

# Real English Grammar

Pre-Intermediate and Intermediate level  
Teacher's Guide

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# Introduction

The two levels of the Real English Grammar series are designed to be useful in a variety of learning situations. They can be used:

- as central texts in courses with a grammar syllabus. They are particularly suitable for short, intensive English courses
- as classical grammar and practice texts, to fulfil the grammar component of the course syllabus. The exercises at the end of each unit can be done together in class, or set as homework after you have worked through the relevant unit with your students in class
- for self-study, starting at the beginning of a book and working through systematically to the end
- as reference books, to be kept at your student's side for quick reference or revision when a grammatical question arises in the course of their reading or study.

In this *Teacher's Guide*, we start by looking at the structure of the two books, and general issues concerning the approaches to grammar teaching that are possible with these books. We then go on to look at specific units from each of the books, with suggested lesson plans and some ideas for more communicative extension exercises that you might try in class.

# How the pre-intermediate and intermediate level books compare

*Pre-Intermediate Real English Grammar* and *Intermediate Real English Grammar* have a very similar structure, and an identical methodological approach. Here is an at-a-glance table of the essential differences.

Pre-Intermediate Real English Grammar	Intermediate Real English Grammar
two-page units	four-page units
CD of initial texts of each unit accompany the book	CD of initial texts of each unit accompany the book
grammar topics divided into smaller chunks (e.g. past passive separate from present passive)	larger topics covered in each unit (e.g. all passive forms, all future forms)
starts with tenses, moves on to nouns, determiners, adjectives, etc. ending with more complex clauses	starts with nouns, then articles and determiners, and moves on through tenses to complex clause structures
14 review units occur at intervals throughout the book, covering related material from the previous group of units	some units review grammar areas that commonly cause problems (e.g. past simple / present perfect, present tense used for the future, modal verbs, etc)
some lexical topics covered (e.g. <i>will</i> and <i>shall</i> , <i>be going to</i> , <i>some</i> and <i>any</i> , etc), but mostly grammatical	more thorough coverage of lexical areas (e.g. <i>would</i> , <i>may</i> and <i>might</i> , <i>for</i> and <i>from</i> , etc) as well as grammar topics
initial texts in each unit short with simple vocabulary	initial texts longer with more challenging vocabulary
few idioms and colloquialisms	more use of idiom and colloquialisms
example sentences use limited vocabulary and simple structures	example sentences use more extensive vocabulary and more complex structures
appendix with explanations of grammatical terms and English sentence structure, tables covering irregular verbs and nouns, and notes on pronunciation	the same appendices as the lower level, but with also a brief look at differences between American and British grammar.
detachable Answer Key	detachable Answer Key

A fundamental difference between the two books is that the pre-intermediate level is made up of two-page units, whereas the intermediate level is made up of four-page units. The material in the pre-intermediate book is divided up into smaller chunks in the shorter units, covering, for example, the present simple of *be*, and *be*, negatives and questions, as separate units, whereas in the intermediate level, present simple verbs and negatives and questions are covered together in one, four-page unit. You will see from the contents page that the units are divided into groups, which cover related areas of grammar or lexis, and are distinguished by a different colour scheme for each.

In the pre-intermediate level the topics are divided along fairly traditional lines: starting with verbs in the present, the past, the future, and followed by issues such as people and things (articles, nouns, etc), describing (adjectives and adverbs) and so on, ending with perhaps the most complex area, clauses.

The intermediate level, on the other hand, begins with articles and determiners, then moves on to verbs, and finishes with the structure of sentences, clauses and phrases.

Another particular feature of the pre-intermediate book is the review units. These occur at the end of a group of related units of the book (for example, present tenses, nouns and articles, etc) and consist of exercises testing or practising the material covered in the previous group of units. Sometimes, where it was felt necessary, a brief recap of the main points is covered (for example, in the modals review). In the intermediate level book, there are fewer review units as such, as the material is covered in larger units, but where it might be useful to do some comparative work, units are provided to help with common errors, such as the use of modals and all the future tenses.

The grammar covered is equally comprehensive at both levels, but in the lower level the vocabulary is less extensive and the passages of real English are shorter and the sentences less complex. There are also fewer idiomatic expressions and colloquialisms. The intermediate level is designed to follow on from the pre-intermediate level, with some repetition of grammatical material for reinforcement and revision.

We will look now at the individual components of each unit, with a brief word about the function they serve. In the later part of this guide we will give more specific guidance as to how the material can be used in class.

# The components of the units

## Initial texts

The focus throughout these books is on *grammar in context*. The initial texts in each unit contain numerous examples of the grammar point in question. This is so that students can get an impression of the way the item is used in real contexts (and therefore an intuitive understanding of the underlying meaning of the structure) before studying the explanations and rules of form and use. It is very important that the text should be heard – either on the free CD (see our website [www.mcelt.com/grammar](http://www.mcelt.com/grammar) for details) or read aloud by the teacher. It should then be listened to again while following the text before doing the rest of the unit, even if the students think they are familiar with the item. Simply listening to the text and discussing the item may be enough to assure the teacher that it is not necessary to go through the explanations.

Here is the opening from Unit 64 (past passives) in *Pre-Intermediate Real English Grammar*, page 150.

Frantic Dance Company appeared at the Open Space Theatre last night, performing a new piece which **was specially created** for them by the great Australian choreographer, Nickely Burke. The electronic music **was composed** by the artistic director of the company, Sergio Avalena. The costumes and set **were designed** by the famous designer, Astra Hines. The four dancers were brilliant, and the story **was explained** with the help of a video projected over the stage. The first performance **was very well received**, and while the dancers were **being applauded**, the designer and the composer also came on stage, and they **were given** a large bunch of flowers each.

The following is the opening text, in the form of a newspaper article, from Unit 30 (passives) from *Intermediate Real English Grammar*, page 114.

### Travel chaos this weekend

A £100m engineering programme means that sections of three of the busiest railway lines **will be closed** over the August bank holiday weekend.

All trains between Reading and London **have been cancelled** until 0500 BST on Tuesday. Extra trains **have been scheduled** from Waterloo. Services between London and Stansted airport **will be disrupted** on Sunday, while trains from London to Birmingham New Street **will be diverted** around Coventry and Birmingham International on Saturday and Sunday.

