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Saturday Seminar Series in Grammar
Certificate in PDP for Primary and Secondary

Department of English Language Education  http://www.eduhk.hk/ele/
Follow link for: Saturday Seminar Series
Thanks! to my colleagues Claudia Keh, Stella Kong and Jackie Lee
Part 1:
Basic Principles and Concepts:
“Doing Grammar”
Saturday, 23rd April 2016
Grammar teaching has traditionally focused on Form.

Grammar teaching should balance attention to Form, Meaning and Use.

In one word: **Context**
Premise One: Life and language are meaningful

“He who has a why to live for can bear almost any how.” ~ Friedrich Nietzsche
Premise Two: **Learning should be meaningful… now**
Premise Three: Language knowledge and language skills are not the same
What are we teaching when we teach English?

DISCOURSE/
GENRE/
COMMUNICATION

LANGUAGE
SKILLS/STRATEGIES

PEDAGOGICAL GRAMMAR/
FORMS & FUNCTIONS

ASSESSMENT
What Is Grammar?

Grammar is a negotiated system of rules that governs the relationship of parts within a system of systems.

Grammar reflects many characteristics of language, which is highly personal, emotional and powerful in addition to being rule-governed, culturally contextualized and sometimes very dull.

Grammar, in other words, is both straightforward and very complex; a natural part of language systems and a highly technical academic subject.
Let’s learn something about…
The structure of an interrogative (question)

Ungrammatical questions with fronted main verbs (Swam John?) are blocked by auxiliary constraint on the fronted verb position. Since *do* has the auxiliary feature and does not add unwanted meaning, it is the only verb that can be chosen for inverted questions lacking any other auxiliary. Ungrammatical sentences with both a fronted and a medial auxiliary (Can he can go?) are blocked by the consistency requirement: all tokens of a given semantic predicate are given distinct indices in f-structure*. In these double-auxiliary non-sentences there are two separate entries at the same level of f-structure and consistency is thus violated.

Of course, life is never that easy.

*grammatical functions structure analysis
(from *Language Learnability and Language Development* by Steven Pinker, page 248)
Alternatives to f-structure in grammatical analysis

- constituents structure (**c-structure**)
- argument structure (**a-structure**)
- semantic structure (**s-structure**)
- information structure (**i-structure**)
- morphological structure (**m-structure**)
- phonological structure (**p-structure**)
Let’s simplify…

Pedagogical Grammar

Pedagogical Grammar primarily deals with syntax and morphology: sentence-level and word-level rules and order. It includes grammatical analysis and instruction designed for second-language students. It often presents language in a simplified and inauthentic manner in order to facilitate teaching.
Characteristics of Pedagogical Grammar

- Focuses on correctness instead of comprehensibility or appropriateness
- Grammar rules… but every rule has exceptions!
- Sentence-level analysis
- Contrastive analysis leaves students with the feeling of being wrong without knowing what is right
- Prescriptive language is highly valued
- Knowledge-based instead of skills based
- Often inauthentic in an effort to conform language to teaching topic
Rules… and Exceptions 1

Rule: Use the auxiliary verb “do” with interrogative & negative sentences; not with affirmative sentences

- **Does** my sister live in New York?  
  (Interrogative)
- My sister **does not** live in New York.  
  (Negative)
- My sister lives in New York.  
  (Affirmative)

- **Do** I agree with you?  
  (Interrogative)
- I **do not** agree with you.  
  (Negative)
- I agree with you.  
  (Affirmative)

But…

- My sister **does** live in New York!
- I **do** agree with you!
- My sister lives not in Hong Kong, but in New York.
"And he lay there with his arms around her, and she did finally sleep, and he felt that they were traveling, that if they looked out the window they would see earth and trees and cities moving by them, landscapes of places and peoples they had never heard of, or read about in the books of such things."
QUANTIFIERS: SOME and ANY

SOME:
- Rule: Use *some* in positive (affirmative) sentences. *Some* is used for both countable and uncountable nouns.

Examples:
- I have *some* friends. (friends is countable)
- I'd like *some* water. (water is uncountable)

ANY:
- Rule: Use *any* for countable and uncountable nouns in interrogative sentences and negative sentences:

Examples:
- Have you got *any* cheese?
- He hasn't got *any* friends.

BUT...

Would you like *some* cheese? (offer)
Can I have *some* water? (request)
Have you got *some* cheese?
(pragmatic request)
1. *The reason* I’m worried is *because* I think she is ill.
2. His work is *different than* mine.
3. *Can* I have another helping of dessert, please?
4. I encountered *less* difficulties than I expected.
5. Everyone put on *their* coats and went home.
6. *How to* spell?
7. We must remember *to accurately check* our answers.
8. That behaviour is something I will not *put up with*.
9. It’s *me*.
10. *Who* did you meet?
What is the role of “he” in English grammar?

- “He/his/him” are singular subject/adjective/object **pronouns**
- When a person’s gender is unknown, “he” is traditionally used
- **But should it be?** What if the pronoun refers to both men and women?

1. “When the guests arrive, ask if anyone wants to put ___________ coat in the closet.”
   (Consider: all men; all women; 49 women and one man)

2. “Every American follows routines in getting ready for work. As ___________ shaves his face or puts on _______ bra, _____ is mentally preparing to face the day.”
Sentence-level Forced Choices
(contrasts in language not meaning)
Activity 2: Sentence-level Open Choices

1. I was suddenly instructed to_______ the guard at the entrance of the embassy last night.

2. The inspector said he was not in a_______ to comment on the case.

3. ‘Cigarette?’ ‘No thanks, ________________.'
Activity 3: Sentence-level, Forced Choices

1. I was suddenly instructed to… the guard at the entrance of the embassy last night.
   A. relax
   B. relieve
   C. stand
   D. place

2. The inspector said he was not in a… to comment on the case.
   A. place
   B. position
   C. space
   D. power

3. ‘Cigarette?’ ‘No thanks, I’m not smoking/I don’t smoke.
   A.  
   B.  
What can you see in the picture?
I can see some pork.
What else can you see?
I can see three prawns.
Full form vs. Reduced form (cont.)

