

'Grammaring' activities

Scott Thornbury

<https://www.thewordfinder.com/random-word-generator/>

<https://randomwordgenerator.com/>

What does grammar do?

NO BIKES



NO

BIKES

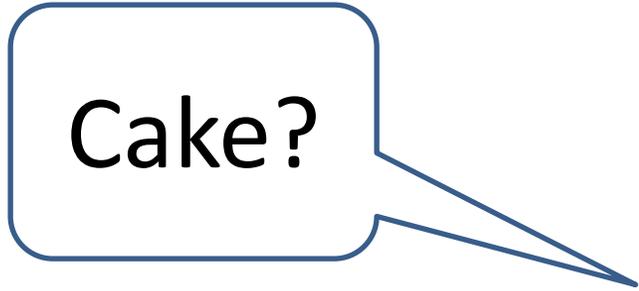


**NO
BIKES**

No bikes

= Bikes are not allowed here.

= We don't have any bikes left.



Cake?

Cake?

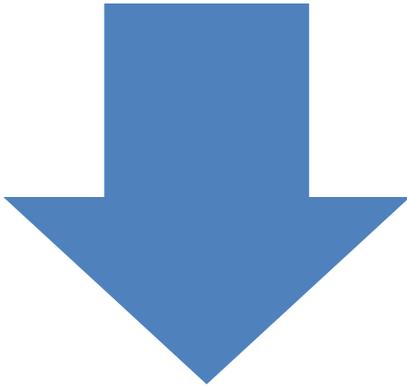


Shall I bring
a cake?

Is there
any cake
left?

Did you
order
cake?

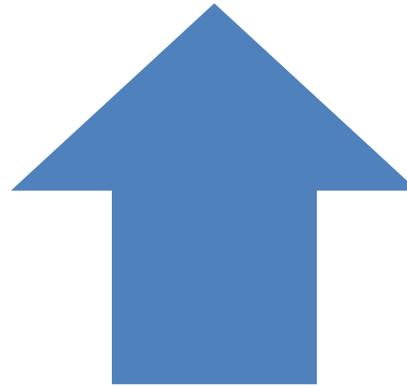
Let them
eat cake!



context



grammar



What does grammar do?

'Grammar is the way that, in the absence of context, we sequence and modify words in order to achieve greater clarity and precision. Grammar is a toolbox for making meaning.'

Stage 1

Adam home.

Adam go hill.

Like Adam book shelf.

Pick Adam up.

Stage 2

I like drink it.

I Adam driving.

I making coffee.

Wake me up.

Why hitting me?

What me doing?

Why me spilled it?

Stage 3

That what I do.

Can I put them on?

You want me?

You watch me.

from Peccei, J.S. (1999) *Child Language (2nd edition)* London: Routledge.

