

CAMBRIDGE

GRAMMAR AND BEYOND ESSENTIALS

3

Laurie Blass
Susan Iannuzzi
Alice Savage
with Randi Reppen

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Scope and Sequence

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Unit	Theme	Grammar	Topics	Avoid Common Mistakes
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Unit	Theme	Grammar	Topics	Avoid Common Mistakes
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Unit	Theme	Grammar	Topics	Avoid Common Mistakes
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Unit	Theme	Grammar	Topics	Avoid Common Mistakes
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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 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.

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FINAL
DRAFT

Making
CONNECTIONS

PRISM

PRISM
READING

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

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Tour of a Unit

GRAMMAR IN THE REAL WORLD

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

UNIT

4

Past Perfect and Past Perfect Progressive Nature vs. Nurture

1 Grammar in the Real World

A Have you ever reconnected with someone from your past? Read the article about twins who lived apart for many years. What surprised the twins when they reconnected?

B Comprehension Check Answer the questions.

- 1 What was surprising about the twins' adoption?
- 2 What characteristics and interests did Elyse and Paula have in common?
- 3 What is the nature versus nurture debate?

C Notice Underline the verbs in each sentence.

- 1 Both girls knew that their parents had adopted them as infants.
- 2 She had been doing research on her birth mother when she made a surprising discovery.
- 3 Even more surprising, she learned that she had been part of a secret scientific study.

Which event happened first in each sentence? What event followed? Write the verbs. What do you notice about the form of the verbs?

- | | |
|----------------|-------------|
| 1 First: _____ | Then: _____ |
| 2 First: _____ | Then: _____ |
| 3 First: _____ | Then: _____ |



Past Perfect and Past Perfect Progressive

The SCIENCE of TWINS

¹**identical**: exactly the same
²**DNA**: the abbreviation for deoxyribonucleic acid, a chemical that controls the structure and purpose of every cell

³**controversial**: causing or likely to cause disagreement

⁴**dominant**: more important, strong, or noticeable

Twins, especially identical¹ twins, have always fascinated scientists. Identical twins develop from one egg, have identical DNA,² and are usually very similar in appearance and behavior. There have been many studies of identical twins raised in the same family. There have also been a number of studies of identical twins separated at birth and raised in separate families. These studies have provided interesting information about the impact of nature (genetics) and nurture (the environment) on the development of the individual. However, some of the studies have been controversial.³

- 10 Take the case of Elyse Schein and Paula Bernstein. Elyse and Paula were identical twins separated at birth. Both girls knew that their parents **had adopted** them as infants, but neither girl knew about her twin. When Elyse grew up, she longed to meet her biological mother, so she contacted the agency that **had arranged** the adoption. She **had been doing** research on her birth mother when she made a surprising discovery. She had an identical twin. Even more surprising, she learned that she **had been** part of a secret scientific study. At the time of the adoption, the agency **had allowed** different families to adopt each twin. The agency **had told** the families that their child was part of a scientific study. However, it **had never told** the families the goal of the study: for scientists to investigate nature versus nurture.

- 20 When Elyse and Paula finally met as adults, they were amazed. They had many similarities. They looked almost identical. They **had** both studied film. They both loved to write. Together, the twins discovered that the researchers **had stopped** the study before the end because the public strongly disapproved of this type of research.

- 25 Although that study ended early, many scientists today make a strong case for the dominant⁴ role of nature. Schein and Bernstein agree that genetics explains many of their similarities. However, recent research suggests that nurture is equally important. It is clear that the nature versus nurture debate will occupy scientists for years to come.

Nature vs. Nurture 43

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.

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.

2 Past Perfect

Grammar Presentation

The past perfect is used to describe a completed event that happened before another event in the past.

Elyse finally met her sister, Paula. Paula **had been** married for several years. (First, Paula got married; Elyse met Paula at a later time.)

2.1 Forming Past Perfect

Form the past perfect with **had +** the past participle of the main verb. Form the negative by adding **not** after **had**. The form is the same for all subjects.

Elyse and Paula did not grow up together. They **had lived** with different families. They were available for adoption because their birth mother **had given** them up.
 *Had she **talked** about the study to anyone at the time?
 *No, she **hadn't**.
 *What **had** you **heard** about this study before that time?
 *I'd **heard** very little about it.*

Irregular Verbs: See page A1.

2.2 Using Past Perfect with Simple Past

A Use the past perfect to describe an event in a time period that leads up to another past event or time period. Use the simple past to describe the later event or time period.

