

# How to scaffold grammar in your classes to help teen students reach their goals



with Elizabeth Beer

Today's session we will:

- Look at what scaffolding means
- Credit the people who wrote about this method
- Identify what effective scaffolding looks like
- Dig down into what makes a good grammar lesson for teens
- Look at *Go Getter* as an example
- Leave with some great scaffolding ideas

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They need the support you, and their classmates, provide



We need to imagine that our students are magnificent buildings under construction!

## The foundation

**Every** student has some prior knowledge

Teachers need to identify **what learners need next**





## The next stage(s)

Teachers provide tools

Students can then extend to the next level, and so on.



## Removing support

Learner autonomy

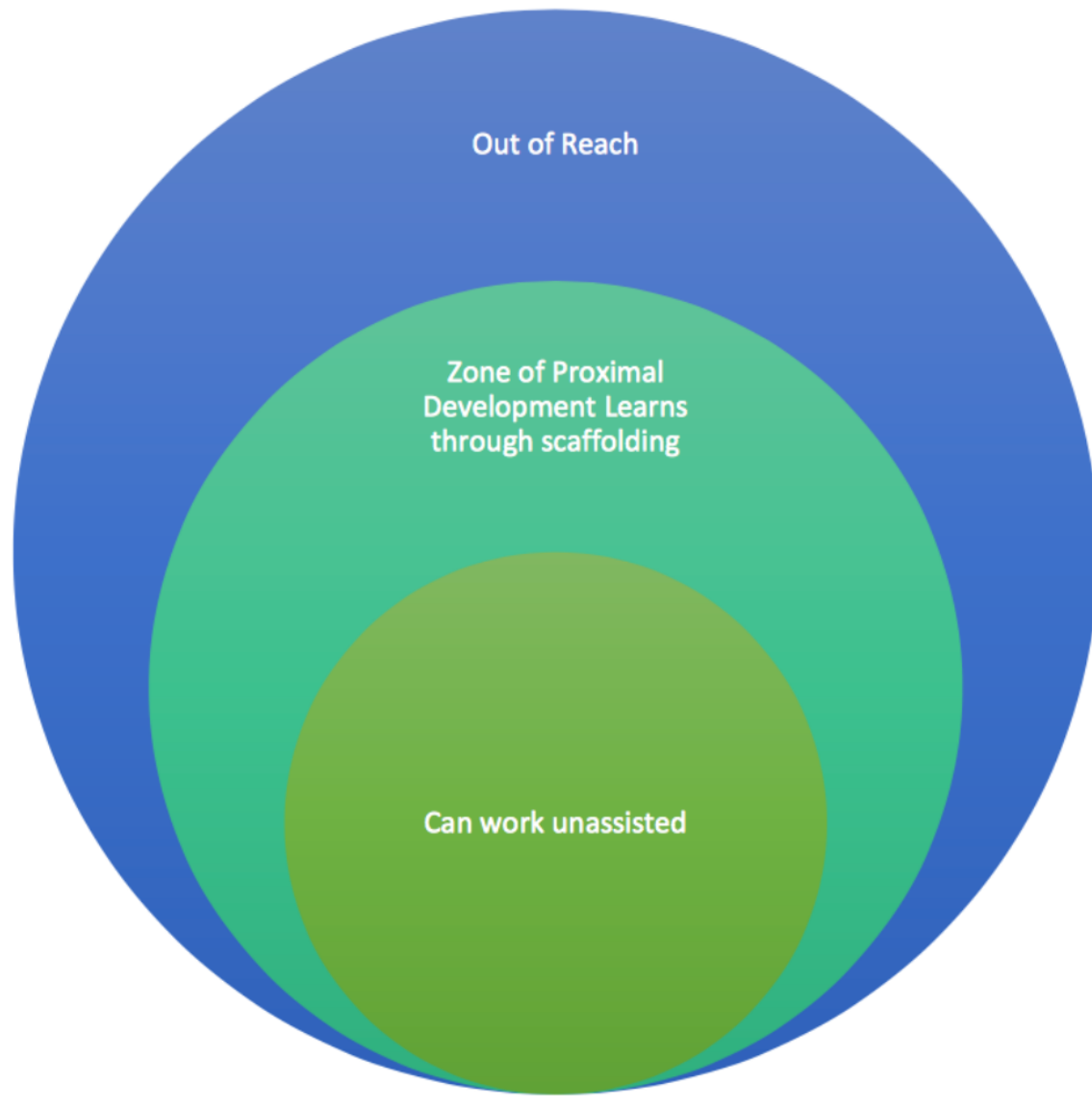
+

Increase of knowledge

=

Slow removal of support





Lev Vygotsky and the Zone of Proximal Development

Wood, Bruner and Ross (1976)  
The Role of Tutoring in Problem Solving

# Some scaffolding tasks:

- showing pictures or realia
- pre-teaching vocabulary
- gap fills
- memorising dialogue for drama
- memorising songs
- picture spot-the-difference

# Effective scaffolding...

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- has tasks that have been well-selected
- gives tasks in a logical order
- works well when teachers anticipate errors when planning
- works in a positive learning environment
- has a stir and settle dynamic for the teens

# Things to bear in mind when planning your grammar class

# 1. The approach

# Straight in with the grammar rules and 'build up'

## Grammar

### Present Continuous affirmative and negative

▶ 15 Get Grammar!

+	-
I'm talking.	I'm not talking.
You're talking.	You aren't talking.
He/She/It's talking.	He/She/It isn't talking.
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*I can't give you  
