

COMPLAINT 2: If students are academically inclined, they think grammar study means “learning about the language.” They want teacher-centered lectures and exercises in which they can “get the right answers.” If they’re not academics, they seem frustrated or self-conscious (afraid of making mistakes). They come off as shy and silent.

SOLUTION 2-A: Solutions to the dilemma of multi-level classes, as offered on pages 5 to 7 of this handout, may also solve the problem of unrealistic or ineffective “academic” expectations of a grammar course. As learners of various backgrounds get into the materials and activities, especially as they begin to trust the text and their teacher, they’ll naturally begin to grasp the difference between “theoretical talk about grammar” and its actual usefulness in listening and reading comprehension—as well as their own speaking and writing.

SOLUTION 2-B: More cognitive or more academically prepared students can make use of the simplified yet complete grammar explanations (white type on black backgrounds) to “explain” sentence structure to themselves and others. With or without instructor help, they can also “analyze” the provided phrase and sentence patterns according to the rules they are learning. In later chapters, they can study the Vocabulary, *Pronunciation, and **Grammar Use boxes related to the essential grammar patterns and rules. The same benefits come from the more advanced (***) grammar boxes, which anticipate questions that higher-level students are likely to ask as well as mistakes that students commonly make. These frequent features and others like them will “satisfy” students eager to use their cognitive learning abilities. Some examples follow:

These grammar explanations, chart, and sentence examples—along with others—are from pages 22 and 23 of Chapter 2 (Statements with BE, Pronouns, Adjectives, & Prepositional Phrases) of **Scenario, Book One**. They contain some of the typical features that make the “grammar talk” of the text useful to both academically inclined and less analytical students: simple grammar heads and statements in different colored boxes, arrows, markings (circles, lines, boxes) to distinguish contrasting parts of speech, cartoons to illustrate context, and others.

There are many ways to make use of grammar sections like these: You can read them aloud in class and ask comprehension questions to make sure learners are getting the point; students can read them silently and then paraphrase their meanings to themselves and others; they can use the suggested markings to “analyze” the language of the preceding **Scenario** and associated exercises; they can correlate the rules and the examples, and so on.

Grammar: Possessive Adjectives

In the examples to the right,
A circle = a subject pronoun
A wavy line = a possessive adjective.

A *possessive* form means “of.” It tells about belonging, or it shows a relationship. A possessive adjective goes before a noun. Possessive adjectives are related to subject pronouns. Here are examples:

My helper and I are happy about our jobs.
You and your wife aren’t citizens of this country.
He’s in business with his father.
She’s here with her children.
They and their friends are from different countries.

Grammar: Object Pronouns

Object pronouns are related to subject pronouns and possessive adjectives. Some forms are the same. Some forms are different.

After prepositions, use object pronouns, not subject pronouns. Some examples of prepositions are *to*, *from*, *for*, *with*, *of*, *in*, and *about*.

In the examples to the right, a circle = an object pronoun.

SUBJECT AND OBJECT PRONOUNS

	SUBJECT PRONOUN	OBJECT PRONOUN	SUBJECT PRONOUN	OBJECT PRONOUN
1 ST PERSON	<i>I</i>	<i>me</i>	<i>we</i>	<i>us</i>
2 ND PERSON	<i>you</i>	<i>you</i>	<i>you</i>	<i>you</i>
3 RD PERSON	<i>he</i>	<i>him</i>	<i>they</i>	<i>them</i>
	<i>she</i>	<i>her</i>		
	<i>it</i>	<i>it</i>		

FLOWERS FOR YOU.
FOR ME? THANK YOU.
FROM ME. TO THEM.
TO US?
FOR THEM? THAT’S A NICE SURPRISE. WE’RE HAPPY ABOUT IT.
GOOD FOR THEM!
THIS IS A GOOD SPEECH. I’M INTERESTED IN IT.
HE’S WITH HER. SHE’S WITH HIM.

