

COMPLAINT 6: *I'm feeling old and tired. I've taught the same old patterns and rules for years, and there's no excitement left. I don't have the time or energy to "entertain" my classes, to keep bringing in additional materials and activities, or to keep thinking of ways to motivate real learning in reluctant or slow learners.*

SOLUTION 6-A: *Let the materials themselves do a lot of the work for you! For instance, less proficient, self-conscious students can look at relevant sections before the grammar, exercises, and activities are presented in class. The provided explanations, sentence patterns, phrasing models, and vocabulary will give them the information and confidence they need to understand what's going on during grammar explanations, to participate in class, to ask questions and make requests when they need help, and to contribute effectively during group work. Their newly acquired ability to take part and "be heard" will give them more confidence and even more motivation to learn.*

SOLUTION 6-B: *Make maximum use of the material in the Answer Key & Teacher's Guide. Students can use the EXERCISE ANSWERS to assess their own progress as well as to "teach" and help one another. (Reduced-sized copies of visuals from the text make the Answer Key even easier to use.)*

The SUGGESTED ACTIVITY RESPONSES in the Answer Key may prove even more useful: they provide an abundance of language models at various levels of sophistication that save both instructors and learners research time; if independent learning becomes a part of the language program or course, such offerings can serve some of the functions of an additional "tutor" or "reader," freeing you to concentrate on just the essentials, if necessary.

The Answer Key & Teacher's Guide even provides some beyond-the-text supplementary material, reproducible of course, to set up effective, motivating change-of-pace learning activities and games.

*Here are a very few sample excerpts from various pages of the Answer Key & Teacher's Guide from the beginning of **Scenario**, Book One:*



****0-D** Write and say the numbers of these things.

text page 3

1. 26	2. 7	3. 10 OR 11	4. 32	5. 4	6. 140
7. 10	8. 9	9-16. Answers will vary.			

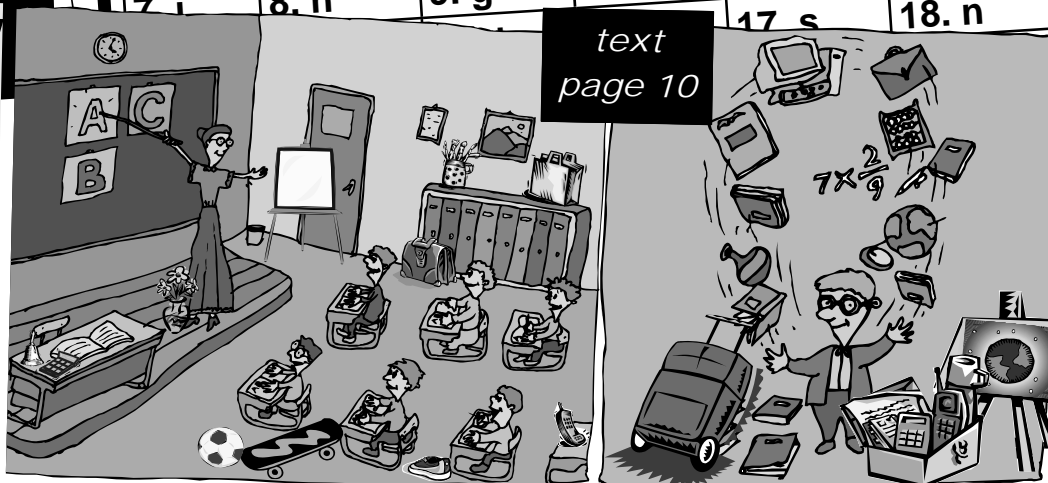
****0-E** With the numbers, say these grammar words from this book. Draw lines to the meanings.

text page 4

1. e	2. f	3. a	4. d	5. c	6. b
7. i	8. h	9. g	10. o	11. q	12. k
				17. s	18. n

*****1-H**

Name the singular things in the pictures. Use *this, that, or it* with *be* in affirmative and negative sentences.



text page 10

NOTES: Here are possible sentences with the grammar of Chapter 1 so far about the two picture scenes on text page 10 and the previous page of this Answer Key. Forms of the verb be are underlined. There are many other possibilities, of course. **** = This answer includes especially "advanced" vocabulary or grammar—not yet introduced in the text.

[pointing, touching] This picture is a classroom. This isn't a number. It's a letter of the alphabet. It's "A." This is "B." That's "C." This isn't a bulletin board. It's a chalkboard. This is a clock. It's not a watch. This isn't a helper. It's the teacher. ****This isn't a podium or a stage, but it's a step.

