

FIFTH EDITION

Focus on Grammar 5

Jay Maurer

with **MyEnglishLab**
access code inside



FIFTH EDITION

Focus on Grammar **5**

Jay Maurer

Focus on Grammar 5: An Integrated Skills Approach, Fifth Edition

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Staff credits: The people who made up the *Focus on Grammar 5, Fifth Edition* team, representing content creation, design, manufacturing, marketing, multimedia, project management, publishing, rights management, and testing, are Pietro Alongi, Rhea Banker, Elizabeth Barker, Stephanie Bullard, Jennifer Castro, Tracey Cataldo, Aerin Csigay, Mindy DePalma, Dave Dickey, Warren Fischbach, Pam Fishman, Nancy Flaggman, Lester Holmes, Gosia Jaros-White, Leslie Johnson, Barry Katzen, Amy McCormick, Julie Molnar, Brian Panker, Stuart Radcliffe, Jennifer Raspiller, Lindsay Richman, Robert Ruvo, Alexandra Suarez, Paula Van Ells, and Joseph Vella.

Text design and layout: Don Williams

Composition: Page Designs International

Project supervision: Bernard Seal

Contributing editors: Julie Schmidt and Bernard Seal

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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 12 Quantifiers STUDY SKILLS

OUTCOMES

- Describe quantities and use quantifiers with count and non-count nouns
- Identify key information in an advice column
- Identify key details in a conversation about a student's academic difficulties
- Talk about your life now compared to your life in the past
- Discuss the meaning and implications of research data on a foreign country
- Write an essay about improving study habits

STEP 1 GRAMMAR IN CONTEXT

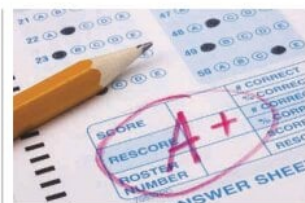
BEFORE YOU READ

Discuss the questions.

1. Do you enjoy studying? What do you consider your greatest challenge in studying?
2. What study habits do you think successful students have?

READ

 Read this article about study skills.



The Study Habits of Successful Students

College students face many challenges. They have to take care of a large number of responsibilities in a limited amount of time. There are plenty of distractions that can divert students' attention from their studies. Most students struggle at one point or another to maintain focus on their schoolwork. But if you're a student, don't despair. All of the study tips listed below have been proven to help students to be successful in their studies.

TIP 1: Figure out how much time you need to devote to each subject. The general recommendation is to study two hours outside of class for every hour spent in class. If you're taking fifteen credits, plan to allocate approximately thirty hours a week to school study. That may sound like a lot of hours, but that's just the general recommendation. Bear in mind that you shouldn't study constantly either. All the aspects of your life—work, recreation, socializing, study, exercise—need to be kept in balance. If you find yourself overloaded, take fewer classes the next time around.

194 Unit 12

AFTER YOU READ

A VOCABULARY Complete the definitions with words from the box.

awry derive factor infer lurk parallel prevalence shift

1. When you take something from an original source, you _____ it from that source.
2. When something changes in practice or position, it is said to _____.
3. To wait somewhere secretly is to _____.
4. Something that matches another situation is said to _____ it.
5. The common, general, or wide existence of something is termed _____.
6. An element, part, or ingredient of something is termed a(n) _____.
7. To _____ something is to deduce or draw a conclusion.
8. Something that has not happened the way it was planned is said to have gone _____.

B COMPREHENSION Complete the sentences. Circle the correct answers.

1. When the Olympics began in ancient Greece, athletic contests were related to _____.
a. politics b. money c. war
2. The modern Olympic Games were designed to promote _____.
a. political harmony b. peace c. economics
3. According to the author, the emphasis in today's Olympic Games has shifted to _____.
a. the pursuit of excellence b. the achievement of fame c. training for war
4. Tickets for _____ games are currently the least expensive of the three major U.S. sports.
a. baseball b. basketball c. football
5. The author says that the high cost of tickets today is most directly related to the need to _____.
a. pay taxes to the government b. provide help for team owners c. pay players' salaries
6. In the United States today, the average annual salary of _____ is about \$30,000.
a. the president b. a public schoolteacher c. a professional athlete
7. According to the author, sports violence is _____.
a. decreasing b. staying about the same c. increasing
8. To improve the sports scene, the author recommends _____.
a. supporting local athletics b. making sports events more expensive c. ignoring violence

C DISCUSSION Work with a partner. Discuss: Do you agree or disagree with the author of the editorial about the excesses of sports? Give reasons for your answer.