The head of the railway company said, 'The choice **has to be made** when to do the work, and I recognise that some people **are going to be inconvenienced** this weekend.'

'The bank holidays are three-day weekends, and, when major works **are being done**, it gives us' the opportunity to do these efficiently and at a reduced cost.'

A representative of the Rail Passengers Council said that passengers **had not been informed** of the plans. He told our reporter that increased disruption **could be accepted** if people thought that it **was being planned** efficiently.

The features of these passages are that:

- the past passive forms are written in bold so the students can identify them easily



### after frightened and scared

After **frightened** and **scared** we use **of** before the noun when we are talking about *a general feeling or an event that hasn't happened yet*:

- Harry was frightened **of** the dark. He was scared **of** getting lost.
- Don't be scared **of** sharks! There aren't any here.

When we are talking about *a specific event* we use **by**:

- Kofi was frightened **by** the customer shouting at him.
- The girl was scared **by** a tree falling near her house.

The features of these are that:

- the explanation sections of each unit are clearly divided into *form* and *use*
- the *use* sections are separated into boxes, with clear headings according to what aspect of use of the item is being discussed
- there are clear example sentences illustrating each feature, which should serve to underline the theoretical explanations.

## Practice

The practice material is all contextualised like the initial texts (that is to say there are no random, single-sentence items.) The advantage of this kind of practice is that there are plenty of other aspects to the exercises in addition to the correct application of a grammar rule. This both stops them being dull, repetitive and mechanical, and also accustoms students to the style of tests and exams that they will meet. The exercises contain a richer selection of vocabulary items than is usual in grammar books at this level. Also included are some colloquial and idiomatic elements, which are understandable in the context in which they appear.

To illustrate this, look at the following gap-fill exercise from the same unit 64 of *Pre-Intermediate Real English Grammar*, page 150, on past passive forms. Although the exercise requires a mechanical process of providing the past passive form of a given verb, the exercise is made more interesting and useful by the information presented and the slightly more challenging vocabulary contained in the passage – not to mention the visual interest added by the photograph accompanying the exercise. We believe that the form will be all the more memorable for its colourful context.

### Read the following text and write the correct passive forms of the verbs in brackets:

My daughter and I watched a live television programme about sharks last night. There was a diver in a cage who  
° (attack) *was being attacked* by a huge shark. It <sup>1</sup> (call) ..... a Great White Shark, and it was about 4 metres long! The man in the cage <sup>2</sup> (only protect) ..... by some thin bars, and there were big gaps between them. The man was trying to <sup>3</sup> (bite) ..... by the shark – well, he didn't actually want the shark to bite him, but to bite the fish that <sup>4</sup> (hold) ..... on a stick, close to the cage. Inside the fish there was a sensor which measured the strength of the bite, so when the fish <sup>5</sup> (bite) ....., the scientists would know how strong the shark's jaws are. It took a long time, but finally the shark approached and we saw its teeth <sup>6</sup> (lower) ..... into the attack position. My daughter and I <sup>7</sup> (really frighten) ..... watching it! The shark bit the fish and shook it violently, and then tried to swim away with it. Of course, the stick <sup>8</sup> (break) ..... immediately and the sensor <sup>9</sup> (take) ..... down to the bottom of the sea, so the scientists couldn't measure the bite. Nothing <sup>10</sup> (learn) ..... from the experiment, but it made wonderful, scary TV!

And here is a slightly more complex exercise from Unit 30 of *Intermediate Real English Grammar*, page 116, covering the same grammar topic:

**Read the following passage and change each underlined active verb phrase into a passive phrase.**

- 0 On Wednesday evening there was a talk about China. About 100 people attended the talk in the village hall.  
The talk *was attended by about 100 people in the village hall.*
- 1 Bob Michaels gave the talk – he was a young traveller who had recently returned from a cycling trip in Gansu province in China.  
The talk .....
- 2 The local paper had published an article about him and his travelling companions.  
An article about him .....
- 3 He said the experience had amazed him, and he wanted to share his excitement with us.  
He said he .....
- 4 His favourite place was the Mogao caves, where people had painted hundreds of pictures on the walls.  
Hundreds of pictures .....
- 5 He also talked about the enormous nature reserves, where people looked after giant pandas in the forests.  
Giant pandas .....
- 6 The local people were very friendly, he said, and welcomed them wherever they went.  
They .....
- 7 The buildings and decorations fascinated him.  
He .....
- 8 He showed us some amazing photographs of villages in the mountains and the desert.  
We .....
- 9 Before he left, they offered us a tiny cup of green tea and a delicious sweet cake.  
We .....
- 10 His talk really inspired me, and I plan to go to China as soon as I can afford to!  
I .....

In the opening passages and exercises students will encounter a group of familiar characters and a wide variety of different genres, all of which should sustain interest, inspire involvement, facilitate the learning of the grammar item, and also help develop a sensitivity to different genres.

## **Review units (pre-intermediate level)**

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At the end of a section of units covering grammar topics of a particular type – for example, possessive pronouns, or a particular tense – there is a review unit. This consists of a series of exercises covering all the topics from those units, put together in a way that increases students understanding of the topic as a whole and develops confidence in handling the grammar in ‘real’ contexts. Where it seems useful, there is also a brief recap of the main points – for example, in the review unit on modals.

These units can be used as test units, to make sure the previous group of topics has been absorbed and understood correctly. If you want to put together some wider-ranging tests, you could take an exercise question from each of the review units and put them together to make up a test paper, covering whatever you need to test at each stage of the students’ progress.

## Tables

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At the back of both books there are some useful tables for quick reference. These consist of:

- 1 a general glossary of grammatical terminology, with explanations of the uses of each term; there is also an explanation of the ways in which English sentences are constructed
- 2 tables of the most common verbs that have an irregular past form. These are divided into categories according to the kind of irregularity
- 3 a table of irregular noun plurals, subdivided according to the kind of irregularity
- 4 a brief comment on English pronunciation, with a list of the phonetic symbols used in the book and some notes on pronunciation of *-s* and *-ed* endings, and the weak and strong forms of common words

and in the case of *Intermediate Real English Grammar*, there is also

- 5 a brief run-down of the essential differences between American and British English.

These tables can be consulted at any time while using the books – or, indeed, at any time when working in English.

