

CAMBRIDGE

GRAMMAR AND BEYOND ESSENTIALS

2

Randi Reppen

ONLINE
WORKBOOK
INCLUDED
—
SEE INSIDE
FRONT COVER

Experience
Better
Learning

GRAMMAR AND BEYOND **ESSENTIALS**

2

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/9781108697187

© 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 Malaysia by Vivar Printing

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

ISBN Student's Book with Online Workbook 978-1-108-69718-7

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 Present				
UNIT 1 page 2	Are You Often Online?	Simple Present	Simple Present (p. 4) Time Clauses and Factual Conditionals (p. 9)	Avoiding <i>amn't</i> ; remembering a comma after a time clause at the beginning of a sentence
UNIT 2 page 14	Brainpower	Present Progressive and Simple Present	Present Progressive (p. 16) Simple Present and Present Progressive Compared (p. 19)	Remembering a form of <i>be</i> with the present progressive; remembering <i>-ing</i> for the present progressive
UNIT 3 page 24	What's Appropriate?	Imperatives	Imperatives (p. 26) <i>Let's . . .</i> (p. 30)	Avoiding <i>No</i> in imperatives; remembering an apostrophe in <i>Don't</i> and <i>Let's</i>
PART 2 The Past				
UNIT 4 page 34	Entrepreneurs	Simple Past	Simple Past (p. 36) Simple Past of <i>Be</i> and <i>There Was / There Were</i> (p. 42)	Avoiding the past form after <i>did not</i> and <i>didn't</i> ; avoiding putting a time expression between the subject and the verb
UNIT 5 page 46	Science and Society	Simple Past, Time Clauses, <i>Used To</i> , and <i>Would</i>	Time Clauses and the Order of Past Events (p. 48) Past with <i>Used To</i> and <i>Would</i> (p. 51)	Remembering a subject in time clauses; remembering the <i>-d</i> in <i>used to</i> for affirmative statements
UNIT 6 page 58	Memorable Events	Past Progressive	Past Progressive (p. 60) Using <i>When</i> and <i>While</i> with Past Progressive (p. 64)	Avoiding a time clause as a complete sentence; remembering a comma when the time clause comes first in a sentence

Unit	Theme	Grammar	Topics	Avoid Common Mistakes
PART 3 Nouns, Determiners, and Pronouns				
UNIT 7 page 68	Privacy Matters	Count and Noncount Nouns	Count Nouns and Noncount Nouns (p. 70) Noncount Nouns: Determiners and Measurement Words (p. 75)	Remembering a determiner with a singular count noun; avoiding <i>a/an</i> with a noncount noun; avoiding plural noncount nouns
UNIT 8 page 80	The Media	Articles	Articles (p. 82) Generalizing: More About Articles (p. 86)	Remembering <i>a/an</i> the first time you mention a new idea; avoiding <i>the</i> with generalizations
UNIT 9 page 88	Challenging Ourselves	Pronouns; Direct and Indirect Objects	Pronouns (p. 90) Direct and Indirect Objects (p. 95)	Remembering <i>to</i> or <i>for</i> with certain verbs; avoiding double pronouns
PART 4 The Present Perfect				
UNIT 10 page 100	Discoveries	Present Perfect	Present Perfect (p. 102) Present Perfect or Simple Past? (p. 106)	Remembering when to use the simple past; remembering when to use the present perfect
UNIT 11 page 110	Unsolved Mysteries	Adverbs with Present Perfect; <i>For</i> and <i>Since</i>	Adverbs with Present Perfect (p. 112) Present Perfect with <i>For</i> and <i>Since</i> (p. 116)	Avoiding <i>never</i> in negative statements; avoiding <i>ever</i> in affirmative statements
UNIT 12 page 120	Cities	Present Perfect Progressive	Present Perfect Progressive (p. 122) Present Perfect Progressive or Present Perfect? (p. 126)	Remembering <i>have</i> with the present perfect progressive; avoiding the present progressive with <i>for</i> and <i>since</i>

