



**NATIONAL
GEOGRAPHIC**
LEARNING

SEVENTH EDITION

GRAMMAR IN CONTEXT 3

SANDRA N. ELBAUM

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ON THE COVER | Inspired by Oklahoma's state bird, the scissor-tailed flycatcher, Skydance Bridge soars over Interstate 40. The bridge in Oklahoma City is a 380-foot-long pedestrian bridge with a 197-foot-tall sculpture. © Mel Willis

SEVENTH EDITION
**GRAMMAR
IN CONTEXT 3**

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SANDRA N. ELBAUM



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Grammar in Context 3, Seventh Edition
Sandra N. Elbaum

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Chwazik-Gee

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Composition: MPS North America LLC

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WCN: 02-300

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Grammar in Context 3 ISBN: 978-0-357-14025-3

Grammar in Context 3 + OLP ISBN: 978-0-357-14051-2

National Geographic Learning

200 Pier 4 Boulevard
Boston, MA 02210
USA

Locate your local office at international.cengage.com/region

Visit National Geographic Learning online at ELTNGL.com

Visit our corporate website at www.cengage.com

Printed in China

Print Number: 01 Print Year: 2019

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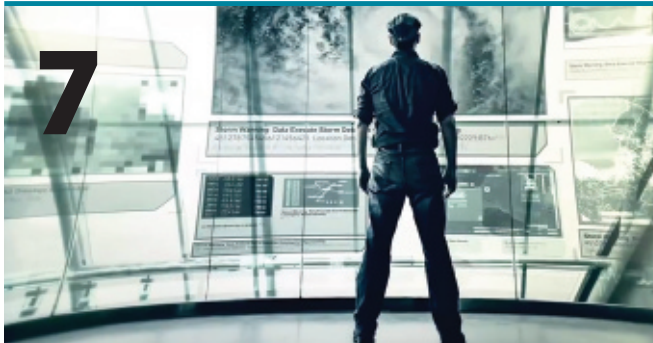
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A WORD FROM THE AUTHOR



My parents immigrated to the United States from Poland and learned English as a second language as adults. My sisters and I were born in the United States. My parents spoke Yiddish to us; we answered in English. In that process, my parents' English improved immeasurably. Such is the case with many immigrant parents whose children are fluent in English. They usually learn English much faster than others; they hear the language in natural ways, in the context of daily life.

Learning a language in context, whether it be from the home, from work, or from a textbook, cannot be overestimated. The challenge for me has been to find a variety of high-interest topics to engage the adult language learner. I was thrilled to work on this new edition of *Grammar in Context* for National Geographic Learning. In so doing, I have been able to combine exciting new readings with captivating photos to exemplify the grammar.

I have given more than 100 workshops at ESL programs and professional conferences around the United States, where I have gotten feedback from users of previous editions of *Grammar in Context*. Some teachers have expressed concern about trying to cover long grammar units within a limited time. While ESL is not taught in a uniform number of hours per week, I have heeded my audiences and streamlined the series so that the grammar and practice covered is more manageable. And in response to the needs of most ESL programs, I have expanded and enriched the writing component.

Whether you are a new user of *Grammar in Context* or have used this series before, I welcome you to this new edition.

Sandra N. Elbaum

For my loves

Gentile, Chimene, Joseph, and Joy

WELCOME TO *GRAMMAR IN CONTEXT*, SEVENTH EDITION

Grammar in Context, the original contextualized grammar series, brings grammar to life through engaging topics that provide a framework for meaningful practice. Students learn more, remember more, and use language more effectively when they study grammar in context.

ENHANCED IN THE SEVENTH EDITION

National Geographic photographs introduce unit themes and pull students into the context.

Unit openers include an inspirational quote to help students connect to the theme.



New and updated readings introduce the target grammar in context and provide the springboard for explanations and practice.



Read the following article. Pay special attention to the words in bold. **TV 10.3**

For many American teenagers, 16 is the magic number—the age when they can get their driver’s license. But this is also the time when parents worry the most about their kids.

In the United States, one in three teen deaths is from a car crash. Parents often wonder if kids really understand the risks they are taking when they are behind the wheel. They warn their kids what to do and what not to do while driving, but they really don’t know whether their kids will follow their advice or not. They hand over the car keys—and hope for the best.

Studies show that when teens drive alone, they take risks at the same rate as adults. But when they drive with other teens, they take more risks.

Scientists have been using scans¹ to study the teenage brain. Even though the brain is almost full size by the time a child is six years old, scientists are finding that the brain makes great changes between the ages of 12 and 25. During this time, it is natural that young people seek thrills². According to Laurence Steinberg, a developmental psychologist from Temple

University, “The teenage brain is like a car with a good accelerator but a weak brake . . . Adolescents are more impulsive,³ thrill-seeking, drawn to the rewards of a risky decision than adults.”

While new technologies can make driving more dangerous, there are other technologies that help parents keep track of their teenagers’ driving habits. There are phone apps that let parents know what their kids are doing behind the wheel. Parents can know if their child is texting or tweeting while driving or how fast their teenager is driving.

Risky behavior is a normal stage of development in teenagers. “I can’t stand riding on a roller-coaster now,” said Professor Steinberg. “I liked it as a teenager. I can’t stand driving fast now. I liked driving fast when I was a teenager. What has changed? I’m not as driven today by this thrill-seeking sensation!”⁴

¹ scan: an examination of an inside part of the body done with a special machine.
² thrill: a feeling of strong excitement or pleasure.
³ impulsive: done with a sudden urge.
⁴ sensation: a physical feeling.

New Think About It questions give students the opportunity to personalize and think critically about what they are reading.

COMPREHENSION Based on the reading, write T for true or F for false.

1. ____ When teenagers drive with other teenagers in the car, they take more risks.
2. ____ The brain is fully developed by the age of 12.
3. ____ The majority of teen deaths are the result of car crashes.

THINK ABOUT IT Discuss the questions with a partner or in a small group.

1. Do you recognize yourself in the description of teenagers presented in this article? How are you similar? Different? Give examples.
2. What is your opinion of parents using technology to track their teenage children’s behavior? Explain.

10.2 Noun Clauses as Included Questions

A noun clause is used to include a question in a statement or another question.

DIRECT QUESTION	INCLUDED QUESTION
<i>Wh-</i> questions with auxiliaries or <i>be</i>	We use statement word order. We put the subject before the verb.
How fast is my daughter driving?	I’d like to know how fast she is driving .
What app can I use?	Please tell me what app I can use .
<i>Wh-</i> questions with auxiliaries or <i>do/does/did</i>	We remove <i>do/does/did</i> . The verb shows <i>-s</i> ending for <i>he, she, or it</i> in the present, or use the past form.
Why does a teenager take risks?	Scientists want to know why a teenager takes risks .
How did the car accident happen?	I’d like to know how the car accident happened .
<i>Wh-</i> questions about the subject	There is no change in word order.
Who bought the app?	I’d like to know who bought the app .
What makes the teenage brain different?	Scientists want to know what makes the teenage brain different .
<i>Yes/No</i> questions with auxiliaries or <i>be</i>	We add the word <i>if</i> or <i>whether</i> . We use statement word order. We put the subject before the verb.
Is the teenager driving too fast?	The app can tell you if the teenager is driving too fast .
Will my teenage brother follow my advice?	I wonder whether my teenage brother will follow my advice .
<i>Yes/No</i> questions with <i>do</i>	We remove <i>do/does/did</i> . We add <i>if</i> or <i>whether</i> . The verb shows the <i>-s</i> ending for <i>he, she, or it</i> , in the present, or uses the past form.
Does my teenager follow my advice?	I want to know if my teenager follows my advice .
Did you do the same thing when you were my age?	My son wants to know whether I did the same thing when I was his age .

GRAMMAR IN USE

In social situations where perhaps someone is at fault, an included question can be less direct and, therefore, more polite.

Direct question: *Who took the car keys? (Maybe it was you!)*

More polite: *Do you know who took the car keys? (I’m not suggesting it was you, but it could be you.)*

New Grammar in Use notes highlight practical usage points to help students communicate more effectively.

New listening comprehension activities encourage students to listen for meaning through natural spoken English.

EXERCISE 17 Listen to the information about the U.S. Census. Write T for true, F for false, or NS for not stated. **TV 9.6**

1. ____ At first, children were not counted in the census.
2. ____ All census information is available to everyone.
3. ____ Most Americans complete the census questionnaire.

New Fun with Grammar allows the class to practice grammar in a lively game-like way.

FUN WITH GRAMMAR

Form three teams. One person from each team goes to the board. Your teacher will say an irregular verb and you will write the past participle of that verb on the board. Every student has a turn. The first to finish writing the word correctly wins a point.
For an extra challenge, the first to write a sentence using the verb in the present perfect wins another point.

Summary and Review sections help students revisit key points and assess their progress.

