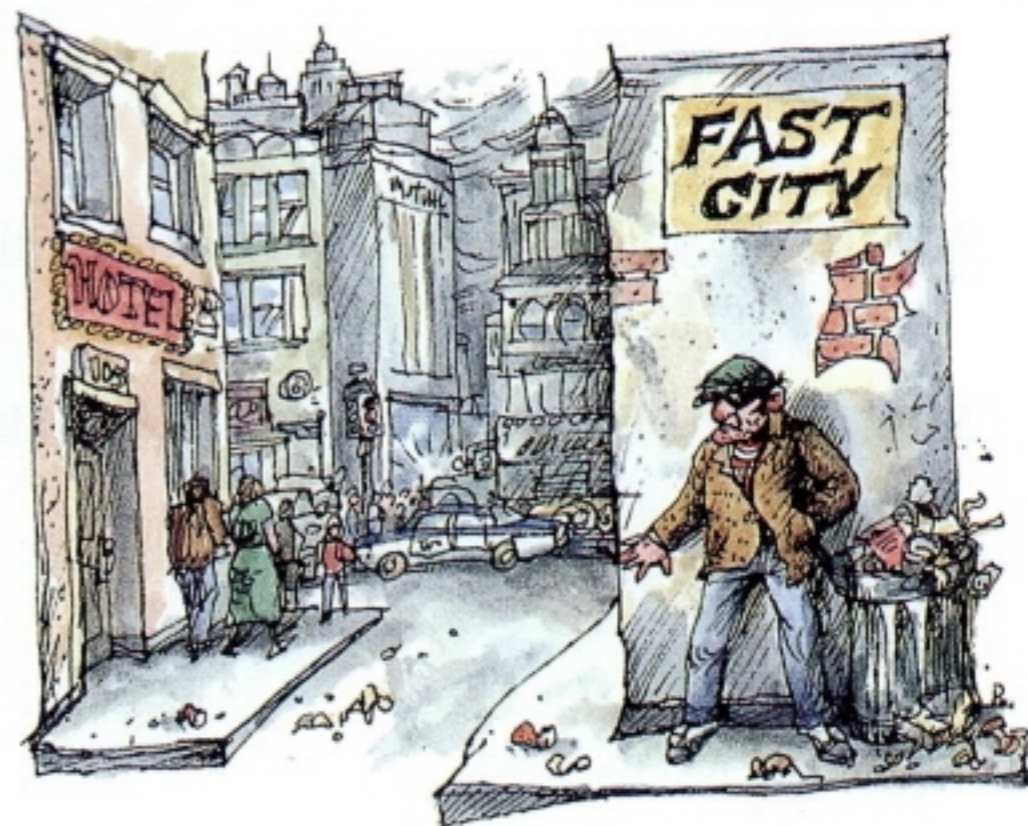
SAM: I don't know. I can't understand it.



FREE RESPONSE • *Would you prefer to live in Sunnyville or Fast City? Why?*



SUNNYVILLE population: 42,106



FAST CITY population: 537,853

PAIR WORK • Ask and answer questions about the two cities using the comparative form.

friendly

- A. Which city is friendlier?
- B. Sunnyville (is).

- | | | |
|----------|-----------|----------|
| 1. clean | 4. noisy | 7. large |
| 2. busy | 5. safe | 8. cheap |
| 3. small | 6. pretty | 9. good |

PRACTICE • Make comparisons using the information given.

Jimmy weighs 150 pounds. Albert weighs 175 pounds.

Jimmy is lighter than Albert.

