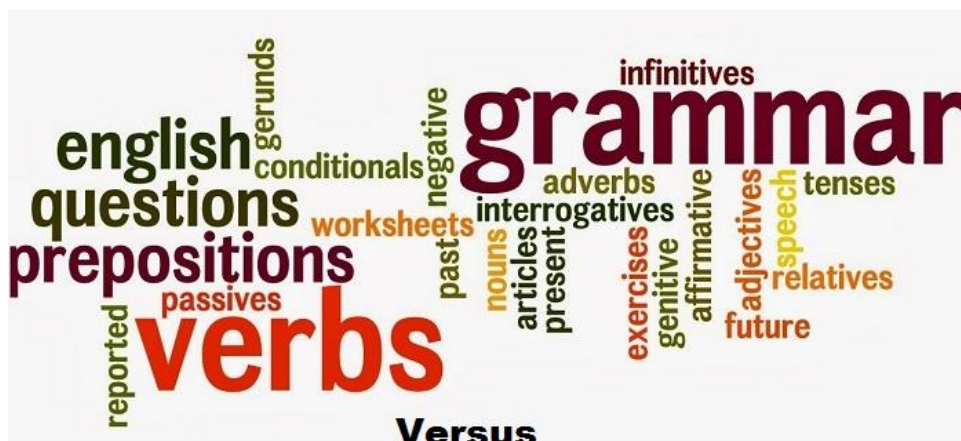


COMMUNICATIVE GRAMMAR

№2 December 2023



Twelve sources of communicative activities

1 Real life situations

Brainstorm lots of activities. If you don't find any which involve the language item you are supposed to work on then it is either because you have not brainstormed enough OR because that topic and that language item do not collocate!

Questions and answers (and other exchanges) in which the teacher shows genuine interest in what the student is saying.

20 Interrogative Sentences

1. **Whose** book did you bring me?
2. **When** are the best days to go to the mall?
3. **What** kind of music do you want to dance to?
4. **How** many topics do you have to study?
5. **Did** we make a cake for you ?
6. **What** kind of music do you like?
7. **Did** you take your vitamin this morning?
8. **What** do you think about this subject?
9. **How** did it get so late so soon?
10. **How** many movies did you watch this month?
11. **How** far is it between the school and the house?
12. **Should** I call or email you?
13. **Why** are so scared of me?
14. **Who** fixed the computer?
15. **How** many times do you smoke?
16. Who knows the answers to these questions?
17. **Whom** did you see yesterday?
18. **Why** are you not interested?
19. **Whose** pants are these?
20. **Why** didn't you go to school?



Recent tightening of airport

AT THE AIRPORT

- 1** This is the place at the airport where you have to show your passport to the immigration officer.
- 2** Here you collect your luggage after you arrive at your destination.
- 3** If you are flying a long journey, probably you will have to take more than one flight.
- 4** The airport is a public place. Therefore, anybody can use this facility.

- 5** If you are at the airport waiting for someone, you will probably be looking at the _____ board.
- 6** The area where all passengers belongings are sent.
- 7** If you are at the airport waiting for your flight, you will probably be looking at the _____ board.
- 8** Here you can see if your luggage is on the weight limit and get your boarding pass.

