

GRAMMAR IN CONTEXT

S E C O N D E D I T I O N

B O O K 3



S A N D R A N . E L B A U

GRAMMAR IN CONTEXT

SANDRA N. ELBAUM

SECOND EDITION

BOOK



I(T)P

Heinle & Heinle Publishers
An International Thomson Publishing Company
Boston, Massachusetts, 02116, USA

The publication of *Grammar in Context*, Second Edition, was directed by members of the Newbury House Publishing Team at Heinle & Heinle:

Erik Gundersen, Editorial Director
John F. McHugh, Market Development Director
Kristin M. Thalheimer, Production Services Coordinator

Also participating in the publication of this program were:

Vice President and Publisher: Stanley J. Galek
Director of Production: Elizabeth Holthaus
Project Manager/Desktop Pagination: Thompson Steele Production Services
Manufacturing Coordinator: Mary Beth Hennebury
Photo Coordinator: Philippe Heckly
Associate Editor: Ken Pratt
Interior Designer: Sally Steele
Illustrator: Jim Roldan
Photo/video Specialist: Jonathan Stark
Cover Designer: Gina Petti, Rotunda Design

Photo Credits

p. 18 © Jonathan Stark; p. 48 © Len Rubenstein/The Picture Cube, Inc.; p. 84 © Michael Newman/PhotoEdit; p. 104 © Donald Dietz/Stock, Boston; p. 133 © Owen Franken/Stock, Boston; p. 145 © UPI/Bettman; p. 160 © J. Taposchaner/FPG International; p. 191 © Emilio Mercado/The Picture Cube, Inc.; p. 212 © Daemmrich/Stock, Boston; p. 239 © Sarah Putnam/The Picture Cube, Inc.; p. 270 © Jonathan Stark; p. 301 © Michael Newman/PhotoEdit.

Copyright © 1996 by Sandra N. Elbaum

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic, or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Heinle & Heinle Publishers is a division of International Thomson Publishing, Inc.

Manufactured in the United States of America

Library of Congress Cataloging-in-Publication Data

Elbaum, Sandra N.

Grammar in context / Sandra Elbaum.

p. cm.

ISBN 0-8384-4688-4 (bk. 1). —ISBN 0-8384-4689-2 (bk. 2). —ISBN 0-8384-6651-6 (bk. 3)

1. English language—Grammar—Problems, exercises, etc.
2. English language—Textbooks for foreign speakers. I. Title.
PE1112.E3641995
428.2'4—dc20

95-49062
CIP

ISBN 0-8384-6651-6

P R E F A C E

Grammar in Context, Book Three is the third part of a three-part grammar series for adult students of English as a Second Language. This series of work-texts is designed for the high beginning to low advanced instructional levels.

As ESL teachers know, presenting English in a meaningful context allows for a better understanding of the grammar point. *Grammar in Context* is unique among grammar texts in its use of culturally rich, informative readings to present and illustrate the target grammar, and to stimulate interest in the topic.

Grammar in Context is organized as follows:

Lesson Focus The lessons begin with an overview and brief explanation of the grammar points covered. The Lesson Focus also includes sentences which illustrate the grammar point(s) being addressed.

Pre-Reading Questions These questions stimulate student interest in the topic of the reading which follows.

Introductory Readings A short reading illustrates each new grammar point in a natural, authentic context. These high-interest readings about culturally rich topics engage the student's attention and help focus on the grammar points. The real-life subject matter provides practical information about American life and customs, stories about famous people and events, and contemporary issues that are of concern to Americans as well as to recently-arrived residents. These readings can be used as springboards for lively classroom discussions, as well as inspiration for out-of-class activities.

Since *Grammar in Context* is not a reader, the readings are written at a simple, accessible level, for their primary goal is to exemplify the target grammar. The practical vocabulary and idioms that are needed to understand the passage are anticipated and glossed in footnotes or illustrations.

