

CAMBRIDGE

# GRAMMAR **AND** BEYOND 3

Second Edition

with Academic Writing



Randi Reppen  
Laurie Blass, Susan Iannuzzi, Alice Savage

Better  
Learning

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**Susan Iannuzzi** has been teaching ESL for more than 20 years. She has trained English teachers on five continents and consulted on the national English curricula for countries in Africa, Asia, and the Middle East. She has authored or co-authored more than 10 English courses in use today. *Grammar and Beyond* is her first publication with Cambridge University Press.

**Alice Savage** is an English Language Teacher and Materials Writer. She attended the School for International Training in Vermont and is an author on the Read This! series, published by Cambridge University Press. She lives in Houston, Texas with her two children.

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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.

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



# Scope and Sequence

Unit	Theme	Grammar	Topics
<b>PART 1 The Present and the Past</b>			
UNIT 1 page 2	First Impressions	Simple Present and Present Progressive	Simple Present vs. Present Progressive (p. 4) Stative Verbs (p. 8) Special Meanings and Uses of Simple Present (p. 12)
UNIT 2 page 18	Global Marketing	Simple Past and Past Progressive <i>Used To, Would</i>	Simple Past vs. Past Progressive (p. 20) Time Clauses with Simple Past and Past Progressive (p. 22) <i>Used To</i> and <i>Would</i> (p. 26)
<b>PART 2 The Perfect</b>			
UNIT 3 page 34	Success	Present Perfect and Present Perfect Progressive	Present Perfect (p. 36) Present Perfect vs. Simple Past (p. 40) Present Perfect vs. Present Perfect Progressive (p. 43)
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<b>PART 3 The Future</b>			
UNIT 5 page 68	Looking Ahead at Technology	<i>Be Going To</i> , Present Progressive, and Future Progressive	<i>Be Going To</i> , Present Progressive, and Simple Present for Future (p. 70) <i>Will</i> and <i>Be Going To</i> (p. 73) Future Progressive (p. 76)
UNIT 6 page 84	Business Practices of the Future	Future Time Clauses, Future Perfect, and Future Perfect Progressive	Future Time Clauses (p. 86) Future Perfect vs. Future Perfect Progressive (p. 91)

Avoid Common Mistakes	Academic Writing
Remembering the simple present with stative verbs; avoiding the base form of the verb when using the present progressive	<b>Plagiarism and Academic Honesty</b> <ul style="list-style-type: none"> <li>Avoid plagiarism</li> </ul>
Remembering the base form of the verb after <i>would</i> and <i>used to</i> ; remembering the simple past for specific events in the past; remembering the past progressive for background information	<b>Expository Writing</b> Writing prompt: <i>How has globalization changed your country?</i> <ul style="list-style-type: none"> <li>Topic sentences</li> <li>Support statement with details</li> <li>Use tables to organize information</li> </ul>
Remembering correct subject–verb agreement with present perfect; remembering <i>been</i> for the present perfect progressive	<ul style="list-style-type: none"> <li>Essay structure</li> <li>Write effective thesis statements</li> <li>Write the introductory paragraph</li> </ul>
Remembering when to use the past perfect or past perfect progressive	<ul style="list-style-type: none"> <li>Write the first draft</li> <li>Revise and edit</li> </ul>
Remembering <i>be</i> with <i>be going to</i> ; remembering when to use the future progressive, the simple present, or the present progressive	<b>Comparison and Contrast</b> Writing prompt: <i>Compare learning a language with studying math. How do you think the study of these subjects will change over time with new technology?</i> <ul style="list-style-type: none"> <li>Use Venn diagrams</li> <li>Brainstorm topics and ideas</li> </ul>
Avoiding the future form in the time clause; remembering <i>will</i> with the future perfect	<ul style="list-style-type: none"> <li>Use transitions to show comparison and contrast</li> <li>Structure a comparison-and-contrast essay</li> </ul>

Unit	Theme	Grammar	Topics
<b>PART 4 Modals and Modal-like Expressions</b>			
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UNIT 10 page 146	Color	Articles and Quantifiers	Indefinite Article, Definite Article, and No Article (p. 148) Quantifiers (p. 151)
UNIT 11 page 162	Unusual Work Environments	Pronouns	Reflexive Pronouns (p. 164) Pronouns with <i>Other</i> / <i>Another</i> (p. 167) Indefinite Pronouns (p. 170)
<b>PART 6 Gerunds and Infinitives</b>			
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UNIT 13 page 192	Innovative Marketing Techniques	Infinitives	Infinitives with Verbs (p. 194) Infinitives vs. Gerunds (p. 197) Infinitives After Adjectives and Nouns (p. 200)

Avoid Common Mistakes	Academic Writing
Remembering <i>have</i> + the past participle after a modal; remembering <i>be</i> in <i>be allowed to</i> and <i>be supposed to</i>	<ul style="list-style-type: none"> <li>• Use modals in academic writing</li> <li>• Write the first draft</li> </ul>
Avoiding <i>must</i> with future probabilities; remembering <i>be</i> + verb + <i>-ing</i> with the progressive with modals	<ul style="list-style-type: none"> <li>• Revise and edit</li> </ul>
Avoiding plural noncount nouns; remembering plural forms for count nouns	<b>Opinion Writing</b> Writing prompt: <i>Is disease prevention the responsibility of individuals and their families or of the government?</i> <ul style="list-style-type: none"> <li>• Use T-charts to brainstorm and organize ideas</li> <li>• Use precise nouns and adjectives</li> </ul>
Avoiding <i>much</i> with plural nouns; remembering articles before singular occupations	<ul style="list-style-type: none"> <li>• Use transitions to show opposing ideas</li> <li>• Add sentence variety</li> <li>• Structure an opinion essay</li> <li>• Use quantifiers and pronouns to hedge</li> </ul>
Remembering to form reflexive pronouns with object pronouns; remembering to use singular verb forms with indefinite pronouns	<ul style="list-style-type: none"> <li>• Plan the essay</li> <li>• Write the first draft</li> <li>• Revise and edit</li> </ul>
Remembering to use a gerund after a preposition; remembering to use a singular verb with a gerund subject	<b>Summary-Response</b> Writing prompt: <i>Summarize the article "Creating a Successful Logo." Then choose a logo and analyze it in terms of the criteria in the article.</i> <ul style="list-style-type: none"> <li>• Use an outline</li> <li>• Summarize</li> <li>• Write the summary paragraph</li> </ul>
Avoiding verb + <i>that</i> clauses after <i>want</i> ; remembering correct word order with a negative form of an infinitive	<ul style="list-style-type: none"> <li>• Determine and apply criteria</li> <li>• Respond to an article</li> <li>• Write the response</li> <li>• Revise and edit</li> </ul>



Unit	Theme	Grammar	Topics
<b>PART 7 Questions and Noun Clauses</b>			
UNIT 14 page 208	Geographic Mobility	Negative Questions and Tag Questions	Negative Questions (p. 210) Tag Questions (p. 212)
UNIT 15 page 222	Cultural Values	<i>That</i> Clauses	<i>That</i> Clauses (p. 224) Agreement Between <i>That</i> Clauses and Main Clauses (p. 227) <i>That</i> Clauses After Adjectives and Nouns (p. 229)
UNIT 16 page 236	Inventions They Said Would Never Work	Noun Clauses with <i>Wh-</i> Words and <i>If / Whether</i>	Noun Clauses with <i>Wh-</i> Words (p. 238) Noun Clauses with <i>If /</i> <i>Whether</i> (p. 240) Noun Clauses in Direct and Indirect Questions (p. 243)
<b>PART 8 Indirect Speech</b>			
UNIT 17 page 248	Human Motivation	Direct Speech and Indirect Speech	Direct Speech (p. 250) Indirect Speech (p. 253) Indirect Speech Without Tense Shift (p. 256) Other Reporting Verbs (p. 258)
UNIT 18 page 266	Creative Problem Solving	Indirect Questions; Indirect Imperatives, Requests, and Advice	Indirect Questions (p. 268) Indirect Imperatives, Requests, and Advice (p. 270)
<b>PART 9 The Passive</b>			
UNIT 19 page 276	English as a Global Language	The Passive (1)	Active vs. Passive Sentences (p. 278) Verbs and Objects with the Passive (p. 282) Reasons for Using the Passive (p. 282)
UNIT 20 page 290	Food Safety	The Passive (2)	The Passive with <i>Be Going To</i> and Modals (p. 292) <i>Get</i> Passives (p. 295) Passive Gerunds and Infinitives (p. 298)

