

**For Your
Eyes Only:**
A Preview of
Focus on Grammar

4TH EDITION

We are pleased to announce that the most popular contextualized grammar series in the world, *Focus on Grammar*, will be available in a new edition in August 2011.

Focus on Grammar uses a unique, **4-step system** of grammar instruction that takes students from **context** to **communication**. The series' integrated approach blends content, reading, writing, listening, and speaking in a complete program—preparing students to use and understand English more **accurately** and **fluently**.

Focus on Grammar is:

- **Complete.** By integrating all four language skills, students themselves integrate grammar into everything they read, write, listen to, and say. They **internalize grammar** and learn it better.
- **Contextualized.** Each unit establishes a theme and introduces the grammar in a text on that theme. This allows students to **interact with grammar in realistic contexts**.
- **Communicative.** Students use grammar in a variety of **open-ended activities**, moving them beyond controlled practice to **authentic communication**.
- **Assessment Rich.** Coordinated assessment options—from review quizzes to tests to test-generating software—allow instructors and students to **measure progress** and **inform instruction**.

NEW for the FOURTH Edition:

- **Vocabulary.** Students learn key words which they then apply throughout the unit—developing **grammar and vocabulary** simultaneously.
- **Pronunciation.** To ensure that students' communication skills improve more holistically, every unit now comes with explicit **instruction and practice** of a **pronunciation** point.
- **More Assessment.** Each unit now comes with a Review Quiz. This formative assessment helps students and instructors **track progress better**.
- **More Skill Development.** Additional listening, expanded speaking, and additional writing tasks ensure that **grammar is practiced more completely** in each skill area.
- **Updated Charts and Notes.** Based on the feedback of practicing teachers, the grammar charts and notes have been streamlined for **greater clarity and ease of instruction**.
- **Updated Readings.** The content of each unit has been examined, and many readings are **completely new**.

Visit www.pearsonlongman.com/FOG4e

Get new information as it becomes available. Sign up to receive regular updates on the exciting new edition.

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Components of *Focus on Grammar*, 4th edition

STUDENT BOOK

The heart of the course. Look for the new features described on the opposite page.

WORKBOOK

Pages of additional practice for every unit.

TEACHER’S RESOURCE PACK

Three resources are now available together: Teaching notes, photocopiable tests, and test-generating software.

CLASS AUDIO

Recordings of the readings and additional listening material. Also available with every student book.

Each unit in *Focus on Grammar* introduces grammar structures in the context of a unified theme. All units follow a four-step approach, taking learners from grammar in context to communicative practice.

UNIT 12 Present Perfect Progressive and Present Perfect

CLIMATE CHANGE

STEP 1 GRAMMAR IN CONTEXT

This step introduces the target grammar in a natural context. As students read the text for content, they learn about the form, meaning, and use of the grammar. After You Read activities build students' reading comprehension and vocabulary.

UPDATED

Engaging texts such as **articles**, **blog posts**, and **conversations** present the grammar in realistic contexts.


STEP 1 GRAMMAR IN CONTEXT

Before You Read

Look at the picture. Discuss the questions.

1. What is happening to the Earth?
2. Why does the Earth have a thermometer in it?
3. Look at the title. What is a hot topic?

Read

 Read the article about climate change.



Global Warming¹: A Hot Topic

By Dr. Jane Owen

The Earth's climate **has changed** many times. Warm oceans covered the Earth for millions of years. Then those oceans turned to ice for millions more. If the climate **has been changing** for five billion years, why is global warming such a hot topic today? What are people arguing about?

Almost everyone agrees that the Earth **has been getting** hotter. But not everyone agrees about the cause. Most climate experts think that human activities **have added** to global warming. The coal and oil we burn for energy **have been sending** more and more gases into the air around

the Earth. The gases keep the heat in the atmosphere² and also cause air pollution. These experts believe humans can slow global warming.

Others say global warming is mostly the result of natural causes, such as changes in the sun. They don't believe that human activities can make things better or worse.

Human or natural, the effects of global warming **have been** powerful. Here are just two examples:

- In the Arctic,³ ice **has been melting** quickly. As a result, polar bears and other animals **have become** endangered

species.⁴ Arctic towns and villages are also in danger as sea levels rise.

- In parts of Africa, rainfall **has decreased**. Water and food **have become** very scarce. Both people and animals **have been suffering** badly.

Does it really matter what causes global warming? Yes! If we **have been** part of the cause, then we can be part of the solution. Recently, people **have been developing** ways to use clean solar energy. In addition, they **have been designing** homes and cars that use less energy. Will it help? Maybe. Is it worth a try? You decide—it's your world too!

¹ *global warming*: the continuing increase in the Earth's temperatures (including air and oceans) since the 1950s

² *atmosphere*: the air that surrounds the Earth

³ *the Arctic*: the most northern part of the Earth

⁴ *endangered species*: a type of animal or plant that may not continue to exist

Students practice **key vocabulary** to prepare them for the unit's theme and make the connection between **grammar and vocabulary**.

NEW

After You Read

A | Vocabulary: Match the words with their definitions.

- | | |
|-------------------------|---|
| ___ 1. expert | a. power that makes machines work |
| ___ 2. climate | b. to create a drawing that shows how to build something |
| ___ 3. develop | c. someone with special knowledge of a subject |
| ___ 4. energy | d. the typical weather in an area |
| ___ 5. design | e. something unhealthy in the air or water |
| ___ 6. pollution | f. to work on a new idea or product to make it successful |

B | Comprehension: Circle the letter of the word or phrase that best completes each sentence.

- In the past, the Earth's climate was always _____.
 - cooler
 - hotter
 - changing
- Most experts think the Earth is now _____ than before.
 - cooler
 - hotter
 - no different
- Some people think that one cause of global warming is _____.
 - humans
 - polar bears
 - ice
- Other people think that our activities are making _____.
 - the sun hotter
 - the Earth cooler
 - almost no difference
- One idea for slowing global warming is for us to _____.
 - protect endangered animals
 - use clean energy
 - move to the Arctic

Reading comprehension questions focus on the **meaning** of the text and draw students' attention to the **target grammar**.

STEP 2 GRAMMAR PRESENTATION

To explain the unit's grammar, **charts** illustrate the forms, while the **notes** and **examples** explain meaning and use.

STEP 2 GRAMMAR PRESENTATION

PRESENT PERFECT PROGRESSIVE AND PRESENT PERFECT

Present Perfect Progressive

Statements				
Subject	Have (not)	Been	Base Form of Verb + -ing	(Since / For)
I You* We They	have (not)	been	working	(since 2009). (for years).
He She It	has (not)			

*You is both singular and plural.

