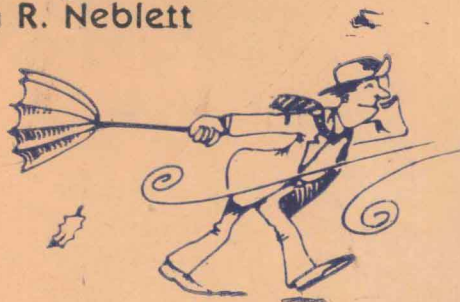


GRAMMAR in ACTION

3

An Illustrated Workbook

Barbara H. Foley
Deborah Singer Pires
Elizabeth R. Neblett



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To Gretchen Dowling
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A gifted teacher.
A natural writer.
A special friend.

INTRODUCTION

Grammar in Action 3 is the third in a series of three grammar workbooks for young adult and adult ESL/EFL students. It is geared to intermediate-level students and for those students who may not have a strong background in formal grammar. Designed to capture students' interest, each unit is centered about a real-life situation or problem. The situation is introduced by a picture and, in many units, a short text read by the teacher. The picture and text create a context for the lesson, introduce vocabulary, and clarify the meaning and context of language. Approximately eight exercises follow, four oral and four written. The final exercise in each chapter is a reading passage that includes the target structure and that contrasts verb tenses. Grammar reference pages provide clear charts of the grammatical forms, as well as simple explanations of meaning and usage.

WORKBOOK FEATURES

This workbook is for **intermediate-level students** and for those students who have had little formal grammar. In *Grammar in Action 3* only one grammatical item is covered per unit, and it is presented in small, well-sequenced increments. Considerable practice on each point is provided. Each context is pictured so that new vocabulary and meaning are always clear and concrete. Finally, simple grammatical charts and explanations are included at the end of each unit. These are intended as reference only and may be used at any time in the unit.

Each unit centers about a **context**, that is, a picture of a relevant situation or problem. In many units, there is also a Teacher Text. The students look at the pictures and the teacher reads the Teacher Text, found at the back of the book. These sentences explain the sequence of actions or give additional information about the illustrations. The pictures and text are designed to enable the students to recount the story or information. Furthermore, the other exercises within the units are all related to the context. The grammar exercises cannot be done mechanically, simply by filling in a word. Correctness of the grammar is tied to the accuracy of the statement so that the grammar is seen as meaningful.

The book includes a **variety of exercises**. The exercises are carefully sequenced to guide students from a general introduction to meaningful use of the grammar. The exercises are designed to teach, not to test. They help the students visualize and figure out the grammatical pattern under discussion, as well as grasp its meaning. Additionally, the varied exercises require the students to perform different tasks. This allows for individual differences in learning styles and prevents "mechanical" completion of exercises.

Finally, the book is a **versatile teaching tool**. It can be adapted to numerous teaching styles and aims. The exercises may be manipulated in groups, individually, or as a whole class. The lessons may be used "as is," or the pictures and contexts may act as springboards for free conversation, dialog creation, dictation, or other forms of creative interaction.

THE UNITS

Each unit in the workbook follows the same format: **picture, exercises, reading passage, and grammar reference charts**.

The **picture** is the core of the unit: all vocabulary, meaning, and grammar emerge from it. As the unit begins, the class should talk about the picture and what they see happening. Some students may simply wish to give a vocabulary word or a simple sentence. Other students at this level will be able to construct a complete scenario.

Accompanying many of the Units is a Teacher Text at the back of the book. Each is a series of ten or more sentences that give further information about the pictures; most of the sentences use the target structure. The teacher reads the sentences in a natural voice while the students look at the picture. Depending upon the level of the class, this reading may be repeated three or more times. After the students clearly understand the context and vocabulary, they try to retell the information about one or more of the pictures. Some students may have questions about the grammar and its usage. The exercise allows the students to hear and recognize the new structure before it is presented in print.

