

How will the story end?

Read or tell an unfamiliar story which has an uncertain ending, finishing before the end. Students brainstorm in groups how the story could end. The ideas do not have to be written down and could be one-line suggestions. Students can then use the group's ideas to write an ending. Individually, students can complete written stories. Encourage them to write more than one ending. Students can improvise drafted and practised oral stories for the group to finish. Sources for stories can be family anecdotes, videos, books or television and radio commercials. As students become more experienced, the story can be interrupted by students making suggestions.

A Visit to Grandfather's

Many years ago I went to visit my grandfather who lived a little way out of town. In those days I didn't have a car so I had to use the train and shank's pony. I left home early. My mother said, "Will you be back for dinner?" I said, "I'll be late as the trains are not frequent." As I had promised to stay with him for the day I didn't feel in a hurry to come back early.

future tense

past tense

The train trip was uneventful. But when I got to the station I had to get out at I looked, rubbed my eyes, and looked again. I jumped off the train. In front of me was my grandfather dressed in the strangest clothing. "Hi grandfather, where are you going dressed like that?" "My lad, you're just in time to join me," he said, "some spacemen have invited us to join them in their travels. Will you come?"

sentences:
simple

Thinking this was a joke for Bush Week climbed into the spaceship. Hold on, I thought, this IS a spaceship. Mother was right, grandfather did know some strange people. Just then two of the strangest creatures I had ever seen appeared. The door closed and the vehicle shot off like a huge rocket into the wide blue sky ... ←

ellipsis

Stories with dialogue

The Hare and the Tortoise

A quick-footed Hare **boasted** that he **ran** fast.

"I've never been beaten," he **said**, "when I go at my top speed, I challenge any other animal here to a race with me."

A slow-moving Tortoise **said** quietly, 'I accept your challenge.'

"That's a good joke," **laughed** the Hare. "I could dance round you all the way."

"Don't boast until the race is over," **warned** the Tortoise, who **looked** like a slow-moving stone as he **plodded** to the starting line.

The two contestants **lined** up and the race began. The Hare **darted** almost out of sight and then **stopped**. He **showed** his contempt for the Tortoise, **curled** up and **took** a nap.

The Tortoise **plodded** on slowly and steadily, and when the Hare **awoke** from his nap he **saw** the Tortoise just near the winning-post.

The Hare **ran** faster than ever before but he **did not beat** the Tortoise to the finishing line.

The Tortoise **said**, "Slow and steady **wins** the race."

(Words in bold show verbs in past tense; underlined words are adjectives.)

Discuss the following notes about *The Hare and the Tortoise* with students, using examples from the story.

- Narrative is often written in the past tense: *boasted, never been beaten, said, laughed, warned*.
- Dialogue is written in the present tense: *accept, wins*.
- Complex sentences are used: *Don't boast until the race is ... starting line*. (Paragraph 5)
- Compound sentences are used: *The two contestants ... a nap*. (Paragraph 6)
- Prepositions and conjunctions are used to show position, the plot and setting in time and place.

- ◆ Prepositions are used: **to** the starting line, **at** my top speed, **with** me, **near** the winning-post, **for** the tortoise, **out** of sight, **to** the finishing line.
- ◆ Conjunctions are used: **that** he came from, **when** I go, **until** the race is over, **as** he plodded, **when** the Hare awoke.

Work with students on linguistic features in *The Hare and the Tortoise*, focusing on two or three elements at a time. Choose from the list below. Remember that the most important thing is for the story to be enjoyed every time.

Points to consider:

- ◆ Different verb tenses are used: simple past tense with active voice; e.g. *darted, plodded, took, saw*. Present tense: *accept, wins, go*.
- ◆ Complex verb groups appear from time to time, particularly to note the shift from the indicative mood (e.g. *go, saw, ran, is, said*) to the modal (e.g. *could dance*) or future tense with modal (e.g. *could be going to*).
- ◆ Verb tenses may change with the introduction of dialogue.
- ◆ Adjectives providing a description are shown by using adjectives, and adjectival phrases and clauses.
- ◆ Metaphor and simile are used: *like a slow-moving stone*.
- ◆ Punctuation: dialogue has double speech marks: *"I accept your challenge."*
- ◆ Capital letters are used for proper names and sentence beginnings.

Paragraphs

Paragraphs are used to organise and structure the main ideas of information, order of speakers, introduction of new information, characters, settings and developments, new arguments and whatever else that writers use in imaginative, informative and persuasive writing.

There is no rule for paragraph length as the length of the paragraph will be determined by the writer in order to assist the reader to engage with the story, information or argument. As a general rule, very few writers now use paragraphs that are more than half a page. We know

GRAMMAR IN ITS PLACE tackles the two questions most asked by teachers:

- How do I teach grammar?
- What grammatical features do I include in my teaching?

Part A of this book presents a variety of text types and the grammatical features that are associated with each one. It demonstrates how to use these text types to give purpose to the students' writing and meaning to the teaching of grammar.

Part B deals with the knowledge, understandings and the terms used in traditional and functional grammar. This section covers parts of speech, sentences, phrases, clauses, noun groups and punctuation.

This book is packed with activities, and the authors show teachers how to implement strategies that will integrate the knowledge and the function of grammar into all areas of the school curriculum. Some activities focus on the needs of individuals while other activities can be used as the basis for class lessons.

The methodology suggested in GRAMMAR IN ITS PLACE encourages students to realise that a sound knowledge of grammar is essential for clear, concise and effective communication.



ROD CAMPBELL and GRAHAM RYLES have been studying and developing strategies for teaching English grammar for almost 30 years and have co-authored 13 books. Their books have been sold in Australia, Canada and Papua New Guinea. Their strategies for teaching grammar and the metalanguage of English have been designed to assist teachers to teach English creatively and effectively, and to enhance processes of reflective practice in teaching.

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