

Knowing Grammar or Using Grammar



CREATIVE APPROACHES TO TEACHING COMMUNICATIVE GRAMMAR

Quick Check Grammar Chart			
Learning Stages	Awareness raising		
	Conceptualization, hypothesis building		
	Proceduralization in scaffolded conditions		
	Performance in real-time context		
Pedagogical Principles	Depth of processing, and mental activity	-	↓
	Dual processing (language / world)	+ W	↓
	Personalization	-	↓
	Commitment filter	-	↓
	Peer/ social learning and interaction	-	↓
	Testing vs. teaching	-	↓
	This exercise supports learning processes...		☆☆☆





Teaching and learning grammar

- What works well?
- What are the problems?

Der neue Lehrplan

Didaktische Grundsätze – Auswahl

- Im Unterricht ist die **Zielsprache Medium der Interaktion**
- Auf allen Kompetenzstufen ist zu beachten, dass sich Lernende der Zielsprache über **lersprachliche Zwischenschritte** annähern.

How to study Vocabulary effectively

Vokabellisten

Nein DAN KE !!!

Didaktische Grundsätze – Auswahl

Über meine Pläne sprechen

Der funktionale Aspekt der Grammatik hat Vorrang gegenüber dem formalen Aspekt. Die situative Einführung und das induktive Erschließen grammatikalischer Sachverhalte aus kommunikativen Zusammenhängen und Textbeispielen sind anzustreben.

I am going to...

Grammatische Teilsysteme dürfen nicht zum direkten Lernziel werden.

Approaches to teaching grammar

- Traditional grammar
- Communicative grammar
- Acquisition-based grammar
- Cognitive grammar

How efficient are the following exercises?

- Work with a partner and DO the exercises. Try to watch yourself. What's going on in your brain?

Step 1: Adverse of frequency

- What do they practice?
- How efficient are the exercises in your handout?
- What makes them efficient or inefficient?

Implications for teaching

- Meanings give rise to forms
- These meanings are defined as notions that are expressed through forms.

How does explicit and implicit SLT affect production and processing of syntax?

Do L1 speakers and L2 learners use different brain activation patterns?
How do they use procedural and declarative memory?
Are L1 and L2 learning different?

Awareness Raising

These are Mrs. Pöhlmann's English teacher. She reads books and learning materials. She speaks English, German, French, Italian and Greek. She also likes sports. In summer she goes jogging. In winter she goes skiing and in autumn she goes juggling. She rides her bike to school every day. Her favorite food is Italian pizza. She is vegetarian, so she does not eat meat.

What do you notice? Find the rule.

Grammar Workshop

Go to **exp. 1** and/or to **Grammar Descriptors** and look at some of the grammar topics that your students find difficult.

While doing these grammar activities always ask yourself:

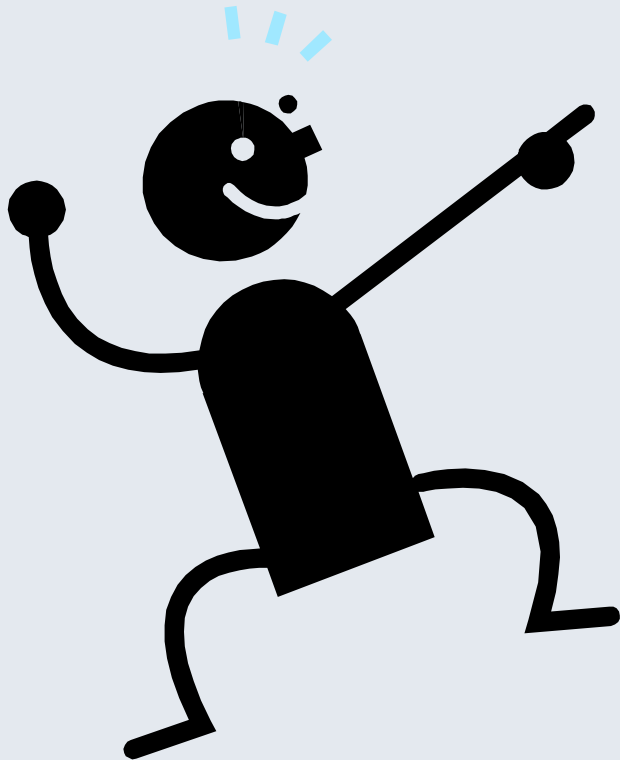
- What learning stage does this support?
- Which of the pedagogical principles does it fulfill?
- What's going on in your brain?
- How could you use / or adapt these activities for your learners?

Sources

- Newby, D., *Grammar for Communication*, Vienna, Bundesverlag: 1989*
- Newby, D., *Grammar for Communication: Exercises and Activities*, Vienna, Bundesverlag: 1992*
- Newby, D., *Theory and Practice in Communicative Grammar* in P. de Beaugrande, M. Grosman, B. Sedlhofer, (eds.) (1998) *Language Policy and Language Education in Emerging Nations, Series: Advances in Discourse Processes Vol. LXIII*, pp 151-264. Stamford, Connecticut: Ablex Publishing Corporation
- National Education Association. *Doubts & Certainties*, January/February 1994. Material adapted from Renate Nummela Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain*, ASCD, 1994; Addison Wesley, 1994. online: <http://www.nea.org/teachexperience/brain020925.html> , 25.02.2014

Teaching and learning grammar

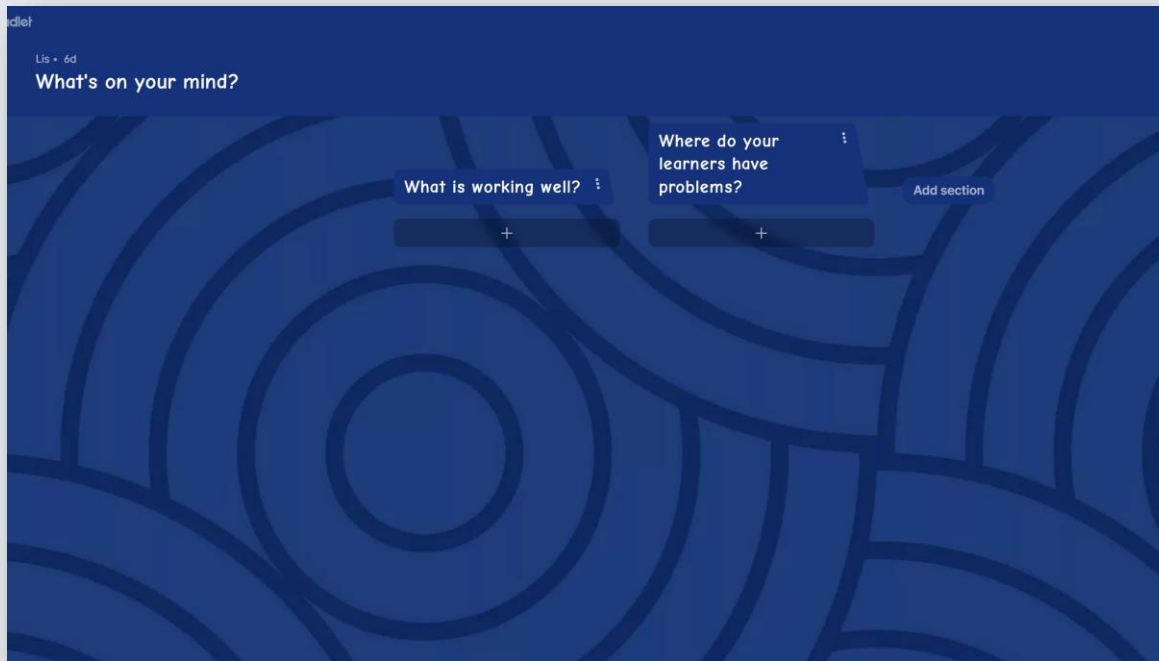
- What works well?



- What are the problems?



What's the status quo?



<https://tinyurl.com/whats-on-your-mind-today>

Save this padlet for future reference



Lis • 8mo

Pinboard for our GRAMMAR SEMINAR

Seminar Handout

Knowing Grammar or Using Grammar?

PDF

grammar-sem-handout-all

<https://www.polzleitner.com/epep/Sem/GRAMMAR/grammar-sem-handout-all.pdf>

Grammar Detectives (article)

<https://www.polzleitner.com/epep/Uni/Publications/ETP/English-Teaching-Professional/GrammarDetectivesETP.pdf>

PDF

GrammarDetectivesETP

Our Grammar book

PDF

GRAMMAR book SAMPLE copy

Originally we produced these materials for our own learners and handed them out as single sheets. Many learners were not able to organize their sheets, so we decided to print all the grammar pages for years 1-4 in a book. If you are interested in using these materials with your learners, have a look at the post "How to order our booklets".

How to order our booklets

Bestellformular

Padlet • lis

Our booklets

Find more examples on my website

<http://www.epep.at>



<https://tinyurl.com/grammar-pinboard>

Der neue Lehrplan



Didaktische Grundsätze – Auswahl

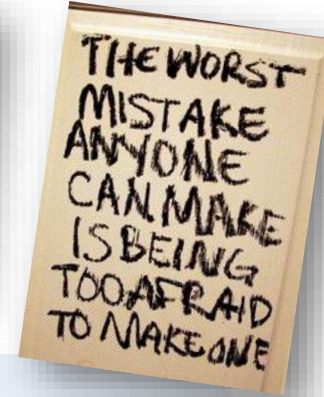


Im Unterricht ist die **Zielsprache Medium der Interaktion**



Auf allen Kompetenzstufen ist zu beachten, dass sich Lernende der Zielsprache über **lernaltsprachliche Zwischenschritte** annähern.

Didaktische Grundsätze – Auswahl



Es wird
Kompeten
angestre

Was hat das
mit
Grammatik
zu tun?

und auf das jeweilige
Äquivalenz der sprachlichen Mittel



Vokabular ist deshalb vorrangig in **Phrasen und Sätzen** zu
erarbeiten

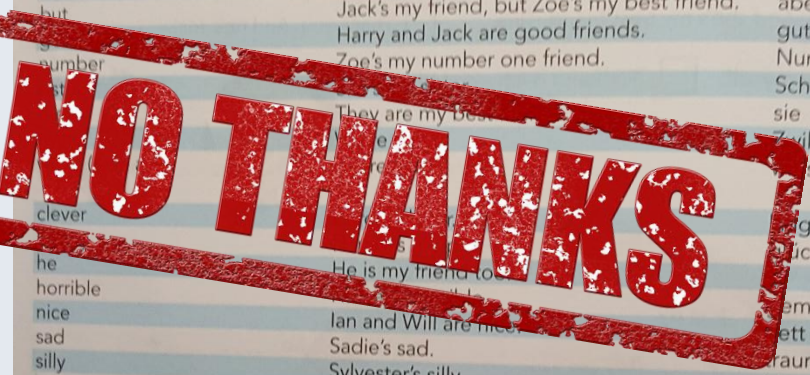
[epep: vocab](#)



How to study Vocabulary effectively

Vokabellisten

Nein
DAN
KE
!!!



yes	You're my friend.	du bist	
you're (= you are)			
she	She is my best friend.	sie	
brother	He's my brother.	Bruder	
but	Jack's my friend, but Zoe's my best friend.	aber	
number	Harry and Jack are good friends.	gut	
	Zoe's my number one friend.	Nummer	
		Schwester	
	They are my best friends.	sie	
		Zwillinge	
		sind	
clever		klug, intelligent	
he	He is my friend too.	er	
horrible		schrecklich	
nice	Ian and Will are nice.	nett	
sad	Sadie's sad.	traurig	
silly	Sylvester's silly.	blöd, albern	
Song			
as ... as	so ... wie	isn't (= is not)	ist nicht
completely	völlig	just	nur, bloß
cool	cool	mad	verrückt
funny	lustig, komisch	not	nicht
ice	Eis	rest	Rest
to care about	sich kümmern um	who	wer
fish tank	My fish tank is nice.		Aquarium
professor	Professor Pron is nice.		Professor
to say	I say, "That's OK."		
to speak	We speak English.		
word			

