

FIFTH EDITION

Focus on Grammar

4

Marjorie Fuchs
Margaret Bonner

with **MyEnglishLab**
access code inside



FIFTH EDITION

Focus on Grammar 4

Marjorie Fuchs
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with Jane Curtis

Focus on Grammar 4: 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
14

Modals and Similar Expressions: Review
SOCIAL NETWORKING

OBJECTIVES

- Review ability, possibility, advice, necessity, permission, prohibition or strong tendency, wish
- Compare modals and similar expressions
- Identify key structures in a social network article
- Practice using modals and similar expressions
- Discuss social networking, going online
- Write a blog with social media sites in the new theme

STEP 1 GRAMMAR IN CONTEXT

BEFORE YOU READ

Look at the picture. Discuss the questions.

1. Do you use social networking sites? Which ones?
2. Do you use social media for connecting with friends, or for school or business?

READ

ORH Read this article about social networking.



Abigail Thompson's school friends can find out what she is doing almost every minute by "checking" Facebook. Since Stevenson stays in touch with his family the same way. Vince says, "I had to join. My grandparents all use it, and I want to be involved in their lives." Magda Tila, an English teacher in Romania, has created an international online community for her class, using another social media site. Her students are able to discuss lessons and chat with other students in France, Turkey, and Greece. She says, "Students don't have to use the site. Class is just more fun for the ones who do."

Besides staying connected, social networking can also be a great tool for making new friends. But, just like making friends at work or school, you have to make the effort to "meet" people with similar interests. Is *Survivor* a reality TV show you could never miss? Or, you

might consider joining a *Survivor* interest group and beginning conversations with people there. Once you've made some friends, you should keep posting comments, photos, and videos that people can respond to.

However, while you're having fun getting to know people, you must never forget that what you put on the Internet isn't really private. Even if your posts are only available to friends, embarrassing content can still become public. So maybe you'd better think twice before posting those party photos. Once they're out there, you can't take them back!

Social networking is a great resource for students. When you're applying to school, you can network by chatting with current students. They could give you an inside view of the school you're interested in. Once in school, you can form study groups, organize your schedule, and much more. But be careful. You might also find yourself wasting valuable study time.

Recently, Abigail has decided she's got to limit her social media use. "I must waste hours a day online! I'm always chatting, and not doing homework," she said. But she's still a big fan. "I believe everyone ought to use social networking," she is quick to point out. "It's a big world out there, and you can meet a lot of interesting new people and stay connected with those you already know. You just have to know when to say 'enough is enough' and sign off."

AFTER YOU READ

WORD RECOGNITION Complete the sentences with the words from the box.

connect invited limit network resource request

1. How did she _____ to your invitation to join your online community?
2. That website has a lot of interesting _____, I really like the photos.
3. It's very _____ with his family. He's always texting them.
4. Five hours a day is too much. Try to _____ your time online.
5. The Internet is a great _____; you can learn a lot online.
6. I used to be interested to _____ with other people when I was looking for a job.

COMPREHENSION Read the statements. Check True or False.

- | | | |
|--|--------------------------|--------------------------|
| 1. Magda Tila's students are required to use social media. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It's not always easy to meet people with similar interests. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It's good to regularly post photos, comments, and videos on your interest group's site. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Embarrassing photos remain private on the Internet. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Students should avoid using social networking. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Abigail thinks everyone should use social networking. | <input type="checkbox"/> | <input type="checkbox"/> |

DISCUSSION Work with a partner. Compare your answers to the questions in B. Why did you check True or False?

Go to My ePortfolio for more grammar in context practice.

Modals and Similar Expressions: Review 221

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

FUTURE

Affirmative Statements

We are going to take	
We will take	the airport at 9:00.
We are taking	
We take	

Negative Statements

We are not going to take	
We will not take	the airport at 9:00.
We are not taking	
We don't take	

Yes/No Questions

Is she going to take	
Will she take	the airport at 9:00?
Is she taking	
Does she take	

Short Answers

Affirmative	Negative
Yes, she is.	No, she isn't.
Yes, she will.	No, she won't.
Yes, she is.	No, she isn't.
Yes, she does.	No, she doesn't.