LATER TIME EARLIER TIME
 She **learned** that she **had been** part of a secret study.
 LATER TIME EARLIER TIME
 The twins **discovered** that they **had both studied** psychology.

B The prepositions **before**, **by**, or **until** can introduce the later time period.

EARLIER TIME LATER TIME
 Their mother **had known** about the study **before** her death.
 EARLIER TIME LATER TIME
 Sue **hadn't met** her sister **until** last year.
 EARLIER TIME LATER TIME
 Studies on twins **had become** common **by** the 1960s.

C The past perfect is often used to give reasons or background information for later past events.

REASON
 She **was** late. She **had forgotten** to set her alarm clock.
 BACKGROUND INFORMATION LATER PAST EVENT
 He **had never taken** a subway before he **moved** to New York.

Past Perfect and Past Perfect Progressive

Data from the Real World

In writing, these verbs are commonly used in the past perfect: **come**, **have**, **leave**, **make**, and **take**.
Had been is the most common past perfect form in speaking and writing.

The twins **had not gone** to the same school as children. The family thought that they **had made** the right decision.
 Psychologists praised the study because the researchers **had been** very careful in their work. The researchers **had not been** aware of each other's work on twins until they met.

Grammar Application

Exercise 2.1 Past Perfect

Complete the sentences about twins who met as adults. Use the past perfect form of the verbs in parentheses.

- Two separate Illinois families **had adopted** (adopt) Anne Green and Annie Smith before the twins were three days old.
- When the girls met, they were fascinated by their similarities. For example, they _____ (live) near each other before the Greens moved away.
- As children, both Anne and Annie _____ (go) to the same summer camp.
- Anne _____ (not/go) to college, and Annie _____ (not/attend) college, either.
- Both _____ (marry) for the first time by the age of 22.
- Anne _____ (get) divorced and _____ (remarry).
 Annie _____ (not/get) divorced and was still married.
- Both Anne and Annie were allergic to cats and dogs and _____ never _____ (own) pets.
- Both _____ (give) the same name – Heather – to their daughters.
- Both _____ previously _____ (work) in the hospitality industry.
- Anne _____ (work) as a hotel manager. However, Annie _____ (not/work) in hotels; she _____ (be) a restaurant manager.



Nature vs. Nurture 45

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.

THEME-RELATED EXERCISES

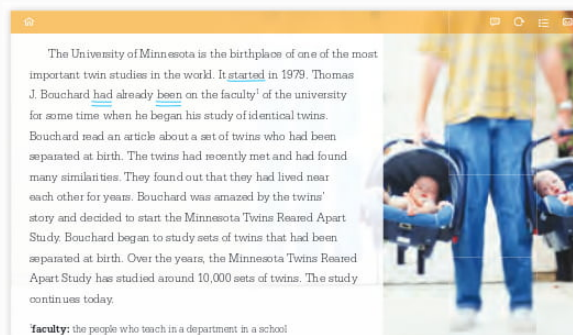
boost fluency by providing grammar practice in a variety of different contexts.

QR CODES

give easy access to audio at point of use.

Exercise 2.2 Past Perfect and Simple Past

A Read the article about a famous twin study. Underline the simple past forms. Double underline the past perfect forms.



The University of Minnesota is the birthplace of one of the most important twin studies in the world. It started in 1979. Thomas J. Bouchard had already been on the faculty¹ of the university for some time when he began his study of identical twins. Bouchard read an article about a set of twins who had been separated at birth. The twins had recently met and had found many similarities. They found out that they had lived near each other for years. Bouchard was amazed by the twins' story and decided to start the Minnesota Twins Reared Apart Study. Bouchard began to study sets of twins that had been separated at birth. Over the years, the Minnesota Twins Reared Apart Study has studied around 10,000 sets of twins. The study continues today.

faculty: the people who teach in a department in a school

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

In line 2, had been refers to the first event. Dr. Bouchard joined the faculty before the twin study. The twin study began later. The study is the second event, so started is in the simple past.

Exercise 2.3 More Past Perfect and Simple Past



A Listen to an interview with twins who are actors. Complete the sentences with the verbs you hear.

Claudia Today, I'm interviewing Alex and Andrew Underhill. They appear in the *Spy Twins* movie series based on the books of the same name. How did you get the part in the first *Spy Twins* movie?

Alex A friend had seen⁽¹⁾ the advertisement in the newspaper and later _____⁽²⁾ us about it. We _____⁽³⁾ any acting before then, but we _____⁽⁴⁾ to try out anyway.