things
What to do in an emergency

EMERGENCY PROCEDURES

<p>FIRE</p> <ul style="list-style-type: none"> ▶ PULL NEAREST FIRE ALARM! ▶ Alert other people as you evacuate. ▶ Use stairwells to leave the building. Do NOT use elevators! ▶ Do not re-enter building(s) until directed by emergency personnel. 	<p>MEDICAL EMERGENCY</p> <ul style="list-style-type: none"> ▶ CALL 911 IMMEDIATELY! ▶ Avoid leaving injured person(s) except to summon help. ▶ Do not move the injured person(s). ▶ Render first aid or CPR if you are trained and feel comfortable doing so. ▶ Protect yourself before and after rendering assistance. 	<p>POWER OUTAGE</p> <ul style="list-style-type: none"> ▶ Remain calm and offer assistance to others. ▶ If safe to do so, turn off electrical devices. ▶ Take the nearest marked exit. ▶ Do not panic or push others while exiting. ▶ Call 206.934.3823 to report power outages. 			
<p>EVACUATION</p> <ul style="list-style-type: none"> ▶ Evacuate building using nearest marked exit in a safe, orderly fashion. ▶ Do NOT use elevators. ▶ If safe to do so, take all personal items. ▶ If there is time, secure all equipment and materials before evacuating. ▶ Assist persons with disabilities and/or special needs. ▶ Follow all instructions given by emergency personnel. 	<p>EARTHQUAKE</p> <ul style="list-style-type: none"> ▶ STOP Running is the most common cause of injury during an earthquake. ▶ DROP Make sure your head is not the tallest thing in the room. ▶ COVER Get under a desk or table to protect yourself from falling objects. ▶ HOLD Whatever you are under, hold on tightly until the shaking stops. ▶ When tremors stop, evacuate to a safe location, away from buildings. ▶ Check yourself and others for injuries and call 911 if medical help is needed. ▶ Report your status to school officials. ▶ Listen to radio or television for further information. ▶ Avoid using cell phone lines except for emergency calls. ▶ Use text messages for other contacts. 	<p>HAZARDOUS MATERIALS RELEASE</p> <ul style="list-style-type: none"> ▶ CALL 911! ▶ Notify affected personnel immediately and evacuate the contaminated area. ▶ Move to a safe distance of at least 100 yards. ▶ Advise others to stay clear of contaminated area. ▶ If needed, render first aid or CPR only after consulting with 911 dispatchers. ▶ Wait for further instructions from emergency personnel. 			
<p>SUSPICIOUS PERSON</p> <ul style="list-style-type: none"> ▶ Do not let a stranger into locked or secured areas for any reason. ▶ Do not confront or attempt to stop any person from leaving the area. ▶ Move to a safe location and call 911 or Public Safety, 206.934.5442. 	<p>SUSPICIOUS OBJECT</p> <ul style="list-style-type: none"> ▶ Do not disturb, touch or use electrical devices near object. ▶ Move to at least 100 yards from object. ▶ Call 911. 	<p>ACTIVE SHOOTER</p> <ul style="list-style-type: none"> ▶ Leave the area or building quickly and quietly, if safe to do so. ▶ If you can't leave, go to an area that can be locked or secured. ▶ Stay low, hidden and spread out. ▶ WHEN SAFETO DO SO, CALL 911. ▶ If you encounter police, show your hands, follow their commands and don't make sudden movements. 			
<table border="1"> <tr> <td data-bbox="236 831 459 1039"> <p>AED* LOCATIONS</p> <ul style="list-style-type: none"> *Automated External Defibrillator BE Atrium near cashiers BE Library front desk BE1112 Disability Support BE3210 Allied Health BE4180 Admin, reception desk NP hallway near restrooms MAC front desk SAM203A Science & Math Or call Public Safety 206.934.5442 </td> <td data-bbox="475 831 699 1039"> <p>IMPORTANT PHONE NUMBERS</p> <ul style="list-style-type: none"> Police & Fire 911 Public Safety 206.934.5442 or 206.396.0909 Seattle Central Info Hotline 206.934.5464 Repair/Clean Hotline 206.934.3823 Evening Administrator 206.396.0909; 206.396.3217; 206.853.7314 </td> <td data-bbox="715 831 912 1039"> <p>SeattleCollegesAlerts</p> <p>RECEIVE EMERGENCY ALERTS</p> <p>Seattle Central will notify the campus of an emergency situation through the SeattleCollegesAlerts system.</p> <p>To sign up to receive emergency alerts to your smartphone (via text) or email address, visit: www.seattlecolleges.edu/alerts</p> </td> </tr> </table>			<p>AED* LOCATIONS</p> <ul style="list-style-type: none"> *Automated External Defibrillator BE Atrium near cashiers BE Library front desk BE1112 Disability Support BE3210 Allied Health BE4180 Admin, reception desk NP hallway near restrooms MAC front desk SAM203A Science & Math Or call Public Safety 206.934.5442 	<p>IMPORTANT PHONE NUMBERS</p> <ul style="list-style-type: none"> Police & Fire 911 Public Safety 206.934.5442 or 206.396.0909 Seattle Central Info Hotline 206.934.5464 Repair/Clean Hotline 206.934.3823 Evening Administrator 206.396.0909; 206.396.3217; 206.853.7314 	<p>SeattleCollegesAlerts</p> <p>RECEIVE EMERGENCY ALERTS</p> <p>Seattle Central will notify the campus of an emergency situation through the SeattleCollegesAlerts system.</p> <p>To sign up to receive emergency alerts to your smartphone (via text) or email address, visit: www.seattlecolleges.edu/alerts</p>
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Comparing daily habits:



