



GRAMMAR

FOR GREAT WRITING

Bringing the world to the classroom and the classroom to life

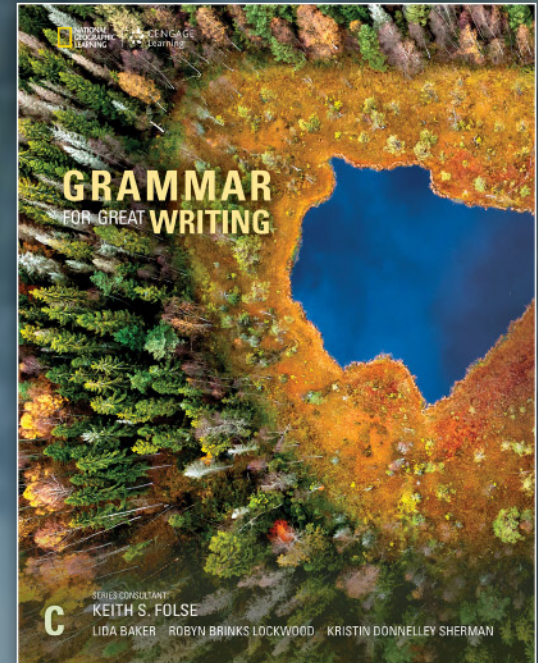
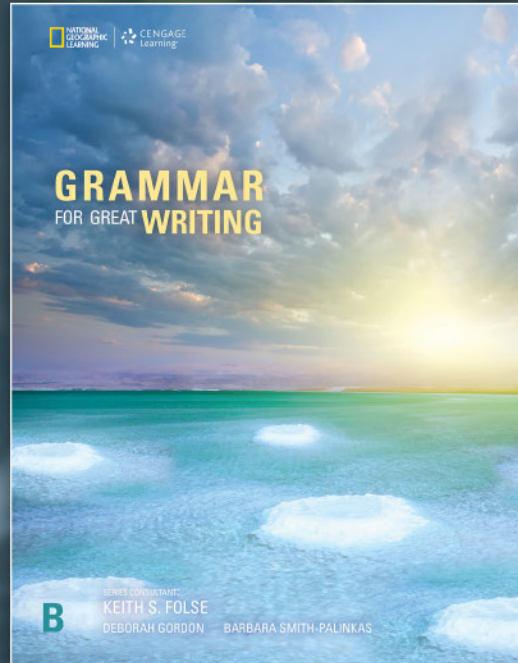
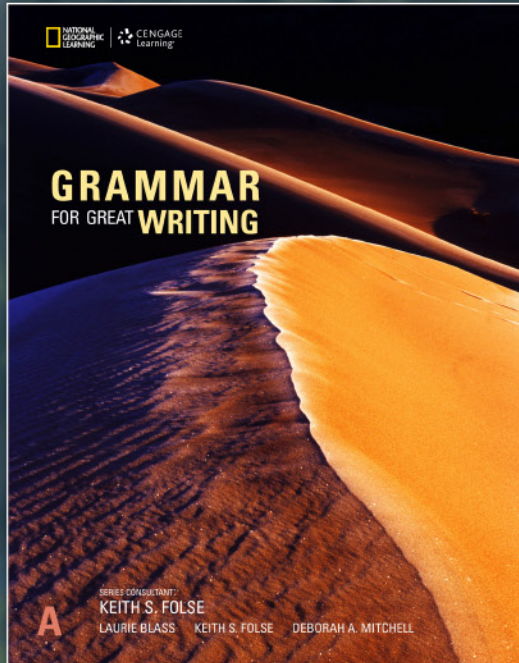
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Grammar for Great Writing

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Grammar for Great Writing



3 QUESTIONS for today's talk come from the challenges that ESL writing teachers face today

- 1. What grammar do our students need for better writing?**
- 2. What grammar problems should teachers anticipate?**
- 3. How can we help students with the grammar needed for their writing?**

TEACHERS' REALITY

- ESL students make many errors in their writing.
- These errors are of different types: grammar, vocabulary, punctuation, spelling, etc.
- Grammar (structure) errors tend to be common.
- Teachers focus on grammar the most – but maybe **we focus on the WRONG ERRORS???**

1. What grammar do our students need for better writing?

- Traditional grammar syllabus ?
- Based on your students' needs ?

