

CAMBRIDGE

GRAMMAR **AND** BEYOND 2

Second Edition

with Academic Writing

ONLINE
PRACTICE
INCLUDED
—
SEE INSIDE
FRONT COVER

Randi Reppen

Better
Learning

GRAMMAR **AND** BEYOND 2

Second Edition

with Academic Writing

Randi Reppen



CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

cambridge.org
Information on this title: [cambridge.org/9781108779852](https://doi.org/10.1017/9781108779852)

© Cambridge University Press 2021

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2013
Second edition 2021

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Mexico by Editorial Impresora Apolo, S.A. de C.V.

A catalogue record for this publication is available from the British Library

ISBN Student's Book 2 with Online Practice 978-1-108-77985-2

Additional resources for this publication at www.cambridge.org/grammarandbeyond

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

About the Author



Randi Reppen is Professor of Applied Linguistics and TESL at Northern Arizona University (NAU) in Flagstaff, Arizona. She has over 20 years' experience teaching ESL students and training ESL teachers, including 11 years as the Director of NAU's Program in Intensive English. Randi's research interests focus on the use of corpora for language teaching and materials development. In addition to numerous academic articles and books, she is the author of *Using Corpora in the Language Classroom* and a co-author of *Basic Vocabulary in Use*, 2nd edition, both published by Cambridge University Press.

Corpus Consultants

Michael McCarthy is Emeritus Professor of Applied Linguistics at the University of Nottingham, UK, and Adjunct Professor of Applied Linguistics at Pennsylvania State University. He is a co-author of the corpus-informed *Touchstone* series and the award-winning *Cambridge Grammar of English*, both published by Cambridge University Press, among many other titles, and is known throughout the world as an expert on grammar, vocabulary, and corpus linguistics.

Jeanne McCarten has over 30 years of experience in ELT/ESL as a teacher, publisher, and author. She has been closely involved in the development of the spoken English sections of the *Cambridge International Corpus*. Now a freelance writer, she is co-author of the corpus-informed *Touchstone* series and *Grammar for Business*, both published by Cambridge University Press.

Advisory Panel

The ESL advisory panel has helped to guide the development of this series and provided invaluable information about the needs of ESL students and teachers in high schools, colleges, universities, and private language schools throughout North America.

Neta Simpkins Cahill, Skagit Valley College, Mount Vernon, WA

Shelly Hedstrom, Palm Beach State College, Lake Worth, FL

Richard Morasci, Foothill College, Los Altos Hills, CA

Stacey Russo, East Hampton High School, East Hampton, NY

Alice Savage, Lone Star College-North Harris, Houston, TX

Scope and Sequence

Unit	Theme	Grammar	Topics
PART 1 The Present			
UNIT 1 page 2	Are You Often Online?	Simple Present	Simple Present (p. 4) Time Clauses and Factual Conditionals (p. 9)
UNIT 2 page 16	Brainpower	Present Progressive and Simple Present	Present Progressive (p. 18) Simple Present and Present Progressive Compared (p. 21)
UNIT 3 page 30	What's Appropriate?	Imperatives	Imperatives (p. 32) <i>Let's . . .</i> (p. 36)
PART 2 The Past			
UNIT 4 page 42	Entrepreneurs	Simple Past	Simple Past (p. 44) Simple Past of <i>Be</i> and <i>There Was / There Were</i> (p. 50)
UNIT 5 page 56	Science and Society	Simple Past, Time Clauses, <i>Used To</i> , and <i>Would</i>	Time Clauses and the Order of Past Events (p. 58) Past with <i>Used To</i> and <i>Would</i> (p. 61)
UNIT 6 page 70	Memorable Events	Past Progressive	Past Progressive (p. 72) Using <i>When</i> and <i>While</i> with Past Progressive (p. 76)
PART 3 Nouns, Determiners, and Pronouns			
UNIT 7 page 82	Privacy Matters	Count and Noncount Nouns	Count Nouns and Noncount Nouns (p. 84) Noncount Nouns: Determiners and Measurement Words (p. 89)

Avoid Common Mistakes	Academic Writing
Avoiding <i>amn't</i> ; remembering a comma after a time clause at the beginning of a sentence	Doing Research Online <ul style="list-style-type: none"> Find a reliable source Evaluate an Internet source
Remembering a form of <i>be</i> with the present progressive; remembering <i>-ing</i> for the present progressive	Opinion Writing Writing prompt: <i>Should governments spend more money on space exploration?</i> <ul style="list-style-type: none"> Identify purpose Supporting details Brainstorm
Avoiding <i>No</i> in imperatives; remembering an apostrophe in <i>Don't</i> and <i>Let's</i>	<ul style="list-style-type: none"> Evaluate evidence The imperative in academic writing
Avoiding the past form after <i>did not</i> and <i>didn't</i> ; avoiding putting a time expression between the subject and the verb	<ul style="list-style-type: none"> Organize an essay Thesis statements The simple past in academic writing
Remembering a subject in time clauses; remembering the <i>-d</i> in <i>used to</i> for affirmative statements	<ul style="list-style-type: none"> Plan the essay Write the first draft
Avoiding a time clause as a complete sentence; remembering a comma when the time clause comes first in a sentence	<ul style="list-style-type: none"> Revise and edit
Remembering a determiner with a singular count noun; avoiding <i>a/an</i> with a noncount noun; avoiding plural noncount nouns	Expository Writing Writing prompt: <i>Choose a new area of technology or invention to analyze. Write a report about its advantages and disadvantages, and include a prediction in the conclusion.</i> <ul style="list-style-type: none"> Use a T-chart to identify advantages and disadvantages Brainstorm

Unit	Theme	Grammar	Topics
UNIT 8 page 98	The Media	Articles	Articles (p. 100) Generalizing: More about Articles (p. 104)
UNIT 9 page 108	Challenging Ourselves	Pronouns Direct and Indirect Objects	Pronouns (p. 110) Direct and Indirect Objects (p. 115)
PART 4 The Present Perfect			
UNIT 10 page 122	Discoveries	Present Perfect	Present Perfect (p. 124) Present Perfect or Simple Past? (p. 128)
UNIT 11 page 136	Unsolved Mysteries	Adverbs with Present Perfect <i>For</i> and <i>Since</i>	Adverbs with Present Perfect (p. 138) Present Perfect with <i>For</i> and <i>Since</i> (p. 142)
UNIT 12 page 148	Cities	Present Perfect Progressive	Present Perfect Progressive (p. 150) Present Perfect Progressive or Present Perfect? (p. 154)
PART 5 Adjectives, Adverbs, and Prepositions			
UNIT 13 page 160	A Good Workplace	Adjectives	Adjectives (p. 162) More About Adjectives (p. 165)
UNIT 14 page 174	Learn Quickly!	Adverbs of Manner and Degree	Adverbs of Manner (p. 176) Adverbs of Degree (p. 179)
UNIT 15 page 186	Food on the Table	Prepositions	Prepositions of Place and Time (p. 188) Prepositions of Direction and Manner (p. 192) Phrasal Prepositions and Prepositions After Adjectives (p. 196)

Avoid Common Mistakes	Academic Writing
Remembering <i>a/an</i> the first time you mention a new idea; avoiding <i>the</i> with generalizations	<ul style="list-style-type: none"> Plan and write an introductory paragraph
Remembering <i>to</i> or <i>for</i> with certain verbs; avoiding double pronouns	<ul style="list-style-type: none"> Introduce advantages and disadvantages Complete the first draft Revise and edit
Remembering when to use the simple past; remembering when to use the present perfect	Comparison-and-Contrast Writing Writing prompt: <i>Compare and contrast the whale shark and the tiger shark.</i> <ul style="list-style-type: none"> Use Venn diagrams Combine sentences
Avoiding <i>never</i> in negative statements; avoiding <i>ever</i> in affirmative statements	<ul style="list-style-type: none"> Write topic sentences Plan body paragraphs
Remembering <i>have</i> with the present perfect progressive; avoiding the present progressive with <i>for</i> and <i>since</i>	<ul style="list-style-type: none"> Write the first draft Revise and edit
Avoiding misspelling adjectives ending in <i>-ful</i> ; remembering to put opinion adjectives first	Argumentative Writing Writing prompt: <i>Do you agree or disagree with the following statement? "The fashion industry is harmful to society and the environment." Use reasons and examples to support your answer.</i> <ul style="list-style-type: none"> Identify strong arguments Brainstorm and organize Use descriptive adjectives
Remembering to use adverbs to describe how something happened; avoiding putting an adverb between the verb and the object; remembering that some adverbs have the same form as adjectives	<ul style="list-style-type: none"> Introductory paragraphs in argumentative essays Body paragraphs in argumentative essays Use adverbs of degree
Using prepositions correctly	<ul style="list-style-type: none"> Write with cohesion Write the first draft Revise and edit

Unit	Theme	Grammar	Topics
PART 6 The Future			
UNIT 16 page 204	Life Lists	Future (1)	<i>Be Going To</i> , Present Progressive, and Simple Present for Future Events (p. 206)
UNIT 17 page 216	Getting Older	Future (2)	Future with <i>Will</i> (p. 218) Future with <i>Will</i> , <i>Be Going To</i> , and Present Progressive (p. 222)
UNIT 18 page 230	Learning to Communicate	Future Time Clauses and Future Conditionals	Future Time Clauses (p. 232) Future Conditionals; Questions with Time Clauses and Conditional Clauses (p. 236)
PART 7 Modal Verbs and Modal-like Expressions			
UNIT 19 page 244	Amazing Science	Ability	Ability with <i>Can</i> and <i>Could</i> (p. 246) <i>Be Able To</i> (p. 250)
UNIT 20 page 260	Good Causes	Requests and Offers	Permission (p. 262) Requests and Offers (p. 266)
UNIT 21 page 274	The Right Job	Advice and Suggestions	Advice (p. 276) Suggestions (p. 280)
UNIT 22 page 286	How to Sell It	Necessity, Prohibition, and Preference	Necessity and Prohibition (p. 288) Preference (p. 292)
UNIT 23 page 298	Life Today, Life Tomorrow	Present and Future Probability	Present Probability (p. 300) Modals of Future Probability (p. 303)