OR **Albert is heavier than Jimmy.**

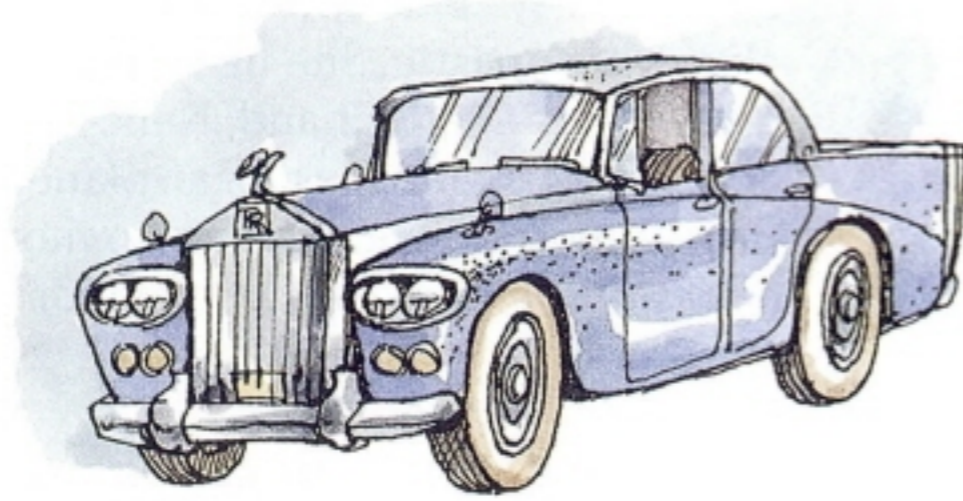
Los Angeles doesn't get much rain. It rains a lot in San Francisco.

Los Angeles is drier than San Francisco.

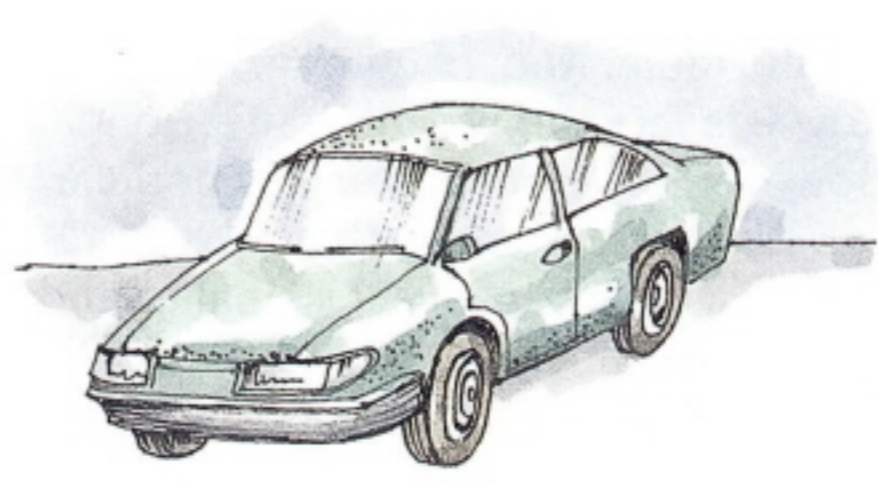
OR **San Francisco is wetter than Los Angeles.**

1. Johnnie can lift 100 pounds. Tino can lift 300 pounds.
2. Mr. Bascomb has a lot of money. Sam doesn't have very much.
3. Peter is five feet ten inches tall. Tino is six feet tall.
4. Peter's car is five years old. Tino's car is eight years old.
5. Peter's car can go 120 miles per hour. Tino's car can go 90 miles per hour.
6. Mrs. Golo weighs 125 pounds. Mrs. Brown weighs 155 pounds.
7. Johnnie takes a shower twice a day. Barney takes a shower twice a week.
8. Barbara is twenty-four years old. Tino is twenty-nine years old.
9. Wickam City is an average-sized town. Colterville is very small.

WHAT'S HAPPENING HERE?