SUMMARY OF UNIT 9

The Present Perfect and the Simple Past

PRESENT PERFECT	SIMPLE PAST
The action of the sentence began in the past and includes the present.	The action of the sentence is completely past.
Sergiy Brits has been in the U.S. since 1979.	Sergiy Brits came to the U.S. in 1979.
Khan's videos have been available for many years.	Khan created his first math videos in 2004.
I've always wanted to learn more about my family's history.	When I was a child, I always wanted to spend time with my grandparents.
How long have you been interested in genealogy?	When did you start your family tree?

PRESENT PERFECT	SIMPLE PAST
Repetition from past to present	Repetition in a past time period
Khan Academy has created over 5,000 videos so far.	Khan created several videos for his niece in 2004.

PRESENT PERFECT	SIMPLE PAST
The action took place at an indefinite time between the past and the present.	The action took place at a definite time in the past.
Have you ever used Cyndi's list?	Did you use the 1940 census in 2012?
My brother has raised \$5,000 on a crowdfunding site already.	He put his project on a crowdfunding site six months ago.
I'm interested in the DNA project. I've received my kit, but I haven't sent the sample back yet.	My friend sent her DNA sample to the Geographic Project last month.

The Present Perfect and the Present Perfect Continuous

PRESENT PERFECT	PRESENT PERFECT CONTINUOUS
A continuous action (nonaction verbs)	A continuous action (action verbs)
I have been interested in genealogy for five years.	I've been working on my family tree for five years.
A repeated action	A nonstop action
Cyndi Howell's website has won several awards.	The U.S. Census Bureau has been keeping records since the 1880s.
Question with how many/how much	Question with how long
How many times has Khan been on the cover of a magazine?	How long has Khan been living in Boston?
How much time has he spent on Khan Academy?	
An action that is at an indefinite time, completely in the past	An action that started in the past and is still happening in the past
Many teachers have started to use Khan lectures in their classrooms.	Dr. Wells has been collecting DNA for several years.

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The Present Perfect, The Present Perfect Continuous 255

REVIEW

Fill in the blanks with the simple past, the present perfect, or the present perfect continuous form of the verbs given. Include any other words you see. In some cases, more than one answer is possible.

- A: What do you do for a living?
B: I ^{1. work} as a programmer. I ^{2. work} as a programmer for five years. But my job is boring.
- A: ^{3. you/like/ever} about changing jobs?
B: Yes. Since I ^{4. be} a child, I ^{5. always/want} to be an actor. When I was in college, I ^{6. be} in a few plays. But since I ^{7. graduate}, I ^{8. not/have} time to act. What about you?
A: I ^{9. work} in computer security.
B: How long ^{10. you/study} that?
A: For about six years.
B: I ^{11. think} the field of computer security is very important.
A: Yes, it is. But lately I ^{12. use} the computer for other things, too. My hobby is genealogy. I ^{13. work} on my family tree for about a year. Last month I ^{14. find} information about my father's ancestors. My grandfather ^{15. live} with us now, and he likes to tell us about his past. He ^{16. live} born in Italy, but he ^{17. come} here when he was very young, so he ^{18. live} here most of his life. He ^{19. not/remember} much about Italy. I ^{20. not/find} any information about my mother's ancestors yet.

From Grammar to Writing gives editing advice and practice to set students up to successfully apply the grammar to writing.

FROM GRAMMAR TO WRITING

PART 1 Editing Advice

- Don't confuse the *-ing* form and the past participle.
I've been ^{taking} a course in genealogy.
My parents have ^{given} me family photos.
- Use the present perfect, not the simple present or present continuous, to describe an action or state that started in the past and continues to the present.
He has ^{had} his laptop for two years. How long ^{have you been} studying math?
- Use *for*, not *since*, with the amount of time.
I've been interested in my family's history ^{for} three years.
- Use the simple past, not the present perfect, with a specific past time.
He ^{studied} algebra when he was in high school.
When ^{did} you ^{study} algebra?
- Use the simple past, not the present perfect, in a *since* clause.
He has collected \$5,000 since he ^{put} his project on a crowdfunding site.
- Use the correct word order with adverbs.
I have ^{never studied} my family history. Have you ^{ever heard} of Dr. Spencer Wells?
- Use the correct word order in questions.
How long ^{has your family} been in this country?
- Use *yet* for negative statements; use *already* for affirmative statements.
I haven't taken advanced algebra ^{yet}.
I've taken advanced algebra ^{already}.
- Don't forget the verb *have* in the present perfect (continuous).
I ^{have} been studying my family history for two years.
- Don't forget the *-ed* of the past participle.
He's watch ^{ed} a math video several times.

PART 2 Editing Practice

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

How many changes ^{you} have made since you ^{came} to the U.S.? For our journal, our teacher asked us to answer this question. I ^{have} come to the U.S. two and a half years ago. Things have ^{change} a lot for me since I've ^{come} here. Here are some of the changes:

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The Present Perfect, The Present Perfect Continuous 257

First, ^{since} the past two years, I ^{am} studying to be a software engineer. I ^{know} a little about this subject before I ^{came} here, but my knowledge has ^{improve} a lot. I ^{started} to work part-time in a computer company three months ago. Since I ^{have} started my job, I ^{haven't} have much time for fun.

Second, I have a driver's permit, and I'm learning how to drive. I ^{haven't} took the driver's test yet because I'm not ready. I haven't ^{practiced} enough already.

Third, I've ^{been} eaten a lot of different foods like hamburgers and pizza. I ^{never} ate those in my country. Unfortunately, I ^{been} gaining weight.

Fourth, I've ^{gone} to several museums in this city. But I've ^{taken} never a trip to another American city. I'd like to visit New York, but I ^{haven't} saved enough money ^{yet}.

Fifth, I've ^{been} living in three apartments so far. In my country, I ^{lived} in the same house with my family all my life.

One thing that bothers me is this: I've ^{answered} the following questions about a thousand times so far: "Where do you come from?" and "How long time ^{you} have been in the U.S.?" I'm getting tired of always answering the same question. But in general, I ^{been} happy since I ^{came} to the U.S.

WRITING TIP

When you write a paragraph or essay about a change in your life, start your paper with a sentence that states how the new situation (technology for example) has changed your life.

Since I got a cell phone, my life has greatly improved.

Then use the simple past to talk about what you used to do and the simple present to talk about what you do habitually now.

Before I got a cell phone, I ^{went} to work in the morning and only ^{talked} to my family at night. Now, I ^{call} before I go home to ^{ask} if they need anything.

PART 3 Write

Read the prompts. Choose one and write a paragraph or two about it.

- Write about the changes that you have made since you came to this country, city, or school.
- Write about new technology that you've started using recently. How has that made your life different?

PART 4 Edit

Reread the Summary of Unit 9 and the editing advice. Edit your writing from Part 3.

New Writing Tips further connect the grammar to the unit writing task.

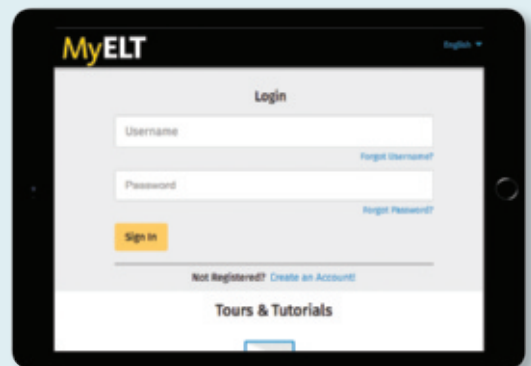
ADDITIONAL RESOURCES

FOR STUDENTS The **Online Practice** provides a variety of interactive grammar activities for homework or flexible independent study.

GO TO [ELTNGL.COM/MYELT](https://www.eltngl.com/myelt)

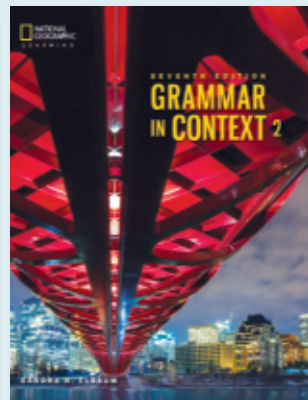
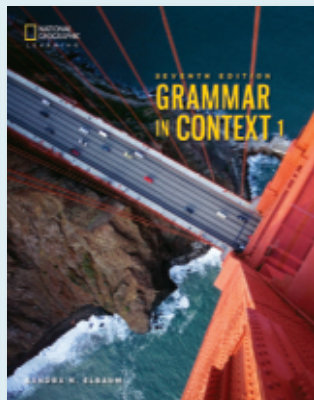


FOR TEACHERS The **Classroom Presentation Tool** allows the teacher to project the student book pages, open interactive activities with answers, and play the audio program.



The **Teacher's Website** hosts the teacher's guide, audio, and ExamView® Test Center, so teachers have all the materials they need in one place.