Avoid Common Mistakes	Academic Writing
Remembering <i>be</i> with <i>going to</i> ; remembering <i>be</i> before the subject in <i>Wh-</i> questions with <i>be going to</i>	Opinion Writing Writing prompt: <i>Should colleges and universities require students to take physical education classes?</i> <ul style="list-style-type: none"> Brainstorm reasons and evaluate evidence Plan an opinion essay
Remembering <i>will</i> before the main verb with the future; remembering the base form of the verb after <i>will</i>	<ul style="list-style-type: none"> State opinions Structure opinion essays
Avoiding <i>will</i> in the conditional clause; avoiding <i>will</i> in the time clause	<ul style="list-style-type: none"> Use future conditionals Write the first draft Revise and edit
Remembering to spell <i>cannot</i> as one word; remembering the <i>be</i> and <i>to</i> in <i>be able to</i>	Cause-and-Effect Writing Writing prompt: <i>Describe the human causes of climate change and the effects climate change can have on the planet.</i> <ul style="list-style-type: none"> Organize a cause-and-effect essay Describe causes and effects Brainstorm
Avoiding <i>could</i> in short answers to requests for permission; avoiding <i>could</i> or <i>would</i> in responses to requests to do things	<ul style="list-style-type: none"> Describe causes and effects Use causes and effects to express solutions or predictions Make requests in academic writing
Remembering <i>had</i> in <i>had better</i> ; avoiding <i>could not</i> in negative suggestions	<ul style="list-style-type: none"> Maintain paragraph coherence Choose strong supporting details Use formal modals for advice and suggestions
Avoiding an infinitive with <i>would rather</i> ; remembering <i>would</i> before <i>rather</i>	<ul style="list-style-type: none"> Write an effective hook Use modals of necessity and prohibition Write the first draft
Avoiding <i>can</i> for present or future probability; avoiding <i>couldn't</i> for uncertainty	<ul style="list-style-type: none"> Use modals to express future possibility Revise and edit

Unit	Theme	Grammar	Topics
PART 8 Verbs + Prepositions and Phrasal Verbs			
UNIT 24 page 310	Getting Along at Work	Transitive and Intransitive Verbs Verbs and Prepositions	Transitive and Intransitive Verbs (p. 312) Verb + Object + Preposition Combinations (p. 314) Verb + Preposition Combinations (p. 316)
UNIT 25 page 324	Money, Money, Money	Phrasal Verbs	Intransitive Phrasal Verbs (p. 326) Transitive Phrasal Verbs (p. 329)
PART 9 Comparatives and Superlatives			
UNIT 26 page 336	We Are All Different	Comparatives	Comparative Adjectives and Adverbs (p. 338) Comparisons with As . . . As (p. 343)
UNIT 27 page 350	The Best and the Worst	Superlative Adjectives and Adverbs	Superlative Adjectives and Adverbs (p. 352)
PART 10 Gerunds and Infinitives			
UNIT 28 page 360	Managing Time	Gerunds and Infinitives (1)	Verbs Followed by Gerunds or Infinitives (p. 362) Verbs Followed by Gerunds and Infinitives (p. 365)
UNIT 29 page 374	Civil Rights	Gerunds and Infinitives (2)	More About Gerunds (p. 376) More About Infinitives (p. 379)
PART 11 Clauses and Conjunctions			
UNIT 30 page 386	Sleep	Subject Relative Clauses (Adjective Clauses with Subject Relative Pronouns)	Subject Relative Clauses (p. 388) More About Subject Relative Clauses (p. 392)
UNIT 31 page 400	Viruses	Object Relative Clauses (Adjective Clauses with Object Relative Pronouns)	Object Relative Clauses (p. 402) More About Object Relative Clauses (p. 406)
UNIT 32 page 414	Special Days	Conjunctions and Adverb Clauses	Conjunctions (p. 416) Adverb Clauses (p. 420)

Avoid Common Mistakes	Academic Writing
Remembering the object with a transitive verb; using prepositions with verbs	Description and Analysis Writing prompt: <i>Describe the trends in a multiple line graph, and analyze the data. Do some additional research to discuss the trends you identify.</i> <ul style="list-style-type: none"> • Understand and interpret line graphs • Use noun and verb phrases to describe graphs
Remembering a particle in phrasal verbs; avoiding putting an object pronoun after a particle	<ul style="list-style-type: none"> • Choose the important details from a graph • Write the concluding paragraph
Avoiding using <i>more</i> and <i>-er</i> together; remembering the second as in <i>as . . . as</i> comparisons	<ul style="list-style-type: none"> • Use comparatives to describe and analyze graphs • Write the first draft
Remembering irregular superlative forms; avoiding an object pronoun before a superlative	<ul style="list-style-type: none"> • Use superlatives in academic writing • Revise and edit
Using infinitives and gerunds after verbs; remembering <i>to</i> in infinitives	Summary and Response Writing prompt: <i>Write a summary paragraph of “Nontraditional Weddings.” Then write a response paragraph giving your opinion about the changes in wedding traditions described in the article.</i> <ul style="list-style-type: none"> • Analyze a text • Summarize a text
Avoiding plural verbs with gerund subjects; avoiding infinitives after prepositions; remembering <i>It</i> and <i>to</i> in <i>It</i> sentences	<ul style="list-style-type: none"> • Paraphrase • Respond to a writer’s ideas • Use gerunds and infinitives in academic writing
Avoiding a subject pronoun after a subject relative pronoun; remembering the relative pronoun in a subject relative clause	<ul style="list-style-type: none"> • Write a personal response • Use subject relative clauses in summary writing
Avoiding <i>who</i> in possessives; avoiding <i>whom</i> in subject relative clauses; avoiding an object pronoun at the end of an object relative clause	<ul style="list-style-type: none"> • Use object relative clauses in a personal response • Write the first draft
Remembering a comma after the adverb clause when it is first	<ul style="list-style-type: none"> • Revise and edit • Use adverb clauses to connect contrasting ideas

Appendices

Glossary of Grammar Terms

Index and Credits

A1

G1

I1

Introduction to *Grammar and Beyond*, 2nd edition

Grammar and Beyond is a research-based and content-rich grammar and academic writing series for beginning to advanced-level students. The series focuses on the most commonly used English grammar structures and practices all four skills in a variety of authentic and communicative contexts.

Grammar and Beyond is Research-Based

The grammar presented in this series is informed by years of research on the grammar of written and spoken English as it is used in college lectures, textbooks, academic essays, high school classrooms, and conversations between instructors and students. This research, and the analysis of over one billion words of authentic written and spoken language data known as the *Cambridge International Corpus*, has enabled the authors to:

- Present grammar rules that accurately represent how English is actually spoken and written
- Identify and teach differences between the grammar of written and spoken English
- Focus more attention on the structures that are commonly used, and less on those that are rarely used, in writing and speaking
- Help students avoid the most common mistakes that English language learners make
- Choose reading topics that will naturally elicit examples of the target grammar structure
- Introduce important vocabulary from the Academic Word List

Special Features of *Grammar and Beyond*

Realistic Grammar Presentations

Grammar is presented in clear and simple charts. The grammar points presented in these charts have been tested against real-world data from the *Cambridge International Corpus* to ensure that they are authentic representations of actual use of English.

Data from the Real World

Many of the grammar presentations and application sections include a feature called Data from the Real World. Concrete and useful points discovered through analysis of corpus data are presented and practiced in exercises that follow.

Avoid Common Mistakes

Every unit features an Avoid Common Mistakes section that develops students' awareness of the most common mistakes made by English language learners and gives them an opportunity to practice detecting and correcting these errors. This section helps students avoid these mistakes in their own work. The mistakes highlighted in this section are drawn from a body of authentic data on learner English known as the *Cambridge Learner Corpus*, a database of over 35 million words from student essays written by non-native speakers of English and information from experienced classroom teachers.

Academic Vocabulary

Every unit in *Grammar and Beyond* includes words from the Academic Word List (AWL), a research-based list of words and word families that appear with high frequency in English-language academic texts. These words are introduced in the opening text of the unit, recycled in the charts and exercises, and used to support the theme throughout the unit. By the time students finish each level, they will have been exposed several times to a carefully selected set of level-appropriate AWL words, as well as content words from a variety of academic disciplines.

Academic Writing

Every unit ends with an Academic Writing section. In Levels 1 through 3, this edition of *Grammar and Beyond* teaches students to write academically using writing cycles that span several units. Each writing cycle is organized around a writing prompt and focuses on a specific type of academic writing, such as descriptive, narrative, and process. Students move through the steps of the writing process - Brainstorm, Organize, Write, Edit - while learning and practicing new writing skills and ways to incorporate the unit grammar into their writing. In Level 4, the entire scope and sequence is organized around the types of essays students write in college, and focuses on the grammar rules, conventions, and structures needed to master them.

Series Levels

The following table provides a general idea of the difficulty of the material at each level of *Grammar and Beyond*. These are not meant to be interpreted as precise correlations.


	Description	TOEFL IBT	CEFR Levels
Level 1	Beginning	20 – 34	A1 – A2
Level 2	Low Intermediate to Intermediate	35 – 54	A2 – B1
Level 3	High Intermediate	55 – 74	B1 – B2
Level 4	Advanced	75 – 95	B2 – C1

Student Components

Student's Book with Online Practice

Each unit, based on a high-interest topic, teaches grammar points appropriate for each level in short, manageable cycles of presentation and practice. Academic Writing focuses on the structure of the academic essay in addition to the grammar rules, conventions, and structures that students need to master in order to be successful college writers. Students can access both the Digital Workbook and Writing Skills Interactive using their smartphones, tablets, or computers with single log-in. See pages xviii–xxiii for a Tour of a Unit.

Digital Workbook

The Digital Workbook provides additional online exercises to help master each grammar point. Automatically-graded exercises give immediate feedback for activities such as correcting errors highlighted in the Avoid Common Mistakes section in the Student's Book. Self-Assessment sections at the end of each unit allow students to test their mastery of what they learned. Look for  in the Student's Book to see when to use the Digital Workbook.

Writing Skills Interactive

Writing Skills Interactive is a self-grading course to practice discrete writing skills, reinforce vocabulary, and give students an opportunity with additional writing practice. Each unit has:

- Vocabulary review
- Short text to check understanding of the context
- Animated presentation of target unit writing skill
- Practice activities
- Unit Quiz to assess progress

Teacher Resources

A variety of downloadable resources are available on Cambridge One (cambridgeone.org) to assist instructors, including the following:

Teacher's Manual

- Suggestions for applying the target grammar to all four major skill areas, helping instructors facilitate dynamic and comprehensive grammar classes
- An answer key and audio script for the Student's Book
- Teaching tips, to help instructors plan their lessons
- Communicative activity worksheets to add more in-class speaking practice

Assessment

- Placement Test
- Ready-made, easy-to-score Unit Tests, Midterm, and Final in .pdf and .doc formats
- Answer Key

Presentation Plus

Presentation Plus allows teachers to digitally project the contents of the Student's Books in front of the class for a livelier, interactive classroom. It is a complete solution for teachers because it includes easy-to-access answer keys and audio at point of use.

