



Focus on grammar 2 fourth edition answer key pdf

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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 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. • Communication. • Assessment Rich. Coordinated assessment options from review quizzes to tests to tests to tests 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 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. are completely new. Visit www.pearsonlongman.com/FOG 4 e Get new information as it becomes available. Sign up to receive regular updates on the exciting new edition. TABLE OF CONTENTS Unit 12 from Student Book, Level 3..... .. page 2 From Grammar to Writing Section..... page 16 Unit 12 from ... page 25 Opportunity to receive more information..... .. page 18 Unit 12 from Teacher's Resource Pack, Level 3...... page 22 Fourth Edition ISBNs...... Workbook, Level 3.. back cover 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. 1 E ach unit in Focus on Grammar introduces grammar structures in the context of a unified theme. All units follow a four-step approach, taking learners from grammar in context to communicative practice. UNIT 12 STEP 1 GRAMMAR IN CONTEXT This step introduces the target grammar in a natural context. As students read the text for content, they learn about the form, meaning, and use of the grammar. After You Read activities build students' reading comprehension and vocabulary. UPDATED Engaging texts such as articles, blog posts, and conversations present the grammar in realistic contexts. Present Perfect Progressive and Present Perfect cLiMaTe change ST E P 1 G RAMMAR IN CONTEXT Before You Read Look at the picture. Discuss the questions. 1. What is a hot topic? Read Read the article about climate change. By Dr. Jane Owen The Earth's climate has changed many times. Warm oceans covered the Earth for millions of years. Then those oceans turned to ice for millions more. If the climate has been changing for five billion years, why is global warming such a hot topic today? What are people arguing about? Almost everyone agrees that the Earth has been getting hotter. But not everyone agrees about the cause. Most climate experts think that human activities have added to global warming. The coal and oil we burn for energy have been sending more and more gases into the air around the Earth. The gases keep the heat in the atmosphere2 and also cause air pollution. These experts believe humans can slow global warming. Others say global warming is mostly the result of natural causes, such as changes in the sun. They don't believe that human activities can make things better or worse. Human or natural, the effects of global warming have been powerful. Here are just two examples: • In the Arctic, 3 ice has been melting quickly. As a result, polar bears and other animals have become endangered species. 4 Arctic towns and villages are also in danger as sea levels rise. • In parts of Africa, rainfall has decreased. Water and food have 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! global warming: the continuing increase in the Earth's temperatures (including air and oceans) since the 1950s 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 1 2 Present Perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students practice key vocabulary to prepare them for the unit's theme and make the connection between grammar and vocabulary to present Perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students practice key vocabulary to prepare them for the unit's theme and make the connection between grammar and vocabulary to present Perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students practice key vocabulary to prepare them for the unit's theme and make the connection between grammar and vocabulary to present Perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students practice key vocabulary to prepare them for the unit's theme and make the connection between grammar and vocabulary to present Perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students practice key vocabulary to prepare them for the unit's theme and make the connection between grammar and vocabulary to present Perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students practice key vocabulary to prepare them for the unit's theme and make the connection between grammar and vocabulary to present Perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students practice key vocabulary to prepare them for the unit's theme and make the connection between grammar and vocabulary to present Perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students practice key vocabulary to prepare them for the unit's theme and make the connection between grammar and vocabulary to present Perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students practice key vocabulary to prepare them for the unit's theme and make the connection between grammar and vocabulary to present perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students perfect 159 2 M12_FOG-4E_SB_L03_0000_U12.indd 159 1/26/11 11 Students perfect 159 2 M NEW After You Read A | Vocabulary: Match the words with their definitions. 1. expert a. power that makes machines work 2. climate b. to create a drawing that shows how to build something 3. develop c. someone with special knowledge of a subject 4. energy d. the typical weather in an area 5. design e. something unhealthy in the air or water 6. pollution f. to work on a new idea or product to make it successful B | Comprehension: Circle the letter of the word or phrase that best completes each sentence. 