Unit	Theme	Grammar	Topics	Avoid Common Mistakes
PART 5 Adjectives, Adverbs, and Prepositions				
UNIT 13 page 130	A Good Workplace	Adjectives	Adjectives (p. 132) More About Adjectives (p. 135)	Avoiding misspelling adjectives ending in <i>-ful</i> ; remembering to put opinion adjectives first
UNIT 14 page 140	Learn Quickly!	Adverbs of Manner and Degree	Adverbs of Manner (p. 142) Adverbs of Degree (p. 145)	Remembering to use adverbs to describe how something happened; avoiding putting an adverb between the verb and the object; remembering that some adverbs have the same form as adjectives
UNIT 15 page 150	Food on the Table	Prepositions	Prepositions of Place and Time (p. 152) Prepositions of Direction and Manner (p. 156) Phrasal Prepositions and Prepositions After Adjectives (p. 160)	Using prepositions correctly
PART 6 The Future				
UNIT 16 page 166	Life Lists	Future (1)	<i>Be Going To</i> , Present Progressive, and Simple Present for Future Events (p. 168)	Remembering <i>be</i> with <i>going to</i> ; remembering <i>be</i> before the subject in <i>Wh-</i> questions with <i>be going to</i>
UNIT 17 page 174	Getting Older	Future (2)	Future with <i>Will</i> (p. 176) Future with <i>Will</i> , <i>Be Going To</i> , and Present Progressive (p. 180)	Remembering <i>will</i> before the main verb with the future; remembering the base form of the verb after <i>will</i>
UNIT 18 page 186	Learning to Communicate	Future Time Clauses and Future Conditionals	Future Time Clauses (p. 188) Future Conditionals; Questions with Time Clauses and Conditional Clauses (p. 192)	Avoiding <i>will</i> in the conditional clause; avoiding <i>will</i> in the time clause

Unit	Theme	Grammar	Topics	Avoid Common Mistakes
PART 7 Modal Verbs and Modal-like Expressions				
UNIT 19 page 198	Amazing Science	Ability	Ability with <i>Can</i> and <i>Could</i> (p. 200) <i>Be Able To</i> (p. 204)	Remembering to spell <i>cannot</i> as one word; remembering the <i>be</i> and <i>to</i> in <i>be able to</i>
UNIT 20 page 210	Good Causes	Requests and Offers	Permission (p. 212) Requests and Offers (p. 216)	Avoiding <i>could</i> in short answers to requests for permission; avoiding <i>could</i> or <i>would</i> in responses to requests to do things
UNIT 21 page 222	The Right Job	Advice and Suggestions	Advice (p. 224) Suggestions (p. 228)	Remembering <i>had</i> in <i>had better</i> ; avoiding <i>could not</i> in negative suggestions
UNIT 22 page 232	How to Sell It	Necessity, Prohibition, and Preference	Necessity and Prohibition (p. 234) Preference (p. 238)	Avoiding an infinitive with <i>would rather</i> ; remembering <i>would</i> before <i>rather</i>
UNIT 23 page 242	Life Today, Life Tomorrow	Present and Future Probability	Present Probability (p. 244) Modals of Future Probability (p. 247)	Avoiding <i>can</i> for present or future probability; avoiding <i>couldn't</i> for uncertainty
PART 8 Verbs + Prepositions and Phrasal Verbs				
UNIT 24 page 252	Getting Along at Work	Transitive and Intransitive Verbs; Verbs and Prepositions	Transitive and Intransitive Verbs (p. 254) Verb + Object + Preposition Combinations (p. 256) Verb + Preposition Combinations (p. 258)	Remembering the object with a transitive verb; using prepositions with verbs
UNIT 25 page 262	Money, Money, Money	Phrasal Verbs	Intransitive Phrasal Verbs (p. 264) Transitive Phrasal Verbs (p. 267)	Remembering a particle in phrasal verbs; avoiding putting an object pronoun after a particle
PART 9 Comparatives and Superlatives				
UNIT 26 page 272	We Are All Different	Comparatives	Comparative Adjectives and Adverbs (p. 274) Comparisons with <i>As . . . As</i> (p. 279)	Avoiding using <i>more</i> and <i>-er</i> together; remembering the second <i>as</i> in <i>as . . . as</i> comparisons
UNIT 27 page 284	The Best and the Worst	Superlative Adjectives and Adverbs	Superlative Adjectives and Adverbs (p. 286)	Remembering irregular superlative forms; avoiding an object pronoun before a superlative

