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GRAMMAR AND BEYOND 1

Second Edition

with Academic Writing

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Randi Reppen

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GRAMMAR AND BEYOND 1

Second Edition

with Academic Writing

Randi Reppen

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Scope and Sequence

Unit	Theme	Grammar	Topics
PART 1 The Verb Be			
UNIT 1 page 2	Tell Me About Yourself	Statements with Present of <i>Be</i>	Present of <i>Be</i> : Affirmative Statements (p. 4) Present of <i>Be</i> : Negative Statements (p. 8)
UNIT 2 page 14	Schedules and School	Yes/No Questions and Information Questions with <i>Be</i>	Yes/No Questions and Short Answers with <i>Be</i> (p.18) Information Questions with <i>Be</i> (p. 22)
PART 2 Nouns, Determiners, and Pronouns			
UNIT 3 page 28	Gadgets	Count Nouns; <i>A/An</i> ; <i>Have</i> and <i>Be</i>	Nouns; <i>A/An</i> (p. 30) <i>Be</i> with <i>A/An</i> + Noun (p. 33) <i>Have</i> (p. 35)
UNIT 4 page 40	The Workplace	Demonstratives and Possessives	Demonstratives (<i>This, That, These, Those</i>) (p. 42) Possessives and <i>Whose</i> (p. 47)
PART 3 Prepositions and Adjectives			
UNIT 5 page 54	Skills and Qualities for Success	Descriptive Adjectives	Adjectives (p. 56) Questions with <i>What . . . like?</i> and <i>How</i> + Adjective (p. 59)
UNIT 6 page 68	Around the House	Prepositions	Prepositions of Place: Things at Home and in the Neighborhood (p. 70) Prepositions of Place: Locations and Other Uses (p. 74) Prepositions of Time (p. 77)
UNIT 7 page 84	Local Attractions	<i>There Is</i> and <i>There Are</i>	<i>There Is / There Are</i> (p. 86) Yes/No Questions with <i>There Is / There Are</i> (p. 81)

Avoid Common Mistakes	Academic Writing
Avoiding <i>be + no</i> ; avoiding sentences beginning with <i>be</i>	Thinking about Speaking and Writing <ul style="list-style-type: none"> • Compare the skills • Add information in a chart
Remembering capital letters and punctuation; avoiding contractions with short answers to <i>yes/no</i> questions	Writing about a Person Writing prompt: <i>Write about someone in your family.</i> <ul style="list-style-type: none"> • Use pronouns to avoid repetition • Brainstorm
Remembering <i>a/an</i> ; remembering subject/verb agreement	<ul style="list-style-type: none"> • Write simple sentences
Using <i>this/that</i> and <i>these/those</i> ; using possessives	<ul style="list-style-type: none"> • Use <i>and</i> to add details • Revise and edit
Remembering where to put adjectives; avoiding plural adjectives	Writing about a Place Writing prompt: <i>Write about your country.</i> <ul style="list-style-type: none"> • Identify main ideas • Classify key words
Remembering <i>in, on, and at</i>	<ul style="list-style-type: none"> • Paragraph structure and topic sentences • Use prepositional phrases to write about places • Use an outline to organize ideas
Using <i>there is / there are</i> ; avoiding contractions in academic writing	<ul style="list-style-type: none"> • Use <i>there is</i> and <i>there are</i> to introduce details • Write, revise, and edit paragraphs

Unit	Theme	Grammar	Topics
PART 4 Simple Present			
UNIT 8 page 98	Lifestyles	Simple Present	Simple Present: Affirmative and Negative Statements (p. 100) Statements with Adverbs of Frequency (p. 106)
UNIT 9 page 114	Daily Habits	Simple Present Yes/ No Questions and Short Answers	Simple Present Yes / No Questions and Short Answers (p. 116)
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PART 5 Conjunctions			
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UNIT 14 page 172	Life Stories	Simple Past of <i>Be</i>	Simple Past of <i>Be</i> : Affirmative and Negative Statements (p. 174) Simple Past of <i>Be</i> : Questions and Answers (p. 176)
UNIT 15 page 184	Luck and Loss	Past Time Clauses with <i>When, Before, and After</i>	Past Time Clauses with <i>When, Before, and After</i> (p. 186)

Avoid Common Mistakes	Academic Writing
Avoiding <i>do/does</i> in negative statements with <i>be</i> ; avoiding <i>be</i> with simple present verbs	<p>Writing about Daily Life Writing prompt: <i>Write about the life of a classmate.</i></p> <ul style="list-style-type: none"> • Brainstorm
Remembering <i>Do/Does</i> in simple present questions with <i>have</i> ; Avoiding <i>Do/Does</i> in questions with <i>be</i>	<ul style="list-style-type: none"> • Identify main ideas and details • Use a chart to organize details
Remembering <i>do/does</i> ; avoiding <i>-s</i> with <i>he/she/it</i>	<ul style="list-style-type: none"> • Write a paragraph • Add details about time and place • Revise and edit
Remembering a comma with conjunctions; using conjunctions	<p>Writing Formal Emails Writing prompt: <i>Write an email to a professor.</i></p> <ul style="list-style-type: none"> • Write a formal email
Remembering simple past verbs to talk about the past; remembering the base form of the verb after <i>did not / didn't</i>	<p>Narrative Paragraph Writing prompt: <i>Write a paragraph about the history of a business.</i></p> <ul style="list-style-type: none"> • Use a timeline to put past events in order • Brainstorm and research
Remembering <i>did</i> + subject + base form of the verb; avoiding the past form in information questions	<ul style="list-style-type: none"> • Add details to main events • Use a paragraph planner to organize ideas
Using <i>was/were</i> ; Remembering the correct form with <i>born</i>	<ul style="list-style-type: none"> • Use time-order transition signals • Write a narrative paragraph
Remembering the correct spelling of <i>when</i> , <i>before</i> , and <i>after</i> ; Remembering the subject in the main clause and the time clause	<ul style="list-style-type: none"> • Use past time clauses • Revise and edit

