

DEEP IN THE TEXT

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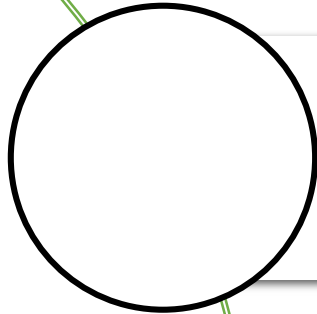
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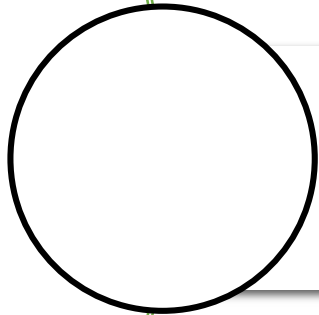
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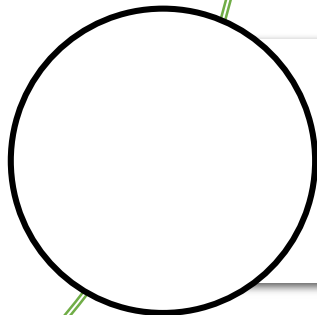
Objectives



To promote the systematic teaching of grammar to help students understand and use grammar effectively



To demonstrate activities for the teaching and learning of text-based grammar through guided discovery



To show we can guide students in making appropriate choices at word and sentence levels to create different types of texts

Activity 1

Grammar Game – Word Lego

Let's Discuss

What do you notice about forming sentences?

**Lexical
Categories**

- Express content
- (nouns, verbs, adjectives, adverbs)

**Functional
Categories**

- Glue that holds sentences together
- (articles, prepositions, modal verbs, auxiliary words)

Hierarchical Structure of Grammar

SENTENCES

are made up of...

CLAUSES

are made up of...

PHRASES

are made up of...

WORDS

Alsagoff (2009)

Noticing

The Noticing Hypothesis – [a] hypothesis that input does not become intake for language learning unless it is noticed, that is, consciously registered.

Schmidt (1990, 2001)

Activity 2 - Noticing

Sports Day



Sports Day is the most exciting day in the school calendar. It is the day when every athlete hopes to receive a medal or a trophy.

5 Sports Day takes much effort from both the pupils and their teachers. It is held during the first half of the year before preparations for the examinations begin. The programme is planned to teach the athletes about

10 sportsmanship and teamwork.

RESOURCE SHEET RS7.6

Information Report

Title

Introduction

Key Points

- simple present tense (facts)
- third person pronouns
- action verbs, mental verbs, linking verbs
- adjectives
- compare, contrast, define, classify

Conclusion

STELLAR TEXT – P4 Unit 7

Activity 2 - Noticing

Sports Day /exciting day / school calendar/ day /athlete/
hopes/ receive/ medal/ trophy/ Sports Day takes/ effort/
pupils/ teachers/ held/ first half/ year/ preparations/
examinations/ begin/ programme/ planned/ teach/
athletes/ sportsmanship/ teamwork

Excerpt from STELLAR Text – P4 Unit 7

Let's Discuss

What did you discover as you reconstructed the text from memory?

Classroom Application

How would you adapt this activity for the different progress groups in your class?

High Progress Students

Sports Day / / school calendar/ day/ athlete

/ / receive/ / trophy/ Sports Day /

effort/ / teachers/ held/ half/ /

preparations/ / examinations/ /

programme/ / teach/ athletes/ /teamwork

Low Progress Students

How would you adapt this activity for low progress students?

Gradual Deletion

1. Sports Day is _____ most exciting day _____ the school calendar.
2. It is _____ day when every athlete hopes to receive _____ medal or a trophy.
3. Sports Day takes much effort _____ both the pupils _____ their teachers.
4. It is held _____ the first half of _____ year before preparations for the examinations begin.
5. The programme is planned to teach _____ athletes about sportsmanship _____ teamwork.

Adaptation to Gradual Deletion

1. Sports Day _____ most _____ exciting day _____
_____ school calendar.
2. It _____ day when every athlete hopes to receive
_____ medal _____ trophy.
3. Sports Day takes much effort _____ both _____ pupils
_____ their teachers.
4. It _____ held _____ first half _____
year _____ preparations _____ examinations
begin.
5. The programme _____ planned to teach _____ athletes
_____ sportsmanship _____ teamwork.

Whole-Part-Whole Approach



WHOLE	PART	WHOLE
Learning with, through, and about whole written texts	Learning about how the parts (textual /grammatical features) of language function in written texts	Learning to apply what was learned with, through, and about written texts
<i>Start with whole texts.</i>	<i>Focus on knowledge about the parts of language that may be useful for reading and writing.</i>	<i>Return to whole texts for application and practice.</i>

Activity 3

Read the text 'Life on the River'.