COMPLAINT 3: Some students think grammar should “come naturally” without focused attention to rules and patterns. They want to talk, engage in activities, and play fun games. However, they’re fossilized in their language habits so they don’t really learn anything new or better—and they don’t think they should “have to.” They may resist doing homework and/or understanding the reasons for correction, both oral and written.

SOLUTION 3-A: As suggested on the previous page, conduct “grammar lectures” as interactive activities, encouraging participants to use correct grammar as they give answers, ask questions, and help one another express themselves.

SOLUTION 3-B: Don’t leave grammar instruction and/or correction out of even the most interactive, competitive, or engaging class activities, such as the following version of “Information Bingo.”

As explained in *Doing without the Photocopier* (Authors & Editors, ISBN 0-9627878-4-1), “Information Bingo” is usually played with question-and-answer exchanges. Even so, the game steps can easily be adapted to any kind of grammar at any level, such as in this presentation of the game at the end of Chapter 2 (Statements with BE) of *Scenario, Book One*. The inclusion of interactive games of this kind in a grammar course help learners to relate sentence structure and rules to real-life communication. Various techniques ensure that they use appropriate grammar during the activity, learn from their own and others’ mistakes, and/or start to apply their grammar learning to their own comprehension, speaking, and writing.

***2-K** Divide a paper into 9 or 16 boxes. Your teacher and classmates can finish these sentences for you. Write the information about a different person in every box. You can add more information, too.

My name is

I’m a/an (job)

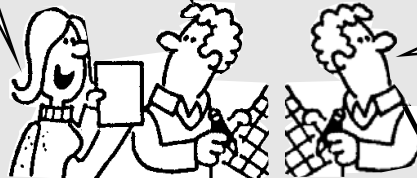
I’m from . . . (country).

OR: I’m . . .
(nationality).

I’m . . . (more adjectives).

THANKS. I CAN WRITE THAT ON MY PAPER. AND YOU’RE FRIENDLY AND TALKATIVE TOO.

HI! I’M LUCILA. I’M A CONSTRUCTION WORKER. I’M FROM BRAZIL. BUT I’M NOT BRAZILIAN. I’M VENEZUELAN. I’M HAPPY TO BE HERE.



HELLO. MY NAME IS IGOR. I’M A BAKER. MY JOB IS IN A BAKERY. I’M NOT FROM RUSSIA. I’M ARMENIAN. I’M SHY AND QUIET.

ALSO: Use negative statements.

Now play a game. The teacher introduces one person. Look for the information about him or her. All players make an X on that box of their papers.

That person introduces a second person. Everyone puts X on that box on their papers.

The second person introduces a third person. All players make an X on that box. Continue in this way.

THIS IS MICHAEL CLIMATO. HE’S A WEATHER REPORTER FROM GREECE. HE’S YOUNG AND CALM. HE’S HANDSOME TOO.



Lucila de las Estrellas construction worker (Brazilian/Venezuelan) friendly	Li Li Lee truck driver Vietnam (Vietnamese) pretty, small, thin, shy	Elaime Kim English professor, U.S. (American) not young, not old good teacher
Mickey Maus actor, cartoon character African Republic (African) famous, friendly, successful	Ronald McDonnell restaurant owner Scotland (Scottish) round and strong interested in	Igor Frankstein baker Russia, Armenian shy, quiet, but not really
Michael Climato weather reporter Greece (Greek) young, calm, easy to understand	Arturo Ruben social worker Argentina (Argentinean) kind, nice, good listener	Brut Lee athlete, teacher of karate China (Chinese) strong, healthy, fast

THAT’S LUCILA DE LAS ESTRELLAS. SHE’S A VENEZUELAN CONSTRUCTION WORKER . . .

One fun activity leads to another! And as learners use appropriate sentence and phrasing patterns over and over—correctly this time because the steps, monitoring procedures, and scoring features are designed to elicit them—they're bound to overcome some of the effects of fossilization and to master effective grammar use eventually! When monitoring and coaching are an integral part of controlled activity that is clearly communicative and purposeful, learners seem to lose the inhibitions that come from their fear of making mistakes.

