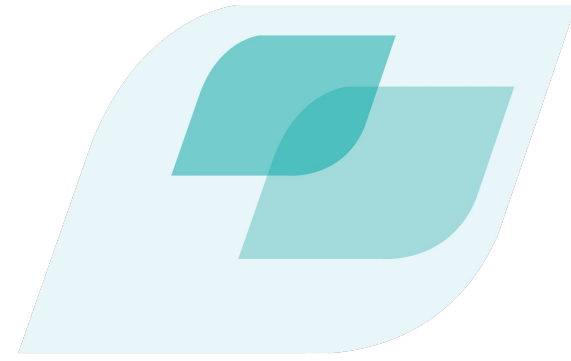


# VicTESOL Webinar- Teaching Grammar: A Deductive Approach

---

Julia Lippold

VicTESOL Webinar 2020



Thank you for joining us for this webinar. The webinar will begin at 3.45pm (Australian Eastern Standard Time).

During the webinar:

- Use the **chat function** to post questions relating to technical difficulties.
- Use the **Q&A function** to ask questions relating to the presentation for the presenter to address at the end of the session.
- Please email [victesol@victesol.vic.edu.au](mailto:victesol@victesol.vic.edu.au) for general inquiries or for assistance during the webinar.

**v**icTESOL

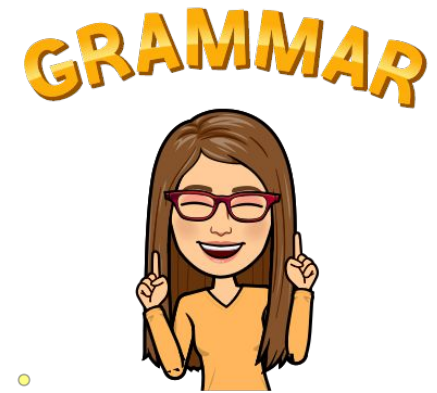
# Acknowledgement of Country

---



I would like to acknowledge this Land on which I present to you from today -- the Traditional Lands of the Boon Wurrung and Wurundjeri peoples of the Kulin Nation -- and the Lands on which you are currently situated and pay my respects to the elders, past, present and emerging. I respect and support their Spiritual, Physical, Economical, Intellectual and Emotional relationship with their Country. I would also like to acknowledge the custodians of Melbourne and that their inherent Cultural and Spiritual beliefs continue to sustain the living Wurundjeri People and First Nations People today.

# Teaching Grammar: A Deductive Approach



---

**Julia Lippold** - EAL Coordinator (Years 7-12) & English Teacher at Lauriston Girls' School; Founder and Creator of *Zealous English*

[julialippold@gmail.com](mailto:julialippold@gmail.com)

[lippoldju@lauriston.vic.edu.au](mailto:lippoldju@lauriston.vic.edu.au)

[info@zealousenglish.com](mailto:info@zealousenglish.com)

ZEALOUS ENGLISH

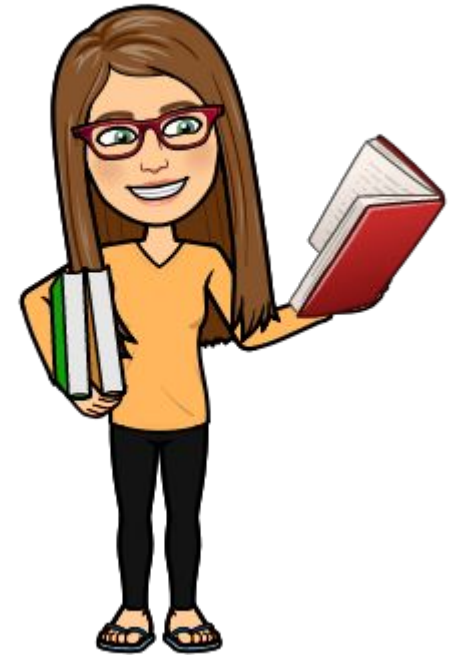
# Who am I?

---

EAL Coordinator and English Teacher at Lauriston Girls' School

Founder and Creator of 'Zealous English'

All materials will be available at conclusion of session via a [Google Drive folder](#)  
as well as additional presentations I have made this year.



# Overview of Today's Session

---

## 3:45 - 4:05 pm (Session 1)

- Presenter Background, Introductory Activities, and Why Grammar is Important

## 4:05 - 5:00pm (Session 2)

- Morphology – Parts of Speech & Nominalisation

## 5:00 - 5:15pm Questions (Using Q&A Feature of Zoom)



Let's

---



## Year 9 NAPLAN – How do you fare?

Which sentence is correct?

- ☐ Helen paid for that tickets with my money.
- ☐ Helen paid for this tickets with my money.
- ☐ Helen paid for them tickets with my money.
- ☐ Helen paid for those tickets with my money.

Which sentence is correct?

☐ Helen paid for that tickets with my money.

☐ Helen paid for this tickets with my money.

☐ Helen paid for them tickets with my money.

☒ Helen paid for those tickets with my money.



## Aaron

Walking over a hill, Aaron saw that the thin bitumen road levelled out below to wind through the low land like a struggling eel. He stood for a minute, taking it all in: grey cloud, green ground, patches of sunlight, the lake.

---

In the first sentence, the word *struggling* is used as

- ☐ a verb.
- ☐ a noun.
- ☐ an adverb.
- ☐ an adjective.

## Aaron

Walking over a hill, Aaron saw that the thin bitumen road levelled out below to wind through the low land like a struggling eel. He stood for a minute, taking it all in: grey cloud, green ground, patches of sunlight, the lake.

---

In the first sentence, the word *struggling* is used as

- ☐ a verb.
- ☐ a noun.
- ☐ an adverb.
- ☒ an adjective.

Which word in this sentence is a pronoun?

They stayed away for a while, blunted and dormant.





Which word in this sentence is a pronoun?

They stayed away for a while, blunted and dormant.



Which punctuation mark should be used in **both** spaces in this sentence?

The three sports  cricket, netball and tennis  were played enthusiastically by the family.

— (dash)      : (colon)      ... (ellipsis)      ; (semicolon)

☐☐☐☐

Which punctuation mark should be used in **both** spaces in this sentence?

The three sports   cricket, netball and tennis   were played enthusiastically by the family.

— (dash)      : (colon)      ... (ellipsis)      ; (semicolon)



# Session 1

---

- 1.Introduction – Why should we (and our students) care about grammar?
- 2.Why Good Grammar Matters (connections to VCE English/EAL Study Design, Australian Curriculum and NAPLAN)
- 3.Challenges of Enhancing Students' Poor Grammar and Literacy Skills
- 4.The Main Stands of Linguistics Explained (phonetics, phonology, **morphology**, **syntax**, semantics, historical linguistics, sociolinguistics)
- 5.Method – not taught in isolation! Must be embedded in the texts, topics, themes etc. you are teaching

# Why should we (and our students) care about grammar?

---











In loving memory of  
Nicole Campbell  
Who never saw a dog and didn't smile.

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

MY THREE FAVORITE  
THINGS ARE EATING MY  
FAMILY AND NOT  
USING COMMAS.

