

FIFTH EDITION

Focus on Grammar 3

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with **MyEnglishLab**
access code inside



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Focus on Grammar 3: 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. Students learn about common errors in writing and how to recognize them in their own work. Engaging and motivating writing activities encourage students to apply grammar in writing through structured tasks from pre-writing 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.

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 2

Simple Past POETS

OUTCOMES

- Use the simple past with regular and irregular verbs
- Describe events, states, and situations in the past
- Identify the order of events in a reading and listening
- Discuss past events and situations
- Write about how important the events

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the title of the reading and the handwritten text. Discuss the questions.

- How long did Matsuo Basho live?
- What did he do?

READ

Q1 Read this short biography of Basho.

Matsuo Basho, 1644–1694

Matsuo Basho wrote more than 1,000 haiku (three-line poems). He chose topics from nature, daily life, and human emotions. He became one of Japan's most famous poets, and his work established haiku as an important art form.

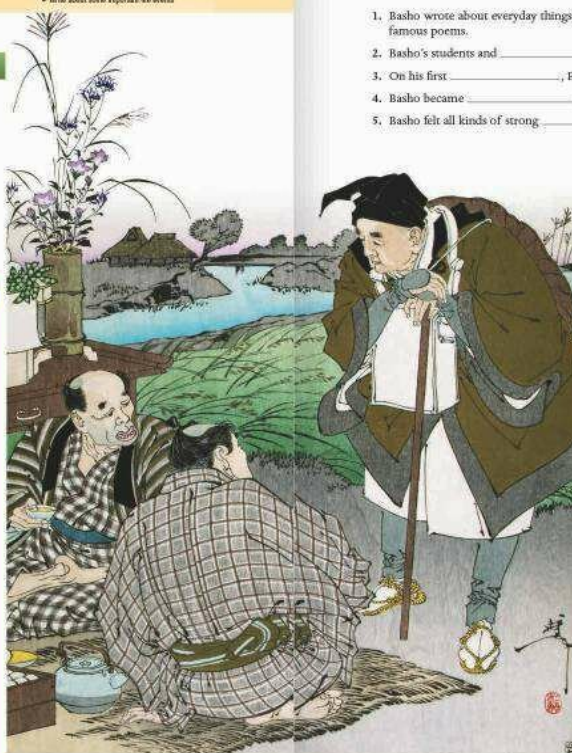
*The old pond
A frog jumped in—
The sound of water*
—Matsuo Basho

Basho was born Matsuo Munefusa near Kyoto in 1644. ("Basho" is the name he later used as a poet.) He did not want to become a samurai¹ like his father.

Instead, he moved to Edo (present-day Tokyo) and studied poetry. Then he became a teacher, and by 1681 he had many students and admirers.

Basho, however, was restless. Starting in 1684, he traveled on foot and on horseback all over Japan. Sometimes his friends joined him, and they wrote poetry together. Travel was difficult in the seventeenth century, and Basho often got sick. He died in 1694 during a journey to Osaka. At that time, he had 2,000 students.

¹ samurai: a member of the soldier class in Japan in past times



AFTER YOU READ

A VOCABULARY Complete the sentences with the words from the box.

admirers emotions journey restless topic

- Basho wrote about everyday things. A frog is the _____ of one of his most famous poems.
- Basho's students and _____ loved him and called him a great poet.
- On his first _____, Basho traveled a long way and visited his native village.
- Basho became _____ and did not want to stay in one place for very long.
- Basho felt all kinds of strong _____ in his travels, such as fear and happiness.

B COMPREHENSION Check (✓) the boxes to complete the statements. Each statement has two correct answers.

- Basho lived _____.
☐ from 1644 to 1694
☐ in the sixteenth century
☐ in the seventeenth century
- Basho became a _____.
☐ samurai
☐ poet
☐ traveler
- In Edo, Basho _____.
☐ studied poetry
☐ became a teacher
☐ became a samurai
- On his journeys, he _____.
☐ traveled in boats
☐ walked
☐ rode horses
- At the end of his life, Basho _____.
☐ had only a few students
☐ traveled to Osaka
☐ was famous

C DISCUSSION Work with a partner. Compare your answers in B. Why did or didn't you check each answer?

