Lesson Preparation for Teachers Using *Clear Grammar 2*

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 2* to specific pages in my teacher reference handbook *Keys to Teaching Grammar to English Language Learners*.

In this chart, you will find the chapter number and topics from *Clear Grammar 2* in the first two columns. In the third column, you will find many 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 2*.

A good example is in Lesson 10 (*possessive*). When teaching Lesson 10, you will teach your ELLs the basics of using apostrophe –s to form the possessive of human nouns such as teacher: teacher’s → the teacher’s book. You will contrast this with *of* for non-human nouns: the capital of the province. The use of the ‘s is often difficult for native speakers, and there are many more specific rules about when to use ‘s and when to use just’. However, this information is overload and irrelevant to the learner needs of ELLs who are trying to figure out when to use ‘s and when to use *of*. In all cases, your teaching should be guided by positive and negative learner needs. The positive need is the ability to express possession and the negative learner need is how to correct (and avoid) their most likely errors (e.g., *the book of the teacher* instead of *the teacher’s book*).

This list 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

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<tr>
<th>Clear Grammar 2</th>
<th>Grammar Topic(s)</th>
<th>Teacher Prep Information (pages refer to KEYS Handbook)</th>
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| 1              | Review of Verb Tenses (simple present, simple past [including irregular], present progressive, be going to, basic present perfect) | 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. One aspect of present perfect tense (i.e., a past action that continues now, such as *I have been here since 8 a.m.*) is introduced briefly (but will be taught in detail in Unit 4 of this 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—if the tense even exists in that language! |
| 2              | Articles                                                                         | 1. Chapter 3, Key 7, pp. 179-184  
2. Within the confines of the 8 parts of speech, articles are adjectives. See p. 54 for some background on this.  
3. Articles are a kind of determiner, and all determiners are adjectives. See p. 153 for some background on this.  
| 3              | Irregular Past Tense Verbs                                                       | 1. Chapter 3, Key 3, pp. 114-137  
2. Read Chapter 3, Key 1, pp. 90-99, in order to understand how past tense of irregular verbs is different from *To Be*, especially negating (p. 92) and forming questions (pp. 93-95).  
3. Overview of 12 Verb Tenses, pp. 74-85 but especially p. 76  
4. Hot Seat Questions: HSQ 5 (pp. 270-271, so you will know not to accidentally use a subjunctive verb form in any of your class examples of simple past tense), HSQ 10 (pp. 275-276)  
5. Possible Teaching Techniques: TT 6 (p. 293), TT 9 (295-296), TT 16 (p. 303), TT 18 (p. 304), TT 22 (p. 308)  
6. Appendix 2, pp. 336-340 |
| 4              | Present Perfect Tense                                                            | 1. Start with Hot Seat Question number 16 on pages 181-182. This overview gives you the best overview of this tense as it shows the multiple usages of present perfect tense. |
| 5 | Adverbs of Frequency | 1. The main teaching issues are learning the meaning of the various adverbs of frequency and then the grammar, or location, of these words in a sentence. For the basic grammar of adverbs of frequency, study p. 56.  
2. For a more detailed follow-up, study Hot Seat Question 7 on pages 272-273.  
3. Possible Teaching Techniques: TT 9 (pp. 295-296), TT 16 (p. 303), TT 23 (p. 309). |
| 6 | Nouns Used as Adjectives | 1. For background on adjectives, read *What are adjectives?* (pp. 53-55)  
2. For a better understanding of the biggest ELL error with adjectives, study Hot Seat Question 1 (pp. 266-267).  
3. To see the bigger picture as to why ELLs have a problem putting a noun in the adjective slot before the main noun, read Key 13, pp. 232-241.  
4. Pay special attention to 13.B.6 on pages 236-237 regarding the use of nouns in the adjective slot (with the nouns not adding any suffix marking them as adjectives) (e.g., *a city problem* vs *a national problem*).  
5. Possible Teaching Techniques: TT 6 (p. 293), TT 7 (pp. 294-295), TT 8 (p. 295). |
| 7 | Object Pronouns | 1. For background on pronouns, read pages 51-53.  
2. Compare possessive adjectives on page 54.  
0. Possible Teaching Techniques: TT 7 (pp. 294-295), TT 10 (p. 297), TT 16 (p. 303), TT 19 (pp. 304-306) |
3. Overview of 12 Verb Tenses, pp. 74-85, but especially p. 78.  
4. Usage: Question 10, p. 1  
5. Form: Question 4, p. 5; Q 13, p. 8  
6. Possible Teaching Techniques: TT 9 (pp. 295-296), TT 18 (p. 304) |
| 9 | One and Other | 1. Hot Seat Questions: HSQ 13 (pp. 278-279)  
2. Question 3, p. 10 (with answer on p. 15).  
3. Possible Teaching Techniques: TT 6 (p. 293), TT 7 (pp. 294-295), TT 10 (p. 297), TT 11 (pp. 297-298). |
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| **Comparatives and Superlatives of Adjectives** | 1. Hot Seat Question 18, pp. 283-284, covers the basics of this grammar point. 
2. Question 3, p. 13 (with answer on p. 15). 
3. A definition and examples of descriptive adjectives can be found on page 54. 
4. Common suffixes that mark descriptive adjectives can be found on page 234. 
5. Possible Teaching Techniques: TT 4 (p. 290-292), TT 9 (pp. 295-296), TT 23 (p. 309). |
| **Modals** | 1. Chapter 3, Key 12, pp. 224-231 
2. General overview: page 51 and then the last example on page 46. 
4. Possible Teaching Techniques: Use TT 23 (p. 309) to have ELLs identify modals in magazines, newspapers, and web information; use TT 24 to have higher proficiency ELLs study the use of modals in persuasive, cause-effect, and other types of writing. |