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ACKNOWLEDGMENTS

The Author and Publisher would like to acknowledge and thank the teachers who participated in the development of the seventh edition of *Grammar in Context*.

A special thanks to our Advisory Board for their valuable input during the development of this series.

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UNIT

1

Verb Tense Review

LANGUAGE

Yangzhou Zhangshuge
bookstore in Zhen
Yuan, China




The limits of my language
mean the limits of my world.

LUDWIG WITTGENSTEIN

THE AMAZING TIMOTHY DONER



Read the following article. Pay special attention to the words in bold.  1.1

Timothy Doner **looks** like an average guy. But there **is** something very special about him. He **speaks** over 20 languages. He **doesn't speak** all of them equally well, but he **is** very comfortable in many of them. He **feels** most comfortable with Hebrew, Farsi¹, French, and Arabic. At any one time, he **is studying** three to four languages.

There are many videos of him on the Internet. In one video, he **is riding** in a taxi and **talking** to a Haitian taxi driver in French. In it, he **is telling** the driver that he **wants** to learn Creole, a language of Haiti. In another, he **is speaking** Russian with the owners of a video store in New York, where he **lives**. In another, he **is speaking** Farsi with the owner of a bookstore. He **is asking** the Farsi speaker for more information about the language. In other videos, he **is studying** Mandarin or **discussing** the similarities between Hebrew and Arabic with native speakers of these languages. He also **speaks** Urdu², Indonesian, Swahili³, and Ojibwe, an American Indian language.

Doner **spends** a lot of time trying to learn languages. To learn some languages, he **takes** classes. To learn others, he **studies** on his own. He always **looks** for opportunities to practice with native speakers. Sometimes he **uses** video chats to practice with native speakers in other countries. He also **memorizes** songs and **watches** movies in other languages. He really **enjoys** learning languages. He **thinks** that language **helps** you connect to other people. When he **speaks** another language, he **feels** like a different person.

He **doesn't** only **study** languages. He also **studies** linguistics and **writes** about the history and culture of the Middle East.

¹ Farsi: the official language of Iran

² Urdu: an official language spoken in Pakistan

³ Swahili: a language spoken in Kenya and other countries of the African Great Lakes region

COMPREHENSION Based on the reading, write T for *true* or F for *false*.

- _____ Timothy Doner is able to communicate in over 20 languages.
- _____ He doesn't practice with native speakers.
- _____ It's impossible for him to practice with native speakers in other countries.

THINK ABOUT IT Discuss the questions with a partner or in a small group.

- Do you believe that some people learn languages more easily than others? Explain.
- What are some ways that learning a language can help you better connect with the speakers of that language?


1.1 The Present of *Be*

EXAMPLES		EXPLANATION
I	am	from New York.
He She It	is	
You We They	are	
I'm happy to hear about Timothy. Timothy's an amazing person. They're interested in linguistics.		Subject pronouns and most singular nouns can contract with a present form of <i>be</i> . <i>I'm, He's, She's, It's, You're, We're, They're, Timothy's</i>
Timothy is smart. Mandarin and Cantonese are languages of China. Haiti is southeast of Florida. It is warm in Haiti all year. I am hot. Let's turn on the air-conditioning. Timothy Doner is from New York. How old is Timothy now? I am hungry. What time is it in New York now? There are many languages in India.		We use a form of <i>be</i> with: <ul style="list-style-type: none"> • a description • a classification or grouping • a location • weather • reaction to weather • place of origin • age • physical states • time • <i>There</i>
Notice these seven patterns with the verb <i>be</i> :		
AFFIRMATIVE STATEMENT:		Spanish is the official language of Colombia.
NEGATIVE STATEMENT:		It isn't the language of Brazil.
YES/NO QUESTION:		Is Spanish easy for Italians?
SHORT ANSWER:		Yes, it is .
WH- QUESTION:		Why is Spanish easy for Italians?
NEGATIVE WH- QUESTION:		Why isn't Spanish a challenge for Timothy?
SUBJECT QUESTION:		What is the official language of Brazil?

Note:

We don't make a contraction with *is* if the noun ends in *s, se, ce, ge, ze, sh, ch, or x*.

French is one of Timothy's languages. (NOT: *French's*)

EXERCISE 1 Listen to the first part of a conversation between two students. Fill in the blanks with the words you hear.  12

A: What 's your native language ?
1.

B: My native _____ French.
2.

A: _____ France?
3.

B: No. _____ from France. _____ from Cameroon.
4. 5.

A: _____ Cameroon?
6.

B: _____ in Africa.
7.

A: What part of Africa _____ ?
8.

B: It's in West Africa.

A: _____ the only language in Cameroon?
9.

B: No, _____ . _____ many languages in Cameroon, but the two official
10. 11.
languages _____ French and English.
12.

EXERCISE 2 Complete the rest of the conversation from Exercise 1 on your own. Use contractions wherever possible.

A: How many languages are there in Cameroon?
1.

B: There _____ about 250 languages. French _____ my official language,
2. 3.
but my home language _____ Beti.
4.

A: _____ similar to French?
5.

B: No, it _____ . Not at all. They _____ completely different.
6. 7.

A: How many speakers of Beti _____ there?
8.

B: _____ about 2 million.
9.

A: Then _____ an important language in your country.
10.

B: Yes, it definitely _____ .
11.

A: My roommate _____ from Nigeria. _____ near Nigeria?
12. 13.

B: Yes. Cameroon and Nigeria _____ neighbors. Nigeria _____ north of Cameroon.
14. 15.

A: I _____ interested in your country, but I _____ really hungry.
16. 17.
_____ hungry?
18.

B: Yes, I _____ . Let's go get something to eat. We can finish our conversation over lunch.
19.

1.2 The Simple Present

FORM

EXAMPLES	EXPLANATION
I like English. You know Mandarin. We come from China. The people of Iran speak Farsi.	We use the base form of the verb with <i>I, you, we, they,</i> and plural subjects. Note: <i>People</i> is plural.
Timothy lives in New York. He studies languages.	We use the -s form with <i>he, she, it,</i> and singular subjects.
Every language shows something about the culture. No one in this class speaks Ojibwe.	We use the -s form with subjects beginning with <i>every</i> and <i>no</i> .
Timothy's family lives in New York.	Note: <i>Family</i> is singular.
Timothy likes to learn languages.	We can follow many main verbs with an infinitive.

Notice these seven patterns with the base form:

AFFIRMATIVE STATEMENT:	You speak Urdu.
NEGATIVE STATEMENT:	You don't speak Hindi.
YES/NO QUESTION:	Do you speak Farsi?
SHORT ANSWER:	Yes, I do .
WH- QUESTION:	Where do people speak Urdu?
NEGATIVE WH- QUESTION:	Why don't you speak Hindi?
SUBJECT QUESTION:	How many people speak Hindi?

Notice these seven patterns with the -s form:

AFFIRMATIVE STATEMENT:	Timothy studies Farsi.
NEGATIVE STATEMENT:	He doesn't study Spanish.
YES/NO QUESTION:	Does he study French?
SHORT ANSWER:	Yes, he does .
WH- QUESTION:	Where does he study French?
NEGATIVE WH- QUESTION:	Why doesn't he study Spanish?
SUBJECT QUESTION:	Who studies Spanish?

Notes:

1. *Have* has an irregular -s form:

*I **have** a language dictionary. Timothy **has** many language dictionaries.*

2. The -s form of *go* is *goes*. The pronunciation is /goʊz/.

*We **go** to college. My sister **goes** to high school.*

3. The -s form of *do* is *does*. The pronunciation is /dʌz/.

*You **do** your homework at home. She **does** her homework at the library.*

GRAMMAR IN USE

A common error is to drop the helping verb *do/does* when asking about meaning, spelling, cost, and time. We use regular word order in these situations.

*What **does** "challenge" mean?*

*How much **does** the book **cost**?*

*How **do** you **spell** "challenge"?*

*How long **does** it **take** to learn another language?*

USE

EXAMPLES	EXPLANATION
Timothy speaks 20 languages. He loves languages, but he doesn't like math.	We use the simple present with facts, general truths, habits, and customs.
Timothy often practices with native speakers. He always tries to learn new things. Does he ever make videos? How often does he use a dictionary?	We use the simple present with regular activities and repeated actions.

Notes:

- The frequency adverbs are *always, almost always, usually, generally, frequently, sometimes, occasionally, seldom, rarely, hardly ever, almost never, not ever, and never*. Frequency adverbs usually come after the verb *be* and before other verbs.

*Timothy is **always** interested in languages. He **sometimes** finds native speakers to talk to.*

- We can put *sometimes* at the beginning of a sentence, too.

***Sometimes** he finds native speakers to talk to.*

GRAMMAR IN USE

Seldom, rarely, hardly ever, and almost never have similar meanings. *Seldom* and *rarely* are more formal. *Hardly ever* and *almost never* are more common in conversation and informal writing.