Making someone relax: Use imperatives to tell them what to do. Sit comfortably. Close your eyes. Relax your legs. Feel your chest relaxing. Etc.

Mail order catalogue: *what would you buy? Which one would you buy? Which would your mother buy/like to have. If you bought your partner a present which one would you buy?*

Unexpected, ambiguous, unpleasant phone call: *who might it have been...why might he have said such things...what might I have said...*

A glimpse of someone through the classroom window (or a magazine photo): *Who might he be...where might he be going...what might he be thinking about/worrying about....what has he been doing...what will he do next...*

Photo of an unspecified place or happening. *Speculating about where it might be and what might be happening or have happened: might be/could be...probably...definitely...on the other hand...*

Where would you like to be if you were not here? ...inviting your companion to share day dreams.

What is your day like?

how to GET UP EARLY
by Anna Vital

plan an exciting breakfast
to look forward to it

sleep in total darkness
measure the sleep hormone, it produces in the dark

drink water before going to bed
it hydrates and rehydrates

read a book (not online)
you can't browse away from it

schedule your most important plans for the morning
so you are excited to get up and go to it

turn off the phone
so you're not woken up

put the alarm across the room
can't hit the snooze button

use a blanket that keeps you warm
been sleeping between 60°-70° F (16-21°C)

HOW TO START THE DAY
by Anna Vital

first thing successful people do in the morning

"eat the frog"
Mark Twain
"Tackle the hardest problem on your plate."

visualize
Tony Robbins
"Visualize how you will make your day."

work out
Barack Obama
"I do it just to about my head and real work."

real work, no email
David Karp
"Don't check your email and do real work."

talk to customers
Craig Newmark
"Customer service."

ask myself
Steve Jobs
"Every morning I asked myself the last day of my life, what would I want to do what I would want to do today?"

HOW TO WORK FAST
by Anna Vital

have a one track mind
at average search has 70,000 thoughts per day which is 80% clutter

don't stop
if you get stuck for more than 30 seconds, reposition

write short
140 character emails
remember you can't have what you're saying

keep your desk clear
read over your notes

keep lights bright
increasing light levels from 200 lux to 500 lux improved productivity by 25%. most offices work at 300-500 lux
1000 lux is for airports and direct sun

listen to music
to speed up mood, have fast beats

1st draft in 15 minutes
start at 10:00

1st draft in 15 minutes
start at 10:00

how to THINK FASTER
by Anna Vital

relax your jaw
your mouth may talk on its own - body intelligence

let the silence be
if the other side is silent

repeat something several times while you are thinking

work with the 1st thought that comes to mind - it is there for a reason

listen to your gut
it thinks faster than your brain

visualize your knee jerk
now produce a "mind jerk"

follow the least effort principle

2 Surveys

The same set of questions can be used again and again with the intention of collecting information for a survey. *Eg What's your favourite colour? Whats your favourite music? Do you feel there is any hope for the world? What are the main threats to our existence, Etc.* Providing this is a survey into an area of interest to the students, it is communicative.

STUDENT SURVEY

























DIRECTIONS: Place an X in the box that best describes your opinion on each statement below. This survey is anonymous. Be honest and help me to be a better teacher.

