


# Interactions 1

## Grammar

4<sup>th</sup> Edition



Elaine Kirn / Darcy Janice / [illegible] an

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## **Grammar**

4<sup>th</sup> Edition

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**McGraw-Hill**

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## Interactions 1 Grammar, 4th Edition

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# Interactions 1 Grammar

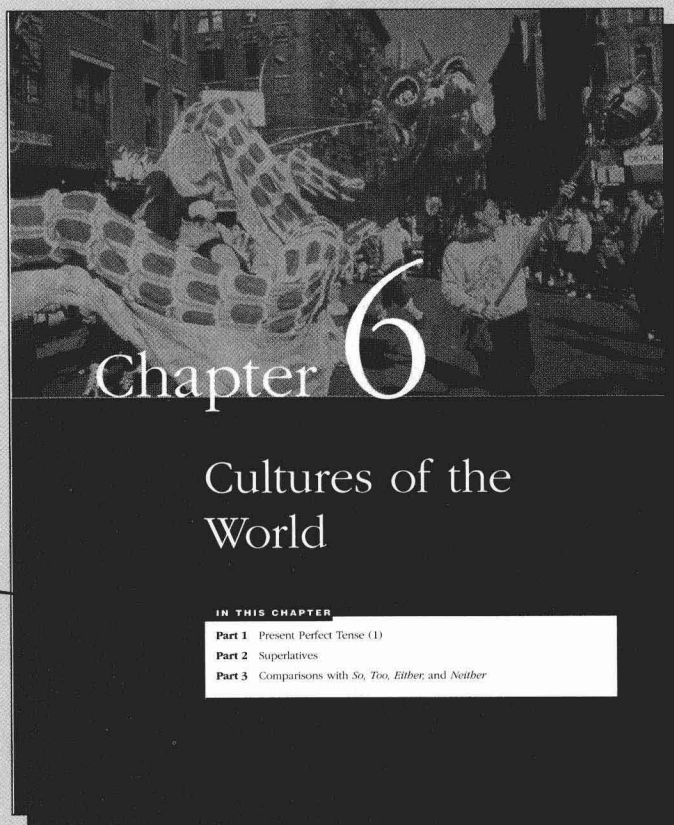
## Boost your students' academic success!

*Interactions Mosaic, 4<sup>th</sup> edition* is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative activities with skill-building exercises to boost students' academic success.

*Interactions Mosaic, 4<sup>th</sup> edition* features

- updated content
- five videos of authentic news broadcasts
- expansion opportunities through the Website
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- an appealing fresh design
- user-friendly instructor's manuals with placement tests and chapter quizzes

**In This Chapter** shows students the grammar points that will be covered in the chapter.



## The Passive Voice with Modal Auxiliaries

### Setting the Context



### Reading

#### Medical Technology

Medical technology has developed very quickly over the past few years. New technologies have made it possible to do many things that couldn't be imagined in the past. Many new tests can be given, diseases can be discovered, and operations can be done because of breakthroughs in medical technology. Doctors and scientists predict that in the next few years, many important drugs will be developed, many diseases will be cured, and many operations will be improved. Some amazing choices could also be offered by medical technology in the future. Soon it could be possible to pick the sex, IQ, and eye color of children before they are born. It is even possible that human beings could be cloned (copied exactly) in the future!

But as these amazing technologies develop, some important questions are being asked: Should nature be controlled by technology? Could new technologies make our world less "human"? These questions should be considered carefully as medical technology continues to develop.

### Discussion Questions

1. What kinds of things can be done because of breakthroughs in medical technology?
2. What do doctors predict will be done in the next few years?
3. What amazing choices could be offered?
4. What important questions are being asked?
5. What are some examples of modern medical technology?

**Setting the Context** activities introduce key vocabulary and familiarize students with the chapter theme. Introductory activities include model conversations, readings, class discussions, prediction activities, previewing, and pair interviews.

**Discussion Questions** reinforce students' understanding of the topics through comprehension questions and encourage students to express themselves.

