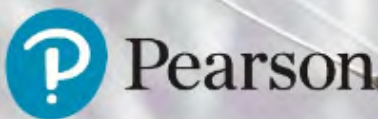


FIFTH EDITION

Focus on Grammar 4

Marjorie Fuchs
Margaret Bonner

with MyEnglishLab
access code inside



FIFTH EDITION

Focus on Grammar

4

Sample Material © Pearson 2023

Marjorie Fuchs
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with Jane Curtis

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WELCOME TO

FOCUS ON GRAMMAR

FIFTH EDITION

BUILDING ON THE SUCCESS of previous editions, *Focus on Grammar* continues to provide an integrated-skills approach to engage students and help them understand, practice, and use English grammar. Centered on thematic instruction, *Focus on Grammar* combines comprehensive grammar coverage with abundant practice, critical thinking skills, and ongoing assessment, helping students accomplish their goals of communicating confidently, accurately, and fluently in everyday situations.

New in the Fifth Edition

New and Updated Content

Focus on Grammar continues to offer engaging and motivating content that appeals to learners from various cultural backgrounds. Many readings and activities have been replaced or updated to include topics that are of high interest to today's learners.

Updated Charts and Redesigned Notes

Clear, corpus-informed grammar presentations reflect real and natural language usage and allow students to grasp the most important aspects of the grammar. Clear signposting draws attention to common usage, the difference between written and spoken registers, and common errors.

Additional Communicative Activities

The new edition of *Focus on Grammar* has been expanded with additional communicative activities that encourage collaboration and the application of the target grammar in a variety of settings.

Expanded Writing Practice

Each unit in *Focus on Grammar* now ends with a structured "From Grammar to Writing" section. Supported by pre-writing and editing tasks, students engage in activities that allow them to apply the target grammar in writing.

New Assessment Program

The new edition of *Focus on Grammar* features a variety of new assessment tools, including course diagnostic tests, formative and summative assessments, and a flexible gradebook. The assessments are closely aligned with unit learning outcomes to inform instruction and measure student progress.

Revised MyEnglishLab

The updated MyEnglishLab offers students engaging practice and video grammar presentations anywhere, anytime. Immediate feedback and remediation tasks offer additional opportunities for successful mastery of content and help promote accuracy. Instructors receive instant access to digital content and diagnostic tools that allow them to customize the learning environment to meet the needs of their students.

The Focus on Grammar Approach

At the heart of the *Focus on Grammar* series is its unique and successful four-step approach that lets learners move from comprehension to communication within a clear and consistent structure. The books provide an abundance of scaffolded exercises to bridge the gap between identifying grammatical structures and using them with confidence and accuracy. The integration of the four skills allows students to learn grammar holistically, which in turn prepares them to understand and use English more effectively.

STEP 1: Grammar in Context integrates grammar and vocabulary in natural contexts such as articles, stories, dialogues, and blog posts. Students engage with the unit reading and theme and get exposure to grammar as it is used in real life.

STEP 2: Grammar Presentation presents the structures in clear and accessible grammar charts and notes with multiple examples of form and meaning. Corpus-informed explanations and examples reflect natural usage of the target forms, differentiate between written and conversational registers whenever appropriate, and highlight common errors to help students avoid typical pitfalls in both speaking and writing.

STEP 3: Focused Practice provides numerous and varied contextualized exercises for both the form and meaning of the new structures. Controlled practice ensures students' understanding of the target grammar and leads to mastery of form, meaning, and use.

STEP 4: Communication Practice provides practice with the structures in listening exercises as well as in communicative, open-ended speaking activities. These engaging activities provide ample opportunities for personalization and build students' confidence in using English. Students also develop their critical thinking skills through problem-solving activities and discussions.

Each unit now culminates with the **From Grammar to Writing** section. Students learn about common errors in writing and how to recognize them in their own work. Engaging and motivating writing activities encourage students to apply grammar in writing through structured tasks from pre-writing to editing.

Recycling

Underpinning the scope and sequence of the *Focus on Grammar* series is practice that allows students to use target structures and vocabulary many times, in different contexts. New grammar and vocabulary are recycled throughout the book. Students have maximum exposure, leading them to become confident in using the language in speech and in writing.

Assessment

Extensive testing informs instruction and allows teachers and students to measure progress.

- **Unit Reviews** at the end of every unit assess students' understanding of the grammar and allow students to monitor their own progress.
- **Diagnostic Tests** provide teachers with a valid and reliable means to determine how well students know the material they are going to study and to target instruction based on students' needs.
- **Unit Review Tests, Mid- and End-of-Term Review Tests, and Final Exams** measure students' ability to demonstrate mastery of skills taught in the course.
- The **Placement Test** is designed to help teachers place students into one of the five levels of the *Focus on Grammar* course.

The Importance of Context

A key element of *Focus on Grammar* is presenting important grammatical structures in context. The contexts selected are most relevant to the grammatical forms being introduced. Contextualized grammar practice also plays a key role in improving fluent use of grammar in communicative contexts. It helps learners to develop consistent and correct usage of target structures during all productive practice.

The Role of Corpus

The most important goal of *Focus on Grammar* has always been to present grammar structures using natural language. To that end, *Focus on Grammar* has incorporated the findings of corpus linguistics,* while never losing sight of what is pedagogically sound and useful. By taking this approach, *Focus on Grammar* ensures that:

- the language presented reflects real, natural usage
- themes and topics provide a good fit with the grammar point and elicit the target grammar naturally
- findings of the corpus research are reflected in the syllabus, readings, charts, grammar notes, and practice activities
- examples illustrate differences between spoken and written registers, and formal and informal language
- students are exposed to common errors in usage and learn how to recognize and avoid errors in their own speech and writing

Focus on Grammar Efficacy

The fifth edition of *Focus on Grammar* reflects an important efficacy initiative for Pearson courses—to be able to demonstrate that all teaching materials have a positive impact on student learning. To support this, *Focus on Grammar* has been updated and aligned to the **Global Scale of English** and the **Common European Framework** (CEFR) to provide granular insight into the objectives of the course, the progression of learning, and the expected outcomes a learner will be able to demonstrate upon successful completion.

To learn more about the Global Scale of English, visit www.English.com.

Components

Student Books with Essential Online Resources include access codes to the course audio, video, and self-assessment.

Student Books with MyEnglishLab offer a blended approach with integration of print and online content.

Workbooks contain additional contextualized practice in print format.

Digital Teacher's Resources include printable teaching notes, GSE mapping documents, answer keys, audio scripts, and downloadable tests. Access to the digital copy of the student books allows teachers to project the pages for whole-class instruction.

FOG Go app allows users to access the student book audio on their mobile devices.

* A principal resource has been Douglas Biber et al, *Longman Grammar of Spoken and Written English*, Harlow: Pearson Education Ltd., 1999.

The Focus on Grammar Unit

Focus on Grammar introduces grammar structures in the context of unified themes. All units follow a four-step approach, taking learners from grammar in context to communicative practice. Thematic units add a layer to learning so that by the end of the unit students will be able to discuss the content using the grammar points they have just studied.

STEP 1

GRAMMAR IN CONTEXT

Before You Read activities create interest and elicit students' knowledge about the topic.

Vocabulary exercises help students improve their command of English.

UNIT

14

Modals and Similar Expressions: Review

SOCIAL NETWORKING

OBJECTIVES
• Review using modals, ability, necessity, possibility, permission, prohibition, and obligation with a variety of verbs and infinitives.
• Review using modals to express possibility, probability, and certainty.
• Review using modals to express obligation, prohibition, and permission.
• Review using modals to express necessity, possibility, and permission.

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the pictures. Discuss the questions.

1. Do you use social networking sites? Which ones?
2. Do you use social media for connecting with friends, or for school or business?

READ

Read this article about social networking.

Staying Connected



Abigail Thompson's school friends can find out what she is doing almost every minute by checking Facebook. Vince Stevenson stays in touch with his family the same way. Vince says, "I had to join. My grandkids all use it, and I want to be involved in their lives." Magda Tili, an English teacher in Romania, has created an international online community for her class, using another social media site. Her students are able to discuss lessons and chat with other students in France, Turkey, and Greece. She says, "Students don't have to use the site. Class is just more fun for the ones who do."

Besides staying connected, social networking can also be a great tool for making new friends. But just like making friends at work or school, you have to make the effort to "meet" people with similar interests. In *Survivor*, a reality TV show you could never meet. If so, you

might consider joining a *Survivor* Internet group and beginning conversations with people there. Once you've made some friends, you *should* keep posting comments, photos, and videos that people can respond to.

However, while you're having fun getting to know people, you *must* never forget that what you put on the Internet isn't really private. Even if your posts are only available to friends, embarrassing content can still become public. So maybe you'd *better* think twice before posting those party photos. Once they're out there, you *can't* take them back.

Social networking is a great resource for students. When you're applying to school, you *can* network by chatting with current students. They *could* give you an inside view of the school you're interested in. Once in school, you can form study groups, *organize* your schedule, and much more. But be careful: You *might* also find yourself wasting valuable study time.

Recently, Abigail has decided she's *got* to limit her social media use. "I *must* waste hours a day online. I'm always chatting, and not doing homework," she said. But she's still a big fan. "I believe everyone *ought* to use social networking," she is quick to point out. "It's a big world out there, and you *can* meet a lot of interesting new people and stay connected with those you already know. You just *have* to know when to say 'enough is enough' and sign off."

AFTER YOU READ

VOCABULARY Complete the sentences with the words from the box.

connect invited limit network resource respond

1. How did she _____ to your invitation to join your online community?
2. That website has a lot of interesting _____ I really like the phone.
3. He's very _____ with his family. He's always sending them _____.
4. He wastes a day in research. Try to _____ your time online.
5. The Internet is a great _____ You can learn a lot online.
6. I used the Internet to _____ with other people when I was looking for a job.

COMPREHENSION Read the statements. Check (✓) True or False.

