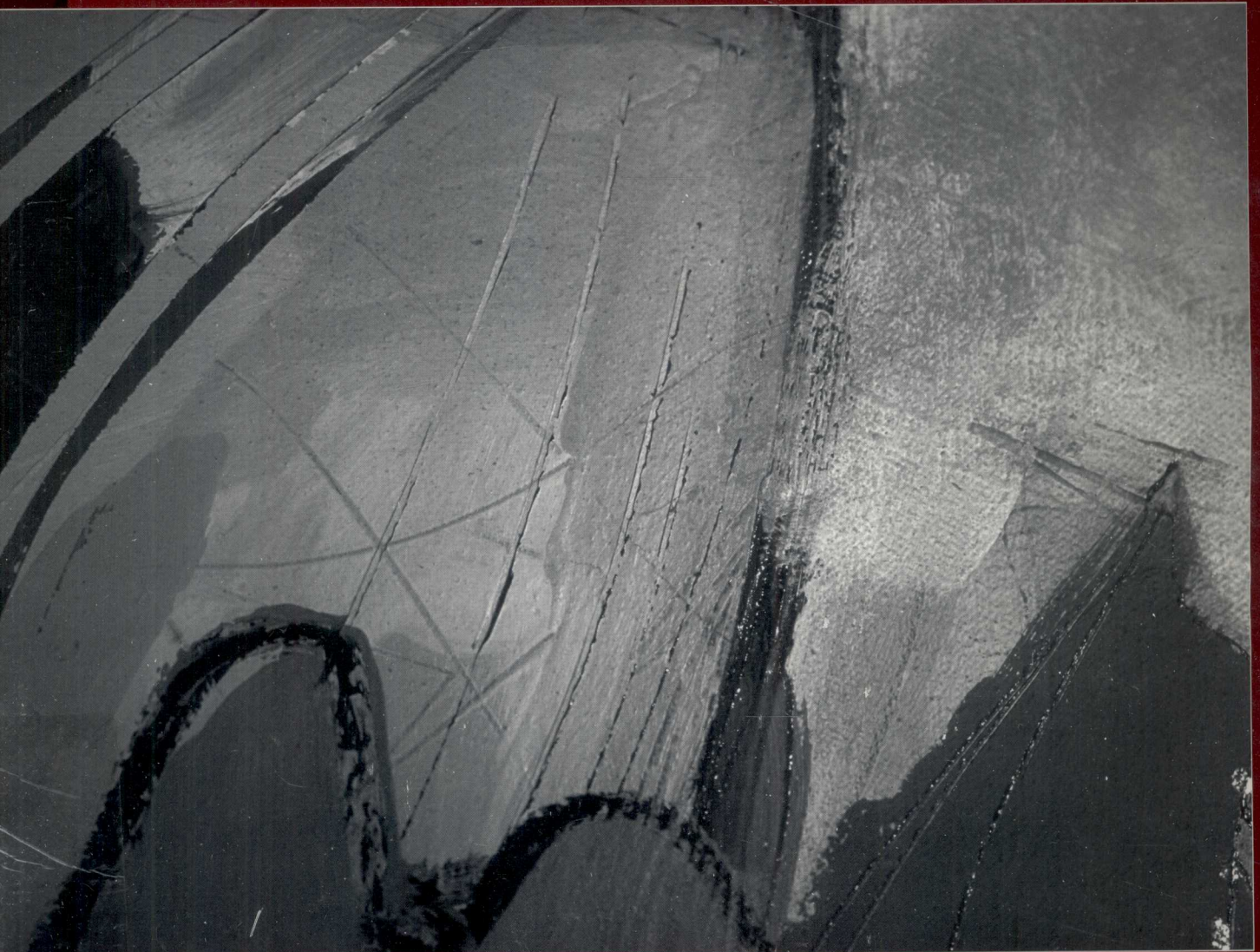


Instructor's Manual

Interactions Access

4th Edition

Grammar



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Instructor's Manual

Interactions

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Grammar

4th Edition

Prepared by

Cheryl Pavlik



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Interactions Access Grammar Instructor's Manual, 4th Edition

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General Teaching Suggestions

Using the Introductory Material (Setting the Context)

This section can be a dialogue, a reading passage, a class discussion, or a paired interview. The purpose of the introductory section is to contextualize the material for the students as an aid to understanding. Although the passage highlights the first grammar points, its main purpose here is to introduce the theme.