lunch now.  
I'm painting a picture.*

*Anna isn't painting.  
She's texting a friend.  
And I'm hungry!*



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*I can't give you lunch now. I'm painting a picture.*

*Anna isn't painting. She's texting a friend. And I'm hungry!*

- is to the point
- good for analytical students
- assumes students are mature

However

- can be associated too much with TTT
- metalanguage can be confusing

# Through context

## 3.2

**Grammar** I can say what is happening now.

## I'm taking a photo



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- more student centred
- students have to think more
- expecting our students to be autonomous
- 'other' items and rules picked up

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**1**



**2**



**3**

- similar to the way we learn L1
- more student centred
- students have to think more
- expecting our students to be autonomous
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However

- careful planning required
- students may not fully understand
- large texts overwhelming

# Use both!

- Suits each different class and student you have
- Allows you to pick and choose what works best

# Flipped Learning

Assign grammar rules investigation as homework so that the whole class can focus on more active learning.

- Video of grammar explanations
- PowerPoint presentations
- Webpages

1. The approach
2. Four components





# F U M P

**F**orm

used to + verb / didn't use to + verb



# F U M P

**F**orm

used to + verb / didn't use to + verb

**U**sage

anecdotes and chit chat / boasting

# F U M P

<b>F</b> orm	used to + verb / didn't use to + verb
<b>U</b> sage	anecdotes and chit chat / boasting
<b>M</b> eaning	describing a past habit

# F U M P

- F**orm          used to + verb / didn't use to + verb
- U**sage          anecdotes and chit chat / boasting
- M**eaning      describing a past habit
- P**ronunciation    soft /d/ and a schwa

