

TEACHER'S MANUAL

FOCUS ON GRAMMAR

A **BASIC** Course for Reference and Practice

SECOND EDITION



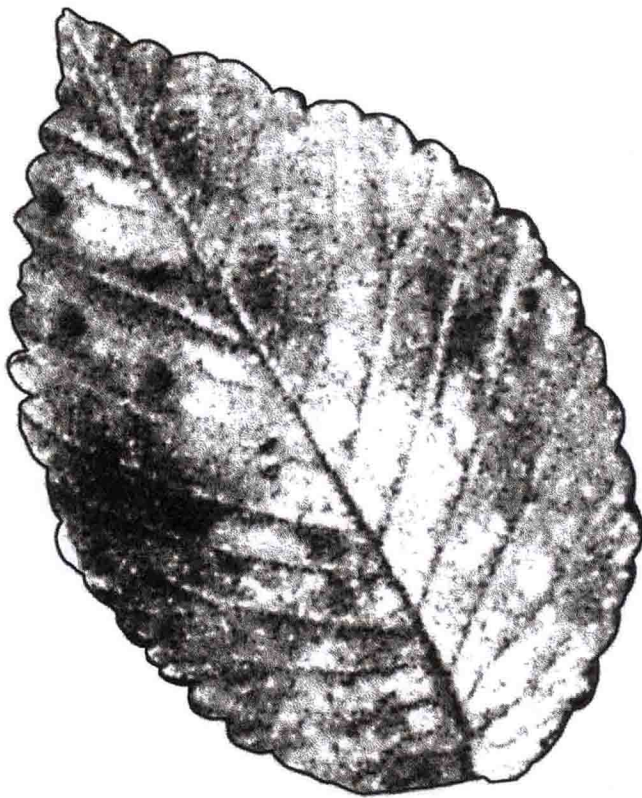
Deborah Gordon

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Focus on Grammar: A Basic Course for Reference and Practice, Teacher's Manual

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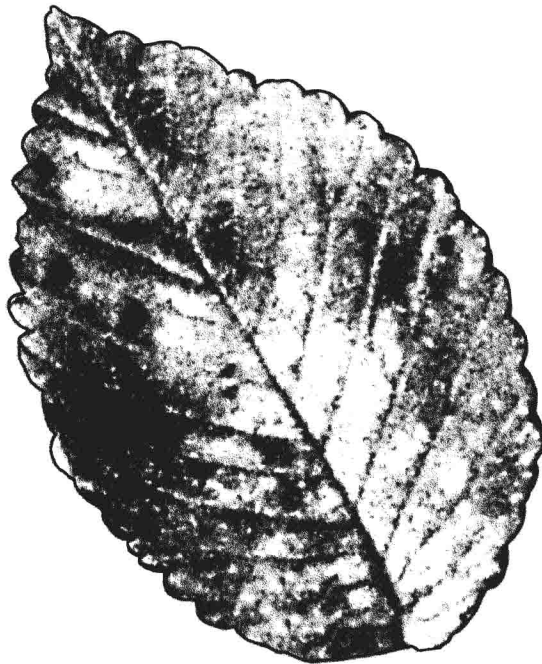
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INTRODUCTION

Focus on Grammar: A Basic Course for Reference and Practice, Second Edition, helps basic students of English to understand and practice basic English grammar. However, teaching the rules is not the ultimate goal of the course. Rather, the aim is for students to use the language confidently and appropriately.

This Teacher's Manual provides suggestions for teaching the basic level Student Book.

The first part of this Teacher's Manual contains general suggestions for every unit. The next part gives practical unit-by-unit teaching suggestions as well as Background Notes and Culture Notes to accompany specific exercises and grammar content in the Student Book. The Teacher's Manual also provides ready-to-use diagnostic and final tests for each part in the Student Book. In addition, the Teacher's Manual includes answer keys for the diagnostic and final tests as well as a tapescript for all the listening activities in the Student Book.