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
In this class, I have gained a clear understanding of the concepts covered.				
I enjoyed this class.				
My teacher explains the purpose of each lesson as it relates to the unit.				
My teacher is well prepared for class.				
My teacher respects me.				
My teacher holds me to high expectations.				
My teacher encourages and accepts different opinions.				
My teacher demonstrates excitement and enthusiasm in this subject.				
My teacher provides me with useful written feedback.				
My teacher cares about me as a student and as a person.				
My teacher is approachable and willing to help me if I don't understand the lesson.				
My teacher recognizes students learn in different ways and incorporates this into lesson activities.				
My teacher teaches this class in a way that I can learn.				

3 Games

The Grammar Games

Directions: Roll the dice. Count the number of dots you land on with all dice involved, and then complete the task in the chart below. If the same # is landed on twice, give a different answer. Right answer? You earn the same number of points as you rolled with the dice! The person who racks up the biggest number wins. May the odds be ever in your favor.

 List 3 coordinating conjunctions.	 What is the difference between an adjective and adverb? Give 1 example of each.	 Make up a sentence that uses 2 prepositional phrases. Identify them.	 List 1 linking, 1 helping, and 1 action verb.
 List 3 abstract nouns.	 Name 2 different functions of a gerund.	 Write a simple sentence about something in this room. Use an infinitive.	 Write a sentence about school that uses a participial phrase.
 Name one type of sentence that has a hard-to-find subject. Explain how to find it.	 Name 3 subordinating conjunctions.	 Give an example of pronoun/antecedent disagreement. Explain how to fix it.	 Demonstrate how to use a semicolon or colon correctly.
 Demonstrate how to use a dash or parentheses to set off nonrestrictive elements in a sentence.	 Name one punctuation rule for a complex sentence.	 Give 1 example of a dependent clause. Give 1 example of an independent clause.	 Write and correctly punctuate a compound sentence.
 Name 3 important comma rules.	 Name 3 subordinating conjunctions.	 Write a sentence with a funny misplaced or dangling modifier.	 Write a sentence with faulty parallelism. Explain how to fix it.
 What is the formula for a complex sentence?	 Write a complex sentence. Identify all its components.	 Name 3 conjunctive adverbs.	 Write a compound-complex sentence. Identify all its components.

Is it true?

The st talks about things he/she did last weekend and the other students decide which were true and which were not true.

Miming

One student mimes and the others guess what he/she is doing. Are you swimming, etc.

Twenty questions

One st thinks of a subject and the others have twenty questions to find out what it is.

What's the sketch

A st sketches on the blackboard and the others try to find out what it is by asking questions.

4 Challenges

The student is challenged to:

Identify something which is difficult to identify (a picture flashed at great speed)

Find a connection between two bits of information (two texts or a text and a picture)

Find a way of grouping various bits of information

Put various bits of information into an order of value

Put various bits of information into a developmental sequence

Remember various bits of information

The teacher and other students respond to the content of the challenge and not to the form.

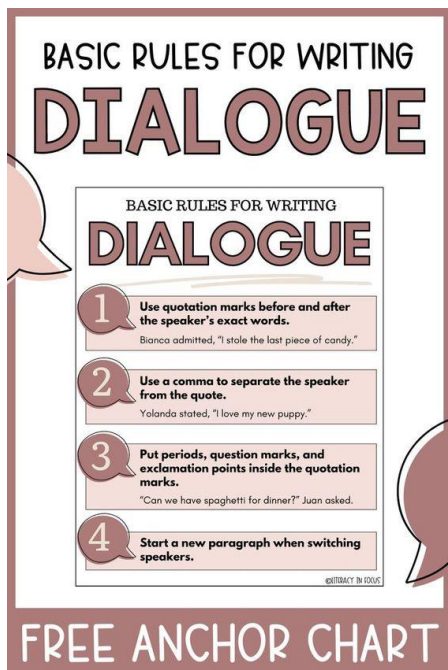
Many activities based on challenge offer intense grammatical focus without taking away from the communicative intent.

5 Dialogues

Basically two approaches:

1 Repeating and/or adapting a dialogue you give them.

2 Inventing a dialogue based on some kind of starting point which you give them.



6 Drama

There are many drama games given in 'Drama Techniques in Language Learning', published by Cambridge University Press.