Arbeit mit der Vocab Box



Vocab practice book



1. Walk and Talk

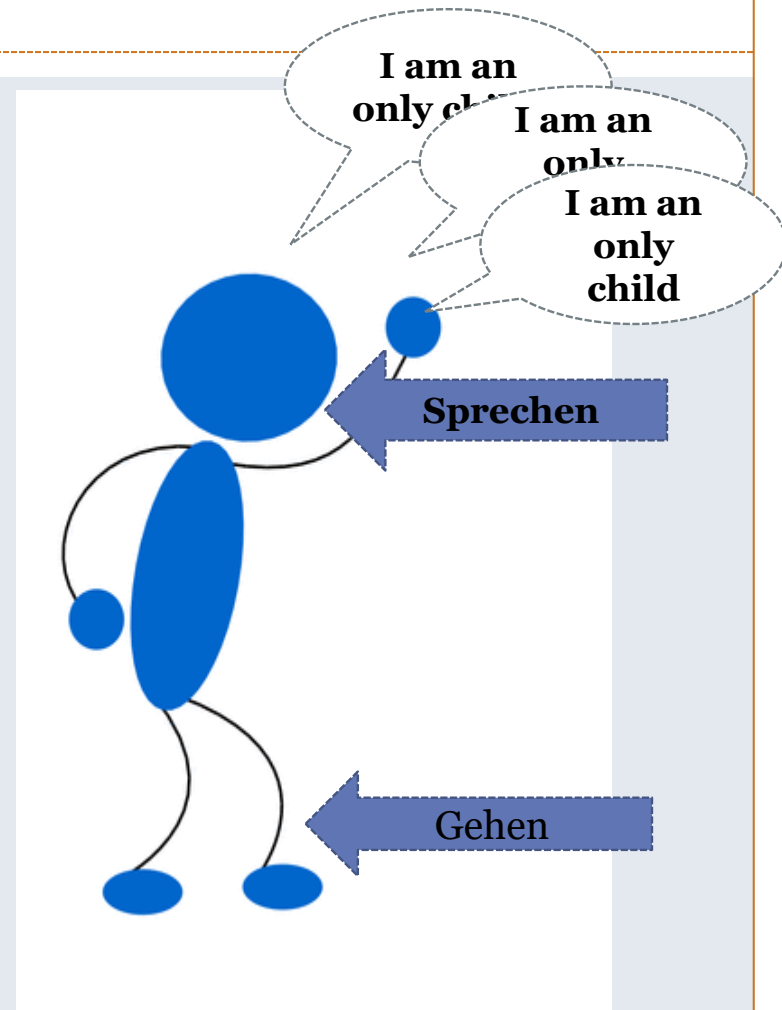


I am an only child.

My mother is called Renate.

I do not have a sister.

Where does your uncle live?
My uncle lives in Vienna.



Walk and Talk

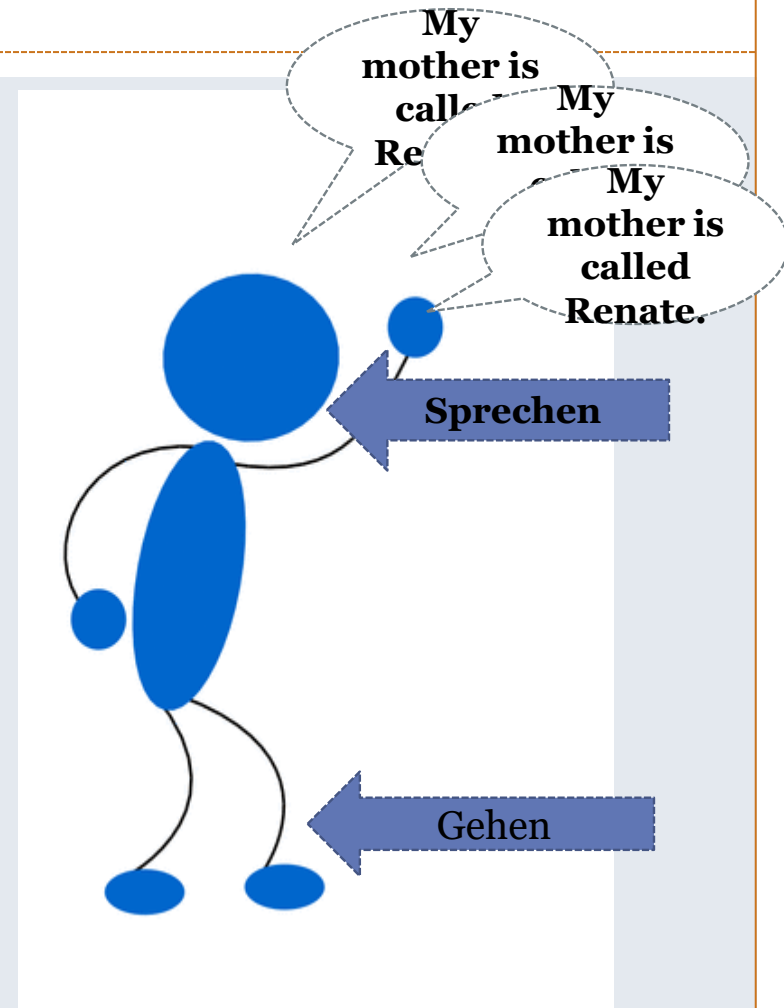


My mother is called Renate.

I am an only child.

I do not have a sister.

Where does your uncle live?
My uncle lives in Vienna.



2. WRITE AND CHECK

I do not have a sister.

I do not
have a sí.



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WRITE AND CHECK

Where does your **uncle** live? My
uncle lives in Vienna.

Where does
your **onkel** live?

uncle



This is my classroom. ✓

My classroom is very nice. ✓

There is a projector on the ceiling. ✓

My favorite hobbies are reading and playing football. ✓

I don't like spanish. ✓

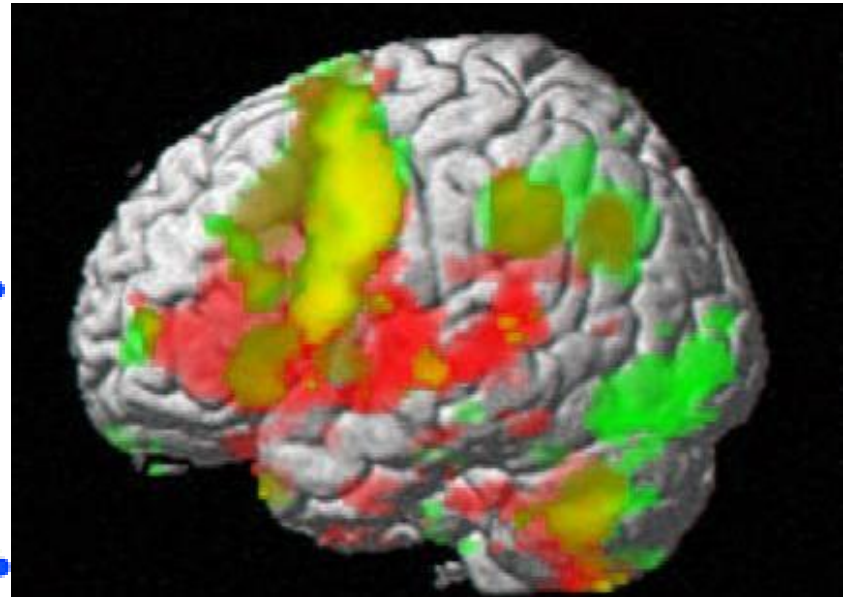
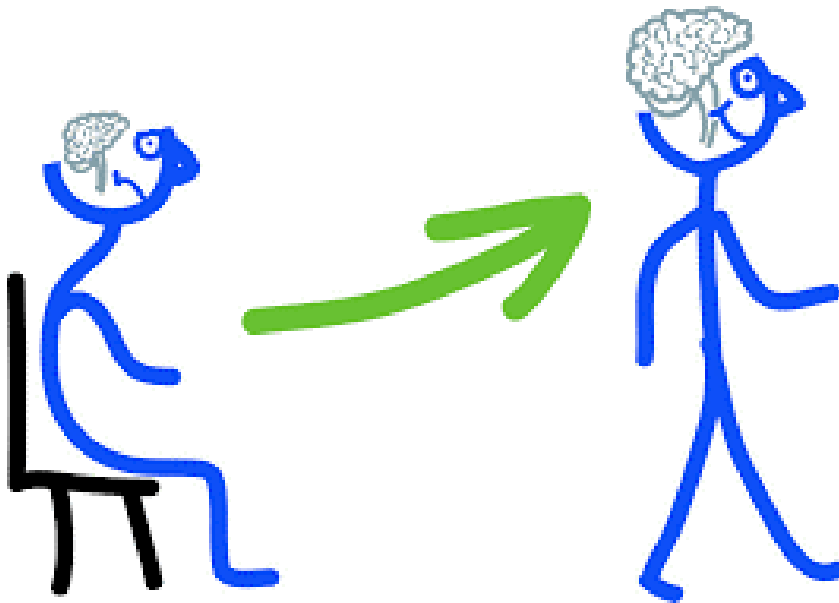
We do not have a microwave oven. ✓

There is a soft carpet on the floor. ✓

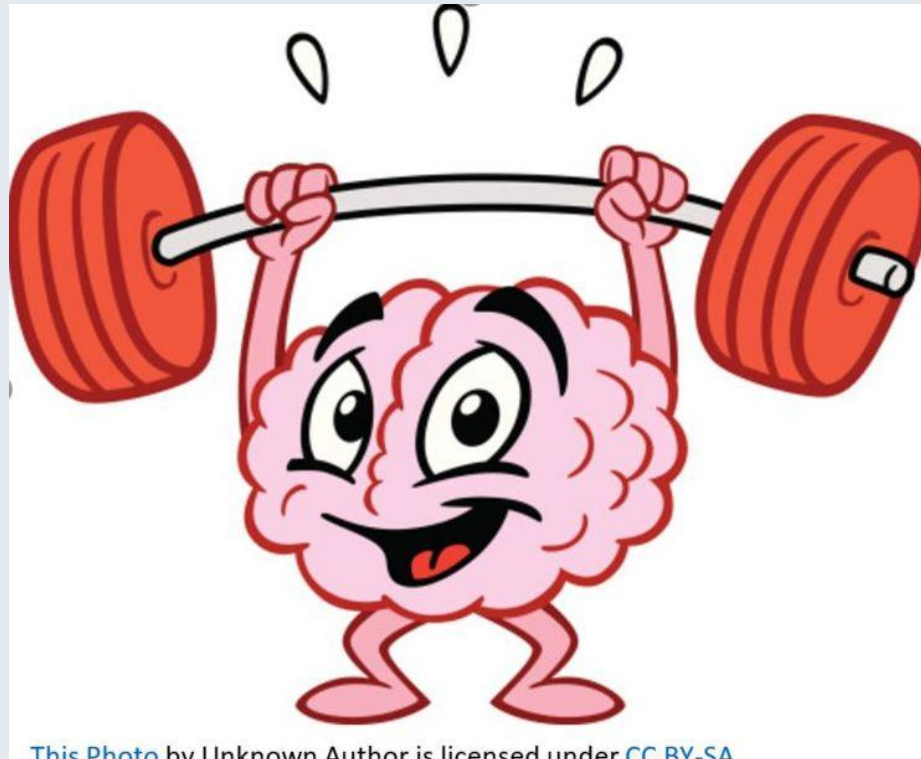
- Faustregel

- 10 Kärtchen pro Tag
- oder
- 10 Minuten pro Tag

Warum ist das so Wichtig?



Stretch your memory



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Stretch your memory



My friend Sally

My friend Sally is very nice, but sometimes she is a bit silly. Sally likes singing and dancing. She also likes to go to school. Her favorite subjects are English and German. Sally doesn't like maths.

Sally is an only child. She doesn't have any brothers and sisters, but she has lots of friends.

I share my room with my sister. We have bunkbeds. I sleep on top, my sister sleeps below.

Opposite our beds, there is a large wardrobe. We keep our clothes in it. We also have a big desk with a computer and a lamp. The desk is under the window. We have a large green carpet on the floor. We like to play games there. I really like my room.