A: Do you **ever** speak English with your parents?

B: No, I **almost never** do. OR No, I **hardly ever** do.

EXERCISE 3 Use the underlined verbs to help you complete the sentences.

- Timothy lives in New York. Does he live with his parents?
- He speaks French. He doesn't speak Spanish.
- Timothy speaks a lot of languages. _____ Urdu? Yes, he _____.
- He memorizes songs. _____ poems, too?
- He _____ video chat. Does he use other methods, too? Yes, he _____.
- He takes classes. _____ a Farsi class?
- New York _____ people from all over the world. _____ New York have people from Indonesia? Yes, it _____.
- Some languages _____ accent marks. _____ Hebrew have accent marks?
- Timothy feels different when he speaks another language. Why _____ different?
- He's interested in Creole, but he _____ interested in Spanish. Why _____ interested in Spanish?

11. Farsi challenges him, but Spanish _____ him as much.
12. He _____ comfortable speaking Arabic. _____ feel comfortable speaking Hebrew? Yes, he _____.
13. His parents speak English. _____ Hebrew?
14. He is very good at languages, but he _____ very good at math.
15. He studies languages every day. _____ only from books?
No, he _____.
16. He practices with native speakers. How _____ with native speakers?
17. Not many people speak Ojibwe. How many people in the U.S. _____ Ojibwe?

EXERCISE 4 Fill in the blanks to complete the conversation. Use the words given.

A: Hi. My name's Bai. I'm from China.

B: Hi Bai. My name's Khalid. Do you speak Chinese?
1. you/speak

A: Well, a lot of people _____ our language is Chinese. But there are several dialects of Chinese. I _____ Mandarin. China _____ over 1 billion people, and most people _____ Mandarin, but not everyone does. Mandarin _____ over 800 million speakers. What about you?
2. say
3. speak
4. have
5. speak
6. have

B: I speak Farsi. _____ anything about my language?
7. you/know

A: No, I _____. Who _____ Farsi?
8.
9. speak

B: People in Iran do. We sometimes _____ the language "Persian."
10. call

A: What alphabet _____?
11. you/use

B: We _____ the Arabic alphabet, with some differences. We _____ from right to left. _____ my writing?
12.
13. write
14. you/want/see

A: Yes, I _____.
15.

B: ريوصت، I want to see your writing, too.

A: Here's an example of my writing. 書

B: How many letters _____?
16. Chinese/have

continued

A: Chinese _____ 17. not/have _____ letters. It _____ 18. have _____ characters. Each character _____ 19. represent _____ a word or a syllable.

B: Wow. It _____ 20. seem _____ like a hard language.

A: Well, it isn't hard to speak it. But it _____ 21. take _____ a long time to learn to read and write well.

B: It _____ 22. look _____ so beautiful.

A: Your writing _____ 23. look _____ beautiful, too.

ABOUT YOU Read the statements. Correct the statements that are not true about you. Then work with a partner and ask him or her about these statements.

A: *I'm not from Mexico. I'm from Ecuador. Are you from Mexico?*

B: *No, I'm not.*

A: *Where are you from?*

B: *I'm from the Philippines.*

1. I'm ^{not} from Mexico.

2. I speak English with my friends from my country.

3. I speak English with my family.

4. I want to learn Urdu or Chinese.

5. I am interested in seeing Timothy Doner's videos.

6. My favorite songs are in my language.

7. Most people in my country study English.

8. Spanish is my native language.

9. I'm interested in linguistics.

10. I use video chat to communicate with my friends and family.

EXERCISE 5 Read the conversation between two new students. Fill in the blanks by using the words given and context clues.

A: Hi. My name's Marco. I come from Brazil. What ^{is} 1. _____ your name and where are you from 2. _____ ?

B: My name's Ly. I'm from Vietnam.

A: How _____ 3. spell _____ your name?

B: It's very simple: L-Y. _____ 4. _____ Spanish?

A: No. I don't speak Spanish. Spanish _____ the official language of most countries in South America, but Brazilians _____ Portuguese. What about you?
5.
6.

B: Vietnamese _____ my native language.
7.

A: I _____ anything about Vietnamese. _____ the same alphabet as English?
8. not/know
9. Vietnamese/use

B: Yes, it _____. But we use accent marks on our words. Look. Here's a text message in Vietnamese from my sister. *Bạn đang ở đâu?* _____ all the extra marks we use on our letters?
10.
11. you/see

A: Yes, I _____. Wow! It _____ very complicated. _____ similar to Chinese?
12.
13. look
14.

B: Not at all. But there's one similarity: both Chinese and Vietnamese are tonal languages.

A: What _____ ?
15. mean/"tonal"

B: It _____ the tone affects the meaning. There _____ six tones in Vietnamese. For example, "ma" _____ six different things, depending on the tone.
16. mean
17.
18. mean

continued

Ha Long Bay, Vietnam



A: Really?

B: Yes. It can mean “horse,” “but,” or “ghost,” for example. It _____ other meanings, too,
19. have
depending on the tone. Tell me about your language.

A: Portuguese _____ some accent marks, too. But it _____ tones.
20. have 21. not/have
Not everyone in Brazil _____ Portuguese. There are some other languages, too,
22. speak
such as Cocama.

B: How _____ that?
23. you/spell

A: C-O-C-A-M-A.

B: How many people _____ Cocama?
24. speak

A: I really _____ .
25. not/know

B: Right now I really _____ English as quickly as possible. It _____
26. want/learn 27. take
a long time to become fluent in a foreign language.

B: Yes, it does. I have to go now. How _____ “see you later” in Portuguese?
28. say

A: We say “Até mais tarde.”

B: OK, ate mais tarde!

A: Ha! See you later!

ABOUT YOU Write questions to ask another student about his or her language. Then interview a partner. (Choose a student who speaks a different language, if possible, or ask your teacher questions and he or she will ask you questions.) Use the conversation above for ideas.

A: *What is the official language of your country?*

B: *Actually, there is no official language in the U.S.*

1. *What is the official language of your country?* _____
2. _____
3. _____
4. _____
5. _____
6. _____


1.3 The Present Continuous

FORM

EXAMPLES	EXPLANATION
We're watching a video of Timothy Doner and a taxi driver. The driver is telling him about the Creole language.	To form the present continuous, we use a present form of <i>be (am, is, are)</i> + the present participle of the verb (base form + <i>-ing</i>).
Notice these seven forms with the present continuous:	
AFFIRMATIVE STATEMENT:	We are reading about languages.
NEGATIVE STATEMENT:	We aren't reading about animal communication.
YES/NO QUESTION:	Are we reading about Mandarin now?
SHORT ANSWER:	No, we aren't .
WH- QUESTION:	Why are we reading about languages?
NEGATIVE WH- QUESTION:	Why aren't we reading about Mandarin?
SUBJECT QUESTION:	Who is reading about Mandarin?

USE

EXAMPLES	EXPLANATION
We are practicing English in class now. The teacher is helping us learn English grammar.	We use the present continuous for an action that is happening now.
Look at this video of Timothy. He's talking with a taxi driver. They're having a conversation in Creole.	We use the present continuous to describe what we see in a picture or video.
Timothy is working on a few projects. We are reviewing verb tenses this week.	We use the present continuous for an action that is ongoing over a longer period of time.
Mandarin is gaining popularity as a world language.	We can use the present continuous to describe a trend.
We're from Iran. We are living in the U.S. now.	<i>Live</i> in the present continuous often shows a temporary situation. It's also possible to say "We live in the U.S. now."
Timothy is sitting in the back of a taxi. He is wearing jeans and a T-shirt.	With certain verbs (<i>sit, stand, lie (down), wear, sleep</i>), we can use the present continuous to describe the state even though there is no action.

EXERCISE 6 Listen to a conversation between a mother and daughter about American Sign Language. Write T for *true* or F for *false*.  13

- _____ A sign language is for people who can't hear.
- _____ American Sign Language has a sign for every word.
- _____ Only people who can't hear learn sign language.



Friends using sign language

EXERCISE 7 Listen again. Fill in the blanks with the words you hear.  1.3

A: Are those people talking with their hands?
1.

B: Yes. They _____ sign language.
2.

A: What's that?

B: It's a language that people who can't hear well use.

A: _____ each word?
3.

B: No. They _____ symbols. Each symbol is a whole word. But sometimes they have to spell a word, such as a name.
4.

A: How do you know so much about it?

B: A friend at work is deaf. _____ to learn American Sign Language because I want to communicate with her.
5.

A: Where _____ it?
6.

B: At a community college near our house.

