GRAMMAR EXPANDER (Optional)

Note about the Grammar Expander

Many teachers will choose to assign the Grammar Expander as self-study. However, if you choose to use it in the classroom, then teaching notes are included here.

UNIT 1

Infinitives: review, expansion, and common errors

Suggested time: 15 minutes | Your time:

Statements

- Have a S read the first rule and examples.
- To check comprehension, write on the board: *To get a job is my goal.* Ask, *How would you make the infinitive a subject complement?* (My goal is to get a job.) *How would you use the impersonal* it*?* (It's my goal to get a job.) Write these examples on the board.
- Read the second rule. Call on volunteers to read the example sentences. Write on the board: *It's unusual ___ to forget homework.* Elicit answers. (For example: for me, for him, for her)

With causative *get*

- Point out the rule. Write on the board:
  Lisa washed the car.
  Lisa got the kids to wash the car.
  Elicit the difference. (In the first sentence, Lisa did the washing. In the second sentence, the kids did it for her. Maybe she asked them or paid them to do it, but she didn't do it herself.) Bring attention to the infinitive form *to wash*. Reiterate the rule that an infinitive, not the base form, is used with causative *get*.
- Invite Ss to read the example sentences. After each one, ask, *Who caused the action?* (we, the teacher) *Who was persuaded to do the action?* (everyone, me)

In indirect speech

- Read the rule. Have Ss read the pairs of sentences. Point out how, in the second example, *don't* changes to *not to* in indirect speech.
- To check comprehension, write on the board: *Mel said, "Don't go in there!"* Elicit the indirect speech with an infinitive. (Mel said not to go in there.) Write the answer on the board.

A On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Invite Ss to skim the five items in the exercises. Ask, *What is the same about them?* (They all start with *To.*) *Is this formal or informal?* (formal)
- Model the first item on the board. Make sure Ss understand that the subject complement follows the linking verb: *Every new graduate's wish is to be successful.*
- Have Ss complete the exercise.
- Then have them compare answers with a partner.

Answers for Exercise A

1. *Every new graduate's wish is to be successful.*
2. *My chore for the evening is to cook dinner.*
3. *Every player's dream is to win the game.*
4. *The responsibility of the park police is to rescue hikers lost in the woods.*
5. *Every candidate's task is to win the election.*

B Rewrite each sentence . . .

Suggested time: 5 minutes | Your time:

- Model item 1. Write on the board: *It.* Ask, *What is the verb in the first item in the exercise?* (is) Write *is* next to *It* on the board. Elicit the rest of the sentence. Then ask, *What is the contracted form of* it is? (it's) Edit this on the board and tell Ss to use contractions in their answers when possible.
- Have Ss rewrite the rest of the sentences. Review as a class.

Answers for Exercise B

1. *It's difficult for an easygoing person to be disciplined about an exercise program.*
2. *It's a good idea to get to work on time.*
3. *It's helpful to be outgoing in new situations.*
4. *It's always worthwhile to act friendly.*
5. *It can sometimes be a problem to be too talkative.*
6. *It's not the easiest thing in the world to pass the examination.*
7. *It might be an exciting experience to live in an English-speaking country.*
8. *It's pretty confusing to know when to use an infinitive and when to use a gerund.*

C Insert a phrase with for . . .

Suggested time: 5 minutes | Your time:

- Call on a volunteer to read the sample answer for item 1. Point out that the *for* phrase goes before the infinitive. Tell Ss they will make up their own *for* phrases.
- Have Ss compare answers.

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Instruct Ss to rewrite the sentences replacing imperatives with infinitives.
- Go over the answers as a class. Make sure Ss write *not* correctly for the negative statements. If needed, offer an additional *Don't* sentence for Ss to rewrite in indirect speech. For example: *The teacher said, "Don't forget to study for the quiz."* (The teacher told us not to forget to study for the quiz.)

Answers for Exercise D

1. *Celine said not to be late for the meeting.*
2. *Last night they told me to always take care when I go out in the evening.*
3. *My sister said not to call her before 7:00 A.M.*
4. *The tour guide told them to just roll with the punches.*

GRAMMAR FOR WRITING: parallelism with gerunds and infinitives

Suggested time: 10 minutes | Your time:

- Write on the board: *Vicky likes reading, skiing, and to text with her friends.* Ask, *How many items are in the list?* (three) *Are the verbs in the list parallel?* (no) *How can you fix it?* (change *to text* to *texting* OR change *reading* and *skiing* to infinitives) Correct the sentence on the board.
- Read the first rule. Call on a S to read the first example sentence. Ask, *Is the list parallel?* (yes) Tell Ss to read the incorrect version of the sentence and notice the errors.
- Then invite a volunteer to read the second example sentence. Tell Ss to read the incorrect version of the sentence.
- Tell Ss to look back to the first example sentence. Ask, *What verb do the three items in the list refer back to?* (prefer) *In the second sentence?* (can't stand)
- Read the second rule. Ask a volunteer to read the correct and incorrect examples.
- Then write two correct, contrasting examples on the board:

  I managed to catch the train, to get there on time, and to buy the tickets.

  I managed to catch the train, get there on time, and buy the tickets.

  Ask, *Is the first sentence correct?* (yes) *The second?* (yes) *How are they different?* (One repeats *to* and the other doesn't.)

E On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Call on a S to identify the items in a series. (to write long letters; calling her parents)
- Encourage Ss to first identify the items listed in a series in each sentence as they complete the exercise.
- Have Ss compare answers with a partner and review as a class.

F Complete the following sentences . . .

Suggested time: 10 minutes | Your time:

- Remind Ss that when the infinitive and gerund are both grammatically possible, they should pay attention to the meaning of the sentence.
- Have Ss review answers in pairs, using pages 113–114 in the Reference Charts to confirm or correct their answers. Then review as a class.