Our classroom:

Our classroom is nice and big. We have very large windows with colorful curtains.

Our walls are white and we have a big green blackboard.

Our desks are gray and our chairs are brown.

On the teacher's desk there is a computer and we have a projector.

The floor of our classroom is yellow.

I have a very nice room. It is small, but I like it. In my room, there is a bed. It is on the right side. Behind my bed, there is a bookshelf with all my books and toys. Above my bed, there is a pin-board with photos. My desk is under the window. It is brown and it has three drawers. There is a white lamp on my chair and I have a red swivel chair to do my homework.

Überprüfen CHECK !!!

I have a very nice room. It is small, but I like it. In my room, there is a bed. It is on the right side. Behind my bed, there is a bookshelf with all my books and toys. Above my bed, there is a pin-board with photos. My desk is under the window. It is brown and it has three drawers. There is a white lamp on my chair and I have a red swivel chair to do my homework.

ist weit... zu ch.....

be den Satz Heft.

Ich gehe zurück und merke mir den nächsten Satz.

In my room there is a bed.

I have a very nice room.
It is small, but I like it.
there is
In my room,
is a bed.

Didaktische Grundsätze – Auswahl

Über meine
Pläne
sprechen

Der **funktionale Aspekt der Grammatik hat Vorrang gegenüber dem formalen Aspekt**. Die situative Einführung und das **induktive Erschließen** grammatischer Sachverhalte aus kommunikativen Zusammenhängen und Textbeispielen sind anzustreben.

I am going
to...

Grammatische Teilsysteme dürfen nicht zum direkten Lernziel werden.

A first example: Meaning into Form

20

Communicative Grammar

I speak - She speaks - I live - He lives

Challenge: Find the rule



Hello, I am Ms. Pölzleitner.

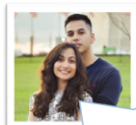
I **live** in a blue house in Graz. I am an English teacher. I **love** reading books and learning languages. I speak English, German, French, Italian and Greek. I also like sports. In winter I go skiing and in summer I go jogging. I ride my bike to school every day. My favorite food is Indian curry. I am a vegetarian, so I do not eat meat.

This is Ms. Pölzleitner.

She **lives** in a blue house in Graz. She is an English teacher. She **loves** reading books and learning languages. She speaks English, German, French, Italian and Greek. She also likes sports. In winter she goes skiing and in summer she goes jogging. She rides her bike to school every day. Her favorite food is Indian curry. She is a vegetarian, so she does not eat meat.

What do you notice?

Challenge: Read the texts and find a rule!



Hello, we are Naomi and Michael.

We live in a small white house in Graz. We love riding our bikes and watching animals. We also like gardening. In summer we go swimming in our little pool and read lots of books. We have three guinea pigs.

These are Naomi and Michael.

They live in a small white house in Graz. They love riding their bikes and watching animals. They also like gardening. In summer they go swimming in their little pool and they read lots of books. They have three guinea pigs.

My rule:

Wenn ich über EINE andere Person spreche/schreibe...

Wenn ich über MEHRERE Personen spreche/schreibe...




Now it's your turn





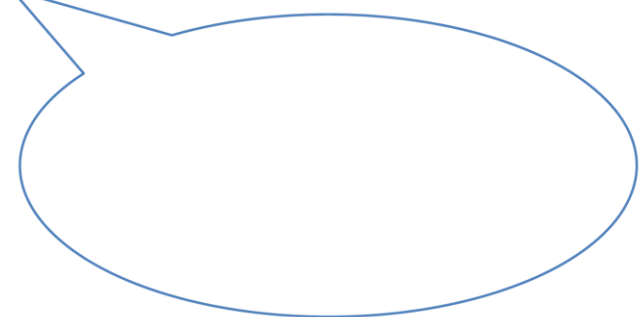
• **Step 1:** Write */* a text about yourself. Hand it in to your teacher.

• **Step 2:** Get a speech bubble  from your teacher and write your text on it. Put it on the pin board.

□ **Step 3:** Find a speech bubble  from a classmate on the pin board or get one from your teacher. Then write */* about your classmate. Hand your text in to your teacher. (Write YOUR NAME on the sheet, too.)

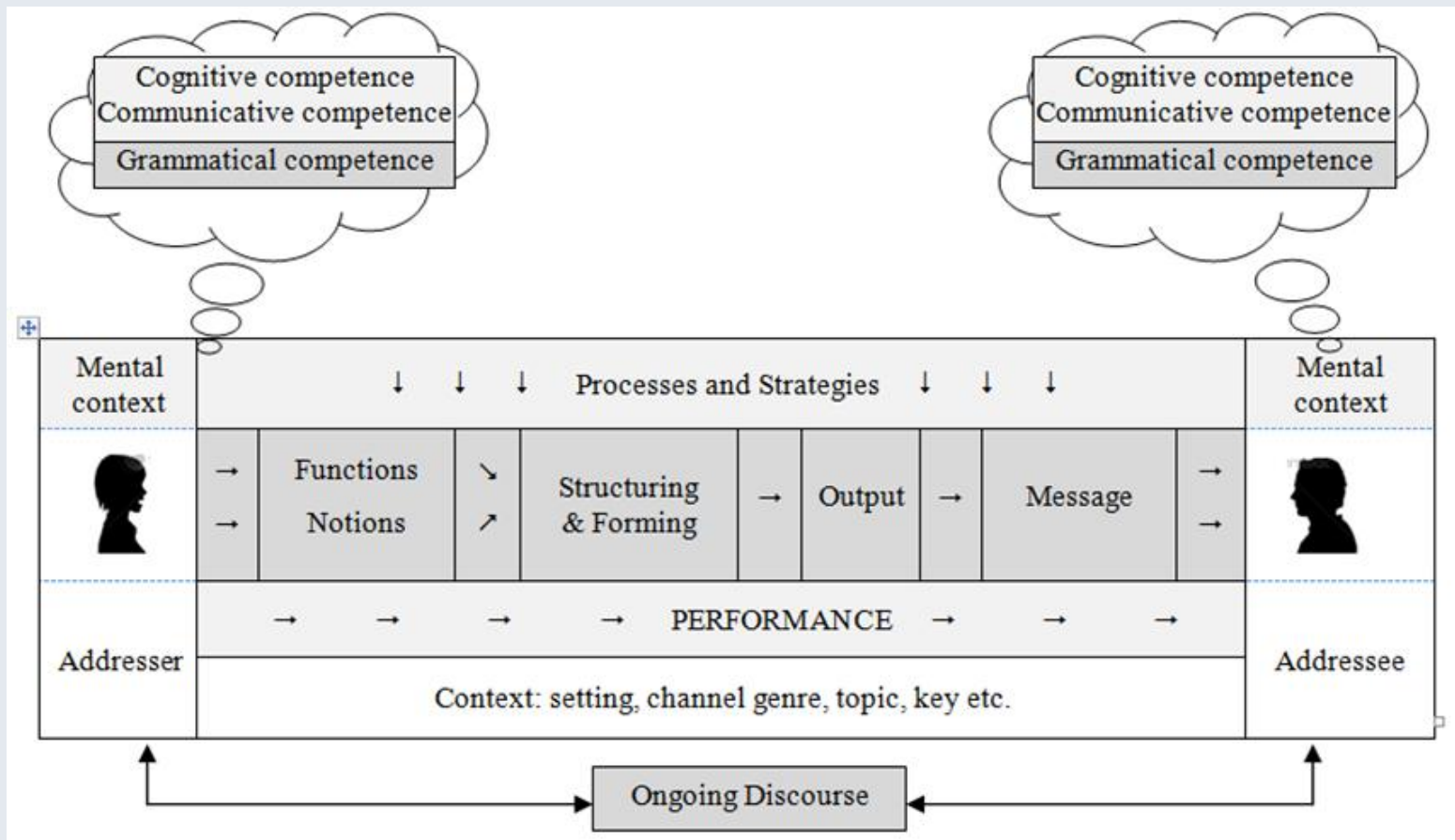
□ **Step 4:** Write the corrected text from step 3 in the box □.

Step 5: Copy **your** speech bubble  in the bubble  below



This is ...

Why does the new curriculum choose a MEANING into FORM approach?





Remember:

- Grammar rules found in textbooks or grammar books do not come from God but are formulated by human beings.
- Many rules found in traditional grammar books can be *de-verified* and prove *unreliable*.

Grammar rules must be:



- valid or true: they cannot be de-verified by examples
- transparent : understandable by learners
- systematic: e.g. in the use of terminology
- economic: not contain unnecessary information

Is this rule valid?



- Reported speech:

Backshift of tenses	
from	to
Simple Present	Simple Past
Simple Past	Past Perfect
Present Perfect	
Past Perfect	
will	would
Progressive forms	
am/are/is	was/were
was/were	had been
has been	
had been	

Let's look at a few examples

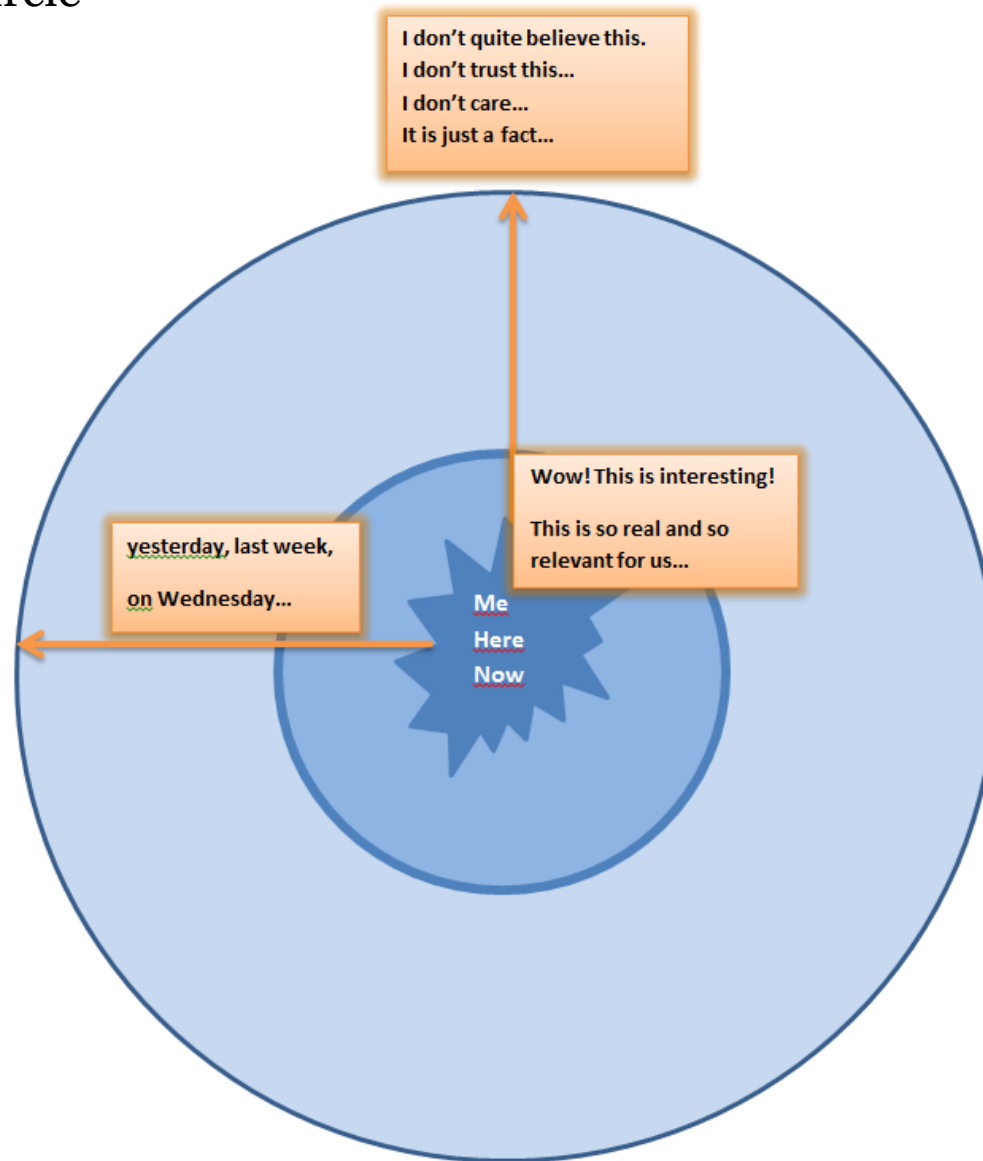


- Nehammer & Kogler« We promise there won't be any more side-letters or other clandestine agreements between our parties. »
- Queen Elisabeth: « I will not retire – I regard being queen as a job for life. »
 - But commentators quickly noted that Elizabeth — who seems to be in excellent health — has said in the past that she regards being queen as a "job for life." (Daily Herald)
- Where do you come from?
 - She said thatshe comes from... or
 - She said that she came from....
- What are you going to do in the upcoming holidays?
 - She said that she is going to...
 - She said that she ways going to...
- « I work at Praxismittelschule and at Graz university. «
- « I love Greece. I go there every summer. »
- Maxi, aged 3: « I have stroked an aligator and I have ridden on a tiger.