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.



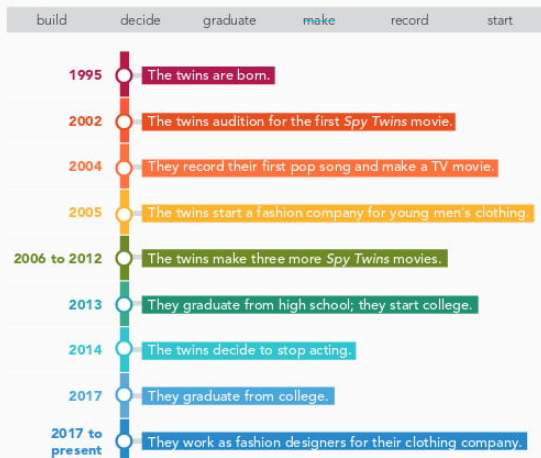
CONTEXTUALIZED PRACTICE

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.

C Use the time line to complete the sentences about Alex and Andrew. Use the past perfect form of the verbs in the box.



- By 2012, Alex and Andrew *had made* four Spy Twins movies.
- Before 2004, the twins _____ (not) a pop song.
- By 2016, the twins _____ to stop acting.
- The twins _____ (not) a fashion company yet in 2004.
- The twins _____ from high school by 2015.

5 Avoid Common Mistakes

- Use the past perfect or past perfect progressive to give background information for a past tense event.
had
I have never seen my sister in real life, so I was nervous the first time we met.
had been dreaming
I have dreamed about meeting her, and I finally did.
- Use the past perfect or past perfect progressive to give a reason for a past event.
had been crying
Her eyes were red and puffy because she cried.
- Use the past perfect (not the past perfect progressive) for a completed earlier event.
arranged
They had been arranging a time to meet, but both of them forgot about it.
- Use the past perfect (not present perfect) to describe a completed event that happened before a past event.
had
I have visited her in Maine twice before she came to visit me.

Editing Task

Find and correct seven more mistakes in the paragraphs about sibling differences.

- had*
I have never really thought about sibling differences until my own children were born. When we had our first child, my husband and I have lived in Chicago for just a few months. We have not made many friends yet, so we spent all our time with our child. Baby Gilbert was happy to be the center of attention. He depended on us for everything.
- By the time our second son, Chase, was born, we have developed a community of friends and a busier social life. We frequently visited friends and left the children at home with a babysitter. As a result of our busy schedules, Chase was more independent. One day I had just been hanging up the phone when Chase came into the room. Chase picked up the phone and started talking into it. I thought he was pretending, but I was wrong. He had been figuring out how to use the phone!
- When my husband came home, he was tired because he worked all day. When I told him about Chase's phone conversation, though, he became very excited. Gilbert has never used the phone as a child. At first, we were surprised that Chase was so different from Gilbert. Then we realized that because of our busy lifestyles, Chase had learned to be independent.

EDITING TASK

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

Simple Present and Present Progressive

First Impressions

1 Grammar in the Real World

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

B Comprehension Check Answer the questions.

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

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

- 1 The average person forms/is forming a first impression of someone in less than 30 seconds.

☐ general fact or habit ☐ temporary action

- 2 Handshakes, facial expressions, and general appearance help/are helping to create first impressions.

☐ general fact or habit ☐ temporary action

- 3 Some psychologists today research/are researching the factors that influence how people react to others.

☐ general fact or habit ☐ temporary action

- 4 Specifically, Nosek investigates/is investigating our use of stereotypes and attitudes about others in forming first impressions.

☐ general fact or habit ☐ temporary action

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



FIRST IMPRESSIONS

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

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

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

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

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

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

¹**consciously**: aware of what is happening

²**subconscious**: existing in the mind but not in one's awareness

³**tend**: be likely

2 Simple Present vs. Present Progressive

Grammar Presentation

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

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

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

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

2.1 Simple Present

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

People **form** a first impression within 30 seconds.
First impressions **influence** what a person thinks about you.

I **dress** conservatively at work.

B Use the simple present to describe routines and habits.

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

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

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

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

We **usually follow** her recommendations.

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

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

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

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

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

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

"Yes, it **does**."

► Irregular Verbs : See page A1.

Data from the Real World

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

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

The interview **typically** takes three hours.