Focus on Grammar recognizes different styles of language learning and provides a variety of activities to accommodate these different styles. Some learners prefer an analytical, or rule-learning, approach. Others, especially younger learners, respond best to exposure to the language in meaningful contexts. Indeed, the same students may adopt different styles as they learn or may use different styles at different times. To complicate things further, some students respond better to visual instruction, and some better to auditory.

As teachers, we want to help the rule-learners in our classes become more able to take risks and to plunge into communicative activities. We also want to encourage the risk-takers to focus on accuracy. To this end, the ***Focus on Grammar*** series provides the variety, including listening activities, that students need. Each unit presents a balanced approach with a variety of activities so that all learners can benefit.

GENERAL SUGGESTIONS

Focus on Grammar: A Basic Course for Reference and Practice, Second Edition, is divided into eleven Parts consisting of between three and five units each.

PART

Each Part begins with a Preview section which uses a conversation to set the scene and present the grammar for the units that follow. The conversations are followed by sections titled Comprehension Check, With a Partner, and in some units What's Your Opinion? The conversations are on the audio program so students can read while listening to them.

PREVIEW

Before students listen to and read the conversation, preview it for them by doing the following:

1. Have the class look at and discuss the contents of any illustrations. This can be done in pairs, in small groups, or as a class. The Teaching Suggestions section of this manual provides suggested questions for some units. If you have students work in pairs or groups, it may be useful to bring the class together to pool their information.
2. Read the preview background information for the students, using the picture, where possible, to aid in comprehension.

The Conversation and Comprehension Check

1. Have students read and listen to the conversation on the audio program.
2. Check comprehension of the vocabulary items listed in the Teaching Suggestions section of this manual.
3. Have students read and/or listen to the conversation again.
4. Present the Culture Note in the Teaching Suggestions section of this manual. Note that not all units contain Culture Notes for the conversations.
5. Have students read the comprehension questions, discussing the answers in pairs, in groups, or as a class, as desired.

What's Your Opinion?

Go over the question or questions with the students before having them work in pairs or groups for a discussion. After five or ten minutes, depending on the questions, have selected pairs or groups share their thoughts with the class. Occasionally you may want to tally responses on the board.

With a Partner

1. Have students work in pairs or groups to practice the conversation. Encourage them to mimic the intonation in the voices on the audio program. You may wish to highlight certain intonation patterns by having the students listen and then repeat.
2. Whenever possible, have students switch roles.
3. You may want to have students practice the conversation with similar situations substituted for the ones in the conversation.
4. Ask selected students or volunteers to read segments of the conversation for the class.

UNIT

The individual units begin with a section titled Grammar in Context. This section includes a Warm Up activity and a text that presents the grammar structures in a realistic context. Students first focus on meaning, thereby establishing a context for the language study before focusing on the target grammatical structure. A great majority of these texts are conversations, although there are some short readings, charts, and questionnaires.

GRAMMAR IN CONTEXT

BACKGROUND NOTE/CULTURE NOTE: This Teacher's Manual includes Background Notes and Culture Notes relevant to the topic of the reading and theme of the unit.

Warm Up:

1. Have students look at and discuss the contents of any illustrations or charts, where relevant.
2. Have students read and discuss the Warm Up questions.

Conversations/Readings:

1. For conversations, see the preceding notes for previewing conversation.
2. For readings, have students read the text silently while they listen to the audio program.
3. Check comprehension of vocabulary items listed in the Teaching Suggestions section of this manual.
4. Have students reread the text.
5. To check comprehension, ask the questions included in the Teaching Suggestions in this manual.
6. Many of the Grammar in Context sections contain further suggestions for discussion questions, role plays, or expansion exercises in the Teaching Suggestions section of this manual.

What's Your Opinion?

Go over the question or questions with the students before having them work in pairs or groups for a discussion. After five or ten minutes, have selected pairs or groups share their thoughts with the class. Occasionally you may want to tally responses on the board.