Wh- Questions

When is she going to take	
When will she take	the airport?
When is she taking	
When does she take	

FUTURE PROGRESSIVE

Statements

Subject	be (am) going to / will (not)	be + Base Form + -ing	
People	are (not) going to / will (not)	be travelling	to Paris by 2020.

Yes/No Questions

Am/Is/Will	Subject	Going to / will (not)	be + Base Form + -ing	
Are	they	going to	be travelling	to Paris?
Will	they	going to	be travelling	to Paris?

Short Answers

Affirmative	Negative
Yes, they are.	No, they're not.
Yes, they will.	No, they won't.

Wh- Questions

Who/What/When	Am/Is/Will	Subject	Going to / will (not)	be + Base Form + -ing	
When	are	they	going to	be travelling	to Paris?
	will	they	going to	be travelling	to Paris?

Future and Future Progressive 71

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.

NEW!

GRAMMAR NOTES

Simple Present

Use the simple present to show that something happens regularly or for unchanging facts.

- happens regularly (always, usually, often, sometimes, rarely)
- unchanging facts

People always call him Joe. We usually prefer that name. Dujo always uses nicknames.

She comes from Moscow. It's the capital.

Dujo lives in Toronto. She doesn't live in Ottawa. **NOT** Dujo live in Toronto. She doesn't live in Ottawa.

Remember to add -s or -es to third-person singular (he, she, it) of simple present verbs. Use do/does in questions and do not/does not in negative sentences.

Use often We often use adverbs of frequency (always, usually, etc.) with verbs in the simple present. The adverb usually goes before the verb. If the verb is to, the adverb goes after it. Sometimes and usually can also go at the beginning of the sentence.

Dujo always gets home at 7:00 p.m. He usually finishes his work on time. She is never late for class. We sometimes eat lunch together. Sometimes we eat lunch together.

Present Progressive

Use the present progressive to show that something is happening now or is a longer present time.

- happening now (right now, at the moment)
- happening in a longer present time, but perhaps not at this exact moment (this month, this year, these days)

What's Dujo doing? Right now, she's studying in the library.

What's Jorge doing these days? He's working on a new project.

Use am, is, and are with -ing for the present progressive. Do not forget to add -ing to the verb.

Use often We often use time expressions (right now, this month, these days, etc.) with verbs in the present progressive. The time expression can go at the beginning or end of the sentence. Now can also go after it.

Dujo is working in Canada this year. **NOT** Dujo works in Canada this year.

These days, Dujo is looking for a new job. Dujo is looking for a new job these days. **Now**, she is preparing for a job interview. She is preparing for a job interview now. She is now preparing for a job interview.

Simple Present and Present Progressive 7

PRONUNCIATION NOTE

NOTE

Information of Tag Questions

In tag questions, our voice rises at the end when we expect another person to give us information.

Our voice falls at the end when we are making a comment and expect the other person to agree.

1. You're not coming, are you? (voice rises)

2. Yes, I'm returning to Berlin. (voice falls)

1. So-and-so is interesting, isn't it? (voice rises)

2. Yes, it is. (voice falls)

Go to MyGrammarLab to watch the grammar presentation.

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 statements. Check (✓) Active or Passive.

- The first National Geographic magazine was published in October 1888.
- Today millions of people read the magazine.
- The magazine is translated from English into forty other languages.
- My cousin made the Russian edition.
- Some of the articles are written by famous writers.
- Yong Yapher, another publication, is written for kids.
- The publication is known for its wonderful photography.
- A National Geographic photographer took the first underwater color photos.
- Photographers are sent all over the world.
- The articles show a lot of respect for nature.
- That picture was taken by Rina Delight.
- National Geographic is sold at newsstands.

Active	Passive
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

EXERCISE 2 ACTIVE OR PASSIVE

GRAMMAR NOTES 1-4 The chart shows some of the forty language editions that National Geographic publishes. Use the chart to complete the sentences. Some sentences will be active, some will be passive.

Language*	Number of Speakers*
Arabic	348
Chinese (all varieties)	1,380
English	340
Japanese	130
Korean	77
Russian	110
Spanish	410
Turkish	71

*Speaking speakers in millions

- Spanish is spoken by 410 million people.
- Around 110 million people speak Russian.
- Arabic is _____ Chinese.
- _____.

