

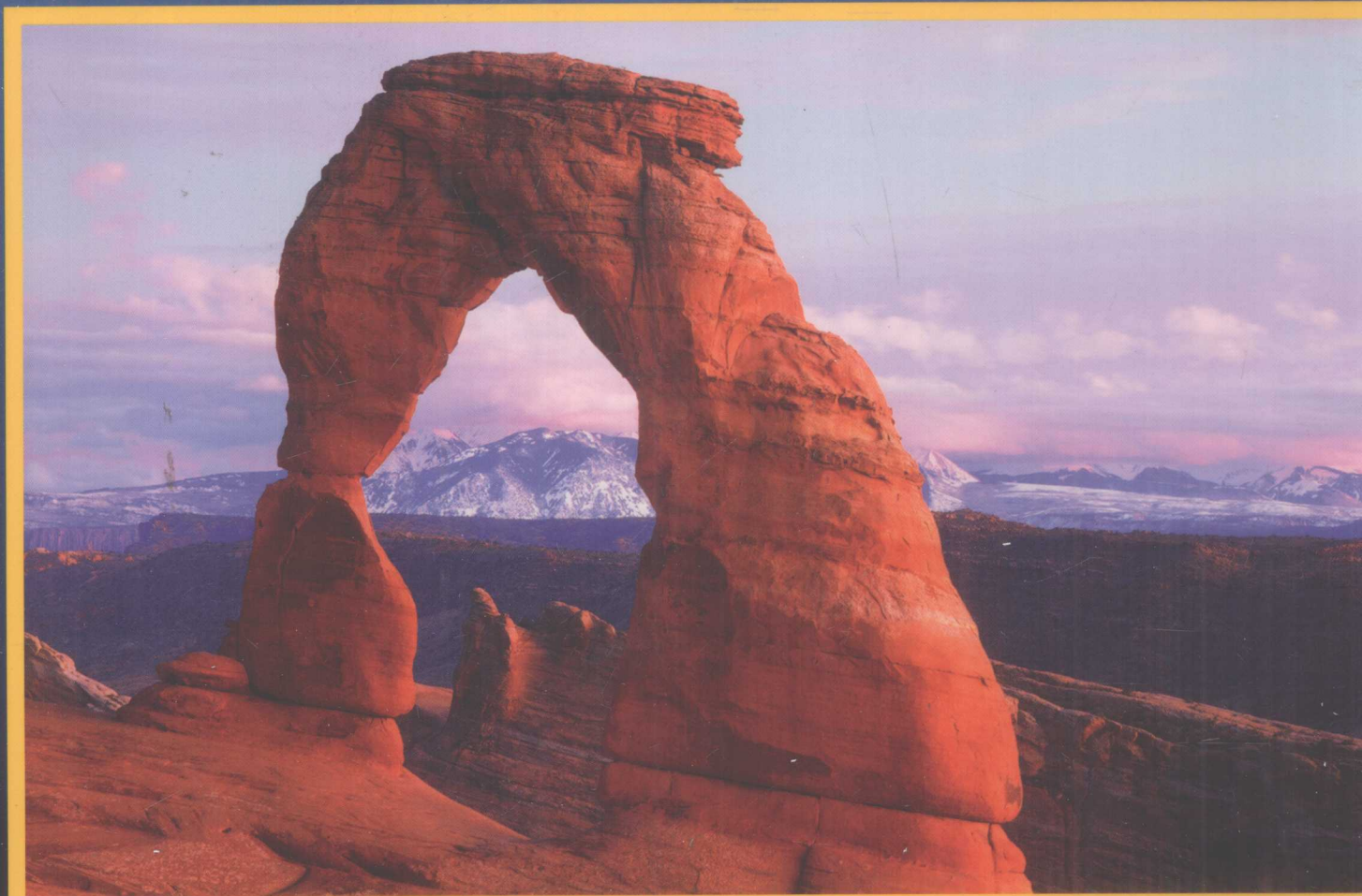
THIRD EDITION

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INTERNET  
ACTIVITIES!

