

# GRAMMAR 3

## STEP BY STEP

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WITH CHANTS BY CAROLYN GRAHAM

Dedicated to our families, with enormous gratitude for their patience and support, and to our students, with great appreciation for their inspiration over the years.

### **Grammar Step by Step 3, 1st Edition**

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# To the Teacher

Dear Colleagues,

As you know, our students are faced with all sorts of language input, and they depend on us to help them sort out the information that comes their way at school, at work, and in their daily lives. In the *Grammar Step by Step series*, we have divided grammatical information into digestible chunks that students can understand, and we have then provided practice in exercises that also develop listening, speaking, reading, vocabulary, and writing skills.

With Book 3, we have zeroed in on ways to teach grammar clearly and systematically and to isolate common areas of confusion in the high-intermediate grammar class. For example, we help students distinguish between *do* as an auxiliary and *do* as a main verb. We help students recognize and understand the use of the base form of the verb by having them analyze how it is used with questions, negative statements, modals and infinitives.

We have worked to create material that not only goes step by step but also engages students with familiar and sometimes humorous contexts. Our contexts are varied, and the characters we portray reflect a wide range of backgrounds and ages. While the vocabulary we use is controlled so as not to distract from the grammar being studied, we have made an effort to use common and natural language that is essential for communication.

As our students work to learn English, we strive to keep them motivated, involved, and rewarded, and to provide them with material that helps make sense of the chaos of language. We sincerely hope that, with *Grammar Step by Step*, your students will find some order in the chaos and have fun at the same time.

Helen Kalkstein Fragiadakis

Carolyn Graham

Ellen Rosenfield

Suzan Tiemroth-Zavala

# Overview of *Grammar Step by Step*

*Grammar Step by Step 3* is the third in a three-level series of beginning to high-intermediate books offering extensive grammar practice for young adult and adult learners. In *Grammar Step by Step*, small chunks of grammar are presented and practiced on a series of two-page spreads. While grammar presentation charts in many books present students with more new grammar than they can handle, the charts in *Grammar Step by Step* are designed to streamline the presentation of new grammar.

Each lesson in *Grammar Step by Step* features thorough practice of a grammar point, leading from controlled to open-ended activities. There are abundant opportunities for students to personalize learning through engaging speaking and writing tasks. Both lesser-trained and more experienced teachers will find the fresh and varied activity types meaningful and effective while enjoying the comfort of the accessible and predictable format.

*Grammar Step by Step* presents the content that experienced teachers expect to find in a grammar series with a number of distinguishing features.

- **Flexible two-page lesson structure** allows teachers to select from a comprehensive array of lessons according to student and curricular needs.
- **Integrated skills approach to grammar** features initial listening activities that establish the grammar focus for reading, writing, and speaking tasks.
- **Carolyn Graham's chants** focus student attention on the oral/aural dimension of grammar learning while making classes lively and motivating.
- **Classroom-tested grammar points** target classic trouble spots, such as accurately using *have / do / make / take*.
- **Engaging illustrations** in each lesson visually define key vocabulary, allowing teachers and students to focus on grammar learning.
- **Resource-rich Teacher's Manual** reduces teacher prep time with reproducible tests and 64 expansion activities—one for each two-page lesson.

## Components

The complete *Grammar Step by Step 3* program includes the following components:

- Student Book
- Teacher's Manual with answer key, 64 reproducible expansion activities, and a review test for each group of lessons
- Audiocassette/audio CD with recordings of all listening scripts and all chants, featuring Carolyn Graham

# Guide to Grammar Step by Step

Each streamlined two-page lesson follows a **predictable and accessible format.**

The opening activity of each lesson acquaints students with the grammar point through a **context-building listening activity.**

**Engaging art** illustrates contexts and teaches **new vocabulary words.**

LESSON  
**24** Negatives Across Tenses

Negatives have the following forms:

**A** Read the information about the Olympics. Complete the sentences with the words below. Use **didn't** three times. Then listen to check your answers.

