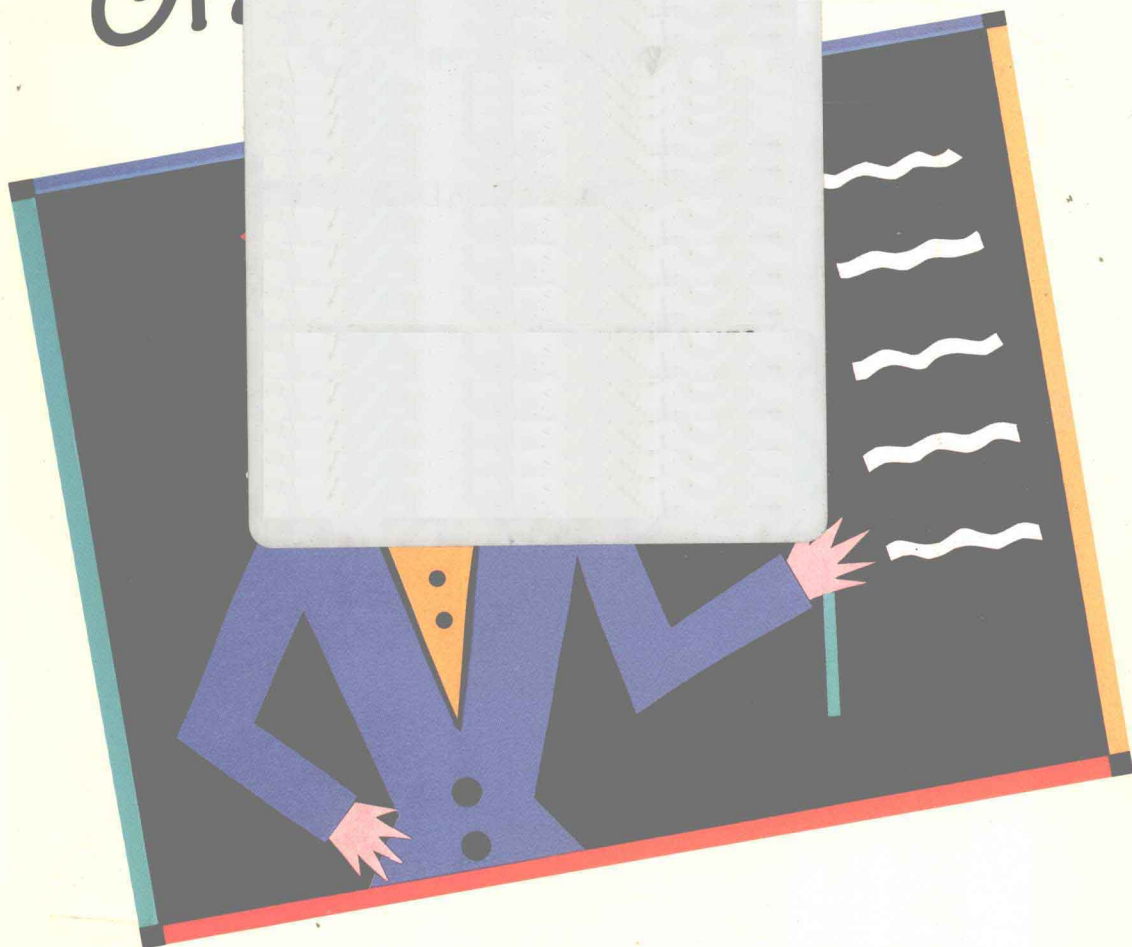


interactions one

Third Edition

A Communicative
Grammar



Elaine Kirn • Darcy Jack

A Communicative Grammar

Third Edition

interactions one

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A Communicative Grammar

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Preface ***to the Third Edition***

The Interactions One Program

The Interactions One Program consists of five texts and a variety of supplemental materials for high-beginning to low-intermediate students seeking to improve their English language skills. Each of the five texts in this program is carefully organized by chapter theme, vocabulary, grammar structures, and, where possible, language functions. As a result, information introduced in a chapter of any one of the Interactions One texts corresponds to and reinforces material taught in the same chapter of the other four books, creating a truly integrated, four-skills approach.