# Why Good Grammar Matters (in our setting)

---

## 1.VCE English/EAL Study Design

“They use planning and drafting to test and clarify their ideas, and editing for clear and **coherent expression**” (p. 10)

“Apply the conventions of **spelling, punctuation and syntax** of Standard Australian English **accurately and appropriately**” (p. 11)

“identify and analyse - **language** used by the writers and creators of texts to position an audience” (p. 12)

# Assessment Criteria (English and EAL Exams)

---

**Section B will be assessed against the following criteria:**

- knowledge and understanding of the text, and the ideas and issues it explores, demonstrated appropriately in response to the topic
- development of a coherent analysis in response to the topic
- **control of expressive and effective language**, as appropriate to the task

# Assessment Criteria (English and EAL Exams)

---

**Question 2 of Section C will be assessed against the following criteria:**

- analysis of the use of argument and language to try to persuade
- **control of the mechanics of the English language to convey meaning**

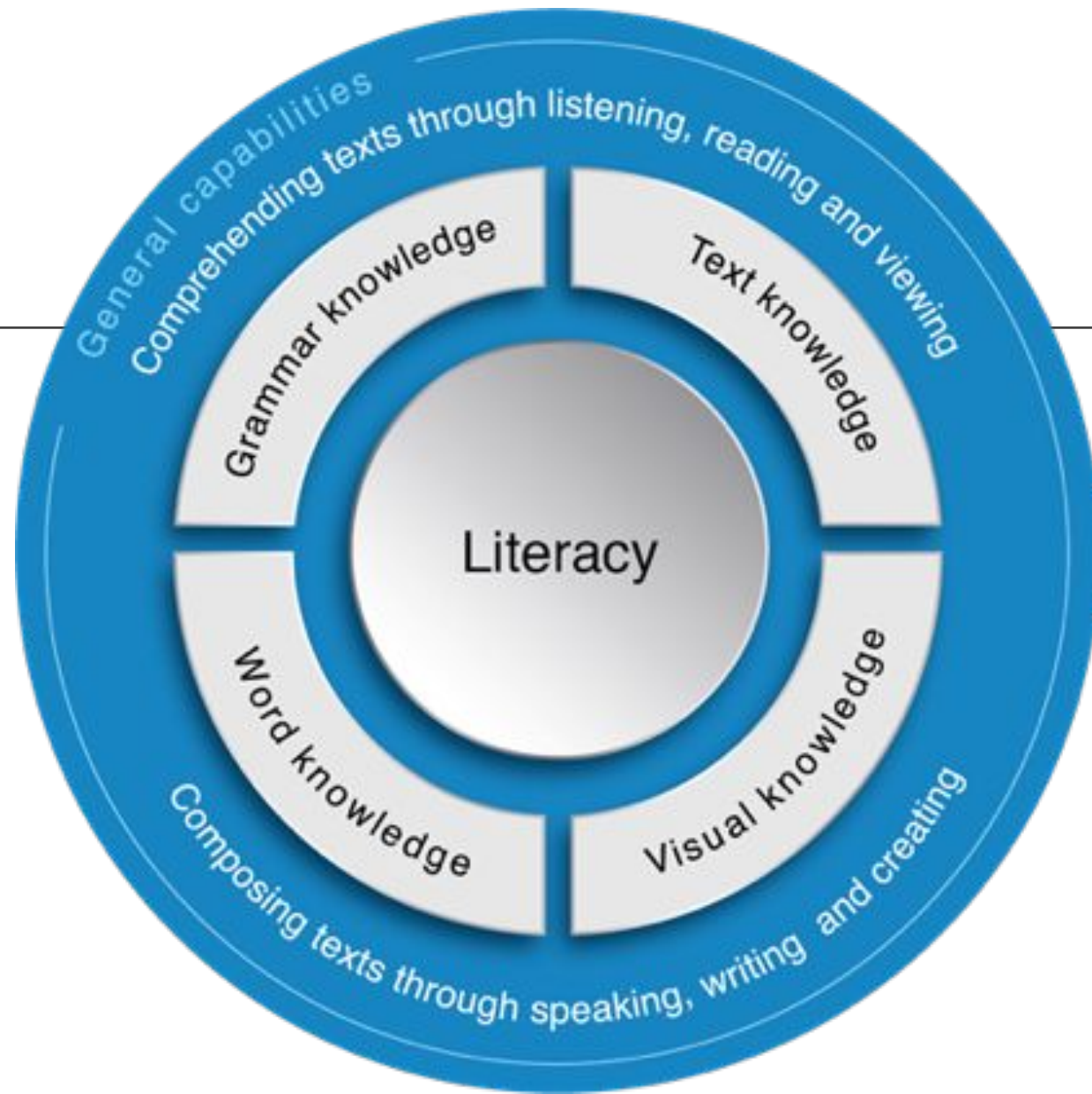
# Why Good Grammar Matters (in our setting)

---

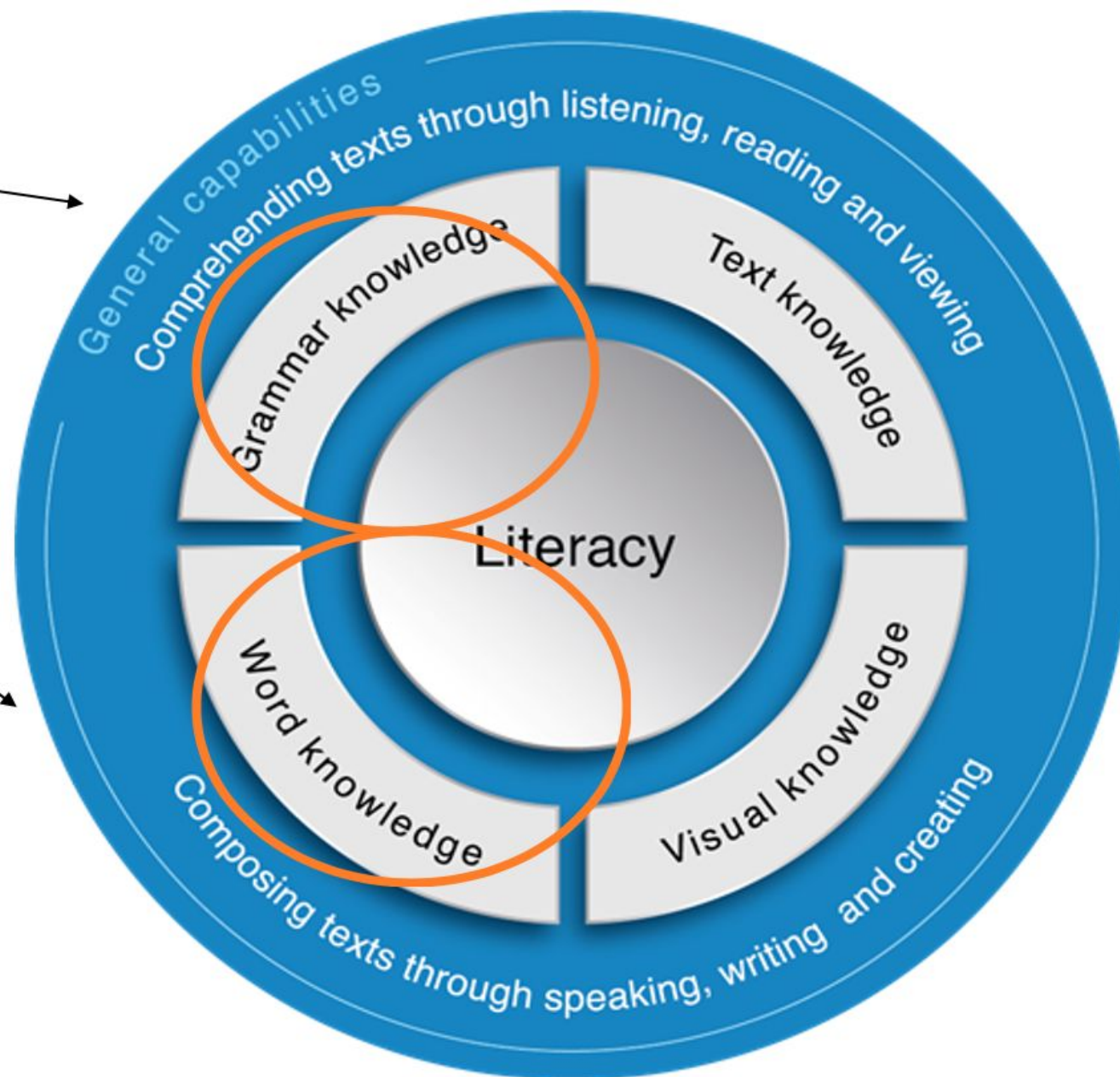
2. Australian Curriculum (General Capabilities)

3. NAPLAN – language conventions (spelling, grammar and punctuation) as evidenced from our warm-up activity





These are  
our main  
foci as  
prescribed  
by the  
curriculum



# Grammar Knowledge (AusVELS)

- This element involves students understanding **the role of grammatical features** in the construction of meaning in the texts they compose and comprehend.
- Students understand **how different types of sentence structures present, link and elaborate ideas, and how different types of words and word groups convey information and represent ideas in the learning areas**. They gain understanding of the **grammatical features** through which opinion, evaluation, point of view and bias are constructed in texts. In developing and acting with literacy, students:
  - use knowledge of **sentence structures**
  - use knowledge of **words** and **word groups**
  - express opinion and point of view.