Using Introductory Conversations

These dialogues can be used in a variety of ways.

- Call on students to read the parts aloud.
- After students have read and completed the comprehension activity, divide them into pairs or small groups to personalize by substituting their own information for the information in the conversation.
- Have the students relate sections of the conversation to the illustrations.
- Use it as the basis for a grammar discovery technique.

Using Introductory Picture Activities

- Have the students do the activity in pairs or groups and then share their answers with the class.
- Later on, have students find or draw another picture which illustrates the same grammar point and then present it to the class.

Using Introductory Readings

- You may wish to first use it as a reading skills activity by asking students to skim or scan for particular information.
- Tell the students to look up as soon as they are done. Time the students as they are reading. Then check their comprehension.

Presenting Grammar

Many teachers prefer to present grammar rules and then practice them. **Interactions Access Grammar** is organized in this way. However, some teachers prefer to teach grammar deductively, using example sentences or exercises prior to studying the grammar charts. In this way, students deduce the rules and simply use the charts to check their hypotheses.

These techniques can be especially useful in classes with false beginners who have an incomplete understanding of a number of basic grammar points and may be turned off by yet another explanation of the use of the present simple, for example. Discovery techniques will allow students to use what they know and fill in the gaps.

When possible, avoid having the students look at the Grammar Chart immediately. The techniques presented in the Instructor's Manual give you ideas for using context sentences and situations that will help the students understand the meaning of a new structure and allow them to guess the rules for forming it.

This technique can be very powerful. It encourages students to think about the grammar and come up with their own rules and interpretations before you actually give them the correct information. Even though student-generated rules will not always be exactly correct, the students will gain a lot by having had the opportunity to think about the structure first.

The Instructor's Manual often gives example context sentences and situations. However, you should feel free to modify these as you see fit. One of the best methods of explaining a grammar point is to give students examples from their own lives. This is particularly important when you are asking them to guess the meaning of a particular structure.

Draw from current news stories, places of local interest, TV programs, and movies. Above all, include information about your students' interests, hobbies, and careers. This type of personalization often clarifies a point when impersonal example sentences fail.

Using the Video

The video gives the students the opportunity to hear authentic, unscripted American English. Therefore, your students should not expect to understand every word. The purpose is to allow them to practice listening for specific facts and/or general information. For this reason, the activities do not cover all the points discussed in every video clip.

Although the video transcripts are available, try not to use them except for general comprehension. It is much better to have your students watch the video several times and struggle with comprehension, than it is for you read the transcript aloud. You should preview the video for your class. If there is a word, such as a name that you feel certain will cause comprehension problems, write it on the board for them. However, do not be tempted to pre-teach long vocabulary lists.

The *Before You Watch* activity asks students to call on their own knowledge to answer some questions related to the video. When appropriate, bring in visual material such as maps and photographs that may help students build background that will help them understand what they are about to see.

Before playing the video, discuss the *Watch* section with students. Make sure they understand the meanings of all the words and that they also know what information the questions are asking them to watch for.

The *Watch Again* section asks students to look for more specific information than they did in the *Watch* section. Again, go over the questions carefully before replaying the video and answer any questions students may have. Invite individuals to put their responses on the board and have the class check their own answers.

You can have the *After You Watch* discussion in the whole-class setting, or divide students into small groups. If you choose to have small groups, move among them to be sure they are focusing on the questions in the book and to provide language support. Afterwards, ask the groups to report back to the whole class. Ask them do so after the class has finished the activities.

Dealing With Unknown Vocabulary

As always, look the exercise over beforehand to try to catch problem words. Many times you will find them listed in the teacher's manual. If students encounter an unknown word, supply the definition (or translation) as quickly as possible and move on. Don't get sidetracked into a vocabulary lesson. Your class will forget what you are trying to teach.

Feedback and Error Correction

Be happy about errors. They show you the problem areas. Correct answers simply tell you what students already know. Keep reminding students that errors are necessary for progress because they learn how a language works by experimenting and receiving feedback. Students should be working slightly above their ability, so if they aren't making errors, they are not getting the right amount of challenge.

