
CLOZE THE GAP

TEACHER'S GUIDE

& ANSWER KEY

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CLOZE THE GAP

TEACHER'S GUIDE

INTRODUCTION

Welcome to *Cloze the Gap!* The aim of this book is to develop and integrate the skills of intermediate adult and secondary school learners of English as a second or foreign language.

This guide is intended to:

1. describe the framework and sequenced components of each chapter
2. clarify why the cloze procedure is used in teaching
3. give ideas and activities for using the cloze procedure
4. provide possible answers for the exercises

ABOUT CLOZE THE GAP

The purpose of the structure of activities in each lesson of *Cloze the Gap* is to divide teaching into the following four parts:

1. explaining or giving a rationale for why a particular language point or topic is important
2. lecturing about the point in question
3. practicing or drilling
4. using the information that has been learned in speech or writing

The picture or illustration and the introductory paragraph allow the teacher to explain why the topic is, or should be, relevant or important to the students. The **Dictionary Exercise** draws the attention of the class to the complexity of vocabulary acquisition. The students are discouraged from using a bilingual dictionary and are forced to pay attention to the fact that words only have meaning in context.

The **Cloze Passage** obliges students to focus on many aspects of learning a new language. As they search for appropriate words to fill the gap, they review grammar, vocabulary, punctuation, style, and spelling. This activity also has been shown to improve reading and to develop an awareness of register.

The **Language Exercise** helps students to pay special attention to grammatical problems that are particularly troublesome in English. Typical errors can be pointed out at this time, such as, “She married him” and not “She married with him.” The **Comprehension Exercise** and **Composition Exercise** help to recycle ideas and vocabulary from the passage. The answers to the comprehension questions form a basis for a summary.

The **Vocabulary Review Exercise** does a number of things.

- It exposes students to ways of using the new vocabulary words in the passage in a slightly different way from the way they are presented or used in the original passage.
- It focuses the students’ attention on different parts of speech. The words they need to fill in in the blanks have to fit the grammar of the sentences. Therefore, the form of the original word may have to be changed.

In the **Topics for Discussion or Writing** students are asked to express their own ideas related to the topic. Vocabulary and ideas studied in the lesson are used to empower students. Whenever possible, students should write *and* talk about the topics.

WHY USE CLOZE EXERCISE?

Most of the experts in second or foreign language teaching agree that we should have two main teaching objectives:

- fluency and
- accuracy.

They have, however, stopped telling us *how to* achieve fluency and accuracy. But they do tell us, for example, that there is no evidence to show that doing uncontextualized grammar exercises actually transfers to production in writing and speech. Nevertheless, many ESOL teachers continue doing grammar exercises in the hope that somehow, these activities will lead to real learning and this is what most students expect to do in a foreign language classroom.

This book attempts to make students think about important issues that affect them and asks them to express opinions about a wide variety of subjects. While they are concentrating on achieving fluency in English, we, the teachers, are trying to make sure that they achieve accuracy at the same time. This is done by:

- teaching vocabulary in context
- improving reading skills through analyzing text cohesion
- empowering students with a wider range of vocabulary by encouraging them to incorporate new vocabulary in their speech production and writing
- developing an awareness of style and register
- developing the ability to recognize different parts of speech and/or grammatical structures

SUGGESTED ACTIVITIES

The following activities are intended to provide teachers with ideas for teaching a particular chapter. If you have new ideas, please share them with us. The author and the publisher welcome your suggestions.

Tips for the Beginning of the Session

- Brainstorm for ideas why it is important to have a wide range of vocabulary.
- Discuss the importance of knowing how to use an English-English dictionary. Contrast this with the problems entailed in the use of bilingual dictionaries.
- Emphasize the importance of trying to predict the meaning of a word based on the subject being discussed.
- Encourage students to keep a vocabulary journal in which they list the new words they have learned and write journal entries using some of these words.
- Draw the students' attention to the *Introduction: To the Student* section in the front of the book which includes advice on how to do a cloze passage.

Introduction Paragraph

- Begin a lesson with a discussion of the picture or illustration.
- Ask students for reactions to the picture.
- Divide the class into pairs or small groups for the discussion questions in the introductory paragraph. Some topics may be suited to teacher-led discussions.
- Ask students to discuss their attitude and opinion in their groups.

Dictionary Exercise

- Before dividing students into groups, the class goes through the words and pronounces them.
- Predict which meaning is possible.
- Stress the fact that they probably will not be able to guess the correct meaning of the words without studying the passage in question. This activity is largely a question of consciousness raising. It is extremely difficult to convince students that there are almost no direct translations of words. They must learn to understand the meaning of the words through English only.

Cloze Passage

- Teacher discusses the kind of language used in the cloze passage: spoken/written, formal/informal, etc.
- Assign the cloze passage. Students can do the cloze in pairs or small groups. This step usually involves negotiating, agreeing or disagreeing, explaining reasons, and other language functions.
- The passage can also be assigned as homework.

