

CAMBRIDGE

GRAMMAR AND BEYOND ESSENTIALS

1

Randi Reppen

ONLINE
WORKBOOK
INCLUDED
—
SEE INSIDE
FRONT COVER

Experience
Better
Learning

GRAMMAR AND BEYOND ESSENTIALS

1

Randi Reppen

Download audio



CAMBRIDGE
UNIVERSITY PRESS

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.

www.cambridge.org

Information on this title: www.cambridge.org/9781108697231

© Cambridge University Press 2019

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 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7

Printed in Italy by Rotolito S.p.A.

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

ISBN 978-1-108-69723-1 Student's Book with Online Workbook

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

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.

Scope and Sequence

Unit	Theme	Grammar	Topics	Avoid Common Mistakes
PART 1 The Verb Be				
Unit 1 page 2	Tell Me About Yourself	Statements with Present of Be	Present of Be: Affirmative Statements (p.4) Present of Be: Negative Statements (p.8)	Avoiding <i>be + no</i> ; avoiding sentences beginning with <i>be</i>
Unit 2 page 12	Schedules and School	Yes/No Questions and Information Questions with Be	Yes/No Questions and Short Answers with Be (p.14) Information Questions with Be (p.18)	Remembering capital letters and punctuation; avoiding contractions with short answers to <i>yes/no</i> questions
PART 2 Nouns, Determiners, and Pronouns				
UNIT 3 page 22	Gadgets	Count Nouns; A/An; Have and Be	Nouns; A/An (p. 24) Be with A/An + Noun (p. 27) Have (p. 29)	Remembering <i>a/an</i> ; remembering subject/verb agreement
UNIT 4 page 32	The Workplace	Demonstratives and Possessives	Demonstratives (<i>This, That, These, Those</i>) (p. 34) Possessives and <i>Whose</i> (p. 39)	Using <i>this/that and these/those</i> ; using possessives
PART 3 Prepositions and Adjectives				
UNIT 5 page 44	Skills and Qualities for Success	Descriptive Adjectives	Adjectives (p. 46) Questions with <i>What . . . like?</i> and <i>How + Adjective</i> (p. 49)	Remembering where to put adjectives; avoiding plural adjectives
UNIT 6 page 54	Around the House	Prepositions	Prepositions of Place: Things at Home and in the Neighborhood (p. 56) Prepositions of Place: Locations and Other Uses (p. 60) Prepositions of Time (p. 63)	Remembering <i>in, on, and at</i>
UNIT 7 page 68	Local Attractions	<i>There Is</i> and <i>There Are</i>	<i>There Is / There Are</i> (p. 70) Yes/No Questions with <i>There Is / There Are</i> (p. 75)	Using <i>there is / there are</i> ; avoiding contractions in academic writing

Unit	Theme	Grammar	Topics	Avoid Common Mistakes
PART 4 Simple Present				
UNIT 8 page 80	Lifestyles	Simple Present	Simple Present: Affirmative and Negative Statements (p. 82) Statements with Adverbs of Frequency (p. 88)	Avoiding <i>do/does</i> in negative statements with <i>be</i> ; avoiding <i>be</i> with simple present verbs
UNIT 9 page 92	Daily Habits	Simple Present Yes/No Questions and Short Answers	Simple Present Yes / No Questions and Short Answers (p. 94)	Remembering <i>Do/Does</i> in simple present questions with <i>have</i> ; avoiding <i>Do/Does</i> in questions with <i>be</i>
UNIT 10 page 98	Cultural Holidays	Simple Present Information Questions	Simple Present Information Questions (p. 100) Questions with <i>How Often</i> (p. 106)	Remembering <i>do/does</i> ; avoiding <i>-s</i> with <i>he/she/it</i>
PART 5 Conjunctions				
UNIT 11 page 108	Time Management	Conjunctions: <i>And, But, Or, Because</i>	<i>And, But, Or</i> (p. 110) <i>Because</i> (p. 113)	Remembering a comma with conjunctions; using conjunctions
PART 6 Simple Past				
UNIT 12 page 118	Success Stories	Simple Past Statements	Simple Past Statements: Regular Verbs (p. 120) Simple Past Statements: Irregular Verbs (p. 125)	Remembering simple past verbs to talk about the past; remembering the base form of the verb after <i>did not / didn't</i>
UNIT 13 page 130	Business Ideas	Simple Past Questions	Simple Past Yes / No Questions (p. 132) Simple Past Information Questions (p. 135)	Remembering <i>did</i> + subject + base form of the verb; avoiding the past form in information questions
UNIT 14 page 138	Life Stories	Simple Past of <i>Be</i>	Simple Past of <i>Be</i> : Affirmative and Negative Statements (p. 140) Simple Past of <i>Be</i> : Questions and Answers (p. 142)	Using <i>was/were</i> ; Remembering the correct form with <i>born</i>
UNIT 15 page 148	Luck and Loss	Past Time Clauses with <i>When, Before, and After</i>	Past Time Clauses with <i>When, Before, and After</i> (p. 150)	Remembering the correct spelling of <i>when, before, and after</i> ; remembering the subject in the main clause and the time clause

Unit	Theme	Grammar	Topics	Avoid Common Mistakes
PART 7 More About Nouns, Determiners, and Pronouns				
UNIT 16 page 156	Eating Habits	Count and Noncount Nouns	Count and Noncount Nouns (p. 158) Units of Measure; <i>How Many . . . ?</i> and <i>How Much . . . ?</i> (p. 164)	Avoiding <i>a / an</i> with noncount nouns; avoiding the plural with noncount nouns
UNIT 17 page 170	Languages	Quantifiers: <i>Some, Any, A Lot Of, A Little, A Few, Much, Many</i>	Quantifiers: <i>Some</i> and <i>Any</i> (p. 172) Quantifiers: <i>A Lot Of, A Little, A Few, Much, Many</i> (p. 177)	Remembering <i>many</i> with plural nouns; remembering <i>any</i> with negative statements and <i>some</i> with affirmative statements
UNIT 18 page 184	Changes and Risks	Articles: <i>A / An</i> and <i>The</i>	Articles: <i>A / An</i> and <i>The</i> (p. 186) Article or No Article? (p. 191)	Avoiding <i>a/an</i> with noncount nouns; avoiding <i>the</i> when talking about things or people in general
UNIT 19 page 196	Meals Around the World	Possessive Pronouns and Indefinite Pronouns	Possessive Pronouns (p. 198) Indefinite Pronouns (p. 203)	Avoiding the plural with possessive pronouns; remembering <i>any</i> + in negative statements
PART 8 Imperatives and Modals				
UNIT 20 page 208	Social Customs	Imperatives	Imperatives (p. 210)	Avoiding <i>no</i> in negative imperatives; remembering an apostrophe in <i>don't</i>
UNIT 21 page 218	Making Connections	Ability and Possibility	<i>Can</i> and <i>Could</i> for Ability and Possibility (p. 220) <i>Be Able To</i> and <i>Know How To</i> for Ability (p. 225)	Avoiding <i>-s</i> with <i>can</i> and <i>could</i> ; remembering the base form with <i>can</i> and <i>could</i>
UNIT 22 page 230	College Life	Requests and Permission	<i>Can, Could, and Would</i> for Requests (p. 232) <i>Can, Could, and May</i> for Permission (p. 236)	Remembering the correct word order for making requests; remembering the base form of the verb after <i>can, could, may, or would</i>