Textbook (full form)
- What can you see in the picture?
- I can see some pork.
- What else can you see?
- I can see three prawns.

More authentic version (reduced form)
- What’s in the picture?
- Some pork.
- Anything else?
- Uhhm… prawns.
Ann: Look at this picture, father. You used to be thin. Now you’re fat.
Father: I was thirteen then. Now I’m forty-three.
Jack: Where was it?
Father: It was in the New Territories. I used to live there with my parents. Now I live in Kowloon in a flat. I used to live in a brick house but now I live in a flat.
Jack: The New Territories has changed a lot.
Father: Yes, there used to be farms. There used to be trees everywhere. And there used to be cows in the fields.
Ann: There are highways now. There are many new towns in the New Territories.
Jack: There are also factories and housing estates instead of fields.
Father: There used to be fresh air but now there is pollution everywhere.
Grammar knowledge vs Grammar skill

**As Knowledge**
- Grammar is a fixed set of rules to be learned
- Learned deductively (rules and formulas to be memorized)
- Mastery depends on the ability to recall and apply rules correctly

**As a Skill**
- Grammar describes patterns of language that assist communication (making your meaning clear and accurate)
- Learned inductively (patterns discovered and practiced from experience)
- Mastery depends on using language actively (thinking, practicing, and deciding meaning) in tasks and contextualized communicative activities
Why Grammar Matters:
A difference in form may be a difference in meaning

I eat dinner with dad.  I ate dinner with dad.
The old man was hit by the car last night.  The car hit the old man last night.
Sue eat sandwiches for lunch.  Sue eats sandwiches for lunch.
If I’m you, I’ll go on Thursday (instead of Wednesday).  If I were you, I’d go on Thursday (instead of Wednesday).
Moving in the direction of Form-Meaning-Use (FMU) Grammar Teaching

Inductive  Deductive
Fluent  Accurate
Creative  Constrained
Acceptable  Correct
Implicit  Explicit
Top-down  Bottom-up
Conclusion

- Meaning is motivating
- Context provides layers of meaning that support learning
- Minds are adapted for language learning – in order to make meaning
- Children’s mental lives are rich, complex and creative – if grammar teaching isn’t working, whose fault is that?
- Pre-adolescent children need meaningful language experience and practice, not labels (metalanguage) or decontextualized word/sentence level language exercises
- Adolescent and post-adolescent students can analyze the meaning of language and its relationship to grammar – in order to make good choices; but such analysis should be subordinate to practicing meaningful interactions
Part 2:
Text-based Strategies for Teaching Grammar in Context
Saturday, 30th April 2016
Summary So Far

- Meaning is motivating
- Context provides layers of meaning that support learning
- Minds are adapted for language learning – in order to make meaning
- Children’s mental lives are rich, complex and creative – if grammar teaching isn’t working, whose fault is that?
- Pre-adolescent children need meaningful language experience and practice, not labels (metalanguage) or decontextualized word/sentence level language exercises
- Adolescent and post-adolescent students can analyze the meaning of language and its relationship to grammar – in order to make good choices; but such analysis should be subordinate to practicing meaningful interactions
Scott Thornbury’s 6 Rules of Grammar Teaching

- The Rule of **Context**
- The Rule of **Use**
- The Rule of **Economy**
- The Rule of **Relevance**
- The Rule of **Nurture**
- The Rule of **Appropriacy**
The 6 Rules of Grammar
Teaching: Number 1

- The Rule of Context

Teach grammar in context. If you must take an item out of context to focus on it, recontextualize it as soon as possible.

Always associate grammar form with the meaning of the speaker or author.
The 6 Rules of Grammar
Teaching: Number 2

● The Rule of Use

Teach grammar with the objective of improving the learners’ understanding and production of real language – never as an end in itself.

Always provide opportunities for students to put the grammar to some communicative use: practice, practice, practice!
The 6 Rules of Grammar
Teaching: Number 3

- The Rule of **Economy**

In order to obey Rule 2 (The Rule of Use), be economical. Minimize presentation and direct explanation time in order to provide maximum practice time.

By practicing, students think, communicate, experience learning and remember language.
The 6 Rules of Grammar Teaching: Number 4

- The Rule of **Relevance**

Do not waste time on grammar items or rules that students already know or will soon forget (e.g., every kind of question tag in one lesson or more than one or two contrastive examples).

Allow Chinese to facilitate learning objectives, not to simplify or replace English.
The 6 Rules of Grammar
Teaching: Number 5

- The Rule of **Nurture**

The most difficult rule: **teaching does not cause learning.** The right environment, conditions and opportunity for learning do.

Language learning is not an “ah ha! Eureka!” kind of learning. It is orienteering: finding one’s way through a jungle step by step, accumulating knowledge and skills through a long, slow, deliberate process.
The 6 Rules of Grammar Teaching: Number 6

- The Rule of **Appropriacy**

Consider all these rules according to the level, needs, interests, expectations and learning styles of the students. These same rules may lead one teacher to focus on explicit grammar teaching more and another to explicitly focus on grammar...not at all.
Guidelines:
Alternative Ways to Teach Grammar

Grammar lessons should be:

1. **Text-based** (Content Focus)
2. **Awareness-Raising** (Inductive Process Focus)
3. **Task-based** (Goal Focus)
4. **Production-based** (Meaningful Practice and Recycling)
Principles of Text-based Grammar instruction

1. Grammar teaching should always be contextualized (literally meaning ‘with a text’)
2. Language never happens out of context; you’ll never find a fish out of water, unless it’s dead.
3. There are layers of context that the teacher should make accessible through activities: the situation, the culture and the co-text.
4. Grammar and language skills can be introduced independently in preparation activities.
5. The language arts/text-based approach allows integration of other, skills-based approaches
6. Highly compatible with genre-based and text-type teaching
7. More opportunity for authentic and adapted-authentic texts
Dictogloss Method

