

FIFTH EDITION

Focus on Grammar 3

Marjorie Fuchs
Margaret Bonner
Miriam Westheimer

with MyEnglishLab
access code inside



Sample Material © Pearson 2023

Sample Material © Pearson 2023



Contents

	Welcome to <i>Focus on Grammar</i>	v
	The <i>Focus on Grammar</i> Unit	viii
	Scope and Sequence	xiv
	About the Authors	xxvi
	Acknowledgments	xxvii
	Reviewers	xxviii
	Credits	xxix
	PART 1 Present and Past	2
UNIT 1	Present Progressive and Simple Present	4
UNIT 2	Simple Past	18
UNIT 3	Past Progressive and Simple Past	33
UNIT 4	<i>Used to</i> and <i>Would</i>	47
UNIT 5	<i>Wh-</i> Questions	61
	PART 2 The Future	72
UNIT 6	Future	74
UNIT 7	Future Time Clauses	91
	PART 3 Present Perfect	102
UNIT 8	Present Perfect: <i>Since</i> and <i>For</i>	104
UNIT 9	Present Perfect: <i>Already</i> , <i>Yet</i> , and <i>Still</i>	118
UNIT 10	Present Perfect: Indefinite Past	129
UNIT 11	Present Perfect and Simple Past	144
UNIT 12	Present Perfect Progressive and Present Perfect	157
	PART 4 Modals and Similar Expressions	172
UNIT 13	Ability: <i>Can</i> , <i>Could</i> , <i>Be able to</i>	174
UNIT 14	Permission: <i>Can</i> , <i>Could</i> , <i>May</i> , <i>Do you mind if</i>	189
UNIT 15	Requests: <i>Can</i> , <i>Could</i> , <i>Will</i> , <i>Would</i> , <i>Would you mind</i>	202
UNIT 16	Advice: <i>Should</i> , <i>Ought to</i> , <i>Had better</i>	214

Contents (continued)

	PART 5 Nouns, Quantifiers, and Articles	228
UNIT 17	Nouns and Quantifiers	230
UNIT 18	Articles: Indefinite and Definite	243
	PART 6 Adjectives and Adverbs	258
UNIT 19	Adjectives and Adverbs	260
UNIT 20	Adjectives: Comparisons with <i>As...as</i> and <i>Than</i>	276
UNIT 21	Adjectives: Superlatives	290
UNIT 22	Adverbs: <i>As...as</i> , Comparatives, Superlatives	302
	PART 7 Gerunds and Infinitives	316
UNIT 23	Gerunds: Subject and Object	318
UNIT 24	Infinitives after Certain Verbs	330
UNIT 25	More Uses of Infinitives	342
UNIT 26	Gerunds and Infinitives	355
	PART 8 Pronouns and Phrasal Verbs	368
UNIT 27	Reflexive and Reciprocal Pronouns	370
UNIT 28	Phrasal Verbs	384
	PART 9 More Modals and Similar Expressions	396
UNIT 29	Necessity: <i>Have (got) to</i> , <i>Must</i> , <i>Can't</i>	398
UNIT 30	Expectations: <i>Be supposed to</i>	414
UNIT 31	Future Possibility: <i>May</i> , <i>Might</i> , <i>Could</i>	427
UNIT 32	Present Conclusions: <i>Must</i> , <i>Have (got) to</i> , <i>May</i> , <i>Might</i> , <i>Could</i> , <i>Can't</i>	438
	Appendices	453
	Glossary of Grammar Terms	469
	Unit Review Answer Key	475
	Information Gaps, Student B	485
	Index	489

Sample Material © Pearson 2023



Scope and Sequence

PART 1 Present and Past

UNIT	GRAMMAR	READING
1 Present Progressive and Simple Present Page 4 THEME Different Cultures	<ul style="list-style-type: none"> Can tell when to use the present progressive and the simple present to distinguish actions that are ongoing and actions that are habitual Can use action verbs to describe states and situations Pronunciation <i>What do you and What are you</i> 	Information Article: <i>What's Your Cross-Cultural IQ?</i> <ul style="list-style-type: none"> Can derive the meaning of unknown words in simple texts. Can recognize the main points in straightforward texts on familiar topics
2 Simple Past Page 18 THEME Poets	<ul style="list-style-type: none"> Can refer to past events using common irregular past forms in order to enrich spoken and written language 	Biographies: <i>Matsuo Basho, 1644–1694</i> <ul style="list-style-type: none"> Can follow chronological sequences in a short biography
3 Past Progressive and Simple Past Page 33 THEME Reporting Events	<ul style="list-style-type: none"> Can use the past progressive to refer to temporary or changing past states or situations Can use <i>when</i> to link clauses in the past simple and past progressive, especially in writing 	Newspaper Article: <i>Disaster at Sea</i> <ul style="list-style-type: none"> Can follow chronological sequences in a short news article
4 Used to and Would Page 47 THEME Changes	<ul style="list-style-type: none"> Can use <i>would</i> and <i>used to</i> to refer to past habits and actions that are no longer happening and to convey contrast 	Information Article: <i>Dubai: Then and Now</i> <ul style="list-style-type: none"> Can get the gist of a straightforward, familiar text about a popular location
5 Wh- Questions Page 61 THEME In Court	<ul style="list-style-type: none"> Can ask <i>wh-</i> questions about the past 	Court Transcript: <i>State of Illinois v. Harry M. Adams</i> <ul style="list-style-type: none"> Can scan an interview transcript for key information

PART 2 The Future

6 Future Page 74 THEME Space Travel	<ul style="list-style-type: none"> Can use <i>be going to</i> and <i>will</i> to talk about future events Can use <i>be going to</i> and the present progressive to describe future plans Can use <i>will</i> to express quick decisions, offers, and promises Can use the present progressive with future reference PRONUNCIATION <i>Going to vs. gonna</i> 	Radio Program Transcript: <i>Space Tourism: Not Just Science Fiction</i> <ul style="list-style-type: none"> Can identify relevant information in an interview transcript
--	---	--

PART 2 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
Interviews with foreign students ■ Can distinguish a present action from a habitual activity in a short interview	■ Can express beliefs and opinions about cultural topics, and identify the opinions of others	■ Can write a basic description of a new experience, using a model for support if needed	abroad culture <small>AWL</small> distance event misunderstanding native
An interview with a poet ■ Can recognize the main points of interviews that address familiar topics	■ Can convey simple biographical information to others, emphasizing the most important point	■ Can write a basic description of an important life event, using a model for support if needed	admirer emotion journey restless topic <small>AWL</small>
A witness's description of a traffic accident ■ Can identify the main points of a description of an unfamiliar event	■ Can express agreement and disagreement politely	■ Can write descriptions of past events and experiences	alarmed area <small>AWL</small> calm (adj) disaster sink (v) survivor <small>AWL</small>
A conversation about past events ■ Can recognize the main points of narratives and conversations on familiar topics	■ Can describe one's past and present physical appearance and habits	■ Can write descriptions of past events and personal experiences	destination major (adj) popular revenue traditional transformation
A conversation about a court trial ■ Can identify the main point of TV news items and reporting events, using visual stimuli for support	■ Can answer basic interview questions with some help from the interviewer ■ Can carry out a short interview	■ Can write a series of interview questions that elicit information about the past	defendant frightened in a hurry indicate <small>AWL</small> record (n)
Conversations about current situations and future plans ■ Can recognize main points of conversations on familiar topics ■ Can distinguish between actions happening now and future plans	■ Can ask and answer questions about plans and intentions ■ Can make future arrangements and plans with reference to a diary or schedule	■ Can write a description of a future event or activity	edge experience (v) incredible purchase (v) sold out take off (n)

AWL = Academic Word List item

UNIT	GRAMMAR	READING
------	---------	---------

▼ PART 2 CONTINUED

<p>7 Future Time Clauses Page 91 THEME Setting Goals</p>	<ul style="list-style-type: none"> ■ Can use the simple present in future time clauses to describe future events ■ Can use conjunctions such as <i>when</i> and <i>before</i> with the present simple, with future reference 	<p>Information Article: <i>From Dream to Reality</i></p> <ul style="list-style-type: none"> ■ Can follow a sequence of two future events in a straightforward, factual text
<p>8 Present Perfect: <i>Since</i> and <i>For</i> Page 104 THEME Careers</p>	<ul style="list-style-type: none"> ■ Can use <i>since</i> and <i>for</i> and <i>from</i> and <i>to</i> to indicate the duration of an event or activity 	<p>Biography: <i>King of Skate</i></p> <ul style="list-style-type: none"> ■ Can identify the main point and key details in a short biography
<p>9 Present Perfect; <i>Already, Yet, Still</i> Page 118 THEME Party Planning</p>	<ul style="list-style-type: none"> ■ Can use <i>already</i>, <i>still</i>, and <i>yet</i> to talk about things that happened or did not happen at some time in the past 	<p>Information Article: <i>It's Party Time!</i></p> <ul style="list-style-type: none"> ■ Can get the gist of an informative article
<p>10 Present Perfect: Indefinite Past Page 129 THEME Adventure Travel</p>	<ul style="list-style-type: none"> ■ Can use the present perfect to formulate questions for an interview ■ Can formulate affirmative and negative statements, using adverbs of time 	<p>Magazine Article: <i>Been There? Done That?</i></p> <ul style="list-style-type: none"> ■ Can recognize key details in a short magazine article on an everyday topic
<p>11 Present Perfect and Simple Past Page 144 THEME Failure and Success</p>	<ul style="list-style-type: none"> ■ Can recognize when to use the simple past and the present perfect in short texts and interviews 	<p>Information Article: <i>Famous First Time Failures</i></p> <ul style="list-style-type: none"> ■ Can recognize key details in short, factual texts that relate the core themes to everyday experiences
<p>12 Present Perfect Progressive and Present Perfect Page 157 THEME Climate Change</p>	<ul style="list-style-type: none"> ■ Can use the present perfect progressive with <i>for/since</i> and time expressions ■ Can recognize the difference between present perfect and the present perfect progressive in short texts and dialogues 	<p>Science Passage: <i>Global Warming: A Hot Topic</i></p> <ul style="list-style-type: none"> ■ Can follow short, straightforward texts on scientific topics