Go to MyEnglishLab for more grammar in context practice.

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

PRESENT PROGRESSIVE

Affirmative Statements			
Subject	Be	Base Form of Verb + -ing	
I	am		
You	are		
He She It	is	traveling	now.
We You They	are		

Negative Statements			
Subject	Be	Not	Base Form of Verb + -ing
I	am		
He	is	not	traveling now.
We	are		

Yes/No Questions			
Be	Subject	Base Form of Verb + -ing	
Is	he	traveling	now?

Short Answers		
Yes,	he	is.
No,		isn't.

Wh- Questions			
Wh- Word	Be	Subject	Base Form of Verb + -ing
Where	are	you	traveling now?

SIMPLE PRESENT

Affirmative Statements			
Subject		Verb	
I			
You		travel.	
He She It	often	travels.	
We You They		travel.	

Negative Statements			
Subject	Do	Not	Base Form of Verb
I	do		
He	does	not	travel often.
We	do		

Yes/No Questions			
Do	Subject	Base Form of Verb	
Does	he	travel	often?

Short Answers		
Yes,	he	does.
No,		doesn't.

Wh- Questions			
Wh- Word	Do	Subject	Base Form of Verb
Where	do	you	usually travel?

6 Unit 1

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 Referring to Future Events

There are several ways to refer to future events. Sometimes only one form is appropriate, but in many cases more than one form is possible.

- *be going to*
- *will*
- present progressive
- simple present

They're going to have a meeting.
I think I'll go. Will you be there?
It's taking place next week.
It starts at 9:00 a.m. on Monday.



2 Future Facts

For facts or events that you are certain will happen in the future, you can use *be going to* or *will*.

- *be going to*
- *will*

The sun is going to rise at 6:43 tomorrow.
The sun will rise at 6:43 tomorrow.

3 Predictions

For predictions about things you are quite sure will happen in the future, you can also use *be going to* or *will*.

- *be going to*
- *will*

I think a lot of people are going to travel to space.
I think a lot of people will travel to space.

NOTE We often use *I think* before a prediction.

I think tickets are going to get cheaper.

NOTE We use *will* more in formal writing and *be going to* more in conversation.

Prices will drop in time. (formal writing)
Prices are going to drop in time. (conversation)

CAREFUL! Do not use *will* when something you notice right now makes you almost certain that an event is going to happen. Use *be going to*.

A: Look at that car!
B: Oh, no. It's going to crash!
NOT It'll crash.

4 Future Plans

For plans or things that are already decided, use *be going to* or the present progressive.

- *be going to*
- present progressive

I'm going to fly to Chicago next week.
I'm flying to Chicago next week.
NOT I'll fly to Chicago next week.

NOTE We often use the present progressive for plans that are already arranged.

I'm flying to Chicago next week. I already have a ticket.

NOTE When the main verb is *go*, it is more common to use the present progressive (*be going*) than *be going to go*.

I'm going to Paris tomorrow. (more common)
I'm going to go to Paris tomorrow. (less common)

78 Unit 6

NEW!

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

scheduled future events.

Registration will last until May 10.

PRONUNCIATION NOTE

Clarify: Pronunciation of *Going to*

In informal conversation, we often pronounce *going to* as "gonna."

NOTE Sometimes people use *gonna* in informal notes, text messages, and email to friends.

CAREFUL! Do not use *gonna* when you write to people you have a formal relationship with. Also do not use *gonna* in formal writing.

A: What time are you going to be home?
(gonna)

B: I'm going to get home late.
(gonna)

Hi Lyn, I'm gonna be late. (email)

Professor, I'm going to be late. (email)
NOT Professor, I'm gonna be late.

