

FIFTH EDITION

Focus on Grammar 5

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Scope and Sequence

PART 1 Present, Past, and Future

UNIT	GRAMMAR	READING
1 Present Time Page 4 THEME The Digital World	<ul style="list-style-type: none"> Can use the present perfect and the perfect progressive to connect the past with the present Can correctly use action verbs to describe actions and non-action verbs to describe states Can use adverbs with action words and adjectives with non-action verbs 	Opinion Editorial: <i>Connected!</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex text that contains the author's opinions
2 Past Time Page 18 THEME Intercultural Marriage	<ul style="list-style-type: none"> Can refer to past events using common irregular past forms in order to enrich spoken and written language Can describe past habits and situations using <i>would</i> and <i>used to</i> 	Article: <i>That Special Someone</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex text that contains a narrative
3 Future Time Page 35 THEME Travel	<ul style="list-style-type: none"> Can use <i>be going to</i> and <i>will</i> to talk about future events Can use <i>be going to</i> and present progressive to describe future plans Can use the future progressive to describe an action that will be in progress at a certain time in the future Can use the future perfect to show an action or state that will happen before a certain time in the future 	Advice Column: <i>Get the Most Out of It</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex text that contains advice or suggestions

PART 2 Modals and Other Auxiliaries

4 Modals to Express Degrees of Necessity Page 52 THEME Cultural Differences	<ul style="list-style-type: none"> Can speculate about past events using <i>could</i>, <i>may</i>, and <i>might</i> (not) <i>have</i> Can use <i>must</i>, <i>have to</i>, and <i>have got to</i> to show strong necessity Can use <i>should</i> and <i>ought to</i> to offer advice, and use <i>be supposed to</i> and <i>be to</i> to show expectations <p>PRONUNCIATION Modals and Modal-like Auxiliaries</p>	Personal Narrative: <i>What We Should and Shouldn't Have Done</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex narrative about a personal experience
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PART 2 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about data privacy</p> <p>■ Can follow a group discussion on a complex topic such as data and privacy</p>	<p>■ Can contribute fluently and naturally to a conversation about common uses of technology</p>	<p>■ Can write a detailed essay that highlights the benefits and drawbacks of an everyday object, device, or product</p>	<p>access <small>AWL</small> associate (with) do without downside exposure <small>AWL</small> origin put things in perspective <small>AWL</small> undeniably <small>AWL</small></p>
<p>A news broadcast</p> <p>■ Can recognize important details in news broadcast or interview about complex, unfamiliar topics</p>	<p>■ Can clearly and precisely offer opinions about past events or goals, agreeing or disagreeing with others' opinions</p>	<p>■ Can write a linguistically complex discursive essay about a past experience</p>	<p>acknowledge <small>AWL</small> ethnic <small>AWL</small> eventually <small>AWL</small> furthermore <small>AWL</small> priority <small>AWL</small> rely <small>AWL</small> sustain <small>AWL</small> unique <small>AWL</small></p>
<p>A conversation about travel plans</p> <p>■ Can recognize details in a fast-paced conversation about a schedule or itinerary</p>	<p>■ Can speculate and make predictions about future plans or events</p>	<p>■ Can write a linguistically complex discursive essay about future goals and aspirations</p>	<p>acquire <small>AWL</small> chart your own course excruciatingly hectic inevitable <small>AWL</small> maximize <small>AWL</small> minimize <small>AWL</small> out of whack</p>
<p>A conversation about suggestions</p> <p>■ Can identify the suggestions that are being made in a fast-paced conversation between fluent speakers</p>	<p>■ Can discuss illustrations in an academic text, using linguistically complex language</p>	<p>■ Can write a linguistically complex discursive essay, offering opinions and advice about a past situation</p>	<p>albeit <small>AWL</small> colleague <small>AWL</small> etiquette gracious occur <small>AWL</small> odd <small>AWL</small> overall <small>AWL</small> reciprocate</p>

AWL = Academic Word List item

UNIT	GRAMMAR	READING
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▼ PART 2 CONTINUED

5 Modals to Express Degrees of Certainty Page 69 THEME Mysteries	<ul style="list-style-type: none"> Can use <i>may</i>, <i>might</i>, <i>could</i>, and <i>may not</i> or <i>might not</i> + base form of the verb to convey the degree of certainty in the present Can use <i>may have</i>, <i>might have</i>, <i>could have</i>, <i>must have</i>, and <i>may not</i> or <i>might not</i> + past participle to convey the degree of certainty in the past Can use <i>should</i> and <i>ought to</i> + base form of the verb and <i>may</i>, <i>might</i>, and <i>could</i> + base form of the verb to convey the degree of certainty in the future 	An academic passage: <i>Who Really Discovered America?</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex academic text that challenges established ideas
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PART 3 Passive Voice

6 Passives: Part 1 Page 86 THEME Crime	<ul style="list-style-type: none"> Can use the passive with the past, present, and future tenses and modals Can use the passive causative to talk about services or activities that people arrange for someone else to do 	An article: <i>Did He Get Away With It?</i> <ul style="list-style-type: none"> Can recognize that ideas are parallel in a linguistically complex academic text
7 Passives: Part 2 Page 105 THEME Legends and Myths	<ul style="list-style-type: none"> Can express impersonal belief and opinion using <i>thought</i> / <i>believed that</i> . . . Can use the passive to describe situations or states, and to report ideas, beliefs, and opinions 	Anthropology Passage: <i>The Strangest of Peoples</i> <ul style="list-style-type: none"> Can distinguish between literal and allegorical meaning in an academic text

PART 4 Gerunds and Infinitives

8 Gerunds Page 124 THEME Friendship	<ul style="list-style-type: none"> Can use gerunds and gerund phrases in place of nouns, and as the subjects and objects of sentences Can use a possessive noun or pronoun before a gerund to demonstrate possession 	Magazine Article: <i>Friends</i> <ul style="list-style-type: none"> Can infer the author's attitude in an expository text
9 Infinitives Page 140 THEME Procrastination	<ul style="list-style-type: none"> Can use infinitives in the simple, past, and passive forms to establish time frames Can use a noun followed by an infinitive to give more information about the noun 	An Article: <i>Seize the Day</i> <ul style="list-style-type: none"> Can recognize and respond to complex arguments in newspaper articles

LISTENING	SPEAKING	WRITING	VOCABULARY
An academic discussion ■ Can follow a group discussion on an academic topic and reiterate the key concepts	■ Can clarify own points and ideas about an ambiguous event, using linguistically sophisticated language	■ Can write a complex composition about a mystery, using modals to speculate about clues and possibilities	cohort debris hypothesize <small>AWL</small> nonetheless <small>AWL</small> potential <small>AWL</small> specification <small>AWL</small> stem from theory <small>AWL</small>
An interview about a crime ■ Can identify key details in a fast-paced interview conducted by native speakers	■ Can summarize and reformulate ideas from members of a panel discussion to clarify a point	■ Can write a linguistically complex essay about a crime, using the passive voice to illustrate actions	diminish <small>AWL</small> equip (with) <small>AWL</small> inadvertently notwithstanding <small>AWL</small> presumably <small>AWL</small> proceed (to) <small>AWL</small> recover <small>AWL</small> reveal <small>AWL</small>
News bulletin about a natural disaster ■ Can follow chronological sequences in extended informal speech at natural speed	■ Can contribute fluently and naturally to a conversation about an academic topic	■ Can write a linguistically complex discursive essay about a legend or myth from one's culture	devote (to) <small>AWL</small> focal obtain <small>AWL</small> participation <small>AWL</small> practitioner <small>AWL</small> predominate <small>AWL</small> repulsive ritual
A telephone conversation between friends ■ Can identify key details in a telephone conversation between native speakers, spoken at a normal rate	■ Can contribute to group discussions about personal topics, even when speech is fast paced and colloquial	■ Can write a well-developed, grammatically varied essay about a personal experience	abandon <small>AWL</small> coincide <small>AWL</small> compatible <small>AWL</small> context <small>AWL</small> likewise <small>AWL</small> naive seek <small>AWL</small> vulnerable
A news bulletin about a prison escape ■ Can recognize key information in a news bulletin, spoken by a native speaker and containing reported speech	■ Can contribute fluently and naturally to a personal interview, alternating between answering and asking questions	■ Can write a well-developed, grammatically varied essay about a personal experience	connotation illustrate <small>AWL</small> motivate <small>AWL</small> scenario <small>AWL</small> straightforward <small>AWL</small> syndrome widespread <small>AWL</small>

AWL = Academic Word List item

PART 5

Nouns

UNIT	GRAMMAR	READING
10 Count and Non-Count Nouns Page 160 THEME Health	<ul style="list-style-type: none"> Can make certain non-count nouns countable by adding a phrase that gives them a form, a limit, or a container Can use irregular count and non-count nouns, and nouns that are only plural 	TV Program Transcript: <i>Concerned About Health? Ask the Expert.</i> <ul style="list-style-type: none"> Can infer the interviewee's opinion on a subject from a long and linguistically complex interview transcript
11 Definite and Indefinite Articles Page 178 THEME Disappearing Species	<ul style="list-style-type: none"> Can use indefinite nouns to describe things that are non-specific or general Can use definite nouns to describe a particular person, place, or thing Can use no article with names of people, the names of most countries, and habitual locations 	Scientific Article: <i>Going, Going . . . Gone?</i> <ul style="list-style-type: none"> Can follow abstract argumentation, for example, the balancing of alternatives and the drawing of a conclusion
12 Quantifiers Page 194 THEME Study Skills	<ul style="list-style-type: none"> Can use <i>amount</i> with non-count nouns and <i>number</i> with count nouns Can use <i>some</i>, <i>a few</i>, and <i>a little</i> with affirmative statements, and <i>any</i>, <i>few</i>, and <i>little</i> with negative statements Can use <i>much</i> and <i>a great deal</i> with non-count nouns, and <i>many</i> and <i>a great many</i> with count nouns PRONUNCIATION Quantifiers with of	Advice Column: <i>The Study Habits of Successful Students</i> <ul style="list-style-type: none"> Can infer the author's attitude in complex text that presents advice or suggestions
13 Modification of Nouns Page 211 THEME Expectations	<ul style="list-style-type: none"> Can use participle adjectives to modify nouns Can put multiple noun modifiers in a fixed order PRONUNCIATION Modifiers of Nouns	Expository Article: <i>I Hope for It, but I Don't Expect It</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex text that details a personal experience

