

SIXTH EDITION

GRAMMAR **BASIC** IN CONTEXT

SANDRA N. ELBAUM
JUDI P. PEMÁN

**Grammar in Context Basic, Sixth Edition
Student Book**

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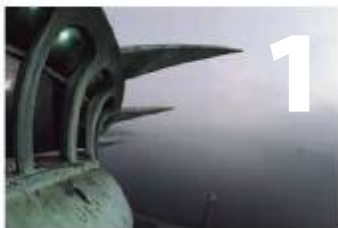
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I wish to acknowledge the immigrants, refugees, and international students I have known, both as a teacher and as a volunteer with refugee agencies. These people have increased my understanding of my own language and taught me to see life from another point of view. By sharing their observations, questions, and life stories, they have enriched my life enormously.

This new edition is dedicated to the millions of displaced people in the world. The United States is the new home of many refugees, who survived unspeakable hardships in Burundi, Rwanda, Iraq, Sudan, Burma, Bhutan, and other countries. Their resiliency in starting a new life and learning a new language is a tribute to the human spirit.

—Sandra N. Elbaum

Heinle would like to thank the following people for their contributions:

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Mohammed Debbagh, Virginia Commonwealth University;		Dilcia Perez, Los Angeles City College;	Laurie A. Weinberg, J. Sargeant Reynolds Community College

When we started teaching many years ago, grammar textbooks used a series of unrelated sentences with no context. We knew instinctively that there was something wrong with this technique. It ignored the fact that language is a tool for communication, and it missed an opportunity for some important collateral learning to take place. As we gained teaching experience, we noticed that when we embedded the grammar into topics that taught students life skills, this captured their interest, sparked their curiosity, and motivated them to understand the grammar better and use it more effectively.



At the beginning levels of learning English, most ESL students have to face many other confusing challenges in their lives besides a new language: how to do their banking, fill out forms, buy a used car, interview for a job, and more. We decided to use two main characters, Simon and Dorota, to introduce newcomers to life in the United States. Simon and Dorota have been in the U.S. for quite some time and have gone through these experiences. Now they volunteer to help others adjust to their new lives in the U.S.



Like the other books in the *Grammar in Context* series, a reading (a narrative or a dialogue) introduces the grammar and is followed by grammar charts using sentences from the context of the reading. What sets *Basic* apart is specific attention to vocabulary and listening activities geared to beginning levels of ESL.

Upon completing *Grammar in Context Basic*, students should have a good introduction to the most common grammatical structures of the English language, a solid vocabulary base, and an understanding of the practicalities of American life. Students will then be ready for more in-depth study and practice of each structure as found in *Grammar in Context 1, 2, and 3*.

Enjoy using *Grammar in Context Basic*!

Sandra N. Elbaum and Judi P. Pemán

For Cassia, Laila, Mía, Gentille, Chimene, Joseph, and Joy

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Like the other books in the *Grammar in Context* series, a reading (a narrative or a dialogue) introduces the grammar and is followed by grammar charts using sentences from the context of the reading. What sets *Basic* apart is specific attention to vocabulary and listening activities geared to beginning levels of ESL.

Upon completing *Grammar in Context Basic*, students should have a good introduction to the most common grammatical structures of the English language, a solid vocabulary base, and an understanding of the practicalities of American life. Students will then be ready for more in-depth study and practice of each structure as found in *Grammar in Context 1, 2, and 3*.

Enjoy using *Grammar in Context Basic*!

Sandra N. Elbaum and Judi P. Pemán

For Cassia, Laila, Mía, Gentille, Chimene, Joseph, and Joy

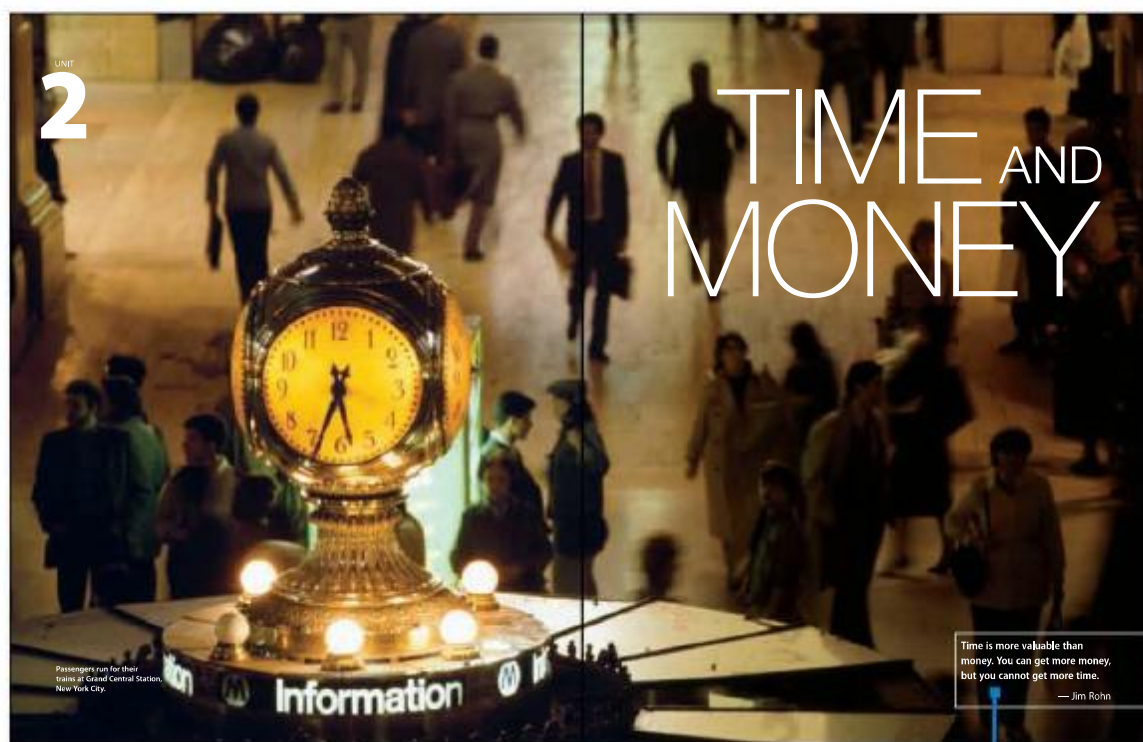
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Grammar in Context presents grammar in interesting contexts that are relevant to students' lives and then recycles the language and context throughout every activity. Learners gain knowledge and skills in both grammar structures and topic areas.