Unit	Theme	Grammar	Topics	Avoid Common Mistakes
PART 10 Gerunds and Infinitives				
UNIT 28 page 292	Managing Time	Gerunds and Infinitives (1)	Verbs Followed by Gerunds or Infinitives (p. 294) Verbs Followed by Gerunds and Infinitives (p. 297)	Using infinitives and gerunds after verbs; remembering <i>to</i> in infinitives
UNIT 29 page 302	Civil Rights	Gerunds and Infinitives (2)	More About Gerunds (p. 304) More About Infinitives (p. 307)	Avoiding plural verbs with gerund subjects; avoiding infinitives after prepositions; remembering <i>It</i> and <i>to</i> in <i>It</i> sentences
PART 11 Clauses and Conjunctions				
UNIT 30 page 312	Sleep	Subject Relative Clauses (Adjective Clauses with Subject Relative Pronouns)	Subject Relative Clauses (p. 314) More About Subject Relative Clauses (p. 318)	Avoiding a subject pronoun after a subject relative pronoun; remembering the relative pronoun in a subject relative clause
UNIT 31 page 322	Viruses	Object Relative Clauses (Adjective Clauses with Object Relative Pronouns)	Object Relative Clauses (p. 324) More About Object Relative Clauses (p. 328)	Avoiding <i>who</i> in possessives; avoiding <i>whom</i> in subject relative clauses; avoiding an object pronoun at the end of an object relative clause
UNIT 32 page 332	Special Days	Conjunctions and Adverb Clauses	Conjunctions (p. 334) Adverb Clauses (p. 338)	Remembering a comma after the adverb clause when it is first

Appendices

1	Capitalization and Punctuation Rules	A1
2	Stative (Non-Action) Verbs	A2
3	Irregular Verbs	A3
4	Spelling Rules for Verbs Ending in <i>-ing</i>	A4
5	Spelling Rules for Regular Verbs in the Simple Past	A4
6	Verbs + Gerunds and Infinitives	A5
7	Verb and Preposition Combinations	A5
8	Adjective and Preposition Combinations	A6
9	Modal Verbs and Modal-like Expressions	A7
10	Adjectives: Order Before Nouns	A9
11	Conditionals	A9
12	Phrasal Verbs: Transitive and Intransitive	A10
13	Adjectives and Adverbs: Comparative and Superlative Forms	A12
	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. 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 provide 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

Acknowledgments

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

Marty Attiyeh, The College of DuPage,
Glen Ellyn, IL

Shannon Bailey, Austin Community College,
Austin, TX

Jamila Barton, North Seattle Community College, Seattle,
WA

Kim Bayer, Hunter College IELI, New York, NY

Linda Berendsen, Oakton Community College,
Skokie, IL

Anita Biber, Tarrant County College Northwest, Fort Worth,
TX

Jane Breaux, Community College of Aurora,
Aurora, CO

Anna Budzinski, San Antonio College, San Antonio, TX

Britta Burton, Mission College, Santa Clara, CA

Jean Carroll, Fresno City College, Fresno, CA

Chris Cashman, Oak Park High School and Elmwood Park
High School, Chicago, IL

Annette M. Charron, Bakersfield College,
Bakersfield, CA

Patrick Colabucci, 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, GlobalLT, Rochester, MI
 Maria Reamore, Baltimore City Public Schools,
 Baltimore, MD
 Alison M. Rice, Hunter College IELI, New York, NY
 Sydney Rice, Imperial Valley College, Imperial, CA
 Kathleen Romstedt, Ohio State University,
 Columbus, OH
 Alexandra Rowe, University of South Carolina, Columbia,
 SC
 Irma Sanders, Baldwin Park Adult and Community
 Education, Baldwin Park, CA
 Caren Shoup, Lone Star College – CyFair,
 Cypress, TX

Karen Sid, Mission College, Foothill College, De Anza
 College, Santa Clara, CA
 Michelle Thomas, Miami Dade College, Miami, FL
 Sharon Van Houte, Lorain County Community College,
 Elyria, OH
 Margi Wald, UC Berkeley, Berkeley, CA
 Walli Weitz, Riverside County Office of Ed.,
 Indio, CA
 Bart Weyand, University of Southern Maine, Portland, ME
 Donna Weyrich, Columbus State Community College,
 Columbus, OH
 Marilyn Whitehorse, Santa Barbara City College,
 Ojai, CA
 Jessica Wilson, Rutgers University – Newark, Newark, NJ
 Sue Wilson, San Jose City College, San Jose, CA
 Margaret Wilster, Mid-Florida Tech, Orlando, FL
 Anne York-Herjeczki, Santa Monica College, Santa Monica,
 CA
 Hoda Zaki, Camden County College, Camden, NJ

