



Pearson

# Engaging Ways to Introduce Grammar

Effective, Engaging, Effortless

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Natasha Arain






## Today's Session

- I** Your challenges/beliefs about grammar
- II** Inductive Approach: rules in the present
- III** TTT: Introducing rules in the past
- IV** Implicit Grammar: Inductive approach
- V** TBL: Task Based Learning
- VI** Over to you!
- VII** Wrap up and feedback

# Rationale Sheet

	Activity	Rationale	Challenge Addressed	Improve/Adapt
1	Gallery			
2	Rules			
3	P.Verbs			
4	TBL			



**What are your beliefs  
about grammar?  
Discuss the questions  
with the person next to  
you.**

# What are your beliefs about grammar?

Discuss the questions below with the person next to you.

***“By exercise of reading, writing, and speaking... all things belonging to Grammar, will without labour, and whether we will or no, thrust themselves upon us”***. Joseph Webbe, schoolmaster, 1622.

***“There is no doubt that a knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language”***. Penny Ur, teacher trainer and author.

***“Grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary”***. Michael Lewis, author.

***“Research suggests that learners who receive no [grammar] instruction seem to be at risk of fossilising sooner than those who do receive instruction”***. Scott Thornbury

# Grammar Challenges

What are the challenges with introducing grammar you face in the classroom? Discuss in groups



**Introducing grammar:  
Engage your learners!**

# In Oman...





# Childhood

- Did you have a strict upbringing? Was this a good thing? Do you know other people who had a different upbringing to you?  
Discuss
- We will conduct a survey. Prepare questions in pairs. Example:

# What 'gets your goat'?

Discuss with your partner

# Introduce the topic

## A sticky problem

You can imagine the scene. You're walking down the street of an old English town. You decide to sit on a bench to admire the fine buildings and beautiful flowers a little bit longer. Then as you stand up, you feel that nasty pull on your dress or trousers and turn round to see the remains of a lump of chewing gum, half of which is now stuck to your behind! A wonderful moment is destroyed and your mood changes for the rest of the day, or however long it takes you to remove the awful stuff from your clothing. Well, one town has finally had enough of all the complaints it receives each year and is not going to put up with it any more. Darlington, which last year won a 'Beautiful Britain' competition, has decided to act by providing special boards where people can stick their gum once it has been used.

Up to thirty chewing gum 'parking boards' are to be put up in an area in the town centre, which recently underwent a one-million-pound facelift. They will cost £3,000 to provide, are aimed at the thirteen-to-twenty-three age group, regarded as the worst offenders, and will bear the messages 'Don't Gum Up Darlington', 'Chew It, Bin It' and 'Park Your Gum Here.' The town council believes boards will help save some of the £6,000 a year it spends on clearing up gum from the streets.

The boards, to be situated at places such as sports centres and cinemas, will have a bull's-eye target so youngsters can aim at them. Keith Atkinson, head of Darlington's environmental and consumer protection department, said, 'Most people don't see chewing gum as litter, but we are hoping the boards will help people to start thinking that way. We've been flooded with complaints, mainly from visitors, who spy gum on the streets, sticking to pavements and shoes, is both unpleasant and makes Darlington look untidy.'

Darlington isn't the first place in the world to try to tackle the sticky issue of chewing gum. In 1992, the Asian city state of Singapore banned all eating and importing of chewing gum after it was claimed trains had been delayed because trapped chewing gum caused the automatic doors to stick. The ban came with severe penalties for breaking the law. Smugglers bringing gum into the country could get a jail sentence of one year plus an eight-thousand-dollar fine. The government also tried to reinforce its message with advertising campaigns, which included slogans such as: 'If you can't think because you can't chew, try a banana.'

The policy has been a great success as even its critics admit. 'The whole ban idea was not a good idea to start with, but it did help to educate Singaporeans about the nuisance effects of chewing gum. Now Singaporeans, including kids, are more mature about their civic responsibilities,' said one man we spoke to. And certainly, Singapore is acknowledged to be perhaps the cleanest city in the world.

However, it now looks as if the ban will at least be partially lifted. This is not the result of thousands of frustrated Singaporean gum chewers, but instead it's come about because of pressure from the American government. They see the policy as a restriction on free trade – particularly of the big American gum manufacturers. As part of the negotiations on the new trade deal, the Singapore government has agreed to allow sugar-free gum prescribed by doctors and dentists to be sold by pharmacists. The relaxation of the law will only apply to smokers who are trying to give up by using nicotine gum and sufferers of dental and gum diseases for whom chewing offers therapeutic benefits.

### Comprehension check

Without looking back at the article, try to correct the following false sentences, using exact words from 'A sticky problem'.

