

FIFTH EDITION

# Focus on Grammar 2

Irene E. Schoenberg

with **MyEnglishLab**  
access code inside



FIFTH EDITION

# Focus on Grammar **2**

**Irene E. Schoenberg**

## **Focus on Grammar 2: An Integrated Skills Approach, Fifth Edition**

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# WELCOME TO FOCUS ON GRAMMAR

## FIFTH 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 the Fifth 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 articles, stories, dialogues, and blog posts. 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 fifth 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](http://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 create interest and elicit students' knowledge about the topic.

**Vocabulary** exercises help students improve their command of English.

### UNIT 1 Present of Be: Statements SPORTS

**NOTES:**

- Use the unit 1B to design present statements.
- Designing present statements is a communicative goal.
- Use other sports and famous athletes.
- Keep questions about a collection.

#### STEP 1 GRAMMAR IN CONTEXT

##### BEFORE YOU READ

Look at the photos. Work with a partner. Answer the questions.

- What are three popular sports in your country?
- What's your favorite sport?

#### MOST POPULAR SPORTS IN THE WORLD



#### READ

**QW:** Read this article about Ana and soccer.

#### Ana and Soccer

Hi, I'm Ana Silva. I'm from São Paulo, Brazil. I'm a soccer fan. Soccer is the number-one sport in my country. It's the number-one sport in the world. It is popular in Africa, Asia, Europe, South America, and North America. But the name "soccer" is not popular all over the world. Only people in the

United States and Canada call the sport "soccer." People in the rest of the world call it "football."

This is a photo of me with my cousins Julia and Marco. They are with me at a soccer game. Julia is in the middle. She's a student at the University of São Paulo. Marco is in high school. He's in his last year. We are all soccer fans. We're athletes, too. I'm a soccer player, but Julia and Marco are not. They're tennis players. But we all love soccer. Of course we love soccer—we are Brazilian!



#### AFTER YOU READ

**VOCABULARY** Complete the sentences. Circle the correct answers.

- Ronaldo is her favorite soccer player. His photo is on her wall. She's a fan / student of Ronaldo.
- That hockey team is new. It's only / over two years old.
- All the students in our school like hockey. It is a popular / bad sport here in Canada.
- Ahmed is good at all sports. He's a very good athlete / friend.
- This is a photo of my friends and me. Jon is on the left. Natalie is on the right. I'm in the world / in the middle.
- Ten of my classmates love sports. The rest of / The name of my classmates are not interested in sports.

**COMPREHENSION** Read the statements. Check (✓) True or False.

- |  | True                     | False                    |
|--|--------------------------|--------------------------|
| 1. In the photo, Ana is with her brother and sister. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ana is from Brazil.                               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Brazil is in São Paulo.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Football is the number-one sport in Brazil.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Julia and Marco aren't soccer players.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ana and her cousins aren't soccer fans.           | <input type="checkbox"/> | <input type="checkbox"/> |

**DISCUSSION** Work with a partner. Compare your answers in B. Then say two things about Ana and her cousins and two things about soccer.

Go to [MyEnglishLab](#) for more vocabulary practice.

Present of Be: Statements 5

Engaging, high-interest **readings** in a variety of genres present the target structures in natural and realistic contexts. As students read, they encounter the form, meaning, and use of the grammar.

**Comprehension and Discussion** activities focus on the meaning of the text and draw 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

#### SIMPLE PRESENT: AFFIRMATIVE AND NEGATIVE STATEMENTS

Affirmative Statements			Negative Statements		
Subject	Verb		Subject	Do not / Does not	Base Form of Verb
I			I	do not	
You*	eat	like	You	do not	
We		noodles.	We	do not	eat
They			They	do not	like
He			He	does not	have
She	has		She	does not	
It			It	does not	noodles.

\*You can be singular or plural.

