

**UNITS 1-10**

## Grammar Booster

**Note about the Grammar Booster**

Mary will elect to do the Grammar Booster as self-study. If you choose to use the Grammar Booster as a classroom activity instead, included in these pages are some suggestions similar to those found in the corresponding units. There is also space for you to make notes of your own teaching ideas. These may be helpful in the future.

**UNIT 1 LESSON 1**

**Verb be: usage**

- Ask a volunteer to read the rule in the Grammar box. Call on other students to read the example sentences.
- Write the following sentence on the board:  
*Yao Ming is a basketball player.*
- Ask: What's the subject of the sentence? (*Yao Ming*)

**Challenge:** Ask: Is Yao Ming a proper noun, a pronoun, or a noun? (a proper noun)

- Point to the sentence on the board. Ask the class to change *Yao Ming* to a subject pronoun:  
*He*  
*Yao Ming is a basketball player.*

**Verb be: forms**

**Affirmative statements**

- Have a volunteer read the information about affirmative statements. Ask another to read the example sentences.
- Read the subject pronouns and forms of *be* out loud and have students repeat:  
*I am, you are, he is, she is, it is, we are, they are*
- Call out different subjects — proper nouns, pronouns, and nouns — and have students respond with the correct form of *be*. For example:  
*Meryl Streep (is)*  
*the students (are)*  
*I (am)*

**Contracted forms**

- Have students read the information about contracted forms of *be* independently.
- Call on a student to read the contracted forms of *be* out loud and have the rest of the class repeat.
- Explain that contractions of proper nouns + *be* and pronouns + *be* are used in both speaking and informal writing.

**TG1**

- Write the following sentence on the board:  
*He is Chinese.*
- Cross out *He is* in the sentence on the board. Elicit the contracted form:  
*He's*  
*He's Chinese.*

**Negative contractions**

- Have students read the information about negative contractions independently.
- On the board, write:  
*Yao Ming is Chinese. He \_\_\_\_\_ American.*
- Ask for two different ways to fill in the sentence correctly ('s not, isn't).

**Verb be: yes / no questions; affirmative and negative short answers**

- Have students read the information in the box independently.
- Ask:  
*Is Yao Ming Chinese? (Yes, he is. NOT Yes-he's.)*  
*Is Yao Ming American? (No, he's not. / No, he isn't.)*

**Choose an answer ...**

- Before students do the exercise, have them circle the subject in each question (1. they; 2. you; 3. he; 4. she; 5. I; 6. it).
- Ask: *Are the subjects nouns or pronouns? (pronouns)*  
Point out that the short answers also contain subject pronouns.
- Have students complete the exercise. To check their work, have students take turns asking and answering the questions with a partner.

**Option:** For additional practice, have students change the affirmative answers to negative and the negative to affirmative.

**Challenge:** Have students look only at the short answers and write new questions.

**Additional Teaching Ideas**

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Answers Will vary. GRAMMAR BOOSTER Exercise A 1. to come 2. to spend 3. to try, slowing 4. to disappoint, advancing 5. to live, working, bringing 6. to take, doing Exercise B Answers will vary. Following are examples of appropriate responses: 1. going on vacation next week 2. living in the city 3. to have a wonderful family 4. to meet my deadlines 5. getting spam 6. to pursue my interests 7 ...

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