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about health issues</p> <p>■ Can identify and comment on important details from a fast-paced conversation</p>	<p>■ Can orally convey information from different spoken sources, reconstructing arguments to present the overall result</p>	<p>■ Can write a well-developed, grammatically varied essay about personal attributes</p>	<p>advocate (v) <small>AWL</small></p> <p>authority <small>AWL</small></p> <p>category <small>AWL</small></p> <p>deviate <small>AWL</small></p> <p>hence <small>AWL</small></p> <p>imperative (adj)</p> <p>in moderation</p> <p>offset <small>AWL</small></p>
<p>A conversation about a controversial topic</p> <p>■ Can follow a fast-paced conversation between fluent speakers well enough to comment and contribute one's own opinion</p>	<p>■ Can contribute to a group discussion, using linguistically complex language</p>	<p>■ Can write a linguistically complex discursive essay about a topic of environmental or social importance</p>	<p>considerable <small>AWL</small></p> <p>crucial <small>AWL</small></p> <p>diversity <small>AWL</small></p> <p>institute <small>AWL</small></p> <p>nevertheless <small>AWL</small></p> <p>restrict <small>AWL</small></p> <p>strategy <small>AWL</small></p> <p>vanish</p>
<p>A conversation between a professor and a student</p> <p>■ Can follow a fast-paced conversation held by fluent speakers, and contribute one's own opinion and ideas</p>	<p>■ Can consult a variety of sources, using one's findings to speculate about future events</p>	<p>■ Can write a well-developed essay that clearly states one's opinion about how to improve study habits</p>	<p>allocate <small>AWL</small></p> <p>approximate (adj) <small>AWL</small></p> <p>aspect <small>AWL</small></p> <p>despair (v)</p> <p>orientation <small>AWL</small></p> <p>precise <small>AWL</small></p> <p>refine <small>AWL</small></p> <p>ultimately <small>AWL</small></p>
<p>A conversation about performance</p> <p>■ Can follow a fast-paced conversation well enough to recognize key details and add one's own contributions</p>	<p>■ Can contribute fluently and naturally to a literary analysis of a short story or poem</p>	<p>■ Can write a discursive essay that discusses people's expectations about major life events in detail</p>	<p>contrary <small>AWL</small></p> <p>emerge <small>AWL</small></p> <p>ensure <small>AWL</small></p> <p>intense <small>AWL</small></p> <p>outcome <small>AWL</small></p> <p>persist <small>AWL</small></p> <p>rave (about)</p> <p>thereby <small>AWL</small></p>

AWL = Academic Word List item

PART 6

Adjective Clauses

UNIT	GRAMMAR	READING
14 Adjective Clauses: Introduction Page 228 THEME Personality	<ul style="list-style-type: none"> Can use <i>who</i>, <i>which</i>, and <i>that</i> with adjective clauses to modify nouns Can modify subjects and objects of sentences with <i>whose</i>, <i>where</i>, <i>when</i>, and <i>that</i> + an adjective clause Can distinguish between essential and nonessential adjective clauses, using commas with nonessential adjective clauses PRONUNCIATION Identifying and Nonidentifying Adjective Clauses	Psychology Article: <i>What Type Are You?</i> <ul style="list-style-type: none"> Can recognize multiple purposes in a linguistically complex text about an academic subject
15 Adjective Clauses and Phrases Page 247 THEME Culture Shock	<ul style="list-style-type: none"> Can use the pattern quantifier + <i>of</i> + relative pronoun to refer to people or things, and noun + <i>of which</i> to refer to things only Can reduce adjective clauses to adjective phrases 	Sociology Article: <i>What Is Culture Shock?</i> <ul style="list-style-type: none"> Can recognize organizational patterns within a linguistically complex text

PART 7

Adverbs

16 Adverbs: Sentence, Focus, and Negative Page 266 THEME Controversial Issues	<ul style="list-style-type: none"> Can use focus adverbs before verbs to emphasize a word or phrase Can use negative adverbs at the beginning of sentences to emphasize negative meaning Can force inversion with <i>here</i>, <i>there</i>, <i>neither</i>, and <i>so</i> PRONUNCIATION Stressed Words After Focus Adverbs	Radio Transcript: <i>Time to Sound Off</i> <ul style="list-style-type: none"> Can identify the author's opinions in a linguistically complex interview or transcript
17 Adverb Clauses Page 282 THEME Sports	<ul style="list-style-type: none"> Can use a variety of adverb clauses to indicate when, where, why, or under what condition something happens Can use adverb clauses of contrast, such as <i>whereas</i>, <i>even though</i>, and <i>while</i> to establish contrast with ideas expressed in independent clauses 	Sports Editorial: <i>Are Sports Still Sporting?</i> <ul style="list-style-type: none"> Can follow abstract argumentation in an editorial, such as the balancing of alternatives and the drawing of conclusions

PART 7 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about university life</p> <p>■ Can follow a fast-paced conversation about life in a university setting</p>	<p>■ Can summarize research methodology and findings appropriately in an oral report about a famous person</p>	<p>■ Can write a linguistically complex essay that supports an opinion with a multitude of ideas, facts, or references</p>	<p>conflict (n) <small>AWL</small></p> <p>data <small>AWL</small></p> <p>discount (v)</p> <p>enable <small>AWL</small></p> <p>gravitate</p> <p>insight <small>AWL</small></p> <p>moreover</p> <p>secure (adj) <small>AWL</small></p>
<p>A conversation between a student and a guidance counselor</p> <p>■ Can follow a fast-paced conversation between native speakers fast enough to contribute</p>	<p>■ Can discuss illustrations in an academic text, using linguistically complex language</p>	<p>■ Can write a grammatically rich, discursive essay that describes a cultural experience in detail</p>	<p>adjustment <small>AWL</small></p> <p>attain <small>AWL</small></p> <p>convert (v) <small>AWL</small></p> <p>disorientation</p> <p>dwarf (v)</p> <p>flexible <small>AWL</small></p> <p>maturity <small>AWL</small></p> <p>whereas <small>AWL</small></p>
<p>An excerpt from a radio call-in show</p> <p>■ Can follow a fast-paced conversation about a controversial topic, identifying the speakers' opinions and offering one's own</p>	<p>■ Can contribute fluently and naturally to a group debate about a controversial topic</p>	<p>■ Can write a well-developed, grammatically varied composition that states and explains one's opinion on a controversial topic</p>	<p>compulsory</p> <p>controversial <small>AWL</small></p> <p>fundamentally <small>AWL</small></p> <p>inherent</p> <p>interfere (with)</p> <p>promote <small>AWL</small></p> <p>stereotype (n)</p> <p>voluntary <small>AWL</small></p>
<p>An interview with an athlete</p> <p>■ Can follow a fast-paced interview given by a fluent speaker well-enough to recall detailed information</p>	<p>■ Can offer and defend an opinion that's derived from a quotation</p> <p>■ Can offer one's own opinions and elicit the opinions of others in a fast-paced conversation about sports</p>	<p>■ Can write a well-developed, grammatically varied essay that discusses the pros and cons of a particular sport</p>	<p>awry</p> <p>derive <small>AWL</small></p> <p>factor (n) <small>AWL</small></p> <p>infer <small>AWL</small></p> <p>lurk</p> <p>parallel <small>AWL</small></p> <p>prevalence</p> <p>shift (v) <small>AWL</small></p>

AWL = Academic Word List item

PART 8 Noun Clauses

UNIT	GRAMMAR	READING
▼ PART 7 CONTINUED		
18 Adverb and Adverbial Phrases Page 298 THEME Compassion	<ul style="list-style-type: none"> Can change adverb clauses of time and reason to adverb and adverbial phrases Can change an adverb clause with the simple past or the past perfect to an adverb phrase by changing the verb to <i>having</i> + past participle 	A Personal Story: <i>Compassion</i> <ul style="list-style-type: none"> Can identify a sequence of events in a linguistically complex article or short story
19 Connectors Page 315 THEME Memory	<ul style="list-style-type: none"> Can use a range of common transition words to sequence events Can use both coordinating and subordinating conjunctions to connect ideas within and between sentences Can use a variety of transitions to connect sentences with independent clauses and blocks of text 	Scientific Article: <i>Try to Remember</i> <ul style="list-style-type: none"> Can infer the author's attitude in a linguistically complex academic text
20 Noun Clauses: Subjects, Objects, and Complements Page 334 THEME Birth Order	<ul style="list-style-type: none"> Can form and use noun clauses as subjects, objects, and complements Can form and use embedded questions Can add <i>-ever</i> to the end of <i>-wh</i> words to produce words that introduce noun clauses 	Newspaper Article: <i>Does It Matter When You Were Born?</i> <ul style="list-style-type: none"> Can recognize a connection between different theories in an academically rigorous text
21 Direct and Indirect Speech Page 352 THEME Communication and Misunderstanding	<ul style="list-style-type: none"> Can report what someone said using direct and indirect speech in both question and sentence form Can make the necessary changes to modals, possessive adjectives, and pronouns when using reported speech 	Transcribed Interview: <i>Understanding Misunderstandings</i> <ul style="list-style-type: none"> Can extract information, ideas, and opinions from highly specialized sources within their fields

