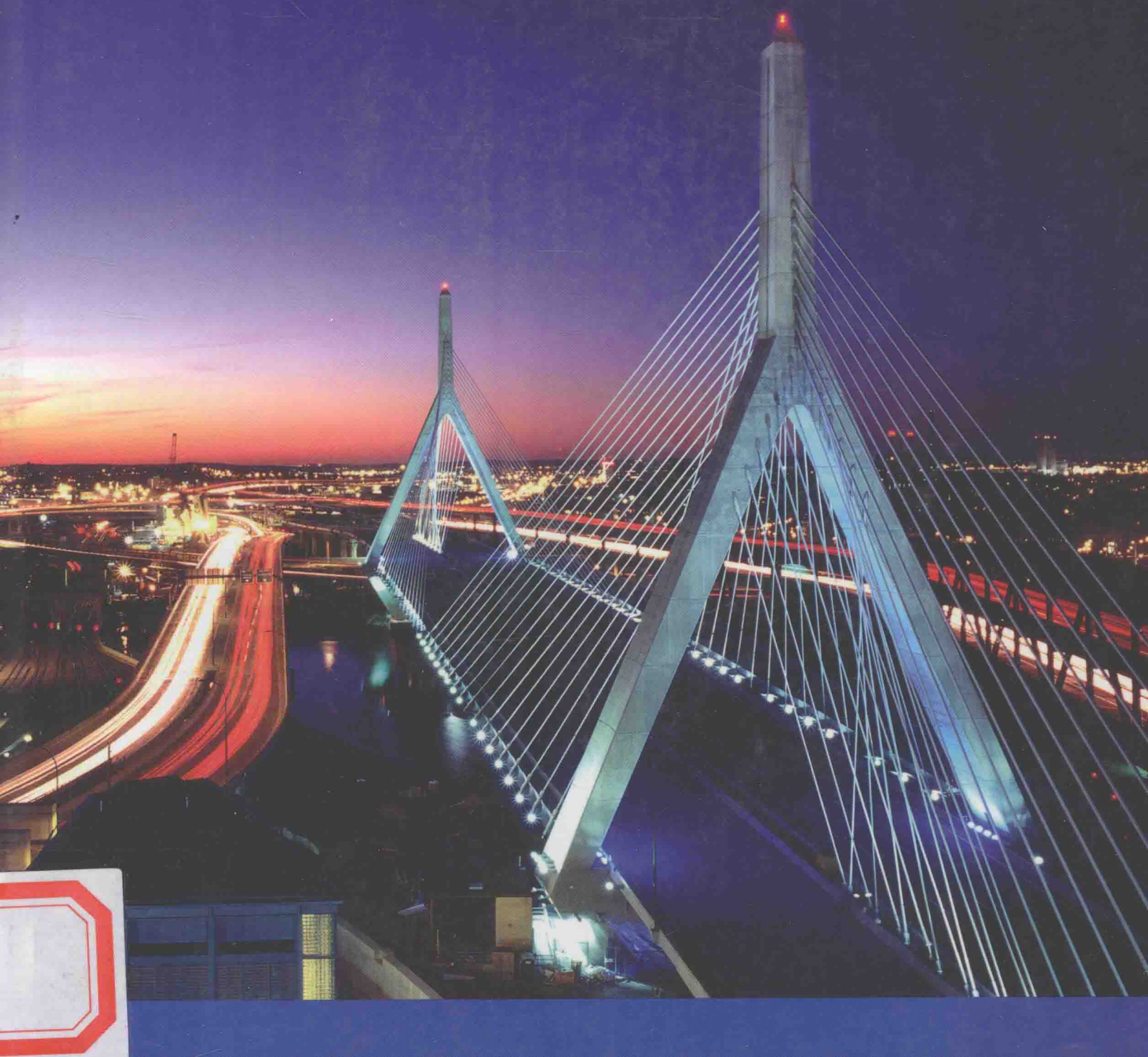


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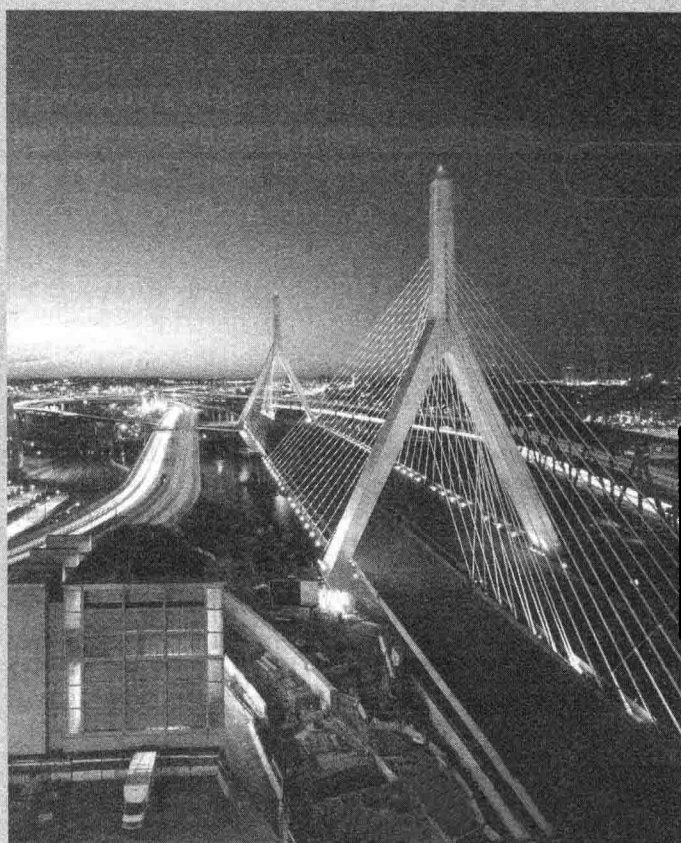
TEACHER'S EDITION

GRAMMAR *in* CONTEXT



GRAMMAR *in* CONTEXT

Teacher's Edition



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The cover photo shows the Leonard P. Zakim Bunker Hill Bridge over the Charles River in Boston, Massachusetts.

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Teacher's Edition

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Welcome to Grammar in Context

TEACHER'S EDITION!

Grammar in Context, Fifth Edition, contains a rich variety of material, making it easy to customize to any program's needs. The new *Teacher's Edition* includes extra resources to make planning your syllabus and preparing lessons easier than ever before.


NEW! Pacing guides for every activity provide a timing framework useful for lesson planning.

NEW! Ten easy solutions for customizing *Grammar in Context, Fifth Edition*, to meet yours and your students' needs (see page v).

NEW! Presentation Ideas suggest alternative ways of presenting select grammar charts.

NEW! Practice Ideas include ways to adapt grammar exercises to target specific skills: reading, writing, listening, and speaking.

NEW! Online Lesson Planner saves you time by planning lessons online. This new tool provides instructors with complete, customizable lesson plans using the pacing guide from the *Teacher's Edition*. Go to elt.heinle.com/technology.

NEW! “Fast Track” option (highlighted by this icon: ) identifies essential readings, charts, and exercises for courses that don't have the time to present and practice the full range of readings, grammar charts, and exercises available in *Grammar in Context, Fifth Edition*. Teaching these essential items gives students a basic understanding and practice of the most important grammar in each unit. Additional material can be used in the following ways:

- Struggling students can understand core grammar by doing extra practice exercises.
- Stronger students can be challenged by studying additional grammar charts and Expansion activities.
- Additional exercises may be used for students who have completed the in-class assignments ahead of other students.

Ten Tips for Customizing Grammar in Context, Fifth Edition, to fit your program:

1. Work within your curriculum.

