GRAMMAR 3 STEP BY STEP

Helen Kalkstein Fragiadakis Ellen Rosenfield Suzan Tiemroth-Zavala







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:

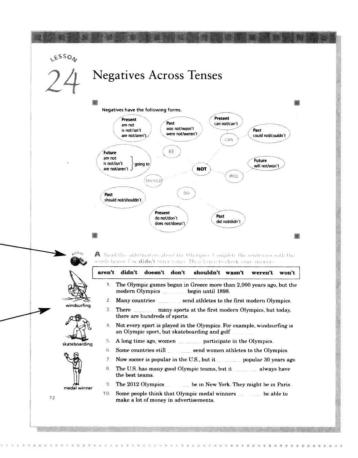
- Student Book
- Teacher's Manual with answer key, 64 reproducible expansion activities, and a review test for each group of lessons
- Audiocassette/audio CD with recordings of all listening scripts and all chants, featuring Carolyn Graham

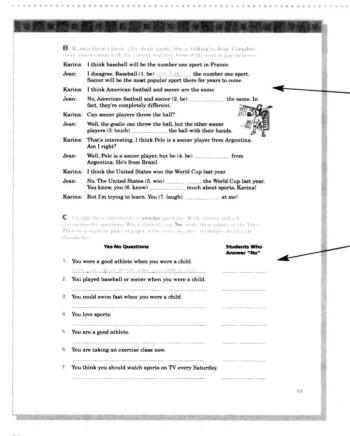
Guide to Grammar Step by Step

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**.



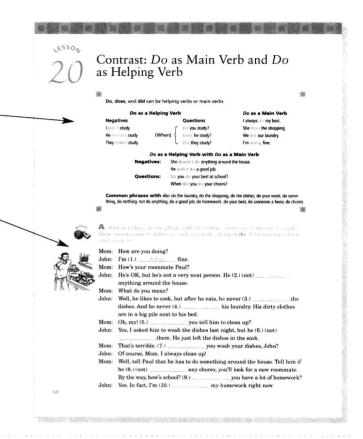


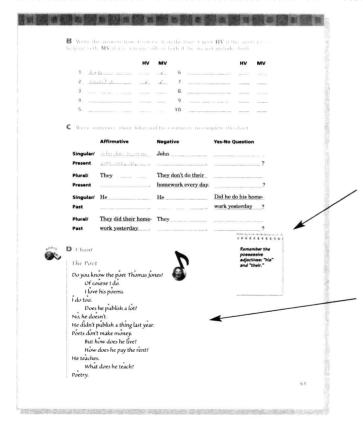
Tightly controlled exercises allow students to focus on the structure of the new grammar point.

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.



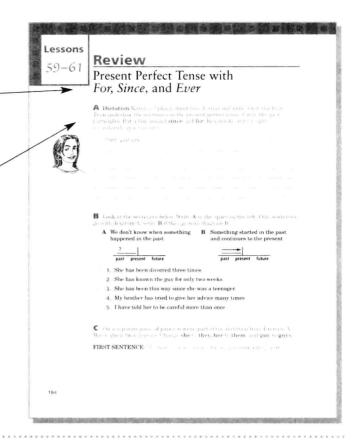


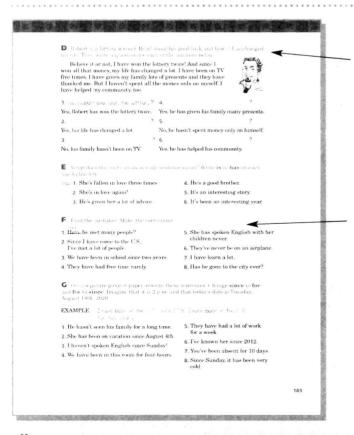
Reminder Notes provide students with information that will help them complete the exercises.

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

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.





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. 2. TSBE 3. EATHRER ______t 5. ESWRO Puzzles, word games, and cooperative 8 7. ESLE activities allow students to use the new grammar in fun and entertaining ways. d 9 DSADRE 11. RIGEGB a 13. IERAES 15. SADETDS d 17. HLTAESHIET w 18. TNESWE



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

Helen Kalkstein Fragiadakis Ellen Rosenfield Suzan Tiemroth-Zavala

with Chants by Carolyn Graham



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

B: No, it's not.

A: OK. Thank you.

B: Yes, it is.

A: Great! What's your first name? How do you spell it?

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

name	name	name	name	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
······································
Here's to a good time together!
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

Introduction

Words to Know	Examples	
1. a chart (with columns)	the left the middle the right column column	
2. a phrase (= a group of words)	from now on, of course, as usual	
 a clause (= a group of words with a subject and a verb. The first example is a sentence. The second example is not.) 	I like teaching because it's rewarding. clause clause (sentence) (not a sentence)	
a sentence (= a group of words with a subject and a verb)	My name is Suzanne. I like teaching and writing textbooks.	
5. a paragraph (= a group of sentences related to the same idea)	My name is Suzanne. I'm from southern Californ but now I live in northern California. I have been teaching English for a long time.	
6. a timeline	1995 2000 2005 2010 2020	
7. a team (= a group that competes with another group, like in sports)	Half the class will be on Team X, and the other half will be on Team O.	
Directions	Example	
1. Check the correct answer.	✓	
2. Put Ø when no word is needed.	China is a beautiful country.	
3. Unscramble the letters.	HLINEGS> English	
Match the words on the left with the correct word on the right.	b 1. ham and a. jelly a 2. peanut butter and b. eggs	
5. Use the word in parentheses.	(1. want) She wants 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.	