



# Chapter 14

## Nouns and Modifiers

### CHAPTER SUMMARY

**OBJECTIVE:** In this chapter, students learn to categorize and modify nouns in order to use them more fluently and accurately. Included in the chapter are different types of modifiers, expressions of quantity, and indefinite pronouns.

**APPROACH:** The text begins by examining types of noun modifiers (including other nouns) and then goes on to look at adjectives and related adverbs. Later, the text explores expressions of quantity that modify nouns and pronouns that take the place of nouns.

**TERMINOLOGY:** As is the case throughout the text, minimal grammar terminology is used. The grammatical terms employed (for example: *modifier*, *expressions of quantity*, *subject-verb agreement*, and *indefinite pronoun*) are used frequently in presentations because they are both descriptive and common.

**EXERCISE 1.** Warm-up. Page 413  
Time: 5–10 minutes

This Warm-up illustrates that nouns can be used to modify other nouns. Beginners may know this in practice, but would not be able to explain their use. Emphasize that though adjectives commonly precede nouns, nouns can also be modified by other nouns.

- Read the direction line aloud.
- As students match the pictures to the phrases, ask students to tell you what kind of a word *mouse* is and what kind of a word *keyboard* is (adjective, noun, or verb).
- As you explain that nouns can be used as adjectives, ask students if they know any other compound nouns in which the first noun is used as an adjective. Help students think of these and write some on the board. For example:

*picture book*  
*dinner table*

**CHART 14-1.** Modifying Nouns with Adjectives and Nouns. Page 413  
Time: 10–15 minutes

- Write the chart title on the board.
- Ask a student to read example sentences (a) and (b) aloud while you write these examples on the board.

- Ask students what they notice about adjectives before plural nouns and help them understand that these words do not have plural forms.
- Ask another student to read example sentences (c)–(e) aloud.
- Write these on the board and explain that the nouns used as adjectives do not become plural when the main noun is plural.
- Have yet another student read example sentence (f) aloud while you write it on the board.
- Explain to your students that adjective order is something that will become obvious to them the longer they study English. Eventually, learners will be able to “hear” the correct order. For now, tell students that a descriptive adjective (*old*, *new*, *funny*, *interesting*, *boring*) goes before a noun describing another noun.

**EXERCISE 2.** Looking at grammar.  
Page 414  
Time: 5–7 minutes

- Lead this exercise from the center.
- Ask a student to read the directions and the completed example aloud.
- Call on students in a random order. Ask them first to read the sentence aloud and then to identify the adjective and the noun it modifies.
- Students should be able to do this easily, so correct their pronunciation as well.

**EXERCISE 3.** Looking at grammar.  
Page 414  
Time: 5–10 minutes

- Read the direction line to students and stress that this exercise is like the previous one, but instead of descriptive adjectives, the words modifying the nouns are also nouns.
- Ask a student to read the completed example aloud.
- Give students time to complete the exercise autonomously as seatwork.
- Correct by having students read the sentences, the nouns acting as adjectives, and the nouns they modify aloud.

□ **EXERCISE 4.** Listening. Page 414

Time: 5–10 minutes

- Have the CD player and track ready.
- Read the direction line to students along with the given example.
- Restate that the task is to decide whether the given word is acting as a noun or an adjective.
- Correct by having students read their selections aloud.
- Refer to the script if there are any questions regarding what was heard.

□ **EXERCISE 5.** Let's talk: small groups.

Page 415

Time: 10–15 minutes

- Put the students into small groups.
- Read the direction line aloud and emphasize that the right noun is the one that can be used after all three nouns acting as adjectives.
- Ask a student to read the completed example aloud.
- Circulate and assist students with any questions they may have.
- Correct by giving groups an opportunity to share their answers with the entire class.

□ **EXERCISE 6.** Looking at grammar.

Page 416

Time: 10–15 minutes

- Read the direction line aloud.
- Ask students to read the completed examples aloud.
- Lead the remainder of the exercise from the center.
- Call on various students to complete each item or encourage all students to answer spontaneously.

□ **EXERCISE 7.** Looking at grammar.