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A news broadcast about world affairs</p> <p>■ Can infer opinions in a linguistically complex lecture on an academic topic</p>	<p>■ Can contribute to a fast-paced group discussion about experiences that were witnessed in the past</p>	<p>■ Can write a complex discursive essay about a situation that was witnessed or experienced in the past</p>	<p>civility confrontation dawn (on) decrepit elude media ooze (v) status <small>AWL</small></p>
<p>An excerpt from a workshop</p> <p>■ Can identify a speaker's point of view in a linguistically complex presentation</p>	<p>■ Can give one's opinion in response to a literary quote, and comment on the opinions of others</p>	<p>■ Can write a detailed discursive essay about a memorable experience from the past</p>	<p>core <small>AWL</small> deteriorate enhance <small>AWL</small> highlight <small>AWL</small> induce <small>AWL</small> mitigate recollect vivid</p>
<p>A conversation about family</p> <p>■ Can follow a fast-paced conversation between fluent speakers well enough to respond to questions and make one's own contributions</p>	<p>■ Can elicit and participate in a conversation that is based off data from a survey or questionnaire</p>	<p>■ Can write a well-developed, grammatically varied essay that responds to a binary question</p>	<p>compelling (adj) configuration conscientious enterprise innovator <small>AWL</small> niche (n) sole (adj) <small>AWL</small> temperament</p>
<p>A presentation about communication techniques</p> <p>■ Can identify the main ideas and opinions in a fast-paced presentation given by an industry expert</p>	<p>■ Can discuss communication techniques in a group setting, using linguistically complex language</p>	<p>■ Can write a complex essay that uses direct and indirect speech to provide a detailed account of an event witnessed in the past</p>	<p>address (v) arbitrary <small>AWL</small> distressed (adj) duration <small>AWL</small> inhibit <small>AWL</small> rancor rigid <small>AWL</small> self-righteous</p>

AWL = Academic Word List item

PART 9
Conditionals and the Subjunctive

UNIT	GRAMMAR	READING
22 Conditionals; Other Ways to Express Unreality Page 374 THEME Achievements and Inventions	<ul style="list-style-type: none"> Can use real conditionals to talk about general truth, facts, habits, and repeated events Can describe hypothetical (counterfactual) past results of a previous action or situation using the third conditional 	Article: <i>How Would Our World Be Different?</i> <ul style="list-style-type: none"> Can extract information, ideas, and opinions from highly specialized sources within their fields
23 More Conditions; The Subjunctive Page 392 THEME Advice	<ul style="list-style-type: none"> Can use <i>had</i>, <i>were</i>, and <i>should</i> in the inverted conditional form, deleting <i>if</i> Can use the subjunctive as a verb form to express unreal conditions, wishes, and possibilities Can use the subjunctive with the base form of the verb in noun clauses following verbs and adjectives of advice, necessity, and urgency 	Advice Column: <i>Ask Rosa</i> <ul style="list-style-type: none"> Can extract information, ideas, and opinions from complex texts that offer advice or suggestions

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A classroom discussion</p> <p>■ Can follow a fast-paced conversation that contains slang or idiomatic language, and can contribute one's own opinion and ideas</p>	<p>■ Can use real and unreal conditionals to discuss one's personal hopes and aspirations with a partner or group</p>	<p>■ Can write a linguistically complex, highly detailed essay about the impact of a technological development or invention</p>	<p>attribute (to) <small>AWL</small></p> <p>e.g.</p> <p>evolve <small>AWL</small></p> <p>formulate <small>AWL</small></p> <p>i.e.</p> <p>mutual <small>AWL</small></p> <p>ubiquitous</p> <p>utilize <small>AWL</small></p>
<p>A conversation about advice</p> <p>■ Can follow a fast-paced conversation held by fluent speakers, and contribute one's own opinion and idea</p>	<p>■ Can give a formal presentation to a group of peers, advising them to choose a specific action or outcome</p>	<p>■ Can write a linguistically complex discursive essay that uses the subjunctive to describe an important decision</p>	<p>capable <small>AWL</small></p> <p>manipulate <small>AWL</small></p> <p>mediate <small>AWL</small></p> <p>overbearing</p> <p>semblance</p> <p>slob</p> <p>resistant</p> <p>violate <small>AWL</small></p>

AWL = Academic Word List item

Nouns

UNIT

10

Count and Non-Count Nouns

HEALTH

UNIT

11

Definite and Indefinite Articles

DISAPPEARING SPECIES

UNIT

12

Quantifiers

STUDY SKILLS

UNIT

13

Modification of Nouns

EXPECTATIONS

OUTCOMES

- Use regular and irregular count and non-count nouns, and nouns that are only plural
- Make certain non-count countable with special phrases
- Identify the interviewee's opinion in an interview transcript
- Comment on important details from a conversation
- Discuss health habits, supporting opinions with examples
- Write a five-paragraph essay about personal health habits

OUTCOMES

- Describe non-specific things with indefinite nouns
- Describe particular persons, places, or things with definite nouns
- Identify key information in a scientific article
- Identify and comment on key details from a conversation on a topic of nature conservancy
- Discuss nature conservancy
- Write a five-paragraph essay about an endangered species

OUTCOMES

- Describe quantities and use quantifiers with count and non-count nouns
- Identify key information in an advice column
- Identify and comment on key details from a conversation in an academic setting
- Talk about your life now compared to your life in the past
- Discuss the meaning and implications of research data on a foreign country
- Write an essay about improving study habits

OUTCOMES

- Add more information about nouns with adjective and noun modifiers
- Identify an author's attitude in a magazine article
- Identify key details in a conversation
- Engage in a literary analysis of a short story
- Discuss experiences about overcoming obstacles
- Write an essay discussing expectations about life events

UNIT 10

Count and Non-Count Nouns HEALTH

OUTCOMES

- Use regular and irregular count and non-count nouns, and nouns that are only plural
- Make certain non-count countable with special phrases
- Identify the interviewee's opinion in an interview transcript
- Comment on important details from a conversation
- Discuss health habits, supporting opinions with examples
- Write a five-paragraph essay about personal health habits

STEP 1

GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. What are the most important health issues these days?
2. What should people do to stay healthy?

READ

▶ 00:00 Read this transcript of part of a TV program about health.

Concerned About Health? Ask the Expert.

MIRANDA OLSON: Good **afternoon**. Welcome to *Ask the Expert*. I'm Miranda Olson. My **guest** today is Dr. Mel Brand, an **authority** on everyday **health issues**, and we're going to devote today's entire **program** to your **questions** about **health**. So let's get right to it with our first **caller**. . . . Tell us your **name** and where you're from.

SALLY MATTHEWS: Hi, Dr. Brand. I'm Sally Matthews from San Diego, California. We hear a lot of negative **stuff** about fast **food**, but my **husband** and **kids** love **hamburgers** and **fries** and **sodas**. How bad is fast **food**?

DR. MEL BRAND: Sally, it's OK in **moderation**—but I wouldn't make a **habit** of eating it. Most fast **food** is full of **salt**, **sugar**, **cholesterol**, and lots of **calories**. An occasional **trip** to a **fast-food place** won't hurt you, especially if you can offset the **junk food** with healthy **salads** or **sandwiches**. But I wouldn't eat it more than once or twice a **week**.

MIRANDA OLSON: OK. Next **question**?

BOB GONZALES: Dr. Brand, I'm Bob Gonzales from Tampa, Florida. I'm twenty-five years old, and my **question** is about **sun**. My lovely **wife** is a wonderful **woman**, but she's also a **member** of the **sunblock police**. She won't let me go out the **door** without putting **sunblock** on. I've always been able to get a good **tan**, so is this really necessary? It's a **pain**.

DR. BRAND: Bob, I've got to side with your **wife**. The **sun** makes us feel wonderful, and we love its **warmth**, but it has its **dangers**. I've treated **patients** with **skin cancer**. The most telling **example** was an older **man** who hiked for forty **years** and refused to wear a **hat**. He developed **skin cancer** and didn't survive it.



I'm not trying to scare you, but I do advocate **sunblock** if you're going out in the **sun** for more than a few **minutes**. And you should definitely wear a brimmed¹ **hat** that protects your **face** and your **neck**. And that's all of us, not just fair-skinned **people**.

MIRANDA OLSON: OK. Let's go to the next **question** now.

MARTINA SMITH: Dr. Brand. I'm Martina Smith from Toronto, Canada. My **question** is about **weight**. My **husband** has gotten enormous. He's 5 **feet** 11 **inches** tall and weighs about 250 **pounds**. He used to be in good **shape** when he was a **tennis champion**, but now he doesn't get any **exercise**. When I try to get him to go to the **gym**, he either says he's too tired or he doesn't have **time**. Any **suggestions**?

DR. BRAND: Martina, it's evident that your **husband** is way too heavy. Have you heard of **body mass index**? Anyone with a **BMI**² of more than 25 is considered overweight. Hence, your **husband** would have a **BMI** of about 35, which puts him in the obese³ **category**. He's got to start exercising and taking off the **pounds**. Have him start slowly and build up to at least three **times** a week and not deviate from that **plan**. Get him to play a **game** of **tennis** with you. But don't delay.

MIRANDA OLSON: All right. Do we have another **question**?

FRANK LEE: Hi, Dr. Brand. I don't know if this is a **health question** or not, but is there a **cure** for **baldness**? I've been losing my **hair** since I was thirty-five, and ...

¹ *brimmed*: with an edge that gives protection or shade

² *BMI*: body mass index; a numerical measurement of body fat

³ *obese*: extremely overweight

AFTER YOU READ

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

advocate	category	hence	in moderation
authority	deviate	imperative	offset

1. Someone who is an accepted expert in a certain field is a(n) _____.
2. The word _____ means basically the same as *for this reason*.
3. To do something in order to make something bad have a smaller effect is to _____ it.
4. To _____ from a plan or course of action is to turn away from it.
5. When you do something _____, you don't do it too much.
6. When it is extremely important to do something, it is _____ to do it.
7. To _____ something is to support or recommend it.
8. A(n) _____ is a general class of things or ideas.

B COMPREHENSION Complete the sentences based on the reading. Choose the correct answers.

1. According to Dr. Brand, consuming fast food is ____ OK.
a. usually b. occasionally c. never d. always
2. Dr. Brand suggests that too much ____ in food is not beneficial.
a. protein b. calcium c. fiber d. sugar
3. Dr. Brand says ____ should wear sunblock if they spend time in the sun.
a. fair-skinned people b. dark-skinned people c. people over forty d. everyone
4. Exposure to the sun ____ cause skin cancer.
a. will b. shouldn't c. can d. won't
5. Anyone with a BMI exceeding ____ is considered overweight.
a. 40 b. 35 c. 25 d. 20
6. Dr. Brand believes exercise is of ____ importance to someone who is overweight.
a. no b. great c. some d. minimal

C DISCUSSION Work with a partner. Compare your answers in B. Then discuss: What health issue are you most concerned about personally?

