

Lesson Preparation for Teachers Using *Clear Grammar 1*

The title of the *Clear Grammar* series includes the word *Clear* because the explanations and examples in the book are written clearly, succinctly, and explicitly with the English language learner and the teacher in mind. As a result, the exercises are so explicit that a teacher's guide telling the teacher how to do each exercise is not necessary.

On the other hand, teachers are often unsure or doubtful of certain aspects of English grammar, so I have tied each of the twelve chapters of *Clear Grammar 1* to specific pages in my teacher reference handbook, *Keys to Teaching Grammar to English Language Learners* (978-0-472-03220-4, University of Michigan Press).

The chart provides the chapter number and topics from *Clear Grammar 1, 2nd edition*, in the first two columns. The third column shows aspects of the particular grammar point as they are explained in *Keys*.

A good teacher knows much more about whatever he or she is teaching in class, but a good teacher also knows what to explain and what not to explain. In other words, a good teacher has to know a lot more about count nouns or irregular verbs than the students, but this abundance of knowledge never means that the teacher is going to explain everything about the grammar point at one time (or even ever in some cases). Therefore, the information in Column 3 is the background information that you should have as you explain the material in the lesson in *Clear Grammar 1, 2nd edition*.

A good example is in Lesson 1 (*simple present tense of the verb to be*) and Lesson 3 (*simple present tense of regular verbs*). When teaching Lesson 1, you will teach your ELLs to invert the subject and be to produce a yes-no question (She is here. → Is she here?). As you teach this, you should know that most verbs in English require the auxiliary *Do* or *Does* to form a present tense question (She lives here. → Does she live here?). You should be prepared for a student question such as, "Can I say 'Does she here?'" when you are teaching Lesson 1. For Column 3 for Lesson 1, reading the first item (pp. 90-99 of *Keys*) will help you teach Lesson 1, but reading the second item (pp. 100-113 of *Keys*) will help you anticipate and accurately answer an unexpected student question such as the one just listed.

The information in this chart is not meant to be exhaustive. If you have suggestions for additional readings for Column 3, please send them to me at keith.folse@gmail.com

Keith Folse
University of Central Florida

Clear Grammar 1	Grammar Topic(s)	Teacher Prep Information (pages refer to KEYS Handbook)
1	Simple Present Tense of the Verb <i>Be</i>	<ol style="list-style-type: none"> Chapter 3, Key 1, pp. 90-99 Read Chapter 3, Key 2, pp. 100-113, in order to understand how <i>to be</i> is different from other verbs in simple present tense, especially negating (pp. 106-107) and forming questions (pp. 109-110). Compare the use of <i>have</i> for <i>be</i> in certain expressions produced by certain native languages (pp. 11, 15, 46, 91). Forms of <i>be</i> (p. 49) Overview of 12 Verb Tenses, pp. 74-85 but especially p. 76 Hot Seat Questions: HSQ 2 (pp. 267-268), HSQ 7 (pp. 272-273), HSQ 9 (p. 274) Possible Teaching Techniques: TT 2 (p. 289), TT 5 (p. 292), TT 11 (p. 298), TT 19 (pp. 304-306)
2	Possessive Adjectives and Demonstrative Words	<ol style="list-style-type: none"> Possessive adjectives, p. 54 Demonstrative words, pp. 53-54 Question 9, p. 7 Relationship of possessive adjectives and demonstrative words with Count and Non-Count Nouns, Key 5, pp. 152-160 but especially p. 153 and p. 157 Hot Seat Questions: HSQ 17 (pp. 282-283) Possible Teaching Techniques: TT 3 (p. 290), TT 4 (pp. 290-292), TT 5 (p. 292), TT 19 (pp. 304-305; be careful with the grammar labels <i>adjective</i> and <i>pronoun</i> with Lesson 2)
3	Simple Present Tense of Regular Verbs	<ol style="list-style-type: none"> Chapter 3, Key 2, pp. 100-113. Read Chapter 3, Key 1, pp. 90-99, in order to understand how simple present tense of regular verbs is different from <i>to be</i>, especially negating (p. 92) and forming questions (pp. 93-95). Pronunciation of <i>-s</i> or <i>-es</i>: Chapter 3, Key 8, pp. 185-192 but especially pp. 185-188. Overview of 12 Verb Tenses, pp. 74-85 but especially p. 76 Question 5, p. 11 Hot Seat Questions: HSQ 7 (pp. 272-273), HSQ 9 (274), HSQ 19 (pp. 284-285) Possible Teaching Techniques: Use TT 6 (p. 293) and TT 16 (p. 303) to have students compare negating and question formation between <i>to be</i> and Regular Verbs) Adapt 8D, p. 192, for regular verbs instead of nouns
4	Descriptive Adjectives	<ol style="list-style-type: none"> Chapter 3, Key 1, pp. 90-99 What are adjectives? (pp. 53-55) What are adverbs? (pp. 55-56) (because many teachers

