

CAMBRIDGE

GRAMMAR **AND** BEYOND 2

Second Edition

Teacher's Manual

Better
Learning

GRAMMAR AND BEYOND 2

Second Edition

Teacher's Manual

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.
It furthers the University's mission by disseminating knowledge in the pursuit of
education, learning and research at the highest international levels of excellence.

cambridge.org
Information on this title: www.cambridge.org/9781108747851

© Cambridge University Press 2021

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First published in 2013
Second edition 2021

ISBN Teacher's Manual 978-1-108-74785-1 Digital Book

Additional resources for this publication at www.cambridge.org/grammarandbeyond

Cambridge University Press has no responsibility for the persistence or accuracy
of URLs for external or third-party internet websites referred to in this publication,
and does not guarantee that any content on such websites is, or will remain,
accurate or appropriate.

Contents

Introduction	4
General Teaching Suggestions.....	6
Audio Scripts.....	11
Answer Key	22

Introduction

Grammar and Beyond is a research-based and content-rich grammar and academic writing series for beginning to advanced-level students. The series focuses on the most commonly used English grammar structures and practices all four skills in a variety of authentic and communicative contexts. It is designed for use both in the classroom and as a self-study learning tool.

A Unique Approach

***Grammar and Beyond* is Research-Based**

The grammar presented in this series is informed by years of research on the grammar of written and spoken English as it is used in college lectures, textbooks, academic essays, high school classrooms, and conversations between instructors and students. This research, and the analysis of over one billion words of authentic written and spoken language data known as the *Cambridge International Corpus*, has enabled the authors to:

- Present grammar rules that accurately represent how English is actually spoken and written
- Identify and teach differences between the grammar of written and spoken English
- Focus more attention on the structures that are commonly used, and less on those that are rarely used, in writing and speaking
- Help students avoid the most common mistakes that English language learners make
- Choose reading topics that will naturally elicit examples of the target grammar structure
- Introduce important vocabulary from the Academic Word List

Realistic Grammar Presentations

Grammar is presented in clear and simple charts. The grammar points presented in these charts have been tested against real-world data from the *Cambridge International Corpus* to ensure that they are authentic representations of actual use of English.

Data from the Real World

Many of the grammar presentations and application sections include a feature called Data from the Real World. Concrete and useful points discovered through analysis of corpus data are presented and practiced in exercises that follow.

Avoid Common Mistakes

Each unit features an Avoid Common Mistakes section that develops students' awareness of the

most common mistakes made by English language learners and gives them an opportunity to practice detecting and correcting these errors. This section helps students avoid these mistakes in their own work. The mistakes highlighted in this section are drawn from a body of authentic data on learner English known as the *Cambridge Learner Corpus*, a database of over 35 million words from student essays written by non-native speakers of English and information from experienced classroom teachers.

Academic Vocabulary

Every unit in *Grammar and Beyond* includes words from the Academic Word List (AWL), a research-based list of words and word families that appear with high frequency in English-language academic texts. These words are introduced in the opening text of the unit, recycled in the charts and exercises, and used to support the theme throughout the unit. By the time students finish each level, they will have been exposed several times to a carefully selected set of level-appropriate AWL words, as well as content words from a variety of academic disciplines.

Academic Writing

Every unit ends with an Academic Writing section. In Levels 1 through 3, this edition of *Grammar and Beyond* teaches students to write academically using writing cycles that span several units. Each writing cycle is organized around a writing prompt and focuses on a specific type of academic writing, such as descriptive, narrative, and process. Students move through the steps of the writing process - Brainstorm, Organize, Write, Edit - while learning and practicing new writing skills and ways to incorporate the unit grammar into their writing.

Teacher Resources

A variety of downloadable resources are available on Cambridge One (cambridgeone.org) to assist instructors, including the following:

Teacher's Manual

- Suggestions for applying the target grammar to all four major skill areas, helping instructors facilitate dynamic and comprehensive grammar classes
- An answer key and audio script for the Student's Book
- Teaching tips, to help instructors plan their lessons

Assessment

- Placement Test
- Ready-made, easy-to-score Unit Tests, Midterm, and Final in .pdf and .doc formats
- Answer Key

Presentation Plus

Presentation Plus allows teachers to digitally project the contents of the Student's Books in front of the class for a livelier, interactive classroom. It is a complete solution for teachers because it includes the answer keys and audio.