Yes / No Questions					Short Answers					
Have	Subject	Been	Base Form of Verb + -ing	(Since / For)	Affirmative		Negative			
Have	you	been	working	(since 2009)?	Yes,	I / we	have.	No,	I / we	haven't.
Has	she			(for years)?		she	has.		she	hasn't.

Wh- Questions				
Wh- Word	Have	Subject	Been	Base Form of Verb + -ing
How long	have	you	been	working?
	has	she		

Present Perfect Progressive and Present Perfect

Present Perfect Progressive	Present Perfect
They have been living here for many years.	They have lived here for many years.
I've been reading this book since Monday.	I've read two books about solar energy.
Dr. Owen has been writing articles since 2000.	Dr. Owen has written many articles.
She's been working in Kenya for a year.	She's worked in many countries.

FULLY
REDESIGNED

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

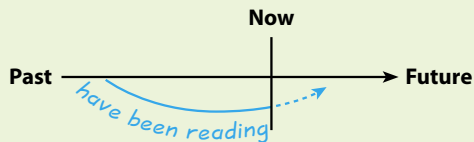
Grammar Notes give a short, simple **explanation** of one aspect of the unit's grammar along with **examples** that show the grammar in realistic contexts.



GRAMMAR NOTES

1

We often use the **present perfect progressive** to show that something is unfinished. It started in the past and is still continuing. The focus is on the continuation of the action.



We often use the **present perfect** to show that something is finished. The focus is on the result of the action.



USAGE NOTE: We also use the **present perfect progressive** for finished actions that ended in the very recent past. You can often still see the results of the action.

BE CAREFUL! We usually do NOT use **non-action verbs**, such as *be*, *have*, and *know* in the **progressive**.

- I've **been reading** a book about solar energy. (*I'm still reading it.*)
- She's **been writing** an article. (*She's still writing it.*)

- I've **read** a book about solar energy. (*I finished the book.*)
- She's **written** an article. (*She finished the article.*)

- Look! The streets are wet. It's **been raining**. (*It stopped raining very recently.*)
Not: It's rained.
- She's **had** the same job since 2000.
Not: She's been having the same job since 2000.

2

We often use the **present perfect progressive** to talk about **how long** something has been happening.

We often use the **present perfect** to talk about:

- **how much** someone has done
- **how many things** someone has done
- **how many times** someone has done something

- I've **been reading** books about wind energy **for two months**.
- I've **read a lot** about it.
- She's **written three** articles.
- I've **read** that book **twice**.

Usage notes illustrate key differences between **spoken and written** and **formal and informal** English.

STEP 3
FOCUSED PRACTICE

Students begin to use the target grammar in this section through controlled practice activities.

Discover the Grammar activities develop students' recognition structure before they are asked to produce it.

3

Sometimes you can use either the **present perfect progressive** or the **present perfect**. The meaning is basically the same. This is especially true with verbs such as *live, study, teach*, and *work* with *for* or *since*.

USAGE NOTES:

- a. We often use the **present perfect progressive** to show that something is temporary.
- b. We often use the **present perfect** to show that something is permanent.

- Jane is a climate expert. She's **been studying** global warming **for** 10 years.
or
- Jane is a climate expert. She's **studied** global warming **for** 10 years.
(In both cases, she is still studying it.)

- They've **been living** here **since** 1995, but they are moving next month.
- They've **lived** here **since** they were children. They've always lived here.

REFERENCE NOTES

For a list of **non-action verbs**, see Appendix x on page A-x.
For use of the **present perfect** with *since* and *for*, see Unit 8 on page 110.
For use of the **present perfect** for the **indefinite past**, see Unit 10 on page 134.

STEP 3 FOCUSED PRACTICE

EXERCISE 1: Discover the Grammar

Read the sentences. Then check (✓) the correct box to show if the action is finished or unfinished.

	Finished	Unfinished
1. Professor Owen has been reading a book about global warming.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. She's read a book about global warming.	<input type="checkbox"/>	<input type="checkbox"/>
3. She's written a magazine article about air pollution.	<input type="checkbox"/>	<input type="checkbox"/>
4. She's been waiting for some supplies.	<input type="checkbox"/>	<input type="checkbox"/>
5. They've lived in Ontario since 2002.	<input type="checkbox"/>	<input type="checkbox"/>
6. They've been living in Ontario since 2002.	<input type="checkbox"/>	<input type="checkbox"/>
7. We've been developing plans with the leaders of many countries.	<input type="checkbox"/>	<input type="checkbox"/>
8. We've developed these plans with many leaders.	<input type="checkbox"/>	<input type="checkbox"/>
9. Look out the window, it's been raining.	<input type="checkbox"/>	<input type="checkbox"/>
10. Look. Someone has watered the plants.	<input type="checkbox"/>	<input type="checkbox"/>

The following exercises guide students through **appropriate use** of the **different forms** of the grammar.

EXERCISE 2: Present Perfect Progressive or Present Perfect

(Grammar Notes 1–3)

Complete the statements. Circle the correct form of the verbs. In some cases, both forms are correct.

1. Professor Owen is working on two articles for the next issue of *Green Earth* magazine. She has written / has been writing these articles since Monday.
2. *Green Earth* magazine has published / has been publishing its third annual report on the environment. It is an excellent report.
3. Professor Owen has discussed / has been discussing global warming many times.
4. She has spoken / has been speaking at our school many times about climate change.
5. Congress has created / has been creating a new study group to find solutions to climate change. The group has already developed some interesting ideas.
6. The new group has a lot of work to do. Lately, the members have studied / have been studying the use of solar energy for homes. They're learning about pollution from buildings.
7. Professor Owen was late for a meeting with the members of Congress. When she arrived the chairperson said, "At last, you're here. We 've waited / 've been waiting for you."
8. Professor Owen has lived / has been living in Kenya for the last two years, but she will return to the United States in January.
9. She has worked / has been working with environmentalists in Kenya and Tanzania.
10. Kenyans have planted / have been planting 30 million trees since the 1970s.

EXERCISE 3: Present Perfect Progressive

(Grammar Note 1–2)

A | Look at the two pictures of Professor Jane Owen.



Next, students begin to produce the unit's grammar, **developing their confidence** in its use.

B | Complete the sentences describing what has been happening in the pictures. Use the present perfect progressive form of the verbs in parentheses. Choose between affirmative and negative.


