

QUICK FIX GRAMMAR SOLUTIONS FROM

For the Teacher page 1 of 2



From our LONGMAN GRAMMAR Brochure (0-13-152311-2)

Classroom Tips & Strategies

TIP # 3: INVOLVE THE LEARNER

There are several ways in which you can involve your students in their learning of grammar. Involving them from the presentation stage allows them to be active in their learning. Research shows that active learning is not just a more memorable experience, but a more enjoyable one too!

Discovery techniques, for example, give students a chance to take charge early on. The idea is to give students a context – a listening, reading, or even just a few sentences – and ask them to discover how the grammar works – what it means and how it is formed. In this technique, it is the students (not the teacher) who are doing most of the work and who are “doing the learning” as they are encouraged to use their reasoning processes.

The teacher, however, continues to play a very important role as the point person who will facilitate, elicit, confirm, and correct the students’ guesses about the meaning and use of the new grammar item

from *Grammar Express Teacher’s Guide* page ix-x

Charts

The grammar point is always presented in charts that show its various forms.

1. Have the students study the charts. Then have them, individually or in pairs, answer the **Chart Check** questions. Alternatively, students can read the Chart Check questions before looking at the charts. Check their answers.

2. Put a sentence from each chart on the board. Ask the students to make substitutions.

For example, for the first chart in Unit 1, you could write:

I’m waiting.

Ask the students to change the subject (*I’m waiting, We’re waiting, Jason is waiting, . . .*).

Then ask them to change the base form of the verb + -ing (*We’re waiting, We’re studying English, We’re sitting in class, . . .*).

3. After they work with all of the grammar charts and do the Chart Checks, have the students, individually or in pairs, do the Express Check. Check their answers.

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from Grammar Express Teacher's Guide page 55

UNIT 26

Additions with So, Too, Neither, and Not either

Illustration

Pre-reading Questions

Have students look at the illustration. Ask these questions:

- Where is the photograph from? (*A newspaper/The Herald Sun.*)
- What does the man on the left do? (*He's a firefighter/fireman.*)
- What does the man on the right do? (*He's a firefighter/fireman too.*)
- What is the relationship of the two men? (*They're twins/brothers.*)
- How do they look? (*Exactly the same/Identical.*)
- Describe the two brothers. (*They both have dark hair and mustaches. They're both smiling. They both are wearing firefighter uniforms.*)

Have students read the newspaper headline and photo caption. Have them do the **Check Point** and check their answers.

Background Notes

There have been several studies on identical twins who have been separated at birth, raised by different families, and then reunited as adults. The purpose of these studies is to see the effects of **nature** (the genes someone is born with) versus nurture (the environment someone grows up in) on personality. The theory is that since identical twins have the same genetic information, only their environment can account for the differences in their personalities. Many of the twins in these studies (such as Mark and Gerald in the **Illustration**) show remarkable similarities in spite of growing up in different families. Many choose the same jobs, like the same foods, and have the same interests. There have even been some remarkable cases in which separated twins have chosen the same name for their pets or even married people with the same names!

Grammar Point Focus

Have students look at the caption for the photo. Ask:

- What does So does Gerald mean? (*Gerald likes hunting, fishing, and Chinese food too.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)



UNIT
26

Additions with *So, Too, Neither, and Not either*

HERALD SUN

Twins Separated at Birth Are Reunited!



Mark likes hunting, fishing, and Chinese food.
So does Gerald.

CHECK POINT

Check the correct answer.

- The men like different things.
- The men like the same things.

WITH *BE* AS THE MAIN VERB

CHART CHECK

Circle *T* (True) or *F* (False).

T F There is more than one way to make an addition.

T F Use *so* or *too* with negative statements.

T F When a statement does not have a form of *be* or an auxiliary verb, use a form of *do* in the addition.

AFFIRMATIVE		NEGATIVE	
STATEMENT	ADDITION	STATEMENT	ADDITION
Amy is a twin,	and so is Sue. and Sue is too.	Amy isn't very tall,	and neither is Sue. and Sue isn't either.

WITH ALL AUXILIARY VERBS EXCEPT *DO*

AFFIRMATIVE		NEGATIVE	
STATEMENT	ADDITION	STATEMENT	ADDITION
Amy can swim,	and so can Sue. and Sue can too.	Amy can't ski,	and neither can Sue. and Sue can't either.

WITH VERBS USING *DO* AS AN AUXILIARY VERB

AFFIRMATIVE		NEGATIVE	
STATEMENT	ADDITION	STATEMENT	ADDITION
Amy likes dogs,	and so does Sue. and Sue does too.	Amy doesn't like cats,	and neither does Sue. and Sue doesn't either.