Unit	Theme	Grammar	Topics
PART 7 More About Nouns, Determiners, and Pronouns			
UNIT 16 page 194	Eating Habits	Count and Noncount Nouns	Count and Noncount Nouns (p. 196) Units of Measure; <i>How Many . . . ?</i> and <i>How Much . . . ?</i> (p. 201)
UNIT 17 page 212	Languages	Quantifiers: <i>Some, Any, A Lot Of, A Little, A Few, Much, Many</i>	Quantifiers: <i>Some</i> and <i>Any</i> (p. 214) Quantifiers: <i>A Lot Of, A Little, A Few, Much, Many</i> (p. 219)
UNIT 18 page 228	Changes and Risks	Articles: <i>A / An</i> and <i>The</i>	Articles: <i>A / An</i> and <i>The</i> (p. 230) Article or No Article? (p. 235)
UNIT 19 page 242	Meals Around the World	Possessive Pronouns and Indefinite Pronouns	Possessive Pronouns (p. 244) Indefinite Pronouns (p. 249)
PART 8 Imperatives and Modals			
UNIT 20 page 256	Social Customs	Imperatives	Imperatives (p. 258)
UNIT 21 page 270	Making Connections	Ability and Possibility	<i>Can</i> and <i>Could</i> for Ability and Possibility (p. 272) <i>Be Able To</i> and <i>Know How To</i> for Ability (p. 277)
UNIT 22 page 284	College Life	Requests and Permission	<i>Can, Could, and Would</i> for Requests (p. 286) <i>Can, Could, and May</i> for Permission (p. 290)
PART 9 Present and Past Progressive			
UNIT 23 page 298	Body Language	Present Progressive	Present Progressive Statements (p. 300) Present Progressive Questions (p. 305) Present Progressive and Simple Present (p. 307)
UNIT 24 page 316	Inventions and Discoveries	Past Progressive and Simple Past	Past Progressive (p. 318) Time Clauses with Past Progressive and Simple Past (p. 323)

Avoid Common Mistakes	Academic Writing
Avoiding <i>a / an</i> with noncount nouns; avoiding the plural with noncount nouns	<p>Descriptive Paragraphs Writing prompt: <i>Write about popular food in your country.</i></p> <ul style="list-style-type: none"> • Use an idea map to brainstorm
Remembering <i>many</i> with plural nouns; remembering <i>any</i> with negative statements and <i>some</i> with affirmative statements	<ul style="list-style-type: none"> • Use an idea map to organize • Complete an outline • Use quantifiers to describe food
Avoiding <i>a/an</i> with noncount nouns; Avoiding <i>the</i> to talk about things or people in general	<ul style="list-style-type: none"> • Use articles in a paragraph • Write descriptive paragraphs
Avoiding the plural with possessive pronouns; remembering <i>any</i> + in negative statements	<ul style="list-style-type: none"> • Use collocations • Revise and edit
Avoiding <i>no</i> in negative imperatives; remembering an apostrophe in <i>don't</i>	<p>Expository Paragraph Writing prompt: <i>Write a paragraph about someone who is a good role model to you. Explain why that person is a good role model.</i></p> <ul style="list-style-type: none"> • Balance facts and qualities • Brainstorm
Avoiding <i>-s</i> with <i>can</i> and <i>could</i> ; remembering the base form with <i>can</i> and <i>could</i>	<ul style="list-style-type: none"> • Write concluding sentences • Use statements of ability • Organize ideas
Remembering the correct word order for making requests; remembering the base form of the verb after <i>can, could, may, or would</i>	<ul style="list-style-type: none"> • Use adjectives and adverbs to describe challenges • Write an expository paragraph • Revise and edit
Remembering <i>be</i> and verb + <i>-ing</i> for the present progressive	<p>Process Paragraph Writing prompt: <i>Describe the Sydney Triathlon.</i></p> <ul style="list-style-type: none"> • Use a line diagram to think about steps in a process • Brainstorm
Remembering <i>was / were</i> + verb + <i>-ing</i> for the past progressive	<ul style="list-style-type: none"> • Use transition words to order events in a process • Describe a process diagram • Organize events

Unit	Theme	Grammar	Topics
PART 10 Subjects, Objects, and Complements			
UNIT 25 page 330	Fast Food or Slow Food	Subject and Object Pronouns; Questions About Subjects and Objects	Subject and Object Pronouns (p. 332) Questions About the Subject and the Object (p. 335)
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PART 11 The Future			
UNIT 27 page 356	The Years Ahead	Future with <i>Be Going To</i> , Present Progressive, and <i>Will</i>	Future with <i>Be Going To</i> or Present Progressive (p. 358) Future with <i>Will</i> (p. 363)
UNIT 28 page 372	Will We Need Teachers?	<i>Will</i> , <i>May</i> , and <i>Might</i> for Future Possibility; <i>Will</i> for Offers and Promises	<i>May</i> and <i>Might</i> ; Adverbs with <i>Will</i> (p. 374) Offers and Promises (p. 379)
PART 12 More Modals			
UNIT 29 page 384	Study Habits	Suggestions and Advice	Suggestions and Advice (p. 386) Asking for and Responding to Suggestions and Advice (p. 389)
UNIT 30 page 396	Getting What You Want	Necessity and Conclusions	Necessity and Conclusions with <i>Have To</i> , <i>Need To</i> , <i>Must</i> (p. 398)
PART 13 Adjective and Adverbs			
UNIT 31 page 408	Making a Good Impression	Adjectives and Adverbs	Adjectives and Adverbs of Manner (p. 410) Adjectives with Linking Verbs; Adjectives and Adverbs with <i>Very</i> and <i>Too</i> (p. 414)
UNIT 32 page 424	Progress	Comparative Adjectives and Adverbs	Comparative Adjectives (p. 426) Comparative Adverbs (p. 431)
UNIT 33 page 440	Facts and Opinions	Superlative Adjectives and Adverbs	Superlative Adjectives (p. 442) Superlative Adverbs (p. 447)