The teacher should also encourage students to volunteer other information, opinions, or personal experiences related to the situation. Brief cultural explanations may be made if necessary. The focus of this preliminary discussion is to generate student interest and to clarify meanings, not to correct grammar.

In the body of the unit, there are both **speaking and writing exercises**. The speaking exercises familiarize the students with the vocabulary and grammar of the unit. Typically, the students might be asked to read statements about the picture to decide if they are true or false, or to match a sentence and a picture. Each unit includes a chart, used to form sentences or questions about the picture. The charts help the students visualize the pattern of the structure and include all the elements of the grammar in their sentences.

Several units ask the students to choose the correct form of the verb. Most speaking sections conclude with a series of questions about the situation.

The speaking exercises are instructional and clear. They give examples, show patterns, help students distinguish between two choices, and include prompt boxes. They are designed to teach the grammar and to provide the students with increasing grammatical awareness. There are many ways to utilize the speaking exercises in *Grammar in Action 3*. Depending on the students' proficiency and the teacher's personal style, the exercises may be used whole class, in small groups, or individually.

The writing exercises provide an opportunity for the students to work alone or in pairs. These exercises are contextualized. Students are directed to fill in sentences with the correct word, to choose the correct form of a word, to form questions, or to answer questions about the context. The writing exercises may be used as an in-class assignment or as homework. In the first few units, it will be necessary to do several examples of each exercise together as a class. Once the students are familiar with the written assignments, they will not need this support. All written exercises should be corrected in class. During this time, the teacher can answer questions and further assess the students' understanding of the grammar.

A reading passage related to the context follows the exercises. The passage is not restricted to the target structure; other intermediate verb tenses and structures are included. After they read the story, the students answer inference questions, which involve a more complete understanding of the material. The reading activity also serves as a verb contrast activity, presenting material and asking questions with a variety of structures.

The final activity in most units is a section entitled "Discussion Questions." These questions encourage the students to talk about their own experiences and ideas related to the context of the lesson. The questions may be discussed either in a class or in small groups. Some of the students' answers and experiences could be expanded into short compositions.

At the conclusion of each unit are one or more **grammar boxes** outlining the grammar included in the unit. The grammar boxes are not taught or memorized, but are provided as a reference. When using them, it is helpful to have the students read sentences from the boxes. Students then can be encouraged to give other examples from the unit they are studying or from their own lives.

IN CONCLUSION

Grammar in Action 3 is a grammar workbook. The picture contexts are the starting points. The exercises then provide clear and thorough grammar practice. Additionally, teachers will want to use these units as springboards for directed discussions, free conversations, dialog activities, and other creative interactions. The teachers can use the students' language to expand the units and to meet the interests and needs of their particular ESL/EFL classes.

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The faculty at the Institute for Intensive English, Union County College, remained constant, supportive, and helpful throughout this project. Our thanks to the teachers and students who experimented with various units in their classes and provided suggestions.

Special thanks to Marinna Kolaitis, who always remained calm and cheerfully encouraging. She was the final arbitrator on all grammar discussions.

Several individuals provided us with information on processes and careers:

Katherine Dupuis delineated a few typical settlements in divorce cases. Joseph Haedrich had an audience for his several trips to wine country. Lily Kliman helped us understand the role of the art therapist. Jo Romine outlined the job titles and responsibilities in the accounting field. Karen Suisa described the day-to-day operation of a jewelry store. Donald Trinks explained the arrest process and the workings of the National Crime Information Center.