1. Warm-up activities (Schema building on the cultural context, social situation, text type)
2. Grammar, other linguistic and co-text context activities
3. Listening to the text
4. Reconstructing the text (individually, then in groups)
5. Checking the text
6. Follow-up activities
Dictogloss Demonstration

Moroccan Cuisine and Culture

http://youtu.be/yR7bgBVrr4g
Moroccan Meals

**Transcript**

There are many interesting customs that you **ought to know** when you eat a traditional Moroccan meal. You **might enjoy** your meal more if you know them. Now, generally, you eat in a room with cushions and pillows and thick carpets on the floor. The food will be placed on low tables. Before you sit down, you **should shake** hands with everyone in the room. You **should start** with the person on your right and go around the room. Next, you **must wash** your hands. You hold them over a big bowl while someone pours water over them. Before anyone can eat, the host **has to say** *Bismillah*, which means “Praise be to God.” At a Moroccan table, you **ought to eat** with your hands. You **should use** your thumb and your first three fingers of your right hand. After eating you **must wash** your hands again. Finally, everyone enjoys a cup of mint tea together.
Grammar lessons should require students to think about and understand the relationship between grammar form and language meaning.
Awareness-Raising (Conditional Type 2)

R3 Reading

Name: ________________________  Class: ________________________  No. ______

Adapted from Longman Target English Book 2B

A. The Chairperson of the Conservation Club wants to start a 'Save Paper Campaign'. To increase interest in the campaign, he has posted some information on the club's notice board. Read the following:

Conservation Club
Datu lives a happy life in the Hong Kong Zoological and Botanical Gardens with his three wives and three children. The family of orang-utangs are happy because they have plenty of food to eat. They also have a big cage and are safe from danger. Some people say that their life is boring and that they should be returned to Borneo. However, if they were taken back into the rainforest, they would probably die.

Every year, thousands of trees in the rainforests of Borneo are cut down. This destructive practice is called logging. However, the trees are very important to animals of the rainforest. For example, without trees, the orang-utangs have nothing to eat and no shelter.

'If humans continue to destroy the forest, the orang-utangs will be extinct in 20 years,' said biologist Dr David Cam. 'If I were the Government, I would make all logging illegal. Look at the forest. It is beautiful, isn't it? I don't understand how people can be so thoughtless. If people were more careful with the environment, the world would be a better place.'

So, what can we do to save the rainforest and the orang-utangs? One reason for logging is the demand for paper. If people stopped using paper, there would be almost no logging. I know we can't stop using paper completely but we can try to use less paper. Here are some ideas for saving paper.

1. Don't use paper plates and cups.
2. Write on both sides of a piece of paper.
3. Put waste paper in a recycling bin.
4. Use recycled paper.
5. Try not to use too many tissues.

The Conservation Club is now preparing an information pack about the rainforest. The pack will contain more articles about rainforests, poems about rainforest animals and a questionnaire.

Name: ________________________  R 3  No. ______

The aim of the following steps is to increase your understanding of conditional type two. To achieve this, you will have to carry out a few steps:

Step 1:
Read the passage again. Underline all the sentences with the word 'if'. Do this individually.

DON'T TALK TO ANYONE YET.

Step 2:

a. Look at the table below. The sentence(s) in the first column is/are example(s) showing the correct usage of conditional type two. You need to work with your partner to complete the table. Ask your partner to read out his/her sentences. Listen carefully, then write them down in the appropriate column in your table.

b. Talk about the sentences. Why are the sentences in the second column incorrect? Write down your explanations in the third column.

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
<th>Explanation of incorrect sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If you were me, what would you do?</td>
<td>I would not tell you the answer even if I know it.</td>
<td>The verb _____ should be used in the question.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>The verb _____ should be used in the clause starting with the word 'if'.</td>
</tr>
<tr>
<td>3. If you had the money, you would definitely buy it as well.</td>
<td></td>
<td>The verb _____ should be used in the clause after the comma.</td>
</tr>
</tbody>
</table>

Step 3:
Now go back to the passage. Among the sentences that you have underlined, find out those which show conditional type two.

Step 4:
Based on the examples of conditional type two in both the passage and the above table, discuss the structure of this type of sentences. First, circle all the verb groups in the examples showing conditional type two individually. Then, discuss with your groupmates and complete the following speech bubbles:
Task-based Grammar Teaching

Grammar lessons should require students to do something authentic, practical or interesting with the learned grammar, using it in a context and experiencing language with a purpose beyond classroom exercises or homework.
## Continuum from focus on form to focus on meaning

<table>
<thead>
<tr>
<th>Focus on forms</th>
<th>Focus on meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Non-communicative learning</td>
<td>5. Authentic communication</td>
</tr>
<tr>
<td>2. Pre-communicative language practice</td>
<td></td>
</tr>
<tr>
<td>3. Communicative language practice</td>
<td></td>
</tr>
<tr>
<td>4. Structured communication</td>
<td></td>
</tr>
<tr>
<td>Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercises, grammar exercises</td>
<td>Using language to communicate in situations where the meanings are unpredictable, e.g. creative role-play, more complex problem-solving, and discussion</td>
</tr>
<tr>
<td>Practicing language with some attention to meaning but not communicating new messages to others, e.g. ‘Q &amp; A’ practice</td>
<td>Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play &amp; simple problem-solving</td>
</tr>
</tbody>
</table>

(Littlewood, 2004)
Part 3: Teaching Grammar in Context through Language Arts
Saturday, 7\textsuperscript{th} May 2016
Do you like broccoli ice-cream?

A: Do you like _______________________ ?
B: Yes, I do.

A: Do you like _______________________ ?
B: No, I don’t.

https://youtu.be/frN3nvHlHUK
The Same and Different

A: Look ___________________ !

B: Did you ever notice that ____________________ ?