284 Unit 17

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

INFINITIVES

Infinitive as Subject			Infinitive as Object		
Infinitive (Subject)	Verb	Object	Subject	Verb	Infinitive (Object)
To procrastinate	causes	a lot of problems.	Not everyone	wants	to procrastinate.
Not to go ahead	proved	a mistake.	He	decided	not to go ahead.

Infinitive as Subject Complement		
Subject	Verb	Infinitive (Subject Complement)
His job	is	to motivate people.
Their real intention	is	not to succeed.

It + Be + Adjective + Infinitive				
It	Be	Adjective	(For/Of + Noun/Pronoun)	Infinitive
It	is	foolish	(for Alice/her)	to procrastinate.
It	was	wrong	(of Hal/him)	not to go ahead.

Verbs Followed by Infinitives			
	Verb	(Noun/Pronoun)	Infinitive
They	decided	Ø*	to call.
	convinced	Steve/him	
	expected	(Steve/him)	

*Ø = When *decide* is used with an infinitive, it cannot be followed by a noun or object pronoun.

Adjectives Followed by Infinitives			
	Adjective	Infinitive	
Hal is	reluctant	to complete	his work on time.
He's	careful	not to make	mistakes.
They're	happy	to hear	the test has been postponed.

Nouns Followed by Infinitives			
	Noun	Infinitive	
He can always think of	reasons	to put off	studying.
It seems like	the thing	to do.	
She always shows	reluctance	to finish	a job.

Infinitives 143

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 Passive Voice vs. Active Voice

A sentence in the passive voice has a corresponding sentence in the active voice. In an active sentence, the subject acts upon the object of the sentence. In a passive sentence, the subject is acted upon by the agent.

- active
The police **catch** some criminals.
- passive
Some criminals **are caught** by the police.

The subject of the active sentence becomes the agent (preceded by the preposition *by*) in the passive sentence, or disappears.

SOME CRIMINALS ARE CAUGHT BY THE POLICE.

Transitive verbs are followed by an object. Intransitive verbs are not followed by an object. Many verbs can be used both transitively and intransitively.

THEY RETURNED THE CLOTHES TO THE STORE. (transitive)
THEY RETURNED HOME LATE IN THE EVENING. (intransitive)

BE CAREFUL! Only transitive verbs can be made passive. Intransitive verbs cannot be made passive.

SEVERAL PEOPLE DIED IN THE ACCIDENT.
NOT Several people were died in the accident.

2 Forms of the Passive

To form passive sentences, use *be* + past participle or *get* + past participle. They occur in present, past, and future forms, as well as in the progressive.

- present
Police officers **are well trained**. They **get tested** on the job almost daily.
- past
The suspect **was arrested** yesterday. He **got caught** committing a crime.
- future
He **will be held** in the local jail. He'll **get charged** soon.

To make a negative passive sentence, place *not* after the first verb.

COOPER HAS NOT BEEN CAUGHT.
THE MAN DID NOT GET KILLED IN THE ROBBERY.

To form progressive passive sentences, use *being* + past participle.

THE PRISONER IS CURRENTLY BEING QUESTIONED.
THE SUSPECT IS BEING HELD IN PRISON.

NOTE: Use the present progressive and past progressive passives to describe actions in progress (= not finished) at a certain time.

THE ROBBERY OCCURRED WHILE THE MONEY WAS BEING TAKEN TO A BANK.

NEW!

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

90 Unit 6

PRONUNCIATION NOTE

Reducing of in Quantifiers

Quantifiers containing the preposition *of* are often reduced in rapid speech and in conversation. The word *of* is often reduced to "ə". This reduction often happens when the word following *of* begins with a consonant. When the word following *of* begins with a vowel, full forms are generally used.

a couple of	→	"a couple ə"	We met "a couple ə" new people at the party.
a lot of	→	"a lotta"	I had "a lotta" work to do tonight.
lots of	→	"lotsə"	There are "lotsə" great movies playing.
plenty of	→	"plentyə"	There's "plentyə" time to get there.
a number of	→	"a numbəə"	I had "a numbəə" problems with the homework.
amount of	→	"amountə"	The "amountə" traffic today was incredible.
a bit of	→	"a bitta"	He had "a bitta" trouble hearing the lecture.
most of	→	"mostə"	I was able to solve "mostə" the problems.

NOTE: The forms *couple a*, *lotta*, *lotsə*, *plentyə*, *a numbəə*, *amountə*, *bitta*, and *mostə* are not used in writing.

We have a lot of work left to do.
There's plenty of food for everyone.
We had lots of fun at the amusement park.
The amount of money she earns is amazing.