# GRAMMAR IN CONTEXT

1

SANDRA N. ELBAUM



THIRD EDITION

1

# GRAMMAR IN CONTEXT

SANDRA N. ELBAUM



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Composition: Modern Graphics, Inc.  
Photo Research: Susan Van Etten  
Illustration: Outlook/Anco  
Cover/Text Designer: Linda Dana Willis  
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Berkshire House  
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AUSTRALIA/NEW ZEALAND:  
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102 Dodds Street  
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CANADA:  
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Scarborough, Ontario  
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LATIN AMERICA:  
Thomson Learning  
Seneca, 53  
Colonia Polanco  
11560 México D.F. México

ASIA (excluding Japan):  
Thomson Learning  
60 Albert Street #15-01  
Albert Complex  
Singapore 189969

JAPAN:  
Thomson Learning  
Palaceside Building, 5F  
1-1-1 Hitotsubashi, Chiyoda-ku  
Tokyo 100 0003, Japan

SPAIN:  
Thomson Learning  
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## In memory of Herman and Ethel Elbaum

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And many thanks to my students at Truman College, who have increased my understanding of my own language and taught me to see life from another point of view. By sharing their observations, questions, and life stories, they have enriched my life enormously.

## A word from the author

It seems to me that I was born to be an ESL teacher. My parents immigrated to the U.S. from Poland as adults and were confused not only by the English language but by American culture as well. Born in the U.S., I often had the task as a child to explain the intricacies of the language and allay my parents' fears about the culture. It is no wonder to me that I became an ESL teacher, and later, an ESL writer who focuses on explanations of American culture in order to illustrate grammar. My life growing up in an immigrant neighborhood was very similar to the lives of my students, so I have a feel for what confuses them and what they need to know about American life.



ESL teachers often find themselves explaining confusing customs and providing practical information about life in the U.S. Often, teachers are a student's only source of information about American life. With **Grammar in Context, Third Edition**, I enjoy sharing my experiences with you.

**Grammar in Context, Third Edition** connects grammar with American cultural context, providing learners of English with a useful and meaningful skill and knowledge base. Students learn the grammar necessary to communicate verbally and in writing, and learn how American culture plays a role in language, beliefs, and everyday situations.

Enjoy the new edition of **Grammar in Context**!

*Sandra N. Elbaum*

## Grammar in Context Unites Learners and Language

**Students learn language in context, increasing their understanding and ability to use new structures.**

Learning a language through meaningful themes and practicing in a contextualized setting promotes both linguistic and cognitive development. In **Grammar in Context**, grammar is presented in interesting and informative readings, and the language is subsequently practiced throughout the chapter. Students learn more, remember more and can use language more effectively when they learn grammar in context.

**Students expand their knowledge of American topics and culture.**

American themes add a historical and cultural dimension to students' learning. The readings in **Grammar in Context** help students gain insight into American culture and the way many Americans think and feel about various topics. Students gain ample exposure to and practice in dealing with situations such as finding an apartment, holiday traditions, and shopping, as well as practicing the language that goes with these situations. Their new knowledge helps them enjoy their stay or life in the U.S.

**Students are prepared for academic assignments and everyday language tasks.**

Discussions, readings, compositions and exercises involving higher level critical thinking skills develop overall language and communication skills. In addition to the numerous exercises in the student text and workbook, teachers will find a wealth of ideas in **Grammar in Context**. Students will have interesting, fulfilling, and successful experiences that they will take with them as they complete their ESL classes.

**Students learn to use their new skills to communicate.**

The exercises and Expansion Activities in **Grammar in Context** help students learn English while practicing their writing and speaking skills. Students work together in pairs and groups to find more information about topics, to make presentations, to play games, and to role-play. Their confidence to use English increases, as does their ability to communicate effectively.

**Students enjoy learning.**

If learning is meaningful, it is motivational and fun. Places, famous people, trends, customs, and everyday American activities all have an impact on our students' lives, and having a better understanding of these things helps them function successfully in the U.S. By combining rich, cultural content with clear grammar presentation and practice, **Grammar in Context** engages the student's attention and provides guidance in grammar usage and writing. And whatever is enjoyable will be more readily learned and retained.

# Welcome to

## Grammar in Context, Third Edition

Spanning language and culture

Students learn more, remember more and can use grammar more effectively when they learn language in context. **Grammar in Context, Third Edition** connects grammar with rich, American cultural context, providing learners of English with a useful and meaningful skill and knowledge base.

Grammar charts use simple and clear language taken from the readings to explain structures in context.

Language Notes refine students' understanding of the target structure.

