

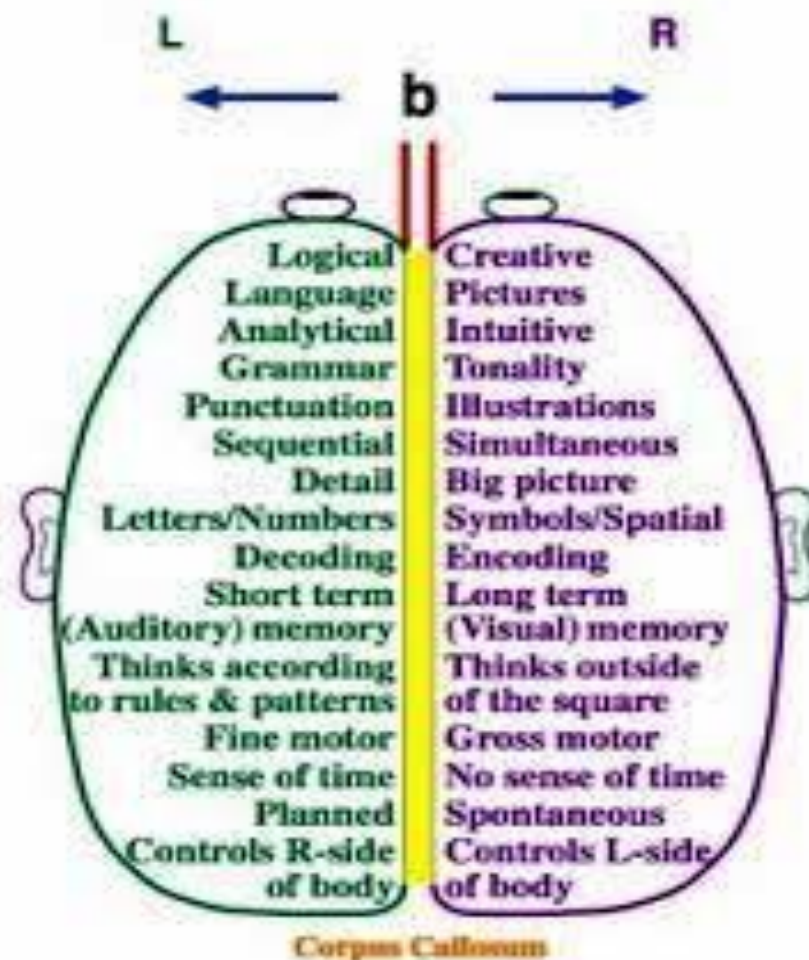
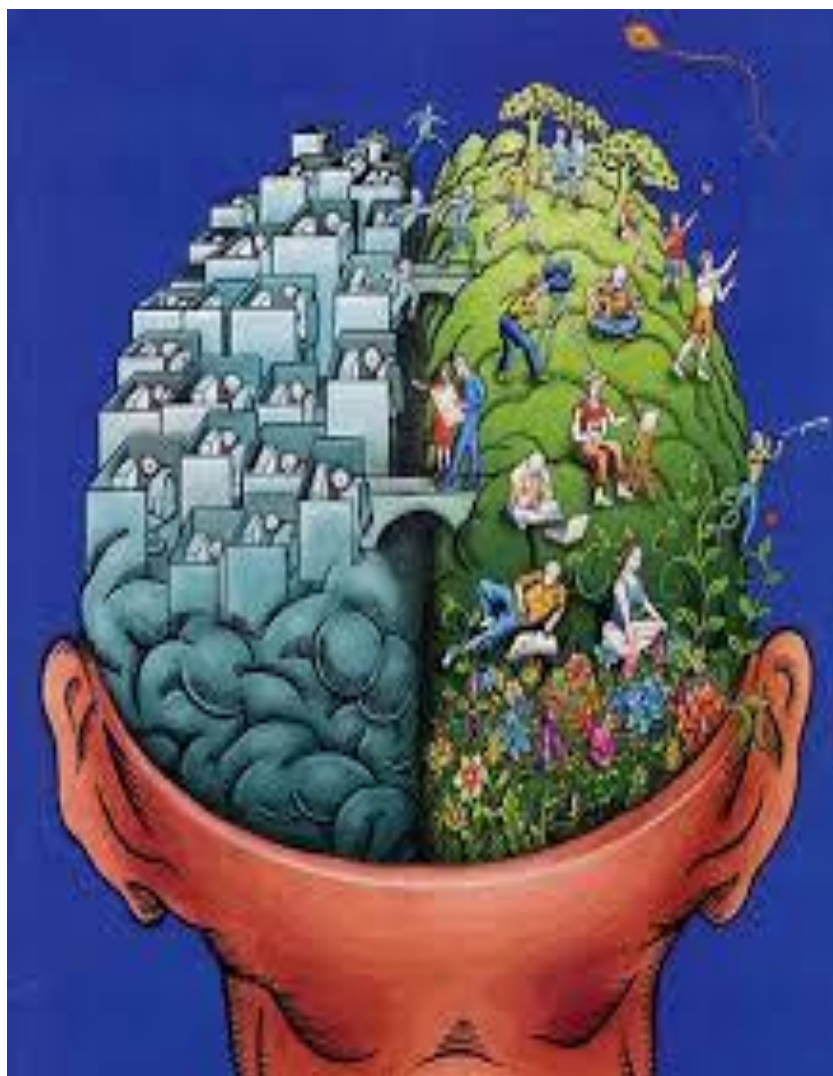
Grammar for Pleasure