C: If Elmo had____________ , then Abby and Elmo would be ____________________ .

https://youtu.be/iatlByB60jQY
What are the Language Sciences?
Approaching language teaching and learning as a science

Characteristics of LS Language Teaching Include:

- Objective Analysis
- Ideal of Correctness
- Orderly and Systematic
- Deductive Approach
- Practical Application
- Transactional
- Grammar/Translation
What are the Language Arts?

Approaching language teaching and learning as an art

• Subjective
• Inductive
• Unsystematic
• Ambiguous
• Promotes personal expression
• Aesthetically appealing
• Authentic
I used to think that summers stretched slow and lazy for a year
But now I know better
I used to think the school year was eternal
But I never counted off the days on my fingers
I used to feel hours stretch long and easy during holiday
But now I hear a panicky tick-tock
If I could step into a time machine
I would go back and reset the clock
I never gave it a thought before
But I might seriously consider it now
I can't turn life into a sci-fi movie
But I can gobble up every day till I'm filled up and happy
I won't ever be 16 again
But I might be a teenager at heart
I used to think that summers stretched slow and lazy for a year
But now I know better

(http://ettcweb.lr.k12.nj.us/forms/iusedto.htm)
"Used To"

You used to talk to me like
I was the only one around.
You used to lean on me like
The only other choice was falling down.
You used to walk with me like
We had nowhere we needed to go,
Nice and slow, to no place in particular.

We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star that I'd see.
We used to have this under control.
We never thought.
We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be?

I look around me,
And I want you to be there
'Cause I miss the things that we shared.
Look around you.
It's empty, and you're sad
'Cause you miss the love that we had.

You used to talk to me like
I was the only one around,
The only one around.

We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star that I'd see.
We used to have this under control.
We never thought.
We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be? Yeah.
To how it used to be.
To how it used to be, yeah.
To how it used to be.
To how it used to be.
Ironic

i·ro·ny –noun, plural -nies. ;(i·ron·ic – adj.)

1. the use of words to convey a meaning that is the opposite of its literal meaning: the irony of her reply, “How nice!” when I said I had to work all weekend.

2. Literature.
   a. a technique of indicating, as through character or plot development, an intention or attitude opposite to that which is actually or ostensibly stated.
   b. (esp. in contemporary writing) a manner of organizing a work so as to give full expression to contradictory or complementary impulses, attitudes, etc., esp. as a means of indicating detachment from a subject, theme, or emotion.

3. an outcome of events contrary to what was, or might have been, expected.

4. the incongruity of this.
An old man turned ninety-eight.
He won the lottery and died the next day.
It's a black fly in your Chardonnay.
It's a death row pardon – two minutes too late.
Isn't it ironic ... don't you think?

Well life has a funny way of sneaking up on you,
when you think everything's okay and everything's going right.
And life has a funny way of helping you out,
when you think everything's gone wrong,
and everything blows up in your face.

It's like rain on your wedding day.
It's a free ride when you've already paid.
It's the good advice that you just didn't take.
Who would've thought ... it figures.

It's a traffic jam when you're already late.
It's a no-smoking sign on your cigarette break.
It's like ten thousand spoons, when all you need is a knife.
It's meeting the man of my dreams,
and then meeting his beautiful wife.
And isn't it ironic... don't you think?
A little too ironic... and yeah I really do think.

Mr. Play It Safe was afraid to fly.
He packed his suitcase and kissed his kids good-bye.
He waited his whole damn life to take that flight.
And as the plane crashed down, he thought,
'Well isn't this nice...'
And isn't it ironic ... don't you think?

Life has a funny way of sneaking up on you.
Life has a funny, funny way of helping you out...
Helping you out

https://youtu.be/Jne9t8sHpUc
Text Type as Language Art

- Poems
- Songs
- Drama
- Short stories
- Film
- Visual Arts
Artist (and Student) Language as Language Art

- Accessible language
- Immediate context
- Aesthetically/Personally/Socially Meaningful
- Invites diverse perspectives
- Clarifies individual point-of-view
- Creative
- Communicative
- Authentic
The Tyger
by William Blake

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And watered heaven with their tears,
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Dare frame thy fearful symmetry?
Giraffes, how did they make Carmen?
Well, you see, Carmen ate the prettiest rose in the world
and then just then the great change of heaven occurred
and she became the prettiest girl in the world
and because I love her.

Lions, why does your mane flame like fire of the devil?
Because I have the speed of the wind
and the strength of the earth at my command.

Oh Kiwi, why have you no wings?
Because I have been born with the despair to walk the earth
without the power of flight and am damned to do so.

Oh bird of flight, why have you been granted the power to fly?
Because I was meant to sit upon the branch
and to be with the wind.

Oh crocodile, why were you granted the power
to slaughter your fellow animal?
I do not answer.

—Chip Wareing, Grade 5

Teaching the Poetry Idea

The central feature of any good poem is its meaning.

The characters, story, words and form of the poem serve to communicate its meaning.

The premise of the ‘Poetry Idea’ is that you start with the meaning of a poem and allow other language objectives to follow.
This is Just to Say
by William Carlos Williams

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast

Forgive me
they were delicious
so sweet
and so cold
Language Arts in the HK curriculum

Poems provide an opportunity for four kinds of language enrichment:

1. Lexical enrichment
2. Cultural enrichment
3. Personal enrichment
4. Communicative enrichment
Nothing Gold Can Stay
by Robert Frost

Nature's first green is gold,
Her hardest hue to hold.
Her early leaf's a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.
Cultural enrichment: Visual/Graph Art & Description/Discussion

Paintings A and B both have ___________ and ___________. But painting A has ___________ and B has ___________.
6 of the 10 Highest Priced Paintings in History

- **No. 5, 1948** by Jackson Pollock
  - Sold for US$140,000,000
- **Portrait of Adele Bloch-Bauer** by Gustav Klimt
  - Sold for US$135,000,000
- **Garçon à la Pipe** by Pablo Picasso
  - Sold for US$104,100,000
- **Dora Maar with Cat** by Pablo Picasso
  - Sold for US$95,200,000
- **Massacre of the Innocents** by Peter Paul Rubens
  - Sold for US$76,700,000
- **Rideau, Cruchon et Compotier** by Paul Cézanne
  - Sold for US$60,500,000
How do you explain your feelings?