NOUNS

Proper Nouns

Mel Brand is a physician.

Common Nouns

The doctor is an expert.

Count and Non-Count Nouns

Count Nouns

Article or Number	Noun	Verb	
A One	snack	is	refreshing.
The Two	snacks	are	

Non-Count Nouns

Noun	Verb	
Rice	is	nourishing.
Nutrition		important.

Nouns with Count and Non-Count Meanings

Count Meaning

There's a hair in my soup!
 A chicken escaped from the henhouse.
 How many times did you eat out?
 Please bring us two coffees.
 Brie is a soft cheese.
 I see a light in the window.
 Her new novel is a work of art.

Non-Count Meaning

Sandra has black hair.
 We had chicken for dinner.
 It takes time to prepare a good meal.
 I'd like some coffee.
 Cheese is produced in France.
 The sun provides light.
 Ideally, work should be fulfilling.

Non-Count Nouns Made Countable

Non-Count Noun

You need advice.
 Let's play tennis.
 There's not enough salt in the soup.
 I like bread with my meal.
 It's unhealthy to eat meat every night.
 Please put more paper in the printer.

Made Countable

Let me give you a piece of advice.
 Let's play a game of tennis.
 Add one spoonful of salt.
 Please get a loaf of bread at the store.
 The recipe takes three pounds of meat.
 Two packages of paper are all we have.

GRAMMAR NOTES

1 Definition of Nouns

<p>Nouns name persons, places, or things. There are two types of nouns: proper nouns and common nouns.</p>	
<p>Proper nouns name particular persons, places, or things. They are usually unique and are capitalized in writing. For example:</p> <p><i>Dr. Brand, Kinshasa, China, the United Nations</i></p>	<p>Dr. Brand has an office in this building. She comes from China.</p>
<p>Common nouns refer to people, places, or things but are not the names of particular individuals. For example:</p> <p><i>scientist, athlete, city, country, building</i></p>	<p>My uncle is a scientist. This is the biggest city in this area.</p>

2 Types of Common Nouns

<p>There are two types of common nouns: count nouns and non-count nouns.</p>	
<p>Count nouns refer to things that you can count separately. They can be singular or plural.</p> <p>You can use <i>a</i> or <i>an</i> before singular count nouns.</p>	<p>One woman lives in this apartment. There are eight planets in our solar system. Some vegetables are tasty.</p> <p>I'd like a sandwich. Do you want an apple?</p>
<p>Non-count nouns refer to things that you cannot count separately. In their basic sense, they have no plural form. We do not use <i>a</i> or <i>an</i> with them.</p> <p>The definite article <i>the</i> and the quantifiers <i>some</i> and <i>any</i> often precede non-count nouns.</p>	<p>You should avoid cholesterol. NOT You should avoid a cholesterol.</p> <p>Let me give you some advice. Sally said she didn't need any advice. NOT Sally said she didn't need an advice.</p>
<p>We normally use a singular verb with a non-count noun. We use a singular pronoun to refer to the noun.</p>	<p>Rice feeds millions. It feeds millions.</p>

3 Categories of Non-Count Nouns

Non-count nouns fall into a number of different categories.

- **abstractions:**
beauty, energy, honesty, love
- **diseases:**
AIDS, cancer, influenza, malaria
- **fields of study/languages:**
Arabic, engineering, English, physics, Spanish
- **food and drink:**
bread, coffee, fish, meat, tea, water
- **natural phenomena:**
electricity, heat, lightning, rain, sun
- **particles:**
dust, pepper, salt, sand, sugar
- **others:**
equipment, furniture, money, news, traffic

Honesty is the best policy.

She is undergoing treatment for **cancer**.

He learned **Arabic** in Saudi Arabia.

They don't eat **fish**.

I got too much **sun** today.

This food needs some **salt**.

Do you have enough **money** in your account?

4 Count and Non-Count Meanings of Nouns

Many nouns have **both a non-count and a count meaning**.

When we add the indefinite article, *a/an*, to a **non-count noun** or make the noun **plural**, the noun **becomes a count noun**, and its **meaning changes**. It generally changes from a mass that cannot be counted to one or more examples that can be counted.

Film is a major art form.

I've seen a lot of interesting **films** lately.
(individual movies)

I used to be a professor of **history**.

I read **a history** of the Civil War.
(a single book)

Mandy gets a lot of **exercise** every day.

I always start my workout with **a warm-up exercise**.
(a specific exercise that has a beginning and an end)

When we place *a/an* before non-count nouns or make the nouns plural, they also take on these meanings: **type of/kind of/variety of**.

In Italy, I tasted **a new pasta**.

That shop sells many different **teas**.

Many tasty **cheeses** are produced in France.

I drank **a soda**.

BE CAREFUL! Not all non-count nouns can be made countable. See Appendix X.

We were stuck in **traffic** for hours.

NOT We were stuck in ~~a traffic~~ for hours.

We had **fun** yesterday.

NOT We had ~~a fun~~ yesterday.

5 Making Non-Count Nouns Countable with Phrases

We can make certain non-count nouns countable by adding a **phrase** that gives them a **form**, a **limit**, or a **container**.

- a form
- a limit
- a container

NON-COUNT NOUN	MADE COUNTABLE
rain	a drop of rain
rice/sand	a grain of rice/sand
advice	a piece of advice
news	a news item
coffee/tea	a cup of coffee/tea
soda	a can of soda

USAGE NOTE Phrases that make nouns countable can be used instead of *some* or *any*. We use them when we want to be **more precise** and emphatic. They are commonly found in writing.

May I give you **some advice**? (*less precise*)
May I give you **a piece of advice**? (*more precise*)

6 Irregular Nouns

Certain nouns are **irregular**.

- **non-count nouns** ending in **-s**:
news, mathematics, economics, physics
- **count nouns** with **irregular plurals**:
criterion, criteria
stimulus, stimuli
phenomenon, phenomena
species, species
- nouns that are **normally plural** only:
people
police

The **news is** not good tonight.
Mathematics is a difficult subject for me.
Thunder is **an** atmospheric **phenomenon**.
Thunder and lightning are atmospheric **phenomena**.

People are funny.
~~NOT People is~~ funny.
The **police are** coming.
~~NOT The police is~~ coming.

USAGE NOTE In the singular, we normally use *person* and *police officer*. *People* can also be used in the singular when it means an ethnic group.

Tilahun is **an** interesting **person**.
My daughter became **a police officer**.
The Hutu are **a people** living in Rwanda and Burundi.

REFERENCE NOTES

For a list of **non-count nouns**, see Appendix 5 on page XXX.

For a list of **non-count nouns with special count meanings**, see Appendix 6 on page XXX.

For a list of **phrases for counting non-count nouns**, see Appendix 7 on page XXX.

For a list of **irregular noun plurals**, see Appendix 4 on page XXX.

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1-6 Read the sentences based on the reading. Underline the count nouns. Circle the non-count nouns.

1. We're going to devote the entire program to your questions about health.
2. It's OK in moderation, but I wouldn't make a habit of it.
3. Most fast food is full of salt, sugar, cholesterol, and calories.
4. We love its warmth, but it has its dangers.
5. I've treated patients with cancer.
6. You should wear sunblock if you're going out in the sun for more than a few minutes.
7. He used to be in good shape when he played tennis every day, but now he doesn't get any exercise.
8. Your husband would have a BMI of about 35, which puts him in the obese category.
9. Is there a cure for baldness?
10. I've been losing hair for several years.

EXERCISE 2 COUNT AND NOUN-COUNT NOUNS

GRAMMAR NOTE 4 Look at the word in bold in each pair of sentences. What kind of noun is it? Check *Count* or *Non-count*.

- | | Count | Non-Count |
|---|-------------------------------------|-------------------------------------|
| 1 a. You need to get more exercise . | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. Have you finished the exercise yet? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 a. There's a hair in my soup! | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Bruce has short black hair . | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 a. Work can be boring, but it can also be fulfilling. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Samantha's new novel is a work of art. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 a. Please bring us four sodas . | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Drinking too much soda is not good for you. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 a. The history I'm reading about World War I is interesting. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. History has always been my favorite subject. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 a. Film is my favorite art form. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. My uncle recommended this film . | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 a. The last time I saw Helena, she was sick. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. I never have enough time to do the things I want. | <input type="checkbox"/> | <input type="checkbox"/> |

EXERCISE 3 COUNT AND NON-COUNT NOUNS

GRAMMAR NOTES 4, 6 Complete the event postings on the website. Choose the correct count or non-count form.

●●●

SHOUT

FIND:

NEAR:

JEFFERSON JUNG: POETRY READING

WEDNESDAY, AUGUST 28, 2018, 7 P.M. • BURLINGTON CIVIC CENTER

Poet Jefferson Jung will give reading / a reading from his latest book of poems, which he describes as work / a work in progress.

1. 2.

HELEN HAMMOND: HEALTH IN THE TWENTY-FIRST CENTURY

FRIDAY, AUGUST 30, 2018, 8 P.M. • BURLINGTON CITY HALL

Professor Helen Hammond will give talk / a talk on health / a health in the twenty-first century.

3. 4.

Professor Hammond has written history / a history of public health care in the United States. At time / a time when some people think that Americans are unhealthier than ever, she will discuss all the government's criterion / criteria for making budget cuts to Medicaid and other health care programs.

5. 6. 7.

LABOR DAY PICNIC

MONDAY, SEPTEMBER 2, 2018, 5-9 P.M. • PATTON PARK

Work / A work on the renovation of Patton Park is now complete, and we're all set for the annual Labor Day picnic! If you haven't bought your tickets yet, time / a time is running short! As usual, we'll have hamburgers / hamburger and hot dogs, as well as soda / a soda and milk / a milk for the kids.

8. 9. 10. 11. 12.

BURLINGTON FILM FESTIVAL

TUESDAY AND WEDNESDAY, SEPTEMBER 3-4, 2018, 7-12 P.M. • BURLINGTON CIVIC AUDITORIUM

Local theater owner Anna Waters will open this year's festival with film / a film by the famous director Maximilian Garcia. The following evening, Ms. Waters will introduce Sophia Chiwetel, local filmmaker / a local filmmaker, who will present her own new movie about an intercultural romance / intercultural romance between a Nigerian woman and an American man.

