

FIFTH EDITION

# Focus on Grammar 2

Irene E. Schoenberg

with MyEnglishLab  
access code inside



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# Contents

	Welcome to <i>Focus on Grammar</i>	v
	The <i>Focus on Grammar</i> Unit	viii
	Scope and Sequence	xiv
	About the Author	xxvi
	Acknowledgments	xxvii
	Reviewers	xxviii
	Credits	xxix
	<b>PART 1 <i>Be</i>: Present and Past</b>	2
UNIT 1	Present of <i>Be</i> : Statements	4
UNIT 2	Present of <i>Be</i> : Questions	15
UNIT 3	Past of <i>Be</i>	28
	<b>PART 2 Nouns, Adjectives, and Prepositions</b>	40
UNIT 4	Count Nouns and Proper Nouns	42
UNIT 5	Descriptive Adjectives	54
UNIT 6	Prepositions of Place	63
	<b>PART 3 Imperatives and the Simple Present</b>	74
UNIT 7	Imperatives; Suggestions with <i>Let's</i> , <i>Why don't we ... ?</i>	76
UNIT 8	Simple Present: Affirmative and Negative Statements	86
UNIT 9	Simple Present: <i>Yes/No</i> Questions and Short Answers	98
UNIT 10	Simple Present: <i>Wh-</i> Questions	109
	<b>PART 4 <i>There Is/There Are</i>; Possessives</b>	120
UNIT 11	<i>There is/There are</i>	122
UNIT 12	Possessive Nouns and Adjectives; Pronouns; Questions with <i>Whose</i>	135
	<b>PART 5 Modals: Ability and Permission</b>	148
UNIT 13	Ability: <i>Can</i> or <i>Could</i>	150
UNIT 14	Permission: <i>Can</i> or <i>May</i>	160
	<b>PART 6 Present Progressive</b>	170
UNIT 15	Present Progressive: Affirmative and Negative Statements	172
UNIT 16	Present Progressive: <i>Yes/No</i> and <i>Wh-</i> Questions	183
UNIT 17	Simple Present and Present Progressive; Non-Action Verbs	194



## Contents (continued)

	<b>PART 7 Simple Past</b>	206
UNIT 18	Simple Past: Statements with Regular Verbs	208
UNIT 19	Simple Past: Statements with Irregular Verbs	220
UNIT 20	Simple Past: Questions	231
UNIT 21	Simple Past Review	242
	<b>PART 8 The Future</b>	256
UNIT 22	<i>Be going to</i> for the Future	258
UNIT 23	<i>Will</i> for the Future	272
UNIT 24	<i>May</i> or <i>Might</i> for Possibility	285
UNIT 25	Gerunds and Infinitives	295
	<b>PART 9 Count / Non-Count Nouns; <i>Much / Many</i>; Quantifiers</b>	306
UNIT 26	Articles with Count and Non-Count Nouns; <i>Some / Any</i>	308
UNIT 27	<i>How much</i> and <i>How many</i> ; Quantifiers	322
UNIT 28	<i>Too many</i> and <i>Too much</i> ; <i>Enough</i> + Noun	335
	<b>PART 10 Modals: Advice and Necessity</b>	346
UNIT 29	Advice: <i>Should</i> and <i>Had better</i>	348
UNIT 30	Necessity: <i>Have to</i> and <i>Must</i>	361
	<b>PART 11 Comparisons</b>	374
UNIT 31	The Comparative	376
UNIT 32	Adverbs of Manner	391
UNIT 33	Adjective + <i>Enough</i> ; <i>Too</i> and <i>Very</i> ; <i>As</i> + Adjective + <i>As</i>	401
UNIT 34	The Superlative	415
	Appendices	429
	Glossary of Grammar Terms	441
	Unit Review Answer Key	445
	Key to Exercises with Guessed Answers	453
	Information Gaps, Student B	455
	Index	459

WELCOME TO

# FOCUS ON GRAMMAR

FIFTH EDITION

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

## New in the Fifth Edition

### New and Updated Content

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

### Updated Charts and Redesigned Notes

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

### Additional Communicative Activities

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

### Expanded Writing Practice

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

### New Assessment Program

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

### Revised MyEnglishLab

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



## The Focus on Grammar Approach

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

**STEP 1: Grammar in Context** integrates grammar and vocabulary in natural contexts such as articles, stories, dialogues, and blog posts. Students engage with the unit reading and theme and get exposure to grammar as it is used in real life.

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

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

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

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

### Recycling

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

### Assessment

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

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



## The Importance of Context

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

## The Role of Corpus

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

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

## Focus on Grammar Efficacy

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

To learn more about the Global Scale of English, visit [www.English.com](http://www.English.com).

## Components

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

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

**Workbooks** contain additional contextualized practice in print format.

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

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

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

# The Focus on Grammar Unit

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

## STEP 1 GRAMMAR IN CONTEXT

**Before You Read** activities create interest and elicit students' knowledge about the topic.

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

### UNIT 1 Present of Be: Statements SPORTS

#### STEP 1 GRAMMAR IN CONTEXT

##### BEFORE YOU READ

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

1. What are these popular sports in your country?
2. What's your favorite sport?

#### MOST POPULAR SPORTS IN THE WORLD



##### READ

Read this article about Ana and soccer.

#### Ana and Soccer

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

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

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



##### AFTER YOU READ

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

1. Ronaldo is her favorite soccer player. His photo is on her wall. She's a fan / a friend of Ronaldo.
2. That hockey team is new. It's only / over two years old.
3. All the students in our school like hockey. It is a popular / bad sport here in Canada.
4. Ahmed is good at all sports. He's a very good athlete / friend.
5. This is a photo of my friends and me. Jon is on the left. Natalie is on the right. I'm in the middle / in the middle.
6. Ten of my classmates love sports. The rest of / The none of my classmates are not interested in sports.