**Pairwork** activities encourage students to personalize and practice the target language.

**Grammar explanations and charts** provide clear, easy to understand, and visually appealing grammar presentations.

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### Interactions 1 Grammar



- 5 Take turns asking and answering questions about the food in the pictures on pages 52 and 53. Use *some* or *any* in your questions and answers.

Example: A. Is there any juice in the breakfast picture?  
B. There isn't any juice, but there is some coffee.

- 6 Describe your favorite ice cream sundae. Your description should include the ice cream flavors and toppings you like. Write sentences using *some* or *any*.



Example: My sundae has some vanilla and chocolate ice cream, but it doesn't have any strawberry ice cream. It has some nuts and whipped cream.

### C. A lot of/Many/Much

*A lot of*, *many*, and *much* are used to express a large quantity of something. *A lot of* may appear before both noncount and plural count nouns. *Many* may appear only before plural count nouns. *Much* may appear only before noncount nouns.

	Examples	Notes
<b>A lot of</b>	She doesn't eat <b>a lot of</b> hamburgers. There is <b>a lot of</b> salt in this soup. Is there <b>a lot of</b> fresh bread at the bakery? Don't you eat <b>a lot of</b> apples?	<i>A lot of</i> is used in affirmative and negative statements and questions.
<b>Many</b>	<b>Many</b> fast-food restaurants serve hamburgers. I don't like <b>many</b> kinds of vegetables. Do <b>many</b> people have a pet dog? Aren't there <b>many</b> eggs in the refrigerator?	<i>Many</i> is used in affirmative and negative statements and questions.
<b>Much</b>	They don't eat <b>much</b> red meat. We don't drink <b>much</b> tea or coffee. Does chicken have <b>much</b> cholesterol? Don't they eat <b>much</b> fat?	<i>Much</i> is used mainly in negative statements and affirmative and negative questions. <i>Much</i> usually isn't used in affirmative statements.



**Using What You've Learned** provides students with opportunities to do less structured, more communicative activities.

**Groupwork** activities maximize opportunities for discussion.



the woman (fixed / was fixing) the lock on her door (while / when) the police (called / were calling). They (told / were telling) her that they found the burglar. When she (asked / was asking) how they caught the burglar so fast, she (got / was getting) a surprise. The policeman told her "It was easy ma'am. The suspect (ate / was eating) while he (ran / was running) down the street. (While / When) we (stopped / were stopping) him, he (had / was having) big, chocolate stains all over his shirt. We knew then that we had our man."

### Using What You've Learned

8 Play a video of a news segment or a commercial. Watch the video carefully and take notes on what you see and hear. After watching the video, form small groups, then prepare 5-10 past continuous questions about the video. Use your questions to test how much your group members remember about what they saw and heard.

- Example questions:
1. What color tie was the man wearing?
  2. Was he looking straight at the camera?
  3. What was he doing with his hands?

9 An alibi is an explanation given by a suspect to prove that he or she was somewhere else at the time of a crime. In this activity, half the class takes the role of detectives who are trying to solve a crime, and the other half takes the role of suspects who must provide alibis.

As a class, decide the details of the crime (such as the type of crime and the time and place of the crime).

Then the suspects pair up with a partner to create a detailed alibi to prove that they did not commit the crime. The suspects should use the past tense and the past continuous tense in their alibi.

Next, one suspect is interviewed by the detectives, while the suspect's partner waits outside. The detectives should ask questions using the past tense and the past continuous tense with *when* or *while*.

Example: Detective #1: What were you doing last night at 7:00 when the robbery occurred?

Suspect #1: I was at the Cineplex movie theater watching a movie.

Detective #2: What movie were you watching?

Suspect #1: I was watching "Gun Blast 2."

Detective #3: Who were you with?

Suspect #1: I was with John Simpson.

Detective #1: Did anyone see you and John while you were there?



### Video Activities: Quiz Shows

#### Before You Watch.

1. Circle the kinds of TV shows you like to watch.  
a. comedies      b. dramas      c. quiz shows      d. soap operas
2. Do you like watching quiz shows on TV? Discuss with a partner.
3. Describe your favorite TV quiz show to your partner.