It's been seven hours and fifteen days
Since you took your love away
I go out every night and sleep all day
Since you took your love away
Since you been gone I can do whatever I want
I can see whomever I choose
I can eat my dinner in a fancy restaurant
But nothing...I said nothing can take away these blues
‘Cause nothing compares
Nothing compares to you...

It's been so lonely without you here
Like a bird without a song
Nothing can stop these lonely tears from falling
Tell me baby where did I go wrong?
I could put my arms around every boy I see
But they'd only remind me of you
I went to the doctor and guess what he told me..
Guess what he told me...
He said, ‘Girl you better try to have fun
No matter what you do’
But he's a fool
‘Cause nothing compares
Nothing compares to you...

https://youtu.be/-ZCiHslfrOg
Online Poetry Resources

Poets.org
http://www.poets.org

Poetry Archive
http://www.poetryarchive.org

Poetry Foundation
http://www.poetryfoundation.org

About Poetry
http://poetry.about.com

British Council
http://www.britishcouncil.org/hongkong-eltnetwork.htm

Read Write Think
http://www.readwritethink.org
Songs as Language Arts
Text and Context
Why Songs?

- Supports language learning through melodies and rhythms
- Human brain works well with songs, thus nursery rhymes
If I Were a Boy…

https://youtu.be/AWpsOqh8q0M
If I Were a Boy….

Is she happy with boys?
  • Give an example (a noun phrase)

What does she want boys to do?
  • Use a verb

So, the girl sings this song to….?
What do you notice?

How is the second conditional formed?

Simple past tense + Simple past future

When is it used? In what context? For what purpose?

Impossible situations  To imagine
If I were a boy, I would roll out of bed in the morning.
If I were a boy, I would throw on what I wanted.
If I were a boy, I would drink beer with the guys.
If I were a boy, I would chase after girls.
If I were a boy, I would kick it with who I wanted.
If I were a boy, I would never get confronted for it.
If I were a boy, I would understand how it feels to love a girl.
If I were a boy, (I swear) I would be a better man.
If I were a boy, I would listen to her.
If I were a boy, I would turn off my phone, and I would tell everyone it’s broken, so they would think that I was sleeping alone.
If I were a boy, I would put myself first and make the rules as I go.
If you thought I would wait for you, you thought wrong.

- Why this change in pattern? What is the meaning?

But you’re just a boy.

- Why the present tense in the last 3 verses?
For Girls

If I were a boy, I __________________________

For Boys

If I were a girl, I __________________________
If I were a **GIRL**

If I **were** a girl
Even just for a day
I'd ______ out of bed in the morning
And ________________ then go

________ with the ______
And ___________
I'd ___________ with who I wanted
And I'd never get confronted for it
'Cause they ____________ me

If I **were** a girl
I think I **could** understand
How it feels to love a ______
I swear I'd be a better ___________

If I **were** a boy
Even just for a day
I'd roll out of bed in the morning
And throw on what I wanted then go

Drink beer with the guys
And chase after girls
I'd kick it with who I wanted
And I'd never get confronted for it
'Cause they stick up for me

If I **were** a boy
I think I **could** understand
How it feels to love a girl
I swear I'd be a better man
Part 4: Making Grammar Meaningful
Saturday, 21st May 2016
TODAY’S ACTIVITIES

I. COMPARING AND CONTRASTING
II. CROSSING OUT AND ADDING IN
Topic 4.1  -  Comparing and Contrasting
Stupid Robber

What is happening?

Shop
Locked Out!
Stupid Robber

Give me your money!

With sound effects

Shop
Locked out

stopped in front of the shop

and ran into the shop

got out of the shop

and pointed at the shopkeeper.

The shopkeeper got money from the till.

took the money and ran out of the shop.

But when

got back to the car

couldn't open the door of the car

had locked with the keys inside.
Locked Out
Locked Out

A car stopped in front of a shop. A man got out of a car and ran into a shop. A man pulled out a gun and pointed a gun at the shopkeeper. The shopkeeper got money from the till. A man took the money and ran out of a shop. But when a man got back to a car, a man couldn’t open the door of a car. A man had locked a car with the keys inside.
Locked Out

Pair work:
A: Tell your partner (B) the story in CHINESE. Use EXACTLY the same words as used in English.

Locked Out
Does it make sense?
Locked out

stopped in front of

and ran into

and pointed

at the shopkeeper. The shopkeeper got money from the till*. took the money and ran out of

But when
got back to

had locked

with the keys inside.

got out of

pulled out

WRITE “a” for the first time, “the” for the second, third etc. times.
Locked Out
Locked Out

A car stopped in front of a shop. A man got out of the car and ran into the shop. The man pulled out a gun and pointed the gun at the shopkeeper. The shopkeeper got money from the till. The man took the money and ran out of the shop. But when the man got back to the car, the man couldn’t open the door of the car. The man had locked the car with the keys inside.
Locked Out

Pair work:
B: Tell your partner (A) the story in CHINESE. Use EXACTLY the same words as used in English.
Locked Out

A

B
Does it make sense?
“A” and “THE”

- What is their “grammar name”?
- When do we use them?
Compare-Contrast Strategy

- Secondary 1
Too Heavy

walked into a bank and took away a heavy bag of coins. Then ran away quickly, but fell down and dropped the bag. All the coins fell on the floor. was trying to pick up the coins when the police arrived.
• Pair work:
• A tells B the story in CHINESE (exact wording)
Too Heavy

A man walked into a bank and took away a heavy bag of coins. Then a man ran away quickly, but a man fell down and dropped the bag. All the coins fell on the floor. A man was trying to pick up the coins when the police arrived.

