

# 20 years of Grammar McNuggets

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**KERNEL LESSONS  
INTERMEDIATE**

**STUDENTS' BOOK**

**ROBERT O'NEILL  
ROY KINGSBURY  
TONY YEADON**



<i>Unit</i>	1	<b>Present simple and position of time adverbs</b>
	2	<b>Present continuous</b>
	3	<b>Simple past tense Regular and irregular verbs</b>
	4	<b>Mass and unit</b>
	5	<b>Some, any, a few, a little</b>
	6	<b>Past tense with "Ago" and questions with "How long ago?"</b>
	7	<b>Adjectives and adverbs</b>
	8	<b>Comparison of adverbs</b>
	9	<b>Going to do</b>
	10	<b>Requests and offers and Take/get/bring/show someone something</b>
	11	<b>Present perfect with "For" and "Since"</b>
	12	<b>Have been doing/have just done/haven't done yet/ had better do</b>
	13	<b>Past continuous and past simple</b>
	14	<b>Simple future used in requests, offers, and of "Must" and "Can"</b>
	15	<b>Present perfect + "Just" + preview of contrast with simple past</b>
	16	<b>Present perfect and past simple</b>
	17	<b>Frequent gerund constructions</b>
	18	<b>Future simple with "If" or "When" and present simple clause</b>
	19	<b>Common patterns with verb + him/her/etc. + infinitive with/without "To"</b>
	20	<b>Future in the past</b>
	21	<b>Past perfect</b>
	22	<b>Conditional sentences</b>
	23	<b>Passive voice in present perfect and past</b>
	24	<b>Reported speech</b>
	25	<b>Past conditional</b>

‘Language learning ..., so the conventional view would have it, entails the successive mastery of steadily accumulating structural entities and language teaching brings the entities to the learner’s attention.’

Rutherford, W.E. (1987). *Second Language Grammar: Learning and Teaching*. Harlow: Longman, p. 4.

‘Since grammatical constructs are manipulable items, they can easily be ordered, grouped, combined, tabulated, indexed, etc., for putting a grammatical stamp on a set of learning materials. Grammatical content in this sense is thus the point of departure for syllabus compilation, as well as its dénouement.’

Rutherford, *op cit.*, p. 157

“English structures are presented in small, manageable units and in incremental steps.”

“New grammar is introduced in manageable chunks and is given thorough and systematic practice.”

“There is a clearly defined and limited grammatical and lexical syllabus. New language is introduced gradually and methodically, and consolidated through a variety of controlled practice activities.”

to grammar means clear succinct presentation of grammar POINTS and plenty of opportunity for practice in every  
on unit covering skills and grammar summary of teaching POINTS grammar practice exercises and project work It  
reference section contains explanations of all grammar POINTS covered plus appendices listing key vocabulary  
and practice Revised grammar syllabus with more grammar POINTS and recycling Graded exam training from the sta  
es often experienced by learners Explanation of grammar POINTS are clear and short and are followed by practic  
ded at three levels of difficulty Grammar notes explain POINTS of grammar and syntax Practice exercises consol  
late and extend students knowledge of individual grammar POINTS This is how students will meet grammar in the r  
e exercises to reinforce understanding Presents grammar POINTS clearly and concisely Clear simple explanations  
ugh grounding in basic English grammar Explains grammar POINTS clearly in simple English For each grammar poin  
Your Own Rules: an opportunity to consider the grammar POINTS and build on them It provides carefully control  
situations Detailed treatment of all FCE level grammar POINTS Presentation of each grammar concept via a summ  
an improved organisation expanded and clarified grammar POINTS new exercises and charts Constructed on the pri  
presents and illustrates all intermediate level grammar POINTS with succinct examples tables and simple illust  
p suggestions for more detailed presentation of grammar POINTS in the Teacher s Book Teachers will find their  
ar games" contains over 50 games which practise grammar POINTS in lively and communicative ways Presents gramm  
le language the book offers further practice of grammar POINTS from different units Exercisea at the back of t  
further challenging and contrastive practice of grammar POINTS from different units Thorough presentation and  
r text takes an inductive approach illustrating grammar POINTS with readings from newspapers works of non fict  
the book offers a comprehensive overview of all grammar POINTS tested in the FCE exam These very practical all  
ge: their function is to demonstrate and exercise basic POINTS of grammar in a lively and entertaining way Eac  
It not only covers some fresh grammar but also revises POINTS introduced in the earlier books It is thus a fu  
s at elementary level Comprehensive coverage of grammar POINTS with stimulating practice exercises Clear simpl



‘A perfect example of a simulated product is McDonald's Chicken McNugget. The executives at McDonald's have determined that the authentic chicken, with its skin, gristle and bones, is simply not the kind of product that McDonald's ought to be selling; hence the creation of the Chicken McNugget which can be seen as inauthentic, as a simulacrum. There is no "real" or even "original" Chicken McNugget; they are, and can only be, simulacra.’