- | | |
|--|-------------------------------------|
| 1. She <u>'s been working</u> in her office.
(work) | 6. She _____ tea.
(drink) |
| 2. She _____ to climate experts.
(talk) | 7. She _____ her sandwich.
(eat) |
| 3. She _____ a book.
(write) | 8. She _____ TV.
(watch) |
| 4. She _____ the newspaper.
(read) | 9. She _____ hard.
(work) |
| 5. She _____ coffee.
(drink) | 10. It _____ all day.
(rain) |

EXERCISE 4: Statements

(Grammar Notes 1–3)

Complete Jane Owen's blog about the Solar Decathlon, a competition for the best solar houses (houses that get all their energy from the sun). Use the present perfect progressive or the present perfect form of the verbs in parentheses.

Greenmail



The house designed by the team from Spain.

A beautiful solar village has appeared in the middle of Washington, D.C. Sorry, the houses aren't for sale. Universities in Canada, Europe, and the United States _____ them here for an international competition of solar houses. Universities _____ in this competition since 2004. For all the contests, talented students _____ the houses, and they _____ them as well! Over the years, the homes _____ more energy efficient *and* more beautiful. This year, students from Canada _____ energy solutions for very cold climates. The team from Spain _____ a roof that moves to follow the sun. German designers _____ a home that owners can control over the Internet. (If you forget to turn off the stove, you can do it online!) This year, 20 houses _____ the competition. I _____ the houses since I got here, and I _____ also _____ to many of the student designers. So far, what I hear most often is, "I could *totally* live in this house!" I agree. Check next week's blog for the winners.

Varied exercises keep students **engaged** and guide them from recognition to **accurate production** of the grammar.

EXERCISE 5: Questions and Answers

(Grammar Note 2)

Professor Owen is interviewing one of the student designers at the Solar Decathlon. Use the words in parentheses to write Dr. Owen's questions. Use her notes to complete the student's answers. Choose between the present perfect progressive and the present perfect.

started project two years ago

cost—\$250,000

house tours—all afternoon

visitors this week—so far about 30,000

interest in solar energy—started 3 years ago

total energy production today—more than the house needs!

the team's third competition

one prize for lighting design

1. (how long / your team / work / on this project)

Owen: *How long has your team been working on this project?*

Student: *We've been working on this project for two years.*

2. (how much money / the team / spend / on the house)

Owen: _____

Student: _____

3. (how long / you / lead tours / today)

Owen: _____

Student: _____

4. (how many people / visit / this week)

Owen: _____

Student: _____

5. (how long / you / be / interested in solar energy)

Owen: _____

Student: _____

An **Editing** exercise completes Focused Practice and teaches students to **analyze** the grammar by finding and correcting **typical mistakes**.

6. (how much energy/ the house / produced today)

Owen: _____

Student: _____

7. (how many competitions / your team / entered)

Owen: _____

Student: _____

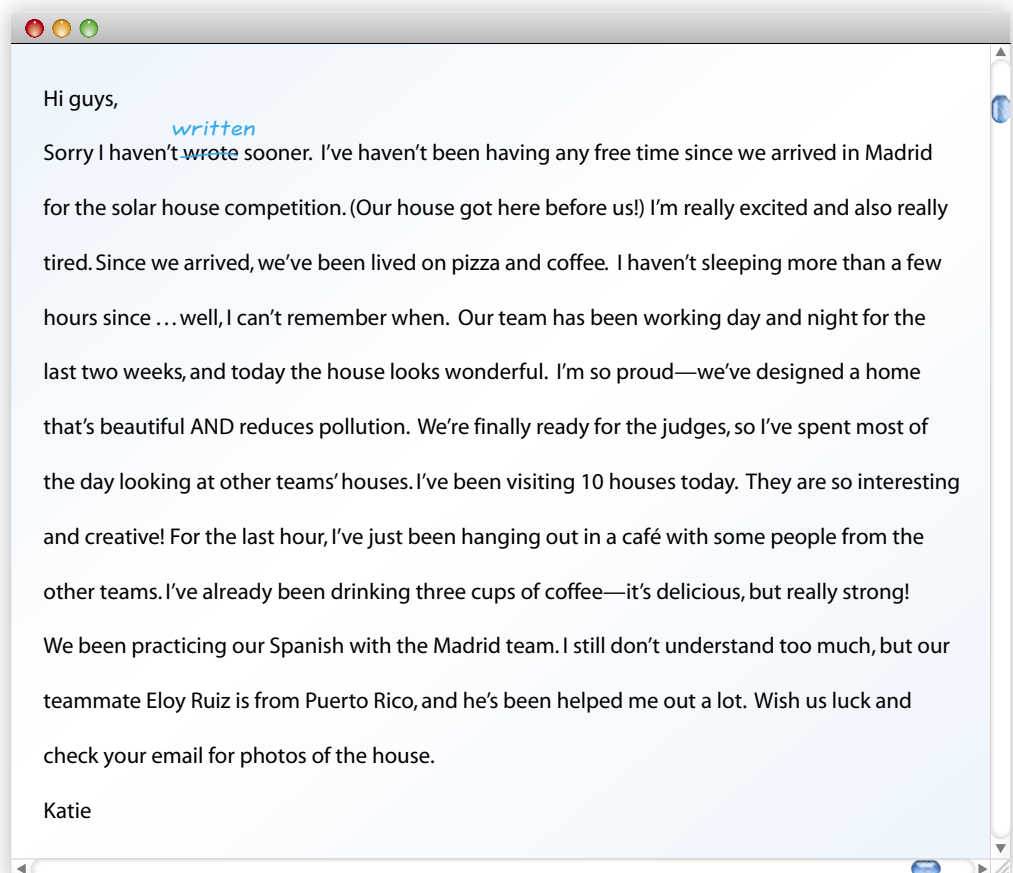
8. (how many prizes / your team / win)

Owen: _____

Student: _____

EXERCISE 6: Editing

Read the student's email. There are eight mistakes in the use of the present perfect progressive and the present perfect. The first mistake is already corrected. Find and correct seven more.



Hi guys,

Sorry I haven't ^{written} wrote sooner. I've haven't been having any free time since we arrived in Madrid for the solar house competition. (Our house got here before us!) I'm really excited and also really tired. Since we arrived, we've been lived on pizza and coffee. I haven't sleeping more than a few hours since ... well, I can't remember when. Our team has been working day and night for the last two weeks, and today the house looks wonderful. I'm so proud—we've designed a home that's beautiful AND reduces pollution. We're finally ready for the judges, so I've spent most of the day looking at other teams' houses. I've been visiting 10 houses today. They are so interesting and creative! For the last hour, I've just been hanging out in a café with some people from the other teams. I've already been drinking three cups of coffee—it's delicious, but really strong!