The grammar explanations use simple language, illustrative example sentences, and charts with a clear graphic overview. Because *Grammar in Context* does not rely on a knowledge of linguistic jargon, fine points of grammar are often placed in a footnote so as not to overwhelm students who do not need so much detail.

The Language Notes provide the students with additional information on the functions of language, level of formality/informality, appropriate usage, spelling, and pronunciation. They often include information on the differences between American English and British English.

Grammar Boxes and Language Notes Special attention is given to trouble spots. This book anticipates difficulties that most students have—for example: *used to* vs. *be used to*, *stop* + gerund or infinitive, negatives of modals, and comparison of tenses. Also, a great deal of attention is given to word order.

Exercises There is a great variety of exercise types. The change of pace from one exercise to another reduces boredom in the classroom and offers challenges to different types of language learners as well as language teachers. Exercises include traditional fill-ins, cloze tasks, pair work, editing exercises, and combination exercises which review previous material in the context of the new or integrate several subskills from within the lesson. Many of the exercises allow students to personalize their remarks to reflect their own observations about American life, their opinions on cultural matters, and their feelings.

Expansion Activities These activities, grouped at the end of each lesson, allow students to use the grammar points covered in more communicative ways. Expansion Activities include pair work; group discussions; writing; poetry, proverbs, famous quotes and sayings; and outside activities. These activities give subjects for debate and discussion, topics for written reflection, and ideas for further research on the context of the lesson or on a related topic (including suggestions for interviewing Americans and bringing the findings back to share with the class). The poems, proverbs, famous quotes and sayings not only illustrate the grammar items, but also provide an opportunity for a rich cross-cultural interchange.

Because they are progressively more challenging, the Expansion Activities lead away from a mechanical manipulation of grammar toward situations in which students put their recently learned grammatical knowledge to immediate practical use.

The teacher may choose to have students do Expansion Activities after a related grammar point has been thoroughly studied, or may assign them after the lesson has been completed.

Editing Advice Potentially troublesome issues with the grammar points covered in the lesson are presented, showing students common errors, and ways to correct them.

Summary The end-of-lesson summary encapsulates all of the grammar presented in the chapter in a simple graphic format.

Test/Review Each lesson ends with a test/review section that allows both the teacher and the students to evaluate the mastery of concepts. Different formats—editing, fill-ins, and multiple choice questions—are used.

Appendices This book includes appendices that provide useful information in list or chart form. The appendices are cross-referenced throughout the text.

Differences Between the First and Second Editions

There is now a third book in the series. Previous users of this text should note that the new Book One is easier than the original. Users of the former Book One would choose either Book One of the new series for a high beginning class or Book Two of the new series for an intermediate class. The original Book Two corresponds more closely to Book Three of the new series.

In the first edition, Book Two continued where Book One ended. In the new series, grammar points overlap. Since students rarely master a point after only one presentation and practice, there is a repetition at the next level, as well as added complexity. All tenses covered in Book One are also in Book Two. Also included in Books One and Two are singular and plural, pronouns and possessive forms, modals, count and noncount nouns, and comparative and superlative adjectives and adverbs. Included in Books Two and Three are modals, adjective clauses, gerunds, infinitives, and time clauses.

There is a higher degree of contextualization in both the readings and the grammar exercises.

Pre-reading questions have been added to stimulate interest and discussion. New readings contain many topics of a contemporary nature—for example, self-help groups, job rankings and personal ads. Older readings have been updated and extended.

Many of the exercises and exercise types are completely new. Older exercises have been updated and revised. More interactive, task-based activities are included, some to be done in class, asking students to work with a partner or small group. Outside activities encourage students to talk with Americans, note their responses, and report them to the class.

There are more visual aids, illustrations, and charts to support the vocabulary in the readings, and the context of the exercises. Maps of the United States and references to states, major cities, and regions familiarize the students with names they will frequently hear.

Most lessons include editing advice and an error correction or editing exercise. In addition, a new and comprehensive testing program has been added.