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

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

**DISCUSSION** Work with a partner. Compare your answers in 5. Then say two things about Ana and her cousins and two things about soccer.

Go to MyEnglishLab for more vocabulary practice.

Present of Be: Statements

5

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

**Comprehension and Discussion** activities focus on the meaning of the text and draw students' attention to the target structures.

**NEW!**



## STEP 2 GRAMMAR PRESENTATION

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

### STEP 2 GRAMMAR PRESENTATION

#### SIMPLE PRESENT: AFFIRMATIVE AND NEGATIVE STATEMENTS

Affirmative Statements			Negative Statements		
Subject	Verb		Subject	Do not / Does not	Base Form of Verb
I	eat		I	do not	eat
You	eat		You	do not	eat
He	eats	needles	He	doesn't	eat
She	eats		She	doesn't	eat
It	eats		It	doesn't	eat

\* Examples are for general use.

#### ADVERBS AND EXPRESSIONS OF FREQUENCY

Adverbs of Frequency			Adverbs of Frequency with Do		
Subject	Adverb	Verb	Subject	Do	Adverb
I			I	do	
You		eat	You	do	
He	usually	eat	He	usually	eat
She	almost never	eat	She	almost never	eat
It		eats	It		eats
		eats			eats

Adverbs of Frequency		Expressions of Frequency	
always	100%	every day	
almost always	90%	once a week	
frequently		three times a month	
usually		several times a year	
often		once in a while	
sometimes	50%		
rarely/seldom			
almost never	10%		
never	0%		

30 Unit 2

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

**NEW!**

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

#### GRAMMAR NOTES

##### 1 Count and Non-Count Nouns

There are count nouns and non-count nouns. Nouns such as apple, table, and essay are count nouns. We call these count nouns because we can count them.	I ate one pear and two apples.
Nouns such as milk, juice, and sugar are non-count nouns. We call these non-count nouns because we cannot count them.	We need milk, juice, and sugar.
Some nouns can be both count and non-count nouns.	We bought some cakes for the party. (count noun)
	We ate some cake. (non-count noun)
In informal speaking, some non-count nouns are used as count nouns.	I'd like two coffees and two sodas. (I'd like two cups of coffee and two cans of soda)
<b>CAUTION</b> Do not add -s or -es to a non-count noun.	I read milk. (X)
	I read coffee. (X)

##### 2 Quantifiers: a, an, some, any

The article <b>a</b> or <b>an</b> refers to a person or thing for the first time, or when it is not clear which person or thing you mean.	I bought a pear and an apple.
The article <b>a</b> or <b>an</b> before a singular count noun.	Is this your a shirt?
Remember to use <b>a</b> before a consonant sound.	Is this your a small pear?
Remember to use <b>an</b> before a vowel sound.	Is this your an apple?
<b>CAUTION</b> Do not use <b>a</b> , <b>an</b> , or <b>the</b> before a non-count noun.	I want a milk. (X)
	I want a coffee. (X)

##### 3 Quantifiers: the, these, those

The article <b>the</b> refers to a person or thing you mean.	The restaurant is open.
You can use <b>the</b> before singular count nouns, plural nouns, and non-count nouns.	(Which the speaker and listener know which restaurant.)
<b>a</b> singular count noun	Is this your a shirt?
<b>a</b> plural noun	Is this your a shirts?
<b>a</b> non-count noun	Is this your a milk?
	The soup is delicious.

Appendix with Count and Non-Count Nouns, Quantifiers / 311

#### PRONUNCIATION NOTE

Regular single past tense and 3rd person singular present tense forms of verbs ending in /t/, /d/, or /s/.	
+ /t/	We arrived late.
+ /d/	They worked at a farm.
+ /s/	She walked for him at the airport.

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

**NEW!**

## STEP 3 FOCUSED PRACTICE

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

### STEP 3 FOCUSED PRACTICE

#### EXERCISE 1 DISCOVER THE GRAMMAR

**GRAMMAR NOTE 1-2**  
A student is people watching in her psychology class. Underline all the uses of the present progressive.

I'm in my psychology class. This semester we're studying about psychopaths. Today's class is about how Julia and Maria are scoring their books. Our teacher is planning a quiz. How was a quiz for her? She always gets a good grade. Ryan isn't smiling, maybe his grade is low. Shoko is looking under the table. Joe isn't listening to the teacher, he's thinking about lunch. I can hear his stomach growling really loud.

**C** Write the base form of the underlined words in A.

1. is studying 4. is scoring 7. is planning
2. is looking 5. is thinking 8. is listening
3. is hearing 6. is growling 9. is watching

#### EXERCISE 2 AFFIRMATIVE AND NEGATIVE STATEMENTS

**GRAMMAR NOTE 3-5** Complete the sentences with the present progressive form of the verb in parentheses.

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

178

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

#### EXERCISE 2 ADVERBS OF MANNER

**GRAMMAR NOTE 4-6** Complete each sentence. Change the adjective in parentheses to an adverb.

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



#### EXERCISE 3 LINKING VERBS

**GRAMMAR NOTE 8** Match the beginnings of the sentences with the endings.

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

#### EXERCISE 4 ADVERBS OF MANNER AND ADJECTIVES

**GRAMMAR NOTE 9-10** Complete the conversations. Circle the correct answer.

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

Adverbs of Manner 205

**Editing exercises** allow students to identify and correct typical mistakes.

#### EXERCISE 5 EDITING

**GRAMMAR NOTE 11-12**  
Correct the paragraph. There are eight mistakes. The first mistake is already corrected. Find and correct seven more.