Page 417

Time: 10–15 minutes

Before having students attempt this exercise, it is useful to discuss the difference between adjectives that are subjective and those that are objective. For example, elementary students would consider a homework assignment of fifteen pages *long*, but graduate students would not. Therefore, *a long homework assignment* represents a subjective experience or an opinion combined with a noun, adjective, and a noun.

- Read the direction line aloud.
- Ask a student to read the completed example aloud.
- Give students time to complete the exercise on their own.
- Correct and review by having students read completed items aloud.
- Encourage students to say various options aloud so they can train their ears to hear mistakes.

**Optional Vocabulary**

official	bricks
locker	narrow
vases	

□ **EXERCISE 8.** Warm-up. Page 418

Time: 5–10 minutes

To help students become familiar with the topic and to encourage them to listen for what sounds correct and natural, ask them to tell you as many adjectives as they can think of for random items around the classroom. For example:

*There is a clock. It is new. It is white. It is round.*

*There are desks. They are old. They are wooden.*

*They are brown.*

Before teaching students the actual adjective order, help put each set of adjectives into the order a native speaker would naturally use. You can do this by simply trying out various adjective orders as students find the one that sounds correct.

- Read the direction line aloud.
- Have students answer each question and write the description.

**CHART 14-2.** Word Order of Adjectives.

Page 418

Time: 10–15 minutes

- Write the chart title on the board.
- Ask a student to read example (a) aloud.
- Explain that size comes before color when there is a list of adjectives.
- Ask another student to read examples (b)–(d) aloud.
- Ask students to explain what an opinion adjective is and be sure they understand that an opinion adjective is subjective whereas an objective adjective represents a factual description.
- Review the notes in the right of the chart aloud and give another example of each of the types of adjectives preceded by opinion adjectives:

*a handsome young man*

*an ugly gray truck*

*an interesting Korean city*

- Ask a student to read the adjectives in example list (e) aloud.
- Encourage students to try to define those adjectives they cannot readily define. Ask students to “define” an adjective by saying what it is not.
- Write the category of each adjective on the board in the order presented under the heading “Usual Word Order of Adjectives.”
- Ask students to invent and share sentences about nouns, using the adjectives in the correct order. Tell students it is unusual that they will see so many adjectives preceding a noun.
- Ask a student to read example phrases (f)–(h) aloud and review the notes in the right of the chart.

- Ask a student to read example phrase (i) aloud. Again, emphasize that they are much more likely to see sentences that use some of the adjectives in the order described, rather than one adjective from each of six categories.

□ **EXERCISE 9.** Looking at grammar.

Page 419

Time: 10–15 minutes

- Read the direction line aloud.
- Ask a student to read the completed example aloud, starting with “*It is a(n) . . .*”
- Have students work on completing the next five items autonomously. Remind students that they may come up with different adjectives than their peers but all adjectives should make sense and be listed in the order now becoming familiar to students.
- Once students have completed all remaining five items, ask various students to read their completions aloud and compare the variety of adjectives that are possible.
- Make sure that all adjective word orders are standard, according to what has just been presented.
- When there is any doubt, ask students to try reading the completed items aloud, using another order so they can hear their mistakes.

□ **EXERCISE 10.** Looking at grammar.

Page 421

Time: 10–15 minutes

- Read the direction line aloud.
- Ask a student to read the completed example aloud.
- Give students time to complete each item autonomously.
- Correct by having students take turns reading their completions aloud.

□ **EXERCISE 11.** Looking at grammar.

Page 421

Time: 10–15 minutes

- Lead this exercise from the center.
- Call on students in no particular order. Ask them to put the adjectives in the correct order before the noun in the sentence and read the completion aloud.
- Review any challenging items by trying out alternative orders as a class.

□ **EXERCISE 12.** Looking at grammar.

Page 422

Time: 10–15 minutes

Ask students to consider how they will know which category of adjective to choose in completing the task here. Lead them to the conclusion that they should consider the adjectives that precede the blanks and which come immediately after them. Based on this information, their choice in each item is limited to a category of adjective that comes between the two.

