

**Dictogloss discussion questions**

This is an example of a re-structuring activity. Your trainer will dictate a text to you.

Note down any words or phrases which seem important.

When your trainer finishes reading the text, compare your notes with your groups. Would you be able to re-construct the text from your notes? Listen again as your trainer reads the text for a second time. Add more words and phrases.

Work with your group to reconstruct the text. Use your notes to help you.

Compare your version with the original version and discuss:

*What were the differences between your text and the original?*

*Was your text correct in terms of grammar and spelling, but slightly differently worded?*

*Were there any differences in meaning?*

*If learners produce a dictogloss which is grammatically accurate but uses different words to the original does it matter?*

*What do you think of dictogloss as a technique for developing re-structuring skills?*

## Grammar Part 2

## Participant worksheets

### Restructuring activities

The following table has examples of activities you can use to develop learners' restructuring skills. Match the activities to their descriptions.

Activities	Description
Dictogloss	Use poems, texts, dialogues and ask learners to find words which are repeated, words which mean the same thing, words which rhyme, word families etc. Ask them to change text to dialogue, dialogue to text poem to prose, change past tenses to future, words to their opposites etc.
Information gaps with pictures	Select key words from a text. Distribute or dictate to learners. Elicit what they think the text will be about then ask them to try to construct the text from the key words. Compare their versions with the original and analyze differences.
Key word construction	Learners work in pairs. One sits, the other stands. Dictate a text. The seated learner writes, the standing learner watches and helps their seated partner. The standing learners also control the speed of the dictation. They call out <i>stop</i> when they need time to write and <i>start</i> when they are ready to start again. Half way through the dictation learners swap seating and standing positions. Compare their versions with the original and analyze differences.
Meanings and Patterns	Learners work in pairs A & B. Give them a picture each with different information. For example, furniture in a room; buildings in a town; people engaged in an activity. Give some prompts – structures/vocabulary to help them. They describe their pictures to their partners who insert the missing information into their pictures. Where information is unclear, the message is restructured. When they have finished they compare pictures, analyze anything which was not understood and discuss how to say it correctly. Distribute pictures which illustrate a story, together with language items which relate to the pictures. Learners work together to produce stories, choosing which of the words they want to use and deciding their own storylines. Compare versions and use as basis for analyzing mistakes.
Post speaking feedback	Learners work in 3s. Give them two pictures which are mainly the same but contain some differences. Two learners in each groups identify the differences whilst the third observes and listens with a specific focus on the words they use to do this. When they have completed the task they listen to native speakers doing the same task, then, with input from the observer they compare their use of language to that of the native speakers.
Spot the difference	During a speaking activity move around the class noting down sentences containing mistakes. Separate the mistakes and put them onto individual cards. Learners work in groups. Give each group a card with a mistake. Ask them to specify the context it was used in, what they think came before and after it and then to work out a correct version.
Spot the mistake	Dictate a text. Learners note key words. After the first reading compare their words and ideas on the text. Read again, learners continue to note words. Learners construct the text using the words noted. Compare their versions with the original and analyze differences.
Stop-go dictation	Collect examples of learners' mistakes and create a text. Tell learners there are – for example- 5 mistakes. When they have found the mistakes, analyze and correct them.

**Design an activity**

*Work in groups.*

*Design a short re-structuring activity. You can use an idea from the previous activity or your own ideas. Your trainer will tell you which text to use.*

*When you have designed your activity, prepare to present it to the whole group.*

*After each group's presentation, give them feedback on the following:*

*Was the activity effective – did you practice re-structuring?*

*Have you got any suggestions or advice for improving the activity?*

*Could a different type of activity also be used?*

**Poem****Warning**

When I am an old woman I shall wear purple  
With a red hat which doesn't go, and doesn't suit me.  
And I shall spend my pension on brandy and summer gloves  
And satin sandals, and say we've no money for butter.  
I shall sit down on the pavement when I'm tired  
And gobble up samples in shops and press alarm bells  
And run my stick along the public railings  
And make up for the sobriety of my youth.  
I shall go out in my slippers in the rain  
And pick flowers in other people's gardens  
And learn to spit.