Avoid Common Mistakes	Academic Writing
Using subject and object pronouns; avoiding putting the pronoun before the noun	<ul style="list-style-type: none"> Remove unrelated information from a paragraph Write a process paragraph
Using infinitives and gerunds; Avoiding <i>wanna</i> in writing	<ul style="list-style-type: none"> Use gerunds to add information Revise and edit
Remembering the verb <i>be</i> in <i>be going to</i> ; remembering <i>will</i> for predictions	<p>Opinion Paragraph Writing prompt: <i>"The Internet wastes our time. It does not help us do more work." Do you agree or disagree?</i></p> <ul style="list-style-type: none"> Recognize advantages and disadvantages. Brainstorm advantages and disadvantages What to do after brainstorming
Avoiding using <i>can</i> for predictions; avoiding using <i>can</i> for certainty	<ul style="list-style-type: none"> Analyze a writing prompt/ question Use a table to organize details Write a topic sentence for an opinion paragraph
Using <i>should</i> and <i>ought</i> ; avoiding putting <i>probably</i> after the <i>ought to</i>	<ul style="list-style-type: none"> Use phrases to introduce opinions Write an opinion paragraph
Avoiding <i>to</i> after <i>must</i> ; avoiding <i>need to</i> for conclusions	<ul style="list-style-type: none"> Connect ideas with <i>and</i>, <i>also</i>, and <i>too</i> Revise and edit
Avoiding <i>-ly</i> in irregular adverbs; avoiding confusion with <i>good</i> and <i>well</i> ; avoiding putting the adverb between a verb and its object	<p>Description and Opinion Writing prompt: <i>Describe the place where you live now or where you are from. Write about its positive and negatives. Include your opinions.</i></p> <ul style="list-style-type: none"> Use a T-chart to brainstorm positives and negatives
Avoiding <i>more</i> with <i>better</i> and <i>worse</i> ; avoiding <i>that</i> and <i>then</i> after a comparative	<ul style="list-style-type: none"> Use comparative adjectives to describe a place Use a T-chart to take notes and organize ideas
Avoiding the comparative for more than two things; avoiding using <i>most</i> and <i>-est</i> together	<ul style="list-style-type: none"> Use contrast words to signal a shift Write a descriptive paragraph with opinion Use superlative adjectives Revise and edit

Appendices

A1

Glossary of Grammar Terms

G1

Index & Credits

I1

Introduction to *Grammar and Beyond*, 2nd edition

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

Grammar and Beyond is Research-Based

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

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

Special Features of *Grammar and Beyond*

Realistic Grammar Presentations

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

Data from the Real World

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

Avoid Common Mistakes

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

Academic Vocabulary

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

Academic Writing

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

Series Levels

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


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

Student Components

Student's Book with Online Practice

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

Digital Workbook

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

Writing Skills Interactive

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

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

Teacher Resources

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

Teacher's Manual

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

Assessment

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

Presentation Plus

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

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Nancy Kersten, GateWay Community College, Phoenix, AZ
Lewis Levine, Hostos Community College, Bronx, NY
John Liffiton, Scottsdale Community College, Scottsdale, AZ
Cheryl Lira-Layne, Gilbert Public School District, Gilbert, AZ

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

Tour of a Unit

ACADEMIC WRITING

FOCUS

appears at the beginning of the unit.

GRAMMAR IN THE

REAL WORLD

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

UNIT

16

Count and Noncount Nouns

Eating Habits

1 Grammar in the Real World

ACADEMIC WRITING

Descriptive paragraphs

A Do you think your diet is healthy? Read the article from a health magazine. What kinds of food are part of a healthy diet?

B Comprehension Check Answer the questions. Use the article to help you.

- 1 How do colorful fruit and vegetables help your health?
- 2 Why is a little dark chocolate good for you?
- 3 What type of oil is good for you?
- 4 How much water is good to drink each day?

C Notice Find the sentences in the article, and complete them with a or an or Ø for no article.

- 1 When you turn on _____ television or read _____ newspaper, you often find _____ information about healthy eating.
- 2 _____ food and _____ health get a lot of attention in the news these days.
- 3 Maybe you think _____ fat is bad for you, but people need a little fat in their diet.
- 4 It is _____ challenge to change your diet, but even small changes can help you stay healthy and happy.

Look at the noun after each space. Which of the nouns are things you can count? Which are things you cannot count?

Count and Noncount Nouns

Food for

Health

When you turn on a television or read a newspaper, you often find information about healthy eating. Food and health get a lot of attention in the news these days. Researchers seem to find new things about how our diet affects us every day.

Everyone knows it is important to eat fruit and vegetables. Did you know that eating fruit and vegetables with different colors is especially good for your health? Green, red, blue, and orange fruit and vegetables all have different vitamins¹ to help hydrate you, and they help prevent different diseases.

Did you know that dark chocolate is good for you, too? Research shows that a little chocolate helps your heart and your mood.²

How about fat?³ Maybe you think fat is bad for you, but people need a little fat in their diet. One type of healthy fat is omega-3 oil.⁴ It comes from fish and helps your heart, skin, and brain stay healthy. For vegetarians or non-fish eaters, many seeds⁵ and nuts also contain omega-3 oil. Omega-3 oil comes in pills, too.