1. In the past, the Earth's climate was always . Reading comprehension questions focus on the meaning of the text and draw students' attention to the target grammar. a. cooler b. hotter c. changing 2. Most experts think the Earth is now than before. 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 160 UNIT 12 1:39 M12_FOG-4E_SB_L03_0000_U12.indd AM 160 3 1/26/11 11:39 AM STEP 2 GRAMMAR PRESENTATION To explain the unit's grammar, charts illustrate the forms, while the notes and examples explain meaning and use. ST E P 2 G RAMMAR PRE SENTATION PRESENT PERFECT PROGRESSIVE AND PRESENT PERFECT Present Perfect Progressive . Statements FULLY REDESIGNED Grammar Charts present the structure in all its forms in a clear, easy-toread format. Subject Have (not) Been I You* We They have (not) He She It has (not) Base Form of Verb + -ing been working (Since / For) (since 2009). (for years). *You is both singular and plural. Yes / No Questions Have Subject Have you Has she Been Base Form of Verb + -ing been working Short Answers (Since / For) Affirmative (since 2009)? (for years)? Yes, Negative I / we have. she has. No, I / we haven't. she hasn't. Wh- Questions Wh- Word How long Have Subject have you has she Been Base Form of Verb + -ing been working? Present Perfect Progressive and Present Perfect Progressive Present Perfect Progressive Present Perfect Progressive Present Perfect They have been living here for many years. I've been reading this book since Monday. I've read two books about solar energy. Dr. Owen has been writing articles since 2000. Dr. Owen has written many articles. She's been working in Kenya for a year. She's worked in many countries. Present Perfect 161 4 M12_FOG-4E_SB L03_0000_U12.indd 161 1/26/11 11 Grammar in realistic contexts. FULLY REDESIGNED 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 • She's been writing an
article. (She's still writing it.) Future been r e a din g We often use the present perfect to show that something is finished. The focus is on the result of the action. X • I've read a book about solar energy. (I finished the book.) • She's written an article. (She finished the book.) • She's written an article. (She finished the book.) • She's written an article. (She finished the book.) • She's written and the book.) • for finished actions that ended in the very recent past. You can often still see the results of the action. • Look! The streets are wet. It's been raining. (It stopped raining very recently.) Not: It's rained. Be c arefUl! We usually do NOT use non-action verbs, such as be, have, and know in the progressive. • She's had the same job since 2000. Not: She's been having the same job since 2000. We often use the present perfect progressive to talk about how long something has been happening. • I've been reading books about wind energy for two months. 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 Usage notes illustrate key differences between spoken and written and formal English. • I've read a lot about it. • She's written three articles. • I've read a lot about it. • She's written three articles. • I've read a lot about it. • She's written three articles. • I've read a lot about it. • She's written three articles. • I've read that book twice. 162 UNIT 12 1:39 M12 FOG-4E SB_L03_0000 U12.indd AM 162 5 1/26/11 11:39 AM 3 • Jane is a climate expert. She's written three articles. 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.) Sometimes you can use either 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: STEP 3 FOCUSED PRACTICE Students begin to use the target grammar in this section through controlled practice activities. a. We often use the present perfect to show that something is permanent. • 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 134. ST E P 3 F OCUSED PRACTICE EXERCISE 1: Discover the Grammar Discover the Grammar activities develop students' recognition structure before they are asked to produce it. Read the sentences. Then check () the correct box to show if the action is finished or unfinished a book about global warming. 2. She's read a book about global warming. warming. 3. She's written a magazine article about air pollution. 4. She's been waiting for some supplies. 5. They've lived in Ontario since 2002. 6. They've been developing plans with the leaders of many countries. 8. We've developed these plans with many leaders. 9. Look out the window, it's been raining. 10. Look. Someone has watered the plants. Present Perfect Progressive and Present Perfect 163 6 M12 FOG-4E SB L03 0000 U12.indd 163 1/26/11 11 The following exercises guide students through appropriate use of the different forms of the grammar. EXERCISE 2: Present Perfect Progressive and 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 creating a new study group to find solutions to climate change. 5. Congress has created / has been discussed / interesting ideas. 6. The new group has a lot of work to do. Lately, the members have studied / have been studying the use of solar energy for homes. They're learning about pollution from buildings. 7. Professor Owen was late for a meeting with the members of Congress. When she arrived the chairperson said, "At last, you're here. We 've waited / 've been waiting for you." 8. Professor Owen has lived / has been living in Kenya for the last two years, but she will return to the United States in January. 