Teresa Doguelli

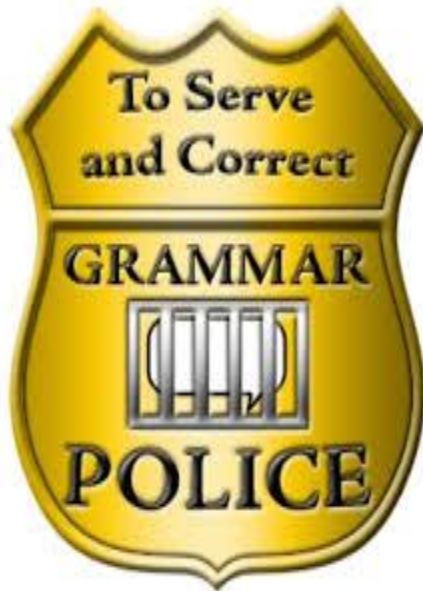
March 2016



For children all learning is a pleasure....



Or is it?!!!!









Misguided Perfection...

Teachers who treat mistakes as weeds to be ruthlessly weeded out, who pick up every error and allow nothing to pass uncorrected, do an immense amount of harm. Their students understandably become reluctant to say anything at all. They make no mistakes because they say nothing.

Michael Swan

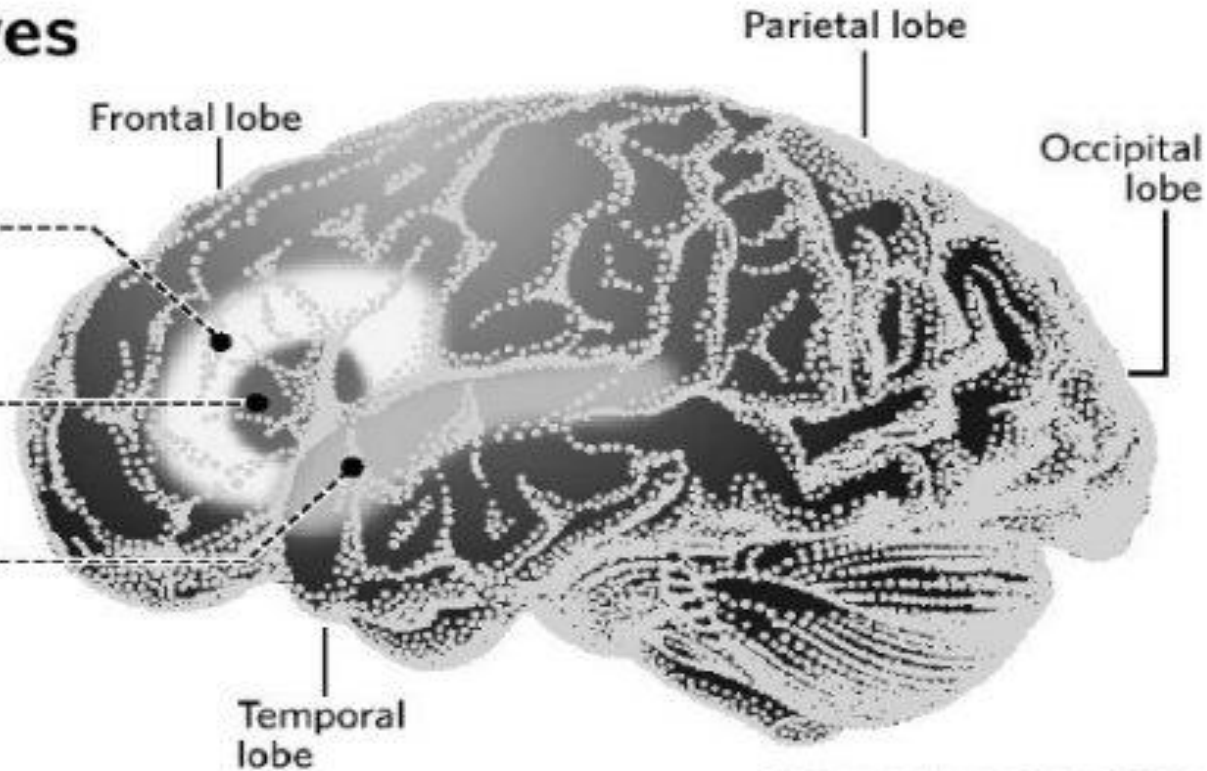
Back to the brain...