**2.1 Simple Present Tense—Forms**

Subject	Base Form	Complement
I	work	in Washington.
You		
We		
They		
My friends		

Subject	-s Form	Complement
He	works	in Washington.
She		
It		
The President		

**LANGUAGE NOTES**

- We use the base form when the subject is *I, you, we, they*, or a plural noun.
- We use the *-s* form when the subject is *he, she, it*, or a singular noun.
- Three verbs have an irregular *-s* form:  
*have* → *has* (pronunciation /hæz/)
   
*go* → *goes*
  
*do* → *does* (pronunciation /dʌz/)
- After *family* use a singular verb.  
 My family *lives* in Korea.

**EXERCISE 1** Fill in the blanks with the correct form of the verb.

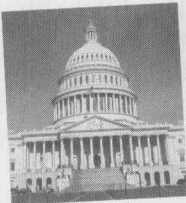

EXAMPLE: Visitors *like* the museums.  
 (like/likes)

- The President \_\_\_\_\_ in the White House.  
 (live/lives)
- Many people in Washington \_\_\_\_\_ for the government.  
 (work/works)
- Washington \_\_\_\_\_ many beautiful museums.  
 (have/has)
- Millions of tourists \_\_\_\_\_ Washington every year.  
 (visit/visits)
- Tour guides \_\_\_\_\_ visitors the White House.  
 (show/shows)
- The Vietnam War Memorial \_\_\_\_\_ the names of men and women who died in the war.  
 (have/has)
- "D.C." \_\_\_\_\_ District of Columbia.  
 (mean/means)

Simple Present Tense 45

**Before You Read**

- What capital cities do you know?
- What do you know about Washington, D.C.?

Washington, D.C.

Washington, D.C., is the capital of the United States. D.C. means District of Columbia. It is not a state; it is a special government district. More than half a million people live in Washington. Many residents **work** for the government.

Tourists from all over the United States and many other countries **visit** Washington. They **come** to see the Capitol, the building where Congress **meets**. Another popular tourist attraction is the White House, the President's home. Eight to ten thousand tourists **visit** the White House every day. Tour guides **show** visitors many rooms, but they **don't show** them the President's private family rooms or private offices.

Besides government buildings, Washington also **has** many important monuments and museums. The Smithsonian Institution **has** 16 museums, galleries, and a zoo. The Smithsonian **includes** the Air and Space Museum. This very popular museum **shows** visitors real spaceships, such as the Apollo 11, which landed on the moon in 1969.

Many visitors **want** to see the Vietnam War Memorial. This wall of dark stone **has** all the names of American soldiers who died in the war in Vietnam. Tourists **don't pay** to see government buildings and museums. However, tourists **need** tickets to see many places because these places are crowded. A trip to Washington is an enjoyable and educational experience.

Did you know...?  
 The first location of the U.S. capital was in New York City.

44 Lesson Two

New readings on American people and topics such as Michael Jordan, Rosa Parks, and Telemarketing present and illustrate the target grammatical structure in an intriguing, informative, and meaningful context.

Tapes and online activities allow students to hear the readings and practice answering listening comprehension questions. Visit <http://eslgrammar.heinle.com/gic>.

A wide array of exercises keeps the classroom lively and targets a variety of learning styles.

**EXERCISE 5** Fill in the blanks with an appropriate verb to complete this conversation.

A. I need to cash a check.  
B. We need to get some groceries. Let's go (example) to the supermarket.  
A. Do you want to drive there?  
B. The supermarket is not so far. Let's go (1).  
A. It looks like rain.  
B. No problem. Let's take (2) an umbrella.  
A. Let's go (3). It's late and the store will close soon.  
B. Don't worry. This store is open 24 hours a day.  
A. We're almost out of dog food. Let's buy (4) a 20-pound bag.  
B. Let's go (5) then. I don't want to carry a 20-pound bag home.  
Let's go (6) instead.

**EXERCISE 6** Work with a partner. Write a few suggestions for the teacher or other students in this class. Read your suggestions to the class.

EXAMPLES:  
Let's review verb tenses.  
Let's not speak our native languages in class.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**Before You Read**

- Do you like to shop for new things such as TVs, VCRs, computers, microwave ovens?
- Do you try to compare prices in different stores before you buy an expensive item?