The town centre hasn't been improved recently.

The council haven't had many complaints about chewing gum.

In 1992, Singapore banned the export of chewing gum.

There's only a small punishment for breaking the anti-chewing gum laws in Singapore.

The Singaporean policy has been a failure.

They're going to legalise chewing gum completely in Singapore.

# Focus on Meaning, Form, Use

In the article, you read that Darlington isn't going *to put up with* chewing gum on its streets any more. Here are some more phrasal verbs often used when complaining. Make sentences by matching the beginnings 1-10 to the endings a-j.

1. **If work carries on like this, I'm going to end up**
  2. **I don't know how they can get away with**
  3. **I simply cannot abide by**
  4. **She's always butting in!**
  5. **It drives me mad the way she goes on about**
  6. **The dry cleaners have completely messed up**
  7. **Time drags on**
  8. **I feel so let down!**
  9. **I just can't put up with**
  10. **He loves to wind up his little sister -**
- a) these people any longer, I'm calling the police.
  - b) such stupid rules!
  - c) my shirt! I can never wear it again!
  - d) he's always pulling her hair and calling her names.
  - e) her silly little problems all the time.
  - f) I can never finish what I want to say!
  - g) having a nervous breakdown.
  - h) This is the second time he's broken his promise!
  - i) such awful service. It should be illegal!
  - j) during these lessons – 10 minutes seems like a lifetime!

# Cement the Concept

abide by	butt in	drag on	let down	wind up
end up	get away with	put up with	go on about	mess up

# Apply it!

Ask your partner these questions. They must use one of today's phrasal verbs in their answer.

Does anywhere you know get away with really bad service – a restaurant, shop?

Is there someone you don't get on with? Why not?

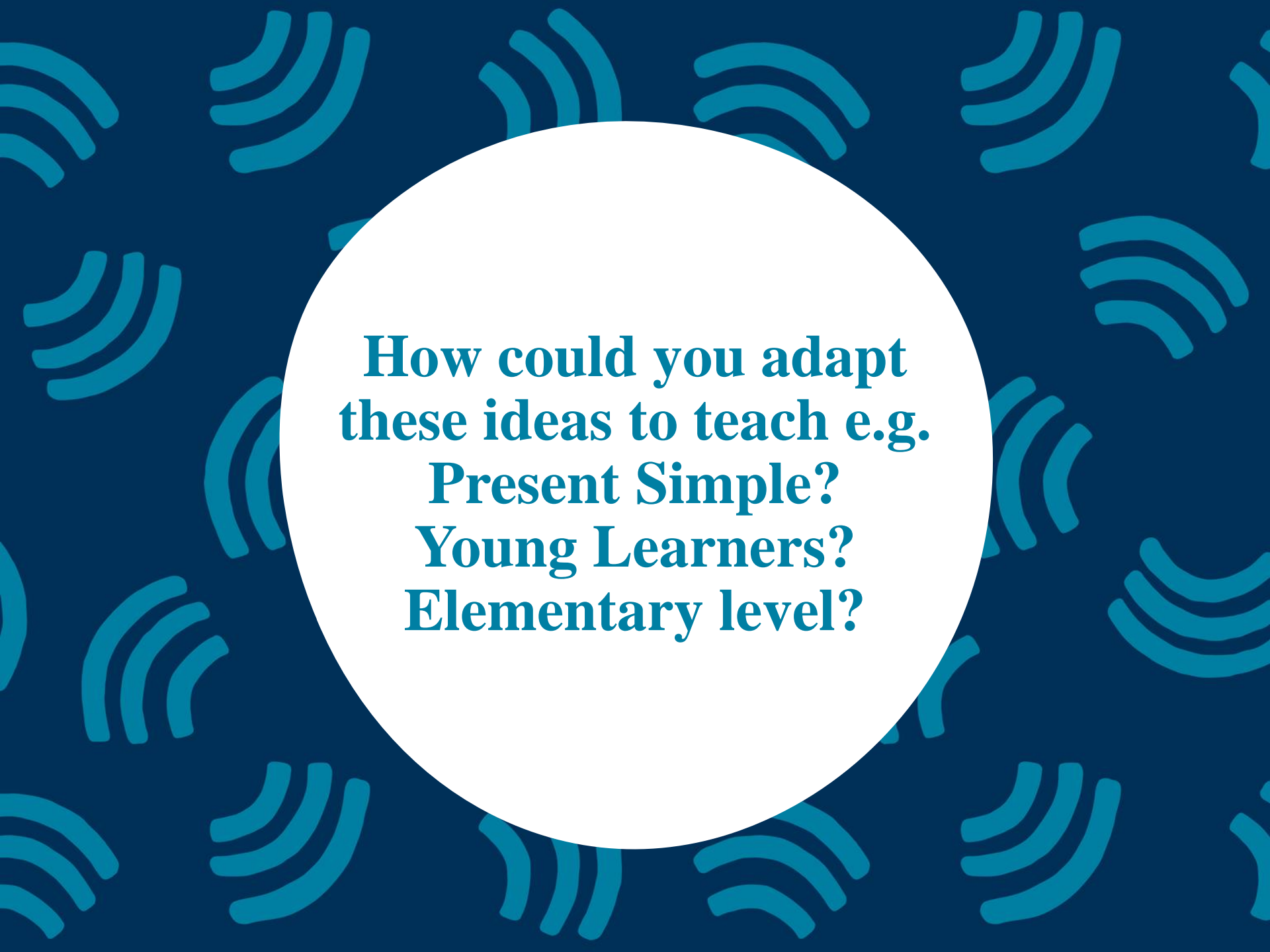
Is there anything about your school which you don't like?

