

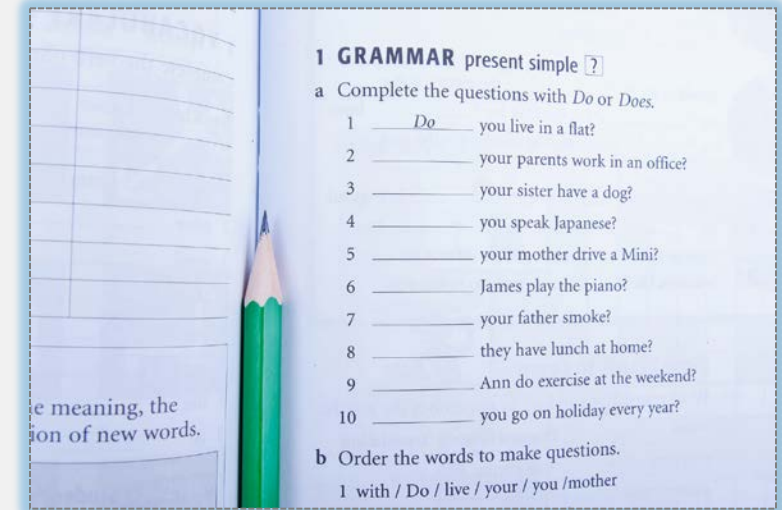
Trajkova Zorica
Ss. Cyril And Methodius University
9th ELTAM-IATEFL-TESOL International
Biannual Conference



Teaching grammar
the fun way

MOTIVATION

- Why don't students like studying grammar?
- Why do they perceive grammar as simple set of rules they need to adopt?
- How can we make learning grammar fun?



AIM

...to present various techniques which can be employed by material designers to present grammar to students in the most acceptable and interesting manner.

... to offer practical examples from the textbook aimed at teaching English for law enforcement students at a tertiary level

+ offering advice on how these types of exercises can be adapted for teaching English to all levels and for all purposes

Create materials for students – why and how?

- Lack of materials at the faculty (of security) - problem!

➤ Creation process:

Step 1: carrying out needs analysis

Step 2: Determine ss.' level of English

Step 3: Selecting grammar parts to be covered

Step 4: Create grammar exercises

Step 5: Piloting the newly created materials



Some thoughts before starting to create grammar exercises!

1. Use the teaching experience – what works best for students in class?
2. Should the grammar section be integrated in the content presented or isolated from it?

✓ Use a communicative concept as a design principle! Why?

(McDonough & Shaw, 2003: 28)

- include wider considerations of what is appropriate as well as accurate
- handle a wider range of language, covering texts and conversations as well as sentences
- provide realistic and motivating language practice
- use what learners know about the functions of language from their experience with their own mother tongue

✓ Use the integrated skills approach (use Listening, Speaking, Reading and Writing to practice new material – vocabulary, pronunciation, grammar, text/discourse) (Lubelska & Matthews, 1997: 16)



It is surprisingly difficult to present and explain a foreign-language grammatical structure to a class of learners ... “Grammatical accuracy on its own is a dead end, unless used to receive and produce interesting and purposeful meanings within the context of real-life language use”, Penny Ur (1996: 78)

It is important for learners to have plenty of contextualised examples of the structure and to understand them.

(Doff, 1991: 35) Show meaning through a situation
(from outside the class in which the structure could naturally be used)
[...] give several different examples so that students can build up a clear idea of what the structure means and how it is used

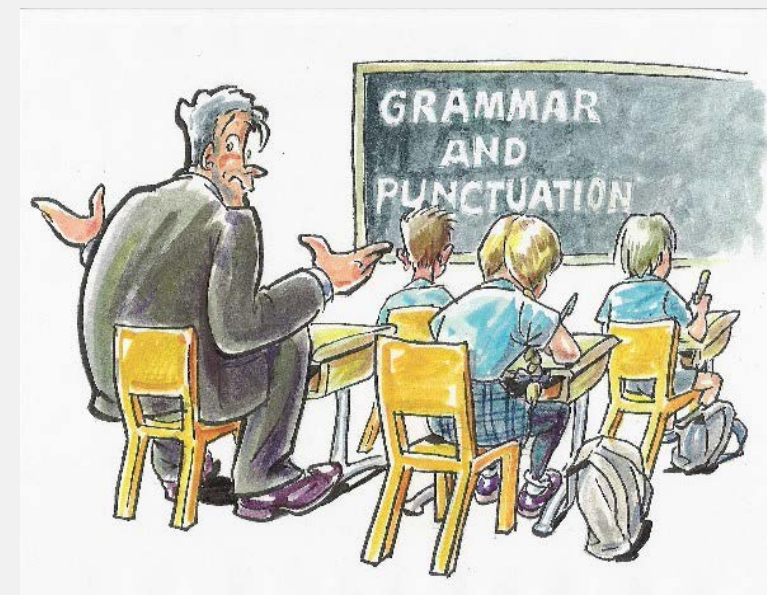


Questions which need to be addressed (McDonough & Shaw, 2003: 29)

- What is the role of grammar in the unit?
- What language skills are practiced?
- To what extent does the unit deal with
 - a) communicative functions as properties of language,
 - b) communicative behaviour and activities?
- Do learners have any freedom to 'create' meanings and language for themselves?