When/What to Correct

As a general rule, errors that interfere with communication are more important than those that don't. Distinguish between error correction in accuracy activities and error correction in fluency activities. Accuracy activities such as the grammar exercises demand that the teacher point out errors. When the objective is fluency, as in the *Using What You've Learned* activities, tolerate some errors and note others to be worked on later.

Don't rush correction. First of all, make sure that you are reasonably certain what the student is trying to say. Then indicate that they have made an error and give them a chance to correct it if it is reasonable to assume that they will be able to do that. The decision should be made based on the level of the error. If a low-level student makes a present tense error, he or she can reasonably be expected to be able to correct it. However, if the same student makes a passive voice error, you can simply supply the correct form and move on.

Class Correction

Class correction is a good way of focusing students' attention on errors made in fluency activities.

- Collect errors from students' written work or notes you have made during fluency activities.
- Write them on a transparency (if you have an overhead projector), type them out and distribute them to the class or write them on the board. Reword them if necessary to make them anonymous.
- Ask students to correct them as a class or in pairs.

Homework

The amount of homework you assign will depend on the amount of time you can realistically expect your students to spend doing it. Assign as homework work that students do at different speeds and generally do alone. Feel free to assign an exercise that students did as group or pair work in class, particularly if it is on a difficult grammar point.

If a particular assignment is crucial to the next day's activities, warn the students in advance. If you do not, you may find yourself with a large group of unprepared students and a lesson you can't teach.

Assign homework before the students are packing up to leave. Make sure that there is enough time for them to ask questions.

Working with Multi-level Classes

Very few language classes contain students of equal abilities and experience. This is particularly true with classes of false beginners who have seen, if not actually learned, much of the material previously. One of the best ways to cope with a multi-level class is through the use of pair work and group work. These techniques give the teacher time to work with small groups of students while the others work on their own.

Same or Mixed-Ability Grouping?

In general, mixed ability groups work best and allow you to take advantage of different ability levels of your students. More advanced students will gain confidence when they realize that they know the material well enough to help others. Middle-range students often feel more comfortable in small group settings and lower ability students may understand student explanations better than explanations which come from teachers. In addition, over-reliance on same ability groups tends to increase the difference in abilities among the more and less capable students. Same ability grouping works well when you want to give one group of students more guidance, or a task more suited to their level.

If possible, divide the activity into different tasks and make sure that each student has a task to perform. Some possible tasks are:

- *moderator* (the person who keeps everything going)
- *time keeper* (the person who makes sure that the work is being completed in a specified time and who also makes sure that everyone participates)
- *reporter* (the person who reports back to the class).

Students are usually more engaged in groupwork so even unmotivated students tend to work harder.

Teacher as Groupwork Facilitator

Teachers have an important role to play in pair and groupwork. This is not the time to correct papers! Circulate as unobtrusively as possible. Try not to interrupt the flow of conversation unless the students are confused, not on task or not doing the activity correctly. If students need vocabulary help, give it to them. Do not let the activity founder for lack of one or two crucial words. Carry a small notebook in which to note errors. However, do not write excessive notes. Make notes as unobtrusively as possible, then use this information to plan future lessons.

Individualized Instruction

A third way to deal with mixed ability levels in your classroom is to work with individuals or small groups of less advanced learners while others are working on their own. At many points in this Instructor's Manual you will find instructions such as, *Move around the room offering language support as needed*. At these times you may wish to focus a single student or a small group of students who can benefit from special instruction.

When appropriate, you can work on the same activity that has been assigned to the rest of the class. At other times, you may find some other aspect of the listening/speaking skills requires additional attention. For instance, while the rest of the class may be working on writing vocabulary items in an activity, you might be working with an individual or a small group on the pronunciation of these same words. For these students, it is most important that they learn to say and understand the words at this point.

You can also use these special instruction sessions to ask students what they need help with. Sometimes covering everything on the page with every student may not be the best use of your time. Asking students what kind of help they need, and providing the support they ask for is one important way to advance the language-learning process.

Administering the Grammar Placement Test

The Grammar Placement test helps teachers and administrators place students into the Grammar strand of the **Interactions Mosaic** series. All of the placement tests have been carefully designed to assess a student's language proficiency as it correlates to the different levels of the **Interactions Mosaic** series.

