

FOURTH EDITION

Focus on Grammar

1

Irene E. Schoenberg
Jay Maurer

with **MyEnglishLab**
access code inside



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1

Irene E. Schoenberg
Jay Maurer

Focus on Grammar 1: An Integrated Skills Approach, Fourth Edition

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WELCOME TO FOCUS ON GRAMMAR

NEW EDITION

BUILDING ON THE SUCCESS of previous editions, *Focus on Grammar* continues to provide an integrated-skills approach to engage students and help them understand, practice, and use English grammar. Centered on thematic instruction, *Focus on Grammar* combines comprehensive grammar coverage with abundant practice, critical thinking skills, and ongoing assessment, helping students accomplish their goals of communicating confidently, accurately, and fluently in everyday situations.

New in This Edition

New and Updated Content

Focus on Grammar continues to offer engaging and motivating content that appeals to learners from various cultural backgrounds. Many readings and activities have been replaced or updated to include topics that are of high interest to today's learners.

Updated Charts and Redesigned Notes

Clear, corpus-informed grammar presentations reflect real and natural language usage and allow students to grasp the most important aspects of the grammar. Clear signposting draws attention to common usage, the difference between written and spoken registers, and common errors.

Additional Communicative Activities

The new edition of *Focus on Grammar* has been expanded with additional communicative activities that encourage collaboration and the application of the target grammar in a variety of settings.

Expanded Writing Practice

Each unit in *Focus on Grammar* now ends with a structured "From Grammar to Writing" section. Supported by pre-writing and editing tasks, students engage in activities that allow them to apply the target grammar in writing.

New Assessment Program

The new edition of *Focus on Grammar* features a variety of new assessment tools, including course diagnostic tests, formative and summative assessments, and a flexible gradebook. The assessments are closely aligned with unit learning outcomes to inform instruction and measure student progress.

Revised MyEnglishLab

The updated MyEnglishLab offers students engaging practice and video grammar presentations anywhere, anytime. Immediate feedback and remediation tasks offer additional opportunities for successful mastery of content and help promote accuracy. Instructors receive instant access to digital content and diagnostic tools that allow them to customize the learning environment to meet the needs of their students.

The *Focus on Grammar* Approach

At the heart of the *Focus on Grammar* series is its unique and successful four-step approach that lets learners move from comprehension to communication within a clear and consistent structure. The books provide an abundance of scaffolded exercises to bridge the gap between identifying grammatical structures and using them with confidence and accuracy. The integration of the four skills allows students to learn grammar holistically, which in turn prepares them to understand and use English more effectively.

STEP 1: Grammar in Context integrates grammar and vocabulary in natural contexts such as dialogues and short readings. Students engage with the unit reading and theme and get exposure to grammar as it is used in real life.

STEP 2: Grammar Presentation presents the structures in clear and accessible grammar charts and notes with multiple examples of form and meaning. Corpus-informed explanations and examples reflect natural usage of the target forms, differentiate between written and conversational registers whenever appropriate, and highlight common errors to help students avoid typical pitfalls in both speaking and writing.

STEP 3: Focused Practice provides numerous and varied contextualized exercises for both the form and meaning of the new structures. Controlled practice ensures students' understanding of the target grammar and leads to mastery of form, meaning, and use.

STEP 4: Communication Practice provides practice with the structures in listening exercises as well as in communicative, open-ended speaking activities. These engaging activities provide ample opportunities for personalization and build students' confidence in using English. Students also develop their critical thinking skills through problem-solving activities and discussions.

Each unit now culminates with the **From Grammar to Writing** section. Engaging and motivating writing activities encourage students to apply grammar in writing through structured tasks from pre-writing that contain writing models to editing.

Recycling

Underpinning the scope and sequence of the *Focus on Grammar* series is practice that allows students to use target structures and vocabulary many times, in different contexts. New grammar and vocabulary are recycled throughout the book. Students have maximum exposure, leading them to become confident in using the language in speech and in writing.

Assessment

Extensive testing informs instruction and allows teachers and students to measure progress.