#### ADVERBS AND EXPRESSIONS OF FREQUENCY

Adverbs of Frequency			Adverbs of Frequency with Be		
Subject	Adverb	Verb	Subject	Be	Adverb
I			I	am	
You	usually	eat	You	are	
We	almost	never	We	are	usually
They		cook.	They		almost
He			He	is	never
She		cooks	She		busy.
It		rates.	It		

Adverbs of Frequency	Expressions of Frequency
always	100%
almost always	
frequently	
usually	
often	
sometimes	50%
rarely/seldom	
almost never	
never	0%

Expressions of Frequency
every day.
twice a week.
three times a month.
several times a year.
once in a while.

88 Unit 8

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

**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 Count and Non-Count Nouns

There are count nouns and non-count nouns.

Nouns such as apple, table, and room are count nouns. We call them count nouns because we can count them.

Nouns such as milk, juice, and sugar are non-count nouns. We call them non-count nouns because we cannot count them.

Some nouns can be both count and non-count nouns.

**NEW!** In informal speaking, some non-count nouns are used as count nouns.

**NEW!** Do not add a, an, or a number before a non-count noun.

I ate one pear and two apples.

We need milk, juice, and sugar.

He bought three cakes for the party. (count noun)

We ate some cake. (non-count noun)

I'd like two coffees and two sodas.

I'd like two cups of coffee and two cans of soda.

I need milk.

I need milk.

##### 2 Indefinite Articles A, An

Use a or an to talk about a person or thing for the first time, or when it is not clear which person or thing you mean.

Use a or an before a singular count noun.

Remember to use a before a consonant sound.

Remember to use an before a vowel sound.

**NEW!** Do not put a, an, or a number before a non-count noun.

I bought a pear and an apple.

Do you want a salad?

No, I want a small pasta dish.

Did you eat an apple?

Yes, I had an avocado salad.

I want rice.

I want rice.

##### 3 Definite Article The

Use the when it is clear which person or thing you mean.

You can use the before singular count nouns, plural nouns, and non-count nouns:

• singular count nouns

• plural nouns

• non-count nouns

The restaurant is open.  
(Both the speaker and listener know which restaurant.)

Do you have any napkins?

Yes, The napkins are over there.

(The napkins that A asked about)

The soup is delicious.

Articles with Count and Non-Count Nouns, Some/Any 311

#### PRONUNCIATION NOTE

**NEW!** Regular Present Tense Endings

Regular simple past verbs end in three sounds: /d/, /t/, or /ɪd/.

• /d/	He arrived late.
• /t/	They worked at a hotel.
• /ɪd/	She waited for him at the airport.

**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 1-3  
A student is people watching in her psychology class. Underline all the uses of the present progressive.

I'm in my psychology class. This semester we're studying child psychology. Today's class is almost over. Julie and Maria are doing their books. Our teacher is returning a test. Bob has a smile on his face. He always gets a good grade. Ryan isn't smiling. Maybe his grade is low. Shoko is sitting under the table. Jon isn't listening to the teacher. He's thinking about lunch. I can hear his stomach. It's making noise.

Write the base form of the underlined words in A.

1. study A. \_\_\_\_\_
2. \_\_\_\_\_ B. \_\_\_\_\_
3. \_\_\_\_\_ C. \_\_\_\_\_
4. \_\_\_\_\_ D. \_\_\_\_\_
5. \_\_\_\_\_ E. \_\_\_\_\_
6. \_\_\_\_\_ F. \_\_\_\_\_

#### EXERCISE 2 AFFIRMATIVE AND NEGATIVE STATEMENTS

GRAMMAR NOTES 1-3 Complete the sentences with the present progressive forms of the verbs in parentheses.

1. I'm tired of studying. I am taking a break and am around.
2. Julie and Maria are games, and Bob is someone.
3. Shoko and Ryan are homework, and Jon is the paper.
4. It is outside now. People are umbrellas.
5. Some people are at the door. They are for the rain to stop.
6. I am homework. I'm looking at the people in the library.
7. It is now. It is.
8. They are at this moment. They are.
9. This semester, Hugo is five courses. He is hard.
10. This week in psychology class, we are about the behavior of three-year-old children.