Overall, the new edition of *Grammar in Context* provides thorough coverage of the grammar, a variety of exercise types, and an anticipation of student problems, thereby freeing the teacher from excessive class preparation. By providing grammar practice in the context of relevant and stimulating ideas, the *Grammar in Context* series eases the transition to American life, both linguistically and culturally.

Acknowledgments

I would like to thank my editor at Heinle and Heinle, Erik Gundersen, for his enthusiasm about this new edition, and for his gentle but firm way of pushing me in the direction that I needed to go.

I would also like to show my appreciation to the following teachers who reviewed my books: Kevin McClure, ELS Language Center, San Francisco; Kathi Jordan, Contra Costa College; Laurie Moody, Passaic County Community College; Sherry Trechter, George Mason University; Bettye Wheeler, El Paso Community College; Ethel Tiersky, Truman College; Colleen Weldele, Palomar College; Emily Strauss, De Anza College; Peggy Armstrong; Pat Ishill, Union County College; Tay Leslie, ELS Language Centers Central Office; Kiran Razzak, ELS Language Center @ Chapman University; Terry Pruett-Said, Kansas State University.

Thanks to Christine Meyers, Judi Peman, and Merle Weiss for their kindness and understanding in getting me through it all.

And last, but most certainly not least, many thanks to my students at Truman College. They have increased my understanding of my own language and taught me to see life from another point of view. By sharing their insights and life stories, they have enriched my life enormously.

I thought Russians were different from Americans and that was why life in Russia and America were so different. When I came to America, I gradually realized that any national character is nothing but an adaptive social behavior. The more I learned about America, the more I saw that there was no difference between Russians and Americans as individual human beings. I saw a familiar spectrum of personalities, intimate problems, emotions, complexes, virtues, and vices.

American social chemistry was based on the same periodic table as the Russian. Individual atoms of human nature were the same but Russian and American social molecules were arranged differently. The two cultures seemed to contrast as strongly as the lifestyles of birds and fish, although beautiful species could be found among both . . .

The chemistry of society is universal, and history is a record of most unexpected transformations.

(from Memoirs of 1984, by Yuri Tarnopolsky, published by University Press of America, Maryland.)

**G R A M M A R
I N C O N T E X T**

C O N T E N T S

REVIEW LESSON	1
.....	
LESSON ONE	18
.....	
Lesson Focus	
Present Perfect Tense; Present Perfect Continuous Tense	19
Reading: Job Résumé and Cover Letter	20
1.1 The Past Participle	22
1.2 The Present Perfect Tense	24
1.3 Continuation from Past to Present	26
1.4 The Present Perfect Continuous	32
1.5 The Present Perfect with Repeated Past Actions	35
1.6 The Present Perfect with an Unspecified Time	37
Expansion Activities	43
Summary of Lesson One	45
Lesson One Test/Review	46
LESSON TWO	48
.....	
Lesson Focus	
Passive and Active Voice; Participles as Adjectives	49
Reading: The FDA	49
2.1 Tense and Passive Voice	50
2.2 The Passive Voice	52
2.3 The Passive Voice with a Performer	58
Reading: Movie Ratings	63
Reading: Day Care	68
2.4 Participles Used as Adjectives	69
2.5 Emotions: Present Participle vs. Past Participle	71
2.6 Past Participles and Adjectives with <i>Get</i>	73
Expansion Activities	75
Summary of Lesson Two	78
Lesson Two Test/Review	79

LESSON THREE 84

Lesson Focus	The Past Perfect; The Past Perfect Continuous; Contrast of Past Tenses	85
	Reading: A Terrible Mistake	85
3.1	The Past Perfect and Past Perfect Continuous	86
3.2	The Past Perfect Tense and the Simple Past	87
3.3	The Past Perfect Continuous Tense	90
3.4	Past Perfect Continuous vs. Present Perfect Continuous	93
3.5	Simple Past vs. Past Continuous	95
3.6	More Than One Tense Can Sometimes Be Used	97
Expansion Activities		99
Summary of Lesson Three		101
Lesson Three Test/Review		102