# VCAA F-10 EAL Curriculum (2021 Implementation)

---

Here is a [link](#) to the new curriculum

## Aims

The EAL curriculum aims to ensure that students:

- develop **fundamental functional English language and literacy skills**
- **understand how Standard Australian English works** in its spoken and print forms and in combination with non-linguistic forms of communication to create meaning
- develop their communicative skills, **linguistic knowledge** and cultural understandings in English and their other language/s, to enable their full participation in Australian society.

# VCAA F-10 EAL Curriculum

---

## Strands

Within each language mode, the content descriptions are grouped into strands.

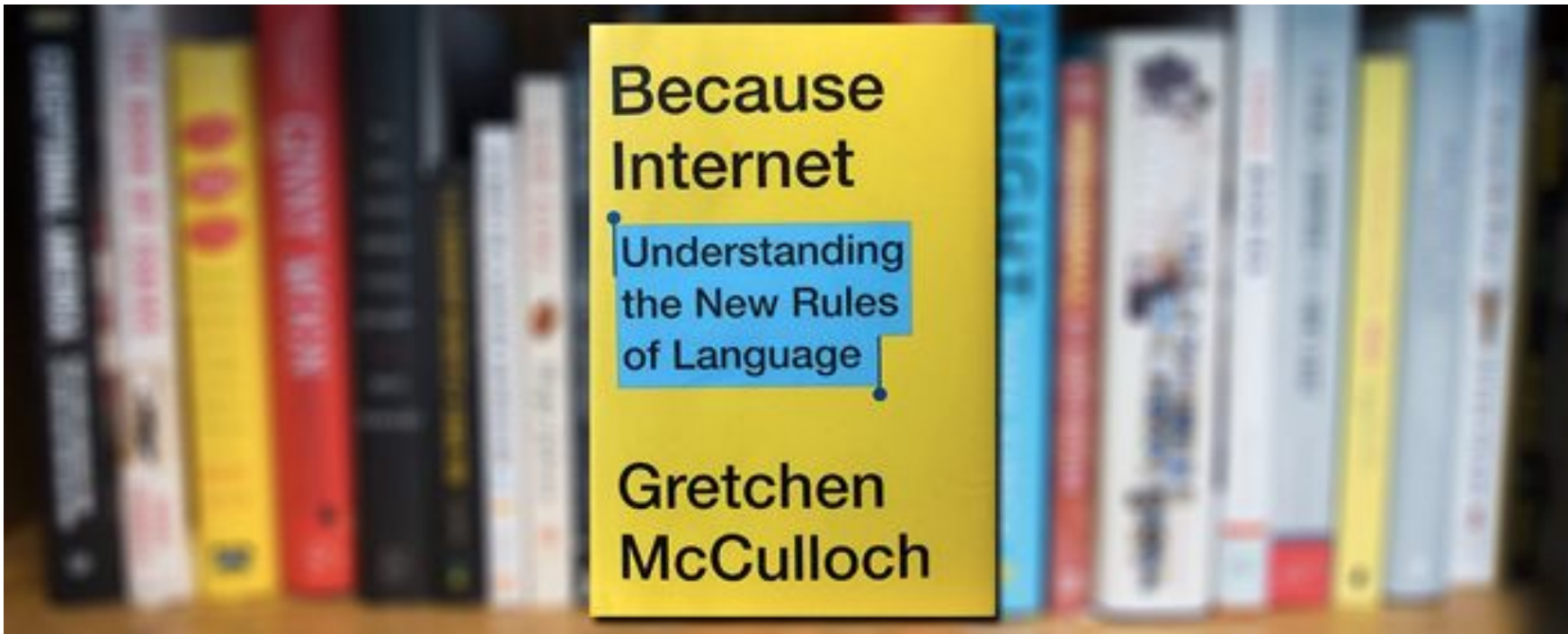
**Linguistic structures and features** focuses on **control over the structures and features of spoken and written English, at the levels of word, sentence and whole text**. **Linguistic structures** and features of texts include an understanding of the genre, form and language conventions selected by authors to convey meaning.

# Challenges of Enhancing Students' Poor Grammar and Literacy Skills

---

- “We don’t teach grammar anymore” (negative community views)
- Poor grammar is all around us (as evidenced from past slides)
- Poor grammar has almost become socially acceptable
- Internet language (see McCulloch) tweeting for example (standard syntax rules don’t apply)
- Slang – texting
- Lack of reading
- Oral English focus
- **Bi- and multi-lingual students**
- Parents not reinforcing/modelling good grammar at home





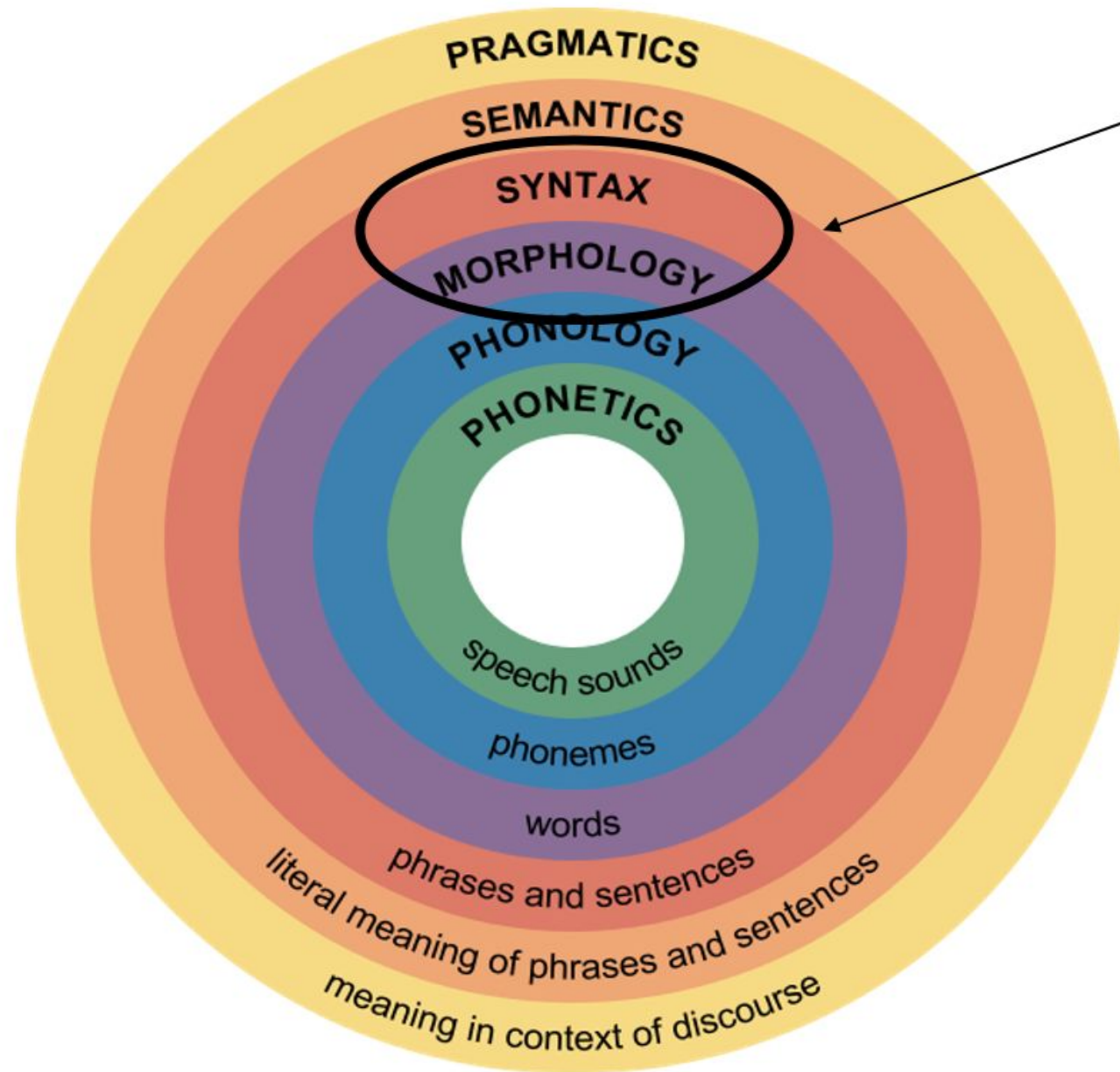
# The Main Stands of Linguistics Explained