Unit	Theme	Grammar	Topics	Avoid Common Mistakes
PART 9 Present and Past Progressive				
UNIT 23 page 242	Body Language	Present Progressive	Present Progressive Statements (p. 244) Present Progressive Questions (p. 249) Present Progressive and Simple Present (p. 251)	Remembering <i>be</i> and verb + <i>-ing</i> for the present progressive
UNIT 24 page 256	Inventions and Discoveries	Past Progressive and Simple Past	Past Progressive (p. 258) Time Clauses with Past Progressive and Simple Past (p. 263)	Remembering <i>was / were</i> + verb + <i>-ing</i> for the past progressive
PART 10 Subjects, Objects, and Complements				
UNIT 25 page 268	Fast Food or Slow Food	Subject and Object Pronouns; Questions About Subjects and Objects	Subject and Object Pronouns (p. 270) Questions About the Subject and the Object (p. 273)	Using subject and object pronouns; avoiding putting the pronoun before the noun
UNIT 26 page 278	Do What You Enjoy Doing	Infinitives and Gerunds	Infinitives (p. 280) Gerunds (p. 283)	Using infinitives and gerunds; Avoiding <i>wanna</i> in writing
PART 11 The Future				
UNIT 27 page 290	The Years Ahead	Future with <i>Be Going To</i> , Present Progressive, and <i>Will</i>	Future with <i>Be Going To</i> or Present Progressive (p. 292) Future with <i>Will</i> (p. 297)	Remembering the verb <i>be</i> in <i>be going to</i> ; remembering <i>will</i> for predictions
UNIT 28 page 302	Will We Need Teachers?	<i>Will</i> , <i>May</i> , and <i>Might</i> for Future Possibility; <i>Will</i> for Offers and Promises	<i>May</i> and <i>Might</i> ; Adverbs with <i>Will</i> (p. 304) Offers and Promises (p. 309)	Avoiding using <i>can</i> for predictions; avoiding using <i>can</i> for certainty

Unit	Theme	Grammar	Topics	Avoid Common Mistakes
PART 12 More Modals				
UNIT 29 page 312	Study Habits	Suggestions and Advice	Suggestions and Advice (p. 314) Asking for and Responding to Suggestions and Advice (p. 317)	Using <i>should</i> and <i>ought</i> ; avoiding putting <i>probably</i> after the <i>ought to</i>
UNIT 30 page 322	Getting What You Want	Necessity and Conclusions	Necessity and Conclusions with <i>Have To</i> , <i>Need To</i> , <i>Must</i> (p. 324)	Avoiding <i>to</i> after <i>must</i> ; avoiding <i>need to</i> for conclusions
PART 13 Adjective and Adverbs				
UNIT 31 page 332	Making a Good Impression	Adjectives and Adverbs	Adjectives and Adverbs of Manner (p. 334) Adjectives with Linking Verbs; Adjectives and Adverbs with <i>Very</i> and <i>Too</i> (p. 338)	Avoiding <i>-ly</i> in irregular adverbs; avoiding confusion with <i>good</i> and <i>well</i> ; avoiding putting the adverb between a verb and its object
UNIT 32 page 344	Progress	Comparative Adjectives and Adverbs	Comparative Adjectives (p. 346) Comparative Adverbs (p. 351)	Avoiding <i>more</i> with <i>better</i> and <i>worse</i> ; avoiding <i>that</i> and <i>then</i> after a comparative
UNIT 33 page 356	Facts and Opinions	Superlative Adjectives and Adverbs	Superlative Adjectives (p. 358) Superlative Adverbs (p. 363)	Avoiding the comparative for more than two things; avoiding using <i>most</i> and <i>-est</i> together

Appendices

1	Capitalization and Punctuation Rules	A1
2	Spelling Rules for Noun Plurals	A2
3	Verb Forms	A3
4	Common Regular and Irregular Verbs	A15
5	Irregular Verbs	A16
6	Spelling Rules for Possessive Nouns	A17
7	Noncount Nouns and Containers	A17
8	Metric Conversion	A18
9	Subject and Object Pronouns	A18
10	Indefinite and Definite Articles	A19
11	Spelling Rules for Verbs Ending in <i>-ing</i>	A20
12	Spelling and Pronunciation Rules for Simple Present	A20
13	Spelling and Pronunciation Rules for Regular Verbs in Simple Past	A21
14	Adjectives and Adverbs: Comparative and Superlative Forms	A22
15	Adverbs with <i>-ly</i>	A24
16	Modal Verbs and Modal-like Expressions	A25
17	Stative (Non-Action) Verbs	A26
18	Verbs + Gerunds and Infinitives	A26
	Index	i1
	Art Credits	i7

Introduction to *Grammar and Beyond Essentials*

Grammar and Beyond Essentials is a research-based and content-rich grammar 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. The series practices all four skills in a variety of authentic and communicative contexts. It is designed for use both in the classroom and as a self-study learning tool.

Grammar and Beyond Essentials 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 Essentials*

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

Each 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 Essentials* 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.

Series Levels

The following table provides a general idea of the difficulty of the material at each level of *Grammar and Beyond Essentials*. 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 Workbook

Levels 1 through 3 teach all of the grammar points appropriate at each level in short, manageable cycles of presentation and practice organized around a high-interest unit theme. Level 4 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. Please see the Tour of a Unit on pages xvi–xix for a more detailed view of the contents and structure of the units.

Online Workbook

The Online Workbook provides extra practice to help you master each grammar point. Automatically-graded exercises give immediate feedback. Each unit offers practice correcting the 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 where additional online practice is available.