Finally, water is an important part of a healthy diet. Try to drink at least six glasses of water a day, and you don't need to buy it. In most places, tap water from the kitchen faucet is just fine and tastes great!

It is a challenge to change your diet, but even small changes can help you stay healthy and happy.

¹vitamin: a natural substance in food that is important for good health

²mood: the way someone feels at a particular time

³fat: a substance in plants and animals, often used for cooking

⁴omega-3 oil: a kind of healthy fat

⁵seed: a small hard part of a plant from which new plants can grow

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

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

B Over to You Write four sentences about how different kinds of foods affect you.

*Ice cream makes me thirsty.
Soda gives me a headache.*

- _____
- _____
- _____
- _____

3 Units of Measure; How Many . . . ? and How Much . . . ?

Grammar Presentation

Units of measure help us to tell how much or how many of a noun.
Questions with *How much . . . ?* and *How many . . . ?* ask about quantities.

*I bought a **cup** of coffee in the cafeteria.
We had a **bowl** of soup with lunch.
How many vegetables did you use?
How much rice do you eat each week?*

3.1 Units of Measure

Unit of Measure	Noncount or Plural Count Noun
a cup of	coffee
a bag of	rice
a piece of	cheese
a bottle of	water
a bowl of	soup
two bags of	potato chips
a carton of	eggs
a bunch of	bananas
a pound of	apples
three boxes of	cookies
a loaf of	bread

Noncount Nouns and Containers: See page A17.

Grammar Application

Exercise 3.1 Units of Measure

Complete the menu with the units of measure from the box. You can use some units of measure more than once. Sometimes there is more than one correct answer.

a bag of a bowl of a glass of a plate of
a bottle of a cup of a piece of

Welcome to the Class Picnic! Menu

Drinks

_____ a cup of coffee or tea
(1)
_____ water or juice
(2)
_____ lemonade or iced tea
(3)

Main Course

chicken salad or turkey sandwich

Side Orders

_____ salad or fresh vegetables
(4)
_____ cheese and crackers
(5)
an orange or _____ watermelon
_____ potato chips
(6)

Dessert

_____ ice cream
(7)
_____ cookies
(8)

CHARTS

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

THEME-RELATED EXERCISES

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

Exercise 3.2 How Much . . . ? and How Many . . . ?

A Complete each question about the class picnic with *How much* or *How many*. Then listen to the conversation about the picnic and answer the questions.

- 1 How many students are there in the class? 18
- 2 _____ money do they have? _____
- 3 _____ people want water? _____
- 4 _____ juice do they need? _____
- 5 _____ people want sandwiches? _____
- 6 _____ bags of potato chips do they need? _____
- 7 _____ salad do they need? _____
- 8 _____ cheese do people want? _____
- 9 _____ people want an orange? _____
- 10 _____ watermelon do they need? _____



B Pair Work Plan a class picnic. Use the menu in Exercise 3.1 and the questions in A to help you.

- A How many students are there in our group?
B There are eight. How many people want water?



DATA FROM THE REAL WORLD

Research shows that these are some of the most common noncount nouns:

equipment	homework	love	music	traffic
fun	information	mail	peace	weather
furniture	insurance	money	software	work

Noncount nouns are the names of:

materials: oil, plastic, wood
groups of things: money, cash, furniture, jewelry
subjects: chemistry, geography, psychology
weather: snow, ice, fog

Oil costs a lot these days.
The jewelry in this store is expensive.
Chemistry doesn't interest me at all.
There's always *snow* in the winter here.

Some noncount nouns end in -s, but they take a singular verb:

subjects: economics, physics, politics
activities: aerobics, gymnastics
other: news

Economics was my best subject in high school.
Gymnastics is my favorite sport.
The *news* is really good.

Students often make mistakes with noncount nouns, especially these:

information	equipment	advice	research	knowledge	furniture
behavior	work	homework	software	damage	training

QR CODES

give easy access to audio at point of use.

CONTEXTUALIZED PRACTICE

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

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.

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.



4 Avoid Common Mistakes

- 1 Do not use *a / an* with noncount nouns.
I'm doing a research on eating habits.
- 2 Do not make noncount nouns plural or use them with a plural verb.
My teacher gave me some useful advices.
- 3 Do not use *these* or *those* with noncount nouns.
The information is I hope these informations are useful.
- 4 Use *how much* with noncount nouns, and use *how many* with count nouns.
How much money do you have? How many classes did you take?

Editing Task

Find and correct the mistakes on this school's website.

LaMoore College Student Advice Center
Hotel and Restaurant Program Frequently Asked Questions

- 1 Where can I get an information about the study program?
Look on the department website for these informations. You can also find an important news on the website and lots of helpful information.
- 2 How much classes can I take each semester?
Students can take four to six classes each semester.
- 3 Is there modern equipments at the college?
Yes, our kitchens have brand-new equipment and furnitures.
- 4 How many homework do professors assign?
Every class is different, but professors will always help you if you have a problem with your homeworks.
- 5 Does the school give an advice about employment and works?
Yes! Our career counselor has knowledges about local employers.

AVOID COMMON MISTAKES

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

EDITING TASK

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

ACADEMIC WRITING

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

REAL WORLD MODEL

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

5 Academic Writing

Descriptive Paragraphs

Brainstorm > Organize > Write > Edit

In this writing cycle (Units 16–19), you are going to answer the prompt below. In this unit (16), you will look at an article about food and then brainstorm ideas for your writing.

Write about popular food in your country.

Exercise 5.1 Preparing to Write

Work with a partner. Ask and answer the questions. Then take turns describing the food.

- 1 What foods do you like from your country?
- 2 What foods do you like from other countries?
- 3 What foods do you like to eat in restaurants?

Exercise 5.2 Focusing on Vocabulary

Read the words in bold. Match the sentences to the pictures.