Rolls Royce



Honda

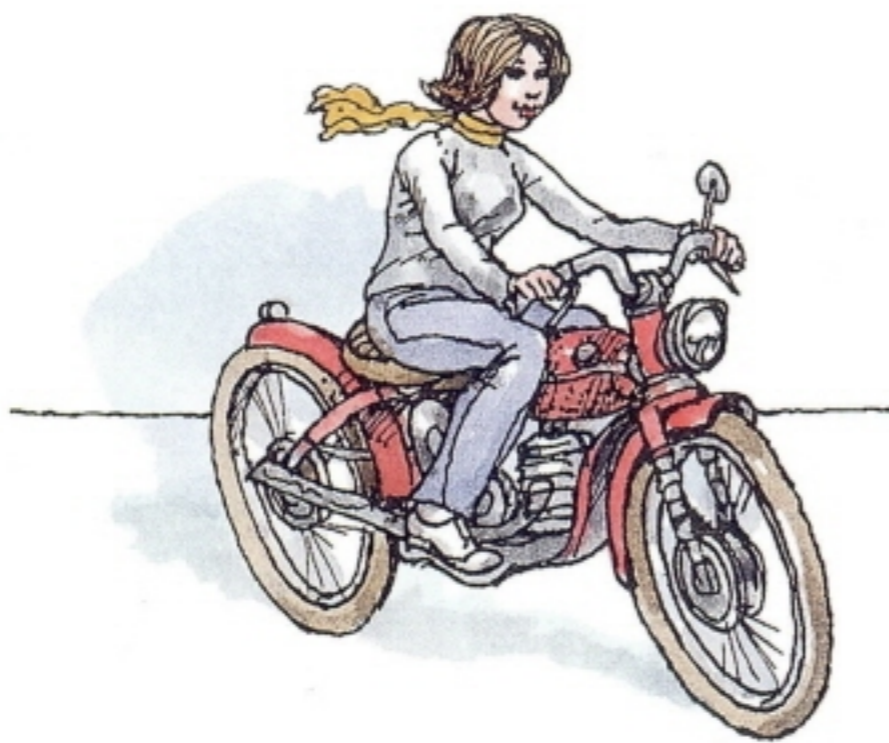


Nancy

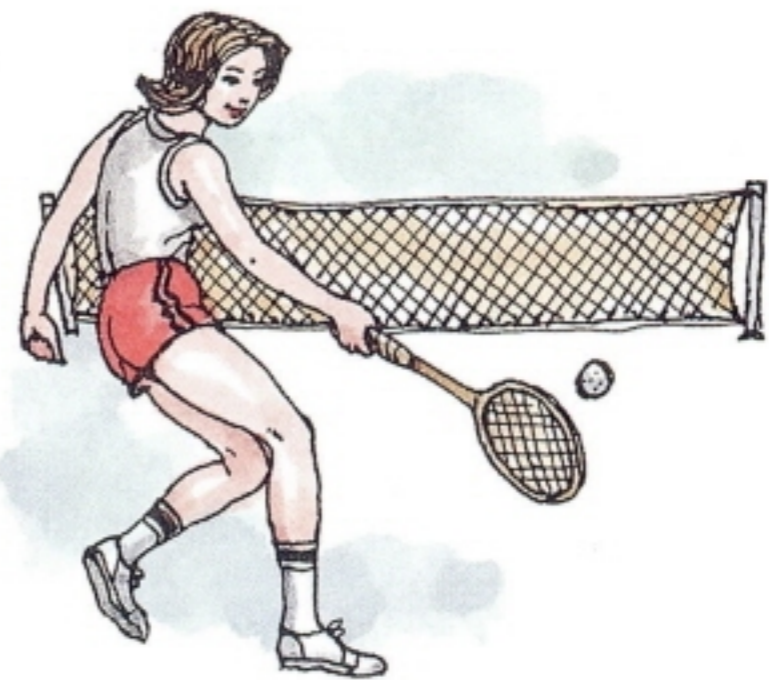
Maria



Maria



Nancy



Nancy



1. Talk about the pictures.
2. Listen to the stories.
3. Answer the story questions.

READING

1 The Rolls Royce is a very expensive car. It's much more expensive than a Honda. It's also more elegant and more comfortable. And, of course, a Rolls Royce is more powerful than a Honda. However, the Honda is a very popular car. It's more practical than a Rolls Royce. That's because it's smaller and more economical. It can travel twenty-five miles on a gallon of gas.

1. Which car is more expensive?
2. Which car is more elegant?
3. Is a Honda more comfortable than a Rolls Royce?
4. Which car is more powerful?
5. Which car is more practical?
6. Is a Honda more economical than a Rolls Royce?
7. How many miles can a Honda travel on a gallon of gas?

2 Nancy and Maria are both attractive women, but Maria is more elegant. She always wears beautiful clothes. Maria is also more artistic. She likes to paint and draw. On the other hand, Nancy is more adventurous. She flies an airplane and rides a motorcycle. She is also more athletic. She likes to play all kinds of sports.

1. Which of the two women is more elegant?
2. Which one is more artistic?
3. What does Maria like to do?
4. Is she more adventurous than Nancy?
5. Which woman is more athletic?
6. What does Nancy like to do?

LONG-WORD COMPARATIVE

Maria is more elegant than Nancy.

_____ artistic _____.

_____ popular _____.


WRITTEN EXERCISE • Complete the sentences.

Nancy is elegant, but Maria is more elegant.