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 Essentials* users
- Challenge your friends and players wherever they are
- Watch where you are on the leaderboards



Teacher Resources

Grammar and Beyond Essentials offers a variety of downloadable resources for instructors on eSource: esource.cambridge.org. Contact your Cambridge ESL Specialist (www.cambridge.org/cambridgeenglish/contact) to find out how to access the site.

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
- Downloadable communicative activities 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 the answer keys and audio.

Lesson Mapping Guides

Grammar and Beyond Essentials is designed to be used easily alongside academic English titles from Cambridge University Press. These include: *Academic Encounters*, *Final Draft*, *Making Connections*, *Prism*, and *Prism Reading*. Visit www.cambridge.org/essentials/LessonMaps to download a Lesson Mapping Guide for each title.

Academic
Encounters

FINAL
DRAFT

Making
CONNECTIONS

PRISM

PRISM
READING

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, North Harris College, Houston, TX

Acknowledgements

The publisher and authors 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, ALL 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, Global LT, 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

GRAMMAR IN THE REAL WORLD

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

UNIT

10

Simple Present Information Questions

Cultural Holidays

1 Grammar in the Real World

A What is your favorite holiday or celebration? Read the interview about a Mexican holiday. What is the Day of the Dead?

B Comprehension Check Choose the correct answers.

- 1 On the Day of the Dead, people remember _____.
a their parents b their dead relatives c their children
- 2 People put pictures of the dead _____.
a on altars b on sweets c on skulls
- 3 The Day of the Dead takes place _____.
a every month b one day a year c on November 1 and 2
- 4 People _____ their ancestors' graves.
a decorate b paint c celebrate


C Notice Answer the questions with the correct question word. Use the interview to help you.

- 1 Which word asks a question about **time**? What When Where
- 2 Which word asks a question about **places**? What When Where
- 3 Which word asks a question about **things**? What When Where

What word comes after *when*, *where*, and *what*?

Simple Present Information Questions

Coffee Time



Today's Topic: MEXICO'S DAY of the DEAD

¹ancestor: any member of your family from long ago.
²altar: a type of table that people use in religious ceremonies.
³grave: a place where you bury a dead person or people, usually under the ground.
⁴skull: the bones of the head around the brain.
⁵symbolize: use a sign or mark to represent something.
⁶rebirth: a new period of growth of something.

Michelle Hello, everyone! This is *Coffee Time*. Our topic today is celebrations around the world. Today our guest is Elena Lopez, from a university in Mexico. She's here to tell us about the Day of the Dead. Welcome, Dr. Lopez!

5 **Dr. Lopez** Thank you. It's nice to be here.

Michelle First of all, **where do people celebrate the Day of the Dead?**

Dr. Lopez They celebrate it in many parts of the world, such as in Mexico.

10 **Michelle** **When do people celebrate it, and how do they celebrate it?**

Dr. Lopez Well, the Day of the Dead takes place on two days: November 1 and 2. We remember our dead relatives – our ancestors¹ – and friends. People build little altars² in the home and in public schools. They also clean and decorate the graves.³

15 **Michelle** **What do they put on these altars and graves?**

Dr. Lopez They put candles, food, drinks, flowers, and pictures of the dead. There are sweets in the shape of skulls,⁴ too. The traditions are a little different in every region of Mexico.

20 **Michelle** **What do the different things mean?**

Dr. Lopez Well, for example, the candles are a guide for our ancestors. They guide them home. There are bells, too. They call the dead.

25 **Michelle** **What do the skulls symbolize?** Do they symbolize death?

Dr. Lopez Well, yes. But they also symbolize rebirth,⁶ according to the first Day of the Dead thousands of years ago.

Cultural Holidays 99

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.

2 Simple Present Information Questions

Grammar Presentation

Information questions begin with a **Wh-** word (*Who, What, When, Where, Why, or How*). They ask for information and cannot be answered with a simple yes or no.

Where do people celebrate the Day of the Dead?
When do Americans celebrate Independence Day?

2.1 Information Questions

Wh- word	Do / Does	Subject	Base Form of Verb	
Who	do	I you we they	see	at school?
What			eat	at parties?
When			celebrate	that holiday?
What time			begin	the celebration?
Where	does	he she it	study	for school?
Why			live	at home?
How			meet	new people?

2.2 Using Simple Present Information Questions

A Use a Wh- word with do before <i>I, you, we, they,</i> and plural nouns.	<i>When</i> do you celebrate the holiday?
Use a Wh- word with does before <i>he, she, it,</i> and singular nouns.	<i>Why</i> does she study Spanish?
B Use simple present information questions to ask for specific information.	<i>"Where</i> do you live?" "I live in Mexico City." <i>"What time</i> do you start work?" "8:30."
C Use simple present information questions to ask about habits, facts, traditions, and regular activities.	<i>"When</i> do they celebrate the Day of the Dead?" "In November." <i>"Why</i> does she travel to Mexico every year?" "Because she has family there."
D You can answer information questions with a short or long answer.	<i>"What</i> do you eat on Thanksgiving?" Short answer: "Turkey and pie." Long answer: "I eat turkey and pie."

2.3 Using Wh- Words

A Use Who to ask about people.	<i>"Who</i> do you remember on the Day of the Dead?" "I remember my grandmother."
B Use What to ask about things.	<i>"What</i> do you study?" "Spanish and history."
C Use When to ask about time (days, months, years, seasons, parts of the day).	<i>"When</i> do you celebrate Chinese New Year?" "In January or February."
D Use What time to ask about clock time.	<i>"What time</i> does your class finish?" "4:30. / Five o'clock."
E Use Where to ask about places.	<i>"Where</i> does she work?" "At the University of Mexico."
F Use Why to ask about reasons.	<i>"Why</i> do you like celebrations?" "Because they're always fun."
G Use How to ask about manner – the way people do something.	<i>"How</i> do you celebrate your birthday?" "We eat at my favorite restaurant."

Grammar Application

Exercise 2.1 Questions with Who, What, When, Where, How

A Complete the questions with **Who, What, When, Where, or How** and **do** or **does**.

- A** *Where* do people celebrate the Day of the Dead?
B In Mexico.
- A** _____ they celebrate the Day of the Dead?
B On November 1 and 2.
- A** _____ they remember?
B Their dead relatives and friends.
- A** _____ they decorate?
B Graves and altars.
- A** _____ they put pictures of the dead?
B On altars.
- A** _____ they decorate the graves?
B With flowers, candles, food, and drinks.