aren't didn't doesn't don't shouldn't wasn't weren't won't

- The Olympic games began in Greece more than 2,000 years ago, but the modern Olympics \_\_\_\_\_ begin until 1898.
- Many countries \_\_\_\_\_ send athletes to the first modern Olympics.
- There \_\_\_\_\_ many sports at the first modern Olympics, but today, there are hundreds of sports.
- Not every sport is played in the Olympics. For example, windsurfing is an Olympic sport, but skateboarding and golf \_\_\_\_\_.
- A long time ago, women \_\_\_\_\_ participate in the Olympics.
- Some countries still \_\_\_\_\_ send women athletes to the Olympics.
- Now soccer is popular in the U.S., but it \_\_\_\_\_ popular 30 years ago.
- The U.S. has many good Olympic teams, but it \_\_\_\_\_ always have the best teams.
- The 2012 Olympics \_\_\_\_\_ be in New York. They might be in Paris.
- Some people think that Olympic medal winners \_\_\_\_\_ be able to make a lot of money in advertisements.

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**B** Karina doesn't know a lot about sports. She is talking to Jean. Complete their conversation with the correct negative form of the verb in parentheses.

Karina: I think baseball will be the number one sport in France.  
Jean: I disagree. Baseball (1. be) \_\_\_\_\_ the number one sport. Soccer will be the most popular sport there for years to come.

Karina: I think American football and soccer are the same.  
Jean: No, American football and soccer (2. be) \_\_\_\_\_ the same. In fact, they're completely different.

Karina: Can soccer players throw the ball?  
Jean: Well, the goalie can throw the ball, but the other soccer players (3. touch) \_\_\_\_\_ the ball with their hands.

Karina: That's interesting. I think Pele is a soccer player from Argentina. Am I right?  
Jean: Well, Pele is a soccer player, but he (4. be) \_\_\_\_\_ from Argentina. He's from Brazil.

Karina: I think the United States won the World Cup last year.  
Jean: No, The United States (5. win) \_\_\_\_\_ the World Cup last year. You know, you (6. know) \_\_\_\_\_ much about sports, Karina!

Karina: But I'm trying to learn. You (7. laugh) \_\_\_\_\_ at me!

**C** Change these statements to yes-no questions. Walk around and ask classmates the questions. When students say No, write their names on the line. Then on a separate piece of paper, write some negative sentences about your classmates.

Yes-No Questions	Students Who Answer "No"
1. You were a good athlete when you were a child. _____	_____
2. You played baseball or soccer when you were a child. _____	_____
3. You could swim fast when you were a child. _____	_____
4. You love sports. _____	_____
5. You are a good athlete. _____	_____
6. You are taking an exercise class now. _____	_____
7. You think you should watch sports on TV every Saturday. _____	_____

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**Tightly controlled exercises** allow students to focus on the structure of the new grammar point.

**Open-ended activities or chants** at the close of each lesson provide opportunities to personalize the grammar point or interact with the grammar in an engaging way.

**Clear and concise charts** introduce grammar points in easily comprehensible chunks.

**Audiocassettes and audio CDs** contain at least one listening activity per lesson, as well as 30 original chants written and recorded by Carolyn Graham.

LESSON  
20

## Contrast: *Do* as Main Verb and *Do* as Helping Verb

Do, does, and did can be helping verbs or main verbs.

<b>Do as a Helping Verb</b>		<b>Do as a Main Verb</b>
<b>Negatives</b>	<b>Questions</b>	I always <u>do</u> my best.
I <u>don't</u> study.	(When) { <u>Do</u> you study?	She <u>does</u> the shopping.
He <u>doesn't</u> study.	{ <u>Does</u> he study?	We <u>do</u> our laundry.
They <u>don't</u> study.	{ <u>Did</u> they study?	I'm <u>doing</u> fine.

**Do as a Helping Verb with Do as a Main Verb**

**Negatives:** She doesn't do anything around the house.  
He didn't do a good job.

**Questions:** Do you do your best at school?  
When did you do your chores?

**Common phrases with do:** do the laundry, do the shopping, do the dishes, do your work, do something, do nothing, do not do anything, do a good job, do homework, do your best, do someone a favor, do chores

**A** John is talking on the phone with his mother. She asks him to complete their conversation by filling in each blank with a form of *do*. Then listen to check your answers.