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

#### EXERCISE 2 ADVERBS OF MANNER

GRAMMAR NOTES 1-3 Complete each sentence. Change the adjectives in parentheses to adverbs.

1. The audience listened carefully.
2. He spoke quietly.
3. Sally writes quickly.
4. They speak Spanish fluently.
5. He spoke slowly.
6. He drove carelessly.
7. Did he drive carelessly?
8. Did they sing loudly?
9. The movie began quietly.
10. It rained heavily last night.
11. She woke up early.
12. He stayed up late.



#### EXERCISE 3 LINKING VERBS

GRAMMAR NOTE 3 Match the beginnings of the sentences with the endings.

- |   |                      |
|---|----------------------|
| a. awful. I hate heavy metal music.       | 1. She looks         |
| b. happy. I guess he gave a good talk.    | 2. He looks          |
| c. sick. Does he have a fever?            | 3. The soup tastes   |
| d. good. Are they baking cookies?         | 4. Her speech was    |
| e. great. People clapped for a long time. | 5. This CD sounds    |
| f. terrible. Don't eat it.                | 6. Their home smells |

#### EXERCISE 4 ADVERBS OF MANNER AND ADJECTIVES

GRAMMAR NOTE 1-3 Complete the conversations. Circle the correct answers.

1. A: How was the debate?  
B: Good. Both sides spoke good / well.
2. A: How was the food at the reception after the debate?  
B: It tasted bad / badly.

Adverbs of Manner 395

Editing exercises allow students to identify and correct typical mistakes.

#### EXERCISE 6 EDITING

GRAMMAR NOTES 1-7 Correct the paragraph. There are eight mistakes. The first mistake is already corrected. Find and correct seven more.

Usually, after 1 is the United States, people don't usually the New Year holiday on New Year's Eve. Many people plans celebrations weeks in advance. My cousin always invite friends to a party. My parents usually goes to a restaurant with friends. Many people watch an event on TV just before midnight. On New Year's Day, people usually are relax from the night before. My brother watches football games on TV, and my sister is go to her friend's home. I sleep all day long and not do anything.



Go to MyEnglishLab for more focused practice.

#### EXERCISE 7 LISTENING

Listen to a conversation about Independence Day celebrations. Then write the name of the country and the date of its Independence Day.

## STEP 4

## COMMUNICATION PRACTICE

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

### STEP 4 COMMUNICATION PRACTICE

#### EXERCISE 7 LISTENING

**GAME** Listen to a quiz show about animals. Read the questions. Choose the correct answers.

- The first question asks, "Which land animal has the longest gestation period?"  
a. gestation period is \_\_\_\_  
b. the time the baby learns to walk.
- The second question asks, "Which animal is \_\_\_\_?"  
a. the fastest b. the fastest
- The third question asks, "Which animal is \_\_\_\_?"  
a. the loudest b. the proudest
- The last question asks, "Which animal is \_\_\_\_?"  
a. the smallest b. the deadliest

**GAME** Listen again. What were the answers to the four questions in the quiz show? Choose from the words in the box.

ant cheetah cow horse monkey peacock  
lion ostrich elephant bat mosquito tiger

Question 1: the Asian \_\_\_\_\_

Question 2: the \_\_\_\_\_

Question 3: the howler \_\_\_\_\_

Question 4: the \_\_\_\_\_

**WORK** Work with a partner. Say two statements about animals using the superlative. Your partner decides if they are true or false. Take turns.

**EXAMPLE:** A: The Asian elephant is the loudest land animal.  
B: That's not true. The howler monkey is the loudest land animal.



The Superlative 423

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 7 WHAT DO I REALLY MEAN?

**ROLE PLAY** How we speak gives a different meaning to a sentence. Work with a partner. Say the following sentences in the ways in the box or choose your own ways. Your partner guesses how you're talking.

simply decisively questioningly sadly sarcastically

1. I love English grammar.

**EXAMPLE:** A: I love English grammar.  
B: You're speaking sarcastically.  
A: You're right.

2. The speech was great.

3. The movie was wonderful.

4. I love to exercise.

5. It's mine, all mine.



#### EXERCISE 8 WHAT AM I DOING?

**GAME** Work in groups. Choose a verb and an adverb from the list. Act it out in front of your group. They say what you're doing.