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 1-6 Read the sentences based on the reading. Underline the verbs showing future time and label the ways they show future time.

1. So you're visiting some new countries this year? present progressive
2. You leave in exactly four weeks. _____
3. A month from now, you'll be relaxing in the sunshine. _____
4. I'm going to give you suggestions in five areas. _____
5. The suggestions will help you with your trip. _____
6. You'll have been flying for eight to ten hours. _____
7. When you land, it will probably be late morning. _____
8. By then, you'll have acquired nice memories. _____

GRAMMAR NOTES 1, 3-4, 6 Look at the underlined verbs in the sentences based on the reading. Check (✓) Present Time or Future Time.

- | | Present Time | Future Time |
|---|--------------------------|-------------------------------------|
| 1. So you're <u>visiting</u> some new countries this year? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. You <u>already have</u> your tickets. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. You <u>leave</u> in exactly four weeks. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. When you <u>land</u> , it will probably be late morning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. You can get package deals that <u>include</u> accommodations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Airbnb <u>links</u> owners with renters. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Find out about the countries where you're <u>going</u> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. You'll have learned a lot by the time you <u>arrive</u> . | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Put yourself in the shoes of the people who <u>live</u> there. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. So there you <u>have</u> it. | <input type="checkbox"/> | <input type="checkbox"/> |



40 Unit 3

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

EXERCISE 2 SENTENCE ADVERBS

GRAMMAR NOTE 1 Combine each pair of statements into one statement containing a sentence adverb. Use the adverb form of the word in parentheses. Vary your sentences so that the sentence adverb appears in different positions in the sentences: beginning, middle, and end.

1. National service is beneficial. (obvious)
National service is obviously beneficial.
2. Military service can be dangerous. (unfortunate)

3. I'm against the death penalty because I consider it cruel. (essential)

4. There's a lot more violence in movies than in the past. (certain)

5. Nuclear weapons can be eliminated. (hopeful)

6. A vaccine against AIDS can be developed. (possible)

7. The prime minister's position is wrong. (clear)

EXERCISE 3 FOCUS ADVERBS

GRAMMAR NOTE 2 Complete the sentences. Circle the correct answers.

1. Bill believes that women should not fight. He feels _____ in noncombat roles.
a. they should only serve b. only they should serve
2. Carrie thinks women can do most jobs men can do, but she feels _____ in combat.
a. men should serve only b. only men should serve
3. Samantha is against gambling, but _____ the benefits of lotteries.
a. even she can recognize b. she can even recognize
4. I'm in favor of higher taxes. _____ taxing food and medicine.
a. Even I'm in favor of b. I'm even in favor of
5. My husband has some good reasons for supporting nuclear power. However, I _____.
a. don't just agree b. just don't agree
6. My father _____ the military draft; he's a military recruiter.
a. doesn't just support b. just doesn't support
7. My friend and I _____ \$100 for the tickets, but the concert was worth the money.
a. almost paid b. paid almost

Adverbs: Sentence, Focus, and Negative 273

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.

EXERCISE 7 EDITING

GRAMMAR NOTES 1-6 Read the email from Elena Gutierrez to her sister Rosa in Colombia. There are eight mistakes in the use of adjective clauses and phrases. The first mistake is already corrected. Find and correct seven more. Delete verbs, change pronouns, or add words where necessary. Do not change punctuation.

TO: Rosa111@yahoo.com
FROM: ElenaGut@gmail.com
RE: Life in L.A.

Hi Rosa,

I'm writing this in English because I think we both need the practice. How are you doing? Please say "hi" to everyone back there, ~~including~~ all our friends in the neighborhood.

I'm still having a hard time here in Los Angeles, but things are a little better than they were.

I'm not quite as lonely as before because I've met some people in my neighborhood, many of which are friendly, but so far I don't know anyone really well. I do have some friends who from my classes at the university, most whom are very interesting. I'm looking forward to getting to know them better as time goes on. The hardest thing is the food, most of it I just don't like very much. It's difficult to find quality food that's not too expensive.

I did do one really fun thing recently. One of my friends from school and I went to Universal Studios. We took a tram tour around the park and saw several actors working, some of that

STEP 4

COMMUNICATION PRACTICE

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

STEP 4 COMMUNICATION PRACTICE

EXERCISE 9 LISTENING

- 1** Listen to the radio call-in show. Overall, what does the caller think about human nature?



- 2** Read each statement. Then listen to the talk show again. Check (✓) True or False.

