

GRAMMAR *EXPRESS*

For Self-Study and Classroom Use

Teacher's Manual

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GRAMMAR *EXPRESS* Companion Website
<http://www.longman.com/grammarexpress>



GRAMMAR *EXPRESS* Teacher's Manual

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Pearson Education, 10 Bank Street, White Plains, NY 10606

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General Procedures and Suggestions

Welcome to the *Grammar Express* online Teacher's Manual.

There are many different ways to use Grammar Express in your classroom. A lot will depend upon your own teaching style and the learning styles of your students. Below are some **general procedures and suggestions** that can be used successfully with all of the units. For unit-specific suggestions, please see the **Unit-by-Unit Notes**.

Illustration

Each unit begins with an illustration (cartoon, comic strip, photo with speech bubbles, advertisement) that introduces the grammar point in natural language and sets the general theme of the unit.

Here are some general suggestions for presenting the illustration.

1. Ask **pre-reading questions**. These questions help set the context and focus the students' attention on the meaning of the illustration. (See the **Unit-by-Unit Notes** for suggested pre-reading questions and possible answers.)
2. Have students read the text of the illustration to themselves. Alternatively, you may read the text to them as they follow along in their books. For cartoons that have more than one speaker, you may wish to have the students read the text in pairs.
3. Have students do the **Check Point**. This can be done individually or in pairs. Check their answers. Ask why they chose their answers and why they rejected the other answer choices.
4. Focus on the grammar point (usually the words in bold print) in the text. Ask students questions about its use and meaning. (See the **Unit-by-Unit Notes** for suggested questions and answers.)

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 the grammar charts and do the Chart Checks, have the students, individually or in pairs, do the Express Check. Check their answers.

Notes

The grammar notes present Grammar Explanations and Examples. The Notes can be handled in two distinct ways.

For a deductive approach, read the note and then the example. Ask the students to come up with additional examples for each point, and put some examples on the board. For an inductive approach, have the students read the examples first, and then elicit the rule. Then have them read the note to check their understanding of the grammar point. As in the deductive approach, ask them to come up with additional examples.

Exercises

There are a variety of exercise types that practice the grammar point in context. Students can work individually or in pairs to complete the exercises in class, or the exercises can be assigned for homework. A typical unit has four exercises. Here are the most common exercise types along with suggestions for how to use them.

Exercise 1

Exercise 1 is always “for recognition only.” This means that students do not have to actively use the grammar structure yet. They only need to recognize the form or the meaning of the unit’s grammar structure. This type of activity raises consciousness and builds confidence. These are the types of exercises that can appear in the first exercise of a unit:

Choose This is a multiple-choice exercise. It checks that students understand the meaning of the grammar structure. For example, on page 64 in Unit 15 (Present Perfect Progressive), students have to choose the correct meaning of sentences using the present perfect progressive. In checking the answers, it is often helpful to ask *why* the wrong answer is wrong.

Identify In this exercise students read a text and underline or circle the grammar point. There are often words that look like the grammar point but are not the grammar point, so the students need to think about the meaning and not just the form of the structure. Have them read the whole text carefully. For example, on page 34 in Unit 8 (*Used to*), they are asked to read an article and underline all the examples of *used to* that refer to a habit in the past. Not every example of *used to* in the text has the meaning of past habit, so the students have to think about each example before they underline it. Have students explain why (or why not) they underlined or circled words that look like the grammar point.

Match In this exercise students decide which sentence or part of a sentence belongs with another sentence or part of a sentence. This exercise usually checks that the students understand the meaning of the grammar structure. For example, on page 20 in Unit 5 (Imperative), students need to match an imperative sentence with the situation in which they may hear or say that imperative. This exercise can be checked in pairs.

Read and Answer This exercise checks to see if students understand the meaning of the grammar structure. For example, on page 30 in Unit 7 (Simple Past Tense: Negative Statements and Questions), after reading some information, students answer some questions about the information (just by checking “Yes” or “No”). In checking the answers, ask students where in the text they found the information needed for each item.

True or False This exercise checks if students understand the meaning of the grammar structure. For example, on page 38 in Unit 9 (Past Progressive), the exercise checks if students understand when an action is finished or not finished. If students choose False, ask them to explain why.