		<p>confuse adjectives and adverbs)</p> <p>4. Question 17, p. 9 (so you will know not to use these adjectives in your presentations for Lesson 4)</p> <p>5. Question 3, p. 13 (in case a student asks about comparative of adjectives and so you will know to avoid comparative forms in your examples for a beginning level class)</p> <p>6. pp. 171-174 but especially p. 172 (because some adjectives cannot be used without a certain preposition immediately afterward)</p> <p>7. Chapter 3, Key 13 (Word Forms), pp. 232-241 but especially pp. 233-234 and 239-241</p> <p>8. <i>-ing</i> adjectives, Key 14 (Passive Voice), p. 246 (so you will know to avoid <i>-ing</i> adjectives initially; students find them confusing)</p> <p>9. Hot Seat Questions: HSQ 1 (pp. 266-267), HSQ 18 (pp. 283-284),</p> <p>10. Possible Teaching Techniques: TT 8 (p. 295)</p>
5	Past Tense of the Verb <i>Be</i>	<p>1. Chapter 3, Key 1, pp. 90-99, especially charts with <i>was</i> and <i>were</i> on pp. 92-93</p> <p>2. Read Chapter 3, Key 3, pp. 114-137, in order to understand how <i>to be</i> is different from other verbs in simple past tense, especially negating (pp. 128-130) and forming questions (pp. 131-132).</p> <p>3. Compare the use of <i>have</i> for <i>be</i> in certain expressions produced by certain native languages (pp. 11, 15, 46, 91).</p> <p>4. Forms of <i>be</i> (p. 49)</p> <p>5. Overview of 12 Verb Tenses, pp. 74-85 but especially p. 76</p> <p>6. Possible Teaching Techniques: TT 6 (p. 293)</p>
6	Past Tense of Regular and Irregular Verbs	<p>1. Chapter 3, Key 3, pp. 114-137</p> <p>2. Read Chapter 3, Key 1, pp. 90-99, in order to understand how past tense of regular verbs is different from <i>to be</i>, especially negating (p. 92) and forming questions (pp. 93-95).</p> <p>3. Pronunciation of <i>-ed</i> or <i>-d</i>: Chapter 3, Key 8, pp. 185-192, especially 185-190.</p> <p>4. Overview of 12 Verb Tenses, pp. 74-85 but especially p. 76</p> <p>5. Question 4, p. 5; Q1, p. 12;</p> <p>6. <i>-ed</i> adjectives, Chapter 3, Key 14 (pp. 245-247) so you will know to avoid using <i>-ed</i> verb forms such as interested or surprised in your presentation of Lesson 6 because ELLs may know these forms primarily as adjectives, not verbs</p> <p>7. Hot Seat Questions: HSQ 3 (pp. 268-269), HSQ 4 (269-270, so you will know not to accidentally introduce <i>used to</i> in Lesson 6), HSQ 5 (pp. 270-271, so you will know not to</p>