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

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

2.2 Present Progressive

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

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

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

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

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

Data from the Real World

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

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

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

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

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

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



Grammar Application

Exercise 2.1 Simple Present

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

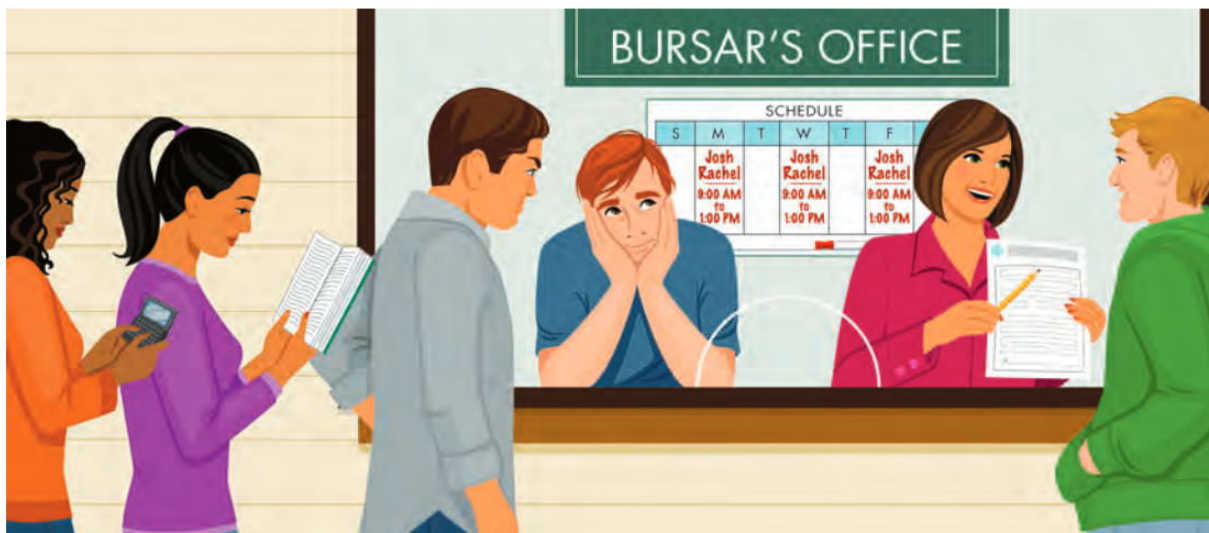
give have have help **make** meet show start teach videotape

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

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

Exercise 2.2 Simple Present or Present Progressive?

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



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

- 3 When _____ (Josh / start his job) in the mornings?

- 4 _____ (Rachel / talk) to a student right now?

- 5 How many _____ (students / wait) in Josh's line?

6 _____ (who / make) a better first impression on the students who need help?

7 When _____ (Rachel / finish) work in the afternoons?

8 _____ (who / not help) students at the moment?

Exercise 2.3 More Simple Present or Present Progressive?

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



Welcome to the State Employment Agency

JOB FAIR!

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

Tips for Job Seekers

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

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

A I used the present progressive in number 1 because the phrase today's job fair tells me that the sentence is about something that is happening now.

B I agree with you. For number 2, I used . . .

3 Stative Verbs

Grammar Presentation

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

That **sounds** like a great project.

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

3.1 Non-action or Stative Verbs

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

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

Measurement: *cost, weigh*

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

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

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

Senses: *hear, see, smell, taste*

Perception: *notice, see, understand*

She **seems** like a hard worker.

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

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

Employers **prefer** motivated workers.

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

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

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

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

3.2 Verbs with Stative and Action Meanings

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

SIMPLE PRESENT (STATIVE MEANING)

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

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

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

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

PRESENT PROGRESSIVE (ACTION MEANING)

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

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

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

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



Grammar Application

Exercise 3.1 Verbs with Stative and Action Meanings

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

A STUDY ON STEREOTYPES

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

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

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

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

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

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

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

Exercise 3.2 Stative or Action Meaning?

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

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

Claudia I think⁽¹⁾ (think) they're going well. I'm almost finished.

Alan That's wonderful news. How many reports _____⁽²⁾ you _____⁽²⁾ (have)?

Claudia Eight. I have three more to do.

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

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

Alan So?

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

Alan I _____⁽⁷⁾ (know) what you mean.

Claudia This time, I _____⁽⁸⁾ (have) a hard time separating things like culture and appearance from people's actual abilities.

Alan Well, it's good that you _____⁽⁹⁾ (be) aware of it. Let's discuss it later.

Exercise 3.3 More Stative or Action Meaning?