PART 3
Present Perfect

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>Conversation about future plans</p> <ul style="list-style-type: none"> Can follow chronological sequences in extended informal speech at natural speed 	<ul style="list-style-type: none"> Can describe future plans and intentions Can discuss the order of future events using future time clauses 	<ul style="list-style-type: none"> Can write a description of future plans and goals Can show the time order of future events 	achieve <small>AWL</small> catalog goal <small>AWL</small> interview path
<p>A job interview</p> <ul style="list-style-type: none"> Can determine the length of time of events in an interview 	<ul style="list-style-type: none"> Can carry out a prepared, structured interview with some spontaneous follow-up questions 	<ul style="list-style-type: none"> Can write about one's experience and accomplishments using basic time markers 	consider dramatically <small>AWL</small> opportunity positive <small>AWL</small> residence support (v)
<p>A conversation about plans for a party</p> <ul style="list-style-type: none"> Can recognize and recall tasks on a to-do list or plan 	<ul style="list-style-type: none"> Can discuss illustrations in an academic text using simple language 	<ul style="list-style-type: none"> Can write an everyday connected text about a plan and the goals needed to accomplish it 	available <small>AWL</small> organized professional <small>AWL</small> specific <small>AWL</small> successful
<p>A conversation with a travel agent</p> <ul style="list-style-type: none"> Can identify the main points of a conversation about travel plans 	<ul style="list-style-type: none"> Can briefly give explanations and reasons for opinions, plans, and actions Can carry out a prepared interview, checking and confirming information as necessary 	<ul style="list-style-type: none"> Can write a simple essay in response to a quote from literature 	adventure affordable ancient annual <small>AWL</small> survey <small>AWL</small> transportation <small>AWL</small>
<p>An interview with two college professors</p> <ul style="list-style-type: none"> Can establish the time frame of important details in an interview 	<ul style="list-style-type: none"> Can discuss past events and experiences and provide necessary details about them 	<ul style="list-style-type: none"> Can write a simple descriptive essay about a personal experience 	attitude author (n) award (n) created discouraged (adj) reject
<p>Conversations about recent finished and unfinished activities</p> <ul style="list-style-type: none"> Can determine the time frame of main events in short conversations 	<ul style="list-style-type: none"> Can express opinions and attitudes and give reasons and explanations for them 	<ul style="list-style-type: none"> Can write an email or letter that describes one's recent activities, both finished and unfinished 	climate design (v) <small>AWL</small> develop energy <small>AWL</small> expert <small>AWL</small> pollution

AWL = Academic Word List item

PART 4
Modals and Similar Expressions

UNIT	GRAMMAR	READING
<p>13 Ability and Possibility: Can, Could, Be able to Page 174 THEME Multilingualism</p>	<ul style="list-style-type: none"> Can express ability and possibility in the past, future, and present with <i>can</i>, <i>could</i>, and <i>be able to</i> 	<p>Social Sciences Passage: <i>Multilingualism</i></p> <ul style="list-style-type: none"> Can follow a short, straightforward social sciences text
<p>14 Permission: Can, Could, May, Do you mind if Page 189 THEME Roommates</p>	<ul style="list-style-type: none"> Can give, deny, or ask about permission in the present and the near future with <i>can</i>, <i>could</i>, <i>may</i>, and <i>do you mind if</i> in questions and in statements 	<p>Advice Column: <i>Always Ask First</i></p> <ul style="list-style-type: none"> Can skim a simple text about a day-to-day topic in order to identify key concepts
<p>15 Requests: Can, Could, Will, Would, Would you mind Page 202 THEME Messages</p>	<ul style="list-style-type: none"> Can use modals and related phrases to make requests of others and for oneself <p>PRONUNCIATION <i>Could you, Would you, Will you, Can you</i></p>	<p>Emails and messages: <i>Messages 4 u!</i></p> <ul style="list-style-type: none"> Can identify important details related to requests in text messages and emails
<p>16 Should, Ought to, Had better Page 214 THEME Internet Rules</p>	<ul style="list-style-type: none"> Can use <i>should</i>, <i>ought to</i>, and <i>had better</i> to offer or ask for advice or suggestions <p>PRONUNCIATION <i>Ought to and Had better</i></p>	<p>Information Article: <i>Netiquette 101</i></p> <ul style="list-style-type: none"> Can skim a text on rules and advice to identify key concepts

PART 5
Nouns, Quantifiers, and Articles

<p>17 Nouns and Quantifiers Page 230 THEME Time Capsules</p>	<ul style="list-style-type: none"> Can describe quantities using <i>hardly/not + any/much/many</i> Can use a range of basic quantifiers 	<p>Scientific Article: <i>Time in a Bottle</i></p> <ul style="list-style-type: none"> Can identify the main points in a short, straightforward text on a scientific topic
<p>18 Articles: Indefinite and Definite Page 243 THEME Stories</p>	<ul style="list-style-type: none"> Can use indefinite and definite articles to describe nouns Can distinguish when to use definite articles, indefinite articles, or no article when describing nouns 	<p>Fable: <i>The Town Mouse and the Country Mouse</i></p> <ul style="list-style-type: none"> Can skim a fable to identify key concepts

LISTENING	SPEAKING	WRITING	VOCABULARY
A job interview ■ Can identify important details related to a job advertisement	■ Can compare and contrast alternatives about plans and activities ■ Can effectively participate in a classroom discussion about an academic topic	■ Can write a simple essay in response to a question about progress and aspirations	adult advantage field (n) majority research (v) retired (adj)
Short conversations about asking and giving permission ■ Can distinguish between whether permission was granted or permission was refused in a short conversation	■ Can come to a resolution with others by asking for permission to do something	■ Can write a short note or email that explains a day-to-day situation and asks for permission to do something	annoyed assume <small>AWL</small> establish <small>AWL</small> guidelines <small>AWL</small> neat presentation
Short conversations about making and answering requests ■ Can create a schedule for someone based on information in a short conversation	■ Can create and discuss a daily schedule that involves making requests of others	■ Can write and respond to a request in a text or email message	appreciate <small>AWL</small> cheer up deliver distribute <small>AWL</small> text (v)
An excerpt from radio call-in show ■ Can evaluate statements of advice from radio and television shows	■ Can express opinions in regard to possible solutions and provide brief reasons and explanations for them	■ Can write a basic email or letter of complaint and request the recipient to take action	avoid behavior communication <small>AWL</small> identity <small>AWL</small> normal <small>AWL</small> protect
A discussion about a list of items ■ Can identify details in a conversation about day-to-day topics	■ Can use turn-taking to maintain a discussion, while emphasizing one's own points	■ Can write a letter that lists and describes quantities of items	civilization create <small>AWL</small> impressed intentional interpret <small>AWL</small> occasion
A conversation about books and video games ■ Can recall important details in a basic conversation about day-to-day activities	■ Can summarize and give opinions on a literary topic, while answering questions in detail	■ Can write a simple essay about a personal experience in response to a specific question or prompt	enormous <small>AWL</small> famous immediately struggle wonderful

AWL = Academic Word List item

PART 6
Adjectives and Adverbs

UNIT	GRAMMAR	READING
19 Adjectives and Adverbs Page 260 THEME Home	<ul style="list-style-type: none"> Can form basic adverbs by adding <i>-ly</i> to adjectives Can use adverbs of degree to make statements weaker or stronger Can use and form participle adjectives with <i>-ing</i> or <i>-ed</i> 	Advertisement: Wakefield House <ul style="list-style-type: none"> Can recognize significant points and arguments in straightforward newspaper articles on familiar topics
20 Adjectives: Comparisons with <i>As...as</i> and <i>Then</i> Page 276 THEME Food	<ul style="list-style-type: none"> Can use <i>as...as</i> to express similarity with adjectives Can make comparisons with <i>more</i> + longer adjectives Can use a double comparative to emphasize the rate of change 	Newspaper Article: A New Place for Pizza <ul style="list-style-type: none"> Can recognize significant points in short newspaper articles about local events
21 Adjectives: Superlatives Page 290 THEME Cities	<ul style="list-style-type: none"> Can form the superlative with <i>-est</i> Can form the superlative of longer regular adjectives with <i>most</i> 	Travel Brochure: A Superlative City <ul style="list-style-type: none"> Can identify key details in a short, informative text
22 Adverbs: <i>As...as</i>, Comparatives, Superlatives Page 302 THEME Sports	<ul style="list-style-type: none"> Can use <i>as...as</i> to express similarity with adverbs Can make comparisons with <i>more</i> + longer adverbs 	Article: Separation of the Sexes <ul style="list-style-type: none"> Can recognize significant points and arguments in a straightforward news article on a familiar topic

PART 7
Gerunds and Infinitives

23 Gerunds: Subject and Object Page 318 THEME Health Issues	<ul style="list-style-type: none"> Can use a range of common verb + verb combinations using the <i>-ing</i> form Can use verb + <i>-ing</i> forms as the subject of the sentence 	Information Article: No Smoking Around the World from A-Z <ul style="list-style-type: none"> Can recognize significant points and ideas in an article about popular habits and trends
24 Infinitives After Certain Verbs Page 330 THEME Happiness	<ul style="list-style-type: none"> Can use a wide range of verbs taking <i>to</i> + infinitive <p>PRONUNCIATION <i>Want to</i> or <i>Wanna</i></p>	Psychology Article: Can People Learn to Be Happy? <ul style="list-style-type: none"> Can identify statistics in short, straightforward articles and recognize how they support the author's ideas

PART 7 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about online apartment ads</p> <ul style="list-style-type: none"> Can identify speakers' opinions in a short conversation about day-to-day topics 	<ul style="list-style-type: none"> Can use a range of adjectives and adverbs that compare and describe different options for an ideal home 	<ul style="list-style-type: none"> Can write a description using a range of adjectives to describe one's feelings 	charming convenient ideal located <small>AWL</small> peaceful satisfied
<p>A conversation about opinions on food</p> <ul style="list-style-type: none"> Can recognize speakers' preferences and opinions in a short conversation and explain the reasons for them 	<ul style="list-style-type: none"> Can make simple, direct comparisons between two things using common adjectives Can briefly give reasons and explanations for opinions, plans, and actions 	<ul style="list-style-type: none"> Can write a simple essay that compares and contrasts things in response to a specific question 	crowded delicious fresh relaxed <small>AWL</small> traditional <small>AWL</small> varied <small>AWL</small>
<p>A conversation about travel plans</p> <ul style="list-style-type: none"> Can identify places and locations by their descriptions 	<ul style="list-style-type: none"> Can summarize and give opinions and answers on issues and stories and answer questions in detail 	<ul style="list-style-type: none"> Can write a detailed description of one's hometown or city 	dynamic <small>AWL</small> feature <small>AWL</small> financial <small>AWL</small> multicultural public
<p>A debate</p> <ul style="list-style-type: none"> Can recognize the main ideas of and opinions in a debate about familiar topics 	<ul style="list-style-type: none"> Can debate about familiar topics and give one's opinion, while responding to others 	<ul style="list-style-type: none"> Can write arguments for and against a statement about an everyday topic 	compete debate (n) <small>AWL</small> insult (n) require <small>AWL</small> source (n) <small>AWL</small> value (n)