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

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.

QR CODES

give easy access to audio at point of use.

Exercise 2.5 Information Questions in Titles

Data from the Real World

We often use information questions in the titles of academic articles and books. The article or book answers the question.

Why Do We Laugh?
How Does a Computer Work?
When Do People Watch TV?

Titles with How? What? and Why? are very frequent.

How do/does? 
What do/does? 
Why do/does? 



A Listen to the questions and answers. Mark the questions with ↗ for rising intonation and ↘ for falling intonation.

- 1 A Excuse me. Are you from Japan? ↗
B Yes, I am. I'm from Tokyo.
- 2 A Can I ask you some questions? _____
B Sure!
- 3 A What's your favorite holiday in Japan? _____
B New Year's Day.
- 4 A Why is it your favorite? _____
B Because we have special food for the holiday, and we relax all day.
- 5 A Do you help your mother with the cooking? _____
B Yes, I do. We also see all our relatives on New Year's Day.
- 6 A Do you play any special games? _____
B No, not really. But we watch some special TV programs.
- 7 A What else do you do on New Year's Day? _____
B Well, we read all our holiday cards then.
- 8 A Do you really save all the cards to open on the same day? _____
B Yes, it's a special custom.

B Listen and repeat the questions.

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.



CONTEXTUALIZED PRACTICE

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

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.

Simple Present Information Questions

Exercise 2.2 Questions with *When* and *What Time*

A Complete the questions with *When* or *What time* and *do* or *does*.

- 1 A *When do* you graduate? B On June 15.
- 2 A _____ you have the ceremony? B At 3:30.
- 3 A _____ Sandi turn 21? B Next Saturday.
- 4 A _____ her birthday party start? B At 7:00.
- 5 A _____ you celebrate Thanksgiving in the United States? B At the end of November.
- 6 A _____ your family usually have the meal? B In the late afternoon.
- 7 A _____ you usually start cooking on that day? B At about 8:00 a.m.

B Pair Work Ask and answer the questions in A with a partner.

Exercise 2.3 Asking Information Questions

A Read the paragraph about a holiday celebration in Massachusetts. Write information questions using the words in parentheses. Find the verbs in the paragraph, and use the information to write your questions. Remember to use *do* and *does* in your questions.

One of my favorite holidays is Patriots' Day in the Boston, Massachusetts, area. Every year, Boston residents celebrate Patriots' Day on the third Monday of April. On this day, people remember the beginning of the American Revolutionary War. Many towns have parades and speeches.¹ The second important event is the Boston Marathon.² The marathon happens every year on Patriots' Day. The race starts around 10:00 a.m. in Hopkinton and ends in Boston. Thousands of people watch runners from all over the world. The third event is the special Patriots' Day baseball game. The Boston Red Sox play a team from another town. The game starts around 11:00 a.m. in Boston.



¹speech: a formal talk ²marathon: a race in which people run 26 miles and 385 yards (42.195 kilometers)

- 1 (what/people/celebrate) *What do people celebrate on the third Monday of April?*
- 2 (what/people/remember) _____
- 3 (what/towns/have) _____
- 4 (when/marathon/happen) _____
- 5 (what time/marathon/start) _____
- 6 (where/marathon/start) _____
- 7 (who/people/watch) _____

Cultural Holidays 103

Simple Present Information Questions

- 4 your family/go out to a nice restaurant

Question: _____

Answer: _____

- 5 your friends/eat at a fast-food restaurant

Question: _____

Answer: _____

- 6 your relatives/visit your home

Question: _____

Answer: _____

B Over to You Use *How often* to write your own questions on a separate piece of paper. Use words from the box and your own ideas. Then ask your partner the questions.

board game	hiking	movie	swimming	TV
gym	library	music concert	text message	

How often do you watch TV past midnight?

4 Avoid Common Mistakes

1 In simple present information questions, use *do* or *does* before the subject.

do Where you work? *does* Why he drink so much coffee?

2 Use *do* or *does*, not *is* or *are*, with the verb.

does What time is the concert begin?

3 Do not use *-s* on the verb with *he/she/it* or a singular noun.

Where does Tom *goes* to school?

Editing Task

Find and correct seven more mistakes in these questions about Thanksgiving.

- 1 How you celebrate Thanksgiving?
- 2 Where do you celebrates Thanksgiving?
- 3 What are you does during Thanksgiving Day?
- 4 What you watch on TV?
- 5 What time are you usually have your meal?
- 6 What you do on the Friday after Thanksgiving?
- 7 Why people celebrate Thanksgiving?

Cultural Holidays 107

THEME-RELATED EXERCISES

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

EDITING TASK

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

Statements with Present of *Be*

Tell Me About Yourself

1 Grammar in the Real World

A How do you introduce yourself to your instructors? What information do you give? Read the conversation between an adviser and a student. What are two interesting facts about Tomasz?

B Comprehension Check Circle the correct words.

- 1 Ms. Kim is a student / an adviser.
- 2 Tomasz is from Poland / the United States.
- 3 Tomasz is a salesclerk in his uncle's store / restaurant.

C Notice Complete the sentences. Use the conversation to help you.

- 1 I _____ Tomasz. Sorry I _____ late.
- 2 My major _____ computer science.
- 3 My brother and I _____ salesclerks. We _____ really interested in his business.



FIRST MEETING WITH AN ADVISER

Tomasz

Hello, Ms. Kim. I'm Tomasz. Sorry I'm late for our meeting.

Ms. Kim

That's OK. Nice to meet you, Tomasz. Please have a seat.

Tomasz

Thanks.

Ms. Kim

First, I'm glad that you're here. As your adviser, I'm here to help you. I can help you choose your classes, and I can help you with any problems.

5

Tomasz

Thanks, I need your help. I have a lot of questions about courses, instructors, and my program.

Ms. Kim

Good! But first I'd like to know more about you. Tell me about yourself.

Tomasz

Sure. I'm 19, and I'm a graduate of Central High School. I'm from Poland originally.

10 Ms. Kim

I see. What are some of your interests?

Tomasz

Well, I'm interested in cars and music. And I really like computers. My major is computer science.

Ms. Kim

Great. You know, the college has a lot of clubs. It's a good way to meet people and practice English.

15 Tomasz

Well, I'm pretty busy most of the time. My brother and I are salesclerks in my uncle's store. We're really interested in his business. I don't have much free time.