- Read the direction line aloud.
- Give students time to complete the exercise autonomously.
- Correct and review by having students read their completed items aloud.
- Compare how students have completed items and discuss the criteria for which kind of adjective to use.

□ **EXERCISE 13.** Looking at grammar.

Page 423

Time: 10 minutes

Emphasize that as students progress in English, they will not need to refer back to the actual rules of grammar. Their ears will hear what is correct and what is incorrect. Explain to students that in this way, their learning of a foreign language will come to resemble the way in which they learned their native languages.

- Ask a student to read the direction line.
- Lead the exercise from the center, asking students to choose the correct completions.
- Whenever possible, have students choose as fast as possible the completion that sounds right.

□ **EXERCISE 14.** Let’s talk: pairwork.

Page 423

Time: 10–15 minutes

- Put students into pairs.
- Ask a student to read the direction line aloud.
- With a student, model the prompt and the exchange between Partner A and Partner B.
- Remind students to give all the nouns to which they think the adjective can apply.
- Correct and review by asking students to offer the most logical combinations they came up with.

□ **EXERCISE 15.** Listening. Page 424

Time: 10–15 minutes

- Have the CD player and track ready.
- Read the direction line aloud and emphasize that more than one answer may fit.
- Play the track and have students circle the best completions.
- Correct and review as a class.
- Refer to the script for any challenging or disputed items.

□ **EXERCISE 16.** Game. Page 424

Time: 10–15 minutes

Prepare for this game by bringing a wide variety of unusual items to class. The use of realia can stimulate students to engage more fully with the task at hand, and, therefore, a variety of objects will produce more fluent descriptions.

- Read the direction line aloud to students.
- Put students into teams.
- Describe to students exactly what their task is and how they will be scored in teams.
- When students have told you the objects and any adjectives that apply, give the teams one point for each object and one point for each adjective and keep teams' scores on the board.
- Review by bringing out each item and encouraging students to combine adjectives, in the correct order, to describe each item fully.

#### Optional Vocabulary

opinion	containers
material	landmark
blanket	prompt
leftover	

#### □ EXERCISE 17. Warm-up. Page 424

Time: 5–10 minutes

- Read the direction line aloud.
- Emphasize that while many people share the same opinions about how the items listed seem to us, the sentences are still subjective opinions.
- Ask students to complete each item.
- Have students compare by reading aloud each item and invite students to add additional opinion adjectives to each one.

#### CHART 14-3. Linking Verbs + Adjectives.

Page 425

Time: 10–15 minutes

- Write the chart title on the board.
- Ask a student to read example sentence (a) aloud.
- Present this sentence on the board by writing the following:
 

*The flowers were beautiful.*  
or  
*The flowers = beautiful.*
- Remind students that they are used to the verb *be* being followed by an adjective.
- State that the purpose of this chart is to teach students other verbs that also are non-action verbs, like *be*.
- Ask students to take turns reading example sentences (b)–(f) aloud.
- Ask students to explain the meaning of the linking verb in each sentence.
- While it may be very challenging for students to explain the meaning of each linking verb, they will quickly see (and you can help them to do so) that the meaning of each linking verb is very similar to that of *be*.
- Explain to students that the linking verbs listed here are sense verbs (*look, smell, feel, taste, sound*).
- Tell students that they can always test whether a verb is a linking verb by substituting the verb *be* for that particular verb.

- Students can also test the meaning of a linking verb by considering whether they can replace the verb with an equal sign.

#### □ EXERCISE 18. Let's talk: pairwork.

Page 425

Time: 10–15 minutes

- Put students into pairs.

##### Part I

- Read the direction line aloud.
- While pairs are working with each other, circulate around the room, assisting and encouraging.
- Have students make sentences that accurately describe how they feel at the moment of speaking, to share with their partner.
- Ensure that there is time for all partners to describe themselves.

##### Part II

- Read the direction line aloud.
- Explain to students that taste is a subjective sense, and thus it is possible or even probable that students will hold different opinions about what tastes or smells a certain way.
- While students are working with one another, circulate around the room, assisting and encouraging.