# How to use the books in class

The following notes are some general observations on the best use of both the books in the series. For more detailed sample lesson plans for each level see pages 13–27.

Ideally, the lesson should be conducted entirely in English. However, if your class is unused to this, and not very confident yet in their spoken English or comprehension, there is no reason why you shouldn't start with instructions in the native language, and then progressively use more and more English in the course of the lesson. You can carry on like this until eventually the lesson can be conducted entirely in English, including all the chat between your students.

## Using the opening texts

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When you have selected the relevant unit of the book to study, you can start in one of two ways:

- if you have a confident and able class, it is a good idea to play the CD accompanying the book (or read the text aloud if you don't have the CD) *before* allowing them to read the text. This helps students to improve their listening skills, and to develop confidence in them
- if your students are not so confident, you can jump to the second stage, which is to allow them to follow the text while listening to it. You can repeat this as many times as necessary to allow your students to get a good sense of the passage, and understanding of the grammar point under examination. You could ask your students to underline words they are not sure of, and then you can have a class discussion on the vocabulary, perhaps using this as an opportunity for question form practice:

T: André, ask the class if they know what your underlined words mean, like this: "Does anyone know what *frantic* means?"

If no one knows the meaning, and if they are unsuccessful in guessing the correct meaning, someone can be given the job of looking it up in the dictionary. Then a list can be made of all the words which students found hard, and they can add the words that are new to them to their vocabulary notebooks.

The grammar issues presented in the initial texts can be approached in two ways:

if the class is confident and able, you can elicit some aspects of the grammar rules from a close analysis of the opening text. This is a very beneficial method, as it is much more likely that the students will both understand and remember if they have discovered the rule for themselves. In this case you can ask the students pertinent questions about the meaning of the passage, which should lead them to an understanding of the grammar. Once this is done, you can look at the grammar explanations

if you have less able and confident students, you can move directly on to the explanations once you have made sure the general meaning of the text is understood, returning to look at the examples of the grammar topic in bold in the text when the students have a clear understanding of the topic.

## Using the grammar explanation sections

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You can get the students to read these aloud, or you can read them to the students. It is always useful to hear, as well as read, the example sentences, because it's always easier to understand and remember when there is a richer context and more stimulus. As you go through the explanations, check to see if the rules you have managed to elicit and have written on the board correspond with those in the explanations. It is very gratifying for the students to find they have guessed, or worked out a rule correctly, and they will find it easier to remember the new information this way. However, some students are not accustomed to this approach and prefer to be led through the explanations before discussing the rules. If you can lead your students towards the inductive approach, they will eventually find it more effective, and more fun.

It could also be useful to encourage the students to come up with more example sentences illustrating each grammar point for themselves, just to check that they really have absorbed the concept and understood the formal aspects.

When you have read and discussed the explanations you can move directly on to the exercises.

## Doing the exercises

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These can be done in class, or you can set them as homework to be done individually after reviewing the opening passage and the explanations.

If you are doing the exercises in class you can do them as a whole-class activity, eliciting the answers and writing them on the board, or the students can work individually or in small groups. If the students are working in pairs or small groups, try to encourage them to discuss the answers in English. They should be free to refer back to the previous page to check the explanation boxes.

## Marking the exercises

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As the exercises are all in the form of dialogues, stories, articles, etc. you can ask students to read out their finished texts and check that the answers are correct. This provides practice in pronunciation and intonation, and enables students to discuss their answers and correct each other. There are quite a lot of dialogues, so these can be read aloud by pairs or groups of students.

When you have discussed the answers to the exercises you can go back to the explanations to clarify the reason for any errors that might have occurred.

## Extension activities and homework

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You may then like to take the exercise as the starting point for a role-play activity, or a general discussion on a topic introduced in the exercise. You may like to set a piece of written work for homework, based on one of the exercises, and using the particular grammar item you are covering. You will find some ideas for this kind of activity later in this teacher's guide.

## Using the review units

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The review units in *Pre-Intermediate Real English Grammar* can be used in one of two ways:

- since they cover the material from a section of related units, they can be used

as an assessment test before studying those units, in order to see which areas particularly need attention

- they can be used after the units have been covered to check that the various aspects of the grammar item have been understood and remembered.

They also act as revision exercises, to confirm and consolidate the information students have learnt.

## Using the Answer Key

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The Answer Keys to the exercises from both levels of *Real English Grammar* are contained in a detachable booklet in the back of each book, as well as in this Teacher's Guide. The detachable booklet makes it easier for the students to check their answers as they don't need to flick back and forth between the exercises and an answer key at the back of the book. Of course, it can also be used by the students to mark their own work – or taken away completely so there is no temptation for them to 'cheat'!

# Suggested lesson plans for pre-intermediate level

## Sample lesson 1

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This is based on Unit 4, page 12, present simple of *be*, negatives and questions.

- 1 Play the CD of the opening text (or read the text aloud) with your students' books shut. Play it again if the students want to hear it again. Then open the books and play it again with the students reading the text as they listen. As this text is a dialogue, you could also ask two students to read it aloud for the class.
- 2 Now ask the students to list words or phrases they are not sure of in the text. Always encourage the students to make a guess as to the meaning of the words, and make it clear that understanding the general sense of the passage is the important thing – they shouldn't allow themselves to get bogged down in minute detail. The vocabulary is quite simple, but there are some more colloquial expressions, such as 'Freddy's fine' and 'Thank goodness!'. They should be able to guess the meaning of these from the context, but they might need an explanation if they can't do so.
- 3 Now choose a student to begin asking the rest of the class, or individuals in the class, the meaning of words or phrases they do not know. Demonstrate the questions they need to ask:  
'Carl, ask the class if they know what the word *jacket* means. Like this:  
'Does anyone know what *jacket* means?' or ask an individual, like this:  
'Lola, do you know what *hungry* means?' or ask someone if they can guess the meaning, like this:  
'Can you guess what it means?' etc.  
Ask the students to answer in English, if possible. You can also ask what kind of word it is (verb, noun, adjective, etc) If someone knows, or guesses correctly, what the word means, get those who didn't know to write down the word and the meaning in their vocabulary notebooks.  
If no one knows the meaning, ask someone who has an English / English dictionary on their desk, or if there is a class dictionary, to look it up and tell the class what it means. In the case of phrases, you will have to explain them. Then ask the students to write them down. Try to get someone different to look up the word each time. When you have covered all the vocabulary from the text you can then do the next steps listed.
- 4 Discuss with the students what kind of text this is. You could ask questions like:  
'Where do you think this text comes from? Is it part of a novel? Is it from a letter? Is it from a film script or a play?'  
You could also ask if they think it is a real conversation or fictional, and the reasons for their answer. You can use words like *conversation*, *dialogue*, *chat*, etc. and talk about the question of formal and informal conversation.
- 5 Ask the students about the characters and the setting. How old are they? Are they friends or relatives? Where are they? What are they feeling? Is anyone else present who does not speak? Who?