- **Unit Reviews** at the end of every unit assess students' understanding of the grammar and allow students to monitor their own progress.
- **Diagnostic Tests** provide teachers with a valid and reliable means to determine how well students know the material they are going to study and to target instruction based on students' needs.
- **Unit Review Tests, Mid- and End-of-Term Review Tests, and Final Exams** measure students' ability to demonstrate mastery of skills taught in the course.
- The **Placement Test** is designed to help teachers place students into one of the five levels of the *Focus on Grammar* course.

The Importance of Context

A key element of *Focus on Grammar* is presenting important grammatical structures in context. The contexts selected are most relevant to the grammatical forms being introduced. Contextualized grammar practice also plays a key role in improving fluent use of grammar in communicative contexts. It helps learners to develop consistent and correct usage of target structures during all productive practice.

The Role of Corpus

The most important goal of *Focus on Grammar* has always been to present grammar structures using natural language. To that end, *Focus on Grammar* has incorporated the findings of corpus linguistics,* while never losing sight of what is pedagogically sound and useful. By taking this approach, *Focus on Grammar* ensures that:

- the language presented reflects real, natural usage
- themes and topics provide a good fit with the grammar point and elicit the target grammar naturally
- findings of the corpus research are reflected in the syllabus, readings, charts, grammar notes, and practice activities
- examples illustrate differences between spoken and written registers, and formal and informal language
- students are exposed to common errors in usage and learn how to recognize and avoid errors in their own speech and writing

Focus on Grammar Efficacy

The new edition of *Focus on Grammar* reflects an important efficacy initiative for Pearson courses—to be able to demonstrate that all teaching materials have a positive impact on student learning. To support this, *Focus on Grammar* has been updated and aligned to the **Global Scale of English** and the **Common European Framework (CEFR)** to provide granular insight into the objectives of the course, the progression of learning, and the expected outcomes a learner will be able to demonstrate upon successful completion.

To learn more about the Global Scale of English, visit www.English.com.

Components

Student Books with Essential Online Resources include access codes to the course audio, video, and self-assessment.

Student Books with MyEnglishLab offer a blended approach with integration of print and online content.

Workbooks contain additional contextualized practice in print format.

Digital Teacher's Resources include printable teaching notes, GSE mapping documents, answer keys, audio scripts, and downloadable tests. Access to the digital copy of the student books allows teachers to project the pages for whole-class instruction.

FOG Go app allows users to access the student book audio on their mobile devices.

* A principal resource has been Douglas Biber et al, *Longman Grammar of Spoken and Written English*, Harlow: Pearson Education Ltd., 1999.

The Focus on Grammar Unit

Focus on Grammar introduces grammar structures in the context of unified themes. All units follow a four-step approach, taking learners from grammar in context to communicative practice. Thematic units add a layer to learning so that by the end of the unit students will be able to discuss the content using the grammar points they have just studied.

STEP 1 GRAMMAR IN CONTEXT

Before You Read activities prepare students for the theme and **essential vocabulary** of the unit. Using a **photo-dictionary approach**, students discover the meanings of the target words before undertaking meaningful practice.

UNIT
14

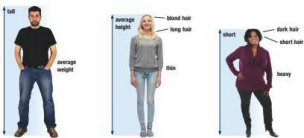
Adjectives DESCRIBING PEOPLE

- DEFINITIONS**
- Use adjectives to describe nouns
 - Use adjectives with other adjectives
 - Complete sentences about a conversation
 - Describe people
 - Give descriptions of a classroom and a town

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

VOCABULARY Study the words. Then complete the sentences. Write the names of famous people or people you know.



_____ has short hair. _____ has long hair.
_____ has blond hair. _____ is tall.
_____ has dark hair. _____ is average height.

Work with a partner. Compare your answers in A.

READ

OPEN Read this conversation.

What Does She Look Like?

BOB: Are you in Music 101?
JOHN: Uh-huh... It's a great class. I like it a lot.
BOB: Could you please give these tickets to Sonia Jones? She's in your class.

152 Unit 14

Lively and interesting **conversations and short readings** present the target grammar in natural contexts. As students read, they encounter the form, meaning, and use of the grammar.