#### Watch.

- Discuss the following questions with your classmates.
1. On all the game shows you saw in the video, what must contestants do in order to win money?
  2. Why do television networks like to make game shows?
  3. The contestants on today's game shows are \_\_\_\_\_.  
a. millionaires      b. ordinary people      c. scholars

#### Watch Again.

- Write T if the statements below are true and F if they are false. Then correct all the false statements.
1. In the U.S., you can watch a game show on TV almost every night of the week.
  2. Quiz shows are a new idea.
  3. The first game show in America was called "Who Wants to be a Millionaire?"
  4. If a television show is successful, other networks hurry to copy it.
  5. Game shows are cheaper to make than sitcoms.
  6. In the short term, American TV networks will stop making game shows.
  7. The questions on the new "Twenty-One" show are called "relatable." This means they are about families.

#### After You Watch.

- Complete the following sentences with the correct tense of the verb in parentheses. Then check the video to see if your answers are correct.
1. "Who Wants to be a Millionaire" \_\_\_\_\_ (start) the current quiz show craze last summer.
  2. Other networks quickly \_\_\_\_\_ (jump) on the bandwagon.
  3. Television networks always \_\_\_\_\_ (clone) shows that are popular, and now they \_\_\_\_\_ (do) it again.
  4. Their motivation \_\_\_\_\_ (be) greed.
  5. In the short term the networks \_\_\_\_\_ (make) more game shows, more quiz shows.
  6. Game shows \_\_\_\_\_ (be) not a new idea.
  7. In the late 1950s, the audience \_\_\_\_\_ (find out) the show Twenty-One was rigged, and quiz shows \_\_\_\_\_ (lose) popularity. Now NBC \_\_\_\_\_ (bring) back Twenty-One.
  8. On the new quiz shows, you \_\_\_\_\_ (have to, not) be a scholar in order to be a millionaire.
  9. The sixty-four thousand dollar question is, how long \_\_\_\_\_ the craze \_\_\_\_\_ (last)?

**Video news broadcasts** immerse students in authentic language, complete with scaffolding and follow-up activities.



### Focus on Testing

*The Past Continuous Tense; the Simple Past Tense; Infinitives; Modal Verbs; Pronouns; Indefinite Pronouns*

Standardized tests of English proficiency often have sections on the past continuous tense, the simple past tense, infinitives, modal verbs, and pronouns. Review what you studied in this chapter. Check your understanding of the grammar points by completing the sample items below.

#### Remember that ...

- The past continuous tense describes activities in progress during a period of time in the past.
- The simple past tense is used to talk about events and activities that began and ended in the past.
- *Can/Can't* are used to express present ability/inability.
- Possessive adjectives come before nouns; possessive pronouns do not come before nouns.

Part 1. Circle the correct completion for the following.

Example: I'm afraid she's very worried about \_\_\_\_\_ teenage son.

- a. she      b. herself      c. hers      (d.) her

1. Sorry I couldn't call you earlier. The phone \_\_\_\_\_ off the hook all morning.

- a. was ringing      b. rang      c. were ringing      d. rung

2. I \_\_\_\_\_ usually get through the first time I try calling my family overseas. The lines are all busy.

- a. had better not      b. can't      c. wasn't      d. haven't

3. She \_\_\_\_\_ the computer at 8:00 last night.

- a. was to use      b. didn't used      c. wasn't using      d. using

4. I wasn't prepared \_\_\_\_\_ such a violent movie.

- a. seeing      b. see      c. to see      d. to be seeing

Part 2. Circle the letter below the underlined word(s) containing the error.  
Example: The TV seems awfully loud; do you want me lower the volume?