Let your curriculum guide you on what to cover from this rich, comprehensive series. For example, in book 3, if your program doesn't expect students to learn about *nonrestrictive clauses* at this level, a teacher could skip the chart about *nonrestrictive clauses*. It may be enough to teach *contrary-of-fact clauses* in the present without getting into the past or mixed tenses. The Online Lesson Planner allows you to move, edit, and add to lessons to meet your program needs. These lesson plans can be done by individual teachers or shared across the program.

2. Do the Test/Review section at the start of each lesson.

One way to find out how much practice your students need is to give them the Test/Review section at the beginning of the lesson. If you find that most of your students can do this with relatively few errors, then you can skip the lesson altogether or focus only on the sticking points.


3. Assign the readings as homework.

All the readings are important in introducing the grammar in context and should not be skipped. To save class time, however, the readings can be done at home. The reading level is low enough that classroom instruction on how to read should not be necessary. The reading is not meant to challenge and improve one's reading skills; it is meant to illustrate the grammar in a stimulating context. In class, the teacher can ask questions about the reading or the vocabulary within to ensure that students read and understood the assignment. There can be a short discussion on the Before You Read questions, too, if time permits.

4. Set time limits for each fill-in-the blank exercise.

Set a maximum time limit for each exercise. Suggested times are given in the *Teacher's Edition*. Once the time limit has expired, ask students to put down their pens and move on to the next exercise. Students can complete the rest of the exercise at home.

5. Assign audio-based exercises for lab time.

Many exercises contain audio tracks (indicated with a listening icon ). These exercises can take time to set up and run, so you may wish to assign these for lab credits or homework. You may also decide to only do one of these per class to add variety.

6. Use one of the “About You” exercises per class.

These exercises are fun to do; if you find your students’ attention waning, you can insert one of these activities per lesson. If your students attend another class for speech and conversation, these exercises may be skipped.