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

Happy New Year

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## STEP 4

## COMMUNICATION PRACTICE

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

### STEP 4 COMMUNICATION PRACTICE

#### EXERCISE 7 LISTENING

- Q1** Listen to a quiz show about animals. Read the questions. Choose the correct answer.
- The first question asks, "Which land animal has the longest gestation period?"  
a. the time the baby is inside its mother b. the time the baby learns to walk
  - The second question asks, "Which animal is the fastest?"  
a. the fastest b. the fastest
  - The third question asks, "Which animal is the loudest?"  
a. the loudest b. the loudest
  - The last question asks, "Which animal is the smallest?"  
a. the smallest b. the smallest

- Q2** Listen again. What were the answers to the four questions in the quiz show? Choose from the words in the box.

all the time the fastest the loudest the smallest the slowest the quietest

Question 1: the Asian

Question 2: the

Question 3: the loudest

Question 4: the

- Q3** Work with a partner. Say two statements about animals using the superlatives. Your partner decides if they are true or false. Take turns.

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



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

**NEW!**

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

#### EXERCISE 7 WHAT DO I REALLY MEAN?

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

angry suddenly quickly softly suddenly

1. I love English grammar

**EXAMPLE:** a. I love English grammar  
b. You're speaking sarcastically  
c. You're right

2. The speech was great

a. The room was wonderful  
b. I love to exercise  
c. It's mine, all mine



#### EXERCISE 8 WHAT AM I DOING?

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

Verbs	Adverbs
dance	badly
sleep	carefully
drink	quickly
eat	carelessly
write	slowly
listen	carefully



## FROM GRAMMAR TO WRITING

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

**NEW!**

### FROM GRAMMAR TO WRITING

**BEFORE YOU WRITE** Read about a student's pet. Then complete the chart with information about your pet or a pet you know about. Work with a partner. Use the chart to tell your partner about the animal.



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

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

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

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

#### Editing Checklist

Did you ...?

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

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

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

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

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

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

## UNIT REVIEW

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

### UNIT 25 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences. Circle the correct answer.

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

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

- She doesn't want (work) working.
- Her boss refuses (leave) her leaving.
- She's thinking about (quit) her job and go back to school.
- Her English teacher (warn) her.

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

1. working / selling / start / suggest
2. for / graduate / in / stop / suggest / say
3. go / flying / easily / see / travel
4. promise / want / not / training / study / not / study

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

Carol volunteers at a hospital. She enjoys taking care of patients. Some patients refuse



## MyEnglishLab

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



Grammar Coach videos give additional grammar presentations.

**NEW!**

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



**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 Be: Present and Past


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


## PART 2 Nouns, Adjectives, and Prepositions

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



LISTENING	SPEAKING	WRITING	VOCABULARY
<b>A conversation about athletes</b> ■ Can identify key details about people in conversations that are conducted clearly and slowly	■ Can discuss likes and dislikes ■ Can describe something in a simple list of points	■ Can write personal information about a friend or colleague, using notes for guidance	athlete fan (n) in the middle only popular the rest of
<b>A conversation about classmates</b> ■ Can recognize and describe basic information about people in conversations that are conducted clearly and slowly	■ Can ask simple questions to find out more about someone ■ Can use brief, everyday expressions to ask for and give personal details	■ Can write a detailed list of questions about a familiar place	excuse me office on time right (adj) room (n)
<b>A series of phone messages</b> ■ Can extract key factual information from a recorded phone message	■ Can communicate in routine tasks that require simple, direct exchanges of information, such as descriptions of the weather and everyday activities	■ Can write a paragraph about a personal experience (first day of school)	afraid (of) difficult nervous principal (n)  surprise (n)

<b>A lecture about art</b> ■ Can identify important details in a brief lecture about a famous artist	■ Can give a brief presentation about people, places, or things	■ Can write short, basic descriptions of people, places, or things	all over occasion public (n) striking (adj) to be born
<b>A telephone conversation</b> ■ Can recognize details in a conversation about a vacation if delivered slowly and clearly	■ Can share information about known places ■ Can offer opinions and comment on statements provided by one's peers	■ Can write a detailed paragraph about a location that has personal significance	climate comfortable dry safe (adj) unusual
<b>A recorded description</b> ■ Can infer information about a location by recognizing important details in a recorded description	■ Can give directions to help one's peers find information on a map or brochure	■ Can write a short invitation to a party or event, including important details like time and location	app dinosaur huge interested locate  tour (n)

 = Academic Word List item

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

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

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

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

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

= Academic Word List item



## PART 5

### Modals: Ability and Permission

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

## PART 6

### Present Progressive

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







## PART 7

### Simple Past

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



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

 = Academic Word List item

UNIT	GRAMMAR	READING
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▼ PART 7 CONTINUED

<b>19</b> <b>Simple Past: Statements with Irregular Verbs</b> Page 220 THEME You Never Know	<ul style="list-style-type: none"> <li>Can refer to past events using common irregular verbs in the simple past</li> <li>Can use <i>was</i> or <i>were</i> + <i>born</i> to tell when or where people were born</li> </ul>	<b>Chinese Folktale: <i>You Never Know What Will Happen</i></b> <ul style="list-style-type: none"> <li>Can place information from a literary text in chronological order</li> </ul>
<b>20</b> <b>Simple Past: Questions</b> Page 231 THEME Writers	<ul style="list-style-type: none"> <li>Can form <i>yes/no</i> and <i>wh-</i> questions with the simple past</li> </ul>	<b>Biography: <i>The Great William Shakespeare</i></b> <ul style="list-style-type: none"> <li>Can confirm facts about places and dates in a short biographical article</li> </ul>
<b>21</b> <b>Simple Past: Review</b> Page 242 THEME Biographies	<ul style="list-style-type: none"> <li>Can use both regular and irregular verbs in the simple past</li> <li>Can form <i>yes/no</i> questions, <i>wh-</i> questions, and negative statements with the simple past</li> </ul>	<b>Biography: <i>A Loyal Friend</i></b> <ul style="list-style-type: none"> <li>Can confirm facts about places and dates in a short biographical article</li> </ul>