In these sample games (at progressive levels of complexity) from close to the beginning of *Scenario, Book One*, even reluctant or resistant students will have trouble avoiding participation—and learning in spite of themselves.

How can you win this game? Three or four X's in a line are a Win! The winner introduces the three or four people in his or her line of X's. What's his or her prize?

His/Her name is

He's/She's a/an (job)

He's/She's from . . . (country).

OR: He's/She's . . . (nationality).

He's/She's . . . (more adjectives).

I'M THE WINNER!



Luella de las Brellas construction worker Brazil (Venezuelan) friendly	Li Lee taxi driver Vietnamese (Vietnamese) pretty, small, thin, shy	Ernie Kimm English professor, not U.S. American not young, not old good teacher
Mikay Maus actor, cartoon character African Republic (African) famous, friendly, successful	Ronald McDonnell restaurant owner Scotland (Scottish) round and strong interested in good food	Boor Frankstein beer Russia, Armenian shy, not normally
Michael Cimino teacher Greek (Greek) young, calm, easy, no understand	Arturo Ruben social worker Argentina (Argentinean) kind, nice, good listener	Brut Lee athlete, teacher of karate China (Chinese) strong, healthy, fast

**2-K Think of information about a person or some people in the group. Write sentences with *be* about him or her or them. Read your sentences to the group. Can they tell the name of the person or people?



HER HAIR IS BLOND. IT'S LONG AND BEAUTIFUL. HER CLOTHES AREN'T TRADITIONAL. SHE'S YOUNG AND SMART. SHE'S FROM FINLAND.

THAT'S INGRID! O.K. IT'S MY TURN. THIS PERSON IS SHORT AND HANDSOME. HE'S NICE AND KIND. HE'S A GOOD LISTENER. . .



***2-K In sentences with *be*, write about one person or some people. The person can be you, your teacher, a classmate, a friend, a relative, or a famous person. Put in one false sentence. Read your sentences to the group. Can the group find the false statement (the wrong information)?



FIDEL CASTRO IS PRESIDENT OF AN ISLAND COUNTRY. HE'S CUBAN. HE'S YOUNG AND GOOD-LOOKING. HE'S A FAMOUS WORLD LEADER. . . .

NO, CASTRO ISN'T YOUNG AND GOOD-LOOKING. HE'S OLD. NOW ABOUT BILL CLINTON. HIS WIFE IS A U.S. SENATOR FROM NEW YORK. . .



WARNING!

No section of a grammar text is *guaranteed* to work *all the time* with *all* teachers and learners—regardless of their energy level, mood, etc. And even the most consistently successful activity isn't *certain* to stop the complaints of inveterate complainers!

WARNING!

WARNING!

COMPLAINT 4: *The books I have are too big, too heavy, and/or too expensive. Even so, most of what they contain is print on white pages (with a lot of wasted space but little contrast). These texts feel daunting yet tedious. There isn't much motivating material. There aren't any surprises. To top it off, they don't even address the requirements of a credit course, like critical thinking and essay writing.*

SOLUTION 4: *At least some of the time, make efficient and productive use of the large variety of features in the New **Scenario**. These features include, but are not limited to:*

- **Scenarios**, often amusing and therefore motivating, that can be used as introductory reading-comprehension material and/or "skits" to act out while working on accent improvement;
- bold graphic page designs that "wake up text-users," making it easy for them to find their place and to recognize how one section relates to another; helpful logos and symbols;
- large dark type faces; just enough "white space" for learners to make a few notes but not enough to bore them or increase the physical weight of the materials;
- fill-in-the-blank, word arranging, TRUE/FALSE, matching, and other traditional-format exercises (with variations) designed to help students "get" not only the grammar but also the content of the material;
- real information and conversation stimuli about a large variety of subjects (science, geography, health, consumerism, housing, literature, human values, self-improvement, etc.) that can't fail to interest and engage at least some of the people some of the time;
- exercises and activities that can be used orally and/or in written form, providing practice in all four language skills, including "academic composition" assignments and writing-as-a-process steps;
- creative, innovative games and game-like activities, both competitive and cooperative, that stimulate and involve language learners not only in the objectives and content but also in language learning.