- When checking the students' work, point out the fact that just because they have a different answer, it doesn't mean that they are wrong. Please see the section *Some Suggestions for Checking Students' Work* in this guide.
- Please note that the answers in this answer key are only suggestions. Any good words that are offered by the students should be accepted.

Language, Comprehension, and Composition Exercises

- Assign the *Language, Comprehension, and Composition Exercises* as homework.
- Students can turn in a summary for extra credit. Start by using the answers to the comprehension questions.
- Once again, please note that the answers given in this answer key are only suggestions and should not be considered the only correct answers. Any good words that are offered by the students should be accepted.

Vocabulary Exercise

- Have students go over the *Vocabulary Exercise* in groups.
- Students can categorize words and make a chart based on the form of the word (noun, adjectives, verbs, etc.). They can then fill in the missing words, if any, on the chart.

Topics for Discussion or Writing

- Students discuss the topics in groups of three to four students.

Ask students to choose one of the topics to write about. Encourage them to incorporate some of the new vocabulary.

SOME SUGGESTIONS FOR CHECKING STUDENTS' WORK

- Ask a student to volunteer to read his/her answers. This student reads until a mistake is made. Then, stop and discuss alternative answers. Another student can go next.
- Make a transparency of the cloze passage. Call on one student to come and write the answers on the transparency. The teacher could write the answers dictated by the students.
- Ask one student to read a paragraph. The teacher, or another student, puts the answers on the board as they are given. These answers can be used for further discussion and to make sure that all students see the correct answers, even if they can't hear the voice of a soft-spoken classmate. The teacher goes over each answer and encourages the rest of the class to give alternative answers. They can discuss which answers will work and why some answers won't work.
- Encourage students to read forward and then refer back to see how the cohesion of the text ties it together.
- Give a test every few weeks. Go over the options they chose in class. The students usually treat this activity as a challenge and love the problem-solving aspect of the task.

CLOZE THE GAP

ANSWER KEY

This answer key gives the answers to the exercises in the Student's Book *Cloze the Gap*. It is useful for self-study as well as providing a helpful reference for teachers. Please note that many of the exercises have more than one possible answer. In these cases, only the most common answers are featured in this key.

Unit 1

What's In A Name? — Page 3

1. baby/child/son/
daughter
2. their
3. old
4. him
5. has
6. good
7. names
8. be
9. however
10. bad
11. but
12. it
13. marries
14. Americans
15. still/often
16. are
17. Which/That
18. Vietnamese
19. people
20. names
21. The
22. usually
23. family
24. But
25. from
26. mother's
27. another
28. short/shorter
29. nickname
30. for
31. Someone/Somebody
32. Some
33. nicknames
34. star/player/hero/
champion
35. from

Language Exercise — Page 5

1. You should use a singular noun because usually babies are born one at a time.
2. You should use *him* to agree with the pronoun *he* at the beginning of the sentence.
3. You should use the noun *person's*.
4. You need an 's' with the verb *marries* because *she* is third person singular.
5. No, both words mean the same thing.

Comprehension Exercise — Page 5

1. They wait to see if their children survive the first few years.
2. They show the importance of the family's ancestors.
3. They include the 'given' name and the parents' family names.
4. Many Native Americans live or lived close to nature.
5. Bruce Springsteen is called 'The Boss' because he ruled rock and roll for ten years, and Magic Johnson could perform magic when he played basketball.

Vocabulary Review Exercise — Page 6

1. stretch
2. pick
3. ancestors
4. culture
5. delicate
6. ceremony

Unit 2

Coming to America — Page 11

1. leave
2. The/Their
3. The/Their
4. But/Then
5. enter
6. us
7. had/have
8. languages
9. new
10. return/travel
11. to
12. it's
13. came/moved
14. ago
15. things/people
16. the
17. helped
18. It
19. some/many/good
20. learning/studying
21. she
22. back
23. I'm
24. I
25. home/family/friends
26. but
27. My
28. stayed/lived
29. her
30. hard/difficult
31. There
32. be
33. town
34. lives
35. I'm
36. from
37. Korea
38. stay/remain
39. a

Language Exercise — Page 13

1. You should use *leave*. Some students don't make a distinction between the long and the short vowel.
2. You need to use *the* because it's a specific trip.
3. You use *it's* because this is short for *it is*.
4. Choose *learning* or *studying*.
5. Use the past tense because they no longer live with her.

Comprehension Exercise — Page 13

1. They left because the military was coming to get them and their country was at war.
2. Yes, they are planning to return when it's safe.
3. She thought she would find people with strange haircuts.
4. No, she is planning to return to Israel after she completes her education.
5. He came to get a better education.

Vocabulary Exercise — Page 14

1. shave
2. Smart
3. military
4. forced

Unit 3

It's No Act — Page 19

1. cop
2. teacher/person
3. teaches
4. he
5. When
6. many/most
7. them
8. study/try/work
9. best/finest
10. from
11. of
12. is
13. he
14. time/money
15. for
16. he
17. look/seem/appear
18. people/kids
19. hard
20. you'll
21. his
22. this/their

Language Exercise — Page 21

1. The word is *When*.
2. You should prefer *many* or *most* because it's unlikely that *all* the students were failing.
3. Use simple present because Olmos is still a Mexican-American.
4. You can choose either *time* or *money*.
5. *You will* makes up the contraction.