Avoid Common Mistakes	Academic Writing
Remembering the auxiliary verb + <i>not</i> in negative questions; remembering an auxiliary verb + a pronoun in tag questions	<b>Argumentative Writing</b> Writing prompt: <i>Which is more important when choosing a home: location or size?</i> <ul style="list-style-type: none"> <li>Negative and tag questions in academic writing</li> <li>Identify arguments and reasons</li> <li>Brainstorm and organize in a T-chart</li> </ul>
Avoiding a comma before a <i>that</i> clause; remembering a complete verb in <i>that</i> clauses; remembering a subject in <i>that</i> clauses	<ul style="list-style-type: none"> <li>Connect information</li> <li>Support arguments</li> </ul>
Remembering to use statement word order for a noun clause with a <i>wh-</i> word; avoiding using <i>either</i> instead of <i>whether</i>	<ul style="list-style-type: none"> <li>Register in academic writing</li> <li>Argumentative essay structure</li> <li>Write the first draft</li> <li>Revise and edit</li> </ul>
Remembering to change the form of the verb in indirect speech; remembering quotation marks with direct speech	<b>Argumentative Writing Using Graphs and Tables for Support</b> Writing prompt: <i>Using what you know about the job market, what is a good choice for a career path with a secure future? Include information from graphs or tables to support your choice.</i> <ul style="list-style-type: none"> <li>Understand and use graphs and tables</li> <li>Brainstorm topics and ideas</li> <li>Use reporting verbs to introduce evidence</li> </ul>
Remembering to use infinitives in indirect imperatives; remembering to use an object pronoun or noun after <i>tell</i>	<ul style="list-style-type: none"> <li>Analyze information in graphs and other visuals</li> <li>Make and evaluate claims</li> <li>Add indirect advice from experts</li> <li>Write body paragraphs</li> </ul>
Remembering a form of <i>be</i> in passive sentences; remembering to put <i>be</i> before the subject in questions	<ul style="list-style-type: none"> <li>Make a logical appeal in the introductory paragraph</li> <li>Use active and passive voice to discuss visuals</li> <li>Write the first draft</li> </ul>
Avoiding the base form of the verb after <i>be</i> in passive sentences	<ul style="list-style-type: none"> <li>Use passive voice in academic writing</li> <li>Revise and edit</li> </ul>

Unit	Theme	Grammar	Topics
<b>PART 10 Relative Clauses (Adjective Clauses)</b>			
UNIT 21 page 304	Alternative Energy Sources	Subject Relative Clauses (Adjective Clauses with Subject Relative Pronouns)	Identifying Subject Relative Clauses (p. 306) Nonidentifying Subject Relative Clauses (p. 309) Subject Relative Clauses with <i>Whose</i> (p. 312)
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UNIT 23 page 332	Millennials	Relative Clauses with <i>Where</i> and <i>When</i> ; Reduced Relative Clauses	Relative Clauses with <i>Where</i> and <i>When</i> (p. 334) Reduced Relative Clauses (p. 338)
<b>PART 11 Conditionals</b>			
UNIT 24 page 346	Media in the United States	Real Conditionals: Present and Future	Present Real Conditionals (p. 348) Future Real Conditionals (p. 351) Real Conditionals with Modals, Modal-like Expressions, and Imperatives (p. 354)
UNIT 25 page 362	Natural Disasters	Unreal Conditionals: Present, Future, and Past	Present and Future Unreal Conditionals (p. 364) Past Unreal Conditionals (p. 368) Wishes About the Present, Future, and Past (p. 371)

Avoid Common Mistakes	Academic Writing
Using <i>which</i> , <i>that</i> , and <i>who</i> correctly; avoiding a second subject in the relative clause	<b>Expository Writing</b> Writing prompt: <i>Explain the advantages and disadvantages of three types of renewable energy and decide which would work best in your country or region.</i> <ul style="list-style-type: none"> <li>Organize ideas in a table</li> <li>Use relative clauses to add information and avoid repetition</li> </ul>
Avoiding commas for an identifying object relative clause; avoiding <i>what</i> in relative clauses	<ul style="list-style-type: none"> <li>Introduce advantages and disadvantages</li> <li>Build coherence</li> <li>Order ideas in an essay</li> <li>Write the first draft</li> </ul>
Avoiding a preposition before <i>when</i> ; remembering a subject in <i>where</i> clauses	<ul style="list-style-type: none"> <li>Write the concluding paragraph</li> <li>Revise and edit</li> </ul>
Remembering the simple present in <i>if</i> clauses in future real conditionals; avoiding <i>when</i> to describe possible future conditions	<b>Argumentative Writing</b> Writing prompt: <i>Research an aging but culturally or historically important building in your city or country. What do you think should be done with it and why?</i> <ul style="list-style-type: none"> <li>Build support for an argument</li> <li>Maintain paragraph unity</li> <li>Brainstorm and organize ideas</li> </ul>
Remembering a subject in <i>if</i> clauses	<ul style="list-style-type: none"> <li>Integrate information from multiple sources</li> <li>Use impersonal statements</li> <li>Use conditionals to support ideas</li> <li>Write the first draft</li> <li>Revise and edit</li> </ul>



Unit	Theme	Grammar	Topics
<b>PART 12 Connecting Ideas</b>			
UNIT 26 page 378	Globalization of Food	Conjunctions	Connecting Words and Phrases with Conjunctions (p. 380) Connecting Sentences with Coordinating Conjunctions (p. 384) Reducing Sentences with Similar Clauses (p. 388)
UNIT 27 page 396	Consumerism	Adverb Clauses and Phrases	Subordinators and Adverb Clauses (p. 398) Reducing Adverb Clauses (p. 401) Subordinators to Express Purpose (p. 403)
UNIT 28 page 408	Technology in Entertainment	Connecting Information with Prepositions and Transitions	Connecting Information with Prepositions and Prepositional Phrases (p. 410) Connecting Information with Transition Words (p. 413)

Avoid Common Mistakes	Academic Writing
Avoiding <i>either</i> when joining ideas with <i>and</i> ; avoiding <i>too</i> after a negative verb	<b>Comparison and Contrast</b> Writing prompt: <i>Not all products and services fit the same business model. Some might have a more successful introduction in a mobile setting. For others, a mobile setting would not be appropriate. Compare and contrast two products or services regarding their potential as mobile businesses.</i> <ul style="list-style-type: none"> <li>• Use signal words and phrases to compare and contrast</li> <li>• Use Venn diagrams</li> </ul>
Remembering to spell <i>even though</i> as two words; avoiding <i>even</i> in adverb clauses	<ul style="list-style-type: none"> <li>• Organize comparisons and contrasts</li> <li>• Write concisely</li> <li>• Write body paragraphs</li> </ul>
Avoiding <i>in the other hand</i>	<ul style="list-style-type: none"> <li>• Connect the conclusion to the introduction</li> <li>• Write the first draft</li> <li>• Revise and edit</li> </ul>

Appendices

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Glossary of Grammar Terms

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Index & Credits

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 argumentative, expository, and summary-response. 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 a single log-in. See pages xx–xxv 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](http://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, Midterms, 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.

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# 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 relatable texts.

**UNIT 17** Direct Speech and Indirect Speech  
Human Motivation

**1 Grammar in the Real World**

**A** What makes people work hard at their jobs? Read the article about employee motivation. What type of reward is particularly effective in motivating workers?

**B Comprehension Check** Complete the chart. Check (✓) whether each reward is external or internal.


	External Reward	Internal Reward
1 Pay raise		
2 Feeling successful		
3 Freedom to work independently		
4 Good salary		
5 Good grades		

**C Notice** Find similar sentences in the article and complete the sentences below.

- Lionel Messi \_\_\_\_\_, "Money is not a motivating factor... My motivation comes from playing the game I love."
- Daniel Pink, the author of a book on motivation, \_\_\_\_\_ an audience once that Google was a great example of a company that supported autonomy.
- Pink \_\_\_\_\_ the audience that Google News and Gmail had been created during this free time.

Each sentence tells what someone says. Which sentence gives the actual words of the speaker? How do you know?

Direct Speech and Indirect Speech



## WORKPLACE MOTIVATION

Motivation is the desire to do something. Soccer star Lionel Messi **said**, "Money is not a motivating factor... My motivation comes from playing the game I love." Messi meant that he enjoys playing soccer more than making millions of dollars. Can that be true? What other factors are important in motivating people?

Many psychologists believe that there are two types of rewards that affect motivation: external rewards and internal rewards. External rewards are rewards that someone gives you. A pay raise is a common external reward. A good grade at school is also an example of an external reward. Internal rewards are connected to the feelings people have about the work they do. The satisfaction you get when you do something well is an internal reward. Researcher Frederick Herzberg (1923–2000) studied motivation in the workplace for many years. Herzberg **said that** employers must think about factors that affect employees' feelings of satisfaction. Herzberg **explained that** working conditions and relationships among co-workers affect workers' motivation. Therefore, employers need to create an environment that makes employees feel safe, valued, and accepted.

Some studies on workplace motivation have focused on autonomy, which is the freedom to work independently. This is an important internal reward. Daniel Pink, the author of a book on motivation, **told** an audience once **that** Google was a good example of a company that supported autonomy. One day each week, Google engineers focus on their own ideas. Pink **informed** the audience **that** Google News and Gmail had been created during this free time.