<p>A conversation about health advice</p> <ul style="list-style-type: none"> Can determine whether an action is recommended or not recommended 	<ul style="list-style-type: none"> Can discuss one's health and exercise habits Can conduct a survey and discuss results Can discuss and give one's opinion on a controversial topic 	<ul style="list-style-type: none"> Can write an opinion essay in response to a question about a controversial topic 	approve of ban (v) illegal <small>AWL</small> in favor of permit (v) prohibit <small>AWL</small>
<p>A casual conversation between two friends</p> <ul style="list-style-type: none"> Can recognize who is being asked to do an action in a conversation on an everyday topic 	<ul style="list-style-type: none"> Can give an opinion in response to a literary quote Can start and maintain a discussion about an abstract topic 	<ul style="list-style-type: none"> Can write a simple essay on a personal topic using transition words to establish a time frame 	appropriate (adj) <small>AWL</small> focus (v) <small>AWL</small> interact <small>AWL</small> participate in <small>AWL</small> significant (adj) <small>AWL</small> tend to

AWL = Academic Word List item

UNIT	GRAMMAR	READING
------	---------	---------

▼ PART 7 CONTINUED

<p>25 More Uses of the Infinitive Page 342 THEME Smart Devices</p>	<ul style="list-style-type: none"> ■ Can make statements with the verb <i>be</i> and adjectives with the verbs in the infinitive ■ Can use <i>to</i> and <i>in order to</i> to express purpose and intention ■ Can say something is possible or not possible, using <i>too</i> or <i>enough</i> with adjectives and adverbs 	<p>Information Article: <i>The World in Your Hand—or on Your Wrist</i></p> <ul style="list-style-type: none"> ■ Can identify important details and opinions in a short text with quotes
<p>26 Gerunds and Infinitives Page 355 THEME Procrastination</p>	<ul style="list-style-type: none"> ■ Can use a range of common verb + verb combinations using the <i>-ing</i> form 	<p>Magazine Article: <i>Stop Procrastinating—Now!</i></p> <ul style="list-style-type: none"> ■ Can recognize significant points and arguments in short newspaper articles about common habits

PART 8
Pronouns and Phrasal Verbs

<p>27 Reflexive and Reciprocal Pronouns Page 370 THEME Self-Talk</p>	<ul style="list-style-type: none"> ■ Can correctly use <i>each other</i> and reflexive pronouns 	<p>Psychology Article: <i>Self-Talk</i></p> <ul style="list-style-type: none"> ■ Can identify the subject of a description or trait in a short, straightforward article
<p>28 Phrasal Verbs Page 384 THEME Science</p>	<ul style="list-style-type: none"> ■ Can use a range of phrasal verbs ■ Can use phrasal verbs with separated objects 	<p>Scientific Article: <i>Planting Ideas</i></p> <ul style="list-style-type: none"> ■ Can identify key details in straightforward articles on scientific topics

UNIT	GRAMMAR	READING
------	---------	---------

PART 9
More Modals and Similar Expressions

<p>29 Necessity: <i>Have (got) to, Must, Not have to, Must not, Can't</i> Page 398 THEME Rules and Regulations</p>	<ul style="list-style-type: none"> ■ Can use <i>have to, have got to, and must</i> to refer to or ask about necessity or obligation ■ Can use <i>don't/doesn't have to</i> to express absence of obligation in the present and future <p>PRONUNCIATION: <i>Have to</i> or <i>Hafta</i>, <i>Got to</i> or <i>Gotta</i></p>	<p>Information Article: <i>Know Before You Go</i></p> <ul style="list-style-type: none"> ■ Can recognize significant points in an article to determine whether statements are true or false
---	--	---

PART 9 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
-----------	----------	---------	------------

<p>A TV ad</p> <ul style="list-style-type: none"> Can identify key details about products and recognize whether they're important or not 	<ul style="list-style-type: none"> Can express and comment on ideas and suggestions in informal discussions about everyday objects 	<ul style="list-style-type: none"> Can write an essay that weighs the pros and cons of a situation or thing 	benefit (n) combine device <small>AWL</small> function (n) <small>AWL</small> multipurpose old-fashioned
<p>Interview with a student about her study habits</p> <ul style="list-style-type: none"> Can identify key details in a recorded interview 	<ul style="list-style-type: none"> Can conduct an interview, checking and confirming information as necessary Can express and comment on how to solve problems in an informal discussion 	<ul style="list-style-type: none"> Can write a three-paragraph essay that outlines how to achieve one's goals 	anxious discouraging (adj) project (n) <small>AWL</small> put off task <small>AWL</small> universal

<p>A workplace conversation</p> <ul style="list-style-type: none"> Can identify important information in an everyday conversation 	<ul style="list-style-type: none"> Can complete a questionnaire and discuss results Can discuss illustrations using simple language 	<ul style="list-style-type: none"> Can write personal emails or letters that give advice 	fault (n) finally <small>AWL</small> impact (v) <small>AWL</small> maintain <small>AWL</small> reaction <small>AWL</small> realize
<p>A classroom conversation about a science class</p> <ul style="list-style-type: none"> Can recognize the main points of narratives and conversations and confirm their validity 	<ul style="list-style-type: none"> Can express and comment on ideas and suggestions in informal discussions Can discuss illustrations using simple language 	<ul style="list-style-type: none"> Can write a short essay in response to a specific question and support opinions with examples and observations 	get by go out grow up pick out pick up take off

LISTENING	SPEAKING	WRITING	VOCABULARY
-----------	----------	---------	------------

<p>A conversation about traveling</p> <ul style="list-style-type: none"> Can identify the main points of conversations about familiar topics spoken in standard speech 	<ul style="list-style-type: none"> Can recognize common signs and discuss their meaning Can express personal obligations Can discuss the rules and regulations of a public or private institution 	<ul style="list-style-type: none"> Can write a paragraph describing rules or procedures for obtaining an official document 	equipment <small>AWL</small> hassle (n) inspect <small>AWL</small> regulation <small>AWL</small> strict valid <small>AWL</small>
--	--	---	---

AWL = Academic Word List item

UNIT	GRAMMAR	READING
▼ PART 9 CONTINUED		
<p>30 Expectations: <i>Be supposed to</i> Page 414 THEME Manners</p>	<ul style="list-style-type: none"> Can talk about expectations and obligations using <i>(not) supposed to</i> 	<p>Editorial: <i>It Was Supposed to Be a Nice Evening</i></p> <ul style="list-style-type: none"> Can recognize significant points in an opinion editorial article
<p>31 Future Possibility: <i>May, Might, Could</i> Page 427 THEME Weather</p>	<ul style="list-style-type: none"> Can use <i>may, might, and could</i> to express likelihood in the present and near future 	<p>News Transcript: <i>Weather Watch</i></p> <ul style="list-style-type: none"> Can scan an interview transcript for key information
<p>32 Present Conclusions: <i>Must, Have (got) to, May, Might, Could, Can't</i> Page 438 THEME Mysteries</p>	<ul style="list-style-type: none"> Can come to conclusions about present situations using modal verbs Can use <i>so . . .</i> and <i>therefore . . .</i> to express conclusions and inferences 	<p>Story Excerpt: <i>The Red-Headed League</i></p> <ul style="list-style-type: none"> Can skim a simple text to identify key concepts

Sample Material © Pearson 2023

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A radio show about etiquette and manners</p> <ul style="list-style-type: none"> Can identify details in a recorded conversation 	<ul style="list-style-type: none"> Can initiate and maintain a discussion about cultural customs 	<ul style="list-style-type: none"> Can write a simple essay about a popular cultural or life event in one's country 	definite <small>AWL</small> familiar issue (n) <small>AWL</small> rude sense (v) norm <small>AWL</small>
<p>A weather forecast</p> <ul style="list-style-type: none"> Can understand the probability of an action in a conversation or narrative about a familiar topic 	<ul style="list-style-type: none"> Can give a short, rehearsed talk or presentation on a familiar topic Can describe future plans and intentions in detail and give degrees of probability that something will happen 	<ul style="list-style-type: none"> Can write short emails or letters that express the probability of future plans 	affect (v) <small>AWL</small> bundle up exceed <small>AWL</small> forecast local trend <small>AWL</small>
<p>A conversation about a mystery</p> <ul style="list-style-type: none"> Can recognize the key events in a short conversation and identify the certainty of each speaker about the events 	<ul style="list-style-type: none"> Can summarize and give opinions on issues and stories and answer questions in detail 	<ul style="list-style-type: none"> Can write a paragraph about a short story and list possible conclusions for characters 	advertisement amazed encyclopedia method <small>AWL</small> millionaire position salary

AWL = Academic Word List item

Present and Past

UNIT

1

Present Progressive and Simple Present

DIFFERENT CULTURES

UNIT

2

Simple Past

POETS

UNIT

3

Past Progressive and Simple Past

REPORTING EVENTS

UNIT

4

Used to and *Would*

CHANGES

UNIT

5

Wh- Questions

IN COURT



OUTCOMES

- Describe actions that are happening now
- Describe facts, states, and actions that happen regularly
- Recognize the use of the present simple and present progressive in reading and listening
- Express opinions about topics related to cross cultural differences
- Write a description of a new experience

OUTCOMES

- Use the simple past with regular and irregular verbs
- Describe events, states, and situations in the past
- Identify the order of events in a reading and listening
- Discuss past events and situations
- Write about an important life event

OUTCOMES

- Describe past events or situations
- Use *when* to link clauses in the simple past and the past progressive
- Identify the order of events in a description of an accident
- Report on events that were in progress in the past
- Express agreement and disagreement about past events
- Write a description of a past event

OUTCOMES

- Describe past habits and situations, using *would* and *used to*
- Evaluate events and situations described in a reading and a listening
- Describe and discuss one's past and present physical appearance and habits
- Write a description of a past event, activity, or personal experience

OUTCOMES

- Ask questions about the past, using *wh-* words
- Identify important information in an interview transcript
- Identify main points in a recorded report
- Prepare and conduct an interview
- Write a series of interview questions to get information about the past

OUTCOMES

- Describe actions that are happening now
- Describe facts, states, and actions that happen regularly
- Recognize the use of the present simple and present progressive in reading and listening
- Express opinions about topics related to cross-cultural differences
- Write a description of a new experience

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the cartoons. Discuss the questions.