New To This Edition

NATIONAL GEOGRAPHIC PHOTOGRAPHS

introduce unit themes and draw learners into the context.



New To This Edition

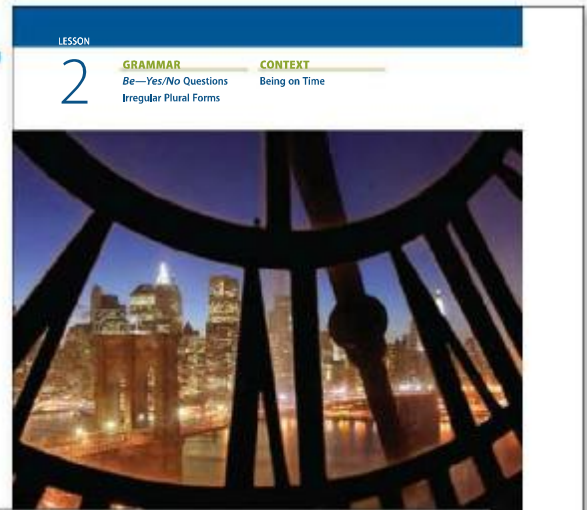
EVERY UNIT OPENER

includes a quote from an artist, scientist, author, or thinker that helps students connect to the theme.

REDESIGNED LESSON OPENERS

engage students and encourage discussion of the lesson theme before reading.

ENHANCED VOCABULARY IN CONTEXT section



LESSON
2

GRAMMAR
Be—Yes/No Questions
Irregular Plural Forms

CONTEXT
Being on Time

Vocabulary	Context
traffic	There are a lot of cars. Traffic is bad today.
usually	Students are usually on time for class. They don't arrive late.
serious	Are you serious ? Is it true?
appointment	Victor has a 10 a.m. appointment with Simon.
never	Some people are never on time. They are always late.
polite	It's polite to say "please" and "thank you."
temperature	The temperature is 69 degrees today.
outside/inside	Victor is in the parking lot. He is outside the bank. He isn't inside the bank.
on (my, your, etc.) mind	Time is always on my mind . I think about it a lot.
always	Lisa always goes to the supermarket on Mondays. She never goes on Tuesdays.

Fahrenheit	Celsius
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20	-7
30	-1
40	4
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60	16
70	21
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LISTEN



Listen to the questions about the conversation. Circle the correct answer.

1. Yes, it is. No, it isn't. 4. Yes, they are. No, they aren't.
2. Yes, he is. No, he isn't. 5. Yes, it is. No, it isn't.
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34 Unit 2

2.3 Be—Yes/No Questions

View of the Brooklyn skyline inside a clock tower.

PART A: We put a question mark (?) before the subject to ask a question.

Be	Subject	Yes/No	Short Answer
Am	I	late?	No, you aren't.
Is	traffic	bad?	Yes, it is.
Is	Simon	My doctor is usually on time?	Yes, he is.
Are	you	serious?	Yes, I am.
Are	they	at the bank?	Yes, they are.

32 Unit 2

Language Note: You can use a contraction for a negative answer. We don't use a contraction for an affirmative answer.

No, you aren't. No, you're not. Yes, you are. NOT: Yes, you're.

Pronunciation Note:

A yes/no question has rising intonation. Listen to your teacher pronounce the statements and the questions above.

Punctuation Note:

We put a question mark (?) at the end of a question.

PART B: Compare statements and yes/no questions with be.

Statements	Yes/No Questions
I am late.	Am I very late?
Time is important.	Is time always on your mind?
Some people are on time.	Are some people always on time?
It is necessary to be on time.	Is it necessary to be on time with friends?

EXERCISE 1 Fill in the correct form of be and the noun or pronoun given to make a question.

1. Are Simon and Victor at the supermarket? No, they aren't.
Simon and Victor
2. Are students? Yes, they are.
they
3. Are you open? Yes, it is.
the supermarket
4. Are you late? No, you're not.
I
5. Are you good to be on time? Yes, it is.
it
6. Are you inside the school? No, I'm not.
you
7. Are we on time? Yes, we are.
we
8. Is she polite? Yes, she is.
Dimitra

Lesson 2 Being on Time 35

REDESIGNED GRAMMAR CHARTS offer straightforward explanations and provide contextualized clear examples of the structure.

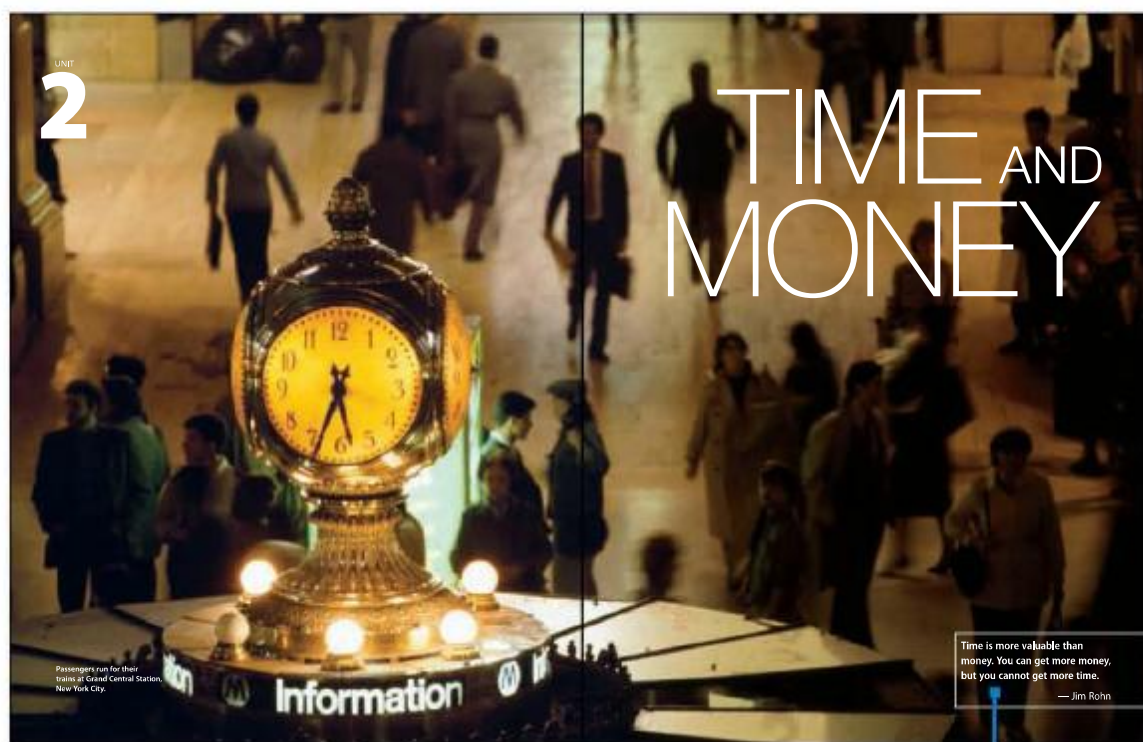
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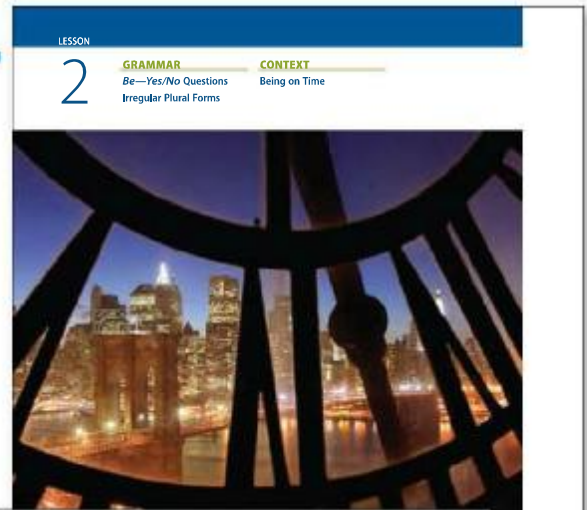
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Christa