(These first steps apply to all the units, though, of course, the particular questions you ask will vary, depending on the nature of the opening text. From this point on you can focus in on the particular grammar topic of the unit.)

- 6 Now ask the students to look at the words in bold in the text. Some of them are negative and some are interrogative, (though you may prefer to call this *question form*). You can ask the students to explain to you how you make these two forms, and also ask about the contracted forms. You can write on the board the information elicited from the students.
- 7 Next you can go through the explanations – either by reading them aloud to the class, or asking the students to read them for themselves. Your students will have met some of this information at elementary level, but they may not have ever studied grammar formally before, so it is worth clarifying all the details. This will also get them used to ‘thinking grammatically’ and using grammatical terms and words like *apostrophe*, etc. You should point out where the rules match those you have elicited from the students and written on the board. Be sure to compliment the class when one of the rules matches.
- 8 Now you can move on to the practice exercises. These can be done as a whole-class activity (which might be appropriate if the class is already quite familiar with these structures), as individual work, or in pairs. Any unfamiliar words or expressions can be dealt with in the same way as in the initial texts, with the students adding any new items into their vocabulary notebooks. Try to encourage them to talk in English as much as possible while they are working on the exercises. While they are discussing the exercises it is important not to be too worried about their grammar, otherwise they could become anxious and reluctant to talk. Students can write their answers on a separate piece of paper or directly into their books.
- 9 Marking the exercises can be an integral part of the lesson, or it can be done in your own time. If you are doing it in class, you can get the students to read their answers aloud (as they are both in the form of dialogues) or you can ask them to swap papers and mark each other’s work. As it is important how they have written their answers (with the correct contracted forms) you will need to see these as well as hear them spoken.
- 10 As always, it’s good to give positive feedback as well as negative. When an answer is correct this should be commented on just as much as the mistakes, in order to provide encouragement and reinforcement to students.

### **Extension exercises**

These are designed to practise the form, as well as to encourage fluency, good pronunciation and the enlarging of vocabulary and natural use of idiom. You can be quite tolerant of mistakes in everything except the particular grammar issue in question here (i.e negatives and questions with *be*).

- Students could work in pairs and make up a role-play dialogue about enrolling in an English course. One person could take the part of a new student, and the other the receptionist. The receptionist could write down the details of the new student. You could write up some useful phrases on the board, such as:
  - ‘I’d like to enrol in an English class, please.’
  - ‘What level are you?’
  - ‘Are you French / Japanese / Pakistani?’ etc.

'What's your name?'

'How much / how long is the course?'

'Who is my teacher?' etc.

Students could write down or memorise their dialogues and perform them for the class.

- In order to practise lots of negative forms you could then play a guessing game. The following game is particularly successful with younger students, but adults also enjoy it. Two students go out of the class while the others hide an object somewhere in the classroom. The two students then come back into the room and they have to take it in turns to ask questions about the identity of the hidden object while the other students reply.

'Have you hidden a book?' 'No.'

'Is it a bag?' 'No, it isn't.'

'Is it a coat?' etc.

When they have discovered what the item is, they must find where it is, without touching anything.

'Is it under the table?'

'Is it behind the door?'

'Am I close to it now?' etc.

You could try this with more than one hidden object, in order to practise the plural forms.

'Are the two things the same?'

'Are they in the cupboard?' etc.

You could even offer a small prize for students who guess the objects and find them in less than ten questions.

## Sample lesson 2

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This is based on Unit 50, page 118, space prepositions *under*, *behind*, etc.

- 1 Play the CD or read the dialogue with the students listening with their books closed. Then ask them to open their books and read or play it again, and ask them to follow the dialogue as they listen.
- 2 Ask the students to underline any words they are not sure of and ask them to guess their meaning, ask each other, or look them up in a dictionary (as in stages 1–5 in Sample lesson 1.) If they are not sure of the meaning of the prepositions in bold, ask them to look at the pictures below in the explanation section.
- 3 Now select two confident students to read the text aloud. Ask the rest of the class to listen very carefully, and then ask them to comment on any problems with the students' pronunciation. This is a useful and fun activity and helps to sensitise students to the fine points of pronunciation.
- 4 At this stage you could initiate a discussion about footwear – what kind of footwear your students like to wear and what they don't, and what other kinds of footwear other people wear, (e.g. footballers, teachers, parents, etc). You could ask what is the most expensive kind of footwear, and where is the best place to buy shoes in your area. You could also ask when they last bought a pair of shoes or boots, and ask them to describe them.

- 5 You can now move to the explanation section and make sure all the students understand the pictures and the texts with each one. You could demonstrate the positions by putting objects on the table and moving them into the relevant positions (*under* the book, *above* the table, *behind* the pen, etc), and asking the students in turn where the things are. This exercise is good for reinforcing the information, but should not go on too long at this stage. In order to demonstrate the meaning of *in the front* as opposed to *in front of* you can show something written on the first page of a book (i.e. in the front of the book) and put something in front of the book on the table. You can also explain the difference between *at the front* and *in the front* if this question arises, by demonstrating with an object at the front of the table or shelf and something in the front of an enclosed space, for example, the car in the picture, or a box or drawer.
- 6 You can now move on directly to the exercises. These can be done orally at first if you are doing them in class. You could first look at the picture accompanying Exercise A with the students and make sure they know all the vocabulary needed – i.e. *sofa, curtain, fireplace, toys*, etc. These words should be written on the board, with a little sketch of each thing if they are not familiar with the words. The students could then work in pairs and do one question each. Then they should write down their answers, either in the book or on a separate piece of paper.
- 7 The same process should be used for the second exercise. Check that they know the meaning of all the names of food items in the exercise. After you have done the exercise you could discuss the types of food in the picture: whether those items are available in your area, or where your students come from. You could also discuss whether people personally like the items and if they have ever tasted some of them, which herbs or spices they use and which vegetables they use. This will involve quite a lot of discussion about the names of local foods in English and you could make a list on the board of unfamiliar words (for example, *oregano, chillies, garlic*, etc). If there is time, you could ask some students who are keen on cooking to write down their favourite recipe for the class to try.
- 8 When you have marked the exercises and discussed any errors people have made, there are some extension exercises you can try to reinforce the information you have covered in the lesson. Remember, the extension exercises don't need to be only on the particular grammar point, but can also serve a very useful purpose in developing confidence and enjoyment in using English in a variety of ways.