Focus on Grammar: Some classes can benefit from an inductive approach to learning the grammar. For these students, this step has been included only in the Teaching Suggestions section of this manual. Before opening the book to the Grammar Presentation, you should:

1. Elicit examples from the text of the target grammatical structure and write them on the board. The target structure is presented in boldface type for easy identification.
2. Ask inductive questions to get students to identify the form and meaning of the grammatical structure. These questions are supplied in the unit Teaching Suggestions section of this manual.
3. List students' responses to the questions on the board. As they continue on to the Grammar Presentation, they may compare these notes with the information presented in the grammar charts and grammar notes.

GRAMMAR PRESENTATION

At this point in the lesson, students understand the structures in context and now are ready to study the form in isolation. This section presents the target grammatical structures in a straightforward and comprehensive way. The grammar charts focus students on the form and mechanics of the grammatical structure. The grammar notes list the grammar points and exceptions to help students understand variations in meaning, use, and form of the structure.

The language presented in *Focus on Grammar: A Basic Course for Reference and Practice, Second Edition*, is the English of daily life in the United States and Canada. Contractions and short answers are practiced, although more formal usage is mentioned in the grammar notes.

Common grammatical terms are used throughout the book because they clarify grammar explanations and because students have often learned them in their own language. Students need only understand the terms as they are used, not produce them.

Grammar Charts: The grammar is presented visually in charts. Do not rush through this part of the lesson. It is important to give students time to process the patterns.

1. Write the key paradigms on the board and circle or underline important features, such as the third person singular -s for simple present tense.

2. Give additional examples. Encourage students to supply their own.
3. Use realia, magazine pictures, or other simple cues for a drill to help students become accustomed to producing the form.
4. Encourage students to ask and answer questions using the target structure in pair work, where relevant.

Grammar Notes: These notes pull together and make explicit the information about meaning, use, and form that the students have encountered in the Preview and Grammar in Context sections, and in the grammar charts. The grammar notes also offer information about degrees of formality, which will help students use the forms appropriately as well as correctly.

1. Ask students to read each note. Write the examples on the board, and highlight important features.
2. Give additional examples and ask students to supply their own.
3. At each note, check students' comprehension by asking them to complete a sentence stem or fill in the blank of a sentence.

FOCUSED PRACTICE

In this section students practice using the target grammatical structure in various contexts. The section includes a Discover the Grammar exercise, a couple of fill-in-the-blank exercises, and sometimes listening exercises and an editing exercise. Because the exercises in this section have straightforward and objective answers and are cross-referenced to the grammar notes, they serve well as homework or as self-study in class. All the exercises are contextualized, so they often provide cultural information as well as grammar practice.

Discover the Grammar: This is the opening activity for the Focused Practice section. It involves students in identifying the target grammatical structure in a realistic context. This exercise may be done in class either individually or in pairs, or out of class as homework. Specific teaching suggestions are provided in each unit.

To vary the approach when doing these exercises in class, include the following:

1. Have students call out the answers while you write them on the board, grouping them into categories where relevant.
2. Write answers on the board and then have students categorize them.
3. Have students work in pairs to compare answers while you circulate to confirm or explain answers.
4. Have students who finish early list their answers on the board. Then have the class correct any mistakes.
5. Have students take turns asking and answering the questions or making statements and responding to them.

Listening: Some exercises are recorded on the audio program either (a) for students to simply check their work and provide further listening practice, or (b) in some units, to provide the content of the exercise.

1. Preview the listening by having students look at and discuss the contents of any illustration(s). Ask students questions to elicit the contents and the situational context of the listening passage.
2. Before playing the cassette/CD, ask students to read the items in the exercise so that they know what they are listening for and can listen purposefully.
3. Explain any unknown vocabulary and give any necessary cultural information.
4. For some exercises, you may want to ask students to listen only the first time without attempting to complete the task.
5. Play the cassette/CD, or read the tapescript included in this manual. If you choose to read, use natural expression and speak at a natural pace. Change positions and tone of voice to indicate

who the speaker is. You can also draw stick figures on the board and label them with the characters' names so that you can point to the appropriate character as you change roles.