## PART 8 The Future

<b>22</b> <b><i>Be going to</i> for the Future</b> Page 258 THEME City and Campus Planning	<ul style="list-style-type: none"> <li>Can use <i>be going to</i> to state facts about the future, make predictions, and discuss future plans</li> <li>Can use the present progressive to talk about future plans</li> <li>Can use <i>be going to</i> with common future time markers</li> </ul> PRONUNCIATION <i>Going to</i> and <i>Gonna</i>	<b>Letters to the Editor: <i>Why We Go to College</i></b> <ul style="list-style-type: none"> <li>Can recognize opinions expressed in letters to the editor</li> </ul>
<b>23</b> <b><i>Will</i> for the Future</b> Page 272 THEME The Future	<ul style="list-style-type: none"> <li>Can use <i>will</i> to talk about future facts, to make predictions and promises, and to ask for or refuse to do something</li> </ul>	<b>Magazine Article: <i>The World in 2050</i></b> <ul style="list-style-type: none"> <li>Can answer questions based on information in a short article about future possibilities</li> </ul>

PART 8 CONTINUES ▼

LISTENING	SPEAKING	WRITING	VOCABULARY
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<b>A story about the past</b> ■ Can confirm important details from an oral story about past events	■ Can use time markers to tell a story that has a sequence of events	■ Can write a short descriptive story	appear border (v) fight (v) ride (v) run away unlucky
<b>A conversation about a movie</b> ■ Can take detailed notes during a conversation, using them to answer detailed wh- questions based on that information	■ Can take turns with a partner, asking questions about their favorite book, play, or movie ■ Can ask and answer questions about the life of a famous writer	■ Can write a series of questions and answers about the life of a famous person	exact jealousy mystery (n) play (n) pride (n)
<b>A conversation about a quiz show</b> ■ Can answer wh- questions based on information in a short conversation	■ Can take turns with a partner or group, asking questions about famous people and past events ■ Can discuss one's childhood in detail and prompt similar responses from others	■ Can write a short autobiographical passage, using a series of wh- questions for guidance	admire base on notice routine statue

<b>A conversation about a building</b> ■ Can follow a slow-paced conversation about a location or place and provide key details about it	■ Can describe future plans and intentions using a variety of time markers ■ Can discuss a life-changing event with a partner or small group	■ Can write a letter or email that expresses and defends an opinion on a controversial topic	against announce gain increase in my opinion tuition
<b>A conversation between a TV news reporter and two people</b> ■ Can identify who the main speaker is referring to in a conversation with multiple participants	■ Can make predictions about future events, providing an opinion or rationale for each prediction ■ Can offer suggestions or solutions to help others with everyday problems and complaints	■ Can write a paragraph that offers detailed predictions about future events	disappear majority memory robot spend time

 = Academic Word List item



UNIT	GRAMMAR	READING
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▼ PART 8 CONTINUED

<b>24</b> <b>May or Might for Possibility</b> Page 285 THEME The Weather	<ul style="list-style-type: none"> <li>Can use <i>might</i> and <i>may</i> to express likelihood in the present and the immediate future</li> <li>Can use <i>will</i> and <i>won't</i> to express what is certain and what is impossible</li> <li>Can use <i>be going to</i> to ask questions about future possibility</li> </ul>	<b>News Report: The Weather Forecast</b> <ul style="list-style-type: none"> <li>Can identify detailed information in a weather report</li> </ul>
<b>25</b> <b>Gerunds and Infinitives</b> Page 295 THEME Careers	<ul style="list-style-type: none"> <li>Can use gerunds and infinitives after certain verbs</li> </ul>	<b>Magazine Article: The Right Career for You</b> <ul style="list-style-type: none"> <li>Can match people with their characteristics based on information in a magazine article</li> </ul>

**PART 9**  
**Count/ Non-Count Nouns; Much / Many; Quantifiers**

<b>26</b> <b>Articles with Count and Non-Count Nouns; Some / Any</b> Page 308 THEME Restaurants and Food	<ul style="list-style-type: none"> <li>Can use indefinite articles to refer to general subjects and definite articles to refer to specific subjects</li> <li>Can use <i>some</i> and <i>any</i> as quantifiers with count and non-count nouns</li> </ul> <p>PROMUNCIATION Indefinite Articles</p>	<b>Restaurant Review: Kassandra's Food Reviews</b> <ul style="list-style-type: none"> <li>Can understand recommendations in restaurant reviews</li> </ul>
<b>27</b> <b>How much and How many; Quantifiers</b> Page 322 THEME Desserts	<ul style="list-style-type: none"> <li>Can ask for information about quantity with <i>how much/many</i></li> <li>Can use <i>a lot</i>, <i>a few</i>, and <i>a little</i> to refer to quantities with nouns</li> <li>Can describe quantities using (not) <i>any</i>, <i>a lot</i>, <i>much</i>, or <i>many</i></li> </ul>	<b>Conversation Transcript: International Desserts</b> <ul style="list-style-type: none"> <li>Can identify the quantities of things that were listed in a short conversation about food</li> </ul>
<b>28</b> <b>Too many and Too much; Enough + Noun</b> Page 335 THEME The Right Place to Live	<ul style="list-style-type: none"> <li>Can express sufficiency and insufficiency with <i>enough</i> and <i>too</i></li> <li>Can use <i>too many</i> and <i>too few</i> with plural count nouns and <i>too much</i> and <i>too little</i> with non-count nouns</li> </ul>	<b>Blog Post: Dream Locations</b> <ul style="list-style-type: none"> <li>Can identify important details about specific locations or cities</li> </ul>