- | | | |
|--|--------------------------|--------------------------|
| 1. Magda Tili's students are required to use social media. | True | False |
| 2. It's not always easy to meet people with similar interests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It's good to regularly post photos, comments, and videos on your Internet group's site. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Embarrassing photos rarely become public resources. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Students should avoid using social networking. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Abigail thinks everyone should use social networking. | <input type="checkbox"/> | <input type="checkbox"/> |

DISCUSSION Work with a partner. Compare your answers to the questions in B. Why did you check True or False?

Go to MyGrammarLab for more grammar in context practice.

Modals and Similar Expressions: Review 221

Engaging, high-interest **readings** in a variety of genres present the target structures in natural and realistic contexts. As students read, they encounter the form, meaning, and use of the grammar.

Comprehension and **Discussion** activities focus on the meaning of the text and draw students' attention to the target structures.

NEW!

STEP 2 GRAMMAR PRESENTATION

Grammar Charts present the structures in a clear, easy-to-read format.

STEP 2 GRAMMAR PRESENTATION

FUTURE

Affirmative Statements	Positive Statements
We are going to take the ship at 9:00.	We are not going to take the ship at 10:00.
We will take the ship at 9:00.	We will not take the ship at 10:00.
We are taking the ship at 9:00.	We are not taking the ship at 10:00.
We take the ship at 9:00.	We don't take the ship at 10:00.

Short Sentences	Affirmative	Negative
Is she going to take the ship at 9:00?	Yes, she is.	No, she isn't.
Will she take the ship at 9:00?	Yes, she will.	No, she won't.
Is she taking the ship at 9:00?	Yes, she is.	No, she isn't.
Does she take the ship at 9:00?	Yes, she does.	No, she doesn't.

When	What
When is she going to take the ship?	At 9:00.
When will she take the ship?	At 9:00.
When is she taking the ship?	At 9:00.
When does she take the ship?	At 9:00.

FUTURE PROGRESSIVE

Subject	Am/Is/Are	Going to	Verb	Form	Time
I	am	going to	take	am taking	at 9:00
You	are	going to	take	are taking	at 9:00
He/She/It	is	going to	take	is taking	at 9:00
We	are	going to	take	are taking	at 9:00
They	are	going to	take	are taking	at 9:00

Verb	Form	Time
Am/Is/Are	going to	at 9:00
Will	take	at 9:00
Are	going to	at 9:00
Will	take	at 9:00

Future and Future Progressive 71

Clear signposting provides corpus-informed notes about common usage, differences between spoken and written registers, and common errors.

NEW!

The newly designed **Grammar Notes** highlight the main point of each note, making navigation and review easier. Simple corpus-informed **explanations** and **examples** ensure students' understanding.

GRAMMAR NOTES

1. The Simple Present

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

- happens regularly (always, usually, often, sometimes, rarely)
- unchanging facts

Remember to add -s or -es to third-person singular (he, she, it) of simple present verbs. Use do/does in questions and do not/doesn't in negative sentences.

2. The 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)
- happening in a longer present time, but possibly not at this exact moment (this week, this year, these days)

The verb is and am with -ing for the present progressive. Do not forget to add -ing to the verb.

We often use time expressions (right now, this week, these days, etc.) with verbs in the present progressive. This information can go at the beginning or end of the sentence. It can also go after the verb.

STEP 3 FOCUSED PRACTICE

Discover the Grammar activities develop students' recognition and understanding of the target structures before they are asked to produce them.

Controlled practice activities lead students to master form, meaning, and use of the target grammar.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1-4 Read the statements. Check [✓] Active or Passive.

1. The first National Geographic magazine was published in October 1888.
2. Today millions of people read the magazine.
3. The magazine is translated from English into forty other languages.
4. My coach made the Russian edition.
5. Some of the articles are written by famous writers.
6. Young Explorer, another publication, is written for kids.
7. The publication is known for its wonderful photography.
8. A National Geographic photographer took the first underwater color photo.
9. Photographers can see all over the world.
10. The article shows a lot of respect for nature.
11. That photo was taken by Hans Daghast.
12. National Geographic is sold in more than 200 countries.

Active	Passive
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

EXERCISE 2 ACTIVE OR PASSIVE

GRAMMAR NOTES 5-6 The chart shows some of the forty language editions that National Geographic publishes. Use the chart to complete the sentences. Some sentences will be active; some will be passive.

Language	Number of Readers (millions)
Arabic	340
Chinese (all varieties)	1,300
English	340
Japanese	130
Korean	77
Russian	100
Spanish	410
Turkish	77

*For language editions in millions.

1. Spanish is written by 410 million people.
2. Around 130 million people speak Russian.
3. Arabic _____
4. _____

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EXERCISE 2 RELATIVE PRONOUNS AND VERBS

GRAMMAR NOTES 7-8 Complete the statements in the personality quiz. Circle the correct words. (In Exercise 3, you will take the quiz.)

Personality Quiz

Do you agree with the following statements? Check (✓) True or False.

- | | | |
|---|--------------------------|--------------------------|
| 1. People who / which talk a lot love me. | TRUE | FALSE |
| 2. On a plane, I always talk to the stranger who takes / takes the seat next to me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I'm the kind of person that / which needs time to recover after a social event. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. My best friend, that / who talks a lot, is just like me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I prefer to have conversations which focus / focus on feelings and ideas. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I am someone whose favorite activities include / include reading and doing yoga. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. People whose / their personalities are completely different can be close friends. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. To someone that always see / sees the glass as half full, not half empty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Difficult situations are often the ones that provide / provide the best opportunities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Introverts, that / who are quiet, sensitive, and creative, are perfect friends. | <input type="checkbox"/> | <input type="checkbox"/> |

EXERCISE 3 IDENTIFYING ADJECTIVE CLAUSES

GRAMMAR NOTES 9-11 We often use identifying adjective clauses to define words. First, match the words on the left with the descriptions on the right.

- | | |
|----------------|--|
| 1. difficulty | A. This situation gives you a chance to experience something good. |
| 2. improve | B. This attitude shows your kind about your future. |
| 3. improve | C. This ability makes you able to produce new ideas. |
| 4. opportunity | D. This person usually sees the bright side of situations. |
| 5. opposite | E. This person requires a lot of time alone. |
| 6. optimistic | F. This money was unexpected. |
| 7. outlook | G. This person usually sees the dark side of situations. |
| 8. pessimistic | H. This problem is hard to solve. |
| 9. positivity | I. These people have completely different personalities. |
| 10. win-win | J. This person requires a lot of time with others. |

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A variety of exercise types engage students and guide them from recognition and understanding to accurate production of the grammar structures.

Editing exercises allow students to identify and correct typical mistakes.

EXERCISE 5 EDITING

GRAMMAR NOTES 12-13 Read this post to a "travelers' website. There are ten mistakes in the use of embedded questions. The first mistake is already corrected. Find and correct nine more. Don't forget to check punctuation.

WORLDWIDE TRAVEL

Read this post to a "travelers' website. There are ten mistakes in the use of embedded questions. The first mistake is already corrected. Find and correct nine more. Don't forget to check punctuation.

Subject: Tipping at the Hair Salon in Italy

Read this post to a "travelers' website.

I wonder you can help clarify some tipping situations for me. I never know what doing at the hair salon. I don't know if I should tip the person who washes my hair? What about the person who cuts it, and the person who colors it? And what happens if the person is the owner?

Do you know do I still need to tip him or her? That doesn't seem logical. (And often I'm not even sure who is the owner!) Then I never know how much to tip or where should I leave the tip? Do I leave it on the counter or in the person's hands? What if somebody's hands are wet or have hair color on them? Can I just put the tip in his or her pocket? It all seems so complicated. I can't imagine how do customers figure all this out? What's the custom? I really need to find out what to do—and FAST! My hair is getting very long and dirty.

STEP 4

COMMUNICATION PRACTICE

Listenings in a variety of genres allow students to hear the grammar in natural contexts.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 LISTENING

Context Claudia Leggett and her son, Piers, are flying from Los Angeles to Hong Kong. Listen to the announcements they hear in the airport and aboard the plane. Read the statements. Then listen again and check (✓) True or False.

Announcement 1: Claudia has two pieces of carry-on luggage, and Piers has one. They can take them all on the plane.

Announcement 2: Look at their boarding passes. They can board now.

UPAIR	UPAIR
FLIGHTS	FLIGHTS
FROM: Los Angeles	TO: Los Angeles
TO: Hong Kong	FROM: Hong Kong
CLASS: Economy	CLASS: Economy
SEAT: 12A	SEAT: 12A
DATE: 10/15/2023	DATE: 10/15/2023
TIME: 11:00 PM	TIME: 11:00 PM

Announcement 3: Look at their boarding passes again. They can board now.

Announcement 4: Piers is only ten years old. Claudia should give him oxygen mask on fire.

Announcement 5: Claudia is sitting in a left-hand window seat. She can see the lights of Tokyo.

Announcement 6: Passengers who are taking connecting flights can get extra information on the plane.

Task Work with a partner. Listen again to the announcements. Discuss your answers.

- DISCUSS**
- 1. OK. So, why is the answer to number 1 False?
 - 2. The announcement says if you have more than one piece of carry-on luggage, you must check the extra pieces at the gate.
 - 3. Right. And they have those passes, so they can't take them all on the plane with them. Now, what did you choose for number 3?



326 Unit 20

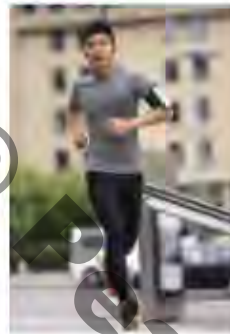
In the **listening activities**, students practice a range of listening skills. A **new step** has been added in which partners complete an activity that relates to the listening and uses the target grammar.

NEW!

Engaging communicative activities (conversations, discussions, presentations, surveys, and games) help students synthesize the grammar, develop fluency, and build their problem-solving skills.

EXERCISE 7 WHAT ABOUT YOU?

DISCUSSION Work in a group. Talk about your hobbies and interests. What did you do in the past with your hobby? What have you been doing lately? Find out about other people's hobbies.