OPTION (+15–20 minutes) Write on the board:

A	*B*
On weekends, I enjoy . . .	*Next year, I'm planning to . . .*
Right now, I feel like . . .	*Last year I managed to . . .*
Sometimes I can't help . . .	*I can't wait to . . .*

To provide more practice with parallelism with gerunds and infinitives, have pairs choose two phrases from each column and take turns completing them. Encourage them to respond with two or more ideas for each phrase. (For example: On weekends, I enjoy getting up late, playing sports, and eating out with friends. Next year, I'm planning to take up a sport and get a new job.)

UNIT 2

Finished and unfinished actions: summary

Suggested time: 15 minutes | Your time:

Finished actions

- To review verb tenses, ask, *How do you form the simple past of regular verbs?* (verb + *-ed*) *What are some examples of irregular verbs in the simple past?* (For example: ate, sold) *How do you form the present perfect?* (*have / has* + past participle) *How do you form the present perfect continuous?* (*have / has* + *been* + present participle) *How do you form the past perfect?* (*had* + past participle)
- Read the rules. Ask volunteers to read the examples.
- Write on the board:

finished action

1. *that happened at an unspecified past time*
2. *that happened at a specified past time*
3. *that happened before another action in the past*
4. *that was in progress and finished very recently*

To check comprehension, have pairs decide what form is used for each situation on the board, without referring to the Student's Book. Then have Ss use their books to confirm their answers. Review as a class. (1. present perfect, 2. simple past, 3. past perfect, 4. present perfect continuous)

Unfinished actions

- Read the rules. Ask volunteers to read the examples.
- To check comprehension, write:

unfinished action

1. *that continued for a period of time or during a specific time in the past*
2. *that began in the past and may continue into the future*

Have pairs decide what form is used for each situation on the board. Then have Ss use their books to confirm their answers. Review as a class. (1. past continuous, 2. present perfect OR present perfect continuous)

A Complete the article . . .

Suggested time: 10 minutes | Your time:

- Point out that Ss should decide whether each of the actions happened at a specified or unspecified time in the past.
- Have Ss compare answers with a partner and review as a class.

B Read each statement . . .

Suggested time: 10 minutes | Your time:

- Encourage Ss to read the first statement and decide the order in which the events occurred before circling statement a or b.
- Have Ss compare answers with a partner and review as a class.

Noun clauses: review and expansion

Suggested time: 15 minutes | Your time:

- Read the **Remember** note. Then ask a volunteer to read the example sentence. Write the example sentence on the board. Ask, *What is the verb?* (realize) *What is the direct object of the verb?* (that art therapy could be so helpful) Reiterate that *that* can be omitted.
- Read the second rule and call on a S to read the examples. Write on the board:
  1. *Where was she born? I don't know* ___. (where she was born)
  2. *Was she born in Munich? I don't know* ___. (if / whether she was born in Munich)

  Ask, *Why does the second sentence need if / whether?* (because it is a *yes / no* question)
- Read the first section of the **Be careful!** note on word order. Write on the board: *We don't know if are they coming.* Elicit the correction. (We don't know if they are coming.) Write on the board: *Does he think will he pass the test?* Elicit the correction. (Does he think he will pass the test?) Keep these sentences on the board.
- Read the second section of the **Be careful!** note. Then return to the two sentences on the board. Ask, *Which one is an embedded question within a statement?* (the first one) *Which one is an embedded question within a question?* (the second one)
- Have Ss read the last rule in the chart and example sentences. To check comprehension, have Ss focus on the last example. Ask, *How can you change the sentence so the noun clause is in the subject position?* (What I love is teaching children.)

C Complete each noun clause . . .

Suggested time: 10 minutes | Your time:

- Hint to Ss to notice the placement of the noun clause in the sentence and determine if it is a direct object, embedded question, subject, or complement.
- Model the first answer. Ask, *What is the function of the noun clause?* (direct object) *What can be used to introduce a noun clause that is a direct object?* (*that* or nothing)
- Monitor as Ss work, assisting with identifying the noun clause as needed. (2. subject complement, 3. embedded information question, 4. subject, 5. direct object, 6. embedded *yes / no* question, 7. embedded information question, 8. subject complement, 9. embedded information question)
- Have Ss compare answers. Then review as a class.

D Complete each statement . . .

Suggested time: 10 minutes | Your time:

- Tell Ss the exercise focuses on word order. Model the first item on the board: *Where did Mozart live?* Ask, *Is this a* yes / no *or an information question?* (information question) Write *I don't know . . .* and elicit the answer. Ask, *Can you say* I don't know where did Mozart live? (No, you can't use question word order.)
- Instruct Ss to complete the statements.
- Have them compare answers with a partner.

GRAMMAR FOR WRITING: noun clauses as adjective and noun complements

Suggested time: 15 minutes | Your time:

- Read the rules. Ask volunteers to read the examples.
- Write on the board:

  1. It is possible that he will win first prize.

  2. The fact that his project was the best was why he won first prize.

  Ask, *What is the grammatical function of the noun clause in sentence 1?* (adjective complement) *Why?* (because it gives information about the adjective *possible*) *What is the grammatical function of the noun clause in sentence 2?* (noun complement) *Why?* (because it gives information about the noun *fact*)
- Point out that *that* can usually be omitted after adjectives.
- Ask volunteers to read the list of impersonal expressions with *It* that introduce noun clauses and the list of noun phrases that can precede a noun clause.
- To provide practice, have pairs write sentences beginning *with It is possible . . .* and *The fact . . .* Have them complete the sentences with their own ideas, using noun clauses. To review, call on volunteers to share their sentences with the class.

EXTENSION (+15–20 minutes) Write on the board: *pollution, population, education, poverty.* To provide practice, have pairs alternate using impersonal expressions that introduce noun clauses to express their opinions. Model the activity for Ss. For example, say, *It is essential that all children get a good education.* To review, call on volunteers to share their views with the class.

E On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Model the first item with the class. Call on a S to identify the expression that will be used to introduce the noun clause. (It is extremely important) Ask a volunteer to read the correct sentence.
- Have Ss compare answers with a partner and review as a class.

F Read each quote . . .