Verbs		Adverbs	
dance	sing	badly	quietly
drive	speak	carefully	quickly
eat	walk	carelessly	slowly
listen		noisily	



396 Unit 32

Go to MyEnglishLab 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 a student's pet. Then complete the chart with information about your pet or a pet you know about. Work with a partner. Use the chart to tell your partner about the animal.



I have a beautiful parakeet. His feathers are bright green. His name is Chichi. He is two years old. He lives in a cage in my living room. Sometimes he flies around the room. Chichi can sing very beautifully. Chichi couldn't do anything when he was younger. But now he can sit on my finger and out from my hand. He can't speak, but I'm happy about that. I tell him all my secrets, and he doesn't tell anyone. That's a wonderful quality. I love my Chichi.

	Student's Pet	My Pet
Kind of animal	bird/parakeet	
Description	green feathers	
Name	Chichi	
Age	two years old	
Home	cage	
Abilities	sit on finger/out from hand	

**WRITE:** Write a paragraph about a pet. Use the paragraph in A and your chart. Use can, can't, could, or couldn't.

**CHECK YOUR WORK:** Read your paragraph in B. Underline can, can't, could, or couldn't and the verb that follows. Use the Editing Checklist to check your work.

#### Editing Checklist

Did you...?

- ☐ follow can, can't, could, and couldn't with the base form of the verb
- ☐ use can for the present and could for the past
- ☐ check your spelling

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

158 Unit 13

Go to MyEnglishLab 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 25 REVIEW

Test yourself on the grammar of the unit.

**1. Complete the sentences. Circle the correct answers.**

- Do you want to start / starting a business?
- I hope to sell / selling my business next year.
- She decided to return / returning to school.
- She hopes to become / becoming a pilot.
- She enjoys to fly / flying and to see / seeing the world.

**2. Complete the sentences with the correct forms of the verbs in parentheses.**

- She doesn't want \_\_\_\_\_ evenings. (work)
- Her boss refuses \_\_\_\_\_ her hours. (change)
- She's thinking about \_\_\_\_\_ her job and \_\_\_\_\_ back to school. (quit)
- Her English keeps \_\_\_\_\_ (improve)

**3. Write sentences. Put the words in parentheses in the correct order.**

- \_\_\_\_\_ (trying / people / she / enjoys)
- \_\_\_\_\_ (to / graduate / in June / expect / we)
- \_\_\_\_\_ (to / trying / study / we / like)
- \_\_\_\_\_ (promise / will / he / taking / candy / ice cream)

**4. Correct the paragraph. There are six mistakes.**

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Gradebook

FOG 3 5e Class

Student	Score	Scale	Completed	Score	Scale	Completed
John Smith	85%	100	F	85/100	100	0/0
John Doe	85%	100	F	85/100	100	0/0
John Doe	85%	100	F	85/100	100	0/0
John Doe	85%	100	F	85/100	100	0/0
John Doe	85%	100	F	85/100	100	0/0
John Doe	85%	100	F	85/100	100	0/0
John Doe	85%	100	F	85/100	100	0/0
John Doe	85%	100	F	85/100	100	0/0
John Doe	85%	100	F	85/100	100	0/0
John Doe	85%	100	F	85/100	100	0/0

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Unit 4 Focused Practice A

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

1. A: Did you  play Pacman?  
B: Yes, I .  
A: When  you  play Pacman?  
B: I  every day. I  in after school in the video arcade.