Los Angeles is a beautiful city, but San Francisco is more beautiful.

1. Linda is athletic, but Jimmy _____.
2. Basketball is a popular sport, but football _____.
3. A Cadillac is expensive, but a Rolls Royce _____.
4. A Honda is economical, but a bicycle _____.
5. Barney is interesting, but Dr. Pasto _____.
6. Maria is energetic, but Nancy _____.
7. Mr. Bascomb is intelligent, but Dr. Pasto _____.
8. French is a difficult language, but German _____.

CONVERSATION

 Listen and practice.

BARNEY: You know Sam Brown and Mr. Bascomb, don't you? They're good friends of yours, aren't they?

JACK: That's right. All of us belong to the Lions Club.



BARNEY: Do you think Mr. Bascomb is more successful than Sam?

JACK: That's a difficult question. Both men are good at their jobs.



BARNEY: Well, which one is more industrious?

JACK: I don't know. They both work very hard.

BARNEY: Do you think Sam is more popular than Mr. Bascomb?

JACK: Sure. Sam has more friends than anyone else in town.

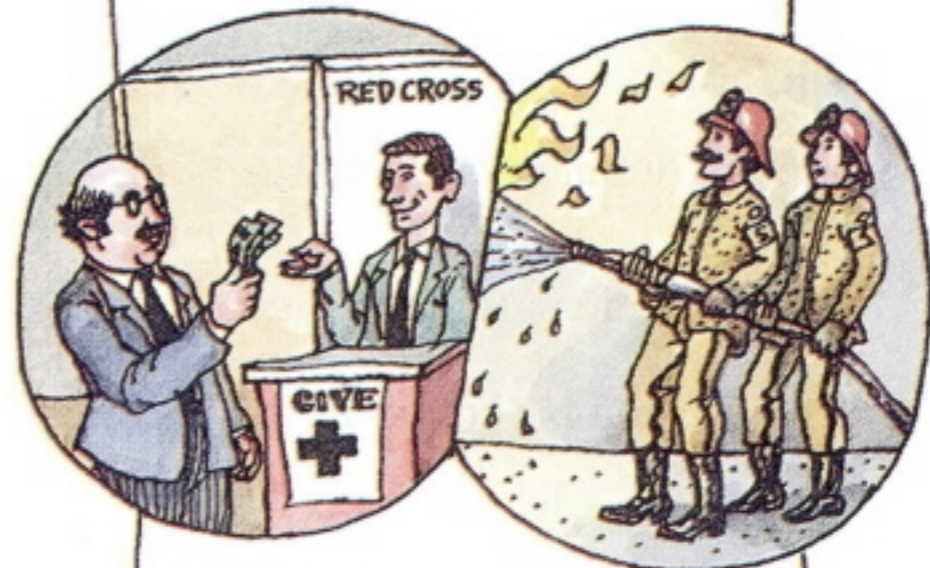


BARNEY: But Mr. Bascomb is more generous than Sam, isn't he?

JACK: Only with his money.

BARNEY: You mean Sam is more generous with his time?

JACK: That's right. Last year he worked as a volunteer for the Fire Department.



BARNEY: That's interesting. Well, thanks for the information.

JACK: Wait a minute. Why are you asking all these questions?

BARNEY: So we can make a decision. We're trying to decide who will be the next Man of the Year.





GROUP WORK • Ask and answer questions about these two men. Use the comparative form.

industrious

A: **Who's more industrious, Sam or Mr. Bascomb?**

B: **Mr. Bascomb is.**

C: **You're right.** OR **You're wrong. Sam's more industrious.**

- | | | |
|---------------|--------------|----------------|
| 1. pleasant | 4. energetic | 7. sociable |
| 2. successful | 5. relaxed | 8. intelligent |
| 3. popular | 6. ambitious | 9. polite |

WRITTEN EXERCISE • Complete the sentences, using *more than* or *less than*.

Jimmy is (energetic) more energetic than Albert.

Fred is (intelligent) less intelligent than Dr. Pasto.

- A bicycle is (expensive) _____ than a car.
- A Honda is (economical) _____ than a Rolls Royce.
- It's (powerful) _____ than a Rolls Royce.
- Mr. Bascomb is (industrious) _____ than most people.
- Sam is (popular) _____ than anyone else in town.
- Maria is (athletic) _____ than Nancy.
- Life in the country is (peaceful) _____ than in the city.
- Brasília is (modern) _____ than the average city.
- Nancy Paine is (famous) _____ than Sophia Loren.