Suggested time: 10 minutes | Your time:

- Point out that the two sentences should be combined into one sentence.
- Ask a volunteer to read the example. Then ask a volunteer to read the sample answer. As a class, identify the noun phrase and noun clause in the answer. (noun phrase: *The announcement;* noun clause: *that Volkswagen would unveil a new electric car early next year.*)
- Have Ss compare answers with a partner and review as a class.

Answers for Exercise F

1. *The announcement that the Health Ministry will begin vaccinating all infants for measles was greeted with criticism from the opposition party.*
2. *The possibility that the president would resign by the end of this year has taken everyone by surprise, including the news media.*
3. *The report that Dr. Regina Blair of the Glasgow Medical Center has discovered a new protein is attracting much interest in the world of science.*
4. *The claim that a ninety-five-year-old New Zealand man had broken the world record for growing the longest beard has triggered similar claims across three continents.*

UNIT 3

The past unreal conditional: inverted form

Suggested time: 15 minutes | Your time:

- Briefly review the past unreal conditional. Write on the board: *If I'd studied for the test, I wouldn't have failed.* Ask, *Did I study for the test?* (no) *Did I fail?* (yes) *Is this a real situation?* (No, it's imaginary: I didn't study, so I failed.) Point out that the past unreal conditional describes what could have been different under different circumstances.
- Read the rule aloud.
- Say, *Look at the first example sentence under* Usual word order. Ask, *What do I need to change to make the inverted form?* (*If I'd known* changes to *Had I known.*)
- Call on a volunteer to read the second pair of sentences. Point out that the conditional clause can appear at the beginning or end of a sentence.
- Ask a volunteer to read the third pair of sentences. Then read the **Be careful!** note. Focus on the third set of example sentences in the chart again. Ask, *Could you say* Hadn't we been so busy? (no)
- Finally, ask a S to read the last pair of example sentences.

A On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Have Ss rewrite the sentences. Suggest to Ss that they can first identify the conditional clause with *if* and then change it to the inverted form.
- Have Ss compare answers with a partner.
- As Ss work, write on the board: 2. *Hadn't I spent so much money on my vacation, I would have considered buying a stationary bike.* Bring the class together and elicit the mistake in the sentence. (You cannot contract *not* with *had* in inverted negative clauses.) Tell Ss to check that they didn't contract the negative in item 4.

B On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the list on the right, which gives the five reasons for buyer's remorse from page 27.
- Tell Ss that they should use each reason only once. Have them preview all the items to decide which reason matches which item. Tell Ss to use the inverted form.
- Ask Ss to complete the sentences.
- Then have them compare answers with a partner.

The future continuous

Suggested time: 15 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples.
- Write a new example on the board:

  Next year, I *'ll be living* / *'m going to be living* *in London.*

  Point out that both forms of the future continuous have the same meaning.
- To provide practice, address different Ss and ask questions eliciting the future continuous. For example: *Where will you be living in three years? What will you be studying next week? Where are you going to be spending your next vacation? What will you be doing tomorrow at this time?* Encourage Ss to answer in complete sentences.
- Read the second rule. Ask a volunteer to read the examples.
- Have Ss study the **Remember** box. Point out that the simple future should be used with stative verbs. You can refer Ss to page 14 for a short list of stative verbs or to page 113 in the Reference Charts for a more complete list.
- Read the last rule. Ask a volunteer to read the examples.
- Write on the board: *I'll be preparing the decorations while she makes the cake.* As a class, identify the time clause (while she makes the cake) and the future continuous (I'll be preparing).

EXTENSION (+5 minutes) Have Ss think about what they and the people in their family will be doing this weekend and write two sentences using the future continuous with a time clause. (For example: My brother will be riding his bike while I repair my car.) To review, have a few Ss share their sentences with the class.

C On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Model the first item with the class. Have Ss identify the time clause. (when she's going to be attending the meeting) Ask, *What tense do we use with the time clause?* (a present tense) Point out that either the simple present tense or the present continuous is possible in the time clause.
- Have Ss compare answers with a partner and review as a class.

D Complete the following sentences . . .

Suggested time: 10 minutes | Your time:

- Remind Ss not to use the future continuous with stative verbs.
- Have Ss compare answers with a partner and review as a class.

The future perfect continuous

Suggested time: 10 minutes | Your time:

- Read the first rule. Ask a volunteer to read the example.
- To clarify the use of the future perfect continuous, write on the board:

  Use the future perfect continuous for an action that:

  1. starts before a future time

  2. will be in progress for some time

  3. may continue after the stated future time
- To illustrate the rule, write an example on the board: *By June next year, Joan will have been running her own business for ten months.*

  Addressing points 1–3 above, point out that:

  1. Joan will start running her own business before June next year.
  2. By June, the action will have been in progress for ten months.
  3. Joan may continue running her own business after June.
- Read the second rule. Ask a volunteer to read the examples.
- Ask, *What are the two actions taking place?* (arriving in New York, sitting on a plane) *Which action happens first?* (sitting on a plane) Point out that the action in the future perfect continuous begins first.
- Write on the board: *By the time he ___ (graduate), he ___ (live) abroad for six years.* To check comprehension, ask, *What is the time clause?* (By the time he . . .) *What tense do we use with the time clause?* (the simple present) Elicit the correct answers to complete the sentence on the board. (graduates, will have been living)
- Point out that the time clause often starts with *By the time.*

EXTENSION (+10 minutes) Write on the board:
Where I live:
A course I'm taking:
A sport I do:
A hobby I have:
Have Ss complete the ideas on the board. Then add to the board: *By ___, I ___ for ___.*
Have Ss write future perfect continuous statements about themselves, using the ideas on the board. Have Ss write at least three sentences. Offer help as needed. Have volunteers share a sentence with the class. Encourage all Ss to respond.

E Complete the postcard . . .

Suggested time: 15 minutes | Your time:

- You may want to refer Ss to the grammar chart on page 120 to quickly review the future continuous.
- Have Ss complete the exercise in pairs, and then review as a class.