1. The approach
2. Four components
3. Rhythm of the class

# Stir and Settle activities

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Mingle activities

Music and songs

Drama activities

Movement games

Talk to your partner

Pronunciation drills

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Mingle activities

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Projects

Puzzles

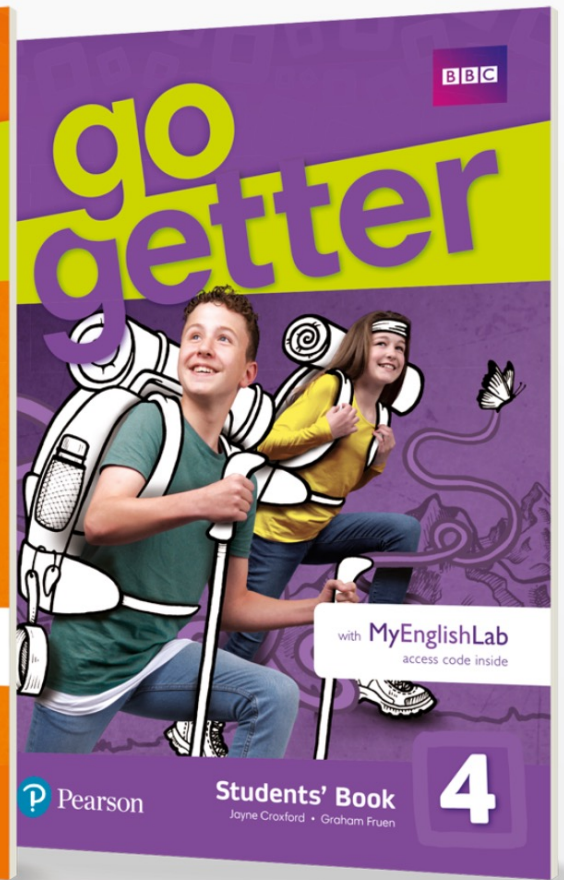
Gap-fills

Planning

Activities based on listening

Activities based on reading

Activities based on writing





# Go-Getter

Let's look at the scaffolding

Let's look at FUMP

Let's look at stir and settle

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wordlists in their notebooks.

-  Set the goal of the lesson. Say *We learn English every Monday. Now we are learning English. What is the difference between the sentences? Write them on the board and have Ss reply. Say: Today we will learn the Present Continuous so we can to talk about what is happening now.*

### Grammar

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## LOOK!

look + ing = looking

take + ing = taking

sit + t + ing = sitting

- Complete the sentences with the verb in the Present Continuous affirmative.

- Tom is taking (take) a photo.
- The children are wearing (wear) school uniforms.
- Elena is sitting (sit) at a table.
- Tom and Amy are looking (look) at the autograph.
- You are listening (listen) to your teacher.
- I am learning (learn) English now!
- We are doing (do) exercises.

- Say negative sentences in pairs.

Student A: say the words.

Student B: say the sentence.

Look at the photos on page 36 to check your answers. Then swap roles.

- A: Tom / eat a hamburger  
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- Complete the text with the correct forms of the Present Continuous.

Lucas is at home today. At the moment, he <sup>1</sup> is sitting (sit) in his bedroom. He <sup>2</sup> isn't listening (not listen) to music. He <sup>3</sup> isn't playing (not play) computer games! He <sup>4</sup> is surfing (surf) the Internet for his Science project. He's bored. Lucas's parents <sup>5</sup> are watching (watch) a film on TV downstairs. His friends <sup>6</sup> aren't doing (not do) homework. They <sup>7</sup> are chatting (chat) and laughing at the café! Poor Lucas!



- Exam Spot** Look at the pictures. Spot four more differences! Then tell your partner.

- In Picture A the boy is talking on his phone. In Picture B he isn't talking on his phone. He's eating a hamburger.*
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# FUMP?

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- Usage
- Meaning

-  Set the goal of the lesson. Say *We learn English every Monday. Now we are learning English. What is the difference between the sentences? Write them on the board and have Ss reply. Say: Today we will learn the Present Continuous so we can talk about what is happening now.*

**3.2 Grammar** I can say what is happening now.

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 He's sitting over there.  
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# Pronunciation?