##### Part III

- Read the direction line aloud.
- While students are working with one another, circulate around the room, assisting and encouraging.
- Review all three parts as a class, putting lists on the board and comparing differing student opinions.

#### □ EXERCISE 19. Let's talk. Page 425

Time: 10–15 minutes

- Lead this in groups or as a class.
- Read the direction line.
- Ask one student to take the role of Student A and show an angry face, demonstrate angry actions, and say angry things.
- Ask another student to be Student B. Student B should participate by saying how Student A looks, feels, seems, and so on.
- Proceed by following this model through all emotions listed in the items.

#### □ EXERCISE 20. Looking at grammar.

Page 426

Time: 10–15 minutes

- Read the direction line aloud.
- Ask a student to read the completed example sentence aloud.
- Give students time to work autonomously and remind them that they may use adjectives included at the top of the exercise as well as their own adjectives.
- When most students have completed all items, review by having students read the completed items aloud.
- Discuss each item and compare all suitable answers.

□ **EXERCISE 21.** Let's talk. Page 427

Time: 10–15 minutes

- Invite students to put themselves into pairs or small groups, as they prefer.
- Have students close their books.
- Read the direction line aloud and tell students that the class will vote on whether the adjectives they supply can meaningfully apply to each noun given.
- Read the first noun item and ask students to write as many adjectives as possible that describe the noun in one minute.
- After a minute, stop students and read them a new noun.
- Correct and review by having students compare lists of adjectives.

**Optional Vocabulary**

expression  
Internet security  
flat tire  
darling  
alley

□ **EXERCISE 22.** Warm-up. Page 427

Time: 5–10 minutes

Before starting the Warm-up, demonstrate adverb use by asking a student to perform an action *slowly*, *quickly*, *loudly*, and / or *softly*. For example:

*Arturo, please stand up quickly.*

Write the sentence on the board and ask students what they already know about adverbs of manner, based on their responses to the simple direction above.

- Read the direction line aloud.
- Ask a student to read the completed examples aloud.
- Now, have students complete the remaining items with your guidance.

**CHART 14-4.** Adjectives and Adverbs.

Page 428

Time: 10–15 minutes

- Write the chart title on the board.
- Have students give you a simple sentence describing another student and write this on the board. For example:  
*Julio is a quick runner.*
- Explain to students that in this sentence, the adjective *quick* tells us what kind of a runner Julio is.
- Tell students that another way to express the same idea but give focus to the verb is to use an adverb, which can be made easily from an adjective.
- Ask students to look at the sentence above and decide what verb suggests itself (*run*).
- Explain to students that they can create an adverb from the adjective *quick* by adding *-ly* and putting the adverb after the verb.

- Write the subject *Julio* and ask students to tell you the new sentence that has the same meaning as *Julio is a quick runner*.

- Write the sentence:

*Julio runs quickly.*

- Ask a student to read example sentences (a) and (b) aloud while you write these on the board.
- Discuss the chart notes with students.
- Ask other students to read example sentences (c) and (d) aloud. Point out that not every adverb ends in *-ly*.
- Stress that some adverbs have exactly the same forms as the adjectives. Point out that the adverb *fast* has the same form as the adjective *fast*.
- Ask another student to read example sentences (e) and (f) aloud and emphasize that though most adjectives become adverbs by adding *-ly*, this is another exception.

□ **EXERCISE 23.** Looking at grammar.

Page 428

Time: 10–15 minutes

- Read the direction line to students.
- Emphasize that one way to decide whether they need an adjective or an adverb is to see if the word in red precedes a noun or follows *be* or a linking verb. If so, an adjective is needed.
- Give students time to complete the exercise autonomously.
- Correct by having students read their completions aloud.
- Provide immediate correction and feedback on pronunciation and usage.