According to scientists, Mars is going to become a tourist destination. (paper)

NOT According to scientists, Mars is gonna become a tourist destination.

REFERENCE NOTES

For contractions of *I am*, *you are*, *I will*, *you will*, etc., see Appendix 26, page 464.

For the present progressive and simple present forms, see Unit 1, page 4.

For *will* for making a request, see Unit 15 on page 204.

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 1-7 Read this notice from a university bulletin board. Underline the adjectives and circle the adverbs. Then draw an arrow from the adjective or adverb to the word it is describing.

APARTMENT FOR RENT 140 Grant Street, Apt. 4B

Are you looking for a place to live? This amazing apartment is in a new building and has two large comfortable bedrooms and a small sunny kitchen. The building is very quiet—absolutely perfect for two serious students. It's near the campus on a peaceful street. There's convenient transportation. The bus stop is an easy, pleasant walk, and the express bus goes directly into town. You can run or ride your bike safely in nearby parks. The rent is very affordable. Small pets are welcome. The apartment is available on June 1. Interested students should call Megan at 555-5050. We're sure you'll be satisfied. Don't wait! This beautiful new apartment will rent fast. No smokers, please.

EXERCISE 2 ADJECTIVE OR ADVERB

GRAMMAR NOTES 1-4 Circle the correct words to complete Maggie's email to her brother.

Hi Roger!

I wasn't sure I'd like living in a large / largely city, but I real / really love it! Maybe that's because my new / newly neighborhood is located in such a beautiful / beautifully residential area with lots of nice old trees.

Last Saturday, I worked hard / hardly and unpacked all my stuff. Then I spent Sunday happy / happily exploring my new neighborhood. I couldn't believe the gorgeous / gorgeously houses on these streets. I feel very lucky / luckily to live in one of them.

296 Unit 19

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

EXERCISE 2 COMPARISONS WITH AS...AS

GRAMMAR NOTE 1 Look at the consumer magazine chart comparing three brands of pizza cheese. Complete the sentences. Use (just) as...as or not...as and the correct form of the words in parentheses.

PIZZA CHEESE			
Brand	Price (per serving)	Taste	Smell
X	45¢		
Y	30¢		
Z	30¢		

- Brand Z is as expensive as or is just as expensive as Brand Y.
(be / expensive)
- Brand Y is Brand X.
(be / expensive)
- Brand X is Brand Y.
(taste / good)
- Brand Z is Brand Y.
(taste / good)
- Brand Y is Brand X.
(smell / delicious)
- Brand Y is Brand Z.
(smell / delicious)

EXERCISE 3 COMPARISONS WITH THAN

GRAMMAR NOTES 2-3 Look at the menu on the next page. Then complete these sentences comparing items on the menu. Use the appropriate comparative form of the adjectives in parentheses and than where necessary.

- The sweet-and-sour shrimp is more expensive than the steamed scallops.
(be / expensive)
- The beef with red pepper is hotter the beef with broccoli.
(hot)
- The pork with scallions is more expensive than the sweet-and-sour shrimp.
(be / expensive)
- The chicken with orange sauce is saucier the steamed scallops.
(saucy)
- The steamed vegetables are healthier the pork with scallions.
(healthy)
- The steamed vegetables are healthier the beef with red pepper.
(healthy)
- The broccoli with garlic is crispier the chicken with broccoli.
(crisp)
- The shrimp dish is more expensive than the scallop dish.
(be / expensive)

282 Unit 20

A variety of exercise types engage students and guide them from recognition and understanding to accurate production of the grammar structures.

Editing exercises allow students to identify and correct typical mistakes.

7. It's going to be very interesting.

EXERCISE 8 EDITING

GRAMMAR NOTES 1-6 Read this student's report on space travel. There are eleven mistakes in the use of the future. The first mistake is already corrected. Find and correct ten more.