We been practicing our Spanish with the Madrid team. I still don't understand too much, but our teammate Eloy Ruiz is from Puerto Rico, and he's been helped me out a lot. Wish us luck and check your email for photos of the house.

Katie

STEP 4 COMMUNICATION PRACTICE

This section provides practice with the grammar in *open-ended activities* in which they use the target structures for *communicative purposes*.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7: Listening

A | You're going to listen to five short conversations. Before you listen, look at the pairs of pictures. Each pair shows two different versions of a recent activity. Work with a partner and describe what has happened and what has been happening in each picture.

1.



a.



b.

Example: In this picture, they've planted one tree.

Here they've planted two.

2.

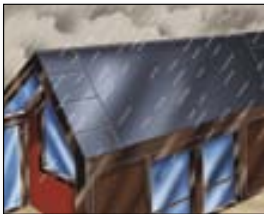


a.



b.

3.



a.



b.

4.



a.

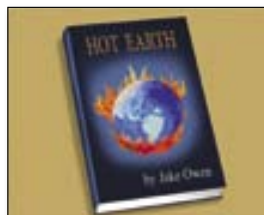


b.

5.



a.



b.

An introductory **listening** activity, gives students an opportunity to hear the target grammar in **natural speech** as they prepare for their own extended speaking.

A second listening exercise provides **even more practice** in listening comprehension and takes students deeper into the listening text.

NEW

NEW

A **Pronunciation Note** and **exercise** help students understand **grammar in speech** and prepare them for the speaking activities.

- B** | Listen to the conversations. Listen again and circle the letter of the picture that illustrates the activity the people are talking about.
- C** | Look at the pictures again. Complete the sentences with the correct verb form for the pictures you chose in Exercise B. Then listen again to the conversations and check your work.

1. They 've planted some trees in the front of the new library.
2. We _____ this pizza.
3. It _____ a lot since we spoke, but today we _____ on it.
4. We just sent the house, and I _____ all my stuff.
5. Well, for one thing, she _____ a book about global warming.

EXERCISE 8: Pronunciation

- A** | Read and listen to the Pronunciation Note.

Pronunciation Note

In **affirmative sentences**, we usually **stress** the **main verb**, but NOT the auxiliary verb such as *have* or *has*.

Examples: I've been **working** in the library. I've **finished** my report.

In **negative sentences**, we **stress** both the **main verb** and the **auxiliary verb**.

Examples: He **hasn't** been **calling** lately. We **haven't** **seen** him very often either.

- B** | Listen to the short conversations and complete the answers with the verb forms that you hear. Use contractions.
1. **A:** *Avatar* is playing at the college theater.
B: Oh, I _____ it.
 2. **A:** I didn't see Emma yesterday.
B: She _____ Mondays.
 3. **A:** I just handed in my research paper. What about you?
B: Well, I _____ it.
 4. **A:** There's a new student in our class.
B: I _____ her.
 5. **A:** Did you decide on a vacation?
B: We _____ about it.
- C** | Listen again and repeat the responses. Then practice the conversations with a partner.

EXERCISE 9: Find Someone Who . . .

A | Interview your classmates. Ask questions with the present perfect progressive or present perfect. Find someone who has recently . . .

- been enjoying this weather
- been working hard
- changed jobs
- seen a good movie
- moved
- been learning a new hobby or skill
- talked to an interesting person
- taken a trip

Example: **A:** Hi Eloy. What have you been doing lately? Have you been enjoying this weather?
B: Oh, yeah. I've been spending a lot of time outside.

B | Then ask more questions. Keep the conversation going!

Example: **A:** Oh, what have you been doing?
B: I've been riding my bike in the park and going for long walks.

EXERCISE 10: Picture Discussion

Work with a partner. Discuss the picture. Think about the questions. Then compare your ideas with those of another pair of students.

- What does the picture show?
- What does it mean?
- Is it a strong message? Why or why not?
- Do you agree with the message?

Example: **A:** In this picture, there's a polar bear . . .
B: I think it means . . .



EXERCISE 11: Discussion

Have a discussion in small groups. What changes have you made or experienced recently? Use the present perfect progressive and the present perfect to talk about them.

Have you changed . . . ?

- your opinions about society or the environment
- the way you look or dress
- the people you hang out with
- your hobbies or interests
- your goals
- (other) _____

Example: **A:** Recently, I've gotten more interested in the environment. I've been recycling paper and other things. I've also been walking or riding my bike more.
B: I've just started a job, so I've been wearing business clothes instead of jeans.
C: You look good, Ben! For myself, I've been . . .

A wide variety of speaking exercises provide practice using the grammar in **realistic contexts**. These set the stage for the final activities.

Final speaking tasks take students **beyond short conversations** as they use the grammar in **debates, discussions and problem-solving**.

An **extended writing** task allows students to produce meaningful writing that integrates the unit's grammar.

EXERCISE 12: Writing

A | Write an email to friends or family about what you've been doing lately. You can use ideas from Exercises 9 and 11.

Example: Hi Everyone,

A new semester has started, and I've been pretty busy lately. I've been working really hard on a science project. We're learning how to check the water quality in the lake. I've gotten more interested in the environment because of this project, so I've been riding my bicycle almost everywhere—it's great exercise *and* good for the environment. Oh, and I've just finished a very interesting book about global warming. Life hasn't been all work, though. I've also been hanging out with some interesting new friends . . .

B | Check your work. Use the Editing Checklist.

Editing Checklist

Did you use the . . . ?

- present perfect progressive for things that are unfinished
- present perfect for things that are finished
- present perfect progressive to talk about how long something has been happening
- present perfect to talk about how much, how many, and how many times something has happened

An editing checklist guides students to **correct their own grammatical mistakes** as they revise their work.

Optional **Internet** activities give students an opportunity to explore grammar in **authentic contexts**.



Go to page IA-50 for the Internet Activity.

Unit Review

Unit review tests allow students to check their understanding immediately after the unit.

NEW

UNIT 12 Review

Check your answers on page RT-7.
Do you need to review anything?

The answers are provided in the back of the book, allowing students to **monitor their own progress**.

A | Circle the correct words to complete the sentences.

