

VOLUME B

FOCUS ON GRAMMAR

A **BASIC** Course for Reference and Practice

SECOND EDITION



Irene E. Schoenberg



Longman

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For Harris, Dan, and Dahlia

FOCUS ON GRAMMAR: A BASIC COURSE FOR REFERENCE AND PRACTICE

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ABOUT THE AUTHOR

Lrene E. Schoenberg has taught ESL for over twenty-five years at Hunter College's *International English Language Institute* and for eighteen years at Columbia University's *American Language Program*. She has trained ESL and EFL teachers at the New School for Social Research and has lectured at conferences and English language schools and universities in Brazil, Mexico, Thailand, Taiwan, Japan, and the United States. She is the author of *Talk about Trivia* and *Talk about Values* and co-author of the *True Colors* series with Jay Maurer. Ms. Schoenberg holds an MA in TESOL from Columbia University. *Focus on Grammar: A Basic Course for Reference and Practice* has grown out of the author's experience as a practicing teacher of English.

AUTHOR'S GOAL AND PURPOSE

In writing *Focus on Grammar: A Basic Course for Reference and Practice*, I have tried to avoid presenting grammar divorced from practical use. It has been my pleasure in the classroom and my goal here to integrate grammar into informative and amusing units which, because they reflect real life, will motivate students to learn and use English. I hope this material will provide your students with as much pleasure and confidence with grammar as it has mine.

INTRODUCTION

THE FOCUS ON GRAMMAR SERIES

Focus on Grammar: A Basic Course for Reference and Practice, Second Edition, is the first 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 Books is accompanied by an Answer Key, a Workbook, an Audio Program (cassettes or CDs), a Teacher's Manual, and a CD-ROM. Each Student Book can stand alone as a complete text in itself, or it can be used as part of the 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 them. 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. In the first step, **grammar in context**, new structures are shown in the natural context of conversations, and narratives. This is followed by a **grammar presentation** of structures in clear and accessible grammar charts, notes, and examples. The third step is **focused practice** of both form and meaning in numerous and varied controlled exercises with objective answers. In the fourth step, **communication practice**, students use 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 Student Books that serve not only as vehicles for classroom instruction but also as resources for reference and self-study. In each Student Book, the combination of grammar charts, grammar notes, and expansive appendices provides a complete and invaluable reference guide for the student. And exercises in the focus practice sections of each unit are also ideal for individual study.

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 part of the Student 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.

THE BASIC STUDENT BOOK

Focus on Grammar: A Basic Course for Reference and Practice, Second Edition, is written for the beginning and false beginning student. Activities take both levels into account and allow students to demonstrate their ability at different levels.

ORGANIZATION

This book is divided into eleven parts comprising forty-four units. A final section called *Putting It All Together* reviews the major structures of the book. Each of the eleven parts begins with a preview that incorporates the grammar of the part into a lighthearted conversation. Though the characters in the preview are featured throughout the book, parts or units can be studied in any order, allowing the instructor to tailor this text to his or her particular class. Each unit contains the four sections that comprise the essence of *Focus on Grammar*: Grammar in Context, Grammar Presentation, Focused Practice, and Communication Practice. A Review or SelfTest (with answers) and a From Grammar to Writing section conclude each part.

PREVIEW

The preview presents the grammar of the entire part in a natural context. An important belief of the *Focus on Grammar* series is that grammar is an aid to the meaningful use of language. Since students usually understand the meaning of a structure before they master its use, they begin by reading and listening to a conversation that includes the new grammar structures. This initial introduction makes it easier for students to then understand and use grammar appropriately. It also helps them realize that the grammar focus is a means to an end, the end being the appropriate use of the structure in a natural context.

GRAMMAR IN CONTEXT

Grammar in Context presents the grammar of the unit in a natural setting. The texts, all of which are recorded, present language in various formats.

These include telephone conversations, letters, questionnaires, radio talk shows, quiz shows, folktales, essays, and conversations among friends and relatives. In addition, the introductory sections motivate students and provide an opportunity for incidental learning and lively classroom discussion. Topics include a mystery, a discussion of the role of women, a letter to a psychologist, the problems of perfectionists, a matchmaker's questions, suggestions for public speaking, and the use of white lies. A **Warm Up** precedes each text and gives students a chance to express their thoughts and opinions on the topic.

GRAMMAR PRESENTATION

This section is made up of grammar charts, notes, and examples. The Grammar **charts** focus on the form of the unit's target structure. Clear and easy-to-understand boxes present each grammatical form in all its combinations. These charts provide students with a clear visual reference for each new structure. The Grammar **notes** explain the grammar shown in the preceding chart. These notes give definitions, describe the form, offer distinctions between the spoken and written language, and point out potential problems. Every note includes at least one example, and reference notes provide cross-references to related units and the Appendices.