LANGUAGE NOTE *Lounge around* means you spend your time in a relaxed and lazy way.

CHALLENGE (+15–20 minutes) In pairs, have Ss imagine they are going on their ideal vacation next week. Ask them to write a postcard similar to the one in Exercise E, explaining what they will be doing and will have already done on different days and at different times.

UNIT 4

Quantifiers: a few and few, a little and little

Suggested time: 15 minutes | Your time:

- Read the rules. Ask a volunteer to read the examples under *A few / few* and *A little / little*.
- To summarize, draw a chart on the board (with row and column headings but without the answers) and complete as a class:

	PLURAL COUNT NOUNS	*NON-COUNT NOUNS*
some	*a few*	*a little*
not many / not much	*few*	*little*

- To check comprehension, write on the board:
  1. *I have very ___ time. We can't discuss that today.*
  2. *I have ___ time. Let's discuss the project now.*
  3. *There were ___ interesting places to visit. She liked the city.*
  4. *There were ___ interesting places to visit. She didn't like the city.*

  Have Ss complete the sentences with a quantifier from the chart. Review as a class. (1. little, 2. a little, 3. a few, 4. few)
- Bring Ss' attention to the note on the right.
- Write another example on the board: *There's plenty of soup. Would you like a little?*

A Change the underlined quantifiers . . .

Suggested time: 10 minutes | Your time:

- Ask, *What two quantifiers mean* some? (a few, a little)
- Ask a volunteer to read item 1 and the sample answer. Ask, *Why can't we use* a few *in item 1?* (because *music* is a non-count noun) As Ss work on the exercise, have them identify the type of noun the quantifier refers to. Point out that in item 5, the infinitive *to do* acts as the noun. If Ss have trouble, explain that infinitives and gerunds as nouns are non-count.
- Have Ss compare answers with a partner and review as a class.

Quantifiers: using *of* for specific reference

Suggested time: 15 minutes | Your time:

- Read the first rule. Use the note on the right to review possessive adjectives, possessive nouns, and demonstrative adjectives.
- Point out the headings: *More general* and *More specific*. Ask, *Do we use* of *when we are referring to something in general or when we are being more specific?* (when we are being more specific) Have Ss read each pair of examples.
- Draw Ss' attention to the **Be careful!** note.
- Read the second rule. Ask a volunteer to read the examples.
- Have Ss study the third rule and examples. Emphasize that both forms (*one* and *one of* / *each* and *each of*) have the same meaning.
- Have Ss study the last rule and the list of quantifiers that must include *of*.
- Write contrasting examples on the board:
  I have a lot of fashion magazines. (noun)
  She likes fashion magazines. She has a lot! (no noun)
- To check comprehension, ask a few volunteers to use one of the listed quantifiers in a sentence. Point out that these sentences must have a noun or a noun phrase. (For example: Plenty of people prefer dressing up for work.)

EXTENSION (+15–20 minutes) To check comprehension, write on the board:
1. I have a few / a few of designer clothes.
2. Just a few / a few of my clothes are formal.
3. Most of / Most employees dress down on Fridays.
4. Most of / Most our employees dress down on Fridays.
5. Please take both of / both dresses to the dry cleaner.
6. Both / Both of these dresses are expensive.
7. Each / Each of school has its own rules.
Have Ss work in pairs to choose the correct quantifiers. Point out that both choices are correct in one sentence. Review as a class and have Ss explain their choices. (1. a few, 2. a few of, 3. Most, 4. Most of, 5. both, 6. Both / Both of, 7. Each)

B Only one of each pair of sentences . . .

Suggested time: 10 minutes | Your time:

- Go over item 1 with the class. Call on a S to explain the sample answers. (*Of* is not correct in sentence b because *classmates* isn't preceded by a possessive adjective, a possessive noun, a demonstrative adjective, or the article *the*.) Ask, *How else could we correct sentence b?* (Several of her classmates went out for coffee.)
- Have Ss compare answers with a partner and review as a class.

CHALLENGE (+15 minutes) Hold a fashion survey. In pairs, have Ss write four questions about clothes, dress codes, and / or fashion. Have Ss interview their classmates and take notes about their answers. Then have them report their findings to the class using quantifiers. (For example: Most of the students in the class are interested in fashion. None of the men we interviewed likes formal clothes.)

GRAMMAR FOR WRITING: subject-verb agreement of quantifiers followed by *of*

Suggested time: 10 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples.
- If necessary, clarify that *Some of the movie* means a part of the movie.
- Have Ss read the **Be careful!** note and example.
- To check comprehension, write on the board:
  One child ___ leaving early.
  All of the children ___ leaving early.
  Each of the children ___ leaving early.
  Have Ss complete the sentences with the simple present of the verb *be* and review as a class. (is, are, is) To clarify, point to the first example and ask, *How many children are leaving early?* (one) Point to the second example and ask, *How many children are leaving early?* (all of them) Point to the third example and ask, *How many children are leaving early?* (all of them)
- Explain that in the last example, even though we are talking about all of the children, we are referring to each one individually.
- Have Ss study the last rule. Point out that even though *none of* plus a plural verb is acceptable in spoken English, we shouldn't use it in writing.

C Choose the verb . . .

Suggested time: 10 minutes | Your time:

- Model the first item. Elicit from the class the noun that the quantifier modifies. (choices) Ask, *Which verb is correct?* Then ask them to explain why it is the correct choice. (because the quantifier *every one of* always takes a singular verb)
- Have Ss compare answers with a partner and review as a class. For item 7, point out that *are coming* is only possible in everyday spoken English.