274 Unit 17

Editing exercises allow students to identify and correct typical mistakes.

EXERCISE 5 EDITING

GRAMMAR NOTES 1-4 Read this post to a travelers' website. There are ten mistakes in the use of embedded questions. The first mistake is already corrected. Find and correct nine more. Don't forget to check punctuation.

WORLDWIDE TRAVEL

Send Us Email Us, We Respond! Open Your Mind! Discover The World!

Subject: Tipping at the Hair Salon in Italy

Posted April 19 by Anna Thompson

f = whether

I wonder you can help clarify some tipping situations for me. I never know what doing at the hair salon. I don't know if I should tip the person who washes my hair? What about the person who cuts it, and the person who colors it? And what happens if the person is the owner? Do you know I still need to tip him or her? That doesn't seem logical. (And often I'm not even sure who is the owner?) Then I never know how much to tip or where should I leave the tip? Do I leave it on the counter or in the person's hand? What if somebody's hands are wet or have hair color on them? Can I just put the tip in his or her pocket? It all seems so complicated! I can't imagine how do customers figure all this out? What's the custom? I really need to find out what to do—and FAST! My hair is getting very long and dirty.

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

EXERCISE 2 RELATIVE PRONOUNS AND VERBS

GRAMMAR NOTES 3-4 Complete the statements in the personality quiz. Circle the correct words. (In Exercise 8, you will take the quiz.)

Personality Quiz

Do you agree with the following statements? Check (✓) True or False.

- | | | |
|--|--------------------------|--------------------------|
| 1. People <u>who</u> talk a lot like me. | TRUE | FALSE |
| 2. On a plane, I always talk to the stranger who <u>take</u> / <u>takes</u> the seat next to me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I'm the kind of person <u>that</u> / <u>which</u> needs time to recover after a social event. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. My best friend, <u>that</u> / <u>who</u> talks a lot, is just like me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I prefer to have conversations <u>which focus</u> / <u>focus</u> on feelings and ideas. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I am someone whose favorite activities <u>include</u> / <u>includes</u> reading and diving yoga. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. People <u>whose</u> / <u>their</u> personalities are completely different can be close friends. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I'm someone that always <u>see</u> / <u>sees</u> the glass as half full, not half empty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Difficult situations are often the ones that <u>provide</u> / <u>provides</u> the best opportunities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Introverts, <u>that</u> / <u>who</u> are quiet, sensitive, and creative, are perfect friends. | <input type="checkbox"/> | <input type="checkbox"/> |

EXERCISE 3 IDENTIFYING ADJECTIVE CLAUSES

GRAMMAR NOTES 1-4, 8 We often use identifying adjective clauses to define words. First, match the words on the left with the descriptions on the right.

- | | |
|----------------|--|
| 1. difficult | a. This situation gives you a chance to experience something good. |
| 2. extrovert | b. This attitude shows your ideas about your future. |
| 3. interest | c. This ability makes you able to produce new ideas. |
| 4. opportunity | d. This person usually sees the bright side of situations. |
| 5. opposites | e. This person requires a lot of time alone. |
| 6. optimistic | f. This money was unexpected. |
| 7. outlook | g. This person usually sees the dark side of situations. |
| 8. pessimist | h. This problem is hard to solve. |
| 9. creativity | i. These people have completely different personalities. |
| 10. wildcat | j. This person requires a lot of time with others. |

150 Unit 12

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

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

CHORUS Claudia Leggett and her son, Pietro, are flying from Los Angeles to Hong Kong. Listen to the announcements they hear in the airport and around the plane. Read the statements. Then listen again and check (✓) True or False.

- Announcement 1: Claudia has two pieces of carry-on luggage, and Pietro has one. They can take them all on the plane. True False
- Announcement 2: Look at their boarding passes. They can board now.