7. Use Expansion Activities if there is time.

The Expansion Activities at the end are fun, but time is limited. If you do have extra time at the end of the lesson, choose the activity that seems the most enjoyable. Students are likely to remember the lesson better if there is a fun element.

8. Assign exercises for extra credit.

Students can go beyond the basic curriculum and do more of the exercises at home for extra credit.

9. Let students check answers at home.

Print the answer key for each unit from the Heinle Web site (elt.heinle.com/grammarincontext). Give the answer key at the start of each unit so that students can check their answers at home. Set aside ten minutes every week to do a quick troubleshooting of particular grammar points.

10. Use the *Teacher’s Edition*.

Each level of the student book has an accompanying *Teacher’s Edition*, which gives page-by-page teaching suggestions on how to present and teach each grammar point and corresponding exercises. The *Teacher’s Edition* also identifies fast-track material to help you quickly identify essential material when you’re pressed for time and have to prioritize what to cover.

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Lesson 1

Lesson Overview

GRAMMAR

Ask: *What tense will we study in this lesson?* (present tense of the verb *be*) *What else will we study?* (prepositions of place and *this, that, these, those*) *Do you know any prepositions of place?* (*on, between, behind*, etc.) Have students give examples. Write the examples on the board.

CONTEXT

1. Activate students' prior knowledge. Ask: *What will we learn about in this lesson?* (college life) If students are college students, ask: *What is college life like in the United States?* If students are not in college, ask: *What do you think college life is like in the United States?*
2. Have students share their knowledge and personal experiences.

Presentation Ideas

The topic for this lesson can be enhanced with the following ideas:

1. College catalogues and brochures
2. Posters from colleges
3. Your college yearbook or any college yearbook

Talk about your own college experience. Tell students what you studied, where you studied, what you liked about your college, and anything else that might interest them. Show students your yearbook. Encourage them to ask you questions about your experiences.

Let groups look through college catalogues and brochures you brought along to class.

Say: *Compare these programs with colleges and universities in your native countries. What's the same? What's different?*

Have each group make two lists and share them with the whole class.

Community College Life in the United States READING

1. Have students look at the photo. Ask: *Who are the people?* (students) *What are they doing?* (They're in class. They're listening to the teacher.)
2. Have students look at the title of the reading. Ask: *What is the reading about? How do you know?* Have students make predictions.
3. Preteach any vocabulary words your students may not know, such as *tuition*, *attention*, *convenient*, *semester*, and *child-care center*.

Reading Glossary

attention: care

child-care center: school-like place where parents pay to have small children cared for while the parents work

convenient: easy and comfortable to do or get to

semester: half of the school year

tuition: the cost of attending an educational institution

BEFORE YOU READ



5-10
mins

1. Have students circle T for true or F for false and then discuss the questions in pairs.
2. Ask for a few volunteers to share their answers with the class.



CD 1
TR 01



15-20
mins

Reading

1. Have students read the text silently. Tell them to pay special attention to the verb *be*—*am*, *is*, and *are*. Then play the audio and have students read along silently.
2. Check students' comprehension. Ask questions such as: *Is a community college usually bigger or smaller than a university?* (smaller) *Why is Truman College so convenient?* (It is near city transportation. It has evening and weekend classes. It has a child-care center.) *How long is the summer semester?* (eight weeks)

Practice Idea: Listening

To practice listening skills, have students first listen to the audio alone. Ask a few comprehension questions such as: *Why are foreign students usually more comfortable at community colleges?* (because community colleges are often smaller universities) *Where is Truman College?* (on the north side of Chicago) Repeat the audio if necessary. Then have students open their books and read along as they listen to the audio.

3. Have students read the student composition, "About Me," silently. Tell them to pay special attention to the verb *be*—*am*, *is*, and *are*. Then play the audio and have students read along.
4. Check students' comprehension. Ask questions such as: *What is Rolando Lopez's major?* (engineering) *When are his classes?* (at night and on Saturdays) *Why does he like it at Truman College?* (The teachers are friendly and helpful. The students are interesting.)

Context Note

At present, there are 1,075 community colleges in the U.S. More than 5.5 million students are enrolled in degree programs at community colleges.

1.1 Present-Tense Forms of *Be* ➡★



1. Have students cover up grammar chart 1.1 on page 3. Write several subjects from the readings on the board in a column in no particular order. For example, write: *Truman, I, Rolando, it, they, classes*, etc. Activate students' prior knowledge. Ask students if they know what form of the verb *be* goes with each subject. If students have difficulty with this task, have students find the subjects in the reading and ask them to match them to the correct form of the verb *be*. Write them on the board. For example, write: *classes are*.
2. Have students look at grammar chart 1.1. Review the example sentences in the chart.