**Why does
the shifting
rule not
always
work?**



The Reporting Circle



How efficient are the following exercises?



- Work with a partner and DO the exercises. Try to watch yourself. What's going on in your brain?

*Step 1:
Adverbs of frequency*



- What do they practice?
- How efficient are the exercises in your handout?
- What makes them efficient or inefficient?

How efficient is this?



Adverbs of frequency

Our friend helps us. (always)

I go shopping in Paris. (never)

She is late. (usually)

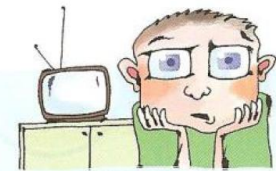
I get headaches. (often)

He forgets my birthday. (always)

You are right. (usually)

They stay in bed late. (sometimes)

I don't go to the doctor. (often)



He always watches TV.

Adverbs of frequency

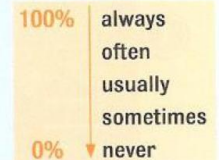
I'm **always** hungry.

She **often** eats beef.

Simon and I are **usually** tired.

We **sometimes** have curry.

I **never** drink milk.



Kreise die richtigen Wörter ein und bilde die Regel:

Die Wörter *always, often, usually, sometimes, never* kommen vor/nach dem Zeitwort.

Beispiele: *I never drink milk. / I often read books.*

Beim Verb *to be (am/is/are)* kommen die Wörter *always, often, usually, sometimes, never* vor/nach dem Verb.

Beispiele: *I'm always hungry. / They're often late.*

Source: 1

18 Look at the table. Write sentences. Put the verbs in the correct forms!

✓✓✓✓ = always	✓✓✓X = often	✓✓XX = usually	✓XXX = sometimes	XXXX = never
---------------	--------------	----------------	------------------	--------------

- My cat / ✓✓✓✓ / break / things.
My cat always breaks things.
- It / be / ✓✓XX / happy.
.....
- It / ✓XXX / watch / TV.
.....
- It / ✓✓✓X / go / out all day.
.....
- It / be / ✓✓✓✓ / hungry!
.....



- I have chicken for dinner.
- I have eggs for breakfast.
- I have chocolate for lunch.
- I have soup for dinner.
- I have potatoes for lunch.
- I have orange juice for breakfast.
- I have hot dogs for dinner.
- I have fish for breakfast.

Write sentences that are true for you

- I sometimes....
- I never
- I often
- My mum usually ...
- My dad always...
- My friend ... never...

GRAMMAR CHANT Present simple questions

2/29



7 A chant. Listen and repeat.



*Sue and Jack. Blue and black.
Jack and Sue. Black and blue.*

What does Sue wear?
What does Jack wear?
Listen to the chant.
They're a funny pair.

Does he wear a grey cap?
No, he doesn't.

Does he wear a red shirt?
No, no, no!

Don't you know, his name is Jack.
His name is Jack and he wears black.



**Think of somebody in class. Work with a partner.
Ask and answer questions.**

- Example:
- A Does he sometimes wear blue jeans?
 - B Yes, he does.
 - A Does he often wear brown shoes?
 - B No, he doesn't.
 - A Does he always wear T-shirts?
 - B Yes, he does.
 - A Is it John?
 - B Yes, it is.

Adverbs of Frequency



*Example:
She always goes to
school by bus.*

START

He/she
usually...

He/she
always...

He/she
never...

He/she
sometimes...

He/she
rarely

He/she
often...

He/she
usually...

He/she
never...

He/she
sometimes

He/she
often

He/she
always...

He/she
rarely...

He/she
sometimes

He/she
never...

He/she
rarely...

He/she
usually...

He/she
normally..

He/she
never...

Work with a partner.
Think of a classmate.
Say TRUE sentences
about him/her.
How far can you go
before your partner
finds out who it is?

END

He/she
rarely...

He/she
never...

He/she
always...

He/she
often...

Finding out about my friends

1. **What is the question?** Read Mrs. Pölzleitner's answers and write the fitting question (passende Frage) into column 1.
2. **What about you?** Write your answers.
3. **ENGLISH ONLY:** Now interview a classmate. Remember: **We speak ENGLISH only!**
4. **Practice your interview. Then record it on flipid.**

Do you have any brothers and sisters?
 Where do you live?
 Where do you come from?
 Do you have any pets?
 What's your phone number?

What are your favorite foods?
 What's your email address?
 What's your name?
 What are your favorite hobbies?
 What languages do you speak?

Help card



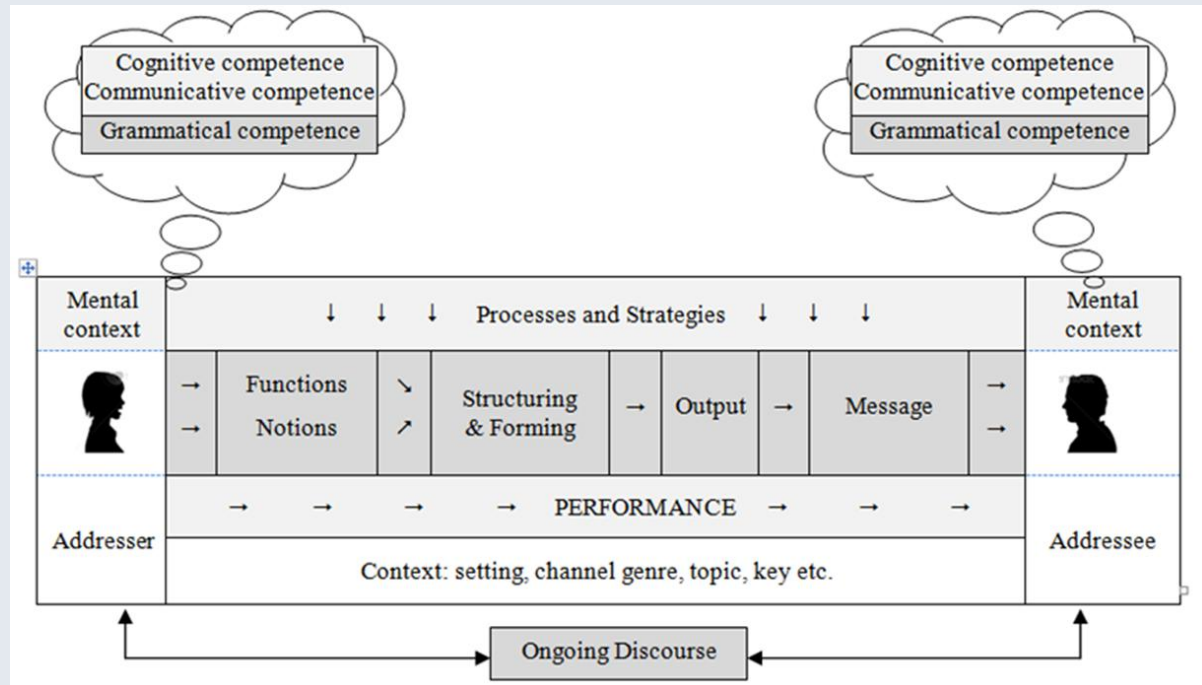
Hobbies: I like playing tennis, playing the piano, watching TV, playing computer games, painting, dancing, singing, skiing, reading, ...
Family: I do not have any brothers and sisters. I am an only child. I have ... brother(s) and ... sister(s). They are called Max, Moritz and Anna.
Pets: I have a dog, a hamster, some fish, a guinea pig, a horse, a budgie, three white mice (one mouse), a rat, a turtle, ...

What's the question?	Mrs. Pölzleitner's answers	Your answers
	My name is Elisabeth Pölzleitner	
	I live in Graz, St. Peter.	
	I come from Austria, from Bruck an der Mur.	
	Yes, I have one sister. She is called Maria.	
	Yes, I have a cat and four ducks.	
	I really like reading, skiing and learning languages.	
	I speak German, English, French, Greek and Italian.	
	I like all fruits and vegetables. I do not eat meat. One of my favorite foods is Indian curry.	
	My e-mail address is elisabeth.poelzleitner@phst.at	
	My phone number at school is 0316 80671222	

Implications for teaching



- **Meanings** give rise to forms
- These **meanings are defined as notions** that are expressed through forms.



Advantages of a notional « meaning into form » approach



A « meaning into form » approach

- reflects the way that grammar is used in real life
- makes it possible to teach and practice one meaning at a time
- avoids the danger of confusing different meanings
- provides a more systematic and reliable system (no exceptions)
- assists in grading (step by step, one meaning at a time)

Examples of grammatical notions



Future Notions

Notion	Form
[arranged activity]	I'm playing tennis tonight.
[expressing intention]	I'm going to use my new racket.
[interpreting signs]	It's going to be a tough match.
[making a prediction]	I'll probably be back by six.
[spontaneous decisions]	I think I'll change my racket.

More examples...



Notion	Form
[Experience]	I've never been to England.
[Changes/completion]	You've had a haircut!
[Duration - state]	I've been here since yesterday.
[Duration – activity]	They've been playing tennis for an hour.
[Recentness – state]	I've been on holiday.
[Recentness – event]	I've just seen a car accident.
[Recentness – activity]	I've been watching television.



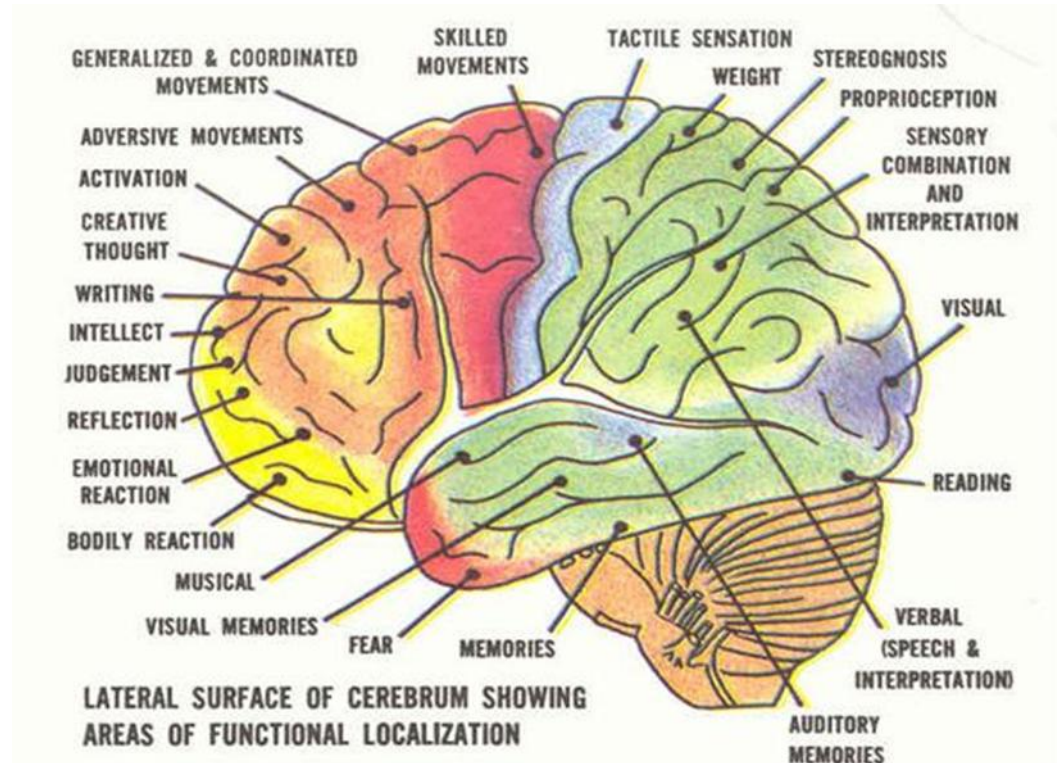
How can we teach C+C grammar

Efficient grammar teaching must consider the necessary learning stages:

