

GRAMMAR **EXPRESS** BASIC

For Self-Study and Classroom Use

Teacher's Manual

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GRAMMAR EXPRESS Companion Website
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GRAMMAR EXPRESS BASIC Teacher's Manual

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General Procedures and Suggestions

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

There are many different ways to use *Grammar Express Basic* 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 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 am tall.

Ask the students to change the subject (*I am tall, We are tall, Alice is tall, . . .*). Then ask them to use the negative form or a contraction (*I am tall, I am not rich, I'm a dancer, . . .*)

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 mostly commonly appear in the first exercise of a unit:

Find In this exercise students read a text and underline or circle the grammar point. For example, on page 98 of Unit 22 (Quantifiers: *Some* and *Any*), they are asked to read an article and underline **some** + a noun and **any** + a noun. Then students circle **some** and any without a noun.

Match In this exercise students decide which sentence or part of a sentence belongs with an illustration, 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 38 in Unit 9 (The Imperative), students need to match an imperative statement with a picture illustrating the action in the statement.

Read This exercise checks to see if students understand the meaning of the grammar structure. Students read a text and then answer questions about the text; the questions are often in True or False or Match format. For example, on page 56 in Unit 13 (The Simple Past: Questions), after reading some information, students match questions with the correct answers.

True or False This exercise checks if students understand the meaning of the grammar structure. For example, on page 62 in Unit 14 (The Future with *Be going to*), students look at an illustration and then decide if sentences below the illustration are true or false. 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 16 in Unit 4 (The Present Progressive: 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 178 in Unit 40 (Possibility: *May, Might, Could*), students use a weather forecast to help them choose between two options 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 139 in Unit 31 (Comparative Adjectives), students read short statements with comparative information and complete sentences by choosing the correct comparative adjective from the box.

Complete In this exercise students need to fill in the blanks. There is often a cue (word in parentheses) under the blank. For example, on page 83 in Unit 18 (Nouns: Common/Proper, Singular/Plural), students complete sentences by using the correct form of the noun and verb in parentheses. This gives them practice in using the grammar structure in different forms (singular, plural, common, and proper). 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 has an illustration (such as a cartoon or a drawing). Students have to look at the illustration and then write sentences about it using cues. For example, on page 23 in Unit 5 (The Simple Past: Statements), students read a person's work schedule, then write affirmative or negative sentences about the person's day, using cues and the correct form of the verb.

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, where 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.