

Intermediate Academic Grammar for ESL Students

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Context

This textbook was created for an intermediate academic grammar course for multilingual students. By the end of the course, students will recognize and demonstrate the appropriate use of intermediate grammar structures. To meet these outcomes, students will listen to oral language that includes the target structures, identify and edit grammar errors in written language, read and analyze texts that include the target grammar structures, and demonstrate the correct and appropriate use of target structures in written and spoken language.

Unit 1-Resources

Chapter 1-Water



Image 1 "[Fluid Pouring in Pint Glass](#)" by [Pixaby](#) is licensed under CC 0

Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. How much water do you drink every day?
2. Where do you get your drinking water?
3. Are there ways you try to conserve (save) water? How?

Listening-Are We Running Out of Clean Water?

Exercise 1-Listening Comprehension

Watch the video [Are We Running Out of Clean Water?](#) and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. What percent of the Earth's water is saltwater, hence unfit for direct human consumption?
 - a. 67%
 - b. 77%
 - c. 87%
 - d. 97%
2. Which one of the following activities is the biggest consumer of water?
 - a. Domestic water use
 - b. Electricity production
 - c. Agriculture
 - d. Manufacturing
3. What can you do to reduce your water footprint?
 - a. Reduce consumption of red meat
 - b. Reduce food waste
 - c. Only drink water when you're thirsty
 - d. Reduce both red meat consumption and food waste
4. What proportion of the food leaving the farmgate never reaches your stomach?
 - a. One-fourth
 - b. One-third
 - c. One-fifth
 - d. One-tenth
5. Which statement summarizes the video the best?
 - a. The total amount of water on Earth never changes, so we don't need to worry about conserving it.
 - b. While the total amount of water on Earth never changes, we still need to take actions to avoid regional scarcity.
 - c. Water scarcity is real, and there is absolutely nothing we can do about it.

d. Water scarcity is real, but an individual has little power to make a change.

“[Are We Running Out of Clean Water?](#)” by Balsher Singh Sidhu is licensed [TED](#) under [CC BY-NC-ND 4.0](#)

Reading-Water Scarcity: A Global Issue

Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.



Image 2 “[In Line](#)” by Daniel Bachhuber is licensed under CC BY-NC-ND 2.0

¹Consider yourself lucky whenever you pour yourself a glass of water. Today, on every continent in the world, there are people who, because of water scarcity, spend their entire day looking for clean water.

²Water scarcity is pretty much what it sounds like —when water is so scarce in a region that the people there do not have enough clean water to drink. While the majority of people on earth have access to water, there are still millions of people who do not. According to reports the United Nations created as part of the Water for Life initiative and the non-profit water.org, one in ten people do not have access to clean water. Worldwide, that is roughly 783 million people. Imagine 783 million people who struggle daily for the clean drink of water that luckier people wake up to. There are two kinds of water scarcity. The first is physical water scarcity, which occurs in areas without natural water resources, such as deserts like the Sahara. The second is economic water scarcity, which occurs in areas where there are enough water resources for people to use, but they are poorly managed and allowed to be contaminated.

³Physical water scarcity is most often caused by drought. A drought occurs when it rains far less in a given area than it usually does, creating shortages in water supply. Droughts can be declared after as little as 15 days without rainfall and can continue indefinitely. The longest drought in recorded history

lasted for 400 years in the Atacama Desert in Chile. However, most modern droughts are not nearly so severe. In the United States, the National Drought Mitigation Center finds only the panhandle of Oklahoma and northern Georgia are experiencing 'extreme drought'. California experienced severe drought between 2012 to 2017, while Florida experienced severe drought between 2006-2007, and again in 2017. Droughts are considered severe when water shortages become common and extreme when major crop loss occurs. Globally, the Center shows that there is 'extreme drought' in the Middle East and eastern Australia and 'severe drought' in parts of northern Africa.

⁴Droughts are a natural process that have occurred throughout history. The effects of prolonged drought often depend on both severity and how people react to them. Sometimes, like in California, drought can simply lead to a change of what is easily available for purchase in grocery stores. Others, like the 1900 drought in India, which had a death toll between 250,000 and 3.25 million, can lead to mass migration, famine, and humanitarian crisis. Droughts can start unexpectedly and last indefinitely. This unpredictability is a major factor in what turns droughts from unpleasant to deadly. Climate scientists are currently predicting that the same human activities which will lead to global climate change will trigger more droughts. The droughts triggered will be less natural and therefore even more unpredictable.

⁵Economic water scarcity, on the other hand, is the result of plentiful water resources being mismanaged and leading to contamination and disease, sometimes as a result of war or conflict. In addition, water overuse and pollution are increasing global water insecurity. Contamination occurs whenever something is mixed into a water supply; if it is harmful to humans, animals, or plants, it is then referred to as pollution. Pollution can be as simple as a dead animal dumped into the river that supplies a village, or as complex as large multinational corporations building factories that pollute water sources. It can include oil, carcasses, chemicals, and fecal matter. When any one of those is dumped into a main water supply, it contaminates the entire supply, rendering it undrinkable.

⁶Economic water scarcity occurs all over the world. In Linfen, China, residents say that they choke on coal dust daily and cannot drink the water because of the coal mixed into it. In Ranipet, India, leather tanning wastes contaminate groundwater with the chemical hexavalent chromium, leading to water that residents say stings like an insect. This is the same chemical whose presence in a California's water supply triggered a massive lawsuit against Pacific Gas and Electric Company, as depicted in the 2000 film *Erin Brockovich*. Worldwide, water is not always contaminated as a result of corporate pollution. In Mexico City, after a 1985 earthquake damaged the pipes and tunnels the city had built for water, the government could not manage to repair the damage. Now, over 30 years later, the city still does not have access to clean drinking water. Drinking the water in any of these places, including parts of the USA, will lead to health problems.

⁷The consequences of waterborne diseases are deadly. They can lead to bacterial infections, typhoid fever, cholera, skin trauma and even brain damage.

⁸Finally, world conflicts drive water insecurity. When a region is embroiled in a conflict or war, it becomes much more difficult for the people in that region to access water. Sometimes it is simply because there is too much violence. In conflict zones, like in Afghanistan or South Sudan, even walking to a well can become deadly, not to mention what happens when the water is further away than across the village. Some governments, especially dictatorships, restrict access to water to exert control over the people they govern. Additionally, modern weapons often have a side effect of polluting water.

Dzerzhinsk, Russia has a contaminated water supply because it was the country's primary chemical weapons manufacturing site throughout the Cold War. Chernobyl, Ukraine, the infamous site of a nuclear meltdown, still has contaminated water because of that meltdown.

⁹Water is life. That's not an exaggeration or a metaphor. Large swaths of people die from waterborne diseases, or from dehydration, as a direct consequence of water scarcity. A human body is largely made of water, and daily water intake is absolutely necessary to replenish that. Water is more important for survival than food, and global access to water is a fundamental human issue. It is the first thing that humans need. As water scarcity increases globally, we are all in danger. Without water, without that first thing, life slowly starts to shut down.

[“Water Scarcity: A Global Issue”](#) by Shelby Ostergaard is licensed by [CommonLit](#) under [CC BY-NC-SA 2.0](#)

1. PART A: Which of the following best describes the author's main claim in the text?

- a. Water scarcity is not something that humans have any control over, as it is caused by natural events.
- b. Humans can reverse the damage they have inflicted on the Earth's water supplies if they reduce their pollution output.
- c. Widespread water scarcity threatens the right that all humans should have to access clean drinking water, as it is essential to live.
- d. Water scarcity is an issue primarily caused by humans that needs to be addressed by humans.

2. PART B: Which detail from the text best describes the answer to Part A?

- a. “Droughts are a natural process that have occurred throughout history. The effects of prolonged drought often depend on both severity and how people react to them.” (Paragraph 4)
- b. “In Ranipet, India, leather tanning wastes contaminate groundwater with the chemical hexavalent chromium, leading to water that residents say stings like an insect.” (Paragraph 6)
- c. “Chernobyl, Ukraine, the infamous site of a nuclear meltdown, still has contaminated water because of that meltdown.” (Paragraph 8)
- d. “Water is more important for survival than food, and global access to water is a fundamental human issue.” (Paragraph 9)

3. How does physical water scarcity compare to economic water scarcity?

- a. Physical water scarcity is caused when there is naturally a lack of water in an area, while economic water scarcity is caused when humans alter a once useable water source.
- b. Physical water scarcity is caused solely by droughts, while economic water scarcity is caused by humans' contamination of water.
- c. Physical water scarcity is caused by a natural lack of water in an area, while economic water scarcity is caused by a region's inability to afford water.

d. Physical water scarcity is caused by humans' contamination of a water source, while economic water scarcity is caused by the lack of natural water sources in an area.

4. How does the introductory quote "Consider yourself lucky whenever you pour yourself a glass of water" (Paragraph 1) contribute to the text?

- a. It persuades readers to feel guilty about their access to water.
- b. It shows that most people take their drinking water for granted.
- c. It hints at a future in which people may not have access to drinking water.
- d. It encourages readers to reflect on their own access to water.

Grammar Presentation-Simple Present and Present Progressive

Compare the sentences below. Study the verbs.

- Every day, I write in my gratitude journal
- Right now, I am writing in my gratitude journal

What is the difference between the two tenses? The first sentence is simple present. The second sentence is present continuous. Notice the time expressions "every day" and "right now."

Video

For more information on this topic, watch these videos: [Verb Tenses: Simple Present; Present Progressive](#)

Simple Present

The simple present is used for the following situations:

1. General facts
The Earth rotates on its axis.
2. Routines/habits
She practices gratitude every day.
3. Feelings
He enjoys hiking.
4. Possessions
Yun-Ji has a car.

Be Verbs

The be verb in the simple present includes am, is, and are.

Positive Statements

Formation

Subject + verb + complement.

Examples

I am happy. or I'm happy.
You are happy. or You're happy.

He is happy. or He's happy.

She is happy. or She's happy.

It is happy. or It's happy.

Mai is happy. or Mai's happy.

We are happy. or We're happy.

They are happy. or They're happy.

Exercise 3-Simple Present Positive Statements

Complete the sentences with am, is, or are.

1. Tayana and Andrei _____ married.

a. am

b. is

c. are

2. Ghulam _____ an artist.

a. am

b. is

c. are

3. I _____ tired.

a. am

b. is

c. are

4. We _____ in the car.

a. am

b. is

c. are

5. They _____ from Brazil.

a. am

b. is

c. are

6. The computer _____ old.

a. am

b. is

c. are

Negative Statements

Formation

Subject + be verb + not + complement (adjective, noun, prepositional phrase).

Examples

I am not happy. or I'm not happy.

You are not happy. or You're not happy. or You aren't happy.

He is not happy. or He's not happy. or He isn't happy.

She is not happy. or She's not happy. or She isn't happy.

It is not happy. or It's not happy. or It isn't happy.

Mai is not happy. or Mai's not happy. or Mai isn't happy.

We are not happy. or We're not happy. or We aren't happy.

They are not happy. or They're not happy. or They aren't happy.

Exercise 4-Simple Present Negative Statements

Complete the sentences with the negative form of the be verb.

1. Tayana and Andrei _____ single.

a. am not

b. isn't

c. aren't

2. Ghulam _____ a teacher.

a. am not

b. isn't

c. aren't

3. I _____ energized.

a. am not

b. isn't

c. aren't

4. We _____ in the bus.

a. am not

b. isn't

c. aren't

5. They _____ from Peru.

- a. am not
- b. isn't
- c. aren't

6. The computer _____ new.

- a. am not
- b. isn't
- c. aren't

Yes or No Questions

Formation

Question: Be verb + subject + complement?

Affirmative answer: Yes, subject + be verb.

Negative answer: No, subject + be verb + not.

Examples

Am I happy? Yes, I am. No, I'm not.

Are you happy? Yes, you are. No, you're not. or No, you aren't.

Is he happy? Yes, he is. No, he's not. or No, he isn't.

Is she happy? Yes, she is. No, she's not. or No, she isn't.

Is it happy? Yes, it is. No, it's not. or No, it isn't.

Is Mai happy? Yes, she is. No, she's not. or No, she isn't.

Are we happy? Yes, we are. No, we're not. or No, we aren't.

Are they happy? Yes, they are. No, they're not. or No, they aren't.

Video

For more information on this topic, watch this video: [Yes/No Questions](#)

Exercise 5-Simple Present Yes or No Questions

Change the statements into yes or no questions using the simple present tense.

1. They are students.
2. It is early.
3. We are from Reedley College.
4. Angela is next in line.
5. You are a professional photographer.

Exercise 6- Simple Present Yes or No Answers

Write answers to the yes or no questions below. Use contractions when possible.

1. Is your teacher's name easy to pronounce?
2. Are your classmates from different countries?
3. Is the restroom near your location?
4. Is grammar fun?
5. Are your homework assignments easy?

Information Questions

Formation

Question word + be verb + subject + complement?

Examples

Why am I happy?

Why are you happy?

Why is he happy?

Why is she happy?

Why is it happy?

Why is Mai happy?

Why are we happy?

Why are they happy?

Exercise 7-Simple Present Information Questions

Read the answers. Create information questions based on the answers.

1. Question:

Answer: Today is Tuesday.

2. Question:

Answer: I am tired because I stayed awake late last night.

3. Question:

Answer: They are in the garage.

4. Question:

Answer: My teacher is Heather Paul.

5. Question: (How)

Answer: My grammar class is fun!

Other Verbs (non-be verbs)

Positive Statements

Formation

Subject + verb.

Examples

I eat breakfast.

You eat breakfast.

He eats breakfast.

She eats breakfast.

It eats breakfast.

Mai eats breakfast.

We eat breakfast.

They eat breakfast.

Exercise 8-Simple Present Positive Statements

Complete the sentences with the correct form of the verb.

1. Rain _____ from the sky.
a. fall
b. falls
2. Snow and ice _____ during the summer months.
a. melt
b. melts
3. People _____ long distances to get water.
a. walk
b. walks
4. You _____ water from a bottle.
a. drink
b. drinks
5. Haifa _____ water by turning the faucet off.
a. conserve
b. conserves

Negative Statements

Formation

Subject + don't/doesn't or do not/does not + base form of verb.

Examples

I don't eat breakfast.

You don't eat breakfast.

He doesn't eat breakfast.

She doesn't eat breakfast.

It doesn't eat breakfast.

Mai doesn't eat breakfast.

We don't eat breakfast.

They don't eat breakfast.

Exercise 9-Simple Present Negative Statements

Complete the sentences with the correct negative form of the verb.

1. Money _____ (not/fall) from the sky.
2. Snow and ice _____ (not/freeze) during the summer months.
3. People _____ (not/walk) short distances to get water.
4. You _____ (not/drink) water from a bottle.
5. Haifa _____ (not/waste) water.

Yes or No Questions

Formation

Question: Do/does + subject + base form of verb?

Affirmative answer: Yes, subject + do/does.

Negative answer: No, subject + don't/doesn't.

Examples

Do I eat breakfast? Yes, I do. No, I don't.

Do you eat breakfast? Yes, you do. No, you don't.

Does he eat breakfast? Yes, he does. No, he doesn't.

Does she eat breakfast? Yes, she does. No, she doesn't.

Does it eat breakfast? Yes, it does. No, it doesn't.

Does Mai eat breakfast? Yes, she does. No, she doesn't.

Do we eat breakfast? Yes, we do. No, we don't.

Do they eat breakfast? Yes, they do. No, they don't.

Exercise 10-Simple Present Yes or No Questions

Change the statements into yes or no questions in the simple present tense.

1. The students study grammar.
2. The class begins early.
3. We attend Reedley College.
4. Angela sits next to me.
5. You want to be a professional photographer.

Exercise 11--Simple Present Yes or No Answers

Write answers to the yes or no questions below. Use contractions when possible.

1. Does your teacher speak more than one language?

2. Do your classmates live in different cities?
3. Do you shop online?
4. Do your friends enjoy eating pizza?
5. Does your homework have a due date?

Exercise 12-Simple Present Yes or No Questions Review

Complete the yes or no questions with Do, Does, Am, Is, or Are. Complete the short answers. The first has been done for you as an example.

- | | |
|--------------------------------------|-----------------------|
| 1. A: <u>Do</u> you eat raw fish? | B: Yes, <u>I do</u> . |
| 2. A: _____ Todor drink tea? | B: No, _____. |
| 3. A: _____ your family close? | B: Yes, _____. |
| 4. A: _____ Hadi clean his room? | B: Yes, _____. |
| 5. A: _____ your computer new? | B: No, _____. |
| 6. A: _____ you have a roommate? | B: No, _____. |
| 7. A: _____ your class online? | B: Yes, _____. |
| 8. A: _____ your neighbors loud? | B: Yes, _____. |
| 9. A: _____ we need a pencil? | B: No, _____. |
| 10. A: _____ the room bright enough? | B: Yes, _____. |

Information Questions:

Formation

Question word + do/does + subject + base form of verb?

Examples

- When do I eat breakfast?
- When do you eat breakfast?
- When does he eat breakfast?
- When does she eat breakfast?
- When does it eat breakfast?
- When does Mai eat breakfast?
- When do we eat breakfast?
- When do they eat breakfast?

Exercise 13-Simple Present Information Questions Editing

The numbered questions have mistakes. Correct the errors.

1. Where you work?
2. Why does he studies English?

3. When does you go to sleep?
4. What she eats for breakfast every morning?
5. Why do the computer get hot?

Exercise 14-Forming Simple Present Information Questions

Read the answers. Create information questions using the simple present based on the answers.

1. Question:

Answer: I wake up at 6AM every morning.

2. Question:

Answer: I study English because I want to make more friends.

3. Question:

Answer: I study English at Reedley College.

4. Question:

Answer: My husband cooks dinner.

5. Question:

Answer: I watch movies on the weekends.

Spelling Rules for adding -s/-es to Simple Present Verbs in Third Person Singular and Plural Nouns

Rule	Third-Person Singular Verbs	Plural Nouns
Most words: Add -s to the end of the word	Walk--walks Cook--cooks Sit--sits Run--runs	Hat--hats Table--tables Chair--chairs Tree--trees
Words ending in consonant -y: Change the -y to -ie, then add -s	Carry--carries Study--studies Fly--flies	Sky--skies Belly--bellies Rally--rallies

Rule	Third-Person Singular Verbs	Plural Nouns
Words ending in these consonants:	Pass--passes	Mess--messes
S...	Fix--fixes	Tax--taxes
X...	Watch--watches	Patch--patches
Ch...	Bash--bashes	Dish--dishes
Sh...		
Add -es		

Table 1 Spelling Rules for Adding -s/-es to verbs and nouns

Exercise 15-Spelling Practice

Change the verbs from the base form to the third-person singular form. Change nouns from singular to plural. Use the rules from the table above.

- key
- mix
- bus
- write
- book
- study
- strawberry
- miss
- zoo
- want

Pronunciation of -s/-es

There are three ways to pronounce the added -s/-es added to nouns and third-person singular verbs. It depends on the sound preceding the added -s/-es. The table below will describe the rules for each sound. The rules include the terms voiceless and voiced. This refers to the vibration of your vocal cords. You can determine whether a sound is voiced or voiceless by putting your hand on your throat. If you feel a vibration, then the sound is voiced. If there's no vibration, then the sound is voiceless.

Pronunciation	Rule	Examples
/s/	The final sound is pronounced /s/ after voiceless sounds /p/, /t/, /k/, and /f/.	keeps lets cooks coughs

Pronunciation	Rule	Examples
/z/	The final sound is pronounced /z/ after the voiced sounds /b/, /d/, /g/, /v/, /m/, /n/, /l/, /r/, /ŋ/, and /ð/. The final sound is pronounced /z/ after all vowel sounds.	robs rides chugs loves dreams wins falls hires brings bathes flees prays knows
/ɪz/	The final sound is /ɪz/ after the sounds /s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/. /ɪz/ adds a syllable to the verb.	kisses loses pushes messages catches judges

Table 2 Pronunciation of added -s/-es.

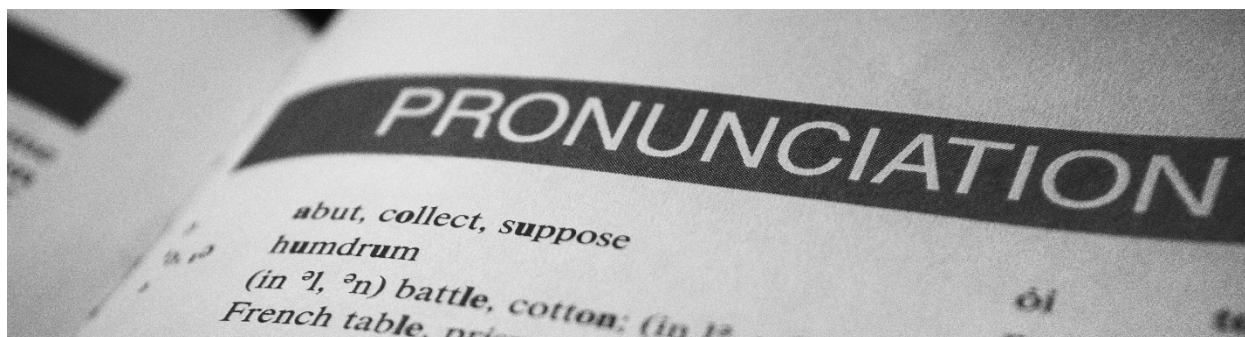


Image 3 Photo by [Nothing Ahead](#) from [Pexels](#)

Exercise 16-Pronunciation Practice

Read the sentences and underline the verb. Then select the correct pronunciation of -s/-es.

1. Peng bakes bread every Saturday.

- a. /s/
- b. /z/
- c. /ɪz/

2. Claudia enjoys playing soccer.

- a. /s/
- b. /z/

c. /lZ/

3. Kyaw circles the neighborhood on his bike.

a. /s/

b. /z/

c. /lZ/

4. Eduardo works six days a week.

a. /s/

b. /z/

c. /lZ/

5. Ruth buys clothes online.

a. /s/

b. /z/

c. /lZ/

6. Francis knows how to speak three languages.

a. /s/

b. /z/

c. /lZ/

7. Sanjay misses his family.

a. /s/

b. /z/

c. /lZ/

8. Zahra uses a lot of perfume.

a. /s/

b. /z/

c. /lZ/

9. Vladimir puts pineapple on pizza!

a. /s/

b. /z/

c. /lZ/

10. Qing wishes he could eat dinner.

- a. /s/
- b. /z/
- c. /Iz/

11. Carmen cleans her house every Sunday.

- a. /s/
- b. /z/
- c. /Iz/

Adverbs of Frequency

Adverbs of frequency are words that signal how often something happens. The location of these adverbs depends on whether the verb is a *be* verb or *other* verb. Look at the continuum below. At the top is the most frequent, and on the bottom is the least frequent.

100% always

 almost always

 frequently / usually / often

50% sometimes

 rarely/seldom

 almost never

0% never

Adverbs of frequency usually go after *be* verbs and before *other* verbs. See the formation and examples below.

1. Subject + *be* verb + adverb + complement.

Irene is always late.

2. Subject + adverb + verb + complement.

Irene always sleeps late.

Video

For more information on this topic, watch these videos: [Adverbs of Frequency](#); [Adverbs of Frequency in English](#)

Exercise 17-Word Order with Adverbs of Frequency

Write sentences using the words in parentheses in the correct order. The first word is capitalized. Start with that word.

1. (always / The cafeteria / busy / is / at lunchtime)
2. (the laundry / never / Ayman / folds)
3. (I / on Thanksgiving Day / pecan pie / eat / almost always)
4. (falls asleep / frequently / Mohamed / in class)
5. (usually / are / dressed up / Monica and Tabitha)

Present Progressive

Use the present progressive tense in the following situations:

1. Actions that are happening right now.

I can't go shopping with you right now. I am writing an email to thank my manager.

2. Actions that are in progress

This semester, we are keeping a gratitude journal. We will decide if it makes us happier at the end of the semester.

3. Actions that are new or temporary

He is living in San Diego. He moved here a few months ago. He might move soon

4. Actions that are changing over time

I am becoming happier every day.

Stative Verbs

Stative verbs do not describe actions and are usually not used in the present progressive form. Be careful because some verbs can have double meanings: one being stative and one being action.

1. I have a computer. (I own a computer)
2. I am having lunch. (I am eating lunch)
3. Jinan likes her uncle. (emotion)
4. Ali knows Farsi. (knowledge)

The first and second example demonstrate how a verb can be stative (example 1) and active (example 2). Examples 3 and 4 show stative verbs that cannot be used in the progressive form. Look at the table below for more examples.

agree	believe	remember	understand
like	love	hate	miss
cost	own	belong	owe
hear	see	smell	taste
need	prefer	want	be

Table 3 Stative Verbs

Positive Statements

Formation

Subject + be verb + verb -ing.

Examples

I am eating breakfast.

You are eating breakfast.

He is eating breakfast.

She is eating breakfast.

It is eating breakfast.

Mai is eating breakfast.

We are eating breakfast.

They are eating breakfast.

Exercise 18-Present Progressive Positive Statements

Change the simple present verbs to present progressive verbs in the sentences below.

1. Snow falls from the sky.
2. The snow and ice melt.
3. Onofre listens to bachata music.
4. They study in the library.
5. We speak Arabic on the phone.
6. You write messages to your family.
7. I drink coffee.

Negative Statements

Formation

Subject + be verb + not + verb -ing.

Examples

I am not eating breakfast.

You aren't eating breakfast.

He isn't eating breakfast.

She isn't eating breakfast.

It isn't eating breakfast.

Mai isn't eating breakfast.

We aren't eating breakfast.

They aren't eating breakfast.

Exercise 19-Present Progressive Negative Statements

Change the simple present verbs to negative present progressive verbs.

1. Snow falls from the sky.
2. The snow and ice melt.
3. Onofre listens to bachata music.
4. They study in the library.
5. We speak Arabic on the phone.
6. You write messages to your family.
7. I drink coffee.

Yes or No Questions

Formation

Question: Be verb + subject + verb -ing?

Affirmative answer: Yes, subject + be verb.

Negative answer: No, subject + be verb + not.

Examples

Am I eating breakfast? Yes, I am. No, I'm not.

Are you eating breakfast? Yes, you are. No, you're not.

Is he eating breakfast? Yes, he is. No, he's not.

Is she eating breakfast? Yes, she is. No, she's not.

Is it eating breakfast? Yes, it is. No, it's not.

Is Mai eating breakfast? Yes, she is. No, she's not.

Are we eating breakfast? Yes, we are. No, we're not.

Are they eating breakfast? Yes, they are. No, they're not.

Video

For more information on this topic, watch this video: [Present Progressive \(Questions\)](#)

Exercise 20-Present Progressive Yes or No Questions

Change each sentence to a yes or no question in the present progressive tense.

1. The students study grammar.
2. The class begins early.
3. We attend Reedley College.
4. Angela sits next to me.
5. You listen to K-Pop.

Exercise 21-Present Progressive Yes or No Answers

Write answers to the yes or no questions below. Use contractions when possible.

1. Is your teacher speaking to you?
2. Are your classmates sitting next to you?
3. Are you shopping online?
4. Are you and your friends eating lunch?
5. Are your friends studying?

Exercise 22-Present Progressive Yes or No Questions Review

Complete the yes or no questions with Am, Is, or Are. Complete the short answers.

1. A: _____ you eating raw fish? B: No, _____.

- | | |
|--|----------------|
| 2. A: _____ Todor drinking tea? | B: Yes, _____. |
| 3. A: _____ Hadi cleaning his room? | B: No, _____. |
| 4. A: _____ your computer running? | B: Yes, _____. |
| 5. A: _____ your roommate singing? | B: Yes, _____. |
| 6. A: _____ you attending class? | B: Yes, _____. |
| 7. A: _____ your neighbors talking loudly? | B: No, _____. |
| 8. A: _____ we writing with a pencil? | B: Yes, _____. |

Information Questions

Formation

Question word + Be verb + subject + verb -ing?

Examples

Why am I eating breakfast? Because I am hungry.

Why are you eating breakfast? Because you are hungry.

Why is he eating breakfast? Because he is hungry.

Why is she eating breakfast? Because she is hungry.

Why is it eating breakfast? Because it is hungry.

Why is Mai eating breakfast? Because she is hungry.

Why are we eating breakfast? Because we are hungry.

Why are they eating breakfast? Because they are hungry.

Exercise 23-Present Progressive Information Questions

Read the answers. Create information questions using the present progressive based on the answers.
Use the words in parentheses to guide you.

1. Question: (Where/ you/ go?)

Answer: To the movies.

2. Question: (What time / Rebecca / come?)

Answer: 6PM

3. Question: (Why / you / study / at Reedley College?)

Answer: Because its ESL Program is the best!

4. Question: (Who / cook / dinner?)

Answer: My husband is.

5. Question: (What / Mariam / do?)

Answer: She's sleeping.

Spelling Rules for Adding -ing

Change	Rule	Examples
No Change	Most verbs: Add -ing	Read--reading Talk--talking Say--saying Want--wanting
No Change	Verbs that end in -y: Add -ing	Study--studying Carry--carrying Play--playing
Change	Verbs that end in -e: Drop the -e and add -ing	Wake--waking Make--making Tape--taping
Change	Verbs that end in -ie: Change the ie to y	Die--dying Lie--lying
Change	Verbs that end in CVC (consonant, vowel, consonant), one-syllable: Double the last letter	Stop--stopping Sit--sitting Ban--banning
Change	Verbs that end in CVC, two-syllable: If the stress is on the last syllable, double the last letter.	Begin--beginning Refer--referring OR Listen--listening Cancel--canceling

Table 4 -ing Spelling Rules



Image 4 [Photo by Pixaby](#)

Exercise 24-Spelling Practice

Write the correct form of the verb adding -ing.

1. submit
2. write
3. sleep
4. whisper
5. leave
6. stand
7. try
8. happen
9. swim
10. tie

“Grammar Presentation-Simple Present and Present Progressive” is derived from “[Grammar Slides for English Learners](#)” by Sara Ferguson licensed under [CC BY-SA-NC 4.0](#).

Applying Grammar to Reading

Exercise 25-Appling Grammar to Reading

Reread the paragraph below from this chapter’s reading on water scarcity. Each sentence is numbered. Look for the grammar taught in this chapter and match it to the numbered sentence that uses the grammar.

¹Droughts are a natural process that have occurred throughout history. ²The effects of prolonged drought often depend on both severity and how people react to them. ³Sometimes, like in California, drought can simply lead to a change of what is easily available for purchase in grocery stores. ⁴Others, like the 1900 drought in India, which had a death toll between 250,000 and 3.25 million, can lead to mass migration, famine, and humanitarian crisis. ⁵Droughts can start unexpectedly and last indefinitely. ⁶This unpredictability is a major factor in what turns droughts from unpleasant to deadly. ⁷Climate scientists are currently predicting that the same human activities which will lead to global climate change will trigger more droughts. ⁸The droughts triggered will be less natural and therefore even more unpredictable.

1. Which sentence is using the present progressive?

- a. Sentence 1

- b. Sentence 3
- c. Sentence 5
- d. Sentence 7

2. Which sentence has an adverb of frequency?

- a. Sentence 1
- b. Sentence 2
- c. Sentence 3
- d. Sentence 4

3. Which sentences use a form the be verb?

- a. Sentences 1 and 2
- b. Sentences 3 and 8
- c. Sentences 2 and 4
- d. Sentences 1 and 6

4. Which sentence uses the simple present tense but is not a be verb?

- a. Sentence 1
- b. Sentence 2
- c. Sentence 3
- d. Sentence 4

Communication Practice

Exercise 26-Your Typical Weekend (Adverbs of Frequency)

What do you do on weekends? What do you avoid on weekends? Answer the questions below about your typical weekend. Then ask your classmates about their answers.

1. What do you always do on weekends?
2. What do you frequently / usually / often do on weekends?
3. What do you sometimes do on weekends?
4. What do you rarely/seldom do on weekends?
5. What do you never do on weekends?

Exercise 27-How Often?

Ask your classmates questions about how often they do an activity. Try to receive all the adverbs of frequency as an answer.

For example, how often do you go to the movies? How often do you play volleyball? Exercise?

Exercise 28-Describe the Picture

Look at the picture below. Describe the scene to your classmates using the simple present and present progressive. For example, “The boy and girl near the water have goggles.” and “Four people are playing beach volleyball.”