That's not a table. ****It's the teacher's desk. ****That isn't a glass on the desk—because it's a vase with flowers. ****That's a book, a calculator, and a desk lamp over there on the teacher's desk. ****That thing in the corner—it's a wastebasket or a trash can. It isn't a garbage can. ****That's a board with paper on a stand—not a chalkboard. That's a door. It isn't a window. That's a soccer ball. It isn't a football. ****That's skate board, not a clipboard. That's a desk. That's a student. That's a briefcase. ****That's a cell phone, not a public pay phone.

****Against the wall? ****That's a row of lockers. ****On the lockers? That's a cup with pencils and pens. That's a paper bag. ****On the wall—that's a picture or a notice.

[pointing, touching] ****In this picture is a juggler with many things. ****This is a face. This is a book. This is a book, too. ****This is a folder, It's not

***2-H

Not all the names of countries in the world are on the maps of pages 28 to 30. Can you name more countries? Where are they? Can you tell the nationality of their people? ****Can you name their languages too?

NOTES: Here are some possible sentences with the grammar of Chapters 1 and 2 about the World Maps on Pages 28 to 30. There are many other possibilities, of course. These answers may include new vocabulary but not very advanced grammar.

Puerto Rico is a commonwealth of the United States. Puerto Ricans are American citizens. The Dominican Republic is on the island of Hispanola in the Caribbean Sea. It's next to Haiti. Paraguay is a country in South America. Its languages are Spanish and Guarani.

Switzerland is a country in Europe. It's near Germany, France, and Italy. Its people are Swiss. Their languages are German, French, and Italian.

Jordan is a kingdom in the Middle East. Its people are Jordanian. Its language is Arabic. Kuwait is a small country in the Middle East. Its near Iraq. Its people are Kuwaiti citizens. Nepal is a kingdom in Southeast Asia. It's near Tibet (China). The Buddha is from Nepal. Cambodia is a country in Southeast Asia. It's next to Thailand, Laos, and Vietnam. Its people are Cambodian. Its official language is Khmer.

[There are approximately 220 countries in the world. Information about them is available in reference books, in atlases, on the Internet, etc.]

4-D Make affirmative and negative *there is/are* statements about this picture. Use the given words as sentence subjects. *Add your own vocabulary and ideas too.

text
page 64

NOTES: Here are some possible sentences focusing on the grammar of Chapter 4.
 **This may be a good exercise with which to review sentence elements. In these suggested responses, the filler word THERE has a dotted line under it; the corresponding (singular or plural) form of be is underlined. There's a circle around the (unidentified or identified) noun of each sentence-subject phrase; each relevant noun marker has a wavy line under it. The pronouns it and they replace many of the nouns in following sentences. The adverbs and place or location phrases are boxed.

1. There's a school in this neighborhood.
2. There aren't any drug stores on Main Street. *But maybe there's a drug store behind the supermarket.
3. There's a café on the corner of 1st and Main Streets. *It's across the street from the supermarket.
4. There are no parks or beaches in this neighborhood. *The beach is about ten miles from here. **And There's a park five blocks away.
5. There are some benches in front of the supermarket. **They're at the bus stop on First and Main. There aren't any people on the benches.
6. There aren't any taxi stands on these streets. **But There are many taxi stands in front of the hospital a couple of blocks away.
7. There are two gas stations in this neighborhood. **They're behind the café and the market. ***They're across the street from each other.
8. There are a supermarket and a hospital in this neighborhood. *The supermarket is next to a



*****5-B** Now write your own description of a scene or place of your choice. Here are some ideas:

text
page 78

the classroom on page 10 of Chapter 1	OR your own classroom
the maps on pages 27-30 of Chapter 2	OR a map of your country
the Store of Knowledge on page 52 of Chapter 3	OR a nearby store
the neighborhood on pages 67-68 of Chapter 5	OR your own neighborhood
the city scenes on page 65	OR ***an interesting part of your own city
***the geography of a state, country, or area of the world	
***an interesting or exciting or scary or funny dream scene of your own	

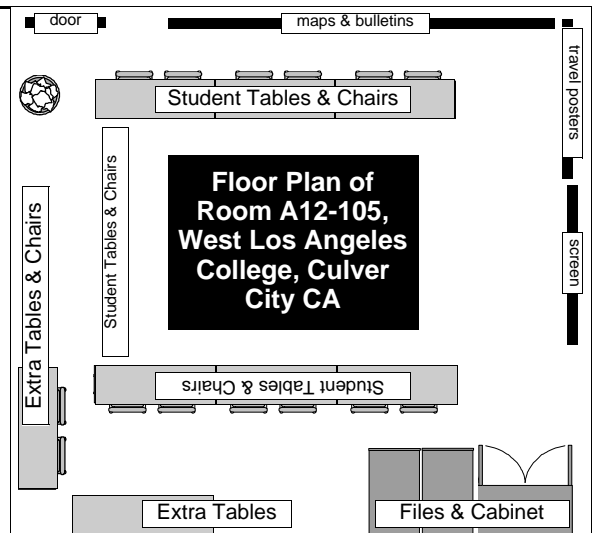
NOTES: For each of these ideas, there is a titled sample paragraph on the next pages. For practice in the grammar of **Scenario, Book One—A** (Chapters 1-5), most of the suggested sentences contain a present-tense form of the verb *be*. For more advanced learners, some sentences include structures or vocabulary not yet presented in the text. For the requirements and goals of academic writing courses, each piece of writing follows the conventions of a rhetorical form called "place description." However, to include questions and answers "naturally," there are some "sentence fragments" in the sample paragraphs.

