

GRAMMAR REFERENCE

UNIT 1

Language for Writing: Review of the Simple Present Tense

Affirmative and Negative Statements with <i>Be</i>					
Affirmative Statements			Negative Statements		
Subject	<i>Am/Are/Is</i>		Subject	<i>Am/Are/Is Not</i>	
I	am		I	am not	
You We They	are	happy. busy. online. at home.	You We They	are not aren't	happy. busy. online. at home.
He She It	is		He She It	is not isn't	

Affirmative and Negative Statements: Other Verbs				
Affirmative Statements		Negative Statements		
Subject	Verb	Subject	<i>Do/Does Not</i>	Verb (Base Form)
I You We They	live in Singapore.	I You We They	do not don't	live in Mexico.
He She It	lives in Singapore.	He She It	does not doesn't	

UNIT 2

Language for Writing: Review of the Simple Past Tense

Affirmative and Negative Statements with <i>Be</i>					
Affirmative Statements			Negative Statements		
Subject	<i>Was/Were</i>		Subject	<i>Was/Were Not</i>	
I He She It	was	happy. busy. a doctor. a student.	I He She It	was not wasn't	happy. busy. a doctor. a student.
You We They	were	online. at home.	You We They	were not weren't	online. at home.

Affirmative and Negative Statements: Other Verbs				
Affirmative Statements		Negative Statements		
Subject	Verb (Past Form)	Subject	<i>Did Not</i>	Verb (Base Form)
I You We They He She It	started a project. walked home. studied . went to school.	I You We They He She It	did not didn't	start a project. walk home. study . go to school.

Past Forms of Commonly Used Irregular Verbs		
become—became	fall—fell	read—read
begin—began	find—found	say—said
bring—brought	get—got	see—saw
build—built	give—gave	speak—spoke
buy—bought	have—had	take—took
choose—chose	hear—heard	tell—told
do—did	know—knew	think—thought
eat—ate	make—made	write—wrote

UNIT 3

Language for Writing: Using the Present Perfect Tense

Subject	Have/Has (Not)	Verb (Past Participle)	Time Marker (optional)
I You We They	have have not / haven't	been here slept called him	since last year. for 24 hours. recently.
He She It	has has not / hasn't		

Time Markers

Use *since* + a point in time, *for* + a length of time, *in the* + time period to describe something that began in the past and continues to the present.

*I've lived in Denmark **since** 2010.*

*He hasn't been here **for** three years.*

*We've met a lot of people **in the past month**.*

Use *already* in affirmative statements to emphasize that something happened at an unspecified time in the past.

*I've watched that movie **already**.*

*She's **already** gone home.*

Use *recently* or *lately* to emphasize that something happened or didn't happen at an unspecified time in the recent past.

*Sarah has called several times **recently**. The team hasn't shown much improvement **lately**.*

Use the present perfect tense when the time in the past is not important.

*I **have been** to Fiji.*

*He **has sung** that song many times.*

*Her work **has protected** archaeological sites from looters.*

Past Participle Forms of Commonly Used Irregular Verbs

become—become
begin—begun
bring—brought
build—built
buy—bought
choose—chosen
do—done
eat—eaten

fall—fallen
find—found
get—gotten
give—given
have—had
hear—heard
know—known
make—made

read—read
say—said
see—seen
speak—spoken
take—taken
tell—told
think—thought
write—written

UNIT 5

Language for Writing: Using *By* + Gerund

Spelling Rules for Forming Gerunds

When forming gerunds, follow these rules for adding *-ing* to verbs:

1. Most verbs: Add *-ing*:
sleep → sleeping think → thinking remember → remembering
2. Verbs that end with a consonant followed by *-e*: Drop the *-e* and add *-ing*:
memorize → memorizing store → storing use → using

By using effective marketing techniques, companies can attract more customers.

3. One-syllable verbs ending with a consonant + vowel + consonant: Double the final consonant and add *-ing*:

get → getting stop → stopping put → putting
(Exceptions: verbs that end in *-w*, *-x*, or *-y*; for example, say → saying)

You can get into college by getting good grades.

4. Two-syllable verbs ending with a consonant + vowel + consonant, where the second syllable is stressed: Double the final consonant and add *-ing*:

admit → admitting begin → beginning prefer → preferring

UNIT 8

Language for Writing: Using Comparative Adjectives

Spelling Rules for Forming Comparative Adjectives

When forming comparative adjectives, follow these rules:

1. With most one-syllable adjectives, add *-er*:
hard → harder fast → faster slow → slower
2. With two-syllable adjectives ending in *-y*, change the *-y* to *-i* and add *-er*:
easy → easier busy → busier happy → happier
3. With most adjectives of two or more syllables not ending in *-y*, use *more/less*:
attractive → more attractive famous → less famous
4. Some adjectives have irregular comparative forms:
bad → worse good → better

Mark's handwriting is worse than Mary's handwriting.