Both astronauts and space tourists will travel in space, but tourists are gonna have a much different experience. Space tourists is going to travel for fun, not for work. So, they will no have to worry about many of the technical problems that astronauts worry about. For example, space tourists will need not to figure out how to use tools without gravity. And they isn't going to go outside the spaceship to make repairs. For the most part, space tourists will just going to see the sights and have a good time.

Still, there will be similarities. Regular activities be the same for astronauts and space tourists. For example, eating, washing, and sleeping will turned into exciting challenges for everyone in space. And on long trips, everyone is going to doing exercises to stay fit in zero gravity. And both astronauts and space tourists will going to have many new adventures!

STEP 4

COMMUNICATION PRACTICE

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

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 LISTENING

Q20102 A couple is trying to choose a hotel for their trip to Toronto. Listen to their conversation. Look at the list below. Then listen again and check (✓) the correct hotel for each item.

	Westin Harbour Castle	Hôtel Le Germain	Eaton Chelsea
the best view	✓		
the most convenient			
the least convenient			
the most comfortable			
the most expensive			
the least expensive			
the biggest			
the smallest			

Q20102 Listen to the conversation again. Then work with a partner. Compare your answers. Give reasons.

EXAMPLE: A: The Westin has the best views.
B: Yes. You can see the lake from a lot of the rooms.
A: And their restaurant has a good view, too.

Q20103 Work in a group. Which hotel would you like to stay at? Why?

EXAMPLE: A: I'd like to stay at the Hôtel Le Germain.
B: Oh. Why is that?
A: Because it's the smallest of the three. I don't like big hotels. What about you?
B: I'd prefer...

298 Unit 21

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 6 ON THE WITNESS STAND

ROLE PLAY Work with a partner. Look at the excerpt from a court transcript on page 61 again. Read it aloud. Then continue the lawyer's questioning of the witness. Ask at least six more questions.

EXAMPLE: LAWYER: When did the woman leave?
WITNESS: She was still there when we heard his car speed away.
LAWYER: What happened next?
WITNESS: I saw...

EXERCISE 7 TO TELL THE TRUTH

A GAME Work in a group of three. Each student tells the group an interesting fact about his or her life. The fact can only be true for this student.

EXAMPLE: A: I play three musical instruments.
B: I speak four languages.
C: I have five pets.

Q20104 The group chooses a fact and goes to the front of the class. Each student states the same fact, but remember: Only one student is telling the truth.

EXAMPLE:



Q20105 The class asks the three students *wh-* questions to find out who is telling the truth.

EXAMPLE: THERA: Cezar, which four languages do you speak?
CEZAR: I speak Russian, French, Spanish, and English.
LEV: Cezar, where did you learn Russian?
CEZAR: I was born in Russia.
MEI: Cezar, who taught you French?
CEZAR: My grandmother is French. I learned it from her.
JOSE: Cezar, how do you say "witness" in Spanish?
CEZAR: ...

Go to MyEnglishLab for more communication practice.

Wh- Questions 69

FROM GRAMMAR TO WRITING

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

NEW!

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Think about a new experience you are having (for example, living in a new country, taking a new class, working at a new job). Complete the outline.

Usually	(New Experience)	Now
_____	_____	_____
_____	_____	_____
_____	_____	_____

WRITE Use your outline to write a paragraph about your new experience. How is it different from what you usually do? How do you feel in the new situation? Use *but* or *however* to contrast your usual experience with your new experience. Try to avoid the common mistakes in the chart.

EXAMPLE: I usually live at home with my parents, but this month I'm living with my aunt and uncle. Everything seems different. My aunt always makes dinner at 6:00. However, at home we never eat before 8:00 p.m....

Common Mistakes in Using the Present Progressive and Simple Present

Use the simple present with most non-action verbs. Do not use the present progressive.	I think my aunt's dinners are great. NOT I am thinking my aunt's dinners are great.
Put an adverb of frequency before the simple present verb. Do not put it after the verb.	We always eat at 6:00. NOT We eat-always at 6:00.
Put an adverb of frequency after the verb <i>be</i> . Do not put it before <i>be</i> .	She is always on time. NOT She always is on time.