9. She has worked / has been working with environmentalists in Kenya and Tanzania. 10. Kenyans have planted / have been planting 30 million trees since the 1970s. EXERCISE 3: Present Perfect Progressive (Grammar Note 1-2) A | Look at the two pictures of Professor Jane Owen. 164 UNIT 12 1:39 M12_FOG-4E_SB_L03_0000_U12.indd AM 164 7 1/26/11 11:39 AM B | Complete the sentences describing what has been happening in the pictures. Use the present perfect progressive form of the verbs in parentheses. Choose between affirmative and negative. 's been working 1. She (work) 2. She (talk) 3. She (write) 4. She (read) 5. She in her office. 6. She to climate experts. 7. She a book. 8. She the newspaper. 9. She 10. It coffee. (drink) her sandwich. (eat) TV. (watch) hard. (work) all day. (rain) EXERCISE 4: Statements Next, students begin to produce the unit's grammar, developing their confidence in its use. tea. (drink) (Grammar Notes 1-3) Complete Jane Owen's blog about the Solar Decathlon, a competition for the best solar houses (houses that get all their energy from the sun). Use the present perfect form of the verbs in parentheses. Greenmail has appeared in the A beautiful solar village 1. (appear) middle of Washington, D.C. Sorry, the houses aren't for sale. Universities in Canada, Europe, and the United States them here for an 2. (bring) The house designed by the team from Spain. international competition of solar houses. Universities in this competition since 2004. For all the contests, talented students 3. (participate) the houses, and they them as well! Over the years, 5. (build) 4. (design) the homes more energy efficient and more beautiful. This year, students 6. (get) from Canada energy solutions for very cold climates. The team from Spain 7. (find) 9. (develop) 8. (design) 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 a roof that moves to follow the sun. German designers 10. (enter) 11. (visit) the houses since I got here, and I the competition. to many of 12. (talk) 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. Present Perfect 165 8 M12 FOG-4E SB_L03_0000 U12.indd 165 1/26/11 11 Varied exercises keep students engaged and guide them from recognition to accurate production of the grammar. EXERCISE 5: Questions and Answers (Grammar Note 2) Professor Owen is interviewing one of the student's answers. Choose between the present perfect progressive and the present perfect. started project two years ago cost-\$250,000 house tours-all afternoon visitors this week-so far about 30,000 interest in solar energy-started 3 years ago total energy production today-more than the house needs! the team's third competition one prize for lighting design 1. (how long / your team / interested in solar energy) Owen: Student: 166 UNIT 12 1:39 M12_FOG-4E_SB_L03_0000_U12.indd AM 166 9 1/26/11 11:39 AM 6. (how much energy/ the house / produced today) Owen: Student: 7. (how many prizes / your team / entered) Owen: Student: 8. (how many prizes / your team / win) Owen: Student: 8. (how many prizes / your team / win) Owen: Student: 8. (how many prizes / your team / win) Owen: Student: 8. (how many prizes / your team / win) Owen: Student: 8. (how many prizes / your team / entered) Owen: Student: 8. (how many prizes / your team / win) Owen: Student: 8. (how many prize exercise completes Focused Practice and teaches students to analyze the grammar by finding and correcting typical mistakes. Read the student's email. There are eight mistakes in the use of the present perfect progressive and the present perfect. The first mistake is already corrected. Find and correct seven more. Hi guys, written Sorry I haven't wrote sooner. I've haven't been having any free time since we arrived in Madrid for the solar house competition. (Our house got here before us!) I'm really excited and also really tired. Since we arrived, we've been lived on pizza and coffee. I haven't sleeping more than a few hours since . . . well, I can't remember when. Our team has
been working day and night for the last two weeks, and today the house looks wonderful. I'm so proud—we've designed a home that's beautiful AND reduces pollution. We're finally ready for the judges, so I've spent most of the day looking at other teams' houses. I've been visiting 10 houses today. They are so interesting and creative! For the last hour, I've just been hanging out in a café with some people from the other teams. I've already been drinking three cups of coffee-it's delicious, but really strong! We been practicing our Spanish with the Madrid team. I still don't understand too much, but our teammate Eloy Ruiz is from Puerto Rico, and he's been helped me out a lot. Wish us luck and check your email for photos of the house. Katie Present Perfect Progressive and Present Perfect 167 10 M12 FOG-4E SB L03 0000 U12.indd 167 1/26/11 11 STEP 4 COMMUNICATION PRACTICE This section provides practice with the grammar in open-ended activities in which they use the target structures for communicative purposes. ST E P 4 CO M M U N I C AT I O N P R ACTICE 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. An introductory listening activity, gives students an opportunity to hear the target grammar in natural speech as they prepare for their own extended speaking. 