Here are a very few examples from various pages from the beginning of **Scenario**, Book One:

The series of unstarred and starred (****) 2-H activities on pages 27 to 31 of Chapter 2 of **Scenario**, Book One, helps students talk about themselves and learn about others; it also begins to address a content area: world geography,

**Vocabulary: Geographical Places

Continents, regions, and countries are places in the world. Their names are "proper nouns." The main words of geographical names begin with capital letters.

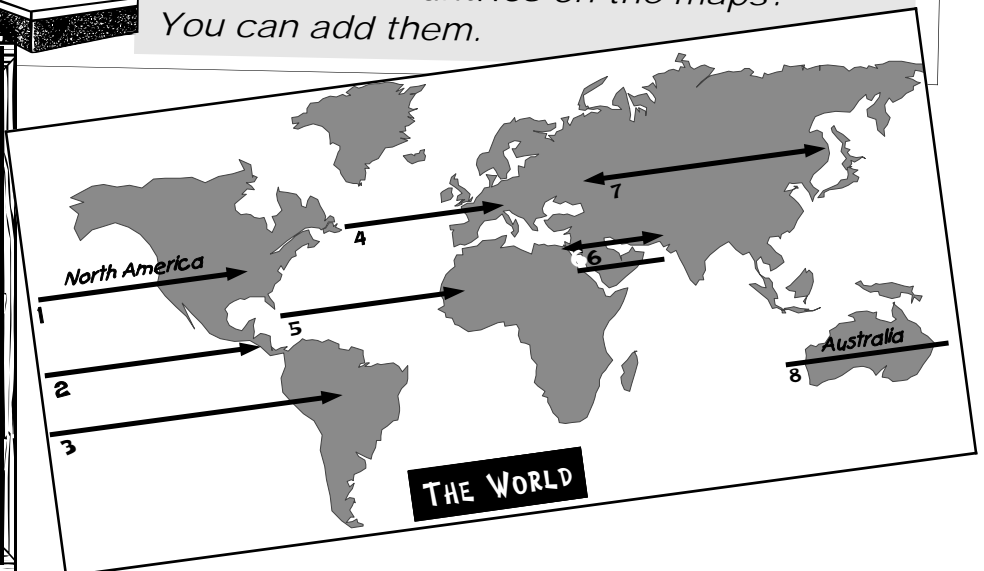
Most continents and regions have more than one country. Some countries are new.

*Vocabulary: Nationality

Geographical place names are nouns. Most have related adjectives. Adjectives related to the names of countries tell nationality. For example, Australia and Mexico are nouns. Australian and Mexican are the related adjectives, as in the Australian nation or Mexican people.

2-H VOCABULARY: PLACES IN THE WORLD. Here are the names of continents, regions (large areas), and countries in the world. Put them on the lines of the maps. (Some place names are already there.) Can you work together? You can learn geographical names useful for you.

**You can look at maps with more words on them. Are the names of your and your classmates' countries on the maps? You can add them.



Along with several other steps, these "Identity Guessing" sections appear on pages 43 to 44 of Chapter 3 (Questions with BE, with Answers) of *Scenario, Book One*. What better way to practice yes/no questions and short responses than to play a rousing (or more sedate) game of "Twenty Questions?" Text instructions and feedback for this activity lead participants to distinguish between animate and inanimate, animal and person, singular and plural, feminine and masculine, famous and ordinary, etc. It also promotes critical thinking (through game strategy). As the rest of the chapter proves, the possibilities for expansion on the question-and-answer format are endless: to save instructors research time, the Answer Key offers a huge supply of "quiz items" likely to be familiar and/or interesting to EFL learners, foreign students, and immigrants.