My College Classroom

All of my English classes are in the same classroom—Room 105 of the A-12 Building. **Why is the room so noisy? ***It's in a prefabricated building, so the walls aren't solid or soundproof. ***But there's plenty of space. **How many students is the room for? **Probably about thirty at a time. The room is rectangular, about 25 feet by 20 feet. There are chalkboards on two sides and bulletin boards and posters on the other two walls.

The teacher's desk is at the front of the room, and there are some cabinets and bookcases on both sides for materials and supplies. **There's a chair for each student, not a desk. Why is that good? *Because a chair at a table is more comfortable than a student desk.

****Also, tables are better for group work than individual desks. What about the temperature of the room? ***There's air-conditioning and there's heat, but they're not often on. **Sometimes it's too hot or too cold. Why is there only one door to the room? ****Even if it's open, the air circulation isn't so good. Why aren't there any windows? ****The room isn't perfect, but I'm happy with it. ****So are the other students; the teacher is, too.



The Map of North America on page 28

There are only three countries on the North American continent—Canada, the United States of America, and Mexico. What's the big island northeast of the North American continent? It's Greenland, part of the European country of Denmark. ***What country is Alaska part of? ***It's the northernmost state of the United States. ***It's separated from the 48 other U.S. states by Canada.

***Canada and the United States share a long border. Some Canadian provinces on this border are British Columbia, Alberta, Ontario, and Quebec. Some U.S. states on the border are Washington State, Montana, North Dakota, Minnesota, and New York. The five Great Lakes—Lakes Superior, Ontario—are on the Canadian-U.S. border, too.

What states are on the southwestern Mexican border of the United States? Arizona, and Texas. The Rio Grande (Díaz) is the border.



A Nearby Store

My favorite store in my neighborhood is a music store. (Here's a photo of a corner of it.) There are all kinds of musical instruments in the store. On the high shelves in the corner are drums—short drums, tall drums, and exotic drums from all parts of the world. ****Hanging from the shelves and on the walls under them are string instruments. There are guitars, banjos, mandolins, violins, and other interesting objects. Some instruments are very unusual. ***All of them are very interesting. ****I always enjoy my time in this store.



Thank you for attending our presentation—and especially for being part of the solution to the “challenges” listed in this handout.

Elaine and I are personally and professionally committed to helping people become self-sufficient and able to succeed in their lives in these United States. You and we have chosen a profession that provides a key vehicle for that success—the facilitation of English-language acquisition. One way or another, we’re all engaged in teaching people “how to fish,” not just feeding them for today.

The mission of AUTHORS & EDITORS is to provide materials that make it easier—and more fun—for you to help your students *really* learn the English language, as well as to learn how to learn.

The New Scenario is only a small example of the teaching and learning tools available to you and your students from AUTHORS & EDITORS.

We hope to see you at our booth (#) in the Exhibit Hall to talk about your needs and how our materials may help you help your learners.

If you did not receive an *Authors & Editors Catalog* during this presentation, stop by our booth and pick one up.

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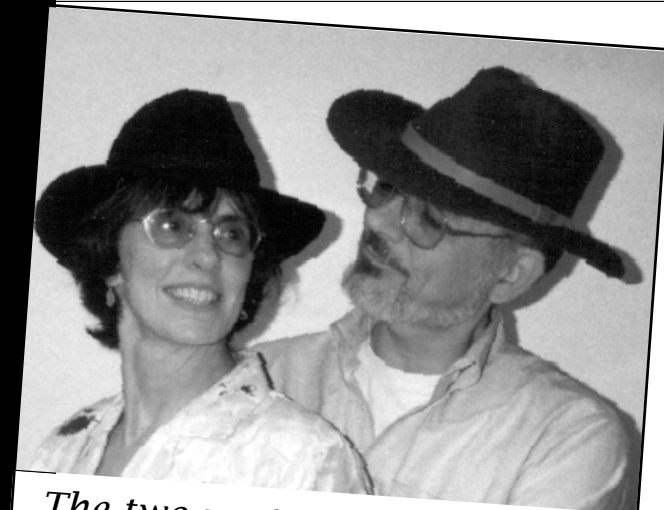
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