- 1 I eat **meat** for dinner. I like burgers or steak. _____
- 2 The restaurant always **serves** tea **with** a cookie. _____
- 3 I buy **vegetables** at the market in my city. _____
- 4 My dad is a fisherman, so we eat a lot of **fish**. _____
- 5 A popular **dish** for breakfast in the United States is pancakes. _____
- 6 In Mexico, beans and **rice** are popular. _____
- 7 My favorite **meal** of the day is breakfast. I have cereal and orange juice every morning. _____



LEARNER OUTCOMES

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

Popular Cuisines

Arab cuisine

- 1 At an Arab restaurant, you can find delicious **meat dishes**. Two popular types of dishes are shawarma and kabsa. Shawarma is a savory meat dish. The meat is **served** in pita bread **with vegetables**. Kabsa is a popular **meal** in many Middle Eastern countries. Kabsa is a dish with **rice**, meat, and vegetables. There are many different ways to prepare kabsa. If you like meat dishes, you will enjoy your meal at a Middle Eastern restaurant.



Australian cuisine

- 2 If you are in Australia, you must try a crocodile or kangaroo dish! Many Australian restaurants serve crocodile curry. Crocodile meat is tasty and very good for you. (It is better if you eat crocodile than if a crocodile eats you!) Kangaroo meat is also good for you. Kangaroo burgers are served on a type of bread. Australian restaurants also serve many great fish dishes.



Cambodian cuisine

- 3 At a Cambodian restaurant, there are many types of dishes. Cambodians like **fish** with rice. Cambodian dishes are served with a lot of vegetables. They are very popular in Cambodian cuisine. One famous dish is amok trey. Cambodians prepare amok trey with fish, nuts, coconut milk, and eggs. There are many tasty dishes, but this is one of the best.



SKILL BOXES

provide clear explanations of carefully selected writing skills.

MY WRITING

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

Exercise 5.3 Comprehension Check

Read the text on page 209. Answer the questions.

- 1 Where is kabsa a very popular dish? _____
- 2 Which dishes are served in or on bread? _____
- 3 Which kinds of meat are good for you? _____
- 4 How many cuisines have rice dishes? Name them. _____
- 5 How many cuisines have fish dishes? Name them. _____

Exercise 5.4 Noticing the Grammar and Structure

Work with a partner. Complete the tasks.

- 1 Circle four examples of the article *a* in paragraph 1. Is the noun after each example count or non-count?
- 2 Underline the non-count nouns in paragraph 3.
- 3 What tense are the verbs in the text? Why does the writer use this tense?
- 4 Who is the writer's audience: college students, tourists, or chefs?

Using an Idea Map

An **idea map**, or **mind map**, is a diagram for brainstorming and organizing information. A good way to use an idea map is to write down all the words and ideas about a topic that you can think of. Then look for connections between those words and ideas.

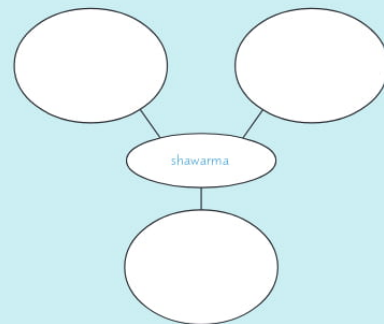
Exercise 5.5 Applying the Skill

Work with a partner. Follow the steps to complete the idea map on page 211.

- 1 Look at paragraph 1 on page 209. Write the words that describe shawarma in the box. Add any other words and ideas that you know about the dish or Middle Eastern food.

- 2 Think of connections between these words and ideas. Use the questions to help you.
 - What is it made of?
 - What does it taste like?
 - What is it served with?

- 3 Write the connected words and ideas in one of the circles in the idea map below.



My Writing

Exercise 5.6 Brainstorming

Work in groups of 2 or 3 students. If possible, work with classmates from different countries.

- 1 Brainstorm at least three popular dishes from your country.

- 2 Describe each dish. Use the questions to help you.
 - What is it made of?
 - What does it taste like?
 - What is it served with?
 - When do people eat it?
 - Do you like it? Why or why not?
- 3 Write three sentences about food from your country. Use count and non-count nouns correctly.

APPLICATION EXERCISES

give students scaffolded practice of the writing skills.

Kahoot!

for Grammar and Beyond

cambridge.org/kahoot/grammarandbeyond



What is Kahoot!?

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

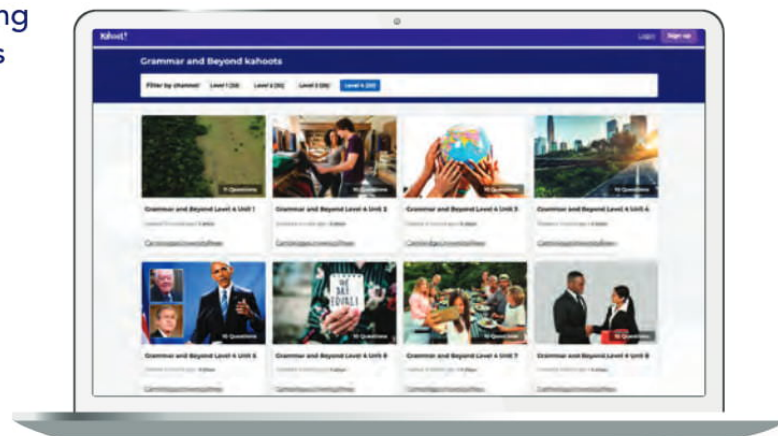
What can you use kahoots for?

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

When should you play Kahoot?

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

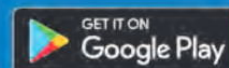
To launch a live game in the classroom, find the kahoot for the level and unit and simply click on "play".