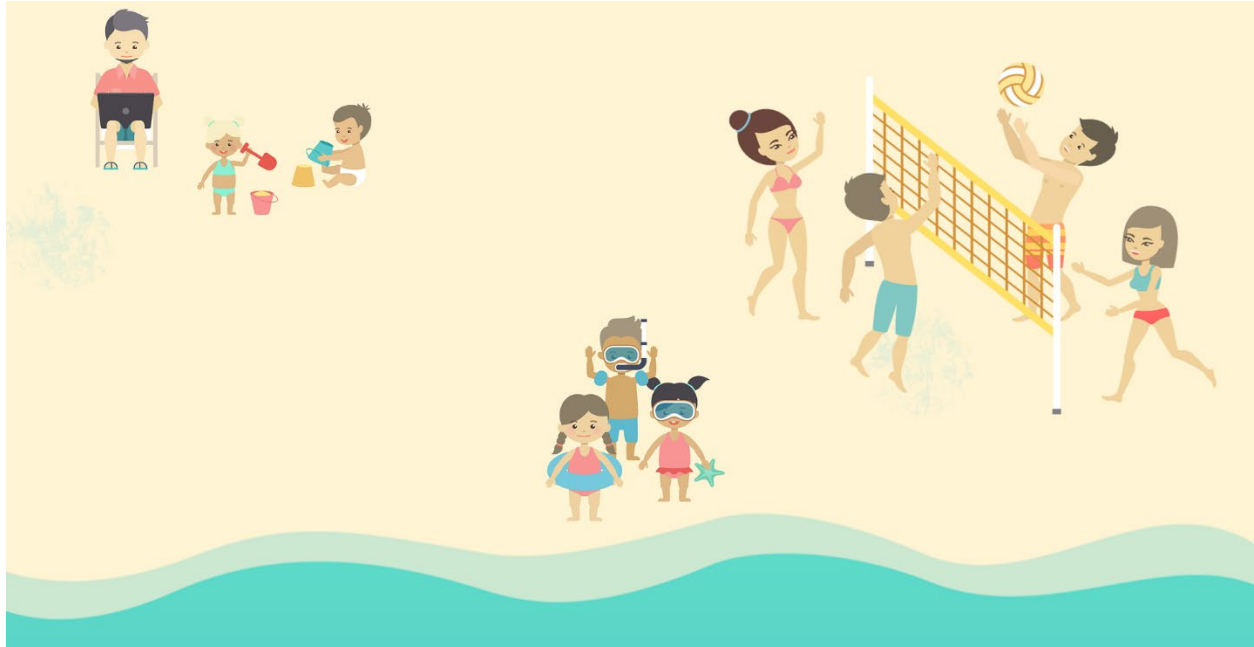


Image 5 “[Holiday beach you and me relax sea](#)” by [Rani Suarni](#) is licensed under CC BY

Exercise 29-Charades

Think of an activity that is not so obvious. Act it out in front of your group or classmates. They should guess using the present progressive. For example, “You’re building a snowman!”. Look at some of the example categories below.

sports

traveling

household chores

school activities

daily routines

entertainment and social activities

summer or winter activities

Chapter 2-Food



Image 6 “Fruits on Glass-Top Display Counter” by Carlo Martin Alcordo is licensed under CC 0

Discussion

Answer the following questions based on your experience and opinion. Read five classmates’ posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. Where do you buy groceries? How far is it from your residence? Do you have any challenges to buying groceries?
2. How many fast-food restaurants are near your residence? How many convenient or liquor stores are in your neighborhood?
3. Have you ever grown your own food? Why or why not?

Listening-A Guerilla Gardner in South Central LA

Exercise 1-Listening Comprehension

Watch the video [A Guerrilla Gardner in South Central LA](#) and build a basic understanding to prepare you for this chapter’s reading. Answer the questions to check your comprehension.

1. Why is South Central LA considered a food desert?
 - a. It has a lot of drive-thrus.

- b. It has a lot of liquor stores.
 - c. It has a lot of vacant lots.
 - d. It has limited access to healthy food.
2. How many Americans live in food deserts?
- a. 10.5 million Americans
 - b. 16.8 million Americans
 - c. 26.5 million Americans
 - d. 30 million Americans
3. What does Ron Finley mean by “Growing your own food is like printing your own money”?
- a. You can make and save money by growing your own food.
 - b. If you know how to garden, then you can learn to print money.
 - c. You can learn how to invest money in food.
 - d. You can grow money on trees.
4. Ron Finley believes “Gardening is the most _____ and _____ you can do.”
- a. educational and criminal
 - b. therapeutic and defiant act
 - c. educational and relaxing
 - d. relaxing and criminal
5. Is he afraid people will steal his food?
- a. He wants people to steal his food.
 - b. He has hired security to protect his gardens.
 - c. He has created limited access to his gardens.
 - d. He wants people to buy his food.

“[A Guerrilla Gardener in South Central LA?](#)” by Ron Finley is licensed [TED](#) by under [CC BY-NC-ND 4.0](#)

Reading-Food Deserts

Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.



Image 7 “[Items Organized on Shelves](#)” by [Mehrad Vosoughi](#) is licensed under CC 0

What is a food desert?

¹A food desert is an area or neighborhood where people, for various reasons, have limited access to fresh, whole, and healthy foods. Everyone has a slightly different definition of food deserts, but a lot of people tend to use the United States Department of Agriculture’s (USDA) definition: “in urban food deserts, a significant percentage of the neighborhood’s residents live more than one mile away from a fresh food provider such as a supermarket or farmer’s market; in rural areas, a food desert must be at least ten miles away from a fresh food source.”

Why Do Food Deserts Exist?

²The reasons for food deserts vary widely depending on location. One of the most common reasons is a simple lack of fresh food vendors in an area. Living one mile away from a grocery store may not seem very far, but in urban areas where many families, especially low-income families, do not own a vehicle, a one-mile hike to and from the grocery store is not practical or efficient. Instead, people buy their food from fast-food restaurants or small convenience stores, which have less selection and a greater amount of packaged and processed foods.

³Average income is another significant factor. Food deserts most often occur in low-income neighborhoods, largely because healthy food is more expensive than packaged food. Since 1989, the price of fresh foods has increased dramatically, while processed foods have only become more affordable. For these reasons, the USDA also takes affordability of fresh food into account when determining whether an area is a food desert.

⁴Rural food deserts are quite different from those in urban areas. Supermarkets are even harder to access for low-income families because everything is spread far apart in rural areas. Additionally,

supermarkets in rural areas struggle because they often do not have enough customers to purchase fresh food in bulk. This causes food to be more expensive for grocery stores and for consumers.

What are the Consequences?

⁵The lack of fresh food that results from living in a food desert poses significant health risks. Fast food and processed foods have a lot more calories per meal than fresh, whole foods. People who eat fast food twice a week are almost twice as likely to face obesity than people who eat it only once a week. Those who do not have access to plant-based, nutrient-rich foods are much more likely to suffer from obesity, heart disease, and type-2 diabetes. Living in a food desert can be dangerous for your health!

⁶Moreover, buying packaged foods is more expensive overall. Vegetables are actually cheaper per calorie than fast food, but the up-front costs are higher. Additionally, because convenience stores are usually much smaller than supermarkets and often independently-run, their products are more expensive than they would be at a larger grocery store.

What Can We Do?

⁷Former First Lady Michelle Obama's Let's Move! campaign, beginning in 2009, was one of the first programs to bring the problem of food deserts to national attention. As part of her goal to end childhood obesity, Obama encouraged the national government and individual communities to address the problem of access to fresh food. Here are some of the solutions people have developed:

⁸Expanding supermarket access — perhaps one of the most obvious solutions is to give supermarket chains more incentives to build branches in low-income, underserved neighborhoods. Local governments could give them tax breaks in exchange for building a new store.

⁹Community gardens — one very local solution is the expansion of community gardens. Community gardens are plots of land set aside by city governments for residents to plant and maintain their own fruit and vegetable plants. These gardens allow families to grow their own healthy food (which is often cheaper than buying it), and they bring communities together to cooperate and make new friends.

¹⁰Transportation reform — particularly in rural food deserts, getting to the supermarket is impossible for many people. Government programs like Meals on Wheels or private charities can drive people to the grocery store or deliver fresh foods right to their homes.

¹¹Increased safety — urban areas usually have reliable public transportation, but in some food deserts people are unwilling to go to a supermarket because they do not feel safe. Decreasing crime in these areas can make families more comfortable walking or riding the bus to the grocery store.

¹²Changing convenience stores — private charities or local governments can also give financial support to convenience stores that want to sell more fresh foods. People prefer to shop in stores where they already feel comfortable, so if existing convenience stores can provide more fresh foods in place of their packaged foods, low-income families are more likely to take advantage of those healthy options.

Food Deserts: Not the Whole Story

¹³While the solutions to food deserts around the country have been highly innovative in the last several years, it is important to note that food deserts are not the main factor in unhealthy eating habits and obesity. In fact, researchers have found that even when fresh food access is expanded through one or more of these programs, people's eating habits do not change much. Researchers are still trying to

figure out why this is the case. It could be that people do not want to change their shopping habits by going to a new, larger supermarket that overwhelms new customers with options; it could be that people do not want or do not know how to switch to eating healthier foods all the time.

¹⁴Obesity and unhealthy eating habits are much more closely tied to poverty than to food deserts, and while no one has fully explained why this is the case, many argue that in addition to expanding access to fresh foods, governments and charities must address the problem of poverty directly in order to improve health outcomes.

“Food Deserts” by Jessica McBirney. is licensed by [CommonLit](#) under [CC BY-NC-SA 2.0](#).

1. PART A: Which statement best addresses the central idea in the article?

- a. Limited access to fresh foods contributes to obesity and unhealthy eating habits.
- b. Food deserts cause more health problems in rural areas than in urban areas.
- c. The problem of food deserts needs attention at the national level.
- d. Food deserts most often occur in low-income neighborhoods.

2. PART B: Which sentence in “Food Deserts” best supports the answer in Part A?

- a. “A food desert is an area or neighborhood where people, for various reasons, have limited access to fresh, whole, and healthy foods.” (Paragraph 1)
- b. “Food deserts most often occur in low-income neighborhoods, largely because healthy food is more expensive than packaged foods.” (Paragraph 3)
- c. “The lack of fresh food that results from living in a food desert poses significant health risks.” (Paragraph 5)
- d. “Former First Lady Michelle Obama’s Let’s Move! campaign, beginning in 2009, was one of the first programs to bring the problem of food deserts to national attention.” (Paragraph 7)

3. PART A: Identify the statement that best describes how the author addresses conflicting evidence.

- a. The author notes that making fresh foods accessible to low-income neighborhoods may not ensure healthy lifestyles.
- b. The author states that people living in poverty may always lack access to healthy and nutritious foods.
- c. The author explains that the number of people living in poverty is very high and access to healthy foods is limited.
- d. The author argues that people who choose to live in poverty are unaware of the unhealthy decisions they are making.

4. PART B: Which quote from the text best supports the answer to Part A?

- a. “Living one mile away from a grocery store may not seem very far, but in urban areas where many families, especially low-income families, do not own a vehicle, a one-mile hike to and from the grocery store rarely makes sense.” (Paragraph 2)
- b. “Those who do not have access to plant-based, nutrient-rich foods are much more likely to suffer from obesity, heart disease, and type-2 diabetes.” (Paragraph 5)
- c. “Moreover, buying packaged foods is actually more expensive overall. Vegetables are actually cheaper per calorie than fast food, but the up-front costs are higher.” (Paragraph 6)
- d. “While the solutions to food deserts around the country have been highly innovative in the last several years, it is important to note that food deserts are not the main factor in unhealthy eating habits and obesity.” (Paragraph 13)

Grammar Presentation-Comparative and Superlative

A **comparative adjective** is used to compare two nouns or categories. A **superlative adjective** is used to compare a noun to a group of nouns. For example, “Giraffes are taller than elephants.” “Giraffes are the tallest animal in the grasslands.” In the first example, two nouns are being compared: giraffes and elephants. In the second example, giraffes are being compared to all of the animals in grasslands. Taller is a comparative adjective, and the tallest is a superlative adjective.

Condition	Comparative	Superlative
If the word is one syllable:	add -er higher deeper richer taller	add -est highest deepest richest tallest
If the word ends in -e:	add -r larger wider	add -st largest widest
If the word is one syllable and ends in CVC (consonant-vowel-consonant), double the final consonant:	add -er bigger hotter	add -est biggest hottest
If the word is two syllables and ends with -y:	add -ier easier happier heavier	add -iest easiest happiest heaviest
If the word is two syllables or more:	add “more” before more diverse more difficult more populated	add “most” before most diverse most difficult most populated
Irregular	better worse farther	best worst farthest

Table 5 Rules for Comparative and Superlative Adjectives

Exceptions

There are some exceptions to creating comparative and superlative adjectives. The first includes short adjectives, such as *fun* and *bored*. Their comparative forms do not add -er but add “more”. Also, some adjectives are non-gradable, which means they are absolute. They cannot be compared. For example, can someone be “deader” than another? You either are, or you aren’t. A gradable adjective can vary in intensity. For example, a virus can be deadlier (from the adjective deadly) than another virus.

Video

For more information on this topic, watch these videos: [Comparative Adjectives](#); [Superlative Adjectives](#)

Exercise 3-Form Practice

Change the adjectives below to the comparative and superlative form. Some adjectives cannot be changed because they are non-gradable.

1. busy
2. comfortable
3. nice
4. fit
5. kind
6. cute
7. extinct
8. wet
9. successful
10. good

Exercise 4-Applying Grammar to Reading

Look at the paragraphs below from this chapter’s reading. Put the comparative and superlative adjectives you find from the reading into the table that follows the paragraphs. Complete the table with the other forms of the adjectives. The first answer has been done for you.

⁶Moreover, buying packaged foods is more expensive overall. Vegetables are actually cheaper per calorie than fast food, but the up-front costs are higher. Additionally, because convenience stores are usually much smaller than supermarkets and often independently-run, their products are more expensive than they would be at a larger grocery store. (Paragraph 6)

⁸Expanding supermarket access — perhaps one of the most obvious solutions is to give supermarket chains more incentives to build branches in low-income, underserved neighborhoods. Local governments could give them tax breaks in exchange for building a new store. (Paragraph 8)

¹¹Increased safety — urban areas usually have reliable public transportation, but in some food deserts people are unwilling to go to a supermarket because they do not feel safe. Decreasing crime in these areas can make families more comfortable walking or riding the bus to the grocery store. (Paragraph 11)

Adjective Base Form	Comparative Form	Superlative Form
expensive	more expensive	the most expensive

Table 6 Comparatives and Superlatives from the chapter reading

Comparative and Superlative Adjectives Sentence Formation

Comparative and superlative adjectives follow a pattern in sentences.

1. Comparative: X [verb] [comparative adjective] [than] y.

Example: Toyota cars drive smoother than General Motors cars.

2. Comparative Question: Which [noun category] [verb] [comparative adjective], x or y?

Example: Which car is newer, mine or yours?

3. Superlative: X [verb] [the superlative adjective] [noun category] [prepositional phrase].

Example: The Tuatara is the fastest car in the world.

4. Superlative “one of”: X is [one of the superlative adjective] [plural noun] [prepositional phrase].

Example: Bugatti produces one of the fastest cars in the world.

Exercise 5-Comprehension Check

Compare the pairs of nouns below by creating a “which” question, one sentence with a comparative adjective, and one with a superlative adjective. Use the example as a guide. Some answers will vary based on your opinion or situation.

Example: Nouns: turtle/cheetah Adjective: slow

Questions: Which animal is slower, the turtle or the cheetah?

Comparative: The turtle is slower than the cheetah.

Superlative: The turtle is one of the slowest animals.

1. Nouns: skateboarding/volleyball Category: sport Adjective: dangerous

2. Nouns: children’s playground/yoga studio Category: location Adjective: noisy

3. Nouns: the beach/the mountains Category: vacation spot Adjective: good

4. Nouns: English grammar/English pronunciation Category: subject Adjective: difficult
5. Nouns: the kitchen (or cafeteria)/ the restrooms Category: location Adjective: close
6. Nouns: Japanese cuisine/Indian cuisine Category: Cuisine Adjective: spicy
7. Nouns: you/your friend Category: height Adjective: tall (hint: the question will begin “Whose height”)
8. Nouns: you/your classmate Category: hair Adjective: long (hint: the question will begin “Whose hair”)
9. Nouns: car/bike Category: form of transportation Adjective: cheap
10. Nouns: train/bike Category: form of transportation Adjective: efficient

Grammar Presentation-Nouns

Video

Watch this video on the basics of nouns: [Parts of Speech: Nouns](#)

Count Nouns

Nouns include people, places, things, and ideas. They can be singular (one) or plural (many). They can be proper (names requiring capital letters) or common. Also, they can be classified as count or noncount. Count nouns can be singular or plural. Noncount nouns cannot be made plural.

Example: one reason, two reasons

In these examples, reason is a count noun. Reason is singular, and reasons is plural.

Video

For more information on this topic, watch this video: [Singular & Plural Nouns](#)

Singular and Plural

Most singular nouns are made plural by adding -s or -es. However, there are some irregular plural nouns. Below are some examples, but an extensive list can be found in the appendix.

Rule	Singular	Plural
Add -s	dog partner teacher student	dogs partners teachers students
Add -es	tomato bus tax dress	tomatoes buses taxes dresses
Add -ies	country city candy baby	countries cities candies babies
Irregular	child woman man	children women men

Rule	Singular	Plural
	foot person sheep fish stimulus	feet people sheep fish stimuli

Table 7 Forming Plural Nouns

Exercise 6-Singular and Plural Nouns Practice

Write the plural form of the nouns below. Use the table above or the appendix to help guide you.

1. book
2. gas
3. disease
4. child
5. family
6. system
7. difference
8. person
9. idea
10. factor
11. fact
12. agreement
13. life
14. weakness
15. subject
16. class
17. friend
18. belief
19. spouse
20. profit

Noncount nouns

Noncount nouns take a singular form and refer to abstract nouns or concrete nouns that we understand as undivided. Although the noncount nouns are considered singular, the articles “a” and “an” cannot be placed before them.

Abstract nouns: information, freedom, intelligence

Concrete nouns: water, sugar, oil

In the examples above, we cannot see the abstract nouns because they are ideas. For the concrete nouns, we understand them as undivided. To count them, we use quantifiers, such as bottle of water and cup of sugar or oil.

Sometimes nouns can be both count and noncount, but the meaning is different. For example, chicken as an animal is count, but the meat is noncount, so if the word chicken has an -s added, then it means the animal. The meat can be quantified in pounds, breasts, or pieces. This same concept is applied to other noncount nouns like food, fruit, cheese, cake, pizza, and more!



Image 8 Photo by [samer daboul](#) from [Pexels](#)



Image 9 Photo by [Olya Kobruseva](#) from [Pexels](#)

Video

For more information on this topic, watch this video: [Count and Noncount Nouns](#)

Exercise 7-Count or Noncount?

Mark the nouns below as either count or noncount.

1. language

- a. count
- b. noncount

2. advice

- a. count
- b. noncount

3. information

- a. count
- b. noncount

4. week

a. count

b. noncount

5. music

a. count

b. noncount

6. information

a. count

b. noncount

7. smoke

a. count

b. noncount

8. fish

a. count

b. noncount

9. child

a. count

b. noncount

10. class

a. count

b. noncount

11. homework

a. count

b. noncount

12. coffee

a. count

b. noncount

13. page

a. count

b. noncount

14. assignment

a. count

b. noncount

15. activity

a. count

b. noncount

16. problem

a. count

b. noncount

17. happiness

a. count

b. noncount

18. milk

a. count

b. noncount

19. butter

a. count

b. noncount

20. life

a. count

b. noncount

Articles

Singular count nouns can have one of two articles: “a” or “an.” This depends on the first **sound** of the noun. See the rules below.

“a”: used before a singular count noun that begins with a *consonant* sound.

“an”: used before a singular count noun that begins with a *vowel* sound.

Be careful because some vowels have consonant sounds (e.g., “u” in the word *university*, and some consonants have vowel sounds or are silent (e.g., “h” in the word *honor*).

Also note that articles “a” and “an” cannot be placed before noncount nouns. For example, “an advice” is incorrect because *advice* is noncount. “A piece of advice” is correct because *piece* is countable.

Exercise 8-Articles Practice

Choose “a”, “an”, or “nothing” for the nouns below.

1. _____ books
 - a. a
 - b. an
 - c. nothing
2. _____ information
 - a. a
 - b. an
 - c. nothing
3. _____ university
 - a. a
 - b. an
 - c. nothing
4. _____ child
 - a. a
 - b. an
 - c. nothing
5. _____ hour
 - a. a
 - b. an
 - c. nothing
6. _____ system
 - a. a
 - b. an
 - c. nothing
7. _____ differences
 - a. a
 - b. an

c. nothing

8. _____ person

a. a

b. an

c. nothing

9. _____ idea

a. a

b. an

c. nothing

10. _____ happiness

a. a

b. an

c. nothing

11. _____ fact

a. a

b. an

c. nothing

12. _____ agreement

a. a

b. an

c. nothing

13. _____ music

a. a

b. an

c. nothing

14. _____ weakness

a. a

b. an

c. nothing

15. _____ subject

- a. a
- b. an
- c. nothing

16. _____ classes

- a. a
- b. an
- c. nothing

17. _____ friend

- a. a
- b. an
- c. nothing

18. _____ exam

- a. a
- b. an
- c. nothing

19. _____ snow

- a. a
- b. an
- c. nothing

20. _____ activity

- a. a
- b. an
- c. nothing

Some and Any

Some and *any* can be used with **plural count nouns** and **noncount nouns**. Use *some* with positive statements or yes or no questions that make an offer or request. Use *any* with negative statements and yes or no questions. Look at the numbered examples below.

1. I have **some** errands to do after class. (positive statement)
2. I do not have **any** problems with my computer. (negative statement)

3. Does he have **any** information about the required paperwork? (yes or no question)
4. Would you like **some** tea? (an offer)
5. Can I have **some** sugar in my tea please? (a request)

Exercise 9-Some or Any

Complete the sentences below with *some* or *any*.

1. Could you bring _____ more napkins?
 - a. some
 - b. any
2. Do you have _____ questions?
 - a. some
 - b. any
3. I would like _____ ice in my water.
 - a. some
 - b. any
4. There aren't _____ stores for a few miles.
 - a. some
 - b. any
5. Could you move _____ books to the other class?
 - a. some
 - b. any
6. I cannot carry _____ items because my hands are full.
 - a. some
 - b. any
7. Gerry ate _____ food before leaving to school.
 - a. some
 - b. any
8. Rosa didn't eat _____ food, so she might be hungry later.
 - a. some
 - b. any

9. Will the teacher give _____ examples on this grammar topic?

a. some

b. any

10. Sonya went to Yosemite, but she didn't see _____ animals.

a. some

b. any

Communication Practice

Exercise 10-Compare This!

Prepare for a discussion with your group or class. Write examples for each category and possible adjectives to compare the examples. Then, ask your group about their opinion. The first has already been done for you as an example.

Part 1:

Category	Examples	Adjectives
Kinds of food	fruit, vegetables, beef, chicken, fast-food	healthy, fat, delicious, fresh, sour, sweet, spicy
Kinds of drinks		
Tourist Attractions		
Sports		
Animals		
Fast-food restaurants		

Table 8 Compare This! Communication Practice Exercise

Part 2:

Student A: Which food is sweeter, fruit or vegetables?

Student B: Most fruits are sweeter than vegetables. Dates are one of the sweetest fruits.

Exercise 11-Get to Know Your Classmates!

Get to know your classmates! Answer the questions below about your classmates. Write complete sentences and use superlative adjectives.

1. Who is the youngest student in your class?
2. Who has the longest hair?
3. Who has the most siblings (brothers and sisters)?
4. Who has the shortest name?
5. Who has the curliest hair?
6. Whose city is the farthest?

Exercise 12-Singular and Plural Nouns Tic Tac Toe

Work with a partner. Partner 1 will be X, and partner 2 will be O. Take turns writing the singular or plural form of the word you choose in the table. If you are correct, put your symbol (X or O). The goal is to get three in a row.

sheep	children	shelf
foot	fish	people
leaves	tooth	house

box	women	class
baby	day	tomato
life	mice	desk

picture	dish	scissors
hair	city	book
mother	watch	flower

brush	puppy	subject
-------	-------	---------

friend	engineer	belief
stimuli	dress	family

Unit 1 Summary-Putting It All Together

Exercise 13-Editing

Read the summary paragraph about bees written by a plant science student. Identify and correct errors related to simple present and present progressive verb tense, comparatives, superlatives, and nouns.

Copy and paste the passage into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

Bees dying from a variety of factors. First, farmers use pesticides for their crops, but when bees come to pollinate the crop, they die from the pesticide. Another major factor is habitat destruction. Bees experiences food desserts. In the past, bees had large fields of bee-friendly crops, but now finding food is more difficult. Air pollutions impacts the bee population and increases global warming. To stop the bees from disappearing, there are several solutions. We can use safer pesticides and plant more better crops for bees. Also, reducing air pollution will help reduce global warming and preventing bees from disappearing.

Exercise 14-Writing

Write a paragraph comparing and contrasting fresh water and salt water. Consider where they are found, how they are used, and what they are made of.

Include each of the grammar forms listed below at least one time. Underline each grammar item and label it with the correct letter each time you use it.

- a. simple present
- b. present progressive
- c. comparative adjective
- d. superlative adjective
- e. some or any

Unit 2-Change Makers

Chapter 3-Katherine Johnson



Image 10 “[Time Lapse Photography of Taking-Off Rocket](#)” by [Pixaby](#) is licensed under CC 0

Discussion

Answer the following questions based on your experience and opinion. Read five classmates’ posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. Do you enjoy math? What is your experience with math (classes, personal use, work)?
2. Have you ever been the unique person in a group when your identity was different from everyone else? How did that make you feel? If you’ve never experienced this, how have you felt when someone else is unique in the group?

Listening-We Met Katherine Johnson-One of the Real ‘Hidden Figures’

Exercise 1-Listening Comprehension

Watch the video [We Met Katherine Johnson—One of the Real ‘Hidden Figures’](#) and build a basic understanding to prepare you for this chapter’s reading. Answer the questions to check your comprehension.

1. What did Katherine Johnson do for NASA?
 - a. She did the calculations to launch someone into orbit and land on the moon.

- b. She prepared the astronauts for their mission.
 - c. She used a computer to map when the rocket should go.
 - d. She created a schedule for the astronauts to land on the moon.
2. How old was Katherine Johnson when she graduated from college?
- a. 10 years old
 - b. 18 years old
 - c. 28 years old
 - d. 35 years old
3. What challenges did she face at NASA?
- a. agism
 - b. unequal pay
 - c. transportation
 - d. sexism and racism
4. While in many parts of the country services like the restroom were segregated by race, which restroom did Katherine Johnson use in real life (not the movie)?
- a. the one designated for Black women
 - b. the one designated for White women
 - c. the one designated for Black men
 - d. the one designated for White men

“[We Met Katherine Johnson—One of the Real ‘Hidden Figures’](#)” by [VICE News](#) is copyrighted material.

Reading-Who Is Katherine Johnson?

Exercise 2-Reading Comprehension

Read the following passage and answer the questions that follow.

¹Katherine Johnson was an African-American mathematician who worked for NASA from 1953 until 1986. She was a human computer. In a time when minorities held very few jobs in mathematics and science, Johnson was a trailblazer. Her work in calculating the paths for spaceships to travel was monumental in helping NASA successfully put an American in orbit around Earth. Then her work helped to land astronauts on the moon.

What Was Katherine Johnson’s Early Life Like?

²Katherine Johnson was born in 1918 in White Sulphur Springs, West Virginia. As a very young girl, she loved to count things. She counted everything, from the number of steps she took to get to the road to

the number of forks and plates she washed when doing the dishes. Johnson was born with a love for mathematics. At a young age, she was very eager to go to school. Even when she was in her 90s, Johnson could vividly recall watching her older siblings go to school, wishing so much that she could go with them. When Johnson finally did start school, she so excelled that by age 10, she was in high school. By age 15, she'd started college!



Image 11 [*"NASA Research Mathematician Katherine Johnson is Photographed at Her Desk at Langley Research Center in 1966"*](#)
by NASA is in the public domain

What Did She Study in College?

³At West Virginia State College, Johnson became immersed in the math program. She loved being surrounded by smart people, she said, and knew all of the professors and students on campus. One of her math professors, the renowned Dr. William W. Schiefflin Claytor, recognized Johnson's bright and

inquisitive mind. “You’d make a great research mathematician,” he told her. (A research mathematician does many things, one of which is solving large math problems.) Then Claytor helped her become one. Johnson said, “Many professors tell you that you’d be good at this or that, but they don’t always help you with that career path. Professor Claytor made sure I was prepared to be a research mathematician.” Claytor made sure that Johnson took all of the math classes she needed to pursue her life’s passion. He even created a class about the geometry of outer space — just for her. Geometry is the study of lines, angles and shapes.

⁴At age 18, Johnson graduated with very high grades and degrees in mathematics and French.

What Did She Do After College?

⁵When Johnson graduated from college, the United States was still segregated. During this time, “segregation” meant that different races were separated from each other in many places and activities. African-Americans were rarely able to have jobs in mathematics and science. It was also very unusual for women of any race to have degrees in mathematics. At that time, the only professional job available to Johnson after graduation was teaching. She taught school for a number of years but stopped when she married and had children. In 1952, she started teaching again to support her family after her husband became ill.

How Did She Get to NASA?

⁶When Johnson was 34 years old, she applied for a job at the National Advisory Committee for Aeronautics, or NACA. NACA was the name of the government agency that later became NASA. In the early to mid-1950s, NACA was just beginning its work on studying space. NACA was hiring women — including African-Americans — to be “computers.” These female computers calculated the mathematics for the engineers who were working on the space program. The first time Johnson applied, all of the jobs were already filled. She was disappointed, but she didn’t give up. Johnson applied the following year, and that time the agency offered her a job. She took it and worked with a large group of women who were all computers like her.

What Did She Do for NASA?

⁷As Johnson worked on math problems with the other female computers, she would ask questions. She didn’t want to just do the work — she wanted to know the “hows” and the “whys,” and then the “why nots.” By asking questions, Johnson began to stand out.

⁸Women were not allowed to attend meetings with the male engineers and scientists. Johnson wanted to go to these meetings to learn more about the projects, so she went. She became known for her training in geometry and began to work with teams made up of men. Eventually, she was recognized as a leader, and the men increasingly relied on her to have the answers they needed.

⁹In 1958, NACA officially became NASA. Shortly thereafter, Johnson became part of the space team. She began calculating the flight path, or trajectory path, for the rocket to put the first American in space in 1961. That American was astronaut Alan Shepard. The engineers knew when and where they wanted Shepard’s space capsule to land, but the tricky part was to calculate when and where the rocket would have to launch. Johnson figured it out! And in February 1962, her calculations helped put the first American into orbit around Earth. His name was John Glenn.

¹⁰In September 1962, President John F. Kennedy charged the country to send a man to the moon. The math calculations for sending a man to the moon were similar to those for putting a man into orbit. But this time, a lot more calculations were involved. This mission would include a crew of three astronauts launching from Earth to the moon; two astronauts landing on the moon; and then all three returning successfully back to Earth. Johnson worked with the NASA team to figure out where and when the rocket needed to be launched to put it on the right path to land on the moon. Once again, Johnson's calculations were instrumental in NASA's success.

¹¹With the information she provided, astronauts walked on the moon for the first time on July 20, 1969. They returned safely to Earth on July 24, 1969. All of this happened, in part, because of Johnson and her love of mathematics.

["Who Is Katherine Johnson?"](#) from NASA Knows by Heather S. Deiss and Denise Miller (2017) is in the public domain.

1. PART A: Which of the following statements best describes the central idea of the text?

- a. Katherine Johnson overcame racial and gender discrimination and became one of the top mathematicians at NASA.
- b. Katherine Johnson wanted to work for NASA, but her status as an African American woman prevented her from doing so.
- c. Katherine Johnson was responsible for designing the first space probe sent to the Moon.
- d. Katherine Johnson had a difficult childhood, but after beginning work at NASA, she faced less discrimination.

2. PART B: Which section from the text best supports the answer to Part A?

- a. "In a time when minorities held very few jobs in mathematics and science, Johnson was a trailblazer." (Paragraph 1)
- b. "Johnson could vividly recall watching her older siblings go to school, wishing so much that she could go with them." (Paragraph 3)
- c. "As Johnson worked on math problems with the other female computers, she would ask questions." (Paragraph 9)

3. Which statement best describes the effect of the words "immersed" and "inquisitive" on the meaning of paragraph 4?

- a. They suggest that Katherine Johnson would ask questions of other students to study more effectively.
- b. They suggest that Katherine Johnson was exceeding the expectations her family had set for her.
- c. They show that Katherine Johnson's professors were committed to helping her succeed in her career.

d. They show that Katherine Johnson approached the study of mathematics with energy and enthusiasm.

4. PART A: How do the details about Johnson's early life in paragraphs 2-3 help us understand her later success?

a. Her struggles in school show how much she developed during her early life before working for NASA.

b. By describing her love of counting, the text shows that Johnson was always passionate about math.

c. Johnson's enrollment in college at just 15 years old emphasizes how different she was from her peers.

d. Johnson's early academic success made her later accomplishments seem less impressive in comparison.

5. PART B: Which detail from paragraphs 2-3 best supports the answer to Part A?

a. "She counted everything, from the number of steps she took to get to the road to the number of forks and plates she washed when doing the dishes." (Paragraph 2)

b. "At a young age, she was very eager to go to school." (Paragraph 3)

c. "Johnson could vividly recall watching her older siblings go to school, wishing so much that she could go with them." (Paragraph 3)

d. "she so excelled that by age 10, she was in high school. By age 15, she'd started college!" (Paragraph 3)

Grammar Presentation-Simple Past and Past Progressive

Simple Past

The simple past is used to show a completed action in the past. This tense is often used with signal words or phrases that tell when something happened. For example, yesterday, [length of time] + ago, and last [night, week, month, year, or a specific day]. The simple past tense can be used with *be* verbs and *other* verbs as explained in this chapter.

Video

For more information on this topic, watch these videos: [Verb Tenses: Simple Past; Simple Past](#)

Be Verb

The be verb in the simple past includes *was* and *were*.

- Use *was* for the following subjects: *I*, *he*, *she*, and *it*.
- Use *were* for the following subjects: *You*, *we*, and *they*.

Positive Statements

Formation

Subject + verb + complement.