2. A: When you were a kid,  CDs?  
B: No, I .  
A:  listen to?  
B: Yes, I  to vinyl records.

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- immediate and meaningful feedback on wrong answers
- remediation activities
- grade reports that display performance and time on task

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- view student scores by unit and activity
- monitor student progress on any activity or test
- analyze class data to determine steps for remediation and support

**MyEnglishLab** also provides teachers with:

- a digital copy of the student book for whole-class instruction
- downloadable assessments, including the placement test, that can be administered on MyEnglishLab or in print format
- printable resources including teaching notes, suggestions for teaching grammar, GSE mapping documents, answer keys, and audio scripts

# Scope and Sequence

## PART 1 Be: Present and Past

UNIT	GRAMMAR	READING
<b>1</b> <b>Present of Be: Statements</b> Page 4 THEME Sports	<ul style="list-style-type: none"> <li>Can use the verb <i>be</i> in simple present affirmative and negative statements</li> <li>Can use contractions in speaking and writing</li> </ul>	Personal Story: <i>Ana and Soccer</i> <ul style="list-style-type: none"> <li>Can determine the general meaning of a short, simple personal description with visual support</li> </ul>
<b>2</b> <b>Present of Be: Questions</b> Page 15 THEME School	<ul style="list-style-type: none"> <li>Can ask a range of <i>yes/no</i> and <i>wh-</i> questions with <i>be</i> in the simple present</li> <li>Can construct short answers to questions in the simple present</li> </ul>	Conversation Transcript: <i>Are We Late?</i> <ul style="list-style-type: none"> <li>Can understand details in a conversation in a classroom setting</li> </ul>
<b>3</b> <b>Past of Be</b> Page 28 THEME A First Day	<ul style="list-style-type: none"> <li>Can make simple past statements with <i>be</i></li> <li>Can ask simple past <i>yes/no</i> and <i>wh-</i> questions with <i>be</i></li> <li>Can use a range of common time markers for the past</li> </ul>	Narrative: <i>Sarah's First Day</i> <ul style="list-style-type: none"> <li>Can identify specific information in a narrative article</li> </ul>

## PART 2 Nouns, Adjectives, and Prepositions

<b>4</b> <b>Count Nouns and Proper Nouns</b> Page 42 THEME Photographs and Photographers	<ul style="list-style-type: none"> <li>Can use <i>a/an</i> with singular count nouns</li> <li>Can use common regular and irregular nouns in the plural form</li> <li>Can identify and use proper nouns</li> </ul> PRONUNCIATION Plural Noun Endings	Biography: <i>A Photographer and a Photo</i> <ul style="list-style-type: none"> <li>Can identify specific information in a short biography</li> </ul>
<b>5</b> <b>Descriptive Adjectives</b> Page 54 THEME Interesting and Unusual Places	<ul style="list-style-type: none"> <li>Can place adjectives in the correct position before nouns</li> <li>Can use the appropriate articles with adjectives that come before count nouns</li> </ul>	Information Article: <i>Cappadocia, a Place of Mystery</i> <ul style="list-style-type: none"> <li>Can identify key details in an article about a location and its geographical features</li> </ul>
<b>6</b> <b>Prepositions of Place</b> Page 63 THEME Locations	<ul style="list-style-type: none"> <li>Can use a range of prepositions of place</li> <li>Can use <i>on</i>, <i>at</i>, and <i>in</i> for specific addresses and locations</li> </ul>	Magazine Article: <i>The American Museum of Natural History</i> <ul style="list-style-type: none"> <li>Can recognize important details in a descriptive passage</li> </ul>

