

Longman Grammar Series

Focus on Grammar

An
ADVANCED
Course for
Reference
and Practice

Jay Maurer



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and Practice

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Jay Maurer

Sharon Hilles, grammar consultant

**Focus on Grammar: An Advanced Course for
Reference and Practice**

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About the Author

Jay Maurer has taught EFL in colleges, universities, and binational centers in the Somali Republic, Spain, Portugal, and Mexico. He has taught ESL in Washington State and at Columbia University's American Language Program. In addition, he was professor of college composition and literature for seventeen years at Santa Fe Community College and Northern New Mexico Community College. He is the coauthor of the popular and widely used series *Structure Practice in Context*. Currently he writes and teaches in Seattle.

Focus on Grammar: An Advanced Course for Reference and Practice has grown out of the author's experiences as a practicing teacher of both ESL and college writing.

Introduction

Focus on Grammar Series

Focus on Grammar: An Advanced Course for Reference and Practice is the fourth text in the four-level *Focus on Grammar* series. Written by practicing ESL professionals, the series focuses on English grammar through lively listening, speaking, reading, and writing activities. Each of the four Student's Books is accompanied by a Workbook, Cassettes, and a Teacher's Manual. Software is also available. Each Student's Book stands alone as a complete text in itself or can be used as part of the *Focus on Grammar* series.

Both Controlled and Communicative Practice

Research in applied linguistics suggests that students expect and need to learn the formal rules of a language. However, students need to practice new structures in a variety of contexts to help them internalize and master these structures. To this end, *Focus on Grammar* provides an abundance of both controlled and communicative exercises so that students can bridge the gap between knowing grammatical structures and using them. The many communicative activities in each unit enable students to personalize what they have learned in order to talk to each other with ease about hundreds of everyday issues.

A Unique Four-Step Approach

The series follows a unique four-step approach. The first step is **contextualization**. New structures are shown in the natural context of passages, articles, and dialogues. This is followed by **presentation** of structures in clear and accessible grammar charts and explanations. The third step is **focused practice** of both form and meaning in numerous and varied controlled exercises. In the fourth step, students engage in **communication practice**, using the new structures freely and creatively in motivating, open-ended activities.

A Complete Classroom Text and Reference Guide

A major goal in the development of *Focus on Grammar* has been to provide a Student's Book that serves not only as a vehicle for classroom instruction but also as a resource for self-study. The combination of grammar charts, grammar notes, and extensive appendices provides a complete and invaluable reference guide for the student at the advanced level. Exercises in the Focused Practice sections of each unit are ideal for individual study, and students can check their work by using the complete Answer Key at the back of the book.

Thorough Recycling

Underpinning the scope and sequence of the series as a whole is the belief that students need to use target structures many times in many contexts at increasing levels of difficulty. For this reason, new grammar is constantly recycled so that students will feel thoroughly comfortable with it.

Comprehensive Testing Program

SelfTests at the end of each of the eight parts of the Student's Book allow for continual assessment of progress. In addition, diagnostic and final tests in the Teacher's Manual provide a ready-made, ongoing evaluation component for each student.

PART AND UNIT FORMAT

Focus on Grammar: An Advanced Course for Reference and Practice is divided into eight parts comprising twenty-one units. Each part contains grammatically related units, with each unit focusing on a specific grammatical structure or related groups of structures.

In this advanced-level text, some structures are grouped together because of their related application to writing. The infinitive of purpose, for example, is taught together with participial phrases because both kinds of structures function adverbially. But, more importantly, they have similar applications to the acquisition of two important concepts: sentence combining and avoiding dangling modifiers.

Each unit has one or more major themes relating the exercises to one another and providing a context that serves as a vehicle for the structure. All units have the same clear, easy-to-follow format:

Introduction

The Introduction presents the grammar focus of the unit in a natural context. The Introduction texts, all of which are recorded on cassette, present language in various formats. These include newspaper and magazine excerpts, stories, transcripts of speeches, news broadcasts, radio shows, and other formats that students encounter in their day-to-day lives. In addition to presenting grammar in context, the Introduction serves to raise student motivation and provides an opportunity for incidental learning and lively classroom discussions. All Introductions are preceded by Questions to Consider, a feature that allows students to explore the topic that follows.