FOCUSED PRACTICE

This section provides practice of the form and meaning of the structures presented in the Grammar Presentation. In the first exercise, **Discover the Grammar**, students indicate their awareness and recognition of the grammar. After this activity, students do a variety of contextualized exercises that progress from more controlled to more productive. Exercises are cross-referenced to the appropriate grammar notes so that students can review the notes if necessary. In addition, a variety of listening activities provide another dimension in which students can practice and incorporate the target grammar. A complete **Answer Key** is provided in a separate booklet.

COMMUNICATION PRACTICE

The Communication Practice activities give students an opportunity to use the structures in more creative ways, allowing them to express their own thoughts and opinions in pair or group work. Through class surveys, discussions, information gaps, games, value clarifications, and problem solving activities, students gain confidence in the target structure as well as many other structures in the language.

REVIEW OR SELFTEST

After the last unit of each part, there is a review section that can be used as a self-test. The exercises test the form and use of the grammar content of the part. These tests include questions in the format of the Structure and Written Expression sections of the TOEFL®. An **Answer Key** is provided after each test.

FROM GRAMMAR TO WRITING

At the end of each part there is a section that gives students practical information about different aspects of writing such as the rules of punctuation and capitalization, models of business letters or informal letters, and ways to organize a paragraph. Students practice writing short passages that review the structures of the part.

APPENDICES

The appendices provide useful information including current maps, lists of the days, months, numbers, common irregular verbs, common non-count nouns, modals with their meaning and examples, tense form charts, spelling and pronunciation rules of tenses, and a phonetic pronunciation chart.

NEW IN THIS EDITION


In response to users' requests, this edition has:

- a revised table of contents with the introduction of the tenses earlier in the text (allowing students to say more sooner)
- a Grammar in Context and a Warm Up providing a theme and context for every unit
- a new easy-to-read format for grammar notes and examples
- vocabulary enrichment through the grouping of vocabulary items by topics such as occupations, relationships, clothing
- cross-references that link exercises to corresponding grammar notes
- more photos and art
- more listening exercises
- more information gaps
- the inclusion of editing exercises
- a From Grammar to Writing section at the end of each part

SUPPLEMENTARY COMPONENTS

All supplementary components of *Focus on Grammar, Second Edition*,—the Audio Program (cassettes or CDs), the Workbook, and the Teacher's Manual—are tightly keyed to the Student Book. Along with the CD-ROM, these components provide a wealth of practice and an opportunity to tailor the series to the needs of each individual classroom.

AUDIO PROGRAM

All of the Preview conversations as well as the Grammar in Context passages and many of the Focus practice exercises are recorded on cassettes and CDs. These include clozes, task-based listening, and pronunciation exercises. The symbol  appears next to these activities. The scripts appear in the Teacher's Manual and may be used as an alternative way of presenting these activities.

WORKBOOK

The Workbook accompanying *Focus on Grammar: A Basic Course for Reference and Practice, Second Edition*, provides a wealth of additional exercises appropriate for self-study of the target grammar of each unit in the Student Book. These exercises follow the sequence of the unit. This enables the instructor to make daily homework assignments or allows the instructor to work with individuals or small groups while students are doing the exercises.

TEACHER'S MANUAL

The Teacher's Manual, divided into five parts, contains a variety of suggestions and information to enrich the material in the Student 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 also provides ready-to-use diagnostic and final tests for each of the eleven parts of the Student Book. In addition, a complete script of the audio program is provided, as is an answer key for the diagnostic and final tests.

CD-ROM

The *Focus on Grammar* CD-ROM provides individualized practice with immediate feedback. Fully contextualized and interactive, the activities broaden and extend practice of the grammatical structures in the reading, listening, and writing skill areas. The CD-ROM includes grammar review, review tests, and all relevant reference material from the Student Book. It can also be used alongside the *Longman Interactive American Dictionary* CD-ROM.

CREDITS

PHOTOGRAPHS

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THE STORY BEHIND THE COVER

The photograph on the cover is the work of **Andy Goldsworthy**, an innovative artist who works exclusively with natural materials to create unique outdoor sculpture, which he then photographs. Each Goldsworthy sculpture communicates the artist's own "sympathetic contact with nature" by intertwining forms and shapes structured by natural events with his own creative perspective. Goldsworthy's intention is not to "make his mark on the landscape, but to create a new perception and an evergrowing understanding of the land."

So, too, *Focus on Grammar* takes grammar found in its most natural context and expertly reveals its hidden structure and meaning. It is our hope that students everywhere will also develop a new perception and an evergrowing understanding of the world of grammar.

ACKNOWLEDGMENTS

As a mother, I know never to compare my children. But as an author preparing a second edition I know that everyone will compare it with the first. For that reason I not only have relied on my own teaching experience with the book, but have also sought the reaction of colleagues and students to what works best and what does not. For indicating what is most enjoyable and effective, I want to thank my students at the International English Language Institute at Hunter College and readers around the world who have spoken or written to me about *Focus on Grammar: A Basic Course for Reference and Practice*.