		<p>accidentally use a subjunctive verb form in any of your class examples of simple past tense), HSQ 10 (pp. 275-276)</p> <p>8. Possible Teaching Techniques: TT 6 (p. 293), TT 9 (295-296), TT 15 (301-302), TT 16 (p. 303), TT 18 (p. 304), TT 22 (p. 308)</p> <p>9. Appendix 2, pp. 336-340</p>
7	Wh- Questions	<p>1. Question formation for the tenses is covered in Chapter 3, Key 1, pp. 93-95; Key 2, 109-110; Key 3, 131-132; Key 4, 148-149</p> <p>2. Question formation of 12 verb tenses, pp. 76-85</p> <p>3. Question 4, p. 10 (in case a student were to ask you to contrast a true question form with an embedded noun clause) (along with Hot Seat Question 12, pp. 277-278)</p> <p>4. Hot Seat Questions: HSQ 10 (pp. 275-276),</p> <p>5. Possible Teaching Techniques: TT 9 (pp. 295-296)</p>
8	Present Progressive	<p>1. Chapter 3, Key 2, pp. 100-113.</p> <p>2. Spelling of <i>-ing</i> form: pp. 103</p> <p>3. Overview of 12 Verb Tenses, pp. 74-85 but especially p. 77</p> <p>4. Question 4, p. 5; Q 13, p. 8</p> <p>5. Hot Seat Questions: HSQ 3 (pp. 268-269)</p> <p>6. Possible Teaching Techniques: TT 9 (pp. 295-296), TT 18 (p. 304)</p>
9	Count and Non-Count Nouns	<p>1. Chapter 3, Key 5, pp. 152-160</p> <p>2. Question 9, p. 4; Q 16, p. 8</p> <p>3. Exchange 1, p. 28</p> <p>4. Defined, p. 46</p> <p>5. With articles, p. 182</p> <p>6. <i>many</i> vs. <i>much</i> (p. 20)</p> <p>7. Possible Teaching Techniques: TT 1 (pp. 288-289), TT 10 (p. 297); TT 13(pp. 299-300, but see example on p. 300); 7.D, p. 184</p>
10	Prepositions: <i>at, on, in</i>	<p>1. Chapter 3, Key 6, pp. 161-178 but especially the pyramid on p. 167</p> <p>2. Defined, pp. 59-61</p> <p>3. Obligatory prepositions with certain adjectives, nouns, and verbs, pp. 247; Question 5, p. 6; and especially pp. 171-174, so you will know to avoid these grammatical prepositions (as opposed to lexical prepositions) in your explanation of Lesson 10, which deals with lexical prepositions</p> <p>4. Question 4, p. 4 (as a native error, not an ELL error);</p> <p>5. Prepositions in phrasal verbs are not relevant here and you should not use any phrasal verbs as examples of prepositions in Lesson 10: Question 7, p. 11; Chapter 3, Key 11, pp. 210-223 but especially pp. 211-213</p> <p>6. Possible Teaching Techniques: TT 2 (p. 289), TT 4 (pp.</p>

		290-291), TT 7 (p. 294)
11	<i>Be Going To</i> + VERB	<ol style="list-style-type: none"> 1. Chapter 3, Key 4, pp. 138-151 but especially pp. 139-140 2. Overview of 12 Verb Tenses, pp. 74-85 but especially p. 77 and Question 5, p. 138, to contrast <i>be going to</i> with <i>will</i> 3. Hot Seat Questions: HSQ 15 (pp. 280-281) 4. Possible Teaching Techniques: TT 1 (pp. 288-289) to contrast <i>be going</i> and <i>will</i> or the use of <i>going to</i> and <i>gonna</i>; TT 212 (p. 307) ask students before you begin your lesson to explain their understanding of <i>going to</i> (vs. <i>will</i>) or when it is OK to use <i>gonna</i>.
12	Review of Verb Tenses from Book 1	<ol style="list-style-type: none"> 1. simple present tense, p. 76 2. simple past tense, p. 76 3. present progressive tense, p. 77 4. present perfect tense, p. 79 5. Review Keys 1, 2, 3, 4 from Chapter 3, pp. 90-151 6. Present perfect tense is introduced briefly in Lesson 12 (but will be taught in detail in Clear Grammar 2): p. 101, pp. 104-105 7. Question 2, p. 4; Q 8, p. 11 8. Hot Seat Questions: HSQ 16 (pp. 281-282) 9. Possible Teaching Techniques: TT 6 (p. 293); TT 7 (pp. 294-295) because you should find out how the tense you are teaching is formed and then used in your students' native languages—even the tense even exists in that language!