CHECK YOUR WORK Read your paragraph. Underline once the present progressive and underline twice the simple present forms. Circle the adverbs of frequency. Use the Editing Checklist to check your work.

Editing Checklist

- Did you use...?
- ☐ the present progressive to describe something that is happening right now
 - ☐ the simple present to describe what regularly happens
 - ☐ the simple present with non-action verbs such as *be*, *like*, *seem*, and *want*
 - ☐ adverbs of frequency in the correct position

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

The **Before You Write** task helps students generate ideas for their writing assignment.

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

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.

16 Unit 1

Go to MyEnglishLab for more writing practice.

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 22 REVIEW

Test yourself on the grammar of the unit.

A Circle the correct words to complete the sentences.

- Chen plays just as good / well as Sanchez.
- Maya is a slow runner. She runs / doesn't run as fast as her teammates.
- Dan always shoots the ball more accurately / the most accurately than Will.
- Inez plays the most aggressively of / than all the other players.
- Our team didn't play the worst / as well as I expected. I was disappointed.
- The faster Tranh runs, the more tired he gets / he gets more tired.
- We need to practice harder / hardly if we want to win.
- You're playing well / better and better!

B Complete the sentences with the correct form of the words in parentheses.

- You play just as _____ as Tomas. (good)
- Olga runs _____ than any of her teammates. (fast)
- Diego shoots the ball _____ of all the players. (accurate)
- He practices _____ of all. (hard)
- Their team played _____ of all the teams. (bad)

C Find and correct seven mistakes.

Last night's game was a very exciting one. The Globes played the best they've played all season. But they still didn't play as good as the Stars. The Stars hit the ball more frequent and ran more fast than the Globes, and their pitcher, Kevin Rodriguez, threw the ball more

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Diagnostic Test

Part 1: Present and Past

Part 2: The Future

Part 3: Present Perfect

Part 4: Modals and Similar Expressions

Part 5: Nouns, Quantifiers and Articles

Part 6: Adjectives and Adverbs

Part 7: Gerunds and Infinitives

Part 8: Pronouns and Phrasal Verbs

Part 9: More Modals and Similar Expressions

Appendices

FOG 3 5e Class

Data

Change view: Practice & Tests

Student	Score	Grade	Completed	Score	Grade	Completed
John Smith	2%	F	81/565	---	---	0/0
Kevin Ross	49%	C	6/565	---	---	0/0
Ann Jones	88%	A	64/565	---	---	0/0
Jean Richardson	22%	E	73/565	---	---	0/0
Patrick Fitzgerald	2%	F	167/565	---	---	0/0
Monica Hewson	97%	A	86/565	---	---	0/0
Summary	33%	D	---	---	---	---

Export gradebook for: XSL, Excel, Moodle

Student Management

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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 use to.
A: When did you play Pacman?
B: I play every day. I listen to? It after school in the video arcade.

2. A: When you were a kid, did you listen to?
B: No, I listen to?
A: We listen to?
B: We listen to?

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- printable resources including teaching notes, suggestions for teaching grammar, GSE mapping documents, answer keys, and audio scripts