- | | True | False |
|---|--------------------------|-------------------------------------|
| 1. Capital punishment is used in every state in the United States. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. The host of the radio show says that there clearly seems to be a worldwide movement to abolish capital punishment. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The caller is in favor of capital punishment, overall. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Capital punishment is apparently used in China. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Generally, the caller feels that people have gotten more civilized. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The caller believes that robbery is clearly a capital crime. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. According to the caller, rehabilitation is clearly impossible for all criminals. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The caller hopes that the death penalty will not be abolished worldwide. | <input type="checkbox"/> | <input type="checkbox"/> |

- 3** Work with a partner. Discuss the questions. Give reasons for your answers.

- Do you basically agree or disagree with the viewpoint of the caller in the Listening?
- Do you believe that, overall, people have become more or less civilized than they were in ancient times?
- Do you believe that, generally, criminals are capable of rehabilitation?

EXERCISE 10 HOW DO YOU FEEL ABOUT...?

- 1** **SURVEY** Work in a group. Ask your classmates for their opinions on the controversial issues in the chart on page 279. Then add up your group's responses, noting the number of students supporting and opposing each viewpoint.

- EXAMPLE:** **a.** How do you feel about making all schools coeducational?
b. I'm absolutely in favor of it. Boys and girls should go to school together.
c. I'm against it, overall. Coeducational schools are fine, generally, but some students do better in single-sex schools.

278 Unit 16

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 10 THE NOUN GAME

- 1** **GAME** Divide into two teams. First, work with your own team. Look at the words in the word box. Match them with their definitions in the chart.

-advice-	a space	bulldozers	fast food	people	talk	work
-a criterion-	a talk	cancer	film	rice	the police	
a film	a tan	cholesterol	lightning	space	thunder	
a people	a work	criteria	news	sunblock	traffic	

a. _____ an art form that involves moving pictures on a screen	f. _____ a brownish color that the sun gives to the skin	k. _____ a cream used on the skin to protect it from burning by the sun	p. _____ a sudden electrical discharge in the atmosphere	u. _____ a movie
b. <u>advice</u> an opinion about what could or should be done about a situation	g. _____ movement of people or vehicles along routes of transportation	l. _____ a substance found in the human body and in various foods	q. _____ people who are responsible for capturing criminals, etc.	v. _____ a booming sound that occurs with an electrical discharge in the air
c. _____ conversation	h. _____ a disease involving the abnormal growth of cells in the body	m. _____ standards, rules, or tests on which judgments can be made	r. _____ a grain that many people eat, grown in warm climates	w. _____ a particular ethnic group
d. _____ a condition that involves the loss of hair on the head	i. _____ a blank or empty area	n. _____ hamburgers, fries, and fried chicken, for example	s. _____ your job or activities that you do regularly to earn money	x. _____ the area beyond the atmosphere of the earth
e. _____ a painting, book, play, or piece of music, for example	j. <u>a criterion</u> a standard, rule, or test on which judgments can be made	o. _____ information about events that have happened recently	t. _____ human beings	y. _____ a formal discussion

- 2** Work with the other team. Take turns asking and answering *what* questions about each word or phrase in the word box. Then check your answers on page 435. Which team got the most answers correct?

- EXAMPLE:** TEAM A: What is *advice*?
 TEAM B: *Advice* is an opinion about what could or should be done about a situation.
 TEAM B: What is *a criterion*?
 TEAM A: A *criterion* is a standard, rule, or test on which judgments can be made.

Go to MyEnglishLab for more communication practice.

Count and Non-Count Nouns 175

FROM GRAMMAR TO WRITING

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

NEW!

FROM GRAMMAR TO WRITING

A BEFORE YOU WRITE Consider the personality categories that have been mentioned in this unit and choose the one that fits you best. Write a few sentences about why you believe you fit into this particular category.

B WRITE Using your ideas in A, write a five-paragraph essay about the personality type that best fits you. Remember to use identifying and nonidentifying adjective clauses. Try to avoid the common mistakes shown in the chart. Use the example below to help you begin your essay.

EXAMPLE: No single personality type applies perfectly to a person, but for me one comes closer than all the others. The personality category that fits me most closely is Type B. First, Type Bs are social people who are basically extroverts. I've always enjoyed my friends, which is why I think this category fits me quite well. . . .

Common Mistakes in Using Adjective Clauses

Use who , not which , to refer to people.	The neighbor who is the nicest is Mrs. Lopez. NOT The neighbor which is the nicest is Mrs. Lopez.
Don't use a double subject in an adjective clause.	I'm impressed by people who are kind and helpful. NOT I'm impressed by people who they are kind and helpful.
Don't enclose identifying adjective clauses with commas.	People who put others before themselves are admirable. NOT People, who put others before themselves, are admirable.
Don't use that to introduce a nonidentifying adjective clause. Use who , whom , or which .	Hussein, who is my best friend, was born in Tanzania. NOT Hussein, that is my best friend, was born in Tanzania.