1. a. b. Example: In this picture, they've planted two. 2. a. b. a. provides even more practice in listening comprehension and takes students deeper into the listening text. NEW B | Listen to 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 2. We some trees in the front of the new library. this pizza. 3. It a lot since we spoke, but today we 4. We just sent the house, and I all my stuff. 5. Well, for one thing, she NEW on it. a book about global warming. EXERCISE 8: Pronunciation A | Read and listen to the Pronunciation Note. A Pronunciation Note and exercise help students understand grammar in speech and prepare them for the speaking activities. 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: 100 Heart is playing at the college theater. B: 00 Heart is playing at the college theater. B: 00 Heart is playing at the college theater. B: 00 Heart is playing at the college theater. B: 00 Heart is playing at the college theater. B: 00 Heart is playing at the college theater. B: 00 Heart is playing at the college theater. B: 00 Heart is playi 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. Present Perfect Progressive and Present Perfect 169 12 M12_FOG-4E_SB_L03_0000_U12.indd 169 1/26/11 11 EXERCISE 9: Find Someone Who . . . A wide variety of speaking exercises provide practice using the grammar in realistic contexts. These set the stage for the final activities. A | Interview your classmates. Ask questions with the present perfect progressive or present perfect. Find someone who has recently . . . • been enjoying this weather • moved • been working hard • been working a new hobby or skill • changed jobs • seen a good movie • talked to an interesting person • taken a trip Example: A: Hi Eloy. What have you been doing lately? Have you been a good movie • talked to an interesting person • taken a trip Example: A: Hi Eloy. What have you been doing lately? Have you been a good movie • talked to an interesting person • taken a trip Example: A: Hi Eloy. 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. Final speaking tasks take students beyond short conversations as they use the grammar in debates, discussions and problem-solving. 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 wearing business clothes instead of jeans. C: You look good, Ben! For myself, I've been ... 170 UNIT 12 1:39 M12_FOG-4E_SB_L03_0000_U12.indd AM 170 13 1/26/11 11:39 AM An extended writing task allows students to produce meaningful writing that integrates the unit's grammar. EXERCISE 12: Writing A | Write an email to friends or family about what you've been doing lately. You can use ideas from Exercises 9 and 11. Example: Hi Everyone, A new semester has started, and I've been pretty busy lately. I've been working really hard on a science project. We're learning how to check the water quality in the lake. I've gotten more interested in the environment because of this project, so I've been riding my bicycle almost everywhere—it's great exercise and good for the environment. Oh, and I've just finished a very interesting book about global warming. Life hasn't been all work, though. I've also been hanging out with some interesting new friends . . . B | Check your work. Use the Editing Checklist. An editing checklist guides students to correct their own grammatical mistakes as they revise their work. Editing Checklist Did you use the . . . ? present perfect progressive for things that are unfinished present perfect to talk about how many, and how many, and how many, and how many times something has been happened Optional Internet activities give students an opportunity to explore grammar in authentic contexts. Go to page IA-50 000 for the Internet Activity. Present Perfect 171 14 M12 FOG-4E SB L03 0000 U12.indd 171 1/26/11 11 Unit Review NEW Unit review tests allow students to check their understanding immediately after the unit. UNIT 12 Review RT-7 Check your answers on page 000. The answers are provided in the back of the book, allowing students to monitor their own progress. Do you need to review anything? 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 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 B: I 2. (be) you • A: in Dallas? The tests contain question types found on many standardized tests, giving students practice in test-taking. here for more than 10 years. What about you? A: I moved here last month. I 1. (live) you 3. (enjoy) 4. (read) it a lot. any books by Peter Robinson? B: Yes. In fact, I'm reading one now. A: Really? How many books • A: Why are your books all over the place? I B: I he 7. (study) 5. (write) 6. (try) ? to clean up! for my exam. • A: How long Vilma 8. (be) a student here? B: This is her third semester. A: she 9. (choose) 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 next month. 172 Unit 12 Review: Present Perfect Progressive and Present Perfect 1:39 M12 FOG-4E SB L03 0000 U12.indd AM 172 15 1/26/11 11:39 AM F rom Grammar to Writing Writing is included in each unit. After every group of units, students complete a more extended writing The Topic SenTence and 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. (Later you will choose a topic sentence.) Student models serve both as examples of good writing and as pre-writing analysis tasks. Please describe your work experience (topic sentence) While I was in high school, I worked as a server at Darby's during the summer and on weekends. Summers here are very hot and humid. I worked with many different kinds of customers, and I learned to be polite even with difficult people. They serve excellent food at Darby's. Because I was successful as a server, I received a promotion after one year. Since high school, I have been working for Steak Hut as the night manager. I have been working for Steak Hut as the night manager. 