REVIEW SECTION

READING



Last Saturday the Browns drove out to see the farm. Mr. Fix was standing in front of the farmhouse when they arrived.

"This is the place," he said. "You're really in the country now." He smiled as the Browns got out of their car and walked over to him. Mabel spoke first. "It's a long way from the city," she said. "It's farther than I thought."

"It's more peaceful that way," said Mr. Fix. "Just smell the air. It's cleaner here than in the city. And the farmhouse is very attractive, don't you think?"

"It's older and smaller than in the pictures," said Mabel. "And the barn doesn't look very solid."

"The house needs a paint job," said Sam. "And the gate is broken."

"You can fix it, Sam. That will be good exercise for you," said Mr. Fix.

"You said there was a stream, Mr. Fix. Where is it?"

"Well, this is the dry season," he explained. "It isn't very big this time of year."

"I can't even see it," said Jimmy. "And those fruit trees don't look very healthy."

"They just need a little water," said Mr. Fix.

"That horse is in pretty bad shape," said Sam. "He looked better in the picture."

"He just needs a little exercise," said Mr. Fix.

"I'm sorry, Mr. Fix," said Sam. "This farm is much worse than I expected. I was hoping for something better and less expensive."



“OK,” said Mr. Fix, throwing his hands up in the air. “I give up.” He was in a bad mood and left in a hurry. But when he got in the car and turned the key, nothing happened. “Oh no,” he said. “I didn’t get enough gas. The tank is empty.”

Sam looked at him severely. “You can start walking, Mr. Fix.”

“Why do you say that, Sam?”

“Because we’re a long way from town and it’s later than you think. Besides,” he said, smiling, “it will be good exercise for you.”

STORY QUESTIONS

1. Where did the Browns go last Saturday?
2. Who was standing in front of the farmhouse when they arrived?
3. Did the house look the same as in the pictures?
4. What did the house need?
5. What was wrong with the gate?
6. What else was wrong with the property?
7. Did Sam decide to buy the farm?
8. Why did Sam refuse to give Mr. Fix a ride into town?
9. Do you think Sam did the right thing? Why?
10. What is your opinion of Sam?
11. What do you think of Mr. Fix?
12. Why is Mr. Fix a poor salesman?



FREE RESPONSE

1. Do you believe these people are telling the truth? Why or why not?
2. Do you think most salespeople are honest?
3. Did you ever have an experience with a dishonest salesperson? If so, what happened?



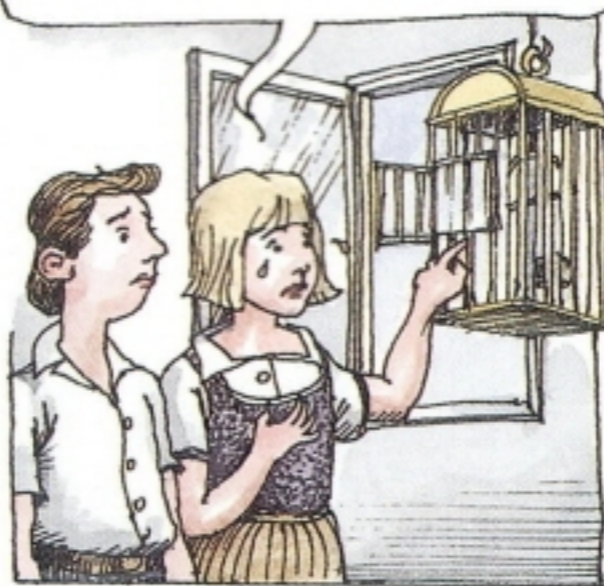
WRITTEN EXERCISE • Listen to the speakers and describe the emotion or mood of each one. Use these adjectives: *bored, angry, sad, worried, happy, scared*.

What a beautiful day!



