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.

**STEP 1 GRAMMAR IN CONTEXT**

This section presents the target structure(s) in a natural context. As students read the high-interest texts, they encounter the form, meaning, and use of the grammar. Before You Read activities create interest and elicit students’ knowledge about the topic. After You Read activities build students’ reading vocabulary and comprehension.

Vocabulary exercises improve students’ command of English. Vocabulary is recycled throughout the unit.

**UNIT 11**

**Simple Present: Yes / No Questions**

**Shopping for Electronics**

**STEP 1 GRAMMAR IN CONTEXT**

**Before You Read**

**PAIRS:** Name one electronic device (TV, DVD player, cell phone, computer) that you have and one you don't have but want to get.

**Read**

Read the conversation.

**Amanda:** Uh . . . Steve, that TV is pretty old. Do you need a new one?

**Steve:** No, I don't think so. This old TV works very well.

**Amanda:** How about a smart phone? Do you want a smart phone? Josh and I use our smart phones all the time.

**Steve:** Not really. Why?

**Amanda:** There’s a huge sale at Goodbuys. It starts today.

**Steve:** Goodbuys? Do you mean the store on Main Street?

**Amanda:** Uh-huh. Everything is 30 percent off. They have some great deals.*

**Steve:** I don’t need anything. People have too many things.

**Amanda:** Well, what about Jessica? Does she need anything? Does she have a GPS? They’re really helpful. Do Tim, Jeremy, or Ben want anything?

**Steve:** I don’t know. Amanda, why are you telling me about Goodbuys? Do you work there?

**Amanda:** Actually, I do. I’m a new manager.

**Steve:** Really? That’s great. Wait a second. Do they fix things?

**Amanda:** Yes, they do. The service department is great.

**Steve:** Well, that sounds good. My radio doesn’t work.

**Amanda:** Uh . . . Steve. Is that the radio?

**Steve:** Yes.

**Amanda:** Steve! That radio is older than all of our technicians. I’m not sure they can fix it.

Great deals: things you can buy at a very low price

**After You Read**

**A Practice**

PAIRS: Practice the opening conversation.

**B Vocabulary**

Listen and repeat the words. Write new words in a notebook.

**Example:**

Electronics Plus is near our school. It’s on 86th Street. They sell TVs, computers, and other electronics. They have great deals. They don’t have a service department.

**C Vocabulary**

PAIRS: Talk about an electronics store near your school. What do they sell? Do they have great deals? Do they fix things?

**Example:**

Electronics Plus is near our school. It’s on 86th Street. They sell TVs, computers, and other electronics. They have great deals. They don’t have a service department.

**D Comprehension**

Look again at the opening conversation. Write Yes, No, or I don’t know.

1. Does Steve work at Goodbuys?
2. Does Steve want a new TV?
3. Do Amanda and Josh like their flat screen TV?
4. Does the sale start tomorrow?
5. Do they have a service department at Goodbuys?
6. Does Steve want to go to Goodbuys?
7. Does Steve have a new radio?

**Simple Present: Yes / No Questions**

Engaging readings and conversations present the grammar in realistic contexts.

Reading comprehension tasks focus on the meaning of the text and draw students’ attention to the target structure.
STEP 2 GRAMMAR PRESENTATION

This section gives students a comprehensive and explicit overview of the grammar with detailed Grammar Charts and Grammar Notes that present the form, meaning, and use of the structure(s).

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

Grammar Notes give concise, simple explanations and examples to ensure students’ understanding.

Additional Notes provide information about spelling, common errors, and differences between spoken and written English.

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**STEP 2 GRAMMAR PRESENTATION**

**PAST OF BE: AFFIRMATIVE STATEMENTS**

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<thead>
<tr>
<th>Affirmative Statements</th>
<th>Negative Statements</th>
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**YES / NO QUESTIONS**

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<th>Yes/No Questions</th>
<th>Affirmative</th>
<th>Negative</th>
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<td>Was last night?</td>
<td>Yes, I was</td>
<td>No, I wasn’t</td>
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<td>Was she at the gym?</td>
<td>Yes, she was</td>
<td>No, she wasn’t</td>
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<td>Was it cold yesterday?</td>
<td>Yes, it was</td>
<td>No, it wasn’t</td>
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<tr>
<td>Where are you right now?</td>
<td>Yes, there are</td>
<td>No, there aren’t</td>
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<td>Where did they go?</td>
<td>Yes, they went</td>
<td>No, they didn’t</td>
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**PAST OF BE: NEGATIVE STATEMENTS**

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<th>Negative Statements</th>
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**UNIT 7**

**AFFIRMATIVE STATEMENTS**

- We were at a birthday party yesterday.
- You were great in the play.
- They were at the soccer game.

**NEGATIVE STATEMENTS**

- We weren’t at a birthday party yesterday.
- You weren’t in class yesterday.
- They weren’t at the soccer game.

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**GRAMMAR NOTES**

1. Use the present progressive to talk about an action that is happening now.

   - The president is talking. (He’s listening to her.
   - We are watching TV.

2. Use a form of ‘be + the verb + -ing’ to form the present progressive.

   - I am listening. (Listen)
   - She is talking. (Talk)
   - He is writing. (Write)

3. We often use contractions in speaking and informal writing.

   - He’s playing cards.
   - She’s reading.
   - They’re eating.