LISTENING	SPEAKING	WRITING	VOCABULARY
<b>A conversation about athletes</b> ■ Can identify key details about people in conversations that are conducted clearly and slowly	■ Can discuss likes and dislikes ■ Can describe something in a simple list of points	■ Can write personal information about a friend or colleague, using notes for guidance	athlete fan (n) in the middle only popular the rest of
<b>A conversation about classmates</b> ■ Can recognize and describe basic information about people in conversations that are conducted clearly and slowly	■ Can ask simple questions to find out more about someone ■ Can use brief, everyday expressions to ask for and give personal details	■ Can write a detailed list of questions about a familiar place	excuse me office on time right (adj) room (n)
<b>A series of phone messages</b> ■ Can extract key factual information from a recorded phone message	■ Can communicate in routine tasks that require simple, direct exchanges of information, such as descriptions of the weather and everyday activities	■ Can write a paragraph about a personal experience (first day of school)	afraid (of) difficult nervous principal (n) <b>AWL</b> surprise (n)
<b>A lecture about art</b> ■ Can identify important details in a brief lecture about a famous artist	■ Can give a brief presentation about people, places, or things	■ Can write short, basic descriptions of people, places, or things	all over occasion public (n) striking (adj) to be born
<b>A telephone conversation</b> ■ Can recognize details in a conversation about a vacation if delivered slowly and clearly	■ Can share information about known places ■ Can offer opinions and comment on statements provided by one's peers	■ Can write a detailed paragraph about a location that has personal significance	climate comfortable dry safe (adj) unusual
<b>A recorded description</b> ■ Can infer information about a location by recognizing important details in a recorded description	■ Can give directions to help one's peers find information on a map or brochure	■ Can write a short invitation to a party or event, including important details like time and location	app dinosaur huge interested locate <b>AWL</b> tour (n)

**AWL** = Academic Word List item

**PART 3**  
**Imperatives and the Simple Present**

UNIT	GRAMMAR	READING
<b>7</b> <b>Imperatives; Suggestions with Let's, Why don't we...?</b> Page 76 THEME Long Life	<ul style="list-style-type: none"> <li>Can use verbs in the imperative</li> <li>Can make offers and suggestions with <i>why not/why don't you/we...?</i></li> <li>Can make suggestions with <i>let's</i> and <i>let's not</i></li> </ul>	<b>Health Article: <i>Secrets to a Long Life</i></b> <ul style="list-style-type: none"> <li>Can recognize an author's opinions in a short passage about an academic topic</li> </ul>
<b>8</b> <b>Simple Present: Affirmative and Negative Statements</b> Page 86 THEME Holidays	<ul style="list-style-type: none"> <li>Can use the simple present in a range of situations</li> <li>Can use adverbs of frequency in the correct position in a sentence</li> <li>Can use expressions of frequency as time markers</li> </ul> PRONUNCIATION Third-Person Singular Verbs	<b>Anthropology Article: <i>New Year Traditions Around the World</i></b> <ul style="list-style-type: none"> <li>Can identify language related to customs, cultures, and traditions in a short article</li> </ul>
<b>9</b> <b>Simple Present: Yes/No Questions and Short Answers</b> Page 98 THEME Roommates	<ul style="list-style-type: none"> <li>Can ask <i>yes/no</i> questions in the simple present</li> <li>Can construct short answers to <i>yes/no</i> questions in the simple present</li> </ul>	<b>Questionnaire: <i>Roommate Questionnaire</i></b> <ul style="list-style-type: none"> <li>Can understand responses to a questionnaire on a familiar topic</li> </ul>
<b>10</b> <b>Simple Present: Wh- Questions</b> Page 109 THEME Dreams	<ul style="list-style-type: none"> <li>Can ask <i>wh-</i> questions in the simple present</li> <li>Can use <i>who</i> and <i>whom</i> to ask about the subject or the object of a sentence</li> </ul>	<b>Radio Show Transcript: <i>Dreams</i></b> <ul style="list-style-type: none"> <li>Can identify the main points in a written transcript of a radio show</li> </ul>

**PART 4**  
**There Is/There Are; Possessives**

<b>11</b> <b>There is/There are</b> Page 122 THEME Places to Shop	<ul style="list-style-type: none"> <li>Can use <i>there is</i> and <i>there are</i> to introduce people or things into a conversation, or to talk about a location or time of an event</li> <li>Can ask <i>yes/no</i> questions with <i>there + be</i></li> </ul>	<b>Guidebook Excerpt: <i>The Dubai Mall</i></b> <ul style="list-style-type: none"> <li>Can identify details that describe a specific location in a travel brochure or guide</li> </ul>
<b>12</b> <b>Possessive Nouns and Adjectives; Pronouns; Questions with Whose</b> Page 135 THEME Possessions	<ul style="list-style-type: none"> <li>Can use possessive adjectives, nouns, and pronouns</li> <li>Can use an apostrophe to show possession with a variety of nouns</li> <li>Can form questions with <i>whose</i> to ask about possessions</li> </ul>	<b>Conversation Transcript: <i>Whose Composition Is This?</i></b> <ul style="list-style-type: none"> <li>Can identify the main facts in a conversation in a classroom setting</li> </ul>

