

# GRAMMAR WORK

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PAMELA BREYER

## ENGLISH EXERCISES IN CONTEXT



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Regents Publishing Company, Inc.

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*Production:* **Hannah Alderfer**  
*Photo Research:* **Monique Peyrat**

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10 9 8 7  
Published by  
Regents Publishing Company, Inc.  
2 Park Avenue  
New York, N.Y. 10016  
Printed in the United States of America  
ISBN 0-88345-445-9

To  
Dot Peterson

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# Introduction

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Many teachers believe that students acquire and retain a new language more rapidly and more efficiently when the structure and vocabulary of the language are presented in contexts; that is, when elements of a lesson such as grammar and new lexicon are tied together in some real and meaningful setting. Exercises which do this—present material in a situational context—are referred to as contextualized exercises.

*GrammarWork* is a series of four contextualized exercise books for students of written English. These books may be used as major text or supplementary material, depending on whether a course is non-intensive or intensive, with any notional-functional or grammar-oriented syllabus. Each exercise presents vocabulary relating to a particular context and structures that are appropriate to that context together as a unit, rather than as isolated language fragments.

Book One is intended for the beginner: the student enrolled in a first-level English course with some exposure to the language. Book Two continues with beginners' material, proceeding from first-level to second-level work. Book Three is designed for the intermediate student, and Book Four is essentially a review of the first three books, adding occasional new material appropriate to intermediate levels. Book Four, particularly, was designed for both the native and the non-native student of English.

The exercises in each book are, for the most part, divided into three sections: 1) An examination of the structure to be presented ("Grammar"); 2) Exercises which enable the student to manipulate that new structure in a contextual setting ("Practice"); 3) A culminating exercise activity in which the student uses the material in the exercise by applying it to some personal, real-life situation ("Make It Work").

The Grammar section shows the student how to use the structure to be practiced, with diagrams and arrows that should be self-explanatory. Notes of explanation are supplied only when the grammar rule cannot be illustrated sufficiently.

Closely related to the *GrammarWork* exercises is an extensive grammar reference work, *GrammarGuide* by Janet Bing. This book explains and illustrates with examples the *GrammarWork* exercise items. The numbers at the beginning of each Grammar section in *GrammarWork* are coordinated with the *GrammarGuide* reference. For example, the number 2.13 under the heading Possessive of Nouns in the workbook indicates that a more comprehensive grammatical explanation of noun possessives is to be found in Chapter 2, item 13 of the reference book.

The Practice section consists of the contextualized exercises, usually a page in length and always self-contained; if a context is three pages instead of one, it will be self-contained within those three pages. Thus the teacher can select any exercise or group of exercises considered appropriate for a particular class or lesson and can also feel free to use only those exercises considered useful at a given time.

However, the teacher can also choose to utilize all the exercises in the order presented; the



exercises have been written and arranged in ascending order of difficulty, with structures generally considered to be the easiest for most students to learn presented first.

The exercises are "self-contained" in that they have been designed for written practice without necessarily being preceded by an introductory teachers' presentation. Since grammatical explanations have been included and the new vocabulary is usually illustrated or defined, students can work independently, either at home or in class—in pairs or as a group. When students work together in pairs or in groups in the classroom, they should be encouraged to help each other; the teacher, too, can assist by circulating from pair to pair or group to group, guiding and correcting.

The Make It Work section enables students to apply what they have been practicing to freer, sometimes more natural situations. The activity usually contains a picture cue, a fill-in dialogue, or questions to answer. The purpose of Make It Work is to have the student experience the material in as close to a real-life setting as possible.

The perforated answer key can be used by either the student or the teacher. The teacher may choose to withhold the answers on some occasions; on other occasions, the students may be permitted to have access to the answer key for self-correcting purposes.