**Expansion:** Play “In The Manner of the Adverb.” In this game, you will give each student an index card that has one simple adverb written on it. You will then ask one student to come to the front of the class. Classmates will ask this student a variety of questions, and in every case the student must answer “in the manner of the adverb.” Thus, if classmates ask what the student did yesterday and the adverb is *angrily*, the student in the hot seat must respond *angrily*. Sometimes it is hard for students to separate the content of a response from the manner in which it is delivered, so be ready to coach students appropriately. Possible adverbs include:

<i>angrily</i>	<i>hungrily</i>
<i>calmly</i>	<i>quickly</i>
<i>emotionally</i>	<i>purposefully</i>
<i>energetically</i>	<i>shyly</i>
<i>happily</i>	<i>slowly</i>

□ **EXERCISE 24.** Looking at grammar.

Page 429

Time: 10–15 minutes

**Part I**

- Read the direction line to students.
- Remind students that some adverb forms are the same as the adjective forms.

## Part II

- Read the direction line aloud.
- Give students time to complete each sentence on their own by using adjective or adverb forms of the words from Part I.
- Correct as a group, having students read their responses aloud.

### □ EXERCISE 25. Looking at grammar.

Page 429

Time: 10–15 minutes

- Lead this exercise on sight.
- Ask a student to read the direction line and the completed example aloud.
- Call on various students to complete the items and discuss each one.

**Expansion:** To further engage students who may find this exercise easy, ask students if they can name the opposite adjective or adverb, depending on what is required. For example, ask students whether the opposite adverb and adjective for items 9 and 10 are the same word. (The opposite adverb is *easily* and the opposite adjective is *easy*.) Finding ways to teach in the margins and asking students about other aspects of each exercise gives students opportunities to speak spontaneously and use English they already know. Moreover, it requires that they pay attention even when they may find the target material relatively simple.

### □ EXERCISE 26. Reading, grammar, and speaking. Page 430

Time: 15–20 minutes

- Read the direction line aloud to students.
- Give them time to read through the passage on their own, marking adjectives and adverbs as instructed.
- Ask students to read parts of the passage aloud and address the highlighted vocabulary as well as any words that would provide students a chance to speak autonomously.
- Similarly, ask students to restate and paraphrase in order to give them opportunities to engage with the material.
- Ask students to read the discussion questions aloud and provide time for thorough discussion of each one.
- Put students' thoughts and opinions on the board.

**Expansion:** Ask students to answer additional questions. Questions are included here, but feel free to include your own. You can write the questions on the board or simply ask the class, but encourage those who do not speak regularly to do so.

*Did you know about Elvis Presley before now?*

*Do you know of other famous pop musicians from the last century (the Beatles, the Rolling Stones, etc.)?*

*Did your family often play music in your house when you were a child?*

*If so, what kind of music and what performers did your family listen to?*

*Do you play a musical instrument or sing?*

*What are other situations where you enjoy listening to music? Do you like background music? What types of music and performers do you like?*

*Do you often download music onto a smart phone or MP3 player? What are the advantages of doing so?*

*What do you think is a classic song of your generation? Why do you think it represents your generation?*

### Optional Vocabulary

whispered	slow down
pronounces	accent
carelessly	composition
generous	has trouble hearing
thoughtful	

### □ EXERCISE 27. Warm-up. Page 431

Time: 5–10 minutes

- Ask a student to read the direction aloud.
- Have students decide which of the three statements best describes the illustration.
- Ask a student to explain why item 3 is the most accurate.

### CHART 14-5. Expressions of Quantity: *All Of, Most Of, Some Of, Almost All Of.* Page 431

Time: 10–15 minutes

- Write the chart title on the board.
- In order to demonstrate the meanings of these expressions of quantity, create sentences about the students in your class. (The example sentences below will need to be adapted to reflect your actual class makeup.)
- Write three true examples illustrating the meanings of *all of*, *most of*, and *some of* on the board. The meanings of each expression should be very clear to students, based on the examples you have chosen. For example:

*All of the students in this class are studying English.*

*Most of the students in this class have dark hair.*

*Some of the students in this class are women.*

- Now, have students count the total number of students in the class and the number of students that fall into each category. As students give you the information, write fractions representing those numbers on the board. For example:

*All of the students in this class are studying English. 20 / 20*

*Most of the students in this class have dark hair. 15 / 20*

*Some of the students in this class are women. 11 / 20*

- Turn to the chart and ask a student to read example sentence (a) aloud.
- Review the note on the right explaining example sentence (a) aloud and write the following on the board:  
*all of = 100%*
- Ask another student to read example sentence (b) aloud.

