

HOW TO USE THIS WORKBOOK

This workbook contains more than 200 exercises to practice the material in *Keys to Teaching Grammar to English Language Learners: A Practical Handbook*. The five chapters in this workbook match the five chapters in the Handbook (HB). The relevant Handbook pages appear after each exercise title as HB pp. 219–223, for example.

Chapter 1 has two parts. Section 1 provides practice differentiating native speaker grammar from ESL grammar. For example, a typical native speaker error might be *Where are you at?* (instead of *Where are you?*), to which a student might reply *I'm in home* instead of *I'm at home*. Section 2 helps you see where you are on the grammar continuum. How will gaining knowledge about ESL grammar inform your teaching style?

Chapter 2 deals with native speaker English, including basic grammar labels. Chapter 2 has four sections. Section 1 deals with 20 typical native speaker errors. It is recommended that you dedicate more of your time to the errors that are problematic for you instead of trying to deal with all 20 errors. Section 2 covers the eight parts of speech. These exercises allow you to make the connection between previous grammar training that you may have had as a native speaker and ESL grammar errors. Section 3 has exercises that practice basic sentence labels such as subject, verb, clause, and the like. Finally, Section 4 provides numerous exercises on the 12 verb tenses in English.

Chapter 3 covers 16 grammar points, called Keys, that are basic to teaching English language learners. Keys 1–4 cover verb tenses. Keys 5–16 cover typical ESL grammar issues such as count and non-count nouns, prepositions, and word formation. For each Key, a series of exercises follows that includes understanding definitions, recognizing typical ESL errors for a grammar point, and editing sample student writing. Each Key in the Workbook ends with a small project called Action Research Project to Inform Your Teaching. You are asked to apply your knowledge gained about the Key through a variety of activities, including analyzing excerpts of written English, spoken English, or both to identify how the Key is actually used in real English, or by working with English learners to translate sentences that practice the Key to consider native language interference in learning the Key.

Chapter 4 consists of 20 “Hot Seat” Questions. It is recommended that you answer each of these questions very early in your coursework. In many cases, you may have no idea what the answer is, but that is exactly where your learners are, too, so it is good for you to see these grammar questions from your learners’ viewpoint.

Chapter 5 deals with various techniques for teaching English learners. The best way for you to practice these techniques is to see someone using them as you observe his or her classes. Some class observation forms are included here.

Reflecting the variety of content from chapter to chapter, the exercises in each chapter vary in format, number, and length.



Action Research Projects to Inform Your Teaching

After each of the 16 Keys in Chapter 3, an action research project that helps connect grammar information with real world learning is provided. Each project facilitates understanding why students have difficulty with certain aspects of the grammar in that Key and/or understanding how that grammar is currently used in English.