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.
**Global Warming**: 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 atmosphere 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, ice has been melting quickly. As a result, polar bears and other animals have become endangered species.
- 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!

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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
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.

1. In the past, the Earth's climate was always _____.
   a. cooler
   b. hotter
   c. changing

2. Most experts think the Earth is now _____.
   a. cooler
   b. hotter
   c. no different

3. Some people think that one cause of global warming is _____.
   a. humans
   b. polar bears
   c. ice

4. Other people think that our activities are making _____.
   a. the sun hotter
   b. the Earth cooler
   c. almost no difference

5. One idea for slowing global warming is for us to _____.
   a. protect endangered animals
   b. use clean energy
   c. move to the Arctic
## Present Perfect Progressive and Present Perfect

### Present Perfect Progressive

**Statements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Have (not)</th>
<th>Been</th>
<th>Base Form of Verb + -ing</th>
<th>(Since / For)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>have (not)</td>
<td>been</td>
<td>working</td>
<td>(since 2009). (for years).</td>
</tr>
<tr>
<td>You*</td>
<td>have (not)</td>
<td>been</td>
<td>working</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>have (not)</td>
<td>been</td>
<td>working</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>have (not)</td>
<td>been</td>
<td>working</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>has (not)</td>
<td>been</td>
<td>working</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>has (not)</td>
<td>been</td>
<td>working</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td>has (not)</td>
<td>been</td>
<td>working</td>
<td></td>
</tr>
</tbody>
</table>

*You is both singular and plural.

### Yes / No Questions

<table>
<thead>
<tr>
<th>Have</th>
<th>Subject</th>
<th>Been</th>
<th>Base Form of Verb + -ing</th>
<th>(Since / For)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>you</td>
<td>been</td>
<td>working</td>
<td>(since 2009)?</td>
</tr>
<tr>
<td>Has</td>
<td>she</td>
<td>been</td>
<td>working</td>
<td>(for years)?</td>
</tr>
</tbody>
</table>

**Short Answers**

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I/we have.</td>
<td>No, I/we haven't.</td>
</tr>
<tr>
<td>she has.</td>
<td>she hasn't.</td>
</tr>
</tbody>
</table>

### Wh- Questions

<table>
<thead>
<tr>
<th>Wh- Word</th>
<th>Have</th>
<th>Subject</th>
<th>Been</th>
<th>Base Form of Verb + -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long</td>
<td>have</td>
<td>you</td>
<td>been</td>
<td>working?</td>
</tr>
<tr>
<td></td>
<td>has</td>
<td>she</td>
<td>been</td>
<td>working?</td>
</tr>
</tbody>
</table>

### Present Perfect Progressive and Present Perfect

<table>
<thead>
<tr>
<th>Present Perfect Progressive</th>
<th>Present Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>They have been living here for many years.</td>
<td>They have lived here for many years.</td>
</tr>
<tr>
<td>I’ve been reading this book since Monday.</td>
<td>I’ve read two books about solar energy.</td>
</tr>
<tr>
<td>Dr. Owen has been writing articles since 2000.</td>
<td>Dr. Owen has written many articles.</td>
</tr>
<tr>
<td>She’s been working in Kenya for a year.</td>
<td>She’s worked in many countries.</td>
</tr>
</tbody>
</table>
**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.**

   - **Now**
   - **Past**
     - have been reading
   - **Future**

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

   - **Now**
   - **Past**
     - have read
   - **Future**

   **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 having books about wind energy for two months.
   - I’ve read about it.
   - She’s written three articles.
   - I’ve read that book twice.
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.

### EXERCISE 1: Discover the Grammar

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

<table>
<thead>
<tr>
<th></th>
<th>Finished</th>
<th>Unfinished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>☐</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**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** / **has been developing** 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, **we've waited** / **we'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.

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.
Present Perfect Progressive and Present Perfect

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 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. (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.
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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.

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

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.

6. The new group has a lot of work to do. Last year, the members have studied / have been studying

7. Congress has created / has been creating a new study group to find solutions to climate change.

8. They're learning about pollution from buildings.

9. 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 been waiting / 've been waiting for you."

10. Professor Owen has lived / has been living in Kenya for the last two years, but she will return to the United States in January.

EXERCISE 3: Present Perfect Progressive (Grammar Note 1–2)

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

The following exercises guide students through appropriate use of the different forms of the grammar.
A beautiful solar village __________________ 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.
EXERCISE 5: Questions and Answers

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.