6. Have the students listen again while completing the task.
7. Let the students listen as many times as needed to complete the task.
8. Have students work in pairs to compare and discuss answers while you circulate or have selected students or volunteers call out the answers and write them on the board. Answer any remaining questions.
9. You may wish to have the students listen a final time to review the passage, using the corrected answers.

Editing: Various units include an editing exercise to test students' sensitivity to incorrect usage of the target grammatical structure. Students are required to identify and correct errors or supply missing examples of the target structure in a passage. The number of errors or missing words is given.

1. Have students read through the passage or conversation quickly to understand its context and meaning.
2. Check comprehension of the example, when relevant, by asking questions about form, function, and/or meaning, depending on the specific example.
3. Have students read the text line by line, circling in pencil any incorrect structures, and writing in their corrections or supplying missing words.
4. To review the material, have students take turns reading the text or practicing the conversation line by line, including all sentences, even the correct ones. Alternatively, slowly read the text aloud to the class and have students interrupt you with their corrections. You may also wish to have students compare their answers in pairs before going over them as a class.

NOTE: To check answers to exercises in this section, you may want to vary your approach with one or a combination of the following:

1. Put students in pairs or groups to compare and discuss answers while you circulate to help with individual questions.
2. Have volunteers or selected students call out their answers; go over any problems or questions as a class.
3. Have volunteers or selected students write their answers on the board, and then have other students correct any mistakes or errors.

When answers are incorrect, it can be helpful to return to the context of the exercise to clarify any confusion.

COMMUNICATION PRACTICE

In this section students apply the target structure appropriately in realistic situations as well as develop their listening comprehension and speaking fluency. The types of exercises range from pair and group activities to information gaps and role plays. Because there are many variations in exercise types, specific instructions are often provided in the Teaching Suggestions section of this manual. The following are general suggestions for the three most prevalent types of exercises you will encounter.

Pair and Group Activities:

1. Review the task so students understand what is required.
2. When appropriate, have a student or students volunteer to demonstrate the activity, with you or by themselves, for the class.
3. Divide the class into pairs or groups.
4. If writing is required, have groups assign one student to be the secretary for the group.
5. Give the class a fixed time limit for completing the task.

6. Circulate among the groups, answering students' questions and helping them with the activity.
7. After providing sufficient time to complete the activity, have each group report its findings to the class.
8. Follow up with a class discussion. For some exercises, specific questions are supplied in the Teaching Suggestions section of this manual.

Role Plays:

1. Review the task so students understand what is required.
2. Model the beginning of the role play with another student or students, if necessary.
3. Divide the class into the suggested groupings.
4. Have students plan the action and present it extemporaneously for fluency practice.
5. Give the class a fixed time limit for completing the task.
6. Have each group or pair practice its own role play.
7. Circulate among the groups, answering questions and helping students with the activity. Note, however, that some students are more willing to improvise and role-play creatively when the teacher does not appear to be listening.
8. Have selected groups present their role plays to the class. If possible, tape-record or videotape the role plays for students' own viewing and possible follow-up work.
9. Follow up with a class discussion. For some role plays, specific questions are supplied in the Teaching Suggestions section of this manual.

Information Gaps:

1. Divide the class into pairs (Students A and B) and have them position themselves so that they cannot see the content of each other's books.
2. Tell Students B what page they are to turn to, and circulate to check that they are looking at the correct page.
3. Have students read their separate instructions. Check comprehension of the task.
4. Explain how the A and B pages relate to each other, that is, how they are different or similar.
5. Refer students to the examples and any language provided.
6. Remind students not to show each other the contents of their pages.
7. Have students begin the task.
8. Circulate to answer individual questions, and help students with the activity if necessary and appropriate.
9. After sufficient time, have selected pairs share their results with the class.