The Grammar Placement Test assesses whether or not students can use grammar in context. The structures or notions come from both academic and conversational language. There are two sections to the grammar test. In the first part of the test, students are asked to find the best word to complete each sentence. In the second part of the test, students are

asked to find the error in each sentence. The test follows a multiple choice format for easy administration and scoring. The test has been designed to be given during a one-hour class period.

Placement Chart for the Grammar Test

Number of Items Correct	Place in
0–6	Needs a more basic text.
6–17	Interactions Access
18–30	Interactions 1
31–43	Interactions 2
44–56	Mosaic 1
57–70	Mosaic 2

Using Chapter Quizzes

Each chapter in **Interactions Access Grammar** is accompanied by a quiz. All quizzes are worth 50 points. If you are using a system based on 100, simply multiply the results by two. In general, the chapter quizzes measure achievement. However, using quizzes can be an important diagnostic tool as well if you use the information to guide your teaching in the lessons that follow. If the majority of the class does particularly badly on any portion of the test, a review of that point may be required. If only a few students appear to have a problem, you may want to assign them extra practice. Otherwise, you can simply make note of students who appear to have a problem and pay close attention to them when that point comes up again.

Here are some suggestions for making use of these quizzes.

- Explain that the purpose of the quizzes is to give students an idea of how they are doing and what areas they may need to work on.
- Emphasize that the quizzes are a learning device.
- Go over the instructions for all the exercises. Make sure students understand what they are supposed to do before they begin writing their answers.

- Allow students time to complete the quiz. They are meant to be brief and should take about fifteen minutes to complete.
- Always correct quizzes as soon as possible so that students find out about their errors while the questions and answers are still fresh in their minds.
- One way to give immediate feedback is to have students correct each other's papers in class. This provides the additional advantage of allowing for a classroom discussion of the questions most people missed.

Using Your Own Quizzes

You may want to prepare and administer quizzes on specific items that students must memorize such as irregular past tense and past participles.

- Announce the quiz in advance to give students a chance to prepare.
- Don't spend longer than ten minutes administering the quiz.
- Let the students exchange papers to correct.
- Set a minimum score, for example 80% and keep testing students until they achieve it.

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Neighborhoods, Cities, and Towns

Goals

- Be in affirmative statements
- Contractions with *be*
- Yes/No questions with *be*
- Questions with *how*, *where*, and *who*
- The verb *be* with adjectives
- Questions with *what* and *what...like*
- Nouns
- Spelling rules for nouns
- Be in negative statements
- Using *it* with weather
- Using *it* with time
- Prepositions of time
- *There is/there are*
- Prepositions of place

Part 1 The Verb *Be*: Affirmative Statements; Contractions; Questions

Setting the Context

Prereading Questions. Page 2.

Have the students look at the picture and the title. Ask them to tell you where the woman is, how she feels and what she is doing. Then tell the class to read the text.

Check Your Understanding. Page 2.

After the class reads the text, go over the instructions and the example. Then have them answer the questions together.

Answers: 1. T 2. F 3. F 4. T

A. Affirmative Statements

On the board, write sentences that are true for you and your students.

I am (nationality).

I am from (X).

You are (nationality). [point to one student]

You are from (X).

(name of male student) is (nationality).
[point to student]

He is from (X).

(name of female student) is (nationality). [point to student]

She is from (X).

(name of student and I) are from (X).
[point to yourself and another student]

We are in (Y)

You are in (Y) [point to all the students]

(names of two students) are (nationality). [point to the two students]

They are in (Y)

Tell the students to look at the Grammar Chart on page 3. Call on students to read the example sentences.

1 Page 3.

Read the instructions and the example. Do the exercise with the whole class.

Answers: 1. am 2. am 3. am 4. are
5. are 6. is 7. is 8. is 9. are 10. are
11. is 12. is

2 Page 3.

Read the instructions and the examples. Have students work on their own or in pairs.

Answers: 2. is, is Mexican 3. are, are
Korean 4. are, are French 5. is, is Syrian
6. is, is Indonesian 7. are, are German

Chapter 1

8. is Taiwanese 9. are, are Brazilian
10. Answers will vary.

3 Page 4.

Read the instructions and the example. Have students work individually.