CHALLENGE (+15–20 minutes) Play a guessing game. In pairs, have Ss write 6–8 sentences describing a movie, using quantifiers. Then have each pair join another pair and take turns reading the descriptions and guessing the movie. You may want to model some questions for the class. For example: *One of the scenes takes place in the jungle. A lot of the movie takes place in Rome. Some of the movie was filmed on location. Three of the actors were nominated for an Oscar.*

UNIT 5

Conjunctions with so, too, neither, or not either

Suggested time: 15 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples. Have Ss read the examples under **Notice the subject-verb order**.
- To check comprehension, write on the board: *Gossiping is impolite. Shouting is impolite.* Elicit from the class the two ways to finish the sentence, and add to the board. (so is shouting; shouting is, too)

Gossiping is impolite, and _____ / _____

- Point out the comma after the first statement.
- To check comprehension, ask, *Are additions with* so *and* too *used for affirmative or negative statements?* (affirmative statements) *Do* so *and* too *have the same meaning?* (yes) *Do they have the same form?* (No. *So* needs subject-verb inversion.)
- Read the second rule. Ask a volunteer to read the examples.
- To check comprehension, write on the board: *Texting at the dinner table is not considerate. Wearing earbuds at the dinner table is not considerate.*

Texting at the dinner table is not considerate, and _____ / _____

Elicit from the class the two ways to finish the sentence, and add to the board. (wearing earbuds isn't either; neither is wearing earbuds)

- Point out the comma after the first statement.
- To check comprehension, ask, *Are additions with* neither *and* not either *used for affirmative or negative statements?* (negative statements) *Do* neither *and* not either *have the same meaning?* (yes) *Do they have the same form?* (No. *Neither* needs subject-verb inversion.)
- Read each rule in the **Be careful!** note, asking volunteers to read each set of examples.
- Point out that *neither* has a negative meaning, so it needs an affirmative verb. *Either* has a positive meaning, so it needs a negative verb.
- Read the third rule. Ask a volunteer to read the examples.
- Have Ss number the examples from 1 to 5. To check comprehension, have Ss identify the example(s) that use the verb *be*, an auxiliary verb, or a modal. (*be*: 1; an auxiliary verb: 2 [*does*], 3 [*has*], 5 [*have*]; a modal: 4 [*can*])
- Read the fourth rule. Ask a volunteer to read the examples.
- Write on the board:
  Wendy wears strong perfumes, and so ___ Katie.
  Wendy wears strong perfumes, and so ___ Katie and Christine.
  Point out that the verb in the second statement must agree with the subject. *Katie* is singular, so it needs a singular verb. *Katie and Christine* is plural, so it needs a plural verb. Elicit the correct verbs from the class and complete the sentences on the board. (does, do)

A Find and underline the nine errors . . .

Suggested time: 10 minutes | Your time:

- Model the first error correction with the class. Call on a S to read the first sentence. As a class, identify the verbs. (is, does) Ask, *What's wrong with this sentence?* (Since the first clause uses the verb *be*, the second clause has to use *be,* too.)
- Have Ss compare answers with a partner and review as a class.

B On a separate sheet of paper . . .

Suggested time: 10 minutes | Your time:

- Call on a S to read the example and sample answer. Point out that the verb *have* changes to *has* and that there is a comma after the first statement. Also point out *does*, which is needed because the verb in the first statement isn't *be*, an auxiliary verb, or a modal.
- Have Ss complete the exercise and then compare answers in pairs. Review as a class.

CHALLENGE (+15–20 minutes) Write on the board:
Things people do that are
considerate:
rude:
irresponsible:
unacceptable:
In pairs, have Ss write a few ideas for each adjective. Then have Ss express their ideas in statements using *too*, *so*, *neither*, and *not either*. Monitor as Ss write to provide help as needed. To review, have Ss share some of their sentences with the class.

Answers for Exercise B

1. *Bangkok faces many problems caused by too much traffic, and so does São Paulo.*
2. *Beijing has hosted the Olympic Games in the past, and London has, too.*
3. *Vancouver doesn't ever get very cold, and neither does Taipei.*
4. *Seoul won't experience a decrease in its population any time soon, and Jakarta won't either.*
5. *Hong Kong is famous for its physical beauty, and so is Rio de Janeiro.*
6. *Prague attracts people who like old historic architecture, and Krakow does, too.*
7. *The Prado Museum in Madrid shouldn't be missed, and neither should the Louvre in Paris.*
8. *Tokyo hasn't lost its place among the world's largest cities yet, and Mexico City hasn't either.*

So, too, not either, or neither: short responses

Suggested time: 10 minutes | Your time:

- Read the first rule. Ask two volunteers to read the examples.
- Point out the subject-verb inversion with *so* (So do I.) and *neither* (Neither can I.) in the examples.
- Also point out that main verbs that are not *be* (for example, *hate*, *like*) are not used in short responses. The verb *be*, auxiliary verbs, and modals are used. For example:
  A: I'm tired.
  B: So am I.
- To provide practice, address different Ss and have them agree with the statements you say. For example:
  I can speak two languages. (So can I. / I can, too.)
  I got up late this morning. (So did I. / I did, too.)
  I'm giving a party this Friday. (So am I. / I am, too.)
  I don't like horror films. (Neither do I. / I don't either.)
  I've never been to Sweden. (Neither have I. / I haven't either.)
- Read the second rule. Ask a volunteer to read the examples.
- To provide practice, address different Ss and have them agree with the statements you say. You can use the same statements as above or your own.

C Agree with each statement . . .

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Elicit all three possible answers.
- Point out that Ss should agree with each of the statements, even if the information is not true for them.
- Point out that there are three possible correct answers for each statement. However, Ss only need to write one.
- Review as a class. Read each statement and call on Ss to agree with you.

CHALLENGE (+15–20 minutes) Write on the board:
Activities you do on the weekends
Things you like / dislike
Things you are good at
Things you could do when you were small
Things you were never able to do
Things you would like to do
In pairs, have Ss find things they have in common. They can use the ideas on the board or their own ideas. As Ss talk, encourage them to use *so*, *too*, *neither*, or *not either* in short responses.

UNIT 6

Modals and modal-like expressions: summary

Suggested time: 15 minutes | Your time:

- Notice that the grammar chart spans two pages and has several sections. Begin by focusing on page 124. After you read each heading for each use, call on volunteers to read the examples. After going over each group of examples, ask a volunteer to give his or her own example.
- To review, ask Ss these questions and write answers on the board as Ss respond:
  How do we form negative modals? (modal + *not* + verb)
  How do we form yes / no *questions with modals?* (modal + subject + verb)
- Finally, ask a S to read the **Note**. Write on the board: *Max had better see a doctor.* Elicit a way to phrase this as a question. (For example: Shouldn't Max see a doctor?)