JOHN: Sure. But I don't know her. What does she look like?
BOB: Well, she has dark hair and dark eyes.
JOHN: Half the women have dark hair and dark eyes. It's a huge class. There are 100 students in it!
BOB: Well, she's tall and thin.
JOHN: Oh, but a lot of women are tall and thin.
BOB: She's young... She's in her twenties.
JOHN: Right! Almost everyone at school is twenty-something.¹ Is there something unusual² about her?
BOB: Well... She has two heads!
JOHN: What?
BOB: Sonia's eight months pregnant.³
JOHN: Oh! Now I know who she is!

- ¹ twenty-something: between twenty and thirty years old
² unusual: different
³ pregnant: going to have a baby



AFTER YOU READ

COMPREHENSION Look at the conversation again. Circle the correct answers.

- Is Sonia in Music 101?
a. Yes, she is. b. No, she isn't.
- Does Sonia have blond hair and blue eyes?
a. Yes, she does. b. No, she doesn't.
- Is Music 101 a small class?
a. Yes, it is. b. No, it isn't.
- Are most of the students between the ages of twenty and twenty-nine?
a. Yes, they are. b. No, they aren't.
- Does Sonia really have two heads?
a. Yes, she does. b. No, she doesn't.
- Is Sonia pregnant?
a. Yes, she is. b. No, she isn't.

Work with a partner. Compare your answers in A.

Go to [Unit 14 English](#) for more grammar in context practice.

Adjectives 153

Comprehension activities focus on the meaning of the conversations and readings, while drawing students' attention to the target structures.

NEW!

STEP 2 GRAMMAR PRESENTATION

Grammar Charts present the structures in a clear, easy-to-read format.

STEP 2 GRAMMAR PRESENTATION

PAST OF BE: AFFIRMATIVE STATEMENTS

Affirmative Statements	
I/He	She
I was at a movie last night.	We were at a birthday party yesterday.
He was at home.	You were great in the play.
She was at the gym.	You and Ryan were both wonderful.
It was hot.	They were at the soccer game.

PAST OF BE: NEGATIVE STATEMENTS

Negative Statements	
I/He not	She not
I was not at home last night.	We were not at home last night.
He wasn't at a movie.	You weren't in class yesterday.
She wasn't at the library.	They weren't at the library yesterday.
It wasn't cold yesterday.	

YES/NO QUESTIONS

You/My Questions	Short Answers	
	Affirmative	Negative
Was I right?	Yes, you were.	No, you weren't.
Was he at home?	Yes, he was.	No, he wasn't.
Was she at the game?	Yes, she was.	No, she wasn't.
Was it cold yesterday?	Yes, it was.	No, it wasn't.
Were we right?	Yes, you were.	No, you weren't.
Were you at home?	Yes, I was.	No, I wasn't.
Were they at the game?	Yes, they were.	No, they weren't.

GRAMMAR NOTES

I was and I've	
The past of be has two forms: was and were. Use was with I, he, she, and it. Use were with you, we, and they.	I was at a movie last night. The girls were at the library yesterday. They were at the library yesterday.

76 Unit 7

NEW!

Clear signposting provides corpus-informed notes about common usage, differences between spoken and written registers, and common errors.

PRONUNCIATION NOTE

0 and An Before Singular Count Nouns

We use *a* before a consonant sound and *an* before a vowel sound. But sometimes consonants have vowel sounds, and vowels have consonant sounds. We sometimes use *a* before singular count nouns that start with vowels, and *an* before singular count nouns that start with consonants.

Singular count nouns that start with *h*:

• When the *h* sounds like /h/, we use *a*.

• When the *h* is silent, we use *an*.

I need *a* hat.

The trip takes *an* hour.

Singular count nouns that start with *s*:

• When the *s* sounds like /s/, we use *a*.

• When the *s* sounds like /z/, we use *an*.

She has *a* university in her town.

He made *an* umbrella.

NEW!

The newly designed Grammar Notes highlight the main point of each note, making navigation and review easier. Simple corpus-informed explanations and examples ensure students' understanding.

GRAMMAR NOTES

1 There + Be: Affirmative Sentences

Use *there + a* form of *be* to state facts about people or things.