13. 14. 15.

EXERCISE 4 NON-COUNT NOUNS MADE COUNTABLE

GRAMMAR NOTE 5 Complete the pairs of sentences. In the sentences on the left, use *some* or *any*. In the sentences on the right, use a phrase that makes the non-count noun countable. Look at Appendix 7 on page 00 for help.

Less Precise

1. a. When we moved to the new office, we lost some equipment.
2. a. Look! I just saw _____ lightning in the sky.
3. a. We didn't play _____ tennis after all.
4. a. Let me give you _____ advice: Don't eat that doughnut.
5. a. There hasn't been _____ rain here for over a month.
6. a. There wasn't _____ rice left on the plate.
7. a. I bought _____ meat at the supermarket.
8. a. We bought _____ furniture at the mall.
9. a. I always have _____ coffee when I wake up in the morning.
10. a. I got _____ sand in my shoes when I was at the beach.

More Precise

- b. When we moved to the new office, we lost two pieces of equipment.
- b. Look! I just saw _____ lightning in the sky.
- b. We didn't play _____ tennis after all.
- b. Let me give you _____ advice: Don't eat that doughnut.
- b. There hasn't been _____ rain here for over a month.
- b. There wasn't _____ rice left on the plate.
- b. I bought _____ meat at the supermarket.
- b. We bought _____ furniture at the mall.
- b. I always have _____ coffee when I wake up in the morning.
- b. Some people think you can see the world in _____ sand.

EXERCISE 5 COUNT AND NON-COUNT NOUNS WITH A, AN, THE

GRAMMAR NOTES 3-6 For each noun, write a sentence in which the noun is used in a non-count sense and another sentence in which it is used in a count sense. Make sure that the count sentences include *a/an* or the plural form of the count noun.

1. time

Non-count: Time passes much too quickly.

Count: We had a great time in Mexico last summer.

2. film

Non-count: _____

Count: _____

3. equipment

Non-count: _____

Count: _____

4. advice

Non-count: _____

Count: _____

5. work

Non-count: _____

Count: _____

6. talk

Non-count: _____

Count: _____

7. experience

Non-count: _____

Count: _____

8. fish

Non-count: _____

Count: _____

9. light

Non-count: _____

Count: _____

10. history

Non-count: _____

Count: _____

EXERCISE 6 EDITING

GRAMMAR NOTES 1–6 Read the email. There are ten mistakes in the use of count and non-count nouns. The first mistake is already corrected. Find and correct nine more.

Hi Kendra!

Your mom and I are having ^awonderful time in Brazil. We landed in Rio de Janeiro on Tuesday. On Wednesday, we walked and sunbathed on the Copacabana and Ipanema beaches. Unfortunately, I didn't put on any sunblock and got a bad sunburn. There's a good news, though; it's better today. Actually, there's one other problem: We don't have enough furnitures in our hotel room. There's no place to put anything. But everything else has been great. We went to samba show, too. It was a lot of fun.

The Brazilian people is very friendly and helpful. On Friday, we had a flight to São Paulo at 9 a.m., and we couldn't get a taxi. But we were saved by one of the hotel employees, who gave us a ride to the airport. We got there just in time. Now we're in São Paulo. It's an exciting place, but I can't get over the traffics. It took two hours to get from our hotel to the downtown area.

Yesterday we ate *feijoada*, a typical Brazilian food. It was delicious. Tonight we're going to have dinner at very famous restaurant where they serve every kind of meats you can think of. I'm going to have to go on a diet when we get home!

You wouldn't believe the amount of coffees the Brazilians drink. They have little cups of coffee several times a day. It's very strong and sweet.

I'm happy to report that your mom hasn't had a time to go shopping yet. You know I hate shopping!

Love, Dad

EXERCISE 7 LISTENING

▶ 00:00

A Listen to the conversation. How is Joe Hanson's health?

▶ 00:00

B Listen again. Answer each question with a complete sentence.

1. What is Joe Hanson concerned about?

He is concerned about his weight.

2. Does Joe have high, medium, or low cholesterol?

3. Which meal does Joe skip daily?

4. Does he have enough time to eat that meal?

5. How much exercise does he get?

6. What kind of food does he eat for lunch?

7. What health issue is Joe at high risk for?

8. What kind of change is the doctor suggesting regarding Joe's eating habits?

9. What foods will Joe still be able to eat?

10. How many times a week will Joe need to exercise at the beginning?

C Work with a partner. Talk about the health habits of someone you know. Discuss these questions.

1. How much exercise does the person get?

2. Does he or she have any bad habits?

3. Does he or she eat regular meals?

4. What kind of diet does the person follow?

5. Does the person have any specific health problems?

EXERCISE 8 HEALTHY VS. UNHEALTHY

A CRITICAL THINKING You are going to compare the habits of Jack Gonzales and Marvin Hamner. First, read the descriptions.

Jack Gonzales gets up about 7 a.m. each morning and starts his day by taking his dog for a walk. When they return, Jack fixes a big breakfast. After breakfast, he reads the newspaper and then bikes to work. He's fortunate to have a workplace that believes in the benefits of exercise, so he's able to take a half hour off at 11:00 a.m. and visit the gym located in his building. At 12:30 p.m., he generally has lunch with his colleagues. He usually takes a sack lunch consisting of a sandwich, two pieces of fruit, and a glass of V-8 juice. When his workday ends at 5:00 p.m., he bikes back home and makes his dinner. He goes out two evenings a week: One evening he volunteers at an animal shelter, and the other he plays the clarinet in a band. When he gets home, he usually reads for an hour or so. Occasionally, he watches TV. He's normally in bed by 11:00 p.m.

Jack's co-worker Marvin Hamner usually doesn't get up until about 8:15. Since he's almost always pressed for time, he generally skips breakfast. His morning meal, in fact, is usually a doughnut and coffee, topped off with a cigarette. He doesn't have time to bike or walk to work, so of course he drives. Sometimes, he doesn't make it there on time. Most days he's tired and sleepy, so he depends on coffee to keep him awake. At midday, he goes out to a fast-food restaurant and eats a meal full of fatty foods with lots of cholesterol. Marvin doesn't use the company's gym. At 5:00 p.m., he leaves the office and heads for his car. At home, he often orders pizza, his favorite food, for dinner. After dinner, he watches TV until about midnight. He smokes quite a few cigarettes while he's engrossed in the TV. It's usually 1 a.m. by the time he gets to bed.

B Work in a group. Compare Jack and Marvin using the following criteria. Give each person a rating on a scale of 1 to 5, 5 being the healthiest. Discuss their differences, giving reasons for your answers.

C Report your ratings to the class.

EXAMPLE: In our group, we gave Jack a rating of 5 for regularity of meals, and we gave Marvin a rating of 3. Both Jack and Marvin eat meals at around the same time every day, but Marvin usually doesn't eat breakfast. . . .

Criteria	Jack	Marvin
Regularity of meals		
Quality of food at meals		
Exercise		
Good habits		
Bad habits		

EXERCISE 9 MY HEALTH

A QUESTIONNAIRE

Complete the questionnaire. Choose the answers that best apply to you.

1. In general, I'd say I'm in ____ health.
a. excellent b. good c. fair d. poor
2. Exercise is ____ to me.
a. very important b. important c. somewhat important d. not important
3. The best exercise for me is ____.
a. running b. swimming c. walking d. weight lifting
4. My favorite kind of food is ____.
a. meat b. pasta c. dessert d. salad
5. The drink I like the best is ____.
a. water b. soda c. milk d. coffee
6. I never miss ____.
a. a meal b. a party c. exercising d. watching TV
7. It's difficult for me to ____.
a. lose weight b. gain weight c. avoid stress d. get enough sleep
8. I ____ smoke.
a. never b. seldom c. sometimes d. often
9. I'm ____ ill.
a. often b. sometimes c. seldom d. never

B Work in a group. Discuss your questionnaire answers. What health habits do you have in common with your classmates? What health trends do you see in your class?

EXAMPLE: **A** I think I'm in good health. Exercise is important to me, and I swim twice a week. My favorite drink is water, and I love salad.

B I'm in good health, too. I think exercise is very important, and I run every day. What about you, Kimiko?

C I think I'm in fair health. I drink a lot of soda, and I don't get enough exercise...

EXERCISE 10 THE NOUN GAME

A GAME Divide into two teams. First, work with your own team. Look at the words in the word box. Match them with their definitions in the chart.

advice	a space	baldness	fast food	people	talk	work
a criterion	a talk	cancer	film	rice	the police	
a film	a tan	cholesterol	lightning	space	thunder	
a people	a work	criteria	news	sunblock	traffic	

a. _____ : an art form that involves moving pictures on a screen	f. _____ : a brownish color that the sun gives to the skin	k. _____ : a cream used on the skin to protect it from burning by the sun	p. _____ : a sudden electrical discharge in the atmosphere	u. _____ : a movie
b. <i>advice</i> : an opinion about what could or should be done about a situation	g. _____ : movement of people or vehicles along routes of transportation	l. _____ : a substance found in the human body and in various foods	q. _____ : people who are responsible for capturing criminals, etc.	v. _____ : a booming sound that occurs with an electrical discharge in the air
c. _____ : conversation	h. _____ : a disease involving the abnormal growth of cells in the body	m. _____ : standards, rules, or tests on which judgments can be made	r. _____ : a grain that many people eat, grown in warm climates	w. _____ : a particular ethnic group
d. _____ : a condition that involves the loss of hair on the head	i. _____ : a blank or empty area	n. _____ : hamburgers, fries, and fried chicken, for example	s. _____ : your job or activities that you do regularly to earn money	x. _____ : the area beyond the atmosphere of the earth
e. _____ : a painting, book, play, or piece of music, for example	j. <i>a criterion</i> : a standard, rule, or test on which judgments can be made	o. _____ : information about events that have happened recently	t. _____ : human beings	y. _____ : a formal discussion

B Work with the other team. Take turns asking and answering *what* questions about each word or phrase in the word box. Then check your answers on page 00. Which team got the most answers correct?

EXAMPLE: **TEAM A** What is *advice*?

TEAM B: *Advice* is an opinion about what could or should be done about a situation.