Modals and modal-like expressions: summary (continued)

- Focus on the second half of the chart. After reading each heading, call on volunteers to read the examples. After going over the group of examples for each use, ask a volunteer to give his or her own example.
- Ask a S to read the **Note** on *ought to*. Write the following sentence on the board and have Ss make the statement negative: *They ought to invite him.* (They shouldn't invite him.)
- For expressing necessity and lack of necessity: Remind Ss that in information questions and *yes / no* questions with *have to*, we add *do, does* or *did* before the subject.
- Finally, ask a S to read the **Note** on *must not* and *may not*.

OPTION (+15–20 minutes) Write the twelve categories in the grammar chart on the board: *Make polite requests, Express preferences*, and so on. In pairs, have Ss take turns reading sentences from the chart and saying what category they fall under. One S reads a sentence from the chart while the other S names the category without referring to the Student's Book.

CHALLENGE (+15–20 minutes) In pairs, have Ss choose four sentences from the grammar chart and use them in short conversations. Ss can make any necessary changes. Model a conversation for the class. For example:

A: My mother is the CEO of a big company.

B: She must be very smart!

Offer help as needed. To review, call on pairs to share their conversations with the class.

A Cross out the one modal . . .

Suggested time: 10 minutes | Your time:

- Model the first item with the class. Ask, *What category from the grammar chart does this question fall under?* (Make polite requests) Elicit the answer about the modal that cannot be used. Ask, *Why is* may *not possible here?* (because *may* can only be used with *I* or *we* in polite requests)
- Have Ss first choose the category each item falls under and then cross out the incorrect modal. Point out that some items might fall under more than one category.
- Have Ss discuss their choices with a partner. Review as a class and have Ss explain their choices.

B Circle the one modal . . .

Suggested time: 10 minutes | Your time:

- Model the first item with the class. Ask a volunteer to explain why *had to* is correct. (because the statement is about what happened last night, so a modal with past meaning is necessary)
- Have Ss discuss their choices with a partner. Review as a class and have Ss explain their choices.

UNIT 7

The passive voice: review and expansion

Suggested time: 5 minutes | Your time:

- Read the first rule. Ask volunteers to read the transitive and intransitive example sentences. Remind Ss that some verbs can have both transitive and intransitive meanings. Write on the board: *The bus stopped. The driver stopped the bus.*
- Ask Ss to skim the list of **Common intransitive verbs** on the right. Elicit sentences using the verbs. (For example: It rained all day.) After each one ask, *Is there a receiver of the action?* (no)
- Read the **Remember** note. Have Ss read the examples of statements. To check understanding, ask, *Are any of the verbs in these sentences intransitive?* (No, the verbs are transitive. These are all passive sentences.)
- Draw Ss' attention to the **Note** about the passive voice of the future continuous and the present perfect continuous.
- Read the rule under *The passive voice: questions* and the first question. Write the statement on the board: *Russian is spoken by many people in Chicago.* Point out how the subject and auxiliary verb are inverted in the question.
- Call on Ss to read the remaining example questions.

CHALLENGE (+15–20 minutes) Elicit the active voice of each statement in the chart. Tell Ss they may have to make up an agent if a sentence does not have one. (For example: At least a million people a day see the ad; At the meeting, the leaders called people . . .; We are painting every house white; The network is going to show Maurizio's new fashions . . .; If I wear this dress before the event, everyone will have seen it . . .; Before we had regulations, companies tested dangerous products . . .; Our friends have helped us a lot; People had worn "business casual" clothes . . .; Sometimes we can't easily see the truth; My teacher said I should rewrite my essay . . .)

A Write a checkmark . . .

Suggested time: 5 minutes | Your time:

- To review, ask, *What does* intransitive *mean?* (that it does not take a direct object)
- Tell Ss to circle the verb in each sentence before writing their checkmarks.
- Have Ss compare answers with a partner.
- Go over the answers as a class. To confirm that the unchecked statements are correct ask, *In the transitive verb sentences, what is the direct object?* (2. very short dresses, 3. a new restaurant, 5. French, 7. the complete story)

B On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- After Ss rewrite the four sentences, have them compare answers with a partner.
- Go over the answers as a class. After each statement ask, *Who is the performer of the action?* (2. Models, 3. My parents, 5. People, 7. Advertisers)

C On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- To confirm that each statement can be changed to the passive voice, for each item ask, *What is the direct object?* (1. this book, 2. English, 3. people, 4. people's emotions, 5. the car) Review that the direct object is the receiver of the action.
- Monitor as Ss work. If they need help with form, review *be* + past participle, or modal + *be* + past participle.
- Go over the answers as a class. Ask, *Which item could skip mentioning the performer of the action?* (item 2)

Answers for Exercise C

1. *This book was written by Joan Saslow and Allen Ascher.*
2. *English is practiced online by students in most language schools today.*
3. *People can be persuaded by ads to buy products.*
4. *People's emotions have been manipulated by some ads.*
5. *The car was being driven by my friend when the accident occurred.*

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Ask, *How do we make passive* yes / no *questions?* (invert the subject and the auxiliary verb or modal) Ask a volunteer to answer the first item.
- Have Ss complete the exercise individually. Assist with inverting the verb as needed.
- Have Ss compare answers with a partner.

Answers for Exercise D

1. *Was this book written by Joan Saslow and Allen Ascher?*
2. *Is English practiced online by students in most language schools today?*
3. *Can people be persuaded by ads to buy products?*
4. *Have people's emotions been manipulated by some ads?*
5. *Was the car being driven by your friend when the accident occurred?*

E On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Call on a volunteer to answer the first item. Point out how the subject and *was* are inverted.
- After Ss complete the exercise, go over the answers as a class.