- Awareness raising
- Conceptualization
- Proceduralization in scaffolded conditions
- Performance in real-time context

Quick Check Grammar Chart		-	✓	+
Learning Stages	Awareness raising			
	Conceptualization and hypothesis building			
	Proceduralization in scaffolded conditions			
	Performance in real-time context			
Pedagogical Principles and Communicative Criteria	Depth of processing and Complex encoding : Will the learners be mentally active and process grammar, lexis and their “world knowledge”?			
	Commitment filter: Will the learners’ cognitive and affective needs be met? (e.g.: curiosity, problem solving, enjoyment, fun, success)			
	Peer and social learning and interaction: Pair – or groupwork, sharing, oral activities, jigsaw activities...			
	Personalisation: Do the learners have the opportunity to draw on their personal experiences and express their own ideas?			
	Contextualisation: Is the exercise embedded in a clear communicative context?			
	Authenticity of process: Will the learners use language in natural, “language-like” ways (rather than manipulate forms)?			
	Task-based: Do the students fulfil a purposeful task that will have an outcome or end product?			
	Testing versus teaching: Does the exercise support learning or only test it?			
	This exercise supports learning processes...	☆	☆	☆

Why are these steps so important?



(Tanushree, 2011)

How does explicit and implicit SLT affect production and processing of syntax?

Do L1 speakers and L2 learners use different brain activation patterns?

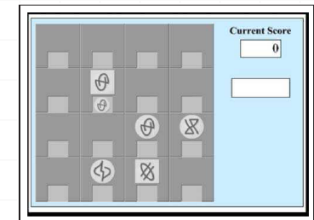
How do they use procedural and declarative memory?

Are L1 and L2 learning different?



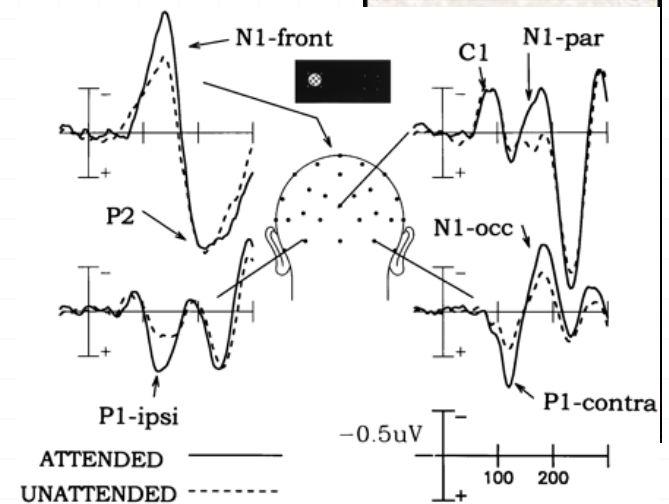
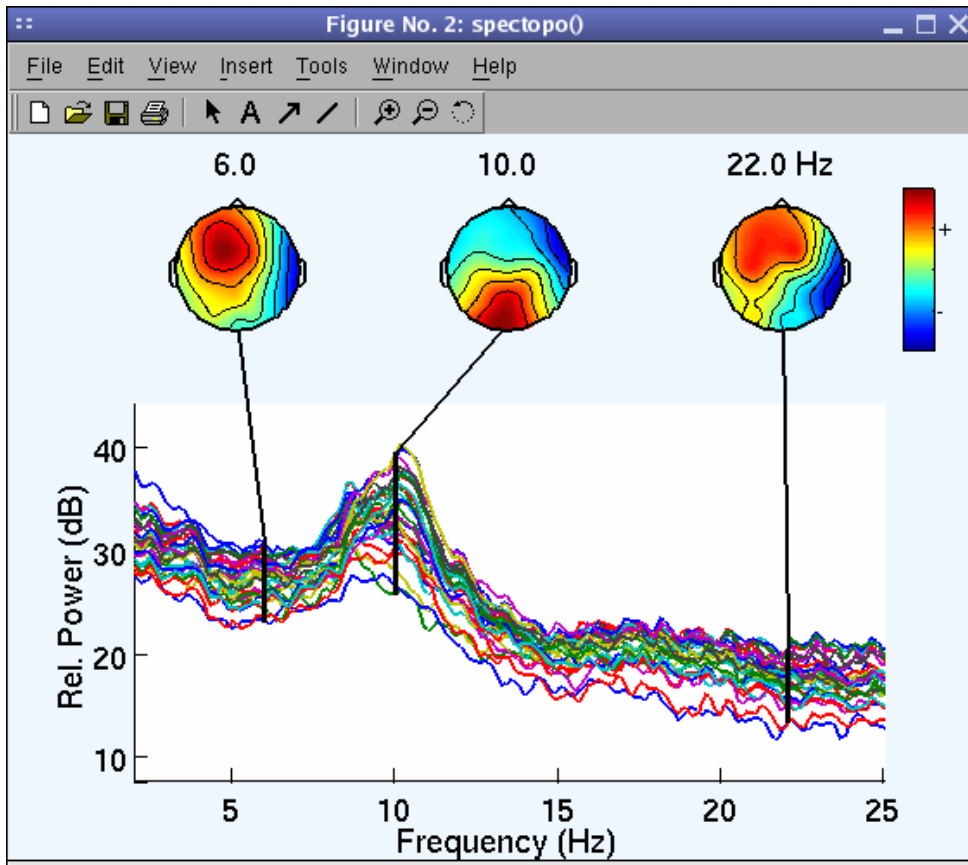
Kara Morgan-Short, Karsten Steinhauer, Cristina Sanz and Michael T. Ullman, „**Explicit and Implicit Second Language Training Differentially Affect the Achievement of Native-like Brain Activation Patterns**“ Journal of Cognitive Neuroscience, 24:4, pp. 933-947

- ❑ Brocanto 2: artificial language for a computer game.
- ❑ Explicit training versus implicit training



- ❑ Tested 2x (at low proficiency and high proficiency at end of training)
- ❑ 2 test-types:
 - ❑ proficiency test (play the game)
 - ❑ ERP (event related potentials – show brain patterns in real time) show reaction to syntactic irregularities

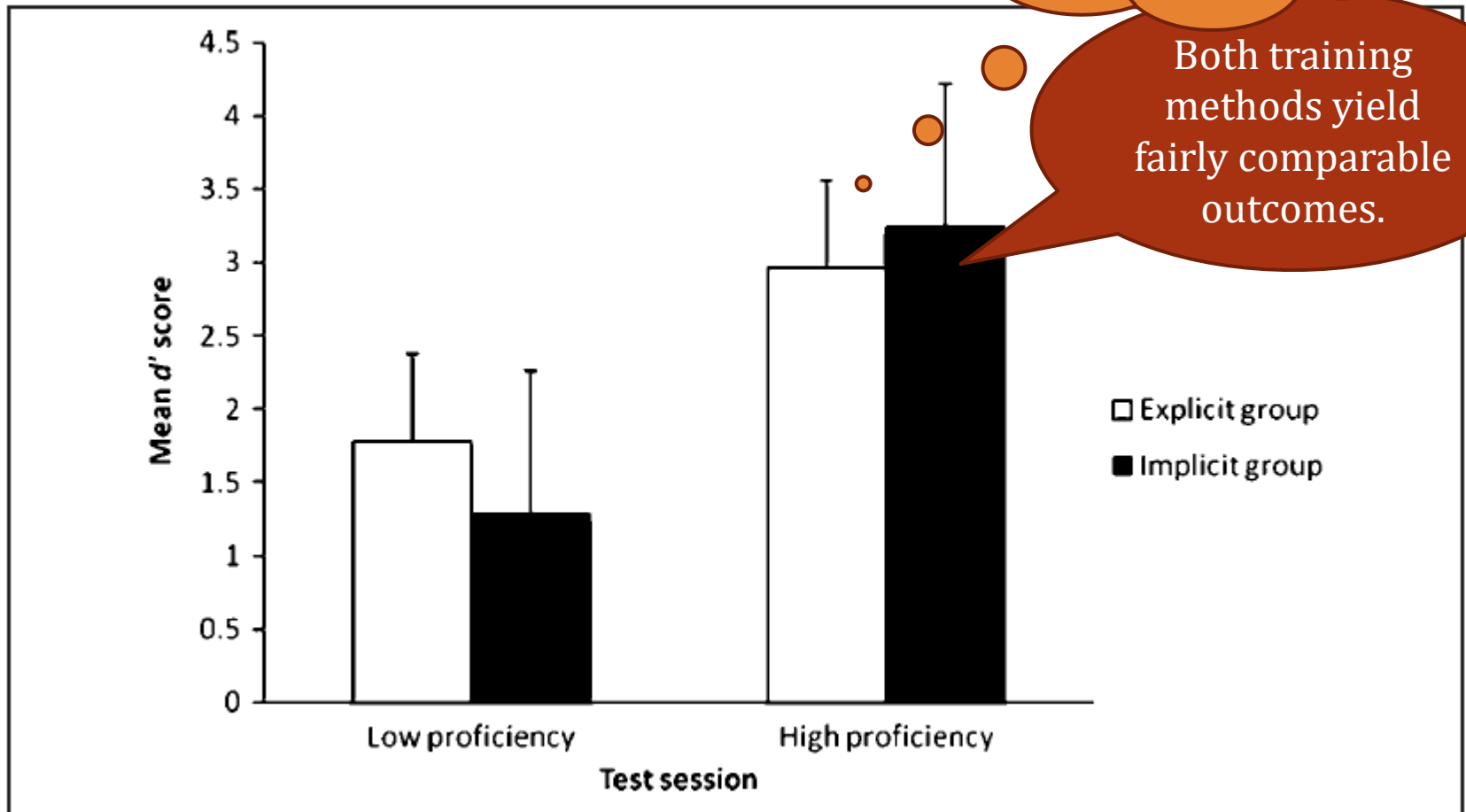
ERP: Event Related Potential voltage maps



Behavioral

Don't forget that this was a very limited set of possible phrases

Both training methods yield fairly comparable outcomes.



ERP data revealed striking differences between neural activity at both proficiency levels in response to syntactic

This effect was
EVEN
STRONGER
after months of
no exposure

A Explicit group, Low proficiency	Implicit group	Explicit group
	<p>High proficiency</p> <p>leads to L1-like brain processing for syntax. Syntactic processing relied on the same rule-governed automatic structure building that is typical of procedural memory in L1.</p>	<p>Although explicit training is sufficient to develop the ability for structural reanalysis that may be under conscious (explicit) control, it does not reliably lead to the automatic early syntactic processing that is found in L1 and may depend on procedural memory.</p>
	<p>Low proficiency</p> <p>morpho-syntactic processing relies, at least in part, on lexical/semantic mechanisms and declarative memory and shows that this reliance can result from implicit training. (no rules needed)</p>	<p>Explicit training does not lead to a systematic and consistent reliance of syntax on either lexical/semantic or L1-like grammatical processes at low proficiency nor does their syntax rely on any other neurocognitive processes that would be reflected in ERP components.</p>

What does this mean for teaching?