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Pronunciation practice ideas:

1. Pause and repeat
2. Left vs. right / group vs group
3. Gestures
4. Disappearing words

1. I'm eating lunch.
2. I'm watching TV.
3. I'm not looking at you.
4. I'm not feeling well.

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# Things to bear in mind when planning your grammar class

- Move away from a lock-step approach as fast as possible.
- Identifying learner needs and grouping them together
- Encourage learner autonomy by forming activity groups with roles

Table Captain   Teacher Liaison   Time Keeper   Editor

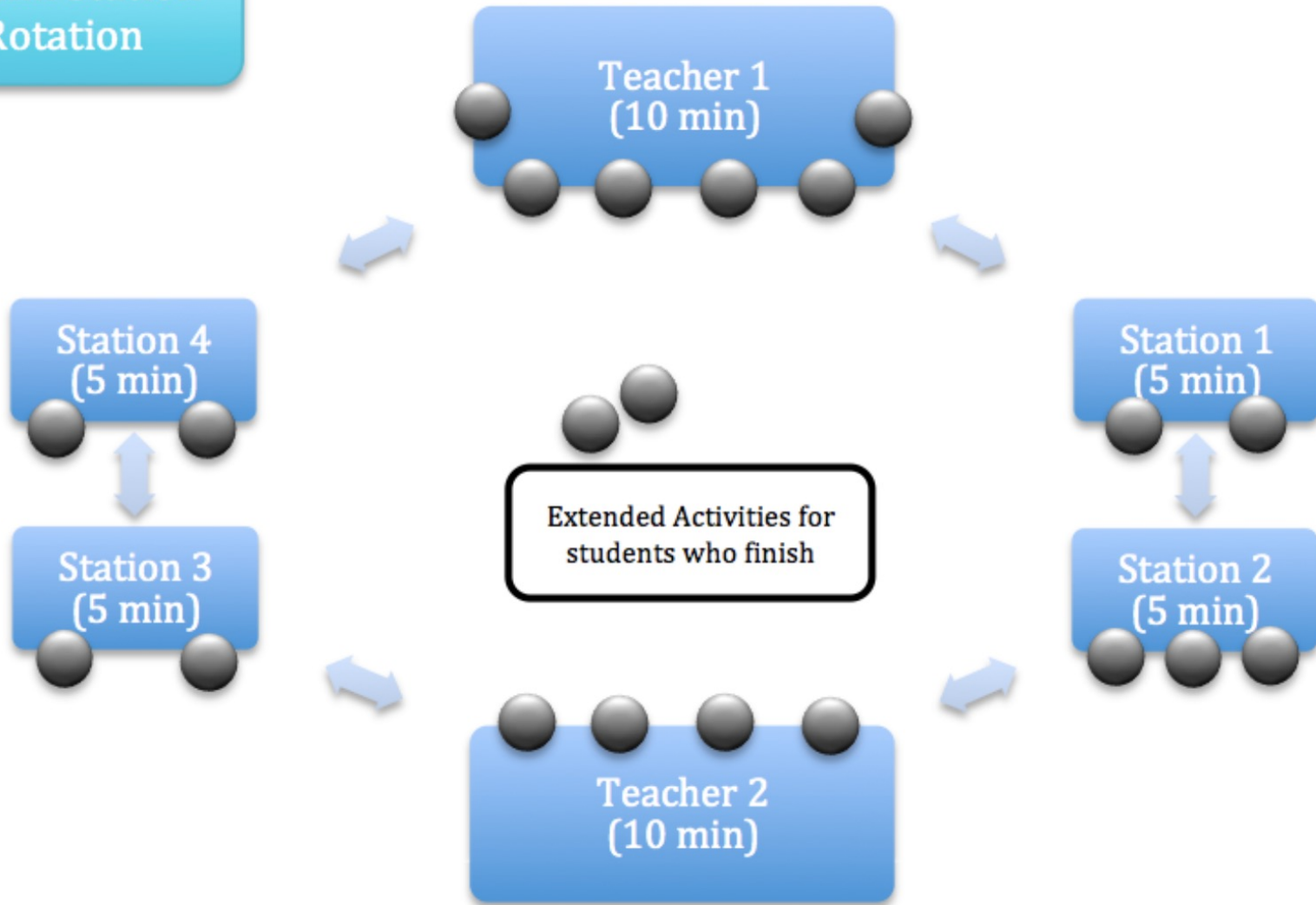
Team **Super** Captain: **Jo** Editor: **Lee** Teacher Liaison: **Ann** Time Keeper: **Ed**