Grammar Charts

Grammar Charts follow each Introduction. These focus on the form and variety of the unit's target structure. As in all the ***Focus on Grammar*** texts, the charts are clear and easy to understand. These charts provide students with a clear visual reference for each new and reviewed structure.

Grammar Notes

The Grammar Notes that follow the charts focus on the meaning and use of the structure. Each note gives a clear explanation of the grammar point and is always followed by one or more examples. *Be careful!* notes alert students to common ESL/EFL errors. Subtleties of meaning and use are thoroughly explored in this advanced-level text. Cross-references to other related units and the Appendices make the book easy to use.

Focused Practice Exercises

These exercises follow the Grammar Notes. This section provides practice for all uses of the structures presented in the notes. Each Focused Practice section begins with a “for recognition only” exercise called Discover the Grammar. Here, the students are expected to recognize either the form of the structure or its meaning without having to produce any language. This activity raises awareness of the grammar as it builds confidence.

Following the Discover the Grammar activity are exercises that practice the grammar in a controlled, but still contextualized, environment. The exercises proceed from simpler to more complex. There is a large variety of exercise types including fill-in-the-blanks, matching, multiple choice, question and sentence formation, sentence combining, and error analysis through editing. As with the Introduction, students are exposed to many different written formats, including letters, journal entries, broadcast transcripts, essays, and newspaper and magazine articles. Topics are varied, providing rich and interesting contexts for meaningful practice. All Focused Practice exercises are suitable for self-study or homework. A complete Answer Key is provided at the end of this book.

Communication Practice Exercises

These exercises are intended for in-class use. The first exercise in this section is called Practice Listening. Having had exposure to and practice with the grammar in its written form, students now have the opportunity to check their aural comprehension. After listening to the tape (or hearing the teacher read the tapescript, which can be found in the Teacher's Manual), they complete a task that focuses on either the form or the meaning of the structure. It is suggested that students be allowed to hear the text as many times as they wish to complete the task successfully. In some units, an optional dictation follows the

comprehension task to pave the way for the writing activity that is to follow later in the unit. In others, an open-ended discussion of the taped text is suggested to enhance the use of the tape.

Practice Listening is followed by a variety of activities that provide students with the opportunity to use the grammar in open-ended, interactive activities. Students work in pairs, small groups, or as a whole class, in discussions, role plays, and debates. Every unit gives students an opportunity to write an essay especially formulated to elicit practice of the unit's structures. Finally, a Picture Discussion in each unit enables students to apply their mastery of structure in a new and unrelated context. Many of the Picture Discussions are generated from reproductions of famous paintings esteemed throughout the world.

Review or SelfTest

At the conclusion of each of the eight parts, there is a review feature that can be used as a self-test. The exercises in this section test the form and use of the grammar content of the units in the part just concluded. Each test contains one exercise formatted in the same way as the Structure and Written Expression section of the TOEFL®.

From Grammar to Writing

This special feature of the advanced-level text in the *Focus on Grammar* series is designed to help students bridge the gap between writing in the ESL/EFL classroom and the less controlled writing that students may need to do outside of class, whether in everyday or academic settings. These optional units occur after the SelfTests and focus on such writing issues as the sentence; subject-verb agreement; parallelism; avoiding fragments, run-on sentences, and comma splices; punctuating adjective clauses; and capitalization and punctuation of direct and indirect speech. Although these writing issues are not solely ESL/EFL related, they are highly important to the ESL/EFL student who wants to write successfully.

In each From Grammar to Writing unit, the topic presented is related to the grammar content of the part just concluded. For example, the second writing unit on parallelism naturally and logically accompanies the gerund and infinitive part, since mixing gerunds and infinitives in a series is a common parallelism error.