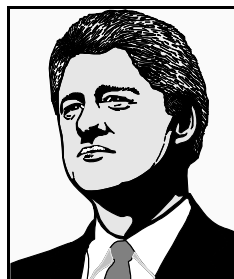
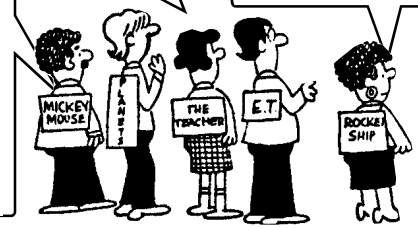
***3-E

On people's backs, tape papers with pictures or the names of familiar people, animals, and things. Don't look at your picture or words. Go around the room. Ask yes/no questions. Can you figure out your item or items from your classmates' answers?

IS IT A LIVING THING? A PERSON?
IS SHE A WOMAN? IS HE A MAN?
YES? IS HE FROM A COUNTRY IN
ASIA OR AFRICA? NO? IS HIS
ACCENT AMERICAN? IS HE A REAL
PERSON IN THIS ROOM?

SO... ARE
THESE ANIMALS?
OH, IS IT ONLY
ONE THING? IS
IT BIG? IT IS?
IS IT A THING
FOR SCIENCE?

AM I A
PERSON? YES?
AM I FAMOUS?
YES, I AM? OH,
I'M NOT REAL?
WELL, AM I
FROM MARS?



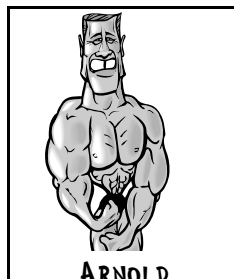
BILL CLINTON



PRINCE CHARLES



OPRAH WINFREY



ARNOLD
SCHWARZENEGGER



MADONNA



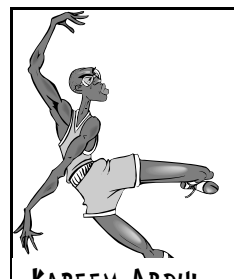
MICHAEL JACKSON



MICHAEL J. FOX



THE BEATLES



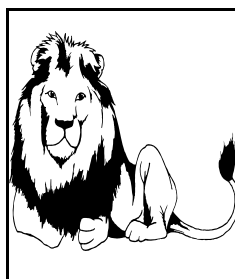
KAREEM ABDUL-
JABBAR



BILL GATES



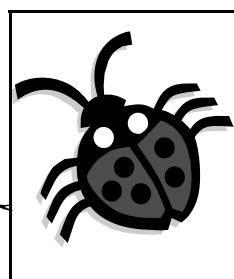
A MAGICIAN WITH
A RABBIT



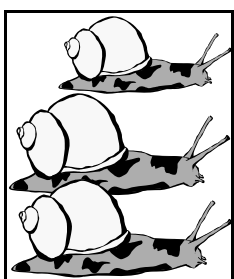
A LION (MAMMAL)



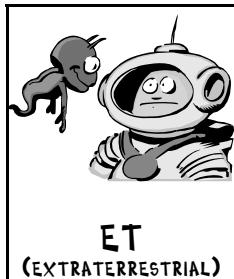
SNAKES



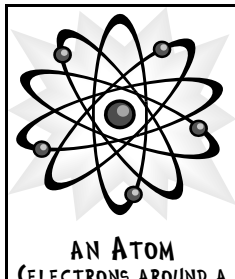
A BUG



SNAILS



ET
(EXTRATERRESTRIAL)
WITH AN ASTRONAUT



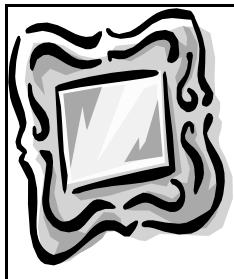
AN ATOM
(ELECTRONS AROUND A
NUCLEUS)