Awareness Raising

Quick Check Grammar Chart		-	✓
Learning Stages	Awareness raising		
	Conceptualization and hypothesis building		
	Proceduralization in scaffolded conditions		
	Performance in real-time context		
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	Authenticity of process: Will the learners use language in natural, "language-like" ways (rather than manipulate forms)?		
	Task-based: Do the students fulfil a purposeful task that will have an outcome or end product?		
	Testing versus teaching: Does the exercise support learning or only test it?		
	This exercise supports learning processes...	☆	☆☆

Hello, I am Mrs. Pölzleitner.

I **live** in a blue house in Graz. I am an English teacher. I **love** reading books and learning languages. I speak English, German, French, Italian and Greek. I also like sports. In winter I go skiing and in summer I go jogging. I ride my bike to school every day. My favorite food is Indian curry. I am vegetarian, so I do not eat meat.

This is Mrs. Pölzleitner.

She **lives** in a blue house in Graz. She is an English teacher. She **loves** reading books and learning languages. She speaks English, German, French, Italian and Greek. She also likes sports. In winter she goes skiing and in summer she goes jogging. She rides her bike to school every day. Her favorite food is Indian curry. She is vegetarian, so she does not eat meat.

What do you notice?
Find the rule.

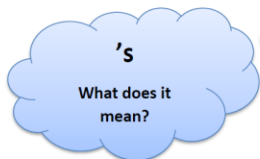
Communicative Grammar

48

Peter's cat and Maria's dog...

Challenge:

Peter's brother is called Thomas.
 Andrea's sister is very funny.
 My mom's favorite food is pizza.
 My dad's mom is my grandmother.
 My aunt's dog is really big.



's
 What does it mean?

My rule:

Ich schreibe ein 's



Now it's your turn:

Write 5 similar (ähnliche) sentences.

Remember: Always write TRUE and meaningful sentences.



Whose things are these? What's the difference?

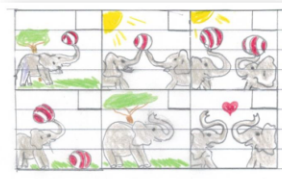
Challenge 2:

What is the difference? Tip: How many friends, houses, girls and cats are there in these sentences?

Tick the correct answer. ✓

My friend's house is beautiful.	My friends' houses are beautiful.	S's
<input type="checkbox"/> 1 friend <input type="checkbox"/> more friends <input type="checkbox"/> house <input type="checkbox"/> houses	<input type="checkbox"/> 1 friend <input type="checkbox"/> more friends <input type="checkbox"/> 1 house <input type="checkbox"/> more houses	
The girl's cat is called Minnie.	The girls' cats are called Minnie and Tommy.	
<input type="checkbox"/> 1 girl <input type="checkbox"/> more girls <input type="checkbox"/> 1 cat <input type="checkbox"/> more cats	<input type="checkbox"/> 1 girl <input type="checkbox"/> more girls <input type="checkbox"/> 1 cat <input type="checkbox"/> more cats	

Now match the pictures and the sentences. Write the numbers in the pictures:



- 1: The **elephant** doesn't have a ball.
- 2: The **elephants** don't have a ball.
- 3: This is the **elephant's** ball.
- 4: This is the **elephants'** ball.
- 5: These are the **elephant's** balls.
- 6: These are the **elephants'** balls.

Now it's your turn:

Make your own matching game. Choose one animal (e.g. a cat, dog, bird ...) and one thing (e.g. a ball, a bone, an egg). Write sentences with ...s or s' and draw a picture for each one. Show them to your teacher.

A (draw 1 animal)	B (draw 1 animal and 1 thing)	C (1 animal / 2 things)	D (2 animals)	E (2 animals / 2 things)	F (2 animals / 2 things)
A					
B					
C					
D					
E					
F					

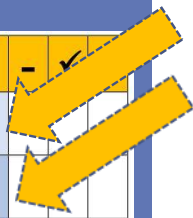




Awareness Raising

Teachers' Conference: What your teachers have said about you...

Quick Check Grammar Chart				
Learning Stages	Awareness raising	-	✓	
	Conceptualization and hypothesis building			
	Proceduralization in scaffolded conditions			
	Performance in real-time context			
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	Task-based: Do the students fulfil a purposeful task that will have an outcome or end product?			
	Testing versus teaching: Does the exercise support learning or only test it?			
	This exercise supports learning processes...	☆	☆	☆



Most students of 2b do their homework regularly.	Some students are a bit disorganized and forget to hand in their homework.
Most students do their work carefully.	Some kids hand in sloppy work.
Most kids work quietly in class.	A few kids are very noisy.
Most students work quickly and efficiently in class.	Many students are nervous during tests.
Some students work slowly but very carefully.	Some kids are impatient.
The class can sing beautifully.	The reading diaries are really beautiful.
The students of 2b work well in projects and workshops.	The workshops are excellent.
The students can think creatively and they can use the new language creatively.	What do you notice? Find the rule.
The students act very responsibly and treat their classmates well.	The teachers would like to know who is responsible for collecting the mobile phones.

another option: [Grammar-book 2](#)

Another example...



Colorful and detailed descriptions

Challenge
Use your vocabulary cards from this module and sort them into two groups.
Ask your teacher to check your cards, then write the sentences into the correct boxes below.

Group A: What people and things are like:

My Rule:
When we describe what something or someone is like we use _____

Group B: How we DO things.

My Rule:
When we describe how we do things, we use _____

Some students are a bit disorganized and forget to hand in their texts.

A few kids are very noisy.

The students can think creatively and they can use the new language creatively.

Ms Po is very generous. She bought ice-cream for everybody.

He looked at his watch impatiently.

Most students of 3F do their vocab work regularly.

Everybody wants to be popular.

Ben is intelligent but he is always nervous before tests.

Many students are nervous during tests.

Be polite to your classmates.

Some students work slowly but very carefully.

The class can sing beautifully.

The kids can write very creative stories.

The videos are excellent.

Children looked nervously.

Ms Walsh

I'm sorry
temper



Conceptualization -- Proceduralization

Quick Check Grammar Chart		-	✓	
Learning Stages	Awareness raising			
	Conceptualization and hypothesis building			
	Proceduralization in scaffolded conditions			
	Performance in real-time context			
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	This exercise supports learning processes...	☆	☆	☆



What's behind it?



Conceptualization and hypothesis building

The Past Tenses

- Background
- Circumstances
- Atmosphere



The sun was shining.
The birds were flying.
It was raining.
He was walking.

Past Events / Action



Suddenly the monster came.
It came towards me.
I ran away.
I jumped into the pond.

More examples of concept « logos »

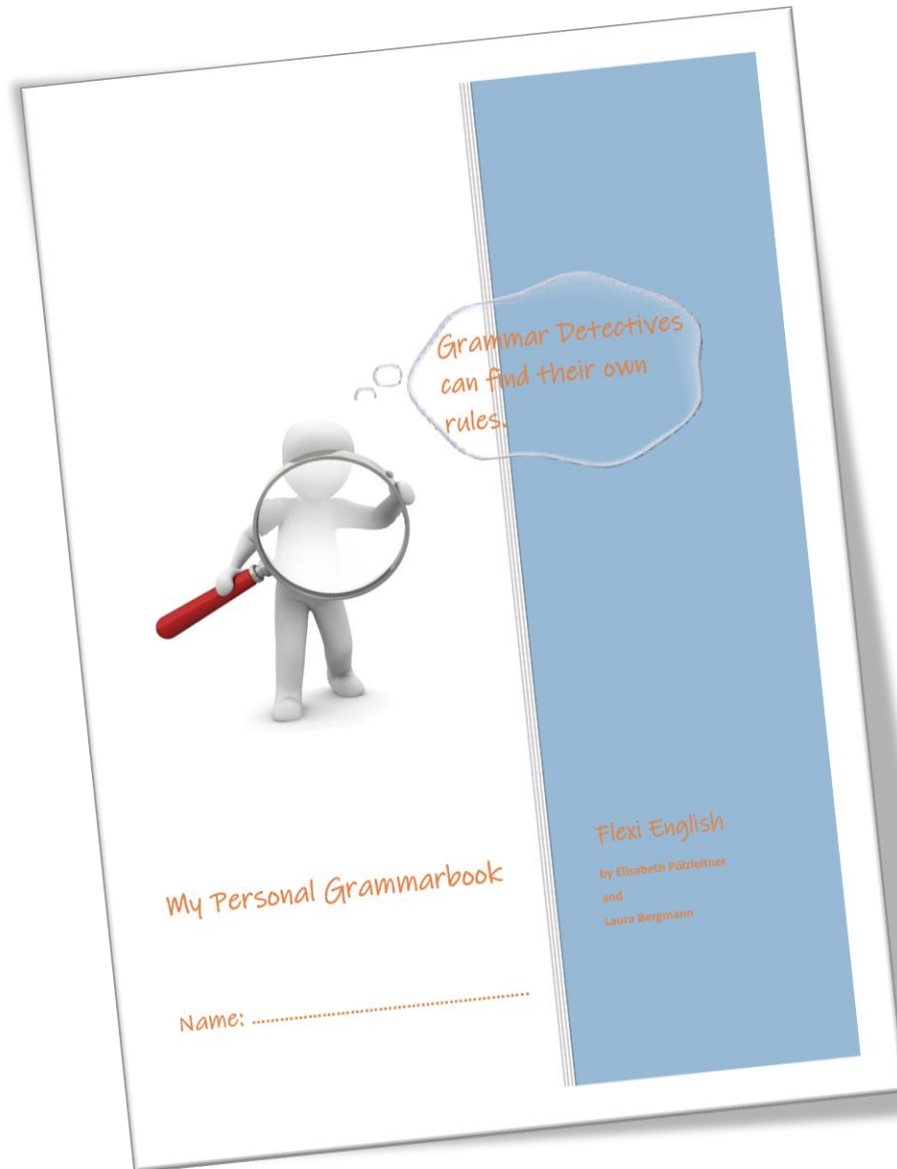
Time to explore

Choose a grammar topic that your students find difficult and see how the topic is introduced in
GRAMMAR DETECTIVES

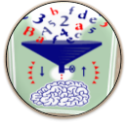
Awareness raising
(in the challenge)

Hypothesis building
(find the rule)

Personalization
(now it's your turn)



Grammatical Concepts = Notions Background and Circumstances



54

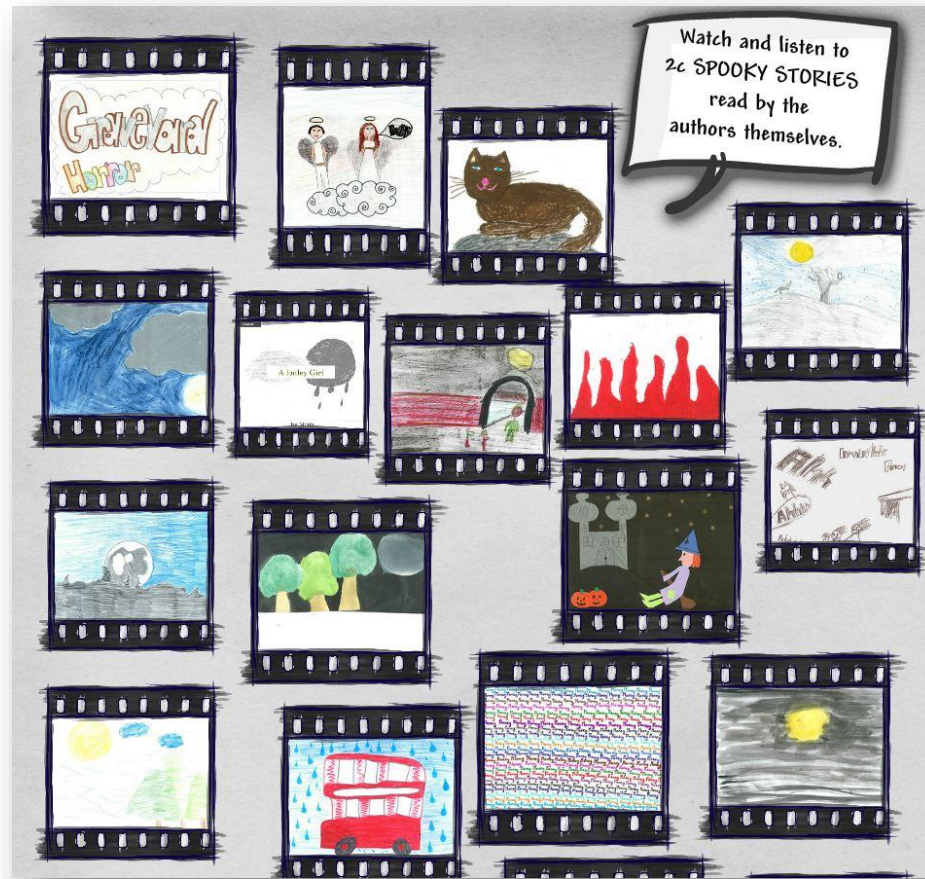




Performance in real-time contexts

Watch some of the examples of AHS and MS students here:
https://epep.at/?page_id=2490