- **But what are our students' NEEDS ?**
- **And how would we determine them ?**

2. What grammar problems should teachers anticipate?

- We are NOT training future linguists!
 - What is an ERROR vs a SERIOUS ERROR?
 - What about OMISSION ?
-
- In *Grammar for Great Writing*, we focus ONLY on grammar that is
 - (1) frequent in academic writing
 - (2) prone to errors (including OMISSION)

3. How can we help students with the grammar needed for their writing?

- Focus on grammar they **NEED**
 - Don't do just fill-in-the-blank tasks.
-
- **TRANSFER – is THE question of every teacher of every subject.**
 - **ANSWER: Practice = The Real World.**

3 QUESTIONS for today's talk

- 1. What grammar do our students need for better writing?**
- 2. What grammar problems should teachers anticipate?**
- 3. How can we help students with the grammar needed for their writing?**

Let's make OUR list

- 3rd person singular, present tense (SHE GO)
 - omission of subject pronouns (IS MY FRIEND.)
 - adjective word order (ONION SPICY SOUP)
 - verb tenses (IT WILL HAVE RAIN)
 - verb forms (I ENJOY SWIM)
-
- **PROBLEM:** We are repeating the SAME LIST – and it's not working. Our grammar list is based on our INTUITION, maybe not FACTS.

Using Appropriate Native Writing as Our Learning Goal

- Analyzed **90+ Native Writer (NW) papers**
- Analyzed examples of **MICUSP**
- Consulted examples of **COCA** – Academic

Look for **PATTERNS**

(same or different to ESL textbooks?)

Looked at **vocabulary**

Looked at **grammar**

Looked at **sentences**

What grammar do you need for college writing?

VERY LIMITED TIME (both T and Ss)

Focus **ONLY** on grammar you **NEED**:

1. it's **common** in your target writing
2. you make **mistakes** with it OR you **avoid** it (=omission)

My “undercover grammar research” project

ESL vs Native Writer

ESL Writer:

***People should to adopt this plan now
for three reasons.***

Native Writer:

***For three very important reasons, this
plan should be adopted now.***

Let's look at an example of ESL WRITING



Sentence sentence sentence.

Sentence sentence. I enjoy to swim.

Blah blah. Sentence blah.



*I enjoy swim**ming**.*



--- I enjoy *to swim*. ---
Why does it bother us ESL teachers so
much?



For three very important reasons ...

1. We ESL teachers actually know why **I ENJOY TO SWIM** is wrong
2. We may have taught a lesson on *ENJOY + VERB+ing* recently
3. We know that VERB+ing here is called a GERUND

But ...

We've been missing THE BIGGER PICTURE

How many gerunds did the student actually attempt? *(almost none)*

THAT IS THE ERROR!

In my research:

1. Native writing is full of gerunds.
2. Not just in the “ESL slot”

GERUNDS in ESL Writing (our sheltered classes)

I **enjoy** **doing** that.

(As an ESL teacher, can you list other verbs like **ENJOY** that are followed by a gerund?)

GERUNDS in ESL Writing (our sheltered classes)

I enjoy doing that.

deny,

risk,

postpone,

suggest,

?

GERUNDS in Native Writing (aka THE REAL WORLD)

SUBJECT:

COMPLETING this field project required five interviews with teachers at different levels of experience.

GERUNDS in Native Writing (aka THE REAL WORLD)

OBJECT OF PREPOSITION:

Instead of a field project, students also have the option of **COMPLETING a longer research paper.**

GERUNDS in Native Writing (aka THE REAL WORLD)

+ PASSIVE VOICE:

Being chosen for this award is certainly a great honor.

Several drivers stated they are tired of **being chosen** for the early morning routes.

GERUNDS in Native/ESL Writing

+ **PASSIVE VOICE:**

No matter how shy some people may seem, most of us ENJOY **being chosen** for awards.

- NWs use A LOT MORE GERUNDS!

ACADEMIC COMPOSITION

- not general English
- not texting
- not spoken English
- not the ability to write down conversational English
- differences Spoken English & Written English?

though
?

THOUGH in writing?

THOUGH in speaking?

though

(Conrad, 1999)

Analyzed linking adverbials in samples of conversation and academic prose (as well as fiction and news) from the **40 million-word** Longman Spoken and Written English **Corpus**

- ◆ Academic writing uses a wider variety of linking adverbials, while **conversation** tends to repeat a few items, especially ***so, then, though,*** and ***anyway.***

though

(Conrad, 1999)

- Of the 580 linking adverbials per 100,000 words of conversation, approximately 150 (26%) were contrast/concession adverbials dominated by two items: *though* and *anyway*.
- The word *though* has the same meaning as the word *however* in academic written grammar, but it is important to note the position of the word *though*:
 - A: *These shirts are on sale. What a great price. You get one free if you buy three.*
 - B: *Three shirts. That's the problem, though.*

What should we do now?

