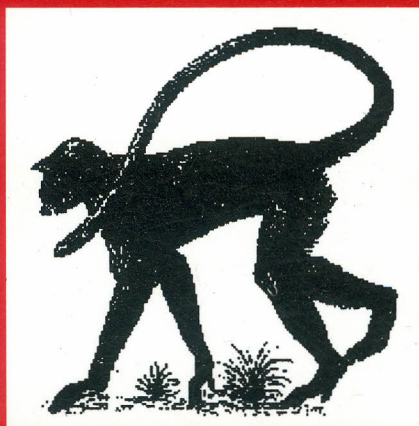


TEACHER'S GUIDE



INSTITUTO DEPARTAMENTAL DE BELLAS ARTES
CALI - COLOMBIA

SEMESTER VI ADVANCED GRAMMAR

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**TEACHER'S
GUIDE**

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UNIT 1/ MODALS
TEACHER'S GUIDE

INTRODUCTION :

As this is the first unit of the teachers' guide of the advanced grammar course, a few words would seem to be in order. There are nine units in the advanced grammar course.

Each one deals with some of the more difficult English grammar points.

Each unit tries to have an interesting introduction that usually puts a lot of the discovery of how the grammar works on the students. This is often followed up by grammar formulas. Then there are your more textbook type activities and then more communicative practices focusing on oral production. It's our belief that it's good to master each point by attacking it from several different angles.

Some of the material here has been taken from books that are on the market. A great deal of the material is original and has been used and proven successful in the classroom.

If, however, you have your own ideas or activities that work for you, **FEEL FREE TO USE THEM.**

Exercise 1 : Exercise 1 is an introduction. The students should be led to the use of modals in the past.

Start off by asking questions about Picture # 1.

In Picture #2 you continue the process, making sure you get modals in the present.

Sample answers to questions for Picture #2 :

You should stop.

You could have an accident.

You might be killed.

You shouldn't go through a red light.

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Go on to Picture # 3 and # 4.

When you get to the second question of this sequence, emphasize that we're now talking about the past. Show how the past is formed.

You should have stopped.

Have the students do the others with your helping hand.

You could have had an accident.

You might have been killed.

You shouldn't have gone through the red light.

Some students might improvise. Accept and help these students.

At this point you may wish to emphasize the function by asking :

“What idea are we expressing here ?” You may also wish to draw pictures of the cars actually crashed with a driver saying “Oh, I shouldn't have driven through the red light.” If you use lots of emotion in giving the man's comment, students are sure to understand that the idea is one of REGRET.

For the second series of pictures the same sequence is followed. It goes a lot easier now as students now know where they are going.

Don't forget general questions for Picture #1. For the name of the girl, you can have some fun by using a girl from the class. (Make sure you pick one with a sense of humor.) Elicit modals in the present for questions 3 of Picture #2.

- Samples :
- She should study.
 - She shouldn't go dancing.
 - She should go to bed early.
 - She shouldn't stay up late.
 - She might fail the exam.
 - She might not pass.
 - She could have problems.
 - etc.

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Go on pictures 3-4.

Have students change to the past. Don't forget to re-emphasize the function : REGRET.

She should have studied.

She shouldn't have gone dancing.

Point out the negative form etc.

Exercise 2 : This is a textbook type activity which emphasizes the difference between **MUST HAVE** (deduction) and **MIGHT HAVE** (possibility).

Students should not have too much trouble completing it.

Exercise 3 : Students should be broken up in groups. They discuss each of the five situations. They answer orally practicing :

should have + v

could have + v

shouldn't have + v

might have + v

At the end of the activity ask the groups for their solutions.

For Exercise 4, remind the students of the cartoon strips with which the unit was begun. Now, in pairs, students design their own cartoons and ask their classmates questions that elicit the type of responses given in Exercise 1.

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UNIT 2 : Teacher's Guide

Unit 2 is a review unit. However, since embedded questions are of a trick nature, they deserve a more thorough going over.