- Review the note for (b) with students and write the following on the board:

*most of = > 75%*

- Ask a third student to read example sentence (c) aloud and review the note for (c).

*some of = 1%–75%*

- Explain that *all of*, *most of*, *some of*, and *almost all of* go before a specific group of people in a specific setting like the group of students in the class in the example above.
- Tell students that *of* must be followed by a determiner (*the*, *his*, *her*, etc.).

*Incorrect: all of money, most of money, some of money, almost all of money.*

*Correct: all of the money, most of his money, some of her money, almost all of our money.*

- Ask another student to read example sentence (d) aloud.
- Explain that *almost* modifies the *all*, and explain the meaning and notes.
- Write the following on the board:

*almost all of = 90%–100%*

### □ EXERCISE 28. Looking at grammar.

Page 432

Time: 5–10 minutes

Even advanced students tend to make many mistakes with these expressions of quantity. Your students will benefit greatly from your emphasizing that we cannot put a preposition immediately before a noun (for example, *all of people*). In order to use this expression, there must be a definite article, a demonstrative adjective, or a possessive adjective following the preposition *of* (for example, *all of these numbers*). Correct students immediately and clearly, and write the corrections on the board so students can see that there *must* be one of these words before the noun. Because your students are beginners, you can help them avoid this fossilized error.

- Read the direction line aloud.
- Ask a student to read the completed example aloud.
- Give students time to complete the exercise autonomously, as seatwork.
- Correct the exercise by having students read responses aloud.

#### Optional Vocabulary

omitted

### □ EXERCISE 29. Warm-up. Page 433

Time: 5–10 minutes

- Read direction line to students.
- Tell students that *all of* is either plural or singular, depending on whether the noun following *of* is a count (plural) or noncount (singular) noun.
- Ask students which noun the verb *be* agrees with in both sentences, and ask them to explain their answers.

### CHART 14-6. Expressions of Quantity: Subject-Verb Agreement. Page 433

Time: 10–15 minutes

When the subject includes an expression of quantity, the verb agrees with the noun that comes immediately after *of*.

*All of the cake is gone.*

*All of my friends are sick today.*

*Some of my homework is not finished.*

*Some of my friends are sick today.*

These expressions of quantity are singular or plural depending on whether the nouns following them are count (plural) or noncount (singular). To help students prepare for more sophisticated subject structures, explain that this is because these expressions (*some of*, *all of*) take their meaning and their number from the noun that follows.

- Write the chart title on the board.
- Ask a student to remind you of the difference between count and noncount nouns and ask that student to write a couple of examples of count and noncount nouns on the board.
- Ask a student to read example sentences (a) and (b) aloud.
- Emphasize that in example sentence (a), *work* is noncount, and thus requires a singular verb.
- Ask another student to read example sentences (c) and (d) aloud.
- Stress that the word *homework* in sentence (c) is noncount and, therefore, the verb following it must be singular.
- Ask students to create sentences about the class using these expressions of quantity.
- Write these sentences on the board, underlining the parts of the sentences that agree. For example:

*A lot of our class enjoys baseball.*

*Half of the students speak more than two languages.*

### □ EXERCISE 30. Looking at grammar.

Page 433

Time: 10–15 minutes

- Ask a student to read the direction line and the completed example aloud.
- Give students time to complete the exercise as seatwork.
- Correct by having students read their completions aloud.
- Provide very clear direction about pronunciation and usage to avoid future fossilized errors.

### □ EXERCISE 31. Listening. Page 434

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line aloud.
- Review the completed example with students and explain they will need to hear the expressions

of quantity correctly in order to select the right percentages.

- Correct by having students read their percentages for each item.
- If there are any questions, refer to the script for verification.