Quiz Your English app

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

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



Statements with Present of *Be*

Tell Me about Yourself

1 Grammar in the Real World

ACADEMIC WRITING

Thinking about speaking and writing

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

B Comprehension Check Circle the correct words.

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

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

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



FIRST MEETING WITH AN ADVISER

Tomasz

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

Ms. Kim

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

Tomasz

Thanks.

Ms. Kim

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

5

Tomasz

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

Ms. Kim

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

Tomasz

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

10

Ms. Kim

I see. What are some of your interests?

Tomasz

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

Ms. Kim

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

15

Tomasz

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

Ms. Kim

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

2 Present of *Be*: Affirmative Statements

Grammar Presentation

Be links ideas.

I **'m** a student.

2.1 Full Forms (with Subject Pronouns)

SINGULAR

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

PLURAL

Subject	Be	
We You They	are	from Seoul.

» Capitalization and Punctuation Rules: See page A1.

2.2 Contractions (with Nouns and Subject Pronouns)

SINGULAR

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

PLURAL

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

2.3 Using Present of *Be*

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

Tomasz is a student.

They are from California.

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

I **am** a computer science major.

I **am** in your grammar class.

2.3 Using Present of Be (continued)

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



Grammar Application

Exercise 2.1 Present of Be: Full Forms

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

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

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

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

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



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

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10)

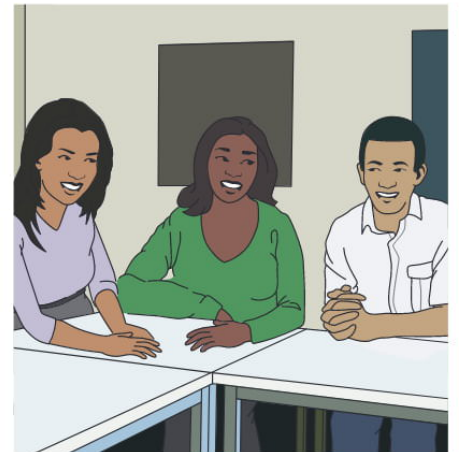
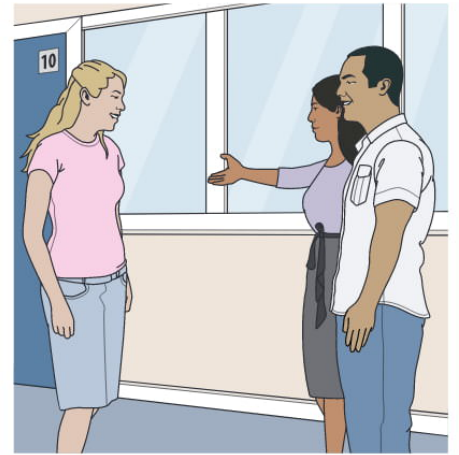
D Over to You Complete the sentences with the correct full form of *be* and the information about you. Then read your sentences to your partner. How many of your sentences are the same?

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

Exercise 2.2 Present of Be: Contractions

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

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



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

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

3 Present of *Be*: Negative Statements

Grammar Presentation

3.1 Full Forms

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

PLURAL		
Subject	Be + Not	
We You They	are not	students.

3.2 Negative Contractions

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



DATA FROM THE REAL WORLD

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

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

He's not 21.

She's not in class.

They're not here.

Carlos isn't 21.

Louise isn't in class.

The boys aren't here.



Grammar Application

Exercise 3.1 Present of *Be*: Negative Statements with Full Forms

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

- 1 My roommate and I are not math majors.
- 2 My friends _____ in my business class.

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

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

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


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

Exercise 3.2 Affirmative or Negative?


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

🏠
💬 ↻ ☰ ✉

ONLINE PROFILES



Yoko Akeda



Luiz da Costa

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

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



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



at home



at work



in class



at the movies



at the doctor's office



at the stadium

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

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

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

Exercise 3.3 Negative of *Be*

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

1 **Sara** Hello. Accounting Department.

Ben Louise?

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

She _____⁽¹⁾ at work today.
⁽²⁾



- 2 **Sam** Oh, no! My wallet _____ in my bag! It's on the bus! (3)
- Man** No, it _____ on the bus. Look, here it is. (4)
- 3 **Lara** Where are your brothers? The game's on TV, and they _____ here. (5)
- Joe** They _____ interested in baseball. They _____ interested in sports. (6) (7)



4 Avoid Common Mistakes !



- 1 **Use be to link ideas.**
is
 He ~~an~~ an engineering student.
- 2 **Use be + not to form negative statements with be. Do not use be + no.**
not
 Ana is ~~no~~ a science teacher.
- 3 **A statement has a subject. Do not begin a statement with be.**
She is
~~is~~ my sister's best friend.

Editing Task

Correct nine more mistakes. Rewrite the sentences.

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

5 Academic Writing

Thinking about Speaking and Writing

In this unit (1), you are going to think about the differences between speaking and writing.

Exercise 5.1 Noticing the Differences

Work with a partner. Look at the photos. How are speaking and writing different? Write three ways.



- 1 _____
- 2 _____
- 3 _____

Exercise 5.2 Brainstorming and Organizing Ideas

Complete the tasks.

- 1 What do you talk about? What do you write? Make notes in the chart.

Things I talk about	Things I write
<i>my sister</i>	<i>homework</i>

- 2 Compare your answers with a partner's. Add any new information to your chart.

Read the conversation and paragraph. Then complete the exercises that follow.

Conversation	Paragraph
<p>Luiz: Hi! I'm at school. Are you here too? Yuko: Uh, no, I'm at home. Luiz: At home? Yuko: Yeah. Luiz: Why? Yuko: Cuz I'm sick. Luiz: Oh, no! I hope you feel better soon. Yuko: Thanks. Luiz: You gonna go to class? Yuko: No. Luiz: OK, see you when you're better. Yuko: OK, bye.</p>	<p>My sister is a teacher. She works at a school and teaches math. She is a good teacher. My family is very happy that she is a teacher. We are proud of her.</p>

Exercise 5.3 Noticing the Grammar

Work with a partner. Complete the tasks below.