Ritzer, G. (1998), *The McDonaldization Thesis: Explorations and extensions*. London: Sage Publications, p. 10.

## References to discrete-item language focus in spoken recounts

1. I revised the second and third conditionals and *would* and *should* (1)
2. Then I went on to explaining the difference between the regular and the irregular verbs, verb endings (2)
3. because a lot of what's tested in the exam, the collocations and things like this, I did a game (3)
4. We were doing the present continuous (4)
5. it was the second lesson we were doing on obligation and permission, using *have to*, *don't have to*, *to be allowed to*, *not be allowed to* (7)
6. they had to analyse a text, what tenses and why (8)
7. the song uses the grammar of *would* for remembering things that happened in the past so we looked at *used to* and *would* (10)
8. we did a little reading and they had to write in possessive pronouns (11)
9. it was teaching, presenting and practising discrimination between present perfect and past simple and specially with regard to finished and unfinished time, practising *how long* (13)

10. I reviewed verbs with *-ing* or infinitives to start (14)
11. It was first level, daily routines, verbs, *get up, go to work, get to work*, third person *s* (15)
12. at the end of the class I started a little bit of revision of vocabulary with *do* and *make* (16)
13. And then I showed them just a grammar focus about possessive *s* (17)
14. their main content of the lesson was grammar, verb patterns, verb plus infinitive, verb plus *-ing*. (19)
15. It was an idea using mind-maps and memory for students to distinguish verbs, to remember verbs, whether they take gerund, infinitive, etc. (20)
16. it was to introduce *have to* as an obligation and the difference between *have to* as a possession [sic] and *have to* as an obligation. (21)
17. then identifying which structures you use with *wish* and in which situations (22)

## Transitivity

I gave them a little test...  
I gave them the word in Spanish,  
they wrote it in English,  
then I put those up on the board  
and elicited them up on to the board,  
so I checked any meaning any unknown meaning  
and then I asked them some questions ...  
and then I got them to do that in pairs.  
Then I went on to explaining the difference...  
then I wanted to do the Richard Branson listening ...  
So then I did a bit of talk about Virgin Records,  
asked them if they know about Richard Branson...  
then I dictated the sentence beginnings of this,  
then they listened  
and they finished off the sentences.

[2]

## Transitivity

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[2]

