

Longman Grammar Series

# Focus on Grammar

Volume B

A

**BASIC**

Course for  
Reference  
and Practice



Longman

Irene E. Schoenberg



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**Irene E. Schoenberg**

*with cartoons by Dahlia Schoenberg*

  
**Longman**

**Focus on Grammar: A Basic Course for  
Reference and Practice, Volume B**

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## Acknowledgments



During the four years that I have been writing this book, I have discovered that being a parent of teenagers and writing a basic-level grammar book are humbling experiences. I could not have done either without the help of others.

First of all I'd like to acknowledge the participation and contributions of my students in the eight different classes who used the material in this book at various stages of its development. Their input was invaluable to the development of this book.

I furthermore wish to thank my colleagues at the International English Language Institute of Hunter College for sharing with me their ideas about grammar. In particular, I'd like to thank Allen Ascher and Alison Rice for reading and commenting on the initial chapters of this book and Michelle Rayvid for field testing the material. My thanks also go to Carlin Good of the American Language Program of Columbia University for sharing a few wonderful exercises with me, one of which appears in the Unit Eight Review or SelfTest.

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The cartoons of the Winston family and friends are the creation of my very favorite cartoonist and daughter, Dahlia, who took time out of a very busy schedule. My heartfelt thanks to her for helping to bring the Winston characters to life.

I would like to thank the rest of my family: Harris, Dan, Rita, and Jacques for their patience, love, support, and good humor while I worked on this book.

# Introduction

*Focus on Grammar: A Basic Course for Reference and Practice* is the basic text in the innovative *Focus on Grammar* Series. Written by practicing ESL professionals, the series focuses on English grammar through lively listening, speaking, reading, and writing activities. Each of the four Student's Books is accompanied by a Workbook, Cassettes, and a Teacher's Manual. Each Student's Book stands alone as a complete text in itself or can be used as part of the *Focus on Grammar* series.

## Controlled and Communicative Practice

Research in applied linguistics suggests that students expect and need to learn the formal rules of a language. However, students need to practice new structures in a variety of contexts to help them internalize and master them. To this end, *Focus on Grammar* provides an abundance of both controlled and communicative exercises so that students can bridge the gap between knowing grammatical structures and using them. The many communicative activities in each unit enable students to personalize what they have learned in order to talk to each other with ease about hundreds of everyday issues.

## Unique Four-Step Approach

The series follows a unique four-step approach. The first step is **contextualization**. New structures are shown in the natural contexts of dialogues and passages. This is followed by a **presentation** of structures in clear and accessible grammar charts and explanations. The third step is **guided practice** of both form and meaning in numerous and varied focused exercises. In the fourth step, students engage in **communication practice**, using the new structures freely and creatively in motivating open-ended activities.

## Complete Classroom Text and Reference Guide

A major goal in the development of *Focus on Grammar* has been to provide a Student's Book that serves not only as a vehicle for classroom instruction but also as a resource for self-study. The combination of grammar charts, grammar notes, and expansive appendices provides a complete and invaluable reference guide for the student at this level. Exercises in the Focused Practice sections of each unit are also ideal for individual study, and students can check their work, using the complete answer key at the back of the book.

## Thorough Recycling

Underpinning the scope and sequence of the series as a whole is the belief that students need to use target structures many times in many contexts at increasing levels of difficulty. For this reason structures are constantly recycled so that students will feel thoroughly comfortable with them.

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## Comprehensive Testing Program

SelfTests at the end of each unit in the Student's Book allow for continual assessment of progress. In addition, diagnostic and final tests in the Teacher's Manual provide a ready-made, ongoing evaluation component for each student.