Listen so today funny story

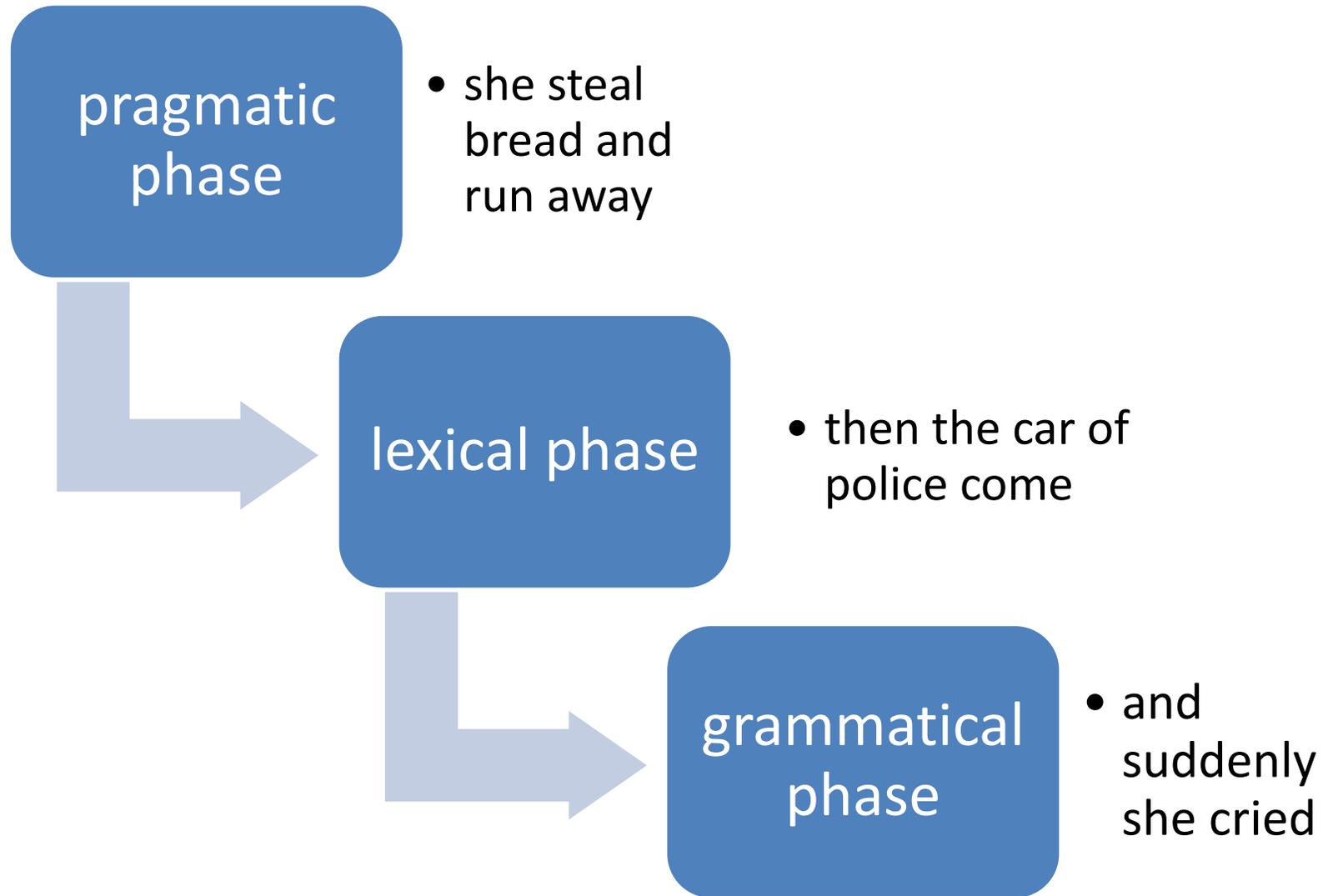
everyday I'm go to MacDonald for lunch

this restaurant is belong to hotel?

people always talking me

I'm always listen

from Schmidt, R. (1983) Interaction, acculturation and the acquisition of communicative competence. In Wolfson, N., and Judd, E. (eds.) *Sociolinguistics and Second Language Acquisition*. Rowley, Mass.: Newbury House.



Acquisition of temporality (after Ortega; L. [2009] *Understanding Second Language Acquisition*. London: Hodder Education.

FIRST THINGS FIRST

STUDENTS' BOOK

L. G. ALEXANDER

AN INTEGRATED COURSE FOR BEGINNERS

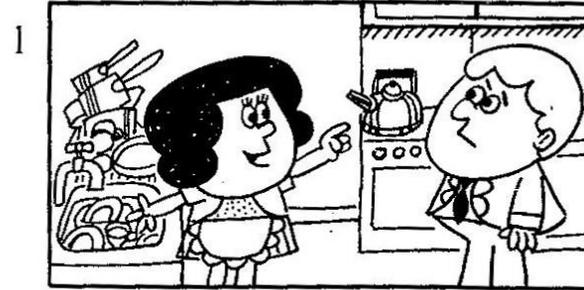
New
Concept
English

FONEMA IDIOMAS
INTERNATIONAL HOUSE
TRAFALGAR, 14, pral. 2.^a (junto Pza. Urquinaona)
Tel. 318 84 29 · BARCELONA - 10

Lesson 43

MARY: Cán you máke the téa, Jóhn?