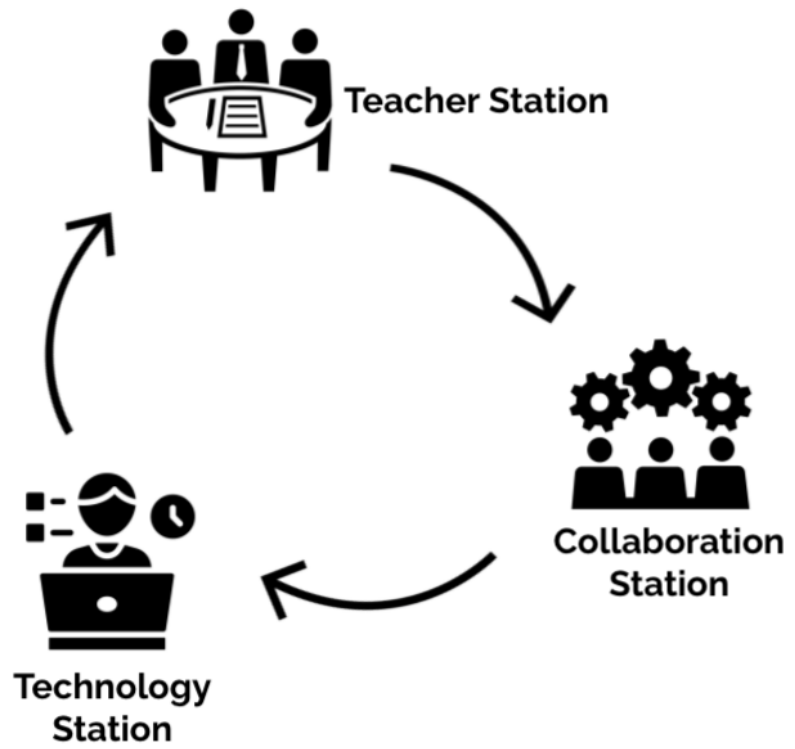
Your mission is to complete as many activities as possible in 35 minutes

1. Page 35 Activity 1 and 2
2. Create your own grammar table
3. Secretly, draw a room in your house. Describe it to your friends. Can they draw your picture?
4. Design a dream room. You have a 3,000 Euro budget.