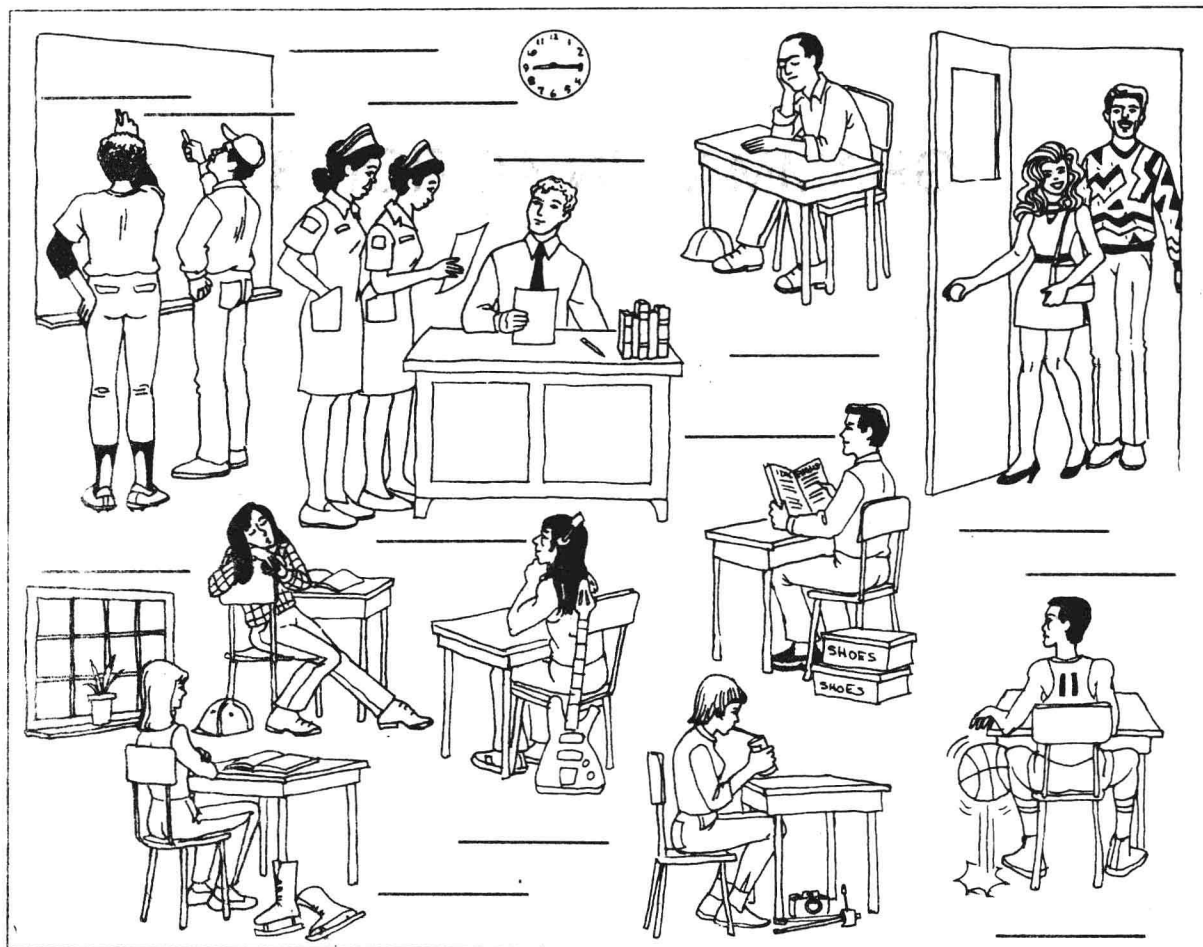
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GRAMMAR IN ACTION 3

UNIT 1 THE CLASS

Present Continuous with Who



- A. Look at the picture and listen to your teacher talk about the class. Write the correct name for each picture. After you listen twice, talk about each person.

Ana	Harry	Paulo
Azra	Jorge	Roberto
Celio	Katarina	Tina
Ravi	Marie	Toshi
Françoise	Mario	

B. Use the chart. Ask and answer questions about the class.

Example: What is Toshi listening to?

What		Katarina	doing?
Where	is	Roberto	holding?
Who		Toshi	listening to?
	are	Tina and Marie	drinking?
		Ana and Paulo	wearing?
Why		Ravi and Azra	talking to?
			standing?
			sitting?
			sleeping?
			coming in late?