TEAM B: What is *a criterion*?

TEAM A: *A criterion* is a standard, rule, or test on which judgments can be made.

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Think about your own health. Write a few sentences about each of the topics below.

- Your diet
- Your approach to exercise
- Your approach to work

B WRITE Using your ideas in A, write a five-paragraph composition in which you evaluate your own health. Remember to use count and non-count nouns. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your composition.

EXAMPLE: How is my health? Overall, I think it is reasonably good, though there's certainly room for improvement.

My diet is good in general, though I should cut down on sugar. . . .

As for exercise, I visit the gym at least five days a week. I do lots of different kinds of exercise: weight training, swimming, and biking. . . .

The area in which my health needs improvement is work. I've been told by friends that I work too many hours every week. . . .

Common Mistakes in Using Count and Non-Count Nouns in Writing

Don't use *a* or *an* with non-count nouns or plural count nouns. Use *a* or *an* with **singular count** nouns.

I had **a sandwich, an apple, and a glass of juice.**

NOT I had a sandwich, an apple, and ~~glass~~ of juice.

Both **work** and **play** are important in life.

NOT Both ~~a work~~ and ~~a play~~ are important in life.

Don't use plural verbs with **singular nouns** that end in -s. Use **singular verbs**.

Mathematics is difficult for me.

NOT Mathematics ~~are~~ difficult for me.

Don't use the word *people* with a singular verb. Use a **plural verb**.

A lot of **people live** in this neighborhood.

NOT A lot of ~~people lives~~ in this neighborhood.

C CHECK YOUR WORK Look at your composition. Underline the count and non-count nouns. Use the Editing Checklist to check your work.

Editing Checklist

Did you . . . ?

- ☐ use *a* or *an* with singular count nouns
- ☐ avoid using non-count nouns with *a/an*
- ☐ use singular verbs with singular nouns ending in -s
- ☐ use the word *people* with plural verbs

D REVISE YOUR WORK Read your composition again. Can you improve your writing? Make changes if necessary.

UNIT 10 REVIEW

Test yourself on the grammar of the unit.

A Look at the underlined word in each sentence. Write C (*count noun*) or NC (*non-count noun*).

- ____ 1. Jack Sanderson describes his latest novel as a work in progress.
- ____ 2. Let me give you some advice: Walk for half an hour every day.
- ____ 3. My favorite dinner is fried chicken and mashed potatoes.
- ____ 4. We saw an interesting new film at our local movie theater last night.
- ____ 5. I don't care much for potatoes, but I do like rice.
- ____ 6. My favorite professor is giving a talk tonight.
- ____ 7. In my view, reading is one of the most beneficial activities.

B Complete the sentences with the correct count or non-count form of the words in the box. Add phrases like *a piece of* if necessary.

advice cheese exercise rice

1. a. There is no doubt that _____ provides many benefits to the body.
b. We always start off our English class with a couple of grammar _____.
2. a. I've given you several _____, but you haven't followed any of them.
b. The _____ you gave me sounded good but turned out to be unrealistic.
3. a. There wasn't a single _____ left in the bowl.
b. _____ is a very important type of grain grown in Asia.
4. a. _____ is one of my absolute favorite foods.
b. Gouda is _____ made from whole or skimmed milk.

C Find and correct five mistakes.

Many people needs to lose weight these days. I do too. My doctor gave me an advice to help me lose weight. He said I should improve my diet. But it takes a work to prepare a nutritious meal. Also, I dislike cauliflower, carrots, beans, and most other vegetable. And I like to drink a can of sodas with every meal. What can I do?

Now check your answers on page 000.

UNIT 11

Definite and Indefinite Articles

DISAPPEARING SPECIES

OUTCOMES

- Describe non-specific things with indefinite nouns
- Describe particular persons, places, or things with definite nouns
- Identify key information in a scientific article
- Identify and comment on key details from a conversation on a topic of nature conservancy
- Discuss nature conservancy
- Write a five-paragraph essay about an endangered species

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Discuss the questions.

1. Is the disappearance of animal and plant species a serious problem?
2. What do you think could be done to stop the disappearance of species?

READ

▶ 00:00 Read this article about disappearing species.

Going, Going ... Gone?

WHAT DO **THE AUROCH**, **the passenger pigeon**, and **the western black rhinoceros** have in common? **The answer:** They've all gone extinct. These vanished animals typify **the problem** of **the disappearance** of species. Several grim statistics indicate **the seriousness** of **the issue**. Today more than 18,000 species are thought to be in danger of extinction. This means that over 40 percent of **the world's** animals are considered at risk. It is also estimated that about one-half of **the world's** animal species have disappeared since 1970. Many feel that something must be done to stop this, and soon. But what?

Some animals have been extinct for **a considerable time**. **Aurochs**, large wild oxen that lived in Europe and Asia, had died out by **the early 1600s**. The passenger pigeon was once **the most common bird** in North America. Historically it populated **the eastern U.S.** and Canada, but by **the end of the nineteenth century** it had almost disappeared because of habitat destruction and excessive hunting. **The last known passenger pigeon, a female named Martha**, died at **the Cincinnati Zoo** on September 1, 1914. More recently, we have lost **the western black rhinoceros**, which lived in **the southeastern part of the African continent**. It declined greatly over **the twentieth century** and was last seen in 2008. It was officially declared extinct on November 6, 2013.

Which animals are presently in danger of extinction? There are three significant categories: critically threatened, endangered, and vulnerable. Those considered critically endangered include **the mountain gorilla** of central Africa and **the California condor**. Those termed threatened include **the Asian elephant** and **the blue whale**. Those considered vulnerable include **the African lion** and **the polar bear** of northern North America.



Critically endangered



Threatened



Vulnerable

The picture looks bleak¹ overall. Nevertheless, the situation is not hopeless. There have been a few successes in bringing animals back from the edge of extinction. The whooping cranes of Canada and the United States are one example. In 1941, there were only twenty-one cranes in captivity and two in the wild. By 2015, there were estimated to be 603 birds in the wild. Their story can be considered a limited recovery, though there is still a potential problem of species diversity. The humpback whale is another species that has made something of a comeback, particularly since the ban on commercial whaling was instituted.

Human activity is by far the most significant cause of animal extinction. The most crucial problem is loss of habitat caused by the increase of human population and its associated development. This includes expanded farming, excessive hunting, poaching,² and man-made pollution. To that we can add climate change and the effects of invasive species that overwhelm³ the native animals of an area.

What can we do? Several strategies have been suggested: (1) reduce our use of meat and dairy products; (2) focus on renewable energy; (3) change our shopping habits; (4) support laws that restrict development; and (5) support efforts to protect the rain forests, wetlands, coral reefs, and grasslands. There is need for alarm. If we're concerned about the loss of species, we need to make our voices heard. Once an animal is gone, it is gone forever.

¹ bleak: giving no encouragement

² poaching: taking by illegal hunting

³ overwhelm: completely defeat

AFTER YOU READ

A VOCABULARY Match the words in bold with their meanings.

- | | |
|---|------------------------|
| _____ 1. Sadly, these animals have vanished from the earth. | a. plans of action |
| _____ 2. Some animals have been extinct for a considerable time. | b. extremely important |
| _____ 3. Nevertheless , the situation is not hopeless. | c. variety |
| _____ 4. A ban on whaling was instituted decades ago. | d. disappeared |
| _____ 5. There is still a problem of species diversity . | e. introduced |
| _____ 6. The most crucial aspect is loss of habitat. | f. limit |
| _____ 7. Several strategies have been suggested. | g. in spite of that |
| _____ 8. We need to support laws that restrict development. | h. long, extensive |

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

	True	False
1. More than 18,000 species are believed to be in danger of extinction.	<input type="checkbox"/>	<input type="checkbox"/>
2. About one-fourth of the world's species have disappeared since 1970.	<input type="checkbox"/>	<input type="checkbox"/>
3. Aurochs had gone extinct by the early 1600s.	<input type="checkbox"/>	<input type="checkbox"/>
4. The passenger pigeon once populated the western U.S. and Canada.	<input type="checkbox"/>	<input type="checkbox"/>
5. At present, the mountain gorilla is considered vulnerable.	<input type="checkbox"/>	<input type="checkbox"/>
6. The habitat of the polar bear is in the southern hemisphere.	<input type="checkbox"/>	<input type="checkbox"/>
7. Whooping cranes have made a partial recovery.	<input type="checkbox"/>	<input type="checkbox"/>
8. Climate change is considered the most significant cause of extinction.	<input type="checkbox"/>	<input type="checkbox"/>

C DISCUSSION Work with a partner. Which of the strategies mentioned in the last paragraph of the article do you think are most likely to succeed? Give reasons for your answer.

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

STEP 2 GRAMMAR PRESENTATION

INDEFINITE AND DEFINITE ARTICLES

A/An: Indefinite Article

	Non-Specific	Generic
Singular Count Nouns	The mountain gorilla is an endangered species .	A species is a particular type of animal or plant.

Zero Article (No Article)

	Non-Specific	Generic
Plural Count Nouns	Africa has thousands of animal habitats .	Habitats are environments inhabited by individual animal groups.
Non-Count Nouns	Water pollution has a negative impact on animal habitats.	Pollution is the introduction of harmful substances into the environment.
Proper Nouns	Ms. Rodriguez spent a year in Africa . She worked in Cameroon and Nigeria . She now lives in New York City .	

The: Definite Article

	Specific	Generic
Singular Count Nouns	Our zoo recently acquired a polar bear . The polar bear it acquired is gigantic. It's the largest animal in the zoo .	The polar bear is a vulnerable species.
Plural Count Nouns	The rain forests in South America are being cut down.	We need to protect the rain forests everywhere.
Non-Count Nouns	Poaching has become a serious problem in those countries.	Poaching is the taking of animals by illegal hunting.
Proper Nouns	Ms. Rodriguez crossed the Sahara , visited the Pyramids , and sailed down the Nile .	

GRAMMAR NOTES

1 Indefinite and Definite Nouns

Nouns can be **indefinite** or **definite**.

We use **indefinite** nouns when we **do not have a particular** person, place, or thing in mind. Indefinite nouns can be **non-specific** or **generic**:

A noun is **non-specific** when it is **one out of many** members of the same group or class.