1. What are the people doing?
2. How do they feel?

READ

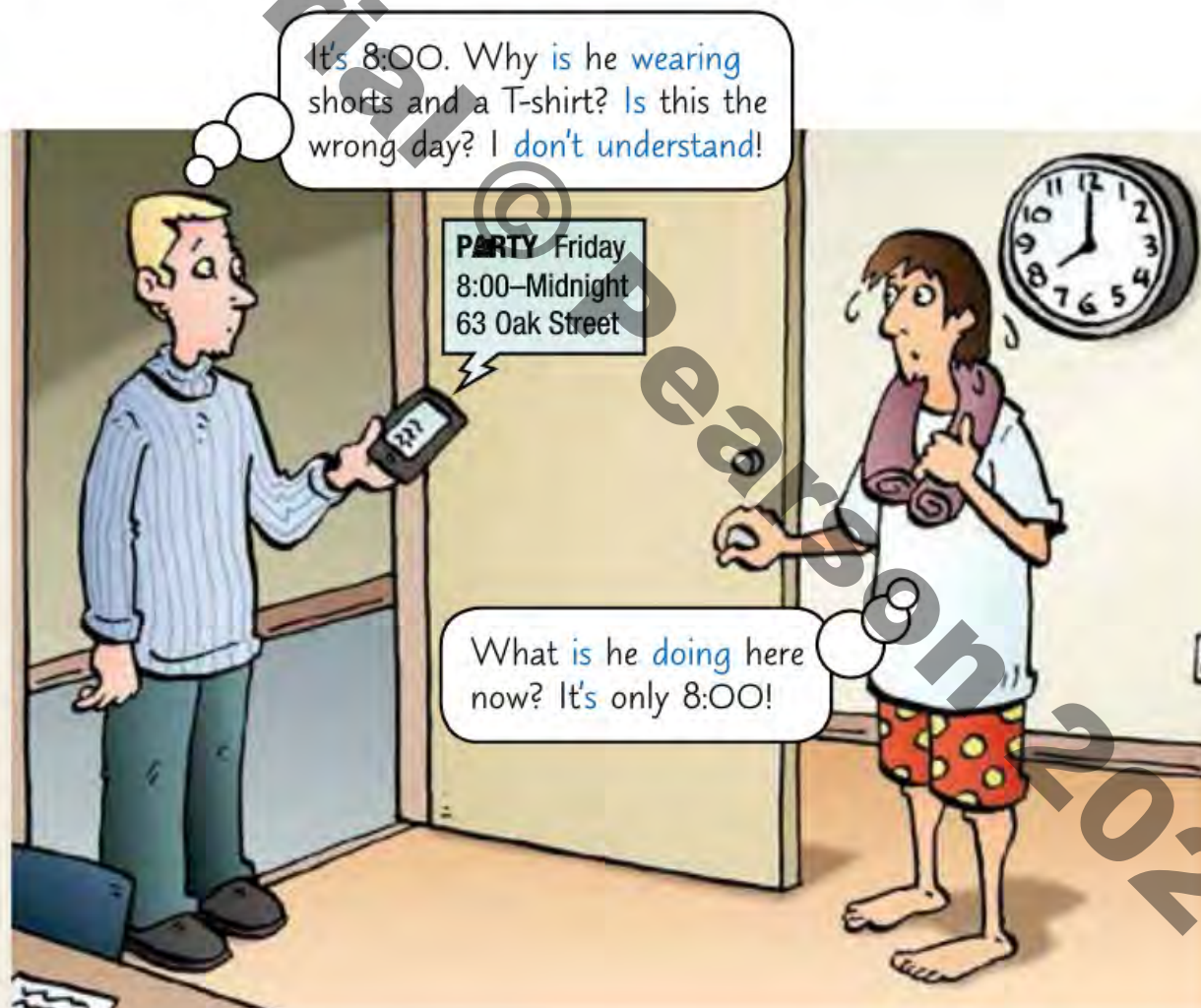
▶ 00:00 Read this article about cross-cultural communication.

What's Your Cross-Cultural IQ?¹

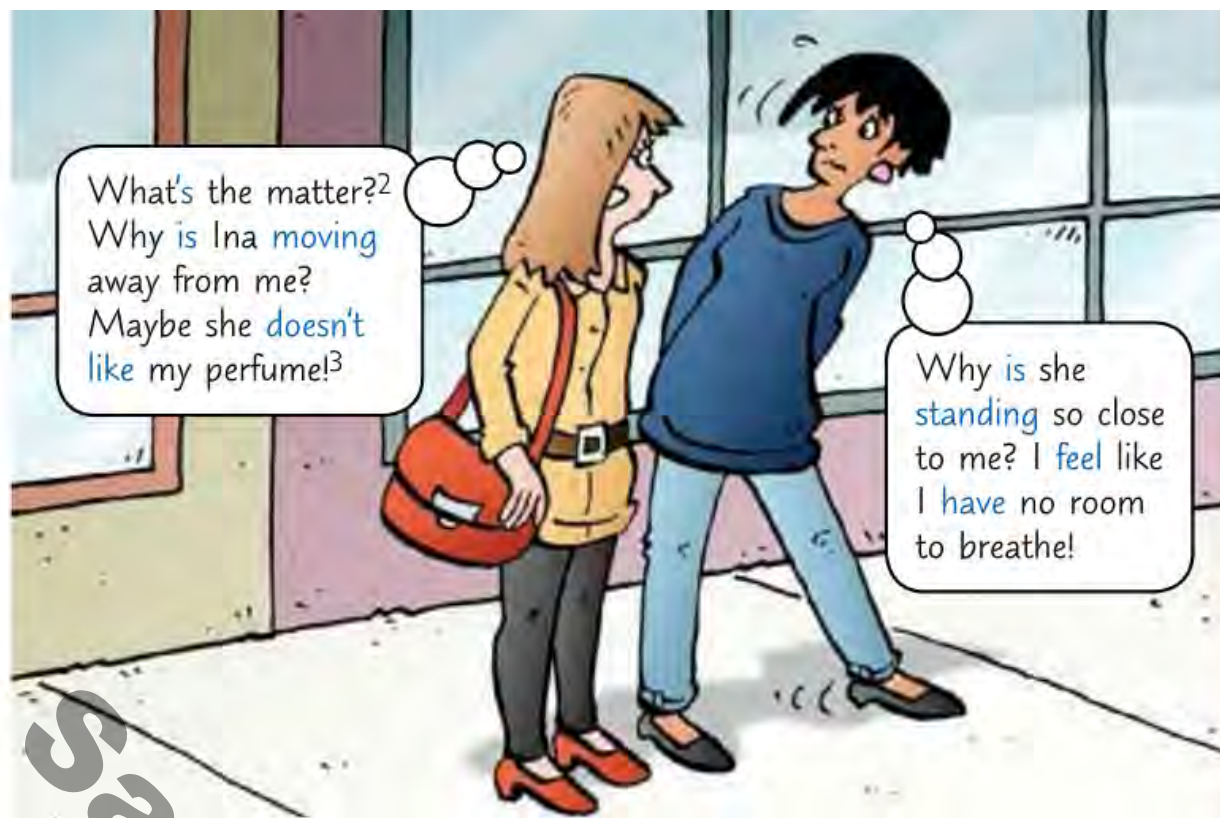
Are you **living** in your native country or in another country? Do you ever **travel** abroad? Do you **understand** the misunderstandings in these two situations?

Situation 1

Jason **is standing** at Dan's door. He **thinks** he's on time for the party, but he **doesn't see** any guests, and Dan **is wearing** shorts and a T-shirt! Dan **looks** surprised. In his culture, people never **arrive** at the exact start of a social event. They often **come** at least 30 minutes later.



¹ What's your cross-cultural IQ?: How much do you know about other people's cultures?



What's the matter?²
 Why is Ina moving
 away from me?
 Maybe she **doesn't**
 like my perfume!³

Why is she
standing so close
 to me? I **feel** like
 I **have** no room
 to breathe!

Situation 2

Ina and Marty **are talking**. They **are** both **feeling** very uncomfortable. In Marty's culture, people usually **stand** quite close. This **seems** friendly to them. In Ina's culture, people **prefer** to have more distance between them. This **doesn't mean** they are unfriendly.

² *What's the matter?*: What's wrong?

³ *perfume*: a liquid with a strong pleasant smell that you put on your skin

AFTER YOU READ

A VOCABULARY Choose the word or phrase that is closest in meaning to the word in **bold**.

- Are you living in your **native** country?
 a. first b. new c. favorite
- Do you ever travel **abroad**?
 a. by boat b. to foreign countries c. on expensive trips
- What was the **misunderstanding** about?
 a. fight b. argument c. confusion
- They come from different **cultures**.
 a. schools b. climates c. ways of life
- They prefer to have more **distance** between them.
 a. streets b. space c. time
- There are a lot of parties and other **events** at the Students' Club.
 a. members b. languages c. activities

B COMPREHENSION Complete each statement with the correct name.

- _____ doesn't have shoes on.
- _____ isn't expecting people to arrive at 8:00.
- _____ thinks he's on time.
- _____ is wearing perfume.
- _____ wants to stand farther away.
- _____ probably thinks the other person is a little unfriendly.

C DISCUSSION Work with a partner. Compare your answers in B. Why did you choose each answer?

Go to [MyEnglishLab](http://MyEnglishLab.com) for more grammar in context practice.

PRESENT PROGRESSIVE

Affirmative Statements

Subject	Be	Base Form of Verb + -ing	
I	am	traveling	now.
You	are		
He She It	is		
We You They	are		

Negative Statements

Subject	Be	Not	Base Form of Verb + -ing	
I	am	not	traveling	now.
He	is			
We	are			

Yes/No Questions

Be	Subject	Base Form of Verb + -ing	
Is	he	traveling	now?

Short Answers

Yes,	he	is.
No,		isn't.

Wh- Questions

Wh-Word	Be	Subject	Base Form of Verb + -ing	
Where	are	you	traveling	now?

SIMPLE PRESENT

Affirmative Statements

Subject		Verb
I	often	travel.
You		
He She It		travels.
We You They		travel.

Negative Statements

Subject	Do	Not	Base Form of Verb	
I	do	not	travel	often.
He	does			
We	do			

Yes/No Questions

Do	Subject	Base Form of Verb	
Does	he	travel	often?

Short Answers

Yes,	he	does.
No,		doesn't.

Wh- Questions

Wh-Word	Do	Subject	Base Form of Verb	
Where	do	you	usually travel?	

GRAMMAR NOTES

1 Present Progressive

Use the present progressive to show that something is **happening now** or in a longer present time.

- **happening now**

(right now, at the moment)



Diego **is speaking** English **now**.
He's **wearing** shorts **at the moment**.

- **happening in a longer present time**
(this month, this year, these days, nowadays),
even if it's not happening now

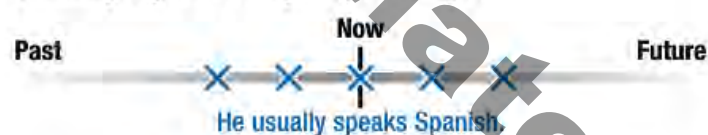


We're **studying** U.S. history **this month**.
(But we aren't studying it now.)
Laura's **studying** in France **this year**.
Are you studying hard **these days**?

2 Simple Present

Use the simple present to show that something **happens regularly** or for **unchanging facts**.

- **happens regularly**
(usually, often, every day, always)



Diego **usually speaks** Spanish.
He **wears** jeans **every day**.

- **unchanging facts**

Miguel **comes** from Oaxaca. Oaxaca **is** in Mexico.