UPAir		UPAir	
NAME	FLIGHT	NAME	FLIGHT
LEGGETT, PIETRO	LAO 001	LEGGETT, CLAUDIA	LAO 001
From Los Angeles	To Hong Kong	From Los Angeles	To Hong Kong
CLASS	DATE	CLASS	DATE
Y	12/15/18	Y	12/15/18
01 001 12/15/18 10A	01 001 12/15/18 10A	01 001 12/15/18 10A	01 001 12/15/18 10A
1 807 8171081000 0	1 807 8171081000 0	1 807 8171081000 0	1 807 8171081000 0

- Announcement 3: Look at their boarding passes again. They can board now.
- Announcement 4: Pietro is only ten years old. Claudia should put his crayons back on the floor.
- Announcement 5: Claudia is sitting in a left-hand window seat. She can see the lights of Tokyo.
- Announcement 6: Passengers who are taking connecting flights can get this information on the plane.

CHORUS Work with a partner. Listen again to the announcements. Discuss your answers.

- EXAMPLE:** A: OK. So, why is the answer to number 1 false?
 B: The announcement says if you have more than one piece of carry-on luggage, you must check the extra pieces at the gate.
 A: Right. And they have three pieces, so they can't take them all on the plane with them. Now, when did you choose for number 2?



306 Unit 30

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 ABOUT YOU?

CONVERSATION Work in a group. Talk about your hobbies and interests. What did you do in the past with your hobby? What have you been doing lately? Find out about other people's hobbies.



- EXAMPLE:** A: Do you have any hobbies. Real?
 B: Yes. Since I was in high school, my hobby has been running. ... Recently, I've been training for a marathon. ... What about you? Do you have a hobby?
 A: I collect woodlands. I got my first pair of Nikes when I was ten, and I've been collecting different kinds of sneakers ever since....

EXERCISE 8 DONE, DONE, NOT DONE

INTERVIEW What did you plan to do last month to develop your hobbies and personal interests? Make a list. Include things you did and things that you still haven't done. Do not check (✓) any of the items. Exchange lists with a partner.

*My: a new year of novelty diets.
 Research healthy assets for marathon runners.*

QUESTION Now ask questions about your partner's list. Check (✓) the things that your partner has already done. Answer your partner's questions about your list. When you think, find out if the information that you recorded on your partner's list is correct.

- EXAMPLE:** A: Have you bought your new running shoes yet?
 B: Yes, I have. I thought them last week.
 A: And what about the research on healthy snacks?
 B: I haven't done it yet.
 A: OK. I think we've talked about everything on our lists. Let's make sure our answers are correct.

44 Unit 3

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

BEFORE YOUR WRITE Diplomats are people who officially represent their country in a foreign country. Imagine that you are going to attend a school for future diplomats. Complete the information about some of the features of your ideal school.

Courses required: _____
Language(s) spoken: _____
Living quarters provided: _____
Food offered: _____
Trips taken: _____
Electronic devices provided: _____

WRITE Use your information to write one or two paragraphs about your ideal school for diplomacy. Use the passive with modals and similar expressions. Try to avoid some of the common mistakes in this chart.

EXAMPLE: I think the ideal school for diplomacy should teach a lot about cross-cultural understanding. Courses should be required in... More than one official language should be spoken. Classes could be offered in...

Common Mistakes in Using the Passive with Modals and Similar Expressions

Use **be + past participle** after the modal. Do **not** use **let** after **be**.
Language classes **should be required**.
NEW Language classes **must be required**.

Use the **past participle** after **be**. Do **not** use the **base form** of the verb after **be**.
A lot **could be learned**.
NEW A lot **could be learn**.

CHECK YOUR WORK Read your paragraph(s). Underline the passive with modals and similar expressions. Use the Editing Checklist to check your work.

Editing Checklist

Did you use...?

- be + past participle** to form the passive after modals or similar expressions
- will** or **be going to** for certainty in the future
- can** for present ability
- could** for past ability or future possibility
- may**, **might**, and **can't** for future possibility or impossibility
- should**, **ought to**, and **had better** for advice
- must** and **have (got) to** for necessity

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

Go to MyEnglishLab for more writing practice.

The Passive with Modals and Similar Expressions 299

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.

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 21 REVIEW

Test yourself on the grammar of the unit.

1 Match each condition with its result.

- | Condition | Result |
|---------------------------------|-----------------------------------|
| 1. If it rains, | a. you might have good luck. |
| 2. Unless you study, | b. I could pay you back tomorrow. |
| 3. If you cross your fingers, | c. I may not buy it. |
| 4. Unless they lower the price, | d. I'll take an umbrella. |
| 5. If you lend me \$10, | e. you could rent one. |
| 6. If you don't own a car, | f. you won't pass. |

2 Complete the future real conditional sentences in these conversations with the correct form of the verbs in parentheses.