Types of grammar practice: from accuracy to fluency

1. *Awareness*
2. *Controlled drills*
3. *Meaningful drills*
4. *Guided meaningful drills*
5. *(Structure-based) free sentence composition*
6. *(Structure-based) discourse composition*
7. *Free discourse* Ur (1996: 84)



2

CONDITIONAL SENTENCE

SPEAK

What is a conditional sentence? What is probation?
 What does discharge mean?
 When is a person sentenced to a conditional sentence?
 What types of conditions can a judge set?
 What happens if the offender breaches those conditions?

READ

A Read the following definitions and decide which definition refers to conditional sentence, discharge or probation.

A is a prison sentence that one serves in the community instead of in prison. Judges use it only if they are sure that the person won't present a danger to the community and doesn't have a history of failing to obey court orders. One cannot get this sentence if the crime they committed is serious and if the law sets a minimum jail term longer than 2 years for it, or if the Criminal Code lists the crime as a violent offence. If the person disobeys the conditions set by this sentence, the judge can send them to prison for the rest of the time left on their sentence.

..... is a sentence that requires one to follow certain conditions for a set time that can last up to 3 years. During that time, the person must keep the peace, show good behaviour, report regularly to an officer and keep him/her informed of their current address. Depending on the offence, they may also have to report to an officer periodically, avoid certain people, avoid using alcohol and drugs, attend counselling, pay back damages they caused to the victim or perform community service.

A means that the judge finds one guilty, but then discharges them instead of convicting them. It is usually only available for more minor offences and if one has no history of similar offences. The person has to convince the judge that this sentence is appropriate for their crime.

B Before reading the following newspaper article, try to guess the story behind it from the headline and the pictures. Then, read the paragraphs carefully and put them in the correct order so they make a logical story.

In Prison on a Wedding Day

A. While Paul was driving along the highway, a motorcycle coming from a side-street cut in front of him. Paul had no time to react and struck the motorcycle head-on. The motorcyclist was lying on the ground and moaning in pain. Instead of going to the airport, Paul ended up in hospital. He was charged with DWI and accused of inflicting grievous bodily harm on Joe Brass, having broken four of his ribs and caused a concussion.

B. The court found Paul Smith guilty of driving while intoxicated, and inflicting grievous bodily harm upon Joe Brass, a 20-year-old boy. He was sentenced to 15 months imprisonment. According to Paul's testimony earlier in court, this was an unfortunate accident. It happened on the day of his sister's wedding. After the wedding ceremony in the church, everybody went to the restaurant to celebrate this special occasion.

C. The court took into consideration the fact that this was his first incautious violation of law. According to the conditions set by the judge, Paul was prohibited from smoking and drinking alcohol, he had to stay in the country, give regular reports to a supervisor and be of good behaviour. In case of breaching these conditions and committing another crime, the first crime was to be taken into consideration. So now, a year later, taking these two crimes into account, the judge put Paul behind bars for 15 months. He really had a run of bad luck!

LISTEN

Journalist Mary Kelsey, Smith's close relative and a guest at the wedding, was really touched by what happened to Paul. She works for a magazine which deals with unusual life stories and decided to tell Paul's story to her readers this week. For that purpose, she went to the prison to interview him. Listen to the interview and choose from the given options:

- Paul would have sent somebody to go to the airport if his uncle _____ to keep it secret.
 - hadn't asked him
 - had asked him
 - didn't ask him
- Provided he had seen the motorcycle, Paul _____ .
 - could have braked.
 - should have braked.
 - would have braked.
- Paul would have been acquitted by the judge, if he _____ .
 - wouldn't drink that much.
 - didn't drink that much.
 - hadn't drunk that much.

PRACTICE

A Make sentences in the third conditional:

- If I _____ (hear) about the accident, I _____ (call) you.
- A lot of people _____ (help) her, if they _____ (know) about her problems.
- If Jack _____ (see) the pedestrian, he _____ (not / hit) him.
- If the fire-fighters _____ (not / arrive) on time, the people in the house _____ (die).
- The judge _____ (not / send) him to prison, if he _____ (plead) guilty at the beginning of the trial.

B Join the two sentences. Start with I wish / If only.

- I didn't report the robbery. It was a bad idea.
I wish / If only _____
- They called me from the police station last night. It wasn't a pleasant phone call at all.