Activity 3

Instructions:

- (a) Refer to hard copies of the text provided:
‘Life on the River’.

- (a) Notice the grammar features used in the text and identify the type of text.

Excerpt from the text

The Mekong River is more than 4500 kilometres long – it's one of the longest rivers in the world. The houses are built high on stilts above the river so that they won't be flooded when the river levels change and the big rains come.

Sometimes this area is called the “bread basket” of Vietnam. This is because the land is very fertile, and the fruit, vegetables and rice that are grown there provide a lot of the country's food.

Excerpt from the text

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Activity 4(A) – Re-writing of Different Types of Text

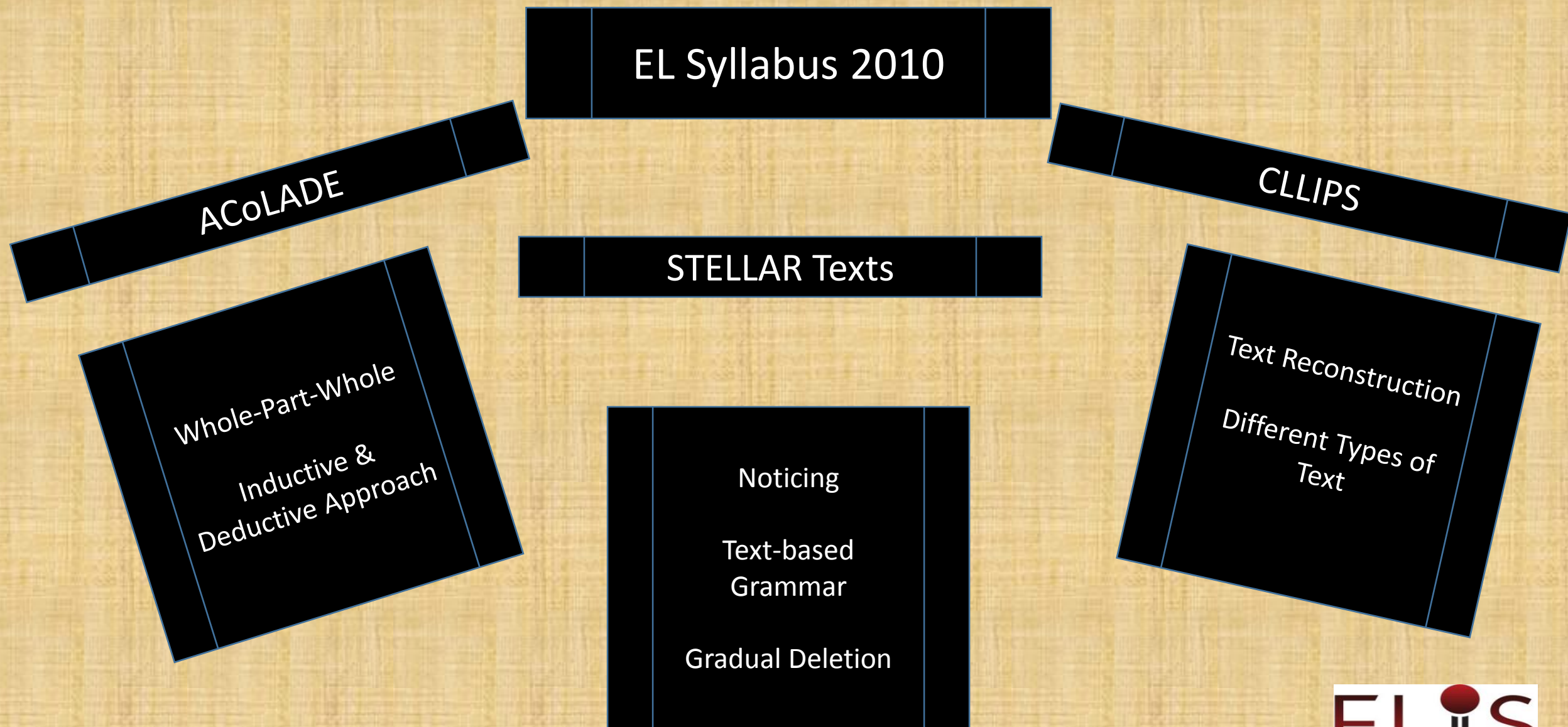
- In your groups, you will now rewrite the text ‘Life on the River’ in a different type of text.
- Use the white board to display your group writing.

Activity 4 (B) – Re-writing of Different Types of Text

Different Types of Texts based on 'Life on the River'

State the type of text you have written and highlight the grammar features present.

Summary



References

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