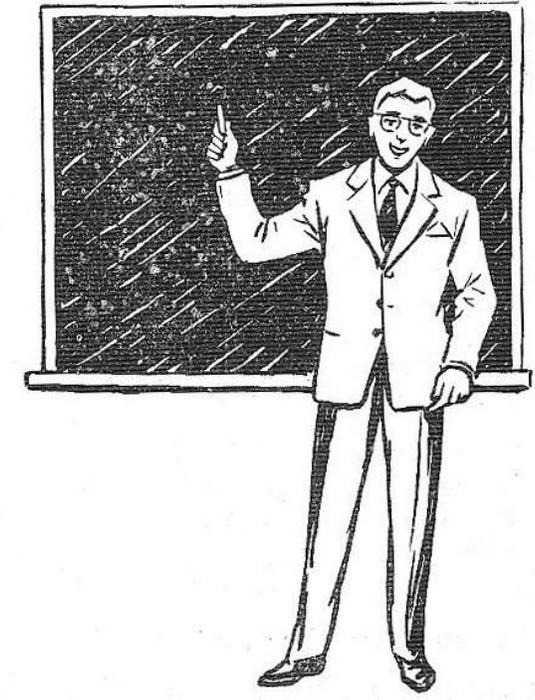
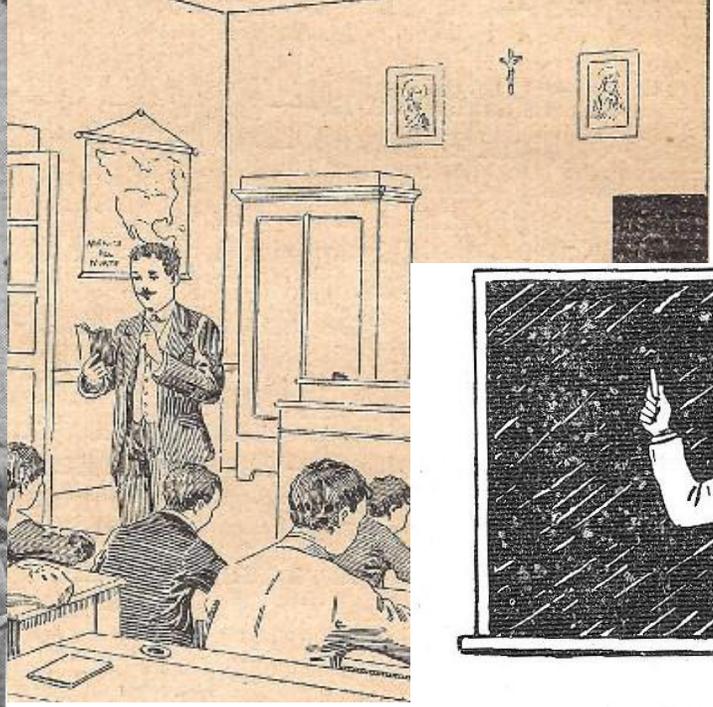
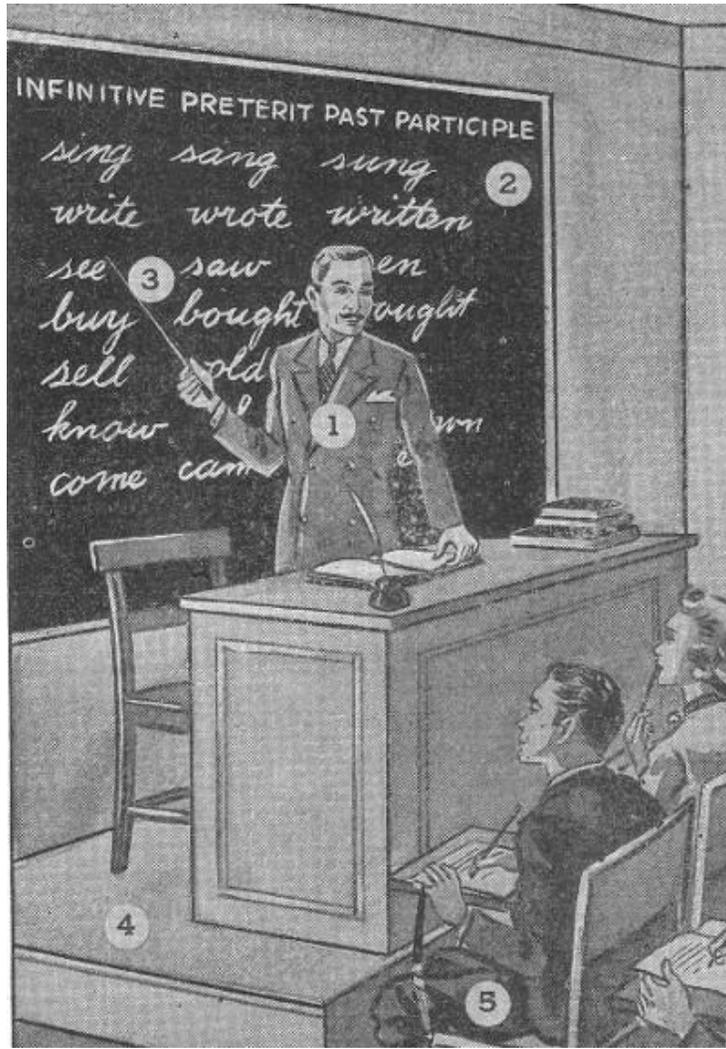
“The teacher is the Subject of the learning process,  
while the pupils are mere objects.”

Freire, P. 1970, 1993. *Pedagogy of the Oppressed*. Harmondsworth:  
Penguin, p. 54.

A banking model of education:

‘in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat.’

Freire, *op. cit.* p. 53.



Twenty years on....

# Contents

	GRAMMAR	VOCABULARY	PRONUNCIATION
<b>1</b>			
6	<b>A Eating in...and out</b>	present simple and continuous, action and non-action verbs	food and cooking
10	<b>B Modern families</b>	future forms: present continuous, <i>be going to</i> , <i>will / won't</i>	family, adjectives of personality
14	<b>Practical English Episode 1</b> reacting to what people say		
<b>2</b>			
16	<b>A Spending money</b>	present perfect and past simple	money
20	<b>B Changing lives</b>	present perfect + <i>for / since</i> , present perfect continuous	strong adjectives: <i>exhausted, amazed</i> , etc.
24	<b>Revise and Check 1&amp;2</b>		
<b>3</b>			
26	<b>A Survive the drive</b>	choosing between comparatives and superlatives	transport
30	<b>B Men, women, and children</b>	articles: <i>a / an, the</i> , no article	collocation: verbs / adjectives + prepositions
34	<b>Practical English Episode 2</b> giving opinions		

Latham-Koenig, C., Oxenden, C. & Lambert, J. (2018) *English File Intermediate (4<sup>th</sup> edition)* Oxford University Press