Mom: How are you doing?  
John: I'm (1.) \_\_\_\_\_ fine.  
Mom: How's your roommate Paul?  
John: He's OK, but he's not a very neat person. He (2.) (not) \_\_\_\_\_ anything around the house.  
Mom: What do you mean?  
John: Well, he likes to cook, but after he eats, he never (3.) \_\_\_\_\_ the dishes. And he never (4.) \_\_\_\_\_ his laundry. His dirty clothes are in a big pile next to his bed.  
Mom: Oh, my! (5.) \_\_\_\_\_ you tell him to clean up?  
John: Yes, I asked him to wash the dishes last night, but he (6.) (not) \_\_\_\_\_ them. He just left the dishes in the sink.  
Mom: That's terrible. (7.) \_\_\_\_\_ you wash your dishes, John?  
John: Of course, Mom. I always clean up!  
Mom: Well, tell Paul that he has to do something around the house. Tell him if he (8.) (not) \_\_\_\_\_ any chores, you'll look for a new roommate.  
By the way, how's school? (9.) \_\_\_\_\_ you have a lot of homework?  
John: Yes. In fact, I'm (10.) \_\_\_\_\_ my homework right now.

**B** Write the correct form of *do* in the blank. Write **HV** if the answer is helping verb. **MV** if the answer is a main verb. Both of the answers include both.

	<b>HV</b>	<b>MV</b>		<b>HV</b>	<b>MV</b>
1. <u>John</u> _____ (not) _____ to the store.	_____	_____	6. _____ _____ (not) _____ to the store.	_____	_____
2. <u>John</u> _____ (not) _____ to the store.	_____	_____	7. _____ _____ (not) _____ to the store.	_____	_____
3. _____ _____ (not) _____ to the store.	_____	_____	8. _____ _____ (not) _____ to the store.	_____	_____
4. _____ _____ (not) _____ to the store.	_____	_____	9. _____ _____ (not) _____ to the store.	_____	_____
5. _____ _____ (not) _____ to the store.	_____	_____	10. _____ _____ (not) _____ to the store.	_____	_____

**C** Write sentences about John and his roommate to complete the chart.

	<b>Affirmative</b>	<b>Negative</b>	<b>Yes-No Question</b>
<b>Singular/ Present</b>	<u>John</u> _____	John _____	_____ ?
<b>Plural/ Present</b>	They _____	They don't do their _____	_____ ?
<b>Singular/ Past</b>	He _____	He _____	Did he do his home- work yesterday? _____ ?
<b>Plural/ Past</b>	They did their home- work yesterday. _____	They _____	_____ ?

**D** Chant

The Poet  
Do you know the poet Thomas Jones?  
Of course I do.  
I love his poems.  
I do too.  
Does he publish a lot?  
No, he doesn't.  
He didn't publish a thing last year.  
Poets don't make money.  
But how does he live?  
How does he pay the rent?  
He teaches.  
What does he teach?  
Poetry.

Remember the possessive adjectives: "his" and "their."

**Reminder Notes** provide students with information that will help them complete the exercises.

One lesson in each group ends with a **chant** which allows students to practice the **pronunciation, rhythm, and intonation** of the new grammar point.

### Review

#### Present Perfect Tense with *For, Since, and Ever*

**A Dictation** Read a "hook" about how I started with what you hear. Then make up the sentences in the present perfect tense. Circle the past participles. Put a box around *since* and *for* keywords, and a right arrow around *ever*.

Next, write:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B** Look at the sentences below. Write A on the space on the left if the sentence goes with diagram A, with B if the sentence goes with diagram B.

**A** We don't know when something happened in the past. **B** Something started in the past and continues to the present.



1. She has been divorced three times.
2. She has known the guy for only two weeks.
3. She has been this way since she was a teenager.
4. My brother has tried to give her advice many times.
5. I have told her to be careful more than once.

**C** On a separate piece of paper, write part of the dictation from Exercise A. Write short, true stories. Change *since*, *they*, *her*, *it*, *them*, and *guy* to guys.

**FIRST SENTENCE:** \_\_\_\_\_

Each group of lessons is followed by a **two-page Review** in which students can test their recollection and understanding of the preceding grammar points.