Acknowledgements

The publisher and author would like to thank these reviewers and consultants for their insights and participation:

Marty Attiyeh, The College of DuPage, Glen Ellyn, IL
Shannon Bailey, Austin Community College, Austin, TX
Jamila Barton, North Seattle Community College, Seattle, WA
Kim Bayer, Hunter College IELI, New York, NY
Linda Berendsen, Oakton Community College, Skokie, IL
Anita Biber, Tarrant County College Northwest, Fort Worth, TX
Jane Breaux, Community College of Aurora, Aurora, CO
Anna Budzinski, San Antonio College, San Antonio, TX
Britta Burton, Mission College, Santa Clara, CA
Jean Carroll, Fresno City College, Fresno, CA
Chris Cashman, Oak Park High School and Elmwood Park High School, Chicago, IL
Annette M. Charron, Bakersfield College, Bakersfield, CA
Patrick Colabucci, ALI at San Diego State University, San Diego, CA
Lin Cui, Harper College, Palatine, IL
Jennifer Duclos, Boston University CELOP, Boston, MA
Joy Durighello, San Francisco City College, San Francisco, CA
Kathleen Flynn, Glendale Community College, Glendale, CA
Raquel Fundora, Miami Dade College, Miami, FL
Patricia Gillie, New Trier Township High School District, Winnetka, IL
Laurie Gluck, LaGuardia Community College, Long Island City, NY
Kathleen Golata, Galileo Academy of Science & Technology, San Francisco, CA
Ellen Goldman, Mission College, Santa Clara, CA
Ekaterina Goussakova, Seminole Community College, Sanford, FL

Marianne Grayston, Prince George's Community College, Largo, MD
Mary Greiss Shipley, Georgia Gwinnett College, Lawrenceville, GA
Sudeepa Gulati, Long Beach City College, Long Beach, CA
Nicole Hammond Carrasquel, University of Central Florida, Orlando, FL
Vicki Hendricks, Broward College, Fort Lauderdale, FL
Kelly Hernandez, Miami Dade College, Miami, FL
Ann Johnston, Tidewater Community College, Virginia Beach, VA
Julia Karet, Chaffey College, Claremont, CA
Jeanne Lachowski, English Language Institute, University of Utah, Salt Lake City, UT
Noga Laor, Rennert, New York, NY
Min Lu, Central Florida Community College, Ocala, FL
Michael Luchuk, Kaplan International Centers, New York, NY
Craig Machado, Norwalk Community College, Norwalk, CT
Denise Maduli-Williams, City College of San Francisco, San Francisco, CA
Diane Mahin, University of Miami, Coral Gables, FL
Melanie Majeski, Naugatuck Valley Community College, Waterbury, CT
Jeanne Malcolm, University of North Carolina at Charlotte, Charlotte, NC
Lourdes Marx, Palm Beach State College, Boca Raton, FL
Susan G. McFalls, Maryville College, Maryville, TN
Nancy McKay, Cuyahoga Community College, Cleveland, OH
Dominika McPartland, Long Island Business Institute, Flushing, NY

Amy Metcalf, UNR/Intensive English Language Center,
University of Nevada, Reno, NV

Robert Miller, EF International Language School San
Francisco – Mills, San Francisco, CA

Marcie Pachino, Jordan High School, Durham, NC

Myshie Pagel, El Paso Community College, El Paso, TX

Bernadette Pedagno, University of San Francisco, San
Francisco, CA

Tam Q Pham, Dallas Theological Seminary,
Fort Smith, AR

Mary Beth Pickett, GlobalLT, Rochester, MI

Maria Reamore, Baltimore City Public Schools,
Baltimore, MD

Alison M. Rice, Hunter College IELI, New York, NY

Sydney Rice, Imperial Valley College, Imperial, CA

Kathleen Romstedt, Ohio State University, Columbus, OH

Alexandra Rowe, University of South Carolina,
Columbia, SC

Irma Sanders, Baldwin Park Adult and Community
Education, Baldwin Park, CA

Caren Shoup, Lone Star College – CyFair, Cypress, TX

Karen Sid, Mission College, Foothill College, De Anza
College, Santa Clara, CA

Michelle Thomas, Miami Dade College, Miami, FL

Sharon Van Houte, Lorain County Community College,
Elyria, OH

Margi Wald, UC Berkeley, Berkeley, CA

Walli Weitz, Riverside County Office of Ed., Indio, CA

Bart Weyand, University of Southern Maine, Portland, ME

Donna Weyrich, Columbus State Community College,
Columbus, OH

Marilyn Whitehorse, Santa Barbara City College, Ojai, CA

Jessica Wilson, Rutgers University – Newark, Newark, NJ

Sue Wilson, San Jose City College, San Jose, CA

Margaret Wilster, Mid-Florida Tech, Orlando, FL

Anne York-Herjeczki, Santa Monica College,
Santa Monica, CA

Hoda Zaki, Camden County College, Camden, NJ

We would also like to thank these teachers and programs for allowing us to visit:

Richard Appelbaum, Broward College, Fort Lauderdale, FL

Carmela Arnoldt, Glendale Community College,
Glendale, AZ

JaNae Barrow, Desert Vista High School, Phoenix, AZ

Ted Christensen, Mesa Community College, Mesa, AZ

Richard Ciriello, Lower East Side Preparatory High School,
New York, NY

Virginia Edwards, Chandler-Gilbert Community College,
Chandler, AZ

Nusia Frankel, Miami Dade College, Miami, FL

Raquel Fundora, Miami Dade College, Miami, FL

Vicki Hendricks, Broward College, Fort Lauderdale, FL

Kelly Hernandez, Miami Dade College, Miami, FL

Stephen Johnson, Miami Dade College, Miami, FL

Barbara Jordan, Mesa Community College, Mesa, AZ

Nancy Kersten, GateWay Community College, Phoenix, AZ

Lewis Levine, Hostos Community College, Bronx, NY

John Liffiton, Scottsdale Community College,
Scottsdale, AZ

Cheryl Lira-Layne, Gilbert Public School District, Gilbert, AZ

Mary Livingston, Arizona State University, Tempe, AZ

Elizabeth Macdonald, Thunderbird School of Global
Management, Glendale, AZ

Terri Martinez, Mesa Community College, Mesa, AZ

Lourdes Marx, Palm Beach State College, Boca Raton, FL

Paul Kei Matsuda, Arizona State University, Tempe, AZ

David Miller, Glendale Community College,
Glendale, AZ

Martha Polin, Lower East Side Preparatory High School,
New York, NY

Patricia Pullenza, Mesa Community College, Mesa, AZ

Victoria Rasinskaya, Lower East Side Preparatory High
School, New York, NY

Vanda Salls, Tempe Union High School District, Tempe, AZ

Kim Sanabria, Hostos Community College, Bronx, NY

Cynthia Schuemann, Miami Dade College, Miami, FL

Michelle Thomas, Miami Dade College, Miami, FL

Dongmei Zeng, Borough of Manhattan Community
College, New York, NY

Tour of a Unit

ACADEMIC WRITING FOCUS

appears at the beginning of the unit.

GRAMMAR IN THE REAL WORLD

presents the unit's grammar in a realistic context using contemporary texts.

UNIT
7

Count and Noncount Nouns

Privacy Matters

1 Grammar in the Real World

A What information about yourself do you want to keep private? Read the article from a website. What are some ways you can protect your personal information?

B Comprehension Check Match the kind of ID theft with the way to avoid it.

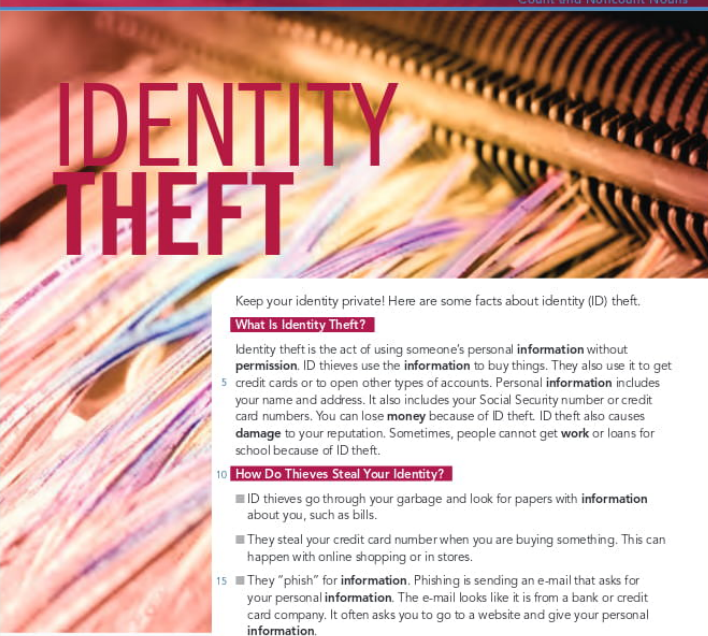
<p>ID thieves . . .</p> <ol style="list-style-type: none"> take information from your garbage. steal your credit card number online. "phish" for information. 	<p>But you can . . .</p> <ol style="list-style-type: none"> only pay on secure websites. not respond to an unsolicited e-mail. shred your bills before you throw them away.
---	---

C Notice Find the sentences in the article and complete them with a or an. If no word goes in the blank, write X.

- Identity theft is the act of using someone's personal information without _____ permission.
- ID thieves go through your garbage and look for _____ papers.
- They "phish" for _____ information.
- Phishing is sending _____ e-mail that asks you for your personal information.
- The e-mail looks like it is from _____ bank.

Which of the nouns are things you can count? Which are things you cannot count? Which noun is plural?

Count and Noncount Nouns



Keep your identity private! Here are some facts about identity (ID) theft.

What Is Identity Theft?

Identity theft is the act of using someone's personal **information** without **permission**. ID thieves use the **information** to buy things. They also use it to get credit cards or to open other types of accounts. Personal **information** includes your name and address. It also includes your Social Security number or credit card numbers. You can lose **money** because of ID theft. ID theft also causes **damage** to your reputation. Sometimes, people cannot get **work** or loans for school because of ID theft.

How Do Thieves Steal Your Identity?

- ID thieves go through your garbage and look for papers with **information** about you, such as bills.
- They steal your credit card number when you are buying something. This can happen with online shopping or in stores.
- They "phish" for **information**. Phishing is sending an e-mail that asks for your personal **information**. The e-mail looks like it is from a bank or credit card company. It often asks you to go to a website and give your personal **information**.

How Can You Avoid ID Theft?

- Shred¹ bills and other documents that have personal **information** before you throw them away.
- If you shop online, only shop at well-known shopping sites. Only pay on secure² Web pages. URLs on secure pages begin with "https." (The s means "secure.")
- Never answer an unsolicited³ e-mail. This is especially true if the e-mail looks like it is from a bank or a credit card company.

Follow this advice, and you can protect yourself from ID theft.

¹shred: cut into very small pieces
²secure: safe
³unsolicited: not asked for

82
Privacy Matters 83

NOTICE ACTIVITIES

draw students' attention to the structure, guiding their own analysis of form, meaning, and use.

GRAMMAR PRESENTATION

begins with an overview that describes the grammar in an easy-to-understand summary.

THEME-RELATED EXERCISES

boost fluency by providing grammar practice in a variety of different contexts.

3 Noncount Nouns: Determiners and Measurement Words

Grammar Presentation

You can use certain determiners and measurement words with noncount nouns.

Can you give me **some advice** about spyware programs?
She told me two interesting **pieces of news**.

3.1 Noncount Nouns with Determiners

A Use a **lot of**, **some**, and a **little** with noncount nouns in affirmative statements.