- DISCUSS**
- 1. Do you have any hobbies, Peter?
 - 2. Yes. Since I was in high school, my hobby has been running. Recently, I've been training for a marathon. What about you? Do you have a hobby?
 - 3. I collect seashells. I got my first pair of Nikes when I was ten, and I've been collecting different kinds of sneakers ever since.

EXERCISE 8 DONE, DONE, NOT DONE

INTERVIEW What did you plan to do last month to develop your hobby and personal interests? Make a list. Include things you did and things that you still haven't done. Do not check (✓) any of these. Exchange lists with a partner.

Buy a new pair of running shoes.
Research healthy snacks for marathon runners.

INTERVIEW Now ask questions about your partner's list. Check (✓) the things that your partner has already done. Answer your partner's questions about yours. When you finish, find out if the information that you recorded on your partner's list is correct.

- DISCUSS**
- 1. How long have you been running those yet?
 - 2. Yes, I have. I bought them last week.
 - 3. And what about the research on healthy snacks?
 - 4. I haven't done it yet.
 - 5. OK. I think we've talked about everything on our lists. Let's make some new ones.

44 Unit 2

FROM GRAMMAR TO WRITING

A **From Grammar to Writing** section, now in every unit, helps students confidently apply the unit's grammar to their own writing.

NEW!

FROM GRAMMAR TO WRITING

BEFORE YOU WRITE: Diplomats are people who officially represent their country in a foreign country. Imagine that you are going to attend a school for future diplomats. Complete the information about some of the features of your ideal school.

Classes required:

Language(s) spoken:

Living quarters provided:

Food offered:

Transportation:

Electronic devices provided:

WRITE: Use your information to write one or two paragraphs about your ideal school for diplomacy. Use the passive with modals and similar expressions. Try to avoid some of the common mistakes in the chart.

EXAMPLE: I think the ideal school for diplomacy should teach a lot about cross-cultural understanding. Classes should be required to learn more than one official language should be spoken. Classes could be offered to...

Use the 4-part participle after the modal. Do not leave out be.	Language classes should be required.
Use the past participle after be. Do not use the base form of the verb after be.	Also could be learned.

CHECK YOUR WORK: Read your paragraph(s). Underline the passive with modals and similar expressions. Use the Editing Checklist to check your work.

Editing Checklist

Did you use...?

- ☐ be + past participle to form the passive after modals or similar expressions
- ☐ will or be going to for certainty in the future
- ☐ can, the present ability
- ☐ could for past ability or future possibility
- ☐ may, might, and can't for future possibility or impossibility
- ☐ should, ought to, and had better for advice
- ☐ was and how (got) to for necessity

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

Go to MyEnglishLab for more writing practice.

The Passive with Modals and Similar Expressions 259

The **Before You Write** task helps students generate ideas for their writing assignment.

In the **Write** task, students are given a writing assignment and guided to use the target grammar and avoid common mistakes.

Check Your Work includes an Editing Checklist that allows students to proofread and edit their compositions.

In **Revise Your Work**, students are given a final opportunity to improve their writing.

UNIT REVIEW

Unit Reviews give students the opportunity to check their understanding of the target structures. Students can check their answers against the Answer Key at the end of the book. They can also complete the Review on MyEnglishLab.

UNIT 21 REVIEW

Test yourself on the grammar of the unit.

Match each condition with its result.

Condition:

- 1. If it rains,
- 2. Unless you study,
- 3. If you cross your fingers,
- 4. Unless they lower the price,
- 5. If you lend me \$10,
- 6. If you don't own a car,

Result:

- a. you might have good luck
- b. I could pay you back tomorrow
- c. I may not buy it
- d. I'll take an umbrella
- e. you could rent one
- f. you won't pass

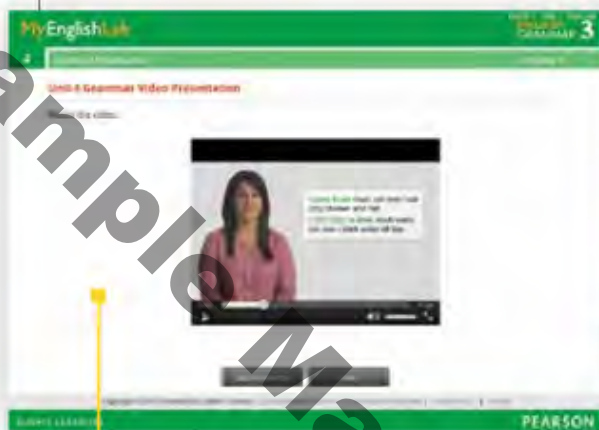
Complete the future real conditional sentences in these conversations with the correct form of the verbs in parentheses.

- Are you going to visit the bank?
No. If I _____ (go) _____ the bank, I _____ (not) _____ (lose).
- When _____ you _____ (go) _____ the job?
I _____ (not) _____ to accept unless I _____ (get) _____ the job.
- If I _____ (pass) _____ the test, I _____ (celebrate).
Good luck, but I'm sure you'll pass. You've studied really hard for it.

Find and correct six mistakes. Remember to check punctuation.

It's been a hard week, and I'm looking forward to the weekend. If the weather will be nice tomorrow Maria and I are going to go to the beach. The ocean is usually too cold. The outcome of this trial of mine, not I could be don't say in the future and we'll not be too.

MyEnglishLab delivers rich online content to engage and motivate **students**.



Grammar Coach videos give additional grammar presentations.

NEW!

MyEnglishLab delivers innovative teaching tools and useful resources to **teachers**.



MyEnglishLab provides students with:

- rich interactive practice in grammar, reading, listening, speaking, and writing
- immediate and meaningful feedback on wrong answers
- remediation activities
- grade reports that display performance and time on task

NEW!

With **MyEnglishLab**, teachers can:

- view student scores by unit and activity
- monitor student progress on any activity or test
- analyze class data to determine steps for remediation and support

MyEnglishLab also provides teachers with:

- a digital copy of the student book for whole-class instruction
- downloadable assessments, including the placement test, that can be administered on MyEnglishLab or in print format
- printable resources including teaching notes, suggestions for teaching grammar, GSE mapping documents, answer keys, and audio scripts

Scope and Sequence

PART 1

Present and Past: Review and Expansion

UNIT	GRAMMAR	READING
1 Simple Present and Present Progressive Page 4 THEME Names	<ul style="list-style-type: none"> Can use the simple present to describe habitual actions or unchanging facts Can use the present progressive to describe actions happening now Can use non-action verbs to describe states or situations 	Social Science Article: <i>What's in a Name?</i> <ul style="list-style-type: none"> Can scan a text in order to find specific information
2 Simple Past and Past Progressive Page 18 THEME First Meetings	<ul style="list-style-type: none"> Can use the simple past to show that an action happened and was completed in the past Can use the past progressive to show that an action was in progress at a specific time in the past Can use the past progressive with the simple past to show an action interrupted by another action Can use the past progressive with <i>while</i> or <i>when</i> to show that two actions were in progress at the same time in the past 	Biographical Article: <i>Super Couples</i> <ul style="list-style-type: none"> Can follow chronological sequences in a biographical text
3 Simple Past, Present Perfect, and Present Perfect Progressive Page 33 THEME Hobbies and Interests	<ul style="list-style-type: none"> Can recognize when to use the simple past, the present perfect, or the present perfect progressive Can use the present perfect (progressive) with <i>for/since</i> and time expressions to show that something was not completed in the past Can use the present perfect with adverbs of time to show that something happened at an indefinite time in the past 	Narrative: <i>Adventures in Student Living</i> <ul style="list-style-type: none"> Can scan a personal narrative to identify key details
4 Past Perfect and Past Perfect Progressive Page 48 THEME Musicians	<ul style="list-style-type: none"> Can use the past perfect to show that something happened before a specific time in the past Can use the past perfect progressive to show that something was in progress before a specific time in the past Can use the past perfect (progressive) with the simple past to show the time order between two past events Can use adverbs such as <i>already</i>, <i>yet</i>, and <i>never</i> to emphasize the first event, and expressions with <i>by</i> to refer to the second event 	Biographical Article: <i>The People's Conductor</i> <ul style="list-style-type: none"> Can determine and sequence the order of events in an article about someone's life or career

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about people <ul style="list-style-type: none"> Can identify people, based on descriptions in a conversation 	<ul style="list-style-type: none"> Can ask people for personal details and introduce them to others Can narrate a video, describing what people are doing Can discuss naming customs in different countries 	<ul style="list-style-type: none"> Can write a detailed paragraph about oneself 	adjustment consist of convince identity in style provide
A personal narrative <ul style="list-style-type: none"> Can identify the order of events in a recorded description 	<ul style="list-style-type: none"> Can describe one's first meeting with someone Can ask and answer questions about important life events Can create a story and present it to the class 	<ul style="list-style-type: none"> Can write two paragraphs describing past events in an important relationship 	accomplish cover (v) influential pursue recover research (n)
A conversation about hobbies <ul style="list-style-type: none"> Can recognize key ideas and details in a discussion about hobbies and personal interests 	<ul style="list-style-type: none"> Can talk about hobbies and personal interests Can discuss routine accomplishments Can research an interesting hobby and present findings to the class 	<ul style="list-style-type: none"> Can write a detailed paragraph about a recent trend 	alternative (n) experiment (v) motivation passion survive trend (n)
An interview on a radio show <ul style="list-style-type: none"> Can understand the order of events in a radio program about career and life choices 	<ul style="list-style-type: none"> Can ask and answer questions about past events and personal achievements Can discuss one's schedule for the previous day Can research a famous child prodigy and present findings to the class Can compare two similar scenes and discuss differences 	<ul style="list-style-type: none"> Can write two paragraphs about a famous person's career and personal life 	conduct (v) contract (n) ethnic inspire participate transform

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PART 2
Future: Review
and Expansion