Exercise 1 :

1.b 2.b 3.d 4.a 5.a

Exercise 2:

1. no 2. yes

Exercise 3 :

1. EMBEDDED QUESTION : I'd like to know if you know them.
2. EMBEDDED QUESTION : Please tell me if you think it's easy to live in Europe.
3. EMBEDDED QUESTION : I wonder if this is dangerous.
4. EMBEDDED QUESTION : Will you tell me if you feel responsible for projecting a certain image of your land ?
5. EMBEDDED QUESTION : I'd like to know if you have ever resided out of Africa.

Exercise 4 :

- EXCERPT 1 : NORMAL : Where were you born ?
EMBEDDED : Please tell me where you were born ?
- EXCERPT 2 : NORMAL : Where did you move to ?
EMBEDDED : Can you tell me where you moved to ?
- EXCERPT 3 : NORMAL : What did you see there ?
EMBEDDED : I wonder what you saw there ?
- EXCERPT 4 : NORMAL : How long did you stay there ?
EMBEDDED : Can you tell me how long you stayed there ?
- EXCERPT 5 : NORMAL : Why did you quit ?
EMBEDDED : I was wondering why you quit.
- EXCERPT 6 : NORMAL : How often do you work ?
EMBEDDED : Will you tell me how often you work ?
- EXCERPT 7 : NORMAL : How long have you been doing it ?
EMBEDDED : I'd like to know how long you've been doing it ?
- EXCERPT 8 : NORMAL : What do you especially like ?
EMBEDDED : Do you know what you especially like ?

PAST PERFECT
UNIT 3 : Teacher's Guide

This unit deals with the past perfect. Since the instructions given to the student are sufficient for both teacher and student, separate notes for the teacher are unnecessary.

Here you will find the correct answers to the activities.

Exercise 1 : ANSWERS

1. (b)
2. Had entered.
3. The students had entered when the teacher began the class.

Exercise 1: Answer key.

- 1 (a) 1 By the time Vincent Van Gogh painted his famous work
- 2 (b) of art "Mi Cuarto Arles," he had already cut off his ear.

- 2 (a) 2 Miguel Angel had already sculptured
- 1 (b) "David" when he worked in the Capilla Sixtina.

- 1 (a) 3 When Dali made the movie "Perro Andaluz,"
- 2 (b) he had already painted the "Crucifixión."

- 2 (a) 4 "Picasso had already painted "Las señoritas de Avignon"
- 1 (b) by the time he painted "Guernica."

- 1 (a) 5 Monet had already painted the "Catedrales" when he painted
- 2 (b) "Los Lotos en el estanque."

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PAST PERFECT

TITANIC READING ANSWER KEY

1. Did the *Titanic* cross the Atlantic in 1913 ?
ANSWER No, it had already sunk in 1913.

2. Did the *Titanic* have enough lifeboats for its passengers ?
ANSWER No, they had followed an old rule for the number of lifeboats, so they'd supplied lifeboats for only half the people.

3. Did the people on the *Carpathia* see the *Titanic* when they picked up the survivors?
ANSWER No, it had already sunk (had gone down) when they picked up the survivors.

4. Why were *the survivors* so cold ?
ANSWER The survivors were so cold because they had been in icy water for hours.

5. Why didn't the *Carpathia* pick up more passengers when it arrived ?
ANSWER The *Carpathia* didn't pick up more passengers because most of the passengers hadn't lived that long.

6. Why hadn't the steamship company prepared for the tragedy ?
ANSWER The steamship company hadn't prepared for the tragedy because nobody had believed that the *Titanic* could sink.

7. Why were there so few lifeboats ?
ANSWER There were so few lifeboats because they'd supplied lifeboats for only half the people.

8. Why didn't the passengers know where to go ?
ANSWER The passengers didn't know where to go because they hadn't practiced lifeboat drill before the accident.

9. Why were some of the survivors so wet ?
ANSWER Some of the survivors were so wet because they had been in icy water for hours.

10. How did the officers know there was ice on the sea ?

ANSWER The officers knew there was ice on the sea because they had already received six ice warnings.