EXERCISE 1 ➡★

ANSWERS: 1. am; 2. is; 3. are; 4. is; 5. are; 6. are; 7. are; 8. is; 9. is



1. Tell students that this exercise is about Rolando Lopez, the student who wrote the composition about Truman College. Have students read the direction line. Ask: *What words do we use here? (is, are, am)* Go over the example in the book. Then do #1 with the class. Ask: *What form of be goes here? (am)*
2. Have students complete the rest of Exercise 1 individually. Then have them check their answers in pairs. Remind them to review grammar chart 1.1 on page 3 if necessary. Monitor pair work. Check the answers as a class.

Presentation Idea

1. Have students come to the board and write the verbs next to the subjects.
2. Have more advanced students explain grammar chart 1.1.

1.2 Uses of *Be*



1. Copy the first four explanations from grammar chart 1.2 on page 4 onto the board. Have students cover up grammar chart 1.2 in their books. Ask students to find an example sentence from the readings for the four explanations from the grammar chart. Then have volunteers write sentences from the chart on the board.
2. Have students look at grammar chart 1.2. Say: *Compare our chart with the chart in the book.*
3. Review the example sentences in the grammar chart, including the examples for age, weather, and time.
4. Go around the room and ask students about their age, the weather, and the time.

EXERCISE 2

Answers will vary.



1. Have students read the direction line. Go over the example in the book.
2. Have students complete Exercise 2 individually. Remind them to review grammar chart 1.2 on page 4 if necessary. Then check the answers as a class.

Practice Idea: Speaking

Have students make new sentences based on the sentences in Exercise 2. Say: *Change the information in each sentence to make a new sentence. Then give the new sentences to your partner to complete orally. For example:*

Boston is a _____.

Brazil is a _____.

South America is _____.

Monitor pair work. Give help as needed.

1.3 Word Order with Be



1. Have students cover up grammar chart 1.3 on page 5. Elicit the rule for word order with *be*. Say: *Look at the reading on page 2. What comes first? The verb? The subject? The complement? (subject first, verb second, complement third) Ask them to find sentences to illustrate. Write the sentences on the board.*
2. Have students look at grammar chart 1.3. Review the example sentences in the chart.

EXERCISE 3

ANSWERS: 1. I am a student. 2. My parents are in Guatemala. 3. Tuition at a four-year college is high. (OR Tuition is high at a four-year college.) 4. My college is convenient for me. 5. My teacher is 40 years old. 6. My teacher is from New York. 7. The summer semester is eight weeks long. 8. Rolando is married. 9. It is cold in the winter.



1. Have students read the direction line. Ask: *What is the word order with be? (subject first, verb second, complement third) Model the*

exercise. Go over the example in the book. Then do #1 with the class. Ask a volunteer to give an answer.

2. Have students complete the rest of Exercise 3 individually. Then have them compare their answers in pairs. Remind them to review grammar chart 1.3 on page 5 if necessary. Finally, check the answers as class.

Presentation Idea

Write five mixed-up sentences from the reading on the board. Tell students they have two minutes to put them in the correct order. Then elicit the rule for sentence order.

Practice Idea: Writing

Divide the class into two teams. Give each team ten mixed-up sentences (with subject + *be* + complement) on small pieces of paper. Say: *You must put the words in the correct order and write the sentences on the board. The first team to finish is the winner.*

1.4 The Subject ➡★



1. Ask students to underline every subject in the first two paragraphs in the reading on page 2.
2. Activate students' prior knowledge. Say: *Find an example of a pronoun as a subject.* Then ask students to circle all the subject pronouns in the reading on page 2. Provide an example if necessary.
3. Now have students double-underline the plural subjects. (Note: If possible, check answers with the class using an overhead projector.)
4. Have students look at grammar chart 1.4. Review the example sentences in the grammar chart. Review all of the subject pronouns. Explain that *you* is both singular and plural. Give examples. Say: *You are all my students.* Indicate this with a sweeping gesture that includes the whole class. Then point to one student in particular and say: *[Student name], you are my student.*

EXERCISE 4

ANSWERS: 1. We; 2. It; 3. It; 4. They; 5. I; 6. It; 7. They; 8. It; 9. They; 10. She; 11. We



1. Have students read the direction line. Ask: *What words go in the blanks?* (pronouns) Go over the example in the book. Then do #1 with the class. Ask a volunteer to give an answer. Point out the map of Central America.
2. Have students complete the rest of Exercise 4 individually. Have them compare their answers in pairs. Remind them to review grammar chart 1.4 on page 6 if necessary. Finally, check the answers as a class.

Practice Idea: Writing

Have students write an e-mail to a friend about their English class. Tell them to use the relevant sentences in Exercise 4 as a guide. Say: *Make the information in the sentences true for you.* With students' help, write the start of an e-mail on the board as an example. When students are finished, have them exchange e-mails with a partner and read each other's. Encourage them to help each other with any corrections.