Use *there is* and *there are* to state facts about people or things in the present. Use *there is* with singular nouns. Use *there are* with plural nouns.

Use *there was* and *there were* to state facts about people or things in the past. Use *there was* with singular nouns. Use *there were* with plural nouns.

Tip We often use *there's* in speaking and informal writing. (*There's = There is*)

Warning Don't use a plural noun after *there's*.

There is a new guide on our tour.

There are over 1,000 national parks in the world.

There was an accident on the highway.

There were a lot of people on the safari.

There's a park ten kilometers from here.

There are a lot of animals in the zoo.

Tip There's a lot of animals in the zoo.

2 There + Be: Negative Sentences

Use *there is not* or *there isn't* to state negative facts in the present with singular nouns.

Use *there was not* or *there wasn't* to state negative facts in the past with singular nouns.

Use *there are not* or *there aren't* to state negative facts in the present with plural nouns.

Use *there were not* or *there weren't* to state negative facts in the past with plural nouns.

Use *a* or *an* with singular nouns and *any* with plural nouns.

There isn't a national park in our state.

There wasn't a park here fifty years ago.

There aren't any elephants in the national park.

There weren't any cars on the road.

There isn't a hotel around here.

There aren't any volcanoes in my country.

3 Yes/No Questions with There

To make *yes/no* questions with *there*, put *is, are, was, or were* before *there*.

Use *there* both in questions and short answers.

Are there any volcanoes in your country?
Was there more corn forest land in the past?

Tip Is there a good hotel near the park?
Is there a bus in the city?
Is there a mall?
Were there many people on the safari?
Is there a zoo nearby?

There is, There are, There was, and There were 325

Pronunciation Notes are now included with the grammar presentation to highlight relevant pronunciation aspects of the target structures and to help students understand authentic spoken English.

NEW!

STEP 3 FOCUSED PRACTICE

Discover the Grammar activities develop students' recognition and understanding of the target structures before they are asked to produce them.

STEP 3 FOCUSED PRACTICE

EXERCISE 1 DISCOVER THE GRAMMAR

GRAMMAR NOTES 1-4 Read the paragraph. Underline the sixteen nouns that are food and drinks. Circle the quantifiers.

My favorite meal is lunch—my big meal of the day. I start with a bowl of soup, and I usually have crackers with it. Next, I have some meat. I also have vegetables: maybe carrots, peas, or beans. I almost always have rice. For dessert, I sometimes have a cookie, and I usually have some fruit—an orange, or an apple, or a banana. Sometimes I have a bowl of ice cream. I usually drink a cup of coffee, but once in a while I have tea. I'm never hungry after lunch.

1 Lock at the paragraph in A again. Write the underlined nouns in the correct column in the chart.

Count Nouns	Not-Count Nouns
crackers	soup



EXERCISE 2 QUANTIFIERS

GRAMMAR NOTES 3-4 Complete the conversation. Circle the correct answers (a = no article or quantifier).

SERVER: All right, folks. What do you want to order?

MARK: I want a bag of frozen chicken and rice and a some mixed vegetables. And please bring me a cup of / a bowl of hot tea to drink.

SERVER: Of course. And for you, young man?

Controlled practice activities lead students to master form, meaning, and use of the target grammar.

EXERCISE 2 WH- QUESTION WORDS

GRAMMAR NOTES 1-2 Read the questions and answers. Complete the questions with what, where, when, and why.

- A: What time did the accident occur? B: At nine o'clock in the morning.
- A: _____ did it happen? B: On the corner of Maple and Elm Street.
- A: _____ did the police arrive? B: They came at 9:10.
- A: _____ did the police do? B: They asked the drivers a lot of questions.
- A: _____ did the drivers say? B: The sun was in their eyes.
- A: _____ called the police? B: An old woman.

EXERCISE 3 WH- QUESTIONS

GRAMMAR NOTES 1-2 Complete the questions. Use the correct forms of the verbs in parentheses.

