

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Survey of English Usage



**UCL**

# **How to Teach Grammar**

**Workshop on Pedagogical Linguistics  
University of Leeds**

**Bas Aarts  
Survey of English Usage  
Department of English Language and Literature  
University College London**

# Why teach grammar?

- We need to study language and grammar for the same reasons that we study history, literature, art, etc.: it's part of our culture and identity.
- To develop an understanding of language and knowledge about language, including the metalanguage for describing how language works.
- To increase critical reading skills.
- To improve children's creative writing. (But more evidence is needed.)
- To develop pupils' enjoyment of using language.

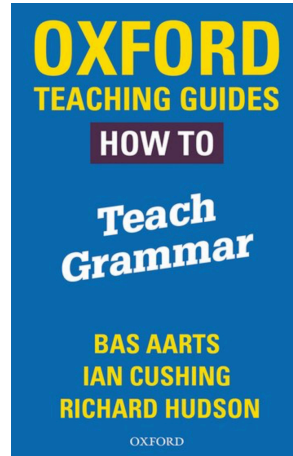
# Grammar in the 2014 National Curriculum

- Fairly detailed teaching specifications for Grammar, Punctuation and Spelling (GPS) for the Key Stages 1 and 2.
- KS1 and KS2 Grammar, Punctuation and Spelling tests (optional in Year 2, obligatory in Year 6).
- A glossary of grammatical terms.
- Emphasis on grammar (also on spoken language) at KS3/4.

# What makes for a good grammar pedagogy?

## Subject knowledge

- Grammatical terminology (metalanguage).
- Grammatical **form** (i.e. grammatical categories such as word classes, phrases and clauses)
- Grammatical **function** (Subject, Object, Adverbial)



## Pedagogical principles

- Using age-appropriate authentic examples.
- Linguistic analysis.
- Linking grammatical features and discussion to meaning and to authentic texts.

The logo for Englicious, which consists of the word 'englicious' in a lowercase, sans-serif font inside a white speech bubble shape.[Resources](#)[Glossary](#)[About](#)[Login](#)[Register](#)

# English Language Resources for Schools

Englicious is an entirely free online library of original English language teaching resources!

[VIEW RESOURCES](#)

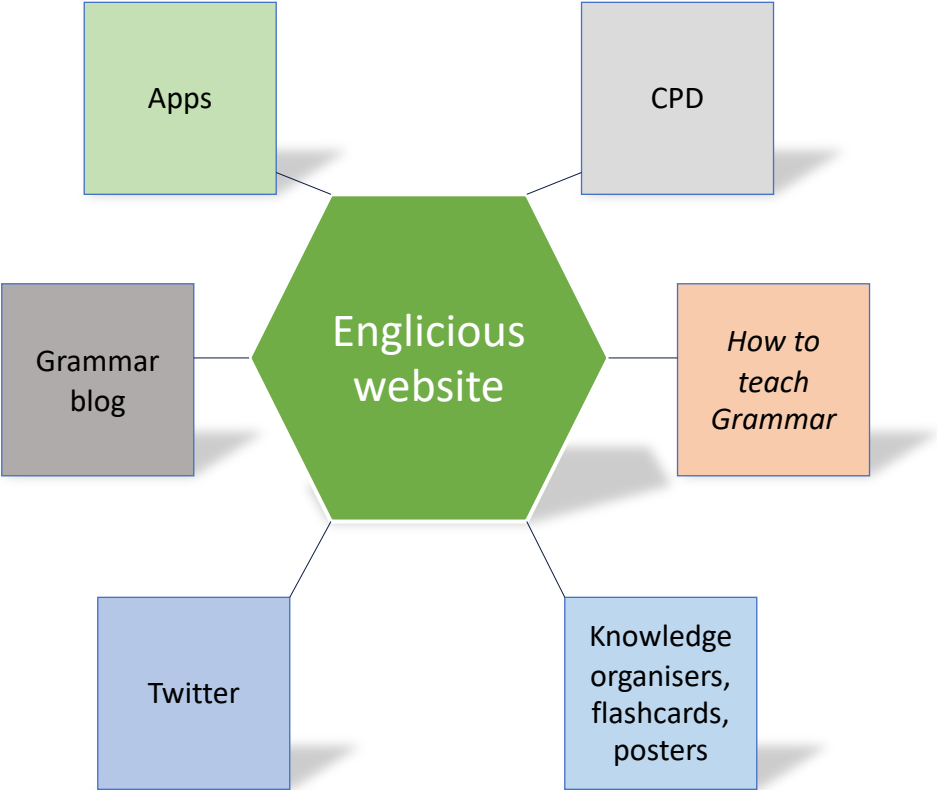
[www.englicious.org](http://www.englicious.org)

## Englicious offers teachers:

- a year-by-year overview of the new programmes of study and attainment targets in the 2014 UK National Curriculum.
- hundreds of fully prepared lesson plans, including everything from bite-sized starters to larger projects, for use in the classroom.
- assessments for evaluating student attainment and progress.
- a complete and rigorous overview of English grammar.
- the entire 2014 National Curriculum Glossary, enhanced with new terminology enabling teachers to use terminology consistently throughout the Key Stages.
- professional development materials for teachers to brush up on their own knowledge.