JOHN: Yés, of cóurse I cán, Máry.



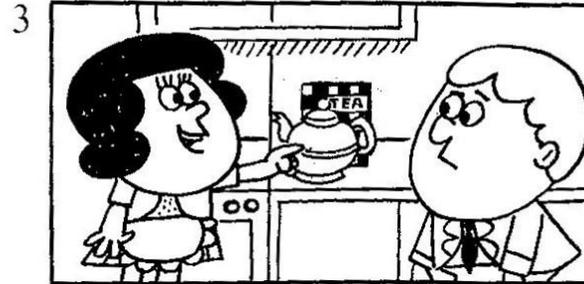
JOHN: Ís there ány wáter in thís kéttle?

MARY: Yés, there ís.



JOHN: Whére's the téa, déar?

MARY: It's óver thére,
behínd the téapot.



Lesson 43

Teaching Unit 22

Content and Basic Aims

PATTERNS AND STRUCTURAL WORDS	VOCABULARY		
	<i>Nouns</i>	<i>Verbs</i>	<i>Expressions</i>
Can you . . . (= Are you able to) Yes, I/you etc. can . . . No, I/you etc. can't . . . (He) can't . . . but (he) can . . . It's behind/in front of . . . Are there any (cups) . . . ? Is there any (coffee) . . . ?	cupboard dear kettle tea-cup tea-pot	boil find hurry (up)	Yes, of course over there there it is here they are

‘As one of the basic aims is to enable the student to use a number of high- frequency patterns rather than to build up a large vocabulary, the lexical range has deliberately been kept small.’

Alexander, L.G. (1967) *New Concept English: First things first (Teacher’s Book)*. London: Longman. p. xviii

What I learned:

1. 'The language I learn in the classroom is a communal product derived through a jointly constructed process...'

Breen, M. P. (1985) 'The social context for language learning: a neglected situation?' *Studies in Second Language Acquisition*, 7, p.149.

2. Grammar emerges.

Traditional approach: grammar → words

'I would suggest that a more natural and more effective approach would be to reverse this traditional pedagogic dependency, begin with lexical items and show how they need to be grammatically modified to be communicatively effective.'

Widdowson, H. (1990) *Aspects of language teaching*. Oxford University Press, p. 95.

Traditional approach: grammar \rightarrow words

Alternative approach: words \rightarrow grammar

‘The direction of processing is from lexis to grammar: grammar emerges as a product of the learner’s choices.’

Batstone, R. (1994) *Grammar*. Oxford University Press, p. 105.

Here are four words. Choose one of the situations below and then decide how you will put these words together using grammar:

arrive Jane leave John

Situation 1: You know that John doesn't like Jane.

Situation 2: John and Jane are good friends, but Jane is feeling ill.

Batstone, R. (1994) *Grammar*. Oxford University Press, p. 105.

‘Grammaticisation tasks... aim to present grammar not as the pre-formulated product of someone else’s choice, but as the outcome of the choices made by the learners themselves.’

Batstone, R. (1994) ‘Product and process: Grammar in the second language classroom. In Bygate, et al. (eds.) *Grammar and the language teacher*. London: Prentice Hall (p. 233).

‘Grammaring’: the process of adding grammar to words to make the message more precise, especially in the absence of context

Activities:

1. Headlines
2. Picture stories
3. Poems
4. Dictogloss
5. 'Storyboard'
6. Task repetition

Activities:

1. Headlines

2. Picture stories

3. Poems

4. Dictogloss

5. Task repetition

Here are some newspaper headlines. Expand them so as to summarise the story.