Research also shows that appreciation is a powerful reward. In his book *The 1001 Rewards and Recognition*<sup>1</sup> Fieldbook, Bob Nelson described a study on the effects of appreciation on motivation. The study **asked**, "What motivates you?" Workers ranked the importance of 65 motivating factors. Nelson **indicated that** appreciation for their work ranked first for the workers.

The subject of worker motivation is complex. People expect fair pay for their work. However, research **shows that** people find internal rewards more meaningful than a high salary.

<sup>1</sup>recognition: special positive attention

## 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.

## CHARTS

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

### 5 Other Reporting Verbs

#### Grammar Presentation

Although *say* is the most common reporting verb, many other verbs can introduce indirect speech.

The president **explained** that our company's workers deserved higher pay.  
The president **told us** that our company's workers deserved higher pay.

#### 5.1 Other Reporting Verbs

**A** Tell is a common reporting verb. Always use a noun or object pronoun after tell.

The president **said** that he was doing a great job.  
The president **told him** that he was doing a great job.

**B** You can use these verbs in place of *say*: admit, announce, complain, confess, exclaim, explain, mention, remark, reply, report, state, and swear.

"The workers need recognition," **said** the manager.  
The manager **admitted** that the workers needed recognition.

When used with an object, the object comes after *to*.

He **swore to us** that he'd be on time in the future.

**C** You can use these verbs in place of *tell*: assure, convince, inform, notify, and remind. Always use a noun or object pronoun with these verbs.

The president **told the managers**, "All workers need to be creative."  
The president **reminded them** that all workers need to be creative.

Reporting Verbs: See page A11.



#### DATA FROM THE REAL WORLD

Commonly used reporting verbs in formal writing include *claim*, *explain*, *find*, *show*, *state*, and *suggest*.

The author **claimed** that internal motivation was more effective than external motivation.  
The results of the study **showed** that money was not always an effective way to motivate employees.

#### Grammar Application

##### Exercise 5.1 Other Reporting Verbs

Complete the excerpt from an email about a presentation on cultural differences in motivation. Circle the correct verbs.

We **said / told** me that he had attended a presentation on the cultural differences that affect motivation. He **said / told** that an expert on motivation gave the presentation. He **said / told** me that the expert was Dr. Ghosh. He **reminded / mentioned** me that we had read one of her articles in class. Anyway, Dr. Ghosh **said / informed** the group that the typical workplace included people with various cultural backgrounds. She **explained / reminded** that these workers had different expectations. She **informed / explained** the group that these workers often had different motivations. At the same time, Dr. Ghosh **reminded / remarked** that there was no one way to motivate all workers. She **admitted / reminded** that in multicultural settings, it was even more complicated. She **stated / reminded** the group that managers shouldn't make generalizations about cultures. She **assured / remarked** that the "human touch," getting to know employees as individuals, was the best way to motivate them.

## 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.

## GRAMMAR APPLICATION

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

## QR CODES

give easy access to audio at point of use in class or for review.

## CONTEXTUALIZED PRACTICE

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

## THEME-RELATED EXERCISES

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

### Exercise 5.2 More Reporting Verbs



**A** Listen to the conversation about a presentation on cultural differences in classrooms. Complete the sentences with the words you hear.

**David** What happened in class today?

**Mira** We had a guest speaker. He *told us* about the importance of motivation in the language classroom. He <sup>(1)</sup> there are two kinds of motivation: intrinsic and extrinsic. <sup>(2)</sup>

**David** Right. Last week, the professor <sup>(3)</sup> there were two different types, and she gave examples.

**Mira** Yes. So anyway, the speaker <sup>(4)</sup> he had done a study of students in Japan and students in the United States. He <sup>(5)</sup> both groups had native-speaking English teachers. He <sup>(6)</sup> the purpose of the study was to see whether the teachers' remarks had a negative effect on the motivation of the Japanese students.

**David** What did he find out?

**Mira** He <sup>(7)</sup> the study found four ways in which the teachers' behavior had a negative effect on Japanese students' motivation.

**David** Did he give any examples?

**Mira** He <sup>(8)</sup> classroom discussion is one area where there are key differences. He <sup>(9)</sup> in the Japanese classroom, students generally listen more and talk less.

**David** And as we know from our reading, Porter and Samovar <sup>(10)</sup> in the U.S. classroom, some students speak up spontaneously, and that a lot of teachers encourage discussion.

**Mira** Right. So, he <sup>(11)</sup> when a teacher criticizes a Japanese group for not participating, it has a bad effect on motivation.

**B** Listen again and check your answers.

260 Unit 17 Direct Speech and Indirect Speech

## 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.





## AVOID COMMON MISTAKES

is based on a database of over 135,000 essays, students learn the most common mistakes English language learners make.

## ACADEMIC WRITING

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

## EDITING TASK

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

**C Over to You** Compare the behavior of American and Japanese students to students from another culture that you are familiar with. Use sentences with indirect speech.

The speaker said that in the Japanese classroom, students listen more and talk less. That is true in my culture, too. Students show respect that way.

## 6 Avoid Common Mistakes

- For verbs such as *admit*, *announce*, *complain*, *explain*, and *mention*, the object pronoun comes after the preposition *to*.  
He explained *to* us the objective.
- Change the form of the verb in indirect speech in most cases.  
He claimed that they followed the directions.
- Use beginning and ending quotation marks with direct speech.  
The director said, "All designers may work from home on Fridays."

### Editing Task

Find and correct the mistakes in the paragraphs about a memorabilia event.

One of the highlights of my life happened through an experience at work. It started when my manager announced us some interesting news. He said, I am starting a company band. Then he asked, "Who wants to join?" I mentioned him that I had played guitar for many years. He said, You should definitely try out. On the day of tryouts, I was a little nervous because everyone played extremely well. After I auditioned, the manager thanked me and explained me that he will let me know soon. I forgot about it, so I was very surprised when I got a phone call from my manager a few days later. He said, You can play lead guitar. I said, Wow! That's great! After that, the band practiced a few times a week. A few months later, we played at the company party. We were nervous, but we played well. The president of the company spoke to me later and said I have a lot of talent. I was embarrassed by his compliment, but I said I am proud to play for the company. I will never forget that experience.

## 7 Academic Writing

### Argumentative Writing Using Graphs and Tables for Support

Brainstorm Organize Write Edit

In this writing cycle (Units 17-20), you will write an argumentative essay that uses graphs or tables to answer the prompt below. In this unit (17), you will analyze an essay with graphs and then brainstorm ideas about the topic.

Using what you know about the job market, what is a good choice for a career path with a secure future? Include information from graphs or tables to support your choice.

#### Exercise 7.1 Preparing to Write

Work with a partner. Discuss the questions.

- Is it important to have a college degree? Why or why not?
- College tuition in the United States is very expensive. Do you think the benefits of a degree outweigh the costs? Why or why not?
- A founder of Netscape, an early Internet search company, has said that people who earn a degree in a non-technical field like literature will probably be working in a shoe store upon graduation. Do you agree or disagree? Why or why not?

#### Exercise 7.2 Focusing on Vocabulary

Read the sentences. Then match the words in bold to the definitions.

- Steve Jobs, one of the founders of Apple Inc., said that quality was more important than quantity.
- Business leaders **disputed** the government's claim that the number of jobs had grown.
- The successful campaign against buying the corporation's products **illustrates** the power of the consumer.
- There is some **ambiguity** in the law, so it is difficult to know if the company did anything wrong.
- This new technology has the **potential** to change how students learn about science.
- According to economists, the more you consume something, the more your enjoyment of it will **diminish**. In other words, you will never enjoy it as much as you do when you first buy it.
- The consequences of the economic crash **extend** beyond the city to the whole country.
  - (v) to disagree with
  - (n) the state of being unclear or having more than one possible meaning
  - (n) people who establish an organization
  - (v) to decrease in size or importance
  - (v) to go further
  - (n) the possibility to develop and succeed
  - (n) an example that explains something

## What Is the Value of a College Education?

Benjamin Franklin, one of the founding fathers of the United States, once said, "An investment in knowledge pays the best interest." These days, a college education is a significant investment, so it makes sense to consider carefully whether it is worth the time and money. In good economic times and bad, and in spite of increasing cost, the answer appears to be "yes." Figure 1 from the Organization for Economic Cooperation and Development (OECD) shows that around the world the number of people getting a college education is rising steadily.

College education has a broad and positive impact. People with a college degree are by far the most likely to enter and remain in the labor force. In OECD countries, average participation in the labor force for those who never completed high school is about 59%. The OECD reports that for those with a high school degree, the figure is about 70%, and for college graduates, it is about 80%. They also state that college graduates earn more than those with only a high school degree. In the United States, a new high school graduate earned on average less than \$10,000 per year in 2017, whereas those with a college degree made over \$20,000. Over a lifetime, that difference adds up to about a million dollars. Figure 2 **illustrates** that the impact of a college degree on income in selected OECD countries can be dramatic.