Answers: 2. is, She is 3. is, He is 4. They are 5. She is 6. is, He is 7. are, They are 8. is, He is 9. are, They are

4 Page 4.

Read the instructions and the example. Have students work individually.

Answers: 1. I 2. I 3. I 4. I 5. We 6. we 7. We 8. we

B. Contractions

Write the following sentences on the board.

I'm from Mexico.

You're Spanish.

He's from Japan.

She's German.

We're in the classroom.

They're Chinese.

Tell the students that the underlined words are contractions. They are short forms of pronouns + the verb be. Write the first long form on the board (*I am*). Then call on students to guess the other long forms. Write their guesses on the board. Tell them to look at the Grammar Chart on page 5 to check their guesses. Make any corrections that are necessary.

5 Page 5.

Read the instructions and the example. Have the students work individually. Then call on them to write their answers on the board. You may want to preteach the following vocabulary words: *excited, vacation, wonderful, crowded, interesting, afraid, nervous, nice, confused.*

Answer: ...and I'm from Mexico. I'm a student in Chicago, but I'm in New York on a tour. My brother Gabriel is here in New York

too. He's on vacation. We're very excited about our trip. New York is wonderful. It's big, crowded and interesting. Some people on our tour are afraid of the city. They're nervous—especially Mariko. She's very nice but she's always lost and confused. Not Gabriel and me! We're in love with New York!

C. Yes/No Questions

Write the following on the board.

Louis is from France. Is Louis from France?

Louis is French. Is Louis French?

Ask the students to look at the statements and the questions and tell you what the difference is. The questions begin with the verb be. Then write these statements on the board. Ask students to write the question forms on the board.

Gina is from Italy. (Is Gina from Italy?)

They are in New York. (Are they in New York?)

You are Korean. (Are you Korean?)

Then ask students questions about themselves. Tell them to answer *yes* or *no*.

6 Page 6.

Put the students into pairs. Read the instructions and the examples. Tell them to take turns asking and answering the questions. Circulate as they are working. When most pairs have finished, go over the answers with the class.

Answers: 1. Yes 2. No 3. Yes 4. No 5. Yes 6. Yes 7–10. Answers will vary.

D. Questions with How, Where, and Who

Write these questions on the board with two possible answers. Have students choose the correct answer. Cross out the incorrect answer.

How are you? I'm happy / American.

How old are you? I'm 35 / tired.

Where are you? I'm in school / from Japan.

Where are you from? Japan. / Japanese.

Who are you? I'm Japanese / Reiko.

Call on students to read the information in the Grammar Chart on page 6.

7 Page 6.

Put the students into pairs. Read the instructions and the examples. Tell them to take turns asking and answering the questions. Circulate as they are working. When most pairs have finished go over the answers with the class.

Answers: 2. Where are you from?
3. How old are you? 4. Who is your friend?
5. Where is she from? 6. Where is she?

E. The Verb *Be* with Adjectives

Tell the students that adjectives are words that describe things. Write one or two examples on the board.

big old

Then ask them to give you more examples. Write them on the board too.

1. Sam is tall. 2. Sam and Bill are tall.

Ask the students to tell you the adjective in each sentence. (*tall*) Then ask them to tell you which sentence is singular (1) and which is plural (2). Tell them to find the difference in the adjectives. (There isn't any difference.) Call on students to read the information in the Grammar Chart on page 7.

8 Page 7.

Read the instructions and the examples for the exercise. Have the class work together to complete the sentences. You may want to preteach the following vocabulary words: *beautiful, clean, safe, ugly, dirty, large, modern, noisy, peaceful, clean, unhappy, unfriendly*. Tell the students to point to an example of each sentence in the pictures on page 7.

9 Page 8.

Read the instructions. Preteach any of the adjectives that are new to students. Have them work in pairs to complete the sentences. Then go over the sentences with the class.

Answers: 1. tired 2. bored 3. excited
4. thirsty 5. hungry

F. Questions with *What* and *What...like*

Write this on the board as you say it to a student.

*Your first name is X. Your last name is Y.
Your native language is Z.*

Now ask the class these questions.

What is my first name? What is my last name? What is my native language?

Now write this question on the board as you ask the class. If they cannot answer, give them some help.

What is our school like? It's small and friendly.

Call on students to read the information in the Grammar Chart on page 9.