1. Usually I wake up early, but yesterday I was waking up at around 10:30.

- A B C D

2. Instead of going out for dinner, while the movie ended we went home.

- A B C D

3. He said he wanted to go outside to getting some fresh air.

- A B C D

4. I can't cook pastries very well, but I can't bake good bread.

- A B C D

**Focus on Testing** helps students prepare for academic exams and standardized tests, such as the TOEFL.

Don't forget to check out the new **Interactions Mosaic** Website at [www.mhcontemporary.com/interactionsmosaic](http://www.mhcontemporary.com/interactionsmosaic).

- Traditional practice and interactive activities
- Links to student and teacher resources
- Cultural activities
- Focus on Testing
- Activities from the Website are also provided on CD-ROM



# Interactions 1 Grammar

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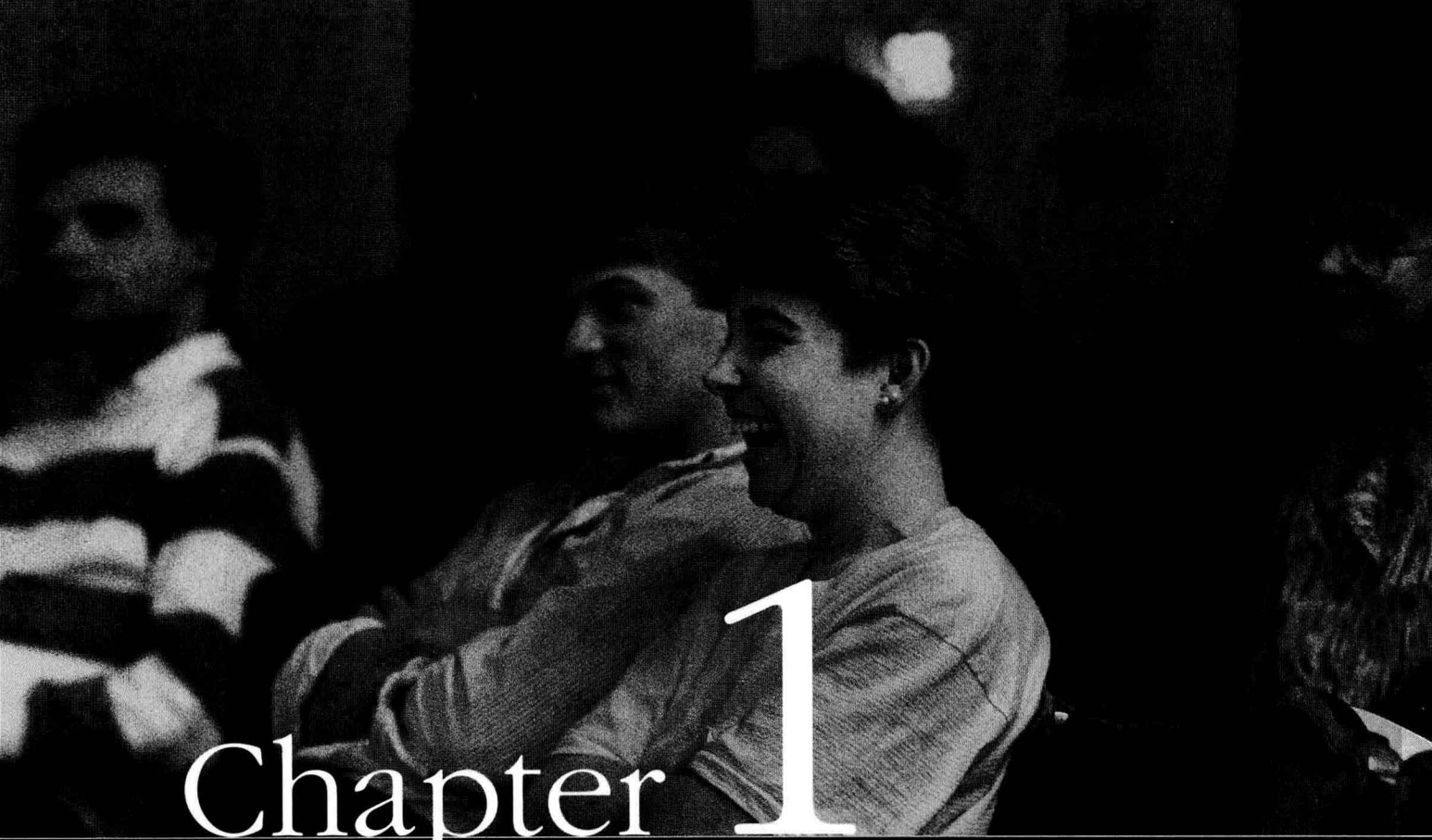
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# Chapter 1