# Contents

## Introduction

ix

## Verb To Be

Affirmative Statements	<b>He's</b> from Japan.	1
Affirmative Statements	<b>I'm</b> from Canada.	2
Possessive Adjectives	<b>Her</b> first name is Gloria.	3
Numbers 0-9	This is <b>620-7791</b> .	4
Demonstrative Pronouns <i>This</i> and <i>That</i>	<b>That's</b> my camera.	5
Yes-No Question	<b>Is that</b> your umbrella?	6
Questions with <i>Who</i> and <i>What</i>	<b>What's</b> that?	7
Affirmative Statements	Is her hair long or short? <b>It's</b> short.	8, 9
Possessive of Singular Nouns	Susan is <b>Dorothy's</b> daughter.	10
Articles <i>A</i> and <i>An</i>	He's <b>an</b> accountant.	11, 12
Position of Adjectives	She's a <b>bad</b> waitress.	13
Articles <i>A</i> and <i>An</i> with Adjectives	It's <b>a</b> dangerous job.	14
Regular Noun Plurals	They're <b>nurses</b> .	15
Regular Noun Plurals with Adjectives	They're <b>famous doctors</b> .	16
Yes-No Questions	<b>Is he</b> a good lawyer?	17
Negative Statements	He <b>isn't</b> here today.	18
Negative and Affirmative Short Answers	Is she a hairdresser? <b>Yes, she is.</b>	19
Adverbs of Frequency	He's <b>never</b> late to work.	20
Numbers 11-100	<b>Fifteen</b> and no/100 — dollars	21
Regular Noun Plurals: -s, -es	Two <b>hairbrushes</b> for \$3.50	22, 23
<i>That</i> and <i>Those</i> before Nouns	<b>Those</b> shoes are on sale.	24
<i>This</i> and <i>These</i> before Nouns	Are <b>these</b> jeans washable?	25

<i>These</i> and <i>Those</i> before Nouns	<b>These</b> dresses are beautiful.	26
Questions with <i>How Much</i>	<b>How much</b> are they?	27
Regular Noun Plurals: -s, -es, -ies	<b>Cherries</b> are \$1.79 a pound.	28
Irregular Noun Plurals	Shoes for <b>men</b>	29
Possessive of Nouns: Regular Plurals	<b>Boys'</b> sneakers are on sale.	30
Possessive of Nouns: Irregular Plurals	They're in the <b>men's</b> department.	31
Questions with <i>Where</i>	<b>Where's</b> the can opener?	32
Prepositions of Place: <i>In</i> and <i>On</i>	The can opener is <b>in</b> the drawer.	33
<i>There Is</i> and <i>There Are</i> Affirmative Statements	<b>There's</b> a fireplace in the living room.	34, 35
<i>There Is</i> and <i>There Are</i> Yes-No Questions	<b>Is there</b> a dishwasher in the kitchen?	36
<i>There Is</i> and <i>There Are</i> Negative and Affirmative Short Answers	Is there a window in the kitchen? <b>Yes, there is.</b>	37
Articles <i>A</i> and <i>The</i>	There's <b>a</b> refrigerator in <b>the</b> kitchen.	38
Uncountable Nouns	There's <b>water</b> in the glass.	39
<i>Some</i> with Countable and Uncountable Nouns	There's <b>some meat</b> on the plate.	40, 41
<i>Any</i> with Countable and Uncountable Nouns	There isn't <b>any water</b> in the pitchers.	42
Prepositions of Place: <i>Next to</i> , <i>Across from</i> , <i>Between</i>	The drugstore is <b>next to</b> the bank.	43
<hr/>		
<b>Present Continuous</b>		
Affirmative Statements	A little boy <b>is eating</b> an ice cream cone.	44, 45
Spelling	He's <b>sitting</b> in a chair.	46
Negative Statements	She <b>isn't watching</b> television.	47
Yes-No Questions	<b>Is she</b> sleeping?	48
Negative and Affirmative Short Answers	Is the girl winning the game? <b>Yes, she is.</b>	49
Object Pronouns	They're watching <b>us</b> .	50
<hr/>		
<b>Can</b>		
Affirmative Statements	He <b>can play</b> soccer very well.	51