Communicative Activity Worksheets


Downloadable, photocopiable worksheets organized by grammar topic provide communicative activities to facilitate more in-class speaking practice. Each worksheet has an instructor's page and a student's page.

Student Components

Student's Book with Online Practice

Levels 1 through 3 teach all of the grammar points appropriate at each level in short, manageable cycles of presentation and practice organized around a high-interest unit theme. Level 4 focuses on the structure of the academic essay in addition to the grammar rules, conventions, and structures that students need to master in order to be successful college writers. Academic Writing sections at the end of each unit of every level prepare students to think critically and write successfully in the college classroom.

Digital Workbook

The Digital Workbook provides additional online practice to help students master each grammar point. Automatically-graded exercises give immediate feedback. Each unit offers practice correcting the errors highlighted in the Avoid Common Mistakes section in the Student's Book. Self-Assessment sections at the end of each unit allow students to test their mastery of what they learned. The Digital Workbook has been optimized for use on small or large screens. Look for  in the Student's Book to see where the Digital Workbook is available.

Writing Skills Interactive

Writing Skills Interactive is a self-grading course to practice discrete writing skills, reinforce vocabulary, and give students an opportunity with additional writing practice. It has been optimized for use on small screens and large screens. Each unit has:

- Vocabulary review
- Short text to check understanding of the context
- Animated presentation of target unit writing skill
- Practice activities
- Unit Quiz to assess progress

Kahoot!

Kahoot! is a game-based learning platform that makes it easy to create, share, and play learning games and quizzes in minutes. You can play Kahoot! on any mobile device or laptop with an Internet connection.

Kahoots can be used for review, formative assessment, or homework.

Cambridge has developed a number of Kahoot quizzes for *Grammar and Beyond* – see cambridge.org/kahoot/grammarandbeyond. You can play these Kahoot quizzes before starting a unit as a diagnostic, during a unit as formative assessment, or at the end of a unit to test student knowledge.

To launch a live game in the classroom, find the Kahoot for the level and unit and simply click on "play."

Quiz Your English app

Quiz Your English is a fun way to practice, improve, and test your English by competing against learners from all around the world. Learn English grammar with friends, discover new English words, and test yourself in a truly global environment.

- Learn to avoid common mistakes with a special section just for *Grammar and Beyond* users
- Challenge your friends and players wherever they are
- Watch where you are on the leaderboards



General Teaching Suggestions

This guide provides a variety of strategies to use with recurring unit sections and exercise types in the *Grammar and Beyond* Student's Book.

Student Self-Assessment

Refer to the Scope and Sequence for the theme and grammar topics for the unit. Write them on the board, and ask students to copy them. Then have students do a brief self-assessment by choosing from the three options:

Self-Assessment, Unit _____ Topics _____

- ☐ 1. *I know a lot about this and can use it easily.*
- ☐ 2. *I know something about this but need more practice.*
- ☐ 3. *I don't know very much about this.*

Revisit the statements when you have completed the unit so that students can assess their progress.

Pre-unit Assessment Strategies

Prior Knowledge of Target Grammar

Before you begin the unit, you will probably want to do a brief assessment of students' prior knowledge of the grammar point. A grammar pre-assessment helps you determine whether students understand the meaning of the structure, whether they can produce the form, and whether they are able to integrate it into their writing and spontaneous speech. Here are some ways to help you obtain this information quickly.

- To determine whether students understand the target language, write several sentences on the board using the structure (for example, *John has lived in Washington for 10 years.*). Ask questions to elicit information about the meaning of the sentences. (*Does John live in Washington now? Did John live in Washington five years ago?*)
- To determine whether students can describe and reproduce the form, ask them to identify, for example, the part of speech, verb forms, or auxiliaries of the target structure. (*What is the verb in this sentence? What tense is it? How do you form the present perfect?*) Write two or three fill-in-the-blank sentences on the board, and ask students to complete them with the target structure. (*There _____ several earthquakes this year. The reporter _____ a lot of questions.*) Ask

students to complete the sentences. Walk around and spot-check their answers to assess students' familiarity with the structure.