LESSON FOUR 104

Lesson Focus	Modals; Related Expressions	105
	Reading: Medicine	105
4.1	Modals—An Overview	106
	Reading: Calling for a Prescription	107
4.2	Polite Requests	108
4.3	Preference	110
4.4	Ability/Possibility	111
4.5	Past Ability	112
4.6	Permission	114
4.7	Necessity	115
	Reading: Social Customs	118
4.8	Advisability	119
4.9	Suggestions/Options	119
4.10	Warning	120
4.11	Expectations	121
Expansion Activities		126
Summary of Lesson Four		128
Lesson Four Test/Review		129

LESSON FIVE 133

Lesson Focus	Modals—Additional Meanings; Continuous Modals; Modals in the Past	134
	Reading: The Population Explosion	134
5.1	Possibilities for the Future	135
	Reading: Express Mail	136
5.2	Future Probability and Expectations	137
	Reading: Deductions About Americans	139
5.3	Present Deductions and Conclusions	140
5.4	Modals and Related Expressions with Continuous Verbs	144
	Reading: The Assassination of President Kennedy	145
5.5	Modals in Past Form	146
	Expansion Activities	153
	Summary of Lesson Five	154
	Lesson Five Test/Review	155

LESSON SIX 160

Lesson Focus	Adjective Clauses	161
	Reading: Halloween	161
6.1	Defining an Adjective Clause	162
6.2	Relative Pronoun as Subject	163
6.3	Relative Pronoun as Object	165
6.4	Relative Pronoun as Object of Preposition	167
	Reading: Selling Information	169
6.5	Whose + Noun as the Subject or Object of an Adjective Clause	170
	Reading: Income Tax	171
6.6	Adjective Clauses with <i>Where</i> and <i>When</i>	172
6.7	Adjective Clauses After Indefinite Compounds	174
	Reading: Puerto Rico	176
6.8	Nonessential Adjective Clauses	176
	Reading: Alaska	178
6.9	Shortening an Adjective Clause	180

Expansion Activities	182
Summary of Lesson Six	185
Lesson Six Test/Review	186

LESSON SEVEN 191

Lesson Focus	Infinitives; Causative Verbs	192
	Reading: Drunk Driving	192
7.1	Infinitives—Overview	193
7.2	Verb Plus Infinitive	193
7.3	Object Before Infinitive	195
	Reading: Great Expectations	197
7.4	Adjective Plus Infinitive	197
	Reading: A College Education	198
7.5	Infinitive as Subject	199
	Reading: Advertising	203
7.6	Causative Verbs	204
Expansion Activities		206
Summary of Lesson Seven		209
Lesson Seven Test/Review		210

LESSON EIGHT 212

Lesson Focus	Gerunds	213
	Reading: Illegal Aliens	213
8.1	Introduction to Gerunds	214
8.2	Gerund as Subject	214
8.3	Gerund After Verb	216
8.4	Gerund After Preposition	218
	Reading: Driving to California	222
	Reading: Changes	225
8.5	<i>Used To/Be Used To/Get Used To</i>	226
	Reading: Seasons	228
8.6	Sense-Perception Verbs	228
Expansion Activities		231
Summary of Lesson Eight		234
Lesson Eight Test/Review		235

LESSON NINE

239

Lesson Focus	Adverbial Clauses and Phrases;	
	Result Clauses	240
	Reading: Home Schooling	240
9.1	Reason and Purpose	241
	Reading: Inequalities in American Life	246
9.2	Contrast	247
	Reading: Columbus and the Discovery of America	249
9.3	Time	250
	Reading: Phone Services	254
9.4	Conditions	255
	Reading: The Ozone Layer	258
9.5	<i>So . . . That/Such . . . That</i>	259
	Expansion Activities	262
	Summary of Lesson Nine	265
	Lesson Nine Test/Review	266