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

Richard Appelbaum, Broward College, Fort Lauderdale, FL
 Carmela Arnoldt, Glendale Community College, Glendale,
 AZ
 JaNae Barrow, Desert Vista High School,
 Phoenix, AZ
 Ted Christensen, Mesa Community College,
 Mesa, AZ
 Richard Ciriello, Lower East Side Preparatory High School,
 New York, NY
 Virginia Edwards, Chandler-Gilbert Community College,
 Chandler, AZ
 Nusia Frankel, Miami Dade College, Miami, FL
 Raquel Fundora, Miami Dade College, Miami, FL
 Vicki Hendricks, Broward College,
 Fort Lauderdale, FL
 Kelly Hernandez, Miami Dade College, Miami, FL
 Stephen Johnson, Miami Dade College, Miami, FL
 Barbara Jordan, Mesa Community College,
 Mesa, AZ
 Nancy Kersten, GateWay Community College, Phoenix, AZ
 Lewis Levine, Hostos Community College,
 Bronx, NY
 John Liffiton, Scottsdale Community College, Scottsdale,
 AZ

Cheryl Lira-Layne, Gilbert Public School District, Gilbert, AZ
 Mary Livingston, Arizona State University, Tempe, AZ
 Elizabeth Macdonald, Thunderbird School of Global
 Management, Glendale, AZ
 Terri Martinez, Mesa Community College, Mesa, AZ
 Lourdes Marx, Palm Beach State College,
 Boca Raton, FL
 Paul Kei Matsuda, Arizona State University,
 Tempe, AZ
 David Miller, Glendale Community College,
 Glendale, AZ
 Martha Polin, Lower East Side Preparatory High School,
 New York, NY
 Patricia Pullenza, Mesa Community College,
 Mesa, AZ
 Victoria Rasinskaya, Lower East Side Preparatory High
 School, New York, NY
 Vanda Salls, Tempe Union High School District, Tempe, AZ
 Kim Sanabria, Hostos Community College,
 Bronx, NY
 Cynthia Schuemann, Miami Dade College,
 Miami, FL
 Michelle Thomas, Miami Dade College, Miami, FL
 Dongmei Zeng, Borough of Manhattan Community
 College, New York, NY

Tour of a Unit

GRAMMAR IN THE REAL WORLD

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

UNIT

5

Simple Past, Time Clauses, Used To, and Would

Science and Society

1 Grammar in the Real World

A What is your favorite ice cream flavor? Read the article from a textbook. How is ice cream today different from ice cream in the past?

B Comprehension Check Circle the correct answer.

- 1 Persians made a frozen dessert with noodles/buffalo milk.
- 2 In ancient Rome, people mixed snow with fruit/cream.
- 3 A duchess brought sorbet to Italy/France.
- 4 British chemists invented ice cream that lasted longer/had no air in it.

C Notice Find the sentences in the article. Complete them with *after*, *before*, or *as soon as*.

- 1 _____ refrigeration existed, people needed ice to make frozen desserts.
- 2 _____ scientists found better processes for freezing things, ice cream became popular with all classes, rich and poor.
- 3 _____ ice cream became more available, people began to buy it more often.

In each sentence, two events happen. Circle the event that happened first.

46

Simple Past, Time Clauses, Used To, and Would

Ice Cream: A Food Revolution



Science can have a great effect on society. Take ice cream, for example. Today, people all over the world, rich or poor, eat ice cream. **Before there were modern refrigerators**, however, ice cream was a luxury food.

The history of ice cream goes back to ancient times. In 400 BCE,¹

5 Persians made a frozen dessert with noodles and fruit. There are early records of frozen milk and rice in China from around 200 BCE. In 618 CE, King Tang of Shang (China) ate frozen buffalo milk.

Before refrigeration existed, people needed ice to make frozen desserts. For example, in ancient Rome, people would go into the mountains and collect snow. They would bring it to the city and mix the snow with fruit. This was later called "sorbet."

10 **When an Italian duchess² moved to France**, she brought sorbet and other frozen desserts with her. **After sorbet and ice cream became popular in France**, they spread to the rest of Europe. However, only the rich
15 ate them.

In the twentieth century, ice cream became easier to make and keep.

After scientists found better processes for freezing things, ice cream became popular with all classes, rich and poor. Then, in the 1940s and

20 1950s, British chemists discovered a new way to make ice cream. They put air into it. This made the ice cream bigger and softer. Now, ice cream was less expensive. It lasted longer, too. **As soon as ice cream became more available**, people
25 began to buy it more often.