*It's important for ESL writing teachers to step back and take a look at **native writers** who are parallel **peers** to our students*

Let's look at one example of native writing

parallel kinds of people

My ESL writers will enter college,
so let's look at freshman writing samples
(that received a grade of A or B)

1

I made some substantial revisions to both my review of literature and my final research argument. In my review of literature, I had started my argument, instead of **creating** a broad, general overview of what researchers are saying about this topic. To fix this, I moved a lot of my argument, especially in my “audience” section to my “discussion” section because it related specifically to my case study of Rotary International. After **moving** so much of my “audience” section, I went back to **researching** and found another peer-reviewed article to further elaborate on what researchers are saying about the audience that appeals to service organizations.

*How about a new approach to
how we ALL teach grammar?*

**GET RID OF (((MUCH OF))) THE TRADITIONAL ESL
GRAMMAR SYLLABUS**

Ask yourself WHY we should teach some of
these grammar points the way we do.

1. gerunds?

2. ALL 12 VERB TENSES: future perfect?

VERB TENSES

Uthman Al-Zuhairy, THESIS Univ of Central Florida 2016	Frequency of Verb Tenses in College NW
simple present	present progressive
simple past	past progressive
simple future	future progressive
present perfect	pres perf prog
past perfect	past perf prog
future perfect	future perf prog
modals	imperative
past modals	

VERB TENSES

Uthman Al-Zuhairy, THESIS Univ of Central Florida 2016	Frequency of Verb Tenses in College NW
simple present 50%	present progressive 2%
simple past 29%	past progressive 1%
simple future 2%	future progressive
present perfect 5%	pres perf prog
past perfect 1%	past perf prog
future perfect	future perf prog
modals 10%	imperative
past modals	

**What can you
tell me about ...**

MODALS

?

3 TASKS
from
Grammar for
Great Writing

BOOK A

Unit 10:

“WRITING with MODALS”

Task 1: Common Uses of Grammar

Look at p. 125: Common Uses

8

9

10

**Not the usual way to talk about
MODALS**

Using Modals, p. 125

10.3 Using Modals (continued)

<p>7. The negative forms of <i>must</i> and <i>have to</i> change the meanings:</p> <p>a. <i>Must not</i> means something is prohibited.</p> <p>b. <i>Do/Does/Did not have to</i> means something is not necessary.</p>	<p>Audience members must not cheer or yell during the televised debate.</p> <p>Florence Nightingale did not have to work, yet she wanted to be a nurse.</p>
<p>8. Modals are useful in a conclusion to make a suggestion or give advice.</p>	<p>Since we need more schools, we should vote for the new bond. (<i>suggestion, recommendation</i>)</p> <p>Since we need more schools, we must vote for the new bond. (<i>necessity, very strong advice</i>)</p>
<p>9. Modals are useful at the end of a survey or scientific research to show a future possibility.</p>	<p>The results of this survey could be very useful for planning future activities.</p>
<p>10. The modals <i>can</i>, <i>could</i>, <i>may</i>, and <i>should</i> are useful in opinion writing. They can help to make the writer sound more believable.</p>	<p>Eating fresh fruit for breakfast results in weight loss. (<i>not always true; not believable</i>)</p> <p>Eating fresh fruit for breakfast may result in weight loss. (<i>more believable</i>)</p>

Notes

1. *Can* is the most frequently used modal in academic writing. *May* occurs more frequently than *could*. (Corpus of Contemporary American English (Davies 2008–))
2. *May* and *could* are both used to indicate future possibility. In most contexts, *may* is more certain than *could*. However, in the negative, *could not* means a past or present impossibility, but *may not* indicates it is uncertain.
They **could not complete** the report. (*past impossibility*)
They **may not complete** the report. (*uncertainty*)

Using Modals, p. 125

8. Modals are useful in a conclusion to make a suggestion or give advice.

Since we need more schools, we **should vote** for the new bond. (*suggestion, recommendation*)

Since we need more schools, we **must vote** for the new bond. (*necessity, very strong advice*)

Using Modals, p. 125

9. Modals are useful at the end of a survey or scientific research to show a future possibility.

The results of this survey **could be** very useful for planning future activities.

Using Modals, p. 125

10. The modals *can*, *could*, *may*, and *should* are useful in opinion writing. They can help to make the writer sound more believable.

Eating fresh fruit for breakfast results in weight loss. (*not always true; not believable*)

Eating fresh fruit for breakfast **may result** in weight loss. (*more believable*)

Task 2a:

Language / Vocabulary

Look at p. 123: Activity 1

How is the language in this exercise different from what is in your (usual) grammar books?

Task 2a:

Language/Vocabulary, p. 123

ACTIVITY 1

Read each sentence. Find the modal and verb combinations. Write *M* above the modal and *V* above the verb.