UNIT	GRAMMAR	READING
5 Future and Future Progressive Page 68 THEME: Life in the Future	<ul style="list-style-type: none"> Can use <i>will</i> or <i>be going to</i> to discuss future facts and predictions Can use <i>will</i> when making quick decisions, offers, and promises, and <i>be going to</i> or the present progressive when making plans Can use the simple present to discuss future scheduled events Can use the future progressive to describe an action that will be in progress at a specific time in the future Can use the simple present or the present progressive in future time clauses 	Information Article: <i>Cities of the Future</i> <ul style="list-style-type: none"> Can understand important points and details in a lengthy article about a scientific topic
6 Future Perfect and Future Perfect Progressive Page 86 THEME: Goals	<ul style="list-style-type: none"> Can use the future perfect to show that something will happen before a specific time in the future Can use the future perfect progressive to show that something will be in progress until a specific time in the future Can use the future perfect (progressive) with the simple present to show the time order between two future events Can use adverbs such as <i>already</i> and <i>yet</i> to emphasize the first event, and expressions with <i>by</i> to refer to the second event 	Business Article: <i>Young Entrepreneur Looks Toward the Future</i> <ul style="list-style-type: none"> Can scan a text about a business topic in order to find specific information

PART 3
Negative and
Tag Questions,
Additions and
Responses

7 Negative Yes/No Questions and Tag Questions Page 102 THEME: Places to Live	<ul style="list-style-type: none"> Can use a range of negative <i>yes/no</i> questions and tag questions to check information or comment on a situation Can answer negative <i>yes/no</i> questions and tag questions PRONUNCIATION: Intonation of tag questions	Interview Transcripts: <i>It's a Great Place to Live, Isn't It?</i> <ul style="list-style-type: none"> Can scan interview transcripts for key information
8 Additions and Responses: <i>So, Too, Neither, Not either, and But</i> Page 118 THEME: Similarities and Differences	<ul style="list-style-type: none"> Can use additions with <i>so, too, neither, or not either</i> to express similarity Can use additions with <i>but</i> to express difference Can use short responses with <i>so, too, neither, or not either</i> to express agreement Can use short responses with <i>but</i> to express disagreement 	Scientific Article: <i>The Twin Question: Nature or Nurture?</i> <ul style="list-style-type: none"> Can extract specific information from a long, linguistically complex text on a scientific topic

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A discussion about a conference</p> <p>■ Can follow a group discussion, identifying important details such as the speakers' schedules and plans</p>	<p>■ Can discuss schedules, reaching agreement on plans</p> <p>■ Can offer a detailed opinion about a controversial topic relating to technology</p>	<p>■ Can write two paragraphs about a hypothetical scenario that is set in the future</p>	<p>challenge (n) <input type="checkbox"/></p> <p>individual (n) <input type="checkbox"/></p> <p>innovative <input type="checkbox"/></p> <p>technology <input type="checkbox"/></p> <p>vehicle <input type="checkbox"/></p> <p>vertical (adj)</p>
<p>A conversation about entrepreneurship</p> <p>■ Can follow a fast-paced conversation about professional aspirations, identifying key details</p>	<p>■ Can talk about someone's future goals and accomplishments</p> <p>■ Can discuss personal long-term goals and how to achieve them</p>	<p>■ Can write a detailed paragraph about a classmate's future goals and what that person is doing to achieve these goals</p>	<p>affordable</p> <p>convert (v) <input type="checkbox"/></p> <p>corporate (adj) <input type="checkbox"/></p> <p>initiative <input type="checkbox"/></p> <p>meanwhile</p> <p>status <input type="checkbox"/></p>
<p>On-the-street conversations</p> <p>■ Can identify important details from fast-paced conversations</p>	<p>■ Can interview a classmate, asking questions and checking information</p> <p>■ Can discuss details about cities around the world, asking questions and checking information</p>	<p>■ Can write an interview transcript about a classmate's home city, commenting on and checking information</p>	<p>attracted (adj)</p> <p>constant (adj) <input type="checkbox"/></p> <p>extremely</p> <p>originally</p> <p>structure (n) <input type="checkbox"/></p> <p>supply (v)</p>
<p>A first-date conversation</p> <p>■ Can identify key details about people in a conversation</p>	<p>■ Can discuss similarities and differences between two people</p> <p>■ Can conduct online research about twins separated at birth and report findings</p> <p>■ Can discuss the controversial topic of nature vs. nurture and give own opinion</p>	<p>■ Can write two paragraphs about the similarities and differences between two people</p>	<p>complex (adj) <input type="checkbox"/></p> <p>factor (n) <input type="checkbox"/></p> <p>identical <input type="checkbox"/></p> <p>image <input type="checkbox"/></p> <p>investigate <input type="checkbox"/></p> <p>reserved (adj)</p>

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PART 4
Gerunds, Infinitives, and Phrasal Verbs

UNIT	GRAMMAR	READING
9 Gerunds and Infinitives: Review and Expansion Page 136 THEME Fast Food	<ul style="list-style-type: none"> Can use a gerund as the subject or the object of a verb Can use a range of verbs followed by a gerund or an infinitive Can use a gerund after a preposition or a phrasal verb, and an infinitive after certain adjectives or nouns Can use infinitives to express purpose Can use gerunds and infinitives to make general statements 	Social Science Article: <i>Fast Food in a Fast World</i> <ul style="list-style-type: none"> Can recognize significant points and ideas in an article about a popular trend
10 Make, Have, Let, Help, and Get Page 152 THEME Zoos and Marine Theme Parks	<ul style="list-style-type: none"> Can use <i>make</i>, <i>have</i>, <i>get</i>, or <i>let</i> to show how someone causes or allows another person/animal to do something Can use <i>help</i> to show that someone makes things easier for another person/animal 	Opinion Article: <i>That's Entertainment?</i> <ul style="list-style-type: none"> Can recognize significant points and arguments in an opinion article on a controversial topic
11 Phrasal Verbs: Review and Expansion Page 165 THEME Telemarketing	<ul style="list-style-type: none"> Can use a range of phrasal verbs Can use transitive phrasal verbs with or without separated objects Can use intransitive phrasal verbs Can use phrasal verbs with preposition combinations 	Magazine Article: <i>Welcome Home!</i> <ul style="list-style-type: none"> Can identify specific information in a linguistically complex article

PART 5
Adjective Clauses

12 Adjective Clauses with Subject Relative Pronouns Page 182 THEME Personality Types and Friends	<ul style="list-style-type: none"> Can use sentences with adjective clauses beginning with subject relative pronouns such as <i>who</i>, <i>that</i>, <i>which</i>, or <i>whose</i> to identify or give additional information about nouns Can use identifying and nonidentifying adjective clauses PRONUNCIATION Identifying and nonidentifying adjective clauses	Psychology Article: <i>Extroverts and Introverts</i> <ul style="list-style-type: none"> Can identify specific information in a linguistically complex article
13 Adjective Clauses with Object Relative Pronouns Page 199 THEME The Immigrant Experience	<ul style="list-style-type: none"> Can use adjective clauses beginning with object relative pronouns such as <i>who(m)</i>, <i>that</i>, <i>which</i>, or <i>whose</i> to identify or give additional information about nouns Can use adjective clauses beginning with <i>where</i> or <i>when</i> Can use identifying and nonidentifying adjective clauses Can use adjective clauses as objects of verbs and prepositions 	Online Book Review: <i>Stories of a New Generation of Immigrants</i> <ul style="list-style-type: none"> Can identify specific information in a book review

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about school food services ■ Can identify key details in a conversation	■ Can complete a questionnaire and discuss results ■ Can make cross-cultural comparisons about a familiar topic ■ Can conduct online research on fast food and report findings	■ Can write two paragraphs describing pluses and minuses of a certain type of food	appealing (adj) consequence <input type="checkbox"/> convenience <input type="checkbox"/> globe <input type="checkbox"/> objection <input type="checkbox"/> reliability <input type="checkbox"/>
A conversation between a student and a teacher ■ Can recognize how one speaker influences the other and gets that person to do something	■ Can describe how someone has influenced one's life ■ Can contribute to a group discussion about a controversial topic	■ Can write three paragraphs about a controversial topic, giving arguments for and against and stating one's personal opinion	cruel former humane physical <input type="checkbox"/> rebel (v) reinforcement <input type="checkbox"/>
A phone conversation with a telemarketer ■ Can identify key details in a conversation	■ Can justify and sustain views clearly by providing relevant explanations and arguments ■ Can analyze and discuss advertisements	■ Can write two paragraphs describing a personal experience and what one learned from the experience	authorities <input type="checkbox"/> eliminate <input type="checkbox"/> equivalent <input type="checkbox"/> feature (n) <input type="checkbox"/> firmly tactic
A conversation between friends at a high-school reunion ■ Can identify the people described in a conversation	■ Can take a personality quiz and discuss the results ■ Can give an opinion and examples in response to a literary quote or an international proverb ■ Can complete a questionnaire and discuss the answers	■ Can write two paragraphs describing the ideal friend and one's best friend	contradict <input type="checkbox"/> require <input type="checkbox"/> sensitive tendency trait unique <input type="checkbox"/>
A description of a childhood room ■ Can follow a personal narrative well enough to identify specific details	■ Can conduct online research about a successful immigrant and report findings ■ Can give an opinion and examples in response to a literary quote	■ Can write a description of a place from one's childhood and why the place was important	compelling (adj) encounter (v) <input type="checkbox"/> generation <input type="checkbox"/> issue (n) <input type="checkbox"/> poverty struggle (v)

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PART 6

Modals: Review and Expansion

UNIT	GRAMMAR	READING
14 Modals and Similar Expressions: Review Page 220 THEME Social Networking	<ul style="list-style-type: none"> Can use a range of modals and similar expressions to express ability, possibility, advice, necessity, prohibition, or conclusions Can use <i>may</i>, <i>might</i>, or <i>could</i> to express future possibility 	Social Science Article: <i>Staying Connected</i> <ul style="list-style-type: none"> Can extract information, ideas, and opinions from a linguistically complex article
15 Advisability in the Past Page 238 THEME Regrets	<ul style="list-style-type: none"> Can use a range of past modals to express past advisability, regret, or criticism PRONUNCIATION <i>Should have, Could have, Might have, and Ought to have</i>	Psychology Article: <i>Useless Regrets</i> <ul style="list-style-type: none"> Can infer people's opinions based on the information in a linguistically complex article
16 Speculations About the Past Page 252 THEME Unsolved Mysteries	<ul style="list-style-type: none"> Can use a range of past modals to speculate about past events and draw possible or probable conclusions based on facts PRONUNCIATION <i>Could(n't) have, May have, and Might have</i>	Archaeology Article: <i>The Iceman</i> <ul style="list-style-type: none"> Can speculate and draw conclusions based on the information in a factual article