BE CAREFUL! Remember to add **-s** or **-es** to third-person-singular (*he, she, it*) verbs. Also, remember to use **does** in questions and **doesn't** in negatives for third-person-singular verbs.

He **wears** jeans. He **doesn't wear** shorts.
NOT He ~~wear~~ jeans. He ~~don't~~ wear shorts.

3 Simple Present + Adverbs of Frequency

Use the simple present with adverbs of frequency to show **how often something happens**.



Adverbs of frequency usually go **before the verb**. However, *sometimes* and *usually* can also go at the **beginning of the sentence**.

In Spain, women **always kiss** on both cheeks.
In France, women **often kiss** on both cheeks.
We **rarely stand** very close to each other.
In China, children **never call** adults by their first names.

BE CAREFUL! Adverbs of frequency usually go **after the verb *be***.

I **sometimes wear** shorts at home.
or
Sometimes I **wear** shorts at home.

They **are never** late.
NOT They ~~never are~~ late.

4 Non-Action Verbs

Use non-action verbs to describe **states** or **situations**, but not actions.

Non-action verbs describe:

- **emotions**
(like, love, hate, want, feel, fear, trust)
- **mental states**
(know, remember, believe, think, mean, understand, wonder)
- **possession**
(have, own, possess, belong)
- **senses and perceptions**
(hear, see, smell, taste, feel, notice, seem, look, be, appear, sound)

We **like** Claude a lot.
We **love** the stories he tells.
I **know** a lot of U.S. customs now.
We **think** they're from Spain.
What **do** you **mean**? I **don't understand**.

Cesar **has** two brothers.
Some students **own** cars.

I **hear** the telephone.
Dina **looks** tired.
They both **sound** sick.

BE CAREFUL! Use the **simple present** with most **non-action verbs**. Do not use the present progressive—even when the verb describes a situation that exists at the moment of speaking.

Jane **wants** to go home now.
NOT Jane ~~is wanting~~ to go home now.

USAGE NOTE In **informal conversation**, some people use the **present progressive** with verbs of emotion (especially with *like* and *love*) and with verbs of mental state. This often describes a **temporary feeling** or a change of feelings.

I'm **loving** this book!
She's **liking** him more and more.
He's **understanding** a lot better these days.

5 Non-Action and Action Verbs

Some verbs can have both a **non-action** and an **action** meaning.

- **sense and perception verbs**
(taste, smell, feel, and look)

NON-ACTION	ACTION
The soup tastes good. (It's good.)	He's tasting the soup. (He's trying it.)
His car looks great. (It's beautiful.)	I'm looking at his car. (I'm examining it.)
I have a new watch. (I own a new watch.)	I'm having fun. (I'm experiencing fun.)
I think he's right. (My opinion: He's right.)	I'm thinking of going. (I'm considering going.)

- **have** and **think**

USAGE NOTE We often use *feel* in the progressive form when it expresses an **emotion**. The **meaning is the same** as when we use the simple present form.

I **feel** very happy about this.
OR
I'm **feeling** very happy about this.

PRONUNCIATION NOTE

▶ 00:00

Pronunciation of *What do you* and *What are you*

In informal American English conversation, people often pronounce *What do you . . . ?* and *What are you . . . ?* the same way: “whaddaya.”

A: **What do you** do?

(whaddaya)

B: **What are you** doing?

(whaddaya)

REFERENCE NOTES

For **spelling rules** on forming the **present progressive**, see Appendix 00 on page 00.

For **spelling rules** on forming the third-person singular of the **simple present**, see Appendix 00 on page 00.

For **pronunciation rules** for the **simple present**, see Appendix 00 on page 00.

For **contractions** of *I am*, *you are*, etc., see Appendix 00 on page 00.

For a list of **non-action verbs**, see Appendix 00 on page 00.

For use of the **present progressive** and the **simple present** to talk about the **future**, see Unit 6.

Go to [MyEnglishLab](#) to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1–5 Read the postings by Brian, a Canadian student studying in Argentina. Underline all the verbs that describe what is happening now. Circle the verbs that describe what regularly happens.

JUNE 30: 7:30 p.m. My host parents are still working. Carlos, my “father,” works at home. My “little brother,” Ricardo, is cute. He looks (and acts) a lot like Bobby. Right now, he’s looking over my shoulder and trying to read my journal.

JULY 4: The weather is cold here in the summer. I usually spend the first weekend of July at the beach. Today I’m walking around in a heavy sweater.

JULY 10: I’m sitting in the school cafeteria with some of my classmates. In Canada, I only drink tea, but at the moment I’m having a cup of strong coffee. It tastes great! The students here come from all over the world. Most of them don’t speak English, so we’re all speaking Spanish. It’s a great way to learn!

AUGUST 6: I usually feel great in the evening, but tonight I feel really tired.

AUGUST 25: I’m feeling very comfortable here now—but it’s almost time to go home! My host parents usually cook a light dinner, but tonight is a special event. They’re preparing a big party for me to say goodbye. I miss them already!

EXERCISE 2 PRESENT PROGRESSIVE OR SIMPLE PRESENT

A GRAMMAR NOTES 1-5 Some students are talking outside of a classroom. Circle the correct words to complete their conversations.



Conversation 1

TARO: There's Miguel. He talks / He's talking to Luisa.

MARISA: Yes. They take / They're taking a class together this semester.

TARO: They stand / They're standing very close to each other.

Do you think / Are you thinking that they date / they're dating?

MARISA: No. I don't think / I'm not thinking that it means / it's meaning anything special. I come / I'm coming from Costa Rica, and people usually stand / are standing that close to each other there.

Conversation 2

LI-WU: Hi, Paulo. What do you do / are you doing?

PAULO: Oh, I wait / I'm waiting for class to begin.

LI-WU: What's the matter? You seem / You're seeming a little down.

PAULO: I'm just tired. I work / I'm working evenings this semester. Hey, is that your teacher over there?

LI-WU: Yes. She talks / She's talking to a classmate.

PAULO: What's wrong? He doesn't look / He's not looking at her.

He seems / He's seeming uncomfortable.

LI-WU: Oh. That doesn't mean / isn't meaning anything. In some countries, it's not polite to look directly at your teacher.



B LISTEN AND CHECK Listen to the conversations and check your answers.

EXERCISE 3 QUESTIONS AND STATEMENTS

A GRAMMAR NOTES 1-5 Other students are talking outside of a classroom. Complete the conversations. Use the present progressive or the simple present form of the verbs in parentheses.

Conversation 1

RASHA: There's Hans. Why is he walking so fast?

Class starts at 9:00. He still has 10 minutes!

CLAUDE: He always walks fast. I think Swiss people often appear to be in a hurry.



Conversation 2

IZUMI: Isn't that Sergio and Luis? Why

_____ they _____ 1. (shake)

hands? They already _____ each other!

2. (know)

LI-JING: In Brazil, men _____ hands every time they

3. (shake)

_____. It's normal in their culture.

4. (meet)

IZUMI: _____ women _____ hands, too?

5. (shake)



▶ 00:00

B LISTEN AND CHECK Listen to the conversations and check your answers.

EXERCISE 4 AFFIRMATIVE AND NEGATIVE STATEMENTS

GRAMMAR NOTES 1-2, 5 Look at Brian's schedule in Argentina. He usually has a regular schedule, but today some things are different. Complete the sentences. Use the present progressive or the simple present. Choose between affirmative and negative.

7:00-8:00	run in the park	<i>get ready for a field trip</i>
8:30-12:30	attend class	<i>go on a field trip to the museum</i>
1:00-2:00	eat lunch	
2:00-3:00	study with my classmates	<i>work on the family web page</i>
3:00-5:00	work in the cafeteria	
5:00-6:30	do homework	<i>play tennis</i>
6:30-8:30	play tennis	<i>watch a DVD with Eva</i>
8:30-9:30	have dinner	
9:30-10:00	send emails	<i>take a walk with the family</i>
10:00-10:30	take a shower	<i>do homework</i>

- Brian always *runs in the park* _____ early in the morning, but today he *is getting ready for a field trip* _____.
- Brian usually _____ between 8:30 and 12:30, but today he _____.
- He always _____ between 1:00 and 2:00.
- It's 1:30. He _____.
- He normally _____ after lunch, but today he _____.
- Every day from 3:00 to 5:00, he _____.

7. It's 5:15, but he _____ now.
He _____ instead.
8. It's 6:45, but he _____.
He _____.
9. It's 8:30. Brian _____.
10. He always _____ at 8:30.
11. After dinner, Brian usually _____,
but tonight he _____.
12. It's 10:15, but he _____.
He _____.

EXERCISE 5 WHAT DO YOU, WHAT ARE YOU, OR WHADDAYA

PRONUNCIATION NOTE Listen to the questions and answers. Check (✓) *Formal* if you hear *What do you* or *What are you* in the question. Check (✓) *Informal* if you hear *Whaddaya*.

	Formal	Informal
1. What are you doing?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. What do you do after school?	<input type="checkbox"/>	<input type="checkbox"/>
3. What do you usually eat for lunch?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are you reading these days?	<input type="checkbox"/>	<input type="checkbox"/>
5. What do you like to read?	<input type="checkbox"/>	<input type="checkbox"/>
6. What do you like to read?	<input type="checkbox"/>	<input type="checkbox"/>

EXERCISE 6 EDITING

GRAMMAR NOTES 1-5 Read the student's blog entry. There are eleven mistakes in the use of the present progressive or simple present. The first mistake is already corrected. Find and correct ten more.

I'm sitting
It's 12:30 and I ~~sit~~ in the library right now.
My classmates are eating lunch together,
but I don't feel hungry yet. At home, we eat
never this early. Today our journal topic is
culture shock (the strange feelings you have
when you visit a foreign country for the first



time). It's a good topic for me right now because I'm being pretty homesick. I miss speaking my native language with my friends. And I miss my old routine. At home, we always are eating a big meal at 2:00 in the afternoon. Then we rest. But here in Toronto, I'm having a 3:00 conversation class. Every day I almost fall asleep in class, and my teacher ask me, "Are you bored?" Of course I'm not bored. I just need my afternoon nap! This class always is fun. This semester, we work on a project with videos. My team is filming groups of people from different cultures at social events. We are analyze "personal space." That is meaning how close to each other these people stand. According to my new watch, it's 12:55, and I have a 1:00 class. That's all for now. Teachers here really aren't liking lateness!

Go to MyEnglishLab for more focused practice.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING



A You are going to listen to five short interviews of foreign students studying at a summer language program in the United States. Listen and check (✓) the things the students *Usually* do and the things they are doing *Now or These Days*. Then listen again and check your answers.