#### **Extension exercise 1**

- Ask the students to imagine their own room at home, (or a work place, or an imaginary room), and think of ten objects that they have in this room. Ask them to close their eyes and imagine clearly where these things are and then write ten sentences describing where they are, with as much detail as possible. Tell them it doesn't have to be true information, but they must have a clear image of it in their minds. You could give them some example sentences, such as:  
     'My TV is in the corner of the room, under a picture of my family.'  
     'My dictionary is on a bookcase beside the window.'  
     'A red rug is on the floor in the middle of the room.', etc.

When all students have written ten sentences, ask them to swap papers with the person next to them and then try to draw a picture of the person's room

from the information in the sentences. They must not ask any questions at this stage.

When they have finished, ask them to show the other person the sketch and see whether it looks anything like the person's room. If some students are reluctant to try drawing, they can just do a schematic plan with labelled boxes representing the items. They may like to show other pairs their sketches. Some of the best, or the funniest, could be stuck up on the wall, with the text beside them.

- A useful exercise for practising prepositions of place is a 'spot the difference' activity. Although this will need a little preparation, once you have produced (or found) suitable pictures and photocopied them they can be used again with different classes for a number of different purposes. Appropriate subjects for pictures could be a sporting event, a playground, or an office with people involved in different activities. A shop window or market selling different items is also a good subject.

Make two copies of the picture and cut out various figures or objects from both of them and stick them in different places on two separate sheets of paper, so there are the same items but in different positions on each sheet. However, ensure that a few of the items are in the same positions on both sheets.

The students can work individually or in pairs and are given a copy of both pictures to look at. They have to try to write down as many differences as they can in a given amount of time – say five minutes. They should then read their answers aloud and see who has the most that are correct both grammatically and factually. You can give them an example sentence such as:

'In picture A the girl throwing the ball is in front of the fence. In picture B she is behind the fence'. Or

'The stall selling apples is on the left, above the hotdog stand in picture A, but in picture B it is on the right, below the flower stall'.

This can also be done as a communicative exercise, with students working in pairs or small groups and having one picture each. They then have to ask questions about where things are and put a tick if they are in the same place and a cross beside the items that are in different places. They could then write down the differences.

- You could have a useful discussion with the class about their shopping habits. You could ask individuals questions like:

'Do you go to the supermarket?'

'How often do you go?'

'How much do you usually buy when you go?'

'Do you buy things from other kinds of shops, or the market?'

'Do you have things delivered to your house', etc.

You could make a list of things that people buy from the supermarket and things they buy from other places. If there is no supermarket in your area, you could discuss where people get their food from and what variety of things are available. If appropriate, you could discuss the value of organic produce and issues surrounding the value of eating local produce and the problems of transporting food long distances. Food is a subject most people are interested in from many different perspectives and there are lots of possibilities for interesting discussions, around issues such as diet, cuisine, the politics of food and agriculture – the list is endless.

## Sample lesson 3

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This is based on Unit 63, page 148, present and future passives.

Follow the first five stages of the previous lesson plan, allowing the students to hear the dialogue at least three times and to read it for themselves. Make sure they have got all the vocabulary and that they understand that the words in bold are passive structures.

- 6 Now go through the explanation boxes in the same way as described above. Passives are a bit more demanding than some of the other areas covered in the book and you may therefore need to go through the explanations with them, rather than leaving them to read them alone. It is always a good idea to ask more confident students from the class to read the example sentences aloud for the class, because hearing and saying the correct use of the form helps students remember the form better than just reading it silently.

The *use* boxes are particularly important and you must check that the class really grasps the significance of the passive. If it doesn't seem to be clear to them, look at the opening text again and focus on the words in bold. Ask them who did, or is doing, the action, for example: 'Who has booked Geoff's room?' and 'Who is cleaning his room?' If the students know, or guess, who it is, ask them if it is important to the people in the picture *who* is doing the action. Do the same with the other examples in bold, until you feel that everyone in the class has got the idea.

- 7 Now move on to the exercises, which can be done in class, or set as homework. Follow the tips in the previous sample lesson for different approaches to the exercises.

You could start Exercise A by asking individuals to describe what is happening in the picture, before reading the exercise. You could say

'Can you see the man in the suit in the middle of the picture?'

'What is he doing?'

'What is the blonde woman doing?'

'What is the woman standing in the middle doing?' etc.

When you have covered all the important vocabulary in this way, you can move on to the exercises. These can be done in pairs, orally first, then writing the answers in the book or on a separate piece of paper. Make sure the students know who the characters in the picture are.

'Which is the manager of the Fortescue gallery?'

'Who is Guido's agent, Marco?'

'What does an agent do?', etc.

There is quite a lot of useful vocabulary and material for stimulating discussion in this exercise. You can also ask the students their opinion of modern art and which are their favourite painters.

- 8 Marking can be done in class, with the students reading out their answers, or swapping them and marking each other's, or you can mark them in your own time outside the lesson.
- 9 It is then important to cover any problems that students may have had with the exercises by going over the appropriate explanations again.

Exercise B also takes the form of a dialogue, so, when all students have read it through, they could work in pairs and each take the part of one of the women. They could then do the exercise orally and discuss the answers together. Then they can write down their answers in the book, or on a separate piece of paper.

### **Extension exercises**

- The opening dialogue between the hotel receptionist and Geoff could be used to spark off a discussion on staying in hotels. You could ask the students to share any experiences they have had with either working in or staying in hotels. You could make a list on the board of all the different places people have stayed, together with a comment about the hotel or place. This exercise need not focus on passive forms, but, instead, can get students to practise vocabulary useful for this topic and on expressing opinions about something in the past.