Comprehension Exercise — Page 21

1. You can see him in *Miami Vice* and *Stand and Deliver*.
2. He's a math teacher who shows his students that they can do well.
3. They come from the same neighborhood, they are Mexican-Americans, and they like to help people.
4. Olmos visits teens in youth centers to encourage them to succeed.
5. His advice is that to succeed you must work hard, stick to it, and practice.

Vocabulary Review Exercise — Page 22

1. raise
2. play
3. tough
4. cause

Unit 4

The American Dream — Page 27

1. the/his
2. with
3. right
4. me
5. Are
6. so
7. always/also/really
8. too/also
9. Has
10. act/play/be
11. They're
12. movie/film
13. Why
14. so
15. was
16. them/others
17. with
18. went/chased
19. wasn't
20. Dream
21. working
22. to
23. What
24. It's
25. car
26. make/see
27. there
28. seems/was
29. What
30. much
31. in
32. want/need

Language Exercise — Page 30

1. You should use *the* because it is a specific song.
2. Gap 8 is filled with *too*. (There are other choices as well.)
3. You should use *has*.
4. The two words are *they are*.
5. You should use *it's*.

Comprehension Exercise — Page 30

1. He was famous for the song *La Bamba*.
2. They were in the right place at the right time, they believed in themselves, and they had big dreams.
3. They play the bad guys and gang members.
4. He was sweet and gentle with morals and good values. He was a nice guy who loved his family, and he treated people with respect and warmth.
5. It means working hard to get what you want.

Vocabulary Exercise — Page 31

1. gentle
2. opportunities
3. treat
4. positive
5. overnight
6. morals
7. goals
8. nature

Unit 5

Mary Nguyen — Page 35

1. wrote
2. was
3. had/began
4. I/You
5. of
6. when
7. different
8. means/is
9. less/lower
10. to
11. about
12. me/to
13. he's
14. out
15. wouldn't/couldn't
16. My
17. How
18. during/after
19. closed/shut
20. it/everything
21. knew/decided/said
22. out
23. What
24. had
25. new/different
26. came/moved
27. with
28. thought/believed
29. Is
30. At/In
31. hard/difficult
32. would
33. they
34. plans/goals/
ambitions
35. plan/want/hope
36. help
37. there
38. It's
39. never/don't
40. what
41. there's

Language Exercise — Page 38

1. *You* is better than *one* as this is an informal spoken passage.
2. *Of* is the best word but some people may say *about*.
3. The two words are *he is*.
4. *How* is better because the answer explains how Mary got to Vietnam.
5. *Out* usually goes with *find*.

Comprehension Exercise — Page 38

1. Her boyfriend persuaded her to enter the contest.
2. She was considered a dishonor to the country because she was Amerasian.
3. She thought she would never see Mary again.
4. High school students treated her well. They treated her better than the younger children did.
5. Don't take things for granted and remember who you are and where you come from.

Vocabulary Exercise — Page 39

1. Overcome
2. dust
3. stuck
4. adjust

Unit 6

When No One is Looking — Page 44

1. nothing
2. say
3. She
4. remained/stayed/did
5. right/correct
6. questions
7. When
8. guilty/twelve/
dishonest/fearful
9. one
10. them
11. copy
12. I
13. myself
14. lesson
15. been
16. time/period/era
17. course
18. danger
19. that
20. still
21. ever
22. Not
23. because
24. ourselves
25. make
26. or/and
27. upon/on
28. Should
29. streets/store/bus
30. police/authorities
31. Nobody
32. but/except
33. respect
34. confidence
35. uncertainty

Language Exercise — Page 46

1. All of them are possible.
2. The word needs to agree with *words*, therefore, it must be plural.
3. *Copy* is more appropriate because it implies that the words are not the pupils' own words; it can also imply repeated writing.
4. The word *lesson* is best as it refers to a school class as well as a learning experience valuable in life.
5. *That* refers to *to learn from history . . . uncertainty, and danger*.

Comprehension Exercise —Page 46

1. The author was about eight years old.
2. He was living in New York.
3. We need to measure ourselves because we have to live with ourselves. The author learned that if you respect yourself, you develop confidence, and this helps you through difficult times.
4. The author says there has always been fear, uncertainty, and danger.
5. We are asked to decide if we should be honest or not.