MOTHER EARTH



A SCIENTIST



YOUR TRUE IDENTITY

Paired information gap activities never fail to motivate! This specially designed "Map A" from page 67 of Chapter 4 (The Filler THERE in sentences with BE) of *Scenario*, Book One, goes with the complementary "Map B" on the next page. It not only leads to mastery of the THERE IS/ARE pattern in questions and answers, but it also provides a preview of the grammar of later chapters, especially the contrast between unidentified (indefinite) common nouns and identified (definite) nouns and the use of articles before nouns. The chapter ends with Activity ***4-E, which provides opportunity for participants to work with their own (authentic) local street map material. And for real situations that require more complex graphics and information, the *Scenario*, Book One-A Answer Key & Teacher's Guide offers steps to follow.

***4
 buildings a
 (EXAMPLES
 store) or t
 Central Pa
 If you wa
 the locati
 places. T
 complete
 Your cla
 ask ques
 they are

****4-E** Look at MAP A. Your classmate looks at MAP B. Ask about the location of these places on this map. You can use there is/are in some questions. Write the words in the correct places.

a shoe store	a police station	a taxi stand	Mexican food
a bakery	a book and map store	a sushi bar	a doughnut stand
a snack shop	First Street Park	a hat store	a clothing store

Answer your classmate's questions about the places on MAP A. Give more information in statements.



IS THERE A SHOE STORE
 IN THIS NEIGHBORHOOD?

YES, THERE IS. IT'S ON THE CORNER OF 1ST AND HOPE
 STREETS—IN BACK OF A FLOWER SHOP NEAR A GIFT SHOP.



MAP A

HOPE STREET

MAP A

GRAND BOULEVARD

1ST STREET

2ND STREET

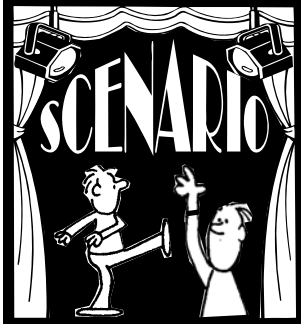
3RD STREET

4TH STREET

SPRING AVENUE

OCEAN AVENUE

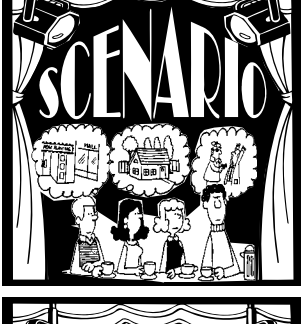
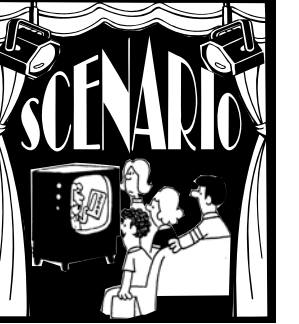
Shoe Store, Art & Gift Shop, Flower Shop, Hospital, BANK, CITY MUSEUM, U.S. Post Office, Drug Store, Repairs, SUPERMARKET, Diner, PIZZA, THE YOK INN, MEXICAN MAMA'S, Toys, The Food Court, Ocean Avenue Shopping Mall, bus stop, bus stop



The New
Scenario Book One
 ISBN 1-891077-37-6

Beginning to Use English Grammar in Context

Statements with *BE* / Singular & Plural Pronouns, Adjectives, Prepositional Phrases
 Yes/ No & Information Questions & Answers
 Directives / The Simple Present / Frequency
 The Filler *THERE* / The Present Continuous
 Action & Non-Action Verbs
 Verbs with & without Objects
 Countable Nouns (Singular & Plural)
 Kinds of Uncountable Nouns / Quantity
 Non-Specific & Specific Nouns: *A/AN & THE*
 The Simple Future
 Modal Verbs / Infinitives
 The Past: Regular & Irregular Verbs
 Simple & Continuous Forms



The New *Scenario*:
English Grammar in Context.
 Training Handout