There was **a lot of milk** in the refrigerator.
I have **some important information** for you.
Could I have **a little cream** in my coffee, please?

B Use **much**, **a lot of**, and **any** with noncount nouns in questions.

Was there **much furniture** in the apartment?
Is there **a lot of traffic** at 5:00 p.m.?
Are you making **any progress** with your English these days?

C Use **some** and **a little** for questions that are offers and requests.

Would you like **some tea**?
Would you like **a little sugar** in your coffee?

D Use **not much**, **not a lot**, and **not any** with noncount nouns in negative statements.

There's **not much juice** left in your glass.
She **doesn't** earn **a lot of money** in her present job.
We **didn't** do **any work** yesterday.

E Do not use **much** or **a little** with count nouns.

We **don't** have **much time** left.
We **don't** have **much hours** left.
There's **a little coffee** in the cup.
There's **a little cups** on the table.

3.3 Noncount Nouns with Measurement Words (continued)

Measurements

a **gallon of** milk
gas



a **pound of** butter
sugar
coffee
meat



a **cup of** sugar
milk
coffee
tea



Shapes

a **bar of** soap
chocolate



a **loaf of** bread



a **sheet of** paper



a **tube of** toothpaste



B You can also use **piece** with non-food items, such as **advice**, **information**, **news**, **music**, **equipment**, **evidence**, **furniture**, **tape**, and **research**.

He told us **an interesting piece of news**.
They gave us **a helpful piece of advice**.

C Measurement words can be singular or plural.

I bought **a pound of butter** and **three loaves of bread**.

Grammar Application

Exercise 3.1 Determiners and Too and Enough

A Complete the web article. Circle the correct words.

What Are Cookies? by Sue Wilder

Many / Much computer security experts are concerned about the use of cookies on the Internet. A "cookie" is a piece of information stored in your computer. It contains information on all the Internet sites that you look at. **A lot of / Much** websites send a cookie to your computer when you visit them. Companies with websites can get **many / a lot of** information about consumers with cookies. For example, an online store sends a cookie that gives the store **much / some** details about who you are. The next time you visit the store, it remembers your details.

There is **a lot of / many** concern about cookies because they are a privacy issue. However, **some / much** experts do not think that there are **some / any** problems to worry about. These experts say cookies do not have **any / much** harmful effects on your computer; that is, they do not contain **a few / any** viruses.

You can change a setting on your computer to block cookies. However, one study showed that **not many / a few** computer users do this.

CHARTS

provide clear guidance on the form, meaning, and use of the target grammar for ease of instruction and reference.

GRAMMAR APPLICATION

keeps students engaged with a wide variety of exercises that introduce new and stimulating content.



DATA FROM THE REAL WORLD

Some common noncount nouns in speaking and writing are:

advice	equipment	information	music	research	stuff
bread	evidence	knowledge	news	rice	traffic
cash	fun	luck	permission	safety	water
coffee	furniture	milk	progress	security	weather
damage	health	money	publicity	software	work

DATA FROM THE REAL WORLD

takes students beyond traditional information and teaches them how the unit's grammar is used in authentic situations, including differences between spoken and written use.

Exercise 3.2 Measurement Words

A Match the measurement words and the nouns.

- 1 a piece of b a rice 5 a cup of _____ e chocolate
 2 a package of _____ f cake 6 a bar of _____ f paper
 3 a glass of _____ c pizza 7 a scoop of _____ g coffee
 4 a slice of _____ d milk 8 a sheet of _____ h ice cream



B Complete the article about privacy issues and shopping. Use the correct form of the words in the box. Then listen and check your answers.

bar bottle box can carton gallon loaf package pound tube



A lot of supermarket shoppers have store club cards these days. Club cards give you lower prices or points for shopping. To get the lower prices, you swipe your card every time you make a purchase. The card tells the store who you are and what you buy. Here is an example.

Shopper 1 buys three loaves of bread, two _____ of juice, a _____ of milk, a _____ of toothpaste, a _____

QR CODES

give easy access to audio at point of use.

CONTEXTUALIZED PRACTICE

moves from controlled to open-ended, teaching meaningful language for real communicative purposes.

HOW TO USE A QR CODE

- 1 Open the camera on your smartphone.
- 2 Point it at the QR code.
- 3 The camera will automatically scan the code. If not, press the button to take a picture.

* Not all cameras automatically scan QR codes. You may need to download a QR code reader. Search "QR free" and download an app.



C Group Work What did you buy this week? Write three sentences on a piece of paper. Do not write your name! Read the papers in groups and try to guess who wrote them.

This person bought three loaves of bread, so it might be Nicki.

4 Avoid Common Mistakes

- 1 A singular count noun needs a determiner.
I do not have a card for this store.
- 2 Do not use *a* / *an* with a noncount noun.
You need a permission to use my credit card.
- 3 Do not use a noncount noun in the plural.
The supermarket has personal informations about shoppers.
- 4 Do not use *many* or *too many* with a noncount noun.
There was many Internet crime last year.
- 5 Do not use *much* with a noncount noun in affirmative statements.
She had much cash in her wallet when somebody stole it.

Editing Task

Find eight more mistakes in this article about Internet spyware.

Spyware is, type of computer software. Someone sends it to computer without your knowledges or permissions. It takes control of your computer. It can make your computer run slowly or even crash. Spyware often records an information about your computer use. It gives the information to advertisers or other people who want to collect informations on you. Many spyware sneaks into your computer when you are downloading and installing programs from the Internet. One way to prevent a spyware is to put security settings on your Internet browser. Set your browser to a medium or higher setting. There is also much software you can buy that blocks spyware.

Privacy Matters 93

AVOID COMMON MISTAKES

is based on a database of over 135,000 essays. Students learn to avoid the most common mistakes English language learners make and develop self-editing skills to improve their speaking and writing.

EDITING TASK

gives learners an opportunity to identify and correct commonly made errors and develop self-editing skills needed in their university studies.

ACADEMIC WRITING

concentrates on specific stages of the writing process: Brainstorm, Organize, Write, Edit.

REAL WORLD MODEL

incorporates the unit grammar into common types of writing for students to understand and analyze.

5 Academic Writing

Expository Writing

Brainstorm > Organize > Write > Edit

In this writing cycle (Units 7-9), you are going to write a report that answers the prompt below. In this unit (7), you will analyze an article and brainstorm ideas about the topic.

Choose a new area of technology or invention to analyze. Write a report about its advantages and disadvantages, and include a prediction in the conclusion.

Exercise 5.1 Preparing to Write

Work with a partner. Discuss the questions.

- 1 What kind of technology is important to you in your life now? Why?
- 2 Are there disadvantages to this kind of technology? What are they?
- 3 In the future, what kind of problems could technology solve?

Exercise 5.2 Focusing on Vocabulary

Read the definitions. Complete the sentences with the correct form of the words in the box.

artificial (adj) not natural, made by people
benefit (n) advantage; positive result; (v) to help or give an advantage to
convenience (n) something that makes life or a process easier
congestion (n) a situation when something is blocked or stopped
organ (n) part of a human or animal that has a special purpose
power (n) energy, usually electricity or gas, used to provide heat, light, etc.
process (n) a series of actions to reach a result
progress (n) movement toward an improved situation

- 1 Designing new technology is often a long _____. It can take years until it works well.
- 2 New technology sometimes creates problems, but there are usually _____ to people, too.
- 3 Most modern cities have serious traffic _____ because there are too many cars on the road.

LEARNER OUTCOMES

are mapped out at the beginning of each writing cycle and section.

Count and Noncount Nouns

- 7 In medicine, _____ legs and arms are now so advanced that people use them to run marathons and to climb mountains.
- 8 With special equipment, doctors can now see a patient's _____, like the heart, to look for signs of disease.

The World of Tomorrow

Every generation develops new technology that has both positive and negative effects. In the past 30 years, for example, the Internet has become part of daily life. However, along with more information, faster communication, and greater convenience,

there are issues with privacy, identity theft, and online harassment. Now, what comes next? What will the world of tomorrow look like? Will it be easier or more difficult? Many people are confident that technology is going to help solve some of today's most challenging problems. Other people worry that new technology may solve old problems but create new ones, like the Internet has. While it is difficult to predict the world of tomorrow, progress today in the areas of transportation, production, and safety will probably change the future.

When we dream about the future of transportation, many of us believe that we will be able to exit our garages and take to the skies in our own personal flying cars. In fact, companies like Terrafugia and AeroMobil are already developing them. The advantages of flying cars are obvious. They would allow full freedom of movement. We could fly at 300 miles per hour, avoiding traffic, lights, busy roads, and speeding tickets. However, some people point to the disadvantages of flying cars. They claim that there are certain to be problems with controlling traffic. If the cars become popular, there is likely to be more congestion in the air. Another big problem is mechanical failure. What will happen if the cars break down? These are problems we must solve when flying cars become a reality.

The way we make, buy, and sell things is also going to change. For example, most people print out electronic documents on sheets of paper at work or school, and many people are probably aware of 3D printing, a process by which three-dimensional objects are created. 3D printers build an object using layers of liquid plastic, metal, or other materials. They build up the layers line by line like a normal printer until the object is complete. Car companies like BMW and Volkswagen already use 3D printers to make life-size models of car parts, and medical technology companies have already used 3D printing to make body parts, such as artificial ears. Some



people print their own small objects at home, such as jewelry and toys, with 3D printers. However, 3D printing has the ability to change the future. It can create something as large as a house in a few days at a low cost. In addition, scientists are conducting experiments to "print" biological tissues. Before long, it might be possible to use 3D printing to create affordable housing, print organs for transplants, or even make food.

Finally, the future of personal health and safety is bright. Imagine wearing a real lifeguard suit. Several companies are trying to build a practical robot "lifeguard." This is a suit of robot arms and legs that follows the wearer's movements. It allows the wearer to lift heavy objects, walk long distances, and even punch through water. There are obvious military advantages for this technology, but there are also benefits for people with disabilities. The suit could help people walk again after disease or injury. However, the obvious disadvantage at the moment is the cost. Even a simple exoskeleton can cost hundreds of thousands of dollars. Another problem is battery life. This type of suit needs a lot of power. At the moment, the batteries last only about 15 minutes. One other problem is that a badly programmed robot suit could injure the wearer if the robot suit bent the leg or arm the wrong way, for instance.

The future is clearly exciting. One day we might be able to fly to work, print out a new pair of shoes, or lift a car above our heads, but there are still a lot of problems to solve before any of these products become part of normal life. However, companies are making progress in all three areas.

Privacy Matters 95

SKILL BOXES

provide clear explanations of carefully selected writing skills.

MY WRITING

helps students develop their academic writing at various stages of the writing process.

Exercise 5.3 Comprehension Check

Read the text on page 95. Work with a partner. Ask and answer the questions.

- 1 Will flying cars solve traffic problems? Why or why not?
- 2 How can 3D printers be used by medical doctors?
- 3 To which two groups of people could the robot exoskeleton be useful?
- 4 Does the author believe that technology is always a benefit to people?