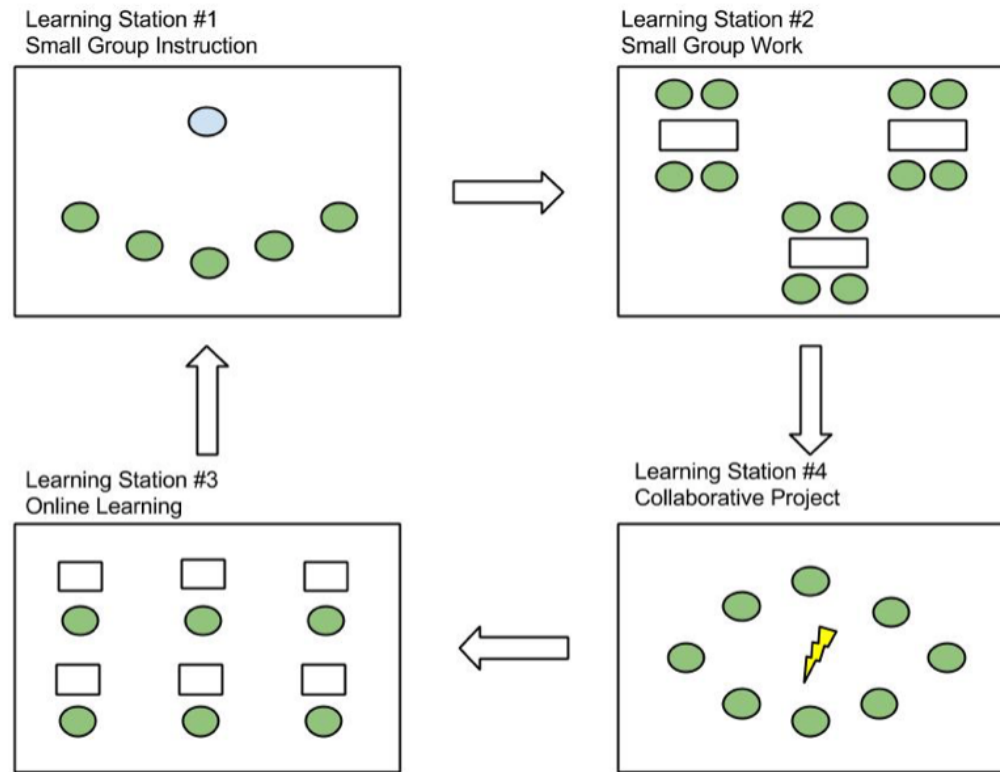


40 min Station Rotation





Picture taken from [www.thepltoolbox.com](http://www.thepltoolbox.com)



Picture taken from [www.caitlintucker.com](http://www.caitlintucker.com)

# Considerations for Team Tasks and Station Rotation

- Give a larger time limit to do more than one task
- Give the answers in a different way (handout, projected on the board, one team writes it up for you)
- Allow for creativity and praise independence
- Give useful language to encourage English at all time

## Clarifying your message:

1. What I mean is
2. Let me put it another way

## Dealing with interruptions:

3. Hold on! Let me finish!
4. Just a second, I haven't finished

# Fun activities that support scaffolding

# Set a class aim to reinforce meaning

*Today, we will learn how to say what is happening right now. This is called the present continuous.*

After a few classes, challenge the students

Today, we w\_\_\_\_\_ l\_\_\_\_\_ how to d\_\_\_\_\_ what  
we l\_\_\_\_\_ l\_\_\_\_\_

# 1. Change the format

- 1** ● Complete the sentences with the Present Continuous form of the verbs below.

cry   drink   eat   lie   listen   ride   ~~take~~   talk

- 1 The woman *is taking* a photo.
- 2 The man \_\_\_\_\_ coffee.
- 3 Two children \_\_\_\_\_ their bikes.
- 4 The teenage girl \_\_\_\_\_ on her phone.
- 5 The old lady \_\_\_\_\_ a sandwich.
- 6 The teenage boy \_\_\_\_\_ to music.
- 7 The dog \_\_\_\_\_ on the ground.
- 8 The baby \_\_\_\_\_ – it's hungry again!

1. Change the format

2. Use the discarded words

**4** Choose the correct option.

- 1 When my brother tells a joke it's *embarrassed* / *embarrassing*!
- 2 James works from 6.30 a.m. until 7.30 p.m. His job is *tired* / *tiring*.
- 3 My sister often takes my clothes without asking. I get very *annoying* / *annoyed*.
- 4 I love the new horror film – it's very *frightened* / *frightening*.
- 5 Jake doesn't like romantic films. He gets *boring* / *bored* when he watches one.



1. Change the format
2. Use the discarded words

### 3. Key word transformation memory

The actor's autobiography was published last week

CAME

This is the actor \_\_\_ *whose autobiography came out* \_\_\_ last week.

I'm so sorry we have to endure this weather.

PUT

1. Change the format
2. Use the discarded words
3. Key word transformation memory

## 4. Transformation challenge

I'm so sorry we have to endure this weather.

PUT

I

I apologise

I apologise that

No help = 10 points  
Each word revealed -1  
point

1. Change the format
2. Use the discarded words
3. Key word transformation memory
4. Transformation challenge

5. Say the sentence as fast as possible

**4 Choose the correct option.**

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His job is *tired* / *tiring*.
- 3 My sister often takes my clothes without asking. I get very *annoying* / *annoyed*.
- 4 I love the new horror film – it's very *frightened* / *frightening*.
- 5 Jake doesn't like romantic films. He gets *boring* / *bored* when he watches one.