Where language lives

Left inferior frontal gyrus -----
Word meanings, structure and content of words (morphology)

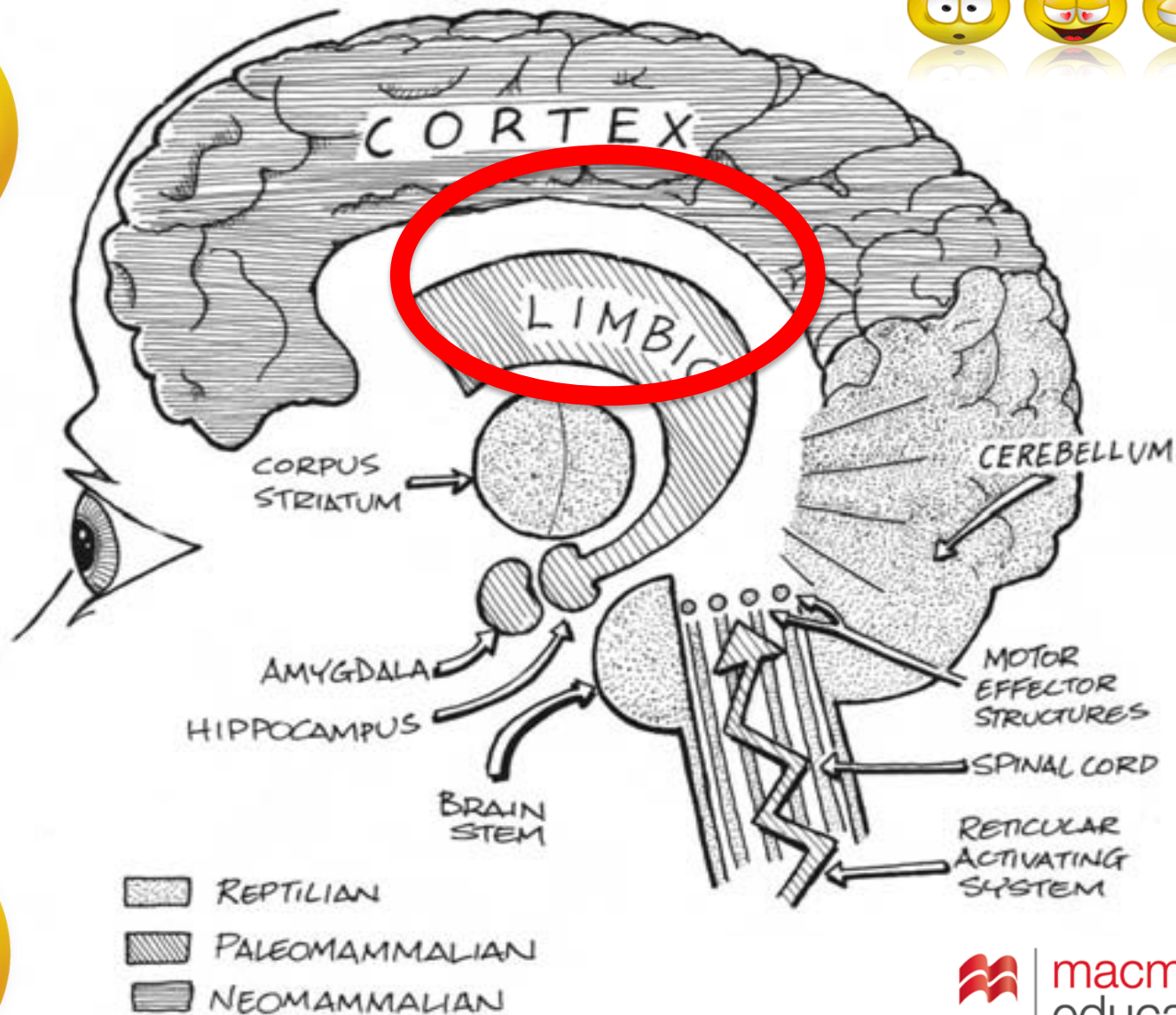
Broca's area -----
Sentences (syntax), word sequences, segmentation of sounds