Exercises 2 and 3

Exercises 2 and 3 ask students to actively practice the grammar structure. These are the most common exercise types:

Ask & Answer In this exercise, students practice writing questions (and short answers) using cues. The cues are words separated by slashes (/), as on page 30 in Unit 7 (Simple Past Tense: Negative Statements and Questions). This type of exercise gives students practice in both form and meaning. For exercises that only require students to ask questions, you may want to have them give answers, too, when checking their work.

Choose This exercise is often used in units that contrast two different forms that are often confused. For example, on page 68 in Unit 16 (Present Perfect and Present Perfect Progressive), students have to choose between these two forms to complete the statements. In checking the students’ answers, it is helpful to have them explain their choices.

Choose & Complete In this exercise students read a text that has blanks. They have to choose the correct word (based on meaning) from a box with several choices. They then have to fill in the blank with the correct form of the word they chose. For example, on page 21 in Unit 5 (Imperative), students read a paragraph and choose the correct verb from the box. They then have to decide if they need the affirmative or negative form of the imperative and write it in the blank. This type of exercise gives students practice in both form and meaning.

Combine In this exercise students combine two sentences to form one sentence. They often need to think about the relationship of two events. For example, on page 43 in Unit 10 (Past Progressive and Simple Past Tense), students need to decide which event happened first, or if the two events happened at the same time. Ask students to explain their answers.

Complete In this exercise students need to fill in the blanks. There is often a cue (words in parentheses) under the blank. For example, on page 4 in Unit 1 (Present Progressive), students complete a conversation by using the correct form of the verb in parentheses. This gives them practice in using the grammar structure in different forms (affirmative statements, negative statements, and questions). It also practices spelling. It often helps to have students read the sentences before and after the sentence with the blanks. This exercise type is often in the format of a conversation. After checking answers, students can practice reading the completed conversation in pairs.

Describe This exercise always has an illustration (such as a cartoon, a drawing, or a handwritten note). Students have to look at the illustration and then write sentences about it using cues. For example, on page 65 in Unit 15 (Present Perfect Progressive), students see two pictures. They have to choose between affirmative and negative statements using the cues (in parentheses) to make sentences which describe the pictures. If possible, try to elicit additional sentences that describe the pictures.

Report This exercise is similar to **Rewrite** and **Summarize** (described below), but it is found only in the Indirect Speech units (Units 73-75). Students read a sentence in direct speech and then report it using indirect speech. They have to make changes (in pronouns, verbs, time and place expressions) to keep the original meaning. This exercise type lends itself well to checking in pairs with students taking turns reading the direct and indirect speech.

Rewrite This exercise is similar to **Summarize**. Students read one or more sentences. They have to think about the meaning and then rewrite the sentence without changing the meaning. For example, on page 165 in Unit 38 (Advisability in the Past), students read sentences about things that happened in the past. Then, using the verb in parentheses, students write a sentence that expresses a similar meaning to the original sentences.

Summarize This exercise is similar to **Rewrite**. Students read a statement. They then summarize the statement (write the main point of the statement) by choosing a word from the box. In some exercises they have to use the word from the box with the correct form of the verb in parentheses under the line, as on page 201 of Unit 46 (Gerunds: Subject and Object). In other exercises they have to summarize using the words from the original statement, as on page 225 of Unit 52 (Gerunds and Infinitives).

Exercise 4

The last exercise is always *Edit*. Students read a text, find mistakes, and correct them. The instructions give the number of mistakes in the text. Remind students that this number includes the example. It is important that students look carefully each time they see the grammar structure in the text. Sometimes it is correct, but sometimes there is a mistake in the structure. When a word is incorrect, they should cross it out and write the correct word above it. When a word shouldn't be where it is, they should cross it out. When a word is missing, they should write it above the place where it should be. They should do the same for incorrect or missing punctuation. This exercise can be corrected in pairs and then reviewed with the entire class.

Background Notes/Culture Notes

In the *Unit-by-Unit Notes* you will find, when appropriate, a *Background Note* or a *Culture Note* with helpful information about the content of the opening illustration or the exercise.

Optional Extra Practice

In the *Unit-by-Unit Notes* you will find suggestions for a *Communication Task* that can be done in class and a *Writing Task* that can be done in class or assigned for homework.