	Usually	Now or These Days
1. Ana		
a. speak English	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. speak Spanish	<input type="checkbox"/>	<input type="checkbox"/>
2. Mehmet		
a. live in a small town	<input type="checkbox"/>	<input type="checkbox"/>
b. live in a big city	<input type="checkbox"/>	<input type="checkbox"/>
3. Eva		
a. walk slowly	<input type="checkbox"/>	<input type="checkbox"/>
b. move quickly	<input type="checkbox"/>	<input type="checkbox"/>
4. Paulo		
a. wear a watch	<input type="checkbox"/>	<input type="checkbox"/>
b. ask other people for the time	<input type="checkbox"/>	<input type="checkbox"/>
5. Olga		
a. study grammar and pronunciation	<input type="checkbox"/>	<input type="checkbox"/>
b. study English literature	<input type="checkbox"/>	<input type="checkbox"/>

▶ 00:00 **B** Work with a partner. Listen to each interview again. Discuss the questions.

Interview 1

How does Ana feel? Why?
What does she find most difficult? Why?

EXAMPLE: ■ Ana feels good.
B: Yes. Things are going well for her. She . . .

Interview 2

Does Mehmet like living in New York? Why or why not?

Interview 3

Is Eva experiencing culture shock?
What does she think about the “pace of life” in the United States?

Interview 4

What does Paulo do at home without a watch?
Why is Paulo upset?
Do *you* wear a watch? Why or why not?

Interview 5

How does Olga feel about her classes? Why?
What is she studying now?

EXERCISE 8 FIND SOMEONE WHO . . .

A GAME Walk around your classroom. Ask your classmates questions and fill out the chart. The first person to finish wins.

EXAMPLE: ■ Tania, are you living in a dormitory?
B: No, I’m not. I’m living with a family.

Find someone who . . .	Name
isn't living in a dormitory	_____
likes visiting foreign countries	_____
speaks more than two languages	_____
is studying something in addition to English	_____
doesn't watch sports on TV	_____
is planning to travel abroad this year	_____
_____ (add your own)	_____

B Report back to the class.

EXAMPLE: Tania isn't living in a dormitory.

EXERCISE 9 WHAT'S HAPPENING?

PICTURE DISCUSSION Work with a partner. Look at the photos. Describe them. What's happening? How do the people feel? Discuss possible explanations for each situation. Compare your answers with those of your classmates.

EXAMPLE: **A:** He's pointing. He looks angry.

B: Maybe he's just explaining something.



EXERCISE 10 IS IT OK IN YOUR CULTURE?

A CROSS-CULTURAL COMPARISON Look at the questions. In your culture, which questions are appropriate to ask someone you just met? Check (✓) *OK*. Which questions are not appropriate? Check (✓) *NOT OK*.

Questions	OK	NOT OK
1. Are you married?	<input type="checkbox"/>	<input type="checkbox"/>
2. How much rent do you pay?	<input type="checkbox"/>	<input type="checkbox"/>
3. How old are you?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are you studying?	<input type="checkbox"/>	<input type="checkbox"/>
5. What do you do?	<input type="checkbox"/>	<input type="checkbox"/>
6. Where do you live?	<input type="checkbox"/>	<input type="checkbox"/>

B Work in a group. Compare your choices with those of your classmates.

EXAMPLE: **A:** In my culture, it's OK to ask someone the question "Are you married?" What about in your culture?

B: It depends. It's OK for an older person to ask a young person this question. But, it's *not* OK for a man to ask a strange woman the question. What about in your culture?

C What are other examples of inappropriate questions in your culture?

EXAMPLE: **A:** In my culture, it's not OK to ask someone the questions "How tall are you?" or "What do you weigh?" What about in your culture?

B: ...

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Think about a new experience you are having (for example, living in a new country, taking a new class, working at a new job). Complete the outline.

Usually	(New Experience)	Now
_____	_____	_____
_____	_____	_____
_____	_____	_____

B WRITE Use your outline to write a paragraph about your new experience. How is it different from what you usually do? How do you feel in the new situation? Use *but* or *however* to contrast your usual experience with your new experience. Try to avoid the common mistakes in the chart.

EXAMPLE: I usually live at home with my parents, **but** this month I'm living with my aunt and uncle. Everything seems different. My aunt always makes dinner at 6:00. **However**, at home we never eat before 8:00 p.m. . . .

Common Mistakes in Using the Present Progressive and Simple Present

Use the **simple present** with most **non-action verbs**. Do not use the present progressive.

I **think** my aunt's dinners are great.
NOT I ~~am thinking~~ my aunt's dinners are great.

Put an **adverb of frequency** before the simple present verb. Do not put it after the verb.

We **always eat** at 6:00.
NOT We ~~eat always~~ at 6:00.

Put an **adverb of frequency** after the verb *be*. Do not put it before *be*.

She **is always** on time.
NOT She ~~always is~~ on time.

C CHECK YOUR WORK Read your paragraph. Underline once the present progressive and underline twice the simple present forms. Circle the adverbs of frequency. Then use the editing checklist to check your work.

Editing Checklist

Did you use . . . ?

- the present progressive to describe something that is happening right now
- the simple present to describe what regularly happens
- the simple present with non-action verbs such as *be*, *like*, *seem*, and *want*
- adverbs of frequency in the correct position

D REVISE YOUR WORK Read your paragraph again. Can you improve your writing? Make changes if necessary. Give your paragraph a title.

UNIT 1 REVIEW

Test yourself on the grammar of the unit.

A Circle the correct words to complete the sentences.

1. What courses are you taking / do you take this semester?
2. I don't / I'm not understand this phrase. What's *culture shock*?
3. At home, we often speak / speak often Spanish.
4. Look! That's my teacher. He's talking / He talks to Andrea, one of my classmates.
5. Are / Do you feel better today?

B Complete the conversation with the present progressive or simple present form of the verbs in parentheses.

- A: What _____ you _____ right now?
1. (do)
- B: Not much. I _____ just _____ a video game. Why?
2. (play)
- A: _____ you _____ to get some lunch?
3. (want)
- B: Sure. I usually _____ this early, but I _____ pretty hungry right now.
4. (not eat) 5. (feel)
- A: Mmm, mushroom soup. It _____ good.
6. (look)
- B: It _____ good, though. I had it yesterday.
7. (not taste)
- A: Hey, there's Costa and Libby. Why _____ they _____ like that?
8. (shout)
- _____ they angry?
9. (be)
- B: I don't think so. They always _____ like that. Let's go sit with them. They're fun.
10. (talk)

C Find and correct five mistakes.

I live in Qatar, but right now I stay in Wisconsin. I'm studying English here. I have a good time this summer, but in some ways it's a pretty strange experience. Summer in Wisconsin feel like winter in Qatar! Every weekend, I go to the beach with some classmates, but I go never into the water—it's too cold! I'm enjoy my time here though, and my culture shock is going away fast.

Now check your answers on page 00.

Go to MyEnglishLab to complete the review online.

Simple Past

POETS

OUTCOMES

- Use the simple past with regular and irregular verbs
- Describe events, states, and situations in the past
- Identify the order of events in a reading and listening
- Discuss past events and situations
- Write about an important life event

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the title of the reading and the handwritten text. Discuss the questions.

1. How long did Matsuo Basho live?
2. What did he do?

READ

▶ 00:00 Read this short biography of Basho.

Matsuo Basho, 1644–1694

Matsuo Basho **wrote** more than 1,000 *haiku* (three-line poems). He **chose** topics from nature, daily life, and human emotions. He **became** one of Japan's most famous poets, and his work **established** haiku as an important art form.

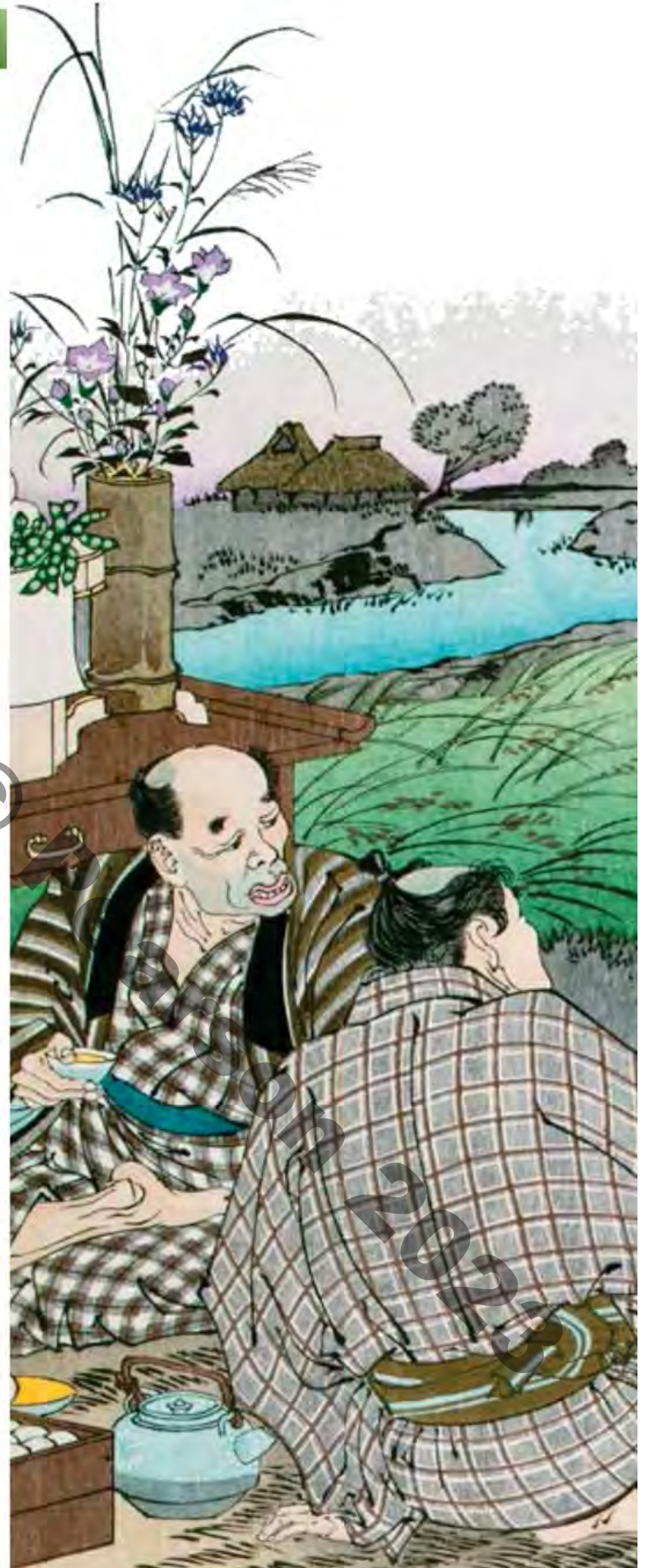
Basho **was** born Matsuo Munefusa near Kyoto in 1644. ("Basho" is the name he later **used** as a poet.) He **did not want** to become a samurai¹ like his father.