Change: 2nd, 3rd, 4th pictures
• Pair work:
  • B tells A the story in CHINESE (exact wording)
• a man
• he
Too Heavy

A man walked into a bank and took away a heavy bag of coins. Then he ran away quickly, but he fell down and dropped the bag. All the coins fell on the floor. He was trying to pick up the coins when the police arrived.
“A man” or “he”

- When do we use them?

- Why can’t we use “a man” all through the story?

- Can we use “the man” instead of “he”?
Locked Out

A car stopped in front of a shop. A man got out of the car and ran into the shop. The man pulled out a gun and pointed the gun at the shopkeeper. The shopkeeper got money from the till. The man took the money and ran out of the shop. But when the man got back to the car, the man couldn’t open the door of the car. The man had locked the car with the keys inside.
A car stopped in front of a shop. A man got out of the car and ran into the shop. The man pulled out a gun and pointed the gun at the shopkeeper. The shopkeeper got money from the till. The man took the money and ran out of the shop. But when he got back to the car, he couldn’t open the door of the car. He had locked the car with the keys inside.
A car stopped in front of a shop. A man got out of the car and ran into the shop. The man pulled out a gun and pointed the gun at the shopkeeper. The shopkeeper got money from the till. The man took the money and ran out of the shop. But when the man got back to the car, he couldn’t open the door of the car. He had locked the car with the keys inside.

Which version is better?

A car stopped in front of a shop. A man got out of the car and ran into the shop. The man pulled out a gun and pointed the gun at the shopkeeper. The shopkeeper got money from the till. The man took the money and ran out of the shop. But when he got back to the car, he couldn’t open the door of the car. He had locked the car with the keys inside.
Locked Out

A car stopped in front of a shop. A man got out of it and ran into the shop. He pulled out a gun and pointed the gun at the shopkeeper. The shopkeeper got money from the till. He took the money and ran out of the shop. But when he got back to it, he couldn’t open the door of it. He had locked it with the keys inside.
The Paper Bag Princess
The Paper Bag Princess

When Elizabeth was (1) (2) lived in a castle and had beautiful and expensive princess clothes. (3) was going to marry a prince named Ronald. Unfortunately, a dragon smashed her castle, burned all her clothes with his fiery breath and carried off her lover.

(4) looked all over for something to wear but the only thing (5) could find was a paper bag. So (6) put on the paper bag and followed the dragon. He was easy to follow because he left a trail of burnt forests.

(7) found the dragon and the prince in a (8) fought the dragon and chased him away from the cave. (9) saved the prince. But the prince looked at her and said, "You smell like ashes and you are wearing a paper bag. Come back when you're dressed like a princess!"
Jackie Chan
Ordering the events

- Number the pictures to show the correct order.

Circle the verbs

- What verb tense is used in the first and last sentence?
- What verb tense is used in the rest of the passage?
- Why are these different?
The meaning….

- PARAGRAPH 4.
- Change all the verbs to PRESENT TENSE.

- Jackie loved fighting. He often fought with other children who were unkind to his friends.
• What happens to the meaning?

• Jackie loves fighting. He often fights with other children who are unkind to his friends.
3) In 1960, Jackie went to Nan Hua Elementary School. He was a bad student. He did not like studying and never did his homework. He had very bad results.

5) When Jackie was seven, he went to the Chinese Opera School. He started lessons at 5 a.m. and finished at midnight every day. He learnt acrobatics, kung fu, Chinese opera, dancing, singing and acting.

6) Since he was eight years old, Jackie has made more than eighty films. In 1972, he became famous as a stunt man in the Bruce Lee film Fist of Fury. In 1978, Jackie starred in his first successful film, Drunken Master, which made HK$8 million at the box office. In 1985, Jackie starred in Police Story. Then in 1994, Rumble in the Bronx made Jackie a star both in Hong Kong and the USA.
In 1960, Jackie goes to Nan Hua Elementary School. He is a bad student. He does not like studying and never does his homework. He has very bad results.

When Jackie is seven, he goes to the Chinese Opera School. He starts lessons at 5 a.m. and finishes at midnight every day. He learns acrobatics, kung fu, Chinese opera, dancing, singing and acting.

Since he is eight years old, Jackie makes more than eighty films. In 1972, he becomes famous as a stunt man in the Bruce Lee film Fist of Fury. In 1978, Jackie stars in his first successful film, Drunken Master, which makes HK$8 million at the box office. In 1985, Jackie stars in Police Story. Then in 1994, Rumble in the Bronx makes Jackie a star both in Hong Kong and the USA.

What other language is used to show time?
Jackie’s parents?

- What are their jobs now?
- In what paragraph can you find this information?
Teaching Grammar through Meaning
Topic 4.2

CROSSING OUT

ADDING IN
What do you know?

I like people who smile a lot.
This is the key which opens the door.
The first pumpkin that I carved was on Halloween.
This is the church where they got married.

What questions do these statements answer?

What are these words called?
In groups of 2-3, work out what **relative clauses** are by completing the following blanks and following the instructions.

• **Halloween, which is on October 31, is one of the most popular holidays in the U.S.**

**Circle** the relative pronoun.  
**Bracket** the relative clause.  **Underline** the verb of the relative clause.  
**Write** (the noun) the Subject of the relative clause refers to on top of the relative pronoun.  
What does the relative pronoun stand for?
Halloween, [which is on October 31], is one of the most popular holidays in the U.S.

Circle the relative pronoun.
Bracket the relative clause. Underline the verb of the relative clause.
Write the noun the Subject of the relative clause refers to on top of the relative pronoun.
What does the relative pronoun stand for?
The first Halloween pumpkin that I carved was at my Friendship Family’s house.

Circle the relative pronoun.
Bracket the relative clause. Underline the verb of the relative clause.
Write the noun group the Object of the relative clause refers to on top of the relative pronoun.
What does the relative pronoun stand for?
The first Halloween pumpkin [that I carved] was at my Friendship Family’s house.