**□ EXERCISE 32.** Let's talk: class activity.

Page 435

Time: 10–15 minutes

- Read the direction line aloud.
- Read through the example to model the form for students.
- Have students close their books.
- Take turns asking the questions of students. You can redirect the same question to others to give many students the opportunity to respond.
- Correct students' structure and pronunciation immediately.
- Encourage students to discuss with one another, particularly if there is any disagreement about which expression of quantity works best.

**□ EXERCISE 33.** Looking at grammar.

Page 435

Time: 10–15 minutes

- Read the direction line to the class.
- Tell students to be ready to explain why their choices are correct when they respond.
- Give students time to select the correct sentences.
- Correct by having students give and justify their choices.

**Optional Vocabulary**

polluted  
coins  
valuable

**□ EXERCISE 34.** Warm-up. Page 435

Time: 5 minutes

- Read the direction line aloud.
- Ask students what they already know about the word *every*.
- Have students read their completed and logical sentences aloud.

**CHART 14-7.** Using *Every, Everyone, Everybody, Everything*. Page 436

Time: 10–15 minutes

Though almost all beginners have heard the word *every* or its variants before, this can be a challenging concept to teach. Explain that *every* and *all* have essentially the same meaning, but *every* is always followed by a singular noun. When using *every*, the fact that each *one* is a separate person, item, or place is very important because the verb is always singular.

Because students tend to make mistakes with *every*, it will help if you show them the common errors included in the chart, and with great flourish, stress that these structures are never okay. In this way, students may avoid these common errors becoming fossilized.

- Write the chart title on the board.
- Ask a student to read example sentences (a) and (b) aloud while you write these on the board.
- Explain that *every* can never be followed by a plural noun or a preposition followed by a plural noun.
- Write the *incorrect* examples on the board and then draw a line through them, emphasizing that they are never correct.
- Have a different student read example sentences (c) and (d) aloud while you write these on the board.
- Ask another student to read example sentences (e) and (f) aloud while you write these on the board.
- Have students generate sentences about your class using *every* and write these on the board. For example:

*Every student loves grammar.*

*Everyone has a grammar book.*

- Finish by asking what *every* student has learned about *every*. Remind students that *every* is always followed by a singular noun and a singular verb.

**□ EXERCISE 35.** Looking at grammar.

Page 436

Time: 10–15 minutes

- Have a student read the direction line and completed example aloud.
- Remind students that *every* is always followed by a singular noun and verb and that *all of* can be followed by either a count or a noncount noun, which determines whether the verb is plural or singular.
- Give students time to complete this exercise as seatwork.
- Have students read their completions aloud and listen very carefully for the correct verb usage as other students give their answers.
- Provide immediate and clear correction.

**Optional Vocabulary**

regularly  
bedtime stories  
transportation system

**□ EXERCISE 36.** Warm-up. Page 437

Time: 10 minutes

Most beginners will be familiar with the idea of indefinite pronouns and many will also have heard *someone*, *anyone*, and others. Often, the most challenging thing for students is the difference between *someone* and *anyone*. This Warm-up is very useful because although the person is unknown, and, therefore, indefinite, the fact that there is a person is known.



You can refer back to this Warm-up when teaching the indefinite pronouns beginning with *any* as those pronouns would not be suitable in affirmative statements here. For example, in *He knew that someone was coming up behind him*, only *someone* can be used because the sentence is affirmative. *Anyone* is not possible here.

- Read the direction line aloud.
- Have students take turns reading A's and B's lines aloud.
- Discuss the mystery and explain the answer.
- Have students underline *someone*, *somebody*, *anyone*, and *anybody* in the dialogue and discuss how they are used.
- Point out that *any* can be used only in a question or negative statement.