C CHECK YOUR WORK Look at your essay. Underline adjective clauses. Use the Editing Checklist to check your work.

Editing Checklist

Did you . . . ?

- ☐ use **who** or **whom** to refer to people and **which** to refer to things
- ☐ avoid using a double subject in adjective clauses
- ☐ enclose nonidentifying clauses with commas
- ☐ avoid using **that** to introduce a nonidentifying adjective clause

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

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

Adjective Clauses: Introduction 245

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 errors.

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

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 15 REVIEW

Test yourself on the grammar of the unit.

A Complete the sentences. Circle the correct answers.

- Dr. Brand and Dr. Wang, neither of whom / which I've met yet, are well-known professors.
- Professor Meemook, which / whose classes I enjoy, is originally from Thailand.
- My two roommates, both of who / whom are from Nigeria, are experiencing culture shock.
- Hamburgers and hot dogs, neither of them / which I like, are not popular in my country.
- Rashid and Hussein, who / whom are both newcomers to this country, work in a grocery store.
- Anyone interested / interesting in culture shock should attend the lecture.
- Pelé, born / was born in Brazil, used to be a great soccer player.
- You can do several things to get over culture shock, includes / including befriending local people and learning more about their culture.

B Complete the sentences with words from the box. You will use some words more than once.

that which who whom whose

- I've met five new colleagues, all of _____ I like.
- I'm taking three new courses, none of _____ are very interesting.
- I made two friends, both of _____ are teachers, this week.
- I've lived in several countries, examples of _____ are Chile and Mexico.
- Two famous authors, both of _____ books I've read, are here today.
- I read a novel about a young man _____ is caught in a dead-end job.
- The country _____ Emiko moved to is very different from Japan.

C Find and correct five mistakes.

Newcomers to a country begin to suffer from culture shock often develop communication

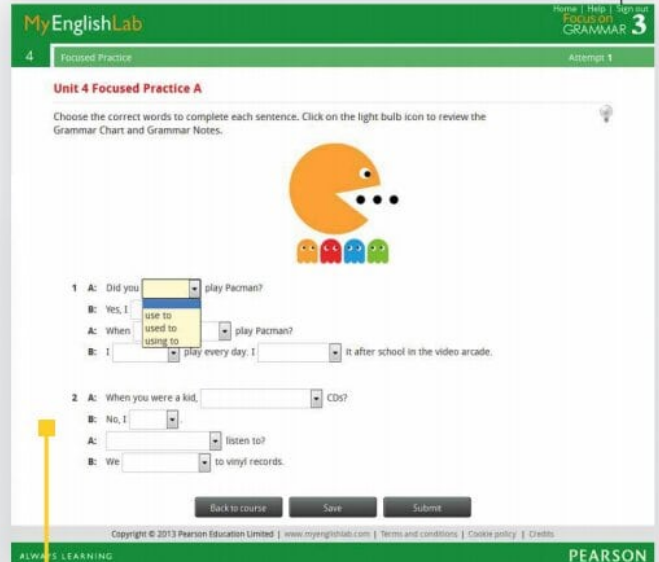
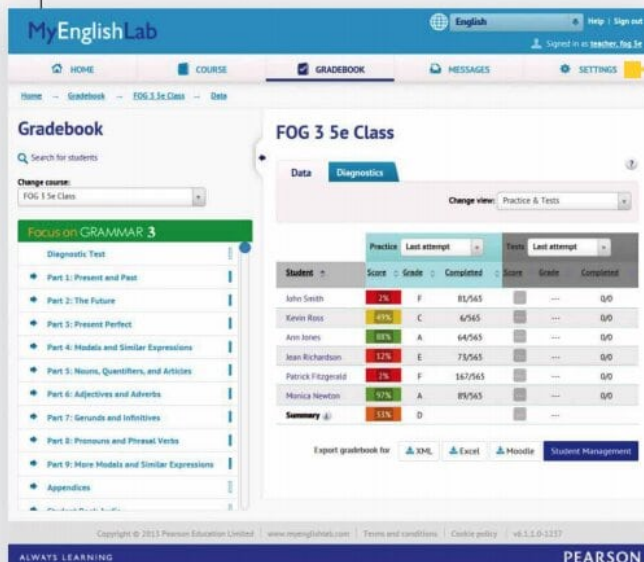
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