Expansion: One or two Expansion exercises can be found at the end of every Teacher's Manual unit. These exercises offer further communicative practice with the target structure of the unit.

REVIEW OR SELFTEST

At the end of each Part there is a Review or SelfTest section, a From Grammar to Writing section, and the Answer Key for the Review or SelfTest. The Review or SelfTest section gives students a chance to check their knowledge of the Part's grammar and review any weak areas before moving on to the next Part. There are various ways to use this section:

1. Have students complete the exercises at home and check their answers in the Answer Key, bringing to class any remaining questions. Alternatively, have students in pairs compare answers, or go over them as a class when they return.
2. Have students complete the exercises in class so that you can circulate to see how individual students are coping.
3. Use appropriate exercises as extra practice for students who need them.

FROM GRAMMAR TO WRITING

The From Grammar to Writing section presents and practices a teaching point that applies specifically to writing. The points vary from punctuation of simple sentences to extended written text, such as the writing of e-mails, postcards, or letters. This section always begins with a straightforward exercise to illustrate the target teaching point. Notes explaining the target teaching point and one or two exercises that provide practice follow. Some of these exercises serve well as homework or as self-study in class. Others can be done in pairs or groups in class.

TEACHING SUGGESTIONS

INTRODUCING YOURSELF

The First Day of Class, page 1: Have students look at the illustration. Ask:

What class is this? (Photography 101)

What is the teacher's name? (Mr. Belmont)

Read the instructions. Have students read and listen to the conversation. Ask:

What is the woman's name? (Lucille or Lulu Winston)

What is the teacher's first name? (James)

Have students read and listen again. Have students work in pairs to practice the conversation.

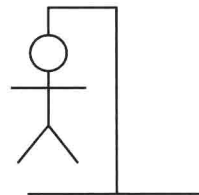
CULTURE NOTE: In informal situations it is common for Americans and English-speaking Canadians to use first names when speaking to acquaintances and co-workers. In more formal situations a title (Mr., Ms., Mrs., Miss, Dr., etc.) is used before a last name. Teachers in university settings usually decide whether they want students to use their first or last name.

The Alphabet, page 1:

CULTURE NOTE: In Canada, the last letter of the alphabet, *z*, is pronounced “zed.”

Note that students usually have the most difficulty with vowels and the letters *j*, *g*, *w*, *x*, and *z*.

After students finish listening and repeating, you may wish to give them more practice with the alphabet by having them take turns coming up to the board and writing words that you and their classmates spell out for them. Alternatively, have students spell their names while you write them on the board. Then, play Hangman with students' names. Draw the full hangman on the side of the board. Then write the alphabet below it. In the middle of the board, draw a blank for each letter of the name you are thinking of. Divide the class into small teams to decide which letters to call out. Each time a letter is called out that is not in the name, cross it out of the alphabet. Letters that are in the name get written in the appropriate blank. The first group or team to guess the correct name goes to the board to take your place.



Conversation Practice, page 1: Read the instructions to the students.

Have students read and listen to the conversation. Put students in pairs to practice the conversation, using their own names. You may want to have students introduce themselves to the class (or for large classes, to large groups). Tell students to say, “Hi. My name is _____. Please call me _____.” Tell the class or group to say, “Hi _____. Nice to meet you.”

PART I THE VERB *BE*: PRESENT AND PAST

PREVIEW

See the General Suggestions for Preview exercises on page 2.

The Mystery of Rocky, pages 2–3: Have students look at the illustrations before reading the conversation. Ask the following questions:

How many people are there in the picture on page 2? (four)

What are they doing? (talking on the telephone)

How many people are there in the picture on page 3? (three)

Look at the conversation to find their names. (Milt, Pete, and Sun Wang)

Have students read and listen to the conversation.