EXERCISE 8 Complete the conversation using the present continuous form of one of the verbs from the box below. Use contractions wherever possible.

get	knit	learn	take✓	wear
-----	------	-------	-------	------

- A: My nephew is deaf, so I 'm taking_{1.} sign language classes with my sister. It takes time and practice, but we ______{2.} better every day.
- B: How old is your nephew?
- A: He's three years old.
- B: That seems young to learn sign language.
- A: It isn't. In fact, he ______{3.} it very quickly, more quickly than we are! Here's a picture of him.
- B: He's so cute! He ______{4.} an adorable hat.
- A: It's from me. I knit. In fact, I ______{5.} a sweater for him now.

ABOUT YOU Read the statements. Correct the statements that are not true about you. Then work with a partner and ask him or her about these statements.

- A: *I'm reading many things in English outside of class.*
 B: *Really? Like what?*
 A: *I'm reading the news and some social media posts in English. How about you?*
 B: *No, I'm not. I'm too busy.*

- I'm reading many things in English outside of class.
- I'm studying another language in addition to English.
- I'm beginning to mix English with my native language.
- I'm living with my family.
- I'm wearing blue jeans today.

ABOUT YOU Write sentences to tell about something you are doing at this time in your life. Use the verbs in parentheses with the present continuous.

- (learn) I'm learning to study more effectively.
- (read) _____
- (study) _____
- (working on) _____
- (live) _____
- (plan) _____

1.4 The Present Continuous vs. The Simple Present— Action and Nonaction Verbs

EXAMPLES	EXPLANATION
You don't have to speak so loud. I hear you. Mandarin now has more than 850 million speakers. I know something about Farsi.	Some verbs are nonaction verbs. They describe a state, condition, or feeling, not an action. We don't usually use the present continuous with these verbs, even when referring to the exact moment. See Appendix B for a list of nonaction verbs.
I am listening to a podcast. I hear some unusual sounds. We are looking at a video. We see Timothy in a taxi. I'm thinking about a major in linguistics. I think (that) linguistics is interesting. My mom is having a hard time with English. English has many irregular verbs in the past. Marco isn't in class today. He has a cold.	<i>Listen</i> is an action verb. <i>Hear</i> is a nonaction verb. <i>Look</i> is an action verb. <i>See</i> is a nonaction verb. <i>Think about</i> or <i>of</i> is an action verb. <i>Think (that)</i> is a nonaction verb. <i>Have</i> is an action verb when it means <i>experience</i> . <i>Have</i> for possession, relationship, or illness is a nonaction verb.
I am looking at the video. You look very interested in that video. Timothy Doner looks like an average guy.	Some verbs can describe either a sense perception or an action: <i>look, smell, taste, sound, feel</i> . When these verbs describe a sense perception, an adjective or the word <i>like</i> usually follows.

Notes:

- Some common nonaction verbs are:
 - Sense perception verbs: *smell, taste, feel, look, sound, appear*
 - Feelings and desires: *like, dislike, love, hate, hope, want, need, prefer, agree, disagree, care (about), expect, matter*
 - Mental states: *believe, know, hear, see, notice, understand, remember, think (that), suppose, recognize*
 - Others: *mean, cost, spell, weigh*
- Native speakers sometimes use *hope, understand, and think* as action verbs.
 - I'm hoping I can visit Vietnam one day.*
 - If I'm understanding you correctly, you're afraid of making a mistake.*
 - I'm thinking that I need to practice English more. (This use of the present continuous often means I'm beginning to think . . .)*

GRAMMAR IN USE

The verb *see* can mean *have a relationship with* (personal or professional). In this case, *see* is an action verb and can be present continuous.

I'm seeing someone new. (dating)

I'm seeing a new doctor. (visiting as a patient)

EXERCISE 9 Fill in the blanks with the simple present or present continuous to complete the conversation. In some cases, the verb is provided for you. In other cases, use context clues to find the verb.

A: What are you looking at?
1.

B: I'm looking at a video of Timothy Doner. Listen!

A: What language _____? I _____ it.
2. 3. not/recognize
4. you/understand

B: Of course. He's speaking my language, Russian! I _____ this for the second time.
5. watch
I _____ very carefully now and I _____ a few small mistakes, but
6. listen 7. hear
he _____ almost like a native Russian. And he _____ so much slang. He
8. sound 9. know
even _____ like a Russian using Russian gestures.
10. look

A: Who _____ to? And what _____ about?
11. he/talk 12. they/talk

B: He _____ to the owners of a Russian video store. They _____
13. 14. introduce
themselves. The Russians _____ surprised to hear an American speak their language so well.
15. look

A: Learning so many languages _____ time. I wonder if he has any fun in his life.
16. take

B: He _____ languages, so he _____ a great time. Listen.
17. love 18. have
He _____ and _____ with the Russians.
19. laugh 20. joke

A: I _____ that he's amazing. Is he good in other subjects, too?
21. think

B: He says he _____ math.
22. not/like

A: What _____ to do with so many languages?
23. he/plan

B: He _____ about becoming a linguist.
24. think

A: I _____ that's a perfect profession for him.
25. think


ABOUT YOU Describe a video you are in or have taken.

*In this video, my dog and cat **are playing**. They **love** playing together. My cat **is chasing** my dog's tail and my dog **is jumping** to get away from her. They **look** silly. They **are having** a good time.*

TEXAS SILESIAN: Will it Survive?



Panna Maria,
Texas

Read the following article. Pay special attention to the words in bold.  1.4

If you ask someone what the language of the United States is, they **will** probably **say** English, but in fact there is no official language in the U.S., and there are many communities that speak other languages, such as Chinese, Spanish, Korean, and so on. There are also many less widely spoken languages unique to the U.S. One example is Texas Silesian.

Silesian is a dialect¹ of the Polish language and is regarded by some linguists as a separate language. Silesian is spoken in southwestern Poland and the northeastern Czech Republic, and its vocabulary has been strongly influenced by German. However, Texas Silesian has been more heavily influenced by English. Why? The people who speak it have been living in the U.S. state of Texas for over 160 years!

With the rise of the Internet and global communication, it is becoming harder and harder for languages such as Texas Silesian to survive. It's

difficult to estimate how long it and other dying languages **will last**. In the modern world, we simply don't know how technology **is going to evolve** and what effect it **will have** on languages.

So, how much longer **will** Texas Silesian **survive**? The language is already mainly spoken by the older generation. Keeping the language alive **is** no doubt **going to be** difficult. As stated, the globalization of language and culture puts such languages under great pressure, and this situation **won't go** away. Minority languages die out at the rate of about 25 per year, and they **will** no doubt **continue** to die. In some cases, losing the language **will mean** that the history and culture **will be** lost, too.

However, the Internet and global communication might also help to improve the survival chances of endangered languages. Projects such as Enduring Voices—a joint effort by the Living Tongues Institute and National Geographic—aim to preserve dying languages and their related cultures by recording living speakers and keeping the recordings online. Anyone can visit the Enduring Voices project website and hear the endangered or lost languages that they recorded. With the Internet, it's possible that these languages **won't be** lost or hidden away.

¹ dialect: a form of a language that is particular for a certain region or area



Sign at the entrance to a farm in Panna Maria, the oldest Polish settlement in the U.S.

COMPREHENSION Based on the reading, write T for *true* or F for *false*.

1. _____ Texas Silesian is spoken all over the U.S. state of Texas.
2. _____ The Internet and global communication are not good for dying languages.
3. _____ About two languages die every month.

THINK ABOUT IT Discuss the questions with a partner or in a small group.

1. Is it important to preserve dying languages in the modern world? Why or why not?
2. What is unique about your language? What would be lost if it disappeared?

1.5 The Future—Form

EXAMPLES	EXPLANATION
Many languages will disappear . English will not disappear . Some languages won't survive .	We can use <i>will</i> + the base form for the future. The contraction for <i>will not</i> is <i>won't</i> .
Some living things are going to become extinct. Texas Silesian is probably going to disappear .	We can use <i>be going to</i> + the base form for the future.
You are going to hear some strange sounds if you visit the Enduring Voices website. When the last speaker of Tofa Texas Silesian dies , the language will die .	Some future sentences have two clauses: a main clause and an <i>if</i> or time clause. We use the future only in the main clause. It doesn't matter which clause comes first.

Notice these seven patterns with *will*:

AFFIRMATIVE STATEMENT:	Some languages will disappear .
NEGATIVE STATEMENT:	My language won't disappear .
YES/NO QUESTION:	Will English disappear soon?
SHORT ANSWER:	No, it won't .
WH- QUESTION:	Why will some languages disappear ?
NEGATIVE WH- QUESTION:	Why won't English disappear soon?
SUBJECT QUESTION:	Which languages will disappear soon?

Notice these seven patterns with *be going to*:

AFFIRMATIVE STATEMENT:	We are going to study English.
NEGATIVE STATEMENT:	We aren't going to study Mandarin.
YES/NO QUESTION:	Are we going to study French?
SHORT ANSWER:	No, we aren't .
WH- QUESTION:	Why are we going to study English?
NEGATIVE WH- QUESTION:	Why aren't we going to study French?
SUBJECT QUESTION:	Who is going to study French?

