### Scope and Sequence

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Introduction to Grammar and Beyond Essentials

Grammar and Beyond Essentials is a research-based and content-rich grammar series for beginning- to advanced-level students. The series focuses on the most commonly used English grammar structures and practices all four skills in a variety of authentic and communicative contexts. It is designed for use both in the classroom and as a self-study learning tool.

Grammar and Beyond Essentials Is Research-Based

The grammar presented in this series is informed by years of research on the grammar of written and spoken English as it is used in college lectures, textbooks, academic essays, high school classrooms, and conversations between instructors and students. This research, and the analysis of over one billion words of authentic written and spoken language data known as the Cambridge International Corpus, has enabled the authors to:

- Present grammar rules that accurately represent how English is actually spoken and written
- Identify and teach differences between the grammar of written and spoken English
- Focus more attention on the structures that are commonly used, and less on those that are rarely used in writing and speaking
- Help students avoid the most common mistakes that English language learners make
- Choose reading topics that will naturally elicit examples of the target grammar structure
- Introduce important vocabulary from the Academic Word List
Special Features of Grammar and Beyond Essentials

Realistic Grammar Presentations
Grammar is presented in clear and simple charts. The grammar points presented in these charts have been tested against real-world data from the Cambridge International Corpus to ensure that they are authentic representations of actual use of English.

Data from the Real World
Many of the grammar presentations and application sections include a feature called Data from the Real World. Concrete and useful points discovered through analysis of corpus data are presented and practiced in exercises that follow.

Avoid Common Mistakes
Each unit features an Avoid Common Mistakes section that develops students’ awareness of the most common mistakes made by English language learners and gives them an opportunity to practice detecting and correcting these errors. This section helps students avoid these mistakes in their own work. The mistakes highlighted in this section are drawn from a body of authentic data on learner English known as the Cambridge Learner Corpus, a database of over 35 million words from student essays written by non-native speakers of English and information from experienced classroom teachers.

Academic Vocabulary
Every unit in Grammar and Beyond Essentials includes words from the Academic Word List (AWL), a research-based list of words and word families that appear with high frequency in English-language academic texts. These words are introduced in the opening text of the unit, recycled in the charts and exercises, and used to support the theme throughout the unit. By the time students finish each level, they will have been exposed several times to a carefully selected set of level-appropriate AWL words, as well as content words from a variety of academic disciplines.
**Series Levels**

The following table provides a general idea of the difficulty of the material at each level of *Grammar and Beyond Essentials*. These are not meant to be interpreted as precise correlations.

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**Student Components**

**Student’s Book with Online Workbook**

Levels 1 through 3 teach all of the grammar points appropriate at each level in short, manageable cycles of presentation and practice organized around a high-interest unit theme. Level 4 focuses on the structure of the academic essay in addition to the grammar rules, conventions, and structures that students need to master in order to be successful college writers. Please see the Tour of a Unit on pages xvi–xix for a more detailed view of the contents and structure of the units.

**Online Workbook**

The Online Workbook provide extra practice to help you master each grammar point. Automatically-graded exercises give immediate feedback. Each unit offers practice correcting the errors highlighted in the Avoid Common Mistakes section in the Student’s Book. Self-Assessment sections at the end of each unit allow students to test their mastery of what they learned. Look for ☐ in the Student's Book to see where additional online practice is available.

**Quiz Your English app**

Quiz Your English is a fun new way to practice, improve, and test your English by competing against learners from all around the world. Learn English grammar with friends, discover new English words, and test yourself in a truly global environment.

- Learn to avoid common mistakes with a special section just for *Grammar and Beyond Essentials* users
- Challenge your friends and players wherever they are
- Watch where you are on the leaderboards
Teacher Resources

Grammar and Beyond Essentials offers a variety of downloadable resources for instructors on eSource: esource.cambridge.org. Contact your Cambridge ESL Specialist (www.cambridge.org/cambridgeenglish/contact) to find out how to access the site.