BACKGROUND NOTE: Explain that Carol is a student in Oregon and that Pete is her father. Her family lives in New York.

Check comprehension of the following vocabulary items: *worried*, *wonderful*, and *a detective*. Have students read and listen to the conversation again.

CULTURE NOTES: 1. Many students travel to different parts of the country to attend colleges and universities, often living away from their parents for the first time in their lives. As a result many parents worry about their children until they adjust to the new situation.

2. The name “Rocky” is associated with a man who tends to be rough and tough, possibly even a person inclined to fighting. Ask students if they know anyone named “Rocky.” Write the words *student* and *boxer* on the board. Ask students whether “Rocky” is more likely to be the name of a student or a boxer. Ask students if they are familiar with the movie *Rocky* starring Sylvester Stallone.

Comprehension Check, page 3: See the General Suggestions for Comprehension Check exercises on page 2.

Have students complete the Comprehension Check questions. If necessary, check comprehension of *That's right* and *That's wrong* by writing these statements on the board and illustrating each with a statement about a student in the class. For example, say, *You are a student* and *You are a teacher*. After students have answered the Comprehension Check questions, have them compare answers in pairs while you circulate to check their answers. To personalize the exercise, ask the following questions:

Where is your family?

Are you worried about your family?

Is your family worried about you?

Are you far from your family?

Are you homesick?

Are you a detective?

Who's a detective in the story? Are you a businessperson?

(If yes, How's business?)

Who's a businessman in the conversation?

Are you a teacher?

Who's a teacher?

Are you a student?

Are you in Oregon?

Are you in New York?

Where are you?

With a Partner, page 3: See the General Suggestions for With a Partner exercises on page 2.

EXPANSION

Talking on the Telephone Role Play: Write the following on the board:

A: *Hello.*

B: *Hi, _____ ? (Give your partner's name.)*

A: *Yes.*

B: *This is _____ . (Give your name.)*

A: *Hello, _____ . (Give your partner's name.) How are you? How's school?*

B: *I'm fine, and school is great.*

Put students into pairs. Assign each partner a role (A or B). After they complete the role play one time, have them switch roles. Ask selected pairs to perform their role play for the class.

UNIT 1

THE PRESENT AFFIRMATIVE OF *BE*

GRAMMAR IN CONTEXT (pages 4–5)

See the General Suggestions for Grammar in Context exercises on page 3.

Warm Up, page 4: Preview the task by asking students the approximate population of their city and school. Write these numbers on the board and practice saying them. Have students read and discuss the Warm Up question and look at the photo. Refer students to the map of the U.S. in the back of the Student Book (Appendix 2, page A2). Ask students to locate Oregon and then Corvallis.

CULTURE NOTE: American universities and colleges range in size from very small (under 1,000 students) to the size of small cities (over 40,000). Size is often an important factor for students when choosing a university or college.

Have students answer the questions. After going over the answers to the questions, write the words *small* and *large* on the board. Add the name of your school and city to the appropriate columns. Have students work in pairs to add to the columns the names of the schools they have attended and the towns and cities they have lived in or visited. Ask pairs to share their lists with the class.

Reading, page 5: Before reading, have students look at the illustration. Ask:

Who do you know in this picture? (Milt and Carol)

Where are they? (in Oregon)

Who is the other woman? (Carol's friend)

What else do you see in the picture? (a dog)

Have students read and listen to the story. Then refer students to the world map in the back of the Student Book (Appendix 1, page A1) and ask them to locate Brazil, New York, and Japan. Check comprehension of the following vocabulary items: *roommates*, *clean*, *friendly*, and *nice*. Have students read and listen again. To check comprehension of the reading, ask the following *true / false* questions. Have students change the false statements to true statements.

Milt is from Oregon. (False. Milt is from Brazil.)

Carol and Yoko are students. (True. They are students at Oregon State University.)

Carol and Yoko are students in New York. (False. They are students at Oregon State University.)