FOCUS ON YOUR LANGUAGE

Conditional Sentences - Type 3

e.g.1 If Paul hadn't discarded the lit cigarette, he wouldn't have caused damage in the park... (but he did cause damage!)

e.g.2 If that hadn't been his second crime Paul wouldn't have been put in prison immediately.

→ It is impossible that the condition will be fulfilled because it refers to the past.

Form: If clause = past perfect Result clause = would have + past participle

Wishes and Regrets

After the bad experience he had, Paul said to Mary:

If only I had known what would happen, I would never have got out of bed that day.
He uses the third conditional to express his regret for past actions.

Note: In order to express your regrets and wishes for a past action, use:
I wish / if only + subject + past perfect

e.g.3 *I wish / if only I'd known what would happen, I wouldn't have got out of bed that day.*



READ & WRITE

Read about the great escapes from Alcatraz. Based on what you have read, write down how things would have been different if...

GREAT ESCAPES FROM ALCATRAZ

Towers, wire, electric fencing, motion sensors, riflemen and dogs, combined with the freezing waters and powerful currents of the ocean, were considered as a sufficient barrier for any inmate to ever successfully escape from Alcatraz. However, inmates had nothing else to do but think about ways of escaping.

In its 30 years of operation, there were 14 attempts to escape from Alcatraz in which 44 inmates were involved. During those attempts, eight inmates were killed, six of them were shot, and two others drowned. There is no record on another five, although many believe they, too, drowned in the frigid waters of the ocean, which surrounds the island. The other 23 inmates were recaptured, although two were later put to death.

The first person who attempted to escape was Joe Bowers on April 27, 1936. He tried to climb the fence at the edge of the island but was seen by the guards. After refusing to climb down, he was shot and he later died from the injuries he sustained in the fall.

If Joe

On April 14, 1943 Fred Hunter, James Boarman, Floyd Hamilton and Harold Brest made an escape attempt by holding two officers as hostages. However, one of the officers alerted the other guards and they immediately attacked the four inmates. Boarman was shot and drowned while Hunter and Brest were immediately apprehended. Hamilton was believed dead, but after surviving two days in a cave at the water's edge, he returned to the prison and was taken back into custody.

If the officer

If Boarman

If Hamilton

3

DOMESTIC VIOLENCE

SPEAK

- How would you define domestic violence?
- Who are usually victims of domestic violence?
- How would you describe abusers' personality?
- How can victims stop the violence?
- What is the role of police in dealing with domestic violence?



READ

Read the following text on domestic violence and then complete the summary below.

Domestic violence can be defined as a pattern of abusive behaviours by one person to another with whom they have or have had some sort of relationship. It can take a number of forms such as physical assault, sexual, emotional or psychological abuse. Victims can be of any age, sex, race, culture, religion, education, employment or marital status. However, statistics shows that women are most likely to be the ones abused. In homes where there is domestic violence, children are usually neglected, or suffer mental and physical torture. They may feel that they are to blame, so they often feel insecure, frightened, alone and confused.

Abusers are usually people of low self-esteem. They do not take responsibility for their actions. They may even blame the victim for causing the violence. They may appear friendly and loving to their partner and family when in public, but they become abusive behind closed doors.

Complete the summary of the text you have just read, using the adjectives and adverbs given in the box:

physical, abusive, psychological, friendly, aggressive, lovely, financially, legal, sexual, medical, practical, necessarily, emotional, brave, confused, cautiously, frightened

Victims of domestic violence suffer from the (1) behaviour of the person they live with. They can suffer from (2), (3), (4) or (5) abuse. The abusers may appear very (6) and (7) in front of other people, but are actually very (8) at home. The victims are usually (9) dependent on the abuser and that is why they are not (10) enough to take (11) action against him/ her. Children are not (12) abused, but they usually feel (13) and (14) The police treat these cases (15) and offer (16)..... help, shelter and (17)..... support to the victims.

FOCUS ON YOUR LANGUAGE

ADVERBS

Look at the given examples and define the function of the underlined words in each one (what part of speech are those and which part of the sentence they modify).

- e.g. 1. *Abused women do not leave their husbands because of their poor financial situation.*
- e.g.2. *Abused women do not leave their husbands because they depend on them financially.*

Adverbs add extra or additional information to a sentence. They can describe the verb (e.g. *She sang beautifully*) or modify an adjective or another adverb (e.g. *absolutely beautiful; very busy*). They can be either one word (e.g. *lovely*) or a phrase (e.g. *once a month*).

Types of adverbs

There are several types of adverbs: adverbs of manner (e.g. *slowly, carefully*); adverbs of frequency (e.g. *often, never*); adverbs of time (e.g. *yesterday, recently*); adverbs of degree (e.g. *very much, almost*); sentence adverbs (e.g. *fortunately, luckily*).