The Interactions One program is highly flexible. The texts in this series may be used together or separately, depending on students' needs and course goals. The books in this program include:

- **A Communicative Grammar Book.** Organized around grammatical topics, this book includes notional/functional material where appropriate. It presents all grammar in context and contains many types of communicative activities.
- **A Listening/Speaking Skills Book.** This book uses lively, natural language from various contexts, including dialogues, interviews, lectures, and announcements. Listening strategies emphasized include summarizing main ideas, making inferences, listening for stressed words, reductions and intonation. A variety of speaking skills complement the listening component.
- **A Reading Skills Book.** The reading selections contain sophisticated college-level material; however, vocabulary and grammar have been carefully controlled to be at students' level of comprehension. The text includes many vocabulary-building exercises and emphasizes reading strategies such as skimming, scanning, guessing meaning from context, understanding the structure and organization of a selection, increasing reading speed, and interpreting the author's point of view.
- **A Writing Process Book.** This book uses a process approach to writing, including many exercises on prewriting and revision. Exercises build skills in exploring and organizing ideas; developing vocabulary; using correct form and mechanics; using coherent structure, and editing, revising, and using feedback to create a final draft.
- **A Multi-Skills Activity Book.** New to this edition, this text gives students integrated practice in all four language skills. Among the communicative activities included in this text are exercises for the new video program that accompanies the Interactions One series.


Supplemental Materials

In addition to the five core texts outlined above, various supplemental materials are available to assist users of the third edition, including:


Instructor's Manual

Extensively revised for the new edition, this manual provides instructions and guidelines for using the five core texts separately or in various combinations to suit particular program needs. For each of the core texts, there is a separate section with answer keys, teaching tips, additional activities, and other suggestions. The testing materials have been greatly expanded in this edition.

Audio Program for Interactions One: A Listening/Speaking Skills Book

Completely rerecorded for the new edition, the audio program is designed to be used in conjunction with those exercises that are indicated with a cassette icon  in the student text. Complete tapescripts are now included in the back of the student text.

Audio Program to Accompany Interactions One: A Reading Skills Book

This new optional audio program contains selected readings from the student text. These taped selections of poems, articles, stories, and speeches enable students to listen at their leisure to the natural oral discourse of native readers for intonation and modeling. Readings that are included in this program are indicated with a cassette icon  in the student text.

Video

New to this edition, the video program for Interactions One contains authentic television segments that are coordinated with the twelve chapter themes in the five texts. Exercises and activities for this video are in the Multi-Skills Activity Book.

Interactions One: A Communicative Grammar, Third Edition

Rationale

Interactions One: A Communicative Grammar, third edition, is a challenging, fast-moving grammar book aimed at high-beginning to low-intermediate level

academic students. Central to the Interactions One program, *Interactions One: A Communicative Grammar* follows the same content themes as the companion volumes, and it introduces, practices, and builds on the structures and vocabulary presented in those books. Although some previous exposure to English is assumed, the book requires no previous grammar mastery. Through precise, step-by-step sequencing, it guides students through the forms, meanings, and usage of eight basic verb tenses, modal auxiliaries, gerunds, and infinitives. Practice in troublesome areas such as articles, phrasal verbs, prepositions, and verb tense contrasts is also provided.

Contextualization

Interactions One: A Communicative Grammar teaches the patterns and rules of English grammar in context. It is based on the following principles:

- Information about *when* to use certain structures is as important as the forms and patterns themselves; the presentation and practice of grammar in situational contexts provides this information.
- The contextualization of grammar aids memory. Whereas isolated exercises might be forgotten as soon as they are completed, the association of rules with situations can help in learning. In addition, natural (and often humorous) contexts provide extra motivational interest of story lines.
- The presentation of grammar in context can provide extra motivation to learning: In addition to mastering grammar, students acquire useful vocabulary and information. Furthermore, contextualization stimulates thinking, offering students realistic opportunities for the expression of ideas, opinions, and feelings.
- For international students, contexts that take into account their cultural heritage and immediate surroundings are most meaningful. In *Interactions One: A Communicative Grammar*, students use grammatical structures to compare and contrast cultural characteristics of their native countries with those of the countries they may currently reside in.

Sequencing

Although grammar curricula necessarily differ with individual programs, the Interactions One program attempts to follow “typical” sequencing—i.e., earlier topics present generally simpler forms and patterns while later, more complex ones build on previously acquired knowledge. Steps to mastery are small: for example, in learning the present perfect continuous tense before the present perfect, students are not overburdened by new forms while they are concentrating on meanings. By the time they begin learning past participle forms for the present perfect, they have already learned the time concepts involved in the use of the tense.

Grammar points are consistently recycled. Every fourth chapter (Chapters Four, Eight, and Twelve) provides review and integrated practice of the major points of the previous three. Thus grammar mastery is cumulative, and students can acquire fairly sophisticated principles at an accelerated pace.

Exercises and activities proceed from controlled to creative. With each, students are expected to “do a little more”—i.e., to provide more of their own language. The least controlled activities in the **Using What You’ve Learned** sections at the end of each topic offer students the opportunity to use the target grammar for self-expression and communication.

