

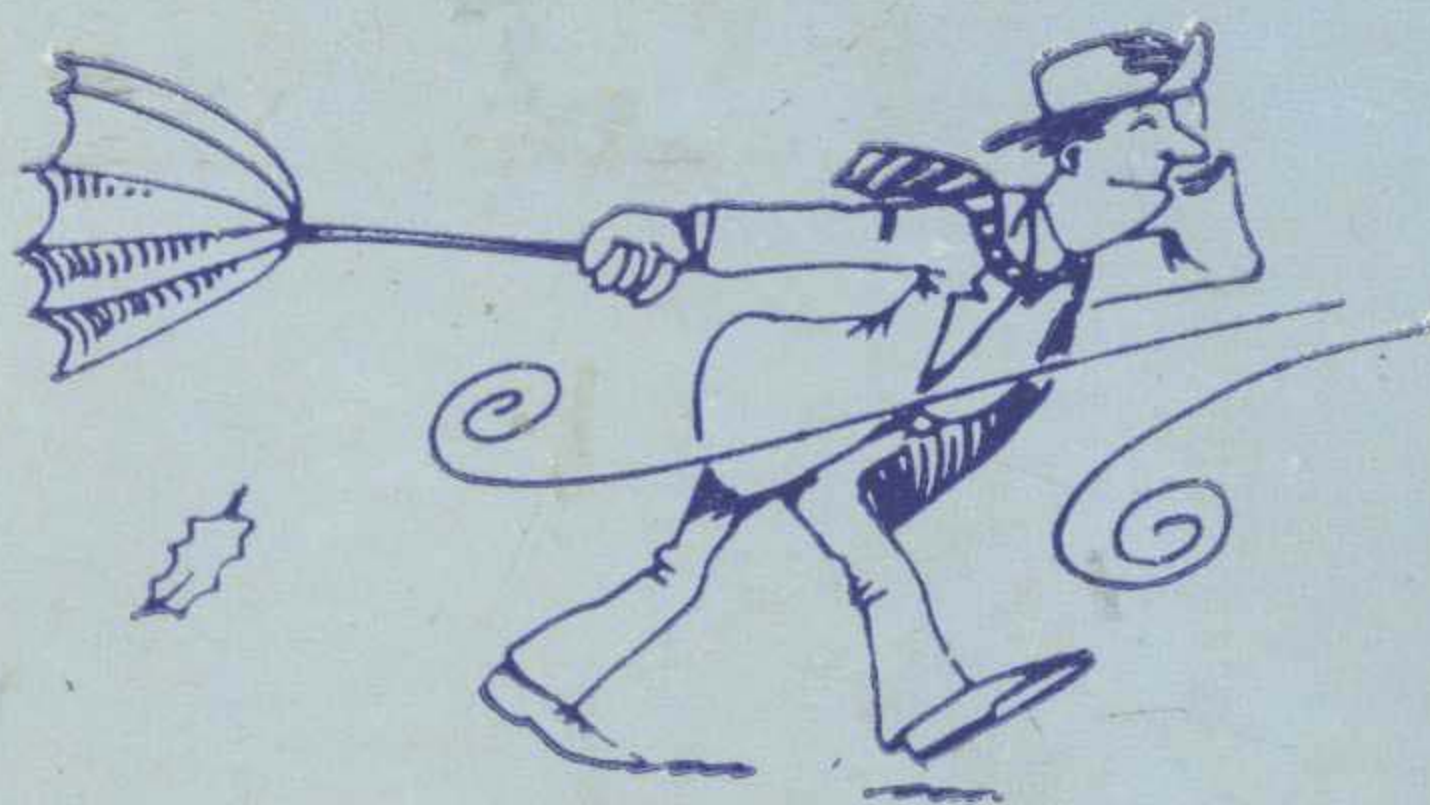
# GRAMMAR in ACTION!