Left superior temporal gyrus -----
Sound patterns of language (phonology)



CATHERINE FARLEY/TORONTO STAR

The importance of emotion...



How do we excite dopamine and bring the positive aspect of emotion into the classroom?

- **Stimulation e.g Wonder** *No way! Look at this!*
- **Competition**
- **Guessing**
- **The unexpected**
- **Humour**
- **Quiet time... (emotional relief for a significant part of our students and opportunity to focus)**
- **Emotional/personal involvement**
- **Opportunity for persistence and experimentation**
- **Positive engagement.**

Amazing Animals

What is it?
It's an iguana.

It's a crocodile.
It's an octopus.

It's an eagle.
It's a snake.

2 Circle the correct answer.

a What is it?



It's a snake.

It's a crocodile.

b



What is it?

It's a crocodile.

It's an iguana.

c



What is it?

It's a snake.

It's an iguana.

d



What is it?

It's an octopus.


It's an eagle.

a What is it?

b What is it?

c What is it?

Amazing Animals

3  Write *Yes, it is* or *No, it isn't*. Listen and check.



Is it a dolphin?

Yes, it is.



Is it an eagle?



Is it a crocodile?




Is it an octopus?

Weird Science

8 Weird science


Grammar start If you shake the bottle, the oil and water mix.

1 Listen, say, and point.



2 Read and listen. Why do we use dishwashing liquid?

Science for kids



If you put oil and water in a bottle, they don't mix. The oil floats on top of the water. If you shake the bottle, they start to mix. When you stop, they separate again.

If you add dishwashing liquid and shake the bottle again, the oil and the water mix.

If you don't use dishwashing liquid, the water and grease (oil) on the plates don't mix. The grease stays on the plates. When you use dishwashing liquid, the grease comes off the plates more easily!

52 Zero conditional

3 Read the answers and write the questions. Use the verbs in the box and the phrases below. Listen and check.



drop freeze shake leave leave put smell

- milk
- a coin in a fizzy drink
- a banana in the fridge
- chocolate in the sun
- a can of fizzy drink
- a pear and eat an apple
- melted chocolate in the fridge

- a What happens when you drop a coin in a fizzy drink? It becomes shiny.
- b What happens if you _____? It turns yellow.
- c What happens if _____? It explodes.
- d What happens _____? It turns brown.
- e What _____? It melts.
- f _____ It goes hard.
- g _____ It tastes like a pear.