Lesson 2 Being on Time 35

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WRITING

PART 1 Editing Advice

1. *People* is a plural word. Use a plural verb.
The new people ^{are} late.
2. Use the correct possessive adjective.
She is with ^{her} father.
They are with ^{their} mother.
3. Don't confuse *you're* and *your*.
What's ^{your} name?
^{Yours} never late.
4. Use the correct word order in a question.
^{are you} Why ^{are you} late?
^{the supermarket, big} Is ^{big} the supermarket?
5. Use *a* or *an* before a singular noun.
This is ^a bank. It's ^{an} old bank.
6. Don't use *a* or *an* with plural nouns.
Victor and Dorota are ^{an} immigrants.
7. Use *a*, not *an*, before a vowel sound.
She is ^a immigrant.
8. Use the correct plural form.
^{children} The ^{children} are happy.
9. Use the correct possessive form with nouns.
Dorota's ^{clock} is fast.

PART 2 Editing Practice

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

All and Simon are at the bank.

All: ^C Are we at your bank?

Simon: Yes, we're at my bank. What time ^{is it} ^{is it}?

All: It's 9:15. Why ^{we} are here?

46 Unit 2

Simon: To learn about the ATM.

All: What's ^a ATM?

Simon: It's ^{machine} for cash.

All: Where's Dorota today? Why ^{she} isn't here?

Simon: His son is home. ^{She's} with him.

All: Is ^{small} her son?

Simon: No, he's ^{not}. He's ^a young man.

All: How ^{old} is Dorota's son?

Simon: He's 18 years old. He's ^a college student.

All: Oh, look. The bank's ^{closed} today.

Simon: Don't worry. I have ^a card to use the ATM.

All: Why ^{is} those people in the bank? The bank is closed but those ^{person} are inside.

Simon: They're ^a security guards.

All: ^{Your} right.

PART 3 Write About It

Look at the picture. Write five *yes/no* and *wh-* questions about Marta and her daughter, Amy. Answer the questions.

Where are Marta and Amy? They're at the doctor's office.

PART 4 Learner's Log

1. Complete the following sentences with your own ideas.

- a. People are on time for _____.
- b. _____ are at banks.
- c. An ATM is _____.

2. Write any questions you still have about the topics above.

Writing 47

Updated For This Edition!

ENHANCED WRITING SECTION

is divided into two sections which provide students with editing and writing activities to consolidate the grammar structures learned in each lesson.

ADDITIONAL RESOURCES FOR EACH LEVEL

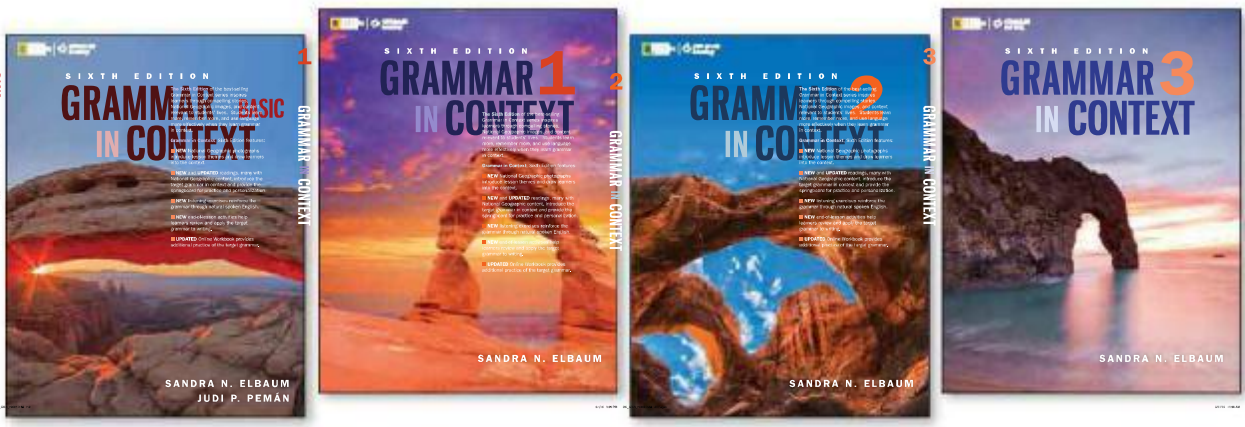
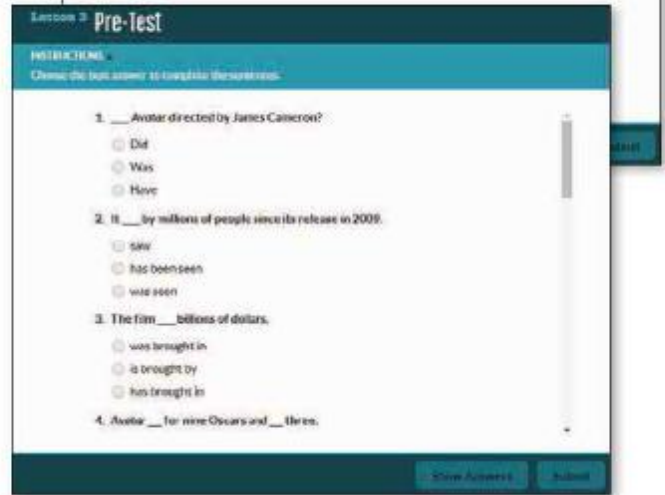
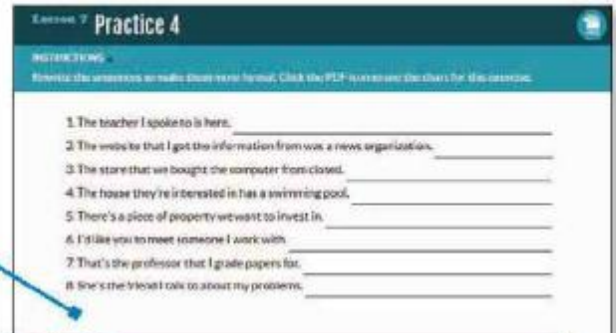
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46 Unit 2