- You could find, or write, three simple texts and ask the students to divide into three groups. Give each group a copy of one text and ask them to put the sentences you have previously underlined or highlighted in the passive. Appropriate types of sentences might be:

‘Some people are decorating my house at the moment. They are going to paint the outside of the house pale blue’.

Now ask the students to pass on to the next group their new text with passive forms:

‘My house is being decorated... the outside of the house will be painted pale blue...’.

Then ask the next group to put the passive sentences into the negative:

‘My house is not being decorated... it won’t be painted pale blue’.

When this is done, hand the paper on to the next group and ask them to put these sentences into the declarative (i.e. not passive):

‘No one is decorating my house... nobody is going to paint the outside of the house pale blue’, and then into the affirmative:

‘Someone is decorating my house – they are going to paint the outside...’.

This final version should be passed back to the original group. They must compare the results with their original text and see how close the final version is.

Each group could then present their findings to the other groups, explaining what the differences are and why they might have happened. There are, of course, several different ways to make the future and also to define the agent in an impersonal construction. This is not a test for getting the right answer (as there are several ways of saying the same thing) but it should teach and reinforce the various types of future forms and passive structures.

# Suggested lesson plans for intermediate level

## Sample lesson 1

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This is based on Unit 2, pages 6–9, articles.

- 1 Play the CD of the opening text (or read the text aloud if you don't have the CD), with your students' books shut. Do this again if the students want to hear it again. Then open the books and play it again with the students reading the text as they listen.
- 2 Now ask the students to list words they are not sure of in the text. Always encourage the students to make a guess as to the meaning of the words. Make it clear that understanding the general sense of the passage is the important thing and that they shouldn't get bogged down in minute detail.
- 3 Now choose a student to begin asking the rest of the class, or individuals in the class, the meaning of words they do not know. Demonstrate the questions they need to ask:

'Carl, ask the class if they know what the word *actor* means. Like this:

"Does anyone know what *actor* means?"

"Ask Lola if she knows what *amazing* means."

"Can you guess what it means?" etc.

Ask the students to answer in English, if possible. You can also ask what kind of word it is (verb, noun, adjective, etc).

If someone knows, or guesses correctly what the word means, get those who didn't know to write down the word and the meaning in their vocabulary notebooks.

If no one knows what it means, ask someone who has an English / English dictionary on their desk, or if there is a class dictionary, to look it up and tell the class what it means. Then they should all write it down. Try to get someone different to look up the word each time. When you have covered all the vocabulary from the text you can then do the next steps listed:

- 4 Discuss with the students what kind of text this is. You could ask questions like:  
'Where do you think this text comes from?'  
'Is it part of a novel?'  
'Is it from a letter?'  
'Is it from a film script or a play?'

You could also ask if they think it is a real conversation or fictional and the reasons for their answer. You can use words like *conversation*, *dialogue*, *chat*, etc. and talk about the matter of formal and informal conversation.

- 5 Ask the students about the characters and the setting. How old are they? Are they friends? Where are they? What are they feeling?

(These first steps apply to all the units, though of course the particular questions you ask will vary depending on the nature of the initial text. From this point on you can focus in on the particular grammar topic of the unit.)

- 6** Now ask the students to look at the words in bold. What kind of words are they? Look at the use of *a*, *an* and *the* and see if you can elicit from the students a pattern of meaning that explains why sometimes the definite article is used and sometimes the indefinite. You don't need to introduce these terms if you don't want to, as they are introduced in the explanation boxes.
- 7** Write any findings on the board, even if they are not correct. You can correct them at a later stage in the lesson. Encourage discussion among the students (preferably in English) and try to give everyone a chance to speak, not just the most confident and knowledgeable students.
- 8** If you have succeeded in eliciting some rules and have written them on the board, or if the students are not able to come up with any rules, move on to studying the explanation section. You can read the explanations aloud and then ask individual students to read the example sentences. If this subject is already very familiar to the students, you can instead ask them to read through it and ask you, or each other, if there is anything they don't understand. As this is a subject which they should have covered at pre-intermediate, or even elementary, level, you may find you can go straight to the exercises. It is important to be sensitive to the students' needs in this respect and not labour points that they are very familiar with. This unit should be useful at intermediate level more as revision and consolidation of knowledge they already have. You can always return to the explanation pages if there are still problems revealed by the exercises.
- 9** If the students need some extra consolidation at this point, you could ask them to talk about the things in the room, (or in a picture, or out of the window,) and what they are made of:
- T: Tell me about five things that you can see in the room. What do you think they are made of?
- S.1: There's a picture on the wall. It's made of paper. There's a clock on the wall. It's probably made of plastic. There are lots of chairs, which are made of wood / plastic / metal, etc. The table is made of wood and painted white, etc.
- 10** The exercises can be done in class, or set as homework. If you decide to ask students to do the exercises at home, make sure you tell them to re-read the opening passage and check the explanation boxes before doing the exercises. If you do the exercises in class, you can either do them as a whole-class activity, or divide the class into small groups or pairs and ask them to work on them together, discussing any questions of meaning or grammar and reading the texts aloud. You can ask them to write their answers on a separate piece of paper, or directly in the book, if you prefer.
- 11** There are several possible ways of marking and correcting their work:
- you can get students to use the Answer Key booklet and mark their own work if they have been working in pairs or groups
  - you can get them to swap books with the student next to them and mark each other's work if they have been working individually
  - you could also get one student to read out their answers and ask the rest of the class if they think the answers are correct. This can promote some useful discussion.
- Try to encourage the students to discuss the answers in English. If there are

any serious problems with the answers, you can go back to the explanations page and direct their attention to the relevant box and read through it again and then go back and look at the exercise again in the light of that.

If there are still problems with articles, don't worry. This is an area that many students find difficult and there is plenty more practice on this topic in the course of the book. You will need to draw their attention to particular uses of articles in any of the other texts and this will reinforce what they have learnt in this unit and help them to start noticing grammatical features for themselves.

### **Extension exercises**

There are many simple extension exercises possible with minimal or no preparation necessary.