1. Professor Ortiz has written / has been writing 10 articles on global warming.
2. She has worked / has been working on her latest article since Monday.
3. I 've read / 've been reading one of her books. I'll give it to you when I'm finished.
4. My sister has read / has been reading it twice already.
5. I wanted to finish it today, but I 've had / 've been having a headache all day.
6. I 've taken / 've been taking two aspirins for it.

B | Complete the conversations with the present perfect progressive or present perfect form of the verbs in parentheses.

- **A:** How long _____ you _____ in Dallas?
1. (live)
B: I _____ here for more than 10 years. What about you?
2. (be)
A: I moved here last month. I _____ it a lot.
3. (enjoy)
- **A:** _____ you _____ any books by Peter Robinson?
4. (read)
B: Yes. In fact, I'm reading one now.
A: Really? How many books _____ he _____?
5. (write)
- **A:** Why are your books all over the place? I _____ to clean up!
6. (try)
B: I _____ for my exam.
7. (study)
- **A:** How long _____ Vilma _____ a student here?
8. (be)
B: This is her third semester.
A: _____ she _____ her major?
9. (choose)

C | Find and correct five mistakes.

1. Janet hasn't been writing a word since she sat down at her computer.
2. Since I've known Dan, he's been having five different jobs.
3. I've drunk coffee all morning. I think I've been having at least ten cups!
4. We've been lived here for several years, but we're moving next month.

The tests contain question types found on many **standardized tests**, giving students practice in test-taking.

From Grammar to Writing

Writing is included in each unit. After every group of units, students complete a **more extended writing task** that includes the **entire writing process**.

PART



From Grammar to Writing

THE TOPIC SENTENCE AND PARAGRAPH UNITY

A **paragraph** is a group of sentences about **one main idea**. Writers often state the main idea in one sentence, called the **topic sentence**. The topic sentence is often near the beginning of the paragraph.

1 |

A | Read the personal statement for a job application. First cross out any sentences that do not belong in the paragraph. (Later you will choose a topic sentence.)

Student **models** serve both as examples of good writing and as pre-writing **analysis** tasks.

Please describe your work experience.

(topic sentence)

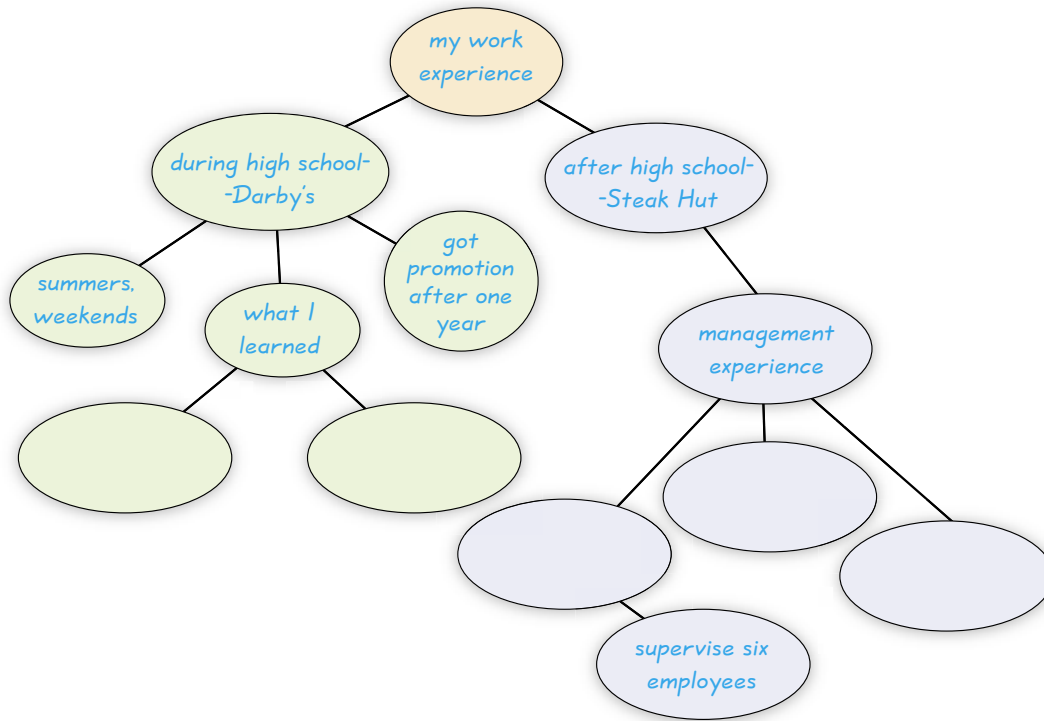
While I was in high school, I worked as a server at Darby's during the summer and on weekends. ~~Summers here are very hot and humid.~~ I worked with many different kinds of customers, and I learned to be polite even with difficult people. They serve excellent food at Darby's. Because I was successful as a server, I received a promotion after one year. Since high school, I have been working for Steak Hut as the night manager. I have developed management skills because I supervise six employees. One of them is a good friend of mine. I have also learned to order supplies and to plan menus. Sometimes I am very tired after a night's work.

B | Now choose one of the sentences as the topic sentence and write it as the first sentence of the paragraph.

- I feel that a high school education is necessary for anyone looking for a job.
- My restaurant experience has prepared me for a position with your company.
- Eating at both Darby's and Steak Hut in Greenville is very enjoyable.
- I prefer planning menus to any other task in the restaurant business.

Various **graphic organizers** guide students through **pre-writing**.

2 | You can use a cluster diagram to develop and organize your ideas. Complete the cluster diagram for the paragraph in Exercise 1.



3 | Before you write . . .

1. On a separate piece of paper, make a cluster diagram for your accomplishments. Do not include a topic sentence.
2. Work with a small group. Look at each other's diagrams and develop a topic sentence for each one.
3. Ask and answer questions to develop more information about your accomplishments.

4 | Write a personal statement about your accomplishments. Use your diagram as an outline.

Students practice a variety of writing formats, including **academic compositions**, **personal letters**, and **email messages**.

UNIT 12 Present Perfect Progressive and Present Perfect

EXERCISE 1: Present Perfect Progressive Statements

Read the information about Amanda and Pete Kelly. Write a sentence—affirmative or negative—that summarizes the information. Use the present perfect progressive with *since* or *for*.

1. It's 9:00. Amanda began working at 7:00. She is still working.

Amanda has been working since 7:00 OR for two hours.