# 2

An Illustrated Workbook

Barbara H. Foley

with Gretchen M. Dowling





# GRAMMAR IN ACTION 2

An Illustrated Workbook

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with  
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To Mom and Dad



# INTRODUCTION

*Grammar in Action 2* is the second in a series of three grammar workbooks for young adult and adult ESL/EFL students. It is geared for high beginning level students and for those who are unfamiliar with formal grammar. Each unit is centered about a picture of a relevant everyday scene or activity. The picture captures the students' interest, introduces vocabulary, and clarifies the meaning and context of the language. Approximately eight exercises follow, four dealing with vocabulary and oral responses, and four involving writing. The final exercise in each chapter uses the target structure in a reading passage. 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 **high beginning level students** and for those students who have had little formal grammar. In *Grammar in Action 2*, only one grammatical item is covered per unit, and it is presented in small, well-sequenced increments. Prior grammatical knowledge is not assumed, so plenty of practice on each point is provided. All contexts are pictured and new vocabulary is taught, so that the meaning is 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 can be used at any time in the unit.

Each unit centers about a **context**, that is, a picture of a relevant everyday scene or activity. Initially, these pictures elicit vocabulary and motivate the students to talk about their own experiences. Within the units, the exercises are based on the picture context. The grammar exercises cannot be done mechanically, simply by filling in a word. Correctness of the grammar is tied in with the accuracy of the statement, so that the grammar is seen as meaningful.

Third, 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 students to 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 thoughtless "mechanical" completion of exercises.

Finally, the book is a **versatile teaching tool**. It adapts to numerous teaching styles and aims. The exercises can be done in groups, individually, or as a whole class. The lessons can be used "as is," or the pictures and contexts can 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, 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. In some classes, the teacher may put two or three category headings on the chalkboard, e.g., “objects,” “clothes,” “people,” or “actions.” Students then try to say any words they can from the picture. The teacher should encourage students to volunteer information, opinions, or personal experiences related to the picture. Brief cultural explanations can be made if necessary. This preliminary discussion should generate student interest and clarify meanings. The focus is not correction of 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 circle the vocabulary items they see in the picture, 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 students to visualize the pattern of the structure and to include all the elements of the grammar in their sentences. Several units ask students to choose the correct form of the verb. Most speaking sections conclude with a series of questions about the picture.

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 2*. Depending on the students' proficiency and the teacher's personal style, the exercises may be used in a whole class, with 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 place words in the correct order to form a sentence, or to answer questions about the context. The final exercise is a story related to the context. After they read the story, the students answer questions or form the questions themselves.

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 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.

At the conclusion of each unit are one or more **grammar boxes**, outlining the grammar 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 can then be encouraged to give other examples from the unit they are studying or from their own lives.



## IN CONCLUSION

*Grammar in Action 2* 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 English language classes.

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# TABLE OF CONTENTS

Unit	Context	Grammar	
1	The Office Building	Present be	1
2	The Airport	Present continuous	7
3	The Picnic	Possessives	13
4	Graduation	Future Going to	19
5	The Backyard	Future will	26
6	The Anniversary	Direct and Indirect Objects	33
7	The Average American	Present—Statements	39
8	Transportation	Present Tense—Questions	45
9	Let's Go Out	Present—Adverbs of Frequency	52
10	The Athlete	Tense Contrast—Present Continuous and Present	59
11	Requests	Can May Could	66
12	The Wedding	Have to	71
13	Two Cities	Comparatives	79
14	Cars	Superlatives	86
15	Everyone Is Present	Everyone, Someone Anyone, No One	91
16	A Weekend Away	Past—Be	96
17	A Refugee	Past—Regular Verbs	102
18	Excuses	Past—Irregular Verbs	107
19	Dinosaurs	Past—Questions	112
20	A Broken Leg	Could / Couldn't vs. Can Had to	118
21	Table Manners	Should / Would like	124
22	The Power Went Out	Past Continuous	129
23	The Great Outdoors	Infinitives	135
24	A New Man	Tense Contrast—Present, Past, and Future Going to	141



# UNIT 1

## THE OFFICE BUILDING

Present be



A. Look at the picture. Write the correct floor for each person.

first	second	third	fourth	fifth
1st	2nd	3rd	4th	5th

obstetrician third

computer analyst \_\_\_\_\_

lawyer \_\_\_\_\_

real estate agent \_\_\_\_\_

counselor \_\_\_\_\_

accountant \_\_\_\_\_

engineer \_\_\_\_\_

pediatrician \_\_\_\_\_

dentist \_\_\_\_\_



B. These sentences are not true. Cross out the mistakes and say the sentences correctly.

**Example:** Ben and Sue are ~~lawyers~~.  
Ben and Sue aren't lawyers.  
They're real estate agents.

1. Ben and Sue are counselors.
2. Mary is an obstetrician.
3. Laura and Ron are computer analysts.
4. Sam is an obstetrician.
5. Amy is a dentist.
6. Amy is a real estate agent.
7. Kelly is an engineer.
8. Michael is a lawyer.
9. Jim and Sarah are counselors.
10. Kathy is a pediatrician.