11. Was the Titanic traveling carefully ?

ANSWER No, it wasn't traveling carefully. It hadn't changed direction or speed.

12. Did the radio officer on the Californian hear the call for help ?

ANSWER No. the radio officer didn't hear the call for help he had just gone to bed.

Here is another activity. You may not find it necessary. However, if you should have some extra time on your hands, or if students are still having difficulties, it may be useful. Incidentally, it has attractiveness of being a listening exercise.

Listening Discrimination (optional : not included in ss's book.)

Listen to the following sentences as your teacher reads them. Say whether the two events in each sentence happened at the same time or at different times.

1. The passengers had received their numbers when the accident happened.
2. The passengers received their numbers when the accident happened.
3. The officers hadn't believed in the danger when they heard the ice warnings.
4. They believed in the danger when they saw the iceberg.
5. The ship sounded a warning when it started to sink.

PAST PERFECT

6. The ship hadn't sounded a warning when it struck the ice.
7. The officer hadn't changed his speed when he saw the iceberg.
8. The officer changed his direction when he saw the iceberg.
9. The radio officer went to bed when he was tired.
10. He had gone to bed when the accident happened.
11. The officers listened when sea water rushed into the ship.
12. The officers hadn't listened when they heard the ice warnings.

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Exercise 5 : List of events (answer key)

- | | |
|----------|----------|
| <u>1</u> | <u>C</u> |
| <u>2</u> | <u>D</u> |
| <u>3</u> | <u>B</u> |
| <u>4</u> | <u>E</u> |
| <u>5</u> | <u>A</u> |

Exercise 6 : List the events (answer key) Answers may vary depending on how students use “by the time” and “when.”

1. Events 1 and 2 :

By the time Matt Mullicin created a virtual reality tour of an imaginary city, Harold Cohen had already used a computer - run stylus to draw on canvases.

2. Events 2 and 3 :

When George Romero produced The Dark Half, Matt Mullicin had already created a virtual - reality tour of on imaginary city.

3. Events 3 and 4 :

By the time Muntadas put the file room on the Internet, George Romero had already produced The Dark Half.

4. Events 4 and 5 :

By the time David Humprey created Into The Den, Muntades had already put the file room on the Internet.

Exercise 7 :

Exercise 7 is a practice to get the students talking so make sure it is done orally.

The exercise is explained in the students book. The only drawback to this exercise is that students do have to repeat some of their answers. The good thing is that they do get to practice a lot.

For the second passage on Exercise 7, see

PAST PERFECT

Students can either write down an imaginary life or make up answers as they are asked questions. (Make sure verbs are written in the simple form since, when students practice the verbs are conjugated in simple past or past perfect depending on the question.) This has the advantage of being more spontaneous and requiring more imagination. But it can only be done when the students have really got a grip on the idea. It is recommended to have them fill out the graph.

It is believed that, by this time, the students should have a clear picture of the past perfect and should also be using it with a good degree of confidence.

However, they are probably feeling that they should be moving on.

Therefore, it is suggested that the past perfect progressive not be gone into with such great depth but be worked through as quickly as possible so that you don't disappear into the twilight zone.

Exercise 8 : Answer Key. Note : Answers may vary.

1. Present progressive (also found as example in ss's book)

Formula : subject + be + verb + ing + complement

Example : I am studying very hard.

2. Past progressive.

Formula : subject + be + verb + ing + complement
was/were

Example : I was studying English last night.

3. Present Perfect Progressive

Formula : subject + auxiliary + been + verb + ing + complement
has/have

Example : I have been playing football for a long time.

4. Students should probably be able to work out the formula by intuition.
If not, give them a helping hand.

Formula : subject + auxiliary (had) + been + verb + ing

Example : I had been working for 10 minutes (when the teacher entered).

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Exercise 10 : (Answer key)

1. Did it begin to snow just as the secretary started to drive home ?
ANSWER No, it had already been snowing for an hour when she started to drive home.
2. Why was the traffic so slow ?
ANSWER The traffic was so slow because the cars had been driving slowly due to dangerous roads.