For example: **BANKS WARN HOMEOWNERS: INTEREST RATES TO RISE**

Banks have warned homeowners that interest rates will rise.

Or: Banks are warning homeowners that interest rates are going to rise.
etc.

BUS STRIKE TALKS CALLED OFF

LOG TRUCK CRASH DRIVER NOT GUILTY

FREE EYE TESTS OFFERED TO ALL OVER-65S

SHARK ATTACK VICTIM BACK AT SCHOOL

POLICE ARREST MISSING UK FOOTBALL STAR'S WIFE

DOLPHINS HELP MUTE BOY SPEAK

GOVERNMENT PROMISES ALL TROOPS OUT BY NEXT YEAR

CRACK DOWN ON SPENDING, SCHOOLS TOLD

1950	I was born
1967	I left home
1974	I started teaching
1986	I moved to Spain.
1997	I wrote a book.

Activities:

1. Headlines

2. Picture stories

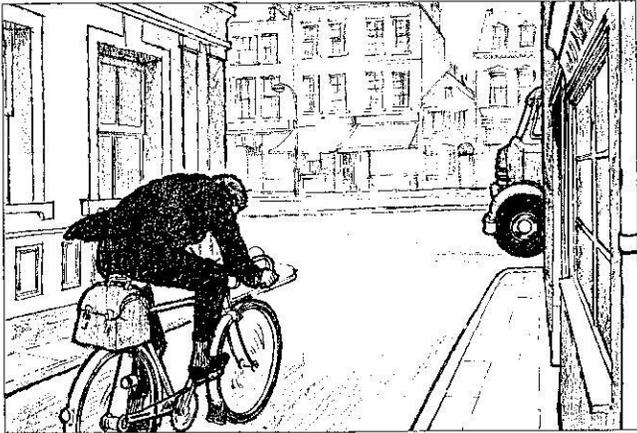
3. Poems

4. Dictogloss

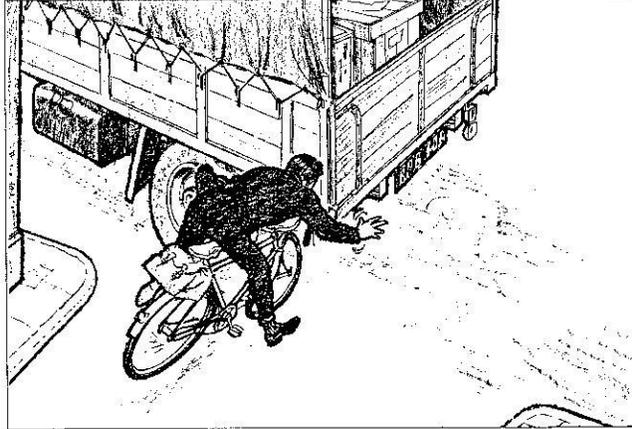
5. 'Storyboard'