Examples

I was excited.

You were excited.

He was excited.

She was excited.

It was excited.

Mai was excited.

We were excited.

They were excited.

Exercise 3-Simple Past Positive Statements

Complete the sentences with was or were.

1. Tayana and Andrei _____ married.

a. was

b. were

2. Ghulam _____ an artist.

a. was

b. were

3. I _____ tired.

a. was

b. were

4. We _____ in the car.

a. was

b. were

5. They _____ from Brazil.

a. was

b. were

6. The computer _____ old.

a. was

b. were

Negative Statements

Formation

Subject + be verb + not + complement (adjective, noun, prepositional phrase).

Examples

I was not/wasn't excited.

You were not/weren't excited.

He was not/wasn't excited.

She was not/wasn't excited.

It was not/wasn't excited.

Mai was not/wasn't excited.

We were not/weren't excited.

They were not/weren't excited.

Exercise 4-Simple Past Negative Statements

Complete the sentences with the negative form of the be verb.

1. Tayana and Andrei _____ single.

a. wasn't

b. weren't

2. Ghulam _____ a teacher.

a. wasn't

b. weren't

3. I _____ energized.

a. wasn't

b. weren't

4. We _____ in the bus.

a. wasn't

b. weren't

5. They _____ from Peru.

a. wasn't

b. weren't

6. The computer _____ new.

a. wasn't

b. weren't

Yes or No Questions

Formation

Question: Be verb + subject + complement?

Affirmative answer: Yes, subject + be verb.

Negative answer: No, subject + be verb + not.

Examples

Was I excited? Yes, I was. No, I wasn't.

Were you happy? Yes, you were. No, you weren't.

Was he excited? Yes, he was. No, he wasn't.

Was she excited? Yes, she was. No, she wasn't.

Was it excited? Yes, it was. No, it wasn't.

Was Mai excited? Yes, Mai was. No, Mai wasn't.

Were we happy? Yes, we were. No, we weren't.

Were they happy? Yes, they were. No, they weren't.

Exercise 5-Simple Past Yes or No Questions

Change the statements into yes or no questions using the simple past with a *be* verb.

1. They were students.
2. It was early.
3. We were from Reedley College.
4. Angela was next in line.
5. You were a professional photographer.

Exercise 6-Simple Past Yes or No Answers

Write answers to the yes or no questions below.

1. Was your former teacher's name easy to pronounce?
2. Were your classmates from different countries?
3. Was the restroom near your location?
4. Was the exam easy?
5. Were your homework assignments difficult?

Information Questions

Formation

Question word + be verb + subject + complement?

Examples

Why was I excited?

Why were you excited?

Why was he excited?

Why was she excited?

Why was it excited?

Why was Mai excited?

Why were we excited?

Why were they excited?

Exercise 7-Simple Past Information Questions

Read the answers. Create information questions using the simple past based on the answers.

1. Question:

Answer: The exam was Tuesday.

2. Question:

Answer: I was tired because I stayed awake late Saturday night.

3. Question:

Answer: The boxes were in the garage.

4. Question:

Answer: My teacher was Heather Paul.

5. Question: (How)

Answer: My grammar class was fun!

Other Verbs

Spelling Rules for adding -ed

While most simple past verbs are formed by adding -ed, there are some exceptions. The table below explains how to form the past tense.

Rule	Simple Past Verb
Most words:	Walk--walked
Add -ed	Cook-cooked

Rule	Simple Past Verb
Verbs ending in -e:	Like-liked
Add -d	Smile-smiled Receive-Received
Verbs ending in -y:	Carry-carried
Delete -y, add -ied	Study-studied Try-tried
One-syllable verbs ending in CVC (consonant-vowel-consonant):	Plan-planned
Double final consonant and add -ed	Stop-stopped
Two-syllable verbs ending with CVC (consonant-vowel-consonant) and stress on the last syllable:	Refer-referred
Double the final consonant and add -ed	Control-controlled Submit-submitted
Two-syllable verbs ending with CVC (consonant-vowel-consonant) and stress on the first syllable:	Happen-happened
Add -ed	Visit-visited Order-ordered
Verbs ending in -w or -x:	Fix-fixed
Add -ed	Tax-taxed Borrow-borrowed Show-showed
Verbs ending in one or more vowels (except final -e):	Moo-mooed
Add -ed	Ski-Skied

Table 9 Rules in Forming the Simple Past Tense

Exercise 8-Spelling Practice

Change the following verbs into the simple past.

1. arrive
2. listen
3. watch
4. want
5. decide
6. walk
7. rain
8. hurry
9. bake
10. pour
11. tap
12. admit
13. free
14. open
15. enjoy
16. start
17. commit
18. target
19. sob
20. shop

Pronunciation of -ed

There are three ways to pronounce -ed added to verbs to form the simple past. It depends on the preceding sound. The table below will describe the rules for each sound. The rules include the terms voiceless and voiced. This refers to the vibration of your vocal cords. You can determine whether a sound is voiced or voiceless by putting your hand on your throat. If you feel a vibration, then the sound is voiced. If there's no vibration, then the sound is voiceless.

Pronunciation	Rule	Examples
/t/	The final sound is pronounce /t/ after voiceless sounds /p/ /k/, /f/, /s/, /ʃ/, and /tʃ/.	shopped baked laughed kissed pushed punched

Pronunciation	Rule	Examples
/d/	The final sound is pronounced /d/ after the voiced sounds /b/, /g/, /v/, /z/, /m/, /n/, /l/, /r/, /ŋ/, /ð/, /ʒ/, and /dʒ/. The final sound is pronounced /d/ after all vowel sounds.	robbed chugged loved prayed used chimed canned called spurred banged bathed changed
/ɪd/	The final sound is /ɪd/ after the sounds /t/ and /d/. /ɪd/ adds a syllable to the verb.	needed wanted

Table 10 Pronunciation Rules for -ed

Exercise 9-Pronunciation Practice

Select the correct pronunciation of -ed for the words below.

1. decided

- a. /t/
- b. /d/
- c. /ɪd/

2. shared

- a. /t/
- b. /d/
- c. /ɪd/

3. worked

- a. /t/
- b. /d/
- c. /ɪd/

4. fixed

- a. /t/
- b. /d/
- c. /ɪd/

5. surprised

- a. /t/
- b. /d/
- c. /ld/

6. depended

- a. /t/
- b. /d/
- c. /ld/

7. lived

- a. /t/
- b. /d/
- c. /ld/

8. started

- a. /t/
- b. /d/
- c. /ld/

9. pushed

- a. /t/
- b. /d/
- c. /ld/

10. marketed

- a. /t/
- b. /d/
- c. /ld/

Irregular Past Tense Verbs

Many simple past verbs are formed by adding -ed, but there are a few verbs that are irregular. See the table below for a limited list of the most common irregular simple past verbs.

Base Verb	Simple Past	Base Verb	Simple Past
be	was/were	become	became
begin	began	break	broke
build	built	buy	bought
catch	caught	choose	chose

Base Verb	Simple Past	Base Verb	Simple Past
come	came	cost	cost
cut	cut	do	did
drink	drank	drive	drove
eat	ate	forgive	forgave
get	got	give	gave
go	went	grow	grew
have	had	fall	fell
feed	fed	feel	felt
fight	fought	find	found
fly	flew	forget	forgot
hear	heard	hide	hid
hold	held	keep	kept
know	knew	leave	left
let	let	lose	lost
make	made	meet	met
pay	paid	put	put
quit	quit	read	read
ride	rode	ring	rang
run	ran	say	said
see	saw	sell	sold
send	sent	sing	sang
sit	sat	sleep	slept
speak	spoke	spend	spent
stand	stood	swim	swam
teach	taught	tell	told
think	thought	take	took
understand	understood	wake	woke
win	won	write	wrote

Table 11 Irregular Past Tense Verbs

Exercise 10-Irregular Verb Practice

Complete the chart below with the missing form of the verb.

Base Verb	Simple Past	Base Verb	Simple Past
be			became
	began	break	
	built	buy	
catch		choose	chose
	came		cost
cut		do	
	drank		drove
eat		forgive	
	got		gave

Base Verb	Simple Past	Base Verb	Simple Past
go		grow	
	had		fell
feed		feel	
	fought		found
fly		forget	
	heard		hid
hold		keep	
	knew		left
let		lose	
	made		met
pay		put	
	quit		read
ride		ring	
	ran		said
see		sell	
	sent		sang
sit		sleep	
	spoke		spent
stand		swim	
	taught		told
think		take	
	understood		woke
win		write	

Table 12 Irregular Verb Tense Practice

Positive Statements

Formation

Subject + verb.

Examples

I helped my brother.

You helped my brother.

He helped my brother.

They helped my brother.

Negative Statements

Formation

Subject + did not/didn't + base form of verb.

Examples

I didn't help my brother.

You didn't help my brother.

She didn't help my brother.

Exercise 11-Simple Past Negative Statements

Complete the sentences with the correct form of the verb using the simple past. Form a negative verb when "not" is included in the parentheses.

1. Katherine Johnson _____ (not/born) in 1919.
2. At age 15, she _____ (start) college.
3. She _____ (not/work) for Harvard.
4. Katherine Johnson _____ (make) changes for Black women.
5. Her professor _____ (see) great potential in her.
6. Women _____ (not/attend) meetings with male engineers and scientists.
7. Katherine Johnson _____ (want) to go to these meetings.
8. She _____ (begin) to calculate flight paths.
9. NACA _____ (become) NASA in 1958.
10. Katherine Johnson _____ (be) an amazing woman.

Yes or No Questions

Formation

Question: Did + subject + base form of verb?

Affirmative answer: Yes, subject + did.

Negative answer: No, subject + didn't.

Examples

Did you enjoy the movie? Yes, I did. No, I didn't.

Did he arrive on time? Yes, he did. No, he didn't.

Exercise 12-Simple Past Yes or No Questions

Change the statements into yes or no questions using the simple past tense.

1. The students studied grammar.
2. The class began early.
3. You attended high school.
4. Angela sat next to me.
5. You wanted to be a police officer.

Exercise 13-Simple Past Yes or No Answers

Write answers to the yes or no questions below. Use contractions when possible.

1. Did you eat breakfast?

2. Did you wake up late this morning?
3. Did you see your classmates yesterday?
4. Did you talk to your friends last weekend?
5. Did your teacher give you feedback on an assignment?

Exercise 14-Simple Past Yes or No Questions Review

Complete the yes or no questions with Did, Was, or Were. Complete the short answers.

- | | |
|--|----------------|
| 1. A: _____ you eat dinner? | B: Yes, _____. |
| 2. A: _____ Tanya drink coffee? | B: No, _____. |
| 3. A: _____ your family happy? | B: Yes, _____. |
| 4. A: _____ Hadi clean his room? | B: Yes, _____. |
| 5. A: _____ your computer old? | B: No, _____. |
| 6. A: _____ you live with your family? | B: No, _____. |
| 7. A: _____ your class online? | B: Yes, _____. |
| 8. A: _____ your neighbors loud? | B: Yes, _____. |
| 9. A: _____ we need a pencil? | B: No, _____. |
| 10. A: _____ the room bright enough? | B: Yes, _____. |

Information Questions:

Formation

Question word + did + subject + base form of verb?

Examples

When did you eat breakfast?

Why did he arrive late?

How did you do on your exam?

Where did you go last weekend?

Exercise 15-Simple Past Information Questions Editing

The questions below have mistakes. Correct errors in the questions.

1. Where you work?
2. Why did he studies English?
3. When did you went to sleep?
4. What she eats for breakfast?
5. Why do the computer get hot?

Exercise 16-Simple Past Information Questions

Read the answers. Create information questions using the simple past based on the answers.

1. Question:

Answer: I woke up at 6AM this morning.

2. Question:

Answer: I studied English because I wanted to make more friends.

3. Question:

Answer: I studied English at Reedley College.

4. Question:

Answer: My husband cooked dinner.

5. Question:

Answer: I watched movies last weekend.

Past Progressive

The past progressive is used to show that a continuous action was interrupted by another event or time, or it can be used to show that two continuous actions happened at the same time in the past.

Use 1: At 10AM, she was walking around her neighborhood.

Use 2: While she was doing her homework, she was listening to music.

Stative Verbs

Stative verbs do not describe actions and are usually not used in the progressive form. Be careful because some verbs can have double meanings: one being stative and one being action.

5. I had a computer. (I owned a computer)
6. I was having lunch. (I was eating lunch)
7. Jinan liked her uncle. (emotion)
8. Ali knew Farsi. (knowledge)

The first and second example demonstrate how a verb can be stative (example 1) and active (example 2). Examples 3 and 4 show stative verbs that cannot be used in the progressive form. Look at the table in chapter 1 for more examples.

Video

For more information on this topic, watch this video: [The Past Continuous Tense \(Past Progressive\)](#)

Positive Statements

Formation

Subject + be verb + verb -ing.

Examples

I was eating breakfast.

You were eating breakfast.

He was eating breakfast.
She was eating breakfast.
It was eating breakfast.
Mai was eating breakfast.
We were eating breakfast.
They were eating breakfast.

Exercise 17-Past Progressive Positive Statements

Change the simple past verbs to past progressive verbs in the sentences below.

1. Claytor helped her.
2. Claytor made sure she took all the required classes.
3. The United States segregated people based on skin color.
4. Ms. Johnson taught at a school.
5. Ms. Johnson worked on math problems.
6. These female computers calculated the mathematics for the engineers.
7. Ms. Johnson supported her family.

Negative Statements

Formation

Subject + be verb + not + verb -ing.

Examples

I wasn't studying art.
You weren't studying art.
He wasn't studying art.
She wasn't studying art.
It wasn't studying art.
Mai wasn't studying art.
We aren't eating breakfast.
They aren't eating breakfast.

Exercise 18-Past Progressive Negative Statements

Change the simple past verbs to negative past progressive verbs.

1. She made mistakes.
2. The men relied on her to have the answers.
3. Astronauts walked on the moon for the first time.
4. Because of Ms. Johnson and her love of mathematics, all of this happened.
5. After college, she applied for jobs.
6. Ms. Johnson and other female mathematicians worked on the design.
7. The men asked questions.

Yes or No Questions

Formation

Question: Be verb + subject + verb -ing?

Affirmative answer: Yes, subject + be verb.

Negative answer: No, subject + be verb + not.

Examples

Was I on time? Yes, I was. No, I wasn't.

Were you on time? Yes, you were. No, you weren't.

Was he on time? Yes, he was. No, he wasn't.

Was she on time? Yes, she was. No, she wasn't.

Was Mai on time? Yes, she was. No, she wasn't.

Were we on time? Yes, we were. No, we weren't.

Were they on time? Yes, they were. No, they weren't.

Exercise 19-Past Progressive Yes or No Questions

Change each sentence to a yes or no question in the past progressive tense.

1. Katherine was studying at West Virginia State College.
2. She was working on calculations for NASA.
3. Other female mathematicians were doing math problems.
4. Katherine was beginning to stand out.
5. She was counting everything.

Exercise 20-Past Progressive Yes or No Questions Short Answers

Write answers to the yes or no questions below. Use contractions when possible.

1. Was your teacher speaking to you at 10AM yesterday?
2. Were your classmates sitting next to you last Friday?
3. Were you shopping online at 6PM last night?
4. Were you and your friends eating lunch together last Tuesday?
5. Were your friends studying at the library last week?

Exercise 21-Past Progressive Yes or No Questions Review

Complete the yes or no questions with Was or Were. Complete the short answers.

- | | |
|-------------------------------------|----------------|
| 1. A: _____ you eating raw fish? | B: No, _____. |
| 2. A: _____ Todor drinking tea? | B: Yes, _____. |
| 3. A: _____ Hadi cleaning his room? | B: No, _____. |
| 4. A: _____ your computer running? | B: Yes, _____. |

5. A: _____ your roommate singing? B: Yes, _____.
6. A: _____ you attending class? B: Yes, _____.
7. A: _____ your neighbors talking loudly? B: No, _____.
8. A: _____ we writing with a pencil? B: Yes, _____.

Information Questions

Formation

Question word + Be verb + subject + verb -ing?

Examples

Why was she studying mathematics?

What was she studying?

When was she attending college?

Where was she working?

Why were they asking her questions?

Exercise-22-Past Progressive Information Questions

Read the answers. Create information questions using the past progressive based on the answers. Use the words in parentheses to guide you.

1. Question: (Where/ you/ go?)

Answer: To the movies.

2. Question: (What time / Rebecca / come?)

Answer: 6PM

3. Question: (Why / you / study / at Reedley College?)

Answer: Because its ESL Program is the best!

4. Question: (Who / cook / dinner?)

Answer: My husband was.

5. Question: (What / Mariam / do?)

Answer: She was sleeping.

“Grammar Presentation-Simple Past and Past Progressive” is derived from “[Grammar Slides for English Learners](#)” by Sara Ferguson licensed under [CC BY-SA-NC 4.0](#).

Applying Grammar to Reading

Exercise 23-Applying Grammar to Reading

Reread the paragraph below from this chapter’s reading on Katherine Johnson. Look for the grammar taught in this chapter and write the verbs in the appropriate column.

⁸When Johnson was 34 years old, she applied for a job at the National Advisory Committee for Aeronautics, or NACA. NACA was the name of the government agency that later became NASA. In the

early to mid-1950s, NACA was just beginning its work on studying space. NACA was hiring women — including African-Americans — to be “computers.” These female computers calculated the mathematics for the engineers who were working on the space program. The first time Johnson applied, all of the jobs were already filled. She was disappointed, but she didn’t give up. Johnson applied the following year, and that time the agency offered her a job. She took it and worked with a large group of women who were all computers like her.

Past Progressive	Regular Simple Past	Irregular Simple Past	Negative Simple Past

Table 13 Applying Grammar to Reading-Katherine Johnson

Communication Practice

Exercise 24-Irregular Past Tense Tic Tac Toe

Work with a partner. Partner 1 will be X, and partner 2 will be O. Take turns writing the present or past form of the word you choose in the table. If you are correct, put your symbol (X or O). The goal is to get three in a row.

began	brought	do
eat	go	find
know	leave	pay

say	read	run
sleep	stand	take
thought	wrote	speak

get	come	drink
ride	drove	have
forget	meet	put

Exercise 25-Chain Stories

The sentence below is the beginning of a story. Each member of your group should add a sentence to the story using the simple past or past progressive. The story can be shocking, funny, wonderful, or embarrassing, but it is a story that should make sense. Be creative!

First sentence of the story: Yesterday began like any other day.

Chapter 4-Marley Dias



Image 12 “[Woman in Black Long Sleeve Shirt Holding White Book](#)” by [Yaroslav Shuraev](#) is licensed under CC 0

Discussion

Answer the following questions based on your experience and opinion. Read five classmates’ posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. Describe your history with books. Did you read books as a child? Do you read books for pleasure now?

2. What topics in stories do you enjoy? What genre (mystery, science fiction, historical fiction, poetry, fairy tales, biographies, etc.) do you prefer to read?

Listening-Marley Dias Talks Encouraging Kids to Read, Getting Kids Involved in Activism

Exercise 1-Listening Comprehension

Watch the video [Marley Dias Talks Encouraging Kids to Read, Getting Kids Involved in Activism](#) and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. Why did Marley start her campaign?
 - a. She doesn't like the White boy characters in the books the teacher provided.
 - b. She was bored with the books she was reading.
 - c. She wanted other kids to read books that have characters and experiences they could relate to.
 - d. She thought the library needed more books since people stopped donating to the library.
2. What advice does she have for her peers, or other young people?
 - a. She wants them to
 - b. She suggests that they read more and study hard.
 - c. She says they should talk with their parents and teachers about reading more.
 - d. She wants them to find their passion and speak out about what they like and don't like.
3. What does it mean to be an upstander?
 - a. Standing up when someone is being bullied.
 - b. Being a witness when someone is experiencing a difficult situation.
 - c. Standing up when someone enters a room.
 - d. Being passive when someone is being bullied.
4. What is the strategy Marley did NOT mention as advice for parents to encourage their kids to read more?
 - a. Don't create negative associations with reading.
 - b. Watch a movie, then read a book.
 - c. Letting their children choose the book.
 - d. Telling their children to read more.

["Marley Dias Talks Encouraging Kids to Read, Getting Kids Involved in Activism"](#) is copyright by [ABC News](#).

Reading-Marley Dias: The 13-Year-Old Author Who Made a Difference

Exercise 2-Reading Comprehension

Read the following passage and answer the questions that follow.



Image 13 “*Nostalgia Library*” by [Eugene Kim](#) is licensed under CC BY 2.0

¹Have you ever felt tired of the books you read in school? That’s how Marley Dias felt when she was 11 years old and all of the books she read in school “were about white boys and their dogs.” Dias says she couldn’t connect with the characters in the books so she “couldn’t learn lessons from those stories.”

²When Dias complained to her mother about her problem, her mother asked her what she was going to do about it. Dias thought about her options. She could just ask her dad to buy her a lot of new books. But after doing some research to find books with black girls as the main characters, she realized that there weren’t very many to choose from. According to Cooperative Children’s Book Center, fewer than 10 percent of children’s books released in 2015 had a black person as the main character. Recently, there has been a movement to make books more diverse. Many school libraries tend to have older books, though, which are even less diverse. Dias realized she probably wasn’t the only black girl feeling like she couldn’t relate to her school reading curriculum. With the help of her mother, she decided to create a drive called #1000blackgirlbooks.

³Dias’ goal with the #1000blackgirlbooks campaign was to collect 1,000 books about black girls. She would donate these books to communities such as schools and libraries. She also created a resource guide to help people find these books. Dias has raised almost 4,000 books. Now, she has started talking to teachers and lawmakers about how to include diverse books in schools. She has also created a book

fair to continue to collect books to donate to other schools and communities where children might feel the same way she did.

⁴At first, Dias says she was worried about not meeting her goal of 1000 books. Now she says there are strangers thanking her for doing this. Dias has been able to reach so many people with her hard work because she is fighting for an important issue. Dias says the exclusion of black girls in literature and schools “hurts all of us. I’m working to create a space where it feels easy to include and imagine black girls and make black girls like me the main characters of our lives.” Dias has inspired many young people to do similar drives.

⁵Dias wants to continue to inspire young people to do something about their frustrations. She is writing her own book called *Marley Dias Gets It Done — and So Can You*. Her publishers say her book will be a “keep it real guide” to social activism. She will share tips for kids to make changes in their lives and communities and “pay it forward about whatever makes your heart sing.” Dias wants to give other kids the tools to get support from their parents and teachers, use social media for good, and make change effectively.

“[Marley Dias: The 13-Year-Old Author Who Made a Difference](#)” by Barrett Smith is licensed by [CommonLit](#) under [CC BY-NC-SA 2.0](#).

1. Which of the following identifies the central idea of the text?

- a. Dias’ decision to take action when she faced something unfair led to a movement that influenced others.
- b. Dias drew attention to the issue that black girls are rarely the main characters in books, prompting authors to include them.
- c. Dias believed that she lucked into her role as a social activist, and that it would be hard for others to accomplish something similar.
- d. Dias was met with resistance when she attempted to bring attention to the lack of black main characters in books, but she persisted.

2. How did Dias’ mother react to her complaints about the lack of black main characters in books?

- a. Her mother encouraged Dias to take action and carry out her plan.
- b. Her mother offered to buy her more books with black main characters.
- c. Her mother encouraged her to write her own books with black main characters.
- d. Her mother sympathized with her but didn’t think there was much that could be done.

3. Which quote from paragraph 2 best supports Dias’ motivation for her campaign?

- a. “When Dias complained to her mother about her problem, her mother asked what she was going to do about it.”
- b. “Dias thought about her options. She could just ask her dad to buy her a lot of new books.”

- c. “But after doing some research to find books with black girls as the main characters, she realized that there weren’t very many to choose from.”
 - d. “With the help of her mother, she decided to create a drive called #1000blackgirlbooks.”
4. How does the description of the book drive contribute to the main idea of the passage?
- a. It highlights how Dias always knew the drive would be successful.
 - b. It details Dias’ disappointment at how slow the book drive began, and how she almost gave up.
 - c. It describes how Dias was surprised by the number of books she collected, which inspired her activism.
 - d. It focuses on how Dias couldn’t believe how many books she collected, and how she considered her mission accomplished.

Grammar Presentation-Present Perfect

The present perfect has five uses:

1. The time of the event is unknown.
2. The action is unfinished and continues at present time.
3. The action has been repeated several times in the past.
4. An uncompleted action is expected to finish.
5. An action has happened recently.

Examples

1. Anastasiya has eaten sushi.
2. Kyaw and Sunil have been friends for several years.
3. Rafael and Jianhua have been absent many times this semester.
4. The package still hasn’t arrived.
5. The children have just woken up.

In the first example, we don’t know when Anastasiya ate sushi. We know that this action happened in the past and is finished. In the second example, Kyaw and Sunil were friends in the past, and they continue to be friends. In the third example, Rafael and Jianhua have repeated the action of being absent. In the fourth example, the package is expected, but it still has not arrived. In the final example, the action happened recently.

Video

For more information on this topic, watch these videos: [Verb Tenses: Present Perfect; Present Perfect](#)

Positive Statements

Formation

Subject + have/has + past participle.

Examples

I have written an essay.

You have written an essay.

He has written an essay.

Xiong has written an essay.

We have written an essay.

They have written an essay.

Exercise 3-Present Perfect Positive Statements

Complete the following sentences by forming the present perfect tense of the verb in parentheses.

1. Eva and Yesica _____ (travel) to many cities in California.
2. Omar _____ (completed) his homework, which is due tomorrow!
3. Nasra and Abeer _____ (take) care of each other for many years.
4. Benjamin and his brothers _____ (enroll) in classes at Reedley College.
5. Igor _____ (drink) the hot beverage, *sahlab*, which originated from Turkey.
6. Agnes _____ (submit) her homework late several times.
7. Yuliya's daughter _____ (sleep) for only two hours for the last two months. Yuliya is exhausted.
8. Gustavo and Kenji _____ (go) dancing at that nightclub for the last three weekends. The doorman knows their names!
9. Aleksandra _____ (want) to be a doctor since she was a little girl.
10. Giovanni's neighbor _____ (water) his yard every day this week.

Negative Statements and Other Adverbs

Formation

Subject + have/has + not/already/never/just + past participle.

Examples

I have not/ haven't written a book.

You have already written a book.

He has not/hasn't written a book.

Xiong has never written a book.

We have just written a book.

They have not/haven't written a book.

Exercise 4-Present Perfect Negative and Other Adverbs Statements

Complete the following sentences by forming the present perfect tense of the verb in parentheses.

1. Masaki _____ (play) nicely with his sister, Mutsumi.
2. Enrique's boss _____ (just/assign) the work schedule for next month.
3. Dominique _____ (not/finish) his homework, which is due Saturday at midnight.
4. Lidia and Karin _____ (already/see) that movie three times! They know the lines by heart!
5. Lupita and Cassandra _____ (always/be) friendly to each other.
6. The computers _____ (have) problems since they were updated last week.
7. Sabrina and Hannah _____ (never/see) snow. This might be the year!
8. Michael _____ (already/meet) his teachers because he studied at Reedley College last semester.
9. The problem _____ (not/be) resolved because a help ticket _____ (not/be) submitted. Please submit the ticket as soon as possible.
10. Rami's car _____ (just/die). It's time to get a new one!

Yes or No Questions

It is common when asking a yes or no question in the present perfect tense to use the adverbs *ever* and *already*. They are optional, but you can use them when asking if something has ever happened before now.

Formation

Have/Has + subject + (ever/already) + past participle?

Yes, subject + have/has.

No, subject + haven't/hasn't.

Examples

Have I visited Disneyland? Yes, I have. No, I haven't.

Have you ever visited Disneyland? Yes, you have. No, you haven't.

Has he already visited Disneyland? Yes, he has. No, he hasn't.

Has Xiong visited Disneyland? Yes, he has. No, he hasn't.

Have we visited Disneyland? Yes, we have. No, we haven't.

Have they visited Disneyland? Yes, they have. No, they haven't.

Exercise 5-Present Perfect Yes or No Questions

Change each sentence to a yes or no question in the present perfect tense.

1. The students study grammar for three weeks.
2. The class begins already.
3. You attend Reedley College.
4. Angela sits next to me in every class.
5. You listen to K-Pop.

Exercise 6-Present Perfect Yes or No Questions Review

Complete the yes or no questions with Have or Has. Complete the short answers.

1. A: _____ you eaten raw fish? B: No, _____.
2. A: _____ Todor drunk tea? B: Yes, _____.
3. A: _____ Hadi already cleaned his room? B: No, _____.
4. A: _____ your computer crashed? B: Yes, _____.
5. A: _____ you heard your mom singing? B: Yes, _____.
6. A: _____ your son already attended class? B: Yes, _____.
7. A: _____ your neighbors talked with you? B: No, _____.
8. A: _____ they written with a pencil? B: Yes, _____.

Information Questions

Formation

Question word + have/has + subject + past participle?

Examples

Why have you written an essay?

Where has he visited in California?

How long have you known him?

What have they done to their house?

Exercise 7-Present Perfect Information Questions

Answer the questions below using complete sentences.

1. How long have you lived in your current city?

2. Who has been your friend the longest?
3. What movie have you seen recently?
4. How many books have you read this year?
5. How many exams have you taken this semester?
6. What places have you visited?
7. What are some things you have accomplished, and you are proud of?
8. Who have you met in your life that has made an impact on you?
9. What changes have taken place since five years ago? How has your life changed?
10. How has your English improved since you started studying English?

Present Perfect versus Simple Past

The present perfect and simple past are similar tenses because for the most part, they both refer to the past.

1. I have eaten sushi.
2. I ate sushi yesterday.

In the first example, the time is unknown, so I use the present perfect tense. In the second example, the time is known (yesterday), so I use the simple past. Both actions are completed and in the past.

3. I lived in Tetovo, Macedonia.
4. I have lived in Tetovo, Macedonia for two years.

In examples 3 and 4, there is an enormous difference. In example 3, the action is completed—in other words, I no longer live in Tetovo, Macedonia. However, in example 4, I still live in Tetovo, Macedonia. The action began in the past and continues still.

5. I visited my grandparents last week.
6. I have visited my grandparents every weekend this year.

In example 5, the time is known and for all we know, the action only happened once, so I used the simple past. However, in example 6, the action is repeated. It happened in the past and for all we know, it will continue in the future.

Exercise 8-Simple Past versus Past Perfect

Complete the sentences with the verbs in parentheses. Use the simple past or present perfect tenses.

1. When Marley _____ (be) 11 years old, she _____ (want) to connect to characters in the books she read.
2. In 2015, fewer than 10 percent of books _____ (have) a Black person as the main character.

3. Marley _____ (collect) more than 4,000 books. She's still collecting more!
4. She _____ (make) an impact in many girls' lives.
5. During her campaign, Marley _____ (talk) with teachers and librarians to get their support.
6. Before her campaign, many students _____ (read) books with White boys and their dogs as the main characters.
7. Marley _____ (change) what books students have access to.

"Grammar Presentation-Present Perfect" is derived from "[Grammar Slides for English Learners](#)" by Sara Ferguson licensed under [CC BY-SA-NC 4.0](#).

Applying Grammar to Reading

Exercise 9-Applying Grammar to Reading

Reread the paragraph below from this chapter's reading on Marley Dias. Look for the grammar taught in this chapter and write the verbs from the reading in the appropriate column. Analyze the differences between the verb tenses in the paragraph.

³Dias' goal with the #1000blackgirlbooks campaign was to collect 1,000 books about black girls. She would donate these books to communities such as schools and libraries. She also created a resource guide to help people find these books. Dias has raised almost 4,000 books. Now, she has started talking to teachers and lawmakers about how to include diverse books in schools. She has also created a book fair to continue to collect books to donate to other schools and communities where children might feel the same way she did.

Simple Past	Present Perfect

Communication Practice

Exercise 10-Yes or No Question Practice

Get to know your classmates! Ask them questions using the present perfect and the following verb phrases. If they answer "yes", write their name. Do not write the name of classmates whose answer is "no."

Example: cheat on an exam → Have you ever cheated on an exam?

1. go fishing
2. see snow
3. eat raw meat
4. swim in the ocean

5. arrive late to an appointment
6. sleep in class
7. be on TV
8. lose your homework
9. own a pet
10. ride a horse, camel, or elephant
11. miss the bus



Image 14 [Photo by Pixaby](#)

Exercise 11-Information Question Practice

Complete the questions below with the present perfect. Ask your classmates the questions and take notes of their answers to share with the class.

1. What have you _____ (already/do) before class started?
2. What have you _____ (eat) today?
3. Who have you _____ (talk) to so far today?
4. How many times have you _____ (eat) at a restaurant this week?
5. What is something important that you have _____ (lose)?
6. How many paragraphs have you _____ (write) this semester?

7. What have you _____ (do) more than once this month?
8. Who have you _____ (know) since you were a child?
9. Where have you _____ (work) before?
10. What activity have you recently _____ (begin) doing?

Chapter 5-Jackie Robinson



Image 15 “Boy Wearing Blue and White 3 Jersey About to Pitch a Baseball” by Pixaby is licensed under CC 0

Discussion

Answer the following questions based on your experience and opinion. Read five classmates’ posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. Do you like to play sports? What is your experience playing sports on a team or in a league?
2. Who is an athlete that you like? Why do you like this athlete?

Listening-Jackie Robinson: The First African American to Play in the MLB

Exercise 1-Listening Comprehension

Watch the video [Jackie Robinson: The First African American to Play in the MLB](#) and build a basic understanding to prepare you for this chapter’s reading. Answer the questions to check your comprehension.