1. A: Are you going to take the bus?
B: No, if I _____ a bike, the bus, I _____ late.
2. A: What _____ you _____ at 10:00 _____ if you _____ the job?
B: I _____ to school unless I _____ a spot _____ the job.
3. A: If I _____ a good _____ the text, I _____ a sentence _____.
B: Good luck, but I'm sure you'll pass. You've studied really hard for it.
4. Thank!

3 Find and correct six mistakes. Remember to check punctuation.

It's been a hard week, and I'm looking forward to the weekend. If the weather will be nice tomorrow Marco and I are going to go to the beach. The ocean is usually too cold

MyEnglishLab delivers rich online content to engage and motivate **students**.

Unit 4 Grammar Video Presentation

Watch the video.

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ALWAYS LEARNING PEARSON

Grammar Coach videos give additional grammar presentations.

NEW!

MyEnglishLab delivers innovative teaching tools and useful resources to **teachers**.

Gradebook

FOG 3 5e Class

Student	Period	Enrollment	Enrollment
Ben Green	101	1	82.50
Sarah Ross	101	1	84.50
Ben Jones	101	1	84.50
Ben Richardson	101	1	73.50
Patrick Fitzgerald	101	1	88.50
Henry Sanchez	101	1	89.50
Summary	101	1	

Export gradebook for: PDF | Excel | Moodle | Blackboard Management

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Unit 4 Focused Practice A

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

1. A: Did you play PacMan?
B: Yes, I in school to play PacMan?

2. A: What do you eat in a ?
B: No, I them in?

3. A: to sing in school.
B: Yes, I every day. I it after school in the video grade.

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ALWAYS LEARNING PEARSON

MyEnglishLab provides students with:

- rich interactive practice in grammar, reading, listening, speaking, and writing
- immediate and meaningful feedback on wrong answers
- remediation activities
- grade reports that display performance and time on task

NEW!

With **MyEnglishLab**, teachers can:

- 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
Present and Past: Review and Expansion

UNIT	GRAMMAR	READING
<p>1 Simple Present and Present Progressive Page 4 THEME Names</p>	<ul style="list-style-type: none"> ■ Can use the simple present to describe habitual actions or unchanging facts ■ Can use the present progressive to describe actions happening now ■ Can use non-action verbs to describe states or situations 	<p>Social Science Article: <i>What's in a Name?</i></p> <ul style="list-style-type: none"> ■ Can scan a text in order to find specific information
<p>2 Simple Past and Past Progressive Page 18 THEME First Meetings</p>	<ul style="list-style-type: none"> ■ Can use the simple past to show that an action happened and was completed in the past ■ Can use the past progressive to show that an action was in progress at a specific time in the past ■ Can use the past progressive with the simple past to show an action interrupted by another action ■ Can use the past progressive with <i>while</i> or <i>when</i> to show that two actions were in progress at the same time in the past 	<p>Biographical Article: <i>Super Couples</i></p> <ul style="list-style-type: none"> ■ Can follow chronological sequences in a biographical text
<p>3 Simple Past, Present Perfect, and Present Perfect Progressive Page 33 THEME Hobbies and Interests</p>	<ul style="list-style-type: none"> ■ Can recognize when to use the simple past, the present perfect, or the present perfect progressive ■ Can use the present perfect (progressive) with <i>for/since</i> and time expressions to show that something was not completed in the past ■ Can use the present perfect with adverbs of time to show that something happened at an indefinite time in the past 	<p>Narrative: <i>Adventures in Student Living</i></p> <ul style="list-style-type: none"> ■ Can scan a personal narrative to identify key details
<p>4 Past Perfect and Past Perfect Progressive Page 48 THEME Musicians</p>	<ul style="list-style-type: none"> ■ Can use the past perfect to show that something happened before a specific time in the past ■ Can use the past perfect progressive to show that something was in progress before a specific time in the past ■ Can use the past perfect (progressive) with the simple past to show the time order between two past events ■ Can use adverbs such as <i>already</i>, <i>yet</i>, and <i>never</i> to emphasize the first event, and expressions with <i>by</i> to refer to the second event 	<p>Biographical Article: <i>The People's Conductor</i></p> <ul style="list-style-type: none"> ■ Can determine and sequence the order of events in an article about someone's life or career