2. She is writing articles about global warming. She began a series last month.

3. Amanda and Pete used to live in New York. They left New York a few years ago.

4. They are now living in Toronto. They moved there in 2009.

5. They drive a fuel-efficient car. They got it last year.

6. Pete lost his job last year. He isn't working now.

7. Pete and Amanda are thinking of traveling to Africa. They began thinking about this last year.

8. Amanda is reading a lot about Africa. She started a few months ago.

9. Pete went back to school last month. He's studying zoology¹.

10. Amanda and Pete started looking for a new apartment a month ago. They're still looking.

¹ *zoology*: the scientific study of animals and their behavior

EXERCISE 2: Present Perfect Progressive or Present Perfect

Read the article about a famous Canadian scientist and environmentalist. Complete the information with the present perfect progressive or present perfect form of the verbs in parentheses. If both forms are possible, use the present perfect progressive.

Making a World of Difference

Born in 1936 in Vancouver, Canada, David Suzuki is a well-known scientist and a radio and TV broadcaster¹. He

_____ *has* _____ also _____ *become* _____
1. (become)

one of the most famous environmentalists in the world. He

_____ more than forty books about
2. (write)

nature and the environment, including books on these topics

for children. In acknowledgement of his accomplishments,

he _____ many awards, among them the United Nations Environmental
3. (win)

Program medal. Suzuki holds several academic degrees and is an expert in the fields of genetics (the

study of how the qualities of living things are passed on through the genes) and zoology (the study of

animals and their behavior). He taught for many years before retiring in 2001. Since his retirement,

he _____ professor emeritus² at the University of British Columbia. In
4. (be)

addition, he _____ more than twenty honorary degrees³ for his work.
5. (receive)

In 1990, he started the David Suzuki Foundation. One of the organization's goals is to educate people about environmental issues and encourage them to change behaviors that are harmful to

the Earth. For over two decades, the foundation _____ to protect Canada's
6. (work)

climate and to reverse global warming. It also _____ young people about
7. (teach)

the importance of a healthy environment.



A wide variety of exercise types keeps students engaged with the grammar.

Lately, in order to use less fuel, he _____ going on vacations that require
9. (stop)
air travel. He _____ also _____ his speaking engagements so
10. (organize)

that they are geographically close, again saving fuel in getting from one place to another.

Above all, Suzuki is probably most famous for his work in television. In his long career, he

_____ and _____ many shows that teach
11. (design) 12. (develop)

audiences about the wonders of our world. And for over thirty years, people in more than forty

countries around the world _____ him as the host of the very popular TV
13. (watch)

series *The Nature of Things*.

Now in his seventies, Suzuki _____ classes at the university, but he
14. (not teach)

_____ educating people about nature and the results of climate change.
15. (not stop)

He strongly believes that global warming is a very serious problem, caused by human activities,

and that people must change their behaviors to save the planet. To spread his message, he

_____ and _____ speeches. By focusing people's
16. (travel) 17. (give)

attention on environmental issues through his teaching, writings, speeches, and shows, David

Suzuki _____ a long way in fulfilling his foundation's mission: "to protect
18. (go)

the diversity of nature and our quality of life, now and for the future."



The workbook exercises include matching, multiple-choice, and fill-in activities for additional controlled practice.

EXERCISE 3: Present Perfect Progressive or Present Perfect

David Suzuki's Foundation has suggestions of things people can do to help the environment. Read the list. Amanda and Pete have checked (✓) the things they do. Write sentences about what they **have done** or **haven't done** and what they **have been doing** or **haven't been doing**. Use the present perfect progressive or present perfect.

Ten Little Things for Big Change

- 1. Buy locally grown and produced food.
- 2. Eat meat-free meals one day a week.
- 3. Don't use pesticides¹.
- 4. Choose energy-efficient appliances.
- 5. Reduce home heating and electricity use.
- 6. Recycle paper, cans, and bottles.
- 7. Buy a fuel-efficient car.
- 8. Walk, bike, car pool, or take public transportation.
- 9. Choose a home close to work or school
- 10. Take a vacation close to home.

¹*pesticide*: a chemical that kills insects

1. *They haven't been buying locally grown and produced food.* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

EXERCISE 4: Questions and Answers: Present Perfect Progressive or Present Perfect

Write questions about David Suzuki. Use the words in parentheses and the present perfect progressive or present perfect. Answer the questions with the information from Exercise 2.

1. (How many books / Suzuki / write)
How many books has Suzuki written? _____
He's written more than forty books. _____
2. (he / win / any awards)

3. (How long / he / be retired)

4. (How many honorary degrees / he / receive)

5. (How long / his foundation / exist)

6. (What / the Foundation / teach / young people)

7. (What activity / Suzuki / stop)

8. (he / develop / a lot of TV shows)

9. (How long / people / watch / *The Nature of Things*)

10. (What / Suzuki / do / to spread his message)

EXERCISE 5: Editing

Read the student's blog. There are nine mistakes in the use of the present perfect progressive and present perfect. The first mistake is already corrected. Find and correct eight more.

Friday, April 22 (Earth Day!)

It's the second week of the fall semester. I've ^{been taking} ~~taken~~ a course on environmental issues with Professor McCarthy. He's an expert on the subject of global warming, and he's already been writing two books on the topic. I think one of them has even been winning an award.

For the past two weeks, we've studying pollution and how the Earth's temperature have been getting warmer. As part of the course, we've been reading a lot of books on the environment. For example, I've just been finishing a book called *The Sacred Balance: Rediscovering Our Place in Nature* by David Suzuki. He's a well-known Canadian scientist and environmentalist. It was fascinating. Since then, I've also read his autobiography. I've only been reading about 50 pages of the book so far, but it seems interesting too. I'm really learning a lot in this course, and I've been s things I do in order to help protect the planet.

Students have the opportunity to extend their understanding of the grammar through editing and personal writing activities.

EXERCISE 6: Personal Writing

What have you done or have you been doing lately to help the environment? Write a paragraph. Use the list in Exercise 3 on page 73 or your own ideas. Use some of the phrases from the box.

For several years, I . . .	I haven't been . . .
I have . . .	Lately . . .
I have been . . .	Since I read about global warming, I . . .
I haven't . . .	Since 2011 . . .

EXAMPLE: *Since I read about global warming, I've been trying to use less gasoline. For example, I've started . . .*

Teacher's Resource Pack

All instructor materials are now available in one convenient **Teacher's Resource Pack**, including detailed teaching notes for each unit, PowerPoint® presentations, and a full assessment suite on CD-ROM.

The expanded teaching notes begin with an overview of the unit's grammar, providing teachers with a concise explanation of the topics covered in the unit.

UNIT TEACHING NOTES

UNIT 12 OVERVIEW

Grammar: PRESENT PERFECT PROGRESSIVE AND PRESENT PERFECT

Unit 12 focuses on the comparison between the present perfect progressive and the present perfect.