Negative and Affirmative Statements	He <b>can't play</b> the piano.	52
Too and Very	These shoes are <b>too</b> narrow.	53
Negative and Affirmative Short Answers	Can you lift the box? <b>Yes, I can.</b>	54, 55
Yes-No Questions	<b>Can you find</b> the scissors?	56
Possessive Adjectives	They can't find <b>their</b> credit cards.	57

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### Simple Present

Affirmative Statements: <i>Have and Has</i>	I <b>have</b> a headache.	58
Affirmative Statements	She <b>works</b> in a bank.	59
Time	He has an appointment at <b>nine o'clock.</b>	60
Prepositions of Time: <i>In</i> and <i>At</i>	She cleans the house <b>in</b> the morning.	61
Spelling: -s, -es, -ies	After dinner, he <b>relaxes on</b> the sofa.	62
Yes-No Questions	<b>Does he go</b> to bed at 2:00?	63
Negative and Affirmative Short Answers	Do they live in Los Angeles? <b>Yes, they do.</b>	64
Negative Statements	Night watchmen <b>don't work</b> in the daytime.	65
Prepositions of Place: <i>In</i> , <i>On</i> , <i>At</i>	She lives <b>on</b> Park Avenue.	66
Questions with <i>Where</i>	<b>Where</b> in Los Angeles do you live?	67
Adverbs of Frequency	He <b>never</b> drinks wine.	68
<i>Like</i> + Noun	I don't <b>like commercials.</b>	69
<i>Like to</i> + Verb	I <b>like to watch</b> television.	70
<i>Like</i> + Noun and <i>Like to</i> + Verb	She <b>likes to listen</b> to music.	71

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### Present Tense Contrast

Noun Suffixes: -er	He's a good tennis <b>player.</b>	72
Negative and Affirmative Short Answers	Do you like to eat <u>out</u> ? <b>Yes, I do.</b>	73
Adverbs of Frequency	It's <b>usually</b> cool in the fall.	74
Affirmative Statements	It's <b>snowing</b> now. It <b>snows</b> in the winter.	75

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### Imperatives

Suggestions with <i>Why</i>	<b>Why</b> don't you put on your raincoat?	76, 77
Suggestions with <i>Let's</i>	<b>Let's go</b> to the movies.	78
Affirmative Statements	<b>Boil</b> two cups of water.	79
Negative Statements	<b>Don't turn</b> left.	80
Prepositions of Place: <i>In, On, Next to, Between, In front of, In back of</i>	Put the rug <b>in front of</b> the fireplace.	81

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### Simple Past

<i>Was</i> and <i>Were</i>	It <b>was</b> a wonderful trip.	82
<i>Wasn't</i> and <i>Weren't</i>	The weather <b>wasn't</b> nice.	83
<i>Was</i> and <i>Were</i> Yes-No Questions	<b>Were</b> the restaurants expensive?	84
<i>Was</i> and <i>Were</i> Negative and Affirmative Short Answers	Were they at the movies? <b>No, they weren't.</b>	85
No Article with <i>Home, Church, School, Work</i>	I was <b>at home</b> yesterday.	86
Affirmative Statements: Regular Verbs	She <b>watched</b> television last night.	87
Negative and Affirmative Short Answers: Regular Verbs	Did she sign her name? <b>No, she didn't.</b>	88, 89
Negative Statements: Regular Verbs	She <b>didn't use</b> a pen.	90
Questions with <i>When</i> and <i>How Long</i> : Regular Verbs	<b>When did you work</b> for National Bank?	91

---

### Answers to Exercises

93

# He's from Japan.

**AFFIRMATIVE STATEMENTS: HE, SHE**

**VERB TO BE**

GrammarGuide  
4.4

This is Leonard.

This is Susan.

He's

She's

from the United States.

from the United States.

**Note contractions:** he's → he is  
she's → she is



## Practice

Make sentences with pronouns and contractions.

1.



This is Leonard.  
(the United States)

He's from the United States.

2.



This is Dorothy.  
(England)

3.