PART 7

The Passive

17 The Passive: Overview Page 270 THEME Geography	<ul style="list-style-type: none"> Can differentiate between active and passive sentences Can use the passive with the simple present, the simple past, or the present perfect of transitive verbs Can determine when to mention the agent or not Can use the passive with <i>by</i> + agent when it is important to mention the agent 	Magazine Article: <i>Geography: The Best Subject on Earth</i> <ul style="list-style-type: none"> Can identify specific information in a linguistically complex article
18 The Passive with Modals and Similar Expressions Page 287 THEME International Cooperation	<ul style="list-style-type: none"> Can use the passive with a range of modals and similar expressions to express certainty in the future, ability or possibility, future possibility or impossibility, advice or necessity 	Social Science Article: <i>Close Quarters</i> <ul style="list-style-type: none"> Can identify specific information in a linguistically complex article

PART 7 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about Facebook</p> <p>■ Can identify key details in a conversation</p>	<p>■ Can discuss social networking websites, giving opinions</p> <p>■ Can take a quiz and compare answers with classmates</p> <p>■ Can discuss the advantages and disadvantages of social networking</p>	<p>■ Can write a blog entry about plans and events in the near future</p>	<p>content (n)</p> <p>involved (adj) <input type="checkbox"/></p> <p>limit (v)</p> <p>network (v) <input type="checkbox"/></p> <p>resource <input type="checkbox"/></p> <p>respond <input type="checkbox"/></p>
<p>A personal narrative about regrets</p> <p>■ Can follow a personal narrative well enough to identify specific details</p>	<p>■ Can take a survey and discuss the results</p> <p>■ Can discuss a situation, examining people's actions and giving opinions as to what the people should have done</p>	<p>■ Can write three paragraphs describing a past problem and evaluating what should or shouldn't have been done</p>	<p>examine</p> <p>exhausted (adj)</p> <p>paralyzed (adj)</p> <p>perceive <input type="checkbox"/></p> <p>strategy <input type="checkbox"/></p> <p>unrealistic</p>
<p>Conversations between archaeology students</p> <p>■ Can identify key details in conversations and match each conversation with a picture</p>	<p>■ Can discuss ancient objects, speculating on what they are and what they might have been used for</p> <p>■ Can discuss and speculate on new facts found about the Iceman</p>	<p>■ Can write a detailed paragraph speculating about an unsolved mystery</p>	<p>assume <input type="checkbox"/></p> <p>decade <input type="checkbox"/></p> <p>indicate <input type="checkbox"/></p> <p>preserve (v)</p> <p>speculation</p> <p>victim</p>
<p>An academic lecture about Haiti</p> <p>■ Can follow an academic lecture well enough to identify key details and complete notes</p>	<p>■ Can discuss and interpret an international proverb</p> <p>■ Can engage in an extended conversation about geographical locations and resources found there</p> <p>■ Can take a quiz and compare answers with classmates</p>	<p>■ Can write an essay about a country one knows well</p>	<p>edition <input type="checkbox"/></p> <p>explorer</p> <p>inhabitant</p> <p>mission</p> <p>publication <input type="checkbox"/></p> <p>respect (n)</p>
<p>Conversations from a science-fiction movie dialog</p> <p>■ Can follow conversations well enough to identify key details</p>	<p>■ Can discuss rules for group living in close quarters</p> <p>■ Can make recommendations for improvement of one's environment</p> <p>■ Can discuss the pros and cons of investing money in space projects</p>	<p>■ Can write one or two paragraphs describing the ideal school for diplomacy</p>	<p>assemble <input type="checkbox"/></p> <p>benefit (v) <input type="checkbox"/></p> <p>concern (n)</p> <p>cooperate <input type="checkbox"/></p> <p>perspective <input type="checkbox"/></p> <p>undertaking <input type="checkbox"/></p>

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PART 8
Conditional Sentences

UNIT	GRAMMAR	READING
▼ PART 7 CONTINUED		
19 The Passive Causative Page 301 THEME Personal Services	<ul style="list-style-type: none"> ■ Can use the passive causative to describe services people arrange for someone to do for them ■ Can use the passive causative with <i>by</i> + agent when the agent is new or important information 	Fashion Magazine Article: <i>Body Art</i> <ul style="list-style-type: none"> ■ Can identify specific information in an article on a familiar topic
20 Present Real Conditional Sentences Page 316 THEME Shopping	<ul style="list-style-type: none"> ■ Can use present real conditional sentences with <i>if/when</i> to describe real conditions and results that are certain, such as general truths and habits ■ Can use modals or similar expressions in the result clause to express possibility, advice, or necessity ■ Can use an imperative in the result clause to express instructions, commands, or invitations 	Information Article: <i>Pick and Click: Shopping@Home</i> <ul style="list-style-type: none"> ■ Can identify specific information in an article on a familiar topic
21 Future Real Conditional Sentences Page 331 THEME Cause and Effect	<ul style="list-style-type: none"> ■ Can use future real conditional sentences with <i>if/unless</i> to describe real conditions and results that are certain ■ Can use modals or similar expressions in the result clause to express possibility, advice, or necessity 	Magazine Article: <i>Knock on Wood!</i> <ul style="list-style-type: none"> ■ Can identify specific information in an article on a familiar topic
22 Present and Future Unreal Conditional Sentences Page 344 THEME Wishes	<ul style="list-style-type: none"> ■ Can use present and future unreal conditional sentences to describe unreal conditions and results that are untrue, imagined, or impossible ■ Can use <i>might</i> or <i>could</i> in the result clause to express possibility ■ Can give advice using <i>If I were you</i> ■ Can use <i>wish</i> to express wishes related to the present or future 	Fairy Tale: <i>The Fisherman and His Wife</i> <ul style="list-style-type: none"> ■ Can identify specific information in a story
23 Past Unreal Conditional Sentences Page 359 THEME Alternate Histories	<ul style="list-style-type: none"> ■ Can use past unreal conditional sentences to describe past unreal conditions and results that are untrue, imagined, or impossible ■ Can use <i>might have</i> or <i>could have</i> in the result clause to express possibility ■ Can use <i>wish</i> + past perfect to express regret or sadness 	Information Article: <i>What if...?</i> <ul style="list-style-type: none"> ■ Can extract specific information from a linguistically complex article

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation between father and daughter ■ Can identify key details in a conversation about tasks on a To Do list	■ Can talk about plans and preparations for a trip to another country ■ Can compare <i>Before</i> and <i>After</i> pictures of a person and discuss changes in appearance ■ Can discuss steps people from different cultures take to improve their appearance	■ Can write one or two paragraphs describing preparations for a future event	caution (n) expand <input type="checkbox"/> option <input type="checkbox"/> permanent (adj) risk (n) temporary (adj) <input type="checkbox"/>
Announcements in an airport and aboard a plane ■ Can infer correct information from public announcements	■ Can discuss and complete an online order form ■ Can discuss shopping in different places ■ Can compare the advantages and disadvantages of shopping in stores and shopping online	■ Can write a short article describing things to do and see in one's city or town	consumer <input type="checkbox"/> dispute (v) policy <input type="checkbox"/> precaution secure (adj) <input type="checkbox"/> site (n) <input type="checkbox"/>
An interview with a candidate for student council president ■ Can follow an animated conversation well enough to identify details	■ Can discuss common problems and possible solutions ■ Can discuss superstitions, giving opinions and making cross-cultural comparisons	■ Can write a short speech about what one will do if elected class or school president	anticipate <input type="checkbox"/> attitude <input type="checkbox"/> confident insight <input type="checkbox"/> percent <input type="checkbox"/> widespread <input type="checkbox"/>
A modern fairy tale ■ Can follow a recorded story well enough to identify key details	■ Can discuss common problems and give advice ■ Can discuss hypothetical questions and wishes	■ Can write a detailed paragraph describing a wish one has for oneself or society, and what might happen if it came true	consent (v) <input type="checkbox"/> embarrassed (adj) enchanted (adj) furious grant (v) <input type="checkbox"/> regular (adj)
Conversations about past events ■ Can follow animated conversations well enough to identify key information about past events	■ Can speculate about past events or hypothetical situations ■ Can analyze past situations and evaluate the decisions made ■ Can talk about a past decision one regrets and about what one wishes had happened and why	■ Can write one or two paragraphs speculating about what would have happened if an important event hadn't taken place	alternate (adj) <input type="checkbox"/> dominate <input type="checkbox"/> occur <input type="checkbox"/> outcome <input type="checkbox"/> parallel (adj) <input type="checkbox"/> version <input type="checkbox"/>

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PART 9
Indirect Speech and Embedded Questions