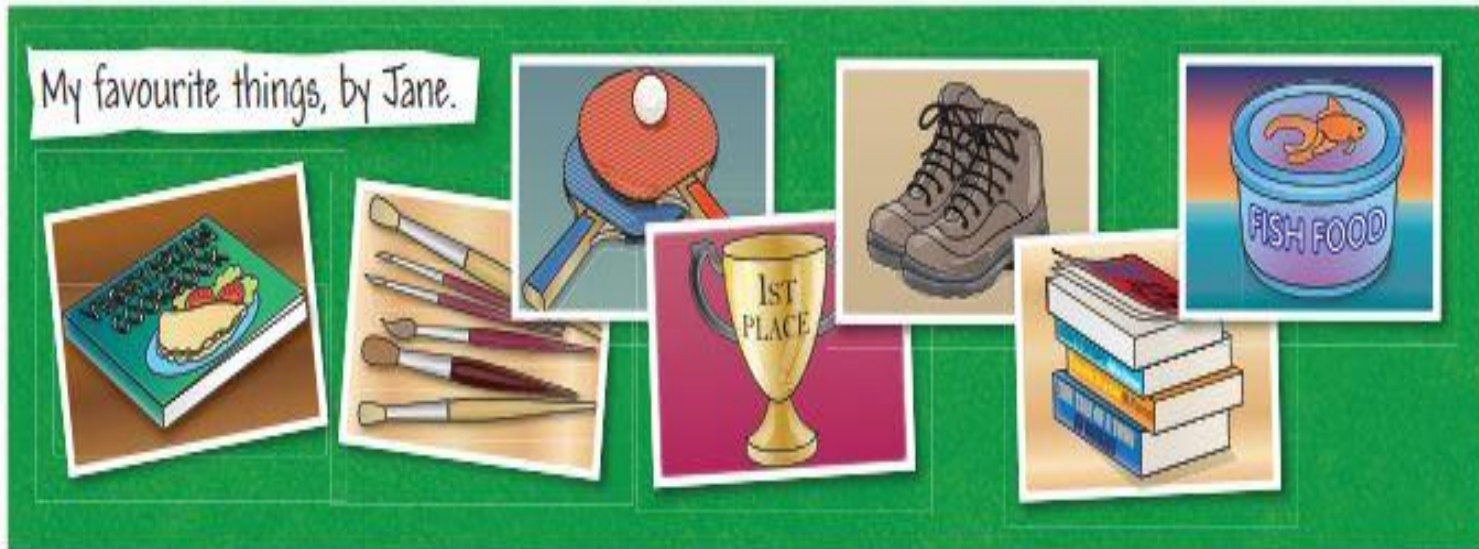
4 Write three questions about science facts from this unit. Ask and answer with a partner.

What happens if you put oil and water together?

They don't mix.

How good are your powers of deduction?

5 Work with a partner. Make five deductions and give reasons.



- a She must like painting because she has lots of paint brushes.
- b She might _____ because _____.
- c She can't _____.
- d _____.

Interpreting modern art

3 Circle the correct option. If both are possible, circle both.

A: What do you think these shapes are?

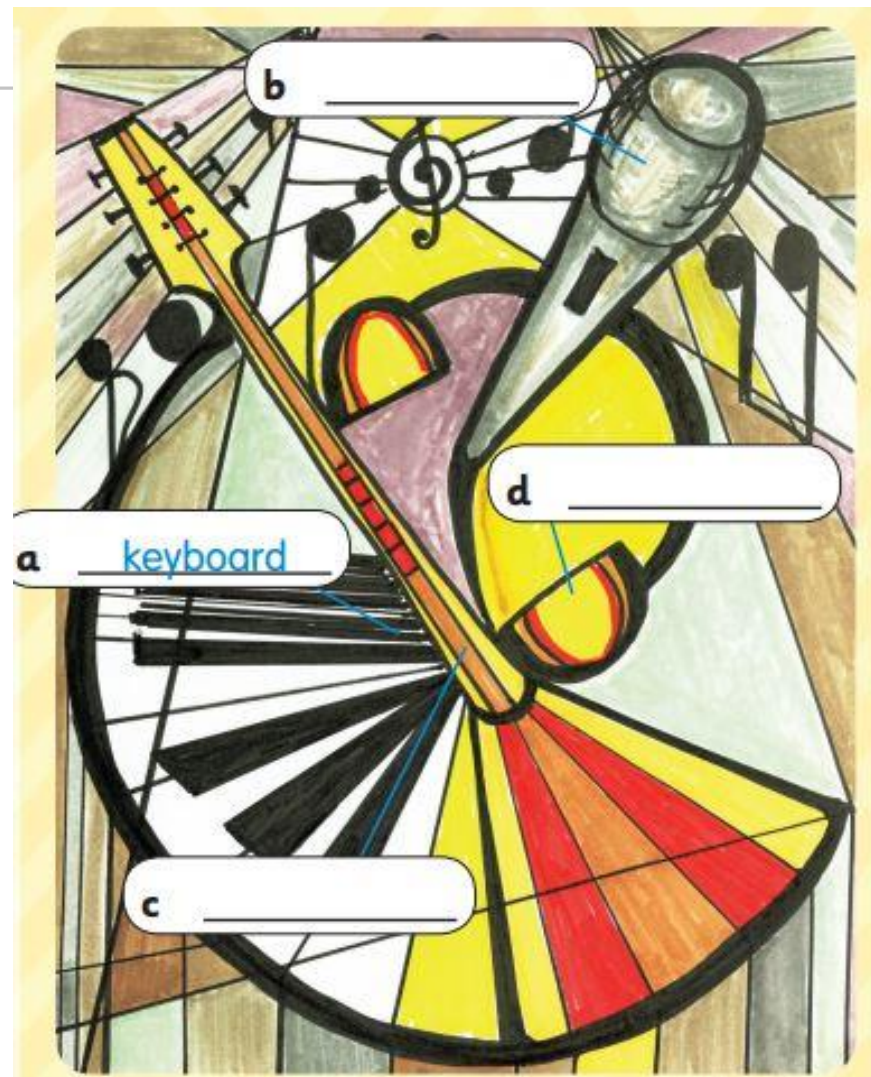
B: They (a) **must be** / **may be** flowers because they have petals. I'm sure they are.