Scope and Sequence

PART 1 Present and Past

UNIT	GRAMMAR	READING
1 Present Progressive and Simple Present Page 4 THEME Different Cultures	<ul style="list-style-type: none"> Can tell when to use the present progressive and the simple present to distinguish actions that are ongoing and actions that are habitual Can use non-action verbs to describe states and situations PRONUNCIATION <i>What do you and What are you</i>	Information Article: <i>What's Your Cross-Cultural IQ?</i> <ul style="list-style-type: none"> Can derive the meaning of unknown words in a simple text Can recognize the main points in a straightforward text on a familiar topic
2 Simple Past Page 18 THEME Poets	<ul style="list-style-type: none"> Can refer to past actions, states, or situations using regular and irregular past forms 	Biography: <i>Matsuo Basho, 1644–1694</i> <ul style="list-style-type: none"> Can follow chronological sequences in a short biography
3 Past Progressive and Simple Past Page 33 THEME Reporting Events	<ul style="list-style-type: none"> Can use the past progressive to focus on the duration of a past action Can use the past progressive with the simple past to describe an action interrupted by another action 	Newspaper Article: <i>Disaster at Sea</i> <ul style="list-style-type: none"> Can follow chronological sequences in a short news article
4 Used to and Would Page 47 THEME Changes	<ul style="list-style-type: none"> Can use <i>used to</i> and <i>would</i> to refer to past habits and actions that are no longer happening and to convey contrast with the present 	Information Article: <i>Dubai: Then and Now</i> <ul style="list-style-type: none"> Can get the gist of a straightforward, familiar text about a popular location
5 Wh- Questions Page 61 THEME In Court	<ul style="list-style-type: none"> Can ask <i>wh-</i> questions about the past 	Court Transcript: <i>State of Illinois v. Harry M. Adams</i> <ul style="list-style-type: none"> Can scan an interview transcript for key information

PART 2 The Future

6 Future Page 74 THEME Space Travel	<ul style="list-style-type: none"> Can use <i>be going to</i> and <i>will</i> to refer to future facts or predictions Can use <i>be going to</i> and the present progressive to describe future plans Can use <i>will</i> to express quick decisions, offers, and promises Can use the simple present for scheduled events PRONUNCIATION <i>Going to or gonna</i>	Radio Program Transcript: <i>Space Tourism: Not Just Science Fiction</i> <ul style="list-style-type: none"> Can identify relevant information in an interview transcript
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PART 2 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
Interviews with foreign students ■ Can distinguish a present action from a habitual activity in short interviews	■ Can express beliefs and opinions about cultural topics and identify the opinions of others	■ Can write a basic description of a new experience, using a model for support if needed	abroad culture AWL distance (n) event misunderstanding native (adj)
An interview with a poet ■ Can recognize the main points of an interview that addresses familiar topics	■ Can convey simple biographical information to others, emphasizing the most important point	■ Can write a basic description of some important life events, using a model for support if needed	admirer emotion journey (n) restless topic AWL
A witness's description of a traffic accident ■ Can identify the main points of a description of an unfamiliar event	■ Can ask or answer questions about an unfamiliar event	■ Can write a basic description of an unfamiliar past event	alarmed area AWL calm (adj) disaster sink (v) survivor AWL
A conversation about the changes in a small town ■ Can distinguish present events from past events in a conversation on familiar topics	■ Can describe one's past and present physical appearance and habits	■ Can write a description of a place and how it has changed	destination major (adj) AWL popular revenue AWL traditional AWL transformation AWL
A conversation about a court trial ■ Can identify the main point of a conversation	■ Can ask and answer basic interview questions	■ Can write a series of interview questions that elicit information about a past event	defendant frightened in a hurry indicate AWL record (n)
Conversations about current situations and future plans ■ Can recognize main points of conversations on familiar topics ■ Can distinguish between actions happening now and future plans	■ Can ask and answer questions about plans and intentions ■ Can make future arrangements and plans with reference to a diary or schedule	■ Can write a paragraph about a prediction	edge (n) experience (v) incredible purchase (v) AWL sold out takeoff (n)

AWL = Academic Word List item

UNIT	GRAMMAR	READING
▼ PART 2 CONTINUED		
7 Future Time Clauses Page 91 THEME Setting Goals	<ul style="list-style-type: none"> ■ Can use a time clause to show the order between two future events ■ Can use time words such as <i>when</i> and <i>before</i> with the simple present to refer to future events 	Information Article: <i>From Dream to Reality</i> <ul style="list-style-type: none"> ■ Can follow a sequence of two future events in a straightforward, factual text

