Focus on Grammar

Marjorie Fuchs Margaret Bonner 4

with MyEnglishLab

access code inside





Grammar 4

Marjorie Fuchs Margaret Bonner

with Jane Curtis

Focus on Grammar 4: An Integrated Skills Approach, Fifth Edition

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FOCUS ON GRAMMAR

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

New in the Fifth Edition

New and Updated Content

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

Updated Charts and Redesigned Notes

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

Additional Communicative Activities

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

Expanded Writing Practice

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

New Assessment Program

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

Revised MyEnglishLab

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

The Focus on Grammar Approach

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

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

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

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

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

Each unit now culminates with the From Grammar to Writing section. Students learn about common errors in writing and how to recognize them in their own work. Engaging and motivating writing activities encourage students to apply grammar in writing through structured tasks from pre-writing to editing.

Recycling

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

Assessment

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

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

The Importance of Context

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

The Role of Corpus

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

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

Focus on Grammar Efficacy

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

To learn more about the Global Scale of English, visit www.English.com.

Components

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

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

Workbooks contain additional contextualized practice in print format.

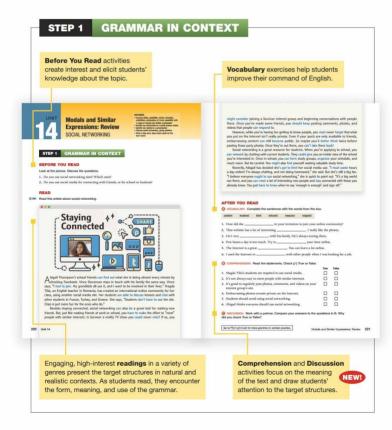
Digital Teacher's Resources include printable teaching notes, GSE mapping documents, answer keys, audio scripts, and downloadable tests. Access to the digital copy of the student books allows teachers to project the pages for whole-class instruction.