This is Rafael.  
(Colombia)

4.



This is Gloria.  
(Spain)

5.



This is Dennis.  
(Canada)

6.



This is Louise.  
(France)

7.



This is Mohsen.  
(Egypt)

8.



This is Akira.  
(Japan)

9.



This is Julia.  
(Brazil)

10.



This is Chang.  
(China)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

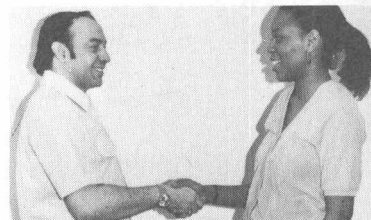


## Make It Work

Introduce two friends (one man and one woman).

This is \_\_\_\_\_ from \_\_\_\_\_.

This is \_\_\_\_\_ from \_\_\_\_\_.





I'm from Canada.

**AFFIRMATIVE STATEMENTS: I, YOU, HE, SHE**  
**VERB TO BE**

GrammarGuide  
4.4

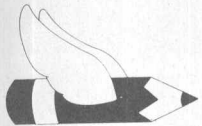
I'm  
You're  
He's  
She's

from Canada.

I am  
You are  
He is  
She is

from Canada.

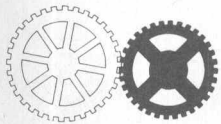
long forms: am are is  
contractions: 'm 're 's



## Practice

Fill in the blanks with the correct contraction.

1. I'm from the United States.
2. She\_\_\_ from England.
3. You\_\_\_ from Spain.
4. I\_\_\_ from Colombia.
5. She\_\_\_ from Egypt.
6. He\_\_\_ from Brazil.
7. I\_\_\_ from Japan.
8. You\_\_\_ from China.
9. You\_\_\_ from Canada.
10. She\_\_\_ from France.
11. I\_\_\_ from Mexico.
12. He\_\_\_ from the Soviet Union.
13. She\_\_\_ from Nigeria.
14. I\_\_\_ from Italy.
15. You\_\_\_ from Poland.



## Make It Work

Answer the questions.

Where are you from? \_\_\_\_\_

Where is your teacher from? \_\_\_\_\_

Her first name is Gloria.

**POSSESSIVE ADJECTIVES: MY, YOUR, HIS, HER**

**VERB TO BE**

GrammarGuide  
2.10

I'm Pamela.  
You're Dennis.  
He's Dennis.  
She's Pamela.

My  
Your  
His  
Her

name is Pamela.  
name is Dennis.  
name is Dennis.  
name is Pamela.

I'm Pamela Jean Breyer.

My first name is Pamela. My middle name is Jean. My last name is Breyer.



## Practice

Fill in the blanks.

She's Dorothy Helen Peterson.

1. Her first name is \_\_\_\_\_ Dorothy.

2. \_\_\_\_\_ Helen.

3. \_\_\_\_\_ Peterson.

He's Leonard Peterson.

4. \_\_\_\_\_ Peterson.

5. \_\_\_\_\_ Leonard.

You're Gloria Sanchez.

6. \_\_\_\_\_ Gloria.

7. \_\_\_\_\_ Sanchez.

He's Dennis Patrick Mason.

8. \_\_\_\_\_ Dennis.

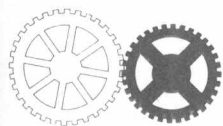
9. \_\_\_\_\_ Mason.

10. \_\_\_\_\_ Patrick.

She's Louise Mason.

11. \_\_\_\_\_ Mason.

12. \_\_\_\_\_ Louise.



## Make It Work

Answer the questions.

What's your first name? \_\_\_\_\_

What's your middle name? \_\_\_\_\_

What's your last name? \_\_\_\_\_

What's your father's last name? \_\_\_\_\_

What's your mother's last name? \_\_\_\_\_

This is 620-7791.