10 Page 9.

Read the instructions and the example. Have the class work together. Explain to students that we use *and* to connect two positive or two negative adjectives (*old and beautiful / dirty and polluted*) We use *but* to connect positive and negative adjectives (*beautiful but polluted*).

Answers: 1. What is New York like? It's large and very busy. 2. What is San Francisco like? It's beautiful. 3. What is Cairo like? It's crowded but very interesting. 4. What is Los Angeles like? It's modern but polluted. 5. What is Rome like? It's old and beautiful but very expensive. 6. What is Minneapolis like? It's safe and clean. 7. What is Rio de Janeiro like? It's fun. 8. What is Paris like? It's beautiful and interesting.

Using What You've Learned

11 Page 9.

Go over the English alphabet before you start the activity.

12 Page 9.

Tell the students to imagine that they are not in their home town. They do not have to choose New York. They should also imagine that someone is with them.

13 Page 10.

Tell students that they can make up a person or choose one from history. If they choose a person who is dead, they will have to pretend that he/she is alive. When the students have finished interviewing their new friends, ask them to tell the class about some of them.

14 Page 10.

If students are from the same town have them talk about their neighborhood or the village that they were born in etc.

Part 2 Nouns; Spelling Rules; Negative Statements; Possessive Adjectives

Setting the Context

Prereading Questions. Page 11.

Tell the students to look at the picture and answer the prereading question. Ask them how they know the answer. Then tell them to read the text.

Culture Note

Wisconsin is one of the 50 states of the United States. It is located in the Midwest. It borders on Canada.

Check Your Understanding. Page 11.

Answers: 1. Gary 2. farmer 3. small 4. happy

Culture Note

Many Americans moved off their farms to work in industry. Farms today are much larger. Better farming methods and machinery mean that fewer farms can produce just as much food.

A. Nouns

Write the word noun on the board. Ask students if anyone can give you an example of a noun. If not, give them some examples and ask for more.

table farmer city boy

Tell them that a noun is a person, a place or a thing. Tell them that they are going to learn nouns that are the names of occupations. Write teacher on the board. Ask them to give you the names of some other occupations. Write them on the board.

I am a teacher.

Mike is an engineer.

Sue is a doctor.

Lucy is an auto mechanic.

Ask the students to guess when you use a and when you use an. Then have them check their guesses with the information in the Grammar Chart on page 11-12.

1 Page 12.

Read the instructions and the example. Have students work in pairs. Tell them to work quickly and raise their hands when they are done. When most students have finished, call on the first team to start reading their answers in order. If they make a mistake, call on the second team and so on.

Answers: 2. an auto mechanic 3. a bus driver 4. a businesswoman 5. a carpenter 6. a computer programmer 7. a dentist

8. a doctor 9. an engineer 10. an English teacher 11. a musician 12. a nurse
13. a nurse's aide 14. a plumber
15. a secretary 16. a student

2 Page 12.

Read the instructions and the examples. Have the students work in pairs.

Answers: 1. Soo Young is from Korea. She's a student. 2. Alfonso is from Colombia. He's an engineer. 3. Andrea is from Argentina. She's a doctor. 4. Nancy is from the United States. She's a flight attendant. 5. Centa and Werner are from Switzerland. They're teachers. 6. Tomoko and Akiko are from Japan. They're computer programmers. 7. Isabelle and Pierre are from France. They're factory workers. 8. Daniel and Ben are from Hong Kong. They're auto mechanics.

B. Spelling Rules for Nouns

Find out which rules students are familiar with by giving them a short pretest. Write these words on the board and tell the students to write their plurals on a piece of paper.

1. *table*
2. *country*
3. *day*
4. *watch*
5. *potato*
6. *zoo*
7. *leaf*
8. *person*
9. *woman*
10. *tooth*

Have the students exchange papers and correct them. If most of the class knows most of the rules, you can quickly go over the information in the Grammar Chart. If not, you should spend some time having the students read the information out loud. Take care to make sure that students know that *-es* usually adds a syllable. (*dish / dishes*)

3 Page 13.

Read the directions and the examples. Have students work on their own. Tell them to work as quickly as possible and raise their hands when they are done.