The consequences of getting—or not getting—a college education **extend** beyond income. There is a strong association between education and health. Chronic diseases, such as heart disease and diabetes, pose the greatest risk to public health in developed countries today. These diseases are caused, at least partly, by lifestyle choices, such as poor diet or smoking. In general, people with higher levels of education make healthier lifestyle choices and have greater access to high-quality healthcare.

It is evident that a college degree provides an economic advantage, but not all degrees have the same earning power. Most analysts suggest that degrees in STEM fields (science, technology, engineering, and math) have the **greatest potential** impact on future income. In the United States, a college graduate with, for example, a chemical engineering degree can expect to earn about \$70,000 annually, whereas a graduate with a literature or art degree may be lucky to get \$36,000 for an entry-level position. Marc Andreessen, the **founder** of the internet company Netscape, once declared that someone who studies a non-technical field "is likely to be working in a shoe store."

Yet technical knowledge alone may not be sufficient for success. Steve Jobs, one of the founders of Apple, famously claimed, "It's technology married with liberal arts . . . that yields the results that make our hearts sing." Other major employers in the technology field agree. Industry leaders say that employees from the liberal arts are often good at managing **ambiguity** unlike engineers, who tend to see a solution in black and white. Liberal arts graduates can see a problem from multiple perspectives.

It is interesting to note that the income gap between liberal arts and STEM graduates gradually **diminishes** as they continue in their careers. In fact, liberal arts degrees are quite common among the world's most highly paid workers. About one-third of the directors of Fortune 500 companies have a liberal arts background. Students, parents, politicians, and industry leaders may argue over which are the most valuable degrees, but the value of a college degree in general cannot be **disputed**.

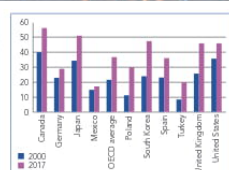


Figure 1 Percentage of Population (25-64) with a College Education  
Source: Organization for Economic Cooperation and Development (OECD), Online Education Database, retrieved September 13, 2018. <https://data.oecd.org/education/education>. See *Organization for Economic Cooperation and Development*, 2018, table A02.2.

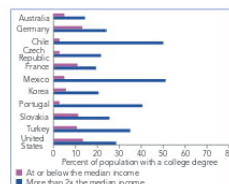


Figure 2 Level of Earnings Relative to Education  
Source: OECD (2018), *Earnings and Skills: Level of earnings relative to median earnings by education attainment*, OECD Data, <https://data.oecd.org/earnings-skills/earnings-skills>. Retrieved September 13, 2018.

## LEARNER OUTCOMES

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

## REAL WORLD MODEL

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

## SKILL BOXES

provide clear explanations of carefully selected writing skills.

## WRITING TASK

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

### Exercise 7.3 Comprehension Check

Read the text on page 263. Work with a partner. Discuss the questions.

- 1 Summarize the main argument of the text.
- 2 What benefits of a college degree are mentioned in the text?
- 3 According to Figure 1, what three countries had the highest percentage of citizens with a college education?

### Exercise 7.4 Noticing the Grammar and Writing

Work with a partner. Complete the tasks.

- 1 Underline the first sentence. Why does the writer use a quote to introduce the topic?
- 2 Find another quote in the text. How does the writer introduce the quote?
- 3 Look at Figure 1. What is the writer's purpose in using this graph?
- 4 Look at Figure 2. What is the writer's purpose in using this graph?
- 5 What is the source of the information in the graphs?

### Understanding and Using Graphs and Tables

Information in academic texts is often presented through graphs and tables. Writers include these to support their ideas or argument. It is important to understand and interpret the information in your graphs and tables, and to draw inferences and conclusions for your reader.

### Exercise 7.5 Applying the Skill

Work with a partner. Ask and answer the questions about the information in Table 1.

Table 1. The 100 Best Jobs in the U.S., with Median Salary

Rank	Job Title	Median Salary
1	Software Developer	\$101,790
4	Dentist	\$165,120
14	Surgeon	\$208,000
28	IT Manager	\$139,220
42	Lawyer	\$119,250
62	Hairdresser	\$24,850
66	Medical Assistant	\$32,480
76	High School Teacher	\$59,170
88	Massage Therapist	\$39,990

Source: U.S. News and World Report 2018

- 1 What information does the table present?
- 2 What can you infer from the table?
- 3 In addition to salary, what other factors do you think make a job a "best job"?

## My Writing

### Argumentative Essays with Graphs or Tables as Support

In argumentative essays, writers present their position, reasons, and supporting evidence. Evidence used in graphs and tables should come from credible sources, such as educational or research institutions, government websites, and respected news organizations.

### Exercise 7.6 Brainstorming Topics and Ideas

- 1 Work with a partner. Make a copy of the chart and complete it.
  - Column 1: Write the names of three careers.
  - Column 2: Write relevant information from the reading, Table 1, and other credible sources you find. Include the name of the source in parentheses.
  - Column 3: Make notes about the career and the information you found.

Career	Information (Name of Source)	Notes

- 2 In your opinion, which of the careers is the best choice for a financially secure future? Why?

### Using Reporting Verbs to Introduce Evidence

Writers use reporting verbs to introduce evidence. Reporting verbs also show readers how the writer feels about the evidence. **Neutral reporting verbs** show a more neutral feeling towards the evidence.

The report **said** that the number one skill employers are looking for is flexibility.

**Strong reporting verbs** show a strong feeling towards the evidence.

The report **asserted** that the number one skill employers are looking for is flexibility.

Neutral reporting verbs: advise, accept, acknowledge, recognize, encourage, interpret, analyze, examine, investigate, consider, evaluate

Strong reporting verbs: argue, assert, convince, emphasize, indicate, persuade, refute, show, state, stress, support, warn

### Exercise 7.7 Applying the Skill

Use the information from Exercise 7.6 to write a paragraph that asserts which career would best lead to a secure future. Include a topic sentence, at least two reasons for your argument with supporting details and evidence, and a concluding sentence. Use at least one reporting verb to introduce evidence.

## APPLICATION EXERCISES

give students scaffolded practice of the writing skills.



# Kahoot!

**for Grammar and Beyond**

[cambridge.org/kahoot/grammarandbeyond](https://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. Students can play Kahoot! on any mobile device or laptop with an internet connection.

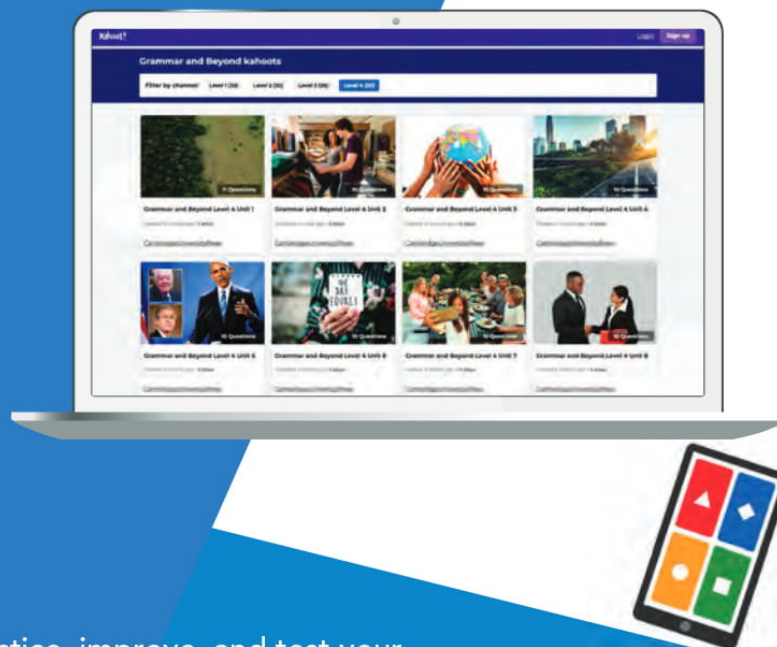
## What can you use kahoots for?

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

## When should you play Kahoot?

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

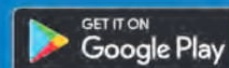
To launch a live game in the classroom, simply click on "play" when launching kahoot.



## 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 and Present Progressive

## First Impressions

### 1 Grammar in the Real World

#### ACADEMIC WRITING

Plagiarism and  
academic honesty

**A** When you meet someone for the first time, what do you notice about the person? Read the article about first impressions. What influences your first impressions?

**B Comprehension Check** Answer the questions.

- 1 How long does it take to form a first impression?
- 2 What is the collection of tests known as the IAT helping to reveal?
- 3 What is one stereotype that young and old people share?

**C Notice** Find the sentences in the article and complete them. Circle the correct verbs. Then check (✓) the box that best describes the function of each verb.