Vocabulary Review Exercise — Page 47

1. character
2. confidence
3. personal
4. marked
5. decision
6. tools
7. remain
8. composers
9. guide
10. respect

Unit 7

A Letter to the Family — Page 51

1. spend
2. took
3. They'd
4. never/don't
5. suppose/
guess/think
6. lent
7. it
8. went
9. you
10. found
11. going
12. up
13. heard
14. was
15. immediately
16. Susan's/the
17. find
18. disturbed/
embarrassed
19. Imagining/
Thinking/
Believing/
Fearing/
Assuming
20. the
21. too/so/very
22. explain
23. his
24. It
25. had
26. little/small/
compact
27. it
28. badly/flat
29. me
30. damage
31. amused
32. Just/But
33. passed
34. further
35. been

36. picture/
 photograph
37. to
38. children
39. How
40. forget
41. by/at

Language Exercise — Page 54

1. You should use the simple present tense because it relates to habitual action which has not yet finished.
2. You should use the simple past tense because the verb in gap 2 relates to a particular action in the past (last week).
3. The *'d* replaces the word *would*.
4. It depends on your dialect. For example, Americans might prefer *guess*.
5. *You* is better. *One* is too formal for a friendly letter.
6. *Was* is the correct verb. The announcement is reported, so the verb must be in the same tense as the rest of the paragraph (in this case, the simple past tense).
7. *Just* is marginally better. It indicates that they were almost home. The use of *but* indicates a contrast.

Comprehension Exercise — Page 54

1. The woman lives in Greenside.
2. The children live far from the city and their parents don't have time to drive them.
3. The elephant thought the red car was the red box it had been trained to sit on.
4. He was upset about the damage to the car.
5. The police officer thought that the family had been involved in a serious accident.

Vocabulary Review Exercise — Page 55

1. incident
2. disturbed
3. member
4. requests
5. apologize
6. assured
7. Naturally
8. explanation
9. assumed
10. involved
11. concerned

Unit 8

Crime Doesn't Pay — Page 59

1. stolen
2. could
3. than
4. It's
5. foreign/German
6. time
7. a
8. Did/Do
9. were
10. thefts
11. who
12. fact
13. It
14. cars
15. is/has
16. which/that
17. country
18. at
19. good/lucrative
20. year
21. Look
22. this/it
23. I've
24. while/year
25. of

Language Exercise — Page 61

1. *Would* is possible, although not entirely appropriate. It indicates that the criminal was in the habit of stealing cars quickly. *Could* is better.
2. The correct word is *than*. Be careful! These two words can be easily confused because they have similar pronunciation.
3. *Foreign* is best because the speaker is contrasting American-made cars. *German* is also good because the three models of cars mentioned are made in Germany.
4. *Has* is best but *is* can also be used with *gone*.
5. *Lucrative* and *good* are the best words because stealing cars has brought the criminal large sums of money.

Comprehension Exercise — Page 61

1. Tom Brown is a pseudonym. The criminal doesn't want people to know his real name.
2. It is possible to make a lot of money unless you are caught.
3. Car thieves probably have more practice with American-made cars.
4. He has been in prison for some time and he is therefore out of practice.
5. He makes the tools himself.

Vocabulary Review Exercise — Page 62

1. chop
2. legitimate
3. served
4. blamed
5. tools
6. remove
7. practice
8. conviction
9. business
10. demonstration

Unit 9

The Books that Changed My Life — Page 68

1. lot
2. moved/went
3. end/beginning
4. So
5. as/like
6. to/rather than
7. *the*
8. favorites
9. find/notice
10. did
11. I
12. well/still
13. Mitty/He
14. himself
15. company
16. of
17. good
18. person
19. *Wind*
20. and
21. each
22. as
23. with
24. too
25. making
26. changed
27. fact
28. meant/were
30. They
31. at
32. can't
33. one/it

Language Exercise — Page 70

1. All three phrases are good to use.
2. This is a difference between British and American usage. *To* is preferred in British English. The preposition is linked to the verb *prefer*.
3. *Did* is better as the speaker is referring to her past.
4. The word refers to *Books*. This is a repetition of the previous sentence.
5. Both *one* and *it* refer to a world without books.

Comprehension Exercise — Page 70

1. Both women mention the book *Gone with the Wind*.
2. The best way to become a better writer is to read a lot.
3. Robin Brancato is also a teacher.
4. She read so much because she moved to a new town at the beginning of high school.
5. S.E. Hinton began to write as a child.

Vocabulary Review Exercise — Page 71

1. admire
2. terrified
3. fiction
4. recommended
5. conflict
6. prefer
7. delights
8. grabbed
9. imagine
10. escaped
11. partly
12. improve
13. fantasies
14. inspired
15. extracts

Unit 10

Jokes — Page 77

1. time
2. It
3. spent
4. have
5. remember
6. long
7. going
8. parents
9. pay
10. went
11. Then/Later
12. home
13. morning
14. his
15. called/telephoned
16. Steve/me
17. They
18. live
19. Didn't/Don't/Can't/
 Couldn't
20. night
21. awake/up

Language Exercise — Page 79

1. The word refers to the *will*.
2. It must be in the past tense because the person it refers to is dead.
3. Both words are good.
4. *Morning* is the correct word.
5. The word refers to the *kidnappers*.

Comprehension Exercise — Page 79

1. That person probably knew that the relatives were greedy and didn't deserve any money.
2. The patient couldn't remember anything.
3. Steve said he had been kidnapped.
4. His neighbor was making too much noise.
5. The language is simple, short, and to the point.

