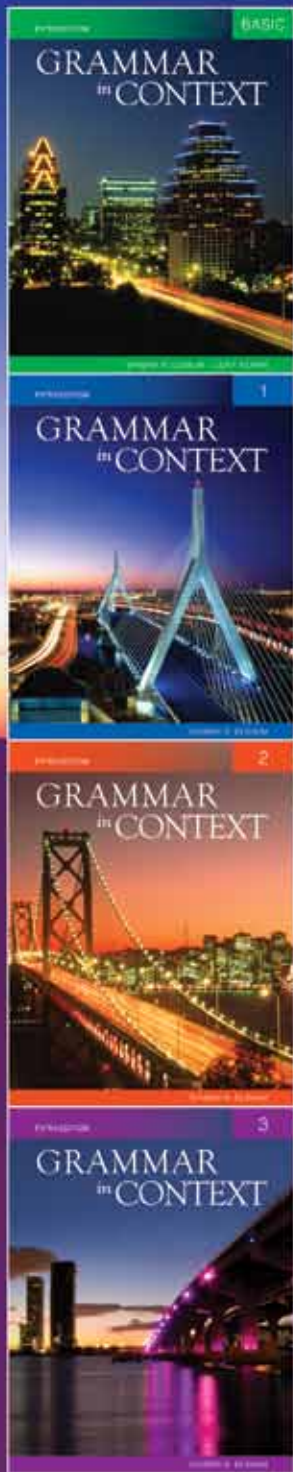


GRAMMAR *in* CONTEXT



National Geographic Learning's best-selling grammar series now has **MORE** of what works for students and teachers!

NEW FIFTH EDITION!

SANDRA N. ELBAUM

GRAMMAR in CONTEXT

Students learn more, remember more, and use language more effectively when they learn grammar in context. *Grammar in Context, Fifth Edition* presents grammar in interesting, informative readings and then recycles the language and context throughout every activity.

The fifth edition of *Grammar in Context* has **MORE!**

MORE visual support including an exciting, new four-color design to help students navigate through the program.

MORE connection between grammar and writing, demonstrated through writing models and enhanced by **more** editing practice for relevant application of target grammar points.

MORE technology support for the teacher and student:

- Online Lesson Planner offers time-saving solutions for the busy instructor.
- Online Workbook features additional exercises that learners can access in the classroom, language lab, or at home.

MORE contemporary and relevant readings and topics like the Hudson River plane landing, President Obama, social networking, and more!

MORE accessible and contextualized grammar charts and presentations provide added clarity.

Updated for this edition!

High-interest, informative readings present grammar in context, illustrating the grammatical structure in an informative and meaningful way.

Enhanced for this edition!

Enhanced editing sections guide students to first identify and then correct common grammatical errors in context.

Editing Advice

- Use the base form, not the past form, after *to*.
I wanted to ~~buy~~ a new car.
- Review the spelling rules for adding *-ed* and use correct spelling.
I ~~studied~~ for the last test.
He ~~desaped~~ his pencil.
- Use the base form after *did* or *didn't*.
She ~~didn't know~~ the answer.
Did your father ~~come~~ to the U.S.?

Editing Quiz

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

At Last week we ~~had~~ an interesting homework assignment. We ~~had~~ to write about a famous person.

Q: Who ~~was~~ she about?
A: I wrote about Yuri Gagarin.
Q: Who's that?
A: He ~~was~~ the first person in space.
Q: He ~~was~~ an American?
A: No, he ~~was~~ Russian.
Q: Where ~~he~~ was in space?
A: In 1968.
Q: Did ~~he~~ ~~was~~ alone?
A: Yes, but he ~~wasn't~~ the first living thing in space. There ~~was~~ fruit flies and dogs in space before him. And later there ~~was~~ chimpanzees and even babies in space.
Q: Is Gagarin still alive?
A: No, He ~~wasn't~~ in 1968.
Q: Where ~~did~~ ~~he~~ ~~was~~?

Hero Pilot

Before You Read

- Do you think that plane crash is safe?
- Do you know of any heroes?

Read the following conversation. Pay special attention to past-tense questions.