- What time did they leave home? (leave)
- Why _____ they go downtown? (go)
- Where _____ the accident happen? (happen)
- Who was the ambulance? (be)
- How long _____ it take the ambulance to get to the accident? (take)
- What _____ they see in the hospital? (see)

EXERCISE 4 QUESTIONS WITH WH- WORD + NOUN

GRAMMAR NOTES 1 Read the questions and answers. Complete the questions with the words from the box.

what day what month what time what year

- A: _____ did you get up? B: 7:00 a.m.
- A: _____ did the accident happen? B: Monday.
- A: _____ did you take a road trip? B: July.
- A: _____ did you go to Canada? B: 2015.

Simple Past: WH- Questions 301

Editing exercises allow students to identify and correct typical mistakes.

EXERCISE 6 EDITING

GRAMMAR NOTES 1-4 There are six mistakes in the email. The first mistake is corrected. Find and correct five more.

Hi Kathy,

Josh and I are going to have a little party last Sunday. We're going watch the Super Bowl, and we're going to has pizza and dessert. I think the game are going to start at 3:00, and we be going to eat at about 5:00. Please come.

Amanda

STEP 4 COMMUNICATION PRACTICE

Listeners in a variety of genres allow students to hear the grammar in natural contexts.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7 LISTENING

Class 1 Listen to a talk by a national park ranger. What are the people visiting?



Class 2 Listen again. Complete the sentences. Circle the correct answers.

- Victoria Falls is _____ high.
 - a. 100 metres
 - b. 130 metres
 - c. 200 metres
- David Livingstone discovered Victoria Falls in _____ century.
 - a. the seventeenth
 - b. the eighteenth
 - c. the nineteenth
- Livingstone named Victoria Falls after _____.
 - a. a French Queen
 - b. a British Queen
 - c. a South African Queen
- There are many animals in Victoria Falls National Park, but there aren't any _____.
 - a. elephants
 - b. giraffes
 - c. tigers
- There are _____ tourists at Victoria Falls every year.
 - a. a few
 - b. some
 - c. a lot of
- People don't want to hear _____.
 - a. airplane noise
 - b. waterfall noise
 - c. noise from animals
- The pollution problem is _____.
 - a. noise pollution
 - b. air pollution
 - c. water pollution
- There is a rain forest _____ the falls.
 - a. in
 - b. next to
 - c. far away from

Work with a partner. Ask and answer questions with there about the place in the listening.

- EXAMPLE:** A: Is there a waterfall in the national park?
 B: Yes, there is. ... Are there elephants in the park?
 B: Yes, there are.

There is, there are, there was, and there were 301

In the **listening activities**, students practice a range of listening skills. A **new step** has been added in which partners complete an activity that relates to the listening and uses the target grammar.

NEW!

Engaging **communicative activities** (conversations, discussions, presentations, surveys, and games) help students synthesize the grammar, develop fluency, and build their problem-solving skills.

EXERCISE 8 INTRODUCE YOURSELF AND A CLASSMATE

CONVERSATION Work with a partner. Practice the conversation with your names. Take turns.

- A: I'm _____.
 B: Nice to meet you, _____. I'm _____.
 A: Nice to meet you, too.

3 Walk around the classroom. Introduce yourself to four classmates.

4 Introduce one classmate to the class.

- EXAMPLE:** A: This is Eun Young.
 B: Nice to meet you, Eun Young. I'm ...

EXERCISE 9 TALK ABOUT PHOTOS

CONVERSATION Bring photos of your family or friends to class. Then work in a group. Talk about the photos.

- EXAMPLE:** A: Is this your mother?
 B: Yes, she's in Poland right now.
 C: This is my boyfriend. He's in Mumbai.
 D: These are my friends. Aha is on the right, and Nancy is on the left.



14 Unit 1

Go to [English.com](#) for more communication practice.

FROM GRAMMAR TO WRITING

A **From Grammar to Writing** section, now in every unit, helps students to confidently apply the unit's grammar to their own writing.

NEW!

FROM GRAMMAR TO WRITING

BEFORE YOU WRITE: Read about Ali, a man of many abilities. Then work with a partner. Tell your partner about a person you know with different abilities.



My friend Ali can do many things. He can play soccer. He's the star of his team. Ali is also good at music. He can play the guitar and sing. Sometimes Ali and I play together. I can play the guitar, too. Ali can also write poetry. His poems are very beautiful, but a little sad. He can't do everything. He can't fix a car or a computer.