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 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. From Grammar to Writing 173 16 M12_FOG-4E_SB_L03_0000_U12.indd 173 1/26/11 11 Various graphic organizers guide students through pre-writing. 2 | You can use a cluster diagram to develop and organize your ideas. Complete the cluster diagram for the paragraph in Exercise 1. my work experience during high school-Steak Hut got promotion after one year management experience supervise six employees 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 more information about your accomplishments. 4 | Write a personal statement about your accomplishments. Use your diagram as an outline. Students practice a variety of writing formats, including academic compositions, personal letters, and email messages. 174 PART III 1:39 M12 FOG-4E SB L03 0000 U12.indd AM 174 17 1/26/11 11:39 AM Workbook The print workbooks continue each unit's theme and reinforce the target grammar—perfect for homework or extra in-class practice. UNIT 12 Present Perfect Progressive and Present Perfect EXERCISE 1: 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 drive a fuel efficient car. They got it last year. 6. Pete lost his job 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 70 18 M12 FOG4E_WB_03_0000 U12.indd 70 2/8/11 2: :20 PM EXERCISE 2: Present Perfect Progressive or Present Perfect Read the article about a famous Canadian scientist and environmentalist. Complete the information with the present perfect progressive or present perfect form of the verbs in parentheses. If both forms are possible, use the present perfect progressive. Making a World of Difference Born in 1936 in Vancouver, Canada, David Suzuki is a well-known scientist and a radio and TV broadcaster1. He has become also 1. (become) one of the most famous environmentalists in the world. He 2. (write) more than forty books about nature and the environment, including books on these topics for children. In acknowledgement of his accomplishments, he many awards, among them the United Nations Environmental 3. (win) Program medal. Suzuki holds several academic degrees and is an expert in the fields of genetics (the A wide variety of exercise types keeps students engaged with the grammar. study of how the qualities of living things are passed on through the genes) and zoology (the study of British Columbia. In 4. (be) addition, he 5. (receive) more than twenty honorary degrees3 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 6. (work) climate and to reverse global warming. It also 7. (teach) to protect Canada's young people about the importance of a healthy environment. On the Foundation's website there are suggestions of everyday actions that people can take to Lately, in order to use less fuel, he also air travel. He going on vacations that require 9. (stop) help the environment Suzuki, himself, his speaking engagements so 8. (take) steps to help save the planet. (continued on next page) 10. (organize) that they are geographically close, again saving fuel in getting from one place to another. broadcaster: someoneIn who speaks radio and Above all, Suzuki is probably most famous for his work in television. his longoncareer, hetelevisions programs 1 2 11. (design) and 3 professor emeritus: a professor who is no longer working but still has an official title honorary degree: a degree a college university gives to someone famous who did not take the courses necessary to receive many shows that orteach the degree at the school 12. (develop) audiences about the wonders of our world. And for over thirty years, people in more than forty countries around the world 13. (watch) him as the host of the very popular TV Present Perfect 71 series The Nature of Things. Now in his seventies, Suzuki 15. (not stop) classes at the university, but he M12_FOG4E_WB_03_0000_U12.indd 71 14. (not teach) 2/8/11 2:20 PM educating 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 and 16. (travel) 17. (give) speeches. By focusing people's attention on environmental issues through his teaching, writings, speeches, and shows, David Suzuki 18. (go) 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." 72 UNIT 12 M12 FOG4E WB 03 0000_U12.indd 72 2/8/11 2:20 PM 19 T he workbook exercises include matching, multiple choice, and fill-in activities for additional controlled practice. EXERCISE 3: Present Perfect Progressive or Present Perfect David Suzuki's Foundation has suggestions of things people can do to help the environment. Read the list. Amanda and Pete have checked () the things they do. Write sentences about what they have done or haven't done and what they have been doing or haven't been doing. Use the present perfect progressive or present perfect. Ten Little Things for Big Change 1. Buy locally grown and produced food. 2. Eat meat-free meals one day a week. 3. Don't use pesticides 1. 4. Choose energy-efficient appliances. 5. Reduce home heating and electricity use. 6. Recycle paper, cans and bottles. 7. Buy a fuel-efficient car. 8. Walk, bike, car pool, or take public transportation. 