Journal Entry (by Maya Levina)

READING

1. Have students look at the photo. Ask: *Who are the people?* (students, a teacher) *What are they doing?* (They're in class. They're having a discussion.)
2. Have students look at the title of the reading. Ask: *What do you think the reading is going to be about?* *Why?* Have students use the title and photo to make predictions about the reading.
3. Preteach any vocabulary words your students may not know, such as *territory*, *rows*, and *speech*.

Reading Glossary

row: a line of things, people, pictures, etc., placed front to back or side by side

speech: the expression of thoughts with spoken words

territory: an area of land not totally self-governing or considered a state or province by a central government

BEFORE YOU READ



1. Have students circle T for true or F for false and then discuss the questions in pairs.
2. Ask for a few volunteers to share their answers with the class.



Reading

1. Have students read the text silently. Tell them to pay special attention to the contractions with *am*, *is*, and *are*. Then play the audio and have students read along silently.
2. Check students' comprehension. Ask questions such as: *Are all the students the same age in Maya's class?* (no) *Where are the students from?* (all over the world) *Are the classrooms comfortable?* (yes)

Presentation Ideas

The topic for this lesson can be enhanced with the following ideas:

1. A map of the world or a globe
2. Photos of different kinds of classroom setups from formal to very informal

Practice Idea: Listening

To practice listening skills, have students first listen to the audio alone. Ask a few comprehension questions such as: *What are Maya's classrooms like?* (big and comfortable, small desks) *How much does education cost in Maya's country?* (education is free) *How much does education cost in the U.S.?* (education is expensive) Repeat the audio if necessary. Then have students open their books and read along as they listen to the audio.

1.5 Contractions with Be



1. Have students cover up grammar chart 1.5 on page 8. Ask students to find examples of contractions from the reading. Write them on the board. For example, write: *he's*, *we're*, *teacher's*, *what's*.

- Have volunteers explain each contraction. Ask: *How do we make the contraction he's?* (*he is* = take out the first letter of *is* and add an apostrophe)
- Have students look at grammar chart 1.5. Review the example sentences in the grammar chart. Demonstrate what American speech would sound like if there were no contractions. To illustrate, enunciate each word very carefully.
- Have students go back to the reading on page 7 to circle words that are not contracted (e.g., *college is*, *students are*, *language is*). Write the examples that the students give you on the board. Point out that we do not make contractions with *is* if the noun ends in *s*, *z*, *g*, *sh*, or *ch* sounds. Model the pronunciation of each of the sounds. Also point out that we don't make contractions with plural nouns and *are*.

Practice Idea: Speaking

In groups, have students take turns reading parts of the paragraph out loud—first without contractions, then with contractions. Circulate to observe group work. Give help as needed.

Context Note

Education is free in the United States from kindergarten through high school. Some school districts also offer free preschool for three- and four-year-olds, but that isn't very common. College and university programs can be very expensive. State-run universities charge lower fees to state residents, but even state institutions can be expensive. Expensive private colleges can cost as much as \$35,000 a year!

EXERCISE 5

ANSWERS: 1. 's / are; 2. is / are; 3. are / 're; 4. 's / 's; 5. is / 's; 6. 's / 's; 7. are / 're; 8. 's / 's



- Tell students that the information in the exercise is based on the journal entry they just read. Have students read the direction line. Ask: *Do all sentences have contractions?* (no) Go over the example in the book.

- Have students complete the rest of Exercise 5 individually. Check the answers as a class.
- Assess students' performance. If necessary, review grammar chart 1.5 on page 8.



EXERCISE 6

ANSWERS: 1. I; 2. 's; 3. 's; 4. is; 5. He's; 6. is; 7. It's; 8. are; 9. 're; 10. are; 11. 's; 12. She's; 13. are; 14. 're; 15. is; 16. 're; 17. You're; 18. 'm



- Tell students that this exercise is about a student from Truman College. Have students read the direction line. Ask: *Do all sentences have contractions?* (no) Go over the example in the book. Then do #1 with the class. Ask a volunteer to give an answer. Remind students that sometimes the verb is missing, sometimes the subject is missing, and sometimes both the subject and the verb are missing.
- Have students complete Exercise 6 individually. Remind them to review grammar chart 1.5 on page 8 if necessary. Then play audio and check answers as a class.

Practice Idea: Listening

To provide practice with listening skills, have students close their books and listen to the audio. Repeat the audio as needed. Ask comprehension questions such as: *What is the student's teacher's name?* (Charles Madison) *How many students come from Asia?* (5) Then have students open their books and complete Exercise 6.