- 1 The average person forms/is forming a first impression of someone in less than 30 seconds.  
☐ general fact or habit    ☐ temporary action
- 2 Handshakes, facial expressions, and general appearance help/are helping to create first impressions.  
☐ general fact or habit    ☐ temporary action
- 3 Some psychologists today research/are researching the factors that influence how people react to others.  
☐ general fact or habit    ☐ temporary action
- 4 Specifically, Nosek investigates/is investigating our use of stereotypes and attitudes about others in forming first impressions.  
☐ general fact or habit    ☐ temporary action

What do the verbs in the simple present describe? What do the verbs in the present progressive describe?





# FIRST IMPRESSIONS

Here is an interesting fact: The average person **forms** a first impression of someone in less than 30 seconds. *First impressions* **are** the opinions someone **has** about you when you **meet** for the first time. What **is** your smile **telling** the other person? What **is** the way you dress **saying** about you? These factors can make a difference in the way the person **thinks** about you.

Handshakes, facial expressions, and general appearance **help** to create first impressions. People are constantly **forming** these impressions of others. We do not make these impressions consciously.<sup>1</sup> They **are** largely subconscious.<sup>2</sup> However, they **tend**<sup>3</sup> to be extremely difficult to change.

Some psychologists today **are researching** the factors that influence how people react to others. For example, psychologist Brian Nosek **is** currently **using** a collection of tests known as the IAT, or

Implicit Association Test, for his research. These tests **are helping** to reveal our thinking processes, both conscious and subconscious, as we form our impressions of others. **Specifically**, Nosek is **investigating** our use of stereotypes and attitudes about others in forming first impressions.

Each test **measures** what happens while people **are making** judgments. The results **demonstrate** that people have stereotypes, and that these stereotypes **influence** their first impressions. For example, both young and old people **tend** to associate the word *good* with pictures of young people.

Since first impressions **influence** what a person **thinks** about you to a great degree, it **is** important to always do your best to make a good first impression.

<sup>1</sup>**consciously**: aware of what is happening

<sup>2</sup>**subconscious**: existing in the mind but not in one's awareness

<sup>3</sup>**tend**: be likely

# 2 Simple Present vs. Present Progressive

## Grammar Presentation

The simple present and the present progressive both describe present time. The simple present describes things that are more permanent, such as general facts or habits.

The present progressive describes things that are temporary, such as things in progress now or around now.

The average person **forms** a first impression in less than 30 seconds.

Psychologists **are researching** the factors that influence how people react.

### 2.1 Simple Present

**A** Use the simple present for general facts and permanent situations.

People **form** a first impression within 30 seconds.

First impressions **influence** what a person thinks about you.

I **dress** conservatively at work.

**B** Use the simple present to describe routines and habits.

The manager **asks** a lot of questions.

We **work** for eight hours every day.

You can use time expressions such as *always, usually, often, sometimes, never, on Mondays, once a week, two days a week, and twice a month.*

The hiring manager **always writes** a report after an interview.

We **usually follow** her recommendations.

She **doesn't interview** candidates **on Mondays**.

We **discuss** the manager's reports **once a week**.

**C** Use the simple present for routines, scheduled events, and timetables.

The office **opens** at 9:00 a.m.

The train to Boston **departs** from platform 11 at 2:00 p.m.

"**Does** the meeting always **begin** at noon?"

"Yes, it **does**."

► Irregular Verbs : See page A1.



### DATA FROM THE REAL WORLD

Research shows that we use some adverbs with the simple present more often in academic writing than in speaking.

More common in writing: *typically, frequently, traditionally*

The email interview **typically** takes three hours.

Common in both speaking and writing: *generally, usually, normally*

The team **generally** meets on Tuesdays.  
How do you **normally** handle complaints?



## 2.2 Present Progressive

**A** Use the present progressive to describe what is in progress now or around the present time.

Mr. Rask **is interviewing** a candidate at the moment.  
(The interview is happening now.)

We **are interviewing** candidates all month.  
(Interviews may not be in progress now, but they are in progress during this month.)

**B** Use the present progressive to describe temporary events or changing situations.

I **am studying** stereotypes in the workplace.  
(My studies will end in the future.)



### DATA FROM THE REAL WORLD

Research shows that we often use the present progressive for habits that are noteworthy or unusual. This is sometimes, but not always, because these habits are not desirable. You can use *always* or *constantly* for emphasis. *Constantly* is more formal than *always*.

The present progressive form is also common with verbs that describe changing or temporary situations.

She **is always disturbing** me when I am trying to study.

My boss **is constantly asking** me to stay late at work.

The workers at that store **are constantly changing**. Every week there is someone new.

We **are always looking** for new ideas and people with special talents.



## Grammar Application

### Exercise 2.1 Simple Present

Complete the sentences with the simple present of the verbs in the box.

give   have   have   help   ~~make~~   meet   show   start   teach   videotape

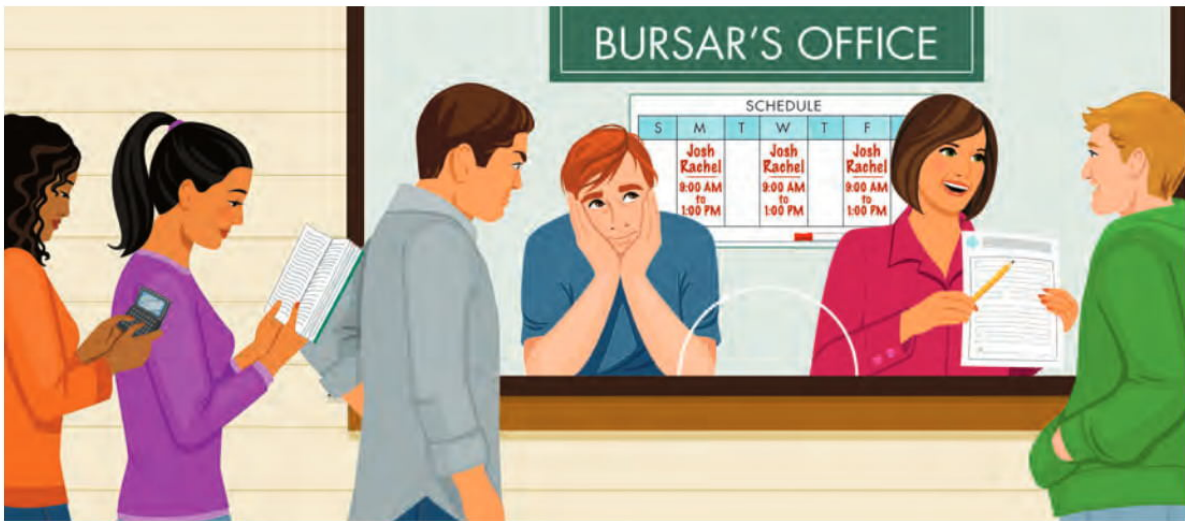
- 1 According to many studies, most people make judgments about others in only a few seconds.
- 2 Communication trainer Mary Hernandez \_\_\_\_\_ job seekers make a good first impression.
- 3 Ms. Hernandez \_\_\_\_\_ a course called *Making a Good First Impression* at the community college.
- 4 The class \_\_\_\_\_ on Mondays and Wednesdays.
- 5 At the first class meeting, Ms. Hernandez typically \_\_\_\_\_ students a self-assessment test.



- 6 The self-assessment test \_\_\_\_\_ how the students judge themselves.
- 7 Students almost always \_\_\_\_\_ a positive impression of themselves.
- 8 After the self-assessment, Ms. Hernandez usually \_\_\_\_\_ the students in mock interviews.
- 9 On the last day of class, students \_\_\_\_\_ real interviews with a representative from a local company.
- 10 Ms. Hernandez's class \_\_\_\_\_ at 6:30 p.m. and ends at 9:00 p.m.

### Exercise 2.2 Simple Present or Present Progressive?

Complete the questions about Josh and Rachel with the simple present or present progressive form of the words in parentheses. Then write answers using the information in the picture.



1 Where are Josh and Rachel working (Josh and Rachel / work) this summer?  
Josh and Rachel are working at the Bursar's Office this summer.

2 How often \_\_\_\_\_ (Josh and Rachel / work)?

3 When \_\_\_\_\_ (Josh / start his job) in the mornings?

4 \_\_\_\_\_ (Rachel / talk) to a student right now?

5 How many \_\_\_\_\_ (students / wait) in Josh's line?

- 6 \_\_\_\_\_ (who / make) a better first impression on the students who need help?
- 7 When \_\_\_\_\_ (Rachel / finish) work in the afternoons?
- 8 \_\_\_\_\_ (who / not help) students at the moment?

### Exercise 2.3 More Simple Present or Present Progressive?

**A** Complete the sentences from a brochure that participants received at a job fair. Use the simple present or present progressive form of the verbs in parentheses.