9. Choose a home close to work or school 10. Take a vacation close to work or school 10. Take a vacation close to work or school 10. Take a vacation close to home. 1 pesticide: 1. a chemical that kills insects They haven't been buying locally grown and produced food. 2. 3. 4. 5. 6. 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) 7. How many books has Suzuki written? 8. He's written? 8. H 3. (How long he / bePerfect retired) 73 Present Perfect Progressive and /Present M12 FOG4E WB 03 0000 U12.indd 73 2/8/11 2:20 PM 4. (How many honorary degrees / he / receive) 5. (What / the Foundation / teach / young people) 7. (What activity / Suzuki / stop) 8. (he / develop / a lot of TV shows) 74 UNIT 12 20 M12_FOG4E_WB_03_0000_U12.indd 74 2/8/11 2:20 PM 9. (How long / people / watch / The Nature of Things) 10. (What / Suzuki / do / to spread his message) EXERCISE 5: Editing Read the student's blog. There are nine mistakes in the use of the present perfect progressive and present perfect. The first mistake is already corrected. Find and correct eight more. Friday, April 22 (Earth Day!) been taking 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. Students have the opportunity to extend their understanding of the grammar through editing and personal writing activities. For the past two weeks, we've been reading a lot of books on the environment. For example, I've just been finishing a book called Theoreman. 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 started to
change some of the things I do in order to help protect the planet. EXERCISE 6: Personal Writing What have you done or have ... I have .. 2/8/11 2:20 PM 21 Teacher's Resource Pack All instructor materials are now available in one convenient Teacher's Resource Pack, including detailed teaching notes 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 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 also mentions some solutions to the problem. What else can people do to help reduce global warming? Unit 12 Overview 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. the present perfect progressive and the present perfect often shows that an action is finished. • The present perfect progressive is often used to talk about how much someone has done, how many times someone has done, or how many times someone has done something. • Both 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 After You Read Unit 12 focuses on language to talk about changes, especially changes that people or the environment have made or experienced lately. For example, global warming and solar houses. A. Vocabulary • Have students compare answers in pairs. Then go over the answers as a class. • To reinforce the vocabulary, use it in Step 1: Grammar in Context (pages 159-160) questionsPresentation about the reading. Have students Grammar give full answers. Ask: "How long has the Context on page xx. Note 1 See the General for Grammar limit for Grammar give full answers. Ask: "How long has the Context on page xx. Note 1 See the General for Grammar give full answers. Ask: "How long has the Context on page xx. Note 1 See the General for Grammar give full answers. Ask: "How long has the Context on page xx. Note 1 See the General for Grammar give full answers. Ask: "How long has the Context on page xx. Note 1 See the General for Grammar give full answers. Ask: "How long has the Context on page xx. Note 1 See the General for Grammar give full answers. Ask: "How long has the Context on page xx. Note 1 See the General for Grammar give full answers. Ask: "How long has the Context on page xx. Note 1 See the General for Grammar give full answers. Ask: "How long has the Context on page xx. Note 1 See the General for Grammar give full answers. Ask: "How long has the Context on page xx. 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(The climate has been • To compare the use of the present perfect Presentation on page changing for xx. billions of years.) "What causes effore You Read progressive for unfinished actions and the air pollution.) "Have people developed ways present perfect for finished actions, write on the questions in pairs. Have them share what • To compare the present perfect, write two contrasting People have been designing homes that use developed ways to use solar energy.) "What • Call Call on pairs to give answers. Elicit from sentences on the board: of homes have people designed?" (People less energy.) that causes arguments because people have Progressive • Point to have been designing in the first different opinions. B. Comprehension The climate has been The climate has been the many perfect progressive) "Are people still designing for students many complete changed the many perfect progressive)" (present • Have exercise changing for students many complete changed the many perfect progressive) "Are people still designing for students many complete changed the many perfect progressive)" (present • Have exercise changing for students many complete changed the many perfect progressive) "Are people still designing for students many complete changed the many perfect progressive)" (present • Have exercise changing for students many complete changed the many perfect progressive) "Are people still designing for students many complete changed the many perfect progressive)" (present • Have exercise changing for students many complete changed the many perfect progressive) "Are people still designing for students many complete changed the many perfect progressive)" (present • Have exercise changing for students many complete changed the many perfect progressive) "Are people still designing for students many complete changed the many perfect people still design (present • Have exercise changed the many perfect people still design (present • Have exercise changed the many perfect people still design (present • Have exercise changed the many perfect people still design (present • Have exercise changed the many perfect people still design (present • Have exercise changed the many perfect people still design (present • Have exercise changed the many perfect people still design (present • Have exercise changed the many people still design (present • Have exercise changed the many people still design (present • Have exercise changed the many people still design (present • Have exercise changed the many people still design (present • Have exercise changed the many people still design (present • Have exercise changed the many people still d Have them underline in the text years. times. homes that use less energy?" (yes) Write at • To To encourage students to read with a purpose, that the supports their Then answers on the board: • Have compare answers for in the pairs. ask: "Howstudents study examples. the end of the first example: write these questions on the board: • Have compare answers of the first example: write these questions on the board: • Have compare answers of the first example: write these questions on the board: • Have compare answers of the first example: write these questions on the board: • Have compare answers of the first example: write these questions on the board: • Have compare answers of the first example: write the support of the many words are needed = unfinished action 1. What are some possible causes of global Then call on students to give present perfect?" (two) "How do answers. you form • Point to has designed in the first example. Ask: warming? (There are natural causes, such theGo present perfect?" (form of have + pastfor an "What tense is this?" (present perfect?") "Is the as changes in the sun, and human causes, to www.myfocusongrammarlab.com participle) many are needed such as burning oil and coal for reading, and words for reading, and words for reading and vocabulary engineer still designing the car?" (No. He/she forpractice. the present perfect progressive?" which sends gases into the atmosphere. has already designed it.) Write at the end of (three) "How do you form the present progressive?" (form of have + been = finished action + present progressive?" (form of have + been = finished action + present progressive?") board: are not finished, that is, actions that started The climate has not been getting cooler. in the past and continue into the present perfect "How do you form the negative present to describe an unfinished action it must be perfect progressive?" (form of have + not + used with for or since. been + present participle) • To explain the use of the present progressive • To explain years.) and turn it of finished actions that ended in the recent to the first example under Present progressive • To explain years.) and turn it into a yes/no B: I am! I've been exercising. question. (Has the climate been changing for • Ask: "When do you think B finished many years?) exercising—an hour ago or just a few minutes • Write on the board: ago?" (just a few minutes ago) Point out that It has been raining for over a week. we use the present perfect progressive for • Have students turn the example on the actions that ended in the very recent past. We board into a yes/no question. Have a student can often see their result in the present: the write at the end of raining for over a week?) the third example: --Ask: "How do you form yes/no questions?" = action that ended in the very recent past (form of have + subject + been + present • Draw attention to the Be Careful! note. Elicit participle) non-action verbs from the students. If needed, — Elicit participle) non-action verbs from the board as students. (Yes, it has. / No, it hasn't.) Have a students use some of the write them on the board. verbs in present perfect statements. — Have a the uses of the present perfect statements. — Have a the uses of the present perfect statements. present perfect, write on (How long has it been raining?) the board: — Ask: "How do you form wh- questions?" Present perfect: how much, how many things, or how many times
+ finished action 66 22 Unit Teaching Notes NEW • Point to the first summary and give examples: "I've been studying for three hours." "He's been cooking for an hour." "They've been working all day." Write one examples: "I've talked to a lot of people." "I've talked to a lot of people." "I've been working all day." Write one examples: "I've talked to a lot of people." "I've been working all day." Write one examples: "I've bee examples on the board. Note 3 For each Grammar Note, instructors now have detailed recommendations for teaching the target grammar. • Write on the board. She has worked in Africa for a year. = She has worked in Africa for a year. meaning. • Point out that with verbs such as live, study, teach, and work plus since or for, the present perfect have the same meaning. • Write on the board: She's always taught French = temporary) • Write at the end of the second example: (She has taught Spanish since she started teaching. = permanent) • Explain that the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express