Practice Idea: Writing

Have students write a paragraph about their English class. Tell students to use Exercise 6 as a model. Instruct students not to use contractions. Then have students exchange paragraphs with a partner. The partner should correct the paragraph, inserting contractions where they should be used.

1.6 Be with Descriptions ➡★



1. Have students cover up grammar chart **1.6** on page 9. Ask volunteers to describe the school, the classroom they're in, and their classmates. As they talk, write down adjectives they use on the board. If they need help, prompt: *Is the classroom big or small? Is the school expensive? Are your classmates married?* Ask students if they know what the words you've written on the board are called. (adjectives)
2. Remind students that in English adjectives are not plural.
3. Have students look at grammar chart **1.6**. Review the example sentences in the grammar chart. Point out that adjectives can have many different kinds of endings.

EXERCISE 7 ➡★

Answers will vary.



1. Have students read the direction line. Go over the examples. Ask volunteers to model the example. Do #1 with the class.
2. Have students complete Exercise 7 individually. Have students compare their answers in pairs. Remind them to review grammar chart **1.6** on page 9 if necessary. Then check answers as a class.

Presentation Idea

Have students circle adjectives in the readings. Elicit the rules for adjectives. Ask: *What do adjectives do?* (describe nouns) *Do adjectives have a plural form?* (no) *What kind of endings do adjectives have?* (some have *-ed* and *-ing* endings)

EXERCISE 8

Answers will vary.



1. Have students read the direction line. Go over the examples in the book. Have volunteers model the examples.
2. Have students complete the exercise in pairs. Remind them to review grammar chart **1.6** on page 9 if necessary. Check the answers as a class.

1.7 Be with Definitions ➡★



1. Have students cover up grammar chart **1.7** on page 11. Instruct students to look at you. Point to yourself and say: *I am ...* Elicit the answer from the students (a teacher). Now say: *You are ...* Elicit the response from the students (students). Write both sentences on the board. Again, point to yourself and say: *I am an American.* Point to another student (preferably one from another country) and say: *You are ...*
2. Have students look at grammar chart **1.7**. Review the example sentences in the chart.
3. Remind students to use *an* before a vowel sound. Also, tell students that saying *or an* is like saying *one*, so plural nouns do not use *a/an*.

EXERCISE 9 ➡★

Answers will vary.



1. Tell students that this exercise is to practice writing definitions. Have students read the direction line. Go over the example in the book. Have a volunteer model the example. Do #1 with the class.
2. Have students complete the exercise individually. Remind them to review grammar chart **1.7** on page 11 if necessary. Check the answers as a class.

EXERCISE 10

Answers will vary.



1. Have students read the direction line. Ask: *What do we use in front of a vowel sound?* (*an*) Go over the examples in the book.
2. Have students complete the exercise individually. Remind students to review grammar chart **1.7** on page 11 if necessary. Check the answers as a class.

EXERCISE 11 ➡★

ANSWERS: 1. is a; 2. 's an; 3. 's an; 4. are; 5. 're an; 6. are



1. Have students read the direction line. Ask: *What will you put in the blanks?* (*am, is, are, a, or an*) *Will all sentences have a or an?* (no)

Remind students that they should also use contractions wherever possible. Go over the examples in the book.

2. Have students complete the exercise individually. Then have students exchange papers to check answers or check the answers as a class.
3. If necessary, review grammar charts **1.1** on page 3, **1.5** on page 8, and **1.7** on page 11.

Practice Idea: Writing

Break the class up into groups. Have each group develop a quiz of ten questions on the verb *be* for another group. After the quizzes are made, distribute them to the other groups and set a time limit to take the quiz. Return the quizzes to the groups that wrote them for assessment. Circulate to observe group work. Give help as needed.

EXERCISE 12

Answers will vary.



1. Have students read the direction line. Ask: *What will you put in the blanks?* (a subject, *a*, or *an*) *Will all sentences have a or an?* (no) *Which sounds don't have a or an?* (plural nouns) Go over the examples in the book. Have a volunteer model the example.
2. Have students complete the exercise in pairs. Monitor pair work. Give help as needed.
3. If necessary, review grammar charts **1.4** on page 6 and **1.7** on page 11.

EXERCISE 13

Answers will vary.



1. Tell students that this exercise is about the U.S. Have students read the direction line. Ask: *What will you put in the blanks?* (a subject, the verb *be*) Go over the examples. Have volunteers model the examples.
2. Have students complete the exercise in pairs. Monitor pair work. Give help as needed.
3. If necessary, review grammar charts **1.4** on page 6 and **1.7** on page 11.

Practice Idea: Writing

Have students, in pairs, write brochures about their country or a country they know about. Tell them to use the sentences from Exercise 13 as a model. Then have pairs exchange sentences with other pairs to compare countries.