C. Look at the picture. Read each statement. Circle "T" if it is true. Circle "F" if it is false.

- | | | |
|---|---|----------|
| 1. The student who is sitting next to the window is listening to music. | T | F |
| 2. The student who is bouncing the basketball is a baseball player. | T | F |
| 3. The student who is drinking a soda is a photographer. | T | F |
| 4. The students who are coming in late are wearing fashionable clothes. | T | F |
| 5. The student who is looking in his dictionary is a shoe salesman. | T | F |
| 6. The student who is sitting near the door is reading a book. | T | F |
| 7. The students who are writing on the blackboard are wearing sneakers. | T | F |
| 8. The person who is sitting under the clock is the ESL teacher. | T | F |
| 9. The student who is wearing headphones is listening to music. | T | F |
| 10. The students who are wearing uniforms are talking to the teacher. | T | F |

D. Combine these two sentences with **who**. Then, answer the question.

Example 1: Who's that woman? She's sitting by the window.

Who's that woman? Who's sitting by the window.
 Who's that woman who is sitting by the window? That's Katarina.

Example 2: Who are those students? They're wearing fashionable clothes.

Who are those students? Who're wearing fashionable clothes.
 Who are those students who are wearing fashionable clothes?
 They're Ana and Paulo.

1. Who's that man? He's looking in his dictionary.
2. Who's that man? He's listening to music.

3. Who's that man? He's sleeping.
4. Who's that woman? She's drinking a soda.
5. Who are those students? They're sleeping.
6. Who are those people? They're coming in late.
7. Who are those students? They're writing on the blackboard.
8. Who's that man? He's sitting under the clock.
9. Who's that student? He's bouncing a basketball.
10. Who are those students? They're wearing white uniforms.

Writing

A. Complete these questions about the class.

1. Who is bouncing a basketball ?
Roberto is.
2. What _____ ?
He's listening to rock music.
3. Where _____ ?
She's sitting next to the window.
4. Who _____ ?
Ana and Paulo are.
5. Why _____ ?
Because their bus was late.
6. Who _____ ?
They're talking to Harry.
7. What _____ ?
His dictionary.
8. Why _____ ?
Because they're tired.
9. What _____ ?
They're wearing fashionable clothes.
10. What _____ ?
They're writing sentences.

B. Complete these sentences with the correct form of the verb.

bounce	listen	sleep	is
come	look	talk	are
drink	sit	write	

1. The man who is sitting under the clock is the ESL teacher.
2. The students who _____ in late _____ models.
3. The student who _____ a soda _____ a photographer.
4. The student who _____ a basketball _____ a basketball player.
5. The students who _____ on the blackboard _____ baseball players.
6. The student who _____ in his dictionary _____ a shoe salesman.
7. The students who _____ _____ engineers.
8. The student who _____ by the window _____ an ice skater.
9. The student who _____ to music _____ a rock musician.
10. The students who _____ to the teacher _____ nurses' aides.

C. Combine these sentences with **who**.

Example: The woman is a photographer. She's from France.

The woman is a photographer. She's from France.

The woman who's from France is a photographer.

1. The students are baseball players. They're from the Dominican Republic.

The students who are from the Dominican Republic are baseball players.