1. Which sport did Jackie Robinson NOT letter in in college?

- a. Basketball
 - b. Baseball
 - c. Track
 - d. Football
 - e. Volleyball
2. Why was Jackie Robinson arrested while in the US Army?
- a. Fighting with players from the other team.
 - b. Refusing to move to the back of a bus.
 - c. Failing a drug test required by the US Army.
 - d. Resisting going to war for the US Army.
3. Why was Jackie Robinson chosen for the Brooklyn Dodgers?
- a. His ability and character.
 - b. He was the best player on the Negro League.
 - c. He would save money for the team owners by giving him a lower salary.
 - d. He could attract a new audience of Black viewers.
4. What did he do after he retired from baseball?
- a. Teach in Harlem.
 - b. Coached college baseball.
 - c. Campaign for civil rights.
 - d. Vacation in Florida.

“[Jackie Robinson: The First African American to Play in the MLB](#)” is copyright by [A&E Television Networks](#).

Reading-How Jackie Robinson Changed Baseball

Exercise 2-Reading Comprehension

Read the following passage and answer the questions that follow.

¹Today, when you turn the TV to Major League Baseball, you will not be surprised at all to see an African American or Latino player take the mound. Maybe your favorite player is a person of color. But baseball has not always been as diverse as it is now. In 1944, Jackie Roosevelt Robinson became the first African American to play on a Major League Baseball team. The road he paved was an important, but difficult one.

Early Athletic Success

²Robinson was born in Georgia on January 31, 1919, the youngest of five children. His father left the family just a year later, and his mother moved her children to Pasadena, California. She worked odd jobs to support her family, but Robinson still grew up in relative poverty.

³When Jackie enrolled in high school, his siblings encouraged him to get involved in school sports teams. He excelled in football, basketball, track, and baseball. He broke many school sports records.

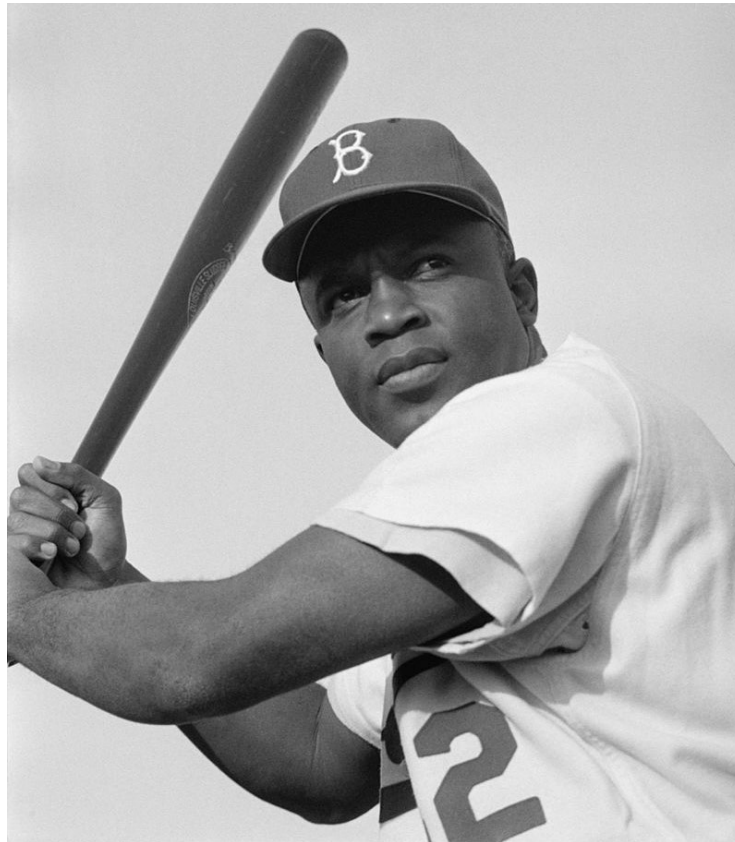


Image 16 "[Jackie Robinson, Brooklyn Dodgers, 1954](#)" by Bob Sandberg is in the public domain

⁴Robinson continued to play all of these sports in junior college. Ironically, he viewed baseball as his weakest sport. He transferred to UCLA to complete his degree, where he became the first athlete to letter in all four of those sports. UCLA had some of the most racially integrated college sports teams at the time, but Robinson was still among a very small minority of non-white athletes on all his teams.

Fighting Racism

⁵Even early in his life, Robinson confronted racism head on. In 1938, while still at junior college, he was arrested after disputing the police detention of one of his Black friends. He managed to escape a long jail sentence, but this and other run-ins with the police earned him a reputation as someone who was both eager and willing to stand up against racial oppression.

⁶When the U.S. entered World War II, Robinson enlisted in the army. He never saw direct combat, but his military career was marred by racial problems. While stationed in Texas, Robinson boarded a non-segregated bus, but he was instructed to sit in the back anyway. He refused, and military police took him

into custody for his insubordination. Fortunately, one month later, an all-white jury acquitted him, but the situation was an early indication of the racial prejudice he'd come to face later in life.

A Negro Player with Guts

⁷Robinson joined the professional Negro Leagues to play baseball in early 1945. He signed with the Kansas City Monarchs and had great success, but he was frustrated by all the disorganization that plagued the Negro Leagues. At the time, a few Major League teams were recruiting from the Negro Leagues, and Robinson struck up a relationship with the General Manager of the Brooklyn Dodgers, Branch Rickey.

⁸Rickey liked the potential he saw in Robinson, but he had one question. He knew Robinson would face racial discrimination and injustice if he joined the Major Leagues. Could he be “a Negro player with enough guts not to fight back?” Robinson promised that he could, and signed a contract with the Montreal Royals, the Dodgers’ top minor league team. After just one season, he transferred to the Brooklyn Dodgers.

⁹As he stepped onto the field as first baseman in 1947, Jackie Robinson became the first Major League Baseball player to break the color barrier since 1880. He was 28 years old.

¹⁰African-American fans flooded to Dodgers games, and even the general public and the press had a mostly positive view of the team’s newest addition. However, Robinson faced discrimination from a few of his own team members, who threatened to sit out of games if he was allowed to play. Management took Robinson’s side — “I say he plays,” said the manager. “I say he can make us all rich. And if any of you cannot use the money, I will see that you are all traded.”

¹¹Other teams also disliked Robinson’s admittance into the League. Many threatened not to play against him. Most managers rejected these threats and forced the players to participate anyway. Instead, they took it out on Robinson directly during the games. Some players were physically violent — he once received a 7-inch gash in his leg from an opponent who spiked him with his cleats — while others hurled verbal racial insults at him and his teammates. The racism from other teams only united the Dodgers, however, and the team grew more accepting of him.

Major Success

¹²Robinson won Rookie of the Year in 1947. In later seasons, more African-Americans joined other teams in the Major Leagues, as Robinson continued to excel. His success gained him fans from all over the country. He started at second base for the National League in the 1949 All-Star game, and he helped the Dodgers win the 1949 National League pennant.

¹³Over the next several years his success grew, and by 1955 the Dodgers pulled out a win in the World Series. Robinson was 36 and starting to feel the effects of his age. In 1956 he did not dominate the league as much as he used to, partially because of the adverse effects of the diabetes he suffered from. When the Dodgers traded him to the New York Giants, Robinson decided to quit baseball altogether and become an executive for a coffee company instead.

A Legendary Impact

¹⁴After his retirement, Robinson remained a baseball legend. In 1962, he received baseball’s highest honor when he was elected into the Hall of Fame. His playing style changed many team strategies. For

example, he inspired players to be more aggressive in their base-running, rather than relying only on the distance they could hit the ball.

¹⁵Robinson also made important racial breakthroughs in the sports world. The first baseball player to break the color barrier in 60 years, he paved the way for many future African-American and minority athletes. His career helped the upcoming Civil Rights Movement by giving Americans a heroic African-American sports figure to rally around.

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1. Which of the following best describes a central idea within the text?

- a. Jackie Robinson was a once in a lifetime type of baseball player, and his kind hasn’t been seen in the sport since.
- b. Jackie Robinson was a once in a lifetime type of baseball player, which made it easy for the fans, coaches and team members to accept him.
- c. Jackie Robinson stood up against racism in many different ways in his life, and inspired others when he became the first African-American Major League Baseball player in modern times.
- d. Jackie Robinson stood up against racism in many different ways in his life, and was free from discrimination once he became the first African-American Major League Baseball player.

2. Which of the following sections from the text provides the best evidence of Jackie Robinson’s impact on the sport of baseball?

- a. “African-American fans flooded to Dodgers games, and even the general public and the press had a mostly positive view of the team’s newest addition.” (Paragraph 10)
- b. “The racism from other teams only united the Dodgers, however, and the team grew more accepting of him.” (Paragraph 11)
- c. Robinson was 36 and starting to feel the effects of his age. In 1956 he did not dominate the league as much as he used to, partially because of the adverse effects of the diabetes he suffered from.” (Paragraph 13)
- d. “Robinson also made important racial breakthroughs in the sports world. The first baseball player to break the color barrier in 60 years, he paved the way for many future African-American and minority athletes.” (Paragraph 15)

3. How does paragraph 8 contribute to the development of ideas in the text?

- a. It highlights the struggles that Jackie Robinson faced by holding back his feelings about discrimination.
- b. It reveals Jackie Robinson’s willingness to enter a sport in which he knew he would suffer discrimination.

c. It shows that Branch Rickey had little confidence in Jackie Robinson's ability to excel in the Major Leagues.

d. It explains how quickly Jackie Robinson's ability helped him advance from the Minor to the Major Leagues.

4. What does the word "adverse" mean, as used in paragraph 13?

a. to positively support

b. to negatively prevent

c. to completely prevent

d. to completely support

Grammar Presentation-Pronouns

A pronoun is a word that can be used in place of the noun. We use pronouns so we do not have to repeat words. For example, imagine writing the following sentence: "Afrah put her scarf on because Afrah was cold." The sentence sounds a bit strange because Afrah is named twice; however, if you use a pronoun, the sentence will be shorter and less repetitive. You might rewrite the sentence to something similar to the following: "Afrah put her scarf on because she was cold." *She* refers to *Afrah*, so you do not have to write the name twice.

If there were no pronouns, all types of writing would be quite tedious to read. We would soon be frustrated by reading sentences like "Bob said that Bob was tired," or "Christina told the class that Christina received an A." Pronouns help a writer avoid constant repetition. Knowing just how pronouns work is an important aspect of clear and concise writing.

Pronoun Agreement

A pronoun is a word that takes the place of (or refers back to) a noun or another pronoun. The word or words a pronoun refers to are called the antecedent of the pronoun.

1. *Lani* complained that *she* was exhausted.

She refers to *Lani*.

Lani is the antecedent of *she*.

2. *Jeremy* left the party early, so I did not see *him* until Monday at work.

Him refers to *Jeremy*.

Jeremy is the antecedent of *him*.

3. *Crina* and *Rosalie* have been best friends ever since *they* were freshman in high school.

They refers to *Crina* and *Rosalie*.

Crina and *Rosalie* is the antecedent of *they*.

Pronoun agreement errors occur when the pronoun and the antecedent do not match or agree with each other. There are several types of pronoun agreement.

Agreement in Number

If the pronoun takes the place of or refers to a singular noun, the pronoun should also be singular; however, "they" is acceptable to refer to a person of undetermined or unassumed gender.

Incorrect: The *man* (sing.) could not pick up his dry cleaning because *they* (plur.) didn't have a receipt.

Correct: The *man* (sing.) could not pick up his dry cleaning because *he* (sing.) did not have a receipt.

Correct: If *students* (plur.) want to return a book to the bookstore, *they* (plur.) must have a receipt.

*One way to get around problems with agreement in number is to pluralize the antecedent (if possible) and use "they" as the pronoun.

Agreement in Person

Person/Plurality	Singular	Singular	Singular	Plural	Plural	Plural
First Person	I	me	my (mine)	we	us	our (ours)
Second Person	you	you	your (yours)	you	you	your (your)
Third Person	he, she, it	him, her, it	his, her, its	they	them	their (theirs)

Table 14 Pronoun Agreement in Person

Incorrect: When a *person* (3rd) goes to a restaurant, *you* (2nd) should leave a tip.

Correct: When a *person* (3rd) goes to a restaurant, *he* or *she* (3rd) should leave a tip.

Correct: When *we* (1st) go to a restaurant, *I* (1st) should leave a tip.

Exercise 3-Pronoun Agreement Errors

Edit the following paragraph by correcting pronoun agreement errors in number and person.

Over spring break I visited my older cousin, Diana, and they took me to a butterfly exhibit at a museum. Diana and I have been close ever since she was young. Our mothers are twin sisters, and she is inseparable! Diana knows how much I love butterflies, so it was their special present to me. I have a soft spot for caterpillars too. I love them because something about the way it transforms is so interesting to me. One summer my grandmother gave me a butterfly growing kit, and you got to see the entire life cycle of five Painted Lady butterflies. I even got to set it free. So when my cousin said they wanted to take me to the butterfly exhibit, I was really excited!

Pronouns as Subjects or Objects

Subject pronouns function as subjects in a sentence. Object pronouns function as the object of a verb or of a preposition (about, to, in, on, etc.). Remember that an object pronoun should never come at the beginning of a sentence.

Singular Pronouns	Singular Pronouns	Plural Pronouns	Plural Pronouns
Subject	Object	Subject	Object
I	me	we	us
you	you	you	you

Singular Pronouns	Singular Pronouns	Plural Pronouns	Plural Pronouns
he, she, it	him, her, it	they	them

The following sentences show pronouns as subjects:

1. *She* loves the Blue Ridge Mountains in the fall.
2. Every summer, *they* picked up litter from national parks.

The following sentences show pronouns as objects:

3. Marie leaned over and kissed *him*.
4. Jane moved *it* to the corner.

Compound Subjects and Objects

Compound subject pronouns are two or more pronouns joined by a conjunction that, together, function as the subject of the sentence.

The following sentences show pronouns with compound subjects:

- Incorrect: *Me and Harriet* visited the Grand Canyon last summer.
- Correct: *Harriet and I* visited the Grand Canyon last summer.
- Correct: Jenna accompanied *Harriet and me* on our trip.

Compound object pronouns are two or more pronouns joined by a conjunction or a preposition that function as the object of the sentence.

- Incorrect: I have a good feeling about *Janice and I*.
- Correct: I have a good feeling about *Janice and me*.

Video

For more information on this topic, watch these videos: [Subject Pronouns](#), [Object Pronouns](#), [Compound Subjects](#)

Exercise 4-Subject and Object Pronoun Errors

Revise the following sentences in which the subject and object pronouns are used incorrectly. Copy the revised sentence onto your own sheet of paper. Write a C for each sentence that is correct.

1. Meera and me enjoy doing yoga together on Sundays.
2. She and him have decided to sell their house.
3. Between you and I, I do not think Jeffrey will win the election.
4. Us and our friends have game night the first Thursday of every month.
5. They and I met while on vacation in Mexico.
6. Napping on the beach never gets boring for Alice and I.

7. New Year's Eve is not a good time for she and I to have a serious talk.
8. You exercise much more often than me.
9. I am going to the comedy club with Yolanda and she.
10. The cooking instructor taught her and me a lot.

Possessive Adjectives and Pronouns

Possessive adjectives and pronouns show ownership, or that something belongs to someone. Possessive nouns are formed by adding an apostrophe (') with an "s". The order of the -s and apostrophe depends on whether the noun is singular or plural. However, if you are avoiding repetition and prefer to use a pronoun, there are a few options.

Possessive Adjective	Possessive Pronoun	Examples
my	mine	This is my house. This is mine.
your	yours	That is your pencil. That is yours.
his	his	His car is blue. His is blue.
her	hers	Her book is new. Hers is new.
its	(none)	Its color is bright.
our	ours	Do you have our results? Do you have ours?
their	theirs	Their city is small. Theirs is small.

Table 15 Possessive Adjectives and Pronouns

**Its* and *it's* are different. *It's* is a contraction of *it is* or *it has* (used for present perfect).

Video

For more information on this topic, watch these videos: [What are Possessive Pronouns?](#); [Possessive Nouns for Kids](#); [Possessive Adjectives in English](#)

Exercise 5-Possessive Adjectives

Complete the sentences with possessive adjectives.

1. When Jackie enrolled in high school, _____ siblings encouraged him to get involved in sports.
 - a. his
 - b. her
 - c. its
 - d. their
2. Jackie's mother moved _____ children to California.

- a. his
- b. her
- c. its
- d. their

3. Jackie grew up in poverty although _____ mother worked several jobs.

- a. his
- b. her
- c. its
- d. their

4. While the Dodgers have moved from Brooklyn to Los Angeles, _____ team colors have not changed.

- a. his
- b. her
- c. its
- d. their

5. Some players were physically and verbally violent. _____ actions injured Jackie's leg.

- a. his
- b. her
- c. its
- d. their

6. Jackie made so many contributions to American society. _____ success is _____ success.

- a. his, her
- b. his, our
- c. its, her
- d. their, their

Exercise 6-Possessive Pronouns

Replace the emphasized words with possessive pronouns. Use the example to guide you.

Example: That is ~~your car~~. ~~My car~~ is much older than ~~your car~~.

yours, Mine

yours

1. This is **my book**. **Your book** is over there.
2. **His pen** is blue. **Her pen** is purple.
3. **Their house** is far. **My house** is near.
4. **Our class** is exciting. **Their class** is boring.
5. **My team** is doing well. **His team** isn't winning many games.
6. **Her dog** is lively. **His dog** is lazy.

Exercise 7-Possessive Adjectives and Possessive Pronouns

Select the appropriate answer to complete the sentences.

1. I think you have _____ pencil. _____ pencil is over there. It's next to _____ backpack.
my mine your yours hers his
2. Do you have your _____ book? I left mine _____ at home by accident. Do you mind if I borrow _____ yours?
mine me your yours
3. _____ house is on that street. Do you know which street theirs _____ is on?
Us Ours Our them theirs
4. Charles visited their _____ country. He's never been to mine _____.
mine me theirs their

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Applying Grammar to Reading

Exercise 8-Appling Grammar to Reading

Read the summary of Jackie Robinson's life. As you read, find the pronouns and possessives, and put them in the appropriate column in the chart. One answer has already been done.

Jackie Robinson's role in baseball had an impact on the Civil Rights Movement. He was born in Georgia. His father left the family, and his mother moved her children to California. She worked many jobs to support her family. Jackie's siblings encouraged him to get involved in sports. He viewed baseball as his weakest sport, but it gave him the opportunity to play professionally. While playing for the Brooklyn Dodgers, he faced discrimination from his own team members. They threatened to sit out of games. Management took Jackie's side--"I say he plays," said the manager. "If any of you cannot use the money, I will see that you are all traded." Many African-American fans flooded the games. They saw his success as theirs, too.

Possessive Nouns	Subject Pronouns	Object Pronouns	Possessive Pronouns	Possessive Adjectives
------------------	------------------	-----------------	---------------------	-----------------------

	He			
--	----	--	--	--

Table 16 Applying Grammar to Reading Jackie Robinson

Communication Practice

Exercise 9-Questions

Have a conversation with your group using the following questions. Student A will ask a question to Student B. Student B will answer and then ask Student A the same question but changing the question using possessive pronouns. Use the example to guide you.

Student A: When is **your birthday**?

Student B: May. When is **yours**?

Student A: Mine is in March.

1. When is your birthday?
2. What does your name mean?
3. What color are your shoes?
4. Where is your place of residence?
5. How many letters does your last name have?
6. What is your favorite holiday/celebration?
7. What is your favorite drink?
8. What is your favorite dessert?
9. Where is your favorite store to buy clothes?
10. How many pencils or pens do you have in your bag?



Image 17 Photo by [fauxels](#) from [Pexels](#)

Exercise 10-Listening

Listen to the following [people describe their hats](#). Write the hat's owner's name below the picture of their hat. Then work with a partner describing each hat and its owner. Use pronouns and possessives in your discussion.

Owners: Nick, Andrea, David, Faye Miller

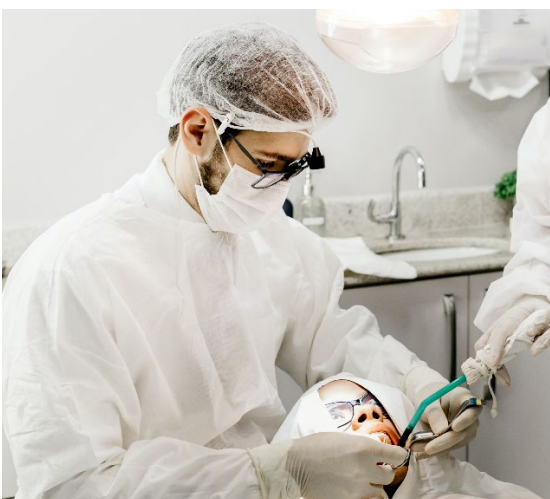


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Image 21 Photo by [Mental Health America \(MHA\)](#) from [Pexels](#)



Image 22 Photo by [Miriam Alonso](#) from [Pexels](#)



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Unit 2 Summary-Putting It All Together

Exercise 11-Editing

Read the summary paragraph about a changemaker. Identify and correct errors related to simple past, past progressive and present perfect verb tenses, and pronouns. Copy and paste the passage into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

Malcom X has become a cultural icon for his importance in the Civil Rights Movement. His father was killed when Malcom was young, and his siblings were split between multiple homes. Despite his difficult childhood, he was doing well in high school. When he lived with his sister, he worked night jobs and was arrested in 1946. He went to prison, and that's when he joins the religious group Nation of Islam (NOI). After being released from prison, he was becoming famous by speaking in cities about Black pride and Civil Rights. He left NOI, and he taked a trip to North Africa and the Middle East. He learned a lot about Islam and the fight against colonialism. When he was returning to the United States, he had a new attitude about the future and integration. However, he has had difficulty sharing his new message because members of NOI tried to kill he, and they were successful on February 21 1965 when they shot

and killed him. While immediately after his death, he was shown as a violent troublemaker, he has recently been celebrated for spreading Black pride and starting a revolution against racism.

Exercise 12-Writing

Write a paragraph about a changemaker. Describe who they are, what they fought for, and how they made a difference. Ask your instructor for ideas if you're not able to think of a changemaker.

Include each of the grammar forms listed below at least one time. Underline each grammar item and label it with the correct letter each time you use it.

- a. simple past verb
- b. present perfect verb
- c. subject pronoun
- d. object pronoun
- e. possessive adjective

Exercise 13-Presentation

Create a 3- to 5-minute presentation about the topic of your unit writing assignment. Try to incorporate this unit's grammar in your presentation.

Unit 3-Money

Chapter 6-Capitalism



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Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. What are some businesses that you frequently patron (sponsor or support)? Why do you like these businesses?
2. What products do you like? Who produces these products?

Listening-What is Capitalism?

Exercise 1-Listening Comprehension

Watch the video [What Is Capitalism?](#) and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. What best describes a capitalist system?
 - a. The market is regulated by the government.
 - b. People can work for the government to create economic growth.
 - c. People can own property and sell it.
 - d. The government can sell property to the rich, and the poor can work for the government for a low wage.
2. How does capitalism differ from historical property rights?
 - a. Before, the king or ruler could control who owned property and what could be sold.
 - b. Before, property was given equally to all citizens.
 - c. Before, farmers could always trade freely.
 - d. Before, everyone must own property.
3. How do consumers control a capitalist society?
 - a. They buy products on Amazon and receive them in the mail.
 - b. They work for Walmart and receive part of the profit.
 - c. They influence what is produced by purchasing it and giving the business owners profit.
 - d. The few rich people can buy expensive items.
4. What is the role of the government in a capitalist society?
 - a. The government play an important role in receiving property.
 - b. The government interferes with the price of products.
 - c. The government interferes with the products made.

d. The government plays no role in a capitalist system.

“[What Is Capitalism?](#)” is licensed by [Mises Institute](#) under [CC BY-NC-ND](#).

Reading-Capitalism

Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.

¹Capitalism is an economic system in which individual people make most of the decisions and own most of the property in a country. This is the system used in the United States today.

Property

²In a capitalist society, individual people and businesses can own property. Property can be a piece of land, a house, or something smaller, like a car or even a shirt. People can decide when to sell their property or buy more property, and they are free to buy or sell without asking for permission from the government. They can also decide what price they will charge for their property or how much money they will spend on a new piece of property. A big system of people buying and selling property is called a “market.”

The Role of the Government

³Capitalists say the government should not make very many laws about the economy. They prefer “free markets,” which are markets with only a few laws and regulations. For example, the government could make a law telling people not to steal someone else’s property, because property is so important for everyone to succeed. However, the government should not make a law telling people a price they have to charge to sell something. Some capitalists say that the government should not use money collected from taxes to help people who are poor or sick. Instead, they believe that individual people should help each other without being forced to give away their money.



Image 25 “Money” by [Pictures of Money](#) is licensed under CC BY 2.0

Investment

⁴Another important part of capitalism is investment. To invest in something is to buy a small piece of something because you believe it has value. For example, if Martha wanted to start a candy store, she might ask several of her friends to invest money in her idea. Once she had money from a few different people, she could buy a building for the store. She would repay investors by giving them a percentage of the money she made from the store’s business. Investment helped everyone in this case, because Martha got the extra money she needed to buy her store, and all her investors got to share in her success. Very large companies can sometimes get thousands of investors.

Benefits of Capitalism

⁵Capitalist proponents believe capitalism is the best system for the economy because it can help the most people. Because it is easy to own property, people can use their property to become richer. Many capitalists also like the freedom from government and laws. They also believe capitalism allows people to make new inventions, like the car or the computer. Thanks to investors, people with good new ideas can succeed and turn their ideas into businesses that make money.

⁶The features of capitalism may sound familiar to you, because capitalism is the type of economic system that exists in many countries today, including the United States, Canada, and Great Britain. However, some countries are not capitalist – such as China, Cuba, and North Korea. Their leaders do not believe that capitalism is the best economic system.

Anti-Capitalists

⁷Some people in the world – including some citizens of capitalist countries – do not think capitalism is a fair system for the economy. These people are usually called socialists or communists. They often want

the government to make more decisions in the economy. They believe capitalism can be unfair because it causes too much competition between people, and prevents those with less wealth from having equal opportunities. They think capitalism divides people into two groups: workers and business owners. Instead of working together, these two groups compete against each other and hurt each other.

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1. PART A: One of the central topics of the article is about what capitalism is. What is another central topic of the article?

- a. Ownership of property
- b. How investing works for small businesses
- c. The pros and cons of capitalism
- d. Karl Marx

2. PART B: Which TWO paragraphs from the text best support the answers to Part A?

- a. Paragraph 1
- b. Paragraph 2
- c. Paragraph 4
- d. Paragraph 5
- e. Paragraph 7

3. PART A: What does the word “recompense” most closely mean as it is used in paragraph 4?

- a. to pay back
- b. to apologize to
- c. to offer a bribe to
- d. to invest in

4. PART B: Which phrase from the paragraph best supports the answer to Part A?

- a. “buy a small piece of something”
- b. “believe it has value”
- c. “giving them a percentage of the money”
- d. “Martha got the extra money she needed”

5. Which phrase best describes the relationship between workers and business owners in a capitalist society?

- a. working together toward a common goal

- b. in conflict over personal differences
- c. united in their support for capitalism
- d. in competition with one another for money

Grammar Presentation-Modals

Modal auxiliaries are helping verbs that are used only with a main verb to help express mood.

The following is the basic formula for using a modal auxiliary:

Positive statements: Subject + modal auxiliary + main verb.

Example positive statement: James may call.

Yes or no question: Modal auxiliary + subject + main verb?

Example yes or no question: Should I drive?

There are nine main modal auxiliaries in English.

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
can	Expresses an ability; possibility; or a polite request.	I can lift this forty-pound box. (ability) We can embrace green sources of energy. (possibility) Can you give me a piece of paper? (polite request)
could	Expresses an ability in the past; a present possibility/suggestion; a past or future permission; or a polite request.	I could beat you at chess when we were kids. (past ability) We could bake a pie! (present possibility/suggestion) Could we pick some flowers from the garden? (future permission) Could you pass the handout to me? (polite request)
may	Expresses uncertain future action; permission; or a polite request.	I may attend the concert. (uncertain future action) You may begin the exam. (permission) May I attend the concert (polite request)
might	Expresses uncertain action	I might attend the concert (uncertain action)
should	Expresses obligation; expectation;	I should mail my RSVP. (obligation) She should be passing all her classes. (expectation)

Modal Auxiliary	Use	Modal Auxiliary + Main Verb
	or advisability.	Should I call my mother? (advisability)
will	Expresses intended future action; ask a favor; ask for information	I will get an A in this class. (intended future action) Will you buy me some chocolate? (favor) Will you be finished soon? (information)
would	States a preference/request; polite request; explain an action; introduce habitual past actions	I would like the steak, please. (preference/request) Would you please move the books? (polite request) I would go with you if I didn't have to babysit tonight. (explain an action) He would write to me every week when we were dating. (habitual past action)
must	Expresses obligation; or an inference.	We must be on time for class. (obligation) He must be sick. (inference)

Table 17 English Modals

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Possibility and Inference

We can express certainty with modals of possibility. If you are 100% certain, then no modal is necessary, but if you’re almost certain then use the modal *must*. If you’re less than 50% certain, then use *may*, *might*, or *could*.

When your teacher is absent, you might infer these possibilities:

She is sick. (100% certain)

She **must** be sick. (95% certain)

She **may** be sick. (less than 50% certain)

She **might** be sick. (less than 50% certain)

She **could** be sick. (less than 50% certain)

Video

For more information on this topic, watch these videos: [Modals of Possibility- May, Might, and Could](#) and [Modal of Certainty-Present](#)

Exercise 3-Inference Practice

Below is a list of situations. Give one sentence with *must* for a strong inference (guess), and write another sentence with a less likely possibility. Use the example to guide you.

Example: Your teacher's eyes are red.

95% certain: She **must** have allergies.

Less than 50% certain: She **might** be high on drugs.

1. A local restaurant that opened a year ago is now closed.
2. Your classmate is wearing a wedding ring.
3. You see your friend walking in her neighborhood.
4. Your classmate is smiling after receiving her exam results.
5. Your classmate is sneezing and blowing their nose.
6. Your teacher is yawning.
7. Your stomach is making noises.
8. The fire alarm in your place of residence is making a sound.
9. You received a low grade on your homework.
10. You see your family member with a suitcase.

Polite Requests

Could, *would*, and *may* are equally polite when making a request. However, *can* is less formal but still polite. *Can* is used with someone you are familiar with or close to. *May* is used when asking permission or a request, so the subject of the request is "I"; the other modals can be used with any subject. Although all these modals are polite, it is still recommended to use please with these modals. See the examples below.

1. **May** I (please) have a cup of water (please)?
2. **Could** I (please) have a cup of water (please)?
3. **Can** I (please) have a cup of water (please)?
4. **Would** you (please) give me a cup of water (please)?
5. **Could** you (please) give me a cup of water (please)?
6. **Can** you (please) give me a cup of water (please)?
7. **Would you mind giving** me a cup of water (please)?

Video

For more information on this topic, watch these videos: [Modal Verbs used for asking Permission and Making Requests](#) and [Modal Verbs: Making Requests](#)

Exercise 4-Polite Requests

Look at the following situations and write how you would politely request what is needed.

1. You are visiting your instructor's office to ask a question. The door is slightly open. You want to enter.
2. You want to schedule time off from work so that you can visit your family in another city. You will ask your supervisor.
3. You are at the doctor's office waiting room. You need to use the restroom. You are not sure where the restrooms are, so you will ask the reception to show you.
4. You want to use your roommate's lotion since yours has finished. You want to ask her/him to use theirs.
5. You are with your mom and want to use her phone to call your friend.

Advisability, Expectations, Obligation, and Necessity

Should can be used to give advice, expectations, and obligations. However, when stating a strong obligation like a requirement or necessity, the modal **must** is used.

1. You should drink hot water with honey. (advice)
2. You should be finished with your reading by now. (expectation)
3. I should be at work at 9AM. (obligation)
4. I must be a work at 9AM. (strong obligation)

Video

For more information on this topic, watch these videos: [Need to, Have to, & Must: Necessity](#) and [Modals for Advice: Should & Should Not](#)

Exercise 5-Should or Must

Complete the sentences with either should or must. Both answers are possible, but the meaning is different. Use the most appropriate word for the intended meaning.

1. According to my counselor, I _____ take English 1A to graduate.
 - a. should
 - b. must
2. According to my counselor, I _____ meet with a tutor to improve my writing.
 - a. should
 - b. must
3. We _____ eat fruits and vegetables.
 - a. should
 - b. must
4. Plants _____ have water in order to live.
 - a. should
 - b. must

5. You _____ write your name in order to receive credit.

a. should

b. must

Common Errors

Be aware of these four common errors when using modal auxiliaries:

Using an infinitive instead of a base verb after a modal

Incorrect: I can to move this heavy table.

Correct: I can move this heavy table.

Using a gerund instead of a base verb after a modal

Incorrect: I could moving to the United States.

Correct: I could move to the United States.

Using two modals in a row

Incorrect: I should must renew my passport.

Correct: I must renew my passport.

Correct: I should renew my passport.

Leaving out a modal

Incorrect: I renew my passport.

Correct: I must renew my passport.