- 1 Underline the verb *be* in the conversation and the paragraph.
- 2 Highlight the incomplete sentences.
- 3 Circle the contractions.
- 4 Double underline the informal words or expressions.

Exercise 5.4 Comparing the Skills

Write three differences between the conversation and the paragraph. Then compare your answers with your partner's.

- 1 _____
- 2 _____
- 3 _____

Exercise 5.5 Adding Information

Work with a partner. Complete the chart on a separate sheet of paper.

- 1 Write two more differences between speaking and writing in the chart.

When we speak ...	When we write ...

- 2 Compare your answers with another student pair. Add any new information to your chart.

Yes/No Questions and Information Questions with *Be*

Schedules and School

1 Grammar in the Real World



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

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

Conversation A

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

Conversation B

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

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

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

Which words are at the beginning of the questions?

ACADEMIC WRITING

Writing about a person



YUKO AND JUAN

CONVERSATION A (MONDAY)

- 5
- Yuko:** So, is your next class writing?
- Juan:** No, it's reading.
- Yuko:** Really? My next class is reading, too. **Are you in my class?** It's at 1:30.
- Juan:** Maybe. **Is your class in Building H?**
- Yuko:** Yes, it's in Building H, Room 308.
- 10
- Juan:** Then I'm in your class, too!
- Yuko:** Hmm. **Where's Building H?**
- Juan:** It's on the hill, over there.
- Yuko:** Oh, OK. **What time is it?**
- Juan:** It's 1:20. Uh-oh. We're late!
- 15
- Yuko:** No, we aren't.
- Juan:** **Are you sure?**
- Yuko:** Yes. Class is at 1:30.
- Juan:** Oh, you're right. That's good. Let's go.

CONVERSATION B (THURSDAY)

- 20
- Yuko:** Hey, Juan. **How are you?**
- Juan:** I'm OK. **How are you?**
- Yuko:** I'm fine, thanks.
- Juan:** **How are your classes?**
- 25
- Yuko:** They're fine, but they're all really big.
- Juan:** Really? **How many students are in your classes?**
- Yuko:** About 25 to 30. **Is that unusual?**
- 30
- Juan:** No, it isn't. **Who's your grammar teacher?**
- Yuko:** Mr. Walters. He's funny, but his class is difficult.
- 35
- Juan:** **So, when's your next class?**
- Yuko:** Let me see. Today's Thursday. Computer lab is at 3:00.
- Juan:** **When is it over?**
- 40
- Yuko:** At 4:15. Let's meet after that.

2 Yes/No Questions and Short Answers with Be

Grammar Presentation

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

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

2.1 Singular Yes/No Questions

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

2.2 Singular Short Answers

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

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

2.3 Plural Yes/No Questions

Be	Subject	
Are	we you they	late?

2.4 Plural Short Answers

AFFIRMATIVE		
	Subject	Be
Yes,	we you they	are.

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

2.5 Negative Short Answers: Contractions

SINGULAR

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

PLURAL

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

2.6 Using Yes/No Questions and Short Answers with Be

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

Is reading class hard?

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

	SUBJECT	VERB
STATEMENT	<i>Reading class</i>	<i>is</i>
YES/NO QUESTION	<i>Is</i>	<i>reading class</i>

Reading class is at 1:30.
Is reading class at 1:30?

C Use pronouns in short answers.

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

D Do not use contractions in short answers with yes.

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

E Use contractions in short answers with no.

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

F Say *I don't know*, *I think so*, or *I don't think so* when you don't know or are not sure of the answer.

Say *I don't know* when you don't know the answer.

I think so means "maybe yes."

I don't think so means "maybe no."

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

Grammar Application

Exercise 2.1 Singular Yes/ No Questions and Answers

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

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

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



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

Exercise 2.2 Plural Yes/ No Questions and Answers

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

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

Exercise 2.3 Singular and Plural Yes/ No Questions and Answers

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

Julio and Paulo

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



- 1 Paulo and Julio/college students

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

- 2 they/from the same country
- _____

- 3 they/good students
- _____

- 4 Paulo/smart
- _____

- 5 Paulo/lazy
- _____

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

3 Information Questions with *Be*

Grammar Presentation

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

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

3.1 Information Questions

SINGULAR SUBJECTS

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

PLURAL SUBJECTS

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

3.2 Contractions with Singular Subjects

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

3.3 Using Information Questions with *Be*

A Put a question mark (?) at the end of information questions.	<i>Who are those students?</i>
B Put the question word first in an information question.	What <i>is your name?</i>
C Answer information questions with information. Don't answer with <i>Yes</i> or <i>No</i> .	<i>"When is grammar class?"</i> At 10:00.
D In conversations, most answers are not complete sentences. They are short answers.	<i>"Who's your teacher?"</i> Mr. Jones.
E Note that with singular subjects it is common to use the contracted form of <i>is</i> with the question word.	<i>What's</i> your name? <i>Where's</i> your class?

3.4 Using Wh- Words with Be

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



Grammar Application

Exercise 3.1 Information Questions with Be

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

Mother What's⁽¹⁾ your roommate's name?

Joe Mike.

Mother _____ he from?

Joe Chicago.⁽²⁾

Mother _____ his major?

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

Mother _____ your instructor?

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

Mother _____ your class over?

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



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

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

Exercise 3.2 Information Questions and Answers

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

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

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

Exercise 3.3 More Information Questions and Answers

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

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

4 Avoid Common Mistakes



- 1** Begin a question with a capital letter. End with a question mark.