Teacher’s Manual

- Suggestions for applying the target grammar to all four major skill areas, helping instructors facilitate dynamic and comprehensive grammar classes
- An answer key and audio script for the Student’s Book
- Teaching tips, to help instructors plan their lessons
- Downloadable communicative activities to add more in-class speaking practice

Assessment

- Placement Test
- Ready-made, easy-to-score Unit Tests, Midterm, and Final in .pdf and .doc formats
- Answer Key

Presentation Plus

Presentation Plus allows teachers to digitally project the contents of the Student’s Books in front of the class for a livelier, interactive classroom. It is a complete solution for teachers because it includes the answer keys and audio.

Lesson Mapping Guides

Grammar and Beyond Essentials is designed to be used easily alongside academic English titles from Cambridge University Press. These include: Academic Encounters, Final Draft, Making Connections, Prism, and Prism Reading. Visit www.cambridge.org/essentials/LessonMaps/ to download a Lesson Mapping Guide for each title.
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The ESL advisory panel has helped to guide the development of this series and provided invaluable information about the needs of ESL students and teachers in high schools, colleges, universities, and private language schools throughout North America.

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Acknowledgments  xv
Tour of a Unit

GRAMMAR IN THE REAL WORLD

presents the unit’s grammar in a realistic context using contemporary texts.

UNIT 5

Simple Past, Time Clauses, Used To, and Would

Science and Society

Grammar in the Real World

1. Grammar in the Real World

A. What is your favorite ice cream flavor? Read the article from a textbook. How is ice cream today different from ice cream in the past?

B. Comprehension Check: Circle the correct answer.
1. Persians made a frozen dessert with noodles/buffalo milk.
2. In ancient Rome, people mixed snow with fruit/buffalo milk.
3. A duchess brought sorbet to Italy/finance.
4. British chemists invented ice cream that lasted longer/had no air in it.

C. Notice: Find the sentences in the article. Complete them with after, before, or as soon as.
1. Refrigeration existed, people needed ice to make frozen desserts.
2. Scientists found better processes for freezing things, ice cream became popular with all classes, rich and poor.
3. Ice cream became more available, people began to buy it more often.

In each sentence, two events happen. Circle the event that happened first.

NOTICE ACTIVITIES

draw students’ attention to the structure, guiding their own analysis of form, meaning, and use.
### Time Clauses and the Order of Past Events

**Grammar Presentation**

<table>
<thead>
<tr>
<th>Time Clauses</th>
<th>Order of Past Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>A time clause can come first in a sentence. When it comes first, use a comma after it. A time clause can also come second in a sentence. No comma is needed.</td>
<td></td>
</tr>
<tr>
<td>Use after to introduce the first event.</td>
<td></td>
</tr>
<tr>
<td>Use before to introduce the second event.</td>
<td></td>
</tr>
<tr>
<td>Use when to refer to the time something started.</td>
<td></td>
</tr>
<tr>
<td>Use as soon as to refer to something that happened right after or immediately after.</td>
<td></td>
</tr>
</tbody>
</table>

**Examples:**

1. **Use after:**
   - After scientists developed better processes for freezing things, ice cream became popular with everyone.
   - **Grammar Application:**
     - Complete the article. Use the correct form of use to or used to and the verbs in parentheses.

2. **Use when:**
   - When scientists found new ways to make ice cream, it became cheaper.
   - **Grammar Application:**
     - Write three affirmative sentences and one negative sentence about Mr. Green's life before computers and TV. Compare your sentences with a partner.

### Grammar Application

**Exercises 3.1 Writing Statements and Questions**

**Exercise A**

Complete the article. Use the correct form of use to or used to and the verbs in parentheses.

**The Wisdom of Our Grandparents**

College Weekly spoke to Joseph Green, an 87-year-old retired teacher, about the Old Days. JG: What did people use to do (1) free? Did (2) before there was television?

**Exercise B**

Write three affirmative sentences and one negative sentence about Mr. Green’s life before computers and TV. Compare your sentences with a partner.

- **Positive Sentences:**
  1. He used to play games in the evenings.
  2. We spoke to Joseph Green, an 87-year-old retired teacher, about the Old Days.
  3. We spoke to Joseph Green, an 87-year-old retired teacher, about the Old Days.

- **Negative Sentence:**
  4. He didn’t play games in the evenings.

**Science and Society**

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DATA FROM THE REAL WORLD

takes students beyond traditional information and teaches them how the unit's grammar is used in authentic situations, including differences between spoken and written use.