The new design is better than the old design.

UNIT 10

Language for Writing: Using the Zero Conditional to Give Advice

A zero conditional sentence includes an *if* clause and a result (or main) clause. In zero conditional sentences, we use the simple present tense in both clauses.

We usually use zero conditional sentences to describe general truths and facts.

<i>If</i> Clause (Condition)	Main Clause (Result)
If you heat ice,	it melts.
If a company goes out of business,	employees lose their jobs.
If someone gets promoted,	they receive a higher salary.

The zero conditional is often used with modal verbs to give advice. Include the modal verb in the result clause. The modal expresses ability, necessity, or permission. In the zero conditional sentence structure, you can use *should* or *can*, and their negative forms.

<i>If</i> Clause (Condition)	Main Clause (Result)
If you want to go to university,	you should study hard.
If you drink,	you shouldn't drive .
If you need advice about what to do,	you can call Bill.
If you have celiac disease,	you can't eat wheat.

We can also use the zero conditional with imperative verbs to give advice. Include the imperative verb in the result clause. These sentences are similar to saying: If the condition occurs, you must do this (in the result clause).

<i>If</i> Clause (Condition)	Main Clause (Result)
If you don't want to get lost,	follow the directions carefully.
If you want to be healthier,	eat less junk food and exercise more.
If you drink,	don't drive .

When the *if* clause appears at the end of a sentence, there is no comma between the clauses.

Main Clause (Result)	<i>If</i> Clause (Condition)
Employees lose their jobs	if a company goes out of business.
You should study hard	if you want to go to university.
Follow the directions carefully	if you don't want to get lost.

VOCABULARY INDEX

Word	Unit	CEFR Level	Word	Unit	CEFR Level
access*	1	B1	double(d)	4	B2
accurate*	3	B1	drug	5	B2
achievement*	5	B1	efficient	2	B1
adjust*	9	B2	electricity	2	A2
advance	6	B2	emotional	6	B2
advantage	9	B1	empower	10	-
advertise	3	B1	endanger(ed)	6	B2
afford	2	B1	environmental(ly)*	3	B2
appropriate*	7	B2	equal	1	B1
architect	8	B1	equipment*	2	B1
attract	9	B1	essential	4	B1
basic necessities	1	B2	estimate*	4	B2
benefit*	2	B1	eventually*	2	B2
block	7	B1	evidence*	9	B2
challenge*	10	B1	evolve*	9	C1
characteristic	9	B2	exchange	10	B1
climate	7	B1	experiment	6	B1
clue	9	B2	expertise*	10	B1
coast	7	B1	extend	7	B2
collaborate	3	C1	external*	5	B2
collide	7	-	factor*	1	B2
commercial	4	B2	familiar	5	B1
commit(ted) to*	8	B2	feature*	3	B2
community*	1	B2	financial*	1	B1
complex*	5	B2	flexible*	9	B2
concerned	6	B2	freedom	1	B2
condition	7	B1	frequent	7	B1
conduct*	6	B2	fuel	7	B1
consist of*	8	B1	funding*	10	C1
construct*	8	B2	global*	3	B2
consumer*	10	B2	gradual(ly)	5	B2
container	2	B2	grateful	1	B1
contribution*	3	B2	holy	8	C1
creative*	2	B1	identify*	2	B2
cure	6	B2	illustrate*	8	B2
data*	7	B2	impact*	4	B2
debate*	8	B2	indicate*	2	B2
declining*	4	B2	individual*	4	B1
defining*	10	B2	industry	9	B1
definite(ly)*	4	B2	informed	4	B1
demanding	10	B1	initiative*	10	C1
design*	2	B1	innovation*	2	C1
device*	2	B2	inspiration	8	B2
disease	6	B1	internal*	5	B2
display*	9	B1	invasive	6	-
diverse*	4	B2	investigate*	3	B2