## GRAMMAR

present simple and continuous,  
action and non-action verbs

future forms: present continuous,  
*be going to*, *will / won't*

reacting to what people say

present perfect and past simple

present perfect + *for / since*,  
present perfect continuous

choosing between comparatives  
and superlatives

articles: *a / an, the*, no article

obligation and prohibition: *have to*, *must*, *should*

ability and possibility: *can*, *could*,  
*be able to*

past tenses: simple, continuous,  
perfect

past and present habits and  
states

permission and requests

passive (all tenses)

modals of deduction: *might*,  
*can't*, *must*

first conditional and future time  
clauses + *when, until, etc.*

second conditional, choosing  
between conditionals

making suggestions

choosing between gerunds and  
infinitives

reported speech: sentences  
and questions

third conditional

quantifiers

indirect questions

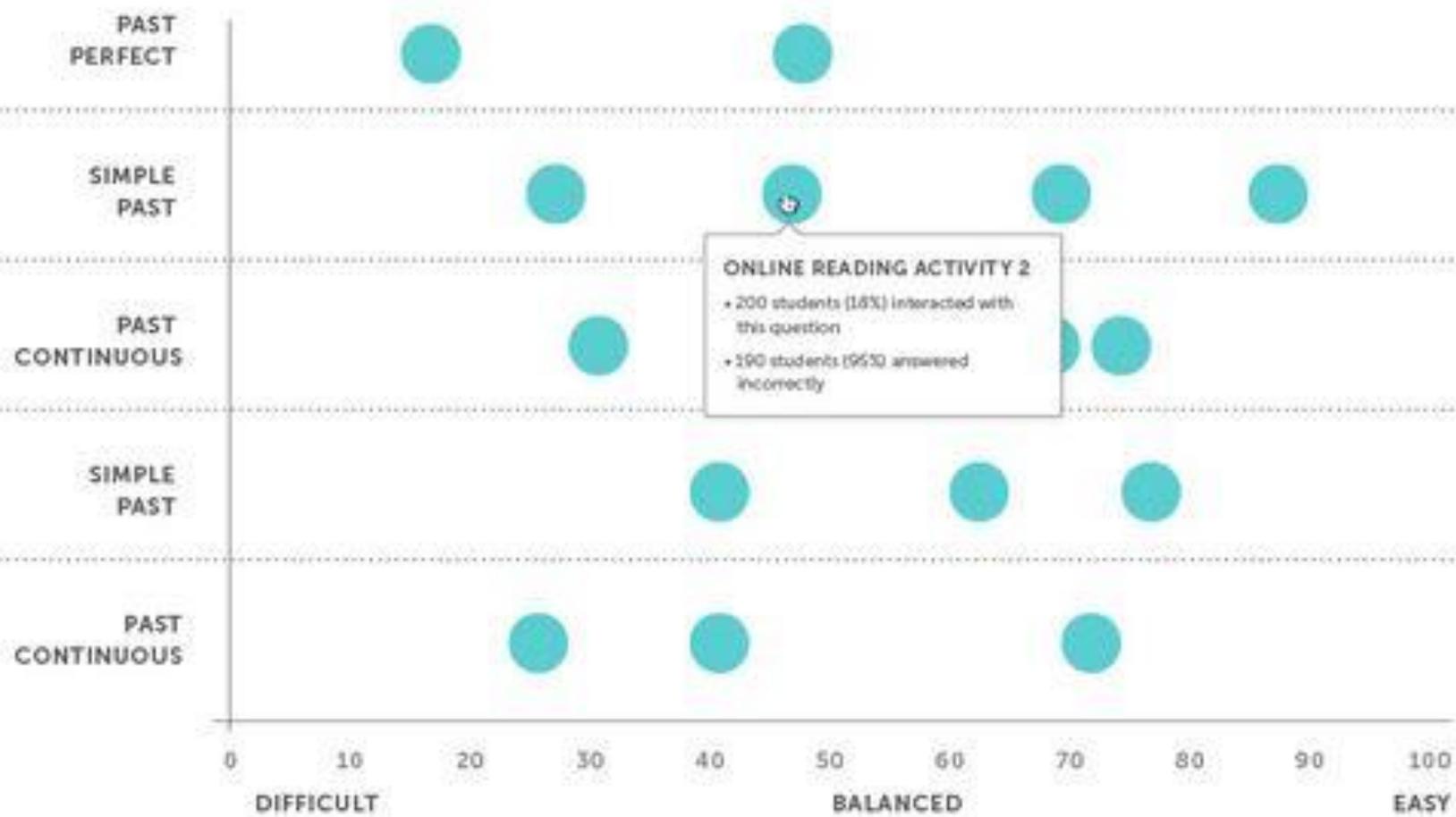


“Publishers need to be looking at producing *granular* content ... no longer in the form of a big-package textbook, but broken down into small chunks that teachers, students, administrators can choose to use in combination or in a blend with any other content that they choose to use.”

<https://www.knewton.com/>

## Difficulty

### TAXONS





‘Instruction is delivered in a micro-learning format, allowing students to learn in small, digestible pieces.’