B: I don't know – they (b) **must be** / **could be**.

A: And this (c) **could be** / **may be** water because it's blue. And these shiny things (d) **can't be** / **could be** little fish.

B: But the dark blue (e) **may not** / **could not** be water. It (f) **could be** / **might be** the night sky. And the shiny things (g) **may not be** / **might not be** fish. They (h) **must be** / **could be** stars in the sky.

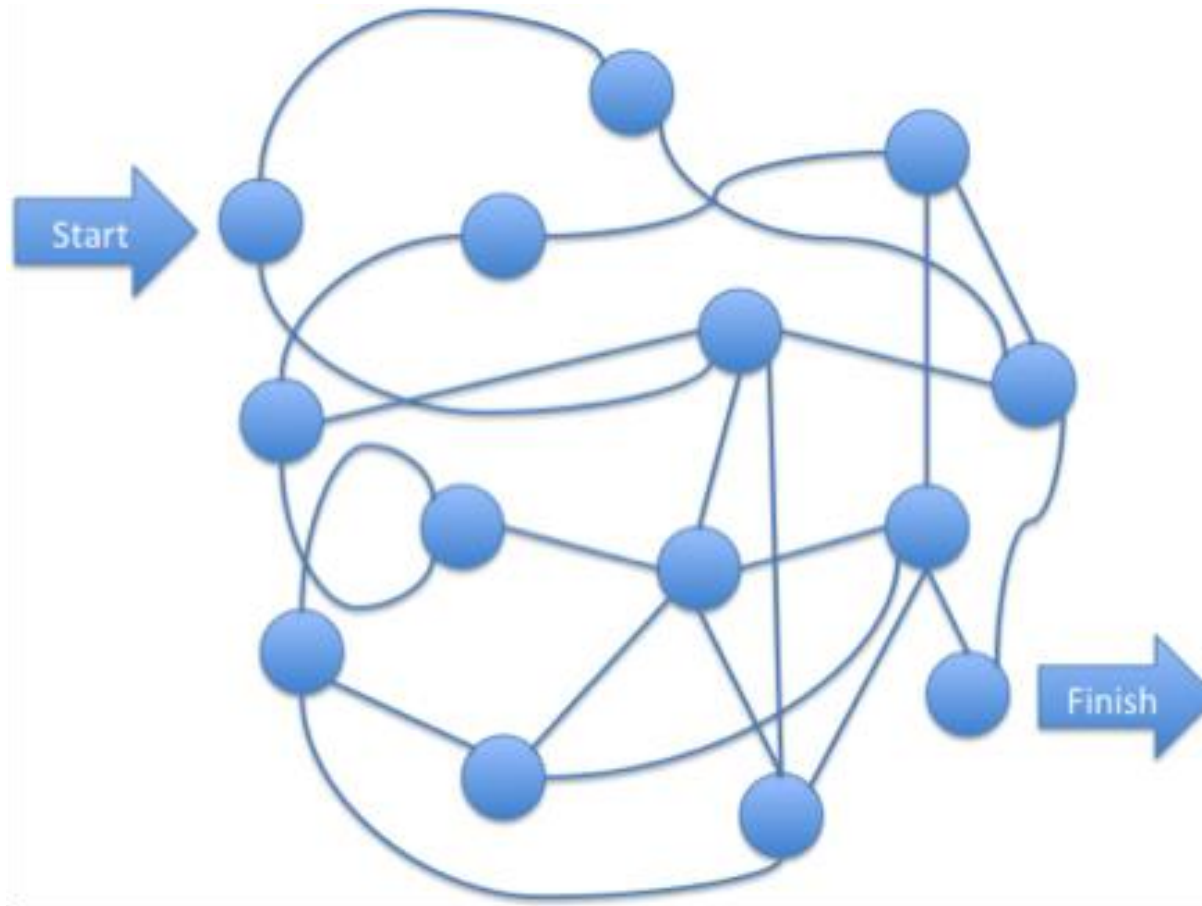
A: No! They (i) **can't be** / **might be** stars! They aren't the right shape! They don't look like stars at all. But the picture is beautiful.