LISTENING	SPEAKING	WRITING	VOCABULARY
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<b>A conversation about a trip</b> ■ Can distinguish what actions a speaker takes when he or she is debating among several possibilities	■ Can explain why certain objects or actions might be necessary in certain situations ■ Can explain reasons and possibilities for different situations and events ■ Can discuss possible or tentative plans with a partner or small group	■ Can write a weather report that makes predictions about the present and future	commute (n) flood (v) highway mild predict (v) storm (n)
<b>A lecture about design</b> ■ Can identify how a speaker feels about his or her job after listening to a short lecture	■ Can discuss career interests with a partner or in small groups ■ Can use a short questionnaire to elicit information from others and then communicate that information to one's peers	■ Can write a paragraph about future career goals and aspirations, detailing how these goals will be achieved	career chef compete deadline lawyer salary
<b>A conversation about party preparations</b> ■ Can recognize a great number of details in a conversation about everyday topics	■ Can use simple phrases to order a meal ■ Can offer recommendations to others about food and restaurants	■ Can write a review of a restaurant that includes information about its prices, food quality, atmosphere, and service	atmosphere delicious main course menu reservation service (n)
<b>A conversation about a recipe</b> ■ Can list the ingredients in a recipe that was discussed in a conversation about food	■ Can work with others to answer items on a quiz about desserts ■ Can research and discuss how much of an item is needed to make a specific kind of food	■ Can write a simple conversation between a shopper and a clerk, referring back to a list of items	ingredient in season neighborhood prepare pretty good taste
<b>A conversation about real estate</b> ■ Can recognize and recall specific details about apartments described in a conversation	■ Can describe the pros and cons of living in the city versus the suburbs ■ Can provide a list of criticisms about one's hometown or city	■ Can write a letter to a newspaper or blog that describes a major problem in one's hometown or city	cosmopolitan crime pollution traffic transportation ■ unemployment

■ = Academic Word List item

# PART 10 Modals: Advice and Necessity

UNIT	GRAMMAR	READING
<b>29</b> <b>Advice: Should and Had better</b> Page 348 THEME Dos and Don'ts of the Business World	<ul style="list-style-type: none"> <li>Can use <i>should</i>, <i>shouldn't</i>, or <i>ought to</i> to offer or ask for advice and suggestions</li> <li>Can give strong advice with <i>had better</i> (not)</li> </ul>	Business Article: <i>Global Business</i> <ul style="list-style-type: none"> <li>Can identify important customs or habits that predominate in different cultures</li> </ul>
<b>30</b> <b>Necessity: Have to and Must</b> Page 361 THEME Rules at School	<ul style="list-style-type: none"> <li>Can express obligation and necessity in the present with <i>have to</i> and <i>must</i> and in the past with <i>had to</i></li> <li>Can express a lack of necessity with (not) <i>have to</i></li> <li>Can deny permission in the present with <i>must not</i></li> </ul>	Conversation Transcript: <i>The First Day of Class</i> <ul style="list-style-type: none"> <li>Can understand requirements for a history class described in a conversation from the first day of class</li> </ul>

# PART 11 Comparisons

<b>31</b> <b>The Comparative</b> Page 376 THEME Cities	<ul style="list-style-type: none"> <li>Can make comparisons with regular, shorter adjectives + <i>-er</i></li> <li>Can make comparisons with <i>more</i> + longer adjectives</li> <li>Can use the irregular comparative forms of common adjectives like <i>good</i> and <i>bad</i></li> </ul>	Magazine Article: <i>A Tale of Two Portlands</i> <ul style="list-style-type: none"> <li>Can identify details that describe and distinguish two different places</li> </ul>
<b>32</b> <b>Adverbs of Manner</b> Page 391 THEME Public Speaking	<ul style="list-style-type: none"> <li>Can form basic adverbs by adding <i>-ly</i> to certain adjectives</li> <li>Can use a variety of linking verbs to connect a subject and an adjective</li> <li>Can use <i>well</i> as an adverb and an adjective</li> </ul>	Magazine Article: <i>Public Speaking</i> <ul style="list-style-type: none"> <li>Can accurately identify instructions and advice given in an article about self-improvement</li> </ul>
<b>33</b> <b>Adjective + Enough; Too and Very; As + Adjective + As</b> Page 401 THEME Complaints	<ul style="list-style-type: none"> <li>Can use <i>too</i> and <i>very</i> to strengthen adjectives</li> <li>Can use <i>too</i> to mean <i>more than necessary</i></li> <li>Can use <i>enough</i> to mean the right amount of something</li> <li>Can compare nouns with <i>as . . . as</i></li> </ul>	Magazine Article: <i>Nothing Is Good Enough for Maria</i> <ul style="list-style-type: none"> <li>Can identify the author's opinion in a short article that discusses complaining</li> </ul>
<b>34</b> <b>The Superlative</b> Page 415 THEME Animals Around the World	<ul style="list-style-type: none"> <li>Can form the superlative of regular adjectives with <i>-est</i></li> <li>Can form the superlative with <i>most</i> + longer adjectives</li> <li>Can form irregular superlatives of adjectives and adverbs such as <i>best</i> and <i>worst</i></li> </ul>	Scientific Article: <i>The Penguin</i> <ul style="list-style-type: none"> <li>Can use the information in a short article to categorize things based on their descriptions or characteristics</li> </ul>