Instead, he **moved** to Edo (present-day Tokyo) and **studied** poetry. Then he **became** a teacher, and by 1681 he **had** many students and admirers.

Basho, however, **was** restless. Starting in 1684, he **traveled** on foot and on horseback all over Japan. Sometimes his friends **joined** him, and they **wrote** poetry together. Travel **was** difficult in the seventeenth century, and Basho often **got** sick. He **died** in 1694 during a journey to Osaka. At that time, he **had** 2,000 students.

*The old pond
A frog jumped in—
The sound of water
—Matsuo Basho*

¹ *samurai*: a member of the soldier class in Japan in past times



AFTER YOU READ

A VOCABULARY Complete the sentences with the words from the box.

admirers emotions journey restless topic

1. Basho wrote about everyday things. A frog is the _____ of one of his most famous poems.
2. Basho's students and _____ loved him and called him a great poet.
3. On his first _____, Basho traveled a long way and visited his native village.
4. Basho became _____ and did not want to stay in one place for very long.
5. Basho felt all kinds of strong _____ in his travels, such as fear and happiness.



B COMPREHENSION Check (✓) the boxes to complete the statements. Each statement has two correct answers.

1. Basho lived _____.
 from 1644 to 1694
 in the sixteenth century
 in the seventeenth century
2. Basho became a _____.
 samurai
 poet
 traveler
3. In Edo, Basho _____.
 studied poetry
 became a teacher
 became a samurai
4. On his journeys, he _____.
 traveled in boats
 walked
 rode horses
5. At the end of his life, Basho _____.
 had only a few students
 traveled to Osaka
 was famous

C DISCUSSION Work with a partner. Compare your answers in B. Why did or didn't you check each answer?

Go to [MyEnglishLab](#) for more grammar in context practice.

SIMPLE PAST: BE

Affirmative Statements		
Subject	Be	
I	was	famous.
You	were	
He She It	was	
We You They	were	

Negative Statements		
Subject	Be + Not	
I	wasn't	famous.
You	weren't	
He She It	wasn't	
We You They	weren't	

Yes/No Questions		
Be	Subject	
Was	I	famous?
Were	you	
Was	he she it	
Were	we you they	

Short Answers					
Affirmative			Negative		
Yes,	you	were.	No,	you	weren't.
	I	was.		I	wasn't.
	he she it	was.		he she it	wasn't.
	you we they	were.		you we they	weren't.

Wh- Questions			
Wh- Word	Be	Subject	
Where When Why	was	I	famous?
	were	you	
	was	he she it	
	were	we you they	

© Pearson 2023

SIMPLE PAST: REGULAR AND IRREGULAR VERBS

Affirmative Statements		
Subject	Verb	
I You He She It	moved traveled	to Japan.
We You They	came left	in 2012.

Negative Statements			
Subject	Did not	Base Form of Verb	
I You He She It	didn't	move travel	to Japan.
We You They		come leave	in 2012.

Yes/No Questions			
Did	Subject	Base Form of Verb	
Did	I you he she it we you they	move travel	to Japan?
		come leave	in 2012?

Short Answers			
Affirmative		Negative	
Yes,	you I he she it you we they	did.	No, you I he she it you we they
			didn't.

Wh- Questions				
Wh- Word	Did	Subject	Base Form of Verb	
When Why	did	I you he she it we you they	move travel	to Japan?
			come? leave?	

GRAMMAR NOTES

1 Simple Past

Use the simple past to show that an action, state, or situation is **finished**.



Basho **lived** in the 17th century.
 He **was** a poet. He **wrote** haiku.
 He **didn't stay** in one place.
 Where **did** he **travel**?

2 Simple Past + Past Time Expressions

We often use the simple past with past time expressions.

Some examples of **past time expressions** are:

- *yesterday*
- *last week*
- *300 years ago*
- *in the 17th century*
- *by 1681*

Yesterday, I **wrote** my first poem.
Last week, I **read** a poem by Basho.
 He **died** more than **300 years ago**.
 He **lived** *in the 17th century*.
By 1681, he **had** many students.

3 Regular Verbs

Form the simple past of regular verbs by **adding -d or -ed** to the base form of the verb.

- adding *-d*
- adding *-ed*

BASE FORM	SIMPLE PAST
live	→ lived
want	→ wanted
study	→ studied
plan	→ planned

IN WRITING There are often **spelling changes** when you add *-ed* to the verb.

4 Irregular Verbs

Many common verbs are irregular. Do not form their simple past by adding *-d* or *-ed* to the base form of the verb.

The list to the right includes the **most common irregular verbs**. They are especially common in conversation.

BASE FORM	SIMPLE PAST	BASE FORM	SIMPLE PAST
be	→ was/were	know	→ knew
come	→ came	make	→ made
get	→ got	mean	→ meant
give	→ gave	say	→ said
go	→ went	see	→ saw
have	→ had	think	→ thought

USAGE NOTE Some verbs have **two simple past forms**—one **regular** and one **irregular**. In conversation, the irregular past form is more common. There is one exception: for *dream*, the regular form is more common.

kneel	→ kneeled/knelt
light	→ lighted/lit
dream	→ dreamed/dreamt

USAGE NOTE A few verbs have **two irregular simple past forms**.

forbid	→ forbade/forbid
sink	→ sank/sunk

REFERENCE NOTES

For **spelling rules** for the **simple past of regular verbs**, see Appendix 00 on page 00.

For **pronunciation rules** for the **simple past of regular verbs**, see Appendix 00 on page 00.

For a list of **irregular verbs**, see Appendix 00 on page 00.

Go to [MyEnglishLab](#) to watch the grammar presentation.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1–4 Read more about Basho. Underline all the regular simple past verbs. Circle all the irregular simple past verbs. Then complete the timeline on the right.

As the son of a samurai, Basho grew up in the household of Todo Yoshitada, a young lord. After his father's death in 1656, Basho stayed in the Yoshitada household. He and Todo wrote poetry together, and in 1664, they published some poems. Two years later, Todo died suddenly. Basho left the area.

Basho was a restless young man, and he moved around for several years. In the 1670s, he went to Edo and stayed there. He found friendship and success once again. Basho judged poetry contests, published his own poetry, and taught students. His students built him a home outside the city in 1681. They planted a banana tree (*basho* in Japanese) in front and called his home "Basho Hut." That is how the poet got his name: Basho.

In spite of this success, Basho became unhappy. He often wrote about loneliness. He dreamed of traveling. His mother died in 1683, and he began his travels a year later. His trip to the northern part of Honshu in 1689 was difficult, but his travel diary about this journey, *Narrow Road to the Deep North*, became one of Japan's greatest works of literature.

As a famous poet, Basho had many visitors—too many, in fact. In 1693 he locked his gate for a month, stayed alone, and wrote. The following year, he took his final journey, to Osaka. He died there among his friends and admirers.

1644 Basho was born.

1656 Basho's father died.

1664 Basho (and Todo) published some poems.

1666

Students built the Basho Hut.

1683

1684

Basho traveled to northern Honshu.

Basho locked his gate to visitors.

1694

EXERCISE 2 AFFIRMATIVE STATEMENTS

GRAMMAR NOTES 1–4 Complete the biography of American poet Emily Dickinson. Use the simple past form of the verbs in parentheses. See Appendix 00 on page 00 for help with the irregular verbs.

Emily Dickinson, one of the most famous American poets, _____ *lived* _____ from 1830 to 1886. Her favorite topics _____ *(live)* _____ nature, time, and human emotions. _____ *(be)* _____ Dickinson _____ *(lead)* _____ an unusual life. During the 1860s, she _____ *(become)* _____ a recluse¹—she almost never _____ *(leave)* _____ her house in Amherst, Massachusetts, and she only _____ *(wear)* _____ white. Dickinson _____ *(allow)* _____ very few people to visit her, but she _____ *(have)* _____ a lot of friends, and she _____ *(write)* _____ them many letters.

¹ *recluse*: someone who stays away from other people



EXERCISE 3 AFFIRMATIVE AND NEGATIVE STATEMENTS

GRAMMAR NOTES 1–4 Complete the list of facts about Emily Dickinson. Use the simple past form of the verbs in parentheses. See Appendix 00 on page 00 for help with the irregular verbs.

1. Dickinson _____ *wasn't* _____ only interested in poetry. *(not be)*
2. She also _____ *(like)* _____ science.
3. She _____ *(use)* _____ topics from science in many of her poems.
4. She never _____ *(go)* _____ far from home, but she _____ *(know)* _____ many people.
5. Dickinson _____ *(not write)* _____ only poetry.
6. She _____ *(send)* _____ her friends and admirers hundreds of letters.
7. Her letters _____ *(be)* _____ full of jokes, recipes, cartoons, and poems.
8. But she _____ *(not address)* _____ the envelopes—other people _____ *(do)* _____ that for her.
9. Dickinson _____ *(not own)* _____ a typewriter.
10. She _____ *(write)* _____ the first drafts¹ of her poems on the back of old grocery lists.
11. During her lifetime, 7 of her 1,700 poems _____ *(appear)* _____ in print.
12. She _____ *(not know)* _____ about this, and no one _____ *(ask)* _____ her permission.

¹ *first drafts*: first copies of a piece of writing, with no corrections

EXERCISE 4 REGULAR AND IRREGULAR VERBS

A GRAMMAR NOTES 1-4 Complete the lines from a poem by Emily Dickinson. Use the simple past form of the verbs from the box. See Appendix 00 on page 00 for help with the irregular verbs.

bite ~~come~~ drink eat hop not know

A bird came _{1.} down the walk:

He _{2.} I saw;

He _{3.} an angle-worm in halves

And _{4.} the fellow raw.

And then he _{5.} a dew

from a convenient grass,

And then _{6.} sidewise to the wall

To let a beetle pass.



B LISTEN AND CHECK Listen to the poem and check your answers.

EXERCISE 5 QUESTIONS AND ANSWERS

A GRAMMAR NOTES 1-4 Read the statements about Basho. Write questions about Emily Dickinson using the words in parentheses. Then answer your questions using the information from Exercises 2 and 3. Use short answers for yes/no questions and long answers for *wh*- questions.

1. Basho was a poet. (Dickinson / a poet)

Q: Was Dickinson a poet?

A: Yes, she was.

2. He was born in 1644. (when / she / born)

Q: When was she born?

A: She was born in 1830.

3. He lived in Japan. (where / she / live)

Q: _____

A: _____

4. He became famous during his lifetime. (she / become / famous during her lifetime)

Q: _____

A: _____

5. Basho's admirers often visited him. (Dickinson's admirers / often / visit her)

Q: _____

A: _____

6. He traveled a lot. (she / travel / a lot)

Q: _____

A: _____

7. Basho wrote more than 1,000 poems. (how many poems / Dickinson / write)

Q: _____

A: _____

8. He wrote about nature. (what / she / write about)

Q: _____

A: _____

9. He died in 1694. (when / she / die)

Q: _____

A: _____

B LISTEN AND CHECK Listen to the Q and A about Emily Dickinson and check your answers.