- You could ask students to work in pairs and act out a scene similar to the opening text in the unit, in which they are in a café and someone very famous is also in the café. They can choose someone they admire very much, or someone they don't like at all. They can refer to how they know about them, what they know about them, what the person looks like and how they feel about seeing them so close. They can also decide if they are going to go and speak to them or not and what happens if they do.
- You could ask the students, in pairs, to imagine that they are on holiday somewhere interesting. They should discuss together what they are each going to buy for someone close to them (a relative, or a good friend) as a souvenir from their holiday. They can mention other things they have given to them or others and talk about the kinds of things available in their holiday location. Then they could imagine they are in a shop, buying the article they have decided on.
- You could find, or invent, a general knowledge quiz for the students, using facts they are likely to know, using local information or, if in a mixed class, using general information like the questions in the book. (There are plenty of quizzes on a variety of topics available on the Internet which you can find simply by typing in 'general knowledge quizzes', and choosing the most appropriate site.) Or you could divide the class in half and each group could make up their own set of quiz questions and write them down. You could then have a competition to see which group gets better marks.

## **Sample lesson 2**

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This is based on Unit 45, pages 174–177, adjectives.

Follow steps 1–5 as in Sample lesson 1, listening to the text, reading and listening at the same time and then discussing the vocabulary and the general nature of the text.

- 6 Then you could ask some more detailed questions that involve an understanding of the nature of an adjective.

'What was the weather like?'

'Tell me something about the two people in the story.'

'What was the house like?'

'Where are the people standing?'

'What did they see?'

- 7 You could also ask about the picture. Ask the students to describe the house and the car and the two people. This should involve the use of some adjectives.
- 8 Now ask the students what kinds of words are in bold in the text. Ask where adjectives go in relation to the nouns they are describing. You can also draw their attention to those nouns that have more than one adjective and ask what happens when there is more than one. Write down students' findings on the board.
- 9 Now look at adjectives used to complement verbs. Do the adjectives appear before or after the verbs? And what happens when there is more than one adjective after a verb? By looking at this you should be able to elicit from students the basic rules for the use of adjectives. Write down their findings on the board.

If your students are already quite confident with the use of adjectives, you can go straight on to the next step.

- 10 Read through the explanations boxes, checking the rules against the findings you have written on the board. Be sure to make a point of complimenting students on how accurate and successful their findings were, because this will increase their confidence and accustom them to making their own observations in the course of their reading. You may want to get the students to read sections of the explanations aloud for pronunciation practice.

Make sure that they all understand the vocabulary in the examples. If there are any words they don't know, go through the same procedure as before and get them to add the words to their list. If the students are very confident with this stage, you can move on to the exercises.

- 11 However, if this is new territory for students then ask them to describe things in the class, or experiences they have had, until they are responding confidently. Now you can move on to the exercises.

If you do not have time to do the exercises in class, you can set one or more of them as homework. If you do this, it is a good idea to have a quick look at the exercises together first and answer any questions they might have about the nature of the exercises. You can also explain the format (in this case, A is a continuation of the initial text, B is from a letter and C consists of descriptions from a catalogue). You can point out that it is a good idea to cross off the words from the box at the top of Exercise B as you use them. You may prefer to get the students to write their answers on a separate sheet of paper rather than in the book.

- 12 The first exercise is a continuation of the story in the initial text. You can choose now whether to get the whole class to do the exercises together, or ask one student to do the first one and another the second and so on. Or you can ask them all to do the exercise individually in silence. If they need to, they can look up words in their dictionaries, or ask each other. Try to stop them talking to each other in their own languages, although this should not be absolutely forbidden. It is sometimes useful for them to discuss problems together in their own language, if they are having difficulty. If you have time, do all three exercises.
- 13 Marking can be done in the same ways as for the previous sample lesson (i.e. using the Answer Key booklet with students marking their own work, marking each other's, or individuals reading their answers aloud and being

corrected by the class, with lots of discussion (in English) as to why an answer might not be correct). If there are any serious problems with the answers, you can go back to the explanations page and look again at the relevant box, then go back and look at the exercise again in the light of that.

### Extension exercises

There are many possibilities for useful extension exercises with this particular grammar topic. Extension activities should be designed to help develop all areas of English and not just the topic of the unit.

- You could ask the students to write a description of something that happened to them, or to make up the beginning of a fictional story, using at least one adjective in every sentence.
- You could ask them to describe something and get the rest of the class to guess what it is. Ask them to keep their hands behind their backs when they are describing it, so they don't inadvertently show the shape with their hands. If the class can't guess what it is, ask the student to add some more adjectives, or to say what the thing might be used for, until someone guesses what it is. Suggest that they avoid describing each other (as they might not be very complimentary and feelings can be easily hurt!).
- A game of 20 questions is useful for practising questions and answers with adjectives. One student thinks of an object and says whether it is animal, vegetable or mineral. If the students are not familiar with these terms, you must explain them first. Then the students take it in turns to ask questions about the object, to which the student can only answer 'yes' or 'no'. For example:

S.1: This thing is vegetable.

S.2: Is it green? S.1: No.

S.3: Is it small? S.1: No.

S.4: Can you eat it? / Is it edible? S.1: No.

S.5: Is it made of wood? / wooden? S.1: Yes.

S.6: Is there one in this room? S.1: Yes.

S.7: Is it a chair? S.1: Yes.

The students continue asking questions, which you write on the board, until either 20 questions have been asked without the identity of the object being discovered, or someone guesses it. If no one guesses it, the student can have another turn, but if someone does, the one who guesses has a turn.

## Sample lesson 3

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This is based on Unit 16, pages 62–65, the past continuous

Follow steps 1–5 as above. There is quite a lot of demanding vocabulary in this text, but all of it can be deduced from the context and the illustration.

- 6 If you have time and you are using the CD, ask the students where they think the reader comes from. If they don't know, ask if they can guess. Then draw the students' attention to the pronunciation of the vowels (for example, the 'i' in the word *private*, and the 'oa' in *soaking*) and also the pronunciation of the dark 'r' in *23rd birthday*, etc. In the word *whispering*, the 'h' is aspirated more than in standard southern English (RP), and the 'th' in the name *Kathleen* is pronounced more like 't'.

