

Tips for using the Grammar Database

The Grammar Database is a grammar reference section written in simple, clear language for students to use alongside the *Beyond A2+ Student's Book*. It provides further support on the grammar points that are covered in the main units. It includes things like verb tables, spelling rules, notes on different uses, etc. The **Watch Out!** boxes warn students about any extra conventions to do with the grammar points that they might not know. The Grammar Database can be a helpful tool for students learning to become independent and effective learners of English. This tips sheet provides suggestions for using the Grammar Database with your students, in grammar lessons and beyond.

Use the Grammar Database ... in Grammar lessons

1 Consolidate the Study exercises

When students have completed the Study exercise in a Grammar lesson, explain that at the bottom of each tinted grammar box, there is a page reference to the Grammar Database, which will provide them with more support for that particular grammar point.

Example: Unit 1, page 13, Present simple and expressions of frequency

- When students have completed Exercise 2, ask them where in the Grammar Database they can find more information about the present simple (page 120).
- With the class, turn to page 120 and read through the first USE box. Write the example sentences from the box on the board and get students to come to the board and underline the present simple forms. Encourage the students to think of more example sentences that demonstrate those uses of the present simple.
- Read through the FORM section with the class and encourage students to explain the forms in their own words. Ask volunteers to give you more example sentences for each form.
- Alternatively with a strong class, you could write some sentences on the board that are formed incorrectly and ask them to correct them to check they have understood.
- Pay special attention to the negatives and question forms by saying a sentence, eg *I check my emails every day* and encouraging them to turn it into a negative. Then encourage them to turn the original sentence into a question, ie *Do you check your emails every day?* and ask another student to answer the question with a short answer.
- You could also turn this activity into a game, by putting students in groups of four: Student A says a sentence about their daily routine, Student B makes it into a negative, Student C makes it into a question and then Student D answers the question. Student B then starts the next round with a sentence about their daily routine, and so on.

2 Activate existing knowledge

You can use the Grammar Database to build a lead-in to lessons that revise grammatical points that students have covered before.

Example: Unit 2, page 23, Talk about things happening now, and about habits and routines

- Say what the aim of the lesson is. Encourage the students to give you some examples that follow the aim. In this case, can anyone describe a habit/routine or something that is happening now? Don't correct them at this stage but write their sentences on the board.
- Next point out the title of the lesson above the aim: *Present continuous and present simple*.
- Now ask them to turn to Grammar Database 2 on page 121 and tell you which tense they should use for which use. Set a time limit for this so students have to race to find the answers to this quickly (the first bullet in the USE section begins *Use the present continuous*; the section below USE reads *Present continuous and present simple*).
- Can the students tell you if the sentences on the board use the correct tense? How should they correct the sentences that aren't in the right tense?

3 Personalise the grammar

Personalising the grammar can help to make it more memorable for students.

Example: Unit 5, page 59, Exercise 2

- Draw students' attention to the example sentences in the USE section of Grammar Database 5 on page 124: Future plans: *be going to + verb*. Encourage them to provide you with one or more sentences about their own future plans.
- You could set a time limit for this to see who can think of the most correct sentences.
- Encourage volunteers to call out their sentences and write these on the board. Does the rest of the class think the sentence is correct and if not, why not?
- Repeat the activity with *will* for predictions.

Example: Unit 8, page 89, Exercise 2

- When the example sentences given in the USE section of the Grammar Database are questions, encourage students to actually answer the questions.
- For example in Grammar Database 8 on page 127, for **Present perfect with ever and never**, ask students *Have you ever been to a classical concert?*

4 Consolidate spelling

Almost every grammar point in the Grammar Database contains a Spelling section. Here is just one example of how these sections can be used.

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Example: Unit 2, page 23, Present continuous and present simple

- Read through the Spelling section on page 121 of the Grammar Database with the students, then ask them to close their books.
- Write a few examples of correctly spelled and incorrectly spelled present continuous forms on the board.
- Nominate students to come up to the board and cross out one with incorrect spelling. Can the rest of the class say what the correct spelling is?
- Continue like this until students have discovered and corrected all the incorrect forms.