PART 3

Present Perfect

8 Present Perfect: <i>Since</i> and <i>For</i> Page 104 THEME Careers	<ul style="list-style-type: none"> ■ Can use the present perfect with <i>since</i> or <i>for</i> to show that something began in the past and continues into the present 	Biography: <i>King of Skate</i> <ul style="list-style-type: none"> ■ Can identify key details in a short biography
9 Present Perfect: <i>Already</i>, <i>Yet</i>, and <i>Still</i> Page 118 THEME Party Planning	<ul style="list-style-type: none"> ■ Can use the present perfect with <i>already</i>, <i>yet</i>, or <i>still</i> to refer to things that happened or did not happen at some time in the past 	Information Article: <i>It's Party Time!</i> <ul style="list-style-type: none"> ■ Can identify key details in an information article
10 Present Perfect: Indefinite Past Page 129 THEME Adventure Travel	<ul style="list-style-type: none"> ■ Can use the present perfect to show that something happened at an indefinite time in the past ■ Can use the present perfect with adverbs of time and time expressions 	Magazine Article: <i>Been There? Done That?</i> <ul style="list-style-type: none"> ■ Can recognize key details in a short magazine article on an everyday topic
11 Present Perfect and Simple Past Page 144 THEME Failure and Success	<ul style="list-style-type: none"> ■ Can recognize when to use the present perfect and the simple past 	Information Article: <i>Famous First-Time Failures</i> <ul style="list-style-type: none"> ■ Can recognize key details in a short, factual text that relates the core theme to everyday experiences
12 Present Perfect Progressive and Present Perfect Page 157 THEME Climate Change	<ul style="list-style-type: none"> ■ Can use the present perfect progressive with <i>since/for</i> and time expressions ■ Can recognize the difference between the present perfect and the present perfect progressive 	Scientific Article: <i>Global Warming: A Hot Topic</i> <ul style="list-style-type: none"> ■ Can follow a short, straightforward text on a scientific topic

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about future plans ■ Can follow chronological sequences in extended informal speech at natural speed	■ Can describe future plans and intentions ■ Can discuss the order of future events using future time clauses	■ Can write a description of future plans and goals ■ Can show the time order of future events	achieve AWL catalog (n) goal AWL interview (n) path
A job interview ■ Can determine the length of time of events mentioned in an interview	■ Can carry out a prepared, structured interview with some spontaneous follow-up questions	■ Can write a paragraph about a person's experience and accomplishments	consider oneself dramatically AWL opportunity positive AWL residence AWL support oneself
A conversation about plans for a party ■ Can recognize and discuss tasks on a to-do list or plan	■ Can discuss what has or hasn't happened in everyday plans	■ Can write a paragraph about a goal and the steps needed to reach it	available AWL organized (adj) professional (adj) AWL specific AWL successful
A conversation with a travel agent ■ Can identify the main points of a conversation about travel plans	■ Can briefly give explanations and reasons for opinions ■ Can ask and answer questions about past activities	■ Can write a paragraph in response to a quote from literature	adventure affordable ancient annual AWL survey (n) AWL transportation AWL
An interview with two college professors ■ Can establish the time frame of important details in an interview	■ Can discuss past events and experiences and provide necessary details about them	■ Can write a paragraph about a personal experience of failure and success	attitude AWL award (n) create AWL discouraged (adj) reject (v) AWL
Conversations about recent finished and unfinished activities ■ Can determine the time frame of main events in short conversations	■ Can express opinions and attitudes and give reasons and explanations for them	■ Can write an email or letter that describes one's recent activities, both finished and unfinished	climate design (v) AWL develop energy AWL expert AWL trend AWL