1. Most vegetables need full sun to grow well, but lettuce can grow in part shade.
2. Because water is important for life, we should not pollute our rivers and lakes.
3. A child with a peanut allergy could have a serious reaction after eating a peanut butter cookie.
4. For food safety reasons, refrigerator temperatures must be at or below 41 degrees Fahrenheit.
5. Although penguins are classified as birds, they cannot fly.
6. In order to find ancient jewelry, archaeologists have to look through the dirt very carefully.
7. Recent studies show that young adults should get seven to nine hours of sleep per night.
8. A glider pilot has to use air currents to keep the glider in the air.



Task 2a:

Language/Vocabulary, p. 123

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Task 2a:

Language/Vocabulary, p. 123

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3. A child with a peanut allergy could have a serious reaction after eating a peanut butter cookie.
4. For food safety reasons, refrigerator temperatures must be at or below 41 degrees Fahrenheit.

Task 2b:

Academic Vocabulary

Look at p. 129: Activity 5:

Can you think of how to connect grammar and vocabulary?

Lexico-grammar:

Grammar that occurs with certain vocabulary. Not an accident.

COCA: Corpus of Contemporary American English

Task 2b:

Academic Vocabulary, p. 129

Academic Vocabulary

Verbs Frequently Used with *Can* in Academic Writing

be	have	lead	provide	take
do	help	make	see	use

Source: Corpus of Contemporary American English (Davies 2008-)

ACTIVITY 5 Vocabulary in Academic Writing

Use the academic vocabulary with *can* to complete the sentences.

Subject Area	Example from Academic Writing
Sociology	1. By doing volunteer work, we _____ a difference in the lives of others.
Biology	2. Some birds, such as the crow, _____ sticks and rocks to acquire food in nature.
Nursing	3. Studies show that being overweight _____ to diabetes and heart problems.
Communication	4. Certainly, most global corporations _____ things to improve their image.
Linguistics	5. Acquiring correct pronunciation _____ difficult for adult second language learners.
Ecology	6. After a forest fire, it _____ years for the forest to return.
Earth Science	7. The waves and tides of the ocean _____ energy.
Astronomy	8. With more powerful telescopes, astronomers _____ the moons of Saturn.
Education	9. Small trips outside of the classroom _____ students learn about careers.
Health	10. Doctors believe that stress _____ a significant impact on an individual's health.

Task 2b:

Academic Vocabulary, p. 129

Academic Vocabulary

Verbs Frequently Used with *Can* in Academic Writing

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Task 2b:

Academic Vocabulary, p. 129

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ACTIVITY 5 Vocabulary in Academic Writing

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Subject Area

Sociology

Example from Academic Writing

1. By doing volunteer work, we _____
a difference in the lives of others.

Task 2b:

Academic Vocabulary, p. 129

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ACTIVITY 5

Vocabulary in Academic Writing

Use the academic vocabulary with *can* to complete the sentences.

Subject Area

Biology

Example from Academic Writing

2. Some birds, such as the crow, _____ sticks and rocks to acquire food in nature.

Task 2b:

Academic Vocabulary, p. 129

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Subject Area

Nursing

Example from Academic Writing

3. Studies show that being overweight

_____ to diabetes and heart problems.

Task 3: Controlled Composing in Steps

Look at p. 132: Activity 8

- **Editing to IMPROVE, not just CORRECT.**
(What does this mean? Why is it important?)

Students work individually; then check in groups.

10 steps:
mostly controlled, some offer more leeway

Task 3:

Steps to Composing, p. 132

ACTIVITY 8 Steps to Composing

Read the paragraph. Then follow the directions in the 10 steps to edit the information and composition of the paragraph. Write your revised paragraph on a separate sheet of paper. Be careful with capitalization and punctuation. Check your answers with the class.

CAUSE-EFFECT PARAGRAPH

Dangers of Medicines for Babies

¹ Common cold and cough medicines can be life threatening to a baby. ² As a result, it is important for parents to be very careful when giving any kind of medicine to a baby.

³ One common drugstore medicine for a cold or fever is aspirin. ⁴ Aspirin can cause Reye's syndrome, which in turn can cause a baby's death. ⁵ Orange-flavored children's cold and cough medicines are also available at drugstores and some grocery stores, but these attractive medicines are not for children under the age of two. ⁶ They may cause a baby's heart rate to become very low and bring about unconsciousness. ⁷ Another danger is with honey. ⁸ Even though honey is a food, many adults and children use honey as a remedy for coughs, but it is very dangerous to a baby. ⁹ Honey can have bacteria that babies do not digest. ¹⁰ This can cause serious weakness and breathing problems. ¹¹ For these reasons, parents need a doctor's advice before giving any medicine to a baby.