## School Life Around the World

### IN THIS CHAPTER

**Part 1** The Verb *Be*

**Part 2** The Simple Present Tense

**Part 3** Personal Pronouns, Possessive Adjectives, and Pronouns

## PART 1

# The Verb Be



## Setting the Context

### Conversation

*Carlos:* Excuse me, is this seat free?

*Miguel:* Yes, it is.

*Carlos:* Thanks. (*Carlos sits down.*) I'm Carlos.

*Miguel:* Hi, Carlos. I'm Miguel. Are you a new student here?

*Carlos:* Yes, I am. This is my first day at this school. How is this class?

*Miguel:* It's great! The students are very nice and the professor is a fantastic teacher.

*Carlos:* Wow! The professor is that good?

*Miguel:* Yes, he is. Professor Jimenez is one of my favorite teachers.

*Carlos:* Umm . . . Isn't this professor Allandre's class?

*Miguel:* No, it isn't.

*Carlos:* Isn't this room 409?

*Miguel:* No, it isn't. This is room 406. Room 409 is across the hall.

*Carlos:* Oops. I'm in the wrong class!

### Discussion Questions

1. Is Miguel a new student?
2. Is Miguel happy with his class? Why or why not?
3. Is Carlos's class in room 406?
4. How does Carlos know he's in the wrong class?
5. How do you think Carlos feels?



## A. Affirmative and Negative Statements; Contractions

The verb *be* has different forms after different subjects.

	Examples	Notes
<b>Affirmative</b>	I <b>am</b> from Japan. The students <b>are</b> late. You <b>are</b> twins! The teacher <b>is</b> over there.	Use <i>am</i> with the pronoun <i>I</i> . Use <i>are</i> with plural nouns and these pronouns: <i>we, you, they, these, or those</i> . Use <i>is</i> with singular nouns and these singular pronouns: <i>he, she, it, this, or that</i> .
<b>Negative</b>	I <b>am not</b> late. She <b>is not</b> in this class.	Use <i>not</i> after the verb <i>be</i> in negative sentences.

Contractions are short forms. They are used in conversation and informal writing. Full forms are used in more formal writing.

	Full Forms	Contractions
<b>Affirmative</b>	I <b>am</b> Mexican. He <b>is</b> a new student. She <b>is</b> a student. It <b>is</b> Tuesday. We <b>are</b> cousins. You <b>are</b> very smart. They <b>are</b> at home.	I'm Mexican. He's a new student. She's a student. It's Tuesday. We're cousins. You're very smart. They're at home.
<b>Negative</b>	I <b>am not</b> interested. He <b>is not</b> in the office. She <b>is not</b> happy. It <b>is not</b> here. We <b>are not</b> students. You <b>are not</b> married. They <b>are not</b> friendly.	I'm <b>not</b> interested. (no contraction) He's <b>not</b> in the office. He <b>isn't</b> in the office. She's <b>not</b> happy. She <b>isn't</b> happy. It's <b>not</b> here. It <b>isn't</b> here. We're <b>not</b> students. We <b>aren't</b> students. You're <b>not</b> married. You <b>aren't</b> married. They're <b>not</b> friendly. They <b>aren't</b> friendly.

- Underline the verb *be* in statements in the conversation between Carlos and Miguel on page 2.

**Example:** I m Carlos.

- Circle the correct words or word parts in each parentheses. The first one is done as an example.

Dave: Hi. I (('m)/s) Dave.

Mary: Hello. We ('s/'re) Mary and Ellen Johnson.