Milt Costa is a teacher. (False. He is a detective.)

Carol and Yoko are sisters. (False. They are roommates.)

Carol is from New York. (True)

Yoko is from Brazil. (False. Yoko is from Japan.)

CULTURE NOTE: When young people leave their parents' homes to study or work elsewhere, they often live with other young people, either sharing a room in a dormitory or living together in a house or apartment. Ask students if any of them live with roommates.

Focus on Grammar: To present the grammar inductively, before reading the Grammar Chart and Notes, ask the class to make sentences about students and things in the class using the verb *be*. To help students, write on the board the adjectives *big*, *nice*, and *friendly*, the prepositional phrase *from New York*, and the nouns *student* and *teacher*. If necessary, provide the following examples: *You are students. I am a teacher. New York is big.* Write the students' sentences on the board. Point out the subjects and the verb *be*. Point out the adjectives, prepositional phrases, and nouns in the sentences. Ask students for replacements for some of the words on the board.

Tell students that *I*, *you*, *he*, *she*, *it*, *we*, and *they* are subject pronouns. Ask students to give a rule about the relationship between subject nouns and subject pronouns (Subject pronouns can replace subject nouns.). Have students make sentences with pronouns, and write these on the board.

Ask students to find examples of *be* in the part of the Preview conversation on page 2. Ask how many forms there are of *be* in the present (three). Have students count the different forms used in the reading on page 5 (two).

Change the sentences on the board so that the pronouns or subject nouns and verbs are contracted. Ask students how many letters have been deleted from the *be* verbs (one).

GRAMMAR PRESENTATION: Affirmative Statements and Contractions with *Be* (pages 6–7)

For this section, see the General Suggestions for Grammar Presentation procedures on pages 3–4.

GRAMMAR CHARTS: Follow the General Suggestions for Grammar Charts on pages 3–4.

GRAMMAR NOTE 1: Have students identify subjects and subject pronouns in the reading on page 5.

GRAMMAR NOTE 2: Have students identify the verbs in the reading on page 5.

GRAMMAR NOTE 3: While discussing plural nouns, you may want to model the three different types of pronunciation of /s/: /z/ as in friends and detectives, /s/ as in books, and /ɪz/ as in houses).

GRAMMAR NOTE 4: Point out the placement of the apostrophe, and practice the pronunciation of each contraction. While discussing punctuation, you may wish to point out that a statement begins with a capital letter and ends with a period. For further practice, say a sentence with a contraction and ask students to tell what pronoun and verb the contraction consists of. For example:

T: *I'm Susan.* S: *I am*

T: *You're a student.* S: *You are*

T: *We're roommates.* S: *We are*

FOCUSED PRACTICE (pages 8–9)

1. Discover the Grammar, page 8

See the General Suggestions for Discover the Grammar exercises on page 4.

Preview the reading by having the students look at the illustration. Point to the man who is standing and ask, *Who is he?* (Milt). Have students read Milt's words about the Wangs. Ask the students the couple's name (Sun and Nora Wang). Check comprehension of the word *neighbors*. Ask if any of the students are neighbors. Have students read again and do the first sentence together. Have them finish the exercise alone before getting into pairs to compare answers. Ask students when comparing answers to tell rather than show each other their answers (e.g., *The subject is the Wangs and the verb is are.*). You may need to point out that Sun and Nora Wang are a single subject rather than two; ask students how they know that. Point out that there is only one verb for the both of them.

2. Students at Oregon State, page 8

You may want to review which forms go with which pronouns and subjects. Students could do this exercise as homework.

3. Meet the Wangs, page 9

Students could do this exercise as homework. After reviewing the answers, have students change the full verbs in Exercise 2 to contracted verbs.

4. Editing, page 9

See the General Suggestions for Editing exercises on page 5.