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

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

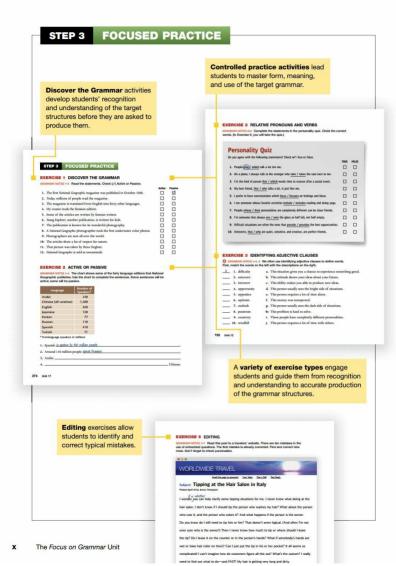
The Focus on Grammar Unit

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



STEP 2 **GRAMMAR PRESENTATION** Grammar Charts present the structures in a clear, easy-to-read format. NEW! The newly designed Grammar Notes STEP 2 GRAMMAR PRESENTATION highlight the main point of each note. FUTURE making navigation and review easier. Simple corpus-informed explanations and We are going to take We are not going to take examples ensure students' understanding. We are taking Is she going to take Will she take GRAMMAR NOTES Is she taking Does she take Use the simple present to show that so happens regularly or for unchanging facts. eens regularly res, sexually, often, sometimes, randy) People always call him Joe. We usually prefer first names. Dusys sometimes uses nicins When is she going to take When is she taking When does she talo · unchanging facts FUTURE PROGRESSIVE person singular (he, she, it) of simple present verbs. Use 4e/dees in questions and 4e net/dees Dusya lives in Toronto. She doesn't live in Ots MT Dusya live in Toronto. She doesn't live in Ots the freely going to/ Will (more) net in negative sentences. (abuys, soudly, etc.) with verbs in the simple present. The adverb usually goes before the verb. If the verb is be, the adverb goes after be. Dusys always gets home at 7:00 p.m. She usually finishes her work on time. She is never late for class. be traveling to Mars by 2050 Sometimes and usually can also go at the beginning of the sentence. Subject Going to Be + Base Form + sing going to be traveling 2 Present Progre Use the present progressive to show that something is happening now or in a longer present time. Wh-Word Re/WW Subject Going to Form + sing going to bappening in a longer present tin perhaps not at this exact momen (this month, this year, these days) i: What's Jorge doing these days? I: He's working on a new project. Use arm, is, and are with sing for the present progressive. Do not forget to add sing to the verb. NEW! We often use time expressions (right now, this most, then days, etc.) with verbs in the present progressive. The time expression can go at the beginning or end of the sentence. New can also go after be. Clear signposting provides corpus-These days, Dusya is looking for a new job Dusya is looking for a new job these days. informed notes about common usage. Now, she is preparing for a job interview. She is preparing for a job interview now. She is now preparing for a job interview. differences between spoken and written registers, and common errors. Simple Depart and Depart Department Pronunciation Notes are now included with the grammar NEW! presentation to highlight PRONUNCIATION NOTE relevant pronunciation aspects In tar questions, our voice rises at the end A: You're not moving, are you'll to Yes. I'm returning to Berlin. of the target structures and when we expect another person to give us information. to help students understand Our voice falls at the end when we are making a comment and expect the other person to agree. authentic spoken English.

Go to MyEnglishLab to watch the grammar presentation.



STEP 4

COMMUNICATION PRACTICE

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

STEP 4 COMMUNICATION PRACTICE

EXERCISE 6 LISTENING

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

Announcement 1: Claudia has two pieces of carry-on luggage, and Pietro has one.

Announcement 2: Look at their boarding passes. They can board now.

UPAir :	UPAir :
LEGGETT/PIETRO	LEGGETT/CLAUDIA
Los Angeles	Los Angeles
3 Hong Kong	3 Hong Kong
179478 177 500 V 15Aug 1145P	STAIN BY NOW V Shangil of
80 11:109s 16A	80 11-10PM 189
1 957 8171861000 8	1 637 8171981008

ent 3: Look at their boarding passes again. They can board now. ncement 4: Pietro is only ten years old. Claudia should put his oxygen mask on fine

osuncement 5: Claudia is sitting in a left-hand window seat. She can see the lights of Toleyo.

ment 6: Passengers who are taking connecting flights can get this information on the plane

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

- DUMPLE A: OK. So, why is the answer to number 1 False?
 - The amouncement says if you have more than one piece of carry-on luggage, you must check the extra pieces at the gate.
 A: Right, And they have three pieces. so they can't take them all on the plane with them. Now, what did you choose for number 22



326 Unit 20

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

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

EXERCISE 7 WHAT ABOUT YOU?

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



BUMPLE: A: Do you have any hobbies, Ben?

B: Yes. Since I was in high
school, my hobby has been
running.... Becently. I've
been training for a marathon. What about you? Do you have

ever since

EXERCISE 8 DONE, DONE, NOT DONE

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

Buy a new pair of romning shoes. Research healthy enacks for manufact manners.

On wask questions about your partner's list. Check (//) the things that your partner has already done. Answer your partner's questions about your list. When you trisish, find out if the information that you recorded on your partner's list is correct.

- me resonances may use you bought your new running shows yet?

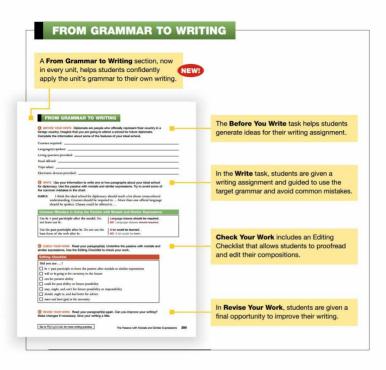
 10. Yes, I here. I bought you me running shows yet?