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about people</p> <ul style="list-style-type: none"> Can identify people, based on descriptions in a conversation 	<ul style="list-style-type: none"> Can ask people for personal details and introduce them to others Can narrate a video, describing what people are doing Can discuss naming customs in different countries 	<ul style="list-style-type: none"> Can write a detailed paragraph about oneself 	adjustment <small>AWL</small> consist of <small>AWL</small> convince <small>AWL</small> identity <small>AWL</small> in style <small>AWL</small> provide
<p>A personal narrative</p> <ul style="list-style-type: none"> Can identify the order of events in a recorded description 	<ul style="list-style-type: none"> Can describe one's first meeting with someone Can ask and answer questions about important life events Can create a story and present it to the class 	<ul style="list-style-type: none"> Can write two paragraphs describing past events in an important relationship 	accomplish cover (v) influential pursue <small>AWL</small> recover <small>AWL</small> research (n) <small>AWL</small>
<p>A conversation about hobbies</p> <ul style="list-style-type: none"> Can recognize key ideas and details in a discussion about hobbies and personal interests 	<ul style="list-style-type: none"> Can talk about hobbies and personal interests Can discuss routine accomplishments Can research an interesting hobby and present findings to the class 	<ul style="list-style-type: none"> Can write a detailed paragraph about a recent trend 	alternative (n) <small>AWL</small> experiment (v) motivation <small>AWL</small> passion survive <small>AWL</small> trend (n) <small>AWL</small>
<p>An interview on a radio show</p> <ul style="list-style-type: none"> Can understand the order of events in a radio program about career and life choices 	<ul style="list-style-type: none"> Can ask and answer questions about past events and personal achievements Can discuss one's schedule for the previous day Can research a famous child prodigy and present findings to the class Can compare two similar scenes and discuss differences 	<ul style="list-style-type: none"> Can write two paragraphs about a famous person's career and personal life 	conduct (v) <small>AWL</small> contract (n) <small>AWL</small> ethnic <small>AWL</small> inspire participate <small>AWL</small> transform <small>AWL</small>

AWL = Academic Word List item

PART 2
Future: Review and Expansion

UNIT	GRAMMAR	READING
<p>5 Future and Future Progressive Page 68 THEME Life in the Future</p>	<ul style="list-style-type: none"> ■ Can use <i>will</i> or <i>be going to</i> to discuss future facts and predictions ■ Can use <i>will</i> when making quick decisions, offers, and promises, and <i>be going to</i> or the present progressive when making plans ■ Can use the simple present to discuss future scheduled events ■ Can use the future progressive to describe an action that will be in progress at a specific time in the future ■ Can use the simple present or the present progressive in future time clauses 	<p>Information Article: <i>Cities of the Future</i></p> <ul style="list-style-type: none"> ■ Can understand important points and details in a lengthy article about a scientific topic
<p>6 Future Perfect and Future Perfect Progressive Page 86 THEME Goals</p>	<ul style="list-style-type: none"> ■ Can use the future perfect to show that something will happen before a specific time in the future ■ Can use the future perfect progressive to show that something will be in progress until a specific time in the future ■ Can use the future perfect (progressive) with the simple present to show the time order between two future events ■ Can use adverbs such as <i>already</i> and <i>yet</i> to emphasize the first event, and expressions with <i>by</i> to refer to the second event 	<p>Business Article: <i>Young Entrepreneur Looks Toward the Future</i></p> <ul style="list-style-type: none"> ■ Can scan a text about a business topic in order to find specific information