Answers: 1. men 2. women 3. babies
4. boys 5. churches 6. potatoes 7. toys
8. farms 9. cities 10. wives

4 Page 14.

Read the instructions and the example. Students should be able to complete this paragraph easily. Call five students up to the board and have them say and write the first five answers. Then call the next five and so on.

Answers: 1. places 2. animals 3. cows
4. horses 5. chickens 6. ducks 7. Geese
8. children 9. pets 10. dogs 11. cats
12. mice 13. wives 14. gardens 15. Flowers
16. vegetables 17. carrots 18. onions
19. tomatoes 20. potatoes 21. things
22. families

C. Negative Statements

Write several negative statements about yourself and students that your class knows are not true.

I am not 15 years old.

Maria is not Chinese.

We are not in Paris.

Check comprehension by calling on various students to give your similar true negative sentences. Show the negative contractions by rewriting your original sentences.

I'm not 15 years old.

She's not Chinese.

We're not in Paris.

Ask if anyone knows another way to contract. If not, have them look at the Grammar Chart on page 14.

She isn't Chinese.

We aren't in Paris.

Chapter 1

Finally call on students to read the information in the Grammar Chart out loud.

5 Page 14.

Read the instructions and the example. Have the class work together.

Answers: 1. aren't 2. isn't 3. isn't 4. isn't
5. aren't 6. 'm not 7. aren't 8. isn't

6 Page 15.

Read the instructions and the example. Have the students work in pairs. Go over the answers with the class.

Tell students that it is possible to contract with names of people and places, it is very informal.

Answers: 1. Gary isn't a businessman
Gary's not a businessman. Gary is not a businessman. 2. He's not from a large city. He isn't from a large city. He is not from a large city. 3. The White house isn't in New York. The White house is not in New York. 4. It isn't near the United Nations building. It's not near the United Nations Building. It is not near the United Nations building. 5. New York isn't a quiet city. New York's not a quiet city. New York is not a quiet city. 6. It isn't near Los Angeles. It's not near Los Angeles. It is not near Los Angeles. 7. You aren't from England. You're not from England. You are not from England. 8. I'm not tired of grammar. I am not tired of grammar.

7 Page 15.

Read the instructions and the example. Have the students work in pairs. Go over the answers with the class.

Answers:

- 1: 1. isn't 2. isn't 3. isn't 4. it's 5. 's
6. is 7. it's
2: 1. 're 2. 're 3. isn't 4. isn't 5. aren't
6. are 7. is
3: 1. 's 2. 'm 3. 'm 4. 'm not 5. 'm
6. 's 7. isn't 8. 's

D. Possessive Adjectives

Demonstrate the meaning of the possessive adjectives by pointing to yourself and saying:

My name is X.

Write *my* on the board.

Point to another student (a female) and say:

Her name is Y.

Write *her* on the board.

Continue with *his*, *your*, *our*, and *their*.

Call on students to read the information in the Grammar Chart out loud. Point out the difference between *it's* and *its*. Write these sentences on the board. Ask them to tell you which word is a contraction of *it is*.

My dog is big. It's not dangerous. Its name is Brutus.

8 Page 16.

Read the instructions and the example. Have the class work together.

Answers: 2. I 3. Our 4. We 5. My
6. your 7. you 8. His 9. She 10. Their
11. Its 12. It

9 Page 16.

Read the instructions and the example. Have students work in pairs. Go over the answers with the class.

Answers:

- 1: 1. Our 2. Our 3. our 4. Our 5. We
6. Our
2: 1. I 2. my 3. my 4. I 5. My 6. my

10 Page 17.

Read the instructions and the example. Have the students work individually. Go over the answers with the class. You may want to preteach the following vocabulary words: *dream*, *save*, *money*, *education*.

Answers: 1. Their 2. they 3. She 4. her
5. her 6. his 7. he 8. His

Using What You've Learned

11 Page 17.

Have students bring in real photographs. Alternatively, they can draw or cut pictures from magazines and make up the information. Have them share their stories in small groups and/or make a class bulletin board.

Part 3 The Verb *Be* with Time and Weather

Setting the Context

Prereading Questions. Page 17.

Have students look at the picture and answer the questions. Then ask the students to read the text. You may want to preteach the following vocabulary words: *rainy, snowy, foggy, cloudy, closed, cold, windy*. After they have finished, ask them to guess the meaning of *weather forecast*.