AWL = Academic Word List item

PART 4
Modals
and Similar
Expressions

UNIT	GRAMMAR	READING
13 Ability and Possibility: <i>Can, Could, Be able to</i> Page 174 THEME Multilingualism	<ul style="list-style-type: none"> Can express ability and possibility in the present, future, and past with <i>can, could, and be able to</i> 	Social Science Article: <i>Multilingualism</i> <ul style="list-style-type: none"> Can follow a short, straightforward social science text
14 Permission: <i>Can, Could, May, Do you mind if</i> Page 189 THEME Roommates	<ul style="list-style-type: none"> Can ask for, give, or deny permission with <i>can, could, may, and do you mind if</i> 	Magazine Article: <i>Always Ask First</i> <ul style="list-style-type: none"> Can skim a simple text about a day-to-day topic in order to identify key concepts
15 Requests: <i>Can, Could, Will, Would, Would you mind</i> Page 202 THEME Messages	<ul style="list-style-type: none"> Can use <i>can, could, will, would, and would you mind</i> to make requests <p>PRONUNCIATION <i>Could you, Would you, Will you, Can you</i></p>	Emails and Text Messages: <i>Messages 4 u!</i> <ul style="list-style-type: none"> Can identify important details related to requests in emails and text messages
16 Advice: <i>Should, Ought to, Had better</i> Page 214 THEME Internet Rules	<ul style="list-style-type: none"> Can use <i>should, ought to, and had better</i> to offer or ask for advice or suggestions <p>PRONUNCIATION <i>Ought to and Had better</i></p>	Information Article: <i>Netiquette 101</i> <ul style="list-style-type: none"> Can skim a text on rules and advice to identify key concepts

PART 5
Nouns,
Quantifiers,
and Articles

17 Nouns and Quantifiers Page 230 THEME Time Capsules	<ul style="list-style-type: none"> Can use proper nouns and common nouns, count nouns and non-count nouns Can use a range of basic quantifiers in affirmative and negative statements 	Scientific Article: <i>Time in a Bottle</i> <ul style="list-style-type: none"> Can identify the main points in a short, straightforward text on a scientific topic
18 Articles: Indefinite and Definite Page 243 THEME Stories	<ul style="list-style-type: none"> Can use indefinite and definite articles to describe nouns Can distinguish when to use definite articles, indefinite articles, or no article when describing nouns 	Fable: <i>The Town Mouse and the Country Mouse</i> <ul style="list-style-type: none"> Can skim a story to identify key concepts

LISTENING	SPEAKING	WRITING	VOCABULARY
A job interview ■ Can identify important details in a job interview	■ Can compare and contrast alternatives about plans and activities ■ Can effectively participate in a classroom discussion about an academic topic	■ Can write a paragraph in response to a question about progress and aspirations	adult AWL advantage field (n) majority AWL research (n) AWL retired
Short conversations asking and giving permission ■ Can distinguish between whether permission was granted or refused in a short conversation	■ Can come to a resolution with others by asking for permission to do something	■ Can write a short note or email that explains a day-to-day situation and asks or responds to a request for permission to do something	annoyed assume AWL establish AWL gain (v) guidelines AWL presentation
Short conversations making and answering requests ■ Can identify details related to a schedule in a short conversation	■ Can create and discuss a daily schedule that involves making requests of others	■ Can write and respond to a request in a text or email message	appreciate AWL deliver distribute AWL respond AWL urgent
An excerpt from a radio call-in show ■ Can evaluate statements of advice from radio and television shows	■ Can express opinions in regard to possible solutions and provide brief reasons and explanations for them	■ Can write a basic email or letter of complaint and request the recipient to take action	avoid behavior communication AWL identity AWL normal AWL protect
A discussion about a list of items ■ Can identify details in a conversation about day-to-day topics	■ Can use turn-taking to maintain a discussion, while emphasizing one's own points	■ Can write a note or letter that lists and describes quantities of items	civilization impressed intentional interpret AWL occasion (n) purpose
Short conversations about books and video games ■ Can understand and interpret important details in basic conversations about day-to-day activities	■ Can summarize and give opinions on the moral of a fable	■ Can write a paragraph about a personal experience that illustrates the meaning of a moral	enormous AWL famous honest immediately wonderful

AWL = Academic Word List item