4. Use a form of ‘be + not + the verb + -ing’ for negative statements.

   - I’m not wearing a hat.
   - He’s not talking. (He isn’t talking.
   - They’re not reading.

5. Be, have, like, need, and want are non-action (static) verbs. We usually use these verbs in the simple-present, not the present progressive.

   - All is a lawyer.
   - All likes apples.
   - All doesn’t have a car.

6. When you may use one subject with two verbs, use a form of ‘be’.

   - He’s eating and watching TV.
   - She’s eating and watching TV.
   - They’re eating and watching TV.
STEP 3 FOCUSED PRACTICE

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

EXERCISE 1: Discover the Grammar

Read the sentences. Underline the six yes / no questions. Then match the questions and the answers.

1. Do you want a TV?  a. Yes, we do, but there's a $50 charge. Do you have a big car? We can help you get it in.
2. Do these TVs cost $1,000?  b. Yes, we do. Our old TV doesn't work.
3. Does that TV have a warranty?  c. Yes, it does. It comes with a 90-day warranty.
4. Do you deliver?  d. No, they cost $850. They're on sale. Do you like them? They're very popular.

EXERCISE 2: Do or Does (Grammar Note 1)

Complete the conversations. Use Do or Does and the correct words from the box.

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<td>A: Do you know a good electronics store? B: Yes, I do. I get all my electronics at Goodbuys.</td>
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<td>A: that smartphone a lot? B: No, it's not expensive.</td>
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<td>A: a case for my phone? B: No, but it's a good idea to get one.</td>
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<td>A: she have a brother? B: Yes, she does. Her home is close to the electronics store.</td>
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<td>A: Amanda her job? B: Yes. She likes it a lot.</td>
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<td>A: Josh and Amanda their smart phones to read email? B: Yes, they do. They use their phones for a lot of things.</td>
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EXERCISE 4: Editing

There are six mistakes in the conversation. The first mistake is already corrected. Find and correct five more mistakes.

Judy: Who was on the phone?
Mark: My cousin, Francisco.

Judy: How old has he?
Mark: Twenty-five.

Judy: Where he from?
Mark: São Paulo.

Judy: Is he a writer like you?
Mark: No. He a musician. He plays the guitar.

Judy: He cute?
Mark: Yes, he is. He looks like me.

Judy: Does he has a girlfriend?

Simple Present: Yes / No Questions 101

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

Discover the Grammar activities develop students’ recognition and understanding of the target structure before they are asked to produce it.

An Editing exercise ends every Focused Practice section and teaches students to find and correct typical mistakes.
This section provides practice with the structure in **listening** and **pronunciation** exercises as well as in communicative, open-ended **speaking** and **writing** activities that move students toward fluency.

**Listening activities** allow students to hear the grammar in natural contexts and to practice a range of listening skills.

**Speaking activities** help students synthesize the grammar through discussions, debates, games, and problem-solving tasks, developing their fluency.

**Writing activities** encourage students to produce meaningful writing that integrates the grammar structure.

**An Editing Checklist** teaches students to correct their mistakes and revise their work.
**Unit Reviews** give students the opportunity to check their understanding of the target structure. **Answers** at the back of the book allow students to monitor their own progress.

### EXERCISE A
Match the questions and answers:

1. Do you have a flat screen TV?
   a. Yes, they do.
2. Do they fix radios?
   b. No, I don’t.
3. Does Josh have a smart phone?
   c. Yes, he does.
4. Does this car have a GPS?
   d. No, it doesn’t.

### EXERCISE B
Write yes / no questions. Use **do** or **does** and the words in parentheses. Then answer the questions.

1. (Steve’s radio / work)
   A: ____________________________
   B: No, ____________________________

2. (the store / have radios)
   A: ____________________________
   B: Yes, ____________________________

3. (Tim and Jeremy / work at Goodbuys)
   A: ____________________________
   B: No, ____________________________

### EXERCISE C
Correct the conversation. There are five mistakes.

A: Does you want to go to the park today?
B: Sorry. I need to get a gift for my sister. Do you has any ideas?
A: Sure. Does she likes music? CDs are a good gift.
B: No, she don’t.
A: Well, does she like books?
B: Yes, she is. Thanks. That’s a great idea!

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**FROM GRAMMAR TO WRITING**

**PART I**
**Using This is / These are: Singular and Plural Nouns**

**Write a Description**

1. Take a photograph or draw a picture of your favorite room in your home. Write about five things. Say something about each thing. Use **this is** / **these are** with singular and plural nouns. Follow the model.

   **Model**
   
   This is an armchair. It’s soft. It’s my favorite chair. It’s in my living room.

   These are my lamps. They’re from my parents. They’re beautiful.

2. Exchange papers with a partner. Did your partner follow directions and the model? Correct any mistakes in grammar and spelling.

**PART II**
**Using the Present of Be: Questions**

**Write Questions**

1. Email a friend. Ask your friend four questions about his or her English class. Choose from the question words in the box. Follow the model.

   **Model**
   
   Hi François,
   I hope your classes are good.
   Who’s your new teacher? Where is your class? Are your classmates friendly?
   Are your classes interesting?
   I’m at work now, but I finish soon. Are you free for coffee at five o’clock?

   Abby