## Welcome to the State Employment Agency

# JOB FAIR!



Representatives from over 30 big regional corporations are participating <sup>(1)</sup> (participate) in today's state job fair. The job fair \_\_\_\_\_ <sup>(2)</sup> (take) place every year. Every year, interviews \_\_\_\_\_ <sup>(3)</sup> (begin) at 9:00 a.m. and \_\_\_\_\_ <sup>(4)</sup> and (continue) throughout the day until 6:00 p.m. The long list of participating companies is on the back of this brochure. This year, companies A–G \_\_\_\_\_ <sup>(5)</sup> (interview) candidates in room 245 on the second floor. Companies H–Z \_\_\_\_\_ <sup>(6)</sup> (meet) candidates in room 252.

**Tips for Job Seekers**

Interviews generally \_\_\_\_\_ <sup>(7)</sup> (take) about 30 minutes. An interviewer usually \_\_\_\_\_ <sup>(8)</sup> (spend) a few minutes reading your résumé. He or she sometimes \_\_\_\_\_ <sup>(9)</sup> (ask) you to fill out an application. An interview typically \_\_\_\_\_ <sup>(10)</sup> (end) with a question-and-answer period. The average employer \_\_\_\_\_ <sup>(11)</sup> (expect) you to know a lot about the company – this is an opportunity to demonstrate your knowledge. Also, employers \_\_\_\_\_ <sup>(12)</sup> always \_\_\_\_\_ <sup>(12)</sup> (look) for new ideas, and these ideas may come from you!

**B Pair Work** Compare your answers with a partner. Discuss the reason for each of your answers.

- A** I used the present progressive in number 1 because the phrase today's job fair tells me that the sentence is about something that is happening now.
- B** I agree with you. For number 2, I used . . .

# 3 Stative Verbs

## Grammar Presentation

Stative verbs describe states and conditions. Generally, they do not describe actions.

That **sounds** like a great project.

We **don't have** two chances to make a first impression.

### 3.1 Non-action or Stative Verbs

Use the simple present with stative verbs. Here are some common stative verb categories:

Description: *appear, be, exist, look, seem, sound*

Measurement: *cost, weigh*

Knowledge: *believe, forget, know, remember, think*

Emotions: *feel, hate, like, love, prefer*

Possession/Relationship: *belong, contain, have, need, own, want*

Senses: *hear, see, smell, taste*

Perception: *notice, see, understand*

She **seems** like a hard worker.

It **doesn't cost** anything to send your application.

He **doesn't believe** that first impressions are true.  
I **know** stereotypes aren't true.

Employers **prefer** motivated workers.

I **don't have** a good impression of him.  
I **need** a challenging career.

Can you **see** the water from your office?

When you explain the problem in that way, I **see** your point. I **understand** your viewpoint.

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

### 3.2 Verbs with Stative and Action Meanings

Some verbs have both stative and action meanings. You can use the present progressive with the action meanings of these verbs. Examples of verbs with stative and action meanings include *be, have, see, taste, think, and weigh*.

#### SIMPLE PRESENT (STATIVE MEANING)

I **think** first impressions are important.  
(think = believe)

Do you **have** an interesting career? (have = own)

She **is** the new manager. (be = description)

He noticed that he **doesn't see** very well anymore. (see = view with the eyes)

#### PRESENT PROGRESSIVE (ACTION MEANING)

I **am thinking** about how to make a good first impression. (think = use the mind)

**Are you having** trouble at work?  
(have = experience)

She **is being** difficult. (be = act)

He **is seeing** the eye doctor for an exam next week. (see = meet with)





## Grammar Application

### Exercise 3.1 Verbs with Stative and Action Meanings

**A** Complete the article from a college newspaper. Circle the correct form of the verbs.

# A STUDY ON STEREOTYPES

Lisa James is majoring in psychology here at Carlson College. This semester, she thinks / is thinking<sup>(1)</sup> about participating in a study on stereotypes in Professor Green's Psychology 101 class. According to Dr. Green, many people have / are having<sup>(2)</sup> fixed ideas about members of their own and other cultures. This is true even when they know / are knowing<sup>(3)</sup> that the stereotypes they have / are having<sup>(4)</sup> are false.

Dr. Green believes / is believing<sup>(5)</sup> that when most people make generalizations about other cultures, they don't seem / are not seeming<sup>(6)</sup> to make these judgments on observation. Instead, they appear / are appearing<sup>(7)</sup> to base their judgments on ideas that they grew up with in their own cultures.

This semester, Dr. Green has / is having<sup>(8)</sup> an interesting time giving his students two tests: a self-assessment test and a personality test. In the self-assessment test, students describe the traits they

think / are thinking<sup>(9)</sup> members of their own culture have. The personality test gives basic information about what a person is really like. Dr. Green believes / is believing<sup>(10)</sup> the results of the personality test will conflict with the results of the cultural self-assessment test. Here's an example: People from one culture in the study believe / are believing<sup>(11)</sup> that they are hostile and argumentative. However, when these people take the personality test, they usually get / are getting<sup>(12)</sup> very high scores for kindness and helpfulness.

The results of studies such as Dr. Green's appear / are appearing<sup>(13)</sup> to show that cultural stereotypes are almost always mistaken. Lisa is looking forward to discovering what the tests say about her. Although she believes that she does not have stereotypes about people, she knows that Dr. Green believes / is believing<sup>(14)</sup> that almost everyone has stereotypes of some people.

**B Pair Work** Compare your answers with a partner. Discuss the reason for each of your answers.

*I used the present progressive with the verb think in number 1 because the action is happening now.*

### Exercise 3.2 Stative or Action Meaning?

Complete the conversation about stereotypes at work. Use the simple present or present progressive form of the verbs in parentheses. Use contractions when possible.

**Alan** Claudia, how are your interview follow-up reports going? Are you still working on them?

**Claudia** I think <sup>(1)</sup> (think) they're going well. I'm almost finished.

**Alan** That's wonderful news. How many reports \_\_\_\_\_ <sup>(2)</sup> you  
\_\_\_\_\_ <sup>(2)</sup> (have)?

**Claudia** Eight. I have three more to do.

**Alan** Oh, I see. So you're just a little more than half finished. Our meeting  
\_\_\_\_\_ <sup>(3)</sup> (be) always at 4:30 on Wednesdays. Why are you still  
working on them?

**Claudia** I don't usually take this long, but this time I'm spending a lot of time on the reports because I \_\_\_\_\_ <sup>(4)</sup> (be) very careful. I interviewed a lot of people from many different cultures, both young and old, and from cities as well as from the countryside.

**Alan** So?

**Claudia** Some of the reports \_\_\_\_\_ <sup>(5)</sup> (be) finished, but I don't want to base my judgments on only partial information. I \_\_\_\_\_ <sup>(6)</sup> (not think) that the information would be useful if it's not complete.

**Alan** I \_\_\_\_\_ <sup>(7)</sup> (know) what you mean.

**Claudia** This time, I \_\_\_\_\_ <sup>(8)</sup> (have) a hard time separating things like culture and appearance from people's actual abilities.

**Alan** Well, it's good that you \_\_\_\_\_ <sup>(9)</sup> (be) aware of it. Let's discuss it later.



**Exercise 3.3** More Stative or Action Meaning?

**A** Listen to the interview about first impressions. Write the missing words.



Marta



Marc



Bin

**Reporter** When you meet<sup>(1)</sup> someone for the first time, how does the person's appearance affect your judgment? Today, we \_\_\_\_\_<sup>(2)</sup> people to describe how they make judgments about others.

**Marta** I know I \_\_\_\_\_<sup>(3)</sup> unfair stereotypes when I meet someone new. To me, older people always \_\_\_\_\_<sup>(4)</sup> like they need help. When I meet an older person, I \_\_\_\_\_<sup>(5)</sup> about my grandparents. I speak slowly and clearly, in case the person can't hear. I \_\_\_\_\_<sup>(6)</sup> it's wrong to think all older people are like that, but I can't help it.

**Marc** I feel that I \_\_\_\_\_<sup>(7)</sup> always very fair when I meet a new person. I \_\_\_\_\_<sup>(8)</sup> people's appearances don't always say who they really are. For example, if I meet a person who \_\_\_\_\_<sup>(9)</sup> sloppy,<sup>1</sup> I \_\_\_\_\_<sup>(10)</sup> that he or she is a lazy person.

**Bin** For me, it depends on the situation. When I am interviewing people at work, I take their appearance very seriously. For example, I always notice how a person dresses for an interview. If a person's appearance \_\_\_\_\_<sup>(11)</sup> sloppy or careless in an interview, I \_\_\_\_\_<sup>(12)</sup> he or she will be a sloppy and careless worker.

<sup>1</sup>sloppy: messy, not tidy

**B Pair Work** Discuss these questions with a partner: Which person in A are you most like? How much do stereotypes affect the judgments you make about people when you first meet them? Give an example.

*I think I'm like Marc. I don't like to judge someone right away. For example, my landlord seems somewhat reserved when you meet him, but he's actually a really nice guy.*

# 4 Special Meanings and Uses of Simple Present

## Grammar Presentation

The simple present is frequently used for summarizing and reviewing as well as for explaining procedures or giving instructions.

Malcolm Gladwell's book *Blink* **persuades** the reader to believe in first impressions.