W
~~where~~ is Karla?[?]

- 2** Remember that a question has a subject and a verb.

is
Where ^{is} Room 203?

- 3** Don't use contractions with short Yes answers to Yes/No questions.

I am
"Are you tired?" "Yes, ~~I'm~~."

- 4** Make sure the subject and verb agree.

Are
~~Is~~ John and Pedro here?

- 5** Put the verb after the question word in information questions.

When is the writing class?
~~When the writing class is?~~

Editing Task

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

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

5 Academic Writing

Writing about a Person

Brainstorm >

Write >

Edit

In this writing cycle (Units 2–4), you are going to answer the prompt below. In this unit (2), you will read an article about a person and then brainstorm ideas for your writing.

Write about someone in your family.

Exercise 5.1 Preparing to Write

Ask and answer questions with a partner.

- 1 Who are your family members? What are their names?
- 2 How is your family different from other families? What makes your family unique or special?
- 3 Why is your family important to you?
- 4 Are you similar to the people in your family? Are you different?

Exercise 5.2 Focusing on Vocabulary

Read the sentences. Match the words in bold to the definitions.

- 1 Sultan has an **unusual** job! I have never heard of it.
 - 2 My brother is a student at an English university. He **lives** in London.
 - 3 My father is a teacher. He **works** in a school.
 - 4 My sister is **interested in** languages. She wants to learn Japanese.
 - 5 I like to listen to **music**. I love classic rock and jazz.
 - 6 I **watch** TV at night. I watch basketball games and other sports.
 - 7 On a **normal** day, I go to work. Then I come home and eat dinner with my family.
 - 8 My **family** is big. I have a mother, a father, four sisters, and three brothers.
- a _____ (n) a group of people related to each other, such as a mother, a father, and their children
- b _____ (adj) usual, ordinary, and expected
- c _____ (v) to have a home; to stay in a place
- d _____ (adj phr) wanting to learn more about something
- e _____ (n) sounds that are made by playing instruments or singing
- f _____ (adj) different and not usual; often in a way that is interesting or exciting
- g _____ (v) to do a job, especially the job you do to get money
- h _____ (v) to look at something for some time

A Very Tall Man

- 1 Sultan Kösen is from Turkey. He **lives** in Mardin in Turkey. He lives with his **family**. Sultan lives with his mother, his three brothers, and his sister.
- 2 Sultan is a farmer. His hobby is **watching** TV. He is **interested in music**. His height is **unusual**. He is 8 feet 3 inches (251 cm) tall—that is very tall. Sultan is the tallest man in the world. His mother, brothers, and sister are **normal** height.
- 3 Sultan **works** on the farm. He has a tractor. His life is not easy. People look at him in the street. Normal clothes and shoes are too small. His clothes and shoes are very big.
- 4 Sultan speaks Turkish and English. He went to London, Paris, and Madrid in Europe in 2010. He went to New York, Chicago, and Los Angeles in the United States in 2011.



Exercise 5.3 Comprehension Check

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

- 1 What is Sultan's last name? _____
- 2 Does Sultan live in Turkey? _____
- 3 Who is in Sultan's family? _____
- 4 What are Sultan's hobbies? _____
- 5 Is Sultan a teacher? _____
- 6 Is Sultan's life easy? _____

Exercise 5.4 Noticing the Grammar

Work with a partner. Complete the tasks.

- 1 What *Wh*- question does the first sentence in paragraph 1 answer?
- 2 What *Wh*- question does the first sentence in paragraph 2 answer?
- 3 Underline all instances of the verb *be* in paragraph 2. Which are singular? Which is plural?

Using Pronouns to Avoid Repetition

When writers write about a specific person, they include important information about the person's life, such as where the person is from, what his/her family and job are like, and what his/her hobbies are. In addition, writers often use subject pronouns (*he* or *she*) to avoid repeating the person's name.

Sultan is a farmer. He is interested in music.



Exercise 5.5 Applying the Skill

Read the sentences. Replace the underlined nouns with *he/she*. Write the sentences again.

- 1 Sultan Kösen is from Turkey. Sultan lives in Mardin in Turkey. Sultan lives with his mother, his three brothers, and his sister.

- 2 Sultan works on the farm. Sultan has a tractor.

- 3 Sultan speaks Turkish and English. Sultan went to London, Paris, and Madrid in 2010.

- 4 My mother is from Argentina. My mother is an accountant. My mother works in the city.

- 5 My father is from Russia. My father has a small family. My father has one sister.

My Writing

Brainstorming

Before you write, you need to think of things to write about. This is called **brainstorming**. Brainstorming is the first step in the writing process. You can brainstorm a list of topics to write about or ideas and details about a topic.

Exercise 5.6 Applying the Skill

- 1 Think of someone in your family. Use the chart to write as much information about the person as possible.

first name	
last name	
date of birth	
city	
country	
family	
job	
hobbies	
languages	

- 2 Work with a partner and use your chart. Ask and answer questions like the ones in Exercise 5.3 on page 25 about the person in your family.

Count Nouns; A / An; Have and Be

Gadgets

1 Grammar in the Real World

ACADEMIC WRITING

Writing about a
person

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

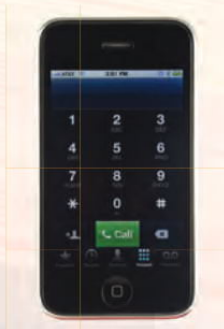
B Comprehension Check Answer the questions. Circle Yes or No. Use the web page to help you.

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

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

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

GREAT PRICES ON USED SMARTPHONES



VS



MAX 3i

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

SmartX 2030

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

PRICE

\$159.00

\$289.99

FEATURES

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

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

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

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

REVIEWS



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



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



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



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

¹**feature:** an important characteristic