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3. How do we know that it had been warmer earlier in the day ?
ANSWER We know that it had been warmer because the snow had been melting.
4. How do we know that the weather became colder before the accident ?
ANSWER We know that the weather became colder because, earlier, the snow had been melting, but by evening it was staying on the roads.
5. What job had the police been doing ?
ANSWER The police had been checking the traffic regularly.
6. How long had the secretary been driving when she had the accident ?
ANSWER She had been driving for 20 minutes when it happened.
7. Why couldn't she see well ?
ANSWER She couldn't see well because her heater hadn't been working and the snow had been freezing on her window.
8. Why had she stopped so often ?
ANSWER She had been stopping to clean her window.
9. Why wasn't the secretary hurt ?
ANSWER The secretary wasn't hurt because she'd been driving quite slowly.
10. Why was the radio playing after the accident ?
ANSWER The radio was still playing because the secretary had been listening to the radio before the accident.

TEACHER'S GUIDE
UNIT 4: FUTURE PERFECT/FUTURE PROGRESSIVE

It will come as no surprise for you to learn that the students' book has it all. Work through it. Here are just answers.

Exercise 1:

1. a, d, f.
2. b, c, e.
3. a, d, f.
4. b.
5. b, c, e.
6. a.

Exercise 2:

1. No, this year looks like it's going to be a busy one for Pablo.
2. The name of the new series he's working on is «12 Nude Ladies Walking in the Rain Accompanied by a Black Penguin.»
3. He will be showing that series at the Tate Gallery.
4. It will have finished by the 19th.
5. It will have finished because, on the 20th, the Japanese will be flying the pieces to Japan.
6. They will be exhibiting Pablo's pieces.
7. It's Tokyo's most famous art event.
8. Pablo will be drinking Saki and giving interviews.
9. By the 30th he will have visited the artistic city of Kyoto and investigated Zen as an art form.
10. He'll be spending his time at his studio preparing three live performance pieces.
11. The name of the rock band is Two Dead Men Lying in a Cemetery.
12. He'll be doing three live performance pieces.
13. Terry Emptyhead's contribution will be composing and writing six original pieces. (or) Terry Emptyhead's contribution will be the composition of six original pieces.
14. Pablo will do remakes of his last performance pieces.

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Exercise 3

In this exercise the main goal is to get students speaking. They should imagine they are Pablo. First they fill out his schedule. Some examples are already given. Make sure all verbs are written in the simple present as the students will be conjugating into either the progressive or the future perfect. Then they practice orally.

An example follows:

PABLO: OK.

I: What will you be doing on Sunday the 22nd in the afternoon?

P: I will be taking a karate class.

I: What will you have done by Wednesday the 25th?

P: I will have gone to the opening night; I'll have given interviews; I'll have taken a karate class; etc.

UNIT 5: Teacher's Guide

Reported Speech

GENERAL NOTE:

Students should read, individually, the introduction. Here is an explanation of exactly what reported speech is. In the first statement, B uses reported speech in repeating a cliché that his/her mother (and actually most mothers) presumably said.

Exercise 1:

1. past tense
2. past perfect
3. would (technically «conditional» tense)
4. that
5. William Faulkner said that man was going to prevail.

Exercise 2:

1. REPORTED: Socrates said he only knew that he did not know.
2. REPORTED: Manuel Noriega said that the gringo piranhas wanted him out.
3. REPORTED: Rhet Butler said that, frankly, he didn't give a damn.
4. REPORTED: Job said that he had come naked from his mother's womb and that naked he would return.
5. REPORTED: John Lennon said he hoped they had passed the audition.
6. REPORTED: Karl Marx said the proletariat would form (was going to form) the ruling class of Germany.
7. REPORTED: Winston Churchill said that they (i.e., the English) would fight them (i.e., the enemies) on the beaches and that they would fight them in the skies.
8. REPORTED: Captain Kirk said that their five-year mission was to go where no man had ever gone before.
9. REPORTED: A Hell's Angel said people would just have to learn to stay out of their (i.e., the Hell's Angels) way.