Most Reviews begin with a **dictation** which incorporates both new grammar and new vocabulary from the previous lessons.

**D** Robert is a lottery winner. Read about his good luck and how it has changed his life. Then write a question for each of the answers below.

Believe it or not, I have won the lottery twice! And since I won all that money, my life has changed a lot. I have been on TV five times. I have given my family lots of presents and they have thanked me. But I haven't spent all the money only on myself. I have helped my community, too.



1. How many times has he won the lottery? 4.
2. Yes, Robert has won the lottery twice. Yes, he has given his family many presents.
3. Yes, his life has changed a lot. No, he hasn't spent money only on himself.
4. No, his family hasn't been on TV. Yes, he has helped his community.

**E** What does the underlined part in each sentence mean? Write two has on each line to the left.

1. She's fallen in love three times. 4. He's a good brother.
2. She's in love again! 5. It's an interesting story.
3. He's given her a lot of advice. 6. It's been an interesting year.

**F** Find the mistakes. Make the corrections.

1. ~~Has~~ he met many people? 5. She has spoken English with her children never.
2. Since I have come to the U.S., I've met a lot of people. 6. They've never be on an airplane.
3. We have been in school since two years. 7. I have learn a lot.
4. They have had free time rarely. 8. Has he gone to the city ever?

**G** On a separate piece of paper, rewrite these sentences. Change *since* to *for* and *for* to *since*. Imagine that it is 2 p.m. and that today's date is Tuesday, August 18th, 2020.

**EXAMPLE** I have been in the U.S. since I'm in New York. I have been in the U.S. for two years.

1. He hasn't seen his family for a long time. 5. They have had a lot of work for a week.
2. She has been on vacation since August 4th. 6. I've known her since 2012.
3. I haven't spoken English since Sunday! 7. You've been absent for 10 days.
4. We have been in this room for four hours. 8. Since Sunday, it has been very cold.

Review activities ask students to **synthesize the grammar** that they've learned.

**Error-correction activities** allow students to identify and fix common errors that they might make themselves.



The **Have Fun activities** following each group of lessons reward students for their hard work.

**Puzzles, word games, and cooperative activities** allow students to use the new grammar in fun and entertaining ways.

**LESSONS**  
34-37

## Have Fun

**A** Use the indicated letters to form comparative and superlative adjectives. Then use the numbered letters to find the secret message.

Irregular Comparative and Superlative Adjectives	1. EEBTRT	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	2. TSBE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	3. EATHRF	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	4. RAHTFSE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	5. ESWRO	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	6. RWOTS	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	7. ESLE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	8. LASTE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Comparative Adjectives (-er)	9. DSADRE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	10. TOEHRT	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	11. RIGEGB	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	12. NIISERO	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	13. IERAES	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Superlative Adjectives (-est)	14. DLSTCEO	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	15. SADETS	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	16. FTSUIENN	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	17. HLTAESHIE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	18. TNESWE	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

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**C** Chant

### Hiring The Band

That must be the bandleader.  
He's probably going to sing.  
He must be married.  
He's wearing a wedding ring.  
Should I ask him for his number?  
Should I ask him if he's free?  
To play at our party?  
Should I ask about his fee?

He might be the leader.  
He must be in the band.  
He could be the singer.  
They're giving him a hand.  
You should ask him for his schedule.  
He might not be free  
to play at your party in the afternoon at three.  
He may be very happy to get your invitation.  
He might be very pleased to have this conversation.  
He might not be busy. He might be free.  
But don't forget you have to ask about his fee.





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Each *Have Fun* spread closes with a lively **chant** by **Carolyn Graham**.






The **resource-rich Teacher's Manual** reduces teacher prep time with reproducible tests and 64 expansion activities—one for each two-page lesson!

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# Grammar

## *Step by Step*

3

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**McGraw-Hill**

# Getting to Know You

## The First Class

**A Walk & Talk** Get to know your classmates. Write a **yes-no** question using the words in each box. Then walk around the classroom and ask your questions. When a student says, “Yes” or “Sometimes,” write his or her name in the box. If a student says, “No,” just say, “Thank you.”