5 Self-checking and peer-checking

Students can use the Grammar Database to check their answers to many of the STUDY and PRACTICE exercises in Grammar lessons.

Example: Unit 2, page 25, Exercise 2

- When students have found four time expressions in the conversation in Exercise 1, ask them to check if those time expressions appear in the box at the bottom of page 121 in the Grammar Database.
- With less confident students, ask them to check the Grammar Database before they complete the STUDY exercise and see if they can find the answers there first.

Example: Unit 5, page 59, Exercise 5

- After finishing the exercise, discuss as a class how you might find information on the word order of questions with *going to* and *will* (on page 124 of the Grammar Database).
- Working in pairs, students can check each other's answers to Exercise 5.

NB. You may have your own marking system that you use for marking students' work, eg a squiggly line for a grammatical error, the initials sp for a spelling mistake, wo for a word order mistake, wt for wrong tense. Share this system with the class and encourage them to use it when correcting each other's or their own work.

Use the Grammar Database ... with fast finishers

1 Find extra facts

Can students tell you something new they have learned from the Grammar Database that isn't covered in the grammar box in the Grammar lesson?

Example: Unit 8, page 89, Present perfect with 'ever' and 'never'

- Ask students to explain how to form short answers to present perfect questions.
- They will need to refer to the Grammar Database to be able to tell you the answer (bullet 3 under the heading **Present perfect with ever and never** on page 127).

2 Colour-code tenses

If students own their coursebooks and they are allowed to write in them, they can colour-code the grammar tables in the Grammar Database according to the tenses.

- For example, they could use a yellow highlighter pen to highlight the present continuous verb table and a blue highlighter pen to highlight the present simple verb table.
- Encourage them to use the same colours whenever they are making notes about these tenses throughout the year. They will then be able to associate a tense with a particular colour and in that way make it more memorable.

3 Use the Watch Out! boxes

Example: Grammar Database 5, page 124

- Remind the class of some of the **Watch Out!** boxes they have covered in earlier units. For example, Grammar Database 3 on page 122 has a **Watch Out!** box about not using state verbs in the past continuous tense.
- Ask the class what they think the **Watch Out!** boxes are for.
- Encourage them to write their own **Watch Out!** box for an adjective with preposition that they find particularly hard to remember. For example, *good/bad at*, not *good/bad in*.

Example: Grammar Database 4, page 123

- Encourage students to create their own 'choose the correct option' or gap-fill activity from a **Watch Out!** box, and swap it with another student to complete.
- For example, they could turn the **Watch Out!** box from the bottom of page 123 into the following activity:
Indefinite pronouns use a singular/plural verb:
Everyone know / knows the answer.

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Use the Grammar Database ... in non-Grammar lessons**1 Writing tasks**

Encourage the class to look back at the Grammar Database when they're completing **Writing** tasks.

Example: Unit 2, page 28, Exercises 5 and 6

- Encourage students to refer to Grammar Database 2 on page 121 when they are checking the status updates they have written for Exercise 5.
- Draw their attention to the **Watch Out!** box about sense verbs not normally used in the continuous form. Have they used any sense verbs in their status updates?

Example: Unit 3, page 40, Exercises 5 and 6

- These exercises ask students to write a holiday story.
- Encourage students to check their grammar by getting them to underline all the examples of the past simple in their story and then check they have formed the tense correctly by looking at Grammar Database 3 on page 122.
- The irregular verbs list on page 140 is also a useful resource.

2 Unit Reviews

When students are completing the grammar exercises in the Unit Review sections at the end of each unit, encourage them to first read through the relevant section in the Grammar Database to remind themselves of what they have learned.

3 Workbook exercises

Similarly, encourage students to self-check their work when completing Workbook grammar exercises for homework.

- Discuss with them how they can use the tables in the Grammar Database to check they have formed grammatical structures correctly.
- Remind them that the USE sections in the Grammar Database will help them if they are completing an exercise where they have to choose between two tenses for example.
- Encourage them to pay careful attention to the **Watch Out!** boxes in the Grammar Database which provide useful information on tricky areas, common mistakes or spelling.