EXERCISE 6 AFFIRMATIVE AND NEGATIVE STATEMENTS

A GRAMMAR NOTES 2-4 Read this article about a modern writer.



ANA CASTILLO is a modern poet, novelist, short story writer, and teacher. She was born in Chicago in 1953, and she lived there for 32 years. *Otro Canto*, her first book of poetry, appeared in 1977.

In her work, Castillo uses humor and a lively mixture of Spanish and English (Spanglish). She got her special writer's "voice" by living in a neighborhood with many different ethnic groups. She also thanks her father for her writing style. "He had an outgoing and easy personality, and this . . . sense of humor. I got a lot from him."

Castillo attended high school, college, and graduate school in Chicago. In the 1970s, she taught English and Mexican history. She received a PhD in American Studies from Bremen University in Germany in 1992. Her latest novel, *Give It to Me*, appeared in 2014.

B Read the statements. Write *That's right* or *That's wrong*. Correct the incorrect statements.

1. Ana Castillo was born in Mexico City.

That's wrong. She wasn't born in Mexico City. She was born in Chicago.

2. She lived in Chicago until 1977.

3. Her father was very shy.

4. She grew up among people of different cultures.

5. Castillo got most of her education in Chicago.

6. She taught Spanish in the 1970s.

7. She went to France for her PhD.

8. Her latest novel appeared in 2004.

EXERCISE 7 EDITING

GRAMMAR NOTES 1-4 Read this student's journal. There are ten mistakes in the use of the simple past. The first mistake is already corrected. Find and correct nine more.

Today in class, we read a poem by the American poet Robert Frost. I really ^{enjoyed} ~~enjoy~~ it. It was about a person who choosed between two roads in a forest. Many people believed the person were Frost. He thinked about his choice for a long time. The two roads didn't looked very different. Finally, he didn't took the road most people take. He took the one less traveled on. At that time, he didn't thought it was an important decision, but his choice change his life.

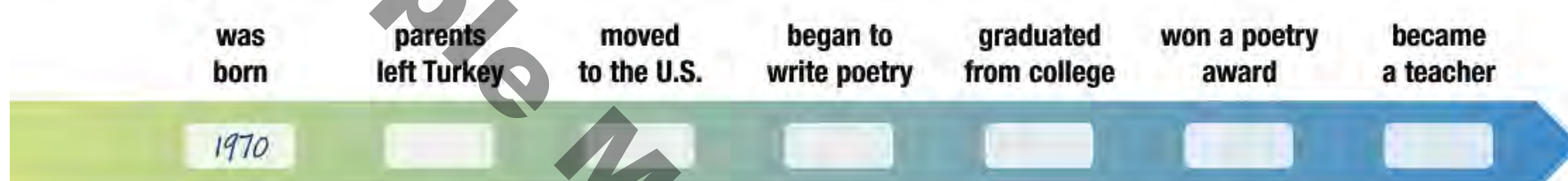
Sometimes I feel a little like Frost. As a child, I dreamed of traveling. Two years ago, I decide to move to a new country. It was a long journey and a big change. Did I made the right decision? I hope so.

EXERCISE 8 LISTENING

▶ 00:00 **A** Read the statements. Then listen to the interview with a poet. Listen again and circle the correct information.

1. Murat came to the United States before / after his parents.
2. He had a wonderful life with his grandparents in Baltimore / Turkey.
3. In Baltimore, he had no friends, so he wrote poems / read books.
4. He wrote his first poem in English / Turkish.
5. In college, Murat studied farming / poetry.

▶ 00:00 **B** Read the information in the timeline. Then listen again to the interview and write the year for each event.



▶ 00:00 **C** Work with a partner. Listen again to the interview. Discuss these questions.

1. Why did Murat's parents go to the United States before Murat?
EXAMPLE: A: They needed to find jobs.
B: They also found a house.
2. Who did Murat live with when his parents left Turkey? How did he feel?
3. How did Murat feel when he first moved to the United States?
4. Why did he hate the city at first?
5. When did he write his first poem?
6. How did he learn to write poetry?

EXERCISE 9 BASHO AND DICKINSON

DISCUSSION Work in a group. Reread the information about Matsuo Basho (see pages 00 and 00) and Emily Dickinson (see page 00). In what ways were the two poets similar? How were they different? With your group, write as many ideas as you can. Compare your ideas with those of your classmates.

EXAMPLE: A: Both Basho and Dickinson were poets.

B: Basho lived in the seventeenth century. Dickinson lived in the nineteenth century.

C: Dickinson stayed at home, but Basho was restless and traveled a lot.

EXERCISE 10 RHYME TIME

▶ 00100

A WORD PLAY In a poem, the last word in a line often rhymes¹ with the last word in another line. For example, read and listen to these lines of a famous poem called “Trees” by Joyce Kilmer. Notice that *see* rhymes with *tree* and *wear* rhymes with *hair*.

*I think that I shall never see
A poem lovely as a tree*

*A tree that may in Summer wear
A nest of robins in her hair*

B Work with a partner. See Appendix 00 on page 00. How many irregular past tense verbs rhyme with the verbs in the list? Write them. You have five minutes.

led fed,
bought _____
meant _____
drew _____

C Compare your answers with those of your classmates'. Who found the most pairs that rhyme?

¹ rhymes: ends with the same sound as another word

EXERCISE 11 A TWENTIETH-CENTURY POET

A GROUP PROJECT Work in a group. Look at the photos of four twentieth-century poets. Choose one poet to research. Answer some of the questions below.

EXAMPLE: ■ Maya Angelou was born in the United States in 1928. She grew up in Missouri and Arkansas.
B: She also spent time in California.
C: She became a poet. . . .
D: In addition to a poet, she . . .



Possible questions:

- When and where was he/she born?
- Where did he/she grow up?
- When did he/she write his/her first poem?
- What did he/she write about?
- Where did he/she attend school?
- When did he/she win a poetry prize?
- When and where did he/she travel?
- When and where did he/she die?
- What interesting fact(s) did you learn about this poet?

B Report back to your class. If your group chose the same poet as another group, do you have the same information about that poet? Compare answers.

EXAMPLE: ■ Maya Angelou was born in the United States.
 B: Right.
 ■ She grew up in Missouri.
 B: She also grew up in Arkansas.
 ■ ...

EXERCISE 12 CELEBRITY PROFILE

A INFORMATION GAP Work with a partner. Student A will follow the instructions below. Student B will follow the instructions on page 00.

STUDENT A

- Read the profile of an actor who is also a poet, painter, and musician. Ask your partner questions to complete the missing information.

EXAMPLE: ■ When was Viggo born?
 B: He was born on October 20, 1958.

- Answer your partner's questions.

EXAMPLE: B: Where was Viggo born?
 ■ He was born in New York.

- If you don't know how to spell something, ask your partner.

EXAMPLE: ■ How do you spell October?
 B: Capital O, c, t, o, b, e, r.



SCREEN-TIME PROFILE

Date of Birth: October 20, 1958

Place of Birth: New York

Mini Bio:

- lived in Argentina, Venezuela, and _____ as a child
- attended school in Argentina
- learned to speak _____
- returned to the United States in 19 _____
- became a movie actor in 1985
- first movie was *Witness*

- played the part of _____ in *Lord of the Rings* (This movie made him famous.)
- finished his first _____ in 1993 (The title was *Ten Last Night*.)
- created the paintings for the movie *A Perfect Murder* (He played the part of the artist.)
- wrote music for *Lord of the Rings*

B When you are finished, compare the profiles. Are they the same?

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Create a timeline like the one on page 28. Choose five important events in your life. Write the year of each event in the timeline and give a short description of the event above the year.

Events: _____

Years:

B WRITE Use your timeline to write a paragraph about some important events in your life. Include your feelings about the events. Try to avoid the common mistakes in the chart.

EXAMPLE: I was born in the Dominican Republic in 1990. In 1999, I moved to Canada with my family. At first, I felt lonely and missed my country. My mother got a job as a cook in a restaurant. I loved to eat there. My father was an electrician and he found a job at a large school. That's where I met my future wife, Lidia. We didn't get married until 2015 and we had our first child a year later. It was the happiest time in my life.

Common Mistakes in Using the Simple Past

Use the **base form** of the verb after *did* or *didn't*.
Do not use the past form after *did* or *didn't*.

We didn't **get** married until 2015.
NOT We didn't ~~got~~ married until 2015.

Use the **correct spelling** of regular simple past verbs. Do not forget that the spelling often changes when you add *-ed* to the base form.

I **studied** English.
NOT I ~~studyed~~ English.

Use the **correct form** of irregular simple past verbs. Do not add *-d* or *-ed* to the base form.

He **found** a job at a school.
NOT He ~~founded~~ a job at a school.

C CHECK YOUR WORK Read your paragraph. Underline the regular simple past verbs and circle the irregular simple past verbs. Then use the editing checklist to check your work.

Editing Checklist

Did you use...?

- the simple past for actions, states, or situations that are finished
- the correct spelling of regular simple past verbs
- the correct form of irregular simple past verbs

D REVISE YOUR WORK Read your paragraph again. Can you improve your writing? Make changes if necessary. Give your paragraph a title.

Go to [MyEnglishLab](#) for more writing practice.

UNIT 2 REVIEW

Test yourself on the grammar of the unit.

A Choose the correct answer to complete each sentence.

- Last night, I _____ a poem for my English class.
a. write b. wrote c. written
- It _____ about my childhood.
a. be b. were c. was
- At first, I didn't _____ what to write about.
a. know b. knowing c. knew
- My roommate _____ a good suggestion.
a. makes b. did make c. made
- Did you _____ a poem for your class?
a. write b. writing c. wrote
- I really _____ the experience.
a. enjoy b. enjoys c. enjoyed

B Complete the conversation with the simple past form of the verbs in parentheses and a short answer.

- A: I _____ you last night, but you _____ you _____ out?
1. (call) 2. (not answer) 3. (go)
- B: _____, I _____ I _____ to the movies.
4. 5. (go)
- A: What _____ you _____?
6. (see)
- B: I _____ *Dead Poets Society*. I _____ it very much, though.
7. (see) 8. (not like)

C Find and correct six mistakes.

The poet Elizabeth Alexander was born in New York City, but she didn't grew up there. Her father taked a job with the government, and her family moved to Washington, D.C. As a child, she have a loving family. Her parents were active in the civil rights movement, and Alexander gots interested in African-American history. In her first book, she wrote about important African leaders. She met Barack Obama at the University of Chicago. They both teached there in the 1990s. On January 20, 2009, she reads a poem at President Obama's inauguration.

Now check your answers on page 000.