Exercise 5.4 Noticing the Grammar and Structure

Complete the tasks. Compare your answers with a partner.

- 1 Underline the thesis statement. Circle all the non-count nouns in it.
- 2 Match each invention in the body paragraphs to a non-count noun in the thesis statement.
 - a robot suit b flying car c 3D printer
- 3 Circle one advantage and put a box around one disadvantage of each invention.
- 4 How does the writer organize the information in paragraphs 2-4?
- 5 Find and highlight two uses of the determiner *a lot of* in paragraphs 4-5. What kind of noun follows it?

Using A T-Chart

A T-chart is a kind of graphic organizer. It is useful for examining two sides or aspects of a topic, such as advantages and disadvantages or pros and cons.

Exercise 5.5 Applying the Skill

Choose one invention in the text, and complete the T-chart. Add at least one advantage and one disadvantage to the T-chart.

Invention: _____

Advantages	Disadvantages

My Writing

Exercise 5.6 Brainstorming Ideas

Work with a partner. Write down one modern invention in each area of technology in the chart. Do research online if necessary.

medicine	
home	
space	
transportation	
entertainment	
computers	

Exercise 5.7 Identifying Advantages and Disadvantages

Choose one of the inventions from Exercise 5.6 to write about in your report. Write at least three advantages and three disadvantages of the invention in the T-chart below.

Invention: _____

Advantages	Disadvantages

Exercise 5.8 Writing a Paragraph

Write a paragraph about the invention you chose. Include:

- a topic sentence with a description of the invention
- its advantages and disadvantages
- a concluding sentence with a prediction

Exercise 5.9 Editing Your Writing

Use the checklist to edit your paragraph.

Did you use a noncount noun to refer to a general idea and then give details about that idea?	
Did you use the correct determiner with count and noncount nouns?	
Did you avoid the common mistakes in the chart on page 93?	

APPLICATION EXERCISES

give students scaffolded practice of the writing skills.

Kahoot!

for Grammar and Beyond

cambridge.org/kahoot/grammarandbeyond



What is Kahoot!?

Kahoot! is a game-based learning platform that makes it easy to create, share and play fun learning games and trivia quizzes in minutes. You can play Kahoot! on any mobile device or laptop with an internet connection.

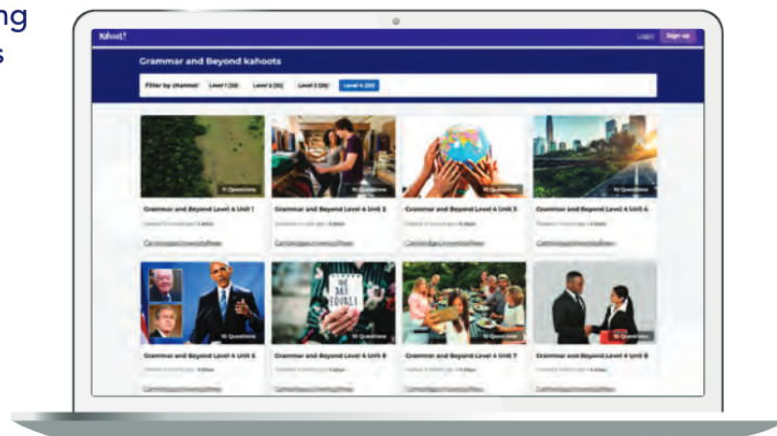
What can you use kahoots for?

Kahoots can be used for review, formative assessment or homework.

When should you play Kahoot?

You can play kahoot quizzes before starting the unit as a diagnostic, during the unit as formative assessment, or at the end of a unit to test student knowledge.

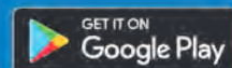
To launch a live game in the classroom, find the kahoot for the level and unit and simply click on "play".



Quiz Your English app

Quiz Your English is a fun new way to practice, improve, and test your English by competing against learners from all around the world. Learn English grammar with friends, discover new English words, and test yourself in a truly global environment.

- Learn to avoid common mistakes with a special section just for *Grammar and Beyond* users
- Challenge your friends and players wherever they are
- Watch where you are on the leaderboards



Simple Present

Are You Often Online?

1 Grammar in the Real World

ACADEMIC WRITING

Doing research
online

A What kinds of things do you do on the Internet? Read the magazine article. What is one good thing and one bad thing about spending time online?

B Comprehension Check Answer the questions.

- 1 What do sociologists disagree about?
- 2 How much time does the average person in the United States spend online per week?
- 3 What is face-to-face time? What are some examples of face-to-face time?
- 4 Does the article say not to use computers?

C Notice Find the sentences in the article and complete them.

- 1 In today's busy world, people _____ a lot of time with computers, and they _____ less and less time with people.
- 2 Sociologists _____ about this.
- 3 In the United States, the average person _____ 24 hours a week online.
- 4 Sometimes technology _____ people improve their relationships with others.

Look at the words you wrote in the blanks. Which of the verbs end in -s?



Balancing TIME ONLINE and TIME WITH PEOPLE

¹**sociologist:** someone who studies people and society

²**face-to-face:** meeting with someone in the same place directly

In today's busy world, people **spend** a lot of time with computers, and they **spend** less and less time with people. **Does** this **change** how people interact with family and friends? **Does** it **help** or **hurt** people and relationships? Sociologists¹ **disagree** about this. Some **worry** about the Internet's effect on our friends and family. Others **think** this is not a problem.

Studies **show** that people spend less face-to-face² time with family and friends than they did a few years ago. Instead, they **play** online games, **shop** online, and also **look** at social networking sites. In the United States, the average person **spends** 24 hours a week online. They **interact** face-to-face less, and this sometimes has bad effects. For example, some people **do not spend time** together as a family very often. They talk less because they spend more time online.

Sometimes technology **helps** people improve their relationships with others. For example, social networking sites **help** people stay in touch with friends and family who live far away. They enable people to reconnect with old friends and classmates.

Are you worried about the time you spend online? If so, try to make a schedule. Schedule time away from the computer to be with family and friends. Try to balance online time with face-to-face time.

2 Simple Present

Grammar Presentation

The simple present describes habits, general truths, feelings, or thoughts.

Many people **spend** up to 24 hours a week online.
I **play** games online every night.
My sister **loves** to shop online.

2.1 Affirmative and Negative Statements

AFFIRMATIVE			NEGATIVE			
Subject	Verb		Subject	Do/Does + Not	Base Form of Verb	
I You We They	shop	online.	I You We They	do not don't	shop	online.
He/She/It	shops		He/She/It	does not doesn't		

2.2 Affirmative and Negative Statements with Be

AFFIRMATIVE			NEGATIVE		
Subject	Be		Subject	Be + Not	
I	am	online.	I	am not	online.
You We They	are		You We They	are not	
He/She/It	is		He/She/It	is not	

CONTRACTIONS		
Affirmative	Negative	
I'm	I'm not	
You're We're They're	You're not We're not They're not	You aren't We aren't They aren't
He's She's It's	He's not She's not It's not	He isn't She isn't It isn't



DATA FROM THE REAL WORLD

Research shows the contractions 's not and 're not are more common after pronouns (he, she, you, etc.) than isn't and aren't.

Be careful not to use contractions in formal writing.

's not/ 're not
isn't/ aren't



Say: "He's not feeling well today."
Write: He is not feeling well today.

2.3 Yes/No Questions and Short Answers

Do/Does	Subject	Base Form of Verb	
Do	I you we they	shop	online?
Does	he/she/it		

Short Answers

Yes, I do .	No, I don't .
Yes, you do .	No, you don't .
Yes, we do .	No, we don't .
Yes, they do .	No, they don't .
Yes, he/she/it does .	No, he/she/it doesn't .

2.4 Information Questions and Answers

Wh- Word	Do/Does	Subject	Base Form of Verb
Where When How often	do	I you we they	shop?
	does	he/she/it	

Answers

I **shop** online.
You **shop** at night.
We **shop** once a week.
They **shop** every day.
He **shops** every night.

Wh- Word	Verb	
Who	uses	e-mail?
What	helps	people reconnect?

Answers

Everyone **uses** e-mail!
The Internet **helps** people reconnect.

2.5 Using Simple Present Statements

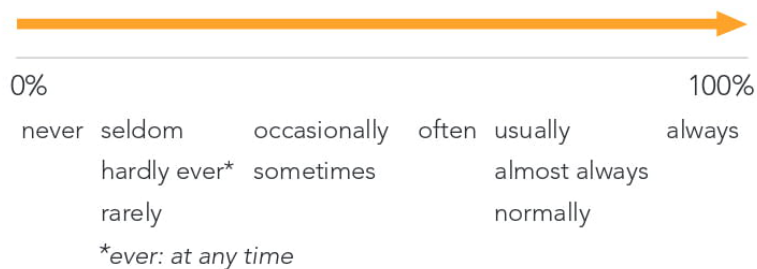
- A** Use the simple present to describe habits and routines (usual and regular activities).

I usually **read** the news online.
We **eat** together as a family on weekends.

- B** Use the simple present to describe facts, general truths, feelings, or thoughts.

The average person **spends** 24 hours a week online.
Some people **worry** about the effects of the Internet.

- C** Use the simple present with adverbs of frequency to say how often something happens.



- D** Adverbs of frequency come before the main verb in affirmative statements but after the verb *be*.

I **occasionally** play online games.
I am **hardly ever** free.

- E** Do not use *sometimes* after *not*.
Note that meaning can change in negative statements with adverbs of frequency.

Sometimes people do not check e-mail.
~~People do not sometimes check e-mail.~~
I don't **always** check e-mail.
(Does not mean "I never check e-mail.")

- F** *Sometimes, occasionally, normally, often, usually, and almost always* can come before the verb or at the beginning or end of a sentence.

I **usually** check my e-mail at home.
Usually, I check my e-mail at home.
I check my e-mail at home **usually**.

- G** Adverbs of frequency come before the main verb in questions.

Do you **always** study at night? Yes, I do.
Do you **ever** watch YouTube? No, I don't.

- H** Do not use negative adverbs of frequency in negative sentences.

I **don't usually** shop online.
~~I don't never shop online.~~

2.6 Using Simple Present Questions

A Answer *when or what time* questions with **time expressions**.

What time do you shop online? I shop online **at night**.
 When do you check e-mail? I check e-mail **during the day**.
 When do you call your family? I call my family **on Sunday night**.
 When do you shop at the mall? I shop at the mall **in December**.

B Answer *how often* questions with **frequency expressions**.

How often do you shop? I shop **once a week**.
 How often do you check e-mail? I check e-mail **three times a day**.



Grammar Application

Exercise 2.1 Statements

A Complete the sentences. Use the correct form of the verbs in parentheses. Use contractions when possible.