Exercise 6-Common Modal Auxiliary Errors

Edit the following paragraph by correcting the common modal auxiliary errors:

I may to go to France on vacation next summer. I shall might visit the Palace of Versailles. I will to drive around the countryside. I could imagining myself living there; however, I will not moved to France because my family should miss me very much.

“Common Errors” is derived from “[Writing for Success](#)” by Lynne Bost, Barbara Hall, Michelle Kassorla, Karen McKinney-Holley, Kirk Swenson, and Rebecca Weaver licensed under [CC BY](#).

Applying Grammar to Reading

Reread sentences from this chapter’s reading. Identify the purpose of the modals in the sentences.

1. In a capitalist society, individual people and businesses **can** own property.

a. express ability

b. express possibility

c. polite request

2. Instead, they believe that individual people **should** help each other without being forced to give away their money.

a. obligation

b. advisability

c. expectation

3. For example, the government **could** make a law telling people not to steal someone else's property, because property is so important for everyone to succeed.

a. expresses an ability in the past

b. a present possibility/suggestion

c. a past or future permission

d. a polite request.

4. For example, if Martha wanted to start a candy store, she **might** ask several of her friends to invest money in her idea.

a. expresses uncertain future action

b. a present possibility/suggestion

c. a past or future permission; or a polite request.

5. Once she had money from a few different people, she **could** buy a building for the store.

a. expresses an ability in the past

b. a present possibility/suggestion

c. a past or future permission; or a polite request.

6. She **would** repay investors by giving them a percentage of the money she made from the store's business.

a. states a preference/request

b. polite request

c. explain an action

d. introduce habitual past actions

7. Very large companies **can** sometimes get thousands of investors.

a. express ability

b. express possibility

c. polite request

8. The features of capitalism **may** sound familiar to you, because capitalism is the type of economic system that exists in many countries today, including the United States, Canada, and Great Britain.

- a. expresses uncertain action
- b. permission
- c. a polite request

Communication Practice

Exercise 7-Obligations

Look at the people and roles below. Talk with your group about what the people **should** and **must** do (obligation and necessity).

1. Parents
2. Teachers
3. Doctors
4. Children
5. Students
6. Politicians

Exercise 8-Advice

We often find ourselves in “sticky” situations. We don’t know what to do, so we ask a friend or family member. Take turns reading the situations and giving advice to your classmates for the following situations.

1. I woke up late for school and might miss the bus.
2. I have an important essay to submit, but my printer just broke!
3. I am not passing one of my classes.
4. My boyfriend just got a cat, but I’m allergic to cats!
5. I just moved away from my family, but I don’t know how to cook.
6. During an exam, a classmate was cheating from my paper.
7. Yesterday was my sister’s birthday! I forgot!
8. I have a headache.
9. I found \$50 on the ground in a parking lot.
10. I want a pet, but I don’t have a lot of time.

Exercise 9-Possibilities

Are you hungry?! Sometimes when I look in my refrigerator, I see a lot of ingredients, but I am not sure what I should do with them. What are the possibilities?! Tell your group what possible dishes or uses are for the ingredients below. Use the example as a guide.

Example: flour

“You could make pancakes.”

“You might bake a cake.”

“You can make moon sand.”

Ingredients:

1. eggs
2. rice
3. milk
4. cheese
5. spinach
6. apples
7. potatoes
8. chicken
9. carrots
10. tomatoes

Chapter 7-Financial Literacy



Image 26 “[Set of Various Banknotes Placed on Table](#)” by [Ryutaro Tsukata](#) is licensed by CC 0

Discussion

Answer the following questions based on your experience and opinion. Read five classmates’ posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. Do you use a bank? Do you like the bank you use? Why or why not?
2. Do you prefer to use a debit card, check, or cash? What are the benefits of each?

Listening-Banking Explain-Money and Credit

Exercise 1-Listening Comprehension

Watch the video [Banking Explained-Money and Credit](#) and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. Where does the word bank come from?
 - a. The fact that money could be exchanged on a bench in Italy.
 - b. The fact that money was on a riverbank.
 - c. The fact that people used ships to travel.
 - d. The fact that people traded their goods in Italy.
2. What do banks do with people's money?
 - a. Create fees for accessing their money.
 - b. Build more banks.
 - c. Loan it to other people at a higher interest rate.
 - d. Create fees for using their money.
3. What led to the financial crisis of 2008?
 - a. Not enough people using banks for houses.
 - b. Banks slowly earning profit.
 - c. Banks focusing on long-term gains.
 - d. Banks focusing on short-term gains.
4. Which model of providing financing gives a loan in a developing country to help someone escape poverty?
 - a. Investment Bank
 - b. Credit Union
 - c. Micro Credits
 - d. Crowdfunding

“[Banking Explained-Money and Credit](#)” by [Kurzgesagt-In a Nutshell](#) is licensed under [CC BY-SA](#).

Reading-Financial Literacy

Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.



Image 27 "[Money-Savings](#)" by [401\(k\) 2012](#) is licensed under CC BY-SA 2.0

¹Money is one of the most complicated and controversial things in the world. Some people are very cautious about having and using it, while others try to earn (or even steal) as much of it as possible. Financial systems are extremely complicated, which unfortunately means there are too many people who do not understand how to use their money in the best ways.

²In order to understand money and some of the ways you can use it, let's do a thought experiment: a very generous aunt just gave you \$1,000 and said you can use it however you want. What are some of the options you have?

Banks

³Maybe the first idea you had was to put your \$1,000 into a bank. There are two different ways to put money into a bank. The first option is to put money into a checking account. This is the simplest option, because a checking account holds your money and allows you to access it very easily at any time you would like.

⁴The second option is to use a savings account. Money in a savings account is harder to access on demand, but the bank will pay you a small percentage of the total for keeping your money in that account. This is called interest. For example, if you put all \$1,000 in a savings account, and the bank's interest rate is 3%, at the end of the year you will have \$1,030.

⁵Why does the bank want your money, if they have to pay to hold it for you? Actually, banks are very happy when you store your money with them, because they use the money when you do not. If you put \$1,000 into a savings account, the bank will hold onto a small portion of it, maybe \$100, and give the other \$900 out to other customers as loans.

Loans

⁶A bank gives loans to people who temporarily need more money than they have. For example, you might need some extra money in the form of a loan to buy a house or start a business.

⁷Banks like to give out loans because when someone borrows money, they have to pay that money back along with interest on the money (it's the same idea as the interest you'll receive from your savings account, except this time the customer is paying it).

⁸Remember that \$900 the bank is borrowing from your savings account? If the bank gave that \$900 as a loan to a customer, at a 10% interest rate, then at the end of the year that customer will owe the bank \$990. Now the bank has made a profit from that loan.

Credit

⁹Credit and credit cards are special types of loans. When you use a credit card to buy things, instead of paying for them immediately, each purchase goes onto a big list. At the end of the month, the credit card company adds everything on the list together and sends you a one bill for the total amount of money you spent that month.

¹⁰The special feature of credit cards is that you do not have to pay back the entire bill right then. Imagine you spent \$5,000 last month. When you get the bill, you might only have to use your \$1,000 to pay the bill, but you still have all \$5,000 worth of stuff you bought.

¹¹This functions as a loan because the credit card company has, in a round-about way, loaned you that leftover \$4,000. As with a loan, you will still have to pay that \$4,000 back eventually, and the credit card company will charge you interest on it. So, in the end, you might owe \$4,500 (plus the \$1,000 you used to pay the minimum part of the original bill).

¹²It is usually not smart to pay off only small portions of your monthly credit card bill. The longer you wait to pay it off, the more money you will eventually owe to the credit card company.

Credit Scores and Banks

¹³A credit score keeps track of how often you are not able to pay back your full credit card bill right away, as well as other data related to your credit usage. If you pay your whole bill on time every single month, you will have a very good credit score. This usually means a number around 700 or higher. But if you frequently pay only the minimum requirement, or if you often pay your bills late, you will have a bad credit score. This is usually a number below 600.

¹⁴Banks are more likely to give out loans to people with very high credit scores. People with high credit scores will probably be more responsible with the loan and are far more likely to pay the loan back on time and with interest. This is why it is important to spend money wisely and be careful how you use credit cards.

The Stock Market

¹⁵Let's go back to your \$1,000. One other option you have is to invest it in the stock market. The stock market is a place where you can buy stocks, or very small percentages, of big companies like Walmart or Facebook. Each stock can cost anywhere from a few dollars to a few hundred dollars. If the company makes money, each stockholder gets to share a small percentage of their profit.

¹⁶This is how you can earn money on the stock market. Let's say you use your \$1,000 to buy 20 stocks in Facebook, at \$50 per stock. You are taking a gamble – if Facebook does well in the next year, the value of those stocks will go up, but if it does poorly, their value will go down. Fortunately for you, at the end of the year, you discover Facebook's value has increased! Now each stock is worth \$55. This means your total is \$1,100, and you made \$100. But it was still a gamble, because Facebook's value might have decreased. If each stock dropped to \$45, your total would be only \$900, and you could have lost \$100.

¹⁷So, what do you think you will do with the \$1,000 from your aunt? Now you know you have some options: to put it in a checking account for easy access, or to keep it in a savings account to earn interest. You've learned how the bank could use that money to provide loans to other people. You might even choose to use the money your aunt gave you to invest in the stock market. Yes, there are many options and you could choose from any one of them. Just don't spend it all at once!

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1. PART A: Which of the following identifies the central idea of the text?

- a. People who invest in the stock market will most likely lose money.
- b. Most financial institutions trick their financially illiterate customers out of money.
- c. Financial choices can be confusing, but knowledge can help a person make good decisions.
- d. Understanding how to manage finances is relatively easy, as most of it is common sense.

2. PART B: Which detail from the text best supports the answer to Part A?

- a. "Financial systems are extremely complicated, which unfortunately means there are too many people who do not understand how to use their money in the best ways." (Paragraph 1)
- b. "Money in a savings account is harder to access on demand, but the bank will pay you a small percentage of the total for keeping your money in that account." (Paragraph 4)
- c. "It is usually not smart to pay off only small portions of your monthly credit card bill. The longer you wait to pay it off, the more money you will eventually owe to the credit card company." (Paragraph 12)
- d. "People with high credit scores will probably be more responsible with the loan and are far more likely to pay the loan back on time and with interest." (Paragraph 14)

3. PART A: Which sentence best describes one aspect of the relationship between banks and their clients?

- a. Banks often use their clients' money without their knowledge or permission.
- b. Banks exist only to profit from their clients by charging them unnecessary fees.
- c. Banks can use clients' money for loans and clients can make money on interest.
- d. Banks control how much money their clients can withdraw from all of their accounts.

4. PART B: Which quote from the text best supports the answer to Part A?

- a. “a checking account holds your money and allows you to access it very easily at any time you would like.” (Paragraph 3)
- b. “Money in a savings account is harder to access on demand, but the bank will pay you a small percentage of the total for keeping your money in that account.” (Paragraph 4)
- c. “If you put \$1,000 into a savings account, the bank will hold onto a small portion of it, maybe \$100, and give the other \$900 out to other customers as loans.” (Paragraph 5)
- d. “Banks like to give out loans because when someone borrows money, they have to pay that money back along with interest on the money” (Paragraph 7)

Grammar Presentation-Gerunds and Infinitives

Gerunds

Gerunds are -ing forms of verbs used as nouns. They can function in a sentence as a subject, object, or object of a preposition.

Reading is fun. (subject)

I enjoy reading. (object)

Jose is interested in reading that book. (object of a preposition)

Video

For more information on this topic, watch these videos: [Gerunds and Gerund Phrases as Subjects](#); [Gerunds & Infinitives](#)

Subjects

Gerunds can be subjects of sentences. Understanding gerunds as subjects is especially important for writing because of subject-verb agreement. Let’s look at the following examples.

1. **Saving your money** can help you reach your goals.
2. **Spending too much money** is not wise.
3. **Baking pies** is my hobby.
4. **Baking pies and crocheting hats** are my hobbies.

Notice that in the third example the verb is singular although the preceding word is plural. This is because the subject is **baking pies**-one action. In the fourth example, the subject is plural because there are two hobbies **baking** and **crocheting**.

Objects

Gerunds can be directly after a verb. In this structure, they function as an object. Below is a list of verbs followed by gerunds.

admit	anticipate	appreciate	avoid
consider	defend	delay	deny
discontinue	discuss	dislike	enjoy
explain	fear	finish	go (expression)
imagine	keep	mention	miss
practice	recommend	suggest	understand

Table 18 Verbs Followed by Gerunds

Examples

Emily enjoys **jogging** in the mornings.

I suggest **enrolling** in a math class.

Mariam keeps **hitting** her brother.

Exercise 3-Subject and Object Gerund Practice

Complete the sentences about yourself. Use gerunds. Shre

1. _____ is fun!
2. _____ is boring.
3. _____ is easy.
4. _____ is difficult.
5. My favorite activity is _____.
6. Some of my favorite activities are _____ and _____.

Gerund Objects versus Progressive Verbs

Nouns, adjectives, and verbs can be formed using -ing. At times it can be tricky to distinguish their function in a sentence. Look at the examples below. Which -ing is a gerund (noun), and which is a verb in the progressive tense?

1. My hobby is baking pies.
2. The baby is sleeping soundly.

The first example has a gerund as an object (more technically a subject complement). The sentence can be reversed to read, “Baking pies is my hobby.” The second sentence has **sleeping** as a verb in the progressive tense.

Exercise 4-Verb or Gerund?

Look at the sentences below and decide whether the -ing word is the verb or gerund.

1. The students were studying for their grammar exam.
 - a. verb
 - b. gerund
2. The next step is visiting the Tutorial Center.
 - a. verb
 - b. gerund
3. Elena’s mistake was talking too much during class.
 - a. verb

b. gerund

4. She was talking to her friends and having fun.

a. verb

b. gerund

5. My goal is eliminating injustice.

a. verb

b. gerund

6. She is eliminating injustice.

a. verb

b. gerund

Objects of Prepositions

Gerunds can also be objects of prepositions. This means that they are after a preposition. This use is very common.

Jinan is excited **about playing with her cousins.**

Bryce got in trouble **for eating all the cookies.**

Video

For more information on this topic, watch this video: [Gerunds and Gerund Phrases as Objects of Prepositions](#)

Exercise 5-Gerunds in Chapter 7's Reading

Read the sentences below from this chapter's readings. Determine the function of the gerund in the sentences as either a subject, object, or object of a preposition. Be careful! I've put some -ing words that are verbs. In that case, select "verb."

1. Some people are very cautious about having and using it.

a. subject

b. object

c. object of a preposition

d. verb

2. Remember that \$900 the bank is borrowing from your savings account?

a. subject

b. object

c. object of a preposition

d. verb

3. When you use a credit card to buy things, instead of paying for them immediately, each purchase goes onto a big list.

a. subject

b. object

c. object of a preposition

d. verb

4. You are taking a gamble.

a. subject

b. object

c. object of a preposition

d. verb

5. The bank will pay you a small percentage of the total for keeping your money in that account.

a. subject

b. object

c. object of a preposition

d. verb

6. Putting your \$1,000 into a bank might have been your first idea.

a. subject

b. object

c. object of a preposition

d. verb

7. Banks like giving out loans because when someone borrows money, they have to pay that money back along with interest.

a. subject

b. object

c. object of a preposition

d. verb

8. The goal is understanding how to use your money in the best ways.

- a. subject
- b. object
- c. object of a preposition
- d. verb

9. Paying off credit card balances can prevent added fees.

- a. subject
- b. object
- c. object of a preposition
- d. verb

10. Investing in companies is not a bad idea, but educating yourself first is important.

- a. subject
- b. object
- c. object of a preposition
- d. verb

Infinitives

Infinitives are [to + the base form of a verb]. Unlike gerunds, they can be more than a noun; they can also function as adjectives. The word “to” not followed by a base verb is more than likely a preposition. Look at the examples below.

1. I want **to live** a long happy life. (to live = infinitive)
2. I gave a gift **to** my mom. (to = preposition)
3. We studied from 6PM **to** 10PM. (to = preposition)

Video

For more information on this topic, watch this video: [Introduction to Infinitives](#)

Subjects

Infinitives can function as the subject of a sentence although this use is rare and sounds odd to most native speakers.

To begin a sentence with an infinitive is rare.

Objects

Infinitives can function as the object of a sentence. Certain verbs are followed by infinitives. See the table below and the examples that follow.

agree	appear	arrange	ask
attempt	choose	decide	demand

deserve	expect	fail	get
hope	learn	need**	offer
pay	plan	pretend	seem
strive	struggle	tend	threaten
wait	want**	advise*	allow*
ask*	encourage*	expect*	force*
invite*	order*	remind*	tell*

Table 19 Verbs Followed by Infinitives

* verb + noun/pronoun + infinitive

** verb + infinitive or verb + noun/pronoun + infinitive

1. Geraldo **wants to transfer** to a university.
2. His mother **wants him to stay** close to home.
3. Habib **offered to buy** me coffee.

Infinitives of Purpose

A common use for infinitives is to provide a purpose. Look at the examples below.

1. I went to the store **to buy** the missing ingredients for tonight's dinner.
2. I am learning Arabic (in order) **to communicate** with my mother-in-law.
3. (In order) to communicate with my mother-in-law, I am learning Arabic.

If I were to ask you, "Why did I go to the store?", you might respond, "to buy the missing ingredients for tonight's dinner." Your answer is the reason or purpose. The second and third examples demonstrate how to use "in order to"; however, "in order" is optional. Infinitives of purpose can be at the end of the main clause or in front.

Exercise 6-Infinitives of Purpose Practice

Look at the situations below. Form sentences by adding an infinitive of purpose to the verb phrases. Share your answers with your group. Use the example as a guide.

Example: go to the store

I went to the store to buy the missing ingredients for tonight's dinner.

1. go to the doctor
2. learn English
3. stop at a gas station
4. eat healthy
5. exercise daily
6. go to the store
7. sit outside

Adjectives + Infinitives

Adjectives can be followed by an infinitive. Read the examples below.

1. Tomoki was **surprised to see** his mother at the store.
2. It is **important to wear** a seatbelt.

Surprised and important are adjectives. Immediately after them are infinitives.

Video

For more information on this topic, watch these videos: [Infinitives as Subject/Infinitives after Adjectives](#) and [\(ESL\): Infinitives After Adjectives and Nouns](#)

Exercise 7-Adjectives + Infinitives Practice

Create sentences by adding infinitives to the adjectives below. Use the example as a guide.

Example: important

It is **important to wear** a seatbelt.

1. happy to
2. relieved to
3. sad to
4. ready to
5. determined to
6. afraid to
7. difficult to
8. easy to
9. impolite to
10. important to

Nouns + Infinitives

Nouns are often followed by infinitives. While most adjectives are before nouns, infinitives as adjectives are after the noun they describe. Look at the examples below.

1. Your **reluctance to help** is frustrating.
2. My **goal to lose** ten pounds is reasonable.
3. I am happy with his **decision to take** the day off.

Below is a list of common nouns that are followed by infinitives.

ability	advice	arrangement	attempt
chance	choice	decision	demand
dream	failure	goal	intention

motivation	need	offer	opportunity
permission	plan	promise	proposal
reminder	request	requirement	suggestion
tendency	way	willingness	wish

Table 20 Nouns Followed by Infinitives

*Infinitives of purpose also follow nouns; however, there is a difference. Notice in the example *I went to the store to buy the missing ingredients* the infinitive **to buy** does **not** describe **the store**. In the example *I am happy with his decision to take the day off to take* is describing **the decision**.

Exercise 8-Using Infinitives After Nouns

Complete the sentences using an infinitive. Be prepared to share your answers with your group.

1. I have an amazing ability to...
2. Fathers might make a promise to their children to... (promise to)
3. Hasan called his teacher to make a request to...
4. There are many ways to...
5. I have made many attempts to...
6. My friend gave me advice to...
7. Mario set a reminder on his phone to... (reminder to)
8. I've been very lucky to have an opportunity to...

Exercise 9-Infinitives in Chapter 7's Reading

Read the sentences below from this chapter's readings. Determine the function of the infinitive in the sentences as either a subject, object, infinitive of purpose, adjective followed by infinitive, noun followed by infinitive, or not an infinitive.

1. This is why it is important **to spend** money wisely and be careful how you use credit cards.
 - a. subject
 - b. object
 - c. infinitive of purpose
 - d. adjective followed by infinitive
 - e. noun followed by infinitive
 - f. not an infinitive.
2. Maybe the first idea you had was **to put** your \$1,000 into a bank.
 - a. subject
 - b. object

- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

3. There are two different ways **to put** money into a bank.

- a. subject
- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

4. The first option is **to put** money into a checking account.

- a. subject
- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

5. This is the simplest option, because a checking account holds your money and allows you **to access** it very easily at any time you would like.

- a. subject
- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

6. The second option is **to use** a savings account.

- a. subject
- b. object

- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

7. Money in a savings account is harder **to access** on demand.

- a. subject
- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

8. A bank gives loans **to people** who temporarily need more money than they have.

- a. subject
- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

9. Banks like **to give** out loans.

- a. subject
- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

10. For example, you might need some extra money in the form of a loan **to buy** a house or start a business.

- a. subject
- b. object

- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

11. If the bank gave that \$900 as a loan **to a customer**, at a 10% interest rate, then at the end of the year that customer will owe the bank \$990.

- a. subject
- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

12. When you use a credit card **to buy** things, instead of paying for them immediately, each purchase goes onto a big list.

- a. subject
- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

13. It is usually not smart **to pay off** only small portions of your monthly credit card bill.

- a. subject
- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

14. The longer you wait **to pay** it off, the more money you will eventually owe.

- a. subject

- b. object
- c. infinitive of purpose
- d. adjective followed by infinitive
- e. noun followed by infinitive
- f. not an infinitive.

Gerund and Infinitive Practice

Some verbs can be followed by a gerund or an infinitive with no change in meaning. The table below lists these verbs.

begin	continue	hate	like
love	prefer	propose	start

Table 21 Verbs Followed by Either a Gerund or Infinitive with No Significant Change in Meaning

There are some verbs that can be followed by a gerund and infinitive, but there is a significant change in the meaning. Look at the examples below. What is the difference in meaning?

Cynthia stopped smoking. = Cynthia quit smoking.

Cynthia stopped to smoke. = Cynthia stopped doing something so that she can smoke.

In the examples, using a gerund or infinitive determines whether Cynthia smoked or not. That's a big difference in meaning. The table below lists the verbs that can be followed by a gerund or infinitive with a significant difference to the meaning.

forget	quit	regret	remember
stop	try		

Table 22 Verbs Followed by a Gerund or Infinitive with a Significant Change in Meaning

Video

For more information on this topic, watch this video: [Infinitives, Part III-'verb + \(object\) + infinitive' with a change in meaning!](#)

Exercise 10-Change of Meaning

Read the sentences below and decide the intended meaning.

- The man forgot to buy milk on his way home.
 - The man did not buy milk. He forgot.
 - The man bought milk, then forgot that he bought it.
- The man forgot taking his medicine.
 - The man did not take his medicine.
 - The man took his medicine but forgot that he took it.
- My son remembered to call home last night.

- a. My son called home. He didn't forget.
 - b. My son remembers the time that he called home.
4. My son remembers calling home last night.
- a. My son called home. He didn't forget.
 - b. My son remembers the time that he called home.
5. The boy stopped to play video games.
- a. The boy was stopped an activity so that he can play video games.
 - b. The boy was playing video games and quit.
6. The boy stopped playing video games.
- a. The boy was stopped an activity so that he can play video games.
 - b. The boy was playing video games and quit.
7. I regret to tell you that you have a pop quiz.
- a. I am giving you bad news, and I don't want to give you the bad news.
 - b. I told you something in the past, but I regret telling you. I should not have told you.
8. I regret telling you that secret.
- a. I am telling you the secret now, and I don't want to tell you.
 - b. I told you the secret in the past, but I regret telling you. I should not have told you.



Image 28 Photo by [Nothing Ahead](#) from [Pexels](#)

Exercise 11-Gerund or Infinitive?

Complete the sentences below with a gerund or infinitive. Use the tables from the gerund and infinitive sections to guide you.

1. I agreed _____ to the party with my wife.
 - a. to go
 - b. going
2. Isaac denies _____ the last piece of pizza.
 - a. to take
 - b. taking
3. Penelope enjoys _____ for Sasha and Piper.
 - a. to care
 - b. caring
4. We plan _____ a new car next year.
 - a. to buy
 - b. buying
5. Millie keeps _____ early.
 - a. to wake up
 - b. waking up
6. I appreciate you _____ the children a bath last night.
 - a. to give
 - b. giving
7. The boy wants _____ overnight at his friend's house.
 - a. to stay
 - b. staying
8. The teacher promised _____ the students an examination next week.
 - a. to give
 - b. giving
9. The teacher suggested _____ an appointment with a tutor.
 - a. to make
 - b. making
10. Mufeed refused _____ to sleep.
 - a. to go

b. going

11. Jorge's classmates finished _____ the exam, but he wasn't finished yet.

a. to take

b. taking

12. Irene imagined _____ on a beach for spring break.

a. to relax

b. relaxing

13. Sarah avoids _____ too much food before bedtime.

a. to eat

b. eating

14. Children sometimes pretend _____ sick when they don't want _____ to school.

a. to be, to go

b. to be, going

c. being, to go

d. being, going

15. I hesitate _____ anything from anybody.

a. to borrow

b. borrowing

16. Jawad considered _____ another restaurant, but he decided _____.

a. to open, to wait

b. to open, waiting

c. opening, waiting

d. opening, to wait

17. Robert went _____ with his grandchildren.

a. to fish

b. fishing

18. Students need _____ to go to school, work, and take care of their families every day.

a. to manage

b. managing

19. I can't afford _____ a new car. I don't have enough money.

a. to buy

b. buying

20. Zainab misses _____ her niece and nephew on weekends.

a. to see

b. seeing

"Grammar Presentation-Gerunds and Infinitives" is derived from "[ESL Grammar: The Way You Like It](#)" Book 3 by Don Bissonnette licensed under [CC BY-NC](#).

Unit 3 Summary-Putting It All Together

Exercise 12-Editing

Read the summary paragraph about college expenses. Identify and correct errors related to modals, gerunds, and infinitives. Copy and paste the passage into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

Attend college must be expensive. Students worry about pay for books, a parking pass, and tuition. College does not need to be expensive. There are many ways to avoid large college expenses. First, find out what books are required for your class and look them up on online bookstores. You might be able to purchase them used, too. Next, look up classes that do not require a textbook or that uses openly licensed textbooks. You should also consider alternatives to parking on campus. Should you park off campus and walk, carpool, or take public transportation? Lastly, you have to be able to avoid pay tuition. For example, you could apply for financial aid and scholarships or take noncredit classes.

Exercise 13-Writing

Write a paragraph about a strategy to save money. Describe the strategy's steps in detail. Ask your instructor for ideas if you need assistance.

Include each of the grammar forms listed below at least one time. Underline each grammar item and label it with the correct letter each time you use it.

a. gerund

b. infinitive

c. modal

Exercise 14-Presentation

Create a 3- to 5-minute presentation about the topic of your unit writing assignment. Try to incorporate this unit's grammar in your presentation.

Unit 4-Psychology

Chapter 8-Nature versus Nurture



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Discussion

Answer the following questions based on your experience and opinion. Read five classmates' posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. Do you resemble (look like) members of your family? How is your appearance the same or different?
2. Is your personality similar to one of your family members? How is it similar?

Listening-Nature vs Nurture

Exercise 1-Listening Comprehension

Watch the video [Nature vs Nurture](#) and build a basic understanding to prepare you for this chapter's reading. Answer the questions to check your comprehension.

1. Nature refers to our _____, and nurture refers to our _____.
 - a. genetics, environment
 - b. environment, genetics
 - c. science, environment
 - d. genetics, our culture
2. What is influenced by nature?
 - a. accent
 - b. hair length
 - c. height

d. coronary heart disease

3. What is influenced by nurture?

a. eye color

b. hair color

c. blood group

d. body weight

4. Why are identical twins used in studies for nature and nurture?

a. Because more participants are needed in the studies.

b. Because their skin is the same.

c. Because their DNA is identical and can be used as a control.

d. Because their DNA is similar and can show how nurture influences their genes.

“[Nature vs Nurture](#)” by [FuseSchool Global Education](#) is licensed under [CC BY](#).

Reading-The Nature vs. Nurture Debate

Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.



Image 30 “[Nino Jugando](#)” by [Potemonzon](#) is licensed under CC BY-SA 2.0

Background

¹The nature versus nurture debate is about which part of a person is more important—their inherited qualities, which includes genes, or their personal experiences and the way they were brought up. For years, scientists have tried to find out what causes people to have different personalities, behaviors, and characteristics.

Scientific Approach

²The nature versus nurture debate poses a very complicated scientific question: how do scientists figure out which one plays a greater role in the development of a person? Many scientists study twins that have separated at birth to answer this research question. Scientists use twins because they have identical genes, so it makes it easier to observe the effect of a person's environment. Do you think twins raised in different homes will grow up to have the same personalities?

The Nurture Side

³The view that humans acquire all or almost all of their behavioral traits from “nurture” was termed *tabula rasa*, Latin for “blank slate,” by philosopher John Locke. This idea proposes that humans develop only from environmental influences. One example of a person's trait that is completely determined by their environment is native language. Studies show that children, regardless of where they're born, can learn any language with equal facility.

⁴The term “nurture” has historically been defined as the care given to children by the parents, with the mother playing an important role. Now, this term is regarded by some as the environmental (non-genetic) factor of a person's environment. This new definition of “nurture” has been expanded to include, not just a person's family upbringing, but also everything else they experience in daily life including advertisements, media, education, peer influences, and home environments.

The Nature Side

⁵Some scientists have concluded that a person's nature—meaning the traits they got from their parents—have more power in determining a person's identity than how they are nurtured, or raised. Inherited traits are traits that are developed before birth.

⁶Some genetic traits are highly heritable, such as eye color. Some disorders or diseases are also heritable. However, environments are still influential in how that disease affects a person's life; for example, people who are born with a disease may live a long time depending on how they are cared for. There are also some nongenetic factors that are highly heritable. For example, a wealth and social status are two non-genetic factors that are generally passed down from family.

Conclusions

⁷Some people criticize the whole concept of “nature versus nurture.” They claim that it is an overly simple way to think about a person's identity. Perhaps the answer is not as simple. Are there other factors beyond genes and environment that make us who we are?

“[The Nature vs. Nurture Debate](#)” by [CommonLit](#) is a derivative of Wikipedia, licensed under [CC BY-NC-SA 2.0](#).

1. PART A: What does the word “heritable” most closely mean as it is used in paragraph 6?

- a. Able to be avoided or dodged
- b. Able to be inherited or passed down
- c. Having a profound, significant effect
- d. Related to science (specifically, biology)

2. PART B: Which phrase from the paragraph provides the best support for the answer to Part A?

- a. “such as eye color”
- b. “environments are still influential in how that disease affects a person’s life
- c. “depending on how they are cared for”
- d. “generally passed down from family”

3. Which of the following statements best describes how the concept of “nurture” has changed in recent years?

- a. It used to include only inherited traits, but now also includes social status and wealth.
- b. It has moved beyond studying only how the mother raises a child to a more inclusive concept of child-rearing, including the father, siblings, grandparents, and non-nuclear families.
- c. It has expanded to include all environmental influences in a person’s life, not just one’s upbringing.
- d. It acknowledges the presence of nature in terms of genetic traits, thus invalidating the previous concept of complete “tabula rasa.”

4. How do the questions included in the sections “Scientific Approach” and “Conclusions” contribute to the author’s use of rhetoric?

- a. These questions provoke discussion about the debate, which highlights the underlying purpose of the article.
- b. These questions allow the author to take an objective point of view.
- c. These questions allow the author to remain impartial and not take either side in the debate.
- d. These questions persuade the reader away from taking one clear side in the debate, as exemplified in the text’s conclusion.

Grammar Presentation-Phrasal Verbs

Phrasal verbs are verbs usually followed by a preposition to form one meaning. For example, the phrasal verb **put off** means to delay or postpone. Phrasal verbs can be categorized as separable or inseparable. Separable phrasal verbs can be kept together or separated by nouns or pronouns. Inseparable phrasal verbs cannot be separated by a noun or pronoun. Look at the examples.

- 1. I looked up the new word in the dictionary. (separable phrasal verb kept together)
- 2. I look the new word up in the dictionary. (separable phrasal verb separated)
- 3. I look up to my grandmother. (inseparable phrasal verb)

Video

For more information on this topic, watch these videos: [Phrasal Verbs \(Structure\)-Lesson 18-English Grammar](#) and [English Phrasal Verbs for Everyday Life](#)

Separable Phrasal Verbs

Separable phrasal verbs can have a noun or pronoun between the verb and preposition. However, they can only have a noun, not a pronoun, after the preposition. Look at the examples.

1. Hyun-Ki **gave** smoking **up**.
2. Hyun-Ki **gave up** smoking.
3. Hyun-Ki **gave** it **up**.
4. Hyun-Ki **gave up** it. (incorrect)

The phrasal verb is separated by a noun (example 1) and pronoun (example 3). In example 2, the phrasal verb is kept together and followed by a noun. However, in example 4, the phrasal verb is kept together and incorrectly followed by a pronoun. While it is not common, some phrasal verbs *must be* separated. The table below has a list of separable phrasal verbs. Those that must be separated are marked with an asterisk (*).