Vocabulary Review Exercise — Page 80

1. greedy
2. terrible
3. excuse
4. mind
5. sound
6. gathered
7. dramatic
8. relatives
9. face
10. pounding
11. practice

Unit 11

Happiness is . . . A Caribbean Cruise — Page 85

1. You
2. hear
3. cruise/vacation/
holiday
4. in
5. its/the
6. are
7. could
8. now
9. good-bye
10. you
11. at
12. passing/strolling/
going/walking
13. Caribbean
14. Everybody/Everyone
15. making
16. Friends
17. spent
18. ports

Language Exercise — Page 86

1. Possible suggestions are: *cruise*, *vacation*, or *holiday*.
2. *Its* is the correct word because it is indicating possession.
3. *Could* is better because this is a conditional sentence.
4. *Good-bye* is preferable because *farewell* is too formal and rather old-fashioned.
5. Possible suggestions are: *walking*, *strolling*, *going*, or *passing*.
6. The gerund form, *making*, should be used.
7. Using the word *friends* is better because that is the word used in the previous sentence and this provides cohesion.
8. When something is advertised in English, the writing tries to make you feel as if what is being described is happening here and now.

Comprehension Exercise — Page 86

1. Most cruise ships leave from Miami.
2. The passengers are checked in, dining seating is arranged, and luggage is sent to their cabins.
3. The passengers are excited, happy, and having fun.
4. They visit ports, eat, dance, play games, etc.

Vocabulary Review Exercise — Page 87

1. pier
2. momentum
3. check
4. anticipation
5. ports
6. gained
7. cruise
8. experienced

Unit 12

“My American Name is Leah” — Page 91

1. leaving
2. and
3. were
4. them
5. for
6. country/school
7. heard
8. told
9. think/believe/suspect
10. me
11. from
12. the
13. English
14. girl/student
15. What
16. she
17. woman
18. there
19. next
20. who
21. His
22. most
23. How/Where
24. and
25. never
26. little
27. had
28. her
29. but/and
30. word
31. their
32. didn't
33. The
34. from
35. for
36. own
37. must
38. American
39. teach/tutor/help
40. little

41. when
42. walk/come/move
43. my
44. for
45. time
46. were
47. the
48. was
49. any
50. that
51. in
52. lesson
53. when
54. would
55. Then
56. used
57. garden
58. bloom/flower
59. today/now
60. begun/started
61. I
62. hand
63. today
64. said/spoke
65. had

“I am Leah” — Page 94

1. myself
2. speak/talk
3. an
4. at
5. he’s
6. them
7. laughing
8. buys
9. new
10. color
11. like
12. But
13. Bigger
14. other
15. other
16. at
17. I’ll
18. At
19. thinks/says
20. that

21. friends/kids/children
22. in/at
23. They're
24. How
25. else
26. don't
27. tooth
28. What
29. know
30. I
31. to
32. It
33. are
34. have
35. that's
36. like
37. hair
38. I'm
39. doll
40. comb/brush
41. Chinese
42. doesn't
43. Where
44. It's
45. a
46. day
47. who
48. to
49. can't
50. smiles
51. all
52. them
53. year
54. able

Language Exercise — Page 97

“My American Name is Leah”

1. You should use *leaving*. Joe was moving away, so he was *leaving*. Some students confuse the spelling and pronunciation.
2. You should use the prepositions *for* and *from*.
3. The article is *the*. This is an idiomatic expression.
4. The intensifier *most* sounds more idiomatic.
5. The modal *must* sounds the most idiomatic and thus the most suitable.
6. There is a variety of choices. Common verbs may be *come* or *walk*.
7. *Time* and *lesson* are repeated words.
8. *Had* is probably the better choice as the story is told in the past tense.

“I am Leah”

1. It requires the reflexive pronoun, *myself*.
2. The comparative form is *bigger*.
3. The future in the contraction is *I will*.
4. They normally lose their teeth!
5. Because Leah is Chinese, she may want a doll who will look like her, i.e. Chinese.
6. *Smiles* is best because it is less likely that a waitress will laugh or shout at the customers.

Comprehension Exercise — Page 98

“My American Name is Leah”

1. The writer teaches English as a second language.
2. Ya-Chun has problems learning English.
3. Ya-Chun is a petite, dainty girl who looks younger than eight and has lost her two front teeth. She is beautifully dressed.
4. The writer separates Ya-Chun from the group and teaches her on her own.
5. The progress was slow and minimal for weeks.
6. No, you cannot force children to learn. Children will learn when they are ready.
7. Ya-Chun finally says a complete sentence in English!

“I am Leah”

1. Ya-Chun forgets the final ‘s’ in third person singular verbs. She also has trouble pronouncing final consonants and consonant clusters.
2. The other children laugh at her.
3. Ya-Chun will invite Teresa, Jennifer, Nicole, and Andrea—but no boys!
4. When children in the United States lose their baby teeth, some of them believe that if they put their tooth under their pillow at night, a fairy will take it and leave the child money. Of course, the fairy is actually the child’s parent!
5. Ya-Chun wants a Chinese doll.
6. Ya-Chun doesn’t know if her mother has a boyfriend, but she has seen a photograph of a man and her mother together.
7. Ya-Chun needs a daddy to talk to her teacher in English.
8. Ya-Chun believes that in the third grade she’ll be able to speak English better and she’ll be a lot bigger.