## UNIT FORMAT

The Student's Book of *Focus on Grammar: A Basic Course for Reference and Practice* is divided into fourteen units. Each begins with a lighthearted conversation and ends with a Wrap It Up exercise and a Review or SelfTest section. Within each unit there are three to six sections. Each section contains clear grammar charts, descriptive Grammar Notes, Focused Practice, and Communication Practice exercises. Throughout the Student's Book there are 100 listening activities that serve as a stimulus for a variety of responses ranging from aural comprehension and clozes to task-oriented activities based on the listening. In addition, there is a final unit, called Putting It All Together, and an unusually complete appendix. Following are descriptions of the elements that make up each unit.

### Introductory Dialogues

All the grammar in each unit is contextualized and illustrated by the introductory conversation, enabling students to hear and see each structure in a realistic situation. And because people learn best with a smile on their faces, the conversations with cartoon illustrations entertain students while introducing them to natural, everyday English. These theme-based conversations present incidents in the lives of the Winston family and friends. Even though the characters develop throughout the book, the units can be studied in any order, allowing the instructor to tailor this text to his or her particular group.

### Grammar Charts

Clear, easy-to-understand boxes show each grammatical form in all possible combinations. Affirmative and negative statements, *yes/no* and *wh*-questions, long answers, short answers, and contractions are presented for all tenses and modals covered. These charts provide students with a clear visual reference for each new structure.

### Grammar Notes

The Grammar Notes explain the grammar shown in the preceding chart. These notes give definitions, distinctions between spoken and written English, and indications of potential problems. Every note includes an example, ensuring that each explanation will be understood.

### Focused Practice Exercises

This section always begins with a Discover the Grammar exercise, in which students indicate their awareness and recognition of the grammar item in

focus. A variety of exercises follow that help the student progress from recognition to active production. In addition, a listening activity provides another dimension in which students can incorporate the target grammar. An answer key to these objective Focused Practice exercises permits those students working alone to correct their own work.

## Communication Practice Exercises

The Communication Practice exercises give students an opportunity to work in pairs or groups on a variety of interactive exercises. These range from describing family and friends and comparing countries and cultures to playing memory and trivia games, doing values-clarification activities, discussing contemporary topics, doing information-gap activities, and giving short presentations on different topics. Some topics are: roles within the family, in-laws, clothes, food, senior citizens, teenagers, college life, and holidays.

## Review or SelfTest

At the conclusion of each unit there is a review section that can be used as a self-test. The questions in this section test the form and the use of the grammar content of the unit.


## APPENDICES

The appendices contain items useful for an ESL or EFL class, such as current maps, lists of holidays, common irregular verbs, phrasal verbs, non-count nouns, names of containers, and a phonetic pronunciation chart. In addition there are spelling and pronunciation rules for a variety of tenses, lists of the days, months, numbers, titles, and other useful bits of information that can serve as a springboard for further classroom work.

## SUPPLEMENTARY COMPONENTS

All supplementary components of *Focus on Grammar*, the Workbook, the Cassettes, and the Teacher's Manual, are tightly keyed to the Student's Book, ensuring a wealth of practice and an opportunity to tailor the series to the needs of each individual classroom.

### Cassette Program

Throughout the text, a symbol  appears in the margin to indicate which material is available on the accompanying cassettes. All the opening dialogues and many of the exercises throughout the unit are included on the cassettes, providing listening practice as well as a meaningful stimulus for the exercises. A complete script is provided in the Teacher's Manual. In addition to the opening dialogues, all answers to the Listening Practice exercises are in the Student's Book.

### Workbook

The Workbook accompanying *Focus on Grammar: A Basic Course for Reference and Practice* provides a wealth of additional exercises appropriate

for writing reinforcement of the target grammar of each unit in the Student's Book. These exercises follow the sequence of the unit, with each grammar point having the same letter as it has in the Student's Book. This enables the instructor to make daily homework assignments or to divide the class into smaller groups during class time so that oral work can be done with one group while another group does written work.