Phrasal Verb	Meaning	Phrasal Verb	Meaning
ask over*	invite	blow up	explode
bring back	return	bring up	bring attention to
build up	increase	break down	thoroughly explain
call back*	return a phone call	call off	cancel
carry out	implement	calm down	decrease emotions
drop off	leave someone or something at a place	figure out	understand or solve
fill in	complete	fill out	complete
fill up	fill completely	fix up	repair/make presentable
find out	learn new information	get across	get people to understand
give up	quit	give out	distribute
give back	return	hang up	end a phone call
help out	assist	leave out	exclude
let down	disappoint	pass down	give
pick up	lift/get	put away	put in the correct place
put off	postpone	take off	remove
throw away	put in the trash	turn on/off	make something open or start/ stop or finish

Table 23 Separable Phrasal Verbs

Video

For more information on this topic, watch this video: [An Introduction to Phrasal Verbs](#)

Exercise 3-Pronoun Objects

Read the sentences that have a noun used with a phrasal verb. Rewrite the sentence using a pronoun. Use the example as a guide.

Example: Sadie always leaves out her youngest cousin, Alyssa. = Sadie always leaves her out.

1. Wei forgot to give back the book to the library.
2. Joan wants to ask Eva over for dinner.
3. The teacher broke down the math problem so that students could better understand the process.
4. Please fill up my cup with water. I'm thirsty!
5. We need to help out Helen because she's moving apartments.
6. My children hate to pick up their toys.
7. The nurse told Paolo to take off his socks.
8. Have you called your friend back?
9. Sometimes the car's technology hangs up the phone prematurely.
10. It's not efficient to watch TV while studying. Please turn off the TV.

Exercise 4-Separable Phrasal Verbs Meaning Practice

Read the sentences and determine which phrasal verb would be the most appropriate considering its meaning.

1. My sister _____ the birthday party at her house when she came down with the flu.
 - a. picked up
 - b. carried out
 - c. called off
 - d. fixed up
2. After having the flu, she had to _____ her strength slowly.
 - a. fill out
 - b. pass down
 - c. find out
 - d. build up
3. Sylvie _____ the car before she sold it.
 - a. fixed up
 - b. helped out
 - c. threw away
 - d. asked over
4. Americans _____ too much food. It's very wasteful.

- a. give up
 - b. get across
 - c. throw away
 - d. bring up
5. I don't want to _____ eating desserts! How else can I lose weight and be healthy?
- a. give up
 - b. calm down
 - c. put away
 - d. put off
6. My paragraph was thorough because I didn't want to _____ any information.
- a. fill in
 - b. leave out
 - c. figure out
 - d. turn off
7. Aaron will be late to the party because he had to _____ his sister across town.
- a. call off
 - b. get across
 - c. give back
 - d. drop off
8. Muhamad didn't want to _____ his parents, so he tried his best to succeed.
- a. build up
 - b. break down
 - c. let down
 - d. calm down
9. This administration has a big agenda, but can they _____ all that they intend?
- a. carry out
 - b. hang up
 - c. leave out
 - d. give out

10. I didn't realize I'd have to _____ the gift that Patty gave me.

- a. call back
- b. give out
- c. give back
- d. fill up

Exercise 5-Meaning Practice

Match the phrasal verb to its meaning.

a. learn new information	b. return	c. remove
d. bring attention to	e. help someone understand	f. disappoint
g. implement	h. leave	i. explains thoroughly
j. cancel	k. postpone	l. solve
m. exclude		

- 1. _____ drop off
- 2. _____ find out
- 3. _____ figure out
- 4. _____ get across
- 5. _____ give back
- 6. _____ let down
- 7. _____ take off
- 8. _____ leave out
- 9. _____ call off
- 10. _____ put off
- 11. _____ break down
- 12. _____ carry out
- 13. _____ bring up

Inseparable Phrasal Verbs

Inseparable phrasal verbs must be kept together. Transitive phrasal verbs (verbs that can have an object) can be followed by a noun or pronoun. Look at the examples.

- 1. The teacher is trying to **keep up with** grading the homework.
- 2. The teacher is trying to **keep up with** it.

It is a challenge determining whether a phrasal verb is separable or inseparable, but one strategy to help you is to remember that three-word phrasal verbs cannot be separated.

Phrasal Verb	Meaning	Phrasal Verb	Meaning
carry on	continue	cash in on	profit from
fall for	believe a trick	follow through with	complete
get off	leave	get on	board
get out of	leave	get over	recover
get through with	finish/endure	get to	access/upset
get together with	meet	go over	review
keep up with	maintain pace	look after	care for
look back on	remember	pick on	bully
put up with	tolerate	see about	consider
stand for	represent	take after	resemble
talk over	discuss	touch on	briefly mention
turn into	become	watch out for	be careful of

Table 24 Inseparable Phrasal Verbs

Exercise 6-Meaning Practice

Match the phrasal verb to its meaning.

a. tolerate	b. become	c. bully
d. recover	e. continue	f. leave
g. maintain pace	h. complete	i. care for
j. review	k. consider	l. resemble
m. discuss	n. represent	o. remember

1. _____ carry on
2. _____ take after
3. _____ stand for
4. _____ put up with
5. _____ get out of
6. _____ go over
7. _____ turn into
8. _____ follow through with
9. _____ get over
10. _____ keep up with
11. _____ look back on
12. _____ talk over
13. _____ look after

14. _____ pick on

15. _____ see about

Exercise 7-Pronoun Objects

Read the sentences that have a noun used with a phrasal verb. Rewrite the sentence using a pronoun. Use the example as a guide.

Example: Sadie always falls for her brother's tricks. = Sadie always falls for them.

1. The governor will follow through with his promise.
2. Rebecca couldn't wait to get over her cold and begin feeling better.
3. The teacher will not put up with plagiarism. Don't try it!
4. I did my best to keep up with my sister.
5. Watch out for black widow spiders.
6. Happy couples usually talk over their problems instead of squelching them.

Exercise 8-Inseparable Phrasal Verbs Meaning Practice in Context

Read the sentences and determine which phrasal verb would be the most appropriate considering its meaning.

1. The professor's lecture _____ the factor contributing to the genocide.

- a. carried on
- b. stood for
- c. touched on
- d. fell for

2. Penelope _____ her puppies.

- a. takes after
- b. looks after
- c. goes over
- d. follow through with

3. Daren _____ his dad.

- a. takes after
- b. looks back on
- c. cashes in on
- d. sees about

4. Let's _____ notes before the test.
- a. get over
 - b. carry on
 - c. put up with
 - d. go over
5. The letters used in algebra _____ numbers.
- a. carry on
 - b. stand for
 - c. get on
 - d. watch out for
6. Before a caterpillar _____ a butterfly, the caterpillar creates a cocoon.
- a. turns into
 - b. takes after
 - c. stands for
 - d. looks after
7. His legs are too short to _____ his auntie.
- a. look back on
 - b. fall for
 - c. turn into
 - d. keep up with
8. Sometimes the child that _____ other children needs the most help.
- a. picks on
 - b. look back on
 - c. get out of
 - d. follow through with
9. The driver wanted Rosa Parks to _____ the bus, but she refused.
- a. get together with
 - b. put up with
 - c. stand for

d. get off

10. Instead of punishing a child for doing something wrong, _____ the consequences.

a. see about

b. talk over

c. look after

d. watch out for

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Applying Grammar to Reading

Exercise 9-Applying Grammar to Reading

This chapter’s reading uses several phrasal verbs. Reread the sentences from this chapter’s reading and select the appropriate meaning.

1. The nature versus nurture debate is about which part of a person is more important—their inherited qualities, which includes genes, or their personal experiences and the way they were **brought up**.

a. ignored

b. increased

c. raised

d. neglected

2. For years, scientists have tried to **find out** what causes people to have different personalities, behaviors, and characteristics.

a. discover

b. teach

c. borrow

d. hide

3. The nature versus nurture debate poses a very complicated scientific question: how do scientists **figure out** which one plays a greater role in the development of a person?

a. agree

b. confuse

c. solve

d. obscure

4. Do you think twins raised in different homes will **grow up** to have the same personalities?

- a. remain
- b. teach
- c. learn
- d. become adults

5. For example, a wealth and social status are two non-genetic factors that are generally **passed down** from family.

- a. taken
- b. given
- c. kept
- d. approved

Communication Practice



Image 31 [Photo](#) by [Pixaby](#)

Exercise 10-About You

Ask your classmates the questions below. Report the answers to the class.

1. Do you take after someone in your family?
2. When do you go over your notes?
3. What is something that you always put off?
4. What do you do when you can't figure out a problem?
5. How do you keep up with your responsibilities?
6. How often do you get together with your friends?

7. Have you ever had to give something up?

8. Tell about a time you let someone down. What happened?

Exercise 11-Phrasal Verb Tic Tac Toe

Work with a partner. Partner 1 will be X, and partner 2 will be O. Take turns writing the meaning of the phrasal verb you choose in the table. If you are correct, put your symbol (X or O). The goal is to get three in a row. Alternatively, you can make sentences using the phrasal verbs.

ask over	break down	figure out
fix up	leave out	give back
put off	take off	drop off

pick on	put up with	talk over
turn into	get over	go over
get together with	look back on	stand for

turn off	put away	hang up
let down	throw away	help out
give up	follow through with	look after



Image 32 “White Dandelion Flower” by Pixaby is licensed under CC 0

Discussion

Answer the following questions based on your experience and opinion. Read five classmates’ posts and respond to two classmates pointing out any similarities or differences, asking clarifying questions, or giving your opinion on a point they make.

1. What is your goal in life? Whoa! This is a very deep question that you may not have thought about before. Provide a simple answer.
2. What do you need to accomplish your life goal?

Listening-Why Maslow’s Hierarchy of Needs Matters

Exercise 1-Listening Comprehension

Watch the video [Why Maslow’s Hierarchy of Needs Matters](#) and build a basic understanding to prepare you for this chapter’s reading. Answer the questions to check your comprehension.

1. What was Abraham Maslow’s interest in research?
 - a. The meaning of money.
 - b. The meaning of love.
 - c. The meaning of life.
 - d. The meaning of fame.

2. How can the five needs be grouped?
- a. spiritual and psychological
 - b. psychological and material
 - c. psychological and physiological
 - d. spiritual and physiological
3. Which is NOT an example of a material need?
- a. security and protection
 - b. food and water
 - c. warmth and rest
 - d. friends
4. Maslow believe that both groups of needs are equally important.
- a. True
 - b. False

[“Why Maslow’s Hierarchy of Needs Matters”](#) by [The School of Life](#) is licensed under [CC BY-NC-ND 4.0](#)

Reading-Maslow’s Hierarchy of Needs

Exercise 2-Reading Comprehension

Read the passage below and answer the questions that follow.

¹Psychologist Abraham Maslow first introduced his concept of a hierarchy (arrangement) of needs in his 1943 book called *Motivation and Personality*. His theory states that all human behavior is motivated by universal needs and desires.

²According to Maslow, our most basic needs — such as the need for food, air, and water — are inborn. These needs are required for the survival of our species. According to Maslow, humans are motivated to fulfill the obvious needs for survival first. Only once these needs are met do we begin to grow and focus on our “higher order” needs.

³This hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid.

⁴Five Levels of the Hierarchy of Needs

⁵There are five different levels in Maslow’s hierarchy of needs:

I. Physiological Needs

⁶Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly and will ultimately fail. Physiological needs are thought to be the most important; they should be met first.

⁷Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection from the elements.



Image 33 *"A person too. The same needs and wants"* by [craig](#) is licensed under CC BY-NC-ND 2.0

II. Security Needs

⁸Security needs are important for survival, but they are not as critical as physiological needs. Security needs include financial security (usually through employment), and protection against fear, harm, or illness. This level also includes law and order, and general stability. In other words, at this level, humans tend to focus on making sure that their physiological needs will be provided to them in the future.

III. Social Needs

⁹After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. Humans need to feel a sense of belonging and acceptance and may achieve this through clubs, office culture, organized religion, sports teams, or gangs. People may also seek to fulfill this need through social interactions with family, boyfriends or girlfriends, mentors, close colleagues, or confidants.

¹⁰According to Maslow, the need to love and be loved by others is a very powerful need in human beings. In the absence of it, many people become vulnerable to loneliness, social anxiety, and clinical depression. This need for belonging can sometimes overcome physiological (Level 1) and security needs (Level 2), in the presence of peer pressure. For example, a person with an eating disorder may ignore the need to eat and the security of health for a feeling of belonging.

IV. Esteem Needs

¹¹All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem refers to the normal human desire to be accepted and valued by others. For example, people

often engage in a profession or hobby to gain recognition. These activities give the person a sense of contributing something of value to society.

¹²Maslow noted two versions of esteem needs: a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-respect, the need for strength, competence, mastery, self-confidence, independence, and freedom. The latter one is considered to be “higher” because it rests more on inner competence won through experience.

V. Self-Actualizing Needs

¹³In 1945, Maslow wrote, “what a man can be, he must be.” This quotation forms the basis of Maslow’s theory about the universal need of self-actualization — the idea that each person has a basic need to reach their full potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be. For example, one individual may have a strong desire to become an ideal parent. Another person may work relentlessly to become a top athlete. People may also create art, donate to charity, or invent something new. As previously mentioned, Maslow believed that to understand this level of need, the person must not only achieve the previous needs but master them.

“[Maslow’s Hierarchy of Needs](#)” by [CommonLit](#) is a derivative of Wikipedia, licensed under [CC BY NC-SA 2.0](#).

1. Based on the information in the article, the reader can conclude:

- a. All human behavior follows the same pattern.
- b. There are no exceptions to Maslow’s theory.
- c. You have reached self-actualization if you have a stable job and income.
- d. Some people never reach self-actualization.

2. Re-read the following line from section 3: “Social Needs”: “An anorexic, for example, may ignore the need to eat and the security of health for a feeling of control and belonging.” The author most likely included this sentence for the purpose of:

- a. demonstrating the danger of anorexia, an eating disorder
- b. showing an exception to a person’s progression through Maslow’s Hierarchy of Needs
- c. providing an example of a disease that commonly manifests during Level 3
- d. convincing the reader to accept the Hierarchy of Needs

3. Which of the following statements best summarizes the idea of Maslow’s Hierarchy of Needs?

- a. As people get older, they get better and better at assessing their needs and providing for themselves and others.
- b. A person cannot achieve a meaningful life until his or her basic needs are met.

- c. Once a person's basic needs are met, they begin to focus on achieving needs that are increasingly psychological (emotional) in nature.
- d. All human beings are social creatures and thrive in orderly, lawful environments that protect their health and safety.

4. Which of the following application of Maslow's theory of Hierarchy of Needs best aligns with its intended purpose?

- a. A doctor uses Maslow's Hierarchy of Needs to diagnose a sick patient.
- b. A psychologist uses Maslow's Hierarchy of Needs to understand what kind of activities to suggest for a person who was formerly part of a gang.
- c. A parent uses Maslow's Hierarchy of Needs to decide which school might be best for her children.
- d. A professor uses Maslow's Hierarchy of Needs to grade students in his class.

Grammar Presentation-Passive Voice in the Simple Present

English verbs can have active or passive voice. In a sentence with active voice, the subject is first and is the performer of the verb. The direct object in an active voice sentence is after the verb and is the receiver of the action. Look below at the differences between active and passive voice structure.

Active Voice: Subject (performer) + verb + direct object (receiver).

Simple Present Passive Voice: Direct object (receiver) + am/is/are + past participle verb + by subject (performer).

Passive voice sentences have a **be** verb conjugated according to tense and a past participle. The performer can be deleted from the sentence—in other words, the performer or subject is not required.

Video

Watch these videos to learn more: [Active and Passive Voice](#); [Active and Passive Voice \(2\)](#); [Active versus Passive Voice](#); [How to use the Passive Voice-English Grammar Lesson](#)

Transitive and Intransitive Verbs

Because passive voice requires a direct object, only transitive verbs can be used in passive sentences. Transitive verbs are verbs that have an object. Intransitive verbs do not have objects and cannot be made into passive sentences. Look at the examples below under transitive verbs. The objects of the active sentences (the first sentence in the numbered pairs) have been emphasized. Notice that the objects are first in the passive sentences that follow. Compare the transitive verbs to the intransitive verbs. Notice how the sentences under intransitive verbs do not have direct objects and, therefore, cannot be passive.

Transitive Verbs

1. I drink **coffee**. Coffee is drunk.

2. Sarina plays **the piano**. The piano is played by Sarina.
3. They do **their homework**. Their homework is done.

Intransitive Verbs

1. I sleep.
2. Accidents happen.
3. The student arrives early.

Exercise 3-Comprehension Check

Read the active sentences below. Select all the sentences that can be changed into passive voice. In other words, which sentences have a transitive verb (and direct object)?

- ___ 1. Hadi does his chores every day.
- ___ 2. The puppy barks too much.
- ___ 3. Sarah helps the teachers.
- ___ 4. Xiong opens a new business.
- ___ 5. He writes my favorite novel.

Which voice should you use?

1. When the verb or the direct object are **more important than the performer**, use passive voice.

Active: People eat black-eyed peas for New Year's Day.

Passive: Black-eyed peas are eaten for New Year's Day.

Active: A college offered my son a scholarship.

Passive: My son was offered a scholarship. OR A scholarship was offered to my son.

2. When the subject or performer is unknown, use passive voice.

1. The bank was robbed last night.

2. Thousands of innocent people were killed.

Exercise 4-Active to Passive Practice

Change the active sentences into passive sentences. When the performer is "someone" or "people", omit the performer.

Examples

- a. Someone wrote the letter. → The letter is written.
- b. Lights excite Maria. → Maria is excited by lights.
1. Their jokes surprise me.

2. Candy motivates Abby.
3. Someone grows corn in Mexico.
4. Someone sells sweet bread at the swap meet.
5. Someone displays the pictures in the library.
6. Someone requires the class to graduate.
7. Elementary students wear uniforms.
8. Someone prepares kabsa with rice and meat.
9. People eat kimchi as a side dish for lunch.
10. Brazilian people love pão de queijo.

Applying Grammar to Reading

Exercise 5-Applying Grammar to Reading

Reread the paragraphs below from this chapter's reading on Maslow's Hierarchy of Needs. Put all simple present passive verbs in the columns according to paragraph number.

¹Psychologist Abraham Maslow first introduced his concept of a hierarchy (arrangement) of needs in his 1943 book called *Motivation and Personality*. His theory states that all human behavior is motivated by universal needs and desires.

²According to Maslow, our most basic needs — such as the need for food, air, and water — are inborn. These needs are required for the survival of our species. According to Maslow, humans are motivated to fulfill the obvious needs for survival first. Only once these needs are met do we begin to grow and focus on our “higher order” needs.

³This hierarchy is most often displayed as a pyramid. The lowest levels of the pyramid are made up of the most basic needs, while the more complex needs are located at the top of the pyramid.

Paragraph 1	Paragraph 2	Paragraph 3

Communication Practice

Exercise 6-Get to Know Your Classmates!

Ask your classmates the following questions. Report your answers to the class using the simple present tense in passive voice. Use the example as a guide.

Example: What confuses you?

Classmate's Answer: Geometry

Alicia is confused by geometry.

1. What confuses you?
2. What excites you?
3. What frightens you?
4. What interests you?
5. What shocks you?
6. What fascinates you?
7. What disgusts you?
8. What concerns you?
9. What embarrasses you?
10. Who loves you?
11. Who likes you?

Unit 4 Summary-Putting It All Together

Exercise 7-Editing

Read the summary paragraph about social development in children. Identify and correct errors related to passive voice and phrasal verbs. Copy and paste the passage into a word processing document and track the changes. Watch this [video on how to track changes in Microsoft Word](#), and this [video on how to track changes using Google Docs](#).

As children grow, they gain independence and start thinking about others around them. Some milestones include learning how to play with others, expressing their feelings of anger, apologizing, and pretending during playtime. Parental support is important. After children play with toys, parents should encourage children to put away them. Parents should also warn children to watch them out for cars and other dangers. Parents should be consistent because limits tested by children. Caregivers need to understand that children influenced by their peers. Therefore, caregivers can help children develop healthy relationships. Childhood socialization is impacted the next stages: adolescence and young adulthood. Help children to thrive.

Exercise 8-Writing

Write a paragraph about one of the topics. Explain the topic, its causes and/or effects, and its importance.

Anxiety	Introvert/Extrovert	Stress	Toxic Positivity
Memory	Personality Types	Risk Taking	Bias
Narcissism	Imposter Syndrom	Depression	Hoarding

Table 25 Writing and Presentation Topics

Include each of the grammar forms listed below at least one time. Underline each grammar item and label it with the correct letter each time you use it.

- a. phrasal verb
- b. passive voice

Exercise 9-Presentation

Create a 5- to 10-minute presentation about the topic of your unit writing assignment. Try to incorporate this unit's grammar in your presentation.

Audio Transcripts

Chapter Audio

Chapter 1

Listening Comprehension

00:007 From space, our planet appears to be more ocean than Earth.
00:11 But despite the water covering 71% of the planet's surface,
00:15 more than half the world's population endures extreme water scarcity
00:20 for at least one month a year.
00:23 And current estimates predict that by 2040,
00:26 up to 20 more countries could be experiencing water shortages.
00:31 Taken together, these bleak statistics raise a startling question:
00:36 are we running out of clean water?
00:39 Well yes, and no.
00:41 At a planetary scale, Earth can't run out of freshwater thanks to the water cycle,
00:46 a system that continuously produces and recycles water,
00:50 morphing it from vapor, to liquid, to ice as it circulates around the globe.
00:55 So this isn't really a question of how much water there is,
00:59 but of how much of it is accessible to us.
01:02 97% of earth's liquid is saltwater,
01:05 too loaded with minerals for humans to drink or use in agriculture.
01:10 Of the remaining 3% of potentially usable freshwater,
01:14 more than two-thirds is frozen in ice caps and glaciers.
01:19 That leaves less than 1% available for sustaining all life on Earth,
01:23 spread across our planet in rivers, lakes,
01:26 underground aquifers, ground ice and permafrost.
01:31 It's these sources of water that are being rapidly depleted by humans,
01:35 but slowly replenished by rain and snowfall.
01:39 And this limited supply isn't distributed evenly around the globe.
01:43 Diverse climates and geography provide some regions
01:46 with more rainfall and natural water sources, while other areas have geographic features
01:52 that make transporting water much more difficult.
01:55 And supplying the infrastructure and energy it would take
01:58 to move water across these regions is extremely expensive.
02:03 In many of these water-poor areas, as well as some with greater access to water,
02:08 humanity is guzzling up the local water supply faster than it can be replenished.
02:13 And when more quickly renewed sources can't meet the demand,
02:16 we start pumping it out of our finite underground reserves.
02:20 Of Earth's 37 major underground reservoirs, 21 are on track to be irreversibly emptied.

02:27 So while it's true that our planet isn't actually losing water,
02:31 we are depleting the water sources we rely on at an unsustainable pace.
02:36 This might seem surprising –
02:38 after all, on average, people only drink about two liters of water a day.
02:42 But water plays a hidden role in our daily lives, and in that same 24 hours,
02:48 most people will actually consume an estimated 3000 liters of water.
02:53 In fact, household water – which we use to drink, cook, and clean –
02:57 accounts for only 3.6% of humanity's water consumption.
03:03 Another 4.4% goes to the wide range of factories
03:07 which make the products we buy each day.
03:10 But the remaining 92% of our water consumption is all spent on a single industry:
03:16 agriculture.
03:17 Our farms drain the equivalent of 3.3 billion
03:21 Olympic-sized swimming pools every year,
03:25 all of it swallowed up by crops and livestock
03:28 to feed Earth's growing population.
03:31 Agriculture currently covers 37% of Earth's land area,
03:35 posing the biggest threat to our regional water supplies.
03:39 And yet, it's also a necessity.
03:41 So how do we limit agriculture's thirst while still feeding those who rely on it?
03:47 Farmers are already finding ingenious ways to reduce their impact,
03:51 like using special irrigation techniques to grow “more crop per drop”,
03:56 and breeding new crops that are less thirsty.
03:59 Other industries are following suit,
04:01 adopting production processes that reuse and recycle water.
04:05 On a personal level, reducing food waste is the first step to reducing water use,
04:11 since one-third of the food that leaves farms is currently wasted or thrown away.
04:16 You might also want to consider eating less water-intensive foods
04:19 like shelled nuts and red meat.
04:23 Adopting a vegetarian lifestyle could reduce
04:25 up to one third of your water footprint.
04:28 Our planet may never run out of water,
04:30 but it doesn't have to for individuals to go thirsty.
04:33 Solving this local problem requires a global solution,
04:37 and small day-to-day decisions can affect reservoirs around the world.
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Chapter 2

Listening Comprehension

00:15 I live in South Central.
00:18 This is South Central:
00:21 liquor stores,
00:23 fast food,
00:26 vacant lots.
00:28 So the city planners, they get together and they figure
00:30 they're going to change the name South Central to make it represent something else,
00:33 so they change it to South Los Angeles,

00:36 like this is going to fix what's really going wrong in the city.
00:40 This is South Los Angeles. (Laughter)
00:44 Liquor stores,
00:46 fast food,
00:48 vacant lots.
00:51 Just like 26.5 million other Americans,
00:54 I live in a food desert,
00:57 South Central Los Angeles,
00:59 home of the drive-thru and the drive-by.
01:03 Funny thing is, the drive-thrus are killing more people than the drive-bys.
01:09 People are dying from curable diseases
01:11 in South Central Los Angeles.
01:14 For instance, the obesity rate in my neighborhood
01:17 is five times higher than, say, Beverly Hills,
01:20 which is probably eight, 10 miles away.
01:24 I got tired of seeing this happening.
01:27 And I was wondering, how would you feel
01:29 if you had no access to healthy food,
01:32 if every time you walk out your door you see the ill effects
01:35 that the present food system has on your neighborhood?
01:39 I see wheelchairs bought and sold
01:42 like used cars.
01:44 I see dialysis centers popping up like Starbucks.
01:48 And I figured, this has to stop.
01:51 So I figured that the problem is the solution.
01:57 Food is the problem and food is the solution.
02:01 Plus I got tired of driving 45 minutes round trip
02:04 to get an apple that wasn't impregnated with pesticides.
02:08 So what I did, I planted a food forest in front of my house.
02:12 It was on a strip of land that we call a parkway.
02:15 It's 150 feet by 10 feet.
02:18 Thing is, it's owned by the city.
02:21 But you have to maintain it.
02:23 So I'm like, "Cool. I can do whatever the hell I want,
02:28 since it's my responsibility and I gotta maintain it."
02:31 And this is how I decided to maintain it.
02:34 So me and my group, L.A. Green Grounds, we got together
02:37 and we started planting my food forest, fruit trees,
02:40 you know, the whole nine, vegetables.
02:42 What we do, we're a pay-it-forward kind of group,
02:45 where it's composed of gardeners from all walks of life,
02:50 from all over the city, and it's completely volunteer,
02:52 and everything we do is free.
02:54 And the garden, it was beautiful.
02:57 And then somebody complained.
02:59 The city came down on me,
03:02 and basically gave me a citation saying that I had to remove my garden,
03:06 which this citation was turning into a warrant.
03:09 And I'm like, "Come on, really?
03:11 A warrant for planting food on a piece of land
03:14 that you could care less about?" (Laughter)
03:17 And I was like, "Cool. Bring it."
03:20 Because this time it wasn't coming up.
03:23 So L.A. Times got ahold of it. Steve Lopez did a story on it
03:28 and talked to the councilman,
03:31 and one of the Green Grounds members,
03:33 they put up a petition on Change.org,
03:35 and with 900 signatures, we were a success.
03:38 We had a victory on our hands.

03:40 My councilman even called in and said how they endorse
03:44 and love what we're doing.
03:46 I mean, come on, why wouldn't they?
03:49 L.A. leads the United States in vacant lots that the city actually owns.
03:54 They own 26 square miles of vacant lots.
03:59 That's 20 Central Parks.
04:02 That's enough space to plant 725 million tomato plants.
04:10 Why in the hell would they not okay this?
04:14 Growing one plant will give you 1,000, 10,000 seeds.
04:19 When one dollar's worth of green beans
04:21 will give you 75 dollars' worth of produce.
04:25 It's my gospel, when I'm telling people, grow your own food.
04:29 Growing your own food is like printing your own money.
04:32 (Applause)
04:39 See, I have a legacy in South Central.
04:42 I grew up there. I raised my sons there.
04:46 And I refuse to be a part of this manufactured reality
04:51 that was manufactured for me by some other people,
04:53 and I'm manufacturing my own reality.
04:56 See, I'm an artist.
04:59 Gardening is my graffiti. I grow my art.
05:03 Just like a graffiti artist, where they beautify walls,
05:07 me, I beautify lawns, parkways.
05:11 I use the garden, the soil, like it's a piece of cloth,
05:15 and the plants and the trees,
05:17 that's my embellishment for that cloth.
05:20 You'd be surprised what the soil could do
05:26 if you let it be your canvas.
05:28 You just couldn't imagine how amazing a sunflower is
05:32 and how it affects people.
05:35 So what happened?
05:37 I have witnessed my garden become a tool for the education,
05:42 a tool for the transformation of my neighborhood.
05:45 To change the community, you have to change the composition of the soil.
05:50 We are the soil.
05:55 You'd be surprised how kids are affected by this.
06:00 Gardening is the most therapeutic
06:05 and defiant act you can do,
06:07 especially in the inner city.
06:10 Plus you get strawberries.
06:13 (Laughter)
06:16 I remember this time,
06:19 there was this mother and a daughter came,
06:21 it was, like, 10:30 at night, and they were in my yard,
06:24 and I came out and they looked so ashamed.
06:28 So I'm like, man, it made me feel bad that they were there,
06:31 and I told them, you know, you don't have to do this like this.
06:34 This is on the street for a reason.
06:36 It made me feel ashamed to see people
06:40 that were this close to me that were hungry,
06:42 and this only reinforced why I do this,
06:45 and people asked me, "Fin, aren't you afraid
06:48 people are going to steal your food?"
06:50 And I'm like, "Hell no, I ain't afraid they're gonna steal it.
06:52 That's why it's on the street.
06:55 That's the whole idea.
06:57 I want them to take it, but at the same time,
06:59 I want them to take back their health."
07:03 There's another time when I put

07:06 a garden in this homeless shelter in downtown Los Angeles.
07:11 These are the guys, they helped me unload the truck.
07:14 It was cool, and they just shared the stories
07:17 about how this affected them and how
07:20 they used to plant with their mother and their grandmother,
07:22 and it was just cool to see how this changed them,
07:26 if it was only for that one moment.
07:32 So Green Grounds has gone on to plant
07:34 maybe 20 gardens.
07:36 We've had, like, 50 people come to our dig-ins
07:40 and participate, and it's all volunteers.
07:43 If kids grow kale, kids eat kale.
07:47 (Laughter)
07:48 If they grow tomatoes, they eat tomatoes. (Applause)
07:53 But when none of this is presented to them,
07:56 if they're not shown how food affects the mind and the body,
08:00 they blindly eat whatever the hell you put in front of them.
08:05 I see young people
08:06 and they want to work,
08:10 but they're in this thing where they're caught up --
08:12 I see kids of color and they're just on this track
08:15 that's designed for them,
08:18 that leads them to nowhere.
08:20 So with gardening, I see an opportunity
08:23 where we can train these kids
08:25 to take over their communities,
08:28 to have a sustainable life.
08:32 And when we do this, who knows?
08:34 We might produce the next George Washington Carver.
08:37 but if we don't change the composition of the soil,
08:40 we will never do this.
08:41 Now this is one of my plans. This is what I want to do.
08:44 I want to plant a whole block of gardens
08:48 where people can share in the food in the same block.
08:51 I want to take shipping containers
08:54 and turn them into healthy cafes.
08:56 Now don't get me wrong.
08:59 I'm not talking about no free shit,
09:01 because free is not sustainable.
09:04 The funny thing about sustainability,
09:06 you have to sustain it.
09:08 (Laughter) (Applause)
09:12 What I'm talking about is putting people to work,
09:15 and getting kids off the street, and letting them know
09:18 the joy, the pride and the honor in growing your own food,
09:23 opening farmer's markets.
09:25 So what I want to do here,
09:27 we gotta make this sexy.
09:30 So I want us all to become ecolutionary renegades,
09:34 gangstas, gangsta gardeners.
09:36 We gotta flip the script on what a gangsta is.
09:40 If you ain't a gardener, you ain't gangsta.
09:42 Get gangsta with your shovel, okay?
09:46 And let that be your weapon of choice.
09:49 (Applause)
09:56 So basically, if you want to meet with me,
10:02 you know, if you want to meet,
10:05 don't call me if you want to sit around in cushy chairs
10:09 and have meetings where you talk about doing some shit --

10:13 where you talk about doing some shit.
10:16 If you want to meet with me, come to the garden
10:19 with your shovel so we can plant some shit.
10:22 Peace. Thank you.
10:26 (Applause)
10:30 Thank you. (Applause)

"A Guerrilla Gardner in South Central LA?" by Ron Finley is licensed [TED](#) by under [CC BY-NC-ND 4.0](#)

Chapter 3

Listening Comprehension

00:00 Houston we have a problem movies about
00:02 the American space program almost always
00:04 feature white men I had no idea they had
00:06 quite a few women working in the space
00:09 program but one new film breaks with
00:11 that trend
00:12 she can handle winning numbers you
00:13 couldn't move hidden figures tells the
00:15 true story of the black women
00:17 mathematicians who work behind the
00:19 scenes to help launch Americans into
00:20 orbit for the first time at the height
00:22 of the civil rights movement in the
00:24 south what he ladies do for NASA
00:25 calculate your trajectories
00:27 the film centers around the life of
00:29 Katherine Johnson who's played by taraji
00:31 P Henson Dexter Thomas visited the real
00:35 Katherine Johnson at her home in
00:37 Virginia what do you think needs to be
00:41 shown of your life we gonna show you
00:45 where I lived and what trouble I got
00:50 into what kind of trouble did you get
00:52 into Cannes Ellen Katherine Johnson just
00:57 turned 98 can tell that she started her
01:00 career as a computer at the Langley
01:02 Research Center in Virginia in 1953
01:04 calculating and plotting test data her
01:07 calculations helped launch the first
01:08 American into orbit and were used for
01:10 America's first moon landing graduating
01:13 summa laude from college at the age
01:14 of 18 becoming a career mathematician
01:17 seemed to be the most natural fit
01:18 there's a lot of other things you could
01:21 have done what was it about math that
01:23 made you think I want to do this with my
01:26 life the show it could be done and then

01:29 I was so easy to do I've got to say math
01:33 did not come easy for me I think for a
01:36 lot of people why not
01:38 did your mother like math my mom did
01:41 like math yeah what are usually when
01:44 they said
01:46 their mother didn't like math I found
01:50 that very black women who worked at NASA
01:54 had to deal with both sexism and racism
01:56 in a segregated south the movie does a
01:59 great job of showing their struggles but
02:01 it's not a documentary it's a Hollywood
02:03 dramatization keep up in network one
02:05 scene shows Catherine Johnson having to
02:07 walk a half mile every day just use a
02:08 colored bathroom until her white boss
02:10 steps in to see day two the pink
02:12 together we don't get there at all
02:14 Johnson says that never happened did you
02:17 have to use the colors woman's bathroom
02:19 I just went all in the white one you
02:23 just went in the white woman's restroom
02:24 you just use whatever bathroom you
02:27 wanted to use I asked the film's
02:30 director Ted Melfi why he wanted to
02:31 include a scene that never happened he
02:34 said he's focused on the overall message
02:35 of the movie you know when you're making
02:36 the film you whether you want to
02:37 dramatize the plight and the plight was
02:40 everyone of color had to use that color
02:42 bathroom so she wrecked she being a
02:44 woman of color represented everyone that
02:46 had to use those bathrooms yeah I guess
02:48 I wonder about basically the white dude
02:51 is the one who comes to and says
02:53 segregation is over hmm whereas in
02:55 reality at least for this one woman
02:57 she's the one who decided I'm going to
02:59 the white bath and forget y'all does it
03:01 diminish it all what Katherine Johnson
03:03 did in real life by refusing to go to
03:06 the bathroom not for me people might say
03:09 oh you have it's a it's a white Savior
03:12 the white saviors white Savior complex a
03:14 Savior complex yeah I mean that's part of

03:18 that's part of the bigger issue as well
03:20 I mean yes there needs to be white
03:22 people let's do the right thing and
03:23 black people do the right thing and
03:24 someone does the right thing and so who
03:26 cares who does the right thing as long
03:28 as the right thing is achieved so that's
03:30 how I took it
03:31 just like a real-life bravery Katherine
03:34 Johnson greatest achievements were
03:35 behind the scenes but she said she would
03:37 have been more than happy to switch
03:38 roles if she had the chance did you ever
03:40 want to be the person going up to space
03:44 yeah if they'd offered me a ride I would
03:48 have gone in a minute to see what was
03:53 out there
03:55 [Music]
[“We Met Katherine Johnson—One of the Real ‘Hidden Figures’”](#) by [VICE News](#) is copyrighted material.