Vocabulary Review Exercise — Page 99

1. reward
2. distinctly
3. bright
4. charming
5. impress
6. minimal
7. compose
8. petite
9. force
10. dainty
11. tranquilizers

Unit 13

An Experience at the University — Page 106

1. year
2. course
3. mainly/primarily/
chiefly
4. to
5. who
6. department
7. lecture
8. out
9. down
10. note-taking/writing
11. put
12. They
13. not
14. The
15. paused/stopped
16. may/might/ must
17. approval/relief/
happiness
18. air/class
19. mutiny
20. How/What
21. time/purposes/
questions
22. were/had
23. group
24. and
25. reporting
26. too
27. under
28. range/list
29. arrived/came
30. few/number
31. new/strange
32. timidity/reactions
33. were
34. to
35. found
36. But
37. an/the
38. The
39. larger/greater

40. been
41. could
42. simply
43. were
44. to
45. in

Language Exercise — Page 108

1. You should use *they* as it agrees with *books*.
2. *Paused* is a more exact verb for the action than *stopped*.
3. *Approval* seems to be the best word choice here, as the professor thought the students would agree with his idea.
4. *And* would be the most appropriate as the rest of the passage indicates that the students were being asked to do more than they had been accustomed to doing. They must do both *reading and research*.
5. You should use *too*. Some students confuse these words; *too* is always the correct choice if followed by the word *much*.
6. Since the word for gap 28 refers to possible questions, the use of *possibility* is clearly unsuitable.
7. The paragraph states that *most of the students* were afraid when a university class was instructed differently. Therefore, those who *were flattered* by the professor's new ways are in the minority and must be referred to as *few* rather than *a lot of*.
8. *Were* is the more suitable choice because *become* is used again in the same sentence. It is better to not be repetitive.

Comprehension Exercise — Page 108

1. Most of the professors would dictate to the students in a dreary and boring way.
2. Professor F. H. Morrow was the new Chairman of the Education department and didn't intend to dictate to the students.
3. Professor F. H. Morrow planned to form the class into groups, have them read and research, and, finally, report to the general class.
4. The students reacted with sullen, anxious mutiny.
5. Some of the students were afraid of a class which involved doing more than memorizing set pieces of dictation.
6. The work was modified to include more formal lecturing. The students afraid of the class won.

Vocabulary Review Exercise — Page 109

1. scheme
2. rebelled
3. anxious
4. flattered
5. threatening
6. modified
7. routine
8. authority
9. sullen
10. dictated
11. industriously
12. Mutiny
13. mechanically
14. dreary

Unit 14

How to Succeed in College — Page 115

1. out
2. not
3. would
4. support
5. job/position
6. So
7. time
8. had
9. it
10. to
11. good/fine
12. at/in
13. To
14. who
15. than
16. was
17. think
18. did
19. down
20. teachers
21. pass
22. didn't
23. but/and
24. My
25. never
26. with
27. study/read
28. be
29. say/explain/describe
30. whom/who
31. explain
32. was
33. study/prepare
34. from/in/at
35. As/While
36. and
37. it/myself
38. examination/final/
test
39. wrote/explained/
described
40. In

41. pens/pencils
42. finish
43. few
44. wanted
45. that
46. When/As
47. I've
48. me
49. you/everyone/
students
50. good/smart/bright/
intelligent

Language Exercise — Page 118

1. The word *out* usually follows *find*.
2. As the speaker had no choice but to work, the best modal to use is *would*.
3. The pronoun you need is *it*.
4. The tone of the story suggests that *never* is the best word to use here.
5. The reflexive pronoun is *myself*.
6. Use *good* as it is an adjective which describes what kind of student you are.

Comprehension Exercise — Page 118

1. He believed that girls only went to a university to find a husband.
2. She wanted to become an English teacher.
3. She began her studies at the same time that her daughter started school.
4. She had given some private lessons in English and found that she was good at teaching.
5. She had problems because she didn't know how to think and nobody had ever required her to think in her previous classes.
6. The professor's instructions were to answer briefly and to the point.
7. She borrowed recordings of the plays and listened to them while following the text.
8. She wrote everything she could in the time allowed.
9. He was delighted and offered her a teaching job.
10. When you have an opportunity to show your teachers how much you know, give them all you've got!