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My developmental editor **Carolyn Viola-John**'s devotion to this new edition has been exemplary, and she has offered creative solutions to the problems we have encountered. I thank **Christine Lauricella** for expertly guiding the book through the production process and **Matt McConnochie** for his work as a photo researcher. I thank **Sammy Eckstut** and **Deborah Gordon** for their apt comments and **Penny Laporte** for her keen awareness of the fine points of grammar. **Joan Saslow**, while not directly involved in this project, nonetheless influenced its outcome with her insights into language learning. I appreciate, too, the thoughtful comments of **Marjorie Fuchs** who helped strengthen the Grammar in Context sections and generously remarked on other aspects of the text.

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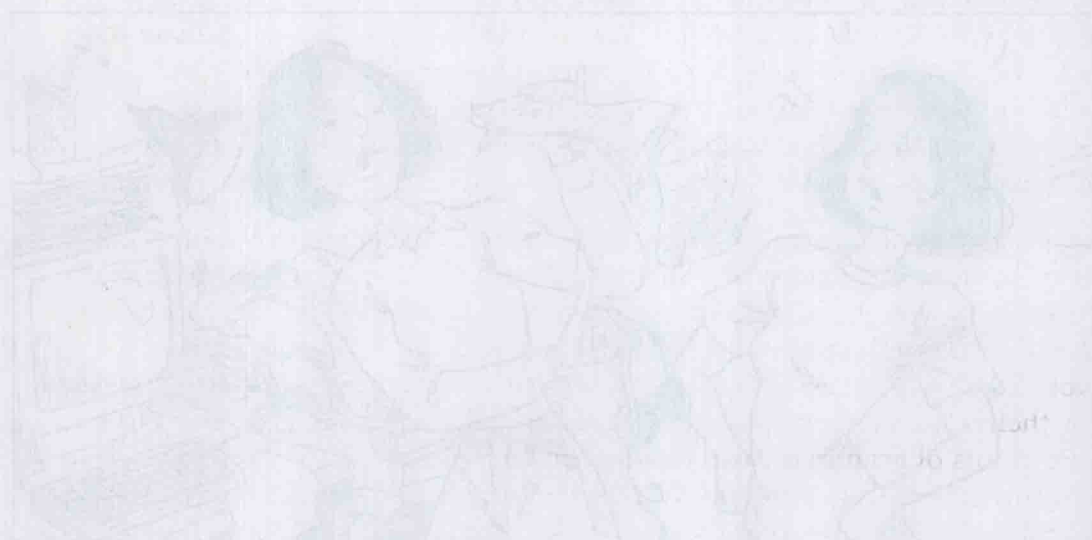
Since this edition results from the popularity of the first, I want to thank the marketing team. My gratitude to **Anne Boynton-Trigg** and all those who presented this book to programs around the world.

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In the first edition of *Focus on Grammar* I wrote that being a parent of teenagers and writing a basic level grammar book are both humbling experiences. Now that my children are no longer teenagers, I seem to have become a bit smarter. I only hope that this is reflected in the second edition. To my family, **Harris, Dan, and Dahlia**, thank you for your love and support.

I.E.S



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PART
VII

REVIEW OF THE SIMPLE PRESENT TENSE AND THE PRESENT PROGRESSIVE

PREVIEW

 *Yoko Mori and Carol Winston are students at Oregon State University. They are roommates. They are not getting along at this time. Listen and read their conversation.*

ROOMMATE TROUBLE



CAROL: Yoko, what are you doing?

YOKO: I'm cleaning.

CAROL: But you're moving *my* clothes and *my* papers.

YOKO: Well, that's because you always leave *your* clothes and *your* papers on my desk.

CAROL: What are you talking about? Sometimes I leave my clothes on your chair. Once in a while I put my papers or clothes on your desk, but . . .

YOKO: Carol, look at my desk. All your papers, your dirty blue socks, and your gray sweatshirt are on it.

CAROL: First of all, those socks aren't mine. They're Dan's. And how often do you leave your books on my desk?

YOKO: Almost never. But you like to leave your clothes and books on my chair and desk almost every day.

CAROL: Well, in my opinion, an empty desk goes with an empty mind.

YOKO: That's nonsense. The apartment looks wonderful when it's neat and clean.

CAROL: It looks unnatural.

YOKO: No, it doesn't.

CAROL: Yes, it does. [*Yoko goes to the door.*] Yoko, where are you going?

YOKO: Out.

COMPREHENSION CHECK

Complete the sentences. Circle the right words.

1. Yoko is upset because Carol _____.
 - a. doesn't put her clothes and books away
 - b. wants to use Yoko's desk and chair
 - c. has an empty mind
2. When Carol says "An empty desk goes with an empty mind" she means _____.
 - a. a messy desk shows a person is stupid
 - b. a messy desk shows a person is working hard
 - c. a messy desk shows a person is thinking

WITH A PARTNER

Practice the conversation on pages 224 and 225.