Chapter 4

Listening Comprehension

00:00 it is very nice to see you again because
00:02 I met you you knocked my socks off when
00:05 you were 10 and you founded the #1000BlackGirlBooks campaign tell us why
00:09 you started that
00:10 so I originally really started it
00:12 because I really love to read and I
00:14 always wanted to see myself reflected
00:16 and my parents did a great job you know
00:17 making sure that little black girls and
00:19 little brown girls were able to be in my
00:20 library when I went to school I only
00:22 read about white boys and their dogs
00:27 yeah yeah basically I read that story in
00:30 school and as much as I really respected
00:32 my teacher and I thought that was a good
00:33 idea to continue to have us read and be
00:35 in discussions we were only learning
00:37 about one person's experience and one
00:39 type of experience and I thought it was
00:41 a real problem because I had the
00:42 opportunity to see myself being
00:44 reflected but all these other girls
00:45 especially black girls in my class did
00:47 not see themselves as important and did
00:49 not see their identity to be strong and
00:51 deeply rooted inside of them
00:52 so I wanted to make sure that I would be
00:53 able to tackle that and help other girls
00:56 and see themselves so I've collected in
00:57 total eleven thousand books that have

00:59 black girls to the main characters well
01:07 your idea would have been so successful
01:09 because your original goal was just
01:11 1,000 yeah right I I think I wanted it
01:14 to be really successful but my mom had
01:15 always told me even when we were two
01:17 weeks away and we had two thousand
01:18 not 2,000, 200 books and she was like it's just
01:22 about getting into the practice and
01:23 understanding how I can as a girl to
01:25 make sure that I'm showing that I can be
01:27 strong and I can be brave and I can help
01:29 my community even if I don't reach my
01:30 goal okay so my god I don't think I even
01:38 got out of bed before 13 so you've just
01:41 written your first book yes right and
01:44 Marley diet is getting it done that's
01:47 the name of the book and firing kids to
01:54 create change for young people who want
01:57 to make a difference like you did where
02:01 did you start where should these girls
02:02 and boys start well give them some
02:04 advice on how to do this I think the
02:06 first thing and there's two really
02:07 important parts is educating yourself
02:08 and figuring out what your passion is
02:10 it's a lot of people they don't really
02:11 know like when you're young and I was
02:13 lucky enough to know what I really cared
02:14 about which is reading and writing and
02:15 literacy but a lot of the times kids
02:17 don't know what they're like and they
02:18 don't know what they want to do and
02:19 sometimes they're pressured to do things
02:21 that they they don't enjoy and they feel
02:22 like they're supposed to say yes but
02:24 they don't really enjoy those things so
02:25 finding your passions and also being
02:27 honest with your teachers and your
02:28 parents that I don't really like to do
02:30 this anymore
02:30 I don't really this is not something I
02:32 really enjoy because you'll get into the
02:34 practice of speaking out just on a basic
02:35 level and also educating yourself on the
02:38 issues in your community so even though
02:39 we think about really big scale issues
02:41 which are important to solve we didn't
02:43 think about the people who care for us
02:44 our mailman our teachers our janitors
02:46 are our librarians and these people who
02:48 are part of our communities and they
02:49 represent us to serve them
02:52 I can say my eleven-year-old daughter
02:55 has no problem telling me what you will
02:57 and won't tell you that but one thing
03:00 that I loved about the book you talk
03:02 about ways kids can activate meaning be
03:04 activists and you say one of those ways

03:06 is to be an upstander explain what that
03:10 means how can you be an upstander so we
03:12 already talked about being a bystander
03:13 and witnessing something that may happen
03:16 like bullying harassment but especially
03:17 in kids speaking out and saying and
03:20 helping somebody in a situation where
03:22 they are being bullied which is
03:23 something that in elementary school can
03:24 be faster than a child where they feel
03:26 like it's okay to be mean to one another
03:27 but in fact helping another person and
03:29 guiding them away from that situation
03:30 and also educating them with the tools
03:33 so that it won't happen again
03:34 yeah so making sure that we can stop the
03:36 problem and then make sure that doesn't
03:37 happen for other kids and it's really
03:39 important to in a sense you know change
03:41 that system right or to make sure that
03:43 that won't happen to other kids in the
03:44 school because we're teaching each other
03:45 and we're learning from each other about
03:47 how we can be kinder and more respectful
03:49 to each other students I love it being
03:51 an app that you call yourself a book
03:58 nerd yeah just send a great way to take
04:00 that word back yeah for parents who
04:02 aren't lucky enough to have a child like
04:04 you what can parents do to help their
04:08 kids read more without making it seem
04:10 like it's a punishment yeah that's
04:12 really important we talked about and
04:13 this is a fancy word but you know
04:15 connotations and like negative or
04:16 positive connotations to the things that
04:18 we do so when immediately if you're
04:20 trying to punish a child don't say go to
04:22 your room and read and just don't like
04:26 these things that are really important
04:27 and fundamental to those things and even
04:29 if you don't like reading as an adult
04:31 and a lot of times like I know people
04:33 who are not fans of reading and that's
04:34 okay but showing to your kid that we can
04:36 do it together and that even though I
04:37 don't like it and you don't like it
04:38 maybe we could try to watch a movie
04:40 about a book and then read the book
04:42 after and you know not necessarily
04:43 incentivizing but making sure that we
04:45 see that reading it's choose the I don't
04:47 want to read obviously and making sure
04:50 that we are able to show kids that they
04:51 have they can have an opinion and have I
04:53 want you to come back
04:59 thanks for the x5 is incredibly mommies
05:02 back to find out how you can get
05:03 involved go to our website her book

05:05 Marley Dias gets it done right so you
05:08 so can you so it's available now and you
05:11 know what y'all okay you're all going
05:13 home with it

“[Marley Dias Talks Encouraging Kids to Read, Getting Kids Involved in Activism](#)” is copyright by [ABC News](#).

Chapter 5

Listening Comprehension

[Music]

00:06 born January 31st
00:07 1919 in Cairo Georgia Jack Roosevelt
00:11 Robinson was the youngest of five
00:13 siblings
00:14 he followed his older brother Mac into
00:16 athletics mac went off and he competed
00:18 in the 1936 Olympics this is an athlete
00:21 who had won
00:22 a medal under the eye of Adolf Hitler
00:25 he came back to Pasadena and Mac
00:28 Robinson could only find work as a
00:30 garbage man
00:31 that's something that Jackie Robinson
00:33 never forget Robinson was a star athlete
00:36 at Pasadena Junior College
00:38 and became the first UCLA student to win
00:40 varsity letters in four sports
00:42 basketball football track and baseball
00:46 he was a local tennis champion he was a
00:49 local football stud
00:50 he was a great track star Jackie
00:53 Robinson
00:53 baseball was really almost the last
00:56 thing he was great he was great at
00:57 everything he could have done
00:58 anything while in the army Robinson was
01:01 arrested for refusing to move to the
01:03 back of a segregated bus
01:05 Robinson fought a court-martial and was
01:07 eventually given an honorable discharge
01:10 Jackie Robinson was sick and tired of
01:11 the us army and the us army felt that
01:14 they had a problem on their hands with
01:15 lieutenant Robinson so they
01:18 agreed that he would be honorably
01:19 discharged with the negro leagues as his
01:22 only opportunity to play professional
01:24 baseball
01:25 Robinson joined the Kansas City Monarchs
01:27 in 1945.
01:29 that same year he was given a
01:31 life-changing invitation by branch
01:33 Rickey of the Brooklyn Dodgers
01:35 there were players in the negro league
01:37 that were just as good if not better
01:39 than Jackie Robinson
01:41 but branch Ricky understood that he
01:44 needed more than just a superb baseball

01:47 player
01:47 he's needed someone who had flawless and
01:50 impeccable character
01:51 and he found that person in Jackie
01:53 Robinson despite harsh opposition
01:55 Robinson was selected as the first
01:57 rookie of the year
01:58 became the first man in the league in 26
02:01 years to steal his way around the bases
02:04 and in 1955 he helped the Brooklyn
02:06 Dodgers win the world series
02:08 against the New York Yankees the valor
02:11 with which Jackie Robinson
02:13 responded to the jeers and the hatred
02:16 and the bigoted remarks in the cat calls
02:18 as one of the great silent portraits in
02:20 American history under that hail
02:22 of threats and epithets he would walk
02:25 into the batter's box
02:26 and you know about a little over the
02:28 third of the time because I believe he
02:29 batted at 3 30 something that year
02:31 he'd get a hit that's what he did he
02:34 certainly didn't cower
02:36 he certainly didn't flinch and there
02:37 were a lot of bean balls thrown at him
02:39 Jackie Robinson wasn't just a great
02:41 symbol he was a great baseball player he
02:43 led the Brooklyn Dodgers to six
02:44 pennants when he was there this is a
02:46 Brooklyn Dodger team that was called the
02:47 bums
02:48 because they couldn't win Jackie
02:50 Robinson led them and part of it was his
02:52 fire
02:52 his fire kept them going shortly after
02:55 being traded to the New York Giants
02:57 Robinson retired from baseball in 1957
03:01 and became a business executive after
03:03 Jackie Robinson left baseball
03:05 his fight wasn't over i mean he
03:07 continued to fight for civil rights
03:10 he was a member of the NAACP's upper
03:12 management campaign for them
03:14 campaign with Dr. King to try and
03:16 integrate a lot of America
03:17 also you know opened up a bank in Harlem
03:19 i mean this was a guy
03:20 who this meant more to him than just his
03:23 legacy as a baseball player
03:24 he was inducted into the baseball hall
03:26 of fame in 1962
03:28 and later died from a heart attack on
03:30 October 24
03:32 1972 in 2005
03:35 Jackie Robinson was honored with the
03:37 congressional gold medal
03:38 the story of Jackie Robinson changed the
03:41 literal complexion of the game

03:42 it changed the complexion of images that
03:45 we saw black and white photos in
03:46 newspapers
03:47 and on television it put a black man at
03:51 the center of the story
03:52 of America and I think we've been an
03:56 imperfect but
03:57 infinitely better society ever since
04:01 [Music]

"Jackie Robinson: The First African American to Play in the MLB" is copyright by [A&E Television Networks](#).

Exercise 10-Listening

Listen to the following [people describe their hats](#). Write the hat's owner's name below the picture of their hat. Then work with a partner describing each hat and its owner. Use pronouns and possessives in your discussion.

Number one: My name is Faye Miller. My hat protects me from the weather. Its material is heavy and keeps my head warm when it snows in the winter. Its color is brown.

Number two: My name is David. My hat is used to prevent my hair from contaminating my patients. It is lightweight. Sometimes I forget that I am wearing it. While my hat is white, many medical caps are blue.

Number three: My name is Nick. My hat is simple. I wear it to protect my face from the sun. My hat's color is beige, and it has a short brim.

Number four: My name is Andrea. My hat is pointy. It is worn for celebrations. I wore it when I celebrated New Year's Eve with my friend, Jess. Its color is gold.

Chapter 6

Listening Comprehension

00:00 what is capitalism
00:03 the civilization of mankind can be
00:05 traced to the establishment of property
00:07 rights
00:08 with property rights individuals could
00:10 own land capital
00:11 and goods and then trade or sell them to
00:14 others
00:15 this economic activity is referred to as
00:17 the market
00:18 this doesn't mean it necessarily takes
00:20 place in a physical market
00:22 it simply means that goods and services
00:24 are voluntarily traded
00:26 for most of human history property
00:28 rights have been limited to those in
00:30 power
00:30 for example a king or lord had ultimate
00:33 control over those who lived under their

00:35 protection
00:36 if the king desired beets farmers were
00:39 to farm beets
00:40 if the lord needed horseshoes
00:42 blacksmiths forged horseshoes
00:44 ordinary people had the ability to trade
00:46 among themselves but those in power
00:48 could direct their production if they so
00:50 desired or punish those who resisted
00:52 the emergence of capitalism changed this
00:55 capitalism is mass production of goods
00:58 to satisfy the needs of the greatest
00:59 number of people capitalism
01:01 was revolutionary by recognizing
01:04 property rights for all regardless of
01:06 background and social standing
01:07 under capitalism even the most
01:09 vulnerable in society had an absolute
01:11 claim to their own labor and property
01:14 it did not guarantee equality property
01:16 but capitalism eliminated any right by
01:18 anyone else to infringe upon it
01:21 in doing so capitalism empowered
01:23 consumers
01:24 rather than those in power to influence
01:26 what was produced in the economy
01:28 this happens via the profit mechanism if
01:30 enough people demand a good and it can
01:32 be sold for more than it costs to
01:34 produce
01:35 that means the production of that good
01:37 is profitable
01:38 some of the richest people in the world
01:40 today have made their money not by
01:41 appealing to the rich
01:42 but by appealing to the masses Walmart's
01:45 business model for example
01:46 is geared towards selling goods cheaply
01:49 to as many people as possible
01:51 critics of capitalism try to condemn it
01:53 as greed this is false
01:55 greed and envy are human vices and they
01:58 exist in any economic system
02:00 what capitalism does is incentivize the
02:02 production of goods and services
02:04 that people desire on the market rather

02:06 than leaving those decisions to powerful
02:08 individuals or governments
02:10 throughout human history we have seen
02:12 property rights
02:13 and markets lift billions of people out
02:15 of poverty
02:16 everywhere in the world property and
02:18 economic freedom are correlated with
02:20 improved quality of life
02:22 health and life expectancy capitalism
02:25 is a peaceful system of collaboration
02:27 between producers and consumers
02:29 and functions by the wants and needs of
02:31 the greatest number of people
02:32 the government plays no role in a truly
02:34 capitalist system
02:36 when the government interferes and
02:37 forces regulations on producers and
02:39 consumers
02:40 it ceases to be a capitalist system
02:43 capitalism
02:43 is freedom of consumer choice
02:50 [Music]

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Chapter 7

Listening Comprehension

00:01 The international banking system is an enigma.
00:03 There are more than 30.000 different banks worldwide, and they hold unbelievable amounts of assets.
00:10 The top 10 banks alone account for roughly 25 trillion US-Dollars.
00:15 Today, banking can seem very complex, but originally, the idea was to make life simpler.
00:27 11th century Italy was the Centre of European trading.
00:31 Merchants from all over the continent met to trade their goods, but there was one problem:
00:36 too many currencies in circulation.
00:39 In Pisa, merchants had to deal with seven different types of coins
00:43 and had to exchange their money constantly.
00:46 This exchange business, which commonly took place outdoors benches,
00:50 is where we get the word "bank" from;
00:52 from the word "banco", Italian for "bench".
00:55 The dangers of travelling, counterfeit money and the difficulty of getting a loan got people thinking.
01:01 It was time for a new business model:
01:04 home brokers started to give credit to businessmen,
01:07 while Genevese merchants developed cashless payments.
01:10 Networks of banks spread all over Europe,
01:13 handing out credit even to the church, or European kings.
01:17 What about today ?
01:18 In a nutshell, banks are in the risk management business.
01:21 This is a simplified version of the way it works.
01:25 People keep their money in banks and receive a small amount of interest.
01:29 The bank takes this money, and lends it out at much higher interest rates.
01:34 It's a calculated risk, because some of the lenders will default on their credit.
01:38 This process is essential for our economic system,

01:41 because it provides resources for people to buy things like houses,
 01:45 or for industries to expand their businesses and grow.
 01:49 So banks take funds that are unused by savers,
 01:52 and turn them into funds society can use to do stuff.
 01:55 Other sources of income for banks include accepting saving deposits,
 01:59 the credit card business,
 02:00 buying and selling currencies,
 02:02 custodian business
 02:03 and cash management services.
 02:06 The main problem with banks nowadays is,
 02:08 that a lot of them have abandoned their traditional role as providers of long-time financial products,
 02:13 in favor of short-time gains that carry much higher risks.
 02:17 During the financial boom, most major banks adopted financial constructs
 02:22 that were barely comprehensible
 02:24 and did their own trading in habit to make fast money,
 02:26 and earn their executives and traders millions in bonuses.
 02:30 This was nothing short of gambling and damaged whole economies and societies.
 02:35 Like back in 2008,
 02:37 when banks like Leeman Brothers gave credit to basically anyone who wanted to buy a house,
 02:42 and thereby put the bank in an extremely dangerous risk position.
 02:45 This led to the collapse of the housing market in the US and parts of Europe,
 02:49 causing stock prices to plummet, which eventually led to a global banking crisis,
 02:54 and one of the largest financial crises in history.
 02:57 Hundreds of billions of dollars just evaporated.
 03:01 Millions of people lost their jobs and lots of money.
 03:04 Most of the world's major banks had to pay billions in fines
 03:08 and bankers became some of the least trusted professionals.
 03:11 The US government and the European Union had to put together huge bailout packages
 03:15 to purchase bad assets and stop the banks from going bankrupt.
 03:19 New regulations were put into force to govern the banking business,
 03:23 compulsory bank emergency funds were enforced to absorb shocks in the event of another financial crisis.
 03:29 But other pieces of tough new legislation were successfully blocked by the banking lobby.
 03:34 Today, other models of providing financing are gaining ground fast.
 03:38 Like new investment banks, that charge a yearly fee
 03:41 and do not get commissions on sales, thus providing the motivation to act in the motivation in the best interests of their clients.
 03:48 or credit unions - cooperative initiatives that were established in the 19th century
 03:52 to circumvent credit sharks.
 03:54 In a nutshell, they provide the same financial services as banks,
 03:58 but focus on shared value rather than profit maximization.
 04:02 The self-proclaimed goal is to help members create opportunities like starting small businesses,
 04:08 expanding farms or building family homes
 04:11 while investing back into communities.
 04:13 They are controlled by their members, who also elect the board of directors democratically.
 04:18 Worldwide, credit union systems vary significantly,
 04:22 ranging from a handful of members
 04:24 to organizations with several billion US-Dollars
 04:27 and hundreds of thousands of members.
 04:29 The focus on benefits for their members impacts the risk credit unions are willing to take,
 04:34 which explains why credit unions, although also hurting,
 04:37 survived the last financial crisis way better than traditional banks.
 04:42 Not to forget the explosion of crowdfunding in recent years.
 04:45 Aside from making awesome video games possible,
 04:48 platforms arose that enabled people to get loans from large groups of small investors,
 04:53 circumventing the bank as a middleman.
 04:55 But it also works for industry -
 04:57 lots of new technology companies started out on Kickstarter or Indiegogo.
 05:01 The funding individual gets the satisfaction of being part of a bigger thing,

05:05 and can invest in ideas they believe in.
05:07 While spreading the risk so widely, that, if the project fails, the damage is limited.
05:12 And last but not least, micro credits.
05:14 Lots of very small loans, mostly handed out in developing countries that help people escape poverty.
05:20 People who were previously unable to get access to the money they needed to start a business,
05:24 because they weren't deemed worth the time.
05:27 Nowadays, the granting of micro-credits has evolved into a multi-billion dollar business.
05:32 So, banking might not be up your street, but the banks' role of providing funds to people and businesses
05:38 is crucial for our society and has to be done.
05:41 Who will do it and how it will be done in the future is up for us to decide, though.
“[Banking Explained-Money and Credit](#)” by [Kurzgesagt-In a Nutshell](#) is licensed under [CC BY-SA](#).

Chapter 8

Listening Comprehension

[Music]

00:06 have you noticed that you're different
00:08 to your relations, parents, or carers your
00:12 next-door neighbor, the kid who lives
00:14 across the street and everyone else on
00:16 the planet
00:17 in fact you're unique but do you really
00:21 know why you are different why are we
00:24 all different to each other why does any
00:27 organism have different characteristics
00:29 to another organism the answer lies in
00:33 the long-running debate called nature
00:36 versus nurture or genetics versus
00:39 environment which is a little less
00:41 catchy nature refers to our genetics the
00:46 unique combination of genes that we have
00:48 naturally inherited from our biological
00:50 parents from their DNA many
00:54 characteristics are controlled by our
00:56 genes including our blood group I color
01:00 or natural hair color some diseases are
01:03 also caused by our genes for example
01:06 cystic fibrosis the color of a flower or
01:10 a fruit is controlled by genes in plants
01:13 nurture refers to the effect of the
01:16 environment on characteristics the word
01:19 literally means care examples of
01:23 characteristics that are determined by
01:25 the environment are weight or mass which
01:29 is dependent on your diet or the
01:31 presence of a scar some diseases may be
01:34 caused by environmental influences such
01:37 as type 2 diabetes or coronary heart
01:40 disease imagine a plant has not received
01:43 enough sunlight or water this may

01:46 influence the height of the plant or the
01:49 number of fruits produced we would say
01:52 that the environment has influenced
01:54 these characteristics - or that a plant
01:57 has been affected by nurture can you
02:01 decide if each of these characteristics
02:03 is controlled by inherited
02:05 characteristics the environment or both
02:08 where would each go on a Venn diagram
02:11 pause the video while you think
02:16 did you get them alright
02:19 the effect of genetics and the
02:22 environment on characteristics has been
02:24 researched using identical twins can you
02:28 think why this is identical twins have
02:32 identical DNA so in theory should have
02:36 identical characteristics it follows
02:39 that any differences between a pair of
02:41 identical twins could be due to the
02:44 influence of the environment on their
02:46 characteristics in fact twins often grow
02:50 up to have very different personalities
02:52 and preferences beyond their physical
02:55 similarities these studies showed that
02:59 many characteristics are influenced by
03:01 both genetics and the environment some
03:06 studies actually used twins identical
03:09 genomes as a control to prove the effect
03:12 of the environment on the body for
03:15 example one study showed how skin age
03:18 differently by comparing smoker twins
03:21 with nonsmoker twins remember that the
03:25 characteristics of a living organism are
03:28 influenced by its genetics and its
03:30 interaction with the environment so both
03:33 nature and nurture are responsible
03:38 please like and share our videos with
03:40 your friends if you have any questions
03:42 that you want help with just comment
03:43 below
"Nature vs Nurture" by [FuseSchool Global Education](#) is licensed under [CC BY](#).

Chapter 9

Listening Comprehension

00:01 One of the most legendary ideas in the history of psychology is located in an unassuming
00:11 triangle divided into five sections referred to universally simply as 'Maslow's Pyramid
00:18 of Needs'. This profoundly influential pyramid first saw the world in an academic journal

00:24 in the United States in 1943, where it was crudely drawn in black and white and surrounded
00:30 by dense and jargon-rich text. It has since become a mainstay of psychological analyses,
00:36 business presentations and TED Talks – and grown ever more colorful and emphatic
00:41 in the process. The pyramid was the work of a thirty-five-year-old Jewish psychologist
00:47 of Russian origins called Abraham Maslow, who had been looking, since the start of his
00:52 professional career, for nothing less than the meaning of life. No longer part of the
00:58 close-knit orthodox family of his youth, Maslow wanted to find out what could make life purposeful
01:03 for people (himself included) in modern-day America, a country where the pursuit of money
01:09 and fame seemed to have eclipsed any more interior or authentic aspirations. He saw
01:15 psychology as the discipline that would enable him to answer the yearnings and questions
01:20 that people had once taken to religion. He suddenly saw that human beings could be said
01:26 to have essentially five different kinds of need: on the one hand, the psychological or
01:32 what one could term, without any mysticism being meant by the word, the spiritual and
01:37 on the other, the material. For Maslow, we all start with a set of utterly non-negotiable
01:43 and basic physiological needs, for food, water, warmth and rest. In addition, we have urgent
01:51 safety needs for bodily security and protection from attack. But then we start to enter the
01:58 spiritual domain. We need belongingness and love. We need friends and lovers, we need
02:05 esteem and respect. And lastly, and most grandly, we are driven by what Maslow called – in
02:11 a now legendary term – an urge for self-actualization: a vast, touchingly nebulous and yet hugely
02:19 apt concept involving what Maslow described as ‘living according to one’s full potential’
02:25 and ‘becoming who we really are.’ Part of
02:29 the reason why the description of these needs, laid out in pyramid-form, has proved so persuasive
02:34 is their capacity to capture, with elemental simplicity, a profound structural truth about
02:38 human existence. Maslow was putting his finger, with unusual deftness and precision, on a
02:44 set of answers to very large questions that tend to confuse and perplex us viciously,
02:50 particularly when we are young, namely: What are we really after? What do we long for?
02:56 And how do we arrange our priorities and give due regard for the different and competing
03:01 claims we have on our attention? Maslow was reminding us with artistic concision of the
03:07 shape of an ideal well-lived life, proposing at once that we cannot live by our spiritual
03:13 callings alone, but also that it cannot be right to remain focused only on the material
03:19 either. We need, to be whole, both the material and the spiritual realms to be attended to,
03:27 the base lending support while the summit offers upward direction and definition. Maslow
03:33 was rebutting calls from two kinds of zealots: firstly, over-ardent spiritual types who might
03:40 urge us to forget entirely about money, housing, a good insurance policy and enough to pay
03:45 for lunch. But he was also fighting against extreme hard-nosed pragmatists who might imply
03:52 that life was simply a brute process of putting food on the table and going to the office.
03:58 Both camps had – for Maslow – misunderstood the complexity of the human animal. Unlike
04:03 other creatures, we truly are multifaceted, called at once to unfurl our soul according
04:09 to its inner destiny – and to make sure we can pay the bills at the end of the month. Operating
04:17 at the heyday of American capitalism, Maslow was interestingly ambivalent about business.
04:22 He was awed by the material resources of large corporations around him but at the same time
04:28 he lamented that almost all their economic activity was – unfairly and bizarrely – focused
04:35 on honoring customers’ needs at the bottom of his pyramid. America’s largest companies
04:40 were helping people to have a roof of their heads, feeding them, moving them around and
04:45 ensuring they could talk to each other long-distance. But they seemed utterly uninterested in trying
04:51 to fulfill the essential spiritual appetites defined on the higher slopes of his pyramid.
04:57 Towards the end of his long life, Maslow expressed a hope that businesses could in time learn
05:02 to make more of their profits from addressing not only our basic needs but also – and
05:07 as importantly – our higher spiritual and psychological ones as well. That would be
05:13 truly enlightened capitalism. In the personal sphere, Maslow’s pyramid remains a hugely
05:19 useful object to turn to whenever we are trying to assess the direction of our lives. Often,
05:25 as we reflect upon it, we start to notice that we really haven’t arranged and balanced
05:30 our needs as wisely and elegantly as we might. Some lives have got an implausibly wide base:
05:38 all the energy seems directed towards material accumulation. At the same time, there are
05:43 lives with the opposite problem, where we have not paid due head to our need to look
05:47 after our fragile and vulnerable bodies. Maslow was pointing us to the need for a greater
05:51 balance between the many priorities we must juggle. His beautifully simple visual cue
05:53 is, above anything else, a portrait of a life lived in harmony with the complexities of
05:59 our nature. We should, at our less frantic moments, use it to reflect with newfound focus

06:05 on what it is we might do next.

06:09 Our Decision Dice are a tool to help you make wiser decisions in Work, Love and the rest of your life.

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Appendix

Rubrics

Unit Summary Writing Assignment

Assignment Goals	Exemplary	Satisfactory	Approaching Satisfactory	Unsatisfactory/ Incomplete
The paragraph includes each of the grammar forms. The grammar forms are underlined and labeled.	4	3	2	1 / 0
The grammar forms are accurately and appropriately used.	4	3	2	1 / 0
The paragraph is well developed and logically written.	4	3	2	1 / 0
The paragraph is word processed and double-spaced.	4	3	2	1 / 0
It is free from spelling, punctuation, and writing errors including comma splices and run-ons.	4	3	2	1 / 0

Table 26 Unit Summary Writing Assignment

Unit Summary Presentation Assignment

Assignment Goals	Exemplary	Satisfactory	Approaching Satisfactory	Unsatisfactory/ Incomplete
The presentation includes the unit’s grammar, and it is used accurately and appropriately.	4	3	2	1 / 0
The content of the presentation aligns with the assignment.	4	3	2	1 / 0
The presentation tool uses appropriate color, images, and font to enhance the content.	4	3	2	1 / 0

Assignment Goals	Exemplary	Satisfactory	Approaching Satisfactory	Unsatisfactory/ Incomplete
The delivery of the presentation shows that the student has obviously prepared and rehearsed.	4	3	2	1 / 0
It is free from spelling, punctuation, and general writing errors.	4	3	2	1 / 0

Table 27 Unit Summary Presentation Rubric

Nouns		
Spelling		
Rule	Singular	Plural
Add -s	dog partner teacher student book table cup	dogs partners teachers students books tables cups
Add -es	tomato bus tax dress watch dish box	tomatoes buses taxes dresses watches dishes boxes
Add -ies	country city candy baby blueberry	countries cities candies babies blueberries
Irregular	child woman man foot person sheep fish stimulus half knife leaf mouse	children women men feet people sheep fish

Rule	Singular	Plural
	tooth clothes deer pants scissors	stimuli halves knives leaves mice teeth clothes deer pants scissors

Table 28 Spelling Rules for plural nouns

Adjectives

Comparative and Superlative Rules

Condition	Comparative	Superlative
If the word is one syllable:	add -er higher deeper richer taller	add -est highest deepest richest tallest
If the word ends in -e:	add -r larger wider	add -st largest widest
If the word is one syllable and ends in CVC (consonant-vowel-consonant), double the final consonant:	add -er bigger hotter	add -est biggest hottest
If the word is two syllables and ends with -y:	add -ier easier happier heavier	add -iest easiest happiest heaviest
If the word is two syllables or more:	add “more” before more diverse more difficult more populated	add “most” before most diverse most difficult most populated
Irregular	better worse farther	best worst farthest

Table 29 Comparative and superlative rules

Verbs

Spelling of Simple Past Verbs Using -ed

Rule	Simple Past Verb
Most words:	Walk--walked
Add -ed	Cook-cooked
Verbs ending in -e:	Like-liked
Add -d	Smile-smiled Receive-Received
Verbs ending in -y:	Carry-carried
Delete -y, add -ied	Study-studied Try-tried
One-syllable verbs ending in CVC (consonant-vowel-consonant):	Plan-planned
Double final consonant and add -ed	Stop-stopped
Two-syllable verbs ending with CVC (consonant-vowel-consonant) and stress on the last syllable:	Refer-referred
Double the final consonant and add -ed	Control-controlled Submit-submitted
Two-syllable verbs ending with CVC (consonant-vowel-consonant) and stress on the first syllable:	Happen-happened
Add -ed	Visit-visited Order-ordered
Verbs ending in -w or -x:	Fix-fixed
Add -ed	Tax-taxed Borrow-borrowed Show-showed

Rule	Simple Past Verb
Verbs ending in one or more vowels (except final -e):	Moo-mooed
Add -ed	Ski-Skied

Table 30 Spelling of simple past verbs using -ed

Irregular Verbs

Irregular verbs in English are common. Unfortunately, using them correctly takes memorization. Fortunately, many irregular verbs follow a pattern. Throughout the semester, you will complete exercises that will help you memorize these irregular verbs. Use this table as a reference.