Appendices

The twenty-five Appendices provide useful information, such as lists of common irregular verbs, common adjective-plus-preposition combinations, spelling rules, and lists of countries. The Appendices can help students do the unit exercises, act as a springboard for further classroom work, and serve as a reference source.

SUPPLEMENTARY COMPONENTS

The supplementary components of *Focus on Grammar*—the Workbook, the Cassettes, and the Teacher's Manual—are all tightly keyed to the Student's Book, ensuring a wealth of practice and an opportunity to tailor the series to the needs of each individual classroom.

Cassettes

All of the Introduction texts and all of the Practice Listening exercises, as well as other selected exercises, are recorded on cassette. The symbol  appears next to these activities. Listening scripts appear in the Teacher's Manual and may be used as an alternative way of presenting the listening activities.

Workbook

The Workbook accompanying *Focus on Grammar: An Advanced Course for Reference and Practice* provides a broad range of additional exercises appropriate for self-study of the target grammar of each unit in the Student's Book. Most of the exercises are fully contextualized with interesting and useful themes. There are also eight tests, one for each of the eight Student's Book parts. These tests have questions in the format of the Structure and Written Expression section of the TOEFL®. Besides reviewing the material in the Student's Book, these questions provide invaluable practice to those who are interested in taking this widely administered test.

Teacher's Manual

The Teacher's Manual, divided into three parts, contains a variety of suggestions and information to enrich the material in the Student's Book. The first part gives general suggestions for each section of a typical unit. The next part offers practical teaching suggestions and cultural information to accompany specific material in each unit. The Teacher's Manual offers suggestions to enhance students' vocabulary acquisition, both in presenting the meanings of new words and in aiding students to derive meaning from context on their own.

The Teacher's Manual also offers ready-to-use diagnostic and final tests for each of the eight parts of the Student's Book. In addition, a complete script of the cassette tapes is provided, as is an answer key for the diagnostic and final tests.

Software

The *Focus on Grammar* Software provides individualized practice based on each unit of the Student's Book. Fully contextualized and interactive, the activities broaden and extend practice of the grammatical structures in the reading, listening, and writing skill areas. The software includes grammar review, review tests, and all relevant reference material from the Student's Book. It can also be used alongside the *Longman Dictionary of American English* software.

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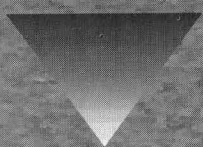
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P A R T



**The Verb
Phrase:
Selected
Topics**

Tense and
Time

INTRODUCTION

●● Mark Williams, an American student, is spending a year studying abroad in a bilingual international student program in Spain. Read and listen to the three letters from Mark to his sister Emily, written at different times: before, during, and after the year in Spain.

Questions to Consider

1. Do events always turn out as expected?
2. Do you hold any stereotypes about certain groups of people?
3. How can stereotypes be harmful?

Saturday, August 20

Dear Emily,

We **leave** for Spain in just three weeks! It'll be a great trip over there because we're **stopping** in London for five days before we **go on** to Madrid. Classes **begin** on September fifteenth. I'll be **taking** Spanish language and literature, world history, anthropology, and biology—not a heavy load. It's **going to be** a fun and easy year in the land of mañana. The classes **will** mostly **be** in Spanish, of course, so my fluency **will have improved** tremendously by the end of the year. When I **get** to Spain, I'm **going to be rooming** with two other guys, one from Brazil named Luis and one from Japan named Isao. I'll **meet** them in London, so we'll **have gotten to know** each other a little by the time we **get** to Madrid. Everyone thinks that all year long we'll be **having** fun—singing and playing guitars and serenading the señoritas on their balconies. And that siesta in the middle of the day **will be** fantastic. So **will** the food!

Enough for now. Tell Mom and Dad I'll **write** them as soon as I **get** a spare moment.

Love,
Mark

