

You can ignore this as far as a lesson is concerned – it is for your information.

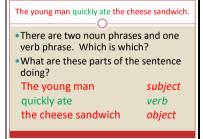
Slide 2



If students struggle with parsing the sentence, it may be useful to speak it aloud phrasing it in the three sections with slight pauses.

As The young ---- quickly ate ---- the cheese sandwich.

Slide 3



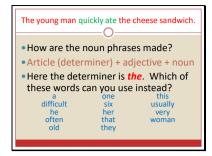
The term 'phrase' is probably going to need explanation if this is the first time an exercise of this sort has been done. Simply saying that it is a group of words which live together in a sentence will do for the moment.

The second question is quite difficult to phrase at this level so will need a bit of work and exemplification for students who have not encountered the terms before. Bear in mind that nearly all languages have subjects, verbs and objects so it is not an opaque area.

Three questions help: Who/What does it? (Subject)

What happens? (Verb)

Who/What does it happen to? (Object)



Many languages do not have articles and most that do, do not use them in the same way as English.

However, all languages have determiners of one sort or another so this is a good time to teach the expression.

It is not a good time to run an impromptu lesson on article use.

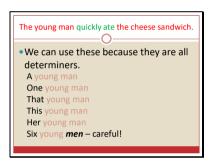
The right answers are on the next slide.
For teaching purposes, they are:
A (young man or cheese sandwich)
One (young man or cheese sandwich)
That (young man or cheese sandwich)
This young man (or cheese sandwich)
Her young man (or his cheese sandwich)
Six (young men or cheese sandwiches – note the plural forms here)

The other words cannot be used as determiners.

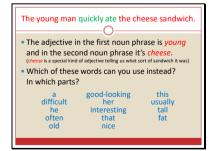
You can extend the last phrase to include other plural determiners such as *these* or *those* at this point.

Make sure that if the students have included any non-determiners in their list that the concept is clear and the reasons why some words are not determiners are clear, too.

Slide 5



Slide 6



The noun *cheese* is being used here as a classifier and is not an adjective properly understood.

Note that many languages are averse to using words like *cheese* (a noun, usually) as classifiers and prefer some form of genitive construction like *a sandwich of / from cheese* etc. If you have languages in the room that do that, it is worth some extra exemplification and explanations. Here are some more examples to use:

the railway station, the classroom door, the petrol station etc.

Compare these to the large station, the tall

door, the ugly station etc. all of which are adjective modifiers.

When it comes to people, however, English, too, prefers a genitive construction – the teachers' room, the students' lounge and so on.

As long as the difference between a classifier and an adjective is understood, that is enough for now.

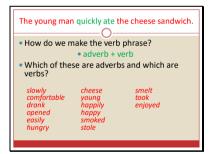
Slide 7



Make sure that the students understand that there is nothing grammatically wrong with the phrases marked with an X – this is an elementary case of collocation.

You could extend this part to get examples from them of adjectives that do and do not collocate with nouns that they know – fat / big classroom, interesting / tall / good-looking table, nice / sunny car, difficult / easy teacher etc.

Slide 8

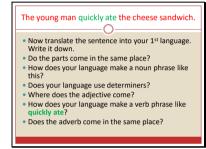


Here there are also three adjectives (comfortable, hungry, happy) and one classifier which is also a noun, cheese. This is a good time to remind the class about this word class and differentiate it from others. You could give the class a clue in the form of looking for the —ly ending if you feel they need it.



Collocation, again, but here the learners are being challenged to change the noun phrase rather than an adjective so that it collocates with the verb. Make sure that they offer noun phrases which fit the determiner + adjective + noun pattern. For example, I easily opened the box now is not a good time to suggest that I opened the box easily is also possible unless the class is ready for this alternative.

Slide 10



If you have groups of 1st language speakers in the class, it makes sense to get them to work together.

At the end of this exercise, they should work with speakers of other languages to explain how their first languages make sentences like this. Find out about the canonical word orders in each of the languages in the class. At the end, get some feedback and emphasise the important issues.

Slide 11



The issue here is transitivity but the class will not need the word.

Many languages exhibit the distinction but do so in different ways. Some make no distinction between transitive and intransitive verbs and this is a cause of much confusion. Some languages make verbs which are transitive in English intransitive and *vice versa*. Transitivity is a basic feature of verbs in all languages and you need to raise awareness here.



Most classes enjoy making nonsense sentences like *Those blue dogs happily liked the stupid apple*.

Providing they are getting word order and patterns right, let them have some fun. This lesson is essentially about structure, not meaning, and making up sentences to amuse is memorable and reinforces the patterns. This is also a good time to input some vocabulary – adjectives, nouns and verbs (of both sorts).