**Because it is an overly complex issue, we have not included every possible tense change in our examples. It is assumed that students can use intuition. The same applies to pronoun changes.

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TEACHER'S GUIDE: UNIT 6: CONDITIONALS

The students' book is of such excellent quality that a teachers' guide is almost unnecessary. Here you will find some answers, some suggestions and some other possibilities.

Exercise 1:

The letter presented here is used as an introduction to the real conditional. Students should read the letter silently and answer the questions. You'll probably wish to highlight the answers and certain points on the blackboard.

And remember to always emphasize again and again the fact that the real conditional is a real, concrete possibility.

1. Answers are obvious
2. (a)
3. (b)
4. simple present and future
5. (b)
6. Yes. Examples may differ. Here's one:

And I'll have to work a while for my brother John if I plan to have money.

7. IF + SUBJECT + PRESENT TENSE VERB + COMPLEMENT,
SUBJECT + AUXILIARY + SIMPLE VERB + COMPLEMENT

Exercise 2:

This activity is not intended to be difficult but to give students practice in how to form the real conditional. Sentences are reversed back and forth. One example is given here:

- * The teacher will explain that part to you if you (ask) her.
The teacher will explain that part to you if you ask her.

Exercise 3:

An increase in difficulty. Now students are called upon to use their imagination and to be aware of how sentences begin with IF or WILL. Answers will vary.

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Exercise 4:

Answer key

1. If John goes to the USA, I won't see him until next year.
If John doesn't go to the USA, I won't see him until next year.
2. If you play the guitar tonight, everyone will be so happy.
If you don't play the guitar tonight, everyone won't be so happy.
3. I can (will) call your girlfriend for you if you give me her number.
I can't (won't) call your girlfriend for you if you don't give me her number.
4. I will (can't) tell you the answers to your questions if I don't know them.
5. We can (can't) be at 12 o'clock if John picks us up (doesn't pick us up) in his car.
6. We can (can't) all fit in a Renault 4 if we are (aren't) six people.
7. If Ana is (isn't) such a good secretary, she'll get (she won't get) a new job.
8. If everybody comes (doesn't come) on time, we can get (can't get) an early start.
9. If the students study (don't study) hard, they'll make (won't make) their teacher happy.

Exercise 5:

This is an exercise that calls for a good deal of imagination. A few examples should probably be given until students get the idea. (This activity should probably be done in groups of three or four.)

Examples:

If the farm has a swimming pool, I'll swim all day.

I can get drunk if there's a good selection of wines and whiskies.

More possibilities.

If I am invited to enter his business, I'll say no.

If someone invites me to shoot guns, I'll do it.

II. Present Unreal Conditionals

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Exercise 1:

The wheel turns and we're back to the beginning. As with the real conditional, this exercise is an introduction. Have students read the letter. Then answer the questions.

1. Answer is obvious.
2. (b)
3. (c)
4. Answers here will depend on the students. But this is the moment to make the contrast and emphasize the difference between real and unreal. The answers should show that here we talk about a fantasy, a dreamed-up possibility, an unreal possibility.
5. (b)
6. (a)
7. Yes. EXAMPLE: I would try to get one if I had the money to pay the necessary fees.
8. IF + SUB + PAST TENSE VERB + COMPLEMENT + SUB + WOULD + SIMPLE VERB + COMPLEMENT

Exercise 2:

This exercise is relatively easy and is designed for students to practice using the correct verb forms and to practice reversals.

One example is given here:

If I (have) the day off tomorrow, I would go to the beach.

Correct: If I had the day off tomorrow, I would go to the beach.

This exercise can be done in pairs.

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Exercise 3:

The activity calls for the students to use their imagination. Sometimes some have problems and try to use concrete possibilities. Again, emphasize the fantasy aspect.

Answers will differ according to students' imaginations. Just make grammatical corrections and insist on the fantasy aspect. One example is given here:

1. If the weather were better today,
I would drive to the beach and I'd go swimming.

Exercise 4:

This activity is designed to give yet more practice to the students, with the difference that, here, they must decide how to begin their sentence. At times, there exists more than one possibility.