Circle the relative pronoun. Bracket the relative clause. Underline the verb of the relative clause. Write the noun group the Object of the relative clause refers to on top of the relative pronoun. What does the relative pronoun stand for?
Two Types of Relative Clauses

A relative clause can be:

**Defining** or **Non-defining**

- A _______ relative clause defines (gives necessary information)

- A _______ relative clause gives additional (unnecessary) information

- no commas → all necessary

- commas → additional information
A relative clause can be

• **Defining** or **Non-defining**

**D**
- A **defining** relative clause defines (gives necessary information)

**N**
- A **non-defining** relative clause gives additional (unnecessary) information

**D**
- **Defining**: no commas all necessary

**N**
- **Non-defining**: commas additional information
3a My sister who worked as a teacher has emigrated to Hawaii.

3b My sister, who worked as a teacher, has emigrated to Hawaii.

Do you have more than one sister? Which sister?
5 W’s or Anticipation Guide

• **What** is the text about? Use one word to tell what it is about.

• **Who** are involved? Name two kinds of people involved.

• **When** is the event? Give the date.

• **Where** does it take place? Name the country.

• **What** does “Trick or Treat” mean? Name the treat.
Write **Y** if you think the statement is correct; **N** if you think the statement is not correct

- ___1. People carve pumpkins at Halloween.
- ___2. Halloween pumpkins are called Jack-in-the-Box
- ___3. Children and pets dress up in costumes for Halloween.
- ___4. Children knock on doors and say “Give me candy”
- ___5. Halloween takes place in October.
- ___6. Pumpkins have seeds inside.
- ___7. Halloween takes place in the U.S.
5 W’s: ANSWERS

- **What** is the text about? Use one word to tell what it is about.
- **Who** are involved? Name two kinds of people involved.
- **When** is the event? Give the date.
- **Where** does it take place? Name the country.
- **What** does “Trick or Treat” mean? Name the treat.
Anticipation Guide: Which guesses were correct?

- ___1. People carve pumpkins at Halloween.
- ___2. Halloween pumpkins are called Jack-in-the-Box
- ___3. Children and pets dress up in costumes for Halloween.
- ___4. Children knock on doors and say “Give me candy”
- ___5. Halloween takes place in October.
- ___6. Pumpkins have seeds inside.
- ___7. Halloween takes place in the U.S.

UNDERLINE those sections in the text where you can find the answer.
PREPARE TO PARTICIPATE!

• **Login** to TGIC 2016: [http://tgic2016.blogspot.com](http://tgic2016.blogspot.com)

• **Join** EdPuzzle:
  ✓ **Go to** [http://edpuzzle.com](http://edpuzzle.com) and join as a student. Enter class code: **rijwiba**
  ✓ **Or**… just go to: [https://edpuzzle.com/join/rijwiba](https://edpuzzle.com/join/rijwiba) and join

Apple (iPhone and iPad) users will need to go to the app store and download the “edpuzzle” app
  ✓ **Tutorial for EdPuzzle:**

• **Join** Socrative:
  ✓ **Go to** [http://socrative.com](http://socrative.com)
  ✓ **Enter** “Room” ID: **EDUHKTAYLOR**
  ✓ **Enter** your name
  ✓ **Tutorial for Socrative:**

• **Join** Kahoot:
  ✓ **Go to** [http://kahoot.it](http://kahoot.it)
  ✓ **Enter** Game Pin: **969265**
  ✓ **Enter** your name
  ✓ **Tutorial for Kahoot:** [https://getkahoot.com/tutorials/Kahoot_Tutorials.pdf](https://getkahoot.com/tutorials/Kahoot_Tutorials.pdf)
HOW IS GRAMMAR OFTEN TAUGHT?

OUT OF CONTEXT:

• Taught separately
• Form-focused
• Deductive explanations
• Use of metalanguage
• Sentence-level context
• Mechanical/Repetitive
• Knowledge (and memorization) based
• Meaningless (topics, contexts, examples, activities)
• Boring
WHAT IS THE ALTERNATIVE?

TEACHING GRAMMAR IN CONTEXT (TGIC):

- Integrated with Reading/Writing, Speaking/Listening
- Balanced focus on form, meaning and use
- Text-level context
- Noticing patterns and forms
- Inductive thinking required
- Meaningful (topics, contexts, examples, activities, tasks)
- Practice comprehension, awareness of patterns, using target language
- Sometimes fun
- Grammaring!
1. Adopt Authentic Texts
2. Adapt Textbooks
3. Noticing/Awareness-raising/Consciousness-raising
4. Inductive Analysis
5. Task-based Approach
6. Text-based Approach
7. Language Arts Approach
TGIC
PRINCIPLE-BASED ACTIVITIES

1. Building Up Texts
2. Breaking Down Texts
3. Dictogloss
4. Dictocomp
5. Echoing Texts
6. Comparing and Contrasting
7. Crossing Out and Adding In
8. Sequencing
9. Games and Participatory Activities
WHAT DOES A TGIC LESSON LOOK LIKE?

GRAMMAR TEACHING RESOURCES FOR SCHOOL TEACHERS

http://ec-concord.ied.edu.hk/grammar/

Thanks to my colleague Dr Jackie Lee for this resource!
THE WISDOM OF GAMES

Games and Participation Activities include:....

• Language Practice
• Problem-solving (a.k.a. Thinking!)
• Gap-filling (Reasoning, Opinion, Information, Form)
• Integrating Skills (Reading, Writing, Speaking, Listening, Grammaring)
• Recycling and Consolidating Learned Language
• Interacting, Participating, Communicating
• Authentic Experience
• Fun
Grammar and Vocabulary practice, like a moving engine and its parts, are inseparable. Students should be given the opportunity to learn and use new words, in new forms and in new contexts as much as possible.
MAD LIBS

- “Ad lib” is to speak or perform without previous preparation
- Mad Libs gives students the experience of using previously learned language to build new texts in a variety of unexpected ways
- Mad Libs can be organized as individual work (online), pair work (one student providing words, the other filling in and reading text), or as a class activity
Mad Lib 1 – My Imaginary Day

1. doing verb ______________
2. place (noun) ______________
3. adjective ______________
4. color ______________
5. group of people ______________
6. sport or game ______________

7. doing verb ______________
8. piece of furniture ______________
9. adverb ______________
10. feeling verb ______________
11. place (noun) ______________
My imaginary day

I am 1_________ on a 2_________. It feels 3_______. The sun is shining. The sky is so 4_______. The sand is so soft. Some 5________ are playing 6_________. An old couple are 7_________ on their 8_________. They are chatting 9_________. The water is splashing against the shore. I really 10_______ this 11_________.