LISTENING	SPEAKING	WRITING	VOCABULARY
<p>A conversation about a business trip</p> <ul style="list-style-type: none"> <li>Can recognize and recall specific details about someone else's travel or work plans</li> </ul>	<ul style="list-style-type: none"> <li>Can describe cultural and business customs in one's home country and around the world</li> <li>Can explain the meaning of different body language in one's home country</li> </ul>	<ul style="list-style-type: none"> <li>Can write one or two paragraphs that provide someone with advice on how to do business in one's home country</li> </ul>	<p>confusion</p> <p>head for</p> <p>insult (v)</p> <p>reception</p> <p>timing (n)</p>
<p>A conversation about academics</p> <ul style="list-style-type: none"> <li>Can identify what things a speaker must do in order to achieve his or her academic or career goals</li> </ul>	<ul style="list-style-type: none"> <li>Can describe rules and requirements at different schools</li> <li>Can discuss and determine ways to solve common problems that occur in schools</li> </ul>	<ul style="list-style-type: none"> <li>Can write a paragraph about the different types of rules at a school</li> </ul>	<p>average (n)</p> <p>due (adj)</p> <p>fail</p> <p>midterm</p> <p>outline (n)</p> <p>pass (v)</p>

<p>A conversation about a city</p> <ul style="list-style-type: none"> <li>Can identify what changes are happening in a speaker's hometown or current environment</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the similarities and differences between popular locations</li> <li>Can compare and contrast the transportation systems of two major cities</li> </ul>	<ul style="list-style-type: none"> <li>Can write a paragraph that compares and contrasts the different ways one can get around a major city</li> </ul>	<p>coast (n)</p> <p>diverse</p> <p>personality</p> <p>population</p> <p>wonder (v)</p>
<p>A presentation about public speaking</p> <ul style="list-style-type: none"> <li>Can identify and recall specific instructions in a talk or a lecture given at a slow, clear pace</li> </ul>	<ul style="list-style-type: none"> <li>Can use tone to communicate different levels of emotion, such as excitement or anger</li> <li>Can describe the way someone is performing an action</li> </ul>	<ul style="list-style-type: none"> <li>Can write a paragraph about a talent, providing specific examples of the actions one does well</li> </ul>	<p>applause</p> <p>appreciate</p> <p>audience</p> <p>fact</p> <p>joke (n)</p> <p>serious</p>
<p>A conversation about two employees</p> <ul style="list-style-type: none"> <li>Can infer information about the characteristics of people who are being discussed in a conversation</li> </ul>	<ul style="list-style-type: none"> <li>Can offer criticisms of plans about things to do during one's free time</li> <li>Can explain why something isn't sufficient or appropriate for a given situation</li> </ul>	<ul style="list-style-type: none"> <li>Can write a paragraph that contains complaints about a store</li> </ul>	<p>according to</p> <p>in her eyes</p> <p>point of view</p> <p>point out</p> <p>sincerely</p> <p>solution</p>
<p>A quiz show about animals</p> <ul style="list-style-type: none"> <li>Can, after listening to a speaker, recall detailed information and distinguishing characteristics about animals</li> </ul>	<ul style="list-style-type: none"> <li>Can conduct a survey, reporting the results to one's peers</li> <li>Can discuss the characteristics of different animals in detail</li> </ul>	<ul style="list-style-type: none"> <li>Can write a paragraph that provides a thorough description of animals encountered at a zoo or in one's local area</li> </ul>	<p>centimeter</p> <p>extinct</p> <p>inch</p> <p>kilogram</p> <p>pound (n)</p> <p>species</p>

■ = Academic Word List item



# Present of *Be*: Statements

## SPORTS

## STEP 1

## GRAMMAR IN CONTEXT

**BEFORE YOU READ**

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

1. What are three popular sports in your country?
2. What's your favorite sport?

### MOST POPULAR SPORTS IN THE WORLD



Basketball



Cricket



Ice hockey



Soccer



Tennis

**READ**

Read this article about Ana Silva.

### All About Ana

Hi, I'm Ana Silva. I'm from São Paulo, Brazil. This is a photo of me with my cousins Julia and Marco. They are with me at a soccer game. Julia is in the middle. She's a student at the University of São Paulo. Marco is in high school. He's in his last year.

We are soccer fans. We're athletes, too. I'm a soccer player, but Julia and Marco are not. They're tennis players. But we all love soccer. Soccer is the number-one sport in my country. It's the number-one sport in the world. It is popular in Africa, Asia, Europe, South America, and North America. But the name "soccer" is not popular all over the world. Only people in the United States and Canada call the sport "soccer." People in the rest of the world call it "football."



### AFTER YOU READ

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

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

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

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

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



## STEP 2

## GRAMMAR PRESENTATION

### PRESENT OF BE: STATEMENTS

#### Affirmative Statements

Singular		
Subject	Be	
I	am	a student.
You	are	
Mike He	is	
Carrie She		
Hockey It		a sport.

Plural		
Subject	Be	
Marco and I We	are	cousins.
You and Julie You		
Ivona and Boris They		
Seoul and Tripoli They		cities.