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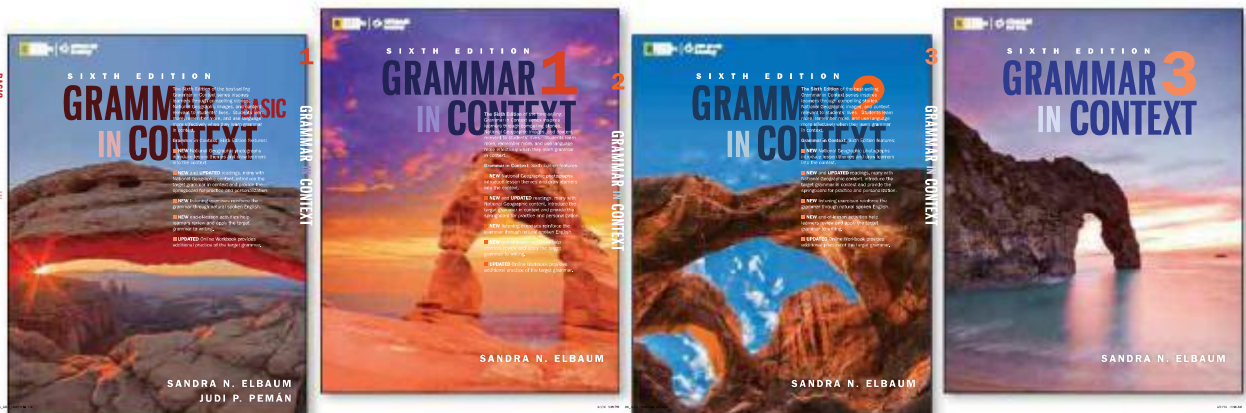
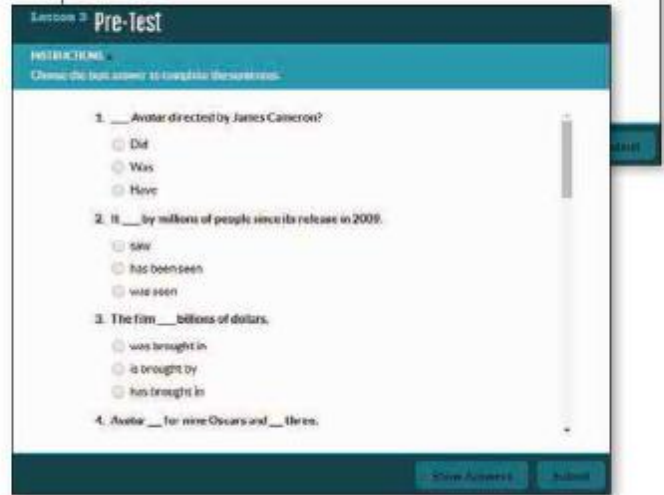
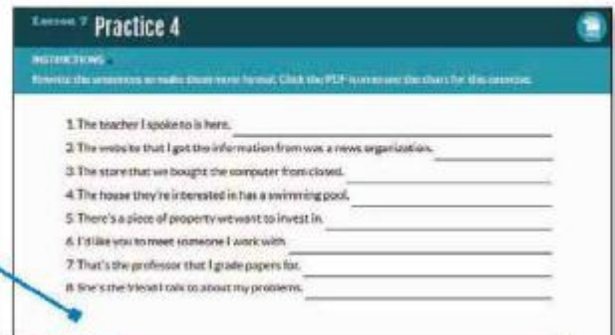
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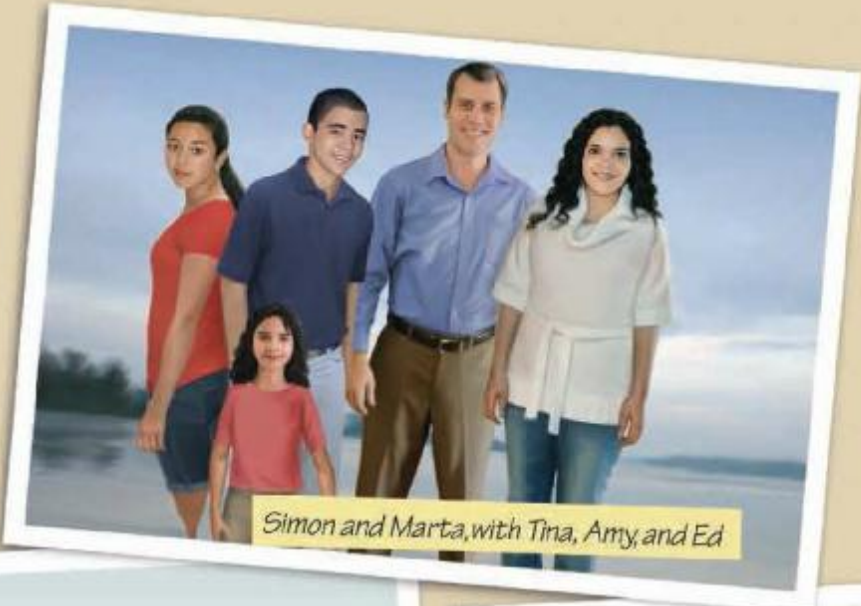
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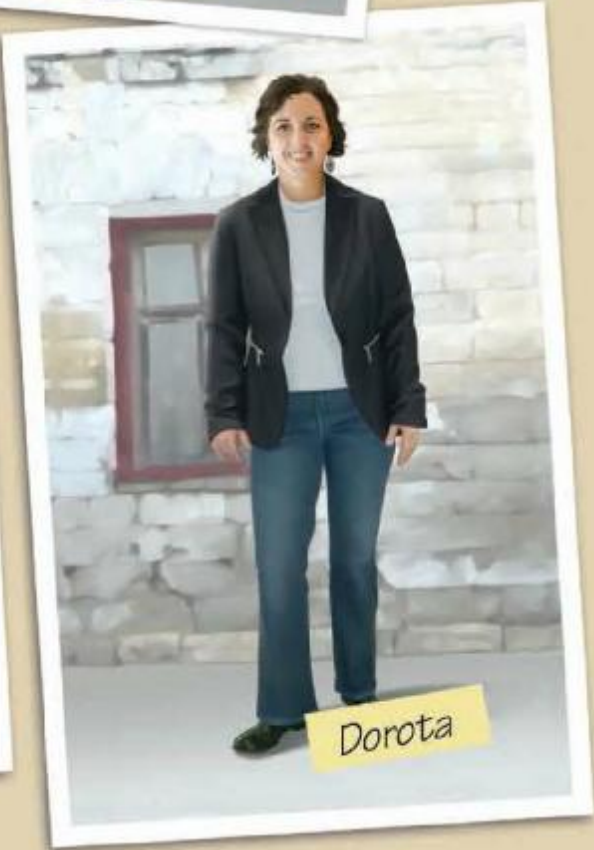
IT IS NICE TO MEET YOU!