1. Change the format
2. Use the discarded words
3. Key word transformation memory
4. Transformation challenge
5. Say the sentence as fast as possible

6. Partner says the answer you say the sentence

**1** ● Complete the sentences with the Present Continuous form of the verbs below.

cry drink eat lie listen ride take talk

- 1 The woman *is taking* a photo.
- 2 The man \_\_\_\_\_ coffee.
- 3 Two children \_\_\_\_\_ their bikes.
- 4 The teenage girl \_\_\_\_\_ on her phone.
- 5 The old lady \_\_\_\_\_ a sandwich.
- 6 The teenage boy \_\_\_\_\_ to music.
- 7 The dog \_\_\_\_\_ on the ground.
- 8 The baby \_\_\_\_\_ – it's hungry again!

1. Change the format
2. Use the discarded words
3. Key word transformation memory
4. Transformation challenge
5. Say the sentence as fast as possible
6. Partner says the answer you say the sentence
7. Pick and draw the sentence

**4 Choose the correct option.**

- 1 When my brother tells a joke it's *embarrassed* / *embarrassing*!
- 2 James works from 6.30 a.m. until 7.30 p.m. His job is *tired* / *tiring*.
- 3 My sister often takes my clothes without asking. I get very *annoying* / *annoyed*.
- 4 I love the new horror film – it's very *frightened* / *frightening*.
- 5 Jake doesn't like romantic films. He gets *boring* / *bored* when he watches one.

1. Change the format
2. Use the discarded words
3. Key word transformation memory
4. Transformation challenge
5. Say the sentence as fast as possible
6. Partner says the answer you say the sentence
7. Pick and draw the sentence

## 8. Add extra information

e.g. and enjoying a slice of lemon cake.

- 1** ● Complete the sentences with the Present Continuous form of the verbs below.

cry drink eat lie listen ride take talk

- 1 The woman *is taking* a photo.
- 2 The man \_\_\_\_\_ coffee.
- 3 Two children \_\_\_\_\_ their bikes.
- 4 The teenage girl \_\_\_\_\_ on her phone.
- 5 The old lady \_\_\_\_\_ a sandwich.
- 6 The teenage boy \_\_\_\_\_ to music.
- 7 The dog \_\_\_\_\_ on the ground.
- 8 The baby \_\_\_\_\_ – it's hungry again!

# Activating prior knowledge

**6.3** Grammar I can use verbs followed by infinitive or *-ing*.

## The Explorers

### A new friend

The Explorers are in the Himalayas. They're looking for the Yeti!

**1**



**Mac:** I hate climbing and I don't like snow.  
**Eva:** I can't stand carrying this backpack. It's heavy! We need to have a break.  
**Pops:** OK, let's go to that cave.

**2**



**3**

All you need to know about the Yeti

Do you want to find the Yeti? Be prepared!  
The Yeti ...

Group 1

1. Where are the Himalayas?
2. Find one interesting fact to tell the class

Group 2

1. What is a yeti?
2. Find one interesting fact to tell the class

# Building vocabulary

- Brainstorm in groups: the most / the most of each category / the most unique answers
- Rotate the paper to see other's ideas