# Englicious will help students:

- to learn about English grammar in a fun way, using interactive online resources.
- to develop their analytical skills.
- to develop their literacy skills, with a focus on spelling, punctuation and writing.
- to develop their enjoyment of (using) language, both in spoken and written form.
- to enhance their confidence.
- to improve their test scores in the Year 6 GPS tests and beyond at GCSE level.





# Some examples of activities

The logo for 'englicious', which consists of the word 'englicious' in a blue, rounded font inside a white speech bubble with a blue outline.

## Identify the Adverbials

1. **I'm choosing my words carefully.** [S1B-075 #172]
2. **We saw some photographs at the Ansel Adams Center.** [W1B-011 #97]
3. **At the moment I'm studying Computer Operating systems.** [W1B-001 #149]
4. **In the past the Royal Family didn't receive much media attention.** [S2B-032 #54]
5. **I graduate this year.** [S1B-074 #297]



Submit Your Answers

<http://www.englicious.org/lesson/identify-adverbials>

Adverb placement: Activity

This unit +

Categories +

See also +

*quickly*

*combed*

*her*

*she*

*hair*

*table*

*filthy*

*is*

*the*

*now*

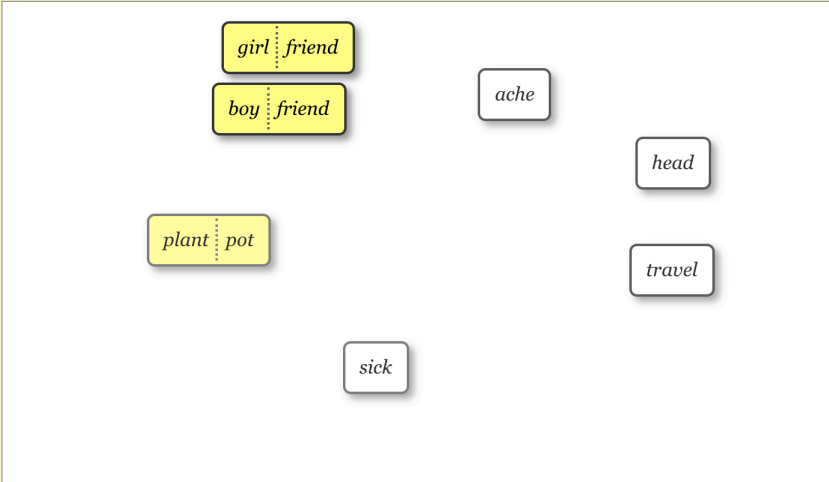
<http://www.englishicous.org/lesson/adverb-placement-activity>

| determiner | adjective | noun      | preposition phrase<br>or clause |
|------------|-----------|-----------|---------------------------------|
| this       | delicious | spider    | that I caught                   |
| several    | little    | tourists  | with beady eyes                 |
| these      | poisonous | elephants | with long legs                  |

<http://www.english.org/lesson/noun-phrase-generator/noun-phrase-generator-activity>

# Compound word creation: Activity 1

An interactive activity to explore how compounds are made



The activity interface displays several compound words in yellow boxes with a vertical dashed line separating the components: *girl friend*, *boy friend*, *plant pot*, *sick*, *ache*, *head*, and *travel*. The words *sick*, *ache*, *head*, and *travel* are shown in white boxes, suggesting they are part of a word bank or a set of options to be used in the activity.

Give me a Clue! Submit your Answers

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## Metaphors of language

### Exploring the way we think and talk about language

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This project asks students to explore **metaphors** of the English language. If you need a quick refresher, it might be useful to revisit some of the introductory pages on metaphor [here](#) before completing the project work.

Metaphor is a highly pervasive feature of any language, not only reflecting the way that we understand the world, but constituting and shaping it. In linguistics, we use the X IS Y formula to indicate a metaphor - for example:

#### ENGLISH IS A LIVING ENTITY

In this metaphor, we understand 'ENGLISH' in terms of it being a 'LIVING ENTITY'. This metaphor can yield expressions such as:

- *The English language is growing every year.*
- *English is alive and well.*
- *English will probably never die.*
- *The birth of English happened many centuries ago.*

What do you think of this metaphor? Does it accurately reflect what language is? Perhaps - it seems to acknowledge that a language does not remain static, and is constantly changing, much like a living thing. It also acknowledges that a language has a starting point, and for some languages, an end point.