Simon and Marta, with Tina, Amy, and Ed



Halina and Peter, with Anna



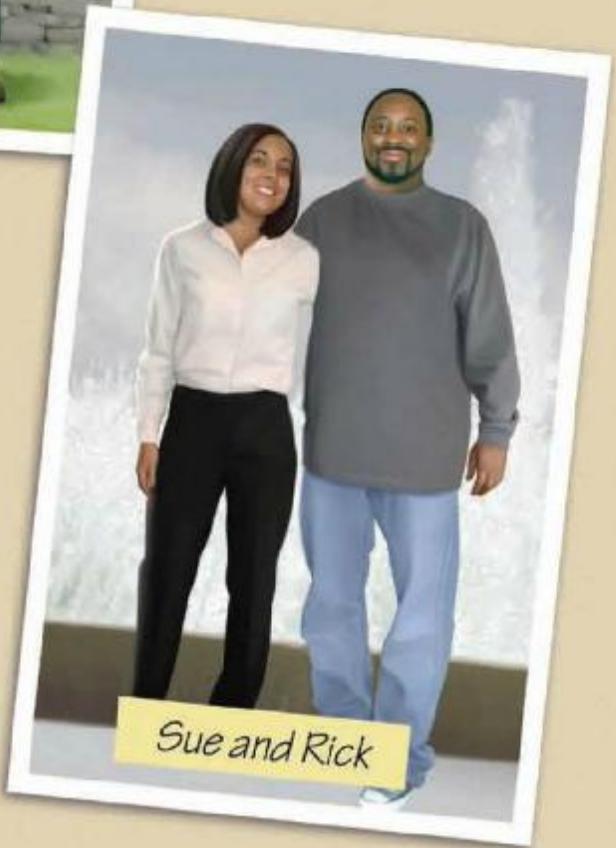
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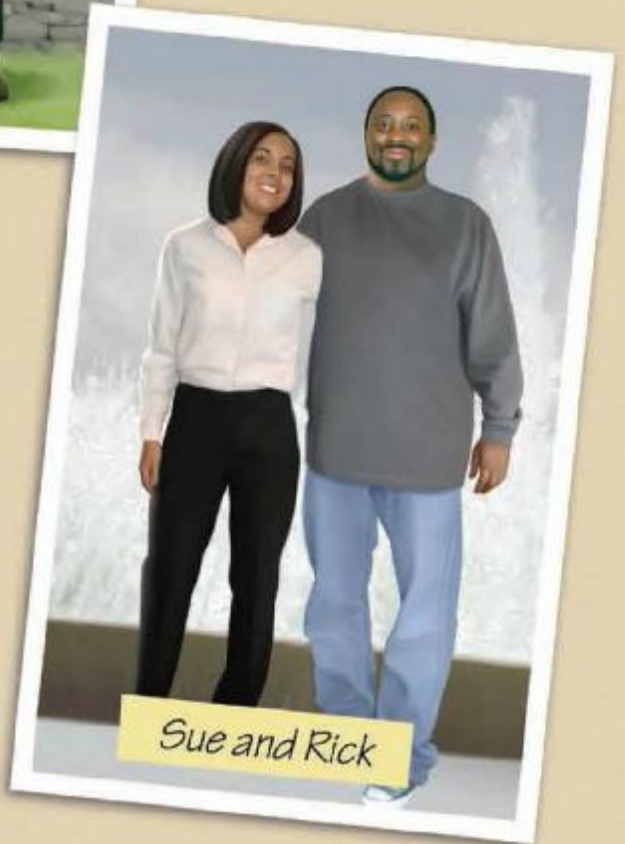
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UNIT

1

View of New York Harbor from
the top of the Statue of Liberty.