Today, almost anyone, rich or poor, can buy ice cream and keep it at home. Ice cream is a universal dessert, popular all over the world. Together, traditional ice cream makers and
30 scientists created a food revolution.

¹BCE: before common era
²duchess: a woman of very high social rank in some European countries



Science and Society 47

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.

GRAMMAR APPLICATION

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

2 Time Clauses and the Order of Past Events

Grammar Presentation

Time clauses can show the order of events in the past.

After scientists developed better processes for freezing things, ice cream became popular with everyone.

2.1 Time Clauses

A A time clause can come first in a sentence. When it comes first, use a comma after it.
A time clause can also come second in a sentence. No comma is needed.

TIME CLAUSE MAIN CLAUSE
After sorbet became popular in France, it spread to the rest of Europe.

MAIN CLAUSE TIME CLAUSE
Sorbet spread to the rest of Europe **after** it became popular in France.

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

FIRST EVENT SECOND EVENT
After an Italian duchess brought ice cream to France, it became popular.

SECOND EVENT FIRST EVENT
Ice cream became popular **after** an Italian duchess brought it to France.

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

SECOND EVENT FIRST EVENT
Before there were freezers, people needed ice to make frozen desserts.

FIRST EVENT SECOND EVENT
People needed ice to make frozen desserts **before** there were freezers.

D Use **when** to refer to the time that something started.

When scientists found new ways to make ice cream, it became cheaper.
Ice cream became cheaper **when** scientists found new ways to make it.

E Use **as soon as** to refer to something that happened right after or immediately after.

FIRST EVENT SECOND EVENT
As soon as scientists found ways to freeze things, people began buying more ice cream.
(Scientists invented ways to freeze things. Soon after, people started buying ice cream more often.)

Grammar Application

Exercise 3.1 Used To: Statements and Questions

A Complete the article. Use the correct form of **use to** or **used to** and the verbs in parentheses.

The Wisdom of Our Grandparents

College Weekly spoke to Joseph Green, an 87-year-old retired teacher, about the old days.

College Weekly: What did people use to do (do) for fun before there was television?

Joseph Green: Well, we used to (listen) to the radio in the evening.

CW: How did you spend (spend) your free time?

JG: Well, because there was no television, we used to (play) games a lot.

CW: Who did you play (play) with you?

JG: My brothers.

CW: It seems like people used to (have) more free time in those days . . .

JG: Not really. In fact, people didn't use to (not have) a lot of free time. For example, my parents used to (work) six days a week.

CW: What was school like?

JG: We used to (write) with pencils and paper. And when I was in college, we used to (take) notes in real notebooks, not on notebook computers!

CW: Did you type (type) your papers?

JG: No, I didn't. Typewriters were too expensive. I used to (write) all my papers in ink on lined paper. I used to (get) so frustrated if I made a mistake because I had to start all over again!

B Write three affirmative sentences and one negative sentence about Mr. Green's life before computers and TV. Compare your sentences with a partner.

- 1 He used to play games in the evenings.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

CHARTS

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

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 2.3 Answering Questions with Time Clauses

Data from the Real World

We often answer information questions about time (e.g., *When . . . ?*, *What time . . . ?*, and *How long . . . ?*) with time clauses. In conversation, these answers do not usually contain a main clause.

- A When did you start studying English?*
B After I got my job at the museum.
A How long did you study at a community college?
B Until I got my degree.



A Listen to a radio interview with an inventor of a new printer. Match the interview questions with the answers.

- | | | |
|-----------------------------------------------------|----------|----------------------------------------------------------|
| 1 When did you come to the United States? | <u>d</u> | a As soon as my first printer reached the stores. |
| 2 So, when did you get the idea for your invention? | _____ | b After I graduated from college. |
| 3 And how long did you study at college? | _____ | c As soon as we got the money to start. |
| 4 When did you build your first printer? | _____ | <u>f</u> After I graduated from high school. |
| 5 And when did you start your printer company? | _____ | e Until I got my degree. |
| 6 So, when did you get the money for your company? | _____ | f When I was a student in college. |
| 7 And when did the company start making a profit? | _____ | g After I presented my idea to some banks and investors. |

B Listen again and check your answers.