6. Task repetition

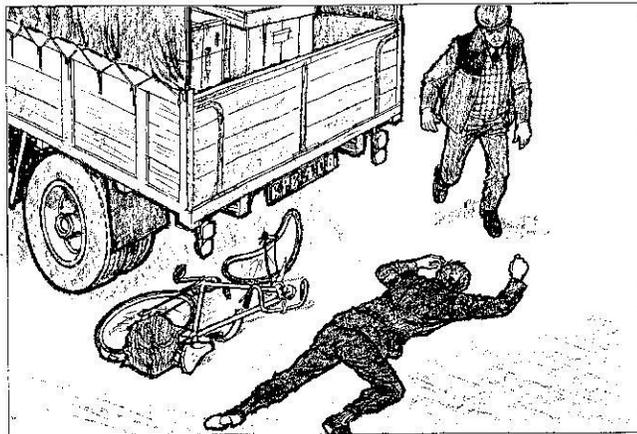
A



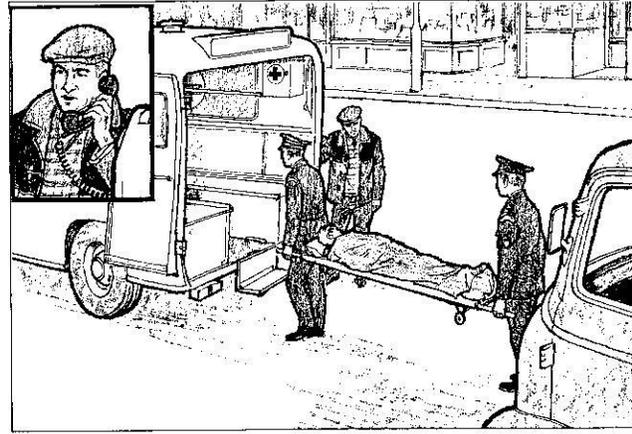
B



C



D



cyclist
ride
intersection
notice
lorry
run into
fall off
injure
driver
ambulance
hospital

Activities:

1. Headlines

2. Picture stories

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1 Read this description (A). Compare it with the poem (B). What are the differences?

A

I am sitting on the sand and watching the sea. The sun is setting. There is a fisherman pulling his boat out of the water and up the beach, and there are birds flying and screaming, fighting for pieces of fish. There is an old man walking his dog along the beach, throwing sticks for it to catch. Now I can hear someone singing, far away. Now I can hear nothing, apart from the sound of the waves quietly breaking on the shore.

B

sitting on the sand
watching the sea
the sun setting
a fisherman pulling his boat
out of the water
birds flying, screaming, fighting
for pieces of fish
an old man walking his dog
throwing sticks
someone singing, far away
then nothing
only the sound of waves
quietly breaking

2 Change this description into a poem:

We were walking in the mountains. There was a strong wind blowing and above us dark clouds were forming. It was late. There was no sign of the little house. Then suddenly, we saw the moon rising over the mountain. We could see the path leading to the house. There was a light burning in the window. We were home at last!

3 Now, change this poem into a prose description:

parting at dawn

clouds turning from red to gold

a light rain falling

somewhere a dog is barking

and the car stands humming

your hand in mine

eyes not meeting

only two hearts beating

the night too short

and too long

the day that is coming

Activities:

1. Headlines
2. Picture stories
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- 4. Dictogloss**
5. 'Storyboard'
6. Task repetition

There was a young woman of Riga
Who went for a ride on a tiger.
They returned from the ride
With the woman inside
And a smile on the face of the tiger.

There was a woman from Riga who were on a tiger to make a ride. When they come back the woman was in tiger and the tiger were smiling.

There was a young woman from Riga who go for ride on a tiger. The tiger come back with the woman inside and a smile on the tiger.

There was a young woman of Riga who went for a ride on a tiger. The tiger returned with the woman inside and a smile on its face.

Mammals

Mammals are the most advanced animals. They are vertebrates (animals with backbones) and they are warm blooded. They can control the temperature of their bodies by sweating or panting when it is hot and shivering when it is cold. Because of this, mammals can live in hot and cold climates. They have hairy or furry skins.

Mammals

mammals most advanced animals. vertebrates (animals backbones) warm-blooded. control temperature bodies sweating panting hot shivering cold. live hot cold climates. hairy furry skins.

Activities:

- 1.Headlines
- 2.Picture stories
- 3.Poems
- 4.Dictogloss
- 5.'Storyboard'**
- 6.Task repetition

The Tiger of Riga

_____.

_____.

The Tiger of Riga

_____ Riga

_____ tiger.

_____ tiger.

The Tiger of Riga

_____ a _____ Riga
_____ a _____ a
tiger. _____ the _____
the _____ a _____ the
_____ the tiger.

The Tiger of Riga

_____ a _____ of Riga
_____ a _____ a
tiger. _____ the _____
the _____ a _____ the
_____ of the tiger.

Activities:

1. Headlines
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<i>First attempt</i>	<i>Third attempt</i>
<p>J: They went to the park by car and he go with his dog and he take lunch box and I have sandwich and hamburgers.</p> <p>T: champagne ...</p> <p>J: champagne, sandwich and very peaceful but later many people will come, will come, ... many people came here and one people played football and the dog is barking there ...</p> <p>N: <i>They were fed up</i> ... a man listening to music ...</p>	<p>T: It was a nice sunny day so Tom and Victoria decided to go to picnic in the countryside. They went to picnic by car with their dogs, his name is Jim. They had lunchbox and champagne, sandwiches and hamburgers.</p> <p>N: They found a nice place near the lake very peaceful.</p> <p>J: Felt relaxed, but later one family come and the man was playing football, the girl singing, the dog was barking and the man listen loud music.</p> <p>T: <i>They were fed up</i>. They decided to go home.</p>

First attempt

J: They went to the park by car and **he go with his dog** and he take lunch box and **I have sandwich** and hamburgers.

T: champagne ...

J: champagne, sandwich and very peaceful but later many people will come, will come, ... many people came here and **one people played football** and **the dog is barking** there ...

N: *They were fed up* ... a man listening to music ...

Third attempt

T: It was a nice sunny day so Tom and Victoria decided to go to picnic in the countryside. **They went to picnic by car with their dogs**, his name is Jim. **They had lunchbox** and champagne, sandwiches and hamburgers.

N: They found a nice place near the lake very peaceful.

J: Felt relaxed, but later one family come and **the man was playing football**, the girl singing, **the dog was barking** and the man listen loud music.

T: *They were fed up*. They decided to go home.

'There is a strong effect for task repetition... The evidence strongly supports the view that previous experience of a specific task aids speakers to shift their attention from processing the message content to working on formulations of the message.'

Bygate, M. (2009) Effects of task repetition of the structure and control of oral language.' In Van den Branden, Bygate, Norris (eds). *Task-based language teaching: a reader*. Amsterdam: John Benjamins, p.270.