WRITE: Write a paragraph about the abilities of a person you know. Use can and can't. Use the paragraph in A and your ideas to help you.

CHECK YOUR WORK: Read your paragraph. Underline all examples of can or can't. Then use the Editing Checklist to check your work.

Editing Checklist

Did you...?

- use can to mean ability or possibility
- use can or can't + the base form of the verb
- check your spelling

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

220 Unit 19

Go to [Unit 19 English Lab](#) for more writing practice.

The **Before You Write** task helps students generate ideas for their writing assignment. They typically contain writing models for students to analyze and emulate.

In the **Write** task, students are given a writing assignment and guided to use the target grammar.

Check Your Work includes an Editing Checklist that allows students to proofread and edit their compositions.

In **Revise Your Work**, students are given a final opportunity to improve their writing.

UNIT REVIEW

Unit Reviews give students the opportunity to check their understanding of the target structures. Students can check their answers against the Answer Key at the end of the book. They can also complete the Review on MyEnglishLab.

UNIT 5 REVIEW

Test yourself on the grammar of the unit.

Match the questions and answers.

- | | |
|-------------------------------|---------------------|
| 1. Are you actors? | a. No, they aren't. |
| 2. Am I late? | b. No, she isn't. |
| 3. Is John married? | c. Yes, you are. |
| 4. Are your parents teachers? | d. Yes, we are. |
| 5. Is your sister a dentist? | e. No, he isn't. |

Complete the conversation with who or what.

- A: That's a great photo. _____'s that woman on the right?
B: That's my cousin.
- A: Oh, really? _____'s her name?
B: Amalia.
- A: And _____'s that man on her left?
B: That's her husband, Carlos.
- A: I see. _____ does he do?
B: He's a police officer.
- A: And _____'s that in the middle? Is that their son?
B: No, that's their daughter!

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HOME COURSE GRADEBOOK MESSAGES SETTINGS

Gradebook

FOG 3 5e Class

Student	Score	Grade	Completed	Start	End	Assignment
John Smith	100%	F	82/90	---	---	0/0
Kevin Ross	100%	C	67/90	---	---	0/0
Ken Jones	100%	A	64/90	---	---	0/0
John Richardson	100%	F	75/90	---	---	0/0
Patrick Fitzgerald	100%	F	50/90	---	---	0/0
Michael Wheeler	100%	A	89/90	---	---	0/0
Summary of	100%	D				

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MyEnglishLab English Help Unit 4 GRAMMAR 3

Unit 4 Focused Practice A

Choose the correct words to complete each sentence. Click on the light bulbs below to review the Grammar Chart and Grammar Notes.

1. Did you play football?
 Yes, I No, I
 When used to play football?
 I play every day. I after school in the video arcade.

2. When you were a kid, did?
 No, I
 We to vinyl records.

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MyEnglishLab provides students with:

- rich interactive practice in grammar, reading, listening, speaking, and writing
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- remediation activities
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Scope and Sequence

PART 1 Identifying Things and People

UNIT	GRAMMAR	READING
1 <i>This is/These are;</i> Subject Pronouns Page 6 THEME Family	<ul style="list-style-type: none"> ■ Can use <i>this is</i> and <i>these are</i> to introduce people and things nearby ■ Can use <i>is this</i> and <i>are these</i> to ask about people and things nearby ■ Can use subject pronouns PRONUNCIATION <i>This</i> and <i>These</i>	Biography: <i>All About Steve</i> <ul style="list-style-type: none"> ■ Can identify important details in a short article, with visual support
2 Singular and Plural Nouns; Proper Nouns; <i>A</i> and <i>An</i> Page 17 THEME At Home and at School	<ul style="list-style-type: none"> ■ Can use singular nouns, plural nouns, and proper nouns ■ Can use <i>a/an</i> with singular nouns 	Conversation Transcript: <i>New Words</i> <ul style="list-style-type: none"> ■ Can identify the main points in a written transcript of an everyday conversation