1.8 Prepositions of Place ➡★



1. Have students cover up grammar chart **1.8** on pages 13–14. Activate students' prior knowledge. Ask: *What prepositions do you know?* As students call them out, write them on the board.
2. Then ask students to demonstrate the prepositions. First model an example. (Point to the book on the desk.) Say: *On. My book is on the desk.*
3. Have students look at grammar chart **1.8**. Review the examples in the grammar chart. Point out the illustrations that show the meanings of the prepositions. As you go down the chart, demonstrate the prepositions yourself or have volunteers demonstrate them.

Presentation Idea

Brainstorm a list of prepositions on the board. Then have students cover up everything except the pictures on grammar chart **1.8**. Ask students to try and guess the prepositions from the picture.

EXERCISE 14 ➡★

Answers will vary.



1. Tell students that this exercise is about their classroom and their school. Have students read the direction line. Go over the example with the students. (Put your dictionary in your book bag to demonstrate.) Have a volunteer model #1.
2. Have students complete the exercise individually. Remind them to review grammar chart **1.8** on pages 13–14 if necessary. Have students check answers in pairs or check answers as a class.

Practice Ideas: Writing and Reading

1. Divide students into groups. At the front of the room, create an interesting still life with fruit and other objects. Say: *Describe this still life using prepositions.* Circulate to observe group work. Give help when needed. Have a volunteer from each group read the description. Then have the groups compare.
2. Divide students into groups. Line up a number of interesting objects on a table in front of the classroom. Ask the groups to design a still life using prepositions. Say: *Don't draw a picture. Just describe it using prepositions.* Have groups exchange descriptions and take turns trying to build the other groups' still life. The group that builds the most accurate still life wins.

1.9 Negative Statements with Be



1. Have students cover up grammar chart 1.9. Elicit a negative statement with *be*. Turn to a student who is not married and say, for example: *Jenny is married.* Help Jenny or another student say: *I'm not married* or *She's not married.* Offer more examples to elicit a negative response (e.g., *You're tired; You're late; He's Japanese*). Write the negative sentences on the board.
2. Have students look at grammar chart 1.9. Review the example sentences in the chart.
3. Explain to students that there are two ways to make contractions. Say: *You can use both contractions. Both are common.* Ask volunteers to demonstrate how to make a negative contraction on the board. Review how to make both contractions with the students. *You're not*—remove the first letter in the verb *be* and replace with an apostrophe. *You aren't*—remove the *o* from *not* and replace with an apostrophe.
4. Point out that there is only one way to contract *I am not*—*I'm not*.

EXERCISE 15

ANSWERS: 1. We're not (OR We aren't); 2. It's not (OR It isn't); 3. I'm not; 4. They're not (OR They aren't); 5. You're not (OR You aren't); 6. We're not (OR We aren't)



1. Tell students that this exercise is for practicing the negative with *be*. Have students read the direction line. Go over the examples in the book.
2. Have students complete the exercise individually. Remind them to review grammar chart 1.9 on page 15 if necessary. Check the answers as a class.

EXERCISE 16

Answers will vary.



1. Tell students that this exercise is about the class. Have students read the direction line. Ask: *What do we put in the blanks?* (*be* in the affirmative or negative) Remind students to use both forms of contractions. Go over the example sentences in the book.
2. Have students complete the exercise individually. Remind them to review grammar chart 1.9 on page 15 if necessary. Then have students compare answers with a partner.

EXERCISE 17

Answers will vary.



1. Tell students that this exercise is about their opinions. Have students read the direction line. Then have a volunteer model #1.
2. Have students complete the rest of the exercise individually. Remind them to review grammar chart 1.9 on page 15 if necessary.
3. Put students into groups to discuss their responses. Monitor group work. Give help when needed. Have some students share their answers.

Practice Idea: Writing and Speaking

Have groups report their groups' opinions to the class. Compile all the information on the board for a survey of the whole class. Discuss the results.

EXERCISE 18

Answers will vary.



1. Tell students that this exercise is about their native countries. Have students read the direction line. Ask: *What do we put in the blanks? (be in the affirmative or negative)* Remind students to use both forms of contractions. Go over the example sentences in the book.
2. Have students complete the exercise individually. Then have students compare answers with a partner. If time allows, have students share a few answers in class.
3. If necessary, review grammar chart 1.9 on page 15.

Practice Idea: Writing and Speaking

If possible, pair students from different countries. Ask each partner to do the same exercise for their partner's country. Have them write their guesses in their notebooks. Then have partners compare their answers. Monitor pair work. Give help as needed.

EXERCISE 19 ★

ANSWERS: 1. They aren't states. (OR They're not states.) 2. I'm not from Mexico. 3. Guatemala's not a big country. (OR Guatemala isn't a big country.) 4. We're not in the library. (OR We aren't in the library.) 5. You're not a math teacher. (OR You aren't a math teacher.) 6. Miami's not in Illinois. (OR Miami isn't in Illinois.) 7. July and August aren't cold months in Chicago.