- 1 My family and friends _____ **use** _____ (use) the computer for all sorts of things.
- 2 I _____ (use) an online dictionary for my classes.
- 3 My friend Mark _____ (shop) for clothes online.
- 4 Our classmates Marta and Raul _____ (check) their e-mail at the library.
- 5 My best friend Ana _____ (not be) on any social networking sites.
- 6 Ana and her sister Claudia _____ (not buy) groceries online.
- 7 My family _____ (spend) a lot of time online.
- 8 My brother Sam is online a lot, but he also _____ (interact) with our family.
- 9 Technology _____ (not hurt) my relationships.

B Over to You Rewrite three sentences in A so they are true about you. Then compare your sentences with a partner.

A I don't use an online dictionary. How about you?

B No, I don't, but I shop for clothes online.

Exercise 2.2 Frequency Adverbs



Listen to Alex and Karen talk about their online activities. Complete the sentences with the correct adverb of frequency.

- Karen hardly ever goes to the mall.
- Karen is _____ studying.
- Karen _____ reserves library books online.
- Alex _____ goes to the library on the weekend.
- Karen _____ studies in the library.
- Karen _____ studies at home.
- Alex _____ meets up with friends.
- Karen needs a break _____.



Exercise 2.3 Time Expressions and Frequency Adverbs

Look at the things Brandon does online. Then complete the sentences. Circle the correct answer.

	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
Watch videos	✓						
Read the news	✓	✓	✓	✓	✓	✓	
Shop for groceries	✓	✓					
Play games						✓	✓
Check e-mail	✓	✓	✓	✓	✓	✓	✓
Shop for clothes							

- Brandon occasionally / ~~never~~ watches videos online.
- He checks e-mail sometimes / every day.
- He seldom / often reads the news online.
- Brandon always plays games on Thursday / on Saturday.
- He shops for groceries online twice / once a week.
- He hardly ever / never plays games.
- Brandon always / rarely checks e-mail.
- He never / sometimes shops for clothes online.

Exercise 2.4 Questions

A Unscramble the words to make questions. Then write two questions of your own.

1 own/Do/a computer?/you

Do you own a computer?

2 the news/Do/read/you/online?

3 often/shop online?/do/How/you

4 usually/check/do/you/your/Where/e-mail?

5 website?/your/favorite/is/What

6 music?/you/Do/download/sometimes

7

8

B Group Work Ask three classmates the questions in A. Answer your classmates' questions. Give extra information.

A *Do you own a computer?*

B *No, I don't. But I use the computers at the library. They're free!*

C Pair Work Tell a partner some things you learned in B.

I own a computer, but Peter doesn't. He uses the computers at the library.

Peter doesn't shop online, but I do.

3 Time Clauses and Factual Conditionals

Grammar Presentation

Time clauses in the present tense show the sequence of events. Factual conditionals describe things that are generally true in a certain situation.

***When I get home,** I check my e-mail.
If it's late, I don't stay online for a long time.*

3.1 Time Clauses

Time Clause		Main Clause
Before	I get to work,	I check my e-mail.
After		
As soon as		
When		

Main Clause	Time Clause	
I check my e-mail	before	I get to work.
	after	
	as soon as	
	when	

3.2 Factual Conditionals

Condition		Main Clause
If	I get an e-mail,	I feel great!

Main Clause	Condition	
I feel great	if	I get an e-mail.

3.3 Using Time Clauses

A Use time clauses to say when the main clause happens. Use <i>after</i> to introduce the first event.	<div>SECOND EVENT</div> <div>FIRST EVENT</div> <i>I check my e-mail after I get home.</i>
B Use <i>as soon as</i> to introduce the first event when the second event happens immediately after.	<div>FIRST EVENT</div> <div>SECOND EVENT</div> <i>As soon as I change my password, I forget it.</i>
C Use <i>while</i> when events happen at the same time.	<i>While I'm online, I check my e-mail.</i>
D <i>When</i> means "at almost the same time." Use <i>when</i> to introduce the first event.	<div>SECOND EVENT</div> <div>FIRST EVENT</div> <i>I visit social networking sites when I get home.</i>
E Use <i>before</i> to introduce the second event.	<div>SECOND EVENT</div> <div>FIRST EVENT</div> <i>Before I go to work, I check my e-mail.</i>
F Use a comma if the time clause comes first.	<i>Before I go out, I check my e-mail.</i> <i>After I check my e-mail, I read the news.</i>
G A time clause by itself is not a complete sentence.	<i>Before I go out, I turn off my computer.</i> <i>Before I go out. I turn off my computer.</i>

3.4 Using Factual Conditionals

A Use factual conditionals to describe things that are generally true in certain situations. The condition describes a situation. The main clause describes the result of the situation.	<div>CONDITION</div> <div>MAIN CLAUSE (RESULT)</div> <i>If I need a recipe, I go to a cooking site.</i>
B Use <i>if</i> when one event depends on another one happening.	<i>If I need directions, I go to a map site.</i> (I go to a map site only because I need directions.)
C A condition by itself is not a complete sentence.	<i>If I need directions, I go to a map site.</i> <i>If I need directions. I go to a map site.</i>



Grammar Application

Exercise 3.1 Time Clauses

A Read about Dave. Then complete the sentences. Circle the correct words.

- Dave gets out of bed and immediately turns on his computer.
- Then he checks his e-mail.
- He plays an online game. Then he goes to work.
- At work, Dave checks his e-mail many times a day.
- He gets home and immediately turns on his computer.
- He stays at home all evening and plays online games.
- He sometimes eats dinner and sits in front of his computer.
- He visits a social networking site. Then he goes to bed.



- 1 As soon as / Before he gets out of bed in the morning, Dave turns on his computer.
- 2 After / Before he turns on his computer, he checks his e-mail.
- 3 He plays an online game when / before he goes to work.
- 4 As soon as / While he is at work, Dave checks his e-mail many times a day.
- 5 Before / As soon as Dave gets home, he turns on his computer again.
- 6 Dave usually plays online games after / while he is at home in the evening.
- 7 Dave sometimes eats dinner while / after he sits in front of his computer.
- 8 Dave visits a social networking site before / as soon as he goes to bed.

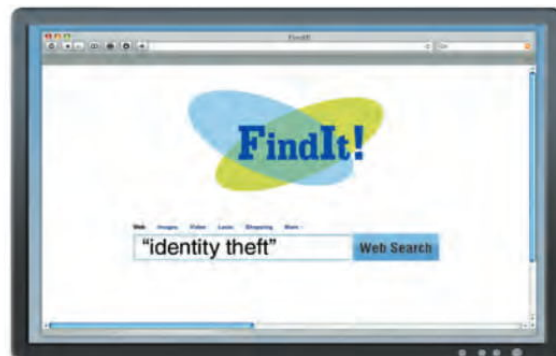
B Pair Work Compare your behavior with Dave's. Discuss it with a partner.

- A** *As soon as I get out of bed in the morning, I turn on my computer. How about you?*
- B** *I turn my computer on after I make coffee.*

Exercise 3.2 Time Clauses and Factual Conditionals

Read the sentences about Internet research. Underline the time clause or condition. Circle the main clause.

- 1 When Dani has a school assignment, she often does research on the Internet.
- 2 She usually starts with a search engine when she does research.
- 3 If the topic is general, Dani thinks about the best words to put into the search engine.
- 4 For example, if the topic is "How to avoid identity theft," Dani uses *avoid identity theft*.
- 5 If she gets too many results, she puts quotation marks around the words "identity theft."
- 6 She clicks on a result if it comes from a useful site.
- 7 When she gets to the page, she usually skims the information first.
- 8 She reads the entire page if the information seems useful.



Exercise 3.3 More Factual Conditionals

A Match the task with the website you go to.

If you . . .

- 1 forget the actors in an old movie, e
- 2 need the definitions of some words, _____
- 3 want to know the score of a soccer game, _____
- 4 need to know the temperature in Chicago today, _____
- 5 need a book at the library, _____
- 6 drive to a new friend's house, _____
- 7 want to cook something new for dinner, _____
- 8 forget the birth date of a famous person, _____

you go to . . .

- a a sports site.
- b an online encyclopedia.
- c a recipe site.
- d your library's website.
- ☒ e a movie site.
- f an online dictionary.
- g a weather site.
- h a map site.

B Over to You Write conditional sentences about your own Internet research. Use the ideas in A or your own ideas. Then compare your sentences with a partner.

- 1 If I forget the title of a book, I go to an online bookstore.
- 2 If I _____
I _____.
- 3 If I _____
I _____.
- 4 I _____
If I _____.
- 5 I _____
if I _____.

4 Avoid Common Mistakes



1 Do not contract *not* with *am*.

I'm not

~~I am n't~~ online every day.

2 Use the correct form of *do* with singular and plural subjects.

doesn't

He ~~don't~~ own a computer.

3 Remember to form information questions correctly.

does the professor

Where ~~the professor does~~ post his comments?

4 Do not use *sometimes* after *not*.

Sometimes I do not check

~~I do not sometimes check~~ e-mail on the weekends.

5 Always use a comma if a time clause or a condition clause begins a sentence.

When I change my password, I write it down.

~~When I change my password I write it down.~~

Editing Task

Find and correct 10 more mistakes in this blog entry.

My roommate Mark plays online games. He ~~don't~~ ^{doesn't} own a computer, so he goes to a computer lab. How often he does play? He plays every night! As soon as he finishes his homework he goes to the lab. He does not sometimes come home until midnight. He usually plays with people from around the world. He don't know the
 5 other players, but it doesn't matter. When Mark gets home he always has stories about the games he plays. Why people play these games? I do not understand. I am n't like Mark. I always play with people face-to-face when I play a game. When I play a game I know the people. Does many people play online games? How often you do play online games?

5 Academic Writing

Doing Research Online

In this unit (1), you will learn how to find and evaluate online sources and information to support your academic writing.

Exercise 5.1 Preparing to Write

Work with a partner. Ask and answer the questions.

- 1 Have you ever done research online? Give an example.
- 2 What types of websites can you use in academic writing? What types of websites should you avoid in academic writing? Explain your answers.
- 3 What should you look for when you evaluate an Internet source for academic writing?

Finding a Reliable Source

When you write in an academic setting, you must include reasons, facts, and examples to support your opinions and statements. In order to find this kind of support, you will often do research online. There are some excellent online resources for your academic writing, but there are also many sites that are not reliable. It is important to use reliable sources for your research.

Reliable Sources

- **Educational sites:** Look for websites that end in **.edu**. The writers are often professors or researchers. These articles are usually based on academic or scientific studies and research.
- **Government sites:** Look for websites that end in **.gov**. They often present data or statistics from government agencies. Experts usually write the reports.
- **Professional or academic journals:** These sources, which often end in **.edu** or **.org**, are based on research, and they present balanced information. Professionals and experts in that field write the articles.

Unreliable Sources

- **Blogs:** Anyone can write a blog. The writer may not be an expert or even have any real knowledge of the subject. Blogs often include biased information and personal opinions, not facts, data, or research.
- **Company sites:** Many websites that end in **.com** are commercial sites. They provide information for customers, but their main purpose is usually to sell products or services. As a result, they may have a biased point of view.