Note:

You can contract pronouns with *will*: *I'll, you'll, he'll, she'll, it'll, we'll, they'll*. In conversation, you also hear contractions with some question words: *who'll, what'll*, etc.


Pronunciation Note:

Going to or *be going to* for future is often pronounced "gonna" or /ɡɒnə/.

GRAMMAR IN USE

We write “gonna” only in very informal situations, such as texting.

Text message: *Are you gonna go to the library later?*

EXERCISE 10 Listen to the conversation between two students. Fill in the blanks with the words you hear.  1.5

A: What are you majoring in?

B: I'm majoring in art now, but I *'m going to change* _____ my major next semester.
1.

A: What _____?
2.

B: I _____ my master's in applied linguistics.
3.

A: What's that?

B: It's a degree that _____ me to teach English as a second language. When
4.
I _____ back to my country, I _____ an English teacher.
5. 6.

A: Why do you want to be an English teacher?

B: It _____ easy for me to find a job in China.
7.

A: Why _____ so easy?
8.

B: Because everyone there wants to learn English these days.

A: But English isn't your native language.

B: That doesn't matter. I know that if I _____ every day, I _____ fluent
9. 10.
soon. This semester, I have a Chinese roommate, and we speak Mandarin all the time. But next semester,
I _____ with an American woman from my math class.
11.
I _____ English with her every day, so my English
12.
_____ quickly. I'm sure of it.
13.

A: You're probably right. You _____ a lot of slang and natural English from her.
14.

B: That's the idea!

A: Do you have any other great plans for your future?

B: After I _____ for a few years, I _____ my own
15. 16.
language school in my hometown.

EXERCISE 11 Fill in the blanks with one of the words from the box below. Practice the future with *will*.

be able to hear	die	hear	make	visit
continue	have	learn	teach ✓	

The Enduring Voices project is an important project for several reasons. It will teach 1. future generations a lot about their past. After all members of a language group _____, 2. future generations _____ the language of their ancestors. In addition, they _____ more about the native culture of their ancestors. Also, linguistics students and professors _____ a record of the languages. This project _____ linguistic research easier. I hope this project _____ for many more years so that we can preserve information about language and culture. If you _____ the project online, you _____ many languages that are in danger of dying. 9.

EXERCISE 12 Fill in the blanks with the words given. Practice the future with *be going to*.

A: My wife is from Colombia. She speaks Spanish. I'm from Ukraine. I speak Ukrainian and Russian.

B: How do you communicate with your wife?

A: I speak Spanish, so we speak Spanish to each other. But we are going to have 1. have a baby in three months. When the baby is born, we _____ to English at home. 2. switch

B: Why _____ that? 3. you/do

A: We live in the U.S. now. The baby _____ the opportunity to speak perfect English. We're immigrants, so we _____ in our native countries anymore. 4. have 5. not/live So Spanish, Russian, and Ukrainian _____ so important in our daughter's life. 6. not/be

B: Then she _____ the opportunity to become bilingual or trilingual. 7. lose

A: Well, we think it will confuse her if we speak three languages in the home.

B: I don't agree. I think it would open many doors for her in the future. It's so easy for small children to learn languages.

A: When she's in high school, she _____ the chance to learn a foreign language. 8. have

B: The best time to learn a foreign language is when you're young. Follow my advice. You won't be sorry.

ABOUT YOU Write about some plans you have for your future.

1. After I finish this course, I'm going to return to my country_____.
2. When/If I go back to my country,_____.
3. After I complete class today, _____.
4. _____ for my next vacation.
5. _____ when I finish this exercise.
6. _____ next weekend.

1.6 Will, Be Going To, or Present Continuous for Future

EXAMPLES	EXPLANATION
<p>Many languages will disappear. Many languages are going to disappear. Your daughter will have many opportunities if she's bilingual. Your daughter is going to have many opportunities if she's bilingual.</p>	<p>For predictions, you can generally use either <i>will</i> or <i>be going to</i>. <i>Will</i> is more common in formal writing.</p>
<p>When the baby is born, we're going to switch to English. I'm going to start an English language school in China.</p>	<p>We generally use <i>be going to</i> to describe something that was planned before it was mentioned.</p>
<p>I'm studying linguistics at the University of Illinois next year.</p>	<p>We sometimes use the present continuous with a future meaning when we have a definite plan. Often, a time or place is mentioned.</p>
<p>A: You should help your kids become bilingual. B: Thanks for your advice. I'll think about it.</p> <p>A: I'm having trouble with my English assignment. Will you help me? B: Of course I will.</p> <p>A: I can't hear you. B: I'll speak louder.</p> <p>A: I'm going to become an ESL teacher. B: You'll be good at it.</p>	<p>We use <i>will</i> when we think of something at the time of speaking (unplanned), especially when we make:</p> <ul style="list-style-type: none"> • a promise • a request for help • an offer to help • a comment of reassurance
<p>My parents won't support me if I major in art.</p>	<p>We can use <i>won't (will not)</i> to mean <i>refuse to</i>.</p>

EXERCISE 13 Fill in the blanks with the verbs given. Use *will* or *be going to*. In some cases, both *will* and *be going to* are possible.

A: Where are you going?

B: To the coffee shop around the corner.

A: I ll go with you. I need a cup of coffee, too.
1. go

B: Well, I'm not really going there for coffee. I _____ a quiet table in the corner and use the Wi-Fi there. I have to do research for an essay.
2. get

A: What topic _____ ?
3. you/research

B: Animal communication. I _____ those words and see what I can find.
4. just/google

A: Why _____ about that?
5. you/write

B: I read an article in *National Geographic* about it. I found it fascinating. So I _____ for more information about it.
6. look

A: I _____ with you anyway. I promise I _____ you.
7. go 8. not/bother
I _____ a cup of coffee. I have my laptop, so I _____ my email while you do your research.
9. just/get 10. check

B: I could use your help a little. I'm not very good with spelling. After I write my first draft, _____ me correct the spelling?
11. you/help

A: Of course, I _____ .
12.


B: I sometimes ask my roommate to help me, but he _____ it. He says I have to do this on my own. This is my first essay for this class, and I'm afraid I _____ a good job.
13. not/do 14. not/do

A: I'm sure you _____ fine.
15. do

B: OK, then. Let's go. I _____ the coffee.
16. buy

A: And I _____ your spellchecker.
17. be

An Unusual Orphan

Read the following article. Pay special attention to the words in bold.  1.6

She was born in West Africa in 1965. She **was** an orphan; her mother **died** when she was very young. She **didn't stay** in Africa long. She **came** to the United States when she **was** only ten months old. Allen and Beatrix Gardner, an American couple in Nevada, **adopted** her and named her Washoe. **Did** she **learn** to speak English with her new American family? Well, not exactly. Washoe **was** a chimpanzee. And the Gardners **were** language researchers.

The Gardners, who **were** interested in animal communication, **understood** that nonhuman primates¹ can't make human sounds. So they **taught** Washoe American Sign Language (ASL). The Gardners **avoided** using speech around her so that she could learn the way a deaf child learns. Washoe **was** the first nonhuman to acquire a human language.