<https://www.longmanhomeusa.com/nearpod/>

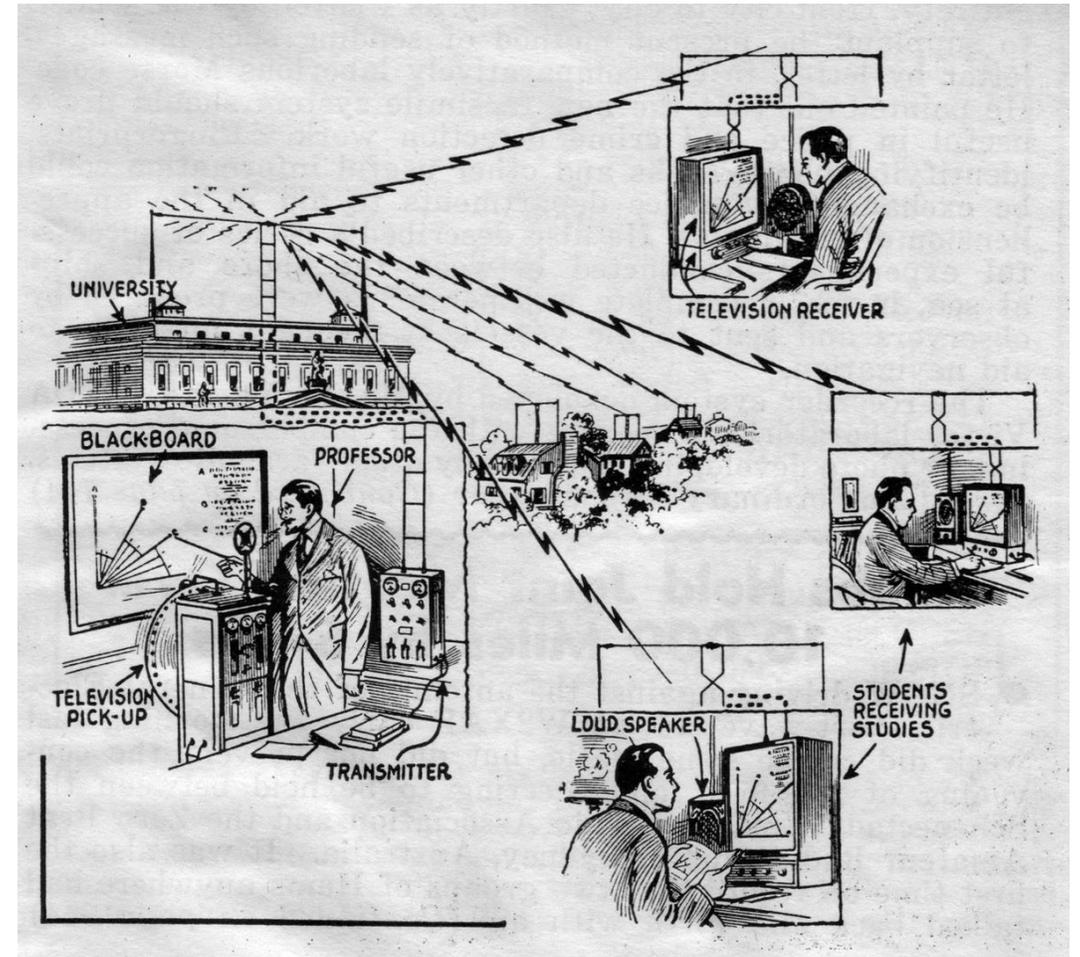
“Language teaching is increasingly prepackaged and delivered as if it were a standardised, marketable product...”

Lin, A. 2013. ‘Toward paradigmatic change in TESOL methodologies: building plurilingual pedagogies from the ground up,’ *TESOL Quarterly*, 47/3.



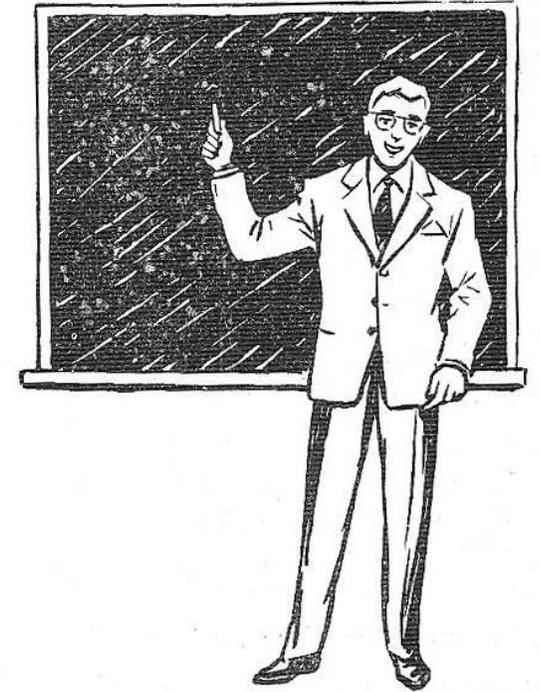
‘Digital technologies are perhaps more commonly used as an “information tool” than as a “learning tool”.’

Selwyn, N. (2011) *Education and Technology: Key Issues and Debates*, London: Continuum, p. 80.



‘Education is not the transmission of information or ideas. Education is the training needed to make use of information and ideas.’

Hieronymi, P. (2012) Don't Confuse Technology With College Teaching, *The Chronicle of Higher Education*, Aug 13, 2012.