You can wear terrible shirts and grow more fat  
And eat three pounds of sausages at a go  
Or only bread and pickle for a week  
And hoard pens and pencils and beer mats and things in boxes.

But now we must have clothes that keep us dry  
And pay our rent and not swear in the street  
And set a good example for the children.  
We must have friends to dinner and read the papers.

But maybe I ought to practice a little now?  
So people who know me are not too shocked and surprised  
When suddenly I am old, and start to wear purple.

**Jenny Joseph**

**Grammar Part 2**
**Participant worksheets**
**Post card**

<p><i>Dear Jo</i>  <i>Having a really good time in Paris. Our hotel is fine – nothing fancy, but comfortable. Weather hasn't been that good – it's rained nearly every day. Doesn't matter though – loads to see and do. Food is scrummy – I'll have to diet when I get home!</i>  <i>See you Saturday.</i>  <i>Love</i>  <i>Anne</i></p>	<p><i>Ms Jo Johnstone</i>  <i>53 Elder Crescent</i>  <i>London</i>  <i>N1</i></p>
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**Radio interview**

<p>Hello and welcome to 'Real People, Real Lives. My guest today is the well-known TV cook and food expert Georgia Brown. Welcome to the programme Georgia.</p>
<p><i>Thank you Alex.</i></p>
<p>First of all, Georgia, tell us how you first got interested in cooking.</p>
<p><i>Well Alex, when I was growing up I spent a couple of weeks every summer with my grandmother. She had a big garden where she grew lots of different vegetables and she loved trying different ways of cooking them. She got me to do the more boring jobs – peeling, chopping, slicing – which of course I as a child loved!</i></p>
<p>So Georgia, you helped your grandmother to make the dinner? Did you have any disasters?</p>
<p><i>Yes, one or two later on when she let me use the cooker – I burnt potatoes, overcooked pies, things like that. But it helped me learn. And my Gran was also a great baker so I also learnt how to make bread and cakes.</i></p>
<p>And your recipe books are a huge success. Do you use your grandmother's recipes Georgia?</p>
<p><i>Yes Alex sometimes, but more often they are my own creations, inspired by her recipes.</i></p>
<p>And what are your plans for the future Georgia, are you going to write any more books?</p>
<p><i>Well, at the moment I'm very busy with my new TV show, but yes, I hope to write another book in the future Alex.</i></p>
<p>And that's it for today ladies and gentleman. Thanks to my special guest Georgia Brown. My guest next week will be the tennis superstar Arto Peters.</p>

**Dialogue**

Sam	Do you know where I put my keys?
Susie	Are they in your bag?
Sam	No, they're not there.
Susie	What about your coat pocket?
Sam	No, I already checked, they aren't there either.
Susie	Have you looked in the drawer?
Sam	Yes, not there.
Susie	Have you left them on the table?
Sam	No. Hang on, I've got an idea. Just a minute. Yes, I've left them in the door!
Susie	You idiot. We could have been burgled!
Sam	Sorry, I'll be more careful next time.

**Reflection: What? So what? Now what?**

Work in groups. Reflect on this workshop together. Use these questions to guide you.

**What?**

*What activities did you do? What were the aims of the activities?*

*What did you learn from your fellow participants?*

*What did you find most interesting or significant?*

*Was there anything you didn't enjoy doing?*

**So what?**

*What do you feel about 'noticing' and 'restructuring'?*

*Will it help you to teach grammar more effectively?*

*How will what you have learnt affect your learners?*

*How confident are you that you have a better understanding of teaching grammar?*

**Now What?**

*How will you use your learning from the workshop?*

*What will you do in the classroom that you haven't done before?*

*What are your plans and goals?*

For further information and ideas visit our Website:

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)