A noun is **generic** when it represents **all members** of a class or category of persons, places, or things. Generic nouns talk about **things in general**.

We use **definite** nouns when we **know which particular** person, place, or thing is being talked about.

A noun or noun phrase is normally **definite** if you can ask a **which question** about it. Nouns of this type are often followed by a phrase with *of*.

A noun is often **indefinite** the first time we mention it. It is usually **definite** after the first mention.

We saw **a** gigantic **lion** on today's excursion.
We also saw **a** **giraffe**.

Giraffes are native to the African continent.
Lions normally have tawny yellow coats.

The food we had for lunch was terrible.
The island used to be the habitat of many animals.

- **Which food** was terrible?
B: **The food** we had for lunch was terrible.
- **Which country** is Nairobi the capital of?
B: Nairobi is **the capital of Kenya**.

I'm reading about **an** endangered **animal**. **The animal** lives in West Africa.

2 Indefinite Article A/An

Use the indefinite article, **a/an**, with **indefinite singular count nouns**.

Our city needs **a** good **zoo**.
She wants to be **an** **anthropologist**.

3 Zero Article

Use **zero article** (= no article) with indefinite plural count nouns, indefinite non-count nouns, names of people, names of most countries, and habitual locations.

- **indefinite plural count nouns**
- **indefinite non-count nouns**
- **names of people**
- **names of most countries**
- **habitual locations**

This area used to have wild **animals**.
Platinum and **gold** are valuable minerals.
Mr. Jama is a zoologist.
Ngorongoro Crater is found in **Tanzania**.
People spend most of their time at **work**, at **school**, or at **home**.

4 Definite Article The

Use the **definite article the** in a variety of different situations.

Use **the** with **non-count nouns** and **singular and plural nouns** that are **definite** for you and your listener or reader.

The food we had for lunch was terrible.
The island used to be the habitat of many animals.
The animals who lived there have become extinct.

Use **the** with nouns that describe something **unique**.

The world is certainly an interesting place.
The sun gives us light and heat.

An **adjective** can often make a noun represent something unique:

- **first, last, only, right, wrong**
- **comparative forms of adjectives**
- **superlative forms of adjectives**

The last passenger pigeon died in 1914.
The stronger of the two animals is **the older** one.
It was **the worst disaster** in the country's history.

You can also use **the** to talk about the following categories:

- **inventions**
- **musical instruments**
- **parts of the body**

The wheel was invented thousands of years ago.
Helen plays **the piano**.
The brain is the seat of intelligence.

The is also used with the following:

- **public places**
- the names of many **geographical features**
- the names of a few **countries**
- the names of **ships**

the bank, **the** post office, **the** library, **the** gym
the Grand Canyon, **the** Congo (River), **the** Pacific (Ocean), **the** Persian Gulf, **the** Atlas Mountains
the Netherlands, **the** United States, **the** Dominican Republic, **the** Bahamas, **the** United Kingdom
the *Titanic*, **the** *Queen Mary*

5 Generic Nouns + Articles

There are five principal ways to use nouns generically.

- indefinite article + count noun
- zero article + plural count noun
- definite article + singular count noun
- definite article + plural count noun
- zero article + non-count noun

You can also make a generic statement with the **definite article + adjective**. In this kind of statement, a noun such as *people* is implied. The adjective is plural in meaning and takes a plural verb.

A whale is a large marine mammal that inhabits the world's oceans.

Dogs are domestic mammals related to **wolves** and **foxes**.

The **mountain gorilla** is considered critically threatened.

The whooping cranes are making a comeback.

Water is essential for survival of animals, humans, and plants.

The rich are fortunate. They need to help **the poor**, who **are** not so fortunate.

REFERENCE NOTE

For more complete lists of nouns used with the definite article, see Appendices X–XX on pages XXX and XXX.

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

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

A GRAMMAR NOTES 1–5 Read the sentences based on the reading. For each sentence, identify the underlined word or phrase as *non-specific (N)*, *generic (G)*, or *definite (D)*.

- D 1. These vanished species typify the problem of the disappearance of species.
- ___ 2. The passenger pigeon was once the most common bird in North America.
- ___ 3. About one-half of the world's animal species have disappeared since 1970.
- ___ 4. The last passenger pigeon that died was a female.
- ___ 5. Recently we lost the western black rhinoceros.
- ___ 6. The humpback whale has made something of a comeback.
- ___ 7. This comeback was positively influenced by the ban on commercial whaling.
- ___ 8. Invasive species can overwhelm the native animals of an area.
- ___ 9. We need to support efforts to protect the rain forests throughout the world.
- ___ 10. Once an animal is gone, it is gone forever.

B GRAMMAR NOTES 1, 5 Read the sentences based on the reading. Then circle the answer that correctly explains the meaning of the sentence.

1. A giraffe is a long-necked mammal native to Africa.
 - ☒ a. All giraffes are long-necked mammals.
 - b. Some giraffes are long-necked mammals.
2. The auroch had died out by the beginning of the 1600s.
 - a. Some of the aurochs had died out.
 - b. All of the aurochs had died out.
3. The passenger pigeon populated the eastern United States and Canada.
 - a. Passenger pigeons in general populated this area.
 - b. One particular passenger pigeon populated this area.
4. The whooping crane is doing much better these days.
 - a. Some whooping cranes are doing much better.
 - b. Whooping cranes in general are doing much better.
5. On our African trip, we saw hippopotamuses.
 - a. We saw some hippopotamuses.
 - b. We saw all the hippopotamuses.
6. We need to protect the world's grasslands.
 - a. We need to protect some of the grasslands.
 - b. We need to protect all of the grasslands.

EXERCISE 2 INDEFINITE AND DEFINITE ARTICLES

GRAMMAR NOTES 1–2, 4–5 Complete the sentences with *a*, *an*, or *the*.

1. The earth has only one moon. It has two sides. We never see _____ dark side of _____ moon.
 - a.
 - b.
 - c.
2. _____ planet Saturn has many moons. Titan is _____ moon of Saturn. It is _____ largest of Saturn's moons.
 - a.
 - b.
 - c.
3. On our first morning in Rwanda, we saw _____ gorilla far off in the distance. _____ gorilla we saw was _____ silverback.
 - a.
 - b.
 - c.
4. _____ last confirmed sighting of _____ individual dodo bird occurred on the island of Mauritius in 1662.
 - a.
 - b.
5. We saw _____ humpback whale. It was _____ largest whale I have ever seen.
 - a.
 - b.
6. Our friends are taking _____ trip around _____ world. _____ trip will last four months.
 - a.
 - b.
 - c.
7. We saw _____ elk being pursued by _____ wolf. _____ elk managed to escape from _____ wolf.
 - a.
 - b.
 - c.
 - d.

EXERCISE 3 ARTICLES: A, AN, THE, AND ZERO ARTICLE

GRAMMAR NOTES 1-5 Complete the paragraph. Circle the correct articles (Ø = zero article).

We are losing many species, and a major contributor to the loss of species is pollution. One of a / the / Ø most serious causes of pollution is plastics. Did you know that a / the / Ø plastics represent about 10 percent of all pollution on a / the / Ø earth today?

How can a / the / Ø product that is so essential to the lifestyle of a / the / Ø twenty-first century also be one of a / the / Ø worst polluters? Obviously, the answer is complex, but we can begin by noting that plastic is everywhere. It's in landfills; it's on city streets; it's in forests; it's in lakes and oceans.

Consider the following facts about products made with plastic. One of the most polluting plastic products is a / the / Ø disposable diaper. It requires about 450 years to biodegrade. Fishing line takes about 600 years. It was originally thought that plastics in a / the / Ø ocean would take a / an / the extremely long time to decay, but researchers have recently discovered that water currents make plastic degrade faster. However, the vast increase in the amount of plastic reaching the ocean makes a / the / Ø process slower.

When plastic products do decay in the ocean, the chemicals in them gradually enter the water and can sicken animals like birds, whales, and sea turtles, which eat them. A / The / Ø whale, for example, might eat pieces of plastic and become ill or even die. A / The / Ø seagull might get tangled in fishing line. Even more seriously, a / the / Ø large netting, which of course contains plastic, captures larger animals. Normally, they are unable to escape and end up drowning or starving to death. These examples show us that a / the / Ø problem of plastic pollution is becoming increasingly acute.



EXERCISE 4 GENERIC NOUNS

GRAMMAR NOTE 5 Write two sentences about each noun, using the correct forms of the words given. In sentence *a*, use zero article + the plural. In sentence *b*, use the definite article. Add necessary articles and prepositions along with the word *that*.

1. Mountain gorilla

- a. Mountain gorillas are great apes that inhabit forest areas in three central African countries.
(be / great ape / inhabit forest areas in three central African countries)
- b. The mountain gorilla is a critically endangered species.
(be / critically endangered species)

2. African elephant

- a. _____
(be / very large mammal / inhabit forests, woodlands, and desert areas in many parts of Africa)
- b. _____
(be / threatened species)

3. California condor

- a. _____
(be / very large land bird / became extinct in the wild in 1987)
- b. _____
(be / critically threatened species)

4. wheel

- a. _____
(be / circular device / turn around a central point)
- b. _____
(be / invented 5,000 to 6,000 years ago)

5. telephone

- a. _____
(be / communication device / convert sound signals into waves)
- b. _____
(be / invented in 1878 by Alexander Graham Bell)

6. guitar

- a. _____
(be / stringed instrument / typically have six strings)
- b. _____
(be / invented in the 1400s in Spain)

7. clarinet

- a. _____
(be / woodwind instrument / use reeds)
- b. _____
(be / invented around 1700 in Europe)

8. library

- a. _____
(be / place / lend people books to read)
- b. _____
(be / important institution in every town or city)

9. eye

- a. _____
(be / part of the body / allow us to see)
- b. _____
(be / vulnerable to injury)

EXERCISE 5 EDITING

GRAMMAR NOTES 1–5 Read the student composition about poaching. There are nine mistakes in the use of articles. The first mistake is already corrected. Find and correct eight more.

Down with Poaching!