2. The woman is an ice skater. She's sitting next to Françoise.

3. The student is a rock musician. He's from Osaka, Japan.

4. The student is a shoe salesman. He's from Rome, Italy.

5. The students are models. They're from São Paulo, Brazil.

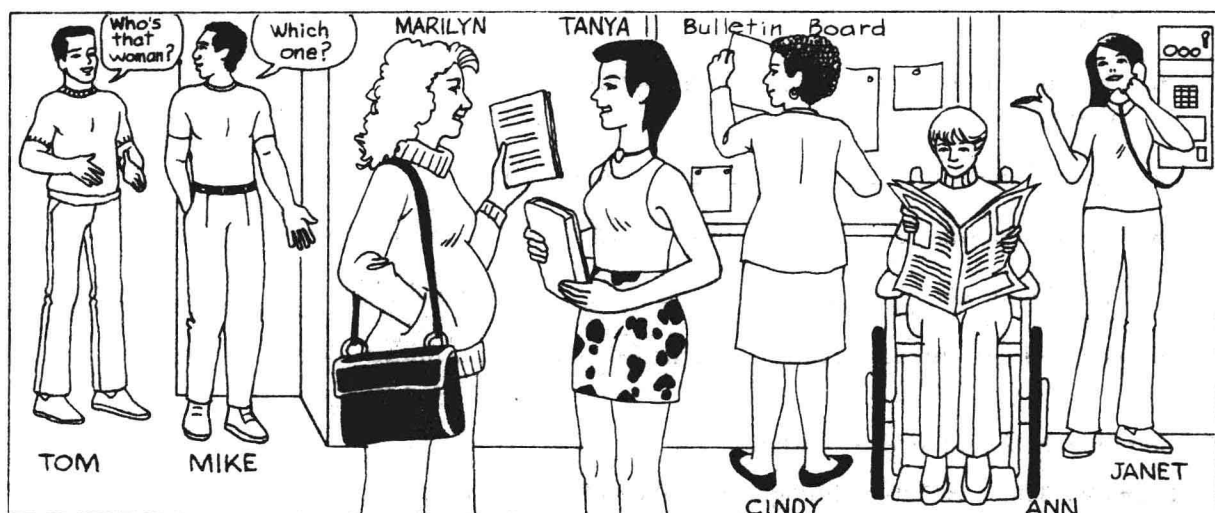
6. The student is a basketball player from Cuba. He's very tall.

7. The women are from Haiti. They're wearing white uniforms.

8. The woman is an engineer from Yugoslavia. She's sleeping.

9. The person is an ESL teacher from Ohio. He's sitting at the desk.

10. The student is an engineer from India. He's sleeping.



D. Complete the conversations about the students in the lounge. Use your imagination to add some interesting information.

1. Tom: Who's that woman?

Mike: Which one?

Tom: The one who is talking on the phone.

Mike: That's Janet. She's a computer science major.
She's from California.

2. Tom: Who's that woman?

Mike: _____?

Tom: The one who _____.

Mike: That's _____?

3. Tom: Who's that woman?

Mike: _____ ?

Tom: The one who _____ .

Mike: That's _____ .

4. Tom: Who's that woman?

Mike: _____ ?

Tom: The one who _____ .

Mike: That's _____ .

5. Tom: Who's that woman?

Mike: _____ ?

Tom: The one who _____ .

Mike: That's _____ .

Grammar Summary

The student	who is drinking a soda	is	a photographer.
The students	who are studying English	are	nurses.

The student is a rock musician. ^{Who}He's listening to music.
The student who is listening to music is a rock musician.

Question:

Who is that student **who is listening to music**?

Note: Generally in speaking, *who is* = *who's*.

Who Questions—subject:

Who **is sitting** next to Ravi?

Who **is talking** to Harry?

Toshi is.

Tina and Marie are.

Who Questions—object:

Who **is** Ravi **sitting** next to?

Who **are** Tina and Marie **talking** to?

To Toshi.

To Harry.

UNIT 2 THE DIVORCE

Future Going to



A. Look at the pictures and listen to your teacher talk about Amy and Tom's divorce. After you listen two or three times, retell the story.

B. Read each sentence. Write the number of the matching picture on the line.

_____ a. Tom is going to pay alimony.

_____ b. Tom is going to move to another town.

_____ c. Amy is going to get a job.

_____ d. Tom and Amy are going to divide their savings.

_____ e. The children are going to visit their father once a month.

_____ f. Amy is going to keep the house.

_____ g. The children, Carly and Tyrone, are going to live with their mother during the school year.

_____ h. Tom and Amy are going to get a divorce.

_____ i. Amy is going to study accounting part-time in the evenings.

_____ j. Tom is going to rent a small apartment.