that the action is temporary and the present perfect can express the action is temporary and the present perfect can express reading on page 159. For example: The Earth has been getting hotter... the climate has been changing for five billion years the climate has been getting hotter... the climate has been getting hotter.... the present perfect progressive expresses that the action is unfinished) • Have students complete the exercise individually. • Have students compare answers. Exercise 2: 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 affirmative and negative (form of have + [not] + been + present participle) • Have students look at the pictures. B • Go over the example with the class. • For further practice, have students cover the sentences. In pairs, have students cover the example with the class. take turns describing the pictures using present perfect progressive statements. Exercise 4: Statements • Have students compare answers in pairs. Then call on a student to read the text. Exercise 5: Questions and Answers Go to www.myfocusongrammarlab.com for C the class. Exercise 6: Editing • Go over the example with grammar charts and notes. • Have students read the email students read the email students read the conversations. meaning. Then ask: "Where is the call person Then on pairs to readThen the questions Step 3: Focused Practice who (pages 163-167) Circulate as students practice, listening to writes the email?" (in Madrid) "Why is answers. sure theyrole stress the correct words or shefor there?" (to participate in house practice, make For further have students • the solar See the General Suggestions Focused parts of words. competition) "What kind of house hasinterview. her play the Practice on page xx. team designed?" (a house that is beautiful 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. Go to www.myfocusongrammarlab.com for additional grammar practice. Step 4: Communication Practice on page xx. Exercise 7: Listening A • Go over the example for picture 1a with the class. Call on a student to describe picture 1b. (Example: In picture 1b, they've planted two trees.) • Have students work in pairs to share their descriptions with the class. B • Play the audio. Have students listen and circle the picture the people are talking about. Have students make notes to support their choices. C • Have students complete the exercise individually. Then play the audio. Have students read along as they listen to the Pronunciation Note. If necessary, explain that in present perfect forms the main verb is the past participle and that in present perfect progressive forms the main verb is the present participle. B • Play the audio. Have students compare answers in pairs. Then call on pairs to give answers. 68 EXPANDED A • Go over the questions and the example with the class. • Write Have you . . . ? on the board and brainstorm with the class other possible UNIT 12 67 interview questions with the present perfect. Write them on the board, for example: Have you been reading a good book? been sleeping late? been getting up early? been exercising? bought something new? been to a party? • Have students use these and other questions to interview their classmates. B • Go over the example with the class. As a class, continue the conversation for Students' ideas on the board, for example: B: I usually go to West Park. And you? A: I like to go over Point Bridge. Have you ever gone to the other side of the bridge? • As students interact, encourage them to keep their conversation going by asking follow-up questions. • Call on students to tell the class what they found out about their partners. Encourage them to say sentences using the present perfect. (Example: David has been exercising in Green Lake Park.) New for this edition, teachers also receive step-by-step suggestions for using every exercise of every unit— streamlining prep time. 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 eEarth's temperature has been rising. Levels of pollution have been increasing. People have been taking action. Some people have been expressing their concern.) Unit Teaching Notes 23 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 so the possible questions. Write them on the board for example: Have you changed . . . ? way you spend your money? • Form small groups. Have students look at Exercises 9 and 11 and choose the questions. Exercise 12: Writing A • Have students make notes for each question and then use them as a guide as they write. B ® prese t nt n oi odu es ts • ions e • R pr at PowerP • Have students correct their work using the Editing Checklist. cible t UT OF • 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. O Additional activities explore the use of target grammar in reading, writing, listening, or speaking—providing teachers with innovative ways to expand their lessons. T HE 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 reading in English? How many books have you been using Focus on Grammar? How many units have you done so far? How mony English-speaking countries? How much have you traveled to any English-speaking countries? How many English-speaking countries? 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. 24 UNIT 12 69 F ocus on G rammar, F ourth E dition Place your orders now for fall classes! Online: oasis.pearson.com BY PHONE: 1-877-202-4572 BY FAX:
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