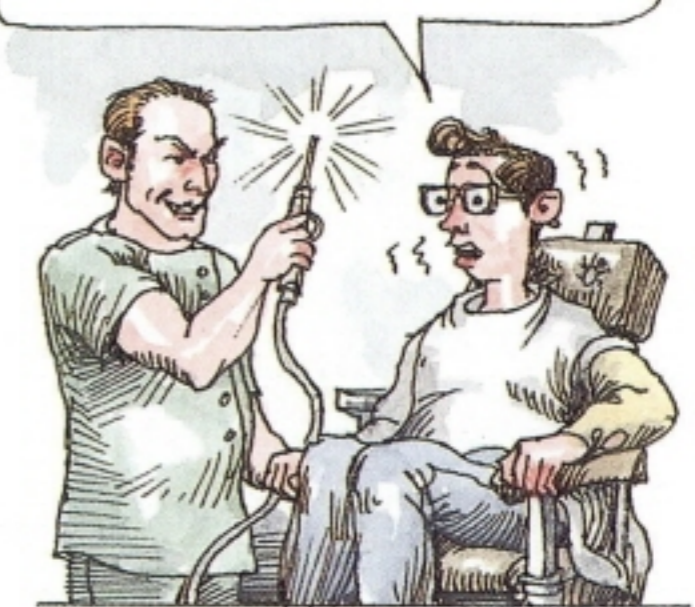
1. Tino *is happy*.

My bird flew away.



2. Jenny _____

Is this going to hurt?



3. Johnnie _____

Get out of here!



4. Mona _____

How are we going to pay all these bills?



5. Mr. Farley _____

Every day we do the same thing.



6. Betty _____

PAIR WORK • Ask and answer questions about these people.

1. Tino

A: **Why is Tino happy?**

B: **He's happy because it's a beautiful day.**


OR **He's happy because he's with his girlfriend.**

GROUP WORK • Each student says one of these sentences four times with a different emotion each time: **happy, sad, angry, bored**. Change the order of the emotions. The other students try to guess the emotions of each speaker.

- Look at that man over there.
- Jack, what are you doing here?

- Every day I get up and go to work.
- Are we having meatballs for dinner?

ROLE PLAY • Choose one of the situations in the pictures and make up a conversation. Role play the conversation before the class. Be emotional!

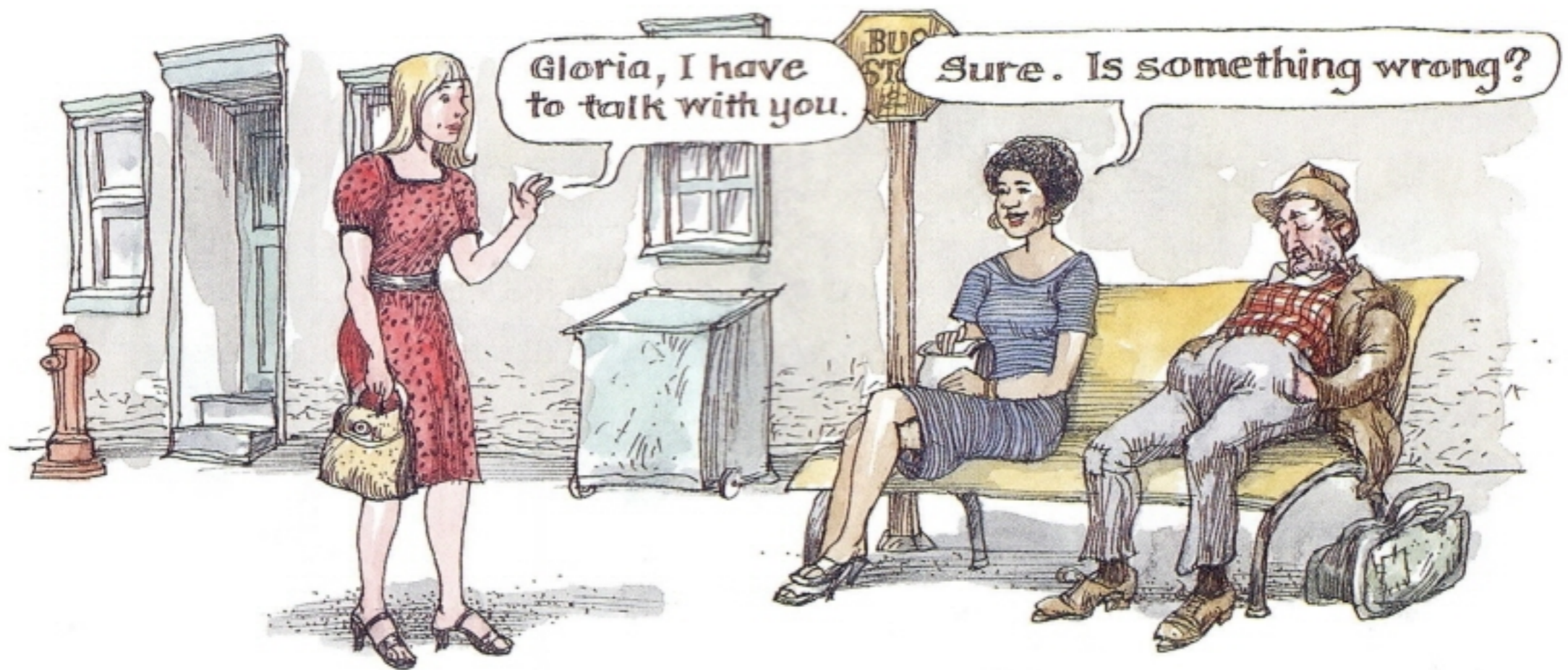
 Listen and read.