C. Answer these yes/no questions about the picture.

Yes, he/she/it is.  
No, he/she/it isn't.

Yes, they are.  
No, they aren't.

1. Is Mary a dentist?
2. Is she at work?
3. Is her office on the third floor?
4. Is Sam's office on the first floor?
5. Is he at work?
6. Are Ben and Sue at work?
7. Are they on the fifth floor?
8. Is Kelly in her office?
9. Is her office on the fourth floor?
10. Is Kelly an accountant?
11. Are Laura and Ron at work?
12. Are their offices on the second floor?
13. Are they in their offices?
14. Is Amy in her office?
15. Is her office on the fifth floor?

D. Answer these "Wh" questions about the picture.

**Examples:**

Who is a lawyer?

Laura is a lawyer. Ron is a lawyer. *or* Laura and Ron are.

Where is their office?

It's on the third floor.

What is Kathy's profession?

She's an accountant.

1. Who is a counselor?
2. Where is her office?
3. Where is Michael's office?
4. What is his profession?
5. Who is a pediatrician?
6. Where is his office?
7. Where is Ben and Sue's office?
8. What is their profession?
9. Who is an accountant?
10. Where is her office?
11. What is Mary's profession?
12. Where is her office?



## Writing

### A. Complete these sentences.

is	isn't	are	aren't
----	-------	-----	--------

1. Amy isn't a lawyer.
2. Her office \_\_\_\_\_ on the third floor.
3. Ben and Sue \_\_\_\_\_ real estate agents.
4. Their office \_\_\_\_\_ on the first floor.
5. Jim and Sarah \_\_\_\_\_ at work.
6. They \_\_\_\_\_ in their offices.
7. Sam \_\_\_\_\_ an obstetrician.
8. He \_\_\_\_\_ a pediatrician.
9. Mary \_\_\_\_\_ a dentist.
10. Her office \_\_\_\_\_ on the fifth floor.

### B. Complete these sentences with the correct preposition.

in	on	at
----	----	----

1. Kelly is in her office.
2. Jim and Sarah are \_\_\_\_\_ work.
3. They are \_\_\_\_\_ their offices.
4. Their office is \_\_\_\_\_ the fifth floor.
5. Kathy is \_\_\_\_\_ her office.
6. Her office is \_\_\_\_\_ the fourth floor.
7. Ben and Sue are \_\_\_\_\_ work.
8. They are \_\_\_\_\_ their office.
9. Sam is \_\_\_\_\_ his office.
10. His office is \_\_\_\_\_ the third floor.



C. Put the words in these yes/no questions in correct order. Then, answer the questions.

1. Kelly / ? / Is / a / counselor

Is Kelly a counselor?

Yes, she is.

2. ? / their / Are / in / Ben and Sue / office

3. Amy / pediatrician / a / ? / Is

4. Jim / on / and / ? / Sarah / floor / the / fifth / Are

5. Is / at / Kathy / ? / work

6. her / first / ? / the / Is / office / on / floor

7. lawyers / Ron / ? / Are / Laura / and

8. they / Are / ? / in / offices / their

9. Amy / work / at / ? / Is

10. third / office / floor / Is / her / on / the / ?



D. Complete these questions about the office building.

1. Who is a dentist ? Mary is.
2. Where \_\_\_\_\_ ? On the second floor.
3. Who \_\_\_\_\_ ? Michael is.
4. Where \_\_\_\_\_ ? On the fifth floor.
5. Who \_\_\_\_\_ ? Laura is a lawyer. Ron is a lawyer.
6. Where \_\_\_\_\_ ? On the second floor.
7. Who \_\_\_\_\_ ? Kathy is.
8. Where \_\_\_\_\_ ? On the fifth floor.
9. Who \_\_\_\_\_ ? Sam is.
10. Where \_\_\_\_\_ ? On the third floor.