Chapter Organization

Each chapter theme addresses three to five major topics that present and practice specific grammar structures. Each topic begins with an illustration to help contextualize the language that follows. **Setting the Context**, an introductory activity, can be a dialogue, reading, class discussion, brainstorm, prediction, or pair interview. The introductory activity highlights the structures to be taught in that section. New grammar points are then presented concisely in the form of easy-to-read charts. Exercises follow these presentations, providing controlled practice of the grammar points. Each topic culminates with less-structured, communicative activities in the **Using What You’ve Learned** section.

Chapters Seven through Twelve conclude with a **Focus on Testing** box. These new features include brief exercises designed to help students prepare for standardized tests like the TOEFL.

Suggestions for Use

The material in *Interactions One: A Communicative Grammar* can be successfully presented in a variety of ways. Since most teachers have individual classroom styles that work for their particular groups and situations, no specific suggestions are presented here. There are, however, a variety of ideas for effective teaching techniques, including sample lesson plans, in the *Instructor’s Manual* for the Interactions One program.

New to the Third Edition

1. **Streamlined Design.** The new edition features an attractive two-color design and an extensively revised art program. These changes were initiated to make the books more appealing, up-to-date, and user-friendly. In addition, we made the books easier to use by simplifying complicated direction lines, numbering exercises and activities, and highlighting key information in shaded boxes and charts.
2. **New Chapter Theme on Science and Technology.** The new edition features an entirely new theme for Chapter Eleven: Science and Technology. In addition, the themes for several other chapters have been broadened to include new content.
3. **Focus on Testing.** These new boxed features, appearing in Chapters Seven through Twelve, are designed to help students prepare for standardized grammar and usage tests like the TOEFL.

- 4. Variety of Introductory Activities.** In addition to opening dialogues, the new edition has a greater variety of introductory activities for grammar topics, including short readings, brainstorm, discussions, predictions, and pair interviews.

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CHAPTER **one**

School Life



in this
chapter

- Topic One:** The Verb *be*
- Topic Two:** The Simple Present Tense
- Topic Three:** Personal Pronouns, Possessive Adjectives and Pronouns

The Verb **be**



Setting the Context Conversation

CARLOS: Hi. I'm Carlos Torres.

HIROSHI: I'm glad to meet you, Carlos. My name is Hiroshi Watanabe.

CARLOS: Nice to meet you, Hiroshi. Are you a visa student?

HIROSHI: Yes, I am. I'm from Japan. How about you?

CARLOS: I'm from Mexico, but I'm a permanent resident. How are your classes?

HIROSHI: Great! How about your classes?

CARLOS: They're not too bad. The economics department is pretty good. Are you an undergraduate?

HIROSHI: Yes, I am. I'm a sophomore. And you?

CARLOS: I'm in my junior year. Is economics your major?

HIROSHI: Yes, it is. I'm interested in business.

CARLOS: I am too. Oh, here's the professor. Let's talk later.

exercise

Answer *true* or *false* to these statements about the conversation.

1. The last names of the people are Carlos and Hiroshi.
2. The instructor isn't in the class at the beginning of the conversation.
3. Carlos and Hiroshi are citizens of the United States.
4. They're graduate students.
5. Carlos is Japanese and Hiroshi is Mexican.



A. Affirmative and Negative Statements; Contractions

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

	examples	notes
Affirmative	<p>I am from Japan.</p> <p>The students are late.</p> <p>You are twins!</p> <p>The teacher is over there.</p>	<p>Use <i>am</i> for the subject <i>I</i>.</p> <p>Use <i>are</i> for a plural noun and these pronouns: <i>we, you, they, these, or those</i>.</p> <p>Use <i>is</i> for a singular noun and these singular pronouns: <i>he, she, it, this, or that</i>.</p>
Negative	<p>I am not late.</p> <p>She is not in this class.</p>	<p>Use <i>not</i> after the verb <i>be</i> in negative sentences.</p>

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

	full forms	contractions
Affirmative	<p>I am Mexican.</p> <p>She is a student.</p> <p>It is Tuesday.</p> <p>We are permanent residents.</p> <p>You are good at science.</p> <p>They are in this class.</p>	<p>I'm Mexican.</p> <p>She's a student.</p> <p>It's Tuesday.</p> <p>We're permanent residents.</p> <p>You're good at science.</p> <p>They're in this class.</p>
Negative	<p>I am not interested.</p> <p>He is not in this department.</p> <p>It is not here.</p> <p>We are not visa students.</p> <p>You are not married.</p> <p>They are not friendly.</p>	<p>I'm not interested.</p> <p>He's not in this department.</p> <p>It's not here.</p> <p>We're not visa students.</p> <p>You're not married.</p> <p>They're not friendly.</p> <p>* He isn't in this department. It isn't there. We aren't visa students. You aren't married. They aren't friendly.</p> <p>or</p>

*There is no contraction for am + not.