1. In sentence 2, use a modal. Change the main clause of sentence 2 by replacing *it is important for parents to* with *parents should*, which uses the modal for giving advice.
2. Add more descriptive details to sentence 3. After the word *for*, add *the aches and pains of*.
3. Connect sentence 3 and 4 with the word *but* to contrast the two ideas. Change the period to a comma, and use a lower-case *a* for *aspirin*.
4. In sentence 4, the phrase *can cause* is used twice. Replace the second one with *could lead to*, which shows future possibility.
5. In sentence 5, replace *not* with *never* to give a more specific meaning.
6. In sentence 6, the modal *may* means uncertainty. Change the modal so the verb shows ability.

Task 3:

Steps to Composing, p. 132

CAUSE-EFFECT PARAGRAPH

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Task 3:

Steps to Composing, p. 132

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2. Add more descriptive details to sentence 3. After the word *for*, add *the aches and pains of*.

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Steps to Composing, p. 132

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Task 3:

Steps to Composing, p. 132

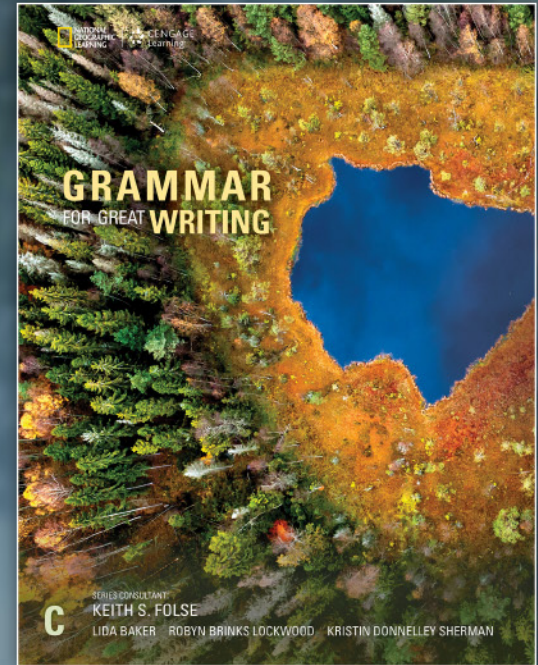
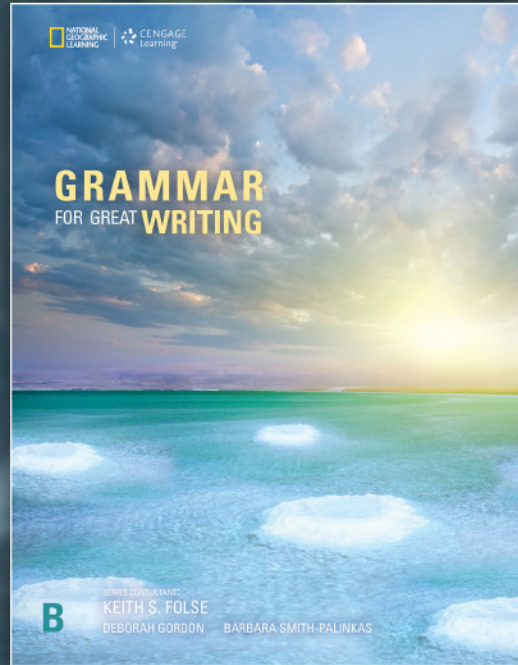
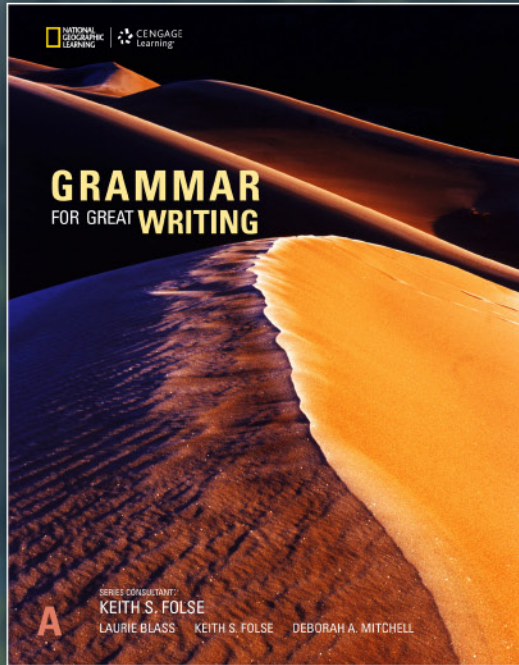
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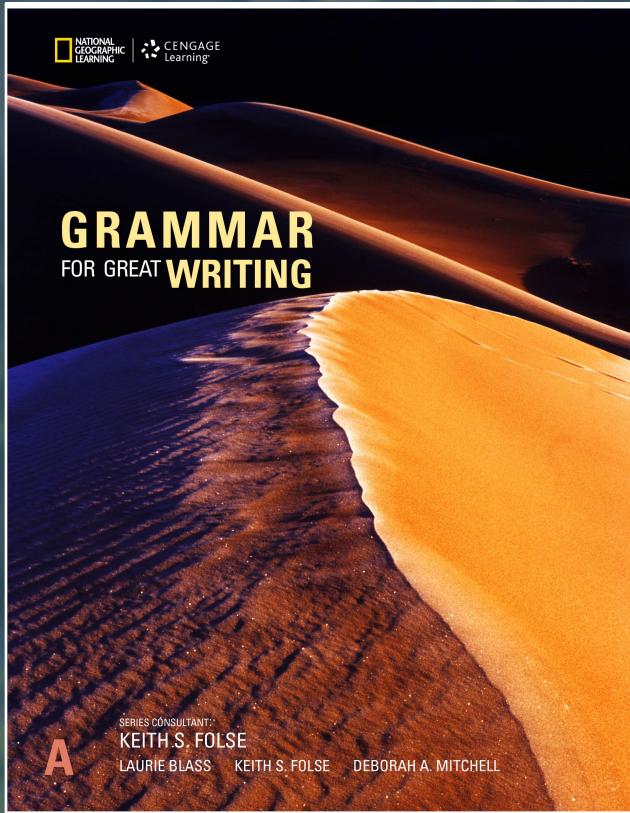
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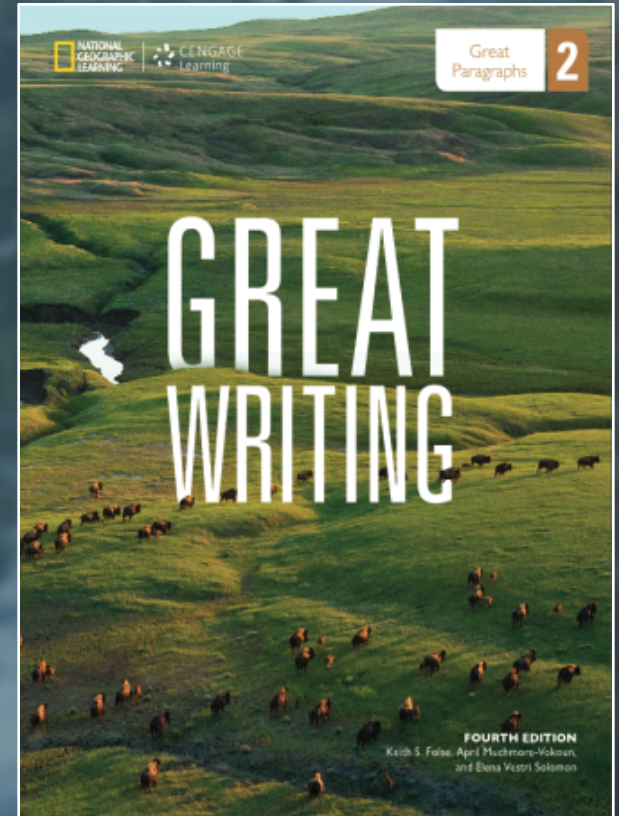
Grammar for Great Writing