‘If the task of learning to speak English were additive and linear, as present linguistic and psychological discussions suggest it is, it is difficult to see how anyone could learn English. If each phonological and syntactic rule, each complex of lexical features, each semantic value and stylistic nuance – in short, if each item which the linguist’s analysis leads him to identify had to be acquired one at a time, proceeding from simplest to most complex ..., the child learner would be old before he could say a single appropriate thing and the adult learner would be dead.’

Newmark, L. (1966) ‘How not to interfere with language learning.’ Reprinted in Brumfit, C.J. & Johnson, K. (eds) *The communicative approach to language teaching*. Oxford: Oxford University Press, p. 160.

**‘The Humpty Dumpty effect: ... It is easier to break a language apart than to put it together again.’**

Stern, H.H. (1992) *Issues and options in language teaching*. Oxford: Oxford University Press, p- 179.



‘Learning linguistic items is not a linear process – learners do not master one item and then move on to another. In fact, the learning curve for a single item is not linear either. The curve is filled with peaks and valleys, progress and backslidings.’

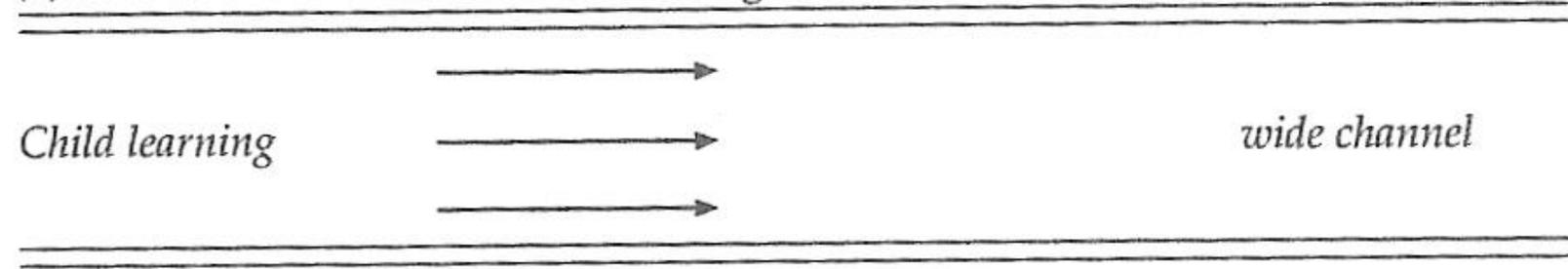
Larsen-Freeman, D. (1997) ‘Chaos/Complexity science and second language acquisition’. *Applied Linguistics* 18/1, p.151



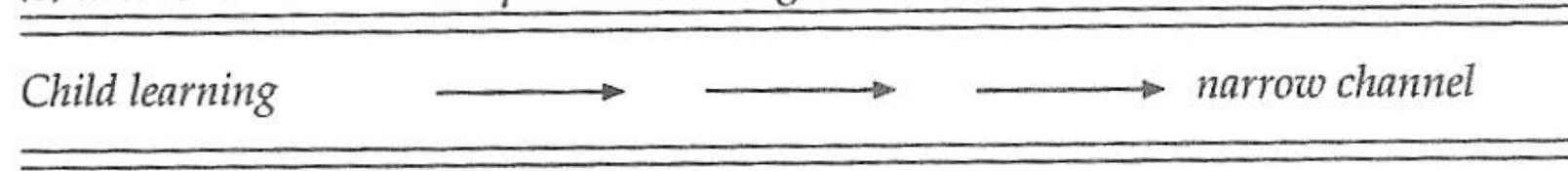
Figure 2

Curriculum channels

(a) wide channel with concurrent learning



(b) narrow channel with sequential learning



McNaughton, S. (2002). *Meeting of Minds*. Wellington NZ: Learning Media. P. 39.

‘We cannot now sensibly measure the overall success of a lesson simply in terms of the percentage of teaching points successfully learned because the learners may have learned little from the teaching points and a lot from everything else that happened in the lesson.’

Allwright, D. (2005) ‘From teaching points to learning opportunities and beyond.’ *TESOL Quarterly*, 39/1, 9-30, p. 14.

Corpus data suggests that ‘some relatively common linguistic constructions are overlooked, while some relatively rare constructions receive considerable attention.’

Biber, D., S. Conrad, & R. Reppen, (1994). ‘Corpus-based approaches to issues in applied linguistics.’ *Applied Linguistics* 15/2, 169-89, p. 171.

'Grammatical syllabuses cannot easily accommodate the essential nature of L2 acquisition...'

Ellis, R. and Shintani, N. 2014, *Exploring language pedagogy through second language acquisition research*. London: Routledge.

So, why does the grammatical syllabus persist? Why are general English coursebooks almost all organized around a grammatical syllabus? Why do the curricula of language teaching institutions almost all follow a grammatical syllabus?