Quick Check Grammar Chart		-	✓	+
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	Proceduralization in scaffolded conditions			
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Quick Check Grammar Chart		-	✓	+
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	Proceduralization in scaffolded conditions			
	Performance in real-time context			
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	Commitment filter: Will the learners' cognitive and affective needs be met? (e.g.: curiosity, problem solving, enjoyment, fun, success)			
Communicative	Peer and social learning and interaction: Pair – or groupwork, sharing, oral activities, jigsaw activities...			
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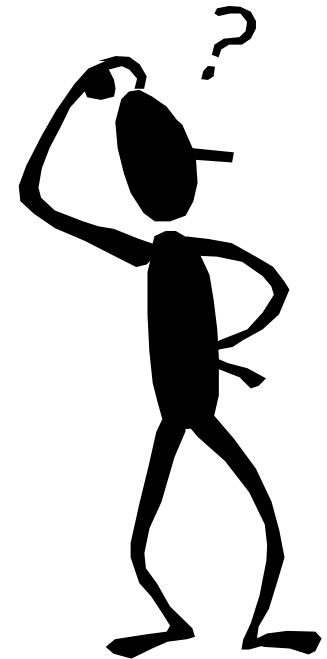


Depth of processing and mental activity

Example: Passive Pairs



Dual processing (world and language)





Personalization

Quick Check Grammar Chart		-	✓	+
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	Performance in real-time context			
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	This exercise supports learning processes...	☆	☆	☆



"How long have you..."



Work with a partner.

Step 1: Answer the questions below truthfully and guess your partner's answers.

Step 2: Then talk to your partner to find out whether your guesses are correct.

Example:

Student A "I think you have played the violin for three years, is that correct?"

Student B "Yes, that's right." OR "No, I have only played it for one year." OR "No, I have never played the violin."

Now it's your turn:



Question "How long have you..."	You	Your partner (guess!)
known your best friend?		
lived in your house?		
owned your pet?		
practiced your favorite sport?		
been at this school?		
your grandparents been married?		



Peer/social learning and interaction

Quick Check Grammar Chart		-	✓	+
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	Proceduralization in scaffolded conditions			
	Performance in real-time context			
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Personalisation and Groupwork

Start

Moritz

Gabi

Blue bike

Scheibergasse

Wolfgang

Go back 2

Greek

GIBS

Berlin

My computer

Trade places

Your neighbors

*Example: I have a dog. He is called Mo. I have had Mo for 3 years.
I play the piano at the Musikschule St. Peter.
I have been playing the piano for 2 years.*

Go Ahead 2

Trade Places

Go Back 1

END

Duration: How long have you had your?

Examples: I have a cat. He is called Moritz. I have had him for more than 15 years.
I am learning Italian. I have been learning Italian for many years.

Fill in your own words. Your friends then guess what's behind the words.

Talk about each topic or object: Describe it.... How long have you had it...? How long have you been doing it?

You can only move your counter if you have used the correct tense.



Testing grammar in meaningful, communicative contexts.

- Can the learners USE the grammar
- or do they only have declarative knowledge of the rules

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	This exercise supports learning processes...	☆	☆	☆



Basic writing: 3rd person s

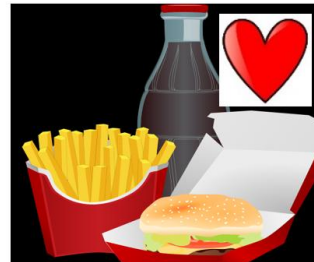


Graded Writing (M2): Write about Thomas

Where does he live? Where does he come from? What languages does he speak in school and at home? What are his hobbies. What are his likes and dislikes? What can you say about his family?

Use all the information from the pictures. Then invent more details (Erfinde noch weitere Dinge über ...) Write as much as you can.

New York
from: Mexico
E and Sp




all images: pixabay CC0

Testing in a communicative context

Writing: Mike's daily routines

Tell us everything about Mike's daily routines.
Use as many new words as possible and add details!
(First, then, after that, in the morning, but, because,...)

Write the text on a sheet of paper in your spiral block.

6:10 a.m. 		6:15 a.m. 			
6:30 a.m. 		7:05 a.m. 		7:30 a.m. 	
7:40 a.m. 		9:20 a.m. 		11:20 a.m. 	
1:10 p.m. 	School ends	2:00 – 3:00  	What does Mike usually do between 2 and 3 o'clock?	3:25 p.m. 	
5:00 – 6:00  	What does Mike usually do between 5 and 6 o'clock?	6:50 p.m. 		8:45 p.m. 	

What grammar topics and vocabulary are being tested here?

- Vocabulary for daily routines
- Time / hour
- 3rd person s
- Basic text organization, additional vocabulary expressions

Past Events



Your Easter holidays

Write a letter to your English pen friend. Tell him/her about your Easter holidays. Give lots of details and make your letter interesting.

- Where did you go? What did you do?
- Describe **what was going on around you** (past progressive: ...when we got there the sun was shining... everybody was chatting...)
- and by using lots of **adverbs** (quickly, dangerously, beautifully...)

If your holidays were really boring you can invent a few plausible details.

Write about 200 – 250 words.

plausible details are details that I will easily believe are true (glaubhaft)

Future plans and vague predictions



M9: Graded Writing

What are your plans? What else might you do?

Choose ONE of the following:

Write about your plans

- for the coming weekend
- for the rest of the week
- for the next holidays
- for getting a good grade in English /Math / German



Adverbs...



How would you open ...



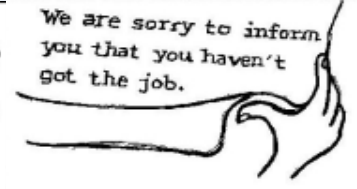
How would you speak ...



How would you pick up ...



How would you shut ...



How would you read ...

Somebody is watching you...

Sarah and the Fly¹

Sarah is in 5th grade. She is eleven years old and she is working on a story for a writing contest in school. A fly on the wall is watching Sarah in her room. She is working on her story. Here is what the fly sees:

Sarah is sitting at her desk quietly. She is writing slowly. She stops and looks up. She is chewing her pencil thoughtfully. Then she starts writing again. She angrily erases something. She is frustrated. She gets up and turns off the radio. Suddenly, she hears a bird. She listens carefully. Then she goes back to her desk and starts writing again. She is writing quickly now. She finishes the story and happily closes her notebook.

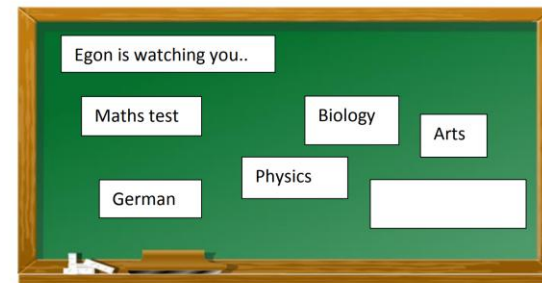


Her story is finally finished!

Now it's your turn: Egon, the spider

An interesting lesson:

Imagine an interesting lesson in your class. Egon, the spider is sitting on the wall near the blackboard. He is watching you. What does he see? What is going on in the classroom? **How do you and your classmates behave?** Write about 100 words.



Book project: grammar: general experiences (present perfect tense, past events – past simple)



Text 2 – write this text on a piece of paper

Your teachers have some money to buy more *WHO WAS* books for the next 3F.
Write a letter to Ms Loitsch or Ms Bergmann and explain why they should buy an extra copy of YOUR book.



- **Start** your letter correctly.
- **Tell us that we should definitely buy a book about your person.**
- Tell us who your person is, and why he/she is famous.
- Give us a **short** description of your person's life.
- Tell us what difficulties and challenges the person encountered in his/her life and how he/she overcame them.
- Explain why you admire the person and why you think other students should read about this person or will enjoy reading about that person.
- **Write an ending** to your letter

Circumstances – and – past events

Writing – Part 3

Write the beginning of a spooky story.
Describe the **atmosphere** and the **setting** of the first two pictures in detail.
What can you **see/hear/smell**? What happened in picture 3 (plot, story: Suddenly...)

Then describe what happened after picture 3 in 4-6 sentences.

Setting and atmosphere
It was a stormy night in late October.....

pic 1

pic 2

pic 3

Suddenly,

(story, plot)

Then

Most adventurous teacher contest

The city of Graz is looking for the most adventurous teacher in town. The class that has the most adventurous teacher will win an adventurous, fun day with that teacher – every activity is paid for.

Students have to enter their teachers in the competition.

Experiences	Details
 <p>Swim across Lake Wörthersee</p>	<p>group of friends weather: warm, sunny water warm 1,5 hours each way great fun</p>
 <p>climb in a cave</p>	<p>Lurgrotte wear special suits / helmet headlamps very dark cold 1 km into cave</p>
 <p>Cook and eat insects</p>	<p>worms and grasshoppers fry in a pan bake in the oven</p>

Write a letter and explain why your English teacher is the most adventurous teacher in town.

Start like this:

Dear team of the Most Adventurous Teacher Contest,
I would like to enter my teacher Mrs. Bergmann for the prize. I think she is a very adventurous person, and she has done lots of things that show it.

Then list for the jury what your teacher has done in her life. Use the pictures or what you remember from Ms Bergmann's holiday presentation. Give 2-3 details for each of the cool things that Mrs. Bergmann has done.

.....

Then tell the jury what your class would do on the day with your teacher, if you won the prize. Explain about at least 3 thing.

If we won the prize, we

End your letter like this:


I hope that I have convinced you that our teacher is a very adventurous person and that we should win the Most Adventurous Teacher prize.

Best regards,

... (name, class)

General experiences (pres.perf.tense)
and
Specific details – events (past simple)

I have _____



details

experience

when – where - why -who- how....