Group 1

Base form	Past Tense	Past Participle	Present Participle
bet	bet	bet	betting
cost	cost	cost	costing
cut	cut	cut	cutting
hit	hit	hit	hitting
hurt	hurt	hurt	hurting
let	let	let	letting
put	put	put	putting
shut	shut	shut	shutting

Table 31 Group 1 Irregular Verbs

Group 2

Base form	Past Tense	Past Participle	Present Participle
ring	rang	rung	ringing
sing	sang	sung	singing
drink	drank	drunk	drinking
sink	sank	sunk	sinking
swim	swam	swum	swimming
begin	began	begun	beginning

Table 32 Group 2 Irregular Verbs

Group 3

Base form	Past Tense	Past Participle	Present Participle
know	knew	known	
grow	grew	grown	growing
blow	blew	blown	blowing
throw	threw	thrown	throwing
fly	flew	flown	flying
show	showed	shown	showing
draw	drew	drawn	drawing

Table 33 Group 3 Irregular Verbs

Group 4

Base form	Past Tense	Past Participle	Present Participle
think	thought	thought	thinking
teach	taught	taught	teaching
buy	bought	bought	buying
fight	fought	fought	fighting
catch	caught	caught	catching
bring	brought	brought	brining

Table 34 Group 4 Irregular Verbs

Group 5

Base form	Past Tense	Past Participle	Present Participle
give	gave	given	giving
write	wrote	written	writing
take	took	taken	taking
fall	fell	fallen	falling
drive	drove	driven	driving
eat	ate	eaten	eating
ride	rode	ridden	riding
rise	rose	risen	rising
forgive	forgave	forgiving	forgiving

Table 35 Group 5 Irregular Verbs

Group 6

Base form	Past Tense	Past Participle	Present Participle
steal	stole	stolen	stealing
speak	spoke	spoken	speaking
choose	chose	chosen	choosing
break	broke	broken	breaking
freeze	froze	frozen	freezing
get	got	gotten	getting
forget	forgot	forgotten	forgetting
bite	bit	bitten	biting
hide	hid	hidden	hiding
beat	beat	beaten	beating
prove	proved	proven	proving

Table 36 Group 6 Irregular Verbs

Group 7

Base form	Past Tense	Past Participle	Present Participle
send	sent	sent	sending
spend	spent	spent	spending
lend	lent	lent	lending
build	built	built	building
lose	lost	lost	losing
mean	meant	meant	meaning

Table 37 Group 7 Irregular Verbs

Group 8

Base form	Past Tense	Past Participle	Present Participle
pay	paid	paid	paying
say	said	said	saying
sell	sold	sold	selling
tell	told	told	telling
stand	stood	stood	standing
sleep	slept	slept	sleeping
keep	kept	kept	keeping
feel	felt	felt	feeling

Table 38 Group 8 Irregular Verbs

Phrasal Verbs

Separable Phrasal Verbs

Phrasal Verb	Meaning	Phrasal Verb	Meaning
ask over*	invite	blow up	explode
bring back	return	bring up	bring attention to
build up	increase	break down	thoroughly explain
call back*	return a phone call	call off	cancel
carry out	implement	calm down	decrease emotions
drop off	leave someone or something at a place	figure out	understand or solve
fill in	complete	fill out	complete
fill up	fill completely	fix up	repair/make presentable
find out	learn new information	get across	get people to understand
give up	quit	give out	distribute
give back	return	hang up	end a phone call
help out	assist	leave out	exclude
let down	disappoint	pass down	give
pick up	lift/get	put away	put in the correct place
put off	postpone	take off	remove
throw away	put in the trash	turn on/off	make something open or start/ stop or finish

Table 39 Separable Phrasal Verbs

Inseparable Phrasal Verbs

Phrasal Verb	Meaning	Phrasal Verb	Meaning
carry on	continue	cash in on	profit from
fall for	believe a trick	follow through with	complete
get off	leave	get on	board
get out of	leave	get over	recover
get through with	finish/endure	get to	access/upset
get together with	meet	go over	review
keep up with	maintain pace	look after	care for
look back on	remember	pick on	bully

Phrasal Verb	Meaning	Phrasal Verb	Meaning
put up with	tolerate	see about	consider
stand for	represent	take after	resemble
talk over	discuss	touch on	briefly mention
turn into	become	watch out for	be careful of

Table 40 Inseparable Phrasal Verbs

Phrasal Verbs with Multiple Meanings

Phrasal Verb	Meanings	Examples
break down	a. stop working b. end in failure c. have an emotional crisis d. analyze something complex	a. My car broke down. b. Negotiations broke down, so they changed their strategy. c. She broke down when she heard the bad news. d. The teacher broke down the math problem.
bring up	a. raise b. mention	a. She brought up three beautiful children. b. Why did he bring up that sensitive topic?
back up	a. make a copy b. support or prove c. cause an accumulation of something like cars d. move backwards	a. I backed up my pictures from my phone online. b. She backed up her claim with evidence. c. The accident caused cars to back up the freeway. d. The car hit the trash cans while backing up.
blow up	a. explode b. fill something with air c. enlarge a picture or document d. suddenly display anger e. overwhelm something like a phone or email	a. The bomb blew up. b. Henry blew up the balloons. c. I blew up the picture because the original was small. d. He blew up when he saw the thieves broke his window. e. My phone blew up with messages when my name appeared on the news.
check out	a. leave a hotel or building b. pay for items c. borrow from a library d. examine or try something e. verify facts as valid	a. He checked out of the hotel. b. He checked out the groceries at self-checkout. c. He checked out a calculator at the library. d. He checked out the new restaurant his friends talked about. e. His story checked out. He was at home when he said he was.
cut off	a. remove something b. stop the supply of something c. interrupt someone d. cause disconnection of a phone or internet	a. I cut off the tag because it bothered my neck. b. I cut off the water when he started spraying me. c. I cut him off when he started lying. d. Her phone cut off, so I couldn't finish the conversation.
go out	a. leave your home b. stop burning	a. He went out with his friends last Friday. b. The fire went out after an hour.
look up	a. search b. improve c. admire	a. I looked up the word in the dictionary. b. Things are looking up after the holidays. c. He looks up to his father.

Phrasal Verb	Meanings	Examples
make out	a. be able to identify or see with great effort b. write details on a check c. kiss in a sexual way	a. I couldn't make out who was in the picture because it was too small. b. Please make out the check to me. c. Students cannot make out on school property.
make up	a. invent b. compose c. no longer be upset d. compensate for a lack of something	a. Children make up stories. b. Flour, butter, and egg make up the dough. c. We made up after talking about the problem. d. The teacher allowed the student to make up the missing homework.
pick up	a. lift something b. give someone a ride c. learn a new skill d. buy something at the store e. notice something; detect f. start again g. improve	a. I couldn't pick up the chair. It's heavy. b. I picked up the children from school. c. I picked up Albanian while living in Tetovo. d. I picked up milk and bread. e. Children pick up when their parents are angry. f. We can pick up where we left off in the movie after eating dinner. g. Sales are beginning to pick up.
take off	a. remove b. leave the ground c. become successful d. take time from work e. leave a place	a. He took off his jacket. b. The plane took off after an hour delay. c. Her career took off after her internship. d. I took off three days to study for a test. e. He took off from the party around 3am.
turn down	a. reduce intensity b. reject an offer or request	a. I turned down the volume of the radio. b. I turned down his offer to have dinner.
work out	a. exercise b. solve a problem	a. He works out three days a week. b. They worked out their differences.

Table 41 Phrasal Verbs with Multiple Meanings

Gerunds and Infinitives

Verbs Followed by Gerunds

admit	anticipate	appreciate	avoid
consider	defend	delay	deny
discontinue	discuss	dislike	enjoy
explain	fear	finish	go (expression)
imagine	keep	mention	miss
practice	recommend	suggest	understand

Table 42 Verbs Followed by Gerunds

Verbs Followed by Infinitives

agree	appear	arrange	ask
attempt	choose	decide	demand
deserve	expect	fail	get
hope	learn	need**	offer
pay	plan	pretend	seem
strive	struggle	tend	threaten
wait	want**	advise*	allow*

ask*	encourage*	expect*	force*
invite*	order*	remind*	tell*

Table 43 Verbs Followed by Infinitives

* verb + noun/pronoun + infinitive

** verb + infinitive or verb + noun/pronoun + infinitive

1. Geraldo **wants to transfer** to a university.
2. His mother **wants him to stay** close to home.
3. Habib **offered to buy** me coffee.

Nouns Followed by Infinitives

ability	advice	arrangement	attempt
chance	choice	decision	demand
dream	failure	goal	intention
motivation	need	offer	opportunity
permission	plan	promise	proposal
reminder	request	requirement	suggestion
tendency	way	willingness	wish

Table 44 Nouns Followed by Infinitives

*Infinitives of purpose also follow nouns; however, there is a difference. Notice in the example *I went to the store to buy the missing ingredients* the infinitive **to buy** does **not** describe **the store**. In the example *I am happy with his decision to take the day off to take* is describing **the decision**.

Verbs Followed by Either a Gerund or Infinitive with No Significant Change in Meaning

begin	continue	hate	like
love	prefer	propose	start

Table 45 Verbs Followed by Either a Gerund or Infinitive with No Significant Change in Meaning

Verbs Followed by a Gerund or Infinitive with a Significant Change in Meaning

forget	quit	regret	remember
stop	try		

Table 46 Verbs Followed by a Gerund or Infinitive with a Significant Change in Meaning

Answer Key

Chapter Answer Key

Chapter 1-Water

Exercise 1-Listening Comprehension

1. *d*
2. *c*
3. *d*
4. *b*
5. *b*

Exercise 2-Reading Comprehension

1. c
2. d
3. a
4. d

Exercise 3- Simple Present Positive Statements

1. c
2. b
3. a
4. c
5. c
6. b

Exercise 4-Simple Present Negative Statements

1. c
2. b
3. a
4. c
5. c
6. b

Exercise 5-Simple Present Yes or No Questions

1. Are they students?
2. Is it early?
3. Are we from Reedley College?
4. Is Angela next in line?
5. Are you a professional photographer?

Exercise 6-Simple Present Yes or No Answers

Answers will vary.

Exercise 7-Simple Present Information Questions

Answers will vary.

1. Question: What is today?
2. Question: Why are you tired?

3. Question: Where are they?
4. Question: Who is your teacher?
5. Question: How is your grammar class?

Answer: My grammar class is fun!

Exercise 8-Simple Present Positive Statements

1. b
2. a
3. a
4. a
5. b

Exercise 9-Simple Present Negative Statements

1. doesn't fall
2. don't freeze
3. don't walk
4. don't drink
5. doesn't waste

Exercise 10-Simple Present Yes or No Questions

1. Do the students grammar?
2. Does the class begin early?
3. Do we attend Reedley College?
4. Does Angela sit next to me?
5. Do you want to be a professional photographer?

Exercise 11--Simple Present Yes or No Answers

Answers will vary.

Exercise 12-Simple Present Yes or No Questions Review

- | | |
|-----------------------------------|-----------------------|
| 1. A: <u>Do</u> you eat raw fish? | B: Yes, <u>I do</u> . |
| 2. A: Does | B: No, he doesn't. |
| 3. A: Is | B: Yes, it is. |
| 4. A: Does | B: Yes, he does. |
| 5. A: Is | B: No, it isn't. |
| 6. A: Do | B: No, I don't. |
| 7. A: Is | B: Yes, it is. |
| 8. A: Are | B: Yes, they are. |

9. A: Do

B: No, we don't.

10. A: Is

B: Yes, it is.

Exercise 13-Simple Present Information Questions Editing

1. Where do you work?
2. Why does he study English?
3. When do you go to sleep?
4. What does she eat for breakfast every morning?
5. Why does the computer get hot?

Exercise 14-Forming Simple Present Information Questions

1. Question: When do you wake up every morning?
2. Question: Why do you study English?
3. Question: Where do you study English?
4. Question: Who cooks dinner?
5. Question: What do you do on weekends?

Exercise 15-Spelling Practice

1. keys
2. mixes
3. buses
4. writes
5. books
6. studies
7. strawberries
8. misses
9. zoos
10. wants

Exercise 16-Pronunciation Practice

1. a
2. b
3. b
4. a
5. b

- 6. b
- 7. c
- 8. c
- 9. a
- 10. c
- 11. b

Exercise 17-Word Order with Adverbs of Frequency

- 1. The cafeteria is always busy at lunchtime.
- 2. Ayman never folds the laundry.
- 3. I almost always eat pecan pie on Thanksgiving Day.
- 4. Mohamed frequently falls asleep in class.
- 5. Monica and Tabitha are usually dressed up.

Exercise 18-Present Progressive Positive Statements

- 1. Snow is falling from the sky.
- 2. The snow and ice are melting.
- 3. Onofre is listening to bachata music.
- 4. They are studying in the library.
- 5. We are speaking Arabic on the phone.
- 6. You are writing messages to your family.
- 7. I am drinking coffee.

Exercise 19-Present Progressive Negative Statements

- 1. Snow isn't falling from the sky.
- 2. The snow and ice aren't melting.
- 3. Onofre isn't listening to bachata music.
- 4. They aren't studying in the library.
- 5. We aren't speaking Arabic on the phone.
- 6. You aren't writing messages to your family.
- 7. I am not drinking coffee.

Exercise 20-Present Progressive Yes or No Questions

- 1. Are the students studying grammar?
- 2. Is the class beginning early?
- 3. Are we attending Reedley College?
- 4. Is Angela sitting next to me?
- 5. Are you listening to K-Pop?

Exercise 21-Present Progressive Yes or No Questions Answers

Answers will vary.

Exercise 22-Present Progressive Yes or No Questions Review

1. A: Are B: No, I'm not.
2. A: Is B: Yes, he is.
3. A: Is B: No, he isn't.
4. A: Is B: Yes, it is.
5. A: Is B: Yes, she/he is.
6. A: Are B: Yes, I am.
7. A: Are B: No, they aren't.
8. A: Are B: Yes, we are.

Exercise 23-Present Progressive Information Questions

1. Question: Where are you going?
2. Question: What time is Rebecca coming?
3. Question: Why are you studying at Reedley College?
4. Question: Who is cooking dinner?
5. Question: What is Mariam doing?

Exercise 24-Spelling Practice

1. submitting
2. writing
3. sleeping
4. whispering
5. leaving
6. standing
7. trying
8. happening
9. swimming
10. tying

Exercise 25-Applying Grammar to Reading

1. d
2. b
3. d
4. b

Chapter 2-Food

Exercise 1-Listening Comprehension

1. d
2. c
3. a
4. b
5. a

Exercise 2-Reading Comprehension

1. a
2. c
3. a
4. d

Exercise 3-Form Practice

1. busy, busier, busiest
2. comfortable, more comfortable, most comfortable
3. nice, nicer, nicest
4. fit, fitter, fittest
5. kind, kinder, kindest
6. cute, cuter, cutest
7. extinct (non-gradable)
8. wet, wetter, wettest
9. successful, more successful, most successful
10. good, better, best

Exercise 4-Applying Grammar to Reading

Adjective Base Form	Comparative Form	Superlative Form
expensive	more expensive	the most expensive
cheap	cheaper	cheapest
high	higher	highest
small	smaller	smallest
obvious	more obvious	most obvious

Adjective Base Form	Comparative Form	Superlative Form
comfortable	more comfortable	most comfortable

Exercise 5-Comprehension Check

Answer will vary.

Example: Nouns: turtle/cheetah Adjective: slow

Questions: Which animal is slower, the turtle or the cheetah?

Comparative: The turtle is slower than the cheetah.

Superlative: The turtle is one of the slowest animals.

1.

Question: Which sport is more dangerous, skateboarding or volleyball?

Comparative: Skateboarding is more dangerous than volleyball.

Superlative: Skateboarding is one of the most dangerous sports.

2.

Question: Which location is nosier, a children's playground or a yoga studio?

Comparative: A children's playground is nosier than a yoga studio.

Superlative: A children's playground is one of the noisiest locations.

3.

Question: Which vacation spot is better, the beach or the mountains?

Comparative: The [your opinion] is better than the [your opinion].

Superlative: [Your opinion] is one of the best vacation spots.

4.

Question: Which subject is more difficult, English grammar or English pronunciation?

Comparative: [Your opinion] is more difficult than [your opinion].

Superlative: [Your opinion] is one of the most difficult subjects.

5.

Question: Which location is closer, the cafeteria or the restrooms?

Comparative: [Location] is closer than [location].

Superlative: [Location] is one of the closest locations.

6.

Question: Which cuisine is spicier, Japanese or Indian?

Comparative: Indian cuisine is spicier than Japanese cuisine.

Superlative: Indian cuisine is one of the spiciest cuisines.

7.

Question: Whose height is taller, yours or your friend's?

Comparative: [person] is taller than [person].

Superlative: [person] is one of the tallest people I know.

8.

Question: Whose hair is longer, yours or your classmate's?

Comparative: [person]'s hair is longer than [person]'s hair.

Superlative: [person]'s hair is one of the longest in the classroom.

9.

Question: Which form of transportation is cheaper, a car or bike?

Comparative: A bike is cheaper than a car.

Superlative: A bike is one of the cheapest forms of transportation.

10.

Question: Which form of transportation is more efficient, a train or a bike?

Comparative: [Form of transportation] is more efficient than [form of transportation].

Superlative: [Form of transportation] is one of the most efficient forms of transportation.

Exercise 6-Singular and Plural Nouns Practice

1. books

2. gases

3. diseases

4. children

5. families

6. systems

7. differences

8. people

9. ideas
10. factors
11. facts
12. agreements
13. live
14. weaknesses
15. subjects
16. classes
17. friends
18. beliefs
19. spouses
20. profits

Exercise 7-Count or Noncount?

1. a
2. b
3. b
4. a
5. b
6. b
7. b
8. a
9. a
10. a
11. b
12. b
13. a
14. a
15. a
16. a

17. b

18. b

19. b

20. a

Exercise 8-Articles Practice

1. c

2. c

3. a

4. a

5. b

6. a

7. c

8. a

9. b

10. c

11. a

12. b

13. c

14. a

15. a

16. c

17. a

18b

19. c

20. b

Exercise 9-Some or Any

1. a

2. b

3. a

- 4. b
- 5. a
- 6. b
- 7. a
- 8. b
- 9. b
- 10. b

Chapter 3-Katherine Johnson

Exercise 1-Listening Comprehension

- 1. *a*
- 2. *b*
- 3. *d*
- 4. *b*

Exercise 2-Reading Comprehension

- 1. a
- 2. a
- 3. d
- 4. b
- 5. a

Exercise 3-Simple Past Positive Statements

- 1. b
- 2. a
- 3. a
- 4. b
- 5. b
- 6. a

Exercise 4-Simple Past Negative Statements

- 1. b
- 2. a
- 3. a

4. b

5. b

6. a

Exercise 5-Simple Past Yes or No Questions

1. Were they students?

2. Was it early?

3. Were we from Reedley College?

4. Was Angela next in line?

5. Were you a professional photographer?

Exercise 7-Simple Past Information Questions

1. Question: When was the exam?

2. Question: Why were you tired?

3. Question: Where were the boxes?

4. Question: Who was your teacher?

5. Question: How was your grammar class?

Exercise 8-Spelling Practice

1. arrived

2. listened

3. watched

4. wanted

5. decided

6. walked

7. rained

8. hurried

9. baked

10. poured

11. tapped

12. admitted

13. freed

14. opened

15. enjoyed
16. started
17. committed
18. targeted
19. sobbed
20. shopped

Exercise 9-Pronunciation Practice

1. c
2. b
3. a
4. a
5. b
6. c
7. b
8. c
9. a
10. c

Exercise 10-Irregular Verb Practice

Base Verb	Simple Past	Base Verb	Simple Past
be	was/were	become	became
begin	began	break	broke
build	built	buy	bought
catch	caught	choose	chose
come	came	cost	cost
cut	cut	do	did
drink	drank	drive	drove
eat	ate	forgive	forgave
get	got	give	gave

Base Verb	Simple Past	Base Verb	Simple Past
go	went	grow	grew
have	had	fall	fell
feed	fed	feel	felt
fight	fought	find	found
fly	flew	forget	forgot
hear	heard	hide	hid
hold	held	keep	kept
know	knew	leave	left
let	let	lose	lost
make	made	meet	met
pay	paid	put	put
quit	quit	read	read
ride	rode	ring	rang
run	ran	say	said
see	saw	sell	sold
send	sent	sing	sang
sit	sat	sleep	slept
speak	spoke	spend	spent
stand	stood	swim	swam
teach	taught	tell	told
think	thought	take	took
understand	understood	wake	woke
win	won	write	wrote

Exercise 11-Simple Past Negative Statements

Complete the sentences with the correct form of the verb using the simple past. Form a negative verb when “not” is included in the parentheses.

1. wasn't born
2. started
3. didn't work

4. made
5. saw
6. didn't attend
7. wanted
8. began
9. became
10. was

Exercise 12-Simple Past Yes or No Questions

1. Did the students study grammar?
2. Did the class begin early?
3. Did you attend high school?
4. Did Angela sit next to me?
5. Did you want to be a police officer?

Exercise 14-Simple Past Yes or No Questions Review

1. A: Did B: Yes, I did.
2. A: Did B: No, she didn't.
3. A: Was B: Yes, it was.
4. A: Did B: Yes, he did.
5. A: Was B: No, it wasn't.
6. A: Did B: No, it didn't.
7. A: Was B: Yes, it was.
8. A: Were B: Yes, they were.
9. A: Did B: No, we didn't.
10. A: Was B: Yes, it was.

Exercise 16-Simple Past Information Questions

1. Question: When did you wake up this morning?
2. Question: Why did you study English?
3. Question: Where did you study English?
4. Question: Who cooked dinner?
5. Question: What did you do last weekend?

Exercise 17-Past Progressive Positive Statements

1. Claytor was helping her.

2. Claytor was making sure she was taking all the required classes.
3. The United States was segregating people based on skin color.
4. Ms. Johnson was teaching at a school.
5. Ms. Johnson was working on math problems.
6. These female computers were calculating the mathematics for the engineers.
7. Ms. Johnson was supporting her family.

Exercise 18-Past Progressive Negative Statements

1. She was not making mistakes.
2. The men were not relying on her to have the answers.
3. Astronauts were not walking on the moon for the first time.
4. Because of Ms. Johnson and her love of mathematics, all of this was not happening.
5. After college, she was not applying for jobs.
6. Ms. Johnson and other female mathematicians were not working on the design.
7. The men were not asking questions.

Exercise 19- Past Progressive Yes or No Questions

1. Was Katherine studying at West Virginia State College?
2. Was she working on calculations for NASA?
3. Were other female mathematicians doing math problems?
4. Was Katherine beginning to stand out?
5. Was she counting everything?

Exercise 21-Past Progressive Yes or No Questions Review

1. A: Were B: No, I wasn't.
2. A: Was B: Yes, he was.
3. A: Was B: No, he wasn't.
4. A: Was B: Yes, it was.
5. A: Was B: Yes, she/he was.
6. A: Are B: Yes, I am.
7. A: Are B: No, they aren't.
8. A: Are B: Yes, we are.

Exercise-22-Past Progressive Information Questions

1. Question: Where were you going?
2. Question: What time was Rebecca coming?
3. Question: Why were you studying at Reedley College?
4. Question: Who was cooking dinner?

5. Question: What was Mariam doing?

Exercise 23-Applying Grammar to Reading

Past Progressive	Regular Simple Past	Irregular Simple Past	Negative Simple Past
was beginning	applied	was/were	didn't give up
was hiring	calculated	became	
were working	offered	took	
	worked		

Chapter 4-Marley Dias

Exercise 1-Listening Comprehension

1. c
2. d
3. a
4. d

Exercise 2-Reading Comprehension

1. a
2. a
3. c
4. c

Exercise 3-Present Perfect Positive Statements

1. have traveled
2. has completed
3. have taken
4. have enrolled
5. has drunk
6. has submitted
7. has slept
8. have gone
9. has wanted
10. has watered

Exercise 4-Present Perfect Negative and Other Adverbs Statements

1. has played
2. has just assigned

3. has not finished
4. have already seen
5. have always been
6. has had
7. have never seen
8. has already met
9. has not been, has not been
10. has just died

Exercise 5-Present Perfect Yes or No Questions

Change each sentence to a yes or no question in the present perfect tense.

1. Have the students studied grammar for three weeks?
2. Has the class begun already?
3. Have you attended Reedley College?
4. Has Angela sat next to me in every class?
5. Have you listened to K-Pop?

Exercise 6-Present Perfect Yes or No Questions Review

1. A: Have B: No, I haven't.
2. A: Has B: Yes, he has.
3. A: Has B: No, he hasn't.
4. A: Has B: Yes, it has.
5. A: Have B: Yes, I have.
6. A: Has B: Yes, he has.
7. A: Have B: No, they haven't.
8. A: Have B: Yes, they have.

Exercise 8-Simple Past versus Past Perfect

Complete the sentences with the verbs in parentheses. Use the simple present or present perfect tenses.

1. was, wanted
2. had
3. has collected

4. has made
5. talked
6. read
7. has changed

Exercise 9-Appling Grammar to Reading

Simple Past

was
created

Present Perfect

has raised
has started
has created

Exercise 10-Yes or No Question Practice

1. Have you ever gone fishing?
2. Have you ever seen snow?
3. Have you ever eaten raw meat?
4. Have you ever swum in the ocean?
5. Have you ever arrived late to an appointment?
6. Have you ever slept in class?
7. Have you ever been on TV?
8. Have you ever lost your homework?
9. Have you ever owned a pet?
10. Have you ever ridden a horse, camel, or elephant?
11. Have you ever missed the bus?

Exercise 11-Information Question Practice

1. already done
2. eaten
3. talked
4. eaten
5. lost
6. written
7. done
8. known
9. worked

10. begun

Chapter 5-Jackie Robinson

Exercise 1-Listening Comprehension

1. *e*
2. *b*
3. *a*
4. *c*

Exercise 2-Reading Comprehension

1. *c*
2. *d*
3. *b*
4. *b*

Exercise 3-Pronoun Agreement Errors

Over spring break I visited my older cousin, Diana, and she took me to a butterfly exhibit at a museum. Diana and I have been close ever since we were young. Our mothers are twin sisters, and they are inseparable! Diana knows how much I love butterflies, so it was her special present to me. I have a soft spot for caterpillars too. I love them because something about the way they transform is so interesting to me. One summer my grandmother gave me a butterfly growing kit, and I got to see the entire life cycle of five Painted Lady butterflies. I even got to set it free. So when my cousin said she wanted to take me to the butterfly exhibit, I was really excited!

Exercise 4-Subject and Object Pronoun Errors

1. Meera and I enjoy doing yoga together on Sundays.
2. They have decided to sell their house.
3. Between you and me, I do not think Jeffrey will win the election.
4. We and our friends have game night the first Thursday of every month.
5. They and I met while on vacation in Mexico.
6. Napping on the beach never gets boring for Alice and me.
7. New Year's Eve is not a good time for her and me to have a serious talk.
8. You exercise much more often than I.
9. I am going to the comedy club with Yolanda and her.
10. The cooking instructor taught her and me a lot.

Exercise 5-Possessive Adjectives

1. *a*

2. b

3. a

4. c

5. d

6. b

Exercise 6-Possessive Pronouns

1. mine, yours

2. his, hers

3. Theirs, mine

4. Ours, theirs

5. Mine, his

6. Hers, his

Exercise 7-Possessive Adjectives and Possessive Pronouns

Select the appropriate answer to complete the sentences.

1. my, your, his

2. your, mine, yours

3. our, theirs

4. their, mine

Exercise 8-Appling Grammar to Reading

Possessive Nouns	Subject Pronouns	Object Pronouns	Possessive Pronouns	Possessive Adjectives
Jackie Robinson's	He	him	theirs	his
Jackie's	She			her
	It			
	They			
	I			
	you			

Exercise 10-Listening

Owners: Nick, Andrea, David, Faye Miller



David



Nick



Andrea



Faye Miller

Chapter 6-Capitalism

Exercise 1-Listening Comprehension

1. *c*
2. *a*
3. *c*
4. *d*

Exercise 2-Reading Comprehension

1. *c*
2. *d, e*
3. *a*
4. *c*
5. *d*

Exercise 5-Should or Must

1. *b*
2. *a*
3. *a*
4. *b*
5. *b*

Applying Grammar to Reading

1. *a*
2. *c*
3. *b*
4. *b*
5. *b*
6. *c*
7. *a*
8. *a*

Chapter 7-Financial Literacy

Exercise 1-Listening Comprehension

1. *a*
2. *c*

3. *d*

4. *c*

Exercise 2-Reading Comprehension

1. *c*

2. *a*

3. *c*

4. *c*

Exercise 4-Verb or Gerund?

1. *a*

2. *b*

3. *b*

4. *a*

5. *b*

6. *a*

Exercise 5-Gerunds in Chapter 7's Reading

1. *c*

2. *d*

3. *c*

4. *d*

5. *c*

6. *a*

7. *b*

8. *b*

9. *a*

10. *a*

Exercise 9-Infinitives in Chapter 7's Reading

1. *d*

2. *b*

3. *e*

4. *b*

5. b

6. b

7. d

8. f

9. b

10. c

11. f

12. c

13. d

14. b

Exercise 10-Change of Meaning

1. a

2. b

3. a

4. b

5. a

6. b

7. a

8. b

Exercise 11-Gerund or Infinitive?

1. a

2. b

3. b

4. a

5. b

6. b

7. a

8. a

9. b

10. a

11. b

12. b

13. b

14. a

15. a

16. d

17. b

18. a

19. a

20. b

Chapter 8-Nature versus Nurture

Exercise 1-Listening Comprehension

1. *a*

2. *c*

3. *d*

4. *c*

Exercise 2-Reading Comprehension

1. b

2. d

3. c

4. a

Exercise 3-Pronoun Objects

1. Wei forgot to give it back to the library.

2. Joan wants to ask her over for dinner.

3. The teacher broke it down so that students could better understand the process.

4. Please fill it up with water. I'm thirsty!

5. We need to help her out because she's moving apartments.

6. My children hate to pick them up.

7. The nurse told Paolo to take them off.

8. Have you called him/her back?

9. Sometimes the car's technology hangs it up prematurely.

10. It's not efficient to watch TV while studying. Please turn it off.

Exercise 4-Separable Phrasal Verbs Meaning Practice

1. c

2. d

3. a

4. c

5. a

6. b

7. d

8. c

9. a

10. c

Exercise 5-Meaning Practice

1. h

2. a

3. l

4. e

5. b

6. f

7. c

8. m

9. j

10. k

11. i

12. g

13. d

Exercise 6-Meaning Practice

1. e

2. l
3. n
4. a
5. f
6. j
7. b
8. h
9. d
10. g
11. o
12. m
13. i
14. c
15. k

Exercise 7-Pronoun Objects

1. The governor will follow through with it.
2. Rebecca couldn't wait to get over it and begin feeling better.
3. The teacher will not put up with it. Don't try it!
4. I did my best to keep up with her.
5. Watch out for them.
6. Happy couples usually talk over them instead of squelching them.

Exercise 8-Inseparable Phrasal Verbs Meaning Practice in Context

1. c
2. b
3. a
4. d
5. b
6. a
7. d

- 8. a
- 9. d
- 10. b

Exercise 9-Appling Grammar to Reading

- 1. c
- 2. a
- 3. c
- 4. d
- 5. b

Chapter 9-Hierarchy of Needs

Exercise 1-Listening Comprehension

- 1. *c*
- 2. *b*
- 3. *d*
- 4. *a*

Exercise 2-Reading Comprehension

- 1. d
- 2. b
- 3. c
- 4. b

Exercise 3-Comprehension Check

Transitive 1. Hadi does his chores every day.

Intransitive 2. The puppy barks too much.

Transitive 3. Sarah helps the teachers.

Transitive 4. Xiong opens a new business.

Transitive 5. He writes my favorite novel.

Exercise 4-Active to Passive Practice

- 1. I am surprised by their jokes.
- 2. Abby is motivated by candy.
- 3. Corn is grown in Mexico.
- 4. Sweet bread is sold at the swap meet.

5. The pictures are displayed in the library.
6. The class is required to graduate.
7. Uniforms are worn by elementary school students.
8. Kabsa is prepared with meat and rice.
9. Kimchi is eaten as a side dish for lunch.
10. Pão de queijo is loved by Brazilian people.

Exercise 5-Applying Grammar to Reading

Paragraph 1

is motivated

Paragraph 2

are inborn
are required
are motivated
are met

Paragraph 3

is most often displayed
are made up of
are located