Ms. Kim

OK. I understand. Now, let's talk about your academic plans . . .

2 Present of *Be*: Affirmative Statements

Grammar Presentation

Be links ideas.

I 'm a student .

2.1 Full Forms (with Subject Pronouns)

SINGULAR

Subject	Be	
I	am	late.
You	are	
He She It	is	difficult.

PLURAL

Subject	Be	
We You They	are	from Seoul.

» Capitalization and Punctuation Rules: See page A1.

2.2 Contractions (with Nouns and Subject Pronouns)

SINGULAR

I am → I'm
 You are → You're
 He is → He's
 Tomasz is → Tomasz's
 She is → She's
 His mother is → His mother's
 It is → It's
 My name is → My name's

PLURAL

We are → We're
 You are → You're
 They are → They're

2.3 Using Present of *Be*

A The verb *be* "links" ideas. You can use *be* to link nouns or pronouns with words that give information about them.

Tomasz is a student.

They are from California.

B Use the full forms of *be* in academic writing.

I **am** a computer science major.

I **am** in your grammar class.

2.3 Using Present of Be (continued)

C Use contractions of <i>be</i> in conversation and informal writing.	<i>I'm</i> Ms. Kim. <i>They're</i> sick today.
D You can use <i>be</i> + noun <ul style="list-style-type: none"> • to talk about occupations. • to identify things. 	<i>He's</i> a teacher . <i>They're</i> students . <i>It's</i> an English class . <i>My hobbies are</i> baseball and music . <i>My major is</i> math .
E You can use <i>be</i> + number to talk about ages.	<i>My sister is</i> 18 . <i>His parents are</i> 49 years old.
F You can use <i>be</i> + adjective <ul style="list-style-type: none"> • to talk about nationalities. • to describe people and things. 	<i>I'm</i> Canadian . <i>His parents are</i> South Korean . <i>Jun-Ho is</i> tall . <i>My sister is</i> sick . <i>Our reading class is</i> interesting .
G You can use <i>be</i> + preposition <ul style="list-style-type: none"> • to talk about hometowns and places. • to talk about where people and things are. • to talk about the groups, such as teams or clubs, that people are in. 	<i>My parents are</i> from Seoul . <i>I'm</i> from California . <i>She is</i> at home . <i>We are</i> in Los Angeles . <i>My friends and I are</i> in a band . <i>He is</i> on the basketball team .



Grammar Application

Exercise 2.1 Present of Be: Full Forms

A Complete the sentences about a student, using *am*, *is*, and *are*.

- 1 My name is Ling. I am a student at the University of Florida.
- 2 My friend Ana and I _____ in Science 101.
- 3 Mr. Johnson _____ a good instructor.
- 4 The class _____ interesting.
- 5 My classmates _____ crazy about science.
- 6 Ana _____ smart.
- 7 Ana and I _____ seniors this year.

B Look at the underlined word(s). Circle the subject pronoun that replaces the underlined words.

- 1 My college is in Detroit, Michigan. It / She is a good school.
- 2 Jorge and Lisa are in Grammar 110. They / We are in a fun class.
- 3 Mrs. Chapple is a great teacher. It / She is also very nice.
- 4 Marcos is crazy about grammar. He / They is never late for class.
- 5 My brother is smart. He / It is an excellent student.
- 6 My mother is a nurse. She / It is always very busy.
- 7 My sister and I are sick. She / We are at home today.

C Complete the student's online profile. Use the full forms of *be* (*am, is, are*).

My name is Cindy Wang. I _____ from Jackson, Illinois. My parents _____ from China originally. I _____ 20 years old. I _____ now a student at the University of Texas. My major _____ public health. My favorite subjects _____ math and biology. I _____ interested in sports and drawing. My friend Bev and I _____ servers in a restaurant on weekends. My sister _____ still a high school student in Illinois.



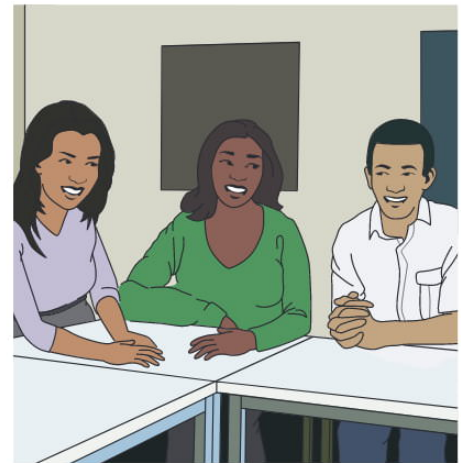
D Over to You Complete the sentences with the correct full form of *be* and the information about you. Then read your sentences to your partner. How many of your sentences are the same?

- 1 My name _____ (be) _____ (name) .
- 2 I _____ (be) from _____ (country) .
- 3 I _____ (be) _____ (age) .
- 4 My major _____ (be) _____ (subject) .
- 5 My favorite class _____ (be) _____ (name of class) .
- 6 I _____ (be) interested in _____ (name of things) .
- 7 I _____ (Tell one more thing about yourself. Remember to use *be*.) .

Exercise 2.2 Present of Be: Contractions

A Complete the sentences with 'm, 's, or 're.

- 1 **Ana** Hi, I 'm Ana.
(1)
- Ron** Hi, Ana. My name _____ Ron. Nice to meet you.
(2)
- Ana** It _____ nice to meet you, too.
(3)
- Ron** I _____ in Ms. Cook's class.
(4)
- Ana** She _____ my teacher, too.
(5)
You _____ in my class.
(6)
- Ron** Great. I think we _____ in Room 9.
(7)
- 2 **Sara** Excuse me. I'm lost. My teacher _____ Mr. Martinez.
(8)
- Ron** Mr. Martinez? He _____ in Room 10.
(9)
- Ana** Room 10 _____ over there. On the right.
(10)
- Sara** Oh, thanks.
- Ana** You _____ welcome.
(11)
- 3 **Ana** Ron, this is my friend Cathy. We _____ friends
from high school.
(12)
- Ron** Hi, Cathy.
- Cathy** Hi, Ron!
- Ana** Cathy _____ on the basketball team.
(13)
She _____ a great player.
(14)
- Ron** Really? I _____ a big basketball fan.
(15)
- Ana** Well, come to our next game. It _____ on Friday.
(16)



B Pair Work Introduce yourself to your partner. Use contractions. Then introduce your partner to a classmate.

Hi, I'm Alex. This is Hong-yin. He's from Texas. He's on the soccer team.