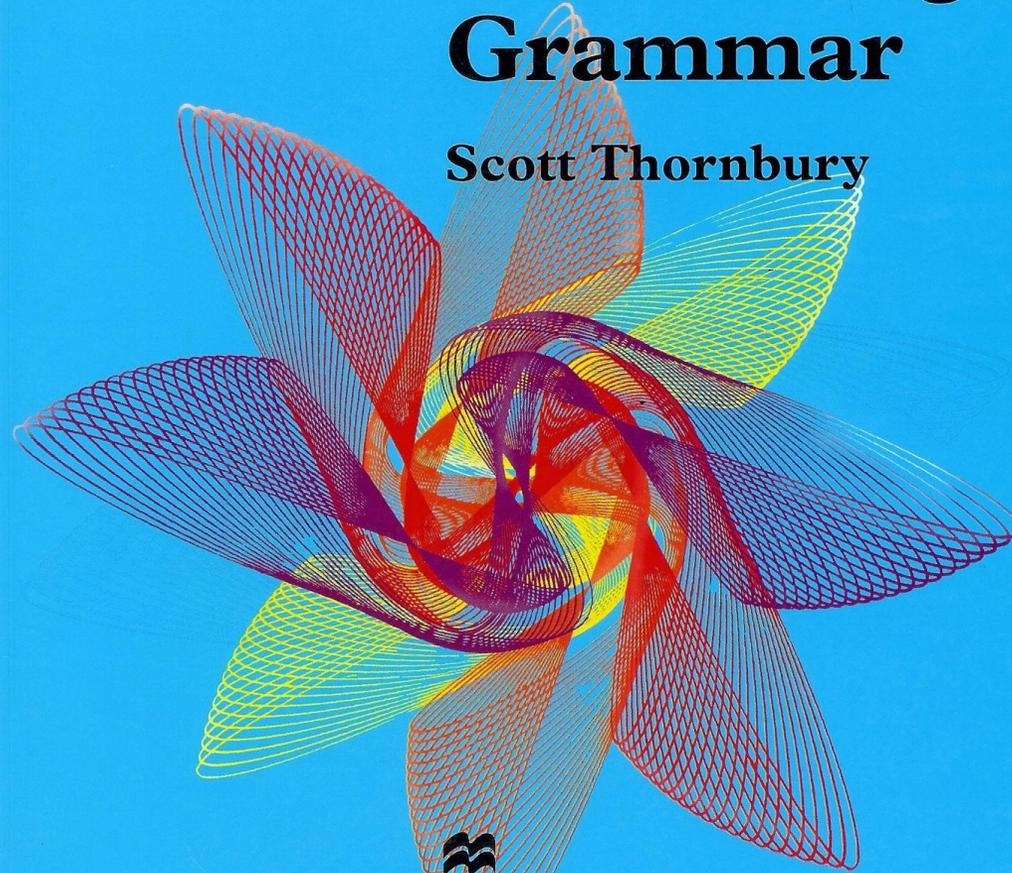
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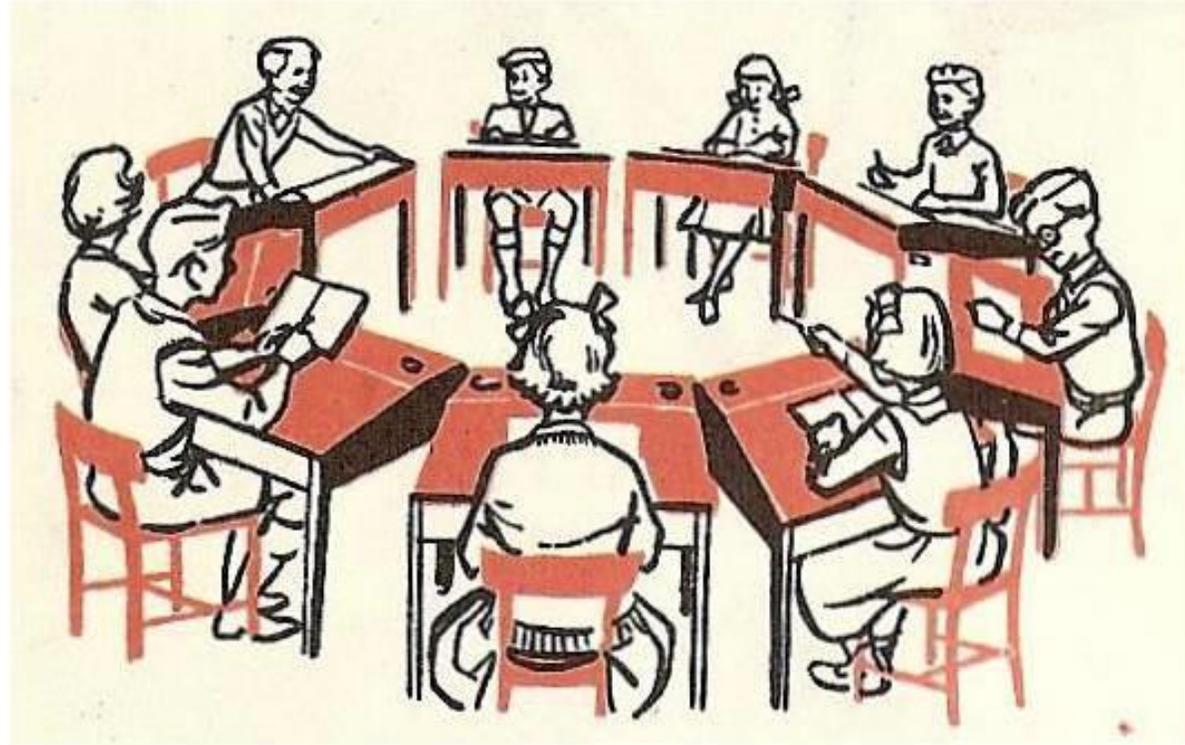
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