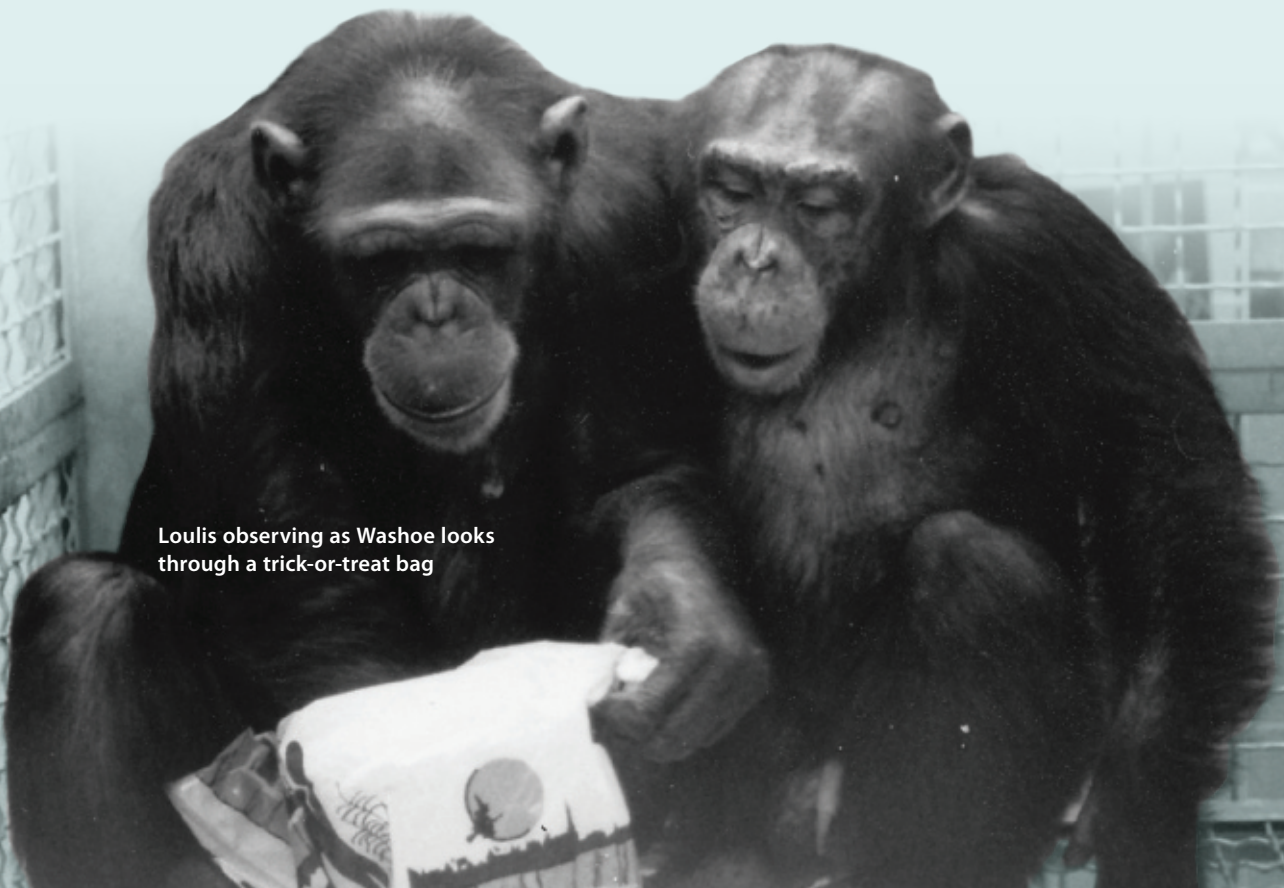
Washoe **lived** at home with the Gardners. She **liked** to look through books, magazines, and catalogs. She especially **liked** shoe catalogs! Then, when she **was** five years old, language researchers

Roger and Deborah Fouts **took** her to the Primate Institute at the University of Oklahoma. There **were** other chimps there that could communicate with American Sign Language. When Washoe **met** other chimps for the first time, she **didn't like** them. She **called** them “black cats” or “black bugs.” Eventually she **started** to interact and “talk” to them.

Researchers **wanted** to see if Washoe would communicate with baby chimps using ASL. Washoe **had** two baby chimps, but they **died** when they were very young. Researchers **gave** her a male baby chimp, Loulis, to take care of. Washoe quickly **“adopted”** him. She **started** signing to Loulis. She even **taught** him signs by taking his hands and showing him how to say “food.” During her life, Washoe **learned** about 350 signs and **taught** signs to younger chimps.

Washoe **died** in 2007 at the age of 42.

¹ primate: a member of the highest order of animals, including humans, apes, monkeys, and lemurs



Loulis observing as Washoe looks through a trick-or-treat bag

COMPREHENSION Based on the reading, write T for *true* or F for *false*.

1. _____ Studies show that chimps can learn to speak.
2. _____ Washoe taught her own babies how to sign.
3. _____ Washoe spent time with other chimps in Oklahoma.

THINK ABOUT IT Discuss the questions with a partner or in a small group.

1. Does learning about the behavior and intelligence of animals such as the chimpanzee, Washoe, change your feelings about them or other animals? Explain.
2. What are some characteristics of an animal's behavior and/or appearance that make you like them or dislike them?

1.7 The Simple Past

FORM

EXAMPLES	EXPLANATION
Washoe learned about 350 signs. She lived with the Gardners for four years.	Many simple past verbs are regular. To form the simple past of regular verbs, add <i>-ed</i> or <i>-d</i> to the base form. learn → learned live → lived
Washoe had two baby chimps. She taught younger chimps signs.	Many simple past verbs are irregular. See Appendix B for a complete list of irregular past verbs. have → had teach → taught
Washoe learned to sign. She didn't learn to speak. Did the Gardners teach her? Who taught her?	We use the past form only in affirmative statements and subject questions. After <i>did</i> or <i>didn't</i> , we use the base form.
Washoe was an orphan. The Gardners were language researchers.	The past of <i>be</i> is irregular. It has two forms in the past. I, he, she, it → was we, you, they → were

Notice these seven patterns with a regular verb:

AFFIRMATIVE STATEMENT:	Washoe learned American Sign Language.
NEGATIVE STATEMENT:	She didn't learn to speak.
YES/NO QUESTION:	Did she learn 1,000 signs?
SHORT ANSWER:	No, she didn't .
WH- QUESTION:	When did she learn to sign?
NEGATIVE WH- QUESTION:	Why didn't she learn more than 350 signs?
SUBJECT QUESTION:	How many chimps learned to sign?

Notice these seven patterns with an irregular verb:

AFFIRMATIVE STATEMENT:	Researches taught Washoe to sign.
NEGATIVE STATEMENT:	They didn't teach Washoe to speak.
YES/NO QUESTION:	Did they teach her American Sign Language?
SHORT ANSWER:	Yes, they did .
WH- QUESTION:	Why did they teach her American Sign Language?
NEGATIVE WH- QUESTION:	Why didn't they teach her to speak?
SUBJECT QUESTION:	Who taught Washoe to sign?

continued

Notice these seven patterns with the verb *be*:

AFFIRMATIVE STATEMENT:	Washoe was an orphan.
NEGATIVE STATEMENT:	She wasn't successful having babies.
YES/NO QUESTION:	Was she a year old yet when she came to the U.S.?
SHORT ANSWER:	No, she wasn't .
WH- QUESTION:	Where was her mother?
NEGATIVE WH- QUESTION:	Why wasn't she with her mother?
SUBJECT QUESTION:	Who were her trainers?


USE

EXAMPLES	EXPLANATION
Washoe met other chimps at the Primate Institute. She liked to look at books. She didn't learn to speak. She died in 2007.	We use the simple past to refer to an event that started and ended at a definite time in the past. It can be a single event or a repeated event.

Note:

It is not necessary to mention when the action happened; the simple past implies a definite past time.

EXERCISE 14

 Listen to the following sentences. Fill in the blanks with the words you hear.  1.7

- A:** Where was Washoe born?
a.
- B:** She was born in Africa. She _____ born in the United States.
b. c.
- A:** She _____ her human trainers. At first, she _____ other chimps.
a. b.
- B:** Why _____ other chimps?
c.
- A:** _____ baby chimps?
a.
- B:** Yes, she _____. She _____ two babies but they _____.
b. c. d.
- A:** Who _____ her American Sign Language?
a.
- B:** The Gardners _____ her ASL.
b.
- A:** How long _____ with the Gardners?
a.
- B:** She _____ with them for three years.
b.
- A:** The Gardners _____ around Washoe.
a.
- B:** Why _____ around her?
b.

EXERCISE 15

 Use a form of the underlined words to complete the sentences.

- Washoe lived with the Gardners. She didn't live in a zoo.
- The Gardners took care of her at home. Who _____ care of her at the Primate Institute?

3. She started to communicate with other chimps, but she _____ immediately.
4. She felt comfortable with humans. At first, she _____ comfortable with other chimps.
Why _____ comfortable with other chimps?
5. Researchers gave her a baby chimp—Loulis. Why _____ her a baby chimp?
6. She taught Loulis to make signs. How many signs _____?
7. Washoe _____ very old when she died. She was only 42.
8. When _____? She died in 2007.

EXERCISE 16 Read the conversation and fill in the blanks with the simple past by using context clues.

A: Did you like _____ the story about Washoe?
1.

B: Yes, I _____ . I liked it very much. Washoe was the first animal to learn human
2.
communication. But she _____ the only one. There _____ many more
3. 4.
studies with chimps and gorillas after that. I _____ a program on TV a few years ago
5.
about Koko, a gorilla. Like Washoe, she _____ to make about 1,000 signs using American
6.
Sign Language.

A: Wow! That's amazing. When _____?
7.

B: In 2018.

A: _____ born in Africa?
8.

B: No, she wasn't. She was born at the San Francisco Zoo.

A: When _____ to train her?
9.

B: They began to train her when she _____ one year old.
10.

A: _____ anything else interesting from the TV program?
11.

B: Yes, I learned a lot of interesting things. For example, when Koko wanted something, she asked for it.

One time she _____ a cat, and her trainers _____ her a stuffed cat.
12. 13.

But she _____ happy with it. She didn't _____ a stuffed animal. She
14. 15.
wanted a real cat.

continued

A: _____ it to her?
16.

B: Yes, they _____. They gave her a baby kitten. In fact, she had a choice of kittens, and she _____ a gray male kitten. She even _____ him a name: "All Ball."
17. 18. 19.