Word	Unit	CEFR Level	Word	Unit	CEFR Level
involve(d)*	9	B1	side effect	6	C1
knowledge	6	B1	significant*	7	B2
laboratory	6	B1	socialize	1	B2
launch	3	B2	solid	9	B2
layer*	9	B2	species	4	B2
log in	3	B2	specific*	6	B2
long-term	1	B2	stable*	4	C1
memorize	5	B1	standard of living	1	B2
mental*	5	B2	state	5	B2
mission	6	B2	store	2	B1
monitor*	10	B2	stress*	5	B1
mood	1	B1	strike	7	B1
occur*	7	B2	structure*	8	B2
on purpose	7	B1	struggle	2	B2
on record	7	A2	style*	8	B1
participant*	3	C1	support	1	B2
particular(ly)	7	B1	surface	9	B2
passion	10	B2	survive*	4	B2
physical*	5	B2	symbol*	8	B2
possibility	6	B1	target*	6	B2
potential*	3	B2	technique*	5	B1
poverty	1	B2	temple	8	B1
power(ed)	2	B1	text*	5	A2
prevention	2	B1	theme*	8	B2
procedure*	6	B2	theory*	9	B2
process*	9	B2	thorough(ly)	10	B2
promote*	10	B1	threaten	7	B2
proof	5	B2	tool	3	B2
provide	1	B1	transfer*	5	B1
quality	10	B1	transport*	8	B1
quantity	4	B1	tribe	3	B2
reality	10	B2	unique(ly)*	9	B2
reduce	4	B1	valuable	2	B1
religious	8	B2	vary*	9	B2
rely on*	4	B2	violent	7	B2
remote	3	B2	virtual*	3	B2
represent	8	B2	visualize*	5	B2
reputation	10	B2	volunteer*	1	B2
require*	8	B1	voting	3	B1
resource*	6	B2	well-being	1	B1
restore*	4	B2	worth	10	B1
route*	5	B1			
sculpture	8	B1			
search	3	B1			
secure*	1	B2			
sensible	10	B1			
severe	4	B2			

*These words are on the Academic Word List (AWL). The AWL is a list of the 570 most frequent word families in academic texts. It does not include the most frequent 2,000 words of English.

INDEX OF EXAM SKILLS AND TASKS

The activities in *Pathways Reading, Writing, and Critical Thinking* develop **key reading skills** needed for success on standardized exams such as TOEFL® and IELTS. In addition, many of the activities provide useful exam practice because they are similar to **common question types** in these tests.

Key Reading Skills	IELTS	TOEFL®	Page(s)
Recognizing vocabulary from context	✓	✓	7, 10, 14, 30, 50, 70, 89, 110, 130, 151, 171, 192, 196
Recognizing main ideas	✓	✓	7, 8, 14, 27, 54, 67, 74, 87, 114, 156, 169, 189, 190
Scanning for details	✓	✓	28, 84, 124, 150, 193
Making inferences	✓	✓	7, 14, 47, 54, 189, 196
Recognizing pronoun references		✓	114

Common Question Types	IELTS	TOEFL®	Page(s)
Multiple choice	✓	✓	7, 14, 27, 34, 47, 67, 74, 87, 107, 114, 156, 169, 189, 196
Completion (notes, diagram, chart)	✓		7, 27, 47, 48, 54, 67, 94, 114, 127, 128, 134, 149, 169, 176, 190
Short answer	✓		9, 14, 27, 29, 34, 49, 67, 68, 69, 74, 87, 89, 107, 129, 150, 151, 156, 171, 189, 191
Matching tasks (headers, features, information)	✓		8, 107, 127, 134, 149, 150
True / False / Not Given	✓		114, 134
Yes / No / Not Given	✓		74, 196
Prose summary		✓	54
Rhetorical purpose		✓	34, 127, 134, 149, 196

Level 2 of *Pathways Reading, Writing, and Critical Thinking* also develops **key writing skills** needed for exam success. The activities target paragraph-level writing. As a result, they do not directly mirror writing tasks in TOEFL® or IELTS (which require students to write essays or other long pieces). However, the skills provide an important foundation for the longer writing tasks practiced in higher levels of the series.

Key Writing Skills	Page(s)
Organizing ideas	18, 36, 37, 76, 77, 96, 97, 136, 137, 138, 179
Writing cohesively and coherently	36, 37, 95, 96, 100, 115, 116, 117, 120, 136, 137, 197, 198, 202
Expressing and justifying opinions	7, 18, 34, 149
Giving reasons and examples	7, 14, 18, 34, 44, 74, 134, 149, 169, 176, 198, 199, 200
Paraphrasing ideas and information	67, 176, 177, 178, 179, 180, 190
Making comparisons	152, 157, 158, 159, 160, 162
Expressing agreement and disagreement	116, 117, 118
Describing a graph or chart	68, 75, 76, 77, 78, 80

Pathways	CEFR	IELTS Band	TOEFL® Score
Level 4	C1	6.5–7.0	81–100
Level 3	B2	5.5–6.0	51–80
Level 2	B1–B2	4.5–5.0	31–50
Level 1	A2–B1	0–4.0	0–30
Foundations	A1–A2		