Dave: Oh, you ('re/n't) twins!  
2

Mary: No, we ('re not/isn't) twins. But we ('m/'re) sisters.  
3 4

Dave: But you ('s/'re) exactly alike!  
5

Ellen: No, I ('m/'s) nineteen years old, but Mary (isn't/aren't) even eighteen yet.  
6 7

Dave: I see now. Ellen, you ('re/'s) a little taller, and Mary's eyes (is/are) a little  
8 9  
darker. (Jim enters.) Hi, Jim. Jim, this (is/are) Mary Johnson and her sister Ellen.  
10

Jim: Hello. Oh! You ('m/'re) twins!  
11



**3** Complete the sentences with the correct forms of the verb *be*. Use contractions when possible.



Kami: The instructor isn't (not) here yet. She  
\_\_\_\_\_ late.  
1

Yumiko: No, she \_\_\_\_\_ (not). It \_\_\_\_\_  
2 3  
early. It \_\_\_\_\_ (not) even 9:45. A lot of  
4  
students \_\_\_\_\_ (not) here yet either.  
5

Kami: Well then, let's get a cup of coffee. The snack bar \_\_\_\_\_ open.  
6

Yumiko: No, thanks. I \_\_\_\_\_ (not) ready for class yet. I have to do the  
7  
homework.

Kami: The homework \_\_\_\_\_ difficult! The exercises \_\_\_\_\_ compli-  
8 9  
cated and confusing. Fifteen minutes \_\_\_\_\_ (not) enough time to do it.  
10

Yumiko: Ssshhh! You \_\_\_\_\_ making me nervous.  
11

Kami: I \_\_\_\_\_ sorry. But it really \_\_\_\_\_ too late to do the homework now.  
12 13

Yumiko: You \_\_\_\_\_ probably right.  
14

- 4 Use the words provided to make present tense statements about the people in the pictures. When an *A* appears in parentheses after the words, make an affirmative statement. When an *N* appears in parentheses, make a negative statement.

**Examples:** Professor Winters  
tall (A) *Professor Winters is tall.*  
an old man (N) *Professor Winters is not an old man.*



#### Professor Winters

1. a good teacher (A)
2. a boring speaker (N)
3. very funny (N)
4. in the English department (A)
5. married (A)



#### Doctor Silbert

6. a scientist (A)
7. bored (N)
8. in the English department (N)
9. friendly (A)
10. busy (A)



#### These Students

11. in their chairs (A)
12. tired (A)
13. serious students (N)
14. interested in the lesson (N)
15. prepared for the next exam (N)



## B. Yes/No Questions and Short Answers

Yes/no questions are questions that may be answered by *yes* or *no*.

	Examples	Notes
<b>Affirmative Questions</b>	Am I late? Are you from Japan? Is it cold?	In a yes/no question, the verb comes before the subject.
<b>Negative Questions</b>	Aren't you early? Isn't that woman a professor? Aren't they twins?	Negative questions are used to express the speaker's belief or expectation.

Questions	Affirmative Answers	Negative Answers	
Am I early?	Yes, you are.	No, you're not.	No, you aren't.
Is he Japanese?	Yes, he is.	No, he's not.	No, he isn't.
Isn't she a scientist?	Yes, she is.	No, she's not.	No, she isn't.
Is it late?	Yes, it is.	No, it's not.	No, it isn't.
Are you students?	Yes, we are.	No, we're not.	No, we aren't.
Aren't those boys twins?	Yes, they are.	No, they're not.	No, they aren't.

Note: Contractions are not used in affirmative short answers. Contractions are usually used in negative short answers.

- 5 Put two lines under the verb *be* in yes/no questions and short answers in the conversation between Carlos and Miguel on page 2.

**Example:** Excuse me, is this seat free?

- 6 Complete these sentences with affirmative or negative forms of the verb *be*. Use contractions when possible.



John: Are you in Professor Jenkins's class?

Estella: Yes, I \_\_\_\_\_.

1

John: \_\_\_\_\_ it a beginning level class?

