GRAMMAR AND BEYOND

Essentials

Teacher's Manual

Paul Carne
Jenni Currie Santamaria
Lisa Varandani

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CAMBRIDGE
UNIVERSITY PRESS

Contents

Grammar and Beyond Essentials is a research-based and content-rich grammar 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 Essentials 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 Essentials* 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.

Teacher Resources

Grammar and Beyond Essentials offers a variety of downloadable resources for instructors on eSource: esource.cambridge.org. Contact your Cambridge ESL Specialist (www.cambridge.org/cambridgeenglish/contact) to find out how to access the site.

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
- Downloadable communicative activities to add more in-class speaking practice

Assessment

- Placement Test
- Ready-made, easy-to-score Unit Tests, Midterms, 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.

Lesson Mapping Guides

Grammar and Beyond Essentials is designed to be used easily alongside academic English titles from Cambridge University Press. These include: Academic Encounters, Final Draft, Making Connections, Prism, and Prism Reading. Visit cambridge.org/essentials/LessonMaps to download a Lesson Mapping Guide for each title.

Student Components

Student's Book with Online Workbook

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.

Online Workbook

The Online Workbook provides extra practice to help you 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. Look for ▭ in the Student's Book to see where additional online practice is available.

Quiz Your English app

Quiz Your English is a fun new 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 Essentials* users
- Challenge your friends and players wherever they are
- Watch where you are on the leaderboards

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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 each unit. Write them on the board and ask students to copy them. Then have students do a quick 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 quick 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 describe and 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. (*When the twins met, they discovered that they had studied the same subjects. They were very similar even though they had grown up apart.*) Ask questions (*Did they meet first or did they study first? Why is the sentence in the past perfect?*) to ensure that students grasp the meaning of the sentences.
- 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 are the verbs in this sentence? What forms are they? How do you form the past perfect?*) Write several key words on the board. For example, write a sentence with a relative clause if relative clauses are the target grammar structure. Then ask students to

write sentences with the target structure(s). Walk around and spot-check their sentences to assess students' familiarity with the structure.

- If most of the students are able to write correct sentences, check their ability to use the grammar in a more extended activity by assigning a writing prompt. (*What happened in the news yesterday? What caused it to happen?*) Have them respond in writing with a four- or five-sentence paragraph. Remind them to use the target structure if they can. 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 don't 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 keep the paragraphs and write some of the students' sentences on the board when you have completed the unit so they can identify their errors and see evidence of their progress.

If many of the students are able to produce the structure correctly in response to your question, you can move more quickly through the controlled practice in the unit and spend more time on the extended, 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 an 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.