(Answer key provides all possibilities, some more probable than others.)

1. If I had (didn't have) a car, we could get there in 20 minutes
2. If you were (weren't) in love with that woman, you would (wouldn't) need to look for others.
3. If I were you, I would (wouldn't) invest my money in business.
4. If she studied more, she would (could) do better on her exams.
Correct but unlikely: She would study more if she did better on her exams.
5. (a) I would go to your party tonight if I didn't have to work at 6:00 am.
(b) I wouldn't go to your party tonight if I had to work at 6 a.m.
6. He would take a taxi if he had 1000 pesos.
He wouldn't take a taxi if he didn't have 1000 pesos.
7. If you were (weren't) so smart, I would (wouldn't) like you more.
8. We could all go to the concert if we had a day off.
We couldn't all go to the concert if we didn't have a day off.
9. If he looked (didn't look) like Tom Cruise, he would (wouldn't) be so lucky with the girls.

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Exercise 5:

This is a talking activity in which students in groups practice using the unreal conditional. They begin with things like:

If this happened to me, I'd

If I were in this situation, I'd

If I were you/he/she/they, I'd

I wouldn't....

The idea here is not to pull the conditional out of the situation but to use the conditional freely.

**An interesting variation on this activity is to have students break up into groups of four or five and prepare a short skit.

If this variation is used, all skits must satisfy one important criterion: There must be a critical moment which calls for the making of a decision.

(If there are no decisions to be made, there are no conditions to be produced.) The idea is that, when the skit reaches its critical moment, the actors freeze; and one of them asks the rest of the class questions.

Sometimes it's a good idea for the teacher to give an example: The teacher chooses three students—one female, two males—and takes them outside the classroom to explain the situation, which is as follows:

1. Couple (female student and teacher) leaves theater;
2. Two criminals (male students) appear;
3. One criminal grabs teacher's throat (softly) while the other points gun at female and shouts
«FREEZE.»
4. All actors freeze.
5. Teacher asks other (i.e., non-acting) students questions:

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*If you were in my shoes, what would you do?

*If this happened to you, what would you do?

Other productions are likely to be more interesting since the teacher gives sufficient practice time. The unfaithful spouse, the heartbroken lover, the awkward love triangle all make for useful topics.

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UNIT 7: Teacher's Guide

Once again the instructions for the students' book are sufficient for both students and teachers. Here you'll find mainly answers.

Exercise 1:

- | | |
|--------|--------|
| 1. (a) | 2. (a) |
| 3. (a) | 4. (b) |
| 5. (b) | 6. (c) |
| 7. (c) | |

Exercise 2: No answers needed.

Exercise 3:

WISH + CAN in present:

- (b) I wish I could play the guitar.

WISH + CAN in past:

- (b) I wish I could have done mathematics.

NOTE: Using wish with can does work a little different and to its own set of rules emphasize the difference. But it's perfectly clear in its own way.

Future possibility not included as it's not used too much if asked.

I wish I were able to. This is the Form

NOTE: You may wish to give some additional sentences mixing present past be done orally.

SEMESTER VI: ADVANCED GRAMMAR
UNIT 8: Teacher's Guide

This unit tries to get away from the tradition of teaching the passive voice through active voice inversions. Here the passive is taught in contrast with the active—since the two are in many ways opposites. Yet, when one produces a passive voice sentence, he/she doesn't first state the idea in the active and then invert it. The passive is used less frequently than the active, no doubt. But it springs forth just as automatically as the active—when it is functional. Thus this unit strives to establish some of the functions of the passive and then lead the students to the spontaneous use of it.

Exercise 1:

1. conquered
2. Jackie Kennedy
3. The French
4. was fascinated
5. Jackie
6. Hillary Rodham

7. ACTIVE VOICE

Actor + conjugated verb + recipient

PASSIVE VOICE

Recipient + auxiliary BE + past participle + by + actor

8. a. (passive) b. (active)

9. NO

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Exercise 2:

TEXT I: UNDERLINED **Drunks** and **thieves** are caught immediately by the **watchdogs**.