---

**Linguistics:** the nature of language in all its aspects, including its structure and diversity, how it changes and evolves, how people acquire it and use it to communicate.

- **phonetics** (the production and representation of speech sounds)
- **phonology** (the organisation of sounds in a language)
- **morphology** (the structures of words)
- **syntax** (the organisation of words in sentences)
- **semantics** and **pragmatics** (the analysis of meaning)
- **historical linguistics** (language change)
- **sociolinguistics** (language variation and use)





These  
are our  
main foci

# My Method for Teaching and Learning Grammar (Deductively)

---

- Not taught in isolation!
- Should be embedded in the **texts** you're teaching
- All** teachers need to teach the literacy of their subjects (not just English and EAL teachers)
- A deductive/enquiry approach rather than didactic!
- Use **visuals**!
- Get the kids **doing something** physical: “the person who is doing the thinking is doing the learning”
- Check out [this](#) article

# 5 Stage Process

---

1. **Elicitation of Prior Knowledge**

2. **Presentation** in context! (rule explained and demonstrated – use visuals where possible )

3. **Practice** (students practice rule with guided exercises in context)

4. **Production** (students practice, apply and polish rule in authentic learning contexts)

-Analysing texts

-Creating texts (written/spoken)

5. **Definition** (students figure out the rule(s) themselves)

# Session 2

---

## Morphology... How I teach...

- Parts of Speech
- Nominalisation

# Word Classes (Parts of Speech)

---

- How many do you know?

# The 8 Parts of Speech

**Verb** An action: like run, jump, or read;  
or a state of being: like is or was.

---

**Noun** A thing, or idea: rock, dog, John,  
democracy, birthday, gravity

**Adverb** Tells how an action occurred:  
quickly, slowly, carefully

**Adjective** Tells about a noun:  
big, red, Fred's

**Pronoun** Used to replace a noun:  
it, I, them

**Preposition** Describes relationship:  
on, over, for, beside

**Conjunction** Joins words or phrases:  
and, or, because

**Interjection** A word of surprise:  
Wow! Oh my!

[www.HGPublishing.com/Grammar](http://www.HGPublishing.com/Grammar)

# Application Activities and Suggestions

---

- Unjumble activity
- Sentence labelling
- Using highlighters – highlight the **8 parts of speech** in the first three paragraphs of the text extract provided 'The Year It All Ended' (divide sections of text into pairs in classroom, or focus on one particular part of speech)

# Text Extract Highlighting Task

---

Here is the [link](#) to the extract

1. You need to type up the extract (or screenshot from e-book)
2. Use current English texts (or familiar text extracts)
3. Divide up sections among class
4. Look for all parts of speech in a specific section or a single part of speech as a focus
5. What do students notice?
6. Which parts of speech dominate the text? Why?
7. Use different texts for different parts of speech (e.g. a recipe for verbs)



# Using Colours

---

Here are examples of the 8 parts of speech used in sentences. In the following sentences, **the main verb is in red** , **any nouns are in blue** , **pronouns in green** , **adjectives in yellow** , **adverbs in purple** , **prepositions in orange** , **conjunctions in brown** , **articles are in pink** , and interjections in grey.

The third example sentence contains all 8 parts of speech from the previous activity.

**Challenge:** write your own sentence using all 8 parts of speech.

# Using Colours

---

Hurray! Spain won the World Cup!

My investments doubled last year and I bought a yacht . Yippee!

Woo hoo! Susan was accepted into university because of her excellent ATAR

# Make a Parts of Speech Flip-Book

## Parts of Speech

The job words do in sentences

PART	MAIN JOB	EXAMPLES
Nouns	Name a person, place, thing, or idea	lady, road, bee, love, dream, pencil, Bob
Pronouns	Take the place of a noun	he, she, it, you, we
Verbs	Express action or a state of being	ran, flew, hips, was, is, showed, jumps
Adjectives	Describe a noun	new, shiny, fat, thorough, funny
Adverbs	Describe or modify a verb, adjective, or another adverb	quickly, repeatedly, precisely (often end in -ly)
Prepositions	Establish a relationship between the noun and the rest of the sentence	over, around, through, during, according to, above, beside
Conjunctions	Connect words, phrases, and clauses	and, but, or, not, however, moreover
Interjections	Express surprise or other emotions	Ouch! Eek! Oof! Yikes! Hooray! (often have an exclamation point)
Articles	Help define nouns	the, an, a



# Make a Parts of Speech Flip-Book





# Parts of Speech Posters

## "and" conjunctions "but"

use: conjunctions are used to connect clauses or sentences or to coordinate words in the same clause

sub-categories:

<u>coordinating conjunctions</u>	<u>subordinating conjunctions</u>
↓	↓
for, and, nor, but, so etc.	although, since, because etc.

example: She wanted to share it, but she didn't want any of her sisters to be jealous.

## Prepositions

Tina, Layla, Indi

use- prepositions are used to link nouns, pronouns and phrases to other words in the sentence. The words that come after the preposition join together to make the prepositional phrase

examples - "There are men walking in the streets."  
"It looked loud and ugly sitting beside the cameos."  
"Inside the library she could feel safe."  
"She called over her shoulder to Tiney."  
(From the book) ↑

"The chair sat beneath the painting."  
"Jane rode her bicycle over the bridge."  
"The phone tipped precariously over the edge."  
(other examples)

## "The" ARTICLES "A/An"

use: An article is a word that modifies a noun. It can signal that a noun is going to follow. It is used before the noun to show whether it refers to something specific or not.

sub-categories: Definite articles: the (specific, only one) Indefinite articles: a/an (non-specific, more than one)

Examples: Yesterday I bought a blouse and a skirt. The blouse was surprisingly cheap, but the skirt was expensive.

## Interjections

Examples: Oh! Wow! Hey! Uh! Etc.

sub-categories: Interjections for surprise, joy, pain, etc.

Definition: An interjection is a word used to express a sudden emotion or feeling.

Examples: Oh! Wow! Hey! Uh! Etc.

use: conjunctions are used to connect clauses or sentences or to coordinate words in the same clause

sub-categories: coordinating conjunctions: for, and, nor, but, so etc. subordinating conjunctions: although, since, because etc.

example: She wanted to share it, but she didn't want any of her sisters to be jealous.

## Prepositions

Tina, Layla, Indi

use- prepositions are used to link nouns, pronouns and phrases to other words in the sentence. The words that come after the preposition join together to make the prepositional phrase

Examples: "There are men walking in the streets."  
"It looked loud and ugly sitting beside the cameos."  
"Inside the library she could feel safe."  
"She called over her shoulder to Tiney."