A: Last night there was a great program about heroes on TV. Did you see it?
B: No, I didn't. Was it good?
A: Yes. There was a part about a pilot, Chesley Sullenberger, or "Sully" for short. He was a real hero.
B: What did he do?
A: His airplane had to make an emergency landing a few minutes after takeoff. Sully saved the lives of more than 150 passengers.
B: That's amazing! But how many people died?
A: No one died. That's why everyone says he's a hero.
B: Why did he make an emergency landing?
A: Because his plane lost power.
B: How did it lose power?
A: A flock of birds flew into the engine.
B: You say he was close to the airport. Didn't he try to go back?
A: No, he didn't. He didn't have time.
B: So where did he land?
A: He made a perfect landing on the Hudson River, near to New York City.
B: Did the passengers fall into the water?
A: No. The passengers waited on the wings for rescue.
B: I'm sure they were scared. When did this happen?
A: In January 2009. It was a week before the inauguration of President Obama. Obama invited him and his crew to attend the inauguration.

Grammar is presented in clear, manageable sections to make learning easier.

8.10 Questions with Past-Tense Verbs

Compare affirmative statements and questions.

Wh- Word	Did	Subject	Verb	Complement	Short Answer
Where	Did	he	landed	the plane at an airport?	No, he didn't. On the Hudson River.
How	Did	it	lose	power, an engine?	Yes, it did. Birds flew into the engine.

Language Notes:

- To form a yes/no question, use: *Did + subject + base form + complement?*
- To form a short answer, use:
Yes, + subject pronoun + *did*.
No, + subject pronoun + *didn't*.
- To form a wh- question, use: *Wh- word + did + subject + base form + complement?*

Compare negative statements and questions.

Wh- word	Didn't	Subject	Verb	Complement
Why	Didn't	he	go	to the airport, back to the airport?

EXERCISE 10 Read the questions and answer with a short answer.

EXAMPLE: Did you read about the pilot? Yes, I did.

- Did the pilot return to the airport? _____
- Did he make the right decision? _____
- Did any of the passengers die? _____
- Did the plane go into the river? _____
- Was the pilot brave? _____

"Language Notes" refine students' understanding of the target structure by providing meaningful examples of the grammar in natural language.

Grammar charts offer straight-forward explanations and provide contextualized examples of the structure.

Expansion

Classroom Activities

- In a small group or with the entire class, interview a student who recently immigrated to the U.S. Ask about his or her first experiences in the U.S.
EXAMPLE: Where did you live when you arrived? Who picked you up from the airport? Who helped you in the first few weeks? What was your first impression of the U.S.?
- Find a partner from another country to interview. Ask questions about the circumstances that brought him or her to the U.S. and the conditions of his or her life after he or she arrived. Write your conversation. Use Exercise 26 as your model.
EXAMPLE: A: When did you leave your country?
B: I left Ethiopia five years ago.
A: Did you come directly to the U.S.?
B: No, first I went to Sudan.
A: Why did you leave Ethiopia?
- Finish these statements five different ways. Then find a partner and compare your sentences to your partner's sentences. Did you have any sentences in common?
EXAMPLE: When I was a child, I didn't like to do my homework.
When I was a child, my parents sent me to camp every summer.
When I was a child, my nickname was "Cody."

a. When I was a child, _____
When I was a child, _____
When I was a child, _____
When I was a child, _____
When I was a child, _____

b. Before I came to the U.S., _____
Before I came to the U.S., _____
Before I came to the U.S., _____
Before I came to the U.S., _____
Before I came to the U.S., _____

Talk

About It

- Do you think space exploration is important? Why or why not?
- Do you think there is life on another planet?
- Would you want to take a trip to the moon or to another planet? Why or why not?

Write

About It

- Write about your personal hero. You can write about a family member, friend, teacher, coworker, or someone you read about. Tell why you admire this person.
- Write a paragraph about a famous person that you admire. Tell what this person did.

EXAMPLE:

Abraham Lincoln

I really admire Abraham Lincoln. He was the 16th president of the U.S. He was tall every person he met from. At that time, there were slaves in the U.S. Lincoln wanted to end slavery.

For more practice using grammar in context, please visit our Web site.

More writing models in this edition!

Writing models provide additional writing practice and skills using the grammar structure for that lesson.

New technology support for the student and teacher:

Online Lesson Planner is perfect for busy instructors, allowing them to create and customize lesson plans for their classes, then save and share them in a range of formats.



Online Workbook features additional exercises that learners can access in the classroom, language lab, or at home.

Additional Resources

For the student:

- **Audio CD** includes all readings and dialogues from the student book.

For the teacher:

- **Teacher's Edition** offers page-by-page teaching notes including suggestions for more streamlined classroom options.
- **Assessment CD-ROM with ExamView®** allows teachers to create and customize tests and quizzes easily and includes many new contextualized test items.



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