A: That's so sweet. So she had All Ball to play with.

B: Unfortunately, not for long. One day All Ball _____ away from Koko's cage. He ran into the street, and a car hit and killed him.
20.

A: Who _____ Koko about the death of her kitten?
21.

B: Her trainers told her. She _____ very sad. She signed "Bad, bad, bad."
22.

A: What else _____ ?
23.

B: She signed "cry, sad."

A: Did they give her another kitten?

B: Yes. They _____ her two kittens.
24.

A: Wow! What a great story.



Koko playing with her new pet kitten

ABOUT YOU Read the statements. If the statement is false, give the opposite (affirmative or negative) form. Then work with a partner and ask him or her about these statements.

A: *I didn't know about language studies with animals. Did you?*

B: *Yes, I did.*

A: *How did you know about them?*

B: *I saw a TV program about this subject a few years ago.*

1. I knew about language studies with animals.
2. I didn't know about Washoe before I read the conversation.
3. I didn't know that gorillas or chimpanzees were able to communicate with sign language.
4. I thought the story about Washoe was interesting.
5. I knew that chimpanzees could have a pet cat.
6. I didn't know animals from different species could form friendships or bonds.
7. I went to a zoo when I was a child.
8. As a child, I wasn't interested in wild animals.

FUN WITH GRAMMAR

Get to know your classmates. On the timeline, note three or four of the most important dates and events in your past (graduation, job, marriage, success in a sport or other activity). Then take turns sharing an event in a small group. Ask each other questions.

A: *I **graduated** from high school ten years ago.*

B: *Oh, where **did you go** to high school?*

A: *I **went** to Central High in Philadelphia.*

B: ***Did you play** any sports?*

A: *Yes, I **played** football.*

DATE	_____	_____	_____	_____	TODAY
	← X ————— X ————— X ————— X ————— X				
EVENT	_____	_____	_____	_____	
	_____	_____	_____	_____	
	_____	_____	_____	_____	

SUMMARY OF UNIT 1

WE USE THE SIMPLE PRESENT:	
With facts, general truths, habits, customs	Timothy Doner speaks many languages. Most Americans and Canadians speak English. Mandarin is the official language of China.
With a place of origin	Timothy Doner is from New York.
In a time clause or in an <i>if</i> clause when talking about the future	If children don't practice their native language, they will forget it. When the last speaker of a language dies , the language will die.
With nonaction verbs	I think that animal language studies are interesting. Now I know more about animal communication.

WE USE THE PRESENT CONTINUOUS:	
With something that is happening now	We are comparing verb tenses now. We are reviewing Lesson 1 now.
To describe what we see in a movie or picture	Look at that picture of Washoe. She is making signs.
With an action that is ongoing over a longer period of time	Scientists are studying animal communication. We are improving our English.
With a trend	People are using abbreviations more and more to communicate. Letter writing is becoming a less popular means of communication.
With a descriptive state	Timothy Doner is wearing jeans in this video. He is riding in a taxi.
With a plan for the future	We are finishing this lesson tomorrow. Next semester, I am changing my major.

WE USE THE FUTURE:		
	<i>will</i>	<i>be going to</i>
With predictions	Many languages will disappear in our lifetime.	Many languages are going to disappear in our lifetime.
With a request for help or with an offer to help	A: Will you help me with the experiment? B: Of course, I will . I'll help with the research.	
When an action is unplanned and occurs to the speaker while he or she is speaking	A: I forgot my glasses and can't read the story. B: No problem. I'll read it to you.	

WE USE THE SIMPLE PAST:	
With events that occurred once or repeatedly at a definite past time	Washoe was born in Africa. She learned about 350 signs. She died at the age of 42.

REVIEW

Fill in the blanks with the correct form of the verb given. More than one verb form may be possible.

A: What are you reading ? You seem very involved in that article.
1. you/read 2. seem

B: I am. It _____ a very interesting article about lost American Indian languages. Many of them _____. The article mentions two languages that _____ extinct more than 50 years ago when the last speakers _____.
3. be 4. disappear 5. become 6. die

A: _____ that all the members of the tribe are gone?
7. that/mean

B: No. The tribes aren't extinct, just the languages. The older people _____ their native language with their children when they were small, so the younger generation never _____ to speak it. When the older members _____, that was the end of the language. Today's tribal members just _____ English.
8. not/speak 9. learn 10. die 11. speak

A: _____ the Enduring Voices Project _____ the voices of these tribe members before they _____ ?
12. 12. record 13. die

B: No. The Enduring Voices Project _____ afterward, so there _____ no record of their languages.
14. start 15. be

A: I wouldn't want my language to disappear. When I _____ kids, I _____ my language with them all the time.
16. have 17. speak

B: Me too. If they _____ bilingual, they _____ more opportunities.
18. be 19. have

A: Some of my friends already have kids. They tell me that their children only _____ to speak English. They _____ to speak their language at home anymore.
20. want 21. not/want

B: That's sad. Sorry, but I _____ to finish the article by noon. I have to write a paper about disappearing languages for my English class tomorrow.
22. need

A: No problem. Can you _____ me the link to the article when you get a chance? I'd like to read it.
23. send

B: Sure. No problem!

A: Thanks!

FROM GRAMMAR TO WRITING

PART 1 Editing Advice

1. Use the correct question formation.

What ^{is he} ~~he is~~ saying? When ^{did Washoe die} ~~Washoe died~~? What ^{does "enduring" mean?} ~~means "enduring"?~~

2. Don't use the present continuous with nonaction verbs.

Now you ^{know} ~~are knowing~~ a lot about communication.

3. Don't use the future after a time word or *if*.

When I ~~will~~ go back to China, I'm going to be an English teacher.

I'll learn a lot of slang if I ~~will~~ have an English-speaking roommate next semester.

4. Don't forget *be* when using *going to*.

We ^{are} ~~going to~~ study American Sign Language.

5. Don't forget a form of *be* with the present continuous.

We ^{are} ~~learning~~ a lot about language.

6. Don't forget *was* or *were* with *born*.

Washoe ^{was} ~~born~~ in Africa. Where ^{were} ~~did~~ her babies born?

7. Use the base form after *do*, *does*, or *did*.

At first, Washoe didn't ^{like} ~~liked~~ other chimps. Does Timothy ~~speaks~~ French?

8. Use the *-s* form after *he*, *she*, *it*, or a singular subject in the simple present.

She ^{wants} ~~want~~ to learn American Sign Language.

9. Use the base form after *to*.

The Gardners wanted to ^{study} ~~studied~~ animal communication.

10. Pay special attention to irregular verbs in the past.

The Gardners ^{spent} ~~spended~~ a lot of time with Washoe.

PART 2 Editing Practice

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

My parents ^{were born} ~~borned~~ in Poland. Their native language ^C ~~was~~ Yiddish. When they came to the U.S., they ~~didn't spoke~~ English at all. They ~~spoke~~ only Yiddish and Polish. I ~~was born~~ in the U.S. When I was a child, I ~~heard~~ mostly Yiddish at home. But when I ~~went~~ to school, I ~~learned~~ English and ~~started to lost~~ my language. Today, very few people speak Yiddish, and I'm ~~thinking~~ the Yiddish language ~~dying~~. I only ~~know~~ a few very old people who still speak the language.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.

Now that I'm an adult, I **feel** bad that I **didn't tried** to speak Yiddish as a child. A few years ago, I **become** interested in Yiddish again. I **go** to a Yiddish conversation group once a week. One of my friends asked me, "Why **you want to study** a dying language? Why **you don't study** a living language, like French or Polish?" She **doesn't understands** that it's my native language, and this language **says** a lot about my culture. Sometimes, when I speak English, I throw in a Yiddish word like *schlep*. My friend asks me, "What means *schlep*? Why **don't you** just use the English word?" I answer: There is no English word that **expresses** the same thing. Every language **have** words and expressions that don't exist in other languages.

I **saw** the video of Timothy Doner, and I was surprised that he **speak** Yiddish. I'm happy that he's interested in this language, too.

Right now, I **don't have** a lot of time to study the grammar of Yiddish. I only get conversation practice. When I **will have** more time, I **going** to take a grammar class. I want to keep this language alive. It's a beautiful, rich language.

WRITING TIP

When you write about the benefits or advantages of something, write the most important benefit last. You can use these phrases to introduce the advantages or benefits.

The first benefit of...

Another

The most significant benefit

Most important,

PART 3 Write

Read the prompts. Choose one and write one or more paragraphs about it.

1. Do you think it's important to keep a record of a dying language? What will it teach future generations?
2. What are the benefits of being bilingual? Give examples from your experience with two languages. You may also write about someone you know who is bilingual.

PART 4 Edit

Reread the Summary of Unit 1 and the Editing Advice. Edit your writing from Part 3.