LISTENING	SPEAKING	WRITING	VOCABULARY
<b>A product advertisement</b> ■ Can follow the main points in a recorded advertisement	■ Can discuss what to do and where to go, and make arrangements to meet ■ Can give basic advice about everyday topics, using simple language	■ Can write an advertisement for a hotel, using a model for guidance	advice dead island nap (n) pray secret
<b>A conversation about holidays</b> ■ Can take detailed notes on a short conversation, listing both main ideas and supporting details	■ Can work with one's peers to prepare a short presentation about a holiday or custom ■ Can describe habits and routines	■ Can write a paragraph about a favorite holiday or tradition, using notes for support	at the stroke of culture <b>AWL</b> eve get together look ahead tradition <b>AWL</b>
<b>A conversation about roommates</b> ■ Can identify a speaker's likes and dislikes in a simple conversation	■ Can answer simple questions in a face-to-face survey ■ Can use a limited range of fixed expressions to describe objects, possessions, or products	■ Can write a simple email that provides personal information and asks routine questions	bother (v) easygoing messy outgoing private (adj) stay up
<b>A conversation about dreams</b> ■ Can identify key details in a conversation about dreams	■ Can give and elicit personal information about sleep habits, taking turns with a partner	■ Can ask for personal details in written form and use the material to write an interview	author (n) <b>AWL</b> guest nightmare remember unfortunately
<b>A conversation about a place</b> ■ Can provide directions to someone, based on information heard in a prior conversation	■ Can gather information about a place from a partner or group, summarize it, and present it to others	■ Can write a short description of a favorite place to shop	aquarium including (prep) indoor join luxury parking space
<b>A conversation about possessions</b> ■ Can identify ownership of possessions in a conversation that's delivered slowly and clearly	■ Can describe an everyday object in detail, also indicating who owns it ■ Can ask and answer questions about possessions	■ Can write a detailed paragraph that describes people in one's family	back (prep) composition excellent grade (n) <b>AWL</b> recognize

**AWL** = Academic Word List item



# **PART 5** **Modals: Ability and Permission**

UNIT	GRAMMAR	READING
<b>13</b> <b>Ability: Can or Could</b> Page 150 THEME Animals and Their Abilities	<ul style="list-style-type: none"> <li>Can use <i>can</i> and <i>can't</i> to refer to present ability or lack of ability and possibility</li> <li>Can express ability or lack of ability in the past using <i>could</i> and <i>couldn't</i></li> </ul> PRONUNCIATION Stress on <i>Can</i> and <i>Can't</i>	Scientific Article: <i>A Genius Parrot</i> <ul style="list-style-type: none"> <li>Can confirm the validity of important information in a short non-fiction article</li> </ul>
<b>14</b> <b>Permission: Can or May</b> Page 160 THEME Special Diets	<ul style="list-style-type: none"> <li>Can give, deny, or ask about permission with <i>can</i> and <i>may</i></li> <li>Can use <i>Can I</i> or <i>May I</i> to ask for permission</li> </ul>	Magazine Article: <i>Vegetarians and Vegans</i> <ul style="list-style-type: none"> <li>Can use information in a short article to categorize items based on their characteristics</li> </ul>