Grammar Acquisition



Grammar Acquisition in reality



10000 hours



What is Grammar?

When we say Grammar what is the first thing that comes to mind?

For most people it's the "Rules" or for others standard English.

According to one definition in an online dictionary, Grammar is "A set of **actual** or *presumed* prescriptive notions about correct use of a language:"

The Rules

- Prescriptive – Grammarians frequently state that only the rules are important
- Descriptive – Linguists say that the function is the most important element and that rules can be broken if necessary
- Pedagogic – Teachers; normally they fall into the camp of the last person to get to them.

Pedagogic Activities that **STIMULATE** Dopamine, Pleasure, Learning & Memory

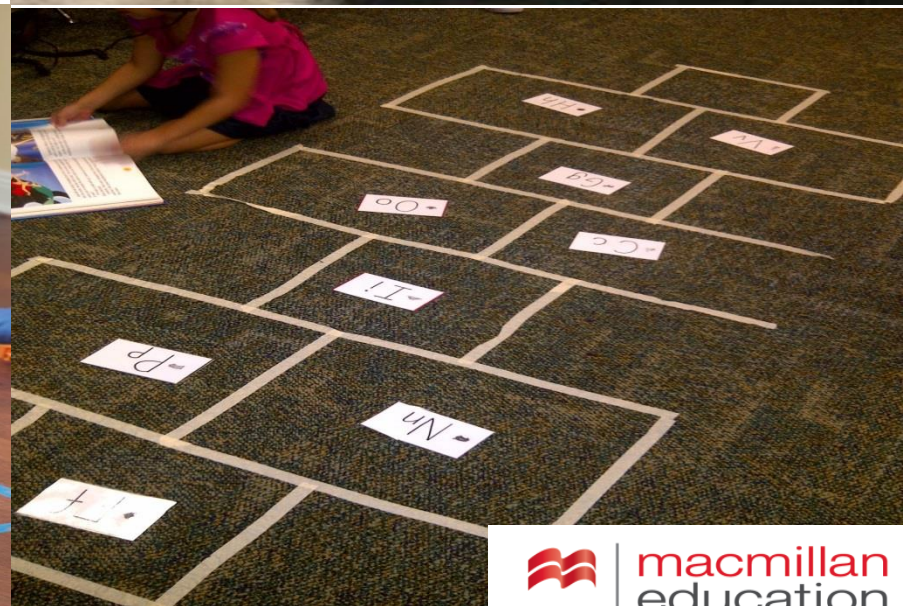
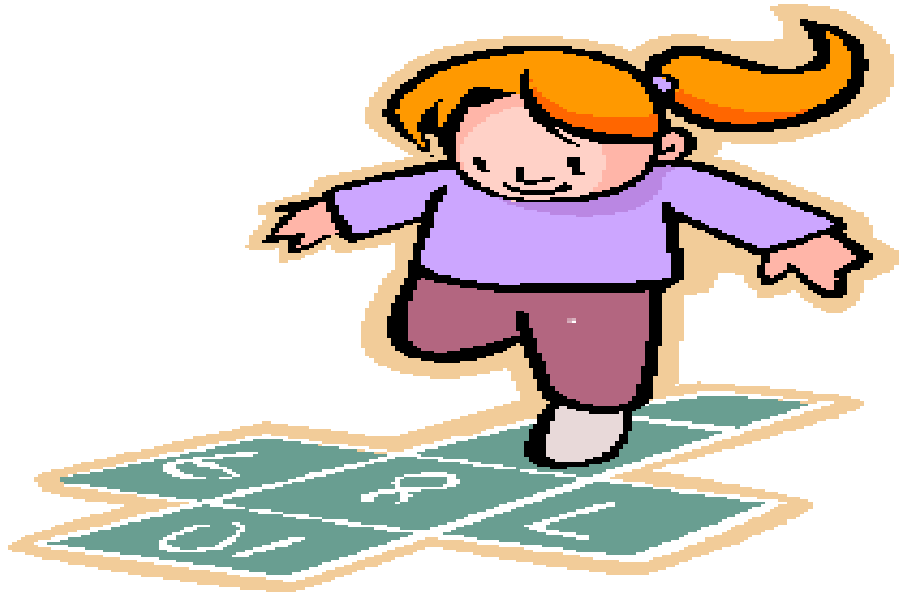
- **Information Gap & Problem-Solving**
- **TPR** (*Fly swatting, Mobile Story, Twister*)
- **True For You**
- **Listening & Writing Games**
- **Language in Context : Dialogues/Chants**
- **Teamwork**