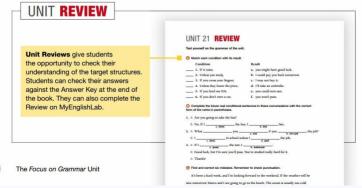
 10. Yes, I here. I bought them last week.

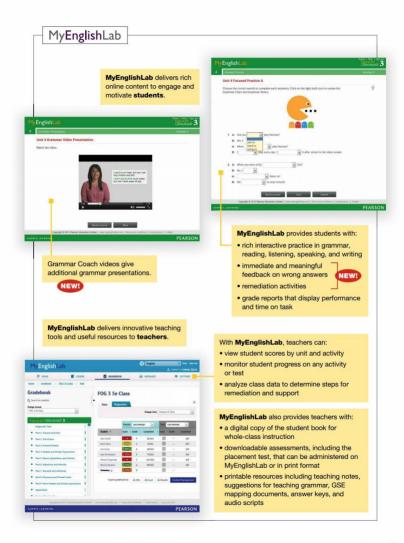
 11. And what about the research on healthy waste?

 11. I haven't done it yet.

 12. O. K. Think why a talked about ewrything on our late. Let's make same our







Scope and Sequence

PART Present and Past: Review and Expansion

UNIT	GRAMMAR	READING
Simple Present and Present Progressive Page 4 THEME Names	■ Can use the simple present to describe habitual actions or unchanging facts ■ Can use the present progressive to describe actions happening now ■ Can use non-action verbs to describe states or situations	Social Science Article: What's in a Name? Can scan a text in order to find specific information
2 Simple Past and Past Progressive Page 18 THEME First Meetings	■ Can use the simple past to show that an action happened and was completed in the past ■ Can use the past progressive to show that an action was in progress at a specific time in the past ■ Can use the past progressive with the simple past to show an action interrupted by another action ■ Can use the past progressive with while or when to show that two actions were in progress at the same time in the past	Biographical Article: Super Couples Can follow chronological sequences in a biographical text
3 Simple Past, Present Perfect, and Present Perfect Progressive Page 33 THEME Hobbies and Interests	■ Can recognize when to use the simple past, the present perfect, or the present perfect progressive ■ Can use the present perfect (progressive) with for/since and time expressions to show that something was not completed in the past ■ Can use the present perfect with adverbs of time to show that something happened at an indefinite time in the past	Narrative: Adventures in Student Living Can scan a personal narrative to identify key details
Past Perfect and Past Perfect Progressive Page 48 THEME Musicians	■ Can use the past perfect to show that something happened before a specific time in the past ■ Can use the past perfect progressive to show that something was in progress before a specific time in the past ■ Can use the past perfect (progressive) with the simple past to show the time order between two past events ■ Can use adverbs such as already, yet, and never to emphasize the first event, and expressions with by to refer to the second event	Biographical Article: The People's Conductor Can determine and sequence the order of events in an article about someone's life or career

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about people Can identify people, based on descriptions in a conversation	■ Can ask people for personal details and introduce them to others ■ Can narrate a video, describing what people are doing ■ Can discuss naming customs in different countries	■ Can write a detailed paragraph about oneself	adjustment AND consist of END convince END identity END in style END provide
A personal narrative Can identify the order of events in a recorded description	■ Can describe one's first meeting with someone ■ Can ask and answer questions about important life events ■ Can create a story and present it to the class	■ Can write two paragraphs describing past events in an important relationship	accomplish cover (v) influential pursue [IIII] recover [IIII] research (n) [IIII]
A conversation about hobbies Can recognize key ideas and details in a discussion about hobbies and personal interests	■ Can talk about hobbies and personal interests ■ Can discuss routine accomplishments ■ Can research an interesting hobby and present findings to the class	■ Can write a detailed paragraph about a recent trend	alternative (n) MUSS experiment (v) motivation MUSS passion survive MUSS trend (n) MUSS
An interview on a radio show Can understand the order of events in a radio program about career and life choices	■ Can ask and answer questions about past events and personal achievements ■ Can discuss one's schedule for the previous day ■ Can research a famous child prodigy and present findings to the class ■ Can compare two similar scenes and discuss differences	■ Can write two paragraphs about a famous person's career and personal life	conduct (v) MUU contract (n) MUU ethnic MUU inspire participate MUU transform MUU