#### Negative Statements

Singular		
Subject	Be + Not	
I	am not	from Istanbul.
You	are not	
He	is not	
She	is not	new.
It	is not	

Plural		
Subject	Be + Not	
We	are not	in Seoul.
You	are not	
They	are not	

#### Contractions

Affirmative Contractions		
I am → I'm	we are → we're	
you are → you're	you are → you're	
he is → he's	they are → they're	
she is → she's		
it is → it's		

Negative Contractions		
I am not → I'm not	we are not → we're not	we aren't
you are not → you're not	you are not → you're not	you aren't
he is not → he's not	they are not → they're not	they aren't
she is not → she's not		
it is not → it's not		



## GRAMMAR NOTES

### 1 Present Forms of Be

The present of *be* has three forms: *am*, *is*, and *are*.

- *am*
- *is*
- *are*

I **am** a student.  
He **is** from São Paulo.  
They **are** athletes.

### 2 Negative Statements

Use *not* after a form of *be* to make a negative statement.

- *am not*
- *is not*
- *are not*

I **am not** from Turkey.  
Seattle **is not** in Canada.  
We **are not** hockey players.

### 3 Contractions

Use contractions (short forms) in speaking and informal writing.

I**m** from Mexico. I**m not** from Ecuador.  
She**s** from Morocco. She **isn't** from Egypt.  
They**re** from Brazil. They **aren't** from Argentina.

There are two negative contractions for *is not*.

It**s not** difficult. It **isn't** difficult.

There are two negative contractions for *are not*.

We**re not** single. We **aren't** single.

**BE CAREFUL!** There is only one negative contraction for *am not*.

I**m not** from Ecuador.  
~~NOT~~ I ~~amn't~~ from Ecuador.

### 4 Subjects and Verbs

All sentences have a **subject** and a **verb**.

SUBJECT	VERB	
I	<b>am</b>	from São Paulo.
Julia	<b>is</b>	a soccer fan.
My cousin and I	<b>are</b>	soccer fans.

**BE CAREFUL!** You cannot make a sentence without a subject. You cannot make a sentence without a verb.

Julia **is** a soccer fan.  
~~NOT~~ ~~is a soccer fan~~ (No subject)  
~~NOT~~ ~~Julia a soccer fan~~ (No verb)

### 5 Subjects, Nouns, and Subject Pronouns

The **subject** is a **noun** or a **pronoun**. Subject pronouns replace subject nouns.

SUBJECT NOUN	
Marco Silva	is a student.
SUBJECT PRONOUN	
He	is from São Paulo.

**BE CAREFUL!** You cannot put a subject pronoun right after a subject noun.

Marco **is** from São Paulo.  
~~NOT~~ Marco ~~he~~ is from São Paulo.

Go to MyEnglishLab to watch the grammar presentation.

**STEP 3****FOCUSED PRACTICE****EXERCISE 1 DISCOVER THE GRAMMAR**

**GRAMMAR NOTES 1-3** Read the paragraph. Underline the forms of *be*.



Mourad is from Casablanca.  
It's the largest city in Morocco.  
Mourad is a big soccer fan. He  
isn't a soccer player, but he  
loves the game. His sister and  
two brothers are soccer players.  
They're all excited about the  
World Cup.

**EXERCISE 2 AFFIRMATIVE STATEMENTS**

**GRAMMAR NOTE 1** Complete the sentences with *am*, *is*, or *are*.

1. Soccer is popular all over the world.
2. Football is popular in the United States and Canada.
3. Football and soccer are different sports.
4. Aaron Rodgers and Lionel Messi are great athletes.
5. Aaron Rodgers is a great football player.
6. Lionel Messi is a great soccer player.
7. I am a football fan. I love football.
8. My cousins and I are soccer fans. We love soccer.





### EXERCISE 3 AFFIRMATIVE AND NEGATIVE STATEMENTS

**GRAMMAR NOTES 1–3** Complete the paragraphs with affirmative or negative forms of *am*, *is*, or *are*. More than one answer is sometimes possible.

Parminder Nagra is 1. a talented actor. She and Keira Knightley are 2. the stars of the 2002 movie *Bend It Like Beckham*. It is 3. a comedy. In the movie, Parminder is 4. a young Indian girl in England. She is 5. a good soccer player, and she loves soccer. But her parents are not 6. traditional. They are not 7. happy. They do not want her to play soccer. They say, "Soccer is not 8. for girls. Marriage is 9. for girls. Look at your sister. Your sister is not 10. a soccer player, and she is 11. about to marry." Parminder says, "I am not 12. my sister."



### EXERCISE 4 SUBJECT PRONOUNS AND AFFIRMATIVE CONTRACTIONS

**GRAMMAR NOTES 3, 5** Change the underlined words to pronouns and contractions of *be*.

1. Cricket is popular in India. Cricket is <sup>It's</sup> the number-one sport there.
2. Mr. Patel is a cricket fan. Mr. Patel is a soccer fan, too.
3. Soccer is a great sport. Soccer is popular all over the world.
4. My partner and I are on a soccer team.
5. Ms. Cameron is an English teacher. Ms. Cameron is a basketball coach, too.
6. Basketball and baseball are great sports. Basketball and baseball are exciting games.
7. My favorite sport is basketball. Basketball is fun to watch.
8. My cousin and I are at a basketball game in this photo. My cousin and I are in the middle of the row.



## EXERCISE 5 AFFIRMATIVE OR NEGATIVE STATEMENTS

GRAMMAR NOTES 1-4 Write true sentences with the present of the verb *be*.

1. I am ~~or~~ am not a tennis player.
2. My mother \_\_\_\_\_ a baseball fan.
3. Cricket \_\_\_\_\_ popular in my country.
4. My friends and I \_\_\_\_\_ cricket fans.
5. Tennis and ping-pong \_\_\_\_\_ my favorite sports.
6. I \_\_\_\_\_ a good tennis player.