UNIT	GRAMMAR	READING
24 Direct and Indirect Speech Page 376 THEME: Truth and Lies	<ul style="list-style-type: none"> Can report what others said using direct and indirect speech Can use a range of common reporting verbs in both direct and indirect speech Can correctly punctuate statements in direct speech Can make tense and pronoun changes in indirect speech 	Social Science Article: <i>The Truth About Lying</i> <ul style="list-style-type: none"> Can identify specific information in a linguistically complex article
25 Tense Changes in Indirect Speech Page 392 THEME: Extreme Weather	<ul style="list-style-type: none"> Can report other people's statements using indirect speech, making tense and time-word changes Can use modals in indirect speech Can recognize verbs that do not change in indirect speech Can use appropriate time words in indirect speech 	Scientific Article: <i>Force of Nature</i> <ul style="list-style-type: none"> Can attribute quoted speech to appropriate speakers based on the information in an article
26 Indirect Instructions, Commands, Advice, Requests, Invitations Page 408 THEME: Health Issues	<ul style="list-style-type: none"> Can report other people's instructions, commands, advice, requests, and invitations, using indirect speech with infinitives 	Radio Interview Transcript: <i>Here's to Your Health</i> <ul style="list-style-type: none"> Can identify specific information in a linguistically complex text
27 Indirect Questions Page 420 THEME: Job Interviews	<ul style="list-style-type: none"> Can report other people's questions, using indirect speech Can use <i>if</i>, <i>whether</i>, or a <i>wh</i>-word to begin indirect questions Can use proper verb tense and word order in indirect questions 	Business Article: <i>The Stress Interview</i> <ul style="list-style-type: none"> Can identify specific information in a linguistically complex article
28 Embedded Questions Page 437 THEME: Tipping Around the World	<ul style="list-style-type: none"> Can use sentences with embedded questions to ask for information or express something one doesn't know Can use <i>if</i>, <i>whether</i>, or a <i>wh</i>-word to begin embedded questions Can use statement word order in embedded questions 	Interview Transcript: <i>The Tip: Who? When? and How much?</i> <ul style="list-style-type: none"> Can extract specific information from a linguistically complex text

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>Conversations between friends and coworkers</p> <ul style="list-style-type: none"> Can follow animated conversations well enough to identify key details 	<ul style="list-style-type: none"> Can have a discussion about lying Can give an opinion and examples in response to a literary quote or international proverb Can complete a questionnaire and compare answers with classmates 	<ul style="list-style-type: none"> Can write one or two paragraphs about a past conversation, reporting what was said using direct and indirect speech 	<p>aware <input type="checkbox"/></p> <p>justify <input type="checkbox"/></p> <p>majority <input type="checkbox"/></p> <p>nevertheless <input type="checkbox"/></p> <p>reveal (v) <input type="checkbox"/></p> <p>survey (n) <input type="checkbox"/></p>
<p>A conversation about a recent weather report</p> <ul style="list-style-type: none"> Can identify key details in a discussion about a weather report 	<ul style="list-style-type: none"> Can conduct a simple interview and report the other person's answers Can do an online search about an extreme weather event and report findings 	<ul style="list-style-type: none"> Can write two paragraphs about an extreme weather event, reporting another person's experience 	<p>devastation <input type="checkbox"/></p> <p>exceed <input type="checkbox"/></p> <p>extreme <input type="checkbox"/></p> <p>inevitable <input type="checkbox"/></p> <p>shelter (n) <input type="checkbox"/></p> <p>whereas <input type="checkbox"/></p>
<p>A conversation about a visit to a headache clinic</p> <ul style="list-style-type: none"> Can identify key details in a conversation about medical advice 	<ul style="list-style-type: none"> Can discuss health problems and possible home remedies Can report on how someone followed instructions 	<ul style="list-style-type: none"> Can write one or two paragraphs describing a health problem one had and reporting the advice one received 	<p>astonishing <input type="checkbox"/></p> <p>fatigue (n) <input type="checkbox"/></p> <p>interfere <input type="checkbox"/></p> <p>monitor (v) <input type="checkbox"/></p> <p>persist <input type="checkbox"/></p> <p>remedy (n) <input type="checkbox"/></p>
<p>A conversation about a job interview</p> <ul style="list-style-type: none"> Can identify key details in a conversation about a job interview 	<ul style="list-style-type: none"> Can role-play a job interview and discuss with classmates Can talk about a personal experience with a job interview Can complete a questionnaire about work values, discuss answers, and report conversations 	<ul style="list-style-type: none"> Can write a report on a job interview 	<p>appropriate (adj) <input type="checkbox"/></p> <p>candidate <input type="checkbox"/></p> <p>evaluation <input type="checkbox"/></p> <p>handle (v) <input type="checkbox"/></p> <p>potential (adj) <input type="checkbox"/></p> <p>pressure (n) <input type="checkbox"/></p>
<p>A call-in radio show about tipping</p> <ul style="list-style-type: none"> Can understand a call-in radio program well enough to identify information 	<ul style="list-style-type: none"> Can discuss tipping around the world, giving opinions Can talk about problems encountered during first-time experiences Can role-play a conversation between a hotel clerk and a guest asking for information 	<ul style="list-style-type: none"> Can write a detailed paragraph about a confusing or surprising situation 	<p>clarify <input type="checkbox"/></p> <p>custom <input type="checkbox"/></p> <p>depend on <input type="checkbox"/></p> <p>logical <input type="checkbox"/></p> <p>ordinary <input type="checkbox"/></p> <p>ultimate <input type="checkbox"/></p>

☐ = Academic Word List item

The Passive

UNIT

17

The Passive: Overview

GEOGRAPHY

UNIT

18

The Passive with Modals and Similar Expressions

INTERNATIONAL COOPERATION

UNIT

19

The Passive Causative

PERSONAL SERVICES

OUTCOMES

- Recognize when to use the passive and when to mention the agent
- Use the passive with different tenses
- Identify specific information in a magazine article about geography
- Identify key details in an academic lecture
- Discuss and interpret international proverbs
- Discuss products found in geographical locations
- Write an essay about a familiar country

OUTCOMES

- Express certainty, ability, possibility, impossibility, advice, or necessity with passive modals and similar expressions
- Identify key information in a social science article
- Identify details in a science-fiction movie dialog
- Discuss rules for group living in close quarters
- Discuss pros and cons of investing money in space projects
- Write about the ideal school for diplomacy

OUTCOMES

- Describe services that people have done for them by others, using the passive causative
- Identify key information in an article about beauty
- Identify details in a conversation about tasks needing to be done
- Discuss preparations for a trip to another country
- Discuss steps people from different cultures take to improve their appearance
- Write about preparations for an upcoming event

UNIT 17

The Passive: Overview GEOGRAPHY

OUTCOMES

- Recognize when to use the passive and when to mention the agent
- Use the passive with different tenses
- Identify specific information in a magazine article about geography
- Identify key details in an academic lecture
- Discuss and interpret international proverbs
- Discuss products found in geographical locations
- Write an essay about a familiar country

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the title of the article and at the photo. Discuss the questions.

1. What is geography?
2. Have you ever studied geography in school? If yes, did you enjoy it?
3. Is geography an important subject? Why or why not?

READ

17/01 Read this article about *National Geographic*, a famous magazine.

Geography: The Best Subject on Earth

Geography is the study of the Earth and its people. It sounds exciting, doesn't it? Yet for decades, students yawned just hearing the word. They **were forced** to memorize the names of capital cities, important rivers and mountains, and natural resources. They **were taught** where places were and what **was produced** there. But they **weren't shown** how our world looks and feels.

And then came *National Geographic*. From the Amazon rain forest to the Sahara Desert, and from Baalbek to Great Zimbabwe, the natural



and human-made wonders¹ of our world have now been brought to life by its fascinating reporting and beautiful photographs, such as the one on page 270, which was taken by photojournalist² Reza Deghati, of a man planting a palm tree in Saudi Arabia.

The National Geographic Society was formed in Washington, D.C., in 1888 by a group of professionals including geographers, explorers, teachers, and mapmakers. Nine months later, the first *National Geographic* magazine was published so that the Society could fulfill its mission: to spread knowledge of and respect for the world, its resources, and its inhabitants.

In 1995, the first foreign-language edition of *National Geographic* was published in Japan. Today, the magazine is printed in English and more than forty local languages and sold all over the world. *National Geographic* also puts out a number of special publications. *National Geographic Explorer*, for example, has been created for classrooms. Other publications feature travel and adventure. *National Geographic* TV programs are watched in over 440 million homes in more than 170 countries, and digital editions are read by hundreds of thousands of people a month.

The study of geography has come a very long way since 1888. The Society's mission has been fulfilled. In fact, it has even been extended to include worlds beyond Earth. From the deep seas to deep space, geography has never been more exciting.

¹ wonders: things that make you feel surprise and admiration

² photojournalist: someone who takes photos and writes reports for newspapers and magazines

AFTER YOU READ

A VOCABULARY Match the words with their definitions.

- | | |
|----------------------|---|
| _____ 1. mission | a. a book or magazine sold to the public |
| _____ 2. respect | b. someone who travels for the purpose of discovery |
| _____ 3. publication | c. an important purpose |
| _____ 4. inhabitant | d. the total number of copies of a magazine or book printed at the same time |
| _____ 5. explorer | e. one of the people living in a particular place |
| _____ 6. edition | f. an attitude that shows you think someone or something is valuable or important |

B COMPREHENSION Answer the questions.

- Who memorized names of capital cities? _____
- What brought the wonders of our world to life? _____
- Who took the photo of the Saudi man planting a palm tree? _____
- Who formed the National Geographic Society? _____
- Who reads digital editions of *National Geographic*? _____
- How has the Society's mission changed? _____

C DISCUSSION Work with a partner. Compare your answers in B. Do you agree?

STEP 2

GRAMMAR PRESENTATION

THE PASSIVE

Active	Passive
Millions of people buy it.	It is bought by millions of people.
Someone published it in 1888.	It was published in 1888.
They have reached their goal.	Their goal has been reached .

Positive Statements

Subject	Be (not)	Past Participle	(By + Object)
It	is (not)	bought	by millions of people.
It	was (not)	published	in 1888.
Their goal	has (not) been	reached.	

Yes/No Questions

Be/ Have	Subject	(Been +) Past Participle
Is	it	sold
Was	it	in Japan?
Has		been sold

Short Answers

Affirmative			Negative		
Yes,	it	is.	No,	it	isn't.
		was.			wasn't.
		has (been).			hasn't (been).

Wh- Questions

Wh- Word	Be/ Have	Subject	(Been +) Past Participle
Where	is	it	sold?
	was		
	has		been sold?

GRAMMAR NOTES

1 Active and Passive Sentences

Active and **passive** sentences often have similar meanings, but a **different focus**.

Active sentences focus on the **agent** (the person or thing doing the action).

Millions of people read the magazine.
(The focus is on the people.)