## **Teacher's Manual**

The Teacher's Manual contains a variety of suggestions and information to enrich the material in the Student's Book. One part gives general suggestions for each section of a typical unit. Another part offers practical teaching suggestions and cultural information to accompany specific material in each unit. In addition there are ready-to-use diagnostic and final tests for each unit in the Student's Book along with suggestions on how to set up classes based on the results of the diagnostic test. A complete script of the cassette tapes is also provided.

## **AUTHOR'S GOAL AND PURPOSE**

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In writing *Focus on Grammar: A Basic Course for Reference and Practice*, I have tried to avoid presenting grammar divorced from practical use. It has been my pleasure in the classroom and my goal here to integrate grammar into informative and amusing units which, because they reflect real life, will motivate students to learn and use English. I hope this material will provide your students with as much pleasure and confidence with grammar as it has mine.

I.E.S.



# About the Author



Irene E. Schoenberg has taught ESL for over twenty years at Hunter College's International Language Institute and for eighteen years at Columbia University's American Language Program. She has spoken at international, national, and state TESOL gatherings and is the author of two popular texts, *Talk About Trivia* and *Talk About Values*.

*Focus on Grammar: A Basic Course for Reference and Practice* has grown out of the author's experience as a practicing teacher of English.

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## INTRODUCTION

## THANKSGIVING DAY

●● Carol is visiting San Francisco. She is talking on the phone to her mother, Elenore, in New York. Listen and read their conversation.



## Vocabulary

## Nouns

cable car  
cranberry sauce  
pumpkin pie  
curry

## Verb

miss

**Elenore:** Hello.

**Carol:** Hi, Mom.

**Elenore:** Hi, Carol. Gee, we really miss you.

**Carol:** I miss you, too.

**Elenore:** How's San Francisco? When did you and Yoko arrive?

**Carol:** We arrived late Wednesday night. San Francisco's great. Yesterday we took a sight-seeing bus all around the city. Then we rode on a cable car and walked around Fisherman's Wharf. We had a great time. What about you and Dad? Did you have a nice Thanksgiving?

**Elenore:** Well, Uncle Bob and Aunt Valerie invited us for dinner.

**Carol:** How was it?

**Elenore:** Dinner was delicious. Aunt Valerie made a huge turkey. I brought cranberry sauce, Norma baked a pumpkin pie, and Dad prepared pumpkin curry soup.

**Carol:** Pumpkin curry soup? That's different. How did it taste?

**Elenore:** I liked it, but Uncle Bob didn't like it at all. He tried one spoonful and shouted, "Fire!" Then he drank four glasses of water.

**Carol:** Poor Uncle Bob!

**Elenore:** Poor Dad! After dinner Uncle Bob turned on the TV and watched a football game. As you know, Dad hates football.

**Carol:** Did you stay long?

**Elenore:** No, we left early.

**Carol:** Well, that was a good idea. Remember last summer when we went to Massachusetts with Aunt Valerie and Uncle Bob? Uncle Bob and Dad had that big fight. . . .

**Elenore:** Please, Carol, don't remind me. Well, I hope you and Yoko enjoy the rest of your vacation.

**Carol:** Thanks, Mom. I'll call you next week. Bye.

**Elenore:** Bye.

## COMPREHENSION

Check (✓) That's right, That's wrong, or I don't know.

	That's right.	That's wrong.	I don't know.
1. Carol spent this Thanksgiving with her family.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Carol and Yoko arrived in San Francisco on Wednesday morning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Aunt Valerie cooked a big turkey.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Carol and Yoko had pumpkin pie on Thanksgiving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pete enjoyed the football game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Valerie enjoyed the football game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Bob and Pete went to Massachusetts last summer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CONVERSATION PRACTICE

Work with a partner. Practice the conversation on pages 206 and 207.



## SIMPLE PAST TENSE: Regular Verbs: Affirmative and Negative Statements

AFFIRMATIVE STATEMENTS	
SUBJECT	BASE FORM OF VERB + <i>-ED, -D, -IED</i>
I You He She It We You They	cooked. arrived. cried.

