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.

Engaging readings present the grammar in realistic contexts such as magazine articles and blog posts.

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

The Focus on Grammar Unit
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.

viii The Focus on Grammar Unit
Flying Cars

Your class starts in 10 minutes, but you’re stuck in traffic. Don’t panic. With just a press of a button, your car will lift off the ground, and you’ll be on your way to school. No bad roads, no stop signs, no worries!

Welcome to the future! It seems like science fiction, but it isn’t. Engineers have been working on flying cars for decades, and they have already solved many of the big challenges. They predict that we’ll all be using these amazing vehicles one day.

According to Car Trends Magazine, one model, part car and part plane, is going to be on the market in the not-so-distant future. It will look like a sports car when it’s on the road, but its wings will unfold when the driver decides to take to the skies. It will have a top speed of 300 mph, and it will be able to travel up to 200 miles on a tank of fuel. The price is expected to be around $200,000.

A better model will be a vertical takeoff and landing vehicle (VTOL). You won’t need to go to the airport anymore, and all controls will be automatic. Imagine this: You’ll be doing your homework while your car is getting you to school safely and on time.

And what does this future dream car cost? Well, fasten your seatbelts—the price will be sky-high. At first it will be around $1 million, but after a few years, you’ll be able to buy one for “only” $60,000. Don’t throw away your old driver’s license just yet!
STEP 4 COMMUNICATION PRACTICE

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.

STEP 4 COMMUNICATION PRACTICE

EXERCISE 7: Listening

A: Some friends are at a high school reunion. They haven’t seen one another for 25 years. Read the statements. Then listen to the conversation. Listen again and circle the correct word to complete the statements.

1. The man or woman who  first recognizes Kado is ________.
   a) Ann  b) Asha  c) Bob  d) Pat

2. The man or woman who  first recognizes Kado is ________.
   a) Ann  b) Asha  c) Bob  d) Pat

3. The man or woman knows / doesn’t know who is sitting between Asha and Pat.
   a) Ann  b) Asha  c) Bob  d) Pat

4. The man or woman knows / doesn’t know who is sitting between Asha and Pat.
   a) Ann  b) Asha  c) Bob  d) Pat

B: Look at the picture. Then listen again to the conversation and write the correct name next to each person.

Ann  Asha  Bob  Kado  Pat  Pete

EXERCISE 13: Writing

A: Write a two-paragraph essay about a friend. You may want to begin your essay with one of the questions from Exercise 12. Use adjective clauses with subject relative pronouns. You can use the essay in Exercise 11 as a model.

Example:

My boyfriend who hates parties actually agreed to go to one with me.

The article that won a prize is in today’s newspaper.

The book which is about personality types is really interesting.

My friend who is in the same class as me lent me a book.

My sister who lives in Toronto visits us every summer.

My neighbor who is an introvert called me today.

B: Check your work. Use the Editing Checklist.

Editing Checklist

Did you use ...

□ which or that for people

□ which or that for places and things

□ who/whom to show possession or relationship

□ the correct form in adjective clauses

□ identifying adjective clauses to identify a noun

□ nonidentifying adjective clauses to give more information about a noun

□ commas to separate nonidentifying adjective clauses

Speaking activities help students synthesize the grammar through discussions, debates, games, and problem-solving tasks, developing their fluency.
UNIT REVIEW: FUTURE AND FUTURE PROGRESSIVE

A | Circle the correct words to complete the sentences.

1. Our daughter will turnturns her 15 next week.
2. Are you going to go to work today?
3. What will you be doingdo at 3:00 this afternoon?
4. The sun will rise is going to rise at 6:22 tomorrow morning.
5. Be careful! Your coffee will spill is going to spill!
6. While you’re driving to work tomorrow, we’ll be flying to Beijing.
7. Rob will let us know when he finishes finishes cooking dinner.

B | Complete the conversation with the future or future progressive form of the verbs in parentheses or with a short answer. Use the future progressive when possible.

A: What are you doing at 10:00 tomorrow morning?
B: Well, let’s see. My plane leaves at 9:45, so at 10:00, I’m sitting on the plane.
A: So I guess you’re not coming to the office at all tomorrow.
B: Does that cause a problem?
A: No, I’m sure it won’t. Have a good trip.
B: Thanks. I’ll see you in a couple of weeks.

C | Find and correct five mistakes.

A: How long are you going to stay in Beijing?
B: I’m not sure. I’ll let you know as soon as I find out, OK?
A: OK. So it’s going to be a long flight. What will you do during the flight?
B: I’ll work a lot of the time. And I’m going to try to sleep.
A: Good idea. Have fun, and I’m emailing you all the office news. I promise.

Check your answers on page UR-2. Do you need to review anything?

PART III

FROM GRAMMAR TO WRITING

AVOIDING REPETITION WITH SENTENCE ADDITIONS

When you write, one way to avoid repetition is to use sentence additions. For example:

Brasília is a capital city, and so is Washington, D.C.

Brasília’s shape is modern, but Washington’s isn’t.

1 | Read this student’s essay comparing and contrasting Brasília and Washington, D.C. Underline once additions that express similarity. Underline twice additions that express contrast.

Brasília and Washington, D.C.

Citizens of Brasília and citizens of Washington, D.C. live in different countries, but their cities still have a lot in common. Brasília is in Brazil, the nation’s capital, and so is Washington. Brasília was not even planned until it was planned and built as the nation’s capital. Neither was Washington. Both cities were designed by a single person, and both have a definite shape. However, Brasília’s shape is modern—that of an airplane—but the shape of Washington isn’t. Its streets form a wheel.

The cities reflect their countries’ differences in location and age. Brasília is located in a dry area in the highlands, while Washington was built on wet, swampy land. As a result, Brasília has moderate temperatures all year, but Washington’s climate varies from cold winters to hot, humid summers. Brasília was built 600 miles from the Atlantic coast and is set to attract people to the unpopulated areas. Washington sits on the Atlantic coast, includes old towns that had already existed. Brasília is home to many famous theaters and museums, and so is the city of Washington. However, as a new city, Brasília has not yet become the nation’s real cultural center. Washington hasn’t either. Washington is the country’s capital, but it is not its country’s most popular city. Neither is Brasília. Many people still prefer the excitement of Rio and New York.