

# To the Teacher

*Clear Grammar 2 Student Workbook* is part of a multivolume series of grammar books for beginning to intermediate level students of English as a second or foreign language. Book 2 covers grammar points for upper-beginning nonnative speakers of English, including articles, *be going to*, irregular past tense, *how* questions, adverbs of frequency, object pronouns, *one* and *other*, possessive, comparison and superlative, modals, and problem words. This workbook may be used by students who are using the *Clear Grammar 2* textbook or any other upper-beginning grammar book. In addition, the workbook could be used by students in an upper-beginning conversation course so that they may practice written grammar to supplement the spoken practice in class.

The textbook for *Clear Grammar 2* contains grammar presentations using deductive and inductive approaches to accommodate the wide variety of learning styles that exist among language learners. In addition, the textbook contains an array of exercises and activities ranging from simple fill-in-the-blank exercises to original sentence creation to error identification and correction.

The exercises in the textbook have both written and speaking practice for the grammar points. The exercises for each of the grammar points in the textbook are sequenced from controlled (easy) to more open (challenging) activities. However, the exercises and activities in this workbook provide a different kind of practice. The exercises in this book attempt to simulate real language situations through the use of realia, sentence study, puzzles, and more difficult objective (TOEFL-like) exercises. Thus, the exercises in this workbook offer a good complement to the exercises available in the student textbook.

The exercises in *Clear Grammar 2 Student Workbook* follow a similar format to facilitate use by both the teacher and the student. Each of the thirteen units in this workbook offers these seven exercises:

- Exercise 1.     Realia
- Exercise 2.     Original Sentence Writing
- Exercise 3.     Realia
- Exercise 4.     Game, Puzzle, or Similar Activity
- Exercise 5.     Dialogue and Conversation Practice
- Exercise 6.     Sentence Study
- Exercise 7.     TOEFL Review

Exercises 1 and 3 are called **Realia**. In these exercises, students will work with postcards, newspaper articles, advertisements for various products, and other kinds of “real” examples of the grammar point being practiced in a particular unit.

Exercise 2, **Original Sentence Writing**, requires students to write their own unique sentences from prompts. The prompts either include specific examples of the grammar point being practiced, or they elicit use of the grammar point. For example, in unit 3 on

*be + going to + VERB*, the students are asked to write sentences with “is going to,” whereas in Unit 2 on articles they are given various place-names as prompts, such as “Real Sea,” which would then elicit the use of “the.”

Exercise 4 is often some type of **game, puzzle, or similar activity**. Learners practice the grammar point while doing some challenging activity. Exercise 4 often consists of a crossword puzzle or word search activity.

In Exercise 5, students work with original **dialogues** and **conversations**. If they are asked to write original dialogues, general guidelines or parameters are given, such as the names of the two people in the dialogue as well as their relationship (e.g., two students, a witness and a police officer, a doctor and a patient). In addition, students are sometimes told exactly what problem to develop (and solve!) in the dialogue. For example, the directions for exercise 5 in unit 8 on *one* and *other* instruct the student to write a dialogue in which someone is shopping for a new car, is confused by the variety of models, and therefore has to ask a friend for assistance. When students are asked to read a dialogue, instead of writing their own, the dialogue helps learners by providing a clear example of how native speakers of English might use the grammar points in real conversation. This exercise provides practice not only in using the structures but also in listening for them in conversation. Thus, this exercise gives students practice in speaking and listening (as well as in writing and reading).

Exercise 6 is called **Sentence Study**. In this exercise, students must first read a given sentence or minidiologue that contains elements of the grammar points being studied in that particular unit. Next, students are to read four sentences and choose which one or ones are true based on the information in the original sentences. This exercise is a very important one because it not only helps learners sort out what the grammar point really means but also promotes critical thinking skills in English. In addition, it promotes reading skills in English through more rapid recognition of the given grammar structures.

Exercise 7 provides a **review** of the language points in the unit using objective questions of two types. Resembling questions found in the structure section of the Test of English as a Foreign Language (TOEFL), the questions in this exercise employ a multiple-choice format. There are two parts. In Part 1, there are eight questions that students are to complete with the correct answer by choosing among four answers provided. In Part 2, there are seven questions that contain four underlined words or phrases. In this part of the exercise, students are to choose the one underlined word or phrase that has a grammatical error in it. While students are not required to actually correct the error, teachers may find it more beneficial to ask students to do so.