PART 3
Negative and Tag Questions, Additions and Responses

<p>7 Negative Yes/No Questions and Tag Questions Page 102 THEME Places to Live</p>	<ul style="list-style-type: none"> ■ Can use a range of negative <i>yes/no</i> questions and tag questions to check information or comment on a situation ■ Can answer negative <i>yes/no</i> questions and tag questions <p>PRONUNCIATION Intonation of tag questions</p>	<p>Interview Transcripts: <i>It's a Great Place to Live, Isn't It?</i></p> <ul style="list-style-type: none"> ■ Can scan interview transcripts for key information
<p>8 Additions and Responses: <i>So, Too, Neither, Not either, and But</i> Page 118 THEME Similarities and Differences</p>	<ul style="list-style-type: none"> ■ Can use additions with <i>so, too, neither, or not either</i> to express similarity ■ Can use additions with <i>but</i> to express difference ■ Can use short responses with <i>so, too, neither, or not either</i> to express agreement ■ Can use short responses with <i>but</i> to express disagreement 	<p>Scientific Article: <i>The Twin Question: Nature or Nurture?</i></p> <ul style="list-style-type: none"> ■ Can extract specific information from a long, linguistically complex text on a scientific topic

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A discussion about a conference</p> <ul style="list-style-type: none"> Can follow a group discussion, identifying important details such as the speakers' schedules and plans 	<ul style="list-style-type: none"> Can discuss schedules, reaching agreement on plans Can offer a detailed opinion about a controversial topic relating to technology 	<ul style="list-style-type: none"> Can write two paragraphs about a hypothetical scenario that is set in the future 	challenge (n) ^{AWL} individual (n) ^{AWL} innovative ^{AWL} technology ^{AWL} vehicle ^{AWL} vertical (adj)
<p>A conversation about entrepreneurship</p> <ul style="list-style-type: none"> Can follow a fast-paced conversation about professional aspirations, identifying key details 	<ul style="list-style-type: none"> Can talk about someone's future goals and accomplishments Can discuss personal long-term goals and how to achieve them 	<ul style="list-style-type: none"> Can write a detailed paragraph about a classmate's future goals and what that person is doing to achieve these goals 	affordable convert (v) ^{AWL} corporate (adj) ^{AWL} initiative ^{AWL} meanwhile status ^{AWL}
<p>On-the-street conversations</p> <ul style="list-style-type: none"> Can identify important details from fast-paced conversations 	<ul style="list-style-type: none"> Can interview a classmate, asking questions and checking information Can discuss details about cities around the world, asking questions and checking information 	<ul style="list-style-type: none"> Can write an interview transcript about a classmate's home city, commenting on and checking information 	attracted (adj) constant (adj) ^{AWL} extremely originally structure (n) ^{AWL} supply (v)
<p>A first-date conversation</p> <ul style="list-style-type: none"> Can identify key details about people in a conversation 	<ul style="list-style-type: none"> Can discuss similarities and differences between two people Can conduct online research about twins separated at birth and report findings Can discuss the controversial topic of nature vs. nurture and give own opinion 	<ul style="list-style-type: none"> Can write two paragraphs about the similarities and differences between two people 	complex (adj) ^{AWL} factor (n) ^{AWL} identical ^{AWL} image ^{AWL} investigate ^{AWL} reserved (adj)

^{AWL} = Academic Word List item

PART 4
Gerunds, Infinitives, and Phrasal Verbs

UNIT	GRAMMAR	READING
<p>9 Gerunds and Infinitives: Review and Expansion Page 136 THEME Fast Food</p>	<ul style="list-style-type: none"> ■ Can use a gerund as the subject or the object of a verb ■ Can use a range of verbs followed by a gerund or an infinitive ■ Can use a gerund after a preposition or a phrasal verb, and an infinitive after certain adjectives or nouns ■ Can use infinitives to express purpose ■ Can use gerunds and infinitives to make general statements 	<p>Social Science Article: <i>Fast Food in a Fast World</i></p> <ul style="list-style-type: none"> ■ Can recognize significant points and ideas in an article about a popular trend
<p>10 Make, Have, Let, Help, and Get Page 152 THEME Zoos and Marine Theme Parks</p>	<ul style="list-style-type: none"> ■ Can use <i>make</i>, <i>have</i>, <i>get</i>, or <i>let</i> to show how someone causes or allows another person/animal to do something ■ Can use <i>help</i> to show that someone makes things easier for another person/animal 	<p>Opinion Article: <i>That's Entertainment?</i></p> <ul style="list-style-type: none"> ■ Can recognize significant points and arguments in an opinion article on a controversial topic
<p>11 Phrasal Verbs: Review and Expansion Page 165 THEME Telemarketing</p>	<ul style="list-style-type: none"> ■ Can use a range of phrasal verbs ■ Can use transitive phrasal verbs with or without separated objects ■ Can use intransitive phrasal verbs ■ Can use phrasal verbs with preposition combinations 	<p>Magazine Article: <i>Welcome Home!</i></p> <ul style="list-style-type: none"> ■ Can identify specific information in a linguistically complex article