Exercise 2.4 More Time Clauses

A Write sentences in the simple past about inventions and discoveries. Use an event in Column A, an event in Column B, and *after*, *before*, *when*, *until*, or *as soon as*.

- | A | B |
|---------------------------------------------|-------------------------------------------|
| 1 TV/exist | a people/start to fly more |
| 2 cheap air travel/become possible | b credit cards/become popular |
| 3 everyone/have a cell phone | c families/listen to the radio together |
| 4 people/pay for things with cash or checks | d millions of people/learn to drive |
| 5 free education/be available | e roads/become safer |
| 6 traffic lights/come into our cities | f people/buy food from small local stores |
| 7 Ford/make the first mass-produced car | g people/make calls from pay phones |
| 8 the first supermarket/open | h most people/not read or write |

50 Unit 5 Simple Past, Time Clauses, Used To, and Would

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

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.

Exercise 3.2 Would, Used To, or Simple Past?

Complete the article about life before electricity. Use *used to* or *would* and the verbs in parentheses, or use the simple past form of the verbs. Sometimes more than one answer is correct.



Alessandro Volta ⁽¹⁾ *invented* (invent) the first battery in 1800.
How ⁽²⁾ *did* people ⁽³⁾ *use to live* (live) in the days before electricity?
Most people ⁽⁴⁾ (burn) oil lamps or candles for light.
When it got cold, they ⁽⁵⁾ (make) open fires to keep warm. People ⁽⁶⁾ (not travel) long distances. Most people only ⁽⁷⁾ (visit) neighbors or nearby relatives.
Before Volta's battery, many scientists ⁽⁸⁾ (not think) that electricity was useful. And in the early days of electricity, some people ⁽⁹⁾ (think) it was dangerous. They ⁽¹⁰⁾ (be) afraid of it. Some people even ⁽¹¹⁾ (believe) that electricity had a bad effect on society. They ⁽¹²⁾ (prefer) the simple life of the past. Soon, however, electricity ⁽¹³⁾ (make) the world brighter, faster, and more comfortable. Electricity in homes and industry ⁽¹⁴⁾ (change) the world in many ways.

Exercise 3.3 Would, Questions and Statements

A Imagine that you can talk to a person who lived before there was electricity. Use the words to make questions with *would*. Then add two questions of your own with *would*.

- 1 how/heat/your house? *Before electricity, how would you heat your house?*
- 2 how/light/your house? _____
- 3 how/clean/your house? _____
- 4 what/do/in the evenings? _____
- 5 what/play/with? _____
- 6 how/get/to work or school? _____
- 7 _____
- 8 _____

B Over to You Now write answers with *would* to the questions. Use your imagination. When you finish, compare your answers with a partner.

We would build a fire to heat our house.

Simple Past, Time Clauses, *Used To*, and *Would*

C Group Work Discuss how people *used to* live before the following inventions changed society. Was life better or worse? Was it safer or more dangerous? In what ways?

- computers
- cars
- airplanes
- cold medicine
- microwave ovens
- TV

A Before computers existed, students *used to* write everything down with a pencil or pen.

B And they *would* copy everything again when they revised their papers.

C Student life was hard!

4 Avoid Common Mistakes

1 Use a subject in the time clause.

Before ^{they} invented electricity, people used candles.

2 Do not forget the -d in *used to* in affirmative statements.

When I was living in New York, I ^{used} to play in a rock band.

3 Use *use to* (without -d) in negative statements and in questions with *did*.

How did you ^{use} to heat your home?

Editing Task

Find and correct six more mistakes in this article from a magazine.

A New Invention

How did people ^{use} to wash dishes? People did not *used to* have dishwashers before invented electricity, so they would wash dishes by hand. But did men and women *used to* share the dishwashing equally? Not usually. Mostly it was women who did it. Before there was electricity, women *use to* heat up water on the stove and use it for washing dishes. It took hours and hours, and dishes often broke or chipped.

- 5 In 1886, one woman finally got tired of washing dishes by hand. "If nobody else is going to invent a dishwashing machine," she said, "I'll do it myself." Her name was Josephine Cochrane, a housewife and engineer's daughter who was tired of washing – and sometimes breaking – her favorite dishes after dinner parties. Cochrane worked and worked on her invention until 1893 when finally created a machine that washed dishes. She showed the machine at the World's Fair that year. People operated it by hand, so it was still hard work. After the fair ended, she started a company to make the machines.
- 10 When first tried to sell dishwashers, only restaurants and hotels bought them from her. However, after electricity became more easily available, her company built electric dishwashers for people to use in their homes. Today, homes around the world have electric dishwashers.