- *Grammar for Great Writing* is a **three-book series** that focuses on the key **grammatical and lexical elements** learners need to become more powerful academic writers.
- Ideal for the grammar component of a writing and grammar class
- may be used as a companion to the *Great Writing* series or in conjunction with any academic writing series.

Grammar for Great Writing + Great Writing

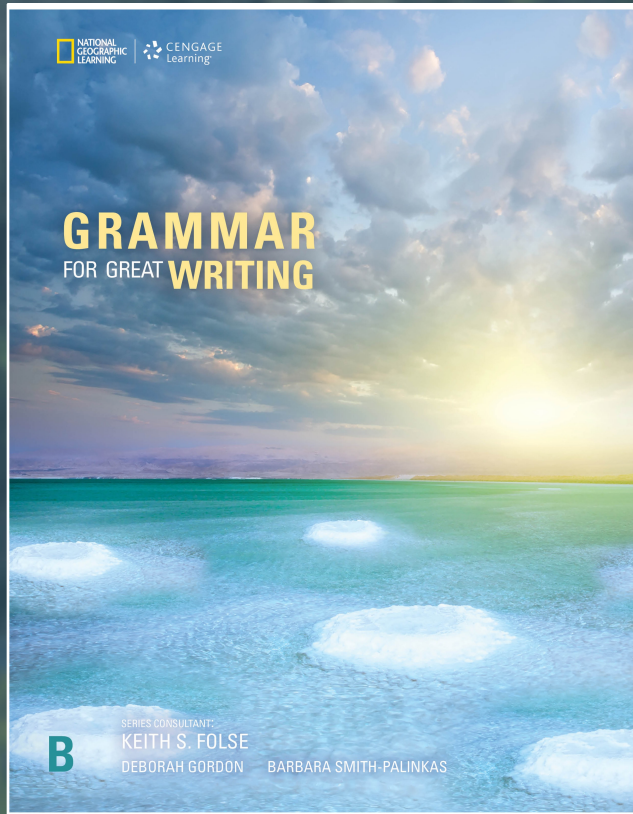


Student Book A

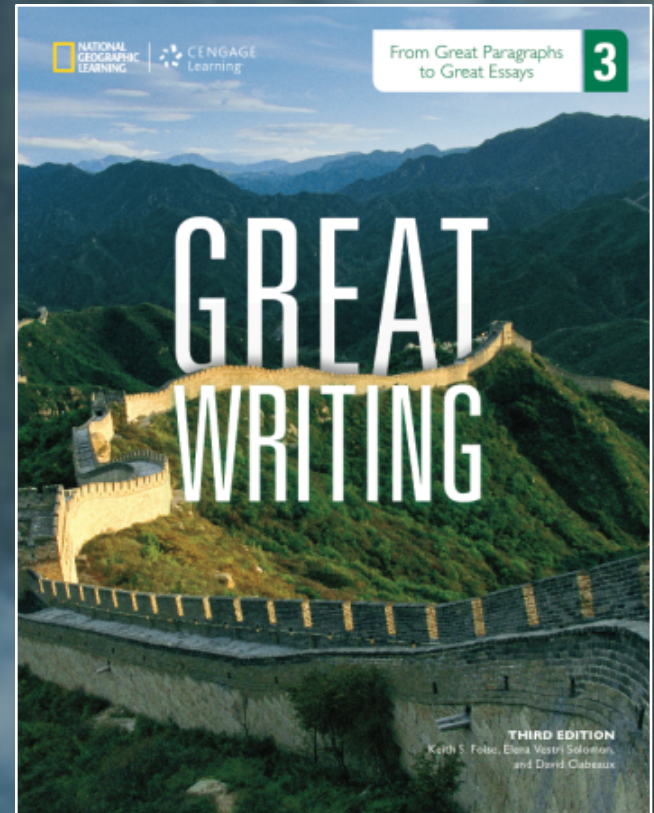