UNIT 8

Making comparisons: review and expansion

Suggested time: 5 minutes | Your time:

- Read the first rule. Ask a volunteer to read the examples. Tell Ss to number the examples from 1 to 3 and identify what or who are being compared. (1. John and Rob; 2. this movie and the last one; 3. my sister and I)
- To review how comparatives are formed, ask, *How do you form the comparative of short adjectives or adverbs such as* fast*?* (adjective or adverb + *-er*) *How do you form the comparative of long adjectives or adverbs such as* interesting*?* (*more* or *less* + adjective or adverb + *than*)
- Point out that in the phrase following *than,* it's optional to include a form of *be*, *have*, *do*, or a modal. This is shown by the brackets in the examples. However, when *than* is followed by a subject pronoun (*I*, *he*, *they*, etc.), omitting the verb or modal creates a statement that is extremely formal. For example: *She's taller than I.* In speech and informal writing, *She's taller than me* is much more common.
- To review irregular comparative forms, have Ss look at the list of **Irregular forms** at the bottom of the chart. Point out that *farther* is usually used with physical distances while *further* is used in other senses, such as, *She explained her ideas further in a magazine article*.
- To provide practice, ask volunteers to share sentences comparing the people in their families. (For example: My brother drives faster than me. My uncle's house is much bigger than mine.)
- Read the second rule, about superlatives. Ask a volunteer to read the examples.
- Have Ss number the examples from 1 to 5 and identify the superlative adjectives and superlative adverbs. (superlative adjectives: 1, 2, 4; superlative adverbs: 3, 5)
- To review how superlatives are formed, ask, *How do you form the superlative of short adjectives and adverbs such as* fast*?* (*the* + adjective or adverb + *-est*) *How do you form the superlative of long adjectives or adverbs such as* beautiful*?* (*the most / the least* + adjective or adverb)
- To review irregular superlative forms, have Ss look at the list of **Irregular forms** again.
- To provide practice, ask volunteers to share sentences with superlatives. (For example: My friend Brad is the funniest person I've ever met. Of all my friends, Sam is the most responsible.)
- Read the **Be careful!** rule about when you can omit *the*.
- To check comprehension, write on the board:
  1. Which is best?
  2. Which is best brand?
  3. Which is the best brand?
  4. Which brand is best?

  Have Ss identify the sentences that are correct. (1, 3, and 4) Elicit from the class why sentence 2 is incorrect. (You can't omit *the* if the superlative is followed by a noun.)
- Read the last rule in the first column, about determiners. Ask a volunteer to read the examples.
- At the top of the second column, read the rule about comparisons with *as . . . as*. Ask a volunteer to read the examples. Draw Ss' attention to the **Note** at the end of the chart regarding the use of pronouns.
- Point out that *just* emphasizes that the things being compared are equal.
- Have Ss read the last two rules and examples.
- To check comprehension, write on the board:
  1. The new bridge is as wide as the old one.
  2. The new bridge is almost as wide as the old one.
  3. The new bridge is three times as wide as the old one.
  Make a statement and have Ss identify which sentence on the board has the same meaning. Say, *The old bridge was wider than the new one.* (2) *The new bridge is wider than the old one.* (3) *Both bridges have the same width.* (1)

LANGUAGE NOTE We usually do not omit the form of *be*, *have*, *do*, or a modal in the phrase following *than* when we compare things from different time periods. For example: *I earn more money than my grandmother did.*

OPTION (+15–20 minutes) To provide practice with *as . . . as,* have Ss write a statement about themselves for each of the three uses of *as . . . as.* Have Ss discuss and correct their sentences in pairs. To review, ask volunteers to share their sentences with the class. You may want to write a few examples on the board.

A Read each quoted statement . . .

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Ask, *Is one textbook better than the other?* (no) Elicit the correct answer.
- Have Ss compare answers with a partner and review as a class.

CHALLENGE (+15 minutes) In pairs, have Ss choose two cities they both know and write several sentences comparing the cities using comparatives, superlatives, and *as . . . as.* Encourage Ss to use *almost, about, not quite, twice,* or *(three) times* with *as . . . as* in some of their sentences. To review, ask volunteers to share their sentences with the class.

Other uses of comparatives, superlatives, and comparisons with as . . . as

Suggested time: 5 minutes | Your time:

- Ask volunteers to read the examples under *For emphasis*.
- To provide practice, write on the board:
  1. It costs $90.
  2. It was a bad concert.
  3. The album can hold 200 photos.
  Have Ss add emphasis to the statements. Point out that in some cases there may be more than one way to add emphasis. Review as a class. (For example: 1. It can cost as much as $90. 2. It was one of the worst concerts ever. 3. The album can hold as many as 200 photos.)
- Have Ss study the examples under *To show progression*.
- Point out that the second part of the comparison (*than*) is not used.
- To provide practice, write on the board:
  1. Prices are getting ___.
  2. The book is becoming ___.
  Have Ss complete the statements with their own ideas. To review as a class, ask volunteers to share their sentences. (For example: 1. Prices are getting higher. 2. The book is becoming more interesting.)
- Have Ss study the examples under *To show tendencies or preferences*.
- To provide practice, write on the board:
  1. In class, we ___ more than ___.
  2. At home / work, I spend more time ___ than ___.
  3. Your idea: ___
  In pairs, have Ss complete the statements with their own ideas. Review as a class. Ask volunteers to share their sentences. (For example: 1. In class, we speak more than we write. 2. At home, I spend more time in the garden than inside.)
- Have Ss study the examples under *To clarify*.
- To provide practice, write these prompts on the board:
  1. ice skating: not difficult but easy
  2. vacation: not relaxing but tiring
  In pairs, have Ss form sentences with the prompts, using the comparative form to clarify. To review as a class, ask volunteers to share their sentences. (For example: 1. Ice skating is a lot easier than you would think. 2. My vacation was more tiring than relaxing.)

B Use a comparative, a superlative . . .