- The present perfect progressive often shows that an action is unfinished. The present perfect often shows that an action is finished.
- The present perfect progressive is often used to talk about how long something has been happening. The present perfect is often used to talk about how much someone has done, how many things someone has done, or how many times someone has done something.
- Both the present perfect progressive and the present perfect are used with *for* or *since* for an action that started in the past and continues into the present.

Theme: CLIMATE CHANGE

Unit 12 focuses on language to talk about changes, especially changes that people or the environment have made or experienced lately. For example, global warming and solar houses.

2. What are some effects of global warming? (*Ice has been melting in the Arctic and rainfall has decreased in Africa.*)
 3. What can people do to reduce global warming? (*Use clean solar energy and design homes and cars that use less energy.*)
- Have students read the text. (OR: Play the audio and have students follow along in their books.) Then call on students to share their answers to the questions on the board.
 - To get students to share their ideas on the reading, form pairs or small groups. Have them discuss the following topics. Have them write their ideas in note form.
 1. The article mentions some effects of global warming. Do you know any others? Do you think it is important to stop global warming? Why or why not?
 2. The article also mentions some solutions to the problem. What else can people do to help reduce global warming?

After You Read

A. Vocabulary

- Have students complete the exercise individually. Encourage them to use context clues to help.
- Have students compare answers in pairs. Then go over the answers as a class.

Step 1: Grammar in Context (pages 161–163)
See the General Suggestions for Grammar in Context on page xx.

Before You Read

- Have students look at the picture and answer the questions in pairs. Have them share their answers. Elicit from them what they already know about global warming.
- Call on pairs to give answers. Elicit from students that a hot topic is an important one that causes arguments because people have different opinions.

Read

- To encourage students to read with purpose, write these questions on the board:
 1. What are some possible causes of global warming? (*There are natural causes such as changes in the sun, and human activities such as burning oil and coal for energy, which sends gases into the atmosphere.*)

Step 2: Grammar Presentation (pages 161–163)
See the General Suggestions for Grammar Presentation on page xx.

Grammar Charts

- To compare the present perfect progressive and the present perfect, write two contrasting sentences on the board:

Present Perfect Progressive Present Perfect

The climate has been changing for many years. The climate has changed many times.

- Have students study the examples. Then ask: "How many words are needed for the present perfect?" (*two*) "How do you form the present perfect?" (*form of have + past participle*) "How many words are needed for the present perfect progressive?" (*three*) "How do you form the present perfect progressive?" (*form of have + been + present participle*)
- To explain negative present progressive statements, write on the board:
The climate has not been getting cooler.
- Have students study the example. Then ask: "How do you form the negative present perfect progressive?" (*form of have + not + been + present participle*)
- To explain *yes/no* and *wh-* questions, point to the first example under Present Perfect Progressive (*The climate has been changing for many years.*) and turn it into a *yes/no* question. (*Has the climate been changing for many years?*)
- Write on the board:
It has been raining for over a week.
- Have students turn the example on the board into a *yes/no* question. Have a student write the question on the board. (*Has it been raining for over a week?*)
—Ask: "How do you form *yes/no* questions?" (*form of have + subject + been + present participle*)
— Elicit from the class the two possible short answers to the question on the board. (*Yes, it has. / No, it hasn't.*) Have a student write them on the board.
- Have students turn the same example into a question starting with *How long*. Have a student write the question on the board. (*How long has it been raining?*)
— Ask: "How do you form *wh-* questions?" (*wh- word + form of have + subject + been + present participle*)

Grammar Notes

Note 1

- To compare the use of the present perfect progressive for unfinished actions and the present perfect for finished actions, write on the board:
People have been designing homes that use less energy.
An engineer has designed a new solar car.
- Point to *have been designing* in the first example. Ask: "What tense is this?" (*present perfect progressive*) "Are people still designing homes that use less energy?" (*yes*) Write at the end of the first example:
= unfinished action
- Point to *has designed* in the first example. Ask: "What tense is this?" (*present perfect*) "Is the engineer still designing the car?" (*No. He/she has already designed it.*) Write at the end of the second example:
= finished action
- Note: Students learned in previous units that the present perfect is used for actions that are not finished, that is, actions that started in the past and continue into the present. If necessary, clarify that for the present perfect to describe an unfinished action it must be used with *for* or *since*.
- To explain the use of the present progressive for finished actions that ended in the recent past, write on the board:
A: You look tired.
B: I am! I've been exercising.
- Ask: "When do you think B finished exercising—an hour ago or just a few minutes ago?" (*just a few minutes ago*) Point out that we use the present perfect progressive for actions that ended in the very recent past. We can often see their result in the present: the person looks tired now. Write at the end of the third example:
= action that ended in the very recent past
- Draw attention to the **Be Careful!** note. Elicit non-action verbs from the students. If needed, refer students to Appendix XX on page XX. Write some verbs on the board as students say them. Have students use some of the verbs in present perfect statements.

Note 2

- To summarize the uses of the present perfect progressive and the present perfect, write on the board:
Present perfect progressive: how long + unfinished action
Present perfect: how much, how many things, or how many times + finished action

NEW

For each Grammar Note, instructors now have **detailed recommendations** for teaching the target grammar.

- Point to the first summary and give examples: "I've been studying for three hours." "He's been cooking for an hour." "They've been working all day." Write one example on the board.
- Point to the second summary and give more examples: "I've talked to a lot of people." "I've mailed three packages." "He's called me twice." If necessary, write the examples on the board.

Note 3

- Write on the board:
She has been working in Africa for a year. =
She has worked in Africa for a year.
- Explain that the present perfect progressive and the present perfect can sometimes have the same meaning.
- Point out that with verbs such as *live, study, teach, and work* plus *since* or *for*, the present perfect progressive and the present perfect have the same meaning.
- Write on the board:
She's been teaching French since she got her degree.
She's always taught Spanish.
- Write at the end of the first example:
(She hasn't always taught French. = temporary)
- Write at the end of the second example:
(She has taught Spanish since she started teaching. = permanent)
- Explain that the present perfect progressive can express that the action is temporary and the present perfect can express that the action is permanent.

🕒 **Identify the Grammar:** Have students identify the grammar in the opening reading on page 159. For example:
The Earth's climate **has changed** many times.
... the climate **has been changing** for five billion years ...
... the Earth **has been getting** hotter.
... human activities **have added** to global warming.