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





Marta



Marc



Bin

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

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

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

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

¹sloppy: messy, not tidy

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

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

4 Special Meanings and Uses of Simple Present

Grammar Presentation

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

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

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

4.1 Special Meanings and Uses of Simple Present

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

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

B Use the simple present to explain procedures or instructions.

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

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

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



Grammar Application

Exercise 4.1 Uses of Simple Present

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

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

Exercise 4.2 Summarizing an Article

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

- 1 personality tests / always / not be / accurate

Personality tests are not always accurate.

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

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

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

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

Exercise 4.3 Giving Instructions

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

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

5 Avoid Common Mistakes !



1 Use the simple present with stative verbs.

First impressions ~~are mattering~~ ^{matter} when you want to establish a relationship.

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

Sessions ~~are requiring~~ ^{require} 10 to 15 minutes to complete.

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

He ~~doesn't interview~~ ^{isn't interviewing} for jobs this year because he ~~still studies~~ ^{is still studying}.

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

He is ~~work~~ ^{working} as a store clerk.

Editing Task

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

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

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

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

Global Marketing

1 Grammar in the Real World

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

B **Comprehension Check** Answer the questions.

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

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

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

GLOBAL Marketing

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

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

looked like your friends and neighbors, not like models. The advertisements **were** a great success. The company **decided** to create similar advertisements in Malaysia. While it **was working on** these advertisements, it **was also doing** research on Malaysian culture. The company **discovered** that some Malaysian women **thought** that it was inappropriate³ to show their hair in public, so it **realized** that its approach⁴ **would not be** successful. As a result, the company **adapted** its advertising to fit the local culture. In the new Malaysian advertisements, the women **did not show** their hair. They only **talked** about it. The ads **were** a tremendous success.

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

¹**appeal**: interest or attract someone

²**adorable**: attractive and easy to love

³**inappropriate**: unsuitable, especially for the particular time, place, or situation

⁴**approach**: a method or way of doing something

2 Simple Past vs. Past Progressive

Grammar Presentation

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

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

2.1 Simple Past

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

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

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

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

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

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

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

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

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

► Irregular Verbs: See page A1.

2.2 Past Progressive

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

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

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

What **was happening** during that period?

2.3 Simple Past and Past Progressive Contrasted

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

BACKGROUND ACTIVITY

They **were planning** a new advertising campaign

MAIN EVENT

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

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

The company **understood** the culture.

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

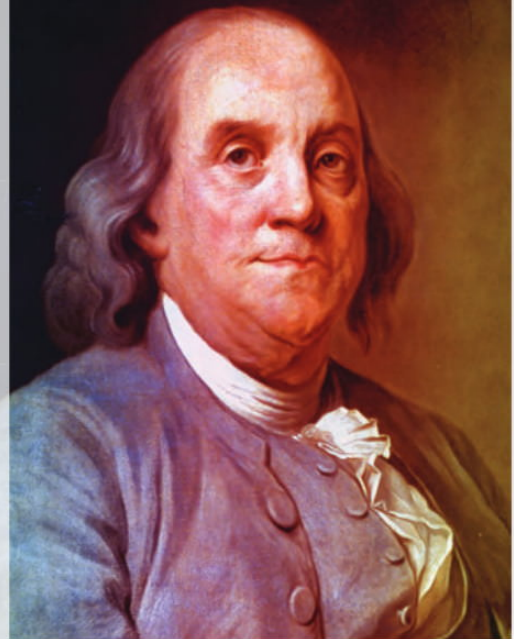


Grammar Application

Exercise 2.1 Simple Past and Past Progressive

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

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



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

Exercise 2.2 Simple Past or Past Progressive?

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

In the years after World War II, the U.S. government promoted was promoting⁽¹⁾ milk as a health product. In the 1960s, however, soft-drink² companies began to market their products very aggressively. As a result, people soon drank/were soon drinking⁽²⁾ more soft drinks and less milk. The California Milk Advisory Board (CMAB) realized that the old health-focused advertising didn't work/wasn't working⁽³⁾.

Beginning in the mid-1970s, milk sales went/were going⁽⁴⁾ down in the United States, and the CMAB decided/was deciding⁽⁵⁾ to do something to increase sales. The CMAB members learned/were learning⁽⁶⁾ that the majority of people believed that milk was good for them, but they weren't drinking it.

In 1993, a new board was formed, the California Milk Processor Board (MilkPEP). This new board hired/were hiring⁽⁷⁾ an advertising agency to design a