There are many other ways of talking about a language through metaphor. For example:

#### ENGLISH IS A PHYSICAL OBJECT

In this metaphor, we understand 'ENGLISH' in terms of it being a 'PHYSICAL OBJECT'. This metaphor can yield expressions such as:

- *The British took English to most countries in the world.*
- *English has moved around the world.*
- *English is an enormous language.*
- *Some people think that the British own English.*

# The UCL knowledge organiser, posters, and flashcards

**ENGLISH GRAMMAR**  
**KNOWLEDGE ORGANISER**  
 Brought to you by **englicious**

**THE BASICS OF ENGLISH GRAMMAR IN ONE PLACE, FULLY IN LINE WITH THE NATIONAL CURRICULUM**

## NOUNS

**Nouns** are typically words for people, places, animals and objects (*doctor, Peter, Sally, Paris, dinosaur, tiger, computer, pen*) and also many words for abstract things such as feelings, emotions, and qualities (*love, hope, hunger, mystery*).

**They can:**

- show number in the singular form (where there is just one) or plural form (more than one): *tiger/tigers, bus/buses, child/children*;
- be in the possessive form: *the teacher's book*;
- follow a determiner: *the lesson, a teacher, your book, some chocolate*;
- be modified by adjectives: *the brilliant lesson* (or after verbs like *be*, *seem*: *the lesson was brilliant*);
- be modified by relative clauses: *the teacher who sings loudly*;
- be followed by a preposition phrase: *the book on the shelf*;
- be replaced by a pronoun, so *my sister* can become *she*.

**Noun phrases** are formed by two or more words of which the most prominent one is a noun. This noun can take modifiers. These can be individual words (e.g. determiners, adjectives, or other nouns), entire phrases (e.g. preposition phrases or adjective phrases) or entire clauses (e.g. relative clauses). So, noun phrases can be 'built up' in ways like this:

*the girl* (determiner + noun)  
*the quiet girl* (determiner + adjective + noun)  
*the quiet school girl* (determiner + adjective + noun + noun)  
*the quiet school girl in the classroom* (determiner + adjective + noun + noun + preposition phrase)  
*the quiet school girl in the classroom who loves to read* (determiner + adjective + noun + noun + preposition phrase + relative clause)

Any noun phrase that has elements in it other than a determiner and a noun is called an **expanded noun phrase**, as in the last four examples above.

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## NOUN, PRONOUN AND DETERMINER

**Nouns** can refer to people, places, animals and objects (*doctor, Peter, Paris, tiger, computer, pen*), but also to abstract ideas, such as feelings, emotions and qualities (*honesty, courage, friendship, mystery*).

A **noun phrase** has a noun as its most important word.  
 e.g. *this house* (the **noun phrase** is the **house** that I visited yesterday).

**Pronouns** replace nouns or noun phrases, e.g. *My parents like Nadia.* > *They like her.*  
*My sister likes my tablet.* > *She likes it.*

**Determiners** appear before nouns and help you to identify what the noun refers to. Examples: *alan, the, this, those, that, these, my, your, his, her, its, our, their, every, few, many, some, several.*

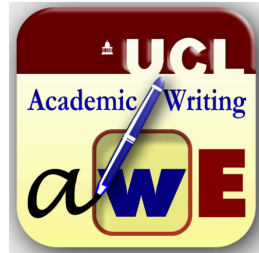
Visit [englicious.org](http://englicious.org) for more information, exercises and games.

**SUBORDINATE CLAUSE**

It is a special type of clause that is used as part of a sentence and is usually introduced by a **subordinating conjunction or relative pronoun**.

He bought a dog **when he retired**.  
 They arrived late **because the train broke down**.  
 This is the book **that I mentioned to you**.

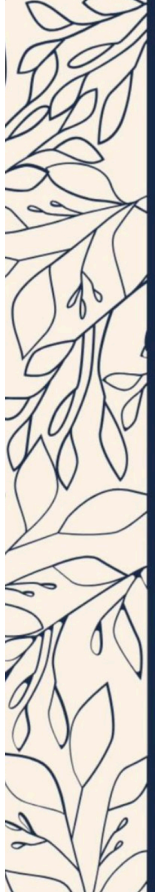
# Apps for tablets and smartphones





**New research project:  
English grammar teaching in primary schools:  
assessing the efficacy of Englicious**



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# English Grammar Day

8 July 2019

British Library  
London

Tickets now on sale!

Book here: <https://bit.ly/2Pt6kzf>

Speakers: Charlotte Brewer, Jon  
Hutchinson, David Denison, Ingrid  
Tieken, Barbara Bleiman, Rob  
Drummond + Panel discussion led by  
John Mullan

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