2

Estella: No, it \_\_\_\_\_. It \_\_\_\_\_ an advanced class.

3

4

John: \_\_\_\_\_ she a good teacher?

5

Estella: Yes, she \_\_\_\_\_, but she's very strict.  
6

John: \_\_\_\_\_ she patient with the students?  
7

Estella: Actually, no, she \_\_\_\_\_.  
8

John: \_\_\_\_\_ the exams difficult?  
9

Estella: Yes, they \_\_\_\_\_!  
10

John: \_\_\_\_\_ the homework overwhelming?  
11

Estella: Yes, it \_\_\_\_\_! \_\_\_\_\_ you interested in the class?  
12 13

John: Umm. I \_\_\_\_\_ not sure anymore.  
14

## 7 Write missing questions for the following answers. Many different questions are possible.

**Example:** A. Is Marco a good student?

B. Oh, yes. He's the best student in the class.

1. A. \_\_\_\_\_  
B. No, he isn't. He's in the English Department.
2. A. \_\_\_\_\_  
B. No, she isn't. She's from New York.
3. A. \_\_\_\_\_  
B. Yes, we are.
4. A. \_\_\_\_\_  
B. Yes, they are.
5. A. \_\_\_\_\_  
B. No, I'm not.

## 8 Read the following questions and answers. If there are any mistakes in the underlined words, rewrite the question or answer correctly. If there are no mistakes, write "correct."

1. A. Is you from Osaka? Are you from Osaka?  
B. No, I'm not. I'm from Kobe. correct
2. A. Is your brother a student here also? \_\_\_\_\_  
B. Yes, he's. \_\_\_\_\_
3. A. Are I the only woman in this class? \_\_\_\_\_  
B. No, you aren't. \_\_\_\_\_
4. A. Aren't you in my history class? \_\_\_\_\_  
B. No, I aren't. \_\_\_\_\_
5. A. Is Carlos and Coletta business majors? \_\_\_\_\_  
B. Yes, they is. \_\_\_\_\_

6. A. Is the history department in this building? \_\_\_\_\_  
 B. No, it's isn't. \_\_\_\_\_
7. A. Am I early? \_\_\_\_\_  
 B. Yes, you're. \_\_\_\_\_
8. A. Are we in the right place? \_\_\_\_\_  
 B. Yes, we is. \_\_\_\_\_

## Using What You've Learned



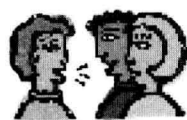
- 9 Introduce yourself to a classmate and talk about your classes and your teachers. Use sentences with *be*.

**Example:** A. Hi, I'm Juan. I'm new here. Are you in this class?  
 B. Yes, I am.  
 A. Is the professor good?  
 B. I'm not sure. She's new here too.



- 10 Sit in a circle with your class. The first student begins by making two statements about himself or herself using the verb *be* in the present tense. The next student repeats the first student's information and then makes two statements about himself or herself. The third student repeats the first and second students' information, then makes two statements, and so on. If a student forgets any information, group members can help.

**Example:** A. **I'm** Maria. **I'm** from Barcelona.  
 B. **She's** Maria. **She's** from Barcelona. **I'm** Eduardo. **I'm** a business major.  
 C. **She's** Maria. **She's** from Barcelona. **He's** Eduardo. **He's** a business major. **I'm** . . .



- 11 There are many ways to answer yes/no questions without using the words *yes* and *no*. Here are some examples of other affirmative and negative answers.

	Formal	Informal
Affirmative	Certainly.	Sure.
	Of course.	Yeah.
	I think so.	Uh-huh.
	Indeed.	Right.
Negative	Certainly not.	Nope.
	Of course not.	No way.
	I don't think so.	Uh-uh.
	I'm afraid not.	Nah.

Play this question-and-answer game quickly. Choose one student to go to the front of the room and answer yes/no questions asked by the other students. This student must answer each question without using the words *yes* or *no*. If the student accidentally answers with *yes* or *no*, another student takes her or his place and continues the game.