Suggested time: 5 minutes | Your time:

- Model the first item with the class. Call on a volunteer to complete the statement.
- Have Ss complete the exercise individually and then compare answers with a partner.
- Encourage them to also match each sentence to one of the different uses in the grammar chart above. (1. emphasis; 2. emphasis; 3. emphasis; 4. progression; 5. clarify; 6. clarify; 7. emphasis)
- Review as a class.

OPTION (+15–20 minutes) For further practice, write on the board:
1. I'm getting ___ every day.
2. On the weekends, I ___ more than ___.
3. I read ___ than ___ a year.
4. I'm a lot ___ than people think.
Have Ss complete the sentences with true information about themselves. In pairs, have Ss exchange sentences and decide on the use of the comparative, superlative, or comparison with *as . . . as* in their partner's sentences. Have a few volunteers read their sentences aloud and say the use. Then encourage Ss to create other sentences about themselves using comparatives, superlatives, and comparisons with *as . . . as* to show emphasis, progression, tendencies or preferences, and clarification. Monitor as Ss write to provide help as needed. To review, have Ss share their sentences with a partner.

UNIT 9

Perfect modals: short responses (active and passive voice)

Suggested time: 10 minutes | Your time:

- Review that we use perfect modals to speculate with different degrees of certainty about the past.
- Ask a volunteer to read the man's question under *Active voice*. Then call on another volunteer to read the various short responses. Write the following full responses on the board for comparison. Elicit the degrees of certainty.
  They might have come from Sweden. (not certain)
  They must have come from Sweden. (almost certain)
  They had to have come from Sweden. (very certain)
  They couldn't have come from Sweden. (very certain)
- Ask a volunteer to read the woman's statement under *Passive voice*. Then call on another S to read the various short responses. Write the first full response on the board for comparison: *It might have been moved by someone.*
- Read the **Be careful!** note. Point out that the example exchange is in the active voice, but that the rule also applies to passive sentences, as illustrated in the responses to the woman's question. Elicit the full response for B's statement. (It must have been just a joke.)

A Respond to each statement . . .

Suggested time: 5 minutes | Your time:

- Before doing the exercise, have Ss mark which statements are active and which are passive. (Items 1 and 2 are passive.) Remind Ss to always include *been* in a short response to a statement or question with a past tense of the verb *be*.
- Have Ss compare answers with a partner.
- Go over the answers as a class.

UNIT 10

Would: review

Suggested time: 10 minutes | Your time:

- Read the **Remember** information in the first column. Then call on volunteers to read the ways *would* is used and the examples.
- Read the rule at the top of the second column. Then call on volunteers to read the ways *would* is used and the examples.

A Write a checkmark . . .

Suggested time: 5 minutes | Your time:

- Have Ss work in pairs to identify past repeated or habitual actions.
- Go over the answers as a class.

CHALLENGE (+15 minutes) Have Ss identify the uses of the unchecked items in the exercise:

1. past intention or plans that changed
3. past form of the future with *will*
5. past form of the future with *will*
7. past intention or plans that changed
9. past form of the future with *will*
10. present / future result of unreal condition
12. present / future result of unreal condition
13. present / future result of unreal condition
14. past intention or plans that changed

Be supposed to: expansion

Suggested time: 5 minutes | Your time:

- Read the rule. Read the first example sentence and rewrite it on the board as: *Everyone says green tea ice cream is really good.* Then call on other volunteers to read the other two examples and restate them with *Everyone.* (Everyone said the new album wasn't very good, but I loved it. Everyone said John was rude during the dinner, but I just don't believe it.)
- Ask, *What other ways do we use* be supposed to*?* (to express an expectation or mild obligation)

B On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Have Ss look at the example and sample answer. Demonstrate how *the new Fernando Meirelles movie* becomes the subject of the sentence, followed by *is supposed to*.
- Instruct Ss to scan the items and underline what will be the subjects of the new sentences. (1. our new manager, 2. acupuncture, 3. Ashley Morgan, 4. Ethiopian food, 5. Paulo Coelho's latest novel, 6. Cambodia, 7. corruption)
- Then have Ss rewrite the sentences.
- Go over the answers as a class.

Grammar for Writing: placement of adverbs of manner

Suggested time: 10 minutes | Your time:

- Start by bringing Ss' attention to the list of **Other adverbs of manner** on the right. Ask a volunteer to read it.
- Read the first rule, stressing that adverbs of manner modify adjectives or verbs. Call on Ss to read the examples of adverbs of manner modifying adjectives.
- Write on the board: *transitive* and *intransitive*. Explain that there are different rules for placing adverbs of manner before a transitive or intransitive verb. Ask volunteers to read the two rules and sets of example sentences.
- Focus on the **Be careful!** note and have Ss read the correct and incorrect variations.
- To check comprehension, write three sentences on the board:

  1. They entered the room noisily.

  2. They noisily entered the room.

  3. They entered noisily the room.

  Have Ss decide which sentences are correct. (1 and 2) Point out that an adverb of manner can never separate a transitive verb (*entered*) from its object (*the room*). Cross out the third example.

EXTENSION (+10 minutes) To provide additional practice, have Ss work in pairs to use three adverbs from the list in sentences of their own. Then bring the class together and call on volunteers to share their sentences. Write a few sentences on the board.

C Write a checkmark . . .

Suggested time: 5 minutes | Your time:

- First, have Ss circle the adverbs of manner in each sentence.
- Then have Ss complete the exercise individually.
- Ask Ss to compare answers with a partner. Bring the class together and have Ss explain what is wrong in each incorrect sentence.

D On a separate sheet of paper . . .

Suggested time: 5 minutes | Your time:

- Have Ss identify which items have intransitive verbs. (2, 4, 5) Tell them to look at the rules in the grammar chart for the placement of adverbs of manner in these sentences.
- Then point out that the remaining sentences contain transitive verbs. Tell Ss to look at the rules in the grammar chart for placement of adverbs of manner in these sentences.
- As Ss work, assist as needed. Then bring the class together and invite volunteers to write the sentences on the board. Check adverb placement as a class.