7 Writing poetry

Writing poems which are based on a key sentence pattern.

1 I used to...but now I

2 First of all I saw the sea

Then I heard the waves on the shore

Then I saw you lying on your towel

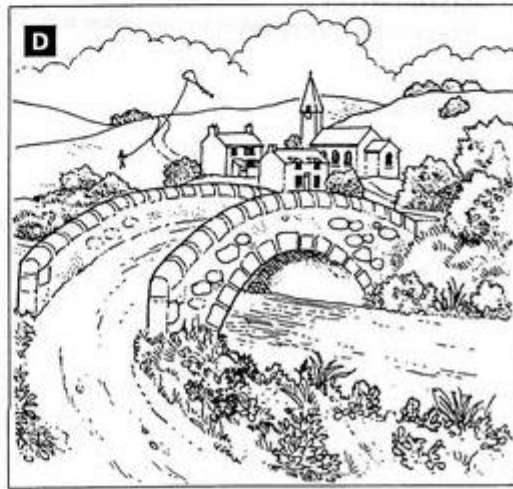
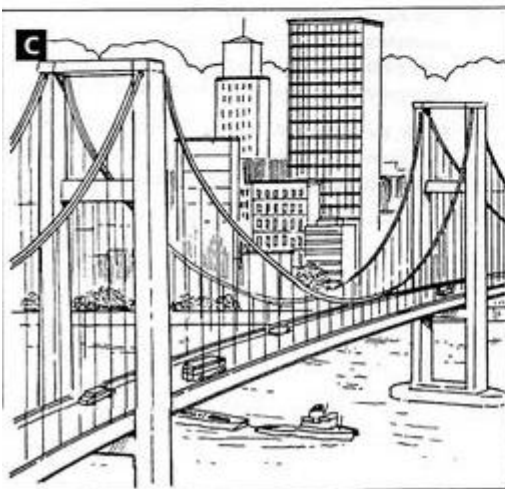
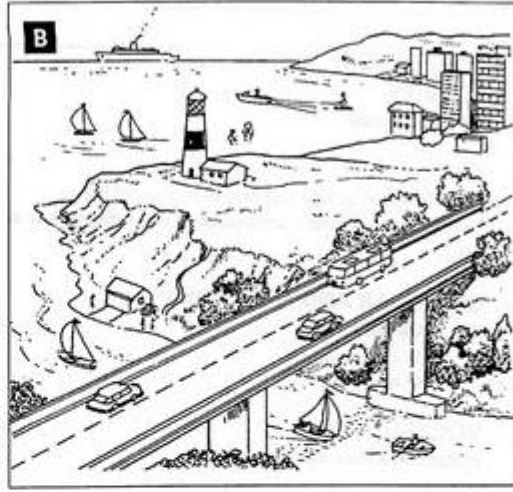
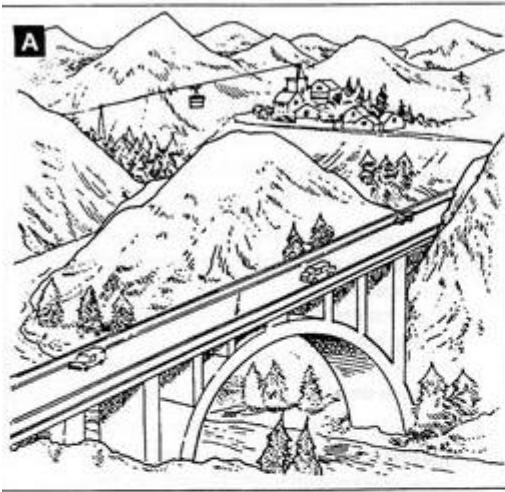
Then I heard your song.

Then I felt the wind on my cheeks

And tasted the salt sea air.

8 Telling stories and making stories

This is a very rich family of activities mainly open communicative fluency but it can have something of a grammatical focus eg use of past tenses.



9 Songs

Songs are engaging, have a fixed text which is repeated every time the song is sung. Some publishers have commissioned songs exemplifying grammatical points.

10 Pictures

Pictures are stimulating and potentially full of information and potentially emotionally moving.



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