Welcome
TO THE UNITED
STATES

Here is not merely a nation but a
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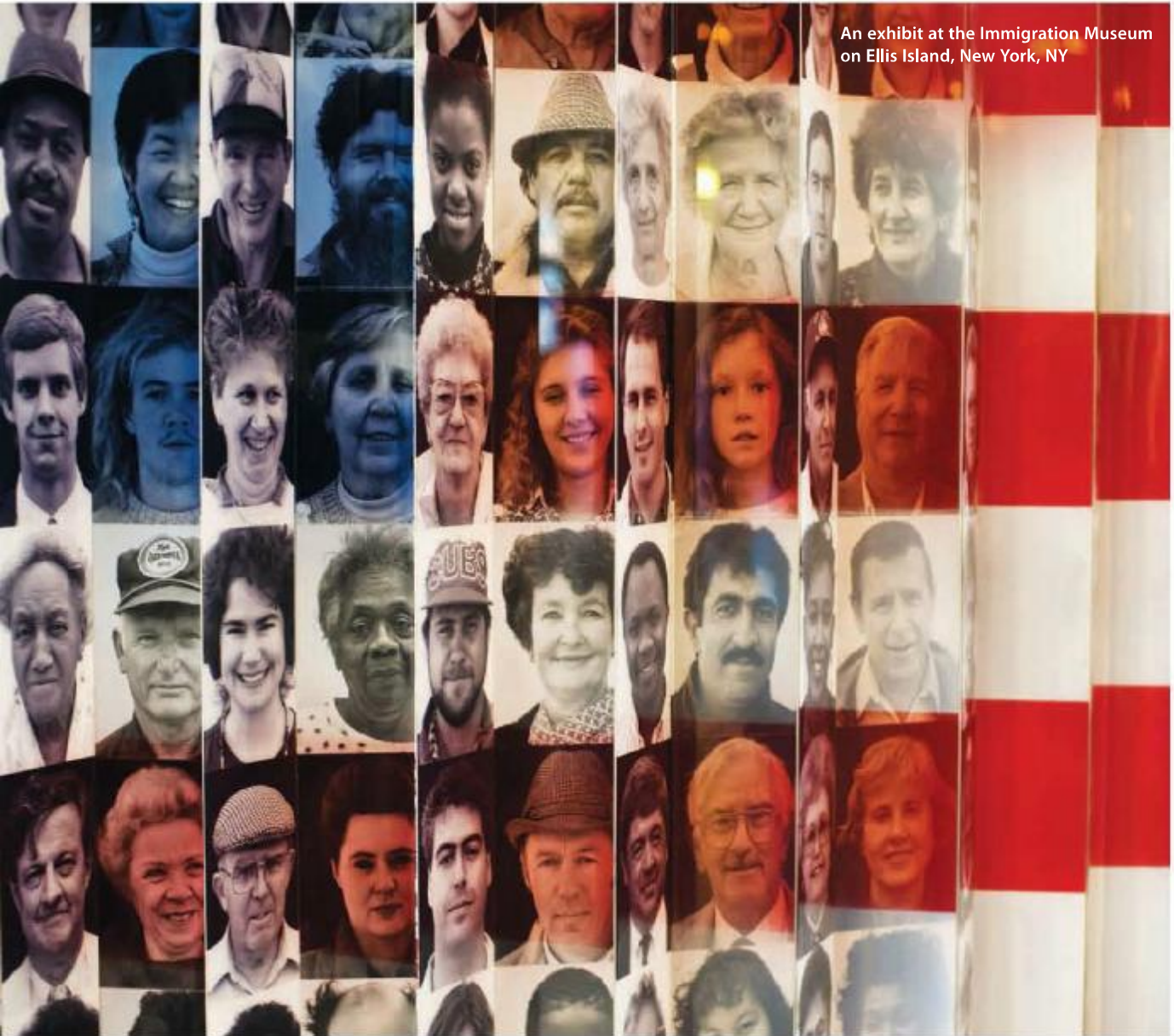
GRAMMAR

Subject Pronouns

Be—Affirmative Statements

CONTEXT

Help for New Immigrants



BEFORE YOU READ

Circle *yes* or *no*.

1. Many things are new for me in this country. Yes No
2. People help me with new things. Yes No

READ



Read the following conversation. Pay special attention to the subject pronouns and *is*, *am*, and *are* in bold.

Dorota and Simon are at the airport.

Dorota: Welcome! My name **is** Dorota. **I am** from Poland, but **I am** a citizen of the U.S.¹ now. My first language **is** Polish. English **is** my second language. This **is** my friend, Simon. **He is** from Mexico.

Simon: Hi. My name **is** Simon. **I am** from Mexico, but **I am** a citizen of the U.S. now too. Spanish **is** my first language. My second language **is** English. **We are** both here to help you. **We are** helpful.

Dorota: **You are** new in this country. **You are** immigrants from other countries. Life **is** different here. Many things **are** different for you—the supermarket **is** different, the laundromat **is** different, and the bank and school **are** different too. Everything **is** new for you. Maybe **you are** confused.

Simon: Dorota and **I are** here to help you in new places. The laundromat and supermarket **are** the first places to go.



DID YOU KNOW?

Some supermarkets and laundromats are open 24 hours a day.

¹ U.S. is an abbreviation for United States.

Vocabulary	Context
citizen	Dorota is a citizen of the United States.
first/second	The first place to go is the laundromat. The next place is the supermarket. The supermarket is second .
both	Dorota is a citizen. Simon is too. They are both citizens.
help (v.) helpful (adj.)	Dorota and Simon help new immigrants. They are helpful .
immigrant	I am from Colombia. I am new to the United States. I am an immigrant .
life	Life in the United States is new for me.
different	Simon is from Mexico. Dorota is from Poland. They are from different countries.
supermarket	We buy food in a supermarket .
laundromat	The laundromat is a place to wash clothes.
bank	He needs money. He is at the bank .
everything	Everything is new—the bank, the supermarket, and the laundromat.
confused	I am new here. Everything is different. I am confused .