Which case do the following statements refer to? Write 1, 2 or 3 in the empty boxes next to the statements.

She could have reported the case to the police.

He should have talked to the principal of the school.

He should have reported him to the police.

They must have been very impressed by the movie.

He must have been very hurt by the insults.

They shouldn't have stopped at the gas station.

LISTEN

Listen to a psychologist, an expert dealing with juvenile delinquents, talking about the reasons leading to juveniles' violent behaviour and analyzing the three cases presented above. Then, fill in the missing information.

According to the psychologist, the main reasons for juvenile delinquency are poverty, repeated exposure to violence,, easy access to,, violence, delinquent peer groups and violence.

CASE 1

According to M.A.'s statement, his schoolmates had been him names, him and about his mum. He stole the gun owned by his, who was a Juveniles most often acquire guns from,, and

FOCUS ON YOUR LANGUAGE

PAST MODALS

Should / shouldn't + have + past participle

☞ Use *should / shouldn't + have + past participle* to criticize a past action, when you or someone else didn't do the right thing.

e.g. He **should have talked** to the principal of the school.
He **shouldn't have shot** his schoolmate.

Might/could/must/can't + have + past participle

☞ Use *might/could/must/can't + have + past participle* to make deductions or speculate about the past. The opposite of *must have* is *can't have*.

e.g. He **must have been** very hurt. (deduction)
He **might have been** very hurt. (speculation)
He **can't have hurt** anybody. (impossibility)

PRACTICE

A Read the situations given below and write a sentence with *should/might/must (not)/can't + have + verb*. Use the verbs in brackets.

- A. I haven't seen Mary for ages.
B. She (go away). I remember she mentioned that she planned to visit her parents in Florida.
- A. The accident happened because Rick was driving under the influence of alcohol.
B. He (drink) because he could have killed somebody.

C Complete the dialogue between two policemen and a school principal speculating on the possible delinquents who stole the school's computer equipment.



Police officer 1: So, you say this room is always locked?

Principal: Yes! When the classes are over, the teacher locks the room.

Police officer 1: Who's that teacher?

Principal: Whoever has the last class that particular day. It was the Math teacher yesterday.

Police officer 2: He (1)..... it because there are no signs of forced entry. *(It is possible that he forgot to lock it)*

Police officer 1: Or the thief (2)..... the keys. *(He perhaps had the keys)*

Principal: Only the teachers have the keys. The Math teacher (3)..... to lock it. *(I'm sure he forgot to lock it)*

Police officer 2: Hey, Jeremy. Come over here. It seems like this window isn't closed well.

Police officer 1: Yeah. The thief (4) through the window. *(S/he perhaps entered the classroom through the window.)*

Police officer 1: Do you or the teachers have any idea of who (5)..... this? *(Do you maybe have any suspicions about somebody doing this?)*

Principal: Well, the Math teacher has one student under suspicion. He is a very well-known trouble maker.

Police officer 2: Whoever he is, he (6) on his own, 'cause the window is pretty high. Someone else (7) him. *(I'm sure he didn't do it. / I'm sure someone else helped him.)*

Police officer 1: Yeah, you're right. Unless he used a ladder.

Police officer 2: Let's go out and see whether there's some evidence there.

READ

Read the instructions a social worker gives to parents. Do you think they are important? Why?

KEEP YOUR EYES OPEN!



It's very important to be 100% dedicated to your children and take care of their safety. You should always keep your eyes open for possible problems and take sensible precautions:

- 3 *be a friend to your children and make them feel comfortable to talk to you openly about anything that bothers them. Avoid being too critical! Remember they are still just children.*
- 3 *meet their friends and their friends' parents, if possible. Make sure they are not a bad influence on your children.*
- 3 *don't spoil your children by giving them extra pocket money. You are not going to buy their trust or love.*
- 3 *follow your children's progress in school and be alarmed if there is a significant drop in grades.*
- 3 *be careful of any changes in their mood. Never*

Giving ADVICE

Always...

Don't/ Never...

You must(n't)

You should(n't)

Be careful of...

Try to...

if I were you...

Remember not to...

Avoid...

Note:

advice /əd-'vais/ (noun)

advise /əd-'vaɪz/ (verb)

e.g. When Mary Ann advises people she gives them a good piece of advice.

Also note that: You CAN give some/ a piece of advice, you CANNOT give advices!



What advice for safety precautions would you give to:

- 3 people to protect their home
- 3 young people when going out in the night

Conclusion

- ✓ Presenting grammar in a meaningful context proves to be very effective (over 98% of students said it worked for them and they acquired the grammar parts easily)
- ✓ Use the integrated approach – use any skill to present grammar (piece of listening material, reading text, make students write or speak about something and use a specific structure-either inductively or deductively)
- ✓ Make sure the topics presented are of students' interest





trajkova_zorica@flf.ukim.edu.mk