PART 2 *Be: Present*

3 Present of <i>Be</i>: Statements Page 30 THEME I'm Not from Around Here	<ul style="list-style-type: none"> ■ Can make affirmative and negative statements with the verb <i>be</i> in the simple present ■ Can use contractions with the verb <i>be</i> in the simple present 	Conversation Transcript: <i>We Love Seattle!</i> <ul style="list-style-type: none"> ■ Can correct false statements about a simple conversation about places
4 <i>That is/Those are;</i> Possessive Adjectives Page 41 THEME Fun Places	<ul style="list-style-type: none"> ■ Can use <i>that is</i> and <i>those are</i> to introduce people or things farther away ■ Can use possessive adjectives PRONUNCIATION Same Pronunciation, Different Meaning	Conversation Transcript: <i>Seattle from the Space Needle</i> <ul style="list-style-type: none"> ■ Can identify true statements in a short conversation about a place
5 Present of <i>Be</i>: <i>Yes/No</i> Questions; Questions with <i>Who</i> and <i>What</i> Page 51 THEME Jobs	<ul style="list-style-type: none"> ■ Can ask and answer <i>yes/no</i> questions with the verb <i>be</i> in the simple present ■ Can ask and answer simple present questions with <i>who</i> or <i>what</i> and the verb <i>be</i> 	Conversation Transcript: <i>Who's That Woman with Amanda?</i> <ul style="list-style-type: none"> ■ Can determine people's relationships and professions in short conversations at a wedding
6 Present of <i>Be</i>: Questions with <i>Where</i>; Prepositions of Place Page 61 THEME Places in the Neighborhood	<ul style="list-style-type: none"> ■ Can ask and answer simple present questions about location, using <i>where</i> and the verb <i>be</i> ■ Can use prepositions of place to describe locations and addresses 	Article: <i>Places in the Neighborhood</i> <ul style="list-style-type: none"> ■ Can determine the location of different businesses from a message from a building manager to tenants

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about a class</p> <ul style="list-style-type: none"> Can follow a slow, carefully articulated conversation about everyday topics 	<ul style="list-style-type: none"> Can introduce people using a few basic fixed expressions Can ask and answer basic questions about family and friends in a limited way 	<ul style="list-style-type: none"> Can write a simple paragraph about a friend, using a model for support 	brother children daughter family father husband mother parents sister son wife
<p>A conversation between friends</p> <ul style="list-style-type: none"> Can follow a slow, carefully articulated conversation about everyday items 	<ul style="list-style-type: none"> Can ask and answer basic questions with <i>What's this/that?</i> Can identify basic objects and present them to others 	<ul style="list-style-type: none"> Can create vocabulary flash cards and write simple sentences about classroom objects 	fork glass knife oven spoon
<p>A conversation between a chef and a student</p> <ul style="list-style-type: none"> Can identify main points and key details in a slow-paced conversation 	<ul style="list-style-type: none"> Can make basic statements about oneself and classmates, and query statements made by others Can express opinions about places 	<ul style="list-style-type: none"> Can write a simple paragraph about a city, using a model for support 	boring clean (adj) dirty far fun near
<p>A conversation about family</p> <ul style="list-style-type: none"> Can identify key details in a slow-paced conversation about family members in a photo 	<ul style="list-style-type: none"> Can ask and answer questions about people's belongings Can ask and answer basic questions to confirm locations on a map 	<ul style="list-style-type: none"> Can write a simple paragraph about a place in a photo, using a model for support 	museum sports stadium university zoo
<p>A conversation about people</p> <ul style="list-style-type: none"> Can identify basic information about people in a slow-paced, short conversation 	<ul style="list-style-type: none"> Can have a basic conversation about one's profession Can ask and answer <i>yes/no</i> questions to determine the identity of a famous person 	<ul style="list-style-type: none"> Can write questions and answers for a short interview 	bus driver doctor nurse server writer
<p>A conversation about directions</p> <ul style="list-style-type: none"> Can identify the locations of people and places in a short conversation, using a map for guidance 	<ul style="list-style-type: none"> Can ask and answer simple questions about the locations of people, objects, and places 	<ul style="list-style-type: none"> Can write a simple paragraph about the addresses and locations of three places 	bank (n) drugstore gas station gym hospital supermarket