MI = Academic Word List item

	UNIT	GRAMMAR	READING
PART 2 Future: Review and Expansion	Future and Future Progressive Page 68 THEME Life in the Future	■ Can use will or be going to to discuss future facts and predictions ■ Can use will when making quick decisions, offers, and promises, and be going to or the present progressive when making plans ■ Can use the simple present to discuss future scheduled events ■ Can use the future progressive to describe an action that will be in progress at a specific time in the future ■ Can use the simple present or the present progressive in future time clauses	Information Article: Cities of the Future Can understand important points and details in a lengthy article about a scientific topic
	Future Perfect and Future Perfect Progressive Page 86 THEME Goals	■ Can use the future perfect to show that something will happen before a specific time in the future ■ Can use the future perfect progressive to show that something will be in progress until a specific time in the future ■ Can use the future perfect (progressive) with the simple present to show the time order between two	Business Article: Young Entrepreneur Looks Toward the Future Can scan a text about a business topic in order to find specific information

future events

second event

PART 3 Negative and Tag Questions, Additions and Responses

Negative Yes/No Questions and Tag Questions Page 102 THEME Places to Live	■ Can use a range of negative yes/no questions and tag questions to check information or comment on a situation ■ Can answer negative yes/no questions and tag questions PRONUNCIATION Intonation of tag questions	Interview Transcripts: It's a Great Place to Live, Isn't It? Can scan interview transcripts for key information
Additions and Responses: So, Too, Neither, Not either, and But Page 118 THEME Similarities and Differences	■ Can use additions with so, too, neither, or not either to express similarity ■ Can use additions with but to express difference ■ Can use short responses with so, too, neither, or not either to express agreement ■ Can use short responses with but to express disagreement	Scientific Article: The Twin Question: Nature or Nurture? Can extract specific information from a long, linguistically complex text on a scientific topic

■ Can use adverbs such as *already* and *yet* to emphasize the first event, and expressions with *by* to refer to the

LISTENING	SPEAKING	WRITING	VOCABULARY
A discussion about a conference Can follow a group discussion, identifying important details such as the speakers' schedules and plans	■ Can discuss schedules, reaching agreement on plans ■ Can offer a detailed opinion about a controversial topic relating to technology	■ Can write two paragraphs about a hypothetical scenario that is set in the future	challenge (n) EMM individual (n) EMM innovative EMM technology EMM vertical (adj)
A conversation about entrepreneurship ■ Can follow a fast-paced conversation about professional aspirations, identifying key details	■ Can talk about someone's future goals and accomplishments ■ Can discuss personal long-term goals and how to achieve them	Can write a detailed paragraph about a classmate's future goals and what that person is doing to achieve these goals	affordable convert (v) INUM corporate (adj) INUM initiative INUM meanwhile status INUM
200 (8)			60 Sh
On-the-street conversations Can identify important details from fast-paced conversations	■ Can interview a classmate, asking questions and checking information ■ Can discuss details about cities around the world, asking questions and checking information	■ Can write an interview transcript about a classmate's home city, commenting on and checking information	attracted (adj) constant (adj) we extremely originally structure (n) we supply (v)
A first-date conversation Can identify key details about people in a conversation	■ Can discuss similarities and differences between two people ■ Can conduct online research about twins separated at birth and report findings ■ Can discuss the controversial topic of nature vs. nurture and give own opinion	Can write two paragraphs about the similarities and differences between two people	complex (adj) IMM factor (n) IMM identical IMM image IMM investigate IMM reserved (adj)