Preview the exercise by asking students the following questions about the illustration:

What is Milt showing the Wangs? (a picture/photo)

How many people are in the photo? (two)

Is Milt in the picture? (No)

Who is talking? (Milt)

For less advanced students, you may wish to have them first find the additional places to add the verb *be* before deciding on the correct form. You may need to explain that *family* is usually treated as a singular noun. Ask students to look at the example and say why *is* follows *This* (*This* is the subject). Students could then draw simple pictures of their own families to talk about in small groups. Have students tell each other the names of their family members and where they live or their occupations, where possible.

Alternatively, students could use family photographs. Write the words *phone*, *letters*, and *e-mail* on the board. Ask students who live far away from their families to tell each other how they communicate with their families. After students have finished talking, take a poll (and record it on the board) regarding students' methods of communication with their families.

COMMUNICATION PRACTICE (pages 10–11)

5. Where Are They From?, page 10

See the General Suggestions for Pair and Group Activities on pages 5–6.

To preview the task, check that the students know each of the people illustrated. Also, refer the students to the world map in the Student Book (Appendix 1, page A1) to identify the countries listed. Go over the examples. Have students work in pairs to complete the exercise.

CULTURE NOTE: North Americans have surnames from everywhere in the world. Ask students where they think the names *DiCaprio* and *Dion* originated.

After the students complete the task, ask pairs to tell each other what they know about each of the people listed (e.g., *Leonardo DiCaprio is a movie star.*). Have students bring to class coins and stamps from other countries to talk about in groups.

6. Occupations, page 11

See the General Suggestions for Pair and Group Activities on pages 5–6.

To preview the task, model the pronunciation of each occupation shown, having students repeat after you. For more advanced students, you may want to elicit occupations while you write them on the board before having students look at the illustration in the book. While students are working in pairs, circulate to help them with occupations not illustrated.

EXPANSION

Truth or Consequences Game: Write the names *Milt*, *Pete*, *Carol*, *Rocky*, *Sun Wang*, *Nora Wang*, and *Yoko* on the board. Put students in small groups to write sentences about these people. Ask them to write some true and false sentences. Then tell students to close their books. Put two groups together and have them read their sentences to each other. Have students say *true* or *false*. Have them correct false sentences. Each correct answer is worth one point.

Circle Game: On the board list pronouns, nouns, adjectives, and prepositional phrases from the unit. Put students in large groups in circles. Assign one student from each group to go first. Have that student call out a pronoun and a noun, adjective, or prepositional phrase from ones you have listed on the board or ones of their own, and then point to someone in the circle. That person makes a sentence using those words, providing the correct use of the verb *be*. That person then repeats the procedure, pointing to another student. Groups could compete against each other to see which group can continue the longest without making any mistakes. For more advanced groups, do not write words and phrases on the board.

UNIT 2

THE PRESENT NEGATIVE OF BE

GRAMMAR IN CONTEXT (page 12)

See the General Suggestions for Grammar in Context exercises on page 3.

Warm Up, page 12: Before having the students look at page 12, preview the task by writing Milt's name on the board and asking *What is he?* (a detective). Ask the students if they know any famous detectives (e.g., Sherlock Holmes, Miss Marple, etc.). Then ask if any students have read Agatha Christie novels. Ask what type of novels these are, eliciting or supplying the word *mystery*. Write that on the board. Have students look at the book covers illustrated and say if they have read any of these books. Ask what mysteries they have read. Have students read and discuss the Warm Up questions.

Reading, page 12: Preview the reading by having students look at Milt in the illustration. Ask, *How does Milt feel? Is he happy or sad?* Tell the students to read or listen to Milt's thoughts to find out. After students are finished reading and listening the first time, ask how Milt feels and why. Supply the word *proud* and write it on the board. Check comprehension of the reading by asking the questions below, to which students respond *That's right*, *That's wrong*, or *I don't know*. Tell students to reread Milt's thoughts to find the answers, if necessary. Also have them correct the statements for which they responded *I don't know* or *That's wrong*.