Vocabulary Review Exercise — Page 119

1. required
2. academic
3. tasks
4. quotations
5. relaxing
6. briefly
7. suspected
8. careers
9. seminar
10. identify

Unit 15

Larry Holmes: Heavyweight Champion of the World — Page 126

1. life
2. by
3. mother
4. born
5. grew
6. shined/
cleaned/
polished
7. away/aside
8. himself
9. who
10. it
11. to
12. a
13. by
14. used/
decided/
promised
15. swim
16. had/placed
17. part
18. at
19. autographs/
himself
20. world
21. he
22. would
23. I'll
24. Eddie/Sutton
25. his
26. In
27. at
28. What
29. to/in
30. say/shout
31. can't
32. Larry/
Holmes
33. and
34. that
35. before
36. beat/defeat
37. can

Language Exercise — Page 128

1. Because the paragraph states that Larry's life followed a *familiar pattern*, the most appropriate word would be *shined* as shining shoes was a common job for children from poor families.
2. *A natural* is someone who can do something better than anyone else without trying as hard; in this sentence it suggests that Larry was born with the gift of being good at sports.
3. In both gaps, *himself* refers to Larry. It has the same meaning.
4. The word is *would*.
5. The word *before* is best as it continues to uphold Holmes' respect for Ali.

Comprehension Exercise — Page 128

1. Larry was Southern, black, poor, abandoned by his father, raised by his mother, and the seventh of twelve children. He shined shoes and played a little poker for money.
2. Larry was not only a natural, but he was number one at every sport he played.
3. At age fourteen Larry started sparring with professional fighters and at age 23 he turned professional as well.
4. Larry always put money away for school, but at age thirteen he quit school.
5. Larry lost in the final elimination for the 1972 Olympics; therefore he did not go.
6. Larry learned the left jab to the face and to 'stick and move.'
7. Larry is a good mover and a stand up fighter.
8. Larry respects and feels like Ali is his idol; however, he still feels he can beat Ali.

Vocabulary Review Exercise — Page 129

1. vulnerable
2. amateur
3. familiar
4. welfare
5. abandon
6. faith
7. quit
8. legend
9. candor
10. distant
12. dignity
13. eliminate

Unit 16

Disneyland — Page 136

1. see/regard
2. Whoever
3. should/must
4. let's
5. then
6. we/everyone
7. place
8. could
9. years
10. so
11. can/could/should
12. Disney
13. example
14. built/created/
designed
15. of/for
16. it's
17. gave
18. eight
19. several/all/
various/different
20. which/that
21. but
22. We/one
23. man
24. our

Language Exercise — Page 138

1. The pronoun is *whoever*.
2. The two words are *let us*.
3. *Place* is best because if you use *country* there will need to be the preposition *in* at the end of the sentence.
4. Alternatives to gap 11 are *can*, *could*, and *should*.
5. *Six* cannot be used as it is a general rule that when using two or more numbers to indicate approximately how many, the lower number always comes first.
6. *Us* indicates that *our* must fill gap 24.

Comprehension Exercise — Page 138

1. Ray Bradbury is a science fiction writer.
2. He thinks that the rebuilding of America is the country's most pressing problem.
3. He wants to rebuild America so that people will have a nice place to live and will be in love with America again.
4. We can learn how to rebuild parts of our cities.
5. Walt Disney cared about people and the future.

Vocabulary Review Exercise — Page 139

1. apply
2. major
3. principles
4. ideal
5. alternatively
6. pressing
7. mob
8. humans
9. challenged
10. scale
11. frivolous
12. glorious
13. environment
14. fantasies

Unit 17

Your Daily Horoscope — Page 143

1. who
2. is
3. mean
4. about/toward
5. have
6. may/will/can
7. that/which
8. certain/really/most
9. into
10. which/that
11. yourself
12. more/very/really
13. ideal/right/best/
wrong
14. remember/use
15. You
16. take/have
17. made
18. everything/all
19. one/someone/somebody
20. about
21. it
22. people/customers/
colleagues/associates
23. a
24. you
25. Be
26. money
27. your/the
28. cause/be/mean/bring
29. for
30. more/very
31. Look/Search
32. how/that/others/
people
33. good/perfect/wonderful
34. will
35. to
36. don't
37. it
38. but/always
39. important/your/daily
40. pay/give/contribute/
offer

Language Exercise — Page 149

1. *About* is the preposition that normally follows *optimistic*.
2. The use of *must* implies that social contacts would definitely lead to business associations and that is not the case.
3. The pronoun refers to the reader—*you!*
4. *It* refers to the whole phrase—*a change in routine*.
5. The use of *but* just before gap 36 provides a warning signal.

Vocabulary Review Exercise — Page 149

1. instinct
2. task
3. adjust
4. procedures
5. objective
6. grumbling
7. routine
8. budget
9. transactions
10. commit
11. optimistic
12. forcefully
13. status
14. conserve
15. self-reliant
16. constructive
17. eventually
18. panic
19. contacts
20. receptive
21. creative

Unit 18

Don't Blame the Lions — Page 156

Newsweek 1980

1. most/best
2. But/The
3. his
4. had
5. by
6. who
7. After
8. said
9. caused/made/done
10. police
11. for
12. woman/person
13. She/Joy
14. released
15. other
16. might
17. killed/murdered
18. to
19. were
20. where
21. the
22. where

San Jose Mercury News (November 6, 1992)

1. cubs
2. was
3. when/as
4. at
5. who
6. in
7. lion
8. killed/murdered
9. while
10. game/wildlife
11. by

Language Exercise — Page 159

Part I

1. The word *his* refers to Kenyan police commissioner Ben Gethi.
2. The pronoun *who* can be used.
3. *At* is not appropriate as public statements are not made at or during autopsies. *After* is appropriate, as it is only possible to give details on the results of an autopsy once the examination has been made. *Before* is not appropriate because the police would therefore not know the autopsy results yet.
4. The word *she* refers to *Joy Adamson*.
5. The police had already questioned her driver, cook, and tracker so *other* is most appropriate since it indicates that some had already been traced. *Her* and *some* are not appropriate since they would imply that none of her former employees had yet been tracked.
6. The adverb *where* is used to fill gap 20.