**CHART 14-8.** Indefinite Pronouns: *Something, Someone, Somebody, Anything, Anyone, Anybody.* Page 438  
Time: 10–15 minutes

- Explain to your students that you will be vigilant about correcting their use of these indefinite pronouns to help them avoid making common mistakes that English speakers around them might be making.
- Write the chart title on the board.
- Ask students to give you an example of an affirmative statement and a negative one.
- Explain that *some*\_\_\_\_\_ words are used for affirmative statements and questions. They are not used for negative ones.
- Ask a student to read example sentences (a)–(c) aloud.
- Write the sentences on the board and review the notes.
- Ask a student to read example sentences (d)–(f) aloud.
- Write the sentences on the board and review the notes.
- Ask a student to read example questions (g)–(i) aloud.
- Write the sentences on the board and review the notes.
- To help students remember the basics, write the following on the board:

*I know somebody, but I don't know anybody.*

**EXERCISE 37.** Looking at grammar. Page 438  
Time: 10–15 minutes

- Read the direction line aloud.
- Ask a student to read the completed example.
- Emphasize that both forms may be possible.
- Give students time to complete the items as seatwork.
- Correct by having students read their completions aloud and be very directive and explicit in reminding students why certain forms are needed.

**EXERCISE 38.** Looking at grammar. Page 439  
Time: 10–15 minutes

- Read the direction line aloud.
- Give students time to complete the items as seatwork.
- Correct by having students read their sentences aloud.
- Ask students to explain why their responses were the only acceptable ones.

**EXERCISE 39.** Looking at grammar. Page 440  
Time: 10–15 minutes

- Have a student read the direction line aloud.
- Explain that students should close their books and then lead the questions from the center.
- Students may be tempted to say *I see nothing*. Ask them to rephrase their responses by using negative verbs.
- Highlight the kind of situations in which speakers use *anything*, often in denial of an accusation, as in items 6 and 7.

**EXERCISE 40.** Listening. Page 441  
Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line and example aloud to your students.
- Correct by having students give you their yes / no responses, according to the listening.

**EXERCISE 41.** Looking at grammar. Page 441  
Time: 10–15 minutes

- Ask a student to read the direction line aloud.
- Give students time to complete the review as seatwork.
- Have students read the correct completions and review challenging items by asking them to state the rules that informed their decisions.

**EXERCISE 42.** Let's talk. Page 442  
Time: 15–20 minutes

- Read the direction line aloud.
- Have students get into pairs or small groups.
- Ask a student to read the facts aloud and then have students work together to use the clues to complete the chart.
- Circulate around the room and assist pairs and groups.
- As students are finishing their charts, draw one big chart on the board.
- Ask students from each group to go to the chart and complete one piece of information, based on what they have determined.
- Correct the chart as needed and encourage further discussion of any disagreement among students.

□ **EXERCISE 43.** Check your knowledge.

Page 442

Time: 10–15 minutes

- Lead this exercise from the center.
- Ask a student to read the direction line aloud.
- Ask another student to read the completed example and explain the grammar practice behind it.
- Have students take turns reading and correcting each item on sight.
- Ask students to refer to particular grammar rules and / or a chart to explain their responses.

□ **EXERCISE 44.** Reading and writing.

Page 443

Time: 15–20 minutes

Whenever possible and particularly in reading passages, after students have read something aloud, ask them about random words, phrases, and expressions that they already know. Ask students to explain what they have just read and ask related questions of your own devising. Remember that engaging students in this way permits them to respond spontaneously while studying the target structures. Doing this prevents any grammar exercise from being only a decontextualized, rote experience.

**Part I**

- Read the direction line aloud.
- Engage students by having them take turns reading aloud from the passage.
- As students read aloud, ask them to paraphrase meanings and define vocabulary, or simply give synonyms.

**Part II**

- Read the direction line aloud.
- As not every student is prepared to write, warm them up to the task by discussing the topic—a way to create special memories—with them.
- Ask students the three questions to help them formulate their ideas for their paragraphs.
- Based on how students respond, engage them further by encouraging them to share more.
- Have students then read the writing sample aloud, taking turns.
- Discuss its contents with students and ask them to share their impressions of the sample.
- Give students time to write the assigned paragraphs about creating special memories, either in class, or more appropriately, as homework.

**Part III**

- Read the direction line aloud and have students decide how they wish to work, whether in pairs or alone.
- Have students edit their own or their partner's work by referring to the items in the editing checklist.
- Invite students to share their own work by reading it aloud to the class and discussing their writing.

**Optional Vocabulary**

anniversary  
vending machine  
secretly engaged  
the mall  
psychologists  
create  
sports event  
souvenirs  
deli