Preface

This textbook is designed to help learners improve their grammar. Many speakers of English have acquired an advanced level interlanguage that is adequate for most informal uses of the language. However, their grammar has errors and holes. The errors have often become “fossilized,” and it takes a special effort to unlearn these problems. The holes show up when the learner is asked to perform in a context other than informal social interactional discourse; for example when a student is asked to write in a formal or academic style.

Often, the problems are barely noticeable because these learners have acquired English from an early age, and they may sound very much like native speakers. These speakers of English are sometimes referred to as ear-learners because they have constructed a grammar primarily from spoken input by listening to others. Many of these speakers are also known as Generation 1.5, the children of first generation immigrants. Typically, they have grown up in a home where English is not spoken, and they have picked up English “on their own.” As a result, they lack some of the skills of a true second generation English speaker. Furthermore, they are likely to have developed their own set of rules for English structure — and their rules may often be wrong or inadequate. For many of these aural learners, their misconceptions become fossilized over time. As a result, they can find it difficult to overcome their errors, especially when they are taught with typical deductive grammar books, where a rule is given and the students are asked to apply it to a series of sentences.

The Grammar Review Book addresses the unique characteristics of this student population by guiding them inductively toward accurate understanding and use of grammatical structures. Although the exercises in the text were designed to appeal particularly to ear-learners, they can be very helpful for any English language speaker who is still struggling with the tricky areas of English grammar. The exercises incorporate the following four features:
1. **The exercises involve inductive rather than deductive thinking.** Each unit focuses on a specific grammatical structure, but the unit does not begin by introducing a rule. Instead, students start off by working through a series of examples and exercises. These are designed to give students the opportunity to intuit for themselves the rules that govern the structure that is the focus of the unit. When students have developed a rule by themselves, they are likely to apply it successfully as they continue to use the language.

2. **The exercises activate analytical skills.** Traditional grammar exercises often adhere to a pattern practice format, and many learners are able to successfully complete grammar exercises that follow a pattern. However, these students may remain unable to apply the rules that they have practiced in traditional exercises to other situations such as writing formal or academic English. To help students internalize a grammar rule, *The Grammar Review Book* goes an extra step by asking students to analyze and explain on their own the specific grammar rules that govern correct usage.

3. **There are multi-sensory exercises.** Since many English speakers have acquired much of the language by listening and speaking, this text includes oral/aural work. This is a format that is familiar to them, and one in which they are likely to excel.

4. **In the culminating exercise in each unit, students apply the grammatical focus of the unit to an original writing task.** Applying their grammatical knowledge to assignments in which they generate original work gives students a richer, more meaningful, and more practical learning experience.