TEXT II:

| TENSE | COMPLETE VERB |
|-------------|---------------|
| (a) past | were divided |
| (b) present | are taken |
| (c) future | will be given |

Answers may vary somewhat in the COMPLETE VERB column.

TEXT III:

- (a) this exquisite recipe
- (b) an envoy
- (c) the second Earl Grey (or «my ancestor»)

TEXT IV:

Lonesome Dove was written by Larry McMurtry.

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Exercise 3: This activity may seem a bit complicated at first. However, the example, along with the answers given here, should clarify matters.

1. Marcus Anthony was seduced by Cleopatra.

2. Samson's hair was cut by Delilah.

3. Pele was elected Athlete of the Century by sportswriters.

4. The song "Angie" is sung by the Rolling Stones.

5. Spanish and Guarani are spoken in Paraguay.

6. The Buendia family is (was) directed by Ursula.

7. ROCINANTE is (was) ridden by Don Quixote.

Although literary critics would probably discuss the Buendía family and Rocinante in the present tense, it could hardly be considered incorrect in colloquial speech to discuss them in the past.

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UNIT 9: Teacher's Guide

The instructions in the students' book make instructions in the teacher's book almost unnecessary.

What you will find here are mainly answers and additional suggestions.

Exercise 1:

1st Cartoon Strip

1. (a)
2. (b)
3. (a)

2nd Cartoon Strip

Note: Additional questions may be asked. The first questions are meant to warm up the atmosphere.

1. They are in an office
2. They're executives, office workers, graphic designers (ha ha)
3. Not at the moment

(b) He's thinking positively about her.

(c) He's asking for confirmation of his idea/thought about her

Note: The thing in the above exercises and in the preceding ones is to always emphasize the function of tag questions and not just their grammar.

Tag question definition:

Answers will vary but to ask for confirmation of an idea is the idea.

Exercise 2:

Note: The «TSK TSK» story is a true story. You may also wish to talk a little about similar experiences.

To write a grammar formula for tag questions is kind of difficult. These questions change quite a bit. It's probably a good idea not to get too involved in the matter. However, the suggestion that says affirmative verb negative tag, negative verb affirmative tag is something that is worth memorizing and reinforcing.

The grammar formula is C.

Exercise 3:

1. Isn't he?
2. Doesn't he?
3. Are they?
4. Do we?
5. Aren't I (This form is the exception.)
6. Am I?
7. Was he?
8. Weren't they?
9. Did you?
10. Didn't you?
11. Wouldn't he?
12. Won't she?
13. Will they?
14. Can't you?
15. Haven't they?
16. Has he?
17. Shouldn't she?

SEMESTER VI

ADVANCED GRAMMAR

Exercise 4:

This is a follow up to Exercise 3. It forces students to use their listening ability. Below are 16 sentences. A creative teacher might prepare his/her own examples. The important thing in doing so is to cover a lot of tenses.

1. John's intelligent (isn't he?)
2. Susan isn't in class (is she?)
3. English classes are great (aren't they?)
4. You love your English teacher (don't you?)
5. You don't study much (do you?)
6. You were at the concert (weren't you?)
7. She wasn't at the party (was she?)
8. You didn't know about the exam (did you?)
9. She went to the concert (didn't she?)
10. She can't come tomorrow (can't she?)
11. She's gonna do the work (isn't she?)
12. She'll come to class (won't she?)
13. She should do it (shouldn't she?)
14. He wouldn't do it (would he?)
15. She has lived here for a long time (hasn't she?)
16. They haven't played football yet (have they?)

Exercises 5 and 6 are of a more creative and fun type. You may wish to do both or only one.

For Exercise 5, you refer back to the cartoons used to introduce tag questions. Then have them add a humorous dialogue with a tag question to the BC cartoon. A prize may be offered to the creators of the best cartoon.

Exercise 6 should allow for lots of humor as well as lots of practice.