# **PART 6** **Present Progressive**

<b>15</b> <b>Present Progressive: Affirmative and Negative Statements</b> Page 172 THEME People Watching	<ul style="list-style-type: none"> <li>Can use the present progressive to refer to situations happening now or in the extended present</li> <li>Can use common time expressions with the present progressive</li> </ul>	Online Article: <i>People Watching</i> <ul style="list-style-type: none"> <li>Can confirm whether certain actions or conditions are true, based on information in an online article</li> </ul>
<b>16</b> <b>Present Progressive: Yes/No and Wh- Questions</b> Page 183 THEME Movies	<ul style="list-style-type: none"> <li>Can use <i>yes/no</i> and <i>wh</i>-questions in the present progressive to ask for information about something happening now or in the extended present</li> </ul>	Conversation Transcript: <i>A Very Funny Movie</i> <ul style="list-style-type: none"> <li>Can identify the reason for specific actions in a movie or conversation</li> </ul>
<b>17</b> <b>Simple Present and Present Progressive; Non-Action Verbs</b> Page 194 THEME Smartphones	<ul style="list-style-type: none"> <li>Can determine when to use the simple present and when to use the present progressive</li> <li>Can use a variety of non-action verbs to describe emotions, experiences, thoughts, and preferences</li> </ul>	Technology Article: <i>Smartphone Mania</i> <ul style="list-style-type: none"> <li>Can identify specific information in an article about technology</li> </ul>

# **PART 7** **Simple Past**

<b>18</b> <b>Simple Past: Statements with Regular Verbs</b> Page 208 THEME Travel	<ul style="list-style-type: none"> <li>Can refer to past events using common regular past simple forms</li> <li>Can use common time markers such as <i>ago</i> and <i>yesterday</i> to denote the past</li> </ul> PRONUNCIATION Regular Past Tense Endings	Personal Messages: <i>Greetings from Brazil</i> <ul style="list-style-type: none"> <li>Can understand short, simple personal emails</li> </ul>
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PART 7 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about dolphins</p> <p>■ Can identify abilities of animals in a short conversation</p>	<p>■ Can offer one's opinions or beliefs about a common topic to a partner or group</p> <p>■ Can exchange information on animals and their behavior</p>	<p>■ Can write a paragraph about a pet, using notes for guidance</p>	<p>genius intelligent <b>AWL</b> invent professor surprised (adj)</p>
<p>A conversation between a doctor and a patient</p> <p>■ Can identify foods that a patient can or cannot have due to allergies or adverse reactions</p>	<p>■ Can tell a peer or medical professional what one can or cannot eat</p> <p>■ Can communicate simple rules and regulations</p>	<p>■ Can write a note that describes the dietary restrictions of oneself or of others</p>	<p>dairy in common nutritious recipe substitute <b>AWL</b></p>
<p>A telephone conversation between friends</p> <p>■ Can use the information from a phone call to describe the location of people or objects</p>	<p>■ Can describe basic activities or events that are happening at the time of speaking</p>	<p>■ Can write a short narrative about what is currently happening in one's life or immediate environment</p>	<p>bored departure detective <b>AWL</b> psychologist <b>AWL</b> suit</p>
<p>A telephone conversation about family</p> <p>■ Can identify a speaker's current location and describe what he or she is doing</p>	<p>■ Can rehearse a structured conversation with a partner, using prompts for guidance</p> <p>■ Can discuss basic activities or events that are happening at the time of speaking</p>	<p>■ Can write a telephone conversation between friends about seeing a famous person</p>	<p>catch a cold cough fever scene still (adv)</p>
<p>A series of phone messages</p> <p>■ Can identify a speaker's main purpose in a phone call or recorded message</p>	<p>■ Can express a variety of likes and dislikes to one's peers</p> <p>■ Can collaborate with peers to prepare for and participate in a debate</p>	<p>■ Can write a short fictional story about everyday events, using an illustration as a prompt</p>	<p>connect constantly <b>AWL</b> feature (n) <b>AWL</b> improve waterproof</p>
<p>A conversation about a trip to Japan</p> <p>■ Can confirm the length of time that someone did something in a conversation about travel</p>	<p>■ Can give a description of everyday topics, such as past habits, plans, and experiences</p> <p>■ Can ask and answer simple questions about the past</p>	<p>■ Can write a detailed email about a vacation</p>	<p>cancel freeze land (v) miss (v) pick up</p>

**AWL** = Academic Word List item