## ADJECTIVES

use: Adjectives are used to describe nouns or pronouns. They tell us more about the person or thing we are talking about.

sub-categories: Descriptive adjectives: big, small, tall, short, etc. Quantitative adjectives: one, two, three, etc. Demonstrative adjectives: this, that, these, those, etc. Possessive adjectives: my, your, his, her, etc. Relative adjectives: who, which, whose, etc.

Examples: The big red car was parked outside the house.

## Pronouns

What is a Pronoun? A pronoun is a word that replaces a noun to help make the sentence sound less repetitive. Like her, he, she or him.

Types of Pronouns: Personal Pronouns: I, you, he, she, it, we, they. Possessive Pronouns: my, your, his, her, its, our, their. Reflexive Pronouns: myself, yourself, himself, herself, itself, ourselves, themselves. Relative Pronouns: who, which, whose, that, whom.

Examples: I lost my book. She found it. They were always his friends.

## VERBS

Definition: A verb is a word that expresses an action, a state of being, or an occurrence.

Examples: I am running. The cat was sleeping. They are laughing.

## NOUNS

Types: Common noun: a person, place, thing or idea. Proper noun: a specific person, place, thing or idea. Abstract noun: an idea or feeling. Collective noun: a group of people or things. Countable noun: a noun that can be counted. Uncountable noun: a noun that cannot be counted.

Examples: The cat sat on the mat. The team won the game. She has a lot of money. The children were playing in the park.

# What's the rule? What did you learn?

---

- Note down your take-away(s) from our 'Parts of Speech' exercises

Here is the [link](#) to my folder on Parts of Speech

# Nominalisation

---

**What is nominalisation?**

**Why do we use nominalisation?**

**Can you think of an example?**

**Can you find an example in our text extract 'The Year It All Ended'?**

# Nominalisation – What is it?

---

- Academic writing frequently uses **nominalisations**; that is, the noun forms of verbs.
- The process of nominalisation turns **verbs** (actions or events) into **nouns** (things, concepts or people).
- The sentence is now no longer describing actions: it is focused on objects or concepts; for example:

*We walked for charity.*

**The verb 'walked' is nominalised to the noun 'walk'**

*The charity walk .....*



# Nominalisation – What is it?

---

- As you can see from the example above, when a verb is nominalised, it becomes a **concept** rather than an action. As a consequence, the tone of your writing will sound more abstract and also more formal; for example:

*We walked for charity. We raised money for the Leukemia Foundation.*



*The **charity walk** raised money for the Leukemia Foundation.*

# Nominalisation – How I teach it

---

- Start with nouns (parts of speech). Then move on to abstract nouns (fear, hate, love, justice, bravery, friendship)
- Then move on to prefixes and suffixes (Affixation) – how do we create meaning by adding prefixes and suffixes on to nouns?
- Then move on to word building to create nominalised expressions

e.g. *His **anxiety** was at an all time high prior to entering the exam.*

*Anxious*  *anxiety*

- Why do we use nominalisation? – Students need to understand purpose as well as how to do it!
- Practice nominalising and “de-nominalising”

## Let's practice (Surnames A-J do 1st column, L-Z 2nd column)

### 1. Fill in the corresponding nouns

verb	noun	verb	noun
analyse		hypothesise	
approach		identify	
assess		indicate	
assume		interpret	
authorise		Investigate	
conceptualise		implicate	
Consist of		legislate	
contextualise		occur	
create		proceed	
define		require	
distribute		respond	
establish		Signify	
emphasise		specify	

# ANSWERS

verb	noun	verb	noun
analyse	analysis	hypothesise	hypothesis
approach	approach	identify	identification
assess	assessment	indicate	indication
assume	assumption	interpret	interpretation
authorise	authority	Investigate	investigation
conceptualise	conception	implicate	implication
Consist of	consistence	legislate	legislation
contextualise	context	occur	occurrence
create	creation	proceed	procedure
define	definition	require	requirement
distribute	distribution	respond	response
establish	establishment	Signify	significance
emphasise	emphasis	specify	specification

# Now let's try some simple sentences.

## Replace the **adjective** with a noun.

---

1. The graphs show a significant \_\_\_\_\_ (**different**) between the ages at which men and women should marry.
2. The \_\_\_\_\_ (**strong**) of the government's argument for changing the law is that many car accidents happen whilst drivers are speaking on their mobile phones.
3. The \_\_\_\_\_ (**deep**) of the lake means that no one has ever seen the bottom.

# Answers! Now let's try some simple sentences. Replace the adjective with a noun.

---

1. The graphs show a significant **difference** (different) between the ages at which men and women should marry.
2. The **strength** (strong) of the government's argument for changing the law is that many car accidents happen whilst drivers are speaking on their mobile phones.
3. The **depth** (deep) of the lake means that no one has ever seen the bottom.

# Now let's try some simple sentences.

## Replace the **verbs** with a noun.

---

1. She **wrote** books that children enjoy.
2. Our city needs to **assess** the recycling system.
3. I hope that my students will **understand** how to use nominalisation.
4. I **failed** to get enough marks to get into university because I was **ill** on the day of the exam.

**Answers!** Now let's try some simple sentences.  
Replace the verbs with a **noun**. (words in **green** have been added to sentences)

---

1. Children **enjoyed** her **writing**.
2. Our city needs **an assessment** of the recycling system.
3. **My** hope is **that** my students **will** gain **an understanding** of how to use nominalisation.
4. **My failure** to get into university **is** due to **my illness** on the day of the exam.

(Note: it's ok if you had slightly different answers! As long as the sentence is grammatically correct and the original meaning is the same, you may find that your answer differs slightly!)



# What is nominalisation? (let's listen to the experts)

---



**NOMINALISATION**

# What is the process? What are you doing?

---

See if you can jot down in your own words the steps needed to nominalise.

# How do you do it? Here are the steps!

---

1. Locate the verb/adjective in the sentence
2. **Nominalise the verb/adjective (= turn it into a noun)** check [wordhippo.com](http://wordhippo.com) if you're not sure
3. Identify the main idea of the sentence
4. Re-write the sentence (you may need to take out some words and add in new words for the sentence to make sense)
5. Remember: the main idea of the sentence needs to be the same as the original

# Example #1

---

**The committee, having regard to the totality of the factors considered above, concluded, given the low urgency ascribed to the need for choice relative to the need for baseline provision of goods, that there was not currently a gap on the spectrum of adequacy sufficient to conclude that the provision of pharmaceutical services is not currently secured to the standard of adequacy.**

## Here is an example from our novel (Chapter 12)

Tiney racked her brain, trying to think what was the last thing that Minna said before she disappeared. Had they argued? Had Tiney spoken sharply? Was there something she said that tipped Minna over the edge? Or was one of the men Minna had danced with connected to her disappearance?

The morning after the Alstons' ball, Tiney had been slow to wake up. By the time she did, Minna was gone. Her bed was neatly made, the coverlet smooth, the pillow plumped.

Tiney was sitting at the breakfast table, rubbing sleep from her eyes, when Mama came silently into the room and handed her a note. It was on the soft mauve writing paper that Minna used for all her correspondence.

# Start with easy examples...

- Student numbers in universities **have increased recently**, so new student accommodation **needs to be built**.



- **Recent expansion** of student numbers in universities requires the **construction** of new student accommodation.

# Start with easy examples...

- The cathedral is **tall** and can be seen from all over town.

*The cathedral's height is/makes it visible (from) all over town.*

- She **wrote** books that children enjoyed.

*The children enjoyed her writing.*

- The English reading module is **difficult** because it has **long** articles.

*The difficulty of the reading module is due to/ is a result of its long articles/ the length of the its articles.*

- How farmers **protect** their livestock from the storm was the topic of the article.

*Livestock protection from the storm employed by farmers was the topic of the articles.*

- The company **decided** to expand its market to increase sales.

*The company's decision to expand its market led to increased sales.*



# Example #1

The committee, having regard to the totality of the factors considered above, concluded, given the low urgency ascribed to the need for choice relative to the need for baseline provision of goods, that there was not currently a gap on the spectrum of adequacy sufficient to conclude that the provision of pharmaceutical services is not currently secured to the standard of adequacy.