GROUP WORK 1 • Why is Sandy unhappy with her job? Which one of her problems at work do you think is the worst? Discuss this problem and try to find a solution.

Useful words: receptionist, bellboy, guests, housekeeper, boss, paycheck

GROUP WORK 2 • Make a list of the problems you have at work. Which problem is the most common? Discuss it and try to find a solution. Tell the class.



WRITTEN EXERCISE • Complete the conversation between Sandy and Gloria. Use the comparative form of appropriate adjectives.

1. **SANDY:** I hate my job. It's so *boring*.
GLORIA: I know what you mean. You'd like a more interesting job.
2. **SANDY:** My coworkers at the hotel aren't very *nice*.
GLORIA: I'm sorry to hear that. You need to work with nicer people.
3. **SANDY:** I'm so tired. I have to work *long* hours.
GLORIA: That's too bad. Ask your boss if you can work _____ hours.
4. **SANDY:** My salary is very *low*, only a thousand dollars a month.
GLORIA: Is that all? You need a job that pays a _____ salary.
5. **SANDY:** I asked my boss for a raise, but he said no. He's very *stingy*.
GLORIA: He should be _____.
6. **SANDY:** He's always shouting at me. He's so *rude*.
GLORIA: That's terrible! You need to work for someone who is _____.
7. **SANDY:** I'm so *depressed*. I don't know what to do.
GLORIA: Get another job. You'll be much _____.
8. **SANDY:** You're right. But it's hard to find a *good* job.
GLORIA: It's not impossible. I'm sure you can find a _____ job than the one you have now.

PAIR WORK • Ask and answer the questions about your job.

1. Do you like your job?
2. What are the good things about your job?
3. What are the bad things?
4. Do you like your boss? Why?
5. What are your coworkers like?
6. Are they the same age as you?



TALKING ABOUT JOBS

1. Do you think most people are happy with their jobs?
2. What are some typical complaints you hear when people talk about their jobs?
3. Do most employees like their bosses? Why?
4. What is your boss like? Is she a nice person? Does she ever shout at you?
5. Is your boss generous or stingy? Will she give you a raise?
6. What makes a good boss?
7. What makes a good employee?
8. Are you happy with your job? Why?
9. Would you like to have a different job? What would you really like to do?

ROLE PLAY

Student A doesn't like his job. Student B is his best friend.

Situation: Student A and Student B meet after work. Student A complains about his job.

Student B responds sympathetically.

Student A complains about:

work
boss
hours
coworkers
salary

Useful adjectives:

boring
mean
long
unfriendly
low

Student B's possible responses:

I know what you mean.
That's too bad.
I'm sorry to hear that.
Really? I can't believe it.
That's terrible. Why don't you quit?

COMPOSITION

1. Write about your job. What do you do? Are you happy with your job? Why?
2. Compare your hometown with the town you're living in now.

GRAMMAR SUMMARY

SHORT-WORD COMPARATIVE

He's	older stronger	than his friend.
------	-------------------	------------------

He's	bigger fatter	than his friend.
------	------------------	------------------

She's	prettier friendlier	than her sister.
-------	------------------------	------------------

You have a	good typewriter. bad dictionary.
------------	-------------------------------------

Irregular		
It's	better worse	than mine.

LONG-WORD COMPARATIVE

Their car is	more	expensive powerful	than ours.
	less	economical practical	