1

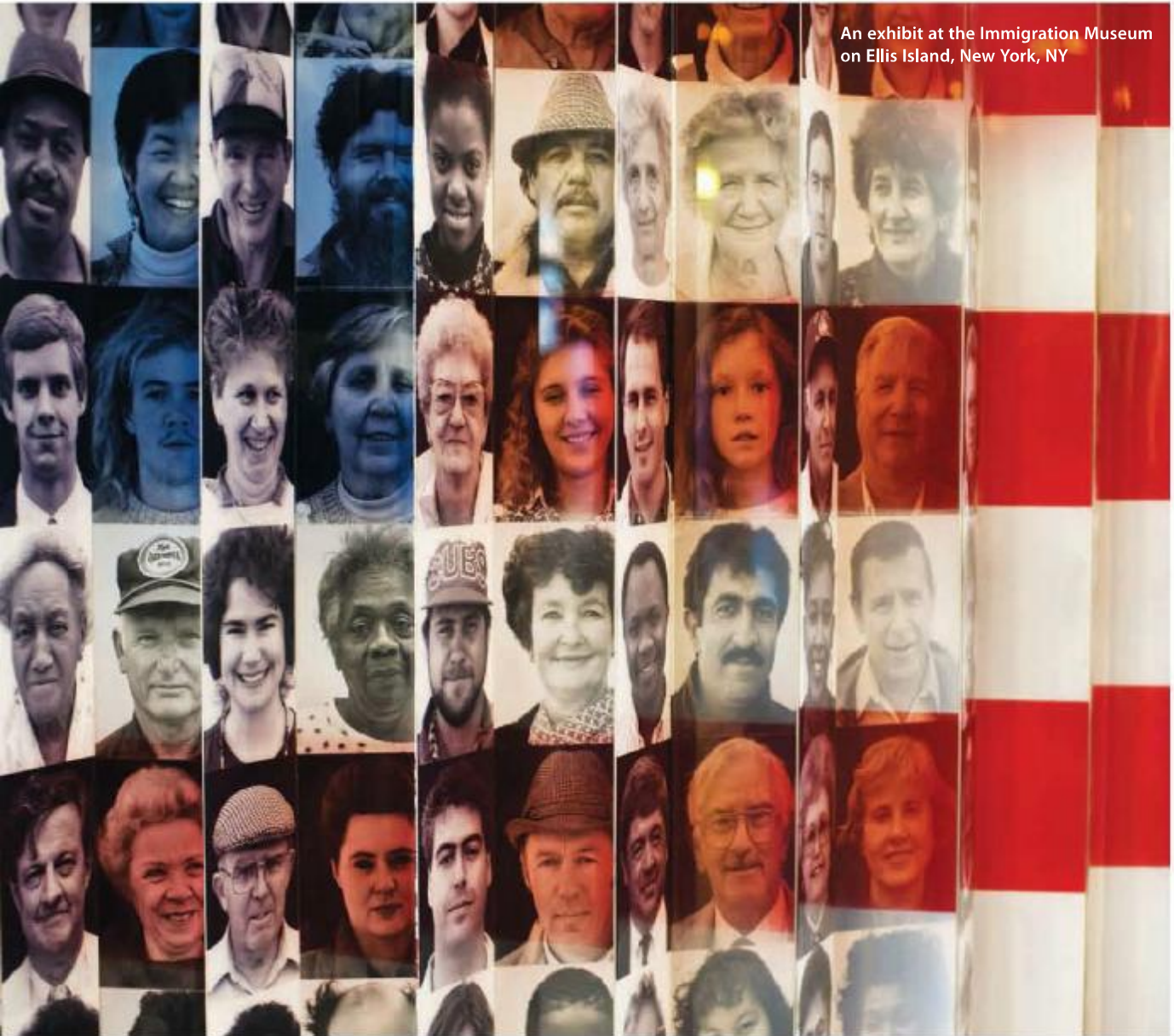
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An exhibit at the Immigration Museum on Ellis Island, New York, NY

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confused	I am new here. Everything is different. I am confused .

LISTEN



Listen to the sentences about the conversation. Circle *true* or *false*.

- | | | | |
|---------|--------------|---------|-------|
| 1. True | <u>False</u> | 5. True | False |
| 2. True | False | 6. True | False |
| 3. True | False | 7. True | False |
| 4. True | False | | |

1.1 Subject Pronouns

EXERCISE 1 Fill in the blanks with the correct subject pronoun.

1. We are immigrants.
2. Dorota is from Poland. _____ is a U.S. citizen now.
3. _____ am new to this country.
4. Simon is from Mexico. _____ is from Mexico City.
5. You and I are new here. _____ are from Brazil.
6. The bank is near my house. _____ is big.
7. Simon and Dorota are friends. _____ are helpful.
8. **Halina:** Thank you for your help.
Simon: _____ are welcome.

1.2 Be—Affirmative Statements

Subject	Be	
I	am	a citizen.
Dorota She Simon He	is	from Poland. helpful. from Mexico. in the United States.
The supermarket It	is	different. big.
We You Dorota and Simon They	are	from Japan. new here. American citizens. helpful.

Language Notes:

We use a form of *be* to:

1. describe the subject (*helpful, big*)
2. tell where the subject is from (*from Mexico, from Poland*)
3. classify the subject (*a citizen*)
4. show location (*here, in the United States*)

LISTEN



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Subject	Be	
I	am	a citizen.
Dorota She Simon He	is	from Poland. helpful. from Mexico. in the United States.
The supermarket It	is	different. big.
We You Dorota and Simon They	are	from Japan. new here. American citizens. helpful.

Language Notes:

We use a form of *be* to:

1. describe the subject (*helpful, big*)
2. tell where the subject is from (*from Mexico, from Poland*)
3. classify the subject (*a citizen*)
4. show location (*here, in the United States*)

EXERCISE 2 Fill in the blanks with the correct form of *be*: *am*, *is*, or *are*.

1. The laundromat is different.
2. I _____ new here.
3. You _____ a citizen.
4. We _____ here to help you.
5. Some things _____ different in the United States.
6. He _____ confused.
7. Simon and Dorota _____ helpful.
8. Dorota _____ from Poland.



EXERCISE 3 Dorota is with Halina, a new immigrant. Fill in the blanks with the correct form of *be*.

Halina: Hi, Dorota. I am Halina.
1.

Dorota: You _____ from Poland, right?
2.

Halina: Yes. I _____ new here.
3.

Dorota: I _____ from Poland too. I _____ here to help you. Simon _____ here to help you too. He _____ from Mexico. Many people here _____ from different countries.
4. 5. 6. 7. 8.

Halina: I _____ a little confused. Many things _____ new for me.
9. 10.

Dorota: Yes. Life _____ different here.
11.



EXERCISE 4 About You Check (✓) the items that are true for you.

1. _____ I am new to the United States.
2. _____ I am new at this school.
3. _____ Life is different in a new country.
4. _____ I am confused about life in the United States.
5. _____ I am a citizen of the United States.
6. _____ I am an immigrant.
7. _____ Americans are helpful.
8. _____ I am from Mexico.
9. _____ Spanish is my first language.
10. _____ My family is in the United States.

EXERCISE 5 About You Fill in the blanks.

1. My name is _____.
2. I am from _____.
3. _____ is my first language.
4. I am confused about _____.
5. _____ is my friend.
6. _____ is different in the United States.
7. _____ are different in the United States.
8. _____ is helpful.

EXERCISE 2 Fill in the blanks with the correct form of *be*: *am*, *is*, or *are*.

1. The laundromat is different.
2. I _____ new here.
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1.

Dorota: You _____ from Poland, right?
2.

Halina: Yes. I _____ new here.
3.

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4. 5. 6.
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8. _____ is helpful.

2

GRAMMAR

Contractions (Short Forms)

Singular and Plural

*This, That, These, Those***CONTEXT**

Using the Laundromat



This Illinois laundromat has 145 washers and 125 dryers and runs on solar power.

BEFORE YOU READ

Circle yes or no.

- | | | |
|-------------------------------|-----|----|
| 1. I use the laundromat. | Yes | No |
| 2. I wash my clothes by hand. | Yes | No |



READ

Read the following conversation. Pay special attention to contractions with *be* and *this, that, these* and *those* in bold.

Dorota and a new immigrant, Shafia, are at the laundromat.

Dorota: **This** is the laundromat.

Shafia: The **laundromat's** new for me. **I'm** a little confused.