## Grammar Summary

### Be

"Am", "is", and "are" are the present forms of the verb "to be". This verb can identify, locate or describe.

#### Statements:

I	am	on the first floor.
He She It	is	
You	are	
We You They	are	

#### Contractions:

I'm not

is not = isn't

are not = aren't



### Yes/No Questions:

Am	I	on the first floor?
Is	he she it	
Are	you	
Are	we you they	

### Short Answers:

Yes.	you	are.	No,	you	aren't.
	he she it	is.		he she it	isn't.
	I	am.		I'm	not.
	you we they	are.		you we they	aren't.

### "Who" Question:

Who	is	a counselor?
-----	----	--------------

Kelly is.
-----------

### "Wh" Questions:

What	am	I?
	is	he? she? it?
	are	we? you? they?

"A" and "an" are articles.

"An" is used before vowels (a, e, i, o, u).

an accountant

an engineer

"A" is used before consonants (other letters).

a student

a nurse



# UNIT 2 THE AIRPORT

Present continuous



A. Look at the picture. Answer these questions about the airport.

**Example:** Who is reading the newspaper?  
Lee is.

- Who is buying a ticket?
- Who is meeting her husband?
- Who is getting off the plane?
- Who is going through the metal detector?
- Who is drinking a cup of coffee?
- Who is standing in line in back of Mary?
- Who is looking at the flight board?
- Who is renting a car?
- Who is checking his baggage?
- Who is hugging his wife?



**B.** These sentences are not true. Cross out the mistakes and say the sentence correctly.

**Example:** Lee is reading a ~~book~~.  
 Lee isn't reading a book.  
 He's reading a newspaper.

1. Mary is buying a suitcase.
2. Mary is standing at the car-rental counter.
3. Patty is going through customs.
4. Ann is waiting at Gate 67.
5. Olga is meeting her daughter.
6. Kim and Don are looking at their tickets.
7. Michael is buying a car.
8. Teresa is standing in front of Mary.
9. Susan and Paul are getting on the plane.
10. Ali is giving his small bag to the ticket agent.

**C.** Use the chart. Ask yes/no questions about the airport. Answer the questions.

Yes, s/he is. No, s/he isn't.		Yes, they are. No, they aren't.	
Is	Mary Lee	buying reading looking at	a ticket? a cup of coffee? a newspaper?
Are	Kim and Don		the flight board? the planes?

**D.** Answer these questions about the picture.

**Examples:**

Where is Lee sitting?      At Gate 69.  
 What is he doing?      Reading a newspaper.  
 What is he reading?      A newspaper.

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1. Where is Mary standing?         | 7. Where is Michael standing? |
| 2. What is she doing?              | 8. What is he doing?          |
| 3. What is she buying?             | 9. What is he renting?        |
| 4. Where are Kim and Don standing? | 10. Where is Ali standing?    |
| 5. What are they doing?            | 11. What is he doing?         |
| 6. What are they looking at?       | 12. What is he checking?      |



## Writing

A. Choose the correct verb. Write it in the present continuous form.

buy	read	stand	go through
hug	sit	check	look at
rent	watch	get off	

1. Lee is reading the newspaper.
2. Susan and Paul \_\_\_\_\_ the plane.
3. Patty \_\_\_\_\_ the metal detector.
4. Michael \_\_\_\_\_ a car.
5. Ann \_\_\_\_\_ in the waiting room; she  
\_\_\_\_\_ the planes.
6. Ali \_\_\_\_\_ at the ticket counter. He  
\_\_\_\_\_ his baggage.
7. Mary \_\_\_\_\_ at the counter, too. She  
\_\_\_\_\_ a ticket.
8. Teresa \_\_\_\_\_ in back of Mary.
9. Kim and Don \_\_\_\_\_ the flight board.
10. David \_\_\_\_\_ his wife.

B. Answer these yes/no questions about the picture.

1. Is Patty going through customs?
2. Is Olga hugging her husband?
3. Are Susan and Paul getting off the train?
4. Is Lee talking to Ann?
5. Is Michael renting a car?
6. Is Ali checking two bags?
7. Is Mary checking her baggage?
8. Are Susan and Paul leaving?

No, she isn't.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_