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 the commonly made errors, helping develop self-editing skills needed in their university studies.

Simple Present

Are You Often Online?

1 Grammar in the Real World

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

B Comprehension Check Answer the questions.

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

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

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

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



Balancing TIME ONLINE and TIME WITH PEOPLE

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

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

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

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

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

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

2 Simple Present

Grammar Presentation

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

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

2.1 Affirmative and Negative Statements

AFFIRMATIVE

Subject	Verb	
I You We They	shop	online.
He/She/It	shops	

NEGATIVE

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

2.2 Affirmative and Negative Statements with Be

AFFIRMATIVE

Subject	Be	
I	am	online.
You We They	are	
He/She/It	is	

NEGATIVE

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

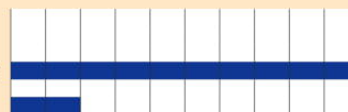
CONTRACTIONS

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

Data from the Real World

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

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



Be careful not to use contractions in formal writing.

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

2.3 Yes/ No Questions and Short Answers

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

Short Answers

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

2.4 Information Questions and Answers

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

Answers

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

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

Answers

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

2.5 Using Simple Present Statements

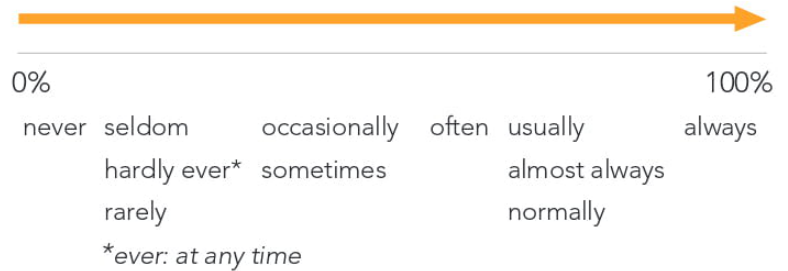
- A** Use the simple present to describe habits and routines (usual and regular activities).

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

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

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

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



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

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

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

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

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

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

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

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

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

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

2.6 Using Simple Present Questions

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

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

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

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



Grammar Application

Exercise 2.1 Statements

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

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

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

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

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

Exercise 2.2 Frequency Adverbs

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

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



Exercise 2.3 Time Expressions and Frequency Adverbs

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

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

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

Exercise 2.4 Questions

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

1 own / Do / a computer? / you

Do you own a computer?

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

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

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

5 website? / your / favorite / is / What

6 music? / you / Do / download / sometimes

7

8

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

A Do you own a computer?

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

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

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

Peter doesn't shop online, but I do.

3 Time Clauses and Factual Conditionals

Grammar Presentation

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

When I get home, I check my e-mail.

If it's late, I don't stay online for a long time.

3.1 Time Clauses

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

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

3.2 Factual Conditionals

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

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

3.3 Using Time Clauses

- A** Use time clauses to say when the main clause happens.
Use *after* to introduce the first event.

SECOND EVENT FIRST EVENT
*I check my e-mail **after** I get home.*

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

FIRST EVENT SECOND EVENT
***As soon as** I change my password, I forget it.*

- C** Use *while* when events happen at the same time.

***While** I'm online, I check my e-mail.*

- D** *When* means "at almost the same time." Use *when* to introduce the first event.

SECOND EVENT FIRST EVENT
*I visit social networking sites **when** I get home.*

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

SECOND EVENT FIRST EVENT
***Before** I go to work, I check my e-mail.*

- F** Use a comma if the time clause comes first.

***Before I go out,** I check my e-mail.
After I check my e-mail, I read the news.*

- G** A time clause by itself is not a complete sentence.

*Before I go out, I turn off my computer.
~~Before I go out.~~ I turn off my computer.*

3.4 Using Factual Conditionals

- A** Use factual conditionals to describe things that are generally true in certain situations. The condition describes a situation. The main clause describes the result of the situation.

CONDITION MAIN CLAUSE (RESULT)
***If I need a recipe,** I go to a cooking site.*

- B** Use *if* when one event depends on another one happening.

***If I need directions,** I go to a map site.
(I go to a map site only because I need directions.)*

- C** A condition by itself is not a complete sentence.