*We looked at the evidence and decided that the neighbourhood has enough chemists.*



# WRITE LESS... SAY MORE!

**Nominalisation changes verbs and other words into nouns.** It makes a

text more compact and more specific.

e.g., instead of saying...

*When your body reaches an abnormally low temperature, you will need to be taken to hospital*

**Hypothermia requires hospitalisation.**

**Nominalisation changes verbs and other words into nouns.**

It makes a text more compact and more specific.

e.g., instead of saying...

*How farmers protected their livestock from the storm was the topic of the article*

**"Livestock protection was the topic of the article."**

# Nominalisation requires adding a suffix to the verb, to change verb to noun.

Verb	suffix	Noun
Explore	-(a)tion	exploration
Supervise	-ion	supervision
Farm	-ing	farming
Star	-dom	stardom
Refuse	-al	refusal
Break	-age	breakage
Amaze	-ment	amazement

# Define the rule, what are the steps?

For example...

Identify the main verb

The company decided to expand its market.

Change to the noun form

The decision to expand the company's market...

Make subject

This is not a complete sentence now!

The decision to expand the company's market led to increased sales.

Add verb

Add extra information to complete the sentence

# Wrap Up: Nominalisation

---

- What are your take-aways?
- What did you learn?

Here is a [link](#) to my Google Drive folder on Nominalisation

And to a [Google Form](#) (Quiz) I made on Nominalisation (may need to request access as I made it in my work account)

# Extra Resources

---

[10 Practical Tips for Teaching Language Remotely](#) (LOTE specific but also applies to EAL - focus on making it fun and visual)

[Time lapse video](#)

[25 Things You Didn't Know Google Slides Could Do](#)

Check out my blog: [\*\*ZEALOUS ENGLISH\*\*](#)

# Grammar Links



---

<https://www.youtube.com/channel/UC9nKWrOxInft2dNfgSFFvsA> (Grammar Girl)

<https://www.youtube.com/channel/UCHaHD477h-FeBbVh9Sh7syA> (BBC Learn English)

<https://www.youtube.com/channel/UCVI-AT2fwvmpDEYPoHlcsWQ> (Oxford Dictionaries)

<https://www.youtube.com/channel/UCq275NTZWksm70kbb-zcZUw> (ABC Learn English)

<https://www.youtube.com/channel/UCrRiVfHqBllvSgKmgnsY66g> (mmmEnglish) - good for Adults and upper secondary

<https://www.youtube.com/channel/UCOsCwMammtm9TXnE0BMbKzw> (Flocabulry – for younger year levels)

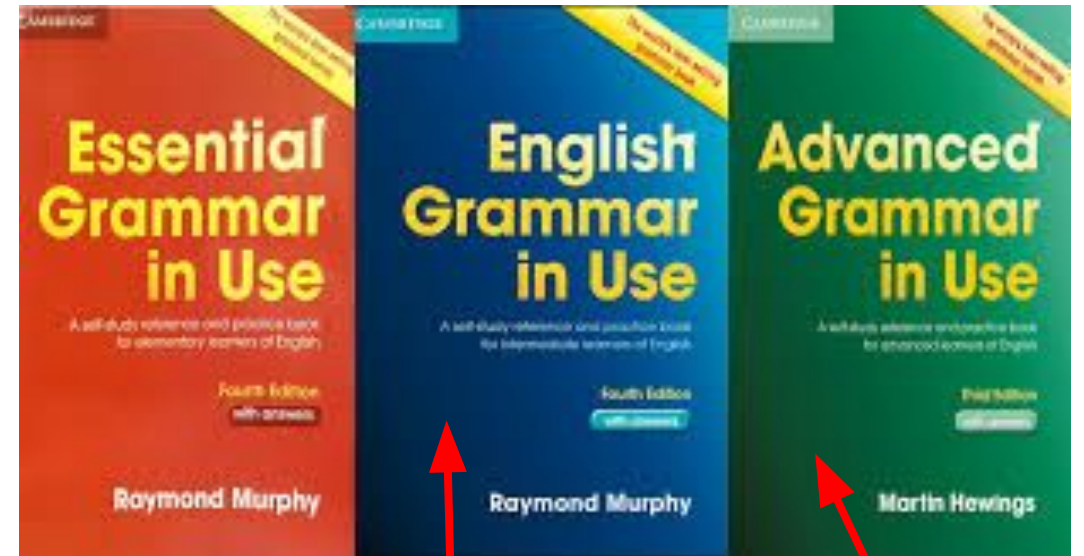
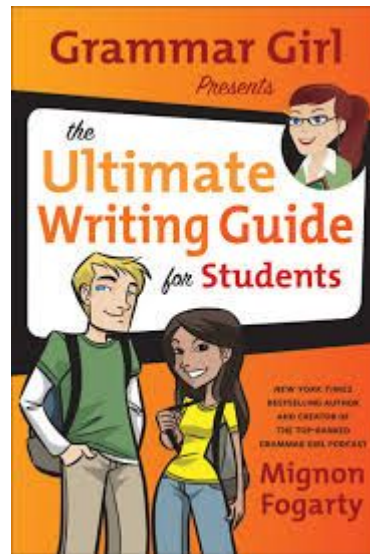
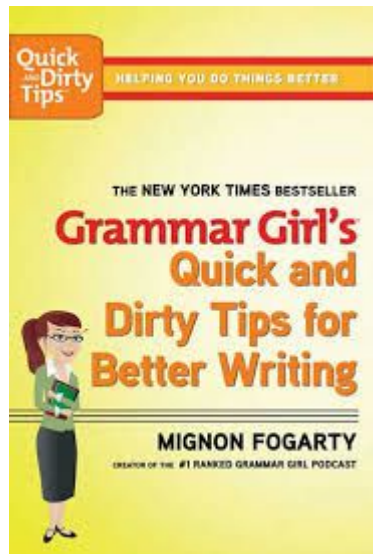
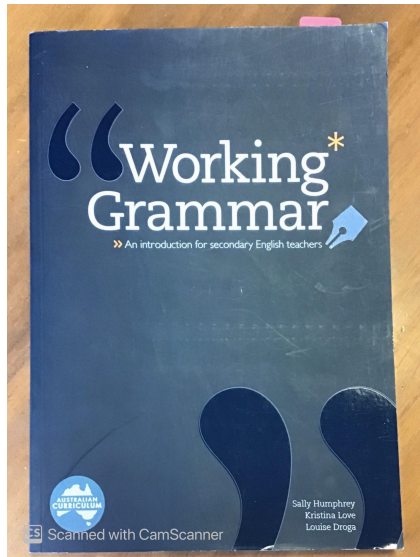
<https://thegoodcopy.com.au/> (Grammar School in Melbourne)



# Resources I recommend (for students)

---

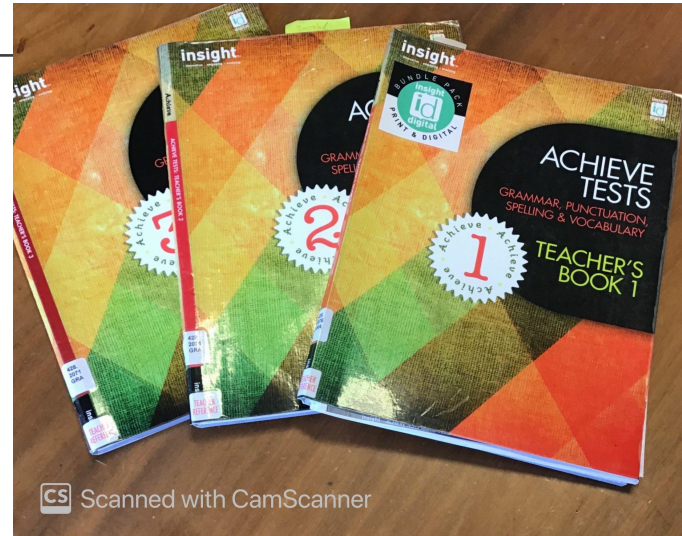
Please see resources in [Google Drive](#)



