

## 1 DEVELOP AWARENESS

- Ask questions that help students become aware of the form of the structure. For example, for *can* to talk about ability, read the affirmative statements, “I can dance now; she can dance now,” and ask: “How do you form affirmative statements with *can*?” (***can* + base form of verb**) Ask students what *base form* means. (**the simple form without an ending**) Then ask: “Does *can* change when the pronoun changes?” (**no**) Point out that *can* is a modal and it is the same for all pronouns.
- Compare information in the Grammar Charts. For example, for the simple past there are Grammar Charts for the past of *be* and for other verbs. Ask: “How many forms are there for the simple past of *be*?” (**two: *was* and *were***) “How do you form the negative with *be* in the simple past?” (***wasn’t*, *weren’t***) “How many forms are there for the negative with other verbs?” (**one: *didn’t* + base form**) Ask: “Do you use the base form for past *yes/no* questions with *be*?” (**no**) “Do you use the base form for past *yes/no* questions with other verbs?” (**yes**)

## 2 PRESENT MEANING

Show the meaning of a grammatical form through a classroom demonstration. For example, to illustrate the use of present perfect progressive, you could show a picture of a person carrying grocery bags full of food. (**He/She has been shopping.**)

## 3 IDENTIFY EXAMPLES

Ask students to go back to the Grammar in Context section and label examples in the reading passage with the grammatical terms in the Grammar Charts.

## 4 GENERATE EXAMPLES

Find examples from the reading or elsewhere that could fit into the Grammar Charts. An interesting way to do this is to photocopy and enlarge the Grammar Chart. White out the targeted structures and draw a blank line for each missing word. Make copies and distribute them to students in pairs or small groups. Have students fill in the blanks, using examples from the reading. Then generate more examples. Books can be open or closed, depending on the level of challenge desired.

## 5 SHOW UNDERSTANDING BY CATEGORIZING

Check comprehension of a grammatical principle by asking students to label multiple examples appropriately. For example, students can label verbs “present” or “future,” or they can label examples “correct” or “incorrect.”

## 6 SHOW UNDERSTANDING BY PERFORMING ACTIONS

Ask students to show their understanding of the meaning of a grammatical form by following instructions or devising a demonstration. Ask students, for example, to think of and perform a set of actions that they could describe using the present progressive.

## 7 MANIPULATE FORMS

Have students manipulate the examples in the Grammar Charts to practice the form. Drills such as substitution or transformation help students to build fluency. For example, put one form on the board (**He is going to leave soon.**) and then elicit other forms by saying, “Negative” (**He isn’t going to leave soon.**), “Yes/no question” (**Is he going to leave soon?**), “Short answer, affirmative” (**Yes, he is.**), “Wh- question, when” (**When is he going to leave?**), and so on to get students to produce the other forms rapidly.

## 8 PERSONALIZE

Ask students to provide personal examples. For example, “Eva enjoys going to the park. Eva wants to go to the park.” Ask students what they enjoy or want to do. (**I enjoy playing soccer. I want to join a soccer team.**)

## 9 REPEAT, REINFORCE

Students need to be exposed to new grammar many times in order to internalize it completely. You can first present a new structure on the board, then point it out in the book, then have students use it in an informal oral exercise, then do a written exercise in pairs, and finally review the same structure in homework. Varying the content and focus of these activities will keep students interested, and the grammar will be reinforced almost automatically.