1. (how long / your team / work / on this project)
   Owen: ____________________________
   Student: ____________________________

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: ____________________________
Hi guys,

Sorry I haven’t written 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 living 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

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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: ________________________________

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

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.
Listen to the conversations. Listen again and circle the letter of the picture that illustrates the activity the people are talking about.

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 . . .
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

Optional Internet activities give students an opportunity to explore grammar in authentic contexts.
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 **do you** ___________ in Dallas?
  B: I **have been** here for more than 10 years. What about you?
  A: I **moved** here last month. I **enjoy** it a lot.

• A: **Have you** ___________ any books by Peter Robinson?
  B: Yes. In fact, I’m reading one now.
  A: Really? How many books **has he** ___________?

• A: Why are your books all over the place? I ___________ to clean up!
  B: I ___________ for my exam.

• A: How long **has Vilma** ___________ a student here?
  B: This is her third semester.
  A: **Has she** ___________ her major?

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.
Part 1: 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. 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.)

**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.
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.

Please describe your work experience.

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.

Exercise 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.)

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.

Exercise 2

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

Exercise 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.

Exercise 4

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

Various graphic organizers guide students through pre-writing.
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 broadcaster. He has also become one of the most famous environmentalists in the world. He has written more than forty books about nature and the environment, including books on these topics for children. In acknowledgement of his accomplishments, he has received many awards, among them the United Nations Environmental 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 has become a professor emeritus at the University of British Columbia. In addition, he has received more than twenty honorary degrees for his work.

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 has worked to protect Canada's climate and to reverse global warming. It also educates people about nature and the results of climate change.

Above all, Suzuki is probably most famous for his work in television. In his long career, he has become known as the host of the very popular TV series The Nature of Things. Now in his seventies, Suzuki has not taught classes at the university, but he continues to educate people about nature and the results of climate change. 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 has give speeches. By focusing people's attention on environmental issues through his teaching, writings, speeches, and shows, David Suzuki has gone a long way in fulfilling his foundation's mission: “to protect the diversity of nature and our quality of life, now and for the future.”

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

<table>
<thead>
<tr>
<th>Ten Little Things for Big Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Buy locally grown and produced food.</td>
</tr>
<tr>
<td>2. Eat meat-free meals one day a week.</td>
</tr>
<tr>
<td>3. Don’t use pesticides.</td>
</tr>
<tr>
<td>4. Choose energy-efficient appliances.</td>
</tr>
<tr>
<td>5. Reduce home heating and electricity use.</td>
</tr>
<tr>
<td>6. Recycle paper, cans, and bottles.</td>
</tr>
<tr>
<td>8. Walk, bike, car pool, or take public transportation.</td>
</tr>
<tr>
<td>9. Choose a home close to work or school</td>
</tr>
<tr>
<td>10. Take a vacation close to home.</td>
</tr>
</tbody>
</table>

1. They haven’t been buying locally grown and produced food.

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)
It’s the second week of the fall semester. I’ve 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 been 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 started to change some of the things I do in order to help protect the planet.

**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.

**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.

<table>
<thead>
<tr>
<th>For several years, I . . .</th>
<th>I haven’t been . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have . . .</td>
<td>Lately . . .</td>
</tr>
<tr>
<td>I have been . . .</td>
<td>Since I read about global warming, I . . .</td>
</tr>
<tr>
<td>I haven’t . . .</td>
<td>Since 2011 . . .</td>
</tr>
</tbody>
</table>

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 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 storms.

Step 1: Grammar in Context
See the General Suggestions for Grammar in Context on page xx.

Before You Read
• Have students look at the picture and discuss what a hot topic is.
• Have students that a hot topic is an important topic they already know about global warming.

Step 2: Grammar Presentation
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     Present Perfect Progressive
The climate has been changing for many years. The climate has been changing 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 + past participle)
• To explain negative present progressive statements, write on the board:
The climate has not been getting colder.
• 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?” (who/what/when/where/why/which + form of have + subject + been + present participle)

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. (OK. 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.

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 was just been exercising.

• Ask: “When do you think B finished exercising—an hour ago or just a few minutes ago?” (last 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
For each Grammar Note, instructors now have detailed recommendations for teaching the target grammar.

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.
- 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.

C
- 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.

Exercise 8: Pronunciation

A
- Play the audio. Have students listen and circle the picture the people are talking about. Have students make notes to support their choices.

B
- Play the audio. Have students listen and check their work.

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 practice on the board, for example: Have you been reading a good book? been sleeping late? been getting up early? been exercising? bought something new? seen 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?

C
- 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.)

Go to www.myfocussing.com for additional grammar practice.
• 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.

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

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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