Years 7 and 8 EAL  
prescribed textbook

Years 9 and 10 EAL  
prescribed textbook

# Resources I recommend (for students)



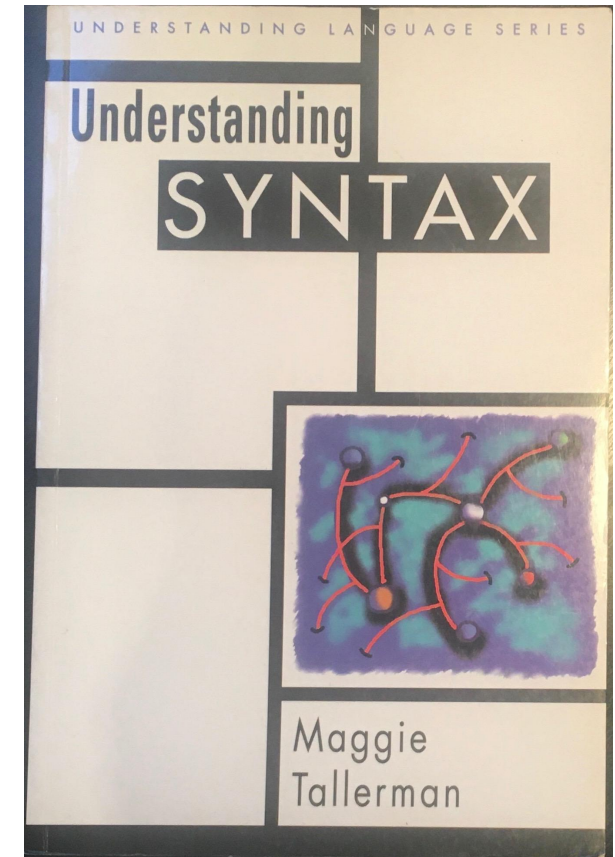
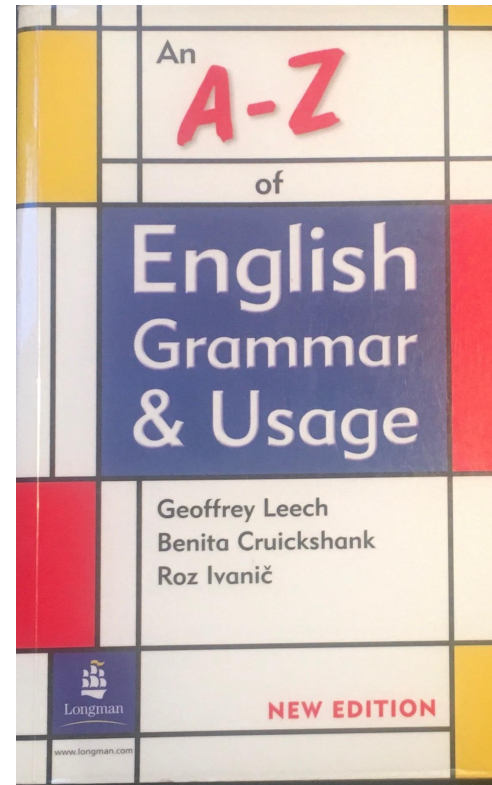
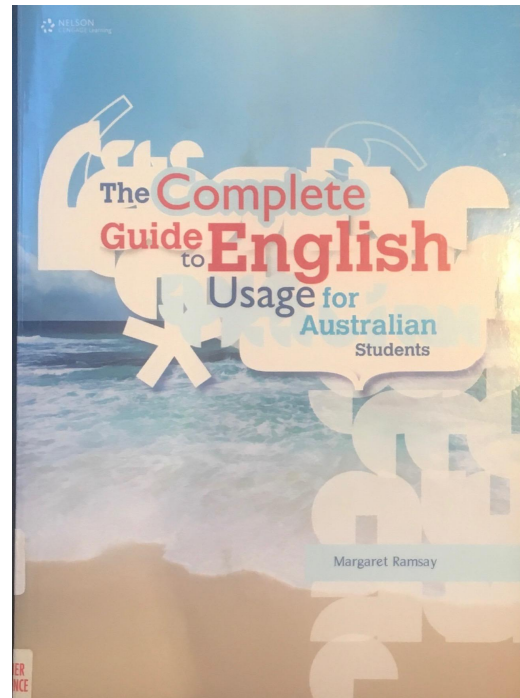
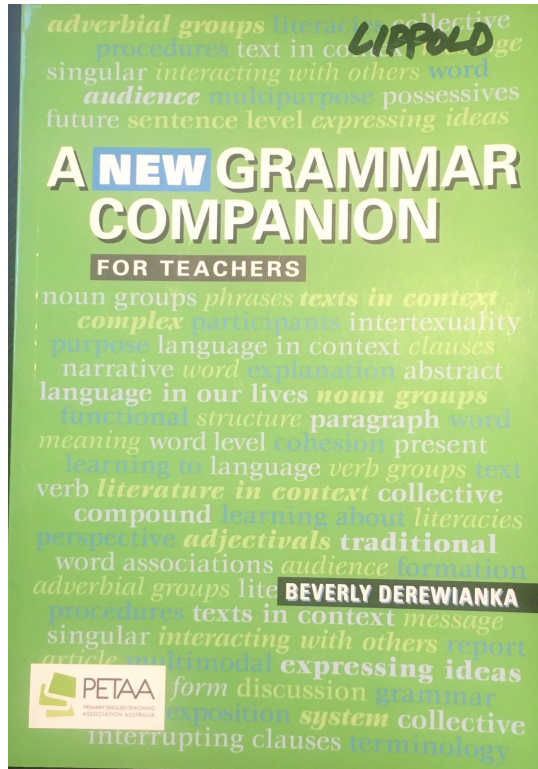
Year 11 IB English B  
prescribed textbook





# Resources I recommend (for teachers)

Please also see resources in [Google Drive](#)