[Test M10](#)

Full test, incl. Notenschlüssel

Time to explore

Look at the writing tasks in the ME book and find out which of the grammar topics is being practiced in the following tasks:

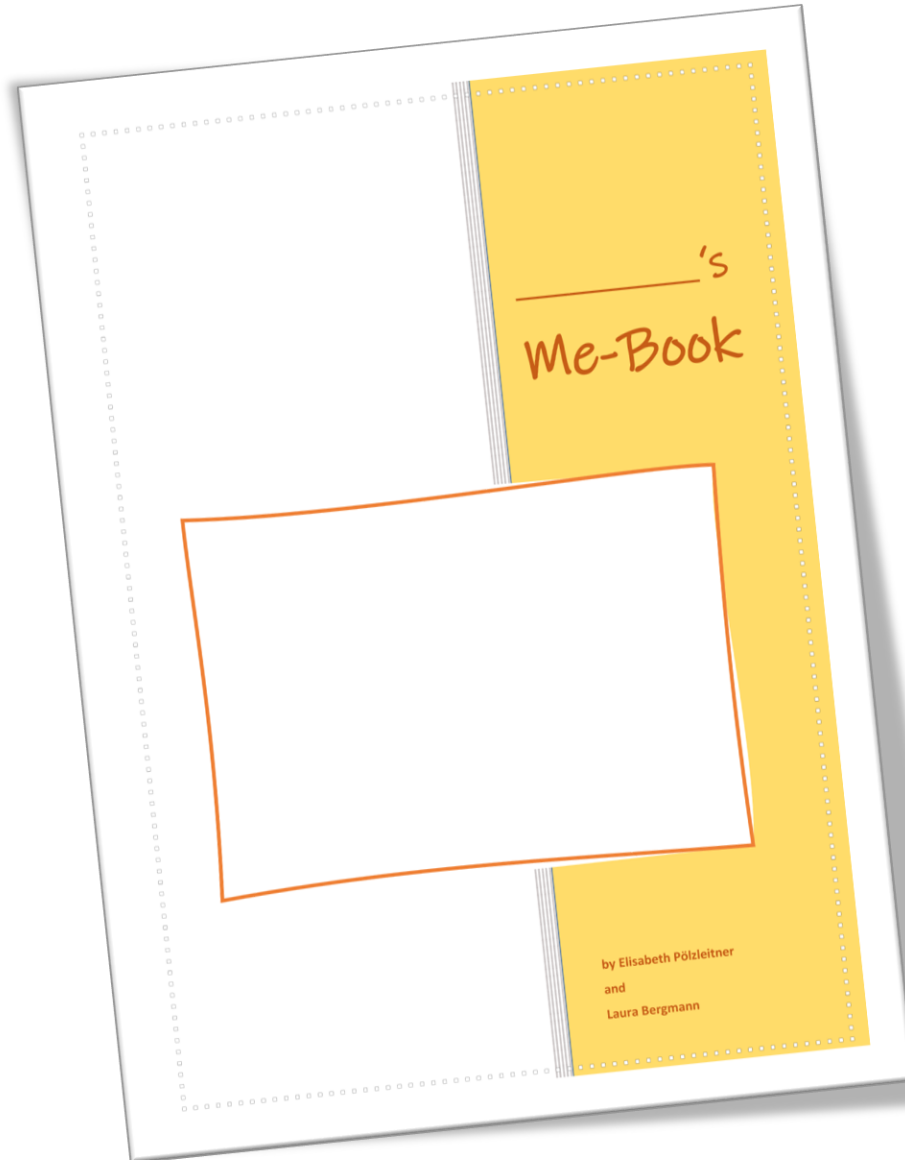
My family: p.8-9

A letter from your holidays: p. 20-21

My Fantasy Animal:
p.24-25

Time Capsule: p. 26-27

Great Kids Contest: p.
28-29



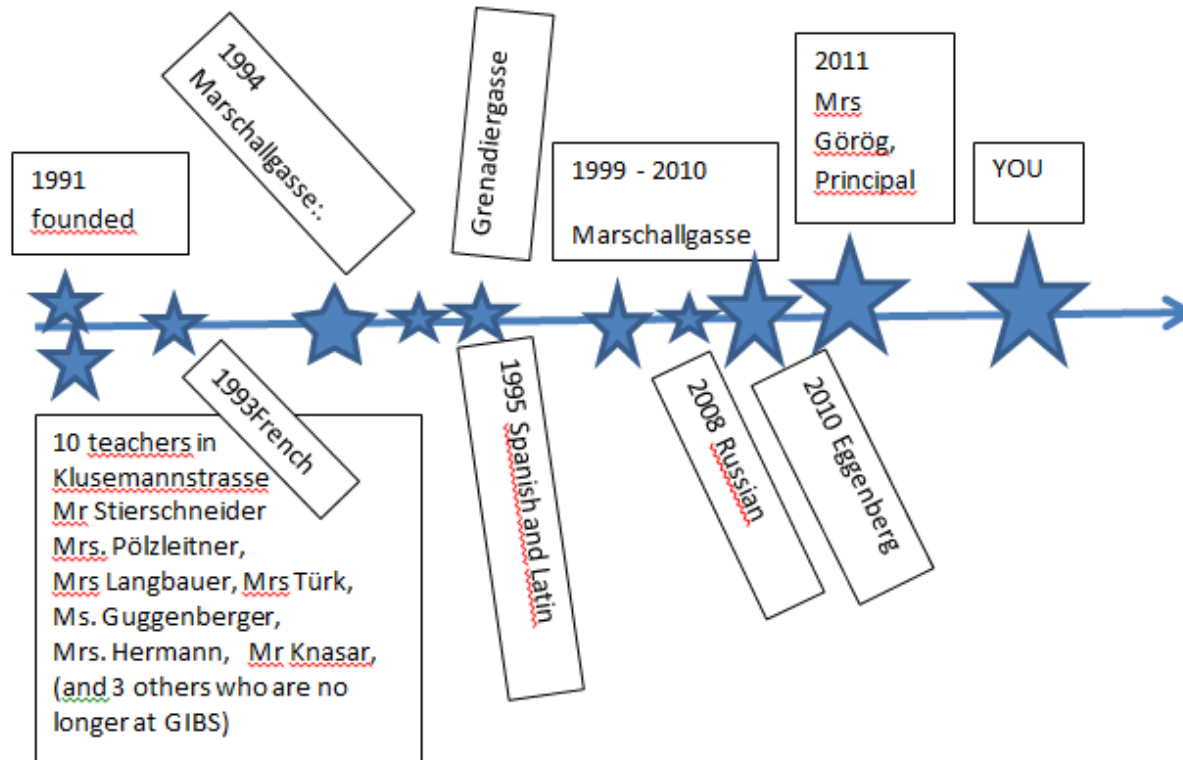
Duration: how long – since when?



Duration: The History of GIBS: What happened...? How long.....? Since when....?

Look at the timeline below and write 10 sentences about our school. Write about **5 important EVENTS or STATES** in the history of GIBS and **5 things that have been going on for a long time.**

20p



2nd Conditionals

Choose one...

Graded Writing (M10): If I had a superpower...

- If you could choose a superpower for one day, what would it be?
- Why?
- What would you do on that day?

Write as much as you can.



pixabay C00

Graded Writing (M10): If I could travel anywhere in the world...

- If you could travel anywhere in the world, where would you go?
- Why?
- What would you do there?

Write as much as you can.



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Graded Writing (M10): If I could be another person...

- If you could be another person for one day, who would you be?
- Why?
- What would you do on that day?

Write as much as you can.



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Graded Writing (M10): If I could be an animal...

- If you could be an animal for a day, what animal would you be?
- Why?
- What would you do on that day?

Write as much as you can.



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Offer situations that the learners can relate to.

Give them some choice to follow their interests.

How to use reading projects to check grammar (and much more) in a test



A Diary entry from another point of view

Choose an interesting character (not Amy or Dan) and an interesting scene from your book.

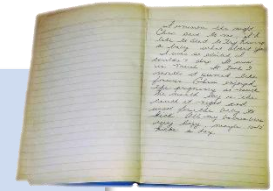
Write a diary entry from this person's point of view.

Remember: In a good diary entry the character describes

- the **events** of the day
- the scenes in some detail so that **the reader can picture what was happening**
- **how they felt** about these events
- their **plans** for the next steps

Remember to use the **correct tense forms** (past / past progressive (-ing) / past perfect)

Make your diary interesting to read. Write a maximum of one page.





Grammar Workshop

Go to epep.at and/or to [Grammar Detectives](#) and look at some of the grammar topics that your students find difficult.

While doing these grammar activities always ask yourself:

- What learning stage does this support?
- Which of the pedagogical principles does it fulfill?
- What's going on in your brain?
- How could you use / or adapt these activities for your learners?

https://epep.at/?page_id=1609

<https://www.polzleitner.com/epep/o-NMS/LisandLaura/oo-GR-RD-ME-books-for-printing/sample-versions/GRAMMAR-book-SAMPLE-copy.pdf>

Quick Check Grammar Chart		-	✓	+
Learning Stages	Awareness raising			
	Conceptualization and hypothesis building			
	Proceduralization in scaffolded conditions			
	Performance in real-time context			
Pedagogical Principles and Communicative Criteria	Depth of processing and Complex encoding : Will the learners be mentally active and process grammar, lexis and their "world knowledge"?			
	Commitment filter: Will the learners' cognitive and affective needs be met? (e.g.: curiosity, problem solving, enjoyment, fun, success)			
	Peer and social learning and interaction: Pair – or groupwork, sharing, oral activities, jigsaw activities...			
	Personalisation: Do the learners have the opportunity to draw on their personal experiences and express their own ideas?			
	Contextualisation: Is the exercise embedded in a clear communicative context?			
	Authenticity of process: Will the learners use language in natural, "language-like" ways (rather than manipulate forms)?			
	Task-based: Do the students fulfil a purposeful task that will have an outcome or end product?			
	Testing versus teaching: Does the exercise support learning or only test it?			
	This exercise supports learning processes...	☆	☆	☆

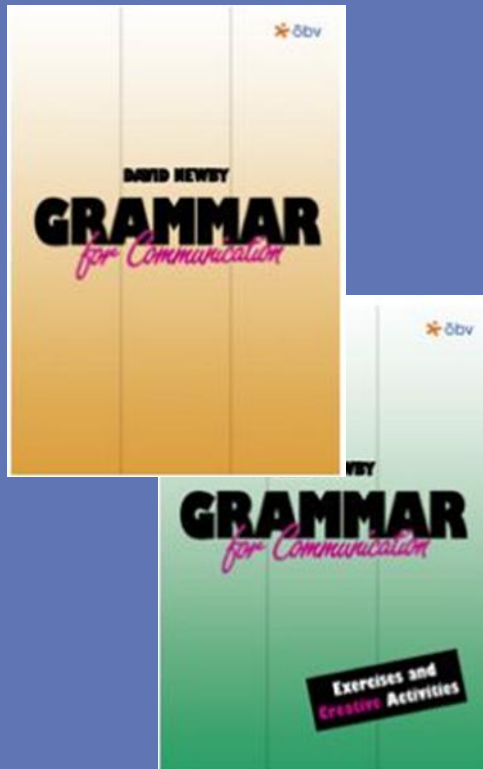


Quick Check Grammar Chart		-	✓	+
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	Testing versus teaching: Does the exercise support learning or only test it?			
This exercise supports learning processes...		☆	☆	☆

How efficient are the exercises in your textbook?

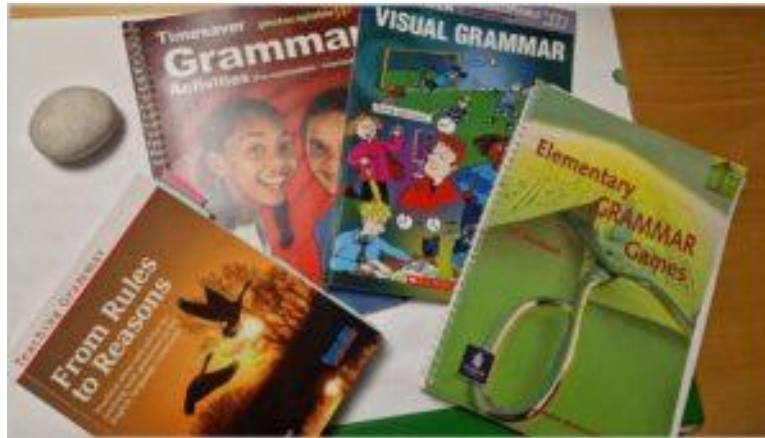
- Choose a topic that you are going to teach in the near future.
- Use the grammar quick checker to analyse the exercises that your textbook offers for this topic
- Improve them if necessary and add other activities to provide practice for all the learning stages.

Sources



- Newby, D., *Grammar for Communication*, Vienna, Bundesverlag: 1989*
- Newby, D., *Grammar for Communication: Exercises and Activities*, Vienna, Bundesverlag: 1992*
- Newby, D., 'Theory and Practice in Communicative Grammar' in R. de Beaugrande, M. Grosman, B. Seidlhofer, (eds.) (1998) *Language Policy and Language Education in Emerging Nations, Series: Advances in Discourse Processes Vol. LXIII*, pp 151-164. Stamford, Connecticut: Ablex Publishing Corporation
- National Education Association. *Doubts & Certainties*, January/February 1994. Material adapted from Renate Nummela Caine and Geoffrey Caine, *Making Connections: Teaching and the Human Brain*, ASCD, 1991; Addison Wesley, 1994. online: <http://www.nea.org/teachexperience/braiko30925.html> , 25.02.2014

More useful resources for teaching grammar



[Useful books
for teachers
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