250 Lesson Nine

**EDITING ADVICE**

- Don't use a comparison word when there is no comparison.  
California is a bigger state.
- Don't use *more* and *-er* together.  
My new car is ~~more~~ better than my old one.
- Use *than* before the second item in a comparison.  
He is younger ~~than~~ his wife.
- Use *the* before a superlative form.  
China has ~~the~~ biggest population in the world.
- Use a plural noun after the phrase "one of the."  
Jim is one of the tallest boy in the class.
- Use the correct word order.  
She ~~faster~~ drives than her husband.  
I have ~~more~~ responsibilities than you.  
The U.S. is the ~~country~~ most powerful in the world.
- Don't use *the* with a possessive form.  
My ~~the~~ best friend lives in London.
- Use correct spelling.  
She is ~~happier~~ than her friend.

**LESSON 12 TEST / REVIEW**

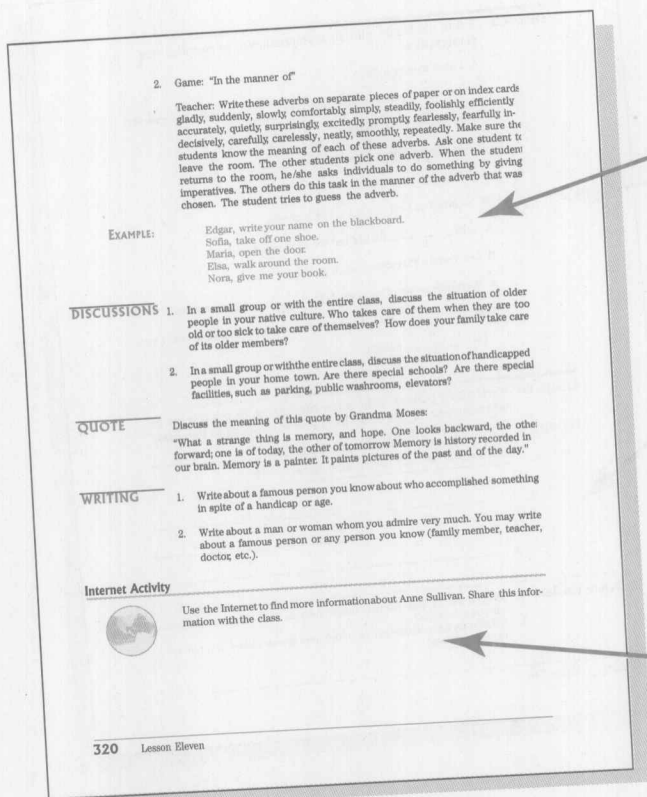
**PART 1** Find the mistakes with the underlined words, and correct them. Not every sentence has a mistake. If the sentence is correct, write C.

EXAMPLES: I am taller my father.  
I am tall, but my father is taller. C

Comparatives; Superlatives 337

Editing Advice gives students pre-writing practice by alerting them to common errors.

Tests and a Summary at the end of each chapter review all of the grammar learned.

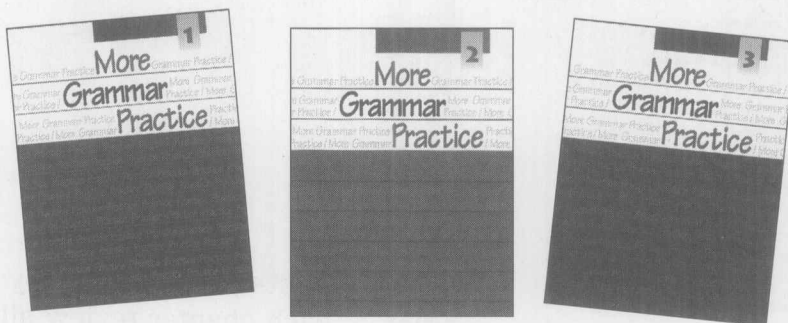


**Expansion Activities** provide many fun opportunities for students to interact with one another and further develop their skills in speaking and writing.

New **Internet** activities encourage students to use technology to explore a wealth of online resources. Also available at <http://eslgrammar.heinle.com/gic>.

## More Grammar Practice Workbooks

Used in conjunction with **Grammar in Context** or as a companion to any reading, writing, or listening skills text, **More Grammar Practice** helps students learn and review the essential grammar skills to make language learning comprehensive and ongoing.






- Clear grammar charts
- Extensive exercises
- Great for in-class practice or homework
- Follows the same scope and sequence as **Grammar in Context, Third Edition**

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
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


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