Sources That Need More Research

- **Major newspapers:** Look for sources that are known for accuracy and balanced reporting. You can usually use them even though their web addresses end in **.com**. However, these sites often include both news reports and opinion writing. It is important to pay attention to the kind of article you find.
- **Nonprofit sites:** These sites end in **.org**. The Red Cross is an international relief organization and a reliable source. However, many nonprofit organizations have a religious or political bias, so they are not always objective.
- **Wikipedia:** This website is useful because it can give you background information on a topic, key words for more research, and a list of reliable sources. However, it is not a reliable primary (main) source because its writers are not necessarily experts in the field.

Exercise 5.2 Applying the Skill

Work with a partner. Match the website with the type of source. Then discuss two topics for which you could use each website in academic writing. If necessary, go to the websites for information.

- | | |
|--------------------------|--|
| 1 Educational | a World Wildlife Fund (worldwildlife.org) |
| 2 Government | b Microsoft (microsoft.com) |
| 3 Professional | c Princeton University Library (library.princeton.edu) |
| 4 Major newspaper | d <i>New England Journal of Medicine</i> (nejm.org) |
| 5 Company | e <i>New York Times</i> (nytimes.com) |
| 6 Nonprofit organization | f Centers for Disease Control and Prevention (cdc.gov) |

Evaluating an Internet Source

You should evaluate any article or report that you find online before you use it as a resource in your academic writing. To evaluate a resource, ask the following important questions.

Who wrote it? Reliable sources usually include some information about the author of an article. You can use a source if the author is an expert or respected person in the area. In addition, look for any connections the author has with larger institutions, like universities or research organizations, in order to evaluate the source.

When was it published? In many academic areas, like technology, politics, and fashion, things change quickly, so look for recent information. If you cannot find a date, then you may not want to use it as a resource.

Who is it for? Resources that are written for college students, professors, or other professionals are better than those for younger students or for political or religious audiences.

This information is also important if your instructor or professor asks you to cite your source.

Exercise 5.3 Applying the Skill

Work with a partner. Imagine that your writing assignment is about the benefits and dangers of spending time online. Complete the tasks.

- 1 Find three reliable online sources for the topic.
- 2 Answer the three important questions in "Evaluating an Internet Source" for each source.
- 3 Compare your results with another student pair.



Present Progressive and Simple Present

Brainpower

1 Grammar in the Real World

ACADEMIC WRITING

Opinion writing

A What do you do to improve your brain? Read the article from a health magazine. How are the people in the article improving their brains?

B Comprehension Check Match each item with its benefit.

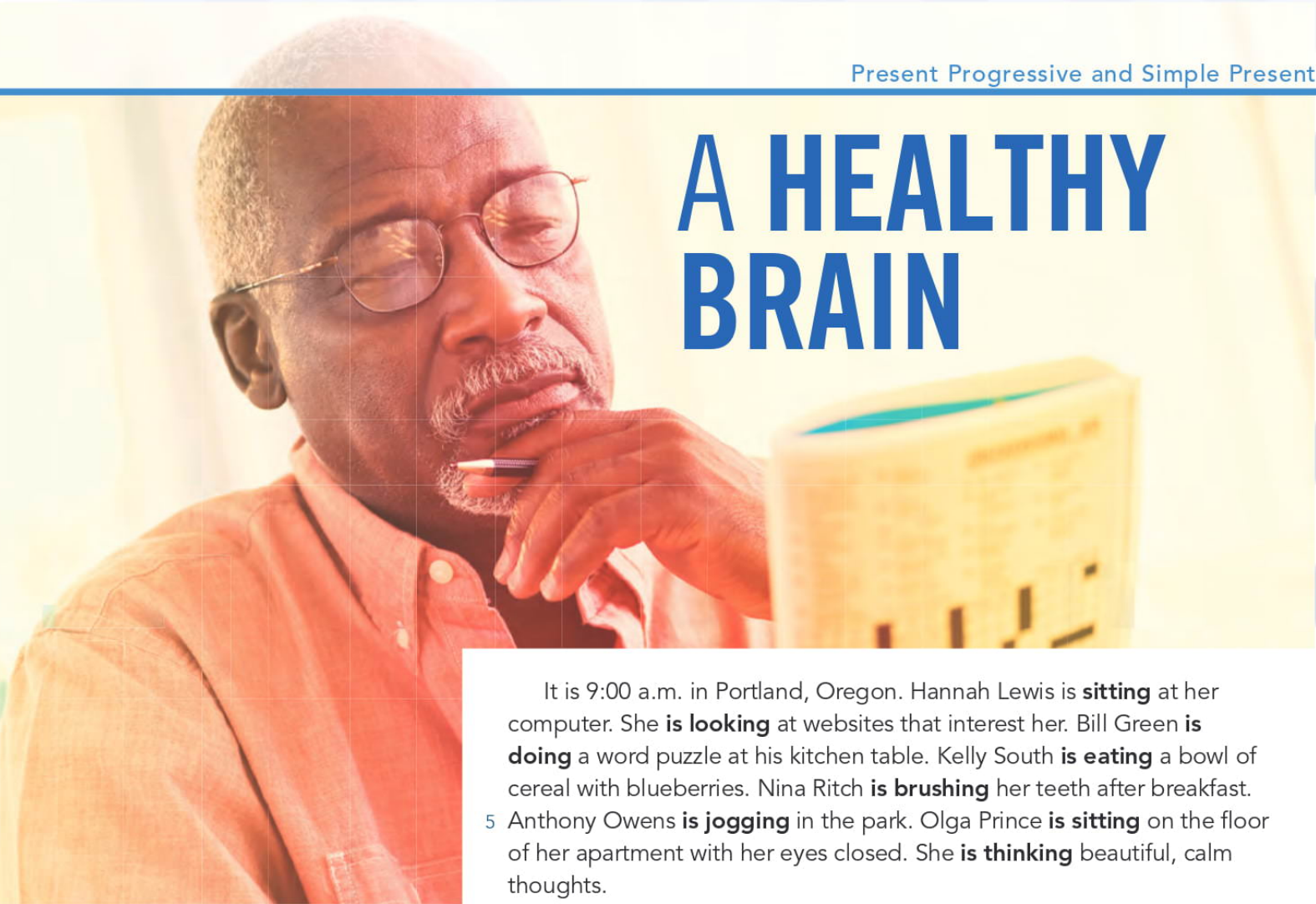
- | | |
|-------------------------------------|---|
| 1 Chemicals in blueberries <u>b</u> | a helps the brain, not just the body. |
| 2 Calm thoughts _____ | b improve your memory and ability to learn. |
| 3 Word puzzles _____ | c are good for your memory. |
| 4 Exercise _____ | d make your brain younger. |

C Notice Find the sentences in the article. Circle the answer you find in the article.

- 1 It is 9:00 a.m. in Portland, Oregon. Hannah Lewis sits/is sitting at her computer.
- 2 They all live/are living in Portland, of course.
- 3 Exercise helps/is helping the brain, not just the body.

Which sentences describe things that are true in general? Which describe things in progress now or around the present time?

A HEALTHY BRAIN



It is 9:00 a.m. in Portland, Oregon. Hannah Lewis is **sitting** at her computer. She **is looking** at websites that interest her. Bill Green **is doing** a word puzzle at his kitchen table. Kelly South **is eating** a bowl of cereal with blueberries. Nina Ritch **is brushing** her teeth after breakfast.
 5 Anthony Owens **is jogging** in the park. Olga Prince **is sitting** on the floor of her apartment with her eyes closed. She **is thinking** beautiful, calm thoughts.

What do these people have in common? They all **live** in Portland, of course. In addition, they **are** all **improving** their brains. We **are**
 10 **learning** more about the brain every day. Do things like word puzzles and blueberries help your brain? Many scientists **think** so. They **believe** that exercise, food, and other activities give people sharper memory and stronger, healthier brains.

These things **help** the brain in different ways. For example, the
 15 **chemicals** in blueberries **improve** your memory and your ability to learn. Calm thoughts **are** also good for your memory. Using interesting websites **makes** your brain stronger, and word puzzles **make** it younger. Take Bill Green, the word-puzzle
 20 lover. He **is** 60, but his brain is like the brain of a 40-year-old. Exercise **helps** the brain, not just the body. Even oral health is connected to the health of the brain, so don't forget
 25 to brush your teeth!

Improving your brain **does not stop** at any particular time. It can continue for life.



2 Present Progressive

Grammar Presentation

The present progressive describes things that are in progress now or around the present time.

Hannah **is sitting** at her computer.
She **is exercising** a lot these days.

2.1 Affirmative and Negative Statements

AFFIRMATIVE

Subject	Be	Verb + -ing
I	am	thinking.
You	are	
We		
They		
He/She/It	is	

NEGATIVE

Subject	Be + Not	Verb + -ing
I	am not	working.
You	are not	
We		
They		
He/She/It	is not	

CONTRACTIONS

Affirmative	Negative	
I'm	I'm not	
You're	You're not	You aren't
We're	We're not	We aren't
They're	They're not	They aren't
He's	He's not	He isn't
She's	She's not	She isn't
It's	It's not	It isn't

» Spelling Rules for Verbs Ending in -ing: See page A4.



DATA FROM THE REAL WORLD

Isn't and aren't are more common after nouns than 's not and 're not.

Bill and Olga **aren't** exercising.

2.2 Yes/No Questions and Short Answers

Be	Subject	Verb + -ing
Am	I	thinking?
Are	you	
	we	
	they	
Is	he she it	

Short Answers

Yes, I am .	No, I'm not .	
Yes, you are .	No, you're not .	No, you aren't .
Yes, we are .	No, we're not .	No, we aren't .
Yes, they are .	No, they're not .	No, they aren't .
Yes, he is .	No, he's not .	No, he isn't .
Yes, she is .	No, she's not .	No, she isn't .
Yes, it is .	No, it's not .	No, it isn't .



DATA FROM THE REAL WORLD

The 's not and 're not contractions are more common in short answers than the isn't and aren't contractions.

Are they exercising?

No, they're **not**.

2.3 Information Questions and Answers

Wh- Word	Be	Subject	Verb + -ing
Who	are	you	helping?
What	is	your brother	reading?
Why	are	you	jogging?

Answers

I'm **helping** my brother.

He's **reading** a news article.

Because I'm **trying** to improve my brainpower.

Wh- Word	Be	Verb + -ing
Who	is	doing a word puzzle?
What		happening at Kelly's house?

Answers

Bill **is doing** a word puzzle.

She's **eating** blueberries.

2.4 Using Present Progressive

- A** Use the present progressive for things in progress now or around the present time.

Lorna's **doing** a puzzle right now.

I'm **reading** a great book about brain training exercises.

- B** You can use the present progressive with time expressions that mean "right now" and "around now": *now, right now, at the moment, this week, these days, this month.*

She's working on her essay **right now**.

He's exercising at the gym **now**.

What's Felipe reading **these days**?

I'm not doing anything interesting **this week**.

- C** Use the full forms when writing in class. Use contractions in everyday speaking.