3 Present of Be: Negative Statements

Grammar Presentation

3.1 Full Forms

SINGULAR			PLURAL		
Subject	Be + Not		Subject	Be + Not	
I	am not	in class.	We	are not	students.
You	are not		You		
He She It	is not		They		

3.2 Negative Contractions

SINGULAR	PLURAL
I am not → I'm not You are not → You're not / You aren't He is not → He's not / He isn't She is not → She's not / She isn't It is not → It's not / It isn't	We are not → We're not / We aren't You are not → You're not / You aren't They are not → They're not / They aren't

Data from the Real World

In conversation, people usually use **'s not** and **'re not** after pronouns.

He's not 21.

She's not in class.

They're not here.

They usually use **isn't** and **aren't** after names and nouns.

Carlos isn't 21.

Louise isn't in class.

The boys aren't here.



Grammar Application

Exercise 3.1 Present of Be: Negative Statements with Full Forms

A Complete the sentences. Use *am not*, *is not*, or *are not*.

1 My roommate and I are not math majors.

2 My friends _____ in my business class.

- 3 My cousin _____ married.
- 4 You _____ late.
- 5 My friend _____ in the library.
- 6 I _____ interested in chemistry.
- 7 Our instructor _____ from the United States.
- 8 The students _____ interested in history.



B Over to You Write six negative sentences about yourself. Use the full form of *be*.

- 1 I am not a teacher.
- 2 I _____ from _____.
- 3 I _____ interested in _____.
- 4 I _____ a/an _____ major.
- 5 I _____ a/an _____.
- 6 I _____ in _____.

C Pair Work Read your sentences to a partner. Are any of your sentences the same?

Exercise 3.2 Affirmative or Negative?

A Read the online profiles. Complete the sentences with the correct affirmative or negative form of *be*. Use contractions when possible.

ONLINE PROFILES		
		
	Yoko Akeda	Luiz da Costa
Age	21	35
Hometown	Los Angeles, California	New York, New York
Occupation or job; location	student at Glen College	instructor at Glen College
Interested in ...	music, art museums	music, biking
Not interested in ...	cooking, computer games	movies, cooking

- 1 Yoko is 21. She 's not 35.
- 2 Yoko and Luiz _____ the same age.
- 3 Luiz _____ an instructor.
He _____ a student.
- 4 Yoko _____ from New York. She
_____ from Los Angeles.
- 5 Luiz _____ from New York. He
_____ from Los Angeles.
- 6 They _____ interested in music.
They _____ interested in cooking.
- 7 Luiz _____ interested in movies.



B Listen. Where are these people? Complete the sentences with the correct pronouns and forms of *be*. Use contractions when possible.



at home



at work



in class



at the movies



at the doctor's office



at the stadium

- 1 Carlos is sick. He's at the doctor's office. He's not at work.
- 2 Ana and her boss _____ in class. _____ in the office.
- 3 Juan and his children _____ at the doctor's office. _____ at home.
- 4 Karen is with her classmates and her teacher. _____ in class.
_____ at the stadium.
- 5 David is a big baseball fan. _____ at the stadium. _____ at home.
- 6 Ling and John are interested in movies. _____ at Drew's apartment.
_____ at the movies.

C Pair Work Tell a partner about four people you know. Where are they today?

My brother is at work. He's a salesclerk in a store . . .

Exercise 3.3 Negative of Be

Complete the conversations. Use *'s not* and *'re not* after pronouns and *isn't* and *aren't* after names and nouns.

1 **Sara** Hello. Accounting Department.

Ben Louise?

Sara No, it's Sara. Louise isn't here.

She ⁽¹⁾ _____ at work today.
⁽²⁾



2 **Sam** Oh, no! My wallet _____ in my bag! It's on the bus! (3)

Man No, it _____ on the bus. Look, here it is. (4)

3 **Lara** Where are your brothers? The game's on TV, and they _____ here. (5)

Joe They _____ interested in baseball. They _____ interested in sports. (6) (7)



4 Avoid Common Mistakes !



1 Use **be** to link ideas.

He ^{is} an engineering student.

2 Use **be + not** to form negative statements with **be**. Do not use **be + no**.

Ana ^{is not} a science teacher.

3 A statement has a subject. Do not begin a statement with **be**.

^{She is} my sister's best friend.

Editing Task

Correct nine more mistakes. Rewrite the sentences.

- 1 This my friend. *This is my friend.* _____
- 2 Her name Amy. _____
- 3 Amy and I roommates. _____
- 4 She 27. _____
- 5 She is no a student. _____
- 6 Is a science teacher. _____
- 7 Is very nice and very smart. _____
- 8 Amy is no in school today. _____
- 9 She sick. _____
- 10 Is at home. _____

Yes/No Questions and Information Questions with *Be*

Schedules and School

1 Grammar in the Real World



A What is your class schedule? Read and listen to the conversations. Are Yuko's and Juan's classes the same?

B Comprehension Check Read the sentences. Circle *True* or *False*.

Conversation A

- | | | |
|--|------|-------|
| 1 Yuko and Juan are in Building H now. | True | False |
| 2 They are late for class. | True | False |

Conversation B

- | | | |
|--|------|-------|
| 3 Mr. Walters is Yuko's grammar teacher. | True | False |
| 4 Computer lab is over at 4:15. | True | False |

C Notice Find the questions in the conversations. Complete the questions.

- 1 _____ you in my class?
- 2 _____ your class in Building H?
- 3 _____ that unusual?
- 4 _____ you sure?

Which words are at the beginning of the questions?



YUKO AND JUAN

CONVERSATION A (MONDAY)

So, is **your next class** writing?

No, it's reading.

Really? My next class is reading, too. **Are you in my class?** It's at 1:30.

Maybe. **Is your class in Building H?**

Yes, it's in Building H, Room 308.

Then I'm in your class, too!

Hmm. **Where's Building H?**

It's on the hill, over there.

Oh, OK. **What time is it?**

It's 1:20. Uh-oh. We're late!

No, we aren't.

Are you sure?

Yes. Class is at 1:30.

Oh, you're right. That's good. Let's go.

CONVERSATION B (THURSDAY)

Hey, Juan. **How are you?**

I'm OK. **How are you?**

I'm fine, thanks.

How are your classes?

They're fine, but they're all really big.

Really? **How many students are in your classes?**

About 25 to 30. **Is that unusual?**

No, it isn't. **Who's your grammar teacher?**

Mr. Walters. He's funny, but his class is difficult.