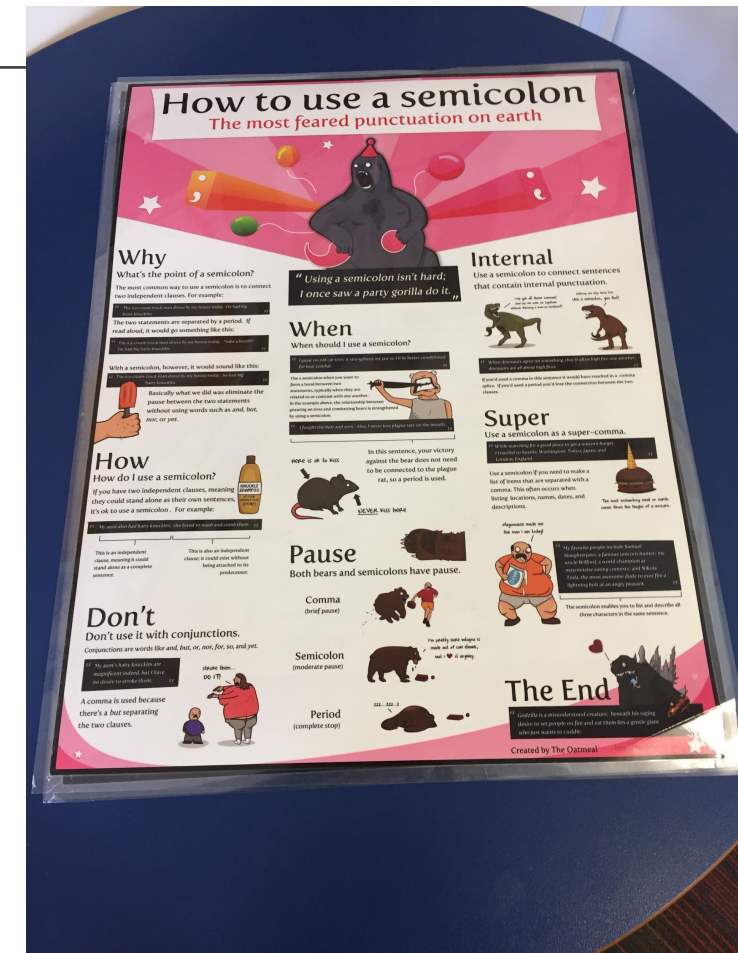
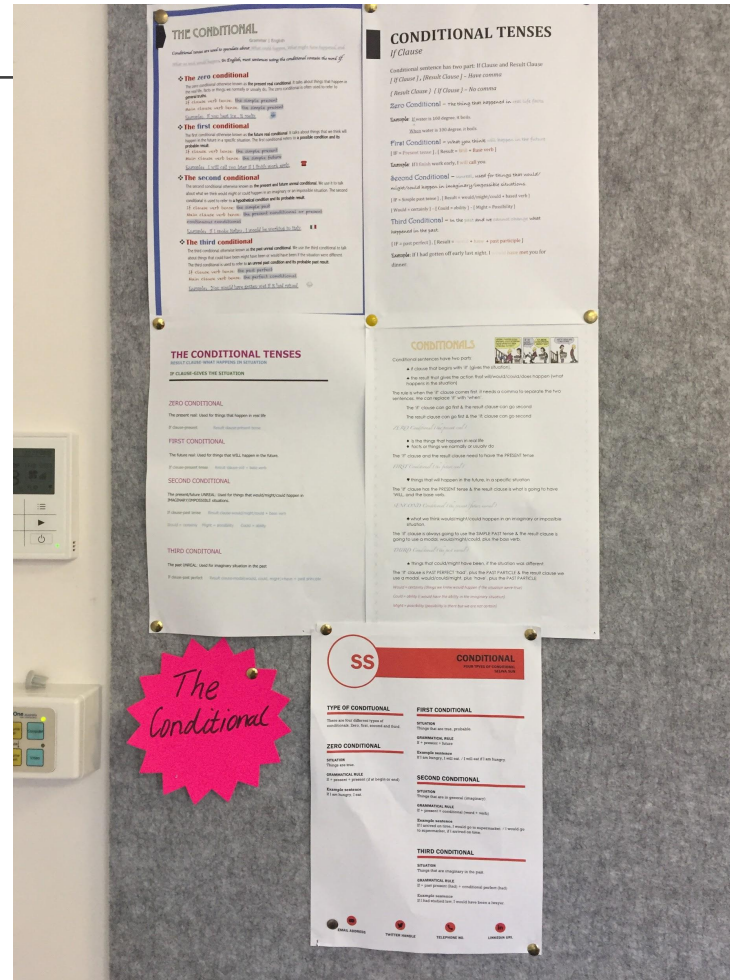
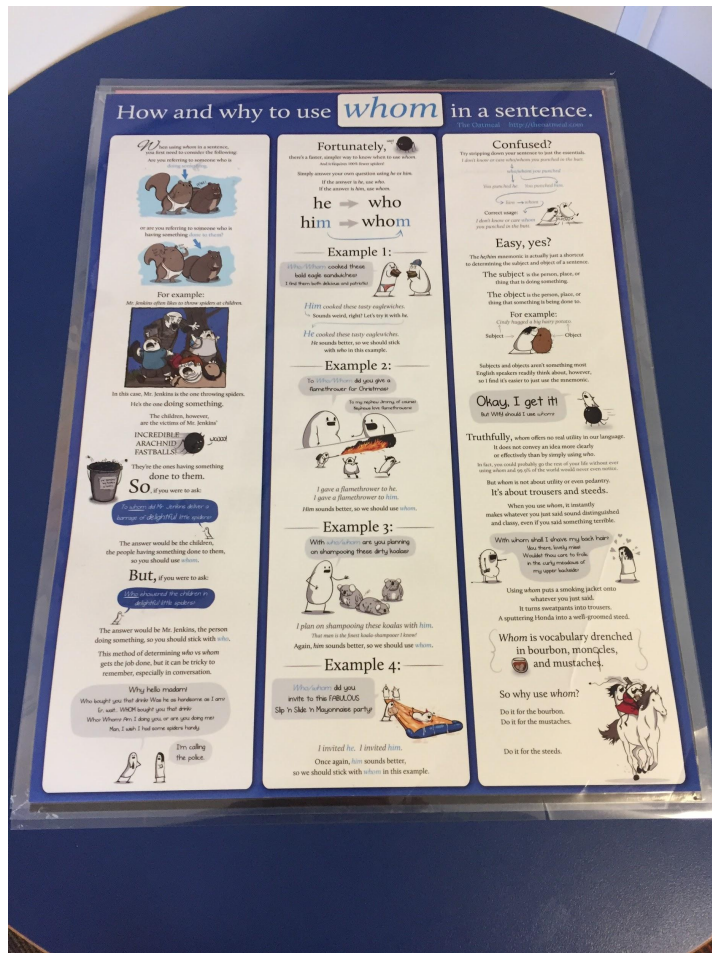


# Make your classroom grammar friendly





# Posters! (student made and purchased)



# Let me know if you have any more questions!

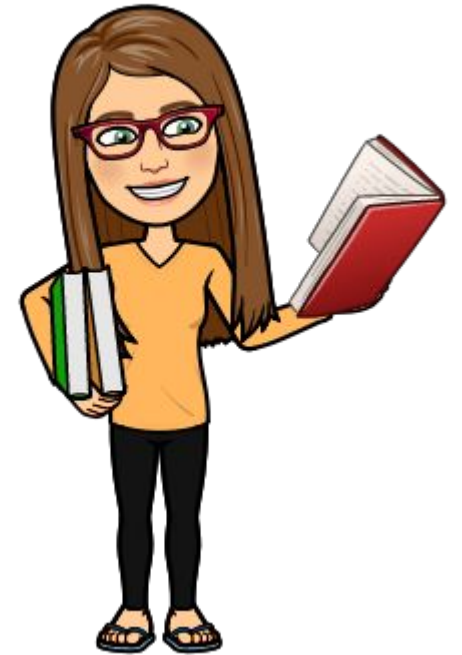
---

All materials will be available at conclusion of session via a [Google Drive folder](#) as well as additional presentations I have made this year.

[julialippold@gmail.com](mailto:julialippold@gmail.com)

[lippoldju@lauriston.vic.edu.au](mailto:lippoldju@lauriston.vic.edu.au)

[info@zealousenglish.com](mailto:info@zealousenglish.com)



# Thanks for Listening! Any questions?



---

**Julia Lippold** - EAL Coordinator (Years 7-12) & English Teacher at Lauriston Girls' School; Founder and Creator of *Zealous English*

[julialippold@gmail.com](mailto:julialippold@gmail.com)

[lippoldju@lauriston.vic.edu.au](mailto:lippoldju@lauriston.vic.edu.au)

[info@zealousenglish.com](mailto:info@zealousenglish.com)

ZEALOUS ENGLISH

# Participants Questions

QUESTIONS



---

Start young! The younger the better.

Use the grammar terms - don't dumb it down (unless you have remedial students e.g. "blue words" for verbs . But be consistent across the school (have a universal language)

Repetition - you need to keep coming back to it.

Make it **VISUAL, FUN and INTERACTIVE** (get kids to do the thinking) Make stuff - tactile learning is very helpful!

Strategies apply for junior, HS and adults.

yes there is an order - start at word level, then move to sentence level e.g. affixation, parts of speech, then nominalisation (work backwards to find your starting point)

Remote teaching tips → see my [blog](#) about this

Find a balance between taught in context (try to connect with texts and topics as it helps student to see the usage) and explicitly - older students can cope better with explicit grammar





**KEEP  
CALM**

**AND**

**USE CORRECT  
GRAMMAR**

KeepCalmAndPosters.com