Passive sentences focus on the **object** (the person or thing receiving the action).

The magazine is read by millions of people.
(The focus is on the magazine.)

2 Forms of the Passive

Form the passive with **be + past participle**.

- simple present
- simple past
- present perfect

It **is printed** in more than forty languages.
It **was published** for the first time in 1888.
They **have been sold** all over the world.

Only **transitive verbs** (verbs that have objects) have passive forms.

TRANSITIVE VERB + OBJECT
Ed Bly **wrote** that article.
That article **was written** by Ed Bly. (passive form)

BE CAREFUL! Intransitive verbs do not have passive forms.

INTRANSITIVE VERB
It **arrived** on Monday.
NOT It ~~was arrived~~ on Monday. (no passive form)

3 Uses of the Passive

Use the passive when the **agent** (the person or thing doing the action) is **unknown or not important**.

The magazine **was started** in 1888.
(I don't know who started it.)
The magazine **is sold** online.
(It is not important who sells it.)

Use the passive when you want to **avoid mentioning** the agent.

Some mistakes **were made** in that article.
(I know who made the mistakes, but I don't want to blame the person.)

4 The Passive with 'by' + Agent

Use the **passive** with **by** if you mention the agent.

Only mention the agent when it is **important** information.

The photographs in this article are wonderful. They **were taken by a professional**.
One of the first cameras **was invented by Alexander Wolcott**.

BE CAREFUL! In most cases, you do not need to mention an agent in passive sentences. Do not include an agent if the information is not necessary.

Ed Bly took a really great photo. It **was taken** last February.
NOT Ed Bly took a really great photo. It was taken last February ~~by him~~.

Go to MyEnglishLab to watch the grammar presentation.

STEP 3

FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1-4 Read the statements. Check (✓) Active or Passive.

	Active	Passive
1. The first <i>National Geographic</i> magazine was published in October 1888.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Today, millions of people read the magazine.	<input type="checkbox"/>	<input type="checkbox"/>
3. The magazine is translated from English into forty other languages.	<input type="checkbox"/>	<input type="checkbox"/>
4. My cousin reads the Russian edition.	<input type="checkbox"/>	<input type="checkbox"/>
5. Some of the articles are written by famous writers.	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Young Explorer</i> , another publication, is written for kids.	<input type="checkbox"/>	<input type="checkbox"/>
7. The publication is known for its wonderful photography.	<input type="checkbox"/>	<input type="checkbox"/>
8. A <i>National Geographic</i> photographer took the first underwater color photos.	<input type="checkbox"/>	<input type="checkbox"/>
9. Photographers are sent all over the world.	<input type="checkbox"/>	<input type="checkbox"/>
10. The articles show a lot of respect for nature.	<input type="checkbox"/>	<input type="checkbox"/>
11. That picture was taken by Reza Deghati.	<input type="checkbox"/>	<input type="checkbox"/>
12. <i>National Geographic</i> is sold at newsstands.	<input type="checkbox"/>	<input type="checkbox"/>

EXERCISE 2 ACTIVE OR PASSIVE

GRAMMAR NOTES 1-4 The chart shows some of the forty language editions that *National Geographic* publishes. Use the chart to complete the sentences. Some sentences will be active; some will be passive.

Language	Number of Speakers*
Arabic	240
Chinese (all varieties)	1,200
English	340
Japanese	130
Korean	77
Russian	110
Spanish	410
Turkish	71

*first-language speakers in millions


- Spanish is spoken by 410 million people
- Around 110 million people speak Russian
- Arabic _____
- _____ Chinese.

5. _____ by 77 million people.
6. _____ 130 million people.
7. Approximately 340 million people _____.
8. _____ 71 million people.

EXERCISE 3 WH- QUESTIONS AND STATEMENTS

GRAMMAR NOTE 2 Jill Jones, a magazine journalist, is preparing for a trip to Bolivia. Look at the online travel quiz she is going to take. Complete the questions with the correct form of the verbs in parentheses. Then take the quiz. Guess the answers!

T R A V E L Q U I Z



Destination: La Paz, Bolivia

1. In which part of the country _____ *is* the capital _____ *located* _____ ?
☐ the north ☐ the center ☒ the west
(locate)
2. When _____ La Paz _____ *(establish)* _____ ?
☐ 1448 ☐ 1548 ☐ 1648
3. Which of these items _____ *(produce)* _____ in La Paz?
☐ agricultural tools ☐ cars ☐ electric appliances
4. What _____ the main street in La Paz _____ *(call)* _____ ?
☐ La Rambla ☐ El Prado ☐ El Alto
5. Which sport _____ *(play)* _____ the most in La Paz?
☐ baseball ☐ soccer ☐ basketball

B Complete the sentences with the correct form of the verbs in parentheses. The sentences contain the answers to the questions in A. Did you guess the answers correctly?

1. The highest capital in the world, La Paz was built
(build) in a canyon in the west of the country. It is surrounded
(surround) by mountains, such as the beautiful Illimani mountain, which is covered
(cover) by snow all year.
2. The city was established
(establish) in 1548 by Spanish settlers.
3. Agricultural tools along with food and tobacco products, clothing, and building materials are made
(make) in the capital.
4. The main street's name changes in different parts of the city, but the tree-lined section in downtown La Paz is known
(know) as El Prado.
5. Soccer is the most popular sport. The city has several soccer teams. The Strongest, which was formed
(form) in 1908, has won many tournaments.

EXERCISE 4 QUESTIONS, STATEMENTS, AND SHORT ANSWERS

GRAMMAR NOTE 2 Jill Jones is interviewing a Bolivian cultural attaché for an article she's writing. Complete her interview with the passive form of the correct verbs from the boxes and with short answers.

grow inhabit spell

JONES: Thanks for giving me some time today. Here's my first question: Was the area first inhabited
1.

ATTACHÉ: No, it wasn't
2. Long before the Inca, the Aymara created a great civilization around Lake Titicaca. In fact, the Aymara still live in Bolivia.

JONES: Interesting. Now, let's talk about farming. I know potatoes are an important food crop¹ in the mountains of the Andes.

Is corn 3. grown there as well?

ATTACHÉ: No 4. The climate is too cold for corn. But quinoa grows well there.

JONES: Quinoa? Is it that easy to grow 5. with a k?

¹ crop: a plant such as corn or wheat which is grown by a farmer.



eat mine² use

NETACHÉ: _____, You spell it with a *q*—*q-u-i-n-o-a*. Quinoa is a traditional grain, like corn and wheat in other places. It _____ by the inhabitants of the Andes since ancient times. In fact, it's been a major source of food for more than 5,000 years.

JONES: Now, everyone thinks of llamas when they think of Bolivia. What _____ these animals _____ for?

NETACHÉ: Oh, for many things—clothing, meat, transportation. But they only do well high in the Andes.

JONES: I see. And what about other resources? I know that tin is extremely important in Bolivia. Where _____ it _____?

find make speak

NETACHÉ: Well, the richest sources of tin _____ in the Andes.

JONES: And how about the eastern part of the country? What resources are in that region?

NETACHÉ: In the Oriente? Oil and natural gas.

JONES: OK. Let's talk about languages now. I know Spanish is the official language of Bolivia. But, what other languages _____ in the country?

NETACHÉ: Actually, more people speak Native American languages than Spanish.

JONES: That's interesting. Now, I know scientists love Bolivia for its wildlife. Are there still many jaguars there?

NETACHÉ: Yes. In the last decades, conservation _____ a top priority by our government. It's become their mission to protect jaguars and other rare and beautiful animals. We must show these animals respect, or we risk losing them.

JONES: Well, thank you very much for your time. I'll send you a copy of our publication as soon as the article comes out.

17/02

B LISTEN AND CHECK Listen to the interview and check your answers in A.

² mine: to dig into the ground to get gold, coal, tin, and other natural resources



EXERCISE 5 AFFIRMATIVE AND NEGATIVE STATEMENTS

GRAMMAR NOTES 2-4 Read Jill Jones's article. Her editor has circled in red six mistakes in spelling or fact. Rewrite the correct sentences with information from Exercise 4. You will write two sentences for each item. The first sentence will show why the sentence is incorrect. The second sentence will give the correct information.

A Land of Contrasts

by Jill Jones

Visitors to Bolivia are amazed by the contrasts and charmed by the beauty of this South American country's landscapes—from the breathtaking Andes in the west to the tropical lowlands in the east.

Two-thirds of Bolivia's 10 million people are concentrated in the cool western highlands, or *altiplano*. Today, as in centuries past, corn and kuinoa are grown in the mountains. Llamas are raised only for transportation. And tin, Bolivia's richest natural resource, is mined in the high Andes.

The Oriente, another name for the eastern lowlands, is mostly tropical. Rice is the major food crop there. Rubber oil, and natural gas are also found in this region.

Bolivia is home to many fascinating forms of wildlife. The condor, for example, is still seen flying above the highest mountains. Boa constrictors, jaguars, and many other animals are found in the rain forests.


Hundreds of years before the Inca flourished, a great civilization was created on the shores of the Pacific, probably by ancestors of Bolivia's Aymara people. Their descendants still speak the Aymara language. Today, Native American languages are still widely spoken in Bolivia. Although Portuguese is spoken in the government, Quechua and Aymara are used more widely by the people. Traditional textiles are woven by hand. Music is played on reed pipes whose tone resembles the sound of the wind blowing over the high plains in the Andes.



1. Corn isn't grown in the mountains. Potatoes are grown there.
2. _____
3. _____
4. _____
5. _____
6. _____

EXERCISE 6 INCLUDING OR DELETING THE AGENT

GRAMMAR NOTES 3-4 Read Ed Bly's soccer trivia column. Complete the information with the correct form of the verbs in the first set of parentheses. If the agent (in the second set of parentheses) is necessary, include it in your answer. If not, cross it out.