Go to www.myfocusongrammarlab.com for additional grammar practice.

Step 3: Focus on Grammar
See the General Practice on page xx.

Exercise 1: Discover the Grammar

- Go over the example with the class. Ask: "Why is the action unfinished?" (*because the present perfect progressive expresses that the action is unfinished*)
- Have students complete the exercise individually.
- Have students compare answers in pairs. Then call on pairs to give answers.

Exercise 2: Present Perfect Progressive or Present Perfect

- Go over the example with the class. Ask: "Is Professor Owen still working on the articles?" (*yes*) "Which tense do we use for unfinished actions?" (*the present perfect progressive*)
- Have students read each item quickly for meaning and then choose their answers.
- Go over the answers as a class.

Exercise 3: Present Perfect Progressive

- A**
- If necessary, review how to form the present perfect progressive affirmative and negative. (*form of* have + [not] + been + present participle)
 - Have students look at the pictures.
- B**
- Go over the example with the class.
 - Have students complete the exercise individually, choosing between affirmative and negative forms. Then go over the answers as a class.
 - 🕒 For further practice, have students cover the sentences. In pairs, have students take turns describing the pictures using present perfect progressive statements.

Exercise 4: Statements

- Have students read the blog quickly for meaning. Then have students complete the exercise individually.
- Have students compare answers in pairs. Then call on a student to read the text.

Exercise 6: Editing

- Have students read the email quickly for meaning. Then ask: "Where is the person who writes the email?" (*in Madrid*) "Why is she there?" (*to participate in the solar house competition*) "What kind of house has her team designed?" (*a house that is beautiful and reduces pollution*)
- Have students find and correct the mistakes individually. Then call on students to explain why the incorrect structures are wrong.
- 🕒 Have students point out examples of correct usages of the present perfect progressive and the present perfect.

Go to www.myfocusongrammarlab.com for additional grammar practice.

Step 4: Communication Practice (pages 168-171)

See the General Suggestions for Communication Practice on page xx.

Exercise 7: Listening

- A**
- Go over the example for picture 1a with the class. Call on a student to describe picture 1b. (Example: *In picture 1b, they've planted two trees.*)
 - Have students work in pairs to describe pictures 2 through 5. Have them write a sentence describing each picture.
 - Call on pairs to share their descriptions with the class.
- B**
- Play the audio. Have students listen and circle the picture the people are talking about. Have students make notes to support their choices.
- C**
- Have students complete the exercise individually. Then play the audio. Have students listen and check their work.

Exercise 8: Pronunciation

- A**
- Play the audio. Have students read along as they listen to the Pronunciation Note. If necessary, explain that in present perfect forms the main verb is the past participle and that in present perfect progressive forms the main verb is the present participle.
- B**
- Play the audio. Have students listen and complete the exercise individually.
 - Have students compare answers in pairs. Then call on pairs to give answers.

C

- Have students listen and repeat the answers. Then have pairs role play the conversations. Circulate as students practice, listening to make sure they stress the correct words or parts of words.

Exercise 9: Find Someone Who ...

- A**
- Go over the questions and the example with the class.
 - Write *Have you ... ?* on the board and brainstorm with the class other possible interview questions with the present perfect progressive or present perfect. Write them on the board, for example:
Have you ...
... been reading a good book?
... been sleeping late?
... been getting up early?
... been exercising?
... bought something new?
... been to a party?
 - Have students use these and other questions to interview their classmates.
- B**
- Go over the example with the class. As a class, continue the conversation for Student A and B. Write students' ideas on the board, for example:
B: I usually go to West Park. And you?
A: I like to go over Point Bridge. Have you ever gone to the other side of the bridge?
 - As students interact, encourage them to keep their conversation going by asking follow-up questions.
 - Call on students to tell the class what they found out about their partners. Encourage them to say sentences using the present perfect progressive or the present perfect. (Example: *David has been exercising in Green Lake Park.*)

Exercise 10: Picture Discussion

- Have students discuss the questions in pairs. Have them make notes of their answers. Encourage them to use the present perfect continuous to describe what has been happening to the Earth. (Examples: *The Earth's climate has been changing. The Earth's temperature has been rising. Levels of pollution have been increasing. People have been burning coal and oil and sending gases into the atmosphere. Some environmental groups have been taking action. Some people have been expressing their concern.*)

EXPANDED

New for this edition, teachers also receive step-by-step suggestions for using every exercise of every unit — **streamlining prep time.**

Additional activities explore the use of target grammar in reading, writing, listening, or speaking—providing teachers with **innovative ways** to expand their lessons.

- Have pairs join another pair and discuss the questions. Follow up by having students share their views with the class.
- ⌚ Take a poll of the class to find out if most students agree or disagree with the message of the ad.

Exercise 11: Discussion

- Go over the questions and the example with the class.
- Write *Have you changed . . . ?* on the board and brainstorm with the class other possible questions. Write them on the board. For example:
Have you changed . . .
the way you go to work?
your diet?
your studying/working habits?
the way you spend your free time?
the way you spend your money?
- Form small groups. Have students discuss the topic in small groups. Encourage them to keep their conversation going by asking follow-up questions.

Exercise 12: Writing

- A**
- Have students look at Exercises 9 and 11 and choose the questions they want to write about.
 - Have students make notes for each question and then use them as a guide as they write.
- B**
- Have students correct their work using the Editing Checklist.

OUT OF THE BOX ACTIVITIES

Speaking and writing

- Address different students and ask the following questions. You can ask some of the questions to more than one student. Encourage full answers so that students practice the present perfect progressive and the present perfect.
How long have you been studying English?
How many English teachers have you had?
How long have you been reading in English?
How many books have you read in English?
How long have you been using *Focus on Grammar*?
How many units have you done so far?
How long have you been studying the perfect tenses?
How much have you learned about the present perfect?
Have you traveled to any English-speaking countries?
How many English-speaking countries have you visited?
- Have students use the questions as a guide to write a short paragraph about their English studies.

Reading and Speaking

- Bring in Internet printouts about the work of environmental groups such as Greenpeace. Form small groups and give each group a printout. (You can use the same or different printouts.)
- Have students find in the printout the answers to some of the following questions:
How long have they been working to protect the environment?
What action have they taken?
What are they concerned about?
Have they published any books or articles?
Have they taken part in any demonstrations?
How many different kinds of projects have they been working on?
What project have they been working on lately?
How long have they been working on it?
- Follow up by having groups report to the class about their findings.

Go to www.myfocusongrammarlab.com for additional listening, pronunciation, speaking, and writing practice.



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