Participants **follow** strict procedures for the Implicit Association Test.

### 4.1 Special Meanings and Uses of Simple Present

**A** Use the simple present to summarize scientific writing or review artistic works such as books, plays, and movies.

The Implicit Association Test **measures** people's responses. Malcolm Gladwell's book *Blink* **discusses** the importance of first impressions. He **argues** that first impressions **are** often accurate, even if the mind **doesn't realize** it.

**B** Use the simple present to explain procedures or instructions.

To administer the test, we always **follow** the same procedures. First, we **seat** participants in every other chair. We **don't** usually **put** them next to each other.

Commonly used expressions that show sequencing include *first*, *then*, *next*, *after that*, and *finally*.

When you arrive at the job fair, **first** you **go** to the desk and **sign** in. **Then** you **take** a look at the list of companies and **plan** which companies you **want** to see.



## Grammar Application

### Exercise 4.1 Uses of Simple Present

Read the sentences. Then label each sentence *R* (book reviews), *P* (procedures and instructions), or *O* (other uses – facts, routines, schedules) according to where the text comes from.

- 1 First, students write their names at the top of the paper. *P*
- 2 The authors end with a set of tips for always creating good first impressions. \_\_\_\_\_
- 3 The class meets on Tuesdays and Thursdays from 11:30 a.m. to 1:00 p.m. \_\_\_\_\_
- 4 This book helps readers understand the difference between how they see themselves and how other people see them. \_\_\_\_\_
- 5 The required reading for this course is *Making a Good Impression* by Dr. Al Stone. \_\_\_\_\_
- 6 *Making a Good Impression* includes summaries of many of the latest studies on how people make first impressions. \_\_\_\_\_
- 7 To complete the online test, students select their answers and click "Submit." \_\_\_\_\_

### Exercise 4.2 Summarizing an Article

Use the words to write sentences that describe the main points from an article on the problems with personality tests.

- 1 personality tests / always / not be / accurate

*Personality tests are not always accurate.*

- 2 job candidates / sometimes / not tell / the truth

- 3 a job candidate's score / always / not reflect / the candidate's personality

- 4 candidates who take some personality tests twice / sometimes / get / different scores

- 5 these tests / not match / people to jobs well

### Exercise 4.3 Giving Instructions

**Pair Work** Choose a situation with a partner in which it is important to make a good first impression, such as a job interview or a first meeting with an important person. Describe the scene and how the person makes a good first impression. Remember to use sequencing words such as *First, . . . ; Then . . . ; After that, . . . ;* and *Finally, . . .*

*On the first day of work: First, the new employee shakes hands and makes eye contact with the people he or she meets.*

## 5 Avoid Common Mistakes



### 1 Use the simple present with stative verbs.

First impressions ~~are mattering~~ <sup>matter</sup> when you want to establish a relationship.

### 2 Use the simple present to express facts, routines, or habits unlikely to change.

Sessions ~~are requiring~~ <sup>require</sup> 10 to 15 minutes to complete.

### 3 Use the present progressive to show that something is in progress or temporary.

He ~~doesn't interview~~ <sup>isn't interviewing</sup> for jobs this year because he ~~still studies~~ <sup>is still studying</sup>.

### 4 Use the -ing form, not the base form of the verb, when using the present progressive.

He is ~~work~~ <sup>working</sup> as a store clerk.



## Editing Task

Find and correct eight more mistakes in the paragraphs about first impressions.

Without a doubt, first impressions are important. Current research <sup>shows</sup> ~~is showing~~ that a first impression can last a long time. These days it seems that everyone talks about the significance of the first 30 seconds of a job interview or a meeting with a client. However, I am believing there is another side to this story.

5        Some people are having the ability to make a good first impression, but the impression may be false. I believe that time and experience are telling the truth about a person's character. Whenever I talk with someone who smiles at me and seems completely charming, I am getting suspicious. I think that the person is not sincere, and that he or she wants something from me. On the other hand, I often find that  
10        quieter, more reserved people are more willing to help me when I ask. My colleague Jim is a good example. This fall he is work on a special project, so he is very busy, and sometimes he appears unfriendly. However, he usually stops and helps me when I ask. My friendlier colleagues usually smile, but when I ask them for help, they are making excuses.

15        In short, I am not believing that everyone who makes a good first impression deserves my trust. Maybe I am too suspicious with friendly people, but I will always give awkward or shy people a second chance. After all, I think that I may be one of them.

# 6 Academic Writing

## Plagiarism and Academic Honesty

In this unit (1), you will learn about plagiarism and how to maintain academic honesty at a North American university.

### Exercise 6.1 Preparing to Write

Work with a partner. Discuss the questions.

- 1 What is plagiarism? What is academic honesty?
- 2 Is plagiarism the same or different in your culture than in North America? Give an example to explain your answer.
- 3 Why might plagiarism be considered academically dishonest?
- 4 What are three reasons that students plagiarize?

Read the interviews with three academic professionals: a professor, a librarian, and a writing center tutor.

#### **Dr. Moore**, *Professor*

Academic honesty is important. If a student pretends that someone else's words are theirs, that's dishonest. If students let someone else write their paper, that's dishonest. If a student submits a paper that was used in another class, that's also dishonest. These are all examples of plagiarism. The rules are simple: Do your own work, use your own words, and don't re-use your work for other classes. If students are having trouble, they should see their professor. At our college, if a student plagiarizes, I have to report it to the Dean<sup>1</sup> of Students.

#### **Dee Mackey**, *Librarian*

Students are often confused about plagiarism. If students write something that is not their own idea or their own work, they should cite the source. That means they should say where they found something. When students cite a source, they always need to mention the author and date of publication. They should also cite sources for photos and graphs. Students can use the ideas of another person, but they should use their own words and cite the source. If they are unsure about anything, they should ask for help. Professors and librarians are happy to help.

#### **Jaye Evans**, *Writing Center Tutor*

Students plagiarize because sometimes they wait until the last minute, so they don't have time to write their paper. Then they go to the Internet and cut and paste things into their paper, or copy from books or articles. That's never OK. Their professors know that they have copied. Writing center tutors can help, but students have to start working on their papers early. We can't really help them at the last minute.



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<sup>1</sup>dean (n) a head of a department or group at a college or university

**Exercise 6.2** Understanding Plagiarism

Answer the questions for each speaker. Then compare your answers with a partner's.

- 1 What is plagiarism and academic honesty?

Dr. Moore: \_\_\_\_\_

Dee Mackey: \_\_\_\_\_

Jaye Evans: \_\_\_\_\_

- 2 Why do students plagiarize?

Dr. Moore: \_\_\_\_\_

Dee Mackey: \_\_\_\_\_

Jaye Evans: \_\_\_\_\_

**Exercise 6.3** Evaluating Plagiarism

Read the statements. Write *T* (true) or *F* (false) next to the statement. Then write the name of the speaker who helped you decide your answer.

\_\_\_\_\_ 1 When students cut and paste from the Internet, it's not right, but no one will know. \_\_\_\_\_

\_\_\_\_\_ 2 A student writer doesn't have to say where they got a photograph for their essay. \_\_\_\_\_

\_\_\_\_\_ 3 The writing center wants students to come to them early. \_\_\_\_\_

\_\_\_\_\_ 4 Students should cite their sources when they paraphrase. \_\_\_\_\_

\_\_\_\_\_ 5 Having a friend write your paper is plagiarism. \_\_\_\_\_

\_\_\_\_\_ 6 Professors don't want to help students with questions about plagiarism. \_\_\_\_\_

**Avoiding Plagiarism**

In academic writing, **plagiarism** is defined as taking other people's words and ideas and using them as your own. It is a very serious issue in North America, and it should always be avoided. If you use other people's words or ideas in your writing, you must always give them credit.

**Exercise 6.4** Applying the Skill

- 1 Work with a partner. Make a list of three things you should do and three things you should not do to avoid plagiarism and maintain academic honesty. Use your own words.
- 2 Share your list with the class. As a class, create an official list of plagiarism "Dos" and "Don'ts."



# Simple Past and Past Progressive; *Used To, Would*

## Global Marketing

### 1 Grammar in the Real World

#### ACADEMIC WRITING

Expository  
writing

**A** What is a *global market*? Read the article about global marketing. What makes global marketing campaigns successful?

**B Comprehension Check** Answer the questions.

- 1 What are some reasons customers in China did not buy the dolls at first?
- 2 Why was the campaign in Malaysia successful?
- 3 How are advertising campaigns different today from in the past?

**C Notice** Read the sentences from the article. Check (✓) the sentence that describes an action that continued for a period of time in the past. Does the verb end in *-ing* or *-ed*?

- \_\_\_\_\_ 1 Around the same time, another American company **was showing** a series of advertisements in the United States for a shampoo product.
- \_\_\_\_\_ 2 As a result, the company **adapted** its advertising to fit the local culture.