## How many years have you been teaching?

999 out of 1042 people answered this question

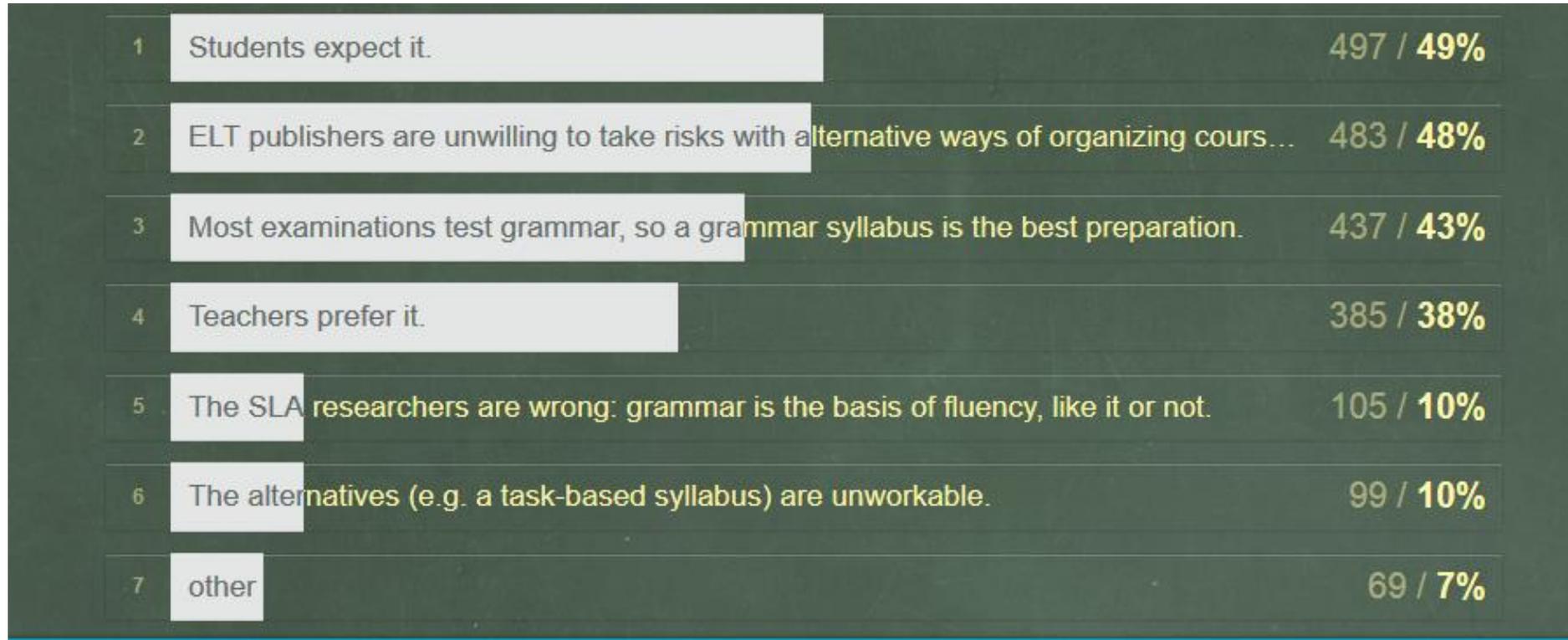


## Who do you teach?

1010 out of 1042 people answered this question



# To what do you attribute the persistence of the grammar syllabus?



## *Student expectations:*

- “Students never expect grammar at an early age. However, when they get older they do.”
- “Adults often demand grammar, and see regular grammatical terminology as a sign of a good teacher.”
- “Many students have been told that the only way to learn a language is through grammar.”

‘Since teachers *thought* that students *thought* that grammar was important, this is what they gave them.’

Canagarajah, A.S. 1999. *Resisting linguistic imperialism in English teaching*. Oxford University Press, p. 116.

## *English language teaching publishing:*

- “ELT publishers are usually 20-30 years behind what SLA research says.”
- “The stranglehold of a small number of publishers who also run exams results in the status quo.”
- “Grammar-based books are easier to write and easier to sell.”

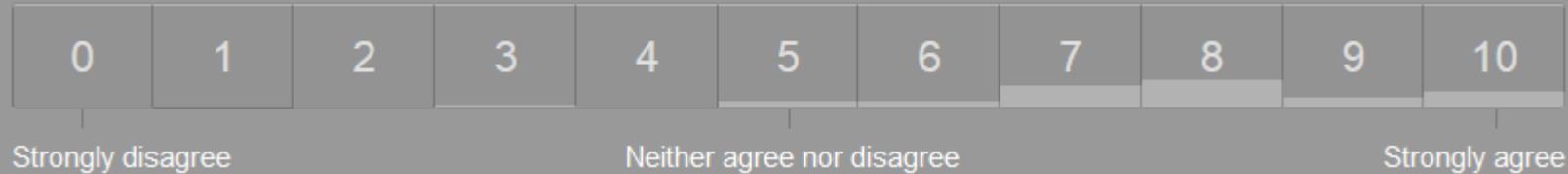
## *Examinations:*

- “Some people see testing of grammatical items as best way to measure proficiency in a language.”
- “Without grammar, students won't be able to pass National Exam Tests.”
- “The national curriculum is completely based on a grammar syllabus.”