Twister



Hopscotch



Alphabet Story Game

1 Read the text. Number the pictures in order.



I'm Aarav and I live in India. I get up at 6 o'clock. I have breakfast with my brother Arjun. We have bread, cheese and yoghurt. My dad's a taxi driver. He takes us to school in his taxi, but he doesn't take us home. We walk home. After school I ride my bike and Arjun studies. On Saturdays I don't get up early. I go to the market with my mum and Arjun watches TV. In the afternoon we go to the sports club. Where do you live? What do you do at the weekend?

Jazz Chants

2 Listen, point and say the chant.

I like dancing,
I think it's really cool.
I like running in the park,
And swimming in the pool.

I don't like playing board games,
But computer games are great!

Do you like washing the dishes?
No, I don't. That's what I hate!



46 Gerund as object: *like + -ing*

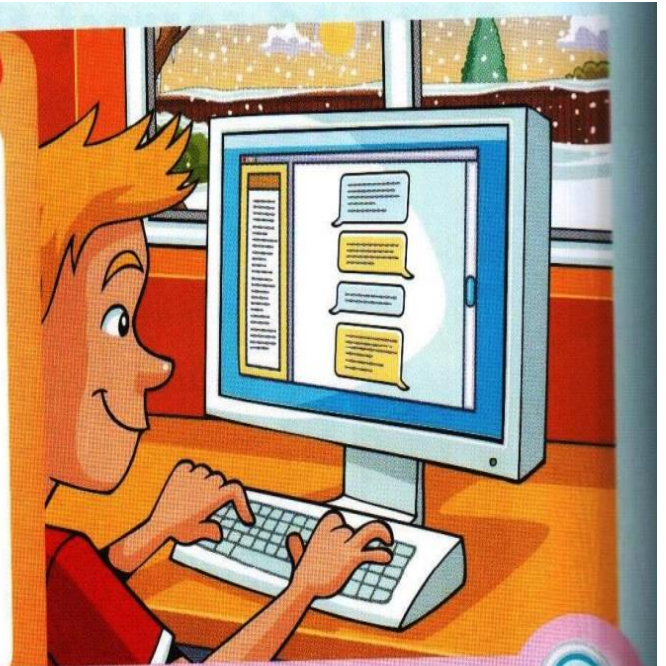
Dialogues Many Ways

Paul: I'm bored!

Adam: Me too. Look! It's snowing!
Let's go skating.

Paul: Good idea!

Adam: Put on your coat!



We use exclamation marks...

- for emphasis I'm bored! Good idea!
- for commands Look! Put on your coat!

Rewards!!!

Grammar GOALS British edition

Tom Smith

Print

Level 2 Scoreboard

Unit	1	2	3	4	5	6	7	8	9	10
Activity 1										
Activity 2										
Activity 3										
Activity 4										
Activity 5										

gold silver bronze try again not tried

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For more information
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Thank you

A MACMILLAN SCIENCE AND EDUCATION DIVISION



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