Can find in a zoo	Are typically pets
That are endangered	Habitat words



# Pre-teach vocabulary that might block understanding

## Message in a bottle

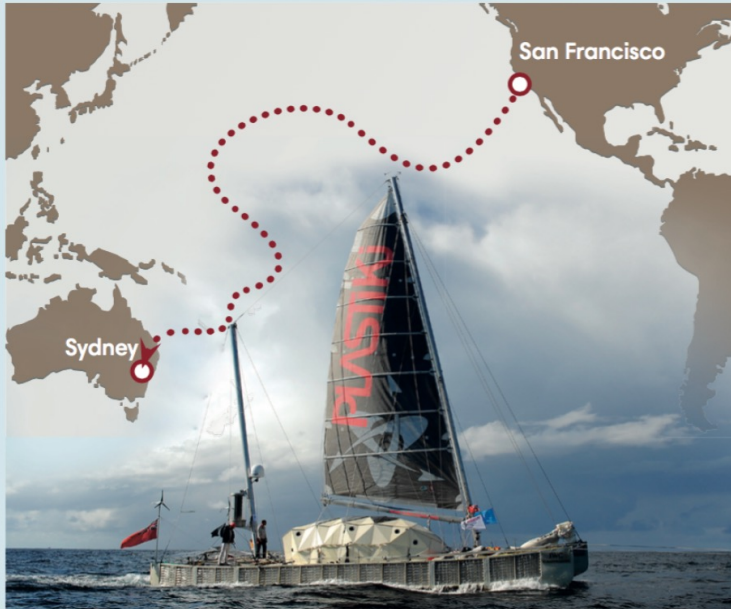
Do you think it's possible to make a boat out of plastic bottles, and then sail it across the Pacific Ocean from California to Australia? No? Well, that's exactly what David de Rothschild did with his boat, Plastiki.

David wanted to use the boat to protest against the pollution of our oceans. Every year about eight million tonnes of plastic gets into the sea. Fish and other sea animals, such as turtles, whales and dolphins eat the plastic and die. Experts say that if we don't do something now, there will soon be more rubbish in the ocean than fish.

To make Plastiki, David collected 12,500 old empty bottles. He used the bottles and other recycled materials to build the 18-metre boat, and he used a special glue made of nuts and sugar! When David and five of his friends left San Francisco at the start of their journey, people thought they were crazy. But four months later, they arrived in Sydney, Australia. The voyage was a big test for Plastiki. It sailed through storms and huge waves, but it survived!

David's message is simple: we have to stop polluting the sea with plastic. But we don't have to build a boat out of bottles to make

a difference. If we buy and throw away less plastic, and if we recycle more, we will all help to save our oceans.



VOYAGE

A trip you take on a ship or boat



SAIL

A verb used to describe how a ship or boat moves

# Highlight prefixes and suffixes

**Unknowingly**, he left the window open.

Unfriendly = ?

Unfinished = ?

# Personalisation

## Grammar

Present Continuous affirmative and negative

▶ 15 Get Grammar!

+	-
I'm <b>talk</b> ing.	I'm <b>not talk</b> ing.
You're <b>talk</b> ing.	You <b>aren't talk</b> ing.
He/She/It's <b>talk</b> ing.	He/She/It <b>isn't talk</b> ing.
We're <b>talk</b> ing.	We <b>aren't talk</b> ing.
You're <b>talk</b> ing.	You <b>aren't talk</b> ing.
They're <b>talk</b> ing.	They <b>aren't talk</b> ing.

'm = am  
's = is    isn't = is not  
're = are    aren't = are not



I'm sitting in English class

I'm not sitting in English class

My father's driving

My father isn't driving

# Personalisation

**6** Complete the sentences with the verb in the Present Continuous affirmative.

- 1 Tom is taking (take) a photo.
- 2 The children are wearing (wear) school uniforms.
- 3 Elena is sitting (sit) at a table.
- 4 Tom and Amy are looking (look) at the autograph.
- 5 You are listening (listen) to your teacher.
- 6 I am learning (learn) English now!
- 7 We are doing (do) exercises.

1. Maria is writing in her book
2. The teacher is helping Jack

# Final task – Student autonomy



# Finally, and to sum up

- Scaffolding takes careful planning
- Think about student levels and how you will challenge them
- Edit your materials or course book
- FUMP UP your lesson!
- Stir and settle, and get creative
- Review grammar in future lessons as warmers / coolers

# Thank you