Anthony **is not running** today.

I'm **improving** my brainpower.

- D** You can contract Wh- words + *is* in informal speaking and writing.

Who's she working for?

Why's the printer not working?

You can contract Wh- words + *are* in speaking but **not** in formal writing.

Say: "**What're** you doing?"

Write: What **are** you doing?



Grammar Application

Exercise 2.1 Statements

A Complete the article about improving brainpower. Use the correct form of the verb in parentheses. Use full forms.

🏠
💬 ↻ ☰ ✉

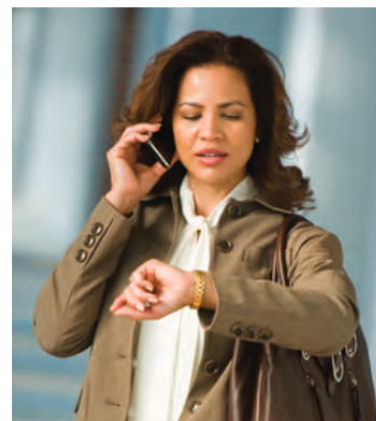
There are a lot of ways to improve brainpower, such as doing word puzzles and exercising. Here are a few more things our readers are doing.

Jane R., from Chicago, usually wears her watch on her right arm. This week she is wearing (wear) it on her left arm. Jane uses her right hand a lot, but now she _____ (use) her left hand more.

Joe M., from Dallas, usually drives to work. This month he _____ (not drive). Instead, he _____ (walk) to work every day. Also, he _____ (run) three times a week this month.

Isabel and Max V., from Los Angeles, _____ (go) to the gym together every day this week. They _____ (try) to improve their mental and physical health, too.

Mario S., from Boston, always goes to bed after midnight, but this week he _____ (not go) to bed so late. Also, he _____ (not eat) junk food this week.



B Over to You Here are more things people do to improve their brainpower. Are you or people you know doing any of these things? Use the words to write sentences about you and people you know.

1 I/learn/a musical instrument

I'm not learning a musical instrument.

2 My best friend/learn/a musical instrument

3 I/improve/my vocabulary

4 My friends/improve/their vocabulary

5 I/eat/less junk food

6 My family/eat/less junk food

7 I/study/math

8 My co-workers/study/math

Exercise 2.2 Questions and Answers

A Complete the questionnaire with the present progressive. Then write true answers.

- 1 a Are you doing (do) anything to improve your brainpower right now?
Yes. I am.
- b If yes, what _____ you _____ (do)? _____
- 2 a _____ you _____ (try) to improve your health? _____
- b If yes, what _____ you _____ (do)? _____
- 3 a _____ you _____ (read) an interesting book? _____
- b If yes, what _____ you _____ (read)? _____
- c If no, _____ you _____ (read) anything else? _____
- 4 a _____ you _____ (get) enough exercise right now? _____
- b _____ you _____ (eat) the right kinds of food? _____
- 5 a _____ your friends also _____ (take) classes? _____
- b If yes, what _____ they _____ (study)? _____
- 6 a _____ you and your classmates _____ (work) hard this semester?

- b _____ you all _____ (get) good grades?

B Pair Work Ask and answer the questions with a partner. How many of your answers are the same?

C Pair Work Change partners. Ask and answer questions about your first partner.

A *Is Andrea doing anything to improve her brainpower right now?*

B *Yes, she is. She's doing a lot! She's . . .*

3 Simple Present and Present Progressive Compared

Grammar Presentation

The simple present describes actions that are true in general or that happen regularly. The present progressive describes things that are happening now or around the present time.

He **runs** every evening.
 He **'s running** right now.

3.1 Using Simple Present and Present Progressive

A Use the simple present to describe habits, routines, facts, or general truths.

Use the present progressive when an action is happening right now or around the present time.

He **runs** in the park every day.
Physical exercise **improves** the brain.

Mark **is doing** brain exercises these days.
Right now, he's **improving** his memory.
He's not **running** today.

B Use the simple present for situations that are true in general. The situations are settled, and we do not expect them to change.

The present progressive often describes temporary or changing actions.

Exercise **helps** the brain, not just the body.
Many people **don't get** enough exercise.

Lara **is eating** fish this week. (She's trying fish just for this week.)
I'm reading a lot these days because I have an exam next week. (I'm reading a lot, but it's just for the exam.)

C Use the simple present with stative verbs, such as *like*, *know*, and *want*. Stative verbs do not describe actions. They describe states or situations.

I like your new laptop.
I don't know her e-mail address.
I want a new cell phone.

D We do not usually use stative verbs in the present progressive, even if we are talking about right now.

Exception Some stative verbs can be used in the present progressive. These verbs have an action meaning as well as a stative meaning.

~~**I'm liking**~~ your new laptop.
~~**I'm not knowing**~~ her e-mail address.
~~**I'm wanting**~~ a new cell phone.

I have a new puzzle book. (have = own)
He's **having** fish for lunch these days. (have = eat)
I think blueberries are good for brain health. (think = believe)
I'm **thinking** about a word problem. (think = using my mind)



DATA FROM THE REAL WORLD

Research shows that these are the 25 most common stative verbs in spoken and written English:

agree	dislike	hope	love	see
believe	expect	hurt	need	seem
care (about)	hate	know	notice	think
cost	have	like	own	understand
disagree	hear	look like	prefer	want

► Stative (Non-Action) Verbs: See page A2.



Grammar Application

Exercise 3.1 Simple Present or Present Progressive?

Complete the article. Use the correct form of the verbs in parentheses. Use the simple present or the present progressive.



Rafael Sosa is only 12 years old, but he is getting ready ⁽¹⁾ (get ready) to go to college this week. At 12 years old, Rafael ⁽²⁾ (seem) young for college, but Rafael is not a typical child. He ⁽³⁾ (have) high intelligence-test scores, and he easily ⁽⁴⁾ (understand) difficult ideas. He ⁽⁵⁾ (love) both science and music. Rafael ⁽⁶⁾ (write) music and ⁽⁷⁾ (design) electronic devices. He ⁽⁸⁾ (own) a lot of college textbooks, and he ⁽⁹⁾ (read) engineering textbooks every day. These days, he ⁽¹⁰⁾ (study) Japanese and Chinese. Rafael ⁽¹¹⁾ (look) like a normal child, and he ⁽¹²⁾ (like) normal activities, too. He ⁽¹³⁾ (not spend) all his time reading and studying. Right now, he ⁽¹⁴⁾ (play) soccer with a group of friends and ⁽¹⁵⁾ (have) a great time.

Exercise 3.2 Stative or Active?

Complete the conversation with the correct form of *have*, *look*, or *think*. Use the simple present or the present progressive.

- Clerk** Can I help you?
- Sally** Yes. I 'm looking ⁽¹⁾ for some brain-training software. What do you have?
- Clerk** We ⁽²⁾ several good products for brain training. Here's one: *Memory Plus*.
- Sally** That ⁽³⁾ good. Does it work?
- Clerk** I ⁽⁴⁾ all these products work well.
- Sally** We're also ⁽⁵⁾ about our eight-year-old son. What do you ⁽⁶⁾ for children?
- Clerk** Here's *Memory Plus Kids*.
- Sally** OK . . . I'm ⁽⁷⁾ for the price . . .
- Clerk** Here it is: \$25.
- Sally** That's not bad.
- Clerk** And we're ⁽⁸⁾ a sale this week, too. Twenty percent off all week.
- Sally** OK. These ⁽⁹⁾ perfect. I'll take them.

Exercise 3.3 More Simple Present or Present Progressive?



A Complete the text about a company's idea for market research with the correct form of the verbs in parentheses. Use the simple present or the present progressive. Then listen and check your answers.

Large corporations often ⁽¹⁾ need (need) to make decisions about new products. ⁽²⁾ Do people ⁽²⁾ want (want) this product? At the present moment, ⁽³⁾ people ⁽³⁾ _____ (look) for a product like this in the stores? New products ⁽⁴⁾ _____ (cost) a lot of money and ⁽⁵⁾ _____ (need) a lot of research. Corporations usually ⁽⁶⁾ _____ (pay) experts to do market research. But there is another way. One large corporation ⁽⁷⁾ _____ (try) a new idea this year. Every time the company ⁽⁸⁾ _____ (need) market information for a new product, managers ⁽⁹⁾ _____ (ask) the employees for their opinions. The employees ⁽¹⁰⁾ _____ (vote) yes or no on the new idea. They ⁽¹¹⁾ _____ (tell) the managers, "I ⁽¹²⁾ _____ (like) the idea" or "I ⁽¹³⁾ _____ (not like) the idea."



Manager Rick Jons said, "Right now we ⁽¹⁴⁾ _____ (use) the collective brain of our employees, and it ⁽¹⁵⁾ _____ (seem) to work. The results are more reliable than expensive market research."

B Imagine you are doing market research for a new dictionary. Write market research questions about dictionary use. Use the simple present or the present progressive.

- | | |
|--|---|
| 1 how often / use a dictionary? | <u>How often do you use a dictionary?</u> |
| 2 look for / a better dictionary right now? | _____ |
| 3 use a dictionary / in this class today? | _____ |
| 4 prefer / an online dictionary or a paper one? | _____ |
| 5 use a dictionary / when you prepare for tests? | _____ |
| 6 prepare / for a test at the moment? | _____ |

C Group Work Ask and answer the questions in B. Based on the results, what is the best dictionary for your group?

The best dictionary is an electronic one, like the one Sam is using in this class.

4 Avoid Common Mistakes



- 1** Use a form of **be** with the present progressive.
am listening
~~I listening~~ to the radio.
- 2** Use the **-ing** form of the verb with the present progressive.
is studying.
~~Fred is study.~~
- 3** Spell the **-ing** form of the verb correctly. (See page A4 for more information.)
plan → *planning* write → *writing* enjoy → *enjoying*
~~plan → planing write → writting enjoy → enjoining~~
- 4** Do not use the present progressive with verbs of stative meaning.
I have
~~I'm having~~ a very smart brother.
- 5** Use the simple present for habits, routines, and general truths. Use the present progressive for actions in progress now or around the present time.
I'm watching
Can you call me back later? ~~I watch~~ the news right now.
improves
Exercise ~~is improving~~ physical and mental health.

Editing Task

Find and correct nine more mistakes in this article about the brain.

resembles

The human brain ~~is resembling~~ a computer. It stores a lot of information. But humans are smarter than computers because we store things outside of our brains that we do not need to store *in* our brains. For example, we are storing information in books, newspapers, images, and of course, computers. Another example is this

5 text. At this moment, you are read this text. You are not needing to remember all the information in it. The book is having the information, and you read it when you need it. If you are planing an essay, you can make notes on paper or on a computer. When you are writting the essay, you can read those notes again. If you are studing a subject, you can go online and find information about it. The information is on the

10 Internet. We do not look into people's brains to see it. When we are enjoing an online video, we watching something that is outside of the human brain. So computers are like extensions¹ of our brains.

¹extension: something added or extra