**Students expect to be taught grammar because that's what they've always done at school.**

249 out of 250 people answered this question

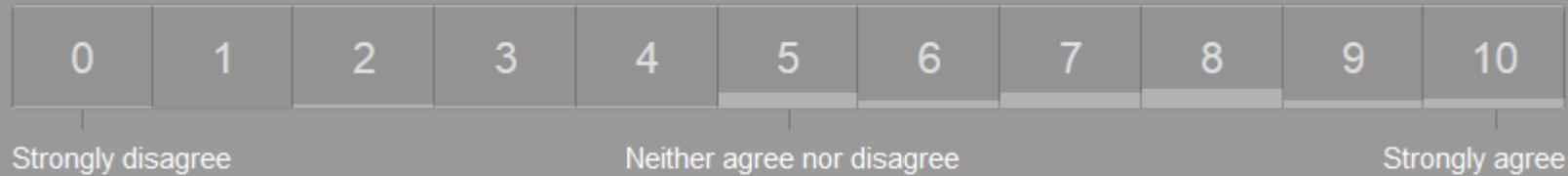
NPS: 5, Average: 7.42



**Many teachers are ill prepared to teach anything other than a grammar syllabus.**

247 out of 250 people answered this question

NPS: -21, Average: 6.55



**Grammar-based books are easier to write and easier to sell.**

245 out of 250 people answered this question

NPS: -12, Average: 6.89





# Alternatives?

1. Massive exposure
2. Post-input awareness-raising
3. Sensitization to patterns
4. Post-task retrospection
5. Error analysis
6. Grammaticalization - 'grammaring up'
7. Semantic syllabus + 'instructional detours' 'at the point of need'
8. Cast the linguistic 'net' wider – construction grammar
9. Exemplars rather than rules
10. Flip the classroom

“We may learn the tokens of language formally, but we learn the system by *using* it through reading or writing, or conversing.”

Brumfit, C. (2001) *Individual Freedom in Language Teaching*. Oxford University Press, p.12, emphasis added.

## Two cultures of teaching:

- Teaching as the delivery of teaching points ('grammar mc nuggets')
- Teaching as the management of learning opportunities

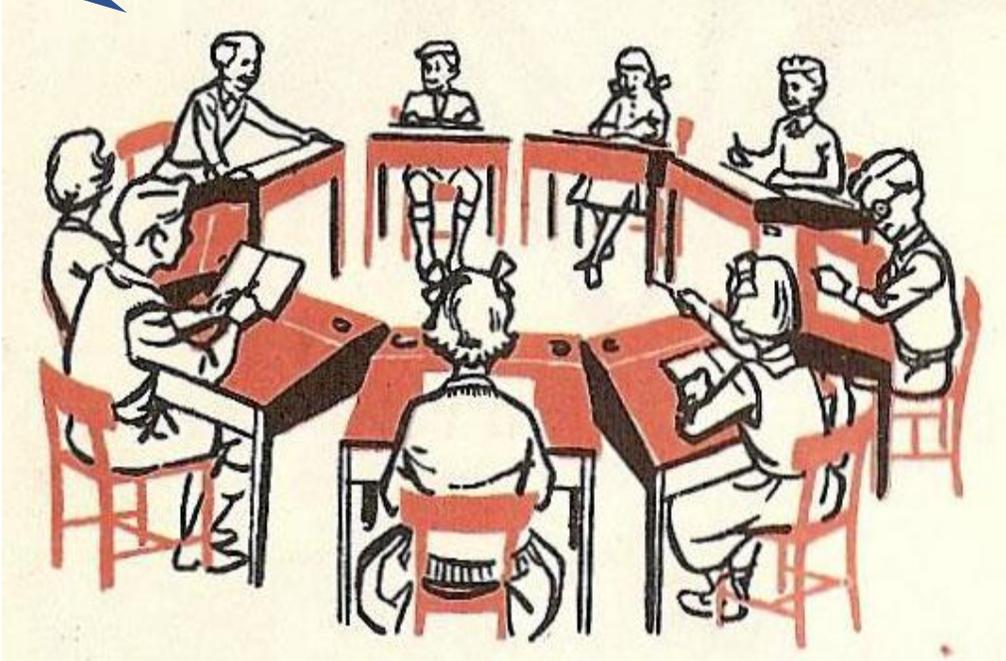
Allwright, D. (2005). 'From teaching points to learning opportunities and beyond.' *TESOL Quarterly*, 39/1, 9-30.

‘Language teaching is not packaged *for* learners, it is made *by* them. Language is whole people’.

Brumfit, C. (1979) ‘Communicative’ language teaching: an educational perspective. In Brumfit C.J, and Johnson, K. (eds.) *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press, p. 190.



Thanks!



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