**EXAMPLE:**

A: *Is this your first time at this school?*

B: *No, it's not.*

A: *OK. Thank you.*

A: *Is this your first time at this school?*

B: *Yes, it is.*

A: *Great! What's your first name?*

*How do you spell it?*

first time/your/ is/this/at this school <i>Is this your first time at this school?</i> ..... ..... ..... name	happy/you are/today ..... ..... ..... name	work/you/do ..... ..... ..... name	job/like/you/do/ your ..... ..... ..... name	grammar/like/ do/you ..... ..... ..... name
you/homework/ a lot/do/of/want ..... ..... ..... name	afraid/tests/you/ of/are ..... ..... ..... name	want/vacation/ do/a/you ..... ..... ..... name	TV shows/do/ understand/ you/in English ..... ..... ..... name	listen/ever/do/ to/you/radio/ the/in English ..... ..... ..... name
computer/you/a/ use/do/how/to/ know ..... ..... ..... name	email/have/an/ you/do/address ..... ..... ..... name	other/know/you/ class/do/this/in/ students ..... ..... ..... name	dictionary/good/ do/have/you/a ..... ..... ..... name	games/do/play/ you/to/like ..... ..... ..... name

With the other students, put this chart on the board with a collection of student names in each box. Get more information from your classmates by asking them to explain why they answered, “Yes” to the questions.

**B Writing** In a letter, introduce yourself to your classmates. You can write about any of the following topics: family, job, interests, plans, or hobbies.

(date) .....

Dear Classmates,

*I would like to tell you about myself. I*

.....

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*Here's to a good time together!*

.....

**C Conversation** Work with a partner or small group. Take turns reading your letters to each other. Your classmates will listen to you and then ask questions to get more details about you.

After you finish your conversation, each student will tell the class one interesting thing about one other student.

*I would like to introduce* ..... *She/He* .....





# Introduction

Words to Know	Examples				
1. a chart (with columns)	<table border="1"> <tr> <td>the left column</td> <td>the middle column</td> <td>the right column</td> </tr> </table>	the left column	the middle column	the right column	
the left column	the middle column	the right column			
2. a phrase (= a group of words)	from now on, of course, as usual				
3. a clause (= a group of words with a subject and a verb. The first example is a sentence. The second example is not.)	<table> <tr> <td>I like teaching. . .</td> <td>because it's rewarding.</td> </tr> <tr> <td>clause (sentence)</td> <td>clause (not a sentence)</td> </tr> </table>	I like teaching. . .	because it's rewarding.	clause (sentence)	clause (not a sentence)
I like teaching. . .	because it's rewarding.				
clause (sentence)	clause (not a sentence)				
4. a sentence (= a group of words with a subject and a verb)	<p>My name is Suzanne.</p> <p>I like teaching and writing textbooks.</p>				
5. a paragraph (= a group of sentences related to the same idea)	<p>My name is Suzanne. I'm from southern California, but now I live in northern California. I have been teaching English for a long time.</p>				
6. a timeline	<p>1995    2000    2005    2010    2020</p>				
7. a team (= a group that competes with another group, like in sports)	<p>Half the class will be on Team X, and the other half will be on Team O.</p>				
Directions	Example				
1. Check the correct answer.	✓				
2. Put ∅ when no word is needed.	<u>  ∅  </u> China is a beautiful country.				
3. Unscramble the letters.	HLINEGS ---> English				
4. Match the words on the left with the correct word on the right.	<table> <tr> <td><u>  b  </u> 1. ham and</td> <td>a. jelly</td> </tr> <tr> <td><u>  a  </u> 2. peanut butter and</td> <td>b. eggs</td> </tr> </table>	<u>  b  </u> 1. ham and	a. jelly	<u>  a  </u> 2. peanut butter and	b. eggs
<u>  b  </u> 1. ham and	a. jelly				
<u>  a  </u> 2. peanut butter and	b. eggs				
5. Use the word in parentheses.	(1. want) She <u>wants</u> to learn English.				
6. Take turns.	You ask three questions, and then I'll ask three questions.				
7. Pretend.	Why don't you pretend to be a famous actor, and I'll be a reporter?				
8. Imagine.	It is the year 2020. My English is excellent.				