Mad Lib 2 – Could it really happen?

1. Friend’s name
2. Food (plural)
3. Adjective
4. Singular noun—place
5. Animal singular
6. Friend’s name (#1)
7. Past tense doing verb (movement)
8. Animal (same as #5)
9. Adjective
10. Number
11. Animal singular
12. Past tense doing verb
13. Same as #11
14. Past tense doing verb
15. Food (plural)
16. Friend’s name (as above)
17. Friend’s name (as above)
It happened last Saturday. 1)______and I were camping in my back yard. We were telling jokes and eating 2)______ when we heard an odd, 3)______ noise coming from the 4)______. We thought it sounded like a talking 5)______.

Bravely, 6)______7)______ to the 8)______. I heard 9)______ music. Right before my eyes I saw my friend disappear and then reappear as a peculiar, 10)____-foot 11)______. I 12)______! But then the 13)______ 14)______ and said, “I'm starving. Got any 15)______?” “Wa-wah-where's 16)______?” I stammered. “What's wrong with you? I am 17)______!” That's when I fainted.

For many more online Mad Libs, go to: http://www.eduplace.com/tales/
Poems: language and meaning

Nature’s first green is gold
Her hardest hue to hold
Her early leaf’s a flower
But only so an hour
Then leaf subsides to leaf
So Eden sank to grief
Dawn goes down to day
Nothing gold can stay
Nature’s first __________ is (a) ______________ (antonym)
Her hardest __________ (synonym) to hold/keep/stay
Her early ________ is a ______________
But only so a ___________________ (measure of time)
Then ____________ subsides to ______________
So ______________ sank/became/turned to ____________
______________ goes down to ______________
Nothing ______________ can ______________ (rhyme)
Nature’s first cold is hot
Her hardest temperature to hold
Her early ice is flame
But it never stays the same
The flame subsides to ash
A feast is thrown in the trash
Greatness becomes just ok
Nothing hot can stay
Write Brain!

- Write Brain activities provide an inspirational context for writing
- Students are given a story outline, professional illustrations, and the feeling of becoming published authors
- The story context is provided by beautiful pictures: either one or a series of illustrations
- Teachers provide students guidance as to which grammar form(s) to focus on using
- Students can work individually, in pairs or groups, or co-constructing a story as a class
- Stories are shared on the walls of the school or online
Write Brain!

Students should consider:
1. What is happening in the picture
2. Label the picture with as many words as possible – including verbs!
3. Who are the characters? Name them! Describe them!
4. How do the characters feel? What are they doing?
5. What do the characters hear? What do they smell?
6. What happened before the picture? What will happen next?
7. What words or grammar items does your teacher want you to practice?
E-RESOURCES: NEW PLACES FOR ANCIENT SKILLS

• E-Resources in grammar activities provide students opportunities to:
  • Take learning at their own pace
  • Compete with their classmates
  • Get immediate feedback
  • Have visual and audio reinforcement of learning
  • Participate in a learning community
  • Share communication with classmates, school, parents and beyond
SOCRATIVE AND KAHOOT:
QUIZZES FOR PREPARATION, NOTICING AND PRACTICE
EDPUZZLE: INTEGRATING VIDEO AND RESPONSE

"The Cat Came Back"

The Learning Station®
PANTOMIME STORY

• A Pantomime is theatrical entertainment, mainly for children, which may include music, jokes, and comedy. It is often based on a fairy tale or nursery story.

• Pantomimes, like Reader’s Theater, provide a story context for comprehensible input.

• Pantomimes have the added benefit of encouraging interaction.

• Teachers can read a story or invite students to read.

• Appropriate “responses” to the story are provided for students.
PANTOMIME FISH

Practice!
Listen to the “Pantomime Fish” and call out one of these responses at the appropriate time:

You’ll be okay!  We’ll help!  We’ll do that.
He won’t know!  He won’t mind!  He will!
He’ll be alright!  We won’t tell!  I’ll remind you.
I’ll find out for you…  He’ll wait.  I’ll get you one!
FAKE AUTHENTICITY

• Games provide the perfect context for authentic interaction, even though it is designed by the teacher and has rules, guidelines and objectives (just like an English lesson!)

• For example “What have you done⁉️” allows students to have “authentic” interactions with classmates by guessing what they have done, even though the situation, rules and target language (the present perfect simple) are determined by the teacher

• Try it!
TEACHING GRAMMAR IN CONTEXT

CONCLUSION

Q: Which one can we do without?

A: None of the above!
USEFUL ARTICLES TO LEARN MORE DETAILS ABOUT TGIC:

• **Awareness-Raising method:**
  “Grammatical Consciousness-Raising: Tasks for EFL Secondary Learners”
  https://drive.google.com/file/d/0BxUfixsP1XzSUTN1a09nX1ZwYzA/view?usp=sharing

• **Text-based method:**
  “Dictogloss as an Interactive Method of Teaching Listening to L2 Learners”
  https://drive.google.com/file/d/0BxUfixsP1XzSaJtNXTXFCYVVmYmM/view?usp=sharing

• **Task-based method:**
  “Planning and Teaching Task-Related Grammar”
  https://drive.google.com/file/d/0BxUfixsP1XzSZlhwQ3ZIUePhVnc/view?usp=sharing

*I have modified this method in my presentation to focus on grammar instruction.*