- 7 The passage illustrates clearly the different uses of the past simple and the past continuous, though the focus is on the latter. However, you can, if you wish, draw attention to the past simple verbs in the text. Ask the students to identify them and explain to you why they are not in the past continuous.
- 8 Now work through the explanations boxes with the students, or ask them to do so individually or in pairs. In grammatical terms this subject is fairly straightforward and relates directly to the present continuous, so they shouldn't have very much difficulty with the form once they have grasped the concept.
- 9 Section 5 of the explanations refers again to the verbs that are not often used in the continuous. This is a very important 'rule' of English and cannot be repeated often enough. It is one of the most common errors that foreign speakers make when speaking English. If your students are still unclear about this, refer them back to Unit 17, where it is covered in more detail.
- 10 Most of the exercises involve making a choice between the continuous or simple past form. Sometimes the difference is very subtle, but once the concept is clear they should be able to make an intelligent guess. The exercises can be done individually, or in pairs, or, if the class is already confident with this topic, they can do them altogether as a class activity, taking it in turns to read their sentences with the correct verb form aloud. This is, then, equally a pronunciation, reading and grammar activity and should thus be useful to everyone.
- 11 If you ask the students to do this work individually, it's a good idea to ask them to write down their answers on a separate piece of paper, so they can then swap answer sheets and mark each other's work.

### **Extension exercises**

- The initial text in this unit is particularly well adapted to pronunciation practice, so it would be useful to ask the students to practise reading it aloud and then to ask them to record their performances. Two students could work together and record half the text each. If they are very confident, you could ask them to try using some Irish pronunciation! This is usually a very amusing activity. Then you could play back the recordings and ask the students to judge: (a) which one is the most accurate (b) which the most emotional and moving and (c) which the most Irish!
- Find a picture of a busy scene (such as a marketplace or a sports ground) and give a copy of it to each student. Tell them to choose a person in the picture to represent themselves (literally 'putting themselves in the picture') and then ask them to describe what was happening, as if they were there. Ask them to write five or six sentences about it. Tell them they can write down anything they want; for example, 'My mother was trying to buy some squid', or 'My friend Jason broke the high jump record!' Write two sentences on the board, from your own imagination, showing a past simple and a past continuous example.

Then ask a student to read her or his sentences and ask the other students to guess which person is her, or him and who are the other people they are writing about.

- Exercise D is an interview with a chef. Ask the students to read the second paragraph of the text, where he talks about his life and his job and his attitude to food and cooking. Ask the students if they agree with the opinion

he expresses in the last sentence. Is traditional food best, or is it important to adopt modern and foreign types of food? Food is usually a popular topic for discussion, both in mixed-nationality classes and within one culture and people of both genders often have very strong ideas about it. You could ask them to define what is special about their own cuisine and define its unique qualities and maybe its negative points, too. You could ask them if their grandparents cooked and ate differently from their parents and what the differences were and, perhaps, why. Then you could ask them to talk, or write, about an experience of foreign food, whether good or bad.

If, unusually, your students are not very interested in the subject, you can change the topic to music or art.

For a homework exercise, you could ask your students to write a report, using the past tense, of a visit to a restaurant serving foreign food. This could be either real or imaginary and should describe what happened while they were eating (e.g. Was there music playing? Were the other customers talking loudly, or sitting silently? etc).

- Ask the students to make a list of the words in the original text that paint the picture of the two scenes. For example, they might include for the first half *miserably, icy, pounding, trickling, rough*, etc, and for the second *white-painted, singing, whistling, his birthday sweater, whispering*, etc. It doesn't matter if they have all chosen different words. Now ask them to write a poem, or, if they are too unsure to try that, a short paragraph, using the words they have chosen. Remind them that grammar is much less strict in poetry and that it is actually easier to write than prose! You could give them an example of a modern English poem to demonstrate this, if you want to. You could set this as homework, or give them ten or fifteen minutes in class to do this. Remind them that it doesn't have to be serious – they could write something humorous if they wanted to. Then ask them to read their creations aloud to the class. This is often quite difficult initially, as people are very nervous about possibly looking stupid. However, if you repeat this from time to time, they will get more and more confident and really enjoy listening to each other's work.

It is important not to mark this work in the same way as you would a grammar exercise. So don't use any red pen!

Then take the most interesting and photocopy them, or ask the students to write them out again if they are not very clearly presented (perhaps even with an illustration if you have some artistic students) and stick them on the wall.

- Ask the students to think about the lesson they have just done and imagine that it happened the previous week. (This will avoid the use of the present perfect *we have studied*, etc.) In pairs, they should write a report of what happened in the class. Ask them to say what they did and how they felt about it. Give them some examples such as:

'Last week we did Unit 16 from *Real English Grammar*. First we read the story of Michael Donnelly and while we were reading, the teacher played the CD. The teacher had to stop the CD because some of the students were talking!' etc.

Try to include some past continuous verbs in your examples. Tell them what they write doesn't have to be true, but it should be about both the work and what the students and the teacher were doing and what they felt about the events.

# Summary

Learning the various forms of English grammar is only a very small part of being good at grammar. The concept behind the grammar item is the most important thing: errors in the *form* of a grammar item are not. If a student writes, or says, for example: 'We *was* talking about football during break time', it is clear that they have correctly understood the need to use the continuous form, so the error in the auxiliary verb is only a small detail that can be easily rectified. The student should be praised for this and then asked to find the small error themselves and to correct it.

Although several of the extension exercises do not exclusively practise or test the grammar topic, they are still very useful in consolidating the essential point behind the lesson and encourage autonomy and confidence in using grammar (and vocabulary) creatively. This is the essence of the philosophy behind the book: to encourage enjoyment in the use of language and develop confidence and pleasure in its creative use.

Remember to praise correct answers and don't just comment on errors.

Do as much spoken work as you can in the course of the lesson since many students learn and remember best when they can be actively involved in speaking and reading aloud.

Try to encourage the exclusive use of English in the classroom, but – especially with lower level students and those with very little confidence in speaking English – you should always be flexible and allow a certain amount of use of the native language(s) if this seems beneficial in building confidence. Try to speak in English at all times yourself, even if the students are speaking your / another language!

I hope you and your students will enjoy the stories and articles in the book and that grammar teaching will be a positive experience for you. Remember, *fluency* is the goal at this level, not perfection!