QR CODES

give easy access to audio at point of use.

Exercise 2.3 Answering Questions with Time Clauses

We often answer information questions about time (e.g., When . . . ?, What time . . . ?, and How long . . . ?), and these answers do not usually contain a main clause.

A
When did you start studying English?
B
After I got my job at the museum.

A
How long did you study at a community college?
B
Until I got my degree.

A
Listen to a radio interview with an inventor of a new printer. Match the interview questions with the answers.
B
Listen again and check your answers.

Exercise 2.4 More Time Clauses

A
Write sentences in the simple past about inventions and discoveries. Use an event in Column A, an event in Column B, and after, before, when, until, or as soon as.

A
1 TV exist
2 cheap air travel / become possible
3 everyone / have a cell phone
4 people / pay for things with cash or checks
5 free education / be available
6 traffic lights / come into our cities
7 Ford / make the first mass-produced car
8 the first supermarket / open

B
a people / start to fly more
b credit cards / become popular
c families / listen to the radio together
d millions of people / learn to drive
e roads / become safer
f people / buy food from small local stores
g people / make calls from pay phones
h most people / not read or write

* Not all cameras automatically scan QR codes. You may need to download a QR code reader. Search "QR free" and download an app.
Exercise 3.2 Would, Used To, or Simple Past?

Compare the article about life before electricity. Use used to or would and the verbs in parentheses, or use the simple past form of the verbs. Sometimes more than one answer is correct.

**A New Invention**

Alessandro Volta, an Italian scientist, invented the first battery in 1800. How did people use to live (live) in the days before electricity?

Most people (turn) oil lamps or candles for light.

When it got cold, they (make) open fires to keep warm. People (travel) long distances. Most people only (visit) good neighbors or nearby relatives.

Before Volta’s battery, many scientists (think) that electricity was useful. And in the early days of electricity, some people (think) it was dangerous. They (believe) that electricity had a bad effect on society. They (prefer) the simple life of the past. Soon, however, electricity (make) the world brighter, faster, and more comfortable.

**Electricity in homes and industry**

Electricity (change) the world in many ways.

Exercise 3.3 Would, Questions and Statements

A Imagine that you can talk to a person who lived before there was electricity. Use the words to make questions with would? Then add two questions of your own with would.

1. how/heat/house?
   - Before electricity, how would you heat your house?

2. how/light/house?

3. how/heat/house?

4. what/do/in/the/evenings?

5. what/play/with?

6. how/get/to/work/or/school?

7. how/play/with?

8. how/do/profits?

B Over to You. Now write answers with would to the questions. Use your imagination. When you finish, compare your answers with a partner.

We would build a fire to heat our house.

AVOID COMMON MISTAKES

Avoid Common Mistakes

1. A Use a subject in the time clause.
   - Before electricity, people used candles.

2. B Do not forget the -s used in affirmative statements.
   - When I was living in New York, I used to play in a rock band.

3. C Use use to (without -d) in negative statements and in questions with didn’t.
   - How did you use to heat your house?

**Editing Task**

Find and correct as many mistakes in this article from a magazine.

A New Invention

How did people used to wash dishes? People did not used to have dishwashers before invented electricity, so they would wash dishes by hand. But did men and women used to share the dishwashing equally? Mostly it was women who did it. Before there was electricity, women used to heat up water on the stove and use it for washing dishes. It took hours and hours, and dishes often broke.

Electricity became more easily available, her company built electric dishwashers for people to use in their homes. Today, homes around the world have electric dishwashers.

In 1886, one woman finally got tired of washing dishes by hand. "If nobody else is going to invent a dishwashing machine," she said, "I’ll do it myself." Her name was Josephine Cochrane, a housewife and the verbs

1. (believe) that electricity had a bad effect on society. They (prefer) the simple life of the past. Soon, however, electricity (make) the world brighter, faster, and more comfortable.

2. (change) the world in many ways.

**Theme-Related Exercises**

Boost fluency by providing grammar practice in a variety of different contexts.

**Editing Task**

Gives learners an opportunity to identify and correct the commonly made errors, helping develop self-editing skills needed in their university studies.