## NUMBERS 0-9

## VERB TO BE

GrammarGuide  
11.3

0 - zero (o)  
1 - one

2 - two  
3 - three

4 - four  
5 - five

6 - six  
7 - seven

8 - eight  
9 - nine

How to say telephone numbers:

620-7791 = six-two-o seven-seven-nine-one



## Practice

Give the correct telephone numbers.  
Then say the numbers aloud.

- |                       |          |                       |
|-----------------------|----------|-----------------------|
| 1. Is this 520-7791?  | 620-7791 | No. This is 620-7791. |
| 2. Is this 986-0222?  | 896-0222 | _____                 |
| 3. Is this 323-7714?  | 232-7714 | _____                 |
| 4. Is this 476-5320?  | 467-5320 | _____                 |
| 5. Is this 771-1037?  | 771-2037 | _____                 |
| 6. Is this 753-0124?  | 753-0123 | _____                 |
| 7. Is this 383-3306?  | 383-3305 | _____                 |
| 8. Is this 887-2410?  | 887-4210 | _____                 |
| 9. Is this 921-8030?  | 921-8300 | _____                 |
| 10. Is this 624-4121? | 625-3121 | _____                 |

## Make It Work

Look at the picture. Then fill in the blank.



581-2060

- ☒ Hello.
- ☐ Hello. Is this Mary?
- ☒ No. This is Dorothy.
- ☐ Is this 581-0260?

- ☒ No. \_\_\_\_\_
- ☐ I'm sorry.
- ☒ That's O.K. Good-bye.
- ☐ Good-bye.



# That's my camera.

## DEMONSTRATIVE PRONOUNS *THIS* AND *THAT*

### VERB TO BE

GrammarGuide

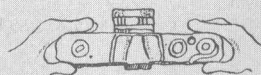
3.2

This

is my camera.

That

's my camera.



**Note:** that's — that is  
this → a thing or a person near the speaker  
that → a thing or person at a distance from the speaker



## Practice

Look at the pictures.  
Then fill in the blanks with *this is* or *that's*.

1.



\_\_\_\_\_ This is \_\_\_\_\_ my pen.

2.



\_\_\_\_\_ my book.

3.



\_\_\_\_\_ my key.

4.



\_\_\_\_\_ my wallet.

5.



\_\_\_\_\_ my purse.

6.



\_\_\_\_\_ my scarf.

7.



\_\_\_\_\_ my umbrella.

8.



\_\_\_\_\_ my briefcase.

9.

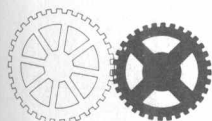


\_\_\_\_\_ my sweater.

10.



\_\_\_\_\_ my glove.



# Is that your umbrella?

## YES-NO QUESTIONS

### VERB TO BE

GrammarGuide  
4.2

Yes,

Is that  
that's

your umbrella?  
my umbrella.



Yes,

Is this  
this is

your key?  
my key.



## Practice

Look at the pictures. Then make questions with *this* or *that*.

1. key



Is this your key?

2. wallet



3. purse



4. umbrella



5. scarf



6. sweater



7. book



8. camera



9. glove



10. briefcase



# What's that?

## QUESTIONS WITH WHO AND WHAT

### VERB TO BE

GrammarGuide

3.7

Who 's that?  
That's Chang.

What 's that?  
That's a camera.











Note: who's → who is  
Use *who* in questions about people.

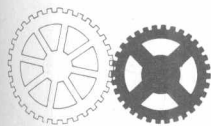
what's → what is  
Use *what* in questions about things.



## Practice

Look at the pictures. Then make questions with *who* or *what*.

1.  What's that? \_\_\_\_\_
2.  \_\_\_\_\_
3.  \_\_\_\_\_
4.  \_\_\_\_\_
5.  \_\_\_\_\_
6.  \_\_\_\_\_
7.  \_\_\_\_\_
8.  \_\_\_\_\_
9.  \_\_\_\_\_
10.  \_\_\_\_\_



## Make It Work

Fill in the blanks with *who* or *what*.

\_\_\_\_\_ that over there? That's my friend John.

\_\_\_\_\_ that next to John? That's his briefcase.