PART 5
Adjective Clauses

<p>12 Adjective Clauses with Subject Relative Pronouns Page 182 THEME Personality Types and Friends</p>	<ul style="list-style-type: none"> ■ Can use sentences with adjective clauses beginning with subject relative pronouns such as <i>who</i>, <i>that</i>, <i>which</i>, or <i>whose</i> to identify or give additional information about nouns ■ Can use identifying and nonidentifying adjective clauses <p>PRONUNCIATION Identifying and nonidentifying adjective clauses</p>	<p>Psychology Article: <i>Extroverts and Introverts</i></p> <ul style="list-style-type: none"> ■ Can identify specific information in a linguistically complex article
<p>13 Adjective Clauses with Object Relative Pronouns Page 199 THEME The Immigrant Experience</p>	<ul style="list-style-type: none"> ■ Can use adjective clauses beginning with object relative pronouns such as <i>who(m)</i>, <i>that</i>, <i>which</i>, or <i>whose</i> to identify or give additional information about nouns ■ Can use adjective clauses beginning with <i>where</i> or <i>when</i> ■ Can use identifying and nonidentifying adjective clauses ■ Can use adjective clauses as objects of verbs and prepositions 	<p>Online Book Review: <i>Stories of a New Generation of Immigrants</i></p> <ul style="list-style-type: none"> ■ Can identify specific information in a book review

LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about school food services</p> <ul style="list-style-type: none"> Can identify key details in a conversation 	<ul style="list-style-type: none"> Can complete a questionnaire and discuss results Can make cross-cultural comparisons about a familiar topic Can conduct online research on fast food and report findings 	<ul style="list-style-type: none"> Can write two paragraphs describing pluses and minuses of a certain type of food 	<p>appealing (adj) consequence AWL convenience globe AWL objection reliability AWL</p>
<p>A conversation between a student and a teacher</p> <ul style="list-style-type: none"> Can recognize how one speaker influences the other and gets that person do something 	<ul style="list-style-type: none"> Can describe how someone has influenced one's life Can contribute to a group discussion about a controversial topic 	<ul style="list-style-type: none"> Can write three paragraphs about a controversial topic, giving arguments for and against and stating one's personal opinion 	<p>cruel former humane physical AWL rebel (v) reinforcement AWL</p>
<p>A phone conversation with a telemarketer</p> <ul style="list-style-type: none"> Can identify key details in a conversation 	<ul style="list-style-type: none"> Can justify and sustain views clearly by providing relevant explanations and arguments Can analyze and discuss advertisements 	<ul style="list-style-type: none"> Can write two paragraphs describing a personal experience and what one learned from the experience 	<p>authorities AWL eliminate AWL equivalent AWL feature (n) AWL firmly tactic</p>
<p>A conversation between friends at a high-school reunion</p> <ul style="list-style-type: none"> Can identify the people described in a conversation 	<ul style="list-style-type: none"> Can take a personality quiz and discuss the results Can give an opinion and examples in response to a literary quote or an international proverb Can complete a questionnaire and discuss the answers 	<ul style="list-style-type: none"> Can write two paragraphs describing the ideal friend and one's best friend 	<p>contradict AWL require AWL sensitive tendency trait unique AWL</p>
<p>A description of a childhood room</p> <ul style="list-style-type: none"> Can follow a personal narrative well enough to identify specific details 	<ul style="list-style-type: none"> Can conduct online research about a successful immigrant and report findings Can give an opinion and examples in response to a literary quote 	<ul style="list-style-type: none"> Can write a description of a place from one's childhood and why the place was important 	<p>compelling (adj) encounter (v) AWL generation AWL issue (n) AWL poverty struggle (v)</p>

AWL = Academic Word List item