Part II

1. The pronoun *who* can be used.
2. For gap 2, passive voice is used because we don't know who gave the order. For gap 8, the focus is on Joy Adamson who was killed, not on who killed her.
3. Another example is *George Adamson . . . was killed by bandits in 1989*.

Comprehension Exercise — Page 159

1. The police first thought that Joy had been killed by a lion.
2. Then the police suspected Joy Adamson's staff.
3. They began to suspect local hunters or poachers.
4. Joy Adamson was killed by a servant because of a pay dispute.

Vocabulary Review Exercise — Page 160

1. help
2. trace
3. account
4. disputes
5. instrument
6. threaten
7. consider
8. game
9. approached
10. staff
11. ironic
12. ashes
13. foul
14. legend
15. struck

Unit 19

Being Bilingual Makes a World of Difference — Page 165

1. the
2. up
3. can't
4. languages
5. so
6. Why
7. people
8. treat
9. It's
10. would
11. have
12. had/experienced
13. all
14. important
15. and
16. to/with/around
17. Reading
18. that
19. can/will
20. different
21. on
22. which
23. world

Language Exercise — Page 167

1. The preposition *up* usually goes with *to grow*.
2. Gap 9 is filled with *It's* because this is short for *it is*.
3. You need to use the present perfect because *read* and *listening* are actions here that began in the past and are still continuing.
4. You can use either preposition. There is no difference in meaning.
5. You should use the gerund *Reading*.
6. *Can* and *will* are the most appropriate choices; *may* sounds too uncertain for the statement being made.
7. The preposition *in* in the sentence requires the word *world*.

Comprehension Exercise — Page 167

1. She wrote this letter to the editor because she enjoyed an article in the magazine.
2. She describes New Brunswick as the only completely bilingual province.
3. They can't accept that bilingual means bicultural and that language is simply a means of communication, not a religion!
4. The writer explains the purpose of language as *simply a means of communication*.
5. She feels it is a real joy to hear her daughter speak English.
6. People can learn from Canada that different people can live together in peace and respect.
7. The writer's first language is French.
8. The writer is very proud of her country.

Vocabulary Review Exercise — Page 168

1. simply
2. enhances
3. appreciated
4. racial/race
5. chauvinists/
chauvinistic
6. holy
7. opportunity
8. express
9. chills
10. diverse
11. denied

Unit 20

The New Zealand Home — Page 173

1. better
2. to
3. to/them/it
4. the
5. out
6. also/
become/
certainly
7. ever
8. cities
9. go/move/
travel
10. are
11. and
12. to
13. as
14. foot
15. weeks/
months
16. of
17. envy
18. hair/nails/
beard/
mustache
19. enough
20. then
21. extension
22. enlargement
23. an/the
24. it's
25. Englishman's
26. Zealander's

Language Exercise — Page 175

1. *It* is appropriate if referring to the act of leaving (They can't afford leaving). However, one must use *them* if referring to the homes (They can't afford the homes). *To* is appropriate and would be best if followed by the word *leave*. *So*, though not the best choice, works in referring to the act of leaving.
2. *Foot* is correct because the phrase behaves like a single adjective and there is no plural ending, i.e. *a 3-foot ruler; a 10-dollar meal*, etc.
3. *Days* is too short of a time for a garden to develop. *Weeks* is a reasonable choice, though *months* is more believable for the time it takes to grow a garden. *Years*, on the other hand, seems a bit long!
4. All these words are possibilities and personal preference!
5. In gap 24, the 's replaces *is*. In gap 25 and 26, the 's indicates possession.

Comprehension Exercise — Page 175

1. People in New Zealand spend most of their time at home.
2. Their homes are so expensive and they spend so much money on their houses that they can't afford to spend money on anything outside of the home!
3. They enjoy television, gardening, and peering out of the window.
4. Americans leave the cities and go to the suburbs for peace and quiet.
5. New Zealanders can't do the same thing because the suburbs are noisy.
6. A typical garden is a miniature version of Versailles, with hand-manicured lawns and large vegetable crops.
7. They decorate, extend, and enlarge their houses.
8. Once the house and garden are complete, the owners move on and start over again.
9. The writer seems to admire the houses, but at the same time thinks they overdo it.

Vocabulary Review Exercise — Page 176

1. peer
2. versions
3. decorate
4. flee
5. venue
6. veritable
7. condensed
8. focus
9. punctuated