Student Book 2

Grammar for Great Writing + Great Writing

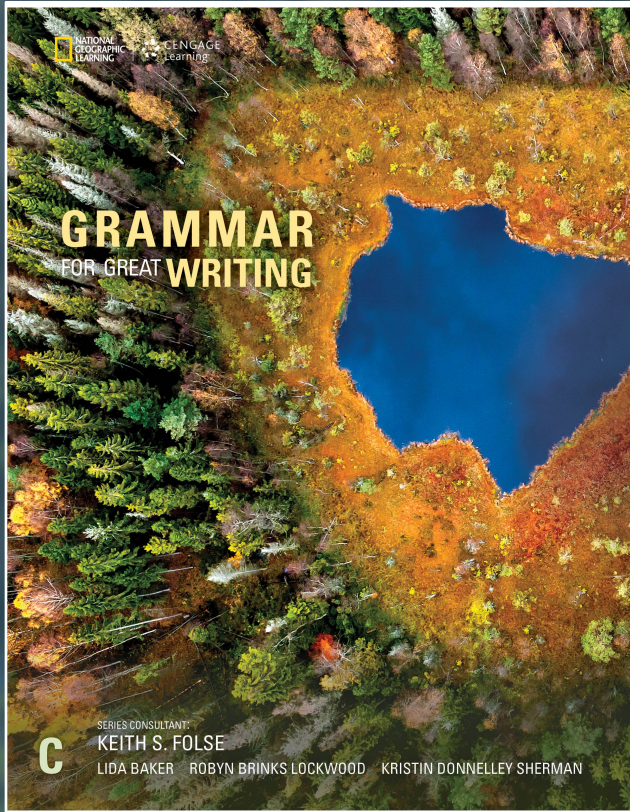


Student Book B

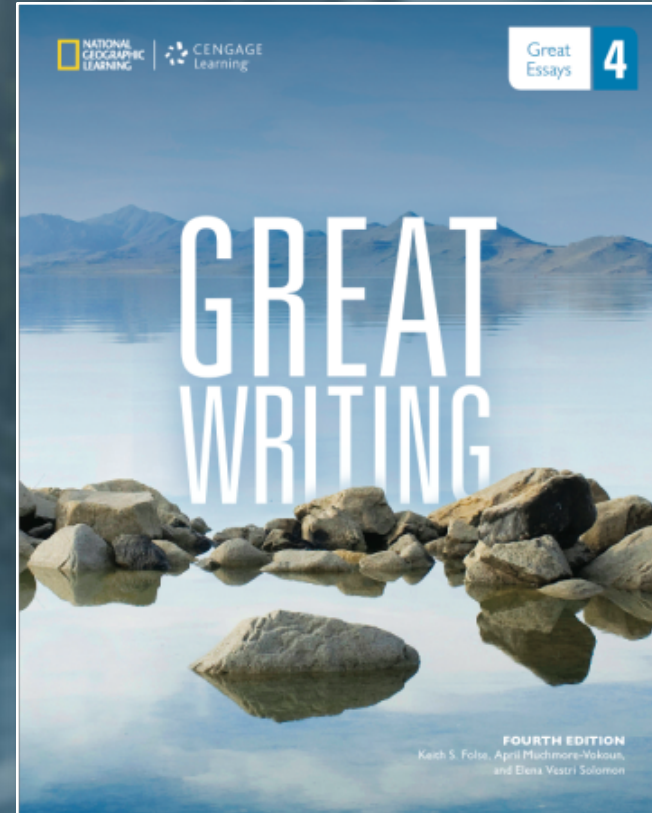


Student Book 3

Grammar for Great Writing + Great Writing

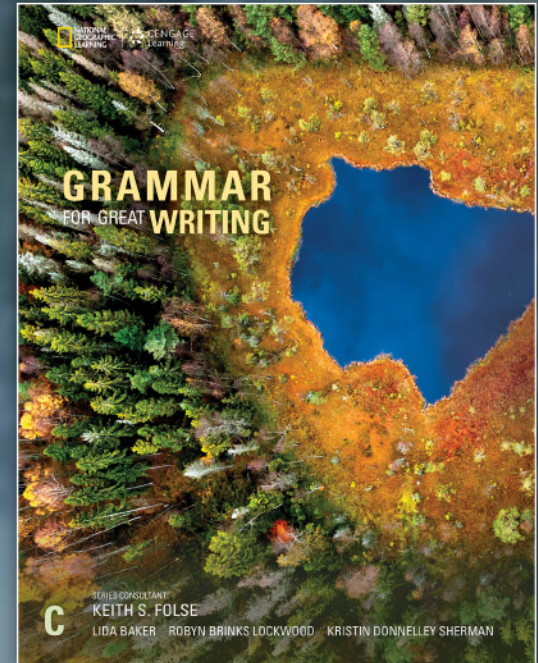
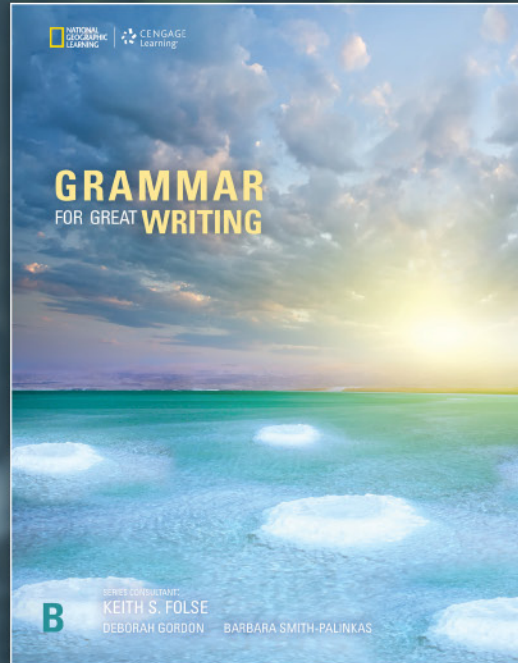
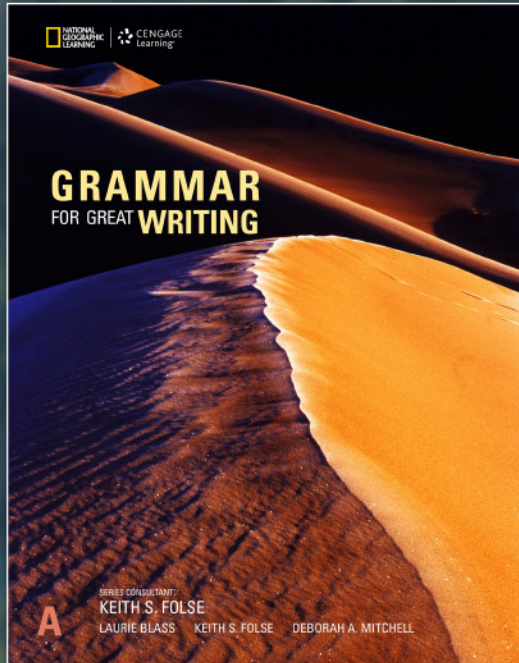


Student Book C



Student Book 4

Grammar for Great Writing



Grammar for Great Writing

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QUESTIONS ?