1. Have students read the direction line. Ask: *What kind of statements will we write? (negative statements)* Remind students to use both forms of contractions. Go over the example in the book.
2. Have students complete the exercise individually. Remind them to review grammar chart 1.9 on page 15 if necessary. Then check answers as a class.

Practice Idea: Writing

Have students create an exercise like Exercise 19. Instruct students to change the names of the places. Then have students exchange exercises with a partner. After completing the exercises, partners compare answers. Monitor pair work. Give help as needed.

EXERCISE 20

Answers will vary.



1. Tell students that this exercise is about their class. Have students read the direction line. Ask: *What do we put in the blanks? (be in the affirmative or negative)* Remind students to use both forms of contractions. Go over the example in the book.
2. Have students complete the exercise individually. Then have students compare answers with a partner.
3. If necessary, review grammar charts 1.1 on page 3 and 1.9 on page 15.

Conversation About College

READING

1. Have students look at the photo. Ask: *Who is in the photo? (a man, a student)* *What is he doing? (He's using the computer. He's listening to something.)*
2. Have students look at the title of the reading. Ask: *What is the reading about? How do you know?* Have students make predictions.
3. Preteach any vocabulary words your students may not know, such as *sleepy* or *nervous*.

Reading Glossary

nervous: worried about a future event

sleepy: needing sleep, tired

BEFORE YOU READ



1. Have students discuss the questions in pairs.
2. Ask for a few volunteers to share their answers with the class.

Reading

CD 1
TR 04


10-15
mins

1. Have students read the text silently. Tell them to pay special attention to questions. Then play the audio and have students read along silently.
2. Check students' comprehension. Ask questions such as: *Is Ali up late?* (no) *Why is Mohammad nervous?* (He has a test tomorrow.) *How old is the Korean man in Mohammad's class?* (75)

Practice Idea: Listening

Have students first listen to the audio alone. Ask a few comprehension questions such as: *Why is Mohammad nervous about his test?* (because his class is very hard) *Why are Mohammad's parents worried about him?* (because they think there is so much freedom in the U.S.) Repeat the audio if necessary. Then have students open their books and read along as they listen to the audio.

Context Note

In 2003, three programmers in Estonia created software called Skype that allows users to make free phone calls over the Internet. Today, Skype has millions of users worldwide.

1.10 Be in Yes/No Questions and Short Answers


10-15
mins

1. Have students cover up grammar chart **1.10** on page 20. Ask students to find *yes/no* questions in the reading. Write examples on the board. (*Are you at home?* *Are you serious?*)
2. Have students look at grammar chart **1.10**. Review the example sentences in the grammar chart.
3. Explain to students that in a question you put the verb—*am*, *is*, *are*—before the subject.
4. Point out that *yes/no* questions are usually answered with a short answer, such as *Yes, it is*. Or *No, it isn't*. Affirmative short answers are not contracted. (*Yes, it is*.) Negative short answers are usually contracted. (*No, it isn't*; *No it's not*.)
5. Direct students' attention to the Pronunciation Note. Demonstrate the rising intonation of *yes/no* questions. Lead students in a choral practice of the intonation. Write one or two questions on the board with arrows to show the rising intonation.

EXERCISE 21

ANSWERS: 1. No, he isn't. (OR No, he's not.) 2. Yes, they are. 3. Yes, they are. 4. No, it isn't. (OR No, it's not.) 5. Yes, he is. 6. No, they're not. (OR No, they aren't.) 7. No, he isn't.


10-15
mins

1. Tell students that this exercise is about Ali and Mohammad from the last reading. Have students read the direction line. Ask: *What kind of sentences will we write?* (short answers) Go over the example in the book.
2. Have students complete the exercise individually. Remind students to review grammar chart **1.10** on page 20 if necessary. Check answers as a class.

Practice Idea: Speaking

Put students in pairs. Ask students to look at Exercise 17 on page 16. Say: *Ask your partner yes/no questions. For example: Is English easy for you? Take turns asking and answering.*

EXERCISE 22

Answers will vary.


10-15
mins

1. Tell students that you will ask them some questions. Have students read the direction line. Say: *If you answer in the negative, please give me more information.* Go over the example in the book. Model the example with a student.
2. Ask several different students each question.
3. If necessary, review grammar chart **1.10** on page 20.

Practice Ideas: Speaking

1. Use this exercise as an oral assessment. Ask individual students the questions in a quiet setting.
2. Have students ask and answer questions 1–5 from Exercise 22 in pairs. Instruct students to write three more questions to ask their partners. Monitor pair work. Give help as needed.