***If I need directions,** I go to a map site.
~~If I need directions.~~ I go to a map site.*



Grammar Application

Exercise 3.1 Time Clauses

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

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



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

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

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

Exercise 3.2 Time Clauses and Factual Conditionals

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

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



Exercise 3.3 More Factual Conditionals

A Match the task with the website you go to.

If you . . .

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

you go to . . .

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

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

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

4 Avoid Common Mistakes



- 1 Do not contract *not* with *am*.
I'm not
~~I am n't~~ online every day.
- 2 Use the correct form of *do* with singular and plural subjects.
doesn't
He ~~don't~~ own a computer.
- 3 Remember to form information questions correctly.
does the professor
Where ~~the professor does~~ post his comments?
- 4 Do not use *sometimes* after *not*.
Sometimes I do not check
~~I do not sometimes check~~ e-mail on the weekends.
- 5 Always use a comma if a time clause or a condition clause begins a sentence.
When I change my password, I write it down.
~~When I change my password I write it down.~~

Editing Task

Find and correct 10 more mistakes in this blog entry.

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

Present Progressive and Simple Present

Brainpower

1 Grammar in the Real World

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

B Comprehension Check Match each item with its benefit.

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

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

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

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

A HEALTHY BRAIN



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

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

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

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



2 Present Progressive

Grammar Presentation

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

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

2.1 Affirmative and Negative Statements

AFFIRMATIVE

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

NEGATIVE

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

CONTRACTIONS

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

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

Data from the Real World

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

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

2.2 Yes/No Questions and Short Answers

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

Short Answers

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

 Data from the Real World

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

Are they exercising?

No, they're not.

2.3 Information Questions and Answers

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

Answers

I'm helping my brother.

He's reading a news article.

Because I'm trying to improve my brainpower.

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

Answers

Bill is doing a word puzzle.

She's eating blueberries.

2.4 Using Present Progressive

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

Lorna's doing a puzzle right now.

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

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

She's working on her essay right now.

He's exercising at the gym now.

What's Felipe reading these days?

I'm not doing anything interesting this week.

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

Anthony is not running today.

I'm improving my brainpower.

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

Who's she working for?

Why's the printer not working?

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

Say: "What're you doing?"

Write: What are you doing?



Grammar Application

Exercise 2.1 Statements

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

🏠
💬 ↻ ☰ ✉

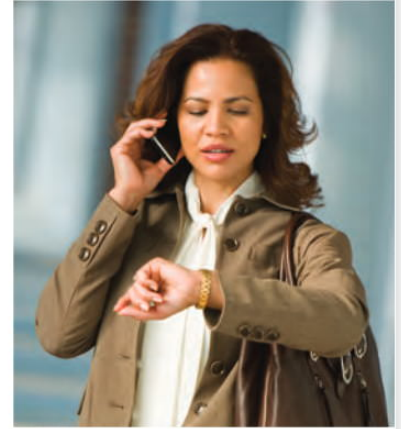
There are a lot of ways to improve brainpower, such as doing word puzzles and exercising. Here are a few more things our readers are doing.

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

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

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

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



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

- | | |
|---------------------------------------------|-----------------------------------------------|
| 1 I/learn/a musical instrument | <u>I'm not learning a musical instrument.</u> |
| 2 My best friend/learn/a musical instrument | _____ |
| 3 I/improve/my vocabulary | _____ |
| 4 My friends/improve/their vocabulary | _____ |
| 5 I/eat/less junk food | _____ |
| 6 My family/eat/less junk food | _____ |
| 7 I/study/math | _____ |
| 8 My co-workers/study/math | _____ |

Exercise 2.2 Questions and Answers

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

1 a Are you doing (do) anything to improve your brainpower right now?
Yes. I am.

b If yes, what _____ you _____ (do)? _____

2 a _____ you _____ (try) to improve your health? _____

b If yes, what _____ you _____ (do)? _____

3 a _____ you _____ (read) an interesting book? _____

b If yes, what _____ you _____ (read)? _____

c If no, _____ you _____ (read) anything else? _____

4 a _____ you _____ (get) enough exercise right now? _____

b _____ you _____ (eat) the right kinds of food? _____

5 a _____ your friends also _____ (take) classes? _____

b If yes, what _____ they _____ (study)? _____

6 a _____ you and your classmates _____ (work) hard this semester?

b _____ you all _____ (get) good grades?

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

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

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

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

3 Simple Present and Present Progressive Compared

Grammar Presentation

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

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