**TEACHER'S GUIDE
OPTIONAL ACTIVITY I**

Solution to Tragedy in the Bathroom

1. No. Judging by the towels, he was neat, and she was sloppy. (If you decide that the evidence is inconclusive, your answer is not incorrect, since they might have been compatible on other levels.)
 2. No, because his toothbrush still has a ribbon of toothpaste on it and the neatly rolled and capped tube lies on the sink's rim.
 3. Yes, because the shower floor is wet.
 4. No, because his feet are dry.
 5. Yes, because her wet shoeprint exits from the shower.
 6. No. Although the soap standing in a puddle, Horace's feet are dry. Furthermore, there are no slippage marks to show that the soap slid or skidded.
 7. No, because it would have fallen onto the floor of the shower stall rather than to its present position.
 8. No. It is too far away from both. Therefore the soap and puddle must have been positioned deliberately.
 9. No, because he would not have stood barefoot near a broken bottle.
 10. Yes. The heavy scales are far enough out of balance to indicate that they had sustained a heavy jar.
 11. Yes. The shower has been turned on and off although Horace took no shower, and there are two puddles of no apparent source on the floor outside the shower.
 12. Horace was leaning over to brush his teeth when he was hit on the head with the bathroom scales. As he fell, he knocked over a bottle. Minnie then turned on the shower and doused water over Horace's head to make it look as if he'd just showered. To get the soap, on which he had supposedly slipped, she had to step inside the shower stall. She did this with her shoes on and thus left shoeprints.
- In actuality this is what occurred, and Minnie was arrested and eventually confessed. "I couldn't stand the guy's neatness," she said coyly.

OPTIONAL ACTIVITY II

A fill in the blank Sony exercise if cassette is unavaileble sing it!

Answer key

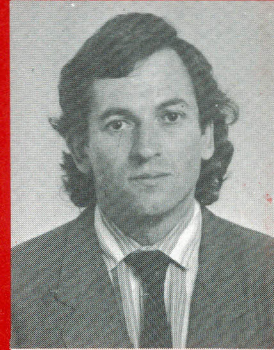
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|----------------|----------------|---------------|
| 1. Tumble | 7. Love Love | 13. Set me |
| 2. Run | 8. Happen | 14. Do Love |
| 3. Love Love | 9. Care | 15. Is |
| 4. Happen care | 10. Catch | 16. Spend |
| 5. Seems | 11. Bring | 17. Love Love |
| 6. Smile | 12. Want me to | 18. Care |
| | | 19. Love |

BIOGRAFIAS

STEPHEN BRADBURY (1955)

Nació en Inglaterra donde realizó sus primeros estudios.

A los 18 años decide conocer el mundo e inicia un largo periplo por Europa, Marruecos, La India, Nepal y Alemania. En este último país empieza a interesarse por los idiomas extranjeros y aprende alemán.



Posteriormente recorre toda Latinoamérica y realiza estudios de ESL por medio de la Universidad de Alabama.

En 1980 empieza a trabajar como profesor de Inglés en Colombia y dicta numerosos Talleres sobre Metodología de Enseñanza de Inglés en Santafé de Bogotá, San Andrés, Barranquilla, la Universidad del Cauca y la Universidad de Santiago de Cali. Paralelamente a su actividad como docente, toca el Saxofón y dirige una Banda de Jazz y otra de Rock and Roll.

Desde 1995 está vinculado al Instituto de Bellas Artes de Santiago de Cali y junto a John Harper escribe, éste, su primer libro.

JOHN HARPER (New Orleans. 1969)

Realiza sus primeros estudios en New Orleans (Mississippi).

Posteriormente a sus estudios en Southern Mississippi University, obtiene su postgrado como Master Of Arts en la Universidad de Alabama.

En 1991 llega a Colombia y se vincula como docente en varios centros educativos del país. En 1996 ingresa al Instituto Departamental de Bellas Artes en

Santiago de Cali como profesor de Inglés y en el verano de ese mismo año se involucra en este proyecto y que según sus propias palabras: "El vuelo del espíritu que trata de conseguir el pintor con su pincel, o el saxofonista de jazz cuando improvisa, es igual para mi cuando escribo".