# GLOBAL Marketing

In 2017, an American toy company **opened** a huge store on the main shopping street in a major city in China. The store **featured** the company's famous doll. At that time, the sales of the doll **were falling** slightly in the United States, so the company **was working** on developing new markets in other countries. At the store, there **were not** many sales. Customers **would come** in and look, but few **were buying** the dolls. The company **did** some research and **found out** why. The doll's image **did not appeal**<sup>1</sup> to young Chinese women. They **had** a preference for dolls that looked cute and **adorable**.<sup>2</sup> They also **wanted** more affordable prices. The toy company eventually **closed** the store.

Around the same time, another American company **was showing** a series of advertisements in the United States for a shampoo product. In one ad, "real women" **showed** their hair and **talked** about how much they liked the shampoo. These women

**looked** like your friends and neighbors, not like models. The advertisements **were** a great success. The company **decided** to create similar advertisements in Malaysia. While it **was working on** these advertisements, it **was also doing** research on Malaysian culture. The company **discovered** that some Malaysian women **thought** that it was inappropriate<sup>3</sup> to show their hair in public, so it **realized** that its approach<sup>4</sup> **would not be** successful. As a result, the company **adapted** its advertising to fit the local culture. In the new Malaysian advertisements, the women **did not show** their hair. They only **talked** about it. The ads **were** a tremendous success.

In the past, companies **would create** one advertisement and one product for all markets. Today's markets include places all over the world, and the success of global marketing campaigns depends on two simple rules: understand the local culture and adapt the marketing and product to that culture.

<sup>1</sup>**appeal**: interest or attract someone

<sup>2</sup>**adorable**: attractive and easy to love

<sup>3</sup>**inappropriate**: unsuitable, especially for the particular time, place, or situation

<sup>4</sup>**approach**: a method or way of doing something



## 2 Simple Past vs. Past Progressive

### Grammar Presentation

The simple past and the past progressive describe actions in the past.

American consumers **wanted** affordable prices. While the company **was working** on these advertisements, it **was** also **doing** research on Malaysian culture.

#### 2.1 Simple Past

Use the simple past to describe actions, situations, or events that are completed. Use the simple past for actions that happened once or repeatedly in the past.

Company executives **decided** to market the dolls in China in 2017.

The dolls **weren't** popular in China a few years ago.

What **did** the company **market** in Malaysia?

The company executives **visited** Malaysia a few times.

Past time markers, such as *yesterday*, *last week*, *two months ago*, and *in 2018* can be used with the simple past.

A company **studied** Malaysian culture last year.

**Did** it **get** good local advice last time?

Who **gave** the company advice last week?

► Irregular Verbs: See page A1.

#### 2.2 Past Progressive

Use the past progressive to describe an activity or event in progress over a period of time in the past.

The company **wasn't selling** dolls in China at that time.

Why **weren't** many people **buying** them?

What **was happening** during that period?

#### 2.3 Simple Past and Past Progressive Contrasted

**A** Use the past progressive to describe background activities. These activities were in progress at the same time as the main event in the sentence. Use the simple past for the main event.

BACKGROUND ACTIVITY

They **were planning** a new advertising campaign

MAIN EVENT

in the country, so they **did** some research on the culture.

**B** Use the simple past, not the past progressive, with stative verbs.

The company **understood** the culture.

NOT The company ~~was understanding~~ the culture.



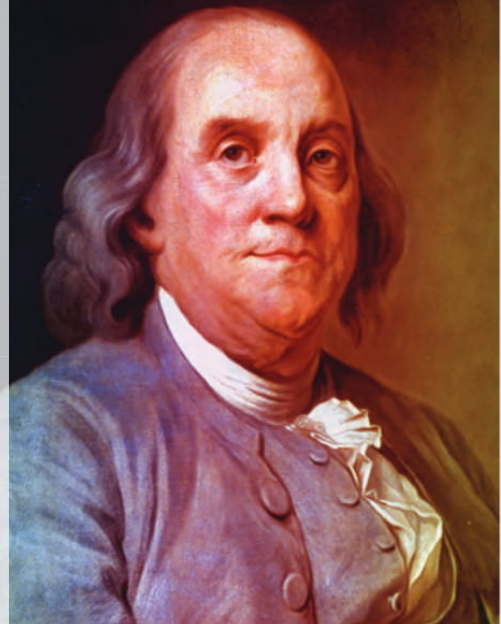


## Grammar Application

### Exercise 2.1 Simple Past and Past Progressive

**A** Underline the past forms of the verbs in this paragraph about early American advertising.

Benjamin Franklin is one of the fathers of American advertising. He was an early American politician and inventor. In the early 1700s, Franklin was working in Philadelphia, Pennsylvania, as a publisher and inventor. He published a variety of books, and he was also the publisher of the newspaper *The Pennsylvania Gazette*. He used *The Pennsylvania Gazette* to advertise his inventions. Franklin filled the newspaper with ads. He also advertised books, both his own and other people's. Because of the ads in his newspaper, Franklin was making a lot of money and was selling a lot of books. These were among the first advertisements in America.



**B Pair Work** Compare your answers with a partner. Discuss which verbs are simple past and which are past progressive.

### Exercise 2.2 Simple Past or Past Progressive?

**A** Read the paragraphs about a successful advertising campaign.<sup>1</sup> Circle the simple past or past progressive form of the verbs. Sometimes more than one answer is possible.

In the years after World War II, the U.S. government promoted was promoting milk as a health product. In the 1960s, however, soft-drink<sup>2</sup> companies began to market their products very aggressively. As a result, people soon drank were soon drinking more soft drinks and less milk. The California Milk Advisory Board (CMAB) realized that the old health-focused advertising didn't work wasn't working.

Beginning in the mid-1970s, milk sales went were going down in the United States, and the CMAB decided was deciding to do something to increase sales. The CMAB members learned were learning that the majority of people believed that milk was good for them, but they weren't drinking it.

In 1993, a new board was formed, the California Milk Processor Board (MilkPEP). This new board hired were hiring an advertising agency to design a

new advertisement for milk. The agency designed/were designing<sup>(8)</sup> a very original ad. The ad showed a person eating something sweet or sticky (like cake or peanut butter). The ad was funny because the person really needed milk to drink, but he or she didn't have it. This became/was becoming<sup>(9)</sup> the very successful "Got milk?"<sup>3</sup> campaign. In 1994, milk sales increased/were increasing<sup>(10)</sup> by over 10 million gallons a year. This was a clear indication that the new campaign was a success.

<sup>1</sup>**campaign:** series of advertisements

<sup>2</sup>**soft drink:** a carbonated, nonalcoholic drink, also known as "pop," "soda," or "cola"

<sup>3</sup>**Got milk?:** an informal way of saying "Do you have milk?"

**B Pair Work** Compare your answers with a partner. Then ask and answer questions about the information in A. Use the simple past and the past progressive.

**A** What was happening in the United States beginning in the mid-1970s?

**B** Milk sales were going down.

## 3 Time Clauses with Simple Past and Past Progressive

### Grammar Presentation

The simple past and past progressive are used with time clauses to show the order of two past events.

We **changed** our minds about the product **after we saw the ads for it.**

**While he was presenting the product,** the audience **listened** attentively.

#### 3.1 Using Time Clauses with Simple Past

**A** Use time clauses beginning with the time words and phrases *after*, *as soon as*, *before*, *once*, *until*, and *when* to show the order in which two events happened.

When the time clause comes first in the sentence, use a comma.

We found out that the ad wasn't appropriate for consumers **when we were doing research on the market.**

**When we were doing research on the market,** we found out that the ad wasn't appropriate for consumers.

**B** Use *after* to introduce the first event.

FIRST EVENT                      SECOND EVENT  
**After the store opened,** people didn't buy the dolls.

### 3.1 Using Time Clauses with Simple Past (continued)

- C** Use *before* to introduce the *second* event.

The company worked with an advertising team

*before it marketed the shampoo.*

- D** Use *as soon as* or *once* to introduce the first event when the second event happens immediately after.

As soon as the company made prices

**affordable**, sales improved.

Women bought the shampoo once the ad fit the local culture.

- E** *Until* means “up to that time.” Use *until* to indicate the second event.

There were not many sales until the company changed its advertising.

## SECOND EVENT

- F** Use *when* to introduce the first event. *When* means “at almost the same time.”

When we thought about the low sales, we got a little worried.

## SECOND EVENT

### 3.2 Using Time Clauses with Simple Past and Past Progressive

- A** Use the past progressive to describe an ongoing action. Use *while* or *when* to introduce the ongoing action.

While we were developing an advertising campaign,

*I got sick.*

Use the simple past to describe an action that interrupts the ongoing action. Use *when* to introduce the interruption.

We were discussing the new ad campaign

when we heard about the low sales.

- B** Use the past progressive in both clauses to talk about two actions in progress at the same time.

**While they were studying Malaysian culture, they were developing an advertising campaign.**



## DATA FROM THE REAL WORLD

In formal writing, *when* is more common than *while*.