Soccer Trivia

- Soccer is the most popular sport in the world. It is played by more than 20 million people.
1. (play) (more than 20 million people)
- It is called football in 144 countries.
2. (call) ~~(people)~~
- Except for the goalie, players are not allowed to use their hands.
3. (not allow) (the rules)
- Instead, the ball is controlled with the feet, the head, and the body.
4. (control) (the feet, the head, and the body)
- Soccer is not played very much in the United States until thirty years ago. Since then, the game has become popular.
5. (not play) (people) 6. (make popular) (Pelé, Beckham, and other international stars)
- Forms of soccer are played in different cultures for thousands of years.
7. (play) (different cultures)
- A form of soccer was enjoyed in China 2,000 years ago.
8. (enjoy) (Chinese people)
- It was banned in 1365—his archers spent too much time playing and too little time practicing archery.
9. (ban) (King Edward III of England)
- Medieval games lasted for entire days, over miles of territory.
10. (play) (players)
- Every four years, the best soccer teams in the world compete in the World Cup tournament.
This event is organized by FIFA.
11. (organize) (FIFA)

EXERCISE 7 EDITING

GRAMMAR NOTES 1–4 Read this short biography of photojournalist Reza Deghati. (He took the photo on page 270.) There are eight mistakes in the use of the passive. The first mistake is already corrected. Find and correct seven more.

Seeing the World

REZA DEGHATI ^{was} born in Tabriz, Iran, in 1952. When he was only fourteen years old, he began teaching himself photography. At first, he took pictures of his own country—its people and its architecture. When he was twenty-five, he was decided to become a professional. During a demonstration, he was asked by a French news agency to take photos. He only shot one and a half rolls of film (instead of the usual twenty to forty), but his photos was published in *Paris Match* (France), *Stern* (Germany), and *Newsweek* (U.S.A.).

Reza, as he is knew professionally, has covered several wars, and he has be wounded on assignment.¹ Among all his assignments, the project dearest to his heart is photographing children, who he calls “the real victims of war.” He has donated these photos to humanitarian organizations. Always concerned with the welfare of children, Reza has made it his life’s mission to help them receive an education. His organization AINA created, in part, to achieve this goal.

When he was interviewed by an interviewer, Reza was asked to give advice to wannabe² photojournalists. He replied, “There is a curtain between the photographer and the subject unless the photographer is able to break through it. . . . Open your heart to people, so they know you care.”

Today, Reza Deghati lives in Paris. His photos is widely distributed in more than fifty countries around the world, and his work is published in *National Geographic* as well as many other internationally famous publications.

¹ *wounded on assignment*: injured on the job

² *wannabe*: (informal for want-to-be) a person who wants to become a member of a specific profession



EXERCISE 8 LISTENING

17/03

A Listen to a teacher talk about the country of Haiti. Then listen again and complete the student's notes.

Haiti

1. Officially, Haiti is called the Republic of Haiti.
2. It is located on the island of Hispaniola, which it shares with the Dominican Republic.
3. Haiti is home to by more than 10.6 million people.
4. Both French and Haitian Creole are spoken in Haiti.
5. Haiti was discovered really early by Christopher Columbus.
6. In 1492, Haiti was inhabited by the Taino people.
7. Haiti was colonized by Spain for more than 100 years, and then by France.
8. Vetiver, a plant, is used to make perfume, body creams, and soap.
9. Coffee, mangoes, nuts, corn, rice, and other crops are grown in Haiti.
10. Many of these crops are exported to other countries.
11. Haiti is visited by more than a million tourists each year.
12. Since 2012, several new hotels have been built in Haiti.



17/03

B Work with a partner. Listen again. What did you learn about Haiti? What, if anything, surprised you?

EXAMPLE: **A** I didn't know that two languages are spoken in Haiti.

B Me neither. I knew that French is spoken there, but I didn't know about Haitian Creole.

A I was also surprised to find out that...

EXERCISE 9 QUOTABLE QUOTES

DISCUSSION Work in a group. Read the proverbs from around the world. Choose three proverbs and discuss them. What do you think they mean? Are there proverbs from other cultures that mean the same thing?

1. Rome wasn't built in a day. (*English*)

EXAMPLE: A: I think this means that big projects aren't finished quickly.

B: Yes. They take a lot of time and you have to be patient.

C: There's a proverb in French that means the same thing: "Paris wasn't built in a day."

2. He who was bitten by a snake avoids tall grass. (*Chinese*)
3. He ran away from the rain and was caught in a hailstorm. (*Turkish*)
4. Never promise a fish until it's caught. (*Irish*)
5. Write the bad things that are done to you in sand, but write the good things that happen to you on a piece of marble. (*Arab*)
6. Skillful sailors weren't made by smooth seas. (*Ethiopian*)
7. From one thing, ten things are known. (*Korean*)
8. What is brought by the wind will be carried away by the wind. (*Iranian*)



EXERCISE 10 THE PHILIPPINES

A INFORMATION GAP Work with a partner. Student A will follow the instructions below. Student B will follow the instructions on page 487.

STUDENT A

- The Philippines consists of many islands and has many natural resources. Look at the map of Luzon and complete the chart. Write **Y** for Yes if Luzon has a particular resource and **N** for No if it does not.
- Student B has the map of Mindanao. Ask Student B questions about Mindanao and complete the chart for Mindanao.

EXAMPLE: A: Is tobacco grown in Mindanao?

B: No, it isn't.

- Student B doesn't have the map of Luzon. Answer Student B's questions about Luzon.

EXAMPLE: B: Is tobacco grown in Luzon?

A: Yes, it is. It's grown in the northern and central part of the island.



		MINDANAO	LUZON
GROW	tobacco	N	Y
	corn		
	bananas		
	coffee		
	pineapples		
	sugar		
RAISE	cattle		
	pigs		
MINE	gold		
	manganese		
PRODUCE	cotton		
	rubber		
	lumber		



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

EXERCISE 11 TRIVIA QUIZ

GAME National Geographic Explorer often has games and puzzles. Work with a partner. Complete this quiz. Then compare answers with your classmates. The answers are at the bottom of this page.

Do you know...?

- Urdu is spoken in _____.
a. Ethiopia b. Pakistan c. Uruguay
- Air conditioning was invented in _____.
a. 1902 b. 1950 c. 1980
- The X-ray was invented by _____.
a. Thomas Edison b. Wilhelm Röntgen c. Marie Curie
- The Petronas Towers in Kuala Lumpur were designed by _____.
a. Minoru Yamasaki b. César Pelli c. I. M. Pei
- The 2016 Summer Olympics were held in _____.
a. Brazil b. Canada c. Japan
- An ocean route from Portugal to the East was discovered by Portuguese explorer _____.
a. Hernán Cortés b. Louis Jolliet c. Vasco da Gama
- A baby _____ is called a *cub*.
a. cat b. dog c. jaguar

B Work with your partner. Make up your own quiz questions with the words in parentheses. Ask another pair to answer your questions.

- _____ *"Guernica" was painted* _____ by _____.
(paint)
a. _____ *Monet* b. _____ *Picasso* c. _____ *El Greco*
- _____ _____ by _____.
(invent)
a. _____ b. _____ c. _____
- _____ _____ by _____.
(compose)
a. _____ b. _____ c. _____
- _____ _____ by _____.
(write)
a. _____ b. _____ c. _____

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Complete the chart with information about a country you know well.

Name of country	
Geographical areas	
Crops grown in each area	
Animals raised in each area	
Natural resources found in each area	
Birds or animals found in each area	
Languages spoken	
Art, handicrafts, or music created	

B WRITE Use the information to write an essay about the country. Use the passive. Try to avoid the common mistakes in the chart.

EXAMPLE: Turkey is both a European and an Asian country. European Turkey is separated from Asian Turkey by the Sea of Marmara, the Bosphorus, and the Dardanelles. Citrus fruits, such as lemon and oranges, and tobacco are grown in . . .

Common Mistakes in Using the Passive

Use the correct form of **be + past participle** to form the passive. Do not use the base form of the main verb.

Only mention the **agent** when it is important information. Do not mention the agent when it is unnecessary information.

Oranges **are grown** in Turkey.

NOT Oranges are ~~grow~~ in Turkey.

Tobacco **is grown**.

NOT Tobacco is grown ~~by tobacco farmers~~.

C CHECK YOUR WORK Read your essay. Underline all the passive forms. Circle **by + agent**. Use the Editing Checklist to check your work.

Editing Checklist

Did you use . . . ?

- ☐ passive sentences to focus on the object
- ☐ the correct form of the passive (*be + past participle*)
- ☐ *by* if you mentioned the agent
- ☐ the agent only when it was important information

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

Go to MyEnglishLab for more writing practice.

UNIT 17 REVIEW

Test yourself on the grammar of the unit.

A Complete with active and passive sentences.

Active

1. They speak Spanish in Bolivia.
2. _____
3. _____
4. They translated the articles into Spanish.
5. They grow quinoa in the mountains.
6. _____

Passive

- _____
- Soccer is played in Bolivia.
- The photo was taken by Reza Deghati.
- _____
- _____
- The main street was named El Prado.

E Complete the sentences with the correct passive form of the verbs in parentheses.

1. Jamaica _____ by Europeans in the sixteenth century.
(discover)
2. Today, Creole, a mixture of languages, _____ by many Jamaicans.
(speak)
3. Some of the best coffee in the world _____ on the island.
(grow)
4. Sugar _____ to many countries.
(export)
5. Many people _____ by the sugar industry.
(employ)
6. Reggae music originated in Jamaica. It _____ popular by Bob Marley.
(make)
7. Since the summer of 1992, it _____ at the Sumfest festival on the island.
(perform)
8. Every year, the festival _____ by music lovers from around the world.
(attend)

C Find and correct six mistakes.

Photojournalist Alexandra Avakian was born and raise in New York. Since she began her career, she has covered many of the world's most important stories. Her work have been published in many newspapers and magazines including *National Geographic*, and her photographs have being exhibited around the world. Avakian has also written a book, *Window of the Soul: My Journey in the Muslim World*, which was been published in 2008. It has not yet been translated by translators into other languages, but the chapter titles appear in both English and Arabic. Avakian's book have be discussed on international TV, radio, and numerous websites.

Now check your answers on page 479.