- If most of the students are able to do the sentence completion, check their ability to use the grammar in a less controlled activity by asking a question to elicit the target language. (*What has the weather been like lately?*) Have them respond in writing with one or two complete sentences. Collect their work so you can assess the class as a whole (and not just a few students). You can also use this information for pairing and grouping later. Note the grammar used in students' responses, but do not correct or begin teaching the structure explicitly at this point. Tell students that they will be learning the structure in the upcoming unit. You may want to save your notes and write the students' sentences on the board when you have completed the unit so they can identify their errors and see solid evidence of their progress.
- If many of your students are able to produce the structure correctly in response to your question eliciting the target language, you can move more quickly through the controlled practice in the unit and spend more time focusing on the more open-ended writing and speaking activities. Tell students that although they may be familiar with the structure, it is your objective to help them put the grammar to use in their speaking and writing.

General Strategies for Unit Sections

Grammar in the Real World

This section introduces the target structure(s) in an authentic context, such as a website or short article. A *Notice* activity draws students' attention to the form or function of the target structures in the text. The following strategies can be used with this section.

Pre-reading/Warm Up

- Direct students' attention to the picture. Ask them to describe it, or ask specific questions about it (*What's happening? Who/Where do you think the person is?*). Ask students about their personal experiences or opinions related to the picture. (*Have you ever done this? How do you feel when this happens to you? What do you think about this?*)
- Ask students to read the title of the text and make one or two predictions about the content. Write students' predictions on the board. After they have read the text, compare their predictions to what they have read.

Pre-teaching the Vocabulary

Before students read, look through the text and make a list of words they may not know. Try one or both of these techniques:

- List the words on the board, and ask students to discuss their meanings in small groups. Ask students for definitions. Make a note of words that students find difficult.
- List the words on one side of the board and their corresponding definitions on the other side (in a different order), and ask students to match them. Have students write down any words that are new. To save time in class, write the words and definitions on separate cards in advance and post them where students can see them.

Glossed Vocabulary

Paying attention to text signals, like footnotes, is an important academic skill. Therefore, you may not want to include the glossed vocabulary among the words you pre-teach. Instead, draw students' attention to the footnote numbers, and encourage them to watch for them while reading. Provide any clarification students need about the glossed words.

Comprehension Check

- To accommodate a variety of levels, have students complete the *Comprehension Check* individually. Write an additional comprehension question or a related question on the board for early finishers to answer.
- If you think the activity is too challenging for some of your students, have them compare their answers with a partner before you review the answers as a class. This gives students a low-stress way of checking their work. Consider pairing students of different levels based on your pre-assessment.

Notice

- The *Notice* activity guides students to find the target language in the text. Explain that scanning quickly for specific words is often an effective way to find the target language (for example, suggest that they look for the words *have* or *has* in a unit on the present perfect). To get them started, have students look at item 1 and tell you which word they should scan for.
- In some cases, you may want students to try to give answers before they look for them in the text. Ask students to share their answers. Then have students scan the article to find the correct answers.
- Have students do the first part of the activity (finding the target language) individually. Then have them work in pairs to discuss the question or complete the final part of the activity.

Grammar Presentations

Each unit includes at least one of these sections, which provide chart-based presentations of the target grammar. They address both structure and usage, and offer examples that reflect the unit theme. The section may also include a *Data from the Real World* box, providing real-world usage notes based on extensive corpus research.

Overview Box

Read the information in the overview box that introduces each set of grammar charts. Explain that this box highlights a key feature of the grammar point. Ask students what the connection is between the introductory information and the example sentences.

Grammar Charts

Teach students the value of the charts as a reference tool. When they make mistakes, ask them to look at the relevant chart to self-correct. If possible, keep a copy of the current chart(s) visible in the classroom for easy reference. Following are some ways to present the charts in class.

Structure Charts

Some charts, like the one that follows, break down the structure of the target language, with target language in bold. Here are some possibilities for teaching structure charts.

Time Context	Wh- Word	Would	Subject	Base Form of Verb	
In the past,	how where	would	I you he/she/it we they	heat	the water?

- Have students start the lesson with books closed. Write one of the examples from the chart on the board. Ask questions to check students' understanding of the grammar. (*What's the subject? What's the verb?*) Write labels above the example so that you are recreating the chart headings on the board. Ask students to provide additional examples to fit the pattern. Then have students open their books to study the chart.
- Have students repeat chorally, or call on individuals to read the questions/sentences in the chart.
- Use the chart to conduct a substitution drill. Call on individuals to say the sentences using, for example, a different verb.