Has a friend ever done anything to disappoint you?

What really gets your goat?

# Ping Pong Balls

- Invent a new game with the objects you have. Write down the rules. 15 minutes.
- Explain your game to the other teams. Ask questions if you don't understand the rules!



**How could you adapt  
these ideas to teach e.g.  
Present Simple?  
Young Learners?  
Elementary level?**



# Rationale Sheet

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3	Ping Pong Balls			

# XOXO

Use what we have discussed today/your own experience to talk about what you'd do in these situations...2 minutes each!

My students speak too much Arabic during discussion activities!

My students still make the same mistakes over and over

I feel like I don't have enough time to do activities outside the book

I can't do fun activities because the students won't take it seriously

I'm not sure how to make grammar relevant to my students

My class size is huge! How can I control my students while doing fun grammar activities?

My students are afraid to make grammar mistakes when they speak

I have mixed abilities – some students know all the grammar, some nothing!

My students never apply the grammar we've done in writing/speaking!

# World Grammar Day giveaway

*from Pearson ELT*

Sign up to receive a **free** pack  
of classroom grammar resources.



Name

Email\*

Country\*



Each unit is based on a key science topic or concept, within one of the **4 core science ideas**: **physical** (blue), **life** (green), **earth & space** (orange), **technology & application** (purple).



## Unit 2 Living Things and Their Environments

 What do plants and animals need?

**I will learn**

- what living things need.
- how plants and animals can live in land and water environments.

**1** Circle where cows live.



**2** Cross out (x) what a cow does not need.



**3** Look and circle the products we get from cows. Think of two more.



**Think!**

Why do cows need the sun?

16 Unit 2

Each unit is divided into **2-3 lessons**. Each lesson features clearly defined questions, real world content and scientific facts that will help to answer the Big Question.

After exploring the topic, students will **read a variety of texts** that explain scientific concepts, building their understanding.

**3** Read and say the season in each picture.

### Summer and Fall

Summer comes after spring. It is warmer than spring. It can be very dry. Many plants and baby animals grow in the summer.

Fall comes after summer. It is cooler than summer. In the fall, some leaves change colors. Some animals store food for winter.

**4** Read and underline the correct word.

- a. Spring is **warmer** / **cooler** than summer.
- b. Summer can be very **dry** / **wet**.
- c. Fall comes **before** / **after** winter.

**5** What is fall like where you live? Say as a class.



**Go Green** boxes ask students to think about how to protect the Earth.

**Key words** are highlighted. These words are also defined in the glossary at the end of each Level.



**3** Read. Why do alligators in a swamp need to be good swimmers? Say with a partner.

### Swamp Environment

Swamps are wetlands. A **swamp** has soft, wet land and many trees. Alligators live in some swamps. They are good swimmers. They use their long, strong tails to help them swim.



### Go Green

#### Wetlands

Find out about wetlands in your region. Write what plants and animals live there. How does your region help protect wetlands?



Pearson



# Wider World





**It is all in the AIR...**

**A**UTHENTIC

**I**NTERACTIVE

**R**ELIABLE

# VIDEOS



## BBC VOX POP VIDEOS

**Short clips of real people** filmed by the *BBC Learning English* on the streets of London.



## DRAMA VIDEOS

**Entertaining soap opera-type drama** about a group of teenagers and their lives.



## BBC CULTURE VIDEOS

**High-quality, authentic BBC documentary** adjusted to learning purposes.





**Introducing Grammar:**

**Effective  
Engaging  
Effortless**



**Thank You**

ALWAYS LEARNING