Dorota: Don't worry. **We're** together. **I'm** here to help you.

Shafia: Thanks. My clothes are dirty. I need clean clothes. **I'm** glad **we're** here.

Dorota: **These** are the washing machines, or washers. The small machines are for small items—clothes, towels, and sheets. **Those** big machines are for big items, like blankets. Coins are necessary for the machines. Over there is the change machine.

Shafia: **Those** machines over there are different.

Dorota: Yes. **They're** dryers. They are for the wet clothes.

Shafia: Okay. Wow! **It's** hot inside the laundromat.

Dorota: **You're** right. The dryers are very hot.

Shafia: **It's** easy to wash clothes in a laundromat.

Dorota: Yes, it is.

Shafia: **These** two washers are empty. **I'm** ready to wash my clothes.



DID YOU KNOW?

The average American family washes almost 400 loads of laundry each year.

Vocabulary	Context
don't worry	Don't worry. I'm here to help you.
together	Dorota is with Shafia. They're together .
clothes	This is my shirt. Those are my pants. These are my clothes .
dirty	Your clothes are dirty . You need to wash them.
clean	My clothes are clean . I don't need to wash mine.
glad	I'm glad we're here. I'm happy.
item	These machines are for small items . Those machines are for bigger things.
necessary	It's necessary to wash clothes. You need to do it.
change machine	When you put a dollar bill in the change machine it gives you coins. Four quarters is change for one dollar.
right	A: It's hot here. B: Yes, you're right . It is hot.
empty	The dryer is empty . It is available.
ready	A: It's time to go. B: Yes, I'm ready! We can go.

2

GRAMMAR

Contractions (Short Forms)

Singular and Plural

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LISTEN



Listen to the sentences about the conversation. Circle *true* or *false*.

- | | | | |
|---------|-------|---------|-------|
| 1. True | False | 4. True | False |
| 2. True | False | 5. True | False |
| 3. True | False | 6. True | False |

1.3 Contractions (Short Forms)

Long Form	Contraction	Examples
I am	I'm	I'm here to help.
She is	She's	She's from Poland.
He is	He's	He's from Mexico.
It is	It's	It's hot in here.
Life is	Life's	Life's different.
Everything is	Everything's	Everything's new.
Dorota is	Dorota's	Dorota's from Poland.
The laundromat is	The laundromat's	The laundromat's hot.
You are	You're	You're very helpful.
We are	We're	We're together.
They are	They're	They're at the laundromat.

Language Notes:

- To make a contraction (short form), we put an apostrophe (') in place of the missing letter.
- We can make a contraction with a subject pronoun + *am*, *is*, and *are*.
- We can make a contraction with a singular subject + *is*.
- We cannot make a contraction with a plural noun + *are*.

The **dryers are** empty.

NOT: The **dryers're** empty.



Kolkata, India

LISTEN



Listen to the sentences about the conversation. Circle *true* or *false*.

1. **True** False 4. True False
2. True False 5. True False
3. True False 6. True False

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Kolkata, India


1.4 Singular and Plural

Singular means one. *Plural* means more than one. A plural noun usually ends in *-s*.

Singular	Plural	Singular	Plural
one machine	five machines	one laundromat	four laundromats
one coin	six coins	one supermarket	seven supermarkets
one towel	three towels	one friend	nine friends
one blanket	two blankets	one citizen	eight citizens

EXERCISE 3 Write the plural form of the words.

quarter 







dime 

nickel 

dollar 

- sheet _____ *sheets*
- quarter _____
- dime _____
- dryer _____
- nickel _____
- machine _____
- towel _____
- item _____
- blanket _____
- coin _____
- dollar _____
- citizen _____

1.5 This, That, These, Those

Singular	Plural	Explanation
<p>This is a laundromat.</p> 	<p>These are quarters.</p> 	<p>Near</p> 
<p>That is a big machine.</p> 	<p>Those are the dryers.</p> 	<p>Not near Far</p> 

Language Note:

Only *that is* has a contraction—*that's*.

That's a big machine.

Pronunciation Note:

It's hard for many nonnative speakers to hear the difference between *this* and *these*. Listen to your teacher pronounce the sentences in the chart.

EXERCISE 4 Fill in the blanks with *this, that, these, or those* and the correct form of *be*. Use contractions when possible.



This is a dollar.



_____ the change machine.



_____ coins.



_____ quarters.



_____ the big washing machines.



_____ an empty machine.



_____ dryers.

EXERCISE 5 Circle the correct word.

1. The (~~sheet~~ sheets) are white.
2. The blankets (~~is~~ / are) big.
3. (~~These~~ / This) are the dryers.
4. (~~They're~~ / They) hot.
5. (~~A quarter~~ / Quarters) are necessary for the machine.
6. (~~That~~ / Those) machines are empty.


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That is a big machine. 	Those are the dryers. 	Not near Far 

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3

GRAMMAR

Be—Negative Statements
Adjectives

Expressions with *It*

Singular and Plural—
Spelling Rules

CONTEXT

At the Supermarket



A woman looks at vegetables in a supermarket.

BEFORE YOU READ

Circle *yes* or *no*.

1. I'm confused in an American supermarket. Yes No
2. Prices are the same in every supermarket. Yes No

READ



Read the following conversation. Pay special attention to negative forms of *be*, adjectives, and expressions with *It* in bold.

Dorota and Halina are at the supermarket.

Dorota: This is the supermarket. **It's early.** The supermarket **isn't crowded.** The parking lot's **not crowded.**

Halina: This is my first time in an American supermarket. **I'm not** sure what to do.

Dorota: **It's not hard** to use the supermarket. I'm here to help you.

Halina: Thanks. Hmmm. The prices **aren't** on the products.

Dorota: The prices are on the shelves, under the products. A bar code is on each package. Prices **aren't** the same every week. Some things are on sale each week. Look—crackers are on sale this week. They're usually \$3.99 a box. This week they're **not** \$3.99 a box. They're \$2.50. And look there. Apples are on sale too. One pound for \$1.15.

Halina: Look! These cookies are **free.**

Dorota: The samples are **free,** but the bags of cookies **aren't.**

(ten minutes later)

Halina: We're finished, right?

Dorota: Yes, we're finished. This checkout is **empty.**

Halina: The cashier's **not** here.

Dorota: It's a self checkout.



bar code

DID YOU KNOW?

Some people bring their own reusable bags to the supermarket. They use the bag many times. In some supermarkets, plastic bags aren't free.

Self-service checkout
at a supermarket



3

GRAMMAR

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