Academic Word List item

UNIT	GRAMMAR	READING
Gerunds and Infinitives: Review and Expansion Page 136 THEME Fast Food	Can use a gerund as the subject or the object of a verb Can use a range of verbs followed by a gerund or an infinitive Can use a gerund after a preposition or a phrasal verb, and an infinitive after certain adjectives or nouns Can use infinitives to express purpose Can use gerunds and infinitives to make general statements	Social Science Article: Fast Food in a Fast World Can recognize significant points and ideas in an article about a popular trend
Make, Have, Let, Help, and Get Page 152 THEME Zoos and Marine Theme Parks	■ Can use <i>make</i> , <i>have</i> , <i>get</i> , or <i>let</i> to show how someone causes or allows another person/animal to do something ■ Can use <i>help</i> to show that someone makes things easier for another person/animal	Opinion Article: That's Entertainment? ■ Can recognize significant points and arguments in an opinion article on a controversial topic
Phrasal Verbs: Review and Expansion Page 165 THEME Telemarketing	■ Can use a range of phrasal verbs ■ Can use transitive phrasal verbs with or without separated objects ■ Can use intransitive phrasal verbs ■ Can use phrasal verbs with preposition combinations	Magazine Article: Welcome Home! ■ Can identify specific information in a linguisticall complex article
Adjective Clauses with Subject Relative Pronouns Page 182 THEME Personality Types and Friends	■ Can use sentences with adjective clauses beginning with subject relative pronouns such as who, that, which, or whose to identify or give additional information about nouns ■ Can use identifying and nonidentifying adjective clauses PRONUNCIATION Identifying and nonidentifying adjective clauses	Psychology Article: Extroverts and Introverts Can identify specific information in a linguisticall complex article

PART 5 Adjective Clauses

Gerunds. Infinitives, and Phrasal Verbs

■ Can use adjective clauses beginning Online Book Review: with object relative pronouns such Stories of a New Generation **Adjective Clauses with** as who(m), that, which, or whose to of Immigrants **Object Relative Pronouns** identify or give additional information ■ Can identify specific Page 199 about nouns information in a book review THEME The Immigrant ■ Can use adjective clauses beginning with where or when Experience Can use identifying and nonidentifying adjective clauses ■ Can use adjective clauses as objects of verbs and prepositions

LISTENING	SPEAKING	WRITING	VOCABULARY
A conversation about school food services Can identify key details in a conversation	■ Can complete a questionnaire and discuss results ■ Can make cross-cultural comparisons about a familiar topic ■ Can conduct online research on fast food and report findings	■ Can write two paragraphs describing plusses and minuses of a certain type of food	appealing (adj) consequence MUS convenience globe MUS objection reliability MUS
A conversation between a student and a teacher Can recognize how one speaker influences the other and gets that person do something	■ Can describe how someone has influenced one's life ■ Can contribute to a group discussion about a controversial topic	■ Can write three paragraphs about a controversial topic, giving arguments for and against and stating one's personal opinion	cruel former humane physical AWB rebel (v) reinforcement AWB
A phone conversation with a telemarketer Can identify key details in a conversation	■ Can justify and sustain views clearly by providing relevant explanations and arguments ■ Can analyze and discuss advertisements	■ Can write two paragraphs describing a personal experience and what one learned from the experience	authorities AVE eliminate AVE equivalent AVE feature (n) AVE firmly tactic
A conversation between friends at a high-school reunion ■ Can identify the people described in a conversation	■ Can take a personality quiz and discuss the results ■ Can give an opinion and examples in response to a literary quote or an international proverb ■ Can complete a questionnaire and discuss the answers	■ Can write two paragraphs describing the ideal friend and one's best friend	contradict EXEM require EXEM sensitive tendency trait unique EXEM
A description of a childhood room ■ Can follow a personal narrative well enough to identify specific details	■ Can conduct online research about a successful immigrant and report findings ■ Can give an opinion and examples in response to a literary quote	■ Can write a description of a place from one's childhood and why the place was important	compelling (adj) encounter (v) IIIII generation IIIII issue (n) IIIII poverty struggle (v)

Avademic Word List item