So, when's your next class?

Let me see. Today's Thursday. Computer lab is at 3:00.

When is it over?

At 4:15. Let's meet after that.

2 Yes/ No Questions and Short Answers with Be

Grammar Presentation

A Yes/ No question is a question you can answer with Yes or No.

"Is Yuko's class in Building H?"
"Yes, it is." / "No, it isn't."

2.1 Singular Yes/ No Questions

Be	Subject	
Am	I	in class?
Are	you	
Is	he/she/it	

2.2 Singular Short Answers

AFFIRMATIVE

	Subject	Be
Yes,	I	am.
	you	are.
	he/she/it	is.

NEGATIVE

	Subject	Be + Not
No,	I	am not.
	you	are not.
	he/she/it	is not.

2.3 Plural Yes/ No Questions

Be	Subject	
Are	we you they	late?

2.4 Plural Short Answers

AFFIRMATIVE

	Subject	Be
Yes,	we you they	are.

NEGATIVE

	Subject	Be + Not
No,	we you they	are not.

2.5 Negative Short Answers: Contractions

SINGULAR

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

PLURAL

No, we are not.	→	No, we're not . No, we aren't .
No, you are not.	→	No, you're not . No, you aren't .
No, they are not.	→	No, they're not . No, they aren't .

2.6 Using Yes/ No Questions and Short Answers with Be

A Use a question mark (?) at the end of questions.

Is reading class hard?

B Put the verb *be* before the subject in Yes/ No questions.

	SUBJECT	VERB
STATEMENT	<i>Reading class</i>	<i>is</i>
	<i>at 1:30.</i>	
YES/ NO QUESTION	<i>Is reading class</i>	<i>at 1:30?</i>

C Use pronouns in short answers.

*"Is reading class hard?" "Yes, **it** is."*

D Do not use contractions in short answers with yes.

*"Is class at 1:30?" "Yes, **it is**."*
NOT *"Yes, **it's**."*

E Use contractions in short answers with no.

*"Is Yuko late?" "No, **she's not**."*
OR
*"No, **she isn't**."*

F Say *I don't know*, *I think so*, or *I don't think so* when you don't know or are not sure of the answer.
Say *I don't know* when you don't know the answer.
I think so means "maybe yes."
I don't think so means "maybe no."

*"Is the library closed?" "I **don't know**."*
OR
*"I **think so**."*
OR
*"I **don't think so**."*



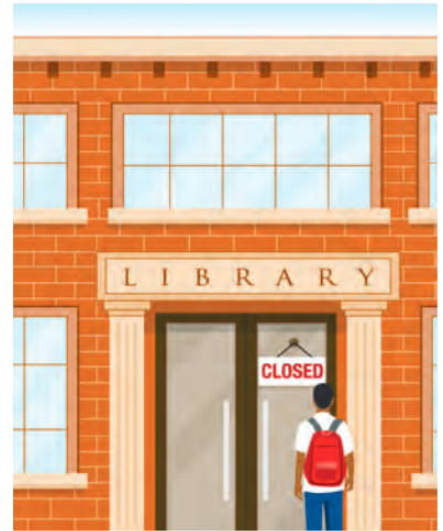
Grammar Application

Exercise 2.1 Singular Yes/ No Questions and Answers

A Circle the correct verbs to make questions. Then complete the answers with the correct pronoun and form of *be*. Use contractions when possible.

- 1 Is/Are your writing class in the morning? Yes, it is .
- 2 Am/Are you free on Fridays after lunch? No, _____ .
- 3 Are/Is you always on time? Yes, _____ .
- 4 Is/Are your teacher busy today? Yes, _____ .
- 5 Is/Are you interested in sports? No, _____ .
- 6 Are/Is your roommate in your class? No, _____ .
- 7 Is/Am this an English class? Yes, _____ .
- 8 Is/Are your next class in this building? No, _____ .

B Write two questions and two answers about each picture. Use the words in parentheses.



- 1 a (late) Is she late? Yes, she is.
- b (at home) _____
- 2 a (hungry) _____
- b (at the store) _____
- 3 a (open) _____
- b (a white building) _____

Exercise 2.2 Plural Yes / No Questions and Answers

Complete the conversation between two students, John and Eric. Then practice their conversation with a partner.

- John (your teachers / friendly) *Are your teachers friendly?*
- Eric (yes) *Yes, they are.*
- John (you and your classmates / happy) _____
- Eric (yes) _____
- John (the homework assignments / easy) _____
- Eric (no) _____
- John (your classmates / on time) _____
- Eric (no) _____
- John (you and your friends / busy) _____
- Eric (yes) _____
- John (the exams / difficult) _____
- Eric (yes) _____

Exercise 2.3 Singular and Plural Yes / No Questions and Answers

Read the paragraph from Julio's essay. Then write questions and answers about it. Use full forms of *be*.

Julio and Paulo

My roommate and I are in the English program at our college. Paulo is from Brazil, and I am from Venezuela. Paulo is a very good student, and he is very smart. I am a good student, but I am a little lazy. My classes are on Mondays, Wednesdays, and Fridays. Paulo's classes are every day from Monday to Friday. We are always busy, but on the weekend we relax.



- 1 Paulo and Julio / college students

Are Paulo and Julio college students? Yes, they are.

- 2 they / from the same country

- 3 they / good students

- 4 Paulo / smart

- 5 Paulo / lazy

- 6 Julio's classes / every day from Monday to Friday

3 Information Questions with Be

Grammar Presentation

Use the question words *who*, *what*, *when*, *where*, and *how* to ask for information.

What's your name?
Who is the teacher?
Where are the classrooms?

3.1 Information Questions

SINGULAR SUBJECTS

Wh- Word	Be	Subject
Who	is	your teacher?
What		your major?
When		our exam?
Where		the building?
How		your class?

PLURAL SUBJECTS

Wh- Word	Be	Subject
Who	are	your teachers?
What		your plans?
When		your exams?
Where		your books?
How		your classes?

3.2 Contractions with Singular Subjects

Who is → **Who's**
 What is → **What's**
 When is → **When's**
 Where is → **Where's**
 How is → **How's**

3.3 Using Information Questions with Be

A Put a question mark (?) at the end of information questions.

Who are those students?

B Put the question word first in an information question.

What is your name?

C Answer information questions with information. Don't answer with Yes or No.

"When is grammar class?"
At 10:00.

D In conversations, most answers are not complete sentences. They are short answers.