Last summer, our family took ^a wonderful trip to several countries in Africa. I learned a lot about all the amazing animals that inhabit African continent. The most upsetting thing I learned about, though, was the problem of poaching. Poachers are hunters who capture or kill animals illegally. Main reason they do this, of course, is to earn money. The majority of poachers are paid by organized crime groups that sell the poached animals' body parts worldwide for large amounts of cash. Consider elephants, for example. Elephant tusks, bones, and skin can be illegally sold for great profits. In August of the 2014, it was estimated that about 100,000 African elephants were being killed each year by poachers. Another animal that is target of poachers is the black rhinoceros. In recent decades, its population has decreased by 97.6 percent.

Why are these animal products so much in demand? The main reason is that there is a mistaken belief these animal body parts have powers they do not really have. For example, rhino horn can supposedly be used to treat the hangovers, fever, and cancer. But it has not been proven that the product will cure any of these. The ivory from elephants' tusks is made into jewelry, eating utensils, and religious objects. One pound of ivory will sell for \$30,000 a pound. Compare that to the gold, which sells for about \$22,000 a pound. Another main reason for poaching is that animals and

animal parts are extremely popular as trophies. Some people love the idea of having a set of elephant tusks to display over their fireplace. That seems like very selfish idea to me.

Poaching is having a very negative effect on the survival of certain species, especially species that are endangered. I don't want to see any more species die. In my opinion, we must do everything within our power to stop the illegal activity of the poaching.



Go to [MyEnglishLab](https://www.MyEnglishLab.com) for more focused practice.

EXERCISE 6 LISTENING

▶ 00:00

A Listen to the conversation between a husband and a wife. What are they talking about doing with wolves?



Herd of elk

▶ 00:00

B Read the statements. Then listen again to the conversation. Complete the sentences. Circle the correct answers.



Wolves

- According to the husband, the newspaper is on the side of _____.
a. an environmentalist **b. the environmentalists**
- The husband thinks _____ point of view is not being considered.
a. the ranchers' and hunters' **b. the environmentalists'**
- The husband supports the point of view of _____.
a. both ranchers and hunters **b. only hunters**
- The husband _____ a hunter.
a. is **b. is not**
- The husband thinks _____ are dangerous creatures.
a. wolves in general **b. some wolves**
- The husband says that wolves kill _____.
a. a lot of people **b. a few people**
- The wife supports the point of view of _____.
a. the ranchers and hunters **b. the environmentalists**
- Before 1995, _____ in Yellowstone were too numerous.
a. elk **b. wolves**
- According to the wife, _____ elk have been killed off.
a. a number of old and sick **b. all old and sick**
- The wife thinks _____ are intelligent and helpful.
a. some wolves **b. wolves in general**

C Work with a partner. What is your viewpoint on the controversy discussed in the Listening? Is the wolf a dangerous animal? Is the husband's view of wolves a stereotype? Should wolves be placed in national parks?

EXERCISE 7 THE MOUNTAIN GORILLA

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

STUDENT A

- The article below is missing some information. Your partner has the same article that contains your missing information. Ask your partner questions to find the missing information.

EXAMPLE: A: What is the mountain gorilla?

B: The mountain gorilla is a great ape.

- Your partner's story is missing different information. Answer your partner's questions so that he or she can fill in the missing information.

EXAMPLE: B: What kind of ape is the mountain gorilla?

A: It is the largest of the great apes.

THE MOUNTAIN GORILLA is _____; in fact, it is the largest of the great apes. Mountain gorillas inhabit national parks in three countries in central Africa: Uganda, Rwanda, and _____.

Mountain gorillas have _____, a characteristic that enables them to live in cold, mountainous areas. An adult male is called a silverback and can grow as tall as 6 feet 3 inches, or 1.9 meters. Adult males can weigh up to 430 pounds, or 195 kilograms. Mountain gorillas live together in social groups dominated by _____. A group is composed mainly of a dominant male and several females and young gorillas. The mountain gorilla is an intelligent creature; silverbacks can often remove the traps left by _____. Since these animals are herbivores, they need a good deal of food daily in order to support their great bulk.

The mountain gorilla is a critically endangered species. There are two principal causes of its endangerment: _____.

Mountain gorillas are sometimes hunted for food, and they are pursued by poachers for their fur and for sale to zoos. It is clear that human development and encroachment on locales where mountain gorillas have traditionally lived has split their habitat into widely separated areas. There were only 254 mountain gorillas in 1981, and there are now about 880. This sounds positive, but since particular groups of mountain gorillas are not able to interact with other gorilla groups, the result is _____. within the species. This is a serious problem indeed.



EXERCISE 8 TEST YOUR TRIVIA IQ

GAME Work in a group. Complete the chart below. First, read each answer in the chart. Choose a word from the word box that matches the answer. Then use the word to form a *what* or *who* question with the correct article and verb. Then check your answers on page 00. Which group got the most answers correct?

auroch bank brain elk humpback whale plastic poaching poor post office rich silverback species sun telephone water wolves

Questions	Answers
1. <i>What is an auroch?</i>	It's a now-extinct wild ox that lived in Europe and Asia.
2.	It's a place in a town or city where one keeps one's money.
3.	They're the people who have very little money.
4.	It's capturing or killing animals by hunting illegally.
5.	It's something that is useful and that also pollutes the earth.
6.	They're animals that have been reintroduced in national parks.
7.	It's an ocean-dwelling mammal that is now less endangered than in the past.
8.	It's the part of the human body that you use to think.
9.	They're the people who have a great deal of money.
10.	It's the device invented in 1878 by Alexander Graham Bell.
11.	It's a particular type of animal or plant.
12.	It's a type of animal killed by wolves in Yellowstone National Park.
13.	It's an adult male gorilla that is in charge of his own group.
14.	It's the source of heat and light on the earth.
15.	It's something that is essential for the survival of humans, animals, and plants.
16.	It's the place in a city or town where one can mail letters and packages.

EXERCISE 9 HOW DO YOU FEEL ABOUT IT?

A SURVEY Complete the survey. Walk around the class and ask people their opinions. Keep track of how many people think each proposed action is *Not Important*, *Important*, or *Very Important*.

EXAMPLE: **A** How do you feel about saving the mountain gorilla and other endangered species?
B: I think saving the mountain gorilla is important . . .

Proposed Actions	Not Important	Important	Very Important
Saving the mountain gorilla and other endangered species			
Protecting the rain forests from farming and other development			
Stopping plastic pollution			
Developing industry to give people jobs and end poverty			
Stopping animal poaching and trade of animal body parts			
Expanding farmland to feed more people			

B Rank the proposed actions in the chart above in order of importance. Then work in a group. Discuss why you ranked the actions in the order you did. Then share your survey results and your rankings with the class.

EXAMPLE: **A** In our group, we ranked “Stopping plastic pollution” as “very important.” We feel that plastic pollution is a serious problem. There is too much plastic pollution in the oceans and on our beaches . . .



FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Think of an animal species that is critically endangered, threatened, or vulnerable. Write a few sentences about each of the following points. Do some research on the Internet if necessary.

- the species that is endangered
- the habitat of the species
- the outlook for saving the species

B WRITE Using your ideas in A, write a five-paragraph composition about the endangered species that you have chosen. Remember to use generic nouns and definite and indefinite articles with nouns. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your composition.

EXAMPLE: The endangered species that I am most interested in is the mountain gorilla. Mountain gorillas live in Rwanda, Uganda, and the Democratic Republic of the Congo. There are only about 880 of them left in the wild.
The main threats that the gorillas face are loss of habitat and illegal hunting, especially poaching. . . .

Common Mistakes in Using Nouns with Articles

Use <i>a/an</i> with indefinite count nouns .	The mountain gorilla is an endangered species . NOT The mountain gorilla is endangered species .
Use <i>the</i> before definite nouns .	The food we ate at that restaurant was terrible. NOT Food we ate at the restaurant was terrible.
Don't use <i>the</i> before indefinite non-count nouns . Use zero article in this situation.	Poaching is a big problem. NOT The poaching is a big problem.
Don't use <i>the</i> with count nouns unless they are generic nouns .	Antelopes are commonly hunted by lions. NOT The antelopes are commonly hunted by lions.

C CHECK YOUR WORK Look at your composition. Underline nouns used with *a*, *an*, or *the* and generic nouns with zero article. Use the Editing Checklist to check your work.

Editing Checklist

Did you . . . ?

- ☐ use *a* or *an* with indefinite count nouns
- ☐ use *the* before definite nouns
- ☐ use zero article before non-count nouns
- ☐ avoid using *the* before count nouns unless they are generic

D REVISE YOUR WORK Read your composition again. Can you improve your writing? Make changes if necessary.

UNIT 11 REVIEW

Test yourself on the grammar of the unit.

A Identify each underlined word or phrase as *non-specific (N)*, *definite (D)*, or *generic (G)*.

- _____ 1. The clarinet was invented around the year 1700.
- _____ 2. My parents bought me a trumpet when I started band in middle school.
- _____ 3. The moon is Earth's only satellite.
- _____ 4. Water is an extremely valuable commodity, especially in desert areas.
- _____ 5. In my view, we need to help the poor in whatever way we can.
- _____ 6. The man who is giving the lecture is my next-door neighbor.
- _____ 7. The ship was hit by an iceberg on its maiden voyage.
- _____ 8. The kids spilled juice all over the kitchen floor.

B Complete the sentences with *a*, *an*, or *the* where necessary. Write Ø if no article is needed.

Disaster at Sea: Many Lives Lost

April 16, 1912. In the latest news, _____ 1. *Titanic*, _____ 2. British steamer, sank in _____ 3. North Atlantic last night after hitting _____ 4. iceberg, disproving its builders' claims that it couldn't be sunk. Ironically, _____ 5. ship was on its maiden voyage from Southampton, England, to _____ 6. New York City. More than 1,500 people perished, in large part because it was felt that _____ 7. lifeboats took up too much deck space, so there were only twenty of them.

C Find and correct five mistakes.

One of the most famous animals in the history of Earth is a dinosaur. The extinction of the dinosaurs is still a matter of debate in scientific community. Why did they die out? Many scientists now believe that giant meteorite flew through the space and hit our planet very hard. This changed an earth's climate, making it too cold for dinosaurs to survive.

Now check your answers on page 000.