NEGATIVE STATEMENTS		
SUBJECT	<i>DID NOT</i>	BASE FORM OF VERB
I You He She It We You They	did not didn't	cook. arrive. cry.

SOME COMMON PAST TIME MARKERS		
<i>YESTERDAY</i>	<i>AGO</i>	<i>LAST</i>
yesterday	two days ago	last night
yesterday morning	a week ago	last Monday
yesterday afternoon	a month ago	last week
yesterday evening	a year ago	last summer

## Grammar Notes

1. Use the simple past tense to talk about an event that happened in the past.
2. Time markers usually come at the beginning or at the end of a sentence.  
**Yesterday morning** I studied.  
 I studied **yesterday morning**.
3. *Today, this morning, this afternoon, this evening, and tonight* can be past time markers if they mean "before now."  
 I went to the bank **today**. (It is 9:00 P.M. I went to the bank at 9:00 A.M.)  
**This morning** I listened to the news. (It is now afternoon.)
4. In the past tense, the verb form is the same for all persons.
5. For negative statements in the past, use *did not* + the base form of the verb.  
 I **did not** stay at a hotel.  
 He **did not** arrive on time.  
 Use the contraction *didn't* for negative statements in speaking or in informal writing.  
 I **didn't arrive** on time.
6. There are three endings for the regular simple past tense: *-d*, *-ed*, and *-ied*. See Appendix 15 on page A20 for complete spelling rules.  
 There are three ways to pronounce past endings: /t/, /d/, and /ɪd/. See Appendix 15 on page A21 for pronunciation rules for the regular simple past tense.

## FOCUSED PRACTICE

### A.1 Discover the Grammar: Simple Past Tense

Read these sentences and underline the past-tense verbs. Then write the base form (dictionary form) of the verb next to each sentence.

1. Yesterday we walked around Fisherman's Wharf. walk
2. We arrived late Wednesday night. \_\_\_\_\_
3. Uncle Bob and Aunt Valerie invited us to their house. \_\_\_\_\_
4. Norma baked a pie. \_\_\_\_\_
5. Aunt Valerie cooked a huge turkey. \_\_\_\_\_
6. We stayed for a long time. \_\_\_\_\_
7. The bus stopped at the corner. \_\_\_\_\_
8. She invited us to her party. \_\_\_\_\_
9. We studied history last night. \_\_\_\_\_



## A.2 Simple Past Tense: Spelling and Pronunciation

Complete the sentences. Use the past tense of the verbs in the box. See Appendix 15 on page A20 for spelling rules for the regular simple past tense.

watch	visit	cook
arrive	walk	miss
bake	joke	
want	hug	

- |  | /t/                                 | /d/                      | /ɪd/                     |
|--|-------------------------------------|--------------------------|--------------------------|
| 1. I'm sorry I'm late. I <u>missed</u> my train.                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The plane _____ on time.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Last night she _____ her uncle in the hospital.                         | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He _____ hot cereal yesterday morning.                                  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I'm tired. Yesterday I _____ up a lot of hills in San Francisco.        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Last year she _____ to live in the city, but now she likes the country. | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. We _____ a delicious cake yesterday afternoon.                          | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Last night I _____ a good movie on TV.                                  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Uncle Bob _____ about Dad's pumpkin curry soup.                         | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Everybody _____ and kissed me at my graduation.                        | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

●● Now listen to the sentences. Then listen again and check (✓) the final sound of each verb. See Appendix 15 on page A21 for pronunciation rules for the regular simple past tense.

## A.3 Simple Past Tense: Time Markers

Complete the sentences. Use last, ago, or yesterday.

- I listened to the radio a few minutes ago.
- We visited San Francisco \_\_\_\_\_ year.
- Carol borrowed my sweater two weeks \_\_\_\_\_.
- We didn't call them \_\_\_\_\_ night.
- He worked on my car \_\_\_\_\_ morning.