"Who's your teacher?"
Mr. Jones.

E Note that with singular subjects it is common to use the contracted form of *is* with the question word.

What's your name?
Where's your class?

3.4 Using Wh- Words with Be

A Use <i>who</i> to ask about people.	<i>Who's</i> our teacher? <i>Who</i> are your friends?	Ms. Williams. Marie and Elsa.
B Use <i>what</i> to ask about things.	<i>What</i> are your favorite classes? <i>What's</i> your phone number?	Grammar and writing. It's 368-555-9823.
C Use <i>where</i> to ask about places.	<i>Where's</i> your class? <i>Where</i> are you from? <i>Where</i> are your friends?	It's in Building H. Brazil. They're in the computer lab.
D Use <i>when</i> to ask about days or times.	<i>When's</i> your exam? <i>When</i> is lunch? <i>When</i> are our exams?	It's February 14. At noon. Next week.
E Use <i>how</i> to ask about health or opinions.	<i>How's</i> your mother? <i>How's</i> school?	She's well. Great!
F Use <i>how much</i> to ask about cost and amount. Use <i>how many</i> to ask about numbers. Use <i>how old</i> to ask about age.	<i>How much</i> is the movie? <i>How many</i> students are here? <i>How old</i> are your brothers?	Twenty dollars. Twelve. They're 17 and 15.



Grammar Application

Exercise 3.1 Information Questions with Be

A Complete the conversation between Joe and his mother.
Use the correct *Wh-* word. Use contractions of *be*.

Mother What's your roommate's name?

Joe Mike.⁽¹⁾

Mother _____ he from?

Joe Chicago.⁽²⁾

Mother _____ his major?

Joe I don't know.⁽³⁾ Mom, my history class is in five minutes.

Mother _____ your instructor?

Joe I don't know his name.⁽⁴⁾ It's the first class.

Mother _____ your class over?

Joe At 4:30.⁽⁵⁾ Please don't call before that.



B Complete the questions with *How*, *How much*, *How many*, or *How old*. Use the correct form of *be*.

- | | |
|---|-------------------|
| 1 <u>How are</u> you? | I'm fine, thanks. |
| 2 _____ you? | I'm 23. |
| 3 _____ the textbook? | It's \$86. |
| 4 _____ students _____ in your English class? | Thirty. |
| 5 _____ the sandwiches? | They're \$12.95. |

Exercise 3.2 Information Questions and Answers

Write questions about the tuition bill. Then write answers in complete sentences.

**Plains Community College**
Spring Semester February 1–May 28

Name: Jason Armenio	Student ID Number: 452319
Major: History	Total class credits: 15
Tuition:	\$ 2,400.00 (\$150.00 per credit)
Parking permit:	\$ 120.00
Health Services Fee:	\$ 249.00
Total:	\$ 2,769.00
IMPORTANT DATES:	
First day of classes: February 1	Tuition payment due: January 31
Spring Break: March 29–April 3	Final Exams: May 24–28

- (What/the college's name) What is the college's name? It's Plains Community College.
- (What/the student's name) _____
- (When/the spring semester) _____
- (What/his major) _____
- (How much/the tuition) _____
- (How much/the parking permit) _____
- (What/the total) _____
- (When/final exams) _____

Exercise 3.3 More Information Questions and Answers

Pair Work With a partner, write five questions to ask your classmates. Ask questions about their classes, schedules, and school. Then interview your classmates. Write their answers in the chart.

Interview Questions	Your Classmates' Answers
1 <i>When are your classes?</i>	<i>My classes are on Monday and Wednesday.</i>
2	
3	
4	
5	
6	

4 Avoid Common Mistakes !



- 1** Begin a question with a capital letter. End with a question mark.
*W*here is Karla?
~~where~~ is Karla?
- 2** Remember that a question has a subject and a verb.
is
Where ~~is~~ Room 203?
- 3** Don't use contractions with short Yes answers to Yes/ No questions.
"Are you tired?" "Yes, *I am*."
~~I'm~~.
- 4** Make sure the subject and verb agree.
Are
~~Is~~ John and Pedro here?
- 5** Put the verb after the question word in information questions.
When is the writing class?
~~When the writing class is?~~

Editing Task

Find and correct the mistakes in these questions and answers about your school.

- | | |
|---|----------------------------------|
| 1 <i>W</i> here is your school? | 5 What your major? |
| 2 What is the school's name. | 6 Is you a good student? |
| 3 How much the tuition is? | 7 When summer break is? |
| 4 "your school expensive." "Yes, it's." | 8 Is all your classes difficult? |

Count Nouns; *A / An*; *Have* and *Be*

Gadgets

1 Grammar in the Real World

A Do you have a smartphone? If so, is your smartphone like these phones? Read the article. Which phone is best for you?

B Comprehension Check Answer the questions. Circle Yes or No. Use the web page to help you.

- | | | | |
|---|-----------------------------------|-----|----|
| 1 | Are the two phones new models? | Yes | No |
| 2 | Is the MAX 3i \$129? | Yes | No |
| 3 | Is the SmartX 2030's camera good? | Yes | No |

C Notice Circle the correct words. Use the web page to help you.

- 1 The MAX 3i is a/an old model.
- 2 Jen is a/an busy person.
- 3 The battery life is 10 hour/hours.
- 4 This is a great phone/phones for me.

GREAT PRICES ON USED SMARTPHONES



VS



MAX 3i

It's **an** old model, but it **has** all the basic features¹.

SmartX 2030

It's **a** new model and **has** lots of great new features.

PRICE

\$159.00

\$289.99

FEATURES

It's **a** camera, **a** phone, and **a** GPS. It's **an** amazing deal!

- ☒ Talk!
- ☒ Text.
- ☒ Play games!
- ☒ Listen to music!

It's **a** phone, **a** browser, **a** camera, **a** TV player, and it has **an** assistant to help you!

- ☒ Send texts, emails, photos and videos anytime, anyplace.
- ☒ Read news and weather updates.
- ☒ Shop online.
- ☒ Play games.
- ☒ Watch movies and TV or listen to music.

REVIEWS



Jen: I'm a busy person, and this is a great phone for me at college. It's perfect for students.



Mei: I'm an artist, and I need a good camera. This phone has **an** excellent camera for photos and video.



Niki: I like the size, and it's good for texting and making calls, but the camera isn't very good.



Pedro143: The battery life is only 10 hours (talk time), so that's not great. But it's a good phone.

¹**feature:** an important characteristic