## EXERCISE 6 EDITING

GRAMMAR NOTES 1-6 Read the sentences about a soccer movie. There are seven mistakes. The first mistake is already corrected. Find and correct six more.

1. "The Beautiful Game" <sup>is</sup> a movie about soccer.
2. It a documentary.
3. Soccer players from all over Africa in the movie.
4. One boy he is good at soccer.
5. The boy goes to the United States. His parents is happy and unhappy.
6. His mother says, "I'm happy. His future good."
7. She says, "I unhappy. He isn't near us."

## STEP 4

## COMMUNICATION PRACTICE

### EXERCISE 7 LISTENING



**A** Study the chart. Then listen to a conversation about athletes. Write the sport and country of origin for each of these famous athletes. Use the words in the boxes.

**Sport:** baseball basketball golf soccer tennis

**Country:** Argentina Brazil Japan Portugal Russia United States

Name				
	LeBron James	Lionel Messi	Cristiano Ronaldo	Masahiro Tanaka
	Sport <i>Basketball</i>			
Country	<i>United States</i>			


  

Name				
	Michelle Wie	Alex Morgan	Marta Vieira da Silva	Maria Sharapova
	Sport			
Country				



**B** Listen again and check your answers.

**C** Work in pairs. Use the information in the chart in A to talk about the athletes.

EXAMPLE:  LeBron James is a basketball player from the United States.

B: Lionel Messi is . . .

## EXERCISE 8 TRUE OR FALSE?

**A GAME** Prepare for the game in B. Complete the sentences. Write three true sentences and one false sentence.

1. a. My favorite athlete is \_\_\_\_\_.
- b. He/She \_\_\_\_\_.
2. a. My cousin and I are \_\_\_\_\_.
- b. We are \_\_\_\_\_.



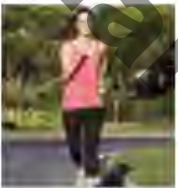


**B** Work in a group. Read your sentences to the group. The group guesses the false sentence. Take turns.

EXAMPLE: **A** My favorite athlete is Serena Williams. She's from South Africa. My cousin and I are tennis players. We are tennis fans, too.  
**B** Serena Williams isn't from South Africa.  
**A** That's right. She's from the United States.

## EXERCISE 9 PING-PONG IS BORING!

**A DISCUSSION** Prepare for the discussion in B. Complete the chart with one or more words about each sport. Use the words in the box or your own ideas.

boring dangerous exciting fun interesting popular in my country relaxing

					
ping-pong	volleyball	running	swimming	skateboarding	snowboarding
Fun					

**B** Work in a group. Talk about each sport in A.

EXAMPLE: **A** Ping-pong is fun.  
**B** I agree. It's exciting, too.  
**C** I'm not a big ping-pong fan. I think it's boring.  
**A** OK. Volleyball is next. So, what do you think?

**C** Tell the class three things you agree on.

EXAMPLE: **A** We agree on three things. First, ... Second, we think that ... Third, ...



## FROM GRAMMAR TO WRITING

**A BEFORE YOU WRITE** Look at the chart. Complete the "You" column. Then work with a partner. Talk about yourself. Then listen and take notes about your partner.

	EXAMPLE	You	Your Partner
Name	Tom Cummins Nickname: Tommy		
City, Country	Toronto, Canada		
A sport in your country	Hockey: very popular in Toronto		
Your family and this sport	My two brothers: hockey players and hockey fans		
You and sports	Not a hockey player; not a big hockey fan My favorite sport: snowboarding		

**B WRITE** Write eight sentences about your partner. Use your notes in A. Use the verb *be* in every sentence.

EXAMPLE: My partner's name is Tom Cummins.  
His nickname is Tommy. . . .

**C CHECK YOUR WORK** Read your sentences in B. Underline all examples of the verb *be*. Use the editing checklist to check your work.

### Editing Checklist

Did you . . . ?

- ☐ use *am* with *I*, *is* with *he/she/it*, and *are* with *you/we/they*
- ☐ a subject and verb in every statement

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

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

## UNIT 1 REVIEW

Test yourself on the grammar of the unit.

**A** Complete the sentences with *am*, *is*, or *are*.

1. My brother and I \_\_\_\_\_ baseball fans.
2. Our favorite sport \_\_\_\_\_ baseball.
3. I \_\_\_\_\_ a good baseball player.
4. My brother \_\_\_\_\_ a good baseball player, too.
5. We \_\_\_\_\_ athletes.

**B** Complete the sentences with *'m*, *'s*, or *'re*.

1. I \_\_\_\_\_ from Korea.
2. She \_\_\_\_\_ from Brazil.
3. We \_\_\_\_\_ basketball fans.
4. He \_\_\_\_\_ a good basketball player.
5. We \_\_\_\_\_ from Ohio, and LeBron James is from Ohio, too.

**C** Rewrite the sentences. Change the underlined words to pronouns and contractions of *be*.

1. Lionel Messi is not in Argentina now. \_\_\_\_\_
2. Soccer and baseball are exciting sports. \_\_\_\_\_
3. My partner and I are not baseball fans. \_\_\_\_\_
4. Ms. Nagra is the star of a movie. \_\_\_\_\_

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

My father and mother are from India, but they're in Canada now. My parents are doctors. My father a sports doctor, and my mother she is a family doctor. My parents and I love sports. My father are a soccer fan, and my mother a baseball fan. I'm a soccer fan. My father and I am fans of Lionel Messi and Nuno Gomes. My sister no is good at sports. She's not a sports fan. She loves movies.

Now check your answers on page 00.