Check Your Understanding. Page 17.

After the students finish the reading, have them complete the statements individually.

Answers: 1. 24th 2. rainy 3. foggy
4. closed 5. snowy

A. Using *It* with Weather

Ask the students these questions. *What's the weather today? Is it hot?* Write their answers on the board like this:

It is hot today.

Then ask if it is rainy. Again write the answer on the board.

It isn't rainy.

Then tell them to look at the Grammar Chart on page 18.

1 Page 18.

Read the instructions and the example. Have students complete 1–5 as a class. Then let them do 6–10 in pairs. You may want to preteach the following vocabulary words: *sunny, breezy, warm, cool, humid, breezy*.

Answers: 1. Madison, Wisconsin is sunny, breezy and warm. 2. Denver, Colorado is cloudy, rainy and cool. 3. Miami, Florida is hot and humid. 4. Montreal, Quebec is cold and cloudy. 5. Tucson, Arizona is very hot and dry. 6. Boston, Massachusetts is cold and snowy. 7. New Orleans, Louisiana is warm and breezy. 8. St. Louis, Missouri is cold and rainy. 9. San Francisco, California is foggy and cool. 10. Toronto, Ontario is very cold and windy.

B. Using *It* with Time

Bring a clock to class or draw one on the board. Draw faces illustrating these times and ask students to tell you what they are. Each time ask, *What time is it?*

1 o'clock 2:15 3:30 4:45

Then ask students: *What day is it?*

Write the question on the board as you say it. (Teach the days of the week if they do not know them.)

Then ask students: *What month is it?*

Write the question on the board as you say it. (Teach the months of the year if they do not know them.)

Then ask students: *What year is it?*

Write the question on the board as you say it.

Finally ask: *What season is it?*

Write the question on the board as you say it. (Teach the seasons of the year if they do not know them.)

Call on students to read the information in the Grammar Chart out loud.

2 and 3 Page 19 - 20.

Read the instructions and the examples. Divide the class into pairs. Circulate as they are working. Go over the answers with the class.

C. Prepositions of Time—*In, On, At, From...to (until)*

Call on students to read the information in the Grammar Chart on page 20 out loud. Then put the students into pairs and ask each pair to make two sentences for each preposition. Go over the sentences with the class.

4 Page 20.

Read the instructions and the example. Have students do the exercise individually. Then put them in pairs to compare answers.

Answers: 2. on, at 3. on, at 4. on, on, at 5. on, at

5 Page 20.

Read the instructions and the example. Have students work individually and check their answers with the class.

Answers: 1. on 2. from 3. in 4. from 5. to 6. in 7. from 8. to 9. at 10. on 11. at

Using What You've Learned

7 Page 21.

Read the instructions and the examples. Put students in groups of 3-5. Tell them to use gerunds if possible. Tell them not to look back at the story. Appoint one student as a recorder. Have him/her make notes of what they remember. When all the groups have finished, have them share their answers with the class.

8 Page 21.

Divide students into groups of 3-5. Have them use their books to refresh their memories of the story. Appoint one student as a secretary. When all the groups have finished, let them compare their answers.

Part 4 *There is/There are; Prepositions of Place; At and At the with Locations*

Setting the Context

Prereading Questions. Page 22.

Have students look at the picture and answer the questions. Then ask the students to read the text. You may want to preteach the following vocabulary words: *capital, historic, monuments, neighborhood*.

Note: *Faneuil* is pronounced *fanyell*.

Check Your Understanding. Page 22.

After the students finish the reading, have them complete the statements individually.

Answers: 1. F 2. F 3. T 4. T 5. F

A. *There is/There are*—Affirmative and Negative Statements

Write these or similar true statements on the board:

There is a blackboard in our room.

There are fifteen desks in our room.

There is not a television in our room.

There aren't many pictures on the walls.

Read the sentences to the students. Call on several students to talk about other things that there are and are not in your classroom. Then ask them to read the Grammar Charts on page 23.

1 Page 23.

Read the instructions and the example. Do the exercise with the class.

Answers: 2. aren't 3. aren't 4. aren't 5. aren't 6. aren't 7. isn't 8. isn't

2 Page 23.

Read the instructions and the example. do the exercise with the class.