LESSON TEN

270

Lesson Focus	Noun Clauses	271
	Reading: Impressions of the United States	271
10.1	Noun Clauses After Verbs and Adjectives	272
10.2	Noun Clauses After a Passive Verb	274
	Reading: Iceman	275
10.3	Noun Clauses as Embedded Questions	276
10.4	Question Words Followed by an Infinitive	279
	Reading: A Folk Tale	281
10.5	Exact Quotations	282
	Reading: The Cuban Missile Crisis	283
10.6	Exact Quotations and Reported Speech	283
10.7	<i>Say vs. Tell</i>	286
10.8	Reporting an Imperative	288
10.9	Reported Questions	290
	Expansion Activities	292
	Summary of Lesson Ten	296
	Lesson Ten Test/Review	297

LESSON ELEVEN	301
Lesson Focus Unreal Conditions; Wishes	302
Reading: The Drug Problem	302
11.1 Unreal Conditions—Present	303
Reading: Agent Orange	306
11.2 Unreal Conditions—Past	307
Reading: Regrets	315
11.3 Wishes	316
Expansion Activities	321
Summary of Lesson Eleven	323
Lesson Eleven Test/Review	324
Appendix A—Noncount Nouns	327
Appendix B—Uses of Articles	329
Appendix C—The Verb <i>GET</i>	335
Appendix D—Gerund and Infinitive Patterns	337
Appendix E—Prepositions	340
Appendix F—Direct and Indirect Objects	341
Appendix G—Spelling and Pronunciation	343
Appendix H—Irregular Verbs—Past and Past Participle	348
Appendix I—Modals and Related Expression	350
Appendix J—Comparative, Superlative, Equality	353
Appendix K—Question Word Order	356
Appendix L—Pronouns and Possessive Forms	357
Index	358

REVIEW LESSON

This is a review of *Grammar in Context, Book Two*. Read the grammar explanations and notice the edited examples. Then edit for mistakes in the exercises that follow.

Part 1 Verbs

1. Use the -s form of present tense verbs when the subject is a singular noun; *he*, *she*, *it*; or a gerund (verb + *ing*).

He work^s.

Learning another language take^s time.

2. Do not use the -s form when the subject is plural; *I*, or *you*.

People need~~s~~ love.

3. Use a singular verb after *every* or *no*.

Every student ^{has} ~~have~~ homework.

Nobody know^s the answer.

4. Use *was* with *I*, *he*, *she*, *it*, or a singular noun. Use *were* with *we*, *you*, *they*, or a plural noun.

They ^{were} ~~was~~ late.

5. Do not use *was* or *were* to form the simple past tense of a verb.

He ^{went} ~~was go~~ home at 6:00.

6. For continuous forms, use *be* + verb-*ing*.

He ^{is} ~~sleeping~~ now.

They are eat^{ing} ~~now~~.

He ^{was} ~~sleeping~~ when the phone rang.

7. For perfect forms, use *have/has/had* + third form of the verb (past participle).

They ^{have} ~~known~~ each other for three years.

8. Use the simple form after *do*, *does*, *did*.

He didn't ^{know} ~~knew~~ the answer.

Does he speak~~s~~ English?

9. Use an infinitive after certain verbs.

She wanted ^{to} go home.

I need ^{to} talk with you.

10. Use the simple form after *to*.

She wanted to ^{leave} ~~left~~.

She wants to finish college and find ~~ing~~ a job.

11. Use the simple form after a modal (*can, could, will, would, may, might, must, should*). Do not use *to* after a modal.

She can ~~to~~ speak French.

She couldn't ^{go} ~~went~~ to the party.

12. After *will*, do not use *be* with another verb.

She will ~~be~~ drive to the party.

13. Do not use the future tense in an *if* clause or time clause.

When I ~~will~~ return to my country, I will visit my friends.

EXERCISE I Find the mistakes with verb forms, and correct them. Not every sentence has a mistake. If the sentence is correct, write *C*.

EXAMPLES: He ^s drink _^ coffee every day.

Where were you yesterday? *C*

1. She going to buy a new car.
2. I'm go to the library once a week.
3. Where does your brother lives?
4. She didn't go home.
5. He have a new car.
6. He lives in New York.
7. I watching TV last night when the telephone rang.